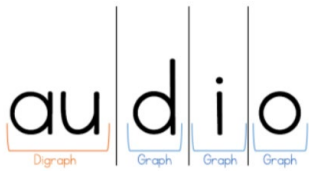














Week 8 Term 3 Weekly Framework Stage 3

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/carers or send a message to your teacher on GoogleClassroom. You are also able to access your Mathletics account. You can complete activities in your Homework book or an exercise book, some maybe submitted through your google classroom. Don't forget to write the date on your activities to keep track. Resources/worksheets/spelling words can be found at the end of this document under resources.

T3 Wk 8	Morning Session	Middle Session	Afternoon
Monday	<p>English - Yr 5 Spelling with Miss Deathe <u>Success Criteria:</u> I can use the digraph /ar/ making the sound "or" as in warm I can use the quadgraph /ough/ making the sound "or" as in bought</p> <p>Open the Term 3 Wk 8 Spelling PowerPoint (this can be found on your Google Classroom) and follow the prompts.</p> <p>Activity 1: Fold your page into four columns, labelling each Monday-Thursday with the short date under each. Copy out your spelling words for the week.</p> <p>Activity 2: Highlight the Spelling Pattern Use a highlighter to trace over the spelling pattern in each of your words (excluding sight words). Can you find other words in a book or dictionary that use the digraph /ar/ or quadgraph /ough/ to make the "or" sound? List these in your book.</p> <p>Year 6 Spelling Activity 1: Look, Cover, Write, Check Fold your page into four columns, labelling each Monday-Thursday with the short date under each. Copy out your spelling words for the week. Activity 2: Highlight the Spelling Pattern Use a highlighter to trace over the spelling pattern in each of your words Activity 3: Word meanings- review your words and write the meaning in your own words for at least 10 of your words. Make sure you do the words you don't know first.</p> <p>Writing: Scorpion Amazing Animals Watch the clip about scorpions. Write facts that you learned about scorpions from the clip. Use the picture to describe the scorpion. Create an information fact sheet on scorpions. Using your facts and description.</p>	<p>Maths Mathletics worksheets</p> <p>Year 5 – Types of graphs – column graphs F1, p.4</p> <p>Year 6 - Types of graphs – column graphs G1, p.4</p> <p>Mathletics Activities</p> <p>Year 5 - Reading column graphs, Line graph interpretation, Test</p> <p>Year 6 - Reading column graphs, Line graph interpretation, Test</p> <p>Collect data from your home by looking inside ONE cupboard and categorizing and recording what is there.</p> <p>For example - the shoe cupboard - you could sort the shoes by colour, size or type. Decide how you will best present your data. Write a few sentence to explain what you found.</p> <p>Other examples could be - the pantry, the fridge, the cupboard under the sink.</p>	<p>Listen to the story 'Anemone is not the Enemy' on Storybox Library.</p> <p>https://storyboxlibrary.com.au/</p> <p>Username – scps1 Password – scps1</p> <p>Write down 1 fact from the information text included in the story.</p> <p>Log in to World Book Online - https://www.worldbookonline.com ID – scps1 Password – scps1</p> <p>Search – Sea Anemone</p> <p>Write down 1 fact about Sea Anemones from World Book</p> <p>Put your information into the assignment in Mrs Burke's Google Classroom</p> <p>If you are not already a member use this code to join– 3if22ps</p> <p>Try out this site from Mrs Burke Go to - https://www.getepic.com/students</p> <p>Click on Class Code. Use this code to enter - uet9380 They then just need to find their name eg London 3S , ElizaL 5L</p>

T3 Wk 8	Morning Session	Middle Session	Afternoon
Tuesday	<p>English - Spelling with Miss Deathe <u>Success Criteria:</u> I can use the digraph /ar/ making the sound “or” as in warm I can use the quadgraph /ough/ making the sound “or” as in bought</p> <p>Use the Look, Cover, Write, Check method to copy out your spelling words under your ‘Tuesday’ column.</p> <p>Activity 2: Spelling Points Say the word aloud and write it by separating the <i>sounds</i>. How many points is each word worth if a; - Graph = 2 points - Digraph = 5 points - Trigraph = 10 points</p>  <p>Year 6 Spelling</p> <p>Activity 1 Look, Cover, Write, Check method to copy out your spelling words under your ‘Tuesday’ column.</p> <p>Activity 2 Spelling Points as above and activities 1-4 on the worksheet.</p> <p>English- Handwriting WALT: - Write using cursive - Explore joins that facilitate fluency and legibility</p> <p>Core Task: Review the five S's - slope, shape, size, spacing and style Review correct pen/cil grip, book and sitting position/posture</p> <p>Slope The first time you copy this passage, take your time. The second time, write as quickly as you can. Then choose one line from each go, and rule lines along the downstrokes to check your slope. Is there a difference?</p> <p><i>Tuesday 31st August 2021</i> <i>warm warm award reward bought thought sought</i> <i>Heavy snowfalls deposit large unstable masses of snow on steep slopes. This increases the risk of avalanches. An avalanche can be triggered by a movement, a gust of wind or a loud noise.</i></p>	<p>Data (2) MA3-18SP – Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables</p> <p>Mathletics worksheets</p> <p>Year 5 - Types of graphs – column graphs F1, p.6</p> <p>Year 6 - Types of graphs – Double column graphs G1, p.4</p> <p>Extension – Travel graphs – G1 p.18</p> <p>Collect data from around the house, decide how you will record and present it. Don't forget to use a variety of graphs.</p> <ul style="list-style-type: none"> For example - record how many different cars drive past your front door in a fifteen minute period. record how many people walk past your house in a fifteen minute period and if they have pets Look at the TV guide for a day. Categorize the different types of free to air programs on offer. Are they for adults or children, are they movies or talk show. <p>Choose one of the above examples or make up your own. Collect data, present it in a graph (that you haven't used before) and then write a few sentences describing what you discovered.</p>	<p>Science: <u>Learning Intention:</u> Investigate what happens when we heat and cool matter.</p> <p>Activity 1: Log into your inquisitive by using the following information: http://ing.co/class/268p Passcode: 3879</p> <p>Watch the video <i>Exploding Glass</i> (click on the link pictured below)</p>  <p>Complete the See, Think, Wonder questions on the page.</p> <p>When matter is heated, it expands. It gets bigger and increases in volume (it takes up more space). When matter is cooled, it contracts. It gets smaller and decreases in volume (it takes up less space) This is true for solids, liquids and gases.</p> <p>Activity 2: Watch Miss Deathe's experiment 'The amazing self-inflating balloon'. This video will be uploaded to your Google Classroom.</p> <p>Explain your observations in your Science Journal.</p>

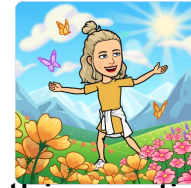
T3 Wk 8	Morning Session	Middle Session	Afternoon
Wednesday	<p>English - Spelling with Miss Deathe</p> <p><u>Success Criteria:</u> I can use the digraph /ar/ making the sound “or” as in warm I can use the quadgraph /ough/ making the sound “or” as in bought</p> <p>Use the Look, Cover, Write, Check method to copy out your spelling words under your ‘Wednesday’ column.</p> <p>Activity 2: Complex Sentences Choose 5 words from your spelling list to write into complex sentences using known joiner words. You may like to challenge yourself by using dialogue.</p> <div><div>however</div><div>although</div><div>whereas</div><div>though</div><div>since</div><div>because</div><div>while</div><div>unless</div></div> <p>Year 6 Spelling Same as year 5 and complete activities 4-8 on the worksheet.</p> <p>English: Reading Comprehension <u>Activity 1:</u> Read the attached text <i>The Beatles</i> and answer the multiple-choice questions in your book.</p> <p>Writing <u>Creative writing.</u> Write your own creative narrative. You will need to include a balloon somewhere in your story. This lesson you will be planning your story. It is important to plan so you know what will happen in the beginning, middle and end. <u>Plan-</u> Using the ‘Seven steps to Writing” See Planning pages in the appendix.</p> <p>Use your 5 senses + feel (emotion) to brainstorm ideas to tighten tension.</p> <p>Make sure you think about a sizzling start and include an exciting ending. Story starter if you need one... My first trip in a hot air balloon did not go as planned...</p>	<p>Review of Graphs’ worksheet</p> <p>Match the graphs with their description</p> <p>‘Interpreting Graphs’ worksheet</p> <p>Use the Review of Graphs sheet to complete the Interpreting graphs worksheet.</p> <p>Types of Graphs and when to use them</p> <p>Youtube video which talks about different types of graphs and when to use them</p> <p>Music Choose an activity from Mrs Ruzzays</p> <p>Home Learning Music Activities K-6</p> <div><div><p>Chair Drumming. Use some chopsticks or straight sticks from the garden. Drum along to your favourite songs. Listen carefully to hear the beat.</p></div><div><p>Audio Recording. Use a computer, iPad or tablet recording program such as ‘Garageband’ to create a soundtrack. Use sounds from around the house. Make sure there is a steady pulse. Garageband is free to download, and you know how to use it!</p></div><div><p>Play an Instrument. Play an instrument you are familiar with or try another one you have at home. Use music we have played in school or find songs on the internet. (eg Percussion instruments)</p></div><div><p>Write a song. Put some chords you know into a pattern. Add some lyrics. You can sing or rap a poem or story to your chord pattern. You could sing or rap your own words to an instrumental piece of music. Use a Karaoke backing track.</p></div><div><p>Make an instrument with materials from around the house. (Make sure you get permission to use things.) It needs to have at least 5 different pitches/sounds. Play and record your instrument. My favourite is a <u>spaceophone</u>. What can you create?</p></div><div><p>Sing Karaoke. Search for your favourite song as a Karaoke version with lyrics. Sing along. Make sure you are in pitch and projecting your voice with clear diction (words).</p></div><div><p>Youtube Learning. Watch music education videos from Music4All.com and ‘The Music Show’. Teach someone about what you learn.</p></div><div><p>Music Project. Do some research about a musical style, a famous composer or your favourite music band or artist. Present it in <u>PowerPoint</u> with clips to share with the class. Or as a poster.</p></div><div><p>The Elements of Music. Create a poster. PowerPoint or video, to teach other students about the elements of music. Focus on one element each time. (Pitch, Duration, Dynamics, Structure, Texture, Tone Colour, Beat)</p></div></div>	<p>PD/Health Learning Intention: Understanding the importance of applying criteria to online information to assess its credibility and its relevance to peers.</p> <p>Today we need to think about where our information comes from and how you know its accuracy.</p> <p>1. In your book write down all the places you can think of that provide you with information, ie parents, governmentsrmaton they are sharing? Chat to an elder family member. How do they know what information is true or trustworthy? Think of the current situation - COVID-19 or the OLYMPICS. How do we know what information is accurate? Make a criteria that you would use to apply to information from online/ social media/ television/ newspapers to assess its credibility.</p> <p>3.Scan the QR codes and complete the worksheet. (your mobile phone will have a QR reader.)</p> <p>If not go to the following websites:</p> <p>Home The Heart Foundation https://heartfoundation.org.au/healthy-heart-educatoin/tyoes-of-physical-activity Physical activity - Wikipedia https://en.wikipedia.org/wiki/Physical_activity Why Should Children Exercise? Exercising for Kids ACE Blog (acefitness.org) https://www.acefitness.org/eduaction-and-resources/lifestyle/blog/6441/top-10-reasons-children-should-exercise/ The Guidelines Eat For Health https://www.eatforhealth.gov.au/guidelines</p>

T3 Wk 8	Morning Session	Middle Session	Afternoon
Thursday	<p>English - Spelling with Miss Deathe Success Criteria: I can use the digraph /ar/ making the sound “or” as in warm I can use the quadgraph /ough/ making the sound “or” as in bought</p> <p>Use the Look, Cover, Write, Check method to copy out your spelling words under your ‘Thursday’ column.</p> <p>Activity 2: Dictionary Meanings Choose 5 words from your spelling list to locate in the dictionary to find the meaning. Write it in your own words.</p> <p>Year 6 Spelling</p> <p>Activity 1: Use the Look, Cover, Write, Check method to copy out your spelling words under your ‘Thursday’ column.</p> <p>Activity 2: Worksheet complete remaining activities.</p> <p>Writing: Explanation</p> <p>Your task is to write an explanation about the life cycle of a butterfly.</p> <p>Life Cycle of a Butterfly #aumsum #kids #science #education #whatif</p> <p>Watch the above clip and then explain about the butterflies life cycle using your own words.</p> <p>The expectation is that you will</p> <ul style="list-style-type: none"> • use paragraphs, • topic sentences • and technical language. <p>You can use pictures or diagrams to help you explain.</p>	<p>Maths Mathletics worksheets</p> <p>Year 5 - Types of graphs 2 – Pie graphs F1, p.8</p> <p>Year 6 - Types of graphs 2 – Pie graphs G1, p.7</p> <p><i>Math Mentals - complete one section</i></p> <p>‘Gathering Data’ Complete the worksheet and think about the types of questions asked and then the types of answers you are likely to receive. This will improve the quality of your data collected.</p> <p>Youtube video that discusses types of graphs and when we use them. Types of Graphs</p>	<p>Geography Over the next two weeks, you will complete a project about a biome of your choice. This task is similar to your research task from week 7. You can choose to continue researching the same biome or to choose a new one.</p> <p>You will be expected to complete the research written component first then create an advertisement of a settlement in your particular biome and a diorama.</p> <p>You will present these during your zoom sessions in week 10.</p> <p>Please 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> <div data-bbox="1783 670 2056 1061"> <p>The worksheet titled 'Stage 3 Biome Project - My Biome' contains instructions for students to research a biome. It includes a section for 'Biome Information' with a table for Name, Location, Climate, and Animals. There is also a section for 'Biome Research' with a list of questions to answer, such as 'What is the climate like?' and 'What animals live there?'. The worksheet is illustrated with a cartoon character and a globe.</p> </div> <div data-bbox="1783 1066 2056 1469"> <p>The document titled 'Geography Biomes research links' provides a list of links to various resources for researching biomes. It includes links to 'Desert Biomes', 'Tropical Rainforest Biomes', 'Temperate Biomes', 'Polar Biomes', and 'Aquatic Biomes'. Each link is accompanied by a small icon representing the biome, such as a cactus for desert or a polar bear for polar biomes.</p> </div>

T3 Wk 8	Morning Session	Middle Session	Afternoon
<p>Friday</p>	<p>English Yr 5 Spelling with Miss Deathe Success Criteria: I can use the digraph /ar/ making the sound “or” as in warm I can use the quadgraph /ough/ making the sound “or” as in bought</p> <p>Year 5 and 6</p> <p>Have a member of your household test you on your words for the week.</p> <p>Activity 2: Complete your Spelling Word Search for the week (find below framework)</p> <p>Grammar</p> <p>First, find and read the ‘Evaluative Language’ information sheet then complete the ‘Evaluative adjectives’ word sort, where you are to sort each adjective into either a positive or negative judgement/attitude.</p> <div data-bbox="244 823 954 1329"> </div>	<p>Maths Mathematics worksheets</p> <p>Year 5 - Types of graphs – Lines graphs F1, p.12</p> <p>Year 6 - Types of graphs – Reading lines graphs G1, p.12</p> <p><i>Extension – Travel graphs G1, p.19</i></p> <p><i>Math Mentals - complete one section</i></p> <p>‘Data Collection’</p> <p>Pick a topic to survey and make two graphs to show the results (eg column and a line graph)</p> <p>Try to ask 10 people your questions (REMEMBER that you can telephone friends and family)</p> <p>Sample topics</p> <p>Federal political party favoured in next election Choice of places for the ideal holiday Favourite subjects to study throughout school Use of internet shopping outlets.</p>	<p>Art - Father's Day Card</p> <p>What you need: Coloured construction paper Markers Scissors & Glue Printable Father's Day Cards</p> <p>Step 1: Print off both fathers day cards Step 2: Colour in cards using textas/markers. Colour one with cool colours and the other with warm colours</p> <div data-bbox="1767 453 2092 683"> </div> <p>Step 3: Cut out each strip along the printed line on both cards keeping strips in order Step 4: Then paste the strips on construction paper using glue. Paste the 1st strip from the 1st card then the 1st strip from the 2nd card and keep alternating</p> <div data-bbox="1805 855 2051 1034"> </div> <p>Step 5: Let your picture dry. Once dry, fold your picture in an accordian - fold between each of the strips</p> <div data-bbox="1778 1134 2058 1318"> </div> <p>Printable Father's Day cards can be found below the framework https://www.madewithhappy.com/agamograph-printable-fathers-day-cards/</p>

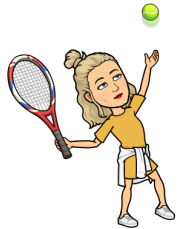
Sport challenge for Weeks 8, 9 and 10

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, roller blade .

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

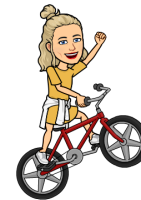
Skipping

Football, netball, soccer, cricket, basketball skill practice

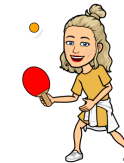
Cheer practice

Stretching

Play ping pong



BALL IS LIFE



T4 Wk 8 Spelling Words - Year 5

Spelling Focus Words		Challenge Words	Sight Words
warm warn award reward towards	wardrobe bought thought brought sought	quarterly lukewarm swarming warmth awarding	population statistics technology demographic bushfire

Year 6 T3 Wk8 Spelling Words

Spelling Focus Words			Challenge Words	Phonics
distances dissimilar download population aviator	loyalty civilian disaster aviation shoulder	verandah suspicion expensive apparently suspicious	efficient stomach annihilate reminiscent irresponsible	salary aviary secretary dictionary imaginary

UNIT 24

Phonics

salary
aviary
secretary
dictionary
imaginary

Basic list / High frequency

distances
dissimilar
download
population
aviator

loyalty
civilian
disaster
aviation
shoulder

verandah
suspicion
expensive
apparently
suspicious

Difficult

efficient
stomach
annihilate
reminiscent
irresponsible

Own words



Spelling rule
If the last syllable has a short vowel and is not stressed, do not double the last letter when adding *ed* and *ing*.
Example: *offer* stressed/not stressed
offered, *offering*

Wrong spelling

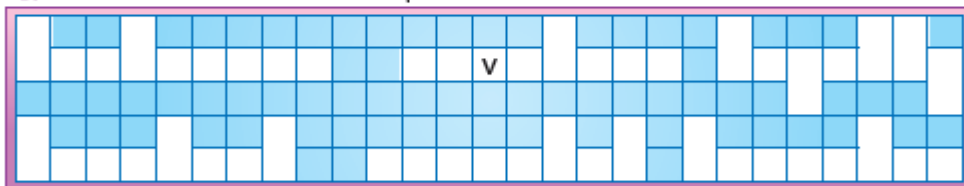
2. Correct the spelling mistakes.

- Who pioneered aviateon in Australia?
- The two populations are very dissimilar.
- Apparently the new game is expensive.
- The aviator flew long distances each week.
- It is nice to sit and reminisce on the verander.



Word shapes

3. Select list words to match the word shapes.



Word meanings

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

- | | | | |
|----------------------------------|-------|--|-------|
| a Not the same | _____ | d An organ of the body | _____ |
| b Feeling that someone is guilty | _____ | e Completely destroy | _____ |
| c Very costly | _____ | f The number of people living in an area | _____ |

Word building

5. Build onto the base word using *s*, *ed* and *ing*. Then use each one in a sentence.

- shoulder _____
- shoulder _____
- shoulder _____

ABC	DEF	GHI
JKL	MNO	PQR
STU	VWX	YZ

Secret code

6. Find these words using the secret code.

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| e.. | e.. | ..e | e.. | ..e | e.. |
|-----|-----|-----|-----|-----|-----|

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| e.. | e.. | ..e | e.. | ..e | ..e |
|-----|-----|-----|-----|-----|-----|

- | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| ..e | ..e | e.. | e.. | ..e | ..e | e.. |
|-----|-----|-----|-----|-----|-----|-----|

- | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| e.. | ..e | e.. | e.. | e.. | ..e | ..e |
|-----|-----|-----|-----|-----|-----|-----|

7. Write *smaller words* that you can find in these words.

- reminiscent _____
- apparently _____

8. Write list words that:

- start with *dis* _____
- have double letters _____
- have 2 syllables _____

9. Write the *plural* of these words.

- | | | | | | |
|------------|-------|------------|-------|-------------|-------|
| a disaster | _____ | c civilian | _____ | e aviator | _____ |
| b verandah | _____ | d aviary | _____ | f secretary | _____ |

Grammar - Adverbs

10. Underline the adverbs in the sentences below.

- The weather will apparently get colder.
- The aviator quickly controlled the plane.
- I slowly got out of bed.
- That business runs efficiently.



Adverb suffixes

11. Add the correct suffix to each word to make them adverbs.

- | | | | |
|--------------|-------|----------|-------|
| a suspicious | _____ | c play | _____ |
| b skill | _____ | d abrupt | _____ |

Synonyms

12. Draw a line to match the synonyms.

- | | | |
|--------------|-------|------------|
| a expensive | _____ | unfriendly |
| b sleep | _____ | weak |
| c hostile | _____ | dear |
| d feeble | _____ | slumber |
| e assignment | _____ | project |

Homophones

13. Write homophones for these words.

- mettle _____
- paws _____
- scent _____
- mourning _____
- seen _____

Word origins

The word **telephone** comes from the Greek words **tele** meaning *afar* or *distant*, and **phon** meaning *sound*.

14. Find three words with **tele**. You may need a **dictionary**.

tele	_____	_____	_____
------	-------	-------	-------

- A** 1 $7 + 9 + 5 =$ _____ 8 $7 + 8 + 7 =$ _____ 15 $8 + 5 + 9 =$ _____
 2 $6 + 8 + 5 =$ _____ 9 $8 + 6 + 9 =$ _____ 16 $9 + 4 + 6 =$ _____
 3 $9 + 3 + 8 =$ _____ 10 $9 + 2 + 9 =$ _____ 17 $6 + 9 + 6 =$ _____
 4 $5 + 9 + 6 =$ _____ 11 $8 + 7 + 8 =$ _____ 18 $8 + 8 + 4 =$ _____
 5 $6 + 7 + 8 =$ _____ 12 $6 + 5 + 6 =$ _____ 19 $7 + 3 + 7 =$ _____
 6 $8 + 9 + 5 =$ _____ 13 $9 + 7 + 8 =$ _____ 20 $9 + 6 + 5 =$ _____
 7 $7 + 7 + 8 =$ _____ 14 $7 + 4 + 8 =$ _____

Score **B** Arrange in ascending order.

- 1 $\frac{1}{2}, 0.3, 0.01, \frac{1}{10}, 0.6$ _____
 2 $0.99, \frac{1}{4}, \frac{1}{5}, 0.77, 0.19$ _____
 3 $0.70, \frac{1}{100}, \frac{11}{100}, 0.10, \frac{100}{100}$ _____
 4 $2.3, 3.02, 1.97, 2.1$ _____

Arrange in descending order.

- 5 $\frac{1}{2}, \frac{1}{8}, \frac{1}{3}, \frac{1}{5}, \frac{1}{4}$ _____
 6 $0.25, 5.22, 0.52, 2.5, 5.2$ _____
 7 $0.8, 1.8, 1.5, \frac{1}{4}, 0.45$ _____
 8 $1.4, 1.14, 4.1, \frac{1}{4}$ _____

Score

- C** Use $>$, $<$, or $=$.
 1 $50\ 614 = 50\ 000 + 600 +$ _____ $+ 4$ 11 $1\ \text{g}$ _____ $1000\ \text{kg}$
 2 $72\ 009 =$ _____ $+ 2000 + 9$ 12 $2\ \text{cm}$ _____ $20\ \text{mm}$
 3 _____ $= 20\ 000 + 4000 + 6$ 13 $72\ \text{min}$ _____ $1\frac{1}{2}\ \text{hr}$
 4 $41\ 300 =$ _____ $+$ _____ $+$ _____ 14 $100\ \text{mL}$ _____ $\frac{1}{10}\ \text{L}$
 5 value of 7 in 37 203 _____ 15 $\frac{1}{2}\ \text{km}$ _____ $250\ \text{m}$
 6 value of 1 in 29 014 _____ 16 $300\ \text{cm}$ _____ $3\ \text{m}$
 7 $297\text{c} = \$$ _____ 17 $150\ \text{sec}$ _____ $2\frac{1}{2}\ \text{min}$
 8 $\$11.04 =$ _____ c 18 $30\ \text{yr}$ _____ $2\ \text{decades}$
 9 $\$8.40 =$ _____ c 19 $250\ \text{yr}$ _____ $\frac{1}{4}\ \text{millennium}$
 10 $3015\text{c} = \$$ _____ 20 $9.7\ \text{cm}$ _____ $90\ \text{mm}$

Score

Strategy

 \times by 10, \times by 5 \times by ten – add a zeroeg $17 \times 10 = 170$ \times by 5 – add a zero and halveeg $17 \times 5 = 170 \div 2$
 $= 85$

- 1 $15 \times 10 =$ _____ 6 $31 \times 5 =$ _____
 2 $83 \times 10 =$ _____ 7 $52 \times 5 =$ _____
 3 $715 \times 10 =$ _____ 8 $74 \times 5 =$ _____
 4 $14 \times 5 =$ _____ 9 $110 \times 5 =$ _____
 5 $26 \times 5 =$ _____ 10 $282 \times 5 =$ _____

Score

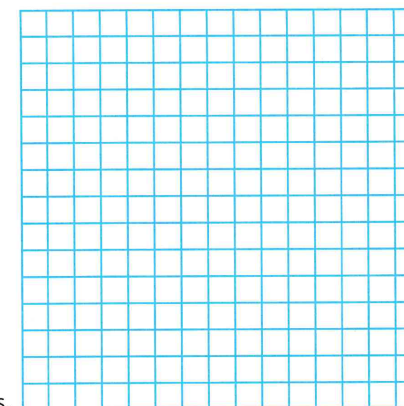
Data

Day	Tally	Total
1		
2		
3		
4		
5		

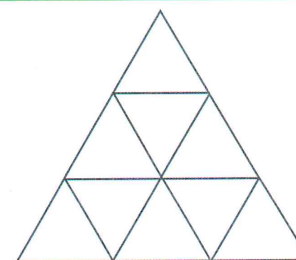
1 What could this data represent?

2 Draw a graph to show the data.

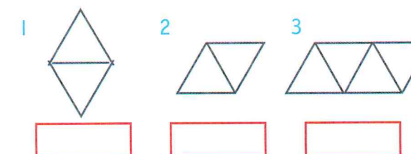
3 Give the graph a title. 4 Label the axes.



Problem of the week



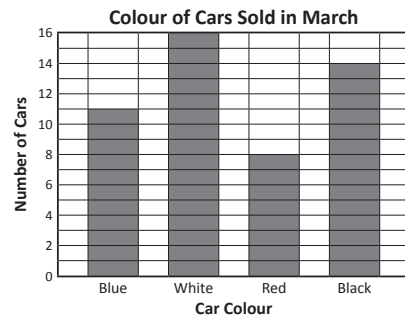
How many parallelograms can you find?

4 Total

Types of graphs 1 – column graphs

We often use column graphs when we want to compare data. All column graphs have a title and each axis is labelled.

From this we can quickly see that 16 white cars were sold in March and that this was the most popular colour choice.



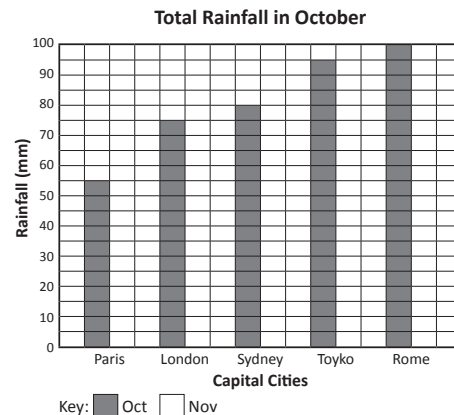
1 Answer the questions about this column graph:

- a Which city had the highest rainfall in October?

- b What was this city's rainfall?

- c Which cities had a rainfall between 70 mm and 90 mm?

- d How many more millimetres of rain did Rome have than Paris?



2 Below are the November figures for the same cities. Add them to the graph (above). Think first how best to do this:

Paris 65 mm London 40 mm Sydney 95 mm Tokyo 60 mm Rome 30 mm

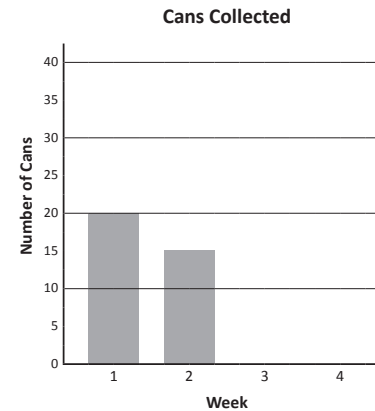
- a Will you use the same colour columns?

- b Will you need to change anything else on the graph?

3 Write a problem using the new data for a partner to solve:

Types of graphs 1 – column graphs

- 5 5D decide to run a recycling campaign and collect cans in and around the school. They recorded how many cans were collected each week and started constructing this column graph. In Week 3 they collected 40 cans and in Week 4 they collected 10 cans.



- a Add Week 3 and 4 data to the graph.

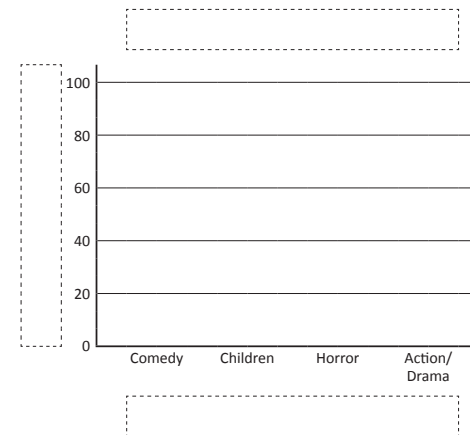
- b There was a soft drink special at the local store during one of the weeks. Which week do you think it was and why?

- c How many cans were collected in all?

- d If each can is worth 5¢, how much money did 5D make from the campaign?

6 The same information can be represented in different graphs.

- a Design a column graph to represent the data shown in this picture graph.



Type of Movie	Ticket Sales
Comedy	
Children	
Horror	
Action/Drama	

Key: = 20 tickets

- ☐ Name your graph
- ☐ Label both axes
- ☐ Select and label an appropriate scale
- ☐ Label each column



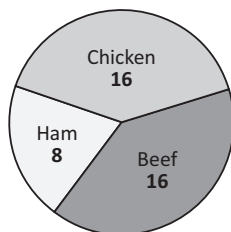
- b If you ran a cinema and wanted to plan your weekly movie schedule, which graph would you prefer? Which type of graph makes it easier to analyse and compare data?

Types of graphs 2 – pie charts

- 3 5F and 5H were planning a pizza party and conducted a survey of favourite toppings. This pie chart shows the results.



Pizza Topping Survey



- a Complete the summary table if there are 40 students altogether.

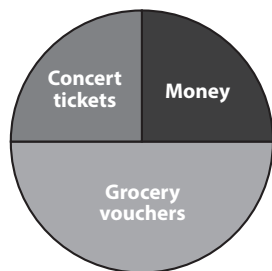
Category	Amount	Fraction
Chicken		
Ham		
Beef		
Total	40	$\frac{10}{10}$

- b Their teacher said they could order 10 pizzas. How many of each flavour should they get?

Chicken Ham Beef

- 4 To boost ratings, Radio Non-Stop-Hits ran a promotion where they gave away prizes every hour. This pie chart shows the distribution of 60 prizes that they gave away.

Types of Prizes



- a How many of each prize were given out?

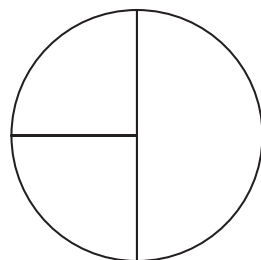
Concert tickets Grocery vouchers Money

- b The radio station's accountant realised the pie chart was correctly divided but there'd been a miscalculation in the number of prizes given out. There'd actually been 25 money prizes given away. Calculate the actual amounts:

Concert tickets Grocery vouchers Money

- 5 The total amount that this graph is representing is 40. What could this be about? Give this pie chart a title and describe it by completing the table below:

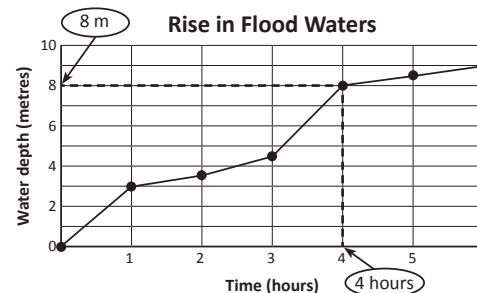
Category	Amount	Fraction
Total		



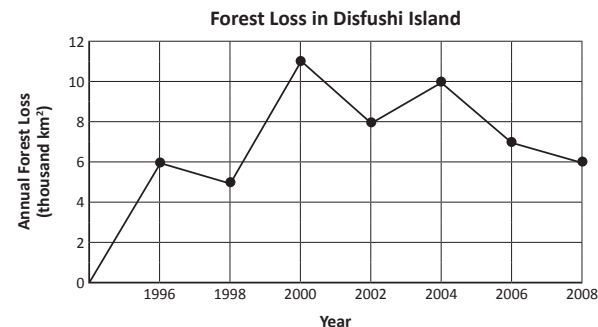
Types of graphs 3 – reading line graphs

Line graphs show how something changes over time in relation to something else. In this topic, we'll look at different examples of line graphs. Look at the line graph below. See how the more time passed, the higher the water got?

In which hour was the water 8 metres deep? Look below for how we read this information:



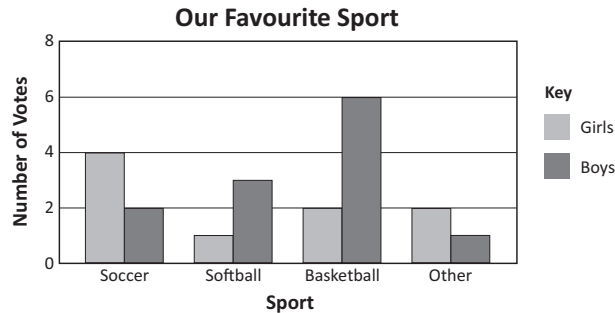
- 1 Look carefully at this line graph and answer the questions:



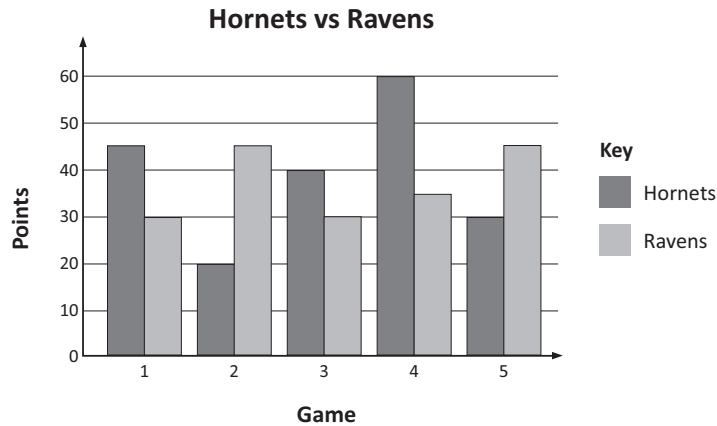
- a How many square kilometres of forest was lost in 1996?
- b How many square kilometres of forest was lost in 2000?
- c In which year were 7 000 square kilometres of forest lost?
- d How much more forest was lost in 2000 than in 2008?
- e Use the graph to estimate the forest loss in 1999.
- f Use the graph to estimate the forest loss in 2003.

Types of graphs 1 – double column graphs

Double column graphs make it easy to compare 2 sets of data against the same scale. They must have a key so it's easy to see which column is which.



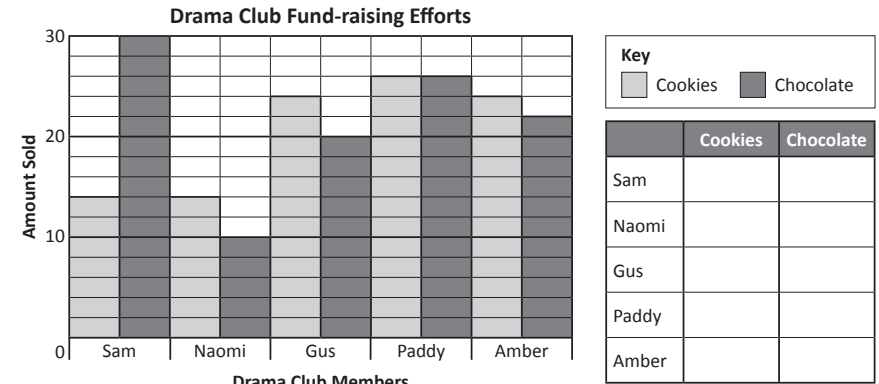
- 1 This double column graph shows the total number of points scored by 2 rival netball teams over 5 games:



- a In which game did the Hornets beat the Ravens by 15 points?
- b In which game did the Hornets beat the Ravens by the most points?
- c Calculate the total points scored by the Ravens in 5 games.
- d How many more points did the Hornets score in 5 games?

Types of graphs 1 – double column graphs

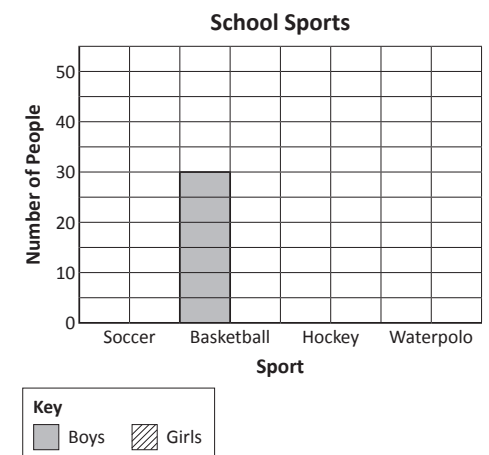
- 2 The Year 6 Drama Club at Hallowfield Primary hopes to raise enough money to fund their end of term concert. The students were each given 30 bars of chocolate and 30 boxes of gourmet cookies to sell. Use the double column graph to complete the data table.



- a Which sold better, the cookies or the chocolate?
- b Who sold the most altogether?
- c If the cookies were \$2.50 a packet and the chocolate was \$1.50 a bar, how much money did the top seller raise?

- 3 Read the clues to complete the double column graph:

- Three times as many boys play basketball than girls.
- Ten fewer boys play soccer than basketball.
- Twice as many girls play soccer than boys.
- Five times the number of girls who play basketball play hockey.
- Half as many boys play hockey than girls.
- Double the number of boys who play hockey play waterpolo.
- 20 fewer girls than boys play waterpolo.



Types of graphs 2 – pie charts

A pie chart is a circle divided into sectors. It's also known as a sector graph.

The circle represents the whole of the data and the sectors show how the total is divided.

This pie chart is divided into 10 equal parts. It shows what a group of children did on Saturday night.

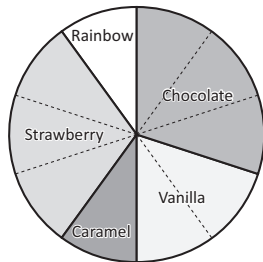
Saturday Night Activities



Category	Amount	Fraction	%
Went to the movies	3	$\frac{3}{10}$	30%
Party	2	$\frac{2}{10}$	20%
Stayed home	1	$\frac{1}{10}$	10%
Sleepover	4	$\frac{4}{10}$	40%
Total	10	$\frac{10}{10}$	100%

- 1 This pie chart shows the favourite smoothie flavours of 100 children. Use the information from the graph to complete the table:

Smoothie Flavours

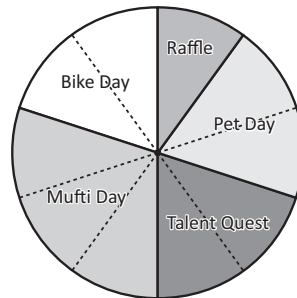


Category	Amount	Fraction	%
Chocolate	30		
Vanilla	20		
Caramel	10		
Strawberry	30		
Rainbow	10		
Total	100	$\frac{10}{10}$	100%

- 2 500 students voted on their next fund-raising activity. The pie chart shows the most popular responses. Complete the table:

Activity	Amount	Fraction	%
Raffle	50	$\frac{1}{10}$	10%
Pet Day			
Talent Quest			
Mufti Day			
Bike Day			
Total	500	$\frac{10}{10}$	100%

Fund-raising Activities

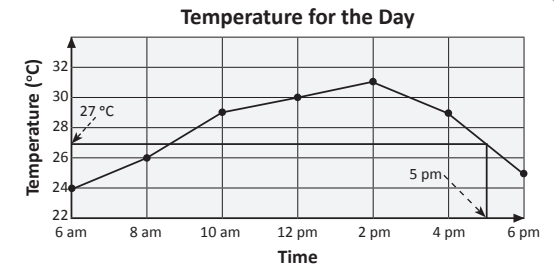


Types of graphs 3 – reading line graphs

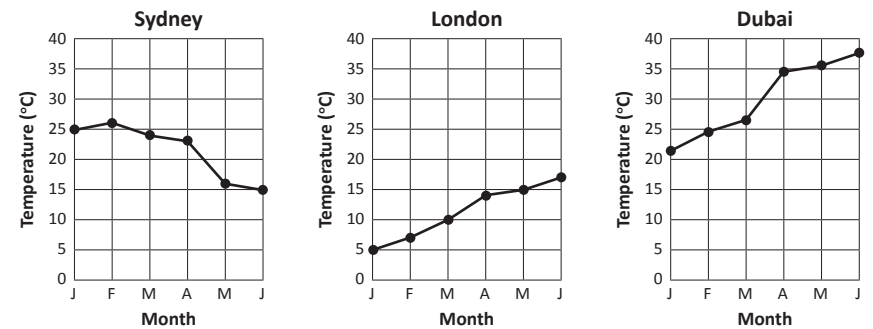
Line graphs can show how something changes over time in relation to something else.

In this topic we are going to look at many different examples of line graphs.

Here is an example of a temperature line graph.



- 1 The line graphs below show the average temperatures in degrees Celsius (°C) in Sydney, London and Dubai for the first 6 months of the year.



- a Study the graphs carefully and complete the table:

	January	February	March	April	May	June
Sydney				23		
London		7				
Dubai			27			

- b Are these statements true or false? Circle one:

In January, the difference between Dubai and Sydney is 4 °C. True / False

In February, the difference between Dubai and London is 18 °C. True / False

In May, Dubai is 21 °C warmer than London. True / False

Planning

Set a time timer for 5 minutes complete brainstorming 10 story ideas.

What will be the main idea of your story?

Use this space to write down anything you can think of that could appear in your story. This is brainstorming space, you do not have to use all of these ideas. Eg – If you chose a School idea– bully, canteen food, nice teacher, bell, great friend, secret crush, sport day, crazy hair day, worst nightmare arriving with PJ's on.

See	Touch
Taste	Smell
Feel- Emotion	Hear

Build on the emotion of using your senses, spend time brainstorming each sense.

Use the example to help you plan your work, only a sentence for each is necessary. Extend each point in your own story.

The day my sister convinced me that an umbrella would work just as well as a parachute when jumping off the shed roof. (It didn't.)

For example

Sizzling Start – A young boy is standing on the edge of the shed roof looking down with an umbrella in his hand. His older sister is standing below encouraging him to jump.

Backfill – Older sister has convinced her brother that an umbrella will work just like a parachute.

Pebble – The boy's knees begin to shake and he thinks he may fall off.

Rock – A bird swoops and almost knocks him off.

Boulder – He closes his eyes and jumps.

Exciting Ending – Older sister catches and saves her little brother just in time.

Your Turn – Add the planning details for your story.

Sizzling Start:

Backfill:

Pebble:

Rock:

Boulder:

Exciting Ending:

Scorpions



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 'The Beatles' and answer the following multiple choice questions.

1. As used in the sentence below, what does the word massive mean?
The band's career lasted about 10 years and they gained massive popularity.
 - a. Great
 - b. Heavy
 - c. Quick
 - d. Unusual
2. Which sentence best supports the idea that The Beatles were popular?
 - a. *The band was made up of four members*
 - b. *They were John Lennon, Paul McCartney, George Harrison, and Ringo Starr*
 - c. *The Beatles have sold hundreds of millions of albums, and more than any other musical artist*
 - d. *After the band broke up, some of the members had solo careers*
3. What is the main purpose of the passage?
 - a. To give details about a successful band
 - b. To encourage people to listen to music
 - c. To argue that bands are better than solo artists
 - d. To explain why a band was popular
4. What does the photograph in the passage show?
 - a. How many hit songs The Beatles had
 - b. What the music of The Beatles was like
 - c. How excited fans were by The Beatles
 - d. Why The Beatles were so popular

The Beatles

The Beatles are a famous English rock band. The band was made up of four members. They were John Lennon, Paul McCartney, George Harrison, and Ringo Starr. The band's career lasted about 10 years and they gained massive popularity. People were so keen on the band that they were often greeted by huge crowds of screaming fans. This became known as "Beatlemania."



The Beatles have sold hundreds of millions of albums, and more than any other musical artist. Some of their biggest hits include *Help*, *Let It Be*, *Hey Jude*, and *I Want to Hold Your Hand*. These songs, and many others, have been covered by many modern artists. They are considered the best band of all time by many critics. After the band broke up, some of the members had solo careers.

The Fifth Beatle

The original drummer for The Beatles was Pete Best. He was part of the band for two years, but was then replaced by Ringo Starr in 1962. The following year, The Beatles had their first number one single and became worldwide stars. While he is sometimes referred to as "the fifth Beatle," Pete Best did not get to enjoy the success of the group.

KEY SKILLS PRACTICE

How do you think Pete Best felt when The Beatles became successful? Explain.

Sample A



©Mrs Amy123

Sample B



©Mrs Amy123

Sample C



©Mrs Amy123

Sample D



©Mrs Amy123

Sample E



©Mrs Amy123

Health Wednesday

Sources

For each of the sources, colour in how trustworthy you think the information is likely to be and explain why you think that.

Sample A:



Sample B:



Sample C:



Sample D:



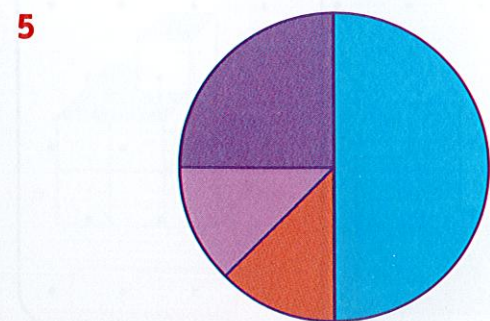
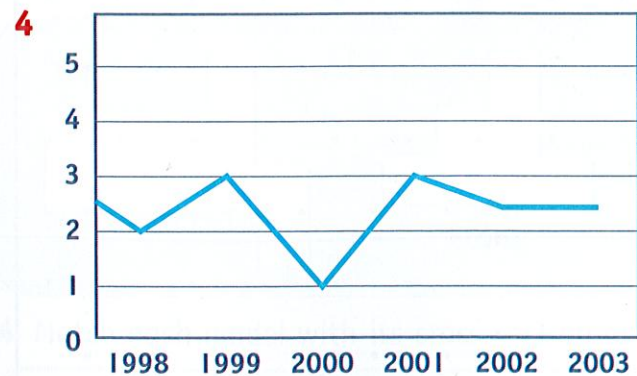
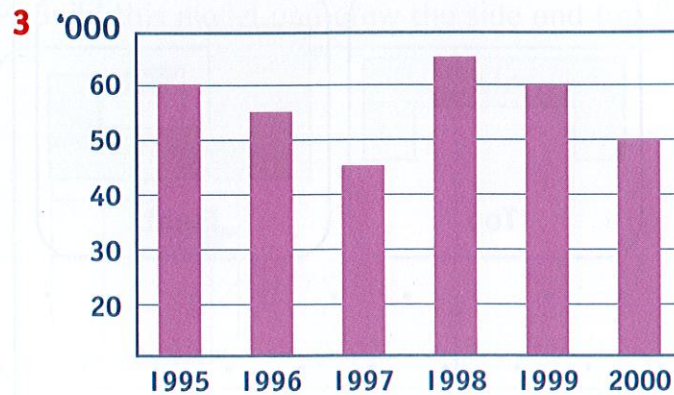
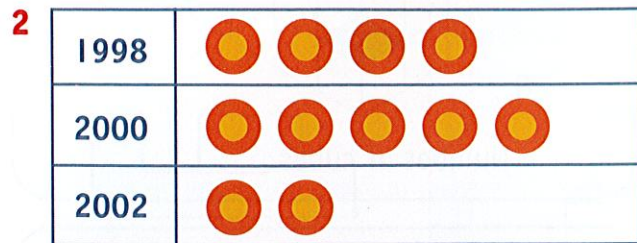
Sample E:



Review of graphs

Wednesday

Match the graph to the report.



A More people own mobile phones

The CBT survey just released reports that more people than ever are signing up for mobile phone contracts. 75% of all residents in urban areas reported owning a mobile phone.

B Production down

Production of Spondas has dropped by more than 10% this year. Sponda CEO, Mr Jeff Rayce puts the lower production down to ...

C Vegetables wilt

In spite of increased trade opportunities, green vegetable production in 2002 has fallen by 30 000 tonnes from previous years. The Greeneleafe Farm is being geared up to ...

D Savings go on appliances

According to Mr Jeeves, recent price increases have had little or no effect on purchases of household appliances. Half of all expenditure for households is on appliances.

E Interest rates

Average interest rates for this year have steadied and look set to increase slightly on past years after two years of unpredictable rises and falls.

Interpreting graphs



Refer to Graphs on page 160.

- 1 a 6 million people own mobile phones.

What was the whole population in the graph? _____

- b How many people do not own mobile phones? _____

- c What may be some reasons people give for not owning a mobile phone.

- 2 a If production of vegetables is lower by 30 000 tones in 2002, how much is produced each year?
1998 _____, 2000 _____, 2002 _____

- b What fraction of the whole crop was produced in 2002? _____

- c 1998 production was half of 2000 + 2002. True/false? _____

- d What happened in 2000 that would have required growers to grow more vegetables?

- 3 a Roughly how many Spondas have been recorded on this graph? _____

- b Between 1997 and 1998, production increased by _____.

- c What factors might Mr Rayce mention as reasons for decreased production any year?

- d Years 1998 – 2000 account for more than 50% of total production shown. True/false.

- 4 a We pay interest to a bank for _____.

- b In which year were average interest rates at their lowest? _____

- c How would the average interest rate for twelve months be found? _____

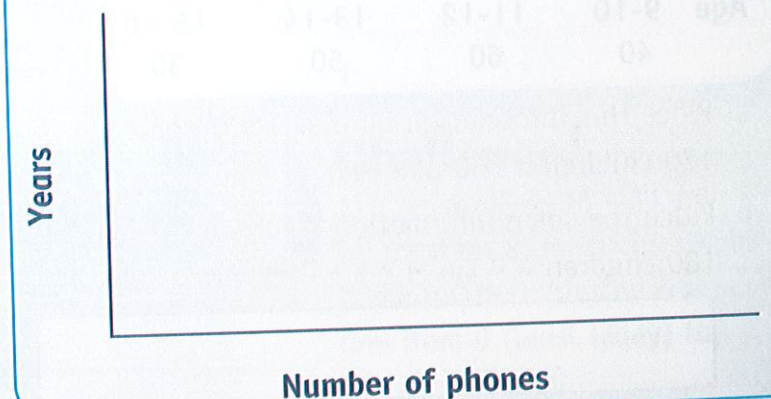
- 5 Graph this data using a picture graph.

Choose a symbol and a scale.

Year 6 ■■■ ■■■ ■■■
Year 7 ■■■ ■■■ ■■■ ■■■
Year 8 ■■■ ■■■ ■■■ ■■■ ■■■ ■■■
Year 9 ■■■ ■■■ ■■■ ■■■ ■■■

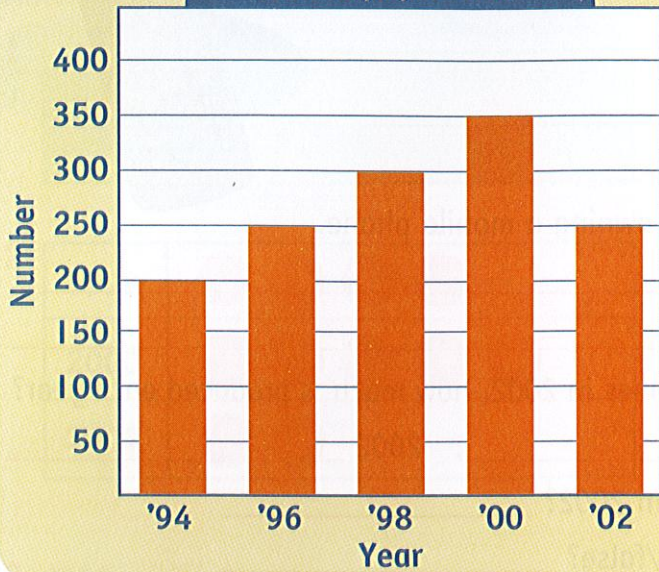
Key -

Mobile Phones Owned By Students

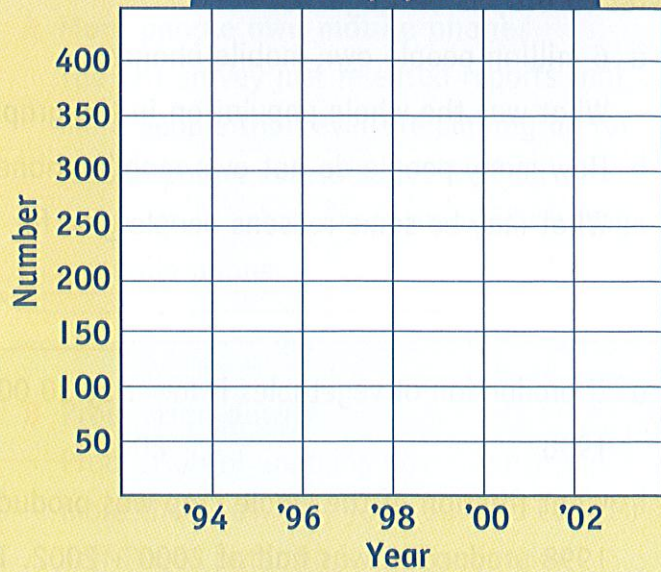


Displaying data

School population

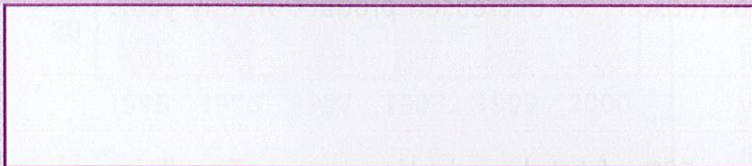


School population



- 1 a Redraw this column graph as a line graph.
- b Estimate the school population in: 1997 _____, 1999 _____, 2001 _____.
- c What data is available on a line graph but not on a column graph? _____

Expenditure of pocket money



Pocket money \$25

Fares \$5

Magazines \$10

Snacks \$10

- 2 a Complete the bar graph with the data.

True or false

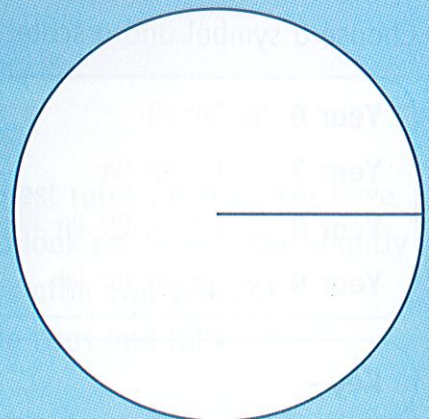
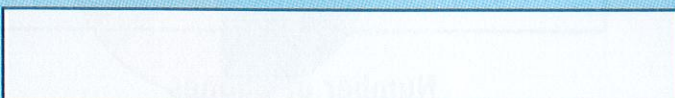
- b $\frac{1}{5}$ of my pocket money is spent on fares. _____
- c $\frac{3}{5}$ of my pocket money is spent on magazines. _____
- d 40% of my pocket money goes on snacks. _____

3

Ace Athletics Club

Age	9-10	11-12	13-14	15-16
	40	60	50	30

- a Place this information on a sector graph.
180 children = 360 degrees. 10 children = _____ degrees.
- b Place the same information on the bar graph.
180 children = 9 cm. 1 cm = _____ children.



Gathering data

Graphs are drawn after data has been collected. Data can be collected by surveying people. Surveys ask special questions for people like marketers, developers, councils, governments, salespeople and educators.

1 Write three survey topics that Local Councils might use for their residents. _____

2 Write three survey topics that a movie theatre developer might use. _____

3 Write three survey topics that you might use in your class. _____

4 Tick the best questions to ask in a survey.

a What do you like for breakfast?

b Cereal, toast, fruit – which foods do you eat for breakfast?

c What schools do your brothers attend?

d Do you have brothers?

e What team sports do you play?

f Cricket, Softball, Soccer – which team sport do you play?

g Do you play a sport not listed here?

h Do you access the Internet regularly?

i What do you do with spare time?

j What sort of house do you own?

5 Why did you choose these questions? _____

6 Many surveys ask you to put your choices in order.

Select six foods for survey respondents to place in order.

a _____ b _____

c _____ d _____

e _____ f _____

7 Select ten classmates to survey about their food choices from your list. Use tally marks to count responses. Number your food list from most popular to least popular.

a _____ b _____ c _____

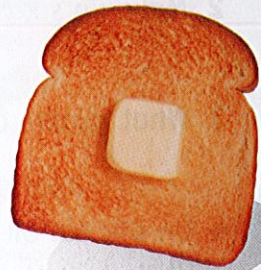
d _____ e _____ f _____

8 A survey is done on how time is spent out of school. Write six activities for respondents to place in order.

a _____ b _____

c _____ d _____

e _____ f _____

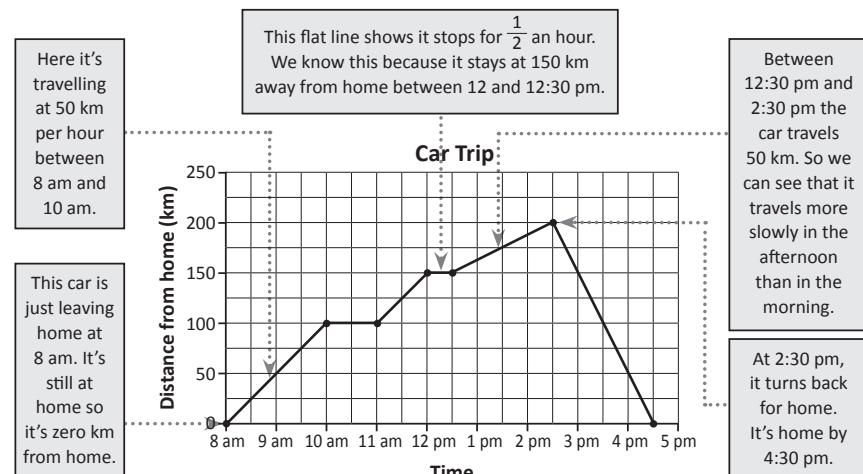


Challenge!

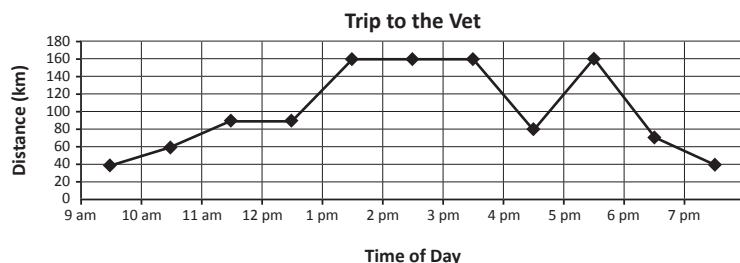
Ask 20 students to respond to question 8. From the results place the activities on a number line from 0 (least likely) to 10 (most likely).

Types of graphs 3 – travel graphs

A travel graph is a type of line graph that shows the distance travelled and the time taken to travel that distance. We can tell a lot about a journey just by the shape of a line. Here's an example:



1 Examine this travel graph and answer the questions:



a How long did they spend at the vet?

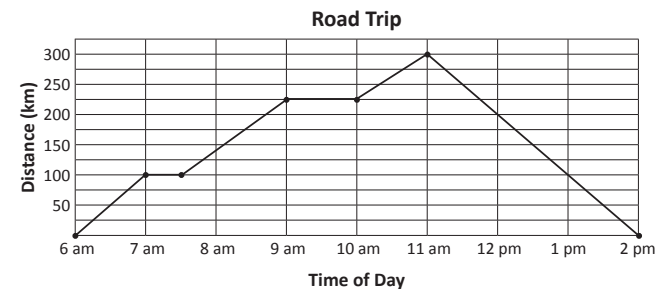
b How far did they travel between 9 am and 1:30 pm?

c How far did they travel between 3:30 pm and 4:30 pm?

d For how long did they drive home before realising they had left something at the vet?

Types of graphs 3 – travel graphs

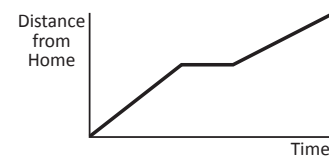
2 Study this motorcyclist's journey and fill in the blanks.



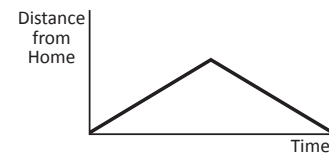
- He left for his road trip at _____.
- He stopped for breakfast at _____ and continued at _____.
- By 9 am, he'd ridden _____ km.
- He stopped to stretch his legs at _____.
- He turned round to ride home at _____.
- He rode at a speed of _____ km/h all the way home.



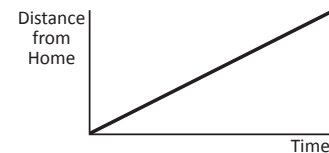
3 Link each travel graph to the matching statement by drawing a line:



I was on my way to a party when I realised I'd forgotten the present, so I turned round and went home again.



On the way to the beach, we stopped to buy sunscreen.



We travelled at the same speed, not stopping until we got there.

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 included 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 then 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.


Evaluative language

Evaluative adjectives are words that express a **judgement** or an **attitude** about what is being described. They can have a positive or negative effect.

The Witches (pages 66 -7)

That face of hers was the most frightful and frightening thing I have ever seen. Just looking at it gave me the shakes all over. It was so crumpled and wizened, so shrunk and shrivelled, it looked as though it had been pickled in vinegar. It was a fearsome and ghastly sight. There was something terribly wrong with it, something foul and putrid and decayed. It seemed quite literally to be rotting away at the edges, and in the middle of the face, around the mouth and cheeks, I could see skin all cankered and worm eaten, as though maggots were working away in there.

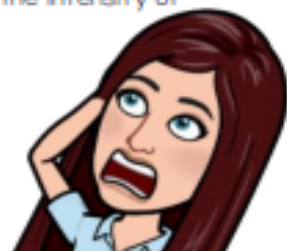
There are times when something is so frightful you become mesmerised by it and can't look away. I was like that now. I was transfixed. I was numb. I was magnetised by the sheer horror of this woman's features.

- 
1. What are your opinions of the witch? Provide examples of words which help form your opinion from the excerpt?
.....
.....
.....
 2. Authors like Roald Dahl often use evaluative vocabulary to help us align or not with a character. We can think positively or negatively about the character by what the author tells us about the appearance of the character or the actions of the character. It might be through the nouns, the verbs or the adjectives the author uses. Often the author will adjust the force of the words to make a certain kind of impression. Roald Dahl uses strong, quite forceful words to create an intense, negative impression of the witch.

For example: That face of hers was the **most frightful** and **frightening thing I have ever seen**. Just looking at it **gave me the shakes all over**.

In these two sentences, Roald Dahl:

- ✓ uses evaluative adjectives - frightful and frightening
- ✓ 'amplifies' the intensity by using the superlative form 'most frightful', and includes an embedded clause to post-modify the noun 'thing' where the adverb 'ever' is used to intensify the impact, as does 'all over'
- ✓ uses the idiom 'gave me the shakes' to reveal reaction
- ✓ uses the combination of most frightful and frightening adds to the intensity of the description.



Evaluative Adjectives

Evaluative adjectives are words that express a judgement on what they are describing. They can have a positive or negative effect.

Sort the following words below into the positive or negative column. Add some of your own evaluative adjectives.

amazing	disastrous	horrific	sensational
appalling	disgusting	incredible	shocking
astonishing	dreadful	lovely	terrible
atrocious	fantastic	magnificent	unbelievable
awesome	fascinating	marvellous	wonderful
awful	ghastly	revolting	
beautiful	horrendous	ridiculous	

Positive Evaluative Adjectives	Negative Evaluative Adjectives

Year 5 Week 8 Word Search

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

DEMOGRAPHIC

POPULATION

WARDROBE

BUSHFIRE

SOUGHT

REWARD

WARM

TECHNOLOGY

QUARTERLY

AWARDING

BROUGHT

WARMTH

AWARD

STATISTICS

LUKEWARM

SWARMING

THOUGHT

BOUGHT

WARN

Week 8 Word Search

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

IRRESPONSIBLE
 REMINISCENT
 DISTANCES
 EFFICIENT
 VERANDAH
 AVIATOR

DICTIONARY
 APPARENTLY
 SECRETARY
 IMAGINARY
 AVIATION
 AVIARY

POPULATION
 DISSIMILAR
 ANNIHILATE
 SHOULDER
 STOMACH

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