

Framework for Learning from Home – Year 5 2021 Week 9

在家学习大纲 - 2021 年第 5 年第 9 周

For some of the below activities you may need your parents help. Show each completed activity to your parents to check. 以下有些练习,可能需要父母的帮助。完成下面所有练习后给父母检查。

| | Monday 6 th September | Tuesday 7 th September | では一般では、 Wednesday 8 th September | Thursday 9 th September | Friday 10 th September |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Morning 上午 | English 英文 | English 英文 | English 英文 | English 英文 | English 英文 |
| | Viewing/Reading: have a look at the stimulus below 'The Magic Globe' and write down 5 of your noticings. 查看/阅读: 细看下面"魔幻地球"图片,并写下你在图片中 5 个注意到的事情。 Viewing and Responding View The Magic Globe stimulus and answer the following questions. 查看和响应: 细看"魔法地球"并回答以下问题。 1. In what way do you think | Reading: 阅读 Library ZOOM Session with Mr Philpott 10 am – Classes 5D, 5P, 5L and 5J 图书馆网课 Join Zoom Meeting https://nsweducation.zo om.us/j/682"51668283? pwd=WE00dUY4eEV3enF KeWJ4VGInQXY1Zz09 10:30 am – Classes 5S, 5M and 5K 图书馆网课 Join Zoom Meeting | Spelling: complete a task from the spelling grid using this week's soundwaves word list. 拼写: 使用本周的声波单词列表完成拼写格中的练习。 Science Web 'Incursion': Join us at 10am for our Big Science Show (our original organised incursion) Kaleidoscope will be conducting a variety of experiments that relate to our Science Unit this term. | Viewing/Reading: Rea d the text "Desperation" from the August issue of Orbit school magazine. 查看/阅读: 阅读 Orbit 校刊 8 月号中的"绝望"文本。 https://drive.google.com/file/d/1ftKwQvrk-Yj XZsdwZA1KiSt b6WMlyq/view?usp=sharing Response/ Writing: Create a shape poem, with the shape depicting motion relevant to the text. | Viewing/Reading: Listen to podcast https://www.historystorytime. com Choose any episode which looks interesting to you. 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? |
| | the globe is magical? 2. Where do you think the brothers have pointed to? 3. Why is the globe | https://nsweducation.zoo m.us/j/68406478658?pwd= MHE4dCtOQ2MwV2ozNzdJ T1BUN25iZz09 | 科学网"内部游览": 上午 10 点加入我们的大型 | 回应/写作: 创作一首形状诗,用形状 | Soundwaves: Complete one page of Unit 27 below and the online activities for this week's unit. |



glowing?

- 4. What do you think will happen next?
- 5. What kinds of adventures do you think they go on?
- 6. How do you think they will get home?
- 7. If you had a magic globe, where would you go first?

Spelling: Complete one page of Unit 27 below and the online activities for this week's unit.

拼写:完成下面第27单元的一页和本周单元的在线练习。

www.soundwaveskids.com.a u

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.

扩展:请注意扩展词列表。使用此列表中的至少 10 个单词写一个段落。找出至少10 个单词的字典含义。

Mr Poulos' Persuasive Writing Lesson: Week 9 Lesson 1

Look at Mr Poulos' PowerPoint and video instructions.

看 Mr Poulos 写作 第一课 的 PPT 和录像并跟从指 令

Think about the topic: Australia is a Great Holiday Destination

想一想:澳大利亚是一个 很棒的度假胜地

Brainstorm some ideas and research and write down some facts and figures that will support your arguments.

集思广益一些想法和研究,并写下一些事实和数据来支持你的论点。

科学展(我们最初的有组 织的内部游览)万花筒将 在本学期进行与我们科学 部门相关的各种实验。

https://zoom.us/j/926562 08676?pwd=TEw4aXU4Y WkvUXAveSt0RWNrTUI2 dz09

Meeting ID: 926 5620 8676 Passcode: 045395

Mr Poulos' Persuasive Writing Lesson: Week 9 Lesson 2

Revisit Mr Poulos' PowerPoint and video instructions from yesterday.

重看昨天 Mr Poulos 写作 第一课 的 PPT 和录像并跟 从指令

Write an exposition on the topic- Australia is a Great Holiday Destination 写一篇关于这个主题的说明文——澳大利亚是一个很棒的度假胜地 Remember to include FACTS and FIGURES to support your arguments.

描绘与文本相关的移动动。

Read the poem then ask the following questions: 阅读这首诗,然后问以下 问题:

What is this poem about? Why is the twist ending funny?

What gives the poem a sense of urgency? Is it the rhythm? language? Both? View YourDictionary.com for examples of shape poems, and for a few more examples of shape poems that have been handwritten look below



Spelling: complete a task from the spelling

完成下面第27单元的一页和本周单元的在线练习。

www.soundwaveskids.com .au

Access code: sit815

Optional Extension Activity 'The Magic Globe'选做题

Using this story starter for 'The Magic Globe', continue the story about the flying ship. Remember to use your 7 Steps for Writing strategies to make your story engaging. 使用"魔法地球仪"的这个故事开头,继续写关于飞船的故事。记住使用7个写作步骤策略来使故事更引人入胜。

"Hmm. Where shall we go this time?" Jeremy asked his brother.

"How about there!" replied Max excitedly. "We've always talked about going there!" The brothers both put their fingers on the part of the world they had chosen, and waited for the magic to happen.

"I wonder if it will be as fun as our last trip," mused Jeremy, as the globe began to glow..

| | | | Type your exposition on a word document and upload on Teams. 记住包括用事实和数据来支持你写作的论点。在 Word 文档上输入你的说明文并上传到 Teams。 | grid using this week's soundwaves word list. 拼写:使用本周的声波单词列表完成拼写格中的练习。 | |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Break | Break 小憩 | Break 小憩 | Break 小憩 | Break 小憩 | Break 小憩 |
| Middle 中段 | Mathematics: 数学 Patterns and Algebra Focus Complete the worksheet Patterns and General Rules. 完成以上数学功课 Optional Extension Activity: Shifting Shapes 选做题 Complete questions 1, 2 &3 from the Shifting Shapes task card. | Mathematics: 数学 Complete the HotMaths activities set by the teacher, including one HotSheet. 完成以上数学功课 Optional Extension Activity: Shifting Shapes 选做题 Complete questions 4, 5 & 6 from the Shifting Shapes task card. | Mathematics: 数学 Patterns and Algebra Focus Complete the worksheet Design your own Mandala. 完成以上数学功课 设计你自己的 Mandala。 Optional Extension Activity: Shifting Shapes 选做题 Complete extension question from the Shifting Shapes task card. | Mathematics: 数学 Complete the HotMaths activities set by the teacher, including one HotSheet. 完成以上老师布置的数学 功课 Optional Extension Activity: Magical Mathematics 选做题 Complete questions 1, 2, 3, 4, 5 & 6 from the Magical Mathematics task card. WOW WEEK ACTIVITY | Mathematics: 数学 Patterns and Algebra Focus Create your own pattern using things that you have at home. You could use things such as coloured pencils or spoons and forks. Then draw the pattern that you created. Write a sentence describing the pattern. OR Create a pattern with movement and then film this. eg: 2 frogj umps, 5 star jumps, 2 hops, 2 frog jumps, 5 star jumps, 2 hops. 利用家里的东西创建自己的图案。你可以使用如彩色铅笔或勺子和叉子之类的东西绘制创建的图案。写一个句子来描述这些图案。或者创建一个带有运动的图案,然后拍摄它。例如: 2 蛙跳,5 星跳跃,2 跳。 Optional Extension Activity: Magical Mathematics 选做题 |
| | WOW WEEK ACTIVITY 福利周活动 This week is WOW Week! Please choose an activity from the Wow Week grid to complete! 本周是福利周!完成 Wow | WOW WEEK ACTIVITY 福利周活动 This week is WOW Week! Please choose an activity from the Wow Week grid to complete! | WOW WEEK ACTIVITY 福利周活动 This week is WOW Week! Please choose an activity from the Wow Week grid to complete! | 福利周活动 This week is WOW Week! Please choose an activity from the Wow Week grid to complete! 本周是福利周! 完成 Wow Week 格中一项练习 | Complete extension question from the Magical Mathematics task card. 完成魔法数学练习卡中的扩题目。 WOW WEEK ACTIVITY This week is WOW Week! Please choose an activity from the Wow Week grid to complete! 本周是福利周! 完成 Wow Week 其中一项练习! |

Week 格中一项练习!

Wellbeing/P.E- Fitness 健身

Get your family to join in and do this Family Fun Cardio Workout 看链接视频让家人一起加入 家庭乐趣有氧运动

https://www.youtube.com/watch?v=5if4cjO5nxo&t=27s

Grab some water and find a space free from any hazards when exercising. Have Fun! 运动时多喝水,找一个没有任何危险的地方锻炼。

本周是福利周!完成 Wow Week 格中一项练 习

Languages: please complete any Languages work set by your Languages teacher on your Languages Teams account.

语言学习:完成老师不值 得语言作业并传上 Teams

Wellbeing/P.E- Fitness YOGA- For the Classroom with Adriene 看链接做健身运动

Watch and follow along to the video below. https://www.youtube.com/watch?v=Td6zFtZPkJ4
Grab some water and find a space free from any hazards when exercising. Have Fun! 运动时多喝水,找一个没有任何危险的地方锻炼。

本周是福利周!完成 Wow Week 格中一项练习

Wellbeing Wednesday 12:00 – 2:00pm

Try these activities with your family...

和家人一起尝试以下活动

 Design and make an obstacle course inside or in the garden. How fast can you complete it?



 Can you make up your own jokes? Tell them to someone to make them laugh!



Wellbeing/P.E-Fitness DANCE 健身舞

Follow along to this
Dance routine "can't stop
the feeling" with Kidz

Bop. 跟着视频跳

https://www.youtube.c om/watch?v=Ojblhvzvj sk

Then create a series of 4-5 of your own dance moves to create a new dance routine to this song.

然后自创 4-5 个舞步,为 这首歌创作一段新的舞蹈 动作。

Get your family to join in and follow along with your dance routine. Grab some water and find a space free from any hazards when exercising. Have Fun! 让家人跟你一起跳。运动时多喝水,找一个没有任何危险的地方锻炼。

Languages:

Please complete any Languages work set by your Languages teacher on your Languages Teams account.

语言学习:完成老师不值得语言作业 并传上 Teams

Creative Arts:美术 Nature Collage



Go for a walk outdoors and collect a variety of leaves, flowers and other natural materials to create an interesting nature collage. Lay them on paper or a flat surface to create an interesting picture.

To add a bit of fun to the nature collages you can use some other things from around the house such as buttons, sequins, wiggle eyes or pom poms. Be as creative as you like.

Take a photo of your nature collage and upload it to TEAMS
到户外散步并收集各种树叶、花朵和其他天然材料。自创有趣的自然拼贴画。贴在在平坦的纸上。你可以把家里不用的东西如:纽扣等东西贴到拼

Break

Break 午休

Break 午休

Break 午休

Break 午休

Break 午休

图中。

Afternoon 下午

Science: 科学

Design and complete a science experiment that relates to states of matter. 设计并完成与物质状态相关的科学实验。

This could include changes in state (eg solid to liquid) or involve mixtures (eg testing evaporation, solubility). Present your experiment in Week 10. You may create an iMovie or present by Powerpoint.

这可能包括状态变化(例如 固体到液体)或涉及混合物 (例如测试蒸发、溶解 度)。在第 10 周展示你的

实验。你可以用 iMovie、

Powerpoint 展示。
Use the Scientific Method Worksheet as a guide.
Make sure you include all of the sub-headings.
使用科学方法工作表作为指南。确保包含所有副标题。
Method needs to be step by step instructions. Photos, graphs, diagrams should be included in your results, as

well as written description.

方法需要一步一步地说明。

BTN: Watch this week's BTN episode

观看本周的 BTN 剧集 https://www.abc.net.au/bt n/

Choose a story that is of particular interest to you and complete the story report sheet below.

选择一个你特别感兴趣的 故事并完成下面的故事报 告表。 Complete a mindfulness guided meditation. You can access these on Smiling Mind or Peaceful Kids

完成一个正念引导的冥想。你可以在 Smiling Mind 或 Peaceful 上访问以下链接

https://www.smilingmind.c om.au/ https://www.peacefulkids.c om.au/



Geography: Features of Asia 亚洲地理
Choose one Asian country of focus to study. These include: Japan, Singapore, Papua New Guinea, India, South Korea, Indonesia, Vietnam, Cambodia.

选择一个亚洲重点国家进行学习。其中包括:日本、新加坡、巴布亚新几内亚、印度、韩国、印度尼西亚、越南、柬埔寨。You will need to research and use a variety of different maps (topographic, climate, population density) to investigate geographic features, population, climate and economy and currency.

你需要使用各种不同的地图 (地形、气候、人口密度) 来调查地理特征、人口、气 候以及经济和货币。包括有 关你选择国家的文化(服 饰、食物、传统、音乐等) 的信息。要在第3学期的第 10 周通过 Zoom 课程通过

Activities:

Complete an activity from the "activities and ideas for home for parents of primary learners" sheet on the back page of this booklet. 完成"小学生家长在家的活动和想法"表中的一项活动。

Catch-up:

Finish any unfinished tasks from Monday –Thursday 完成本周所有作业。

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

继续 ZOO STEM 挑战赛:

https://taronga.org.au/educ ation/digital-programsonlineresources/enrichmentdesign-competition

| 照片、图表、图表应包含在 | PowerPoint 或 iMovie 进行 |
|------------------------------------------------|-------------------------------------------------|
| 你的结果中和书面描述中。 | 演示。 |
| Your conclusion should relate back to your | You should also include |
| hypothesis. | information about the |
| 你的结论应与你假设有关。 | culture (dress, food, traditions, music etc) of |
| Some useful websites for | your country of choice |
| research include but are not | You will need to present |
| limited to: 有用的链接 | via a PowerPoint or |
| https://www.sciencefun.org/ | iMovie in Week 10 of |
| kidszone/experiments/ | Term 3 via class Zoom lessons. |
| https://sciencebob.com/c | 10330113. |
| ategory/experiments/ | |
| h tto o //o sign o a bisha a a may | |
| https://sciencekids.co.nz/ experiments.html | |
| ехрепшень.пиш | |
| https://www.fizzicseducati | |
| on.com.au/category/150- | |
| science-experiments/ | |

WOW WEEK ACTIVITIES Write a song or rap Choose a Peaceful Kids Talk about something Do something kind as a about our school and meditation that made you laugh surprise for someone in perform it. You could https://www.peacefulki today. your family and watch write the words and ds.com.au/meditations l them smile. record and upload it. html Using art materials of Lie down, close your To end the week host eyes and listen to your choice, draw, Cook your favourite a karaoke night with your breath. Imagine paint or creat an meal with your you are somewhere artwork that would your family and sing family. amazing. What can you make a great mural your favourite songs see, hear, feel and on the back of our together. taste? school hall. Phone, Facetime, or Create a training video Create a workout or for your favourite sport. write a letter to a exercise video that Make a playlist of songs Teach us some of the and have a family disco at friend. Tell them all will have everybody home! Ensure éveryone skills associated with the your news. Ask them moving. You can add has the chance to choose sport of your choice. how they are some music to it too. their favourite songs. Maybe some drills or a modified game

Monday: The Magic Globe



| List Words 1 Colour the graphemes that represent wooll wool | 1 Colour the graphemes that represent (colour the graphemes that represent (colour the use) 1 Colour the List Words for Unit 27. Count the sounds and in the List Words for Unit 27. Count the sounds and in the List Words for Unit 27. Count the sounds and in the List Words for Unit 27. Count the sounds and in the graphemes in each List Word. 2 Go to the List Words for Unit 27. Count the sounds and in the graphemes in each List Word. 3 Write any other letters that can represent (colour the blocks containing words where you hear (colour the blocks containing words a path out of the maze. A colour the blocks containing words where you hear (colour the blocks) Butter Sure Suger Could woold woold known kn | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------|---------------------------------------------|-------------|
| in the List Words. 2 Go to the List Words for Unit 27. Count the sounds and identify all the graphemes in each List Word. 3 Write any other letters that can represent @oul on the Grapheme Chart. Write one word example for each. 4 Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Golour the blocks containing words where you hear @oul green, to find a path out of the maze. The Blocks containing words where you hear @oul green, to find a path out of the maze. The Blocks containing words where you hear @oul green, to find a path out of the maze. The Blocks containing words would would would would would should butter force fully through throu | in the List Words. 2 Go to the List Words for Unit 27. Count the sounds and identify all the graphemes in each List Word. 3 Write any other letters that can represent @oul on the Grapheme Chart. Write one word example for each. 4 Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words would where words that include these graphemes to fit on the lines. The Colour the locks that formed these contractions. Should where words that formed these contractions. The Colour the words that formed these contractions. The Colour that words that formed the contractions. The Colour that words that formed the colour that words that formed the colour that words that formed the colour that words that for | 2 Cait | | | |
| in the List Words. 2 Go to the List Words. 2 Go to the List Words for Unit 27. Count the sounds and identify all the graphemes in each List Word. 3 Write any other letters that can represent © ould not be list. Words for Unit 27. Count the sounds and identify all the graphemes in each List Word. 4 Colour the blocks containing words where you hear © oul green, to find a path out of the maze. A Colour the blocks containing words where you hear © ould juried in words a path out of the maze. Colour the blocks containing words Itooh Gold Itooh Gold Itooh Gold Itooh | in the List Words. 2 Go to the List Words for Unit 27. Count the sounds and identify all the graphemes in each List Word. 3 Write any other letters that can represent @oul on the Grapheme Chart. Write one word example for each. 4 Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words where you hear @oul green, to find a path out of the maze. The Colour the blocks containing words would would would where these contractions, inserting the apostrophes. The Colour the first words that formed these contractions. The Colour the words that formed these contractions back to pairs of words. The Colour the words that formed these contractions back to pairs of words. The Colour the words that formed these contractions back to pairs of words. The Colour the words that formed these contractions back to pairs of words. The Colour the words that formed these contractions back to pairs of words. The Colour the words that formed these contractions back to pairs of words. The Colour that words that formed these contractions are contractions. The Colour that words that formed these contractions are contracted on the colour than the words that formed these contractions. The Colour that words that formed the colour that the words that formed the colour that words that formed that the words that formed that the words that formed | | | | |
| Todour trie glaphernes that represent | in the List Words. 2 Go to the List Words 2 Go to the List Words for Unit 27 Count the sounds and identify all the graphemes in each List Word. 3 Write any other letters that can represent © oul on the Grapheme Chart. Write one word example for each. 4 Colour the blocks containing words where you hear © oul green, to find a path out of the maze. Colour the blocks containing words Could Wood Should Shook Butter Force Fully Through Tooh Golf Kirchen Doose Whore you hear Good Wholly Words START Custom Woollen Burdin Woolly Bully Wolves pulley Womanly | list Words | 1 | | eme Chart |
| 2 Go to the List Words for Unit 27. Count the sounds and identify all the graphemes in each List Word. 3 Write any other letters that can represent @oul on the Grapheme Chart. Write one word example for each. 4 Colour the blocks containing words where you hear @oul green, to find a path out of the maze. Monour Knighthood adult woolld woold kirchen loose woollen hoge pure barefoot wholly humorous troubled suggest gulf woolly bully wookes pulley woomanly 5 Write List Words that include these graphemes to fit on the lines. U | 2 Go to the List Words for Unit 27. Count the sounds and identify all the graphemes in each List Word. 3 Write any other letters that can represent (| soot | in the List Words. | | |
| 3 Write any other letters that can represent ©oul on the Grapheme Chart. Write one word example for each. 4 Colour the blocks containing words where you hear ©oul green, to find a path out of the maze. More of the maze Sugar could would wood should shock butter force fully through tooth golf kirchen loose wollen hope pure barefoot wholly humorous troubled suggest gulf woolly bully wokes pulley womanly | 3 Write any other letters that can represent ©oul on the Grapheme Chart. Write one word example for each. 4 Colour the blocks containing words where you hear ©oul green, to find a path out of the maze. More Sure Sugar Could Would Wood Should Shock Burdin Gould Would Wood START Custom Woollen Hoge pure Barefoot Wholly Humorous Troubled Suggest Gulf Woolly Bully Wolves pulley Womanly | | | Count the sounds and h List Word. | |
| ## Colour the blocks containing words where you hear focal green, to find a path out of the maze. Mere you hear focal green, to find a path out of the maze. Mere you hear focal green, to find a path out of the maze. Mere you hear focal green, to find Medical gold M | ## Colour the blocks containing words where you hear focal green, to find a path out of the maze. Macesure sure sugar could would wood should shock butter force fully through tooth golf kitchen loose wu honour knighthood adult column suggest gulf woolly bully wolves pulley womanly suggest gulf woolly bully wolves pulley womanly Write List Words that include these graphemes to fit on the lines. U = | | | epresent (o u on the dexample for each. | |
| a path out of the maze. | a path out of the maze. measure sure sugar could would wood should shock butter force fully through tooth golf kitchen loose wollen huge pure barefoot wholly humorous troubled suggest gulf woolly bully wokes pulley womanly suggest gulf woolly bully wokes pulley womanly S Write List Words that include these graphemes to fit on the lines. | | | ds | |
| Marker Sure Sugar Could Woold Should Shook butter force fully through tooth golf kitchen loose woolen honour knighthood adult Crooked puddin guardian woman column column Annorous troubled suggest gulf woolly bully wolves pulley womanly woolen woman column wolves pulley womanly woolen wollen bully wolves pulley womanly woolen wollen woolen woo | May Surgician | snouldn† crooked | a path out of the maze. | | |
| butter force fully through tooth golf kitchen loose we honour knighthood adult crooked puddin guardian woman column column wollen bully wolves pulley womanly suggest gulf woolly bully wolves pulley womanly wollen | butter force fully through tooth golf kirchen loose we honour knighthood adult crooked puddin gaardian woman column column wollen wowan wollen wowan suggest gulf woolly bully wolves pulley womanly wowan column wollen woolly bully wolves pulley womanly wolves pulley womanly would wheres would wheres there is the words that formed these contractions and whose would whole would where would whose would would whose would whose would whose would whose would whose would whose would | fully | sure sugar | plnods boow bluow | ╟ |
| honour knighthood adult START crooked puddin guardian woman column humorous troubled suggest gulf woolly bully wohes pulley womanly suggest gulf woolly bully wohes pulley womanly S | honour knighthood adult START custom woollen burgerdian woman column stagest gulf woolly bully humorous troubled suggest gulf woolly bully wolves pulley womanly wolves pulley womanly worde that include these graphemes to fit on the lines. Write List Words that include these graphemes to fit on the lines. | bully | force fully thre | tooth golf kitchen loose | _ |
| guardian woman column Column woulen woollen | guardian woman column Column woollen | pulley | knighthood | H | Н |
| huge pure baretoot wholly humbrous troubled | Suggest gulf woolly humorous troubled suggest gulf woolly bully wolves pulley womanly | bullet | an woman column | START | 8 |
| 5 Write List Words that include these graphemes to fit on the lines. — u — — — — — — — — — — — — — — — — — — | Swrite List Words that include these graphemes to fit on the lines. | bullock | pure baretoot | humorous troubled | <u> </u> |
| 5 Write List Words that include these graphemes to fit on the lines. — U — — — — — — — — — — — — — — — — — — | 5 Write List Words that include these graphemes to fit on the lines. — U —— — — — — — — — — — — — — — — — — | _ | saggest guit wooily | woives pulley womany | 1 |
| | Column C | | | se graphemes to fit on the lines. | |
| 6 Rewrite these contractions, inserting the apostrophes. wouldnt | 6 Rewrite these contractions, inserting the apostrophes. wouldnt shouldve couldnt wheres therell youre 7 Write the words that formed these contractions. rewrite the sentence changing the contractions back to pairs of words. I'd I'd who's who's would've shouldn't who's I'd have gone swimming but I'd been sick and it could've made me | butcher | | n | |
| 6 Rewrite these contractions, inserting the apostrophes. wouldnt shouldve couldnt wheres thereII youre 7 Write the words that formed these contractions. Rewrite the sentence changing the contractions back to pairs of words. I'd I'd who's wh would've shouldn't — — I'd have gone swimming but I'd been sick and it could've made me | 6 Rewrite these contractions, inserting the apostrophes. wouldnt shouldve couldnt wheres thereII youre 7 Write the words that formed these contractions. Rewrite the sentence changing the contractions back to pairs of words. I'd who's wh would've houldn't — I'd have gone swimming but I'd been sick and it could've made me | driftwood | | | |
| wouldnt shouldve couldnt wheres thereII youre 7 Write the words that formed these contractions. Rewrite the sentence changing the contractions back to pairs of words. I'd I'd who's wh would've shouldn't — — I'd have gone swimming but I'd been sick and it could've made me | wouldnt shouldve couldnt wheres thereII youre 7 Write the words that formed these contractions. Rewrite the sentence changing the contractions back to pairs of words. I'd I'd who's white would've shouldn't m I'd have gone swimming but I'd been sick and it could've made me | _ | : - | ting the apostrophes. | |
| wheres therell youre 7 | wheres therell youre 7 | understood | | | |
| 7 Write the words that formed these contractions. Rewrite the sentence changing the contractions back to pairs of words. I'd who's who would've whouldn't where gone swimming but I'd been sick and it could've made me | 7 Write the words that formed these contractions. Rewrite the sentence changing the contractions back to pairs of words. I'd who's wh would've shouldn't where gone swimming but I'd been sick and it could've made me | knighthood | | ell youre | |
| 1'd 1'd who's who's who's | 1'd who's who's who's | | _ | back to pairs of words. | |
| would've shouldn't | would've ———————————————————————————————————— | | | | s'oi |
| I'd have gone swimming but I'd been sick and it could've made me sick again. | l'd have gone swimming but l'd been sick and it could've made me sick again. | | would've ———— —— | shouldn't | ı |
| | | | l'd have gone swimming but l' | 'd been sick and it could've made me s | sick again, |

() as it wound in amongst the trees. () his little finger as a signal for his team to follow him along the footpath. (o o u) (k c q ck x los ch) (| er ar or a e i o u) (ddd At first the track was fairly straight. It became quite ISBN 978 1 74135 160 6 (a) k c q ck x₀⊲ ch The leader 28

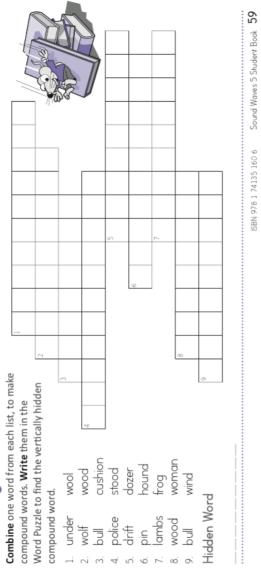
Write the homographs represented by the sound boxes.
Rewrite the words in the sentences, with their numbers to show where the different pronunciations fit.

(® k c q ck x ⋈ d)

ω

| | dgsinpdu | abeeefrt | elovsw | Ibelisu | | |
|---|--------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------|
| | cihnossu | — yusplle | emnow | bdelorsuzl | nzl | |
| 은 | 10 Read the dictionary entry for the word butcher. Answer the questions. | y for the word <i>butcher.</i> An | nswer the questions. | hsud | butter | |
| | 1. What are the guide words for the page? | words for the page? | | butcher (se | butcher (say buch-uh) noun | |
| | 2. What is the headword?_ | rd? | | 1. someone who | someone who prepares and sells meat someone who kills animals for food | neat d |
| | 3. The letters in the bro | 3. The letters in the brackets beside the headword tell you how to | ord tell you how to | butcher verb | erb | |
| | | the headword. | | 3. to kill animals for food | 3. to kill animals for food | |
| | 4. What letters has this | 4. What letters has this dictionary used to represent @arta | esent (ch tch | to butcher a job | ob | |
| | and (Reraroraeiou | ` ~ | | Word building: butchery (noun) butchered, butchering (verbs) | butchery (noun) hering (verbs) | |
| | 5. How many meaning | 5. How many meanings are given for the headword as a noun. | dword as a noun, | Word History: from French boc meaning buck | rom French ck | |
| | as a verb,? | | | | | |
| | 6. What words can be | 6. What words can be built from the headword? | rd? | | | |
| | 7. From which languag | 7. From which language did this word originate? | rte? | | | |
| | 8. Read the following s | sentences. Write a num | 8. Read the following sentences. Write a number from 1 to 4 to show which of the above | which of the abov | ve | |
| | meanings the sente | meanings the sentences use for the word butcher. | butcher. | | | |
| | When Mum asked | I me to ice the cake I tri | • When Mum asked me to ice the cake I tried not to butcher the job. | | | |
| | Dad works at the | meat works where his j | • Dad works at the meat works where his job is to butcher animals for food, | for food. | | |
| | Our butcher is α \ | very friendly man who s | Our butcher is a very friendly man who sells us very good quality meat. | y meat. | | |
| | My uncle works as | s a butcher at the mear | • My uncle works as a butcher at the meat works where he kills animals for food | imals for food | | |

Challenge



© NSW Department of Education, Sep-21

| SXW30 | | oo u |
|---------------|----------------|-------------------|
| bullies | | |
| bullying | | |
| bushranger | Ī | Ī |
| cushioned | | Ì |
| ebullience | T | T |
| ebullient | | |
| ebulliently | T | T |
| footlights | | |
| fulfilling | $\overline{}$ | T |
| livelihood | $\frac{1}{1}$ | $\overline{\Box}$ |
| misunderstood | | İ |
| penpusher | $\overline{1}$ | $\overline{\Box}$ |
| pulleys | | T |
| pulpit | | $\overline{\Box}$ |
| pushiness | | İ |
| swoosh | \overline{T} | $\overline{}$ |
| wolverine | | T |
| wolves | $\overline{}$ | \pm |
| woodwork | $\overline{}$ | $\overline{}$ |
| woolgrower | | |
| | $\overline{}$ | \pm |
| | | |
| | \vdash | \pm |
| | | |
| | \vdash | \pm |

| Sound Wayes 5 | Printables @ | 2012 Firefly | Education I | Ptv I td |
|---------------|--------------|--------------|-------------|----------|

ISBN 978 1 74135 153 8

| SLW26 | | | | | | | oo u |
|------------|---|--|--|--|--|--|------|
| soot | | | | | | | |
| sugar | | | | | | | |
| woollen | | | | | | | |
| woolly | | | | | | | |
| wolf | | | | | | | |
| couldn't | | | | | | | |
| would've | | | | | | | |
| shouldn't | | | | | | | |
| crooked | | | | | | | |
| fully | | | | | | | |
| bully | _ | | | | | | |
| pulley | _ | | | | | | |
| bullet | | | | | | | |
| bullock | | | | | | | |
| fullness | _ | | | | | | |
| womanly | _ | | | | | | |
| pudding | _ | | | | | | |
| butcher | _ | | | | | | |
| driftwood | _ | | | | | | |
| barefoot | _ | | | | | | |
| bulldozer | _ | | | | | | |
| understood | | | | | | | |
| knighthood | _ | | | | | | |
| cushion | | | | | | | |
| kookaburra | | | | | | | |

Sound Waves 5 Printables © 2012 Firefly Education Pty Ltd

ISBN 978 1 74135 153 8

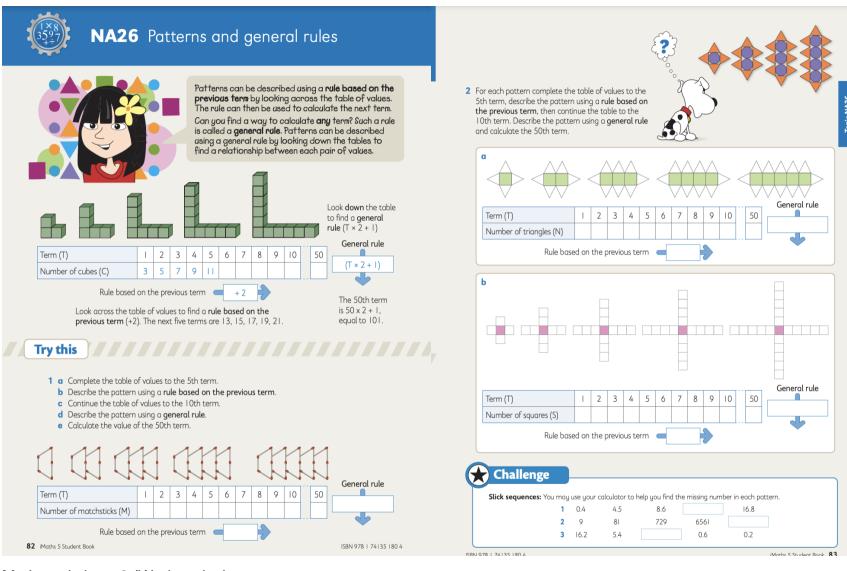
Word Work Grid

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 with your spelling words. | of your spelling words using as much alliteration as possible. | of your spelling words. | many of your spelling words as you can. Underline each of your spelling words. | spelling list into three 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. |
| | | I . | I . | 1 |

TeachStarter.com

Maths Worksheet 1 (Monday)



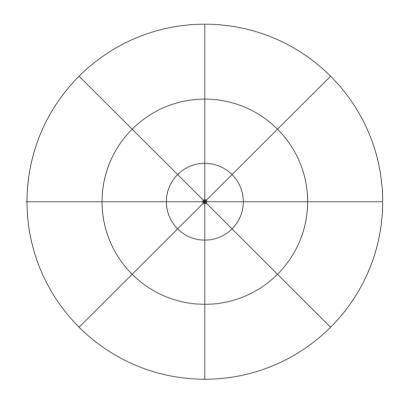
Math worksheet 2 (Wednesday)

Design Your Own Mandala

A mandala is a decorative picture made up of geometric shapes and patterns, which each represent something important to the person designing the mandala.

Think about things which are important to you. Then, think about what patterns and symbols might represent those things.

Use the template to create your own mandala using patterns and shapes.





Mathematics Optional Extension:

SHIFTING shapes



Mathematics Investigation

You will need:
Pencil and paper

1. Locate two areas in your home that present with tessellating 2D shapes.
2. Fill an A4 piece of paper with a drawing of the tessellating shapes.
3. Research M. C. Escher.
4. Study Escher's work on birds, butterflies and lizards
5. Choose an irregular 2D shape and show how it can be tessellated.
6. Present your irregular 2D shape tessellation as an artwork. Are there any lines of symmetry?

Extension:
Create and build one of Escher's optical illusions as a 3D model.

MAGICAL nathenatics



1. Refer to the magic square example. Add the rows. Add the columns. What did you notice? Write it down.
2. Add the diagonals. What did you notice?
3. Create your own 3 x 3 magic square. The columns, rows and diagonals should equal the same amount.
4. Using the example magic square and your magic square, add them together. Do this by adding the same numbers that have the same

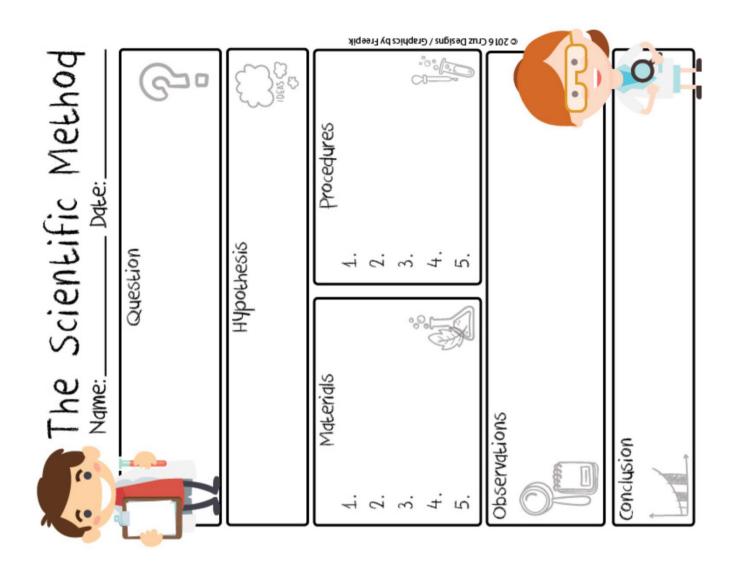
You will need:

| 8 | 1 | 6 |
|---|---|---|
| 3 | 5 | 7 |
| 4 | 9 | 2 |

position. Produce a new square as your answer.

5. You now have a new square. What do you notice about this square?

Extension: create a magic square using fractions or decimals.



© NSW Department of Education, Sep-21



Art- Nature Collage Ideas