Ettalong Public School Framework for teaching – Stage 3 Year 5

Term 2 Week 2 Monday 04/05/2020 until Friday 08/05/20

You will not need access to a digital device to complete most of these activities. You may need the help of a parent/ carer.

	Monday 04/05	Tuesday 05/05	Wednesday 06/05	Thursday 07/05	Friday 08/05
Morning	**Literacy** **Dear Reading 20 minutes** Complete 1 – 3 tasks from the "multiple intelligences & Bloom's Taxonomy" worksheet **Spelling** Write up list words for the week. SoundWaves: half page **Writing** Daily Journal entry – "Life as a Historian"/ Your weekend **Editing** Late/ Direct Speech	**Literacy** **Dear Reading 20 minutes** **Spelling** Copy list words, SoundWaves sheet: half page **Reading** Comprehension sheet: ***Red kangaroo activity 1 & 2*** **5B:** Sausages, Noodles, Sushi & Pastries. **5J:** Green & Light Blue **5L:** Strawberries ***Zoos old and new*** **5B:** Cakes & Hamburgers **5J:** Purple & Yellow **5L:** Bananas **Speaking and Listening:** BTN 10am ABCME Chn 23 Summarise most interesting story **Writing** Plan Persuasive Text ***Pet Image***	**Literacy** **Dear Reading 20 minutes** **Reading** Complete 1 – 3 tasks from the "multiple intelligences & Bloom's Taxonomy" worksheet. **Spelling** Copy list words, SoundWaves sheet: half page. **Writing** Compose Persuasive Text ***Pet Image***	**Literacy** **Dear Reading 20 minutes** **Spelling** Copy list words, SoundWaves sheet: half page. **Reading** Comprehension sheet: ***Red kangaroo activity 3*** **5B**: Sausages, Noodles, Sushi & Pastries. **5J**: Green & Light Blue **5L**: Strawberries ***What are Glow sticks?*** **5B:** Cakes & Hamburgers **5J**: Purple & Yellow **5L**: Bananas **Writing** Plan Creative *Text* ***The Mountain Pass*** **Grammar** Verbs BLM 12 Vital Verbs BLM16	**Literacy** **Dear Reading 20 minutes** Complete 1 – 3 tasks from the "multiple intelligences & Bloom's Taxonomy" worksheet. **Spelling:** Have a family member test you, then correct your test and write the corrections up 3 times. **Handwriting** Go on with the next page in booklet **Writing** Compose *Creative text* ***The Mountain Pass*** Publish your favourite piece of writing from this week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle	**Maths** **Times tables pg. 34** **Maths** **Unit 10** **4-digit subtraction** **Page 40**	**Maths** **Mentals** Monday and Tuesday sets **Maths** **Unit 10** **Prime and composite numbers** **Page 41**	**Maths** **Times tables pg. 35** **Maths** **Unit 10** **Triangles** **Page 42**	**Maths** **Mentals** Wednesday and Thursday sets **Maths** **Unit 10** **Square centimetres** **Page 43**	**Maths** **Times tables pg. 36** **Maths** Year 5 Daily Maths Problems 5 - 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	**Geography** Mapping Skills Map of Asia - activity sheet Australia and South-East Asia map	**Science** **Change Detectives Science lesson for Week 2**	**History** Expanding the Colony booklet: ***Colonial conflicts 1, 2 & 3***	**Creative Arts** Stage 3 Art booklet: Week 2 Lesson 2	**PDH** Pedestrian and passenger safety **PE** ***Kicking – outside of foot*** Practise passing and trapping using outside of foot Create short relay games to consolidate or pass the ball against a wall or with another family member, closest to target etc

SJ-Dragonfruit SL - Yellow

Week 2, Term 2		u o umbrella monkey	G2

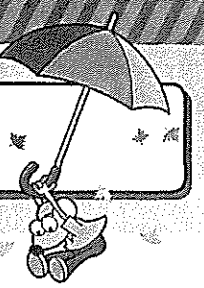
Words	Monday	Tuesday	Wednesday	Thursday
duck				
jump				
must				
much				
rush				
love				
some				
done				
above				
does				
swum				
truck				

Dragonfruit / Yellow.

Words	Monday	Tuesday	Wednesday	Thursday
lunch				
under				
until				
money				
other				
summer				
hundred				
something				

Unit 11

u o umbrella monkey



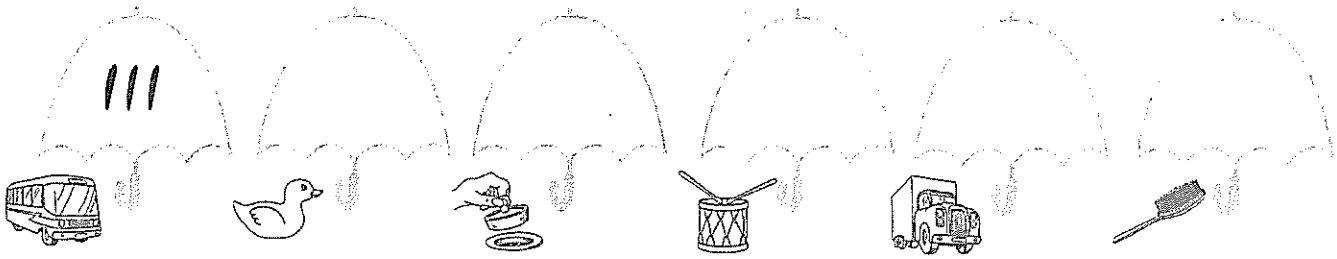
List Words

duck	love	swum	money
jump	some	truck	other
must	done	lunch	summer
much	above	under	hundred
rush	does	until	something

Letters	Words

1 Underline the letter or letters for u o in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 Write the word for the picture under each umbrella. Circle the letter for u o Write a stroke in the umbrella for each sound in the picture name.



bus _____ _____ _____ _____ _____ _____

3 Write words that rhyme.

rush must jump lunch

_____ _____ _____ _____

_____ _____ _____ _____

4 Match the beginnings and endings to make words. Write the words on the lines.

sh	um	shut		tr	unt			un	bove		
cl	ut			gr	ush			a	til		
sw	ub			br	uck			un	der		

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5 Rewrite these words adding es. Read the words you have written. Circle the words with u o –

↷ Turn to 5 on page 78.

bus _____ buzz _____

push _____ brush _____

lunch _____ church _____

6 Write o in the spaces. Circle the words with u o.
Write these words on the lines.★ We sometimes write o for u o.

c__me s__me h__me _____

l__ve m__ve ab__ve _____

7 Read the words. Cross out the ones that don't make sense.

duck	luck	nuck	stuck	sluck	truck
just	must	kust	trust	crust	grust
jump	bump	pump	drump	thump	stump

8 Finish the words by writing the letter or letters for u o – Use u, ooe.
or Write one of these words for each picture.

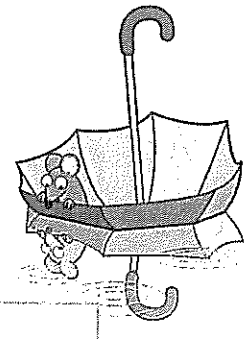
d__ck s__me __ther tr__ck m__ney

l__ve d__s d__ne __nder br__sh

_____

_____

9 Finish the words to match the clues.
Write the letter or letters for one sound in each box.



used to buy things | m | | |

comes after spring | s | | |

10 lots of 10 | h | | | | |

▶ For the Extra Challenge turn to page 82.

5B - Walruses 5L - Red

Week 2, Term 2		u o umbrella monkey	G3

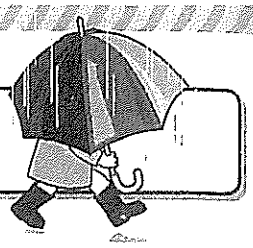
Words	Monday	Tuesday	Wednesday	Thursday
come				
some				
must				
under				
coming				
love				
rush				
such				
junk				
son				
won				
money				

Walruses / Red

Words	Monday	Tuesday	Wednesday	Thursday
above				
month				
lunch				
front				
colour				
young				
enough				
country				
doesn't				
number				
double				
untrue				
Monday				

Unit 11

u o umbrella monkey



List Words

come _____
some _____
must _____
under _____
coming _____
love _____
rush _____
such _____
junk _____
son _____
won _____
money _____
above _____
month _____
lunch _____
front _____
colour _____
young _____
enough
country
doesn't
number
double
untrue
Monday

_____
_____
_____
_____
_____

1 **Circle** the letters that represent u o in the List Words.

2 **Write** any other letters that can represent u o on the Grapheme Chart.
Write one word example for each.

3 **Write** one stroke for every sound in each List Word with a line beside it, for example *sunk* IIII; *honey* IIII.

Grapheme Chart

letters	words

4 **Write** words that rhyme.

must	lump	junk	lunch
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5 **Colour** the letter **o** if it represents u o in these words.

won home frog front flower colour only forget

6 **Complete** the List Words in each sentence. **Write** the words you have made on the lines.

What is the last _ o _ _ _ of the year? _____
He held the umbrella _ _ o _ _ me. _____
My son found the _ o _ _ _. _____
Are you _ o _ _ _ _ to the country with us? _____
He won every race on _ o _ _ _ _. _____
Come here and stand in _ _ o _ _ of me. _____

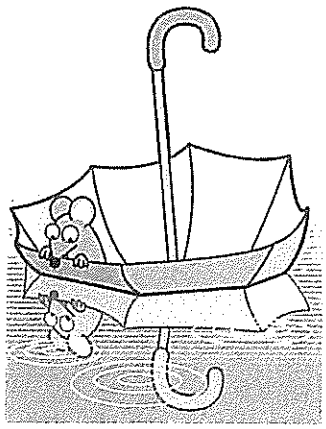
7 **Complete** the List Words in each sentence. **Write** the words you have made on the lines.
☆ Sometimes the letters ou represents u o.

If you _ ou _ _ _ four you get eight. _____
I have had _ _ ou _ _ for lunch. _____
The opposite of old is _ ou _ _. _____
Australia is a _ ou _ _ _ _. _____

8 **Rewrite** these words adding **s** or **es** to each one. **Write** your words in alphabetical order.

Turn to 5a page 78.

bus	_____	1.	_____
bunch	_____	2.	_____
number	_____	3.	_____
buzz	_____	4.	_____
rush	_____	5.	_____
colour	_____	6.	_____



9 **Circle** the prefix in each word. The first one is done for you.

Prefixes are added to the start of words to change their meaning.

(un)happy midnight overnight preview

upstairs refill supermarket

10 **Write** words starting with **un** to match the meanings.

The prefix un can mean *the opposite of* or *not*. For example **unhappy** means *not happy*; **unlock** means *the opposite of lock*.

not sure	_____	opposite of done	_____
not true	_____	opposite of lucky	_____
not known	_____	opposite of tidy	_____

11 **Finish** the words with **u**, **o**, **ou** or **oe** to represent u o. **Write** the words you have made on the lines.

s___ch ___nder y___ng c___lour d___sn't c___ntry

d___s m___nth d___ble n___mber en___gh c___ming

_____

_____

Challenge

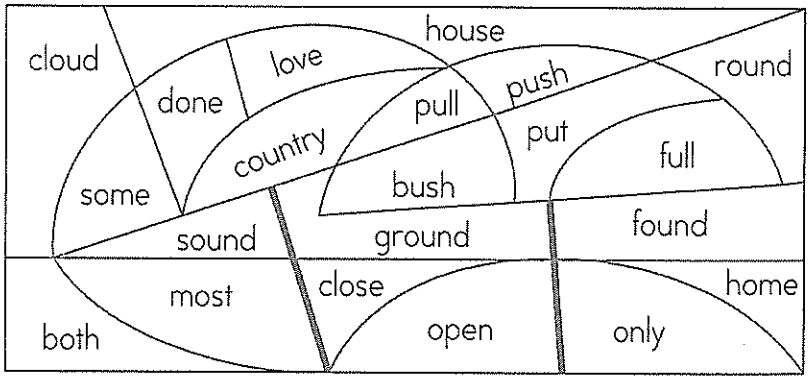
Colour the parts of the picture with:

u o words *green*,

oa o_e ow o words *yellow*,

oo u words *red*,

ou ow words *blue*.



For the Extra Challenge turn to page 82

SB- Seagulls SJ- Orange

Week 2. Term 2		u o umbrella monkey	G4

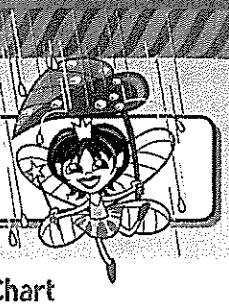
Words	Monday	Tuesday	Wednesday	Thursday
such				
hunt				
lucky				
funny				
hurry				
ugly				
young				
none				
bucket				
someone				
tough				
rough				

Seagulls Orange

Words	Monday	Tuesday	Wednesday	Thursday
enough				
cover				
dozen				
uncle				
doesn't				
country				
flood				
double				
Sunday				
Monday				
number				
upstairs				
suddenly				

Unit 11

u o umbrella monkey



List Words

such _____
hunt _____
lucky _____
funny _____
hurry _____
ugly _____
young _____
none _____
bucket _____
someone _____
tough _____
rough _____
enough _____
cover _____
dozen _____
uncle _____
doesn't _____
country _____
flood
double
Sunday
Monday
number
upstairs
suddenly

_____
_____
_____
_____
_____
_____

1 **Circle** the letters that represent (u o) in the List Words.

2 **Write** any other letters that can represent (u o) on the Grapheme Chart.
Write one word example for each.

3 **Write** one stroke for every sound in each List Word with a line beside it, for example *grunt* IIIII; *number* IIIII.

Grapheme Chart

letters	words

4 **Write** List Words that rhyme with these words.

much _____ Sunday _____ blunt _____

curry _____ sung _____ fun _____

blood _____ trouble _____ cuff _____

5 **Colour** the letter **o** if it represents (u o) in the word.

home	love	moist
front	corner	some
low	money	colour

6 **Colour** the letters **ou** if they represent (u o) in the word.

cloud	south	house
touch	cousin	couple
tough	count	trouble

7 **Finish** the words with **u, o** or **ou** to represent (u o). **Write** some of your words as synonyms for the words below.

Turn to (12) page 79.

l___cky	en___gh	___ncle	d___zen	h___rry	S___nday
c___ver	c___ntry	___gly	d___ble	f___nny	M___nday

fortunate _____ sufficient _____

nation _____ twelve _____

humorous _____ unattractive _____

twice _____ rush _____

8 **Write** **dd, nn, oo** or **rr** to make (u o) words. **Write** the words in alphabetical order.

hu___y	fu___y	1. _____	4. _____
fl___d	su___enly	2. _____	5. _____
bl___d	su___y	3. _____	6. _____

9 **Join** the word beginnings and endings to make List Words.

s	unt	
h	ough	
y	ood	
n	uch	
t	oung	
fl	one	

up	er	
does	et	
cov	n't	
buck	ough	
num	stairs	
en	ber	

10 **Follow** the pattern in each box. Watch your spelling.

Turn to 3a, 4a and 5a, page 78.

bus	buses
lunch	
rush	

puppy	puppies
hurry	
country	

monkey	monkeys
Sunday	
Monday	

11 **Add** the word **some** to these words to make as many compound words as you can.

some + one, who, were, body, times, how, when, where, thing

12 **Write** words starting with **under** to match these meanings.

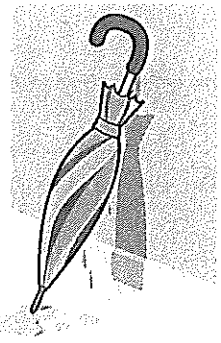
The prefix **under** can mean *under*, *below* or *beneath*. For example, **underground** means *under the ground*.

clothes you wear under other clothes

make a line beneath

under the arm

pants worn under the clothes



Challenge

Find smaller words in the boxed words to match the clues, for example opposite of *night* – Monday day.

a number	none		above	cover	
to sleep	dozen		have a go	country	
can't feel it	number		say numbers	country	
female deer	doesn't		breathe this	upstairs	
24 hours	Monday		our nearest star	Sunday	

For the Extra Challenge turn to page 82.

Week 2. Term 2		5B - Guinea Pigs 5J - ~~Blue~~ Watermelons 5L - Blue u o umbrella monkey	G5

Words	Monday	Tuesday	Wednesday	Thursday
scrubbed				
someone				
study				
thunder				
blood				
touch				
nothing				
adult				
among				
funnel				
trouble				
current				

Guinea Pigs
Watermelons
Blue

Words	Monday	Tuesday	Wednesday	Thursday
currant				
cousin				
cupboard				
courage				
culture				
suction				
justice				
discovery				
conductor				
construction				
uncomfortable				
circumference				
multicultural				

Unit 11

u o umbrella monkey

List Words
scrubbed
someone
study
thunder
blood
touch
nothing
adult
among
funnel
trouble
current
currant
cousin
cupboard
courage
culture
suction
justice
discovery
conductor
construction
uncomfortable
circumference
multicultural

Grapheme Chart

grapheme	word

1 **Colour** the graphemes that represent u o in the List Words.

2 **Turn** to page 80. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent u o on the Grapheme Chart. **Write** one word example for each.

4 **Cross** out the words where you hear u o.
Answer the question that is left.

Would your mother father comfort coming let you use amongst a muddy bone flood cultural on the discouraged floor in the loungeroom as a touched football? _____

5 **Write** List Words with u o in the following positions in the words.

1st and 4th _____ 2nd and 5th _____ 4th _____

4th _____ 5th _____ 5th _____

6 **Fill** in the empty sound boxes to represent the sounds in these words.
Colour the correct graphemes for the words.

a d dd ☐ l ll t tt — adult

n nn kn ☐ th i ng n — nothing

f ff ph u o ☐ er ar or a e i o u l ll — funnel

th u o n nn kn d dd ☐ — thunder

s ss se ce x(ks) c t tt u o d dd ☐ — study

s ss se ce x(ks) c u o k c q ck x(ks) ch ☐ er ar or a e i o u n nn kn — suction

7 **Write** graphemes to represent u o to finish these words.

tr___ble c___rrent c___sin am___ng c___rage c___rrant

circ___mference c___lture bl___d j___stice ___nc___mfortable

8 **Write** the base words from which these words have been built.
Check List Words and your dictionary for correct spelling.

suction	____	funnelled	____	discovery	____
student	____	currently	____	troublesome	____
bloodiest	____	conductor	____	multicultural	____
adulthood	____	courageous	____	uncomfortable	____
untouchable	____	thunderous	____	construction	____

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9 **Colour code** one word part from each column to form List Words. **Write** the words on the lines.

a	el
ad	rrent
cul	mong
funn	tion
suc	ult
cu	ture

_____
_____
_____
_____
_____
_____

10 **Rearrange** each row of word parts to form List Words.

tion struc con _____

ti cul mul ral tu _____

ta un for ble com _____

duc con tor _____

11 **Finish** the following sentences containing words beginning with the prefix **multi**. ★ The prefix **multi** means *many*.

A **multi**coloured flag would have many _____.

A **multi**millionaire would be a person with many _____.

Australia is a **multi**cultural country because the people come from many _____.

A **multi**national organisation would have members from many _____.

12 **Write** List Words that have been made from the following Latin root words.

circum	curro cursus	duco ductus	justus	struo structus
means round	means I run	means I lead	means just, fair, right	means I build
_____	_____	_____	_____	_____

Challenge

Use the Sample Code to decode the homophones. **Write** the homophones in the sentences below. **Use** your dictionary to help with meanings.

Sample Code:

4	1	26	26	12	5
d	a	z	z	l	e

3 21 18 18 5 14 20	3 21 18 18 1 14 20	4 9 19 7 21 19 20	4 9 19 3 21 19 19 5 4
_____	_____	_____	_____
13 21 19 3 12 5 19	13 21 19 19 5 12 19	13 21 19 20 1 18 4	13 21 19 20 5 18 5 4
_____	_____	_____	_____
19 3 21 12 12	19 11 21 12 12	20 18 21 19 19 5 4	20 18 21 19 20
_____	_____	_____	_____
18 15 21 7 8	18 21 6 6	12 21 13 2 5 18	12 21 13 2 1 18
_____	_____	_____	_____

While trying to _____ the canoe against the current, I slipped and cracked my _____.

The men ate ham and _____ sandwiches for lunch after they had _____ the cattle.

We ate _____ buns as we floated down the river in a raft, pulled by a gently flowing _____.

My uncle didn't _____ us after we _____ him up with rope and ran away laughing.

The adults left the meeting in _____ when they heard what was being _____.

The boys needed strong _____ to pull in the heavy net full of _____ we ate for tea.

The _____ of coarse material in my costume, felt very _____ against my neck.

The timber mill worker damaged _____ discs in his back as he lifted a heavy load of _____.

▶ For the Extra Challenge turn to page 90.

ISBN 978 1 74135 160 6

Week 2. Term 2		SB - Cockatoos SL - Green SJ - Strawberries	u o umbrella monkey	G5E

Words	Monday	Tuesday	Wednesday	Thursday
abundant				
accompany				
cultivation				
culturally				
currently				
encouragement				
funnelled				
multiplied				
muscular				
occurrence				
publication				
publicity				

Cocktails
Green
Strawberries

Words	Monday	Tuesday	Wednesday	Thursday
publisher				
punctual				
reluctant				
studying				
thoroughly				
troublesome				
untouchable				
worrying				

Unit 11

u o umbrella monkey

List Words
scrubbed
someone
study
thunder
blood
touch
nothing
adult
among
funnel
trouble
current
currant
cousin
cupboard
courage
culture
suction
justice
discovery
conductor
construction
uncomfortable
circumference
multicultural

1 **Colour** the graphemes that represent u o in the List Words.

2 **Turn** to page 80. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent u o on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Cross** out the words where you hear u o.
Answer the question that is left.

Would your mother father comfort coming let you use amongst a muddy bone flood cultural on the discouraged floor in the loungeroom as a touched football? _____

5 **Write** List Words with u o in the following positions in the words.

1st and 4th _____ 2nd and 5th _____ 4th _____

4th _____ 5th _____ 5th _____

6 **Fill** in the empty sound boxes to represent the sounds in these words.
Colour the correct graphemes for the words.

a | d dd | ☐ | l ll | t tt

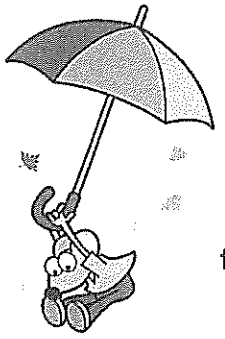
n nn kn | ☐ | th | i | ng n

f ff ph | u o | ☐ | er ar or a e i o u | l ll

th | u o | n nn kn | d dd | ☐

s ss se ce x(ks) c | t tt | u o | d dd | ☐

s ss se ce x(ks) c | u o | k c q ck x(ks) ch | ☐ | er ar or a e i o u | n nn kn



adult
nothing
funnel
thunder
study
suction

7 **Write** graphemes to represent u o to finish these words.

tr___ble c___rrent c___sin am___ng c___rage c___rrant

circ___mference c___lture bl___d j___stice ___nc___mfortable

8 **Write** the base words from which these words have been built.
Check List Words and your dictionary for correct spelling.

suction ____	funnelled _____	discovery _____
student _____	currently _____	troublesome _____
bloodiest _____	conductor _____	multicultural _____
adulthood _____	courageous _____	uncomfortable _____
untouchable _____	thunderous _____	construction _____

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9 **Colour code** one word part from each column to form List Words. **Write** the words on the lines.

a	el
ad	rrent
cul	mong
funn	tion
suc	ult
cu	ture

_____
_____
_____
_____
_____
_____

10 **Rearrange** each row of word parts to form List Words.

tion struc con _____

ti cul mul ral tu _____

ta un for ble com _____

duc con tor _____

11 **Finish** the following sentences containing words beginning with the prefix **multi**. ★ The prefix **multi** means *many*.

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means round	means I run	means I lead	means just, fair, right	means I build

_____ _____ _____ _____ _____

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3 21 18 18 5 14 20	3 21 18 18 1 14 20	4 9 19 7 21 19 20	4 9 19 3 21 19 19 5 4
_____	_____	_____	_____
13 21 19 3 12 5 19	13 21 19 19 5 12 19	13 21 19 20 1 18 4	13 21 19 20 5 18 5 4
_____	_____	_____	_____
19 3 21 12 12	19 11 21 12 12	20 18 21 19 19 5 4	20 18 21 19 20
_____	_____	_____	_____
18 15 21 7 8	18 21 6 6	12 21 13 2 5 18	12 21 13 2 1 18
_____	_____	_____	_____

While trying to _____ the canoe against the current, I slipped and cracked my _____.

The men ate ham and _____ sandwiches for lunch after they had _____ the cattle.

We ate _____ buns as we floated down the river in a raft, pulled by a gently flowing _____.

My uncle didn't _____ us after we _____ him up with rope and ran away laughing.

The adults left the meeting in _____ when they heard what was being _____.

The boys needed strong _____ to pull in the heavy net full of _____ we ate for tea.

The _____ of coarse material in my costume, felt very _____ against my neck.

The timber mill worker damaged _____ discs in his back as he lifted a heavy load of _____.

▶ For the Extra Challenge turn to page 90.

ISBN 978 1 74135 160 6

Creatures and Their Young

dog – pup ; cat – kitten ; rabbit – kitten ;

cow – calf ; whale – calf ; elephant – calf ;

bear – cub ; leopard – cub ; koala – cub ;

goose – gosling ; duck – duckling ; owl – owlet ;

deer – fawn ; hare – leveret ; goat – kid ;

pig – piglet ; swan – cygnet ; sheep – lamb ;

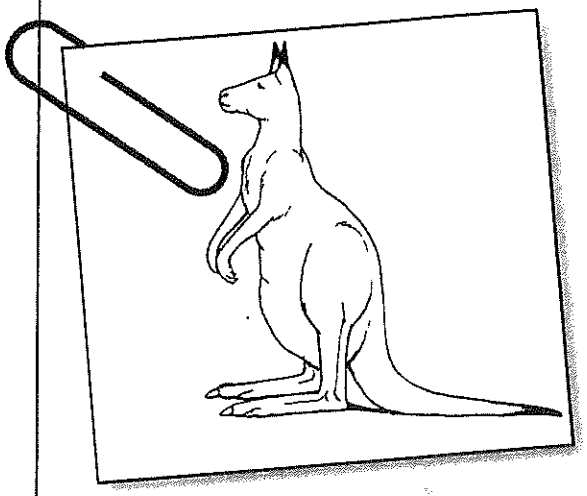
kangaroo – joey ; fish – fry ; eel – elver ;

eagle – eaglet ; horse – foal ; hen – chicken ;

bird – nestling ; bird – chick ; frog – tadpole ;

LOOKING AT *The Red Kangaroo*

Identify Yourself ▸ Name: ▸ Date:



The Kangaroo Family

Kangaroos are marsupial mammals and members of the macropod or 'big foot' family. Red kangaroos are the biggest type of kangaroo.

Habitat

Red kangaroos live in the hot dry centre of Australia.

Features and Appearance

Most male red kangaroos have reddish coloured fur and female red kangaroos have bluish grey fur and are sometimes called blue fliers. Red kangaroos have good eyesight, hearing and sense of smell. Using their powerful hind legs and long feet they can cover great distances in long bounds. They use their small front legs and their long, solid tails to balance when they are grazing or moving slowly. Male kangaroos can grow up to 1.8 metres tall and weigh up to 90 kilograms. Female kangaroos are shorter and lighter.

Diet

Red kangaroos rest in the shade during the heat of the day. They graze on a variety of grasses from the evening into the early morning. Usually they live in small groups but where food and water is good, the groups or mobs can be bigger.

Life Cycle

Female kangaroos give birth to small, hairless pink joeys which are the size of jellybeans. Joeys grow in their mothers' pouches for about seven months drinking their mothers' milk. Gradually they hop in and out of their mothers' pouches until they are too big for their mothers to carry them. Then they learn to run and hop and eat grass like their mothers.

Threats

When threatened by predators, adult kangaroos can often outrun their attackers. When cornered they will stand tall, balancing on their tails and will kick with their powerful legs. Eagles, dingoes, foxes and feral dogs prey on joeys that stray away from their mobs.

Did You Know?

The red kangaroo and emu are on the Australian coat of arms. The red kangaroo is also the mascot of Australian tourism.

The Red Kangaroo

Activity 1

Read about the red kangaroo on page six and answer the questions.

1. Which family does the kangaroo belong to?

_____

2. Describe the type of area that the red kangaroo inhabits.

_____

3. Why do you think that the red kangaroo doesn't eat or move around during the day?

_____

4. What is the main purpose of a kangaroo's long, thick tail?

_____

5. Explain these words:

marsupial _____

_____

mammal _____

_____

macropod _____

_____

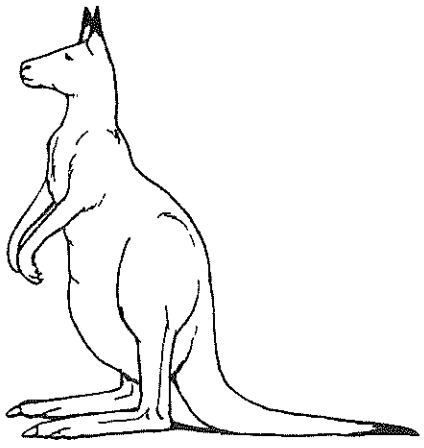
mob _____

_____

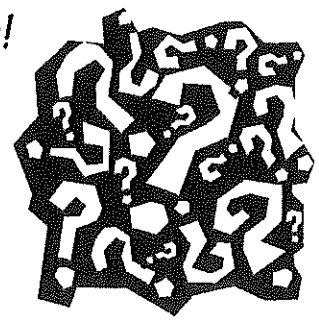
mascot _____

_____

Label three main features of the red kangaroo.



Extra!



Why do you think that the red kangaroo was chosen to be Australia's tourism mascot?

_____

_____

_____

The Red Kangaroo

Activity 2

Read about the red kangaroo on page six and answer the questions.

1. How does the red kangaroo camouflage itself?

_____

2. Which birds or animals might prey on a small joey who is just out of its mother's pouch and has strayed away from its mother?

_____

3. Circle the footprint that is most likely to belong to the kangaroo.

4. List three ways that the red kangaroo protects itself.

Complete the food chain below by drawing in the boxes.

Ready-Ed Publications

The Red Kangaroo

Activity 3

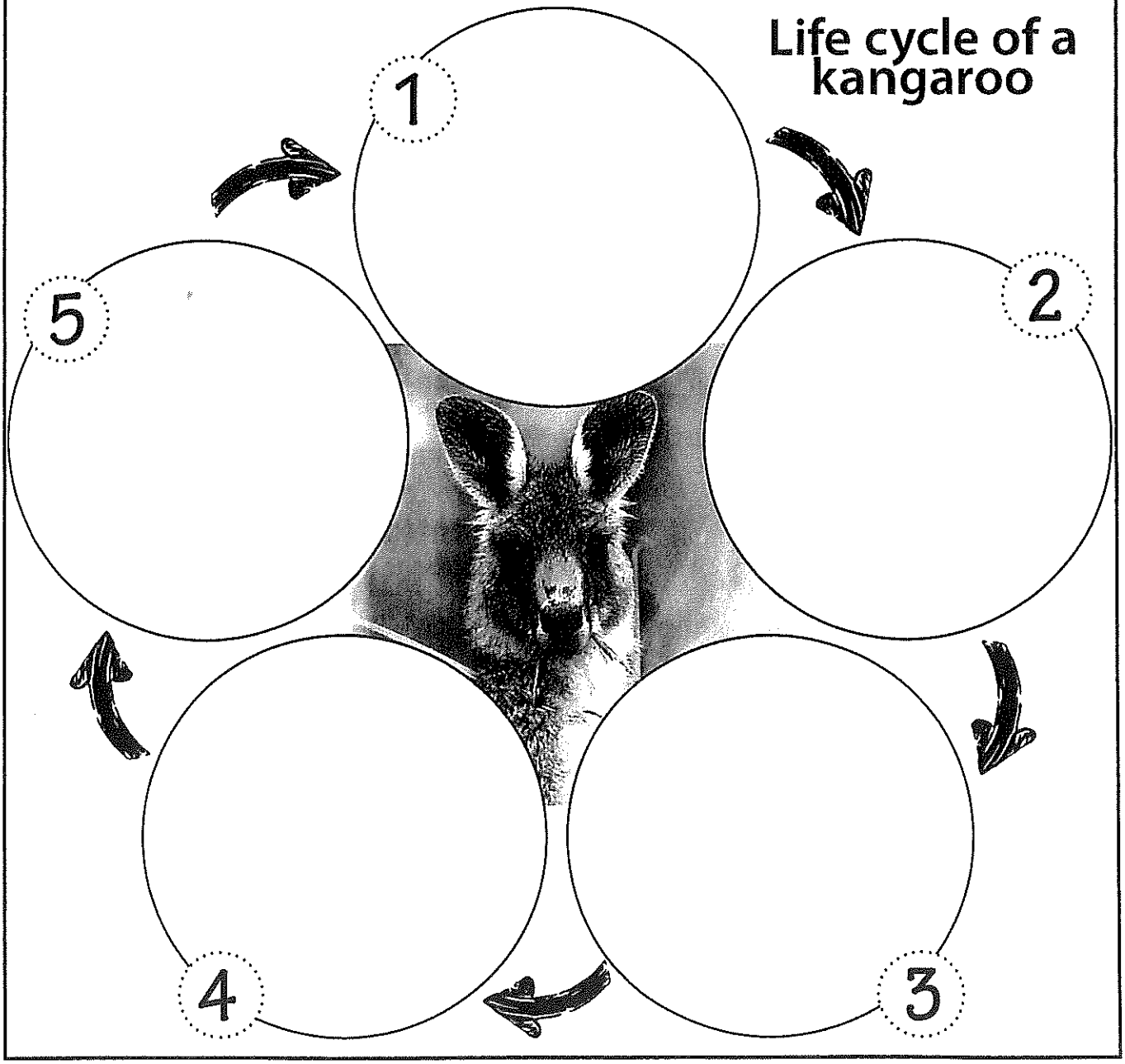
Read the points and then write them in the correct order in the circles provided, to show the life cycle of a kangaroo.

Use the information on page six to help you if you get stuck.

POINTS

- The pink, hairless joey is born and crawls into its mother's pouch.
- The joey hops in and out of its mother's pouch as it gets bigger.
- When the joey is too big for its mother's pouch, it stays near its mother on the land.
- The joey drinks milk from its mother and grows in the pouch.
- The joey leans out of the pouch to eat grass like its mother.

Life cycle of a kangaroo



Note: Before you begin to read the text, answer Question 1 on the opposite page.

ZOOS: OLD AND NEW

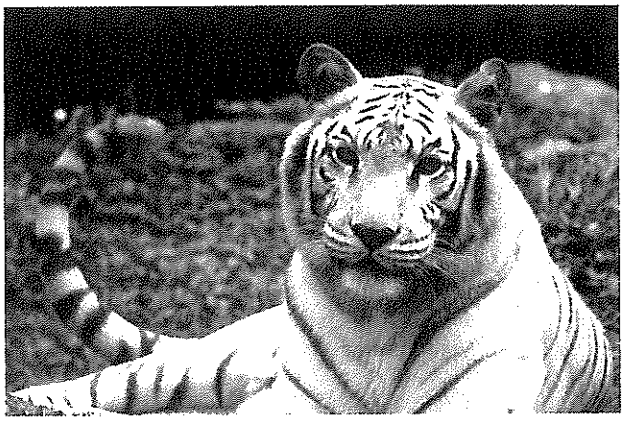
The first zoo we know of was in Egypt around 1500 BC. It belonged to Queen Hatshepsut. She received wild animals as gifts from her army when the soldiers returned from lands they had conquered.

Before modern zoos, some rich people had collections of animals called menageries. In most menageries, animals were kept in small, dirty cages. In modern zoos, animals are kept in areas that look more like their natural habitats. This change took place slowly. For many years, zoos kept animals in cages, and some zoos still do. However, people often speak out against a zoo if its animals are kept in small enclosures.

Long ago, the purpose of zoos was to let people see rare animals that came from distant places which most people could never visit. Today, there are additional reasons for zoos. Many animal species are endangered. This means that they are at risk of becoming extinct. Some animals no longer exist in the wild at all, only in captivity. Zoologists try to breed the captive animals, and eventually be able to return each species to its native habitat. Yet they are not always able to do this as sometimes the habitat has been destroyed due to changes in land use.

A cage in a menagerie from long ago

At one time, hunters captured and sold animals to zoos. While this still occurs on a lesser scale, animals are usually sold or traded between zoos. Many nations have passed laws against the capture of wild animals. Most zoo animals have been born and raised in captivity.



An endangered white tiger in captivity

People concerned with animal rights don't like zoos. Others feel that zoos care for and protect the animals. They argue it is why many exotic species survive today.

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Focus: *Predicting - Predicting and Confirming*

Always look at the title and pictures before you read a text. By drawing on your subject and concept knowledge, you will be able to predict what the text will be about.

1 *Scan the title and pictures. Make a prediction as to what you think the text will be about.*

2 *Read the text. Was your prediction correct?*

Literal Questions

3 *Where was the first zoo?*

4 *Who did it belong to?*

5 *How did she aquire the animals?*

6 *What do zoologists try to do?*

7 *Many nations have passed laws against what?*

8 *According to the text, zoos are not liked by who?*

Focus: *Monitoring - Re-reading and Reading On to Make Decisions About Unknown Words*

If you come to a new word that you do not know, re-read the sentence it is in. If that doesn't work, keep reading. Information that comes after the word may give you a clue as to its meaning.

9 *Read paragraph three. Write what you think the words below mean.*

a captivity:

b endangered:

Inference Questions

10 *How may zoos help some exotic species avoid extinction?*

11 *Why do you think only rich people had menageries? Explain.*

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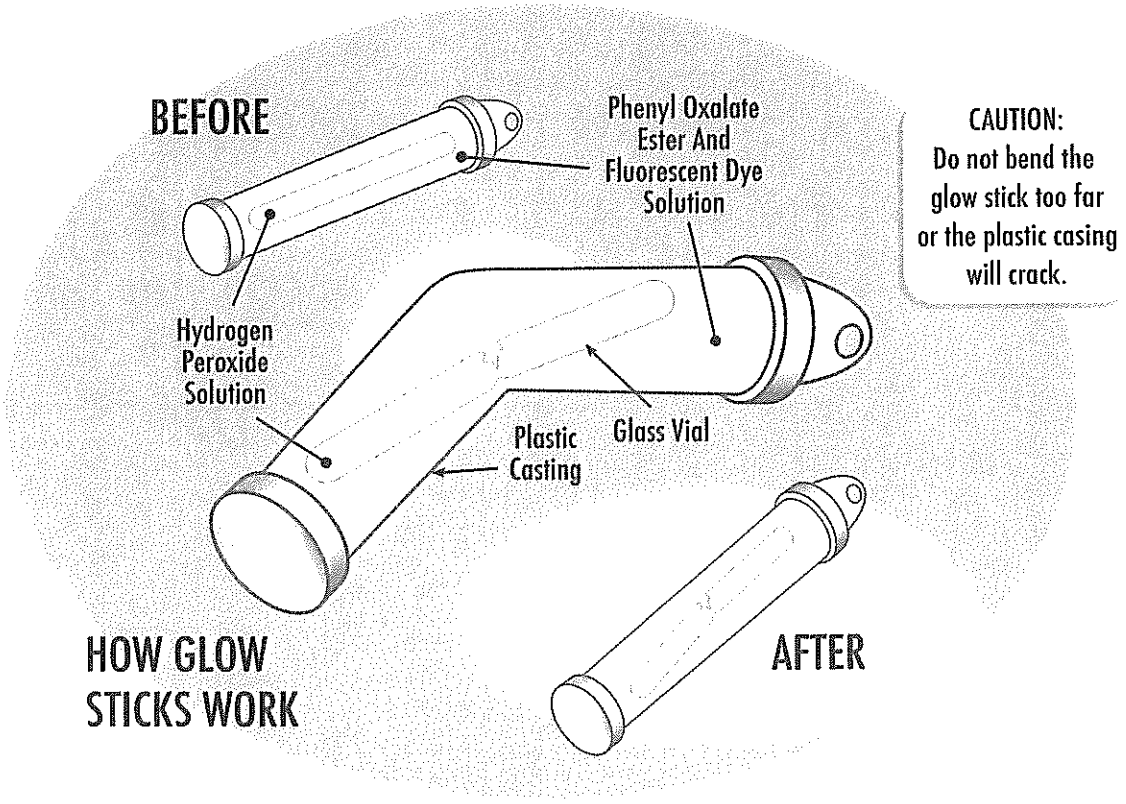
What are Glow Sticks?

Glow sticks seem to be anywhere that there's a big crowd of people. You can buy them at fairs, circuses, amusement parks and concerts. But what are glow sticks and how do they work?

Most light comes from energy. Different kinds of energy make different kinds of light. The light that comes from a light bulb is different to the light that comes from a TV or a neon light. The light that comes from glow sticks comes from a chemical reaction.

The outside of a glow stick is made of plastic. It's filled with a chemical called *phenyl oxalate ester*. Inside the glow stick is a small glass vial filled with *hydrogen peroxide*, which is a common household chemical. When you bend the glow stick, the glass vial breaks. The two chemicals mix, causing a chemical reaction. This reaction creates energy which makes the stick glow. Fluorescent dyes within the stick make different coloured lights.

It's too bad that glow sticks don't glow for very long. If you put one in very hot water for about a minute, it will glow brighter for a while. But if you want to use your glow stick the next day, put it in the freezer. Although that won't stop the light from fading, it will make it last quite a bit longer.



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Literal Questions

1 *Where can you buy glow sticks?* _____

2 *Where does most light come from?* _____

3 *What is the outside of a glow stick made from?* _____

4 *What does the inside of a glow stick contain?*

_____

_____

5 *What happens when you bend a glow stick?*

_____

_____

Focus: *Interpreting Different Graphics and Illustrations*

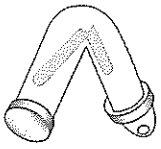
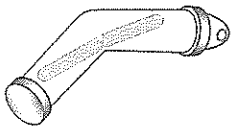
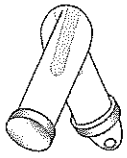
Always look at the pictures, maps or diagrams before you read the text. They will give you clues as to what the text will be about. They will also provide supporting information and extra details about the topic when you finish reading the text.

Use the diagram to answer the following questions. Tick your answers.

6 *Where is the fluorescent dye solution found?*

a ☐ inside the glass vial b ☐ outside the glass vial

7 *Tick the angle that the illustration suggests you bend the glow stick at.*

a ☐  b ☐  c ☐ 

8 *In how many places does the glass vile need to be broken?*

a ☐ ten b ☐ three c ☐ one d ☐ two

Inference Questions

9 *Are glow sticks only made in one colour? Explain.*

_____

_____

10 *The purpose of this text is to* (entertain) (persuade) (explain)

11 *Do you think it would be difficult to find hydrogen peroxide? Explain.*

_____

_____

12 *What do you think the hole in the top of the glow stick is for?*

_____

Late!

Punctuation The passage needs 20 capital letters, 13 full stops, 2 question marks and 4 commas. Put them in using a different colour for each type of punctuation mark.

Words Highlight 10 nouns. If they are proper nouns underline them also.

Usage There are 15 words that have been used incorrectly. Circle them and write the correct words on the lines as shown in the example.

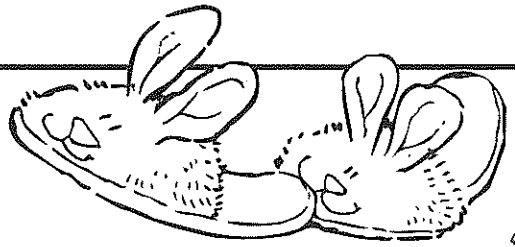
1

jessica crept too the classroom door she had come two school late the past to days today was wednesday and she was late again what would mr nutter do would she be kept in buy him she knocked every gently on the door mr nutter sprang from his chair he opened the door he asked her why she were late jessica explained that she had too by her mother some slippers at the shop she had become tangled up in a ball off wool it had took the ladies at the shop half an our to free her she brought the slippers at the shop and bought them too school mr nutter told her two sit she got out her rubber ruler pencil glue sharpener and scissors and began the lesson

2

Usage

1. to
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____



3

Sort these words from the story into nouns and verbs.

crept ruler school chair glue told tangled pencil wool knocked asked opened

Nouns	Verbs

Direct Speech

When we use the actual words said by a speaker we enclose them using speech marks (quotation marks). These can be either single (‘...’) or double (“...”). Note the punctuation used in the examples below.

Speaker First

Amanda said, ‘My budgie loves singing.’ — Statement
Alfred shouted, ‘Look out!’ — Exclamation
Natalie asked, ‘May I have another lettuce leaf?’ — Question

Speaker Last

‘My budgie loves singing,’ said Amanda. — Statement
‘Look out!’ shouted Alfred. — Exclamation
‘May I have another lettuce leaf?’ asked Natalie. — Question

Broken Quotation

‘May I,’ asked Natalie, ‘have another lettuce leaf?’

Titles

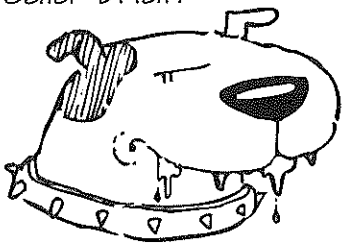
When a speaker includes the name of a book, film etc., these must be enclosed in quotation marks. Single and double quotation marks should be used alternately in such cases.
‘I have found the book “How To Sit On A Chair” very interesting,’ said Ron.

Paragraphing

Whenever a new speaker talks in a dialogue a new line should be started.
Remember - new speaker, new line!

Punctuate the dialogue below.

this meat loaf looks so chumpy you could carve it said brian



its the finest we have ever eaten said gregory

i have had six chunks already drooled matthew

i would like another chunk said terry

hurry up said kate because the film gone with the mind starts on television in one minute

grrrrr growled rover with foam appearing in the corners of his mouth

the teacher asked the children what would you like to be when you grow up

sarah answered i would like to be a nurse

jonathon said i think im best suited to being a politician or used car salesman

john-ross joined in id like to be a garden gnome

i think said lara that id like to be a dancer

Verbs

Name _____ Grammar BLM 12

Action verbs express an action we can see.
For example: *work, run, sit.*

1. Sort the action verbs under the headings.

catching	studying	batting	browsing
roasting	fielding	cleaning	cooking
researching	peeling	reading	bowling

at a cricket match	in the library	in the kitchen
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Circle the action verb in the brackets.

a. The dog went straight out to (bury berry) the bone.

b. They tried to (pier peer) through the curtains.

c. The rocket (mist missed) its target.

d. It is rude to (stair stare) at other people.

e. Water supplies began to (lessen lesson) during the drought.

3. Unjumble the letters in brackets and write the action verb in the space.

a. Tomorrow the chickens should _____ from the eggs. (ahtch)

b. I was lucky the wasp did not _____ me. (ingst)

c. It is my job to _____ the clothes. (awsh)

d. Be careful your little brother does not _____ that toy. (wsallow)

e. I saw the dog _____ the fence. (umjp)

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Name BLM 16

Vital Verbs

Action verbs express an action we can see.

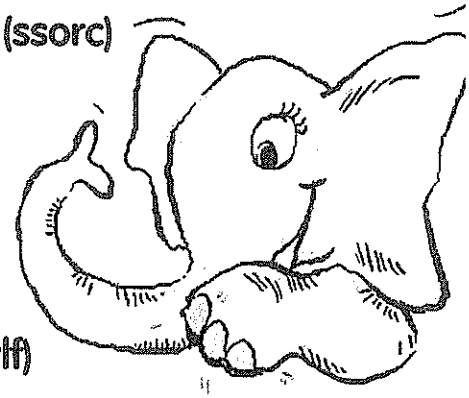
Each verb in brackets below is written backwards.
Write them correctly in the spaces to complete the jokes.

1. Why do elephants ..... large green hats? **(raew)**
   So they can ..... across golf courses without being seen. **(klaw)**

2. How do you make a witch ..... herself? **(hctarcs)**
   Take away her "w".

3. Why did the skeleton ..... the road? **(ssorc)**
   To get to the body shop.

4. What bird can ..... the heaviest weight? **(tfil)**
   A crane.



5. Why do birds ..... north in winter? **(ylf)**
   Because it's too far to ..... . **(klaw)**

6. Why did the elephant ..... her toenails red? **(tniap)**
   So she could ..... in the bowl of cherries. **(edih)**

7. Where does a vampire ..... his money? **(peek)**
   In the bloodbank.

8. Why were the elephants asked to ..... the public swimming baths? **(evael)**
   Because their trunks ..... down. **(llef)**

9. Why do toadstools ..... close together? **(worg)**
   They don't need mushroom.

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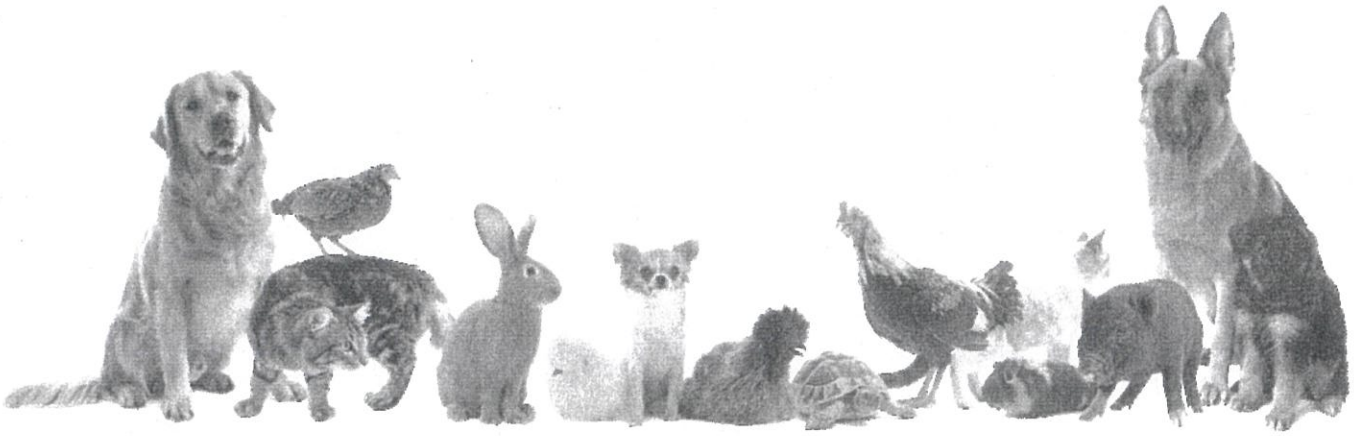
Week 2

All families should own a pet.



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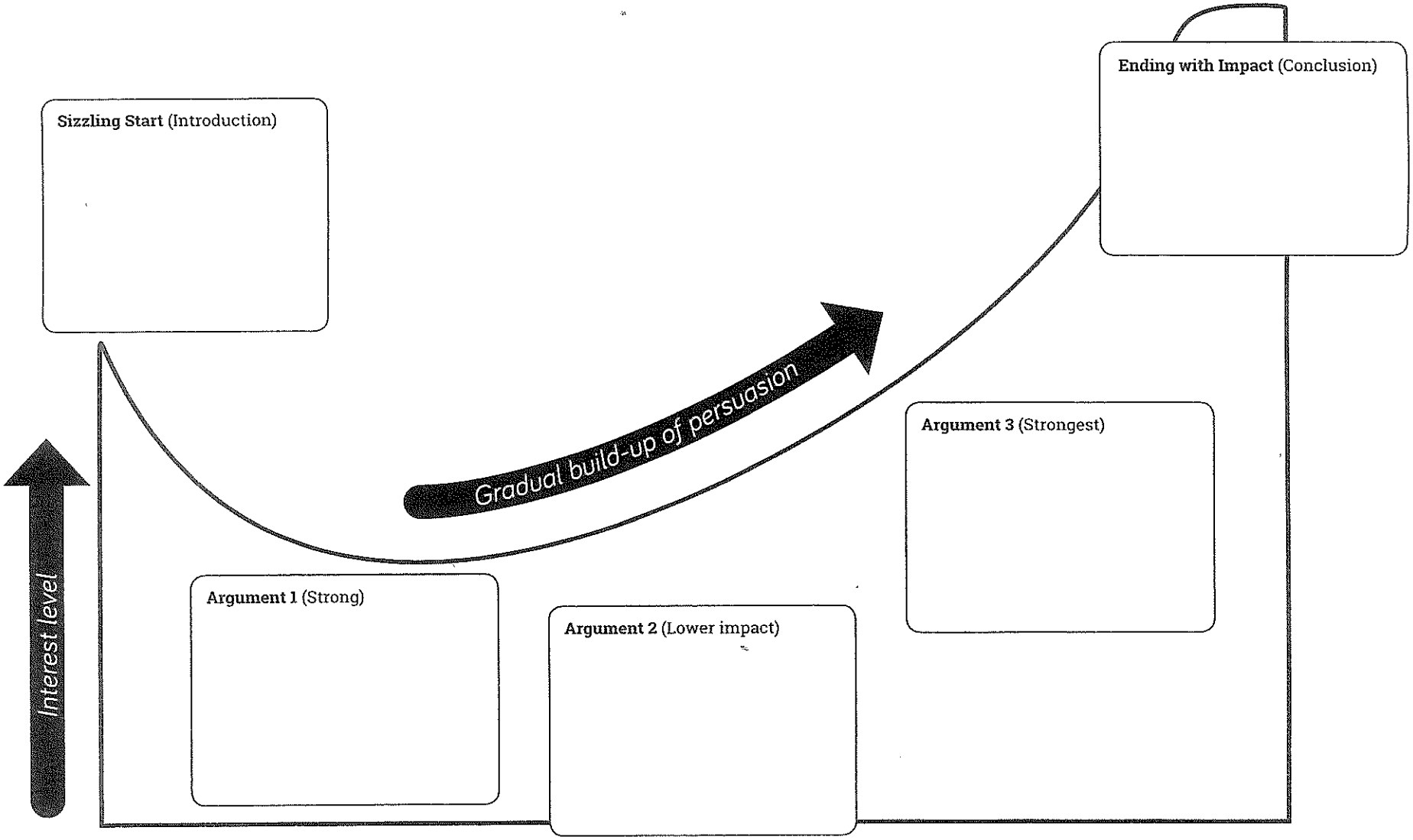

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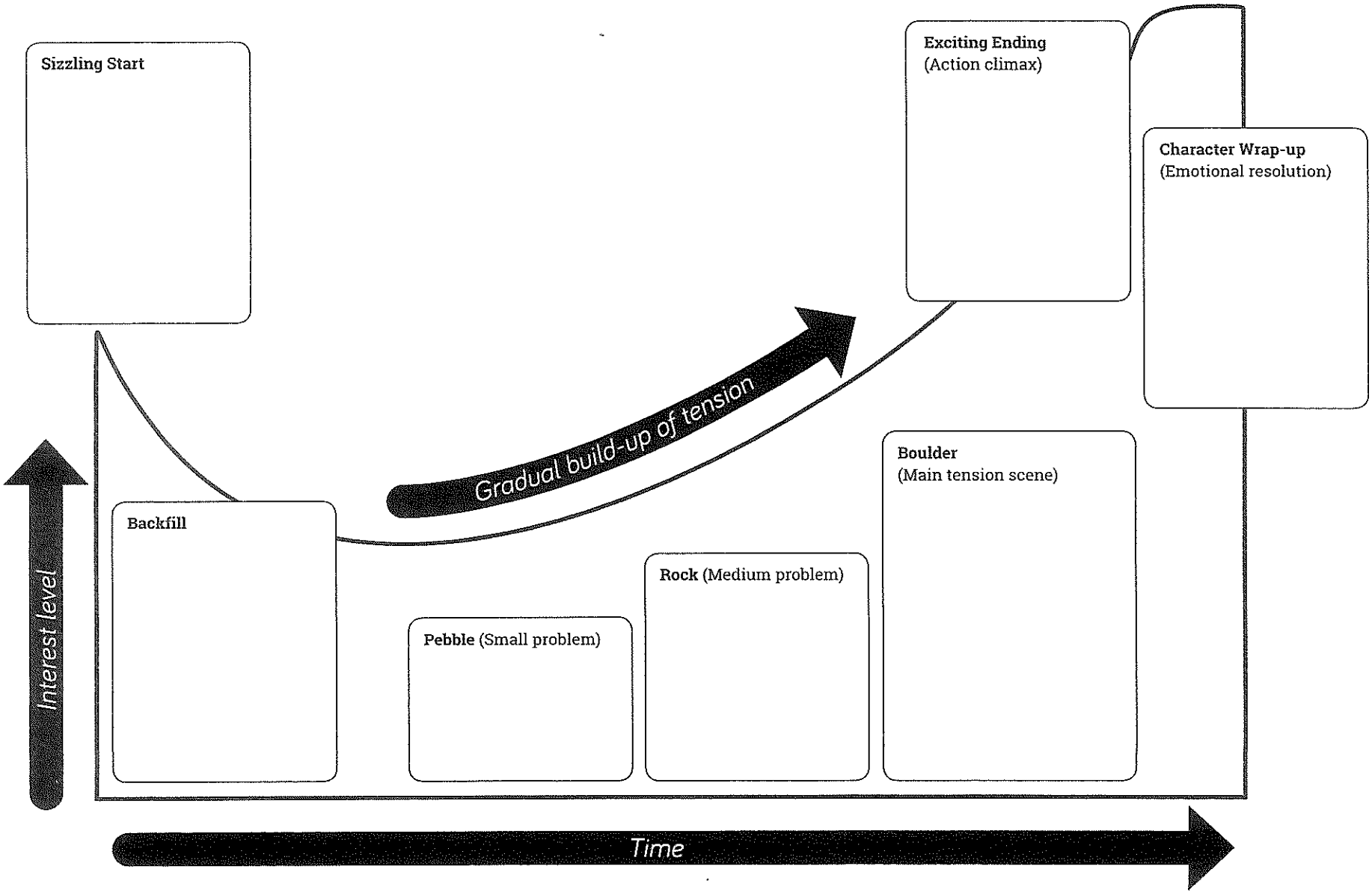

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Multiplication Tables – 7

0 x 7 = 0	7 x 0 = 0	0 ÷ 7 = 0	7 ÷ 1 = 7
1 x 7 = 7	7 x 1 = 7	7 ÷ 7 = 1	14 ÷ 2 = 7
2 x 7 = 14	7 x 2 = 14	14 ÷ 7 = 2	21 ÷ 3 = 7
3 x 7 = 21	7 x 3 = 21	21 ÷ 7 = 3	28 ÷ 4 = 7
4 x 7 = 28	7 x 4 = 28	28 ÷ 7 = 4	35 ÷ 5 = 7
5 x 7 = 35	7 x 5 = 35	35 ÷ 7 = 5	42 ÷ 6 = 7
6 x 7 = 42	7 x 6 = 42	42 ÷ 7 = 6	49 ÷ 7 = 7
7 x 7 = 49	7 x 7 = 49	49 ÷ 7 = 7	56 ÷ 8 = 7
8 x 7 = 56	7 x 8 = 56	56 ÷ 7 = 8	63 ÷ 9 = 7
9 x 7 = 63	7 x 9 = 63	63 ÷ 7 = 9	70 ÷ 10 = 7
10 x 7 = 70	7 x 10 = 70	70 ÷ 7 = 10	77 ÷ 11 = 7
11 x 7 = 77	7 x 11 = 77	77 ÷ 7 = 11	84 ÷ 12 = 7
12 x 7 = 84	7 x 12 = 84	84 ÷ 7 = 12	

63	56	49	57	42	35	21	28	84	77
70	9	42	55	21	58	61	65	66	70
77	5	28	54	7	59	52	49	56	63
84	6	35	21	14	60	64	42	67	68
21	5	10	11	50	48	47	35	69	17
28	35	42	51			46	28	27	37
4	3	49	52			45	21	67	47
70	63	56	53			7	14	12	37
63	2	1	37	36	34	38	39	40	41
56	49	42	35	28	33	35	42	49	43
12	13	36	30	21	32	28	31	56	44
15	16	19	22	77	84	21	30	63	70
17	18	20	23	24	25	26	27	29	7

Jim loves playing cricket. He is going to a test match to watch Bruce play. He is going to follow a path made up of numbers that are answers to seven times tables. Colour these numbers to show the route he follows. You can only travel up, down and across, not diagonally.

Speed Test – 59

Facts Tested: 7x, 7÷

1. 0 x 7= _____
2. 1 x 7 = _____
3. 2 x 7 = _____
4. 3 x 7 = _____
5. 4 x 7= _____
6. 5 x 7 = _____
7. 6 x 7= _____
8. 7 x 7 = _____
9. 8 x 7= _____
10. 9 x 7 = _____
11. 10 x 7 = _____
12. 11 x 7 = _____
13. 12 x 7 = _____
14. 7 lots of 0 = _____
15. 7 lots of 1 = _____
16. 7 lots of 2 = _____
17. 7 lots of 3 = _____
18. 7 lots of 4 = _____
19. 7 lots of 5 = _____
20. 7 lots of 6 = _____
21. 7 lots of 7 = _____
22. 7 lots of 8 = _____
23. 7 lots of 9 = _____
24. 7 lots of 10 = _____
25. 7 lots of 11 = _____
26. 7 lots of 12 = _____
27. 7 score = _____
28. 7 decades = _____ yrs
29. 7 dozen = _____
30. 7 ÷ 7 = _____
31. 14 ÷ 7 = _____
32. 28 ÷ 7 = _____
33. 77 ÷ 7 = _____
34. 56 ÷ 7 = _____
35. 84 ÷ 7 = _____
36. 42 ÷ 7 = _____
37. 21 ÷ 7 = _____
38. 35 ÷ 7 = _____
39. 63 ÷ 7 = _____
40. 49 ÷ 7 = _____
41. 70 ÷ 7 = _____
42. 7 x _____ = 28
43. 7 x _____ = 49
44. 7 x _____ = 70
45. 7 x _____ = 14
46. 7 x _____ = 35
47. 7 x _____ = 21
48. 7 x _____ = 56
49. 7 x _____ = 42
50. 7 x _____ = 63

Simon Stevin or Stevinus was a Dutch mathematician who lived in the 1500s. He invented the system we use today to write fractions based on the number 10. This system uses a decimal point to separate whole numbers from decimal fraction parts.

decimal point

whole number → 2 6 5 . 3 1 2 ← *decimal fraction*

My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____

I now know that _____

_____

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Speed Test – 60

Facts Tested: 7x, 7÷

Find the product of...

1. 7 and 4 _____
2. 7 and 8 _____
3. 7 and 11 _____
4. 7 and 5 _____
5. 7 and 9 _____
6. 7 and 0 _____
7. 7 and 6 _____
8. 7 and 12 _____
9. 7 and 10 _____
10. 7 and 7 _____
11. 7 and 3 _____
12. 0 x 7 = _____
13. 6 x 7 = _____
14. 11 x 7 = _____
15. 7 x 7 = _____
16. 12 x 7 = _____
17. 10 x 7 = _____
18. 3 x 7 = _____
19. 5 x 7 = _____
20. 4 x 7 = _____
21. 9 x 7 = _____
22. 8 x 7 = _____

Write the quotient for...

23. 84 ÷ 7 = _____
24. 77 ÷ 7 = _____
25. 21 ÷ 7 = _____
26. 35 ÷ 7 = _____
27. 70 ÷ 7 = _____
28. 63 ÷ 7 = _____
29. 28 ÷ 7 = _____
30. 42 ÷ 7 = _____
31. 56 ÷ 7 = _____
32. 49 ÷ 7 = _____
33. 7 x 2 = _____
34. 7 x 20 = _____
35. 7 x 200 = _____
36. 7 x 3 = _____
37. 7 x 30 = _____
38. 7 x 300 = _____
39. 7 x 4 = _____
40. 7 x 40 = _____
41. 7 x 400 = _____
42. 7 x 5 = _____
43. 7 x 50 = _____
44. 7 x 500 = _____
45. 7 x 6 = _____
46. 7 x 60 = _____
47. 7 x 600 = _____
48. 7 x 7 = _____
49. 7 x 70 = _____
50. 7 x 700 = _____

Decimal Fraction — The first column to the right of the decimal point stands for tenths. 0.1 means no whole things and one tenth, written as $^1/_{10}$.

What decimal fraction of this cake has spotty icing?

$\frac{6}{10}$ or _____

My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____

I now know that _____

_____

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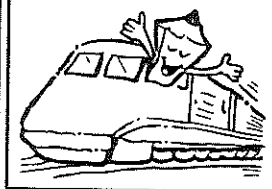
Speed Test – 61

Facts Tested: 7x

1. 7 lots of 7 = _____
2. 7 lots of 3 = _____
3. 7 lots of 10 = _____
4. 4 lots of 7 = _____
5. 1 lot of 7 = _____
6. 7 lots of 5 = _____
7. 7 lots of 7 = _____
8. 9 lots of 7 = _____
9. 5 lots of 7 = _____
10. 6 lots of 7 = _____
11. 7 lots of 8 = _____
12. 4 lots of 7 = _____
13. 7 lots of 12 = _____
14. 7 lots of 7 = _____
15. 2 lots of 7 = _____
16. 3 lots of 7 = _____
17. 6 lots of 7 = _____
18. 9 lots of 7 = _____
19. 8 lots of 7 = _____
20. 7 lots of 4 = _____
21. 7 lots of 2 = _____
22. 11 lots of 7 = _____
23. 7 lots of 6 = _____
24. 3 lots of 7 = _____
25. 7 lots of 2 = _____
26. Halve six = _____
27. Halve twenty = _____
28. Halve eighteen = _____
29. Halve twelve = _____
30. Halve sixteen = _____
31. 4 x 70 = _____
32. 6 x 70 = _____
33. 8 x 70 = _____
34. 12 x 70 = _____
35. 10 x 70 = _____
36. 2 x 70 = _____
37. 5 x 70 = _____
38. 7 x 70 = _____
39. 9 x 70 = _____
40. 3 x 70 = _____
41. 7 x _____ = 84
42. 7 x _____ = 35
43. 7 x _____ = 7
44. 7 x _____ = 56
45. 7 x _____ = 42
46. 7 x _____ = 63
47. 7 x _____ = 28
48. 7 x _____ = 70
49. 7 x _____ = 49
50. 7 x _____ = 21



Decimal Fractions — The second column in a decimal fraction stands for hundredths. 0.01 means no whole numbers, no tenths and 1 hundredth, written $^1/_{100}$. 0.23 means no whole numbers, two tenths (which is the same as twenty hundredths) and three hundredths or twenty-three hundredths altogether, written $^{23}/_{100}$.

My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____

I now know that _____

_____

Speed Test – 62

Facts Tested: 7x, 7÷

1. 6 times 7 = _____
2. 7 times 3 = _____
3. 7 times 7 = _____
4. 4 times 7 = _____
5. 3 times 7 = _____
6. 8 times 7 = _____
7. 7 times 12 = _____
8. 5 times 7 = _____
9. 9 times 7 = _____
10. 7 times 0 = _____
11. 7 times 8 = _____
12. 6 times 7 = _____
13. 10 times 7 = _____
14. 7 times 11 = _____
15. 7 times 5 = _____
16. 0 times 7 = _____
17. 7 times 9 = _____
18. 2 times 7 = _____
19. 4 times 7 = _____
20. 7 times 6 = _____

Write in 24-hr time...

21. 1.30 p.m. = _____
22. 4.15 p.m. = _____
23. 6.00 p.m. = _____
24. 6.30 a.m. = _____
25. 9.45 p.m. = _____

A = Acute O = Obtuse

26. 72° = _____
27. 98° = _____
28. 15° = _____
29. 89° = _____
30. 152° = _____
31. 91° = _____
32. 49 ÷ 7 = _____
33. 28 ÷ 7 = _____
34. 77 ÷ 7 = _____
35. 42 ÷ 7 = _____
36. 70 ÷ 7 = _____
37. 35 ÷ 7 = _____
38. 63 ÷ 7 = _____
39. 21 ÷ 7 = _____
40. 56 ÷ 7 = _____

	Length	Width	Area (m^2)
41.	5 m	6 m	m^2
42.	4 m	3 m	m^2
43.	7 m	5 m	m^2
44.	3 m	7 m	m^2
45.	3 m	6 m	m^2
46.	10 m	7 m	m^2
47.	8 m	7 m	m^2
48.	5 m	4 m	m^2
49.	7 m	7 m	m^2
50.	8 m	2 m	m^2

Decimal Fractions

The third column in a decimal fraction stands for thousandths.
0.003 means no whole numbers, no tenths, no hundredths and three thousandths, written $^3/_{1\,000}$.
Write these decimals fractions as thousandths.

1. 0.002 = _____
2. 0.005 = _____
3. 0.007 = _____
4. 0.009 = _____
5. 0.026 = _____
6. 0.075 = _____
7. 0.013 = _____
8. 0.067 = _____
9. 0.245 = _____
10. 0.316 = _____
11. 0.425 = _____
12. 0.718 = _____

My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____.

I now know that _____

_____

Super Speed Test – 63

Facts Tested: 7x, +, –

1. 1 x 7 = _____
2. 10 x 7 = _____
3. 2 x 7 = _____
4. 12 x 7 = _____
5. 7 x 12 = _____
6. 9 x 7 = _____
7. 7 x 7 = _____
8. 7 x 1 = _____
9. 7 x 9 = _____
10. 7 x 12 = _____
11. 7 x 7 = _____
12. 7 x 2 = _____
13. 8 x 7 = _____
14. 7 x 8 = _____
15. 7 x 7 = _____
16. 7 x 11 = _____
17. 8 x 7 = _____
18. 4 x 7 = _____
19. 7 x 3 = _____
20. 7 x 8 = _____
21. 7 x 4 = _____
22. 5 x 7 = _____
23. 7 x 5 = _____
24. 7 x 10 = _____
25. 7 x 6 = _____
26. 6 x 7 = _____
27. 3 x 7 = _____
28. 9 x 7 = _____
29. 11 x 7 = _____
30. 0 x 7 = _____
31. 7 x 10 = _____
32. 7 x 90 = _____
33. 7 x 20 = _____
34. 7 x 50 = _____
35. 7 x 80 = _____
36. 7 x 30 = _____
37. 7 x 120 = _____
38. 7 x 70 = _____
39. 7 x 40 = _____
40. 7 x 60 = _____
41. 7^2 = _____
42. 7 + 7 = _____
43. 700 + 7 = _____
44. 7 tens = _____
45. 7 ones = _____
46. 7 twos = _____
47. 7 fives = _____
48. 7 ones = _____
49. 7 sixes = _____
50. 70^2 = _____
51. 70 x 2 = _____
52. 70 x 3 = _____
53. 70 x 4 = _____
54. 70 x 7 = _____
55. 70 x 12 = _____
56. 70 x 8 = _____
57. 70 x 6 = _____
58. 70 x 11 = _____
59. 70 x 9 = _____
60. 70 x 5 = _____
61. 0 x 7 = _____
62. 10 x 7 = _____
63. 1 x 7 = _____
64. 11 x 7 = _____
65. 2 x 7 = _____
66. 12 x 7 = _____
67. 3 x 7 = _____
68. 7 x 3 = _____
69. 4 x 7 = _____
70. 7 x 4 = _____
71. 5 x 7 = _____
72. 7 x 5 = _____
73. 6 x 7 = _____
74. 7 x 6 = _____
75. 7 x 7 = _____
76. 7 x 8 = _____
77. 8 x 7 = _____
78. 7 x 10 = _____
79. 7 x 9 = _____
80. 9 x 7 = _____
81. 7 x 11 = _____
82. 7 x 12 = _____
83. 12 x 7 = _____
84. 11 x 7 = _____
85. 7 x 7 = _____
86. 84 ÷ 7 = _____
87. 8 + 7 = _____
88. 6 x 7 = _____
89. 7 – 6 = _____
90. 77 ÷ 7 = _____
91. 100 – 30= _____
92. 100 – 32= _____
93. 100 – 40= _____
94. 100 – 42= _____
95. 100 – 60= _____
96. 100 – 62= _____
97. 100 – 20= _____
98. 100 – 22= _____
99. 100 – 50 = _____
100. 100 – 52 = _____

My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____.

I now know that _____

_____.

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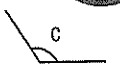
MONDAY

1. The time is *ten past*

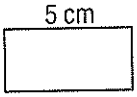
2. 

   Angle is obtuse and angle is acute.

3. 18 – 8 =

4. A X Y Z

   Which shape matches A?

5. 
   5 cm
   3 cm
   What is the perimeter?

6. If Renee, Hannah, Ava and Lauren each picked 5 rose petals, how many petals are there altogether? Write your answer as a number sentence.

7. Write *fifteen hundred and thirty eight* as a numeral.

8. 6^2 = x =

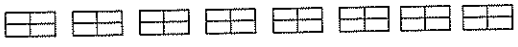
9. Is midnight at 12 am or 12 pm?

10. 730 = x 10

11. What is the eighth month of the year?

12. 600 + 700 =

13. Shade one quarter of these boxes.



14. 1300 – 100 =

15. What is the sum of 7 and 7?

16. 900 – 100 = 800
    900 – 150 = 750
    900 – 200 = 700

    900 – 250 =

17. 1 litre (L) equals how many millilitres (mL)?
    ☐ 10 mL ☐ 1000 mL

18. $2.50 + $0.25 =

19. How many 50c make up $3.50?

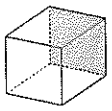
20. How many days are in the month of June?

MY SCORE

TUESDAY

1. The time is *ten past*

2. If 30 ÷ 3 = , then
   3 x = 30.

3. Name this 3-D shape. 

4. 8, $7\frac{1}{2}$, 7, $6\frac{1}{2}$, 6, $5\frac{1}{2}$, , $4\frac{1}{2}$

5. 1000 + 200 + 30 + 4 =

6. *(Roman numeral)* IV =

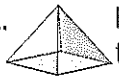
7. Do you sleep horizontally or vertically?

8. If you already have $2.20, using the least amount of coins, what coins are needed to make $3?

9. 1 kilogram (kg) equals how many grams (g)?
   ☐ 10 grams ☐ 100 g ☐ 1000 g

10. 2^2 = x =

11. How many days are in the month of April?

12.  How many faces does this pyramid have?

13. One century = years

14. How many mm in 4 cm?
    ☐ *4 mm* ☐ *40 mm*
    ☐ *400 mm* ☐ *10 mm*

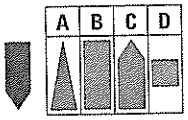
15. Order from youngest to oldest.

Jakob
Born: 15 May 1999

Emille
Born: 20 Dec. 2000

Lincoln
Born: 21 May 1998

16. If 9 + 9 + 9 + 9 = ,
    then 4 x 9 = .

17. 

    Does this shape match A, B, C or D?

18. $^{10}/_{100}$ = 0.10, $^{11}/_{100}$ = 0.11, $^{12}/_{100}$ = 0.

19. 250 + 150 =

20. Which is longest?
    ☐ *100 cm* ☐ *10 m* ☐ *100 km*

MY SCORE

WEDNESDAY

1. The time is *ten past* .

2. Is this a polygon?
   ☐ yes ☐ no

3. 17 – 7 =
4. 26 + 28 = 20 + 20 + 6 + 8 =
5. Measure line $\overline{ABC}$.

cm

6. 199 + 5 =
7. The sum of 2 and 9 is .
8. Are you horizontal or vertical when you walk?

9. 1 kg = g
10. Draw a line of symmetry.

11. 5 + 5 + 5 + 5 + 5 =
12. Using 3, 8 and 24, write two number sentences.

    x =

    ÷ =

13. 65c + 35c =
14. $3.50 – $1.50 =
15. Draw to show a ¼ turn clockwise.

16. 410 + 90 =
17. 98 + 10 =
18. If you swim 7 laps of a 50-m pool, how many metres have you swum?

    m

19. 1 kilometre (km) equals how many metres (m)?
    ☐ 1 m ☐ 10 m ☐ 100 m ☐ 1000 m
20. $^4/_{100}$ = 0.4 or 0.04?

MY SCORE

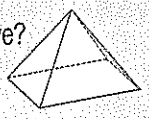
THURSDAY

1. The time is *ten past* .

2. 8 + 7 =
3. What is the product of 3 and 6?
4. 41 – 10 =
5. One decade = years
6. 100 = 1 x *or* 10 x

   1000 = 1 x *or* 10 x *or* 100 x
7. 840 = x 10
8. If 100 ÷ 10 = , then

   10 x = 100.
9. How many faces does this pyramid have?



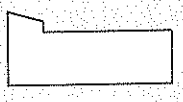
10. Emilie ate 3 ice-creams costing 50c each. How much did she spend?

11. The month of June is in which season?

12. 25 + 45 =
13. Is $^1/_4$ > or < $^1/_3$?
14. If 40 x 4 = 160, then

    39 x 4 = (1 x 4 less).
15. Jakob and Emilie each ate $3^1/_2$ pizzas. How many pizzas did they eat altogether?

16. 600 – 350 =
17. Is this shape symmetrical?
    ☐ yes ☐ no



18. Is midday at 12 am or 12 pm?
19. Write the number one after 5099.

20. What is a 7-sided polygon?
    ☐ *heptagon*
    ☐ *hexagon*
    ☐ *octagon*

MY SCORE

Name _____ Date _____

Year 5 Daily Maths Problems

(5) An unopen packet of sweets contains 24 sweets. On Monday, Mrs. Hall rewarded 4 students with a sweet each. On Tuesday, she rewarded another 6 students with a sweet each. How many sweets remain in the packet?

(6) What is the maximum number of passengers that can be carried if 15 buses, each with a capacity of 48, are ordered for the school excursion?

(7) Anthony is sharing 54 marbles with his brother Henry. How many marbles will Anthony get, if he is getting ⅔ of the bag?

(8) On a map, every 5 cm represents 250 kilometres. What distance would be represented by a 3 cm line?

teachstarter

unit 10

4-digit subtraction

Learning to trade in a subtraction

2 thousands from 5 thousands equals 3 thousands.

Thou	Hund	Tens	Ones
5	1	4	1
6	2	5	3
− 2	4	2	4
3	8	2	9

4 ones from 3 ones can't be done. Trade a ten from the tens column to the ones column to make 13 ones. 5 tens becomes 4 tens. 4 ones from 13 ones equals 9 ones.

4 hundreds from 2 hundreds can't be done, so trade a thousand from the thousands column to make 12 hundreds. 6 thousand becomes 5 thousand. 4 hundreds from 12 hundreds equals 8 hundreds.

Subtract 2 tens from 4 tens equals 2 tens.

1 Complete these subtractions with trading in the ones.

a	Thou	Hund	Tens	Ones	b	Thou	Hund	Tens	Ones	c	Thou	Hund	Tens	Ones	d	Thou	Hund	Tens	Ones	e	Thou	Hund	Tens	Ones
	6	9	5	4		7	4	3	5		9	6	7	2		8	9	3	3		5	5	5	2
−	4	0	0	7	−	3	0	0	7	−	6	5	4	8	−	5	3	2	5	−	4	3	2	4

2 Complete these subtractions with trading in the tens or ones.

a	Thou	Hund	Tens	Ones	b	Thou	Hund	Tens	Ones	c	Thou	Hund	Tens	Ones	d	Thou	Hund	Tens	Ones	e	Thou	Hund	Tens	Ones
	5	4	5	8		3	5	8	4		7	8	3	7		8	5	6	4		4	4	8	3
−	4	2	7	6	−	3	4	4	6	−	6	5	5	6	−	7	2	8	6	−	2	1	2	8

f	Thou	Hund	Tens	Ones	g	Thou	Hund	Tens	Ones	h	Thou	Hund	Tens	Ones	i	Thou	Hund	Tens	Ones	j	Thou	Hund	Tens	Ones
	6	4 (3)	0 (9)	0 (1)		7	5	3	0		8	6	0	0		7	5	0	0		6	6	0	0
−	2	1	6	6	−	2	3	8	6	−	3	4	6	4	−		3	6	6	−		2	2	6

From Sydney

3 Calculate the distances between:

a Melbourne and Canberra	**b** Adelaide and Canberra	**c** Kalgoorlie and Adelaide
d Perth and Melbourne	**e** Perth and Canberra	**f** Broome and Perth

Use efficient mental and written strategies and apply appropriate digital technologies to solve problems

Oxford University Press

Prime and composite numbers

unit 10

Prime numbers are numbers that have only themselves and 1 as factors, e.g. 2, 3, 5 and 7 are prime numbers but 4, 8 and 9 are not.
Composite numbers are numbers with more than two factors, e.g. 24 has factors of 1, 2, 3, 4, 6, 8, 12 and 24.

4 Write all the factors of these numbers, then write whether they are prime or composite.

	Number	Factors	Prime or composite
a	8		
b	7		
c	9		
d	11		

	Number	Factors	Prime or composite
e	18		
f	16		
g	23		
h	17		

5 Write prime or composite after each number.

a 5 _____ e 29 _____ i 32 _____

b 20 _____ f 42 _____ j 37 _____

c 19 _____ g 31 _____ k 40 _____

d 24 _____ h 60 _____ l 45 _____

6 Explain why you agree or disagree with these statements.

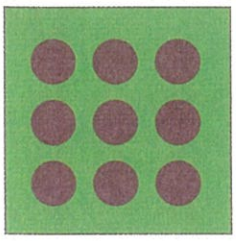
a All odd numbers are prime numbers. _____

_____

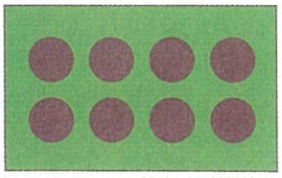
b There are more composite numbers than prime numbers. _____

_____

7 Square and oblong numbers



9 is a "square" number.



8 is an "oblong" number.

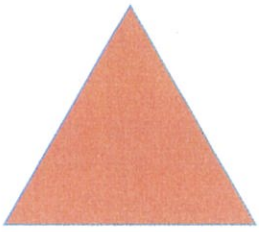
Write the numbers under 101 that are both square and oblong.

unit 10

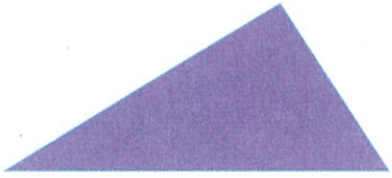
Triangles

A **triangle** is a three-sided shape with three angles. The total of all angles is always 180°. There are three main types of triangle: **equilateral, isosceles** and **scalene**.

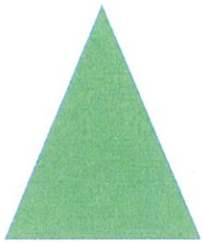
8 Study the three types of triangle pictured, then answer the questions.



Equilateral triangle



Scalene triangle



Isosceles triangle

a Which triangle has all sides of equal length? _____

b Which triangle has only two sides of equal length? _____

c Which triangle has all angles the same size? _____

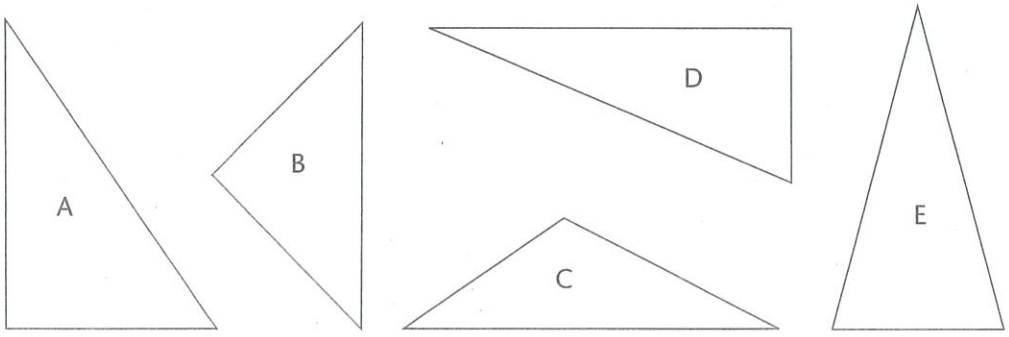
d Which triangle has only two angles the same size? _____

e Which triangle has no sides the same length? _____

f Which triangle has no angles the same size? _____

A right-angled triangle is a triangle in which one angle is a right angle.

9 Colour the right-angled triangles.



10 Sketch examples of each triangle. The dot paper may help you.

Oxford University Press

Square centimetres

11 Use the formula **length × width = area** to calculate the area of each shape in square centimetres.

a

A = ____ cm^2

b

A = ____ cm^2

c

A = ____ cm^2

d

A = ____ cm^2

e

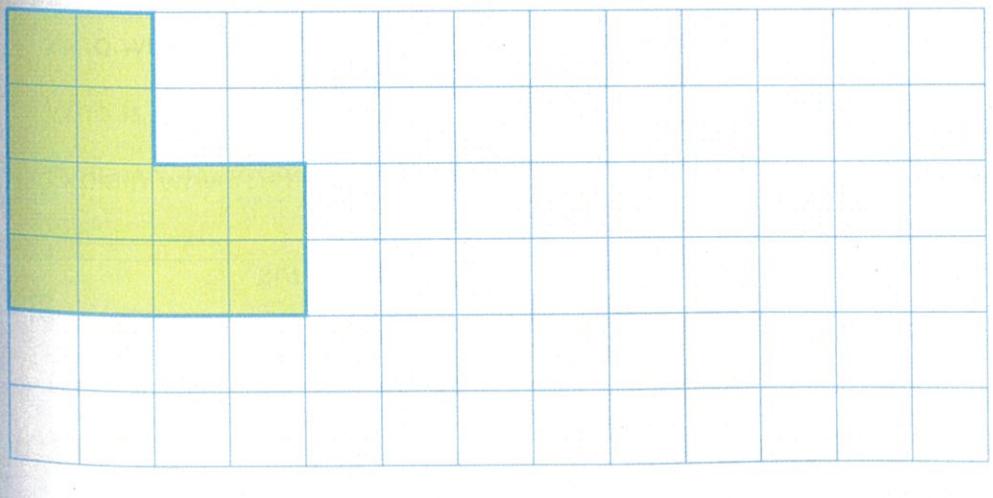
A = ____ cm^2

f

A = ____ cm^2

12 Use the formula **length × width = area** to create two rectangles, each with an area of 24 cm^2.

13 Kate drew this 12 cm^2 shape and told her friend that all shapes with a 12 cm^2 area have a perimeter of 16 cm. Draw two more shapes of 12 cm^2 to find out if Kate is right.



Colonial conflicts – 1

Read about these two colonial conflicts. Each is presented in a very different way

The Myall Creek Massacre

The brutal murder of 28 Aboriginal people by a squatter and ten convict and ex-convict stockmen a Myall Creek on 10 June 1838 is one of the most shameful events in Australia's history.

These men attacked a group of men, women and children who had been given permission to stay on a property where they thought they would be safe. The stockmen wanted to punish any Aborigines they could find, because some settlers and quite a lot of stock had been killed by other Aborigines.

When Governor Gipps learnt what had happened, he had all the men arrested and charged with the murder of one of the men, called Daddy. After they were all acquitted at their trial, Governor Gipps was very angry and insisted that there be a full investigation of the murders. As a result, seven of the men were retried for the murder of Charley, one of the Aboriginal children. They were found guilty and sentenced to death.

Governor Gipps, who was under intense pressure from the people of NSW to pardon all the men or to change their sentences, refused to do so. After they were executed, there was a huge uproar around the country. People simply couldn't believe what had happened and blamed the government for not protecting them. They believed that because there weren't enough soldiers to keep them safe, they had to look after themselves and to punish Aborigines and to drive them off their land. It is believed that this resulted in many 'payback killings' of Aborigines by settlers.

The Eureka Stockade

When?
- 1854

Where?
- Ballarat goldfields

Who?
- Miners
- James Bentley
- Gold commissioner
- Peter Lalor

Why?
- High cost of miners' licences
- Licence checks and fines
- Official corruption
- Right to vote
- Miners arrested

What happened?

Scottish digger beaten to death by publican James Bentley and three others avoided prosecution because friends of magistrate.

17 October meeting to bring four men to justice. Angry diggers burn hote after meeting; charged with arson.

11 November meeting to demand charged men be released, miners licences be abolished and miners be given voting rights.

29 November meeting, licences are burnt, Eureka flag is revealed. As a result Commissioner plans licence checks for next day.

30 November meeting, more licences burnt, then men march to Eureka Peter Lalor is leader. Men build stockade; 500 miners take oath and gather weapons.

3 December soldiers attack stockade early, 22 miners and 5 troopers killed in 20 minutes.

13 Eureka diggers charged and tried, but acquitted by jury.

In March, Goldfields Commission report supporting the miners is given. All miners' demands to be met and mining wardens to be appointed to look after their interests.

1855 Peter Lalor becomes the member of parliament for Ballarat, Victoria.

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)

Colonial conflicts - 2

1. Read the information about the Eureka Stockade in the table on page 39 for a general idea about this important conflict. It is the only time an armed rebellion has occurred in Australia's history. Try to find out more about this important event and the characters who were involved and discuss what you know in a small group. Write one interesting fact you have learnt.

2. (a) What were the diggers demanding?

   (b) Do you think their demands were fair and reasonable? ○ Yes ○ No

   (c) Why/Why not?

   (d) Why do you think they got what they wanted?

3. Why do you think Eureka is such an important event in Australia's history?

4. Australia's soldiers were first called 'diggers' during World War I. It was reported they really looked after their mates, often took chances, treated everyone as an equal, didn't follow orders unless they thought they made sense, were independent and sometimes took things into their own hands.

   Explain why you think 'digger' is an appropriate or an inappropriate name.

FACT FILE *A democratic country is one in which people vote and have equal rights. It is often said that 'Australian democracy was born at Eureka'.*

...impact of rail the expansion of farming, drought (ACHHK095)

Colonial conflicts – 3

1. (a) Read about the Myall Creek Massacre on page 39.

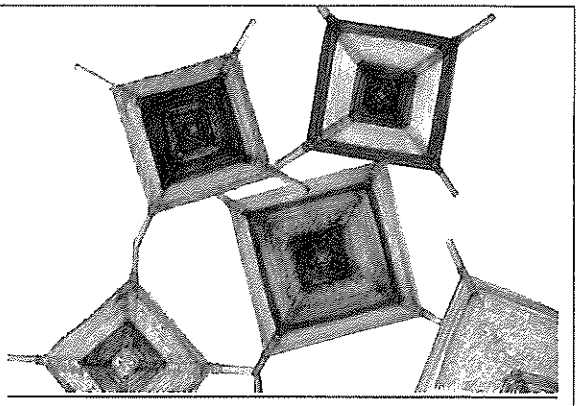
(b) Complete the table below by summarising the information and the events in a similar way to that about the Eureka stockade on the sam page.

Remember to include all the important facts and to write in note form

The Myall Creek Massacre	
When?	*What happened?*
Where?	
Who?	
Why?	

FACT FILE *Peter Lalor was pushed into a mine shaft and hidden after the Eureka rebellion. H avoided arrest, but was wounded and later had one of his arms amputated.*

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)



Stage 3 Art Week 2 Lesson 2

Learning Objective:
Discuss the meaning of biodiversity and view images of different Australian ecosystems. Students create woven forms to represent the diversity of Australia using a range of reused and recycled materials.

What you will need:

- smooth sticks (collected from green waste) or bamboo skewers (sticks or skewers need to be at least 20cm long), each student needs two sticks each;
- wool, twine, raffia, natural strings and fibres, reused fabric cut into strips, this could be extremely old shirts.

Definition: Biodiversity comes from two words Bio meaning life and diversity meaning variability.

Biodiversity is the variety of all living things; the different plants, animals and microorganisms, the genetic information they contain and the ecosystems they form.

- **Google:**
  Images of different Australian ecosystems such as the Great Barrier Reef, Simpson Desert, Midlands of Tasmania, Kangaroo island, Northern Kimberly region or the Pilbara;
-

Think about:

- what interesting environments like these have you visited?
- did you see any plants or animals there?
- what interesting plants and animals do we have living near our school area?
- what type of habitats do these plants and animals require to survive?

Making and creating:

Construct a weaving representing an ecosystem eg. rainforest, bush, desert, ocean, river, coast, as the basis for their weaving.

Steps:

To construct an ojo de dios follow these simple steps, there are many short video clips available online if you need further instruction.

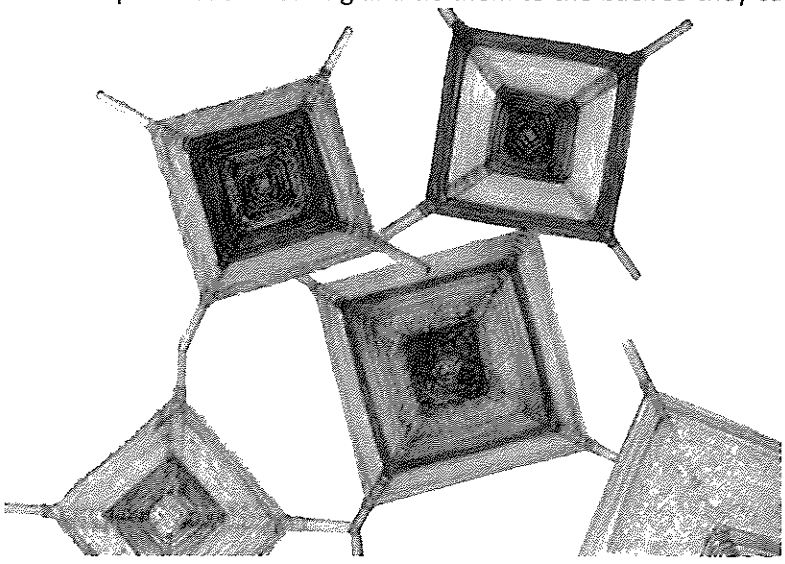
Tie a knot at the mid-point of one of the sticks. Place the centre of the second stick over the centre of the first stick, at a right angle. Secure the two together by criss-crossing yarn around both sticks two or three times in each direction. You should now have a secure cross frame.

Start the weaving by bringing the yarn up over the front of the vertical stick. Wind it all the way around the stick and then bring it back up over the front.
Take the yarn over to the horizontal stick on your left, wrapping it over the top, around the back of the stick, and then back over the top. Moving counter-clockwise, continue the process until you have made the trip around all four sticks twice.

Now you've finished the centre, continue in the same direction,
When you are ready to change to a new colour, they should count the number of rows in that section of their weaving to make sure they are the same, for example, they might change to a new colour after 4 rows.

Cut the yarn they have been working with to a length of about 10cm. Join the new wool to the old with a knot at the back of the stick.

Then trim the ends of yarn after tying the knot. Students begin wrapping the wool just as before with their new colour. They continue wrapping, changing colours as they wish. Stop wrapping about 2cm from the end of the stick, and tie a knot at the back to secure the end of the yarn. Make loops for each weaving and tie them to the back so they can be hung up and displayed.



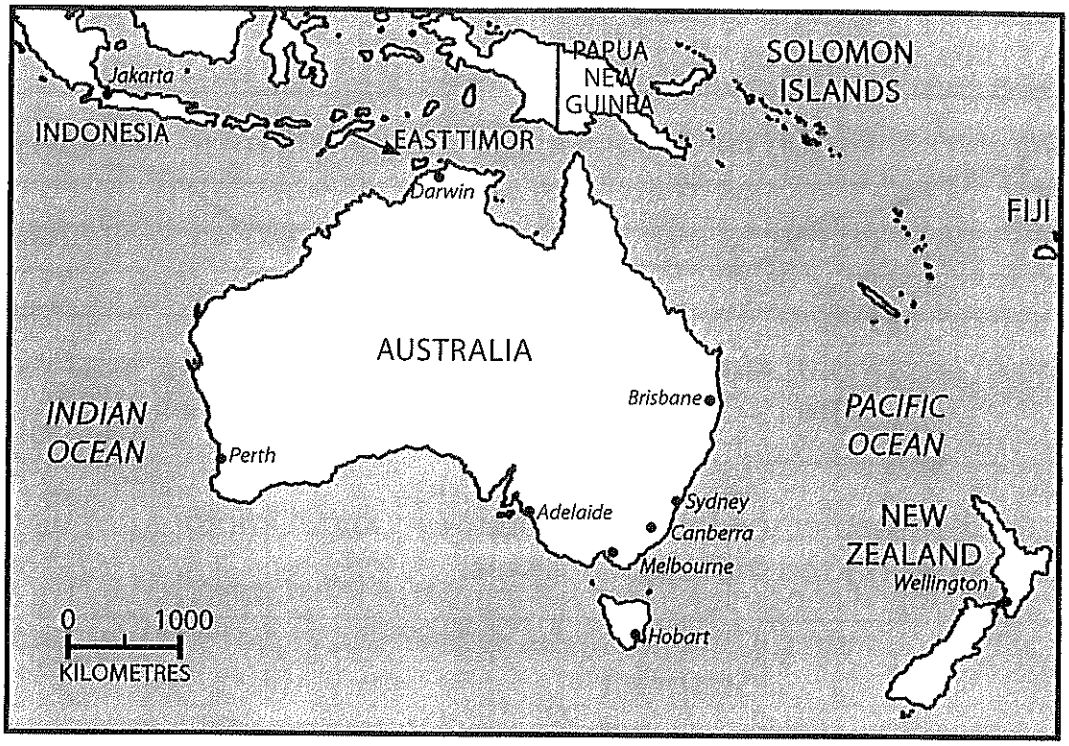
WR2

Activity

Mapping Skills

☐ Study the map below of Australia and its neighbouring countries of Oceania. Complete the questions by using the information from the map.

Map Of Oceania



1. Name four countries that belong to the Oceania region.

_____

2. True or false? Write your answers in the spaces.

a. Canberra is closer to Wellington (the capital city of New Zealand) than it is to Perth. ☐

b. Darwin's nearest neighbour to the north-west is Indonesia. ☐

c. Perth is south-west of New Zealand. ☐

d. Adelaide is about 1,700 kilometres from Brisbane. ☐

3. Colour Papua New Guinea. To which Australian state is it closest?

_____

4. Colour New Zealand. Which Australian state is the furthest away from it?

_____

5. Is Indonesia or East Timor closer to Australia? _____

Activity

Map Of Asia

As the biggest continent on our planet it is home to 48 countries and contains all manner of environments including rainforests, snowy mountains and desert areas. It is a region rich in history, culture and traditions which have influenced the world. Asia is home to billions of people in some of the biggest cities in the world. It is a place of rapid change as development improves the lives of its citizens and problems are addressed.

❑ Grab an atlas and locate as many of the Asian countries as you can on the map below. Tick the countries off as you locate them. When you have labelled as many countries as you can, use three different coloured pencils to shade the three areas of Asia: North-east Asia, South-east Asia and South Asia.

North-east Asia:

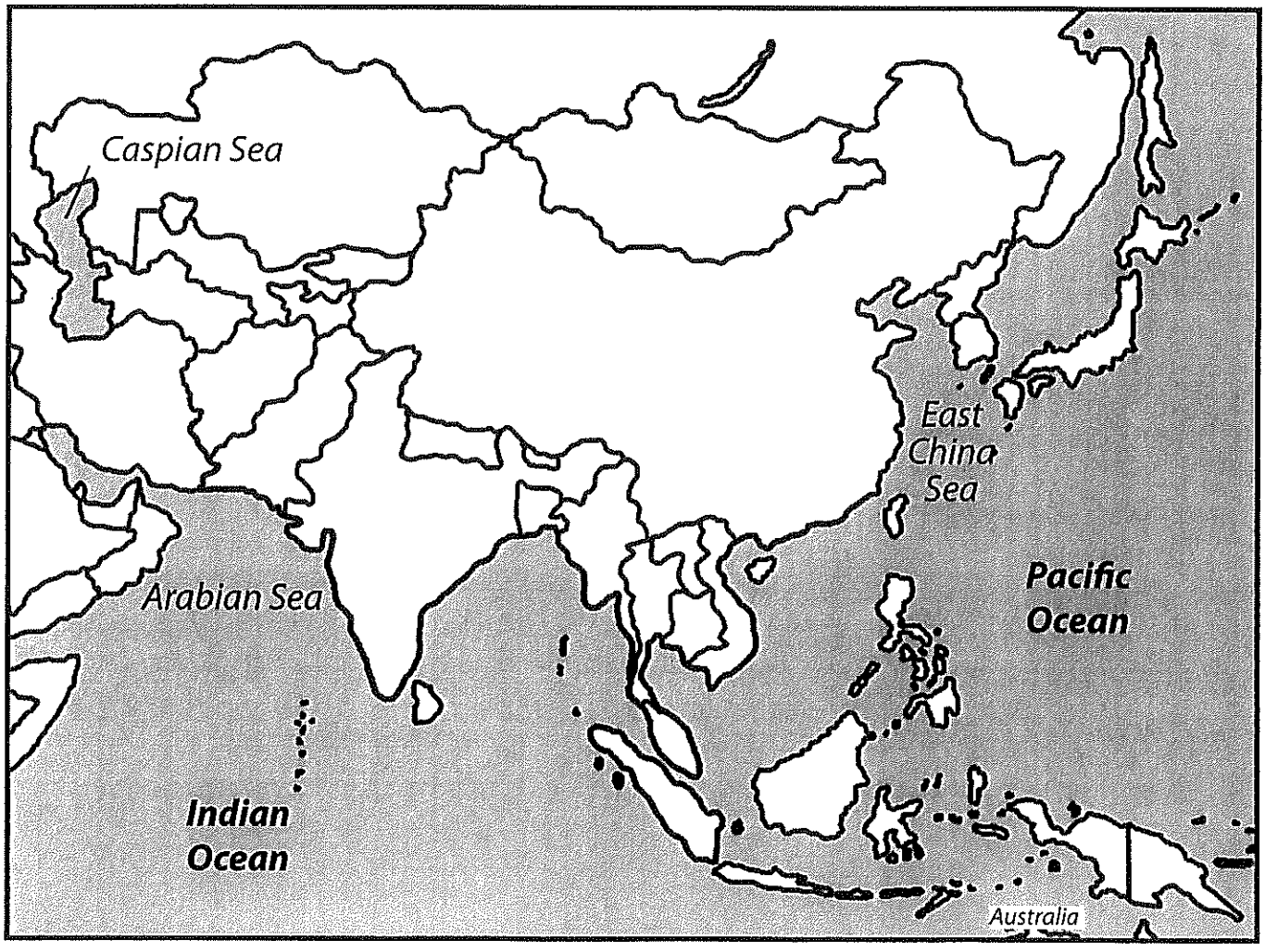
- ☐ China
- ☐ Mongolia
- ☐ Japan
- ☐ North Korea
- ☐ South Korea
- ☐ Taiwan

South-east Asia:

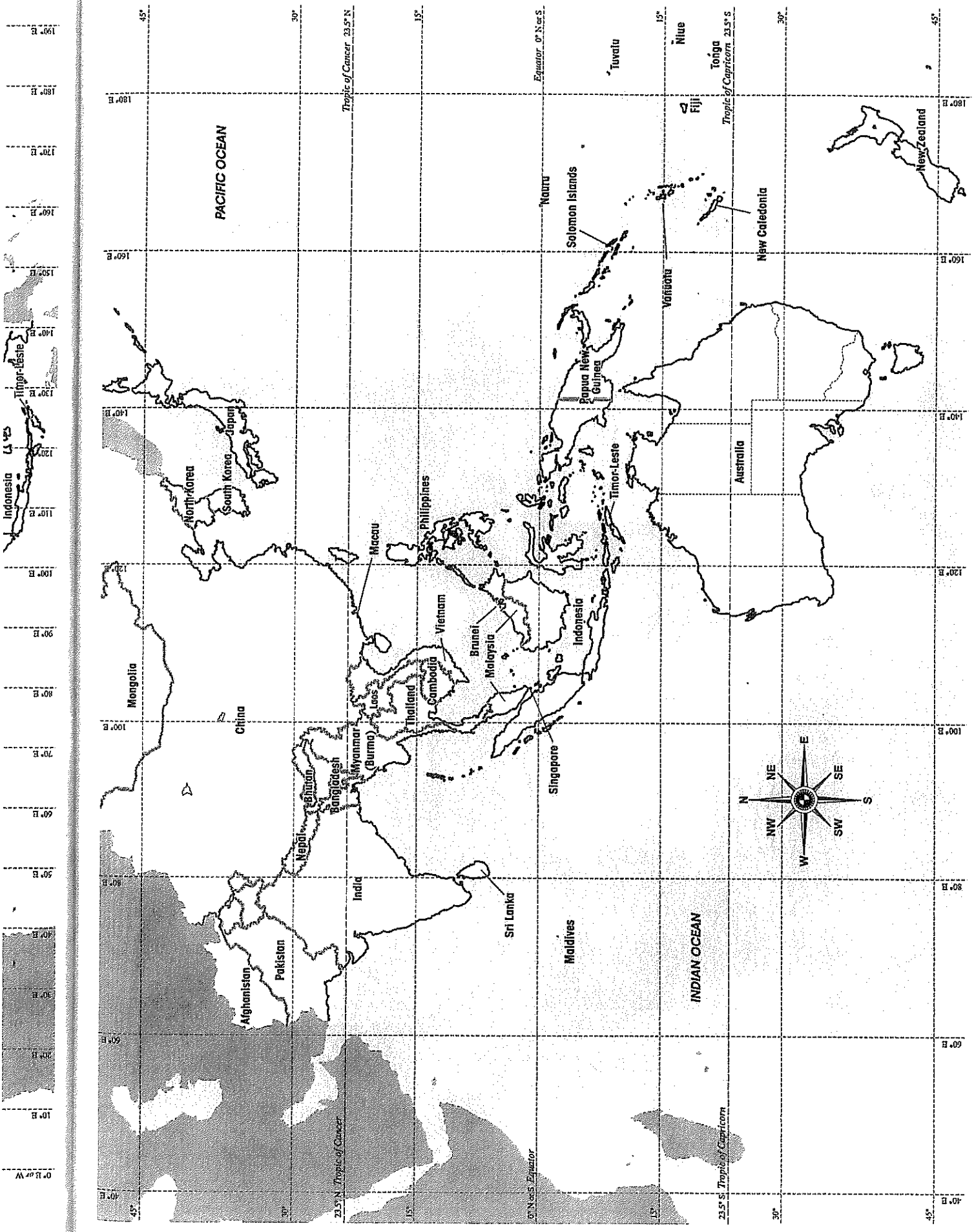
- ☐ Indonesia
- ☐ Myanmar (Burma)
- ☐ Thailand
- ☐ Malaysia
- ☐ Brunei
- ☐ Singapore
- ☐ Vietnam
- ☐ Laos
- ☐ East Timor
- ☐ Philippines
- ☐ Cambodia

South Asia:

- ☐ India
- ☐ Pakistan
- ☐ Nepal
- ☐ Bhutan
- ☐ Bangladesh
- ☐ Sri Lanka
- ☐ Maldives



Australia and South-East Asia map



Stage 3 Science Term 2 Week 2:

Change Detectives

Changes to objects can include changes to the size, shape, smell and appearance. For example a rock crumbles, a teapot breaks and a steak changes colour, odour and texture when it is cooked. In everyday life we see objects changing around us all of time. We can see materials freezing, melting, evaporating and boiling to change the state of the substance.

Look at the images provided which have been taken of changing materials. Your job is to be a change detective and make observations about each image and predict what you think may have happened. Use what you already know about how objects can change to be a detective and describe what may have happened before these photos were taken. On a piece of paper cut and glue the image of each 'mess' and take note on what you think may have happened.

You must include the following:

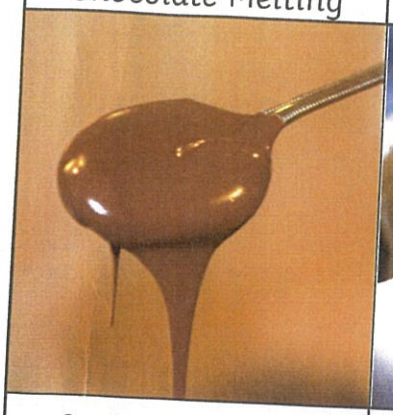
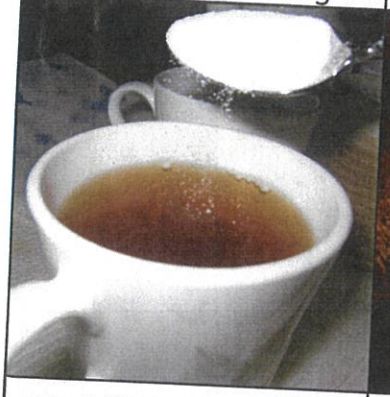
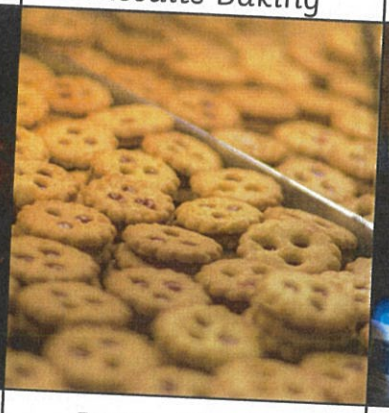
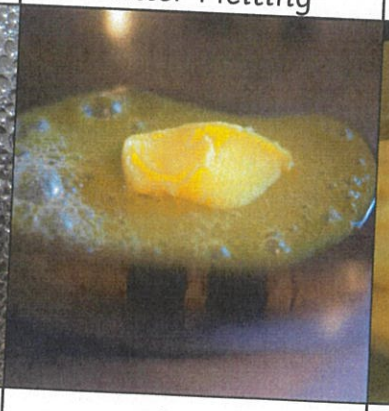
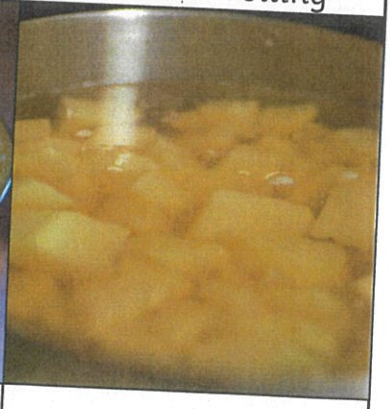
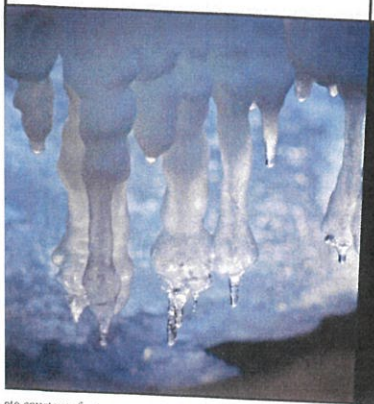
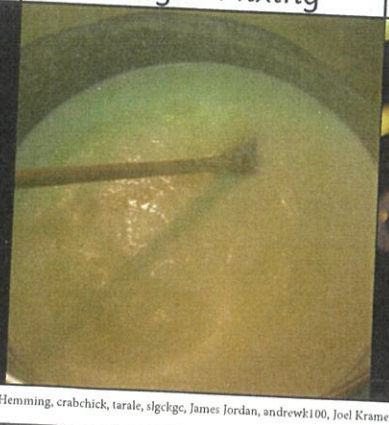
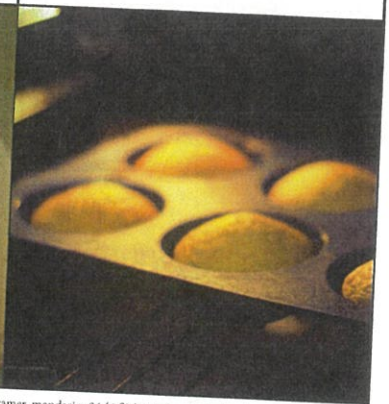
What can you observe about each example?

What changes have occurred to the original objects and materials?

Do you think the changes can be reversed? Why? How? Why not?

Identifying Changes

Cut and stick the pictures of changing materials in the correct columns.

Chocolate Melting	Bread Toasting	Candle Burning	Wax Melting
			
Sugar Dissolving	**Wood Burning**	**Biscuits Baking**	**Water Boiling**
			
Puddle Evaporating	**Water Condensing**	**Butter Melting**	**Potatoes Boiling**
			
Ice Melting	**Oil and Water Mixing**	**Milk and Vinegar Mixing**	**Cakes Baking**
			

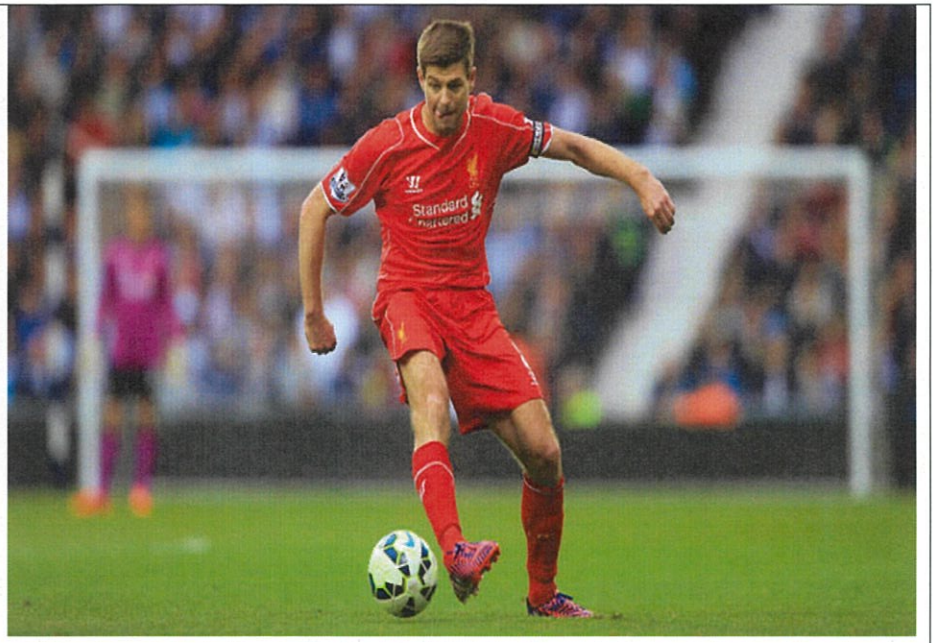
oto courtesy of peter pearson. John McClumpha, spcbrass, Amy Loves Yah, richmooremi, webhamster, robef. Ervins Strauhmanis, Henry Hemming, crabchick, tarale, slgckgc, James Jordan, andrewk100, Joel Kramer, mandarina94 (@flickr.com) - granted under creative commons

Road safety (Pedestrian & passenger safety) – Week 2

Students use a map from Google maps that includes their house and school. Ask students to identify and highlight the route that they take on the way to school. This may be as a pedestrian, passenger or wheels user. Students discuss their journey and mark on the map any hazards along the way. Hazards may include busy intersections, unavailable footpaths, poor line of sight etc.

Using another colour, students highlight the route they would take if using a different mode of transport, e.g. car, bike, scooter, walking. Ask students to justify the reasons why they have made changes to the route.

Ask students to consider the route they would take, given different scenarios and give reasons for:

- Walking with a group of friends
- Walking with a younger brother or sister
- Taking the bus
- Being dropped off a few streets away from school.

2	Kicking – outside of foot	#Passing with outside of foot Used to pass during a game – curve the ball on the ground or in the air. Students practise passing and trapping using outside of foot Pass the ball against a wall or with another family member, closest to target etc