

Year 5 - Learning from Home Schedule Overview: Term 3 Week 5

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine SOTD Writing Reading Maths HSIE	Morning Routine SOTD Writing Reading Maths Science	Morning Routine SOTD Writing Reading Maths Library	Morning Routine SOTD Writing Reading Maths PDHPE	Morning Routine SOTD Writing Reading Maths CAPA (11:40am-12:20pm) PDHPE
Morning Session				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine 10 minutes: Read through the information explaining the new block planner for 'Writing to Inform' on Landforms. Practise drawing the block planner and the shorthand symbols.	Morning Routine 10 minutes: Read the 'Shield Volcano' text and highlight important or relevant information. Using your synthesis of the text 'Shield Volcano' and prior knowledge, plan your notes into body paragraph 1 of the block planner.	Morning Routine 10 minutes: Read the 'Cinder Cone Volcano' text and highlight important or relevant information. Using your synthesis of the text 'Cinder Cone Volcano' and prior knowledge, plan your notes into body paragraph 2 of the block planner.	Morning Routine 10 minutes: Read the 'Composite Volcano' text and highlight important or relevant information. Using your synthesis of the text 'Composite Volcano' and prior knowledge, plan your notes into body paragraph 3 of the block planner.	Morning Routine 10 minutes: Complete the Kahoot Quiz to retrieve important information from Morning Routine this week on volcanoes. If you have access to a device, please complete the quiz online with your class and teacher. If you do not have access to a device, please complete the Kahoot Quiz questions in the pack.
Vocabulary 10 minutes: Organise your vocabulary suitcase book and read through the information provided.	Vocabulary 10 minutes: Complete the vocabulary task in your vocabulary suitcase book.	Vocabulary 10 minutes: Complete the vocabulary task in your vocabulary suitcase book.	Vocabulary 10 minutes: Complete the vocabulary task in your vocabulary suitcase book.	Vocabulary 10 minutes: Complete the vocabulary task in your vocabulary suitcase book.
SOTD 15 minutes Look through SOTD notes and complete task. Focus: Rhetorical Questions	SOTD 15 minutes Look through SOTD notes and complete task. Focus: Colon	SOTD 15 minutes: Look through SOTD notes and complete task. Focus: Colon	SOTD 15 minutes: Look through SOTD notes and complete task. Focus: Complex sentences	SOTD 10 minutes: Complete SOTD assessment.

Writing Read through the exemplar text on how volcanoes are formed.	Writing Use the key to highlight and annotate the exemplar text.	Writing Use your schema to plan for your introduction for an informative text on volcanoes.	Writing Write your introduction on Volcanoes. Highlight and annotate it.	Writing Use the marking key to edit your introduction from Thursday's writing task. Once edited, rewrite it with the changes.
Middle Session				
Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading Use a timer to test your reading fluency using the 'Shield Volcano' reading passage. Record your times in the table provided and complete the 'Fluency Self-Evaluation'.	Guided Reading Use a timer to test your reading fluency using the 'Cinder Cone Volcano' reading passage. Record your times in the table provided and complete the 'Fluency Self-Evaluation'.	Guided Reading Use a timer to test your reading fluency using the 'Stratovolcano' reading passage. Record your times in the table provided and complete the 'Fluency Self-Evaluation'.	Guided Reading Read a Literacy Pro text at your Lexile level or a chapter book.	Guided Reading Complete the Literacy Pro Quiz for the book you read yesterday. Remember, you need to get 8/10.
Maths 10 minutes: Complete Monday's Maths Mentals 25 minutes: Investigate 'Addition' and 'Subtraction' at your level independently. 10 minutes: Complete 'Problem Solving – Activity 1' Extension Activity 1 – Complete 'Finding Fifteen' Activity	Maths 10 minutes: Complete Tuesday's Maths Mentals 25 minutes: Complete the 'Scavenger Hunt' activity based on 3D objects and 2D shapes. 10 minutes: Complete 'Problem Solving – Activity 2' Extension Activity 2 – Complete 'Fill it in' Activity	Maths 10 minutes: Complete Wednesday's Maths Mentals 25 minutes: Complete the 'Matching nets to 3D objects' activity. 10 minutes: Complete 'Problem Solving – Activity 3' Extension Activity 3 - Complete 'Lolla's Balloon' Activity	Maths 10 minutes: Complete Thursday's Maths Mentals 25 minutes: Complete the activity on cross-sections. 10 minutes: Complete 'Problem Solving – Activity 4' Extension Activity 4 - Complete 'Four Bags' Activity	Maths 10 minutes: Complete Friday's Maths Mentals 25 minutes: Investigate 'Division' and 'Multiplication' at your level independently. 10 minutes: Complete 'Problem Solving – Activity 5' Extension Activity 5 - Complete 'Matching Pairs' Activity

Afternoon Session

Monday	Tuesday	Wednesday	Thursday	Friday
<p>HSIE</p> <p><i>Do other continents have similar environments to Australia?</i></p> <p>Complete the activities about biomes, adding information to maps of Australia and to Europe.</p>	<p>Science</p> <p><i>Marvellous machines</i></p> <p>Read the information about machines and complete the energy audit on machines in your home.</p> <p><i>Extension:</i> Try building your own Rube Goldberg machine, film it and upload to your Google classroom.</p>	<p>PDHPE</p> <p><i>The importance of being a good friend</i></p> <p>Read the text and watch the video about friendship and complete the activity.</p>	<p>Library Performance</p> <p>It's Book Week! This year's theme is 'Bigger, Better, Brighter'. We will be watching a live recording of the performance at 12pm. You will need to go to: https://performlivestream.com/ Then enter the password: fmA6oBI</p>	<p>CAPA</p> <p>11:40am-12:20pm – Go online for X FITNESS FRIDAY</p> <p>You will have access to Fitness Friday where you can work on that 6 pack! This session will be via Zoom.</p> <p>https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtbWJCQktwYnVhUT09</p> <p>Meeting ID: 884 8630 9655</p> <p>Passcode: 506086</p> <p>PDHPE</p> <p><i>Mindfulness colouring</i></p> <p>Spend some time colouring</p>

Typing and NAPLAN practice

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Practice your typing skills – Play Kayak Game</p> <p>Kayak Game - Touch Typing</p> <p>https://games.sense-lang.org/kayak/</p>	<p>Complete the Conventions of Language Year 5 (Pick the Standard Test) from the NAPLAN Public Demonstration site</p> <p>Year 5 Conventions of Language Test</p> <p>https://pages.assessform.edu.au/pages/year-5-conventions-of-language</p>	<p>Practice your typing skills – Play Dance Mat Level 1 Stage 3</p> <p>Dance Mat Typing - Level 1 Stage 3</p> <p>https://www.typingtyping.com/dance-mat-typing-level-1-stage-3/</p>	<p>Practice your typing skills – Play Dance Mat Level 2 Stage 4</p> <p>Dance Mat Typing - Level 2 Stage 4</p> <p>https://www.typingtyping.com/dance-mat-typing-level-2-stage-4/</p>	<p>Practice your typing skills – Play Balloon Game</p> <p>Balloon Game - Touch Typing</p> <p>https://games.sense-lang.org/EN_BalloonG.php</p>

Monday 9th August 2021

Literacy (Morning Session)

Learning Intention: We are learning to plan our writing using a block planner.

Success Criteria: I can

- Activate my background knowledge
- Understand the information I am reading
- Organise information into the block planner

Task: Read through the information below explaining the new block planner for 'Writing to Inform' on Landforms. After you have finished reading through it, practise drawing the block planner and all the shorthand symbols on the following page.

H/W _____?

Have you...?

W? ≡

TS: 1, 2 and 3

TOPS



. _____ L

TOPS



. _____ L

'How or why' question + the **name of your landform** for your **title**.

Opening paragraph

'**Have you ever wondered...?**' question as your hook.

W? - 3 facts about your landform.

TS: 1, 2 and 3 – include a thesis statement to introduce your 3 big ideas.

First body paragraph

TOPS – include a topic sentence using thesis statement one.

Cause and Effect Sentences – use facts to explain, elaborate and provide evidence or examples about your first idea.

. _____ L – include a link to the idea for your next paragraph.

Second body paragraph

TOPS – include a topic sentence using thesis statement two.

Cause and Effect Sentences – use facts to explain, elaborate and provide evidence or examples about your second idea.

. _____ L – include a link to the idea for your next paragraph.



TOPS



A...?

RS: 1, 2 and 3

DYK?

I - Image

C- CAPTION

Third body paragraph

TOPS – include a topic sentence using thesis statement three.

Cause and Effect Sentences – use facts to explain, elaborate and provide evidence or examples about your third idea.

Concluding paragraph

A...? - link back to your opening paragraph and answer your 'have you ever wondered? Question.

RS: 1, 2 and 3 – restate your thesis statement.

DYK? - end your conclusion with a Did You Know? Fact about your landform.

Image

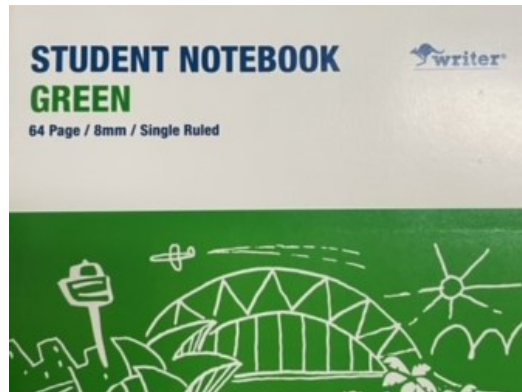
Include an image of your landform. This could be a diagram or illustration.

Caption

Include a caption underneath your image. This should describe your image.

Vocabulary- This week for vocabulary you have been provided with a small writing book like the one below.

- ☺ Optional: Decorate the outside of your small book to look like a suitcase, ready to be filled with amazing words! Suitcases are awesome because they can travel and stay with us wherever we go. You can use the suitcase below for inspiration. We will be bringing these suitcases back to school with us when we return, make sure to take care of them and don't lose any items (words)! We don't want to be waiting too long at baggage claim!

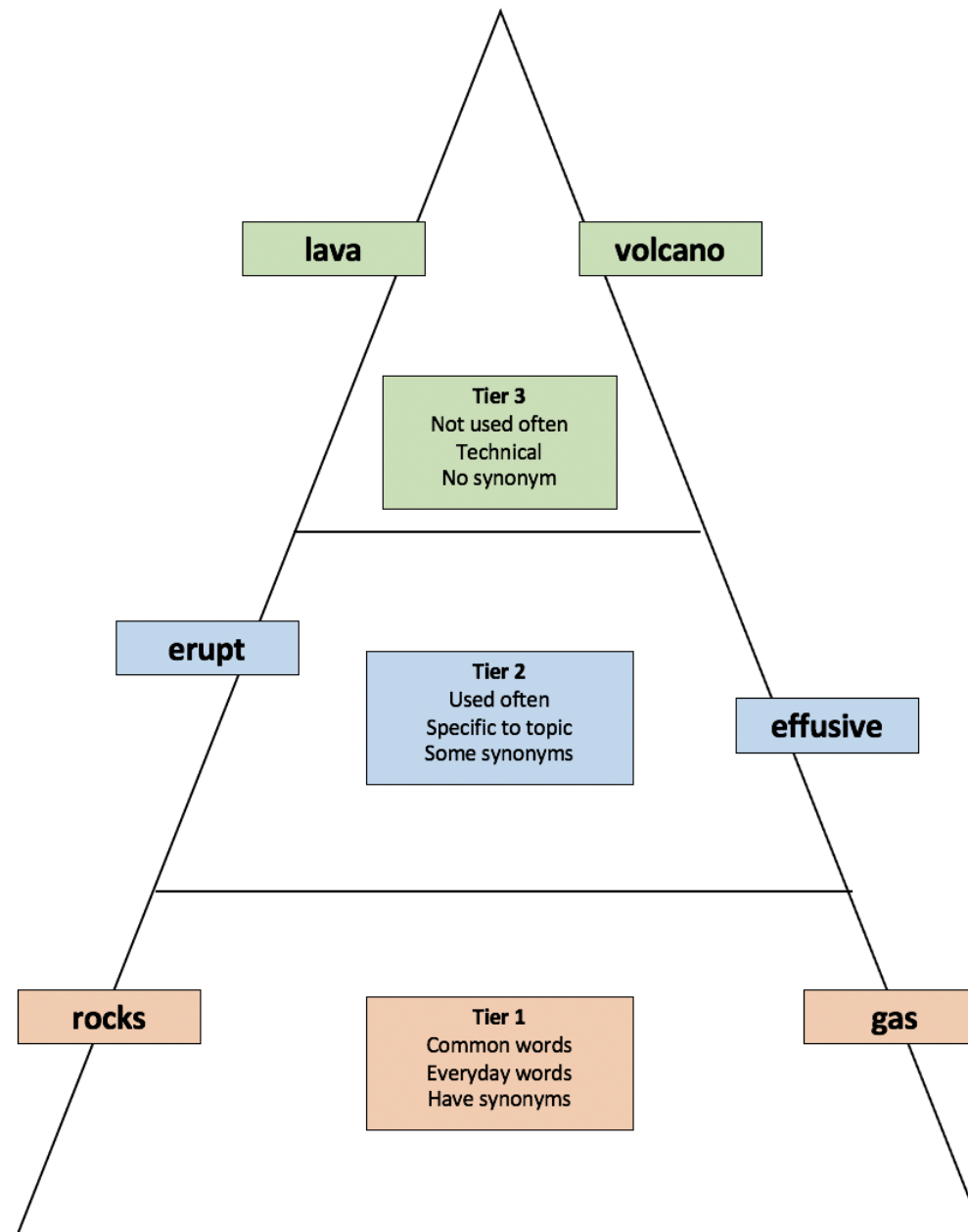


This is going to be your vocabulary suitcase book. Each page in your vocabulary suitcase (small book) will need to be set up as shown below. You will need to use a ruler to draw a line vertically down the middle of the page and a line horizontally across the page. You will then need to label each section as follows.

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

Use the following diagram to help you classify the vocabulary words this week into either Tier 1, Tier 2 or Tier 3.

- **Tier 1** words are very common and used in everyday speech (e.g., rocks, gas)
- **Tier 2** words are more academic, high-frequency and subject specific (e.g., erupt, effusive)
- **Tier 3** words are low frequency, very technical (scientific) and don't have any synonyms (e.g., lava, volcano)



Here is an example of how you will use your vocabulary suitcase to complete the vocabulary tasks for this week. The focus word for the example below is 'volcano'. You will be including the following:

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

Word: Volcano Tier: 3

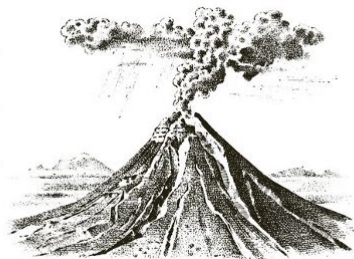
Definition:

A volcano is an opening in the earth's crust through which lava, volcanic ash, and gases escape.

Sentence:

A volcano produces magma.

Dual Code (image):



Synonym/root word/prefix/suffix:

vulcan
volcanoes
volcanic

SOTD – Focus: Rhetorical question

<p>Learning Intention: We are learning to write a simple sentence that contains a rhetorical question.</p> <p>Success Criteria: I have used:</p> <ul style="list-style-type: none">- A capital letter- A rhetorical question- Correct end punctuation- A subject- A predicate	<p>Rhetorical question is a figure of speech not meant to be taken literally, to make a point or introduce a subject.</p> <p>Example: Did you know composite volcanoes are also called stratovolcanoes?</p> <p>In this example, the question is rhetorical as it does not expect a response from the reader, rather it is used to capture their attention.</p> <p>Complete the following example.</p> <p>Isn't it interesting how...</p> <p>Complete your own example.</p>
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Writing – Read through the exemplar on 'How are Volcanoes formed?' Compare it to the block planner in Morning Routine to ensure all the parts of the block planner have been included.

H/W_____?

How are Volcanoes Formed?



Have you...?

W? ≡

TS: 1, 2 and 3

Have you ever wondered how volcanoes are created? A volcano is an opening in the Earth's crust that allows molten rock from beneath the crust to reach the surface. This molten rock is called magma when it is beneath the surface, and lava when it erupts or flows from a volcano. Along with lava, volcanoes also release gases, ash and rock. There are three types of volcanoes: shield volcanoes, cinder cone volcanoes and composite volcanoes (stratovolcano).

TOPS



. _____ L

Shield volcanoes have a broad, flattened dome-like shape created by layers of hot and runny lava flowing over its surface and then cooling. When magma is very hot and runny, gases can escape easily. Eruptions of this type of magma are gentle; and because the lava flows easily, it moves down gradual slopes over great distances from the volcanic vents. The lava flows are slow enough for humans to outrun or outwalk them. Although shield volcanoes are common, they are not the only type that are formed.

TOPS



. _____ L

Another type of volcano is known as a cinder cone volcano which is the simplest type. They are built from particles and rock fragments of congealed lava ejected from a single vent. As the gas-charged lava is blown violently into the air, it breaks into small fragments that solidify and fall as cinders around the vent to form a circular or oval cone. Lava flows may break out of or breach the cone, or they may flow from under the cone through tunnels. Most cinder cones have a bowl-shaped crater at the summit, and rarely rise more than a thousand feet or so above their surroundings. An interesting fact about cinder cone volcanoes is that they only erupt once (monogenetic). Their eruptions tend to be relatively weak compared to those of larger volcanoes like the stratovolcanoes.

TOPS



The final type of volcano is a composite, also known as **stratovolcanoes**, which are formed from explosive eruptions. These eruptions create steep sided cones. When magma is slightly cooler it is viscous (thick and sticky), which makes it harder for gas bubbles to expand and escape. The magma in these eruptions has higher silica (silicon dioxide) content than the magma that forms shield volcanoes. When there is high concentration of silica in lava, the silica molecules link together by sharing oxygen atoms. These bonds are very strong and make the liquid magma act more like a solid.

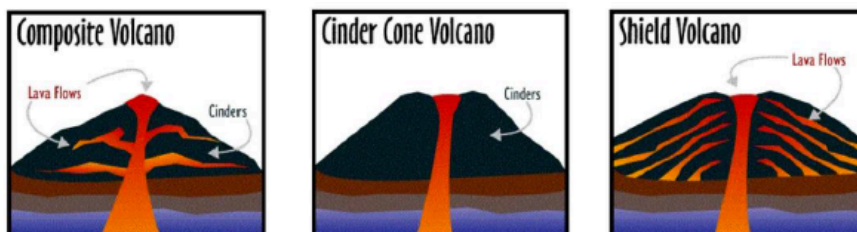
A...?

RS: 1, 2 and 3

As you can see, volcanoes can be created in a variety of different ways. They have been grouped as **shield volcanoes**, **cinder cone volcanoes** and **composite volcanoes (stratovolcano)**. Did you know that most of the world's active volcanoes are found on the 'Ring of Fire', a 40,000km horseshoe shaped area of the Pacific Ocean?

DYK?

I - Image




C- CAPTION

This is an image of the three types of volcanoes.

Guided Reading - Use a timer to test your reading fluency using the 'Shield Volcano' reading passage. Record your times in the table provided and complete the 'Fluency Self-Evaluation'.


☺ Let's try beating your time for tomorrow's passage. You can do it!

3 Types of Volcanoes Reading Passage



Shield Volcano

Shield volcanoes have very hot and runny lava. This flows down the sides of the volcano creating a broad, gently sloping shape. These volcanoes get their name from their shape resembling a warrior's shield. Many of the largest volcanoes on Earth are shield volcanoes. The biggest is Mauna Loa in Hawaii.



Draw a picture of a shield volcano.

Shield volcanoes have:

- ☐ Straight sides
- ☐ A cone shape
- ☐ A broad shape













Shield volcanoes are:


- ☐ Very small
- ☐ Very large
- ☐ Very narrow

© The Brisky Girls

Time 	1st reading	_____ min _____ sec
	2nd reading	_____ min _____ sec
	3rd reading	_____ min _____ sec

_____ 's Fluency Self-Evaluation


Accuracy: <small>Did I read the words correctly?</small>	  
Rate: <small>Did I read the words at a "just right" speed?</small>	  
Expression: <small>Did I read with feeling?</small>	  
Punctuation: <small>Did I follow the ending marks?</small>	  


Next time I will work on _____

Maths (Middle Session)

Maths Mentals - Monday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$120 \div 4$	
2.	$180 \div 6$	
3.	$420 \div 7$	
4.	$120 \div 3$	
5.	$160 \div 2$	
6.	$420 \div 6$	
7.	$540 \div 9$	
8.	$2400 \div 8$	
9.	$3600 \div 6$	
10.	2000 mangoes in bags of 5, ready for market. How many bags of apples?	
11.	$4900 \div 7$	
12.	$6400 \div 8$	
13.	$4500 \div 5$	
14.	$75\ 000 \div 5$	
15.	$12\ 000 \div 6$	
16.	$24\ 000 \div 6$	
17.	$15\ 000 \div 3$	
18.	$45\ 000 \div 7$	
19.	$36\ 000 \div 4$	
20.	Two journeys around the world is 40 000km. What is the distance around the world?	
 Time =		Score =

Investigations

Let's become even more confident with **Addition** and **Subtraction**!

Working at your level, complete **3 questions of addition and 3 questions of subtraction**. Use the strategies we have learnt throughout the year. Examples of how to use each strategy is below.

Addition	Subtraction
<p>Jump Strategy:</p> $345 + 219$ <p style="text-align: center;"> $\begin{array}{r} 200 + 10 + 9 \end{array}$ </p> <p>$\therefore 345 + 219 = 564$</p>	<p>Jump Strategy:</p> $793 - 242$ <p style="text-align: center;"> $\begin{array}{r} 200 + 40 + 2 \end{array}$ </p> <p>$\therefore 793 - 242 = 551$</p>
<p>Split Strategy:</p> $345 + 219$ <p style="text-align: center;"> $\begin{array}{r} (300 + 40 + 5) + (200 + 10 + 9) \end{array}$ </p> $300 + 200 = 500$ $40 + 10 = 50$ $5 + 9 = 14$ $= 564$	<p>Split Strategy:</p> $793 - 242$ <p style="text-align: center;"> $\begin{array}{r} (700 + 90 + 3) - (200 + 40 + 2) \end{array}$ </p> $700 - 200 = 500$ $90 - 40 = 50$ $3 - 2 = 1$ $= 551$

Compensation Strategy:

$$\begin{array}{r}
 345 + 219 \\
 \downarrow +1 \\
 220 \\
 345 + 220 \\
 = 565 - 1 \\
 = 564
 \end{array}$$

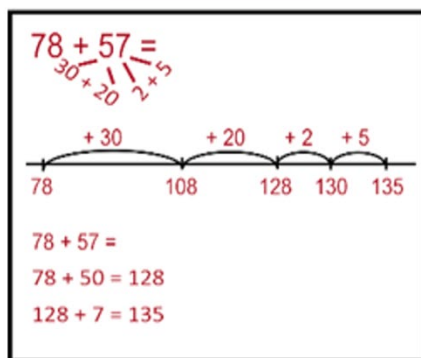
Compensation Strategy:

$$\begin{array}{r}
 793 - 242 \\
 \downarrow - 2 \\
 240 \\
 793 - 240 \\
 = 553 + 2 \\
 = 551
 \end{array}$$

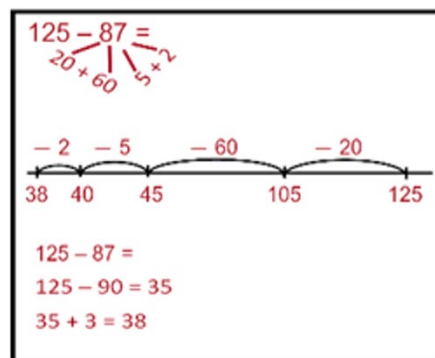
Levels

Addition & Subtraction Levels (2-digit)

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

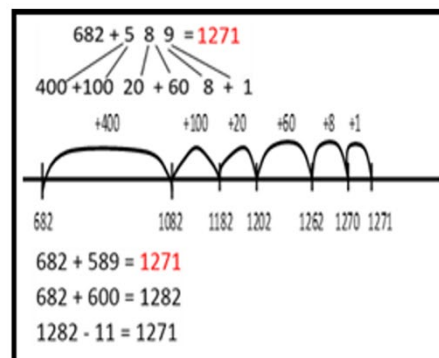


AS 17 Subtract 2-digit numbers
bridging 100 and 10s

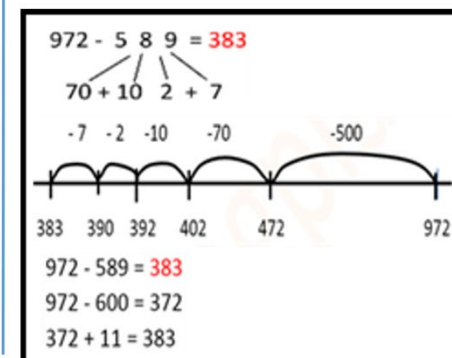


Addition & Subtraction Levels (3-digit)

AS 21 Add three-digit
numbers

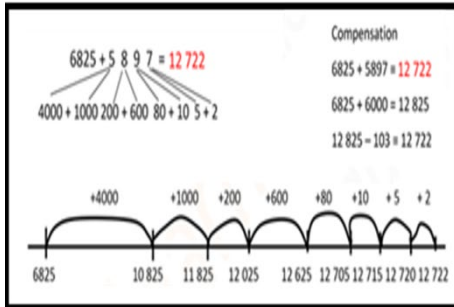


AS 21 Subtract three-digit
numbers

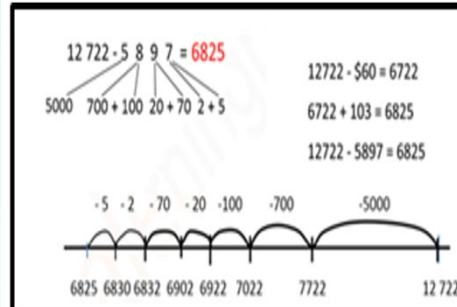


Addition & Subtraction Levels (4-digit)

AS 21 Add
four-digit numbers

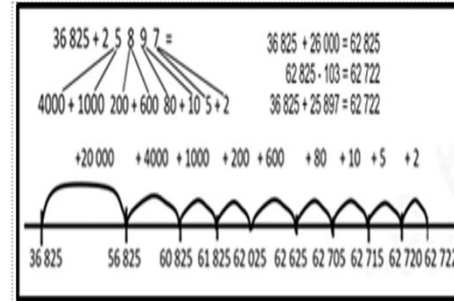


AS 21 Subtract
four-digit numbers

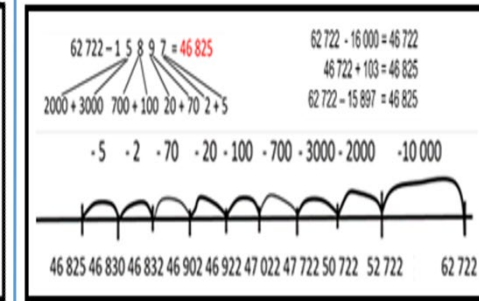


Addition & Subtraction Levels (5-digit)

AS 24 MF 10 Add
five-digit numbers

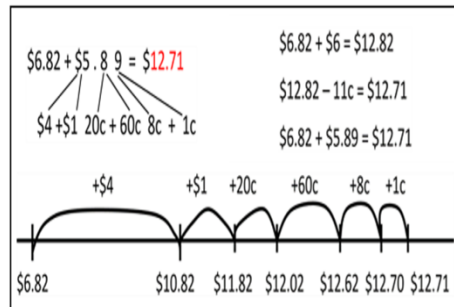


AS 24 MF 10 Subtract
five-digit numbers

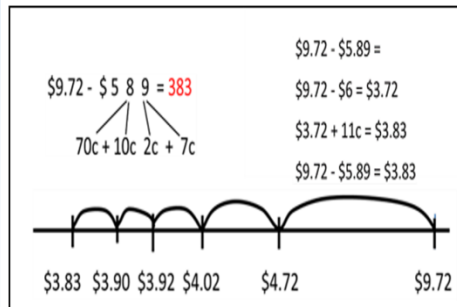


Addition & Subtraction (Money) Levels (3-digit)

AS 23 MF 9 Add
three-digit numbers as money

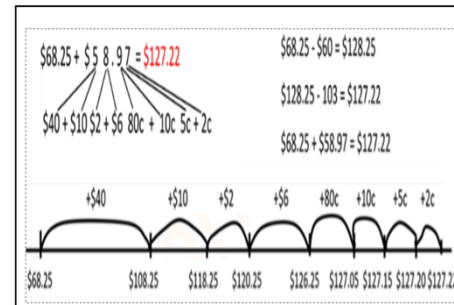


AS 23 MF 9 Subtract
three-digit numbers as money

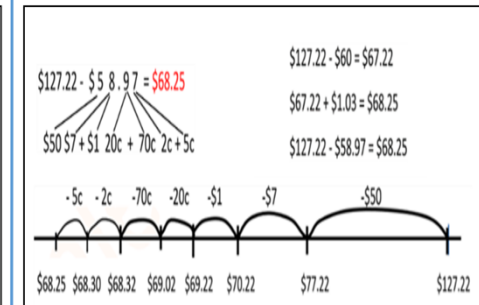


Addition & Subtraction (Money) Levels (4-digit)

AS 23 MF 9 Add
four-digit numbers as money

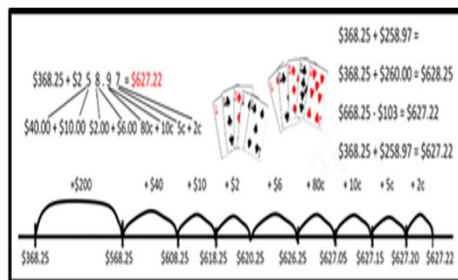


AS 23 MF 9 Subtract
four-digit numbers as money

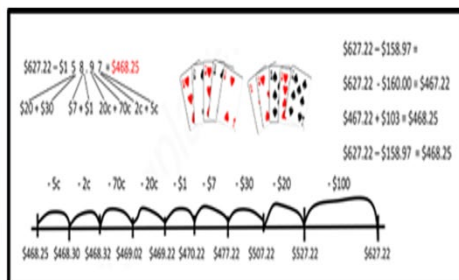


Addition & Subtraction (Money) Levels (5-digit)

AS 24 Add
five-digit numbers, as money



AS 24 Subtract
five-digit numbers, as money



Problem-Solving – Complete problem-solving activity 1 below (10 minutes).

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

1. Read
2. Understand
3. Choose a Strategy
4. Use Strategy
5. Check

At the beginning of the day, Khaled has 239 apples. He received another 130 apples from another supplier. Khaled sells 50 apples. How many apples does Khaled have by the end of the day? Show all your working out.

☺ *Make sure your thinking cap is on for this one!*

Extension Activity 1- Finding Fifteen

Tim had nine cards, each with a different number from 1 to 9 on it.
Tim adds 3 numbers at a time to get the total of 15. You can only use a number once in the number sentence
Can you find all the different ways Tim could have done this?



Miss El Mir found 5 different ways to do this. Can you find more?

1

2

3

4

5

6

7

8

9

HSIE (Afternoon Session) -

Do other continents have similar environments to Australia?

To learn more about people's interconnection with the environment it will be helpful to know more about the world's environments. You know that continents and countries can be divided into spaces and there are many ways to show this, for example; climate maps, vegetation maps, state and territory boundaries. There is another way to organise spaces which also shows common environmental conditions. These places can be found all over the world.

Use the clues below to find the name.

There is a word missing from these statements. Can you work out what it is?

Hint: think Minecraft, Lego World, Blockscape.

are communities of plants and animals suited to environments because of the climate and natural features.

There are many types of all over the world.

Different continents can have the same .

Scientists can't agree on exactly how many types of there are.

Can you agree with your partner, group or class on how many types of there are?

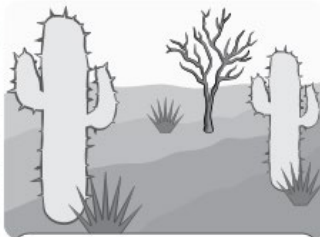
Check out this video for more information about biomes:

<https://www.youtube.com/watch?v=CvQP7hI9UvM>

3

Now see if you can group them into five main types.







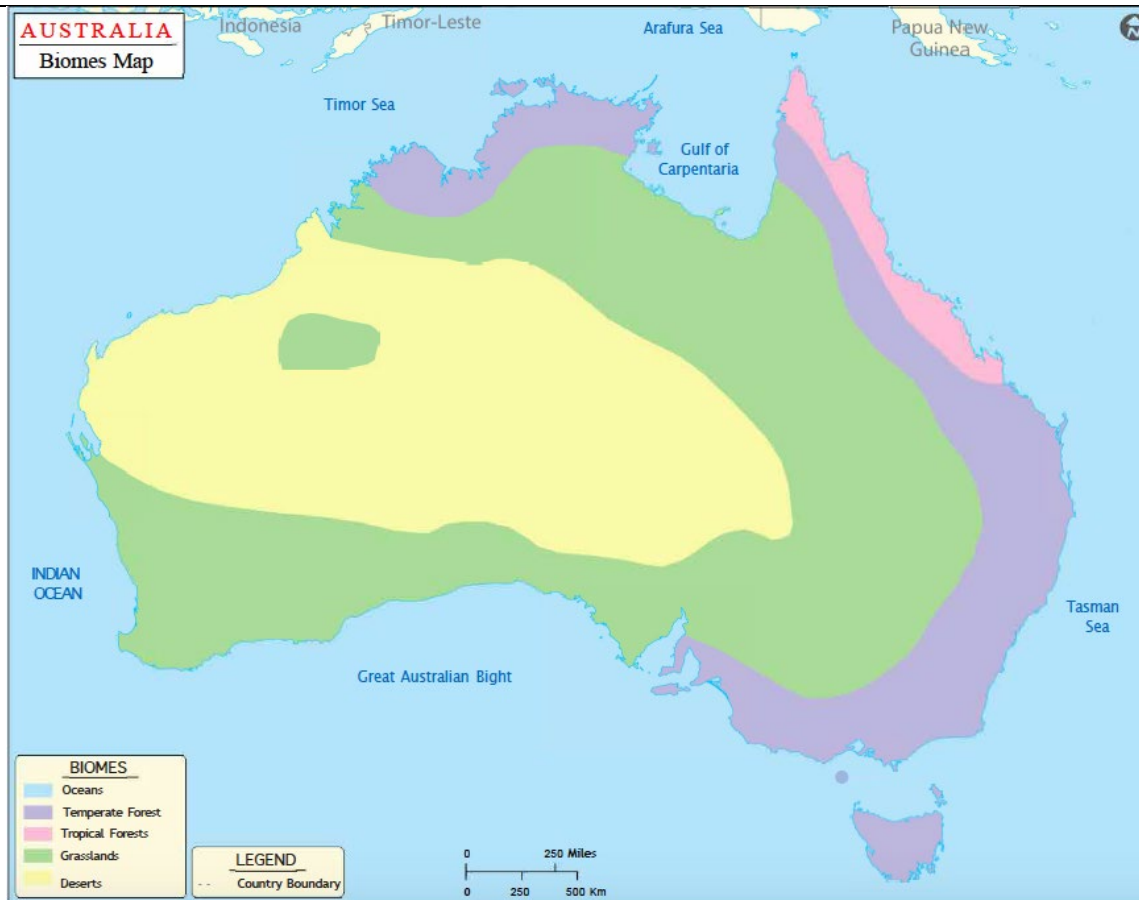




Below is the Biomes map of Australia:

Using an atlas or Google Earth (<https://earth.google.com/web/>) or Google Maps (<https://www.google.com/maps>) add the following to the map:

- Locate and draw the different States and Territories (so NSW, Qld, Vic. etc)
- Locate and name the capital cities
- Draw the Tropic of Capricorn (*hint hint* – think longitude)
- There is one Biome that is missing from the Australia mainland, but it is in an Australian Territory. Can you name the type, the place and give its location? (*Hint hint: It is the coldest biome*)

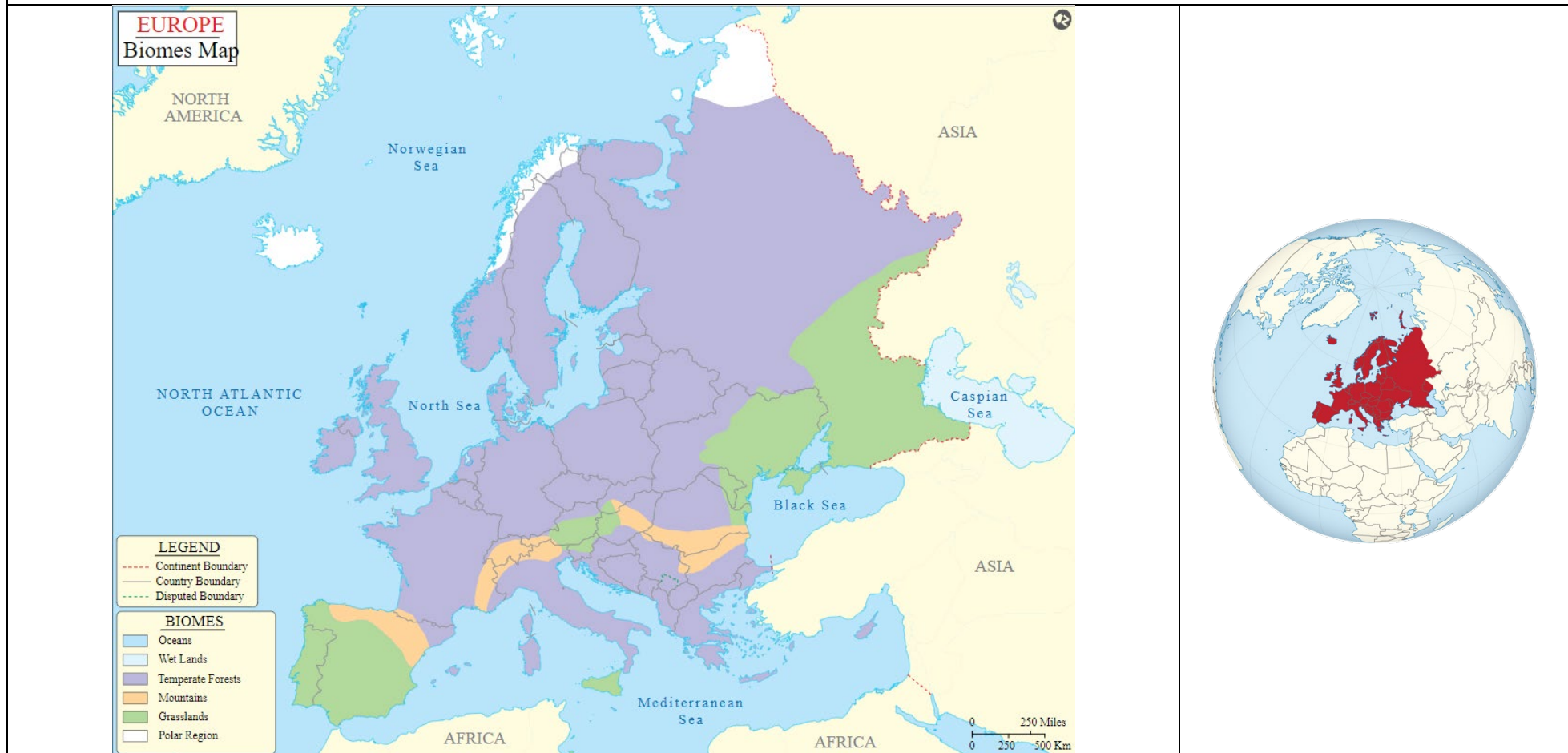


The major biomes in Europe

The map below shows the major biomes in Europe. Where the globe shows where Europe is located on Earth. Using an atlas or Google Earth (<https://earth.google.com/web/>) or Google Maps (<https://www.google.com/maps>) add the main countries of Europe on the map (*hint hint*: United Kingdom, Germany, Netherlands, France, Italy etc.). How many can you locate and name?

- What are the biomes found in Europe?

- What biome is not in Europe but is a large part of Australia?
- What impact do you think the different types of biomes would have on settlement patterns (where people choose to live)?
- What is the different between a biome and an ecosystem?



Tuesday 10th August 2021

☺ Did someone say Tuesday?

Literacy (Morning Session)

Learning Intention: We are learning to synthesise a text using the information presented and our background knowledge.

Success Criteria: I can

- Highlight important information
- Activate my background knowledge
- Understand the information I am reading

Synthesis: To synthesise a text, you will need to read it in detail and highlight important information.

Task: Read the 'Shield Volcano' text below and highlight important or relevant information. Using your synthesis of the text 'Shield Volcano' and prior knowledge, plan your notes into body paragraph 1 of the block planner below.

<div>H/W _____?</div> <div>Have you...? W? TS: 1, 2 and 3</div> <div>TOPS C _____L</div> <div>TOPS C _____L</div>	<div>TOPS C</div> <div>A...? RS: 1, 2 and 3 DYK?</div> <div>I - Image C- CAPTION _____</div>
---	--

Shield Volcano

Shield volcanoes get their name from their shape. Although shield volcanoes are not steep, they may be very large. Shield volcanoes are common at spreading centres or intraplate hot spots.

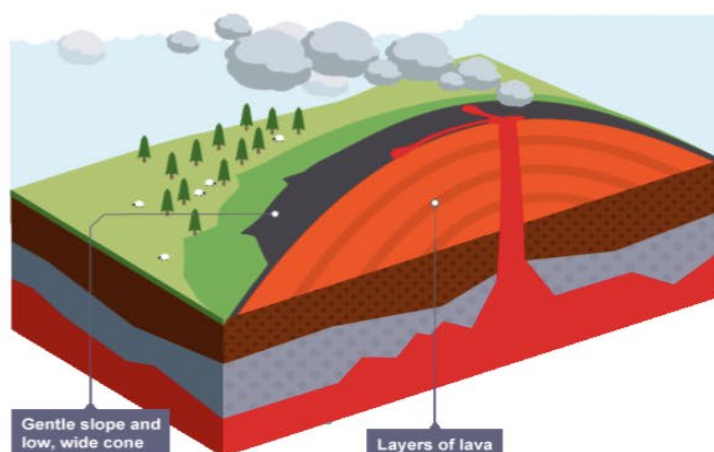


Mauna Loa Volcano in Hawaii is the largest shield volcano on Earth with a diameter of more than 112 kilometres (70 miles). The volcano forms a significant part of the island of Hawaii.

The lava that creates shield volcanoes is fluid and flows easily. The spreading lava creates the shield shape. Shield volcanoes are built by many layers over time and the layers are usually of very similar composition. The low viscosity also means that shield eruptions are non-explosive.

Shield volcanoes are found on constructive plate margins, where two plates move away from one another. Shield volcanoes have the following characteristics:

- **basic lava**, which is non-acidic and very runny
- gentle sides as the lava flows for long distances before it solidifies
- no layers, as the volcano just consists of lava
- less violent eruptions
- shorter periods between eruptions





1



Vocabulary - Organise the following in 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:

- **erupt**
- **explosive**

Remember to include the following:

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

SOTD – Focus: Colon

Learning Intention: We are learning to write a simple sentence that contains a colon.

Success Criteria: I have:

- A capital letter
- A subject
- A predicate
- A colon

Colons – It is punctuation mark consisting of two dots, one over the other (:). It introduces lists, series, quotations and explanations.

Example

There are three main types of volcanoes: shield, cinder cone and composite.

Your turn! Complete the following example



Shield volcanoes have 2 main physical features:

Write your own simple sentence using a colon.

Writing –

Use the annotating checklist to highlight and annotate (make notes) around the exemplar text.

Do not look at yesterday's writing task until you finish, to check your work.
Draw your block planner boxes around the text first than tick the checklist as you add each part of the block planner.

<u>Annotating checklist</u>			
H/W_____?	<input type="checkbox"/>		<input type="checkbox"/>
Have you...?	<input type="checkbox"/>	TOPS TOPS TOPS	<input type="checkbox"/>
W? ≡	<input type="checkbox"/>	. _____ L . _____ L	<input type="checkbox"/>
TS: 1, 2 and 3	<input type="checkbox"/>	DYK?	<input type="checkbox"/>
I - Image	<input type="checkbox"/>	A...?	<input type="checkbox"/>
C- CAPTION	<input type="checkbox"/>	RS: 1, 2 and 3	<input type="checkbox"/>
	<input type="checkbox"/>		

How are Volcanoes Formed?

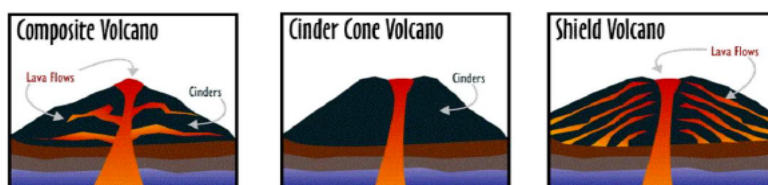
Have you ever wondered how volcanoes are created? A volcano is an opening in the Earth's crust that allows molten rock from beneath the crust to reach the surface. This molten rock is called magma when it is beneath the surface, and lava when it erupts or flows from a volcano. Along with lava, volcanoes also release gases, ash and rock. There are three types of volcanoes: shield volcanoes, cinder cone volcanoes and composite volcanoes (stratovolcano).

Shield volcanoes have a broad, flattened dome-like shape created by layers of hot and runny lava flowing over its surface and then cooling. When magma is very hot and runny, gases can escape easily. Eruptions of this type of magma are gentle; and because the lava flows easily, it moves down gradual slopes over great distances from the volcanic vents. The lava flows are slow enough for humans to outrun or outwalk them. Although shield volcanoes are common, they are not the only type that are formed.

Another type of volcano is known as a cinder cone volcano which is the simplest type. They are built from particles and rock fragments of congealed lava ejected from a single vent. As the gas-charged lava is blown violently into the air, it breaks into small fragments that solidify and fall as *cinders* around the vent to form a circular or oval cone. Lava flows may break out of or breach the cone, or they may flow from under the cone through tunnels. Most cinder cones have a bowl-shaped *crater* at the summit, and rarely rise more than a thousand feet or so above their surroundings. An interesting fact about cinder cone volcanoes is that they only erupt once (monogenetic). Their eruptions tend to be relatively weak compared to those of larger volcanoes like the strato-volcanoes.

The final type of volcano is a composite, also known as strato-volcanoes, which are formed from explosive eruptions. These eruptions create steep sided cones. When magma is slightly cooler it is viscous (thick and sticky), which makes it harder for gas bubbles to expand and escape. The magma in these eruptions has higher silica (silicon dioxide) content than the magma that forms shield volcanoes. When there is high concentration of silica in lava, the silica molecules link together by sharing oxygen atoms. These bonds are very strong and make the liquid magma act more like a solid.

As you can see, volcanoes can be created in a variety of different ways. They have been grouped as shield volcanoes, cinder cone volcanoes and composite volcanoes (stratovolcano). Did you know that Aboriginal communities believe that volcanoes are formed by the Spirits?



This is an image of the three types of volcanoes.



Guided Reading - Use a timer to test your reading fluency using the 'Cinder Cone Volcano' reading passage. Record your times in the table provided and complete the 'Fluency Self-Evaluation'.

☺ Can you improve your fluency rate today? I'm sure you can!

3 Types of Volcanoes Reading Passage

Cinder Cone Volcano

A cinder cone volcano is the most common type of volcano and has the symmetrical cone shape that is most recognizable to people. It has straight sides and tall, steep slopes. It usually is smaller in size. This volcano has dramatic eruptions in which ash and rock billow high into the air while lava pours down the sides.



Draw a picture of a cinder cone volcano.


The cinder cone is the:

- ☐ Least common
- ☐ Most common
- ☐ Tallest













The cinder cone is:


- ☐ Taller in size
- ☐ The widest type
- ☐ Smaller in size

© The Brisky Girls

	1 st reading	____ min ____ sec
	2 nd reading	____ min ____ sec
	3 rd reading	____ min ____ sec

's Fluency Self-Evaluation

Accuracy: Did I read the words correctly?	  
Rate: Did I read the words at a "just right" speed?	  
Expression: Did I read with feeling?	  
Punctuation: Did I follow the ending marks?	  

 Next time I will work on _____

Maths (Middle Session)

☺ Give it your absolute best!



Maths Mentals - Tuesday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$550 \div 5$	
2.	$720 \div 6$	
3.	$2800 \div 7$	
4.	$600 \div 3$	
5.	$36\,000 \div 9$	
6.	$65 + 59$	
7.	$930 - 420$	
8.	$999 - 130$	
9.	29×4	
10.	29×7	
11.	Write the numbers that are: - 1 more than 87 543 - 10 more than 87 543	
12.	Write the numbers that are: - 1 less than 87 543 - 10 less than 87 543	
13.	4×9	
14.	6×9	
15.	9×7	
16.	Add 5 to 40, double, subtract 30, then multiply by 10	
17.	Multiply 5 by 7, add 1, halve, then divide by 5	
18.	Add 6 to 60, double, subtract 30, then multiply by 2	
19.	Multiple 5 by 6, add 4, halve, then multiply by 5	
20.	43×23	
Time =		Score =

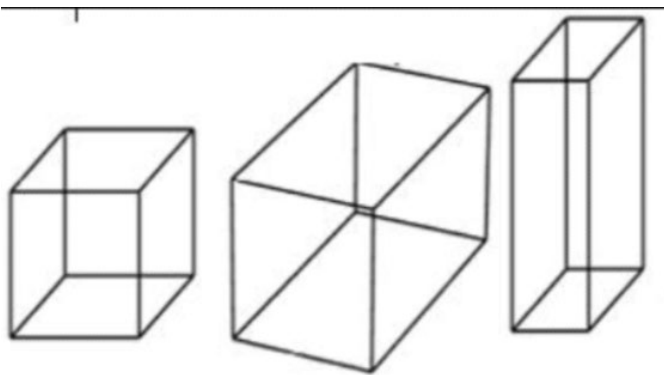
Investigations –

What is a prism?

A prism is a 3D objects that have:

- Two bases
- All flat sides
- Same cross section all along its length
- The shape of the bases gives the prism a name

(Example: Triangular Prism - the shape of the base is a triangle so therefore it is called a triangular prism)



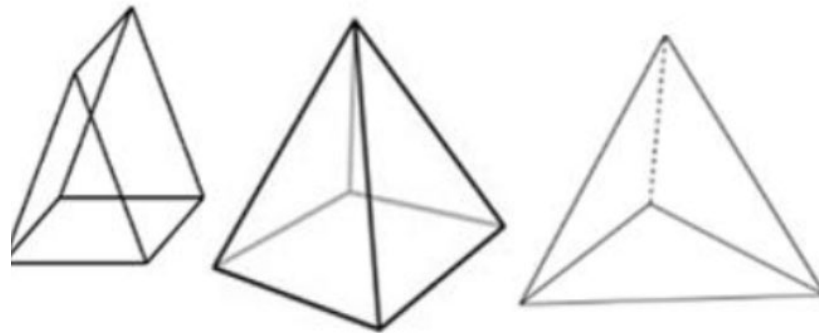
What is a pyramid?

A pyramid is a 3D objects that have:

- The shape of the bases gives the pyramid a name

(Example: Triangular Pyramid- the shape of the base is a triangle so therefore it is called a triangular pyramid)

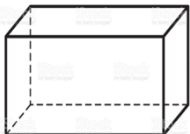
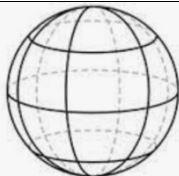
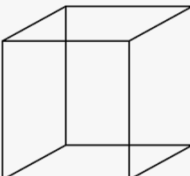
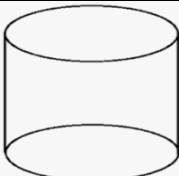
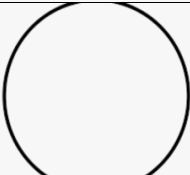
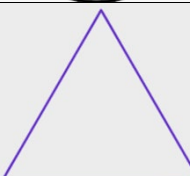
- Has triangular sides which meet at one point called a vertex (point)



Task: Scavenger Hunt!!

Look for the Math around you. Just remember that 3D objects can be held.

Go on a scavenger hunt around the house and name objects that are:


Shapes	Image	Objects
Rectangular Prism		
Sphere		
Cube		
Cylinder		
Circle		
Triangle		

Problem-Solving – Complete problem-solving activity 2 below (10 minutes).

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

1. Read
2. Understand
3. Choose a Strategy
4. Use Strategy
5. Check


MG 54 (1a) These shapes are the six faces of a three-dimensional object.



Is the object a prism or a pyramid?

Properties, Cross-Sections and Sections of Prisms and Pyramids.


MG 54 (1b) These shapes are the six faces of a three-dimensional object.



Is the object a prism or a pyramid?

Properties, Cross-Sections and Sections of Prisms and Pyramids.

MG 54 (1c) These shapes are the five faces of a three-dimensional object.



Is the object a prism or a pyramid?

Properties, Cross-Sections and Sections of Prisms and Pyramids.

Extension Activity 2 – Fill it in!

Fill in the grid so that each row and column add up to 65.

11	18		2	9
10		19		3
				22
23		7	14	
17		1	8	15

Science (Afternoon Session) *Energy is everywhere!*

Marvellous Machines

What is a machine?	<p>The word machine has origins in both the Greek and Roman languages. The Greek word 'machos' means 'expedient' or something that 'makes work easy'. The Romans have a similar understanding of the word 'machina' which means 'trick' or 'device'.</p> <p>The basic purpose for which most simple machines are designed is to reduce the effort (force) required to perform a simple task. To achieve this, the force applied must act over a longer distance or period of time resulting in the same amount of work being performed by a smaller force. Screws, levers and inclined planes are designed to increase the distance over which the reduced force acts so that we can push or pull with less effort. The effect of this design is often referred to as providing a 'mechanical advantage'.</p> <p>So, a machine transforms one energy type to another, or transfers energy from an object to another.</p>
Transfer of energy:	Is a movements of one type of energy from one place to another, for example a lever transfers moving energy from one side to another.
Transform of energy:	Is when one energy type takes on another form, for example, a television transforms electrical energy into sound, light and heat energy.
Types of machines:	The term 'simple machine' is commonly used by scientists to refer to one of six different types of devices which are often combined to form more complex machines.

	 <h2>Lever</h2> <p>A lever is a beam balanced at a fixed point that can help lift heavy weight with less effort.</p>	<h2>Inclined Plane</h2> <p>An inclined plane is a flat surface that is tilted, with one end higher than the other. It is used to raise and lower heavy loads.</p> 	 <h2>Wedge</h2> <p>A wedge is a triangular prism-shaped tool used to separate two objects, split an object or hold an object in place.</p>
	 <h2>Pulley</h2> <p>A pulley is made up of a belt or rope wrapped around a wheel. It can be used to lift loads and change direction of a force.</p>	<h2>Wheel and Axle</h2> <p>A wheel and axle is made up of two circles. The force applied to the wheel multiplies when it transfers to the axle.</p> 	 <h2>Screw</h2> <p>A screw twists into surfaces easily, but is tough to remove. It is used to amplify (increase) a force or hold two objects together.</p>
<h2>The three classes of levers:</h2>	 <h2>First Class</h2> <h3>See Saw</h3> <p>A first class lever has a fulcrum between the input and the output forces.</p>	<h2>Second Class</h2> <h3>Wheelbarrow</h3> <p>A second-class lever has the output force between the fulcrum and the input force.</p> 	 <h2>Third Class</h2> <h3>Tennis Racket</h3> <p>A third-class lever has the input force between the fulcrum and the output force.</p>

Auditing Appliance Activity

This term, we are exploring energy as part of the Essential energy unit. You are encouraged to look at what electricity is used for in the home. You will need to investigate appliances in and around the home and identify what the electricity is used for, such as to heat something, to make something move, or to produce light or sound.

Some examples of appliances might be:

- a hot water heater
- a cooling system
- cooking appliances.

Ask mum/dad/carer if they have a past electricity bill, as this will be helpful to see when spikes of energy usage occur in the home (think a 40degree day and that air-conditioner, if you are lucky to have one).

You are to 'audit' the home by filling in the table with 5 different machines (appliances). Try and determine by estimating or investigating how many watts the appliance uses. This information is often recorded on the appliance, or you can find this information online.

Appliance	What is the electricity used for?	How many hours is it used per week?	How many watts does it use?

Science Extension Activity: Build your own Rube Goldberg machine

Have you ever seen a Rube Goldberg machine in action? You probably have, even if you didn't know what it was. A Rube Goldberg machine is a machine that uses a chain reaction to carry out a simple task. It performs a very basic job in a complicated way.

You have to watch this – ***The Swish Machine: 70 step basketball trickshot***: <https://youtu.be/Ss-P4qLLUyk>

And this – ***The squirrel feeding machine***: <https://youtu.be/U3-dogeWHPM>

Rube Goldberg was an American Pulitzer Prize winning cartoonist, sculptor, author, engineer, and inventor, and his work is a classic example of the melding of art and science. Goldberg began his career as an engineer, and later became a cartoonist who drew elaborate illustrations of contraptions made up of pulleys, cups, birds, balloons, and watering cans that were designed to solve a simple task such as opening a window or setting an alarm clock. Interestingly, Goldberg only drew the pictures, and never built any of his inventions. However, these pictures have since served as inspiration for makers and builders who want the challenge of making wild inventions to solve everyday problems.

Why not try and make your own Rube Goldberg machine? There are so many examples online to investigate.

This video can give you some simple ideas on how to make one.

<https://www.youtube.com/watch?v=MgDF1tyoOvU>

Make sure you video it, explain what your machine is doing and what type of machines it is using. Then upload to your Google Classroom! We can't wait to see what you come up with!

Wednesday 11th August 2021

☺ *How is it already Wednesday?*

Literacy (Morning Session)

Learning Intention: We are learning to synthesise a text using the information presented and our background knowledge.

Success Criteria: I can

- Highlight important information
- Activate my background knowledge
- Understand the information I am reading

Synthesis: To synthesise a text, you will need to read it in detail and highlight important information.

Task: Read the 'Cinder Cone Volcano' text below and highlight important or relevant information. Using your synthesis of the text 'Cinder Cone Volcano' and prior knowledge, plan your notes into body paragraph 2 of the block planner below.

H/W _____?	
<div>Have you...? W? TS: 1, 2 and 3</div>	
<div>TOPS C _____L</div>	
<div>TOPS C _____L</div>	
	<div>TOPS C</div>
	<div>A...? RS: 1, 2 and 3 DYK?</div>
	<div>I - Image</div> <div>C- CAPTION _____</div>

Cinder Cone Volcano

The smallest, simplest, and most common type of volcano

Article by: Hobart M. King, PhD, RPG



Cinder Cone Volcano: A photograph of Parícutin, the world's most famous cinder cone. It erupted and grew between 1943 and 1952 and is located near the city of Uruapan, Mexico. Today it is a volcano that is 1,391 feet in height and surrounded by about 90 square miles of lava flows. Photo by Brian Overcast

What Are Cinder Cones?

Cinder cones are the smallest and the simplest type of volcano. They are the world's most common volcanic landform. As the name "cinder cone" suggests, they are cone-shaped hills made up of ejected igneous rocks known as "cinders".

These small volcanoes usually have a circular footprint, and their flanks usually slope at an angle of about 30 to 40 degrees. Most cinder cones have a bowl-shaped crater at the top.

Cinder cones are found in many parts of the world, including Australia, Canada, Chile, France, Iceland, Italy, Japan, Mexico, New Zealand, Peru, the Philippines, Russia, Turkey, and the United States.

How Do Cinder Cones Form?

Cinder cones form when molten rock known as "magma" approaches Earth's surface. The magma that forms cinder cones contains a tremendous amount of dissolved gas - and that gas is what powers a cinder cone eruption.

Some gas-charged magmas contain several percent volcanic gas on the basis of weight.

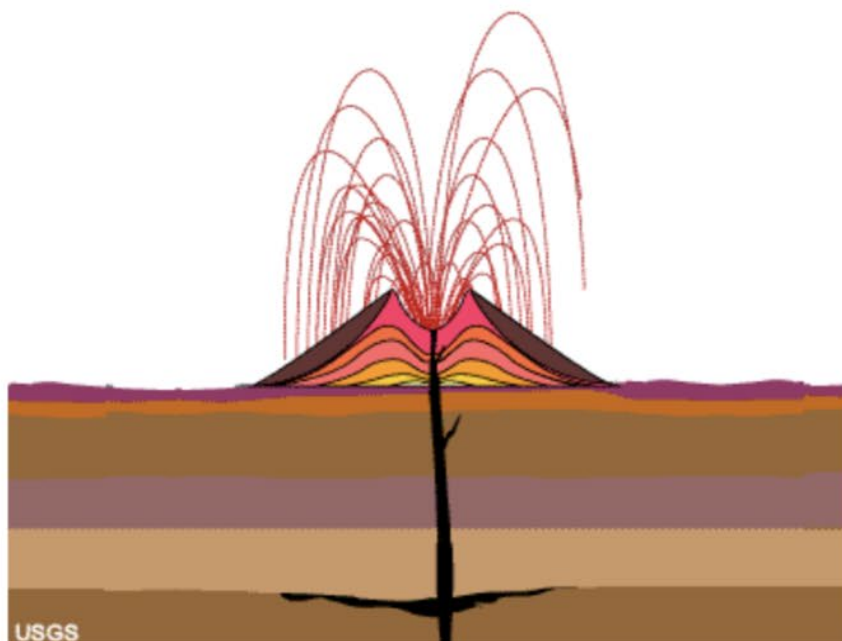
Think about that - several percent gas - on the basis of weight.

That is a tremendous amount of gas!

The molten rock cools as it flies through the air, and the cinders rain down onto the surrounding landscape. Most of the cinders land close to the vent, and these are what build the cone. Many cinder cones blast cinders a mile or more from the vent, and the wind often assists in their spread.



Cinder Cone Eruption: A night-time view of Parícutin erupting cinders which are so hot that they are incandescent as they fly through the air - and also after they land. Photo by JSM Historical



Scoria Cinder Cone: Artistic drawing illustrating the subsurface magma source and layer-by-layer build-up of scoria in a cinder cone eruption. Image by USGS.

TOPS

• _____ L

Vocabulary-

Organise the following in 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:

- **basalt**
- **crust**

Remember to include the following:

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

SOTD – Focus: Complex Sentences

Learning Intention: We are learning to write a simple sentence that contains a colon.

Success Criteria: I have:

- A capital letter
- A subject
- A predicate
- A colon

Colons – A punctuation mark consisting of two dots, one over the other (:). It introduces lists, series, quotations and explanations.

Example

Volcanoes are dangerous: they have erupted many times before.

Complete the following example

Volcanoes are dangerous: they...

	Write your own simple sentence using a colon
--	--

Writing – Look at the example provided for a plan for a title and introduction then complete the task.

Learning intention: We are learning to plan our writing of a title and introduction.

Success Criteria: I can

- Write notes within my block planner
- Include a title
- Include a hook,
- Write notes for 3 facts
- A thesis statement.

Example:

H/W _____?

How are Volcanoes Formed?



Have you...?

Have you ever wondered how volcanoes are created?

W? ≡

1. Volcano definition
2. Molten rock fact – Magma beneath surface, lava when it erupts above surface.
3. release gases, ash and rock.

TS: 1, 2 and 3

There are three types of volcanoes: shield volcanoes, cinder cone volcanoes and composite volcanoes (stratovolcano).

Task:


Draw your block planner.

Plan your title and introduction inside your block planner. Don't forget to include all the parts of the introduction below.

- H/W title
- Have you ever wondered question for your hook
- 3 big facts
- Thesis statement

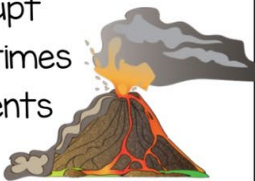
Guided Reading - Use a timer to test your reading fluency using the 'Stratovolcano' reading passage. Record your times in the table provided and complete the 'Fluency Self-Evaluation'.

3 Types of Volcanoes Reading Passage



Stratovolcano

Stratovolcanoes are also called **composite volcanoes** because they are built of layers of **lava**, rock, and **ash**. They are larger than cinder cones, and can reach 8000 feet. Stratovolcanoes have many vents that lead out from the **magma chamber**. They erupt with great violence. Oftentimes lava comes out the side vents as well as the crater.



Draw a picture of a stratovolcano.


They can reach:

☐ 10,000 feet
 ☐ 2,000 feet
 ☐ 8,000 feet

They have many:

☐ Craters
 ☐ Vents
 ☐ Cones

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<div>Time</div> 	1 st reading	____ min ____ sec
	2 nd reading	____ min ____ sec
	3 rd reading	____ min ____ sec

_____’s Fluency Self-Evaluation

Accuracy: <i>Did I read the words correctly?</i>	
Rate: <i>Did I read the words at a "just right" speed?</i>	
Expression: <i>Did I read with feeling?</i>	
Punctuation: <i>Did I follow the ending marks?</i>	


Next time I will work on _____

Maths (Middle Session)

☺ Can you beat yesterday's time? Give it a go!

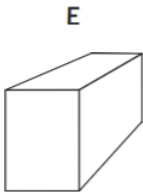
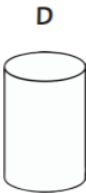
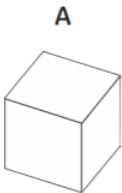
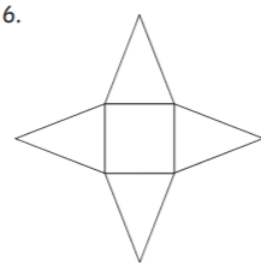
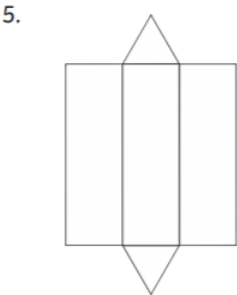
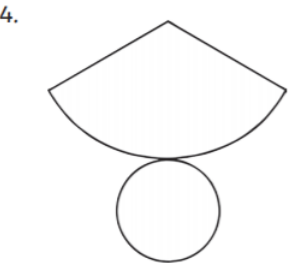
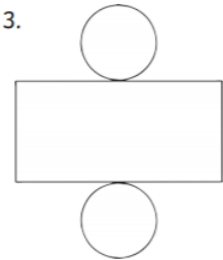
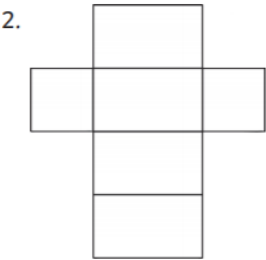
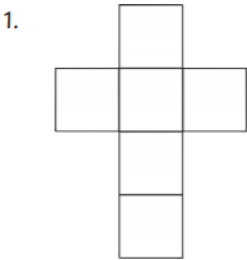
Maths Mentals - Wednesday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$250 \div 2$	
2.	$220 \div 5$	
3.	$4800 \div 3$	
4.	$2900 \div 2$	
5.	$27\,000 \div 4$	
6.	$13.2 + 0.3$	
7.	$10.5 - 7.4$	
8.	$6.6 - 3.1$	
9.	65×2	
10.	65×4	
11.	$368.2 + 124.6$	
12.	$873.4 - 527.1$	
13.	Write the numbers that are: - 300 more than 53 270 - 1000 more than 53 270	
14.	Write the numbers that are: - 100 less than 77 623 - 1000 less than 77 623	
15.	11×9	
16.	7×5	
17.	3×8	
18.	10×4	
19.	Order these numbers from highest to lowest 12.4 12.04 12.44 12.04	
20.	Order these numbers from lowest to highest 47.8 47.08 47.88 47.0	
 Time =		Score =

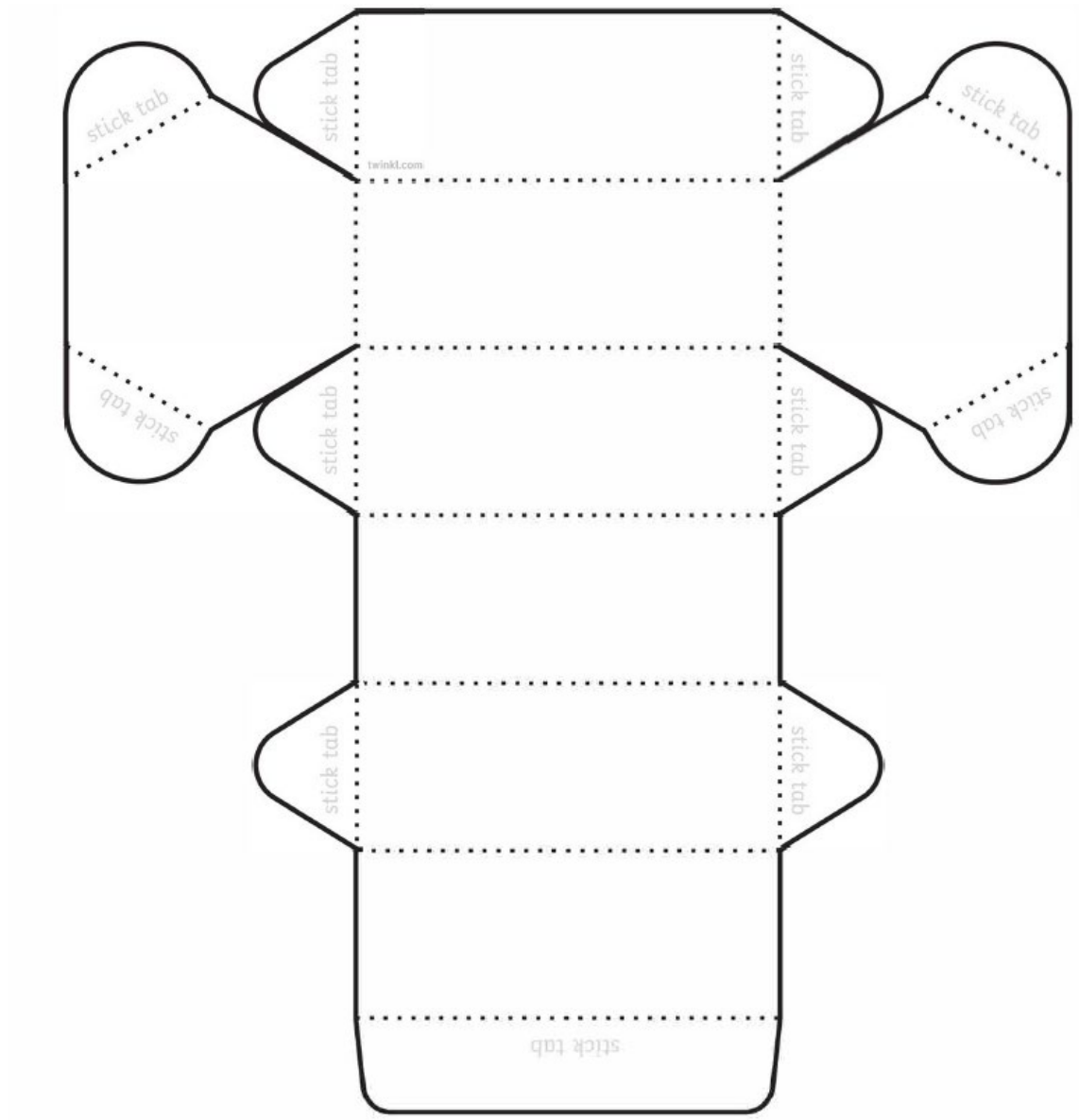
Investigations -

Can you match the correct net with the 3D shape?



Net	Shape

Cut out the net and fold it together to see what 3D object it makes. What 3D object is it?



Problem-Solving - Complete problem-solving activity 3 below (10 minutes).

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

1. Read
2. Understand
3. Choose a Strategy
4. Use Strategy
5. Check

MG 54 (3a) Billy made a three-dimensional object using only squares and rectangles as faces.

Is the object a prism or a pyramid?

Properties, Cross-Sections and Sections of Prisms and Pyramids...

MG 54 (3b) Billy made a three-dimensional object using only 2 triangles and 3 rectangles as faces.

Is the object a prism or a pyramid?

Properties, Cross-Sections and Sections of Prisms and Pyramids

MG 54 (3c) Billy made a three-dimensional object using only pentagons and rectangles as faces.

Is the object a prism or a pyramid?

Properties, Cross-Sections and Sections of Prisms and Pyramids

Extension Activity 3 - Lolla's Balloon




Lolla bought a balloon at the circus. She gave the clown six coins to pay for it.

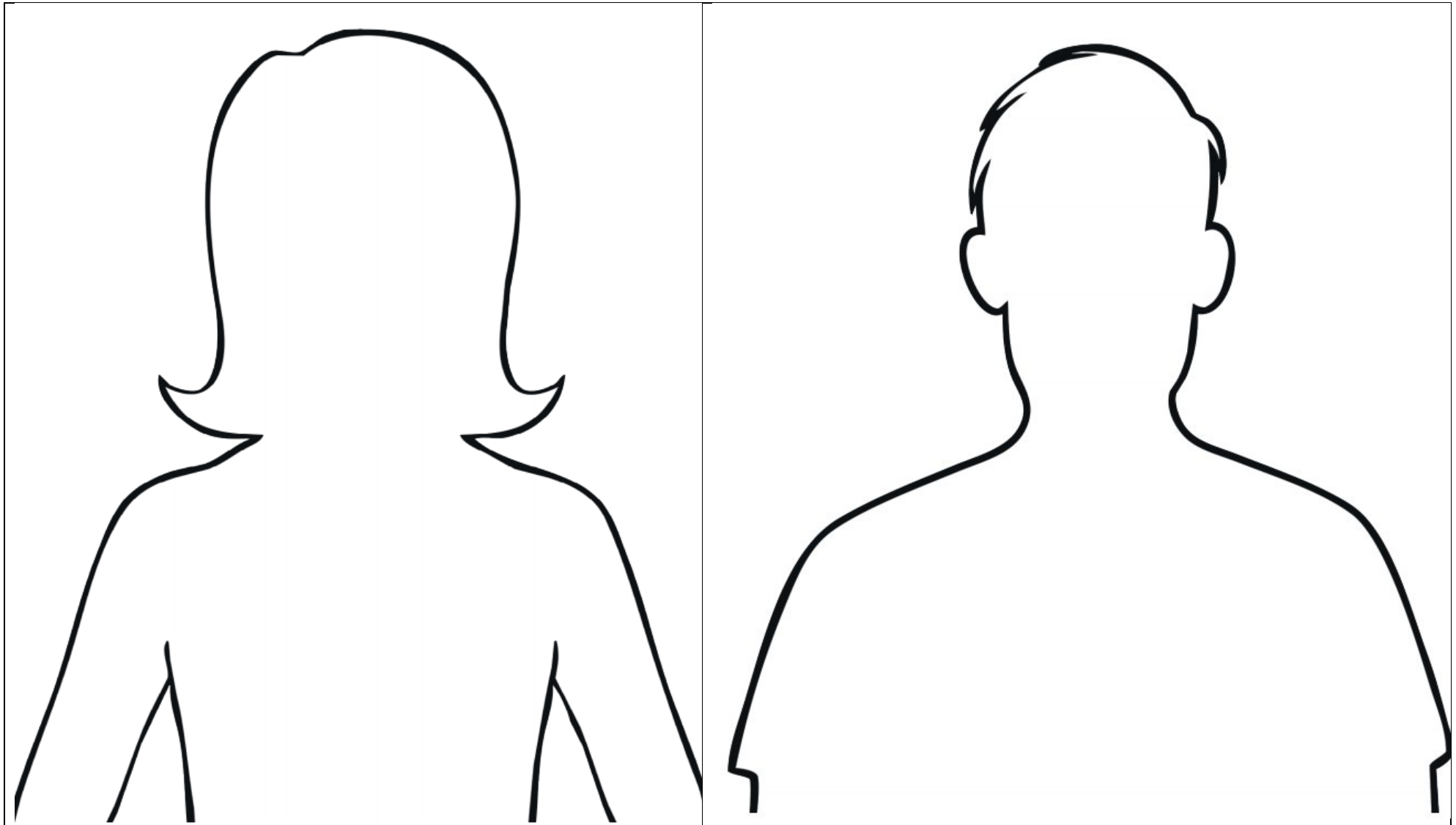
What could Lolla have paid for the balloon?

Which of your answers seems a reasonable amount to pay for a balloon?

(Afternoon Session) - Personal Development and Health

What makes a good friend?

 <p>A true friend is someone who thinks you're a good egg! Even though they know you're slightly cracked!</p>	<p>Having a strong friendship group has many benefits. Some of these are support, feeling of belonging, purpose and someone to share common interests with. Often friends are a source of support during both good and bad times. Having friends you spend regular time with or speak to regularly, can give you a strong sense of meaning and belonging. Positive friendships can give you purpose in life. Often, friendships are formed through common interests.</p> <p>It is important to recognise that as well as friends having the power to influence you in a positive way, they are also able to have a negative influence on you. We rely on and spend a lot of time with our friends which is why a negative influence is not only possible, but common. Toxic friends can influence us to make poor choices, treat people poorly and break the rules. This negative influence is destructive and should be avoided.</p>
<p>Watch this video:</p>	<p><u>What makes a good friend?</u></p> <p><u>https://www.youtube.com/watch?v=avHdx18pi_U</u></p>
<p style="text-align: center;"><u>What Makes a Good Friend?</u></p> <p>What are the qualities you look for in a good friend? Think about all the things you like about your friends, especially your best friends. The things you like in someone are their positive qualities. It could be the way they behave or the way they make you feel. E.g. They make you laugh, they listen to you, and they know how to cheer you up when you are sad.</p> <p>Write or draw what a good friend looks like and does for you on the person below (you can choose the girl or the boy, or both). What Are the Qualities I Look for in a Friend?</p>	



Thursday 12th August 2021

☺ Time to synthesise and summarise!

Literacy (Morning Session)

Learning Intention: We are learning to synthesise a text using the information presented and our background knowledge.

Success Criteria: I can

- Highlight important information
- Activate my background knowledge
- Understand the information I am reading

Synthesis: To synthesise a text, you will need to read it in detail and highlight important information.

Task: Read the 'Composite Volcano' text below and highlight important and relevant information. Using your synthesis of the text 'Composite Volcano' and prior knowledge, plan your notes into body paragraph 3 of the block planner below.

<div>H/W _____?</div> <div>Have you...? W? ≡ TS: 1, 2 and 3</div> <div>TOPS C _____L</div> <div>TOPS C _____L</div>	<div>TOPS C</div> <div>A...? RS: 1, 2 and 3 DYK?</div> <div>I - Image C- CAPTION _____</div>
---	--

Composite Volcano

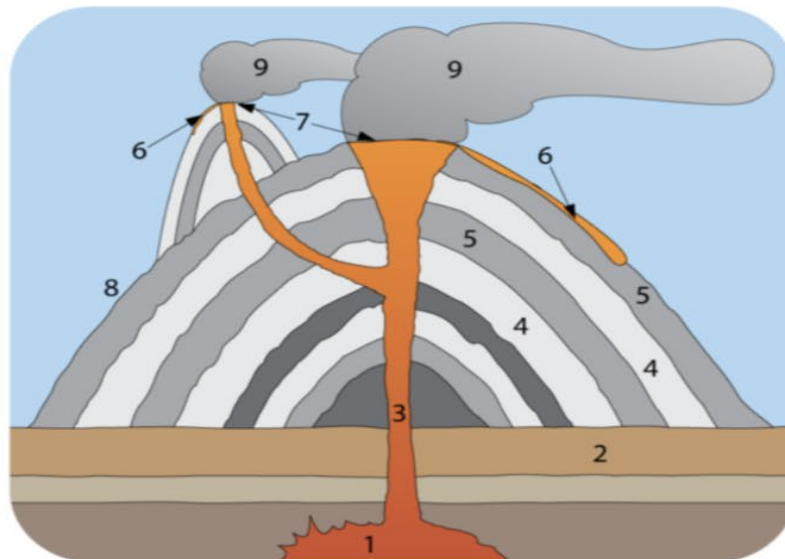
A composite volcano is formed over hundreds of thousands of years through multiple eruptions. The eruptions build up the composite volcano, layer upon layer until it towers thousands of meters tall. Some layers might be formed from lava, while others might be ash, rock and pyroclastic flows. A composite volcano can also build up large quantities of thick magma, which blocks up inside the volcano, and causes it to detonate in a volcanic explosion.

Composite volcanoes are fed by a conduit system which taps into a reservoir of magma deep within the Earth. This magma can erupt out of several vents across the composite volcano's flanks, or from a large central crater at the summit of the volcano.

Some of the most famous volcanoes in the world are composite volcanoes. And some of the most devastating eruptions in history came from them. For example, Mount St. Helens, Mount Pinatubo, and Krakatoa are just examples of composite volcanoes that have erupted. Famous landmarks like Mount Fuji in Japan, Mount Ranier in Washington State, and Mount Kilimanjaro in Africa are composite volcanoes that just haven't erupted recently.


When large composite volcanoes explode, they can leave behind a collapsed region called a caldera. These are deep, steep-walled depressions which marked the location of the volcano. And it's in this region that a new composite volcano will build back up again.

Another name for a composite volcano is a stratovolcano.



A cross section of a composite volcano reveals alternating layers of rock and ash: (1) magma chamber, (2) bedrock, (3) pipe, (4) ash layers, (5) lava layers, (6) lava flow, (7) vent, (8) lava, (9) ash cloud. Frequently there is a large crater at the top from the last eruption.

Task: Read the 'Composite Volcano' text below and highlight important and relevant information. Using your synthesis of the text 'Composite Volcano' and prior knowledge, plan your notes into body paragraph 3 of the block planner below.



TOPS



Vocabulary-

Organise the following in 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:

- **vent**
- **crater**

Remember to include the following:

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

SOTD – Focus: Complex sentences

Learning Intention: We are learning to construct a complex sentence.

Success Criteria: I can;

- Include 1 main clause
- Include at least 1 subordinate clause
- Correct beginning, middle and end punctuation.

A complex sentence includes a **main clause** and at least 1 **subordinate clause** (dependent). A subordinate clause does not make sense on its own. It relies on the information in the main clause to make sense.

Example

The village was destroyed, as a result of the volcanic eruption.

The main clause is 'The village was destroyed.'
This is because the sentence can stand alone and makes sense, even if we leave it without further information.

The subordinate clause is ... 'as a result of the volcanic eruption.'
This is because it relies on the information in the main clause to make sense.

Write your own complex sentence.

Highlight or underline the main clause green and the subordinate clause red.

Writing -

Learning intention: We are learning to write a title and introduction.

Success Criteria: I can

- Use my planning notes to write.
- include a title
- include a hook,
- write 3 facts
- include a thesis statement.


Task: Write your title and introduction using your planning notes from Wednesday's writing task.
Highlight or underline the important parts from the block planner.

Maths (Middle Session)

😊 Thursday Maths – only the best kind!

Maths Mentals - Thursday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

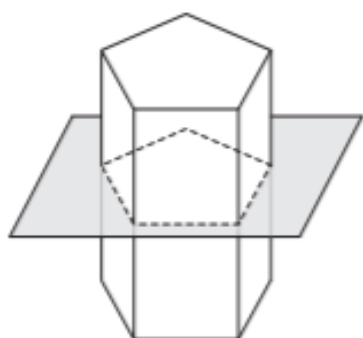
Questions		Answers
1.	$250 \div 9$	
2.	$660 \div 8$	
3.	$4700 \div 7$	
4.	$7200 \div 7$	
5.	$83\,000 \div 9$	
6.	$460 + 65$	
7.	$635 - 222$	
8.	$873 - 145$	
9.	222×7	
10.	222×4	
11.	$5.6 + 4.7$	
12.	$8.5 + 4.3$	
13.	Write the numbers that are: - 1 more than 33 333 - 10 more than 33 333	
14.	Write the numbers that are: - 1 less than 33 333 - 10 less than 33 333	
15.	Halve 64, add 8, divide by 2, then multiply by 3	
16.	Subtract 150 from 200, multiply by 2, double, then add 20	
17.	9×2	
18.	12×3	
19.	0×7	
20.	70×10	
 Time =		Score =

Investigations –

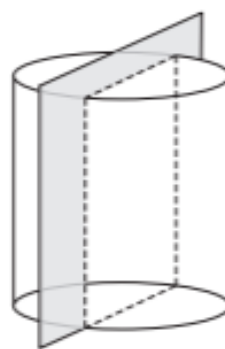
Cross Section of 3D Shapes

Identify and name the 2D shape that is formed on slicing the following 3D figures.

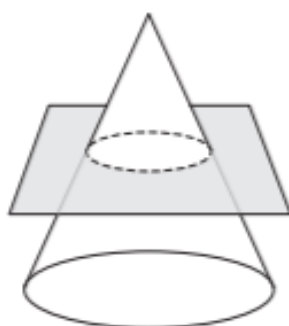
1)



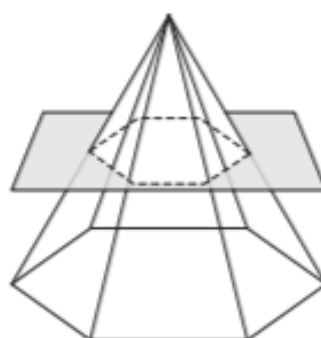
2)



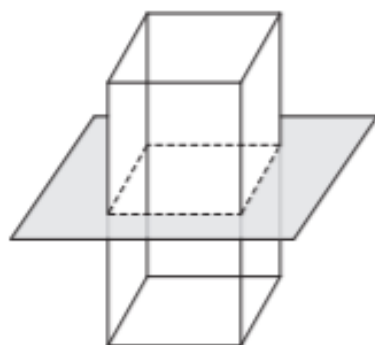
3)



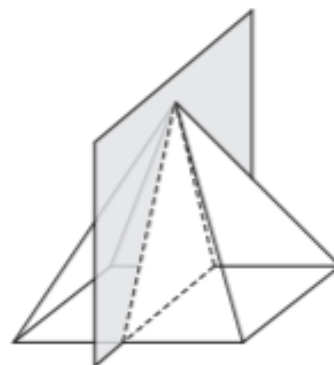
4)



5)



6)



☺ *Let's have some fun with cross-sections!*

Play dough Maths

1. Take a piece of playdough and form it into a pyramid or prism (you can do more than one)
2. Use a piece of string to slice through the 3D object.
3. Record the 2D shape of the cross-section

📷 Don't forget to take photos of your AMAZING work and upload it to google classroom.

No play dough? No problem! Check out this super easy recipe for play dough

Ingredients

2 cups plain flour

1 cup salt

1 tbs oil

1 cup cold water

2 drops liquid food colouring

Method



1. Combine plain flour and salt.
2. Add water, food colouring and oil. Mix until ingredients are combined.
3. Knead well.
4. If consistency is too wet add a little plain flour

Problem Solving – Complete problem-solving activity 4 below (10 minutes).

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



- 1. Read
- 2. Understand
- 3. Choose a Strategy
- 4. Use Strategy
- 5. Check

MG 54 (8a)David constructed a triangular prism from modelling clay.
He made cuts to make cross-sections.
Which of these could be the cross-sections?

a.  b. 


Properties, Cross-Sections and Sections of Prisms and Pyramids...

MG 54 (8b)David constructed a triangular pyramid from modelling clay.
He made cuts to make cross-sections.
Which of these could be the cross-sections?

a.  b. 

Properties, Cross-Sections and Sections of Prisms and Pyramids...

MG 54 (8c)David constructed an object from modelling clay.
He made cuts to make these cross-sections.

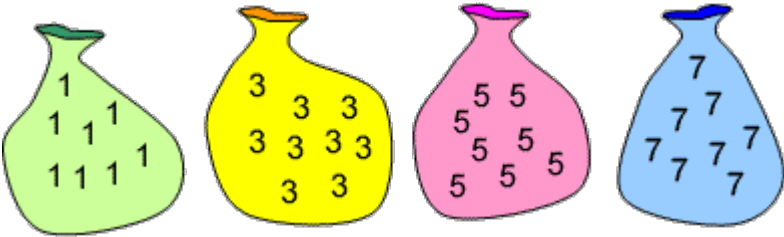


What object did he construct?

Properties, Cross-Sections and Sections of Prisms and Pyramids

Extension Activity 4 – Four Bags

Four bags contain a large number of 1s, 3s, 5s and 7s.



Can you pick ten numbers from the bags that add up to 37?

(Afternoon Session) - Library Performance for book week: 12PM-1PM

OLD WORLDS, NEW WORLDS, OTHER WORLDS

Bigger, Better, Brighter

One day a girl named Marley woke up to discover that 'Something' was missing...

And so begins a quest that will lead Marley through destinations that are strange and challenging but often oddly familiar. However, first she must determine what it is that has disappeared from her life that is causing such a sense of emptiness.



Fortunately, her story has a narrator to help her. The thing is Marley sometimes has her own ideas as to how the story needs to be told. There are books around to provide clues and directions which is a great help –if you can figure out what they mean. Marley is determined to sort it out no matter where she travels or what she encounters.

*One thing is certain - once the 'Something' is recovered, everything will become **Bigger, Better, Brighter!***

Webpage: <https://performlivestream.com/>

Password: fmA6oBI

Friday 13th August 2021

It's Friday!

Literacy (Morning Session)

Learning Intention: We are learning to activate our background knowledge and retrieve factual information.

Success Criteria: I can

- Activate my background knowledge
- Understand the information I am reading

Task: Complete the Kahoot Quiz to retrieve important information from Morning Routine this week on volcanoes. If you have access to a device, please complete the quiz online with your class and teacher. If you do not have access to a device, please complete the Kahoot Quiz questions below by circling the correct answer.

15 Questions

1 - Quiz

Volcanoes are...



dangerous mountains



openings on the Earth's crust



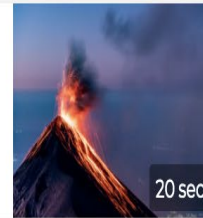
holes in the ground



the tallest mountains

2 - True or false

When volcanoes eject lava, rocks, volcanic ash and gases this is called a volcanic eruption.



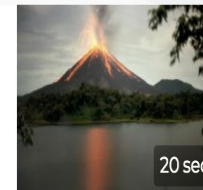
True



False

3 - Quiz

Which of the following is NOT one of the main parts of a volcano?



the magma chamber



the main vent



rocks



the crater

4 - True or false

The outside of a volcano is called a cone.



True



False

5 - Quiz

Before an eruption, the magma chamber is filled with _____ from the mantle.



volcanic ash



lava



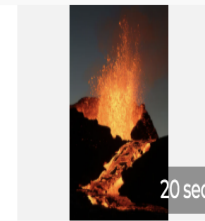
gas



molten rock

6 - True or false

An effusive eruption is when volcanic material is violently ejected from the crater.



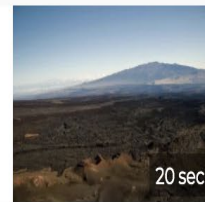
True



False

7 - True or false

Shield volcanoes are not steep, however, can be large in size.



True



False

8 - True or false

Shield volcanoes have gentle sloping sides.



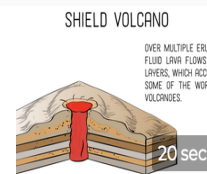
True



False

9 - Quiz

Layers on a composite volcano are formed by...



magma



volcanic ash



lava, ash, rock and pyroclastic flows



gases

10 - Quiz

When composite volcanoes explode, they can leave behind a collapsed region called a _____.



caldera






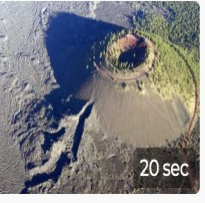
chamber



cone



vent

<p>11 - True or false</p> <p>Another name for a composite volcano is a lava dome.</p>  <p>20 sec</p>	<p><input type="radio"/> True</p> <p><input type="radio"/> False</p>
<p>12 - Quiz</p> <p>Cinder cone volcanoes are...</p>  <p>20 sec</p>	<p><input type="radio"/> the largest type of volcano.</p> <p><input type="radio"/> the smallest and most explosive.</p> <p><input type="radio"/> the smallest and most common type of volcano.</p> <p><input type="radio"/> the smallest and most uncommon type of volcano.</p>
<p>13 - True or false</p> <p>Cinder cones form when molten rock known as 'magma' approaches the Earth's surface.</p>  <p>20 sec</p>	<p><input type="radio"/> True</p> <p><input type="radio"/> False</p>
<p>14 - True or false</p> <p>Most cinder cone volcanoes don't have a bowl-shaped crater at the top.</p>  <p>20 sec</p>	<p><input type="radio"/> True</p> <p><input type="radio"/> False</p>

Vocabulary-

Organise the following in 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:

- **slope**
- **effusive**

Remember to include the following:

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

SOTD – Assessment

Learning Intention: We are learning to write a complex sentence.

Success Criteria: I can

- Include 1 main clause
- Include at least 1 subordinate clause
- Correct beginning, middle and end punctuation.

Task:

Write a complex sentence. Remember to use the success criteria to guide you. Underline or highlight your main clause in green and your subordinate clause in red.



Good luck!

Writing – Use the editing marks to edit your draft introduction from yesterday’s writing task. Once you have edited your work, write the final draft our again.

Learning intention: We are learning to edit our work.

Success Criteria: I can

- Use the marking code to edit my work.
- Make sure I have used correct punctuation, including a colon.
- Make sure my writing makes sense (Cohesion is key!)
- Check and correct spelling

**Editing Marks**

Editor's Mark	Meaning	Example
≡	Capitalize	he ate all his vegetables.
/	Make lower case	My Dog ate His bone in the Yard.
. ? !	Add an end mark to end a sentence	The clouds looked very puffy in the sky ☺
Circled word	Spelling mistake	I (wint) to the store.
^	Add a word	please Would you pass the tea?
#	Add a space	# The catwent to bed.
Underline	Doesn't make sense	She fell up to stairs.

Guided Reading -


Read a Literacy Pro text at your lexile level. Remember, your aim is to get 8/10

Maths (Middle Session) - *What a fantastic job you've done this week!*



Maths Mentals - Friday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$350 \div 7$	
2.	$2100 \div 3$	
3.	$45\,000 \div 9$	
4.	$28\,000 \div 4$	
5.	$2800 \div 7$	
6.	$300 \div 5$	
7.	$1800 \div 2$	
8.	$240 \div 8$	
9.	$7200 \div 9$	
10.	$420 \div 6$	
11.	Write the numbers that are: - 100 more than 22 222 - 1000 more than 22 222	
12.	Write the numbers that are: - 100 less than 22 222 - 1000 less than 22 222	
13.	Add 3 to 15, double, add 4, then divide by 5	
14.	Multiply 6 by 6, add 1, double, then add 5.	
15.	How many m in a km?	
16.	How many mm in a cm?	
17.	$543.4 + 134.3$	
18.	7×2	
19.	10×50	
20.	0×8	
 Time =		Score =

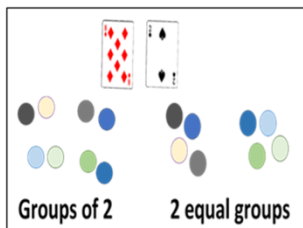
Investigations -

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

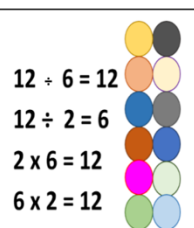
Working at your level, complete **3 questions of multiplication** and **3 questions of division**.

Multiplication & Division Levels – Equal Groups

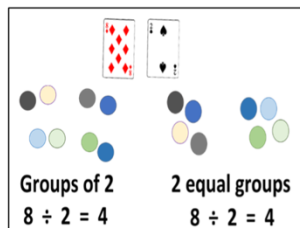
MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'



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

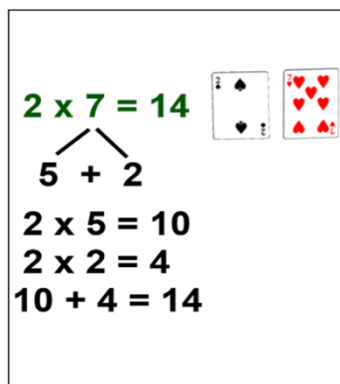


MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'

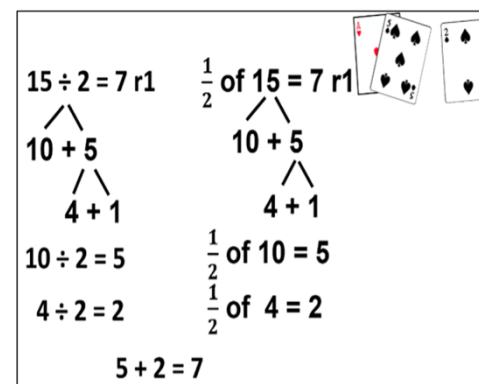


Multiplication & Division Levels by 2

MD 10 Multiply by 2
Distributive property

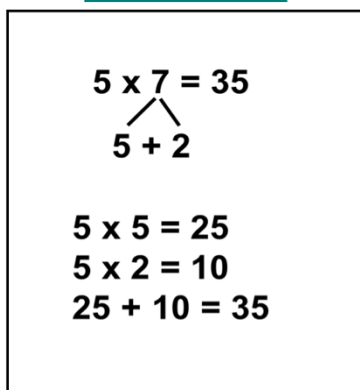


MD 10 PA 17 Divide by 2
Related to halving

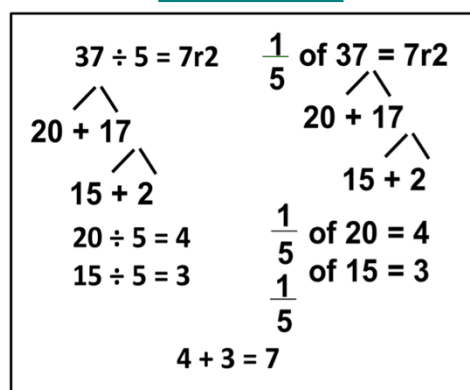


Multiplication & Division Levels by 5

MD 13 Multiply by 5
Distributive property

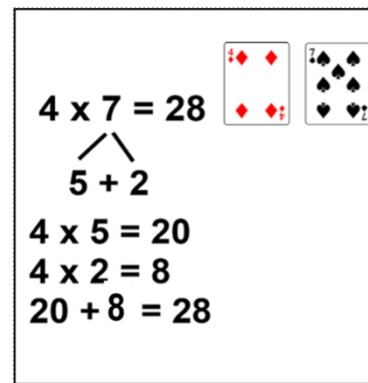


MD 13 Divide by 5
Related to fifthing

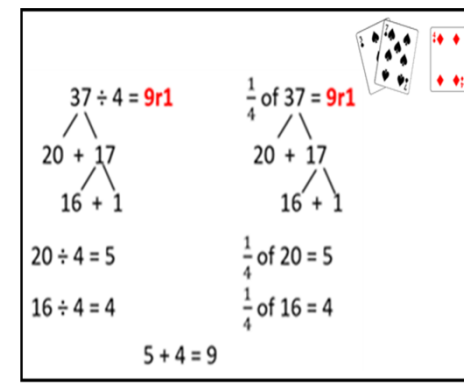


Multiplication & Division Levels by 4

MD 11 Multiply by 4
Distributive property




MD 10 Divide by 4
Related to quartering

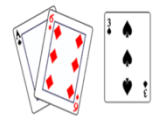


Multiplication & Division Levels by 3

MD 12 Multiply by 3
Distributive property

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


MD 12 Divide by 3
Related to thirding

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


Multiplication & Division Levels by 9

MD 14 Multiply by 9
Distributive property

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

MD 14 Divide by 9
Related to ninething

$$\begin{array}{l}
 71 \div 9 = 7 \text{ r}8 \\
 \swarrow \quad \searrow \\
 27 + 44 \\
 \swarrow \quad \searrow \\
 36 + 8 \\
 27 \div 9 = 3 \\
 36 \div 9 = 4 \\
 3 + 4 = 7
 \end{array}
 \quad
 \begin{array}{l}
 \frac{1}{9} \text{ of } 71 = 7 \text{ r}8 \\
 \swarrow \quad \searrow \\
 27 + 45 \\
 \swarrow \quad \searrow \\
 36 + 8 \\
 \frac{1}{9} \text{ of } 27 = 3 \\
 \frac{1}{9} \text{ of } 36 = 4
 \end{array}$$

Multiplication & Division Levels by 8

MD 16 Multiply by 8
Distributive property

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

MD 16 Divide by 8
Related to eighting

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

Multiplication & Division Levels by 6

MD 15 Multiply by 6
Distributive property

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

MD 15 Divide by 6
Related to sixthing

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

Multiplication & Division Levels by 7

MD 17 Multiply by 7
Distributive property

$$7 \times 6 = 42$$

$$5 + 1$$

$$7 \times 5 = 35$$

$$7 \times 1 = 7$$

$$35 + 7 = 42$$

MD 17 Divide by 7
Related to seventhing

$$37 \div 7 = 5r2 \quad \frac{1}{7} \text{ of } 37 = 5r2$$

$$21 + 16$$

$$14 + 2$$

$$21 \div 7 = 3$$

$$14 \div 7 = 2$$

$$\frac{1}{7} \text{ of } 21 = 3$$

$$\frac{1}{7} \text{ of } 14 = 2$$

$$3 + 2 = 5$$

Multiplication & Division Levels (Dividing remainders to make fractions)

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

$$77 \div 6 = 12\frac{5}{6} \quad \frac{1}{6} \text{ of } 77 = 12\frac{5}{6}$$

$$60 + 17$$

$$12 + 5$$

$$60 \div 6 = 10 \quad \frac{1}{6} \text{ of } 60 = 10$$

$$12 \div 6 = 2 \quad \frac{1}{6} \text{ of } 12 = 2$$

$$5 \div 6 = \frac{5}{6} \quad \frac{1}{6} \text{ of } 5 = \frac{5}{6}$$

$$10 + 2 + \frac{5}{6} = 12\frac{5}{6}$$

Problem Solving – Complete problem-solving activity 5 below (10 minutes).

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

1. Read
2. Understand
3. Choose a Strategy
4. Use Strategy
5. Check

During the school fete, Adam sold his charity cupcakes for 50c each. He managed to sell 74 cupcakes. How much did Adam raise for his charity?

Extension Activity 5 – Matching Pairs

The aim of this game is to match pairs of cards. You can either cut the cards out and match them together or write it down!

$\frac{1}{2}$	0.75	30%
10%	$\frac{2}{5}$	$\frac{1}{4}$
25%	0.3	<div><div></div><div></div><div></div><div></div></div>
<div><div></div><div></div><div></div><div></div><div></div></div>	0.5	<div><div></div><div></div><div></div><div></div><div></div></div>
$\frac{9}{10}$	70%	0.9
$\frac{1}{5}$	$\frac{1}{100}$	0.8
80%	0.7	0.6
20%	$\frac{3}{5}$	0.01

HAPPY FRI-YAY!!

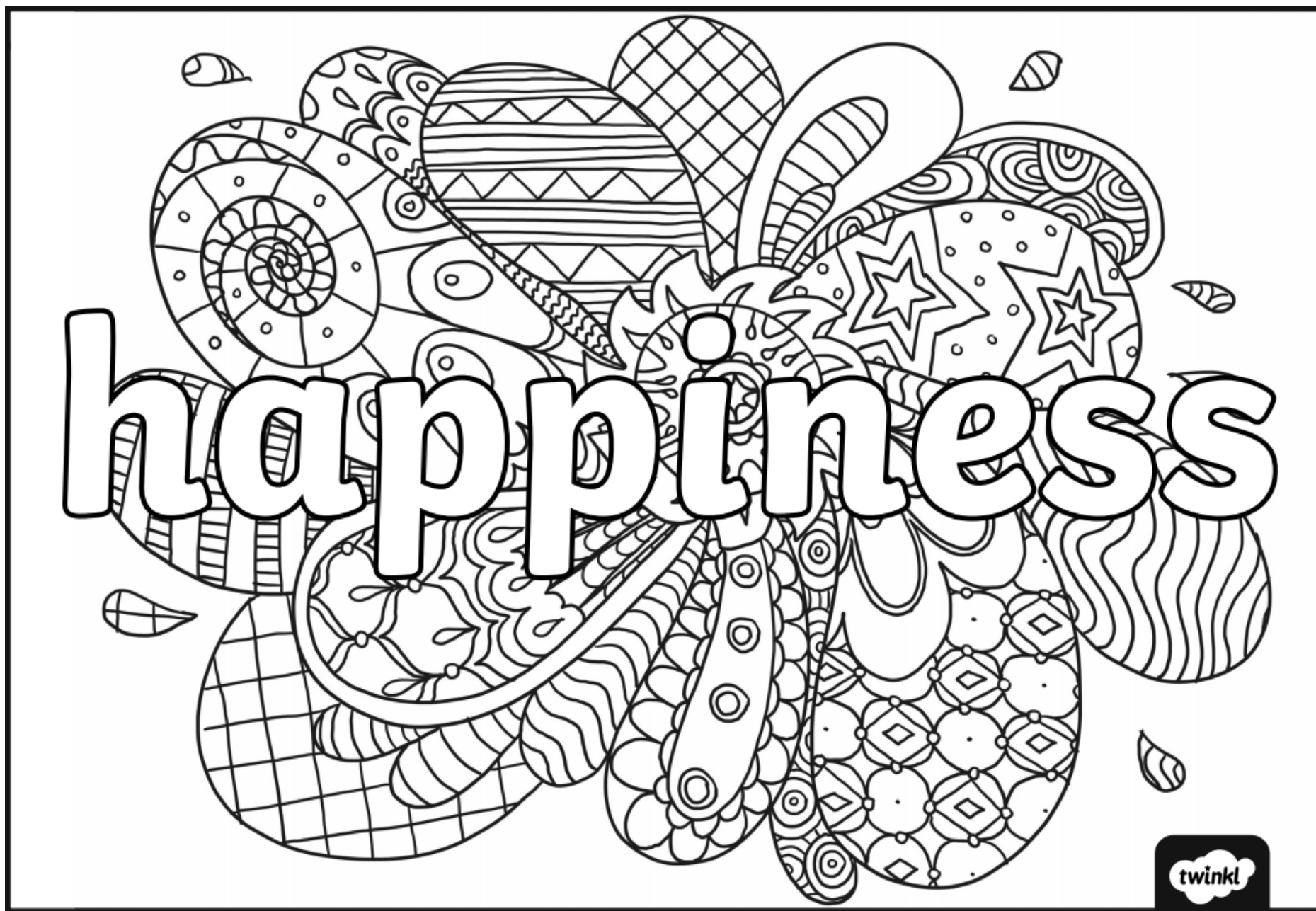
You've been successful this week! We are all extremely proud of your efforts!! 😊

(Afternoon Session) - PDHPE

Mindfulness colouring

Mindfulness colouring is a calming activity that can be used to help lower stress levels and improve overall wellbeing. Mindfulness is the process of keeping your attention and thoughts on the present moment and can help to improve mood, concentration, focus and well-being.

Colouring is an activity that sparks the logical and creative aspects of the brain into action. If you think of colouring like a mental exercise, then you're keeping your brain active, healthy and improving coordination. When colouring, the brain remains in control of its thoughts and employs both sides of the cerebral cortex.







Year 5 Specialist Pack


Monday

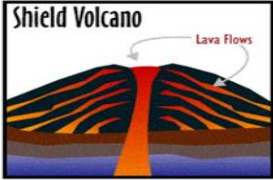
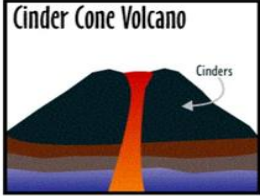
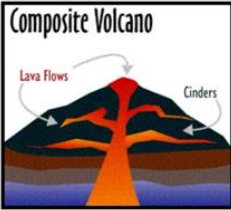
Fill in the blanks using the words from the word bank below. The pictures as clues to help you.

cinder cone volcanoes	composite volcanoes	volcanoes	shield volcanoes	molten rock
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How are Volcanoes Formed?

Have you ever wondered how  v_____ are formed? Volcanoes are an opening in the

Earth's crust. This allows  m_____ r_____ to reach the top surface. This is called magma. There are

three different types of volcanoes:  s_____ v_____,  c_____ c_____
v_____ and  c_____ v_____.

Draw your own small volcano and write a simple sentence about it. Remember every sentence has a subject and predicate.

Example: Volcanoes produce magma.

<div></div>

Tuesday

Collect 3D objects from around your home. Use the reference sheet below to help you. Make a model out of the shapes and then draw your model in the blank space on the right. Label the shapes and colours. Tell someone about your picture.

3D Shapes Reference Sheet



Rectangular
Prism



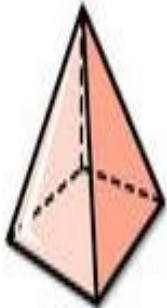
Sphere



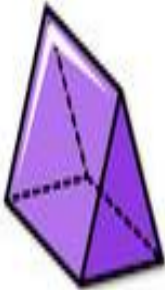
Cube



Cone



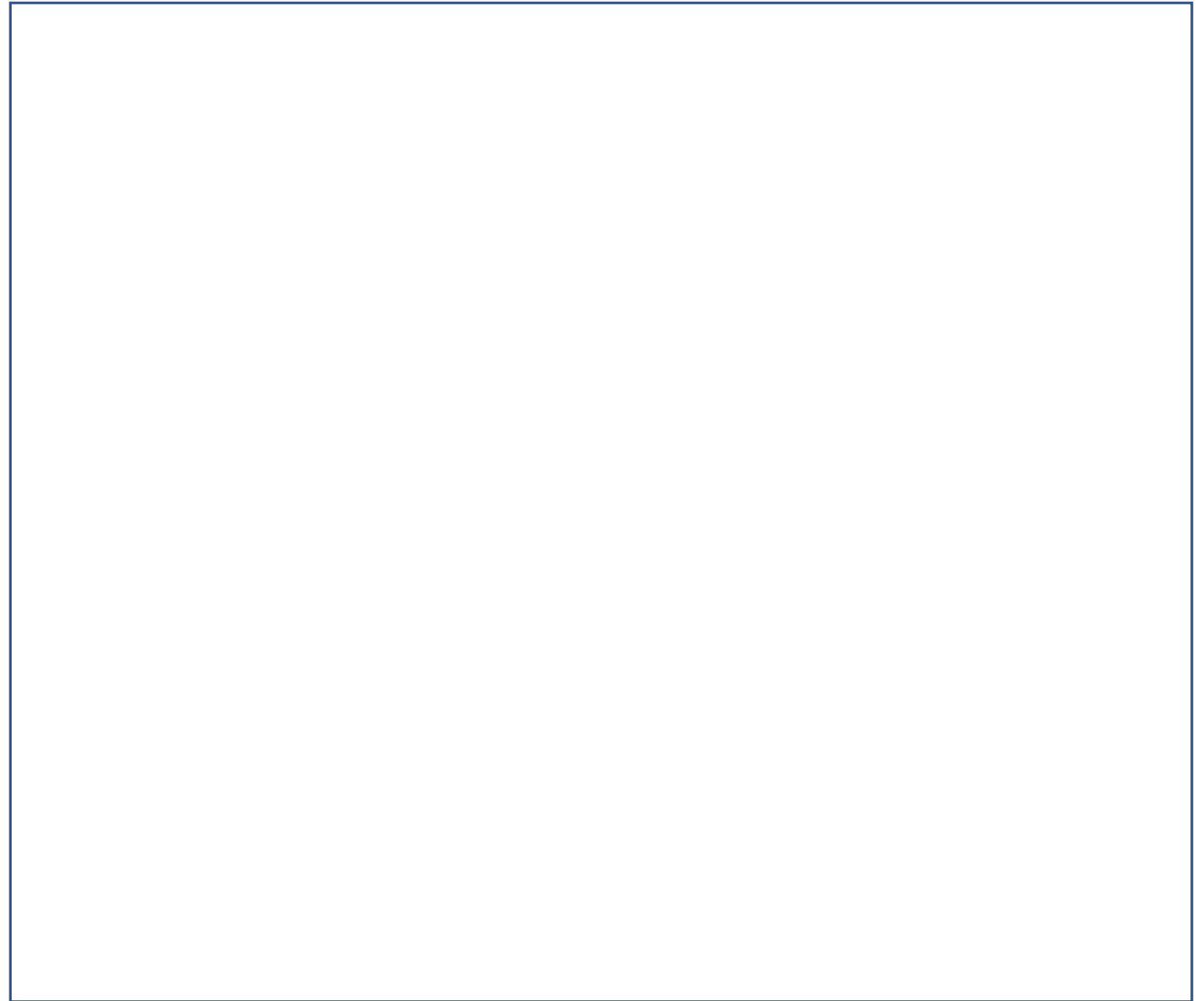
Pyramid



Triangular
Prism



Cylinder



Wednesday

Read aloud and follow the set of directions below. Use the blank box on the right.

1. In the box, draw 6 stars near the top.
2. In the box, draw a big circle in the middle.
3. In the circle write a sentence about yourself.
4. Draw an emoji anywhere in the box to show how you are feeling.
5. In the box, draw 3 flowers near the bottom.
6. Colour your drawing with your favourite colours.

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

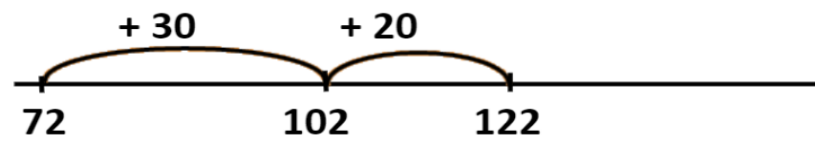
Look at my drawing:



Thursday

Complete addition problems below, by bridging to a 100 on a number line.

$72 + 50 =$
 $\swarrow \searrow$
 $30 + 20$



1. $83 + 60 =$

2. $40 + 70 =$

3. $75 + 40 =$

4. $82 + 30 =$

5. $74 + 40 =$

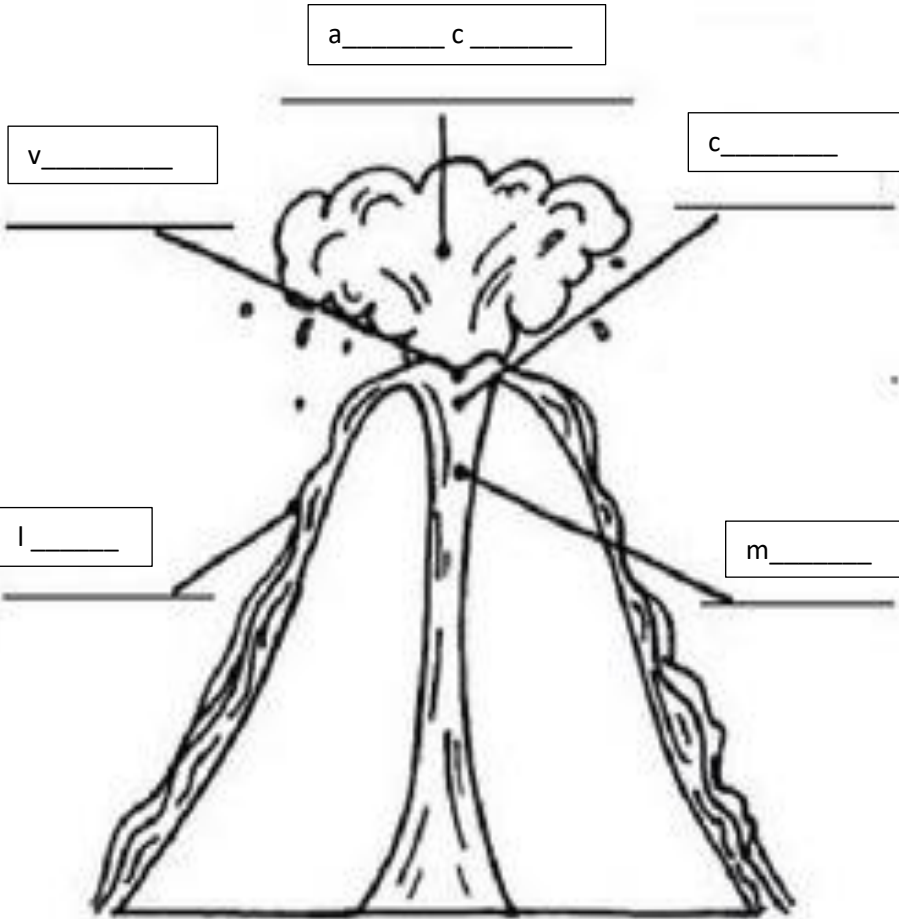
Math Mentals.

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

$40 + 20 =$	$5 \times 2 =$	$10 - 7 =$	$17 + 3 =$
$40 + 30 =$	$4 \times 2 =$	$10 - 3 =$	$12 + 8 =$
$80 + 20 =$	$6 \times 2 =$	$20 - 10 =$	$16 + 4 =$
$30 + 25 =$	$8 \times 2 =$	$40 - 10 =$	$15 + 5 =$
$60 + 70 =$	$3 \times 2 =$	$50 - 20 =$	$18 + 2 =$
$40 + 70 =$	$7 \times 2 =$	$20 - 3 =$	$16 + 4 =$

Friday
Label the parts of the volcano.

ash cloud	vent	crater	magma	lava
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Draw and colour your own volcano, label it using the words in the word bank.

ash cloud	vent	crater	magma
layers of ash	lava	conduit	

Year 5 Specialist Learning from Home Grid week 5

Phonics

Monday - Friday

- Look, cover, write and check the following camera words.
- Each day practise writing sentences for each camera word.

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
one					
people					
because					
friend					
another					
good					

Tuesday

Read each word and identify the long vowel in each word. Write each word in the correct column.

quote	tube	stake	vibe	Kite	slice	bone	stone
Pete	mute	Cute	save	cube	tape	hide	theme
eve	rope	lame	stove	tune	mice	rage	tame

a_e	i_e	u_e	o_e	o-e	e_e
				quote	

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.

- Look for 10 things outside your house and/or say the names of your friends, then clap the syllables in each word.

For example- ta  ble  ta/ble.

Year 5 Specialist Learning from Home Grid week 5

348 words	Reading											
	<h3>Tom’s Dogs Make a Fuss</h3> <p>The dogs are yelping fit to wake everyone for miles. “What has got into them? What could be happening?” says Old Man Tom. He is just getting into bed.</p> <p>“Maybe a fox is in with <u>the</u> chickens,” says his wife. Old Man Tom puts on a jacket, picks up a lamp, and goes to check. He is crossing the paddock when the yelping stops.</p> <p>“Dogs!” he yells. “What is it?”</p> <p>He holds the lamp up and sees the panting dogs in a bunch at the end of the path. When Tom gets to them, he sees they are standing by a boy. He is just a small boy with mud on his face. The boy is bending over, holding his leg as he sobs. He must be five or six, no more. The dogs jump on Old Man Tom, licking him all over. Old Man Tom picks the boy up, hushing the dogs as he takes him inside.</p> <p>“Sal, come and help me,” he calls. His wife is there in an instant.</p> <p>“Why, it’s Mike from Wending Lane,” she says, her eyes wide.</p> <p>“Where am I?” asks Mike.</p> <p>“You’re with Sal and Old Man Tom, Mike. You must have been walking in your sleep,” says Sal.</p> <p>“It looks like you fell and hit your leg in the ditch by our dog pen,” says Tom.</p> <p>“Now, don’t fret, we will have you back home in no time,” says Sal. She brushes the mud off the boy’s face and his leg as she talks.</p> <p>“There is a graze, but you’ll be fine. Now, have some milk and Tom will take you home,” she says, handing Mike a cup of hot milk. The little boy relaxes as he sips his drink.</p> <p>Old Man Tom takes Mike back home in his truck.</p> <p>“Mike!” says his mum in surprise at the door. “Oh, Old Man Tom, what luck that you saw him! How did he get out? Was the gate open? Oh, thank you, thank you,” she gushes.</p> <p>“Don’t thank me,” Tom says in a gruff tone. “Thank the dogs. They kept him safe.”</p>	<h3>Monday – Friday</h3> <ul style="list-style-type: none">● Read the story ‘Tom’s Dog Make a Fuss’ 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. <table><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <h3>Thursday</h3> <ul style="list-style-type: none">● In the story ‘Tom’s Dog Make a Fuss’ - Underline the words that have a vowel in the middle. The vowels are a,e,i,o,u. For example - <u>wake</u>● Circle the following camera words in the story: the, at, she, was, you, said, and, one.	Monday	Tuesday	Wednesday	Thursday	Friday					
Monday	Tuesday	Wednesday	Thursday	Friday								

Progress Monitoring Passage 1

"Don't bother me now," said Mum. "It's time for my favourite show on television."

Dad groaned and I tried hard not to look worried. Mum was a great fan of the show 'Cooking with Kev' but Dad and I both hated it. It was so boring.

"How about giving it a miss this week, darl," begged Dad, but a look from Mum soon shut him up.

"Nice try, Dad," I said. "Better luck next time!"

"Just shut up, both of you," hissed Mum. "Kev is cooking pumpkin with apricot and mango stuffing this week. I'll make it for you tomorrow night."

This was the big problem. It wasn't the fact that Kev was so boring. Nor was it the fact that Mum liked him so much. It was the yucky food he cooked. Mum loved Kev so much that she always tried out his meals on us later in the week. And they were always terrible. We really hated Kev's food.

Dad and I stared at Kev on the television. I crossed my fingers and wished. Before our eyes Kev's pumpkin exploded! Kev got really mad and the show was cut off early. Who says that wishes don't come true!

200 words

Monday and Friday

- Read the 'Progress Monitoring Passage 1' 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?