


# Framework for Learning from Home – Year 5 2021 Term 4 Week 3


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

	Monday 18 <sup>th</sup> October	Tuesday 19 <sup>th</sup> October	Wednesday 20 <sup>th</sup> October	Thursday 21 <sup>st</sup> October	Friday 22 <sup>nd</sup> October
Morning	<p><b>English</b></p> <p><b>Reading: Language</b> Please complete the Language Forms activity that is assigned as a separate assignment for today.</p> <p><b>Spelling:</b> Complete one page of Unit 31 below and the online activities for this week's unit. <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a> Access code: sit815</p> <p><b>Extension:</b> 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.</p>	<p><b>English</b></p> <p><b>Reading: Library ZOOM Session</b> with Mr Philpott <b>10 am</b> – Classes <b>5D, 5P, 5L</b> and <b>5J</b></p> <p>Join Zoom Meeting <a href="https://nsweducation.zoom.us/j/68251668283?pwd=WE00dUY4eEV3enFKeWJ4VGlnQXY1Zz09">https://nsweducation.zoom.us/j/68251668283?pwd=WE00dUY4eEV3enFKeWJ4VGlnQXY1Zz09</a></p> <p><b>10:30 am</b> – Classes <b>5S, 5M</b> and <b>5K</b></p> <p>Join Zoom Meeting <a href="https://nsweducation.zoom.us/j/68406478658?pwd=ME4dCtOQ2MwV2ozNzdJT1BUZ25iZz09">https://nsweducation.zoom.us/j/68406478658?pwd=ME4dCtOQ2MwV2ozNzdJT1BUZ25iZz09</a></p>	<p><b>English</b></p> <p><b>Reading: Comprehension</b> Please complete the reading comprehension activity that is assigned as a separate assignment for today.</p> <p><b>Spelling:</b> complete a task from the spelling choice board using this week's soundwaves word list.</p>	<p><b>English</b></p> <p><b>Oral Reading:</b> Please complete the Oral reading activity that is assigned as a separate assignment for today.</p> <p><b>Viewing/Reading:</b> Read the poem "<b>A glass slipper.com</b>" from the October issue of Orbit School Magazine</p>  <p><a href="https://drive.google.com/file/d/1E1HcdBGZgyOTFGIW62OKloiM18kVRUi9/view?usp=sharing">https://drive.google.com/file/d/1E1HcdBGZgyOTFGIW62OKloiM18kVRUi9/view?usp=sharing</a></p>	<p><b>English</b></p> <p><b>Viewing/Reading:</b> Listen to podcast <a href="https://www.historystorytime.com">https://www.historystorytime.com</a></p> <p>Choose an episode which looks interesting to you.</p> <p><b>Response/ Writing:</b> 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?</p>

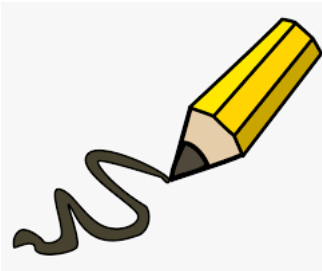



		<p><b>Informative Writing Lesson: Week 3 Lesson 1</b> Look at PowerPoint and video instructions.</p> <p>Today we will be looking at the grammar features of informative texts, specifically general and technical nouns. You will have to look at the examples and listen as Mrs Kakakios explains the grammar features to you.</p> <p>Please complete the 2 activities that are included in the EAL/D PowerPoint.</p> <p>You will then have to brainstorm your ideas for the topic: <b>Types of Matter</b>.</p>	<p><b>Informative Writing Lesson: Week 3 Lesson 2</b></p> <p>Today we will be looking at the structure of an explanation - informative text.</p> <p>You will have to look at the example text and listen as Mrs Synnott explains the features of it to you.</p> <p>Using your brainstorm from yesterday, you need to start your writing for topic: <b>Types of Matter</b>.</p> <p>Make sure you use the checklist to ensure you have included everything you need and make sure you either take a photo and upload it to Teams or upload your digital copy.</p>	<p><b>Response/Writing:</b> After reading the poem- which is a fractured fairytale based on a traditional fairytale of Cinderella <a href="https://sites.pitt.edu/~dashed/grimm021.html">https://sites.pitt.edu/~dashed/grimm021.html</a></p> <p>Complete the two tables in the worksheet –Choose a fairytale you would like to fracture. Think carefully about the characters.</p> <p><b>Viewing/Reading: OC Classes to Complete</b></p> <p>Read the article “<b>Our Stories Female Convicts in Parramatta</b>” from the October Issue of Touchdown School Magazine.</p>  <p><a href="https://drive.google.com/file/d/1j9v_WWO5_dki5y6AUj-aNi0i0jbX7Oyd/view?usp=sharing">https://drive.google.com/file/d/1j9v_WWO5_dki5y6AUj-aNi0i0jbX7Oyd/view?usp=sharing</a></p> <p><b>Response/Writing:</b> Summarise the text by listing between 2 and 4 important points under each section on the worksheet.</p>	<p><b>Soundwaves:</b> Complete one page of Unit 31 below and the online activities for this week’s unit. <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a> Access code: sit815</p>
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				<b>Spelling:</b> complete a task from the spelling grid using this week's soundwaves word list.	
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics:</b></p> <p><b>Angles</b> Complete the worksheet <b>Measure Angles</b></p> <p><b>Optional Extension Activity:</b></p> <p><b>Angles Around a Point:</b> To be successful with this task you need to know that the angles around a point make a circle and add up to 360 degrees.</p>	<p><b>Mathematics:</b></p> <p>Complete the <b>HotMaths activities</b> set by the teacher.</p> <p><b>Optional Extension:</b></p> <p><b>Strengthen Angles Around a Point:</b> To complete this set of questions you need to know a straight line is 180 degrees as well as a circle making 360.</p> <p><b>Languages:</b> please complete any Languages work set by your Languages teacher on your Languages Teams account.</p>	<p><b>Mathematics:</b></p> <p><b>Compass Points</b> Complete the worksheet <b>Compass Points</b></p> <p><b>Wellbeing Wednesday</b> <b>12:00 – 2:00pm</b></p> <p><b>Try these activities with your family...</b></p> <p>Design an exercise routine. See if you can get members of your family to do it too.</p> 	<p><b>Mathematics:</b></p> <p>Complete the <b>HotMaths Topic Test</b> set by the teacher.</p> <p><b>Optional Extension:</b></p> <p>Over today and tomorrow have a go at creating your own treasure map using compass directions to locate the treasure. Look at the example below.</p>	<p><b>Mathematics:</b></p> <p><b>Fractions</b> Complete the worksheet <b>Add and Subtract Fractions</b></p> <p><b>Optional Extension:</b> Complete your treasure map with directions, post to some friends/your class on teams to see if they can follow the map.</p> <p><b>Languages:</b></p> <p>Please complete any Languages work set by your Languages teacher on your Languages Teams account.</p> <p><b>Creative Arts</b></p> <p>Using the themes of "happiness" and "freedom" create an artwork using a variety</p>



	<p><b>Wellbeing/P.E- Fitness</b></p> <p><b>PE- Kids Workout for Beginners with Moe Jones</b></p> <p><a href="https://www.youtube.com/watch?v=L_A_HjHZxfI">https://www.youtube.com/watch?v=L_A_HjHZxfI</a></p> <p>Find a space free from any hazards when exercising, have a bottle of water handy.</p> <p>Have Fun!</p>	<p><b>Wellbeing/P.E- Fitness</b></p> <p><b>Yoga: Be Flexible Animal Yoga with Koya Webb</b></p> <p>Click on the link below:</p> <p><a href="https://www.youtube.com/watch?v=0XpqNAWnfTo&amp;hl=en-GB">https://www.youtube.com/watch?v=0XpqNAWnfTo&amp;hl=en-GB</a></p> <p>Find a space free from any hazards when exercising, have a bottle of water handy.</p> <p>Have Fun!</p>	<p>Play alphabet bingo.</p> <p>Can you spot an item in your home or garden that starts with the letters a,b,c and so on?</p> 	<p><b>Wellbeing/P.E- Fitness</b></p> <p><b>Dance:</b></p> <p>Easy Dance Routine - (Hip Hop Dance Tutorial AGES 5+)   MihranTV .</p> <p>Click on the link below and learn the Hip Hop dance routine.</p> <p><a href="https://www.youtube.com/watch?v=0B1uJG WKxCg">https://www.youtube.com/watch?v=0B1uJG WKxCg</a></p> <p>Find a space free from any hazards when exercising, have a bottle of water handy.</p> <p>Have Fun!</p>	<p>of medium to depict various images and symbols to represent what happiness and freedom means to you. The young girl's Artwork below may provide you with some inspiration when creating your Artwork. You may also like to incorporate some text.</p> 
<b>Break</b>	Break	Break	Break	Break	Break



<p><b>After-noon</b></p>	<p><b>Science:</b></p> <p>We are continuing with Unit 2 Properties of Materials- Building a Better Bike. Please complete Questions 8 and 9 on page 6, Questions 11 and 12 on page 8 on the worksheet attached.</p> <p>We will be learning about the different materials used to make a bike helmet. You will then use the guided research links to design specialty bikes for different weather conditions.</p> <p><b>You</b> may need to use the Inquisitive link:  <a href="http://inq.co/class/spr">http://inq.co/class/spr</a></p> <p>code: 3761</p>	<p><b>BTN:</b> Watch this week's BTN episode  <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></p> <p>Choose a story that is of particular interest to you and complete the story report sheet below.</p>	<p>Make someone in your house a snack or drink</p> 	<p><b>Geography:</b></p> <p>Over the next two weeks we will be looking at the topic "Who's in Our Squad?"</p> <p>This particularly looks at what special connections Australia has with other countries around the world.</p> <p>Complete pages 2,3 and 4 of 'Who's In Our Squad?' on Inquisitive. There are accompanying videos and websites so please refer to the link below. Pages are also available at the bottom of this framework.</p> <p><a href="https://www.inquisitive.com/class/spz/login">https://www.inquisitive.com/class/spz/login</a></p> <p>Password : 3297</p>	<p><b>PD/H/PE: Road Safety</b></p> <p>Visit Safety Town and complete the On Your Bike' and Helmet Safety' activities. Write 3 facts or tips you have learnt about pedestrian safety.</p> <p><a href="https://www.safetytown.com.au/town/student/stage-3/#map">https://www.safetytown.com.au/town/student/stage-3/#map</a></p> <p><b>Activities:</b> Complete an activity from the "activities and ideas for home for parents of primary learners" sheet on the back page of this booklet.</p> <p><b>Catch-up:</b> Finish any unfinished tasks from Monday –Thursday</p>
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## Art Activity Friday





# Spelling Choice Board

Tick the box each time you do an activity

## Even and Odd

Write all of your spelling words that have an odd number of letters in one color and the spelling words that have an even number of letters in another color.

☐ ☐ ☐

## Spelling Train

Write your spelling words in one long line with no spaces in between. Use a different color for each word. You can make your line curve so that all the words will fit on a page.

☐ ☐ ☐

## Syllable Count

Write each of your spelling words. Then divide each word into syllables and write the total number of syllables in each word.

Eg: spelling spell/ing 2

☐ ☐ ☐

## He Said, She Said

Write a sentence for each of your spelling words. Each sentence must contain quotation marks. Don't forget to underline the spelling words.

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## Scratch Words

Create a one page **Scratch Jr.** animation using as many spelling words as you can. Save your Scratch and upload to **Showbie.**

☐ ☐ ☐

## Photo Words

Take a photo of a page in a book and using **Mark Up** highlight any spelling words you find. Then upload the photo to **Showbie.**

☐ ☐ ☐

## Story Creator

Use **Story Creator app** to write a story using as many spelling words as possible. Be sure to illustrate it and record your voice reading it.

☐ ☐ ☐

## Word Parts

Color code your words: prefixes = red suffixes = blue bases = green eg. prescription - **prescription**

☐ ☐ ☐

## Bubble Letters

Write each of your spelling words in bubble letters. Example: SPELLING

**SPELLING**

☐ ☐ ☐

## Poplet

Create a **Poplet** of 5 of your spelling words using definitions and photos to illustrate your words meaning. Take a snapshot and upload to **Showbie.**

☐ ☐ ☐

## Parts of Speech Sort

Sort your spelling words by parts of speech:

- ☐ nouns
- ☐ verbs
- ☐ adjectives
- ☐ adverbs

☐ ☐ ☐

## Roll the Dice

### Forward & Backward

Write your spelling words forwards, then write them backwards.

Example: spelling - gnilleps

☐ ☐ ☐

## Other Hand

Write your spelling words with the hand you normally write with. Then write them again with the other hand.

☐ ☐ ☐

## Stair Spelling

Write your words in stairs. It may help to use graph paper.

Example:

s  
st  
sta  
stai

stair ☐ ☐ ☐

## Add 'Em Up

Vowels are worth 8 points, Consonants 3 points. Write each spelling word and make a number sentence to show its point value.

Eg. Spell = 3+3+8+3+3 = 20

☐ ☐ ☐

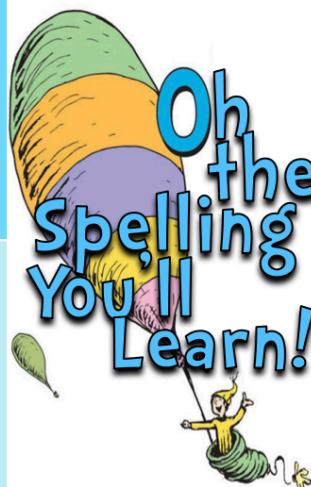
## Secret Code

Create a secret code by assigning a symbol, number, or letter to each letter of the alphabet. Then write your spelling words once the normal way and once in code.

☐ ☐ ☐

## Double Word Sentences

Write sentences with two spelling words in each sentence. Don't forget to underline the spelling words.

☐ ☐ ☐


Semester Two



# Unit 31

ou ow cloud flower

## Grapheme Chart

grapheme	word

### List Words

flour  
towel  
noun  
wound  
outback  
powder  
bounce  
counter  
however  
drowned  
crowded  
fountain  
account  
discount  
surround  
pronoun  
pronounce  
allowance  
compound  
drought  
doubt  
powerful  
bough  
thousandth

1 Colour the graphemes that represent **ou** in the List Words.

2 Go to the List Words for Unit 31. Count the sounds and identify all the graphemes in each List Word.

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

4 Colour all the words where you hear **ou**.

floury mourn doubtful  
blown powdered allowed  
thoughtless towelling plough couldn't bouncy  
course honour mountain pound through  
surrounding elbow encourage accountable knowledge

5 Write List Words that include the following graphemes to fit on the lines.

ou ou ou ou ou ou  
ou ou ou ou ou ou

6 Write List Words to rhyme with these words.

power dowl how louder  
sprout recount  
downed  
pounce

7 Rewrite these List Words adding the graphemes for **ou**.

tback ended Britain  
drt allance thousandth  
dt bnce compnd  
fl- however disant  
tel sumnd pronnce

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

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

The boys nearly had a ( ) over who would be the first to ( ) their new boat.

The old ( ) was used to ( ) the baby lambs during winter.

Mum ( ) a clean bandage over the ( ) on my leg from the bike crash.

66

9 Rewrite these sentences changing the verbs to the past tense. Adjust any other words where necessary.

Now we wind up the ropes to put away.

Last week we

Now the water is bouncing off the fountain.

Yesterday the

Right now the flood waters surround the whole town.

Earlier today the flood waters

10 Use the letters in each cloud to form words beginning with the prefix **pro**. Find **pro** words in the dictionary to help.



11 Circle the best meaning for the first word in each group. Use your dictionary to help.

account (n): counter, statement, money discount (n): deduction, lie, sale surround (v): allow, crowd, enclose  
pronounce (v): declare, yell, hide announce (v): greet, whisper, broadcast doubt (v): accept, distrust, believe  
bough (n): branch, curtesy, bend compound (v): combine, divide, contract allowance (n): share, noise, bit

12 Write the base words from which the following words have been built. Use your dictionary to help.

pronoun pronouncement pronunciation  
accountant accountable announcement  
thousandth doubtful bouncing  
towedled powdery powerfully

## Challenge

Decode the words in both boxes. Add the decoded words in the first box to the words in the second box to form compound words where they fit on the lines.

Go to Helpful Hint 22.

a	b	c	d	e	f	g	h	i	k	m	n	o	p	r	s	t	u	v	w
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

TFT± ETJ± LJI IIRT± IILFT JDTT JJJJII JIRST±

±ILFT	CLT	7ILFT±	±IR
7IL±7	7IL7±	7ILFT7J±	IL7



### Soundwaves Unit 31 Extension words

accountant

announcement

bountiful

cauliflower

council

counterfeit

cowardly

discounted

drowsy

dumbfounded

foundation

insurmountable

lounge room

mountaineer

paramount

powdered

pronouncement

prowled

towelling

trowel



## MG10 Measure angles 0°–180°

A protractor is an instrument used to draw and measure angles. The size of the angle is measured in degrees which is shown as °. There are two sets of scales marked on most protractors, one set is clockwise, the other is anticlockwise.

To measure an angle:

1. Decide if the angle looks acute or obtuse. This will help in Step 5.
2. Place the centre of the protractor exactly on the vertex of the angle to be measured.
3. Spin the protractor until the 0° is exactly on top of the base arm of the angle to be measured.
4. Read the scale of the protractor through which the other arm of the angle passes.
5. Choose the correct measurement from the two numbers on the protractor. If the angle is acute, the measurement you choose will be less than 90°. If the angle is obtuse, the measurement will be more than 90°.

This angle is acute so you choose 60°.

Language reminder

An acute angle is a sharp angle, less than 90°.

An obtuse angle is a blunt angle, between 90° and 180°.

**Try this**

1 Use your protractor to measure these angles.

a

b

c

102 Maths 5 Students Book
ISBN 978 1 74135 180 4

A woman lies dead in an open field. There is an unopened package beside her. What was in the package?

2 To solve the mystery, use your protractor to draw the missing arm on each angle. The arms you draw will pass through numbers. Write the letter found at the vertex of each angle in the numbered boxes below.

6  
3 2 7 5 7 1 3 11 8 9 12

(R) 50° → (A) 140° → (H) 40°

8 11 11 9 4 9 2 11 4 10

(C) 90° → (T) 120° → (P) 160°

1	2	3
	E	

4	5	6	7	8	9	10	11	12
						U		E

3 Name the location found at the angle and distance from The Bluff Lookout.

The Bluff Lookout		
Angle	Distance	Location
80°	50 m	
100°	40 m	
20°	45 m	
135°	30 m	
45°	35 m	
60°	60 m	




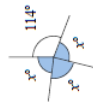


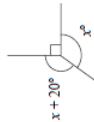


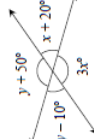



## ANGLE

## ANGLES AROUND A POINT

**NO PROTRACTOR**

Ref: G421.2E1

<b>A1</b> Find the value of $x$		<b>A2</b> Find the value of $x$		<b>A3</b> Find the value of $x$		<b>A4</b> Find the size of each of the four angles	
<b>B1</b> Find the value of $x$		<b>B2</b> Three angles fit exactly around a point. The second angle is $20^\circ$ more than the first angle. The third angle is twice the size of the second angle. Find the size of each of the three angles.	<b>B3</b> Find the values of $x$ and $y$		<b>B4</b> Find the values of $x$ and $y$		
<b>C1</b> Three angles fit exactly around a point. Two of the angles are equal. The difference between the largest and smallest angle is $50^\circ$ . Find the size of each of the three angles.	<b>C2</b> Find the values of $x$ , $y$ and $z$	<b>C3</b> Find the values of $x$ and $y$		<b>C4</b> Find the values of $x$ , $y$ and $z$			








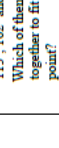
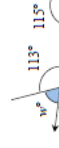
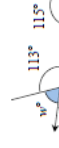


## ANGLE

## ANGLES AROUND A POINT

**NO PROTRACTOR**

Ref. G421.2S1

<p><b>A1</b> Three angles measure <math>97^\circ</math>, <math>145^\circ</math> and <math>118^\circ</math>. Do these three angles fit exactly around a point? Explain your answer.</p>	<p><b>A2</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>A3</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>A4</b> Find the values of <math>x</math>, <math>y</math> and <math>z</math></p> 
<p><b>B1</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>B2</b> Find the values of <math>w</math>, <math>x</math>, <math>y</math> and <math>z</math></p> 	<p><b>B3</b> Five angles measure <math>78^\circ</math>, <math>95^\circ</math>, <math>113^\circ</math>, <math>162^\circ</math> and <math>187^\circ</math>. Which of them can be put together to fit exactly around a point?</p>	<p><b>B4</b> Find the values of <math>x</math>, <math>y</math> and <math>z</math></p> 
<p><b>C1</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>C2</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>C3</b> Find the values of <math>x</math>, <math>y</math> and <math>z</math></p> 	<p><b>C4</b> Find the values of <math>x</math>, <math>y</math> and <math>z</math></p> 



## Maths Worksheet Wednesday

### MG13 Compass points

North, south, east and west are the major compass points used to indicate direction. These four compass points can be further divided to give four intermediate compass points.

The point midway between north and west is known as north-west.

The point midway between north and east is known as north-east.

The point midway between south and west is known as south-west.

The point midway between south and east is known as south-east.

The direction from Eerie Cave to The Lakes is north.

The direction from Castle Ruins to Eerie Cave is south-east.

**Try this**

1 Use the Skull Island map to complete these directions.

- a The direction from The Lakes to Crossbone Bay is
- b The direction from Shipwreck Bay to Castle Ruins is
- c The direction from Shipwreck Bay to  is west.
- d The direction from Castle Ruins to Shark Point is
- e The direction from  to Eerie Cave is north-west.

## Maths Worksheet Friday

2 Use the Treasure Hunt clues to find buried treasure. Mark your travels on the map then give the coordinates of the treasure.

### Treasure Hunt

**Clues**

<ol style="list-style-type: none"> <li>1 Start at Port Swashbuckle.</li> <li>2 Journey south, crossing the river.</li> <li>3 Head south-east to the coast.</li> <li>4 Sail east to collect a treasure map from Skull Island.</li> <li>5 Set sail north-west for supplies.</li> <li>6 Voyage east to danger.</li> </ol>	<ol style="list-style-type: none"> <li>7 Head south-east to stone steps.</li> <li>8 Climb north-east for a better view.</li> <li>9 Travel north for a key to gold.</li> <li>10 Go south-west to the junction.</li> <li>11 Cross a bridge to the south-east.</li> <li>12 Quickly south-west and dig near water!</li> </ol>
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## NA15 Add and subtract fractions

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

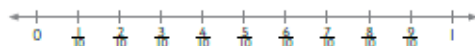
a  $\frac{2}{8} + \frac{5}{8} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

b  $\frac{6}{8} - \frac{5}{8} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$



c  $\frac{2}{10} + \frac{3}{10} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

d  $\frac{9}{10} - \frac{4}{10} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$



2 Complete these fractions.

a  $\frac{1}{4} + \frac{2}{4} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

b  $\frac{1}{5} + \frac{3}{5} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

c  $\frac{2}{10} + \frac{7}{10} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

d  $\frac{4}{8} + \frac{1}{8} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$


e  $\frac{9}{10} - \frac{2}{10} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$


f  $\frac{6}{7} - \frac{4}{7} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$


g  $\frac{8}{9} - \frac{3}{9} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$


h  $\frac{5}{6} - \frac{2}{6} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

3 Complete these fraction models.

a   $\frac{2}{6} + \frac{3}{6} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

b   $\frac{4}{9} + \frac{3}{9} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

c   $\frac{1}{8} + \frac{4}{8} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

d   $\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} + \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = \frac{5}{10}$

4 Construct a number line to show  $\frac{4}{12} + \frac{6}{12}$ .



## iMaths 5 Differentiation Tasks



## NA15 Add and subtract fractions

1 Draw number lines to add and subtract these fractions.

a  $\frac{3}{8} + \frac{4}{8}$       b  $\frac{6}{8} - \frac{2}{8}$




c  $\frac{11}{20} + \frac{6}{20}$       d  $\frac{12}{20} - \frac{9}{20}$

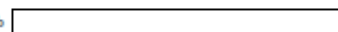



e  $\frac{4}{15} + \frac{4}{15}$       f  $\frac{16}{15} - \frac{5}{15}$



2 Draw fraction models for these.

a   $\frac{2}{8} + \frac{3}{8} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

b   $\frac{7}{16} + \frac{2}{16} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

c   $\frac{3}{12} + \frac{5}{12} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

3 Add or subtract these fractions.

a  $\frac{3}{20} + \frac{15}{20} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$       b  $\frac{7}{30} + \frac{6}{30} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$       c  $\frac{28}{40} + \frac{12}{40} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$       d  $\frac{75}{100} - \frac{51}{100} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$

e  $\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} - \frac{23}{50} = \frac{10}{50}$       f  $\frac{16}{25} + \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = \frac{24}{25}$       g  $\frac{21}{30} - \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = \frac{3}{30}$

h  $\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} - \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = \frac{17}{60}$       i  $\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} + \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = \frac{23}{33}$       j  $\frac{3}{\boxed{\phantom{000}}} + \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} = \frac{19}{\boxed{\phantom{000}}}$



**Task:** Design a treasure island map with some key features.  
Describe using directions how to reach the treasure?

Don't worry  
about coloring  
it in!

Concentrate  
on the  
directions.  
E.G. Turn South  
at the  
graveyard.  
Don't forget to  
add labels.





## Fractured fairytale characters

'GlassSlipper.com' is a fractured fairytale, based on a traditional fairytale. It changes aspects of the original characters, as well as other details like setting and plot.

Choose a fairytale that you would like to 'fracture'. Think carefully about its characters. Complete the first table with details about the original fairytale's main characters. Complete the second table with details of the version you wish to write. Think carefully about the ideas you want your readers think about.

The traditional fairytale I'm focussing on: \_\_\_\_\_

Character	Personality	What does this character want?

The title of my fractured fairytale: \_\_\_\_\_

Character	Personality	What does this character want?

## Summarise nonfiction

The article 'Our Stories: Female Convicts in Parramatta' is cram-packed with interesting details. Summarise the text by listing between two and four important points in each section.

Look for:

- an important point in each paragraph
- key words.

1. The female huts, 1790-1802

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. What happened to Mary?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. The factory above the jail, 1802-1821

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. The Parramatta Female Factory, 1821-1846


- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

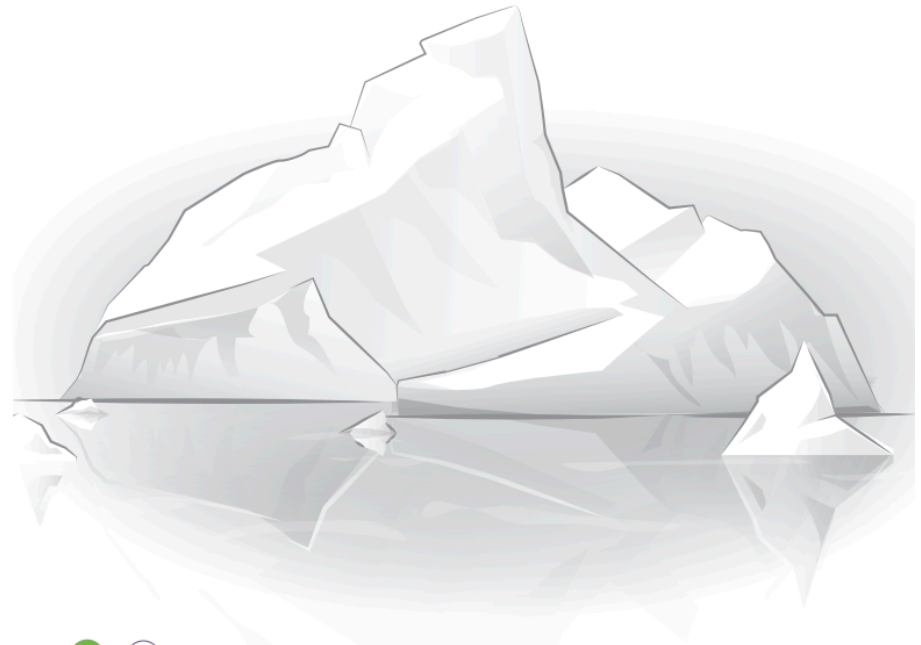



## What special connections does Australia have with other countries?



## What special connections does Australia have with other countries?

- 1  Watch the video about Antarctica.
- 2 Make a collage of words in the iceberg shape below to represent what you saw in the video.




- 3  Looking at the NASA image of the Earth's city lights, what do you notice about the continent of Antarctica and what do you think this means?




- 4** Which seven countries have territorial claims to Antarctica?

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- 5** Find a map of Antarctica, including the territories “owned” by the seven countries and draw your own freehand version, with the territories included. Include the North Point, map title, oceans, seas, islands, and any other geographical mapping conventions.

- 6**  Read the articles about how Australia and other countries are co-operating in the management of Antarctica. List some key points and then summarise each one by composing a tweet (280 characters or less).

## AUS/USA/NZ

## AUS/China

A speech bubble with a Twitter icon in the top left corner. The bubble has a tail pointing towards the top left. At the bottom of the bubble is a horizontal bar containing four icons: a back arrow, a share icon, a star, and a three-dot menu icon.

## AUS/France/others

A speech bubble with a Twitter icon in the top left corner and a bottom bar containing icons for reply, retweet, favorite, and a menu.



**8 Activity 2: Steel vs Aluminium**

The steel used to make bike frames is often combined with other metals, such as aluminium, to form a mixture called an **alloy**.

If you hold an empty aluminium drink can in one hand and an empty steel can (eg tomato can, baked beans can) in the other. Which one feels lighter?



Which is easier to crush? Trying to crush an empty aluminium can or an empty steel can?

Why do you think aluminium is combined with steel to make bike frames and not used on its own?


**9 Activity 3: What is a bike helmet made of?**

Have a close look at the bike helmet. Make a simple drawing of it or take a photo.

How many different parts does the helmet have?

What material is each part made of?

Use arrows and labels to identify each part and the material used.

 Use the links in 'Bike helmet guided research' provided to help you. <http://inq.co/class/spr code:3761>

**11**

List some materials and features you think would be needed for speciality bike to be used in these conditions. Use the guided research links (Specialty bikes guided research to help with idea:

Conditions	Materials needed	Helpful features
Snow		
Water		
Desert		
Ice		

**12**

What might bike designs look like in the future?  
Use the BAR thinker's key to re-design a bike.

Key: **B:** Make one existing part **bigger**.

**A:** **Add** a new part.

**R:** **Replace** an existing part with something else.



**B**  
**A**  
**R**