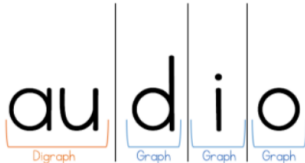





# Week 9 Term 3 Weekly Framework Stage 3

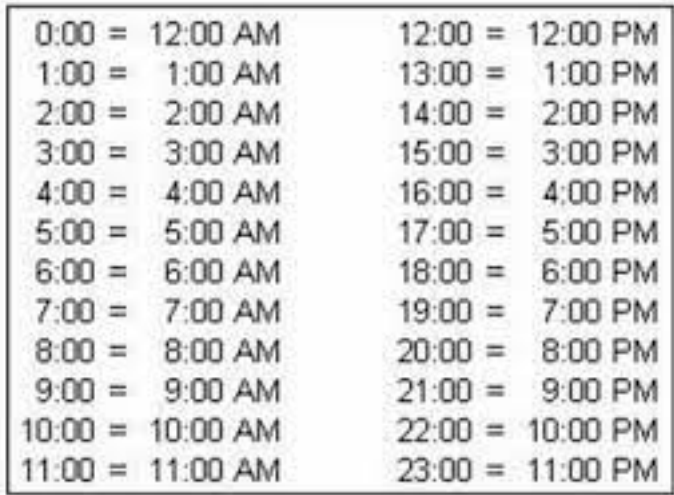
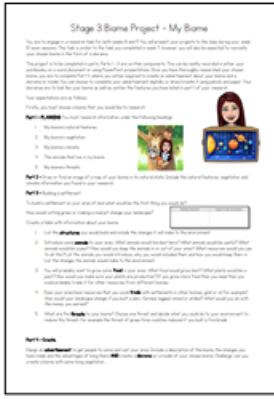

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on google classroom. You are also able to access your Mathletics account. You can complete activities in your Homework book or an exercise book, some may be 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.

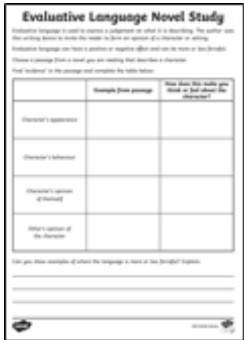

T3 Wk 9	Morning Session	Middle Session	Afternoon
Monday	<p><b>English -</b>  <b>Yr 5 Spelling with Miss Deathe</b>  <u>Success Criteria:</u>            I can spell common past tense words.</p> <p>Open the Term 3 Wk 9 Spelling PowerPoint (this can be found on your Google Classroom) and follow the prompts.</p> <p><b>Activity 1:</b> 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><b>Activity 2: Highlight the Spelling Pattern</b>            Use a highlighter to trace over the spelling pattern in each of your words (excluding sight words). Using a dictionary or thesaurus, can you find other common past tense words? Write these down in your workbook.</p> <p><b>Year 6 Spelling</b>  <b>Activity 1: Look, Cover, Write, Check</b> Fold your page into four columns, labelling each Monday-Thursday with the short date under each. Copy out your spelling words for the week.  <b>Activity 2: Highlight the Spelling Pattern</b>            Use a highlighter to trace over the spelling pattern in each of your words  <b>Activity 3: Word meanings-</b> 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><b>Writing:</b>            Your job is to write directions to make an ULTIMATE dessert.</p> <p>You need to</p> <ul style="list-style-type: none"> <li>Give it a title,</li> <li>Ingredients listed in points</li> <li>Directions in how to create this ULTIMATE dessert.</li> </ul> <p>Remember information texts have pictures, sketches, photos, or illustrations. Use these to enhance your writing.</p> <p>Be creative with your wording. Add sprinkles could be turned into <i>gently top the frozen vanilla ice-cream with a scattering of crunchy, rainbow coloured sprinkles.</i></p>	<p>Math MENTALS - Complete one section each day.</p> <p>Maths - Map Reading</p> <p>Remember to look at the Scale when reading maps. In the worksheet today you will find that 1cm = 10 km</p> <p>Complete worksheet 'Map Reading' and then continue to complete worksheet 'Scale and Ratio'</p> <p><a href="#">How to Make a Map   Geography for Kids   Made by Red Cat Reading</a></p> <p>Youtube video that explains types of Maps and how to read them</p> <p><b>Mathletics Worksheets</b></p> <p>Year 5 – Plotting Coordinates p 7</p> <p>Year 6 – Spatial Orientation – Directions p.3-4</p> <p><b>Mathletics Online Activities:</b></p> <p><u>Year 5 – Are you ready? What direction is that? Map coordinates</u></p> <p><u>Year 6 - Are you ready? What direction is that? Scale. Test</u></p>	<p>Use this time to begin working through your time capsule booklet.</p> <div data-bbox="1671 466 1946 825" data-label="Image"> </div> <p>BY: _____</p> <p>Week 8 PE/Sport</p> <div data-bbox="1756 917 2058 1228" data-label="Image"> </div> <p><b>Prep for your Science Lesson tomorrow:</b></p> <ol style="list-style-type: none"> <li>1. Fill a plastic bottle almost full of water</li> <li>2. Mark the water level with a marker</li> <li>3. Put the bottle in the freezer overnight</li> </ol>

T3 Wk 9	Morning Session	Middle Session	Afternoon
Tuesday	<p><b>English - Spelling</b>  <b>Yr 5 Spelling with Miss Deathe</b>  <u>Success Criteria:</u>  I can spell common past tense words.</p> <p>Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Tuesday' column.</p> <p><b>Activity 2: Spelling Points</b>  Say the word aloud and write it by separating the <i>sounds</i>. How many points is each word worth if a;</p> <ul style="list-style-type: none"> <li>- Graph = 2 points</li> <li>- Digraph = 5 points</li> <li>- Trigraph = 10 points</li> </ul>  <p><b>Year 6 Spelling</b>  <b>Activity 1</b> Look, Cover, Write, Check method to copy out your spelling words under your 'Tuesday' column.  <b>Activity 2</b> Spelling Points as above and activities 1-4 on the worksheet.</p> <p><b>English- Handwriting</b>  <b>WALT:</b></p> <ul style="list-style-type: none"> <li>- Write using cursive</li> <li>- Explore joins that facilitate fluency and legibility</li> </ul> <p><b>Core Task:</b>  Review the five S's - slope, shape, size, spacing, and style  Review correct pen/cil grip, book, and sitting position/posture</p> <p><b>Capitals</b>  Sometimes you might be asked to use all capitals – for example, when filling out a form. Copy the below and fill out the disaster report, using capitals only.</p> <p><i>Tuesday 7th September 2021</i>  International Disaster Rescue Squad Report  NATURE OF DISASTER:  WHERE:  WHEN (DATE AND TIME):  CASUALTIES:  STEPS TAKEN TO HELP:</p> <p>Copy out the jokes below, making sure you include all the punctuation;</p> <ol style="list-style-type: none"> <li>1. What did one mountain say to the other mountain after the earthquake?  "It's not my fault!"</li> <li>2. What happens to cows after earthquakes?  They give milkshakes!</li> <li>3. What is a volcano?  A mountain with hiccups!</li> </ol>	<p><b>English: Reading Comprehension</b>  <b>Activity 1:</b> Read the attached text <i>Mystery Dish</i> and answer the multiple-choice questions in your book.</p> <p><b>Math MENTALS - Complete one section each day.</b></p> <p>'Using a Street Directory' Worksheet</p> <p>Again be sure to look at the scale used in the map.</p> <p>Remember that coordinates are found where the two points intersect on the map eg D2 is Capital Hill on your worksheet today.</p> <p><a href="#">Maps for Kids   Learn how to read a map and other skills in this fun introduction to maps</a></p> <p>Youtube video that explains how to read a map.</p> <p>Mathletics worksheets</p> <p>Year 5 – Plotting Coordinates p -8</p> <p>Year 6 - Coordinates – Street directories p.8</p> <p>Extension – Draw a plan view of your room. Need grid paper. You are looking at only the shapes you would see from above – rectangles for the bed and desk and other shapes that may be there. Use a scale such as 1 metre = 1 cm.</p>	<p><b>Science:</b>  <u>Learning Intention:</u> Investigate what happens when we heat and cool matter.</p> <p><b>Activity 1:</b>  Take the bottle out of the freezer that you placed in last night.</p> <ul style="list-style-type: none"> <li>- What has happened to the level of the water?</li> <li>- Mark the new level of water</li> <li>- Why do you think this has happened?</li> </ul> <p><b>Activity 2:</b>  Log into your inquisitive by using the following information:  <a href="http://inq.co/class/268p">http://inq.co/class/268p</a>  Passcode: 3879</p> <p>Watch the video <i>Liquid Thermometer</i> by clicking the purple link on your Inquisitive sheet.</p>  <p>Use what you have learnt so far about heating matter to explain how the liquid inside the thermometer moves, using some words from the unit so far.</p> <p><b>Activity 3:</b>  Watch the video <i>Exploding Glass</i> again (from last week). Complete the below flowchart provided in your framework resources.</p>

# Wellness Wednesday

Find a quiet space and read for 30 minutes	<b>Join your classmates for a whole grade fun trivia zoom.</b>  Year 5 12.30 pm Year 6 1.00 pm	Put on some calming music and colour in some colouring pages	Laugh! Share some favourite jokes with friends or watch a funny cartoon or video.
Eat lunch with your family or siblings. Talk about good times that you have shared as a family.	Sit somewhere and breathe slowly, counting each breath in and out.	Call someone you have not spoken to in a while or visited because of lockdown restrictions.	Sit in the sunshine, notice 5 things you can see, 4 things you can hear, 3 things you can touch, 2 things you can smell, 1 great thing about yourself.
Play a board game. Try a card game of memory or Patience!	Make a fort out of blankets and pillows, read a book, tell a story, write a story, make sure you clean up your fort when you finish.	Work on your Time Capsule journal.	Make a list of the things you would like to do after lockdown is finished.
Create an outdoor obstacle course for you or a family member to complete. Be creative with different resources you can use!	Research your family tree by interviewing members of your family. You could also organise a FaceTime or zoom to question relatives. See how far back you can go.	Paint some rocks, walk with an adult to find one or hide some.	Challenge yourself and complete a "find a word", a crossword or a sudoku, in a magazine, book or newspaper. print one online.

T3 Wk 9	Morning Session	Middle Session	Afternoon
Thursday	<p><b>English - Spelling</b>  <b>Yr 5 Spelling with Miss Deathe</b>  <u>Success Criteria:</u>            I can spell common past tense words.</p> <p>Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Thursday' column.</p> <p><b>Activity 2: Dictionary Meanings</b>            Choose 5 words from your spelling list to locate in the dictionary to find the meaning. Write it in your own words.</p> <p><b>Year 6 Spelling</b></p> <p><b>Activity 1:</b> Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Thursday' column.</p> <p><b>Activity 2: Worksheet</b> complete remaining activities.</p> <p><b>Writing:</b>            Your task is an informational text scavenger hunt. You need to look around your home and find all of the things that you can read that INFORM you of something.</p> <p>Make a list, and submit this to your teacher.</p> <p>Eg News paper - tells me about what is happening in my community/ state            Nappy box - Directions on how to put a disposable nappy on an infant.</p>	<p><b>Math MENTALS - Complete one section each day.</b></p> <p>Scale Drawings Worksheet. You will need a ruler for this activity.</p> <p><a href="https://www.twinkl.com/resource/t2-m1-602666235144dcf2c8fd4b2f33672492-drawing-classes-drawing-practice-jpg">602666235144dcf2c8fd4b2f33672492--drawing-classes-drawing-practice.jpg</a></p> <p>This link shows you a scale drawing that you might like to try using grid paper.</p> <p>'Timetable' complete worksheet</p> <p>Remember 24 hour time - use this chart to help you with the worksheet.</p>  <p><b>Mathletics worksheets</b></p> <p>Year 5 - Coordinates – Mapping using coordinates p.10</p> <p>Year 6 - Coordinates – Street directories p.10</p> <p>Extension – Draw a plan view of your house. This will take some sketching and planning. Draw up the rooms first using pencil, then erase where the doors are. Furniture is not necessary, but add it if you feel confident.</p>	<p><b>Geography</b></p> <p>Continue working on your 'My Biome' project. Make sure the written component is complete this week (Parts 1 - 3). You have the choice to present your work using PPT (or similar), Google Docs or written. Please make sure you present your research neatly.</p> <p>You must also begin Part 4 this week. You will present these during your zoom sessions in week 10.</p> <p>Use this week's zoom sessions to ask your teacher any questions you may have in regards to this project. You can also refer to the 'Stage 3 project My Biome' information sheet attached. You may also use the PPT from Google Classroom to assist you, as well as 'The Earth's Biomes' eBook from inquisitive.</p>  

T3 Wk 9	Morning Session	Middle Session	Afternoon
Friday	<p><b>English - Spelling</b> Yr 5 Spelling with Miss Deathe <u>Success Criteria:</u> I can spell common past tense words.</p> <p><b>Year 5 and 6</b></p> <p>Have a member of your household test you on your words for the week.</p> <p><b>Activity 2:</b> Complete your Spelling Word Search for the week (find below framework)</p> <p><b>Grammar</b> <b>Learning Intention:</b> To use evaluative language to create a character description.</p> <p>Evaluative adjectives are words that express a judgment about what they are describing. They can have a positive or negative effect.</p> <p>Task 1: Read the description of the protagonists 'The Twits'. How has Roald Dahl portrayed them and discuss the positive or negative evaluative language he has used. Use that description to complete the following worksheet. (Please find an example of the excerpt attached)</p> <p>Task 2: Choose two storybook characters (a hero and a villain) and describe them using evaluative language. You are to convey a positive or negative effect. Once complete, ask a peer or family member to read your paragraph and identify all evaluative words you have included and discuss whether this has a positive or negative effect on the reader.</p> 	<p><b>Math MENTALS - Complete one section each day.</b></p> <p>Speed is measured by dividing distance covered by time taken.</p> <p>'Speed' worksheet.</p> <p><a href="#">Speed, Distance, Time   Mathematics Grade 5   Periwinkle</a></p> <p>A youtube video that explains how to calculate speed, distance, and time.</p> <p><b>Mathletics worksheets</b></p> <p>Year 5 – Directions using a compass p.13 &amp; 14</p> <p>Year 6 – Connections – apply p.12</p> <p>Extension Worksheets - OPTIONAL</p> <p>Year 5 – Directions using a compass p.14 (check page number)</p> <p>Year 6 – Map is out – Create p.15</p>	<p><b>Art - How to draw a 3D abstract design</b></p> <p>All you need is an A4 sheet of paper and a black texta (sharpie is best)</p> <p>Watch the youtube video below where they take you step by step through the directed drawing activity. The end result is amazing.</p> <p>Alternatively, you can use a ruler and different coloured textas but black is the most effective.</p> <p>When finished take a photo of your design to turn in.</p>  <p><a href="https://www.bing.com/videos/search?q=directed+drawing+3D+art&amp;docid=607992478192847031&amp;mid=BF7C23F599A71F11BBE6BF7C23F599A71F11BBE6&amp;view=detail&amp;FORM=VIRE">https://www.bing.com/videos/search?q=directed+drawing+3D+art&amp;docid=607992478192847031&amp;mid=BF7C23F599A71F11BBE6BF7C23F599A71F11BBE6&amp;view=detail&amp;FORM=VIRE</a></p>



# Sport challenge for Weeks 8, 9 and 10

## We want you to get outside!

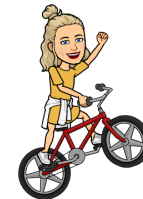


Make time every day to spend at least 30 minutes outside doing something active.

We have been learning in our health lessons about the importance of, 'Me time', fresh air, and exercise and the important role it plays in maintaining not just your physical health but your mental health as well. Here are some ideas but do something that works for you and your family. There is no set time, just find the time that works best for you; this could be in the morning, middle session, afternoon, or evening. Keep a record of how often you achieve this and how you feel after you do.

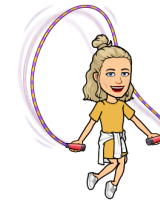


Go for a bike ride.  
Learn to skateboard, scooter, roller skate, rollerblade.  
Play tennis.



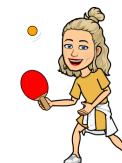
Make an obstacle course.  
Grab a dice and paper and make a physical activity game.  
Go for a walk/ walk the dog

Mediate  
Yoga  
Dancing  
Gymnastics



Jump on a trampoline  
strength training  
Skipping

Football, netball, soccer, cricket, basketball skill practice  
Cheer practice  
Stretching  
Play ping pong



## T3 Wk 9 Spelling Words - Year 5

Spelling Focus Words		Challenge Words	Sight Words
threw caught taught bought broke	carried hurried brought waited shook	understood became knew plugged shrank	devastation natural disasters geographical settlement

## Year 6 T3 Wk9 Spelling Words Unit 25

Spelling Focus Words			Challenge Words	Phonics
wholly special already magazine guilty	truly arrival ascend fugitive descend	indicate difference confusion inquisitive conference	helium psychiatrist magnificent observation industrialised	disease dislodge distribute dishonest disapprove

# Year 5 Wk 9 Word Search

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

GEOGRAPHICAL  
DISASTERS  
BROUGHT  
WAITED  
SHRANK  
SHOOK  
KNEW

DEVASTATION  
SETTLEMENT  
PLUGGED  
CAUGHT  
BOUGHT  
BROKE

UNDERSTOOD  
CARRIED  
NATURAL  
BECAME  
TAUGHT  
THREW



- A** 1  $7 \times 8 =$  \_\_\_\_\_ 8  $18 - 7 - 9 =$  \_\_\_\_\_ 15  $19 + 5 =$  \_\_\_\_\_  
 2  $11 + 9 =$  \_\_\_\_\_ 9  $6 + 8 + 13 =$  \_\_\_\_\_ 16  $7 \times 0 =$  \_\_\_\_\_  
 3  $81 \div 9 =$  \_\_\_\_\_ 10  $7 \div 7 =$  \_\_\_\_\_ 17  $5 \times 7 =$  \_\_\_\_\_  
 4  $9 + 7 + 12 =$  \_\_\_\_\_ 11  $13 + 8 =$  \_\_\_\_\_ 18  $64 - 19 =$  \_\_\_\_\_  
 5  $9 \times 6 =$  \_\_\_\_\_ 12  $49 + 4 =$  \_\_\_\_\_ 19  $30 - 14 - 8 =$  \_\_\_\_\_  
 6  $16 - 7 =$  \_\_\_\_\_ 13  $8 \times 8 =$  \_\_\_\_\_ 20  $49 \div 7 =$  \_\_\_\_\_  
 7  $42 \div 6 =$  \_\_\_\_\_ 14  $100 \div 10 =$  \_\_\_\_\_

Score 

- B** 1 value of 5 in 35 601 \_\_\_\_\_ 11 circle the smallest 5031 3510 5103  
 2  $35c + 80c =$  \_\_\_\_\_ 12 next multiple of 7 after 56 \_\_\_\_\_  
 3  $\frac{7}{10}$  as a decimal \_\_\_\_\_ 13 75 mm = \_\_\_\_\_ cm  
 4 True or false.  $\frac{1}{4} < \frac{1}{8}$  \_\_\_\_\_ 14  $\frac{10}{12} - \frac{7}{12} =$  \_\_\_\_\_  
 5  $\frac{1}{8} + \frac{3}{8} =$  \_\_\_\_\_ 15 0.6 as a fraction \_\_\_\_\_  
 6  $\frac{1}{10}$  of a decade \_\_\_\_\_ 16  $\$5 - \$2.30 =$  \_\_\_\_\_  
 7  $\$2.55 + 90c =$  \_\_\_\_\_ 17  $\$1.05 + \$1.95 =$  \_\_\_\_\_  
 8 value of 2 in 19 023 \_\_\_\_\_ 18 factors of 16 \_\_\_\_\_  
 9 238 cm = \_\_\_\_\_ m 19 True or false.  $54 \div 9 = 32 - 26$  \_\_\_\_\_  
 10  $\frac{1}{4} + \frac{3}{4} =$  \_\_\_\_\_ 20  $\frac{1}{3}$  of June \_\_\_\_\_

Score 

- C** 1 days in 7 weeks \_\_\_\_\_ 11 change from \$10 for \$3.80 \_\_\_\_\_  
 2 months in Spring \_\_\_\_\_ 12 perimeter of square with side 11 m \_\_\_\_\_  
 3 hours in 3 days \_\_\_\_\_ 13 seconds in  $2\frac{1}{2}$  minutes \_\_\_\_\_  
 4 years in 2 decades \_\_\_\_\_ 14 centimetres in  $5\frac{1}{2}$  metres \_\_\_\_\_  
 5 50% of 1 year \_\_\_\_\_ 15 degrees in 3 right angles \_\_\_\_\_  
 6  $\frac{1}{5}$  of 35 apples \_\_\_\_\_ 16 20 minutes before 11:10 \_\_\_\_\_  
 7 20 minutes after 2:55 \_\_\_\_\_ 17  $\frac{1}{6}$  of 2 dozen \_\_\_\_\_  
 8 12, 19, \_\_\_\_\_, 33 18 date after 30th April \_\_\_\_\_  
 9 prime number after 33 \_\_\_\_\_ 19 20 minutes after 7:15 pm \_\_\_\_\_  
 10 5000 m = \_\_\_\_\_ km 20 40 mm = \_\_\_\_\_ cm

Score 

## Strategy

Use the strategies you have learnt.

- 1  $16 + 17 =$  \_\_\_\_\_ 6  $39 + 52 =$  \_\_\_\_\_ 11  $33 \times 4 =$  \_\_\_\_\_  
 2  $35 + 36 =$  \_\_\_\_\_ 7  $48 + 37 =$  \_\_\_\_\_ 12  $14 \times 8 =$  \_\_\_\_\_  
 3  $46 + 78 =$  \_\_\_\_\_ 8  $45 - 16 =$  \_\_\_\_\_ 13  $22 \times 8 =$  \_\_\_\_\_  
 4  $77 + 19 =$  \_\_\_\_\_ 9  $54 - 37 =$  \_\_\_\_\_ 14  $19 \times 100 =$  \_\_\_\_\_  
 5  $17 + 49 =$  \_\_\_\_\_ 10  $17 \times 4 =$  \_\_\_\_\_ 15  $27 \times 1000 =$  \_\_\_\_\_

Score 

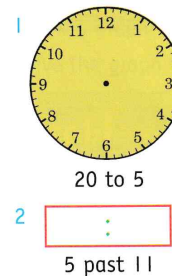
## Space

Draw.

- 1 obtuse angle 2 triangular prism 3 trapezium 4 square pyramid

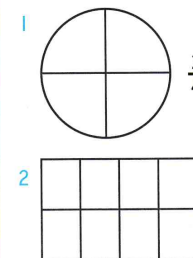
## Time

Draw the time.



## Fractions

Colour.



## Number

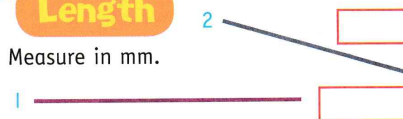
Complete.

Factor	7	8	9
Factor		5	6
Multiple	63	45	54

Factor	2	7	
Factor	16	8	3
Multiple		88	56

## Length

Measure in mm.

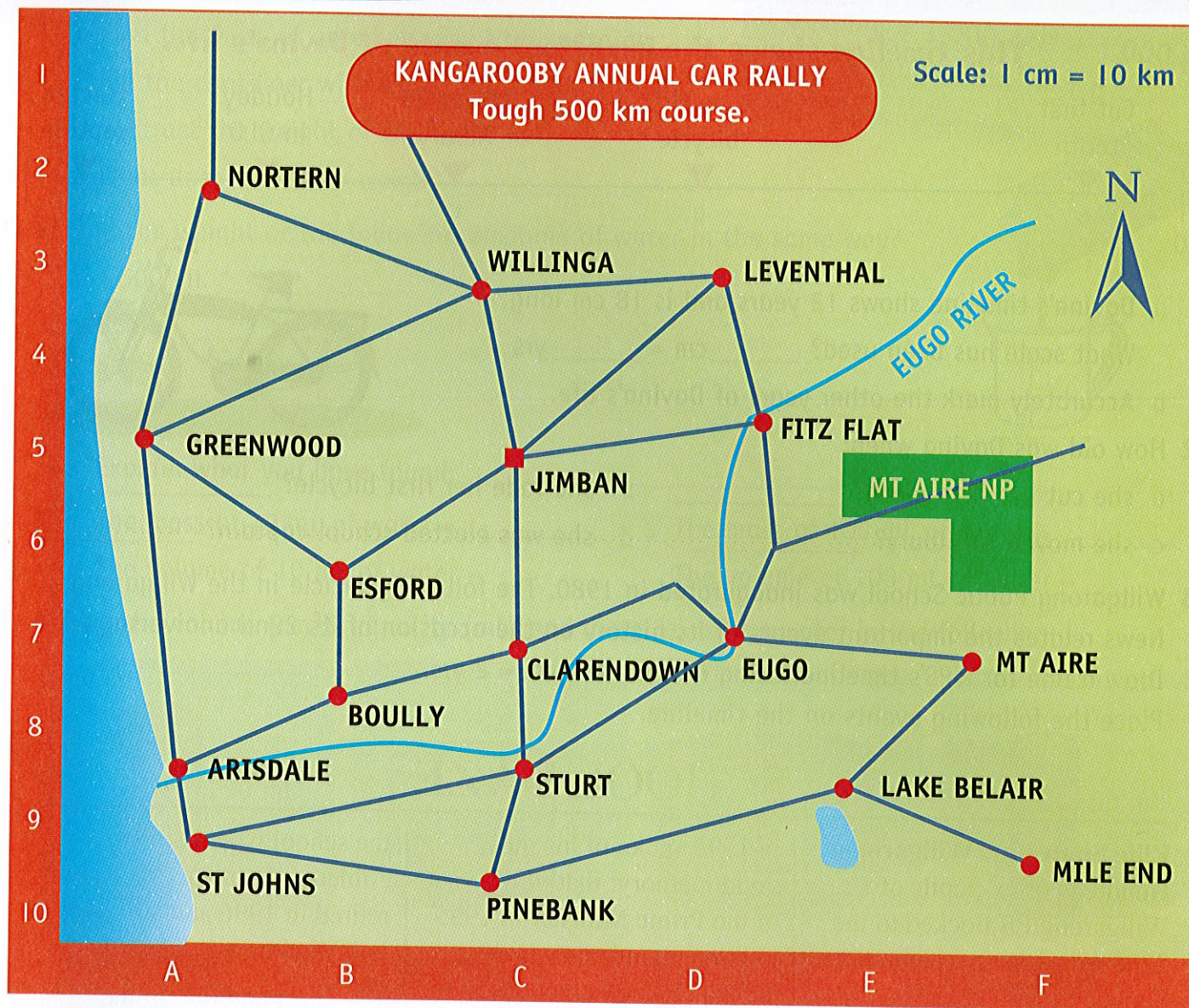


- 3 Draw a line  $5\frac{1}{2}$  cm long.





# Map reading



- 1 Calculate the distance between Arisdale and Clarendown. \_\_\_\_\_
- 2 You find Nortern at the coordinate **A2**. What are the coordinates for:
  - a Jimban? \_\_\_\_\_
  - b Lake Belair? \_\_\_\_\_

Scale can be expressed as ratio. This scale would be 1:1 000 000 as a ratio.

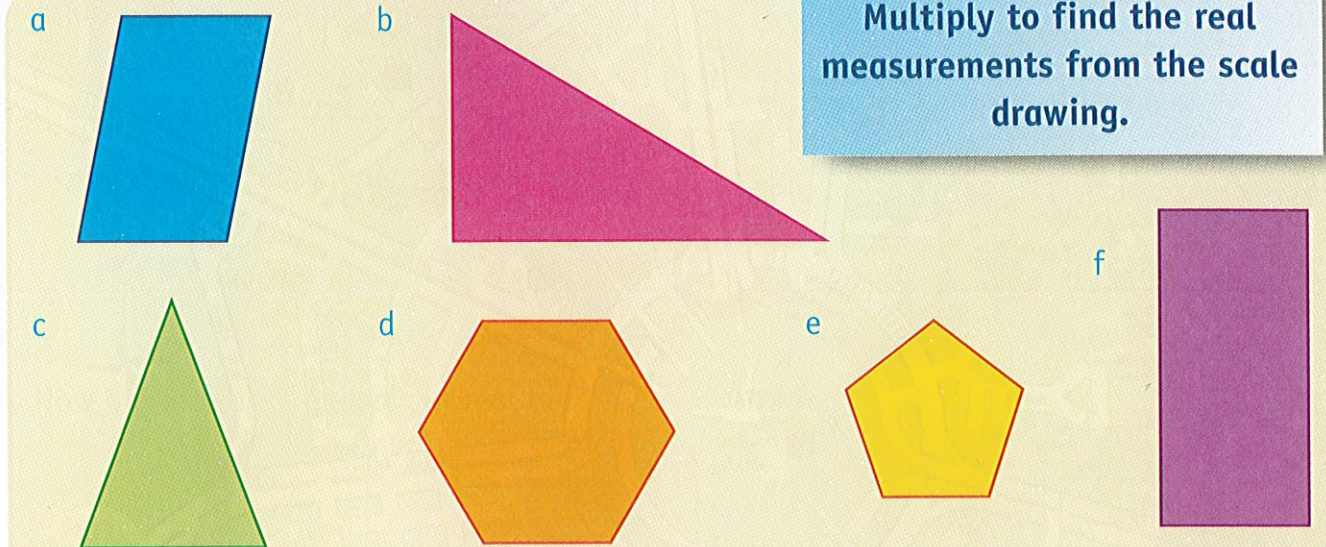
- 3 1 cm on the map is equal to \_\_\_\_\_ cm on the land.
- 4 The directions to drive from home in Leventhal to Arisdale are:  
Leaving Leventhal, drive west to Willinga, south to Jimban, south-west to Esford, south to Bouilly, and south-west to Arisdale. Write the directions to get home again. \_\_\_\_\_  
\_\_\_\_\_
- 5 What is the shortest route from Mt Aire to Greenwood? \_\_\_\_\_

# Scale and ratio

Scale 1 cm = 5 km  
means 1 cm on paper equals  
5 km on land.  
Scale = 1:10 means the  
drawing is  $\frac{1}{10}$  the real size.  
Multiply to find the real  
measurements from the scale  
drawing.

- 1 Label the dimensions of these polygons.

Scale 1 cm = 5 m or 1:500



- 2 If the scale of the above shapes is 1:10, what are the dimensions?

	a	b	c	d	e	f
Length of sides						

- 3 Refer to the map on page 76. Use the scale to calculate distances.
  - a To the nearest 10 km, how long is the coastline on this map? \_\_\_\_\_
  - b How far from the Eugo River is Mt Aire? \_\_\_\_\_
  - c Which is further from Jimban, Sturt or Nortern? \_\_\_\_\_
  - d The rally is not exactly 500 km but very close. Leaving Arisdale, it travels to Nortern, Leventhal, Jimban, Eugo, Lake Belair and finishes in Arisdale.  
Find another course that is close to 500 km. \_\_\_\_\_

- 4 The land covered on the map is 170 km wide by 145 km long and the map is 17 cm x 14.5 cm.  
If the scale was changed to 1 cm = 20 km, would the rectangle be larger or smaller? \_\_\_\_\_

- 5 How many square kilometres is Mt Aire National Park? \_\_\_\_\_

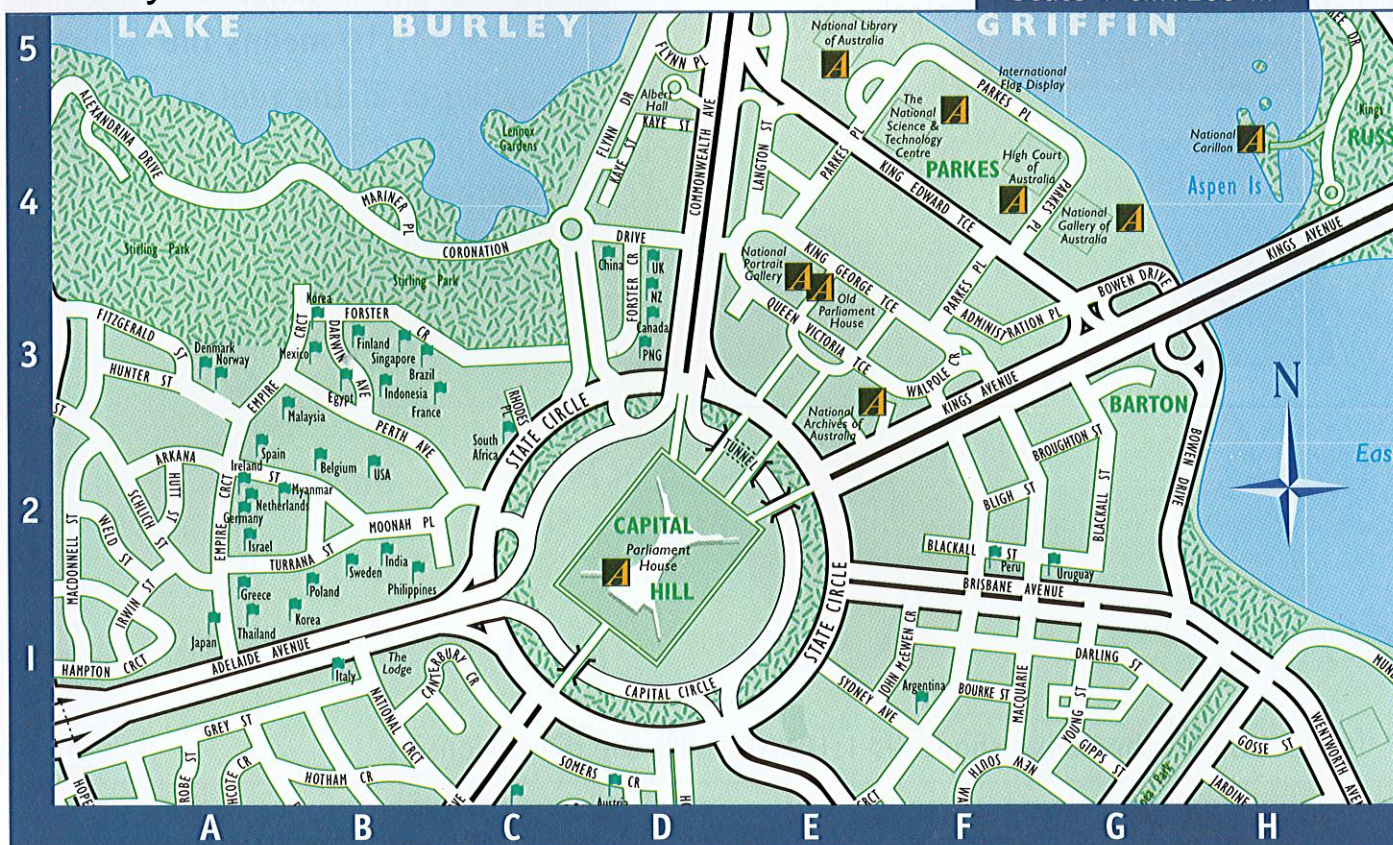


## Challenge!

Which scale would be on the smallest map representing Mt Aire National Park?

1:250, 1 cm = 10 000 m, 1:100 000, 5:5 000, 1 cm = 500 000 cm, 2 cm = 10 000 cm





1 What can be found at the following coordinates?

- a C4 \_\_\_\_\_ b E5 \_\_\_\_\_ c E4 \_\_\_\_\_ d D2 \_\_\_\_\_  
e D5 \_\_\_\_\_ f A3 \_\_\_\_\_ g C3 \_\_\_\_\_ h A5 \_\_\_\_\_

2 What are the references coordinates for:

- a the High Court of Australia? \_\_\_\_\_ b National Carillon? \_\_\_\_\_  
c The Lodge? \_\_\_\_\_ d the USA Embassy? \_\_\_\_\_

3 To walk from Kings Avenue Bridge to Old Parliament House, the following directions were given. Walk south-west along Kings Avenue, turn right onto King Edward Terrace, and north on Parkes Place to King George Terrace. Where did they go wrong? \_\_\_\_\_

4 Give the directions correctly. \_\_\_\_\_

5 Give two references for the following places:

- a Commonwealth Avenue \_\_\_\_\_ b Flynn Drive \_\_\_\_\_  
c Stirling Park \_\_\_\_\_ d Parliament House \_\_\_\_\_

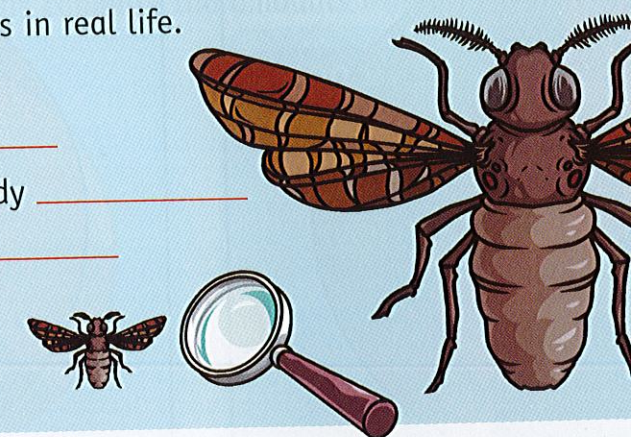
6 Note the scale on the map. What is the:

- a distance across State Circle? \_\_\_\_\_ b length of King Edward Terrace? \_\_\_\_\_  
c distance from the National Gallery to the High Court of Australia? \_\_\_\_\_


This wasp has been drawn to a scale of 3 to 1 as it is three times larger than it is in real life.


1 What does a real wasp measure?


- a width at wing-tips \_\_\_\_\_  
b from top to bottom of the body \_\_\_\_\_  
c length of an antennae \_\_\_\_\_

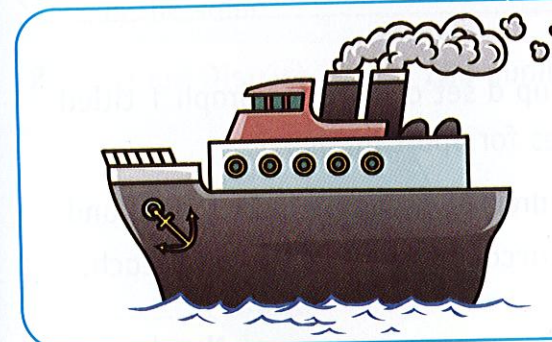


2 How big are these animals in real life?

  
**Scale 1:100**  
a height of the giraffe

  
**Scale 1:20**  
b height of the flamingo

  
**Scale 1:10**  
c length of the cat



3 This cruiser is 1 000 times smaller than

- a How long is the real cruiser? \_\_\_\_\_  
b How tall is it from water level? \_\_\_\_\_  
c Write the scale in two ways.

Scale 1 cm = \_\_\_\_\_

Scale 1: \_\_\_\_\_

4 Redraw this rectangle using a scale of 1:5.



**Challenge!**

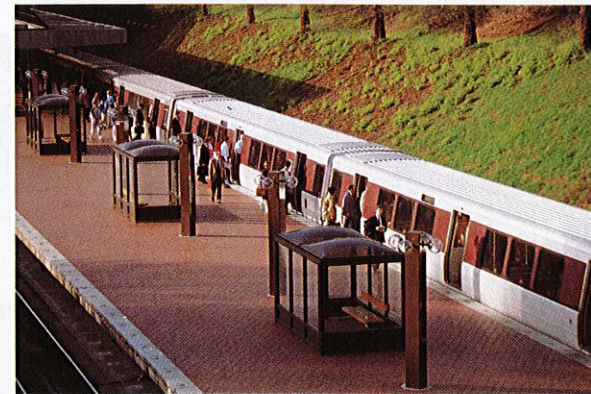
If a girl 1.2 m tall shadow 360 cm long is the ratio of her height to her shadow?



# Timetable

Study the rail timetables for the Sydney to Melbourne 'ZZM'. Times are given in 24-hr time.

- What time elapses between the departure of:
  - Train A and Train B? \_\_\_\_\_
  - Train B and Train C? \_\_\_\_\_
- Complete the missing sections of the timetables.
- The trains cross into Victoria at Albury.
  - How long is the NSW section of the trip? \_\_\_\_\_
  - How long is the Victorian section of the trip? \_\_\_\_\_
- The distance between Benalla and Melbourne is 190 km. What is the average speed of the train? \_\_\_\_\_
- If the train leaves Melbourne at 08:15, when will it arrive in Sydney if it travels at the same rate as for the Sydney to Melbourne trip? \_\_\_\_\_
- If I arrive at Central Station in Sydney at 8:30 pm, how long do I have to wait before Train A leaves? \_\_\_\_\_
- Which train will I catch to arrive in Wagga Wagga for a 1:30 pm workshop at the University? \_\_\_\_\_
- On which train would you expect to have:
  - lunch? \_\_\_\_\_
  - breakfast? \_\_\_\_\_
  - dinner? \_\_\_\_\_



Departure			City
A	B	C	
20:43	06:58	12:53	Sydney
20:54	07:09	13:04	Strathfield
21:26	07:41	13:36	Campbelltown
22:31	08:46	14:41	Moss Vale
23:19	09:34	15:29	Goulburn
00:24	10:39	-	Yass Junction
01:11	11:26	-	Harden
01:42	11:57	-	Cootamundra
02:18	12:33	-	Junee
02:43	12:58	-	Wagga Wagga
03:01	13:16	-	The Rock
03:17	13:32	-	Henty
03:28	13:43	19:38	Culcairn
03:55	-	20:05	Albury
04:36	-	20:46	Wangaratta
05:00	-	21:10	Benalla
07:00	-	23:10	Melbourne



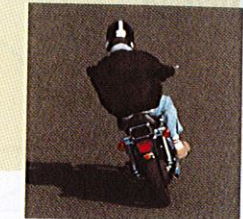
**Challenge!** At midday, two trains depart their stations 200 km apart and travel towards each other. Puffing Billy travels at 20 km/h and Roddy Rocket travels at 80 km/h. At what time will they meet?

# Speed

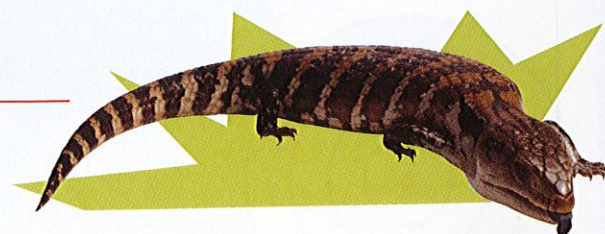
Speed is measured by dividing distance covered by time taken.

Travel 90 km in 2 hours  
Speed =  $90 \div 2 = 45$  km/h

Run 540 m in 1.5 min  
Speed =  $540 \div 90 = 6$  m/sec



- What is the average speed?
  - 320 km in 4 hours  
= \_\_\_\_\_
  - 540 km in 6 hours  
= \_\_\_\_\_
  - 1 500 km in 5 hrs  
= \_\_\_\_\_
- What distance is travelled in:
  - 7 hours at 60 km/h? \_\_\_\_\_
  - 25 mins at 200 m/min? \_\_\_\_\_
  - 1  $\frac{1}{2}$  hrs at 20 km/h? \_\_\_\_\_
- How long will it take to travel:
  - 1 440 m at 12 m/sec? \_\_\_\_\_
  - 650 m at 13 m/sec? \_\_\_\_\_
  - 1.5 km at 1 km/h? \_\_\_\_\_
- A cyclist travels 70 km in 3.5 hrs. What is his average speed? \_\_\_\_\_
- I need to drive 450 km and in 3 hours I have driven 225 km. At this average speed, how much longer will I travel? \_\_\_\_\_
- A train departs at 4:15 am and arrives at its destination 665 km away at 1:45 pm. What was its average speed? \_\_\_\_\_
- On a cross country trip by coach, I travelled 375 km on Monday, 370 km on Tuesday and 335 km on Wednesday. Travelling 5 hours each day, what is the average speed over the whole trip? \_\_\_\_\_
- A lizard can walk 50 m in 1 min.
  - How far does he travel in one hour? \_\_\_\_\_
  - What is his speed in km/h? \_\_\_\_\_



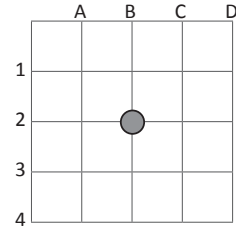
## Work backwards

Bo Mills had to drive for 8 hours to visit Sandy who lived 700 km away. For seven hours his average speed had been 84 km/h. How far did he have to travel in the last hour?

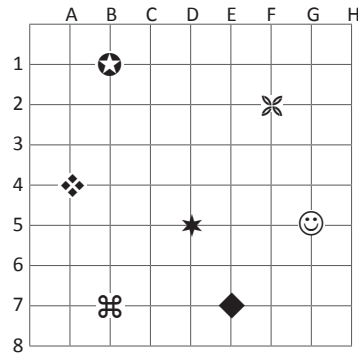


## Coordinates – plotting coordinates

We use coordinates to give us a reference to show where something is on a grid. It's where two lines intersect. The letter comes first. This example shows coordinate B2.



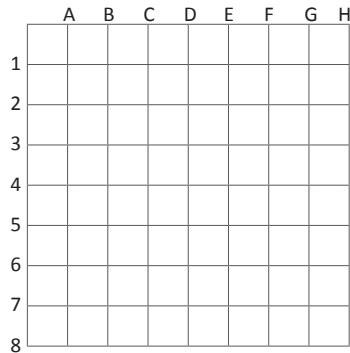
1 For each symbol on the grid, write the coordinates.



☺	
◆	
✂	
★	
✿	
☆	
❖	

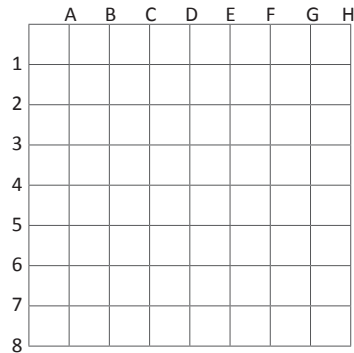
2 Plot then connect the set of points for each grid:

a D1 to F4, F4 to B6, B6 to D1



What 2D shape do you see? \_\_\_\_\_

b A4 to D7, D7 to G4, G4 to D1, D1 to A4

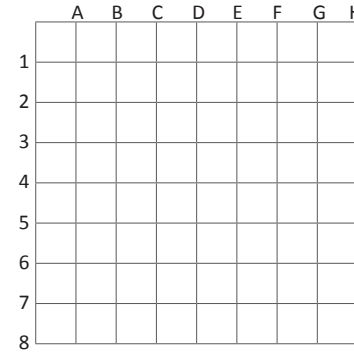


What 2D shape do you see? \_\_\_\_\_

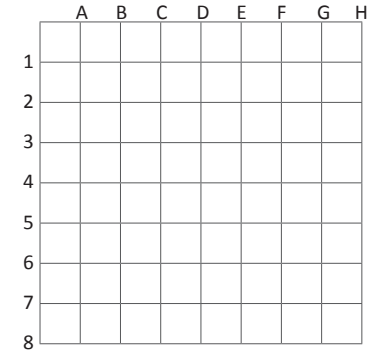
## Coordinates – plotting coordinates

3 Plot and join the following points. When you've done that, make each design symmetrical.

a D1 to A4, A4 to D4, D4 to A6, A6 to C8



b D1 to B1, B1 to D3, D3 to A3, A3 to D7, D7 to B8



4 Complete the design according to the instructions.

a Plot and join the following points:

B1 to B7

B7 to H7

H7 to H1

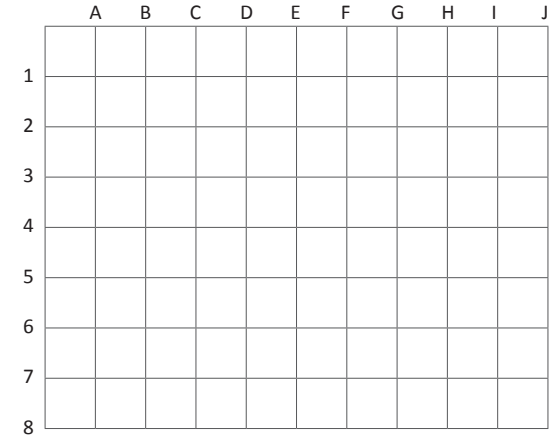
H1 to B1

B1 to H7

B7 to H1

E1 to E7

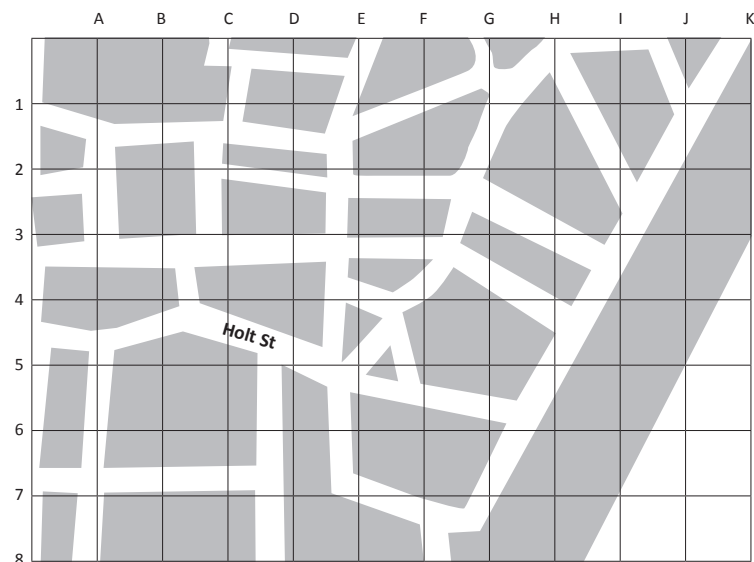
B4 to H4



b How many triangles can you find? \_\_\_\_\_

## Coordinates – mapping using coordinates

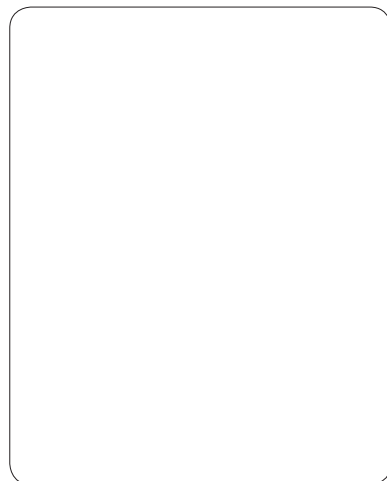
- 3 This map is incomplete. There is only one street labelled.



- a Complete the map by labelling all the streets from the table below:

Label	Clue 1	Clue 2
Rollstone Street	A3	F3
Wood Street	A1	E1
Pearl Street	G7	J1
North Street	E2	G3
Ebor Street	D8	D5
West Street	E6	E1
Blue Street	E7	G7
Jessie Street	G1	E5
Cuba Street	H1	I3
Wigan Street	A7	D7

- b You live on Wigan Street and your friend lives on North Street. Draw your houses on the map. Write a set of directions for your friend to visit you.

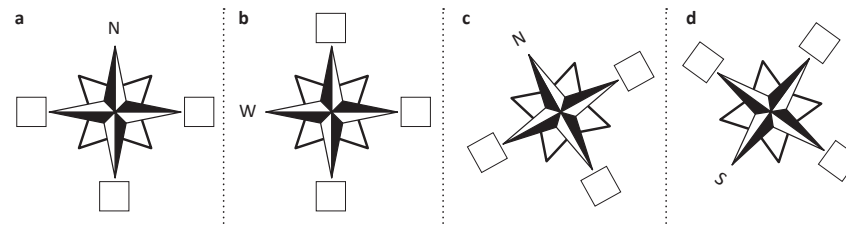


## Directions – using a compass

We can use a compass to help us with direction. There are four main points on a compass – north, south, east and west. If the compass points exactly to the north, we say the direction is due north. The same applies to south, east and west.

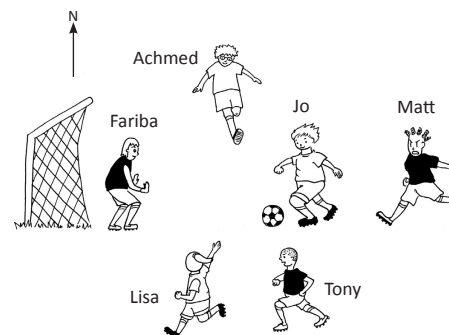


- 1 On each compass, some directions are missing. Fill in the missing ones:



- 2 List some times people might use compasses:

- 3 Note where north is in this scene below. Use the compass in the top box to help you answer the following questions:



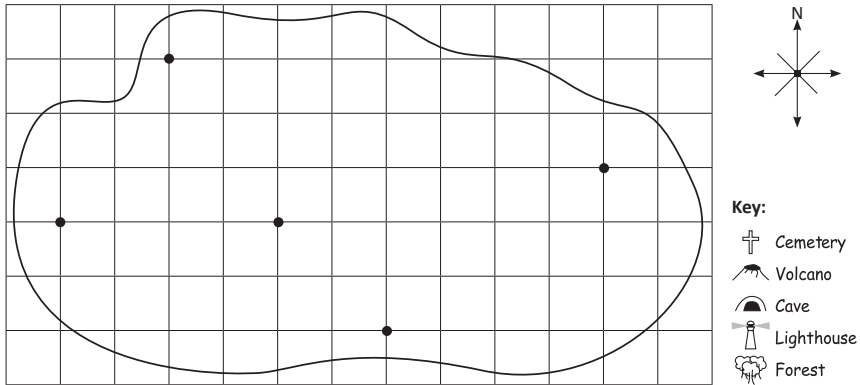
- a In which direction is Jo kicking? \_\_\_\_\_
- b In which direction is Fariba facing? \_\_\_\_\_
- c If Jo passes off to Tony, in which direction will she kick? \_\_\_\_\_
- d If you were Jo, would you shoot for goal? If not, who would you pass to and why?



## Directions – using a compass

## 4 On the grid, create a simple treasure map:

- a At each marked point, add a place of interest that treasure hunters might go past on their search. Use the symbols in the key. Decide where you'll hide the treasure but don't mark it on the map.



- b Now write a set of directions for your treasure hunters to follow – using north, south, east or west and the number of squares they should travel. You need to decide where to start. Get them to mark their trail and put an X where they think the treasure is. Are they right? If not, what went wrong – your directions or their following of the directions?

My directions:

OK, I have to start at Dead Man's Point, walk east 4 squares and then north 5 squares. I'm now at Snake's Pit. From here, I have to head ...



DISCOVER

The glass jug is heated by the blowtorch.



The cold water is dropped in small spots on the hot glass.



The glass shatters because

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Wednesday – Reading Comprehension

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 ‘Mystery Dish’ and answer the following multiple choice questions.

1. Which literary device does Angelo use in the dialogue below?  
“I’m as hungry as a bear in winter,” Angelo complained to his big sister Rita.
  - a. Personification
  - b. Simile
  - c. Metaphor
  - d. Alliteration
2. What causes Angelo to reject the bowl of soup at first?
  - a. He is not very hungry
  - b. He dislikes ham soup
  - c. He does not know what is in the bowl
  - d. He does not want to eat cold food
3. What will Angelo most likely do next?
  - a. Ask Rita to make something else
  - b. Eat the soup
  - c. Throw the soup away
  - d. Complain that he is thirsty
4. The main lesson of the passage is about –
  - a. taking care of yourself
  - b. not judging things too quickly
  - c. learning to be patient
  - d. making the most of what you have

Mystery Dish

“I’m as hungry as a bear in winter,” Angelo whined to his big sister Rita.

“It’s time for lunch then!” Rita replied as she rummaged around in the refrigerator.



Rita found a full bowl of something and put it on the bench. Angelo took one look at it and shook his head firmly.

“Yuck! I’m not eating that!” Angelo said. “I don’t even know what it is.”

“Maybe we should find out what it is,” Rita suggested as she grabbed a fork. She scooped a little bit of the food into her mouth. “Mmm, it’s ham soup,” she exclaimed as she put the bowl into the microwave.

“I love ham soup,” Angelo said, as he smiled and ran to the table. “Hurry up! I’m starving and it smells amazing.”

KEY SKILLS PRACTICE

The author of the story has chosen certain words to help create meaning. For example, the word *whined* shows that Angelo complained. However, the word also suggests that the complaining was annoying. Complete the sentences below by describing what each word suggests.

The word *rummaged* suggests that Rita looked in the refrigerator \_\_\_\_\_

The word *exclaimed* suggests that Rita spoke \_\_\_\_\_

## Reaching 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 '*Hunting and Gathering*' and answer the following multiple choice questions.

1. In the second paragraph, what mood do the words trudged and hailed create?
  - a. Eerie
  - b. Happy
  - c. Patient
  - d. Tiresome
2. If the passage were given another title, which title would best fit?
  - a. A Walk in the Woods
  - b. One Lonely Day
  - c. The Struggle to Survive
  - d. How to Find Food in the Wild
3. How is the passage mainly organised?
  - a. A question is asked and then answered
  - b. Events are described in the order they occurred
  - c. Facts are given to support an argument
  - d. An event in the past is compared to an event today
4. In the title, the word gathering refers to -
  - a. going on a journey
  - b. meeting people
  - c. collecting items
  - d. having a meal

### **Hunting and Gathering**

One night the caveman left his cave in search of food. His family had eaten most of what they had stored for the winter. It was difficult to hunt in the winter, but the caveman had to anyway.

The caveman searched under logs and in bushes. He trudged through long grass and hauled himself up rocky cliffs. After many hours, he finally found some food and dragged it all the way home. His family members were happy that they wouldn't go hungry for a while.

### **KEY SKILLS PRACTICE**

Imagine that you are one of the family members sitting at home hungrily waiting for food. Write a paragraph or two describing how you feel when the caveman finally returns with food.

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## Stage 3 Biome Project - My Biome

You are to engage in a research task for both weeks 8 and 9. You will present your projects to the class during your week 10 zoom sessions. This task is similar to the task you completed in week 7, however you will also be expected to recreate your chosen biome in the form of a diorama.

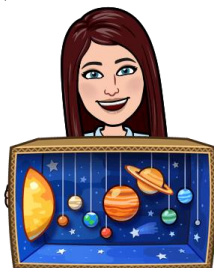
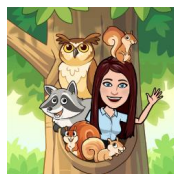
This project is to be completed in parts. Parts 1 - 3 are written components. This can be neatly recorded in either your workbooks, on a word document or using PowerPoint presentations. Once you have thoroughly researched your chosen biome, you are to complete Part 4, where you will be required to create an advertisement about your biome and a diorama or model. You can choose to complete your advertisement digitally or draw/create it using pencils and paper. Your dioramas are to look like your biome as well as contain the features you have listed in part 1 of your research.

Your expectations are as follows:

Firstly, you must choose a biome that you would like to research

**Part 1 - PLANNING** You must research information under the following headings:

1. My biome's natural features
2. My biome's vegetation
3. My biome's climate
4. The animals that live in my biome
5. My biome's threats



**Part 2** - Draw or find an image of a map of your biome in its natural state. Include the natural features, vegetation and climate information you found in your research.

**Part 3** - Building a settlement.

To build a settlement on your area of land what would be the first thing you would do?

How would cutting grass or making a mud pit change your landscape?

Create a table with information about your biome

Building resources	Impact on the environment

1. List the **structures** you would build and include the changes it will make to the environment.
2. Introduce some **animals** to your area. *What animals would live best here? What animals would be useful? What animals would be a pest? How would you keep the animals in or out of your area? What resources would you use to do this?* List the animals you would introduce, why you would include them and how you would keep them in. List the changes the animals would make to the environment.
3. You will probably want to grow some **food** in your area. *What food would grow best? What plants would be a pest? How would you make sure your plants are productive?* If you grow more food than you need then you could probably trade it for other resources from different biomes.
4. Does your area have resources that you could **trade** with settlements in other biomes, gold or oil for example? *How would your landscape change if you built a dam, farmed, logged, mined or drilled? What would you do with the money you earned?*
5. What are the **threats** to your biome? Choose one threat and decide what you could do to your environment to reduce this threat, for example the threat of grass fires could be reduced if you built a fire break.

**Part 4 - Create.**

Design an **advertisement** to get people to come and visit your area. Include a description of the biome, the changes you have made and the advantages of living there **AND** create a **diorama** or a model of your chosen biome. Challenge: can you create a biome with some living vegetation.

## Geography Biomes research links



Ocean Biomes

<http://www.greenpeace.org/usa/oceans/issues/>  
<http://biomemarine.weebly.com/climate-and-weather.html>  
<http://oceanexplorer.noaa.gov/facts/climate.html>  
<http://kids.nceas.ucsb.edu/biomes/marine.html>

Wetlands Biomes

<https://www.environment.nsw.gov.au/topics/water/wetlands/plants-and-animals-in-wetlands>  
[http://www.softschools.com/facts/biomes/wetland\\_biome\\_facts/170/](http://www.softschools.com/facts/biomes/wetland_biome_facts/170/)  
<https://www.youtube.com/watch?v=4VpNidhYIOM>

Temperate

[http://minecraft.gamepedia.com/Biome#Medium2FLush\\_biomes](http://minecraft.gamepedia.com/Biome#Medium2FLush_biomes)  
<http://kids.nceas.ucsb.edu/biomes/temperateforest.html>  
<https://www.britannica.com/science/temperate-forest>

Tropical Forest Biomes

<http://www.wettropics.gov.au/plants-animals>  
[http://www.softschools.com/facts/biomes/tropical\\_rainforest\\_biome\\_facts/160/](http://www.softschools.com/facts/biomes/tropical_rainforest_biome_facts/160/)  
<http://kids.nceas.ucsb.edu/biomes/rainforest.html>

Alpine Biomes

<http://kids.nceas.ucsb.edu/biomes/alpine.html>  
<https://www.blueplanetbiomes.org/>

Grasslands Biomes

[http://www.ducksters.com/science/ecosystems/grasslands\\_biome.php](http://www.ducksters.com/science/ecosystems/grasslands_biome.php)  
<http://kids.nceas.ucsb.edu/biomes/grassland.htm>  
[http://www.softschools.com/facts/biomes/grassland\\_biome\\_facts/165/](http://www.softschools.com/facts/biomes/grassland_biome_facts/165/)

Desert Biomes

<http://www.blueplanetbiomes.org/desert.htm>  
<http://www.kidcyber.com.au/deserts/>  
[http://www.softschools.com/facts/biomes/desert\\_biome\\_facts/167/](http://www.softschools.com/facts/biomes/desert_biome_facts/167/)

Polar Biomes

<https://www.bbc.co.uk/bitesize/guides/zt7hvcw/revision/>  
<http://easyscienceforkids.com/all-about-polar-climates/>  
[https://en.wikipedia.org/wiki/Polar\\_climate](https://en.wikipedia.org/wiki/Polar_climate) <https://www.factmonster.com/world/world-geography/polar-region>



## Mr Twit

Mr Twit was one of these very hairy-faced men. The whole of his face except for his forehead, his eyes and his nose was covered with thick hair. The stuff even sprouted in revolting tufts out of his nostrils and ear-holes.

Mr Twit felt that his hairiness made him look terrifically wise and grand. But in truth he was neither of these things. Mr Twit was a twit. He was born a twit. And now at the age of sixty, he was a bigger twit than ever.

The hair on Mr Twit's face didn't grow smooth and matted as it does on most hairy-faced men. It grew in spikes that stuck out straight like the bristles of a nailbrush.

And how often did Mr Twit wash this bristly nailbrushy face of his? The answer is NEVER, not even on Sundays.

He hadn't washed it for years.

From *The Twits*, Roald Dahl, ill. Quentin Blake, Penguin Books, 1980.  
(From Focus on Reading 3-6)



# Evaluative Language Novel Study

Evaluative language is used to express a judgement on what it is describing. The author uses this writing device to invite the reader to form an opinion of a character or setting.

Evaluative language can have a positive or negative effect and can be more or less forceful.

Choose a passage from a novel you are reading that describes a character.

Find 'evidence' in the passage and complete the table below:

	Example from passage	How does this make you think or feel about the character?
Character's appearance		
Character's behaviour		
Character's opinion of themselves		
Other's opinion of the character		

Can you show examples of where the language is more or less forceful? Explain.

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