

A black and white photograph of a desk. In the center is a white notebook with the text 'REMOTE LEARNING' and 'YR5 WEEK 4' written on it. To the right of the notebook is a white mug filled with coffee. Below the notebook is a ruler showing centimeters from 0 to 21. To the left of the notebook is a pen and a small container of pens. In the background, there is a potted plant and a small bouquet of flowers.

# REMOTE LEARNING

## YR5 WEEK 4

# WHAT IS ON THIS WEEK?

Keep up the great work Year 5's.

By now you should have a routine that works well for you. Keep looking at this checklist to make sure you stay on top of your work.

All details are on your Google Classroom.

## MATHS TASK CHECKLIST

**TASK 1- PRE TEST - ADDITION & SUBTRACTION**

**TASK 2- MATHS GOALS - ADDITION & SUBTRACTION**

**TASK 3 - RICH TASK - MULTIPLICATION & DIVISION**

**TASK 4- MATHLETICS - ASSIGNED TASKS**

**TASK 5- MENTAL MATHS - WEEK 4**

**NOTHING IS FORMALLY SUBMITTED**

**THIS WEEK FOR MATHS**

## ENGLISH READING TASK CHECKLIST

**TASK 1- NOVEL CHOICE BOARD - CHOICE READING**

**TASK 2- NOVEL CHOICE BOARD - CHOICE READING**

**TASK 3- PERSONIFICATION - VIDEO & WORKSHEET**

**TASK 4 - PERSONIFICATION - QUIZ & UNNATURAL NATURE WALK**

**TASK 5- EPIC! - NON-FICTION READING**

**NOTHING IS FORMALLY SUBMITTED**

**THIS WEEK FOR READING**

## ENGLISH WRITING TASK CHECKLIST

**TASK 1- QUICK WRITING (SUBMIT)**

**TASK 2- CHOICE WRITING - SHARE WITH TEACHER IF NEW PIECE**

**TASK 3- CHOICE WRITING - SHARE WITH TEACHER IF NEW PIECE**

**TASK 4 - PERSONIFICATION POEM**

**TASK 5- APOSTROPHES FOR POSSESSION**

**ONE PIECE TO SUBMIT / ONE TO SHARE IF NEW**

**THIS WEEK FOR WRITING**

A black and white photograph of a desk. On the left, a smartphone is partially visible. In the center, a white sheet of paper is laid out with text. To the right of the paper, there is a pen, a pencil, a ruler, and a pair of glasses. The background is a dark, textured surface.

**INQUIRY SCIENCE TASK CHECKLIST**

**TASK 1- FAIR TEST LESSON (SUBMIT)**

**TASK 2- RUBRIC- COMPLETE ONE ACTIVITY**

**ONE PIECE TO SUBMIT THIS WEEK FOR SCIENCE**

## INQUIRY WELLBEING TASK CHECKLIST

TASK 1- WELLBEING CHOICE BOARD ACTIVITY

TASK 2- DIARY ENTRY - CONTINUE ON FROM  
LAST WEEKS ENTRY (ACCESS VIA WEEK 1)

TASK 3 - RESPECTFUL RELATIONSHIPS LESSON

**NOTHING IS FORMALLY SUBMITTED**

**THIS WEEK FOR WELLBEING**

A black and white photograph of a desk with a pen holder, a ruler, a mug, and a plant. The text is overlaid on the image.

# HAVE A GREAT WEEK EVERYONE.

## *Any questions?*

Post them on Google Classroom or

Skype your teacher.

From the Year 5 team



## Term 2 Week 4 Remote Learning

Each day begin by logging onto Skype & Google Classroom  
Open the Community Circle Post FIRST

ENGLISH		Day I will complete:	Completed
<b>Reading</b>	Lesson 1: Novel Choice Board		<input type="checkbox"/>
	Lesson 2: Novel Choice Board		<input type="checkbox"/>
	Lesson 3: Personification (Video & Worksheet)		<input type="checkbox"/>
	Lesson 4: Personification (Unnatural Nature Walk)		<input type="checkbox"/>
	Lesson 5: Epic!		<input type="checkbox"/>
<b>Writing</b>	Lesson 1: Quick Writes <b>(SUBMIT)</b>		<input type="checkbox"/>
	Lesson 2: Free Choice Writing <b>(SHARE WITH TEACHER)</b>		<input type="checkbox"/>
	Lesson 3: Free Choice Writing <b>(SHARE WITH TEACHER)</b>		<input type="checkbox"/>
	Lesson 4: Personification Poem		<input type="checkbox"/>
<b>Spelling &amp; Grammar</b>	Apostrophes for possession - Slide Show to read & worksheet		<input type="checkbox"/>
<b>MATHS</b>	Task 1: Addition & Subtraction Pre Test		<input type="checkbox"/>
	Task 2: Maths Goals		<input type="checkbox"/>
	Task 3: Rich Tasks		<input type="checkbox"/>
	Task 4: Mathletics		<input type="checkbox"/>
	Task 5: Mental Maths (option: complete daily & correct)		<input type="checkbox"/>
<b>INQUIRY</b>	Science: Fair Test Lesson <b>(SUBMIT)</b>		<input type="checkbox"/>
	Science Rubric - Complete one activity		<input type="checkbox"/>
	Wellbeing Choice Board: Daily activity		<input type="checkbox"/>
	Wellbeing Choice Board: One diary entry for the week		<input type="checkbox"/>
	Welling Respectful Relationships Lesson		<input type="checkbox"/>
<b>SPECIALISTS</b>			<input type="checkbox"/>
<b>PE</b>			<input type="checkbox"/>
<b>Art</b>			<input type="checkbox"/>
<b>Indo</b>			<input type="checkbox"/>



**ENGLISH**  
**Week Four**

## Tips & Tricks

Click on 'Present' then flick through the slides.

Hyperlinks are words that are underlined (*they link to something else*)



means 'home' and will take you back to the starting slide or contents.



means there is an audio clip attached. Click and listen.

## Week Four

*This is our first few week of remote learning! You are asked to complete the following lessons throughout the week. You may choose to do one reading and writing per day or mix it up.*

Reading x 5 Lessons

Writing x 4 Lessons

Spelling & Grammar x 1 Lesson





# READING

5 x Lessons

# Lesson 1

## Novel Choice Board



For two reading sessions using your choice reading novel we want you to read for 15-20 minutes and then choose a task to complete from the Novel Choice Board over the two lessons. \*\*Pick your task first because you may need to take notes as you read!

Don't have good fit book to read?

- We have found and recommend this ebook copy and audio for The Lion, the Witch and the Wardrobe (GREAT BOOK!)
- You can also check out Digital Escape Rooms





## **Lesson 2**

### **Novel Choice** **Board**

Read for 15 - 20 minutes and continue your task.

Go above and beyond! Wow yourself, parents and teachers. Be creative with how you do your task. It doesn't have to be typed...

**IT DOES NOT NEED TO BE SUBMITTED**

# Lesson 3

## Figurative Language - Personification

This week we are looking at personification - giving human qualities (actions, feelings, thoughts) to nonhuman objects.

We found one in Charlotte's Web... "The maple tree turned red with anxiety."

Watch the video then complete the worksheet.





## Lesson 4

### Figurative Language - Personification

Put your knowledge of personification to the test... Complete this short quiz then head out for an “Unnatural Nature Walk”

#### **Unnatural Nature Walk**

Head out for a walk or go into your backyard and as you look around ask yourself (take notes if you'd like);

"What kind of emotion does that tree look like it's showing?"

"What human traits is the sky exhibiting today?"

Look all around and see if you can give a human action, feeling or thought to different things you see.



## Lesson 5

### Epic!

Log onto Epic! and search for a non-fiction text of your choice to read. Pick a Science related book to add to your Science knowledge.

We can track your reading and at times will assign set texts.

Record some facts/notes you come across/learn as you read.





# WRITING

4 x Lessons



## Lesson 1 Quick Writes

### SUBMIT

Submit your finished Quick Writes to your teacher this week (attach your Google Doc or a photo of your hand written work)

Get your ideas flowing with some Quick Writes. Use the picture prompts (and/or the sentence starters if you like).

- Be creative
  - 30 sec / 1 min thinking
  - 5 minutes writing
  - 2 minutes edit
- Type and submit or handwrite and take a picture to submit to your teacher.

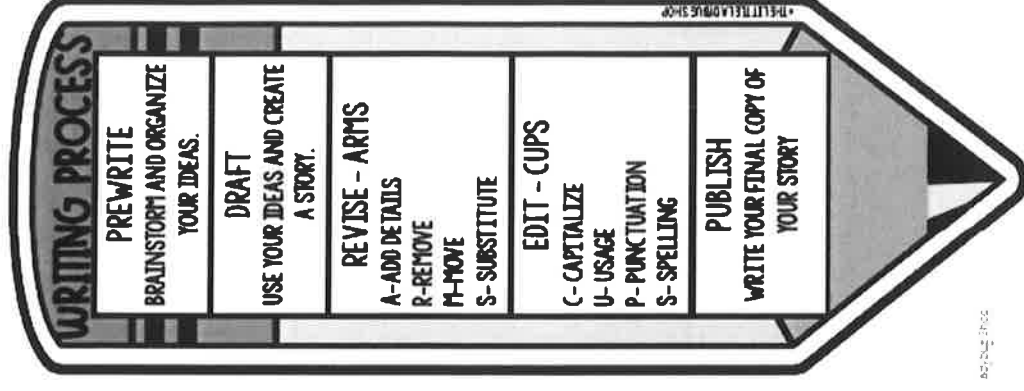
\*\*Challenge can you write a different text type for each prompt?

# Lessons 2 & 3

## Free Choice Writing

Continue working on your choice writing following our Writing Process. Look for comments on your Google Doc. When you start a new piece don't forget to **share** it with your teacher.

Click [here](#) to read more about the Writing Process.



**Lesson 4**  
**Figurative**  
**Language -**  
**Personification**

You are going to write a poem which personifies aspects of nature. Use this template to get you started then be as creative as you would like.





# **SPELLING & GRAMMAR**

Your teacher will provide  
personalised feedback through  
your choice writing.

# Lesson 1

## Apostrophes for possession



Hello!

Me again. Thanks for using me in your contractions last week. Much appreciated! Did you know I have another job too? That's right, I'm not only a busy punctuation mark..... but I'm a little possessive too.



Your good friend,

Apostrophe.




# Novel Choice Board

There are 12 activities for you to choose from. Complete one task each week linked to your choice reading novel. You should **read for 15-20 minutes** each lesson then complete one activity over two days. If you want to read for longer and take more time with your work, you can!

Each activity has a sample and template (if available) can be accessed through the image (sample) and link (template).

## Vocabulary

**It's important when reading to notice words we don't know the meaning of. As you read, write down any words that you may not be familiar with and complete the table.**



[https://drive.google.com/file/d/1Z\\_1GqKtcgG789AiTnNWHu68fXOA2Z/view](https://drive.google.com/file/d/1Z_1GqKtcgG789AiTnNWHu68fXOA2Z/view)

## Book Trailer

**When you've completed reading a book you might like to create a trailer persuading others to read it too.**

Check out these two samples for inspiration. You will probably need to download them to view them.

[Finders Keeper 1](#)

[Finders Keepers 2](#)

## Cast Your Characters

**Who would you choose to play your characters if you were to make your book into a movie?**

Make a list of all the characters in your book and their physical features. Then, find images of people that you would choose to be in your movie (they don't have to be real actors). Under each image explain who the character is and why you chose this person. Present your work in Google Docs, Google Slides or cut and paste into your book - be as creative as you like!



## Character Traits

Choose one character from your novel to complete the following template.

Think about their character traits and include examples of things they have done throughout the story.

Here is an example using the story of Jack and the Beanstalk.


Jack is a young boy in the story of Jack and the Beanstalk.

A characteristic of Jack is that he is brave.

An example of this is when Jack climbs up the beanstalk. He has to climb up really high but he doesn't get scared and keeps on going until he gets to the top.

Jack also shows bravery when he steals back his father's magic harp and the hen that lays golden eggs. He took a big risk as, if the giant had caught him, he might well have been eaten!

To summarise, the evidence in the story shows that Jack is a brave young boy.



<https://drive.google.com/file/d/1g1fMhOjxccOsNt-c7XFoMEtYSHwBwD2/view>

## Before/During/After

When you complete this task do this activity each day.

Make some notes about your thoughts and questions you have **BEFORE READING**. Take some notes **DURING READING**. Write down your thoughts **AFTER READING**.

Do the same the next day.

[https://drive.google.com/open?id=1HHq\\_QCHKmMjnImMYBxWTa7AkgNWkcHZK](https://drive.google.com/open?id=1HHq_QCHKmMjnImMYBxWTa7AkgNWkcHZK)

## Story Pyramid

When you finish reading a novel you can complete a Story Pyramid. Follow the prompts on the attached document (you will need to download to rotate). Use words from the book to help you complete this. Think about what your finished piece will look like - how will you publish this?

[https://drive.google.com/file/d/1iuhSUnqJSiWOn71DjzJ\\_aIW-MSBAC68/view](https://drive.google.com/file/d/1iuhSUnqJSiWOn71DjzJ_aIW-MSBAC68/view)

## Character Inference

Collect information about your main character. You will need to re-read your book as you search for each bit of information. Bring it all together to make a judgement about the character (infer).

[https://drive.google.com/file/d/18fMAfxNGQR2WgW1qwx-eAqq\\_oQ\\_RBSYFK/view](https://drive.google.com/file/d/18fMAfxNGQR2WgW1qwx-eAqq_oQ_RBSYFK/view)

## What's the big idea?

Locate key words and phrases as you read. Remember to re-read as you answer each section of the template. Select your words carefully when writing your 25 word summary.

Make each word count!

**What's the big idea?** PM25

Text: Golden girls, once more <sup>and name</sup> ~~twins~~.

Read the text and record key words/phrases that answer these questions:

What? Evers-Swindell twins - Caroline and Georgina.

What? Won a gold medal in rowing.

Where? The Olympic games in Beijing.

When? August 16<sup>th</sup> 2008 9:07 PM.

Why? Because they bet Germany and came first.

How? They could do it with trust and determination in each other.

Summarize the text in 25 words:

Caroline	and	Georgina	Evers-Swindell	have
won	their	second	gold	medal
in	rowing	in	Beijing,	China.
They	beat	the	Germany	by
one	hundredth	of	a	second.

[https://drive.google.com/file/d/1DdiPahPI06q5QrECfdPA0pN-EypE5t\\_Mr/view](https://drive.google.com/file/d/1DdiPahPI06q5QrECfdPA0pN-EypE5t_Mr/view)

## Compare and Contrast

**Compare the novel you are reading with another story you are familiar with.**

Write each story title on the left and right with similarities in the middle. Record what is different under the story headings and similarities in the middle.

[https://drive.google.com/open?id=1Jc4r\\_yRoldHU9WQ4cMMV36KER\\_JGsvKcN](https://drive.google.com/open?id=1Jc4r_yRoldHU9WQ4cMMV36KER_JGsvKcN)



# Word investigation chart

Topic ..... Surviving the Nile ..... Your name/s ..... Tiger ..... Date ..... 2.8/5 .....

word	I have never seen this word before	I have seen this word before	I think it means ... because ...	Expert definition
vain		✓	I think vain means to be honest because in the text it says 'but always in vain'	Without success
formidable	✓		Rough, strong, wild. Because the text says 'formidable white water'	Fearsome, frightening.
distinct		✓	It could mean different or strange.	Different.
hyacinth	✓		A plant that lives in water. Because the photo has plants in water.	A sweet smelling flower which comes from a bulb.



# Word investigation chart

PM47

Topic..... Your name/s..... Date.....

word	I have never seen this word before	I have seen this word before	I think it means . . . because . . .	Expert definition



## Summariser - Henry & Hobbs

4

Sara McCormack

### Key points:

- Henry trains for the swimming carnival
- Why does Henry's mum always come home late?
- Henry's mum is in the hospital
- Henry goes to Manny's for dinner
- Henry goes looking for his mum's yellow envelope
- Henry gets called hot stuff by ma Mallory

### Summary:

Henry's mum wasn't home to take him to the local swimming pool to sign the times sheets, so he had to bring his Niece, Caleb, but even though they were just going up the road Caleb decides to cover every little bit of his skin with clothing and drives to the pool... could he be a vampire?

However, when Henry meets Hero at the pool, the woman who worked there named ma Mallory asked if they wanted to join her swimming club and calls Henry "hot stuff".

When Henry goes home, he gets a message from his mum saying she will not be home for a while. So Henry waited and waited.

Still, Henry's mum did not come home, Henry started to worry. But his mum told him to go to Caleb's for dinner, but Caleb wasn't there it was just Manny. However, he cooked a roast beef with some veggies. Once Henry ate all his food, the others came home.

But Manny got a call from the local hospital. And Henry got even more worried when he found out it was his mum in the hospital, she had been in a devastating car crash and had broken a leg and an arm. Henry forces someone to take him to his mother, after all Henry was all Lydia had.

So Caleb decides to drive him to the hospital to see his mum. Henry could not bare to see his mum like this...



LITERARY LUMINARY (LIT. LUM.)

Your role is to find important passages in the text that develops the story or helps to explain characters. Passages may be important because they are interesting, powerful, unexpected, well-written, funny or eye-opening.

You must identify two passages from the text that include:

**Introduction:**

Write a short paragraph that introduces your chosen passage by setting the scene. Include page numbers.

**1. Explain your reason for choosing the passage:**

Write a paragraph that explains why you thought this passage was worth discussing.

**2. Illustration:**

Draw a picture that demonstrates key events in the passage and highlights the reason you chose that passage. You must include a caption.

*Set out your work on two pages.*

*Remember to include:*

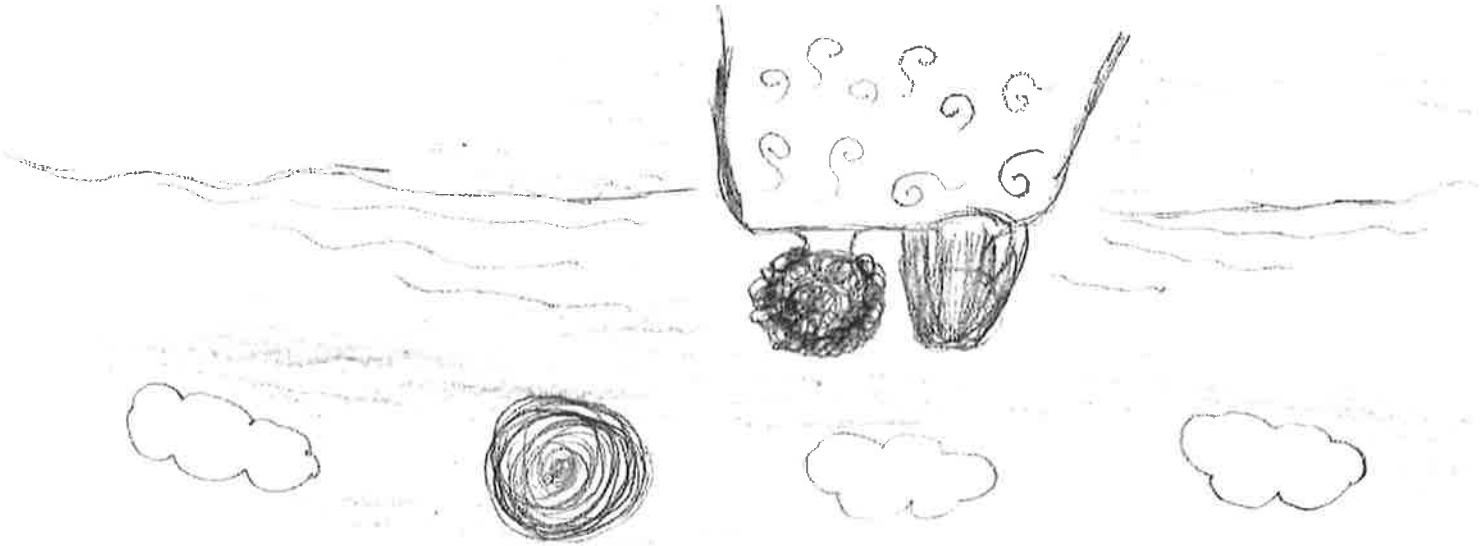
<p>_____ Name of Book</p> <p>Passage One: Introduction      Page Numbers</p> <p>_____</p> <p>My Reason for Choosing this Passage</p> <p>_____</p> <p>Illustration</p> <p>_____</p> <p>Passage Two: Introduction      Page Numbers</p> <p>_____</p> <p>My Reason for Choosing this Passage</p> <p>_____</p> <p>Illustration</p> <p>_____</p> <p>Caption: Explain the illustration</p>	<p>_____ Name of Book</p> <p>Passage One: Introduction      Page Numbers</p> <p>_____</p> <p>My Reason for Choosing this Passage</p> <p>_____</p> <p>Illustration</p> <p>_____</p> <p>Passage Two: Introduction      Page Numbers</p> <p>_____</p> <p>My Reason for Choosing this Passage</p> <p>_____</p> <p>Illustration</p> <p>_____</p> <p>Caption: Explain the illustration</p>
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	<p>Passage one page no. 97</p> <p>Introduction to the section: businessmen come to longboat bay and try to buy Jackson's owned land so they can build a tourist attraction. Dora Jackson does not want to sell so the businessmen get angry and try to gift their way into buying the land.</p> <p>My reason for choosing: I think that it is an important chapter that shows how connected the Jacksons are to the land.</p>
--	---

On my last day in Montauk, Grans and I had watched the sun set on the beach. We had taken a blanket to sit on, nut it had gotten chilly, so we wrapped it around us and cuddled and talked until there wasn't even a silver of sun left over the ocean. And then Grans told me she had a secret to tell me: she loved me more than anyone else in the world.

## My Reason:

The reason why I chose this passage is because Via's parents were constantly all over Augie and never had time for her that she taught herself to be very independent. Although she knew her parents loved her it was shared with Augie. So when her Grans told her that she loved her more than anyone else, she knew her Grans (like an angel) was always looking out for her.



Via and her Grans sitting on the beach watching the sunset.

## CONNECTOR

Your role is to find connections between the text your group is reading and the world around us.

This means connecting the reading to:

*Text to Self*

- Your own life including personal experiences, memories and people you know

*Text to Text*

- Other texts with similarities of plot, characters, settings or themes or by the same author (Texts can include novels, TV shows, movies)

*Text to World*

- Things happening at school or in the community
- Similar events at other times and places
- Current or past news events or problems across the world

You must have a range of connections from the above categories included within your role. Make sure that you elaborate on your connections by explaining in detail and making comparisons.

**Remember to include:**

Name of Book \_\_\_\_\_  
Name of Role \_\_\_\_\_

1.	
2.	
3.	
4.	
5.	

# Connector loneliness

By Charlie.R

**Text to self:**

In Blueback, when the rich business men came and offered huge prices to build hotels and resorts on the Jacksons family, it reminded me of when Torquay used to be a small beachside town but then hotels and resorts were built and the town grew rapidly.

**Text to World:**

The oil spill reminds me of the horrors earth is going through and how many animals are dying because of oil spills and littering and how climate change will destroy this world if we do not make a change soon.

**Text to Text:**

This book reminds me of the book Whale boy. Both brave adventurous kids that adore the environment and animals. Both live in a world where animals are in danger. When Costello stripped the reef of more than he needed, it was like when they hunted whales just for a small bit of blubber from a magnificent creature that brings happiness in people.

**Text to self:**

Abel hates going inland and can't bare to leave long boat day to go to a smelly town. I hate leaving Torquay and going to place Melbourne, which is stinky and makes me feel home sick. Torquay is my home and it will be for a long time.

**Text to world:**

When the fish start to die, it reminds me of the stupidity of the politicians and how they spend their money on military and non-renewable instead of spending money on saving the world. It is sad to see what has become of Australia's once beautiful beaches and bays.


④  
Remember to  
write down  
the things  
you like  
to do

# Character trait summary frame



Text .....  
 Author .....  
 Date .....

Here is an example using the story of Jack and the Beanstalk.



Jack is a young boy in the story of Jack and the Beanstalk. A characteristic of Jack is that he/~~she~~ is brave. An example of this is when Jack climbs up the beanstalk. He has to climb up really high but he doesn't get scared and keeps on going until he gets to the top. Jack also shows bravery when he steals back his father's magic harp and the hen that lays golden eggs. He took a big risk as, if the giant had caught him, he might well have been eaten! To summarise, the evidence in the story shows that Jack is a brave young boy.

Now it's your turn . . .

is a \_\_\_\_\_ in the story \_\_\_\_\_

A characteristic of \_\_\_\_\_ is that he/~~she~~ \_\_\_\_\_

An example of this is \_\_\_\_\_

\_\_\_\_\_ also shows \_\_\_\_\_ when \_\_\_\_\_

To summarise, the evidence in the story shows that \_\_\_\_\_ is a \_\_\_\_\_



# Before, during and after (BDA) chart

Topic ..... The first Olympic Marathon

Your name/s ..... Jonathon

Date ..... 15/5

?s before reading

- ① What year is the story set in?
- ② Who was the first person to have a record?
- ③ Who first thought of the olympics?
- ④ What kind of shoes did they wear?

?s during reading

- ① Who wins the marathon Spiridon Louis, Blake Or Lemafasix?
- ② Why didn't the greek's win the discus?
- ③ Why were the runners collapsing?

?s after reading

- ① Do people still remember Spiridon Louis or not?
- ② Why did Louis not take his other awards/prizes
- ③ What will he do with his mule?
- ④ Did Spiridon Louis ever change jobs?







# Story pyramid

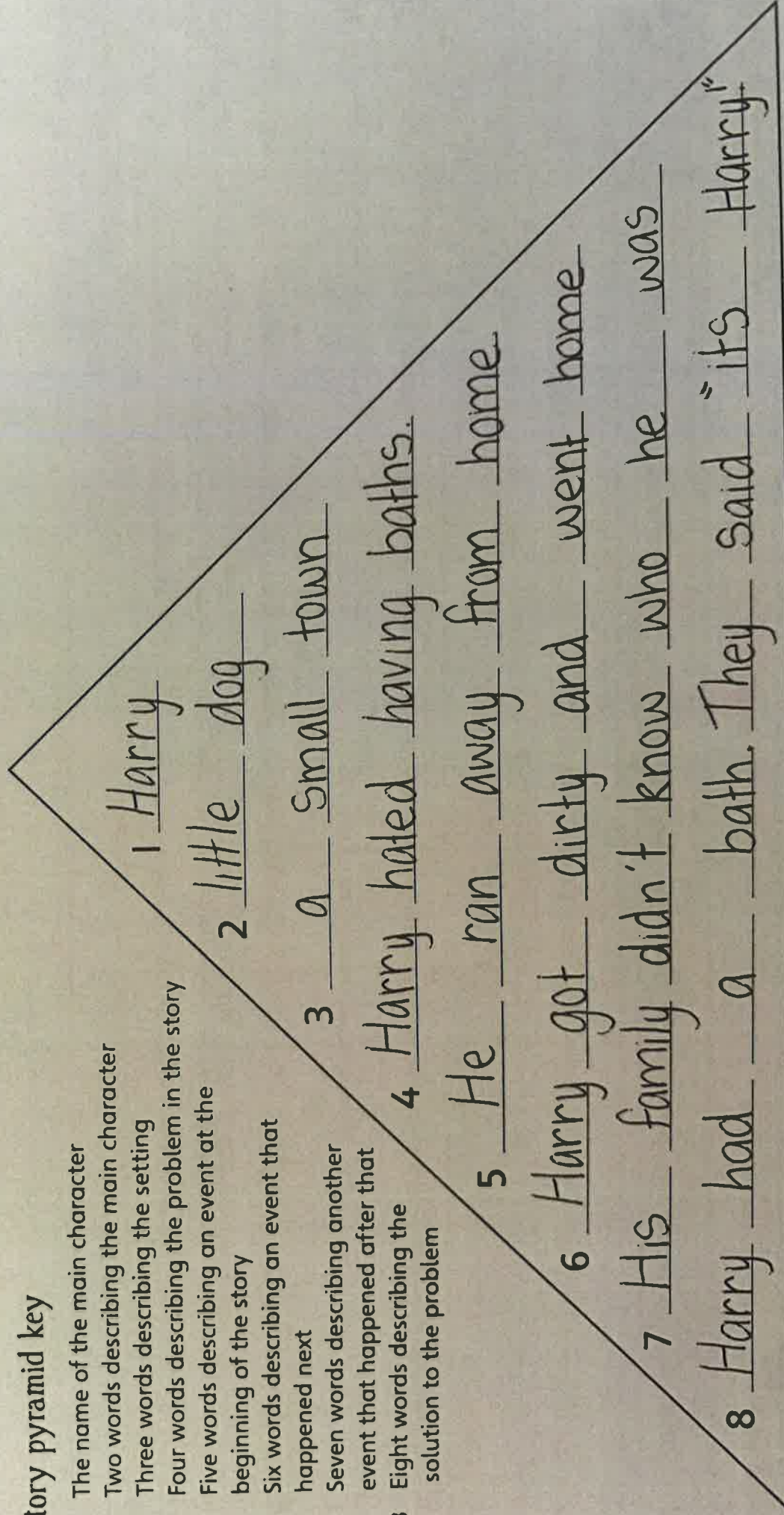
Story pyramid for Harry the dirty dog by Gene Zion

Your name/s Grace

Date 20/5

## Story pyramid key

- 1 The name of the main character
- 2 Two words describing the main character
- 3 Three words describing the setting
- 4 Four words describing the problem in the story
- 5 Five words describing an event at the beginning of the story
- 6 Six words describing an event that happened next
- 7 Seven words describing another event that happened after that
- 8 Eight words describing the solution to the problem





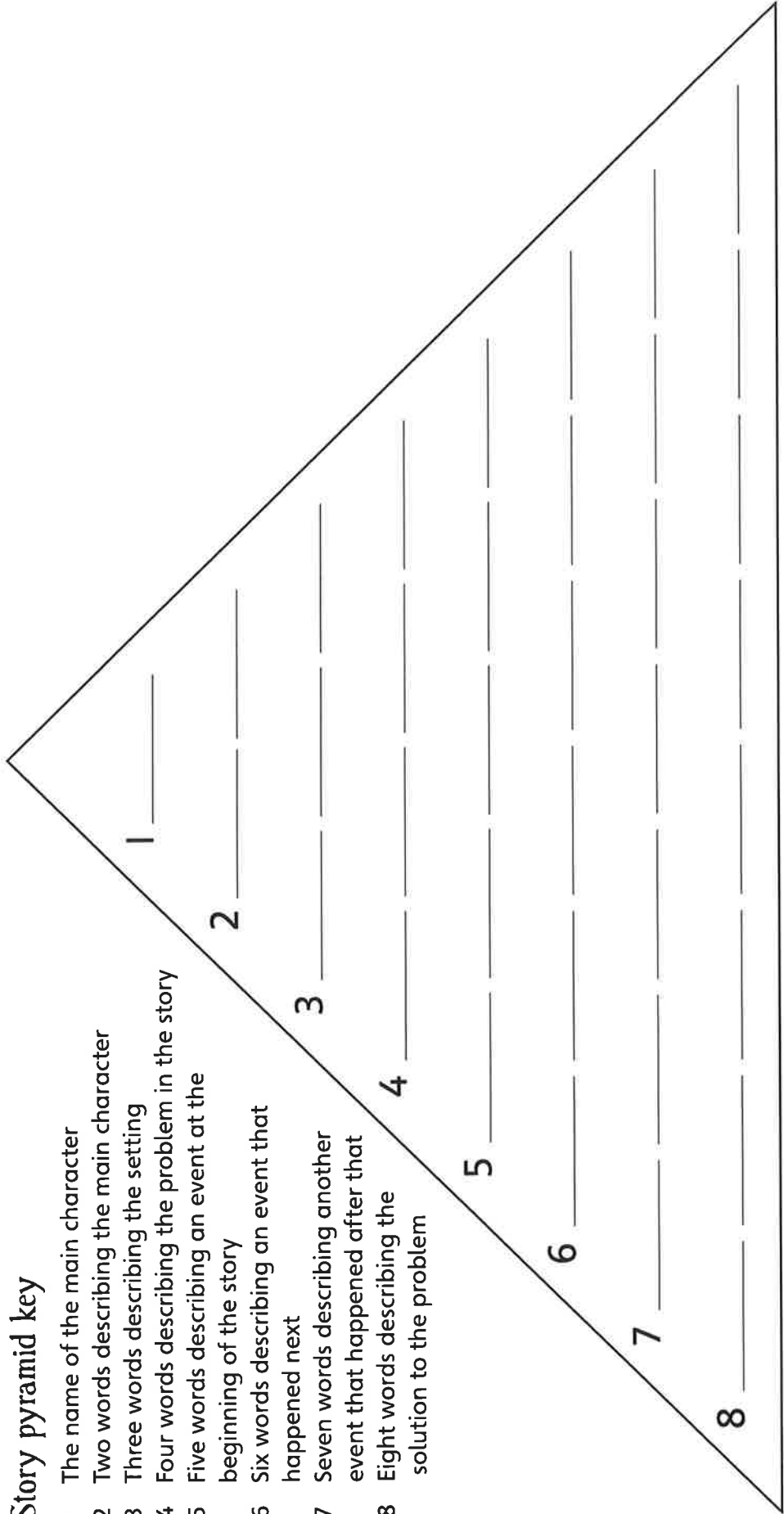
# Story pyramid

Story pyramid for .....

Your name/s ..... Date .....

## Story pyramid key

- 1 The name of the main character
- 2 Two words describing the main character
- 3 Three words describing the setting
- 4 Four words describing the problem in the story
- 5 Five words describing an event at the beginning of the story
- 6 Six words describing an event that happened next
- 7 Seven words describing another event that happened after that
- 8 Eight words describing the solution to the problem





# Character inference chart

PM21

Your name/s Pooja

Date 17.08

Facts - What do you know about the character?

- girl
- moved from Pennsylvania to Arizona
- only child
- 14 years old
- Has a pet rat cinnamon.

Quotes - What does the character say? Write some brief quotes that help you to understand what the character is like.

- "lets do it!"
- "I named myself Packet mouse, then Muddie. Then Hullygully. Then Stargirl!"

Actions - What does the character actually do?

- plays the ukulele
- meditates
- writes poetry
- rides bike everywhere
- helps others
- supports people
- sits cinnamon on her shoulder

Stargirl  
by Jerry Spinelli

Write down some of the character's thoughts and feelings.

Getting inside the character's head -

during fire: panicking, frightened

When cinnamon went missing devastated angry with herself for leaving him there

What can you infer about the character?

Star girl is a confident and brave

character. She doesn't judge other people

and accepts them for who they are.



# Character inference chart

PM21

Date .....

Your name/s .....

<p><b>Quotes</b> – What does the character say? Write some brief quotes that help you to understand what the character is like.</p>	<p><b>Facts</b> – What do you know about the character?</p>
<p><b>Getting inside the character's head</b> – Write down some of the character's thoughts and feelings.</p>	<p><b>Actions</b> – What does the character actually do?</p>

What can you infer about the character?

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# What's the big idea?

PM26

Text Golden girls once more Larvi Your name

Read the text and record key words/phrases that answer these questions:

Who? Evers-Swindell twins - Caroline and Georgina.

What? Won a gold medal in rowing.

Where? The Olympic games in Beijing.

When? August 16<sup>th</sup> 2008 9:07 P.m.

Why? Because they bet Germany and came first.

How? They could do it with trust and determination in each other.

Summarise the text in 25 words:

Caroline	and	Georgina	Evers-Swindell	have
won	their	second	gold	medal
in	rowing	in	Beijing,	China.
They	beat	the	German's	by
one	hundreth	of	a	second



# What's the big idea?

PM26

Text

.....  
Your name

Read the text and record key words/phrases that answer these questions:

Who?

What?

Where?

When?

Why?

How?

Summarise the text in 25 words:




# Compare and contrast diagram for ...

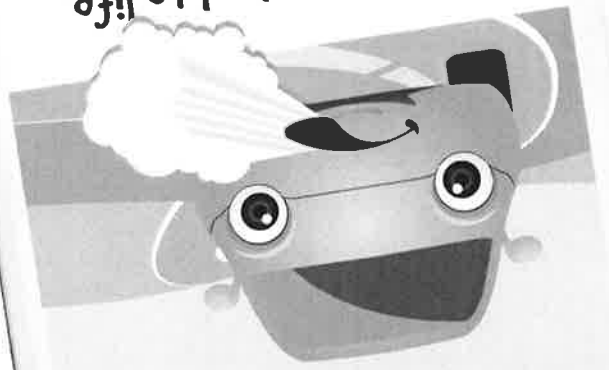
Topic: Text to text comparison      Your name/s: Taylor      Date: 14/2

Amos and Boris	Similarities	The snail and the whale
<ul style="list-style-type: none"><li>• They get older in this story.</li><li>• The mouse falls into the water</li><li>• It's a mouse</li><li>• Amos the mouse has a boat</li><li>• Amos gets elephants to help</li><li>• Boris gets stranded by the hurricane</li><li>• This whale is blue</li><li>• They spend time apart.</li></ul>	<ul style="list-style-type: none"><li>• Both the snail and the mouse are small creatures</li><li>• Both of the whales get stranded</li><li>• The big animals are both</li><li>• Both of the stories show that little things can help.</li><li>• Both the whales help the little things first.</li></ul>	<ul style="list-style-type: none"><li>• The snail doesn't have a boat</li><li>• The whale is a humpback</li><li>• It's a snail</li><li>• The snail gets help from humans</li><li>• The whale gets lost and gets stranded</li><li>• This whale is grey</li><li>• The snail leaves messages.</li></ul>

# PERSONIFICATION

Personification is the act of giving non-living things human characteristics.

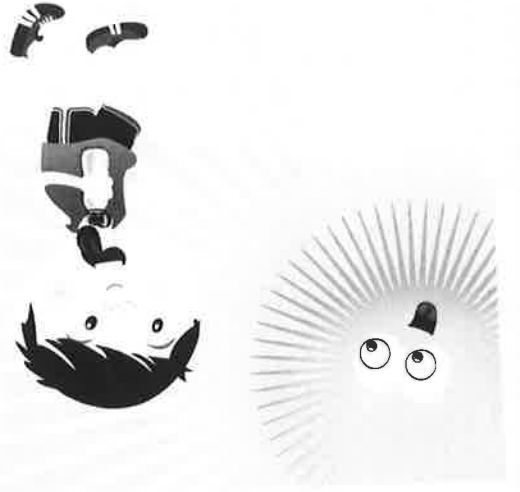
The car coughed to life.



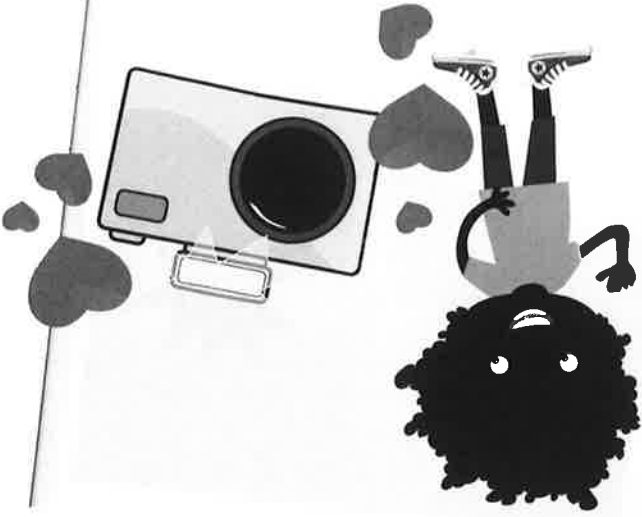
The flowers danced in the breeze.



The sun glared down on us.



The camera loves him.





# PERSONIFICATION

**Personification:** a figurative language technique where human qualities (actions, feelings, thoughts) are given to nonhuman objects.

**Directions:** In each sentence, an object or idea is personified. Identify the object or idea that is being personified and explain which human trait or action is applied to the object or idea.

There are three sections - Starter / Challenger / Extender - see how many you can do. There are 12 questions in total.

The first one has been done for you:

When Monica walked through the shoe store, each shiny pair of high heels called out to her.

What is being personified? *high heels*

Which human trait or quality is given? *called out*

STARTER

1. The flowers danced in the wind

What is being personified?

Which human trait or quality is given?

2. The city I live in never sleeps

What is being personified?

Which human trait or quality is given?

3. The wind sang through the trees

What is being personified?

Which human trait or quality is given?

**4. The sun smiled down at me**

What is being personified?  
Which human trait or quality is given?

**CHALLENGER**

**5. The wind whispered through the dark and gloomy forest.**

What is being personified?  
Which human trait or quality is given?

**6. Time crawled as Tim sat in the hot detention room painfully watching the clock tic.**

What is being personified?  
Which human trait or quality is given?

**7. As Emma walked home from school, the wind gripped her in its frigid fingertips.**

What is being personified?  
Which human trait or quality is given?

**8. The engine hacked and coughed as Kevin turned the key, but the old car wouldn't start.**

What is being personified?  
Which human trait or quality is given?

**9. Cory couldn't take his mind off of chess; the game spoke to him  
night and day.**

What is being personified?

Which human trait or quality is given?

**10. The night was calm and still as crickets chirped and owls hooted  
under the light of the moon.**

What is being personified?

Which human trait or quality is given?

**11. The nights went by like the moaning wind  
And the days like drifting snow.**

What is being personified?

Which human trait or quality is given?

**12. Beth was the most beautiful girl in the whole town. Her eyes  
were a blanket of stars. Her teeth shined like fresh porcelain  
tiles. Her long vivacious hair enjoyed many beautiful adventures  
as it traveled down the course of her shoulder blades. But the  
true source of her beauty was her personality: Beth made the  
world a better place by being a good person.**

What is being personified?

Which human trait or quality is given?

**ANSWERS**

STARTER	CHALLENGER	EXTENDER
flowers / danced	wind / whispered	game / spoke
city / never sleeps	Time / crawled	night / calm and still
wind / sang	wind / gripped her in its frigid fingertips	wind / moaning
sun / smiled	engine / hacked and coughed	Hair / enjoyed beautiful adventures and it traveled down the course of her shoulder blades

# Quick Writes

Get your minds ticking and your pen writing

# Guidelines

- 30 secs / 1 min thinking and deciding
- 5 minutes writing/typing
- 2 minutes editing (MAKE IT BETTER. DOES IT MAKE SENSE?)
- Use just the picture OR
- Use the picture and sentence idea (it doesn't have to be the opening line! Or the exact wording)
- \*\*Challenge\*\* try different text types for each write
- \*\*Stuck for ideas?\*\* describe in detail what you see in the picture

# Quick Write 1



The coast seemed clear.  
Resuming their mission, the  
shadow slipped inside the  
room. There it was. This was  
the sight and moment they  
had been waiting for...

## Quick Write 2



A little snippet of an advertising brochure would be great for this place. Think describing the place in detail. Make the reader want to visit this place!

The group had been travelling together for days, fighting their way through the jungle. They had exhausted themselves wrestling with vines and branches, drenched in sweat as the heat attacked them.



# Quick Write 3



Think bike vs.  
car not these  
exact bikes  
and cars



Which mode of transport is better? Why? What are your arguments? Remember to use some persuasive devices (rhetorical questions, facts, repetition, alliteration, statistics etc.)

# Mrs B's Quick Write Inspiration (Persuasive)

Dreaming of a getaway? Are you interested in local history or do you love lush tranquil scenes?

This remote island, off the coast of Indonesia is the perfect getaway for you. You will immersed in the cultural experience with homestay options and small private villa huts available. With sights to see or beaches to relax you really will have the best time.

Well, what are you waiting for? Book the holiday you need now at your local Flight Centre.

# WRITING A PERSONIFICATION POEM

**You will need to make a copy of this document (click file / make a copy)**

You are going to write a poem which personifies aspects of nature.

It's really easy to do, just follow the steps below.

- Choose a verb from the table below which you think goes well with an object from List A – write the verb next to it. Each object needs a different verb.

tells	shows	reminds	teaches	listens	remembers
brings	looks	dances	sleeps	dreams	murmurs
awakes	comforts	sings	takes	guides	whispers

List A	Verb from table above
sun	
moon	
stars	
sky	
sea	
stone	
night	
mountain	
dawn	
morning	

- You are now going to expand your words into the lines of your poem. For example: stone and listens might become:

*The stone listens carefully to the grass as it grows around it.*

Start your first draft of your poem below:

# WRITING A PERSONIFICATION POEM

You are going to write a poem which personifies aspects of nature. It's really easy to do, just follow the steps below.

- Choose a verb from the table below which you think goes well with an object from List A – write the verb next to it. Each object needs a different verb.

remembers	listens	teaches	reminds	shows	tells
murmurs	dreams	sleeps	dances	looks	brings
whispers	guides	takes	sings	comforts	awakes

List A	Verb from table above
sun	
moon	
stars	
sky	
sea	
stone	
night	
mountain	
dawn	
morning	

- You are now going to expand your words into the lines of your poem. For example: stone and listens might become:

*The stone listens carefully to the grass as it grows around it.*

Start your first draft of your poem below:

# APOSTROPHES FOR POSSESSION

**That's right, I have more than one job!**

# APOSTROPHE FOR POSSESSION



An ' Shows that something belongs to something or someone.

Let's take a look at some examples.

## **Mr Hansen's football.**

The football belongs to Mr Hansen. The ' is placed after Mr Hansen because Mr Hansen owns the ball.



## **Mrs Brabham's sharpies.**

The sharpies belong to Mrs Brabham. The ' is placed after Mrs Brabham because Mrs Brabham owns the sharpies.

# PLURALS- MORE THAN ONE!

**The children's toys were broken**

Children is a plural noun but it doesn't end with an "s" so you need to add an apostrophe and "s" to show that the toys belong to the children.

**All of the students' feet were muddy.**

Students is a plural noun that ends in an "s" so you don't add another "s" after your apostrophe. You can just add an apostrophe to show the feet belongs to the students.



<https://www.youtube.com/watch?v=zNFPnVz7JB4>

## Apostrophes

Complete each sentence. Write the form of the noun in parentheses ( ) that shows belonging.

1. This is \_\_\_\_\_ homework.  
(Allan)
2. The \_\_\_\_\_ shirt is black.  
(boy)
3. That \_\_\_\_\_ feathers are green.  
(bird)
4. This is \_\_\_\_\_ jacket.  
(Olivia)
5. The \_\_\_\_\_ toy is wet.  
(dog)
6. Your \_\_\_\_\_ house is very charming.  
(family)
7. Are these \_\_\_\_\_ quarters?  
(grandpa)
8. The \_\_\_\_\_ stalls are clean now.  
(horse)
9. \_\_\_\_\_ uniform needs to be washed.  
(Robert)
10. The \_\_\_\_\_ stuffed animal is pink.  
(baby)

Put your knowledge to the test with this Apostrophes for possession activity.

Click on the image to access worksheet.

You can find the answers here



# Apostrophes

Complete each sentence. Write the form of the noun in parentheses ( ) that shows belonging.

1. This is \_\_\_\_\_ (Allan) homework.
2. The \_\_\_\_\_ (boy) shirt is black.
3. That \_\_\_\_\_ (bird) feathers are green.
4. This is \_\_\_\_\_ (Olivia) jacket.
5. The \_\_\_\_\_ (dog) toy is wet.
6. Your \_\_\_\_\_ (family) house is very charming.
7. Are these \_\_\_\_\_ (grandpa) quarters?
8. The \_\_\_\_\_ (horse) stalls are clean now.
9. \_\_\_\_\_ (Robert) uniform needs to be washed.
10. The \_\_\_\_\_ (baby) stuffed animal is pink.

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

Complete each sentence. Write the form of the noun in parentheses ( ) that shows belonging.

## Apostrophes

### ANSWER KEY

1. This is **Allian's** homework. (Allian)
2. The **boy's** shirt is black. (boy)
3. That **bird's** feathers are green. (bird)
4. This is **Olivia's** jacket. (Olivia)
5. The **dog's** toy is wet. (dog)
6. Your **family's** house is very charming. (family)
7. Are these **grandpa's** quarters? (grandpa)
8. The **horse's** stalls are clean now. (horse)
9. **Robert's** uniform needs to be washed. (Robert)
10. The **baby's** stuffed animal is pink. (baby)

**YEAR 5 MATHS**

**REMOTE  
LEARNING**

**WEEK 4**



# Year 5 Maths - Week 4 Tasks

## Task 1

### Pre Test

#### Addition & Subtraction

You will be completing a Pre Test for our Addition & Subtraction unit. Completing this test will guide you when working through your Maths Goals.

It is important that the test is completed in 'Test Conditions', which means no text books and no accessing the internet. You can complete the assessment in your Maths book, reading the questions from your netbook.

Questions can be read to you but not explained. This will assist in finding your current understanding of Addition & Subtraction.

### Year 5 Addition & Subtraction – Pre Test 2020

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

Date: \_\_\_\_\_

1. Solve the following equations using vertical addition	
$34 + 25 =$	$7471 + 2126 =$
$483 + 213 =$	

2. Solve the following decimal equations using vertical addition	
$41.4 + 25.3 =$	$824.7 + 178.96 =$
$672.52 + 216.47 =$	

# Year 5 Maths - Week 4 Tasks




## Correcting Your Test

Once you have completed the test, we encourage you to sit with an adult and use the answers provided to correct your test. You will then be able to tick off the questions you answered correctly on the Goal Sheet. The remaining questions now become your focus when working through the goals.

For Example: To mark the question correct on your Goal Sheet, you will need to have answered all equations correctly within each question.

### Year 5 Addition & Subtraction – Pre Test 2020

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

1. Solve the following equations using vertical addition	
$34 + 25 =$	
$483 + 213 =$	
$7471 + 2126 =$	

### Year 5 Addition and Subtraction - Goal Sheet 2020

Name: _____		Homeroom: _____		Date: _____	
Q	Addition Skills	PRE Test	Activity	PRE Test	Activity
1	I can use vertical addition	✓			
2	I can add decimal numbers	✓			
3	I can solve worded problems using addition	✓			
4	I can independently solve problems involving addition with carrying				
5	I can use every day additive problems using a number line	✓			
6	I can add integers				
Q	Subtraction Skills	PRE Test	Activity	PRE Test	Activity
7	I can use vertical subtraction	✓			
8	I can subtract decimal numbers				
9	I can solve worded problems using subtraction				
10	I can independently solve problems involving subtraction with carrying				
11	I can use every day subtraction problems using a number line				
12	I can subtract integers				
Q	Addition & Subtraction Skills	PRE Test	Activity	PRE Test	Activity
13	I can explain the connection between addition and subtraction				
14	I can write and solve simple worded problems involving addition and subtraction				
15	I can write equivalent number sentences involving addition and subtraction				

# Year 5 Maths - Week 4 Tasks

## Task 2

### Maths Goals

Addition and Subtraction goals.

You can now work through the Addition and Subtraction goals guide by your Goal Sheet.

Your focus is the questions that weren't ticked off on the Goal Sheet.

Each goal has a video that will help you gain an understanding of the goal which will then help you complete the activity provided. This is to be completed in your Maths book, setting up your book correctly with the goal as your heading and showing your working out.

## Task 3

### Rich Task

Explore the three Rich Tasks.

Your Rich Maths Task this week is focused on

#### **Multiplication and Division**

Complete this task in your maths book beginning with the 'STARTER', moving on to 'CHALLENGER' and then having a go at the 'EXTENDER'.

These activities are designed to become more challenging as you work your way through them. Please complete these tasks in your maths book.

# Year 5 Maths - Week 4 Tasks

## Task 4

### Mathletics

Complete set Mathletics tasks.

You have been assigned **new** Mathletics tasks for Week 4, continuing to focus around addition and subtraction.

These tasks are aimed to continue building your fluency when working with addition and subtraction sums.

Playing 'Live Mathletics' is encouraged after all of the set tasks have been completed.

## Task 5

### Mental Maths

Complete Week 4 tasks.

You have been allocated a Mental Maths book where you will complete the Week 4 (Mon-Thur) tasks.

The book you have been allocated is aligned with the teacher that you worked with throughout our Place Value unit in Term One, not necessarily your homeroom teacher. You can complete these Mental Maths tasks all in one session or spread them out over the week and complete them on the allocated days.

All tasks for the week will be posted onto your homeroom's Google Classroom.

---

## Year 5 Addition & Subtraction – Pre Test 2020

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

Date: \_\_\_\_\_

### 1. Solve the following equations using vertical addition

$34 + 25 =$

$483 + 213 =$

$7471 + 2126 =$

### 2. Solve the following decimal equations using vertical addition

$41.4 + 25.3 =$

$672.52 + 216.47 =$

$824.7 + 178.96 =$

### 3. Solve the following worded problems

a.) Mr Hansen collects marbles. He has 37 and then buys 24 more.  
How many marbles does he have altogether? (Show your workings)

b.) Mrs Harris is a button collector. She has 374 and adds another 128 to her collection.  
How many buttons does Mrs Harris have in her collection now? (Show your workings)

### 4. Solve the following equations using vertical addition with carrying

$356 + 467 =$

$2,456 + 3,794 =$

$14,658 + 27,769 =$



---

**5. Answer the following worded problem using the number line**

Mr C has 46 shirts. He went to the store and purchased 21 new shirts for summer.  
How many shirts will he now have for summer?



**6. Add the following integers**

$$- 4 + 8 =$$

$$- 5 + -8 =$$

$$- 7 + 10 =$$

**7. Solve the following equations using vertical subtraction**

$$94 - 32 =$$

$$843 - 721 =$$

$$9,465 - 7,254 =$$

**8. Solve the following equations using vertical subtraction with borrowing**

$$746 - 378 =$$

$$8,425 - 3,659 =$$

$$27,384 - 14,765 =$$

**9. Solve the following decimal equations using vertical subtraction with borrowing**

$$9.6 - 3.7 =$$

$$77.61 - 25.47 =$$

$$659.4 - 587.32 =$$

---

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**10. Solve the following worded problems**

a.) Mr Connor has 34 lollypops and gives 17 to his friends.  
How many lollypops does Mr Connor have left? (Show your workings)

b.) There are 437 students in Year 5/6 at Torquay College, 268 are boys.  
How many girls are there in Year 5/6? (Show your workings)

**11. Answer the following subtraction worded problem using the number line**

Miss Burgess has 76 cupcakes and she gave Miss Murphy 23 of them.  
How many cupcakes does Miss Burgess have left? (Show your workings)



**12. Subtract the following integers**

$$6 - (+ 4) =$$

$$-17 + (- 8) =$$

$$-12 - (-4) =$$

**13. Explain the connection between addition and subtraction**

Blank space for explaining the connection between addition and subtraction.

---



# Year 5 - Addition & Subtraction Pre Test 2020

## Answers

1. Solve the following equations using vertical addition		
$34 + 25 =$ $\begin{array}{r} 34 \\ + 25 \\ \hline 59 \end{array}$	$483 + 213 =$ $\begin{array}{r} 483 \\ + 213 \\ \hline 696 \end{array}$	$7471 + 2126 =$ $\begin{array}{r} 7471 \\ + 2126 \\ \hline 9597 \end{array}$

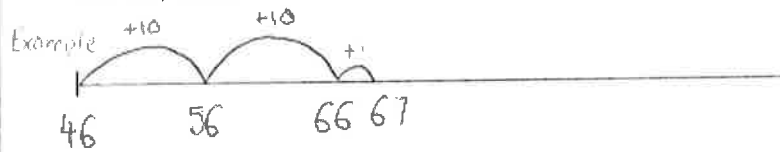
2. Solve the following decimal equations using vertical addition		
$41.4 + 25.3 =$ $\begin{array}{r} 41.4 \\ + 25.3 \\ \hline 66.7 \end{array}$	$672.52 + 216.47 =$ $\begin{array}{r} 672.52 \\ + 216.47 \\ \hline 888.99 \end{array}$	$824.7 + 178.96 =$ $\begin{array}{r} 824.7 \\ + 178.96 \\ \hline 1003.66 \end{array}$

3. Solve the following worded problems
a.) Mr Hansen collects marbles. He has 37 and then buys 24 more. How many marbles does he have altogether? (Show your workings)
$= 61$
b.) Mrs Harris is a button collector. She has 374 and adds another 128 to her collection. How many buttons does Mrs Harris have in her collection now? (Show your workings)
$= 502$

4. Solve the following equations using vertical addition with carrying		
$356 + 467 =$ $\begin{array}{r} 356 \\ + 467 \\ \hline 823 \end{array}$	$2,456 + 3,794 =$ $\begin{array}{r} 2,456 \\ + 3,794 \\ \hline 6,250 \end{array}$	$14,658 + 27,769 =$ $\begin{array}{r} 14,658 \\ + 27,769 \\ \hline 42,427 \end{array}$

5. Answer the following worded problem using the number line

Mr C has 46 shirts. He went to the store and purchased 21 new shirts for summer.  
How many shirts will he now have for summer?



6. Add the following integers

$$-4 + 8 = 4$$

$$-5 + -8 = -13$$

$$-7 + 10 = 3$$

7. Solve the following equations using vertical subtraction

$$94 - 32 =$$

$$\begin{array}{r} 94 \\ - 32 \\ \hline 62 \end{array}$$

$$843 - 721 =$$

$$\begin{array}{r} 843 \\ - 721 \\ \hline 122 \end{array}$$

$$9,465 - 7,254 =$$

$$\begin{array}{r} 9,465 \\ - 7,254 \\ \hline 2,211 \end{array}$$

8. Solve the following equations using vertical subtraction with borrowing

$$746 - 378 =$$

$$\begin{array}{r} 746 \\ - 378 \\ \hline 368 \end{array}$$

$$8,425 - 3,659 =$$

$$\begin{array}{r} 8,425 \\ - 3,659 \\ \hline 4,766 \end{array}$$

$$27,384 - 14,765 =$$

$$\begin{array}{r} 27,384 \\ - 14,765 \\ \hline 12,619 \end{array}$$

9. Solve the following decimal equations using vertical subtraction with borrowing

$$9.6 - 3.7 =$$

$$\begin{array}{r} 9.6 \\ - 3.7 \\ \hline 5.9 \end{array}$$

$$77.61 - 25.47 =$$

$$\begin{array}{r} 77.61 \\ - 25.47 \\ \hline 52.14 \end{array}$$

$$659.4 - 587.32 =$$

$$\begin{array}{r} 659.40 \\ - 587.32 \\ \hline 72.08 \end{array}$$

10. Solve the following worded problems

- a.) Mr Connor has 34 lollipops and gives 17 to his friends.  
How many lollipops does Mr Connor have left? (Show your workings)

$$= 17$$

- b.) There are 437 students in Year 5/6 at Torquay College, 268 are boys.  
How many girls are there in Year 5/6? (Show your workings)

$$= 169$$

11. Answer the following subtraction worded problem using the number line

Miss Burgess has 76 cupcakes and she gave Miss Murphy 23 of them.  
How many cupcakes does Miss Burgess have left? (Show your workings)

Example



12. Subtract the following integers

$$6 - (+4) = 2$$

$$-17 + (-8) = -25$$

$$-12 - (-4) = -8$$

13. Explain the connection between addition and subtraction

Addition is to increase your original size (make it bigger)

Subtraction is to decrease your original amount (make it small)

Addition & Subtraction are the opposite of each other.

$$6 + 4 = 10$$

$$10 - 4 = 6$$

14. Write and solve an addition and subtraction worded problem

= Multiple answers

.

15. Solve and create your own equivalent number sentence using addition and subtraction

$$6 + 4 = \_ + \_$$

$$13 + 4 = \_ - \_$$

$$12 - 9 = \_ + \_$$

$$\_ \square \_ = \_ \square \_$$

Multiple answers

# Year 5 Addition and Subtraction - Goal Sheet 2020

Name:

Homeroom:

Date:

<b>Q</b>	<b>Addition Skills</b>	<b>PRE Test</b>	<b>Activity</b>
1	I can use vertical addition		
2	I can add decimal numbers		
3	I can solve worded problems using addition		
4	I can independently solve problems involving addition with carrying		
5	I can use every day additive problems using a number line		
6	I can add integers		
<b>Q</b>	<b>Subtraction Skills</b>	<b>PRE Test</b>	<b>Activity</b>
7	I can use vertical subtraction		
8	I can subtract decimal numbers		
9	I can solve worded problems using subtraction		
10	I can independently solve problems involving subtraction with carrying		
11	I can use every day subtraction problems using a number line		
12	I can subtract integers		
<b>Q</b>	<b>Addition &amp; Subtraction Skills</b>	<b>PRE Test</b>	<b>Activity</b>
13	I can explain the connection between addition and subtraction		
14	I can write and solve simple worded problems involving addition and subtraction		
15	I can write equivalent number sentences involving addition and subtraction		

# RICH TASKS

## WEEK 4 - Multiplication & Division

This week's tasks are focussed on Multiplication and Division. Use your Maths book (if you're working online) or this page (for hard copy users) to record your answers. Each question will have more than one answer, think hard and see if you are able to record as many as possible. Begin this task with the 'STARTER' question, followed by 'CHALLENGER' then 'EXTENDER' if able to. Have fun coming up with multiple answers.

### STARTER

Yesterday I put some counters into groups with the same number in each group. I cannot remember the groups, but I can remember that there were 12 counters. What might the groups have been? (You could use Lego pieces, pegs, pencils etc to help with this question)

### CHALLENGER

What might the missing numbers be?

$$\underline{\quad} \underline{\quad} \div \underline{\quad} = 3$$

### EXTENDER

- 1). Using 9, 8, and 7 set out like  $\underline{\quad} \underline{\quad} \times \underline{\quad}$  how many different answers can you get?
- 2). Using 9, 8, 7 and 0 set out like  $\underline{\quad} \underline{\quad} \times \underline{\quad} \underline{\quad}$  how many different answers can you get?
- 3). Using 9, 8, 7 and 0 set out like  $\underline{\quad} \underline{\quad} \underline{\quad} \times \underline{\quad}$  how many different answers can you get?



# LESSON 4

## Is it a FAIR test?



# Fair or Not?

---

LI: I can conduct a fair test.

A fair test is a **controlled investigation** carried out to answer a scientific question.

In a fair test two or more things are compared. In order for a test to be fair or scientifically sound, only one thing (this is called a **variable**) is changed.





# Task 1

## Watch this video about conducting a 'Fair Test'.

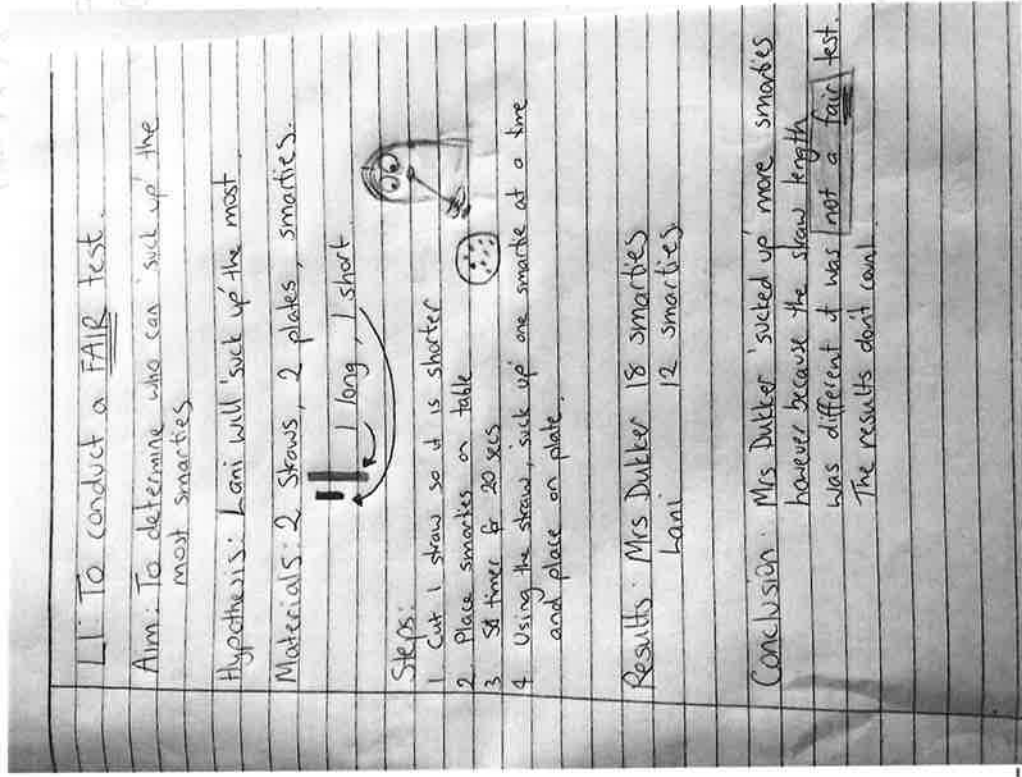


## Task 1

Now, use your knowledge of the Scientific Method (see Lesson 3 for a reminder) to write up this experiment in your Inquiry books.






Here is an example of what your work should look like.

Take a photo of your workbook and submit.



# Task 2

## Complete a new activity from the Science Rubric. Submit

<p><b>Famous Scientist</b></p> <p>Investigate a famous scientist and write a short biography covering the following information.</p> <ul style="list-style-type: none"> <li>- Area of science they worked in.</li> <li>- Their contribution to science</li> </ul>	<p><b>Science Experiments</b></p> <p>Research different science experiments. Choose your own science experiment to recreate at home. With parent permission, film yourself undertaking the experiment.</p>	<p><b>Periodic Table Challenge</b></p> <p>Research the Periodic Table of Elements. What is it? Who invented it? What is the purpose? Choose one of the elements and investigate. (Poster, PPT, Google Slides)</p> <p><b>The Periodic Table</b></p> 
<p><b>Upcycle- STEM</b></p> <p>Find something around the house that is no longer being used. How can you re purpose it? For example, can you make an old teacup into a pot plant holder?</p> 	<p><b>Free Choice</b></p> <p>Investigate ANYTHING you like about an aspect of science. Think of Multiple Intelligences and how you would like to demonstrate your understandings.</p>	<p><b>In the News</b></p> <p>Find a current news article about something to do with science (newspaper, magazine, online, BTN etc.) Summarise the article and share what you now know about the topic.</p>
<p><b>Animal Investigation</b></p> <p>Choose an animal. Tell us the following</p> <ol style="list-style-type: none"> <li>1. Description</li> <li>2. Diet</li> <li>3. Habitat</li> <li>4. Threats</li> <li>5. Protection</li> </ol> 	<p><b>David Attenborough</b></p> <p>Explore your own backyard and report David Attenborough style. What did you see, hear, smell and touch? (A spider making a web, the wind in the tree, your little brother on the swing).</p> 	<p><b>Space</b></p> <p>Go where no student has gone before and investigate ANYTHING you like about an aspect of space. A planet, our solar system or the stars. Be creative with how you present.</p> 

*Positive Self Talk - week 4*

**Positive Mindset**

**L.I. To investigate the concepts of positive and negative self talk.**

**S.C. I can practice using positive self talk**



**An introduction to today's lesson with Mrs Harris**  
[https://drive.google.com/open?id=1mWqaGcHGt1WbOK\\_AYAI3DqC\\_aQxoUvk](https://drive.google.com/open?id=1mWqaGcHGt1WbOK_AYAI3DqC_aQxoUvk)



**Be careful how  
you are talking to  
yourself because  
you are listening.**

**Lisa M. Hayes**

# Examples of positive self talk

Even if I don't get a good mark, at least I know I tried hard.

It might be lonely at first but I will eventually get to know people and settle in.

Even if it is scary to talk in front of the school, it won't last that long and I can keep control of my nerves.

I am going to stay calm and focused and give this my best effort.

It hurts when people say mean things, but that meanness is more about them than me, and I don't have to believe what they say.

I have stuck at things before, so I am not going to give up this time.

Even though I missed a shot, I tried my best.

The team will be disappointed, but there's another game next week.

I can stick at this.

We all have emotional reactions. However, our own self-talk can also produce further emotional reactions, such as increased distress, shame, guilt or feelings of worthlessness.

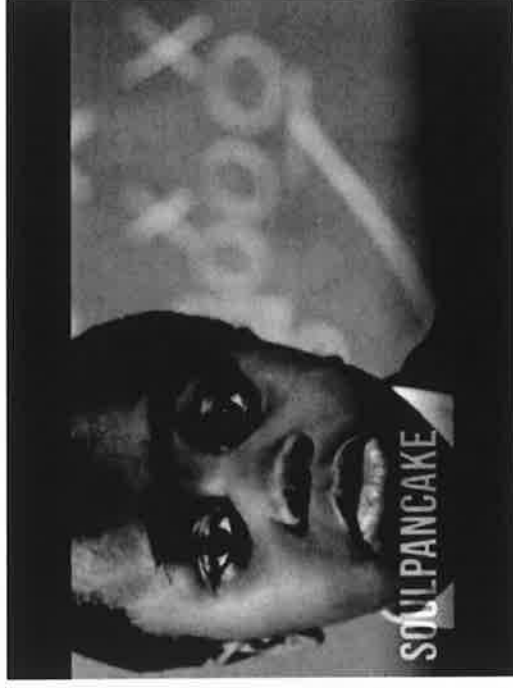
The best way to deal with negative self-talk is to argue back with positive self-talk.

This is a skill we can get better at with practice.

Therefore it is important for us to notice when we negative self-talk, so that we can make up positive self-talk to argue back.

This is like putting a coach inside our own heads – a coach that encourages and gives positive and practical advice.

**A word from Kid President.....**



Choose one of the following scenarios. Write a script demonstrating an argument between positive and negative self talk. Figure out how the positive self talk can win!

<p>You hurt your ankle running and will not be able to be in the end of year ballet concert.</p>	<p>Your friend asks to meet for lunch but she does not come and you see her playing with another girl.</p>
<p>You have trained for four weeks for cross country hoping to win. You come 11th.</p>	<p>You overhear your best friend being invited away for the weekend by another boy in the class.</p>

If you have a willing participant at home act out the scenario having one person be the negative self talk and one being the positive self talk.

Remember - POSITIVE will win!

## Reflection:

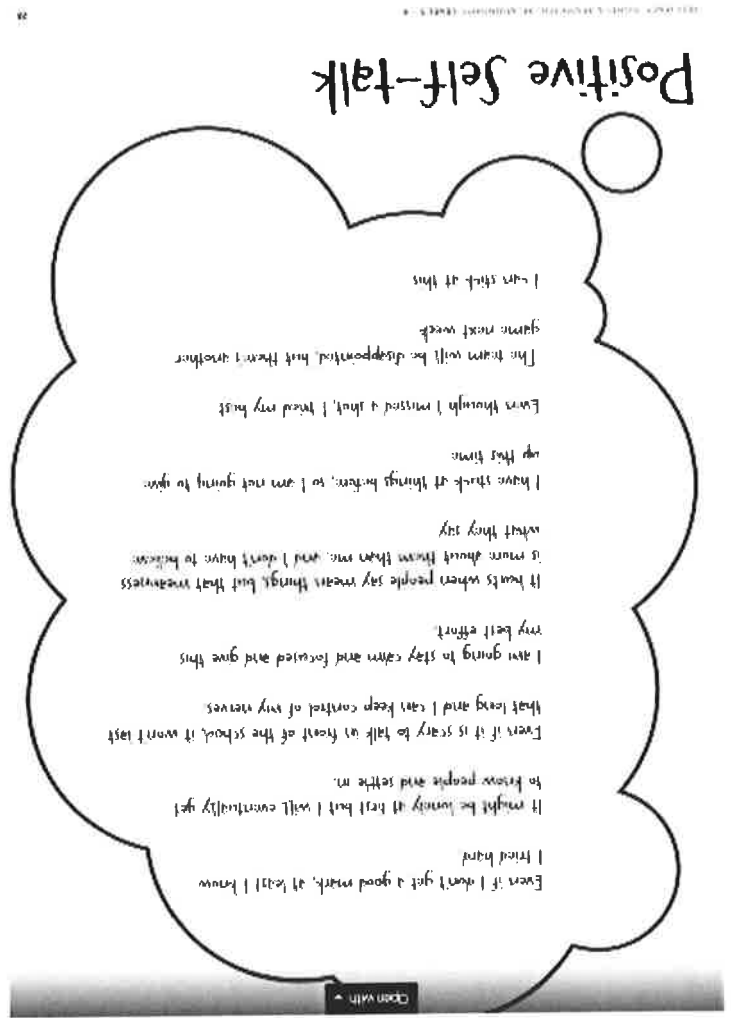
Can you think of a situation in your life where  
positive self talk will help?

Record your answer in your Inquiry book.

# Respectful Relationships – Week 4. Positive Self Talk

L.1. To investigate the concepts of positive and negative self talk.

S.C. I can practice using positive self talk



## Positive Self-talk

We all have emotional reactions. However, our own self-talk can also produce further emotional reactions, such as increased distress, shame, guilt or feelings of worthlessness.

The best way to deal with negative self-talk is to argue back with positive self-talk.

This is a skill we can get better at with practice.

Therefore it is important for us to notice when we negative self-talk, so that we can make up positive self-talk to argue back.

This is like putting a coach inside our own heads – a coach that encourages and gives positive and practical advice.

Choose one of the following scenarios. Write a script demonstrating an argument between positive and negative self talk. Figure out how the positive self talk can win!

You hurt your ankle running and will not be able to be in the end of year ballet concert.	Your friend asks to meet for lunch but she does not come and you see her playing with another girl.
You have trained for four weeks for cross country hoping to win. You come 11th.	You overhear your best friend being invited away for the weekend by another boy in the class.

If you have a willing participant at home act out the scenario having one person be the negative self talk and one being the positive self talk.










Remember - POSITIVE will win!

## Reflection:

# Can you think of a situation in your life where positive self talk will help?

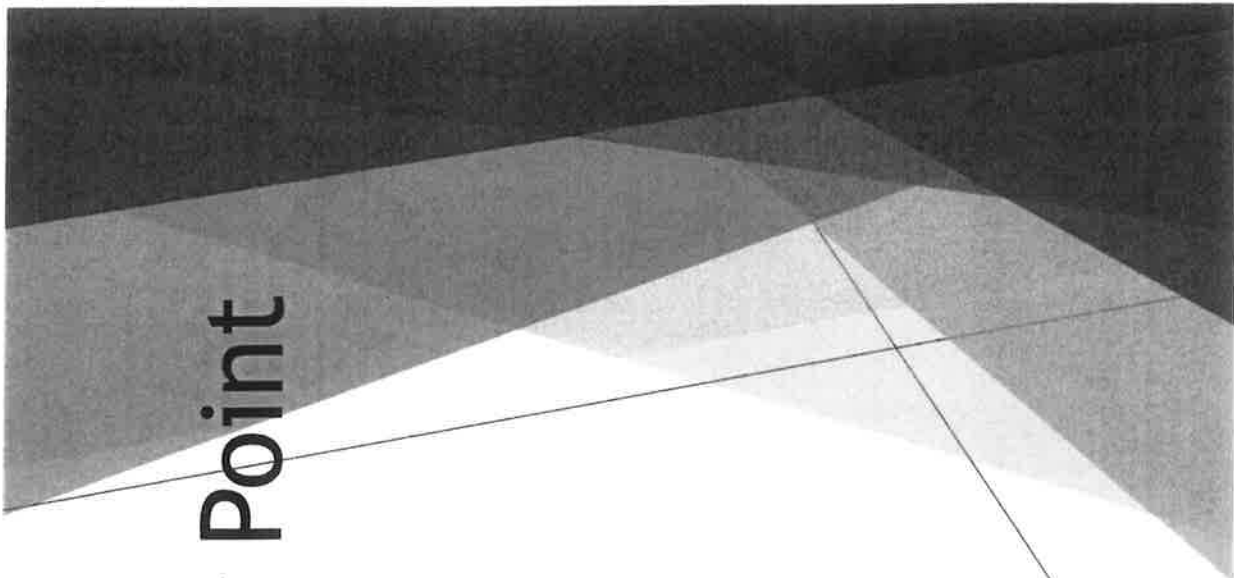
# Wellbeing Choice Board

**Directions:** Choose any activity from the choice board to improve your physical, social and emotional health. Reflect on your chosen activity in your online Wellbeing Diary ©

 <p><b>Design, make and play a board game with your family</b></p>	 <p><b>Gardening</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> propagating</li> <li><input type="checkbox"/> pruning</li> <li><input type="checkbox"/> weeding</li> </ul>	 <p><b>Origami</b></p> <p><a href="https://drive.google.com/opens?id=1a73V-N13og-WoH07mVc2U0pRrV20uX8gm">https://drive.google.com/opens?id=1a73V-N13og-WoH07mVc2U0pRrV20uX8gm</a>  <a href="https://www.heartfoundation.org.au/tu">https://www.heartfoundation.org.au/tu</a></p>
 <p><b>Mindfulness Colouring and drawing</b></p> <p><a href="https://drive.google.com/opens?id=1qghy5QNeVSe-6d5FdaKtVX3x0m5g191uYc12ixJec">https://drive.google.com/opens?id=1qghy5QNeVSe-6d5FdaKtVX3x0m5g191uYc12ixJec</a></p>	 <p><b>Lego 30 day Challenge</b></p> <p><a href="https://drive.google.com/opens?id=18Gp960970jg2a95SPvdn40kiU5Vemym">https://drive.google.com/opens?id=18Gp960970jg2a95SPvdn40kiU5Vemym</a></p>	 <p><b>Skipping</b></p> <p>Learn some new tricks</p> <p><a href="https://www.heartfoundation.org.au/tu">https://www.heartfoundation.org.au/tu</a>  <a href="https://www.heartfoundation.org.au/tu">mp-rope-for-heart/skipping-skills</a></p>
 <p><b>Cook a meal for your family</b></p> <p>check out the cook books on your shelves. maybe something from SAG or</p>	 <p><b>Mindful meditation</b></p> <p><a href="https://www.smilingmind.com.au/mindfulness/">https://www.smilingmind.com.au/mindfulness/</a></p>	 <p><b>Dance like nobody's watching</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pump up the tunes and shake the energy out!</li> <li><input type="checkbox"/> make up a dance to teach to your family</li> <li><input type="checkbox"/> head to just dance kids on youtube and follow on</li> </ul>



# Recording Audio on Power Point



# First highlight the pre existing recording

The screenshot displays the Microsoft PowerPoint 2010 interface. The title bar at the top reads "Michael mau makan Nr-5 Di restoran (1) - PowerPoint". The ribbon includes tabs for File, Home, Insert, Design, Transitions, Animations, Slide Show, Review, View, Add-ins, Academic, Format, Playback, and Share. The main slide area shows a video player with a play button and a progress bar at 00:00:00. Below the video player is a text box containing the text "Michael Jackson Lapar". A large grey arrow points from the text box to the video player. The slide navigation pane at the bottom shows 10 slides, with the first slide selected. The status bar at the bottom right indicates "Slide 1 of 10" and "English (Australia)".

# Next Press backspace to get rid of it

The screenshot displays the Microsoft PowerPoint 2010 interface. The title bar at the top reads "Michael mau makan (Y S D) restoran (1) - PowerPoint Academic". The ribbon includes tabs for File, Home, Insert, Design, Transitions, Animations, Slide Show, Review, View, Add-ins, and Academic. The ribbon is currently set to the "Insert" tab, with the "Pictures" group selected. The main slide area shows a slide with a title "Michael Jackson Lapor" in a black-bordered box and a photograph of a plate of food. The slide navigation pane at the bottom left shows 10 slides, with slide 1 selected. The status bar at the bottom right indicates "Slide 1 of 19" and "English (Australia)".

File Home Insert Design Transitions Animations Slide Show Review View Add-ins Academic Tell me what you want to do

Insert: Pictures, Online Pictures, Photo Album, Shapes, SmartArt, Chart, My Add-ins, Hyperlink, Action, Comment, Text Box & Footer, Header, WordArt, Date & Time, Number, Object, Symbol, Equation, Symbol, Video, Audio, Recording, Media

Animation Pane: 1 ★ Google Shape...

Format Background: Solid fill, Gradient fill, Picture or texture fill, Pattern fill, Hide background graphics, Color, Transparency 0%

Slide 1 of 19 English (Australia)

Click on insert, then audio, then select record audio.

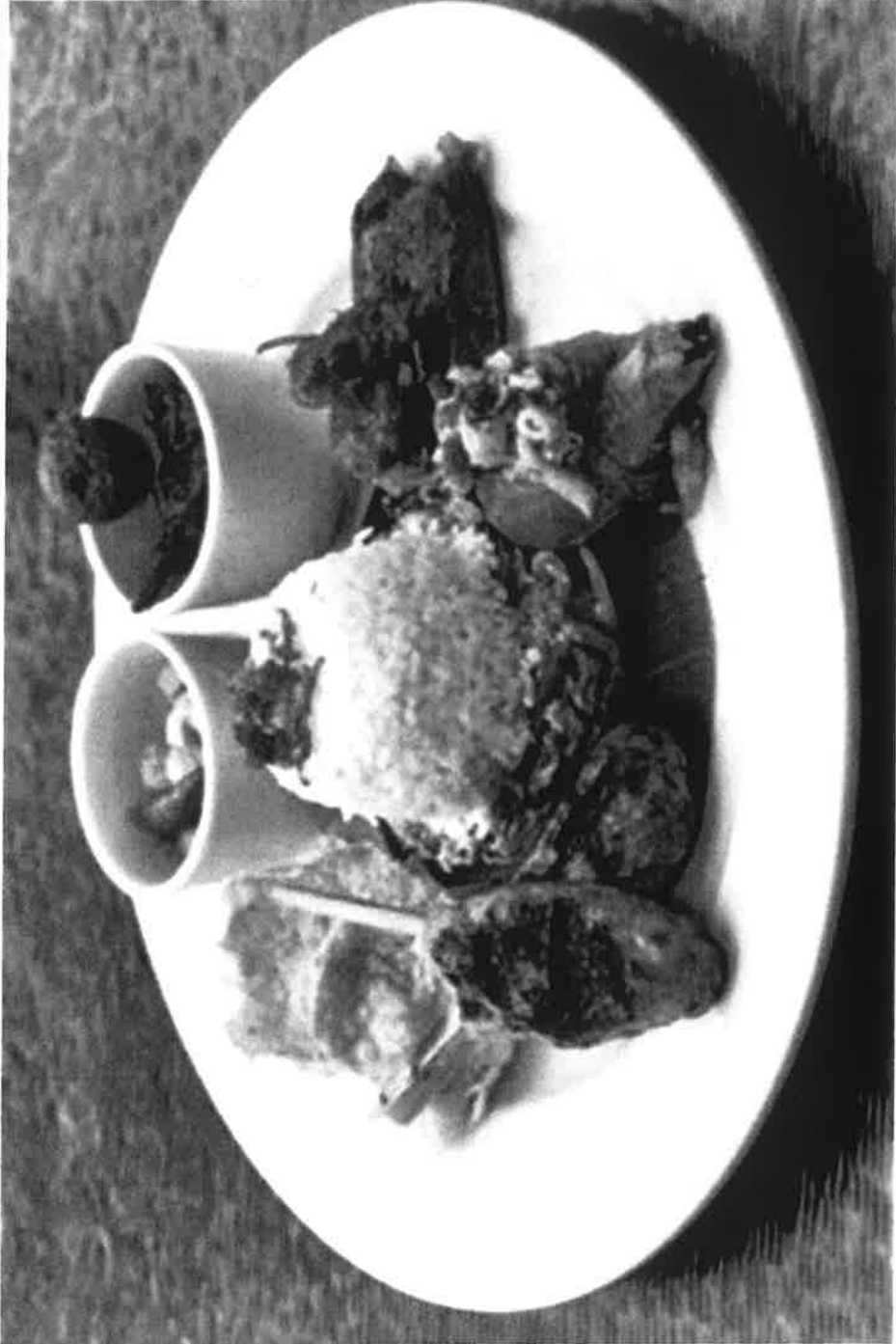
The screenshot displays the Microsoft PowerPoint 2010 interface. The title bar at the top reads "Michael mau makan Vr 5 Di restoran (1) - PowerPoint". The ribbon is set to "Insert", and the "Audio" button is highlighted. A dropdown menu is open, showing "Audio" and "Record Audio...". A large grey arrow points to the "Record Audio..." option. The main slide area shows a photograph of a plate of food, including rice, meat, and vegetables. The bottom of the screen shows a slide navigation pane with slides 2 through 7, and a status bar at the bottom right indicating "Slide 1 of 19" and "English (Australia)".

Click to add notes

Record your audio and put the icon on the page somewhere that is easy to see such as in the text box or speech bubble.

The screenshot displays the Microsoft PowerPoint 2010 interface. The main slide area shows a photograph of a building with a sign that reads "Michael Iijah McDonalds." A "Record Sound" dialog box is open over the slide, with the following fields: Name: Recorded Sound, Total sound length: 0. The "Record Sound" button is highlighted. The "Format Background" task pane is visible on the right side of the screen, showing options for background fill (Solid fill, Gradient fill, Picture or texture fill, Pattern fill, Hide background graphics) and color/transparency settings. The "Animation Pane" is also visible, showing a list of objects and their animation triggers. The status bar at the bottom indicates "Slide 3 of 19" and "English (Australia)".

# Michael Jackson Lapar



**Michael Jackson lapar. Dia mau makan  
di restoran.**



**Key Words:**

lapar= hungry

Dia= he/she

mau= want

makan= to eat

di= at



Key word:  
lihat= sees

Michael lihat McDonalds.





Di McDonalds,  
makanan enak dan  
murah!

Akhir pekan seru dengan  
**Family Weekend**  
VALUE MEALS



**Key Words:**

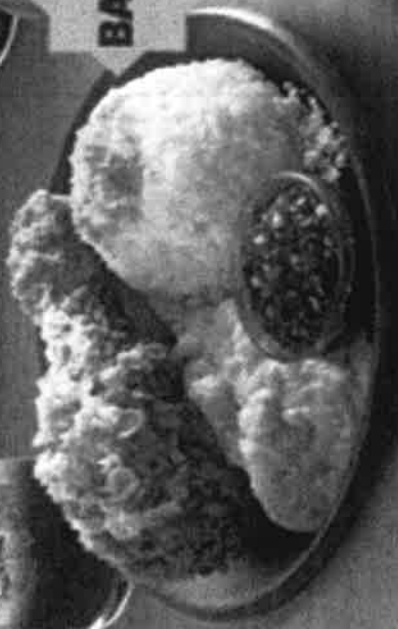
makanan = food  
enak = delicious  
murah = cheap



Michael tidak suka Mc Donalds. 



◆ AYAM ◆  
KREMES  
SPESIAL  
SAMBAL ULEG



BARU



◆ AYAM ◆  
KREMES  
SAMBAL ULEG



# HANGATNYA RASA

yang dekat di hati



Penawaran terbatas. Potongan ayam tergantung jenis. Persediaan masih ada.



**KFC**

**Michael lihat KFC.**



OCTOBER TREATS

**BELI 1 G**

SETIAP PEMBELIAN PRODUK

SUPER  
BESAR 1

Makanan di sini  
gurih dan  
bermutu.

**Key words:**

di sini= here

gurih= rich in flavor

bermutu= quality



SIMPAN D  
TUKARKA  
STRUK A

pepsi

pepsi

berita



**NEW**

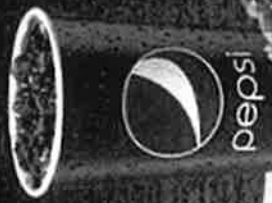
Michael tidak suka KFC. 

**PUAS!**

GAK PEDAS

**HOT CHICKEN**

CAUTION  
EXTRA HOT



**COMBO**  
STARTS FROM **Rp 30.455\***

Hotz Chicken • Rice • Pepsi Med.



**14022**

\*Harga sebelum pajak.

f /McIndonesia  kfcindonesia



**Michael lapar sekali! Dia mau makan  
tetapi dimana?**



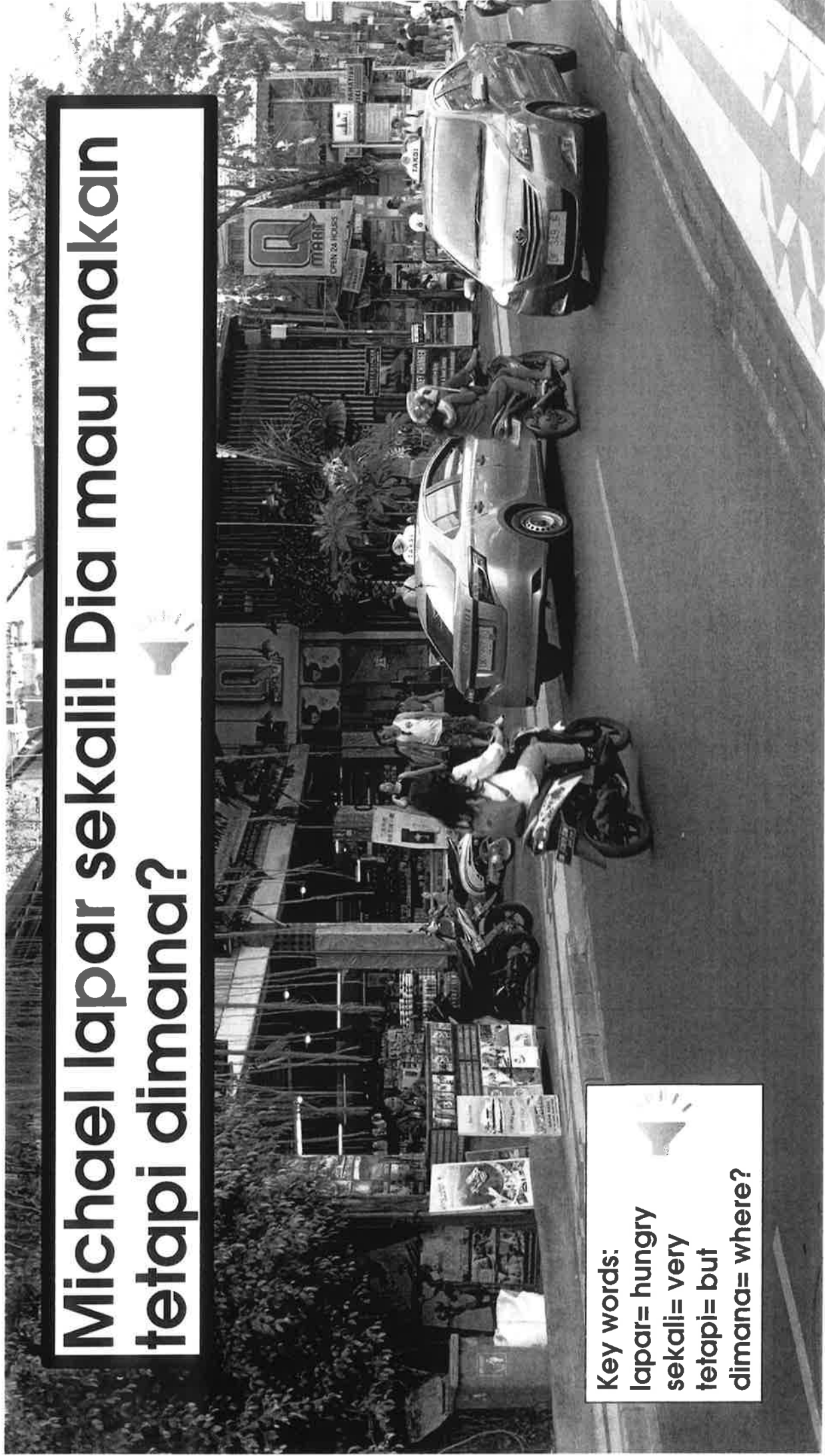
**Key words:**

**lapar= hungry**

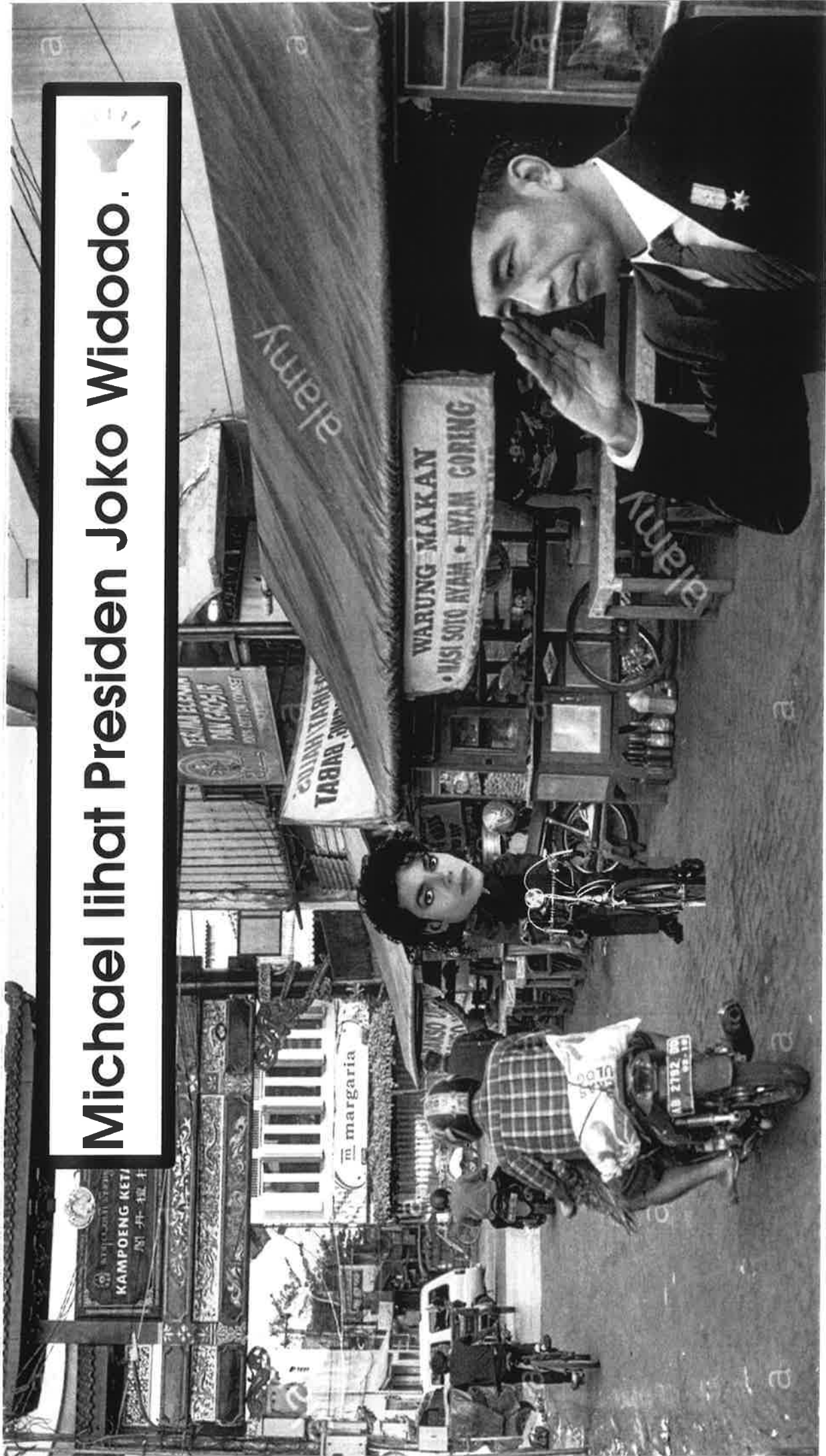
**sekali= very**

**tetapi= but**

**dimana= where?**



# Michael lihat Presiden Joko Widodo.



*Mie Ayam Goreng*  
-- MIAGO --  
**PAK JOKO**

MIAGO BAKSO PANGSIT  
MIAMIJAMUR GORENG PANGSIT  
MIAGO PANGSIT  
MIE AYAM BAKSO PANGSIT

**BUKA**  
Setiap hari  
**10.00** sd  
**20.00**

Alamat  
Jl. Durian Raya  
No.15 Srondoi  
Kel. Banyumanik  
Semarang  
(Cabang Tegayutari)



Mau makan di  
Warung Pak  
Jokowi?

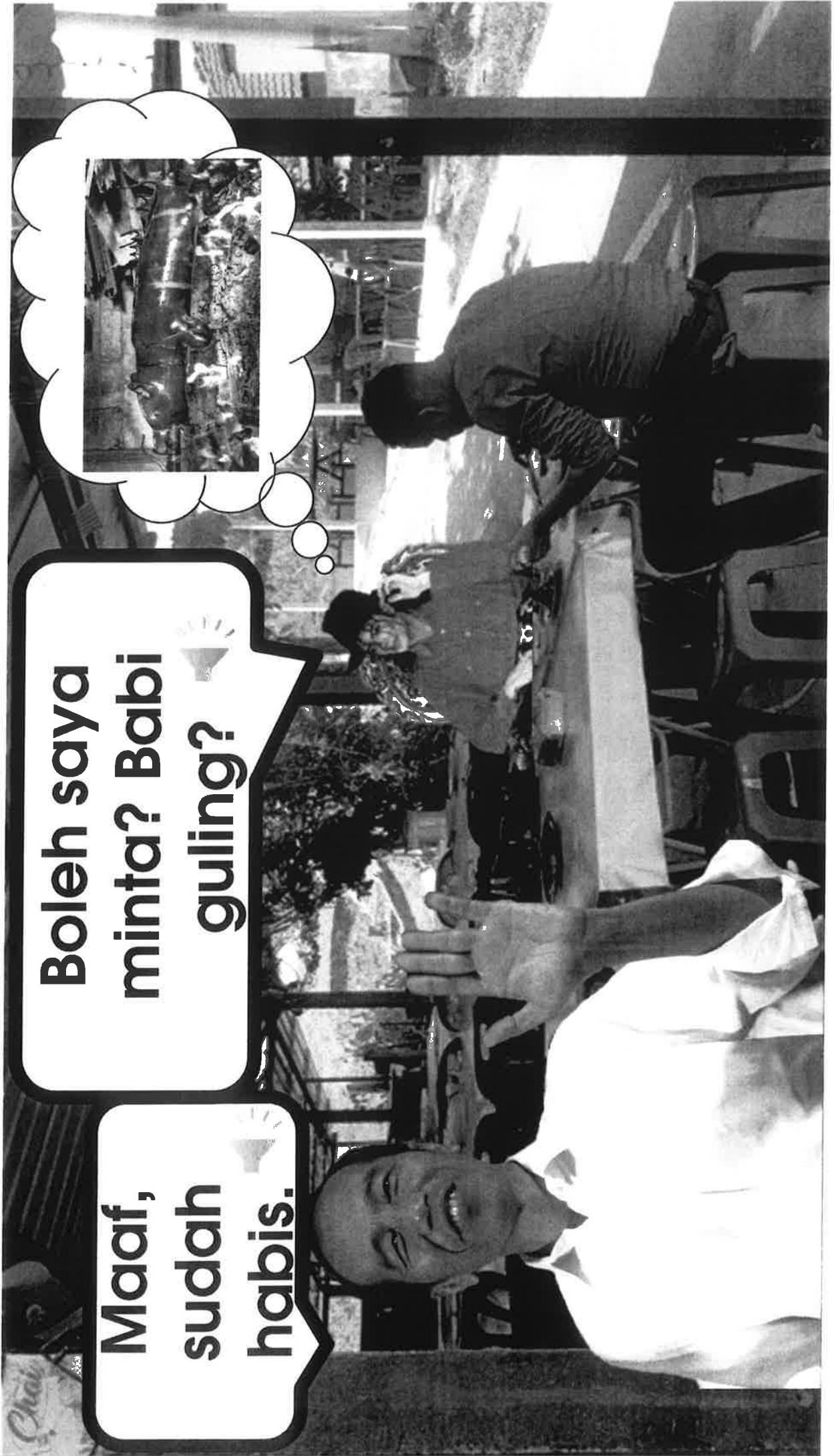
Ya,  
mau!





**Boleh saya  
minta? Babi  
guling?**

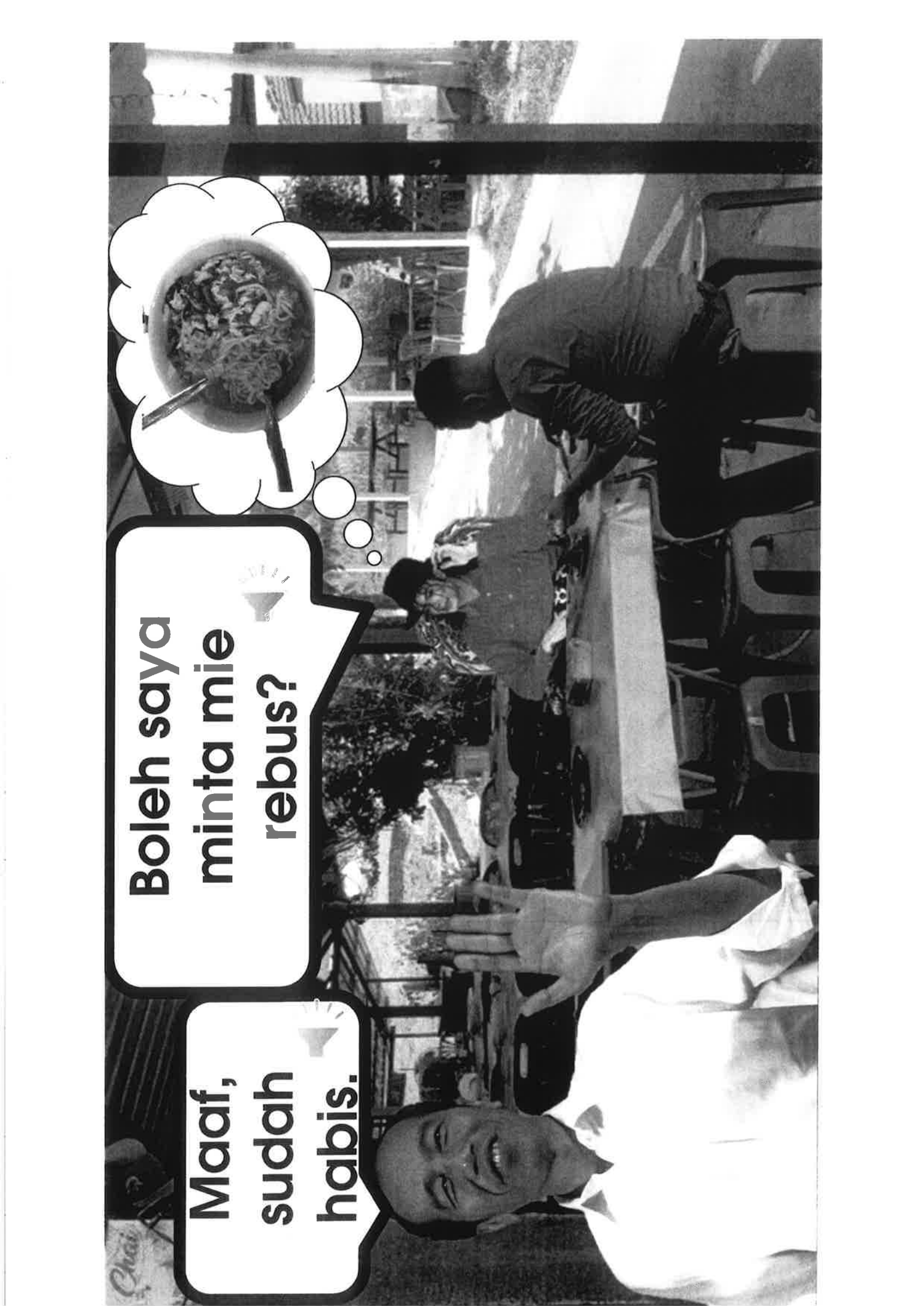
**Maaf,  
sudah  
habis.**





**Boleh saya  
minta nasi  
goreng?**

**Maaf,  
sudah  
habis.**



**Boleh saya  
minta mie  
rebus?**

**Maaf,  
sudah  
habis.**



**Aduh! Ada  
makanan apa?**

**Key Words:**  
Aduh= OMG  
Ada= there is/there are  
Apa=what

Ada beng-  
beng....





**Ok, satu beng-  
beng dan satu  
teh manis.**

**Key Words:  
teh manis= sweet tea**

**Maaf, Michael,  
teh manis sudah  
habis.**





# Michael pingsan!



**Key Words:**  
**Pingsan= feinted**

