

# Apostrophes for contraction

**It's important!**

**There are 2 reasons we use apostrophes: to show a contraction or for ownership.**

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**Let's focus on contractions. Contractions are two words joined together.**

**Contractions:**

<b>let and us</b>	<b>let + us = let's</b>
<b>that and is</b>	<b>that + is = that's</b>
<b>you and are</b>	<b>you + are = you're</b>
<b>I and am</b>	<b>I + am = I'm</b>

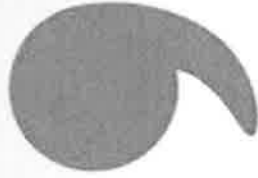
# Why do I need to use an apostrophe?

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You can use apostrophes to show that you have **omitted** (left out) some letters when you are joining words together.

For example, when you join 'I' and 'am' together you get I'm. The apostrophe takes the place of the removed letters. In this example, the letter a.

## APOSTROPHES



It's - it is

They're - they are

Who's - who is

We're - we are

You're - you are

# Sometimes it's a bit tricky!

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Sometimes the apostrophe takes the place of more than one letter OR you need to rearrange the letters a bit when you contract the words.

For example:

Can + not = can't

will + not = won't

Even when it's tricky, we'd (we would) love you to HAVE A GO at using an apostrophe. Teachers will be watching this week to see if the apostrophe key is being used!

# Complete the activity

[https://drive.google.com/file/d/1dpnaDxc8wri6Ei7\\_9Gw26rd7wmCtX/yns/view](https://drive.google.com/file/d/1dpnaDxc8wri6Ei7_9Gw26rd7wmCtX/yns/view)

## Apostrophes

Apostrophes are a type of punctuation mark. There are a two ways to use an apostrophe.

1. Contractions are a short way of writing two words. Use an apostrophe ( ' ) to take the place of a missing letter or letters.  
is not      isn't      he will      he'll
2. Add an apostrophe and an s ( 's ) to a singular noun to show ownership or belonging.

Sharon's sandwich      Tommy's fish

Write the contraction for each pair of words.

1. has not      \_\_\_\_\_
2. are not      \_\_\_\_\_
3. we are      \_\_\_\_\_
4. he is      \_\_\_\_\_
5. I am      \_\_\_\_\_
6. you have      \_\_\_\_\_
7. she will      \_\_\_\_\_
8. we have      \_\_\_\_\_
9. I will      \_\_\_\_\_
10. they would      \_\_\_\_\_

# Some contractions you might see hanging around!

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Pick 10 to test  
your knowledge!

Can you spell  
them correctly?

## Most Important Contractions List

- Are not → aren't
  - Can not → can't
  - Could not → couldn't
  - Did not → didn't
  - Do not → don't
  - Does not → doesn't
  - Had not → hadn't
  - Have not → haven't
  - He is → he's
  - He will → he'll
  - He would → he'd
  - He had → he'd
  - Here is → here's
  - I am → I'm
  - I have → I've
  - I will → I'll
  - is not → isn't
  - it is → it's
  - it has → it's
  - it will → it'll
  - Must not → mustn't
  - She is → she's
  - She has → she's
  - She will → she'll
  - She would → she'd
  - Should not → shouldn't
  - That is → that's
  - There is → there's
  - They are → they're
  - They have → they've
  - Was not → wasn't
  - We are → we're
  - We have → we've
  - We will → we'll
  - We would → we'd
  - Were not → weren't
  - What is → what's
  - Who is → who's
  - Who will → who'll
  - Will not → won't
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Name: \_\_\_\_\_

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**Tommy's fish**

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3. we are \_\_\_\_\_
4. he is \_\_\_\_\_
5. I am \_\_\_\_\_
6. you have \_\_\_\_\_
7. she will \_\_\_\_\_
8. we have \_\_\_\_\_
9. I will \_\_\_\_\_
10. they would \_\_\_\_\_

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## ANSWER KEY

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10. they would      **they'd**



**ENGLISH**  
**Week Three**

## 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 Three

*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

## Choice reading - Visualisation



For two reading sessions using your choice reading novel we want you focussing on visualising the settings;

- Where does the story take place?
- What language does the author use to describe the setting?
- What are the different places the characters travel to?
- What are you visualising as you read?
- What would it be like to be there? How would you feel / How would it smell / What would you see?



## Choice reading - Travel Tracer



Next, complete a 'Travel Tracer' page in your Reading book or on your netbook.

You can choose to complete your work with multiple locations

**See this link below**

<https://drive.google.com/open?id=1TCeJVb0xUz-uknvTmJ1pfeI3weN7qRuG>

Or just draw your visualisation of one place.

Write a short description of what this place looks like, feels like, sounds like etc., Then, summarise what events happened here.

# Option A: Multiple Locations - SAMPLE ROLE

## Travel tracer by Archie Shing

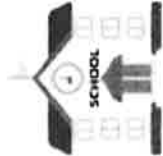
24/8/17



The Ocean



The Jacksons house/school



School



The Ocean

*Crash A*



The Garden

### A PLACE FROM THIS STORY: THE OCEAN

Looks like: It looks very blue and dark but the colourful fish make the ocean a more inviting place.

Sound like: sounds like waves crashing on the shore and fish jumping out of the water.

Smells like: salt and the petrol from the boat engine.

### CHARACTERS

Abel and his mother

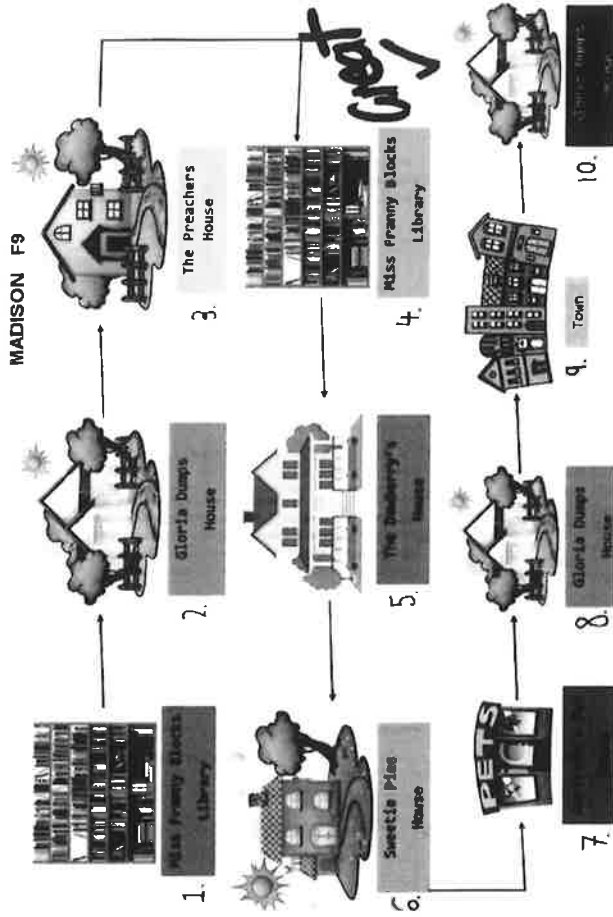
### WHAT HAPPENED HERE

At the start of the story Abel and his mother go diving in the reef to get sharks. They get an unsuspecting vest from a giant blue grouper. It catches Abel by the hand and drags him away.

*12*



# Option A: Multiple Locations - SAMPLE ROLE



## Miss Franny Blocks Library:

I can taste the sorrow in the litmus lozenge lolly as I think about my mama leaving me. I can hear Miss Franny's voice as I listen to the story about her great-grandfather and the civil war. I can feel the worriedness about Gloria dump and keeping the ghosts away. I can see Miss Franny's desk draws stuffed with litmus lozenges candy.

# Figurative Language - Metaphors Lesson 3



Watch the similes and metaphors video then complete the 'Metaphor Family' activity on Google Classroom.

*(Print out and complete or write out on a sheet of paper/workbook)*

**What's the difference between a simile and a metaphor?**

**Can you turn a simile into a metaphor and vice versa?**

Life is like a box of chocolates (simile)

Life is a box of chocolates (metaphor)



A **metaphor** (pronounced: MET-uh-for) is a figure of speech that describes one thing as something else. How many metaphors are in this poem?

## The Metaphor Family

by LAI PUJO

My brother is a dragon.  
My mom's a teddy bear.  
I am a shaggy sheepdog  
with a ton of tangled hair.

My father is a monkey.  
He likes to make us laugh,  
especially my sister,  
who is a tall giraffe.

We are a busy family  
with many things to do.  
Our home is always happy,  
but sometimes it's a zoo.



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

## Metaphors

Mom said my bedroom is a pig pen. What does she mean?

\_\_\_\_\_

My friend Joey is a clown. What does this mean?

\_\_\_\_\_

Everyone calls me a little angel. What do they probably mean?

\_\_\_\_\_

Write a metaphor about someone who is very smart.

\_\_\_\_\_

Write a metaphor about someone who is a fast runner.

\_\_\_\_\_

Write a metaphor about someone who is not well-behaved.

\_\_\_\_\_

Write a metaphor about a tree.

\_\_\_\_\_

Write a nice metaphor about one of your friends.

\_\_\_\_\_

## **Figurative Language - Metaphors Lesson 4**



Read your choice reading novel for 20 - 30 minutes. As you read see if you can find any metaphors (or similes you can turn into metaphors).

If you love listening to music, do you notice any?

Record all you find in your reading book or on your netbook.

## **Epic!** **Lesson 5**

Log onto Epic! and search for a non-fiction text of your choice to read.

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



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 or handwrite these. Continue them in free choice writing if you like.

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

## Writing Lesson 1

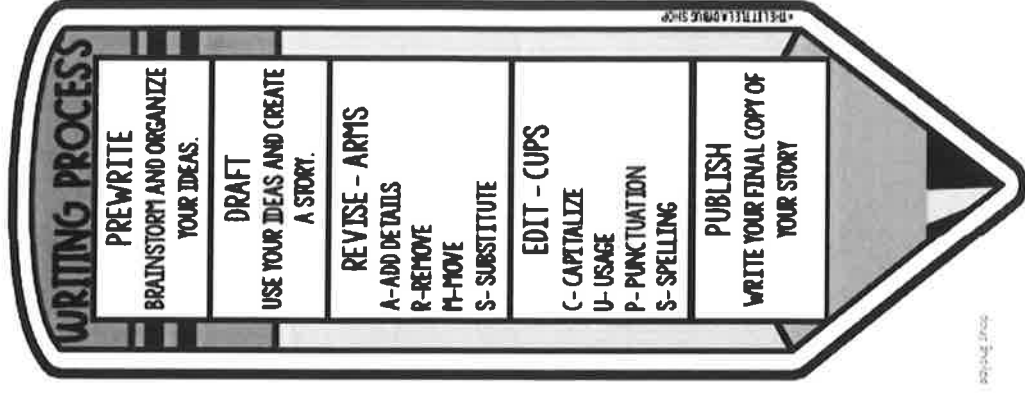


# Writing Lessons 2 & 3



Continue working on your choice writing following our Writing Process. Look for comments on your Google Doc.

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



## Writing Lesson 4

Now, we want you to put your metaphor knowledge to work by writing your own version of 'The Metaphor Family'.

Go back to slide 11 for inspiration.





# **SPELLING & GRAMMAR**

# **Spelling & Grammar Lesson 1**

Your teacher will provide  
personalised feedback through  
your choice writing.



# Spelling & Grammar Lesson 1



Hi Everyone,

I'm starting to feel a little bit left out :-)

When you are typing and squishing two words together, you keep forgetting to use me!

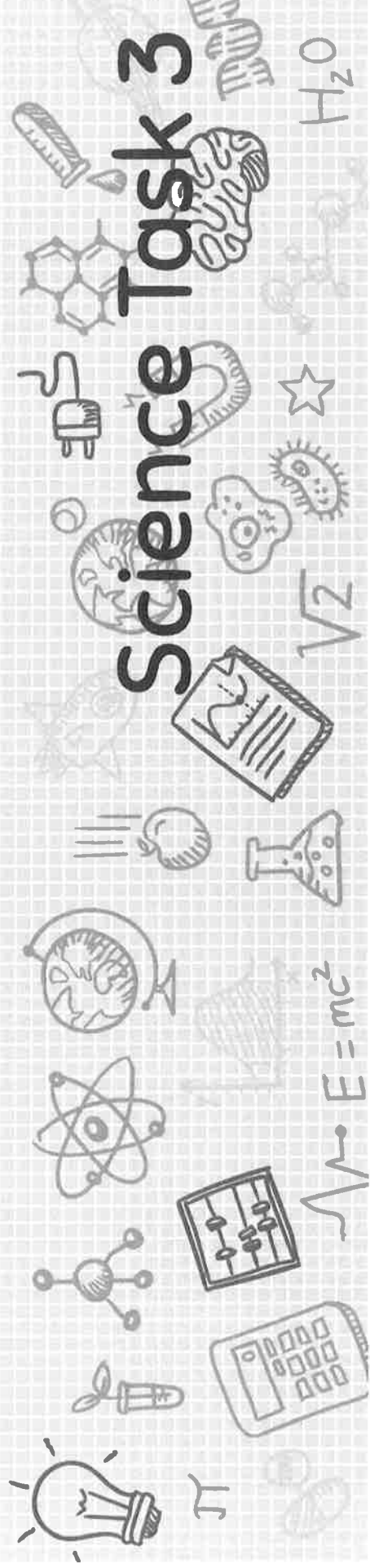


Yours in contracting,

Apostrophe

P.S. You can find me next to the Enter key!

Junior Landcare Competition  
What's in YOUR backyard?  
(Parent Permission required)



# What nature is in your backyard waiting to be discovered?



Costa Georgiadis and Landcare want you to go outside. What can you see? It could be a plant, animal, a tiny insect or an amazing sunset.



# What to do

## Task 3

Click on the link <https://juniorlandcare.org.au/campaigns/whatsinyourbackyard/>

and watch the instruction video.

**WITH PARENT PERMISSION** photograph something that fits into one of these categories.

- Biodiversity – birds, bees, insects, flowers, trees
- Food production – veggie patch, fruit and herbs
- Indigenous perspectives – bush tucker gardens
- Waste management – worm farm, compost, recycling bins.



**Costa and Junior Landcare  
are asking kids...**

**WHAT'S IN YOUR BACKYARD?**

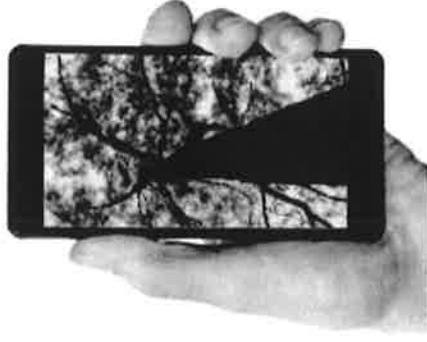




# What to do

You don't need a fancy camera. Use an iPad, phone or even your laptop.

**Post your pic to Google Classroom and if your parents say you can, enter the Junior Landcare competition and maybe win a prize.**



# Example- Buzzy Bees photo by Mrs Dukker



It's time to grab your camera or ipad and get exploring.

How creative can you be?

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

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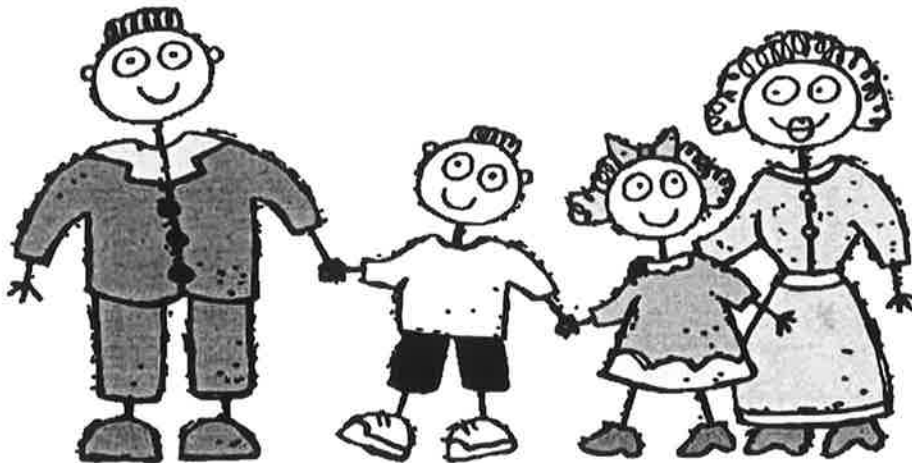
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\_\_\_\_\_

Write a metaphor about a tree.

\_\_\_\_\_

Write a nice metaphor about one of your friends.

\_\_\_\_\_

# 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

Her concoctions bubbled and frothed in front of her; she let out a hearty laugh. "Not long now" she muttered under her breath. Her creation was almost complete...



# Quick Write 2



Most visitors are a little shocked (to put it mildly) when they arrive at Animal Town. Despite the fact that the name of the town gives a slight indication to passers-by that the inhabitants of the town are 'not normal', it's as if people don't believe things until they see them with their own eyes!

Imagine you are a visitor to Animal Town, describe what you see. OR see if you can write as if you are someone (or animal) who lives there



# Quick Write 4



This was to be a new beginning.

What would this new world look like? Think creatively... something like scissors cutting the road wouldn't actually happen but what is something that could tear the world apart? How do people react?

## Mrs B's Quick Write Inspiration

I scanned the horizon. Clouds of chaos were brewing. I could almost smell the disaster about to unfold. Were we prepared?...

Farms were ripped about that wet season by Cyclone Rona. Farmers lost thousands of dollars as crops, sheds and stock succumbed to the fierce power of the cyclone who left no leaf unturned, no corner of the region untouched. Cyclone Rona was unstoppable, like a runaway freight train.

This wasn't our first Cyclone and it definitely won't be our last we know but the destruction and devastation caused by Cyclone Rona was going to be felt for a long time to come. We, our poor community, had a long road a head of us.

This was to be a new beginning.



*Positive Self Talk - week 3*

**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\\_AYAlI3DqC\\_gQxoUvk](https://drive.google.com/open?id=1mWqaGcHGt1WbOK_AYAlI3DqC_gQxoUvk)

**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?**

# LESSON 3

## The Scientific Method



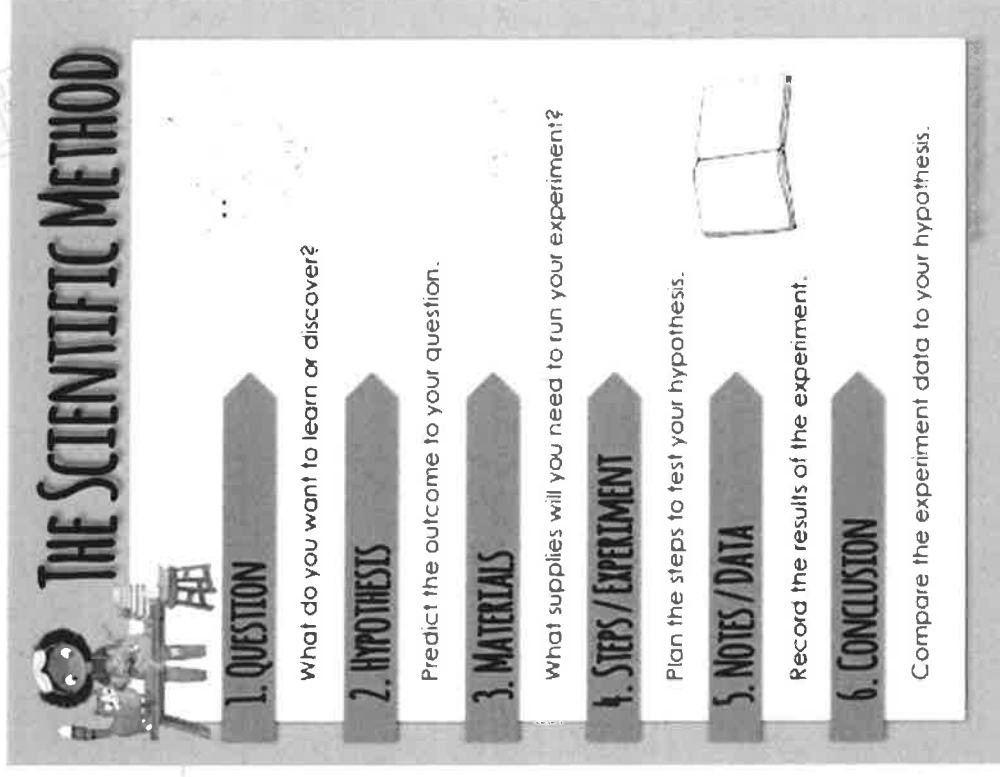
L1: To understand the Scientific Method.

When we do scientific investigations we always write up our experiment in the same order.

This keeps it really easy for other people to read and understand our work. It is also proof of our experiment.

This is called The Scientific Method.

This is what it looks like.



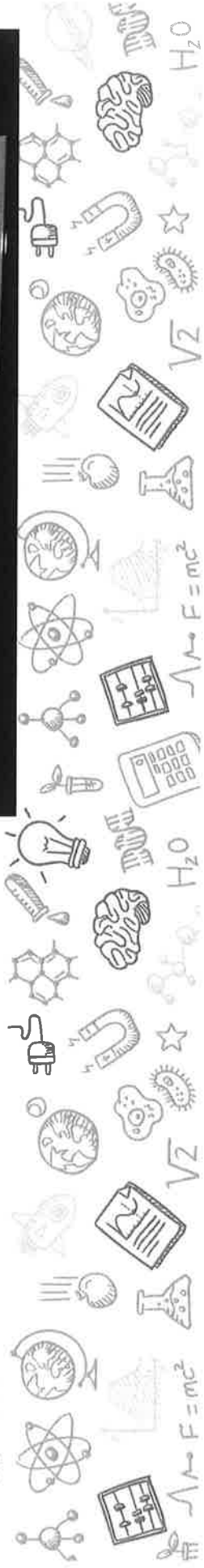
# Writing up an investigation.

## Task 1

Have Inquiry book, red pen & blue pen ready.

Watch this video (Open to full screen).

Follow along with Mrs Dukker to practice writing up an experiment in your Inquiry book using the Scientific Method.



# Workbook Example

Check to make sure your write up looks like Mrs Dukker's example.

Have you included all steps and included annotated pictures to help explain your results?

Write the conclusion from our 'Pepper Experiment' in your own words.

The Scientific Method

Aim: To observe how detergent affects pepper.

Hypothesis: I predict the pepper will stick to the detergent.

Materials: Plate Pepper Detergent Water

Procedure

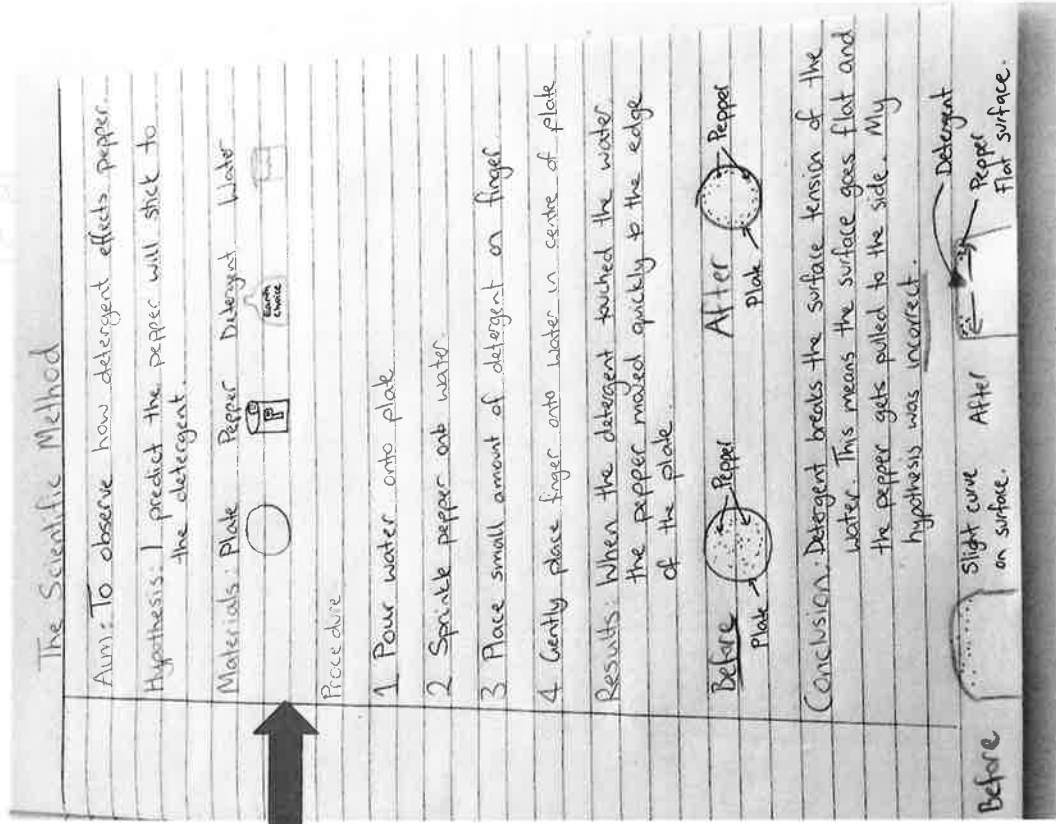
- 1 Pour water onto plate.
- 2 Sprinkle pepper on water.
- 3 Place small amount of detergent on finger.
- 4 Gently place finger into water in centre of plate.

Results: When the detergent touched the water the pepper moved quickly to the edge of the plate.

Before After  
Pepper Pepper  
Plate Plate

Conclusion: Detergent breaks the surface tension of the water. This means the surface goes flat and the pepper gets pulled to the side. My hypothesis was incorrect.

Before After  
Slight curve on surface. Deletergent Pepper Flat surface.



## How To Submit

Take a photo of your work & save to your computer.

In Google Classroom- Inquiry Science -Week 3, open View assignment.

## Inquiry - Science

Week 3 Science: The Scientific Method  
No due dates

Assigned

View assignment

Science Week 2

No due dates

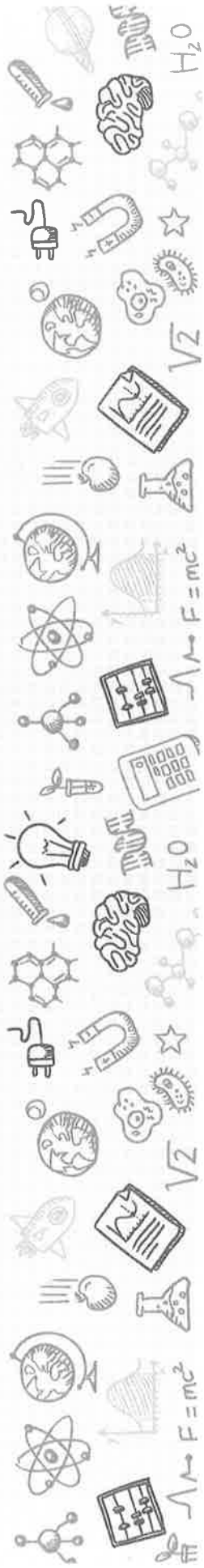
In the box on the top right hand of your screen titled 'Your work' click on the + (add or create) button.

Your work

+ Add or create

Mark as done

Private comments



## How To Submit continued

### 📅 Week 3 Science- The Scientific Method

You will see a few options appear. If your work is saved on your netbook, click the 'file' button.

If your work is saved as a Google Doc/pic, click on Google Drive.



## Insert files using Google Drive






If your work is on your netbook click on the box that says 'select files from your device'. Choose your file and click upload.

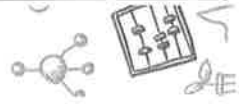
Finally click the Turn In tab.



# Task 2

## Complete a new activity from the Science Rubric

<b>Famous Scientist</b> <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>	<b>Science Experiments</b> <p>Research different science experiments. Choose your own science experiment to recreate at home. With parent permission, film yourself undertaking the experiment.</p>	<b>Periodic Table Challenge</b> <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> 
<b>Upcycle- STEM</b> <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 tea-cup into a pot plant holder?</p> 	<b>Free Choice</b> <p>Investigate ANYTHING you like about an aspect of science. Think of Multiple Intelligences and now you would like to demonstrate your understandings.</p>	<b>In the News</b> <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>
<b>Animal Investigation</b> <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> 	<b>David Attenborough</b> <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> 	<b>Space</b> <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> 





## TRAVEL TRACER

Your role is to think about the different settings in the text. There are three parts to the role and you will need to set your work out on two pages.

### 1. Action Map

On the first page, your action map will have a labelled drawing of each of the different settings. The settings must be linked by arrows to show the order that they appeared in the book.

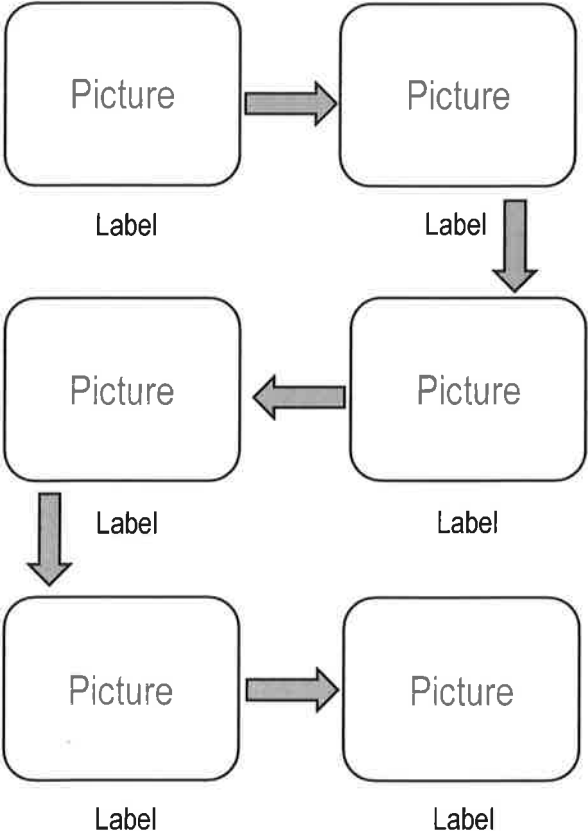
### 2. Description of a Setting

On the second page, you must choose one setting from the text to describe in detail. This is a creative piece of writing and your goal is to paint a picture in the reader's mind using your words. Your chosen setting may or may not be described in detail in the text so you need to think about how it appears in your head. Think about what you could see, what you could hear and how it would feel if you were there. Use lots of descriptive vocabulary and be specific. Write in sentences and use paragraphs, if necessary.

### 3. What Happened There

Under your description, write a brief explanation of what happened at your chosen setting in the text. This does not need to be more than a short paragraph.

**Remember to include:**

<p>Name of Book _____ Name of Role _____</p>  <p>Picture → Picture</p> <p>Label Label</p> <p>Picture ← Picture</p> <p>Label Label</p> <p>Picture → Picture</p> <p>Label Label</p>	<p><b>Description of a Setting (name appropriately)</b></p> <div data-bbox="842 1115 1433 1659" style="border: 1px solid black; height: 243px;"></div> <p><b>What Happened There</b></p> <div data-bbox="842 1742 1433 1921" style="border: 1px solid black; height: 80px;"></div>
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# Travel tracer by Archie Shing

24/8/17



The Ocean



The Jacksons house/shack



School



The Ocean



The Garden

## A PLACE FROM THIS STORY: THE OCEAN

Looks like: it look very blue and dark but the colourful fish make the ocean a more inviting place.

Sound like: sounds like waves crashing on the shore and fish jumping out of the water.

Smells like: salt and the petrol from the boat engine.

## CHARACTERS

Abel and his mother

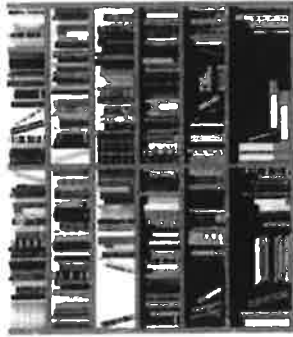
*Archie* (A)

## WHAT HAPPENED HERE

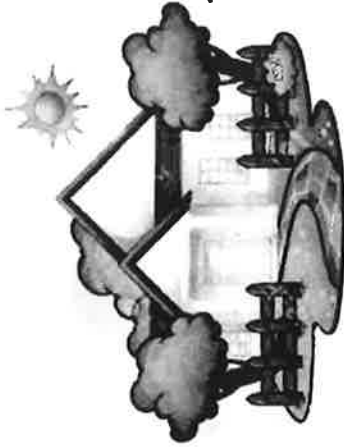
At the start of the story Abel and his mother go diving in the reef to get abalone. They get an unsuspecting visit from a giant blue grouper. It catches Abel by the hand and drags him away.

*✓*

MADISON F9



1. Miss Franny Blocks Library



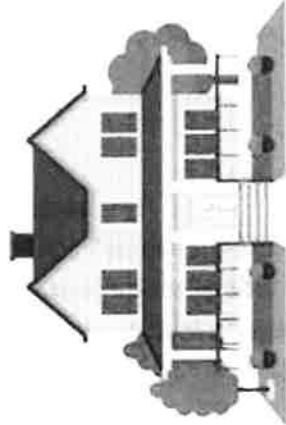
2. Gloria Dumps House



3. The Preachers House



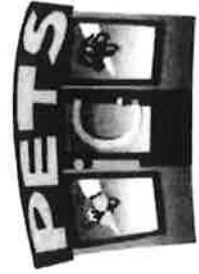
6. Sweetie Pies House



5. The Dewberry's House



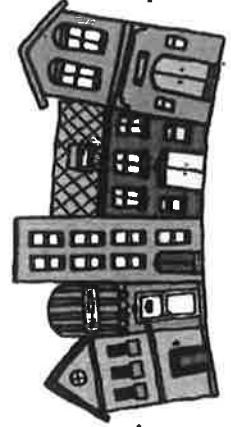
4. Miss Franny Blocks Library



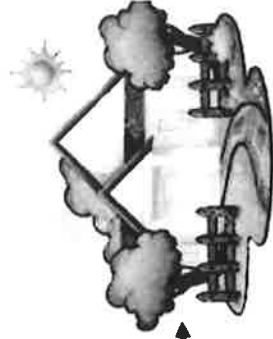
7. Bartley's Pet Store



8. Gloria Dumps House



9. Town



10. Gloria Dumps House

Great

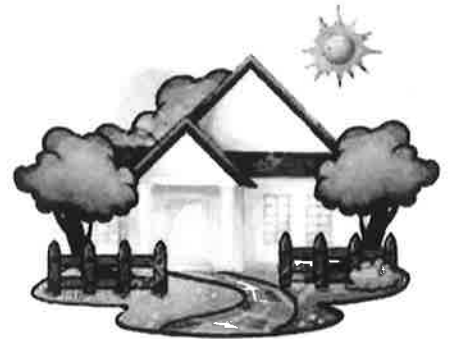
**Miss Franny Blocks Library:**

I can taste the sorrow in the litmus lozenge lolly as I think about my mama leaving me. I can hear Miss Franny's voice as I listen to the story about her great-grandfather and the civil war. I can feel the worriedness about Gloria dump and keeping the ghosts away. I can see Miss Franny's desk draws stuffed with litmus lozenges candy.



**Gloria dumps house:**

I can taste the egg and salad sandwiches I made with Gloria. I can hear myself laughing as I have fun setting up the party with Gloria. I can feel Gloria being nervous about people coming over due to no visits for years at a time. I can see the candles in the paper bags lighting up the night sky.



**The preacher's house:**

I can feel the happiness when the preacher decided to come to the party. I can see the preacher working very hard and try not to disturb him. I can hear the excitement but tiredness in the preacher's voice.



**Miss Franny Blocks Library:**

I can see Miss Franny getting excited about the party when she opens the party invitation. I can feel myself being happy because where really starting to get the party going!!!



**The Dewberry's House:**

I can see the twins trying to act like they don't want to come when they do. I feel mad because they tease me all the time and I'm inviting them to our party, but I did promise Gloria. I also feel mad because their always calling Gloria a witch.



**Sweetie pies house:**

I can see Sweetie pie getting excited about the party when she reads the invitation. I can hear the squealing from sweetie pie. I think about the idea of having a theme for the party.



**Gertrude's pet store:**

I can feel the sadness when Otis thinks about the party and says "parties aren't really my thing". I can see Otis trying really hard not to smile. I can hear Otis playing his soothing music for the animals.



**Gloria Dumps house:**

I can feel the cold, wet rain pouring on me. I can taste the salty water falling from the sky. I can hear people screaming at me to back inside as I try and search around for Winn-Dixie. I also feel sadness inside me when I realise that Winn-Dixie has gone. I also hear myself making a list of 10 things about Winn-Dixie as I look around for him.



**Town:**

I can feel myself shivering from the coldness and feel my tears rushing down my face. I can hear myself yelling at the preacher and him crying because he thinks of how he failed mama. I can taste my salty tears running down my face. I can see nothing because of all the rain blocking my view.



**Gloria Dumps house:**

I can feel the relief when I find out that Winn-Dixie was here all along. I can taste the egg and salad sandwiches as I finally get to eat them. I can see everybody having a good time and communication with everyone (especially Otis). I can hear Otis playing his guitar and humming a song as I listening to everyone singing. It was a happy moment! :)



over & above (4)

# RICH TASKS

## WEEK 3 - Addition & Subtraction

This week's tasks are focussed on Addition and Subtraction. 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

There are now only four chickens in Mrs farmer's pen. How many chickens did she once have and what happened to them?

### CHALLENGER

I subtracted an odd number from an even number and got the answer of 41. What might the odd and even numbers be?

### EXTENDER

What could you add to 361 to make it divisible by 10? Adding 9 is the obvious answer, but there are many other possible solutions. Can you find a rule for this question?

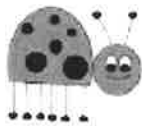
## Week 3 Riddles

I am 42 degrees less than  
a right angle.

I am 4 dozen.

Who am I?

M



I am more than 2 tens  
and less than  $60 \div 2$ .

I am 2 decades plus 2 more  
years.

Who am I?

N



I am less than 3 quarters.

I am more than  $764 - 694$ .

I am an odd number.

I am not 73.

Who am I?

O



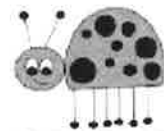
I'm between  $57 \times 2$  and  $60 \times 2$ .

I'm less than  $59 \times 2$ .

I am divisible by two with  
no remainder.

Who am I?

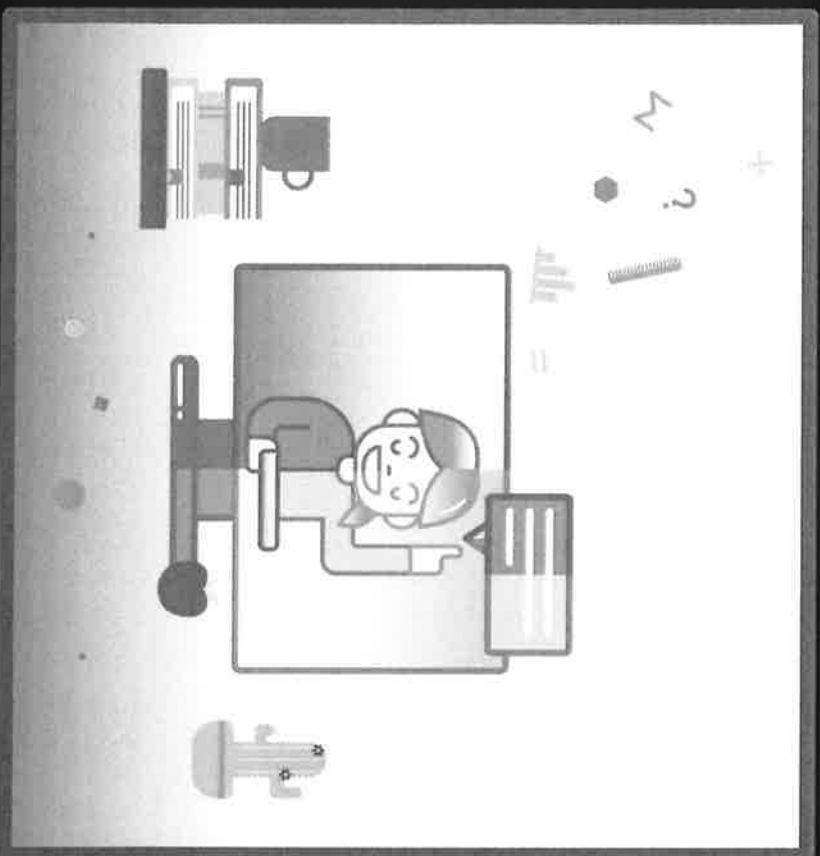
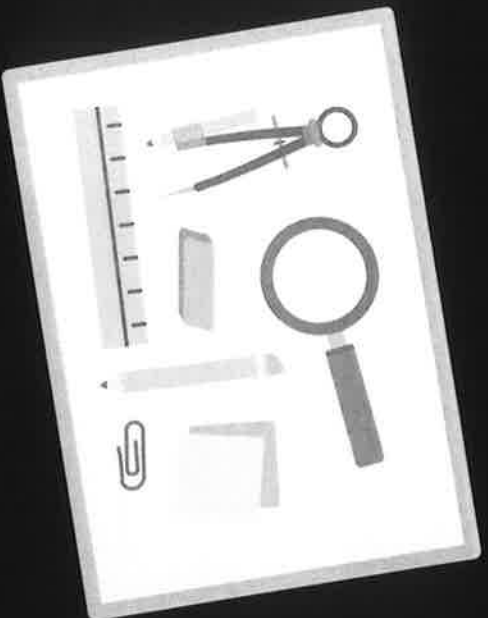
P



# YEAR 5 MATHS

# REMOTE LEARNING

# WEEK 3





# YEAR 5 MATHS – WEEK 3

## TASKS

### Task 1

#### Rich Task

Explore the three Rich Tasks.

Your Rich Maths Task this week is focused on **addition and subtraction**.

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.

**This task is to be TURNED IN**

### Task 2 & 3

#### Mathletics

Complete set Mathletics tasks.

You have been assigned **new Mathletics** tasks for Week 3, 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 4

#### Mental Maths

Complete Week 3 tasks.


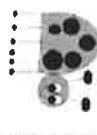


You have been allocated a Mental Maths book where you will complete the Year 5 (Mon–Thur) tasks. The book you have been allocated is aligned with the text that you worked with throughout our Value unit in Term One, not necessarily your homeroom teacher. You can complete these Mental Maths tasks all in one go or spread them out over the week. Please complete them on the allocated date.

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

# WEEK 2 - FUN MATHS ACTIVITY








## Task 5

Solve the following riddles.

<p>I am 42 degrees less than a right angle</p> <p>I am 4 dozen</p> <p>Who am I?</p> <p>M</p> 	<p>I am more than 2 tens and less than <math>60 \div 2</math>.</p> <p>I am 2 decades plus 2 more years.</p> <p>Who am I?</p> <p>N</p> 
<p>I am less than 3 quarters</p> <p>I am more than <math>764 - 694</math>.</p> <p>I am an odd number.</p> <p>I am not 73</p> <p>Who am I?</p> <p>O</p> 	<p>I'm between <math>57 \times 2</math> and <math>60 \times 2</math>.</p> <p>I'm less than <math>59 \times 2</math>.</p> <p>I am divisible by two with no remainder</p> <p>Who am I?</p> <p>P</p> 

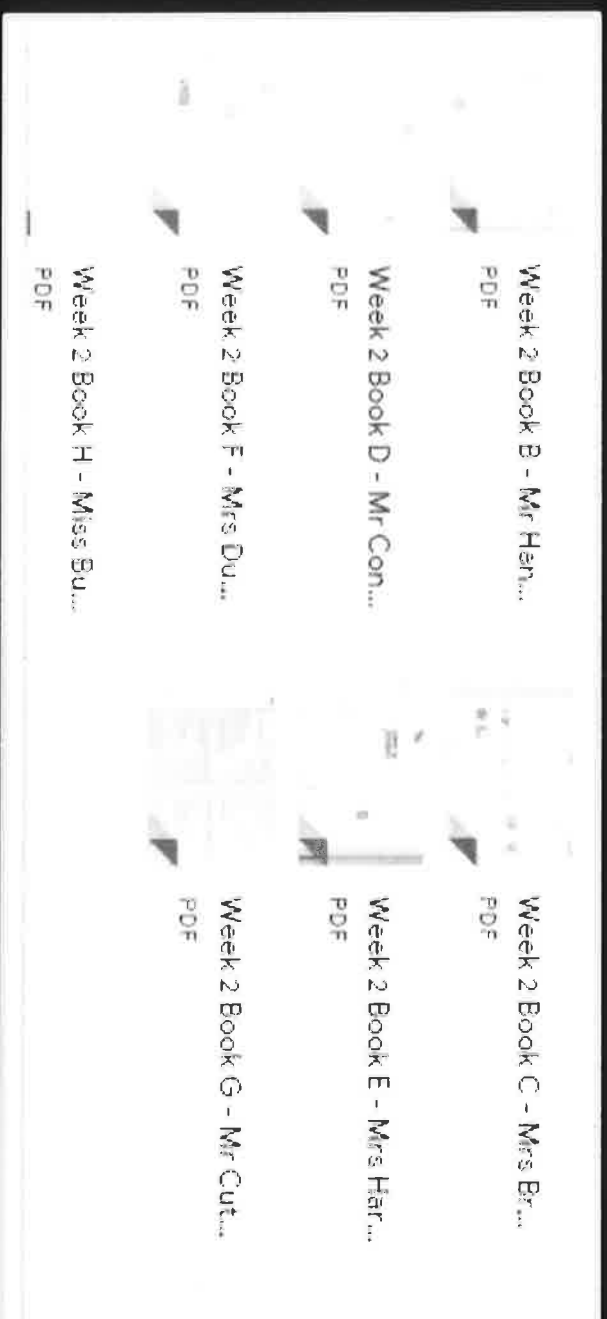
Challenge: Create your own math riddles for your family members solve.

### Problem Solving Strategies

Make a table		Make a list	
Draw a picture		Act it out	
Make a model		Identify a pattern	3, 6, 9, 12, 15
Write a number sentence	$3 \times 4 = 12$	Solve a simpler, related problem	102, 104, ? 2, 4, 6, 8, 10
Guess and check	? 	Work backwards	

# MENTAL MATHS EXAMPLE

Below is an example of how to access and complete your allocated Mental Maths book for Week



1. A folder for Mental Maths has been setup on your Google Classroom, under the topic Maths.
2. Click on the Mental Maths book that has the teachers name that you worked with in Term One for our Place Value Unit.
3. Once you have complete all of the Mental Maths tasks for the week in your Maths book, you can then correct your work with the answers.

# MENTAL MATHS EXAMPLE

Below is an example of how to access and complete your allocated Mental Maths task for Week 1.

**MONDAY**

- $300 + 70 + 1 =$
- (a)  $800 + 4 + 60 =$
- $87 - 7 =$
- $160 + 10 =$  o'clock
- Colour the place value of 10.
 

1	1	1
---	---	---
- How many corners does a cube have?

**TUESDAY**

1.  $17 + 3 =$  half past

2.  $13 + 7 =$

3. Does dusk happen at sunrise or sunset?

4.  $100 - 7 =$

5. Find and colour the odd numbers.

6	9	4	10
3	8	5	30

Week 2

Mental Maths Week 3 – Book G

Monday	Tuesday	Wednesday	Thursday
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.
11.	11.	11.	11.
12.	12.	12.	12.
13.	13.	13.	13.
14.	14.	14.	14.
15.	15.	15.	15.
16.	16.	16.	16.
17.	17.	17.	17.
18.	18.	18.	18.
19.	19.	19.	19.
20.	20.	20.	20.

This is a snapshot of what a Mental Maths task looks like.

This is an example of how to setup your Maths book for Mental Maths.

A black and white photograph of a desk. In the center is a white sheet of paper with the text 'REMOTE LEARNING' and 'YR5 WEEK 3'. To the left of the paper is a ruler marked from 0 to 21. Above the paper is a pen and a cluster of pens. To the right of the paper is a white coffee cup. In the bottom right corner, there is a small potted plant. The background is a dark, textured surface, possibly wood.

# REMOTE LEARNING

## YR5 WEEK 3

# WHAT IS ON THIS WEEK?

Keep up the great work Year 5's.

Use this checklist to see what is needed for the week. You are responsible for working through the tasks the way that suits you and your family.

All details are on your Google Classroom.



## MATHS TASK CHECKLIST

**TASK 1- RICH TASK - ADDITION & SUBTRACTION -**

**TO BE SUBMITTED**

**TASK 2 & 3- MATHEMATICS - ASSIGNED TASKS**

**TASK 4- MENTAL MATHS**

**TASK 5- FUN MATHS ACTIVITY - RIDDLE**

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

## ENGLISH READING TASK CHECKLIST

- TASK 1- VISUALISATION – CHOICE READING**
- TASK 2- TRAVEL TRACER – CHOICE READING**
- TASK 3- METAPHORS – VIDEO & METAPHOR FAMILY**
- TASK 4 – METAPHORS – CHOICE READING**
- TASK 5- EPIC! – READING NON-FICTION PICK A SCIENCE BOOK**

**NOTHING IS FORHALLY SUBMITTED  
THIS WEEK FOR READING**





ENGLISH WRITING TASK CHECKLIST

**TASK 1- QUICK WRITES**

**TASK 2- CHOICE WRITING** SHARE WITH TEACHER IF YOU HAVEN'T ALREADY

**TASK 3- CHOICE WRITING**

**TASK 4 - WRITE YOUR OWN METAPHOR FAMILY**

**TASK 5- APOSTROPHES FOR CONTRACTIONS**

**NOTHING IS FORMALLY SUBMITTED**

**THIS WEEK FOR WRITING**



INQUIRY **SCIENCE** TASK CHECKLIST

- TASK 1- SCIENTIFIC METHOD LESSON (SUBMIT)
- TASK 2- RUBRIC- COMPLETE ONE ACTIVITY
- TASK 3- LANDSCAPE PHOTOGRAPHY COMPETITION

ONE PIECE TO SUBMIT  
THIS WEEK FOR SCIENCE

A black and white photograph of a desk. On the left, a smartphone is partially visible. In the center, a white pen lies horizontally. On the right, a pencil holder contains several pens and pencils. A pair of glasses is on the left side of the desk. A white paper with text is placed on the desk.

**INQUIRY WELLBEING TASK CHECKLIST**

**TASK 1- WELLBEING CHOICE BOARD ACTIVITY**

**TASK 2- DIARY ENTRY - CONTINUE ON FROM**

**LAST WEEKS ENTRY (ACCESS VIA WEEK 1)**

**NOTHING IS FORMALLY SUBMITTED  
THIS WEEK FOR WELLBEING**



# HAVE A GREAT WEEK

## EVERYONE.

### *Any questions?*

*Post them on Google Classroom or*

*Skype your teacher.*

*From the Year 5 team*

