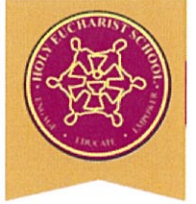


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Grade 5

Remote Learning Pack

Week Beginning - Monday 23rd August 2021

Classroom Unit 35 Compound Words

Your List

fireplace	bushranger	earthquake	whirlpool	grapefruit
sundial	farewell	worthwhile	eyesight	waistcoat
scarecrow	courtyard	toothache	suitcase	blindfold



- 1 Match the **list** words with the following meanings.

having value _____ an eye bandage _____
 a dummy to scare birds _____ area enclosed by buildings _____
 a saying of goodbye _____ shaking of the Earth's surface _____

- 2 These **compound words** are mixed up. Which **list** words are they?

bushquake eyecoat graperanger suitfruit fireache
 scaresight toothyard waistcase earthplace courtcrow



Make word sums.
 For example:
 whirl + pool
 bush + ranger.

- 3 Write the following **list** words in sentences to show their meanings.

whirlpool _____
 sundial _____

- 4 Which **list** words might be **antonyms** (opposites) for these...?

worthless _____ welcome _____

- 5 Identify these **list** words.

I contain five **vowels** and five **consonants** and begin with one of the **vowels**. _____

I contain a double **consonant**. _____

I contain a double **vowel** and a silent **consonant**. _____



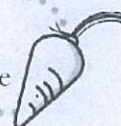
Word Building

Add words to form **compound words**.

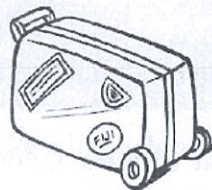
court _____ (space enclosed by walls)
 bush _____ (skill at living in the bush)
 fire _____ (truck for carrying firefighting equipment)
 bush _____ (forest fire) fire _____ (fire warning)
 fire _____ (wood prepared for a fire) fire _____ (place for a fire)
 court _____ (building where trials etc. are held)
 court _____ (going out together)
 bush _____ (Australian outlaw) fire _____ (gun, rifle, pistol etc.)

Challenge

videotape masterpiece briefcase



- 1 Which **list** words?



The Lonely Scarecrow
 I cannot help the way I look.
 My funny hat is full of hay.
 O, wild birds, come and nest in me!
 Why do you always fly away?
 (James Kirkup)



- 2 Which **list** words would come between masterpiece and videotape in a dictionary? (Write them in alphabetical order.)

- 3 An **acrostic** sentence, or poem, is one in which the first letter of each word or line spells a word.

For example:

earthquake.

Choose a **list** word and write your own.

Earthquake

Avalanche

Rumbling

Terrifying

Holocaust of

Quaking

Urgency

Awakening all

Kinds of

Emergencies



Word Knowledge

Which **list** or **challenge** words are **synonyms** for the following?

valise, handbag, carry-all _____

outlaw, pirate, brigand, thug _____

goodbye, au revoir, adios _____

eddy, vortex, undertow _____

General Knowledge

- What does the Richter scale measure? _____
- Name the types of people who would deal with the following problems.
 a toothache _____
 poor eyesight _____
 a display of masterpieces in a museum _____
- Name as many members of the Kelly bushranger gang as you can.



A. Questions

Picture 1.

1. In what have these people been travelling?

Was it a train? ☐Was it a lorry? ☐Was it a coach? ☐Was it a car? ☐

2. Where are these people?

Are they at a railway station? ☐Are they at a sea port? ☐Are they at an airport? ☐

3. Where does the coach come from?

Does it come from Bridlington? ☐Does it come from Northampton? ☐Does it come from Wolverhampton? ☐

4. On what will they travel next?

Will it be a plane? ☐Will it be a ferry? ☐Will it be a train? ☐Will it be a coach? ☐

Picture 2.

1. Where are they?

Are they on a camp site? ☐Are they in a field? ☐Are they in a town? ☐

2. Which country are they in?

Is it China? ☐Is it Brazil? ☐Is it France? ☐Is it Iceland? ☐

3. How many will sleep in each tent?

1
☐2
☐3
☐4
☐5
☐

4. What do the signs mean?

toilets ☐tennis ☐camping area ☐telephone ☐showers ☐

B. Questions

Picture 1.

1. What could a ferry carry other than people?

2. How do you know that the people sitting in the back of the coach are not allowed to smoke? _____

3. Why is it unlikely that the coach will stop at a motorway service station?

4. What sounds might this group of people hear?

Picture 2.

1. How will they cook their food?

2. Why are they boiling water?

3. They have not brought the sausages from home. Why not?

4. Why is it unlikely that the dog belongs to the group?

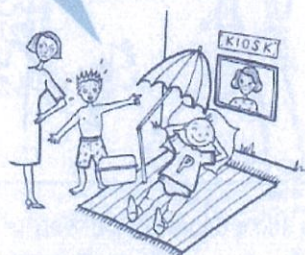
Unit 13

Focus: Prepositions
and prepositional
phrases

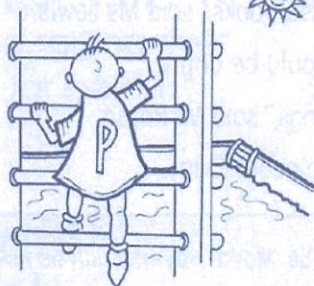
PREPPO BOY at the pool

Preppo Boy is spending his day off at the local pool. He arrives very early in the morning and finds a great spot near the kiosk.

Mama. Iwannanicecream!



Preppo Boy climbs up the ladder of the Giant Waterslide.



At the top, he decides not to slide today.

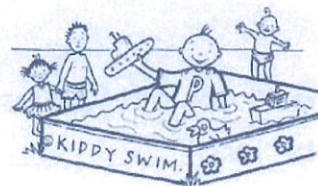
Preppo tries to bomb some girls from his school. Perhaps his bomb might have been better if the girls hadn't been sunbathing on the concrete path.



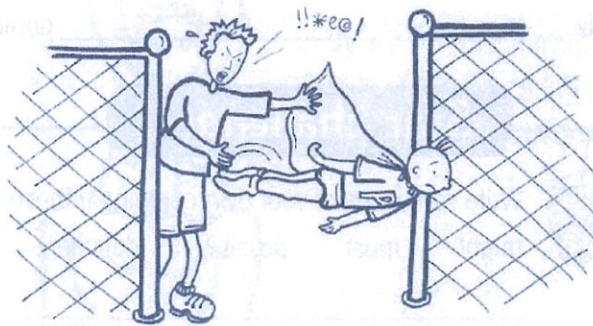
Preppo is on the high diving board. He does a triple somersault followed by a back flip, half twist and pike. His entry into the water is perfect. When Preppo surfaces, he remembers that he hasn't learnt to swim yet.



Later, Preppo hogs the wading pool with his bathtub toys.



Preppo flicks somebody's bottom with his wet towel. I wonder if the lifeguard was ready for a dip?



Before lunchtime, Preppo Boy is flying through the gate of the pool. The lifeguard thinks that Preppo Boy should go back to his job protecting the weak and defenceless from the forces of evil and naughtiness.

Prepositional phrases add details to a sentence, often telling how, when, where or why something happened.

Prepositional phrases begin with a **preposition**.

For example: *Nikki took the book **from her bag**.* prepositional phrase telling **where**

*She opened the book and started to read **in a soft voice**.* prepositional phrase telling **how**

Some common prepositions are:

about	at	before	between	from	on	through	until
above	along	behind	by	in	out (out of)	to	up
across	among	below	during	into	over	towards	with
after	around	beside	for	near	past	under	without

- 1 Read 'Preppo Boy at the pool', then write **prepositions** from the list above that are also in the comic strip.

- 2 Rewrite these sentences with the opposite meaning by changing the **prepositions**.

- a The helicopter flew over the power lines. _____
- b We will hear the school band play before lunch. _____
- c A frog hopped off the lily pad. _____

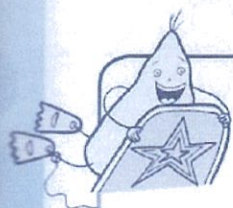
- 3 Make up your own **prepositional phrases** that begin with these prepositions, and then write each prepositional phrase in a sentence.

For example: *beside* *We sat beside the pool.*

- a across _____
- b below _____
- c over _____
- d upon _____
- e between _____

- 4 Rewrite these sentences, without changing the meaning, so that they begin with **prepositional phrases**.

- a Preppo Boy is hogging the wading pool with his bathtub toys. _____
- b He was flying out of the gate before lunchtime. _____



Star challenge

On a separate piece of paper, make up your own sentence containing a **prepositional phrase**. Next, write your sentence in as many different ways as you can by only changing the preposition.

For example: *I jumped **over** the creek. I jumped **into** the creek.*

Is It a Noun or Is It a Verb?

Some words can be used as both as nouns and verbs, which can get very confusing! Try and remember this little trick to help you use these particular words in different ways within your sentences.

The word '**point**' can be both a noun and verb.

To use '**point**' as a **noun**, put a **determiner** like '**a**', '**an**' or '**the**' before it,

e.g. Henry sharpened his pencil to **a point**. (noun)

To use '**point**' as a **verb**, put the word '**to**' before it,

e.g. The little girl started **to point** out of the coach window. (verb)

1. Read these sentences. Is the underlined word being used as a noun or a verb?

a) The group stood at the front of the class to present their debate speech. _____

Rubbing her eyes in disbelief, Nisha ran over to the present underneath the Christmas tree. _____

b) Dad was extremely pleased with the progress Billy had made in Year 6. _____

Victoria was trying to progress into the 100m backstroke final. _____

c) Holly was starting to suspect that her little brother had stolen the last chocolate biscuit. _____

After a long chase, the police officer finally caught up with the suspect. _____

2. Now, look at these sentences. Is the underlined word being used as a verb or a noun? Remember to look at the word before it to give you a clue.

a) The recycling club members were able to help the school caretaker by collecting all of the rubbish from the playground. _____

b) Mr Foster put a cover over his antique sports car in his garage. _____

c) During the literacy lesson, the children had to film their presentations. _____

3. Now, it's your turn. Use these words in two different sentences: one where the word is used as a noun and one where it is used as a verb.

a) Write a sentence using the word 'display' as a **verb**.

Is It a Noun or Is It a Verb?

Write a sentence using the word 'display' as a **noun**.

b) Write a sentence using the word 'scratch' as a **verb**.

Write a sentence using the word 'scratch' as a **noun**.

4. Challenge: Can you think of one more word of your own that can be both a noun and a verb? Use the word in two different sentences: one where it is a noun and one where it is a verb.

My chosen word is _____

Used as a noun: _____

Used as a verb: _____

Is It a Noun or Is It a Verb?

Some words can be used as both as nouns and verbs, which can get very confusing! Try and remember this little trick to help you use these particular words in different ways within your sentences.

The word '**point**' can be both a noun and verb.

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e.g. Henry sharpened his pencil to **a point**. (noun) To use '**point**' as a **verb**, put the
word '**to**' before it,

e.g. The little girl started **to point** out of the coach window. (verb)

1. Read these sentences. Is the underlined word being used as a noun or a verb?

a) Gemma wrote the email and pressed 'send'. _____

Standing by the computer, Adam waited for his friend to email him. _____

b) Every time he told a joke, Amina's dad giggled to himself. _____

Isabelle liked to joke with her friends. _____

c) Abigail quickly ate some breakfast – she knew she would need to race to school
so she wasn't late. _____

Jumping as fast as he could, Daniel won the race. _____

2. Now it's your turn. Use these words in two different sentences: one where the word is
used as a noun and one where it is used as a verb.

a) Write a sentence using the word 'smile' as a **verb**.

Write a sentence using the word 'smile' as a **noun**.

Is It a Noun or Is It a Verb?

- b) Write a sentence using the word 'pop' as a **verb**.

Write a sentence using the word 'pop' as a **noun**.

- c) Write a sentence using the word 'fly' as a **verb**.

Write a sentence using the word 'fly' as a **noun**.

- d) Write a sentence using the word 'look' as a **verb**.

Write a sentence using the word 'look' as a **noun**.

Is It a Noun or Is It a Verb?

3. Challenge: Can you think of one more word of your own that can be both a noun and a verb? Use the word in two different sentences: one where it is a noun and one where it is a verb.

My chosen word is

Used as a noun:

Used as a verb:

Past, Present and Future Verb Sorting

Yesterday, I went for a walk with my friends.	At the weekend, I painted a picture.	We're going to go swimming after school.	I swam underwater last week.	I ate cereal for breakfast this morning.
She paints a picture for her dad.	He walks the dog.	I usually read for a long time.	They dance to the music.	This morning, I read for two hours.
We caught the bus home last night.	I'm going to dance at the disco tonight.	She's going to go for a walk later.	I'll eat my breakfast after I've had a shower.	She catches the bus.
I'm running in the 10 o'clock race on Saturday morning.	I'm going to read my book after dinner.	My brother and I built a really tall tower.	Mum drove the car to work yesterday.	I danced in a show last night.
My brother and I build a really tall tower.	They eat their breakfast.	I will catch the bus to school on Friday.	They're going to paint their mums a picture for Mother's Day.	Dad always drives home from work.
He'll drive the car to the garage in the morning.	My brother and I are going to build a really tall tower.	He runs around the field.	They swim in the sea.	Last sports day, I ran in three races!

In the car, we listened to music.	We cook spaghetti bolognese for dinner.	I made a chocolate cake last night.	She does her homework at the table.	I rode my bike in the park yesterday.
He'll play football again when his leg is better.	I listen to music in my bedroom.	Last night, I slept really well.	She rides her bike.	I played football yesterday for my club.
We had a birthday party for my sister at the weekend.	Last night, I watched a film at the cinema.	I will listen to some music when I get home.	I'm going to do my homework tomorrow.	It's my grandad's birthday on Saturday so I'm going to make him a cake.
They watch a film at the cinema.	I make chocolate cakes for people's birthdays.	We're going to watch a film at the cinema after we've eaten dinner.	We went out for dinner on Saturday.	I did my homework last night to get it out of the way.
Dad cooked dinner last night, it was delicious.	I'll go to sleep soon.	We play tennis.	They play football on the field.	We always eat dinner at the table.
They're going out for dinner on Friday.	We're going to cook pizza for dinner at 7.30pm.	I'm going to ride my bike at the weekend.	She sleeps in a big, comfortable bed.	I will have a big party when I'm 10.

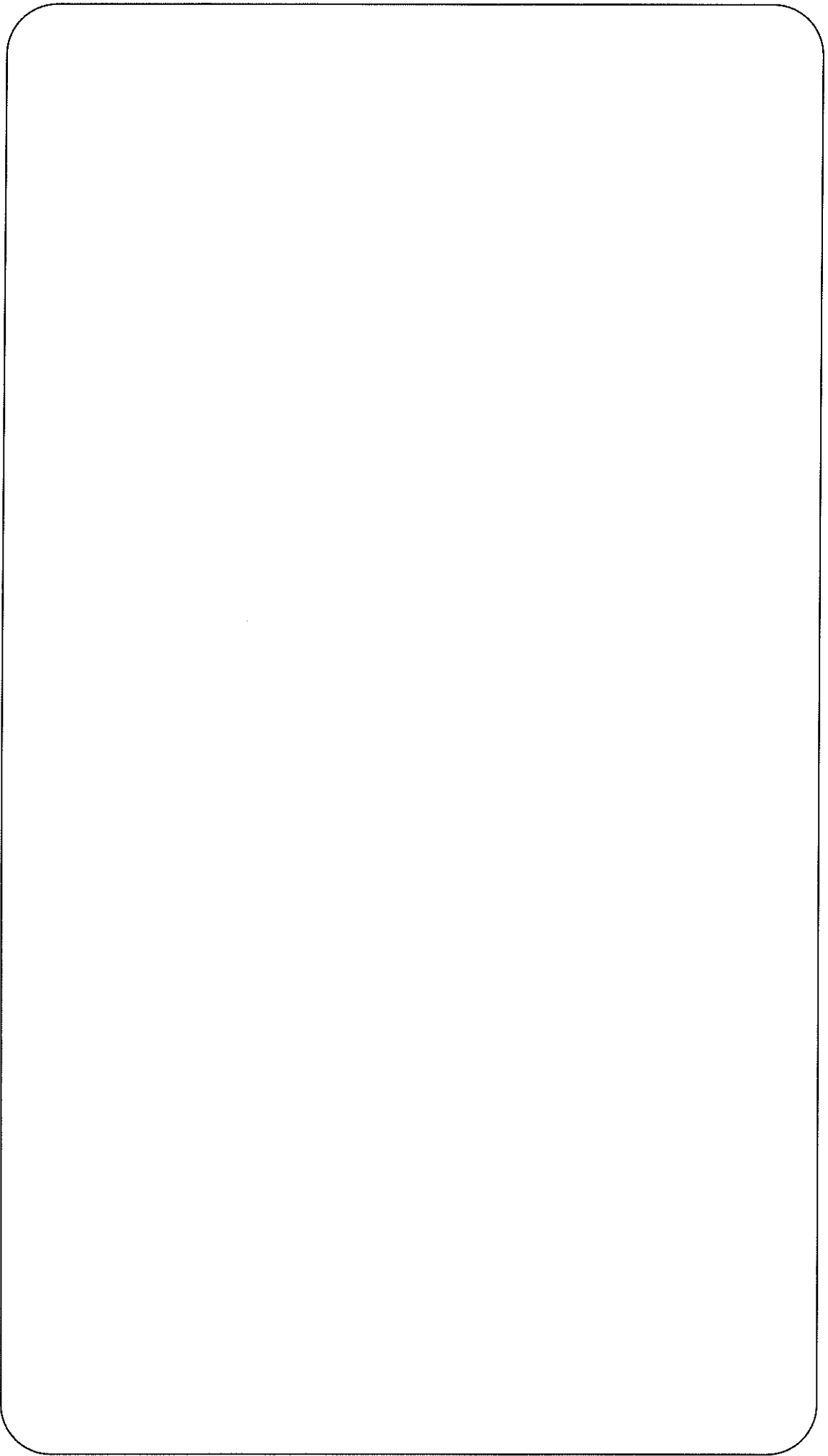
Past



visit [twinkl.com](https://www.twinkl.com)



Present



Future

FIVE MINUTE STORY

Use the Scholastic Story Starters website to choose a prompt:
<http://www.scholastic.com/teachers/story-starters/index.html>

Write your prompt down and set a timer for 5 minutes:

Start the timer and write your five minute story

OUTSIDE INSIDE

View and listen to the story.

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

WHAT'S OUTSIDE?

What is your favourite thing to do outside? Draw and write it in the space below.



WHAT'S INSIDE?

What is your favourite thing to do inside? Draw and write it in the space below.



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.

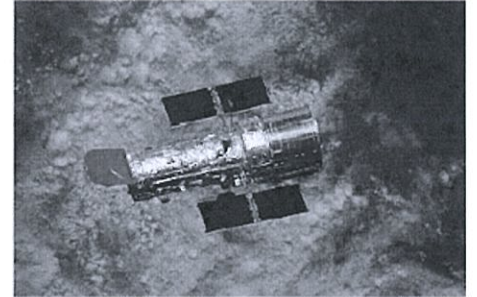
Hubble's orbit is 575 kilometres above the Earth's surface, with one orbit taking 97 minutes.

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?

The **Hubble Telescope**



Name: _____

Date: _____

Distinguishing Between Fact and Opinion

A fact is what actually happened. It can be proven to be true.

An opinion is a personal attitude or judgement about something.

1. Read the text about zebras.

Using pencils and a ruler:

- a) Underline the FACTS about zebras in green pencil.
- b) Underline the OPINIONS about zebras in red pencil.

2. Write these facts and opinions about zebras into the correct column of the table below.

Facts about zebras	Opinions about zebras

Name: _____

Date: _____

Distinguishing Between Fact and Opinion

3. Here are some more statements about zebras.

Write an (F) next to the facts.

Write an (O) next to the opinions.

- a) The male zebra is larger than the female zebra. _____
- b) Zebras love having their photo taken by tourists. _____
- c) Zebras are black and white. _____
- d) Many zebras live together in herds. _____
- e) Zebras are not very attractive animals. _____
- f) Zebras are herbivores (plant-eaters). _____
- g) Humans should never enter a zebra's habitat. _____
- h) Zebras are kind and gentle creatures. _____

4. Write three of your own facts about zebras.

- a) _____
- b) _____
- c) _____

5. Write three of your own opinions about zebras.

- a) _____
- b) _____
- c) _____

Zebras

Lance Lawrence, a world-famous animal researcher, was recently interviewed about his studies on zebras. Mr. Lawrence has been studying zebras in Africa for over fifteen years. He believes that zebras are the most fascinating animals in the world.

“There are three different species of zebra: the plains zebra, the Grevy’s zebras and the mountain zebras,” Mr. Lawrence explained.

“Plains zebras are the most common type. They live in the grasslands of eastern and southern Africa.”

Mr. Lawrence feels that the zebra is a truly beautiful animal. “Zebras are famous for their black and white stripes,” he explained during his interview. “Although the patterns can be very similar, no two zebras have exactly the same stripe. Their stripe patterns make them attractive to look at. The designs are enchanting!”

“Another interesting fact about zebras is that they sleep standing up,” said Mr. Lawrence. “They only sleep when they are in large groups though, so they can be alerted of danger.”

Zebras are one of the most valued African animals. We must look after them. We should also support researchers like Mr. Lawrence, who provide a wonderful insight into the lives of these creatures.





Lab 5

ali quotient

Matching quotients



Remainders

The quotient is the answer when you divide.

Draw lines to link the three which belong together.

Colour to match.

	NUMBER		DIVIDED BY		QUOTIENT
1	723	A	6	a	$73\frac{1}{2}$
2	815	B	3	b	144 r 3
3	294	C	5	c	$73\frac{1}{4}$
4	642	D	7	d	135 r 5
5	847	E	4	e	100 r 5
6	586	F	7	f	214
7	705	G	4	g	76
8	684	H	8	h	121
9	541	I	9	i	$144\frac{1}{2}$
10	590	J	9	j	121 r 1
11	867	K	6	k	$135\frac{1}{4}$
12	1090	L	8	l	$73\frac{3}{4}$



Inverse checking



1 Check your answers by multiplying.

a $6 \overline{) 318}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 6 \\ \hline \end{array}$$

b $5 \overline{) 415}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 5 \\ \hline \end{array}$$

c $8 \overline{) 792}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 8 \\ \hline \end{array}$$

d $7 \overline{) 399}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 7 \\ \hline \end{array}$$

e $4 \overline{) 156}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 4 \\ \hline \end{array}$$

f $9 \overline{) 711}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 9 \\ \hline \end{array}$$

g $6 \overline{) 522}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 6 \\ \hline \end{array}$$

h $8 \overline{) 952}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 8 \\ \hline \end{array}$$

i $3 \overline{) 549}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 3 \\ \hline \end{array}$$

j $7 \overline{) 973}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 7 \\ \hline \end{array}$$

k $5 \overline{) 875}$

Check

$$\begin{array}{r} \underline{\quad\quad} \\ \underline{\quad\quad} \\ \times \quad 5 \\ \hline \end{array}$$

Checking
Division and multiplication
are inverse operations.
Check divisions by multiplying.

$$\begin{array}{r} 23 \\ 4 \overline{) 92} \end{array}$$

Check

$$\begin{array}{r} 23 \\ \times 4 \\ \hline 92 \end{array}$$

2 Draw lines to link factors to their numbers. Some factors belong to more than one number.

Remember
Factors divide
exactly into
a number.



Four-digit division



1 Divide this number by 2, 3, 4, 5, 6, 7, 8, 9.

Write an algorithm for each.

Before starting predict (yes/no) whether there will be an exact answer and estimate the answer.

a $2 \overline{) 750}$

P _____ Est. _____

b $\overline{) \quad \quad \quad}$

P _____ Est. _____

c $\overline{) \quad \quad \quad}$

P _____ Est. _____

d $\overline{) \quad \quad \quad}$

P _____ Est. _____

e $\overline{) \quad \quad \quad}$

P _____ Est. _____

f $\overline{) \quad \quad \quad}$

P _____ Est. _____

g $\overline{) \quad \quad \quad}$

P _____ Est. _____

h $\overline{) \quad \quad \quad}$

P _____ Est. _____

2 a $3 \overline{) 3471}$

b $4 \overline{) 5932}$

c $7 \overline{) 8463}$

Don't let large numbers fool you.



d $5 \overline{) 8960}$

e $6 \overline{) 7776}$

f $4 \overline{) 7192}$

g $9 \overline{) 7956}$

h $3 \overline{) 4827}$

i $7 \overline{) 5324}$

j $8 \overline{) 4135}$

k $5 \overline{) 2536}$

l $9 \overline{) 6600}$

m $4 \overline{) 2795}$

n $6 \overline{) 6003}$

Challenge! Fill in the missing numbers.

a $6 \overline{) 5 \square 2}$

b $4 \overline{) 24 \square 92}$

c $7 \overline{) 1 \square \square 1}$

Are you clever?



Dividing by 10



Jan and Dave were stocking up on kitchen items for their cafe.



1 Use this information to write the price under each item.

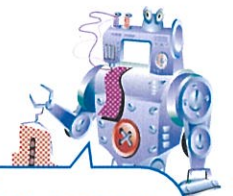
- a They paid \$78.30 for six oil cans.
- b 9 jugs cost \$86.13.
- c \$69.70 was the cost of 5 timers.
- d They paid \$76.20 for 3 sets of scales.
- e 4 woks cost \$84.36.



2 a $10 \overline{) 70}$ b $10 \overline{) 90}$ c $10 \overline{) 30}$ d $10 \overline{) 47}$ e $10 \overline{) 59}$ f $10 \overline{) 93}$

3 a $10 \overline{) 150}$ b $10 \overline{) 270}$ c $10 \overline{) 950}$ d $10 \overline{) 860}$

e $10 \overline{) 392}$ f $10 \overline{) 764}$ g $10 \overline{) 5163}$ h $10 \overline{) 4895}$



Can you see the pattern?

4 How much each if 10 cost:

- a \$50? _____ b \$79? _____ c \$36? _____ d \$1.50? _____
- e \$2.80? _____ f \$9.40? _____ g \$11.20? _____ h \$33.50? _____
- i \$59.10? _____ j \$72.30? _____ k \$123.60? _____ l \$297.90? _____

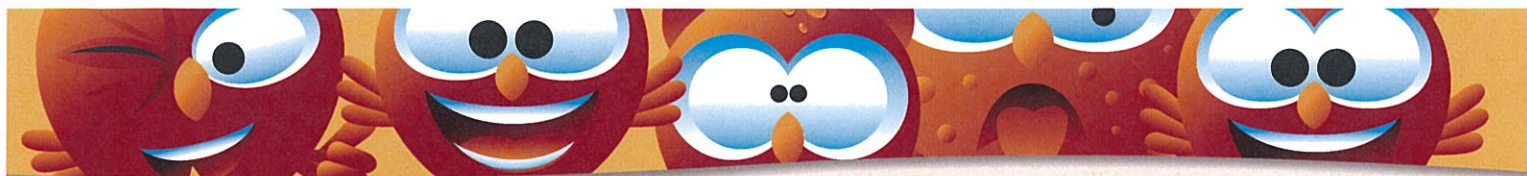


Challenge!

How much did Jan and Dave (question 1) pay altogether?

How much change did they get from \$500?





Problem solving

Work groups

The 84 new recruits for the Arjy Barjy Army will carry out their activities in groups. Some of the activities are:

gardening duty kitchen duty dining use of showers
bussing to town cleaning rooms training for cross country survival

- 1 Divide the 84 recruits into various groupings. No one gets left out.
- 2 List five group activities (you can make some up), the number required for each group and the number of groups that will be made.

Activity – what and how often	Number of groups and how many in each group
Cleaning rooms – sweep, dust, empty garbage, clean bathrooms; daily.	14 groups of 6 people. Each group on duty once each fortnight

- 3 Find numbers between 100 and 200 that cannot be divided into groups. What do we call these numbers? _____



MONDAY

- _____ $\div 11 = 11$
- Write $5\frac{1}{3}$ as an improper fraction. _____
- $997 + 6 =$ _____, $9997 + 6 =$ _____
- Which coin has the larger surface area?
☐ 20c ☐ 10c ☐ \$1
- $2\frac{1}{10} = 2.$ _____
- Round $8\frac{5}{7}$ to the nearest whole number. _____
- 0.4, 0.8, 0.6, _____, 0.8, 1, 1.2
- $0.5 \times 10 =$ _____
- 0, 15, 29, 42, 54, 65, _____
- 3 ha = _____ m^2
- $1352 > 1359$ ☐ true ☐ false

12. The rhombus has been transformed by:



- ☐ translation ☐ reflection

13. If yesterday was Friday, what will tomorrow be?

- 1.103 km = _____ m
- 1 L 50 mL = _____ mL
- $8 \times 6 =$ _____ $\times 4$
- $\frac{3}{5} + \frac{3}{5} + \frac{3}{5} =$ or _____
- Halve 210. _____
- 4 kg = _____ g

20. Write the integers in order on the number line.



TUESDAY

1. Rotate 90° ($\frac{1}{4}$ turn) clockwise.



2. $955 + 5 =$ _____

3. 3.5 ha = _____ m^2

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

5. $0.5 \times 20 =$ _____

6. $48 \times 6 = (40 \times 6) + (8 \times 6)$
 = _____ + _____
 = _____

7. $84 \div 10 =$ _____ r _____

8. Arrange the digits 3, 5, 1, 7, 9 and 6 to make the highest value.

9. A cube has _____ vertices.

10. The wizard's potion should have 400 mL of milk.

He poured _____ mL too much.



11. $40 \times 8 = 80 \times 4$
 = _____ $\times 2 =$ _____ $\times 1$

12. $1009 +$ _____ = 2000

13. 0.35, 0.70, 1.05, _____, 1.75

14. A fast train travelled at 250 km/h for 90 minutes. What distance did it cover?



15. 1315 hours = _____ am ☐ pm

16.

9	
---	--

 +

7	7
---	---

 =

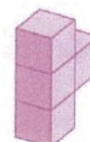
1	7	4
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17. In which season is October? _____

18. 1.2 m = _____ mm

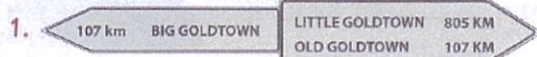
19. Write $\frac{52}{10}$ as a decimal. 5. _____

20. Draw the top view.



PROBLEM-SOLVING

Monday



1. The distance between Little Goldtown and Old Goldtown is:

- ☐ 805 km + 107 km
☐ 805 km - 107 km
☐ 107 km + 107 km + 805 km

2. Travelling from Big Goldtown to Little Goldtown is a distance of _____ km.

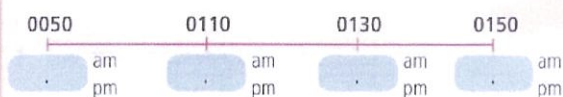
Tuesday

1. Pirate Pete was given 500 m of rope. He was instructed to cut the rope into 4 equal lengths. What will each of the new rope lengths be?
 _____ m

2. A match started at 2.15 pm. It finished $2\frac{1}{4}$ hours later, but Dad stayed chatting to his friends for an extra half an hour. What time did Dad leave the stadium?
 _____ pm

Wednesday

1. Convert the 24-hour times.

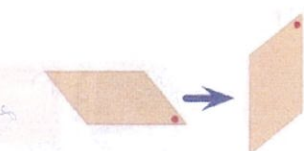


2. What is the difference in each time segment?

Thursday

1. The parallelogram was transformed by:

- ☐ translation
☐ rotation
☐ reflection



2. Our difference is 4, our product is 32.

We are numbers _____ and _____.

FRIDAY REVIEW

1. $\frac{8}{5} + \frac{9}{5} + \frac{7}{5} =$ _____

2. $9996 + 7 =$ _____

3. $\begin{array}{|c|c|} \hline 3 & 9 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 4 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 1 & 8 \\ \hline \end{array} \begin{array}{|c|c|} \hline 1 & 1 \\ \hline \end{array}$

4. 4, _____, _____, 256

The rule for this pattern is $\times 4$.

5. $6\frac{4}{5} = \frac{\quad}{5}$

6. $\begin{array}{|c|c|} \hline 8 & \quad \\ \hline \end{array} + \begin{array}{|c|c|} \hline 6 & 7 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 1 & 5 \\ \hline \end{array} \begin{array}{|c|c|} \hline 5 & 5 \\ \hline \end{array}$

7. Complete this number line.



8. $3004 + \quad = 4000$

9. $9 \times 6 = \quad \times 18$

10. $\$50.00 - \39.50

$=$ _____

11. 400, 1200, 800, 1600,

12. odd - even = _____

13. 0, 16, 31, 45, 58,

_____, 81

14. Round $9\frac{4}{5}$ to the nearest whole.

15. A 15-lap swim of a 50-metre

pool = _____ m

16. $9 \overline{) 89} =$ _____

17. $41 \div \quad = 0.41$



18.

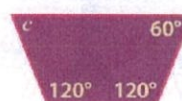
A truck has a 20-t freight maximum. If the truck is one quarter full, how many tonnes can still be loaded?

19. 4 ha = _____ m²

20. Draw the top view.



21. What is the angle at c?



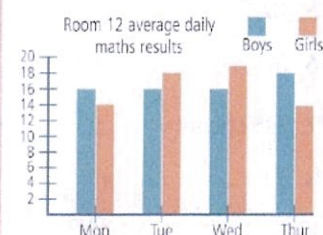
22. 1 L 96 mL = _____ mL

23. 2259 hours = _____

☐ am ☐ pm

24. In which season is December?

25. Which day did the girls have the highest scores and the largest margin from the boys?



Creator God,
Creative Word,
Creating Spirit,
instil in us the humility of creatures
and the wisdom of co-creators.

May we act and speak and breathe
as if within your dance of divine love.

Open us to marvel at the wonder
of your handiwork.
Enable us to see your spirit within all things.

Teach us to respect all that is created.

Humble us to hear the cry of the earth
and the cry of the poor.

Empower us to respond with all our heart
and mind and spirit.

In Christ and through the Spirit
we seek to be the carers within your creation,
Creator God.

GOD IS A TRINITY OF LOVE



Lord, when we listen with your ears we hear:
the bush grown more silent,
the birdsong less vibrant,
the stream's sluggish ripple.
Have mercy and open our ears.

Lord, when we look with your eyes we see:
the soil depleted,
the sky smudged,
the oceans rubbed and the great currents slowed.
Have mercy and help us to see.

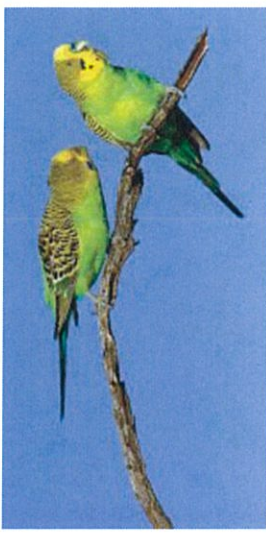
Lord, when we look with your eyes we see:
the workers who struggle to get by,
the women subjected to violence,
the people who are excluded.
Have mercy and help us to see.

CRY OF THE EARTH, CRY OF THE POOR

Lord, when we listen with your ears we hear:
the sound of hungry children,
the distress of the mentally ill,
the silent pain of homeless women and men.
Have mercy and open our ears.

Send your Spirit upon us Lord to renew our sight,
to restore our hearing,
and to reclaim your reign of justice for all people
and peace for creation.
AMEN

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'.



1. 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](#)

2. Read the Prayer Cards

3. After listening to the Bishops and understanding their message and reading the Prayer Card that has been made to help us to pray.

This week during Religion, write, create and decorate your own Prayer Card which reflects the message of the Bishops.


Make a Prayer Card that you will share with the class during morning prayer time.

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.

3. Complete your prayer and include pictures and design on the next Google Slide.

NATURAL DISASTERS INVESTIGATION. Name:

Research each natural disaster completing the table. Write the major causes briefly and simply in your own words.

NATURAL DISASTER	PICTURE	MAJOR CAUSE	DAMAGE IT CAUSES
FLOODS.		Heavy rain Rapidly melting snow or ice	Loss of human life, Damage to property Destruction of crop. Loss of livestock Deterioration of health conditions
EARTHQUAKES.			
VOLCANIC ERUPTIONS.			
AVALANCHES AND LANDSLIDES.			
TSUNAMI.			
BLIZZARDS.			
CYCLONE / HURRICANE			
DROUGHT			
BUSHFIRE			
HAILSTORM			
HEAT WAVE			
SINK HOLE			
TORNADO			

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





Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

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Term 3 Weeks 7 & 8: DIGITAL TECHNOLOGY/S.T.E.M.

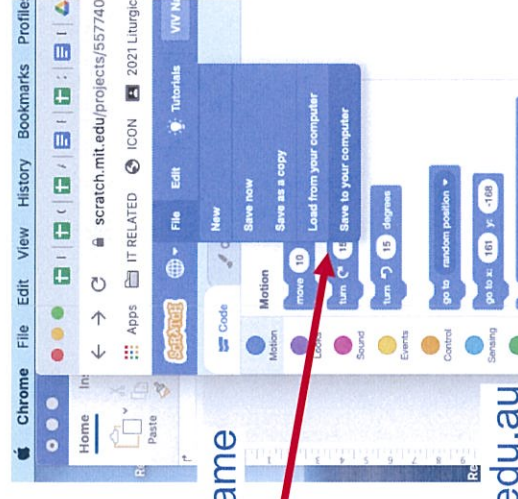
Week 7: Ask your classroom teacher for your login details, then visit the website and experiment with the various ideas. <https://scratch.mit.edu/ideas>

Week 8: Your Task will be to **ANIMATE YOUR NAME**. *This is DUE by Friday 3rd September 2021.*

1. Visit the website <https://scratch.mit.edu/projects/editor/?tutorial=name>
2. Watch the tutorial
3. Animate your own name using the coding blocks

What to hand in? How to hand in?

1. You must SAVE the **ANIMATE YOUR NAME script** to your computer. The file name could be your full name and grade. **Eg. Peter Pan 3VF**
2. Send the work (this file) to me as an attachment in an email.
3. Make sure you tell me your full name and what grade you are in.



If you need help, please make sure you email me vivian.faraj@hestalbanssth.catholic.edu.au

Happy Coding!



Holy Eucharist Catholic Primary School

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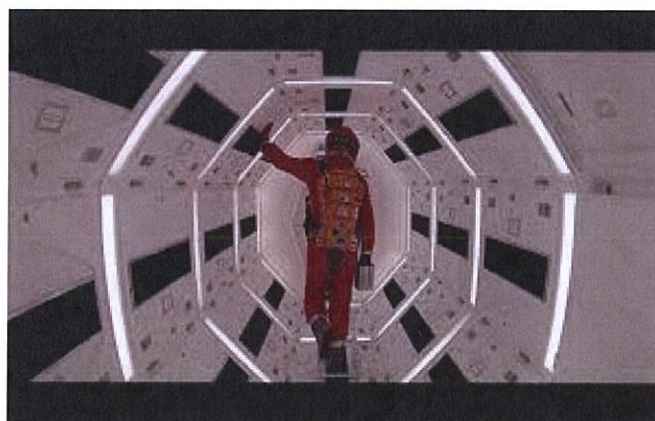
Phone: 8312 0900 Fax: 9366 8192

www.hestalbanssth.catholic.edu.au



Grades 5 and 6

Learning Intentions: This week we are learning to draw (yourself discovering the wonders in Space) Look at the elements and principles of Art i.e., colour line, shape and perspective



Grade 6 Design a T- Shirt with the Olympic fireworks showing the burst of colours, like the Tie and Dye technique. You can smudge colours if using coloured pencils or pastels and highlight with a white pencil or paint.



ENJOY !!

Music Term 3 Week 7

Gr. 3-6

THE ORCHESTRA

This week's visit to the House of Sound is all about **PERCUSSION** instruments and how they work.

<https://www.youtube.com/watch?v=LbedzMj8B4U>

Now watch this video of a percussion ensemble. An ensemble (on-som-bl) is a small group of musicians. It isn't as big as an orchestra.

<https://www.youtube.com/watch?v=LIDgRYKyQAE>

ACTIVITIES

- List the instruments that were used in the ensemble.
If you don't know their name look them up!
- Research 2 percussion instruments and give me 1 fact about each one.
- Find an unusual percussion instrument online. Download a picture or draw it.



HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 83 12-0900



Term 3 Week 7 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 7 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 7, but please get outside and get active. (If weather permits). Remember to **HAND IN** your work by posting a picture on Google Classroom or (Class Dojo Grade 3 students).

Students and Parents, please don't hesitate to contact me for any help or support on:

heribert.herrera@hestalbansth.catholic.edu.au



Stay Safe and take care of your family.

Mr. Herrera Physical Education Teacher.

Warm-Up 5 Minutes

-

Learning Intention:
I'm learning to warm-up correctly.



Equipment:

- Water Bottle
- Yoga mat (if you have one)
- Space to exercise

Warm Up Video:
Link:

	
<p>Activity or Skill: Workout</p> <p>Learning Intention: I'm learning to concentrate on my breathing and being in the present moment.</p> <p>Give each exercise a go, push yourself and be confident :)</p>	<p>Link: 20 Minute Beginners Yoga Yoga with Lucy on The Body Coach TV</p> 
<p>Warm-Down 10 Minutes Stretching is important to help us recover and cool down our body.</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I'm learning to cool down correctly after my activity. 	<p>Warm down for 10 minutes: Link: 10 MINUTE MOVE AND STRETCH THE BODY COACH</p> 

REMOTE LEARNING TIMETABLE

Term: 3 Week: 7 Date: 16th - 20th August 2021 By: Mrs Shaw & Miss Patel Grade: 5PS

Time / Day	Monday 23.8 (Mrs Shaw)	Tuesday 24.8 (Mrs Shaw)	Wednesday 25.8 (Miss Patel)	Thursday 26.8 (Miss Patel)	Friday 27.8 (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 @ 9:05am (Joining the Whole School Liturgy @ 9:10am)	MORNING GOOGLE MEET
30 minutes	READING	READING	READING	SOCIAL LEARNING	READING
30 minutes	WRITING	WRITING	WRITING	10:20am- 11:00am LOTE	WRITING
45 mins	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
30 minutes	INQUIRY	INQUIRY	INQUIRY 12:40pm - 1:20pm ART	12:00pm - 12:40pm MUSIC	BTN
45 minutes	RELIGION	RELIGION	PHYSICAL ACTIVITIES/FINISH OFF WORK	DIGITAL TECHNOLOGY	RELIGION
40 minutes	MATHS	MATHS	MATHS	WRITING	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

FOCUS GROUP GOOGLE MEET TIMETABLE	LITERACY 9:45am-10:15am	LITERACY 10:15am-10:45am	MATHS 12:30pm-12:50pm	MATHS 12:50pm-1:10pm
Monday 23rd 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
Tuesday 24th 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
Wednesday 25th August	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 27th August	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

READING	Learning Intention	Task
Monday	LI: We are learning to infer meaning.	Warm up (10 mins): Read a book (from Epic or a book at home). Answer the question posted to Google Classroom for the day about the book you have read. TASK: INFERENCING 1. View 'The Holiday' slideshow (first slide). 2. Complete the 'A' questions (second slide)
Tuesday	LI: We are learning to infer meaning.	Warm up (10 mins): Read a book (from Epic or a book at home). Answer the question posted to Google Classroom for the day about the book you have read. TASK: INFERENCING 1. View 'The Holiday' slideshow (first slide). 2. Complete the 'B' questions (third slide)
Wednesday	LI: We are learning to distinguish between fact and opinion.	Warm up (10 mins): Read a book (from Epic or a book at home). Answer the question posted to Google Classroom for the day about the book you have read. TASK: FACT AND OPINION 1. What is a fact? What is an opinion? 2. Read the 'Zebras' text. 3. Answer the 'Distinguishing Between Fact and Opinion' worksheet about the text. Submit your work on Google Classroom.
Friday	LI: We are learning to distinguish between fact and opinion.	Warm up (10 mins): Read a book (from Epic or a book at home). Answer the question posted to Google Classroom for the day about the book you have read. TASK: FACT AND OPINION 1. Correct your answers using the 'Distinguishing Between Fact and Opinion' answer sheet. Submit your work on Google Classroom.

WRITING	Learning Intention	Task
Monday	LI: We are learning how to use the correct punctuation and grammar in our writing.	1. Complete the FIVE MINUTE STORY worksheet on Google Classroom. Submit on Google Classroom. 2. Complete the Spelling Matters Compound Words worksheet. Submit on Google Classroom.
Tuesday	LI: We are learning how to use the correct punctuation and grammar in our writing.	1. View the Past, Present and Future Tense PowerPoint. Take notes of important information. 2. Complete the Past, Present and Future Verb Sorting activity. Identify which tense each sentence belongs to. Highlight which part of the sentence indicates tense. Eg. Yesterday, I went for a walk with my friends. - Past tense, the word 'went' indicates past tense. 3. Submit your work on Google Classroom.
Wednesday	LI: We are learning how to use the correct punctuation and grammar in our writing.	1. Reread your notes from the Past, Present and Future Tense PowerPoint. 2. Correct your answers using the Past, Present and Future Verb Sorting answer sheet. 3. Mark any errors you made as you correct them, explaining why you classified them as the wrong tense. 4. Submit your work on Google Classroom.
Thursday	LI: We are learning how to use the correct punctuation and grammar in our writing.	Noun: a word that is the name of something (such as a person, animal, place, thing, quality, idea, or action) Verb: a word used to describe an action, state or occurrence. Complete the Is it a Noun or Is it a Verb? Worksheet. Submit on Google Classroom.

Friday	LI: We are learning how to use the correct punctuation and grammar in our writing.	<ol style="list-style-type: none"> 1. Correct your answers using the Is It a Noun or Is It a Verb? Worksheet Answers. Mark any errors you made as you correct them, explaining your thinking where you went wrong. Submit on Google Classroom. 2. Complete the Preppo Boy at the pool worksheet. Submit on Google Classroom.
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MATHS	Learning Intention	Task
Monday	LI: We are learning about the relationship between multiplication and division.	Warm up activity: TASK: Extension task: My Numeracy or Sunset Maths on Essential Assessment
Tuesday	LI: We are learning about the relationship between multiplication and division.	Warm up activity: TASK: Extension task: My Numeracy or Sunset Maths on Essential Assessment
Wednesday	LI: We are learning about the relationship between multiplication and division.	Warm up activity: TASK: Extension task: My Numeracy or Sunset Maths on Essential Assessment
Friday	LI: We are learning about how division works.	Warm up activity: TASK: Extension task: My Numeracy or Sunset Maths on Essential Assessment

INQUIRY	Learning Intention	Task
Monday	LI: We are learning about Natural Disasters.	Complete the 'Natural Disasters Pre-Test' and submit on Google Classroom.
Tuesday	LI: We are learning about Natural Disasters.	Complete the Natural Disasters Investigation worksheet and submit it on Google Classroom.
Wednesday	LI: We are learning about Natural Disasters.	Complete the Australian Floods Document and submit it on Google Classroom.

RELIGION	Learning Intention	Task
Monday	LI: 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'.	<ol style="list-style-type: none"> 1. 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: LIN 2. Read the Prayer Card #1 that accompanies this: LINK 3. Read Prayer card #2 that accompanies this: LINK

Tuesday and Friday	LI: 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'.	<ol style="list-style-type: none"> 1. After listening to the Bishops and understanding their message and reading the Prayer Card that has been made to help us to pray. 2. Write, create and decorate your own Prayer Card which reflects the message of the Bishops. 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.
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Social Learning	Learning Intention	Task
Friday		