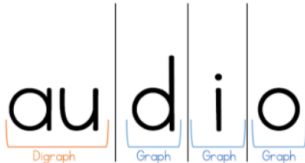





# Week 9 Term 3 Weekly Framework Stage 3

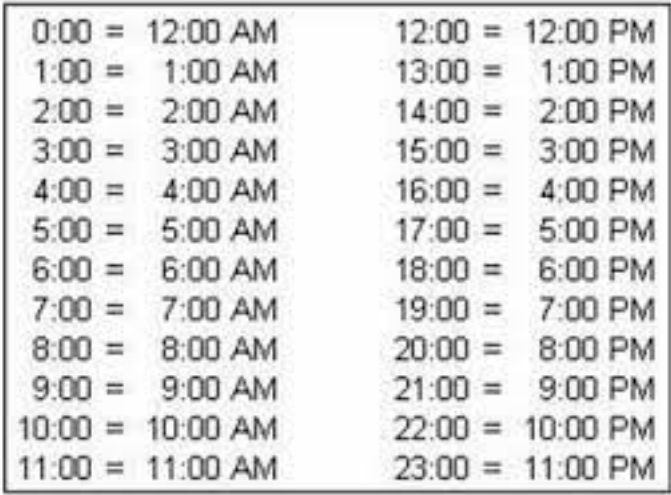
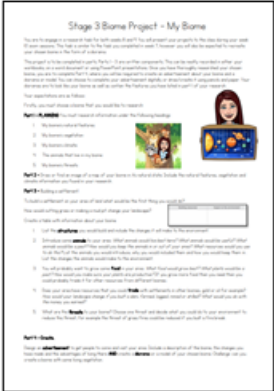

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on google classroom. You are also able to access your Mathletics account. You can complete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

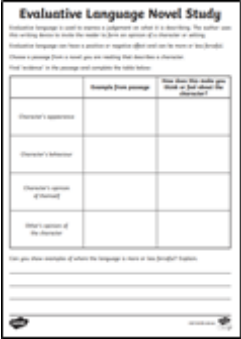

T3 Wk 9	Morning Session	Middle Session	Afternoon
Monday	<p><b>English -</b>  <b>Yr 5 Spelling with Miss Deathe</b>  <u>Success Criteria:</u>            I can spell common past tense words.</p> <p>Open the Term 3 Wk 9 Spelling PowerPoint (this can be found on your Google Classroom) and follow the prompts.</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 1227" data-label="Image"> </div> <p><b>Prep for your Science Lesson tomorrow:</b></p> <ol style="list-style-type: none"> <li>Fill a plastic bottle almost full of water</li> <li>Mark the water level with a marker</li> <li>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;            - Graph = 2 points            - Digraph = 5 points            - Trigraph = 10 points</p>  <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>            - Write using cursive            - Explore joins that facilitate fluency and legibility</p> <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>What did one mountain say to the other mountain after the earthquake?              "It's not my fault!"</li> <li>What happens to cows after earthquakes?              They give milkshakes!</li> <li>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/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>  <b>Yr 5 Spelling with Miss Deathe</b>  <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!

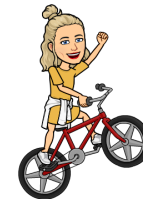


Make time every day to spend at least 30 minutes outside doing something active.

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.

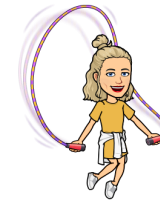


Go for a bike ride.  
Learn to skateboard, scooter, roller skate, rollerblade.  
Play tennis.



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



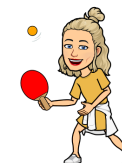
Jump on a trampoline  
strength training  
Skipping

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

# UNIT 25

## Phonics

disease  
dislodge  
distribute  
dishonest  
disapprove

## Basic list / High frequency

wholly  
special  
already  
magazine  
guilty

truly  
arrival  
ascend  
fugitive  
descend

indicate  
difference  
confusion  
inquisitive  
conference

## Difficult

helium  
psychiatrist  
magnificent  
observation  
industrialised

## Own words

**Spelling rule**  
Usually words ending in  
a silent e do not drop the  
e when adding the  
suffix ly.  
Example:  
sure surely

1. Use your spelling rule to rewrite these words adding *ly*.

- a entire \_\_\_\_\_  
b sincere \_\_\_\_\_  
c extreme \_\_\_\_\_  
d secure \_\_\_\_\_  
e severe \_\_\_\_\_

## Words in context

2. Choose a list word to complete these sentences.

- a I have already read that \_\_\_\_\_.
- b A \_\_\_\_\_ is a person that is running away.
- c What is the \_\_\_\_\_ between these two diseases?
- d The salesmen attended their annual sales \_\_\_\_\_.
- e \_\_\_\_\_ is a gas that is lighter than air.



3. Unjumble these letters to make list words.

- a tuygil \_\_\_\_\_ c viarlar \_\_\_\_\_ e eddensc \_\_\_\_\_  
b lwohyl \_\_\_\_\_ d deisase \_\_\_\_\_ f hleuim \_\_\_\_\_

## Wrong spelling

4. Correct the spelling mistakes.

- a The magazine was wholely about the singer.  
b Can we assend this hill on our bicycles?  
c The observation will indcate that you are correct.  
d There is confuseon about where the fugitive was last seen.




## Word building

5. Complete the word building table.

a	ascend	ascended	
b	indicates	indicating	
c	descend	descended	
d	disapproves	disapproving	

t	b	p	m	w	e	n	f	d	c
a	r	r	i	v	a	l	u	f	p
i	d	u	f	u	g	y	g	o	g
e	w	k	l	j	n	q	i	r	u
m	f	a	m	y	d	h	t	x	i
s	p	e	c	i	a	l	i	k	l
p	h	n	k	z	v	y	v	j	t
d	e	s	c	e	n	d	e	b	y

## Word meanings

6. Use the clues to find the list words in the wordsearch.

- a Responsible for wrongdoing  
b Move down, e.g. a hill  
c A person who flees from arrest  
d Honestly  
e Appearance at the scene  
f Different from others

7. Write one meaning for each of these words. Use a *dictionary*.

- a dishonest \_\_\_\_\_  
b inquisitive \_\_\_\_\_  
c psychiatrist \_\_\_\_\_

8. Write these words in *alphabetical order*.

- a difference, descend, disease \_\_\_\_\_  
b inquisitive, indicate, industrialised \_\_\_\_\_  
c already, arrival, ascend \_\_\_\_\_

## Syllables

9. Break these words into syllables. (All syllables must contain a vowel sound.)

a	disease					
b	already					
c	confusion					
d	distribute					

## Grammar - Homophones

10. Use *practise* or *practice* in the sentences.

- a Apparently she wouldn't \_\_\_\_\_ it.  
b That is enough \_\_\_\_\_ for today.  
c \_\_\_\_\_ the exercise carefully to succeed.  
d I \_\_\_\_\_ shooting goals most afternoons.  
e Mia will open a medical \_\_\_\_\_ next year.

## Prefixes

11. Choose a prefix from the box to add to the words. **dis out inter**

- a \_\_\_\_\_ order f \_\_\_\_\_ loyal  
b \_\_\_\_\_ honest g \_\_\_\_\_ national  
c \_\_\_\_\_ perform h \_\_\_\_\_ advantage  
d \_\_\_\_\_ mount i \_\_\_\_\_ please  
e \_\_\_\_\_ board j \_\_\_\_\_ act

## Punctuation - Commas

12. Commas can be used to separate introductory phrases from the rest of a sentence.

Example: Before leaving, I will pack my bag and organise my money.  
Put the commas in these sentences.

- a After school I will read a special magazine.  
b In cold weather Tara will not go walking in the park.  
c After eating I will not go swimming for thirty minutes.



## Word origins

**Magazine** comes from the French word *magasin* meaning *storehouse*.



# Week 9 Word Search

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

INDUSTRIALISED  
DISAPPROVE  
CONFERENCE  
DISHONEST  
MAGAZINE  
ARRIVAL  
GUILTY

PSYCHIATRIST  
OBSERVATION  
DIFFERENCE  
CONFUSION  
DISLODGE  
FUGITIVE  
WHOLLY

INQUISITIVE  
MAGNIFICENT  
DISTRIBUTE  
DISEASE  
SPECIAL  
DESCEND  
TRULY

- 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  $49 \div 4 =$  \_\_\_\_\_ 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 

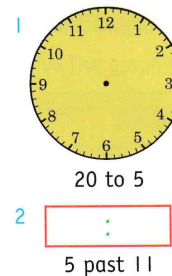
## Space

Draw.

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

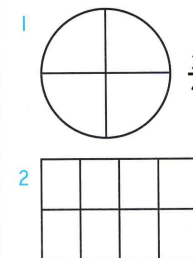
## Time

Draw the time.



## Fractions

Colour.



## Number

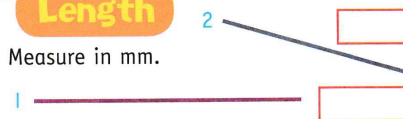
Complete.

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.

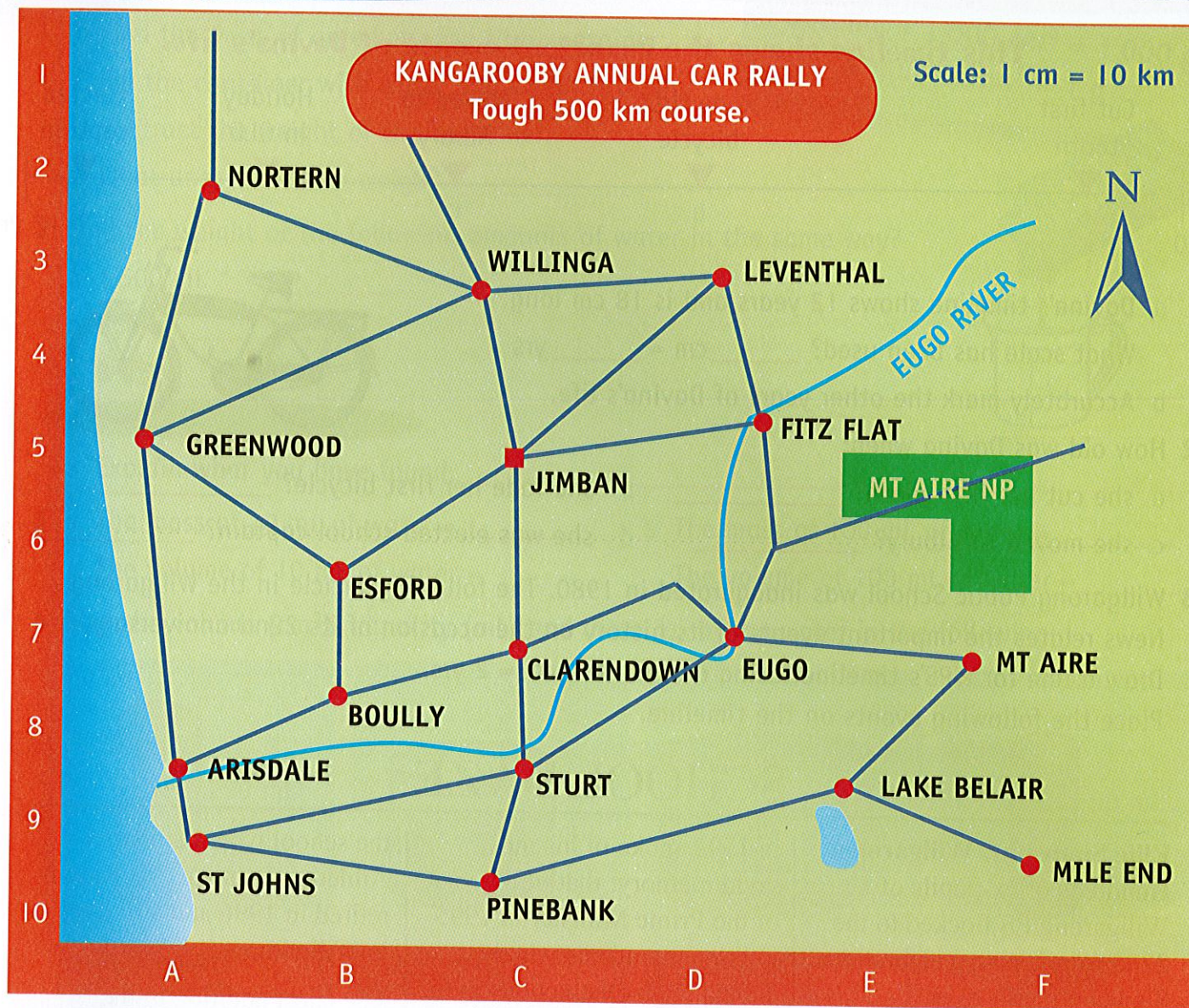


- 3 Draw a line  $5\frac{1}{2}$  cm long.





# 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.

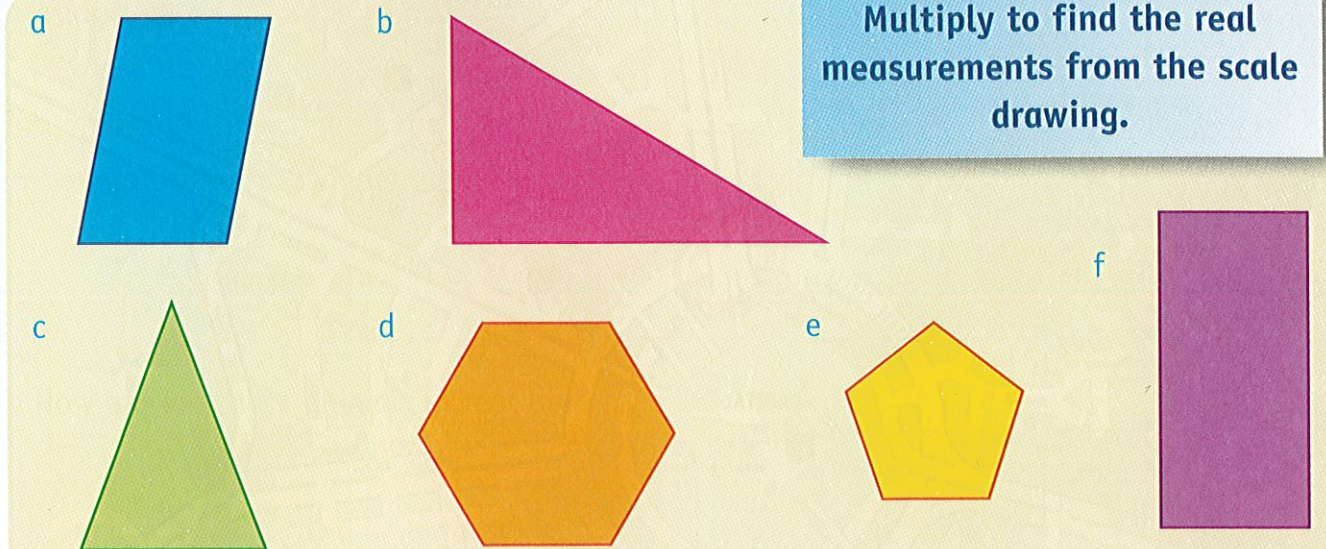
- 3 1 cm on the map is equal to \_\_\_\_\_ cm on the land.
- 4 The directions to drive from home in Leventhal to Arisdale are:  
Leaving Leventhal, drive west to Willinga, south to Jimban, south-west to Esford, south to Bouilly, and south-west to Arisdale. Write the directions to get home again. \_\_\_\_\_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

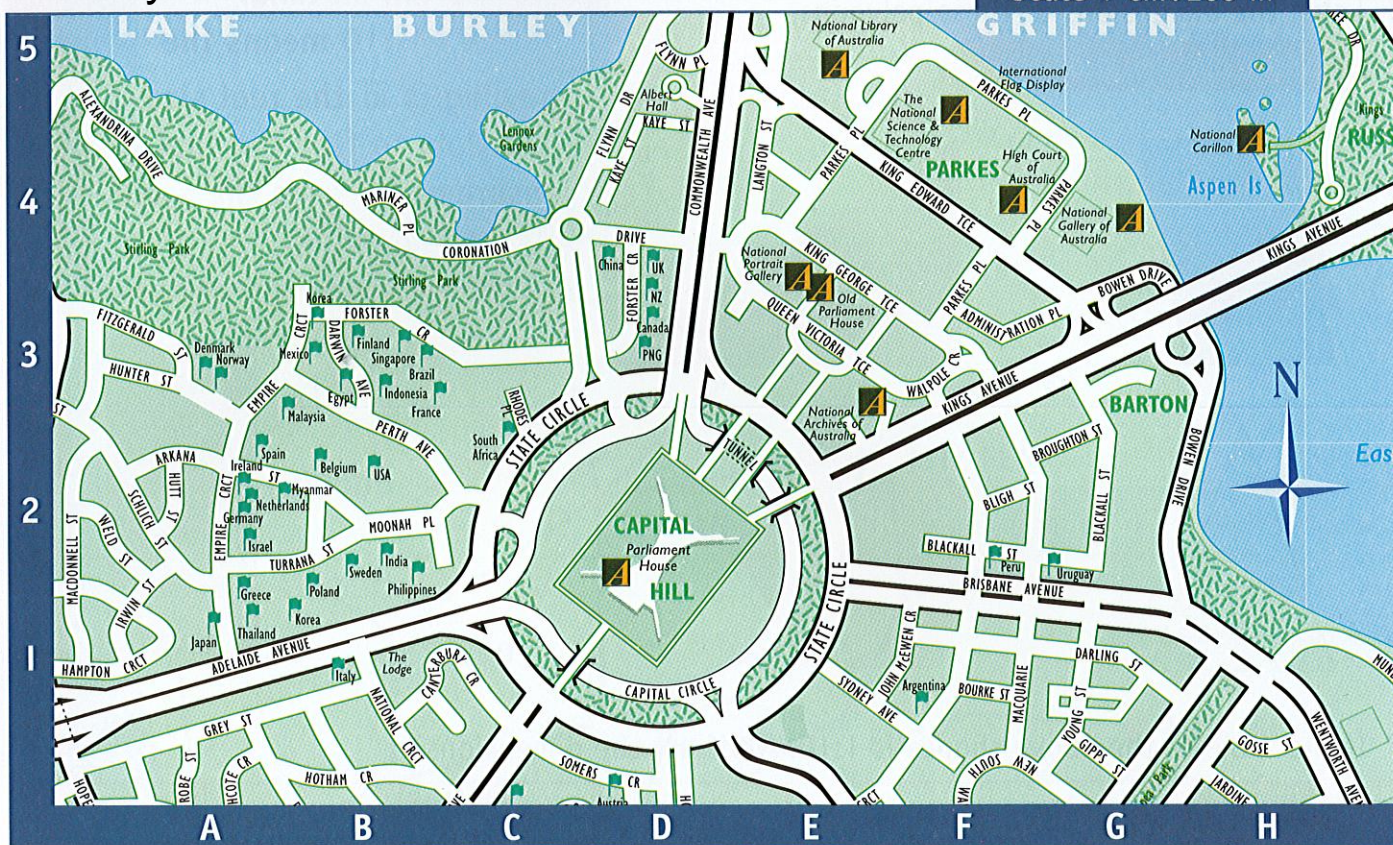


## Challenge!

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 \_\_\_\_\_

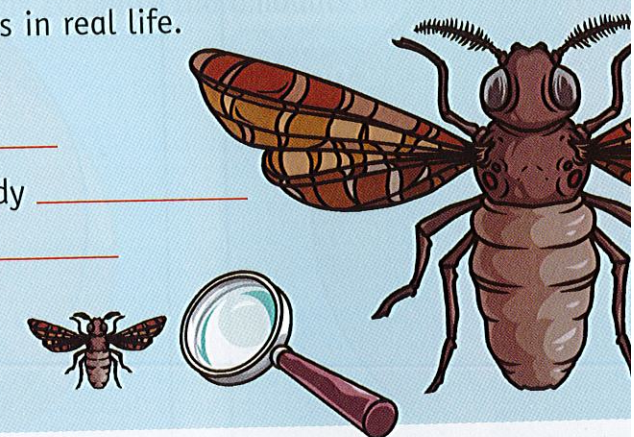
6 Note the scale on the map. What is the:

- 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**

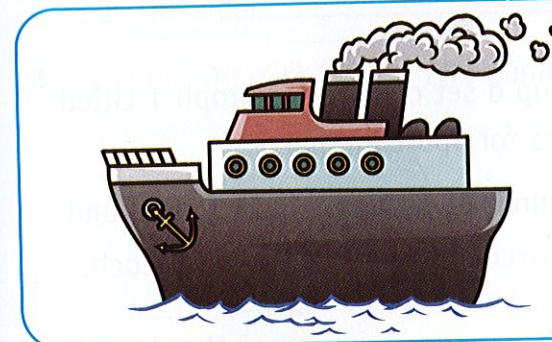
a height of the giraffe \_\_\_\_\_

**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!**

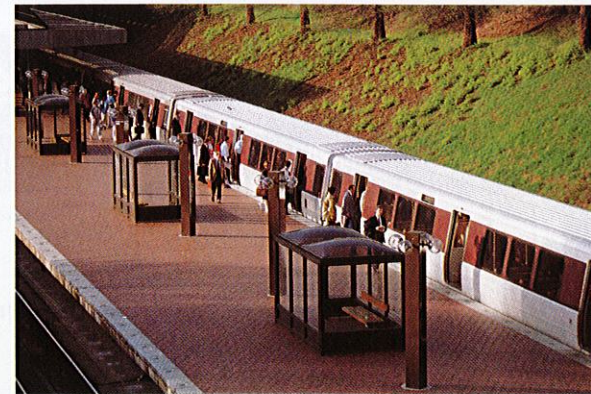
If a girl 1.2 m tall shadow 360 cm long, what is the ratio of her height to her shadow? \_\_\_\_\_



# 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



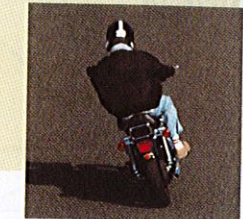
**Challenge!** At midday, two trains depart their stations 200 km apart and travel towards each other. Puffing Billy travels at 20 km/h and Roddy Rocket travels at 80 km/h. At what time will they meet?

# Speed

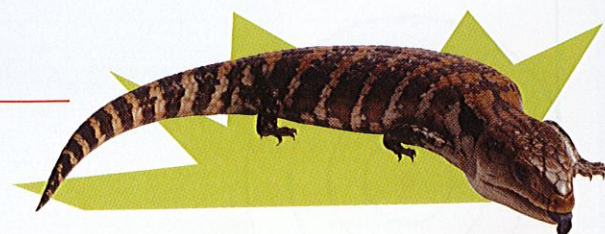
Speed is measured by dividing distance covered by time taken.

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

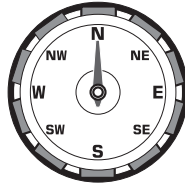
Bo Mills had to drive for 8 hours to visit Sandy who lived 700 km away. For seven hours his average speed had been 84 km/h. How far did he have to travel in the last hour?



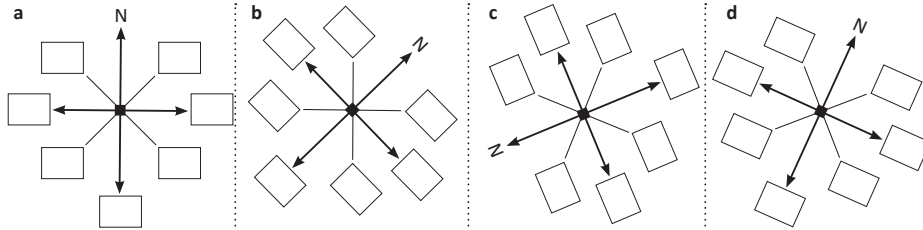
# Spatial orientation – directions

Compass directions can help us orient ourselves. There are 4 main points on a compass: north, south, east and west.

Halfway between each of these is north-west, north-east, south-east and south-west.

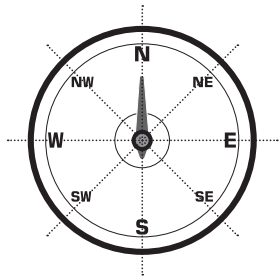


## 1 Add the missing directions to the compasses:



When we turn from north back to north, we make a full turn. When we turn from north to south, we make a half turn. When we turn from north to east we make a quarter turn. What kind of turn is it from north to north-east?

## 2 Use the compass below to identify different turns. How many can you find?



half turns

quarter turns

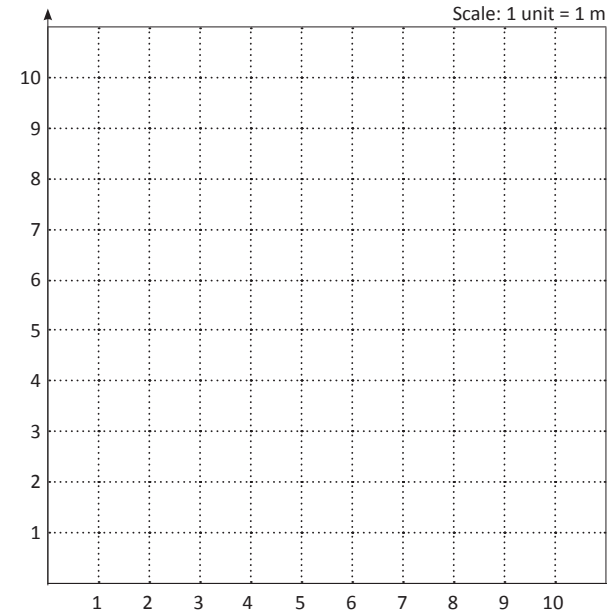
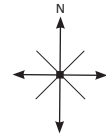
three-quarter turns

eighth turns

## 3 Play this game with a couple of friends. Draw a simple compass on paper and place it at your feet, making sure your north faces true north. One of you is the caller, the others are the doers. The caller gives an instruction such as, "Make a $\frac{3}{4}$ turn." What new direction will you face? Make the move, then check. How did you go? Can you make pictures in your head of where you are? Do you get better with practice?

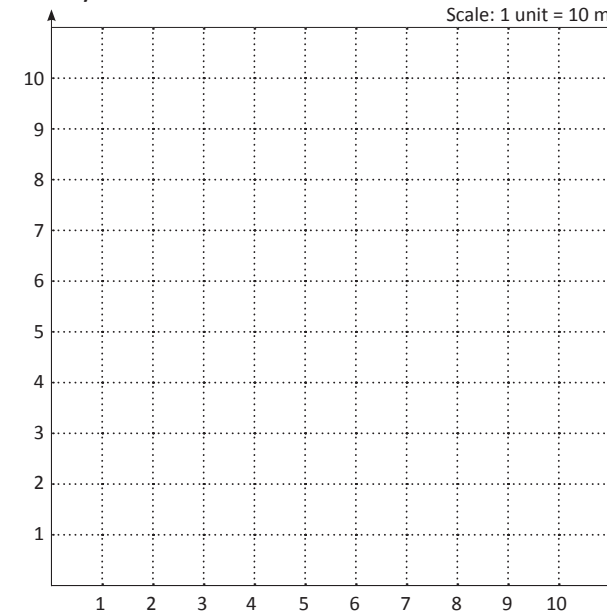
# Spatial orientation – directions

## 4 Show the following path on the grid below. For the first number, look at the horizontal axis. For the second number, look at the vertical axis.



- Start at Point A (6, 1) and head 2 m north to Point B.
- Head 4 m east to Point C.
- Move north-west through 2 squares to Point D.
- Move 2 m east to Point E.
- Turn north-west and travel through 2 squares to Point F.
- Travel 2 m east to Point G.
- From Point G, move through 4 squares north-west to Point H.
- You are now halfway through a symmetrical picture. Complete it and decorate if you wish.

## 5 Now try this one:



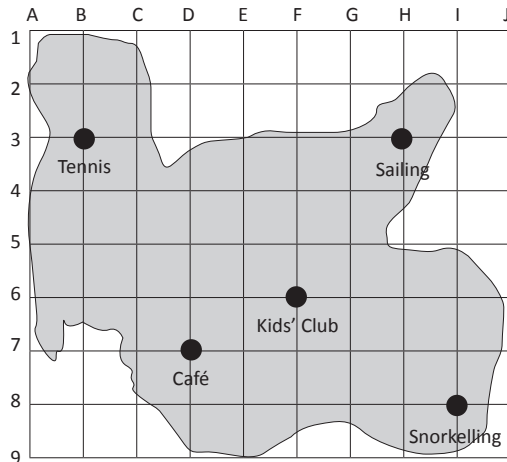
- Start at Point A (5, 2) and head 30 m north to Point B.
- Face east and head 30 m to Point C.
- Turn to face north and head 40 m to Point D.
- Turn west and travel 70 m to Point E.
- Turn south and head 40 m to Point F.
- Face east and head 30 m to Point G.
- Face south and head 30 m to Point H.
- Join Point H and Point A. What have you created? Advertise something on it.



## Coordinates – street directories

Maps and street directories use coordinates to help us follow routes and find places.

1 Write the coordinates for these places on the island:



Sailing \_\_\_\_\_

Tennis \_\_\_\_\_

Café \_\_\_\_\_

Kids' Club \_\_\_\_\_

Snorkelling \_\_\_\_\_

Now label these on the map:

Marina – G3

Jet skiing – C8

Camping site – D4

2 You will need to use a street directory for this question. Look at what it uses as symbols and how the streets are labelled. Do you think their choices are useful? Now ...

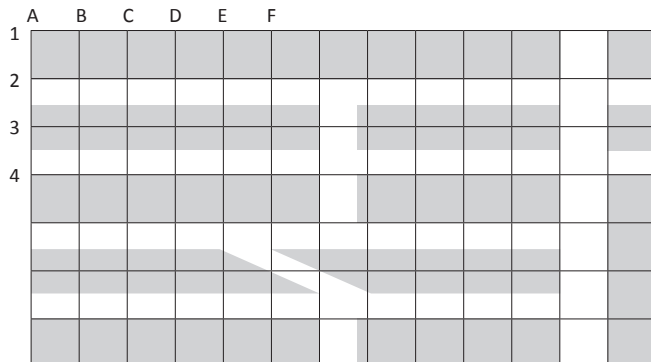
a Finish the coordinates on the grid below.

b Name each street.

c Make your own key using symbols.

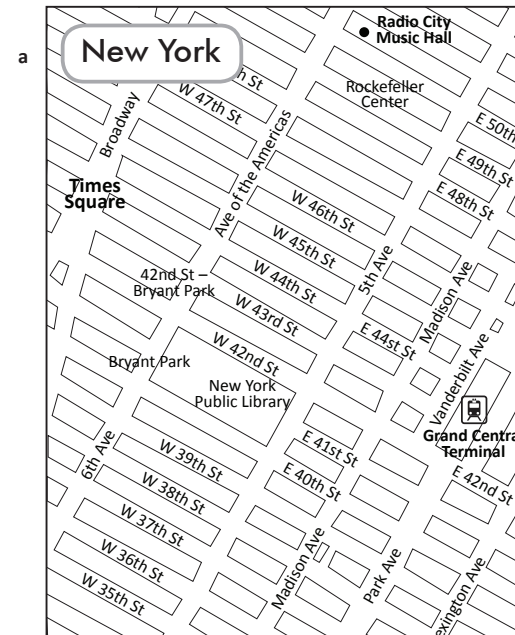
d Label your map with the following:

- swimming pool
- church
- police station
- library
- hospital
- post office
- bridge
- railway line



## Coordinates – street directories

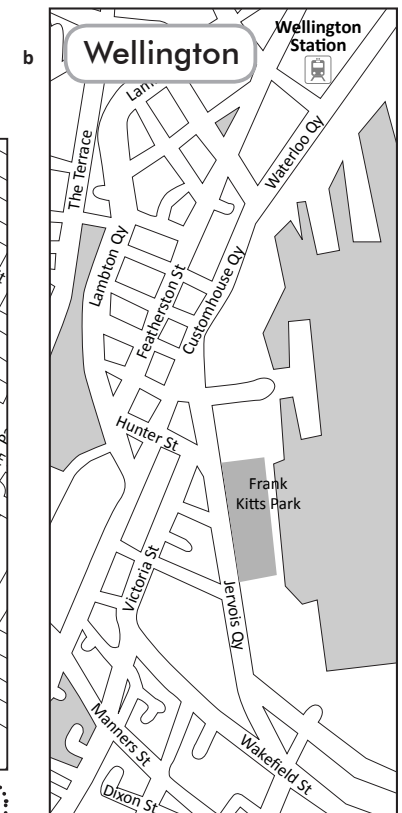
4 You will be travelling to 2 cities. In each city you will follow directions to locate a secret spot. Mark your travels on the map. Some of the clues are a little cryptic and might require some thought.



It's time to hit the streets of **New York** (USA)! You arrive at Grand Central Terminal and walk out onto Vanderbilt Avenue.

You want to get to Radio City Music Hall. Draw what you think would be the fastest route. From Radio City Music Hall, walk 8 blocks down Ave of the Americas/6th Ave and then turn left. What is on your right?

Turn right into 5th Ave and turn right onto E 40th St. Walk for 2 blocks and then turn right onto Broadway. What famous area is 3 blocks to the right?



You fly direct to **Wellington** (New Zealand). Do you know what island are you on?

You catch a train to Wellington Station and then head south on Featherston St. Turn left onto Hunter St and then right onto a street named after a queen.

Turn into Wakefield St and then take your first left. Travel along this till you reach a park. What street does the park face onto?

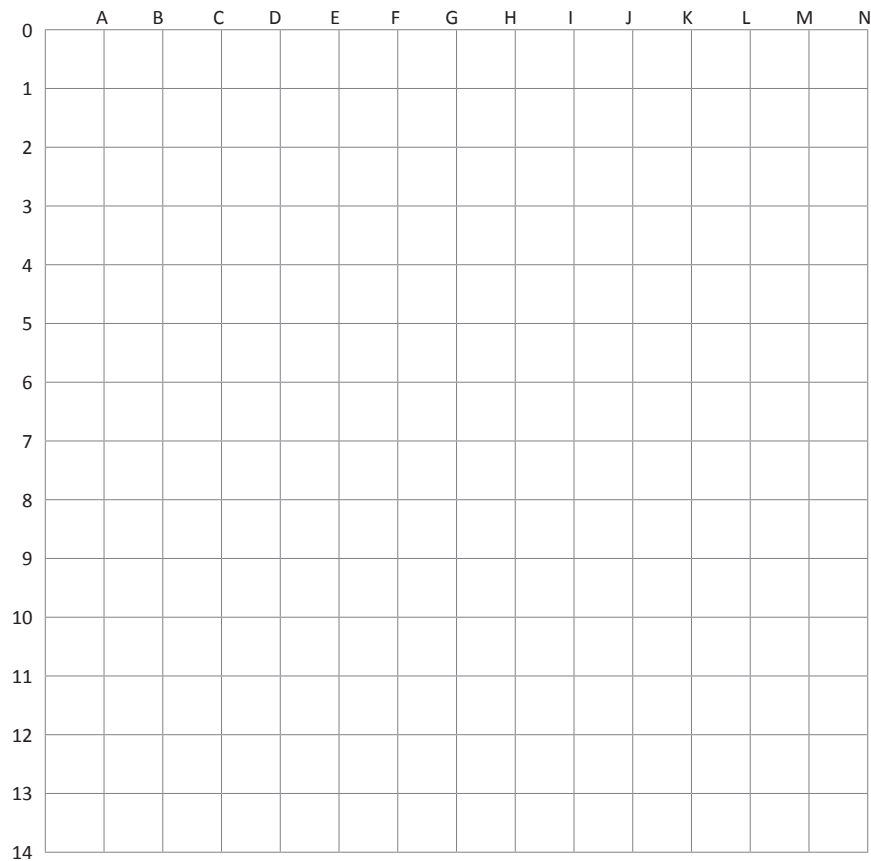
## Connections

## apply



Getting ready

Create a design by connecting the coordinates below. Use a sharp pencil and a ruler.



What to do

Connect these coordinates, work down each column and tick each one off as you go:

G1 to I3	K9 to K11	C11 to C9	E3 to G1	E11 to G7
I3 to K3	K11 to I11	C9 to A7	I3 to G7	C9 to G7
K3 to K5	I11 to G13	A7 to C5	K5 to G7	C5 to G7
K5 to M7	G13 to E11	C5 to C3	K9 to G7	E3 to G7
M7 to K9	E11 to C11	C3 to E3	I11 to G7	

## Map it out

## create



Getting ready

You are going to make a scaled drawing or map of a familiar location. This could be your school, room, home, or local neighbourhood. Choose somewhere that matches your interests; shopaholics might choose a section of a mall, sports nuts might map the local oval, bookworms might choose the library. You can work by yourself or in a small group.

You'll need a tool for measuring the distances. If you are measuring a compact area such as your house or the school, you could use a trundle wheel or tape measure. If you choose a larger area, you may need to enlist an adult to use the car's odometer to record distances between landmarks. You could also use maps as a research tool.



What to do

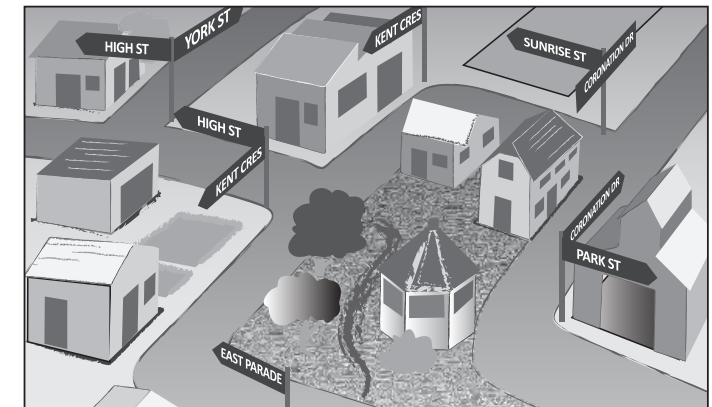
- 1 Walk around your chosen region and make a rough sketch of what your map will look like. How detailed will you be? Will you include all landmarks or just the major ones? It may help to take photos to assist you later.
- 2 Measure and record the size of landmarks and the distances between them. How precise will you be? Make a decision as to how you will round measurements and apply this to all your sizes and distances.
- 3 Your next step is to decide the scale. What size paper will you present your map on? This will impact on your decision.
- 4 Once you have all this organised, create your map. You can create it freehand or place it on a grid. Label each landmark.



What to do next

Work out where north is for your map and add a compass. Write some directions for a partner about your map. "What landmark is 10 m north-west of the chip shop?" "Find the shortest route from the office to the sports shed."

I'm going to map my neighbourhood. It'll need to be a bird's-eye view.



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.

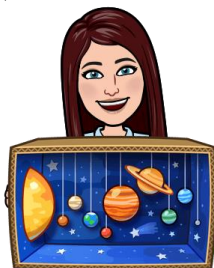
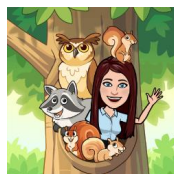
This project is to be completed in parts. Parts 1 - 3 are written components. This can be neatly recorded in either your workbooks, on a word document or using PowerPoint presentations. Once you have thoroughly researched your chosen biome, you are to complete Part 4, where you will be required to create 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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