











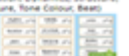



Week 5 Term 3 Weekly Framework Stage 3


Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. You are also able to access your Mathletics account. You can complete activities in your Homework book or an exercise book, some maybe submitted through your google classroom. Don't forget to write the date on your activities to keep track. Resources/worksheets/spelling words can be found at the end of this document under resources.

T3 Wk 5	Morning Session	Middle Session	Afternoon
Monday	<p>English - Yr 5 Spelling with Miss Deathe</p> <p>Success Criteria: I can use the digraph /or/ making the sound "or" as in fork.</p> <p>Open the Term 3 Wk 5 Spelling PowerPoint (this can be found on your Google Classroom) and follow the prompts.</p> <p>Activity 1: Fold your page into four columns, labelling each Monday-Thursday with the short date under each. Copy out your spelling words for the week.</p> <p>Activity 2: Highlight the Spelling Pattern Use a highlighter to trace over the spelling pattern in each of your words (excluding sight words). Can you find other words in a book or dictionary that use the digraph /ss/ to make the same "s" sound? List these in your book.</p> <p>Year 6 Spelling</p> <p>Activity 1: Look, Cover, Write, Check Fold your page into four columns, labelling each Monday-Thursday with the short date under each. Copy out your spelling words for the week.</p> <p>Activity 2: Highlight the Spelling Pattern Use a highlighter to trace over the spelling pattern in each of your words</p> <p>Activity 3: Word meanings- review your words and write the meaning in your own words for at least 10 of your words. Make sure you do the words you don't know first.</p> <p>Writing</p> <p>Write a diary entry about the things you have been doing at home in lockdown.</p> <p>INCLUDE: If you have learnt a new skill, cooked an amazing meal, spent time doing things you enjoy most, books read, walks, how it has made you feel. You can include anything else.</p> <p>Include the date, Write in paragraphs for each new point, descriptive language makes it more interesting.</p>	<p>Maths</p> <p>This week for maths you will have the following activities to complete:</p> <ol style="list-style-type: none"> 1. Revision worksheets - 2. Matharoo worded problems - work from sheet 1 until it becomes too challenging for you . 3. Problem solving questions. - there are 5 different problems for you to work through. Have a go at all of them. Problem 1 - The age of Aunty Lil Problem 2- The Gumball Heist Problem 3- Coin Hunt Problem 4- Split that Fact Problem 5- addition <p>You can choose to do these activities in any order throughout the week when it suits you. Make sure you are checking in with your teacher in google classroom regularly so that they know where you are up to.</p> <p>Complete the diagnostic test...please.</p>	<p>Library</p> <p>Week 5 – Book Week - Share your favourite book. Choose your favourite book. Can you give 2 reasons why I or one of your friends would enjoy reading the book.</p> <ol style="list-style-type: none"> 1.Log in to Mrs Burke's Library Google Classroom. 2.Log in to World Book Online - https://www.worldbookonline.com <p>ID – scps1 Password – scps1</p> <p><u>PRC is due 20th August</u></p>

T3 Wk 5	Morning Session	Middle Session	Afternoon
Tuesday	<p>English - Spelling with Miss Deathe Success Criteria: I can use the digraph /or/ making the sound “or” as in fork..</p> <p>Use the Look, Cover, Write, Check method to copy out your spelling words under your ‘Tuesday’ column.</p> <p>Activity 2: Spelling Points Say the word aloud and write it by separating the sounds. How many points is each word worth if a;</p> <ul style="list-style-type: none"> - Graph = 2 points - Digraph = 5 points - Trigraph = 10 points <p>Year 6 Spelling</p>  <p>Activity 1 Look, Cover, Write, Check method to copy out your spelling words under your ‘Tuesday’ column.</p> <p>Activity 2 Spelling Points as above and activities 1-4 on the worksheet.</p> <p>English- Handwriting WALT:</p> <ul style="list-style-type: none"> - Write using cursive - Explore joins that facilitate fluency and legibility <p>Core Task: Review the five S's - slope, shape, size, spacing and style Review correct pen/cil grip, book and sitting position/posture</p> <p>Taking Breaks Pencil lifts give your hand a break. They also give you a chance to move your hand across the page. Pencil lifts occur at drop-in joins, after g, j and y, and after capital letters.</p> <p>Copy the below in your book, demonstrating your neatest cursive writing. Tuesday 10th August 2021 ag eg ig og ug sg rg ng mg aj ej ij oj uj sj rj nj mj ay ey iy oy uy sy ry ny my</p> <p>Francis Beaufort was a Commander in the Royal Navy. In 1806, he invented a scale to estimate wind speeds. At Force 5 (a fresh breeze), small trees sway. At Force 9 (a strong gale), slate is blown from roofs. A Force 12 storm causes widespread destruction.</p> <p>If you can spend some time on you typing club account.</p>	<p>Maths This week for maths you will have the following activities to complete:</p> <p>Revision worksheets Matharoo worded problems - work from sheet 1 until it becomes too challenging for you . Problem solving questions. - there are 5 different problems for you to work through. Have a go at all of them.</p> <p>Problem 1 - The age of Aunty Lil Problem 2- The Gumball Heist Problem 3- Coin Hunt Problem 4- Split that Fact Problem 5- addition</p> <p>You can choose to do these activities in any order throughout the week when it suits you. Continue to work through your problems checking in with your teacher.</p> <p>No new Mathletics activities this week. You may like to use it as a catch up week.</p>	<p>Science Matter Matters - ‘Runny Honey’ <u>Learning Intention:</u> Identify which liquid is the runniest.</p>  <p>What is happening in the above photo? What property of liquids can you see in action? Write down some of your ideas.</p> <p>Click on the below link and enter in the passcode to access the Inquisitive Lesson Runny Honey. http://inq.co/class/268p Passcode: 3879</p> <ul style="list-style-type: none"> - Watch the video Heinz Tomato Ketchup - Write down your thoughts and questions about the video - What did the man in the video do? - What did this show? <p>Look at the below pictures of liquids on the Inquisitive lesson. Number them from 1-5 according to how viscous (runny) they are.</p> <ul style="list-style-type: none"> - Watch the video Choice’s Viscosity Testing Laboratory - Instead of completing the given experiment, compare a range of household liquids you can find around your home, ordering them from low viscosity to high viscosity

T3 Wk 5	Morning Session	Middle Session	Afternoon
<div>Wednesday</div>	<div><div>English - Spelling with Miss Deathe</div><div>Success Criteria: I can use the digraph /or/ making the sound “or” as in fork..</div><div>Use the Look, Cover, Write, Check method to copy out your spelling words under your ‘Wednesday’ column.</div><div><div>Activity 2: Complex Sentences</div><div>Choose 5 words from your spelling list to write into complex sentences using known joiner words. You may like to challenge yourself by using dialogue.</div><div><div>however</div><div>although</div><div>whereas</div><div>though</div><div>since</div><div>because</div><div>while</div><div>unless</div></div></div><div><div>Year 6 Spelling</div><div>Same as year 5 and complete activities 4-8 on the worksheet.</div><div><div>English: Reading Comprehension</div><div>Activity 1: Read the attached text To The Moon and answer the multiple-choice questions in your book.</div><div><div>Writing</div><div>Information Report- Week 5-6 See outline in appendix for more information.</div><div>Lesson 1- Choose an Australian Animal</div><div>https://www.animalfactsencyclopedia.com/Australian-animals.htm</div><div>Use this resource or your own to research information about your animal. Write out or Print and Highlight.</div><div>Use the planning page to write information you know and what you have researched.</div><div>Group your information into categories, these will become your paragraphs.</div></div></div></div><div><div>Maths</div><div>This week for maths you will have the following activities to complete:</div><div>Revision worksheets</div><div>Matharoo worded problems - work from sheet 1 until it becomes too challenging for you .</div><div><div>Problem solving questions. - there are 5 different problems for you to work through. Have a go at all of them.</div><div><div>Problem 1 - The age of Aunt Lil</div><div>Problem 2- The Gumball Heist</div><div>Problem 3- Coin Hunt</div><div>Problem 4- Split that Fact</div><div>Problem 5- addition</div></div><div>You can choose to do these activities in any order throughout the week when it suits you.</div><div>Continue to work through your problems checking in with your teacher.</div><div><div>Music</div><div>Choose an activity from Mrs Ruzzays</div><div><div>Home Learning Music Activities</div><div>K-6</div><div><div><div><div>Chime Drumming. Use some chopsticks or straight sticks from the garden. Drum along to your favourite songs. Listen carefully to keep the beat.</div><div></div></div><div><div>Write a song. Put some chords you know into a pattern. Add some lyrics. You can sing or rap a poem or story to your chord pattern. You could sing or rap your own words to an instrumental piece of music. Use a Karaoke backing track.</div><div></div></div><div><div>YouTube Learning. Watch music education videos from MusicRocks.com and “The Music Show”. Teach someone about what you learn.</div><div></div></div></div><div><div><div>Audio Recording. Use a computer, iPad or tablet recording program such as ‘GarageBand’ to create a soundtrack. Use sounds from around the house. Make sure there is a steady pulse. (GarageBand is free to download, and you know how to use it!)</div><div></div></div><div><div>Make an instrument with materials from around the house. (Make sure you get permission to use things! It needs to have at least 5 different pitches/sounds. Play and record your instrument. My favourite is a Spontaneous. What can you create?</div><div></div></div><div><div>Music Project. Do some research about a musical style, a famous composer or your favourite music band or artist. Present it in Power Point with clips to share with the class. Or as a poster.</div><div></div></div></div><div><div><div>Play an Instrument. Play an instrument you are familiar with or try another one you have at home. Use music we have played in school or find songs on the internet. (eg. Percussion instruments)</div><div></div></div><div><div>Sing Karaoke. Search for your favourite song as a Karaoke version with lyrics. Sing along. Make sure you are in pitch and projecting your voice with clear diction (words).</div><div></div></div><div><div>The Elements of Music. Create a poster. Research or video, to teach other students about the elements of music. Focus on one element each time. (Pitch, Duration, Dynamics, Structure, Texture, Tone Colour, Beat).</div><div></div></div></div></div></div></div></div></div></div>	<div><div>PD/ Health</div><div><div>Learning Intention: The importance of social support and sense of belonging in promoting mental health and wellbeing.</div><div><div>Mind map the word</div><div>Belong</div></div><div>What does it mean to feel like you belong?</div><div>Watch the video links to help give you an understanding of what belonging is, was it the same as what you thought?</div><div><div>BELONGING: How can I deal with feeling left out? - Bing video</div><div><div> A Little Spot of Belonging By Diane Alber</div><div>READ ALOUD - Bing video</div></div><div><div>2. How does a sense of belonging promote mental health and wellbeing?</div><div>4. What are different communities we can belong to?</div><div>5. What are some of the different groups you belong to?</div><div>3. Write your name in a style of your choice in the middle of a sheet of paper so there is lots of room left around the outside. Decorating it and making it stand out. Place the piece on your kitchen table and leave some different markers/ pens/ pencils out next to it. ASK your family members to write down their favourite thing about you. Make some for your family members and start their sheet off with a positive kind comment of something you admire in them. Think of things like: strength, kindness, happy, positive person, good listener, sporty, intelligent, considerate etc.</div></div></div></div></div>	

T3 Wk 5	Morning Session	Middle Session	Afternoon												
Thursday	<p>English - Spelling with Miss Deathe Success Criteria: I can use the digraph /or/ making the sound “or” as in fork.</p> <p>Use the Look, Cover, Write, Check method to copy out your spelling words under your ‘Thursday’ column.</p> <p>Activity 2: Dictionary Meanings Choose 5 words from your spelling list to locate in the dictionary to find the meaning. Write it in your own words.</p> <p>Year 6 Spelling</p> <p>Activity 1: Use the Look, Cover, Write, Check method to copy out your spelling words under your ‘Thursday’ column.</p> <p>Activity 2: Worksheet complete remaining activities.</p> <p>Writing Lesson 2- Writing the report. https://www.bing.com/videos/search?q=you+tube+how+to+write+an+information+report&qpv=you+tube+how+to+write+an+information+report&FORM=VDRE</p> <p>Watch the YouTube clip on how to write an information report.</p> <p>Introduction -</p> <ul style="list-style-type: none"> • This introduces your points • It has a hook to grab your audience. <p>Paragraphs</p> <ul style="list-style-type: none"> • Each one should be about a new topic. <p>Conclusion</p> <ul style="list-style-type: none"> • Wrap up the Information report, no new information should be included. 	<p>Maths This week for maths you will have the following activities to complete:</p> <p>Revision worksheets Matharoo worded problems - work from sheet 1 until it becomes too challenging for you . Problem solving questions. - there are 5 different problems for you to work through. Have a go at all of them.</p> <p>Problem 1 - The age of Aunty Lil Problem 2- The Gumball Heist Problem 3- Coin Hunt Problem 4- Split that Fact Problem 5- addition</p> <p>You can choose to do these activities in any order throughout the week when it suits you. Continue to work through your problems checking in with your teacher.</p>	<p>Geography:</p> <p>Learning Intention: To identify the location and environmental characteristics of major countries.</p> <p>Lesson sequence:</p> <p>Using the word bank (see geography stimulus or PPT), write five geographical questions to learn more about North America. Choose your top three questions, then research the answers from an atlas, globe, or Google Earth.</p> <table border="1"> <tr> <td>where</td><td>latitude</td><td>longitude</td><td>oceans</td></tr> <tr> <td>what</td><td>time zones</td><td>location</td><td>hemisphere</td></tr> <tr> <td>how</td><td>countries</td><td>North Pole</td><td>biomes</td></tr> </table> <p>Task 1: Analyse the map of North America from the stimulus sheet. Read the key/legend to work out what biome each colour represents.</p> <p>After analysing, you are to add relevant geographical information to your own map of North America (Geography Worksheet 1). Ensure there is a key or legend to show the information the map displays, a title and the north point included.</p> <p>Task 2: You can study either Europe or South America (or BOTH). Using the map of your chosen continent, identify the major biomes and outline each country on the worksheet. Then, answer the questions relating to your chosen land mass (Geography Worksheet 2). Think about how biomes can affect settlement. .</p> <p>Reflection question: What is the difference between a biome and an ecosystem?</p>	where	latitude	longitude	oceans	what	time zones	location	hemisphere	how	countries	North Pole	biomes
where	latitude	longitude	oceans												
what	time zones	location	hemisphere												
how	countries	North Pole	biomes												

T3 Wk 5	Morning Session	Middle Session	Afternoon
Friday	<p>English - Spelling with Miss Deathe Success Criteria: I can use the digraph /or/ making the sound “or” as in fork. Year 5 and 6</p> <p>Have a member of your household test you on your words for the week.</p> <p>Activity 2: Complete your Spelling Word Search for the week (find below framework)</p> <p>Grammar: Learning Intention: To identify, use and apply perfect continuous tense rules.</p> <p>Perfect progressive tense Progressive verb tenses express a continuous or ongoing action. Past perfect progressive – This verb tense expresses an ongoing or continuous action that occurred in the past until a specific point in time. This aspect uses the words ‘had been’ before the continuous ‘-ing’ verb.</p> <ul style="list-style-type: none"> - They <u>had been waiting</u> for a long time. - I <u>had been studying</u> French for two years. - She <u>had been keeping</u> the money safe for years. <p>Present perfect progressive – The present aspect of this verb tense expresses an ongoing or continuous action that is occurring between the past and the present, where the action is unfinished. This aspect uses the words ‘have been’, or ‘has been’ before the continuous ‘-ing’ verb.</p> <ul style="list-style-type: none"> - She <u>has been working</u> here for three years. - I <u>’ve been listening</u> to everything you’re saying. - How long <u>have you been waiting</u>? <p>Future progressive – Finally, future perfect progressive verb tense expresses an ongoing or continuous action that will end by a specified point in the future. This aspect is formed by using the words ‘will have been’ before the continuous ‘-ing’ verb.</p> <ul style="list-style-type: none"> - They <u>will have been running</u> this event for ten years in May. - This year, we <u>will have been coming</u> to the south of France for six years. - If it gets to ten o’clock, I <u>will have been waiting</u> for two hours. <p>Please complete all three activities from the ‘Progressive Perfect Verb Tenses’ worksheet. Please write your answers in your workbook.</p>	<p>Maths This week for maths you will have the following activities to complete:</p> <p>Revision worksheets Matharoo worded problems - work from sheet 1 until it becomes too challenging for you . Problem solving questions. - there are 5 different problems for you to work through. Have a go at all of them.</p> <p>You can choose to do these activities in any order throughout the week when it suits you.</p> <ul style="list-style-type: none"> Problem 1 - The age of Aunty Lil Problem 2- The Gumball Heist Problem 3- Coin Hunt Problem 4- Split that Fact Problem 5- addition <p>Continue to work through your problems checking in with your teacher.</p> <p>Online video challenge:</p> <p>A tip from one teacher...the more you look at the slices of lemon in the cups, the more possibilities you will see. It’s really quite a clever idea.</p> <p>https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-3/targeted-teaching/imagining-fractions-1</p>	<p>Art - Olympic Figure Art</p> <p>Using an A4 piece of paper (portrait orientation) draw a sporting figure based on one of the olympic games sports. For example: runner, diver, gymnast, golfer etc...</p> <p>Once drawn, colour in the figure using black texta paying attention to minor detail like fingers, hands, hair.</p> <p>Then create an abstract background using straight or curvy lines. Using either pencil, texta or paint, colour in each section making sure two of the same colours are not adjacent to each other.</p> <p>Once finished, you can go over the lines carefully using a black sharpie (texta)</p> <p>To make the artwork look polished, trim 1-1.5cm off the perimeter of the paper and glue on a black A4 sheet of paper or cardboard to create a border.</p> <p>As an alternative, you can fold your piece of paper in half and then half again to create 4 boxes. You can draw a different sporting figure in each box and create an abstract background for each figure using select colours for each picture (i.e. warm or cool colours)</p> 

Episode 1 - Hand & racquet control

Stage 3

Challenges

- Tap the ball or socks using the palm and back of the hand while standing on one leg.
- Alternate between using both hands to tap and standing on each leg.
- Using the racquet, tap the ball continuously at the ground for a set amount of taps.
- Toss the socks in the air with one hand, then using the palm of the other hand, hit the socks into the ground. Complete a set amount.

Mega Challenges

- Using the racquet, tap the ball using the forehand and backhand while sitting, kneeling and standing.
- Using the hand, tap the ball or socks using the forehand and backhand continuously.
- Creative challenge - Move any way you can while tapping the ball or socks with the forehand and backhand.

Other variations

With a partner try:

- Create tapping combinations back and forth with a partner.
- Use a bigger soft ball 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 control the height and direction of the ball when tapping?

How can you control the ball while moving creatively?

Teaching cues

Flat hand or racquet face.

Eyes on the ball.

Try to tap lightly.

Move your feet to track the ball.

Equipment

Ball or rolled up socks, bat or racquet.

Episode 2 - Forehand & backhand strike

Stage 3

Challenges

Perform the following, striking activities with a ball or similar.

- Using the hand or a racquet, tap the ball with the forehand and backhand in an alternate sequence.
- Using the palm of the hand or a racquet, make a forehand or backhand strike at the ball towards a wall or partner.

Mega Challenges

- Using the palm of the hand or a racquet, make a forehand or backhand strike at the ball towards a smaller target.

- Repeat both sequences at varying distances set from the target.

Creative Challenge

- Move the body any way you can while forehand and backhand striking the ball at the target.

Other variations

With a partner try:

- choosing different starting positions for the ball before striking at the target
- tossing the ball and allowing a bounce before striking at the target
- striking the ball to each other using forehand and backhand combinations.



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 effectively strike a ball that is approaching?

How can you use your eyes to select your target when striking a moving ball?

Teaching cues

Stand side on to the target.

Striking arm up, back, down and forward in one motion (over the bridge then through the tunnel).

Step forward and follow through.

Equipment

Racquet (optional), ball, bean bag or rolled up pair of socks.

Episode 3 - Forehand & backhand strike

Stage 3

Challenges

Perform the following, striking activities with a balloon.

- Using the open palm and back of the hand to practise forehand and backhand striking with a partner.
- Drop the balloon from the top of your head towards your back. Turn and use the forehand or backhand strike to hit the balloon. Try running to the balloon to strike it back again.
- With a partner, set up a pretend net with two or more markers. Practise forehand and backhand striking to each other continuously while completing jumping jacks in between.

Mega Challenges

- With a partner and using two balloons, strike the balloons to each other at the same time.
- Creative Challenge: Perform Dance moves in between striking a balloon to a partner.

Other variations

With a partner try:

- performing a different body weight resistance movement in between striking the balloon eg. squat or tuck jump.
- work with a partner and try to keep more than two balloons up in the air.



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 effectively strike a balloon in the desired direction?

How can you use your eyes to select your target when striking a moving balloon?

Teaching cues

Stand side on to the target.

Striking arm up, back, down and forward in one motion (over the bridge then through the tunnel).

Step forward, toss, strike and follow through.

Equipment

Balloon and two field markers or similar.

Resources

Year 5 T3 Wk5 Spelling Words			
Spelling Focus Words		Challenge Words	Sight Words
fork storm organ torso horse	orbit normal absorb enforce orchard	thunderstorm assortment endorsement victorious fortnight	region shire residential submission state

Year 6 T3 Wk5 Spelling Words				
Spelling Focus Words			Challenge Words	Phonics
narrow patterns opposite problems oasis	queue tourist cyclist inferior council	shyness increase maternal miserable numerous	symmetry committee organised emphasised entertainment	actual gradual equal eventual continual

UNIT 21

Phonics

actual
gradual
equal
eventual
continual

Basic list / High frequency

narrow queue shyness
patterns tourist increase
opposite cyclist maternal
problems inferior miserable
oasis council numerous

Difficult

symmetry
committee
organisation
emphasised
entertainment

Own words



Spelling rule
A few nouns form the plural by a change of vowel or vowels.
Example: oasis oases

1. Write the plural of these words.

- a man _____
b goose _____
c tooth _____
d woman _____
e emphasis _____

Words in context

2. Choose a list word to complete these sentences.

- a The _____ of black is white.
b An _____ appeared in front of the desert tourists.
c The _____ u _____ won't let cyclists ride in this area.
d The girl's shyness made her feel _____.
e There are _____ patterns on this beautiful fabric.



3. Complete these words by adding the missing letters.

- a m _ s _ r _ b l _ c n _ m _ r _ s _ e _ n t _ r t _ n m _ n t
b g _ r _ d _ l _ d s _ m m _ t r _ f _ s _ s _

Wrong spelling

4. Correct the spelling mistakes.

- a The que of tourists increased by lunchtime.
b What is the oppersite of the word 'problems'?
c The council emphasised the need for narrowe lanes.
d I can inkrease the amount of money I save.
e The entertainment was misarable.



Word meanings

5. Choose a word from the lists to match the clues below.

- a Bashfulness _____ d Consisting of many _____
b One who travels for pleasure _____ e Person who rides a bike _____
c A line of people _____ f Motherly _____

A	B	C	D	E	F	G	H	I
✓	□	*	✓	x	▶	↑	★	○
J	K	L	M	N	O	P	Q	R
◀	□	□	△	\$	+	=	◆	▼
S	T	U	V	W	X	Y	Z	
◆	●	◇	↓	▼	◎	⊗	◇	

Secret code

6. Find these list words using the secret code.

- a + ✓ ■ ○ ■ _____
b * [X] * □ ○ ■ ● _____
c ◆ ◇ x ◇ x _____
d \$ ✓ ▼ ▼ + ▼ _____

7. Write one of the difficult words using the code. _____

8. Write a sentence using these words.

- a narrow _____
b numerous _____
c opposite _____

9. Write the plural of these words.

- a opposite _____ c cyclist _____ e increase _____
b queue _____ d tourist _____ f council _____

10. Write smaller words that you can find in these words.

- a committee _____
b miserable _____

Grammar - Personal pronouns

11. A personal pronoun is used in place of a noun to represent a person or group of people.

Example: Sam is tall. He is also smart. Underline the personal pronouns in the sentences below.

- a She is going to the beach. c They are tourists.
b We are sitting together. d Abby gave me the pen.



Homophones

12. Write homophones for these words.

- a peace _____
b hear _____
c write _____
d bear _____
e waste _____

Suffixes and prefixes

13. Use a suffix or prefix to write the antonyms.

- a useful use _____
b airy air _____
c worth worth _____
d proper proper _____
e imaginable _____ imaginable

Punctuation - The apostrophe

14. The apostrophe can be used to show possession.

Put an apostrophe in the correct places below.

- a Noahs bag c The childs book e The ladys car g The dogs bone
b The mens lunches d The canaries seeds f Emmas pencil h Many girls shoes

Root words - Word meanings

15. The root of the word legislate is leg, which is a Latin root meaning law.

Write two more words that have the root leg. You may need a dictionary.

- legislate _____

Week 5 Spelling

The SMART Spelling Sequence

Teachers use the SMART Spelling sequence to teach spelling in a sensible and systematic way.

- S**ay
Say the word aloud and students repeat.
- M**eaning
The teacher says it in a sentence.
- A**nalyse
Analyse it by breaking it up.
"The sounds are, ..." and then "The letters are, ..."
- R**emember
"Which part of the word do you have to remember?"
- T**each
"Teach it to me!"
The students spell the word aloud using letter names with clustering.

www.smartspelling.com.au

Follow the SMART Spelling Sequence through the next slides and look for the prompts on each page.

Learning Intention:

To use a range of strategies to spell high frequency and difficult words.

To understand graphs, digraphs, trigraphs and quadgraphs and how to use them to spell words.

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

I can use visual memory to spell irregular words

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

Say the word

storm

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What does the word mean?

A heavy fall of rain, snow, or sleet often with strong winds.

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What are the sounds I can hear in this word?

s | t | or | m

SAY > MEANING > ANALYSE > REMEMBER > TEACH

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What part of this word do I need to remember?

storm

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

Spell the word on your whiteboard

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

Say the word

torso

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What does the word mean?

The central part (core) of our bodies from which extend our arms, head and legs.

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What are the sounds I can hear in this word?

t | or | s | o

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What part of this word do I need to remember?

torso

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

Spell the word on your whiteboard

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

Say the word

orbit

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What does the word mean?



An **orbit** is the path of an object around a particular point in space.

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What are the sounds I can hear in this word?



or | b | i | t

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What part of this word do I need to remember?



orbit

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**



Spell the word on your whiteboard

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

Say the word

absorb

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What does the word mean?

To soak in or swallow up (a sponge absorbing water), or to hold complete attention (absorbed by a movie)

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What are the sounds I can hear in this word?

a | b | s | or | b

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

What part of this word do I need to remember?

absorb

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Success Criteria:

I can use the digraph /or/ making the sound "or" as in **fork**

Activity 1:


Fold your page in half and rule up two columns front and back. Label each column Monday-Thursday with the short dates.

Activity 2: - Highlight the Pattern After copying out your spelling words, use a highlighter to trace over the spelling pattern focus in each word (excluding sight words)

Spell the word on your whiteboard

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 5 Spelling Words

Spelling Focus	Challenge words	Sight Words
fork	thunderstorm	region
storm	assortment	shire
organ	endorsement	residential
torso	victorious	submission
horse	fortnight	state
orbit		
normal		
absorb		
enforce		
orchard		

PART 1

Rewrite the numbers, putting in the appropriate spaces.

a 36241

b 407205

c 7642

d 2628706

e 74533906

f Write the number: two million, eight hundred and seventy-two thousand, one hundred and one.

PART 2

$$\begin{array}{r} 3\ 5\ 7\ 4 \\ +\ 3\ 4\ 2\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6\ 2\ 8\ 9 \\ +\ 2\ 5\ 7\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6\ 7\ 5\ 7 \\ -\ 3\ 4\ 3\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5\ 4\ 0\ 6 \\ -\ 4\ 6\ 8\ 3 \\ \hline \end{array}$$

e 3580 people attended day one of the cricket match but only 2376 attended day two. How many more people attended on day one?

f John saved \$234 in January, \$437 in February and \$567 in March. How much more does he need to save to buy a computer worth \$1599?

PART 3

Complete the facts.

a $3 \times 6 =$

f $45 \div 5 =$

b $24 \div 4 =$

g $7 \times 9 =$

c $7 \times 5 =$

h $72 \div 8 =$

d $27 \div 3 =$

i $8 \times 8 =$

e $8 \times 6 =$

j $81 \div 9 =$

k $\begin{array}{r} 3\ 6\ 2 \\ \times\ 3 \\ \hline \end{array}$

l $\begin{array}{r} 7\ 4\ 5 \\ \times\ 7 \\ \hline \end{array}$

m $\begin{array}{r} 3\ 5\ 3\ 7 \\ \times\ 8 \\ \hline \end{array}$

n If Tim's average for 9 cricket games was 67, what was his total score?

 runs

o $4\overline{)572}$

p $4\overline{)8544}$

q $8\overline{)9848}$

PART 4

Complete the fraction, decimal and percentage table.

	Fraction	Decimal	%
a	$\frac{27}{100}$		
b		0.99	
c			70%
d		0.06	

Find the fraction of each group.

e $\frac{1}{3}$ of 18 =

i $\frac{1}{4}$ of 160 =

f $\frac{1}{6}$ of 24 =

j $\frac{1}{2}$ of 200 =

g $\frac{1}{12}$ of 36 =

k $\frac{1}{3}$ of 150 =

h $\frac{1}{8}$ of 40 =

l $\frac{1}{6}$ of 180 =

PART 5

Complete the number patterns.

a

First number	1	2	3	4	5	6	7
Second number	4			16			28

b

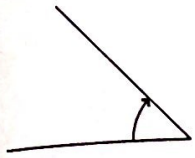
First number	11	12	13	14	15	16	17
Second number	7			10			13

c

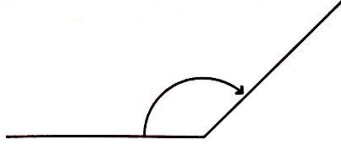
First number	3	6	9	12	15	18	21
Second number	2		6				14

PART 6

Measure these angles.



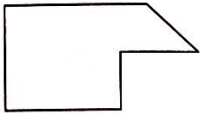
a _____



b _____

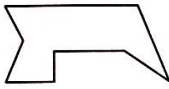
PART 7

Draw a line to match each shape with its name.



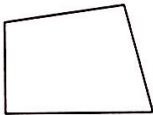
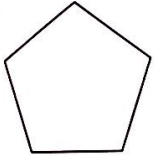
Triangle

Hexagon



Pentagon

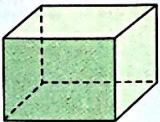
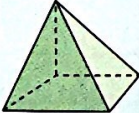
Quadrilateral



Octagon

PART 8

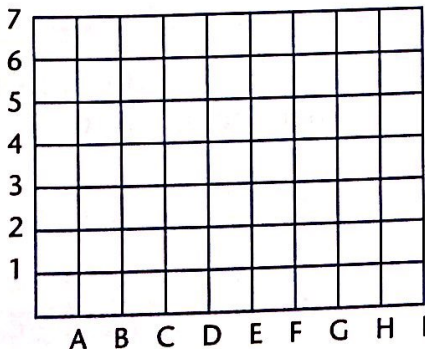
Complete the table.

	Object	Faces	Vertices	Edges
a				
b				

PART 9

Join these coordinates on the grid.

- a C2
- b A4
- c D6
- d G4
- e E2

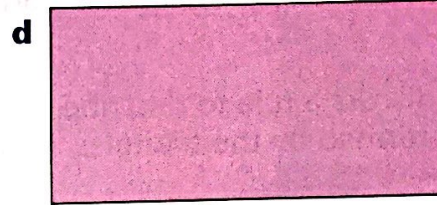


PART 10

Measure the lines in millimetres.

- a _____ mm
- b _____ mm
- c _____ mm

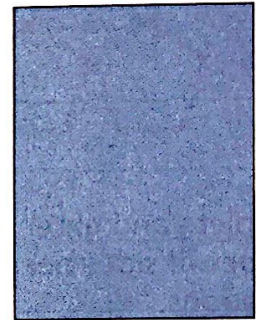
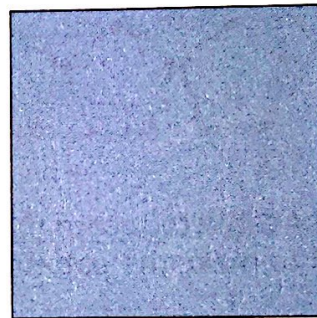
Measure the perimeter of the shape in millimetres.



Perimeter
= _____ mm

PART 11

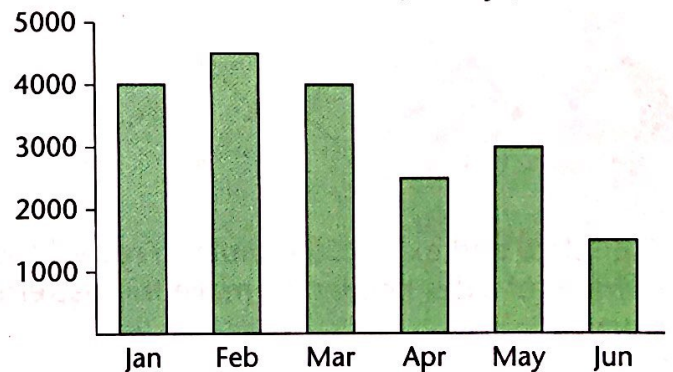
Calculate the areas in cm^2 .



- a Area = _____ cm^2
- b Area = _____ cm^2

PART 12

Museum visitors January–June



- a Which was the most popular month? _____
- b How many visitors attended in January? _____
- c Which month had 2500 visitors? _____
- d Which was the least popular month? _____
- e What was the total number of visitors? _____

The Age of Aunt Lil

This is my Aunt Lil. Her favourite colour is purple. She rides a scooter and she loves stars. When she was younger she used to have green hair and play lead guitar in a band.

Help Jess work out how old her Aunt Lil is.
Show what her cake looked like.
Explain your thinking.

I know most things about Aunt Lil except that I do not know her age.

Every year I ask her and every year she says the same thing:

"How old are you?"

"One year older than last year and two years older than the year before that."

Then one day I had my chance to work it out!

Mum threw her a surprise birthday party while I was away at summer camp. When I returned I saw that Aunt Lil had left me this note.

Hey Jess,
The party was fun even though we missed you.
Your mom made me a purple birthday cake with stars instead of candles.
We saved you the last piece. Enjoy!
Aunt L

I saw one piece of cake with four stars on it. I asked my mum how many pieces of cake there were to begin with and this is what she said:

"We cut the cake so that everyone could have the same sized piece with 4 stars on each but I can't remember how many people were here, hmmm let me think..."

One guest hid behind the sofa. Another 2 guests hid behind the curtains.

Then Aunt Lil arrived with a friend. Everyone had a piece except for me. I left my piece for you."



Name _____

The Gumball Heist

Harold had been working for months to create magical gumballs that turn your tongue into colors of the rainbow. He was just admiring his first successful batch when a rival confectioner dashed into his laboratory and stole the lot!

How many gumballs did Harold have to begin with?
Show your working and explain your reasoning.

As the bandit fled, he tripped and all of the precious gumballs scattered all over the laboratory floor. $\frac{1}{3}$ of the gumballs rolled down the drain. $\frac{1}{6}$ disappeared under the sugar spinning vat. Poor old Harold. He scrambled to pick up as many as he could but the bandit took off with half that remained!

Harold counted the magical gumballs he managed to save.

He put $\frac{1}{3}$ of these carefully away in a locked safe.

He took the 14 remaining gumballs home to try out on his kids.



Name _____

Coin Count

You pay for something.

You use twice as many 10 cent pieces as 5 cent pieces.

You use half as many 20 cent pieces as 10 cent pieces.

How much could it have cost?

How many answers can you come up with?



Ask your teacher for more coins if you need them.

Split that Fact

Choose a multiplication fact within the range of 10×10 .

How many different ways can you find to split the fact into two smaller arrays?

Record them on the grid paper below.

[illegible]

Name _____

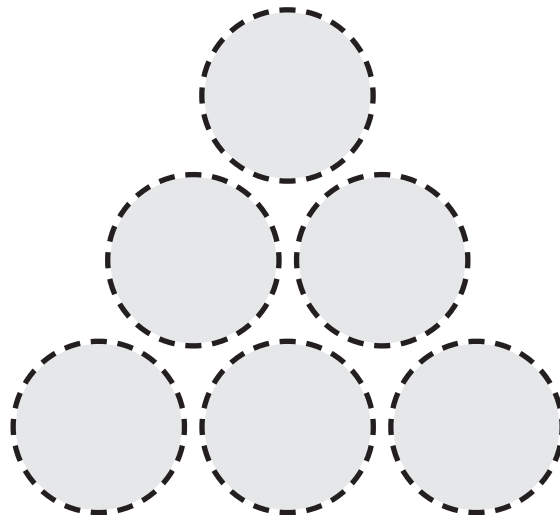
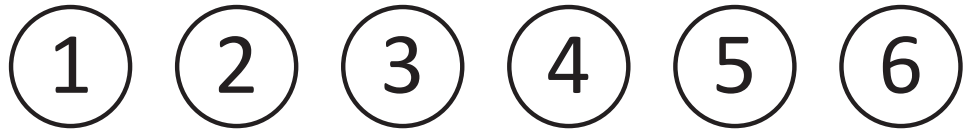


What
to do



Puzzle 1

Place the numbers 1 to 6 in the grey circles so that each number is the difference between the two numbers just below it.



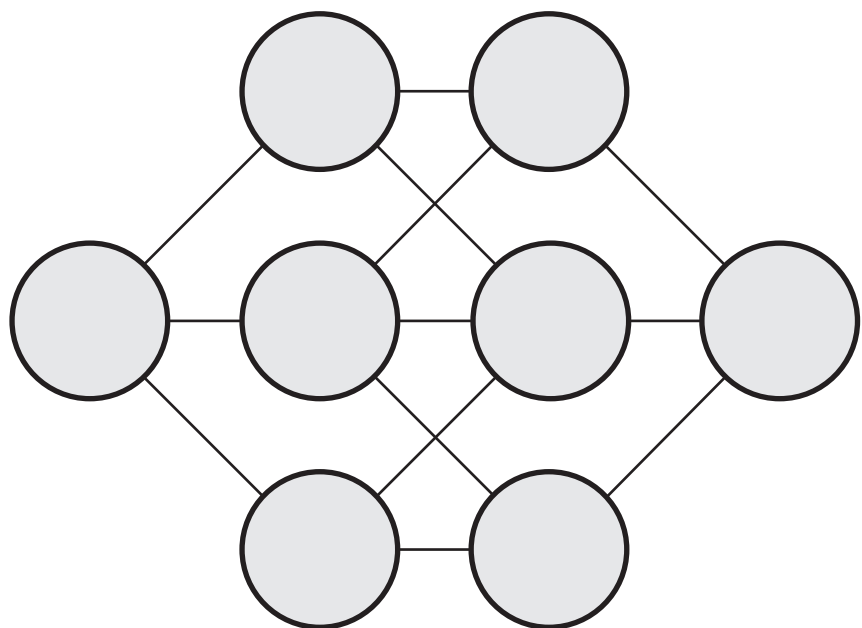
HINT: Place some
stickers over a set of
counters and write the
digits 1 to 8 on each
counter. Now you can
move them around.



THINK

Puzzle 2

Place eight digits from 1 to 8 in each circle. Numbers with a difference of 1 cannot be placed in circles directly connected by a straight line.



Name: _____

Journal Prompt

What does it mean to feel like you belong?

[illegible]

Name: _____

INFORMATION REPORT

Title:**General Classification:****A series of paragraphs each with one aspect of the topic****Concluding Statement:**

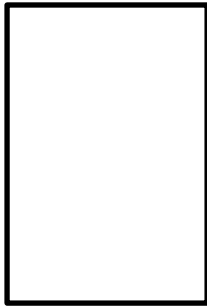
Overview - Information Reports

During week 5 and 6 you will be working on 1 information report. The outline of each lesson has been included below. Stick to the lessons on separate days rather than completing in 1 go.

Lesson 1:

You will need to choose an Australian animal, write the name of the animal in the middle of the circle.

On the top of the planning page write down all the points that you already know.



Then start to research your chosen animal, you can use the framework website or research your own way. On the bottom of the paper write down points that you didn't know, any of your points that were incorrect just cross them out. Look at all the new information you have learned. Group your ideas that are similar – what it eats or how it moves. You can do this with coloured markers or highlighters. These groups will be your paragraphs.

Lesson 2:

Follow the proforma to set out your report. You will probably have more than 3 paragraphs in the middle. This is just a guide.

A vertical template for an information report. At the top, it says 'SCAFFOLD SHEET' and 'INFORMATION REPORT'. Below this is a box for 'Title:'. Then a box for 'General Classification:'. Below that is a large box labeled 'A series of paragraphs each with one aspect of the topic:'. This box is divided into four horizontal sections. At the bottom is a box labeled 'Concluding Statement:'. There is a small 'Name:' field at the top right.

Lesson 3:

Paragraphs Focus

Each of your paragraphs will need a topic sentence. This is the main idea of the paragraph. Then it will have 3-4 more sentences using the information you researched.

Read the Lizard information sheet and highlight the topic sentences that would be the beginning of a new paragraph.

Read your information report. Highlight your topic sentences, if you have not included a topic sentence then redo the first sentence in each paragraph. You will be making other changes over this week so do not re-write your report every day. Make the changes on your page. Good authors do this, they make changes where they need to. At the end you will have a lesson to publish your work.

Lesson 4:

Technical language/ Complex sentences.

Read through your report, underline or highlight any technical language you have used. These are special words used to describe details. A butterfly mouth = proboscis.

Eg- The butterfly drinks the nectar.

The butterfly uncurls its long proboscis to drink sweet nectar from the flowers it feeds on.

If you can include any new technical words to make your writing sound great make the changes now.

Lesson 5:

Incorporating the seven steps. (The second Apple information report from week 2 writing includes the seven steps refer back if you need to.)

Sizzling start – Engage your reader instantly by grabbing their interest and making them want to know more

Tightening tension- Build momentum and maintain the reader's interest. Start strong and gradually build to a high point just before the Ending with Impact.

Dynamic dialogue- Support your facts and give vibrancy to your writing using dialogue from real or imaginative characters.

Show don't tell- Show the story behind the facts by bringing the information and facts to life

Ban the Boring: Keep the reader focused on what's really important. Edit out parts that distract the reader from the critical information to ensure it's remembered.

Ending with impact: Information soon forgotten isn't much use to anyone. Make your ending powerful to leave a lasting impression.

Once you have made the corrections to your report, re-read and make any corrections.

Publish your writing and submit to your teacher.

Planning Page

What I know

Animal Name:

What I learned

2 Watch the video.

3 Think, Pair, Share your thoughts about these questions.

What did the man
in the video do?

What did this show?

Some tomato sauces are runny, and some are not! Scientists use the word **viscosity** to describe how 'runny' a liquid is (how easily it **flows**).

Liquids that flow quickly have low viscosity.

Liquids that flow slowly have high viscosity.



4 Look at these liquids. Number them from 1–5 according to how viscous (runny) you think they are.



water



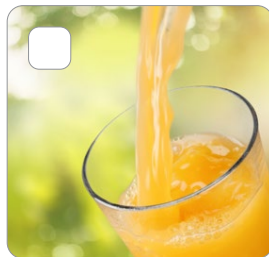
honey



custard



medicine



juice

5 Watch the video.

6 Imagine you are in the Choice magazine's viscosity testing laboratory. It is the task of you and a partner to conduct an experiment to compare the viscosity of some other household liquids. You may choose from condiments, sweeteners or bathroom products (see the materials on page 2).

Use the scientific process below to plan and carry out your experiment.

Aim (What are you trying to find out?)

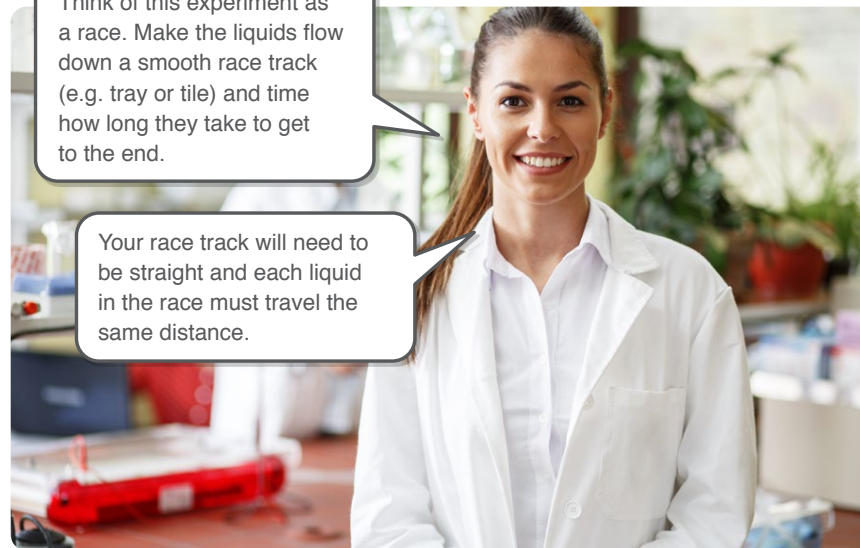
Method: Collect the equipment listed on page 2, plus 3 liquids you would like to test.

Procedure: Discuss with your partner what you will need to do.

Read the scientist's tips to help you

Think of this experiment as a race. Make the liquids flow down a smooth race track (e.g. tray or tile) and time how long they take to get to the end.

Your race track will need to be straight and each liquid in the race must travel the same distance.



Reading comprehension: Wednesday

Learning Intention:

Use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

Success Criteria:

- I can find the main idea/theme of a text
- I am able to recall important facts and details to answer questions about a text

Guided/Independent Learning:

Students read the text '*To the Moon*' and answer the following multiple choice questions.

1. The word *colony* means a group of people who form a new settlement. What does the word colonise most likely mean?
 - a. One who forms a settlement
 - b. To make a new settlement
 - c. In a way related to forming a settlement
 - d. To be like a new settlement
2. What is an unmanned mission?
 - a. A mission without a person on it
 - b. A mission that does not land on the Moon
 - c. A mission with a scientific purpose
 - d. A mission that is not successfully
3. What is the second paragraph mainly about?
 - a. The first Moon landing
 - b. NASA's Moon landings
 - c. The future of Moon landings
 - d. The dangers of Moon landings
4. In the last paragraph, the word analysis shows that the rocks were collected -
 - a. to be kept safe
 - b. to be used as proof
 - c. to be destroyed
 - d. to be studied closely

To the Moon

Most people know that we first walked on the Moon in 1969 with NASA's Apollo 11 mission. But did you know that the first human-made object to reach the surface of the Moon was the Soviet Union's Luna 2, in 1959?

NASA went on to make six manned landings between 1969 and 1972, with one mission failure. Fortunately, all astronauts managed to safely return home. Rocks from the Moon were collected for analysis during all manned and unmanned missions. Many scientists believe that we will one day be able to colonise the Moon.



The crew of the Apollo 11 mission were Neil Armstrong, Buzz Aldrin, and Michael Collins. Both Armstrong and Aldrin walked on the Moon.

KEY SKILLS PRACTICE

An assumption is something that is assumed to be true. Describe the assumption the author makes in the passage.

Geography - Stimulus Sheet

where	latitude	longitude	oceans
what	time zones	location	hemisphere
how	countries	North Pole	biomes



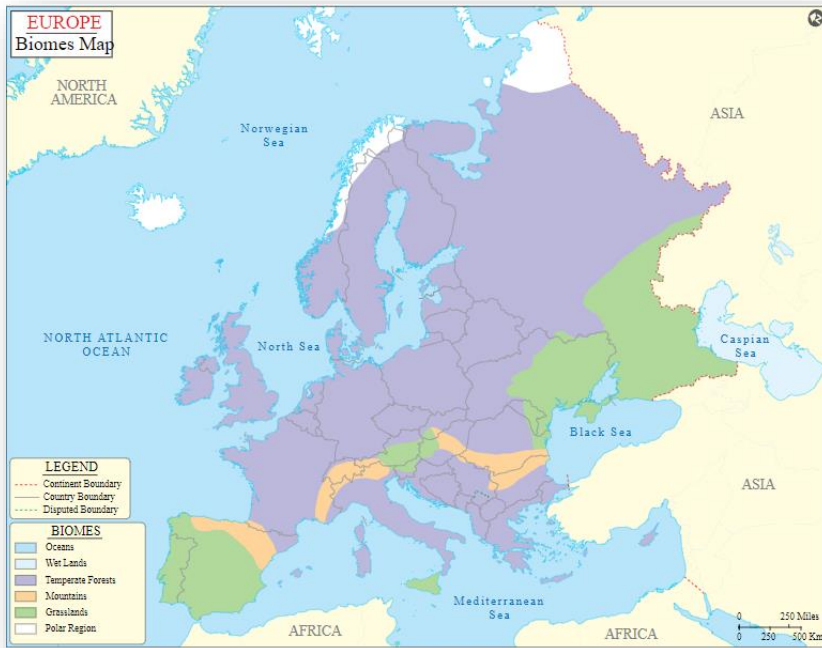
Biomes Around the World – Worksheet I

Learning Intention: To identify the location and environmental characteristics of major countries.

Add relevant geographical information to the map of North America. Ensure there is a key or legend to show the information the map displays, a title and the north point included.



Biomes Around the World – Worksheet 2



Answer the following questions about Europe:

- Identify the biomes found in Europe.
- What biome is not in Europe but is a large part of Australia and North America?
- What impact would this have on settlement patterns (where people choose to live)?

Answer the following questions about South America:

- Identify the biomes found in South America.
- Mark the countries of South America on the map. What are the two most common biomes in South America?
- What impact would this have on settlement patterns (where people choose to live)?



Reflection question: What is the difference between a biome and an ecosystem?



Stage 3 Week 5 Word Search

Y	Z	H	T	O	R	S	O	U	A	P	Y	C	T	B	L	F	A	F	N
R	F	K	Z	O	R	G	A	N	I	V	H	E	Q	S	O	O	M	B	U
K	E	O	C	K	C	O	D	J	M	U	E	N	K	D	T	M	V	X	E
L	B	S	R	A	J	E	F	Y	Y	H	R	D	I	U	T	Q	I	R	D
M	I	S	I	T	B	W	F	G	H	K	S	O	N	P	X	E	C	O	L
C	R	S	I	D	N	S	N	R	Y	X	W	R	Z	R	S	F	T	W	K
Y	A	N	A	D	E	I	O	H	W	E	Y	S	M	Y	Z	H	O	H	R
X	W	F	L	Z	R	N	G	R	I	M	I	E	S	I	C	P	R	O	H
B	R	R	O	G	A	J	T	H	B	C	C	M	H	L	Q	F	I	R	K
I	W	R	T	R	C	R	M	I	T	N	V	E	I	O	J	W	O	S	S
E	J	Y	K	H	K	V	S	V	A	N	C	N	R	B	E	T	U	E	F
S	U	B	M	I	S	S	I	O	N	L	D	T	E	D	N	N	S	R	F
V	T	H	U	N	D	E	R	S	T	O	R	M	A	E	O	O	M	J	E
J	O	V	M	P	A	Q	D	P	S	H	M	K	M	I	I	D	E	C	X
N	O	R	C	H	A	R	D	D	G	I	F	T	G	J	M	Q	R	P	I
O	N	E	V	O	U	E	T	M	U	O	R	E	C	X	E	O	L	J	M
R	V	E	T	N	R	X	N	T	U	O	R	M	X	T	F	L	F	R	B
M	U	W	J	S	S	B	I	Z	S	T	G	L	A	N	H	X	O	T	D
A	Q	U	Z	N	L	I	I	S	K	V	D	T	E	P	R	T	L	R	H
L	R	A	V	O	D	G	A	T	F	V	S	A	F	J	S	J	X	V	B

THUNDERSTORM

ASSORTMENT

FORTNIGHT

NORMAL

TORSO

STORM

FORK

ENDORSEMENT

SUBMISSION

ENFORCE

ABSORB

HORSE

ORGAN

STATE

RESIDENTIAL

VICTORIOUS

ORCHARD

REGION

ORBIT

SHIRE

Perfect Progressive Verb Tenses

Activity 1

In each of these sentences, the verb is missing. Can you rewrite each sentence, using the verb in the brackets in the PAST PERFECT PROGRESSIVE form?

Remember: you need the words 'had been' before the continuous '-ing' verb.

1. Many people ____ me to write an autobiography. (asking)
2. He ____ milk from the carton, when his mother walked into the kitchen. (drink)
3. Jacob ____ five kilometers a day, before he broke his leg. (walk)
4. Ella ____ an ice cream before she dropped it on the floor. (eat)

In each of these sentences, the verb is missing. Can you rewrite each sentence, using the verb in the brackets in the PRESENT PERFECT PROGRESSIVE form?

Remember: you need the words 'has been' or 'have been' before the continuous '-ing' verb.

5. I ____ up this mountain for over two hours. (climb)
6. The project manager ____ us to work harder since Tuesday. (push)
7. We ____ our neighbours train their pets a year. (help)
8. Das ____ all morning and his back is killing him. (garden)

In each of these sentences, the verb is missing. Can you rewrite each sentence, using the verb in the brackets in the FUTURE PERFECT PROGRESSIVE form?

Remember: you need the words 'will have been' before the continuous '-ing' verb.

9. By six o'clock, Jim ____ a cake for an hour. (bake)
 10. They have to win the contest because by the time they perform, they ____ for months. (practice)
 11. In November, they ____ in Glenmore Park for eight years. (live)
- Tony will be tired when he gets here because he ____ for four hours. (exercise)

YOU'RE*



Activity 2

Can you identify if the following sentence is written in the past, present or future perfect progressive tense?

Tyler has been reading 'The Lion, the Witch and the Wardrobe'.

Brock had been focusing on his sporting achievements before COVID restricted him.

Ella had been painting a picture of a landscape.

He has been counting his pennies.

Leihana and Alisha have been completing their writing task with ease.

Ava has been working hard for her money.

The hamster will have been exhausted if he kept running on his hamster wheel all day long.

Khloe will have been cooking for two hours, when she serves dinner.

Aidan has been learning to play a musical instrument.

Callum had been forcing a smile.

Lachlan has been saving his pocket money.

Nate and Aiden have been sailing the seas.

Evelyn will have been resting for eight hours, when the alarms sound.

The lion will have been enjoying his prey if he was cunning enough.



Activity 3

You are to use the following verbs in their past perfect progressive form in a full sentence:

write

sleep

You are to use the following verbs in their present perfect progressive form in a full sentence:

clap

stop

You are to use the following verbs in their future perfect progressive form in a full sentence:

march

create



MATHAROO Worksheet LP – 22 21

Student Name: _____

Grade: _____ Date: _____



1. Many children in America are watching Peppa Pig on TV. And they are learning some British words. Instead of “trash can”, Peppa Pig calls it a “bin”, just as Aussies do. How many **FEWER** letters are in “bin” than in “trash can”?



2. The Olympic Games symbol has 5 rings. If there are 3 Olympic signs set up around an Olympic arena, how many rings would there be on those signs altogether?

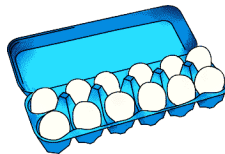
3. There were 4 puppies in the Vet’s waiting room, needing injections. How many puppies’ legs were there on all those puppies?



Kick

4. In his soccer matches in July so far, Tony got 3 kicks in his first match, 7 kicks in the second, no kicks in the third match and one kick in the fourth. How many kicks has he had in matches in July so far?

5. The local grocery shop had only 3 dozen eggs left on its shelves. How many eggs in 3 dozen?



6. Find the **PRODUCT** of 3 and 7.



7. Adele came 3rd in a race of 9 runners. How many runners finished **AFTER** Adele?



MATHAROO Worksheet MP – 22 21

Student Name: _____

Grade: _____ Date: _____



1. Brisbane, Queensland has been chosen to host the Olympic Games in the year 2032. How many years **AFTER** this year (2021) is the year 2032?



2. Four **NEW** events in the Olympic Games 2020 (really 2021) are **Karate, Surfing, Rock Climbing and Skateboarding**. Find the most common alphabetical letter in the titles of those 4 new events. What **FRACTION** of **ALL** the letters in those titles, **INCLUDING** the “and”, is that most common letter?

3. Eighty-two centimetres of snow fell at one ski resort over the past week. What **FRACTION** of one metre is 82 cm? Express your answer in simplest terms.



4. Prince George has just turned 8 years old. How many **MONTHS** are there in 8 years?

5. An Electrolux refrigerator in England, made in the 1930s, is still in use. It’s believed to be the **OLDEST** working fridge in England. If it was bought brand new in July, 1933 from a retailer, for how many years has it now been working?



6. A 7-year-old Gold Coast girl, Molly Wright, has given a “**TED TALK**” that lasted 7 minutes. Her main point was that children suffer when **PARENTS** use their digital technology too much. For how many **SECONDS** did Molly’s presentation run?

7. A tube of Pringles potato chips is **HALF PRICE** at one shop at the moment, at \$2.25 per tube. What is their “normal” price per tube?



8. Grace’s family watched the Opening Ceremony of the 2020 (really 2021) Tokyo Olympic Games for 2¾ hours. Charles’s family watched it for 20 minutes **LESS** than Grace’s family. For how many **MINUTES** did Charles’s family watch that opening ceremony?

9. **Open-ended Question:** Reggie threw 2 dice in a game of Ludo. The **SUM** of the dots on those 2 dice was 7. How many dots **MIGHT** have been shown at the top of those two dice? Give 3 possible answers.





MATHAROO Worksheet UP – 22 21

Student Name: _____

Grade: _____ Date: _____



1. Local TV coverage of the Opening Ceremony of the 2020 (really 2021) Olympic Games in Tokyo began at 9 pm. It was expected to finish at 10:30 pm, but actually finished at 11:15 pm. By what **PERCENTAGE** did the actual time exceed the expected length of the ceremony?



2. It was announced last week that the Olympic Games in the year 2032 will be held in Brisbane, Queensland. How many **MONTHS** away is that, counting all the months starting with August 2021, and ending with December 2031 **inclusive**.

3. Last week, 81 centimetres of snow fell at one ski resort. If, on each of the first two days, twice as much of that snow fell as fell on each of the other 5 days, how much of that 81 cm fell on the first 2 days, in centimetres?



4. Aussie actor Chris Hemsworth's new documentary movie, "SHARK BEACH" runs for just 44 minutes. In it, Chris seeks to learn about shark behaviour, so that humans and sharks can "safely" coexist. What **FRACTION** of one hour is 44 minutes? Express your answer in simplest terms.



5. Last Friday, 23rd July was "PYJAMA DAY" across Australia. There are 24 children in Josh's grade. If just $\frac{3}{8}$ of the class even **KNEW** about Pyjama Day, how many children in the grade didn't have any idea that it was Pyjama Day at all?



6. High Tide at one particular beach is at 9:46 am, and the following Low Tide at the same beach is at 2:40 pm. How many hours and minutes are there between those two tides?

7. Prince George has just turned 8 years old. For what **FRACTION** of a **DECADE** has Prince George been alive?



8. The rectangular veggie garden in Helena's backyard measures $3\frac{3}{4}$ metres x $4\frac{1}{2}$ metres. Find the **PERIMETER** and **AREA** of that vegetable garden.

9. **Open-ended Question:** Find two numbers that have a **QUOTIENT** of 29.37



MATHAROO Worksheet EXT – 22 21

Student Name: _____

Grade: _____ Date: _____



1. The Aussie "MATILDAS" soccer team won their first match of the 2021 Olympics, 2 goals to 1 against New Zealand last week. What **PERCENTAGE** of New Zealand's score was the Matildas' score?



2. The "2021 TOUR DE FRANCE" bike race finished on 18th July. There were 141 competitors at the start of the 2021 Tour. If only 94 completed the race, what **FRACTION** of the starting group were unable to finish the race for some reason?

3. The Olympic Games are always scheduled to be run 4 years apart. Find the **SUM** of the Olympic years (eg. 2024) in which the next 6 Olympic Games will be scheduled to run, assuming that the next Olympics will be held in 2024.



4. A lady has a jewellery box, in which she keeps 2 gold earrings and 6 silver ones. How many earrings must she take out of the box, without looking, to **ENSURE** she has a pair of matching earrings? (She **doesn't** mind if they are a silver or gold pair! Either will match her outfit!)

5. A survey of 815 people found that just 163 of them were happy with their internet provider. What **PERCENTAGE** of the people surveyed, then, were **UNHAPPY** with the service they received from their internet provider?



6. A rectangular picture frame has a **PERIMETER** of 86.4 centimetres. The frame is 21.6 cm high. Find its width.

7. Parents want the speed limit in one suburban area to be reduced from the present 40 kilometres per hour to 35 kilometres, for safety reasons. By what **PERCENTAGE** of the higher speed limit would it need to be reduced, if the parents are successful?



8. **OPEN-ENDED QUESTION:** Four **NEW** events in the Olympic Games 2020 (really 2021) are Karate, Surfing, Rock Climbing and Skateboarding. Now put those 4 events in order, in **YOUR** opinion, from most popular to least popular. **THEN** ... ask 3 of your friends to do the same thing. Did you all agree with the most popular? The least popular? Why? Think about it!

