

# Remote Learning Workbook

## Stage 3 (Year 5 and 6)



Week 10

Name: \_\_\_\_\_

## Spelling

Stage 3  
Term 3 Week 10

**Etymological Focus:** -ology means the study of...

Examples:

- \* etymology is the study of the origin of words
- \* epidemiology is the study of diseases
- \* climatology is the study of climates
- \* ornithology is the study of birds
- \* ecology is the study of organisms and their environment

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

**Etymological Focus:** -ology means the study of...

Write the meaning of these words and rewrite the word to help you with the spelling.

Monday

Word	Meaning	Word
seismology	is the study of _____	_____
volcanology	is the study of _____	_____
cardiology	is the study of _____	_____
dermatology	is the study of _____	_____
theology	is the study of _____	_____

Tuesday

Word	Meaning	Word
geology	is the study of _____	_____
zoology	is the study of _____	_____
biology	is the study of _____	_____
meteorology	is the study of _____	_____
psychology	is the study of _____	_____

**Etymological Focus:** -ology means the study of...

Choose a word that follows the focus 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:

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Sentence:

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Picture:



# Idioms

Idioms are phrases or sayings which we use in everyday language. These phrases or sayings don't always make sense literally but we can still understand what they mean!

For example:

'To let the cat out of the bag'

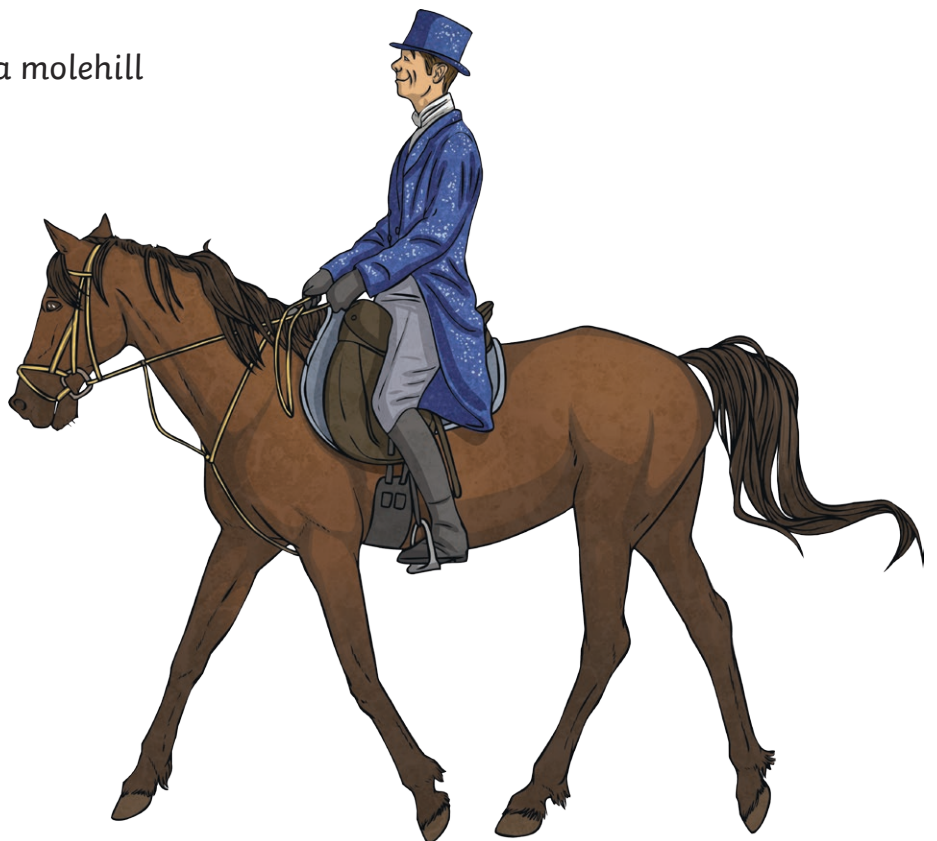
This idiom is not about letting a cat escape from a bag!

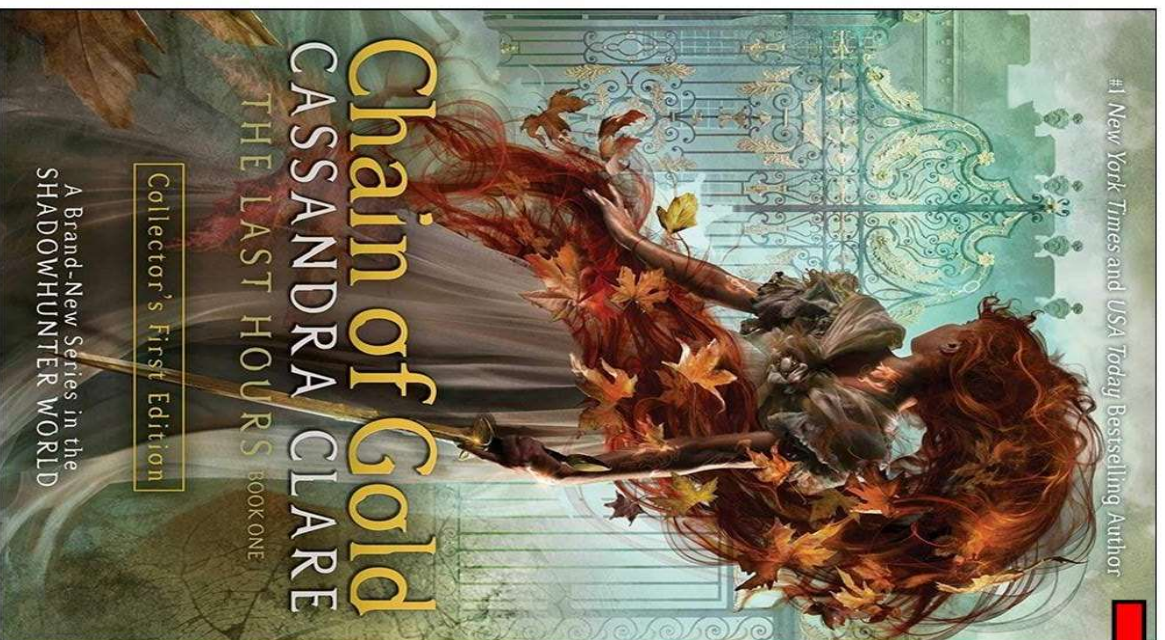
It's actually about revealing a secret that should have remained a secret.

Look at the idioms below. On one line of your book write out the idiom.

On the line below write down what you think this idiom is trying to tell you.

1. To draw the long bow
2. To bury the hatchet
3. To mind one's Ps and Qs
4. To ride the high horse
5. To hit below the belt
6. To make a mountain out of a molehill
7. To feather one's nest
8. To smell a rat
9. To be at loggerheads
10. To pay through the nose
11. To turn over a new leaf
12. To swing the lead





→ The next day proved to be bright and beautiful. Regent's Park seemed to shine in the late afternoon sunlight, from the York Gate to the green lawn stretching down to the lake. By the time Cordelia and Alastair arrived, the east bank was already crowded with young **Shadowhunters**. Colourful woven blankets of bright **cerise** and sky-blue had been thrown over the grass, and little groups were seated around picnic hampers. Some of the younger set were floating miniature boats on the water, and the **white sails of them made the lake look thick with swans.** →

103.

Walker Books. 2021.

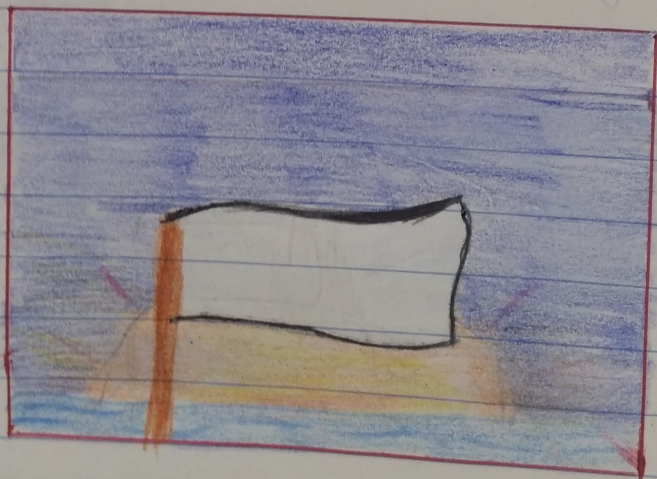


Chain of Gold - The Last Hours (p.103)

Cassandra Clare

Walker Books. 2021.

The next day proved to be bright and beautiful. Regent's Park seemed to shine in the late afternoon sunlight, from the York Gate to the green lawn stretching down to the lake. By time Connelia and Alastair arrived, the east bank was already crowded with young shadowhunters. Colourful woven blankets of bright cerise and sky-blue had been thrown over the grass, and little groups were seated around picnic hampers. Some of the younger set were floating miniature boats on the water, and the white sails of them made the lake look thick with swans.



"... the white sails of them made the lake look thick with swans."

# Sneaker Advertisement Scaffold

Think about:

- \* Advertising techniques
- \* Colour
- \* Target audience
- \* Logo
- \* Brand point of difference

**Task:** create your advertisement below, on a blank piece of paper, or using ICT.



Name: \_\_\_\_\_

**Times Tables**  
MixedWeek 10  
Monday

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

Score: \_\_\_\_\_ / 75

Name: \_\_\_\_\_

**Mental Computation**  
2-digit Addition

Week 10  
Monday

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

$19 + 74 = \underline{\hspace{2cm}}$

$95 + 31 = \underline{\hspace{2cm}}$

$59 + 54 = \underline{\hspace{2cm}}$

$16 + 80 = \underline{\hspace{2cm}}$

$86 + 52 = \underline{\hspace{2cm}}$

$33 + 54 = \underline{\hspace{2cm}}$

$28 + 77 = \underline{\hspace{2cm}}$

$29 + 94 = \underline{\hspace{2cm}}$

$33 + 65 = \underline{\hspace{2cm}}$

$21 + 40 = \underline{\hspace{2cm}}$

$50 + 31 = \underline{\hspace{2cm}}$

$65 + 88 = \underline{\hspace{2cm}}$

$23 + 70 = \underline{\hspace{2cm}}$

$80 + 89 = \underline{\hspace{2cm}}$

$84 + 85 = \underline{\hspace{2cm}}$

$54 + 69 = \underline{\hspace{2cm}}$

$83 + 42 = \underline{\hspace{2cm}}$

$70 + 93 = \underline{\hspace{2cm}}$

$89 + 68 = \underline{\hspace{2cm}}$

$42 + 39 = \underline{\hspace{2cm}}$

$47 + 89 = \underline{\hspace{2cm}}$

$19 + 58 = \underline{\hspace{2cm}}$

$68 + 55 = \underline{\hspace{2cm}}$

$99 + 81 = \underline{\hspace{2cm}}$

$35 + 14 = \underline{\hspace{2cm}}$

$64 + 12 = \underline{\hspace{2cm}}$

$97 + 38 = \underline{\hspace{2cm}}$

$24 + 77 = \underline{\hspace{2cm}}$

$82 + 28 = \underline{\hspace{2cm}}$

$34 + 49 = \underline{\hspace{2cm}}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

Name: \_\_\_\_\_

**Division**  
2 and 3-digit

Stage 3  
Term 3 Week 10

$81 \div 3$	$67 \div 4$	$75 \div 5$
$90 \div 2$	$54 \div 3$	Score: ____/5

$504 \div 3$	$152 \div 4$	$753 \div 2$
$880 \div 6$	$914 \div 5$	Score: ____/5

Name: \_\_\_\_\_

Division  
4-digit

Stage 3  
Term 3 Week 10

$1296 \div 3$	$4376 \div 7$	$2177 \div 2$
$9698 \div 4$	$3944 \div 9$	Score: ____/5

$7886 \div 11$	$6842 \div 12$	$9537 \div 15$
$3093 \div 20$	$4111 \div 40$	Score: ____/5

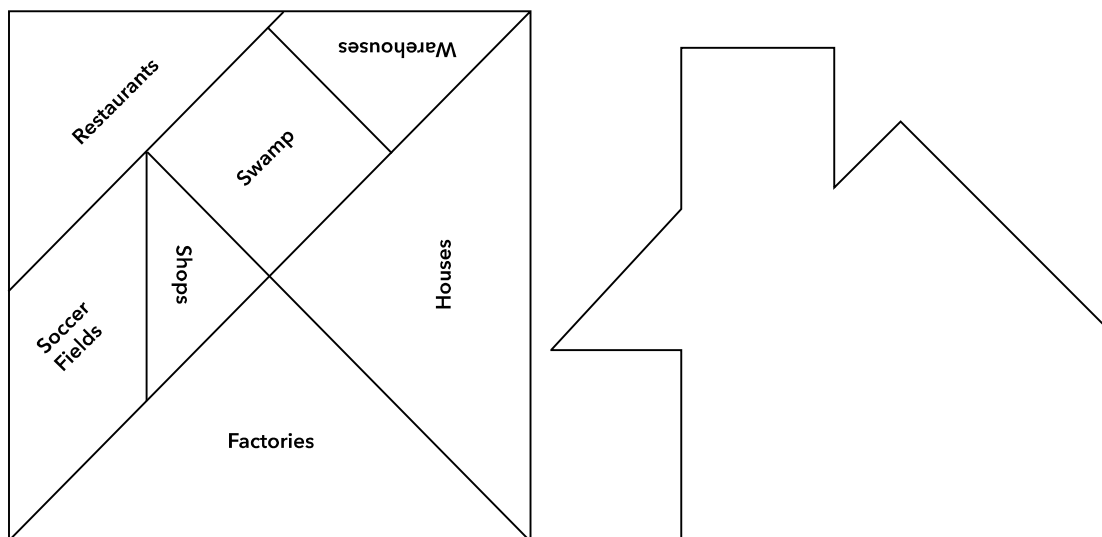


All councils want their residents (people who live in the area) to be happy. To do this they must find the balance between giving people the infrastructure they want and need. Councils use land zones to separate areas so people can enjoy where they live and work.

**6**

Cut out the shapes in the tangram and organise them into the shape of a house. There are rules about what zones can be near each other.

1. The swamp cannot be beside any buildings because when it rains it sometimes floods the land. It can be nearby.
2. The soccer field can be beside the swamp because the flood won't affect it too much.
3. People like to live near the soccer field because they can use it for exercise and to walk their dogs.
4. People like their houses to be close to shops and restaurants.
5. People do not like to live near factories.
6. The factory owners like to be near shops and warehouses because they can easily store and sell their products.
7. The shop owners like to be near factories, warehouses and houses.
8. The factory owners like to be near restaurants so their workers have somewhere to go for lunch.
9. The restaurants' owners like to be near the soccer fields, factories and houses.



After you have made your house shape check that all the zoning areas obey the rules.

**7**

Divide the housing zone in your tangram into blocks of land for sale. Give each block a value according to its position e.g. a block near the swamp will be the cheapest. Justify your prices.


name: \_\_\_\_\_ date: \_\_\_\_\_



[www.AtoZTeacherStuff.com](http://www.AtoZTeacherStuff.com)

## Words ending in ology

x d m  
 f o b n i w d v n  
 f r d v w r m z v y k e g  
 s a p m w o f w n r m g n j u d k  
 y g o l o h t y m k d n o f e h r r x  
 q p y s f r y d p y u y b l z p b v o u a  
 f k b r k g w t y s g z b o b b g d n l k  
 s e i s m o l o g y o d f z c f o g f c h o c  
 q v l s l s x o w l a b o p a d w d u h y h g  
 c r b q o z v l k o g t o s k m a i o m s g h y y  
 r h o e u k o i h u y l y t v r r p k y d o b g e  
 y g h z k t d t t y o c n y v a c m n g t l a o u  
 h v t i q a v a k n g h q g r t h h x u o b o a l w f  
 j n d v m n p x b y o g o m v t p a i m l t i s o v z  
 z i d r p a c k g l l l y o k w a e t v o j d t r s g  
 p e r q w m o o n o x p e d z f o o y i e r r e v  
 d u a e f l g y r n s k n s n x l g g d y a o i g  
 m q j p o y q o u i c n d j b c o i r u u c l h k  
 c u e o a e r d m r y x p a l g t v a t j o y  
 d g q e t c v r i w o s n o f y e g e a r g s  
 k k e m x c o r x w o i b v a x h h f e y  
 y m p x z s b c s l b v f v u j l v t k z  
 g o l z e o n o i o b y l y x s j r b  
 p a n f l g z z p r z j q k w d b  
 j m y g o l o e d i g h d  
 s k v i i n i k z  
 j i v

neurology  
 psychology  
 hierology  
 dermatology  
 meteorology  
 ideology  
 cardiology  
 pharmacology  
 criminology  
 theology  
 audiology  
 biology  
 zoology  
 astrology  
 volcanology  
 pathology  
 mythology  
 seismology  
 geology  
 archaeology

**Boggle**

How many words can you make out the letters from below? The words do not have to be from this week's spelling words. They have to be three or more letters.

How many letters is your longest word?

Consonants							Vowels		
T	M	C	D	R	P	K	E	O	U

My total number of words made = \_\_\_\_\_

My longest word is: \_\_\_\_\_

# Dramatic Reading

- This week you need to record yourself doing a **dramatic recital** of the poem, **How Night Falls**, by Carol Frost, (page 23 August Magazine.) **You should:**

- **Practise** reading the poem which only has only 8 lines
- Video yourself performing the piece—you could wear a costume and be Mr Dark / create a backdrop / use your own painting
- If you don't want to be on video just record a voice performance
- Remember to introduce your piece—title and author -

**How Night Falls**, by Carol Frost..... Start

- You need to consider the rhyme / rhythm (ABCB)

- **Pace**—slow down eg line 1 St2 - *Not all at once ....but .... bit ...by ....bit*

- Practise! Practise! Practise!

- **PERFORM**

**How Night Falls** by Carol Frost

*I know a man named Mister Dark,  
Who wears a coat of blackest dye,  
And at day's end, he takes it off,  
And throws it over the sun and sky.*

*Not all at once, but bit by bit,  
As sun slides low and out of sight,  
And rainbow stripes of colour glow,  
Then fade, then vanish down to night.*



# **Persuasive Writing - Advertising**

Learning Intentions:

- explore and analyse the effectiveness of persuasive devices in text
- plan, draft and publish a persuasive text choosing appropriate language features and images appropriate to purpose and audience
- compose texts that include sustained and effective use of persuasive devices
- experiment with text structures and language features and their effects in creating persuasive texts

**Answer the following questions based on the shoe advertisement you have been working on in weeks 9 and 10. Remember to answer in full sentences.**

What is the purpose of your Advertisement?

Where would you find your advertisement?

Who is the intended audience and why?

List the persuasive devices/techniques that you have used.

Justify 3 of your choices of persuasive devices/techniques.

1.

2.

3.

What product or service are you advertising and why?

Name: \_\_\_\_\_

**Times Tables**  
MixedWeek 10  
Tuesday

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9 × 2 = _____	4 × 6 = _____	8 × 7 = _____
6 × 10 = _____	6 × 6 = _____	7 × 11 = _____
7 × 5 = _____	6 × 3 = _____	12 × 8 = _____

Score: \_\_\_\_\_ / 75

Name: \_\_\_\_\_

**Mental Computation**  
2-digit Addition

Week 10  
Tuesday

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

$96 + 57 = \underline{\hspace{2cm}}$

$60 + 38 = \underline{\hspace{2cm}}$

$16 + 46 = \underline{\hspace{2cm}}$

$29 + 71 = \underline{\hspace{2cm}}$

$91 + 74 = \underline{\hspace{2cm}}$

$34 + 28 = \underline{\hspace{2cm}}$

$49 + 91 = \underline{\hspace{2cm}}$

$89 + 13 = \underline{\hspace{2cm}}$

$19 + 72 = \underline{\hspace{2cm}}$

$76 + 45 = \underline{\hspace{2cm}}$

$76 + 98 = \underline{\hspace{2cm}}$

$66 + 27 = \underline{\hspace{2cm}}$

$44 + 81 = \underline{\hspace{2cm}}$

$43 + 97 = \underline{\hspace{2cm}}$

$34 + 26 = \underline{\hspace{2cm}}$

$88 + 99 = \underline{\hspace{2cm}}$

$56 + 97 = \underline{\hspace{2cm}}$

$59 + 79 = \underline{\hspace{2cm}}$

$70 + 44 = \underline{\hspace{2cm}}$

$30 + 73 = \underline{\hspace{2cm}}$

$83 + 48 = \underline{\hspace{2cm}}$

$36 + 36 = \underline{\hspace{2cm}}$

$36 + 38 = \underline{\hspace{2cm}}$

$86 + 82 = \underline{\hspace{2cm}}$

$80 + 63 = \underline{\hspace{2cm}}$

$14 + 49 = \underline{\hspace{2cm}}$

$23 + 45 = \underline{\hspace{2cm}}$

$64 + 85 = \underline{\hspace{2cm}}$

$59 + 87 = \underline{\hspace{2cm}}$

$12 + 17 = \underline{\hspace{2cm}}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

Name: \_\_\_\_\_

# Discounts and Sale Prices

Stage 3  
Term 3 Week 10

**Learning goal:** I can calculate common percentages to work out discounts and sale prices of items.

	Original Price	Discount	Savings	New Price
	\$18	10%		
		25%		
		50%		
	\$50	10%		
		25%		
		50%		
	\$150	10%		
		25%		
		50%		
	\$190	10%		
		25%		
		50%		
	\$2300	10%		
		25%		
		50%		

Score: \_\_\_\_/30



# Answer the road safety questions below



1. Why is a zebra crossing a safe place to cross?

.....

.....

2. Why must you wait for cars to stop before you cross the road?

.....

.....

3. Why is it unsafe to talk on a mobile phone while crossing the road?

.....

.....

4. What will you do? Your friend James bounces his ball along the footpath on the way to school.

.....

.....

5. Write down the instructions for safely crossing the road.

.....

.....

.....

The future is here now



3. John and Jake live at the end of their road. They are playing with a ball in their front garden and the ball goes onto the road. John opens the gate and rushes onto the street.

For his safety, John needs to .....

Jake can help by .....

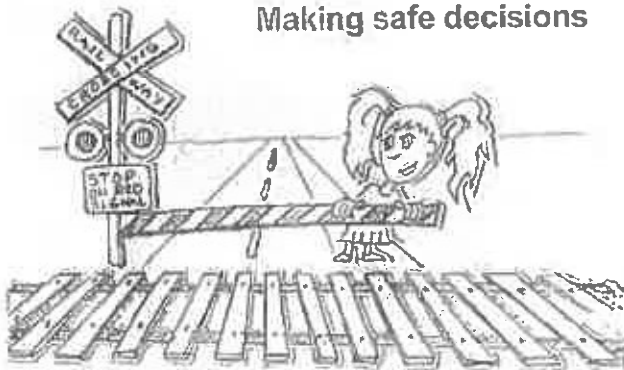
4. A group of friends approach a set of traffic lights just as the 'Don't Walk' sign starts flashing red. They look around and don't see any cars approaching. They decide to wait until they have a green signal before they start walking across the road.

They are being safe because .....

5. Often when Jessica gets off the bus there are a lot of people waiting to board. She waits for what seems like a long time until the bus leaves before she commences crossing the road.

Jessica is being safe because .....

Making safe decisions



1. Pearl is at the railway crossing. She looks carefully around her and listens intently for any sign of an approaching train. Pearl sees and hears nothing.

Can she now ignore the lowered barriers and cross the railway tracks?

.....  
.....  
.....

2. Jacob's bike tyres are flat. He needs to get to his friend's house quickly and decides to take his eldest brother's bike.

Should he have taken that bike? Why not? .....

.....  
.....

3. Yonee's mum arrives late to pick her up. She is in a rush and she parks on the other side of the road. Yonee waves to her mother to indicate that she has seen her car. The pedestrian crossing is 15 metres away.

What should Yonee do? .....

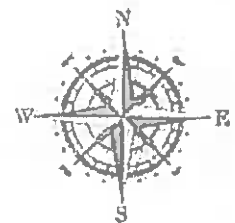
.....  
.....

# Word search

1. Find the road safety words in this word search. Then complete the clues by writing in the coordinates of the first letter and the direction of the word. First one is done for you.

fatigue	C3, SE	booster	....., N	hazard	....., N
revive	H....., E	slowdown	A....., .....	safer	E....., .....W
diversion	.....7, S	giveaway	....., W	reversing	P....., .....
harness	.....5, .....	distance	H16, .....	pedestrian	....., .....
impact	L....., W	roadwork	N....., .....	arrive	....., .....
roundabout	.....11, N.....	inertia	.....15, .....		
caution	F....., N	speeding	N....., .....		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	E	F	G	H	Z	Q	N	P	L	Q	H	F	D	C	C	F	P
2	P	A	S	T	U	R	T	E	I	S	A	G	I	E	L	F	D
3	O	F	F	G	S	R	S	U	S	S	R	A	C	S	O	G	Z
4	T	T	H	A	T	N	K	R	O	W	D	A	O	R	P	N	E
5	H	R	F	S	T	O	N	I	S	B	B	A	R	N	R	I	N
6	A	E	B	T	E	I	F	R	E	S	A	H	F	A	E	S	A
7	R	H	J	N	S	T	G	Y	B	W	I	D	S	O	T	R	R
8	N	G	M	H	N	U	J	U	L	E	L	I	N	D	S	E	R
9	E	F	Q	D	T	A	V	R	E	V	I	V	E	U	O	V	O
10	S	D	B	A	N	C	G	N	I	D	E	E	P	S	O	E	W
11	S	L	O	W	D	O	W	N	D	A	V	R	Z	Q	B	R	S
12	Y	A	W	E	V	I	G	G	R	Y	X	S	T	A	M	E	T
13	E	V	I	R	R	A	T	C	A	P	M	I	S	O	R	F	A
14	L	O	S	E	T	V	Q	P	Z	O	O	O	N	E	S	O	R
15	P	E	D	E	S	T	R	I	A	N	I	N	E	R	T	I	A
16	E	C	N	A	T	S	I	D	H	D	I	A	M	O	N	D	Q



2. Unscramble these words (clue: look for some road safety words in the word search).

gluifea	.....	radzah	.....
erefv	.....	mcpila	.....
eootbsr	.....	awevygi	.....
senrhas	.....	uolctna	.....
ievdrslon	.....	noudrbuota	.....

## Activities



### 3. Solve the mystery code

19 16 5 5 4 9 14 7      9 19      1      13 1 10 15 18  
 3 1 21 19 5      15 6      3 18 1 19 8 5 19      15 14  
 18 15 1 4 19

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

### 4. Make word chains using the last letter of the previous word. Try to use road safety words. Have a competition with a friend and use the following guide to keep a score.

- 4 points for a road safety word without the help of a dictionary
- 3 points for a road safety word using a dictionary
- 2 points for any word with 5 or more letters without using a dictionary
- 1 point for any other word

### 5. Write down some things that you can do to stay safe in a car.

.....  
 .....  
 .....  
 .....  
 .....

### 6. You want to cross the road at the traffic lights. Put the following steps in order of what you would do.

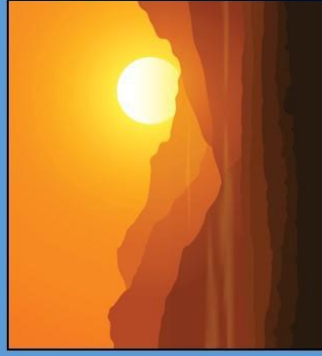
- ☐ Press the crossing button
- ☐ Stop at the traffic light
- ☐ When the 'Walk' light turns green, look both ways to make sure the cars have stopped
- ☐ Walk over to the other side
- ☐ Hold an adult's hand
- ☐ Wait for the pedestrian crossing light to turn green

### 7. You have been asked by the School Principal to put together a short play (2 minutes) about bicycle safety. Working with a group of students write your play and present it to your class.

# Visual Arts Task

This week's task is to create an artwork that depicts a **sunset**. This is a follow-up to our poem, ***How Night Falls***, by Carol Frost.

- Your composition should be done inside a border
- Done on separate sheet of paper then glued into your WFH journal
- Be painted—water or acrylic or done with crayons
- Avoid felt pens (this is Stage 3)
- If you don't have paints use coloured pencils
- Remember sunsets create **silhouettes**
- Draw silhouettes on black card / paper—cut out—glue onto sunsets—this will ensure sharp lines / images
- Your artwork could be used as a background for your dramatic recital.



**Etymological Focus:** -ology means the study of...

Write the meaning of these words and rewrite the word to help you with the spelling.

Wednesday

Word	Meaning	Word
criminology	is the study of _____	_____
hierology	is the study of _____	_____
archaeology	is the study of _____	_____
astrology	is the study of _____	_____
neurology	is the study of _____	_____

Thursday

Word	Meaning	Word
pharmacology	is the study of _____	_____
ideology	is the study of _____	_____
audiology	is the study of _____	_____
pathology	is the study of _____	_____
mythology	is the study of _____	_____

**Etymological Focus:** -ology means the study of...

### Alphabetical Order

neurology  
psychology  
hierology  
dermatology

meteorology  
ideology  
cardiology  
pharmacology

criminology  
theology  
audiology  
biology

zoology  
astrology  
volcanology  
pathology

mythology  
seismology  
geology  
archaeology

First five words in  
alphabetical order from A

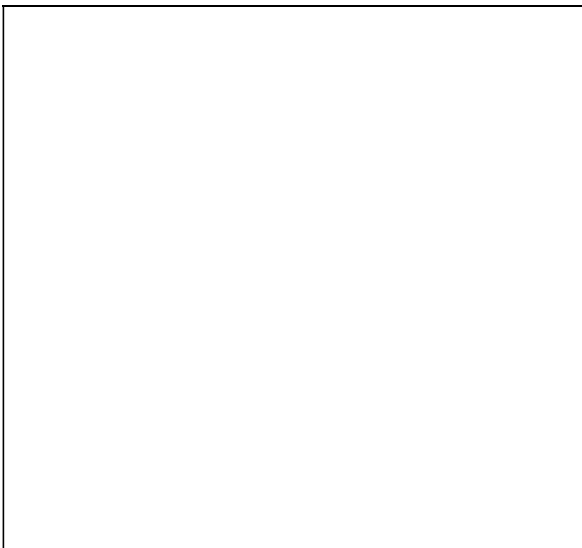
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

First five words in  
alphabetical order from M

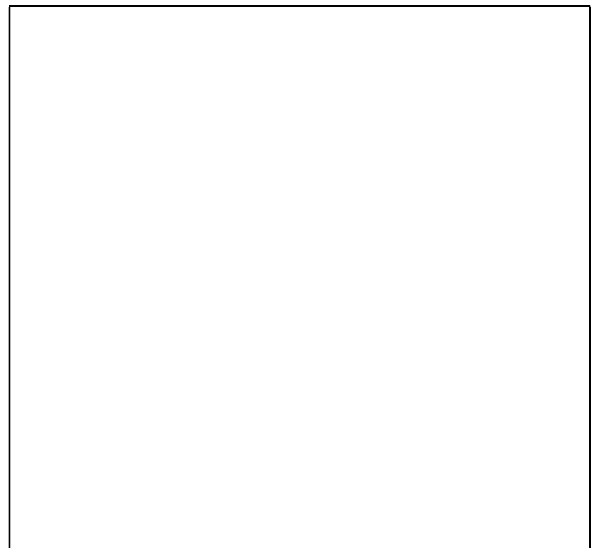
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Book Covers

Make two fictional book titles that include a word that follows the focus 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: \_\_\_\_\_



## Can I identify Idioms?

**Underline the ‘idioms’ in the passage. The first two are done for you.**

I felt over the moon because, after feeling under the weather for so long, I now felt on top of the world again. It all began on a day when it was raining cats and dogs. I felt like I was losing my marbles because someone had bitten my head off for no reason. It was later in the day when I tried to get to the bottom of it and I began to see the light. My friend hit the nail on the head when she said that the other person had got her knickers in a twist. She then said, “Keep your hair on.” And went on to suggest she turned over a new leaf so that more people liked her.

Rewrite the passage substituting the ‘idioms’ with normal speech.

I was extremely excited because, after feeling sick for so long, I now felt

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Name: \_\_\_\_\_

**Times Tables**  
MixedWeek 10  
Wednesday

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

Score: \_\_\_\_\_ / 75

Name: \_\_\_\_\_

**Mental Computation**  
2-digit Addition

Week 10  
Wednesday

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

$16 + 42 = \underline{\quad\quad}$

$83 + 28 = \underline{\quad\quad}$

$38 + 54 = \underline{\quad\quad}$

$39 + 97 = \underline{\quad\quad}$

$72 + 21 = \underline{\quad\quad}$

$86 + 25 = \underline{\quad\quad}$

$97 + 81 = \underline{\quad\quad}$

$81 + 56 = \underline{\quad\quad}$

$42 + 41 = \underline{\quad\quad}$

$49 + 53 = \underline{\quad\quad}$

$69 + 11 = \underline{\quad\quad}$

$25 + 34 = \underline{\quad\quad}$

$21 + 35 = \underline{\quad\quad}$

$47 + 18 = \underline{\quad\quad}$

$15 + 88 = \underline{\quad\quad}$

$69 + 81 = \underline{\quad\quad}$

$31 + 74 = \underline{\quad\quad}$

$35 + 41 = \underline{\quad\quad}$

$18 + 95 = \underline{\quad\quad}$

$45 + 48 = \underline{\quad\quad}$

$24 + 89 = \underline{\quad\quad}$

$32 + 83 = \underline{\quad\quad}$

$70 + 55 = \underline{\quad\quad}$

$37 + 32 = \underline{\quad\quad}$

$77 + 16 = \underline{\quad\quad}$

$36 + 96 = \underline{\quad\quad}$

$96 + 77 = \underline{\quad\quad}$

$78 + 16 = \underline{\quad\quad}$

$12 + 57 = \underline{\quad\quad}$

$31 + 99 = \underline{\quad\quad}$

Time: \_\_\_\_\_

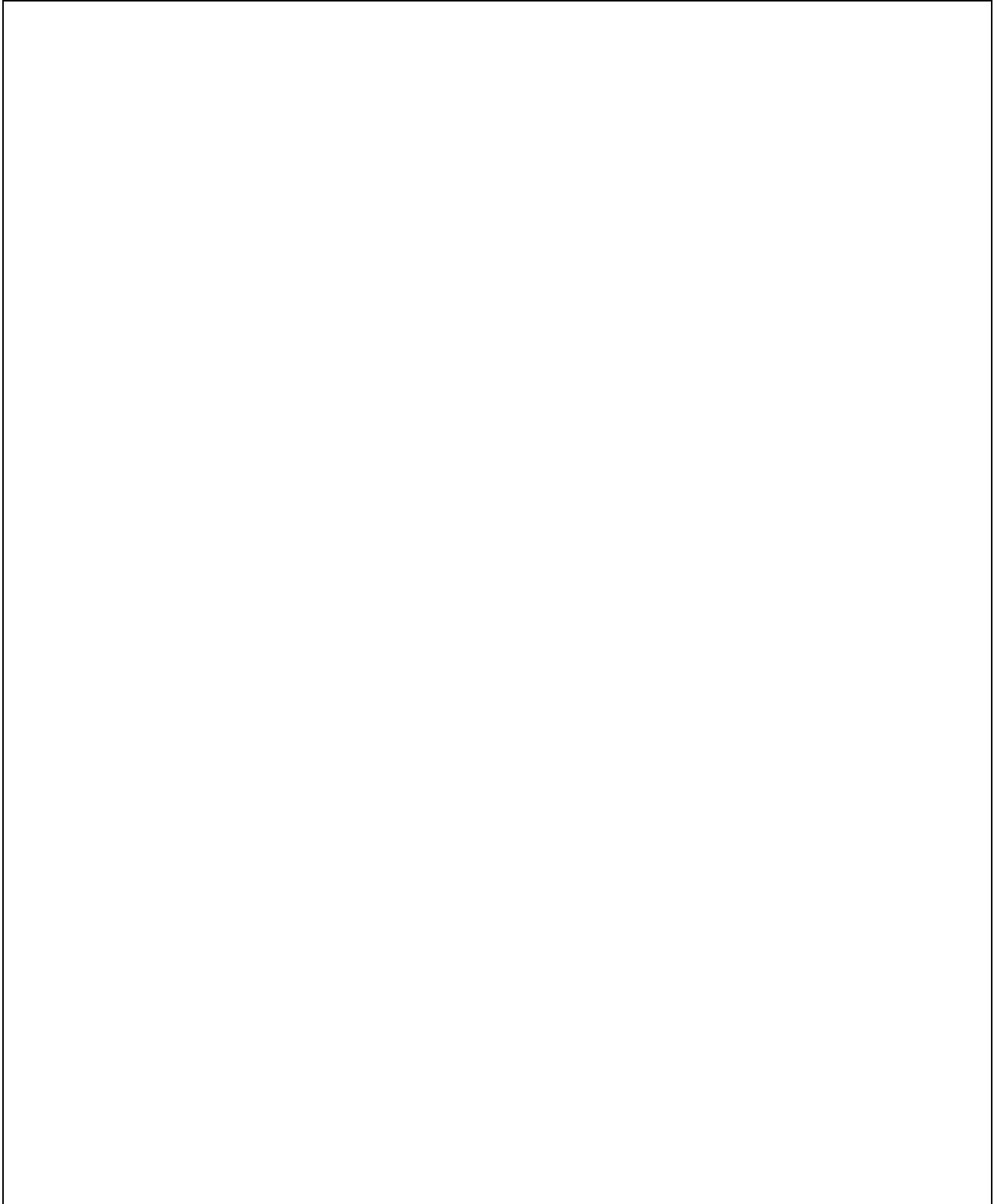
Score: \_\_\_\_\_ /30

Name: \_\_\_\_\_

## House Plan

Stage 3  
Term 3 Week 10

Draw a plan of your house from a bird's eye view, including all rooms and the backyard (if you have one).

A large, empty rectangular box with a thin black border, intended for a student to draw a bird's-eye view plan of their house, including rooms and a backyard.

**Etymological Focus:** -ology means the study of...

### Contractions

he would = \_\_\_\_\_

how will = \_\_\_\_\_

could have = \_\_\_\_\_

we had = \_\_\_\_\_

where does = \_\_\_\_\_

did not = \_\_\_\_\_

who would = \_\_\_\_\_

who shall = \_\_\_\_\_

was not = \_\_\_\_\_

she has = \_\_\_\_\_

### Homophones - wait or weight

I couldn't \_\_\_\_\_ to see the latest movie in the franchise.

The baby was a healthy \_\_\_\_\_ which meant the mother could head home early.

He was employed to \_\_\_\_\_ on them at the restaurant.

I had to \_\_\_\_\_ at check in as the \_\_\_\_\_ of my bag was over the limit.

### Homophones - genes or jeans

My \_\_\_\_\_ were tight and uncomfortable so I went shopping for a new pair.

The disease could occur because there was a defect in a set of \_\_\_\_\_.

His blue denim \_\_\_\_\_ did not go with his outfit.

The patient wanted her \_\_\_\_\_ tested to see if she was a carrier.

### Detective's Clues

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

word = \_\_\_\_\_



# Aboriginal and Torres Strait Islander Peoples

## Land Management and Agriculture



One of the most important land management techniques that was used was cultural burning, which is also known as 'fire-stick farming' or 'cool burning'. In this practice, small, controlled fires were set and managed closely by the people. Fire was used for three distinct purposes. The first was to encourage the regeneration of grasses and plants. The second was to reduce the occurrence of intense bushfires by limiting the available fuel. The third was to promote the biodiversity of plants and animals in the area.

Each region had its own unique regime for burning or not burning to promote or prevent plant growth, and to maintain and protect habitats for mammals, reptiles, insects and birds. This careful and deliberate management provided the Indigenous Australian Peoples with enough food all year round. Cultural burning was also an effective way of nourishing the soil and allowing the land to replenish itself.



Cultural burning is a learned practice that takes a lot of knowledge and skill. It requires a deep understanding of Country, and intimate knowledge of the directions to take, areas to burn, weather conditions, plants, animals and techniques to apply. This knowledge has traditionally been passed down from generation to generation. A key part of Indigenous Australian culture is that the elders teach their children how to care for Country.

The Europeans treated fire with fear and mistrust, and the use of cultural burning was slowly eradicated. However, without the proper management of the land, many problems have arisen. Invasive plants have taken over large areas, creating large fuel loads, and bushfires have become more frequent and more intense as time goes on. Thankfully, the knowledge, understanding and practice of cultural burning has not been lost. Organisations such as The Firesticks Alliance are working with Traditional Owners of the land to return cultural burning to Country, with excellent results.

# Aboriginal and Torres Strait Islander Peoples Land Management and Agriculture Questions

1. Cultural burning provides:

- ☐ A fire to gather around and tell stories.
- ☐ A fast, hot fire that clears land quickly.
- ☐ A way to nourish the soil.
- ☐ A way to get rid of vermin.

2. The discovery of grinding stones at Cuddie Springs proves:

- ☐ Cultural burning took place 35 000 years ago.
- ☐ Indigenous Australian Peoples have been grinding seeds and grain for at least 35 000 years.
- ☐ Bread was a large part of the Indigenous Australian Peoples traditional diet.
- ☐ Bread was cooked in a campfire.

3. What does nomadic mean?

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4. Explain one purpose of cultural burning.

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# Aboriginal and Torres Strait Islander Peoples Land Management and Agriculture Questions

5. What knowledge and understanding does a Traditional Owner of the Land need to have to be able to practice cultural burning?

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6. Should cultural burning be revived in Australia? Why or why not?

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7. Why do you think that Europeans failed to understand that the landscape they found in Australia was created, not natural?

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8. Why do you think the people in riverine and coastal areas were able to have permanent settlements?

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Copy the words and story using speed loops.

gamble germinate giraffe gorilla guest glove

father fever finger follow flower frozen fish

jamboree jumbuck jester juggler jumper

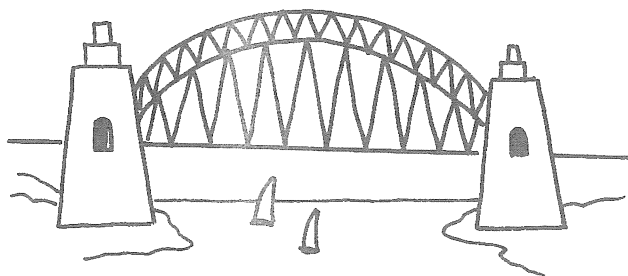
Sydney Harbour is one of the most beautiful harbours in the

world. The Sydney Harbour Bridge was officially opened in

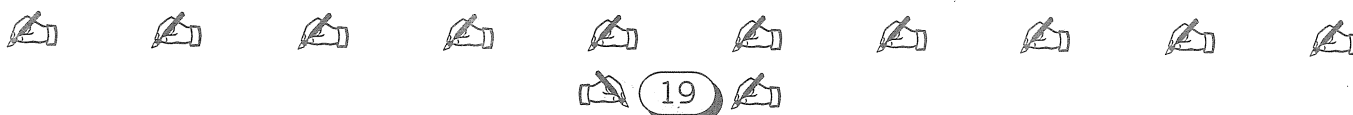
1932 and is one of the world's longest single-span bridges.

Every day thousands of people

travel across the bridge.



How well did you copy? Give yourself a rating out of ten by colouring the hands.



Name: \_\_\_\_\_

**Times Tables**  
MixedWeek 10  
Thursday

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

Score: \_\_\_\_\_ / 75

Name: \_\_\_\_\_

**Mental Computation**  
2-digit Addition

Week 10  
Thursday

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

$53 + 22 = \underline{\hspace{2cm}}$

$76 + 97 = \underline{\hspace{2cm}}$

$82 + 74 = \underline{\hspace{2cm}}$

$82 + 99 = \underline{\hspace{2cm}}$

$39 + 20 = \underline{\hspace{2cm}}$

$27 + 95 = \underline{\hspace{2cm}}$

$93 + 95 = \underline{\hspace{2cm}}$

$30 + 33 = \underline{\hspace{2cm}}$

$34 + 45 = \underline{\hspace{2cm}}$

$56 + 46 = \underline{\hspace{2cm}}$

$57 + 96 = \underline{\hspace{2cm}}$

$61 + 81 = \underline{\hspace{2cm}}$

$84 + 28 = \underline{\hspace{2cm}}$

$39 + 72 = \underline{\hspace{2cm}}$

$54 + 48 = \underline{\hspace{2cm}}$

$45 + 25 = \underline{\hspace{2cm}}$

$87 + 89 = \underline{\hspace{2cm}}$

$44 + 28 = \underline{\hspace{2cm}}$

$70 + 99 = \underline{\hspace{2cm}}$

$49 + 84 = \underline{\hspace{2cm}}$

$45 + 80 = \underline{\hspace{2cm}}$

$11 + 96 = \underline{\hspace{2cm}}$

$24 + 87 = \underline{\hspace{2cm}}$

$89 + 21 = \underline{\hspace{2cm}}$

$28 + 37 = \underline{\hspace{2cm}}$

$34 + 82 = \underline{\hspace{2cm}}$

$14 + 42 = \underline{\hspace{2cm}}$

$32 + 17 = \underline{\hspace{2cm}}$

$73 + 77 = \underline{\hspace{2cm}}$

$72 + 42 = \underline{\hspace{2cm}}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

Name: \_\_\_\_\_

**Tree Diagram**  
Pete's Pizzeria

Stage 3  
Term 3 Week 10

Draw a tree diagram to show the types of pizzas that could be ordered from Pete's Pizzeria. You will have to choose at least three toppings.

- thin base or thick base
- tomato sauce or barbecue sauce
- toppings



How many choices of pizzas could be ordered? \_\_\_\_\_

Circle the type of pizza that you would choose and then get a family member to choose the type of pizza they would want.

Name: \_\_\_\_\_

**Tree Diagram**  
**Imogen's Ice Creams**

Stage 3  
Term 3 Week 10

Draw a tree diagram to show the types of ice creams that could be ordered from Imogen's Ice Creams. You will have to choose at least three toppings.

- cup or cone
- one or two scoops
- toppings (or flavours)



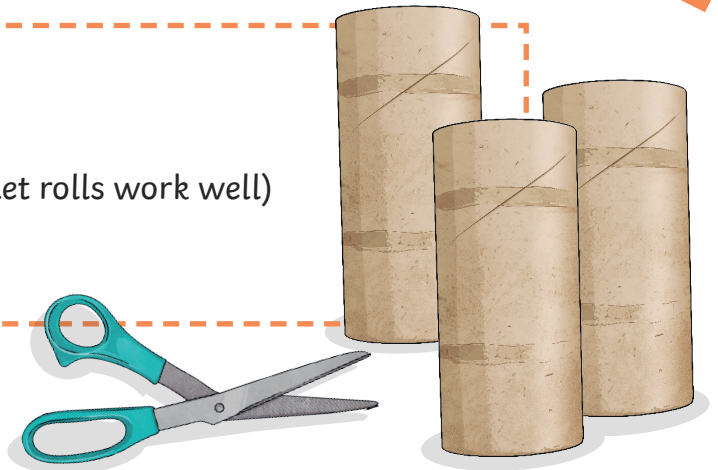
How many choices of ice cream could be ordered? \_\_\_\_\_

Circle the type of ice cream that you would choose and then get a family member to choose the type of ice cream they would want.

# STEM: Cardboard Tube Tower

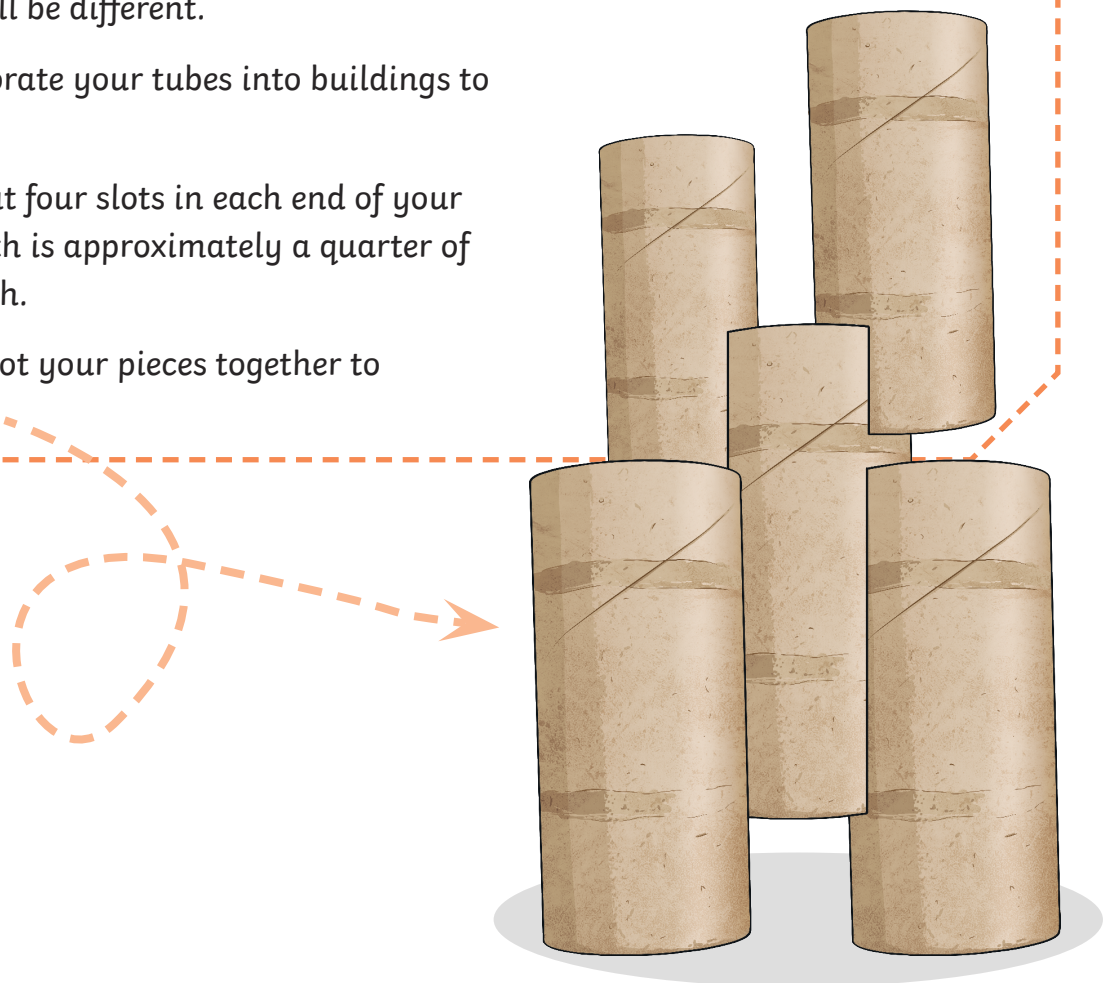
## You Will Need:

- Scissors
- Cardboard tubes (empty kitchen or toilet rolls work well)
- Craft supplies to decorate (optional)



## Instructions:

- Cut your tubes into the sizes that you would like, they can all be different.
- Optional – decorate your tubes into buildings to create a city.
- Measure and cut four slots in each end of your tubes - the depth is approximately a quarter of your tube length.
- Now you can slot your pieces together to make a tower.



# Wellbeing Grid-Weeks 8-10



Choose some activities from our Flexi Friday Grid to make a fun and mindful end to your week. We can't wait to see what you enjoy.  
Submit your pictures to our school facebook page.

<p><b><u>The great outdoors</u></b></p> <p>Go on a nature hunt. Collect items to create a piece of art. This may be sticks, acorns, flowers, seeds etc.</p> 	<p><b><u>Movement</u></b></p> <p>Design and make an obstacle course. Once you have made it, race your course and see how fast you can go.</p> 	<p><b><u>Cooking</u></b></p> <p>Find a new recipe and cook up a storm in the kitchen. Then the best part, eat it and enjoy.</p> 	<p><b><u>Friendship</u></b></p> <p>Ask you family to help you ring a friend on the phone and talk to them about things you have been doing. Share your best part of the week and a challenge you have overcome. Tell them how you showed resilience.</p>
<p><b><u>Building</u></b></p> <p>Build a den/cubby house for you to escape to. It may be indoor or outdoor and then hop inside your den and relax reading a book.</p>	<p><b><u>Drawing</u></b></p> <p>Look out your window and draw what you can see.</p> 	<p><b><u>Board and Card Games</u></b></p> <p>Enjoy playing a board or card game with your siblings or family. Remember to be a fair and respectful player.</p>	<p><b><u>Creative</u></b></p> <p>Design a new animal. Name your animal and sketch what it would look like.</p> 
<p><b><u>Dance</u></b></p> <p>Put on your favourite song and choreograph a dance or movement sequence using the beat of the music.</p>	<p><b><u>Gratitude</u></b></p> <p>Thank a community hero. Think of someone who helps you in some way and write them a thank you letter.</p>	<p><b><u>Upcycle</u></b></p> <p>Use items from your recycling to make something cool. A model, a piece of art or something else.</p>	<p><b><u>Writing</u></b></p> <p>Write a poem, song or rap. You may choose to write about kindness or choose a topic of your choice.</p>
<p><b><u>Puppets</u></b></p> <p>Make a puppet of a famous book character. You may even put on a puppet show for your family!</p> 	<p><b><u>Helping Others</u></b></p> <p>Can you help a member of your family with a job for your house? It may be cleaning, repairs, maintenance, daily tasks like taking the bin out, making lunches for everyone.</p>	<p><b><u>Sensory</u></b></p> <p>Do some finger/hand or feet painting. You may use real paint or even paint your hands with mud. Create an artwork, pattern or print using your finger/hand or foot prints.</p> 	<p><b><u>Cloud Watching</u></b></p> <p>Lay outside on your back and look up at the sky. Can you make pictures out of the clouds? Close your eyes and imagine you are up in the sky with the things you see.</p> 

