



## Teaching & Learning Activities – Stage 3

2021 Term 3, Week 2

Please complete the activities in your homework book and check **Google Classroom** each day for messages from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><b>English</b></p> <p><b>Reading:</b> Read the text attached below called 'Bunji' and complete 1 question from the Blooms table. Your goal is to complete enough questions to achieve 21 points each week.</p> <p><b>Writing:</b> Write an information report about a topic of your choosing. Today's task is to brainstorm for research and begin your research. Use the brainstorm for research and research record sheets attached.</p> <p><b>Spelling:</b> Print out this week's soundwaves activity pages (attached below). This week's sound is 'p pp' brainstorm 10 words that start</p>	<p><b>English</b></p> <p><b>Reading:</b> Read 2 chapters of a novel/text of your selection. Complete 1 question from the Blooms table.</p> <p><b>Writing:</b> Continue with your informative writing. Today's tasks are to complete the selecting and ordering sheet and plan your writing using the planning graph. Next, write your sizzling start and opening paragraph.</p> <p><b>Spelling:</b> Continue to complete your Soundwaves activity pages. Complete the rest of the activities for 'p</p>	<p><b>English</b></p> <p><b>Reading:</b> Read 2 chapters of a novel/text of your selection. Complete 1 question from the Blooms table.</p> <p><b>Writing:</b> Continue with your informative writing. Today's tasks are to write your first fact section and to check that you have used either show don't tell or dynamic dialogue to engage your reader.</p> <p><b>Spelling:</b> This week there are two sounds. The second sound is 'r rr wr'. Brainstorm 10 words that start with this sound. Complete</p>	<p><b>English</b></p> <p><b>Reading:</b> Read 2 chapters of a novel/text of your selection. Complete 1 question from the Blooms table.</p> <p><b>Additional activity:</b> Use the <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a> to read a story or article that interests you and complete the quiz at the end of the story.</p> <p><b>Writing:</b> Continue with your informative writing. Today's tasks are to write your second and third fact section. Ensure you have built the tension by saving your most interesting fact section for last.</p>	<p><b>English</b></p> <p><b>Reading:</b> Read 2 chapters of a novel/text of your selection. Complete 1 question from the Blooms table. Tally up your points from this week.</p> <p><b>Writing:</b> Finish your informative writing by writing the conclusion, ensuring it is an exciting ending. Use your editing skills to edit your work and then publish your writing. Post your completed information report to <b>Google Classroom</b> for feedback from your teacher.</p> <p><b>Spelling:</b> Make sure you have completed both Soundwaves activity pages</p>

	<p>with this sound. Complete activities 1-5. If you finish early, complete the interactive games and activities online.</p> <p>This week is <b>Unit 20</b> <b>Y6</b> zero785   <b>Y5</b> jump390   <b>Y4</b> nose192</p>	<p>pp'.</p> <p>If you finish early, complete the interactive games and activities online.</p>	<p>activities 1-5.</p> <p>If you finish early, complete the interactive games and activities online.</p>	<p><b>Spelling:</b> Continue to complete your Soundwaves activity pages. Complete the rest of the activities for 'r rr wr' and have a go at the challenge.</p>	<p>for this week. Go online and complete the segmenting activity if you haven't already.</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<p><b>Mathematics</b> <b>Mathletics</b> - Log on and try to complete 2-3 activities. <b>Multiplication speed test</b> - Use a timer to record your time solving one column of the 'Mixed multiplication facts' worksheet below. Attempt the other columns throughout the week and try to beat your time!</p> <p>Mass is defined as the amount of matter in an object and it cannot be seen. Mass is commonly referred to as weight. The units of measurement we use to record the mass of objects are grams, kilograms, tonnes and many more.</p> <p>1 000 grams = 1 kilogram 1 000 kg = 1 tonne</p>	<p><b>Mathematics</b> <b>Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p>The mass of an object won't always be a whole number. Sometimes we will need to use 2 units of measurement when recording the mass. For example, if I weighed an object that was bigger than 1 kg but smaller than 2 kg, the object might have a mass of 1.435 kg. This means that the object is 1 whole kilogram and 435 grams.</p> <p>When we convert between different units of measurement, we need to understand how much bigger or smaller each unit is in</p>	<p><b>Mathematics</b> <b>Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p>When we buy food items from the shops such as a box of cereal, it tells you how heavy it is on the package. However, the mass shown on the box only tells you how heavy the food is, not the container or box that the food comes in.</p> <p>When we measure mass of the food and the container together that is known as the <b>gross mass</b>.</p> <p>When we measure the mass of just the food or the product inside the</p>	<p><b>Mathematics</b> <b>Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p>A packet of biscuits has a net mass of <math>\frac{1}{2}</math> a kilogram. If there are 25 biscuits in the pack, what is the mass of 1 biscuit?</p> <p>The gross mass of a box of chocolates is 255 g. The box contains 12 chocolates. The empty box weighs 15 g. 1 chocolate weighs 24 g. How many chocolates are there in the box?</p> <p><b>Problem Solving:</b> After a hiking trip, Jim's weight fell from 45 kg 750 g to 42 kg 495 g. How much weight did he lose?</p>	<p><b>Mathematics</b> <b>Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p>When we compare the mass of a gram compared to millilitres, they are the same. For example 375 millilitres has the same mass as 375 grams.</p> <p>Convert between these units of measurement.</p> <p>500 g = _____ ml 1200 g = _____ ml 3.5 kg = _____ L 7.2 L = _____ g 5050 ml = _____ kg</p> <p><b>Problem Solving:</b> An athlete wants to reduce his weight by 2.5 kg. What is his target mass if currently he weighs 82.3 kg?</p>

	<p><b>Activity</b> Find 3 objects in your house that you <b>DO NOT</b> know the mass of e.g. a pair of shoes, a jumper, a pillow etc. Using a scale (can be digital scales, kitchen scales and bathroom scales) record the masses of the 3 objects and order them from smallest to largest.</p> <p>If you <b>DO NOT</b> have scales at your home, find 3 objects that you do know the mass of e.g. a can of spaghetti, a pack of pasta etc. Order the masses of the objects from smallest to largest.</p> <p><b>Problem Solving:</b> A jar of jelly beans has a total mass of 1 kg. If the jar's mass is 250 g, what is the mass of the jelly beans?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>	<p>comparison to another.</p> <p>Grams are 1 000 times smaller than a kilogram (divide by 1 000). Kilograms are 1 000 times bigger than a gram (multiply by 1 000). Kilograms are 1 000 times smaller than a tonne (divide by 1 000). Tonnes are 1 000 times bigger than a kilogram (multiply by 1 000).</p> <p><b>Quick Tip</b> When dividing by 1 000 move the decimal point <b>LEFT</b> the same number of times as there are zeros in the number 1 000 (3 times). Example, <math>5914.2 \div 1\,000 = 5.9142</math></p> <p>When multiplying by 1 000 move the decimal point <b>RIGHT</b> the same number of times as there are zeros in the number 1 000 (3 times). Example, <math>2.4136 \times 1\,000</math></p>	<p>container, that is known as the <b>net mass</b>. Using a set of scales, measure the gross mass of 5 items and compare it to the net mass on the packaging. (Make sure that you use an item that hasn't been opened yet.</p> <p><b>Problem Solving:</b> A truck weighs 5 tonnes by itself. If it is carrying three containers each with a mass of 1.5 tonnes, what will be its total mass?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>	<p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>	<p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>
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= 2413.6

### Activity

Convert between grams and kilograms.

1 500 g = \_\_\_\_\_ kg

2 250 g = \_\_\_\_\_ kg

3.459 kg = \_\_\_\_\_ g

64 201 g = \_\_\_\_\_ kg

2.8095 kg \_\_\_\_\_ g

Convert between kilograms and tonnes.

1 200 kg = \_\_\_\_\_ t

8 366 kg = \_\_\_\_\_ t

7.709 t = \_\_\_\_\_ kg

81 551 kg = \_\_\_\_\_ t

9.3325 t \_\_\_\_\_ kg

### Problem Solving:

Tom wanted to weigh his dog. First he weighed himself. His mass was 79 kg. Then he stood on the scales while holding the dog. The scales recorded 108 kg. How much did the dog weigh?

Problem solving answers will be posted on

**Google Classroom** each day.

<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>Creative Arts</b>	<b>PDHPE</b>	<b>Science &amp; Technology</b>	Watch this week's episode	<b>NAIDOC Activity</b>

	<p><b>How to Make a Bunjil</b> (Wedge Tail Eagle). Follow the instructions and use the template attached below to create a Bunjil. You will need to go outside and collect some leaves to use as feathers for this artwork. If you do not have charcoal or black pastels then you can just use a black pencil or texta.</p>	<p><b>Be Skilled Be Fit</b> Follow the Youtube link. <a href="https://www.youtube.com/watch?v=PcqKrUOrCXo">https://www.youtube.com/watch?v=PcqKrUOrCXo</a> <b>PDHPE continued</b> Complete the Get Active Episode 1 attached below.</p>	<p>Contact and non contact forces. Watch the YouTube clip and complete the Science activity attached below. Gear Ratios with Australian Olympic Cyclist Kaarle McCulloch: <a href="https://www.youtube.com/watch?v=-hHKa_hM1IM">https://www.youtube.com/watch?v=-hHKa_hM1IM</a> <b>PDHPE</b> Complete the Get Active Episode 2 attached below.</p>	<p>of 'Behind the News'. Answer the question posted on <b>Google Classroom</b>. <b>Geography</b> Complete the Map of the World activity listed below. Use your research skills and the map included below or a map online to find the answers. <a href="https://geology.com/world/world-map.shtml">https://geology.com/world/world-map.shtml</a></p>	<p>Watch the below clip about NAIDOC week and answer the question on <b>Google Classroom</b>. <a href="https://www.youtube.com/watch?v=swVVDqnes3Y">https://www.youtube.com/watch?v=swVVDqnes3Y</a> Complete the crossword attached below. Answers to the crossword will be posted on <b>Google Classroom</b> at the end of the day.</p>
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*Try to include a daily outdoor activity – take the dog for a walk, run around the yard, ride your bike, use a skipping rope, do some yoga or mindfulness etc.*

# Bunjil

## The Bunjil

Bunjil is the eagle creator in Australian Aboriginal mythology. Bunjil is a culture hero and ancestral being. In central Victoria, the Kulin nation regarded him as one of two moiety ancestors, the other being the trickster Crow.



Bunjil created the environment and all the plants and animals that live in it, including humans. He also taught the people how to survive in their country, how to make the weapons and tools they used and gave them their laws.

## Gariwerd/Grampians National Park

Bunjil has a special place near Gariwerd. He is pictured in a rock painting at Bunjil's Shelter, with two Wirringan (dingoes). The rock painting is over 5000 years old.

Sculptures have been created of the Bunjil.

There is a 25 metre high Bunjil in the Docklands, Melbourne. It was sculpted by Bruce Armstrong in 2002.



Bunjil Leaf Craft Activity

**Materials and equipment**

Eagle template

Dried leaves

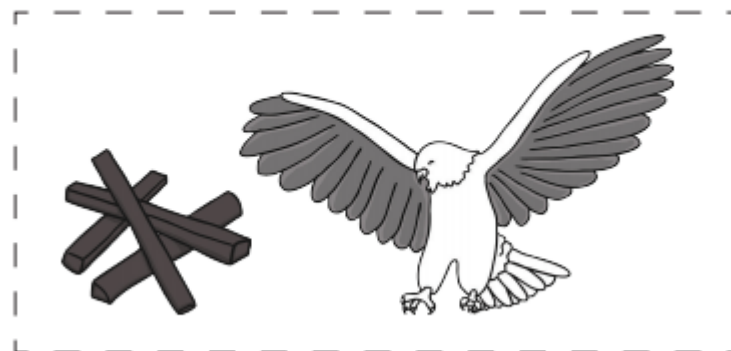
White glue (such as PVA)

Charcoal or black pastels



Bunjil Leaf Craft Activity

**Step 1:** Colour in the Bunjil template using charcoal or pastels.



Bunjil Leaf Craft Activity

**Step 2:** Use the white glue to stick the leaves to your Bunjil to make it look like feathers.

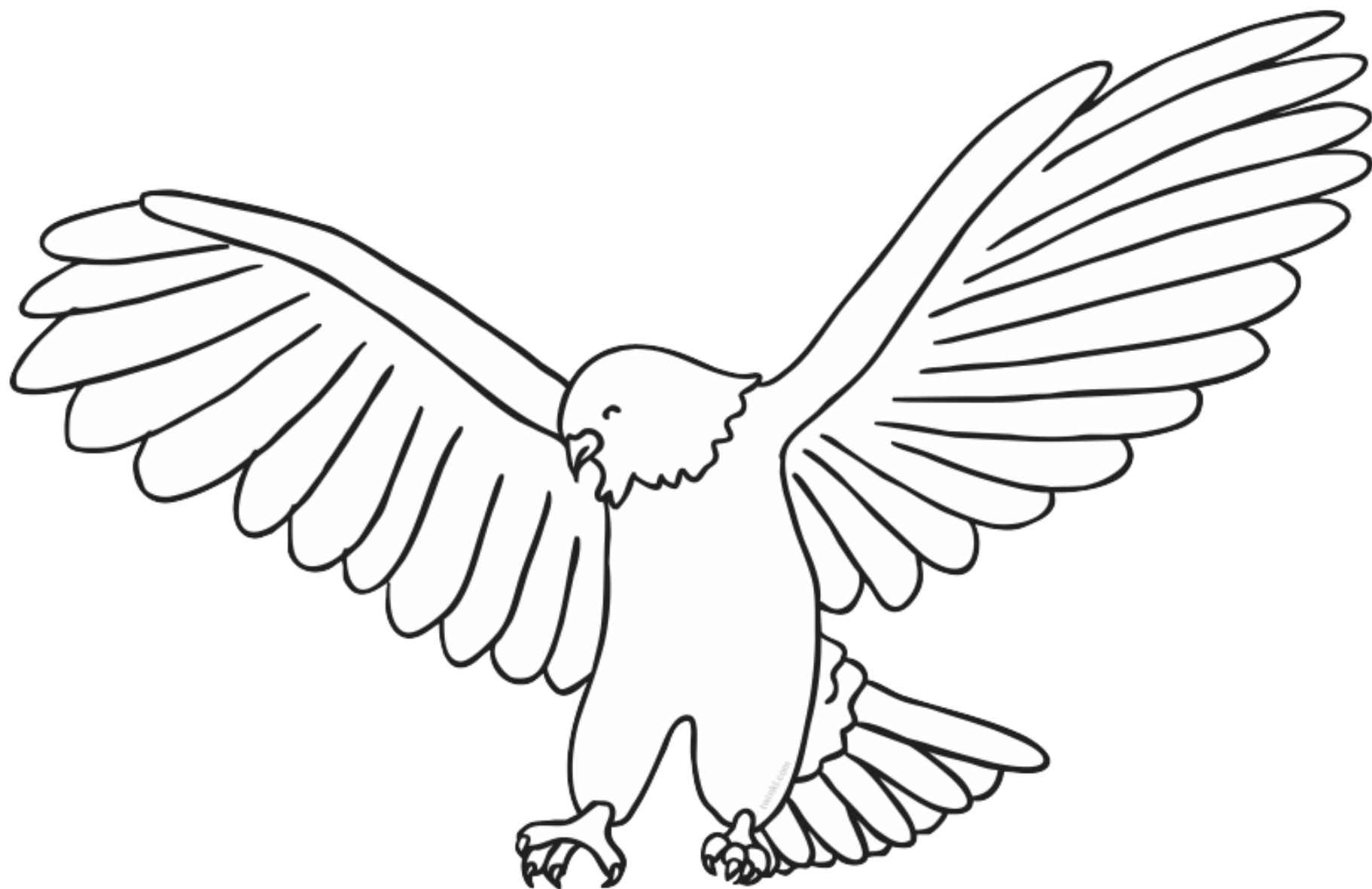


Bunjil Leaf Craft Activity

**Step 3:** Cut out the Bunjil and display it by hanging from the ceiling.









### Bloom's Taxonomy Book Review Questions

<b>Knowledge 1 Point Each</b>	<b>Comprehension 2 Points Each</b>	<b>Application 3 Points Each</b>	<b>Analysis 4 Points Each</b>	<b>Synthesis 5 Points Each</b>	<b>Evaluation 6 Points Each</b>	<b>Week</b>	<b>Score</b>
Make a list of facts you learned from the story.	What was the problem in the book, and how was it solved?	Did this book remind you of anything that has happened to you? What? Why?	If your story happened in a foreign land, compare that land to Australia.	Design costumes for the characters.	Who do you think the author intended to read this book and why?		
List the characters and describe them.	Did anyone in the book do something you did not like? Why?	Did this book give you any new ideas about yourself? Why?	If your story occurred long ago, compare that time with today in a paragraph. If it was a modern story, compare it with another time period and state what would be different.	Using information from the book about one of the main characters, rewrite the ending of the book.	If you could only save one character from the book in the event of a disaster, which one would it be and why?		
List five new words you learned from the book. Write down their dictionary pronunciation and meaning.	What kind of book is this? List three pieces of evidence of this.	What would the main character be likely to do if s/he visited our classroom?	Think of a shape that fits with one of the main character's traits. Draw the shape. Then describe the character inside the shape.	Write another short story using the same characters.	Is the title a good one or a poor one and why?		
If your book was a mystery, explain what the mystery was and how it was solved.	What was the author's purpose or purposes in writing this book?	If you were in a problem situation like the one in the book, how would you have acted? Be sure to tell what the situation is.	Decide which parts of the book include the five W's and How. Then write a paragraph for a newspaper article including these facts.	Name one character. Rewrite the story from this character's point of view.	Did you like the way the story ended? Why or why not?		

List ten good words from the book. Put them into a word search.	If you could continue the story, what events would you include? Why?	What lesson did you learn from the story?	Write a different ending to the book. Explain why you changed it.	Write a poem about this book.	Which character in the book would you choose for a friend? Why?		
What problems does one of the characters have, and how do they solve it?	List five major events in the story in the correct order.	Explain a time something similar to what happened in the story happened to you or to someone you know.	Write five ways the main character is like you.	Design a poster for this book.	What did you think was the most interesting part of the book? Why?		
Where did the story take place?	Explain, in your own words, the beginning of the book.	Write a letter to a friend recommending this book.	Find one word that describes a character in your book very well. Give five reasons for your choice of words.	Pretend you are a librarian recommending this book to someone. Write a paragraph telling what you would say.	Write about the most exciting part of the book being sure to give at least three reasons why		
List the places mentioned in the book.	Describe what is happening in the first illustration in the book.	Pretend you are one of the characters in the book. Write a diary entry about the happenings in your life.	In a good paragraph, state the main idea of the book.	Make an eight-section comic strip with captions showing the main events of the story	Which parts of the text could be improved?		
What other books has this author written?	How did the main character feel during the book? Give evidence of this.	List the places in the book that are important. Design a map including these places.	Compare this book with the last book you read.	Make a radio announcement to advertise the book. Write it out.	Who would you recommend this text to?		

## Step 1: Plan for Success

INFORMATIVE

# BRAINSTORMING FOR RESEARCH

### Learning intentions could include:

- Know how to do a double brainstorm for an informative topic to generate more interesting research questions.
- To be able to identify the best question and come up with lots of related questions.

TOPIC: \_\_\_\_\_

### Prior knowledge

What do I already know about the topic?

Make a list of things you already know about the topic. Make sure you confirm these facts are correct when doing your research.

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### Initial brainstorm

What do I want to find out?

Write your questions below. If you need ideas, try starting with Who, What, When, Where, Why and How.

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## INFORMATIVE

## INFORMATIVE

- Know how to select and group the facts to form sections.
- To be able to identify which facts and sections are most likely to interest the audience.
- Understand how to order the sections based on the interest level.

Decide on your audience and purpose, then select and group the facts to form sections of the text.

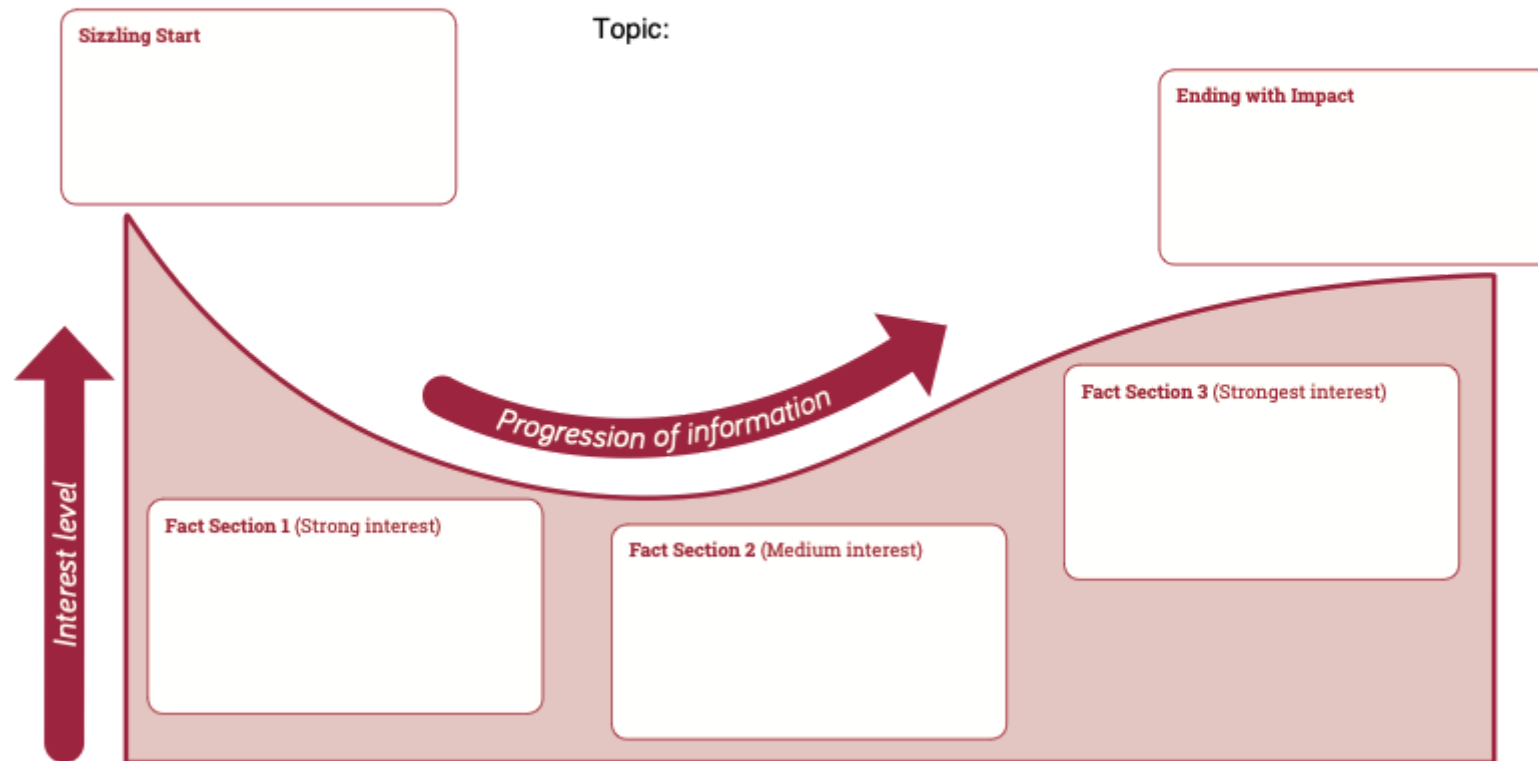
Next, visualise your audience and decide which section has the potential to interest them most – it will go last. The one that is the next most interesting will go first. Number the sections in the final row to reflect the order they will appear in the text.

**Audience:**

**Purpose:**

Section name	Section name	Section name
Facts	Facts	Facts
Order (number) of section	Order (number) of section	Order (number) of section

## Informative Writing Graph



Please protect the copyright and integrity of the Seven Steps and only share with your own students and their parents.

# Unit 20



p pp pig slipper

## List Words

splash \_\_\_\_\_  
apple \_\_\_\_\_  
spray \_\_\_\_\_  
please \_\_\_\_\_  
planet \_\_\_\_\_  
poor \_\_\_\_\_  
piece \_\_\_\_\_  
explain \_\_\_\_\_  
proud \_\_\_\_\_  
probably \_\_\_\_\_  
opposite \_\_\_\_\_  
approach \_\_\_\_\_  
appear \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1 Circle the letters that represent **p** or **pp** in the List Words.

2 Write any other letters that can represent **p** or **pp** on the Grapheme Chart.

Write one word example for each.



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

4 Unjumble the letters to make List Words containing **pl** or **pr**.

uropsd \_\_\_\_\_ lsapee \_\_\_\_\_ ybborpal \_\_\_\_\_  
lnepat \_\_\_\_\_ inxalep \_\_\_\_\_ prcpoah \_\_\_\_\_

5 Write a homophone for each underlined word to finish the sentences.

Go to Helpful Hint 14.

Poor Pam made a mess trying to \_\_\_\_\_ the paint.

The bus passed you before it drove \_\_\_\_\_ me.

The plans on this \_\_\_\_\_ of paper will help to make peace in the world.

\_\_\_\_\_ shot up my arm when my hand hit the window pane.

6 Rewrite these List words adding **p** or **pp** to represent **p** or **pp**.

roud \_\_\_\_\_ oor \_\_\_\_\_ slash \_\_\_\_\_ robably \_\_\_\_\_  
sray \_\_\_\_\_ dle \_\_\_\_\_ oosite \_\_\_\_\_ exlain \_\_\_\_\_  
aear \_\_\_\_\_ iece \_\_\_\_\_ lanet \_\_\_\_\_ aroach \_\_\_\_\_

7 Join the prefixes to their meanings. Write words from the box to match the clues.

Go to pages 13, 19, 21, 27 and 38.

fore	not
im	out of
ex	before
under	two
bi	beneath

paid beneath correct pay \_\_\_\_\_

vehicle with two wheels \_\_\_\_\_

not possible \_\_\_\_\_

speak out about ideas \_\_\_\_\_

see before an event happens \_\_\_\_\_

foresee  
underpaid  
explain  
impossible  
bicycle

## Grapheme Chart

letters words







**r rr wr robot carrot wrist**

## List Words

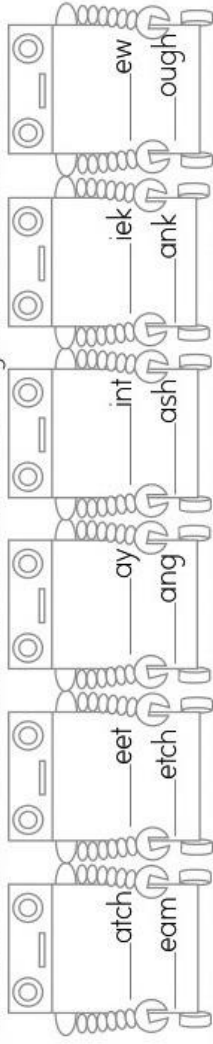
rich \_\_\_\_\_  
 shrub \_\_\_\_\_  
 stretch \_\_\_\_\_  
 thread \_\_\_\_\_  
 scream \_\_\_\_\_  
 wrong \_\_\_\_\_  
 written \_\_\_\_\_  
 writing \_\_\_\_\_  
 narrow \_\_\_\_\_  
 remember \_\_\_\_\_  
 rectangle \_\_\_\_\_  
 terrible \_\_\_\_\_

1 Circle the letters that represent  in the List Words.

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

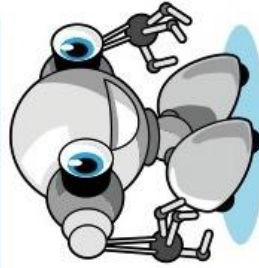
3 Write one stroke for every sound in each List Word.

4 Write **scr**, **str**, **spr**, **spl**, **shr** and **thr** in the robots to finish the words. The words in each robot must all begin with the same letters.



5 Follow the pattern in each column. Finish the sentences with your words.

Some describing words are used to compare people – *kind, kinder, kindest* and things – *fresh, fresher, freshest*. We can add **er** to compare two and **est** to compare three or more people or things. For example, *I am tall. Rob is taller. Brooke is tallest*.



My hands are rough, yours are \_\_\_\_\_ but Mum's are the \_\_\_\_\_.

Red is a rich colour, scarlet is even \_\_\_\_\_ but ruby is the \_\_\_\_\_ of all.

## Challenge

Colour each word block in the top rectangle and its matching antonym block in the rows below the same colour. Use a different colour for each pair.

poor	right	jog	curl	leave	fake	back	false	forget	wide	wonderful	whisper
	rich	sprint	stretch	terrible	carry	sorry	ready	thread			
writing	prize	roof	rule	written	arrive	scream	front	true			
remember	narrow	wrong	real	rectangle	graph	shrub	rectangle	reach			

Finish the 2 List Words that describe the shapes above. n \_\_\_\_\_ r \_\_\_\_\_ s \_\_\_\_\_

## Grapheme Chart

letters	words

# Unit 20




p pp pig slipper

## List Words

support  
surprise  
impolite  
position  
emptiness  
separately  
patient  
patience  
applicant  
application  
incorporate  
experience  
expectation

- 1 Colour the grapheme that represent  in the List Words.

- 2 Go to the List Words for Unit 20. Count the sounds and identify all the graphemes in each List Word.

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

- 4 Match the words to their meanings. Use your dictionary to help.  
★ The prefix **post** can mean *after*, for example *postnatal* means *after a birth*.

## Grapheme Chart

grapheme	word

postnatal postdate postscript postpone post-mortem

to write a date **after** the actual **date** **after** a birth  
examination of a body **after** death to find the cause  
a message (script) added to a letter **after** it is finished and signed  
to put off until another time **after** the planned day

- 5 Colour code one word part from each column to form List Words.



im	si	ness
po	li	lite
app	ti	tion
emp	po	cant

ex	cor	ca	ence
in	pe	po	tion
app	pec	ri	tion
ex	li	ta	rate

- 6 Match the words in the box with the Latin root words and meanings. Use a dictionary.

position transport propel primary particle support primitive propeller separate deposit

pono positus  
means place

porto  
means carry

primus  
means first

pars partis  
means part

pello  
means drive

- 7 Circle the word in each pair that comes first in the dictionary.

experience  
expectation

patient  
patience

applicant  
application

suppose  
support

impolite  
important

incorporate  
incorrectly

supply  
surprise





r rr wr

robot carrot wrist



### List Words

battery  
relate  
through  
wreck  
resign  
refuse  
salary  
February  
library  
stationary  
respectful  
distribute

1 **Colour** the graphemes that represent **r, rr** and **wr** in the List Words.

2 **Go** to the List Words for Unit 20. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent **r, rr** and **wr** on the Grapheme Chart. **Write** one word example for each.

4 **Colour** the graphemes **r, rr** and **wr** if they represent **r, rr** and **wr** in the words.

terror wrong restore carrying flower  
fire fiery arrowroot starring startle  
aired wrestle prisoner stationery flowering

5 **Unjumble** these words that all begin with the prefix **re**. **Use** List Words and your dictionary to help. ★ The prefix **re** can mean *back* or *again*, for example *redo* means *do again*.

redelt \_\_\_\_\_ reigns \_\_\_\_\_ reefsu \_\_\_\_\_  
reajpr \_\_\_\_\_ reylp \_\_\_\_\_ reeels \_\_\_\_\_  
reecilv \_\_\_\_\_ recepst \_\_\_\_\_ revieec \_\_\_\_\_  
reife \_\_\_\_\_ retpiec \_\_\_\_\_ rebeelms \_\_\_\_\_  
reltcef \_\_\_\_\_ reelif \_\_\_\_\_ resferh \_\_\_\_\_

6 **Write** these words ending with noun-forming suffixes **ary, ery, ory** to match the meanings.

a place where:

experiments happen \_\_\_\_\_

words are explained \_\_\_\_\_

people sleep \_\_\_\_\_

prisoners are held \_\_\_\_\_

electrical energy is stored \_\_\_\_\_

books are kept \_\_\_\_\_

dictionary dormitory laboratory library battery penitentiary

### Challenge

**Decode** the first row of words written in mirror writing. **Write** the second set of words in mirror writing.

yrabaz

klaw

yltftad

lufteqaez

etudntzilb

resign

February

stationary

library

through

**Decode** the joke. ★ Use a mirror to help read and write.

ziŋT

no

əŋt

llow

ni

tnoŋ

ʔo

zi

.əldiməŋ

toŋT

ton

ɒ

.əɹutɕiq

uoŋ

əɹo

pɹɪkʊol

ni

ɒ

.ɹomɪm

# Unit 20



**p pp pig slipper**

## List Words

precede  
inspector  
precisely  
passenger  
escapee  
supportive  
provision  
preparation  
applicable  
municipal  
precipice  
rapidity  
hippopotamus

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

2 Go to the List Words for Unit 20. Count the sounds and identify all the graphemes in each List Word.

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

4 Cross out all the words with letter **p** where it does **not** represent **p**. Complete the sentences with the words that are left.



## Grapheme Chart

grapheme

word

nephew perceive physics applicable psychologist  
rapidity precise precipice pneumonia proficiency

The inspector was able to \_\_\_\_\_ how the burglars entered the town's \_\_\_\_\_ library. They showed great \_\_\_\_\_ at opening locked doors. Their movements were extremely \_\_\_\_\_ and the \_\_\_\_\_ with which they removed the computers was amazing. The usual police methods of solving such a crime were not \_\_\_\_\_ in this case. The stolen goods were later found in a cave below a \_\_\_\_\_.

5 Select words beginning with prefixes **pre** and **pro** from the box, to match the meanings.

★ Prefix **pre** can mean *before, beforehand, earlier*. Prefix **pro** can mean *for, forward*.

project proceed prefix procession predecease precede proclaim predict

to fix a syllable **before** a word \_\_\_\_\_ to die **before** another person \_\_\_\_\_  
to tell what will happen **beforehand** \_\_\_\_\_ to send or eject **forward** \_\_\_\_\_  
to **claim** ideas **forward** (announce) \_\_\_\_\_ to go **forward** \_\_\_\_\_  
a parade of people or vehicles going **forward** \_\_\_\_\_ to go **before** \_\_\_\_\_

6 Write the words from the brackets to complete the sentences.

The city decided to \_\_\_\_\_ with the plans for a new municipal swimming pool. [precede]  
Smaller competitions usually \_\_\_\_\_ the Olympic Games to give competitors practice. [proceed]  
The \_\_\_\_\_ from the school fete are to be spent on new computers. [precedes]  
The season of Spring \_\_\_\_\_ the season of Summer. [proceeds]  
The place where doctors \_\_\_\_\_ medicine is known as a surgery. [practice, practise]  
The \_\_\_\_\_ reason we cook some food is to make it more pleasant to eat. [principal, principle]





**r rr wr**      **robot**   **carrot**   **wrist**

### List Words

reveal  
wrapping  
wretched  
luxury  
resources  
advisory  
embarrassed  
tranquillise  
occurrence  
reverent  
rhapsody  
rheumatic

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

2 **Go** to the List Words for Unit 20. **Count** the sounds and identify all the graphemes in each List Word.

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

4 **Write** ordinal numbers to show where you hear in the words.

### Grapheme Chart

grapheme	word

wrapping \_\_\_\_\_ advisory \_\_\_\_\_ luxury \_\_\_\_\_  
several \_\_\_\_\_ quarry \_\_\_\_\_ embarrassed \_\_\_\_\_ tranquillise \_\_\_\_\_  
rhapsody \_\_\_\_\_ wretched \_\_\_\_\_ occurrence \_\_\_\_\_ reverent \_\_\_\_\_ and \_\_\_\_\_

5 **Write** the missing digraphs in these List Words.

rev \_\_\_\_\_ l \_\_\_\_\_ matic \_\_\_\_\_ etched \_\_\_\_\_ a \_\_\_\_\_ i \_\_\_\_\_ apsody  
emba \_\_\_\_\_ a \_\_\_\_\_ o \_\_\_\_\_ u \_\_\_\_\_ en \_\_\_\_\_ tranqui \_\_\_\_\_ ise



6 **Cross** out the word that does not have the same meaning as the first word in each column.

reverent	occurrence	reveal	luxury	wretched	embarrassed
adoring	happening	conceal	richness	dejected	mortified
respectful	choice	divulge	extravagance	miserable	relaxed
mocking	event	disclose	poverty	cheerful	uncomfortable
loving	incident	announce	splendour	distressed	flustered

## Challenge

**Write** a and List Word that has something in common with the other words in each group.

**Use** your dictionary for unknown words. **Write** the letters in the squares on the numbered lines below to solve the riddle.

luxuriant, luxurious, (5) \_\_\_\_\_ fertile, specialise, (14) \_\_\_\_\_  
rapid, rapidly, (7) \_\_\_\_\_ asthmatic, dramatic, systematic, (2) \_\_\_\_\_  
escape, escapism, (13) \_\_\_\_\_ prepare, preparatory, (10) \_\_\_\_\_  
carol, melody, (4) \_\_\_\_\_ albatross, rhinoceros, (15) \_\_\_\_\_  
precise, precision, (6) \_\_\_\_\_ messenger, challenger, (11) \_\_\_\_\_  
provide, provider, (8) \_\_\_\_\_ assets, funds, supplies, (3) \_\_\_\_\_  
support, supporter, (16) \_\_\_\_\_ celebratory, directory, (12) \_\_\_\_\_  
inspect, inspection, (9) \_\_\_\_\_ enveloping, covering, (1) \_\_\_\_\_

**Why did the robot turn into a ghost?**

1 2 3 4 5 6 7 8 9 10 5 12 9 14 8 15 13 11 3 16

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Mixed Multiplication Facts

1) $7 \times 12 =$	21) $1 \times 4 =$	41) $7 \times 9 =$	61) $6 \times 5 =$
2) $2 \times 3 =$	22) $4 \times 5 =$	42) $8 \times 2 =$	62) $3 \times 12 =$
3) $9 \times 11 =$	23) $6 \times 9 =$	43) $5 \times 2 =$	63) $10 \times 7 =$
4) $7 \times 4 =$	24) $11 \times 2 =$	44) $3 \times 4 =$	64) $4 \times 6 =$
5) $3 \times 5 =$	25) $3 \times 7 =$	45) $6 \times 12 =$	65) $8 \times 3 =$
6) $1 \times 9 =$	26) $8 \times 8 =$	46) $11 \times 11 =$	66) $6 \times 6 =$
7) $11 \times 7 =$	27) $9 \times 5 =$	47) $12 \times 12 =$	67) $3 \times 9 =$
8) $2 \times 8 =$	28) $3 \times 11 =$	48) $2 \times 10 =$	68) $12 \times 11 =$
9) $8 \times 10 =$	29) $12 \times 10 =$	49) $6 \times 8 =$	69) $7 \times 9 =$
10) $10 \times 5 =$	30) $7 \times 7 =$	50) $7 \times 5 =$	70) $3 \times 10 =$
11) $6 \times 12 =$	31) $5 \times 6 =$	51) $1 \times 10 =$	71) $1 \times 3 =$
12) $3 \times 4 =$	32) $3 \times 8 =$	52) $12 \times 4 =$	72) $9 \times 6 =$
13) $4 \times 11 =$	33) $4 \times 4 =$	53) $5 \times 9 =$	73) $3 \times 9 =$
14) $12 \times 8 =$	34) $12 \times 5 =$	54) $3 \times 10 =$	74) $12 \times 6 =$
15) $2 \times 6 =$	35) $3 \times 6 =$	55) $8 \times 7 =$	75) $1 \times 1 =$
16) $7 \times 6 =$	36) $9 \times 12 =$	56) $4 \times 3 =$	76) $8 \times 4 =$
17) $5 \times 11 =$	37) $5 \times 5 =$	57) $5 \times 7 =$	77) $2 \times 6 =$
18) $3 \times 12 =$	38) $9 \times 10 =$	58) $10 \times 12 =$	78) $5 \times 9 =$
19) $10 \times 4 =$	39) $3 \times 3 =$	59) $11 \times 11 =$	79) $2 \times 3 =$
20) $10 \times 11 =$	40) $2 \times 12 =$	60) $7 \times 3 =$	80) $9 \times 1 =$

## **Geography Research Task**

Answer the below questions in full sentences in your homework book.

1. Find and list each of the five oceans of the world.
2. Find and list each of the seven continents of the world.
3. What is the largest country in the world?
4. Are there more countries in the Northern Hemisphere or the Southern Hemisphere?
5. Name three countries in Asia that start with S.
6. Which country is located closest to Australia?
7. These are the seven natural wonders of the world: Northern Lights (Aurora Borealis), Harbor of Rio de Janeiro, Grand Canyon, Great Barrier Reef, Mount Everest, Paricutin Volcano, Victoria Falls. Locate them on the World map and highlight their locations.
8. In your own opinion, categorise each of the seven natural wonders using the categories provided. Some may belong in more than one category. Natural beauty, Overall size and scale, Needs protecting, Unusual and unique.
9. If you were setting this task, what question would you add? Provide an answer to your question.





# GetActive@Home

## Episode 1 - Catching

Stage 3

### Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

### Mega Challenges

- Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

### Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD3-4** adapts movement skills in a variety of physical activity contexts.

**PD3-11** selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

#### Sample questions

How do you move your body when catching a high or low ball?

How do you move your hands when catching a fast or slow ball?

### Teaching cues

Throw the ball - 'toss the egg'.

Eyes on the ball - 'eyes on the prize'.

Arms extended and hands together - 'make the nest'.

Bend the knees and slightly lower hands - 'soften the nest'.

### Equipment

Ball, soft toy, pair of rolled up socks.

# GetActive@Home

## Episode 2 - Underarm throw

Stage 3

### Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

### Mega Challenges

- Set out a number of balls at varying distances from the target. Perform five 'ice skater' movements (step one foot to the side then bring the other foot in behind) before throwing the ball at the target. Then complete a standing long jump to the next ball before repeating the sequence.
- Creative challenge: Repeat the sequence and create varying throwing positions using dominant/non-dominant hand.

### Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target
- marking out a set distance for relay running in between throwing the ball at the target
- combining different fitness infusion activities for example, performing a set number tuck jumps before throwing.



### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD3-4** adapts movement skills in a variety of physical activity contexts.

**PD3-11** selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

#### Sample questions

How can you combine foot and body movement to create more challenging throwing positions?

How can you use your eyes to create more awareness of your surroundings whilst throwing?

### Teaching cues

Eyes on the target (laser eyes).

Step forward (opposite leg to throwing arm).

Throwing arm back then forward (smiley arm).

Point at the target.

### Equipment

Ball, soft toy or rolled up pair of socks .

## **Science & Technology**

### Contact and non contact forces

Watch introduction of Innovation Games video: Gear Ratios

[https://www.youtube.com/watch?v=-hHKa\\_hM1IM](https://www.youtube.com/watch?v=-hHKa_hM1IM)

- ❖ What happens when you change gears on your bike?
- ❖ Why does changing the gears make it easier to turn the peddle?
- ❖ Have you ever seen cogs work?
- ❖ What machines or devices use a cog?
- ❖ Why do machines turn cogs?

Extension task 1: Complete the gear ratios worksheet below.

Extension task 2: Conduct a scientific experiment on gear ratios.

Select a set distance to ride your bike. Ride the distance in 1st gear, 2nd gear, 3rd gear etc and measure the time it takes you to complete the distance. Try it from a rolling start and a stationary start.

Record your findings.

Don't forget to make a prediction before carrying out the experiment.

# Activity Sheet: Gear Ratio

## Innovation Games

SCIENCE — SPORT — TECH

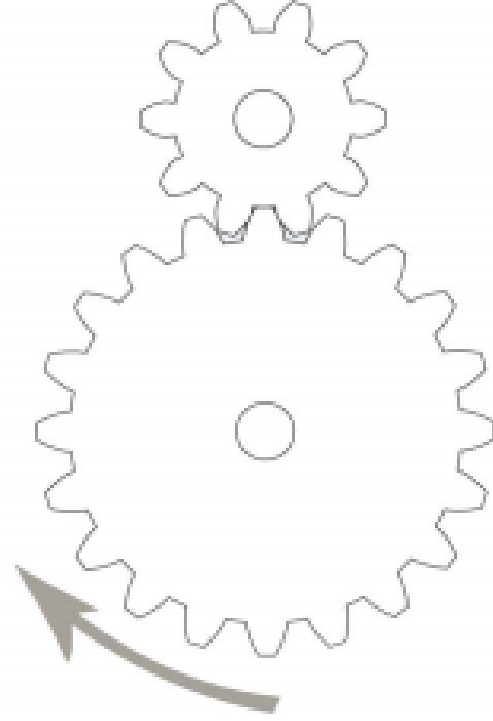
How many teeth does the big gear have? \_\_\_\_\_

How many teeth does the little gear have? \_\_\_\_\_

Which one do you think will turn the fastest?

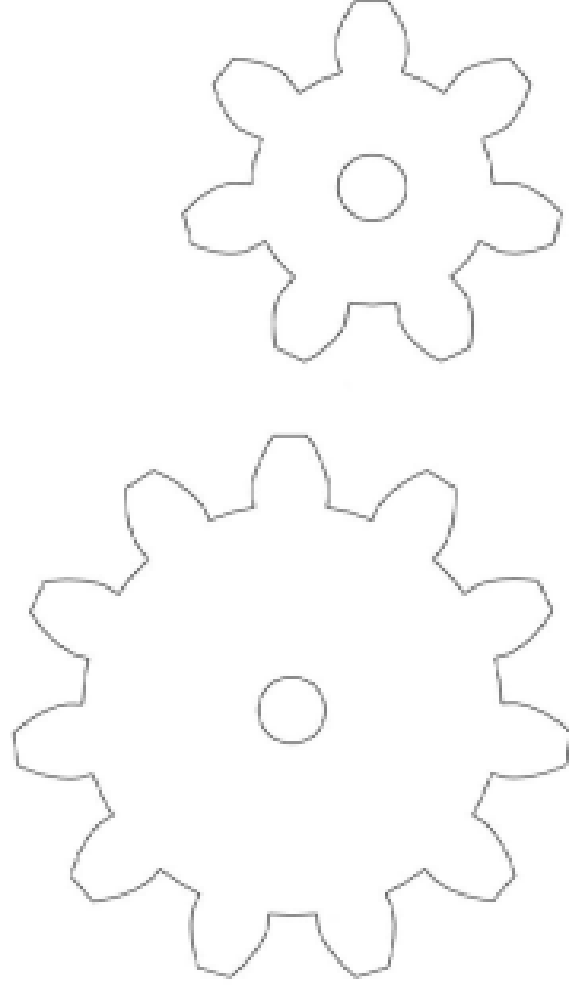
Big ☐ Little ☐

The big gear is turning in the direction of the arrow. Draw an arrow to show what direction the little gear will turn.

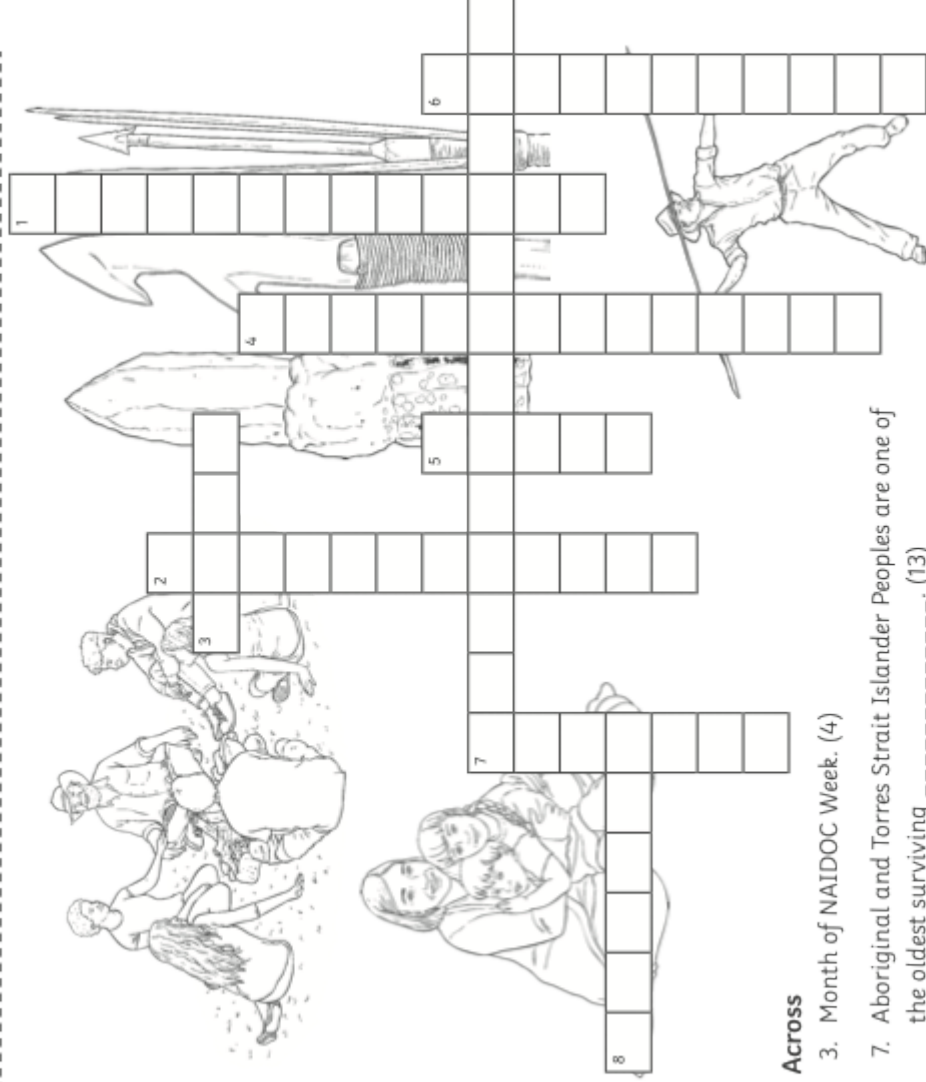


Make a Gear Model:

1. Cut along the dotted line
2. Color the gears
3. Tape the paper on a styrofoam tray
4. Have an adult cut the gears out
5. Pin them to a piece of cardboard with their teeth interlocking



# NAIDOC Week Crossword Puzzle



## Across

3. Month of NAIDOC Week. (4)
7. Aboriginal and Torres Strait Islander Peoples are one of the oldest surviving ----- (13)
8. Aboriginal and Torres Strait Islander Peoples wanted to ----- Australia Day at the first protest. (6)

## Down

1. The name of the first protest. (3, 2, 8)
2. The holiday on which the first protest was held. (9, 3)
4. The founder of the Australian Aboriginal League. (7, 6)
5. The first protest was so large it was the first ----- rights movement. (5)
6. The number of people who attended the first protest. (3, 8)
7. NAIDOC week celebrates Aboriginal and Torres Strait Islander Peoples ----- (7)



## HENRY FULTON PUBLIC SCHOOL SUGGESTED ONLINE RESOURCES

### ***English***

Soundwaves Spelling - [https://online.fireflyeducation.com.au/services/student\\_login/soundwaves](https://online.fireflyeducation.com.au/services/student_login/soundwaves)

Behind the News - <https://www.abc.net.au/btn/>

Kids News - <https://www.kidsnews.com.au/>

Storyline Online - <https://www.storylineonline.net/>

### ***Numeracy***

Mathletics - <https://login.mathletics.com/>

Mathantics Video Lessons - <https://www.youtube.com/channel/UCBuMwIP7kHkNxdPAqtFSJTw>

Cool math games - <https://www.coolmathgames.com/>

### ***Other KLA's***

National Geographic - <https://www.natgeokids.com/au/category/discover/>

The Body Coach TV (Kids Workouts) - <https://www.youtube.com/user/thebodycoach1>

Blockly Games Coding - <https://blockly.games/>

ABC education - <https://education.abc.net.au/home#!/home>

### **Google Classroom Codes**

**6H** – uzqilb3 | **56C** – lexmq67 | **5L** – 7pg4b5t | **45J** – k6cd4jx