



Working from Home
Booklet

Stage 3
Term 3, Week 3

Work at Home – Stage 3

This work pack can be completed at home. After each day of the week there are worksheets that are directly linked to the content that we are learning about in Stage 3 term 3.

There are differentiated ability worksheets so please ONLY complete the ones you are capable of doing.

Here are some other free online websites/programs your child may like to visit during the week !

All KLA's

<https://www.studyladder.com.au/>

<http://wonderopolis.org/>

<https://www.abc.net.au/btn/>

Mathematics

<https://www.coolmathgames.com/>

<https://www.topmarks.co.uk/maths-games/>

<https://jennycottle.wixsite.com/jennysmathslinks>

English

<https://www.starfall.com/h/> <https://classroommagazines.scholastic.com/support/learnathome.html?caching>

<http://www.pobble365.com/>

Online Stories

<https://www.welcometocountry.org/aboriginal-dreamtime-stories/> <https://www.storylineonline.net/>

<http://www.astorybeforebed.com/storytime>

Physical Education

<https://family.gonoodle.com/>

Youtube – Cosmic Kids Yoga, Just Dance

Technology

<https://code.org/>

<https://www.freetypinggame.net/>



STAGE 3 PUBLIC SPEAKING TASK 2021

Dear Parents/Caregivers

We have a proud tradition in public speaking at Woy Woy Public School. All students are encouraged to participate in their individual class competitions. The winners from each class will compete in the school finals, which are held **Thursday 12 August 2021**. The speeches will be judged by the Public Speaking committee in **Weeks 3 and 4** of Term 3. Speeches need to be completed and handed into the class teacher by the **Friday 23 July 2021**.

We would like to invite all Stage 3 students to participate in this great competition. Students need to prepare a speech based on a familiar topic. The speech needs to be between 3 and 4 minutes long.

Things to consider: ALL STUDENTS ARE EXPECTED TO WRITE, PRACTICE AND PERFORM THEIR SPEECH TO THEIR CLASS PEERS.

- Marks will be deducted for talks that are too short or too long.
- Make your talk interesting so that your audience will listen.
- Practice your talk at home in front of your family using expression in your voice, face and body.
- The School Marking Scale is on the back

HINT: Print your speech out onto numbered palm cards. It might be a good idea to pin or staple them together so they don't get out of order.

Thank you

Stage Three Teachers

Woy Woy Public Speaking Marking Criteria.

Teacher Comments:

Name : _____
 TOPIC: _____
 Class/Year: _____

Creativity/Originality of Introduction		Predictable introduction (5 Marks)	Innovative introduction that engaged audience (10 Marks)	Clear, audible and well-modulated (6 Marks)	Clear, audible, well-modulated and engaging (8 Marks)	Clear, audible, well-modulated and engaging throughout entire presentation (10 Marks)	10
Method- Sustained Audience Engagement	Voice	Mostly monotone with some areas clear (2 Marks)	Clear and audible (4 Marks)	Mostly appropriately paced (6 Marks)	Well paced throughout presentation (8 Marks)	Perfectly paced throughout presentation (10 Marks)	10
	Pace	Mostly too fast or too slow (2 Marks)	Occasionally looked up (4 Marks)	Some use of more sustained eye contact (6 Marks)	More effective use of increasingly sustained eye contact (8 Marks)	Excellent and effective use of sustained eye contact (10 Marks)	10
	Non-verbal Communication	Did not look up (2 Marks)	Made some effort to be prepared and rehearsed. Student is somewhat organised to deliver speech. (6 Marks)	Made great effort to be prepared and rehearsed. Student is organised and mostly ready to deliver speech. (9 Marks)	Well prepared and rehearsed. Student is well organised and prepared to deliver speech. (12 Marks)	Extremely well prepared and rehearsed. Student is very well organised and able to present without dependency on notes. (15 Marks)	15
Presentation	Attitude	Makes no attempt to be friendly, responsive and to create an impression on audience (3 Marks)	Makes an attempt to be friendly, responsive and to create an impression on audience (6 Marks)	Sometimes friendly, responsive and attempts to create a positive impression (9 Marks)	Friendly, responsive and creates a positive impression on audience (12 Marks)	Very friendly, responsive and creates a positive impression on audience (15 Marks)	15
Content		Content was mostly on topic but not engaging or original (4 Marks)	Content was on topic and made an attempt to be engaging (8 Marks)	Content was on topic and engaging (12 Marks)	Content was on topic, engaging and original (16 Marks)	Content was on topic, very engaging and very original (20 Marks)	20
Creativity/Originality of conclusion		Predictable conclusion (5 Marks)	Innovative conclusion that engaged audience (10 Marks)	NB: Children who are still speaking when the continuous bell rings, will be penalised to marks as they have not completed their conclusion. Students will also lose 10 marks if they are greater than 1min under time.			10
Timing		Under (more than 1 min) or over time	Timing appropriate				10



p pp

pig slipper

Year 5

List Words

support
surprise
impolite
position
emptiness
separately
patient
patience
applicant
application
incorporate
experience
expectation

Grapheme Chart

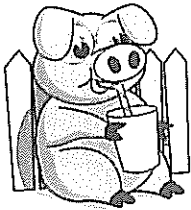
grapheme word

- 1 **Colour** the grapheme that represent in the List Words.
- 2 **Go** to the List Words for Unit 20. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- 4 **Match** the words to their meanings. **Use** your dictionary to help.
★ The prefix *post* can mean *after*, for example *postnatal* means *after a birth*.

postnatal postdate postscript postpone post-mortem

to write a date **after** the actual date _____ **after** a birth _____
examination of a body **after** death to find the cause _____
a message (script) added to a letter **after** it is finished and signed _____
to put off until another time **after** the planned day _____

- 5 **Colour code** one word part from each column to form List Words.



im	si	ness	_____	ex	cor	ca	ence	_____
po	li	lite	_____	in	pe	po	tion	_____
app	ti	tion	_____	app	pec	ri	tion	_____
emp	po	cant	_____	ex	li	ta	rate	_____

- 6 **Match** the words in the box with the Latin root words and meanings. **Use** a dictionary.

position transport propel primary particle support primitive propeller separate deposit

pono positus
means place

porto
means carry

primus
means first

pars partis
means part

pello
means drive

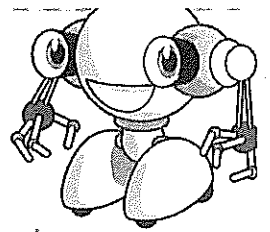
- 7 **Circle** the word in each pair that comes first in the dictionary.

experience	patient	applicant	suppose	impolite	incorporate	supply
expectation	patience	application	support	important	incorrectly	surprise



r rr wr

robot carrot wrist



List Words

battery relate through wreck resign refuse salary February library stationary respectful distribute

Grapheme Chart

Table with 2 columns: grapheme, word

1 Colour the graphemes that represent r rr wr in the List Words.

2 Go to the List Words for Unit 20. Count the sounds and identify all the graphemes in each List Word.

3 Write any other letters that can represent r rr wr on the Grapheme Chart. Write one word example for each.

4 Colour the graphemes r, rr and wr if they represent r rr wr in the words.

terror wrong restore carrying flower fire fiery arrowroot starring startle aired wrestle prisoner stationery flowering

5 Unjumble these words that all begin with the prefix re. Use List Words and your dictionary to help. The prefix re can mean back or again, for example redo means do again.

reaelt _____ reigns _____ reefsu _____
reairp _____ reylp _____ reaeels _____
reeeivl _____ recept _____ revieec _____
rerfe _____ retpiec _____ rebeelms _____
reltcef _____ reeilf _____ resferh _____

6 Write these words ending with noun-forming suffixes ary, ery, ory to match the meanings.

a place where: dictionary dormitory laboratory library battery penitentiary
experiments happen _____ prisoners are held _____
words are explained _____ electrical energy is stored _____
people sleep _____ books are kept _____

Challenge

Decode the first row of words written in mirror writing. Write the second set of words in mirror writing.

salry wreck pottery respectful distribute

resign February stationary library through

Decode the joke. Use a mirror to help read and write.

This picture is of a temple.

This picture is of a mirror.

Year 5 Spelling Unit 20: Look / Cover / Write / Check Year 5

Word	Mon	Tues	Wed	Thurs
support				
surprise				
impolite				
position				
emptiness				
separately				
patient				
patience				
applicant				
application				
incorporate				
experience				
expectation				
battery				
relate				
through				
wreck				
resign				
refuse				
salary				
February				
library				
stationary				
respectful				
distribute				

Year 5 Unit 20 Word Search!

Name: _____ Date: _____



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

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

incorporate expectation separately application experience
surprise battery patience support through impolite position
February stationary applicant distribute emptiness respectful
library resign salary wreck refuse relate patient



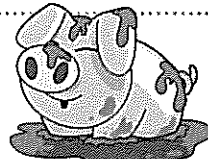
Grapheme Chart

grapheme	word

List Words

- precede
- inspector
- precisely
- passenger
- escapee
- supportive
- provision
- preparation
- applicable
- municipal
- precipice
- rapidity
- hippopotamus

- 1 Colour the graphemes that represent **p** **pp** in the List Words.
- 2 Go to the List Words for Unit 20. Count the sounds and identify all the graphemes in each List Word.
- 3 Write any other letters that can represent **p** **pp** on the Grapheme Chart. Write one word example for each.
- 4 Cross out all the words with letter **p** where it does **not** represent **p** **pp**. Complete the sentences with the words that are left.



- nephew
- perceive
- physics
- municipal
- applicable
- psychologist
- rapidity
- precise
- precipice
- psychiatrist
- pneumonia
- proficiency

The inspector was able to _____ how the burglars entered the town's _____ library. They showed great _____ at opening locked doors. Their movements were extremely _____ and the _____ with which they removed the computers was amazing. The usual police methods of solving such a crime were not _____ in this case. The stolen goods were later found in a cave below a _____.

- 5 Select words beginning with prefixes **pre** and **pro** from the box, to match the meanings.
 ★ Prefix **pre** can mean *before, beforehand, earlier*. Prefix **pro** can mean *for, forward*.

project proceed prefix procession predecease precede proclaim predict

to fix a syllable **before** a word _____ to die **before** another person _____
 to tell what will happen **beforehand** _____ to send or eject **forward** _____
 to **claim** ideas **forward** (announce) _____ to go **forward** _____
 a parade of people or vehicles going **forward** _____ to go **before** _____

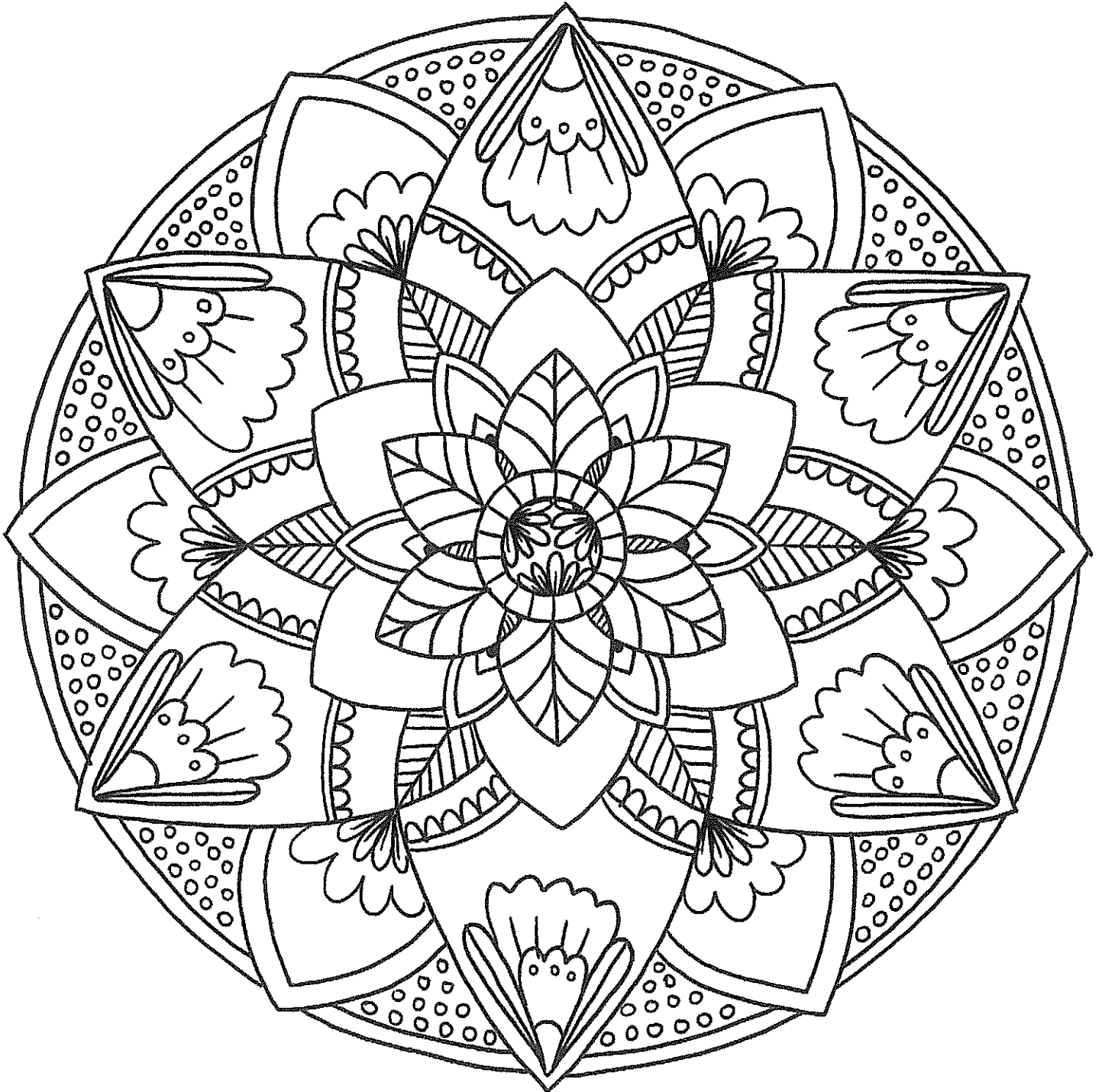
- 6 Write the words from the brackets to complete the sentences.

The city decided to _____ with the plans for a new municipal swimming pool. [precede]
 Smaller competitions usually _____ the Olympic Games to give competitors practice. [proceed]
 The _____ from the school fete are to be spent on new computers. [precedes]
 The season of Spring _____ the season of Summer. [proceeds]
 The place where doctors _____ medicine is known as a surgery. [practice, practise]
 The _____ reason we cook some food is to make it more pleasant to eat. [principal, principle]

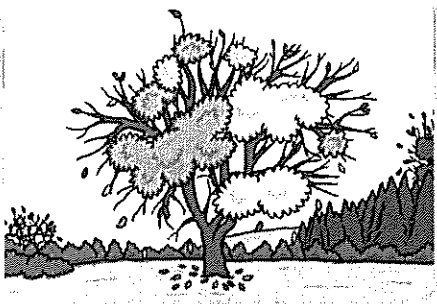
Year 6 Spelling Unit 20: Look / Cover / Write / Check Year 6

Word	Mon	Tues	Wed	Thurs
precede				
inspector				
precisely				
passenger				
escapee				
supportive				
provision				
preparation				
applicable				
municipal				
precipice				
hippopotamus				
rapidity				
reveal				
wrapping				
wretched				
luxury				
resources				
advisory				
embarrassed				
tranquillise				
occurrence				
reverent				
rhapsody				
rheumatic				

Monday



Autumn in Australia



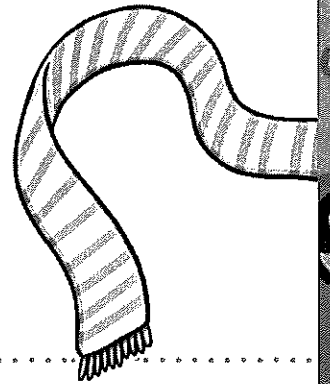
Seasons

There are four seasons in a year: **Spring, Summer, Autumn** and **Winter**.

Autumn is in **March, April** and **May**.

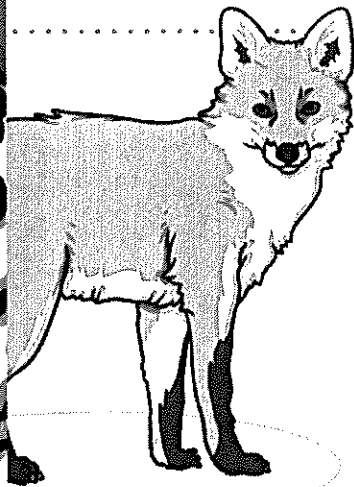
Weather in Autumn

Autumn weather can be warm one day and cold the next. The weather at the start of Autumn is warmer than the end of Autumn. This is because the start of Autumn is closer to Summer and the end of Autumn is closer to Winter.



Animals in Autumn

In Autumn, animals start growing a warmer coat. This is so they can be ready in time for Winter. On warmer days, animals still spend time outside. When it is a cold day in Autumn, animals may need to wear a warm coat or spend more time indoors.



Plants in Autumn

Trees start to change colour in Autumn. Leaves change from bright green to yellow, orange, brown and red. At the end of Autumn they fall off the trees and onto the ground. You may see your neighbours raking the leaves into big piles. Have you ever jumped in a leaf pile?



Questions

1. When does Autumn begin? Choose the correct answer.

October

January

March

December

2. Which season comes after Autumn? Choose the correct answer.

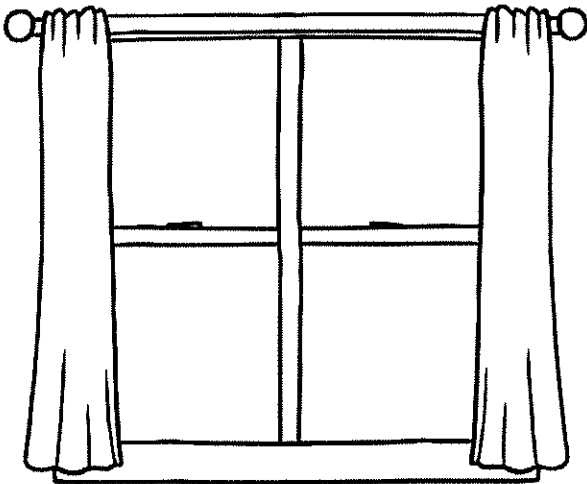
Winter

Spring

Summer

3. What happens to the leaves in Autumn?

4. What would you see out your window in Autumn?

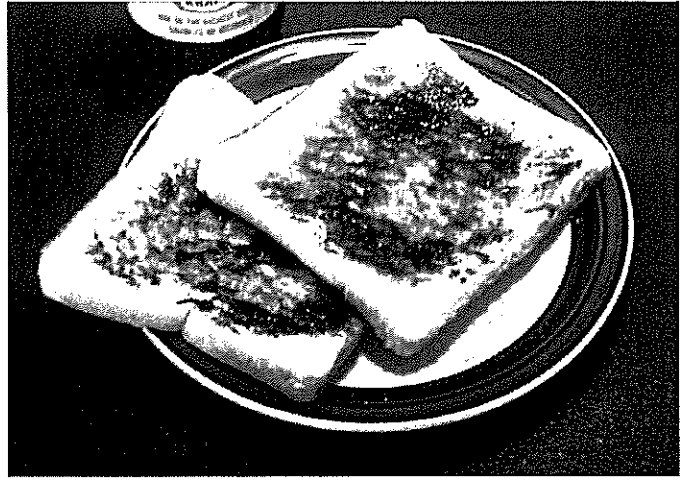


5. What is the weather like in Autumn?

6. What could you do to stay warm in Autumn?

The Story of Vegemite

The story of how Vegemite was invented all began with the Fred Walker Company in 1922. They were interested in creating a spread from one of the world's richest known sources of Vitamin B. The company, which soon



became known as the Kraft Food Company, hired a very clever chemist known as Dr Cyril P. Callister. It was Dr Callister who developed the spread, using leftover brewers' yeast extract and various vegetable and spice additives.

As they wanted lots of people to buy their new product, the Fred Walker Company came up with the very clever idea of having the public name it themselves. They launched a national competition right across Australia, and in 1923 the winning entry was announced. 'Vegemite' was to be its name! By 1923, jars of Vegemite were being sold in supermarkets and grocery stores all over the country.

Now at that time, a similar product from England known as 'Marmite' was already very popular in Australia. Shoppers weren't keen to try something different and Vegemite sales were low. To increase sales, the company even called it by a different name to try to convince people to purchase it. It became known as 'Parwill' with a clever catch phrase to go with it: "If Marmite...then Parwill"! The public didn't bite. Even with this new advertising strategy, sales did not improve.

Photo courtesy of (Tristanb@wikimedia.org) - granted under creative commons licence - attribution

It took the Fred Walker Company 14 years of persistence and a reversion to its original name before the people of Australia finally embraced their Vegemite. Doctors began recommending it as a rich source of Vitamin B, and during the Second World War the armed forces bought it in bulk to send to the soldiers. It eventually became so popular that it had to be rationed across Australia since the company couldn't meet the demands of the needy public.

Another very clever advertising tool that the company used to popularise the brand was the creation of the song 'Happy Little Vegemites', which was released on the radio in 1954. It went on to become a television commercial two years later. It was aired right through the 1960s and then remastered in the 1980s for a new generation.

Even today, the song is easily recognised as an unofficial national anthem, with Vegemite putting 'a rose in every cheek'.

Vegemite has gone on to become a food source that is loved by Australians of all ages and eaten at any time of the day. Twenty-two million jars are sold every year. It has a thick and sticky consistency and is almost black in colour. Made from yeast and vegetable extract, it is an excellent source of Vitamin B but it is extremely salty. Australians are used to the flavour because they grow up eating it. When travelling overseas, some people even take it with them as a small reminder of home. However, adults who try it for the first time say that it is something that takes a little getting used to!

Questions

1. The Fred Walker Company went on to be known as what?

2. Who developed the recipe for Vegemite and what was his job?

3. How did they decide to name the new spread Vegemite?

4. In which year was Vegemite sold for the first time?

5. What was the name of the product that was very similar to Vegemite and was its direct competition? Where did this come from?

6. How many jars of Vegemite are sold each year?

7. Why is Vegemite good for you?

8. Explain what the company did to try to make people buy more Vegemite.

9. Name the two very important groups who supported the buying of Vegemite.

10. Why do you think some people take Vegemite on holiday when they go abroad?

11. Do you think 'Vegemite' is a good name for the spread? What would you call it and why?

Influential Aboriginal and Torres Strait Islander Peoples

Truganini



Aboriginal and Torres Strait Islander Peoples reading this information report are respectfully advised the following report contains images and information about people who have died.

Truganini (1812-1876)

Truganini is probably one of the best known female Indigenous Australians of Australia's colonial era. She was one of the best known Tasmanian Aboriginal and Torres Strait Islanders People leaders of the 1800s and was the leader of her people, the Nuenonne group. She was a daughter of Mangana, Chief of the Bruny Island people in Tasmania. Her name was the word her tribe used to describe the grey salt. By the time Truganini was 17, she had witnessed violent crimes against her people and immediate family by the British settlers, including the deaths of her mother, sister, uncle and would-be partner.

Conflict and Relocation

Between 1828 and 1832, there were many conflicts (disagreements and fights) between Aboriginal and Torres Strait Islander Peoples and European settlers - these were known as the 'Black Wars'. In an effort to end these conflicts, the government put laws into place to move Indigenous Australian tribes and they employed the preacher George Augustus Robinson to lead this 'friendly mission'. It was Robinson's job to try to convince the tribes to move to an island in order to save them from further battles and conflicts.

Firstly, bounties were given to people to capture Indigenous Australian men, women and children and take them to Christian mission camps. Robinson convinced Truganini that moving to Flinders Island would protect her people from certain death and he promised to give them shelter, food and blankets. Robinson also believed he could 'civilise' them through the Christian religion. Truganini believed this was the only way to save her people so she decided to trust Robinson and to help him relocate other Aboriginal and Torres Strait Islander Peoples.

Between 1830 and 1834, Truganini alongside her partner Wooraddy, accompanied Robinson on many journeys across Tasmania to find the remaining Indigenous Australians to be moved to Flinders

Did you know?

- A bounty is an amount of money or a reward given for capturing something or someone.
- To civilise means to change or educate a group of people to become more like another race in terms of social development.
- Truganini is considered to be the last known speaker of the traditional language of the Indigenous Australians of Tasmania.

Island. They travelled for nearly five years, during which time Truganini translated for Robinson and negotiated the move of whole tribal groups to the island. Truganini even saved Robinson's life more than once, talking hostile tribes (tribes who were not friendly to Robinson and did not trust him) out of killing him and saving him from drowning.

The Aboriginal and Torres Strait Islander Peoples were told that they were free people and that the island would only be a temporary home to keep them sheltered and fed until it was safe to return to their homelands. By the end of 1835, nearly all of the Aboriginal and Torres Strait Islander Peoples of Tasmania had moved to Flinders Island.



Flinders Island

Flinders Island was not all that it had been promised to be and became a 'death trap'. Many Indigenous Australians became ill from influenza and other diseases and died. After seeing so much suffering and death, Truganini began warning other Aboriginal and Torres Strait Islander Peoples to stay away from the island.

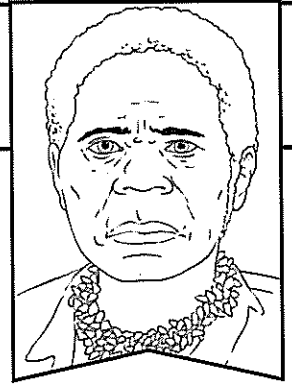
On the move once more

In 1847, Truganini and the 45 remaining Aboriginal and Torres Strait Islander Peoples moved to an abandoned settlement at Oyster Cove. She found some peace here as she was again close to her traditional territory and she was able to hunt, find shells and visit sacred places nearby. Unfortunately, conditions here became worse than before, and soon Truganini was the last remaining survivor.

The Final Years

Truganini lived out her final years close to Hobart in the care of a friend. She was a well-known member of the community and was known to wear a bright red cap, a tradition of her people who would wear red gum tips or ochre in their hair. As death approached, one of Truganini's biggest fears was that her body would be used for scientific research. At the age of 64, Truganini died and was buried at the old Female Convict Gaol. However, two years later, her body was exhumed against her dying wishes and placed on display at the local museum. One hundred years later, the Palawa people (the modern name for the Indigenous Australians of Tasmania) recovered Truganini's body. They cremated her and her ashes were spread nearby to her homeland on Bruny Island.

Truganini Questions



1. Where did Truganini's Peoples come from, and when was she born?

2. What was difficult about Truganini's teenage years?

3. Why did Truganini decide to help Robinson locate and move Aboriginal Peoples to Flinders Island?

4. How did Truganini help Robinson relocate Aboriginal and Torres Strait Islander Peoples to Flinders Island?

5. Why did Truganini move to Oyster Cove?

6. What was Truganini afraid of as her death approached? Was she right to be afraid, do you think?

7. Do you think Truganini was a resilient person? Use reasons to support your answer.

8. Do you think it was right of the government and Robinson to want to 'civilise' the Aboriginal and Torres Strait Islander Peoples?

9. Why do you think Truganini was seen as a leader of her people? Explain your answer.

Why is it important to learn about and acknowledge important historical figures like Truganini?

Balancing Equations

I can balance equations.

a. $\square - 45 = 13 + \square$

b. $87 - \square = \square + 33$

c. $\square + 39 = 61 - \square$

d. $34 + \square = \square + 26$

e. $27 + \square = 82 - \square$

f. $\square - 73 = 12 + \square$

g. $88 - \square = \square + 65$

h. $\square - 34 = 92 - \square$

i. $72 - \square = \square - 27$

j. $72 - \square = \square - 28$

k. $\square + 26 = 76 - \square$

l. $67 - \square = 21 + \square$

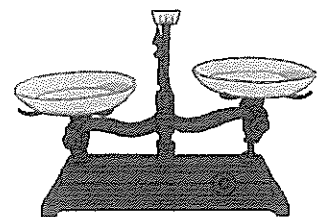
m. $\square + 45 = 32 + \square$

n. $72 - \square = 21 + \square$

o. $38 + \square = \square - 19$

p. $27 + \square = 96 - \square$

q. $\square - 59 = \square - 83$



Balancing Equations

I can balance equations.

a. $3 + \square = \square - 6$

b. $\square + 4 = 9 - \square$

c. $7 - \square = 3 + \square$

d. $9 - \square = \square + 2$

e. $\square + 4 = 2 + \square$

f. $\square - 7 = 5 - \square$

g. $7 - \square = \square + 1$

h. $\square + 2 = \square - 6$

i. $\square + 5 = \square - 3$

j. $7 + \square = \square + 3$

k. $\square + 3 = 8 - \square$

l. $\square - 6 = 8 - \square$

m. $9 - \square = 7 - \square$

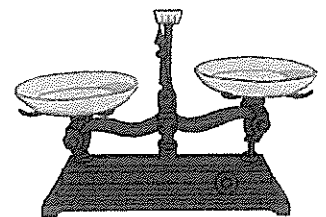
n. $1 + \square = \square + 4$

o. $6 - \square = 3 + \square$

p. $\square + 2 = 7 - \square$

Challenge

Write some of your own for a friend. Make sure you can find an answer.



Balancing Equations

I can balance equations.

r. $43 + \square = 71 + \square$

s. $82 - \square = 28 + \square$

t. $\square - 47 = \square + 38$

u. $29 + \square = 71 - \square$

v. $32 + \square = 88 - \square$

w. $55 - \square = 16 + \square$

x. $\square - 23 = \square + 49$

y. $90 - \square = 24 + \square$

z. $\square + 32 = 98 - \square$

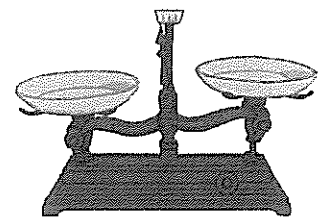
Challenge

$$\square + \square = \square - \square$$

$$\square - \square = \square - \square$$

$$\square + \square = \square + \square$$

$$\square - \square = \square + \square$$



Name: _____ Date: _____

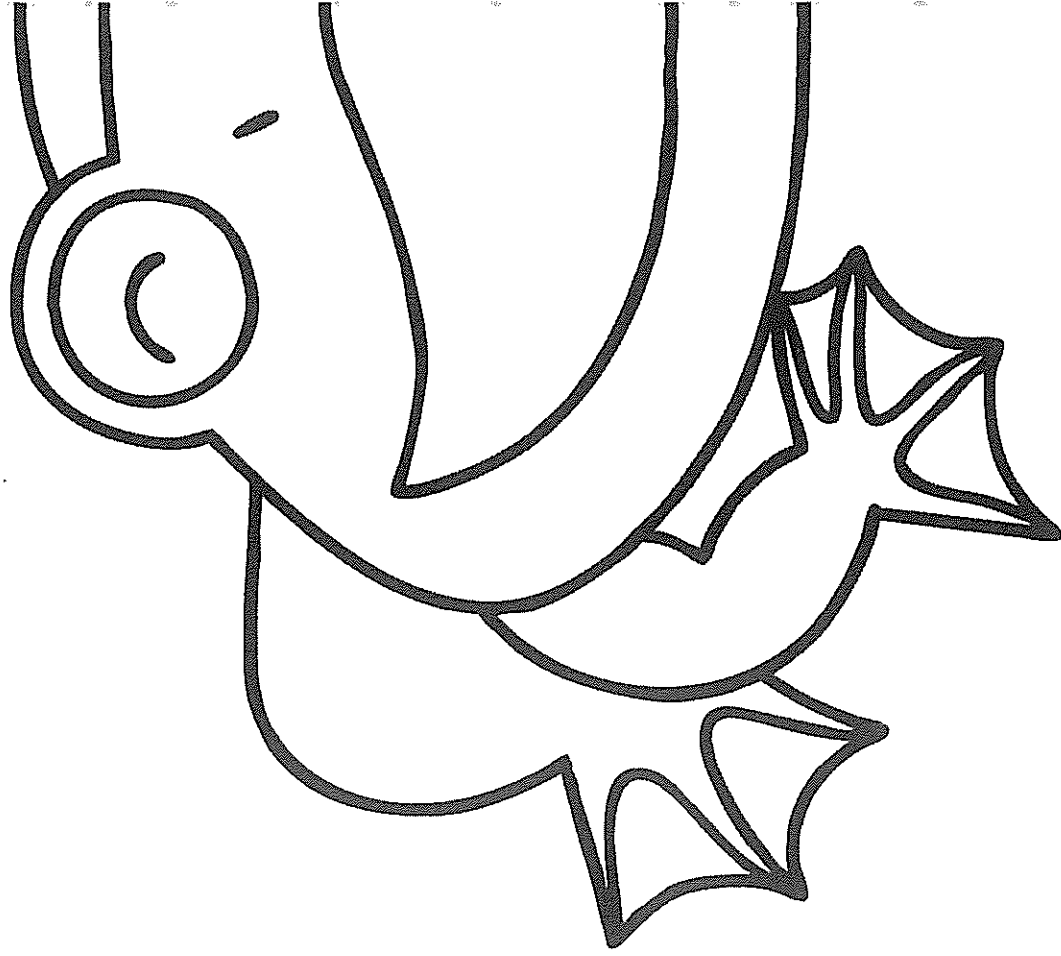


Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

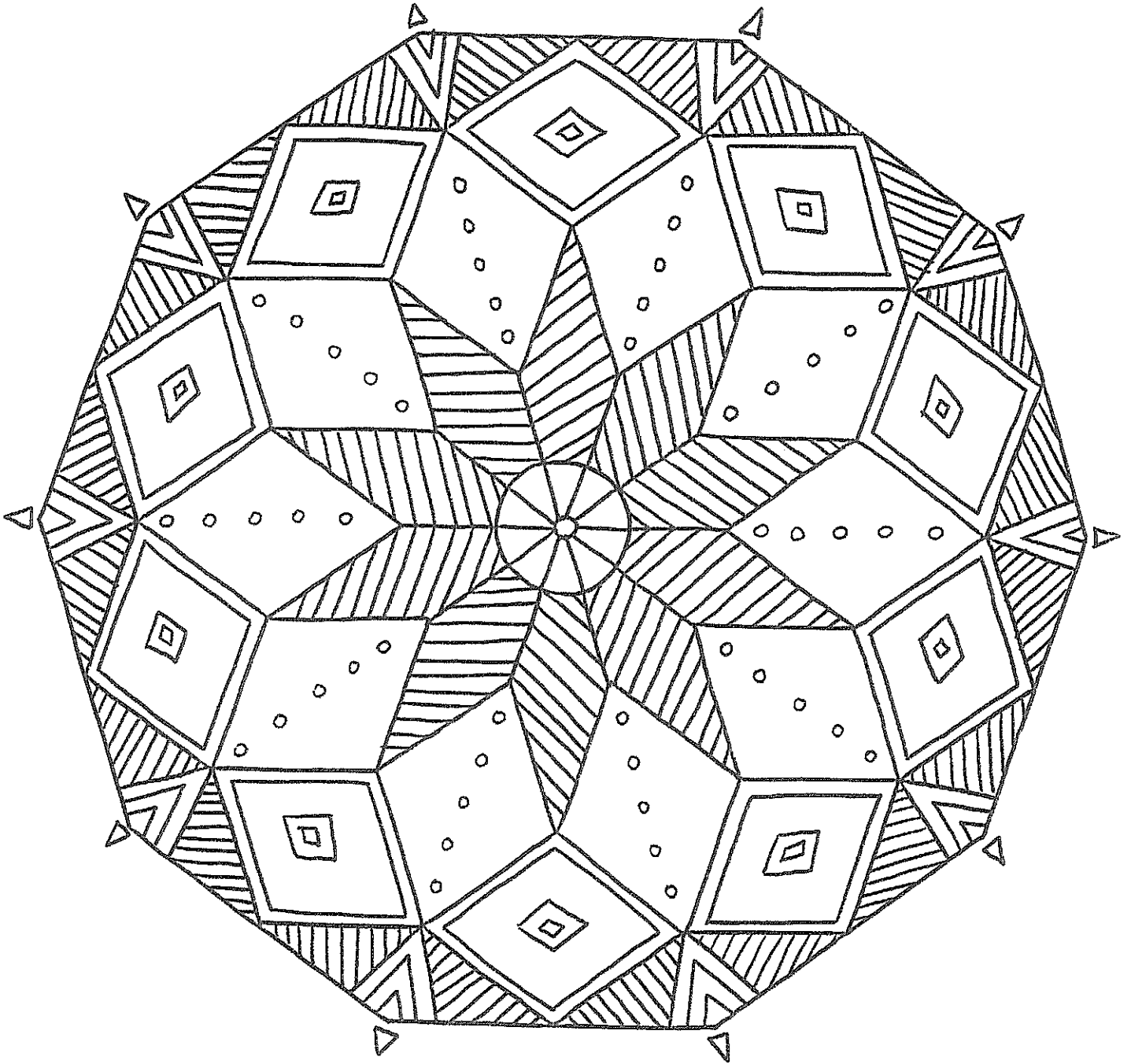
e	e	j	q	j	p	t	m	y	o	g	u	m	p	n	q	m	f	c	r	n
c	l	k	e	o	d	n	d	w	o	a	s	i	y	r	e	o	u	a	t	y
m	u	n	i	c	i	p	a	l	o	s	y	s	w	e	e	c	i	h	e	f
y	x	a	c	h	c	r	w	e	s	c	a	p	e	e	p	c	p	y	o	i
c	u	y	n	i	e	r	z	t	e	c	t	f	q	p	a	r	e	x	e	n
d	r	l	q	p	a	t	n	e	r	e	v	e	r	u	e	e	z	d	s	s
s	y	e	f	p	d	r	a	p	i	d	i	t	y	c	l	m	m	f	e	p
s	e	s	p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

- embarrassed preparation occurrence tranquillise rapidity hippopotamus
 precisely provision precipice inspector wretched rhapsody wrapping
 passenger rheumatic municipal applicable supportive resources
 escapee advisory reverent luxury precede reveal

Draw Tiddalick



Tuesday



Name _____

Date _____

Research Skills – Ideas and Vocabulary

Read the text about sharks.

- Write the main idea of the text in the box below.

Hint: To find the main idea, look for words that are repeated in the text.

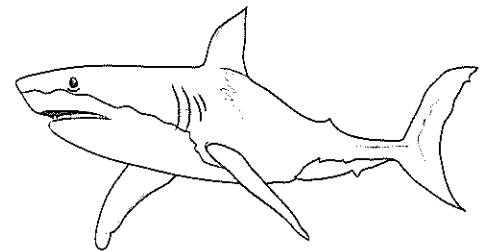
- Underline any subject-specific words and write them in the box below.

Hint: Subject-specific words are words that are related to the main idea.

Sharks

What are sharks?

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.



What do sharks look like?

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

Where do sharks live?

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

What do sharks eat?

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

Main idea

Subject-specific vocabulary

Name _____

Date _____

Research Skills - Note Taking

Read each paragraph from the text about sharks.

- Highlight the key information in each paragraph.

Hint: Look for key words which inform the reader about the subject.

- Next to each paragraph, write notes about the key information.

Hint: Dot point notes should be a few words only, not full sentences.

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.

-
-
-

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

-
-
-

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

-
-
-

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

-
-
-

Name _____

Date _____

How to Build a Worm Farm

Find and underline these language features in the following procedure text:

- action verbs (red)
- adverbs (blue)
- adverbial phrases telling where, when or how (green).

Materials

Two boxes (one with a lid)

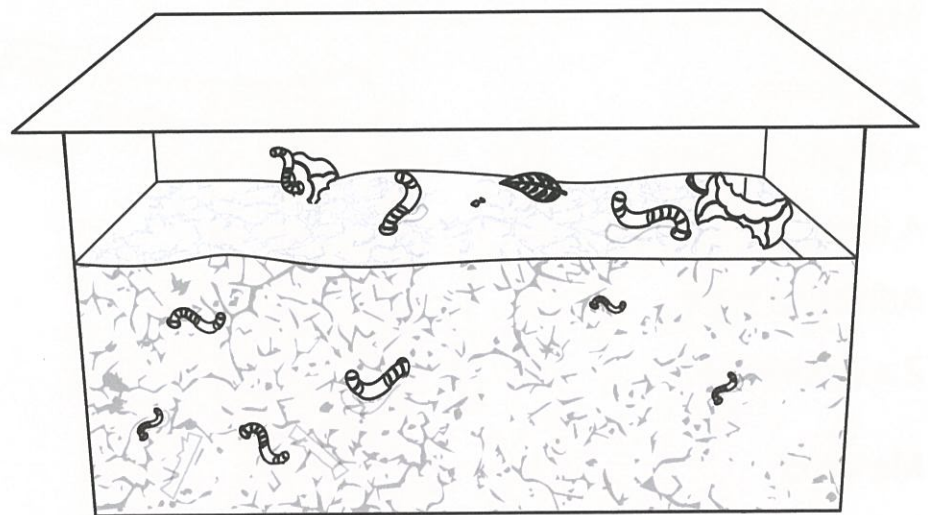
Shredded paper

Compost

Compost worms

Watering can

Water



Method

1. Gently place one of the boxes on the ground. Choose a shady location to prevent your worms from overheating.
2. Carefully poke some small holes in the base of the second box. Place this box on top of the first box.
3. Mix the shredded paper with the compost. Generously spread this mixture over the base of the top box. Water the mixture until it is moist.
4. Delicately pour the worms over the top of the paper and compost mixture. Position the lid on the top box.
5. Once the worms are settled, feed them food scraps such as fruit and vegetable peel.
6. Every few weeks, collect the liquid in the bottom box. Add some water and pour the liquid onto your plants.

Name _____

Date _____

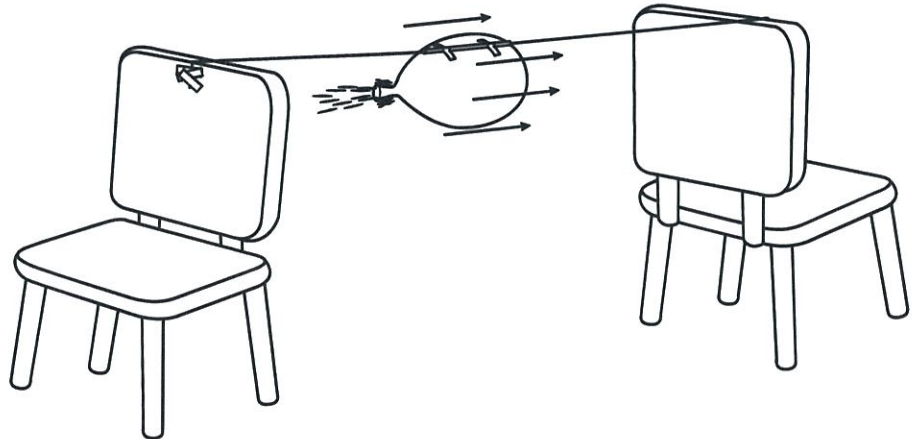
How to Make a Balloon Rocket

Find and underline these language features in the following procedure text:

- action verbs (red)
- adverbs (blue)
- adverbial phrases telling where, when or how (green).

Materials

- A balloon
- A drinking straw
- A length of string
- Adhesive tape
- 2 x chairs



Method

1. With the adhesive tape, securely fasten one end of the string to a sturdy chair.
2. Thread the other end of the string through the drinking straw.
3. Tightly pull the string and securely fasten it to another sturdy chair. Position the second chair at least four large steps away from the first chair.
4. Inflate the balloon, then hold the open end tightly.
5. Attach the inflated balloon to the drinking straw.
6. Carefully pull the drinking straw to one end of the string.
7. Slowly release the balloon and watch your balloon rocket fly!

Name _____

Date _____

How to Make Spaghetti

Find and underline these language features in the following procedure text:

- action verbs (red)
- adverbs (blue)
- adverbial phrases telling where, when or how (green).

Materials

Spaghetti

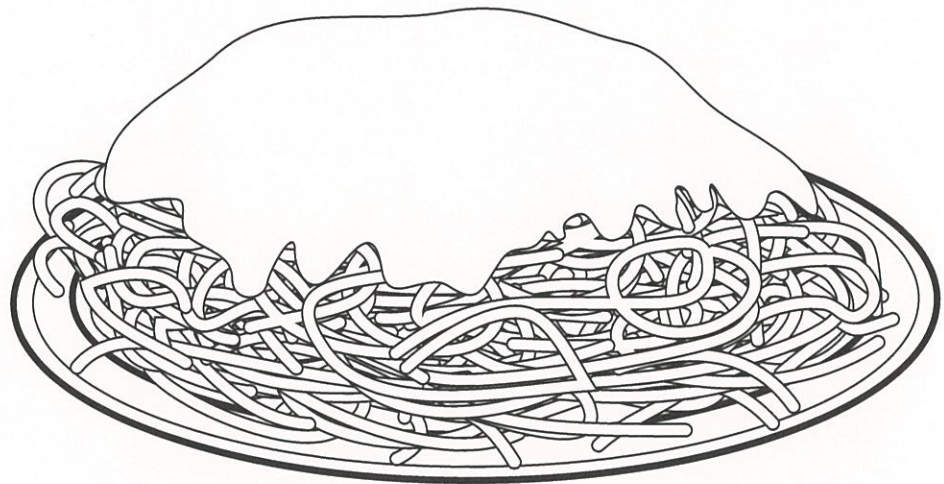
Pasta sauce

Large saucepan

Colander

Plate

Fork



Method

1. Carefully place a large saucepan of water on the stove top. Set the heat to a high temperature.
2. Once the water is boiling, reduce the heat. Place a large handful of spaghetti into the water.
3. Cook the spaghetti until it is soft. Stir the spaghetti so it does not clump together.
4. Drain the spaghetti thoroughly with a colander. Avoid the steam rising up from the boiling water as it can burn.
5. Return the spaghetti to the empty saucepan. Pour the pasta sauce generously over the spaghetti. Stir it evenly through the pasta.
6. Carefully tip the spaghetti onto a plate. Enjoy your meal!

Explanation Text Structure – Sorting Task

1. Cut out and read each paragraph of the explanation text.
2. Decide where each paragraph belongs in the structure of the explanation.
3. Glue each paragraph in the correct row of the table on the next page.
4. Read through the entire text in the correct order.

The third type of rocks, called metamorphic rocks, are igneous or sedimentary rocks that are changed over time by extreme heat or pressure. They are generally found inside the Earth's crust where there is enough heat and pressure to form the rocks. Metamorphic rock is also formed when water dissolves minerals in old rock or transfers new minerals into it.

The first type of rocks, called igneous rocks, are formed when magma rises from below the Earth's surface (via volcanoes) and becomes lava. When the lava cools down and becomes a solid, it creates an igneous rock. Igneous rocks can form either above ground or below the surface.

Rocks have been breaking down, forming and changing for millions of years. They have multiple uses in our everyday lives. Although they may seem unexciting, rocks are truly fascinating substances!

How Do Rocks Form?

The second type of rocks, called sedimentary rocks, are formed from sediments. Sediments are tiny pieces of pre-existing rocks that have been broken down by wind and water. Rain washes these tiny pieces into rivers or streams. The pieces settle at the bottom in soft, loose layers called sediment. Over millions of years, the sediment builds up, hardens, and eventually becomes solid rock.

A rock is a natural substance that consists of one or more minerals. These minerals fused together over millions of years to create a solid lump. There are three major types of rocks: igneous, sedimentary and metamorphic. These names provide an explanation of how each rock is formed.

Explanation Text Structure – Sorting Task

Name: _____

Date: _____

Title	
Introduction Provides a brief overview of the topic.	
Description Explains the process and the reasons why in a logical sequence.	
Conclusion Provides a brief summary of the topic.	



WRITING

Balancing Equations

I can balance equations.

r. $\square - 725 = \square - 279$

s. $317 + \square = 892 - \square$

t. $298 + \square = \square + 509$

u. $\square - 451 = 628 - \square$

v. $197 + \square = \square + 451$

w. $\square - 310 = 734 - \square$

x. $189 + \square = 726 - \square$

y. $721 - \square = 292 + \square$

z. $\square + 270 = 925 - \square$

Challenge

Use the numbers 291 and 707 to write some balancing equations for a friend. Make sure answers do not need negative numbers.

\square \square \square \square

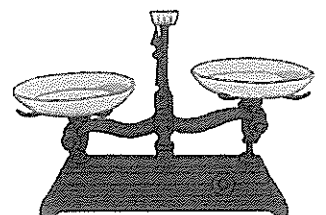
\square \square \square \square

\square \square \square \square

\square \square \square \square

\square \square \square \square

\square \square \square \square



Balancing Equations

I can balance equations.

a. $\square - 342 = \square + 221$

j. $989 - \square = 282 + \square$

b. $781 - \square = \square = 503$

k. $341 - \square = \square + 176$

c. $\square + 118 = 675 - \square$

l. $\square + 782 = 468 + \square$

d. $\square - 452 = 287 + \square$

m. $623 + \square = \square + 197$

e. $735 - \square = 539 - \square$

n. $806 - \square = 573 - \square$

f. $\square + 418 = 845 - \square$

o. $608 - \square = 735 - \square$

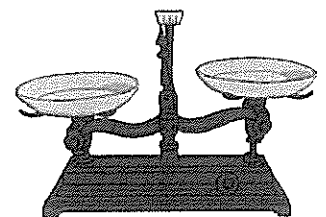
g. $824 - \square = \square + 219$

p. $\square + 371 = 835 - \square$

h. $\square - 285 = 892 - \square$

q. $624 + \square = 918 - \square$

i. $\square + 624 = 295 + \square$



Primary Sources

Primary sources are original first-hand accounts of or objects from an event, topic or historical time period.

Examples



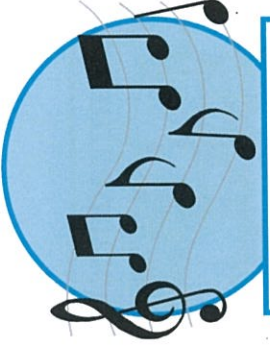
letters



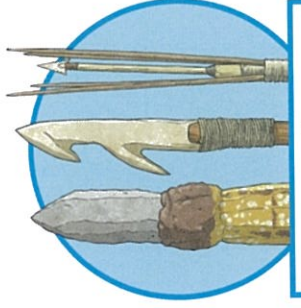
diaries



autobiographies



songs



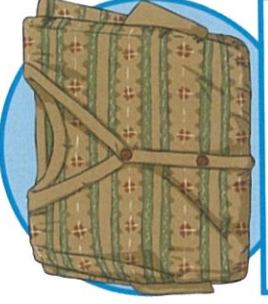
tools



speeches



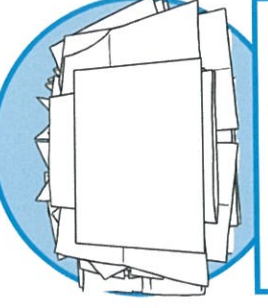
paintings



clothing



weapons

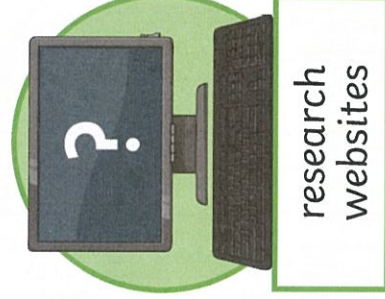
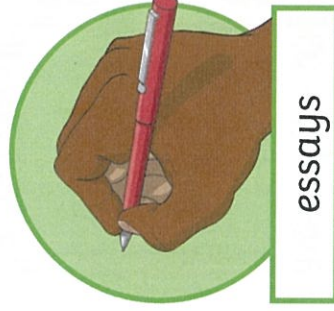
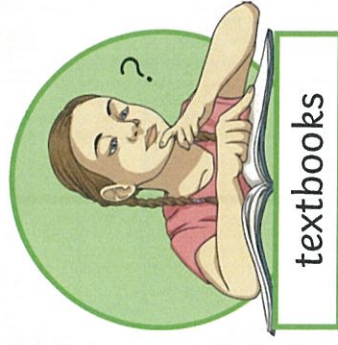


research or
census data

Secondary Sources

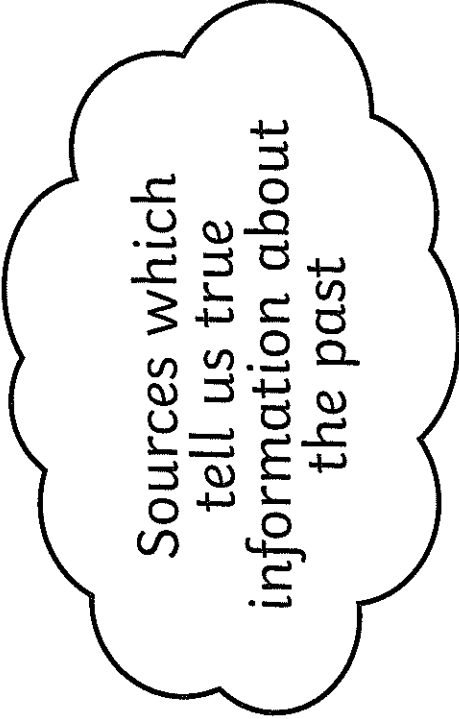
A secondary source is a second-hand account that interprets primary sources. They often use primary sources as the basis for their content.

Examples



Sources

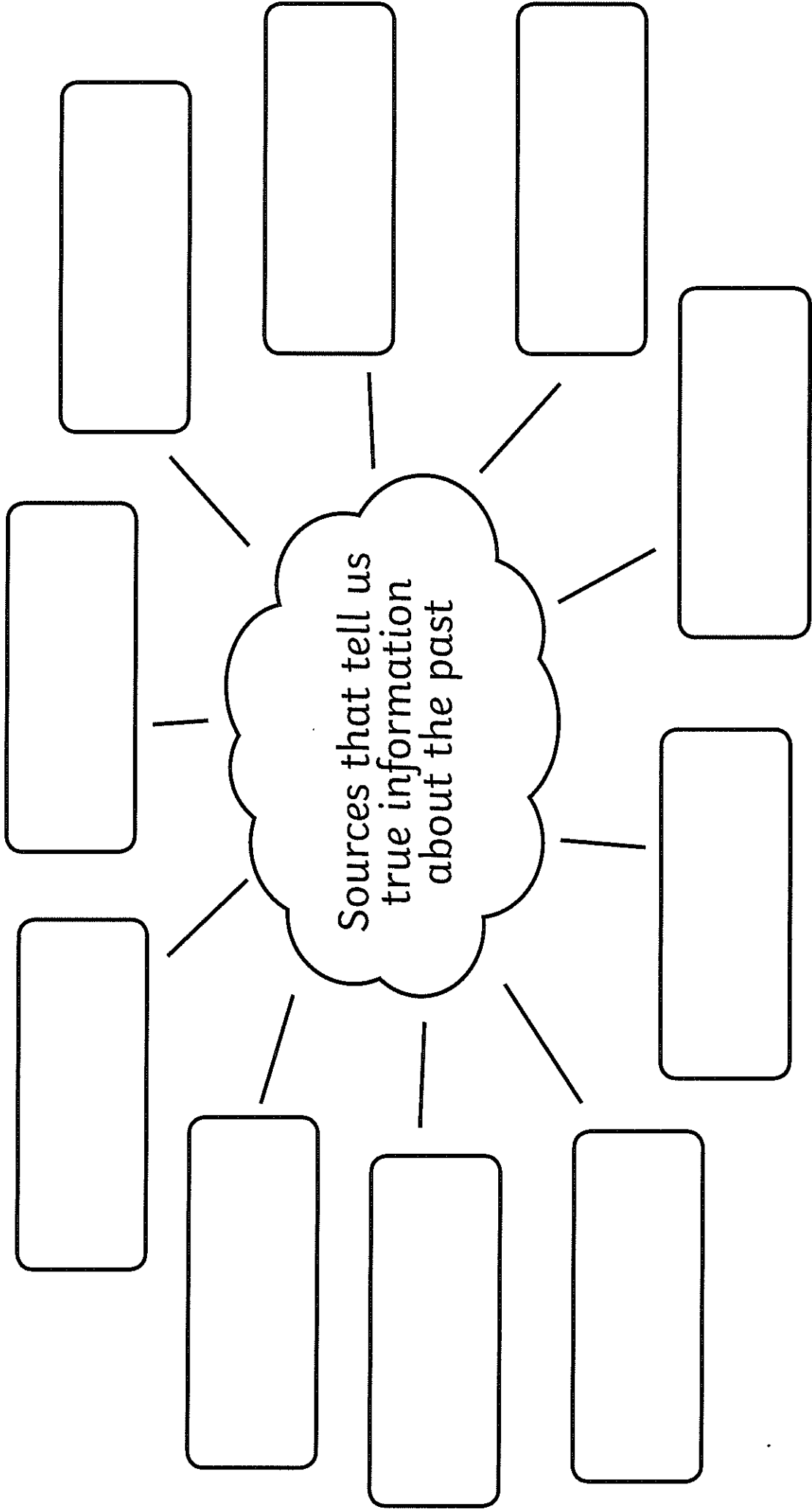
What sources can we use to find out about the past?



Sources which
tell us true
information about
the past

Sources

What sources can we use to find out about the past?



EDDIE MABO

Land Rights Advocate

Eddie Mabo, originally born Eddie Koiki Sambo, was born on 29 June 1936 on the island of Mer (Murray Island) to the Piadram clan in the Torres Strait. Mabo worked on pearling boats, as a cane cutter and as a railway fettler before becoming a gardener at James Cook University in Townsville.

Mabo was involved with community organisations, becoming the co-founder and director of The Black community school in 1973 and joining the National Aboriginal Education Committee in 1975.

In 1981, a land rights conference was held at the university and Mabo made a speech to the audience explaining the land inheritance system on Murray Island. A lawyer attending the conference took note of the importance of Mabo's speech and suggested that they should aim to claim land rights through the courts.

The 'Mabo Case' went on for almost ten years in the High Court of Australia. Mabo passed away on 21 January 1992. Nearly six months later, on 3 June 1992, the court made the landmark decision to recognise the land rights of Aboriginal and Torres Strait Islander peoples, overturning the legal doctrine of 'terra nullius' (land belonging to no one).

After his passing, Mabo was awarded the Australian Human Rights Medal in 1992. Each year, Mabo Day is celebrated on 3 June to recognise and remember the efforts of land rights advocate, Eddie Koiki Mabo.

Name: _____

Date: _____

Significant First Nations People of Australia

Research a significant First Nation Australian who has had a positive impact on the Australian community, then answer the reflection questions below.

1. Record the name and birth year of your significant person, then explain what makes them a significant First Nations Australian.

2. List any important achievements and/or awards they have received.

3. Explain how your significant First Nations Australian has had a positive impact on the community.

4. Significant First Nations Australians are often seen as role models for young people in the community. Who might be inspired by the person you have chosen? Explain why.

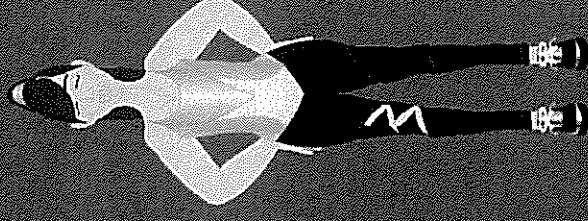
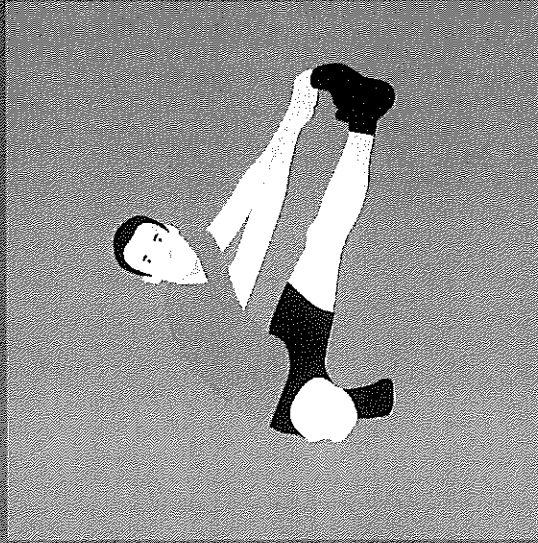
5. What interested you the most when researching the life of your chosen person?

Workout Challenge

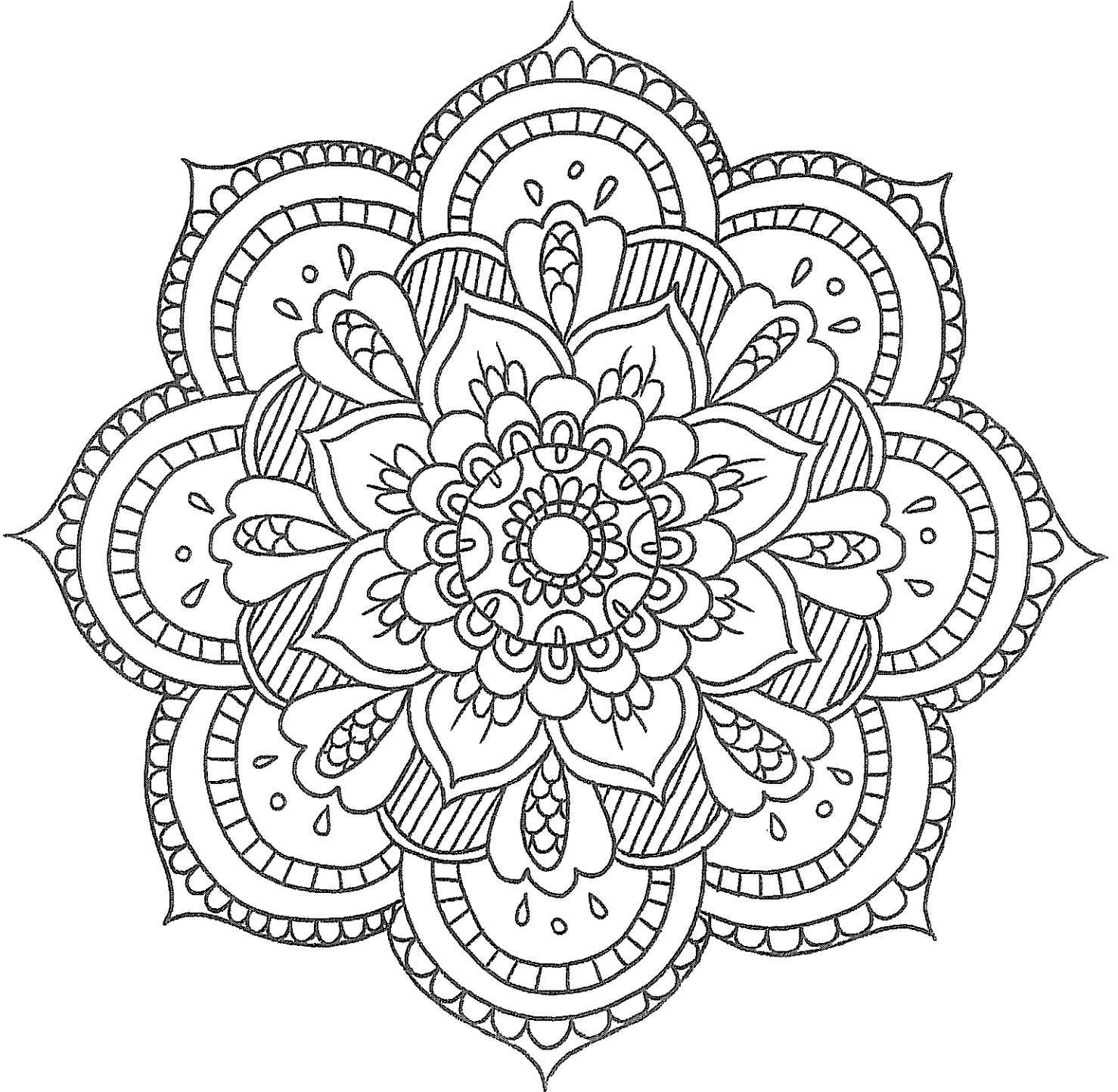
100's Challenge

Time yourself doing the following exercises. Do them in order and at intervals.

- 20 star jumps.
- 10 squats.
- 20 high knees
- 10 push ups
- 20 lunges
- 10 sit ups
- 10 Burpees



Wednesday



Name _____

Date _____

Research Skills – Ideas and Vocabulary

Read the text about sharks.

- Write the main idea of the text in the box below.

Hint: To find the main idea, look for words that are repeated in the text.

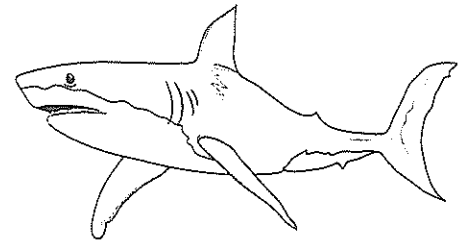
- Underline any subject-specific words and write them in the box below.

Hint: Subject-specific words are words that are related to the main idea.

Sharks

What are sharks?

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.



What do sharks look like?

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

Where do sharks live?

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

What do sharks eat?

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

Main idea	Subject-specific vocabulary

Name _____

Date _____

Research Skills – Note Taking

Read each paragraph from the text about sharks.

- Highlight the key information in each paragraph.
Hint: Look for key words which inform the reader about the subject.
- Next to each paragraph, write notes about the key information.
Hint: Dot point notes should be a few words only, not full sentences.

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.

-
-
-

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

-
-
-

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

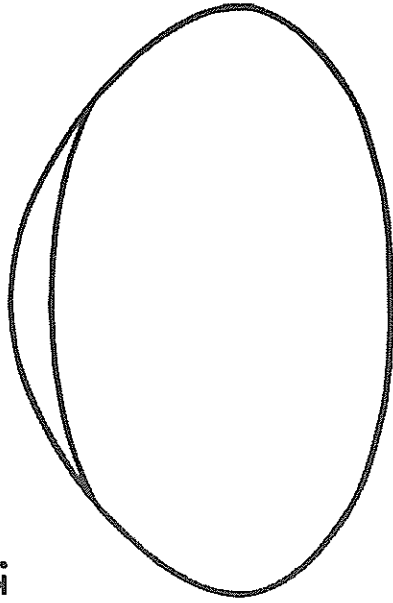
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Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

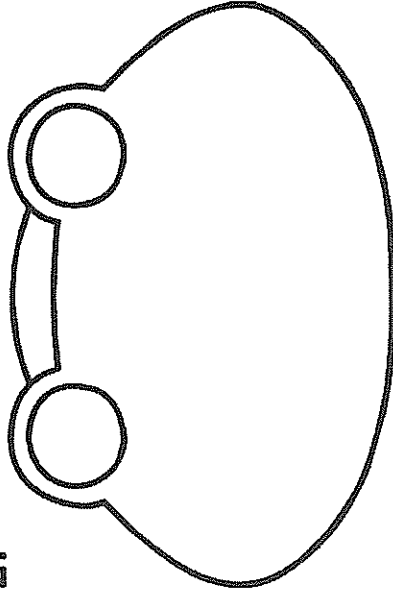
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Learn to Draw Tiddalick

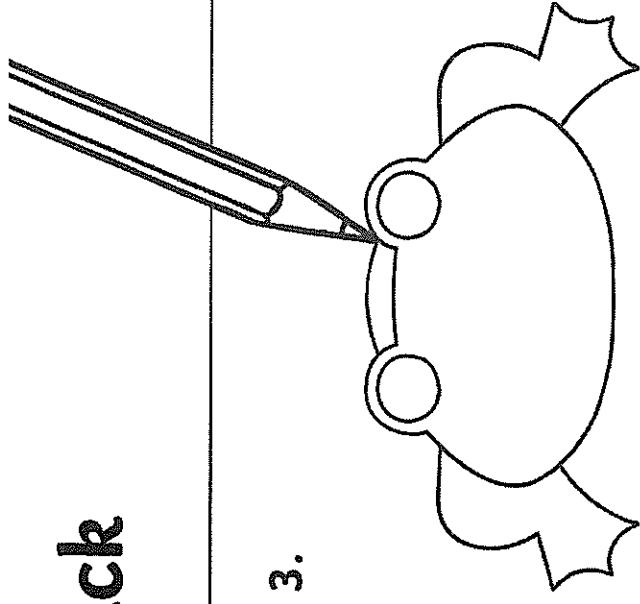
1.



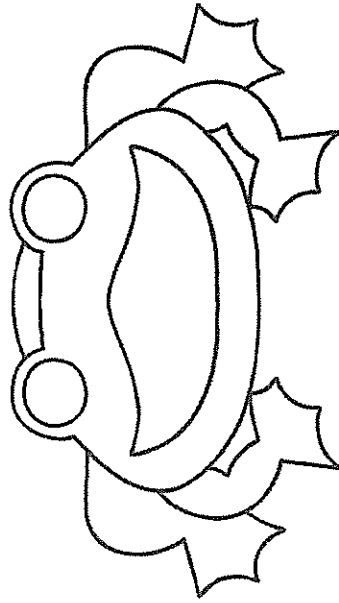
2.



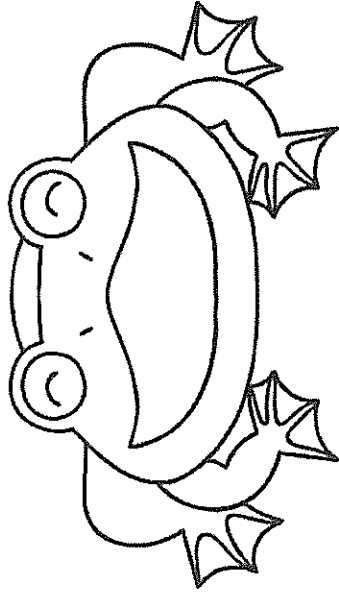
3.



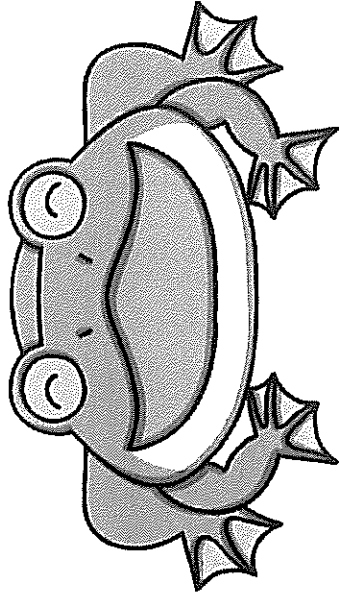
4.



5.



6.



Balancing Equations

I can solve balancing equations by working out what the missing number is.

1. $8 + \square = 17 + 3$

7. $62 - 42 = 78 - \square$

2. $42 + \square = 99 - 13$

8. $100 + 22 = 86 + \square$

3. $87 - \square = 22 + 45$

9. $56 + \square = 82 + 27$

4. $72 - \square = 100 - 56$

10. $42 + 15 = 88 - \square$

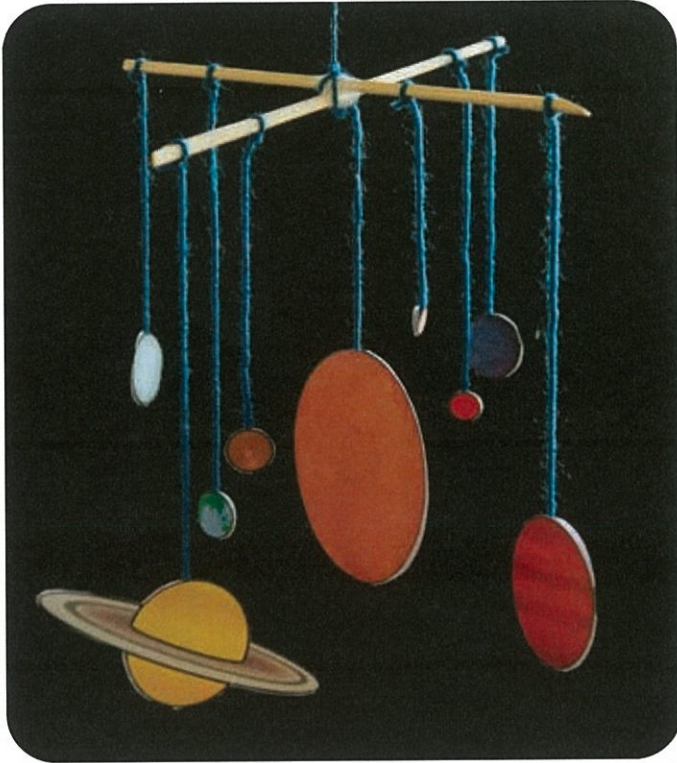
5. $63 - 47 = 72 - \square$

11. $23 + 87 = 200 - \square$

6. $49 + 72 = 100 + \square$

12. $75 - 28 = 46 + \square$

SOLAR SYSTEM MOBILE

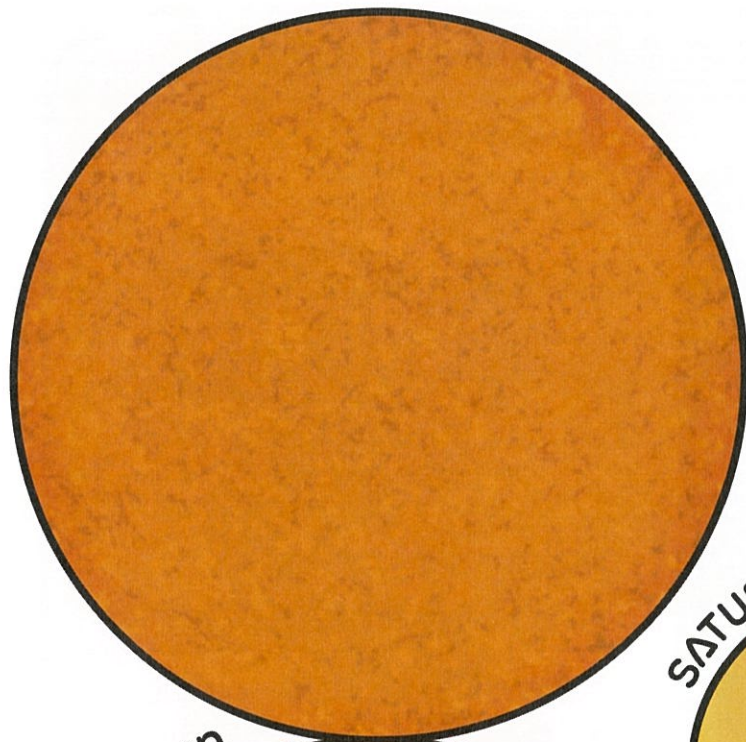


Materials

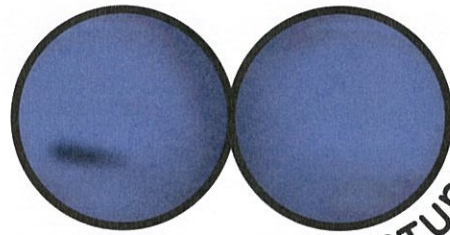
- coloured pencils/textas
- scissors
- a pair of chopsticks
- sticky tape
- sticky tack
- string

Instructions

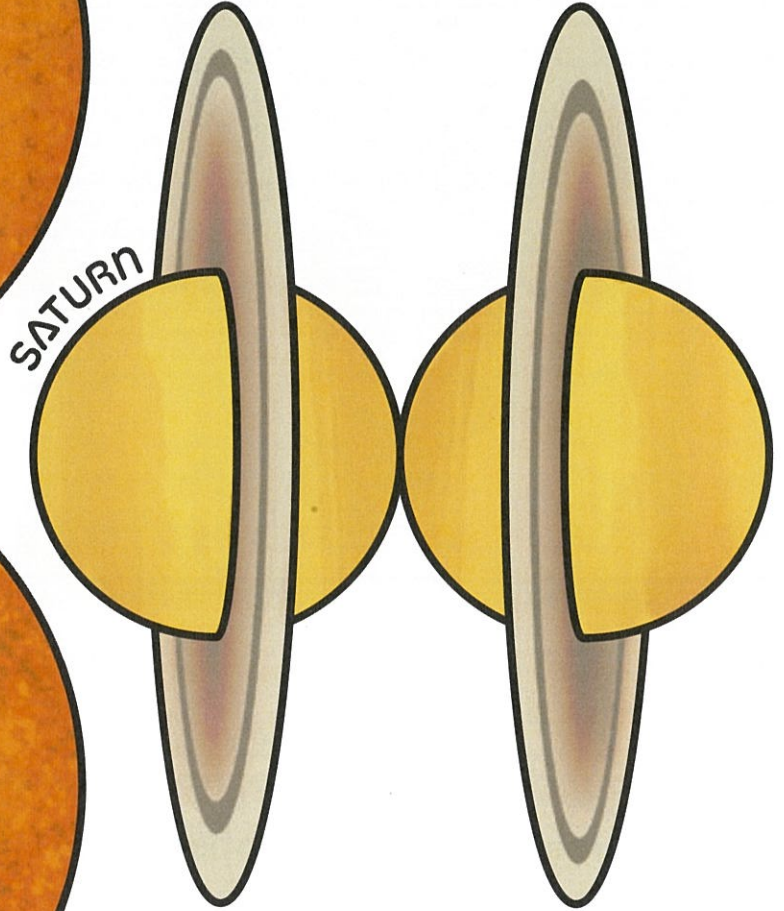
1. Cut out the pieces of the template.
2. Cross the pair of chopsticks at right angles and secure in place with sticky tape.
3. Stick the end of a piece of string to the back of one side of the sun.
4. Cover the back of the sun by attaching the other side of the sun using sticky tack.
5. Tie the sun to the centre of the chopsticks.
6. Repeat this process of attaching string and tying to the chopsticks for the other planets. Make sure to distance the planets from the sun in the correct order and alternate between chopsticks.
7. Adjust the balance of your mobile by adding additional sticky tack between planets where necessary.



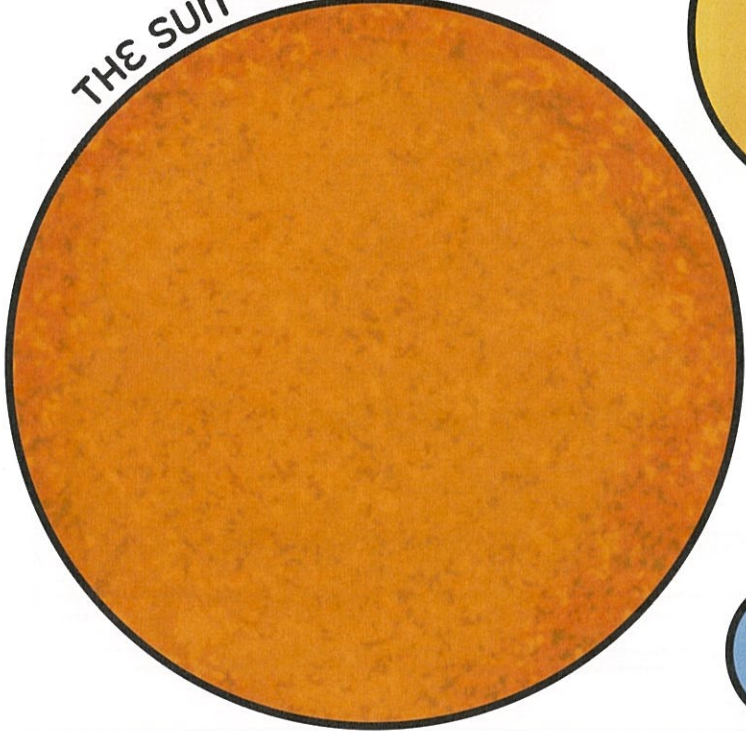
THE SUN



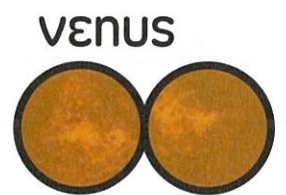
NEPTUNE



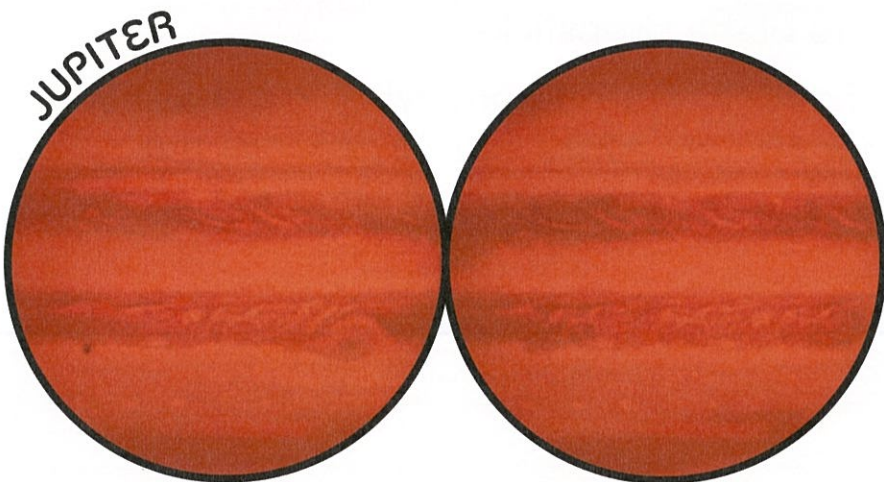
SATURN



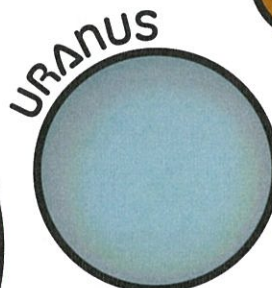
EARTH



VENUS



JUPITER



URANUS



MERCURY



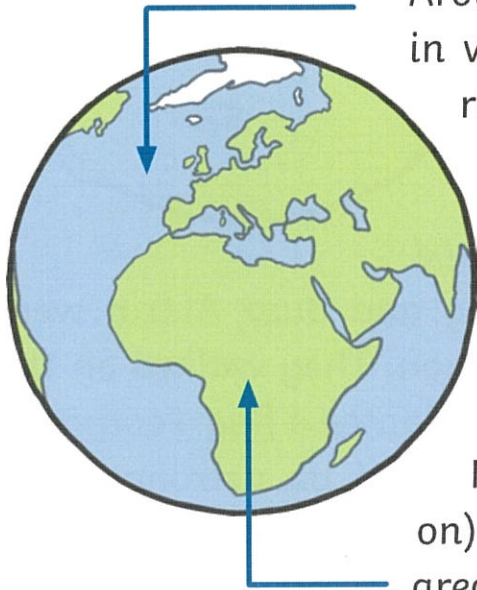
MARS

NOTE: NOT TO SCALE

Shooting for the Stars

Our Planet

We live on planet Earth, which is one of eight planets in our solar system. All of the planets in our solar system rotate (spin around) and it takes Earth one whole day to spin around once on its axis.



Around 70% of the Earth's surface is covered in water, which includes the seas, oceans, rivers and lakes. The water on our planet is a mixture of salt and fresh water.

The other 30% of the Earth's surface is covered in land. This includes all of the mountains, valleys and deserts that can be found around the world. Many of these areas are inhabited (lived on) by people but there are still some remote areas that are untouched by humans.

Our Solar System

The Sun is at the centre of our solar system. Our solar system is believed to have formed around 4.6 billion years ago! The eight planets orbit (travel around) the Sun, some closer to the Sun than others.



Earth is the third closest planet to the Sun.

The planet nearest to the Sun is Mercury, which is very hot.

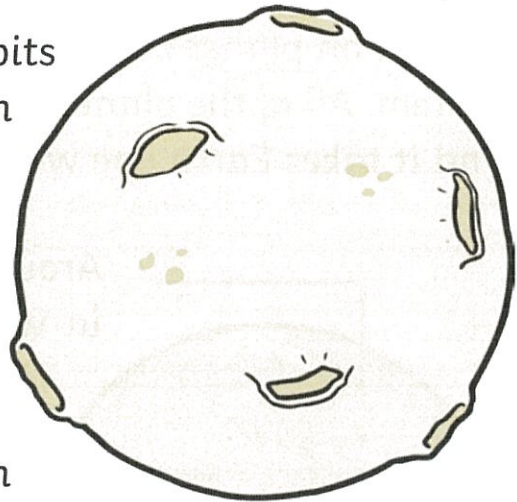


The planet furthest from the Sun is Neptune, the coldest planet in the solar system.

The Moon

The Moon is a natural satellite that orbits the Earth. It has a massive impact on our planet as it controls the tides in our oceans.

Astronauts have been fascinated by the Moon for many years. Several missions have taken place to travel to the Moon, the first of these being in 1969, when Apollo 11 landed on the surface of the Moon. Astronauts Neil Armstrong and Buzz Aldrin were the first people to ever set foot on the Moon. They walked on the surface, conducted some experiments and planted a flag. Footprints and tyre tracks left behind by astronauts on the Moon will stay there forever as there is no wind to blow them away.



Did You Know?

Scientists are still investigating whether there is water on the surface of the Moon. Water is essential in order for plants and animals to live and grow. If enough water was found on the Moon, plants could possibly grow and people may be able to visit or even live there! However, this would be a very long way in the future.

Questions

1. What does the word 'rotate' mean? Tick one.

turn upside down

flip over

spin around

2. What is 70% of the Earth's surface covered with? Tick one.

soil

water

sand

3. When did our solar system form? Tick one.

4.6 billion years ago

4.6 million years ago

4.6 years ago

4. What does the Moon control?

5. Name two things that Neil Armstrong and Buzz Aldrin did on the Moon.

6. If you were an astronaut heading to the Moon, what would you like to do when you got there? Why?

Thursday

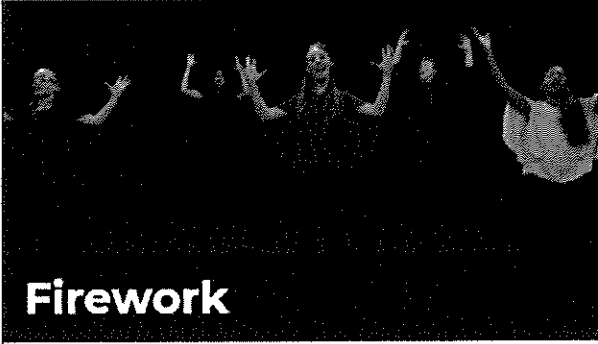


CAPA

MUSIC/DANCE/ DRAMA

ACTIVITY

I would love you all to give this a go! Hopefully if you master it, we can have a group performance on our return to school.



Firework

Kindergarten to Year 8 music
Learn and perform Auslan (Australian Sign Language) to the song 'Firework'.

Instructions

1. Right click on the link below and select 'open hyperlink' from the drop-down menu
2. Scroll down until you see 'Firework'.
3. Watch the Fantastic Singing Choir by Napean Creative & Performing Arts High School singing choir video.
4. Scroll down further and watch both instructional videos. (You can go back to these as you learn the Auslan.
5. There are 4 verses to the song. Try and learn as much as you can. If you feel confident enough and you are able, video yourself performing it.
6. You have 2 weeks to complete this assignment. Message me on the stream and let me know how you are going with it.

<https://digital.artsunit.nsw.edu.au/the-arts-unit-home/creative-classes>

Hope you have fun!

Name _____

Date _____

Research Skills – Ideas and Vocabulary

Read the text about astronauts.

- Write the main idea of the text in the box below.

Hint: To find the main idea, look for words that are repeated in the text.

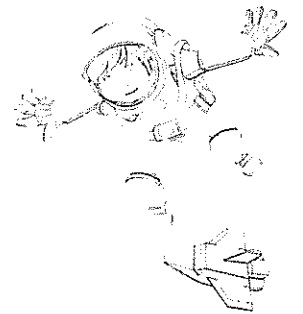
- Underline any subject-specific words and write them in the box below.

Hint: Subject-specific words are words that are related to the main idea.

Astronauts

Who are astronauts?

Astronauts are a special type of pilot. They are qualified to travel into space in space shuttles. Both men and women can be astronauts, as long as they have completed their training.



What do astronauts do?

Astronauts conduct missions into space. While they are in space, they often deploy satellites that orbit Earth. Astronauts must also know how to repair their space craft if something goes wrong during a mission.

What equipment do astronauts need?

Astronauts wear highly-protective space suits. These contain oxygen so the astronaut can breathe. Astronauts use heat-resistant safety tethers to stop them floating away. They also use tools built especially for doing repairs in space.

What skills do astronauts have?

Astronauts need to have a great amount of knowledge about space. They must be able to cope with zero gravity, which can be very demanding on the body. Astronauts must also be able to work in a team with other people.

Main idea	Subject-specific vocabulary

Name _____

Date _____

Research Skills – Note Taking

Read each paragraph from the text about astronauts.

- Highlight the key information in each paragraph.

Hint: Look for key words which inform the reader about the subject.

- Next to each paragraph, write notes about the key information.

Hint: Dot point notes should be a few words only, not full sentences.

Astronauts are a special type of pilot. They are qualified to travel into space in space shuttles. Both men and women can be astronauts, as long as they have completed their training.

-
-
-

Astronauts conduct missions into space. While they are in space, they often deploy satellites that orbit Earth. Astronauts must also know how to repair their space craft if something goes wrong during a mission.

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Astronauts wear highly-protective space suits. These contain oxygen so the astronaut can breathe. Astronauts use heat-resistant safety tethers to stop them floating away. They also use tools built especially for doing repairs in space.

-
-
-

Astronauts need to have a great amount of knowledge about space. They must be able to cope with zero gravity, which can be very demanding on the body. Astronauts must also be able to work in a team with other people.

-
-
-



Name _____

Date _____

Unknown Quantities in Number Sentences (B)

① Complete each number sentence by filling in the missing value.

a) $22 + \underline{\quad} = 55$

b) $\underline{\quad} \times 5 = 150$

c) $20 \times \underline{\quad} = 80$

d) $122 + \underline{\quad} = 126$

e) $189 - \underline{\quad} = 120$

f) $\underline{\quad} + 56 = 135$

g) $49 \div \underline{\quad} = 7$

h) $12 \times \underline{\quad} = 144$

i) $\underline{\quad} + 11 \times 3 = 66$

② Complete each number sentence by filling in the missing value.

a) $82 + 18 = 5 \times \underline{\quad}$

b) $125 - \underline{\quad} = 4 \times 5$

c) $\underline{\quad} - 16 = 32 + 8$

d) $120 \div 4 = \underline{\quad} - 15$

e) $30 \times 2 = 120 \div \underline{\quad}$

f) $45 - \underline{\quad} = 5 \times 3$

g) $180 \div \underline{\quad} = 9 \times 10$

h) $220 - 50 = 170 \times \underline{\quad}$

i) $300 - 50 - 30 = \underline{\quad} \times 2$

③ Write an equation and solve each of these word problems.

- a) Some friends decide to split the bill evenly for dinner. How many friends were at the dinner if the total of the bill was \$210 and each person paid \$42?
- b) Troy bought some video games. He paid \$175 in total for them and they were \$25 each. How many video games did he buy?
- c) Steven had enough dog biscuits to last his 2 dogs 4 weeks. If they have 100 grams each for dinner each night, how much food did Steven start with?



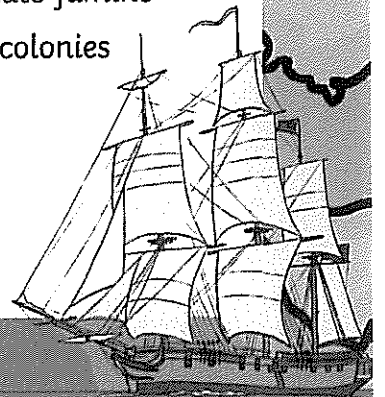
Reasons People Migrated to Australia

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

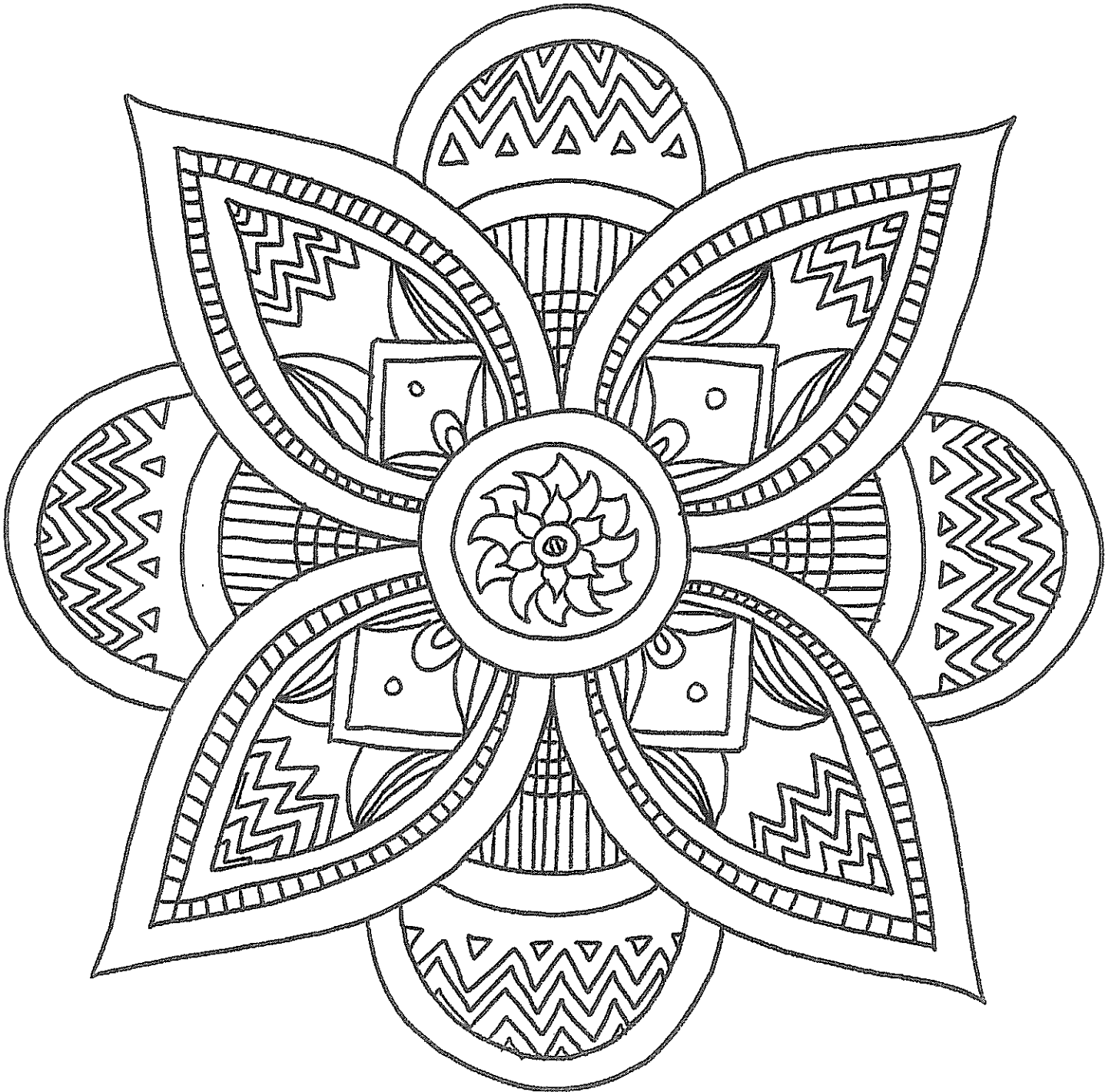
better life
 settlements
 convicts
 conflict
 war
 first contact

first fleet
 free settlers
 gold rush
 migration
 opportunities
 population

potato famine
 colonies



Friday



Name _____

Date _____

Research Skills – Ideas and Vocabulary

Read the text about smartphones.

- Write the main idea of the text in the box below.

Hint: To find the main idea, look for words that are repeated in the text.

- Underline any subject-specific words and write them in the box below.

Hint: Subject-specific words are words that are related to the main idea.

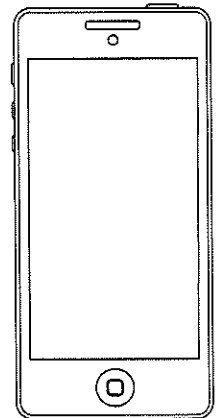
Smartphones

What are smartphones?

Smartphones are a type of telephone. They are a mode of communication. Smartphones are available in a variety of different models.

What do smartphones look like?

Smartphones are made from plastic, metal and scratch-resistant glass. They are usually small enough to fit inside a person's pocket. Smartphones have a touchscreen which covers most of the front surface of the device.



What are smartphones used for?

Smartphones are used for making and receiving telephone calls and text messages. They are equipped with cameras and can capture photos and videos. Smartphones have wi-fi capabilities and can access the internet from most areas.

How valuable are smartphones?

Smartphones are quite expensive and can cost several hundred dollars. The price of the device usually depends on the features it has. Like most technological devices, the value of older smartphones usually goes down as newer models are created.

Main idea	Subject-specific vocabulary

Name _____

Date _____

Research Skills - Note Taking

Read each paragraph from the text about smartphones.

- Highlight the key information in each paragraph.
Hint: Look for key words which inform the reader about the subject.
- Next to each paragraph, write notes about the key information.
Hint: Dot point notes should be a few words only, not full sentences.

Smartphones are a type of telephone. They are a mode of communication. Smartphones are available in a variety of different models.

-
-
-

Smartphones are made from plastic, metal and scratch-resistant glass. They are usually small enough to fit inside a person's pocket. Smartphones have a touchscreen which covers most of the front surface of the device.

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-
-

Smartphones are used for making and receiving telephone calls and text messages. They are equipped with cameras and can capture photos and videos. Smartphones have wi-fi capabilities and can access the internet from most areas.

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-
-

Smartphones are quite expensive and can cost several hundred dollars. The price of the device usually depends on the features it has. Like most technological devices, the value of older smartphones usually goes down as newer models are created.

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-
-



Equations and equivalence – understanding equivalence

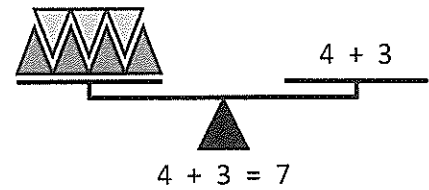
An equation is like a set of balanced scales. Both sides are equal.
Look at the scale on the right.

On one side are 4 black triangles and 3 grey triangles.

On the other side is the problem $4 + 3$.

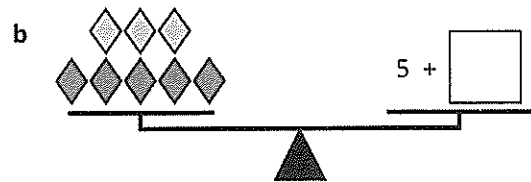
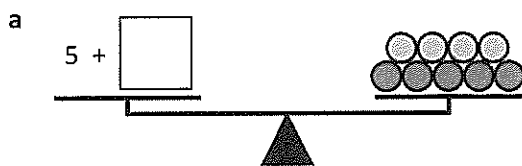
Is this a balanced equation?

Yes, because they both represent 7.

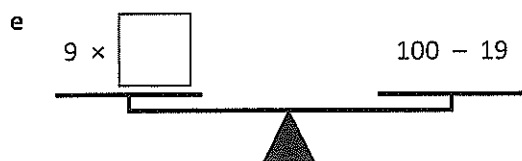
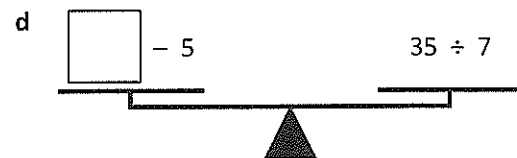
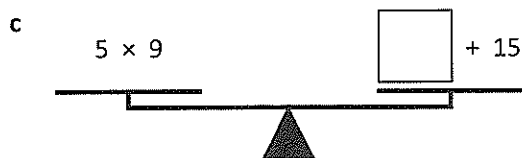
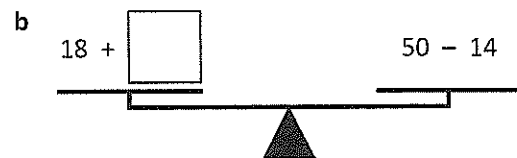
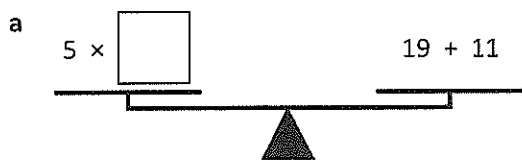


Sometimes, we haven't been given all the information and we have to work it out. This is what algebra is – solving missing number puzzles.

1 Make these scales balance by adding the missing value:



2 These scales have number problems on each side. One side has a complete problem. On the other side, you need to work out the missing value. Write the value in the box so that the scales balance:



It will help to write the answers next to each sum.

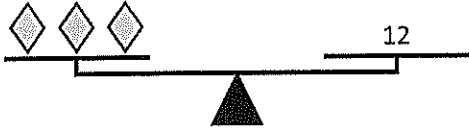


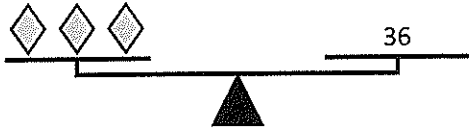
CHECK

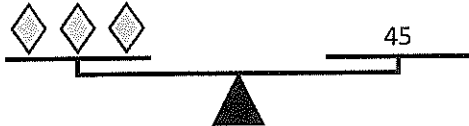
Equations and equivalence – using symbols

Symbols help us when we have more than one number to find.
A symbol can be any shape and stands for any unknown numbers.

- 1 Work out the value of the diamond in each question. Notice the same symbol is added 3 times. Your 3 times tables will help here.

a  $\square + \square + \square = 12$

b  $\square + \square + \square = 36$

c  $\square + \square + \square = 45$

- 2 Find the value of the symbols. Remember that if a symbol is used more than once, it means it is the same value again.

a $\star + \star + \star = 9$ $\star = \square$

b $\heartsuit \times \heartsuit = 36$ $\heartsuit = \square$

c $\smiley \times \smiley = 49$ $\smiley = \square$

Guess, check and improve strategy will help here.



DISCOVER

- 3 Find the value of the symbols and then check if you are right by using the same value in the question alongside it.

a $\diamond \times \diamond = 81$ $\diamond \times \triangle = 36$
 $\diamond = \square$ $\triangle = \square$

b $\circ + \star + \star = 29$ $\circ \times \star = 60$
 $\circ = \square$ $\star = \square$

PDHPE Health: Food Label Investigation - Sugar

<i>Product</i>	<i>Serving Size</i>	<i>Sugar per serve grams</i>	<i>Teaspoons per serve (approx)</i>	<i>Sugar per 100 gr / mls</i>	<i>Teaspoons per 100 gr / mls (approx)</i>
<i>Eg. Peanut butter</i>	22 grams	1.7grams	1/2	7.9 grams	2
<i>Eg. Maple Syrup</i>	15 grams	9 grams	2	59.8 grams	15
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12					
13.					
14.					
15					

- Remember that 4 grams of sugar in a product is the same as 1 teaspoon.

Food Label Investigation - Sugar

Did you find anything surprising about your food label investigations?



S.M.A.R.T. Goal Think-sheet

for _____

Specific: What exactly do you want to accomplish?

Measureable: How will you know when you've reached this goal? What will you be able to do?

Action: What will you need to do in order to reach your goal?

Realistic: Is this goal reachable? How do you know?

Timely: When will you reach this goal? What is your deadline?



Artwork: Care For Country by Maggie-Jean Douglas (Gubbi Gubbi)

When creating 'Care for Country' I kept in mind that this meant spiritually, physically, emotionally, socially and culturally - I chose to create a bright and vibrant artwork that included the different colours of the land but showed how they come together in our beautiful country and to make people feel hopeful for the future. I've included communities/people, animals and bush medicines spread over different landscapes of red dirt, green grass, bush land and coastal areas to tell the story of the many ways country can and has healed us throughout our lives and journeys.



NAIDOC Week

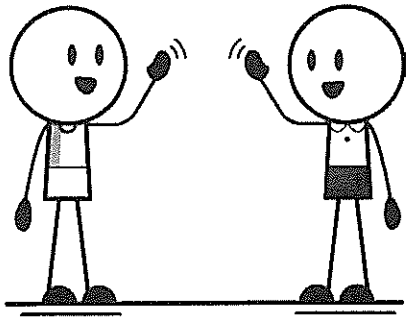
4-11 JULY 2021

#NAIDOC2021 #HealCountry

Facebook.com/NAIDOC

@naidocweek

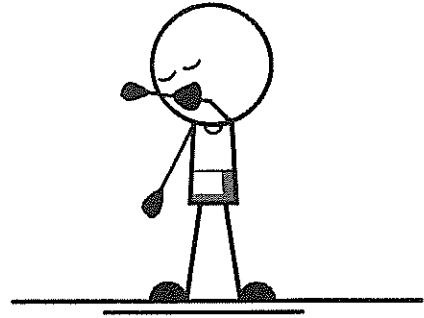
#naidocweek



Stay Connected!

It's important to stay connected socially, even though we're separated physically. Try the ideas below:

- Skype/Zoom someone while eating lunch
- Video call a friend to teach them a new skill, e.g. a recipe or a TikTok dance
- Use the Netflix party function to watch a favourite movie with friends
- Play a boardgame with family at home



Cover Your Cough!

Dabbing might be so 2016... but in 2020 covering your coughs with your elbow is totally lit.



Three Good Things That Happened This Week:

- _____
- _____
- _____

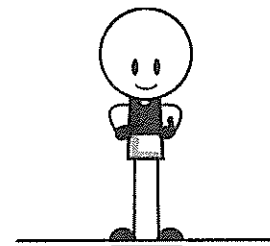
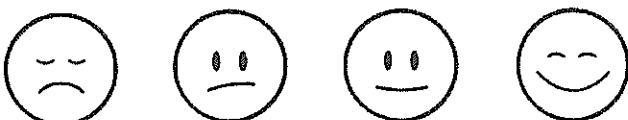
Sleep Tracker

How many hours of sleep did you get?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Sun Mon Tue Wed Thu Fri Sat

Reflection: My Week



Thumb Challenge

Energy: Low
Equipment: None
Duration: 1 minute

Students stand and watch the teacher demonstrate the dexterous thumb-pointing challenge.

Students then attempt the challenge, having multiple turns and trying to improve their speed and coordination.

To perform the thumb pointing challenge – with one hand, simply clench your fist and give a 'thumbs up' sign. With your other hand, keep your thumb tucked in and point your pointer finger directly at the raised thumb.

On 'switch', simply reverse positions, with the opposite hand now pointing at the opposite raised thumb. Simply alternate between these two positions and you are doing the thumb challenge!



Learn It!

Positivity

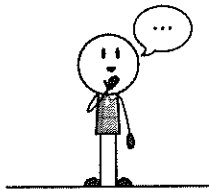
Researchers say that the top positive emotions are: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love.

Use a dictionary to look up any words you're not sure about.

Choose one of the emotions listed and answer the following questions.

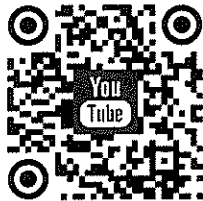
- When was the last time I had this feeling?
- Where was I?
- What was I doing?
- What else gives me that feeling?
- What can I do to in order to enjoy this feeling right now?

You could answer these questions in writing, as a labelled drawing, a diagram or even create a comic.



Watch It!

How did the main character feel at the end? Was it easy for them to get this feeling?



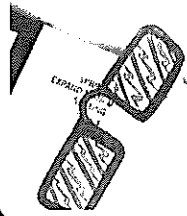
Quotable Quote

'If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.'

— Roald Dahl —

Get Crafty!

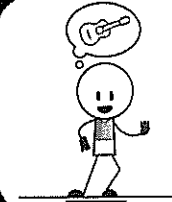
Use paper, coloured pencils or markers and scissors make a cool bookmark!



Music Time

'Happy'

by Pharrell Williams

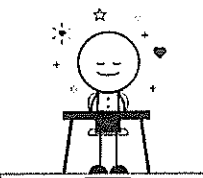


Mindful Moment

Letting things go can sometimes help us to think positively.

Go Noodle:

Think About It
'Let It Go'



Move It!

Inspire some positive feelings by engaging in the following dance.

Go Noodle:
'Get Funky'

