

Holy Eucharist Catholic Primary School

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Grade 5P & AN

Remote Learning Pack

Week Beginning - 18th to 22nd October 2021

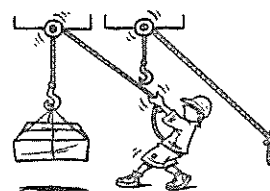
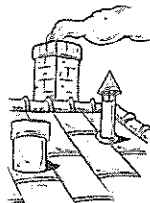
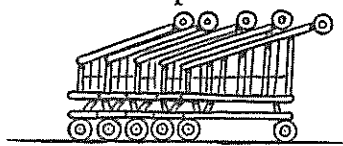
Your List

chimney	storey	subway
volley	pulley	journey
decoy	buoy	highway
valley	trolley	

RULE: When **nouns** end in a **vowel** and **y**, the **plural** is formed by adding **s**.

1 Re-write the words in the **list** box, making them all **plural**s.

2 Which **list** plurals?



3 Write one interesting sentence containing any two **list** words.

4 Which **list** plurals?

You might use us in a game of tennis. _____

A hunter may use us. _____

Customers would use us at a supermarket. _____

Rivers might be found winding through us. _____

We could be found in a busy bay or harbour. _____

Word Building

Make compound plurals by adding the beginnings in Group A to the word *ways*.

Group A

free

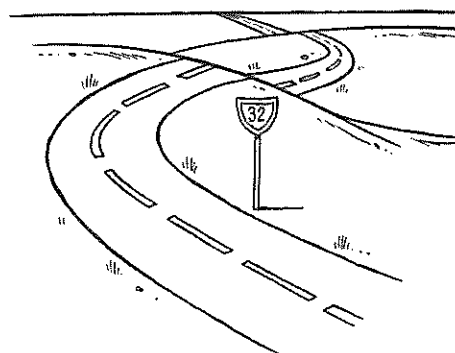
sub

high + ways

cause

by

passage



Challenge

attorneys quays ploys



- 1 Complete this Wordcross using **list plurals**.

Down

smoke flues

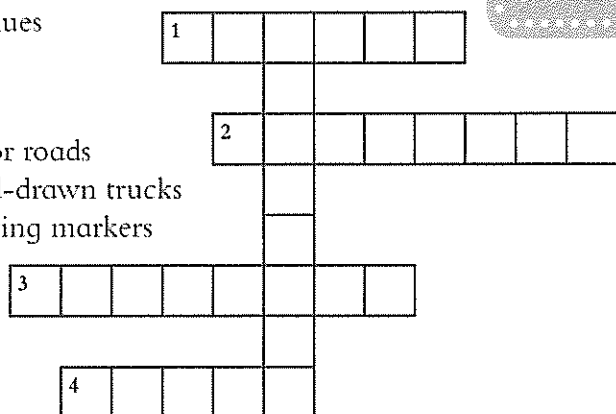
Across

1 lures

2 major roads

3 hand-drawn trucks

4 floating markers



The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

(R. L. Stevenson)

WORD history

Subway comes from the words 'sub' (meaning under) and 'way' (meaning road or path). Can you think of more words that begin with 'sub'?

Can you think of more words ending with 'way'?

- 2 Which **list** or **challenge** words match these **homonyms**?

boys _____ keys _____

stories _____

- 3 Draw trolleys full of buoys or decoys on chimneys.

- 4 Write True or False for these sentences.

Can you take long journeys through subways? _____

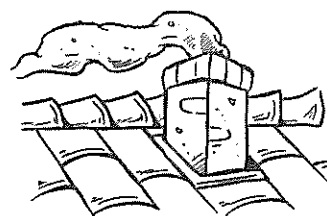
Are decoys used to clean chimneys? _____

Do tennis players have long volleys? _____



Word Knowledge

Use a dictionary to find the meanings of the three **challenge** words and then write one sentence using any two of the words to show their meanings.



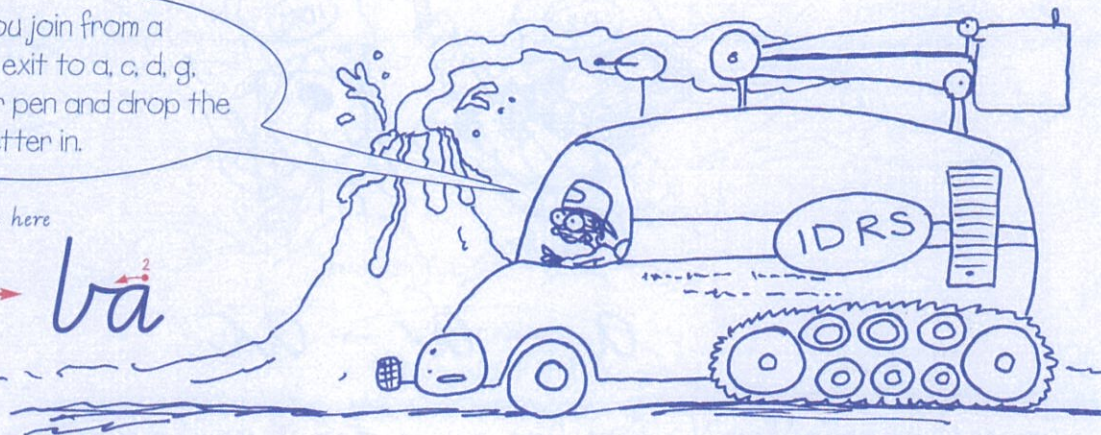
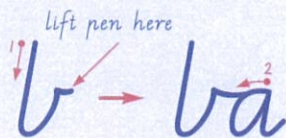
General Knowledge

- 1 How many journeys did Captain Cook make to the South Seas before being killed in Hawaii (Sandwich Islands)? _____
- 2 Which Australian highways are numbered 1 and 31? _____
- 3 Which **list plural** would best match...?
Yarra, Mitta, Barossa, Hunter, Ovens _____

★ Revision – Touch joins

Date ____/____/____

When you join from a horizontal exit to a, c, d, g, or q, lift your pen and drop the letter in.



Trace, then copy.

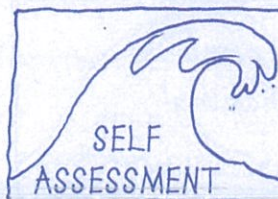
ba oc rg rd va wa rq fa

road word wasted vamoose

fair torque rock batch

Lava is liquid rock that erupts

from a volcano.



Circle your three best touch joins.



Unit 19

Focus: Text cohesion –
pronouns

SPUD SPROCKET ★ – ace detective ★

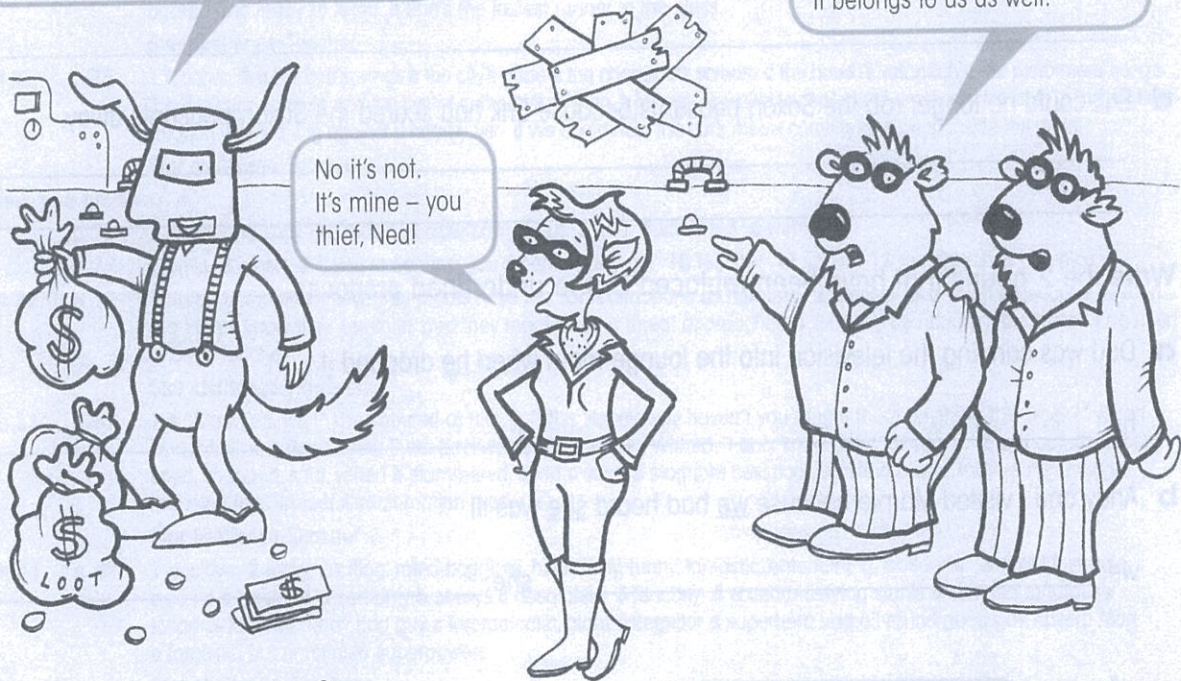
Our hero, Detective Spud Sprocket, has stumbled upon the den of the notorious Ned Kelpie and his desperate gang of criminals.

Spud approaches cautiously and listens while the desperadoes argue about the loot from their latest bank job.

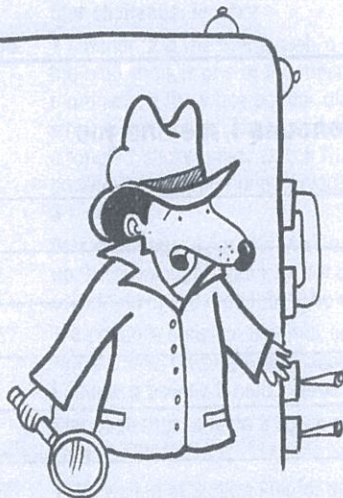
Ha! Ha! All this loot belongs to me. It is mine! mine! mine! I stole it so it's mine!
Ha! Ha! Ha!

We helped you steal the loot.
That loot is ours.
It belongs to us as well.

No it's not.
It's mine – you
thief, Ned!



They think the loot is theirs – that it belongs to them.
Ned thinks that it is his. Nell thinks that it is hers.
The Beedle Boys think that the loot is theirs.
I have news for all of them. That loot belongs in a bank and
they belong behind bars.



Pronouns stand in the place of nouns. Some pronouns are **possessive pronouns** showing belonging. Here are the main personal pronouns. (The possessive pronouns are underlined.)

First person (about me)

I, me, mine, we, us, ours (myself, ourselves)

Second person (about you)

you, yours (yourself)

Third person (about him, her, them)

he, she, him, his, hers, it, its, they, them, theirs (himself, herself, itself, themselves)

1 Rewrite these sentences by replacing the repeated (underlined) nouns with **pronouns**.

- a The loot was stolen by Ned. Ned stole the loot. _____
- b Ned thinks the loot belongs to Ned but Nell thinks the loot belongs to Nell. _____
- c The criminals think that the loot is the criminals'. _____
- d Detective Spud Sprocket arrived on the scene and Detective Spud Sprocket arrested the criminals. _____

2 Use the **possessive pronouns** shown in the explanation box above to fill the gaps.

- a I stole the loot so it's _____.
- b The criminals thought that the loot was _____ to keep.
- c Nell thinks that the loot should be _____.
- d Ned thinks that the loot should be _____.
- e The Beedle Boys said, "That loot belongs to us, it is _____."

We use **pronouns** so that we don't have to repeat nouns. For example: "Ned stole the loot so the loot is Ned's," said Ned would sound much better as: "I stole the loot so it is mine," said Ned.

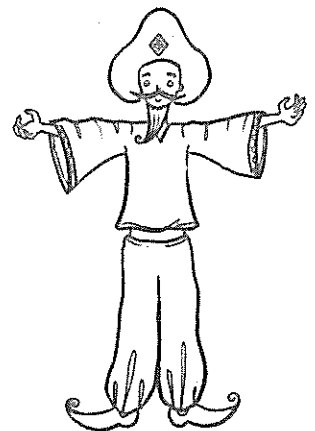
Who, whom, whose, which and **that** are also pronouns.

We call them **relative pronouns**. Relative pronouns do two jobs at the same time. They stand in the place of nouns **and** they join two sentences.

For example: *The criminal who stole the loot was caught by Sprocket.*
Who refers to the criminal and it also joins these two sentences:
The criminal stole the loot. The criminal was caught by Sprocket.

3 Circle the **relative pronouns** in these sentences.

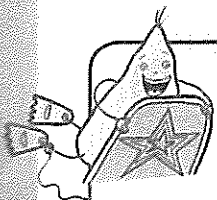
- a My house, which is white, is across the street from my school.
- b The boy who rescued the baby has gone home.
- c The egg that is on the bench can be used in the omelette.



Star challenge

On a separate piece of paper, join the following pairs of sentences by selecting from the **relative pronouns who, whom, whose** and **which**.

- a I have handed in my homework. I did it last night.
- b At the performance there was a clown. The clown juggled 6 chainsaws.
- c We heard the crack of the gun. The crack signalled the start of the race.



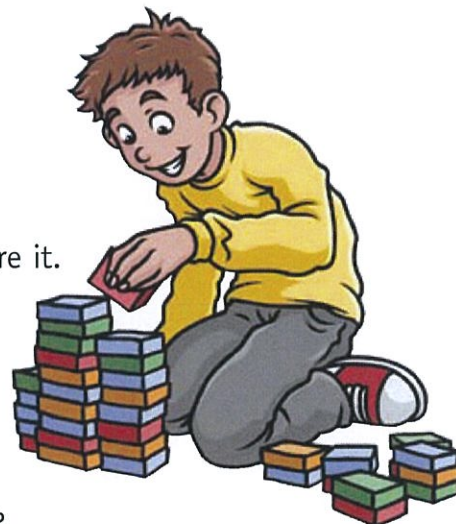
- 1 Jared ate 30 apricots. The first day he ate 2.
Each day after that he ate 2 more than the day before.
How many days did it take? _____

Day							
Number of apricots							



- 2 Anita has to cover 60 books. The first day she covered 24.
Each day after that she covered 6 less than the day before.
How many days did it take? _____

Day							
Number of books							



- 3 Darak is building towers. The first tower has 5 blocks.
Every tower after that uses 5 more blocks than the tower before it.

Tower							
Number of blocks							

- a How many blocks did the 6th tower use? _____
b How many blocks are used altogether to build the 6 towers? _____



- 4 Class 5M collected money for the local children's charity.
The first week they collected \$70. Every week after that they collected \$9 less than the week before.

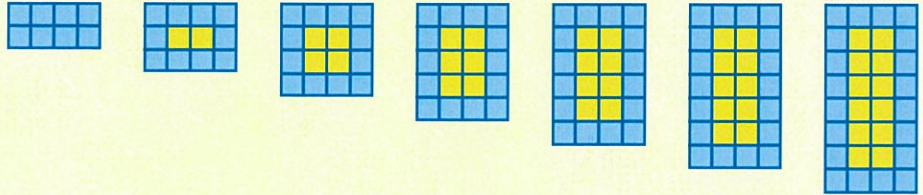
Week							
Amount							

- a How much did they collect in the 7th week? _____
b They stopped after week 8.
How much had they collected altogether? _____

Tables and patterns



A pattern is made using blue and yellow tiles. Here are some patterns of different sizes. All patterns are 4 tiles wide.



- 1 In a pattern that is 5 squares long:
- a how many blue tiles are needed? _____ b how many yellow tiles are needed? _____
- c how many tiles are needed altogether? _____

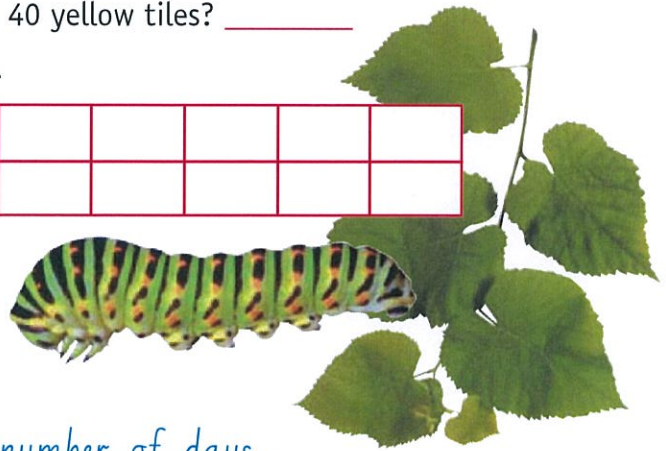
2 Complete the table.

Length of pattern in tiles	2	3	4	5	6	7	8	9	10
Number of blue tiles needed									
Number of yellow tiles needed									

- 3 In a pattern that is 15 tiles long how many:
- a blue tiles are needed? _____ b yellow tiles are needed? _____
- 4 How many tiles long is the pattern if there are:
- a 40 blue tiles? _____ b 40 yellow tiles? _____
- 5 Shen found a caterpillar. He measured it every day.

Day	1	2	3	4						
Length (mm)	26	27.5	29	30.5						

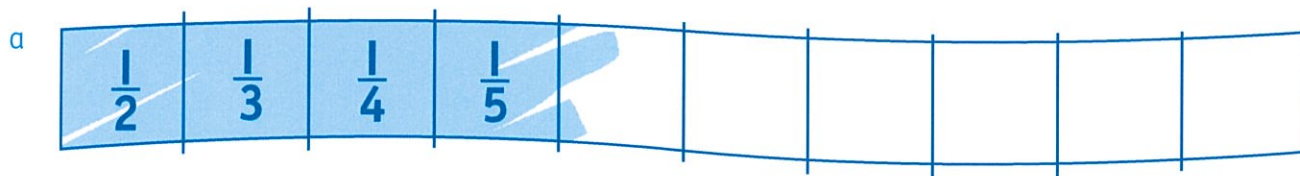
- a How much did it grow each day? _____
- b Complete the table.
- c When was it 40 cm long? _____
- d Shen wrote a rule. Length = 24.5 + 1.5 x number of days.
- Does the rule work? _____ How do you know? _____
- e What was the caterpillar's length the day before Shen found it? _____
- f Why did he start the rule at 24.5 mm? _____



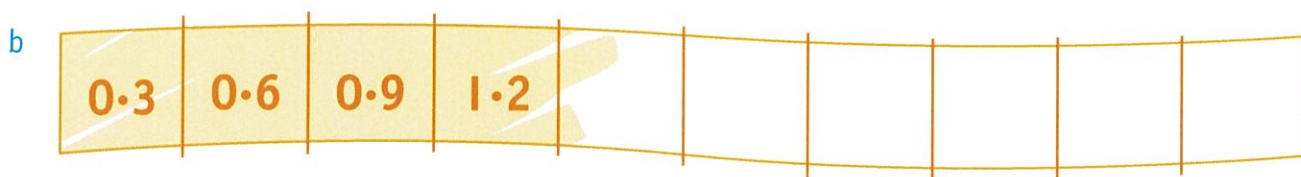
Number patterns



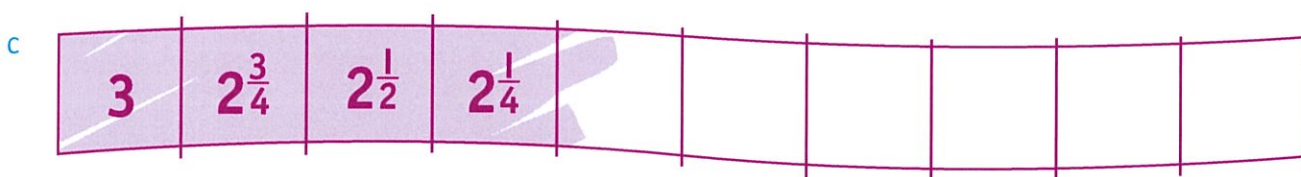
1 Complete each pattern and write the rule.



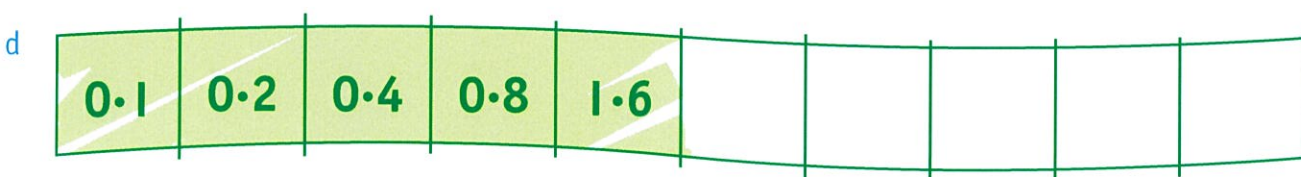
Rule _____



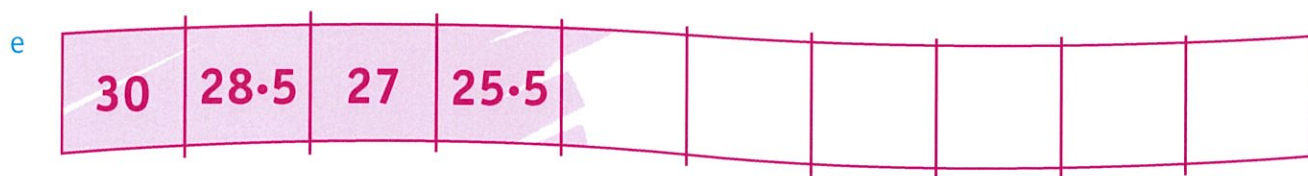
Rule _____



Rule _____

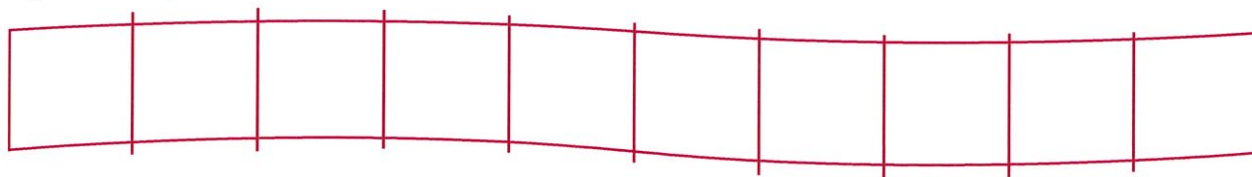


Rule _____



Rule _____

2 Write your own pattern.



Rule _____



Following patterns



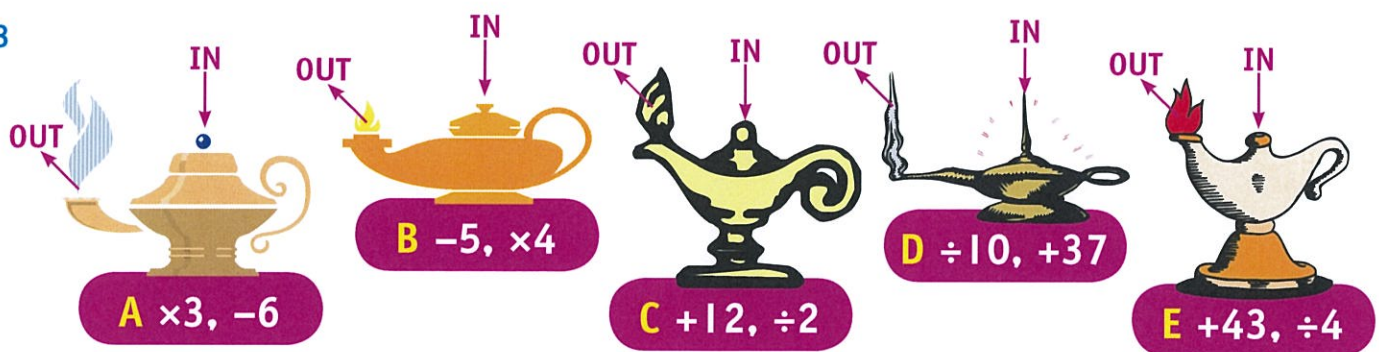
Complete each pattern and match with its rule.

- | | | | |
|---|---|---|----------------|
| a | 16, 25, 34, <input type="text"/> , <input type="text"/> , <input type="text"/> | G | $-\frac{2}{3}$ |
| b | 1.6, 1.9, 2.2, <input type="text"/> , <input type="text"/> , <input type="text"/> | H | $+9$ |
| c | $6\frac{1}{3}$, $5\frac{2}{3}$, 5, $4\frac{1}{3}$, <input type="text"/> , <input type="text"/> | I | $+0.002$ |
| d | 0.15, 0.25, 0.35, <input type="text"/> , <input type="text"/> , <input type="text"/> | J | $+0.3$ |
| e | 0.729, 0.731, 0.733, <input type="text"/> , <input type="text"/> , <input type="text"/> | K | $+0.08$ |
| f | 2.4, 2.48, 2.56, <input type="text"/> , <input type="text"/> , <input type="text"/> | L | $+0.1$ |

2 Make up three patterns and write their rules.

- a \rightarrow
- b \rightarrow
- c \rightarrow

3



Each lamp changes numbers by performing different operations.

What numbers come out if:

- a 5 is put in? A _____ B _____ C _____ D _____ E _____
- b 20 is put in? A _____ B _____ C _____ D _____ E _____
- c 12 is put in? A _____ B _____ C _____ D _____ E _____
- d 0 is put in? A _____ B _____ C _____ D _____ E _____
- e 43 is put in? A _____ B _____ C _____ D _____ E _____



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.

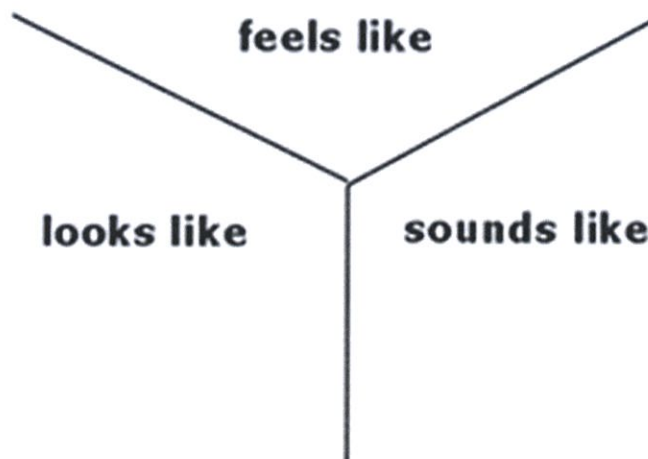
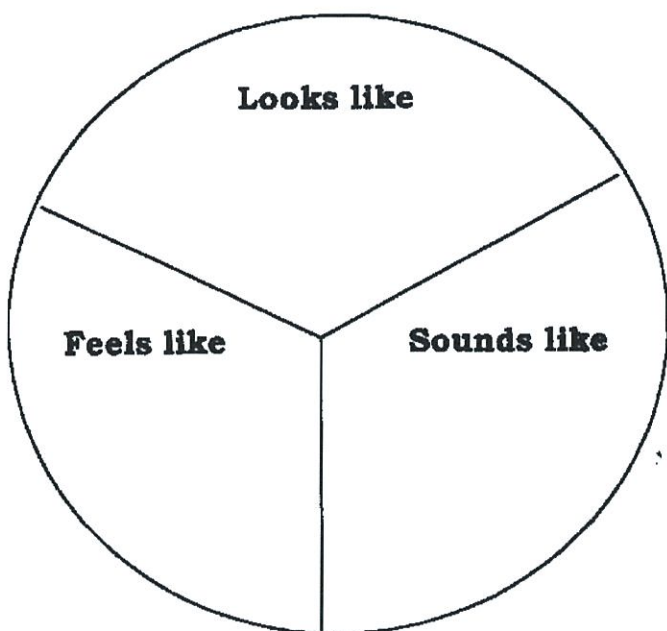
Your favourite event - this will be your heading

I Feel

I See and

I Hear

Use pictures to illustrate your diagram.



Defining needs and wants – 1



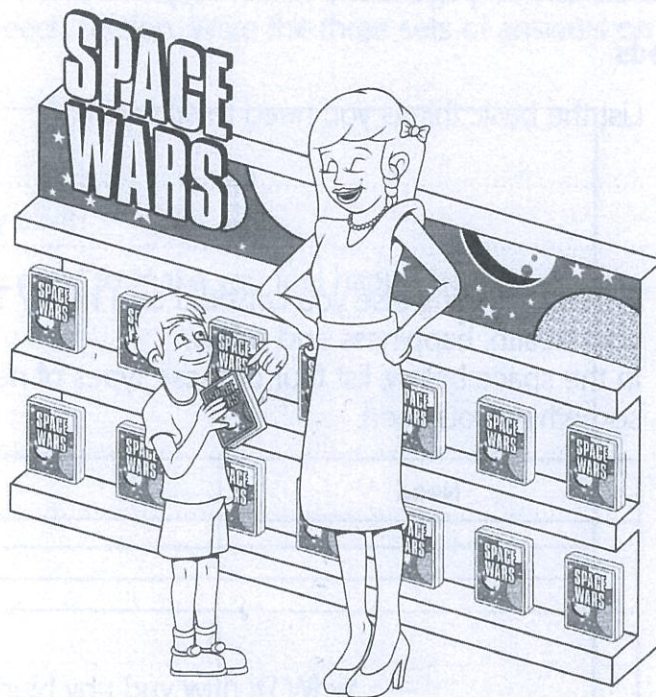
'But Mum, I *need* this new toy!'

Does this sound familiar? Have you ever seen something at the shops you felt you desperately needed? Cast your mind back to the situation. Was it really something you needed or was it just something you *wanted*? Is there a difference? And is this important?

Well, to people who study economics and consumers (people who purchase goods and services) there is a difference. And it is an important one.

Let's begin by considering what a need is. At a basic level, the things you need are those things that help you survive—water, food, shelter, clothing and air to breathe. You might also consider other things as needs too; things that keep you safe and healthy and make you feel valued. These might include family and friends, and services such as education and health care. Defining needs can in fact raise a lot of interesting questions. For example, do we need money? You might consider it to be a need but some people live quite happily without it. Do you need a car? If someone lived a long way from their workplace and there was no public transport option, this might well be a need for them. People's needs also change as they grow older and deal with different situations, such as health changes. You can see how hard it is to define needs!

Now let's think about wants. Are these any easier to define? At a basic level, a want is something we would like to have. But it gets tricky! An economist would say that while a consumer's needs can be satisfied, their wants never are. For example, let's say you save up your pocket money to buy a new game console. It's great for a while—you can play all the latest games. But a year later, a new console appears at the shops, along with new games. To your dismay, the new games don't work on your old console.



Now you want the newer console so you can play the latest games and talk about them with your friends. It's expensive but you decide to pay the money. Then a year later, another console appears that has better graphics and sound than the first two. How annoying! Now you want that one, even though your first console still fulfils your basic want to play games. Companies that produce goods like these are very clever at keeping consumers wanting the latest and greatest.

Wanting things can also cloud our judgement of what we need. For example, we all need to eat. But that doesn't mean we need to eat a hamburger and chips for lunch! A plate of vegetables and a glass of milk might fulfil all the nutritional requirements we actually need from that meal. But on the other hand, if all we did was fulfil our basic needs, our lives wouldn't be very much fun! The best idea is to find a balance between our needs and wants and not spend our money unnecessarily as a consumer.

As you've seen, this is not always easy to do.



Defining needs and wants - 2

Read the text on page 3 and reflect on your own needs and wants.



Needs

1. List the basic things you need to stay alive.

.....

.....

2. Is there anything else you consider as a need? These might be things you think are essential to your health, happiness and safety.
In the space below, list four of these types of needs. Next to each, write why you consider it be something you need.

Need	Why do I need it?

Wants

3. (a) List your top 3 current wants.

.....

.....

.....

- (b) Is it possible that having any of these things could lead you to wanting more? Explain your answer.

.....

4. Describe a recent occasion when you did more than fulfil your basic needs. Was it worth it? Say why or why not.

.....



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GRADES 5 and 6

Visual Arts Term 4 Week 3

Learning Intentions:

This week you are going to draw money in 3D, you might have saved for a special event or a celebration such as Christmas or a Birthday.

People around the world start saving money to buy gifts for an occasion, travel to visit relatives, organize parties or give to charities etc.

How observant are you?

See if you can copy this money or create and draw your own money with your name or initial on it. If you like you can colour the coins and the notes.





Year 3- 6, Term 4 Week 3: DIGITAL TECHNOLOGY: e-Safety

1. Watch the video about *Cybersmart Forever* - Take up the challenge! Be smart about sharing things online.

<https://vimeo.com/227210174>

2. Discuss the various parts from the video with your parents or friends

3. Complete the worksheet Share/Post/Delete

Read the following scenarios and decide what to do with the image. Circle the emoji that best describes the action you should apply to the image.



POST – This is a photo you would be happy for anyone to see



SHARE – This is someone else's photo that you could share



DELETE – This is a photo that should go straight in the trash



A classmate took this photo of one of your friends. He's looking grumpy!



Your mum took this pic of you and your horse and sent it to you. You want to share it with your close friends.



You took this selfie of you and your friend. It's so cute but her parents don't let her post pictures online.



You took this pic of your mum running. It looks pretty artistic and posted it on her picstagram. She said it's ok to share.



You took this sneaky pic of your sister crying. You're having a fight and want to share it with your best friend.



You took this picture of your friend when you were hanging out. He said you could post it and tag him.



Your mum took this picture when you were having a great time. You've checked with her and she agrees it's cute.



Your Dad took this picture of your family on holiday. You've been asked by your teacher to share holiday pictures with the class.



You took this picture of your friend. You ask him to share it and he agrees but looks really worried.



HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



Week 3 Physical Education TASK Grade 3 & 6 Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 3 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@hestalbandsstc.catholic.edu.au

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: Work-up with Mr H
--	--

	 <p>Warm up with Mr. Herrera</p>
<p>Activity or Skill Yoga Sessions Learning Intention:</p> <ul style="list-style-type: none"> I'm learning to push myself and see how fit I am during this yoga session. 	<p>ACTIVITY Link: Feel Good Fit Flow Yoga with Lucy The Body Coach TV</p> 
<p>Warm-Down</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I'm learning to stretch correctly after my main activity. 	<p>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)</p> 

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

Music Term 4 Week 3

Gr. 3-6

Ging Gang Gooli

Listen to and sing along to this fun song '**Ging Gang Gooli**'.

Watch my video on Dojo for actions to go with it.

Ging Gang Goolee, Goolee, Goolee, Goolee Watcha
Ging Gang Goo Ging Gang Goo
Ging Gang Goolee, Goolee, Goolee, Goolee Watcha
Ging Gang Goo Ging Gang Goo
Hayla, Hayla Shayla, Hayla Shayla Hayla Ho-o-o!
Hayla, Hayla Shayla Hayla Shayla Hayla Ho-o-o!
Shalawally shallaway shalawally shalawally!
Oompah, Oompah, Oompah, Oompah!

Answer these questions:

- What is its speed: _____BPM (use the metronome)
- Tell me which Italian music word describes the song's tempo. _____
- Some parts of the song are sung slow and some sung fast. Which words are sung fast?

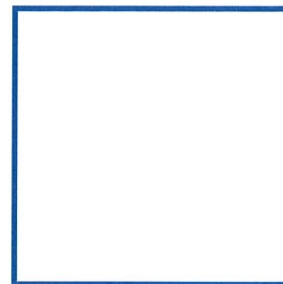
Name: _____ Class: _____ Date: _____

Translate the following sentences and put the correct food in the box.



wǒ bù xǐ huān chī jī ròu.

wǒ xǐ huān chī niú ròu.

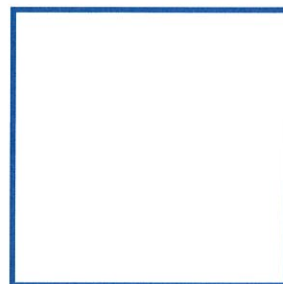


Translate: _____



wǒ bù xǐ huān chī zhū ròu.

wǒ xǐ huān chī jī ròu.

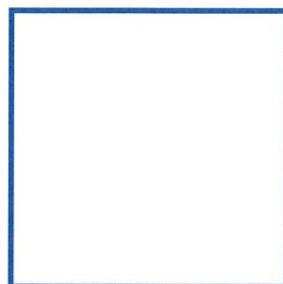


Translate: _____



wǒ bù xǐ huān chī jī ròu.

wǒ xǐ huān chī zhū ròu.



Translate: _____

