

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 5P & AN

Remote Learning Pack

**Week Beginning - Monday 13th September
17th September 2021**

Your List

fact	pact	exact	erect	reject	collect	affect	object	reflect
perfect	respect	select	correct	eject	attract	aircraft	neglect	receipt
loft	lift	raft	soft	craft	drift	swift	compact	extract
erupt	script	tempt	attempt	accept	abrupt	prompt	except	extinct

- 1 Join the beginnings and endings shown to form nine **list** words.

tem	li	prom	ft	_____	_____	_____
fa	swi	respe	pt	_____	_____	_____
perfe	exa	scri	ct	_____	_____	_____

- 2 Match these meanings with **list** words.

an agreement _____ gather together _____ try _____
 sudden _____ look up to _____ upper room _____

- 3 Write one interesting sentence containing: receipt, exact and neglect.

- 4 Use **list** words to fill in the gaps in these sentences.

The mountaineers decided to make one final _____ at climbing to the summit before dark.

The company requested _____ payments from its customers.

After reading the _____ the famous actor decided she could not do justice to the role.

The history professor reeled off one _____ after another to his students.



Look
Say
Cover
Write
Check

Word Building

- 1 Add the **suffix ion** to the following words.

except _____ eject _____ correct _____ collect _____
 reflect _____ object _____ perfect _____ extinct _____

Use appropriate words from above in these sentences.

The residents had a strong _____ to the _____ of their garbage on Sundays.

The brilliant _____ of the exploding bomb's light, caused the earlier _____ of the pilot from his jet plane.

The politician quickly made a _____ to his speech after the new unemployment figures were shown.

Challenge

disrupt deflect
verdict manuscript



The race is not to the swift,
nor the battle to the strong.
(Ecclesiastes 9:11)

- 1 Write the six **list** words that can be formed from the name Cape Firstly. (Letters cannot be used twice in one word.)

- 2 Which **list** words are **antonyms** (opposites) for...?

hard _____ slow _____ incorrect _____
accept _____ discourage _____

- 3 Which **list** words?

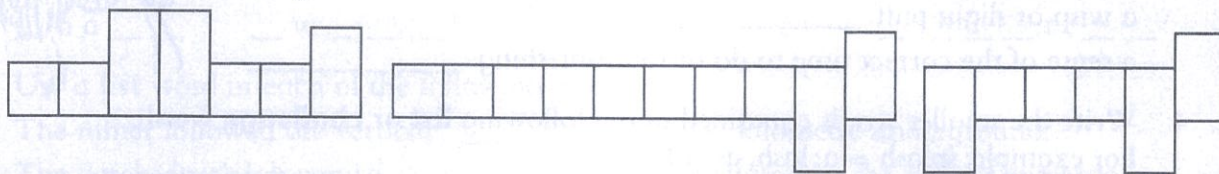
stamps, coins, aluminium cans, footy cards _____

mirror, water, the moon, glass _____

Mt St Helens, Mt Vesuvius, Krakatau (Krakatoa), molten lava _____

macramé, origami, papier-maché, embroidery _____

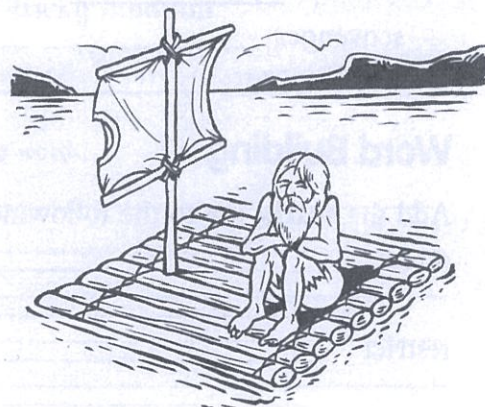
- 4 Write **list** or **challenge** words in these Wordframes.



Word Knowledge

Match the words on the left with a suitable definition.

affection	pay no attention to
extinction	closely packed together
deflection	something that throws things out of order
extraction	warm feelings of love
neglect	a decision or judgement
verdict	being wiped out; ceasing to exist
disruption	taking out
compact	movement away from something



General Knowledge

- What do the dodo, thylacine, moa and stegosaurus have in common?

- The modern explorer Thor Heyerdahl drifted across the Pacific Ocean on his raft *Kon Tiki*. What material was the raft made from? _____
- Which fictional detective lived at 221B Baker Street, London? _____

Unit 16

Focus: Text cohesion –
antonyms

Tide talk

The tide and I had stopped to chat
About the waves where seabirds sat,
About the yachts with bobbing sails
And quite enormous, spouting whales.

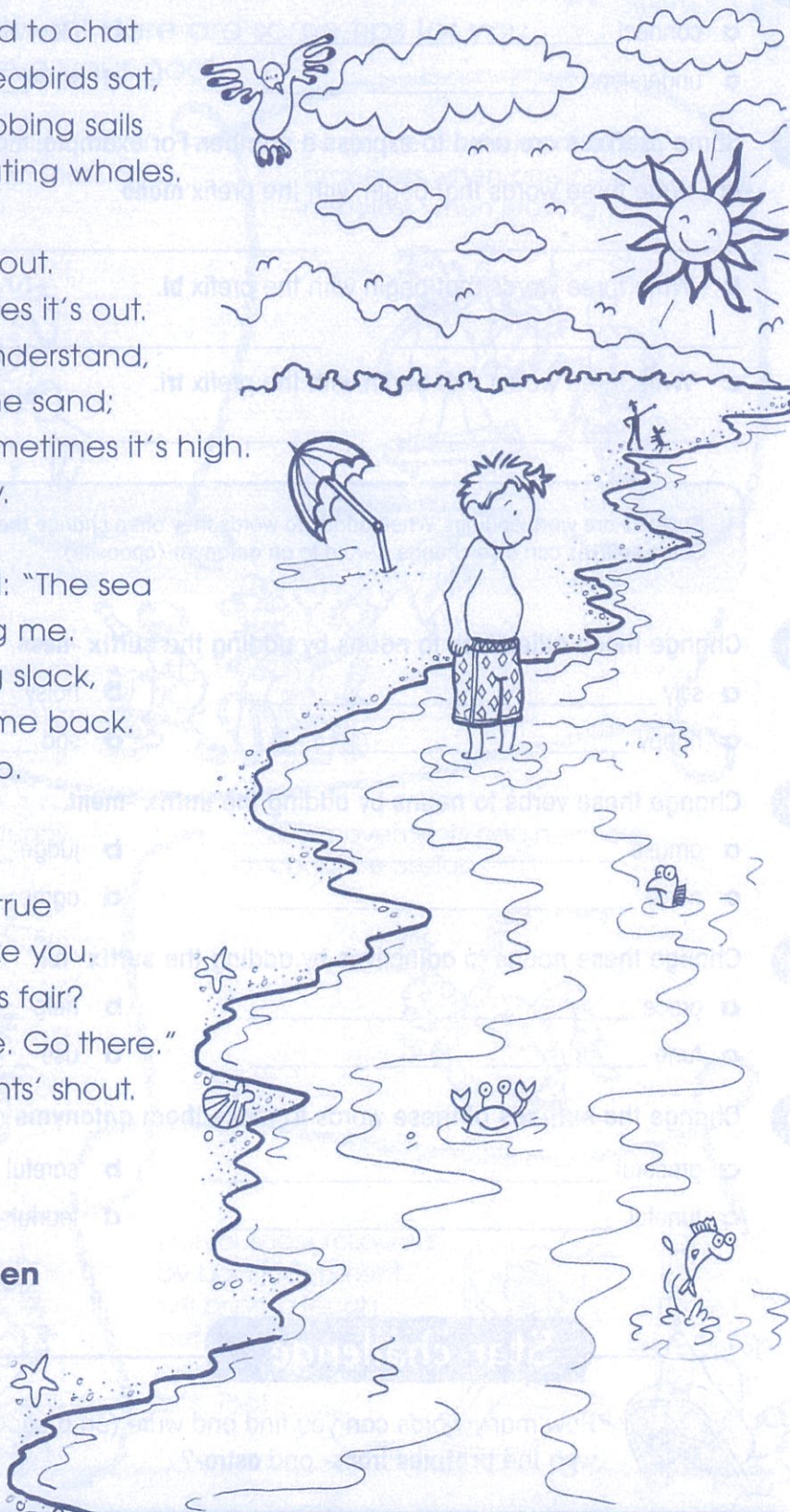
The tide has lots to talk about.
Sometimes it's in. Sometimes it's out.
For something you must understand,
It's up and down across the sand;
Sometimes it's low and sometimes it's high.
It's very wet and never dry.

The tide, quite crossly, said: "The sea
Is always out there pushing me.
And just when I am feeling slack,
It sends me in then drags me back.
It never seems to let me go.
I rise. I fall. I'm to and fro."

I told the tide, "I know it's true
For I am pushed around like you,
And really do they think it's fair?
Do this. Do that. Come here. Go there."
Then loudly came my parents' shout.
So I went in.

The tide went out.

Max Fatchen



Antonyms are words that have opposite meanings. Writers often use antonyms to compare and contrast as they build a description or set a scene.

For example: *big* and *small* are antonyms; *light* and *dark* are antonyms.

1 Match words in the poem that are **antonyms** for these.

- | | | |
|-----------------|-----------------|-----------------|
| a up _____ | b in _____ | c wet _____ |
| d low _____ | e pulling _____ | f rise _____ |
| g fro _____ | h come _____ | i tiny _____ |
| j tight _____ | k this _____ | l started _____ |
| m quietly _____ | n always _____ | o stood _____ |

Some **antonyms** can be formed by adding **prefixes** (beginnings).

For example: *common/uncommon* *approve/disapprove*

Remember: Adding some **prefixes** and changing **suffixes** changes words to their **antonyms** (opposites).

For example: *happy/unhappy*, *important/unimportant*, *careful/careless*

2 Add the **prefixes** **un-** or **dis-** to change these words to **antonyms**.

- | | | | |
|------------------|------------------|-------------------|-----------------|
| a _____ true | b _____ fair | c _____ appear | d _____ do |
| e _____ like | f _____ trust | g _____ likely | h _____ popular |
| i _____ obey | j _____ happy | k _____ safe | l _____ known |
| m _____ honest | n _____ pleasant | o _____ advantage | p _____ loyal |
| q _____ approval | r _____ able | s _____ lock | t _____ selfish |

3 Add the **prefixes** **im-** or **in-** to change these words to **antonyms**.

- | | | | |
|------------------|------------------|-----------------|-----------------|
| a _____ possible | b _____ accurate | c _____ visible | d _____ correct |
| e _____ patient | f _____ mortal | g _____ famous | h _____ polite |
| i _____ direct | j _____ proper | k _____ mature | l _____ sane |



Some **antonyms** can be formed by changing the **suffixes** (endings). For example: *careful/careless*

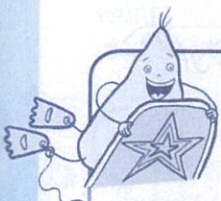
4 Write **antonyms** by changing the **suffix**.

- | | | |
|------------------|------------------|------------------|
| a useful _____ | b merciful _____ | c cheerful _____ |
| d hopeless _____ | e pitiless _____ | f joyful _____ |

Star challenge

Turn these words into their **antonyms** (opposites) by changing the **prefix**.

- | | |
|--------------------|------------------|
| a increase _____ | b outside _____ |
| c encouraged _____ | d export _____ |
| e deflate _____ | f interior _____ |



★ Revision – Horizontal joins to e

Date ____/____/____

The horizontal join to e from b, a, r, v, and w has a bigger dip than a normal horizontal join.

bigger dip

we re oe

When joining f to e, start the crossbar a bit lower.

normal crossbar

start crossbar lower

fi fe

Trace, then copy.

be re ve we fe re we

best canoe feature active

relaxed some poetry velvet

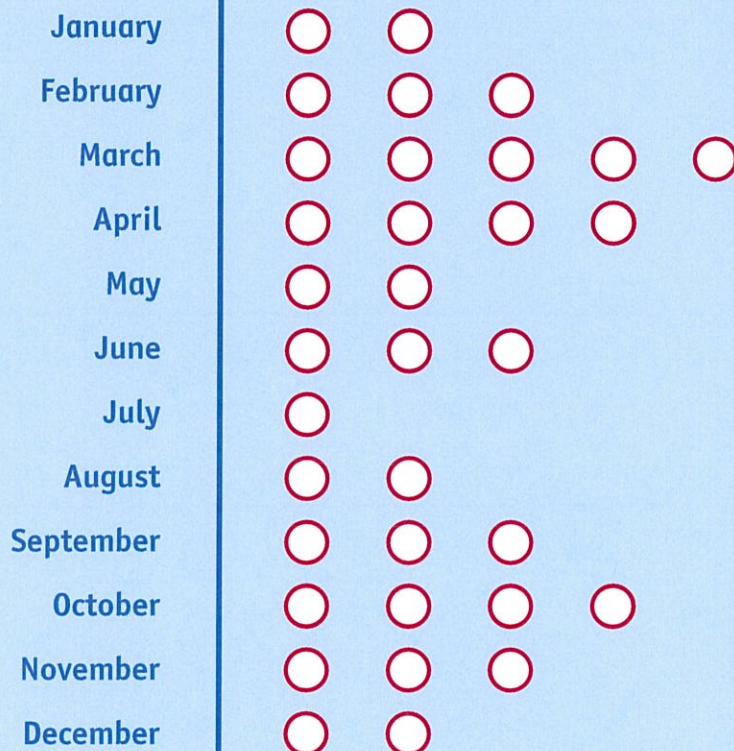
Tornadoes are very powerful and
can wreck heavy vehicles.

SELF
ASSESSMENT

Underline your best three best horizontal joins to e.

Class birthdays

○ = 1 person



1 How could you collect this information about your class?

2 How many birthdays were in:

- a January? _____ b March? _____ c May? _____
 d July? _____ e October? _____ f December? _____

3 Which season has the most birthdays? _____

4 a Who would use a graph like this? _____

b Why? _____

5 a Would every class's graph of birthdays look like this? _____

b Why? _____

6 Why does a dot plot suit this information?



Draw a dot plot



This shows the numbers of brothers and sisters of children in Class 6A.

0 siblings	1 sibling	2 siblings	3 siblings	4 siblings	over 4 siblings
4	6	5	3	2	4

1 Draw a dot plot to show this information.

2 Give the graph a title.

3 How would you collect this information from your class?

4 Who would use the information in this graph? _____

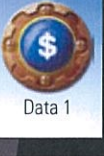
5 How would they use it? _____

6 Why is a dot plot the best kind of graph for this information? _____

7 What questions are answered by this graph?



Tally marks



- 1 Use tally marks to show these counts. DVDs sold in a week:
Adventure 21, Teen 29, Thriller 11, Mystery 37, Comedy 15



DVD	Tally	Total
Adventure		
Teen		
Thriller		
Mystery		
Comedy		

Tally marks are used to count large numbers. They are in groups of 5. The 5th mark makes a bundle.

||||| = 5

- 2 Farmer Blake kept a tally of the number of boxes of mangos that were picked each day for a week.

Day	Tally	Total
Sunday	1	
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Sunday	★ ◆
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Key ★ = 5 boxes	

Complete the total column.

- 3 Why did he choose a 5-pointed star for the graph?

- 4 a Use the key to complete the graph. b Give the graph a title.

- 5 How many boxes were picked:

a on Thursday? _____ b on Wednesday? _____ c on the weekend? _____
d altogether? _____

- 6 a On which day did he pick four times as many boxes as on Saturday? _____
b Why do you think he picked so few boxes on Saturday? _____

- 7 On one day he had help for a few hours. Which day do you think it was? _____
Why? _____

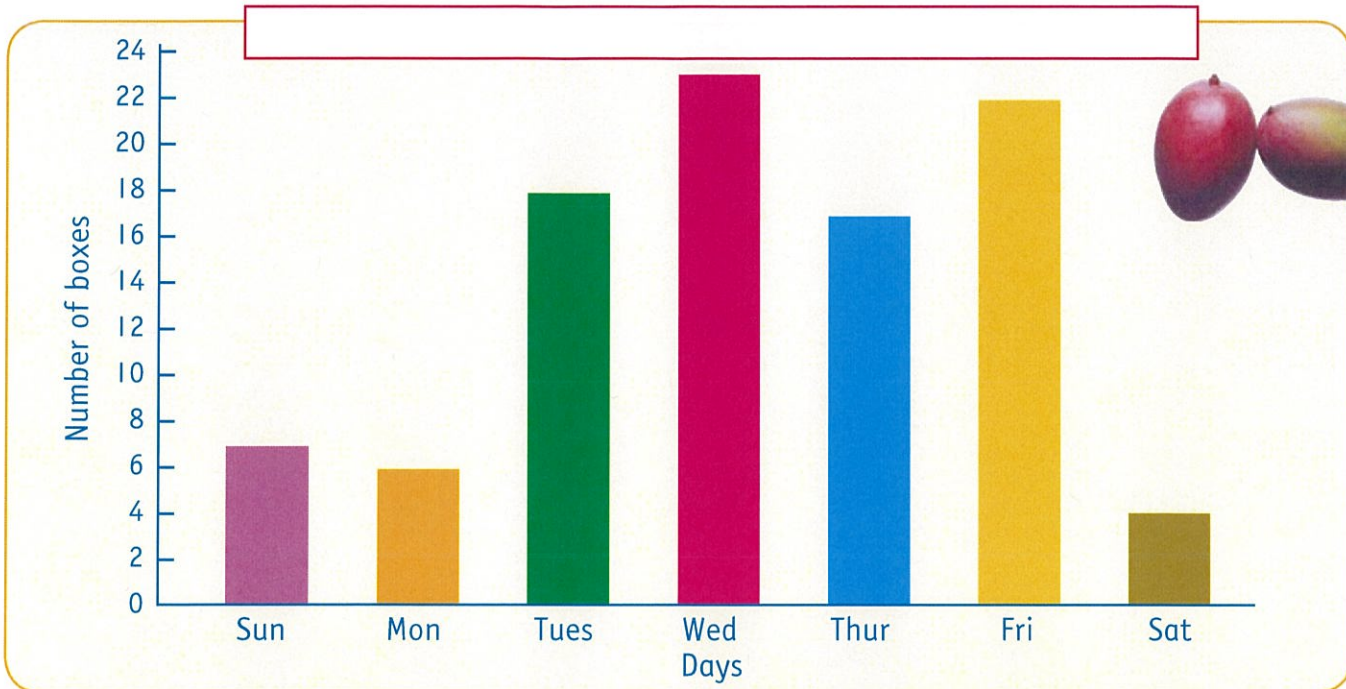


Column graph



Graphs 1

The next week Farmer Blake decided to draw a column graph.



1 Write a title for the graph.

2 a Complete his tally chart.

b How many boxes did he pick altogether that week? _____

c How does this compare with the previous week? _____

3 On which day did he:

a pick the most? _____

b pick the least? _____

4 Write one possible reason why:

a so few boxes were picked on Monday. _____

b so many boxes were picked on Wednesday. _____

5 What do you think happens on weekends? _____

6 a Which graph is easier for you to read? _____

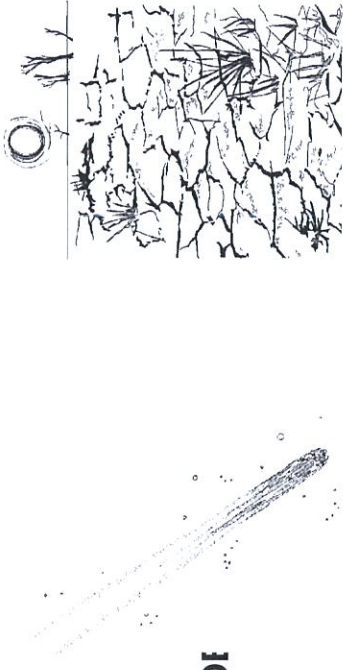
b Why? _____

Day	Tally	Total



NATURAL DISASTERS PROJECT.

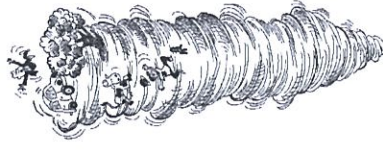
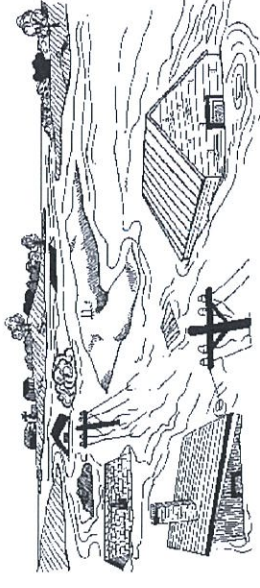
LIGHTNING, SEVERE STORMS, WHIRLPOOLS, EARTHQUAKES,,
METEORITES, BUSHFIRES, FLOODS, AVALANCHES, TORNADOES, VOLCANOES



Research **one** Natural Disaster using suitable internet websites.

Your project must include the following:

1. A definition of your disaster.
2. How and why this disaster occurs. Try to include a diagram with clear labels.
3. Destruction / Problems this disaster causes - in point form
4. Precautions taken to minimize damage, death or impact of this disaster – in point form
5. Benefits brought by this disaster, if any.
6. On a map of the world mark and label 3 recent examples of this disaster striking – where and when did it happen?
7. A Bibliography - A list of all resources you used to do your project /
8. You may include a short video to complement your project and use it to teach other students about your natural disaster.



- Your project must be presented on a **Google Slides** presentation.
- Your project will be marked out of 12 using the rubric below:

PLEASE ASK THE TEACHER FOR HELP AND ASK QUESTIONS TO HELP YOU WITH THIS TASK.

	3 MARKS	2 MARKS	1 MARK	0 MARKS
GOOGLE SHEETS PRESENTATION	The project is outstanding. It is extremely well planned and includes clear headings, pictures and diagrams to support the information using clear fonts. Tools have been excellently used to present the research. All instructions have been followed.	Care has been taken with the presentation of the project. Most of the project includes clear, headings, suitable pictures, diagrams and clear fonts. Tools have been very well used to present the research. Most instructions have been followed.	Some parts of the project have been presented with clear, neat headings, suitable pictures, diagrams and clear fonts. Tools have been followed. Some Tools have been correctly used to present the research. Some instructions have been correctly followed.	Project is disorganised. Little evidence of planning. The project demonstrates limited ability to use Tools. More careful reading and following instructions was required.
INFORMATION	All expected areas of your study on a Natural Disaster have been clearly answered with sufficient Information written in own words.	Most areas of study on a Natural Disaster have been clearly answered with much of the Information written in own words.	There is some information about the Natural Disaster. Some attempts made to write information in own words	Information of a few expected areas presented in the Natural Disasters project. More effort required summarising information into own words was needed.
CHECKING & EDITING	Your project has no spelling, punctuation, grammar or expression mistakes.	Your project has a few spelling, punctuation and grammar mistakes, but an attempt has been made to correct mistakes.	Your project has many spelling, punctuation and grammar mistakes.	No evidence of proof reading in your project.
ORAL PRESENTATION	All areas presented confidently and clearly using a clear voice with an excellent understanding of the Natural Disaster including technical language. A suitable video was presented to the class.	Most areas presented confidently and clearly using a clear voice with an good understanding of the Natural Disaster including technical language. A suitable video was presented to the class.	With teacher's support some areas were presented clearly to the class with some understanding of the Natural Disaster and technical language. A video was presented to the class.	More research and reading was required to have a deeper understanding of the natural disaster and technical language. A video was presented to the class.

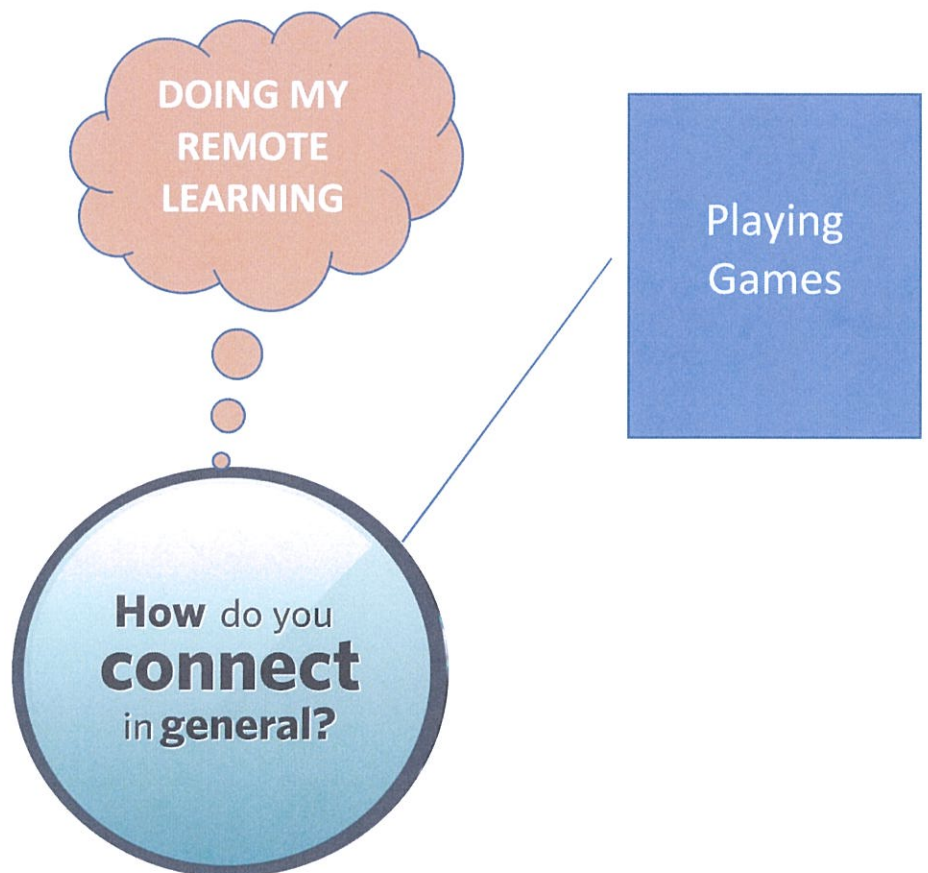
DIGITAL TECHNOLOGIES

1. WATCH THE VIDEO

<https://www.common sense.org/education/videos/digital-life-101>

2. In your book or on the computer, create a mindmap of all the ways you consume, create, and share digital media in your daily life.

Share your mind map with your teacher.





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 and 6

Visual Arts Term 3 Week 10

Learning Intentions: Grade 5

This week we are learning to write the abbreviation 'S' for the word Space.

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

o Follow the video to get more ideas.

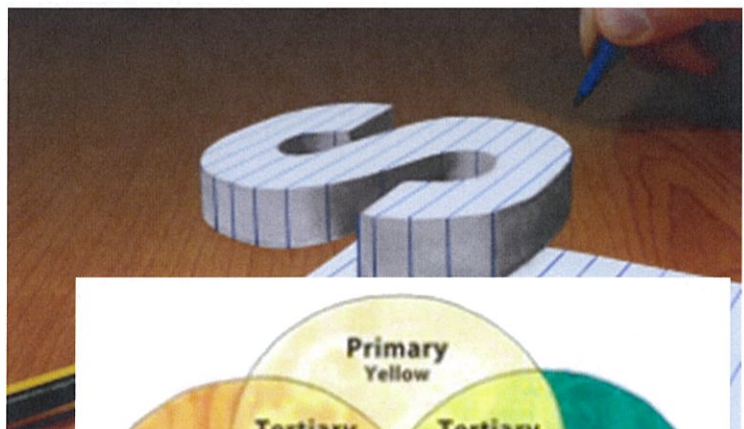
You will need:

A4 paper pencil 2B or 4B

blue thin marker

Rubber

Ruler



Grade 6

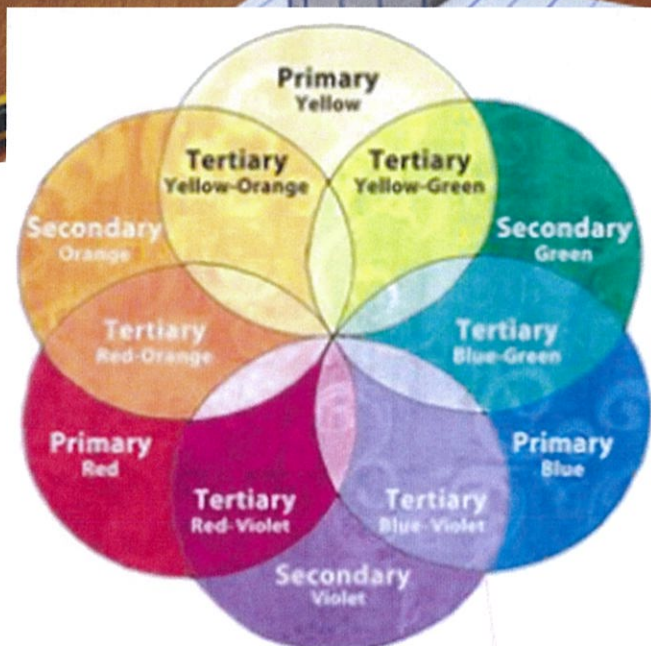
We are learning to recall the colours i.e., Primary and

Secondary

and learning the new term i.e., Tertiary.

*Look at the diagram, draw and

write the colour words under the three headings as mentioned above





Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

www.hestalbanssth.catholic.edu.au



Term 3 Week 10: Grades 3 - 6
DIGITAL TECHNOLOGY/S.T.E.A.M.



Your Task will be to complete the project:

Imagine A World where anything is possible!

1. Visit the website <https://scratch.mit.edu/projects/editor/?tutorial=imagine>
2. Watch the tutorials. If you do not watch the tutorial you might find it difficult to complete the task.
3. Create your own world using the coding blocks.



What to hand in? How to hand it in?

1. You must **SAVE** the *Imagine A World* code to your computer.
2. The file name should be your full name and grade. *Eg. 3VF Peter Pan*
3. Send the work (this file) to me as an attachment in an email.
4. Make sure you tell me your full name and what grade you are in.

This task is DUE by Thursday 16th September 2021.

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



HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



Term 3 Week 10 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 10 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).



Please do these activities or get outside and get active with siblings or adults. (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 for 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

Stay Safe and take care of your family.

Mr. Herrera Physical Education Teacher.

Warm-Up 5 Minutes I'm learning to warm-up correctly. <ul style="list-style-type: none">• Learning Intention: I'm learning to warm-up correctly.	Equipment: <ul style="list-style-type: none">• Water Bottle• Yoga mat (if you have one)• Space to exercise Warm Up Video: Link: Warm Up with Mr H
--	--

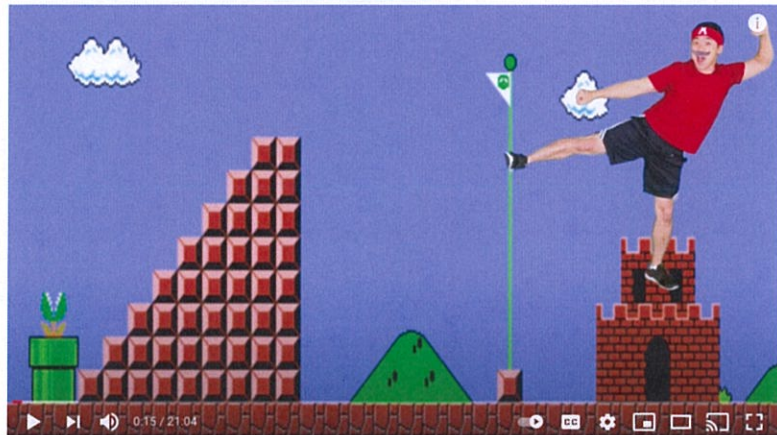
WARM UP WITH MR. HERRERA

Activity or Skill Yoga Sessions

Learning Intention:

- I'm learning to follow instructions and have fun.

ACTIVITY Link: [** SUPER MARIO Video Game Workout 2! Virtual Gym Class | Bobo PE](#)



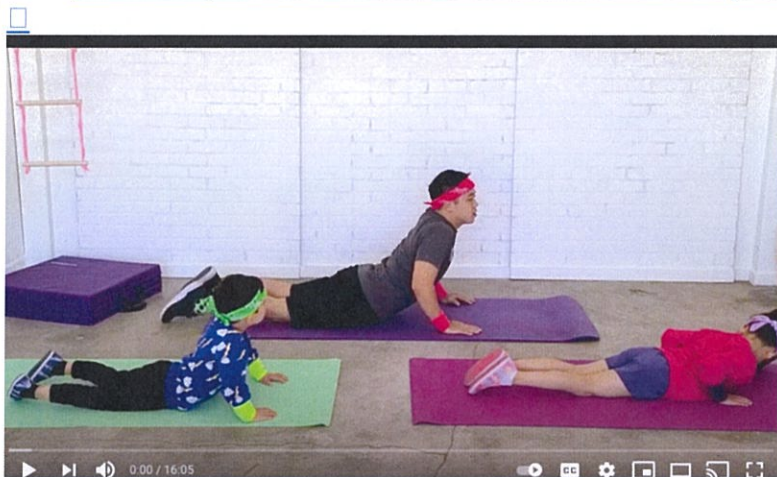
Warm-Down

Learning Intention:

- I'm learning to sit still during this five minute meditation.

Warm down for 5 to 10 minutes:

Link: [Bobo PE | STRETCHING Exercises For Kids 2 | PUN Workout](#)



Name: _____

Class: _____

Date: _____

Activity 1: Fill in the characters!

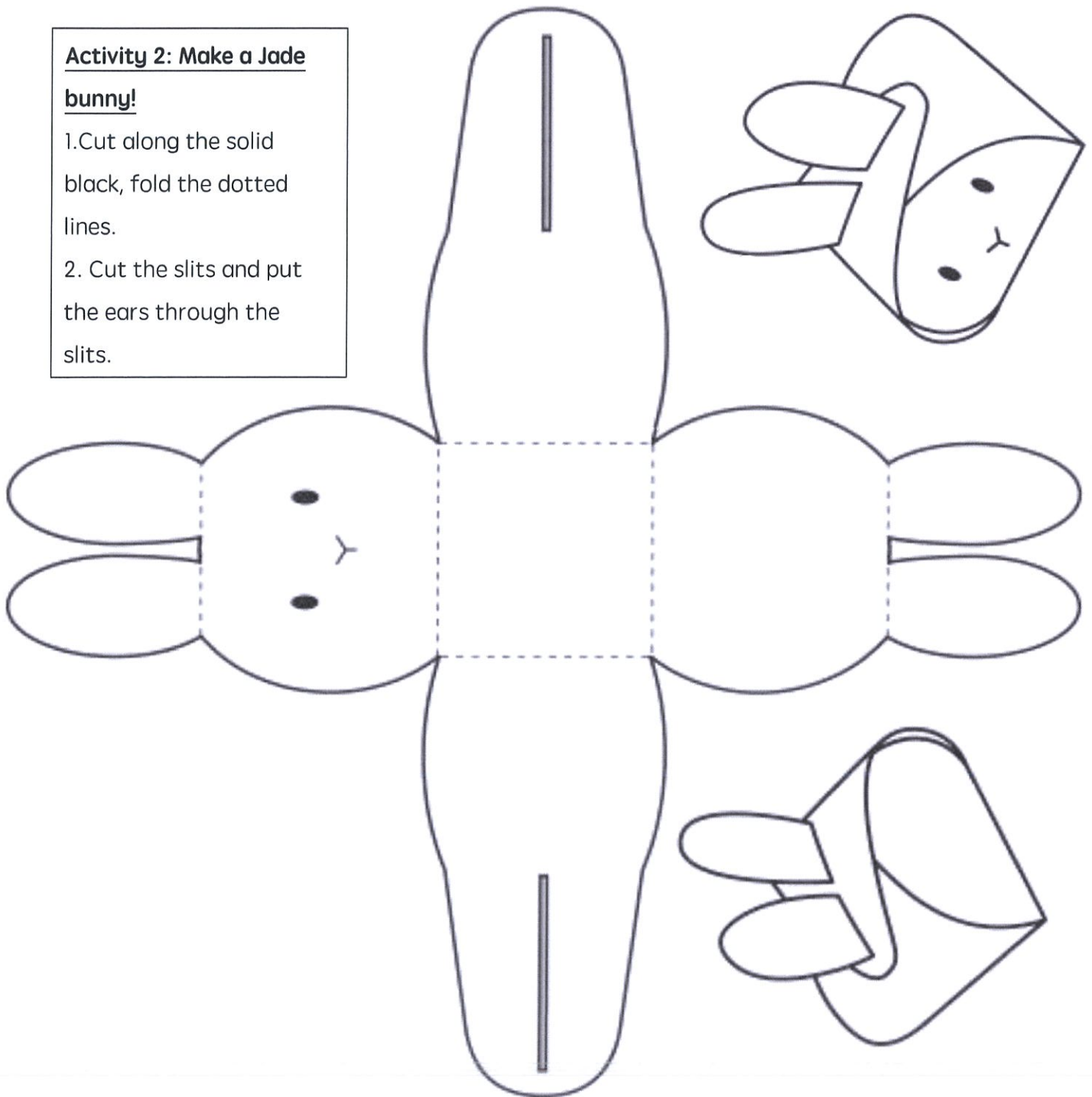
zhōng qiū jié kuài lè
中 秋 节 快 乐!

Happy Mid-Autumn Festival!

Activity 2: Make a Jade

bunny!

1. Cut along the solid black, fold the dotted lines.
2. Cut the slits and put the ears through the slits.





Be an eSafe kid:

Online boundaries - It's OK to say 'no'

'I feel comfortable' activity

This activity is designed to encourage discussions between students and educators about setting boundaries.

Be aware that students may disclose personal welfare issues during these conversations.

Directions

These resources include:

1. Look at the 'Relationships' table below. (Table 1).
2. Discuss the meaning of each relationship.
For example, a stranger might be described as a person the student has never met.
3. Show students the 'Actions – I feel comfortable' sheet. (Table 2).
4. Ask students to link the relationships with the actions.

NB: The important part of this activity is to discuss why the students made the link between the different people and the action.

Table 1 – Relationships

Relationships
A stranger
A person I only know online
Someone in the community, (for example, a shopkeeper or bus driver I see every day)
A teacher or a coach
A friend of a friend
Someone I'm in a group chat with, but do not really know
A friend of mine who I know really well
A family member

Table 2 - Actions

Ask students to connect the action with a person listed in Table 1. They also have the option to select 'no-one' if they feel the action is too private.

Actions I feel comfortable...	Person
Sharing my password with them	<i>For example, with my family or with no one</i>
Letting them game with me	
Letting them chat to me in a private message	
Doing a duet online with them (with settings on private)	
Doing a duet online with them (with settings on public)	
Letting them share a school photo of my class online	
Letting them see a photo of me in my swimmers	
Letting them look at a silly photo of me pulling a funny face	
Letting them watch me doing a duet online	
Being in an online call alone with them	
Following them on social media	
Clicking on a link in an email from them	
Letting them follow me on social media	
Being in an online call or chat with them and others	
Saying 'no' to a friend request from them	
Asking them not to take a photo of me	
Sharing a silly photo of me with them	
Accepting a friend request from them	
Talking to them, without anyone else knowing I am talking to them	
Asking to take a photo of them	
Telling them I do not like their online behaviour	
Create own -	
Create own -	