

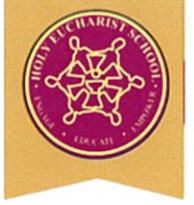


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Grade 5P & AN

Remote Learning Pack

Week Beginning - 11th to 15th October 2021

Dear Reader

This is a story. It's not about an actual family, it's a story I've made up. But I couldn't have written it without help from the people who so kindly told me about their own incredible journeys.

Because I've never been a refugee and I'm not from Afghanistan, I may have got some things wrong. If so, I ask for their forgiveness, and yours.

I wrote this story to express my sympathy for children everywhere who have to flee to survive, and my admiration for the adults who embrace them at the end of their journey.

Morris Gleitzman

boy overboard

A story of adventure, ball control and hope.

Jamal and Bibi have a dream. To lead Australia to soccer glory in the next World Cup.

But first they must face landmines, pirates, storms and assassins.

Can Jamal and his family survive their incredible journey and get to Australia?

Sometimes, to save the people you love, you have to go overboard.



Predicting

What do you think this book will be about? Why do you think that?

What characters do you think might be in this story?

What do you know about the topic of this book?

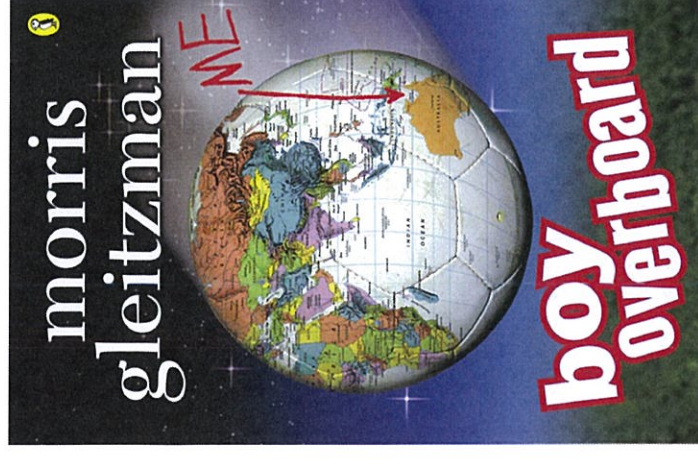
Connecting

Does the topic of this book remind you of anything you know or have done?

Questioning

What questions would you like to ask the author before you read this book?

What are you wondering about as you look at the cover and back of your book?



While reading the novel BOY OVERBOARD reflect on what you read.

Focus on collecting notes on:

What are the **main** differences and similarities living in Afghanistan and Australia?

Think about the experiences of the characters in the novel and our experiences living in Australia.

How are our lifestyles different / similar?

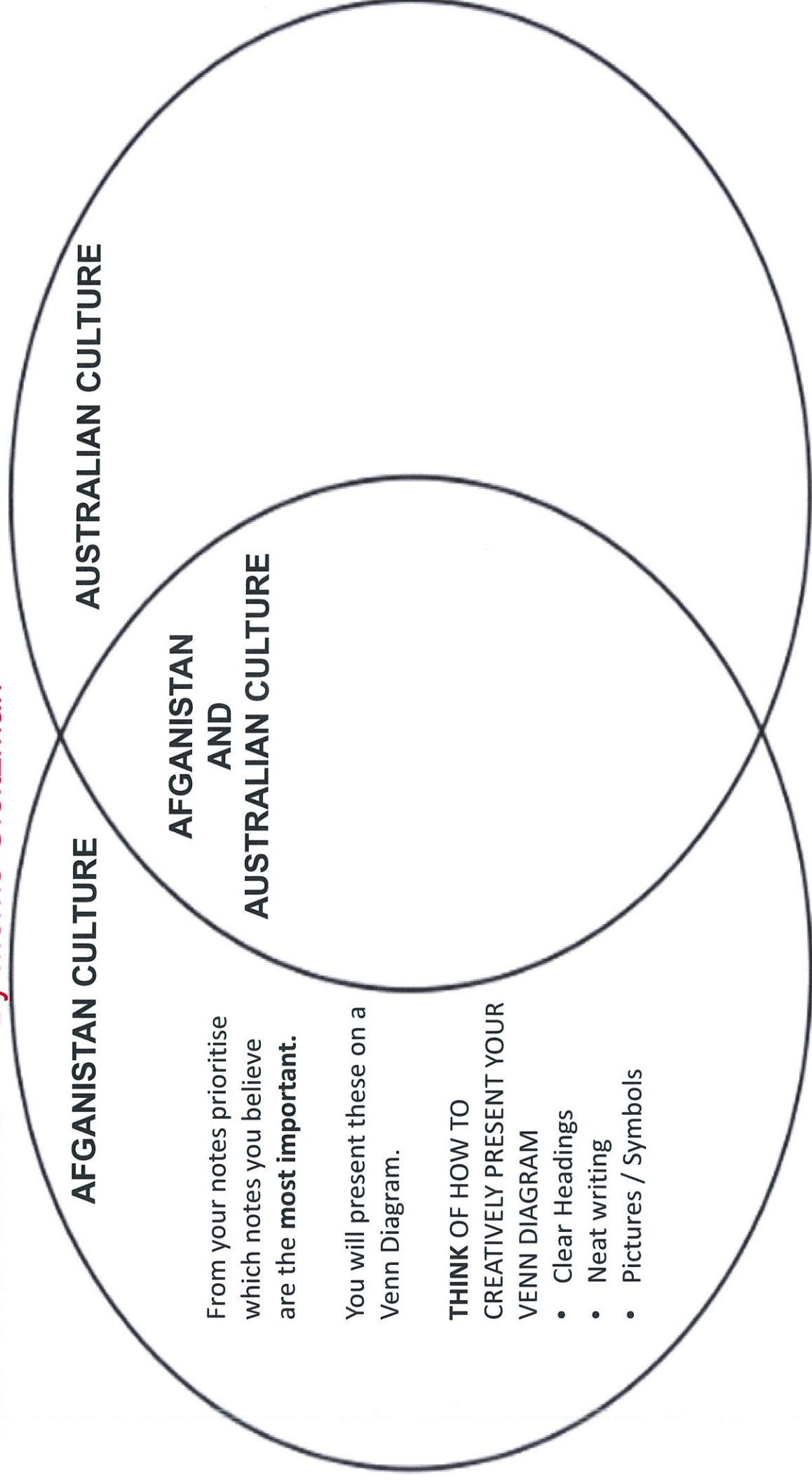
What beliefs, traditions and customs do they have and we have?

How is Australia physically different to the setting of Boy Overboard?

You will collect your notes at the end of our reading together sessions on the Google Sheet.

THESE NOTES WILL BE USED TO COMPLETE A VENN DIAGRAM.

BOY OVERBOARD By Morris Gleitzman



AFGANISTAN CULTURE

AUSTRALIAN CULTURE

AFGANISTAN AND AUSTRALIAN CULTURE

GROUP 1

Loula Akot

Rian Khad Thakuri

Ryan Nguyen

Thawng

Lual Adhel

Atonio Pio

Santino Adam

Koryom Hannah

Nguyen Kara

Tran Khoi

Adhar Angelo

THE VERTEBRATE TIMES



CLASSIFIED ADS — for all creatures with a backbone and a proper head.

LOST: HAVE YOU SEEN BIRD?

BIRD was last seen in the park around 3 o'clock last Saturday. She has a spine, feathers, two wings and a beak. She lays hard-shelled eggs. A money reward is offered for her return.



LOST: A recent picture of 'Bird'

HELP WANTED

REPTILE needed to help around the house. You must have a spine, be covered in tough, dry scales and breathe air. You will slow down in cold weather. You are welcome to bring your wife, who is free to lay soft-shelled eggs.



LOOKING FOR A HELPING HAND: 'Miss Lizard'

ARE YOU LONELY LIKE ME?

PEN PAL WANTED

I am seeking a pen pal to share my ideas with. I love the sea, and would really like to write to a FISH. You must live underwater and use gills to breathe. You must also have a spine, and hard scales covering your body. If this sounds like you please write soon.

LAST SHOW TONIGHT — 'FROGS!'

This is your last chance to see this award-winning play. You will be amazed by the 'half-land/half-water' set. FROG has a spine, and lungs to breathe air. In the water, TADPOLE babies hatch from jelly-eggs and use gills to breathe. First they grow back legs, and then front legs. They finally lose their tails right before your eyes! You'll cheer when at last they hop onto land as little frogs. Don't miss this chance to see FROG'S wet, smooth skin. Get your tickets at the door from 7pm.



LEAD ROLE: 'Frogs' main attraction

JOBS: MAMMAL WANTED

You must have a spine, and be covered in hair or fur for at least part of your life. You are able to keep yourself warm without any help from the sun or a heater. Females will give birth to live babies and produce milk for them to drink.

Questions

- Who will help around the house?
a BIRD
b REPTILE
c MAMMAL
- What is the last part of the frog show?
a The frogs hop onto land.
b The tadpoles grow back legs.
c The tadpoles lose their tails.
- Which type of creature produces milk for their babies?
a BIRD
b FROG
c MAMMAL
- A reward is offered for
a a beaked creature.
b a tough-scaled creature.
c a smooth-skinned creature.

- A fish is covered in
a tough, dry scales.
b hard scales.
c smooth skin.

- All vertebrates
a have gills.
b have spines.
c are quick in cold weather.

Vocabulary

Match the words from the text to the clues.

ticket offered female
tough underwater

- Strong or rough
- A piece of paper allowing you to see a show
- A woman or a girl
- Beneath the surface of the water
- Tried to give somebody something

Phonics

Sounds – Long Vowels

A silent 'e' tells us the first vowel sounds like its name, e.g. **a** as in **make**. We say this is its long sound.

Write the one word in each pair where the vowel is long.

- ride, rid
- made, mad
- risen, rise
- tack, take

Back To The Text...

- Mammals give birth to live babies.
a true
b false

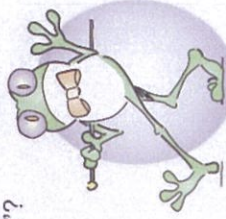
- Where do you get tickets to see 'Frogs'?
a at the theatre door
b from any of the actors

- What is the subtitle of the second classified?
a Jobs: Mammal Wanted
b Last Show Tonight - Frogs

Think About This

- How long ago did Bird disappear?
a a year ago
b six months ago
c less than a month ago

- Which animal is noted as the "main attraction"?
a a lizard
b a duck
c a frog



Challenge Option

Research to find out what a monotreme is.





Would you like to have 150 holidays a year? This was the case for Ancient Romans. But what did they do for fun on their days off?

They went to chariot races. These races attracted crowds of up to 150 000 people. The chariots were light and drawn by four horses. Most of the riders were slaves.

Four teams raced. They were the Blues, the Greens, the Whites and the Reds. Each team had a big fan club.

Crashes happened often. That is what the crowd wanted. They got to see lots of blood and action. Teams had to race around a track, called the Circus Maximus, seven times. The winner won a crown, a palm leaf and a lot of money.

If people didn't like the races, they could always watch gladiators fight.

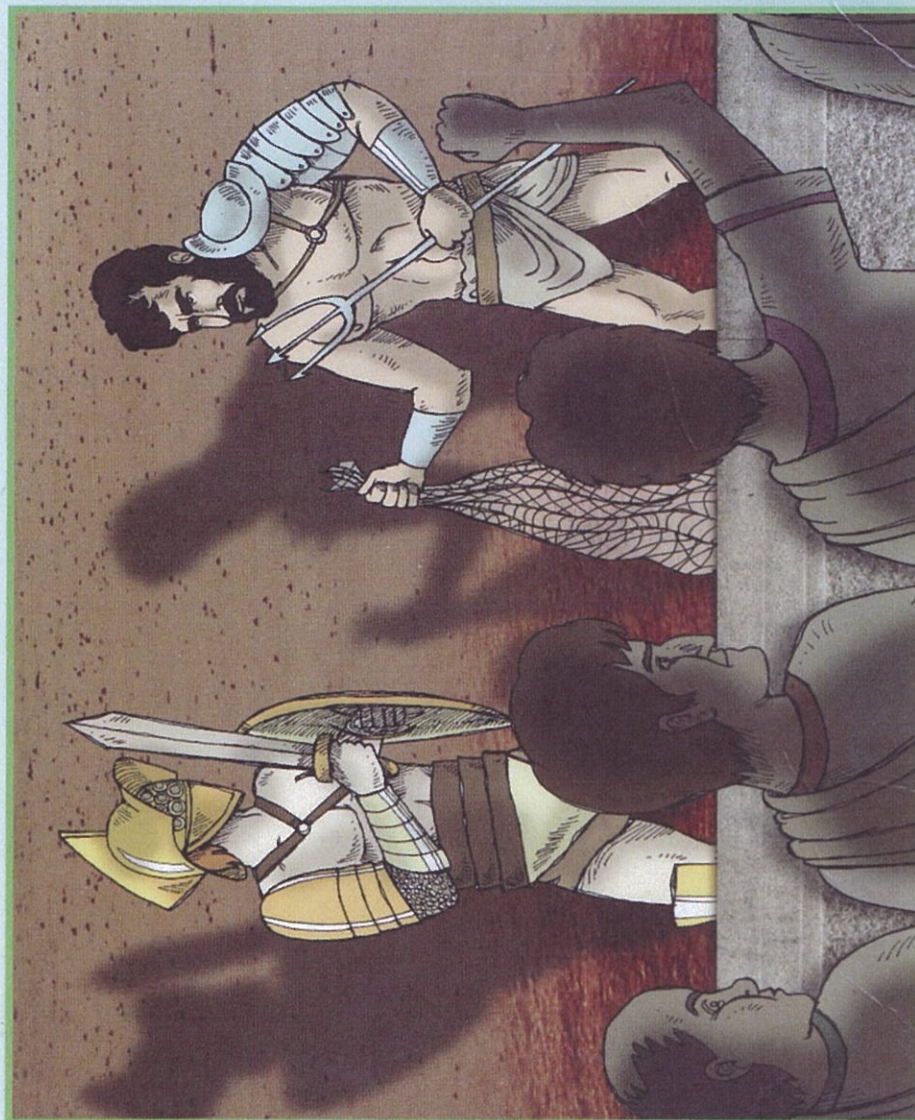
Gladiators were slaves that had to fight each other to the death. There were different types of gladiators. Some wore a helmet, and fought with a large shield and a sword. Others used a big fork, called a

trident, and a net.

The crowd didn't want to see the same thing, over and over, so not all fights were between men. Female gladiators also fought each other. Sometimes gladiators

were made to fight animals.

This kind of action is not for everyone. But, it was how the Ancient Romans spent their days off!



Questions

- Ancient Romans had
 - 150 000 chariots.
 - 150 days off a year.
 - to work all year round.
- Which of the following was a chariot team?
 - the Reds
 - the Slaves
 - the Horses
- What did the crowd want?
 - money
 - to see crashes
 - a crown
- How many horses drew a chariot
 - two
 - four
 - six
- Which two pieces of equipment would a gladiator use at the same time?
 - a sword and net
 - a shield and net
 - a trident and net
- Chariot races and gladiator contests could be cruel and gory events.
 - true
 - false

Vocabulary

Match the words from the text to the clues.

- shield helmet case chariot crowd
 7 A two-wheeled horsedrawn cart
 8 A large group of people gathered together
 9 A piece of protective armour
 10 A particular situation
 11 A protective hat



Grammar

Singulars and Plurals

A singular noun names just one thing. Write the singular of:

- 12 holidays
 13 chariots
 14 gladiators
 15 shields

Cloze

Use the following words to complete the cloze passage.

writing families Rome days teachers

Roman Schools

Schools in Ancient ¹⁶ were not open to everyone. Only males from rich ¹⁷ could attend. School was open seven ¹⁸ a week but students did get a break in summer. They learned reading, ¹⁹ and mathematics. Their ²⁰ were Greek.



Challenge Option

Research to find 5 interesting facts about the Circus Maximus.

GROUP 2

Arikapu-Bakua Aurora

Par Tin Thluai Iris

Whetton Nouvel

Nguyen Vy



There once was a man who had fish instead of hands, and this made his life very hard. His fish would flap about and complain if they weren't kept in water. To stop this, he had to leave buckets of water all over his house. Worse, though, was that he could not do lots of things. He could not eat with a fork, work in his garden or play the violin.

The man was very rich and lived in a stylish house that overlooked the ocean. He loved to spend time in his garden, watching the ships sailing into port. Sometimes he would shake his fish at the sea and say, "See there — that is where you belong! You should be fish in the sea instead of being my hands."

Every night he dunked his fish in buckets, and sat in his favourite chair. One of his servants would play a music record for him. The man had many such records, and all of them were filled with violin music. As the strings played, he would look through the window at his garden. He wished that he could touch the waxy leaves of his apple tree, or pull the petals off his roses. When he fell asleep, he dreamed of having hands, while the fish swam in their buckets and dreamed of the ocean.

After many long years, the man became old and sick. One day he woke to find that his fish had died in the night. Now he had dead fish for hands! He was worried that they'd stink up his house but, to his surprise, the fish skin fell off and their bones grew long and pointed. In a few days he was amazed to see that the dead fish had turned into normal hands.

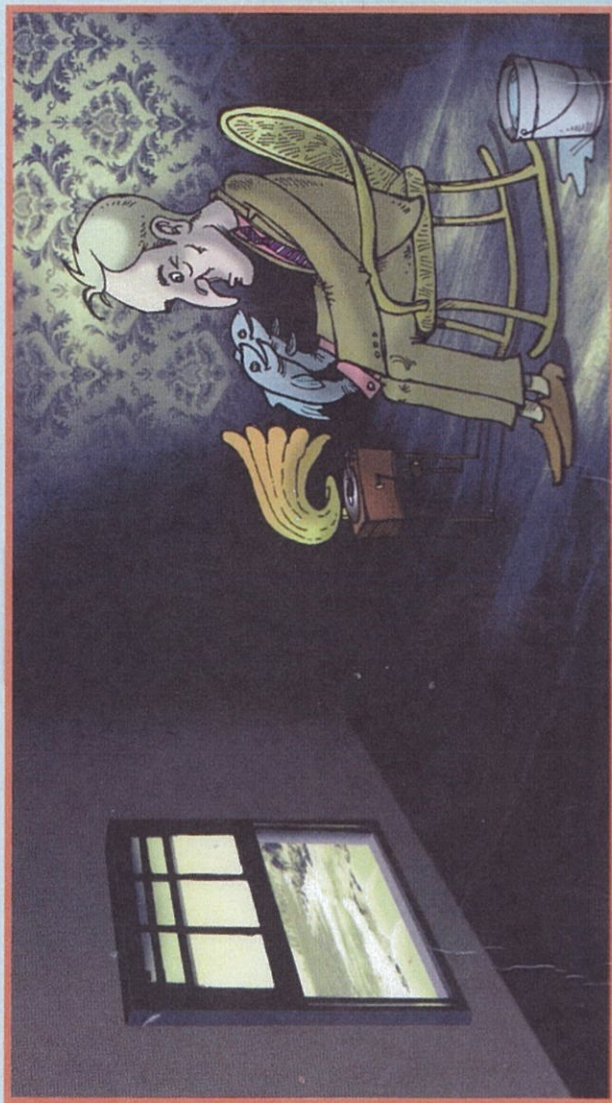
The man whooped and clapped as he jumped about the house. He grabbed a dusty, unused violin and leapt into the garden. After years of listening to his records, he knew every song off by heart. But, the violin shrieked and wheezed when he tried to play it.

When his servants found him, he had dropped his violin and was throwing roses around. His fingers were bleeding, pricked by all the rose

thorns. The old man looked at his new hands, dripping red drops all over the garden. This was not what he had dreamed of for all those years.

He began to cry.

When they were alive, the fish had seemed like nothing more than annoyances to the man. But now, with his normal, clumsy hands, the man thought about how much fun the fish had been. The way his wrists tingled when they flicked about in their buckets. Their funny comments that only he could hear. And as he sat there, remembering, he felt his tears drying. Though they were gone, he knew that the fish would be a part of him for the rest of his life. Violins, roses and forks aside — he was glad that he'd had fish for hands, and would never again want it to have been any other way.



Questions

- How did the man stop the fish complaining?
 - He shook them at the ocean.
 - He put them in buckets of water.
 - He played violin music for them.
- The man's house was
 - stylish.
 - annoying.
 - filled with empty buckets.
- What did the man wish he could do to the roses?
 - Pull their petals.
 - Touch their thorns.
 - Throw them around.
- What happened after the fish died?
 - They made the house stink.
 - The man threw them into the ocean.
 - Their bones turned into hands.
- When the man tried to play the violin
 - his fingers bled.
 - it shrieked and whined.
 - it reminded him of his fish.
- Why does the man think that the fish will always be with him?
 - They are ghosts in his house.
 - They came back to life.
 - They live on as happy memories.

Vocabulary

Match the words from the text to the clues.

worse leapt dunked servants annoyances

- Jumped or bounded
- Dipped into a liquid
- Things that are a nuisance or irritating
- The opposite of better
- People who are employed in a house



Grammar

Comparisons

Comparisons can give a better picture of how something happens, e.g. **slowly, more slowly, most slowly. Slow, slower, slowest, give the same picture.** Complete the table below. These words follow basic spelling rules, e.g. **big, bigger, biggest.**

12	flat		flattest
13	hot	hotter	
14		redder	reddest
15	thin	thinner	

Sequencing

Look back at the story to find out what happened first. Choose **a** or **b**.

- The man pricked his new hands on thorns.
 - The violin shrieked and wheezed.
- Normal hands replaced the fish.
 - The fish bones grew long and pointed.

Think About This

- Which of the following are true?
 - The man regretted losing his fish.
 - Having fish for hands provided many difficulties.
 - Both a and b are correct.
- The main idea of this text is that
 - fish do not make good hands.
 - we should be grateful for what we have.
 - fish are meant to live in the sea.
- In the main picture, what is likely to be in the bucket next to the chair?
 - salt water
 - paint
 - sand



Challenge Option

List five things the man with fish for hands would not be able to do.

Spy Tricks

Spies use many tricks to find and hide secrets. They do this to help protect their country.

One of the first spy tricks used may have involved birds called *homing pigeons*. Spies tied tiny notes to the pigeons' legs. The birds were not stopped by the enemy, so they could fly safely back to their base. This worked because homing pigeons always return home when they are set free.

A clothesline was a spy tool used by American, Anna Strong. She was part of a spy ring that formed in 1778. Anna lived near the enemy and would send secrets in code by hanging clothes on a line. Each piece of clothing was a message for her friends. In the 1860s, female spies used their clothing in another way. They would hide messages in their large hoop skirts. Other spies hid supplies in hollow tree logs.

Robert Baden-Powell was a British spy in World War I. His job was to spy on enemy forts. He would then send drawings of butterflies back to base. Each butterfly had special spots drawn on its wings. These spots showed where the fort's guns were, while the shape of the spots showed the type of gun.

German spies did much the same in World War II. Using dots and dashes, they hid reports in sketches of new dress designs. Spies of this time also poked tiny holes in letters, which spelt out words when held up to the light. These were easily posted.

In 1914, Louise de Bettignies worked as a French spy. She took secrets from Germany back to France. To get messages past the heavily patrolled border she hid them in all sorts of ordinary things, like sweets. She was a gadget master! The Germans searched but

never found a thing on her. Small notes were even in shoes, clothes and the glasses she wore. The note in the glasses was either tucked in the rim, or written on the lenses in invisible ink.

Today, spies carry fake coins, brushes, bolts, pens, batteries and rings in which to hide things. Cameras can be set in teddy bears, light bulbs, clocks, ties, caps, plants, books, watches — almost anything! Spies have also put microphones in fake fish and fake rocks and, would you believe, even in a live cat!



Questions

- Why were homing pigeons reliable?
 - They could fly.
 - They always returned home.
 - They were big enough to carry tiny notes.
- How did Anna Strong use clothes to relay messages?
 - She hung them on a clothesline.
 - She hid messages in her skirt.
 - She drew dress designs to carry her codes.
- What did the actual shapes of the butterfly spots represent?
 - gun types
 - gun positions
 - enemy fort locations
- When did spies poke holes in letters?
 - during the 1860s
 - during World War I
 - during World War II
- What seems to be a common spy tool?
 - butterflies
 - glass lenses
 - pieces of clothing
- Why do spies tend to use small objects to pass messages?
 - They are harder to spot.
 - They are cheaper to buy.
 - They are better at carrying a lot of information.

Vocabulary

Match the words from the text to the clues.

hollow sketches invisible
pigeon enemy

- Not able to be seen
- An unfriendly opponent
- Something that is not solid
- A type of bird
- Rough, quick drawings or paintings

Spelling

Spelling Rules - Plurals - Words ending in 'y'.

If a consonant comes before the 'y', change the 'y' to 'i' and add 'es', e.g. *spy* - *spies*.

Write the plurals of:

- country
- enemy
- supply
- butterfly



Cloze

Choose from the following words to complete the cloze passage.

gadget spies movies
Agent character

Spy Movies

As well as spy 16, there have been television shows about 17. Get Smart, is one of these. It began in 1965. Maxwell Smart is the main 18. He is also known as 19 86. One 20 he uses is a shoe-phone. Have you ever seen the show?



Challenge Option

Research to find out what Robert Baden-Powell is famous for.

GROUP 3

Lam Kevin

Ly Esther

Tran Danny

Truong Jayden

Nguyen Tra My



Can you imagine being buried alive? The thought of being trapped inside a coffin would terrify most people. How could you get out? How much time would you have before you ran out of food, water or air? Surely it's not possible to be buried alive?

Or is it?

Historical records show that many people have suffered this fate. Some live burials have been intentional, others accidental. Live burial was a punishment for severe crimes in Ancient Rome, and 17th century Russia. Accidental burials have involved rockslides or, more frighteningly, people who were mistaken for being dead.

Many accidental burials happened during the Black Death in the 14th century. Many people were falling victim to the plague, and those who weren't sick did their best to stop the infection spreading. This meant that bodies were disposed of as quickly as possible. However, it was sometimes difficult to tell the difference between a dead body and a sleeping person. People didn't want to spend too much time examining dead bodies, so a lot of victims were just tossed onto a cart for burial — even if they were still breathing.

At other times, when doctors took more care, accidental burials were avoided by the shock of a doctors' knife. 'Corpses' would wake up, only hours away from being buried. Occasionally a

clumsy undertaker would drop a coffin, only to hear groaning and thumping from inside.

Grave robbers are people who break into graveyards and tombs to steal precious objects buried with the dead. In the past, some of them have found a shocking sight — a coffin lid badly scratched from the inside! It is reported that John Duns Scotus, a Scottish priest and philosopher, was buried prematurely. When his tomb was reopened at a later date he was found outside his coffin — his hands badly gashed and covered in dry blood. He had been able to escape his coffin, but alas, not the doors of his tomb.

Not surprisingly, incidents like this led many people to develop a great fear of being buried alive. Even George Washington, America's first president, insisted that his family not have him buried until three days after his death. He wasn't prepared to take any chances.

Others, with practical and sometimes imaginative minds, designed special coffins, often referred to as safety coffins, to save themselves from a fate worse than death. One of the first safety coffins was

designed for the Duke of Brunswick in 1792. It had a window to let in light and special locks that could be released from the inside. It also had a small tube to allow air to enter the coffin. The Duke asked that two keys be placed in his pockets at the time of his burial — a key to the coffin lock and a second to the door of the tomb. There is no record of him using either after his burial.

In 1829, Johann Taberger, a German doctor, designed a simple but clever safety coffin. It included a light rope, attached at one end to the corpse's hands and feet, and at the other to a bell above the ground. The hope was that if the bell tolled, someone would rush to the grave and dig furiously.

Countless safety coffins have been designed over the last two hundred years. Some, like Taberger's, included bells while others provided flags attached to ropes or fireworks for the 'dead' to summon help. Even more sophisticated models provided telephones, intercom systems, oxygen tanks and even movement and heart monitors. The designers were prepared to try almost anything to avoid being buried alive.



Questions

- Many accidental burials happened in
 - Ancient Rome.
 - the 14th century.
 - the 17th century.
- Live burial was a punishment in
 - Ancient Rome.
 - America.
 - China.
- Who insisted that he not be buried until three days after his death?
 - George Washington
 - John Duns Scotus
 - the Duke of Brunswick
- What was the main feature of Johann Taberger's 'safety coffin'?
 - a breathing tube
 - a spare set of keys
 - a rope attached to a bell
- Why were so many people buried alive during the Black Death?
 - Body collectors were lazy.
 - Body collectors were afraid.
 - Body collectors had nothing better to do.
- According to reports, who could have best used a spare set of keys?
 - the Duke of Brunswick
 - George Washington
 - John Duns Scotus

Vocabulary

Match the words from the text to the clues.

corpse fate clumsy
summon prematurely

- Your destiny or fortune
- Occurred too early or ahead of time
- A dead body
- To call or send for someone
- To be awkward or uncoordinated

Grammar

Compound Words

Compound words are made from two simple words,
e.g. afternoon - after, noon.

yards wire takers times slide sick

Select a word from the box that will make a compound word when added to the words below.

- rock
- some
- under
- grave



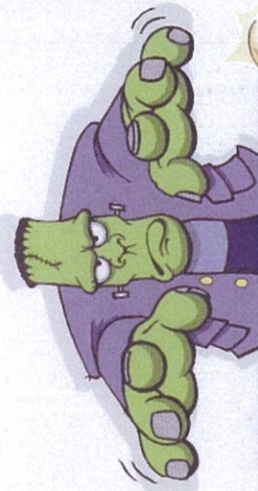
Cloze

Choose from the following words to complete this cloze passage.

set horror suspense film told

Horror Stories

Horror stories have been ¹⁶ for hundreds years. The classics, like Shelley's *Frankenstein*, Polidori's *Vampyre* and Stoker's *Dracula* have ¹⁷ the benchmark. More recently, ¹⁸ tales have moved to ¹⁹. These films are often full of ²⁰ and can be very frightening.



Challenge Option

Draw and label the Duke of Brunswick's coffin.



Have you heard the legend about the town of Omymango and its magnificent banana palms? It was said that the yellow fruit growing on them had magical powers. Even if this wasn't true, the bananas must have been delicious because for hundreds of years the people of Omymango sold them all over the world. The demand was so high that the townsfolk were only allowed a small quota of bananas for themselves.

This changed one summer, long ago, when the town mayor stopped supervising the workers. Instead, he had the banana trucks drive to his home, saying he would inspect them there before sending them off to deliver the bananas elsewhere.

Before long, the townsfolk stopped receiving payment for the bananas and unrest grew amongst them. A group of them decided to confront the mayor at his mansion, including Matilda Elder, a local school student. When they arrived at Shivers' mansion, they found the door hanging wide open.

The group navigated through dark corridors that stunk of damp and something else; a sickly-sweet combination of rotting bananas and sweat. Matilda scrunched up her nose in disgust. She hated bananas, let alone ones that had turned bad.

Finally, the group arrived in the master bedroom. This chamber had once been filled with all sorts of fabulous artworks — paintings, sculptures, tapestries and vases. Now it was home to a single mattress, plonked atop the largest pile of banana

skins ever seen in the history of Omymango.

A gorilla, dressed in Mayor Shivers' waistcoat, sprawled across the mattress. He rubbed his banana-crusted hands on the equally filthy waistcoat, which had apparently burst open from the force of his bulging stomach. He grinned at the newcomers with teeth that were yellowy-green and almost as furry as the rest of his body. It was at this moment that the townsfolk realised that the gorilla was Shivers.

They peered at each other, scratching their heads. Shivers copied them, scratching himself madly. It was the town surgeon, Dr Bloome, who broke their shocked silence.

"Not once, in over thirty years of practice, have I seen a case such as this." He paused, holding up a black banana skin, pinched between his thumb and index finger. "You may think I'm crazy, but I believe this is the result of eating too many bananas. The only way that I'll be able to know for sure is if I am allowed to keep an eye on it ... er ... him, in my surgery."

Matilda, who was watching the mayor, was not so sure about this plan. The mayor was busy sniffing under his armpits and patting his stomach. There was something so peaceful about this that it gave Matilda an idea. The adults, once they'd heard it, agreed that it was a very good one.

The next day, workers bustled all over Shivers' mansion. They demolished the roof, poured dirt all over the floor and planted massive trees in the corridors. When the mammoth task was complete the ex-mayor whooped with delight at the sight of his new home — a jungle surrounded by the walls of his mansion.



Without the mayor to supervise the town, the people forgot all about the limit on eating bananas. It was not too long before they refused to eat anything that wasn't delicious and yellow. Curiously, as the years went by, more and more gorillas appeared in Omymango, moving into Shivers' mansion. The rest of the world were no longer able to buy Omymango's amazing bananas. Instead, tourists flocked to the town, drawn by tales of its amazing gorilla sanctuary.

The town of Omymango has since vanished, swallowed up by a jungle of banana palms. Travellers now explore the area in the search of a new legend — a "wild woman", the last remaining human in the gorilla sanctuary. The gorillas tolerate her, so the stories go, because she doesn't like bananas at all.



Questions

- Even if they weren't magic, the bananas growing on the palms must have been
 - smelly.
 - delicious.
 - unpopular.
- What was the name of Omymango's mayor?
 - Elder
 - Bloome
 - Shivers
- What had broken the mayor's waistcoat?
 - his stomach
 - his teeth
 - his filthy hands
- What looked peaceful to Matilda?
 - The mayor grinning at her.
 - The mayor eating bananas.
 - The mayor sniffing under his armpits.
- What was Matilda's plan?
 - to observe the mayor
 - to build a sanctuary for the mayor
 - to sell all the bananas to the mayor
- What clue tells us that Matilda might be the "wild woman"?
 - They both liked gorillas.
 - They both lived in Omymango.
 - They both refused to eat bananas.

Vocabulary

Match the words from the text to the clues.

tolerate navigated inspect bustling delicious

- Something that is very tasty
- To put up with or accept
- To examine or look over
- Travelled or steered through
- Rushed around in a hurry



Grammar

Prefixes

The prefix "super" means "over" or "more than".

A supervisor has the duty of watching over a person or group of people.

Use the prefix "super" to write words meaning

12 over cool

13 more than human

14 over impose

15 more than a hero



Sequencing

Look back at the story to find out what happened first. Choose **a** or **b**.

- The Omymango mayor became the banana supervisor.
 - Townfolk were only allowed a small quota of bananas.
- Rotten bananas were discovered at the mayor's home.
 - A sanctuary was built.
- Tourists began visiting Omymango.
 - More gorillas appeared in Omymango.

Think About This

- The townsfolk first become upset
 - when they could no longer buy bananas.
 - when they were no longer being paid.
 - when they saw what had happened to their mayor.
- Why do you think that the world was no longer able to buy Omymango bananas?
 - The bananas were no longer growing.
 - The bananas were no longer delivered.
 - The bananas were starting to rot.

Challenge Option

Research the health benefits of eating bananas.



Your List

ability	charity	mystery	library	melody	_____
cavity	misery	quarry	nursery	laundry	_____
lottery	penalty	luxury	tragedy	quantity	_____

RULE: When **nouns** end in a **consonant** and **y**, the plural is formed by dropping the **y** and adding **ies**. Example: cherry—cherries.

- 1 Re-write the words in the **list** box, making them all **plural**.
- 2 Use a dictionary to help you define the following. (Hint: You may need to change the words back to singular first.)

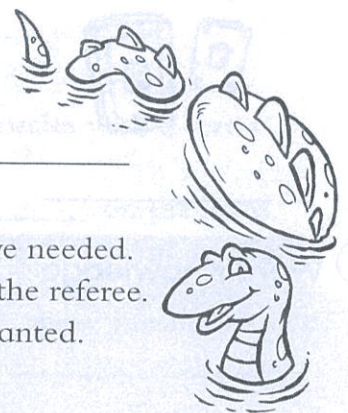
tragedies _____
 quarries _____
 cavities _____

- 3 Which **list plurals** best fit in these word groups?

Loch Ness, Bermuda Triangle, UFOs _____
 Tattslotto, Tattersalls, Pools _____
 Red Cross, Red Shield, St Vincent de Paul, Smith Family _____

- 4 Write a suitable **list plural** in the gaps in these sentences.

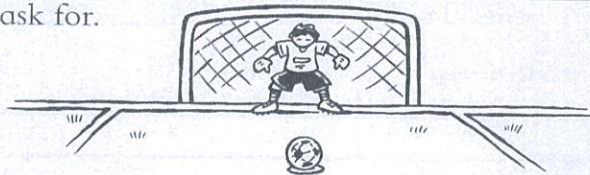
We tried many _____ but still could not find the books we needed.
 During the game the Socceroos received ten _____ from the referee.
 After visiting several _____ we found the plant that we wanted.
 The ocean cruise ship contained all of the _____ that the passengers could ask for.



Word Building

Complete:

an ability, many _____	one cavity, many _____
one melody, a chorus of _____	a quarry, two _____
one laundry, a row of _____	one quantity, several _____



Challenge

casualties embassies harmonies universities



The sweetest melodies

Are those that are by distance made more sweet.

(William Wordsworth)

- 1 Complete these **list plurals**.

__ b __ _ _ _ _ _ _ _ _ _ _ r __ g __ _ _ _ _
 __ x __ _ _ _ _ _ _ _ _ _ a v __ _ _ _ _

- 2 Write these **list plurals** in alphabetical order:
 mysteries, melodies, laundries, lotteries and libraries.



- 3 Which **list plurals**?

skills __ _ _ _ _ _ _ _ _ _ raffles for money __ _ _ _ _ _ _ _ _
 large open stone pits __ _ _ _ _ _ _ _ _ rooms for washing clothes __ _ _ _ _ _ _ _ _
 places where books are stored and borrowed __ _ _ _ _ _ _ _ _
 places where plants are sold or babies are cared for __ _ _ _ _ _ _ _ _

- 4 Write one interesting sentence containing: mysteries and libraries.



Word Knowledge

- 1 Make a list of any special abilities you may have.
 For example: drawing, sport.

- 2 Which **challenge** words?

places of higher education __ _ _ _ _ _ _ _ _
 those injured or killed __ _ _ _ _ _ _ _ _
 pleasing combinations of musical notes __ _ _ _ _ _ _ _ _
 offices and houses of ambassadors __ _ _ _ _ _ _ _ _

WORD history

In Latin *libraria* is the word for a bookseller's shop.

In Latin *nutrire* is the word for a place to nourish children.

In Greek *melos* is the word for a song or rhythmical chant.

In Greek *tragoidia* is the word for a goat's song.

In Latin *poena* is the word for punishment.

In French/Latin *cavitas* is the word for hollow.

In Latin *universitas* is the word for a group of teachers and students.

Can you see which **list** words these may be related to?

General Knowledge

- 1 What do the following have in common?
 Oxford, Melbourne, Monash, Macquarie, Cambridge, Yale, Harvard _____
- 2 Who is the most likely person to deal with oral cavities? _____
- 3 Who wrote the following tragedies? *King Lear*, *Julius Caesar*, *Hamlet*, *Othello*, *Macbeth*, *Romeo and Juliet* _____

Unit 18

Focus: Text cohesion –
pronouns

ERIK the Viking

Erik was a Viking, brave and bold,
Erik lived in Denmark in days of old.
Erik wore two horns upon his head
And "Toot! Toot! Toot!" those hornies said.



Now Erik set sail on his monthly raid
Looking for a country to invade.
The people of England with hearts drum-drumming
All cried out, "Erik's a-coming!"

When Erik set foot on that northern coast
He searched everywhere for his Anglo host,
But they'd all vanished a-scoot-scoot-scootin'
Far, far away from Erik's toot-tootin'.



With no Saxon peasants to pillage and rob
Erik started looking for another job.
He checked all the job boards throughout the land
And then formed a Danish rock'n'roll band.

So now when you visit your CD shop
To buy some music that goes hip-hop,
There behind Songs of Sig and Sven
Will be 'Erik's Greatest Hits – Volume 10'.



Pronouns can take the place of nouns. We use them so that we do not have to constantly repeat nouns. For example: Instead of *Erik was a Viking. Erik was brave and Erik was bold.* ... we can write: *Erik was a Viking. **He** was brave and **he** was bold.* The main pronouns are *I, you, he, she, it, we, you, they, me, him, her, us* and *them*.

1 Read 'Erik the Viking', then rewrite these sentences using **pronouns** where appropriate.

- a Erik lived in Denmark and Erik was a Viking. _____

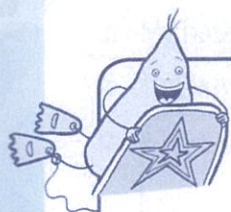
- b The people of England were frightened of Erik because the people of England knew Erik was coming.

- c 'Erik's Greatest Hits – Volume 10' is a great CD because 'Erik's Greatest Hits – Volume 10' has many fantastic songs on 'Erik's Greatest Hits – Volume 10'.

- d Erik could no longer rob the Saxon peasants because Erik had scared the Saxon peasants away.

2 Write the 2 nouns that have been replaced by the underlined **pronouns**.

- a Dad was carrying the television into the lounge room when he dropped it.
he: _____ it: _____
- b Andy and I visited Marnie because we had heard she was ill.
we: _____ she: _____



Star challenge

Write 3 sentences about yourself. Include the **pronouns I, me** and **you**.

MONDAY

1. 1545 hours is also known as a quarter to _____.

2. $18 \times 5 = \underline{\hspace{2cm}} \times 10$

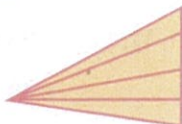
3. $900 + 10 = \underline{\hspace{2cm}}$

4. (a) $1009 - 10 = \underline{\hspace{2cm}}$

(b) $10\,009 - 10 = \underline{\hspace{2cm}}$

5. How many triangles

can you find? _____



6. $10.1 \times 100 = \underline{\hspace{2cm}}$

7. 0.25, 0.50, 0.75, 1.00, 1.25, _____

8. $10\,090 + \underline{\hspace{2cm}} = 11\,000$

9. A nursery had 100 apple trees. Check the sales data and calculate the number of trees available for Saturday.

	M	T	W	T	F	S
Sales	8	14	7	17	24	
Balance	92	78	71	54		

10. $0.24 = \frac{\boxed{\hspace{1cm}}}{100} = \underline{\hspace{2cm}}\%$

11. Hanh has 12 coloured pencils. A quarter were less than 10 cm in length. The others were longer. How many pencils were 10 cm or more?

12. You ride your bike 8 km in 20 minutes. Keeping the same speed, how far will you ride in an hour?



13. $9\frac{1}{4} - \frac{3}{4} = \underline{\hspace{2cm}}$

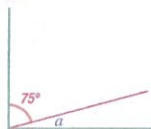
14. $\frac{4}{5} = \frac{\boxed{\hspace{1cm}}}{10}$

15. $97 - 8 = \underline{\hspace{2cm}}$

16. $12.5\text{ cm} = \underline{\hspace{2cm}}\text{ cm } \underline{\hspace{2cm}}\text{ mm}$

17. $8 \overline{)99} = \underline{\hspace{2cm}}\text{ r } \underline{\hspace{2cm}}$

18. The value of $a = \underline{\hspace{2cm}}^\circ$



19. Write $1\frac{5}{6}$ as an improper fraction. _____

20. Rotate 90° clockwise.



TUESDAY

1. $40 + 90 + 50 = \underline{\hspace{2cm}}$

2. (a) $5 + 6 = \underline{\hspace{2cm}}$ (b) $500 + 600 = \underline{\hspace{2cm}}$

3. Colour to show the parallel streets.



4. $105 \div 10 = \underline{\hspace{2cm}}\text{ r } \underline{\hspace{2cm}}$

5. Order these long jump results from first to fourth.

_____ Sam 4.095 m
 _____ Nicholas 4.109 m
 _____ Alexander 4.3 m
 _____ Damien 4.15 m

6. 3, 6, 12, 24, _____, _____

7. $11.7\text{ cm} = \underline{\hspace{2cm}}\text{ cm } \underline{\hspace{2cm}}\text{ mm}$

8. Which students had emus?

UNUSUAL PETS ROOM 6		
	Emu	No Emu
Camel	Ema, Oma Ama	Finl, Vini
No camel	Mila	Hugo, Amy

9. Write $8\frac{2}{3}$ as an

improper fraction. _____

10. What is the smallest three-digit odd number that can be made from 2, 8, 5, 1 and 3?

11. $16 \times 5 = \underline{\hspace{2cm}} \times 10$

12. Draw the 3 lines of symmetry.



13. $4.009 \times 100 = \underline{\hspace{2cm}}$

14. Rotate 180° .



15. $40 - 5 + 10 = \underline{\hspace{2cm}}$

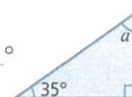
16. $\$10.00 - \$3.30 = \underline{\hspace{2cm}}$

17. 1820 hours = _____ ☐ am ☐ pm

18. Write $5\frac{8}{10}$ as a decimal. _____

19. $6.5\text{ ha} = \underline{\hspace{2cm}}\text{ m}^2$

20. The value of $a = \underline{\hspace{2cm}}^\circ$



MY SCORE



MY SCORE



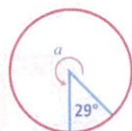
WEDNESDAY

- $30 + 6000 + 700 + 9 =$ _____
- Order these long jump results from first to fourth.
 _____ Lily 4.072 m
 _____ Holly 4.106 m
 _____ Mei 4.009 m
 _____ Evita 4.2 m

- $39 \times 9 =$ _____
- Write $9\frac{3}{5}$ as an improper fraction. _____
- $\frac{8}{12} = \frac{8 \div 4}{12 \div 4} =$ _____
- $\frac{2}{3} + \frac{1}{6} =$ _____

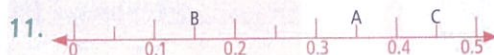
- 15, 30, 45, _____, 75, _____

- The angle size of $a =$ _____ $^{\circ}$



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

- $30 \times 0.5 =$ _____



A = _____ B = _____ C = _____

- $\frac{4}{5} \times 20 =$ _____

- $1090 +$ _____ $= 10\ 000$

- $\$20.00 - \$12.20 =$ _____

- | | |
|---|--|
| 9 | |
|---|--|

 +

3	2	9
---	---	---

 =

4	2	1
---	---	---

- The diameter of this circle is _____ cm.



- $30\ 000\ m^2 =$ _____ ha

- Write a numeral less than zero. _____

- What 3D object can be constructed using a pentagon as a base?

- What is the smallest even whole number that can be made from 2, 8, 5 and 4?

THURSDAY

- $69 \times 9 =$ _____

- $\frac{30}{100} = \frac{30 \div 10}{100 \div 10} =$ _____

- This is an _____ triangle.



- $993 + 9 =$ _____

- Double 5550. _____

- $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1, 1\frac{1}{4},$ _____, $1\frac{3}{4}, 2$

- $38 \times 5 =$ _____ $\times 10$

- $\frac{1}{2} + \frac{1}{4} =$ _____

- The date is 5 days after 29 September is
 _____.

- $10 - 1\frac{1}{3} =$ _____

- Halve 5.6. _____

- $\frac{1}{4} \times \frac{4}{4} =$ _____

- $7 \times 4 =$ _____

- 1300 mm = _____ m



What is the missing value at:

A? _____ B? _____ C? _____

- 0630 hours = _____ ☐ am ☐ pm

- Circle the symmetrical letter.

F G H J R

- Write the distance as a number sentence from Hobart to Launceston.



- How many liked vanilla? _____

- What percentage liked vanilla? _____

MY SCORE



MY SCORE



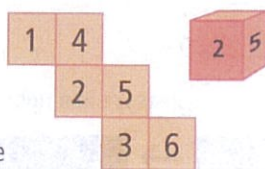
PROBLEM-SOLVING

Monday

- Li thought of a number. He added 10 and doubled it. His answer was 24.
What number did Li think of? _____
- Kai thought of a number. She divided it by 3, multiplied it by 4 and added 50. Her answer was 62.
What number did Kai think of? _____

Tuesday

- Which number will be on the top face?



- Which number will be on the blank face?



Wednesday

How many cupfuls?

1.



100 mL

2.



250 mL

Thursday

- A safe holds $20 \times \$100$, $50 \times \$50$ and $250 \times \$20$.

The total amount is \$_____.



- Alex halved an amount of money, multiplied it by 3 and added 10. The answer was \$100. What amount of money did he start with?

\$_____

FRIDAY REVIEW

1 $90\,010 + \underline{\hspace{2cm}} = 100\,000$

2 $1006 - 10 = \underline{\hspace{2cm}}$

3 $8 + 4 = \underline{\hspace{2cm}}$

- 4 Bronte made 16 pancakes. $\frac{3}{8}$ were < 10 cm in diameter. What number were > 10 cm?

5 $8\frac{1}{5} - 1\frac{3}{5} = \underline{\hspace{2cm}}$



A = _____ B = _____

C = _____ D = _____

E = _____

- 7 Write number sentences using 45, 15, and 60. (+ and -)

8 $2.004 \times 10 = \underline{\hspace{2cm}}$

9 $14 \times 10 = \underline{\hspace{2cm}} \times 5 = 140$

10 $\frac{12}{15} = \frac{12 \div \underline{\hspace{1cm}}}{15 \div \underline{\hspace{1cm}}} = \frac{4}{5}$

11 $8 \square + 2 \square 3 \square 8 = 3 \square 2 \square 2$

12 $\frac{2}{6} \times \frac{6}{6} = \underline{\hspace{2cm}}$

13 $2.007 \times 100 = \underline{\hspace{2cm}}$

14 64, 128, _____, 512, 1024

- 15 Order the long jump results from first to fourth.

_____ 4.075 m

_____ 4.008 m

_____ 4.080 m

_____ 4.099 m

16 $8\frac{1}{4} + \underline{\hspace{2cm}} = 9\frac{3}{4}$

17 $0.18 = \underline{\hspace{2cm}}\% = \frac{\underline{\hspace{1cm}}}{100}$

- 18 Which quadrilateral has 1 pair of parallel sides?

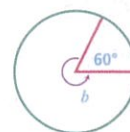


trapezium kite rectangle

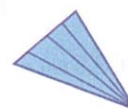
- 19 Which is symmetrical?

F J Q E

- 20 The angle of $b = \underline{\hspace{2cm}}^\circ$



- 21 How many triangles can you find?



- 22 How far is it from Cue to Como?
_____ km



23 $80 \times 3 = \underline{\hspace{2cm}}$
 $79 \times 3 = \underline{\hspace{2cm}}$

24 $2.4 \text{ ha} = \underline{\hspace{2cm}} \text{ m}^2$

- 25 Using Tuesday's table, which students had a camel but no emu?

1 Work out the rule and then complete the pattern.

a

4	8	12	16				
---	---	----	----	--	--	--	--

Rule _____

b

384	192	96	48				
-----	-----	----	----	--	--	--	--

Rule _____

c

100	91	82	73				
-----	----	----	----	--	--	--	--

Rule _____

d

1	3	9	27				
---	---	---	----	--	--	--	--

Rule _____

e

1	4	9	16				
---	---	---	----	--	--	--	--

Rule _____

f

0	13	26	39				
---	----	----	----	--	--	--	--

Rule _____

2 Make up two patterns. Swap with a friend to write the rules and complete the patterns.

--	--	--	--	--	--	--	--

a Rule _____

--	--	--	--	--	--	--	--

b Rule _____

Inverse operations



Inverse operations

An inverse operation reverses the effect of another operation, eg addition is the inverse of subtraction.

$$17 + ? = 20$$

Solve using the inverse operation.

$$20 - 17 = 3$$

$$\text{so } 17 + 3 = 20$$

- 1 a The inverse of addition is _____
- b The inverse of multiplication is _____
- c The inverse of division is _____
- d The inverse of subtraction is _____

- 2 $15 + ? = 22$ Use the inverse operation: $22 - 15 = 7$

Test your solution: $15 + 7 = 22$ ✓

- 3 In the problem $19 + ? = 27$, how does the number sentence $27 - 19 = 8$ help to solve it?

- 4 Write the inverse operation (number sentence) to solve:

- | | | |
|-----------------------------|------------------------|---------------------------|
| a $? - 7 = 6$ _____ | b $19 + ? = 26$ _____ | c $? - 17 = 7$ _____ |
| d $? + 15 = 24$ _____ | e $25 + ? = 32$ _____ | f $? - 8 = 28$ _____ |
| 5 a $? \times 9 = 54$ _____ | b $? \div 9 = 4$ _____ | c $? \div 7 = 8$ _____ |
| d $? \div 6 = 8$ _____ | e $? \div 9 = 7$ _____ | f $8 \times ? = 72$ _____ |

- 6 Write a number sentence equivalent to the one given, eg $31 + 4 = 27 + 8$.

- | | | |
|---------------------|-------------------------|-------------------------|
| a $17 + 12 =$ _____ | b $2 \times 16 =$ _____ | c $60 \div 5 =$ _____ |
| d $27 - 13 =$ _____ | e $6 \times 15 =$ _____ | f $16 \times 4 =$ _____ |

- 7 Show inverse operations above and below the number line.

- a $34 + 26 = 60$

34



b

$$7 \times 6 = 42$$



Find the value



1 Check the answer for each one using inverse operations.

a $\square + 7 = 11$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

e $36 - \square = 15$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

i $19 \times \square = 76$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

m $\square \times 9 = 108$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

q $91 \div \square = 13$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

b $9 \times \square = 72$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

f $43 + \square = 62$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

j $164 \div \square = 41$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

n $43 + \square = 106$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

r $\square \times 20 = 360$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

c $49 \div \square = 7$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

g $\square \div 9 = 11$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

k $\square + 62 = 91$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

o $155 - \square = 82$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

s $\square - 115 = 171$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

d $\square - 9 = 8$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

h $53 \times \square = 159$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

l $\square - 24 = 51$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

p $\square \div 3 = 62$

$\square = \underline{\hspace{2cm}}$

Check $\underline{\hspace{2cm}}$

2 Write a number sentence to solve each problem.

- a Bella ate 43 sweets. She had 19 left.
How many did she have to start with? $\underline{\hspace{2cm}}$

$\square - 43 = 19$
 $\square = \underline{\hspace{2cm}}$



- b Dylan has Dalmatian dogs. Each dog had 7 pups. If there were 56 pups, how many adult dogs does Dylan have? $\underline{\hspace{2cm}}$

$\square \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
 $\square = \underline{\hspace{2cm}}$



- c Salim collected shells. How many did he have if he put 10 shells in each of 12 bags? $\underline{\hspace{2cm}}$

$\square \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
 $\square = \underline{\hspace{2cm}}$



- d Pia saved \$63. How much did Nana give her for her birthday if she now has \$102? $\underline{\hspace{2cm}}$

$\square + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
 $\square = \underline{\hspace{2cm}}$



Number fact patterns



1 a $16 + 9 - 9 =$ _____ b $24 - 14 + 14 =$ _____ c $63 - 21 + 21 =$ _____ d $55 - 25 + 25 =$ _____

e $84 - 19 + 19 =$ _____ f $100 + 37 - 37 =$ _____ g $92 - 17 + 17 =$ _____ h $77 + 29 - 29 =$ _____

i Explain your answers. _____

j Write a rule. _____

2 a $3 \times 4 \div 4 =$ _____ b $10 \times 7 \div 7 =$ _____ c $9 \times 6 \div 6 =$ _____ d $8 \times 7 \div 7 =$ _____

e $8 \div 2 \times 2 =$ _____ f $20 \div 5 \times 5 =$ _____ g $80 \div 8 \times 8 =$ _____ h $63 \div 9 \times 9 =$ _____

i Explain your answers. _____

j Write a rule. _____

3 a $7 \times 10 =$ _____ b $9 \times 10 =$ _____ c $8 \times 10 =$ _____ d $5 \times 10 =$ _____ e $12 \times 10 =$ _____

f Write a rule. _____

4 Work these quickly.

a $53 \times 10 =$ _____ b $89 \times 10 =$ _____ c $67 \times 10 =$ _____ d $113 \times 10 =$ _____ e $516 \times 10 =$ _____

5 a $9 + 7 =$ _____ b $8 + 5 =$ _____ c $6 + 3 =$ _____ d $7 + 8 =$ _____

$19 + 7 =$ _____ $18 + 5 =$ _____ $16 + 13 =$ _____ $7 + 18 =$ _____

$19 + 17 =$ _____ $8 + 15 =$ _____ $26 + 3 =$ _____ $17 + 18 =$ _____

$29 + 7 =$ _____ $28 + 5 =$ _____ $26 + 23 =$ _____ $37 + 8 =$ _____

$29 + 27 =$ _____ $28 + 15 =$ _____ $36 + 13 =$ _____ $57 + 18 =$ _____

e What happened? _____

6 Write subtraction facts to follow a pattern.

a $15 - 9 = 6$ b $13 - 6 =$ _____ c $9 - 4 =$ _____ d $14 - 8 =$ _____

$25 - 9 =$ _____

$35 - 9 =$ _____



Challenge! Complete the table.

Rule: Value = $3 \times \text{Number} - 2$

Number	11	12	13	14	15	16	17	18	19	20
Value										



WAITING

Discuss

What are some favourite events in your life?

How do you feel about having to wait for these events?

From your discussion choose **one** event and design your own Y-chart using A4 paper in your book or a Google Doc page below.

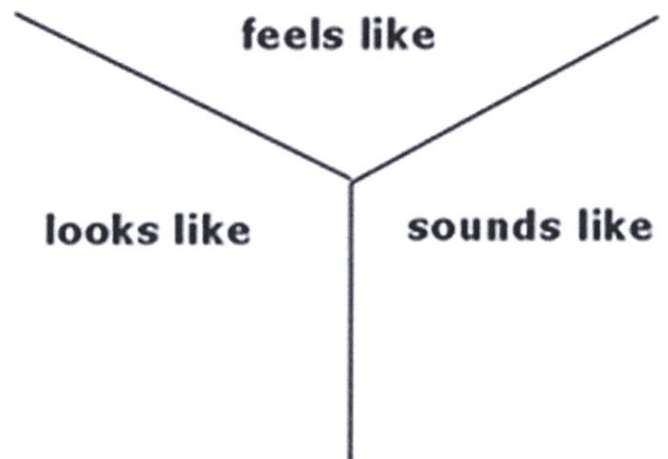
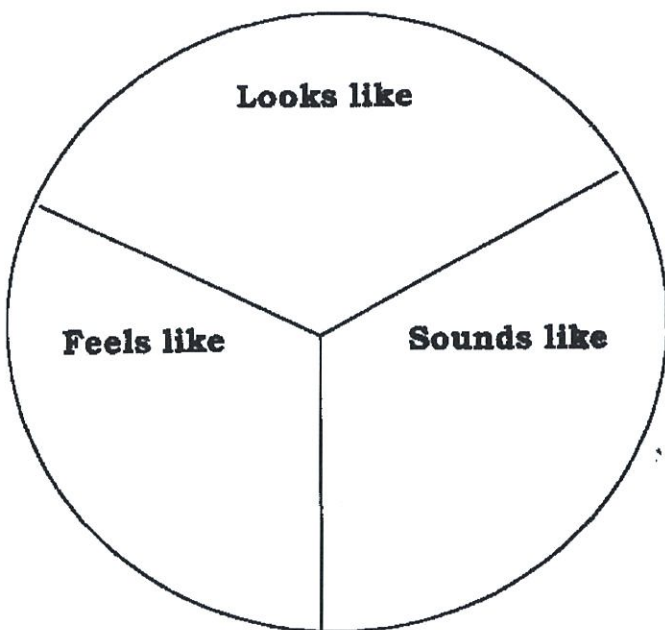
Your favourite event - this will be your heading

I Feel

I See and

I Hear

Use pictures to illustrate your diagram.



NATURAL DISASTERS QUIZ

Name: _____

Date: _____

Read each question carefully then select the correct answer – **highlight** or circle.

Which of the following is **not** a type of natural disaster?

- a) Tornado
- b) Hurricane
- c) Car accident
- d) Earthquake

EARTHQUAKE

Where do most earthquakes occur?

- a) Along the boundaries of the Earth's tectonic plates.
- b) On the continent of Antarctica.
- c) On the equator.

If you are **OUTSIDE** when the shaking from an earthquake begins, you should:

- a) Move into an open area away from trees, buildings, signs, utility poles and wires.
- b) Run inside the nearest building.
- c) Find a tree or something sturdy to grab on to.

If you are **INSIDE** when the shaking from an earthquake begins, you should:

- a) Run outside DUCK, COVER and HOLD ON!
- b) immediately Duck or drop down to the floor.
- c) Call your friends and relatives as soon as possible to find out if they are OK

TORNADO

If you are inside a house and a tornado is approaching, where should you go?

- a) To the lowest level--a basement or storm cellar.
- b) To the highest level in the building.
- c) Near a window.

FLOODS

Which of the following is **not** a type of flood?

- a) Slow
- b) Onset
- c) Happy
- d) Flash

What causes most flash flooding?

- a) Tornadoes.
- b) Slow-moving thunderstorms, thunderstorms repeatedly moving over the same area, or heavy rains from hurricanes and tropical storms.
- c) Hailstorms.
- d) Lightning

What should you do if you come upon flood waters?

- a) Try to drive through the water.
- b) Try to swim through the water.
- c) Stop! Turn around and go another way.

AVALANCHES

Avalanches cannot be prevented. True or False



HAILSTONES

Hailstones are a

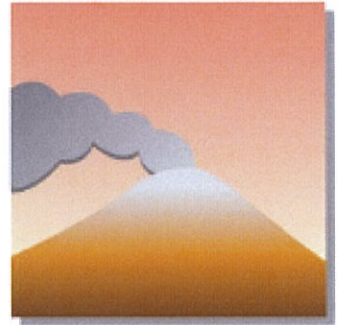
- a) Geometrical Disaster
- b) Metrological Disaster
- c) Pandemic Disaster



VOLCANIC ERUPTIONS

Volcanoes are:

- a) Randomly distributed over the Earth's surface.
- b) Concentrated at the north and south poles.
- c) Concentrated on the edges of continents, along island chains, or beneath the sea forming long mountain ranges.



HURICANES

Hurricanes are also known as

- a) Floods and Droughts
- b) Cyclones and Typhoons
- c) Emergencies

TSUNAMI

If an earthquake has generated a tsunami wave, what should you do?

- a) Return home.
- b) Go to higher ground and wait until local officials tell you it is safe.
- c) Go to the beach to inspect the effects of the tsunami.



DROUGHTS

What is a drought?

- a) A shortage of water for a long amount of time
- b) A year without water/rain
- c) A week without rain

Which of these is true?

- a) Drought only occurs in dry, arid areas
- b) Droughts can occur in any climate
- c) Droughts can affect wet climates

What can a drought cause?

- a) Disease
- b) Hunger
- c) Thirst
- d) All the above



BUSHFIRES

When fighting a fire, you should wear?

- a) Rubber gumboots
- b) Thongs
- c) Slippers
- d) Leather Boots



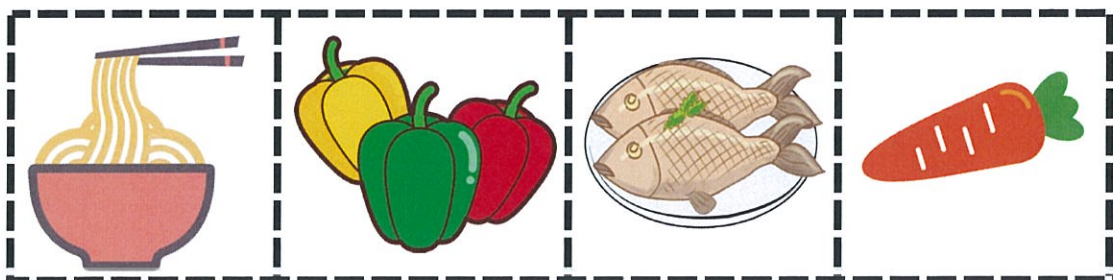
Name: _____ Class: _____ Date: _____

Activity: Trace the Chinese Characters & pinyin. Cut and paste the images into their correct category

ròu 肉			
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shū cài 蔬菜			
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zhǔ shí 主食			
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Music Term 4 Week 2

Gr. 3-6

Listen to these **10 musical introductions** and tell me what their tempo is by using the online **metronome** you used last week and the table below as a tool to help you.

 Top 10 Epic Intros in Classical Music [HQ]

<https://www.imusic-school.com/en/tools/online-metronome/>

You can listen to just enough of each introduction to work out the tempo and then go to the next one. Do as many as you can if you can't do all 10.



HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



Week 2 Physical Education TASK Grade 3 & 6 Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 2 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@hestalbansth.catholic.edu.au

Warm-Up 5 Minutes

I'm learning to warm-up correctly.

-

Learning Intention:

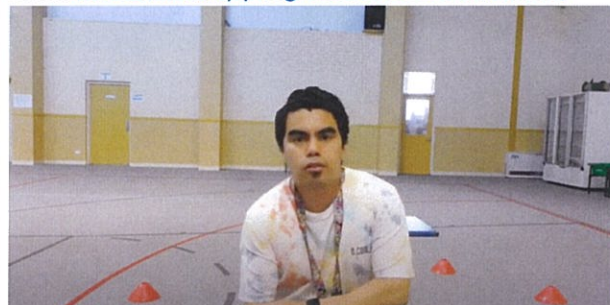
I'm learning to warm-up correctly.

Equipment:

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

Warm Up Video:

Link: [Week 4 Hopping Exercise With Mr.H](#)



	Warm up with Mr. Herrera
Activity or Skill Yoga Sessions Learning Intention: I'm learning to push myself and see how fit I am.	ACTIVITY Link: 15 Minute Low Impact Workout for Seniors The Body Coach TV 
Warm-Down Learning Intention: I'm learning to stretch correctly after my main activity.	Warm down for 5 to 10 minutes: Link: Here's a STRETCHING routine you can use in any PE lesson + learn the muscles (part 1) 

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



Holy Eucharist Catholic Primary School

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Grades 5 and 6

Learning Intentions: We are learning to draw hands holding coins or a lit diva to celebrate the festival of lights or Diwali, celebrated in November by the Hindus in India, and their beliefs, understanding and special significance for wealth, trade and business.

Read more at: Get more information on the background of the festival.

http://timesofindia.indiatimes.com/articleshow/68207030.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst

