

Year 5 - Learning from Home Schedule Overview: Term 3 Week 6

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine SOTD Writing Reading Maths HSIE	Morning Routine SOTD Writing Reading Maths Science	Well-being Wednesday	Morning Routine SOTD Writing Reading Maths CAPA (11:40am-12:20pm) HSIE	Morning Routine SOTD Writing Reading Maths CAPA (11:40am-12:20pm) PDHPE
Morning Session				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine Read information based on 'What is a Mountain?' Vocabulary Complete the vocabulary task in your vocabulary suitcase book.	Morning Routine Read information based on 'Fold Mountains.' Vocabulary Complete the vocabulary task in your vocabulary suitcase book.	Complete the fun activities organised for Well-being Wednesday!	Morning Routine Read information based on 'Volcanic Mountains.' Vocabulary Complete the vocabulary task in your vocabulary suitcase book.	Morning Routine Complete the Kahoot Quiz to retrieve important information from Morning Routine on Volcanoes and Mountains. If you have access to a device, please complete the quiz online with your class and teacher. If not, complete the Kahoot Quiz questions in this pack. Vocabulary Complete the vocabulary task in your vocabulary suitcase book. Activity 1: Place the words provided in alphabetical order
SOTD Focus: Complex Sentence with Parentheses	SOTD Focus: Complex Sentence with Parentheses	Complete the fun activities organised for Well-being Wednesday!	SOTD Focus: Complex Sentence with Parentheses	SOTD Assessment: Write a complex sentence including a parentheses
Writing Draw your block planner (time yourself). Read through the notes about the Body paragraph when used in writing to inform.	Writing Draw your block planner (time yourself) and explain it to someone in your home. Fill in the blanks about The Great Dividing Range within the Body Paragraph.	Complete the fun activities organised for Well-being Wednesday! 11:00am – Whole Grade Zoom Session: Crazy Hair/Hat Day! Check your pack for all the details to join.	Writing Draw your block planner (time yourself). Fill in the blanks within the Body Paragraph about volcanic mountains.	Writing Time yourself drawing your block planner (time yourself). Today it is your turn, plan your first body paragraph using your prior knowledge on mountains. Then using the thesis statement (from the introduction) write a body

Read through the exemplar text on Mountains and highlight and annotate it.				paragraph on one of the big ideas.
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Middle Session

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading Read and synthesise the text 'How are fold mountains formed?'	Guided Reading Read and synthesise the text 'How are fold mountains formed?'	Complete the fun activities organised for Well-being Wednesday!	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: Complete the 'Addition and Subtraction' investigations at your level 10 minutes: Complete 'Problem Solving – Activity 1' Extension Activity 1 – 'Sally's Fruit Punch'	Maths 10 minutes: Complete Tuesday's Maths Mentals 25 minutes: Complete the 'Time Think Board' activity 10 minutes: Complete 'Problem Solving – Activity 2' Extension Activity 2 – 'Let's get renovating'	Complete the fun activities organised for Well-being Wednesday!	Maths 10 minutes: Complete Thursday's Maths Mentals 25 minutes: Complete the 'Time' investigations at your level. 10 minutes: Complete Problem-Solving Activity 4 Complete Extension Activity 4 - Converting Time Challenges	Maths 10 minutes: Complete Friday's Maths Mentals 25 minutes: Complete the 'Multiplication and Division' investigations at your level. 10 minutes: Complete Problem-Solving Activity 5 Complete Extension Activity 5 – Multiplication Dice Game

Afternoon Session

Monday	Tuesday	Wednesday	Thursday	Friday
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<p>HSIE</p> <p>Are you ready to change the world?</p> <p>Complete the activities below and complete the research task on the Biome of your choice. You can choose wetlands, polar, tropical forests, grasslands, desert, ocean alpine.</p> <p>Please note – Choose one Biome to research.</p> <p>Use the link below to help you with your research.</p> <p>Log into Inquisitive using the link http://inq.co/class/www Code: 7766</p>	<p>Science</p> <p>Here comes the Sun!</p> <p>Watch the video carefully and write down any interesting facts you have learnt about the energy produced from the sun. If you do not have access to a device, screenshots have been included.</p> <p>Activity 1 – Brainstorm the different ways water can be heated</p> <p>Activity 2 – Discuss with an adult or parents on how heating can be costly.</p> <p>Activity 3 – Investigate the temperature of two cans and fill out the table.</p>	<p>Complete the fun activities organised for Well-being Wednesday!</p>	<p>HSIE</p> <p>Building a settlement</p> <p>Complete the activities below for building your own settlement. It must be based on the Biome that you have chosen to research.</p>	<p>CAPA</p> <p>Using all your learning and research about Biomes:</p> <p>Design an advertisement to get people to come and visit your area.</p> <p>Include a description of the biome, the changes you have made and the advantages of living there.</p> <p>Optional task</p> <p>Draw or insert an image of a map of your biome in its natural state. Include the natural features, vegetation and climate information you found in your research.</p>
Typing and NAPLAN practice				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Practise your typing skills with the Typing Olympic Game</p> <p>https://games.sense-lang.org/olympic/</p>	<p>Complete the Reading Year 5 (Pick the Standard Test) from the NAPLAN Public Demonstration Site</p> <p>https://pages.assessform.edu.au/pages/year-5-reading</p>	<p>Complete the fun activities organised for Well-being Wednesday!</p>	<p>Practise your typing skills with the Rally Car Typing Racing Game</p> <p>https://www.typingtyping.com/rally-car-typing-race-game/</p>	<p>Practise your typing skills with the Nitro Type Racing Game</p> <p>https://www.typingtyping.com/nitro-type-race-game/</p>

Monday 16th August 2021

Literacy (Morning Session)

Morning Routine

Learning Intention: We are learning:

- About mountains
- To add words to our vocabulary suitcase
- About Facts to help up to 'write to inform'
- How to speak well

Success Criteria: I can

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

Read information based on 'What is a Mountain?'

Using a highlighter, highlight the important information you would use in your writing.

Did you know there were different types of Mountains? --> Where do you think this question would fit in the block planner?



What is a Mountain?

- A mountain is a landform that rises high above the surrounding terrain in a limited area made from rocks and earth. Generally, they are higher than 600 metres.
- Mountains are made of the hard, rocky layer of the Earth's surface, called the crust. The Earth's crust is broken up into pieces called tectonic plates. These plates cover the entire Earth like a giant jigsaw puzzle. These plates are always moving, however do so very slowly; about a few centimetres a year.

What is a mountain?

- A mountain is usually defined as a part of the landscape with steep slopes that rise over 300m. Some geographers define a mountain as a summit of at least 600m high.
- Some mountains are found in groups called ranges such as the Lake District in England and Snowdonia in Wales. Others are isolated summits.
- When mountain ranges are found together they make up mountain chains. The Alps in Europe, the Rocky Mountains in North America and the Andes in South America are all mountain chains.

There are many different types of mountains. Their formations are unique and very gradual when speaking in geological time. They include;

- [fold](#)
- [volcanic](#),
- [fault-block](#),
- [dome](#), and
- [plateau](#).

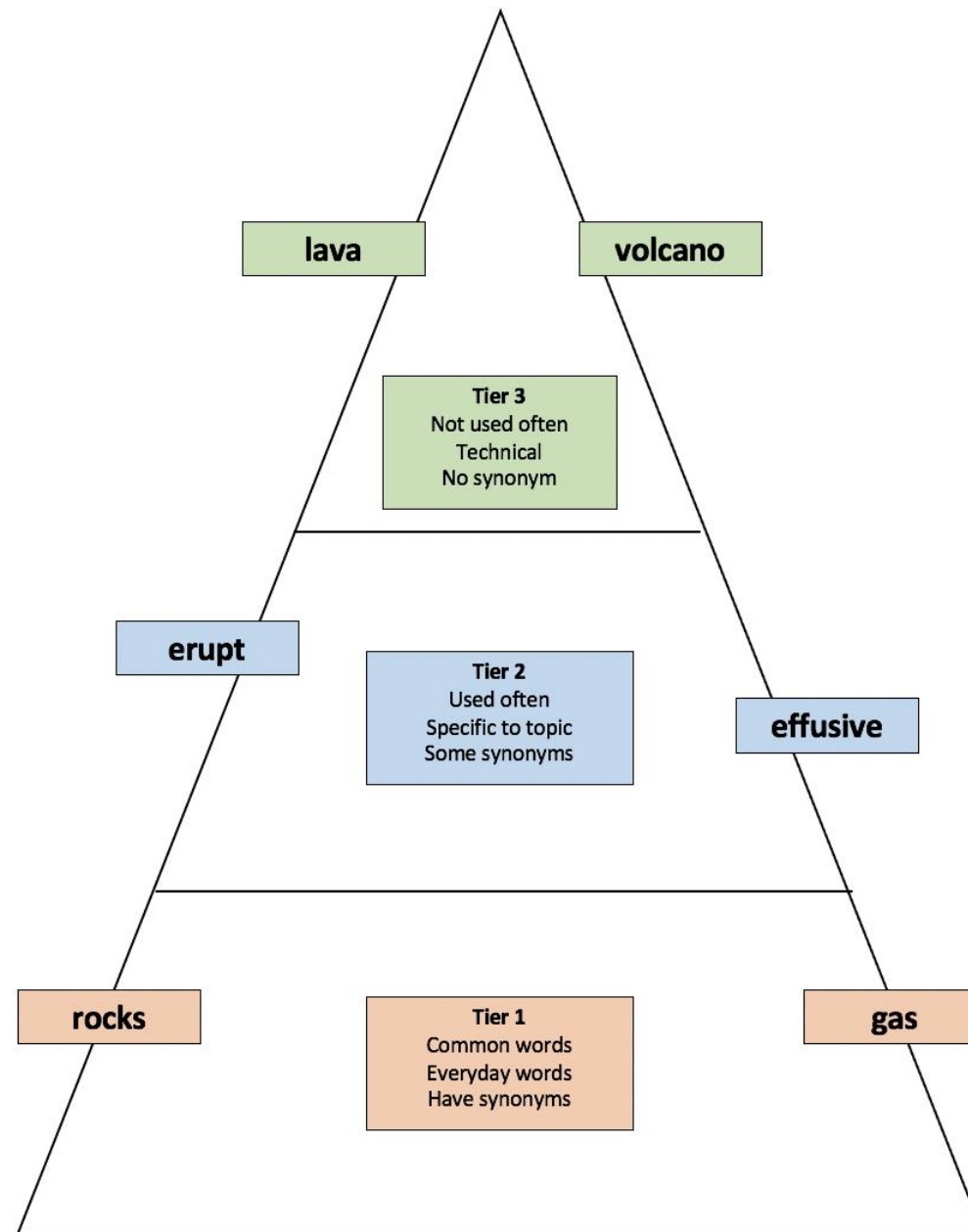
Vocabulary- This week you will continue with the vocabulary suitcase. You will now fill in your baggage with vocabulary relating to mountains.




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. **For instructions on how to complete, look at the week 5 booklet.**

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)



<div> <div> <div>Word:</div> <div>mountain</div> </div> <div> <div>Tier:</div> <div>3</div> </div> </div> <div> <div>Definition:</div> <div>A mountain is a landform that rises high above the surrounding areas.</div> </div> <div> <div>Sentence:</div> <div>Mountains are a valuable part of the natural environment.</div> </div> <div> <div>Dual Code (image):</div> <div>  </div> </div> <div> <div>Synonym/root word/prefix/suffix:</div> <div> <div>mountains</div> <div>montanea</div> </div> </div>
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Word:	Tier:
Definition: _____	Sentence: _____
_____	_____
_____	_____
_____	_____
_____	_____
Dual Code (image): _____	Synonym/root word/prefix/suffix: _____
_____	_____
_____	_____
_____	_____
_____	_____

SOTD – Focus:

<p>Learning Intention: We are learning to write a complex sentence and include a parentheses.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> • Write a complex sentence • Include a main clause • Include a parentheses () • Have a capital letter • A full stop 	<p>Complex Sentence: Contains a main clause, and at least one subordinate clause.</p> <p>Parenthesis: Is a word, phrase, or clause inserted as an explanation or after thought. When a parenthesis is removed, the sentence still makes sense on its own. The punctuation used for a parentheses is () and it encloses the information which is being clarified.</p> <p>Watch this: https://www.youtube.com/watch?v=kzrY4d-duR8</p> <p>Modelled – Cinder cone volcanoes are known for having violent (explosive) eruptions with fiery displays of erupting lava.</p> <p>Complete this complex sentence, with a parenthesis: Viscous lava (sticky lava) ...</p>
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Guided Reading -

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

Success Criteria: I can

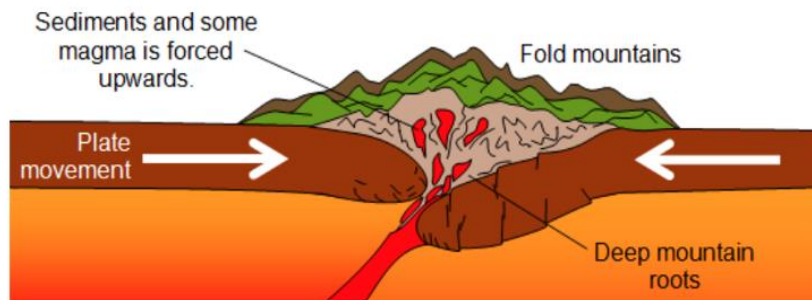
- Highlight important information
- Activate my background knowledge
- Understand the information I am reading

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

Task: Read the 'How are Fold Mountains formed?' text below and highlight important or relevant information. Using your synthesis of the text and prior knowledge, plan your notes into body paragraph 1 of the block planner below. Make sure this is in dot points!

How are fold mountains formed?

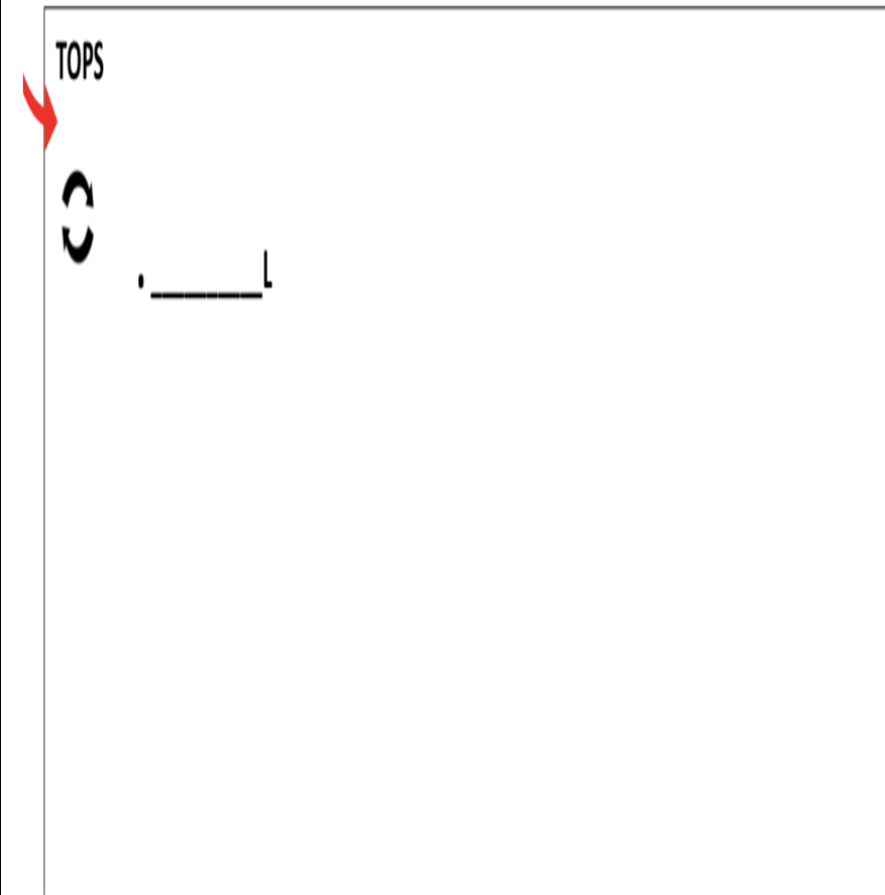
Many of the world's highest mountain ranges are **fold mountains**. They began to form millions of years ago when plates pushed together. The Himalayas and Alps are chains of fold mountains. Some mountains, such as Mount Everest, are still growing in this way.



If pressure builds up under the Earth's surface, brittle rocks in the crust may crack. Cracks in rocks are called **faults**. If two faults occur close together, the chunk of crust between them may be pushed up or slip down below the surrounding rock. Chunks that are pushed up are called block mountains or **horsts**. A low area between two horsts is called a **rift valley**.

The most famous rift valley is the Rift Valley in East Africa. The Rhine Valley in Germany and Death Valley in the USA are also rift valleys.

In some areas, currents of magma under the crust flow together from opposite directions. The pressure may squeeze the crust and make it buckle and form folds such as those shown here:



What you will need to include in the Body Paragraph 1 -

TOPS – A topic sentence using thesis statement 1

	<p>Cause and Effect Sentences – Use facts and explain, elaborate and provide evidence or examples about you first idea.</p> <p>Link – Include a link to the idea for your next paragraph.</p>
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Writing – This week you are concentrating on retrieving your block planner and linking your thesis statement (introductory paragraph) to your topic sentence (within your body paragraph).

Learning Intention: I am learning to structure a body paragraph.

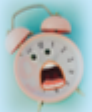
Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Include a topic sentence
- Use punctuation at the beginning, middle and end of your sentences.

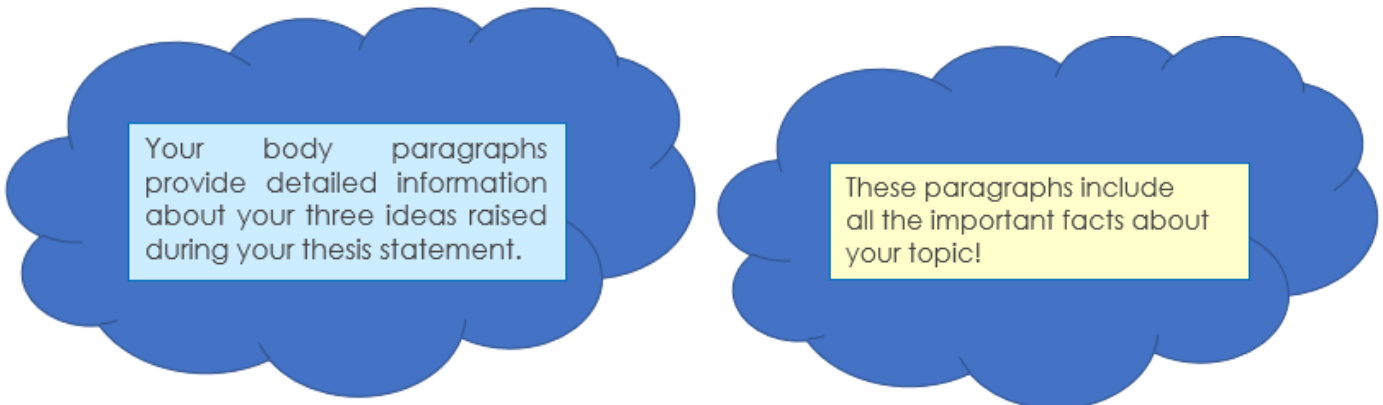
Task:

- Draw your block planner – but this time, time yourself and record in the box below
- Read through the notes about the Body Paragraph (writing to inform)
- Read through the exemplar text on Mountains and highlight and annotate it with the information from the body paragraph.

Record your block planner times here!

Time 	Monday's time:	
	Tuesday's time:	
	Thursday's time:	
	Friday's time:	

Body Paragraphs – Why are they so important?



Your body paragraphs provide detailed information about your three ideas raised during your thesis statement.

These paragraphs include all the important facts about your topic!

What is included in a Body Paragraph?



Topic sentence:

Needs to tell the reader what the paragraph is going to be about. This is linked from the Thesis Statement from the Introduction

Cause and effect sentences:

You need to explain your big idea (from your thesis statement) by including multiple related cause and effect facts. These related facts could explain, elaborate, provide evidence or provide examples.

Link to next paragraph:

To finish this paragraph, include a link to the idea for your next paragraph to help your writing flow.

Here is an example of an introduction and body paragraph – which has been annotated

How are Mountains Formed?

Have you ever wondered how mountains are formed? Mountains are magnificent landforms that take millions of years to form. They rise high above the surrounding terrain in a limited area. Generally, they are higher than 600 metres. Mountains are made of the hard, rocky layer of the Earth's surface, called the crust. **There are unique formations of mountains which include: fold, fault-block and dome mountains.**

Topic Sentence

Thesis statement

Fold mountains are the most common type of mountain. The Earth's crust is broken up into pieces called tectonic plates. These plates cover the entire Earth like a giant jigsaw puzzle. Fold mountains are formed when two tectonic plates collide. The force causes the Earth's crust to crumple and fold. The world's largest mountain ranges are fold mountains. For example, the Himalayan Mountains in Asia, the Alpes in Europe and the Flinders Ranges in Australia. These ranges were formed over millions of years. **Folded mountains are not the only type of mountain, there are also fault-block mountains, which are caused by movement in tectonic plates also.**

Cause and effect sentence

Linking Sentence

Now it's your turn to circle the: thesis statement and number the big ideas 1, 2 and 3; the topic sentence; the cause and effect sentences and the linking sentence, just like above 🖐

Mountain Ranges in Australia

A mountain range is a long chain or group of mountains. A mountain is a landform that rises high above the surrounding area. Usually, to be classified as a mountain, the landform must be over 600 metres high. Australia is a flat country. The average elevation across the continent is just 330 metres, which is lower than any other country in the world. However, Australia's mountain ranges are very important as: they hold some of the oldest rocks in the world, form a hydro-electric plant and some of the most interesting plants and animals in the world are located within the ranges.

Despite the lack of height of Australia's mountains, the rocks that do exist are very interesting to geologists (scientists who study rocks). Some of the oldest and most unusual exposed rocks in the world can be found within Australia's mountain ranges. Australia is also home to many rock formations (which are not technically mountains). Some of these include Uluru, The Pinnacles and Bungle Bungle.

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.	$60 \div 2 =$	
2.	$26 \div 2 =$	
3.	$188 \div 4 =$	
4.	$320 \div 4 =$	
5.	$255 \div 5 =$	
6.	$450 \div 5 =$	
7.	$33 \times 2 =$	
8.	$45 \times 2 =$	
9.	$60 \times 4 =$	
10.	$74 \times 5 =$	
11.	Which number has a great value? 127.9 or 127.99	
12.	Fill in the missing number. $27\ 137 + \underline{\hspace{2cm}} = 27\ 245$	
13.	Write down these numbers from greatest to least: 563.1 563.001 563.01	
14.	What number does this expanded notation represent? $1000 + 900 + 80 + 2 = \underline{\hspace{2cm}}$	
15.	Write 9851 in expanded notation.	
16.	What are the next three numbers in this pattern? 98.2, 98.8, 99.4, <u> </u> , <u> </u> , <u> </u>	
17.	What is the repeated gap in the pattern? +0.4 +4.0 +4.4	
18.	Write down the number twenty-three thousand five hundred and seventy-nine	
19.	Which of these fractions is equivalent to $\frac{1}{2}$? $\frac{15}{20}$ $\frac{30}{60}$ $\frac{6}{10}$	
20.	Miss Wilson drove for 65 minutes. She arrived at her destination at 12:30 PM. What time did she leave?	

 Time =	Score =
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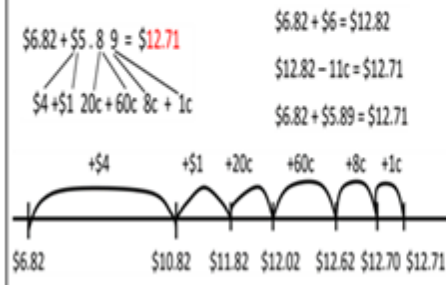
Investigations-

Working at your level, complete **3 questions of addition and 3 questions of subtraction**. Use the strategies we have learnt throughout the year.

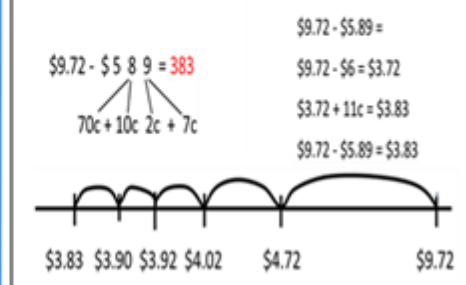
Addition & Subtraction Levels (2-digit)		Addition & Subtraction Levels (3-digit)	
<p>AS 17 Add 2-digit numbers bridging 100 and 10s</p> <p>$78 + 57 = 135$</p> <p>78 + 57 = 78 + 50 = 128 128 + 7 = 135</p>	<p>AS 17 Subtract 2-digit numbers bridging 100 and 10s</p> <p>$125 - 87 = 38$</p> <p>125 - 87 = 125 - 90 = 35 35 + 3 = 38</p>	<p>AS 21 Add three-digit numbers</p> <p>$682 + 589 = 1271$</p> <p>682 + 589 = 1271 682 + 600 = 1282 1282 - 11 = 1271</p>	<p>AS 21 Subtract three-digit numbers</p> <p>$972 - 589 = 383$</p> <p>972 - 589 = 383 972 - 600 = 372 372 + 11 = 383</p>
Addition & Subtraction Levels (4-digit)		Addition & Subtraction Levels (5-digit)	
<p>AS 21 Add four-digit numbers</p> <p>$6825 + 5897 = 12722$</p> <p>Compensation 6825 + 5897 = 12722 6825 + 6000 = 12825 12825 - 103 = 12722</p>	<p>AS 21 Subtract four-digit numbers</p> <p>$12722 - 5897 = 6825$</p> <p>12722 - 5897 = 6825 12722 - 6000 = 6722 6722 + 103 = 6825</p>	<p>AS 24 MF 10 Add five-digit numbers</p> <p>$36825 + 25897 = 62722$</p> <p>36825 + 25897 = 62722 36825 + 26000 = 62825 62825 - 103 = 62722</p>	<p>AS 24 MF 10 Subtract five-digit numbers</p> <p>$62722 - 15897 = 46825$</p> <p>62722 - 15897 = 46825 62722 - 16000 = 46722 46722 + 103 = 46825</p>

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

AS 23 MF 9 Add
three-digit numbers as money

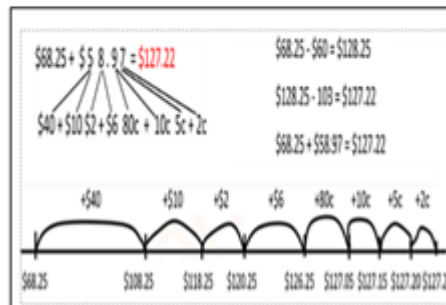


AS 23 MF 9 Subtract
three-digit numbers as money

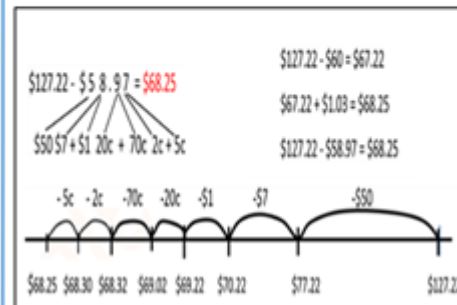


Addition & Subtraction (Money) Levels (4-digit)

AS 23 MF 9 Add
four-digit numbers as money

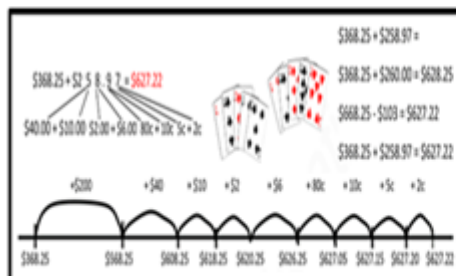


AS 23 MF 9 Subtract
four-digit numbers as money

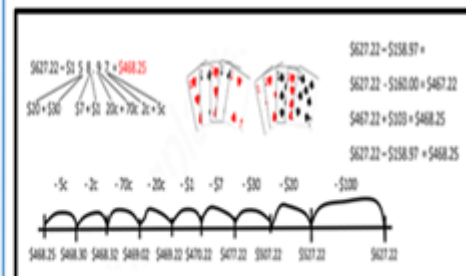


Addition & Subtraction (Money) Levels (5-digit)

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

Linda bought 3 notebooks at \$1.20 each, a box of pencils at \$1.50 and a box of pens at \$1.70. How much did Linda spend?

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

Extension Activity 1- Sally's Fruit Punch

Sally is having a party and she has invited 9 of her friends. She is going to make a fruit punch for all of them to drink.

Sally wants to make enough fruit punch for herself and all her friends to have 2 glasses each. Each glass holds 300mL of fruit punch.

1) How much of each ingredient will she need?

Item	Quantity
Limes	
Lemons	
Pineapple Juice	
Lemonade	
Orange Juice	

2) Work out the total cost of all the ingredients she needs to buy

Sally's Fruit Punch Recipe

The recipe below makes 1 liter of punch:

1 lime

1 lemon

150ml pineapple juice

500ml lemonade

300ml orange juice



Cost of ingredients:

Lemons 60¢ each

Limes 75¢ each

Lemonade (2 liter bottle) \$1.85

Orange juice (1 liter carton) 95¢

Pineapple juice (1 liter carton) \$1.25

HSIE (Afternoon Session) -

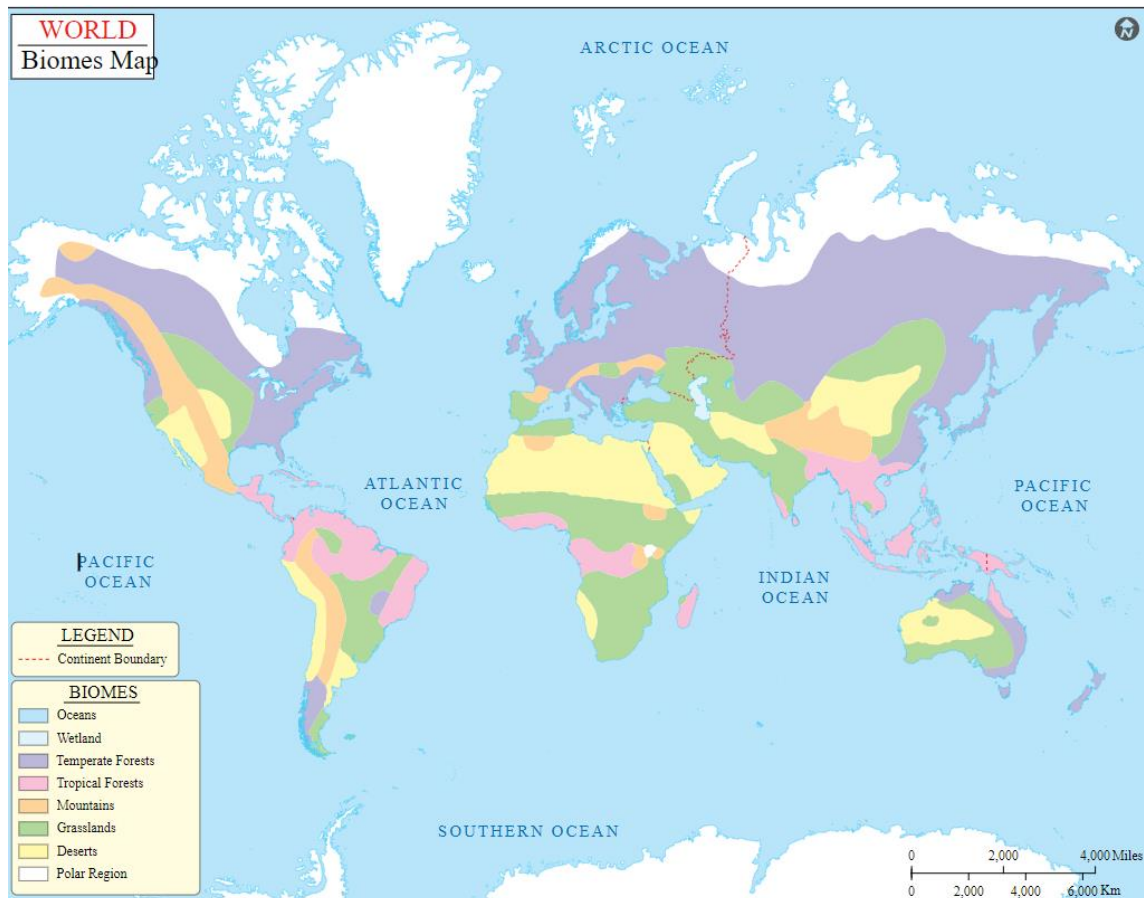
[Watch the video – Planet Earth](#)

Imagine you were in charge of an area of the world. How would you manage it? What would you change?

Now is your chance to see how you could change the world!

[Read the eBook on The World's Biomes.](#)

- a. [Look at the Biomes Maps and choose a place in Australia, North America, Europe or South America.](#)



Name of country _____

b. Choose a biome in that country.

Type of biome _____

You will need to find specific information for your area. Make sure your area is natural. Record the information you found here.

Natural Features	
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Vegetation	
Climate	
Animals	
Threats	

Tuesday 17th August 2021

☺ Did someone say Tuesday?

Literacy (Morning Session)

Learning Intention: We are learning:

- About mountains
- To add words to our vocabulary suitcase
- About Facts to help up to 'write to inform'
- How to speak well

Success Criteria: I can

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

Fold Mountains

Fold mountains are the most common type of mountain.

They are formed when two **tectonic plates collide**. The force causes the Earth's **crust** to crumple and fold.

The world's largest mountain **ranges** are fold mountains.

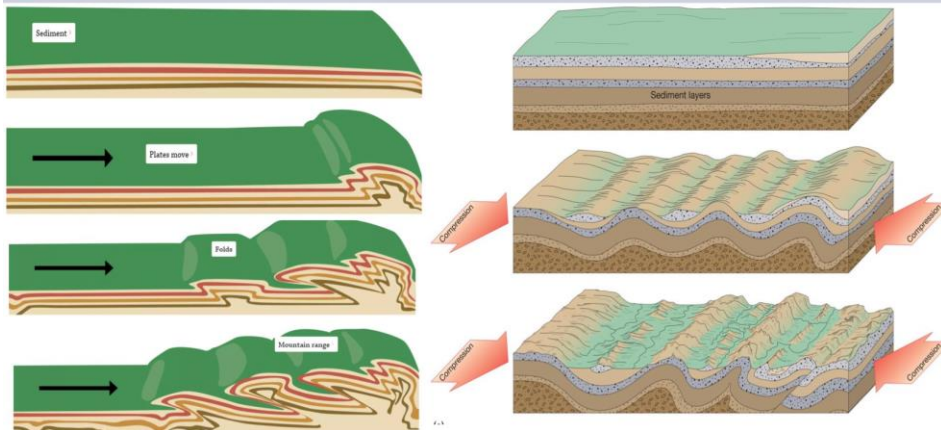
These ranges were formed over millions of years.

Folded Mountains

- [Himalayan Mountains in Asia](#)
- the Alps in Europe
- the Flinders Rangers in Australia
- the Andes in South America



Fold Mountains



Folds Are Classified by Their Shape

Fold mountains are defined by complex rock formations known as folds. There are many different types of folds. Scientists usually classify them by their shape. Do they have sharp turns or gentle curves? Do they fold inward or outward?

A fold mountain usually has more than one type of fold. Anticlines and synclines are the most common folds. An anticline is shaped like a question mark. The oldest rocks are located in the center of the fold. A syncline is shaped like the letter "U." The youngest rocks are located in the center of the fold.

Fold Mountains

Try recreating fold mountains at home!



anticline (AN-tee-klin)

×

Noun

layers of rock that have folded into a hill or crest.

syncline (SIHN-klin)

×

Noun

layers of rock that have folded to create a dip or area between hills.

What 'Tier' would these words fit into? Why have you chosen that Tier level?

From the information provided, what would you use to include in your writing?

-
-
-

-
-

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:

- tectonic plates
- terrain

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:

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

Success Criteria: I can:

- Write a complex sentence
- Include a main clause
- Include a parentheses ()
- Have a capital letter
- A full stop

Complex Sentence: Contains a main clause, and at least one subordinate clause.

Parenthesis: Is a word, phrase, or clause inserted as an explanation or after thought. When a parenthesis is removed, the sentence still makes sense on its own. The punctuation used for a parentheses is () and it encloses the information which is being clarified.

Watch this: <https://www.youtube.com/watch?v=kzrY4d-duR8>

Modelled: Composite volcanoes (stratovolcano) emit steep, rapidly solidifying viscous lava which forms high steep sided peaks.

Complete this sentence: Magma is the molten or semi-molten ...

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Guided Reading -

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 'How are Fold Mountains formed?' text below and highlight important or relevant information.

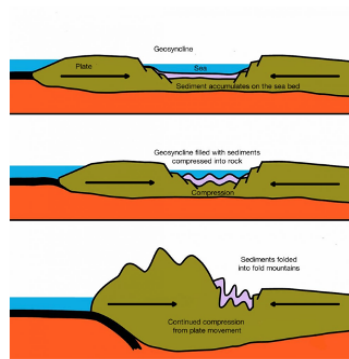
Yesterday, you read a similar text. With this text, you will need to add more information.

Using your synthesis of the text and prior knowledge, plan your notes into body paragraph 1 of the block planner below. Make sure this is in dot points!

How are fold mountains formed?

Earth's hard outer layer is called the crust. It is made up of large interlocking slabs called tectonic plates. The plates fit together like puzzle pieces far beneath our feet. Fold mountains are created where two or more plates are pushed together. At these boundaries, rocks are warped and folded into hills and mountains.

Fold mountains are created through a process called orogeny. It takes millions of years to create a fold mountain.



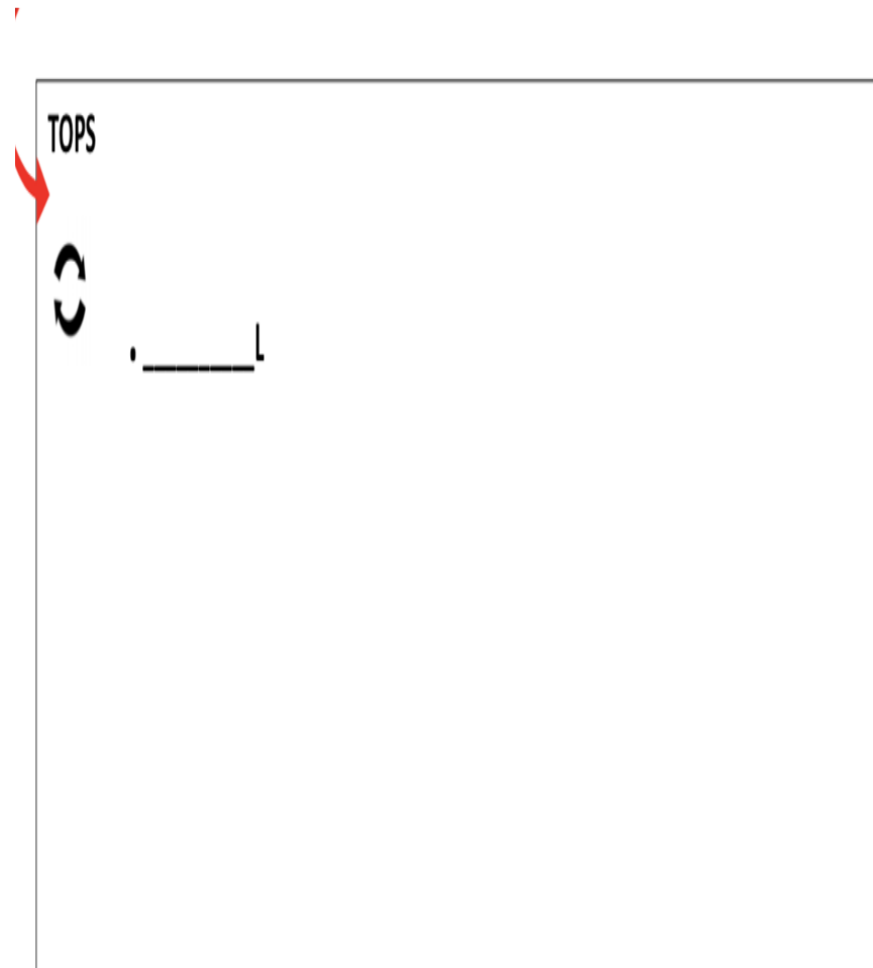
Fold mountains are the most common type of mountain in the world. Some of the most famous active ranges are the Himalayas, Andes, and Alps.

The Himalayas stretch through the borders of China, Bhutan, Nepal, India, and Pakistan. The crust beneath the Himalayas is still in the process of being folded. Here, the Indian tectonic plate is pushing into the Eurasian plate.

The Andes are the world's longest mountain chain. They stretch along the entire west coast of South America. Here, the Nazca plate is moving down below the South American plate. The Andes are mostly being folded up from the thicker rocks of the South American plate.

The Alps stretch across Italy, Austria, Germany, Switzerland, and France. Here, the tiny Adriatic microplate is crashing into the much larger Eurasian plate. The mountains include rocks that were once part of the ocean floor. They were lifted up over time in the process of folding.

Not all fold mountains are soaring peaks. The Appalachians, stretching along North America's East Coast, are generally low, gentle slopes. Long ago, the Appalachians were taller than the Himalayas. However, millions of years of erosion have taken their toll. Today, some of the highest peaks of the Appalachians are less than a third the height of the Himalayas' Mount Everest.



What you will need to include in the Body Paragraph 1 -

TOPS – A topic sentence using thesis statement 1

	<p>Cause and Effect Sentences – Use facts and explain, elaborate and provide evidence or examples about your first idea.</p>
--	---

	<p>Link – Include a link to the idea for your next paragraph.</p>
--	--

Writing – This week you are concentrating on retrieving your block planner and linking your thesis statement (introductory paragraph) to your topic sentence (within your body paragraph).

Learning Intention: I am learning to structure a body paragraph.

Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Include a topic sentence
- Use punctuation at the beginning, middle and end of your sentences.
-

Task:

- Draw your block planner – but this time, time yourself and record in the box from Monday – Have you gotten quicker? Did you include everything?
- Find someone in your home and explain the block planner and all its elements to them. You will become a *master* of the 'Writing to inform – Block Planner' once you teach someone.
- Read through the below activity and fill in the blanks. Circle the different elements of the Body Paragraph in different colours (topic sentence, cause and effect sentences and the link to the next paragraph).

The Great Dividing Range – History

The and plateaus of the have been home to many Aboriginal peoples for many thousands of years. The Gundungurra and peoples live in the Blue Mountains (to the west of modern-day Sydney). evidence including decorated caves, campsites and still exists today. One of the most famous pieces of in the country called 'The Flight of the Great Grey Kangaroo' can be found in a wall near the town of Springwood. Not only is The Great Dividing Range the mountain range in Australia, but it is also important.

mountains	Great Dividing Range	Archaeological	trails	rock art
sandstone	largest	historically	Darug	carved

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.

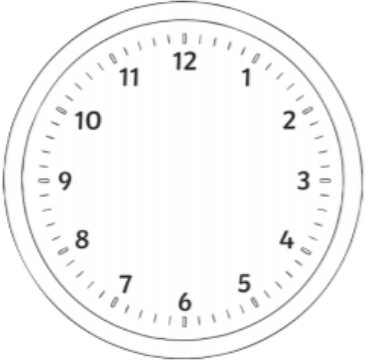
Questions		Answers
1.	$30 \div 3 =$	
2.	$46 \div 3 =$	
3.	$120 \div 2 =$	
4.	$450 \div 2 =$	
5.	$225 \div 5 =$	
6.	$300 \div 5 =$	
7.	$70 \times 3 =$	
8.	$15 \times 3 =$	
9.	$160 \times 2 =$	
10.	$523 \times 2 =$	
11.	Order these numbers from least to greatest 11 253.44 11 253.04 11 253.004	
12.	Order these numbers from greatest to least 34 627.1 34 627.001 34 627.01	
13.	Write 27 698.09 in expanded notation	
14.	What number does this expanded notation represent? $20\,000 + 3000 + 900 + 80 + 3 =$ _____	
15.	Fill in the missing number. $893\,000 +$ _____ $= 920\,630$	
16.	What are the next three numbers in this pattern? 27.1, 27.8, 28.5, _____, _____, _____	
17.	What is the repeated gap in the pattern? +7.0 +0.07 +0.7	
18.	Write down the number one-hundred and fifty-seven thousand eight hundred and thirty-three.	
19.	Which number has a greater value? 556.5 or 556.005	
20.	Elizabeth began her daily walk at 8:15 AM. She arrived back home at 10:45 AM. How long did Elizabeth walk for?	

Time =	Score =
--------	---------

Investigations – Look at the clock you have at home. Record the time below, then complete the rest of the worksheet.

Time Think Board

In each section, show different ways to represent time.

Minutes Past the Hour	Minutes to the Hour
<div><div>Digital Time</div><div><div></div><div>:</div><div></div></div></div>	
<div>Analogue Time</div> <div></div>	<div>24-Hour Time</div>

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

Three music lessons lasted for 1 hour and 45 minutes all together. Each Music lesson lasted for the same amount of time. How long was each music lesson?

Extension Activity 2 – *Let's get renovating!*

Your parents have given you \$500 to spend on your bedroom. You can purchase whatever you would like to update your bedroom but you will need to get value for money. Look for discounts and compare prices to make sure you are getting the best deal possible.

Key questions to think about:

1. Where will you find the information you need to help you choose what you will buy?
2. How will you know if you have got the best price?
3. How does a percentage discount affect the price you will pay and what you are able to buy?
4. How will you decide which items to buy and still remain within your budget?

What you need to hand in:

1. A list of the items you would like to purchase for your bedroom.
2. The cost of each item on your list, comparing prices from different retailers. Where a discount is available, record:
 - The usual price
 - The discount that was applied e.g. percentage, dollar value
 - The sale price
3. A final draft of your plan showing:
 - The items you will purchase
 - The total amount that you will spend
 - The savings you have made

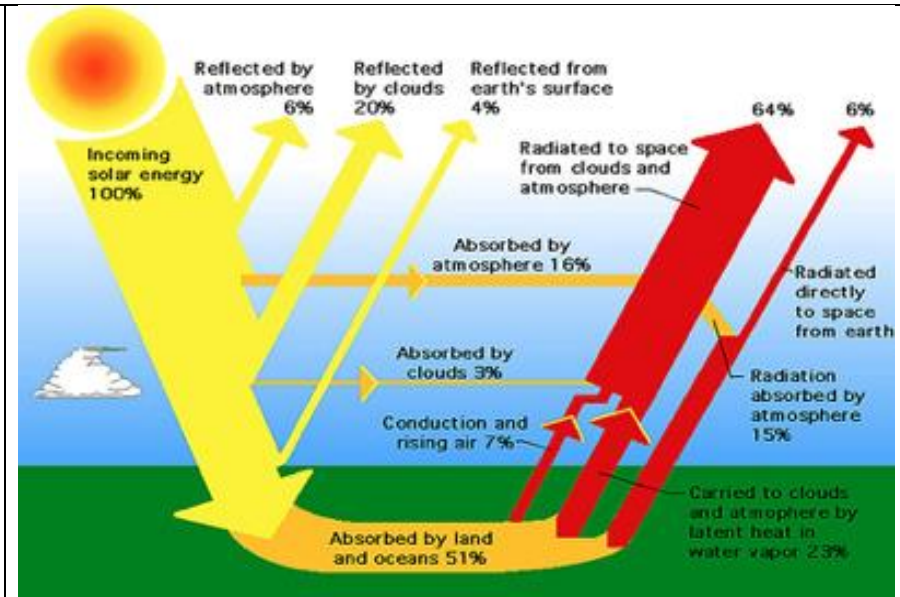
Science (Afternoon Session) *Did you know the sun produces a form of energy?*



Learning Intention: We are investigating how energy from the Sun can be used to heat water.

Success Criteria: I can

- Explain how energy from the sun can be used to heat water
- Explain other ways of heating water



ENERGY FROM THE SUN

- The Sun emits many different forms of radiation, including light and heat.

Radiation definition

- Radiation is the transfer of energy through waves (electromagnetic radiation) or fast traveling particles (particulate radiation).
- Radiation can be in the form of heat, sound and light.
- Radiation can be felt or seen like light or detected through special instruments like **X-ray**.
- Radiation from a hot object is shorter and more intense than radiation from a cooler object.
- The Sun, Earth, soil, microwave, television, cell phones all expose us to radiation.



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If you have access to a device, watch the video on how the sun produces energy. Don't forget to write down information you have found interesting!

https://www.youtube.com/watch?v=6FB0rDsR_rc

If you do not have access to a device, the information from the video is below!



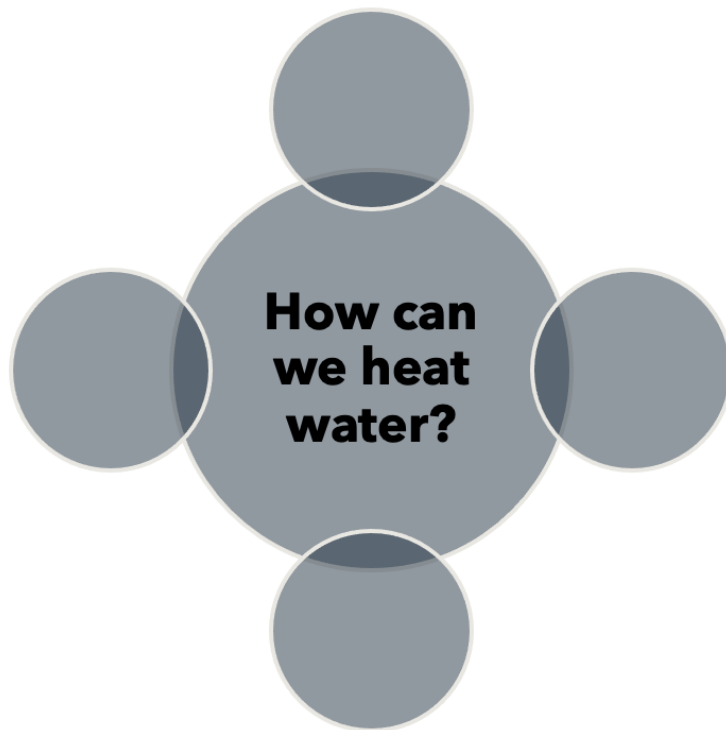
IT TRAVELS
VERY SLOWLY TO THE
SUN'S SURFACE.
ENERGY IS CREATED
IN THE SUN'S CORE.

BEFORE IT TAKES
A SUPERSPEEDY TRIP
TO EARTH IN THE FORM
OF LIGHT AND HEAT.

Activity 1 -

Brainstorm different ways of heating water.

WAYS OF HEATING WATER...

**Activity 2 -**

Speaking to a parent or an adult, discuss how heating water can be costly.



Activity 3 - Time to Investigate!

What you will need:

- Two cans (The modified can will be wrapped in foil, and the plain can will be kept as is)
- Paper
- Pencil
- Thermometer (If you do not have one, you can roughly estimate)

Things to make sure of:

- Keep the quantity of water in the cans the same
- Put the two cans in the same spot in the sunlight
- Leave the two cans in the sunlight for the same amount of time

The above will make sure we are conducting a **FAIR** test.

Write down one thing you learnt so far. You can use the below sentence beginnings.

- Today, I learnt
- What I have learnt about energy transfer is ...
- I enjoyed ...
- I want to know more about ...

Team members: _____ Date: _____

Question for investigation: How can we heat the water in the can faster?

Predict — Predict how to modify the can to make the water heat faster.

Reason — Why do you think that modification will cause the water in the can to heat faster?

Observe — What happened?

Time	Temperature of water in plain can	Temperature of water in modified can

Notes:

Explain — What happened? What can you claim based on your evidence?

Wellbeing Wednesday

Today is all about you! Take the time to complete all the activities from the grid below. Most importantly...make sure you have **FUN!**

Morning Session	Middle Session	Afternoon Session
Writing: <ul style="list-style-type: none">• Dreams and Fears Tree• Write a journal entry about a dream that you wish came true.	Maths: <ul style="list-style-type: none">• Telling the Time Board Game• Make a Sundial	Self-Care: <ul style="list-style-type: none">• My Self-Care Guide
11AM: Whole Grade Zoom Session Your chance to come along, see your friends and teachers, and win some Grinners! See	PDH: <ul style="list-style-type: none">• Make a chatterbox• Make a worry jar PE: <ul style="list-style-type: none">• Fitness Challenges	CAPA: Positivity Colouring-in Don't forget to put some calming music on in the background.
below for the information to connect to the Zoom Session.		

you are
invited

To our **WHOLE GRADE** Zoom Session

Topic: Year 5's Well-being Wednesday - Zoom Meeting

Date: Wednesday 18th August

Time: 11:00 AM – 11:30 AM

Dress Code: Crazy Hair/Hat Day!

What: Join the Year 5 Meeting today with a crazy hairstyle or hat. The Year 5 Teachers are excited to see what you come up with and how creative you all get!

Join Zoom Meeting

<https://nsweducation.zoom.us/j/67470436305?pwd=bklZOFJaTU1nWFJmdU9qZ2N6SXVXdz09>

Meeting ID: 674 7043 6305

Passcode: 742045



- To win some grinders!
 - See your teachers and friends!
- Most importantly... **JOIN IN ON THE FUN!**

DREAMS AND FEARS TREE

We all have BIG DREAMS! And we also have fears...But our fears don't have to stop us from getting to our dreams. They can actually HELP us grow as we push through them!

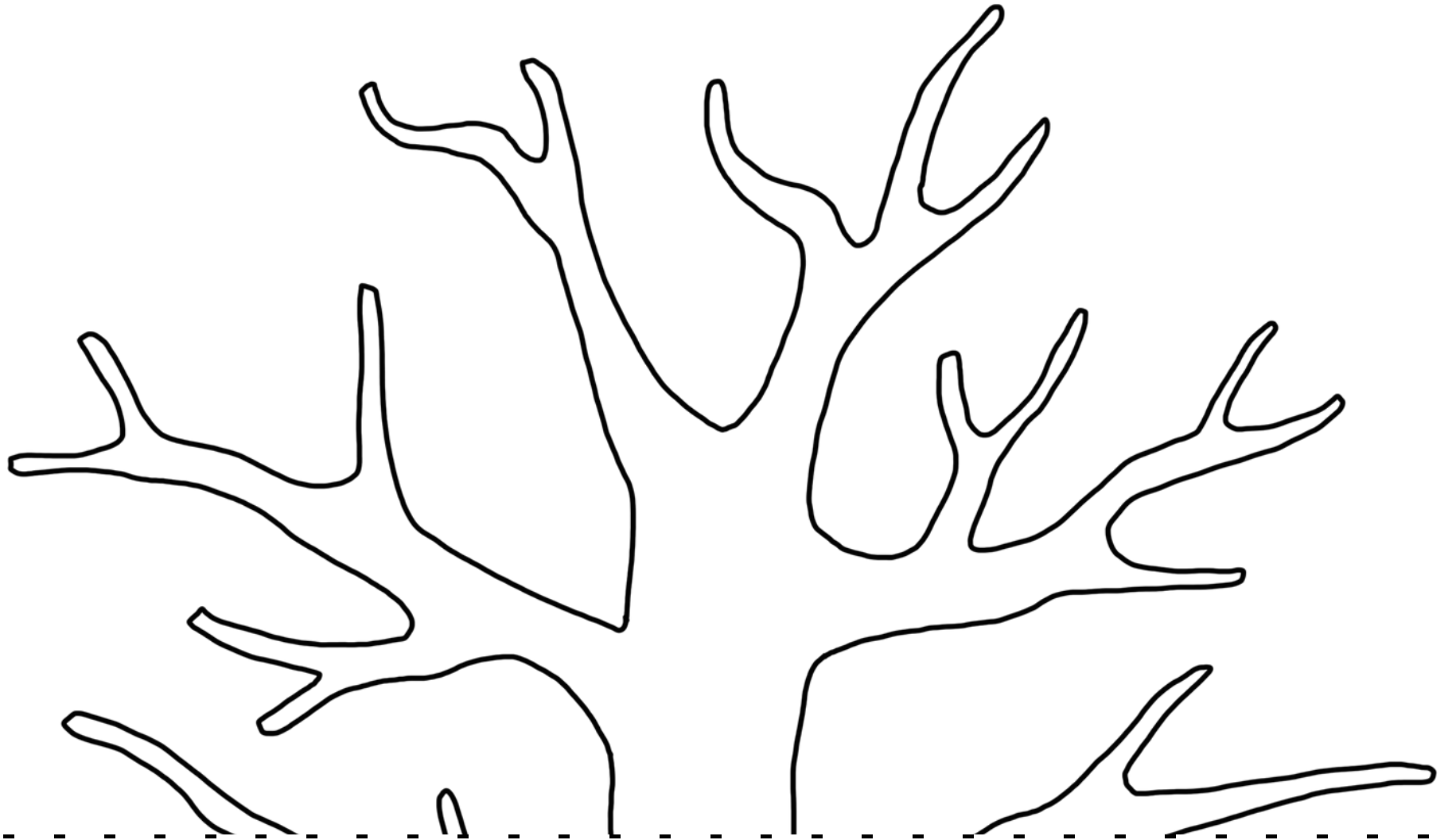
In this fun craft, you will create your own Dreams and Fears Tree. You will write down your dreams and goals on the leaves and your fears and doubts on the worms. Remember that worms help trees grow stronger and taller!

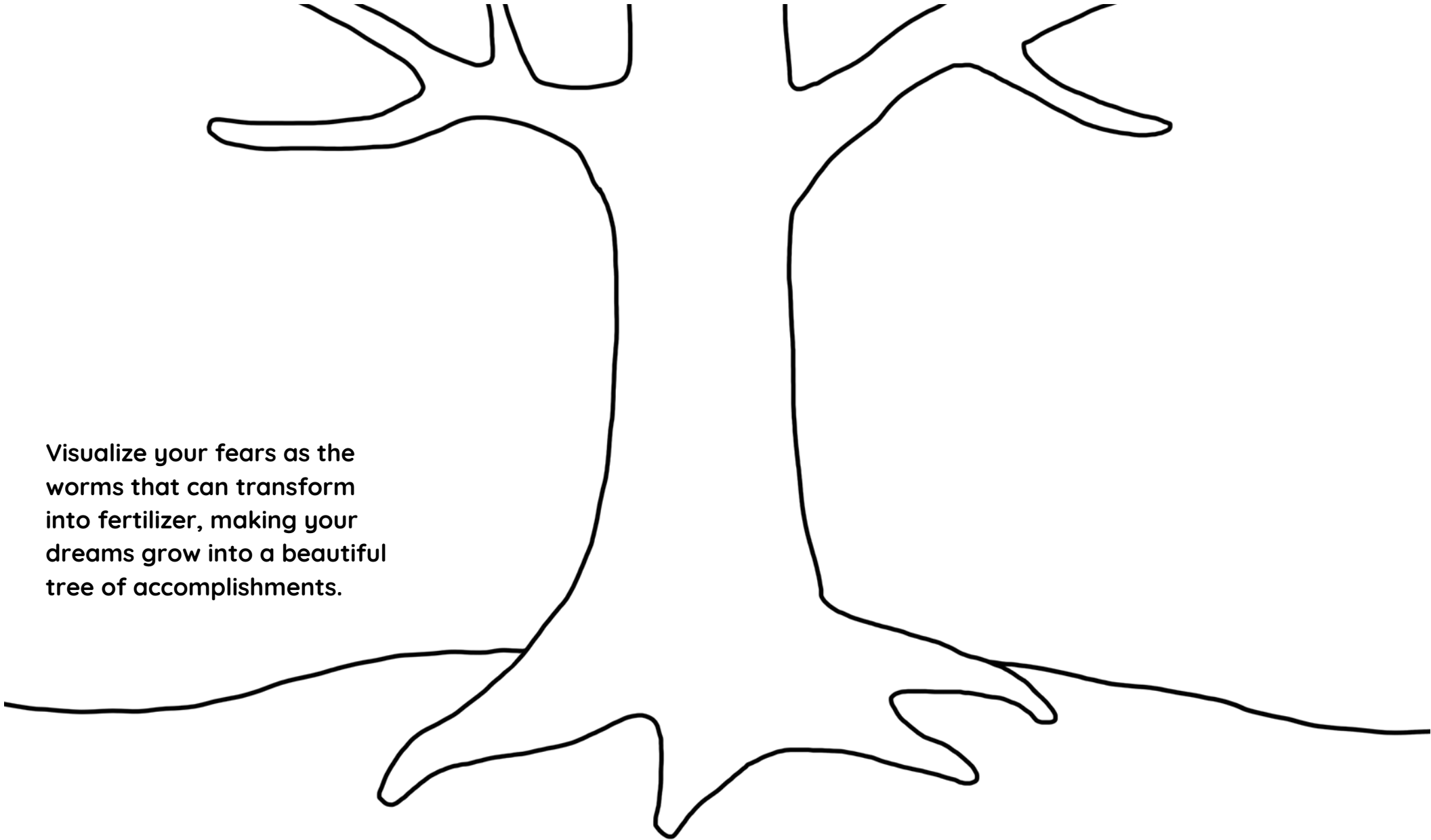
How to Make

- 1 Print** pages 2 and 3. Trim along the dotted line and tape the two pages together.
- 2 Print** page 4 and cut out the leaves and worms.
- 3 Write** down your dreams on the leaves and glue them to your tree. Write down your fears on the worms and place them under ground.

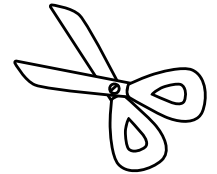
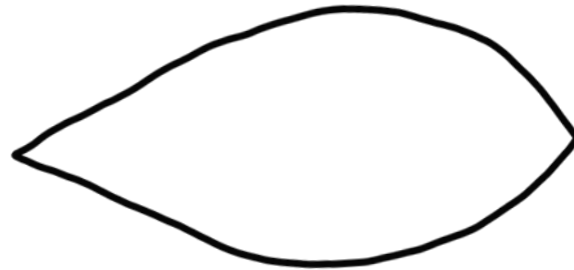
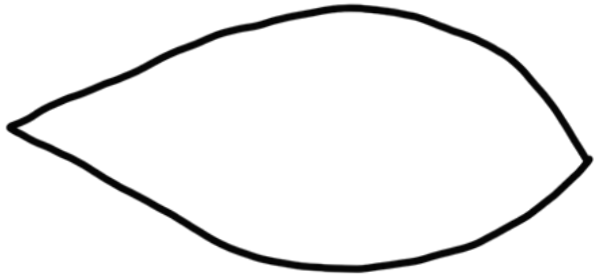
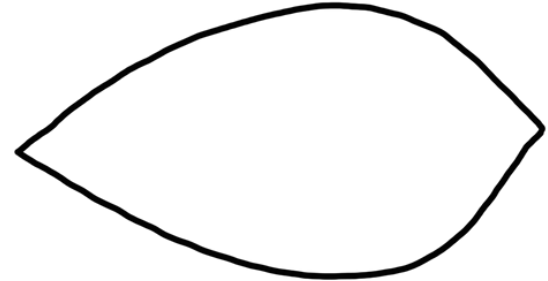
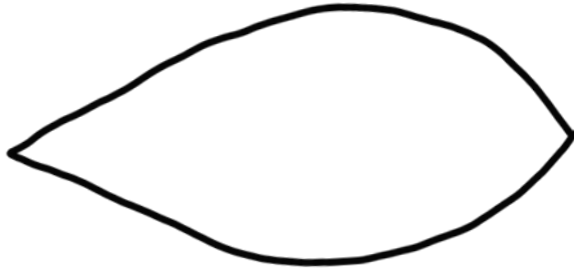
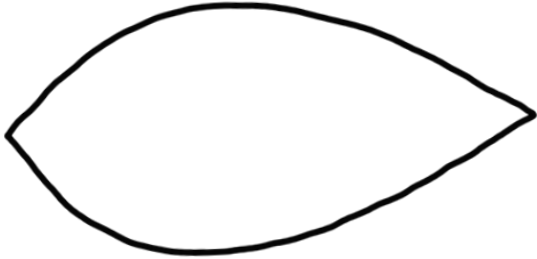
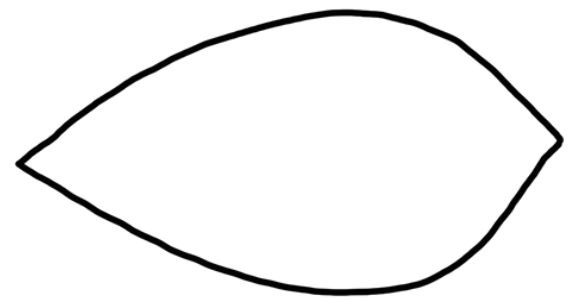
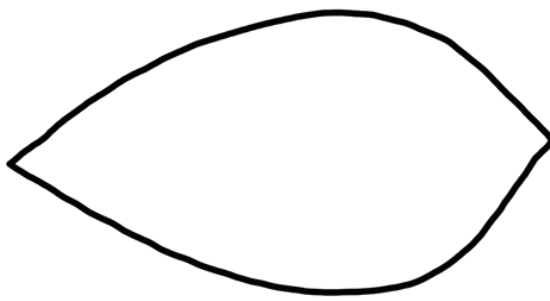
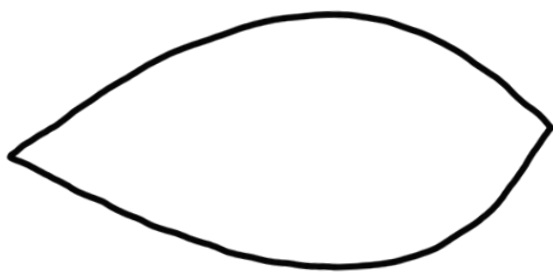


DREAMS AND FEARS TREE



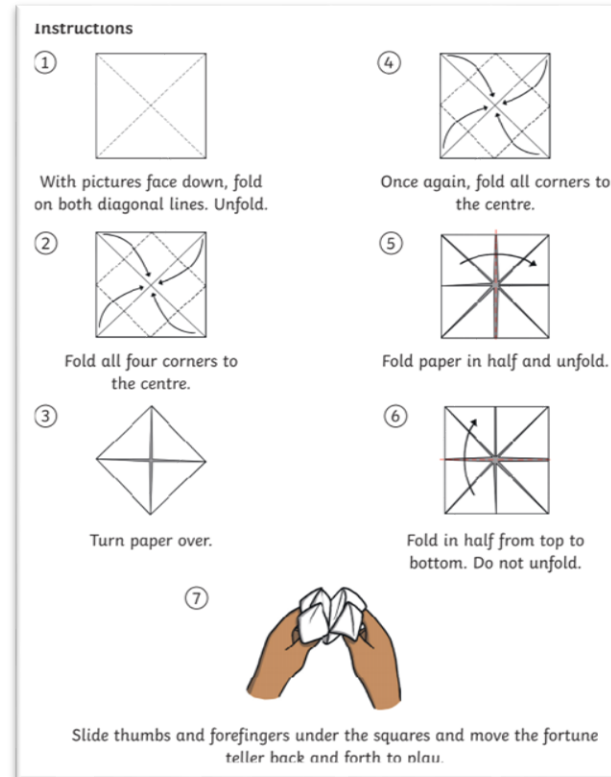
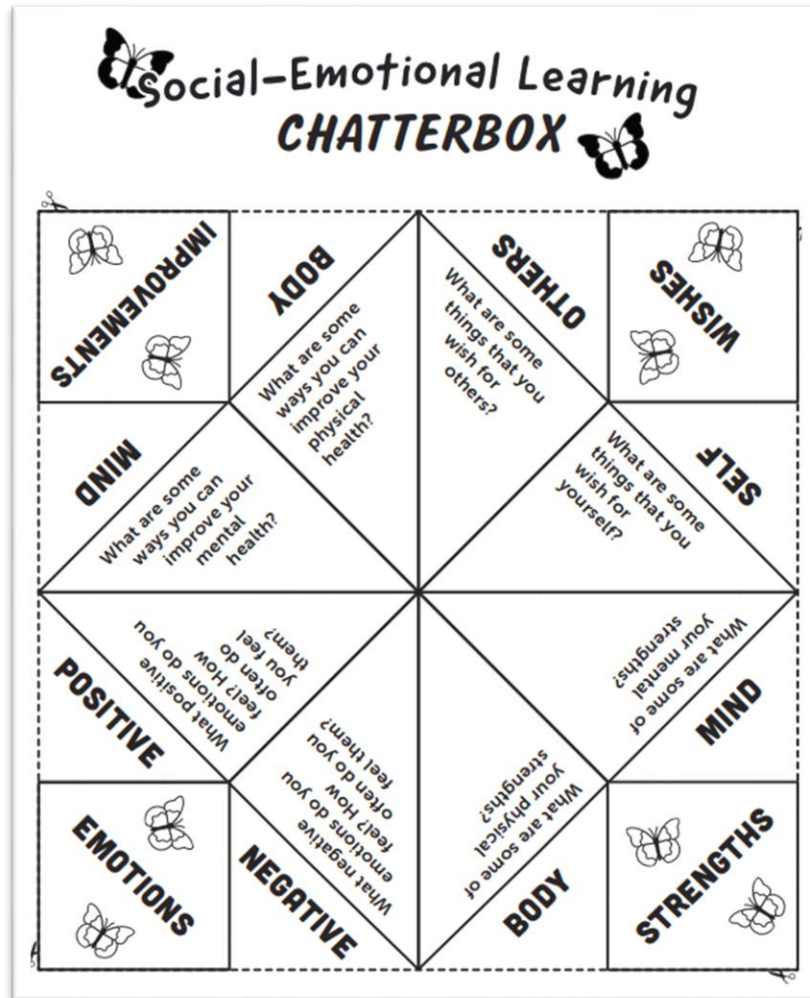


Visualize your fears as the worms that can transform into fertilizer, making your dreams grow into a beautiful tree of accomplishments.



PDH – Chatterbox Activity:

Colour in your chatterbox, cut it out and follow the instructions. Play with someone in your household.



PDH – Worry Jar Activity

What is a worry Jar?

A Worry Jar is a place for your worries to be held, so that you do not need to keep thinking about them. Whenever you are feeling worried, write it down and put it in the jar. Your worry is now being stored away for safe keeping, so you can get on with your day. Once a month open your jar, read and reflect on your worries, then **destroy** them!

Resources: You will need a jar, colouring pencils/stickers and some sticky tape.

Instructions: Depending upon the size of your jar, cut out the right size label. Make sure you colour it in. Stick the label to the jar and now you have your very own Worry Jar.



Worry Jar Labels

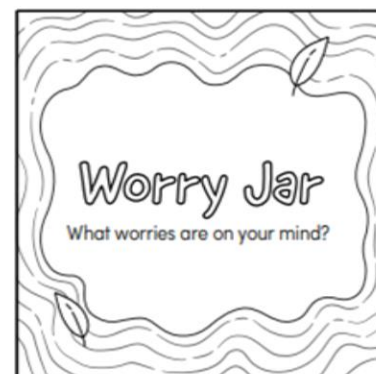
Print this page true to size to create jar labels of the following sizes:



8 cm x 4 cm | 3" x 1.5"



10 cm x 5 cm | 4" x 2"



6 cm x 6 cm | 2.4" x 2.4"



7 cm x 7 cm | 2.75" x 2.75"



6 cm x 6 cm | 2.36" x 2.36"



5 cm x 5 cm | 1.96" x 1.96"



4 cm x 4 cm | 1.57" x 1.57"

Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



Today I am worried about...

Fold up your worry, drop it in the jar, and close it up tight. Set it aside for now!



PE: Fitness Challenges

How many can you do?

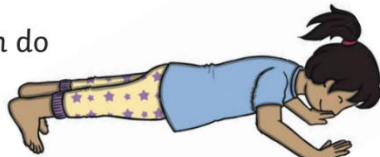
Try the 'Treadmill' challenge with a sibling!

Fitness Circuit Cards

Push Ups

Do push ups for a minute:

- How many can you do?
- Can you do push ups with one hand or one foot?
- If it is hard, you can do push ups with your knees down.



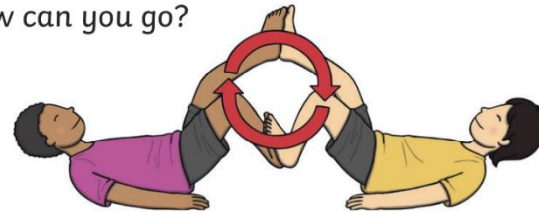
twinkl.co.uk

Fitness Circuit Cards

Treadmill

Lie down on the ground with your feet touching your friend's. Run keeping your feet touching:

- How fast can you go?
- How slow can you go?



twinkl.co.uk

Fitness Circuit Cards

Tuck jumps

Do 10 tuck jumps:

- How high can you jump?
- Can you jump higher than your buddy?
- How many tuck jumps can you do without stopping?



Fitness Circuit Cards

Star Jumps







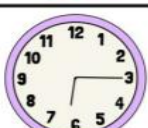

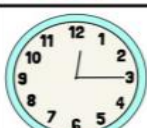


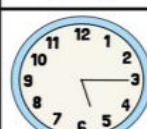
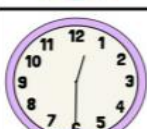




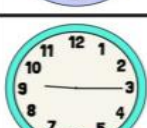
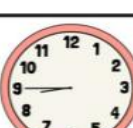
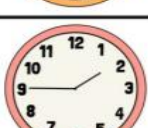

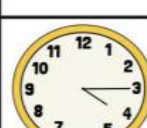

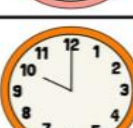
Do star jumps for one minute:

- How many can you do?



Maths: Telling the Time Board Game

Verse someone from your household in this fun game of telling the time.
If you don't have a dice at home, use this link to access a digital dice- <https://www.online-stopwatch.com/chance-games/roll-a-dice/>

Start		Miss a turn				End
						
						
						
Miss a turn						Miss a turn
		Miss a turn				
				Miss a turn		

Telling the Time Board Game

What time is it?

Roll a dice, move the number of spaces shown and read aloud the time shown on the clock. The first player to complete the board wins!

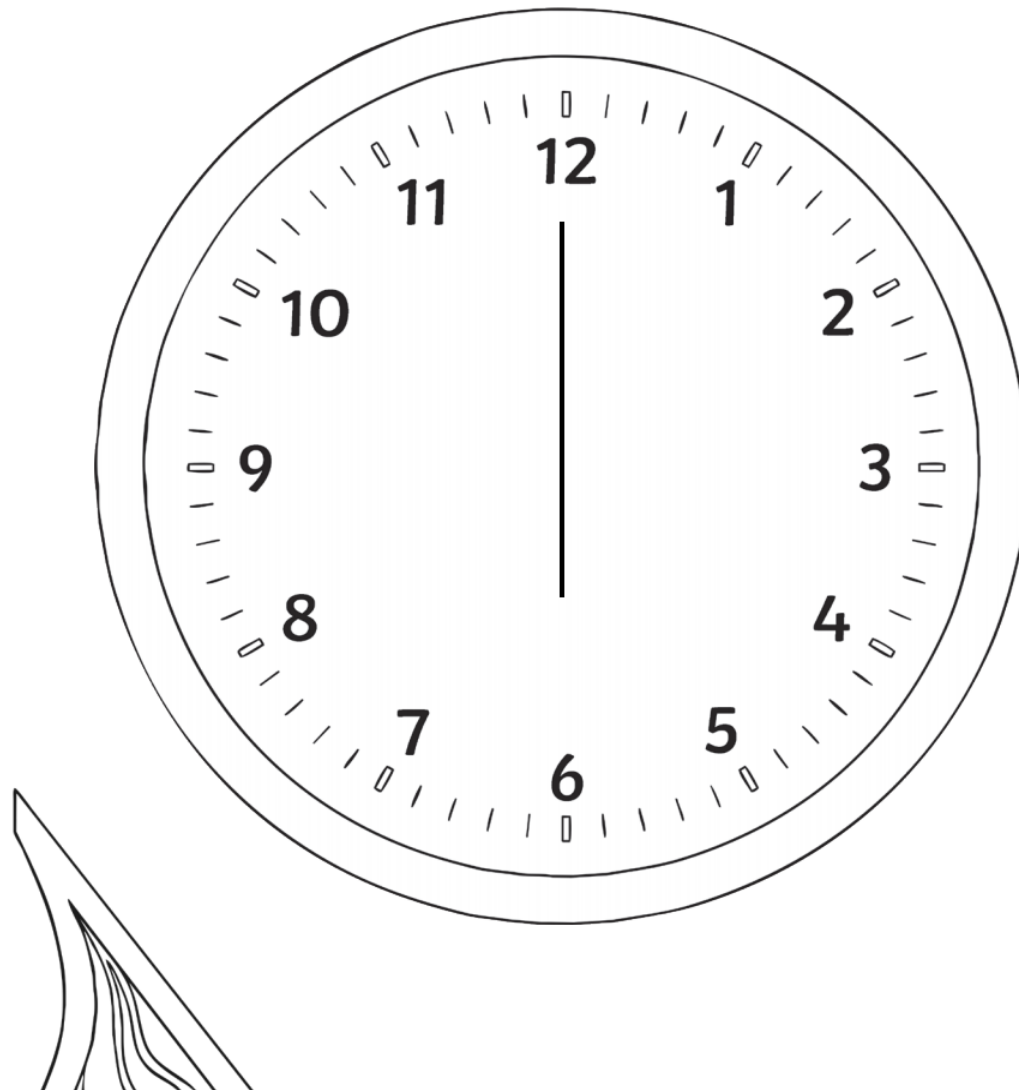
Maths: Make a Sundial

Read the instructions below to make your very own sundial. Try telling the time with it outside!

Make a Sundial

Cut out both the shapes below. Cut down the line in the middle of the dial and insert the pointer piece. Fold the tab on the pointer piece underneath and glue it down.

Position your sundial outside so that the shadow that the pointer casts is pointing to the correct time. As the day goes on, your sundial will continue to show the correct time!



CAPA

Let's get our colouring-in on!



My Self-Care Guide

Things That Make
Me Happy!



Places Or Things To Draw...



Travel
Plans



My Future Plans

Books To Read...

twinkl

Thursday 19th August 2021

Literacy (Morning Session)

Learning Intention: We are learning:

- About mountains
- To add words to our vocabulary suitcase
- About Facts to help up to 'write to inform'
- How to speak well

Success Criteria: I can

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

Volcanic Mountains

Volcanic mountains are formed when molten rock (magma) deep within the earth erupts, and piles upon the surface.

Magma is called lava when it breaks through the earth's crust.

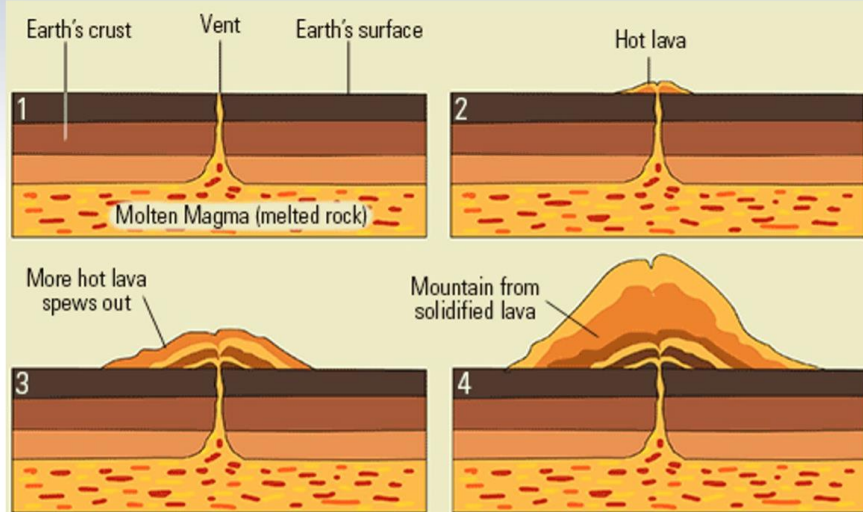
When the ash and lava cools, it builds a cone of rock.

Rock and lava pile up, layer on top of layer.

Volcanic Mountains

- Mount St. Helens in North America
- Mount Schank in South Australia
- Mount Kea and Mount Loa in Hawaii

Volcanic Mountains



If you have access to a computer, watch the following video to gather more information on volcanic mountains.

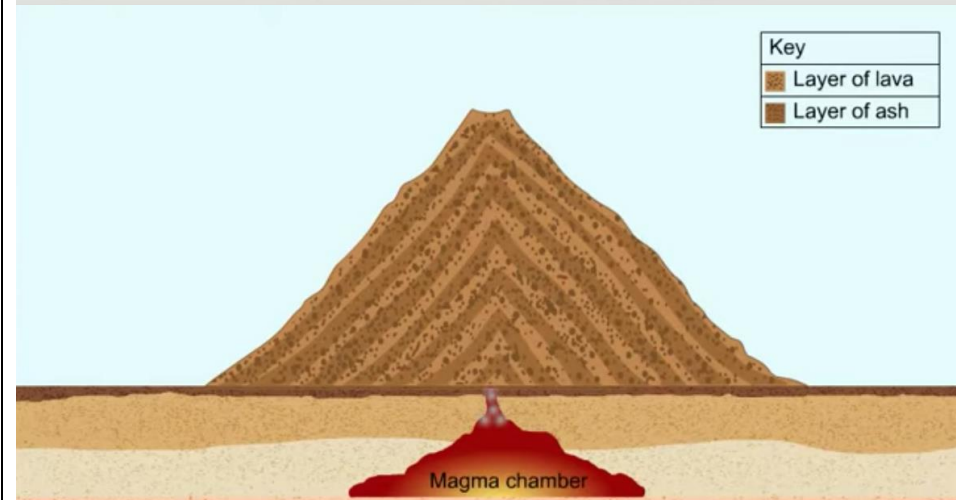
The formation of the volcanic mountains
<https://www.youtube.com/watch?v=Ggkb5IV7pJ8>



If you do not have access to a computer, please see the below information provided from the video.

A volcano

Volcanic mountains are built when molten lava, ash, cinder and dust from deep inside the earth come out on the surface through cracks in the earth's crust and accumulate.



From the information provided, what would you use to include in your writing?

-
-
-
-
-

Vocabulary-
Organise the following in your vocabulary suitcase for each word today.

[illegible]

- collision

- 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 complex sentence and include a parentheses.

Success Criteria: I can:

- Write a complex sentence
- Include a main clause
- Include a parentheses ()
- Have a capital letter
- A full stop

Complex Sentence: Contains a main clause, and at least one subordinate clause.

Parenthesis: Is a word, phrase, or clause inserted as an explanation or after thought. When a parenthesis is removed, the sentence still makes sense on its own. The punctuation used for a parentheses is () and it encloses the information which is being clarified.

Modelled: Mount Everest (in the Himalayas) is the highest mountain in the world.

Complete this sentence: Folded mountains...

Guided Reading -

Read a text on Literacy Pro within in your Lexile range.

Writing – This week you are concentrating on retrieving your block planner and linking your thesis statement (introductory paragraph) to your topic sentence (within your body paragraph).

Learning Intention: I am learning to structure a body paragraph.

Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Include a topic sentence
- Use punctuation at the beginning, middle and end of your sentences.
-

Task:

- Draw your block planner – but this time, time yourself and record in the box from Monday – Have you gotten quicker? Did you include everything?
- Read through the below activity and fill in the blanks. Circle the different elements of the Body Paragraph in different colours (topic sentence, cause and effect sentences and the link to the next paragraph).

Volcanic Mountains

Volcanic mountains form _____.

When ash and lava cool it forms _____

_____.

Rock and lava pile up _____

_____ to form a mountain over time.

Volcanic mountains are one of the most _____ types of mountains.


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.	$80 \div 4 =$	
2.	$96 \div 4 =$	
3.	$280 \div 2 =$	
4.	$350 \div 2 =$	
5.	$557 \div 5 =$	
6.	$854 \div 5 =$	
7.	$19 \times 2 =$	
8.	$37 \times 2 =$	
9.	$49 \times 4 =$	
10.	$83 \times 5 =$	
11.	Which number has a greater value? 139.4 or 139.04	
12.	Write down the number eighty-seven thousand nine hundred and fifty-three.	
13.	Fill in the missing number. $112\,400 = 112\,328 + \underline{\hspace{2cm}}$	
14.	What are the next three numbers in this pattern? 145.2, 145.4, 145.6, <u> </u> , <u> </u> , <u> </u>	
15.	What is the repeated gap in the pattern? +2.2 +0.2 +2.0	
16.	Write these numbers from least to greatest. 396.08 396.008 396.88	
17.	What number does this expanded notation represent? $3000 + 700 + 40 + 9 + 0.4 = \underline{\hspace{2cm}}$	
18.	Write 483.02 using the decimal form of expanded notation.	


19.	Which of these fractions is equivalent to $\frac{1}{4}$? 3/4 3/6 5/20	
20.	A flight from Sydney to Melbourne takes 1 hour and 35 minutes. Adam landed in Melbourne at 11:20 am. What time did he leave Sydney?	
 Time =		Score =

Investigations –

Working at your level, complete **3 questions for time**. Use the strategies we have learnt throughout the year. Pick your level from below and complete your investigations using the examples as a guide.

T 4 Time on the hour on analog and digital clocks, describing the direction of hand movement


1



meet me when the short hand is on the 2 on the clock
at
meet me when the short hand is on the 2 o'clock
meet me at 2 o'clock

T 6 hand movement, Time to half hour on digital, analog clocks, linked to fraction 'half'

1




half past 1

1:30

one thirty

T 10 Tell time to quarter to and past hour analog and digital clocks, linked to fractions 'half' and 'quarter'


1



quarter past 1

1:15

one fifteen




quarter to 3

2:45

two forty-five


T 11 Tell time to the minute on digital and analog clocks and record both

1



2 minutes past 3

3:02



48 minutes past 3
12 minutes to 4

3:48

T 13 Time using 'am' and 'pm'


1

2

Time before midday is 'am' because in Latin 'before midday' is 'ante meridian'

Time after midday is 'pm' because in Latin 'after midday' is 'post meridian'

A meridian is an imaginary line on the Earth, running from the North Pole to the South Pole.



Before the sun travels past the line, it is 'ante' or before the meridian.

When the sun travels past the line, it is 'post' or past the meridian.

The sun travels past the meridian where you live at 12 midday.

T 14 Convert between seconds, minutes, hours, days

days

hour

minute

second

x 24

x 60

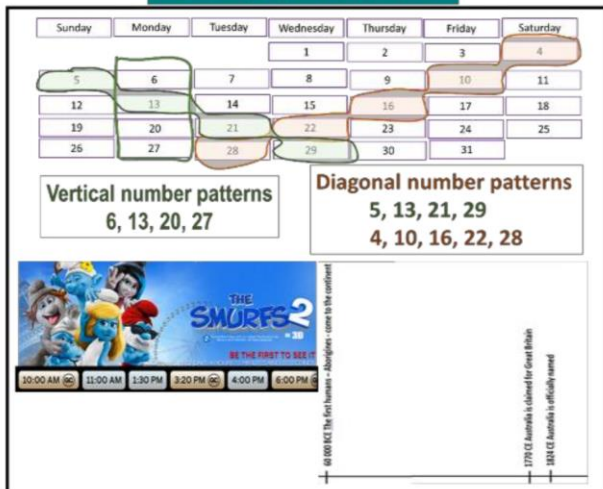
x 60

÷ 24

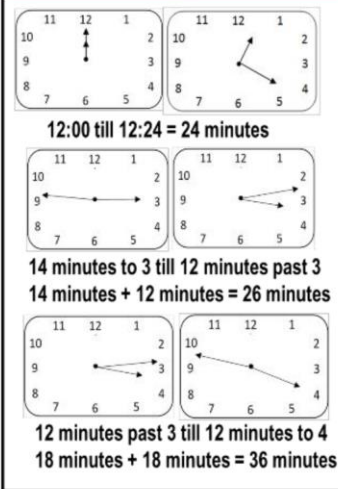
÷ 60

÷ 60

T 15 Read and interpret simple calendars, timetables and timelines



T 16 Measure, calculate duration using stop watch + calculate duration using start and finish time



T 17 Convert between 12 and 24 hour time



4:00 pm is 4 hour after midday.

Midday is 12:00

$4:00 + 12:00 = 16:00$

Can we convert from 12 hour time to 24 hour time by adding the 12 hours before midday?

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!

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

Nina's mum works night shifts. Her shift started at 20:00 and lasted for 8 hours.

- a. When did she start working in 12-hour time?

- b. What time does she finish work? Show this answer in both 12-hour and 24-hour time.

Extension Activity 4 – Converting Time Challenges

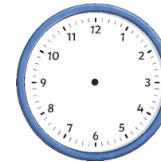
Have a go at these time conversion challenges. You can do it!

Card 1**Converting Time****Convert the time into:****Words**5 o'clock in
the evening**24 hour clock****Draw****12 hour clock**

twinkl.com

Card 2**Converting Time****Convert the time into:****Words****24 hour clock**

20:00h

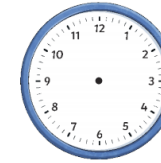
Draw**12 hour clock**

twinkl.com

Card 3**Converting Time****Convert the time into:****Words****24 hour clock****Draw****12 hour clock**

4:15am

twinkl.com

Card 4**Converting Time****Convert the time into:****Words**9 o'clock in
the morning**24 hour clock****Draw****12 hour clock**

twinkl.com

Building a settlement

- 1 To build a settlement on your area of land what would be the first thing you would do?

Remember, you can only use the resources available in your biome, for example if you lived in the grasslands there would not be many trees so you would have to build a house from grass or mud.

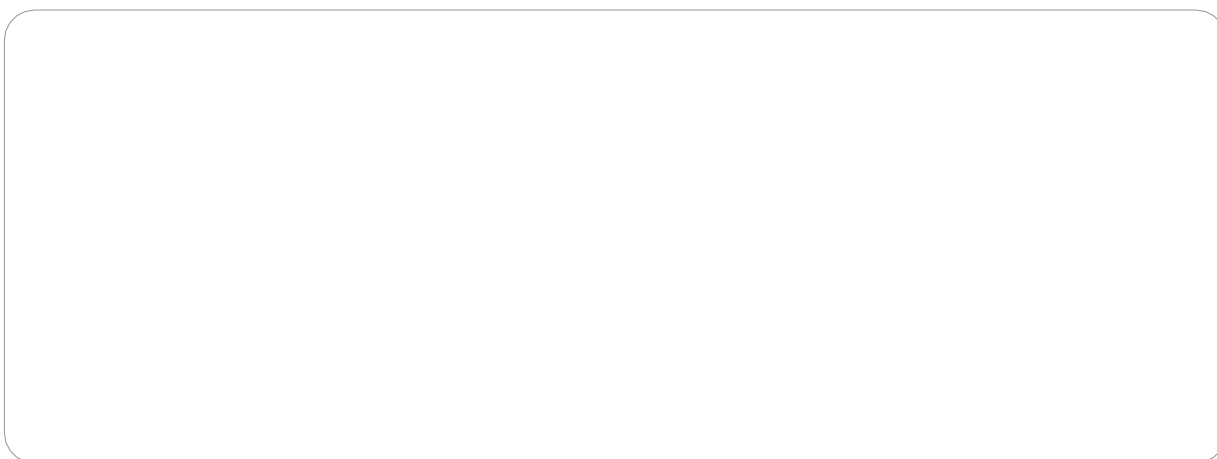
How would cutting grass or making a mud pit change your landscape?

- 2 Complete the table with information about your biome.

Building resources	Impact on the environment

- 3 List the structures you would build and include the changes it will make to the environment.

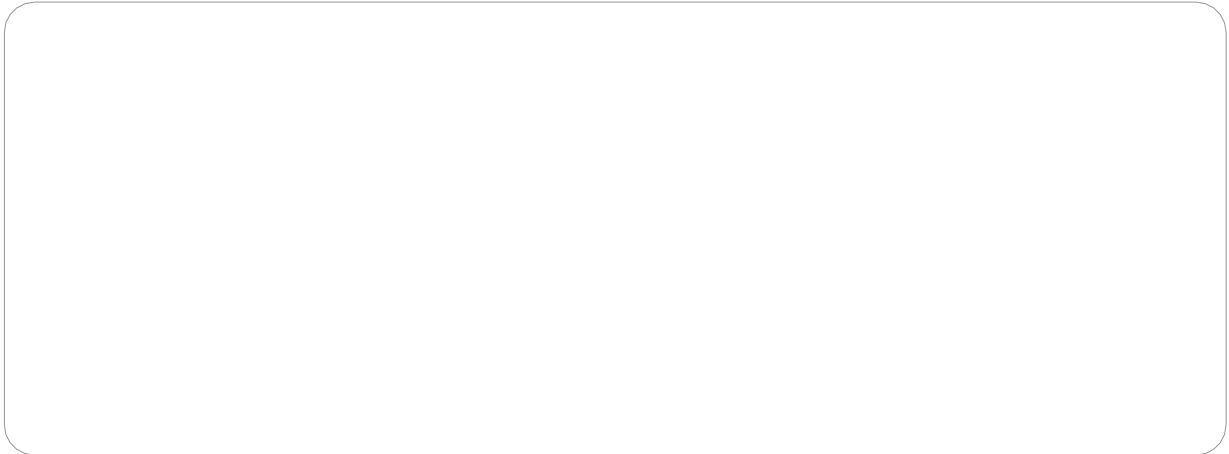
Add the changes to your map.



- 4 Introduce some animals to your area. What animals would live best here? What animals would be useful? What animals would be a pest? How would you keep the animals in or out of your area? What resources would you use to do this? List the animals you would introduce, why you would included them and how you would keep them in.

List the changes the animals would make to the environment.

Add the animals and any other changes to your map.

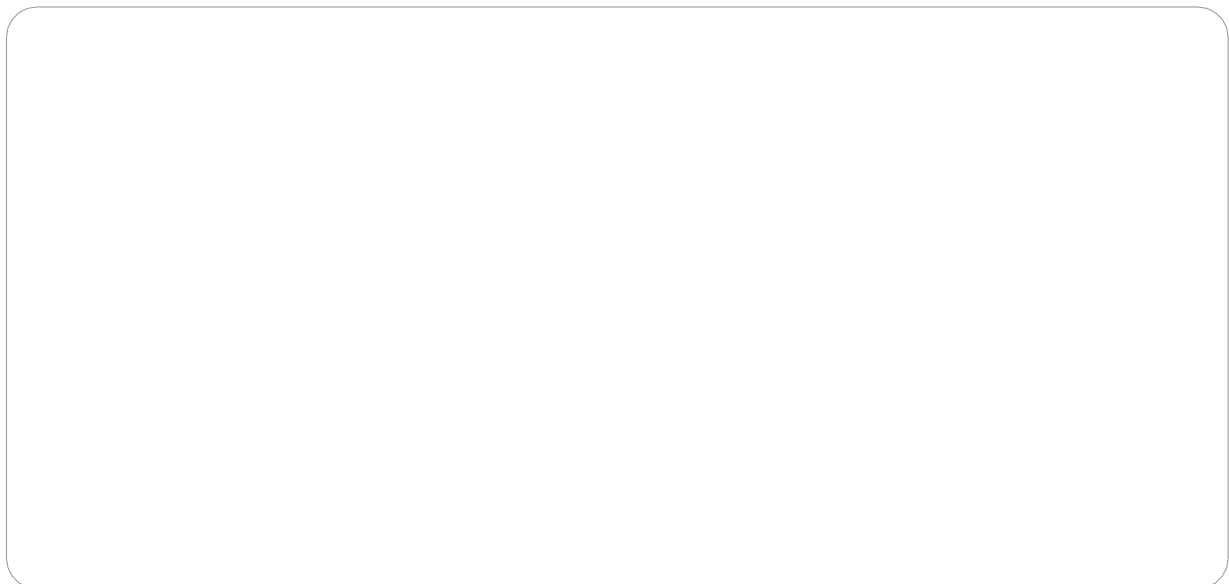
**5**

You will probably want to grow some food in your area. What food would grow best? What plants would be a pest? How would you make sure your plants are productive? If you grow more food than you need then you could probably trade it for other resources from different biomes.

Write your thoughts about crops in the box.

Plant some crops in your area.

Add the crops and any changes to your map.



6

What are the threats to your biome? Choose one threat and decide what you could do to your environment to reduce this threat, for example the threat of grass fires could be reduced if you built a fire break.

Write the threats and how you would reduce them in the box below. Add the changes to your map.



Friday 20th 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 on volcanoes and mountains. 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.

<p>15 Questions</p> <p>1. What is NOT a comprehension key?</p>	<div> Making connections</div> <div> Synthesising</div> <div> Inferring</div> <div> Reading</div>
<p>2. The CONTENTS page tells the reader how many chapters there are, sections of the book and page numbers of the chapters.</p>	<div> True</div> <div> False</div>
<p>3. Where are the Flinders Rangers found?</p>	<div> Europe</div> <div> New Zealand</div> <div> Himalayas</div> <div> Australia</div>

<p>4. What is the tallest mountain in Australia?</p>	<div data-bbox="1518 180 1823 233"> Mount Townsend</div> <div data-bbox="1518 280 1805 333"> Blue Mountains</div> <div data-bbox="1518 381 1805 434"> Mount Twynam</div> <div data-bbox="1518 481 1834 534"> Mount Kosciuszko</div>
<p>5. What theory describes that Earth's outer shell is divided into large slabs of solid rock that glide over Earth's mantle?</p>	<div data-bbox="1518 553 1648 606"> Core</div> <div data-bbox="1518 654 1657 707"> Crust</div> <div data-bbox="1518 754 1668 807"> Ocean</div> <div data-bbox="1518 855 1756 908"> Tectonic plate</div>
<p>6. There is only one type of fold mountain.</p>	<div data-bbox="1518 904 1704 957"> True</div> <div data-bbox="1518 1005 1715 1058"> False</div>

<p>7. What are the most common types of fold mountains?</p>	<div data-bbox="1518 177 1570 225"></div> Syncline and Anticline <div data-bbox="1518 272 1570 320"></div> Horst and Graben <div data-bbox="1518 368 1570 416"></div> Syncline and Graben <div data-bbox="1518 464 1570 512"></div> Anticline and Horst
<p>8. A syncline fold mountain is shaped like a ...</p>	<div data-bbox="1518 536 1570 584"></div> V <div data-bbox="1518 632 1570 679"></div> U <div data-bbox="1518 727 1570 775"></div> N <div data-bbox="1518 823 1570 871"></div> M
<p>9. Where are Mount Kea and Mount Loa?</p>	<div data-bbox="1518 879 1570 927"></div> New Zealand <div data-bbox="1518 975 1570 1023"></div> Japan <div data-bbox="1518 1070 1570 1118"></div> Hawaii <div data-bbox="1518 1166 1570 1214"></div> South Australia

<p>10. What is magma called when it breaks through the Earth's crust?</p>	<div> molten rock</div> <div> lava</div> <div> ash</div> <div> rock</div>
<p>11. Shield volcanoes have the following characteristic/s?</p>	<div> Gentle sides, as the lava flows for long distances before it solidifies</div> <div> Less violent eruptions and a shorter period of time between eruptions</div> <div> No layers, as the volcano just consists of lava</div> <div> All of the above</div>
<p>12. Why is the cinder cone volcano the most recognisable to people?</p>	<div> It's the only type of volcano</div> <div> It has a symmetrical cone shape</div> <div> It was in the movie 'Lava'</div> <div> It's the only type of volcano which erupts</div>

<p>13. What type of rock is formed when lava cools quickly? It is found on the ocean floor and on the moon.</p>	<div data-bbox="1518 172 1570 220"></div> Sand <div data-bbox="1518 268 1570 316"></div> Basalt <div data-bbox="1518 363 1570 411"></div> Silver <div data-bbox="1518 459 1570 507"></div> Gabbro
<p>14. What type of volcano has many vents which lead out from magma chambers, causing violent eruptions?</p>	<div data-bbox="1518 531 1570 579"></div> Dome volcano <div data-bbox="1518 627 1570 675"></div> Shield volcano <div data-bbox="1518 722 1570 770"></div> Stratovolcanoes <div data-bbox="1518 818 1570 866"></div> Cinder Cone volcano
<p>15. A composite volcano is formed over hundreds of thousands of years through multiple eruptions.</p>	<div data-bbox="1518 890 1570 938"></div> True <div data-bbox="1518 986 1570 1034"></div> False
<p>Vocabulary- Organise the following in your vocabulary suitcase for each word today.</p>	<p>Add the following words to your vocabulary suitcase:</p> <ul style="list-style-type: none"> • erosion • range <p>Remember to include the following:</p> <ul style="list-style-type: none"> • What tier your word is in (Is it Tier 1, 2 or 3) • Picture

<div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> Word: Tier: </div> <div style="display: flex;"> <div style="flex: 1; padding-right: 10px;"> <p>Definition:</p> <hr style="border-top: 1px dashed #ccc;"/> <hr style="border-top: 1px solid #ccc;"/> <hr style="border-top: 1px dashed #ccc;"/> <hr style="border-top: 1px solid #ccc;"/> </div> <div style="flex: 1;"> <p>Sentence:</p> <hr style="border-top: 1px dashed #ccc;"/> <hr style="border-top: 1px solid #ccc;"/> <hr style="border-top: 1px dashed #ccc;"/> <hr style="border-top: 1px solid #ccc;"/> </div> </div> <hr style="border: 1px solid #000; margin: 10px 0;"/> <div style="display: flex;"> <div style="flex: 1; padding-right: 10px;"> <p>Dual Code (image):</p> <hr style="border-top: 1px dashed #ccc;"/> <hr style="border-top: 1px solid #ccc;"/> <hr style="border-top: 1px dashed #ccc;"/> <hr style="border-top: 1px solid #ccc;"/> </div> <div style="flex: 1;"> <p>Synonym/root word/prefix/suffix:</p> <hr style="border-top: 1px dashed #ccc;"/> <hr style="border-top: 1px solid #ccc;"/> <hr style="border-top: 1px dashed #ccc;"/> <hr style="border-top: 1px solid #ccc;"/> </div> </div>	<ul style="list-style-type: none"> Definition (Make sure you use your own words! No plagiarism here) Sentence (Add the word in a sentence) Synonyms, root word, prefix or suffix.
<p>Let's test our skills! You will need a timer for this activity.</p> <p>Place these words in ALPHABETICAL order (a,b,c....). How quickly can you do this?</p> <ul style="list-style-type: none"> erosion range volcano terrain tectonic plates dome steep magma lava mountain 	

<p>Learning Intention: We are learning to write a complex sentence and include a parentheses. Success Criteria: I can:</p> <ul style="list-style-type: none"> - Write a complex sentence - Include a main clause - Include a parentheses () - Have a capital letter - A full stop 	<p>Task: Write a simple or complex sentence, including parentheses.</p> <p>Good luck!</p>
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Writing – This week you are concentrating on retrieving your block planner and linking your thesis statement (introductory paragraph) to your topic sentence (within your body paragraph).

Learning Intention: I am learning to structure a body paragraph.

Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Include a topic sentence
- Use punctuation at the beginning, middle and end of your sentences.
-

Task:

- Draw your block planner – but this time, time yourself and record in the box from Monday – Did you get quicker over the week? What was your best time?
- Today is the day for you to write a body paragraph. Read the below introduction about Mountains and using thesis statement write your very own body paragraph using your background knowledge of mountains, which you have learnt this past week.

Do you know what a mountain is?

A mountain is usually defined as a part of the landscape with steep slopes that rise over 300m. Some geographers define a mountain as a summit of at least 600m high. Some mountains are found in groups called ranges such as The Great Dividing Range and others are isolated summits. There are three main types of mountains, these are: fold mountains, volcanic mountains and block mountains.

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!



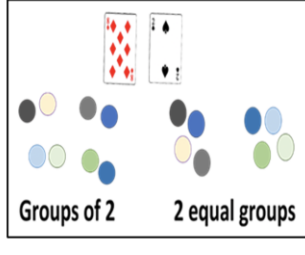
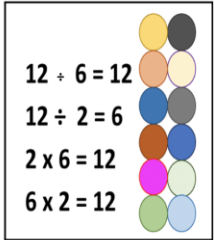
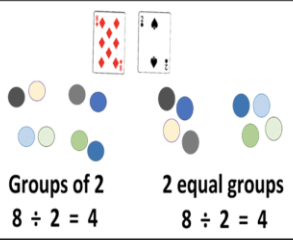
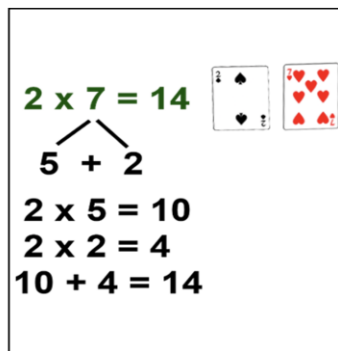
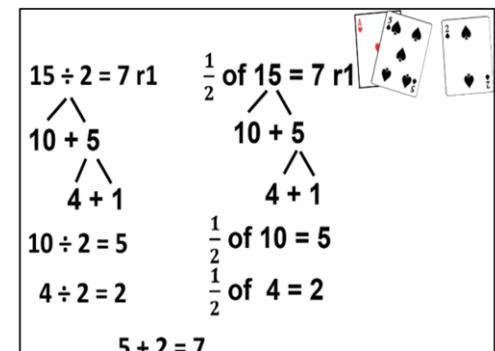
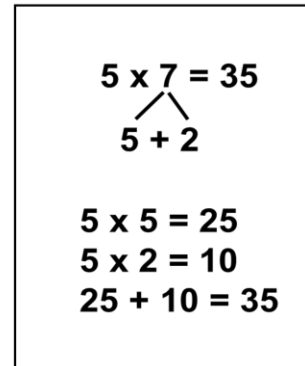
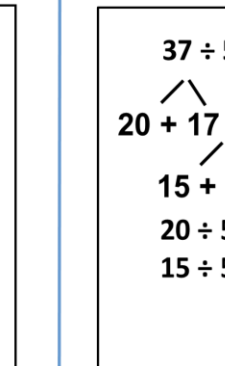
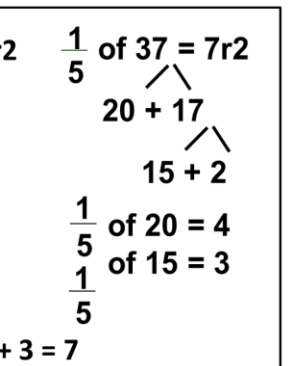
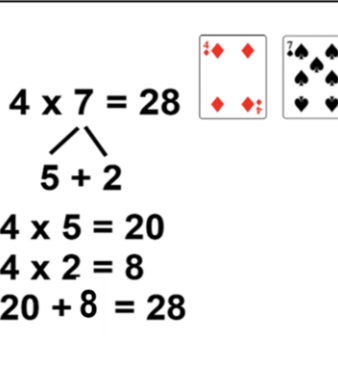
Maths Mentals - Friday

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


Questions		Answers
1.	$84 \div 2 =$	
2.	$135 \div 5 =$	
3.	$220 \div 4 =$	
4.	$3000 \div 5 =$	
5.	$18\,456 \div 2 =$	
6.	$1380 \div 5 =$	
7.	$19 \times 5 =$	
8.	$48 \times 5 =$	
9.	$95 \times 3 =$	
10.	$63 \times 5 =$	
11.	Which number has a greater value? 849.06 or 849.6	
12.	Write down the number one hundred and ten thousand seven hundred and twenty-four.	
13.	Fill in the missing number. $247\,586 = 247\,001 + \underline{\hspace{2cm}}$	
14.	What is the next number in this pattern? $446.5, 446.8, 447.1, \underline{\hspace{2cm}}$	
15.	What is the repeated gap in the pattern? $+3 \quad +3.3 \quad +0.3$	
16.	Write these numbers from greatest to least. $83.09 \quad 83.009 \quad 83.9$	
17.	What number does this expanded notation represent? $200 + 50 + 0.7 + 0.03 = \underline{\hspace{2cm}}$	
18.	Write 16.38 using the decimal form of expanded notation.	
19.	What is the probability of rolling an odd number on a 6-sided dice?	
20.	A train journey takes 2 hours 20 minutes. If Sarah arrived at 12:30pm, what time did she leave?	
 Time =		Score =

Investigations -


Working at your level, complete **3 questions of multiplication and 3 questions of division**. Use the strategies we have learnt throughout the year. Pick your level from below and complete your investigations using the examples as a guide.

<p>MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'</p>  <p>Groups of 2 2 equal groups</p>	<p>MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences</p>  <p> $12 \div 6 = 2$ $12 \div 2 = 6$ $2 \times 6 = 12$ $6 \times 2 = 12$ </p>	<p>MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'</p>  <p>Groups of 2 2 equal groups</p> <p> $8 \div 2 = 4$ $8 \div 2 = 4$ </p>	<p>MD 10 Multiply by 2 Distributive property</p>  <p> $2 \times 7 = 14$ $5 + 2$ $2 \times 5 = 10$ $2 \times 2 = 4$ $10 + 4 = 14$ </p>	<p>MD 10 PA 17 Divide by 2 Related to halving</p>  <p> $15 \div 2 = 7 \text{ r}1$ $\frac{1}{2} \text{ of } 15 = 7 \text{ r}1$ $10 + 5$ $10 + 5$ $4 + 1$ $4 + 1$ $10 \div 2 = 5$ $\frac{1}{2} \text{ of } 10 = 5$ $4 \div 2 = 2$ $\frac{1}{2} \text{ of } 4 = 2$ $5 + 2 = 7$ </p>
<p>MD 13 Multiply by 5 Distributive property</p>  <p> $5 \times 7 = 35$ $5 + 2$ $5 \times 5 = 25$ $5 \times 2 = 10$ $25 + 10 = 35$ </p>	<p>MD 13 Divide by 5 Related to <u>fifthing</u></p>  <p> $37 \div 5 = 7 \text{ r}2$ $\frac{1}{5} \text{ of } 37 = 7 \text{ r}2$ $20 + 17$ $20 + 17$ $15 + 2$ $15 + 2$ $20 \div 5 = 4$ $\frac{1}{5} \text{ of } 20 = 4$ $15 \div 5 = 3$ $\frac{1}{5} \text{ of } 15 = 3$ $4 + 3 = 7$ </p>	<p>MD 11 Multiply by 4 Distributive property</p>  <p> $4 \times 7 = 28$ $5 + 2$ $4 \times 5 = 20$ $4 \times 2 = 8$ $20 + 8 = 28$ </p>	<p>MD 10 Divide by 4 Related to quartering</p>  <p> $37 \div 4 = 9 \text{ r}1$ $\frac{1}{4} \text{ of } 37 = 9 \text{ r}1$ $20 + 17$ $20 + 17$ $16 + 1$ $16 + 1$ $20 \div 4 = 5$ $\frac{1}{4} \text{ of } 20 = 5$ $16 \div 4 = 4$ $\frac{1}{4} \text{ of } 16 = 4$ $5 + 4 = 9$ </p>	

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 thirthing

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


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 ninthing

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

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

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

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 eighthing

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

MD 17 Multiply by 7
Distributive property

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

MD 17 Divide by 7
Related to seventhing

$$\begin{array}{r} 37 \div 7 = 5r2 \\ \swarrow \searrow \\ 21 + 16 \\ \swarrow \searrow \\ 14 + 2 \\ 21 \div 7 = 3 \\ 14 \div 7 = 2 \\ 3 + 2 = 5 \end{array} \quad \begin{array}{r} \frac{1}{7} \text{ of } 37 = 5r2 \\ \swarrow \searrow \\ 21 + 16 \\ \swarrow \searrow \\ 14 + 2 \\ \frac{1}{7} \text{ of } 21 = 3 \\ \frac{1}{7} \text{ of } 14 = 2 \end{array}$$

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


$$\begin{array}{r} 77 \div 6 = 12\frac{5}{6} \\ \swarrow \searrow \\ 60 + 17 \\ \swarrow \searrow \\ 12 + 5 \\ 60 \div 6 = 10 \\ 12 \div 6 = 2 \\ 5 \div 6 = \frac{5}{6} \\ 10 + 2 + \frac{5}{6} = 12\frac{5}{6} \end{array} \quad \begin{array}{r} \frac{1}{6} \text{ of } 77 = 12\frac{5}{6} \\ \swarrow \searrow \\ 60 + 17 \\ \swarrow \searrow \\ 12 + 5 \\ \frac{1}{6} \text{ of } 60 = 10 \\ \frac{1}{6} \text{ of } 12 = 2 \\ \frac{1}{6} \text{ of } 5 = \frac{5}{6} \end{array}$$

MD 24 Multiply two-digit numbers
Distributive property

$93 \times 74 = 6882$

	70	+	4
90	6300		360
+			
3	210		12

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



MD 26 FD 27 Division is Multiplication by a Fraction

$$\begin{array}{r} 56 \div 4 = \\ \swarrow \searrow \\ 40 + 16 \\ 40 \div 4 = 10 \\ 16 \div 4 = 4 \\ 10 + 4 = 14 \end{array} \quad \begin{array}{r} \frac{1}{4} \times 56 = \\ \swarrow \searrow \\ 40 + 16 \\ \frac{1}{4} \times 40 = 10 \\ \frac{1}{4} \times 16 = 4 \end{array}$$

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!

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

A library has 50 shelves. Each shelf has 38 books.
How many books are there in the library?



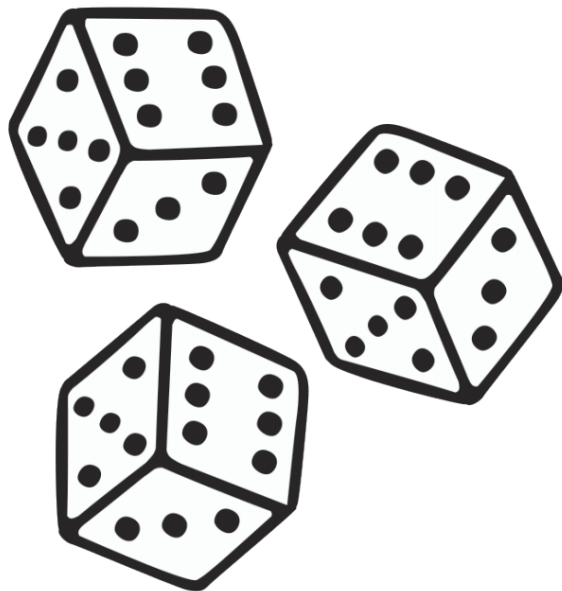
Give this one a go!

Extension Activity 5 - Multiplication Dice Game

Read the instructions below to play the 'Multiplication Dice Game'. You can play this on your own or with a partner!

How to play:

- 1. Roll a pair of dice.
- 2. Multiply your 2 numbers.
- 3. Colour your answer in on the grid.
- 4. First one to colour 4 in a row wins!



18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15

(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 in the second paragraph using the words from the word bank below. The pictures are clues to help you.

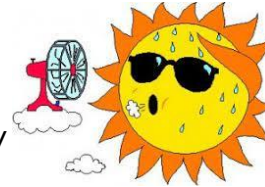
hot	runny lava	gases	Eruption
-----	------------	-------	----------

How are Volcanoes Formed?

Have you ever wondered how volcanoes are formed? Volcanoes are an opening in the Earth's crust. This allows molten rock to reach the top surface. This is called magma. There are three different types of volcanoes: shield volcanoes, cinder cone volcanoes and composite volcanoes.

Shield Volcanoes

Shield volcanoes are broad, flattened-like shape created by



h_____ and



r_____|_____. When magma is very hot and runny,



g_____ can escape easily.

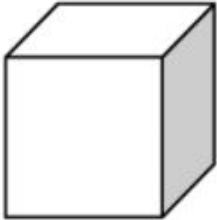

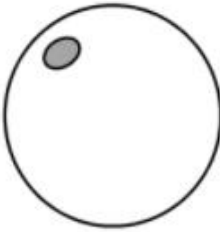


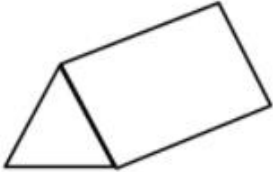
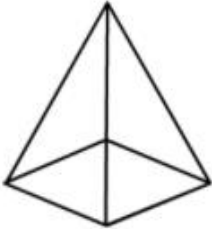

E_____ of shield volcanoes are gentle because the lava flows easily.

Tuesday





Write down the name of each 3D object using the words in the word bank.


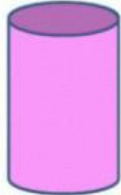

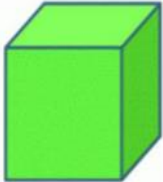
cylinder	cube	square pyramid
triangular prism	rectangular prism	sphere

		
Name of shape	Name of shape	Name of shape

		
Name of shape	Name of shape	Name of shape

Draw lines from the real-world items to their matching 3D shapes.





Wednesday

Read aloud and follow the set of directions below.

1. Draw a circle around the balloon.
2. Draw a square around baby bear.
3. Colour the birds in grey.
4. Draw father bear under the big tree on the left.
5. Colour the grass green.
6. Draw a triangle around the small tree on the right.



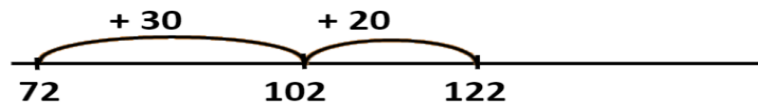
7. Use the set of directions to help you describe your picture to an adult in full spoken sentences.

Thursday

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

$$72 + 50 =$$

$$\begin{array}{c} \swarrow \searrow \\ 30 + 20 \end{array}$$



1. $65 + 70 =$

2. $55 + 80 =$

Math Mentals.

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

$25 + 30 =$	$7 \times 5 =$	$20 - 5 =$	$17 + 3 =$
$72 + 60 =$	$3 \times 5 =$	$45 - 10 =$	$12 + 8 =$
$50 + 90 =$	$9 \times 5 =$	$75 - 5 =$	$6 + 4 =$

Use standard and non-standard place value to partition three-digit numbers using the place value chart.

PV 15 Standard and non-standard Place Value of three-digit numbers		
hundreds	tens	ones
1	2	4
$124 = 1 \text{ hundred} + 2 \text{ tens} + 4 \text{ ones}$		
$124 = 12 \text{ tens} + 4 \text{ ones}$		
$124 = 11 \text{ tens} + 14 \text{ ones}$		
$124 = 10 \text{ tens} + 24 \text{ ones}$		

1. 568

2. 754

3. 324

4. 954

Friday

Colour the volcano and write 3 simple sentences about it. Remember every sentence has a subject, predicate and ending punctuation.



1. _____
2. _____
3. _____

Every sentence has a subject, predicate and ending punctuation.

A volcano produces magma.



Subject



Predicate

volcano	produces magma
---------	----------------

Underline the subject and draw a square around the predicate. Then write the subject and predicate in the box below the sentence.

1. Have you ever wondered how volcanoes are formed?

--	--

2. Volcanoes release gases, ashes and rock.

--	--

3. Molten rock will reach the top surface of the volcano.

--	--

4. Jane watched a volcano erupt.

--	--

Year 5 Specialist Learning from Home Grid week 6

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
her					
out					
there					
about					
his					
down					

Tuesday

Read each word and identify the digraph in each word. Write each word in the correct column.

mass well whiff less doll buff fizz riff



jazz till mess fuzz cuff kiss buzz mall

zz	ff	ss	ll
		mass	

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 5 things around your lounge room, then clap the syllables in each word.

For example: cushion = cush  ion 
cush/ion

Year 5 Specialist Learning from Home Grid week 6

Reading

Stagehand

321 words

This was it. The stage was set. I tested the mikes. All fine. I checked that all the props were in place. Yes. Then Rose rushed by in a red velvet dress. "Where is my wig?" she yelled in a panic. She bumped into Ben rushing the other way. "Where is my vest?" he yelled.

I went to help look in the dressing room. There they were. I shifted a bag, picked up the things and handed them to Rose and Ben. Just in time.

"Thanks Jen, what would we do without you?" they whispered.

"Places, everyone," said Mrs White.

We ran to the wings. The music began and the **drapes** rose...

Everything was going well. Rose and Ben were doing a fine job. After Act One, we all had a drink and a rest in the dressing room.

"Okay," said Mrs White after a while, "time to do Act Two!"

That's when something bad happened. Rose rushed to get a hat from a shelf over the door for the next Act. She jumped up on a chest to get it, but then she slid and fell back with a thump.

"Ow!" she yelled. She got up and **limped** to a bench.

"Oh, I think I twisted my ankle. What will we do? I can't go on stage like this. What a mess I've made of things," she wept.

"I can lend a hand," I said.

"That's nice, Jen. But what can you do? You just help **backstage**," said Rose.

I blushed. "Sitting backstage I learned all the lines. Lend me your dress, you will see," I said.

I put on the red velvet **dress and the hat**. They were a good fit.

"One minute to go," said Mrs White. "Ready, Jen?"

I gulped and nodded. Then the next Act began with me on stage! At the end, everyone clapped and clapped. But the one who clapped most of all was Rose.

"What would we do without Jen?" she said, and gave me a big hug.

Monday – Friday

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

Monday	Tuesday	Wednesday	Thursday	Friday

Thursday

- In the story 'Stagehand' - Underline the words that have a vowel in the middle. The vowels are: **a, e, i, o, u**.
For example -time
- Circle the following camera words in the story: the, where, what, was, you, said, and, were.

Progress Monitoring Passage 2

"When I was a little girl," said Grandma, "Uncle Billy had a dog called Spot. Now, Spot hated having a bath and used to hide under the house. As soon as he saw the old tin bath he would take off."

"What did you do, Grandma?" said Belinda. Belinda knew very well because she had heard the story before. She loved to hear her grandma talk about when she was young.

"Billy knew where Spot used to hide but he did not like going under the house. He was scared of what might be under there. So he came up with a very clever plan."

Grandma sat back and smiled. Belinda listened with her eyes wide and her mouth open.

"I waited at the front of the house and Billy went round the back with the hose. When Billy yelled 'now' I had to turn the tap on full blast. Poor old Spot, he never learned. Billy would spray under the house and Spot would dash out into my waiting arms!"

The funny thing is that I used to get so wet that I had to have a bath too. I sometimes wonder if that was Billy's idea all along!"

190 words

Monday and Friday

- Read the 'Progress Monitoring Passage 2' 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?