

## Teaching & Learning Activities – Stage 3 Term 2 Week 4

Please complete the activities in your homework book.



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>English</b></p> <p>Read one chapter of a novel/text of your selection. Use the Blooms questions and complete 1 <b>knowledge</b> question.</p> <p><b>Brain Break</b></p> <p>Thumb pointing challenge</p> <p>Clench your left fist and give a 'thumbs up' sign. With your right hand, keep your thumb tucked in and point your pointer finger directly at the raised thumb on the left hand.</p>	<p><b>English</b></p> <p>Read one chapter of a novel/text of your selection. Use the Blooms questions and complete 1 <b>comprehension</b> question.</p> <p><b>Complete an author study</b> on your favourite author.</p> <p>Your author study should include:</p> <ul style="list-style-type: none"> <li>• Author's name</li> <li>• Date of birth</li> <li>• Where he/she was born</li> <li>• Facts about his/her life</li> <li>• List of books he/she has written</li> <li>• Your favourite book</li> </ul>	<p><b>English</b></p> <p>Read one chapter of a novel/text of your selection. Use the Blooms questions and complete 1 <b>application</b> question.</p> <p><b>Continue yesterday's author study.</b></p> <p><b>Spelling:</b> Use the soundwaves login to access this week's activity sheets. If you are able to print out activity pages or you could copy them into your book.</p>	<p><b>English</b></p> <p>Read one chapter of a novel/text of your selection. Use the Blooms questions and complete 1 <b>analysis</b> question.</p> <p>Sentence of the Day – Sentences can also be made by joining two simple sentences with the word 'while'.</p> <p>For example: The children wiped up. Dad washed the dishes.</p> <p>The children wiped up <b>while</b> dad washed the dishes.</p>	<p><b>English</b></p> <p>Read one chapter of a novel/text of your selection. Use the Blooms questions and complete 1 <b>synthesis</b> and evaluation question.</p> <p>Brain Break</p> <p>My Day mime</p> <p>You have 30 seconds to act out what you have done so far today – starting with waking. You must do this silently and see if anyone can guess what you did.</p> <p>Use the</p>

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<p>Then switch positions, with the left pointer finger pointing at the right hand's raised thumb. Swap between these two positions and try to improve your speed and coordination.</p> <p><b>Writing</b> – Don't get confused between an explanation and a procedure. Procedures tell us the steps we need to do something. Explanations tell us how things work using scientific &amp; technical terms. Write an explanation - How volcanoes erupt.</p> <p><b>Spelling:</b> Use the soundwaves login to access this week's activity sheets. If you are able to print out the brainstorming page for this week's sound I for lizard (unit 14).</p> <p><b>Y6 turn053 Y5 love672</b></p>	<p>and reasons why it is your favourite.</p> <ul style="list-style-type: none"> <li>• Pictures of the author and their books</li> </ul> <p>This is just the basic amount of information needed. Add information that you think is interesting, decorate your work etc.</p> <p>Spelling: Use the soundwaves login to access this week's activity sheets. If you are able to print out the segmenting page or complete it online for this week's sound (unit 14).</p> <p><b>Library Time</b></p> <p>Mrs Bedingfield has included this interesting website for you to explore</p> <p><a href="https://thekidshouldsee.this.com/">https://thekidshouldsee.this.com/</a></p>	<p><b>Library Time</b></p> <p>Mrs Bedingfield has included this interesting website for you to explore</p> <p><a href="https://thekidshouldsee.this.com/">https://thekidshouldsee.this.com/</a></p>	<p>Complete these sentences:</p> <ul style="list-style-type: none"> <li>• Peter mowed the lawn while</li> <li>• Taylor waited while</li> <li>• We minded our friends' dogs while</li> <li>• The storm raged while</li> <li>• We sheltered near the shops while</li> </ul> <p>Spelling: Use the soundwaves login to access this week's activity sheets. If you are able to print out activity pages or you could copy them into your book.</p>	<p><a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a> to read a story or article that interests you, there is a quiz at the end of the story.</p> <p>Spelling: Use the soundwaves login to print out games sheets or complete the online games available for this week's sound.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>This week we are learning about time.</p> <p>Complete the time facts for the following:</p> <p>60 seconds =</p> <p>60 minutes =</p> <p>24 hours =</p> <p>7 days =</p> <p>14 days =</p> <p>365 days =</p> <p>366 days =</p> <p>52 weeks =</p> <p>12 months =</p> <p>Look at the examples below to see how we can convert different units of time.</p> <p><u>Converting from larger to smaller units:</u></p> <p><b>Convert 10 minutes to seconds</b></p> <p>1 minute = 60 seconds, 10 minutes is ten times 1</p>	<p><b>Mathematics</b></p> <p>Watch the video Late again! - <a href="http://education.abc.net.au/home#!/media/1566174/late-again">http://education.abc.net.au/home#!/media/1566174/late-again</a> – on the ABC Splash website.</p> <ul style="list-style-type: none"> <li>• A 24-hour clock does not need to display 'a.m' or 'p.m'. The time of 6:30 is displayed on a 24-hour clock as either 6:30 for morning or 18:30 for the afternoon. The 18:30 means 18 hours and 30 minutes since or past midnight.</li> <li>• 24-hour time may also be displayed in a four-digit notation as follows - 8:15 am is written as 0815 hours.</li> </ul> <p>24-hour time is read differently to 12-hour time. For example, the time 3:00 is read as, “Oh three hundred hours”. The 24-hour time 14:00 (2pm) is read as,</p>	<p><b>Mathematics</b></p> <p>What is a timetable? A timetable is a type of schedule that sets out times at which events take place.</p> <p>We will be looking at timetables more in the next few lessons.</p> <p>Create a timetable to represent your weekday routine using 12-hour time (analogue and digital), and 24-hour time. The Daily Timetable worksheet may be used (refer to pages below).</p> <p>Pick two of the 24-hour times you have recorded in your daily timetable, and write down how you would read the time. For example, 0500 is read as ‘zero five hundred hours’. 1400 is read as ‘fourteen hundred hours’. 1830 is read as ‘eighteen thirty hours’.</p>	<p><b>Mathematics</b></p> <p>In the pages below there is a train timetable attached. The timetable shows the Western train line. We can use this timetable to plan trips to different places.</p> <p>For example, if I board the train from Penrith at 16:18, I will arrive at Blacktown at 16:41.</p> <p>Use the train timetable to answer the following questions.</p> <p>Is the timetable set in 12-hour time or 24-hour time?</p> <p>What time does the earliest train from Emu Plains leave?</p> <p>If I wanted to arrive at Parramatta at 17:26, what time would I need to leave from Penrith?</p> <p>What time does the last train leave Penrith?</p>	<p><b>Mathematics</b></p> <p>We can work out how long a trip was by using different strategies.</p> <p>We can add and subtract time using bridging strategies. For example, from 2:45 to 3:00 is 15 minutes and from 3:00 to 5:00 is 2 hours, so the time from 2:45 until 5:00 is 15 minutes + 2 hours = 2 hours 15 minutes.</p> <p>When we are finding the difference between two 24-hour times, we can use the split strategy. To find the time between 07:25 and 18:30, calculate the difference between the hours first, and then the minutes. For example, <math>18 - 7 = 11</math> hours, <math>30 - 25 = 5</math> minutes, therefore duration is 11 hours and 5 minutes.</p> <p>Find out how long each</p>

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<p>minute, So 10 minutes = 10 times 60 seconds = 10 x 60 = 600 seconds.</p> <p><u>Converting from smaller units to larger units:</u></p> <p><b>Convert 240 hours to days</b></p> <p>1 day = 24 hours We have 240 hours Because 240 hours is equal to 10 lots of 24 hours (i.e. 10 x 24)</p> <p>240 hours = <math>240 \div 10 = 24</math> days</p> <p><u>Covert to mixed units:</u></p> <p><b>Convert 75 minutes to hours and minutes</b></p> <p>1 hour = 60 minutes 75 minutes = 60 minutes + 15 minutes = 1 hour 15 minutes</p> <p><u>Two step conversion</u></p> <p><b>Convert 10 hours to</b></p>	<p>“fourteen hundred hours”.</p> <p>Make a clock face with the twelve-hour markings shown in the inner circle and the twenty-four hour markings on an outer circle as in the diagram on the pages below. This can be used to help convert between 12-hour and 24-hour time.</p> <p>Convert the 12-hour times to 24-hour times.</p> <p>4:55am 1:00pm 6:20pm 11:59pm 7:33am 12:00am</p> <p>Convert the following 24-hour times to 12 hour times. Make sure you write whether it is am or</p>	<p><b>Mathletics-</b> Log on and complete activities set by your teacher every day. Have a go at the game and other online activities.</p> <p><b>PDHPE</b></p> <p>Circuits</p> <p>Set up 5 stations in your yard. Each activity will go for 2 mins with 1 minute rest in between each activity. See if you can do at least 2 or 3 rotations.</p> <ol style="list-style-type: none"> <li>1. Skipping rope- 2mins</li> <li>2. 1 min rest</li> <li>3. Step ups- use a step or a bench</li> <li>4. 1 min rest</li> <li>5. Push ups - as many as you can</li> <li>6. 1 minute rest</li> <li>7. Jumping jacks/star jumps</li> </ol>	<p><b>Mathletics-</b> Log on and complete activities set by your teacher every day. Have a go at the game and other online activities.</p>	<p>trip took by using the bridging strategy.</p> <p>2:20pm – 3:10pm 5:17pm – 7:05pm 6:59am – 9:41am 4:10pm – 9:35pm</p> <p>Find out how long each trip took by using the split strategy.</p> <p>05:30 – 11:45 03:15 – 17:48 09:02 – 20:10 14:55 – 23:57</p> <p><b>Mathletics-</b> Log on and complete activities set by your teacher every day. Have a go at the game and other online activities.</p>

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<p><b>seconds</b></p> <p>Firstly convert to minutes:</p> <p>1 hour = 60 minutes</p> <p>10 hours = 10 x 60 minutes = 600 minutes</p> <p>Then convert the minutes to seconds:</p> <p>1 minute = 60 seconds</p> <p>10 hours or 600 minutes = 600 x 60 seconds = 36 000 seconds, i.e. 10 hours = 36 000 seconds</p> <p>In your workbooks/google docs, convert your age in years to months, days, hours, minutes and seconds. Set your response as below and show working. Calculators may be used.</p> <p>My age in years is</p> <p>My age in months is</p> <p>My age in days is</p> <p>My age in hours is</p> <p><b>Mathletics-</b> Log on and</p>	<p>pm.</p> <p>13:55</p> <p>9:44</p> <p>19:08</p> <p>8:25</p> <p>21:55</p> <p>6:01</p> <p><b>Mathletics-</b> Log on and complete activities set by your teacher every day. Have a go at the game and other online activities.</p> <p>Watch 'Behind the News' on ABC Me. Choose your favourite story. Write a summary of the story.</p>	<p>8. 1 min rest</p> <p>9. Walk /run around the yard as many times as you can in 2 mins.</p> <p>10. 1 minute rest</p>		

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	complete activities set by your teacher every day. Have a go at the game and other online activities.				
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Creative Arts</b></p> <p>Make your own musical instrument using bits and pieces around the house. It can be as simple as a horn made out of paper/cardboard, chimes made from old spoons/forks, keyboards made from boxes and metal strips etc. <b>BUT</b> you must be able to play it!! Or at least make a noise with it.</p> <p>Remember- you can't buy it, it has to be made from odds and ends.</p>	<p><b>Science and technology</b></p> <p>Galileo Galilei was an Italian astronomer who was known as the "father of modern science." Watch the YouTube Clip 'Galileo and his Big Idea' <a href="https://www.youtube.com/watch?v=REUdIA44vuY">https://www.youtube.com/watch?v=REUdIA44vuY</a> and read the attached sheet below.</p> <p>Based on the information provided, write 2 detailed paragraphs summarising and explaining the importance of Galileo's work in modern science.</p>	<p><b>History</b></p> <p>Everybody has rights that are protected by law, including children under the age of 18. Paste the following link into your browser to read about your rights <a href="https://sites.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf">https://sites.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf</a></p> <p>Watch the following two videos to learn about children that were forced to immigrate to Australia as 'Child Migrants' and who the 'Forgotten Australians' are: <a href="https://education.abc.net.au/home#!/media/3385578/the-forced-">https://education.abc.net.au/home#!/media/3385578/the-forced-</a></p>	<p><b>Science and technology</b></p> <p>Students play coding games that teaches them how to build houses using 3d objects on Tinkekad. Students explore coding websites that explore the factors of radius, depth, width and length to create 3D shapes which can be viewed from a number of angles.</p> <p>Websites include Tinkekad, Blockly games and Scratch.</p>	<p><b>PDHPE</b></p> <p>Go to : <a href="https://www.healthyactivekids.com.au/teachers/online-video/healthy-habits-healthy-you/">https://www.healthyactivekids.com.au/teachers/online-video/healthy-habits-healthy-you/</a></p> <p>Click- Lesson Plans Australian Curriculum</p> <p>Unit 1 Food and Nutrition</p> <p>Lesson 6 Hydration- The Importance of Water</p> <p>Complete Activity C – Watch video It's Great To Hydrate</p> <p>Activity D Game – Jimmy's Thirsty</p>

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<p><b>MASTERCLASS MONDAY OVERARM THROW</b></p> <p><b>ONE DRIVE LINK</b> - <a href="https://1drv.ms/v/s!AiqRJXTAevfPgiRendqU8XpOkw8r?e=cJGutr">https://1drv.ms/v/s!AiqRJXTAevfPgiRendqU8XpOkw8r?e=cJGutr</a></p> <p><b>YOUTUBE LINK -</b> <a href="https://youtu.be/1_ggBt7lhSQ">https://youtu.be/1_ggBt7lhSQ</a></p>	<p><b>TRICKY TUESDAY</b></p> <p><b>Movement Breaks</b></p> <p><b>ONE DRIVE LINK</b> - <a href="https://1drv.ms/v/s!AiqRJXTAevfPgiXH6uFUEA3BxuSD?e=SzYjTw">https://1drv.ms/v/s!AiqRJXTAevfPgiXH6uFUEA3BxuSD?e=SzYjTw</a></p> <p><b>YOUTUBE LINK -</b> <a href="https://youtu.be/6uuSroqDQws">https://youtu.be/6uuSroqDQws</a></p> <p>Try adding your own activities to make a circuit: e.g. skipping.</p>	<p><a href="https://education.abc.net.au/home#!/media/86460/-forgotten-australians-and-lost-innocents-">migration-of-children-to-postwar-australia</a></p> <p><a href="https://education.abc.net.au/home#!/media/86460/-forgotten-australians-and-lost-innocents-">https://education.abc.net.au/home#!/media/86460/-forgotten-australians-and-lost-innocents-</a></p> <p>Look at the attached photographs in the pages below and the information you read and heard to complete the questions.</p> <ol style="list-style-type: none"> <li>1. When were Child Migrants brought out to Australia?</li> <li>2. Why were they sent here by the British Government?</li> <li>3. Why did our Government want them to come?</li> <li>4. Who were the Forgotten Australians?</li> <li>5. Describe details of</li> </ol>	<p><b>TIK TOK THURSDAY</b></p> <p><b>ONE DRIVE LINK -</b> <a href="https://1drv.ms/v/s!AiqRJXTAevfPgiZpPW-2VC6V-F?e=Fqq1sE">https://1drv.ms/v/s!AiqRJXTAevfPgiZpPW-2VC6V-F?e=Fqq1sE</a></p> <p><b>YOUTUBE LINK -</b> <a href="https://youtu.be/EvXnCdPcrO8">https://youtu.be/EvXnCdPcrO8</a></p>	<p><b>FLASHBACK FRIDAY</b></p> <p><b>ONE DRIVE LINK -</b> <a href="https://1drv.ms/v/s!AiqRJXTAevfPjihOI7Qy0wqKF_x-?e=J3g84i">https://1drv.ms/v/s!AiqRJXTAevfPjihOI7Qy0wqKF_x-?e=J3g84i</a></p> <p><b>YOUTUBE LINK -</b> <a href="https://youtu.be/NyG4T_YjRTg">https://youtu.be/NyG4T_YjRTg</a></p>

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		<p>what the children's lives were like in Australia.</p> <p>6. Think about the Child's Rights that you read. Which ones do you think many Child Migrants and Forgotten Australian's did not receive? Who should have made sure they had those rights?</p> <p>7. How do you think the children might have felt at the beginning, during, and end of their experience in these institutions?</p> <p><b>WORKOUT WEDNESDAY</b></p> <p>ONE DRIVE LINK  - <a href="https://1drv.ms/v/s!AiqRJXTAevfPgjbEDsptxzVcGz4e?e=UgbFcm">https://1drv.ms/v/s!AiqRJXTAevfPgjbEDsptxzVcGz4e?e=UgbFcm</a></p>		



### Bloom's Taxonomy Book Review Questions

<b>Knowledge</b> <b>1 Point Each</b>	<b>Comprehension</b> <b>2 Points Each</b>	<b>Application</b> <b>3 Points Each</b>	<b>Analysis</b> <b>4 Points Each</b>	<b>Synthesis</b> <b>5 Points Each</b>	<b>Evaluation</b> <b>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 the 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	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?		

			what would be different.				
List five new words you learned in the book. Write down their dictionary pronunciation and meaning.	What kind of book is this? List three evidences of this	What would the main character be likely to do if s/he visited out 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, tell 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 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. Tell 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 does he or she solve it?	List the five major events in the story in the correct order.	Tell about a time something similar to what happened in the story happened to you or to someone you know.	Tell 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?	Tell 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.	Tell 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 evidences of this.	List the places in the book that are important. Make up a map including these places as you imagine they may look.	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 for?		
What is the time period in which the book happens?	What did the title have to do with the book?	What changes would have to be made if the book occurred 200 years ago?	Compare two of the characters in this book.	The climax of any book or story is the exciting or interesting part. Tell what you think is the	If you were the main character, how would you have reacted to an event in the book?		

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				climax of the book and why.			
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8 **Unjumble** the words that all end with **le, al, el** represented by **le, al, el**

The tiny leelssv) \_\_\_\_\_ struggled bravely through the huge waves during the storm.

The (acilnhppr) \_\_\_\_\_ of the school parcelled up the undamaged hats to send to needy children.

Our school code of behaviour follows the (ceilhppr) \_\_\_\_\_ of caring for all people and things.

I didn't want to mess up my hair (elyts) \_\_\_\_\_ as I climbed over the (elts) \_\_\_\_\_ at the fence.

We took the car for a (alrt) \_\_\_\_\_ run before we bought it to make sure it drove properly.

We were each given a pass that would (enelrt) \_\_\_\_\_ us to free rides on everything at the show.

9 **Study** the message in the green text. **Rewrite** these words to fit with the endings.

★ 1. We usually double **r** before adding **ed** and **ing** to words that end with **er, ir** and **ur** representing **er, ir, ur** for example *transferred, stirring, blurred*. 2. We usually do not double the last letter before adding **ed, ing, er, ery** to words with **le, al, el** in the last syllable, for example *benefited, inhabiting, sufferer*. 3. For words ending with **le, al, el** we write **ll**, for example *levelled, pedalling*.

litter \_\_\_\_\_ ed listen \_\_\_\_\_ er signal \_\_\_\_\_ ing offer \_\_\_\_\_ ing  
refer \_\_\_\_\_ ed inherit \_\_\_\_\_ ed pencil \_\_\_\_\_ ing prefer \_\_\_\_\_ ed  
suffer \_\_\_\_\_ ing interpret \_\_\_\_\_ er trowel \_\_\_\_\_ er parcel \_\_\_\_\_ ed  
confer \_\_\_\_\_ ed envelop \_\_\_\_\_ ed jewel \_\_\_\_\_ ery develop \_\_\_\_\_ er

10 **Colour code**

one word part from each column to form List Words.

dlev	la	col
re	lgi	tion
proc	lec	dl
re	on	ly
se	ti	ous
regl	er	ted

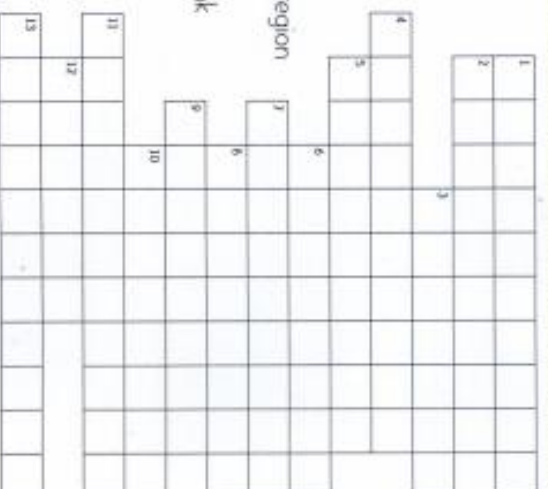
e	ti	ra	ly
pop	fici	ri	ly
fer	lec	li	ser
rel	plo	lar	tion
o	a	a	lly
ex	u	tive	col

## Challenge

**Write** List Words, one letter per square as in a Crossword, to match the clues.

**Find** the List Word hidden vertically.

- compound word
- devoted to a religion
- choice
- properly approved
- covered
- intricately
- comparatively
- nationwide
- finish
- related to a region
- investigation
- alcoholic drink
- pictured



Hidden Word \_\_\_\_\_



# Unit 14



lizard bell











## List Words

loan  
latter  
medal  
bolder  
really  
elect  
alter  
troubling  
woollen  
allowed  
almost  
already  
collide  
collapse  
include  
usually  
alphabet  
reality  
parallel  
example  
lecture  
lightening  
aisle  
laughter  
although

## Grapheme Chart

grapheme	word



- Colour the graphemes that represent  in the List Words.
- Go to the List Words for Unit 14. Count the sounds and identify all the graphemes in each List Word.
- Write any other letters that can represent  on the Grapheme Chart. Write one word example for each.
- Cross out the words where you hear . Finish the nonsense poem that is left.  
Some hulk folks really had milk elk yolks,  
Cut almost in halves for diphabet colves.  
The salmon were pads laughing unusually calm,  
Swimming parallel although under the elect palm.  
I couldn't include really talk.  
I was allowed trying to collapse \_\_\_ alk.
- Circle the two errors.  
 Go to Helpful Hints  2a and  7.
- Write words built from the words *old* and *young* to finish these sentences.  
 Go to Helpful Hint  11a.  
In our family there are four children, Luke 13, Lochlan 11, Lisa 7 and Holly 3.  
Luke is the \_\_\_\_\_ child and Holly is the \_\_\_\_\_ child. (comparing four)  
Luke is the \_\_\_\_\_ boy and Lochlan is the \_\_\_\_\_ boy. (comparing two)  
Lisa is the \_\_\_\_\_ girl and Holly is the \_\_\_\_\_ girl. (comparing two)
- Finish these sentences with the words **later** or **latter**.  
 Later means *after right now*, latter means *the second choice out of two*.  
I can go to the movies right now or I can go \_\_\_\_\_.  
I think I will choose the \_\_\_\_\_ option because I want to eat lunch first.  
I can go to a comedy movie or an adventure movie. I prefer the \_\_\_\_\_ kind.
- Finish these sentences with the words **lend** or **loan**.  
 Lend is mostly used as a verb (doing word), not as a noun. Loan is used as a noun (naming), not as a verb.  
I am happy to \_\_\_\_\_ my coloured pencils to my friends as long as they care for them.  
I will not \_\_\_\_\_ them to people who break or lose them.  
When people ask for a \_\_\_\_\_ I explain that they may have a \_\_\_\_\_ if they look after them.  
A friend had a \_\_\_\_\_ of some pencils and lost one so I won't \_\_\_\_\_ them to her again.



9 Rewrite these List Words written with the beginning of the word at the end.

tur elec \_\_\_\_\_ ter la \_\_\_\_\_ phob et al \_\_\_\_\_

lido co \_\_\_\_\_ city re \_\_\_\_\_ ter laugh \_\_\_\_\_

clud ein \_\_\_\_\_ allel par \_\_\_\_\_ lap se co \_\_\_\_\_

10 Colour words ending with **al**, **el**, **il**, **ol** and **le** in the Word Search to find the Hidden Word. Write the words under the appropriate headings. Write some of the words to match the meanings below.

al	el	b	r	i	d	a	l	l	o	d	e	p	l	e	v	e	l
_____	_____	b	e	x	a	m	p	l	e	p	i	s	t	i	l	f	j
_____	_____	r	l	n	a	v	e	l	m	l	o	t	s	i	p	u	l
_____	_____	i	a	l	e	g	n	o	e	m	e	d	d	l	e	n	i
_____	_____	d	v	p	u	p	i	l	d	e	l	d	e	p	n	s	
_____	_____	l	o	l	a	t	e	m	o	p	e	r	o	l	e	s	
_____	_____	e	n	t	a	b	l	e	l	l	e	r	t	e	p	l	o
_____	_____	i	d	o	l	s	y	m	b	o	l	l	e	b	a	l	f
_____	_____	e	l	d	i	l	a	b	m	y	c	e	a	n	g	l	e
_____	_____	w	t	r	o	u	b	l	e	e	l	i	c	n	e	p	l

Hidden Word \_\_\_\_\_

relating to a bride \_\_\_\_\_ a type of trophy \_\_\_\_\_ bike part for a foot \_\_\_\_\_

part of a horse's harness \_\_\_\_\_ to interfere \_\_\_\_\_ travel selling goods \_\_\_\_\_

heavenly being \_\_\_\_\_ a sea bird \_\_\_\_\_ musical instrument \_\_\_\_\_

between meeting lines \_\_\_\_\_ fuel for cars \_\_\_\_\_ represents something \_\_\_\_\_

relating to the navy \_\_\_\_\_ lazy \_\_\_\_\_ a short gun \_\_\_\_\_

bellybutton \_\_\_\_\_ adored person \_\_\_\_\_ flower part \_\_\_\_\_

**Challenge** Decode the homophones. Write them in the sentences below. Go to Helpful Hint 15.

★ Code: Each code letter represents the letter that comes before it in the alphabet, for example b represents a, c represents b. The first one is done for you.

b m u f s c p v m e f s m p o f b m m p x f e Jimm b m u b s m p b o

a l t e r \_\_\_\_\_

m j h i u f o j o h b j i m f b m p v e c p m e f s j i m f m j h i u o j o h

The minister decided to \_\_\_\_\_ the position of the \_\_\_\_\_ in his church.

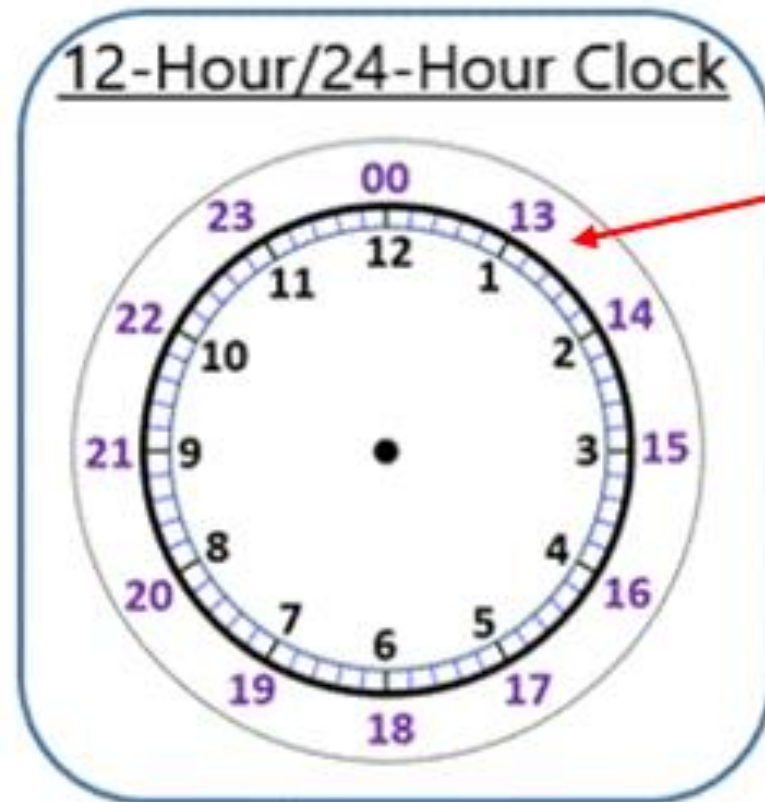
Great flashes of \_\_\_\_\_ lit the sky as the sailors began \_\_\_\_\_ the boat by throwing things overboard to help the boat float more easily on the huge waves.

Ben said we could have a \_\_\_\_\_ of the horse standing by the \_\_\_\_\_ tree in the paddock. \_\_\_\_\_ be waiting for you in the \_\_\_\_\_ of the only theatre on the holiday \_\_\_\_\_.

As the people became more confident at climbing the sheer, rocky, cliff face, they got \_\_\_\_\_ and decided to attempt scaling the last huge \_\_\_\_\_.


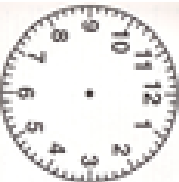
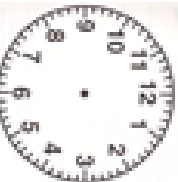
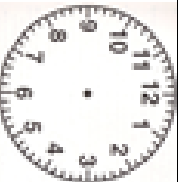

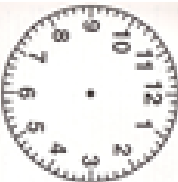
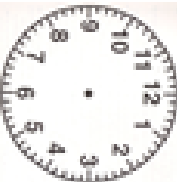
'I hope I am \_\_\_\_\_ to go to your party,' said the girl out \_\_\_\_\_ so her mother would hear.

## Example of how to make your clock



1:00pm becomes 1300 in 24-hour time

Daily Timetable

Activity	Analogue	12-hour time (am/pm)	24-hour time
I wake up at ...			
I have breakfast at...			
I start school at ...			
I finish school at ...			
I return home at ...			
I have dinner at ...			
I go to bed at ...			



# Emu Plains or Richmond to City



Monday to Friday	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	
Emu Plains	16:14	-	16:26	-	-	-	-	-	-	-	16:44	16:56	-	-	-	-	-	-	-	-	17:14	17:26
Penrith	16:18	-	16:30	-	-	-	16:32	-	-	-	16:48	17:00	-	-	-	-	17:02	-	-	-	17:18	17:30
Kingswood	16:21	-	-	-	-	-	16:35	-	-	-	16:51	-	-	-	-	-	17:05	-	-	-	17:21	-
Werrington	16:25	-	-	-	-	-	16:39	-	-	-	16:55	-	-	-	-	-	17:09	-	-	-	17:25	-
St Marys	16:27	-	-	-	-	-	16:41	-	-	-	16:57	-	-	-	-	-	17:11	-	-	-	17:27	-
Mount Druitt	16:31	-	-	-	-	-	16:46	-	-	-	17:01	-	-	-	-	-	17:16	-	-	-	17:31	-
Rooty Hill	16:34	-	-	-	-	-	16:49	-	-	-	17:04	-	-	-	-	-	17:19	-	-	-	17:34	-
Doonside	16:37	-	-	-	-	-	16:51	-	-	-	17:07	-	-	-	-	-	17:21	-	-	-	17:37	-
Richmond	-	-	-	-	-	16:11	-	-	-	-	-	-	-	-	-	-	16:41	-	-	-	-	-
East Richmond	-	-	-	-	-	16:13	-	-	-	-	-	-	-	-	-	-	16:43	-	-	-	-	-
Clarendon	-	-	-	-	-	16:18	-	-	-	-	-	-	-	-	-	-	16:48	-	-	-	-	-
Windsor	-	-	-	-	-	16:21	-	-	-	-	-	-	-	-	-	-	16:51	-	-	-	-	-
Mulgrave	-	-	-	-	-	16:24	-	-	-	-	-	-	-	-	-	-	16:54	-	-	-	-	-
Vineyard	-	-	-	-	-	16:27	-	-	-	-	-	-	-	-	-	-	16:57	-	-	-	-	-
Riverstone	-	-	-	-	-	16:33	-	-	-	-	-	-	-	-	-	-	17:03	-	-	-	-	-
Schofields	-	-	-	-	-	16:37	-	-	-	16:52	-	-	-	-	-	-	17:07	-	-	17:22	-	-
Quakers Hill	-	-	-	-	-	16:40	-	-	-	16:55	-	-	-	-	-	-	17:10	-	-	17:25	-	-
Marayong	-	-	-	-	-	16:43	-	-	-	16:58	-	-	-	-	-	-	17:13	-	-	17:28	-	-
Blacktown	16:41	-	16:46	16:51	16:44	16:47	16:55	-	17:06	17:02	17:11	17:16	-	17:18	17:14	17:17	17:25	-	17:32	17:41	17:46	
Seven Hills	16:44	-	-	-	16:48	16:51	16:58	-	-	17:06	17:14	-	-	17:21	17:18	17:21	17:28	-	17:36	17:44	-	
Toongabbie	-	-	-	-	16:51	16:54	-	-	-	17:09	-	-	-	-	17:21	17:24	-	-	17:39	-	-	
Pendle Hill	-	-	-	-	16:53	16:56	-	-	-	17:11	-	-	-	-	17:23	17:26	-	-	17:41	-	-	
Wentworthville	-	-	-	-	16:56	16:59	-	-	-	17:14	-	-	-	-	17:26	17:29	-	-	17:44	-	-	
Westmead	16:49	-	-	-	16:58	17:01	17:04	-	-	17:16	17:19	-	-	17:27	17:28	17:31	17:34	-	17:46	17:49	-	
Parramatta	16:53	16:36	16:56	17:02	17:03	17:05	17:08	16:51	17:17	17:20	17:23	17:26	17:06	17:30	17:33	17:34	17:38	17:21	17:50	17:53	17:56	
Harris Park	-	16:38	-	-	17:04	-	-	16:53	-	-	-	-	17:08	-	17:34	-	-	17:23	-	-	-	-
Granville	-	16:40	-	-	-	-	-	16:55	-	-	-	-	17:10	-	-	-	17:25	-	-	-	-	-
Clyde	-	16:42	-	-	-	-	-	16:57	-	-	-	-	17:12	-	-	-	17:27	-	-	-	-	-
Auburn	-	16:45	-	-	-	-	-	17:00	-	-	-	-	17:15	-	-	-	17:30	-	-	-	-	-
Lidcombe	16:59	16:48	-	-	-	17:14	17:03	-	-	17:29	-	17:18	17:37	-	-	17:44	17:33	-	17:59	-	-	
Strathfield	17:06	16:56	e17:08	17:14	-	17:17	17:21	17:11	17:29	17:32	17:36	e17:38	17:26	17:43	-	17:46	17:51	17:41	18:02	18:06	e18:08	
Burwood	-	16:59	-	-	-	-	-	17:14	-	-	-	-	17:29	-	-	-	17:44	-	-	-	-	-
Redfern	17:17	17:18	-	17:25	-	17:28	17:32	17:33	17:40	17:43	17:47	-	17:48	17:55	-	17:58	18:02	18:03	18:13	18:17	-	
Central	17:20	17:21	i17:21	17:28	-	17:31	17:35	17:36	17:43	17:46	17:50	i17:50	17:51	17:59	-	18:02	18:05	18:06	18:16	18:20	i18:20	
Town Hall	17:23	17:24	-	17:31	-	17:34	17:38	17:39	17:46	17:49	17:53	-	17:54	18:02	-	18:05	18:08	18:09	18:19	18:23	-	
Wynyard	17:26	17:27	-	17:34	-	17:37	17:41	17:42	17:49	17:52	17:56	-	17:57	18:05	-	18:08	18:11	18:12	18:22	18:26	-	
Milsons Point	17:30	-	-	17:38	-	17:41	17:45	-	17:53	17:56	18:00	-	-	18:09	-	18:12	18:15	-	18:26	18:30	-	
North Sydney	17:33	-	-	17:41	-	17:44	17:48	-	17:56	17:59	18:03	-	-	18:12	-	18:15	18:18	-	18:29	18:33	-	
Waverton	17:35	-	-	17:43	-	17:46	17:50	-	17:58	18:01	18:05	-	-	18:14	-	18:17	18:20	-	-	18:35	-	
Wollstonecraft	17:37	-	-	17:45	-	17:48	17:52	-	18:00	18:03	18:07	-	-	18:16	-	18:19	18:22	-	-	18:37	-	
St Leonards	17:40	-	-	17:48	-	17:51	17:55	-	18:03	18:06	18:10	-	-	18:19	-	18:22	18:25	-	18:35	18:40	-	
Artarmon	17:43	-	-	17:51	-	17:54	17:58	-	18:06	18:09	18:13	-	-	18:22	-	18:25	18:28	-	-	18:43	-	
Chatswood	17:46	-	-	17:54	-	17:57	18:01	-	18:09	18:12	18:16	-	-	18:25	-	18:28	18:31	-	18:40	18:46	-	



## Perplexing planets

In the early 1600s when Galileo Galilei lived, almost everyone believed that the Earth was the centre of the Universe, with the Sun, the Moon and all the planets and stars orbiting the Earth.

Galileo thought differently. He claimed that the Sun was the centre of the Universe and that the Earth was one of several planets that orbited the Sun. Galileo was not the first to have this idea, but he was one of the first people to provide evidence to support it.



Galileo Galilei

### The evidence

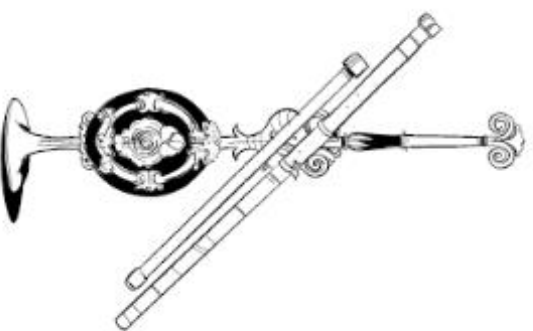
In 1609, Galileo built a telescope powerful enough to see the four largest moons of Jupiter. He observed these four moons for many months and found that they appeared to orbit Jupiter. He wondered how the moons could orbit Jupiter when everything in Space was thought to orbit the Earth.

Galileo made more and more powerful telescopes that helped him observe space objects in greater detail. Every observation he made supported his claim that the planets orbited the Sun rather than the Earth.

### A gradual change in beliefs

Galileo published his ideas and these were noticed by people who strongly believed that the Earth was the centre of the Universe. They complained to the authorities. Galileo was put under house arrest, which meant that he could not leave his home or receive visitors for the remainder of his life.

Over time, scientists created better telescopes to observe the movement of planets and their moons. The Earth-centred models became increasingly complicated when they were modified to accept new evidence. However, the Sun-centred model already explained this new evidence and people slowly began to accept that model. If only Galileo was still alive today to see his ideas widely accepted!



Galileo Galilei's  
first telescope

## History Photographs



St. Joseph's Western Australia: MQLD



National Archives of Australia



Bellingen Shire Courier Sun



Bellingen Shire Courier Sun



## HENRY FULTON PUBLIC SCHOOL

### SUGGESTED ONLINE RESOURCES 2

#### English

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

**W**ushka Reading Program - <https://wushka.com.au/login/>

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

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

Get Epic - <https://www.getepic.com/> (Join for a 30 day free trial)

Typing Club - <https://www.typingclub.com/>

#### Numeracy

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

Bedtime Math - <http://bedtimemath.org/>

Prodigy - <https://www.prodigygame.com/> (Join up for free)

#### Other KLA's

The Melbourne Zoo - <https://www.zoo.org.au/animal-house/>

Cosmic Yoga - <https://www.youtube.com/user/CosmicKidsYoga>

Art Hub for Kids - <https://www.youtube.com/watch?v=kPSSREFRH9o>

BBC Bitesize- <https://www.bbc.co.uk/bitesize>

Dance Fever - <https://www.youtube.com/c/dancefevermultisport>



**NB: Parents please monitor your child's use of You Tube**