

Remote Learning Workbook

Stage 3 (Year 5 and 6)



Week 9

Name: _____

Spelling

Stage 3
Term 3 Week 9

Etymological Focus: Greek and Latin number prefixes

Write as many words that follow the focus of the week, which are these number prefixes.

| Number | Greek | Latin | Examples |
|----------------------|--------------|---------------|----------|
| 1 1 st | mono prot | uni prim | |
| 2 | di or dy | bi or du | |
| 3 | tri | tri or ter | |
| 4 4 th | tetra | quad quart | |
| 5 | penta | quin | |
| 6 | hex | ses or sex | |
| 7 | hept | sept | |
| 8 | oct | oct | |
| 9 | ennea | non | |
| 10 | dec | dec | |
| 100 | hect | cent | |
| 1000 | - | milli | |

Etymological Focus: Greek and Latin number prefixes

Understanding the meaning of the number prefixes will help you understand the meaning and spelling of the words that use them.

Write the meaning of these words by using the first page to help you but make sure you include the meaning of the prefix in the meaning. You may need to use a dictionary for help.

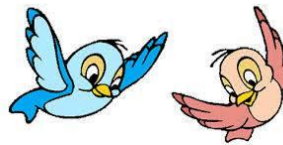
e.g. trilogy = a group of three related movies or books.

Rewrite the word to help you with the spelling.

| Word | Rewritten Word | Meaning |
|--------------|----------------|---------|
| duet | _____ | _____ |
| | | _____ |
| octogenarian | _____ | _____ |
| | | _____ |
| cents | _____ | _____ |
| | | _____ |
| decathlon | _____ | _____ |
| | | _____ |
| hexapod | _____ | _____ |
| | | _____ |
| monolith | _____ | _____ |
| | | _____ |
| septennial | _____ | _____ |
| | | _____ |

Demonstrative pronouns

This is my ball.



Those are birds.



That is my new car.



These are my presents.



This or these?

1. _____ is a dog.
2. Are _____ goats?
3. What is _____?
4. _____ is my car.
5. _____ are mice.
6. Are _____ pencils?
7. _____ are my friends.
8. _____ is my brother.
9. Taste _____, it's delicious



That or those?

1. _____ is Bob.
2. Is _____ a monkey?
3. _____ are horses.
4. Hello, is _____ you, Peter?
5. _____ is Kim's bicycle.
6. Yes, _____ 's mine.
7. Look at _____, they're excellent.
8. _____ 's our house over there.

Interrogative pronouns



Who, whom, whose, what and **which** are called **interrogative pronouns**.
These pronouns are used to ask questions.

who

Who invented the TV?
Who would you like to see?

whom

Whom are you talking to?
Whom is she playing with?

whose

Whose is this mobile phone?
Whose are these shoes?
Whose is it?

what

What are their names?
What do you want?
What's the price?

which

Which of these cars is yours?
Which do you want?

Possessive pronouns



| Possessive adjectives | Possessive pronouns |
|-----------------------|---------------------|
| my | mine |
| your | yours |
| his | his |
| her | hers |
| its | its |
| our | ours |
| your | yours |
| their | theirs |



Fill in the blanks with the correct possessive pronoun.

- Please give me that book. It's _____.
- Excuse me, is this pen _____?
- This is our car. It's _____.
- Those are my brother's shoes. They're _____.
- This is Susan's bag. It's _____.
- Is this photo _____, Sara?
No, it isn't _____.
- Whose are these boots? Are they _____?
Yes, they're _____.
- That bicycle belongs to Paul. It's _____.
- Is that Kate's purse? Yes, of course it's _____.
- I think these magazines belong to my parents. They're _____.
- That blouse belongs to my sister. It's _____.
- My appointment is at 5 o'clock. What time is _____?

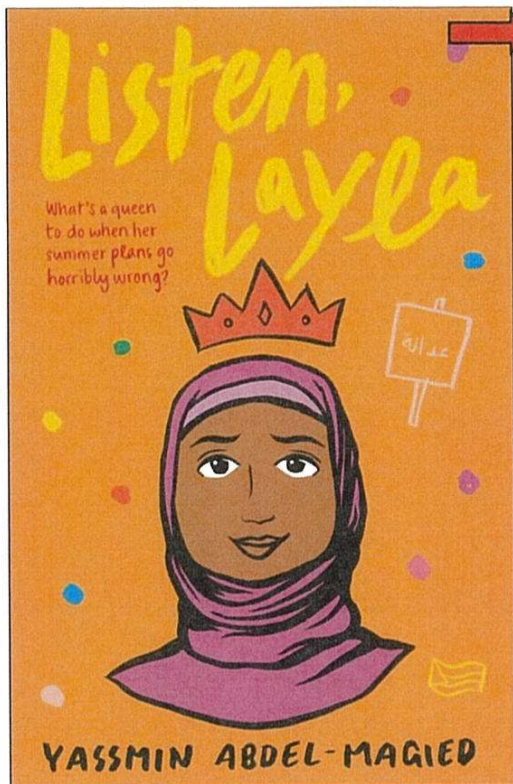
Reflexive pronouns



| Subject | Reflexive pronouns |
|---------|--------------------|
| I | myself |
| you | yourself |
| he | himself |
| she | herself |
| it | itself |
| we | ourselves |
| you | yourselves |
| they | themselves |

Fill in the blanks with the correct reflexive pronoun.

- She likes looking at _____ in the mirror.
- I'm teaching _____ to play the violin.
- Peter talks about _____ all the time.
- I hate friends who think only of _____.
- Find a chair and get a drink for _____.
- They really enjoyed _____ last night.
- You must work by _____.
- That machine works by _____.
- Old people should take care of _____.
- We wash _____ every day.



Penguin Books. 2021.

→ “The full moon rose over us,” Layla sang, while she carefully joined two pieces of metal together in the **broiling**, cramped welding bay. The air was hot and humid, **not even the whisper of a breeze disturbing the still summer afternoon.** “Min thaniiii yatil Wadaaaaa,” she continued the famous **nasheed** in Arabic, the poem filling in the silence of the workshop. She loved metalwork, **and welding while singing was icing on the cake**, even if she was totally out of tune. Layla placed the finishing touches on the aluminium bracket, beaming under her welding mask. *Perfecto!* ←

1.

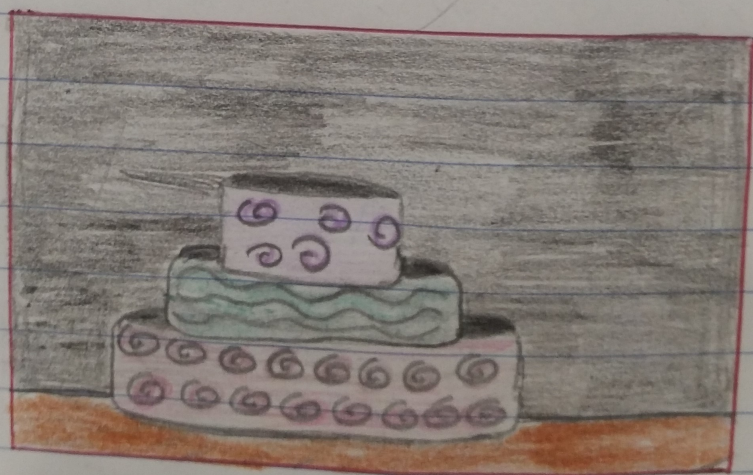


Listen Layla (p.1)

Yassmin Abdel-Magied

Penguin Books, 2021.

"The full moon rose over us," Layla sang, while she carefully joined two pieces of metal together in the broiling, cramped welding bay. The air was hot and humid, not even the whisper of a breeze disturbing the still summer afternoon. "Min thanissiyatil Wadlaaaaaa," she continued the famous nasheed in Arabic, the poem filling in the silence of the workshop. She loved metalwork, the welding while singing was icing on the cake, even if she was totally out of tune. Layla placed the finishing touches on the aluminium bracket, beaming under her welding mask. Perfecto!



"... the welding while singing was icing on a cake..."

Developing Your Sneaker Brand

During week 9 and 10, plan and design your own brand of running shoes. With each of these tasks remember to look back over previous activities to help develop your advertisement. You may develop your advertisement on paper or using ICT.

Task - Design logo / plan

Create a logo that you will use to identify your shoe brand. Then draft out your ideas of different persuasive advertising techniques you will use when developing your final advertisement. Draft out how they will look and appear on your advert, incorporating different colours and fonts to attract your consumer.

Your product:



Your chosen target audience (who are you trying to sell your sneakers to):

| Sneaker Brand Logo | | |
|-------------------------|-------------------------|-------------------------|
| Advertising Technique 1 | Advertising Technique 2 | Advertising Technique 3 |
| Advertising Technique 4 | Advertising Technique 5 | Advertising Technique 6 |

Name: _____

Times Tables
MixedWeek 9
Monday

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

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 9
Monday

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

$85 + 96 = \underline{\hspace{2cm}}$

$73 + 40 = \underline{\hspace{2cm}}$

$65 + 36 = \underline{\hspace{2cm}}$

$59 + 98 = \underline{\hspace{2cm}}$

$15 + 38 = \underline{\hspace{2cm}}$

$78 + 50 = \underline{\hspace{2cm}}$

$78 + 63 = \underline{\hspace{2cm}}$

$88 + 68 = \underline{\hspace{2cm}}$

$52 + 54 = \underline{\hspace{2cm}}$

$27 + 93 = \underline{\hspace{2cm}}$

$25 + 20 = \underline{\hspace{2cm}}$

$39 + 88 = \underline{\hspace{2cm}}$

$43 + 48 = \underline{\hspace{2cm}}$

$80 + 30 = \underline{\hspace{2cm}}$

$69 + 41 = \underline{\hspace{2cm}}$

$93 + 52 = \underline{\hspace{2cm}}$

$62 + 61 = \underline{\hspace{2cm}}$

$72 + 20 = \underline{\hspace{2cm}}$

$53 + 71 = \underline{\hspace{2cm}}$

$56 + 11 = \underline{\hspace{2cm}}$

$39 + 92 = \underline{\hspace{2cm}}$

$14 + 64 = \underline{\hspace{2cm}}$

$37 + 82 = \underline{\hspace{2cm}}$

$41 + 96 = \underline{\hspace{2cm}}$

$66 + 15 = \underline{\hspace{2cm}}$

$46 + 19 = \underline{\hspace{2cm}}$

$50 + 42 = \underline{\hspace{2cm}}$

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

$98 + 29 = \underline{\hspace{2cm}}$

$29 + 95 = \underline{\hspace{2cm}}$

Time: _____

Score: _____ /30

Name: _____

Division
2-digit

Stage 3
Term 3 Week 9

| | | |
|-------------|-------------|---------------|
| $74 \div 2$ | $41 \div 4$ | $67 \div 3$ |
| $81 \div 5$ | $92 \div 2$ | Score: ____/5 |

| | | |
|--------------|--------------|---------------|
| $751 \div 2$ | $409 \div 4$ | $961 \div 5$ |
| $263 \div 6$ | $810 \div 3$ | Score: ____/5 |

Name: _____

Division
4-digit

Stage 3
Term 3 Week 9

| | | |
|---------------|---------------|---------------|
| $9670 \div 8$ | $5163 \div 2$ | $6469 \div 7$ |
| $8829 \div 3$ | $2358 \div 4$ | Score: ____/5 |

| | | |
|----------------|----------------|----------------|
| $6431 \div 11$ | $3957 \div 14$ | $1928 \div 15$ |
| $4266 \div 30$ | $9752 \div 50$ | Score: ____/5 |

Local Government

The states and Northern Territory are very large areas so to help organise them they are divided into local governments. These are usually called councils but can be further defined as cities, shires, districts, regions, towns, boroughs or municipalities. The ACT has no local government.

4

- a** What local government area do you live in? _____
- b** Is your local government a city, shire, district, region, town, borough, municipality?

The local government is in charge of applying the state rules of planning to their local area.

To help with this they divide the area into zones for land use.

5

Write the words from the word bank in their correct zones. Add some more if you can.

townhouse, supermarket, restaurant, factory, school, hospital, livestock, petrol station, home unit, sand hills, power station, church, granny flat, shop, park, office, house, mall, police station, swamp, market garden, apartment, poultry farm, movie theatre, warehouse, bungalow, wash, library, orchard.

| Land Use Type | Examples |
|---|----------|
| Residential Zone (Where people live) | |
| Commercial Zone (Where people buy things) | |
| Industrial Zone (Where people work) | |
| Community Zone (Where community activities take place) | |
| Vacant Zone (Places with nothing on them) | |
| Agriculture Zone (Farming) | |

Etymological Focus: Greek and Latin number prefixes

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:

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name: _____ date: _____

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Greek and Latin Number Prefixes

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

monolith
 octogenarian
 decagon
 bikini
 hexapod
 primitive
 decathlon
 heptathlon
 quadrant
 cents
 unicycle
 million
 duet
 septennial
 pentagram
 october
 pentagon
 trimester
 sestet
 protagonist

The Glimmering Hand

story by Geoffrey McSkimming | illustrated by Gabriel Evans

1. Settling into the evening

MR ERASMUS, that gentle and deep-thinking fellow, liked to keep his house and his secret little estate as neat and tidy as he could. He often went through bouts of great cleaning activity: times when he would spend days on end tending to his gardens and his orchard and trimming his maze and keeping the banks of his pond all clear and orderly. Today was one of the days when he had spent all the time since he had woken cleaning the inside of his old and beloved house.

Outside, beyond Mr Erasmus's walled garden, the sun was spreading its last rays across the fields, in bold streaks of yellow and pink, as it sank between the hills. Very soon, night would begin to creep into the walled garden, coming quietly like a phantom paying a visit.

Mr Erasmus always liked this time of the day. There was something special about this hour when the world seemed to be settling, and the light changing, and the sounds of twilight emerging. The twilight always made him feel peaceful and happy.



Right now, as he stood at his kitchen sink up to his elbows in sudsy washing-up water, peering through the window at the growing dimness outside, he gave a big sigh of contentment. And then, as he sloshed the soapy water across his plates and mugs and cutlery, he found himself reciting out loud, in a quiet, gentle way, a verse that had popped into his head:

*'I may not be an astronaut
plodding on the Moon;
I may not be a pianist
composing a roaring tune;
I may not be a scientist
discovering astounding things,
but I am me, content to be
here—where my heart sings.'*

Mr Erasmus smiled. He was right at home, in more ways than one.

His smile grew bigger as he looked forward to the arrival of his friend Sylphie Quicksilver, who was coming to visit him this evening for supper. He always enjoyed her company, and tonight he was looking forward to discussing with her the book he had recently lent her from his library: *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!*

'Oh, I bet she enjoyed those ghostly tales,' he muttered. 'There's nothing like a good scary story to get you all whiffled up.' He chuckled quietly. 'Sometimes, even though we love to be in our comfort zones, to be pushed out of those comfort zones for a little while does us the world of good. Yes, by my whiskers it does. I do believe that our imaginations get rejuvenated when we read startling things like a good ghost story. What's more—' He suddenly stopped his musings and frowned.

'Ooh, confound this dishwashing detergent! It's seeped right into my washing-up gloves and made my fur all sploshy!'

One thing Mr Erasmus did not like was getting his fur sploshy, especially all the way up to his elbows. He grimaced and quickly drained the sink. 'Yerk,' he shuddered. 'Well, at least I've got the kitchen tidy.' He took off his gloves, removed his apron and peered around the kitchen. 'Yes, most satisfactory.'

As he was turning to go into his library, a slow creaking noise came from somewhere upstairs. *Oh, this old house*, Mr Erasmus thought, paying the sound little attention. *It's always making strange noises as it settles for the night ...*

2. Haunted by stories

Unlike Mr Erasmus, on this particular evening Sylvie Quicksilver was not feeling at peace with her world.

She was hurrying across the fields towards her friend's walled garden as the moon was beginning to cast its strong beams across the land. Normally Sylphie would be flying to Mr Erasmus's, but tonight she was speeding along on her fast-as-mercury feet. The reason for her not flying was that the book she was returning, *101 Graveyard Ghosts and*

Ghouls—Stories to Keep You Up at Night!, was very thick and heavy, and would have weighed her down in the air and caused her flight to have been hiccup-like bumpy. And she never enjoyed such travels; she always got the collywobbles, and collywobbles for sprites were not a good thing.

As she sped along, Sylphie reflected that it wasn't just bumpy flights that gave her the collywobbles. No, ever since she had started reading *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!* her tummy had been a little delicate. 'What was Mr Erasmus thinking, giving me scary stories like these?' she wondered aloud. 'If there's one thing that makes me go all squirly, it's a ghost story. Ooh, I'd rather be cobwebbed and pickled than read any more ghost stories!'

There was one story in *101 Graveyard Ghosts and Ghouls—Stories to Keep You*

Up at Night! that had really haunted Sylphie. It was called 'I'll Give You a Hand, Rodney'. It was about a ghostly hand that glimmered and clicked its fingers in wicked rhythms whenever it visited an unsuspecting man named Rodney who was always asleep in his bed. This story was so scary, so well written, that it had seemed real to Sylphie, and she had not slept for a few nights after having read it.

'Oh, that Mr Erasmus,' she mumbled. 'I'll be glad to return this book to him. I do hope he's got some delicious cakes for us tonight, to get my mind off ghosties and ghoulies and creeping hands that taunt with their clicking fingers.'

Across the moonlit fields she kept flitting and leaping, the heavy volume tucked under one arm and then, when the weight of the book grew too heavy, under her other arm.



The night was still and without any breeze and sometimes, as Sylphie passed by copses of trees, the moonbeams cast shadows through the leafless branches. Whenever Sylphie saw these shadows glimmering across the ground she shuddered, as they reminded her of spectral fingers, stretching out to click at her and snatch her up.

‘Yergh yergh yergh,’ she moaned, hurrying past the twiggy fingers.

Soon she could see the old stone walls that girdled Mr Erasmus’s estate. She smiled and hurried even faster.

When she was close to the walls,

she leapt like a fountain-squirt over the stones and into the cottage garden. She sped along the pathways between the herb and flowerbeds and up to Mr Erasmus’s house.

As she approached the kitchen windows, she spied something that made her skid to a halt.

She dropped *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!* to the ground.

Her heart hammered against her ribcage.

Her legs trembled.

Her eyes went as wide as dinner plates.

‘Aaaaarrggghhhhhh!’ she screamed, loud enough to wake the dead.

Sylphie remained frozen to the spot, her eyes transfixed on the sight on the windowsill.

The front door was flung open and out came Mr Erasmus, as fast as his slow legs could carry him. ‘Sylphie!’ he cried. ‘Is that you who screamed? It was loud enough to wake the—’

‘Mr ... Mr Erasmus,’ stammered the sprite, her eyes still glued to the windowsill. ‘L ... l ... look! The glimmering hand!’

‘The what?’ said Mr Erasmus, his fur standing on end. He turned to the windowsill and stared.

There, on the other side of the



windowpane, lay a hand: a pale green hand, glimmering in the moonlight streaming down.

‘It’s just like in the story,’ Sylphie spluttered. ‘The ghostly glimmering hand that comes and clicks! It’s come for us!’

‘Caboodalations!’ gasped Mr Erasmus. He started jittering up and down, but only for a few moments. ‘Well, whiffle me with a spurtle!’

Sylphie, wondering at the change in his voice, stole her gaze from the glimmering hand and looked at her friend. ‘Huh?’

All at once, Mr Erasmus chortled. His cheeks puffed out with mirth, and he laughed until his belly wobbled beneath his waistcoat.

‘What’s so chortle-acious, then?’ Sylphie asked.

When his laughter had subsided, Mr Erasmus pointed to the glimmering hand. ‘Ah, my dear Sylphie, that’s not the glimmering hand from the ghost story. No indeed.’

‘Then ... then what is it?’

‘It’s my confounded dishwashing glove. It’s old, and it let in all the soapy water and made my fur all sploshy. I pulled the gloves off and flung them down in disgust ... the other one must’ve fallen on the floor or somewhere.’

Sylphie stared at the rubber glove,



still glimmering and a bit moist in the moonlight. ‘Your dishwashing glove?’

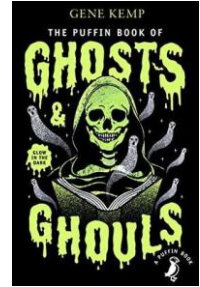
‘The very thing.’ Mr Erasmus stooped down and picked up *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!* ‘Goodness me, these stories have really taken hold of you, it seems.’

‘Oh,’ said Sylphie, trying to shrug off the fact that he was right, ‘they’re only stories, after all. They don’t scare me, not one little—’

And the sudden hooting of a nearby barn owl sent the young sprite leaping into Mr Erasmus’s arms, which startled Mr Erasmus greatly. ■

Text: Story – *The Glimmering Hand* - by Geoffrey McSkimming (August page 5-9)

Write answers in an exercise book – you should have one A4 workbook for your working from home tasks.



Page 8&9 Discuss: girdle – see bottom of the page / **idiom:** An idiom is a phrase or expression that typically presents a **figurative, non-literal** meaning of something eg. *Don't worry, driving out to your house is a piece of cake.* (is easy) / *That laptop costs an arm and a leg* (is very expensive) / “I’m going to hit the hay,” said dad. (go to sleep)

Fourteen Paragraphs p1 Yergh, yergh, yergh p2 Soon she could see..... p3 When she was close..... p4 As she approached p5 Mr Erasmus smiled..... p7 Her legs trembled p8 Her eyes went as wide.... P14 There, on the other side(continued on page 9 – just three lines)

1) Find the words in the text that mean (synonyms):

thin (adj p1) _____, surrounded / enclosed (v p2) _____,

standstill / stop (n p4) _____, stuttered (v p12) _____,

shining X 2 (v p14 – on page 9) _____ & _____

2) **What** made Sylphie scared at the start of paragraph 1? *Sylphie was scared by the shadows of the.....*

3) **What** simile is used to describe how high Sylphie jumped in paragraph 3?

4) **What** simile is used to describe Sylphie’s eyes when she was scared?

5) In paragraph 10 the author says,*her eyes transfixed on the hand on the windowsill*. What word is the best meaning of transfixed? Highlight

a) blinking b) glued c) shut d) staring

6) **Write the sentence that is an example of both personification and metaphor that describes Sylphie’s feeling of fear**

7) **What idiom** describes the way Sylphie looked at the hand on the windowsill?

A **girdle** is a form-fitting foundation garment that **encircles** the lower torso and worn to shape or for support. It may be worn for medical reasons. In sports or medical treatment, a girdle may be worn as a compression garment – like a wide elastic belt. (right)



Text: Story – *The Glimmering Hand* - by Geoffrey McSkimming (August page 5-9)
Write answers in an exercise book – you should have one A4 workbook for your working from home tasks.

Page 9 Discuss: **spurtle** – an old English word for a wooden stick used in cooking – Scottish people used it to stir porridge - like a wooden spoon / **whiffle** – to blow over with a burst of air



Twelve Paragraphs p1 "It's like in the story," p2 "Caboodalations!" p5 "What's so chortleacious p7 Then, then what is it P8 It's my confounded dishwashing glove P10 The very thing p12 And the sudden hooting of a nearby barn owl....

1) Find the words in the text that mean (synonyms):

jumping (v p2) _____, moved (v p3) _____,
 laughed (v p4) _____, humour (n p4) _____,
 humourous (adj p) _____, finished (v p) _____,
 damp (adj p9) _____, alarmed / frightened (v p12) _____.

2) **What** was the hand on the windowsill? *The hand on the windowsill was one of.....*

3) **What** was wrong with one of Mr Erasmus's dishwashing gloves? *One of Mr Erasmus's dishwashing gloves let in.....*

4) **What** can you infer about this glove? *I can infer that one of the dishwashing gloves had a*

5) In paragraph 8 the author says, *It's my confounded dishwashing glove*. What word **is the best** meaning of **confounded**? Highlight

a) troublesome b) left hand c) rubber d) plastic

6) In paragraph 2 the author uses an expression that means, **knock me over with a stick** - another expression often used is, **knock me over with a feather**. These expressions mean someone is extremely surprised or astonished when he or she finds out about something. **What** is the expression used?

7) **Why** did Mr Erasmus's voice change in paragraph 3?

8) **Explain** why Sylphie jumped into Mr Erasmus's arms at the end of the story.

Name: _____

Times Tables
MixedWeek 9
Tuesday

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

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 9
Tuesday

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

$60 + 18 = \underline{\quad\quad}$

$95 + 34 = \underline{\quad\quad}$

$88 + 35 = \underline{\quad\quad}$

$88 + 59 = \underline{\quad\quad}$

$50 + 45 = \underline{\quad\quad}$

$84 + 79 = \underline{\quad\quad}$

$63 + 66 = \underline{\quad\quad}$

$44 + 23 = \underline{\quad\quad}$

$70 + 13 = \underline{\quad\quad}$

$45 + 40 = \underline{\quad\quad}$

$14 + 62 = \underline{\quad\quad}$

$50 + 47 = \underline{\quad\quad}$

$98 + 79 = \underline{\quad\quad}$

$81 + 95 = \underline{\quad\quad}$

$22 + 49 = \underline{\quad\quad}$

$29 + 85 = \underline{\quad\quad}$

$94 + 23 = \underline{\quad\quad}$

$24 + 87 = \underline{\quad\quad}$

$75 + 33 = \underline{\quad\quad}$

$40 + 28 = \underline{\quad\quad}$

$12 + 87 = \underline{\quad\quad}$

$22 + 19 = \underline{\quad\quad}$

$41 + 89 = \underline{\quad\quad}$

$89 + 81 = \underline{\quad\quad}$

$79 + 63 = \underline{\quad\quad}$

$32 + 20 = \underline{\quad\quad}$

$73 + 75 = \underline{\quad\quad}$

$70 + 18 = \underline{\quad\quad}$

$23 + 55 = \underline{\quad\quad}$

$94 + 63 = \underline{\quad\quad}$

Time: _____

Score: _____ /30

Name: _____

Discounts and Sale Prices

Stage 3
Term 3 Week 9

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

| | Original Price | Discount | Savings | New Price |
|---|----------------|----------|---------|-----------|
|  | \$16 | 10% | | |
| | | 25% | | |
| | | 50% | | |
|  | \$70 | 10% | | |
| | | 25% | | |
| | | 50% | | |
|  | \$180 | 10% | | |
| | | 25% | | |
| | | 50% | | |
|  | \$540 | 10% | | |
| | | 25% | | |
| | | 50% | | |
|  | \$1250 | 10% | | |
| | | 25% | | |
| | | 50% | | |

Score: ____/30

Stay safe in and out of your car



1. Describe how to safely wear a seatbelt.

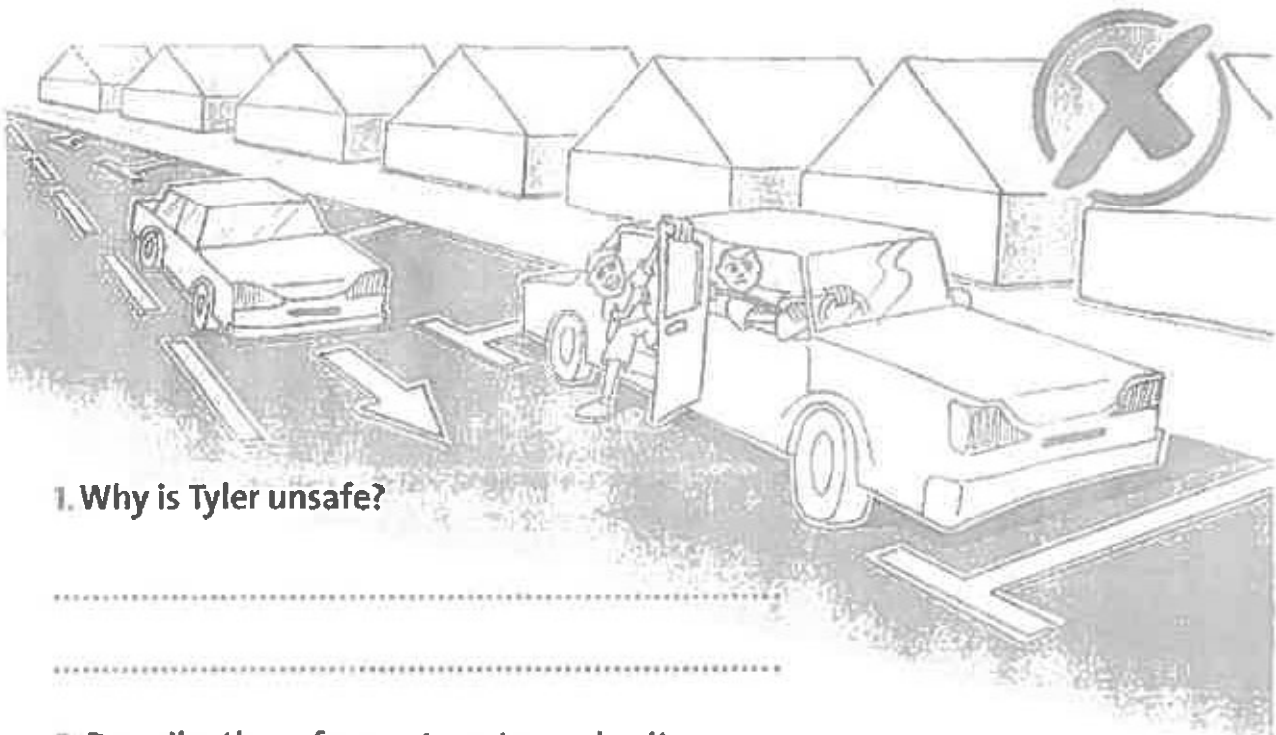
.....

.....

2. When is it safe to take off your seatbelt?

.....

.....



1. Why is Tyler unsafe?

.....

.....

2. Describe the safe way to enter and exit a car.

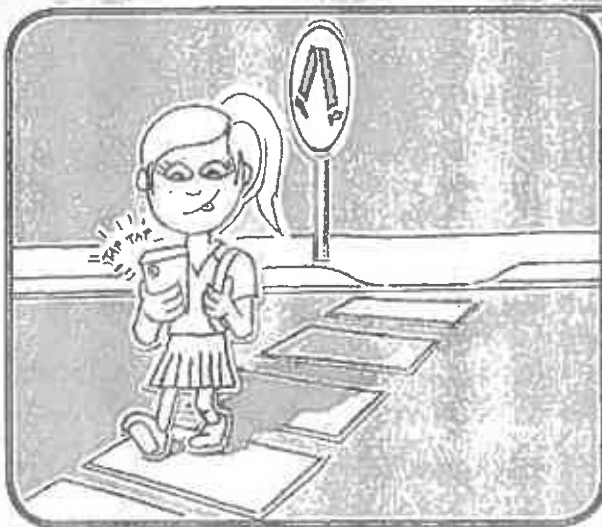
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Safe is as safe does

Norman and Norma are staying with your family while they are in town. As you walk home towards the pedestrian crossing Norman and Norma draw your attention to the behaviours of other people around you.

Look at these pictures and explain why these people are being unsafe. What can they do to improve their safety on the road?

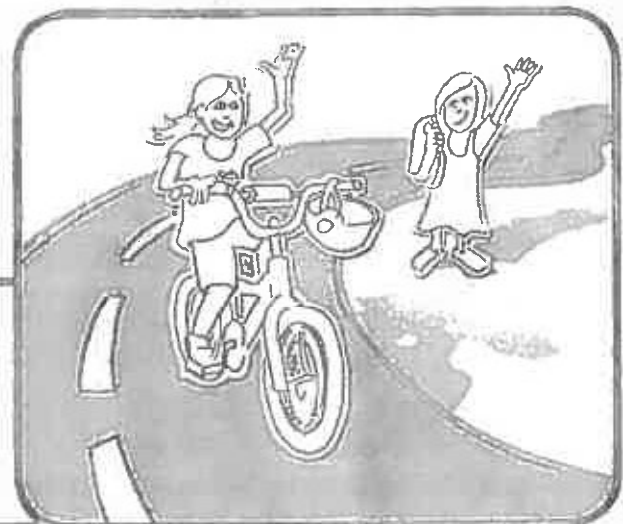


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.....

Read the following two scenarios and explain why they are unsafe. What can these people do to increase their safety in the car?

While his mum is pulling away from the kerb, William removes his seat belt to get a prize out of his school bag to show his mum.

.....

.....

.....

Mrs Smith's children start an argument in the car just as she is driving away from the school. They get so rowdy that she is forced to turn around to ask them to stop.

.....

.....

.....



Water Smart Level 4 – Years 5 and 6

Where We Live

Activity Sheet 2 – Home Water Safety Word Search

Name: _____

Find the words listed below hidden in the word search. Then, beginning at the top left-hand corner, place the remaining letters (ignoring the 'Z's), in order, in the space below to reveal an important water safety message.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | L | O | A | T | Y | D | A | N | G | E | R | S | O | U |
| S | U | P | E | R | V | I | S | I | O | N | S | H | O | U |
| L | D | A | L | W | A | E | Y | F | W | R | E | A | C | H |
| S | B | E | Z | S | F | M | U | I | O | P | E | E | R | V |
| G | I | B | S | E | U | P | C | S | R | D | L | B | Y | A |
| A | A | A | Z | B | N | T | H | H | H | N | E | A | D | U |
| T | L | T | L | U | T | Y | I | P | T | W | C | M | H | T |
| E | O | H | W | C | E | N | L | O | N | I | T | A | A | O |
| N | N | P | A | K | W | S | D | N | W | Z | R | C | D | G |
| O | E | L | T | E | A | P | R | D | O | N | I | H | U | E |
| T | O | U | E | T | V | A | E | S | R | R | C | I | L | T |
| O | A | G | R | S | E | R | N | O | D | U | I | N | T | H |
| W | N | L | I | G | H | T | N | I | N | G | T | E | Z | E |
| S | E | C | N | E | F | D | P | L | E | H | Y | S | W | R |
| A | G | N | I | H | S | A | W | T | A | E | S | T | E | R |

| | |
|-------------|-------------|
| ADULT | HELP |
| ALONE | LIGHTNING |
| BATHPLUG | MACHINES |
| BUCKETS | REACH |
| CHILDREN | SEAT |
| DANGERS | SPA |
| DROWN | SUPERVISION |
| ELECTRICITY | THROW |
| EMPTY | TOGETHER |
| FENCES | TOW |
| FISHPONDS | WASHING |
| FLOAT | WATER |
| FUN | WAVE |
| GATE | |

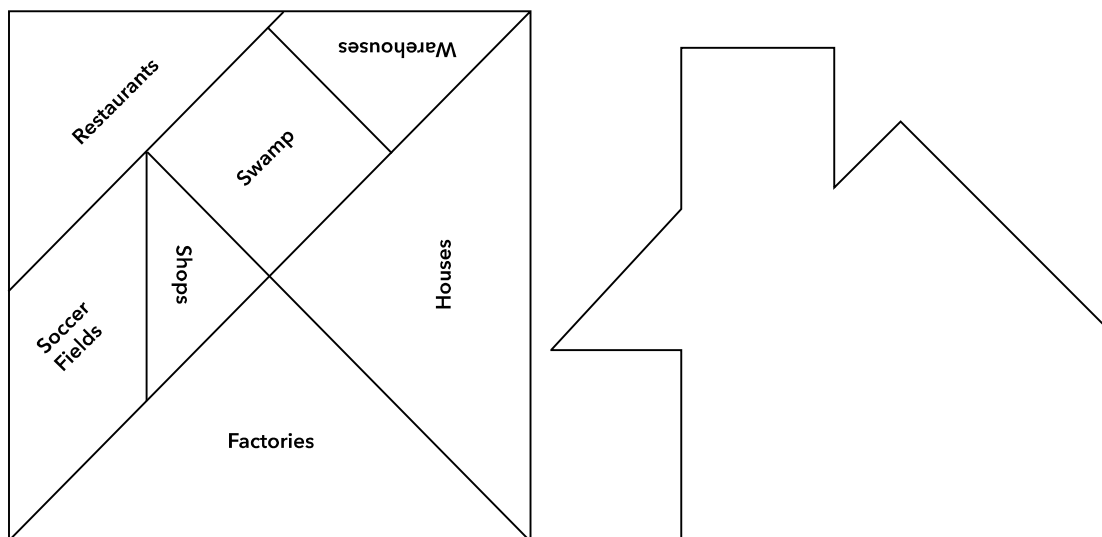


All councils want their residents (people who live in the area) to be happy. To do this they must find the balance between giving people the infrastructure they want and need. Councils use land zones to separate areas so people can enjoy where they live and work.

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.

| | |
|--|--|
| | |
| | |
| | |

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 | | |
|------------|---|---|---|---|---|---|--------|---|---|
| S | L | N | C | G | R | H | E | A | I |

My total number of words made =

My longest word is: _____

Etymological Focus: Greek and Latin number prefixes

Understanding the meaning of the number prefixes will help you understand the meaning and spelling of the words that use them.

Write the meaning of these words by using the first page to help you but make sure you include the meaning of the prefix in the meaning. You may need to use a dictionary for help.

e.g. trilogy = a group of three related movies or books.

Rewrite the word to help you with the spelling.

| Word | Rewritten Word | Meaning |
|-------------|----------------|-------------|
| million | <hr/> | <hr/> <hr/> |
| protagonist | <hr/> | <hr/> <hr/> |
| unicycle | <hr/> | <hr/> <hr/> |
| quadrant | <hr/> | <hr/> <hr/> |
| heptathlon | <hr/> | <hr/> <hr/> |
| trimester | <hr/> | <hr/> <hr/> |
| pentagram | <hr/> | <hr/> <hr/> |

Etymological Focus: Greek and Latin number prefixes

Alphabetical Order

monolith
octogenarian
decagon
bikini

hexapod
primitive
decathlon
heptathlon

quadrant
cents
unicycle
million

duet
septennial
pentagram
October

pentagon
trimester
sestet
protagonist

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: _____

Alphabet Alliteration

Can you find an object in your house or garden starting with each letter of the alphabet?

Think of an adjective for each object starting with the same letter. This is called **alliteration**. The first one has been done to help you.

A Amazing apron

N _____

B _____

O _____

C _____

P _____

D _____

Q _____

E _____

R _____

F _____

S _____

G _____

T _____

H _____

U _____

I _____

V _____

J _____

W _____

K _____

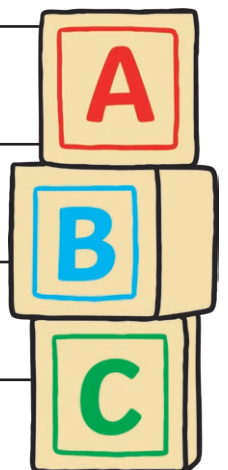
X _____

L _____

Y _____

M _____

Z _____



Brand Point of Difference

Point of difference refers to **the factors of products or services that establish differentiation from its competitors.**

Indicators of the point of difference's success would be increased customer benefit and brand loyalty.

Example: **Dish washing liquid – Green Works**

Brand Point of difference: dishwashing liquid with out harsh chemicals. This appeals to consumers who prefer an environmentally friendly option.



Dove Body Wash

Brand Point of difference: _____

Doesn't your skin deserve
better care?



Task: Think about what your 'brand point of difference' will be for your shoe company. How will your shoes differ from your competitors and make your product more appealing and more likely to be purchased by the consumer.

Plan and explain your Brand Point of difference either on a google doc or a piece of paper.

Name: _____

Times Tables
MixedWeek 9
Wednesday

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

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 9
Wednesday

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

$34 + 79 = \underline{\hspace{2cm}}$

$92 + 81 = \underline{\hspace{2cm}}$

$96 + 16 = \underline{\hspace{2cm}}$

$65 + 90 = \underline{\hspace{2cm}}$

$33 + 23 = \underline{\hspace{2cm}}$

$38 + 16 = \underline{\hspace{2cm}}$

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

$96 + 12 = \underline{\hspace{2cm}}$

$55 + 93 = \underline{\hspace{2cm}}$

$20 + 29 = \underline{\hspace{2cm}}$

$91 + 21 = \underline{\hspace{2cm}}$

$78 + 85 = \underline{\hspace{2cm}}$

$39 + 99 = \underline{\hspace{2cm}}$

$69 + 40 = \underline{\hspace{2cm}}$

$65 + 36 = \underline{\hspace{2cm}}$

$34 + 52 = \underline{\hspace{2cm}}$

$75 + 33 = \underline{\hspace{2cm}}$

$19 + 99 = \underline{\hspace{2cm}}$

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

$80 + 14 = \underline{\hspace{2cm}}$

$48 + 13 = \underline{\hspace{2cm}}$

$81 + 84 = \underline{\hspace{2cm}}$

$54 + 64 = \underline{\hspace{2cm}}$

$63 + 33 = \underline{\hspace{2cm}}$

$32 + 68 = \underline{\hspace{2cm}}$

$17 + 87 = \underline{\hspace{2cm}}$

$49 + 82 = \underline{\hspace{2cm}}$

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

$72 + 73 = \underline{\hspace{2cm}}$

$87 + 80 = \underline{\hspace{2cm}}$

Time: _____

Score: _____ /30



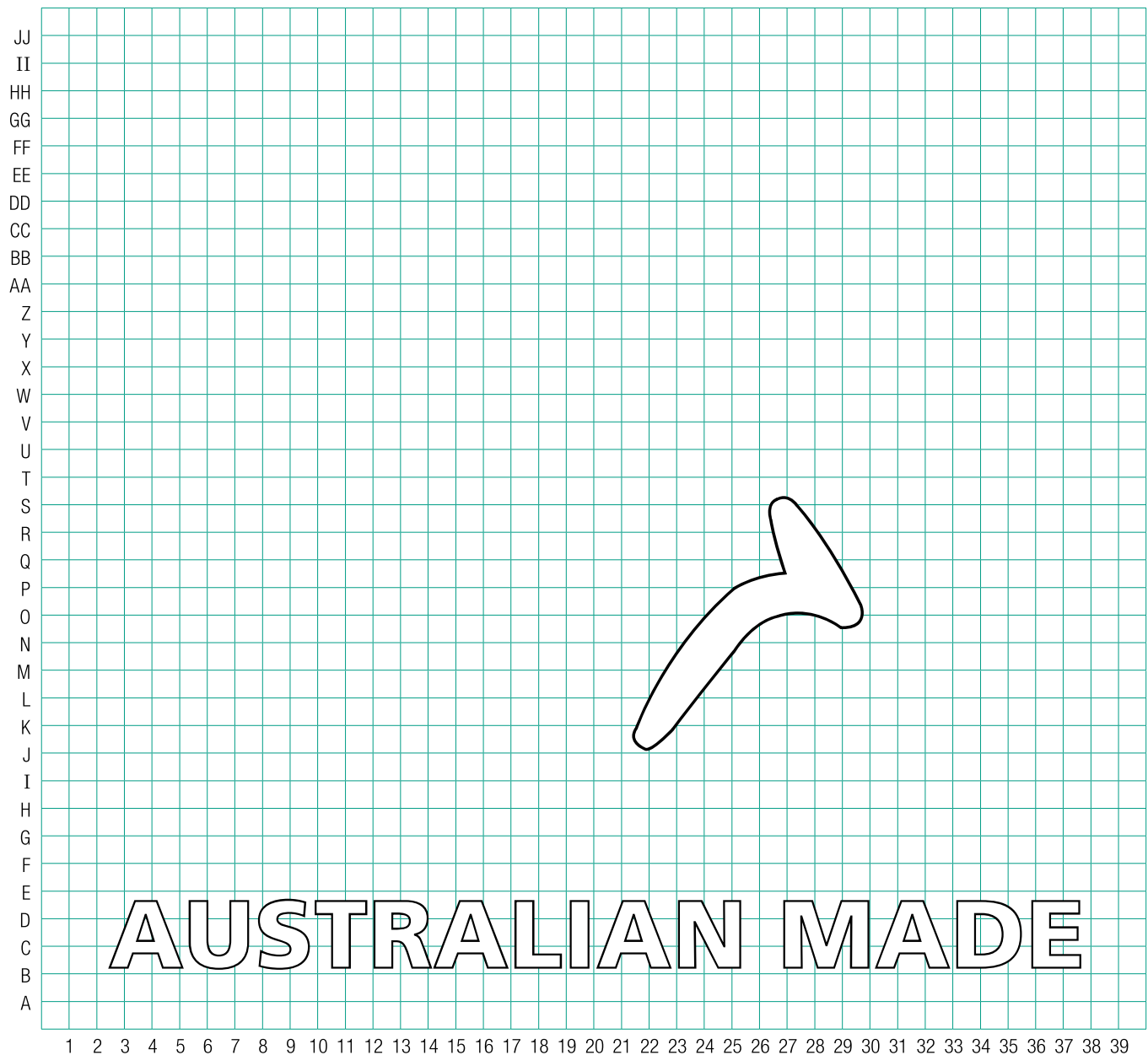
The Australian Made Campaign



Coordinate Picture 2

Name: _____

You will need a ruler and a pencil for this puzzle. Rule lines between the grid references listed on page 2 and see what you have created.





The Australian Made Campaign



Coordinate Picture 2 – grid reference

Start at A3 and rule a line from...

1. A3 to C1
2. C1 to E1
3. E1 to HH18
4. HH18 to II20
5. II20 to HH22
6. HH22 to E39
7. E39 to C39
8. C39 to A37
9. A37 to A3

Start at F6 and rule a new line from...

1. F6 to H5
2. H5 to N8
3. N8 to N11
4. N11 to O14
5. O14 to R18
6. R18 to S20
7. S20 to R22
8. R22 to P24
9. P24 to Q25
10. Q25 to T22
11. T22 to U20
12. U20 to T18
13. T18 to P13
14. P13 to O10
15. O10 to P9
16. P9 to EE18
17. EE18 to GG20
18. GG20 to EE22
19. EE22 to H35
20. H35 to F34
21. F34 to F22
22. F22 to I20
23. I20 to K20
24. K20 to N22
25. N22 to O21
26. O21 to K18
27. K18 to I18
28. I18 to F20
29. F20 to F6

Now you can add some colour to your picture.

Etymological Focus: Greek and Latin number prefixes**Contractions**

they have = _____

there is = _____

that would = _____

were not = _____

is not = _____

he had = _____

where did = _____

how has = _____

why does = _____

she will = _____

Homophones - hole or whole

The _____ in his sock was very uncomfortable.

This decision that you are about to make will affect your _____ life.

The hungry child ate the slice _____.

Her death has left a _____ in my heart.

Homophones - ball or bawl

I bounced the _____ against the wall to get better at catching.

The toddler started to _____ because he dropped his favourite toy.

She looked beautiful as she was dressed to the nine to attend the _____.

The lieutenant will _____ out the instructions to his troop.

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 = _____

Etymological Focus: Greek and Latin number prefixes

Sentences

Write a sentence for three words that follow the rule of the week.

word = _____

word = _____

word = _____

Graffiti Wall

Write at least five of your spelling words on the graffiti wall, exploring different colours and styles.

Traditional Aboriginal and Torres Strait Islander Peoples Sustainability Cloze

Task: Complete the sentences by filling in the blanks with the words provided.

fly
expeditions
knowledgeable
seeds
existence

skilled
labour
hunted
spear
utilised

regenerate
adults
sustainability
Aboriginal
difficult

environment
Women
season
kangaroos
contributions

Strait
trapping
techniques



Traditional Aboriginal and Torres Strait Islander Peoples Sustainability

Traditional Aboriginal and Torres Strait Islander Peoples have one of the most sustainable cultures in _____. Due to being extremely _____ about the land, the Indigenous Australians are _____ at making sure that none of their food sources will ever diminish. Some of the traditional Aboriginal and Torres Strait Islander Peoples methods of practising _____ is leaving enough _____ to make sure new plants would grow, not hunting any young animals because they will grow into _____ and could be _____ later, leaving some eggs behind in a nest so they could hatch and be used during the following _____, and lastly, not taking more than they needed; for example, leaving enough honey for the bees to work with.

Gender Roles for Hunting and Gathering

Traditional _____ and Torres Strait Islander Peoples carefully managed their land and _____ through an effective organisation of roles and _____. Males and females made different _____, which worked effectively together. _____ are responsible for the gathering of vegetables, roots, herbs, fruits, nuts, eggs, honey and small land animals. Men were responsible for hunting large animals and birds, and for the organisation of significant hunting _____ to hunt emus and _____. Indigenous Australians _____ practical skills, as well as their knowledge of the land and seasonal changes in order to hunt and gather food effectively while leaving enough to _____ in time for the next season.

Hunting Animals

When hunting animals, birds and fish, Aboriginal and Torres _____ Islander Peoples had clever _____. Sticky sap from plants was placed onto branches of trees in order to trap birds so they couldn't _____ away. They also caught birds by placing seeds on top of nets and _____ them. Fish and other marine life were caught using a _____ or a hook made out of shell and bark fishing lines. Special traps were made to catch more _____ animals, like eels.

Aboriginal and Torres Strait Islander Peoples Sustainability

Aboriginal and Torres Strait Islander Peoples have one of the most sustainable cultures in existence. Due to being extremely knowledgeable about the land, the Aboriginal and Torres Strait Islander Peoples are skilled at making sure that none of their food sources will ever diminish. Some of the traditional methods of practising sustainability are leaving enough seeds to make sure new plants would grow, not hunting any young animals because they will grow into adults and could be hunted later, leaving some eggs behind in a nest so they can hatch and be used during the following season, and lastly, not taking more than needed; for example, leaving enough honey for the bees to work with.



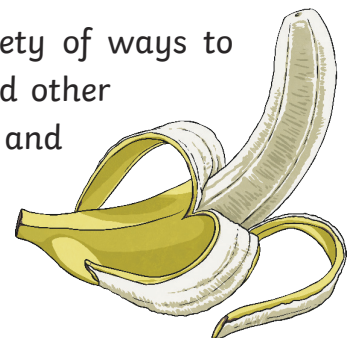
Gender Roles for Hunting and Gathering

Aboriginal and Torres Strait Islander Peoples carefully managed their land and environment through an effective organisation of roles and labour. Males and females make different contributions, which work effectively together. Women are responsible for the gathering of vegetables, roots, herbs, fruits, nuts, eggs, honey and small land animals. Men are responsible for hunting large animals and birds, and for the organisation of significant hunting expeditions to hunt emus and kangaroos. Aboriginal and Torres Strait Islander Peoples utilise practical

skills, as well as their knowledge of the land and seasonal changes in order to hunt and gather food effectively, while leaving enough to regenerate in time for the next season.

Harvesting Fruit

Aboriginal and Torres Strait Islander Peoples used a variety of ways to hunt the many species of animals they needed for food and other purposes. They farm plants such as bananas, coconuts and taros. They clear and burn any plants or vegetation that remained after harvest, to ensure the soil remained fertile for many seasons to come.



Hunting Animals

When hunting animals, birds and fish, Aboriginal and Torres Strait Islander Peoples have clever techniques. Sticky sap from plants was placed onto branches of trees in order to trap birds so they couldn't fly away. They also catch birds by placing seeds on top of nets and trapping them. Fish and other marine life are caught using a spear or a hook made out of shell and bark fishing lines. Special traps are made to catch more difficult animals, like eels.

Western Influence

Aboriginal and Torres Strait Islander Peoples have a vast knowledge of how to live sustainably. However, formal education systems introduced by westerners have disrupted the practical everyday life aspects of Indigenous knowledge and ways of learning. They have been replaced with academic and unsustainable ways of using Australian land. Today, there is a grave risk that most of the Indigenous Australian sustainability knowledge and practice is being lost and, along with it, valuable knowledge about ways of living sustainably.

The Importance of Sustainability

Aboriginal and Torres Strait Islander Peoples use their extensive knowledge of the Australian land in order to use methods to hunt and gather food in a way which would not deplete the vegetation or animal species. These sustainable practices ensured there is always enough food and resources for everyone in the community, both in the present and future.



Traditional Aboriginal and Torres Strait Islander Peoples Sustainability Questions

1. What were the Aboriginal and Torres Strait Islander Peoples knowledgeable about?

2. Describe three ways in which the Aboriginal and Torres Strait Islander Peoples practised sustainability.

3. Which plants did the Aboriginal and Torres Strait Islander Peoples people harvest?

4. How did Aboriginal and Torres Strait Islander Peoples hunt birds?

5. What does 'sustainability' mean?

6. Why was sustainability important to the Aboriginal and Torres Strait Islander Peoples?

7. Define the word 'diminish'.

Traditional Aboriginal and Torres Strait Islander Peoples Sustainability Questions

8. How has western settlement affected the sustainability of Australian land?

9. Describe the different gender roles of Aboriginal and Torres Strait Islander Peoples when hunting and gathering.

Sydney, Our Oldest City

Copy these letter combinations and story.

ba be bi bo bu ba be

bi bo bu ba be bi bo bu

back beak bite both but blanket bodies

Sydney is the oldest city in Australia and is the capital of

New South Wales. Sydney was founded by Captain Arthur

Phillip in 1788. He had been sent to Australia with

1500 people, mostly convicts. Life in the new colony

was very difficult, as food was in short supply.



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



12



Name: _____

Times Tables
MixedWeek 9
Thursday

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

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 9
Thursday

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

$39 + 21 = \underline{\quad\quad}$

$87 + 34 = \underline{\quad\quad}$

$19 + 18 = \underline{\quad\quad}$

$26 + 43 = \underline{\quad\quad}$

$63 + 24 = \underline{\quad\quad}$

$38 + 33 = \underline{\quad\quad}$

$49 + 39 = \underline{\quad\quad}$

$93 + 70 = \underline{\quad\quad}$

$22 + 93 = \underline{\quad\quad}$

$42 + 56 = \underline{\quad\quad}$

$18 + 27 = \underline{\quad\quad}$

$12 + 62 = \underline{\quad\quad}$

$92 + 12 = \underline{\quad\quad}$

$13 + 93 = \underline{\quad\quad}$

$59 + 95 = \underline{\quad\quad}$

$79 + 72 = \underline{\quad\quad}$

$40 + 43 = \underline{\quad\quad}$

$35 + 46 = \underline{\quad\quad}$

$77 + 28 = \underline{\quad\quad}$

$44 + 65 = \underline{\quad\quad}$

$56 + 57 = \underline{\quad\quad}$

$45 + 17 = \underline{\quad\quad}$

$79 + 50 = \underline{\quad\quad}$

$76 + 44 = \underline{\quad\quad}$

$38 + 41 = \underline{\quad\quad}$

$34 + 51 = \underline{\quad\quad}$

$15 + 60 = \underline{\quad\quad}$

$71 + 30 = \underline{\quad\quad}$

$17 + 71 = \underline{\quad\quad}$

$80 + 23 = \underline{\quad\quad}$

Time: _____

Score: _____ /30

Name: _____

Tree Diagram
Fred's Fashions

Stage 3
Term 3 Week 9

Draw a tree diagram to show the types of outfits that could be worn by Fred. You will have to choose at least two from each category

- bottoms
- tops
- footwear



How many choices of outfits could be worn by Fred? _____

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

Name: _____

Tree Diagram
Car Models

Stage 3
Term 3 Week 9

Draw a tree diagram to show the possibilities when buying a car. You will have to choose three models and two colours.

- models
- new or second-hand
- automatic or manual transmission
- colour



How many choices of cars have you got? _____

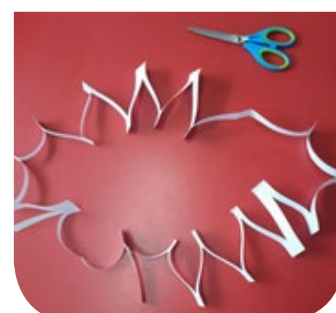
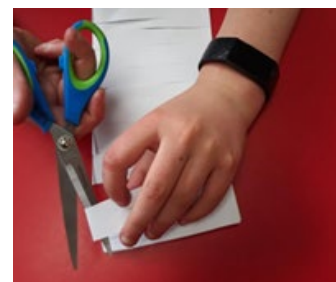
Circle the type of car that you would choose and then get a family member to choose the type of car they would want.

Can you fit through a piece of paper?



Instructions:

1. Fold the piece of A5 sized paper lengthways so it is a long rectangle.
2. Make two cuts at each end of the paper starting from the folded side. Leave a 1 to 2cm gap at the edges and from the top of the opening.
3. Turn the paper over and make the same cut but this time from the open end into the closed end. Make this cut 1 to 2cm away from the first one and leave a gap at the end.
4. Turn the page over and keep doing this until you get back to the first cut at the other end of the page.
5. Keep the paper closed and flat. Insert your scissors into the second loop along the closed edge and cut the loops open, except for the outside two.
6. Open up your paper.
7. Can you fit inside now?



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><u>The great outdoors</u></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><u>Movement</u></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><u>Cooking</u></p> <p>Find a new recipe and cook up a storm in the kitchen. Then the best part, eat it and enjoy.</p>  | <p><u>Friendship</u></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><u>Building</u></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><u>Drawing</u></p> <p>Look out your window and draw what you can see.</p>  | <p><u>Board and Card Games</u></p> <p>Enjoy playing a board or card game with your siblings or family. Remember to be a fair and respectful player.</p> | <p><u>Creative</u></p> <p>Design a new animal. Name your animal and sketch what it would look like.</p>  |
| <p><u>Dance</u></p> <p>Put on your favourite song and choreograph a dance or movement sequence using the beat of the music.</p> | <p><u>Gratitude</u></p> <p>Thank a community hero. Think of someone who helps you in some way and write them a thank you letter.</p> | <p><u>Upcycle</u></p> <p>Use items from your recycling to make something cool. A model, a piece of art or something else.</p> | <p><u>Writing</u></p> <p>Write a poem, song or rap. You may choose to write about kindness or choose a topic of your choice.</p> |
| <p><u>Puppets</u></p> <p>Make a puppet of a famous book character. You may even put on a puppet show for your family!</p>  | <p><u>Helping Others</u></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><u>Sensory</u></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><u>Cloud Watching</u></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>  |

