

Framework for Learning from Home – Year 5 2021 Week 5

For some of the below activities you may need your parents help. Show each completed activity to your parents to check.

| | Monday 9 th August | Tuesday 10 th August | Wednesday 11 th August | Thursday 12 th August | Friday 13 th August |
|---------|--|--|--|---|--|
| Morning | English | English | English | English | English |
| | Viewing: have a look at the stimulus below 'Strength of a Thousand' and write down 5 of your noticings. Writing: Using this story starter for 'Strength of a Thousand', continue the story. Remember to use your 7 Steps for Writing strategies to make your story engaging. answer these questions based on the stimulus. Since she was young, Kate was different to normal people. It was only | Reading: Library ZOOM Session with Mr Philpott 10 am – Classes 5D, 5P, 5L and 5J Join Zoom Meeting https://nsweducation.zoom. us/j/68251668283?pwd=WE 00dUY4eEV3enFKeWJ4VGIn QXY1Zz09 10:30 am – Classes 5S, 5M and 5K Join Zoom Meeting https://nsweducation.zoom. us/j/68406478658?pwd=MH | Reading: Read or listen to the news article of the day from https://www.kidsnews.com.a u/ and complete the quick quiz related to it. Copy and paste the questions into your PowerPoint and complete them. Spelling: complete a task from the spelling grid using this week's soundwaves word list. Respond: answer these questions based on the stimulus 'Strength of a Thousand'. | Reading and Responding: Read one chapter of a novel or text from your school magazine. https://bit.ly/2UtJxKg Think about how the story you read made you feel. Write and make about a connection: text to text; text to world; or text to self. Spelling: complete a task from the spelling grid using this week's | Reading: Listen to the Squiz Kids daily podcast: https://www.squizkids.com.au/ Respond: Record the 5 most interesting facts. Why are they interesting to you? Soundwaves: Complete one page of Unit 23 below and the online activities for this week's unit. |
| | now though that her true powers were beginning to be realised. She was becoming the | E4dCtOQ2MwV2ozNzdJT1BU N25iZz09 | 1. What does 'destiny' mean?2. What do you think Kate's destiny is?3. How is she different to | soundwaves word list. | www.soundwaveskids. com.au Access code: sit815 |



person she was born to be. It was her destiny.

Continue the story about 'Strength of a Thousand'.

Spelling: Complete one page of Unit 23 below and the online activities for this week's unit.

www.soundwaveskids.co m.au

Access code: sit815

Extension: Please note, there is an extension word list. Write a paragraph with at least 10 words from this Extension list. Find the dictionary meaning of at least 10 words.

Respond: using the stimulus from Monday 'Strength of a Thousand' complete the following grammar activities: Sick Sentences

These sentences are 'sick' and need help to get better. Can you help?

- 1. Kate lifted the truck.
- 2. Kate touched the truck.
- 3. The metal creaked
- 4. She held it high
- 5. She felt incredible

Similes

Can you think of similes to describe Kate's powers?

1.She could run as fast as

- 2. She could fly like a ____.
- 3. Her body was as strong as
- 4. Her eyes glowed red like

Mr Poulos' Persuasive Writing Lesson: Week 5 Lesson 1A

Look at Mr Poulos'
PowerPoint and video
instructions.
Think about the tonic

Think about the topic: Should we put our hand up in class.

Choose whether you are FOR or AGAINST this argument. Brainstorm your

normal people?

- 4. How do you think she will use her powers?
- 5. How would you use such powers, if you had them?
- 6. Is Kate from Earth or a different planet?
- 7. How will other people react to seeing Kate's powers?
- 8. What will she do with the truck? Why has she picked it up?

Mr Poulos' Persuasive Writing Lesson: Week 5 Lesson 1B

Look at Mr Poulos' PowerPoint and video instructions.

Think about the topic: Should we put our hand up in class.

Choose whether you are FOR or Against this argument. Brainstorm your ideas and write your introduction and first paragraph

Mr Poulos' Persuasive Writing Lesson: Week 5 Lesson 1C

Look at Mr Poulos' PowerPoint and video instructions.

Think about the topic: Should we put our hand up in class. Continue the writing you started yesterday by adding your second and third paragraph and your conclusion.

Optional Extension Activity 'Strength of a Thousand'

Imagine you have Kate's powers. Can you draw something you would do?

| | | ideas for your chosen side. On Wednesday and Thursday this week, you will complete your writing. Today you will just need to complete your brainstorm. | | | |
|--------|--|--|---|---|---|
| Break | Break | Break | Break | Break | Break |
| Middle | Mathematics: | Mathematics: | Mathematics: | Mathematics: | Mathematics: |
| | Multiplication Focus | Multiplication Focus | Multiplication Focus | Area Focus | Area Focus |
| | Complete the worksheet Multiplication 4 digit x 1 digit. | Complete the worksheet Multiplication 3 digit x 2 digit. | Complete the worksheet Lattice method of multiplication. | Complete the worksheet Area of rectangles. | Complete the worksheet Perimeter of rectangles. |
| | When you multiply a 4 digit number, remember to multiply the ones first, then the tens, the hundreds and finally the thousands in that order by the single digit. ones (3×2 ones) T H t O 2 4 1 7 2 4 1 7 2 4 1 7 2 4 1 7 2 4 1 7 2 4 1 7 2 4 1 7 2 4 1 7 2 4 1 7 2 4 1 7 2 5 1 6 1 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | We will be looking at the following strategies: Double and Half: To find the answer to the multiplication below, you double one number (15 x $2 = 30$) and halve the other number (204 ÷ $2 = 102$). 204 | This method of multiplication is a very old method which probably originated in Arabia or India, and was passed on through China to Italy and the rest of Europe. The method is easy when the grid has been drawn. To learn how to do it, follow the examples in the worksheet. | Finding the area of a rectangle is as simple as multiplying the length of the rectangle by its width. The formula for finding the area of a rectangle is: A = L x W | Perimeter is the distance around the perimeter boundary of a shape. Rectangles have two lengths and two widths. If you measure only one length and one width you can work out the perimeter (P). Simply add the length and the width (L + W), then double (x2). |
| | Complete the HotMaths activities set by the teacher, including one HotSheet. | multiplying a number by a 2-digit number, multiply by the ones digit first, then multiply by the tens digit. | | 8 m | |

Afternoon

P.E- Fitness (20min)

Complete the P.E Workout by following along with

20 min BEGINNERS Low Impact Low Intensity Workout, The Body coach TV

20 Minute BEGINNERS
Low Impact Low Intensity
Workout | The Body
Coach TV - YouTube

Please have water handy when exercising. Find an appropriate space to exercise, free of hazards.

Creative Arts:

Have you heard of Gary Hirsch and his Botjoy movement?

Gary painted his first Bot on the back of a domino in 2010 and has since painted around 60 000. The Bots are 'programmed' to spread love, joy, encouragement and hope.

P.E

Complete the P.E Workout by following along with the

Ruby Broom | A Halloween Cosmic Kids Yoga Adventure! - YouTube

Please have water handy when exercising. Find an appropriate space to exercise, free of hazards.

Creative Arts:

Craft- create a sculpture representing an athlete in your favourite sport at the Tokyo Olympics using aluminium foil (alfoil). Ask your parents if they have a roll that you can use from your kitchen supplies. Watch the video below and follow the instructions on sculpting a human figure with aluminium foil. Start sculpting and get creative. See if your family can guess what sport your athlete is representing.

Foil Human Figure

Learn a new skill such as origami or juggling (you can use objects such as rolled up socks)

https://www.youtube.co
m/watch?v=KfnyopxdJX
Q



P.E

Complete the P.E Workout by following along with

Yoga For Kids with Alissa Kepas

Yoga For Kids with Alissa Kepas -YouTube

Please have water handy when exercising. Find an appropriate space to exercise, free of hazards.

Optional Extension Activity: Continue working on ZOO STEM challenge competition:

https://taronga.org.a u/education/digitalprograms-onlineresources/enrichme nt-designcompetition

Activities:

Complete an activity from the "activities and ideas for home for parents of primary learners" sheet on the back page of this booklet.

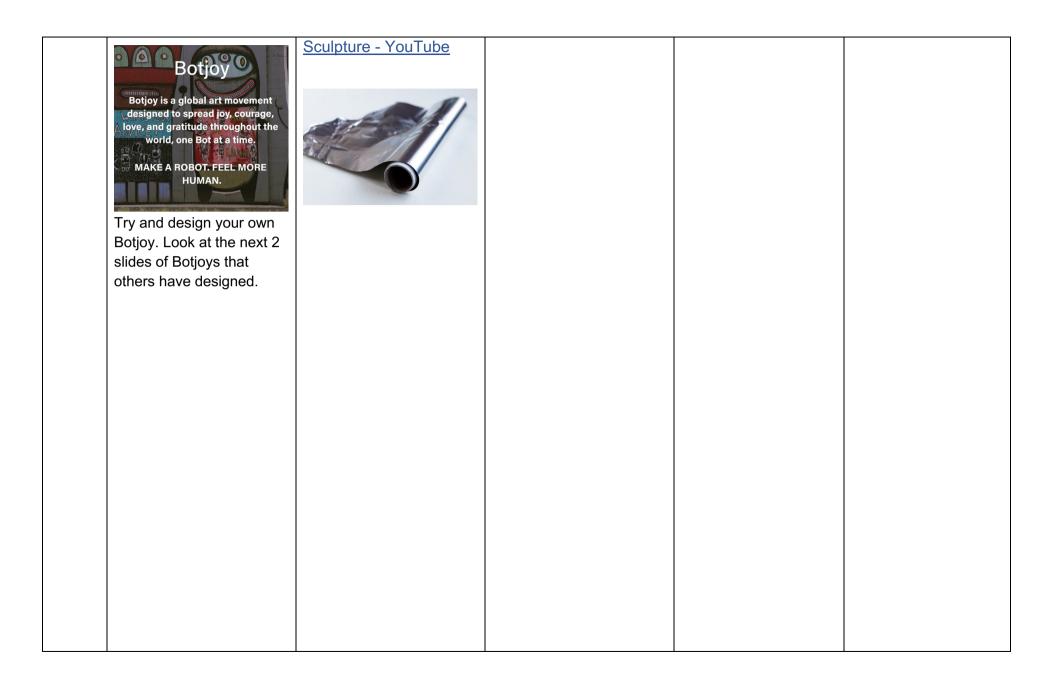
Geography: view the Inquisitive geography lesson

http://inq.co/class/sp

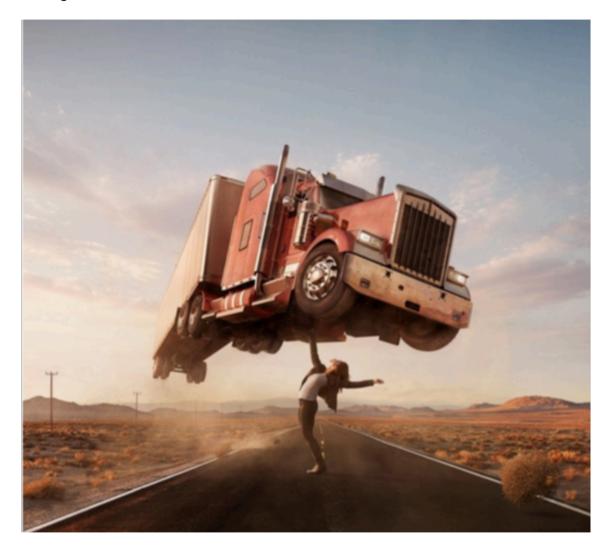
Access code: 3297 Complete pages 5 and 6 of this lesson. You can find these pages below (The Asian Continent)

Catch-up:

Finish any unfinished tasks from Monday – Thursday



Strength of a Thousand



(bust, burst) (desert, dessert) (farther, further) (earlier, earliest) * Burst can be a verb meaning to break open. Bust can be a noun meaning a model or sculpture of the head and shoulders of a person. Farther refers to distance only. Further can refer to ĮĮ. CA Grapheme Chart Unjumble the List Words in the brackets. Fill in the columns with the correct verbs. grapheme when it hit the sharp corner of the clay fern was made from the fruit of the cactus information as I didn't know how much Write List Words with (Virurorer) in these positions to fit on the lines. than any other creature. world on the Grapheme Chart. Write one word example for each. Write words from the brackets to finish these sentences Go to the List Words for Unit 23. Count the sounds and Colour words where you hear (Virurorer) in each row. nurse Write any other letters that can represent 🗨 ir ur or er Colour the graphemes that represent 🗨 ir ur or er co**nt**ade tired circumstance dirtiest repair appear heart earthen research worthwhile horizon worse force dessert desert concern neither identify all the graphemes in each List Word. it was to the next village. bird second of a famous artist, more time, information and so on. sub**ur**ban c**ur**tain hono**ur** plant which grows well in the ē ō Birds usually wake 5 in the List Words. The delicious The balloon first needed ear Ь o e . α က 4 2 7 9 circumnavigate circumstance List Words germinate observant suburban conferred purchase research perfectly earthen concern purpose dessert person reverse surface earliest further certain curtain prefer worse burnt burst refer

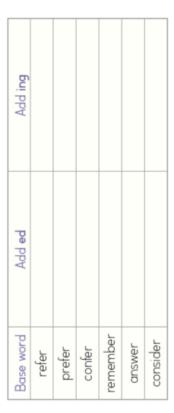
| Today | Yesterday | They have | They are still |
|-----------------|-----------|-----------|----------------|
| bubbles (tsrub) | bubbles | | |
| fires (urnb) | fires | | |
| cars (veerrse) | cars | | |
| subs (acefrsu) | sqns | | |

50 Sound Waves 5 Student Book ISBN 978 1 74135 160 6

8 Complete the table.

When adding ed and ing to words ending with er, we usually double the letter r when the grapheme er is representing (** ir u or er).





9 Read the purple message text and study the table beside it. Complete the sentences below with words from the table.

When comparing some adjectives, rather than adding er and est as in earlier and earliest, the words change completely. We do not say gooder, goodest or badder, baddest.

| Adjectives (describing 1) | Comparatives (comparing 2) | Superlatives (comparing 3 or more) |
|------------------------------|-------------------------------|------------------------------------|
| poob | better | best |
| bad | worse | worst |
| little | less | least |
| many | more | most |
| much | more | most |

| of all in the competition. | of all. | of the three of us. | es has the | ed the |
|--|--|--|---|---|
| This painting is good . That one is better . The next one is the | Today's weather is bad . Tomorrow will be worse and the next day will be _ | I only ate a little of my lunch. You ate even less and Jan ate the | Many people live in Queensland. More live in Victoria but New South Wales has the | I didn't save much money. My sister saved My brother saved the |

10 Build word families with the following base words.

Go to Helpful Hints for help.

| certain (un, ly, ty) | | |
|--------------------------|--|-------------------------------|
| observe (er, ant, ation) | | |
| perfect (im, ly, ion) | | |
| purpose (ly, ful, less) | | |

Challenge

Find words formed from the Latin roots circum meaning round and circ meaning a ring in the circular coil. Discuss with a partner how the meanings relate to each word.

| yecircumstancecirc | circuling of the state of the s | ninania prina prinania prinania prinania prinania prinania prinania prinani | Nenticums China | |
|--------------------|--|---|-----------------|--|

51

| LW22 | ir ur or er |
|--------------|-------------|
| urnt | |
| urst | |
| | |
| refer | |
| erson | |
| erfectly | |
| everse | |
| search | |
| arthen | |
| orse | |
| ırther | |
| urface | |
| ertain | |
| urtain | |
| oncern | |
| urchase | |
| nrpose | |
| | |
| uburban | |
| arliest | |
| bservant | |
| onferred | |
| erminate | |
| rcumnavigate | |
| rcumstance | |

Sound Waves 5 Printables © 2012 Firefly Education Pty Ltd

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

| Syllable Sort | Odd One Out | Wacky Words | Word Detective | Digging in the |
|---|---|---|--|---|
| Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. | For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. | On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. | Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. | Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words. |
| Date: | Date: | Date: | Date: | Date: |
| Rhyming Wheels | Alliteration | Sentence Smart | Story Time | Sort Them Out |
| Think of as many words | Write a sentence for each | Write a sentence for each | Write a story using as | Sort the words on your |
| as you can that rhyme | of your spelling words | of your spelling words. | many of your spelling | spelling list into three |
| with your spelling words. | using as much alliteration as possible. | | words as you can. Underline each of your spelling words. | different categories of your choice. |
| | | Date: | | |
| Date: | Date: | | Date: | Date: |
| Word Search | Handwriting Hero | Letter Lingo | Words Within Words | Code Breaker |
| Create your own word | Write out your spelling | Write a letter to a friend. | Make a list of as many | Use the code guide to |
| search using all the | words in your very best | Use as many spelling | smaller words as you can | make a code for each of |
| words on your spelling list. | cursive hand writing. | words in your letter as you can. | find from your spelling list. | your spelling words. |
| Date: | Date: | Date: | Date: | Date: |

TeachStarter.com

SENSE COUNTDOWN

- 1. Sit or stand straight and still. Close your eyes or look downward.
- 2. Take three deep breaths in and out.
- 3. Open your eyes.
- Notice five things you can see.
- Notice four things you can touch.
- Notice three things you can hear.
- Notice two things you can smell.
- Notice **one** thing you can taste.



HEARTBEAT

- 1. Sit straight and still. Close your eyes or look downward.
- 2. Take three deep breaths in and out.
- 3. Place your fingers or hands over the part of your body where you can best feel your pulse (or heartbeat):
 - on the side of your neck, under your jaw
 - inside your wrist
 - over your heart.
- 4. Notice how quickly or slowly your heart is beating.
- 5. Think about your current feelings.

Do you think this feeling is connected to how quickly or slowly your heart is beating?

- 6. Without speaking, stand up and jump on the spot ten times.
- 7. Sit down and find your heartbeat again.

What changes do you notice? Is your heart beating faster or slower than you expected?

Can you notice any change in your breath?

breath?

8. Close your eyes and focus on your heartbeat until it slows down again.





Your family has moved into a new home. You are allowed to decorate your bedroom in the colours and design of your choice.

Your room must have a decorative frieze with a geometric pattern around the walls, and a tiled floor with a triangular pattern involving flips, slides and turns in the centre.

Get creative! Investigate which combination of colours and patterns makes for a radical repoyation.



| ✓ Topics | |
|---|---|
| Before you start the Investigation you need to know | |
| NA7 Multiplication 3-digit x 2-digitp44 | MG12 Using scalep106 |
| MG4 Perimeter of rectanglesp90 | MG17 Flip, slide, turnp116 |
| MG5 Area of rectanglesp92 | MG18 Enlargement properties of shapesp118 |

Understanding the Investigation

I Read and plan.

Make sure you understand the meanings of: radical, renovation, frieze, geometric, feature, decorative, actual, combination and represent.

Read and discuss the rubric.

Download your Investigation plan. This will help you with the organisation and understanding of the Investigation.

Teacher note

- Comprehensive lesson notes, suggestions and resources are available in iMaths 5 Teacher Book.
- The BLM and Investigation plan for this Investigation can be downloaded from www.imathsteachers.com.au.

26 iMaths 5 Student Book ISBN 978 | 74|35 | 80 4

Materials











Using maths

2 Draw a floor plan.

Your bedroom measures 6 m by 4 m. To draw a floor plan on an A4 centimetre grid, you need to scale your bedroom measurements. Try making 1 cm (the length of one grid square) represent 1 m. You could also try making 1 cm represent 50 cm. or 1 cm represent 25 cm.

What would I cm need to represent, so that the floor plan will be a suitable size? This will become your scale. Accurately draw the floor plan on the **BLM 10.1**, and show your scale.

3 Calculate the area.

How much floor space does your bedroom have? Calculate the area of your room and write it on the plan. Show your working.

4 Design the pattern using flips, slides and turns

Try out some triangular patterns that may look good on your tiled bedroom floor. They must include flips, slides and turns. Decide the size of the feature and mark it on the floor plan. Colour the pattern to make an attractive feature.

5 Calculate the perimeter of the pattern.

The tiles of the pattern need a trim that goes all around the outside of the pattern. To do this you need to calculate the perimeter of the patterned feature. Show your working. Round the perimeter to the nearest centimetre. Then use the scale on your plan to work out the actual perimeter in centimetres.

6 Design the frieze.

Calculate the actual length of frieze required to create a border around the room. Record this on the plan.

On A4 paper or card, use geometric shapes, flips, slides and turns to design a 20 cm section of the frieze.

Reasoning and reporting

7 Display and explain.

Display your floor plan, calculations and frieze design.

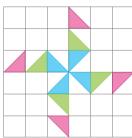
Explain how you used flips, slides and turns in your designs.

What assumptions did you make about the room to help you calculate the length of the frieze?

imaths<mark>kids.com.au</mark>

Go to imathskids.com.au –

The Investigation 10 area contains the Investigation plan, websites and BLM that uou need to complete this Investigation.



Sample triangular patterned feature using flips, slides and turns.

Inquiry

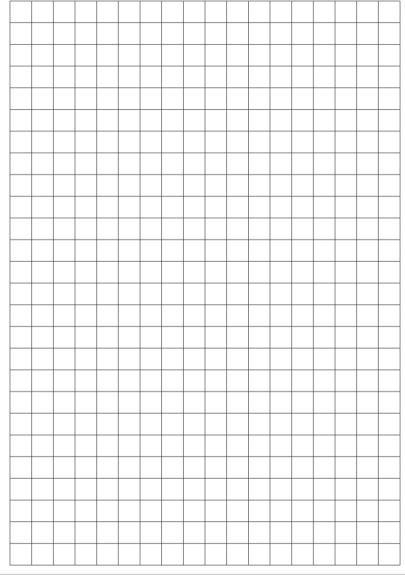
Choose one of the following activities:

- include furniture to scale on your floor
 plan or
- calculate the amount of paint you would need to paint this room.

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BLM 10.1 Investigation 10: Radical renovation



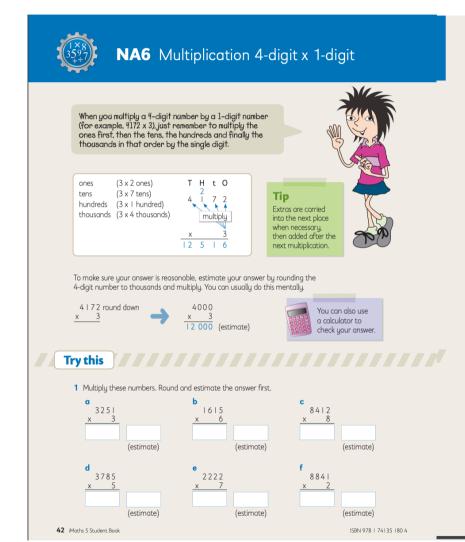
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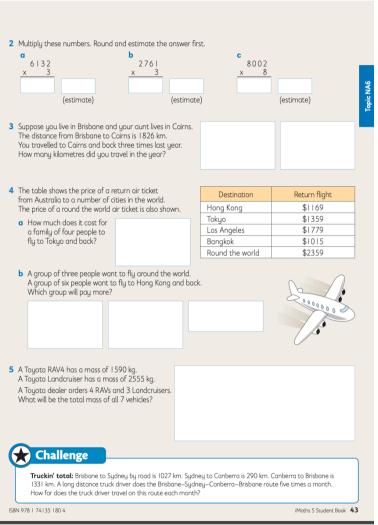
iMaths 5 Black Line Masters © Carolyn Smales, Wayne Lightbourne and Jane Rheeder 2011 Firefly Education Pty Ltd

iMaths 5 Investigation Plan

| group | |
|--------------------------------|---|
| w that I have read throu | ugh the Investigation, I am going to make a plan that should help me understand this Investigation |
| | |
| | |
| Name of Invest | tigation: |
| I understand that this | : Investigation is asking me to: |
| | |
| | |
| | |
| | |
| | |
| | ght present some challenges. I may need to solve these problems in order |
| to complete this Inves | |
| | |
| | |
| | |
| | |
| | |
| I think these Topics ar | re really important to this Investigation: |
| T:- | Promote in this leavestime |
| Topic | Purpose in this Investigation. |
| <u>Topic</u> 1 | · |
| | |
| 12 | |
| 123 | |
| 123 | |
| 123 | |
| 123 | |
| 123 | o problems with: |
| 1 2 3 I believe I will have no | o problems with: |
| 1 2 3 I believe I will have no | o problems with: |
| 1 2 3 I believe I will have no | o problems with: me help with: om the list in step 1. What do these words mean in the context of this Investigation? |
| 12 | o problems with: |
| 1 2 3 I believe I will have no | op problems with: me help with: om the list in step 1. What do these words mean in the context of this Investigation? Meaning in this Investigation. |
| 1 2 3 I believe I will have no | or problems with: me help with: om the list in step 1. What do these words mean in the context of this Investigation? Meaning in this Investigation. |
| 123 | or problems with: me help with: om the list in step 1. What do these words mean in the context of this Investigation? Meaning in this Investigation. |

iMaths Investigation Plan Student Book 5 $\ \odot$ Firefly Education 2011







NA7 Multiplication 3-digit x 2-digit



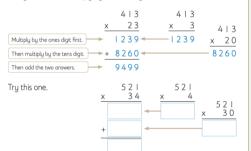
I'll show you two ways to multiply a 3-digit number by a 2-digit number.

I. Double and halve

To find the answer to the multiplication below, you double one number (15 x 2 = 30) and halve the other number (204 \div 2 = 102).

2. Split and multiply

When multiplying a number by a 2-digit number, multiply by the ones digit first, then multiply by the tens digit.



Try this

You can use a

calculator to do these

multiplications, and

then use rounding

and estimations to check your answer.

1 Use the double and halve strategy to find the answers to these.

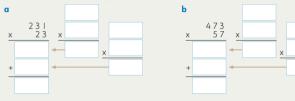




44 iMaths 5 Student Book

ISBN 978 1 74135 180 4

2 Use the split and multiply strategy to find the answers to these.



3 When using the double and halve strategy to multiply numbers, you sometimes halve the 2-digit number to give a single-digit number. This makes it easier to multiply.



4 Nada needs 31 pieces of gold ribbon. Each piece of ribbon is 134 mm long. How much ribbon does Nada need to buy?



5 Suppose your class was raising money for a trip to the snow. The cost of the trip is \$325 per student. If there are 25 students in your class, how much will the class have to raise? Describe two ways you would use to work out this problem.

| a | b | |
|---|---|--|
| | | |
| | | |

Problem solving task

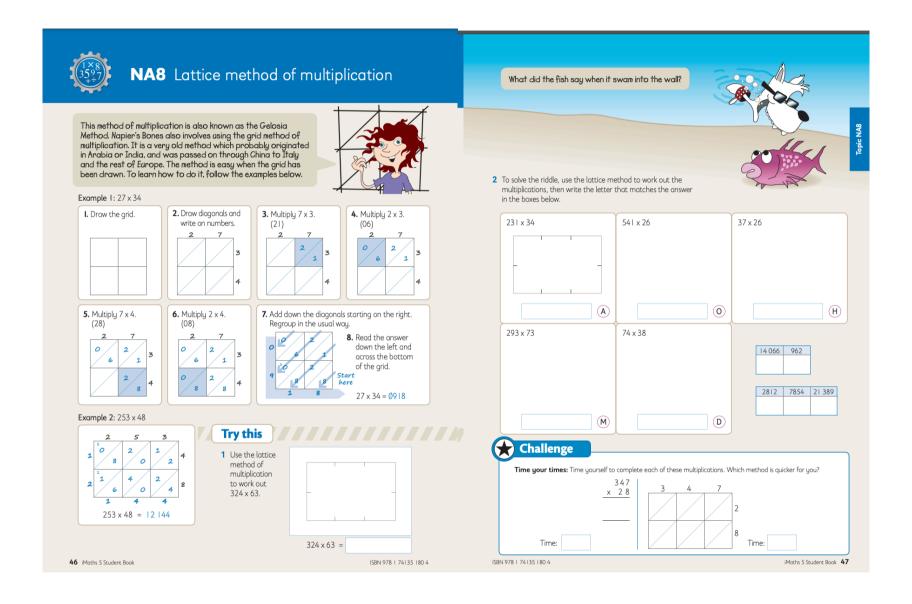
Our leap problem: How many hours in a leap year? Use the space provided in *iMaths 5 Tracker Book* to work out your answer.

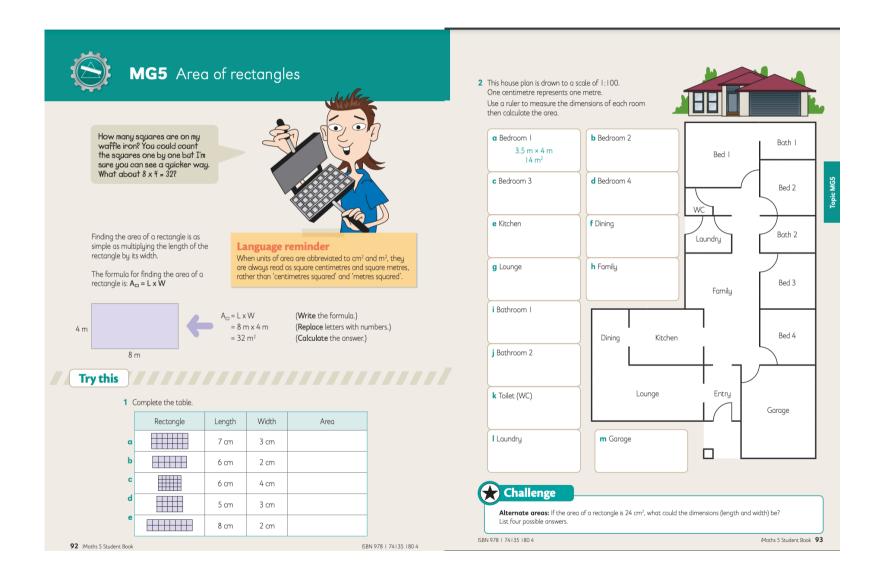


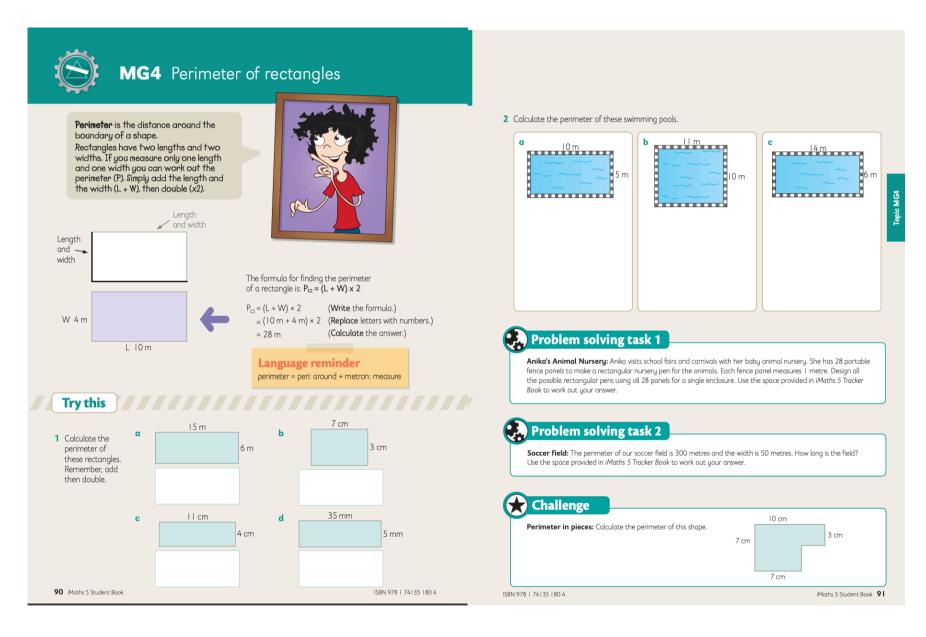
An age old problem: How many days have you lived on your twelfth birthday? (Don't forget to add an extra day to the total for each leap year.)

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iMaths 5 Student Book 45





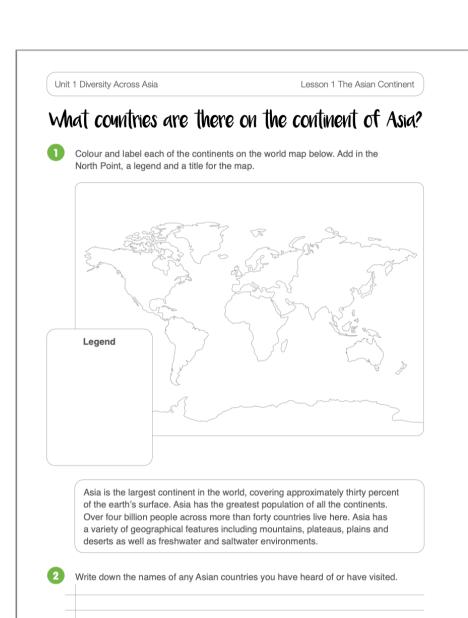








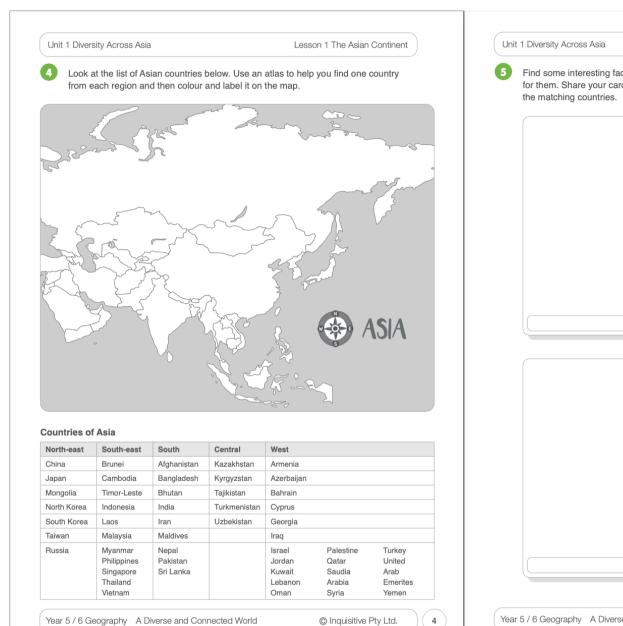
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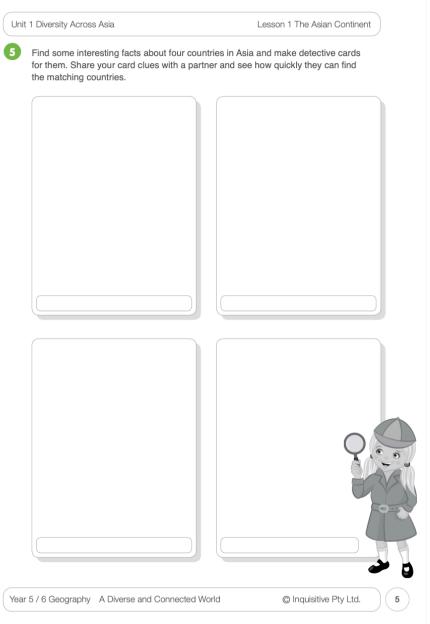


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Year 5 / 6 Geography A Diverse and Connected World







Unit 1 Diversity Across Asia Lesson 1 The Asian Continent **a** Open Google Earth and find the Early Connectors section. (To do this, Select the Voyager icon then select Education, then scroll down to Explorers: Early Connectors). Choose either Marco Polo, Ibn Battuta or Zheng He. Follow and investigate their exploration of parts of Asia. Make your own fact file about their journey. Include geographical features and places they came across along the way. Year 5 / 6 Geography A Diverse and Connected World © Inquisitive Pty Ltd.

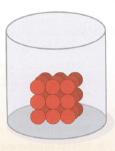
Phases of Matter

Matter is any physical substance that occupies space and possesses mass. All matter is made up of particles called atoms, or a combination of atoms called molecules. The three common states of matter are solid, liquid and gas. We call each of these a phase of matter.

Solids

Solids are substances that hold their shape and have fixed volumes. It is almost impossible for a solid to be compressed or forced to occupy a smaller space. Some solid substances include wood, ice, rubber, glass, metal and paper.

The particles (atoms or molecules) of a solid have a regular pattern and are packed together tightly. This creates a rigid, dense substance. Even though they continuously vibrate, the particles of a solid are not free to move around from one place to another.



1 What is matter?

Liquids

Just like solids, liquids have a fixed volume and cannot be easily compressed or squeezed into a smaller space. A liquid's particles are closely packed together. They have slightly more space between them than solids, and no regular pattern. This means they can move and slide around freely causing the substance to continuously change shape, depending on what kind of container it is being held in. Some examples of liquids include water, fruit juice, shampoo, blood and petrol.



Gases

Gases have no fixed volume and do not have a fixed shape. Particles of gas are held together by very weak forces, allowing them to move around quickly and freely due to the lack of a regular pattern holding them together.

Similar to liquids, gases do not have a fixed shape. Gases have the ability to expand or contract to fill the object or container they are in. Gases can also be compressed. This means they can be packed and squashed into smaller spaces. Some examples of gases include air, water vapour and natural gas.



| 2 | What are the three common states of matter? | | | | | | |
|---|---|---------------------|----------------------|-------------------------|--|--|--|
| 3 | Shade true or false . a Solids hold their shape and have fixed volumes. b Solids can easily be compressed into smale. c Petrol is a solid. | | true true true | false false false | | | |
| 4 | List six examples of liquids. | | | | | | |
| 5 | Describe how the particles of a liquid are arranged. | | | | | | |
| | | | | | | | |
| 6 | Describe how the particles of a gas are arranged. | | | | | | |
| 7 | Can a gas be compressed? Explain. | | | | | | |
| | | | | | | | |
| 8 | Look around your school or classroom. Find under the headings below. | substances not ment | ioned in the te | ext that fit | | | |
| | Solid | Liquid | | | | | |
| E | | | | | | | |
| 9 Can you think of another gas not mentioned in the text? Write it below. | | | | | | | |
| Challenge Option Research to find the melting point of glass and aluminium. | | | | | | | |