# Stage 3 – Take Home Learning Pack
# Term 4, Week 1

Dear families,

Please find the learning from home work for this week attached. There is a suggested timetable, but children can complete the activities in any order and can also complete them more than once if they would like to.

If you can, we ask that you send a photo/video of the work your child has completed. All photos/videos can be uploaded in your child's Class Dojo Portfolio.

Taking photos of the tasks your child completes, allows us to see all the wonderful learning that the children are doing as well as allowing us to see which children are learning from home so that we can mark the roll.

Alternatively, bring your completed work to school when you come and collect your new booklet.

Happy learning!

# LIVERPOOL WEST PS - STAGE 3 – REMOTE LEARNING – TERM 4, WEEK 1

## 2021 STAGE 3 REMOTE LEARNING TIMETABLE – TERM 4, WEEK 1

The highlighted activity is your 'must do' activity for the day. You can choose the other task that makes up your 2 task minimum daily requirement.

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 9:10 | Public Holiday | 20mins Reading | | | **FREE CHOICE FRIDAY**<br><br>Choose at least 2 activities from the grid to complete |
| 9:30 | | Reading Comprehension<br>Bushfires comprehension | Reading Comprehension<br>Cloze Passage | BTN<br>Fossil Emblem<br>https://www.abc.net.au/btn/classroom/fossil-emblem/13515426 | |
| | | **Crunch and Sip** | | | |
| 10:10 | | Spelling<br>Base Words, Prefixes, Suffixes | Spelling<br>Adding 'ing' | Vocab game | |
| 10:25 | | Writing<br>Public Speaking<br>https://www.loom.com/share/5e9d79d03dac43138a28c4cf1c1c7146 | Writing<br>Public Speaking<br>https://vimeo.com/showcase/3601163/video/493150899 | Grammar<br>Persuasive Devices<br>https://www.loom.com/share/9f5d879417b24cf896b313be86c1295f | |
| 11:00 | | **Break 1** | | | |
| 11:50 | | Maths<br>Angles<br>https://youtu.be/lxkqJc3P40E | Maths<br>Angles<br>https://youtu.be/QmSi5ynRsU8 | Maths<br>Angles | |
| 12:30 | | Numeracy Ninjas<br><br>Study Ladder / Reading Eggs | Geography<br>Himalayan Mountain Range<br>https://www.ducksters.com/geography/mountain_ranges.php | Numeracy Ninjas<br><br>Study Ladder / Reading Eggs | |
| 1:10 | | Fitness<br>Activity Grid | Dance (Fitness)<br>Cha Cha Slide Dance<br>https://youtu.be/l1gMUbEAUFw | Fitness<br>Cardio & Balance Dice Game | |
| 1.30 | | **Break 2** | | | |
| 2.10 | | Library<br>Cyber Safety<br>https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-forever | Visual Arts<br>Rene Magritte's<br>'The Son of Man'<br>https://bit.ly/3ySjfQy | Science<br>Natural Disasters | |

# DAILY

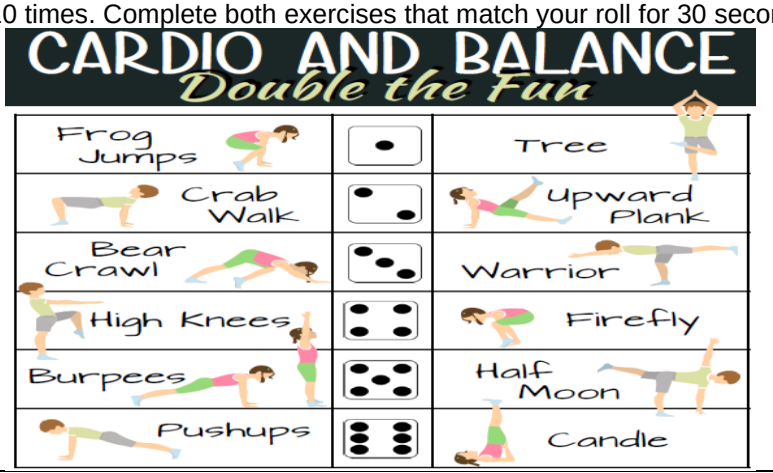
| Read for 20 minutes each day | |
|---|---|
| ▪ Library book | ▪ Reading Eggs |
| ▪ Newspaper article | ▪ Book of your choice |
| ▪ Online book | ▪ PM Readers |
| ▪ Magazine Article | ▪ Research information |
| ▪ Read a piece of everyday text (a menu, timetable, advertisement, cereal box) | |

| Reading Scavenger Hunt<br>Work your way through the reading scavenger hunt by choosing one to complete each day. | | |
|---|---|---|
| **A** Read about your favourite animal | **B** Read in your backyard or on a balcony | **C** Read a chapter book |
| **D** read a digital book | **E** Read a text with exciting facts | **F** read a fiction book |
| **G** read a book that was a gift | **H** Read a story about a holiday | **I** Read a book with your first initial of your name |
| **J** Read a joke book | **K** Read a book to another kid | **L** Read a book about a lion |
| **M** Read a magazine | **N** Read a nonfiction book | **O** Read outside |
| **P** Read a poem | **Q** Read about a queen | **R** Read on a rainy day |
| **S** Read a book in a series | **T** Read under a table | **U** Read a book upstairs |
| **V** Read a story about a vampire | **W** Read a book wearing a hat | **X** Read a book with eXpression |
| **Y** Read a book to your family | **Z** Read about a zoo animal | |

*Choose an online activity to complete*


## FITNESS: choose an activity each day


Roll the dice 10 times. Complete both exercises that match your roll for 30 seconds each.



# TUESDAY

## SPELLING

**WALT:** understand what base word, suffixes and prefixes are.

**Success Criteria:**
*I can identify the base word
**I can identify the prefix or suffix
***I can identify at least one word with a different suffix and another one with a different suffix
****I can identify at least two words with different suffixes and another two with different prefixes

### Base Word vs Root Word

- Base words are actual words and can stand alone in English.
- They have meaning on their own.

- Root words are not actual words and cannot stand alone in English.
- Root words comes from various languages, often Latin and Greek.

| Word | Base word | Root word |
|---|---|---|
| cycle | cycle | cyclus (Latin for circle) |
| bicycling | bicycle | bi (Latin for two) + cyclus (Latin for circle) = two circles |

### Suffixes and Prefixes

- We are going to focus on adding suffixes and prefixes to base words.
- **Prefixes** are place before base word.
- **Suffixes** are placed after the base word.


## Activity: Fill in the blanks

| Word | Base Word | What suffix/prefix has been added to the base word? | Other words that have prefixes | Other words that have suffixes |
|---|---|---|---|---|
| transformed | transform | 'ed' | retransform | |
| reading | read | | | unreadable<br>reread |
| writer | | 'er' | | |
| designed | | | | |
| disappeared | appear | 'dis' and 'ed' | | |
| invention | | | | |

# COMPREHENSION

**WALT:** We are learning to read a passage and answer comprehension questions about the text.

**Success Criteria:**
*I can read the text about Bushfires.
**I can read and attempt to answer some comprehension questions.
***I can read and answer all comprehension questions and explain my answers.

## WHAT ARE BUSHFIRES?

A bushfire is an example of a natural disaster which has both natural and human causes.

Bushfires are uncontrollable blazes that usually start in areas of bushland or wilderness. They can be caused by lightning, agricultural clearing, campfires and dropped cigarettes. Some bushfires are deliberately lit.

Bushfires are very destructive, extremely dangerous and threaten life, homes and the wider community. They are large, fast-moving and difficult to bring under control. Bushfires can even jump over gaps that are in their path, such as rivers and roads.

Fuel for a bushfire comes from anything that burns. This includes grass, sticks, twigs, leaf litter and trees. Property and other structures such as sheds and stables are also considered fuel for a bushfire.

Bushfires are more frequent during the hottest and driest months of the year. While every continent (except Antarctica) has bushfires, Australia has experienced a number of very destructive bushfires over the years. The Ash Wednesday fires of 1983, the Victorian Black Saturday Bushfire of 2009 and the widespread fires during the summer of 2019-2020 have all resulted in devastating loss.

When bushfires are not too severe, they can have a positive effect on the environment. As old or diseased plants and trees are destroyed, they make way for new plants and trees to grow in their place.

When an area has been in drought, the amount of leaf litter and undergrowth increases. Traditionally, indigenous people understood their country's fire regimes, following a pattern of controlled burning in order to manage the land.

Bushfires, while dangerous and destructive, play an important role in maintaining sustainable ecosystems.

**Read the text about Bushfires.**
**Answer the comprehension questions.**

1. What is a bushfire?_____
_____
_____

2. What can cause a bushfire? _____
_____
_____

3. List some materials that are considered 'fuel' for a bushfire? _____
_____
_____

4. How can a bushfire have a positive effect on the environment? _____
_____
_____

5. Why does leaf litter increase in a drought?
_____
_____

**True or False:**

A) Every continent experiences bushfires. T/F
B) Bushfires are fast moving and difficult to control. T/F
C) The cooler months are the most common for bushfires. T/F

# WRITING

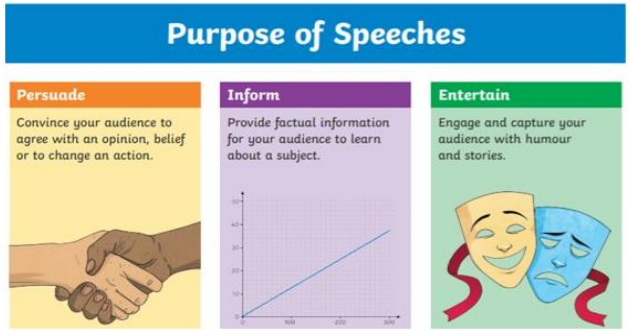
**WALT:** We are developing our understanding of what public speaking is.

**Success Criteria:**
* I can understand what public speaking is about.
**I can identify situations that might involve public speaking.
***I can understand and appreciate the importance of public speaking in everyday life.

## Lesson 1 – PUBLIC SPEAKING

Watch the video about your writing lesson.
https://www.loom.com/share/5e9d79d03dac43138a28c4cf1c1c7146


Public speaking is about speaking in front of an audience. It is more formal than an everyday situation.




**Task: Watch the following public speaking example and answer the questions.**

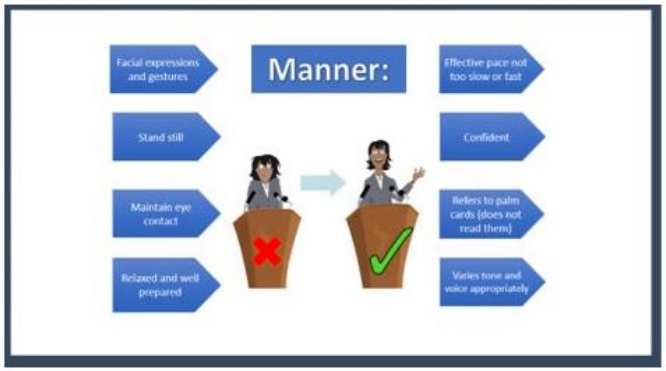
Public Speaking Example
https://www.youtube.com/watch?v=Rr5Py1r9xjw

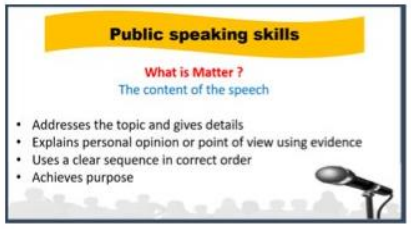
1. What is the young girl trying to persuade her listeners to do?

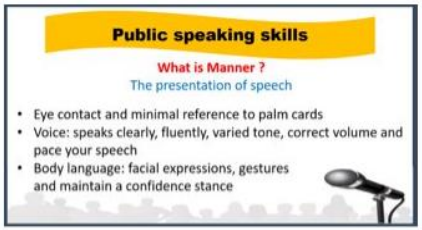
2. What do you notice about the girl's: Matter? Manner? Method?

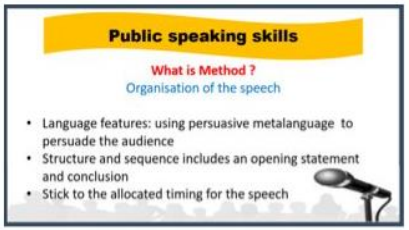
3. What persuasive devices does she use within her speech?

4. What feedback would you give the girl about her speech?

# NUMERACY NINJAS

**WALT**: develop our numeracy speed, accuracy and efficiency.

**Success Criteria:**
*I can recall number facts.
**I can accurately calculate number problems.
***I can use a variety of strategies to quickly solve number problems.


Place a timer on for 5 minutes and see how many of the maths mentals questions you can answer in that time.

You can choose:
Level 1 to practice recalling your times tables quickly
or
Level 2 for mixed maths mental problems.

Your score out of 30 for Level 2 tells you which Ninja belt colour you earned.

## LEVEL 1

**Day 1**

| Q | Question | Answer | Q | Question | Answer |
|---|---|---|---|---|---|
| 1 | □ × 3 = 24 | | 21 | □ ÷ 2 = 4 | |
| 2 | □ × 9 = 63 | | 22 | □ × 4 = 12 | |
| 3 | 24 ÷ 6 = □ | | 23 | 7 × □ = 49 | |
| 4 | 10 × 4 = □ | | 24 | 7 ÷ □ = 7 | |
| 5 | □ × 5 = 40 | | 25 | 7 × 10 = □ | |
| 6 | 5 × □ = 20 | | 26 | □ × 7 = 28 | |
| 7 | 24 ÷ 6 = □ | | 27 | □ ÷ 2 = 1 | |
| 8 | □ × 9 = 72 | | 28 | 8 × □ = 40 | |
| 9 | 5 ÷ 1 = □ | | 29 | □ × 6 = 48 | |
| 10 | 21 ÷ 3 = □ | | 30 | 5 × 5 = □ | |
| 11 | □ ÷ 5 = 7 | | 31 | 20 ÷ 4 = □ | |
| 12 | 8 × 7 = □ | | 32 | □ × 10 = 80 | |
| 13 | □ × 7 = 7 | | 33 | 10 ÷ 1 = □ | |
| 14 | □ × 3 = 3 | | 34 | 10 × □ = 80 | |
| 15 | 5 × 3 = □ | | 35 | 10 × □ = 60 | |
| 16 | 1 × 2 = □ | | 36 | 36 ÷ 9 = □ | |
| 17 | □ × 9 = 72 | | 37 | □ × 3 = 6 | |
| 18 | 10 × □ = 90 | | 38 | □ × 1 = 3 | |
| 19 | □ × 8 = 56 | | 39 | 24 ÷ 6 = □ | |
| 20 | 7 ÷ □ = 1 | | 40 | □ × 4 = 28 | |

## LEVEL 2

**WEEK 1 SESSION 1 -** Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES -** do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | 2 + 3 | |
| 2 | 89 + 11 | |
| 3 | What is half of 6? | |
| 4 | 125 – 10 | |
| 5 | 177 + □ = 270 | |
| 6 | 53 = 23 + □ | |
| 7 | 805 – 804 | |
| 8 | 4 × 1 = 4, so 4 ÷ 4 = □ | |
| 9 | Write 20:12 in 12 hour clock format | |
| 10 | 9:37 pm is how many minutes after 9:08 pm? | |
| | **Total out of 10** | |

**TIMESTABLES –** do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | 2 × 9 = □ | |
| 2 | 24 ÷ 3 = □ | |
| 3 | 10 × □ = 80 | |
| 4 | 6 ÷ □ = 3 | |
| 5 | 1 × 2 = □ | |
| 6 | 28 ÷ 7 = □ | |
| 7 | □ × 6 = 54 | |
| 8 | □ ÷ 2 = 5 | |
| 9 | 3 × 9 = □ | |
| 10 | 4 ÷ 4 = □ | |
| | **Total out of 10** | |

**KEY SKILLS –** you may use written calculations for these questions

| Q | Question | Answer |
|---|---|---|
| 1 | 61 × 31 | |
| 2 | 657 – 382 | |
| 3 | 7.2 × 94.2 | |
| 4 | 0.7 as a fraction | |
| 5 | 46.15 + 5.08 | |
| 6 | (-40) ÷ (-4) | |
| 7 | If a = 4 b = 3 and c = 1, what is the value of $3a - b^2$ ? | |
| 8 | 3 – (-5) | |
| 9 | What is the highest common factor of 12 and 4? | |
| 10 | What is the value of 13 squared? | |
| | **Total out of 10** | |

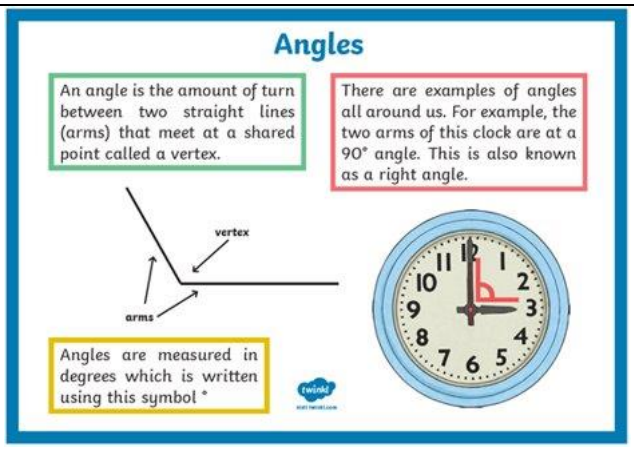
# MATHS

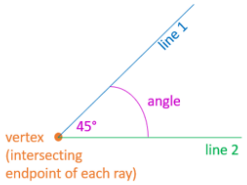
**WALT:** We are learning about angles.

**Success Criteria:**
*I can name different types of angles.
**I can identify and describe the features of different angles.
***I can classify and draw angles according to their features.
**** I can calculate complimentary and supplementary angles.

## ANGLES

**Click on the link to watch the video https://youtu.be/lxkqJc3P40E**




Two straight lines (also known as rays) that share the same endpoint form an angle.

The space between the two lines is called the angle.

The point where two straight lines intersect is called the vertex.

The angle size changes, depending on the amount of turn of each line.

The two lines form the sides of the angle.

The size of an angle is measured in degrees (°).

**Angles are used in daily life!**

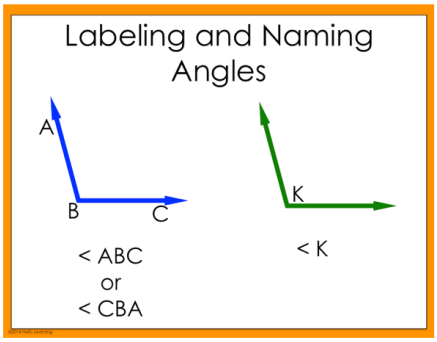
- You will have used angles in Scope IT coding.
- Engineers and architects use angles for designs, roads, buildings and sporting facilities.
- Athletes use angles to enhance their performance.
- Carpenters use angles to make chairs, tables and sofas.
- Artists use their knowledge of angles to sketch portraits and paintings.
- Navigators (pilots, ship captains, hiking guides) link angles and compass directions.

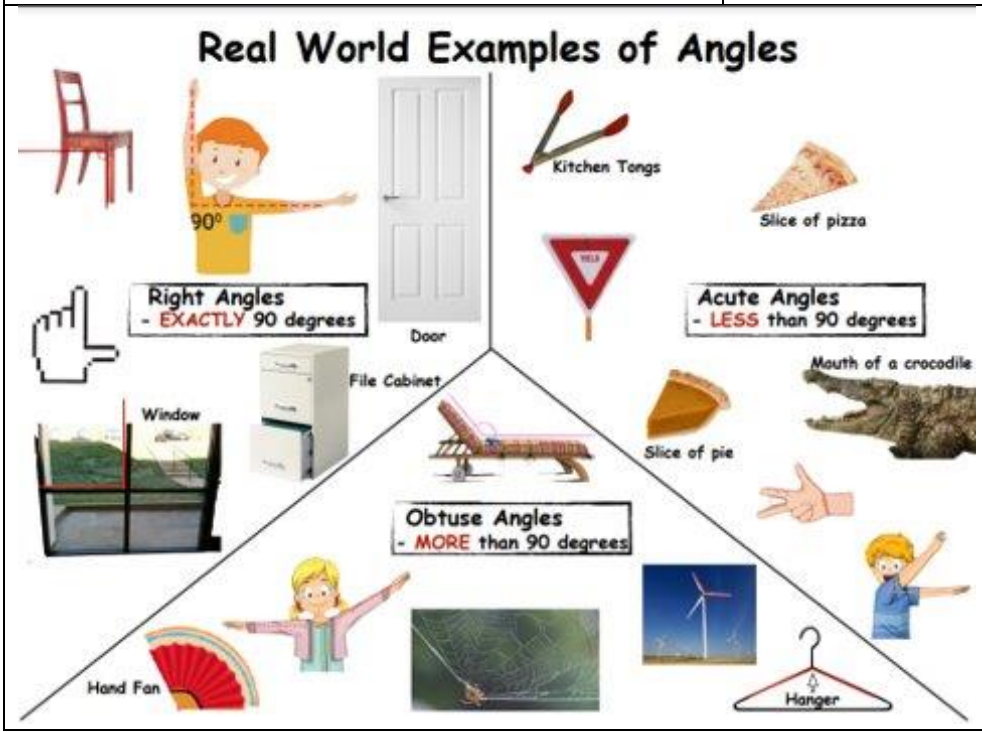
**The symbol for angle is <**

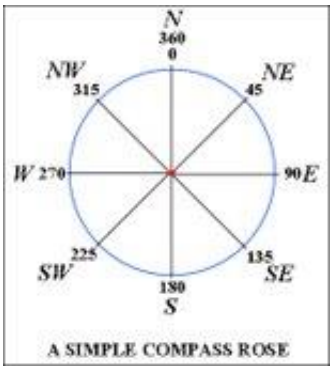
Letters can be used to identify which angle we are referring to.

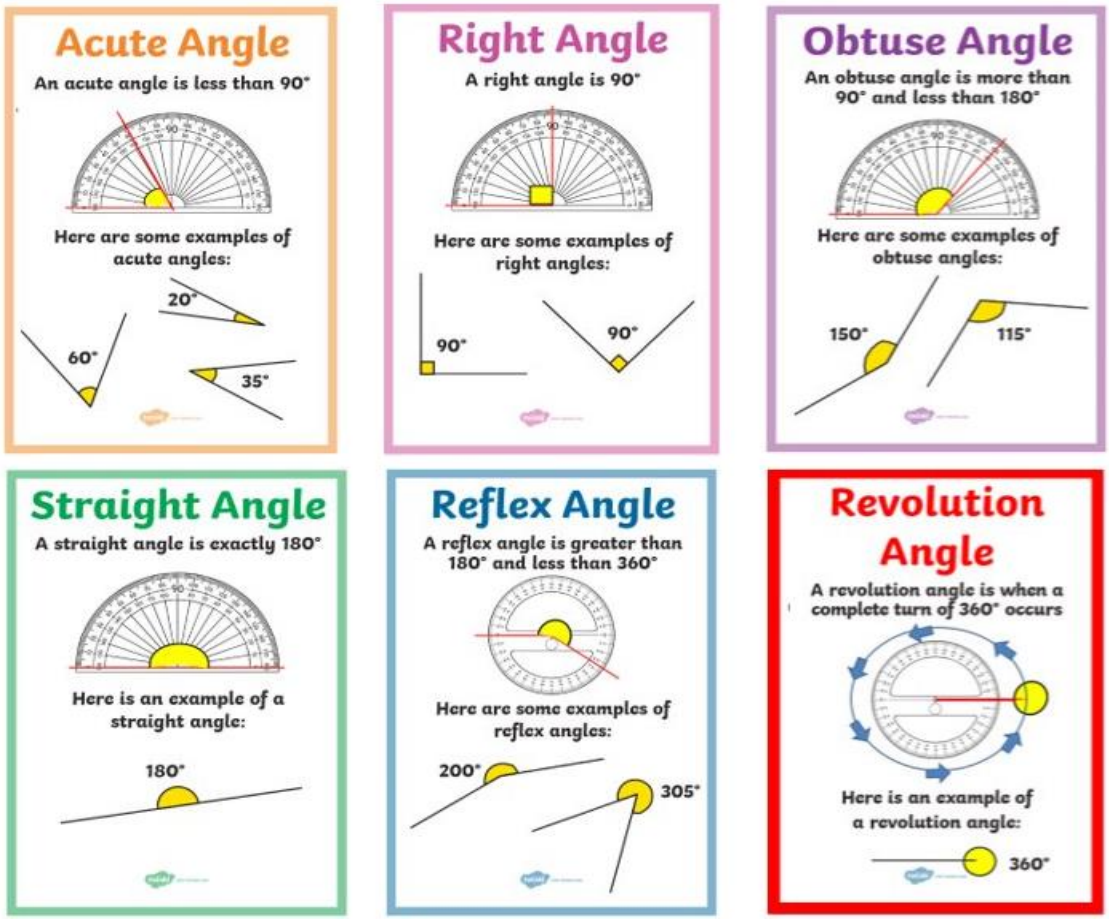
< ABC is read as "angle ABC"

< K is read as "angle K"






# Types of Angles

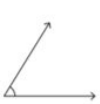
Match the name, description, diagram and degrees for each angle by colouring the matching set the same colour. The right angle has been done for you.

| Name | Description | Diagram | Degrees |
|---|---|---|---|
| right angle | larger than a right angle but smaller than a straight angle? | | = 90 ° |
| acute angle | also called a full turn? | | = 180 ° |
| obtuse angle | smaller than a right angle? | | = 360 ° |
| straight angle | larger than a straight angle but smaller than a full turn? | | < 90 ° |
| reflex angle | straight like a line? | | >180 ° and <360 ° |
| revolution | also called a square corner? | | >90 ° and <180 ° |

# Types of Angles

**Identify each angle as acute, right, obtuse, straight, reflex or revolution**

## TASK 1

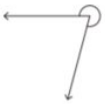
1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

9) 

## TASK 2

1) 117°

2) 286°

3) 61°

4) 152°

5) 360°

6) 180°

7) 214°

8) 105°

9) 90°

10) 19°

## TASK 3

### Types of Angles

Identify the type of angle formed by the hands of each clock.

1) 

2) 

3) 

4) 

5) 

6) 

## TASK 4

### Types of Angles

Draw the angles.

1) An acute angle

2) A right angle

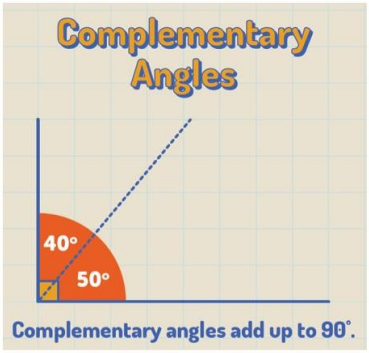
3) An obtuse angle

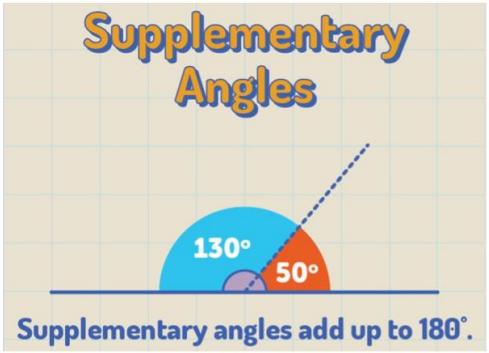
4) A straight angle

5) A reflex angle

6) A revolution angle

**Extension**



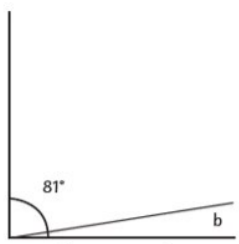




## TASK 5

Complementary angles are two angles whose sum is 90 degrees (a right angle).

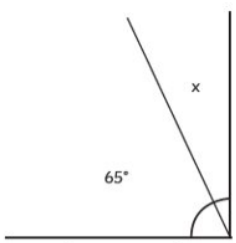
Calculate the missing angles.

a)



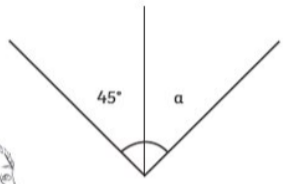

b = 

b)



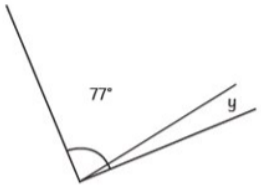

x = 

c)




a = 

d)



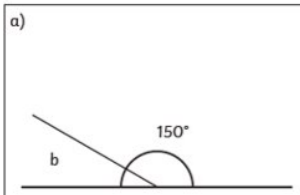

y = 

## TASK 6

Supplementary angles are two angles whose sum is 180 degrees (a straight angle).

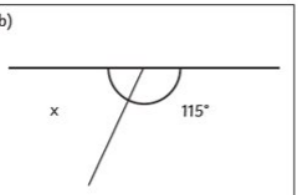
Calculate the missing angles.

a)



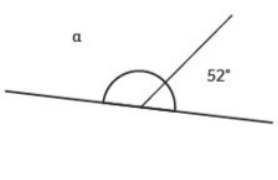

b = 

b)



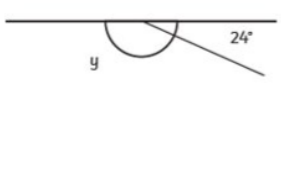

x = 

c)




a = 

d)




y = 

# LIBRARY

**Learning Intention:**
I am learning about being cyber safe so I can engage online in a safe way.

**Success Criteria:**
*I can identify how to safely share content/images online.
**I can describe and use strategies to protect my content/images online.
***I can understand risks of friending strangers online.
****I can recognise when to seek help with online dilemmas.


## CYBER SAFETY

- It is important to be cybersmart because the digital world is instant and everywhere, 24/7. That's why it's important to be cybersmart. Understanding the consequences of online actions, knowing what to do if things go wrong, and understanding online security can make your time online safer and more enjoyable.
- It is important to know about cyber safety because we need to understand the consequences of online actions, knowing what to do if things go wrong, and understanding online security can make your time online safer and more enjoyable. Cyberbullying is bullying using digital technology, like the internet or a phone.

** Click on the link to watch a 5 minute video about sharing images online
https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-forever

## Internet safety and protecting personal information online

Have a think about the following questions. Match the questions to the possible answers.

| QUESTIONS | ANSWERS |
|---|---|
| Why do kids like to share online? | Your first time posting, if you're unsure if a picture might be unsafe or disrespectful to post. |
| What types of content/images should you think about twice before posting? | Check your settings in the app, turn off location tracking on your phone, keep identifying information such as school crest etc out of the picture. |
| When should you get advice before posting content/images online? | To communicate with friends and family, it's fun and create an online identity. |
| How can you keep your location private as an extra security measure? | Nasty comments, an ugly picture of a family member, a video of your friend dancing without asking permission first. |
| How do you control who sees what you share online? | Only if you have their permission |
| When should you share something that doesn't belong to you? | Adjust your privacy settings, let other people know how you feel about your images being shared with others. |

# WEDNESDAY

## SPELLING

**WALT:** understand the rules about adding the suffix 'ing' to a base word

**Success Criteria:**
*I can add 'ing' do a base word
**I can drop the 'e' and add 'ing' to words ending in 'e'
***I can drop the 'ie' and add 'ying' to words ending in 'ie'
****I can identify other spelling rules when adding 'ing'

### Adding 'ing' to words that end with a silent 'e'

Drop the 'e', when adding '-ing' to a word ending in a silent 'e'.

| Base Word | + 'ing' |
|---|---|
| create | creating |
| cure | curing |
| decline | declining |
| write | writing |
| drive | driving |

Exceptions: 'fleeing', 'being', 'seeing'.

### Adding 'ing' to words that end with an 'ie'

For verbs ending in "-ie", change the "-ie" to "-y" before adding an "-ing" to make it either a present participle or a gerund.

Die → Dying
Lie → Lying
Tie → Tying

Make sure your plants are not **dying!**

| Base Word | + 'ing' |
|---|---|
| die | dying |
| lie | lying |
| tie | tying |

- When a verb ends with 'ie', drop the 'ie'. Then add a 'y' to replace it! Then add your 'ing'.
- There are not many words where this rule applies.

### Activity

**Instructions**

Add the suffix 'ing' to the base word.

Remember to use the spelling rules you just learnt to help you.

| Base Word | + 'ing' |
|---|---|
| walk | |
| write | |
| eating | |
| die | |
| ride | |
| joke | |
| lie | |
| arrive | |
| reading | |
| make | |

# GEOGRAPHY

**WALT:** We are learning to identify countries and geographical features of Asia by interpreting, analysing and constructing a variety of maps.

**Success Criteria:**
* I can identify countries I know that are located in Asia.
** I can identify countries and geographical features of Asia
*** I can identify countries and geographical features of Asia by using a variety of maps.

**The Himalayan Mountain Range**

A mountain range is a series of mountains that are connected together generally to form a long line of mountains. Large mountain ranges may be made up of smaller mountain ranges called subranges. For example, the Smokey Mountain Range is part of the Appalachian Mountain Range. It is a subrange of the Appalachians.

**TASK 1**

- Use the link : https://www.ducksters.com/geography/mountain_ranges.php to find out more about mountain ranges.
- List and write some interesting notes and facts from your research. Try to find the mountain ranges using the Google maps.

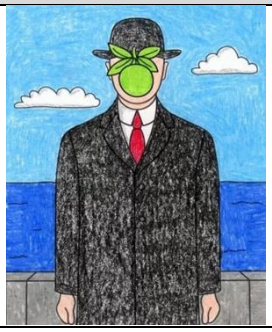
**TASK 2**

- Research: How the Himalayan mountain range was formed. Explain in your own words. You may also include some images to explain your work.
- Write three questions about the Himalayas.

# ART

**WALT:** We are learning how to draw Rene Magritte's The Son of Man.

**Success Criteria:**
* I can draw the head and hat.
** I can draw the shirt, collar and tie.
*** I can draw the body of the coat, sleeves and hands.
**** I can draw the wall, sea and sky.
**** I can draw the apple, colour and trace the finished artwork.



**Rene Magritte's very famous artwork "The Son of Man"**

Click on the link to watch the video
https://bit.ly/3yB3OMw

# COMPREHENSION

**WALT:** We are learning to read a passage and fill in the missing words.

**Success Criteria:**
*I can read the passage.
**I can read and attempt to fill in the missing words.
***I can read the passage and use my comprehension skills to fill in the correct words.

A cloze passage is a passage of text with missing words. The reader needs to fill in the blank spaces using words from a list or word bank. Read the whole text through before choosing any words from the word bank. While one word might seem like a good fit for a blank space at the start of the text, it might fit better elsewhere. It's also essential to have a solid understanding of what the whole text is about. Below is an example!

| | | | | |
|---|---|---|---|---|
| most | up | grow | necks | Africa |
| feet | leaves | bus | long | tallest |

Giraffes are the tallest living animal in the world. They can grow up to about 5 metres tall. That is about as tall as a doubledecker bus!

Giraffes live in Africa. Their long necks help them to eat the leaves in the tallest part of the trees. They like the leaves on the acacia trees most of all.

Giraffes can run very fast but not for very long. They can sleep standing up but often sleep sitting down with their feet tucked under them.

# What are Bushfires

A bushfire is an example of a natural disaster which has both natural and _____ causes.

Bushfires are _____ blazes that usually start in areas of bushland or wilderness. They can be caused by lightning, agricultural clearing, campfires and dropped cigarettes. Some bushfires are _____ lit.

Bushfires are very destructive, extremely _____ and threaten life, homes and the wider community. They are large, fast-moving and difficult to bring under control. Bushfires can even _____ over gaps that are in their path, such as rivers and roads.

Fuel for a bushfire comes from anything that burns. This includes grass, sticks, twigs, leaf litter and trees. Property and other structures such as sheds and stables are also considered _____ for a bushfire.

Bushfires are more _____ during the hottest and driest months of the year. While every continent (except Antarctica) experiences bushfires, they occur most commonly in Australia.

In Australia, bushfires have accounted for over 800 deaths since 1851. Australia's worst ever recorded bushfire was the Victorian Black Saturday Bushfire in 2009, where 173 people lost their lives.

Even though bushfires cause _____ damage, they play an _____ role in nature. Bushfires burn plants and trees which may be old and _____ , making way for new plants and trees to grow in their place.

There are two main categories of bushfires: _____ (fires on hilly areas) and _____ (fires on flat areas).

Complete the Cloze Passage.

| Word Bank | |
|---|---|
| dangerous | uncontrollable |
| grassland | extensive |
| jump | diseased |
| important | fuel |
| deliberately | human |
| mountainous | frequent |

# WRITING

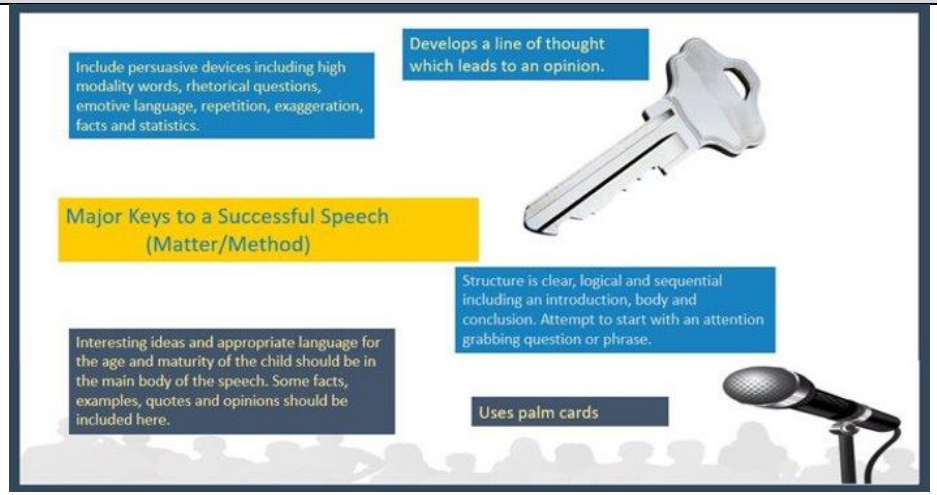
**WALT:** We are learning about the skills needed to deliver a speech.

**Success Criteria:**

* I can recognise skills required in public speaking.
** I can appreciate the importance of delivering an effective speech.
*** I can compare, and contrast speeches using a Venn diagram and recognise an effective speech to an audience.

## PUBLIC SPEAKING FEATURES






| Persuasive Language Features | Presentation Techniques |
|---|---|
| High modality | Eye contact |
| Emotive language | Loud and clear |
| Persuasive devices | Varying pitch, tone and tempo |
| Rhetorical questions | Hand gestures |
| Repetition | Posture |
| Supporting evidence | |

Preparation –Manner, Matter, Method

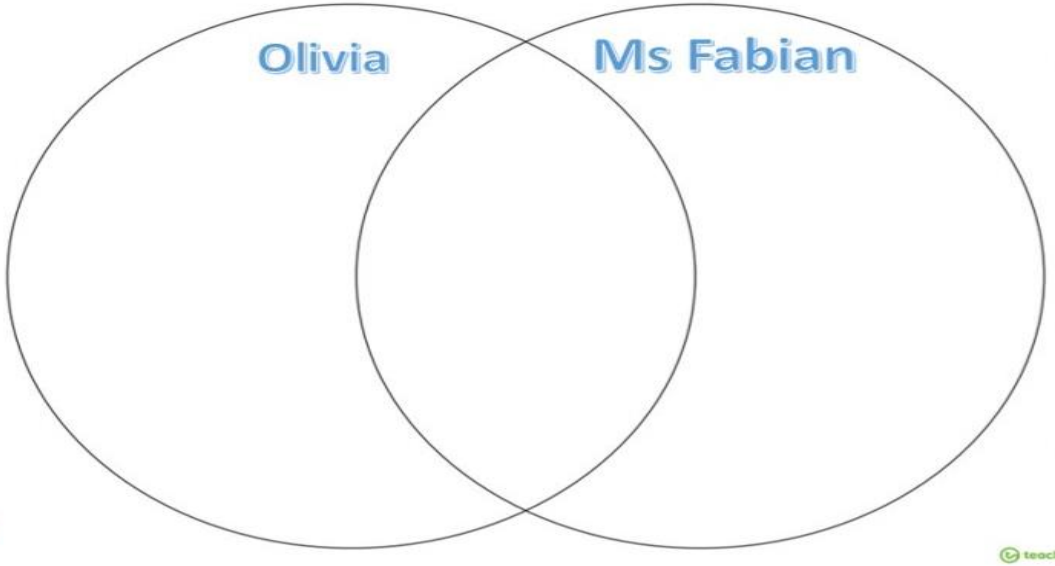
- **Manner** is how you present your speech
- **Matter** is what you say in your speech
- **Method** refers to how your speech is organised

**Task: Watch the following speeches delivered by Olivia and Ms Fabian.**
**Complete the Venn diagram identifying elements of manner, matter and method that each of the speeches addressed.**


https://vimeo.com/showcase/3601163/video/493150899
Watch the video from 5.10 until 10.05 of Olivia Pilgram from Kurrajong PS. She is the Year 5 & 6 state champion in 2020.

Watch the video of Ms Fabian's speech https://bit.ly/3DTQPcz

# Compare and Contrast Venn Diagram




- Why do you think Olivia was the champion?
- What language features and presentation techniques did she use?
- What do successful public speakers say and do?

- What language features and presentation techniques did she use?
- Was Ms Fabian's voice clear?
- Did she remain focused on her topic?
- Was Ms Fabian or Olivia's speech better? Why?



**Speech Topics – Have a think about the topic that you would like to choose to write your speech about. You will begin to plan and research your speech in the following writing lesson.**

1. Choose a topic
2. Consider your audience
3. Decide subject and purpose
4. Research a topic
5. Structure the information
6. Develop arguments
7. Prepare palm cards
8. Rehearse the speech

- **Sport- making a difference.**
- **Media Matters.**
- **Australia- Where to next?**
- **Racism: it's everyone's business.**

# MATHS

**WALT:** We are learning to use a protractor to measure angles.

**Success Criteria:**
*I can understand how to measure angles.
** I can accurately read a protractor to measure an angle and record the unit of measurement using degrees.
***I can draw an angle using a protractor.
**** I can calculate complimentary and supplementary angles.

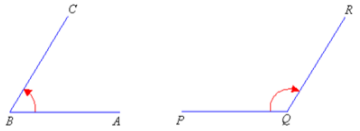
** Click on the link to learn how to use a protractor https://youtu.be/QmSi5ynRsU8

## How do we measure angles?

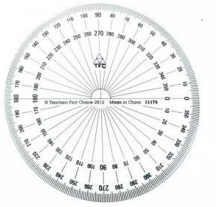
We measure angles using a tool called a **protractor**.

We measure angles in degrees. **The symbol for degrees is °**
These are NOT the same as degrees that we use to measure temperature.

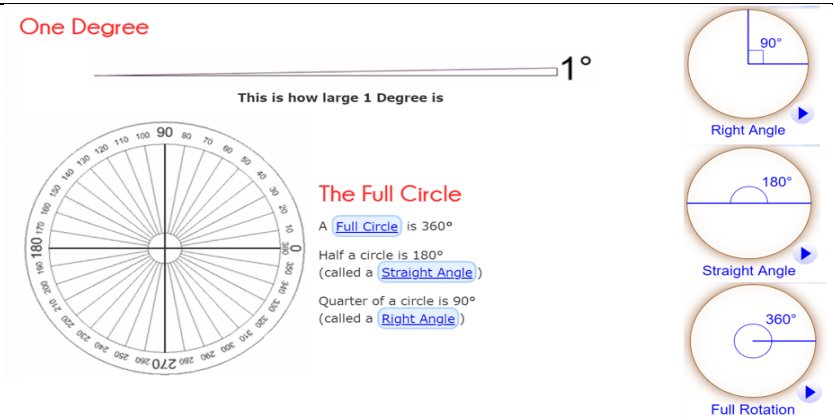
You will notice that there are 2 scales (numbers on the inside and numbers on the outside). This is to make it easy for us to measure angles facing different ways.



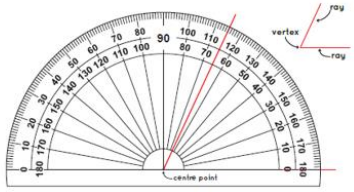

180° protractor



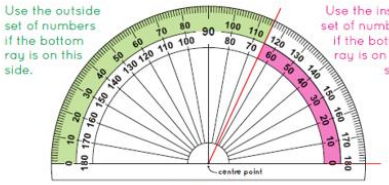
360° protractor




## Using a 180° Protractor

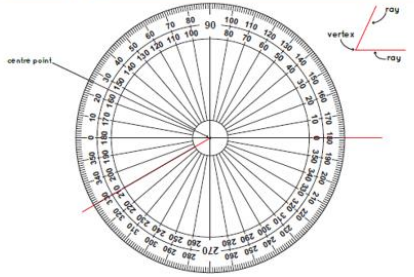



1. Place the 'centre point' of the protractor directly on top of the vertex of the angle.
2. Line up the zero line of the protractor with the bottom ray of the angle.
3. Measure the angle that the second ray of the angle goes through on the protractor.

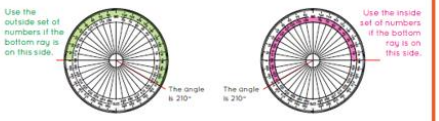



The angle is 65°

## Using a 360° Protractor




1. Place the 'centre point' of the protractor directly on top of the vertex of the angle.
2. Line up the zero line of the protractor with the bottom ray of the angle.
3. Measure the angle that the second ray of the angle goes through on the protractor.



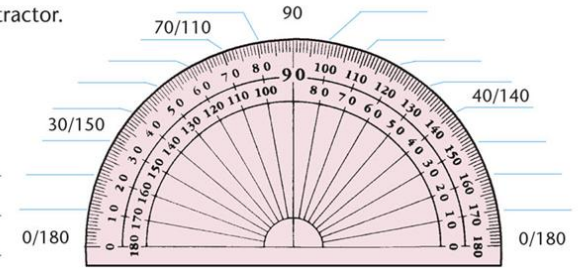

unit 7 PROBLEM SOLVING L

## Protractors

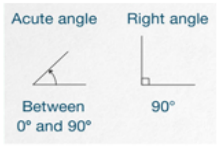
**7** Answer these questions about the protractor.

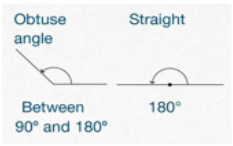
**a** Complete the degrees on the protractor. You'll need to look closely at a protractor to do this.

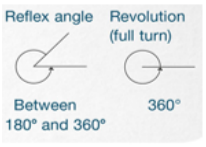
**b** Why do you think the numbers go both ways?



*We always start from zero so check if you need to read the inside numbers or the outside numbers*

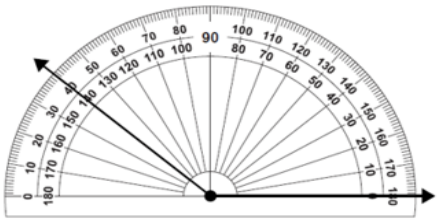



## Name each angle and write its size in degrees

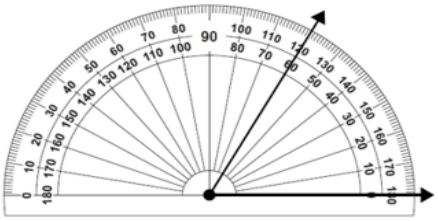
a)



measurement: _____

name: _____

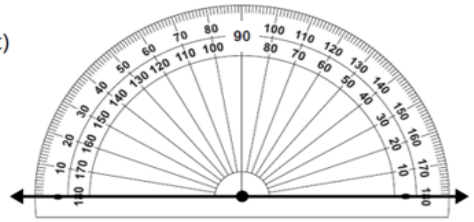
b)



measurement: _____

name: _____

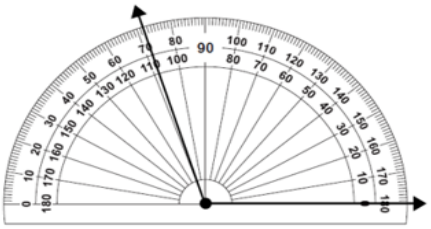
c)



measurement: _____

name: _____

d)



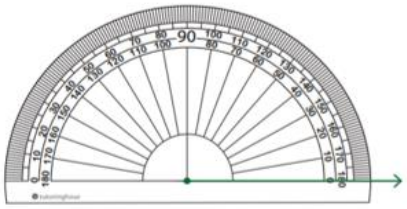
measurement: _____

name: _____

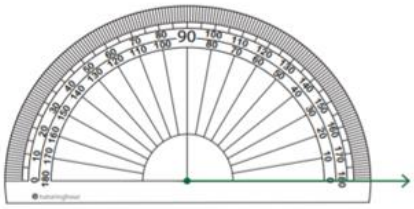
Remember
We always start from zero.
For these questions the base line of the angle is on the right side of the protractor so we use the inside numbers

## Draw the given angle on the protractor

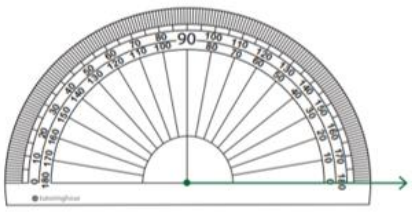
1) $25^0$



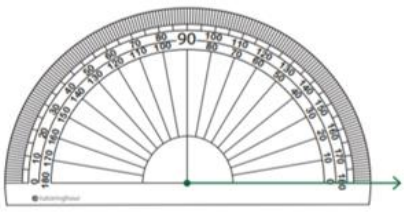
2) $140^0$



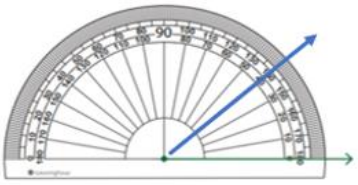
3) $160^0$



4) $75^0$



Example 40°



## PRACTICE READING A PROTRACTOR

**Activity 1**

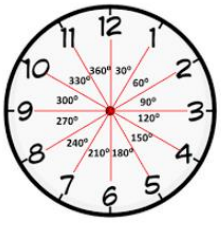
Click on the link to practice reading a protractor online
https://au.ixl.com/maths/year-5/measure-angles-with-a-protractor

**Activity 2**

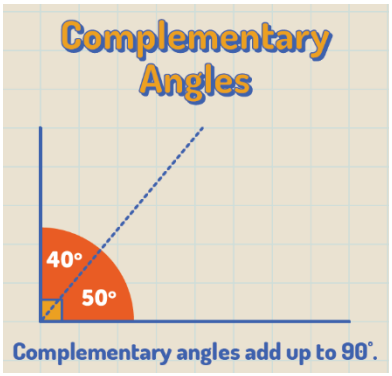
At various times in the day look at the time on an analog clock.

- Write the time
- What type of angle is formed
- An estimate of the angle size.

Tip: the 5 minute intervals on the clock are each 30 degrees.



## Extension




## Complementary Angles

A) Find the complement of each angle.

1) $63^0$

Complement of $63^0$ = _____

2) $20^0$

Complement of $20^0$ = _____

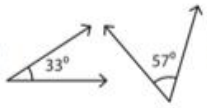
3) $51^0$

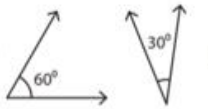
Complement of $51^0$ = _____

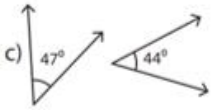
4) $72^0$

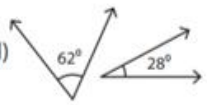
Complement of $72^0$ = _____

5) hich pair of angles is not complementary?

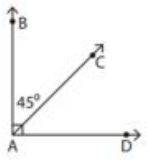
a) 


b) 

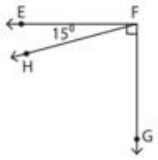

c) 


d) 

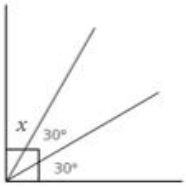

Determine the measure of each angle.

6) 

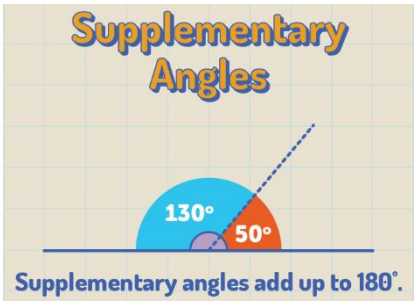

m∠CAD = _____

7) 


m∠GFH = _____

8) 


< x = _____




## Supplementary Angles

A) Find the supplement of each angle.

1) $161^0$

Supplement of $161^0$ = _____

2) $73^0$

Supplement of $73^0$ = _____

3) $130^0$

Supplement of $130^0$ = _____

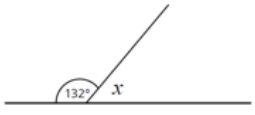
4) $82^0$

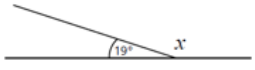
Supplement of $82^0$ = _____

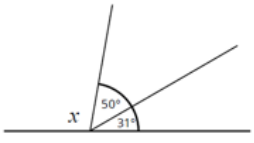
5) ind the pair of angles that are not supplementary.

a) $53^0, 120^0$ b) $117^0, 63^0$ c) $57^0, 123^0$ d) $49^0, 131^0$

6) Find the value of the missing angles on these straight lines.

a) 


b) 


c) 

# THURSDAY

## SPELLING

### Choose and complete one activity

| PLAY SCATTERGORIES! | PLAY BOGGLE! |
|---|---|
| You can play by yourself or with someone.<br>Click on this link: https://bit.ly/2WorcQ1<br><br>First, click on the 'Choose a Letter' button.<br>Second, click on 'Start timer' button.<br><br>You will now have 2 minutes to write down a word for each category that starts with the chosen letter! | You can play by yourself or with someone.<br>Click on this link: https://bit.ly/3kpbCvE<br><br>You have 3 minutes to find as many words as you can.<br><br>The instructions on how to play are on the webpage below the game. |
| **PLAY A BOARD GAME!** | **PLAY 2 MINUTE WORD CHALLENGE!** |
| If you have a board game at home that uses words, you can play that!<br>For example: Boggle, Taboo, Scattergories, Scrabble, Articulate, etc. | Give yourself 2 minutes. List as many words you can think of when you hear the word 'holiday'.<br><br>Challenge someone else to beat your record! |

## BTN

**Watch the BTN episode: 'Fossil Emblem'**
**https://www.abc.net.au/btn/classroom/fossil-emblem/13515426**

1. Before watching the BTN story, can you name any of your state's emblems?

2. Which Australian state is looking for a new emblem?

3. Name one of the animals that has been nominated to become the state's fossil emblem.

4. What are some of New South Wales's state emblems?
   a. Waratah and platypus
   b. Sturt desert pea and wombat
   c. Kangaroo paw and black swan

5. What is Victoria's state bird?

6. What is Victoria's state mineral?

7. What year did Western Australia choose the Gogo fish to be its fossil emblem?

8. Which state has the oldest fossil as its emblem?

9. Complete the following sentence. Dermot hopes that the fossil emblem vote will encourage people to consider a career in _____.

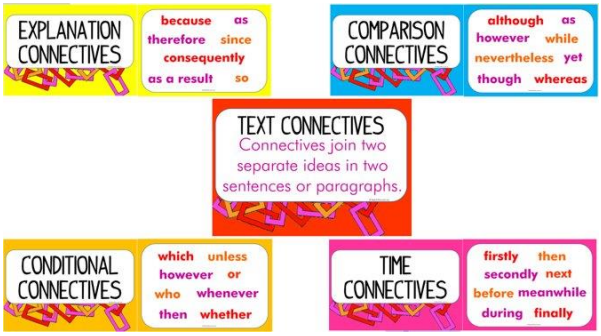
10. Illustrate an aspect of the Fossil Emblems story.

# WRITING: Grammar

**Learning Intention:** I am learning to understand persuasive devices within a text.

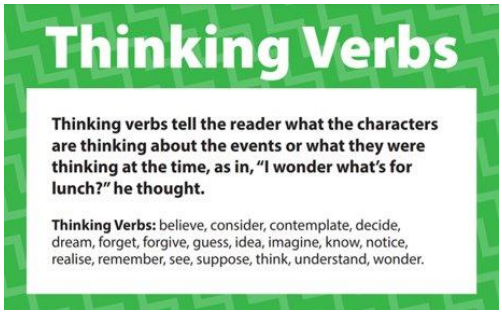
I am learning this because it will support me when writing my speech for public speaking.

**Success Criteria:**
* I can state the persuasive devices.
** I can identify the persuasive devices within a text by colour coding.
*** I can create a list of high modality words to use within my speech.




**Persuasive devices:**
**Thinking verbs, Connectives, Emotive words & Modality**

Watch the link about your grammar lesson on persuasive devices.
https://www.loom.com/share/9f5d879417b24cf896b313be86c1295f


**Emotive language** is any word or phrase that is used because it causes the reader to have a strong emotion. Emotive language is common in poetry, newspapers, and advertising.

If you're reading a newspaper, the headline:

"Teen becomes popular after an act of charity is caught on film,"

may give you some good information, but it isn't as powerful as:

"Local Teen Hero Skyrockets to International Fame!"

The words "hero", "skyrocket," and "fame" are so strong that they make us feel excited and proud.

## Identifying Persuasive Language (2)

Find and colour these language features in the following persuasive text:

- use of thinking verbs to describe mental processes (red).
- use of connecting words and phrases to link arguments together (blue)
- use of strong, emotive words to emphasise a point (green).

**Homework is Unnecessary**

Students already spend a great deal of their lives thinking about school work. It is completely unfair that students must spend time at home on tasks that could be done during school hours.

Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and relaxing. Many people think that making them do homework is cruel.

In addition, students need time to participate in other activities after school. If they didn't have to do homework, students could play sport, learn a musical instrument or join a community group. These are valuable and important skills which should not be underrated by pointless and tedious homework.

Finally, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework. Teachers should consider this before setting piles of mundane homework for their students.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.

**Task: Create a table and list the persuasive devices within the text about 'Homework is Unnecessary'.**

| Thinking Verbs | Connecting words | Emotive words | Modality |
|---|---|---|---|
| | | | |

**Additional task: Create a word bank of high modality words that you can use within your speech.**

# MATHS

**WALT:** We are learning to use a protractor to measure angles.

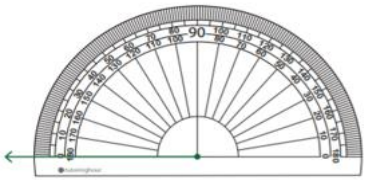
**Success Criteria:**
*I can estimate angle sizes.
** I can accurately read a protractor to measure an angle and record the unit of measurement using degrees.
***I can draw an angle using a protractor.

Revision - ** Click on the link to remember how to use a protractor **https://youtu.be/QmSi5ynRsU8**

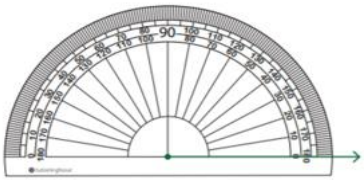
Remember
We always start from zero.
For these questions the base line of the angle is on the right side of the protractor so we use the inside numbers

## Draw the given angle on the protractor

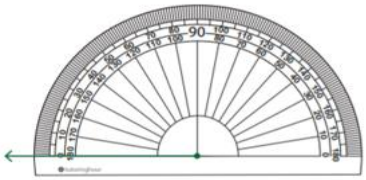
1) 163°



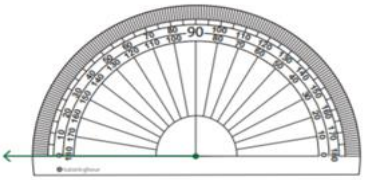
2) 46°



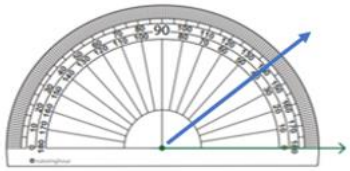
3) 24°

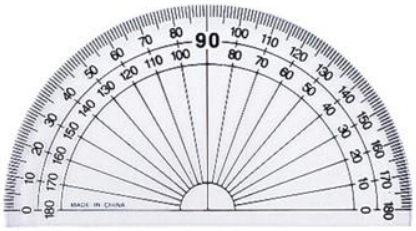


4) 118°



Example 40°





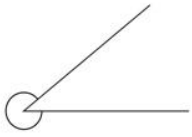
## Use the protractor image to help you estimate the size of the angles below

Look at each angle and tick the closest size estimate.

1)

☐ 5° ☐ 20° ☐ 10°

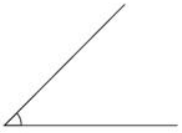
2)



☐ 300° ☐ 200° ☐ 330°

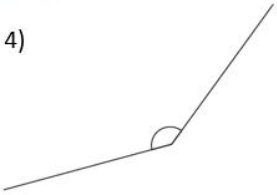
Look at each angle and tick the closest size estimate.

3)



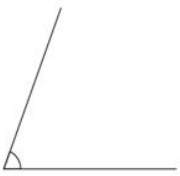
☐ 50° ☐ 70° ☐ 20°

4)



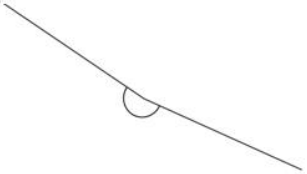
☐ 140° ☐ 90° ☐ 105°

5)



☐ 55° ☐ 65° ☐ 85°

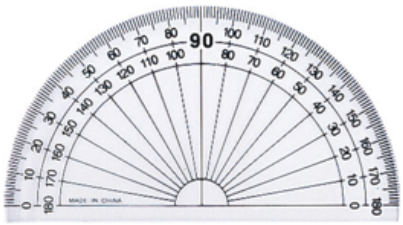
6)



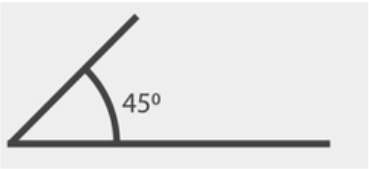
☐ 190° ☐ 210° ☐ 250°

**Use a protractor and ruler to draw angles for each given measurement.**

There is a protractor template on the last page that you may like to use



Example

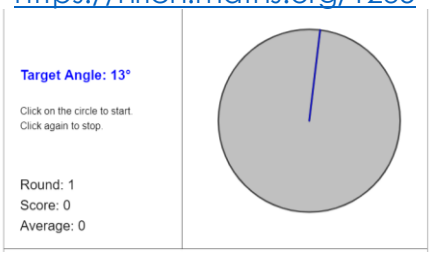



1) Draw and label these angles.
   a. 80°
   b. 30°
   c. 150°
   d. 125°

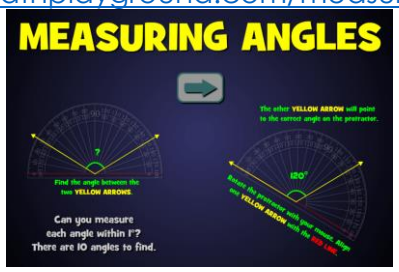
2) a. 340°
   b. 84°
   c. 176°
   d. 215°

## Click on the links to practice angles

Estimating angle sizes
https://nrich.maths.org/1235



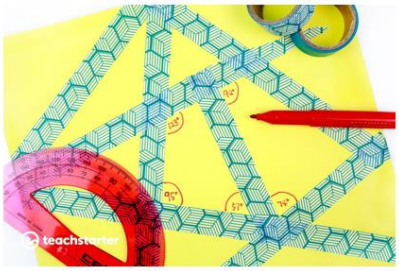

Measuring angles
https://www.mathplayground.com/measuringangles.html




## EXTENSION

Use a ruler to draw straight lines on a piece of paper (creating many angles).

Label the angles by type or use a protractor to measure each angle.



# NUMERACY NINJAS

**WALT**: develop our numeracy speed, accuracy and efficiency.

**Success Criteria:**
*I can recall number facts.
**I can accurately calculate number problems.
***I can use a variety of strategies to quickly solve number problems.


Place a timer on for 5 minutes and see how many of the maths mentals questions you can answer in that time.

You can choose:
Level 1 to practice recalling your times tables quickly
or
Level 2 for mixed maths mental problems.

Your score out of 30 for Level 2 tells you which Ninja belt colour you earned.

## LEVEL 1

Day 2

| Q | Question | Answer | Q | Question | Answer |
|---|---|---|---|---|---|
| 1 | 7 × 6 = □ | | 21 | 15 ÷ 3 = □ | |
| 2 | □ × 1 = 10 | | 22 | 6 ÷ □ = 2 | |
| 3 | 7 × 9 = □ | | 23 | 70 ÷ 7 = □ | |
| 4 | 3 × □ = 3 | | 24 | 3 × 8 = □ | |
| 5 | 3 × □ = 27 | | 25 | 7 × 6 = □ | |
| 6 | 7 × 3 = □ | | 26 | □ × 9 = 72 | |
| 7 | 50 ÷ □ = 5 | | 27 | 35 ÷ 7 = □ | |
| 8 | 56 ÷ □ = 7 | | 28 | 7 × □ = 35 | |
| 9 | □ × 2 = 20 | | 29 | □ × 1 = 8 | |
| 10 | □ ÷ 4 = 10 | | 30 | 6 × □ = 36 | |
| 11 | 7 ÷ □ = 1 | | 31 | 2 × 3 = □ | |
| 12 | □ × 4 = 28 | | 32 | 7 × 10 = □ | |
| 13 | 1 × 7 = □ | | 33 | □ × 3 = 24 | |
| 14 | 9 × 2 = □ | | 34 | 21 ÷ 3 = □ | |
| 15 | 9 × □ = 72 | | 35 | 36 ÷ □ = 6 | |
| 16 | 20 ÷ □ = 4 | | 36 | 64 ÷ □ = 8 | |
| 17 | 9 × 5 = □ | | 37 | □ ÷ 6 = 7 | |
| 18 | □ × 2 = 18 | | 38 | □ ÷ 2 = 5 | |
| 19 | 48 ÷ 8 = □ | | 39 | □ × 1 = 3 | |
| 20 | □ × 7 = 42 | | 40 | 7 × □ = 35 | |

## LEVEL 2

WEEK 1 SESSION 2 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** - do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | □ + 4 = 5 | |
| 2 | 38 + 62 | |
| 3 | What is half of 2? | |
| 4 | 128 – 10 | |
| 5 | 120 + □ = 210 | |
| 6 | 124 = 90 + □ | |
| 7 | 610 – 606 | |
| 8 | 1 × 7 = 7, so 7 ÷ 1 = □ | |
| 9 | Write 11:07 am in 24 hour clock format | |
| 10 | From 3:01 am, how many minutes until 3:19 am? | |
| | **Total out of 10** | |

**TIMESTABLES** – do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | 2 × 9 = □ | |
| 2 | 30 ÷ 5 = □ | |
| 3 | 10 × □ = 100 | |
| 4 | 54 ÷ □ = 6 | |
| 5 | 10 × 7 = □ | |
| 6 | 40 ÷ 10 = □ | |
| 7 | □ × 5 = 15 | |
| 8 | □ ÷ 8 = 8 | |
| 9 | 5 × 1 = □ | |
| 10 | 24 ÷ 3 = □ | |
| | **Total out of 10** | |

**KEY SKILLS** – you may use written calculations for these questions

| Q | Question | Answer |
|---|---|---|
| 1 | 81 × 98 | |
| 2 | 1596 – 837 | |
| 3 | 9.1 × 13.13 | |
| 4 | 20% as a fraction | |
| 5 | 4.98 + 15.59 | |
| 6 | (-18) ÷ 3 | |
| 7 | If a = 7 b = 5 and c = 3, what is the value of $3b^2$ ? | |
| 8 | (-1) – (-4) | |
| 9 | Is 2 a factor of 12? | |
| 10 | What is the positive value of √64? | |
| | **Total out of 10** | |

## SCIENCE

**Learning Intention:** We are learning about Natural disasters and their impact upon the Earth's geological surface

**Success Criteria:**
* I can identify the names of some natural disasters
** I can list some facts about these natural disasters
***I can ask two questions about natural disasters

# All I know about Natural Disasters...

Complete this KWL about Natural Disasters.
This can include names of natural disasters, facts, recent occurrences, effects or preventions.

Remember:
K – What I KNOW
W – What I WANT to learn (questions you might have)
L – What I have LEARNED (You can add to the L part as we go through the lessons this term.)

| What I KNOW | What I WANT to learn | What I have LEARNED |
|---|---|---|
| | | |

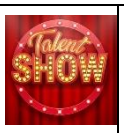
# FRIDAY

**Complete at least 2 activities. Take photos or videos and upload them to your Portfolio.**

### Video Making

Create a short video (no more than 2 mins) on a topic that interests you.
This could be a stop-motion animation or claymation movie.

### Creative Talents




Play a musical instrument or make up a dance, song, poem, rap or play to perform for your family or record on video

### Photography

Use a camera, phone or device and take some artistic photos of your favourite subjects.

### 30 Second Challenges


How many can you do in 30 seconds?

- Push ups
- Sit ups
- Burpees
- 1 handed catches
- Hold a plank
- Hold a wall sit

### Origami

- Free choice
- Paper aeroplanes
- Chatterbox

Red Ted Art https://bit.ly/3xQjknr

Art Hub for Kids
https://bit.ly/3iUU2QN

### TEN Maths Game


- Beat the Teacher/Family Member
  (Roll & place numbers on place value grid, highest number wins)
- Race to 100/1000
  (Roll dice or flip cards and keep adding till 100/1000. Then subtract to 0)
- Math Wars
  (flip 2 cards each making 2digit number. Add, subtract or multiply. 1st to say answer keeps cards)

### Art

How to draw an anime character
https://youtu.be/miweglhP_58

### Writing

- Free choice
- Journal reflection
- Thank you letter

### Puzzles

Do a:

- Jigsaw puzzle
- Find-a-word
- Crossword
- Sudoku
- Maze

### Play cards or a board game


### Build Lego

- Tree house
- Marble run
- Pyramid
- Movie or book character

### Cooking

Bake or cook a meal or treat for you and your family to enjoy.

### Learn something new

- Juggling
- Magic trick
- Joke
- Say a few words in a different language


### Volcano Cakes or Cookies

1. Decorate cookies or cupcakes to show a volcano

OR

2. Make a lava cake
https://sallysbakingaddiction.com/chocolate-lava-cakes/

### STEM: Build a Flood Barrier

1. Make a small house made from paper.
2. Experiment with absorbent materials to build a flood barrier around the house to prevent it becoming wet when the tray is filled with water.
3. The barrier can NOT touch the house or be taller than the house.

# Protractor Templates