Grade 5

Remote Learning Pack

Week Beginning - Monday 30th August 2021

sc spl sch squ as in scar split scheme squid

Your List

scatter	scarlet	scurry	scar	scan	scone
scarce	scald	scold	scorch	school	scheme	schooner
split	splinter	splendid			
squad	squat	squid	squash		

1 Which **list** word?

I am a sailing ship with two or more masts. _____

I am a place in which education takes place. _____

I am a sea creature with a soft body and tentacles. _____

I am a crouching position. _____

I am a plan. _____

I am the result of damaged skin tissue. _____

Strategy

Make word sums.
For example:
squ + ash
splen + did
splin + ter
splint + er
spl + in + ter.

2 Write the **list** words, beginning with **squ**, in alphabetical order.

_____

3 Use a dictionary to help you find and write the difference in meaning of scold and scald.

scold _____ scald _____

4 Replace the underlined words in these sentences with **list** or **challenge** words.

The small group (_____) of scouts attended their first jamboree.

Greedy Michael stole the last light plain cake (_____) from the pantry.

It only took a few seconds for Mum to remove the
small sliver of wood (_____) from Melanie's finger.

'It is unfortunate that hairy-nosed wombats are becoming
rare (_____),' stated Professor Petersen.

We were fearful that the water in the pot would
burn with hot liquid (_____) poor little Jenny.

Word Building

Add **er** and **ing** to the following words and then write a sentence containing any two of your new words. (Remember that these words need to have the last **consonant** doubled before **er** or **ing** is added.)

split _____ _____ squat _____ _____

scan _____ _____

_____

_____

_____

Challenge

scuba   scorpion
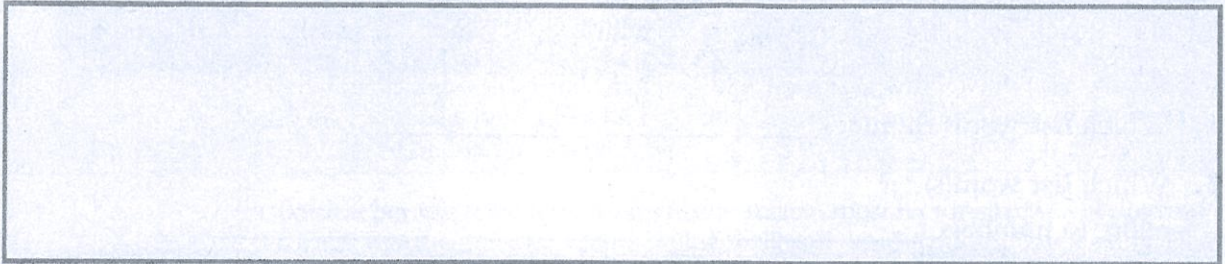squalid   scholar
splendour   squirrel

An ape's an ape, a varlet's a varlet though they be clad in silk or scarlet.

(Proverb)

1 Draw a picture of a school of squid *or* a squad of scurrying scorpions.

2 Use the *sc* (but not *sch*) words, from the **list**, to complete this Wordsearch.

S	S	C	A	R	C	E	S
C	S	S	S	S	E	S	C
A	C	C	C	C	P	C	O
H	A	A	U	A	C	E	N
C	T	V	S	R	R	T	E
R	T	E	C	H	R	S	D
O	E	L	S	N	A	Y	D
C	R	S	A	C	S	C	L
S	S	C	O	L	D	R	A
C	S	R	S	C	A	P	C
S	C	A	R	L	E	T	S

WORD history

Scuba is actually an **acronym** (a word made from the first letters of other words).

It stands for Self Contained Underwater Breathing Apparatus.

3 Which **list** or **challenge** words? _____ _____

Word Knowledge

1 Which of the following animals' movements might be described as a scurry?
elephant crab ant tortoise whale beetle rabbit _____

2 Match these **challenge** words with definitions.

one who studies _____   self-contained underwater breathing apparatus _____

dirty and mean _____   a lobster-like arachnid _____

wonder _____   small bush-tailed animal _____

General Knowledge

1 According to legend, to which band of outlaws did Will Scarlet belong? _____

2 In the poem 'Waltzing Matilda' by Banjo Paterson, how many squatters attempted to capture the jolly swagman? _____

3 What is the geographical area consisting of Norway, Sweden, Denmark (and sometimes Finland and Iceland)? _____

Name: Date:

The Hubble Telescope is revealing many secrets of the universe.
Read the passage and then answer the questions that follow.

Named after the astronomer Edwin Hubble (1889-1953) the Hubble Space Telescope is an observatory in orbit around Earth. It has revolutionized astronomy by providing deep and clear views of the Universe, ranging from our own solar system to extremely remote galaxies formed not long after the Big Bang 13.7 billion years ago.

Hubble orbits far above the distorting effects of the Earth's atmosphere and returns data of unique scientific value. Though not large by ground-based standards Hubble achieves heroically in space. The farthest objects it has seen are galaxies well over 12 billion light years away.
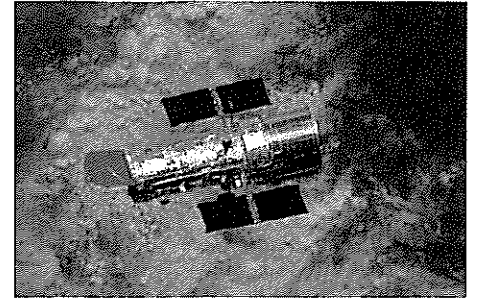
Hubble, with its 2.4m diameter primary (main) mirror, was the first optical telescope to provide convincing proof of a Black Hole several billion times the mass of the sun in the early 1990's.

Hubble's orbit is 575 kilometres above the Earth's surface, with one orbit taking 97 minutes.

Questions (answer in full sentences in the Google Doc.)
Submit to your teacher for correction when finished.

1. What do you think is meant by the phrase 'revolutionized astronomy'?

2. What advantage does an Earth-orbiting telescope have over a ground-based telescope?

3. Hubble achieves heroically. What does this mean?

4. The Hubble telescope is not as large as many Earth-based telescopes. Why do you think this might be?

5. Someone has said that Edwin Hubble is remembered in the best way possible. What do you think they meant?

Bernhard, otherwise known as Barney, gets ready for school

Mum gets Bernhard ready for school...

"Scrub your hands, brush your teeth and
neatly comb your hair;
Now let me rub some sunscreen on your
skin so fair.
Fine clean underwear and a singlet
for the cold,
A hanky for your pocket – I'll give it
one more fold.
Shined up black shoes and socks
pulled high,
A smartly-ironed cotton shirt – do you
need a tie?
My, those creases in your blue jeans
do look neat.
Um! A woolly cap or sunhat to shield
you from the heat?
I've packed you up a healthy lunch
of nuts and fruit,
I wonder if I should have made
you wear your suit?
Have you got the 'holli snaps' for tell
and show?
My, don't you look a treat – so off you go."

Bernhard, otherwise known as Barney, gets himself ready for school...

Marbles in my alley bag, trade cards
in my pocket,
Fully-loaded spud gun (but I better
not cock it).
Yoyo on my finger and fake tatt
on my hand,
(Would have got a real one but
at school they're banned).
Footy underneath my arm and
skateboard under feet,
Cicada on my stained shirt that
says 'GO HEAT'.
Got my new power game that's
called 'Killer Hawk',
And my Dirk Danger Death Dagger
for morning talk.
"Have you got some loose change, Mum,
for me to buy my lunch?
I'll just get a pie with sauce and chips
to munch."
I'll wear my shorts backwards –
'cause that's really cool.
Whoa! It's nearly 10 past 9.
I'd better get to school!

Teacher notes: Revise: ACELA1495 Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (iv)

A **phrase** is a group of words without a verb or action word. A phrase that starts with a preposition is called a **prepositional phrase**.
For example: *in the park   at school   with a red nose*
Some prepositional phrases add details about a noun or pronoun.
For example: *The man **with long hair** plays in a rock band.*
                        The phrase *with long hair* tells us more about the man.

1 Read the page opposite, then underline the **prepositional phrases** in each sentence.

(Each phrase begins with a preposition.)

a The marbles in this alley bag are mine.   **b** The footy underneath my arm is old.

c The cicada on my stained shirt is cool.   **d** I am eating a pie with sauce.

e The skateboard under his feet is cracked.   **f** The yoyo on my finger is yellow.

Some **prepositional phrases** add details about the action in a sentence.
They tell us **how**, **when**, **where** and **why** the action in the sentence is performed.
For example:
(i)   *The children clapped **with enthusiasm**.*
        The phrase *with enthusiasm* tells us **how** the children clapped.
(ii)   ***By this afternoon** the rain will clear.*
        The phrase *by this afternoon* tells us **when** the rain will clear.
(iii)   *Let me rub sunscreen **on your skin**.*
        The phrase *on your skin* tells us **where** the sunscreen is rubbed.
(iv)   ***Because of the bad weather** the sports were cancelled.*
        The phrase *because of the bad weather* tells us **why** the sports were cancelled.

> Sometimes you can improve your sentences by changing the position of **phrases**. Occasionally, try using a phrase to begin your sentence.

2 Underline the **prepositional phrases** in each sentence and write whether they are

telling how, when, where or why.

For example: *They are banned **at school**.   at school* (where)

a Barney drew a tattoo on his hand. _____

b He arrived after the bell had rung. _____

c Bernhard wore a singlet for the cold. _____

d The creases were in his blue jeans. _____

e During the morning, he gave a talk on Dirk Danger. _____

f Mr Craig answered in an angry voice. _____

g With a loud bang, Barney's spud gun exploded. _____

h "I'm late, I'd better run to school," said Barney. _____

I For my lunch, I'd like a pie. _____

Star challenge

On a separate piece of paper, write sentences of your own that begin with these **prepositional phrases**.

a After midnight...   **b** Under the bridge...

c In the centre of the circle...   **d** Across the sky...

e With a huge sigh...   **f** On his head....

Powerful Adjectives

Rewrite and improve these sentences by using powerful adjectives to describe each noun.

1. The lady was sitting in a chair.

   _____

   _____

2. My mum had a haircut.

   _____

   _____

3. The weather on the beach was blustery.

   _____

   _____

4. Lorna got a new puppy.

   _____

   _____

5. The story written by Fred was good.

   _____

   _____

6. We got on the coach to go on our school trip.

   _____

   _____

7. Miss Riley always tells jokes.

   _____

   _____

8. The birds played with their toys inside the cage.

   _____

   _____

   _____

Powerful Adjectives

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   _____

   _____
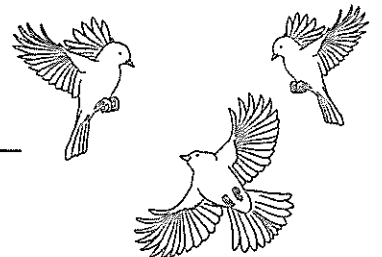
☆ Revision – Diagonal joins from s

Date __/__/__

When joining from s, retrace the bottom of the s before you go on to join.
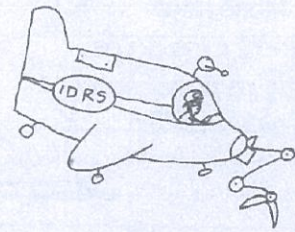
sn

retrace

Trace, then copy.

sp   sw   st   sy   se   si   sm   su   sn

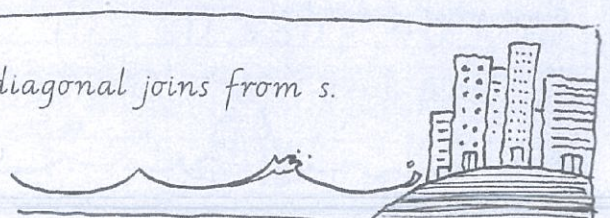reason   super   swiftly   easy

answer   reverse   resist   spine

On 26 December 2003, an earthquake

destroyed the city of Bam, Iran,
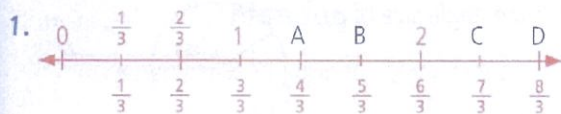
leaving at least 70 000 homeless.

SELF ASSESSMENT

Circle your three best diagonal joins from s.

6

MONDAY

1.

A = _____   B = _____

C = _____   D = _____

2. 4 + (3 × 4) = _____

3. 999 + 9 = _____ , 9999 + 9 = _____

4. 48 × 25 = 100 × _____

5. Write $4\frac{1}{3}$ as an improper fraction. _____

6. 24 + 4 − 8 = _____

7. Write in descending order:

$\frac{4}{5}$ $\frac{1}{3}$ $\frac{2}{4}$ $\frac{1}{5}$ $\frac{3}{4}$

_____

8. A helicopter travelled from Brisbane to Melbourne. The direction is:

☐ northerly   ☐ southerly

☐ easterly   ☐ westerly

9.

| 2 | | 3 | + | 4 | | = | 2 | 8 | 1 |

10. Write $\frac{3}{4}$ as a decimal. _____

11. $\frac{41}{100}$ = _____ % = 0._____

12. 10 000 − 3900 = _____

13. Perimeter = _____ m

8 m
3 m

14. 909 × 10 = _____

15. 12 + 2 × 4 = _____

16. The date is 27 June. The date 4 days before was

_____ .

17. Write the next four multiples of 6.

36, _____, _____, _____, _____

18. You swam 30 laps of a 50-m pool. What is the total distance swum in metres?

_____

19. A cube has _____ faces, _____ edges and _____ vertices.
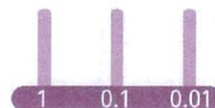
20. 2.04 × 1000 = _____

MY SCORE ☆

TUESDAY

1. 30 ÷ 5 × 4 = _____

2. Which is the longest?

☐ 400 mm   ☐ 0.5 m   ☐ 90 cm

3. Draw beads to show 2.07.

1   0.1   0.01

4. Write $4\frac{2}{5}$ as an improper fraction. _____

5. 200 ÷ 5 = 400 ÷ _____

6. 414 + 256 = _____

7. Write *four hundred thousand, four hundred and forty* as a numeral.
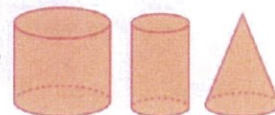
_____

8. What will be the speeding fine?

☐ 5–12 km/h $115

☐ 13–19 km/h $175

☐ 20–29 km/h $200

90
112

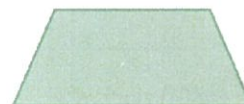9. If tomorrow is Thursday, what was the day before yesterday?

_____

10. Chef made these cakes. How many flat surfaces in total?

_____

11. 0.5, _____, 1.5, 2, 2.5, _____

12. Mark the parallel sides.

13. 24 ☐ 100 = 0.24
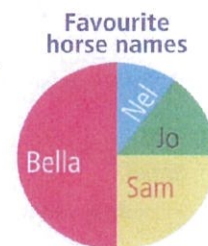
14. If the date is 4 September, what was the date 4 days prior?

_____

15. Write in order from the most popular to the least popular name.

1. _____   2. _____

3. _____   4. _____

Favourite horse names

Nel
Jo
Bella
Sam

16. 30 × 8 = 60 × 4 = 120 × 2 = _____

17. 15 + 5 × 5 = _____

18. $\frac{2}{3} > \frac{1}{2}$ ☐ true ☐ false

19. 3 L = _____ mL

20. 1.4 × 10 = _____

MY SCORE ☆

WEDNESDAY

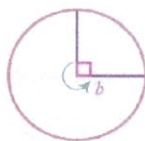1. What is the angle size of b?

   _____

2. $\frac{14}{4} = 14 \div 4 =$ _____ r _____

3. $28 \times 25 = 100 \times$ _____

4. (a) $80 + 70 =$ _____   (b) $180 + 170 =$ _____

5. $40 \times 8 = 80 \times$ _____

   $= 160 \times$ _____ $=$ _____ $\times 1$

6. 30 days = _____ weeks _____ days

7. The hexagon has 4 triangles with a sum of _____ degrees.
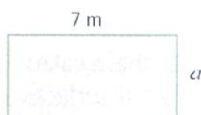
8. $219\ \boxed{}\ 10 = 2190$

9. $1.08 \times 10 =$ _____

10. Round 15.4 to the nearest whole number. _____

11. Enzo lived in Outaloo and worked in Innaloo. How far did he travel each day?

    _____

    Innaloo 30 km   Outaloo 27 km

12. The perimeter is 22 m. What must be the length of

    7 m

    a

    side a? _____ m

13. $\frac{5}{10} < \frac{1}{5}$ ☐ true ☐ false

14. $25 + 5 \times 2 =$ _____

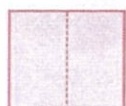15. $1.7 \times 10 =$ _____

16. Rotate $\frac{1}{2}$ (180°) clockwise.

17. Write $6\frac{1}{3}$ as an improper fraction. _____

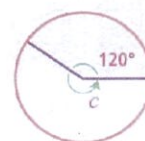18. Fold paper.   Cut shape.   Unfold and draw new shape.

19. (a) 0.5 km = _____ m

    (b) 0.05 km = _____ m

20. $3\frac{1}{3} + \frac{2}{3} =$ _____

THURSDAY

1. What is the angle size of c?

   _____   120°

2. $2.06 \times 10 =$ _____

3. Double $\frac{2}{3}$. _____

4. 1645 hours is the same as quarter to _____.

5. $12\,896 - 1000 =$ _____

6. even − odd = _____

7. $4092 +$ _____ $= 5000$

8. 1.05 km = _____ m

9. $24 \div (2 \times 3) =$ _____

10. How many vertices does a triangular pyramid have?

    _____

11. $9 \times 6 = 54$, $18 \times 6 = 108$

    $9 \times 7 = 63$, $18 \times 7 =$ _____

12. $0.795 \times 1000 =$ _____

13. Rotate a $\frac{3}{4}$ turn (270°) clockwise.

14. $2 \times 9 =$ _____ $\times 3$

15. 8.9 m = _____ mm

16. The rule for this pattern is 3×.

    7, _____, 63, _____
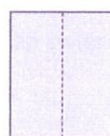
17. $\frac{4}{5} = 0.$_____

18. $40 + 5 \times 2 =$ _____

19. Fold paper.   Cut shape.   Unfold and draw new shape.

20. Outcomes of a 2-coin toss
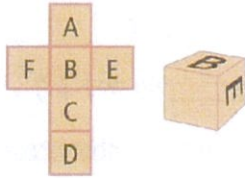
    1 H H   2 T T   3 H T   4 T H

    0   0.25   0.50   0.75   1.0

    0   1
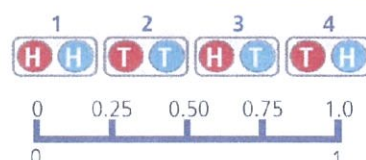
    The chance of 2 tails is _____.

    The chance of a head and a tail is _____.

MY SCORE

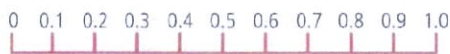MY SCORE

PROBLEM-SOLVING

Monday

1. Which letter is missing from the blank face?
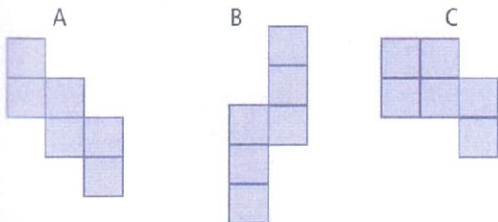
_____

2. Which letter is opposite B? _____

Tuesday

1. Alex had 10 cards numbered from 35 to 44. When shuffled, what is the probability of choosing an odd number < 40? Place a blue dot on the probability line.

0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0

2. Place a red dot for choosing an even number > 40.

Wednesday

A   B   C

1. Which is not a net of a cube? _____

2. Tim saved 40% of the money needed to buy his new bike priced at $800. After a setback of spending $80 on a party shirt, what amount does Tim still need to save for his bike?

_____

Thursday

1.
```
   2 4 9
 + 3 □ 4
 ───────
   6 0 3
```

2. Which 2 prime numbers have the sum of 22?

_____

FRIDAY REVIEW

1. Write the largest even number possible using the digits 3, 6, 4, 9 and 0.

_____

2. $25 \div 5 \times 5 =$ _____

3. 1055 > 1505
☐ true   ☐ false

4. Write $8\frac{3}{10}$ as a decimal.

_____

5. $10\,000 - 4100 =$

_____

6. $10 \times 11 =$ _____

7. 1101 > 1099
☐ true   ☐ false

8. $90 + 80 + 70 =$ _____

9. $2091 +$ _____ $= 4000$

10. Circle the numbers less than zero.

5 2 −1 −11 8 −5 −2

11. 4, _____, _____, _____, 324

The rule for this pattern is 3×.

12. $3.009 \times 1000 =$ _____

13. Write *fifty million and fifty* as a numeral.

_____

14. 14 out of 20 boys played cricket. Express as a percentage.

_____

15. $50.00 − $21.50

= _____

16. $80 \times 8 =$ _____,

17. Perimeter = _____ m

6 m
3 m
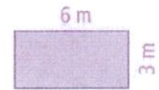
18. 1745 hours is a quarter to

_____.

19. 40 days = _____ weeks

and _____ days

20. Mark the parallel lines.

21. A square-based pyramid has

_____ edges.

22. 0.2 km = _____ m

0.02 km = _____ m

23. 2 L = _____ mL

24. Fold   Cut
paper.   shape.
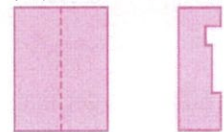
Unfold and draw new shape.

25. Write the pets in order of popularity.

1. _____   2. _____

3. _____   4. _____

Favourite pets

Dogs
Camels
Goats
Cats
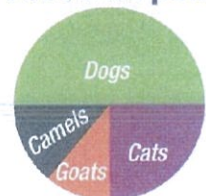
Twenty-four hour time

24-hour time

Coin Collecting
08:15

Face Painting
noon

Upholstery
09:45

First Aid
10:20

Banjo Playing
17:05

Bread Making 14:25
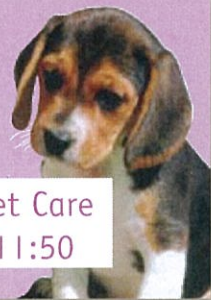
Pet Care
11:50

Basket Weaving
20:05

Toy Making
18:00

Vegetable Growing
16:10

The local Council is running a LEARN HOW weekend with free classes.
Each poster tells the time that the class will start. Each class lasts two hours.

1 Write the classes in time order.

a _____ b _____ c _____ d _____

e _____ f _____ g _____ h _____

i _____ j _____

2 Which classes start in the morning? _____

_____

3 Jim sleeps in and doesn't get up until 12:27.

Which is the first class he can attend? _____

4 a Jai wants to attend two classes after midday that are close together.

Which ones will she choose? _____

b Why? _____

Daylight saving

1 a Complete the table.

Month	Jan	Feb	Mar						Nov	Dec
Number of days	31	28/29								
Seasons					Spring		

b Why is the number of days for February written as 28/29? _____

_____

2 How many days in:

a Autumn? _____ b Winter? _____ c Spring? _____

d Summer in a normal year? _____ e a leap year? _____

3 Write two reasons many people like Daylight Saving.

a _____

b _____

4 Write two questions you would ask people who do not like Daylight Saving.

a _____

b _____

> **Daylight Saving** begins in NSW on the first Sunday in October. Clocks go forward 1 hour. It ends on the first Sunday in April. Clocks go back 1 hour.

5 This year when does Daylight Saving:

a end?_____ b start? _____

6 a When Andre woke on the first day of Daylight Saving the clock showed 7:20. What did he change it to? _____

b When Marie woke the day after Daylight Saving ended the clock showed 8:05. What did she change it to? _____
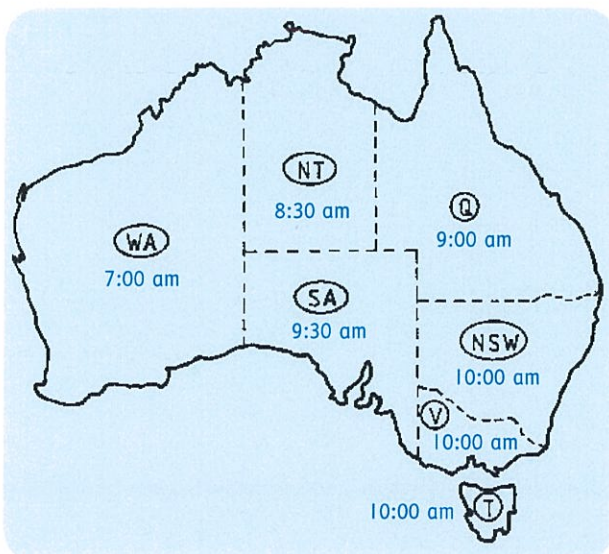
7 This map shows times around Australia during Daylight Saving. How many different times are there? _____

8 If it is 4 pm in NSW what time is it in:

a Queensland? _____

b Western Australia? _____

c Tasmania? _____

d South Australia? _____

9 If it is 5:30 am in the Northern Territory what time is it in:

a Victoria? _____ b Queensland? _____

NT 8:30 am
WA 7:00 am
Q 9:00 am
SA 9:30 am
NSW 10:00 am
V 10:00 am
10:00 am T

Changing times

Look at page 72.

1 Write all the times in am or pm time from earliest to latest.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

2 What time will each class end? Use 24-hour time.

a Coin Collecting _____   b Face Painting _____   c Upholstery _____

d First Aid _____   e Banjo Playing _____   f Bread Making _____

g Pet Care _____   h Basket Weaving _____

i Toy Making _____   j Vegetable Growing _____

3 If Mala attends Bread Making what is the next class she can attend? _____

4 Write these times using am or pm.

a `09:00`   b `14:00`   c `22:00`   d `13:00`

e `20:20`   f `23:40`   g `10:10`   h `16:15`

i `06:15`   j `08:30`   k `12:45`   l `01:00`

24-hour time always uses 4 digits.
1 pm can be written as 13:00 or 1300.
1 am can be written as 01:00 or 0100.

5 Write these times using 24-hour time.

These are am times.

a   b   c   d   e   f

These are pm times.

g   h   i   j   k   l

ACMMG110 Using units of measurement • Compare 12- and 24-hour time systems and convert between them.
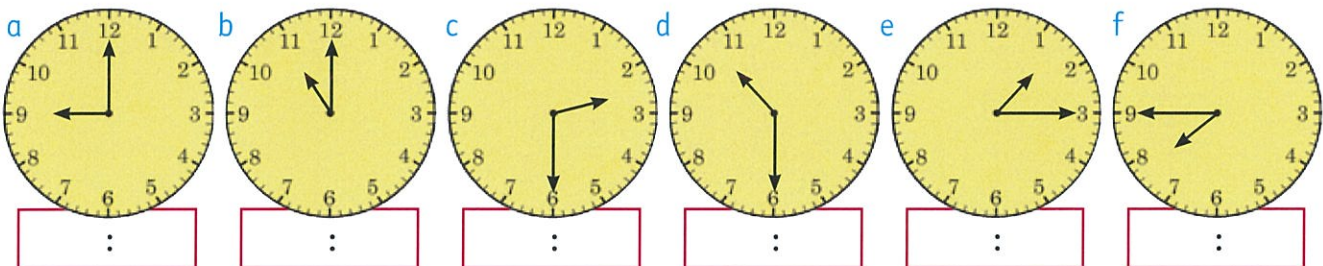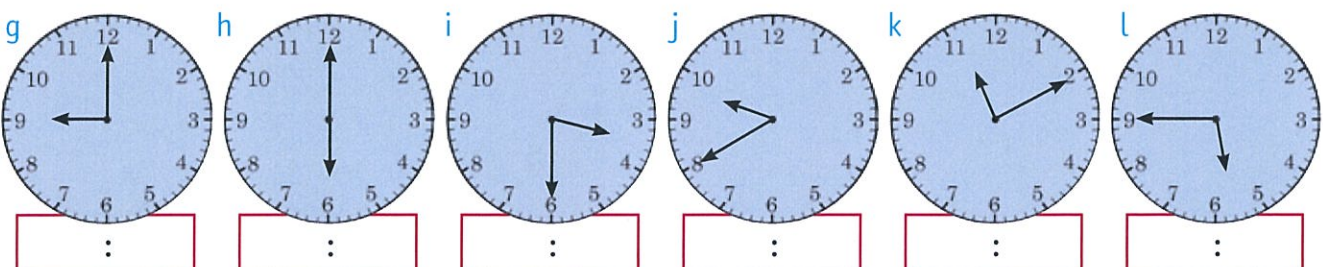
Problem solving

Right times

1 I live in NSW and have friends in every Australian capital city. I like to call them at midnight New Year's Eve and on their birthdays at 8 am their time. Complete my time schedule so I will know at what NSW time I have to ring them for each occasion. Don't forget Daylight Saving must be considered.

			NSW time to call for:	
Friend	Birthday	Location	New Year	Birthday
Kate	25th May	Hobart	00:00 1 Jan	08:00 25 May
Josie	13th August	Adelaide		
Helen	7th November	Brisbane		
Frank	15th March	Melbourne		
Kelly	10th January	Darwin		
Sam	4th September	Perth		
Barb	7th June	Canberra		

2 Make a timetable for Grandpa who was a pilot. He likes to follow 24 hour time. He likes to get up at 7 am and before 2 pm he wants to finish breakfast, water the garden, buy his newspaper and have lunch. By dinner at 7 pm he likes to have walked the dog and read his newspaper.

Classification of disasters

Research the definition of each type of disaster then place each natural disaster correctly under the classification.

A geological disaster is..
....

A meteorological disaster is...
....

A biological disaster is...
....

Geological	Meteorological	Biological
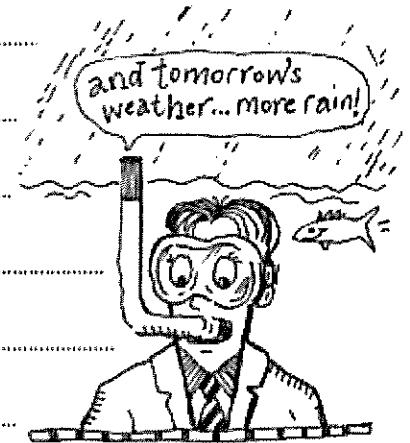
Avalanches or Landslides.   **Bushfire**
Earthquake.   **Hailstorm**
Volcanic Eruption.   **Heat Wave**
Flood.   **Tornado**
Tsunami.   **Sinkhole**
Blizzard.   **Pandemic**
Cyclone / Hurricane
Drought

10 WORST FLOODS IN AUSTRALIA.

Use the website to read information to help you complete the table and neatly & clearly mark on the map of Australia where the floods occurred. Use an atlas to help you located the places.

http://www.australiangeographic.com.au/topics/history-culture/2012/03/floods-10-of-the-deadliest-in-australian-history/

DATE	PLACE & STATE	NUMBER OF DEATHS	DAMAGE CAUSED

Bushfires in Australia – 1

Australia, a continent with a hot, dry climate, is prone to drought and bushfires. Bushfires occur frequently and are often severe. Firefighters respond to approximately 54 000 fires each summer.

A bushfire can be defined as an uncontrollable burn that can destroy vast areas of forest, scrub or grassland. It can be caused by natural means (lightning strikes or spot fires) or human intervention (burning off, arson or sparks from power lines). About 35% of fires are started accidentally, 13% are deliberately lit and 37% are suspicious.

Australian bushfire seasons

Legend:
- Winter and spring
- Spring
- Spring and summer
- Summer
- Summer and autumn
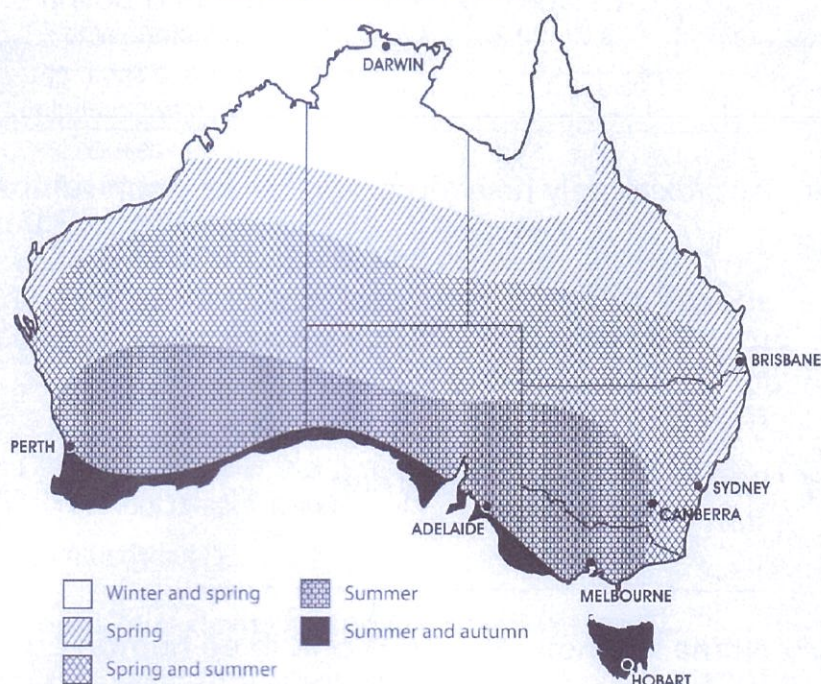
Bushfire seasons occur at different times of the year across Australia (refer to map). Summer, however, is the most prevalent time because of the hot, dry weather. The frequency and severity of bushfires varies greatly across Australia, depending on when extreme fire weather occurs.

The Northern Territory and northern parts of Western Australia and Queensland experience the largest total area burnt by bushfires. Bushfires close to cities cause the highest loss of life and damage to the local economy. Some scientists suggest that bushfires are increasing in severity and frequency as a result of climate change.

Bushfires need fuel, oxygen and heat to burn. Hot, dry winds provide oxygen for combustion and blow flames onto dry leaves, bark or dense undergrowth, which act as fuel. Eucalyptus trees, which contain large quantities of oil, spread fire quickly and often explode at high temperatures, spreading embers. Burning embers fly through the air, igniting other areas as **spot fires** ahead of the main outbreak. Sometimes fire breaks out in the canopy of trees, and, if they are close together, fire spreads through the upper levels as a **crown fire**. These are extremely difficult to extinguish.

Bushfires change the environment. Some changes are beneficial; others are not. Most native vegetation has adapted to fire due to fire-stick burning by Indigenous Australians. Some plants need fire to regenerate. Eucalyptus trees quickly regenerate after bushfires. Banksias need fire to open their seed capsules. Bushfires clear out unwanted vegetation on the floor of forests so there is less competition from plants. Ash acts as a fertiliser to help plants regenerate quickly. Kangaroos, emus and other native animals graze on regenerated grasslands. Bushfires, however, destroy native vegetation, buildings and homes, livestock and native animals, and cause loss of human life. Back-burning too often to reduce bushfire hazards can affect the biodiversity of plant and animal life in a region.

Fire and emergency services, and land management groups in all states, are responsible for preventing and managing bushfires.

The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK018)

BUSHFIRES AND FLOODS

Bushfires in Australia – 2

Bushfires in Australia - 2

1. In your own words, write a definition of a bushfire.

_____

_____

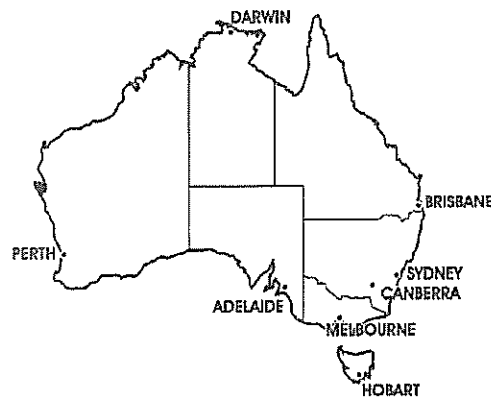**2.** Approximately how many fires occur each summer? _____

3. On the map, draw and use patterns to show the regions that experience the most severe bushfires each year. (The information in paragraph 4 will give you specific details.)

4. What percentage of bushfires start accidentally?

_____

DARWIN

BRISBANE

PERTH

ADELAIDE
SYDNEY
CANBERRA
MELBOURNE

HOBART

5. Name two natural causes and three human causes of bushfires.

- natural _____

- human _____

6. True or false. Bushfires occur only during summer.   True   False

7. The severity of a bushfire can be determined by:

- _____

- _____

8. _____ is suggested by scientists as a possible reason for the increase in frequency and severity of bushfires.

9. Name and explain two different types of bushfires.

- _____

- _____

10. Copy this table onto a sheet of paper and complete the information about bushfires.

Beneficial changes	Detrimental changes

? *What experience, if any, have you had of a bushfire? What impact did it have on the environment and local community?*

Remote Learning - Weeks 7 to end of Term.

Week 6 or 7 **We are learning about the message from the recent Bishops of Australia Social Justice Statement 2021-2022, 'Cry for the Earth, Cry for the Poor'.**	After listening to the Bishops and understanding their message and reading the Prayer Card that has been made to help us to pray.	Once this is completed, use these prayers during Morning Google Meets.
	This week during Religion, write, create and decorate your own Prayer Card which reflects the message of the Bishops.	
The Bishops' Social Justice Statement 2021-22: Cry of the Earth, Cry of the Poor, affirms that "we human beings need a change of heart, mind, and behaviour". It draws from Scripture.	Make a Prayer Card that you would be proud for someone to use.	
	Think carefully about the words in your prayer. You can write your prayer as a poem too, but make sure you include reference to God as the Creator in it.	
Watch the video: 2021	Cry of the Earth, Cry of the Poor	The Bishops Social Justice Statement 2021-22 suggestion: as part of your prayer during a classroom Meet: LINK		
Read the Prayer Card #1 that accompanies this: LINK		
Read Prayer Card #2 that accompanies this: LINK		
Week 8 **We are learning to continue God's story of Creation through our own lives.**	Students complete the 'Continuing God's Story' Proforma. LINK	Submit on Google Classroom. Discuss responses during Meets.
Watch the video during a Meet if possible: **Creation Story Animation using the following link:**	Write a paragraph and accompany it with an illustration about how you are continuing God's story through your life? Think about that before you start. How is	

https://www.childrenandyouth.co.uk/videos/creation-story/

I am continuing God's creation story through my life because ...
Illustration

your life important to Creation and how are you living as God's child here and now.
Think about how Jesus taught us to live through his life and his stories.

Share student art work during MEETS.

Reflections with teacher and students during Meets.

We are learning that September is marked on the Christian calendar as the Season of Creation as is an important part of our celebrations.

Teaching Resource: 2021 Seasons of Creation Celebration Guide
LINK

THIS TASK WILL TAKE AT LEAST 2 WEEKS TO COMPLETE. IT IS A MAJOR ASSESSMENT PIECE FOR RE AS IT INCORPORATES ALL OF THE STRANDS FOR RELIGIOUS EDUCATION.

MAJOR PROJECT: STUDENTS CREATE A COMPILATION OF ART WORK AND STATEMENTS THAT RELATE TO THE STATIONS OF CREATION AS THEIR WAY OF PARTICIPATING IN THE 2021 SEASON OF CREATION.

Read **Way of Beauty, Seasons of Creation** with your students during Prayer time at your Meets.
LINK
On Drive: LINK

On the first day during your Meet, do the Introduction (Acknowledgement, Foreword and the Introduction Psalm 8.

Student Task - Day 1
For their Religion Task, ask students to: LINK HERE
Read about the Season of Creation: LINK:
https://seasonofcreation.org/about/

Day 2, Day 3, Day 4 and so on.

Start with Station 1 and during this during Prayer time. Have a discussion and look at the illustration.
Student Task during RE time: create your statement and illustration for the first Station of Creation.

Repeat each day.

Keep doing this for every RE lesson until you get to the last station.

During the next lesson, read the conclusion and as their RE task, students design a front cover for their Seasons of Creation.

We are learning about Christian meditation and how it can help us connect to nature. **We are**	When the weather is right, go outside and read the meditation again and reflect on each part of it. Make sure that you take your time and do not rush any part of it.	Submit on Google Classroom. Discuss responses during Meets.
Read the Walk In Nature Meditation in full. LINK	When you have concluded your Meditation, in an attitude of gratitude for all that surrounds you, what is your prayer for our fragile world that has been entrusted to us by God?	

BECOMING FAMILIAR WITH -
THE PARABLE OF THE GOOD SAMARITAN
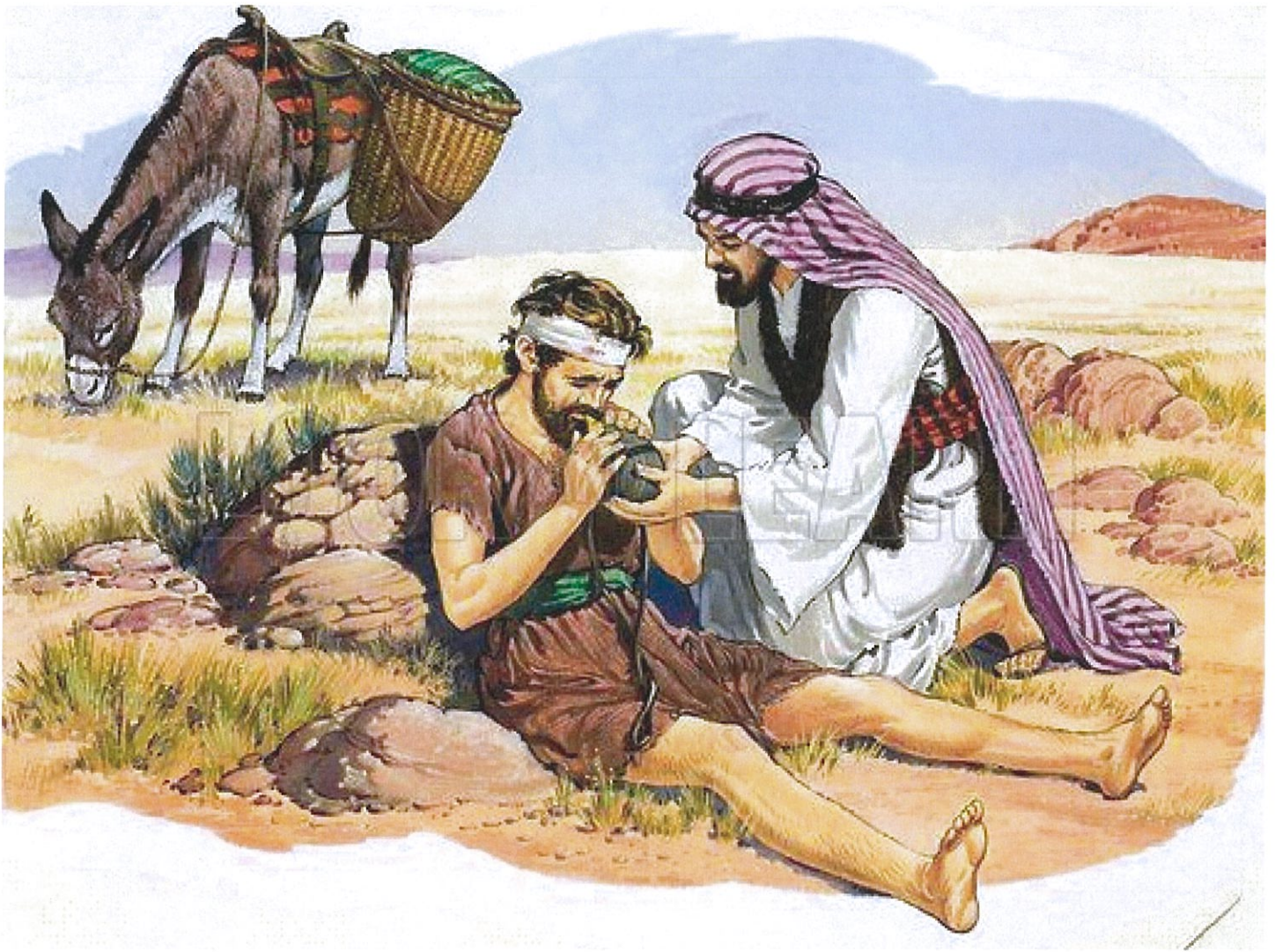
1. Re-watch the part of the video in which Pope Francis retells The Good Samaritan.

What was his interpretation of the text?

2. Use the Kids Bible to read the parable

Luke 10: 25-37
https://us-en.superbook.cbn.com/sb_bible/

3. WATCH
https://www.youtube.com/watch?v=osfQg4yKtq8

This Catholic Social Teaching Principle of Stewardship also includes care of Each other. Pope Francis emphasised this in his recent special 'letter' (encyclical), *Laudato Si': On the Care of our Common Home.*

Pope Francis uses the parable of the Good Samaritan to teach us and model, how we should care for each other.

As Pope Francis has said, "We need to "hear both the cry of the earth and the cry of the poor."

Think about how we can care for and be kind to others during our lives at home, school and in the community.

YOUR TASK:

Use 3 **If ………… then ……….** statements to show how you can show care and kindness to others and God's Creation. Illustrate your statements using pictures or symbols from the internet.

HOME

If I make a mess in my bedroom playing with my toys, then I should spend time cleaning up.

1.

2.

3.

SCHOOL

If I upset my friend calling them names, then I should apologise and make sure I don't do it again.

1.

2.

3.

COMMUNITY

If I go to the park and see rubbish on the ground, then I can pick it up and put it in the rubbish bin.

1.

2.

3.

READING	Learning Intention	Task
Monday	LI: We are learning about the sound 'sc/spl/sch/squ'.	Warm up: Read for 10 minutes and answer the question posted to Google Classroom.
		Complete the SPELLING MATTERS worksheet on the sound 'sc/spl/sch/squ'. Submit your work to Google Classroom.
Tuesday	LI: We are learning about the sound 'sc/spl/sch/squ'.	Warm up: Read for 10 minutes and answer the question posted to Google Classroom.
		Correct the SPELLING MATTERS worksheet on the sound 'sc/spl/sch/squ'. Submit your work to Google Classroom.
Thursday	LI: We are learning about prepositional phrases.	Warm up: Read for 10 minutes and answer the question posted to Google Classroom.
		Complete the OXFORD GRAMMAR worksheet 'Bernhard gets ready for school'. Submit your work to Google Classroom.
Friday	LI: We are learning about prepositional phrases.	Warm up: Read for 10 minutes and answer the question posted to Google Classroom.
		Correct the OXFORD GRAMMAR worksheet 'Bernhard gets ready for school'. Submit your work to Google Classroom.

WRITING	Learning Intention	Task
Monday	LI: We are learning about adjectives and how to use them in our writing.	View the 'Powerful Adjectives' PowerPoint on Google Classroom and take notes of important information. Complete the activity on Slide 11 and submit your work on Google Classroom.
Tuesday	LI: We are learning about adjectives and how to use them in our writing.	Complete the 'Powerful Adjectives' worksheet on Google Classroom. Submit your work to Google Classroom.
		Extension: Create a story using as many of the improved sentences as possible.
Wednesday	LI: We are learning about adjectives and how to use them in our writing.	Correct your 'Powerful Adjectives' worksheet (from yesterday). Submit your work to Google Classroom.
		Extension: Continue writing your story using as many of the improved sentences as possible. Submit on Google Classroom.
Thursday	LI: We are learning about adverbs and how to use them in our writing.	View the 'Adverbs' PowerPoint on Google Classroom and take notes of important information.
		Complete the 'Identifying an Adverb in a Sentence' worksheet on Google Classroom and submit your work to Google Classroom.
Friday	LI: We are learning about adverbs and how to use them in our writing.	Correct the 'Identifying an Adverb in a Sentence' worksheet (from yesterday) and submit your work to Google Classroom.
		Use one of the sentences to write a story using as many adverbs as you can. Submit on Google Classroom.

MATHS	Learning Intention	Task
Monday	LI: We are learning about multiplication and division	Watch the Khan Academy video and complete the task https://www.khanacademy.org/math/cc-third-grade-math/intro-to-division/imp-relating-multiplication-and-division/v/examples-relating-multiplication-to-division

	Learning Intention	Task
		Complete the 'Matching Quotients' worksheet on Google Classroom (Targeting Maths p. 158) and submit your work on Google Classroom. Extension task: My Numeracy or Sunset Maths on Essential Assessment
Tuesday	LI: We are learning about multiplication and division	Correct the 'Matching Quotients' worksheet (from yesterday) and submit your work on Google Classroom. Complete the 'Inverse Checking' worksheet on Google Classroom (Targeting Maths p. 159) and submit your work on Google Classroom. Extension task: My Numeracy or Sunset Maths on Essential Assessment
Thursday	LI: We are learning about multiplication and division	Correct the 'Inverse Checking' worksheet (from yesterday) and submit your work on Google Classroom. Complete the 'Four-digit Division' worksheet on Google Classroom (Targeting Maths p. 160) and submit your work on Google Classroom. Extension task: My Numeracy or Sunset Maths on Essential Assessment
Friday	LI: We are learning about multiplication and division	Correct the 'Four-digit Division' worksheet (from yesterday) and submit your work on Google Classroom. Complete the 'Dividing by 10' worksheet on Google Classroom (Targeting Maths p. 161) and submit your work on Google Classroom. Extension task: My Numeracy or Sunset Maths on Essential Assessment

INQUIRY	Learning Intention	Task
Monday	LI: We are learning about Natural Disasters.	Complete the 'Hubble Telescope' worksheet on Google Classroom. Submit your work on Google Classroom.
Tuesday	LI: We are learning about Natural Disasters.	Complete the 'Classification of Disasters' worksheet on Google Classroom. Submit your work on Google Classroom.
Thursday	LI: We are learning about Natural Disasters.	Complete the '10 Worst Floods in Australia' worksheet on Google Classroom. Submit your work on Google Classroom.

RELIGION	Learning Intention	Task
Monday	LI: We are learning to be stewards of creation.	Complete the Catholic Social Teaching Principle of Stewardship Activity and submit your work on Google Classroom.
Tuesday, Thursday and Friday	LI: We are learning to be stewards of creation.	

Social Learning	Learning Intention	Task
Wednesday	LI: We are celebrating Father's Day	Make a Father's Day card or a card to a special role model in your life. You can use the Father's Day materials on Google Classroom for inspiration or create your own.

FOCUS GROUP GOOGLE MEET TIMETABLE

	LITERACY 10:00am-10:30am	LITERACY 10:30am-11:00am	MATHS 12:30pm-12:50pm	MATHS 12:50pm-1:10pm
Monday 30th August	**Green Group and Blue Group** Hanna, Simon, Francisco, Motusi, Ajaknei, Rijuta, Alisha, Antonio, Emerly, Adriana		**Purple Group and Red Group** Adele, Ayen, Elsie, Anthony, Ruhani, Marley, Ashkan, Gloria, Hoang, Christoff, Kevin	
Tuesday 31st August	**Green Group** Hanna, Simon, Francisco, Motusi, Ajaknei	**Blue Group** Rijuta, Alisha, Antonio, Emerly, Adriana	**Purple Group** Adele, Ayen, Elsie, Anthony, Ruhani, Marley	**Red Group** Ashkan, Gloria, Hoang, Christoff, Kevin
Thursday 2nd September	**Purple Group** Adele, Ayen, Elsie, Anthony, Ruhani, Marley	**Red Group** Ashkan, Gloria, Hoang, Christoff, Kevin	**Green Group** Hanna, Simon, Francisco, Motusi, Ajaknei	**Blue Group** Rijuta, Alisha, Antonio, Emerly, Adriana
Friday 3rd September	**Purple Group** Adele, Ayen, Elsie, Anthony, Ruhani, Marley	**Red Group** Ashkan, Gloria, Hoang, Christoff, Kevin	**Green Group** Hanna, Simon, Francisco, Motusi, Ajaknei	**Blue Group** Rijuta, Alisha, Antonio, Emerly, Adriana

REMOTE LEARNING TIMETABLE

Term: 3   **Week:** 8   **Date: 30th August - 3rd September 2021**   **By: Mrs Shaw & Miss Patel**   **Grade: 5PS**

Time / Day	Monday 30.8 (Mrs Shaw)	Tuesday 31.8 (Mrs Shaw)	Wednesday 1.9 (Miss Patel)	Thursday 2.9 (Miss Patel)	Friday 3.9 (Miss Patel)
8:45am-9:10am	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station
9:10am-9:40am	MORNING GOOGLE MEET	MORNING GOOGLE MEET	MORNING GOOGLE MEET	MORNING GOOGLE MEET @ 9:00am (Joining the Whole School Liturgy @ 9:10am)	MORNING GOOGLE MEET
30 minutes	READING	READING	WRITING	READING	READING
30 minutes	WRITING	WRITING	SOCIAL LEARNING 10:20am - 11:00am LOTE	WRITING	WRITING
45 mins	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
30 minutes	INQUIRY	INQUIRY	12:40pm - 1:20pm ART	INQUIRY	BTN
45 minutes	RELIGION	RELIGION	12:00pm - 12:40pm MUSIC	RELIGION	RELIGION
40 minutes	MATHS	MATHS	DIGITAL TECHNOLOGY	MATHS	MATHS
30 mins	SNACK	SNACK	SNACK	SNACK	SNACK
30 minutes	HAND IN ALL WORK PHYSICAL ACTIVITIES	HAND IN ALL WORK PHYSICAL ACTIVITIES	SPORT	HAND IN ALL WORK PHYSICAL ACTIVITIES	HAND IN ALL WORK PHYSICAL ACTIVITIES
3:00pm-3:15pm	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off

Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900   Fax: 9366 8192

www.hestalbanssth.catholic.edu.au

GRADE 5 & 6
Visual Arts Term 3 Week 8

Learning Intentions:

This week you are going to learn how to make a 3D optical space oval, like a satellite or a flying object floating in Space.

We will feel calm as we listen to the space music and draw and practice shading. I hope you feel inspired to achieve your mission today. Enjoy!

https://www.youtube.com/watch?v=nQDJb_wgJUs

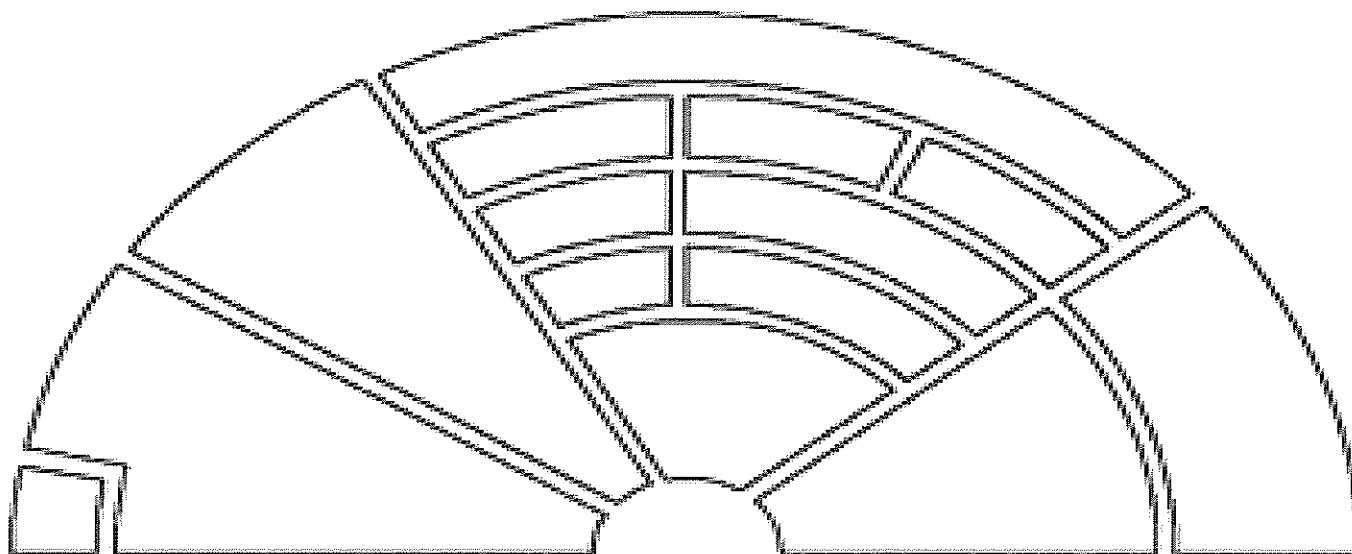Here's a picture of the end product or how it will look like, although, the learning is in the process we follow.
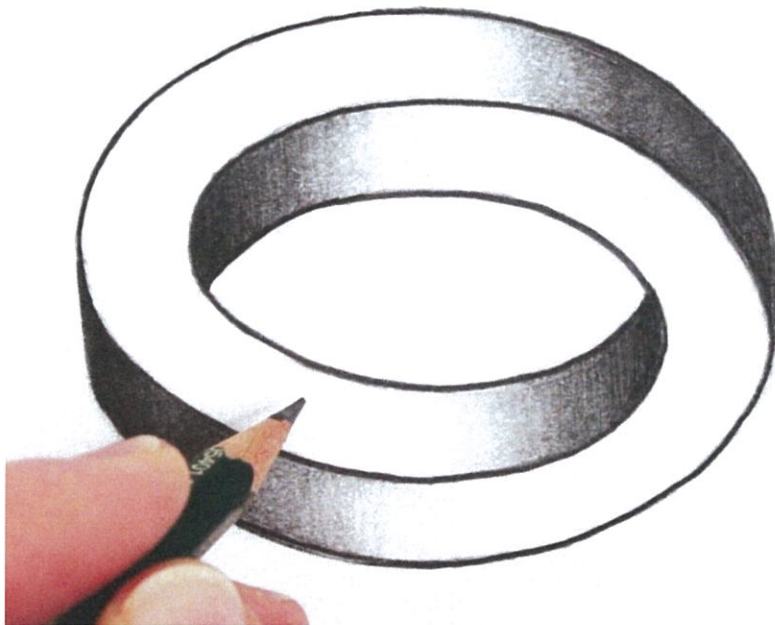
NOW IT" S YOUR TURN TO DRAW!

You will need a white piece of paper, a soft lead pencil for shading, a rubber, ruler (and a cotton bud for shading if you are at home)

Music Term 3 Week 8
Gr. 3-6
THE ORCHESTRA

Draw yourself as the conductor in the middle. Using the following instructions, write or draw the instruments in their right place. Colour the sections (families).

STRINGS - BLUE   **PERCUSSION** - RED   **WOODWIND** - GREEN
BRASS - YELLOW

The **percussion instruments** and the **timpani(kettle drum)** sit at the very back of the orchestra. The **harp** sits in the smallest space and the **1st violins** sit at the front next to the harp. The **2nd violins** sit next to the first. The **violas** are directly in front of you. **Cellos** are next to the violas. **Double basses** are behind the cellos.

The **flutes** are behind the violas to the left. The **oboes** sit next to the flutes and are directly in front of the **bassoons**. The **clarinets** sit next to the bassoons and in front of the horns. The **trombones and tuba** sit a row behind the bassoons to the right and the **trumpets** sit next to them.

Now listen to this piece of music **conducted by Alondra de la Parra** highlighting all the sections of the orchestra. It goes for just over 10 minutes. Enjoy all the wonderful sounds together and her very expressive conducting!

https://www.youtube.com/watch?v=pjZPHW0qVvo

Term 3 Week 8 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 8 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

STUDENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).

No Google Meets in week 8, but please get outside and get active. (If weather permits). Remember to HAND IN your work by posting a picture on Google Classroom and answering the two questions for the main activity. (Class Dojo Grade 3 students).

Students and Parents, please don't hesitate to contact me for any help or support on:
heribert.herrera@hestalbanssth.catholic.edu.au

TOKYO 2020

TOKYO 2020
PARALYMPIC GAMES

Stay Safe and take care of your family.
Mr. Herrera Physical Education Teacher.

Warm-Up 5 Minutes	**Equipment:**
•	• Water Bottle • Yoga mat (if you have one) • Space to exercise
Learning Intention: I'm learning to warm-up correctly.	**Warm Up Video:** Warm Up Video: Link: Warm Up Video

Activity or Skill: Workout **Learning Intention:** I'm learning to do a **HIIT workout**. (Short and sharp exercises) Give each exercise a go, push yourself and be confident :)	Time: **10 minutes** **Link:** 10 Minute Ultimate Beginners HIIT | The Body Coach TV **Questions:** 1: Which of these exercises was easy? Why? 2: Which of these exercises was hard? Why? MAKE SURE YOU HAND THESE QUESTIONS IN. ON GOOGLE CLASSROOM OR (CLASS DOJO Grade 3 students)
Warm-Down 10 Minutes Stretching is important to help us recover and cool down our body. **Learning Intention:** • I'm learning to cool down correctly after my workout.	**Warm down for 10 minutes:** Link: 10 MINUTE MOVE AND STRETCH | THE BODY COACH

Activity 1: Translate the following sentences

1. Alice   shàng wǔ   chī   mǐ fàn.

_____

2. Leo   xià wǔ   pǎo bù.

_____

3. Jackson   wǎn shàng   dǎ pīng pāng qiú.

_____

Activity 2: Complete Jeremy's timetable

Hello! My name is Jeremy. I play football in the morning. I eat rice for lunch. I play tennis in the afternoon and I eat hamburger at night.

zhōng wǔ	dǎ	wǎng qiú	chī
tī	wǎn shàng	gǎn lǎn qiú	hàn bǎo bāo

Time	Action	Noun
shàng wǔ		
		mǐ fàn
xià wǔ		
	chī	