Ettalong Public School Framework for teaching – Stage 3 Year 5

Term 2 Week 5 Monday 25/05/2020 until Friday 29/05/20

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 25/05	Tuesday 26/05	Wednesday 27/05	Thursday 28/05	Friday 29/05
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** On holidays/ Ship Wrecked	**Literacy** **Dear Reading 20 minutes** **Spelling** Copy list words, SoundWaves sheet: half page **Reading** Comprehension sheet: ***The Echidna: Activity 1 & 2*** **5B**: Sausages, Noodles, Sushi & Pastries. **5J**: Green & Light Blue **5L**: Strawberries ***Cleopatra*** **5B:** Cakes & Hamburgers **5J**: Purple & Yellow **5L**: Bananas **Speaking and Listening:** BTN 10am ABCME Chn 23 Summarise most interesting story **Writing** Plan Persuasive Children and Chores	**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 Children and Chores	**Literacy** **Dear Reading 20 minutes** **Spelling** Copy list words, SoundWaves sheet: half page. **Reading** Comprehension sheet: ***The Echidna: Activity 3*** 5B: Sausages, Noodles, Sushi & Pastries. 5J: Green & Light Blue 5L: Strawberries ***School Garbage*** 5B: Cakes & Hamburgers 5J: Purple & Yellow 5L: Bananas **Writing** Plan Creative Animal Town **Grammar** Verbs BLM 15 Vital Verbs 19	**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 Animal Town Publish your favourite piece of writing from this week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle	**Maths** **Times tables revision pg. 22** **Maths** **Unit 13** **Three digits multiplied by one digit** **Page 52**	**Maths** **Mentals** Monday Tuesday **Maths** **Unit 13** **Constructing number sentences** **Page 53**	**Maths** **Times tables revision pg. 26** **Maths** **Unit 13** **Constructing shapes** **Page 54**	**Maths** **Mentals** Wednesday Thursday **Maths** **Unit 13** **24-hour time** **Page 55**	**Maths** **Times tables revision pg. 27** **Maths** Year 5 Daily Maths Problems 17 - 20

	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	**Geography** . Population Distribution 2 - activity sheet.	**Science** Week 5 Lesson Evaporating Water Conduct the experiment and record the results.	**History** Expanding the Colony booklet: Read and complete Sturt solves the riddle.	**Creative Arts** . Week 5 Indigenous Perspective	**PDH** Pedestrian and Passenger Safety Road Safety Advertisement **PE** ***Kicking- Volley*** Kick a moving ball in the air with either the in-step (inside of foot and facing side-on) or the top of foot (laces and facing front-on). Do short volleys and work up to longer volleys moving onto shots and target practice

SJ - Dragonfruit SL - Yellow

Week 5. Term 2		l ll lizard bell	G2

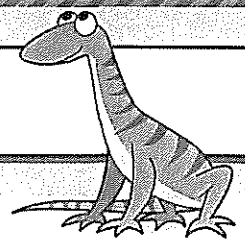
Words	Monday	Tuesday	Wednesday	Thursday
self				
felt				
milk				
help				
shell				
fold				
yellow				
all				
also				
always				
till				
until				

Dragonfruit / Yellow

Words	Monday	Tuesday	Wednesday	Thursday
only				
I'll				
he'll				
she'll				
we'll				
it'll				
you'll				
they'll				

Unit 14

l ll lizard bell



List Words

self	fold	till	she'll
felt	yellow	until	we'll
milk	all	only	it'll
help	also	I'll	you'll
shell	always	he'll	they'll

Letters	Words

1 Underline the letter or letters for l ll in each List Word. If any of these are not in the sound box, write them with a word example in the box above. Draw a leg on the ladybird for each sound in the word. Colour the ladybirds.

2

until also shall yellow self only

3 Write List Words in these columns to show where you hear l ll in each word.

2nd 3rd 5th

_____ _____ _____ _____

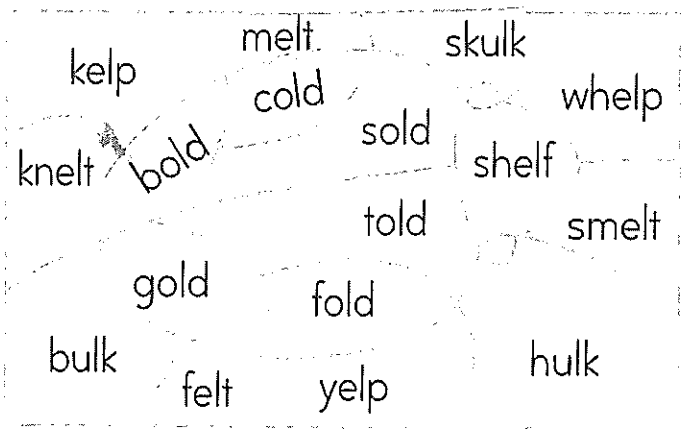
_____ _____ _____ _____ _____

_____ _____ _____ _____

4 Colour parts with words rhyming with **-help** - light green,
sulk - dark green,
belt - brown,
hold - red,
self - black.

What was hidden in the puzzle?

_____

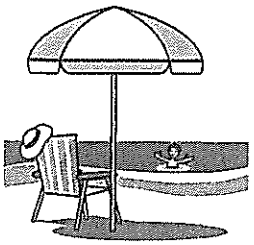


 ISBN 978 1 74135 157 6

5 Write contractions for the words in the box. Finish the sente.nces with these contractions. The first letter is there to help you. Cross out each word as you use it.

Turn to 13 on page 79.

it will _____	you will _____
we will _____	they will _____



I_____ be hot at the beach.

W_____ go in two cars.

Y_____ be in my car.

Tell your friends t_____ be in the other car.

6 Write ll, k, lt, lf, or ld to make red words.

se____	fe	mi____	ye____	we____	to____
se____	fe	mi____	ye____	we____	to____

7 Write List Words to match the clues.
Write the last letter from each answer to find the Secret Word.

When joining all and till to form new words, we usually leave off one l, for example *also, until.*

Clues

Join the words all and ways _____

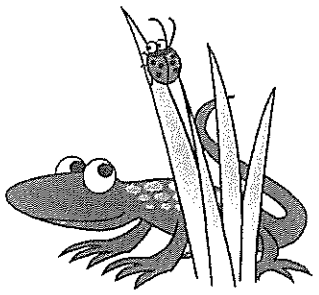
together. Join the words all and so _____

together. I can do it by my_ _ _ _. _____

It rhymes with belt. _____

It is found on the beach. _____

It starts with the letter o. _____



Secret Word

_ _ _ _ _ _

For the Extra Challenge turn to page 82.

ISBN 978 1 74135 157 6

SB - Walruses SL - Red

Week 5. Term 2		l ll lizard bell	G3

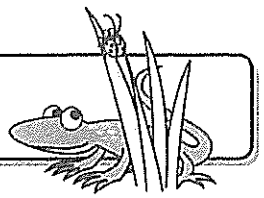
Words	Monday	Tuesday	Wednesday	Thursday
all				
fall				
till				
still				
small				
life				
told				
sold				
also				
always				
until				
hello				

Walruses / Red

Words	Monday	Tuesday	Wednesday	Thursday
loud				
shelf				
I'll				
held				
felt				
dollar				
letter				
only				
early				
hopeless				
believe				
litre				
million				

Unit 14

l ll lizard bell



List Words

all _____
fall _____
till _____
still _____
small _____
life _____
told _____
sold _____
also _____
always _____
until _____
hello _____
loud _____
shelf _____
I'll _____
held _____
felt _____
dollar _____
letter _____
only _____
early _____
hopeless _____
believe _____
litre _____
million _____

_____
_____
_____
_____
_____

1 **Circle** the letters that represent l ll in the List Words.

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

3 **Write** one stroke for every sound in each List Word.

Grapheme Chart

letters	words

4 **Write** a List Word to rhyme with each of these words.

till _____ fall _____ wife _____
weld _____ belt _____ better _____
self _____ hold _____ cloud _____

5 **Join** these pairs to make one word.
When joining all, full or till to form new words we usually leave off one l.

all ways _____ all so _____
all together _____ help full _____
care full _____ un till _____

6 **Write** the past tense of the verbs (doing words) in brackets to complete the sentences.

Yesterday I _____ very happy at the party. (feel)
Last week at the zoo I _____ a baby koala. (hold)
Last Monday Dad _____ our old car. (sell)
Last night Mum _____ me a funny story. (tell)

7 **Colour** the matching adult and baby words the same colour.

cat goose duck
pig goat whale
sheep horse lion

lamb calf piglet
gosling kid foal
cub
kitten duckling

8 **Write** the contractions for these pairs of words. For example: *she will – she'll.*

Turn to 9 page 79.

they will _____ I will _____ he will _____

you will _____ who will _____ what will _____

9 **Write** the two words that make up each contraction.

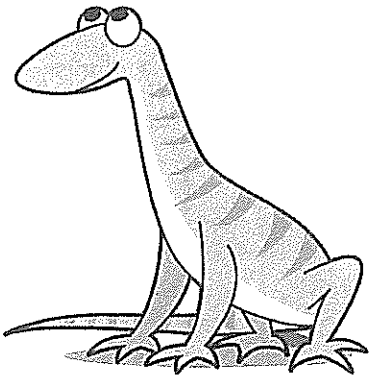
we'll _____ _____ where'll _____ _____ it'll _____ _____

10 **Write** words from the box to match the meanings.

The suffix **less** can mean *without*. For example **childless** means *without a child*.
Suffixes **let** and **ling** can mean *small*. For example **duckling** is *a small duck*; **piglet** is *a small pig*.

without care _____
without hope _____
without fear _____
without sleep _____
without colour _____
without life _____

colourless
hopeless
sleepless
fearless
careless
lifeless



eyelet
gosling
droplet
booklet
seedling
yearling

a small book _____
a small drop _____
a small goose _____
a small, year-old horse _____
a small plant grown from a seed _____
a small eyehole for threading shoelaces _____

Challenge

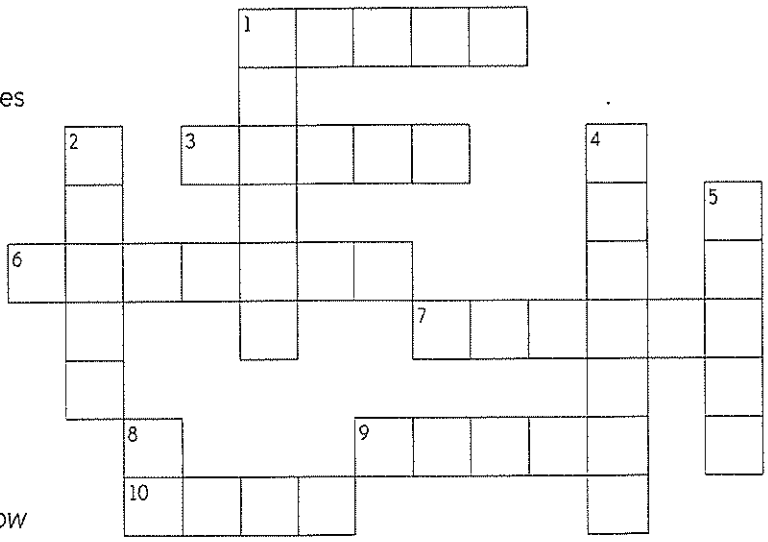
Read the clues. The Crossword answers for the clues are all List Words except for Clue 8 Down.

Across

1. liquid measurement
3. not moving
6. accept as true
7. gold coin
9. greeting
10. not many

Down

1. mail
2. ledge
4. a number
5. opposite of *late*
8. homophone for *know*



For the Extra Challenge turn to page 82.

5B - Seagulls 5J - Orange

Week 5. Term 2		l ll lizard bell	G4

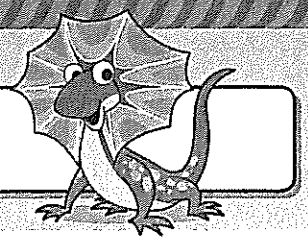
Words	Monday	Tuesday	Wednesday	Thursday
hold				
leaf				
lean				
flow				
slow				
he'll				
you'll				
plane				
eleven				
while				
litre				
kilolitre				

Seagulls / Orange

Words	Monday	Tuesday	Wednesday	Thursday
fellow				
lazy				
real				
ladies				
allow				
lovely				
himself				
learn				
July				
almost				
altogether				
although				
parallel				

Unit 14

l ll lizard bell



List Words

hold _____
leaf _____
lean _____
flow _____
slow _____
he'll _____
you'll _____
plane _____
eleven _____
while _____
litre _____
kilolitre _____
fellow _____
lazy _____
real _____
ladies _____
allow _____
lovely _____
himself _____
learn _____
July _____
almost _____
altogether _____
although _____
parallel _____

_____
_____
_____
_____
_____

1 Circle the letters that represent l ll in the List Words.

2 Write any other letters that can represent l ll on the Grapheme Chart.
Write one word example for each.

3 Write one stroke for every sound in each List Word.

Grapheme Chart

letters	words

4 Write letters **bl, cl, fl, gl** or **pl** to finish the words. The words in each column must all begin with the same letters.

__ __ end	__ __ ad	__ __ ow	__ __ ane	__ __ othes
__ __ ack	__ __ ass	__ __ ood	__ __ ease	__ __ ear
__ __ ue	__ __ ide	__ __ oor	__ __ anet	__ __ oud

5 Unjumble the letters to make words that end with **lm, ld, lk, lp, lt, lf** or **ll**.

milf _____ bdilu _____ lufl _____ selfhim _____
pelh _____ ulbti _____ dclo _____ selfmy _____
ohdl _____ mkli _____ lupl _____ almsl _____

6 Join each pair of words to make one word.
When joining **all, full** or **till** to form new words we usually leave off one **l**.

all ways _____ all ready _____
all together _____ all most _____
all though _____ full fill _____
care full _____ un till _____

7 Write one List Word for each group, that could have all the endings in the list added to it.

_____ed	_____s	_____s	_____ly
_____ing	_____ed	_____ed	_____ise
_____er	_____ing	_____t	_____ity
_____est	_____able	_____ing	_____ist
_____ly	_____ance	_____er	_____istic

8 **Write** the contractions for these pairs of words. **Finish** the sentences with some of your words.

Turn to 8 page 79.

you will _____ I will _____ he will _____ we will _____

_____ be able to meet my uncle. _____ be here on the next train.

9 **Circle** the suffix in each word.

Suffixes are added to the end of words to form new words.

helpless joyful booklet assistant duckling artist woollen

10 **Write** words from the box to match each clue.

The suffix ly can mean *like*, *how* or *every*. For example, **queenly** means like a *queen*.

If a word ends in y, we usually change the y to i before we add suffixes like ly.

friendly
really
daily
lazily
slowly

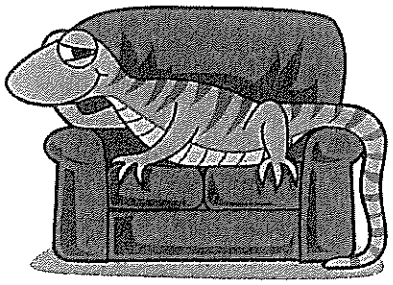
like a friend _____

how slow _____

how lazy _____

how real _____

every day _____



11 **Finish** these sentences with List Words.

_____ lines are always the same distance apart and will never meet.

Four cups of water, each holding 250 mL, will fill a _____ jug.

One thousand litres of water will fill a _____ tank.

Challenge

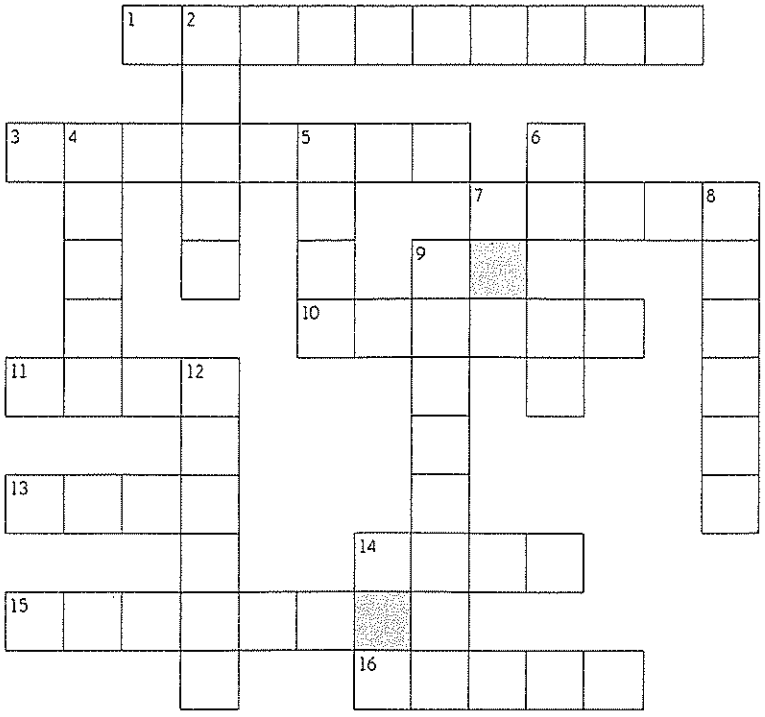
Read the clues. The Crossword answers for the clues are all List Words, except for 4 Down.

Across

1. all together
3. Lines can be this.
7. flat (shape)
10. male person
11. not fake
13. present tense of *held*
14. a month
15. attractive
16. begins with **wh**

Down

2. to come to know
4. a type of fruit
5. part of a tree
6. give permission
8. half of 22
9. all though
12. female people



For the Extra Challenge turn to page 82.

Week 5. Term 2		5B - Guinea Pigs 5J - Watermelons 5L - Blue	I ll lizard bell	G5

Words	Monday	Tuesday	Wednesday	Thursday
loan				
latter				
medal				
bolder				
really				
elect				
alter				
troubling				
woollen				
allowed				
almost				
already				

Guinea Pigs / Watermelons / Blue

Words	Monday	Tuesday	Wednesday	Thursday
collide				
collapse				
include				
usually				
alphabet				
reality				
parallel				
example				
lecture				
lightening				
aisle				
laughter				
although				

Unit 14

l ll lizard bell

List Words
loan
latter
medal
bolder
really
elect
alter
troubling
woollen
allowed
almost
already
collide
collapse
include
usually
alphabet
reality
parallel
example
lecture
lightening
aisle
laughter
although

_____
_____
_____
_____
_____

1 **Colour** the graphemes that represent l ll in the List Words.

2 **Turn** to page 81. **Count** the sounds and identify all the graphemes in each List Word.

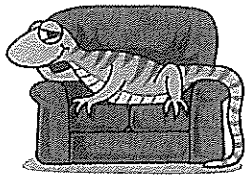
3 **Write** any other letters that can represent l ll on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Cross** out the words where you hear l ll. **Finish** the nonsense poem that is left.

Some hulk folks really had milk elk yolks,
Cut almost in halves for alphabet calves.
The salmon were pals laughing unusually calm,
Swimming parallel although under the elect palm.
I couldn't include reality talk.
I was allowed trying to collapse __alk.



5 **Circle** the two errors.

Turn to 2a and 7 page 86.

all most all ready all together all though play full un till peace full awe full
almost already altogether although playfull untill peaceful awful

6 **Write** words built from the words *old* and *young* to finish these sentences.

Turn to 11a page 87.

In our family there are four children, Luke 13, Lachlan 11, Lisa 7 and Holly 3.

Luke is the _____ child and Holly is the _____ child. (comparing four)

Luke is the _____ boy and Lachlan is the _____ boy. (comparing two)

Lisa is the _____ girl and Holly is the _____ girl. (comparing two)

7 **Finish** these sentences with the words **later** or **latter**.

★ **Later** means *after right now,* **latter** means *the second choice out of two.*

I can go to the movies right now or I can go _____.

I think I will choose the _____ option because I want to eat lunch first.

I can go to a comedy movie or an adventure movie. I prefer the _____ kind.

8 **Finish** these sentences with the words **lend** or **loan.**

★ **Lend** is mostly used as a verb (doing word), not as a noun. **Loan** is used as a noun (naming), not as a verb.

I am happy to _____ my coloured pencils to my friends as long as they care for them.

I will not _____ them to people who break or lose them.

When people ask for a _____ I explain that they may have a _____ if they look after them.

A friend had a _____ of some pencils and lost one so I won't _____ them to her again.

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9 **Rewrite** these List Words written with the beginning of the word at the end.

turelec _____ tterla _____ phabetal _____

llideco _____ alityre _____ terlaugh _____

cludein _____ allelpar _____ llapseco _____

10 **Colour** words ending with **al, el, il, ol** and **le** in the Word Search to find the Hidden Word. **Write** the words under the appropriate headings. **Write** some of the words to match the meanings below.

al

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

el

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

il

_____ _____ _____ _____

_____ _____ _____ _____

ol

_____ _____ _____ _____

_____ _____ _____ _____

le

_____ _____ _____ _____

_____ _____ _____ _____

b	r	i	d	a	l	l	a	d	e	p	l	e	v	e	l
b	e	x	a	m	p	l	e	p	i	s	t	i	l	f	j
r	l	n	a	v	e	l	m	l	o	t	s	i	p	u	l
i	a	l	e	g	n	a	e	m	e	d	d	l	e	n	i
d	v	p	u	p	i	l	d	e	l	d	d	e	p	n	s
l	a	l	a	t	e	m	a	p	e	t	r	o	l	e	s
e	n	t	a	b	l	e	l	l	e	r	t	e	p	l	o
i	d	o	l	s	y	m	b	o	l	l	e	b	a	l	f
e	l	d	i	l	a	b	m	y	c	e	a	n	g	l	e
w	t	r	o	u	b	l	e	e	l	i	c	n	e	p	l

Hidden Word _ _ _ _ _

relating to a bride _____ a type of trophy _____ bike part for a foot _____

part of a horse's harness _____ to interfere _____ travel selling goods _____

heavenly being _____ a sea bird _____ musical instrument _____

between meeting lines _____ fuel for cars _____ represents something _____

relating to the navy _____ lazy _____ a short gun _____

bellybutton _____ adored person _____ flower part _____

Challenge

Decode the homophones. **Write** them in the sentences below. Turn to 15 page 87.

★ **Code:** Each code letter represents the letter that comes before it in the alphabet, for example **b** represents **a**, **c** represents **b**. The first one is done for you.

b m u f s c p v m e f s m p o f b m m p x f e J'mm b m u b s m p b o

a l t e r _____ _____ _____ _____ _____ _____

m j h i u f o j o h b j t m f b m p v e c p m e f s j t m f m j h i u o j o h

_____ _____ _____ _____ _____ _____

The minister decided to _____ the position of the _____ in his church.

Great flashes of _____ lit the sky as the sailors began _____ the boat by throwing things overboard to help the boat float more easily on the huge waves.

Ben said we could have a _____ of the horse standing by the _____ tree in the paddock.

_____ be waiting for you in the _____ of the only theatre on the holiday _____.

As the people became more confident at climbing the sheer, rocky, cliff face, they got _____ and decided to attempt scaling the last huge _____.

'I hope I am _____ to go to your party,' said the girl out _____ so her mother would hear.

▶ For the Extra Challenge turn to page 90.

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Week 5. Term 2		SB - Cockatoos SJ - Strawberries SL - Green	I ll lizard bell	G5E

Words	Monday	Tuesday	Wednesday	Thursday
alteration				
collision				
elaborately				
election				
entitlement				
envelope				
fertility				
lecturer				
medallion				
nationality				
obligation				
principal				

cockatoos strawberries green

Words	Monday	Tuesday	Wednesday	Thursday
principle				
quarrelling				
relatively				
resultant				
revelled				
specialty				
supplier				
totality				

Unit 14

l ll lizard bell

List Words
loan
latter
medal
bolder
really
elect
alter
troubling
woollen
allowed
almost
already
collide
collapse
include
usually
alphabet
reality
parallel
example
lecture
lightening
aisle
laughter
although

_____
_____
_____
_____
_____

1 **Colour** the graphemes that represent l ll in the List Words.

2 **Turn** to page 81. **Count** the sounds and identify all the graphemes in each List Word.

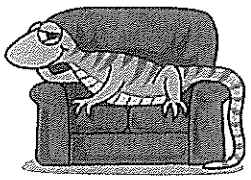
3 **Write** any other letters that can represent l ll on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Cross** out the words where you hear l ll. **Finish** the nonsense poem that is left.

Some hulk folks really had milk elk yolks,
Cut almost in halves for alphabet calves.
The salmon were pals laughing unusually calm,
Swimming parallel although under the elect palm.
I couldn't include reality talk.
I was allowed trying to collapse __alk.



5 **Circle** the two errors.

Turn to 2a and 7 page 86.

all most all ready all together all though play full un till peace full awe full
almost already altogether although playfull untill peaceful awful

6 **Write** words built from the words *old* and *young* to finish these sentences.

Turn to 11a page 87.

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I am happy to _____ my coloured pencils to my friends as long as they care for them.

I will not _____ them to people who break or lose them.

When people ask for a _____ I explain that they may have a _____ if they look after them.

A friend had a _____ of some pencils and lost one so I won't _____ them to her again.

 ISBN 978 1 74135 160 6

9 **Rewrite** these List Words written with the beginning of the word at the end.

turelec _____ tterla _____ phabetal _____

llideco _____ alityre _____ terlaugh _____

cludein _____ allelpar _____ llapseco _____

10 **Colour** words ending with **al, el, il, ol** and **le** in the Word Search to find the Hidden Word. **Write** the words under the appropriate headings. **Write** some of the words to match the meanings below.

al

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

el

il

_____ _____ _____ _____

_____ _____ _____ _____

ol

le

_____ _____ _____ _____

_____ _____ _____ _____

b	r	i	d	a	l	l	a	d	e	p	l	e	v	e	l
b	e	x	a	m	p	l	e	p	i	s	t	i	l	f	j
r	l	n	a	v	e	l	m	l	o	t	s	i	p	u	l
i	a	l	e	g	n	a	e	m	e	d	d	l	e	n	i
d	v	p	u	p	i	l	d	e	l	d	d	e	p	n	s
l	a	l	a	t	e	m	a	p	e	t	r	o	l	e	s
e	n	t	a	b	l	e	l	l	e	r	t	e	p	l	o
i	d	o	l	s	y	m	b	o	l	l	e	b	a	l	f
e	l	d	i	l	a	b	m	y	c	e	a	n	g	l	e
w	t	r	o	u	b	l	e	e	l	i	c	n	e	p	l

Hidden Word _ _ _ _ _

relating to a bride _____ a type of trophy _____ bike part for a foot _____

part of a horse's harness _____ to interfere _____ travel selling goods _____

heavenly being _____ a sea bird _____ musical instrument _____

between meeting lines _____ fuel for cars _____ represents something _____

relating to the navy _____ lazy _____ a short gun _____

bellybutton _____ adored person _____ flower part _____

Challenge

Decode the homophones. **Write** them in the sentences below. Turn to 15 page 87.

★ **Code:** Each code letter represents the letter that comes before it in the alphabet, for example **b** represents **a**, **c** represents **b**. The first one is done for you.

b m u f s c p v m e f s m p o f b m m p x f e J'mm b m u b s m p b o

a l t e r _____ _____ _____ _____ _____ _____

m j h i u f o j o h b j t m f b m p v e c p m e f s j t m f m j h i u o j o h

_____ _____ _____ _____ _____ _____

The minister decided to _____ the position of the _____ in his church.

Great flashes of _____ lit the sky as the sailors began _____ the boat by throwing things overboard to help the boat float more easily on the huge waves.

Ben said we could have a _____ of the horse standing by the _____ tree in the paddock.

_____ be waiting for you in the _____ of the only theatre on the holiday _____.

As the people became more confident at climbing the sheer, rocky, cliff face, they got _____ and decided to attempt scaling the last huge _____.

'I hope I am _____ to go to your party,' said the girl out _____ so her mother would hear.

For the Extra Challenge turn to page 90.

ISBN 978 1 74135 160 6

Top Join Combinations

on on on on on on or or or or or or os os os os os os

ov ov ov ov ov ov ox ox ox ox ox ox ow ow ow ow ow ow

op op op op op op om om om om om om od od od od od od

ri ri ri ri ri ri ri ro ro ro ro ro ro ro ru ru ru ru ru ru

ra ra ra ra ra ra rn rn rn rn rn rn rn rd rd rd rd rd rd

re re re re re re ve ve ve ve ve ve ve vi vi vi vi vi vi

va va va va va va vu vu vu vu vu vu vm vm vm vm

wo wo wo wo wo wu wu wu wu wu wu wa wa wa wa

we we we we we wi wi wi wi wi wi wi wr wr wr wr wr

ws ws ws ws ws wn wn wn wn wn wn wd wd wd wd wd

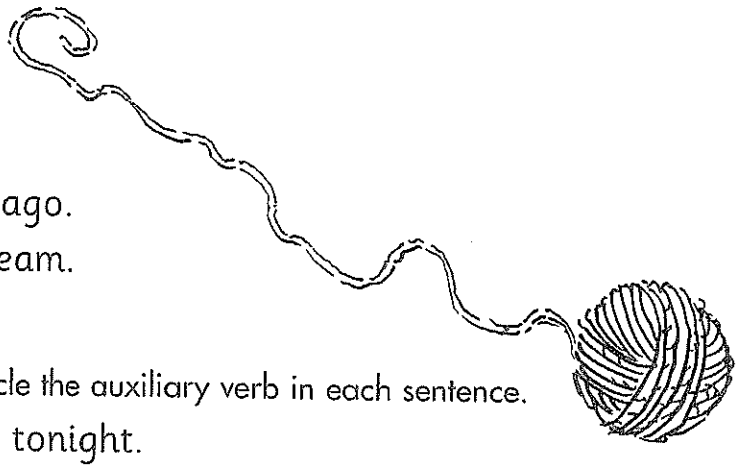
Verbs

Name _____ Grammar BLM 15

Being and having verbs tell us about what things are and what they have. For example: Ben *is* a good swimmer.
Being and having verbs are sometimes confused with words acting as auxiliaries (or helping verbs) for doing, saying and thinking verbs. For example: Ben *is swimming*.

1. Circle the being or having verb in each sentence.

a. Max has a bad cold.
b. Ali is the best speller.
c. The books are here.
d. Nick was there a minute ago.
e. I am the captain of the team.
f. I have the string.



2. Underline the main verb and circle the auxiliary verb in each sentence.

a. I am going to the movies tonight.
b. Mum is painting the house this weekend.
c. The teacher was helping us.
d. Tom will run in the race.
e. Our class has read that book.
f. I have seen a shooting star.

3. Use three of the being and having verbs from question 1 in sentences of your own.

_____

_____

_____

4. Use three of the verb groups (auxiliary verb plus main verb) from question 2 in sentences of your own.

_____

_____

_____

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Vital Verbs

Verbs that have a subject or an object are known as finite verbs.

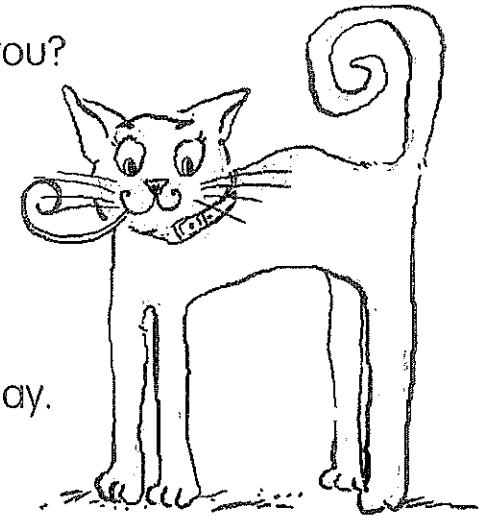
For example: The dog ate the bone.
subject object

Remember: to decide whether a verb is finite, ask yourself "who" or "what", and if you get an answer that means the verb is finite.

Choose a finite verb from the box to complete each joke

growled	follows	waved	bought	chases	operated

1. Is it bad luck if a black cat ..... you?
   Only if you're a mouse.



2. My uncle ..... a newspaper shop but it blew away.

3. My mother ..... her hair yesterday.
   Gosh, can't you buy her a flag instead?

4. When the doctor ..... it was very funny.
   It left the patient in stitches.

5. My dog ..... cars. The only trouble is when he catches them he buries them in the backyard

6. The teacher ..... at me because I didn't know where the pyramids were.
   Well be more careful where you leave things in future.

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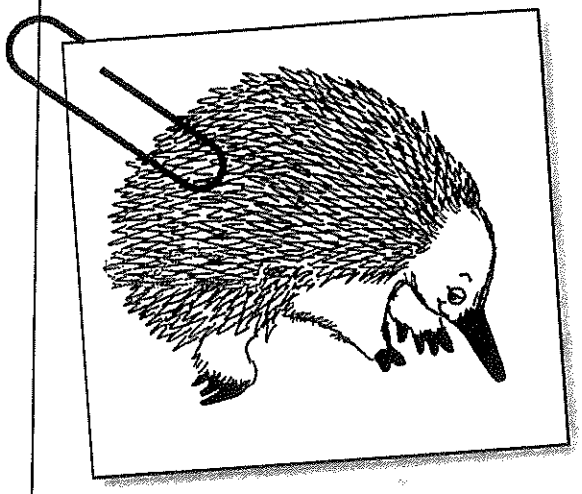
LOOKING AT *The Echidna*

▸ Identify Yourself ▸ Name: ▸ Date:



The Echidna Family

Echidnas, like platypuses, lay eggs and are members of the monotreme family. They are also mammals and feed their babies milk. Echidnas are sometimes called anteaters.

Habitat

Echidnas are found all over Australia from hot, dry areas to snowy areas.

Features and Appearance

Echidnas vary in colour from light brown in hot areas to nearly black in Tasmania. Echidnas' rounded bodies are covered in short, coarse hair and long sharp spines. They use their pointy seven centimetre snouts to break up termite mounds. Their mouths are on the underside of their snouts. They also use their short, strong legs and sharp claws for digging in the soil. Adults grow up to 45 centimetres and can weigh up to seven kilograms.

Diet

Echidnas have no teeth but use their long sticky tongues to catch ants and termites.

Life Cycle

Adult female echidnas lay soft leathery eggs into their shallow pouches. The eggs take ten days to hatch. Baby echidnas are called puggles. They are jellybean size, pink, hairless and unable to see. They attach themselves to their mothers' milk glands and drink milk for approximately two months after they have been born. When they start to grow prickly spines, their mothers dig burrows. Baby echidnas stay in these burrows while their mothers go searching for food.

Threats

When threatened by predators like eagles, goannas, dingoes, and feral cats and dogs, puggles roll themselves into balls. They become sharp, spiky balls that protect their soft undersides. They can also very quickly burrow themselves into the soil. Hundreds of echidnas are killed every year on the road by cars and trucks.

Did You Know?

The echidna is featured on the five cent coin. The five cent coin could soon be phased out.

The Echidna

Activity 1

Read the information report on the echidna on page 18 and answer the questions.

1. Which family does the echidna belong to?

   _____

2. Circle the correct meaning of these words:

monotreme:	has live young	lays eggs	eats ants
mammal:	feeds its baby fish	lays eggs	feeds its baby milk
puggle:	a game	a baby echidna	water on the ground

3. What is an echidna's main diet?

   _____ and _____

4. How does an echidna eat its food?

   _____

5. Which part of an echidna's body does it protect from attack?

   _____

6. How does an echidna protect itself?

   _____

7. Explain how humans are a threat to the echidna.

   _____

   _____

Extra!

There is an echidna on the five cent coin. Do a rubbing of it here.

The Echidna

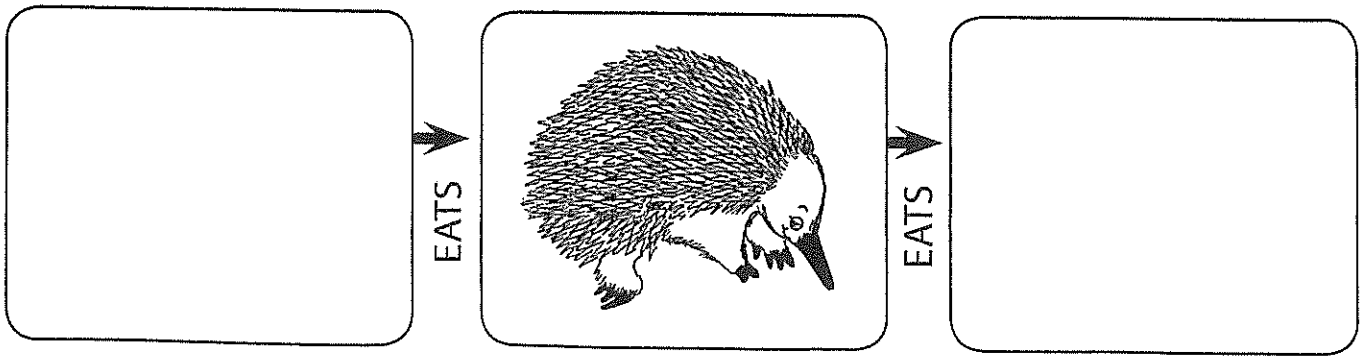
Activity 2

Read the information on page 18 to help you answer the questions and complete the tasks.

1. List four predators that threaten the echidna.

2. Draw two diagrams to show how an echidna protects itself from attack.

Complete the food chain below by drawing in the boxes.



The Echidna

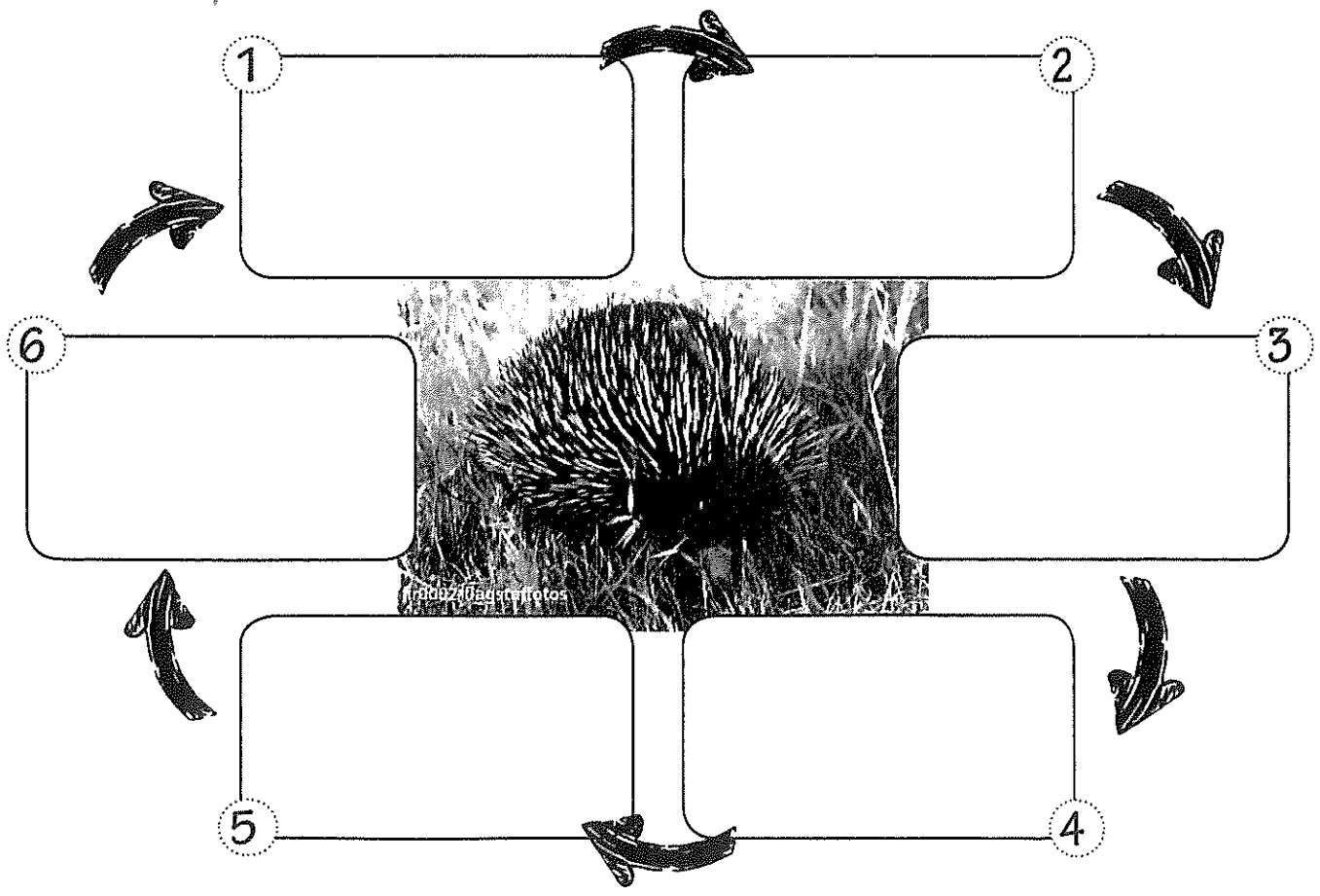
Activity 3

Read the information about the life cycle of the echidna below.

THE LIFE CYCLE OF THE ECHIDNA

An adult female lays an egg into her shallow pouch.	The puggle grows prickly spines.	The mother leaves her baby in a burrow while she looks for food.
The puggle eats ants and termites.	The puggle hatches.	The puggle drinks milk from its mother.

Cut out the information boxes above and paste them in the boxes below in the correct order to create a flow chart explaining the life cycle of an echidna.



Note: Before you begin to read the text, answer Questions 1 - 4 on the opposite page.

CLEOPATRA: QUEEN OF EGYPT

Cleopatra is one of the most famous women in history. She lived from 69 BC to 30 BC. At the young age of seventeen, she became the Queen of Egypt. Cleopatra was the last ruler of the Ptolemaic Dynasty in Egypt.

Cleopatra appears to have been a popular name in her family, as her mother was known by the same name as well as an older sister, making the new daughter Cleopatra the Seventh (VII). She was extremely intelligent and ambitious. When Cleopatra became ruler, Egypt was suffering from bankruptcy and civil war. She was able to regain peace and overcome poverty throughout Egypt.

At the time Cleopatra ruled Egypt, Julius Caesar was the Emperor of Rome. Caesar was a powerful politician who ruled, and greatly extended, the Roman Empire. In 48 BC Caesar visited Egypt and fell in love with Cleopatra. She went with Caesar to Rome in 45 BC. In 44 BC Caesar was murdered and Cleopatra returned to Egypt.

To increase her power, she married a Roman general named Marc Antony. Antony was expected to become the new emperor of Rome. He soon started giving Roman land to his wife, Cleopatra, which angered rival Roman general, Octavian.

Octavian declared war on Antony and Cleopatra. In a major sea battle, Octavian defeated the Egyptians and Antony and Cleopatra fled back to Egypt. When Octavian arrived in Egypt, Marc Antony killed himself. Cleopatra then took her own life – by deliberately letting a poisonous snake bite her.

Following her death, Egypt fell to the Romans, thus ending the 300 year reign of the Ptolemaic Dynasty.

Focus: ***Skimming and Scanning/Predicting - Making Predictions About the Text's Content***

Skimming and scanning a text allows us to identify key words or people's names. This will help you predict the relevance of the information you are about to read.

1 *Scan the text. Name two people who are mentioned in the first three paragraphs.*

2 *Scan the text for other names. Write them below.*

3 *Scan the text. Does the report refer to the period BC or AD?*

4 *Predict what you think the text will be about. Write your prediction below.*

Literal Questions

5 *When did Cleopatra live?*

6 *How old was she when she became the Queen of Egypt?*

7 *Who was Julius Caesar?*

8 *Marc Antony was expected to become what?*

9 *Why did Octavian declare war on Cleopatra and Marc Antony?*

10 *What happened in 48 BC?*

Inference Questions

11 *The purpose of this text is to* entertain inform persuade

12 *Why do you think Cleopatra is one of the most famous women in history?*

13 *Why did Cleopatra allow a snake to bite her?*

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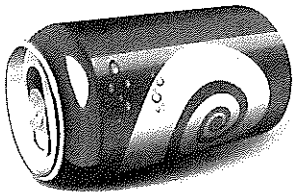
SCHOOL GARBAGE



To Whom It May Concern,

Our school generates too much rubbish. Have you ever noticed the overflowing garbage bins in our school? These garbage bins are filled with many items such as paper, glass and plastic bottles. These items should be recycled.

Our school should set up a recycling program. Next to the garbage bins, we should have recycling bins for paper, glass and plastic. Every classroom must have recycling bins for paper. I know a few classes do not have these and I think it is extremely necessary they start recycling their paper like the rest of the school.

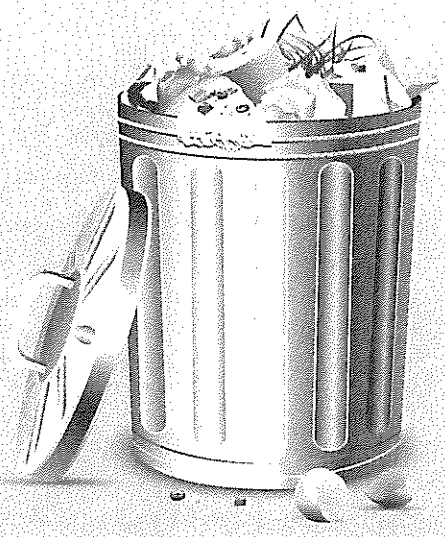
Students should be in charge of the recycling in the classroom. Teachers are busy enough preparing lessons. There must be a recycling monitor in every classroom. Anybody caught wasting paper or not recycling properly should be penalised.

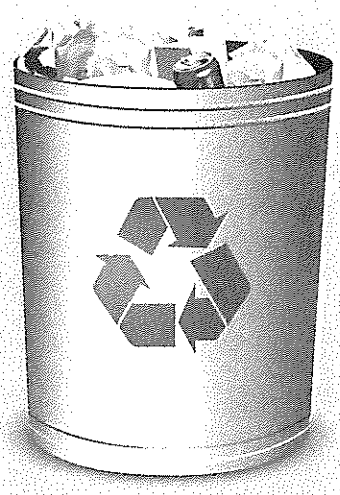
Students should aim to bring less garbage in their lunches. They should use reusable plastic containers rather than plastic wrap or throw away zip lock bags. Students could bring cloth serviettes rather than paper ones. Students should use real cutlery rather than plastic throw away cutlery. These can be washed in a dishwasher and used again.

Bottles should be washed and reused. After we finish a bottle of drink it should be washed and taken home to be filled with cordial, juice or water and brought back to school the next day. This will not only save the environment but we will spend less money buying drinks every day.

If all of these suggestions were applied we would have a lot less waste in our school which will help the environment.

Kind regards,
Kristen Mundy





Literal Questions

1 *Who wrote the letter?* _____

2 *What items in the garbage bins could be recycled?* _____

3 *What does Kristen think her school should set up?*

_____

4 *What should be washed and reused?* _____

5 *Who should be in charge of recycling in the classroom?* _____

Focus: ***Text Structures and Language Features***

Persuasive texts present a series of arguments on an issue in logical order. They intend to persuade the reader to agree with a particular idea or viewpoint. Persuasive texts usually use high modality language. Each paragraph has a strong opening sentence which is further elaborated on with reasons backing it up.

6 *Tick the correct answer. The author wants you to agree that*

a her school generates too much rubbish. ☐

b her school's recycling program is adequate. ☐

c all classrooms are already recycling. ☐

7 *List four major actions suggested by Kristen to improve recycling at school.*
Hint: Look at the beginning sentences of each paragraph.

Point 1: _____

Point 2: _____

Point 3: _____

Point 4: _____

8 *Use the clues below to find the high modality words from the text.*

a s ___ ___ u ___ d b w ___ ___ l ___ c m ___ ___ t

Inference Questions

9 *How will washing water bottles save us money?* _____

_____

10 *How will Kristen's school help the environment if they follow through with her suggestions? Explain.*

_____

_____

11 *What do some classes already recycle?* _____

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Week 5

Children should do chores to earn pocket money.

PERSUASIVE WRITING GRAPH

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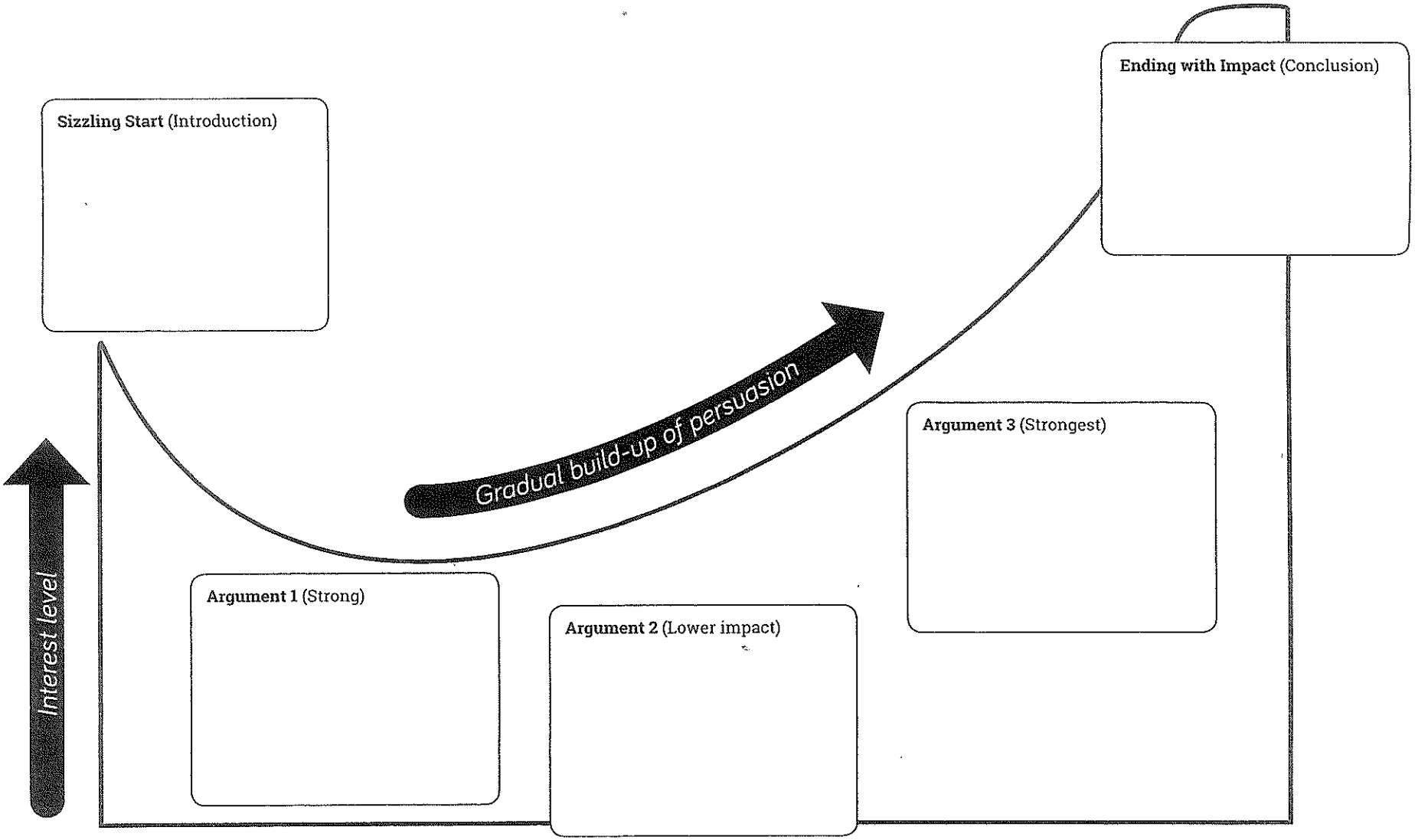

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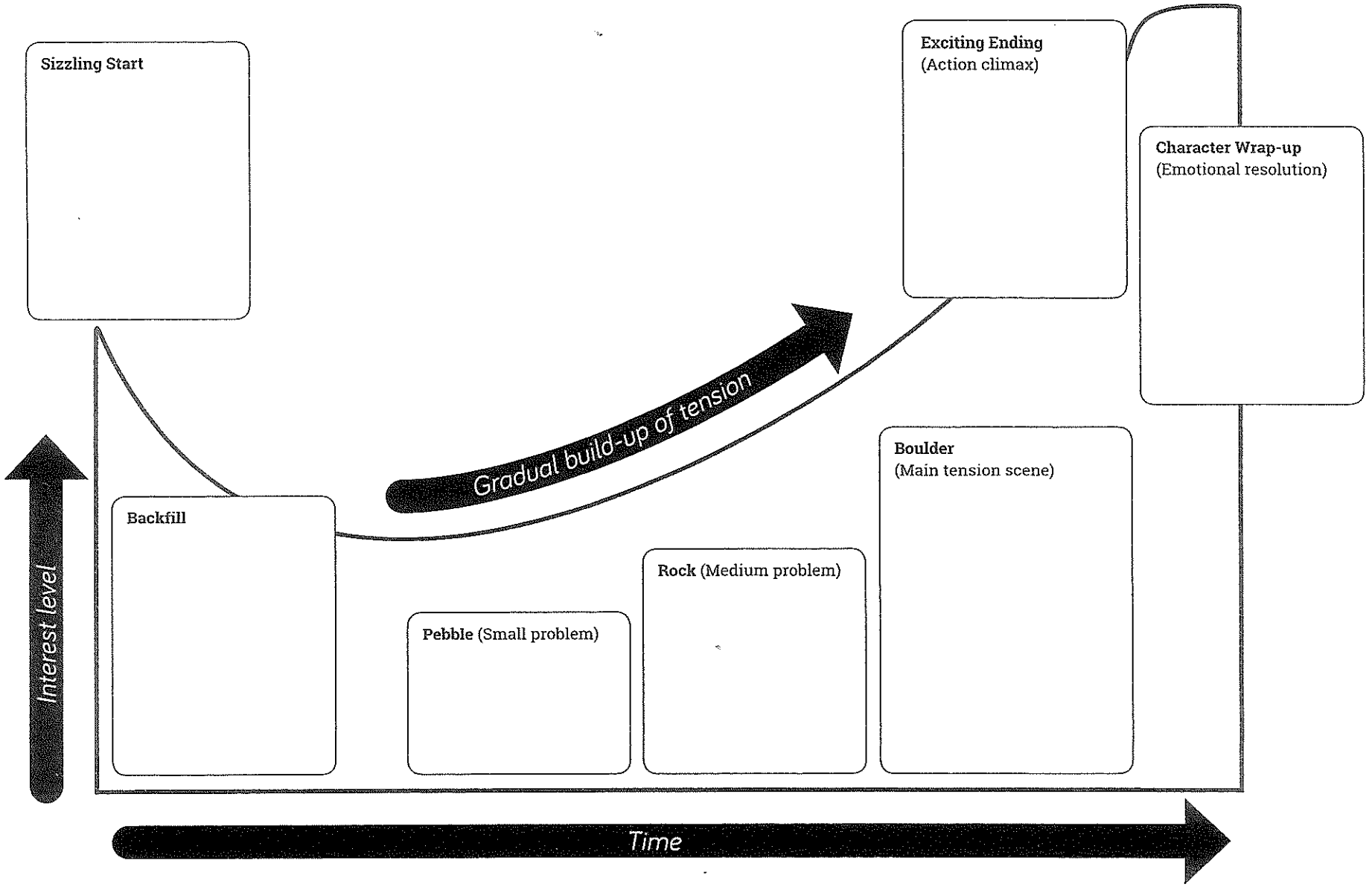

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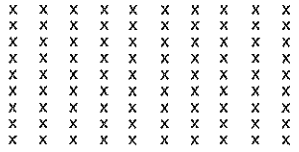
Speed Test – 37

Facts Tested: 3x, 9x, 10x, +, –

1. 3 x 0 = _____
2. 5 x 3 = _____
3. 7 x 3 = _____
4. 7 x 9 = _____
5. 3 x 2 = _____
6. 9 x 2 = _____
7. 5 x 9 = _____
8. 6 x 3 = _____
9. 6 x 9 = _____
10. 0 x 9 = _____
11. 12 x 3 = _____
12. 9 x 12 = _____
13. 8 x 3 = _____
14. 8 x 9 = _____
15. 9 x 3 = _____
16. 4 x 3 = _____
17. 9 x 4 = _____
18. 9 x 9 = _____
19. 10 x 3 = _____
20. 10 x 9 = _____
21. 15 tens = _____
22. 23 tens = _____
23. 35 tens = _____
24. 19 tens = _____
25. 40 tens = _____
26. 29 tens = _____
27. 32 tens = _____
28. 27 tens = _____
29. 18 tens = _____
30. 36 tens = _____
31. 3 + 5 = _____
32. 30 + 50 = _____
33. 4 + 7 = _____
34. 40 + 70 = _____
35. 6 + 3 = _____
36. 60 + 30 = _____
37. 8 + 8 = _____
38. 80 + 80 = _____
39. 5 + 8 = _____
40. 50 + 80 = _____
41. 2 x 3 x 0 x 2 = _____
42. 3 x 3 x 0 x 3 = _____
43. 2 x 0 x 3 x 3 = _____
44. 0 x 3 x 2 x 5 = _____
45. 4 x 2 x 0 x 9 = _____
46. 14 – 6 = _____
47. 14 – 8 = _____
48. 13 – 6 = _____
49. 13 – 8 = _____
50. 13 – 4 = _____

Circle $^{7}/_{10}$ of the amount below. (7 out of every 10). Write the number circled on the line provided.

$^{7}/_{10}$ of 90 = _____



My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____.

I now know that _____.

_____.

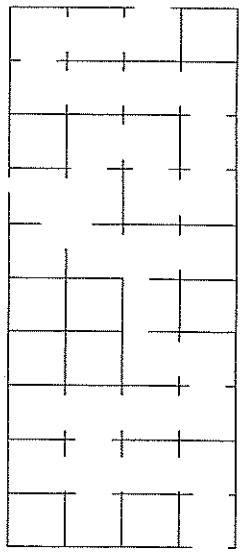
www.ricgroup.com.au

Speed Test – 38

Facts Tested: 2x, 3x, 4x, 5x, 9x, 10x

1. 0 rows of 9 = _____
2. 5 rows of 9 = _____
3. 6 rows of 9 = _____
4. 1 row of 9 = _____
5. 8 rows of 9 = _____
6. 7 rows of 9 = _____
7. 12 rows of 9 = _____
8. 9 rows of 9 = _____
9. 3 rows of 9 = _____
10. 10 rows of 9 = _____
11. 4 rows of 9 = _____
12. 3 rows of 11 = _____
13. 3 rows of 7 = _____
14. 3 rows of 3 = _____
15. 3 rows of 6 = _____
16. 3 rows of 0 = _____
17. 3 rows of 9 = _____
18. 3 rows of 2 = _____
19. 3 rows of 5 = _____
20. 3 rows of 10 = _____
21. 3 rows of 8 = _____
22. 3 rows of 4 = _____
23. 3 rows of 2 = _____
24. 1 row of 2 = _____
25. 12 rows of 2 = _____
26. 4 rows of 2 = _____
27. 9 rows of 2 = _____
28. 7 rows of 2 = _____
29. 6 rows of 2 = _____
30. 8 rows of 2 = _____
31. 5 rows of 2 = _____
32. 10 rows of 2 = _____
33. 4 rows of 8 = _____
34. 4 rows of 9 = _____
35. 4 rows of 10 = _____
36. 4 rows of 3 = _____
37. 4 rows of 7 = _____
38. 4 rows of 0 = _____
39. 4 rows of 12 = _____
40. 4 rows of 4 = _____
41. 4 rows of 6 = _____
42. 4 rows of 5 = _____
43. 9 rows of 10 = _____
44. 9 rows of 5 = _____
45. 7 rows of 10 = _____
46. 7 rows of 5 = _____
47. 8 rows of 10 = _____
48. 8 rows of 5 = _____
49. 5 rows of 10 = _____
50. 5 rows of 5 = _____

Help Kenny Cockroach through the maze to the apple core by drawing a path for him to follow.



My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____.

I now know that _____.

_____.

Speed Test – 44

Facts Tested: 3x, 6x, 9x, –

1. 12 x 3 = _____
2. 12 x 6 = _____
3. 12 x 9 = _____
4. 7 x 3 = _____
5. 7 x 6 = _____
6. 7 x 9 = _____
7. 3 x 3 = _____
8. 3 x 6 = _____
9. 3 x 9 = _____
10. 6 x 3 = _____
11. 6 x 6 = _____
12. 6 x 9 = _____
13. 8 x 3 = _____
14. 8 x 6 = _____
15. 8 x 9 = _____
16. 4 x 3 = _____
17. 4 x 6 = _____
18. 4 x 9 = _____
19. 9 x 3 = _____
20. 9 x 6 = _____
21. 9 x 9 = _____
22. 10 x 9 = _____
23. 5 x 3 = _____
24. 5 x 6 = _____
25. 5 x 9 = _____
26. 2^2 = _____
27. 3^2 = _____
28. 4^2 = _____
29. 5^2 = _____
30. 6^2 = _____
31. 9^2 = _____
32. 10^2 = _____
33. Water boils at _____°C
34. Water freezes at _____°C

Find the square root of...

35. 4 = _____
36. 9 = _____
37. 25 = _____
38. 81 = _____
39. 16 = _____
40. 100 = _____
41. 36 = _____
42. 14 – 6 = _____
43. 11 – 7 = _____
44. 16 – 8 = _____
45. 14 – 6 = _____
46. 12 – 4 = _____
47. 15 – 7 = _____
48. 13 – 5 = _____
49. 13 – 6 = _____
50. 15 – 9 = _____

Did you know? Snow crystals are all six-sided shapes but no two are exactly alike. Draw some of your own snow crystals below. Make sure all have 6 sides and none are alike.

My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____.

I now know that _____.

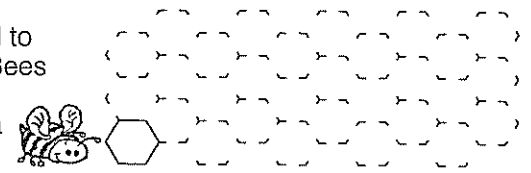
_____.

Speed Test – 45

Facts Tested: 2x, 3x, 4x, 5x, 6x, 9x, 10x

1. 2 times 6 = _____
2. 3 times 3 = _____
3. 3 times 9 = _____
4. 2 times 7 = _____
5. 4 times 6 = _____
6. 4 times 8 = _____
7. 6 times 2 = _____
8. 2 times 2 = _____
9. 6 times 9 = _____
10. 3 times 7 = _____
11. 6 times 4 = _____
12. 9 times 2 = _____
13. 12 times 4 = _____
14. 9 times 9 = _____
15. 4 times 2 = _____
16. 9 times 8 = _____
17. 12 times 9 = _____
18. 6 times 7 = _____
19. 6 times 10 = _____
20. 4 times 3 = _____
21. 12 times 10 = _____
22. 9 times 7 = _____
23. 5 times 9 = _____
24. 3 times 11 = _____
25. 9 times 4 = _____
26. 3 times 4 = _____
27. 4 times 7 = _____
28. 12 times 5 = _____
29. 3 times 8 = _____
30. 4 times 9 = _____
31. 3 times 5 = _____
32. 4 times 5 = _____
33. 0 times 1 = _____
34. 6 times 3 = _____
35. 3 times 6 = _____
36. 9 times 10 = _____
37. 2 times 3 = _____
38. 4 times 10 = _____
39. 6 times 8 = _____
40. 3 times 2 = _____
41. 3 times 10 = _____
42. 4 times 4 = _____
43. 2 times 8 = _____
44. 9 times 6 = _____
45. 6 times 6 = _____
46. 9 times 5 = _____
47. 5 times 8 = _____
48. 5 times 7 = _____
49. 9 times 3 = _____
50. 6 times 5 = _____

Tessellations — If shapes fit together without leaving any spaces, they are said to TESSELLATE. The hexagon tessellates. Bees use this shape when they build their wax combs. Complete the beehive so Belinda Bee and her friends can fill it with honey.



My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____.

I now know that _____.

_____.

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Speed Test – 46

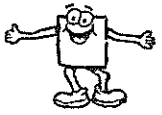
Facts Tested: Revision

1. 18 ÷ 2 = _____
2. 2 ÷ 2 = _____
3. 16 ÷ 2 = _____
4. 4 ÷ 2 = _____
5. 10 ÷ 2 = _____
6. 20 ÷ 2 = _____
7. 14 ÷ 2 = _____
8. 6 ÷ 2 = _____
9. 12 ÷ 2 = _____
10. 8 ÷ 2 = _____

Write the product of...

11. 4 and 5 = _____
12. 4 and 10 = _____
13. 4 and 1 = _____
14. 4 and 6 = _____
15. 4 and 9 = _____
16. 4 and 2 = _____
17. 4 and 7 = _____
18. 4 and 3 = _____
19. 4 and 8 = _____
20. 4 and 4 = _____
21. multiply 9 by 4 = _____
22. multiply 9 by 7 = _____
23. multiply 9 by 1 = _____
24. multiply 9 by 9 = _____
25. multiply 9 by 5 = _____
26. multiply 9 by 3 = _____
27. multiply 9 by 8 = _____
28. multiply 9 by 10= _____
29. multiply 9 by 6 = _____
30. multiply 9 by 2 = _____
31. 6 lots of 2 = _____
32. 6 lots of 6 = _____
33. 6 lots of 10 = _____
34. 6 lots of 9 = _____
35. 6 lots of 7 = _____
36. 6 lots of 1 = _____
37. 6 lots of 4 = _____
38. 6 lots of 5 = _____
39. 6 lots of 8 = _____
40. 6 lots of 3 = _____
41. 3 + 3 + 3 = _____
42. 1 + 1 + 1 = _____
43. 5 + 5 + 5 = _____
44. 8 + 8 + 8 = _____
45. 4 + 4 + 4 = _____
46. 9 + 9 + 9 = _____
47. 6 + 6 + 6 = _____
48. 2 + 2 + 2 = _____
49. 7 + 7 + 7 = _____
50. 10 + 10 + 10 = _____

Measure your height. What is it? _____ Now stand against a wall and hold your arms out sideways. Ask a friend to mark where each hand reaches on the wall with a piece of chalk. Now measure this. What is it? _____
What do you notice? Are you a square person, or very nearly square one?



My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____

I now know that _____

_____

Speed Test – 47

Facts Tested: Revision

1. 1^2 = _____
2. 2^2 = _____
3. 3^2 = _____
4. 4^2 = _____
5. 5^2 = _____
6. 6^2 = _____
7. 9^2 = _____
8. 10^2 = _____
9. 3 x 3 x 3 = _____
10. 2 x 3 x 4 = _____

Round to the nearest 10...

11. 75 = _____
12. 54 = _____
13. 87 = _____
14. 24 = _____
15. 81 = _____
16. 99 = _____
17. 76 = _____
18. 43 = _____
19. 45 = _____
20. 62 = _____
21. 2 x 3 = _____
22. 3 x 3 = _____
23. 12 x 9 = _____
24. 3 x 6 = _____
25. 3 x 9 = _____
26. 12 x 5 = _____
27. 3 x 4 = _____
28. 4 x 6 = _____
29. 4 x 9 = _____
30. 6 x 6 = _____
31. 5 x 7 = _____
32. 12 x 4 = _____
33. 3 x 5 = _____
34. 4 x 5 = _____
35. 12 x 6 = _____
36. 4 x 7 = _____
37. 2 x 8 = _____
38. 4 x 4 = _____
39. 5 x 8 = _____
40. 4 x 8 = _____
41. 12 x 2 = _____
42. 5 x 9 = _____
43. 3 x 8 = _____
44. 3 x 10 = _____
45. 2 x 7 = _____
46. 4 x 10 = _____
47. 5 x 10 = _____
48. 12 x 10 = _____
49. 3 x 7 = _____
50. 9 x 3 = _____

Useful Numbers–***Did you know*** that you can make any number from 1 to 40 by adding or subtracting the numbers 27, 9, 3 and 1 in various combinations? Study the examples.

1. 1 x 1 = 1
2. 2 = 3 – 1
3. 3 = 3
4. 4 = 3 + 1
5. 5 = 9 – (3 + 1)
6. 6 = 9 – 3
7. 7 = (9 + 1) – 3
8. 8 = 9 – 1
9. 9 = 9
10. 10 = 9 + 1

My score: _____ My time: _____ min _____ s

The main thing I didn't understand was _____

I now know that _____

_____

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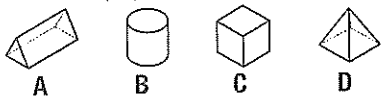
MONDAY

1. The time is *ten to* .

2. 6 9 = 15
3. Circle the composite number.

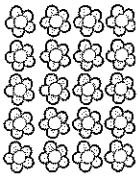
   5 7 9 11 13

4. Is this a top view of A, B, C or D?

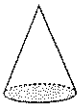


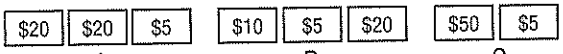
5. Which number sentence matches the array?

   A 5 x 4 **B** 5 + 4
   C 20 ÷ 5 **D** 20 – 4

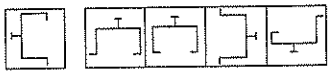


6. 9 3 = 3
7. What is the only even prime number?
8. How many faces does a cube have?
9. Name this 3-D shape.



10. 2367 = 2000 + + 60 +
11. What is the product of 3 and 4?
12. 

    Which set is half of $70?

13. Is C the third or fourth letter of the alphabet?
14. 

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

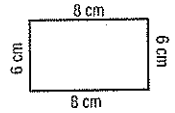
15. If the date is 17 December, what will be the date in one week?
16. (\$1) – (20c) – (10c) – (5c) =
17. 11 x 6 = , 110 x 6 =
18. Would the sun most likely rise or set at 6pm?
19. What fraction is shaded?
20. Antonio has 8 groups of 6 model cars. How many cars does Antonio have? Write the answer as a number sentence.

MY SCORE

TUESDAY

1. The time is *ten to* .

2. 9 + 9 =
3. 4 x 5 =

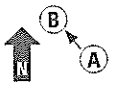


4. Perimeter = cm
5. The difference between 10 and 6 is 4 (10 – 6 = 4). What is the difference between 12 and 6?

   – =

6. 9^2 = x =
7. Name this 3-D shape.

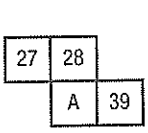
8. 11 x 3 =
9. Tick the direction from A to B.

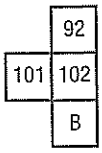


☐ north-east ☐ south-east
☐ north-west ☐ south-west

10. How long is line $\overline{AB}$?

☐ 5 mm ☐ 5 cm ☐ 5 m ☐ 5 km

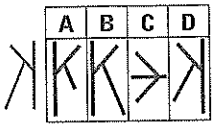
11. 1, 4, 7, 10,
12. 18 < 9 x 3 ☐ *true* ☐ *false*
13. Is E the fifth or sixth letter of the alphabet?
14. \$1 – 50c – 10c – 5c =
15. Write *two thousand and twenty-two* as a numeral.
16. 



    A = B =

17. 1 L = mL
18. In 638, what is the value of the 6?
19. ☐☐☐ > ☐☐☐☐

    $\frac{1}{3}$ > $\frac{1}{5}$ ☐ *true* ☐ *false*

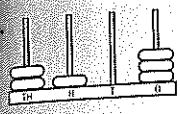
20. 

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

MY SCORE

WEDNESDAY

1. The time is *ten to* .

2.  The number on the abacus shows **2103**. Rewrite the number after adding an extra bead to the tens rod.

3. If 3 x 90 = 270, then

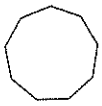
   3 x 89 = .

4. 1 km = m

5. Using the number family of 4, 7 and 28, write 2 number sentences.

   x =

   ÷ =



6. This is a .

7. If 10 mm = 1 cm, then

   80 mm = cm.

8. 2 x 7 = 14, 4 x 7 = 28, 8 x 7 =

9. Which angle is wider than 90°?

10. Which position is G in the alphabet?

11. Jakob and Emilie were hungry and each ate $4\frac{1}{2}$ small pizzas. How many whole pizzas did they eat in total?

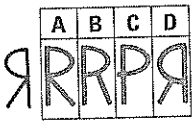
12. 1 m = mm

13. Is this clockwise or anticlockwise?

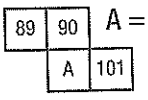
14. $3\overline{)69}$ =

15. 150 + 50 =

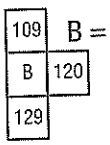
16. x 10 = 180

17. 

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

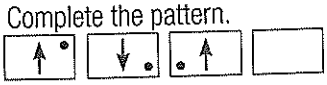
18. 

A =



B =

19. Complete the pattern.



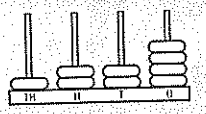
20. (\$1) – (20c) – (20c) – (5c) =

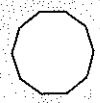
MY SCORE

THURSDAY

1. The time is *ten to* .

2. What is the difference between 13 and 9?

3.  The number on the abacus shows **1224**. Rewrite the number after adding one extra hundred bead.



4. This is a .

5. 68 – 8 = 60, 58 – 8 = 50, 48 – 8 =

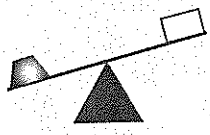
6. 26 + 4 = 30, 36 + 4 = 40, 46 + 4 =

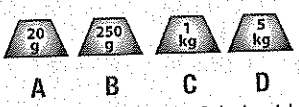
7. Write the shaded area as a fraction.

8. Write 100 less than 3468.

9. Draw a $3\frac{1}{2}$ cm-long line.

10. Round 245 to the nearest 100.

11. 



To balance a house brick, (approximately 3 kg) which set of weights is the best to use?

How many weights are needed?

12. 9^2 = x =

13. Which shape will tessellate?

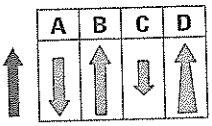
A B

14. 1 kg = g

15. One decade = years

16. 5000 + 10 000 + 30 + 900 + 4 =

17. \$5.00 – \$1.50 =

18. 

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

19. 21 ÷ 7 = 3, 28 ÷ 7 = 4, 35 ÷ 7 =

20. Write *six-tenths* as a decimal.

MY SCORE

Name _____ Date _____

Year 5 Daily Maths Problems

(17) When Toby travelled from Sydney to Bangkok, the plane he was in flew at an average speed of 516 km per hour. If it took 9 hours to get to Bangkok, what distance did he travel?

(18) Kate and her sisters, Joy and Matilda, decided to rent an apartment in the city together. How much will each of them pay, if the rent is $360 per week?

(19) There are 560 children at Jacob's school. Three-eighths of the students travel to school by bus. How many catch the bus to school?

(20) On the weekend, Nina made $98.70 from selling cakes at her store at the local fete. How much profit did Nina make, if she spent $21.50 on ingredients and $4.65 on signs?

teachstarter

unit 13

Three digits multiplied by one digit

EXAMPLE

Hund	Tens	Ones
	1 1	
2	4	5
×		3
7	3	5

5 × 3 = 15 ones
Write 5 in the ones column and trade the 10 ones for 1 ten, then write the 1 at the top of the tens column.
3 × 4 tens = 12 tens plus the 1 traded ten equals 13 tens.
Write 3 in the tens column and trade the 10 tens for 1 hundred, then place a 1 at the top of the hundreds column.
3 × 2 hundreds = 6 hundreds plus the 1 traded hundred equals 7 hundreds.
Write 7 in the hundreds column.

1 Solve each multiplication using the shortened form.

a	2 3 5	**b**	8 4 7	**c**	9 0 0	**d**	7 6 0	**e**	8 5 7
	× 3		× 4		× 5		× 6		× 7
f	3 6 3	**g**	2 4 8	**h**	4 7 4	**i**	3 2 9	**j**	2 6 3
	× 5		× 6		× 7		× 8		× 9
k	2 5 6	**l**	3 4 9	**m**	4 2 8	**n**	5 4 6	**o**	6 6 4
	× 5		× 7		× 6		× 4		× 5

2 Problems to solve

a The Earth takes about 365 days to orbit the Sun. How many days would it take to complete 5 orbits?

b A plane flew at 505 km per hour on a 4-hour flight. How far was the flight?

c How much soft drink did Hans drink if he drank all 3 of his 375 mL cans?

3 What numbers could 124 be multiplied by to give an answer of between 600 and 1000?

Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental and written strategies and appropriate digital technologies

Oxford University Press

Constructing number sentences

4 Supply the missing number to make each number sentence equal.

a $6 + \square = 18 - 5$

b $9 + 6 = \square - 17$

c $4 \times 7 = \square - 22$

d $4 \times 6 = \square + 6$

e $\square + 7 = 20 - 8$

f $5 \times \square = 20 + 10$

g $\square \times 5 = 36 + 9$

h $100 \div 5 = 32 - \square$

i $9 + 8 = \square - 7$

j $3 \times 4 = 100 - \square$

k $\square \div 5 = 25 \times 2$

l $56 \div \square = 94 - 86$

5 **Celebrity heads**

Read the number sentences and carry out the operations to find the missing numbers.

a If you multiply me by 2 and add 4 the answer is 10.

b If you halve me and halve me again the answer is 6.

c If you add 2 and multiply by 4 the answer is 36.

6 Write a number sentence to solve the problems. The first one is done for you.

a Double the number and add 6 to get 14. — $4 \times 2 + 6 = 14$

b Multiply the number by 3 and subtract 7 to get 5.

c Subtract 5 from the number and add 8 to get 10.

d Divide the number by 5 and add 3 to get 7.

e Multiply the number by 4 and divide by 3 to give 8.

f Add 5 to the number and multiply by 7 to get 56.

g Subtract 15 from the number and divide by 5 to get 3.

h Add 3 to the number, take away 5 and multiply by 9 to get 63.

7 Think of a secret number and write some clues so that a friend can work out your secret number.

unit 13

Constructing shapes

8 Follow the instructions to draw a rectangle.

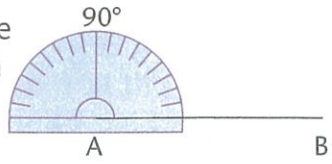
a Place a protractor exactly on the line AB, with the centre point exactly on the end of the line where A is.

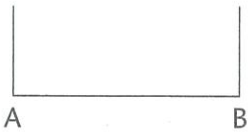
b Put a pencil dot at 90° then draw a faint line from A to the dot.

c Repeat exactly for the B end of the line.

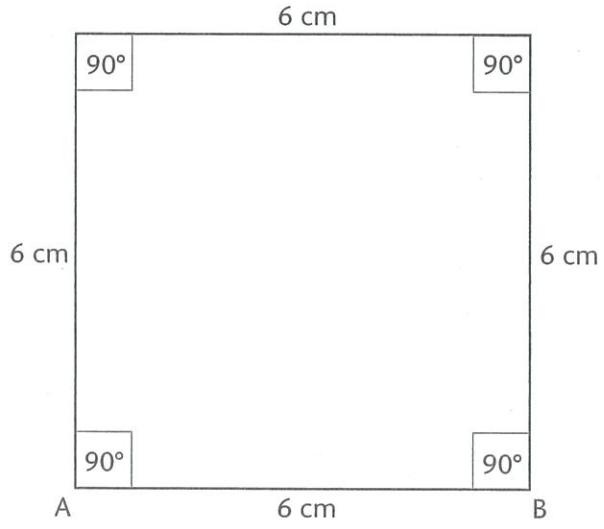
d Measure 4 cm on each vertical line you have drawn and put a dot.

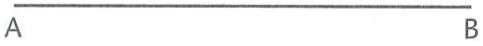
e Join the dots to form a rectangle.





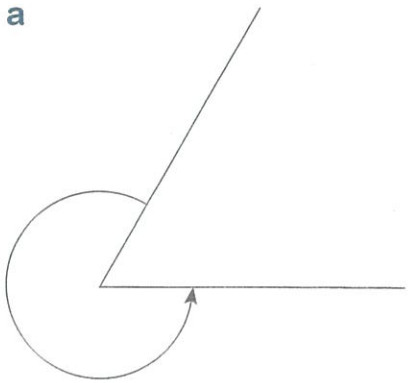
9 Now construct a congruent copy of the square below by following the same procedure as above. All the angles and sides are given on the shape.



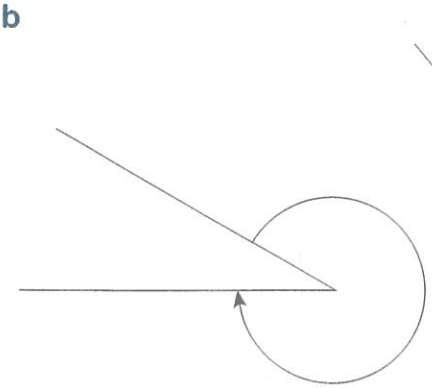


10 Measure the smaller angle, then deduct it from 360° to find the reflex angles. (You can also use a 360° protractor.)

a



b



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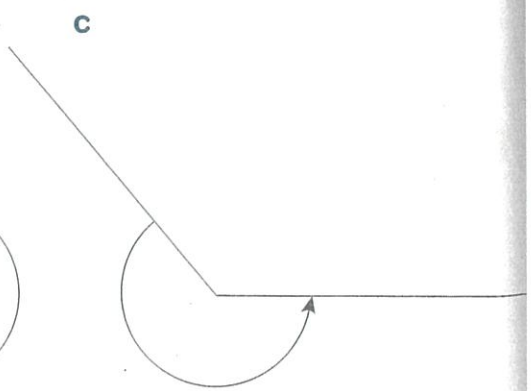
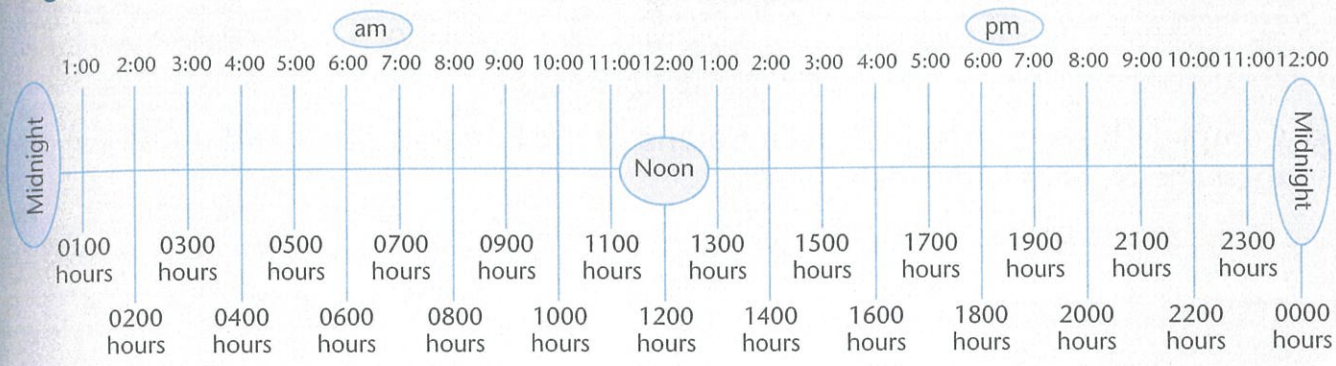


Oxford University Press

24-hour time

unit 13

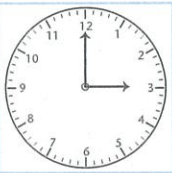
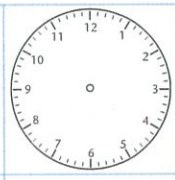
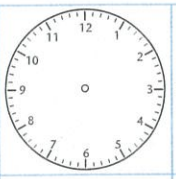
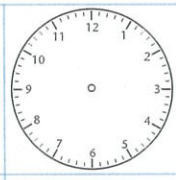
A day has 24 hours. Time can be expressed in 12-hour am/pm form or 24-hour time. Note that when writing 24-hour time, neither punctuation nor a space is used; e.g. 0745 hours = 7:45 am, 2318 hours = 11:18 pm.



11 Convert these from 12-hour "am and pm" time to 24-hour time. The first is done for you.

a 3:00 am 0300 hours
b 8:00 am _____
c 4:00 pm _____
d 6:00 pm _____
e 2:00 pm _____
f 11:00 pm _____
g 10:00 pm _____
h 6:00 am _____
i 8:00 pm _____
j 7:30 pm _____
k 7:30 am _____
l 9:15 pm _____

12 Complete this grid showing time expressed in analog, digital and 24-hour forms.

Analog							
Digital	3:00 AM		5:40 PM		9:35 PM	10:05 AM	12:45 AM
24-hour	0300 hours	1815 hours		1145 hours			

Channel 6

6:00	Sunshine News
7:00	Cartoon Connection
8:00	Play School
9:00	Home Shopping
10:00	Lifeline
10:30	News
11:00	Entertainment Tonight
12:00	Movie: Tarzan
2:00	Days of the Young
3:30	Disney Adventures
4:00	Bewitched
5:00	Growing Up
6:00	News
6:30	Tonight Today
7:30	Home and Away
8:00	Enemies
8:30	Water Snakes
9:30	Susan's Closet
10:30	Sportstime
12:00	Close

13 Read the program guide then answer the questions to set the TV to record using 24-hour time.

a Jim set his TV to record Channel 6 at 0900 for one hour. What show did he record? _____

b Maria wanted to record *Home and Away*. Complete the information she would need.

Channel _____ Time _____ Duration _____

c Mohammed set his TV to record Channel 6 at 1600 for one hour. What show did he record? _____

d Sylvester wanted to record *Water Snakes* so he set his TV for Channel 6 at 1830 for one hour. Was he successful? _____

e Ronald wanted to record *Sportstime*. Complete the information he would need.

Channel _____ Time _____ Duration _____

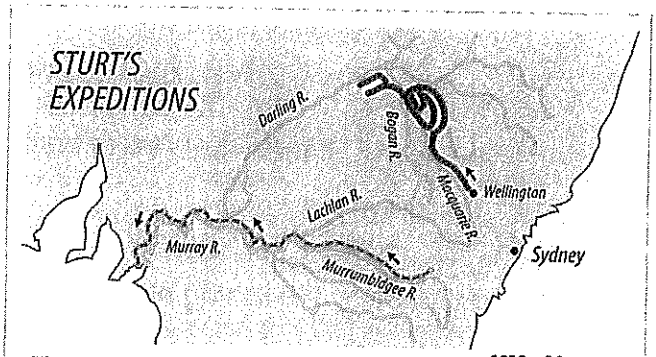
Sturt Solves the Riddle

Charles Sturt's next expedition followed the course of the Murrumbidgee River to the south-west. He was once again searching for the inland sea that he was sure existed. This trip turned out to be one of the greatest journeys of the European exploration of Australia.

Sturt's party left Sydney on 3 November 1829. They travelled by horseback past Lake George and came to the Murrumbidgee River east of the present-day town of Jugiong. After following it downstream nearly to the junction with the Lachlan River, on 7 January 1830 Sturt launched a whaleboat, chose seven companions, and sent the rest of the party back to Goulburn.

A Broad, Strongly Flowing River

They soon came to the junction of the Lachlan and the Murrumbidgee Rivers, and then a week later were swept into a broad, strongly flowing stream which Sturt named the Murray. It was in fact the same river Hume and Hovell had crossed far upstream in 1824 and named the Hume.



This map shows Sturt's two journeys.

The country they passed now was rich and well grassed. A large population of Aboriginal people lived on the fertile plain. While most tribes allowed Sturt's party to pass through their lands, and some tribes sent ambassadors to the next tribe to arrange for their peaceful passage, they eventually came across a large group of Aboriginal people who were preparing to fight them. The warriors gathered at a place where a sandbank reached nearly halfway across the Murray River.

Sturt aimed his rifle at the closest opponent. Suddenly there was a cry from the opposite bank; an Aboriginal chief leapt into the water and crossed to the sandbank. He argued with the war party, convincing them not to attack the boat.

The Darling Flows into the Murray

Minutes later Sturt discovered that the sandbank was formed by the waters of the Darling River flowing into the Murray. Sturt rowed up the Darling for a short distance until he came to an Aboriginal fishing net that stretched right across the river. He turned back rather than destroy the net by rowing through it.

The Mouth of the Murray River

On 9 February, they reached a large saltwater lake, which is now called Lake Alexandrina. They knew they were near the sea. After some effort they managed to scramble through a maze of sandhills and swamps until they looked out over Encounter Bay. Sturt had found where the inland rivers flowed–not as they had imagined into an inland sea, but into the Southern Ocean.

Terrible Hardships

The return journey was one of terrible hardship. They had to row against the current, and their supplies were running very low. The men grew weak. After about two months they reached the site of modern-day Narrandera, and the healthiest two men set out on foot to get help. A week later, just as the last food was about to be eaten, the two men returned with supplies from a depot they had left on the outward journey. By the time they finally reached Sydney on 25 May, they had been travelling for nearly seven months.

1 What was the main reason for Sturt's 1829–1830 expedition?

2 What type of transport was the party using as they passed the site of present-day Jugiong?

3 Where did the Aboriginal warriors gather in preparation for a fight?

4 Which of these rivers was not included in Sturt's 1829-1830 expedition?

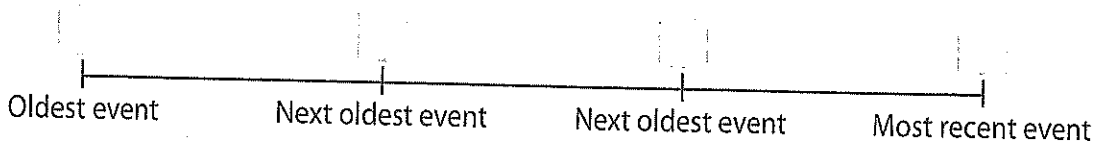
a Murray River
b Bogan River
c Darling River
d Murrumbidgee River

5 Which of these is the best evidence that Sturt did not want to upset the Aboriginal people?

a He didn't destroy the fishing net, even though he may have wanted to travel further upstream.
b He aimed his rifle at the Aboriginal warriors on the sandbank.
c He sent ambassadors to the next tribe to arrange for their peaceful passage.
d A large group of Aboriginal people were preparing to fight them.

6 Write letters in the boxes to show these events in order on the timeline.

A The party reached Lake Alexandrina.
B Sturt's party left Sydney.
C Sturt met a large group of Aboriginal warriors on a sandbank in the Murray River.
D Sturt came to an Aboriginal fishing net stretched across the river.



Inference questions

7 Describe in your own words what the mouth of the Murray River looks like.

8 What do you think is meant by the term 'depot'?

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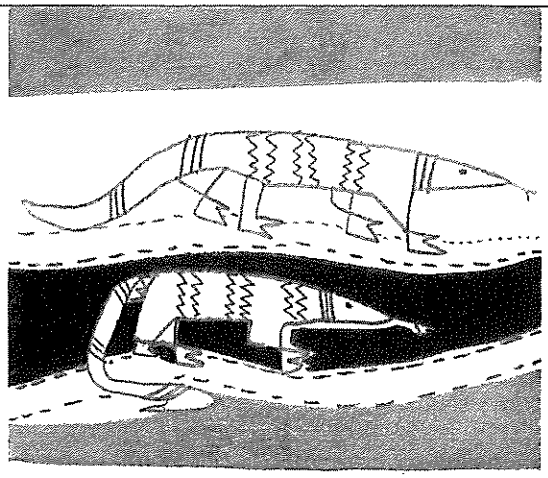


Stage 3 Art Week 5 Lesson 5
Indigenous Perspectives

Learning Objective:
In this lesson students appreciate diverse artistic styles of contemporary Aboriginal and Torres Strait Islander artists across Australia and learn about their artistic practices. Students make their own recycled sculpture of a selected native Australian animal. They consider the animal's characteristics and behaviours and develop an original design which represents the qualities and personality of their chosen animal using simple construction techniques.

What you will need:

- a collection of small recycled boxes and bottles;
- different fabric offcuts in various colours and textures, bottle lids, plasticine and left-over paper clay, recycled foam packaging, buttons, sticks, twine, corks, wool, felt, raffia and feathers;
- coloured paper and pencils and
- scissors, glue or a hot glue gun and masking tape.

Google:

- Yarrenyty Arltere Artists group web page;
- native Australian animal fact sheets;

Think about:

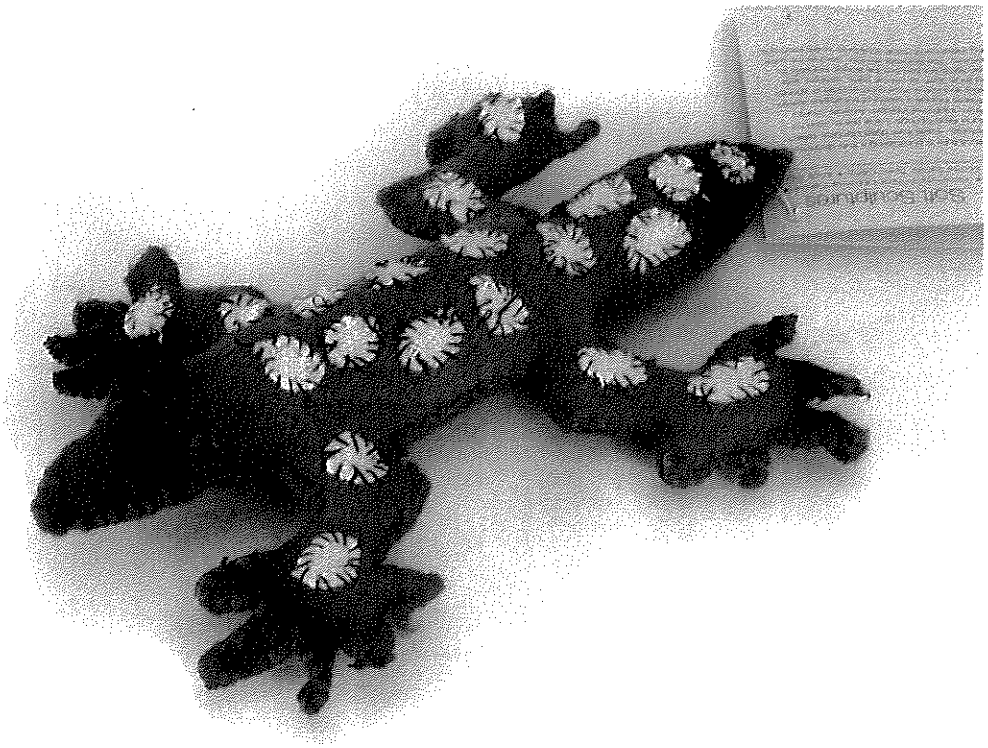
Investigate the sculptural works of the Yarrenyty Arltere Artists by visiting their webpage for examples of their work. Watch Yarrenyty Arltere YouTube clip explaining some of the social and cultural aspects to the artmaking by these artists.
Students can either research an Australian native animal they would like to focus on for their sculpture or choose a goanna, echidna, quoll or snake. Have a look at photographs online or in books to use as a reference for body shapes and elements for the selected animals.

Making and creating:

Each student should sketch a plan of their sculpture, focusing on the main body shape and what types of materials they will need to construct their sculpture. For example, if making an echidna you would need a round body, a pointy beak and sharp spikes.

Once plans have been drawn students should select materials to work with to start their construction.

Bottles make good bodies, as does scrunched up newspapers wrapped up in thick masking tape. Bamboo skewers make good spikes and fabrics can be wrapped around bodies to create form and shape. Left over paper or clay can be rolled into eyes or faces and hot glued to bodies when the clay has dried.



WK 5

Activity # Population Distribution 2

❑ Read the information on page 21 to help you to complete the questions and tasks below.

1. How does having job opportunities influence where people live?

_____

_____

2. Why would job opportunities be limited for people in a place such as the Amazon Rainforest Basin or the mountainous areas of the Himalayas?

_____

_____

3. Think about how the location of natural resources attracts people to settle in a place. In the text boxes below, jot down jobs or industries that grow around the four specified natural resources. For example: petroleum → construction of oil rigs, engineers, oil tanker pilots, oil refineries, petrol stations, etc.

Forests

Oceans

Minerals

Rivers/Lakes

Stage 3 Science Term 2 Week 5

Your task is to investigate how we can change the state of water to make it evaporate. Using 10ml of water develop a plan for an investigation to make the water evaporate. Devise a recording sheet to record your investigation.

After your investigation watch 'The great Aqua Adventure: Crash course kids'.

Road safety (Pedestrian & passenger safety) – Week 5

Developing A Road safety advertisement

Resources

- Video recording device

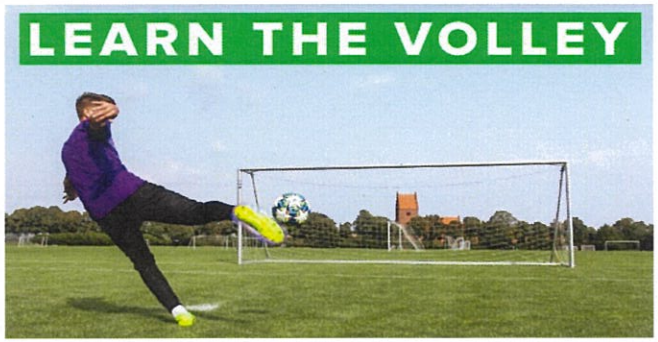
Students create a video road safety advertisement.

Choose an issue that promotes one of the key road safety messages:

- **Pedestrian safety**
  - Stop! Look! Listen! Think! Every time you cross the road
  - Use a safe place to cross the road
  - Wait till the bus has gone, then use a safe place to cross the road
- **Passenger safety**
  - Always buckle up your seatbelt
  - Get in and out of the car on the footpath side
- **Safety on wheels**
  - Always wear your helmet when you ride, scooter or skate
  - Ride your bike away from busy roads

Provide students with criteria that are to be included as part of their advertisement, e.g. slogan, clear purpose and audience, key road safety message, strategy to engage audience.

Students plan a story board and write a script for their advertisement. Allow time for planning, rehearsing, recording and editing.

Once complete, host a class screening session for Students/groups to present their advertisement.

5	Kicking-Volley	#Volleying a ball. Kicking a moving ball in the air with either the in-step (inside of foot and facing side-on) or the top of foot (laces and facing front-on). Do short volleys and work up to longer volleys moving onto shots and target practice.