Remote Learning Workbook

Stage 3 (Year 5 and 6)

Week 2 Term 4

Name: _____

Spelling

Stage 3
Term 4 Week 2

Spelling Focus: Greek and Latin roots – spect, stru and cide

Examples:
* spect – the Latin root word spect and its variant spic means 'see' or 'look'.
e.g. spectacles means a pair of glasses.
* stru – the Latin root word stru and its variant struct means 'build'
e.g. construct means to build something
* cide – to kill or to cut down
e.g. genocide means to deliberately kill a large group of people from the same ethnic group

Write as many words that follow the rule of the week.

Spect or Spic Words	Stru or Struct Words	Cide Words

Spelling Focus: Greek and Latin roots – spect, stru and cide

Understanding the meaning of a root word will help you understand the meaning and spelling of the words that use them.

Write the meaning of these spect or spic words. Spect or spic means to see or to look. Rewrite the word to help you with the spelling.

Word	Rewritten Word	Meaning
spectator		
spectacles		
spectacular		
inspect		
prospect		
retrospect		
suspect		
auspicious		

Dependent Clauses

A **dependent clause** is a group of words that does not form a complete sentence.

INDEPENDENT CLAUSE: Joan stayed at home.

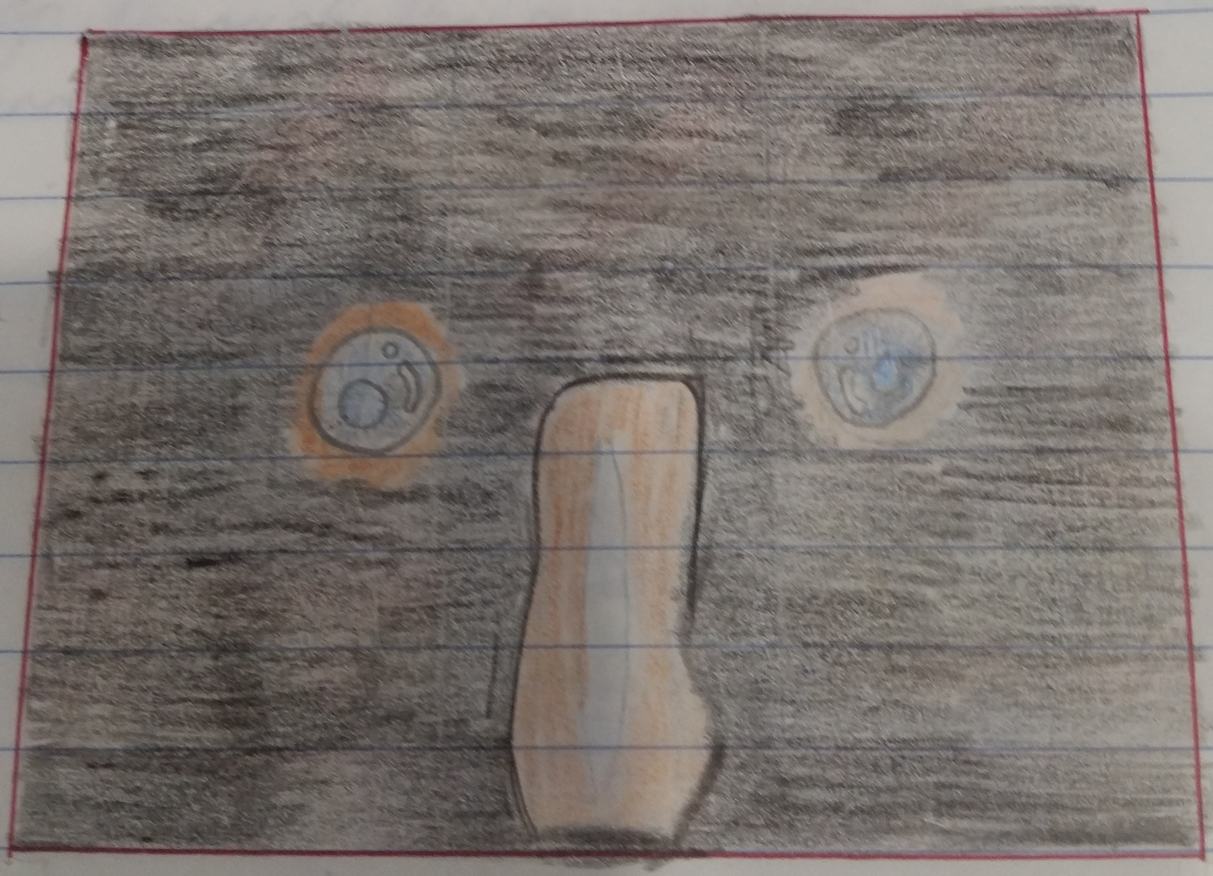
DEPENDENT CLAUSE: Joan stayed at home because she was sick.

DIRECTIONS: Underline the **dependent clause** in each sentence.

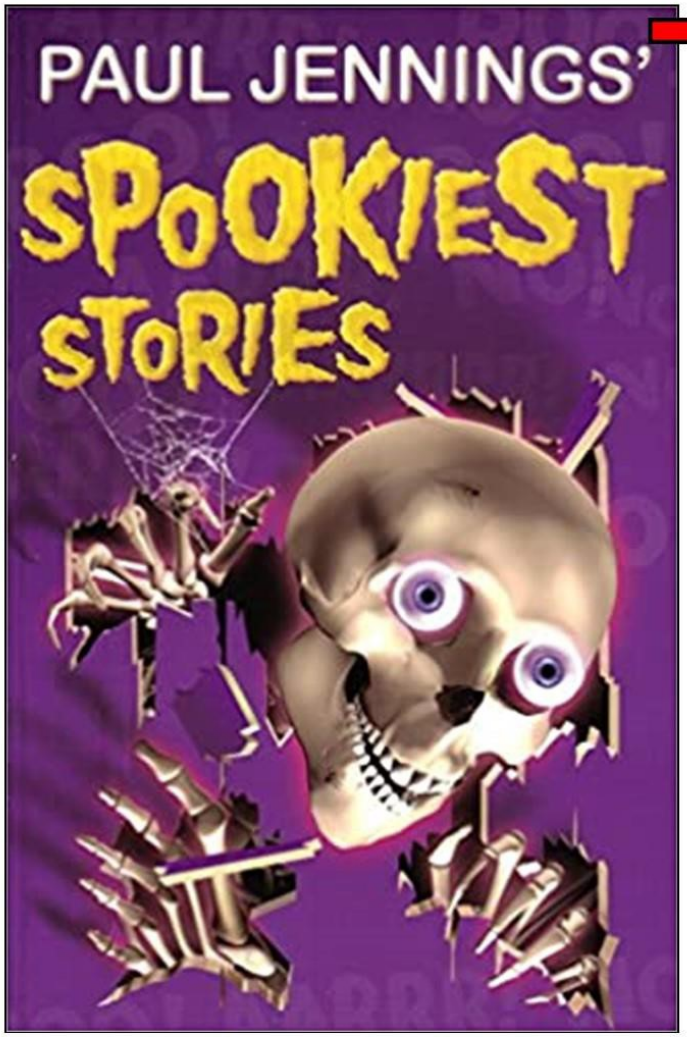
1. Helen performs well, even when she doesn't use a net.
2. When I was last in line, I almost didn't get any lunch.
3. It's hard to study when my mother is watching television.
4. Though we had heard the news, we refused to believe it.
5. After it was renovated, that hotel was very nice.
6. Whenever I wear these shoes, I get a blister.
7. After John called, I was on cloud nine all day.
8. My father is always exhausted after he works all day.
9. I value my time when I spend it with my daughter.
10. If you want my vote, you will need to explain your position.

Spookiest Stories - Grampa's Gifts (A132)
Paul Jennings
Penguin. Random House. 2007.

On the edge of the garden under the little lemon trees, stood a magnificent fox. Its tail glistening in the silver light. Its shoulders shivered. Its ears pricked and pointed towards us. It took our scent and turned and gazed.
We all gasped.
"Look at its eyes," whispered mum.
The fox stared at us. Unafraid. Its large blue eyes drank us in. They looked deep into me. I knew what they were saying.
"Thank You And Farewell."



"Its large blue eyes drank us in."



Penguin. Random House. **2007**.

On the edge of the garden, under the little lemon tree, stood a magnificent fox. **Its** tail glistening in the silver light. **Its** shoulders shivered. **Its** ears pricked and pointed towards us. It took our scent and turned and gazed. We all **gasped**.

"Look at its eyes," whispered mum.

The fox stared at us. Unafraid. **Its large blue eyes drank us in.** They looked deep into me. I knew what they were saying.

"Thank you. And farewell." **132.**

Spookiest Stories—Grandad's Gifts. (p132)

Paul Jennings.

Penguin. Random House. 2007.

Lions

- Lions are the second largest cat species in the world.
- Lionesses are better hunters than males and do most of the hunting for a pride.
- In the wild, lions rest for around 20 hours a day.
- Most lions found in the wild live in southern and eastern parts of Africa.

I love lions, but I think that they are the most ferocious animals in the world. They have huge teeth that they use to bring down their prey. I believe that all other animals are terrified of lions. They are better than any other animal in the wild.

Distinguish Between Fact and Opinion

Lions

1. Write **F** for fact or **O** for opinion next to each statement.

   _____ Lions are the second largest cat species in the world.

   _____ Lions are better than any other animal in the wild.

   _____ In the wild, lions rest for around 20 hours a day.

   _____ I think they are the most ferocious animal in the world.

   _____ Lionesses are better hunters than males.

2. What is your opinion of lions?
3. What are some of the ways that you can tell the difference between a fact and an opinion?
4. Make a list of some common words that you might find in an opinion.

CRAZY CREATIVE CHALLENGE

Draw a lion.

Write any facts you know about lions on the body.

Write your opinions about lions around the body.

Comprehension Task

teachstarter

Name _____ Date _____

Lions

1. Write **F** for fact or **O** for opinion next to each statement.

_____ Lions are the second largest cat species in the world.

_____ Lions are better than any other animal in the wild.

_____ In the wild, lions rest for around 20 hours a day.

_____ I think they are the most ferocious animal in the world.

_____ Lionesses are better hunters than males.

2. What is your opinion of lions?

3. What are some of the ways that you can tell the difference between a fact and an opinion?

4. Make a list of some common words that you might find in an opinion.

Name: _____

Times Tables
Mixed

Week 2
Monday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
2 x 2 = _____	3 x 3 = _____	7 x 7 = _____
4 x 4 = _____	6 x 6 = _____	8 x 8 = _____
5 x 5 = _____	9 x 9 = _____	11 x 11 = _____
10 x 10 = _____	12 x 3 = _____	12 x 12 = _____
8 x 5 = _____	4 x 6 = _____	6 x 12 = _____
11 x 10 = _____	11 x 9 = _____	11 x 12 = _____
12 x 2 = _____	7 x 3 = _____	9 x 7 = _____
7 x 10 = _____	2 x 9 = _____	8 x 11 = _____
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3 x 4 = _____	11 x 6 = _____	12 x 11 = _____
8 x 2 = _____	3 x 9 = _____	7 x 8 = _____
7 x 4 = _____	8 x 3 = _____	12 x 8 = _____
3 x 10 = _____	8 x 6 = _____	11 x 7 = _____

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 2
Monday

Learning goal: I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

51 + 21 = _____	31 + 43 = _____
29 + 98 = _____	60 + 68 = _____
93 + 47 = _____	38 + 42 = _____
52 + 78 = _____	26 + 47 = _____
86 + 41 = _____	66 + 20 = _____
91 + 65 = _____	59 + 27 = _____
71 + 69 = _____	42 + 12 = _____
58 + 83 = _____	86 + 19 = _____
83 + 59 = _____	95 + 26 = _____
70 + 45 = _____	33 + 86 = _____
66 + 40 = _____	43 + 36 = _____
33 + 52 = _____	78 + 23 = _____
11 + 58 = _____	15 + 40 = _____
24 + 50 = _____	54 + 95 = _____
87 + 68 = _____	63 + 39 = _____

Time: _____ Score: _____ /30

Name: _____ **Multiplication** Term 4 Week 2
Monday

39 x 2	733 x 3	4579 x 4
37 788 x 5	344 175 x 6	Score: ____/5

65 x 42	58 x 99	514 x 31
851 x 75	2158 x 84	Score: ____/5

Unit 5 Percentages

Level 1

1. How much charge is left on my phone if the battery indicates that I have used 40% of the power?
2. How tall is the poster if it is 50% of the height of the real player, who is 180 cm tall?
3. How many lights were not working if 25% of the 80 lights were faulty?

Level 2

1. Grant's jumper is red, white and blue. What percentage is red if 3 out of the 12 balls of wool used to make it were red?
2. Adelaide earns $400 per week. How much will she earn this week if she was given a 25% bonus?
3. What percentage of the book does Jasper have left to read if he has read $\frac{4}{5}$ of the book so far?

Level 3

1. How much did Scarlett pay for her car if it was priced at $20 000, but she was given a 25% discount?
2. Jemma placed a one litre container of water in the sun. If 10% evaporated, how much water was left in the container?
3. Prani invested $500 for one year and received 5% interest. How much interest did she earn and how much will she have at the end of the year?

Investigation

Australia's population – Fact Sheet	
Total population = 22 000 000	
30% live in NSW	25% born overseas
20% live in Sydney	5% born in the UK
20% are under 15 years of age	2½% born in New Zealand
65% live in capital cities	

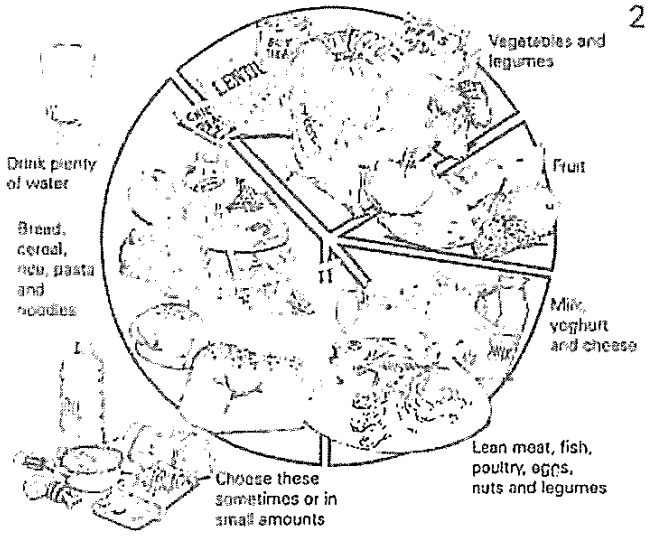
How many Australians

1. live in Sydney?
2. live in NSW?
3. are 15 years or older?
4. were born overseas?
5. were born in the UK?
6. are under 15 years of age?

Healthy eating

Food is fuel for the human body. Everybody needs to have a well-balanced diet made up of a variety of foods from different food groups. Choosing the right foods to eat helps build our bones and muscles, helps us to grow, aids our organs and gives us energy. The Healthy eating guide *shows how much of each food you should eat.*

1. Colour the foods from the chart you like to eat.



2. Which foods should we eat ...

(a) the most of?

_____

_____

_____

_____

_____

(b) in very small amounts?

_____

_____

3. List two of your favourite foods. Which food group do you think they belong to?

Favourite foods	Food group

4. What could you do to make your eating habits healthier?

_____

_____

5. How do you feel after eating ...

healthy food?	junk food?

LIFESTYLE CHALLENGE

Drink more water and milk throughout the week as these are a healthier choice than sugary fruit juices and soft drinks.

Benefits of a healthy diet

We need to eat a wide variety of foods every day to provide our bodies with important nutrients to keep us healthy. Healthy foods contain essential vitamins, minerals, water, protein, fats, carbohydrates and fibre to help us grow and give us energy.

Like a machine, our bodies need the right fuel to work properly. Healthy food choices fuel our bodies. Unhealthy food choices contain lots of sugar and fat, making it hard for our bodies to fight diseases and can make us overweight.

We can not get all the nutrients we need from just one food so we must eat a balance of foods from each of the healthy food groups. These foods provide us with what we need to run a healthy body. The chart below explains the benefits of a well-balanced diet.

Food group ...	Provides ...	Important for ...
bread, cereal, rice, pasta, noodles	fibre, vitamins, minerals, carbohydrates and protein	energy, growth, repair of body
vegetables, legumes and fruit	vitamins, fibre, carbohydrates	managing weight, eyes, healthy bones, skin, red blood cells, teeth
dairy	calcium, protein, vitamins	energy, repairing cells, strong bones and teeth
meat, fish, eggs, nuts	iron, zinc, protein	carrying oxygen in the blood, healing, growth

1. Which foods would you eat to help you ...

   (a) manage your weight? _____

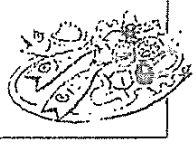
   (b) build strong bones? _____

   (c) have energy to play sport? _____

   (d) heal a wound? _____

2. What benefits do you think these foods could give you?

   (a)



   (b)

3. Draw a favourite snack food.

   (a) Is it healthy? YES NO

   (b) If not, what would be a better choice?

   _____

   (c) How could this healthy snack help your body?

   _____

   _____

LIFESTYLE CHALLENGE

What did you bring for lunch today? Find out how the food in your lunch box helps your body.

How can people influence their local community?

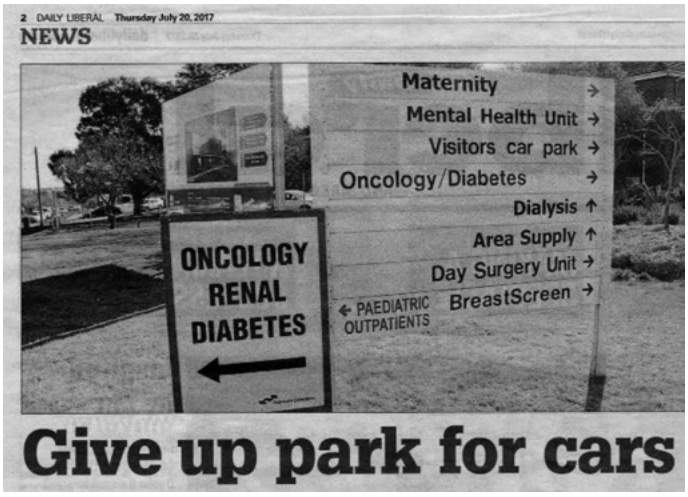
All councils want their residents to be involved in making decisions. If you look at your council website there will be a section where people can comment on council activities. You can't comment on every issue the council has so it is best to choose one that is meaningful to you.

Is there a local issue involving your hobby, sport, community or special interest?

To help find an issue look at the council website, talk to your parents or other adults, watch the local news, read the local paper, interview a councillor. It might be something small like more parking at the hospital or something big like planning for the future.

1 In this newspaper article, some people are asking for the park near the hospital to be made into car parking. They claim there is not enough parking at the hospital and people have to walk a long way. The park would be better used for parking.

What do you think? Use the table below to write your point of view.



My Point of View

That's Good	Why?	That's Bad	Why?
My personal view is…			

Stage 3 **Term 4 Week 2**

Spelling Focus: Greek and Latin roots – spect, stru and cide

Choose a word that follows the rule of the week and complete the following based on this word.

Word of the Week: _____

Part of speech: _____

Synonym: _____ Antonym: _____

Add or Minus a Morphograph (if your word allows it): _____

Dictionary meaning:

_____

_____

Sentence:

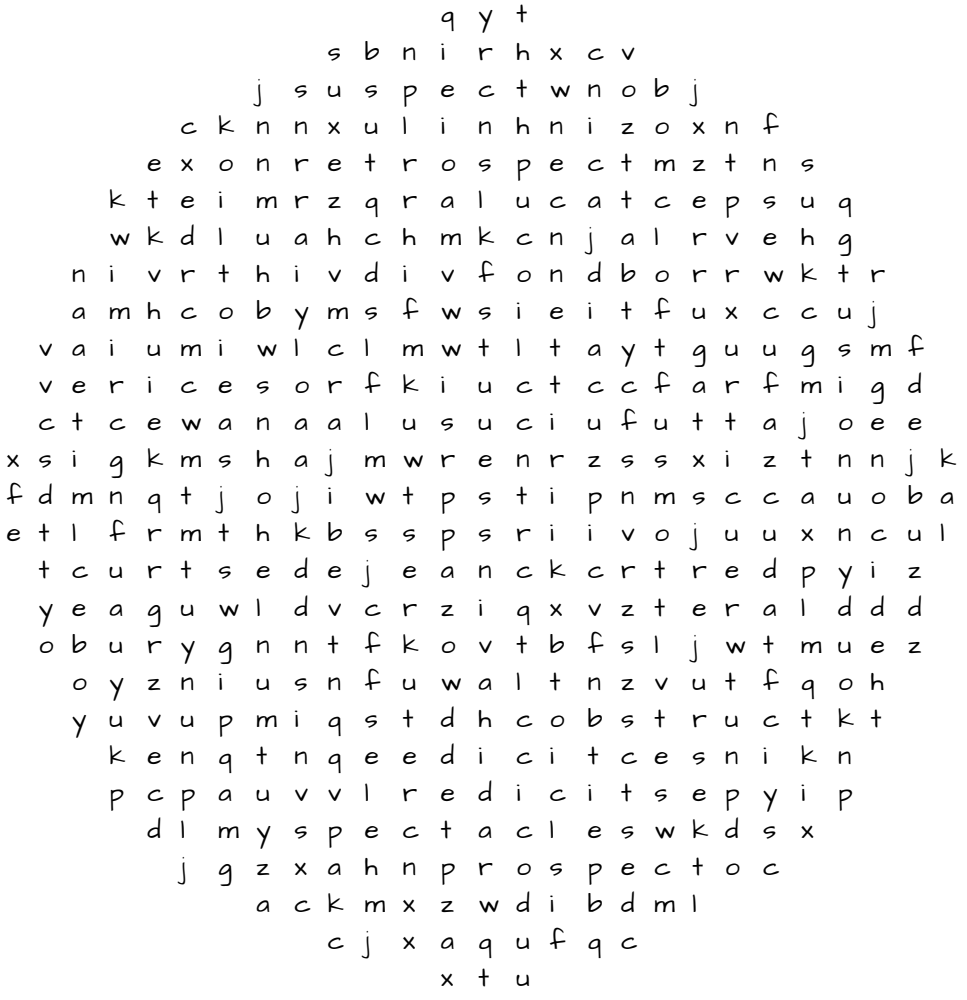
_____

_____

Picture:

name:_____ date:_____

Greek and Latin roots



spectacles
spectator
spectacular
inspect
suspect
prospect
retrospect
auspicious
structure
destruct
instruct
indestructible
infrastructure
construct
obstruct
misconstrue
homicide
genocide
insecticide
pesticide

Name: _____

Commas with Complex Sentences:
The Case of the Missing Commas

A complex sentence has an independent clause and a dependent clause. They are put together in a sentence using a word called a subordinating conjuction. Examples of coordinating conjunctions are: because, how, which, while, after, though, unless, even though and until.

Example:

Jeff mowed the lawn because he wanted his allowance.

Jeff mowed the lawn is the independent clause. The dependent clause is *he wanted his allowance*. The subordinating conjunction is *because*. There is no comma between the two clauses because the subordinating conjunction separates them.

If the dependent clause is at the beginning of the sentence, a comma separates the dependent clause from the independent clause.

Although she orders pizza, Jeanette's favorite food is chicken.

Below are some complex sentences. Some of the dependent clauses are at the beginning; others are at the end. You are the comma detective! Rewrite the sentences and add the commas where they are needed.

1. They played checkers until it was time to go home.

_____

2. Even though Lee prefers blue Charlotte picked yellow.

_____

3. Since there was no school that day the children played in the snow.

_____

4. We thought she was nice because she smiled a lot.

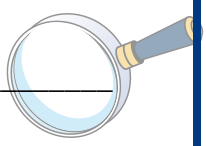
_____

5. Mike ate his vegetables before he ate his dessert.

_____

6. While the class took a test the teacher graded papers.

_____



Stage 3 Research Project – Learning from Home Term 4 Week 2

Due Friday 22nd October (Week 3)

This project is about Lighthouses and complements the writing program: informative texts.

1. View the short film 'The Lighthouse'

https://www.youtube.com/watch?v=6HfBbSUORvo

2. Visit https://lighthouses.org.au/nsw/

- Choose 3 lighthouses and **write a summary** about them. Include:
- Where they are
- What makes them unique
- If they are still operating
- When they were built
- You can present this as a PowerPoint, on Google Slides or you can write it up by hand.
- Choose 1 lighthouse and do a sketch with as much detail as you can.

3. **Create a newspaper article** about a lighthouse of your choice. There are templates available from: https://www.educatorstechnology.com/2013/03/wonderful-free-templates-to-create.html (if you want to type it into a pre-formatted document).

Gather information from websites, takes notes and then create a newspaper article about a lighthouse. For example, The Flagstaff Point Light House in Wollongong.

Remember it is a factual, detailed text that can include quotes from witnesses. Give as much information as possible about your chosen lighthouse.

Think about the structure and language features you should use in an informative text: technical language, paragraphs, subheadings etc. Make sure you include illustrations / photos with labels or captions.

Save your document and submit it on either Google Classroom or Class Dojo.



Name: _____

Times Tables
Mixed

Week 2
Tuesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
2 x 10 = _____	11 x 6 = _____	8 x 11 = _____
8 x 4 = _____	7 x 6 = _____	6 x 12 = _____
7 x 2 = _____	6 x 3 = _____	8 x 7 = _____
4 x 4 = _____	11 x 9 = _____	12 x 11 = _____
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11 x 2 = _____	12 x 3 = _____	9 x 12 = _____
4 x 5 = _____	2 x 9 = _____	9 x 11 = _____
2 x 2 = _____	9 x 6 = _____	11 x 7 = _____
10 x 4 = _____	3 x 3 = _____	8 x 8 = _____

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 2
Tuesday

Learning goal: I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

49 + 19 = _____	75 + 26 = _____
93 + 51 = _____	39 + 73 = _____
81 + 13 = _____	58 + 68 = _____
83 + 88 = _____	74 + 52 = _____
21 + 38 = _____	73 + 44 = _____
12 + 86 = _____	82 + 72 = _____
39 + 71 = _____	92 + 65 = _____
92 + 45 = _____	25 + 89 = _____
58 + 78 = _____	90 + 61 = _____
27 + 12 = _____	40 + 85 = _____
80 + 44 = _____	83 + 50 = _____
15 + 62 = _____	67 + 40 = _____
24 + 30 = _____	91 + 76 = _____
45 + 29 = _____	13 + 91 = _____
35 + 60 = _____	24 + 27 = _____

Time: _____ Score: _____ /30

Name: _____ **BIDMAS** Stage 3
Term 4 Week 2

Learning goal: I can apply the order of operations to perform calculations involving mixed operations and grouping symbols.

Brackets
Indices
Division
Multiplication
Addition
Subtraction

a. $14 - 6 \div 2 =$ _____

b. $(14 - 6) \div 2 =$ _____

c. $30 - 10 \times 3 =$ _____

d. $(30 - 10) \times 3 =$ _____

e. $12 \div 2 + 4 =$ _____

f. $12 \div (2 + 4) =$ _____

g. $6 \times 4 + 45 =$ _____

h. $6 \times (4 + 45) =$ _____

i. $12 \times 12 - 9 =$ _____

j. $12 \times (12 - 9) =$ _____

k. $22 + 3 \times 10 - 4 =$ _____

l. $22 + 3 \times (10 - 4) =$ _____

m. $10 \times 4 \div 2 + 5 =$ _____

n. $10 \times (4 \div 2 + 5) =$ _____

o. $4 + 6 \times 8 \div 2 =$ _____

p. $(4 + 6) \times (8 \div 2) =$ _____

q. $(55 + 55 + 10) \div 2 =$ _____

r. $(55 + 55) + 10 \div 2 =$ _____

s. $3 \times 3 + 10 - 2^2 =$ _____

t. $3 \times (3 + 10) - 2^2 =$ _____

Score: _____/20

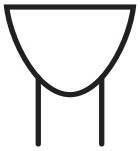
Name _____ **Date** _____

Circuit Diagrams

Use the circuit diagram symbols below to help answer the questions.

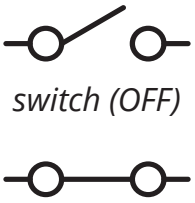
bulb

battery



buzzer

wire



switch (ON)

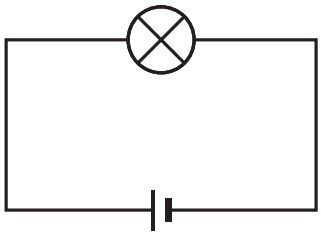
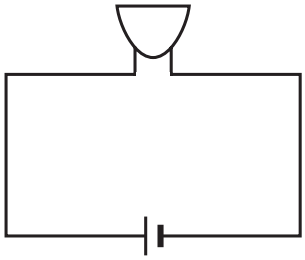
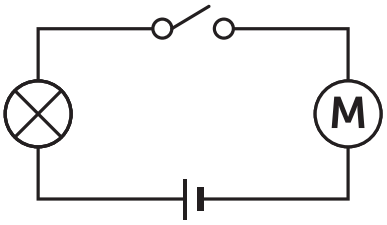
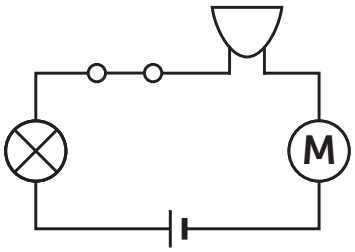
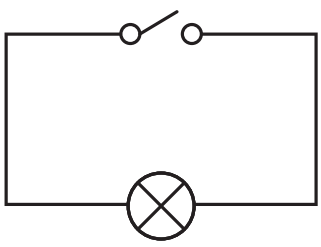
motor

1. Draw a circuit diagram below with the following components: battery, wire, switch, bulb.

2. Draw a circuit diagram below with the following components: battery, wire, motor.

Name _____ **Date** _____

3. For each circuit diagram below, indicate whether the bulb will illuminate by ticking the 'Yes' or 'No' box. Use the adjacent 'Discussion' box to explain how you know, in a few words.

Circuit	Will the bulb illuminate?		Discussion
a) 	YES		
	NO		
b) 	YES		
	NO		
c) 	YES		
	NO		
d) 	YES		
	NO		
e) 	YES		
	NO		

Spelling Focus: Greek and Latin roots – spect, stru and cide

Understanding the meaning of a root word will help you understand the meaning and spelling of the words that use them.

Write the meaning of these stru or struct words. Stru or struct means to build. Rewrite the word to help you with the spelling.

Word	Rewritten Word	Meaning
construct		
destruct		
instruct		
indestructible		
obstruct		
structure		
infrastructure		
misconstrue		

Spelling Focus: Greek and Latin roots – spect, stru and cide

Alphabetical Order

suspect	indestructible	homicide	inspect	structure
genocide	pesticide	spectator	obstruct	auspicious
spectacles	infrastructure	construct	prospect	insecticide
destruct	retrospect	misconstrue	instruct	spectacular

First five words in alphabetical order from A

1. _____
2. _____
3. _____
4. _____
5. _____

First five words in alphabetical order from M

1. _____
2. _____
3. _____
4. _____
5. _____

Book Covers

Make two fictional book titles that include a word that follows the rule of the week to show your understanding of the chosen word. Design the book covers for these titles. Remember to capitalise the first letter of each word in the title.

Title: _____

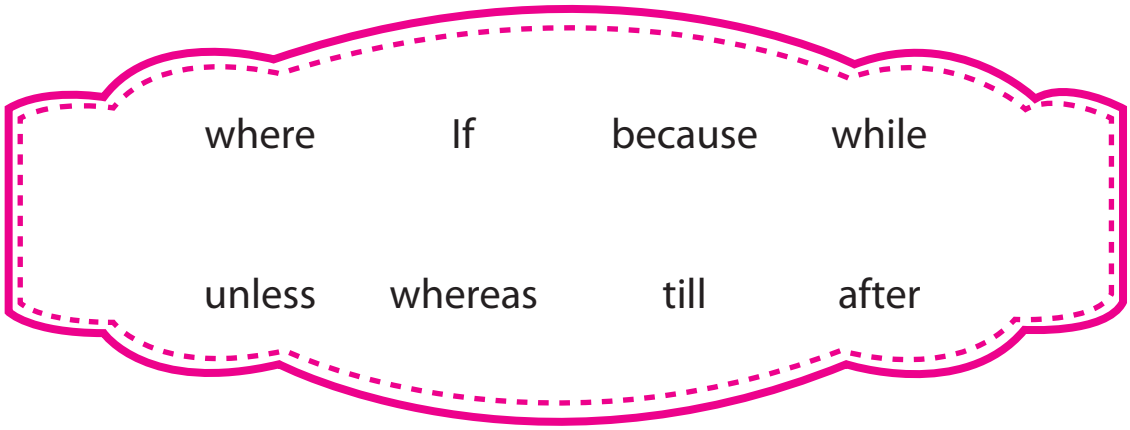
Title: _____

Complex Sentences

A sentence that consists of only one independent clause and one or more dependent clauses, joined by a subordinating conjunctions is called a complex sentence.

Example: Mary did her work in the library until it was closing time.

Complete each complex sentence using an appropriate subordinating conjunction from the word box.



1) Terry told us about the incident _____ we had reached the place.

2) Ross took care of our garden _____ we were away.

3) I thought Kia is a rude person, _____ in fact she was very kind.

4) _____ there is a will, there is a way.

5) _____ you wish to join the club, please fill this form.

6) _____ you are very fit, you should not embark on mountaineering.

7) We waited at the airport _____ the flight took off.

8) Jake didn't play today _____ he had a toe injury.

Coastal Erosion

Focus Questions

1. What did the BTN *Coastal Erosion* story explain?
2. Which Australian coastline recently experienced severe storm systems?
    a. East coast
    b. West coast
    c. South coast
3. Erosion is a natural process. True or false?
4. What causes beach erosion?
5. Describe the experiment in the BTN story using your own words.
6. Why did a day care centre on the coast in Newcastle have to be pulled down?
7. How is the government trying to stop coastal erosion?
8. What is a seawall?
9. Why are many councils trying to protect sand dunes?
10. Illustrate an aspect of the BTN *Coastal Erosion* story.

Zebras

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

"There are three different species of zebra: the plains zebra, the Grevy's zebras and the mountain zebras," Mr. Lawrence explained. "Plains zebras are the most common type. They live in the grasslands of eastern and southern Africa."

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

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

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

Name: _____ Date: _____

Distinguishing Between Fact and Opinion

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

An opinion is a personal attitude or judgement about something.

1. Read the text about zebras.

   Using pencils and a ruler:

   a) Underline the FACTS about zebras in green pencil.

   b) Underline the OPINIONS about zebras in red pencil.

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

Facts about zebras	Opinions about zebras

Name: _____ Date: _____

Distinguishing Between Fact and Opinion

3. Here are some more statements about zebras.

   Write an (F) next to the facts.

   Write an (O) next to the opinions.

   a) The male zebra is larger than the female zebra. _____

   b) Zebras love having their photo taken by tourists. _____

   c) Zebras are black and white. _____

   d) Many zebras live together in herds. _____

   e) Zebras are not very attractive animals. _____

   f) Zebras are herbivores (plant-eaters). _____

   g) Humans should never enter a zebra's habitat. _____

   h) Zebras are kind and gentle creatures. _____

4. Write three of your own facts about zebras.

   a) _____

   b) _____

   c) _____

5. Write three of your own opinions about zebras.

   a) _____

   b) _____

   c) _____

Name: _____

Times Tables
Mixed

Week 2
Wednesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
7 x 10 = _____	4 x 9 = _____	8 x 11 = _____
12 x 2 = _____	9 x 3 = _____	9 x 12 = _____
10 x 5 = _____	8 x 6 = _____	6 x 8 = _____
5 x 4 = _____	2 x 9 = _____	12 x 8 = _____
2 x 5 = _____	4 x 3 = _____	8 x 7 = _____
6 x 2 = _____	7 x 6 = _____	7 x 11 = _____
9 x 4 = _____	11 x 9 = _____	11 x 8 = _____
8 x 5 = _____	8 x 3 = _____	12 x 11 = _____
10 x 2 = _____	3 x 6 = _____	6 x 7 = _____
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9 x 10 = _____	3 x 3 = _____	7 x 12 = _____
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4 x 5 = _____	8 x 9 = _____	7 x 7 = _____
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10 x 10 = _____	6 x 9 = _____	9 x 7 = _____
3 x 4 = _____	6 x 6 = _____	6 x 12 = _____
5 x 5 = _____	12 x 3 = _____	9 x 11 = _____
3 x 10 = _____	9 x 6 = _____	8 x 8 = _____

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 2
Wednesday

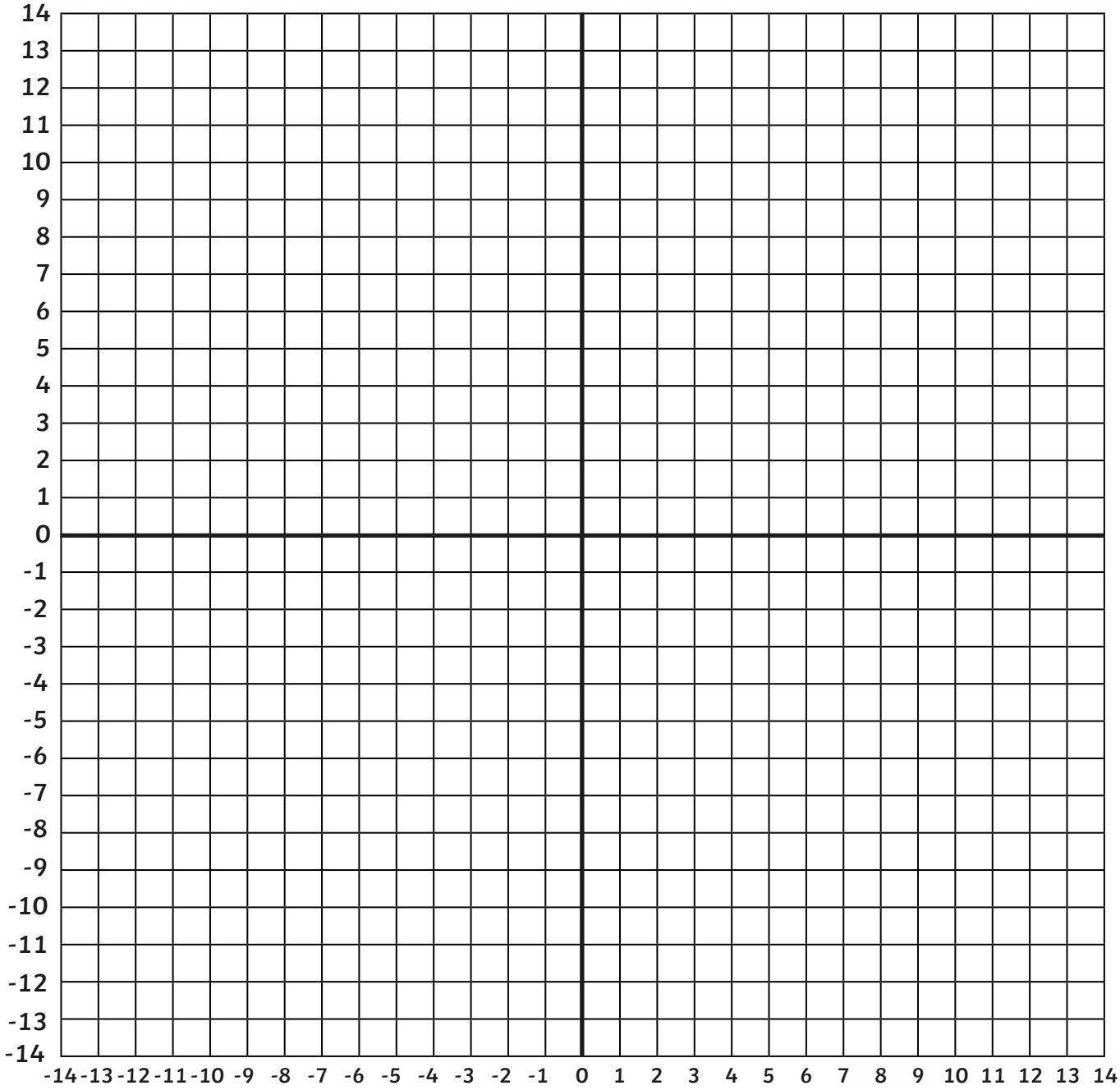
Learning goal: I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

90 + 79 = _____	37 + 53 = _____
15 + 42 = _____	44 + 19 = _____
70 + 58 = _____	21 + 64 = _____
20 + 76 = _____	45 + 40 = _____
14 + 99 = _____	77 + 48 = _____
17 + 81 = _____	71 + 45 = _____
85 + 48 = _____	59 + 43 = _____
76 + 21 = _____	94 + 77 = _____
49 + 63 = _____	22 + 56 = _____
40 + 50 = _____	68 + 28 = _____
72 + 59 = _____	33 + 17 = _____
73 + 30 = _____	57 + 91 = _____
52 + 60 = _____	18 + 29 = _____
27 + 24 = _____	55 + 58 = _____
33 + 44 = _____	30 + 95 = _____

Time: _____ Score: _____ /30

Shark Infested Co-ordinates

Mark the co-ordinates below with a x and then join the points to see what is lurking there.



Co-ordinates

a. (14, 5)
b. (13, 2)
c. (12, 0)
d. (13, -3)
e. (10, -1)
f. (4, -2)
g. (3, -4)
h. (1, -3)
i. (-4, -3)
j. (-6, -2)
k. (-6, -7)
l. (-8, -5)
m. (-9, -2)
n. (-13, -1)
o. (-11, 0)
p. (-14, 1)
q. (-12, 2)
r. (-9, 3)
s. (-4, 3)
t. (-2, 7)
u. (0, 3)
v. (3, 2)
w. (9, 1)
x. (14, 5)

Spelling Focus: Greek and Latin roots – spect, stru and cide

Understanding the meaning of a root word will help you understand the meaning and spelling of the words that use them.

Write the meaning of these cide words. Cide means to kill. Rewrite the word to help you with the spelling.

Word	Rewritten Word	Meaning
homicide		
genocide		
pesticide		
insecticide		
germicide		
fungicide		
verbicide		
suicide		

Spelling Focus: Greek and Latin roots – spect, stru and cide

Contractions

it is =	_____	I will =	_____
who have =	_____	that shall =	_____
there had =	_____	you would =	_____
when has =	_____	is not =	_____
they are =	_____	why did =	_____

Homophones – peace or piece

The child ate a small _____ of pie for his dinner.

We all want world _____ so people can live in harmony.

The war ended and _____ prevailed.

The dog was begging for a _____ of chicken.

Homophones – poor or pour

They were quite _____ because they were never taught how to save money.

I will _____ a glass of milk for myself to drink in the morning.

The crowd started to _____ into the stadium for the much-anticipated match.

It was such a _____ attempt at a joke that he didn't receive any laughs.

Detective's Clues

Write three clues about a word that follows the rule of the week. Ask a friend to guess the word from your clues.

1. _____

2. _____

3. _____

word = _____

History of Electricity Reading Comprehension Sheets

In modern life, we use electricity on a daily basis and do not think anything of it. We take it for granted. However, for most of human history electricity was not known about so how and why did that change? Read on!

While we did not know that electric currents existed, we were aware of shocks from a fish. We called it 'Thunderer of the Nile'.

Ancient Egyptians thought that electric fish were 'protectors' of other fish. Electric fish were written about by the Ancient Greeks, Romans and Arab Scholars.

We Ancient Greeks knew that rubbing amber would make light objects attract to it. We thought it became magnetic.

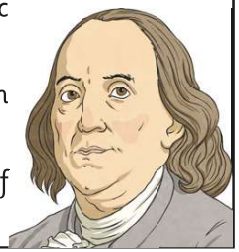
What they were actually observing was static electricity!

It was not until hundreds of years later in the 1600's that **William Gilbert** studied and distinguished between magnetism of metals and static electricity. He used the Greek word for amber - 'elektron' - and invented a new Latin word - electricus.

Benjamin Franklin was the first person to study electricity in depth. One of his most important findings was proving that lightning was electrical (it had been thought of as different up until then). He flew a kite during a storm, to which he had attached a key. When the kite was indeed hit by lightning, he felt electric sparks from the key.

He was very fortunate not to be electrocuted! This is not an experiment that needs to be repeated!!

He was also the first to store electricity and knew it consisted of positive and negative charges.



Alessandro Volta invented the first battery – which was known as the 'voltaic pile' as it was made of layers of zinc and copper which was either combined with sulphuric acid or saltwater brine to create an electric current.

Volta's name was also the basis for the following words:

Voltage: This is the electric force that causes free electrons to move from one atom to another.

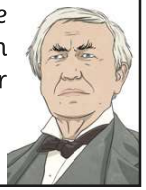
Volt: Is the unit of measurement for Voltage (written as V).

History of Electricity Reading Comprehension Sheets

The voltaic pile was hugely important as it allowed an electric current to be released steadily and efficiently. Therefore it was now possible to use an electric current as a form of power for other objects.

Michael Faraday used Volta's discoveries and was able to make an electric current move by using a magnet inside a wired coil. He was able to build an electric motor and generator!

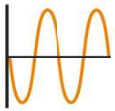
Thomas Edison invented the modern lightbulb. While lightbulbs were not a new idea, he did improve on the previous designs which were not useful as they did not stay lit for very long.



Lewis Latimer worked for Edison and invented a filament (the metal part that you can see in lightbulbs, through which the electric current passes) which enabled Edison's lightbulb to stay lit for a long time.

War of the Currents
AC vs DC

There are two types of electric currents that can be generated – direct current and alternating current.



Alternating Current (AC)
The electric charge changes direction periodically.

Direct Current (DC)
The electric charge flows in one direction.

While there wasn't a real war about it, there was a time when it wasn't clear whether AC or DC would be used to power homes and other buildings.

The voltage of AC can be increased and decreased using a transformer. This means high voltage electricity can be transferred along power lines at a high voltage but it can be reduced to safe levels of voltage by the time it reaches buildings. DC cannot be increased or decreased in this way so is a less efficient way of transferring an electric current and also needs to be closer to the buildings it served.

There were many concerns about the use of AC due to the high voltages of electric current and whether it was safe. Edison decided that it was too dangerous and wanted DC to be used. His own company was involved in setting up DC systems in many American cities. Tesla created a more complex AC system which was called the polyphase system. It was Tesla's invention of transformers that eventually led to the victory of the AC current, as it allowed electricity to be transferred more efficiently, cheaply and safely. Even today, mains electricity in the UK comes from an AC current generated by power stations.

History of Electricity Reading Comprehension Questions

I can explain the importance of the major discoveries in electricity.

Read each question carefully and answer questions in **sentences**.

1. What does the word 'electricus' mean?

_____

2. What key discoveries did the following scientists make? (Pick only **one**)

William Gilbert _____

Alessandro Volta _____

Michael Faraday _____

Thomas Edison _____

Lewis Latimer _____

3. Did Thomas Edison invent the lightbulb?

_____

_____

4. What modern electrical appliances use a motor? (Give **two** examples)

_____

_____

5. The voltaic pile ensured a steady electric current. Why did this lead to the wider use of electricity?

_____

_____

6. "The Ancient Greeks and Ancient Egyptians believed the same things about electricity"
Is this statement correct? Explain why with examples to support your answer.

7. How are the AC and DC currents different? Include **two** examples.

Fluency and legibility – Drop-in joins

Date ___/___/___

When you do a drop-in join, take the exit flick up nearly to the top body line.

Make sure the dropped-in letter touches the exit flick.

late town idea tango specific equator laminate

Cyclone Tracy hit Darwin on Christmas Day in 1974. The winds reached speeds over 240 km/h. The city was almost completely destroyed, and 50 people were killed. Afterwards, in many suburbs of Darwin only the telegraph poles were left standing.

SELF ASSESSMENT

Circle your three best drop-in joins.
Tick the line with the most even letter spacing.

Name: _____

Times Tables
Mixed

Week 2
Thursday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
5 x 5 = _____	8 x 3 = _____	6 x 8 = _____
5 x 2 = _____	2 x 9 = _____	10 x 12 = _____
2 x 4 = _____	4 x 6 = _____	9 x 8 = _____
10 x 10 = _____	11 x 9 = _____	9 x 11 = _____
3 x 5 = _____	3 x 3 = _____	6 x 7 = _____
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10 x 4 = _____	3 x 6 = _____	6 x 11 = _____
2 x 2 = _____	8 x 9 = _____	12 x 7 = _____
12 x 4 = _____	12 x 6 = _____	6 x 12 = _____
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7 x 2 = _____	3 x 9 = _____	9 x 7 = _____
6 x 4 = _____	9 x 6 = _____	12 x 11 = _____
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4 x 4 = _____	6 x 3 = _____	8 x 8 = _____
9 x 5 = _____	4 x 9 = _____	8 x 12 = _____
6 x 10 = _____	8 x 6 = _____	11 x 11 = _____
11 x 2 = _____	12 x 3 = _____	9 x 12 = _____
4 x 5 = _____	11 x 6 = _____	8 x 7 = _____

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 2
Thursday

Learning goal: I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

26 + 39 = _____	76 + 19 = _____
41 + 58 = _____	88 + 46 = _____
32 + 82 = _____	26 + 59 = _____
28 + 50 = _____	70 + 23 = _____
40 + 71 = _____	74 + 85 = _____
19 + 85 = _____	62 + 60 = _____
44 + 47 = _____	57 + 73 = _____
93 + 69 = _____	66 + 77 = _____
24 + 84 = _____	29 + 32 = _____
70 + 93 = _____	64 + 68 = _____
31 + 18 = _____	30 + 18 = _____
85 + 99 = _____	34 + 39 = _____
86 + 76 = _____	80 + 58 = _____
45 + 44 = _____	24 + 96 = _____
43 + 55 = _____	65 + 84 = _____

Time: _____ Score: _____ /30

Volume and capacity – millilitres and litres

Capacity refers to the amount a container can hold and is usually associated with liquid.

1 000 millilitres = 1 Litre 1 000 mL = 1 L

1 **When we convert:**

a millilitres to litres we ☐ by 1 000

b litres to millilitres we ☐ by ☐

2 **Express these amounts in litres:**

a 2000 mL = ☐ **b** 1500 mL = ☐

c 500 mL = ☐ **d** 5000 mL = ☐

3 **Convert these amounts to millilitres:**

a 8 L = ☐ **b** 2.5 L = ☐

c 9.5 L = ☐ **d** 0.6 L = ☐

e 5.5 L = ☐ **f** 0.2 L = ☐

4 **Which unit would you use for measuring the capacity of each of these objects?**
Write L for litres or mL for millilitres:




a 2 _____ **b** 5 _____ **c** 1 _____ **d** 300 ____ **e** 4 _____ **f** 250 ____

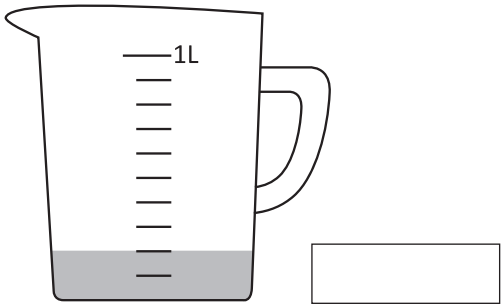
5 **Colour the jugs to show these quantities:**

a half a litre **b** $\frac{1}{4}$ of a litre **c** $\frac{3}{4}$ of a litre **d** 900 mL

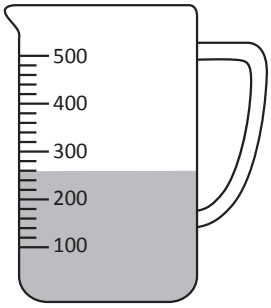
Volume and capacity – millilitres and litres

6 **Answer these problems to do with mixing drinks:**

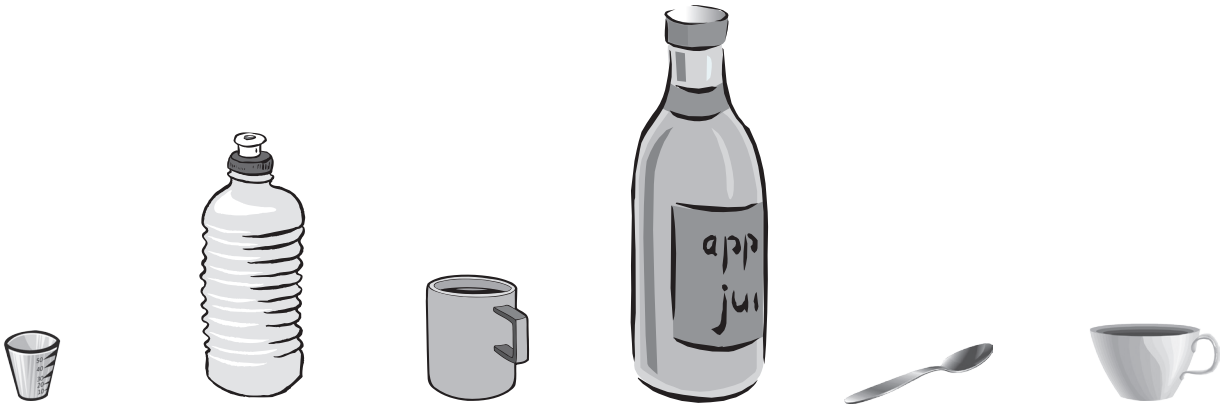
a Tyler has poured cordial syrup into this jug. How much water will he add to make 1 L of cordial drink?



b This jug contains some lemonade. Lucy pours in another 80 mL of lemonade. Draw a line to show the new amount of liquid in the jug.



7 **Look at the pictures, then answer the questions below:**



50 mL | 600 mL | 300 mL | 1 L | 5 mL | 200 mL

True or False

a The mug holds the same amount of liquid as six full medicine cups.

b The tea cup needs to be filled 3 times to equal a full water bottle.

c The medicine cup holds 10 times more liquid than the teaspoon.

d More than 2 L of liquid is needed to fill the water bottle three times.

e The water bottle holds half as much as the juice bottle.

f The mug holds half as much as the water bottle.

g The juice bottle holds the same amount of liquid as four tea cups.

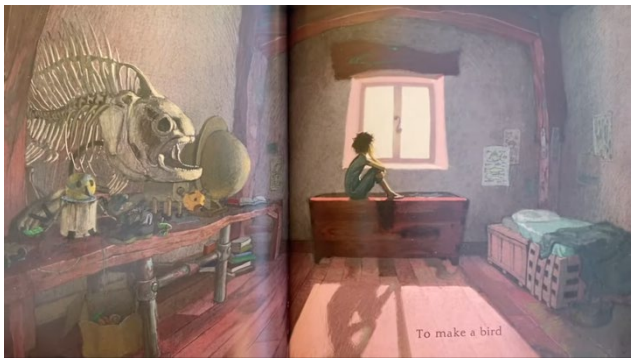
h The tea cup holds one tenth the amount the juice bottle holds.

How to Make a Bird by Meg McKinlay and Matt Ottley

Week 2

Use the story and other resources to help you answer the questions.

The opening double-page spread includes an image of the preserved skeleton of a large, prehistoric-looking fish.



1. What does the girl have stuck to the walls of her room? What might this tell us about the story?

2. Make a list of the descriptive words / sentences from the story. Add any words you may find that describes feelings, movement, looks or mood. ie- soaring, floats on air, grasping claws, etc

3. This story is rich with language and vocabulary. Below is a list of words. Match the synonyms (same meaning). One will be left over. Find a synonym for it.

Make	still	powerful
Brittle	Fragile	Collect
Gripping	tiny	strong
Hurried	grasping	gather
Create	motionless	rushed.

Left over word: synonym:

4. Why are the bones of a bird hollow? Why would that be important to this story?