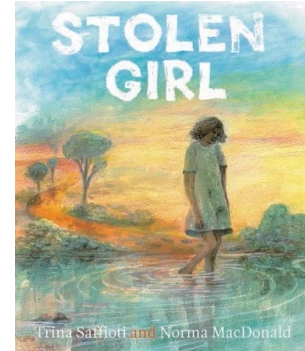




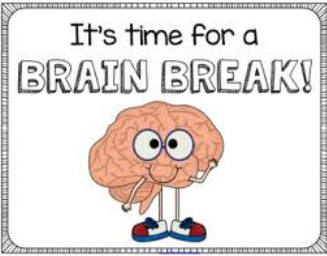
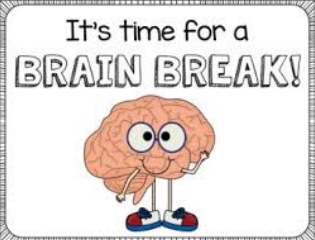
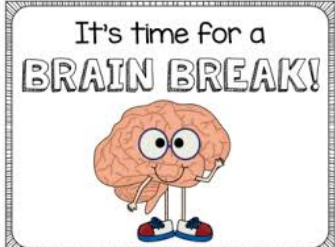
## Teaching & Learning Activities – Stage 3

### 2021 Term 3, Week 7

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

|                | Monday  | Tuesday   | Wednesday   | Thursday   | Friday   |
|----------------|---|---|---|--|--|
| <b>Morning</b> | <p><b>English</b></p> <p><b>Reading:</b> This week you will complete some activities about the text 'The Stolen Girl'. Watch the story via the link below and then complete the activity for today.<br/> <a href="https://www.youtube.com/watch?v=WBMwxhanUeg">https://www.youtube.com/watch?v=WBMwxhanUeg</a></p> <p>List 10 unusual, interesting or powerful words from the text. Construct a find-a-word using these words using the sheet below and try it out on someone in your family.</p> <p><b>Writing:</b> This week you will be creating a persuasive text. <b>First</b>, choose your topic from the two listed below:<br/>           1) Should students be allowed mobile phones in class?<br/>           2) Is learning good</p> | <p><b>English</b></p> <p><b>Reading:</b> Revisit the link from yesterday if you need to and complete the following activities:<br/>           1. The answer is The Stolen Girl. Write 2 interesting questions related to the text.<br/>           2. The answer is happy and loved. Write 2 thoughtful questions relating to the text.<br/>           3. The answer is loneliness and sorrow. Write 2 thoughtful questions related to the text.</p> <p><b>Writing:</b> Yesterday you planned your writing, today you need to write your introductory paragraph.</p> | <p><b>English</b></p> <p><b>Reading:</b> Revisit the link from Monday if you need to. Complete the attached PMI chart (or rule one up in your book) on the life of The Stolen Girl and how she lived in the children's home. One example has been filled out for you.<br/>           PMI stands for Plus, Minus Interesting.</p> <p><b>Writing:</b> Continue with your writing, write the first and second argument sections. Try and use TEEL to ensure you write in full paragraphs. A paragraph is more than 1 or 2 sentences.<br/> <b>Topic</b></p> | <p><b>English</b></p> <p><b>Reading:</b> Revisit the link from Monday if you need to. Design an alternative front cover to the one below for the text. Sketch it first, and then colour. Remember to include the title, author and illustrator (you).</p>  <p><b>Writing:</b> Continue with your writing, write the last</p> | <p><b>English</b></p> <p><b>Reading:</b> Free reading Friday - Choose a text you <u>enjoy</u> reading and find somewhere peaceful to sit, maybe outside under a tree, in a comfy chair with a warm blanket, in a cubby house etc. Set a timer for 40 mins and read your book. Tell a family member what you read and explain the best part to them.</p> <p><b>Writing:</b> Publish your writing and use 'ban the boring' to edit your work. Cut out the boring parts and make it as interesting as possible. Submit your completed persuasive text to your teacher for</p> |

|               |  |  |   |   |   |
|---------------|--|--|---|---|---|
|               | <p>sportsmanship more important than learning how to play different sports?</p> <p><b>Next</b>, brainstorm 10 reasons for each side of your topic and choose which side you are on.</p> <p><b>After that</b>, highlight your three strongest arguments.</p> <p><b>Finally</b>, plan your writing using the plan attached.</p> <p><i>HINT</i>: 'Tighten the tension' by ordering your arguments - strong, medium and strongest.</p> <p><b>Spelling</b>: Print out this week's Sound Waves activity pages (attached below). This week's sound is 'or ore a aw au'. Brainstorm 10 words that start 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 25</b><br/> <b>Y6</b> zero785   <b>Y5</b> jump390   <b>Y4</b> nose192</p> | <p>Start with a sizzling start. What strategy will you use in this paragraph to grab your reader's attention? E.g. 'show don't tell', 'dynamic dialogue' or 'tightened tension' (by using the senses).</p> <p><b>Spelling</b>: Continue to complete your Sound Waves activity pages for this week's sound 'or ore a aw au'. If you finish early, complete the interactive games and activities online.</p> | <p><b>Explain Example Link</b></p> <p><b>Spelling</b>: Word detective Write three clues about four of your spelling words. Ask someone to try to guess your spelling words using your clues. Post one of your clues on the <b>Google Classroom</b> stream post for your peers to guess.</p> | <p>argument section and your exciting ending. Remember to use one of the techniques we have learned:</p> <ol style="list-style-type: none"> <li>1) Link to beginning</li> <li>2) Call to action</li> <li>3) Paint a word picture</li> </ol> <p><b>Spelling</b>: Complete the rest of your Sound Waves activity pages for this week's sound 'or ore a aw au' and have a go at the challenge.</p> <p>If you finish early, complete the interactive games and activities online.</p> | <p>marking on <b>Google Classroom</b>.</p> <p><b>Spelling</b>: Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> |
| <b>Break</b>  | Break  | Break  | Break   | Break   | Break   |
| <b>Middle</b> | <p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Multiplication speed test</b> - Use a timer to record your</p>   | <p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity</b>: Watch the</p>  | <p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity</b>: Watch the video</p>   | <p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity</b>: Watch the</p>   | <p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity</b>: Play the game</p>   |

|  |   |  |   |   |
|--|---|--|---|---|
| <p>time solving one column of the 'Multiplication speed test' sheet attached below. Attempt the other columns throughout the week and try to beat your time! Check any answers you are unsure of with a calculator.</p> <p><b>Activity:</b> Solve the addition and subtraction word problems below.</p> <ol style="list-style-type: none"> <li>1) A stadium contained 27 685 seats. 15 306 seats were filled. How many seats were empty?</li> <li>2) There were 53 685 trout in a hatchery. If 13 987 trout were sold to farmers, how many were left in the hatchery?</li> <li>3) Josie had 11 493 stickers. To win a prize in a sticker collection competition she needed to collect 20 000 stickers. How many more stickers did she need to collect?</li> </ol> <p><b>Problem Solving:</b> Koko Beach is 1 510 km from my home. How far have we still to travel if we have only gone</p> | <p>following video on 'Decimal Addition and Subtraction'.<br/> <a href="https://www.youtube.com/watch?v=l4Xt136E1ZQ">https://www.youtube.com/watch?v=l4Xt136E1ZQ</a></p> <p>Complete the worksheet 'Calculating - Adding Decimal Fractions'.</p> <p><b>Problem Solving:</b> Best Juice Pty Ltd made 9 941 litres of juice in January, 10 555 litres in February and 9 678 litres in March. How much was made in the period?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>  <p><a href="https://www.youtube.com/watch?v=lYby9w-3vpY">https://www.youtube.com/watch?v=lYby9w-3vpY</a></p> | <p>from yesterday if you need a reminder on how to subtract decimals.</p> <p>Complete the worksheet 'Calculating - Subtracting decimal fractions'.</p> <p><b>Problem Solving:</b> The cricket team scored 325 runs in the match. If their first innings score was 248, what was the second innings score?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>  <p><a href="https://www.youtube.com/watch?v=j0OYAxxJCxg">https://www.youtube.com/watch?v=j0OYAxxJCxg</a></p> | <p>following video on budgets.<br/> <a href="https://www.youtube.com/watch?v=aKoLvbd5Fvk">https://www.youtube.com/watch?v=aKoLvbd5Fvk</a></p> <p>A budget is a financial plan that allows us to manage our money. It lists income or money we are receiving (e.g. pocket money, birthday money, money earned from a job, etc.) and expenses (things that money is spent on).</p> <p>Complete the 'Budgets' worksheet.</p> <p><b>Year 4:</b> Solve 'Budget C' on the sheet. If you would like an extra challenge, attempt the others.</p> <p><b>Problem Solving:</b> How much taller is Joe compared to Ned if Joe is 1.83 m tall and Ned is 159 cm tall?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p> | <p>'Hotel Decimifornia' by clicking on the link below.<br/> <a href="https://mrnussbaum.com/hotel-decimifornia-online-game">https://mrnussbaum.com/hotel-decimifornia-online-game</a></p> <p>OR</p> <p>Play the game 'Hungry Puppies' by clicking on the link below.<br/> <a href="https://www.mathplayground.com/ASB_Hungry_Puppies_Decimals.html">https://www.mathplayground.com/ASB_Hungry_Puppies_Decimals.html</a></p> <p><b>Problem Solving:</b> How far did we travel if we ran for 4.85 km and walked another 3.3 km?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>  <p><a href="https://www.youtube.com/watch?v=vzaFg7aPagE">https://www.youtube.com/watch?v=vzaFg7aPagE</a></p> |
|--|---|--|---|---|

|                  |   |   |  |   |  |
|------------------|---|---|--|---|--|
|                  | 148 km so far?<br><br>Problem solving answers will be posted on <b>Google Classroom</b> each day.   |   |  |   |  |
| <b>Break</b>     | Break   | Break   | Break  | Break   | Break  |
| <b>Afternoon</b> | <p><b>Creative Arts</b><br/>Watch the following video on how to draw a Nature Scenery and follow the steps.<br/><a href="https://www.youtube.com/watch?v=TfiQtPygqY4">https://www.youtube.com/watch?v=TfiQtPygqY4</a><br/>If you do not have access to the internet follow the step by step guide attached below to create a Vanishing Point Landscape.<br/><br/>Upload a photo of your artwork to <b>Google Classroom</b>.</p> | <p><b>PDHPE</b><br/><b>Activity 1</b><br/>Using the attachment below, complete the activity on Sun Safety.<br/><br/><b>Activity 2</b><br/>SISA Fitness Session.<br/><a href="https://www.youtube.com/watch?v=364hLkdOXXc">https://www.youtube.com/watch?v=364hLkdOXXc</a></p> | <p><b>Science &amp; Technology</b><br/>What is a Gyrocopter?<br/><a href="https://www.youtube.com/watch?v=uGuOQbyXVKc">https://www.youtube.com/watch?v=uGuOQbyXVKc</a><br/>Complete the experiment attached below.</p> | <p><b>Geography</b><br/><i>Continued from last week:</i><br/>Can we make places disaster proof?<br/>This is your final week to complete the attached Geography activity. Use websites you have visited this Term to support you in completing this task.<br/>This website may be useful: Australian Disaster Resilience Knowledge Hub<br/><a href="https://knowledge.aidr.org.au/">https://knowledge.aidr.org.au/</a></p> | <p>Watch this week's episode of 'Behind the News'. Answer the question posted on <b>Google Classroom</b>.<br/><br/><b>Creative Arts</b><br/>Optional: Directed drawing. Watch the following video: How To Draw A Cute Cupcake Monster Folding Surprise<br/><a href="https://www.youtube.com/watch?v=CGXCyzcXsYk">https://www.youtube.com/watch?v=CGXCyzcXsYk</a></p> |

***Try to include some daily physical activity during the week – take the dog for a walk, run around the yard, ride your bike, use a skipping rope, do some yoga or mindfulness etc.***

# Word Search

Create a word search using your own words list.

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

Write your word list here:

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

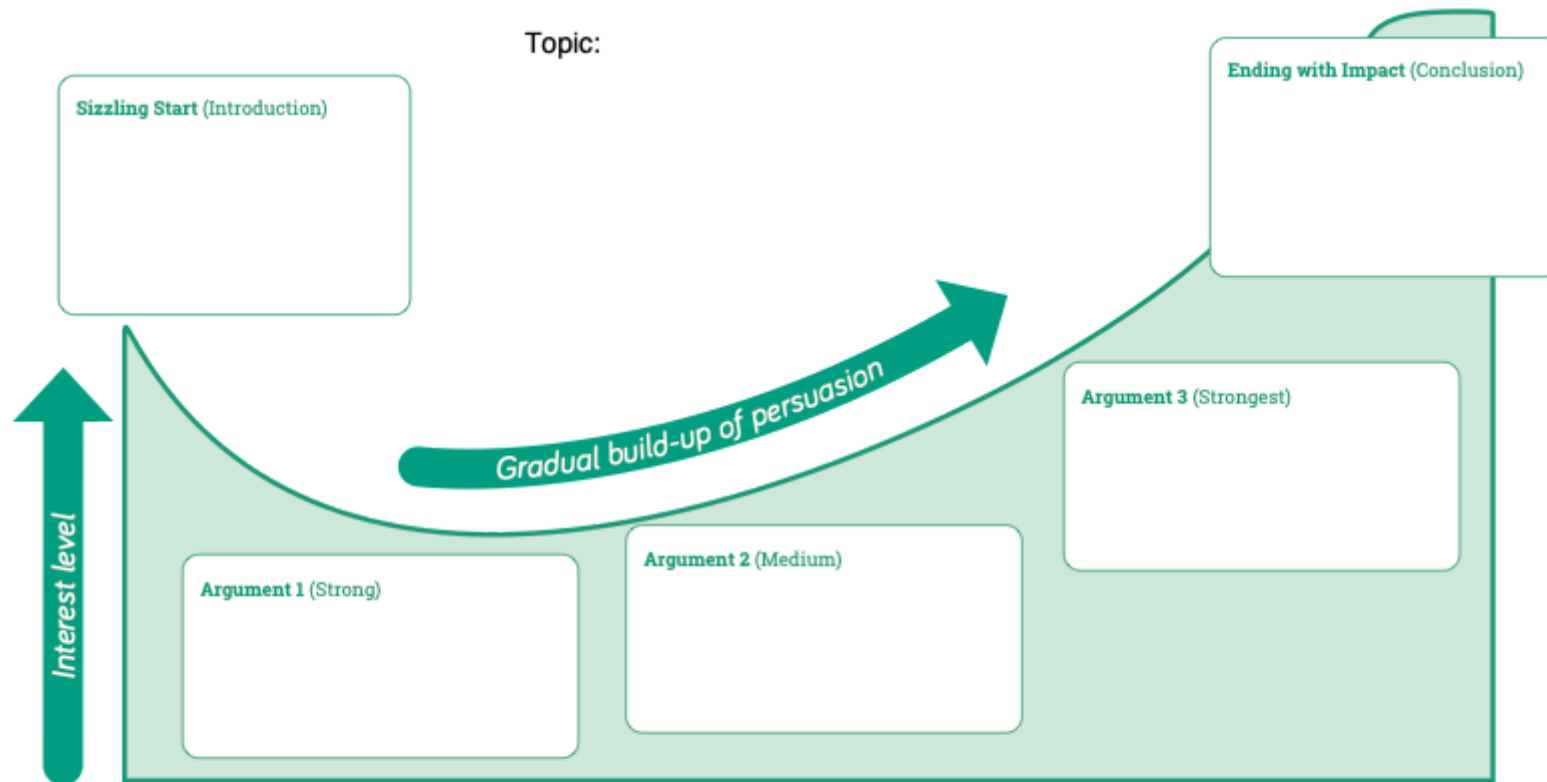
---

PMI Chart

| PLUS                                       | MINUS            | INTERESTING                                     |
|--|------------------|---|
| The Stolen Girl met other Aboriginal girls | Not much privacy | The girls helped each other stay warm in Winter |
|  |                  |   |
|  |                  |   |
|  |                  |   |
|  |                  |   |

## Persuasive Writing Graph

Topic:





# Unit 25



**or ore a aw au**    **horse core ball paw sauce**

## List Words

wall \_\_\_\_\_  
hall \_\_\_\_\_  
talk \_\_\_\_\_  
fork \_\_\_\_\_  
before \_\_\_\_\_  
because \_\_\_\_\_  
sport \_\_\_\_\_  
sure \_\_\_\_\_  
poor \_\_\_\_\_  
floor \_\_\_\_\_  
storm \_\_\_\_\_  
store \_\_\_\_\_  
draw \_\_\_\_\_  
lawn \_\_\_\_\_  
order \_\_\_\_\_  
corner \_\_\_\_\_  
fourth \_\_\_\_\_  
towards \_\_\_\_\_  
autumn \_\_\_\_\_  
August \_\_\_\_\_  
transport \_\_\_\_\_  
caught \_\_\_\_\_  
bought \_\_\_\_\_  
thought \_\_\_\_\_  
brought \_\_\_\_\_

- 1** Circle the letters that represent **or ore a aw au** in the List Words.

- 2** Write any other letters that can represent **or ore a aw au** 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 pairs of rhyming List Words.

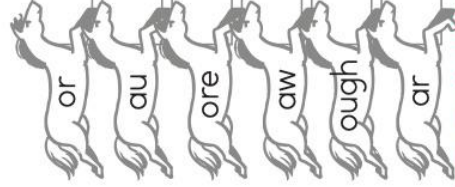
|      |      |       |       |        |        |
|------|------|-------|-------|--------|--------|
| klat | lalw | rawd  | orpo  | usre   | thuacg |
| krof | lahl | etrso | orfol | efroeb | ugobht |

- 5** Finish the word in each sentence by selecting the correct ending.

Put it in the h\_\_\_\_. (awn, all)      He is very p\_\_\_\_. (oor, alk)  
I am not s\_\_\_\_. (oor, ure)      My parrot can t\_\_\_\_. (alk, all)  
I mowed the l\_\_\_\_. (awn, alk)      I went to the st\_\_\_\_. (aw, ore)

- 6** Finish the words with **or, au, ar, ore, aw** or **ough** to represent **or ore a aw au**. Write each word in the right row. Colour the winning horse.

|          |           |          |     |          |      |           |    |
|----------|-----------|----------|-----|----------|------|-----------|----|
| dr _____ | der       | c _____  | ner | _____    | gust | bec _____ | se |
| st _____ | bef _____ | sp _____ | t   | br _____ | t    | tow _____ | ds |
| l _____  | n         | th _____ | t   | _____    | turn | b _____   | t  |



## Grapheme Chart

| letters | words |
|---------|-------|
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |



7 Join the word beginnings and endings to make List Words.

|    |     |
|----|-----|
| p  | ort |
| s  | orm |
| sp | oor |
| dr | oor |
| fl | ure |
| st | aw  |

|     |       |
|-----|-------|
| be  | wards |
| or  | gust  |
| to  | cause |
| au  | ner   |
| cor | der   |
| Au  | turn  |

8 Complete with the correct word.

one, two, three, \_\_\_\_\_ first, second, third, \_\_\_\_\_  
 eleven, twelve, thirteen, \_\_\_\_\_ ten, twenty, thirty, \_\_\_\_\_

9 Circle the **or are a aw au** words. Write them on the lines. Finish the sentences with your words.

★ The letters **ough** can represent different sounds.

rough bought although  
 tough thought drought  
 though through brought

\_\_\_\_\_ | \_\_\_\_\_ you were at home.  
 \_\_\_\_\_ | \_\_\_\_\_ my books to school.  
 \_\_\_\_\_ | \_\_\_\_\_ popcorn at the store.

10 Two words in each sentence have changed places. Rewrite the sentences with the words in the correct places.

Please pour a glass of milk for the pour lady.

Dean court the ball on the tennis caught.

The puppy we bought to school was brought at the pet store.

I am shore he will wait for us on the sure.

## Challenge

Replace a vowel with another vowel to make an **or are a aw au** word.

hill \_\_\_\_\_ hall \_\_\_\_\_ well \_\_\_\_\_ mare \_\_\_\_\_ barn \_\_\_\_\_  
 farm \_\_\_\_\_ worm \_\_\_\_\_ smell \_\_\_\_\_ shirt \_\_\_\_\_  
 flour \_\_\_\_\_ drew \_\_\_\_\_ spurt \_\_\_\_\_ share \_\_\_\_\_  
 low \_\_\_\_\_ care \_\_\_\_\_ stare \_\_\_\_\_ drown \_\_\_\_\_




# Unit 25

 **or ore a aw au**      horse core ball paw sauce


## List Words

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

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

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

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

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

or reported forcefully worldly sailor

ore Oregon adore forest spore

a ballet although waterfall shallow

aw awfully awaken seaweed crawled

au aunt auction haunt because

augh daughter draught laughter naughty

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

s \_ \_ br \_ \_ d t \_ \_ t qu \_ \_ ter appl \_ \_ d \_ \_ dience

c \_ \_ se \_ \_ t f \_ \_ tune l \_ \_ ndry appl \_ \_ se th \_ \_ tful

c \_ \_ se sw \_ \_ d h \_ \_ nt br \_ \_ t w \_ \_ drobe \_ \_ tograph

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

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

automatic applaud autograph automobile audience audible applaud autobiography

a person's life story written by him or herself \_ \_ \_ \_ \_

person's name written by him or herself often as a signature \_ \_ \_ \_ \_

works by **itself** \_ \_ \_ \_ \_ motor vehicle moving by **itself** \_ \_ \_ \_ \_

can be **heard** \_ \_ \_ \_ \_ listeners at a concert \_ \_ \_ \_ \_

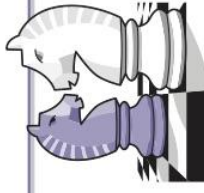
praise that can be **heard** (clapping) \_ \_ \_ \_ \_ (verb) \_ \_ \_ \_ \_ (noun)

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

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

## Grapheme Chart

| grapheme | word |
|----------|------|
|          |      |
|          |      |
|          |      |
|          |      |
|          |      |
|          |      |
|          |      |
|          |      |
|          |      |





- 8 Rewrite the sentence, changing the singular nouns to plurals. **Change** any other words to match.

➡ Go to Helpful Hints **3**, **4** and **23**.

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

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

We kept a record of the weather for a month. **rk rrr wr** **kcq ck x(k)s ch** **or ore a aw au** **dd**

It is my turn to record today's weather. **rk rrr wr** **kcq ck x(k)s ch** **or ore a aw au** **dd**

The cause of the accident was unknown. **kcq ck x(k)s ch** **or ore a aw au**

The horses galloped around the racecourse. **kcq ck x(k)s ch** **or ore a aw au**

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

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

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

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

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

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

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

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

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

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

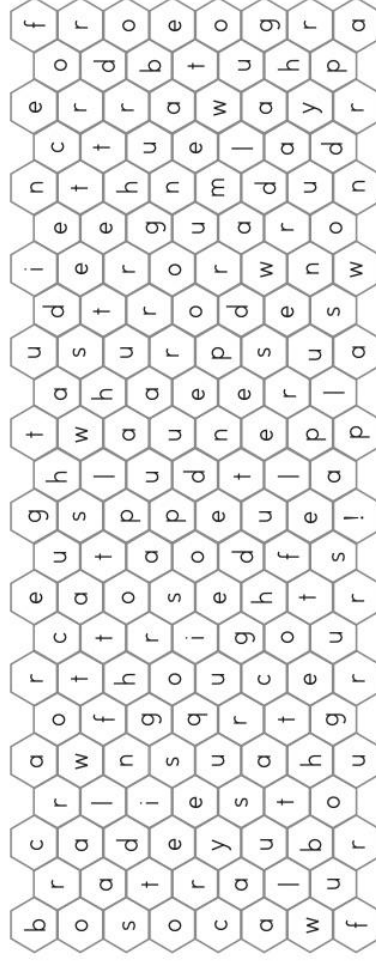
| Adjectives<br>(describing 1)      | Comparatives<br>(comparing 2) | Superlatives<br>(comparing 3 or more) |
|-----------------------------------|-------------------------------|---------------------------------------|
| My work is <b>good</b> .          | Your work is                  | His is the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

## Challenge

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

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

Hidden Word



# Unit 25

## or ore a aw au horse core ball paw sauce

### List Words

haul  
taunt  
cordial  
author  
broaden  
awfully  
daughter  
naughty  
unlawful  
sauce  
source  
tortoise  
alternate  
exhausted  
orchestra  
accordingly  
mortgage  
porcelain  
plausible  
mournful  
precaution  
automatic  
authentic  
tourniquet  
extraordinary

### Grapheme Chart

| grapheme | word |
|----------|------|
|          |      |

- Colour** the graphemes that represent **or** or **ore** or **a** or **aw** or **au** in the List Words.
- Go** to the List Words for Unit 25. **Count** the sounds and identify all the graphemes in each List Word.
- Write** any other letters that can represent **or** or **ore** or **a** or **aw** or **au** on the Grapheme Chart. **Write** one word example for each.
- Circle** the words where you hear **or** or **ore** or **a** or **aw** or **au** in each column. **Add** a List Word with the **or** or **ore** or **a** or **aw** or **au** grapheme shown, to fit on the lines in each column.



| or   | aw  | au   | a  | our   |
|--|---|--|--|---|
| according<br>coordinate<br>worthwhile<br>inspector | aware<br>withdrawn<br>seaweed<br>flawless | Australia<br>authorised<br>beautify<br>saucy | major<br>alternative<br>watchful<br>squall | resources<br>courage<br>mourning<br>adjourn |

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

our \_\_\_\_\_, or \_\_\_\_\_, ort \_\_\_\_\_, aw \_\_\_\_\_, augh \_\_\_\_\_,  
au \_\_\_\_\_, hau \_\_\_\_\_, au \_\_\_\_\_, or \_\_\_\_\_,  
\_\_\_\_\_ au \_\_\_\_\_, or \_\_\_\_\_, aor \_\_\_\_\_.

- Rewrite** these List Words adding the missing graphemes for **or** or **ore** or **a** or **aw** or **au**.

tnt \_\_\_\_\_ unful \_\_\_\_\_ thentic \_\_\_\_\_  
hl \_\_\_\_\_ brden \_\_\_\_\_ chestra \_\_\_\_\_  
sce \_\_\_\_\_ mnful \_\_\_\_\_ tomatic \_\_\_\_\_  
sce \_\_\_\_\_ ttoise \_\_\_\_\_ lternate \_\_\_\_\_  
nty \_\_\_\_\_ mgage \_\_\_\_\_ triquet \_\_\_\_\_

- Build** word families with these base words and the beginnings and endings in the brackets. **Use** your dictionary for correct spelling.

**source**  
(s, re, re/full)

**author**  
(ise, ation, un/ed)

**orchestra**  
(ate, al, ation)

**authentic**  
(ly, ate, ity)



- 8 Fill the empty sound boxes to represent the sounds you hear in each homograph.

Go to Helpful Hint 25.

My friend and I **alternate** between swimming and tennis on Mondays. (verb)

 or **ore a aw au**  **ll**  **tt**  **n nn kn**  **tt**

We play netball and volleyball on **alternate** Tuesdays. (adjective)

 or **ore a aw au**  **ll**  **tt**  **n nn kn**  **tt**

- 9 Complete the sentences containing comparisons, using the words in the brackets.

Go to Helpful Hint 10.

The author's daughter was the \_\_\_\_\_ of all the children at the Resource Centre. (**naughty**)  
 Rivers are \_\_\_\_\_ at the mouth as they enter the sea, than at the source in the mountains. (**broad**)  
 This red cordial is even \_\_\_\_\_ than the orange cordial. (**awful**)  
 Our dog had the \_\_\_\_\_ look you could ever see on a dog's face. (**moumful**)

- 10 Circle the correctly spelled plural form of the word or words in each pair.

★ To form plurals of hyphenated words, make the main word plural, for example *daughter-in-law* becomes *daughters-in-law*. The other words stay the same.

Go to Activity 7 page 34, Activity 7 page 42, and Helpful Hints 3, 4 and 5.

|          |             |                |           |          |          |           |           |
|----------|-------------|----------------|-----------|----------|----------|-----------|-----------|
| axes     | speechs     | mother-in-laws | pianoes   | potatoes | studios  | zeroes    | volcanoes |
| axises   | speeches    | mothers-in-law | pianos    | potatos  | studios  | zeros     | volcanos  |
| diaries  | secretaries | sister-in-laws | convoies  | shelves  | chieves  | wolves    | cheves    |
| diarys   | secretarys  | sisters-in-law | convoys   | shelfs   | chiefs   | wolfs     | chefs     |
| climaxs  | cemeteries  | passer-bys     | spoonsful | media    | fungi    | aircraft  | trout     |
| climaxes | cemeterys   | passers-by     | spoonfuls | mediums  | funguses | aircrafts | trouts    |

## Challenge

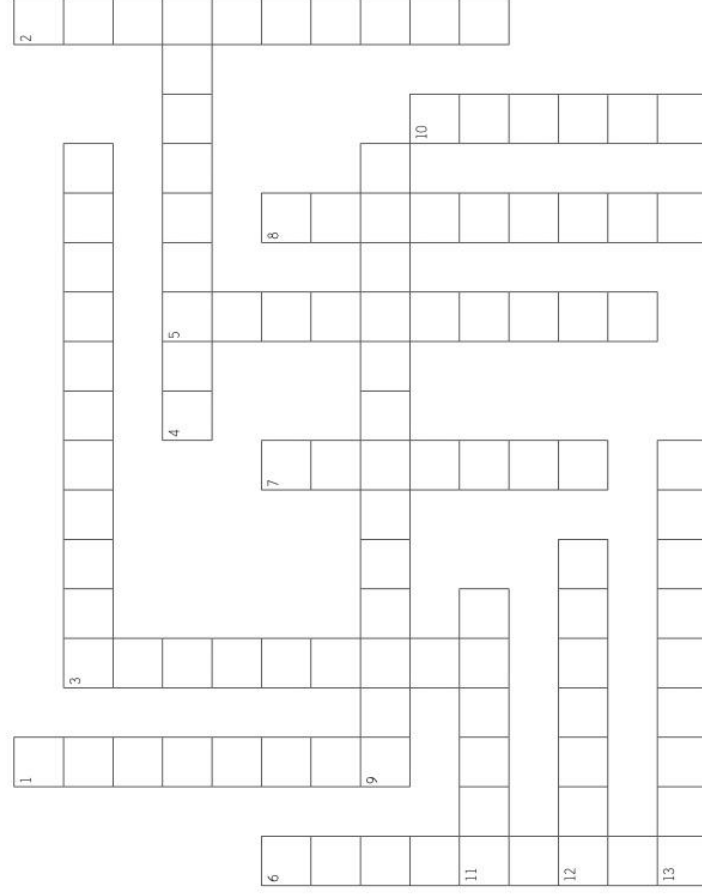
Write List Words that are synonyms for the Crossword clues.

### Across

3. as needed
4. genuine
9. extreme
11. beginning
12. widen
13. fatigued

### Down

1. agreement to repay a loan
2. safety measure
3. acts by itself
5. band to stop flow of blood
6. believable
7. warm and friendly
8. fine china
10. creator, usually of books



Multiplication Speed Test

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

$8 \times 4 =$

$5 \times 3 =$

$2 \times 6 =$

$6 \times 3 =$

$9 \times 7 =$

$3 \times 4 =$

$6 \times 9 =$

$4 \times 8 =$

$4 \times 2 =$

$4 \times 4 =$

$4 \times 3 =$

$1 \times 7 =$

$8 \times 7 =$

$6 \times 7 =$

$6 \times 4 =$

$9 \times 3 =$

$8 \times 5 =$

$7 \times 5 =$

$4 \times 9 =$

$5 \times 6 =$

$9 \times 4 =$

$2 \times 1 =$

$2 \times 9 =$

$8 \times 3 =$

$4 \times 3 =$

$5 \times 4 =$

$9 \times 6 =$

$9 \times 2 =$

$8 \times 6 =$

$7 \times 4 =$

$6 \times 5 =$

$8 \times 9 =$

$3 \times 1 =$

$7 \times 4 =$

$7 \times 8 =$

$6 \times 3 =$

$6 \times 8 =$

$8 \times 9 =$

$4 \times 7 =$

$6 \times 9 =$

$4 \times 5 =$

$7 \times 3 =$

$4 \times 6 =$

$9 \times 8 =$

$3 \times 9 =$

$7 \times 3 =$

$7 \times 6 =$

$8 \times 2 =$

$3 \times 6 =$

$4 \times 9 =$

$6 \times 6 =$

$5 \times 9 =$

$7 \times 7 =$

$2 \times 8 =$

$7 \times 6 =$

$3 \times 8 =$

$8 \times 7 =$

$2 \times 2 =$

$3 \times 2 =$

$6 \times 2 =$

$9 \times 9 =$

$3 \times 3 =$

$2 \times 4 =$

$4 \times 8 =$

$5 \times 1 =$

$5 \times 8 =$

$2 \times 7 =$

$4 \times 7 =$

$7 \times 1 =$

$7 \times 8 =$

$8 \times 3 =$

$8 \times 4 =$

$1 \times 6 =$

$6 \times 8 =$

$7 \times 2 =$

$8 \times 2 =$

$7 \times 2 =$

$7 \times 9 =$

$8 \times 6 =$

$7 \times 9 =$

$6 \times 7 =$

$1 \times 9 =$

$8 \times 1 =$

$6 \times 4 =$

$8 \times 8 =$

$6 \times 2 =$

$3 \times 7 =$

$5 \times 7 =$

$2 \times 3 =$

$4 \times 6 =$

# Calculating – adding decimal fractions

How do we add decimal fractions using a written strategy?

We arrange the numbers so the place values line up and then we start with the smallest value.

We first add the tenths, 9 tenths and 4 tenths is 13 tenths.

We rename this as 1 unit and 3 tenths.

We write the 3 in the tenths column and move the unit to the units column.

Then we add the units,  $1 + 4 + 6 = 11$

Don't forget the decimal point in your answer!

$$\begin{array}{r} 14.9 \\ + 6.4 \\ \hline 11.3 \end{array}$$

- 1 Add these decimal numbers. The first one has been done for you.

$$\begin{array}{r} \text{a} \quad 4.2 + 3.3 \\ + 3.4 + 4.4 \\ \hline 7.6 + 7.7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 8.4 + 2.2 \\ + 3.4 + 6.6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 6.0 + 4.4 \\ + 2.5 + 1.1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 3.0 + 7.7 \\ + 9.2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 4.1 \\ + 3.4 + 4.4 \\ \hline \end{array}$$

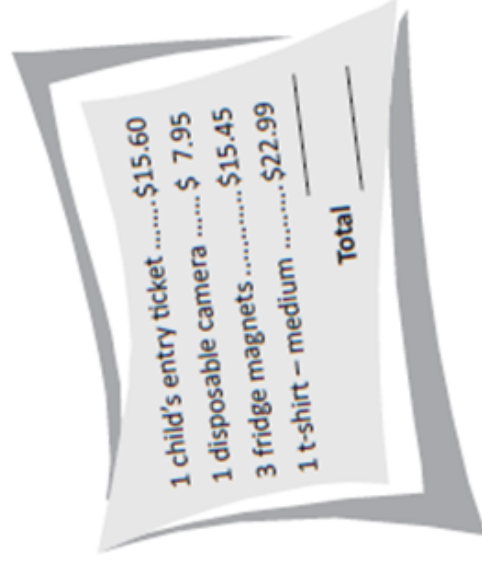
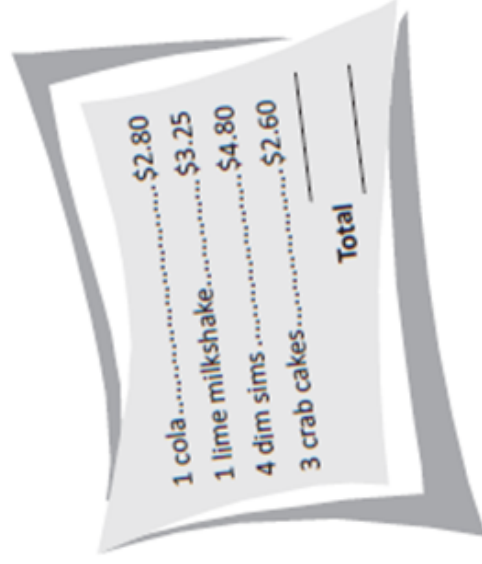
$$\begin{array}{r} \text{f} \quad 7.0 + 2.2 \\ + 1.8 + 7.7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 4.7 + 2.2 \\ + 2.6 + 0.7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 4.5 + 7.1 \\ + 3.1 + 3.4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i} \quad 6.4 + 2.3 \\ + 1.0 + 4.4 \\ \hline \end{array}$$

- 2 We use the same process when adding more than two numbers. Add these bills:





## Calculating – subtracting decimal fractions

How do we subtract decimal fractions using a written strategy?

We arrange the numbers so the place values line up and then we start with the smallest value.

We first subtract the tenths. We have 4 tenths, can we subtract 5 tenths?

No, so we rename a unit as 10 tenths. Now we have 14 tenths. 14 tenths subtract 5 tenths is 9 tenths.

We have 5 units, can we takeaway 3 units? Yes, the answer is 2.

$$\begin{array}{r} 5 \cancel{4} . 14 \\ - 3 . 5 \\ \hline 2 . 9 \end{array}$$

### 1 Solve these problems:

$$\begin{array}{r} \text{a} \quad 4 \quad 2 . 5 \\ - 3 \quad 4 . 4 \\ \hline \end{array} \qquad \begin{array}{r} \text{b} \quad 8 \quad 6 . 2 \\ - 3 \quad 4 . 6 \\ \hline \end{array} \qquad \begin{array}{r} \text{c} \quad 3 \quad 2 . 7 \\ - 2 \quad 0 . 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 7 \quad 4 \quad 0 \\ - 5 \quad 2 \quad 5 \\ \hline \end{array} \qquad \begin{array}{r} \text{e} \quad 2 \quad 4 \quad 7 \\ - 2 \quad 1 \quad 5 \\ \hline \end{array} \qquad \begin{array}{r} \text{f} \quad 6 \quad 7 \quad 2 \\ - 4 \quad 5 \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 3 \quad 2 \quad 8 \quad 5 \\ - 2 \quad 1 \quad 6 \quad 3 \\ \hline \end{array} \qquad \begin{array}{r} \text{h} \quad 7 \quad 4 \quad 1 \quad 4 \\ - 1 \quad 2 \quad 0 \quad 1 \\ \hline \end{array} \qquad \begin{array}{r} \text{i} \quad 7 \quad 6 \quad 3 \quad 3 \\ - 2 \quad 0 \quad 2 \quad 5 \\ \hline \end{array}$$

Sometimes we have to work with numbers that have a different amount of digits such as  $8.4 - 5.35$ . When this happens, we rename. 4 tenths becomes 40 hundredths:  $8.40 - 5.35$

### 2 Rename these problems and solve:

$$\begin{array}{r} \text{a} \quad 1 \quad 6 . 5 \\ - 3 \quad 3 \quad 8 \\ \hline \end{array} \qquad \begin{array}{r} \text{b} \quad 7 \quad 1 \quad 7 \\ - 3 \quad 4 \\ \hline \end{array} \qquad \begin{array}{r} \text{c} \quad 8 \quad 9 . 2 \\ - 4 \quad 7 \quad 2 \\ \hline \end{array}$$

**Budgets**

Calculate the total expenses for each budget. Then calculate the balance leftover.

| Monthly Budget<br>A |        | Monthly Budget<br>B |        | Monthly Budget<br>C |      |
|---------------------|--------|---------------------|--------|---------------------|------|
| Income              |        | Income              |        | Income              |      |
| Salary              | \$5000 | Wages               | \$4000 | Pocket money        | \$40 |
|                     |        |                     |        | Chores              | \$20 |
| Expenses            | \$     | Expenses            | \$     | Expenses            | \$   |
| Home loan           | 850    | Rent                | 2000   |                     |      |
| Groceries           | 1200   | Groceries           | 1000   | Canteen snacks      | 20   |
| Electricity         | 350    | Electricity         | 250    | Toys                | 20   |
| Water               | 150    | Water               | 100    |                     |      |
| Insurance           | 150    | Car Insurance       | 75     | Total expenses      |      |
| Pay TV              | 40     | Sport               | 50     |                     |      |
| Take away           | 80     | Going out           | 90     |                     |      |
| Total expenses      |        | Total expenses      |        |                     |      |
|                     |        |                     |        |                     |      |
| Balance left over   |        | Balance left over   |        | Balance left over   |      |

Household A wants to save for a new kitchen that will cost \$10 000. How many months will it take them to save the money?

Create your own budget below:

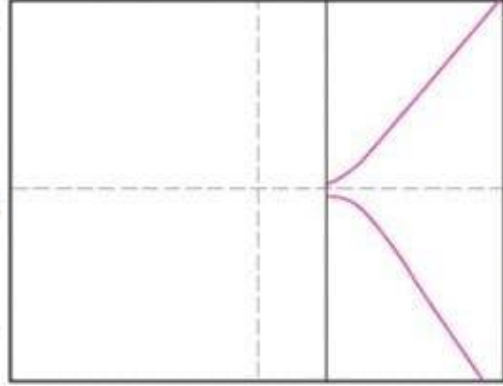
| Monthly Budget    |    |
|-------------------|----|
| Income            |    |
|                   |    |
|                   |    |
|                   |    |
|                   |    |
| Expenses          | \$ |
|                   |    |
|                   |    |
|                   |    |
|                   |    |
|                   |    |
|                   |    |
| Balance left over |    |

How much can you save per month?

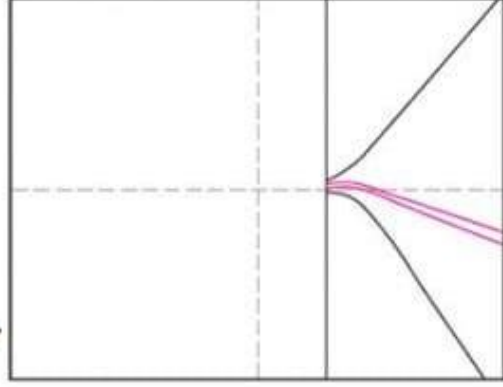
# Draw a Vanishing Point Landscape



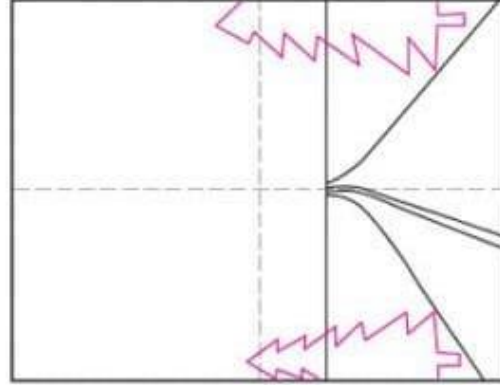
1. Draw a horizon line.



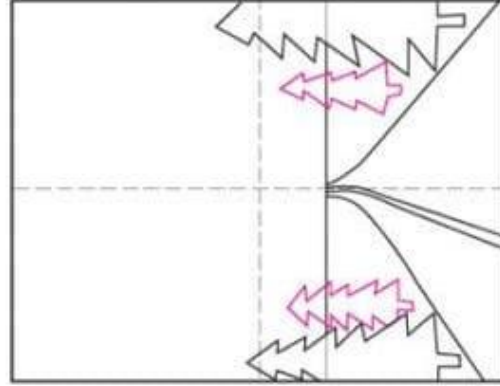
2. Draw two lines for the road.



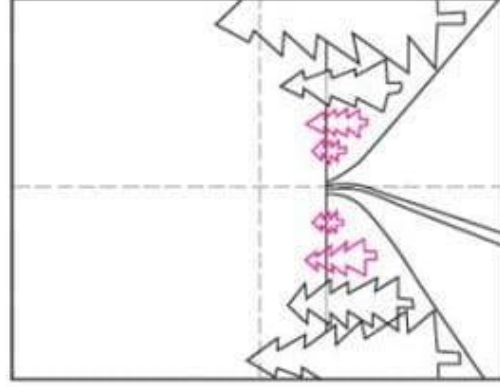
3. Add center road stripe.



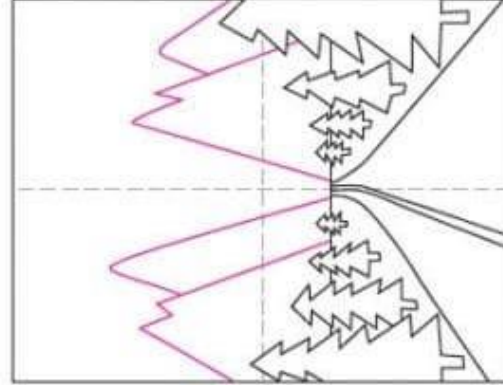
4. Draw two large trees.



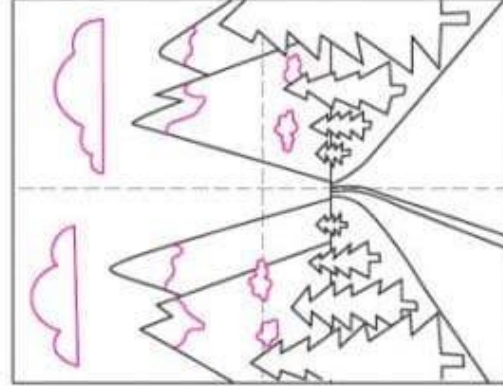
5. Erase inside, draw two smaller.



6. Draw four smaller trees.



7. Draw the mountains.



8. Add snowcaps and clouds.



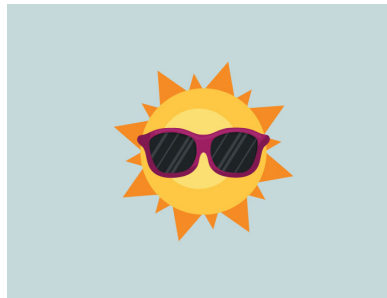
9. Trace with a marker and color.

## **PDHPE**

### **Sun Safety**

1. Brainstorm all of the information you already know about sun safety.
2. Where did you learn this information?
3. Have you learnt anything about sun safety from the media?
4. What are some types of media could you use to educate people about sun safety? e.g. TV, Radio, Facebook.
5. Investigate the current health information on sun safety and take notes on:
  - Key sun protection information
  - Which organisations focus on sun protection?
  - Which websites have the most reliable and useful information? How do you know?
  - Why is sun protection information important to learn about?
6. Create a persuasive advertisement or poster on sun safety.

Upload your information on safety and your advertisement or poster to your Google Classroom.

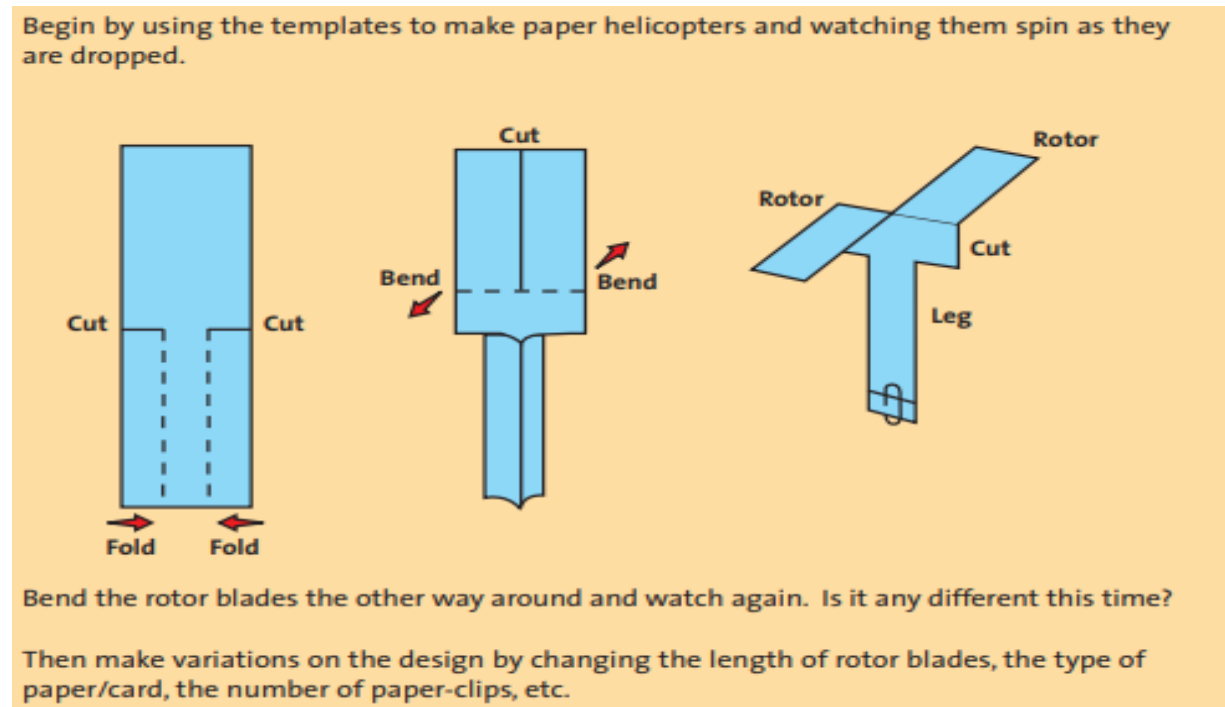


# Science and Technology

## What is a Gyrocopter

<https://www.youtube.com/watch?v=uGuOQbyXVKc>

Complete the experiment and use the sheet attached or your book to record your findings. Upload a picture or video of your experiment to your Google Classroom.





# Can we make places disaster proof?

Natural disasters, like floods, cause great hardship for many people and their communities. It is important for local governments to reduce the risk of natural disasters in their area. The best way to do this is to plan ahead. Most councils may have a Flood Risk Management Plan.

If you were in charge of a town or city how would you plan for it to have an A+ Flood Risk Management Plan?

1

First, plan your city or town. You can make your own town or city by drawing a map, building a model or creating a digital version. Or you can use a real map of your own town or city. You can also build a town or city with a partner or group.

a Where is your area located?

b What is its climate type? (Include weather patterns)

c What type of settlement is it? (single houses, high rise, commercial, industrial, agricultural, mixed)

d What are the demographics? (population – mostly families, couples, retired, culture – does everyone speak English?)

2

Use this information to help you plan your Flood Risk Management Plan?





## 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** – m4cmyt6 | **56C** – lexmq67 | **5L** – 7pg4b5t | **45J** – k6cd4jx