Framework for Learning from Home – Year 5 2021 Week 7

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

	Monday 23rd August	Tuesday 24th August	Wednesday 25th August	Thursday 26th August	Friday 27th August
Morning	**English** **Viewing/Reading**: have a look at the stimulus below **POBBLE 365** and write down 5 of your noticings. **Response/ Writing**: Using this story starter for '**Catching the Sun'**. Remember to use your 7 Steps for Writing strategies to make your story engaging. answer these questions based on the stimulus. *She had finally done it! She had finally trapped the sun...* <u>Grammar</u> Can you use similes or metaphors to describe the picture? You could focus on the	**English** **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=WE00dUY4eEV3enFKeWJ4VGlnQXY1Zz09 **10:30 am** – Classes **5S, 5M** and **5K** Join Zoom Meeting https://nsweducation.zoom.us/j/68406478658?pwd=MHE4dCtOQ2MwV2ozNzdJT1BUN25iZz09	**English** **Viewing/Reading :** Read or listen to the news article of the day from https://www.kidsnews.com.au/ and complete the quick quiz related to it. Copy and paste the questions into your PowerPoint and complete them. **Response/Writing:** Answer these questions based on the stimulus '**Catching the Sun'**. 1. What has the woman used to catch the sun? 2. How has she managed to trap it? 3. What is she doing in the picture? 4. What will she do with the sun now? 5. Why do humans and plants need to the sun?	**English** **Viewing/Reading:** Read the text "Working on a Crocodile Farm" from the August issue of Orbit school magazine. https://drive.google.com/file/d/1ftKwQvrk-Yj_XZsdwZA1KiSt_b6WMlyq/view?usp=sharing **Response/ Writing**: Think about how the above story. Now it's your turn to write a diary entry of a Crocodile Farm worker using the template below. **Spelling:** complete a task from the spelling grid using this week's soundwaves word list.	**English** **Viewing/Reading:** Listen to the Squiz Kids daily podcast: https://www.squizkids.com.au/ **Response/ Writing**: Complete the following activities: 1 Write the name of the podcast inc. episode name/number. 2 Write down three facts you learnt from the podcast. 3 Who would you recommend this podcast to? Why? 4 Rate this podcast out of 10. Why have you given it this rating?

	following things: - Sun - Snow - Ground - Trees - Sky - Clouds - Chain **Spelling**: Complete one page of Unit 25 below and the online activities for this week's unit. www.soundwaveskids.com.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.	**Mr Poulos' Persuasive Writing Lesson: Week 7 Part 1** Topic- **Is it worthwhile Hosting the Olympic Games?** Watch the power point presentation Lesson 1 on Word Clines Complete the Word Cline (word document) activity and upload on Teams.	6. What would happen if the Earth was closer or further away from the sun? 7. What would happen if there was no sun? **Spelling:** complete a task from the spelling grid using this week's soundwaves word list. **Mr Poulos' Persuasive Writing Lesson: Week 7 Part 2** Watch the power point presentation Lesson 2. Before writing your Exposition Brainstorm with your family members or research the Advantages and Disadvantages of hosting the Olympic Games. Then decide whether you are FOR or AGAINST.	**Mr Poulos' Persuasive Writing Lesson: Week 7 Part 3** Write an exposition on the topic: **Is it worthwhile hosting the Olympic Games?** Upload on Teams.	**Soundwaves:** Complete one page of Unit 25 below and the online activities for this week's unit. www.soundwaveskids.com.au Access code: sit815 **Optional Extension Activity 'Catching the Sun'** Write an explanation as to why the sun is so important to us. Draw a picture to show the importance of the sun.
Break	Break	Break	Break	Break	Break
Middle	**Mathematics:** **Fractions Focus** Complete the worksheet **Compare and Order Fractions.** Remember to then login to iMaths and look at unit MA 12 and	**Mathematics:** **Fractions Focus** Complete the worksheet **Equivalent Fractions.** Remember to then login to iMaths and look at unit MA	**Mathematics:** **Fractions Focus** Complete the worksheet **Add and regroup Fractions**. Then login to	**Mathematics:** **Fractions Focus** Complete the worksheet **Add and Subtract Fractions.** Then login to iMaths and look at unit	**Mathematics:** Complete the **HotMaths** activities set by the teacher, including at least one HotSheet.

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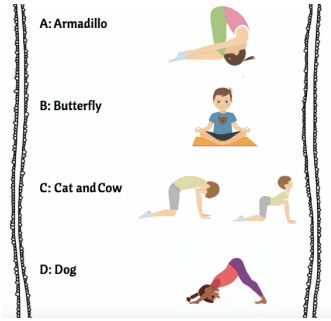
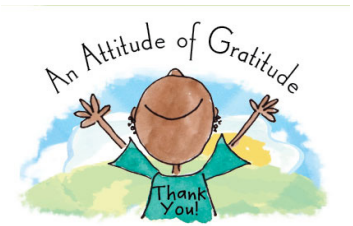
	look at the consolidation and extension activities. **Optional Extension Activity: Investigation Precision Planes** Please complete Steps **1, 2, 3 & 4.** **Wellbeing/P.E- Fitness** **FMS** Complete the P.E Workout by following along with: **18 min Low Impact Home Workout, The Body coach TV** 18 Minute Low Impact Home Workout | The Body Coach - YouTube Please have water handy when exercising. Find an appropriate space to exercise, free of hazards	13 and try the consolidation and extension activities. Complete the **HotMaths** activities set by the teacher, including one HotSheet. **Optional Extension Activity: Investigation Precision Planes** Please complete **Steps 5 & 6.** **Languages**: please complete any Languages work set by your Languages teacher on your Languages Teams account. **Wellbeing/P.E- Fitness** **Aerobics** Complete the P.E Workout by following along with: Have a Blast With This Family Fun Cardio Workout! - YouTube Please have water handy when exercising. Find an appropriate space to exercise, free of hazards	iMaths and look at unit MA14 and try the extension and consolidation activities. **Optional Extension Activity: Investigation Precision Planes** Please complete the **Extension** section. **Wellbeing Wednesday 12:00 – 3:00** **Try these activities with your family…** Do a virtual workout – some examples are Just Dance and GoNoodle 	MA15 to try the extension and consolidation activities. **Optional Extension Activity: Investigation Family Facts** Please complete **Steps 1, 2, 3 & 4.** **Wellbeing/P.E- Fitness** **Yoga** Complete the following **Alphabet Yoga** Can you make your name using Alphabet Yoga? Spend 1 minute in each pose.  Please have water handy when exercising. Find an appropriate space to exercise, free of hazards	**Optional Extension Activity: Investigation Family Facts** Please complete **Steps 5 and the Extension.** **Languages**: please complete any Languages work set by your Languages teacher on your Languages Teams account. **Creative Arts:** Following yesterday's Crocodile Farm reading passage, I wonder what you know about crocodiles? Have a look at this document from Kakadu National Park. https://parksaustralia.gov.au/kakadu/pub/crocodile.pdf

					 Today you are going to draw your very own detailed crocodile. Have fun. https://www.youtube.com/watch?v=9tf-ea_evhc
Break	Break	Break	Break	Break	Break
After-noon	**Science:** Watch **Reversible and Irreversible Changes.** Your teacher will upload this via Clickview on Teams. Read the instructions on **Reversible and Irreversible Changes worksheet.** For Question 2: Explore the interactive Changing Matter: Kitchen	**BTN:** Watch this week's BTN episode https://www.abc.net.au/btn/ Choose a story that is of particular interest to you and complete the story report sheet below.	Write a list/draw some things you are grateful for 	**Geography**: Lifestyles of Asia 1. Watch the 3 short videos on Inquisitive for the topic "Employment and Lifestyle" – Market Stall Holders of Thailand, Sherpas of Nepal and Sulphur Miners of Indonesia. Complete the PMI chart (Plus, Minus and Interesting) at the bottom of this framework for the three videos. 2. Write True of False for the following	**Activities:** Complete an activity from the "activities and ideas for home for parents of primary learners" sheet on the back page of this booklet. **Catch-up:** Finish any unfinished tasks from Monday – Thursday **Optional Extension Activity: Continue working on ZOO STEM challenge**

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	Detectives on Inquisitive. Use the following link: https://www.inquisitive.com/interactive/1906-changing-matter Then complete Questions 3,4 and 9.		Play a boardgame with a family member 	questions using the table at the bottom of the framework. a) India produces more rice than China. b) Bangladesh produces more rice than Japan and the Philippines combined. c) Asia produces most of the world's rice. d) More than 800 million tonnes of rice is grown each year by the leading producers. 3. Make a column or line graph for "Rice consumption per person in 2009" (information at bottom of framework.	**competition:** **https://taronga.org.au/education/digital-programs-online-resources/enrichment-design-competition**

Catching the Sun

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Unit 25

or ore a aw au horse core ball paw sauce

List Words
reporter
sure
drawn
haunted
crawling
broad
stories
storey
brought
cause
awful
quarter
force
course
thoughtful
taught
ought
sword
fortune
wardrobe
laundry
autograph
audience
applaud
applause

1 **Colour** the graphemes that represent or ore a aw au in the List Words.

2 **Go** to the List Words for Unit 25. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent or ore a aw au on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Colour** words where you hear or ore a aw au in each row.

or reported forceful worldly sailor
ore Oregon adore forest spore
a ballet although waterfall shallow
aw awfully awaken seaweed crawled
au aunt auction haunt because
augh daughter draught laughter naughty

5 **Write** graphemes to represent or ore a aw au to finish these List Words.

s____ br____d t_____t qu____ter appl____d ____dience
c____se _____t f____tune l____ndry appl____se th_____tful
c____se sw____d h____nted br_____t w____drobe ____tograph

6 **Write** the words in the box, beginning with the prefix **auto** and words built from the roots **audio** and **applaudo**, to match these meanings. **Use** your dictionary.

★ The prefix **auto** means *self*, root **audio** means *I hear*, and root **applaudo** means *to clap*.

automatic applause autograph automobile audience audible applaud autobiography

a person's life story written by him or her**self** _____
person's name written by him or her**self** often as a signature _____
works by it**self** _____ motor vehicle moving by it**self** _____
can be **hear**d _____ **listen**ers at a concert _____
praise that can be **hear**d (clapping) _____ (verb) _____ (noun)

7 **Unjumble** the words in brackets. **Read** the headings with the words below to decide the correct verbs.

Today the	Yesterday the	They have	They are still
students (hiknt)	students		
teachers (aceht)	teachers		
couriers (bginr)	couriers		
shoppers (yub)	shoppers		

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8 **Rewrite** the sentence, changing the singular nouns to plurals. **Change** any other words to match.
Go to Helpful Hints 3, 4 and 23.

On Friday the librarian reads a story to the child on the fourth storey of the library in the city.

_____

_____

9 **Fill** in the empty sound boxes to represent the sounds you hear in each underlined word.

We kept a record of the weather for a month. r rr wr ☐ k c q ck x(ks) ch or ore a aw au d dd

It is my turn to record today's weather. r rr wr ☐ k c q ck x(ks) ch or ore a aw au d dd

The cause of the accident was unknown. k c q ck x(ks) ch or ore a aw au ☐

The horses galloped around the racecourse. k c q ck x(ks) ch or ore a aw au ☐

10 **Write** words from the brackets to finish the sentences.

Are you _____ you can see the sea _____ from here? (shore, sure)

I saw a wild _____ trying to _____ a hole through the floor. (boar, bore)

The ladies tried to _____ the position of the _____ in the church. (altar, alter)

We yelled ourselves _____ at the _____ races. (hoarse, horse)

The adventurers plan to set _____ on the _____ day of Autumn. (forth, fourth)

The _____ boy wiggled the loose _____ while he waited. (board, bored)

The author moved _____ to autograph his book below the _____. (foreword, forward)

_____ a great friend because _____ willing to share _____ pencils. (your, you're)

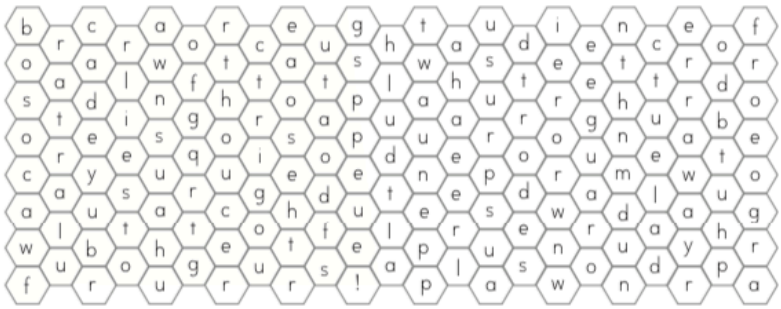
11 **Complete** the table. Go to Helpful Hint 11.

Adjectives (describing 1)	Comparatives (comparing 2)	Superlatives (comparing 3 or more)
My work is **good**.	Your work is	His is the
This job is **bad**.	This job is even	That job is the
I haven't got much **money**.	You have	She has the
The creek is quite **broad**.	The stream is	The river is the

Challenge

Join letters to form every List Word in the Word Search using a pencil. **Colour** the words different colours to find the Hidden Word.

★ Letters forming words can be joined in any direction. No letter is shared by words.



Hidden Word

_ _ _ _ _ _ _ _

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SLW24

reporter

sure

drawn

haunted

crawling

broad

stories

storey

brought

cause

awful

quarter

force

course

thoughtful

taught

ought

sword

fortune

wardrobe

laundry

autograph

audience

applaud

applause

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SXW27

accordingly

audible

auditory

authentic

authorised

autobiography

awfully

cordial

disorganised

extraordinarily

flawless

forcefully

mournful

orphanage

porcelain

resource

sauce

saucer

scrawny

tortoise

Word Work Grid

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

Syllable Sort 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. Date:_____	**Odd One Out** 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. Date:_____	**Wacky Words** 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. Date:_____	**Word Detective** Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. Date:_____	**Digging in the Dictionary** Use a dictionary to find the definition and write a sentence for each of your spelling words. Date:_____
Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date:_____	**Alliteration** Write a sentence for each of your spelling words using as much alliteration as possible. Date:_____	**Sentence Smart** Write a sentence for each of your spelling words. Date:_____	**Story Time** Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date:_____	**Sort Them Out** Sort the words on your spelling list into three different categories of your choice. Date:_____
Word Search Create your own word search using all the words on your spelling list. Date:_____	**Handwriting Hero** Write out your spelling words in your very best cursive hand writing. Date:_____	**Letter Lingo** Write a letter to a friend. Use as many spelling words in your letter as you can. Date:_____	**Words Within Words** Make a list of as many smaller words as you can find from your spelling list. Date:_____	**Code Breaker** Use the code guide to make a code for each of your spelling words. Date:_____

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Diary of a crocodile farm worker

Complete the sentences below to help you write a diary entry for a crocodile farm worker on his or her first day on the job.

When I first walked through the gates of the crocodile farm, I felt ...

I could hear

I could see

The first thing I had to do was

It went (e.g. well/badly)

because

Then later, I

At the end of the day, I felt

because

My first day as a crocodile farm worker was over!

Maths worksheet 1

NA12 Compare and order fractions

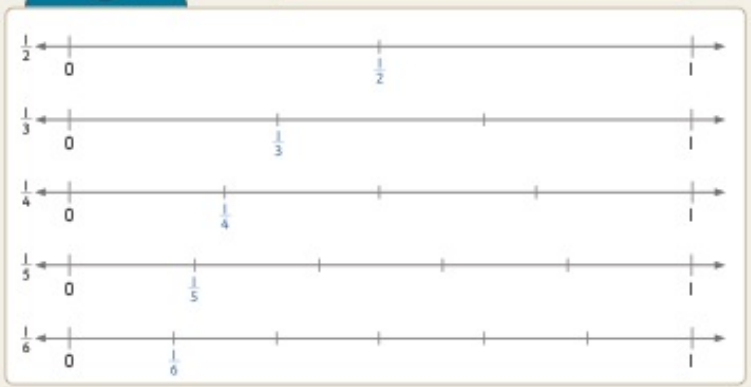
Compare and order **unit fractions** to see if any patterns can be found. Locate them on a number line to help understand them.

numerator → 1

denominator → 2

Language reminder

Unit fractions are fractions with one as the numerator. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and so on... are unit fractions.



Try this

1 Compare the unit fractions above. What do you notice about the **value of the fraction** as the denominator increases?

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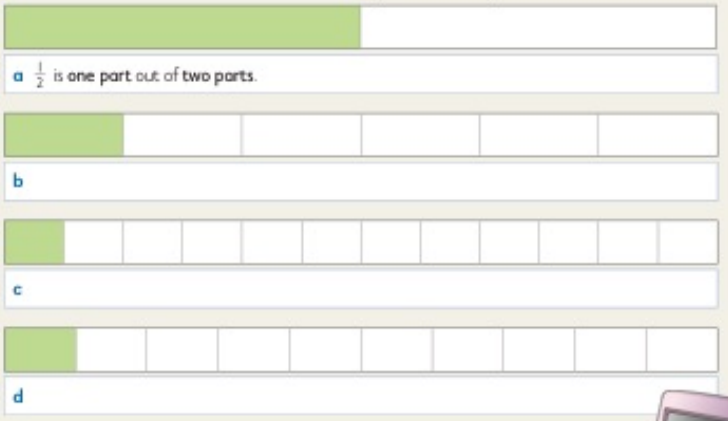
2 Describe the fractions below. The first one is done for you as an example.



a $\frac{1}{2}$ is **one part** out of **two parts**.

b

c

d

Topic NA12

3 Use a calculator to show unit fractions from $\frac{1}{2}$ to $\frac{1}{10}$ in decimal form. For example, $\frac{1}{2}$ is $1 \div 2 = 0.5$. Some unit fractions may need to be rounded to two decimal places.

a $\frac{1}{2}$	is	1 ÷ 2	=	0.5			
b $\frac{1}{3}$	is		=		f $\frac{1}{7}$	is	=
c $\frac{1}{4}$	is		=		g $\frac{1}{8}$	is	=
d $\frac{1}{5}$	is		=		h $\frac{1}{9}$	is	=
e $\frac{1}{6}$	is		=		i $\frac{1}{10}$	is	=

4 Mark all the fractions listed below on this blank number line.
Show any working and explain how you chose where to place your marks.

a $\frac{1}{2}$ b $\frac{1}{3}$ c $\frac{1}{4}$ d $\frac{1}{6}$ e $\frac{1}{12}$

Challenge

Keep halving: $\frac{1}{2}$ of a $\frac{1}{2}$ of a $\frac{1}{2}$ of a $\frac{1}{2}$ and so on... I wonder what happens?

Try 1 ÷ 2 = = = = on a calculator to find out.

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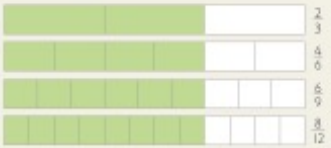
NA13 Equivalent fractions

$\frac{1}{2}$ loaf each = $\frac{2}{4}$ loaf each = $\frac{4}{8}$ loaf each

These fractions have the same value.
We call them **equivalent fractions**.

You and your friends have been rationed to $\frac{2}{3}$ of a chocolate bar each (shown here as a fraction wall).

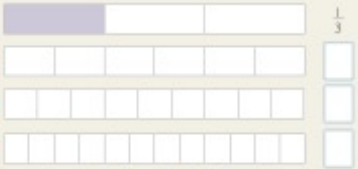


The shaded part of each chocolate bar shows you that the same fraction can have different names.

$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12}$

Try this

1 Colour part of each row to show fractions equivalent to $\frac{1}{3}$.
Write the equivalent fraction symbols.



$\frac{1}{3} = \square = \square = \square$

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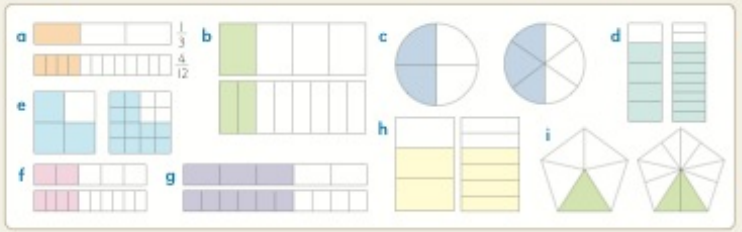
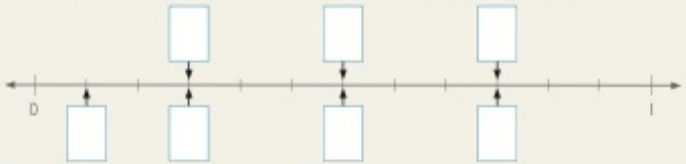
2 Write fractions beside each pair of equivalent fraction models. The first pair is done for you.



3 Put the following fractions in the correct box on the number line. $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{2}$

4 Put the following fractions in the correct box on the number line. $\frac{1}{12}$ $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{3}{12}$ $\frac{9}{12}$ $\frac{6}{12}$



Problem solving task

Drink think: Ben and Max each bought a bottle of fruit juice. Ben drank $\frac{3}{4}$ of his drink, while Max drank some of his and had $\frac{2}{3}$ left.
Use the diagrams to show how much fruit juice was left in each bottle.
Use the space provided in *iMaths 5 Tracker Book* to work out your answer.

Challenge

Fractions in disguise: You can multiply a fraction by one ($\frac{2}{2}$ $\frac{3}{3}$ $\frac{4}{4}$ $\frac{5}{5}$ ...) without changing its value, just its appearance.

For example: $\frac{1}{3} \times \frac{2}{2} = \frac{4}{6}$ $\frac{2}{3} \times \frac{3}{3} = \frac{6}{9}$ $\frac{2}{3} \times \frac{4}{4} = \frac{8}{12}$ The new fractions all have the same value. They are equivalent.

Work out five equivalent fractions for each.

1 $\frac{3}{4}$ 2 $\frac{2}{5}$ 3 $\frac{1}{2}$ 4 $\frac{2}{3}$ 5 $\frac{5}{7}$

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Math worksheet 3

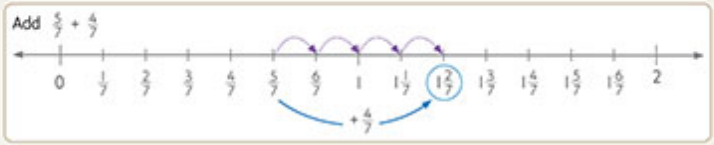
NA14 Add and regroup fractions

Fractions are parts of a whole. You can use a number line or a written method to add fractions.

1. Using a number line to add fractions.

Add $\frac{3}{7} + \frac{2}{7}$

Add $\frac{5}{7} + \frac{4}{7}$



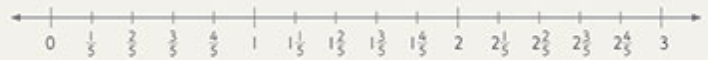
2. Using a written method to add fractions.

No regrouping needed	Regrouping with fractions remaining
$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$	$\frac{5}{7} + \frac{4}{7} = \frac{9}{7} = 1\frac{2}{7}$*

*Because $\frac{7}{7}$ is 1, and $\frac{2}{7}$ left.

Try this

1 Use the number line to add $2\frac{1}{5} + \frac{3}{5}$



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2 Add these fractions.

a $\frac{3}{5} + \frac{1}{5} = \square$

b $\frac{7}{10} + \frac{3}{10} = \square = \square$

Because ___ is 1

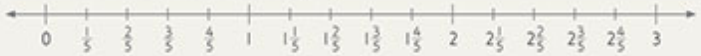
c $\frac{4}{8} + \frac{6}{8} = \square = \square\square$

Because ___ is 1 and ___ left

d $1\frac{2}{3} + 4\frac{2}{3} = \square\square = \square\square$

Because ___ is 1 and ___ left

3 Use the number line to add these fractions. $1\frac{3}{5} + \frac{4}{5}$



4 Construct a number line to add these fractions. $2\frac{2}{3} + \frac{2}{3}$

5 Add these fractions.

a $\frac{4}{5} + \frac{3}{5} = \square = \square$

b $1\frac{7}{9} + 5\frac{5}{9} = \square = \square$

c $\frac{4}{8} + 1\frac{6}{8} = \square = \square$

d $4\frac{11}{20} + 3\frac{9}{20} = \square = \square$

Challenge

Make ten: What fraction must be added to each of these fractions to make a total of 10?

1 $4\frac{3}{5}$ 2 $1\frac{1}{3}$ 3 $7\frac{7}{11}$ 4 $4\frac{1}{6}$ 5 $5\frac{9}{10}$

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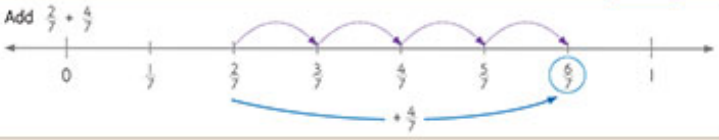
Maths Worksheet 4

NA15 Add and subtract fractions

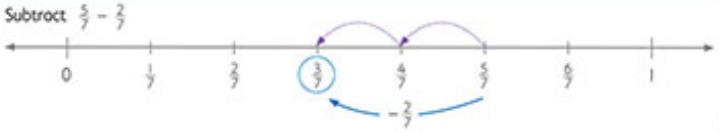
A fraction is a part of a whole number. When fractions are added or subtracted they can only be calculated if the denominators are the same. You can use a number line or a written method.

1. Use a number line to add and subtract fractions.

Add $\frac{2}{7} + \frac{4}{7}$



Subtract $\frac{5}{7} - \frac{2}{7}$



2. Use a written method to add and subtract fractions.

Addition	Subtraction
$\frac{2}{7} + \frac{4}{7} = \frac{6}{7}$	$\frac{5}{7} - \frac{2}{7} = \frac{3}{7}$

Try this

1 Use the number line to add and subtract these fractions.

a $\frac{3}{11} + \frac{3}{11}$ b $\frac{9}{11} - \frac{2}{11}$

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2 She was telling the truth, so what was her reply? To find out, add or subtract the fractions then write the letters that match the answers in the correct boxes below.

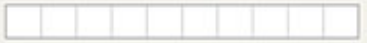
$\frac{2}{9} + \frac{6}{9} =$ ☐ G $\frac{1}{5} + \frac{1}{5} =$ ☐ Y $\frac{5}{12} + \frac{6}{12} =$ ☐ N $\frac{4}{9} + \frac{2}{9} =$ ☐ S $\frac{3}{8} + \frac{2}{8} =$ ☐ I

$\frac{4}{5} - \frac{1}{5} =$ ☐ D $\frac{6}{8} - \frac{3}{8} =$ ☐ T $\frac{8}{9} - \frac{1}{9} =$ ☐ O $\frac{9}{12} - \frac{8}{12} =$ ☐ M

$\frac{5}{8}$ $\frac{3}{8}$ $\frac{6}{9}$	$\frac{11}{12}$ $\frac{7}{9}$ $\frac{3}{8}$	$\frac{1}{12}$ $\frac{2}{5}$	$\frac{3}{5}$ $\frac{7}{9}$ $\frac{8}{9}$	

3 Complete these fraction models.

a $\frac{4}{9} + \frac{3}{9} =$ ☐

b  $\frac{2}{10} + \frac{5}{10} =$ ☐

c $\frac{1}{4} + \frac{3}{4} =$ ☐

d ☐ + ☐ = $\frac{3}{5}$

Challenge

Rehydrate: A hiker carries two 500 mL drink bottles. One is $\frac{3}{5}$ full of water and the other is $\frac{1}{5}$ full. How much water is needed to refill them?

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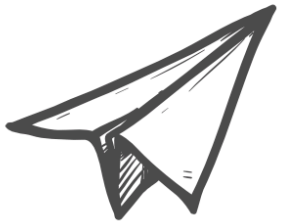
Mathematics Investigation

whole number, length, data

PRECISION *planes*

You will need:
Pencil and paper
Paper for paper planes

- [ ] 1. Make 5 paper planes.
- [ ] 2. Fly the 5 paper planes down a corridor and mark each landing with an X. Consider marking X at the first point of contact or where the paper plane stops. Be consistent.
- [ ] 3. Measure the distance travelled of each plane.
- [ ] 4. Record the distance of each plane in centimetres.
- [ ] 5. Draw a table to show the difference of each plane flight and the total distance of all 5 planes.
- [ ] 6. Create two graphs to display the results. Explain which graph is the most suitable for displaying the data.
- [ ] **Extension:** Complete Step 1, Step 2 and Step 3 again. This time calculate the speed of each paper plane.



Maths Optional Extension: Family Facts

Mathematics Investigation

whole numbers, fractions and decimals, length, data

FAMILY *facts*

You will need:
Pencil and paper
Ruler or informal measuring device

- [ ] 1. Measure the height of your family members.
- [ ] 2. Round these heights to the nearest centimetre.
- [ ] 3. Show the obtained data in a clear table and graph your findings.
- [ ] 4. Work out the average height.
- [ ] 5. Use this information to calculate how many times your family members could stretch around the equator (head to toe).

- [ ] **Extension:** Choose 1 measured height. This 1 measured height is 'family member A'. If the heights were accumulated to one length, what fraction of length would 'family member A' represent?
What is this as a percentage?

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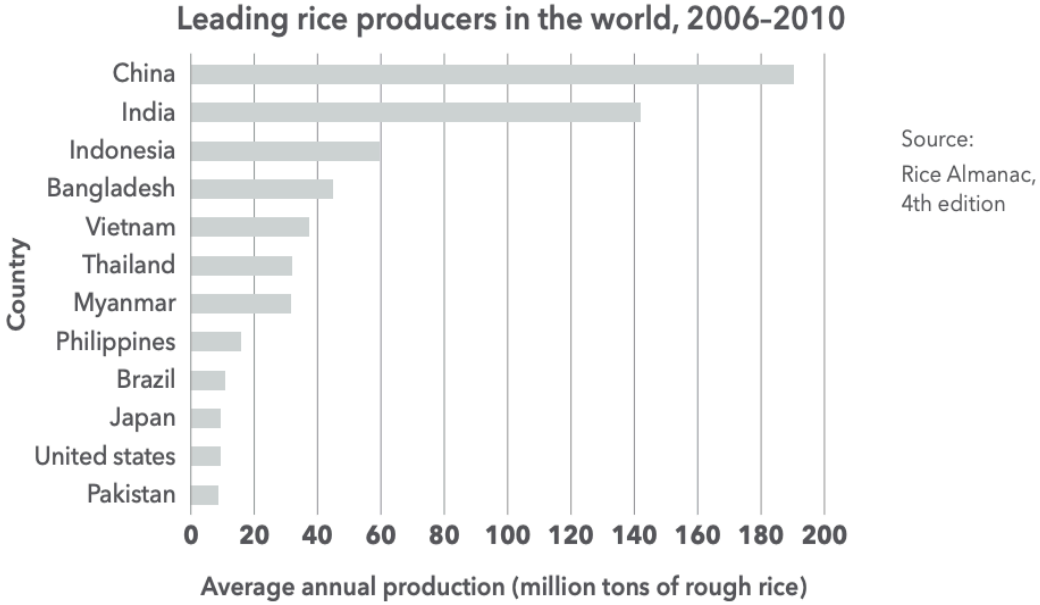
Geography:

Question 1

	Plus	Minus	Interesting
Market Stall holders of Thailand			
Sherpas of Nepal			
Sulphur miners of Indonesia			

Question 2



Question 3

China: 76 kg
Bangladesh: 174kg
Vietnam 142kg
Russia: 5kg

Myanmar: 141kg
Pakistan: 17kg
Myanmar: 141kg
Japan: 54kg

Thailand 133kg
Iran: 23kg
North Korea: 77kg

2 Explore the interactive Changing Matter: Kitchen Detectives.
http://inq.co/class/spr code: 3761

3

a Choose one reversible change you observed happening in the kitchen.
Explain why it is reversible.

_____ is a reversible change because _____

_____

_____

_____ .

b Choose one irreversible change you observed happening in the kitchen.
Explain why it is irreversible.

_____ is an irreversible change because _____

_____

_____

_____ .

Matter is the word we give to all the different substances in the world. One way we can change matter is by heating it up or cooling it down.

Some changes are **reversible**. We can get the original matter back again.

Out of the freezer, ice cream can melt and become liquid. We can make it solid again by putting it back in the freezer.

Sometimes heating matter causes an **irreversible** change. We can't get the original matter back again, because a new substance has been formed.

Heating eggs in a fry pan turns the runny egg white into a solid mass. We can't get the original runny egg white back again.

4 What irreversible changes can you see happening in this photo?

Which reversible change do you think might happen?

We don't always need heat to make an irreversible change. Often, just mixing two substances together produces an irreversible change as a **new substance** is formed. This kind of change is called a **chemical reaction**.

5

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Investigation: A rubber egg!

9

Step 1: You will need 1 egg, a clear glass or plastic cup, 200ml white vinegar

Step 2: Place the egg in the cup and cover it with vinegar.

Predict: What do you think will happen to the egg?

Observe: Complete the diagrams that show what has happened to the egg:

a after a few minutes

b after one day

Explain: What type of change has happened to the egg? Has a new substance been formed?

How can you tell?

STORY REPORT

RATE THE STORY OUT OF 5 STARS

☆ ☆ ☆ ☆ ☆

STORY TITLE:

STORY LENGTH:

PURPOSE OF THE STORY: *CIRCLE THE AUTHOR'S PURPOSE*

ENTERTAIN PERSUADE INFORM

EXPLAIN DESCRIBE

REPORTER:

REPORTERS OFTEN QUOTE OR INTERVIEW EXPERTS

NAME THE EXPERTS IN THIS STORY & SUMMARISE THEIR KEY POINTS

STORY TOPIC:

STORIES CAN BE CATEGORISED INTO TOPICS OR SUBJECTS

DIGITAL TECHNOLOGY & STEM	NATURAL DISASTERS	ENVIRONMENTAL ISSUES
AUSTRALIAN HISTORY	WAR HISTORY	SUSTAINABILITY
ANIMALS	GLOBAL CITIZENSHIP	INDIGENOUS CULTURE
HEALTH & WELLBEING	SPACE / SCIENCE	BELIEFS & FESTIVALS

COLOUR THE BOX (OR BOXES) TO SHOW HOW THIS STORY COULD BE CATERGORISED

STORY SUMMARY:

A QUESTION I HAVE:

EMOTIONS:

STORIES CAN EVOKE EMOTION. HOW DID THIS STORY MAKE YOU FEEL?

DRAW AN EMOJI

VISUAL TEXT ELEMENTS USED IN THIS STORY: *FILL THE TABLE WITH A ✓ OR A ✗*

	INTERVIEWS		PHOTOGRAPHS
	STILL IMAGES		MOVING IMAGES
	CAPTIONS		CHARTS
	ANIMATIONS		DIAGRAMS
	TABLES		MAPS

TWO THINGS I LEARNT FROM THIS STORY:

1

2

BTN

BEHIND THE NEWS

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