

5H Home Learning Week 2 Term 2

Monday 4th of May		Online Activities	Offline Activities
<p>Morning Session</p> <p>Approx. 1.5 hours</p>	Spelling	<ul style="list-style-type: none"> ❖ Write out your spelling list and the spelling rule carefully into your workbook. ❖ Find the dictionary meanings for 5 of your spelling words. Write these out. 	<ul style="list-style-type: none"> ❖ Write out your spelling list and the spelling rule carefully into your workbook. . ❖ Find the dictionary meanings for 5 of your spelling words. Write these out.
	<p style="background-color: yellow;">Sentence a day</p> <p style="background-color: yellow;">Turn it in</p>	<ul style="list-style-type: none"> ❖ A complex sentence includes two parts: <ul style="list-style-type: none"> - An independent clause that can stand on its own. (It would make sense as a sentence without the other part.) - A dependent clause that needs the other clause to work. (It would not make sense as a sentence without the other part because some part of the information is missing.) ❖ Complex sentences contain subordinating conjunctions (joining words) such as after, so, because, since, although, even though, but, before, unless, when, whenever, who, whoever, etc. ❖ Here is an example of a complex sentence: Jessica finished all of the dinner on her plate so she could have dessert. <p>Think of an independent clause to complete each of these complex sentences.</p> <p>1. _____ but it was a waste of time.</p> <p>2. _____ by the time the car arrived.</p> <ul style="list-style-type: none"> ❖ Think of a suitable subordinating conjunction to join these independent and dependent clauses. <p>3. The team captain chose Susie for their hockey team _____ they thought she was the best.</p> <p>4. I was allowed to go to the party _____ my chores were done.</p> <p style="background-color: yellow;">Turn in on Google Classroom</p>	<ul style="list-style-type: none"> ❖ A complex sentence includes two parts: <ul style="list-style-type: none"> - An independent clause that can stand on its own. (It would make sense as a sentence without the other part.) - A dependent clause that needs the other clause to work. (It would not make sense as a sentence without the other part because some part of the information is missing.) ❖ Complex sentences contain subordinating conjunctions (joining words) such as after, so, because, since, although, even though, but, before, unless, when, whenever, who, whoever, etc. ❖ Here is an example of a complex sentence: Jessica finished all of the dinner on her plate so she could have dessert. <p>Think of an independent clause to complete each of these complex sentences.</p> <p>1. _____ but it was a waste of time.</p> <p>2. _____ by the time the car arrived.</p> <ul style="list-style-type: none"> ❖ Think of a suitable subordinating conjunction to join these independent and dependent clauses. <p>3. The team captain chose Susie for their hockey team _____ they thought she was the best.</p> <p>4. I was allowed to go to the party _____ my chores were done.</p> <p style="background-color: yellow;">Send a photo on Seesaw or Google Classroom.</p>
<p>Movement Break - 10 star jumps, 10 push ups, 10 burpees (repeat x 3)</p>			

	Writing	<ul style="list-style-type: none"> ❖ What is a persuasive text? What is the purpose of a persuasive text? ❖ Brainstorm on a Google Doc or in your workbook everything you know about texts that are written to persuade and their features. ❖ Write this definition in your book. A persuasive text is any text where the main purpose is to present a point of view and seeks to persuade a reader. A persuasive text can be an argument, exposition, discussion, review or even an advertisement. ❖ Watch both of these videos on persuasive writing and read worksheet attached. https://www.youtube.com/watch?v=hD9arWXlIdM&t=44s https://www.youtube.com/watch?v=EAroIhukSEs&t=80s ❖ Can you add any more information to your brainstorm after watching those videos? Maybe some types of persuasive texts or devices. ❖ Look through the Advertisement Google Slide and answer these questions. <ul style="list-style-type: none"> ○ What do they have in common? ○ What makes them different? ○ How are they persuading you? ○ Which one do you think is the most persuasive and why? ○ Can you see any persuasive devices used in any of them? ○ What devices are used? ○ Write a list of things that you notice about these persuasive texts. 	<ul style="list-style-type: none"> ❖ What is a persuasive text? What is the purpose of a persuasive text? ❖ Brainstorm in your workbook everything you know about texts that are written to persuade and their features. ❖ Write this definition in your book. A persuasive text is any text where the main purpose is to present a point of view and seeks to persuade a reader. A persuasive text can be an argument, exposition, discussion, review or even an advertisement. ❖ Read the information sheet about persuasive texts. ❖ Can you add any more information to your brainstorm after reading those worksheets. Maybe some types of persuasive texts or devices. ❖ Look through the advertisement worksheet and answer these questions. <ul style="list-style-type: none"> ○ What do they have in common? ○ What makes them different? ○ How are they persuading you? ○ Which one do you think is the most persuasive and why? ○ Can you see any persuasive devices used in any of them? ○ What devices are used? ○ Write a list of things that you notice about these persuasive texts.
	Reading	Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.	Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.
	Movement Break - 4 laps of your backyard running or walking		
BREAK!			
Middle Session Approx. 1.5 hours	Reading & Comp	<ul style="list-style-type: none"> ❖ Go onto Reading Express or Read Theory and complete one reading and comprehension task. https://readingeggspress.com.au/ https://readtheory.org/auth/login 	<ul style="list-style-type: none"> ❖ Complete 2 activities from your Guided Reading contract in your workbook. <p>***Remember you must do two different activities and label which activity you are doing. Take your time!!!***</p>

		Complete 1 activity from your Guided Reading contract. Remember you must label which one you are doing. Take your time!!!	
Movement Break - 10 sit ups, 10 high knees, 10 mountain climbers (repeat x 3)			
	Maths	<p>❖ Finding the area of squares and rectangles Please refer to the uploaded maths modelled and guided activities and worksheet for today. This will teach you about finding the area of rectangles and squares. Complete the questions in your book or a google doc.</p> <p>❖ Online component Once you have read through and completed the modelled and guided maths activities complete the online game about Area and the turn it in task questions.</p>	<p>Finding the area of squares and rectangles Please refer to the uploaded maths modelled and guided activities and worksheet for today. This will teach you about finding the area of rectangles and squares. Complete the questions in your book.</p> <p>❖ Worksheet Complete the area worksheet provided on finding the area of squares and rectangles.</p>
BREAK!			
Afternoon Session Approx. 1 hour	Creative Arts Drama	<p>Monologues</p> <p>Over the next two weeks, students will choose and learn a monologue from the sheet provided. They will be performing these in class.</p> <ul style="list-style-type: none"> • A monologue is a literary device that is the speech or verbal presentation given by a single character in order to express his or her collection or thoughts and ideas aloud. • Below are some steps to help you. <ul style="list-style-type: none"> - choose a monologue that you really like - break it down into smaller chunks. - practice memorising it off by heart, by saying it out loud repeatedly. - record yourself performing it and then watch it to see if you need to improve anything e.g. Are you fidgeting? Are you looking down? Do you need to project your voice more? <p>Have fun 😊</p>	<p>Monologues</p> <p>Over the next two weeks, students will choose and learn a monologue from the sheet provided. They will be performing these in class.</p> <ul style="list-style-type: none"> • A monologue is a literary device that is the speech or verbal presentation given by a single character in order to express his or her collection or thoughts and ideas aloud. • Below are some steps to help you. <ul style="list-style-type: none"> - choose a monologue that you really like - break it down into smaller chunks. - practice memorising it off by heart, by saying it out loud repeatedly. - record yourself performing it and then watch it to see if you need to improve anything e.g. Are you fidgeting? Are you looking down? Do you need to project your voice more? <p>Have fun 😊</p>

Number of the Day

Today's number is:

1 Write it in words

2 Draw it in place value materials

3 Round it to the nearest 10

Add 100 to it **9**

4 Round it to the nearest 100

Subtract 100 from it **10**

5 Number after it

Double it **11**

6 Number before it

Expand it **12**

7 Add 10 to it

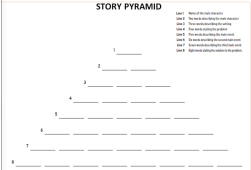
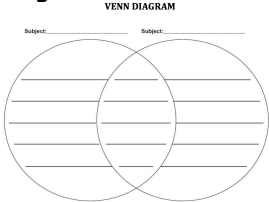
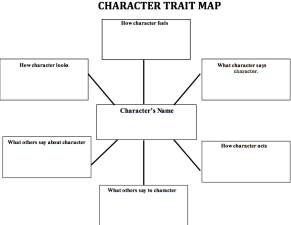
Times it by 10 **13**

8 Subtract 10 from it

Times it by 100 **14**

Write a word story for it **15**

Reading Groups Activity Contract - Term 2

<p>1. To Sum It Up Write a summary of a book you have read that sums up the main events.</p>	<p>2. Story Pyramid Create a story pyramid using the story pyramid worksheet provided.</p> 	<p>3. Word search using grid paper use words from your story. Give your word search a title. Write the words below the word search. Get a friend to solve it.</p>	<p>4. Poetry Write an acrostic poem for the main character in the story. e.g. S- studies hard A- always listens M- makes friends easily.</p>
<p>5. Storyboard Create a storyboard for either 1 chapter or the whole story.</p>	<p>6. Memories Write about a memory or experience of your own that is similar to something you have read in your book.</p>	<p>7. Letter Write a letter to someone telling them about the book. Make sure you give them your opinion.</p>	<p>8. Venn Diagram Compare yourself to the main character in the story using Venn diagram.</p> 
<p>9. Verbs Find 15 Verbs in your book. Can you find more than 15?</p>	<p>10. Costume Design: Design (draw and label) costumes for the characters from the book. Explain who these characters are and how they fit in the story.</p>	<p>11. Character Traits Choose one of the main characters from your book. Complete the character trait map worksheet.</p> 	<p>12. Picture Draw a detailed picture of a character from the story. Write a few sentences describing the character.</p>
<p>13. Comic Craze Draw a cartoon strip of the main events from the book.</p>	<p>14. Quiz Make up some quiz questions about the book. Don't forget to give the answers!</p>	<p>15. Picture This Draw your favourite scene or event from the book and explain its importance and action. Why did you choose this?</p>	<p>16. Post It! Draw a poster advertising the book. Make sure you write on the poster why people should read it.</p>
<p>17. Blurbs the Word Write your own blurb for the back of the book you have read.</p>	<p>18. The End Write at least 3 different possible exciting endings for your book.</p>	<p>19. Nouns Find 20 nouns and 10 proper nouns in the story and make a list.</p>	<p>20. Sizzling Start Write a new Sizzling Start for the book. Use tightening tension and adjectives to make it interesting.</p>

Reading Groups Activity Contract - Term 2

<p>1. Cross Words Create a crossword or a find a word for the story.</p>	<p>2. Changes How does the character change throughout the story? Explain your answers.</p>	<p>3. World of Words Choose a descriptive passage and make a list of examples of vivid imagery - similes, metaphors, alliteration, powerful verbs, adjectives and adverbs.</p>	<p>4. Wanted! Design a wanted poster for the main character in the book.</p>
<p>5. Comparisons Compare this book to another book you have read recently.</p>	<p>6. Sequel Write the plot for a sequel to this book.</p>	<p>7. Rewrite Rewrite the story for younger children in picture book form.</p>	<p>8. Cover Up Make a new detailed book cover.</p>
<p>9. Adjective-it is Pick five adjectives for the book or character(s), and explain why you have selected them.</p>	<p>10. Glossary Make a Glossary for your book containing at least 10 unfamiliar words from it.</p>	<p>11. Sketch Make several sketches of some of the scenes in the book and label them.</p>	<p>12. Map Marker Draw a map of the book's setting and label each part. Include Houses, shops, trees important places in the story.</p>
<p>13. Meanings Find the meanings of at least 5 words you do not know from the book. Put each of these words into a sentence.</p>	<p>14. Create a postcard. Write to a friend describing the place where the story is set and decorate the front of the postcard.</p>	<p>15. Verbs Find 15 Verbs in your book. Can you find more than 15?</p>	<p>16. Characters Write a sentence about each character in the book. Choose 5 words to describe each character</p>
<p>17. Descriptor Write a description of the main character or your favourite character: their looks, the way they dress, the way they talk and their personality.</p>	<p>18. Travel Agent Pretend you are a travel agent and want your customers to visit a place in the story. What would you tell your customers about this place? Write a paragraph.</p>	<p>19. Starter Finish this sentence: "I love the way the author...." Give examples to support your opinion.</p>	<p>20. Book Report Write a review for the book using the book review worksheet provided.</p>

Spelling Program STAGE 3 (Even Years) Term 2 Week 2

GROUP WORDS (x8)				RULE WORDS (x4)	THEME WORDS (x4)	KLA WORDS (x4)	
Banksia (Ext)	Wattle	Bottlebrush	Waratah				Gumtrees (Multilit)
mediocrity melancholy metonymy obstreperous	qualm kiosk empty judo	gelato knave occur fiend	floor girls feel packed	lots fox took where good things mouse garden through wanted	mixing viewed receiving chalky	properties materials explanation predictions	sequence conclusion persuade summary
obnoxious presumptuous preposterous pernicious	question pretentious insidious unconscious	census allow allowed allowable	wouldn't ice dice nice				ETYMOLOGICAL (x1) ambul

SPELLING RULE:

Suffixes are small words that we add to the end of words to make new words or change the grammar.

Vowel suffix: -ance -er -ing -able/-ible -est -ed -ation.

Consonant suffix: -ly -less -y -ship -ment -ness -ful -s.

ETYMOLOGICAL KNOWLEDGE:

ORIGIN: Latin

MEANING: walk, move

WORD BUILDING: amble - to walk in a slow, relaxed way; ambulant - walking or moving around; ambulance - a vehicle that moves a patient

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Questions Write a question where the answer is one of your spelling words. You must write at least 5 questions in total.</p> <p>Date: _____</p>
<p>Rhyming Wheels Think of as many words as you can that rhyme with 10 spelling words. e.g. light – fright, kite, might, tight, bright, bite,</p> <p>Date: _____</p>	<p>Alliteration Write a sentence for 10 spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart Write a sentence for 5 of your spelling words.</p>	<p>Thesaurus Use a thesaurus to find some synonyms (other words that have a similar meaning) for 5 of your spelling words. e.g. Happy – Cheerful</p> <p>Date: _____</p>	<p>Sort Them Out Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Spelling Pictures Select 5 spelling words and draw a neat and colourful picture for each one.</p> <p>Date: _____</p>	<p>Code Breaker Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Writing Persuasive Texts



What Are Persuasive Texts?

The purpose of a persuasive text is to convince the reader or listener to agree with a particular viewpoint on a topic or issue.

Persuasive texts are written about topical issues that people might have varied opinions about e.g. whether or not homework is necessary.

There are many types of persuasive texts, such as:

- advertisements
- debates
- newspaper editorials
- election speeches.



Persuasive Texts - Structure

Title – the topic of the text, which may be presented as a ‘for’ or ‘against’ statement e.g. Homework is Unnecessary.

Sizzling Start/Opening Statement – the author introduces the topic of the text and outlines his or her viewpoint about the topic.

Body Paragraphs – Series of Arguments – the author presents Three arguments, to convince the reader to support his or her viewpoint.

Exciting Ending/Concluding Statement – the author summarises the arguments presented and reinforces his or her viewpoint about the topic.

Persuasive Text - Example

Title Stop Polluting the Ocean

Sizzling Start

A horrible stench fills the air, choking my breathe. The once clear, and pristine ocean has been overtaken by floating islands of rubbish. How would you feel if there were plastic bottles, chemicals, ripped fishing nets and other containers strewn all around your house? This is the state of many oceans around the world. It is vital that humans stop destroying our precious oceans with these careless acts of pollution.

Persuasive Text - Example

Body Paragraphs - Series of Arguments

There are many things we can do in our everyday lives to help reduce this environmental disaster. Drinking water from the tap instead of from plastic bottles, will reduce the amount of plastic in our beloved oceans. Also, taking reusable shopping bags to the supermarket instead of using plastic ones will prevent them finding their way into the sea. Did you know that plastic bags take 10-20 years to decompose!! Some sea creatures unfortunately mistake these for food! We need to think about the amount of garbage that we produce and don't waste food unnecessarily. If you see rubbish while you are outdoors, you should pick it up and dispose of it responsibly and take 3 for the Sea!

- Underline the topic sentence used in that paragraph.



Persuasive Text - Example

Ending with Impact!

The seagulls shriek while the gentle waves roll onto the shore. The sand feels soft between my toes. Ocean pollution is everyone's problem. We must work together to protect our oceans and save these precious environments for future generations.



Persuasive Texts - Language

Persuasive texts use formal, clear and persuasive language. This helps the author to convince the reader or listener to agree with their view.

Here are some examples of language you might find in a persuasive text:

- use of the verb 'to be' in the present tense
- use of thinking verbs to describe mental processes
- use of connecting words and phrases to link arguments together
- use of cause and effect connectives to show consequences
- use of strong, emotive words to emphasise a point
- use of modal verbs (modality) to express different levels of certainty.



Persuasive Language - Example

Here are some examples of **present tense verbs**, **connecting words**, **cause and effect words**, **emotive words** and **modal verbs** used in *Stop Polluting the Ocean*.

There **are** many things we **can** do in our everyday lives to help **reduce** this **environmental disaster**. **Drink** water from the tap instead of from plastic bottles. **Also**, **take** reusable shopping bags to the supermarket instead of using plastic ones. **Think** about the amount of garbage you **produce**; don't **waste** unnecessarily. **If** you **see** rubbish while you **are** outdoors, you **should** **pick** it up and **dispose** of it **responsibly**.



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qu
quarter pounder
queen of pop

Week 2 Area Glossary

- **area**: the amount of space that a surface takes up, measured in square units
 - **dimensions**: the length, width and height of an object
 - **factor**: a whole number that divides exactly into another number
 - **length**: the distance from one end to another. It is also used to describe the longest side of an object or shape.
 - **Hectare (ha)**: a unit of measurement used to measure large areas of land such as farms
 - **square centimetre (cm²)**: a square unit of measurement that has sides one centimetre in length, used to measure small areas
 - **square metre (m²)**: a square unit of measurement that has sides one metre in length, used to measure area
 - **square kilometre (km²)**: a square unit of measurement that has sides one thousand metres (1,000m) in length, used to measure large areas, e.g. New South Wales
 - **width**: the distance from side to side. It is also called the breadth.
-
- **base**: the bottom side of a triangle
 - **diagonal**: a straight line inside a 2D shape connecting two non-adjacent vertices
 - **dimensions**: the length, width and height of an object
 - **perpendicular lines**: lines that are at right angles to each other
 - **perpendicular height**: height measured at 90° from the base to the opposite vertex

Monday 4th May

Area

Learning Intention

Today we are learning to:

- Calculate the area of a rectangle and a square using it's dimensions

Warm up

Online Activities

Who Am I using numbers?
I am a number.
I am 4 digits long.
3 & 5 are 2 of my many factors
What number could I be?

Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions.

Play hit the button and practice a timetable that you need to improve on for 5 minutes.
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Offline Activities

Who Am I using numbers?
I am a number.
I am 4 digits long.
3 & 5 are 2 of my many factors
What number could I be?

Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions.

Complete one 5 timetables sheet. Record your time.

Word Problem

A bread company makes 5 types of bread. A restaurant chain ordered 92 loaves of each kind of bread.

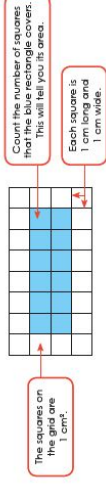
How many loaves of bread in total did the restaurant chain order?

What is Area?

Area – The amount of space that a surface takes up, measured in square units

The definition above tells us that area is measured in square units. For example, when using centimetres to measure area, we would write the unit of measurement as **square centimetres** or **cm²**. The small number ² tells us that we are looking at the square units used for area. When you are using metres to measure area then it is written as **square metres** or **m²**.

Area of Rectangles and Squares



This rectangle covers 12 squares, which are 1 cm² each. This means the area of the rectangle is written as 12 cm².

Q1. Make a rectangle that has 6 squares long and 7 squares wide.

How many blocks in each column of your rectangle? _____ . **Tip: Columns go down.**

How many blocks are in each row? _____
Tip: Rows go across.

What is the area? _____ cm²

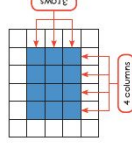
Multiplication can be used to calculate area, which makes it easier to calculate the area of larger shapes.

[Watch this video on Area. Watch video 4.50:](https://www.youtube.com/watch?v=xCdxURXMidFY)

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

Area of Rectangles and Squares

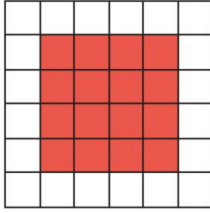
Multiplication can be used to calculate area, which makes it easier to calculate the area of larger shapes.



This can be written in a shorter way using multiplication. 4 cm x 3 cm = 12 cm².

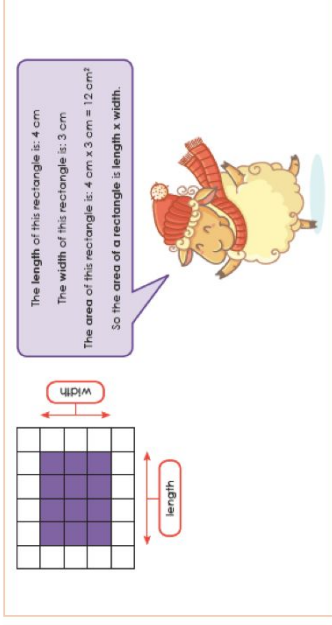
Method 1: - You can find the area of a rectangle or square by multiplying its length by its width. First, count how many squares (centimetres) are in one row, then, how many are in one column. Finally, multiply the columns by the rows.

Let's look at another example.



squares in each column: 4
 squares in each row: 4
 area: $4 \text{ cm} \times 4 \text{ cm} = 16 \text{ cm}^2$

Method 2: When using the multiplication method to find the area of a rectangle, multiply the length by the width. The number of squares in a row is the equivalent to the length of the shape. The number of squares in a column is the equivalent to the width of the shape.

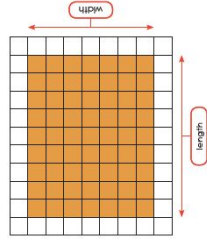


Area of Rectangles and Squares

To find the area of a rectangle, multiply the length by the width.

The number of squares in a row is the equivalent to the length of the shape.

The number of squares in a column is the equivalent to the width of the shape.

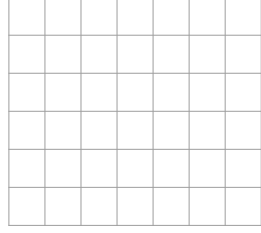


The length of this rectangle is: 9 cm
 The width of this rectangle is: 7 cm
 The area of this rectangle is:
 $9 \text{ cm} \times 7 \text{ cm} = 63 \text{ cm}^2$



Your Turn

This rectangle is 7 squares long and 6 squares wide.



How many blocks in each column of the rectangle? _____

How many blocks are in each row? _____

Area: _____ cm x _____ cm = _____ cm²

The length of the rectangle is: _____

The width of the rectangle is: _____

The area of the rectangle is: _____ x _____ = _____

Turn in Task

Complete the assignment in Google Classroom titled:


"Week 2 Monday - Turn In Task

You may write the answers in a Google Doc or Workbook.

Problem Solving

17 A rectangle has an area of 16 cm^2 . If one side is 8 cm the other side is

4 cm 8 cm 2 cm 1 cm

Shade one bubble. 

Online Games or Worksheet

Complete the online Games or the Worksheet provided.

<https://www.skwirk.com.au/esa/area>

[http://www.amsi.org.au/ESA_middle_years/Year5_md/Year5_1c.html#stupro](http://www.amsi.org.au/ESA_middle_years/Year5/md/Year5_1c.html#stupro)

op

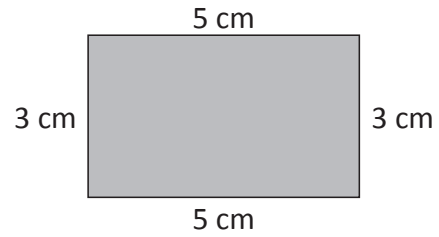
<https://education.abc.net.au/home#!/media/2137657/>

Area – introducing area

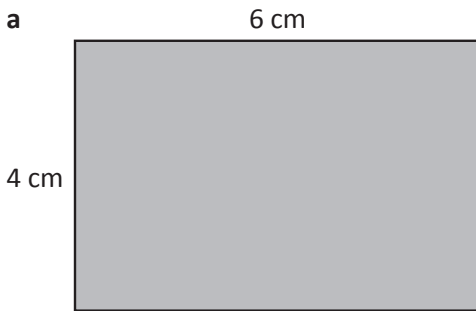
We can use this formula to find the area of rectangles:

$$\text{Area} = \text{length} \times \text{width}$$

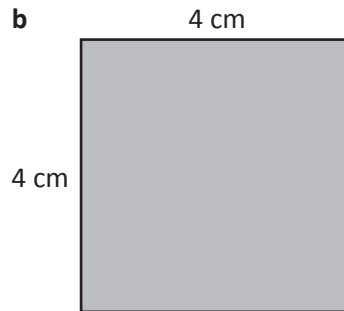
$$\text{Area} = 3 \times 5 = 15 \text{ cm}^2$$



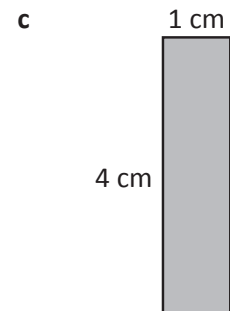
4 Find the areas of these shapes*:



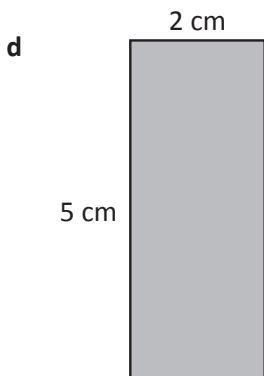
Area = cm²



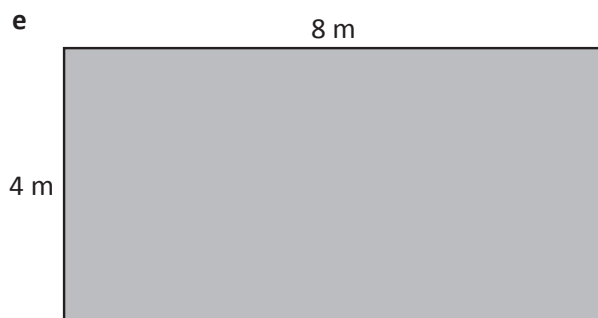
Area = cm²



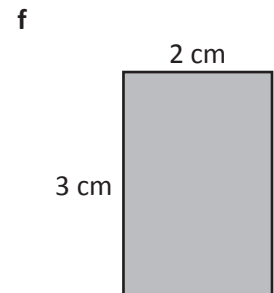
Area = cm²



Area = cm²

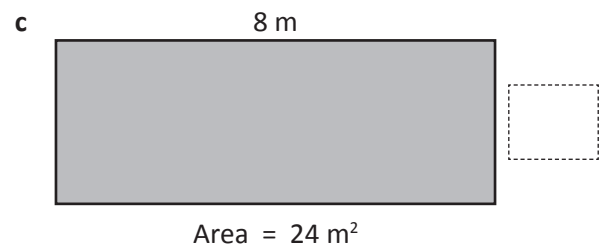
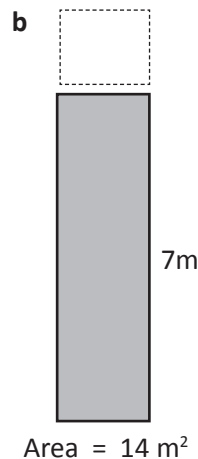
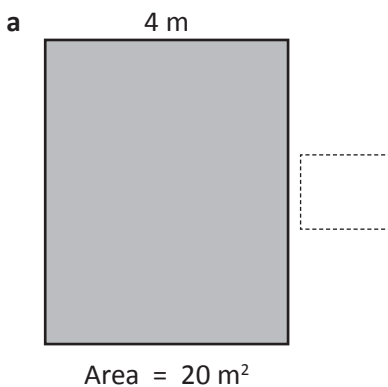


Area = m²



Area = cm²

5 In each shape*, you are given the area but one side is not labelled. Label the missing side:



*Not drawn to scale.

Jake Sully- Avatar.

Situation: The protagonist, Corporal Jake Sully has just become the leader of the Native tribe, the inhabitants of the Pandora planet. The planet has been captured by the humans and so in order to motivate and boost the morale of the natives of Pandora, Jake Sully says the following:

The Sky People have sent us a message... that they can take whatever they want. That no one can stop them. Well, we will send them a message. You ride out as fast as the wind can carry you. You tell the other clans to come. Tell them Toruk Macto calls to them! You fly now, with me! My brothers! Sisters! And we will show the Sky People... that they cannot take whatever they want! And that this... this is our land!

Cheshire Cat - Alice in Wonderland

Situation: Alice is looking for the white rabbit in the wonderland. On the way, she encounters Cheshire Cat who tells her to meet Mad Hatter.

Oh by the way, if you'd really like to know he went that way. ... The white rabbit. ... He did what? ... Who did? ... What rabbit? ... Can you stand on your head? However if I were looking for a white rabbit, I'd ask the Mad Hatter ... or there's the March Hare in that direction. ... Of course, he's mad too. ... Oh you can't help that, most everyone's mad here. ... Ha ha ha. You may have noticed that I'm not all there myself.

Ms Trunchbull - Matilda by Roald Dahl

Situation: Ms Trunchbull enters Miss Honey's classroom

Don't breathe at all. Sit!

I have never been able to understand why small children are so disgusting. They're the bane of my life.

They're like insects. They should be got rid of as early as possible. My idea of a perfect school.....is one in which there are no children at all. Do you agree, Miss Honey? Now, you, front of the class! Next time I tell you to empty your pockets, you'll do it faster, won't you? Yes, Miss Trunchbull.

Miss Honey, this could be the most interesting thing you've ever done. Sit down, you squirming worm of vomit!

The Grinch - How the Grinch Stole Christmas

Situation: Grinch, the antagonist of the film, who does not like to celebrate Christmas, is invited by the natives of Whoville city to be a part of festive celebration. The following monologue shows Grinch self-arguing on whether to attend the party.

The nerve of those Whos. Inviting me down there - on such short notice! Even if I wanted to go my schedule wouldn't allow it. 4:00, wallow in self pity; 4:30, stare into the abyss; 5:00, solve world hunger, tell no one; 5:30, jazzercise; 6:30, dinner with me - I can't cancel that again; 7:00, wrestle with my self-loathing... I'm booked. Of course, if I bump the loathing to 9, I could still be done in time to lay in bed, stare at the ceiling and slip slowly into madness. ... But what would I wear?!

Pirates of the Caribbean: Curse of the Black Pearl

Captain Barbossa: Look! The moonlight shows us for what we really are! We are not among the living, and so we cannot die. But neither are we dead! For too long, I've been parched of thirst and unable to quench it. Too long I've been starvin' to death and haven't died. I feel nothin'. Not the wind on my face nor the spray of the sea, nor the warmth of a woman's flesh. *(He reached for her, his hand turning skeletal)* You best start believin' in ghost stories, Miss Turner. You're *in* one!

Cat - Seussical: Cat in the Hat (Can be used as a song or spoken)

I can see that you've got quite a mind for your age!
Why, one think and you dragged me right onto the stage!
Now, I'm here, there is not telling what may ensue...
Whit a Cat such as me and a think like you!
Oh the things you can think!
Oh the things you can think if you're willing try...
Think invisible ink! Or a Gink with a stink! Or a stair in the sky
If you open your mind, oh, the things you will find, lining up to get loose...
Oh. The things you can think when you think about Seuess!

Dorothy - Wizard of Oz

Situation: Dorothy returns home to Kansas after her unexpected adventure to the Land of Oz.

But it wasn't a dream. It was a place. And you and you and you...and you were there. But you couldn't have been could you? No, Aunt Em, this was a real truly live place and I remember some of it wasn't very nice, but most of it was beautiful - but just the same all I kept saying to everybody was "I want to go home," and they sent me home! Doesn't anybody believe me? But anyway, Toto, we're home! Home. And this is my room, and you're all here and I'm not going to leave here ever, ever again. Because I love you all. And... Oh Auntie Em! There's no place like home!

The Empire Strikes Back- Star Wars

YODA: (edi Master Yoda (voice of Frank Oz) responded to young Jedi trainee Luke Skywalker's (Mark Hamill) claim that his submerged X-wing fighter ship was too large to levitate with the Force)

Yoda: "Size matters not. Look at me. Judge me by my size, do you? Hmm? Hmph! And well you should not, for *my* ally is the Force. And a powerful ally it is. Life creates it, makes it grow. Its energy surrounds us and binds us. Luminous beings are we, not this crude matter. You must *feel* the Force around you. Here, between you, me, the tree, the rock, everywhere! Yes, even between the land and the ship."

Independence Day

President Thomas J. Whitmore (Bill Pullman) delivered a speech to US fighter pilot crews before their final attack:

Good morning. In less than an hour, aircraft from here will join others from around the world. And you will be launching the largest aerial battle in the history of mankind. Mankind - that word should have new meaning for all of us today. We can't be consumed by our petty differences anymore. We will be united in our common interests. Perhaps it's fate that today is the 4th of July, and you will once again be fighting for our freedom. Not from tyranny, oppression, or persecution, but from annihilation. We're fighting for our right to live, to exist. And should we win the day, the 4th of July will no longer be known as an American holiday, but as the day when the world declared in one voice: 'We will not go quietly into the night!' 'We will not vanish without a fight!' 'We're going to live on!' 'We're going to survive!' Today we celebrate our Independence Day! (*Cheers*)

Harry Potter and the Philosopher's Stone.

Professor Snape's INtroduction to Potions Class

There will be no foolish wand-waving or silly incantations in this class. As such, I don't expect many of you to appreciate the subtle science and exact art that is potion-making. However, for those select few who possess the predisposition, I can teach you how to bewitch the mind and ensnare the senses. I can tell you how to bottle fame, brew glory, and even put a stopper in death. Then again, maybe some of you have come to Hogwarts in possession of abilities so formidable that you feel confident enough to not pay attention!

5H Home Learning Week 2 Term 2

Tuesday 5 th of May		Online Activities	Offline Activities
Morning Session Approx. 1.5 hours	Spelling	Complete your spelling activities in a Google Doc. ❖ LSCWC ❖ Type out your words in reverse alphabetical order. ❖ Complete 1 Activity from the spelling grid provided.	Complete your spelling activities in your workbook. ❖ LSCWC ❖ Write out your words in reverse alphabetical order. ❖ Complete 1 Activity from the spelling grid provided.
	Sentence a day	❖ A complex sentence includes two parts: <ul style="list-style-type: none"> ○ An independent clause that can stand on its own. (It would make sense as a sentence without the other part.) ○ A dependent clause that needs the other clause to work. (It would not make sense as a sentence without the other part because some part of the information is missing.) ❖ Complex sentences contain subordinating conjunctions (joining words) such as after, so, because, since, although, even though, but, before, unless, when, whenever, who, whoever, etc. ❖ Think of a dependent clause to complete each of these complex sentences. ❖ 1. Simon picked a banana from the fruit bowl because _____ 2. My mum has brown hair and brown eyes, whereas _____ 3. The roof of the house had been leaking ever since _____ ❖ Extension: Write some complex sentences of your own including the members of your household.	❖ A complex sentence includes two parts: <ul style="list-style-type: none"> ○ An independent clause that can stand on its own. (It would make sense as a sentence without the other part.) ○ A dependent clause that needs the other clause to work. (It would not make sense as a sentence without the other part because some part of the information is missing.) ❖ Complex sentences contain subordinating conjunctions (joining words) such as after, so, because, since, although, even though, but, before, unless, when, whenever, who, whoever, etc. ❖ Think of a dependent clause to complete each of these complex sentences. ❖ 1. Simon picked a banana from the fruit bowl because _____ 2. My mum has brown hair and brown eyes, whereas _____ 3. The roof of the house had been leaking ever since _____ ❖ Extension: Write some complex sentences of your own including the members of your household.
	Movement Break - 10 star jumps, 10 push ups, 10 burpees (repeat x 3)		
Writing Turn it in	❖ Revise your brainstorm and the definition you wrote down about persuasive texts.	❖ Revise your brainstorm and the definition you wrote down about persuasive texts.	

		<ul style="list-style-type: none"> ❖ Look through the video and Google Slides on Persuasive Devices. The persuasive text is about Polluting the oceans. https://www.youtube.com/watch?v=nRAtS4s_Dr8 ❖ Create your own glossary for <u>all the devices</u> in your book or a Google Doc. ❖ You need to ; ❖ - Write the name of the persuasive device ❖ - Write the definition. - Write your own example for each device. <p>Keep this glossary throughout the term to help you!</p> <p>Turn it in on Google Classroom</p>	<ul style="list-style-type: none"> ❖ Look through the Worksheet on Persuasive Devices. The persuasive text is about Polluting the oceans. ❖ Create your own glossary for <u>all the devices</u> in your book or a Google Doc. ❖ You need to ; ❖ - Write the name of the persuasive device ❖ - Write the definition. - Write your own example for each device. <p>Keep this glossary throughout the term to help you!</p> <p>Turn it in on Seesaw or Google classroom.</p>
	Reading	Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.	Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.
Movement Break - 5 minutes kick, throw or bounce a ball			
BREAK!			
Middle Session Approx. 1.5 hours	Reading & Comp	<ul style="list-style-type: none"> ❖ School magazine. ❖ Check the worksheet to see which poem you are reading and then answer the question in a Google Doc. ❖ I have separated the reading groups for two different poems. ❖ Once you have finished if you would like to read the other one you may 😊 <p>Below is the links for both the poems, make sure check which one I have assigned for your group</p> <p>Sock monster: https://youtu.be/vq_nSmHY478</p> <p>The Sea: You can read it or there is an option to have it read to you on the website. https://theschoolmagazine.com.au/resources/the-sea</p>	<ul style="list-style-type: none"> ❖ School magazine. ❖ Check the worksheet to see which poem you are reading and then answer the questions in your workbook. ❖ I have separated the reading groups for two different poems. <p>Once you have finished if you would like to read the other one you may 😊</p> <p>Both the poems are attached as a worksheet. Make sure check which one I have assigned for your group.</p>
	Movement Break - 10 sit ups, 10 high knees, 10 mountain climbers (repeat x 3)		
	Maths	<ul style="list-style-type: none"> ❖ Creating the same areas for shapes with different dimension <p>Please refer to the uploaded maths modelled and guided activities and worksheet for today. This will show how to create different shapes with the same</p>	<ul style="list-style-type: none"> ❖ Creating the same areas for shapes with different dimension <p>Please refer to the uploaded maths modelled and guided activities and worksheet for today. This will show how to create different shapes with the</p>

		<p>area. Complete the questions in your book or a google doc.</p> <ul style="list-style-type: none"> ❖ Online component Once you have read through and completed the modelled and guided maths activities complete the worksheet and the online game about Area. ❖ 	<p>same area. Complete the questions in your book.</p> <ul style="list-style-type: none"> ❖ Complete the worksheet provided.
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BREAK!

45 minutes	BTN Speaking and Listening	<p>https://www.abc.net.au/btn/</p> <ul style="list-style-type: none"> ❖ Watch the BTN episode 11. Write down simplified dot points during the episode on the different stories. ❖ After watching the episode, scroll down on that page and click on one of the Teachers Resources PDF. Complete the questions on ONE of the stories covered. See the example below on where to find the questions. 	<ul style="list-style-type: none"> ❖ Read the news article about Meteor Showers and answer the questions. ❖ Create an artwork: Capture it! A meteor shower is a big event for astronomers and photographers. Some camp out for nights hoping to see and record these special scenes in our night sky. ❖ Imagine you are a photographer setting up to take the best photo of your life to show the world an incredible view of Australia. ❖ Choose an Australian landmark or scene — perhaps the Sydney Opera House, Uluru, a beach or special tree or wildlife — anything you think shows off something beautiful about our country. ❖ Then, draw, paint or make a collage of that scene with the Lyrids meteor shower happening in the night sky behind the landmark.
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Persuasive Devices



What Are Persuasive Devices?

Persuasive devices are important tools which we can use to convince others to agree with our viewpoint.

Persuasive devices are used to:

- create a bond between the author and the reader or listener
- reinforce and emphasise the author's viewpoint
- appeal to the emotions of the reader or listener
- make the author seem knowledgeable, reliable and correct
- make other views seem foolish, dangerous and wrong.

Rhetorical Questions

Rhetorical questions are asked just for effect or to emphasise a point. Directly answering the questions is not expected.

How would you feel if your home was littered with rubbish?


An illustration of a girl with black hair and a pink shirt looking at a sea turtle in a polluted ocean. The ocean is blue with some green seaweed and a white plastic bag. A speech bubble above the girl contains the text: "How would you feel if your home was littered with rubbish?". A small green circular icon with a white person silhouette is in the bottom right corner of the illustration.

Can you think of some other examples of rhetorical questions which might be included in this text?



Personal Pronouns

Personal pronouns are words such as: *you, our, we* and *us*. Use personal pronouns to make the reader feel like you are talking directly to them.




We have to work together to clean up our oceans.

Can you think of some other statements using personal pronouns which might be included in this text?



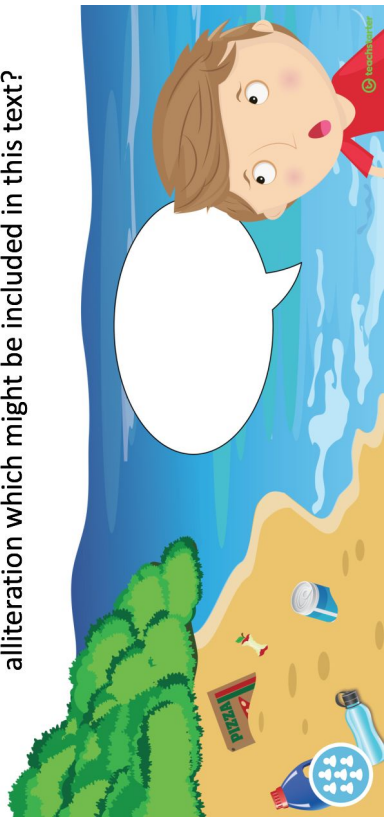
Alliteration

Alliteration is the repetition of the same or similar kinds of sounds at the beginning of words or in stressed syllables.



Our beautiful beaches have been bombarded with rubbish.

Can you think of some other statements using alliteration which might be included in this text?



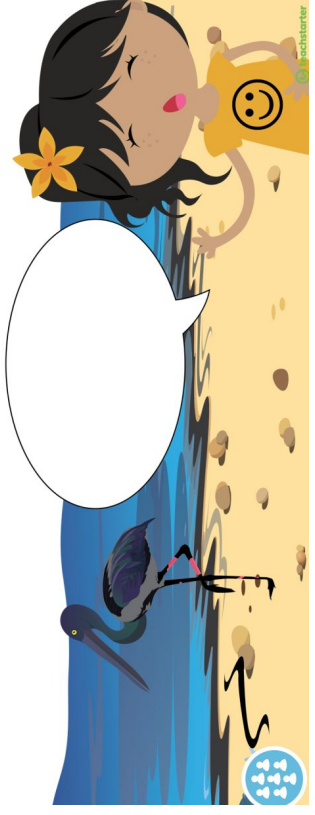
Emotive Language

Emotive language is used to make the reader feel certain emotions, such as sadness or excitement.

Think about the poor, defenceless animals that are suffering because of our rubbish.



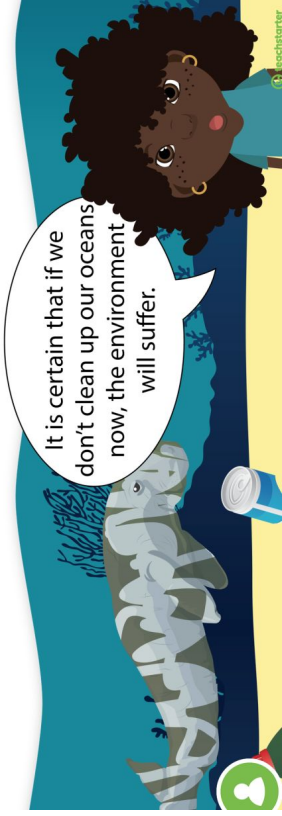
Can you think of some other statements using emotive language which might be included in this text?



Modality

Modality is used to indicate the degree to which something is certain, possible or improbable.

It is certain that if we don't clean up our oceans now, the environment will suffer.



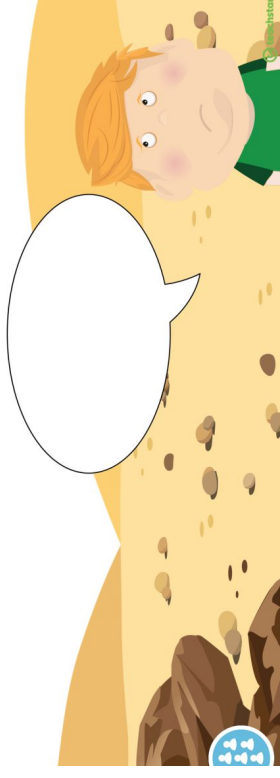
Can you think of some other statements using high modality which might be included in this text?



Exaggeration

Exaggeration is used when giving information that is inflated or over the top. Exaggerating information can help to emphasise the point being argued.

If we don't take action today, the world as we know it will cease to exist!



Can you think of some other statements using exaggeration which might be included in this text?

Repetition

Repetition is when important words or phrases are repeated so that they stick in the reader's mind.

It is up to us to make a change, it is up to us to take a stand and it is up to us to make a difference.



Can you think of some other statements using repetition which might be included in this text?

Rule of 3

The rule of 3 is when 3 adjectives or phrases are used together to draw the reader's attention.

Polluting our oceans is destructive, inhumane and just plain wrong.



Can you think of some other statements using the rule of 3 which might be included in this text?

Facts


Facts are pieces of information that are used to back up an argument.

Eight million tonnes of plastic are going into the ocean each year.



Can you think of some other statements using facts which might be included in this text?

Reading Tuesday

Groups	Students	Poem	Questions																								
Purple Magenta Yellow Orange	<p>Purple: Ali, Michael, James</p> <p>Yellow: Dylan, Patressa, Clarissa, Alex B, Joanna</p> <p>Magenta: Amelia, Elijah, Harry</p> <p>Orange: Makenzie, Kordell, Charlotte, Maahir, Kyah</p>	<p>Sock Monster - Poem (Blast Off) https://theschoolmagazine.com.au/resources/sock-monster</p> <p>❖ Watch and listen to the poem https://youtu.be/vq_nSmHY478</p>	<ol style="list-style-type: none"> Why does the author think there is a monster in his house? What is hiding in the school shoes? Describe the Sock Monster and what he does? How could the person in the story solve the problem of the missing socks? Write 4 more rhyming words for these words from the poem. <table border="1" data-bbox="927 658 1437 943"> <tbody> <tr> <td>sport</td> <td>short</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>spots</td> <td>socks</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>eat</td> <td>feet</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>do</td> <td>shoe</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> Do you think spots and socks really rhyme? Yes/No and why? Do you have a sock monster at your house? Draw what he would look like. <p>Write down all the adjectives you can find in the poem.</p>	sport	short					spots	socks					eat	feet					do	shoe				
sport	short																										
spots	socks																										
eat	feet																										
do	shoe																										
Blue Teal Red	<p>Teal: Kobe, Capree, Edmond, Sukaina, Matthew</p> <p>Red: Raymond, Thomas, Charli, Naeva</p> <p>Blue: Noah, Elise, Charlee, Jessica, Alex P</p>	<p>The Sea – Poem (Orbit) https://theschoolmagazine.com.au/resources/the-sea</p> <p>❖ Watch and listen to the poem</p>	<ol style="list-style-type: none"> What has made the person’s hair stiff? What do you think the author means by “the engine of the sea roaring, churning”? Why is the sand described as stinging sand? Not soft sand? Why is the sand being describe as a corrugated ridge? See picture below.  <ol style="list-style-type: none"> What does the author mean when she says the gulls are “piercing the skin of the sea”? Why are the gulls doing this? 																								

			<p>Organise the words below into the correct categories.</p> <p>Categories: See, Smell, Hear, Feel</p> <ul style="list-style-type: none">- Salty air- Corrugated ridges- Beaded seaweed- Engine roaring- Churning- Stinging sand- Glowing bluebottles- Cool waves <p>Complete the Sea Worksheet. You will need to look up some examples of figurative language. Use a dictionary or search online.</p>
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Sock Monster

Poem by Beverley McWilliams and Illustrated by Cheryl Orsini

A Monster lives inside my house.
I've no idea where.
But when I come to get some socks
there's never *quite* a pair.

There's a stripy one, a spotty one
and one that's red and blue.
There's a fluffy one, a scruffy one
and one that's almost new.

There's one I like to wear in bed
and one that's good for sport.
There's one that stretches up my leg
and one that's really short.

But none that go together.
So I hope Mum never spots
that hiding in my school shoes
are a pair of mismatched socks.

I don't know what he does with them.
Perhaps they're good to eat.
Or maybe he has seven kids
who each have seven feet.

Things were bad enough ...
But now I don't know what I'll do.
That cheeky, sneaky sock monster
has gone and pinched my shoe!



Questions

1. Why does the author think there is a monster in his house?
2. What is hiding in the school shoes?
3. Describe the Sock Monster and what he does?
4. How could the person in the story solve the problem of the missing socks?
5. Write 4 more rhyming words for these words from the poem.

sport	short				
spots	socks				
eat	feet				
do	shoe				

6. Do you think spots and socks really rhyme? Yes/No and why?
7. Do you have a sock monster at your house? Draw what he would look like.

The Sea

Poem by Paula Stevenson and illustrated by Marjorie Crosby-Fairall

I can smell it first—
the salty air, feel it
crusting my skin,
stiffening my hair.

Then I can hear it—
the engine of the sea
roaring, churning.

I race across
the stinging sand
to the cool fringes
of the waves.

My toes disappear—
footless I stand
like a statue
on a strange shore.

The waves unroll
then retreat
exposing my feet
on corrugated ridges.

Above me gulls shriek
diving like arrows,
piercing the skin
of the sea.

I trace a trail
past glowing bluebottles
and beaded seaweed.

On the sandy floor
of the rock pool
three red starfish
gaze at the sky above.



1. What has made the person's hair stiff?
2. What do you think the author means by "the engine of the sea roaring, churning"?
3. Why is the sand described as stinging sand? Not soft sand?
4. Why is the sand being describe as a corrugated ridge? See picture below.



5. What does the author mean when she says the gulls are "piercing the skin of the sea"?
6. Why are the gulls doing this?

Organise the words below into the correct categories.

Categories: See, Smell, Hear, Feel

- Salty air
- Corrugated ridges
- Beaded seaweed
- Engine roaring
- Churning
- Stinging sand
- Glowing bluebottles
- Cool waves

Complete the Sea Worksheet. You will need to look up some examples of figurative language. Use a dictionary or search online.

The Sea

Poetry often contains literary devices—words used in particular ways to create effects. Below are some common literary devices you will find in poetry. Use a dictionary to define each one. Then select the correct example from the bottom of the page. Then try creating one of your own examples for each literary device!

Literary device	Definition	Example	My example
Alliteration			
Assonance			
Simile			
Metaphor			
Personification			
Hyperbole			
Imagery			
Rhyme			

Examples of literary devices

Teach me to tame the tiger! It was as soft as a cloud
The stars are shining jewels I sighed at the height of the spire

It feels like a year, Since you were near The wind has a temper
I smelt the sharp tang of oranges Your stomach is a bottomless pit!

Tuesday 5th May

Area

Learning Intention

Today we are learning to:

- Understand how rectangles can have the same area but different dimensions using factors

Warm up

Online Activities

Use these numbers to work out different questions – 10,3,4,5,2,1,100.

The answer must be 345.

Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions. Complete in Book.

Play hit the button and practice a timetable that you need to improve on for 5 minutes.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Offline Activities

Use these numbers to work out different questions – 10,3,4,5,2,1,100.

The answer must be 345.

Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions.

Complete one page from the 5 timetable sheet. Record your time

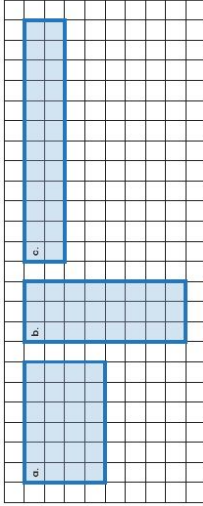
Word Problem

There are 8 giant jars of marbles on display at a toy store. Each jar contains 348 marbles.

How many marbles are there in all?

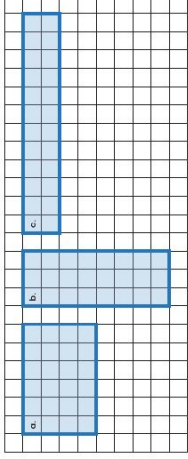
Area of Rectangles and Squares

Kelly asked Paul to paint her three pictures for her bedroom. She bought three canvas frames for him. Paul needs to work out the area so he can buy paint. To find the area of each rectangle Paul needs to multiply the length by the width. Look at the rectangles placed on a 1 cm² grid.



Area of Rectangles and Squares

Help Paul to calculate the area of each one.



a. Area: _____ x _____ = _____

b. Area: _____ x _____ = _____

c. Area: _____ x _____ = _____

Dimensions

Think about the following questions regarding the canvases.

1. What is different about the canvases?
2. What is the same about the canvases?

Rectangles can have the same area but have different **dimensions**. They can cover the same area but look different. What are dimensions?

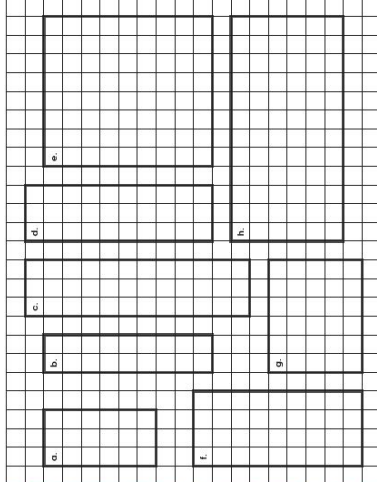
Dimension: the length, width and height of an object

Your Turn

Look at the rectangles on the grid. Calculate the area of each one.

How could you create rectangles with the same area but different dimensions?

HINT: Use multiplication to work out the area of rectangles.



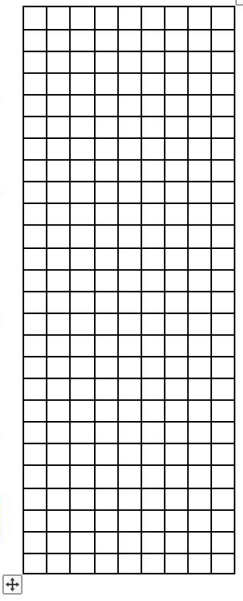
Factors

Factors can help find rectangles that have the same area but different dimensions. Read the definition below.

Factors: a whole number that divides exactly into another

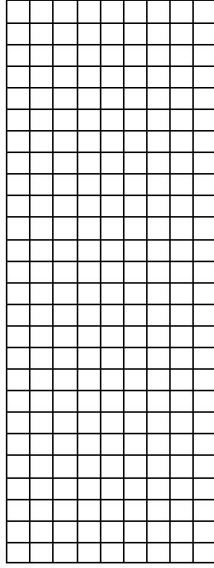
To work out if there are other rectangles that have the same given area, but different dimensions think about factors that divide into it.

- a. Draw two rectangles that have an area of 20m^2 on the grid below and complete the table below. (NB: The squares in this grid are now equal to 1m^2)



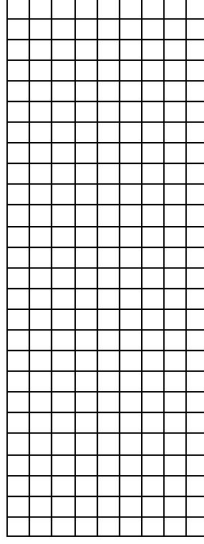
Area	Length (m)	Width (m)
24m^2		
24m^2		

- b. Draw two rectangles that have an area of 48m^2 on the grid below and complete the table below.



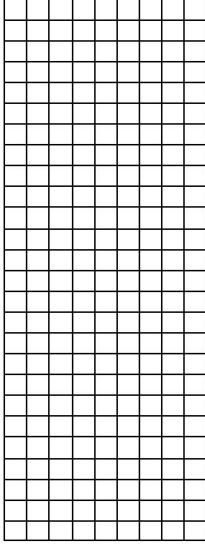
Area	Length (m)	Width (m)
40m^2		
40m^2		

- c. Draw two rectangles that have an area of 60m^2 on the grid below and complete the table below.



Area	Length (m)	Width (m)
56m^2		
56m^2		

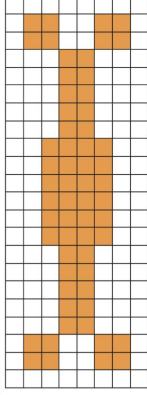
- b. James received an art kit to make fridge magnets. He makes two different rectangular magnets with an area of 30cm^2 . What could the different dimensions of the two magnets be? Draw them on the grid below and write out the area using their length and width.



Area 1: _____ x _____ = _____

Area 2: _____ x _____ = _____

- c. The shape below is not a common quadrilateral such as a rectangle or square. Calculate the area of the whole shape.
 HINT: Work out the area of the squares and rectangles that make up the shape and then add them together.



Working Out space:

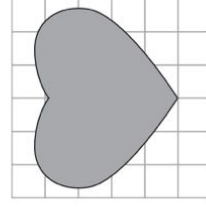
What was the area of the shape? _____ How did you calculate the area? _____

Turn it in Task

Complete the Maths assignment for today and turn it in. You can complete the worksheet in your book or print out the sheet and take a photo to turn it in:)

Problem Solving

- 19 The area of this shape is closest to:



Scale
 1 cm
 1 cm

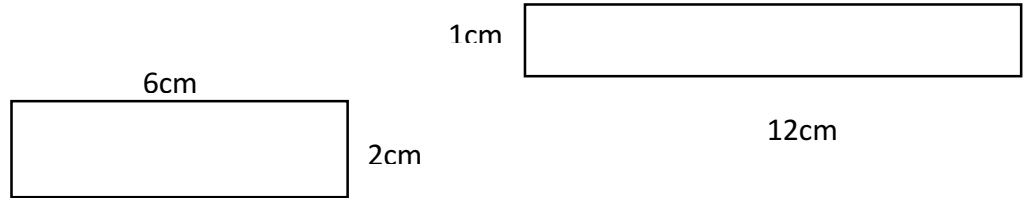
- 8 cm^2
 12 cm^2
 14 cm^2
 16 cm^2

Shapes with the same Area

Draw two shapes below that have the same area as the one on the left. You must write the length and the width. Use a ruler.

Example

$$\text{Area} = 12\text{cm}^2$$



$$\text{Area} = 24\text{cm}^2$$

$$\text{Area} = 36\text{m}^2$$

$$\text{Area} = 20\text{cm}^2$$

$$\text{Area} = 15\text{cm}^2$$


$$\text{Area} = 45\text{cm}^2$$

One of the world's oldest meteor showers to light up the Australian night sky on April 22, 2020

Jack Gramenz, April 22, 2020 9:50AM  news.com.au

Print Article 



 A composite image of meteors in the Lyrid shower over the US state of Texas in 2012. Picture: NASA

The Lyrid meteor shower has been lighting up the night sky for the past few days, and is expected to hit its peak over Australia tonight (Wednesday, April 22 into Thursday morning).

The annual show is named after the Lyra constellation* and occurs when Earth's orbit crosses with the orbit of the comet Thatcher. The comet itself doesn't come close to Earth.

It hasn't even entered the inner solar system since 1861, and isn't expected to again until 2276, thanks to its roughly 415 year orbit.



Pieces of debris that have fallen off the comet intersect* with the Earth's orbit every year around April, according to

astronomy site EarthSky. The Lyrid shower is one of the oldest known regular meteor showers, dating back 2700 years.

 Australians will be able to see the Lyrid shower without the need for telescopes.

You can expect to see around 10 to 18 meteors an hour if you have good viewing conditions.

Leaving your house to try and observe a meteor shower is unlikely to be considered essential travel, so it's recommended that you don't move to higher ground or out of the city in order to try and see the meteors.

But if you lie on the ground in your yard and give yourself time for your eyes to adjust to the darkness, you could be able to see some of the meteors, depending on local light pollution from things like streetlights and signs.

Those in country areas have a better chance thanks to less light pollution and development blocking out views.

COMING SOON!

Watch out for the next exciting meteor shower to come to your sky: Eta Aquarids.

This annual shower of meteors – some with a glowing green tail behind them — will peak at 7am (EST*) on May 6 and is visible for several days before and after this date.

GLOSSARY

- **constellation:** a group of stars that appear to form a pattern or a shape of something recognisable
- **intersect:** cross paths
- **EST:** Eastern Standard Time, which is the time in winter in Victoria, Tasmania, NSW and Queensland

QUICK QUIZ

1. What is a constellation? Give an example.
2. What comet causes Lyrids?
3. Should you travel away from home to see the meteor shower this year? Why or why not?
4. Why could it be easier in the country to see meteors?
5. What is the next big meteor shower that we will be able to see?

CLASSROOM ACTIVITY

1. Capture it!

A meteor shower is a big event for astronomers and photographers. Some camp out for nights hoping to see and record these special scenes in our night sky.

Imagine you are a photographer setting up to take the best photo of your life to show the world an incredible view of Australia.

Choose an Australian landmark or scene — perhaps the Sydney Opera House, Uluru, a beach or special tree or wildlife — anything you think shows off something beautiful about our country.

Then, draw, paint or make a collage of that scene with the Lyrids meteor shower happening in the night sky behind the landmark.

Give your “photo” (artwork) a title and record the place and date it was “taken”.

Time: take at least 30 minutes to plan and make your artwork





5H Home Learning Week 2 Term 2

Wednesday 6 th of May		Online Activities	Offline Activities
Morning Session Approx. 1.5 hours	Spelling	Complete your spelling activities in a Google Doc. <ul style="list-style-type: none"> ❖ LSCWC ❖ See how many little words you can find in each of your spelling words. E.g. together, you can see to, get, and her. ❖ Complete 1 Activity from the spelling grid provided. 	Complete your spelling activities in a book. <ul style="list-style-type: none"> ❖ LSCWC ❖ See how many little words you can find in each of your spelling words. E.g. together, you can see to, get, and her. ❖ Complete 1 Activity from the spelling grid provided.
	Sentence a day	<ul style="list-style-type: none"> ❖ Authors sometimes describe something for a reader by comparing it to something else. This is called a Simile. When you use a simile you often use the words “like” or “as”. <p style="text-align: center;">For Example: The water was <u>as clear as crystal</u>.</p> <p>Use the similes below and write them in a sentence:</p> <ul style="list-style-type: none"> • As white as a ghost • As brave as a lion • Eyes like a hawk <ul style="list-style-type: none"> ❖ Rewrite this description of a fire. Circle the similes. When we arrived, the campfire was a blazing flash of reds and oranges. As we stood around it the flames leapt higher like fingers trying to touch the sky. The smell of the burning logs filled the air and smoke stung our eyes. It crackled, its heat as comforting as a warm hug. 	<ul style="list-style-type: none"> ❖ Authors sometimes describe something for a reader by comparing it to something else. This is called a Simile. When you use a simile you often use the words “like” or “as”. <p style="text-align: center;">For Example: The water was <u>as clear as crystal</u>.</p> <p>Use the similes below and write them in a sentence:</p> <ul style="list-style-type: none"> • As white as a ghost • As brave as a lion • Eyes like a hawk <p>Rewrite this description of a fire. Circle the similes. When we arrived, the campfire was a blazing flash of reds and oranges. As we stood around it the flames leapt higher like fingers trying to touch the sky. The smell of the burning logs filled the air and smoke stung our eyes. It crackled, its heat as comforting as a warm hug.</p>
	Movement Break - 10 star jumps, 10 push ups, 10 burpees (repeat x 3)		
Writing	<ul style="list-style-type: none"> ❖ Revise the Glossary of persuasive devices that you created yesterday. ❖ Do a quick brainstorm of what you know about persuasive devices and texts. Compare it to the one you did on Monday. ❖ Complete the persuasive devices definition matching activity. Use your glossary to help you if you get stuck. ❖ Complete the persuasive devices example matching activity. 	<ul style="list-style-type: none"> ❖ Revise the Glossary of persuasive devices. ❖ Do a quick brainstorm of what you know about persuasive devices and texts. Compare it to the one you did on Monday. ❖ Complete the persuasive devices definition matching activity. Use your glossary to help you if you get stuck. 	

		<ul style="list-style-type: none"> ❖ Have a go at completing your own examples of persuasive devices on the Using Persuasive Devices Task. ❖ If you get stuck, try complete at least 4. 	<ul style="list-style-type: none"> ❖ Complete the persuasive devices example matching activity. ❖ Have a go at completing your own examples of persuasive devices on the Using Persuasive Devices Task. ❖ If you get stuck, try complete at least 4. ❖
	Reading	Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.	Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.
Movement Break - 5 minutes kick, throw or bounce a ball			
BREAK!			
	Reading Comp-	<ul style="list-style-type: none"> ❖ Go onto Reading Express or Read Theory and complete one reading and comprehension task. https://readingeggspress.com.au/ https://readtheory.org/auth/login ❖ Complete 1 activity from your Guided Reading contract. Remember you must label which one you are doing. Take your time!!! 	<ul style="list-style-type: none"> ❖ Complete 2 activities from your Guided Reading contract in your workbook. <p>***Remember you must do two different activities and label which activity you are doing. Take your time!!!***</p>
Movement Break - 10 sit ups, 10 high knees, 10 mountain climbers (repeat x 3)			
Middle Session Approx. 1.5 hours	Maths	<ul style="list-style-type: none"> ❖ Calculating hectares and square kilometres. Please refer to the uploaded maths modelled and guided activities and worksheet for today. This is on hectares and square kilometres. Complete the questions in your book or a google doc. ❖ Online component Once you have read through and completed the modelled and guided maths activities complete the online game about hectares and square kilometres. 	<ul style="list-style-type: none"> • Calculating hectares and square kilometres. Please refer to the uploaded maths modelled and guided activities and worksheet for today. This is on hectares and square kilometres. Complete the questions in your book. • Complete the worksheet provided.
BREAK!			
1 hour	Science Turn it in	<ul style="list-style-type: none"> • View the Science sheet outline for the today. • Watch the videos and complete the activities and worksheet provided. <p>A code will be given by your teacher on Google Classroom to access the videos and lessons on the website Inquisitive.</p> <p>Take a photo of your model of the sun and send it in on Google Classroom.</p>	<ul style="list-style-type: none"> • View the Science sheet outline for the today. <p>Use the sheets provided to help you complete the worksheets on the Solar System.</p> <p>Send a photo of your sun model on Seesaw</p>

Persuasive Devices Match Up

Match the correct persuasive device to its definition.

Emotive
Language

Questions asked just for effect, or to emphasise a point.

Alliteration

Words used to make the reader feel like you are talking to them.

Personal
Pronouns

Repetition of the same sound at the beginning of words.

Exaggeration

Language used to make the reader feel certain emotions.

Rule of 3

Words used to indicate the degree to which something is probable.

Rhetorical
Questions

Providing information that is inflated, or over-the-top.

Repetition

Important words or phrases that are used more than once.

Modality

Three adjectives or phrases used together to emphasise a point.

Name: _____

Date: _____

Persuasive Devices Sorting Task

The following sentences are from a persuasive text about homework.
Cut out each sentence and paste it in the correct column on the next page,
according to the type of persuasive device being used.

We need to work together to make schools see that homework is a completely unnecessary exercise.	Don't students deserve to unwind and relax after a long day at school?
After school, children deserve to unwind, relax and just be kids.	Think about all the exhausted children who must suffer through the horrific task of homework every single night.
Homework is stressful for the student; boring for the student and pointless for the student.	Students should be social after school, not stuck inside doing silly study!
Homework is destroying the childhoods of today's children.	It is certain that homework does not achieve anything for students; this old-age practice must be stopped!

Name: _____

Date: _____

Persuasive Devices Sorting Task

Rhetorical Questions	Personal Pronouns
Alliteration	Emotive Language
Modality	Exaggeration
Repetition	Rule of 3

Name: _____

Date: _____

Using Persuasive Devices

Your friends are arguing whether or not books are more enjoyable than movies.

Choose which side you support.

Write a sentence using each persuasive device to help argue your viewpoint.

Rhetorical Question: _____

Personal Pronouns: _____

Alliteration: _____

Emotive Language: _____

Modality: _____

Exaggeration: _____

Repetition: _____

Rule of 3: _____

Wednesday 6th May

Square Kilometres & Hectares

Learning Intention

Today we are learning to:

- Recognise what square kilometres and hectares are
- Understand the use of both square kilometres and hectares to measure large areas

Warm up

Online Activities

Make a number using different methods and provided numbers. Make 126.
Using all of the numbers (200,5,4,2,6) to arrive at an answer of 126.
You can use addition, subtraction, multiplication or division, but each number may only be used once.
One Answer – $200/2 = 100 + 5 \times 4 + 6 = 126$

Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions.
Complete in Book.

Play hit the button and practice a timetable that you need to improve on for 5 minutes.

<https://www.topmarks.co.uk/mathis-games/hit-the-button>

Offline Activities

Make a number using different methods and provided numbers. Make 126.
Using all of the numbers (200,5,4,2,6) to arrive at an answer of 126. You can use addition, subtraction, multiplication or division, but each number may only be used once.
One Answer – $200/2 = 100 + 5 \times 4 + 6 = 126$

Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions.

Complete one page from the 5 timetable sheet. Record your time

Word Problem

A square paddock has sides that are 17 kilometres long.

What is the paddock's area?

Square Kilometres

Square kilometres are used to measure very large areas such as; National Parks, States and Territories. A square kilometre has sides one thousand (1000) metres in length. There are one million square metres in one square kilometre.

$$1000\text{m} \times 1000\text{m} = 1\,000\,000\text{m}^2$$

OR

$$1\text{km} \times 1\text{km} = 1\text{km}^2$$

Square Kilometres

Other examples of where you would use square kilometres to measure are:

$$\text{New South Wales} = \text{km}^2$$

$$\text{The Royal National Park} = \text{km}^2$$

$$\text{Campbelltown} = \text{km}^2$$

$$\text{Australia} = \text{km}^2$$

Can you find the area, in square kilometres, of these places?

Hectares

Hectares (ha) are also used to measure large areas of land such as; schools, farms and soccer fields. One hectare equals ten thousand square metres.

$$100\text{m} \times 100\text{m} = 10\,000\text{m}^2$$

OR

$$10\,000\text{m}^2 = 1\text{ Hectare (ha)}$$

Units of Measurement

Would you use square centimetres (cm²), square metres (m²), hectares (ha) or square kilometres (km²) to measure these areas?

Place	Unit of Measurement
Cricket Oval	
Campbelltown	
Old MacDonald's Farm	
Tennis Court	
Golf Course	
Bradbury Public School	
Garage	
Matchbox Lid	

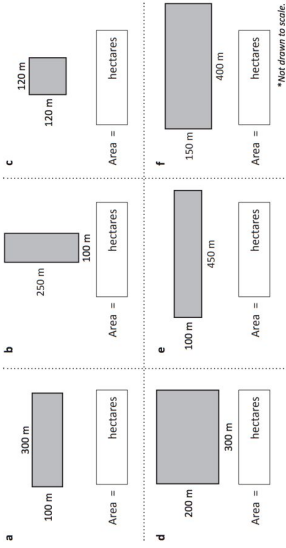
Units of Measurement - Extension

Can you research and/or measure the actual size of these places?

Place	Unit of Measurement	Actual Size
Cricket Oval		
Campbelltown		
Old MacDonald's Farm		
Tennis Court		
Golf Course		
Bradbury Public School		
Garage		
Matchbox Lid		

Indepent work - complete in a book or google doc

1 Find the area of each large area*. Write your answer in hectares.



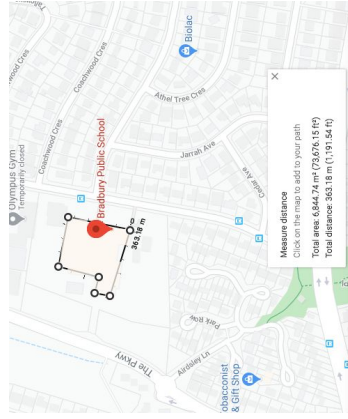
Your Turn

Using Google Maps – Locate Bradbury Public School. Right click on the map and choose 'measure distance'.

Click on the map to trace around the school to measure area.

Is our school more or less than a hectare?

If you get stuck look at the steps on the next slide



Measuring the school

Step 1: Search the place you want to measure on Google Maps.

Step 2: Once you have found the place, right click on one of the corners of the area. Click on Measure Distance.

Step 3: A little black circle should appear. Now click each corner of your area to be measured to make a 2D shape.

Step 4: It will say your total area in m²

If stuck watch this video from 1m:45s - 2m:45s.

<https://www.youtube.com/watch?v=XIAJcDDDDI2Y>

Turn in Task

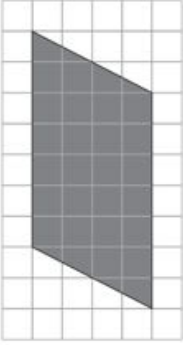
Complete the assignment in Google Classroom titled:

“Wednesday Maths - Turn In Task”

Type directly into the Google Docs file provided.

Problem Solving

4 What is the area of the parallelogram?



Scale 1 cm
 1 cm

11 cm²
 24 cm²
 28 cm²
 32 cm²

Shade one bubble

Online Games

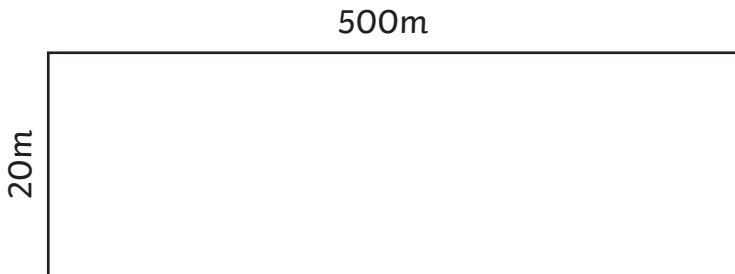
<https://au.ixl.com/math/year-6/convert-between-square-metre-s-and-hectares>

Calculate a Hectare Activity Sheet

A hectare is the measurement used to measure large spaces like farms. Each hectare is equal to 10 000 square metres. Hectares are any spaces that equal 10 000 square metres or more.

Please calculate the area of the shapes and identify the shapes that equal exactly one hectare.

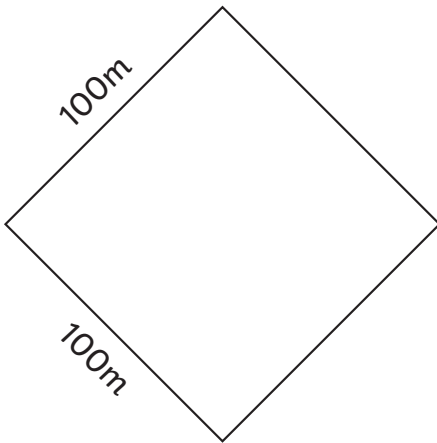
a)



Calculation:

Hectare? yes no

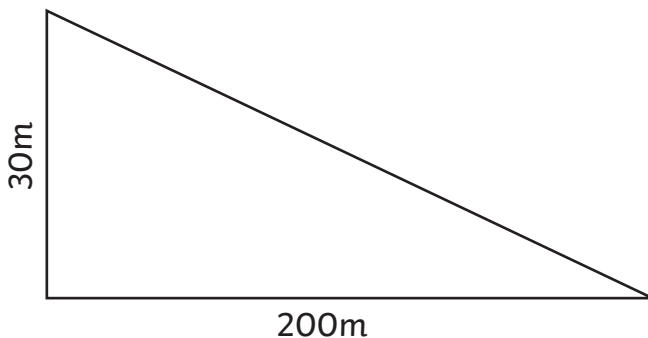
b)



Calculation:

Hectare? yes no

c)



Calculation:

Hectare? yes no

Learning Intention

Learning Intention Students will be able to:

- Investigate the structure and power of the Sun.
- identify the role of the Sun as a provider of energy for the Earth.
- Analyse and organise facts.
- Think critically and creatively.

Tuning in and accessing prior knowledge about the sun

- Think about what you already know about the sun.
- Students complete the first half of the visible thinking routine 3-2-1 bridge Worksheet about the Sun.
- Read the poster about the Sun.
- Take down some notes in your workbook
- Complete the rest of the 3-2-1 Bridge Worksheet using your new knowledge.

After completing the worksheet, students write the key information below in their notebooks under the title The Sun.

- o The sun is a star, a burning ball of hydrogen and helium.
- o It is the central point of the solar system.
- o The sun makes up 99% of the entire solar system's mass.
- o The sun provides Earth with all of its energy. Without the sun, there would be no life on the planet.

• Read the sheet about the Earth's rotations around the sun.

- Students write a description for each of the following four keywords.
 - o Axis: an invisible line around which a planet rotates, or spins.
 - o Revolution: a planet making one full trip around the sun
 - o Rotation: a planet spinning on its axis
 - o Orbit: the path a planet take

Read the stimulus eBook: The Power of the Sun and add any interesting

information or facts to your notes in your workbooks

- Complete Page 4 Worksheet. Use your knowledge, create drawings and scientific explanations explaining how the **Sun is essential for life on Earth.**

Task: Create a model to demonstrate how the Sun, Earth and Moon move in relation to each other. All parts must be labelled. The model must demonstrate that:

- **The Earth revolves around the Sun.**
- **The Moon revolves around the Earth.**
- **Students can research online how to make the model or they can use the worksheet and instructions provided**

Students can share their work in the following ways:

- **Make a video demonstrating how the Sun, Earth and Moon all move in relation to each other using their model. This video can be shared with their teacher through Google Classroom or uploaded onto Seesaw**
- **Students can Share their model, demonstrating how it works, during a class video conference**

WHAT IS THE SUN?

The Sun is the largest object in our solar system. It is actually a medium-sized star that we depend on to survive as it provides the energy we need on Earth to live. Stars are made of burning gases, our Sun is made of hydrogen and helium gases.



WHERE IS THE SUN?

The Sun is at the centre of the solar system. The Sun is so powerful that all of the other planets and asteroids are attracted to it, and rotate and revolve around it.

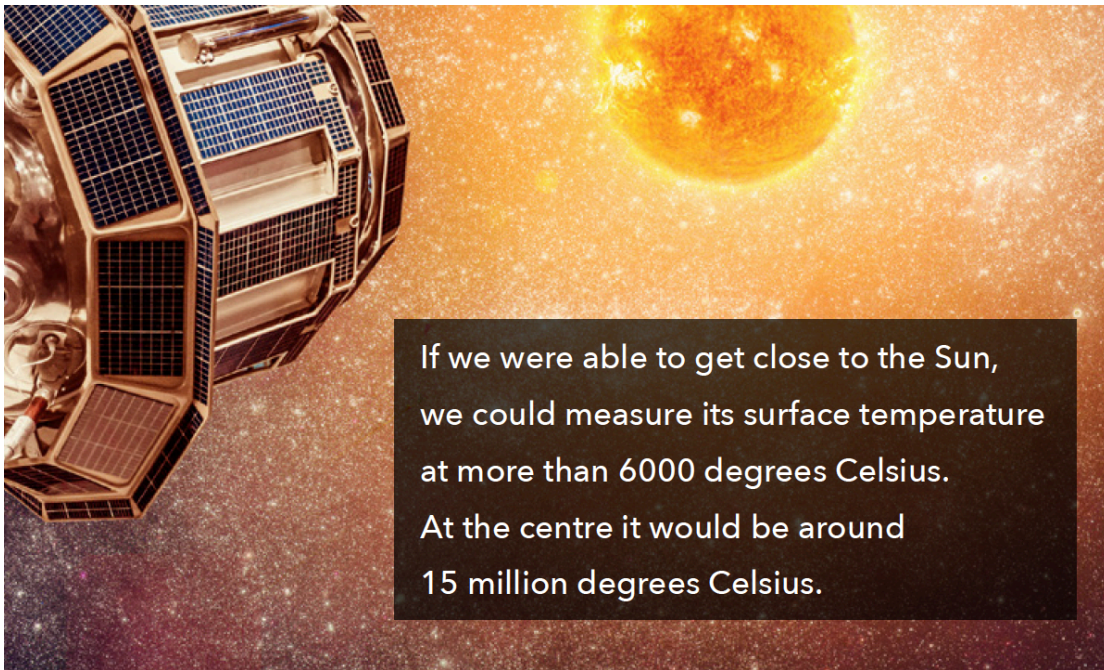
The Sun's gravity pulls on the planets, keeping them in place in their orbit, much like the Earth's gravity, which pulls down anything that is not held up by another force.



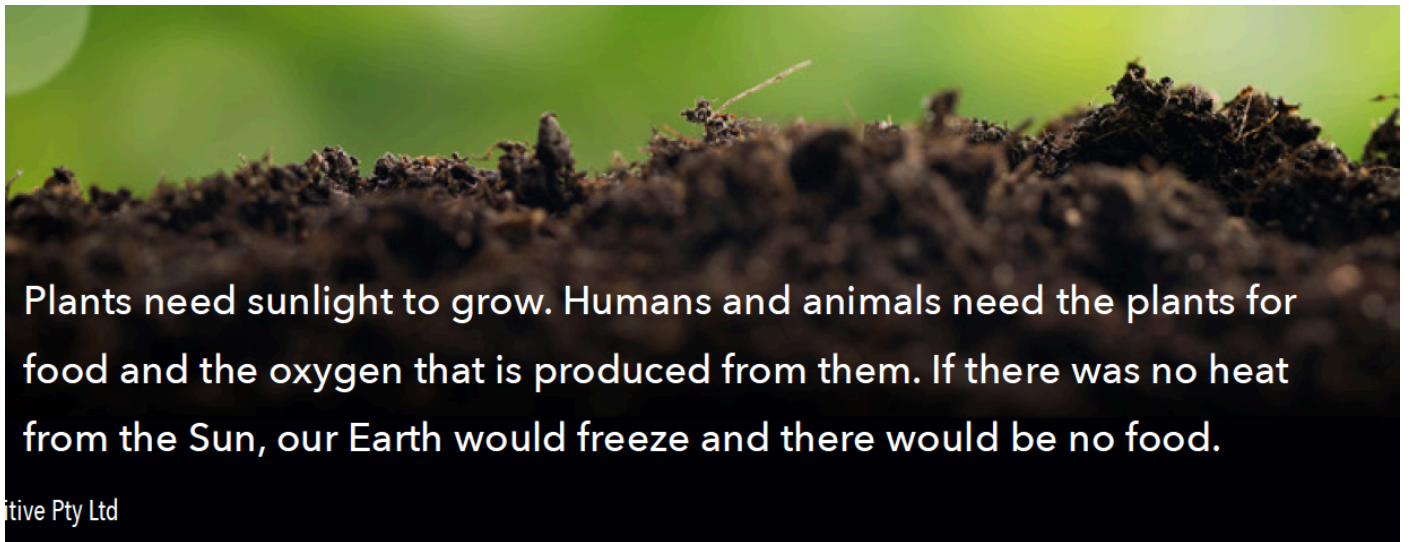
The Sun emits heat and light through nuclear fusion. This is a scientific process where the Sun's gases are turned into energy. This energy then forms heat and light.

The energy from the Sun takes eight minutes to travel to Earth.

There is so much of the Sun's heat and light directed at Earth that our atmosphere absorbs and reflects most of it before it reaches us.



If we were able to get close to the Sun, we could measure its surface temperature at more than 6000 degrees Celsius. At the centre it would be around 15 million degrees Celsius.



Plants need sunlight to grow. Humans and animals need the plants for food and the oxygen that is produced from them. If there was no heat from the Sun, our Earth would freeze and there would be no food.

2 Complete the 3–2–1 bridge activity.



Write three thoughts that you have about the Sun.

1. _____
2. _____
3. _____



Write two questions you have about the Sun.

1. _____
2. _____



Write one comparison about the Sun.

The Sun is like _____

3  Watch the video *Why does the Sun shine?*

Complete the 3–2–1 bridge activity again with your new knowledge.



Write three thoughts that you have about the Sun.

1. _____
2. _____
3. _____



Write two questions you have about the Sun.

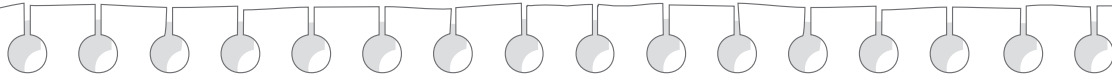
1. _____
2. _____



Write one comparison about the Sun.

The Sun is like _____

4 Use your information from Questions 2 and 3 to bridge your previous thoughts and your new thoughts.



Bridge - I used to think the Sun _____

Now, I think the Sun _____

- 7 Using your knowledge about the Sun, draw an infographic explaining how the Sun is essential for life on Earth.



Model of the Sun

Create a model to demonstrate how the Sun, Earth and Moon move in relation to each other. You can find lots of ideas for how to do this online. If you do not have internet access, you can follow the instructions below to make your model.

Your model will need to demonstrate that:

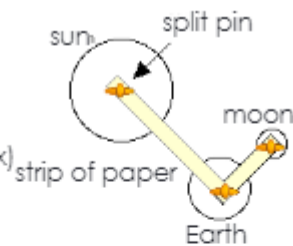
- ✓ The Earth **revolves** around the Sun.
- ✓ The Moon **revolves** around the Earth.

However you make your model, you will need to label the Sun, Earth and Moon.

Model Instructions

You will need:

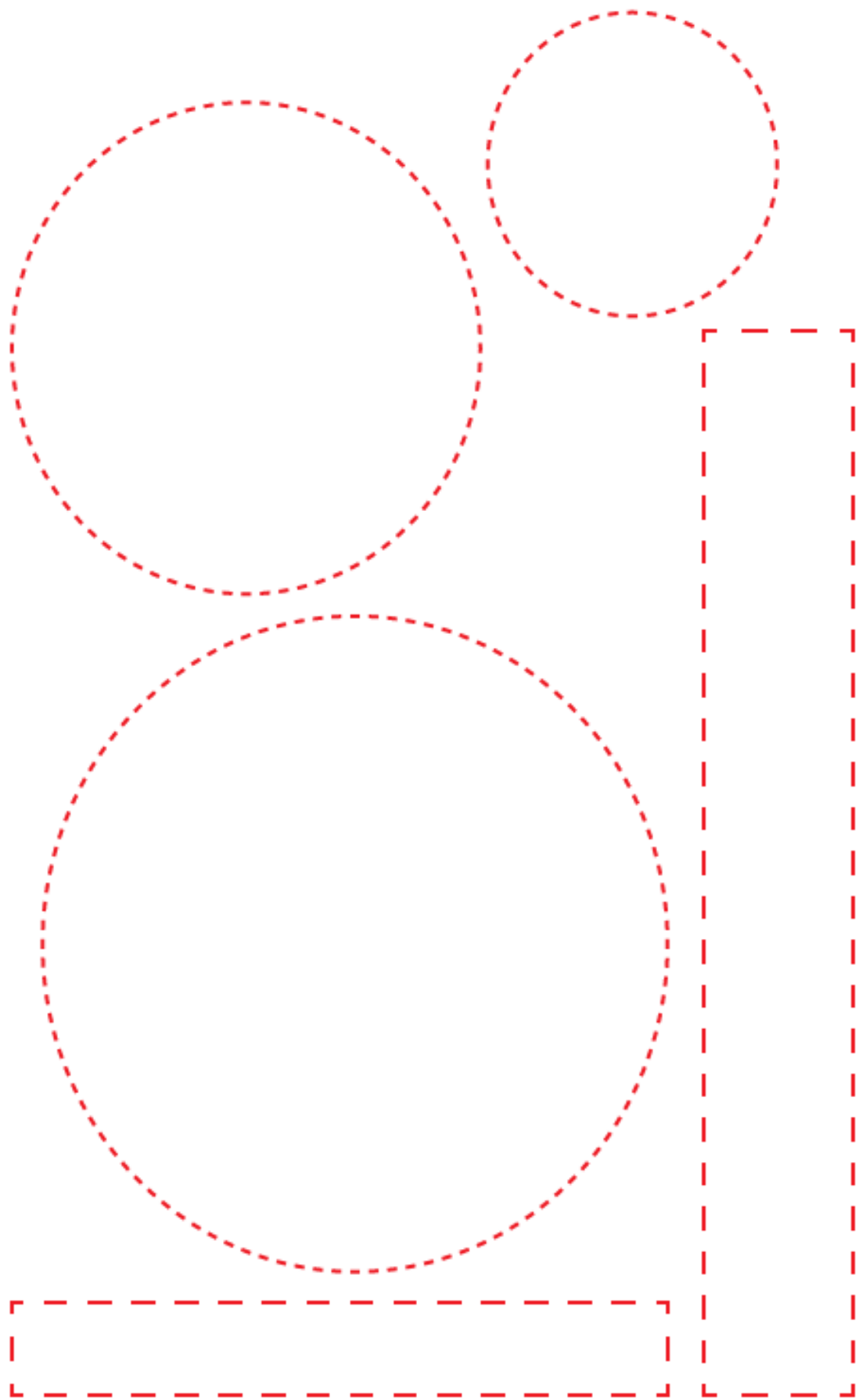
- 3 circles (see template in this unit)
- Scissors
- Three split pins (sent with this unit)
- White cardboard (e.g. a cereal box)
- Crayons, textas or paint



Instructions:

- Cut out the three circles from the paper template, trace them onto the cardboard and cut them out. Colour the cardboard circles and label them. Remember: The large circle is the Sun, the medium circle is the Earth and the small circle is the Moon.
- Cut out the two long strips from the paper template, trace them onto the cardboard and cut them out.
- Connect one end of the short cardboard strip to the centre of the back of the Moon using a pin. Push another pin through the other end of that strip and the centre of the back of the Earth without closing the pin.
- Connect one end of the long cardboard strip to the centre of the back of the Earth with the already open pin. Connect the other end of that strip to the centre of the Sun and close the pins.

Circle Template: Sun, Earth and Moon Model



5H Home Learning Week 2 Term 2

Thursday 7th of May		Online Activities	Offline Activities
Morning Session Approx. 1.5 – hours	Spelling	Complete your spelling activities in a Google Doc. <ul style="list-style-type: none"> ❖ LSCWC ❖ Write a paragraph (that makes sense) containing as many of your spelling words as you can. ❖ Complete 1 Activity from the spelling grid provided. ❖ 	Complete your spelling activities in your book. <ul style="list-style-type: none"> ❖ LSCWC ❖ Write a paragraph (that makes sense) containing as many of your spelling words as you can. ❖ Complete 1 Activity from the spelling grid provided.
	Sentence a day	<ul style="list-style-type: none"> ❖ Find an image of somebody you think looks interesting or think of somebody you know. You could use a character from a well-known movie. ❖ Write up to 5 similes to describe the person. ❖ Here is an example. Her hair is soft and wispy like tiny feathers on a baby bird. Her skin is cracked like earth dried out by drought. Her hands are as twisted as an old tree branch. Her eyes as innocent as a child's. Her thoughts get lost like fallen leaves swirling in the wind. 	<ul style="list-style-type: none"> ❖ Find an image of somebody you think looks interesting or think of somebody you know. You could use a character from a well-known movie. ❖ Write up to 5 similes to describe the person. ❖ Here is an example. Her hair is soft and wispy like tiny feathers on a baby bird. Her skin is cracked like earth dried out by drought. Her hands are as twisted as an old tree branch. Her eyes as innocent as a child's. Her thoughts get lost like fallen leaves swirling in the wind. ❖ Complete this task for two more people or animals so that you have 3 descriptions in total.
	Movement Break - 10 star jumps, 10 push ups, 10 burpees (repeat x 3)		
Writing Turn it in	<ul style="list-style-type: none"> ❖ If you haven't complete the Using Persuasive Devices Task finish that first. ❖ Watch the video on how persuasive techniques are used in advertisements. https://www.youtube.com/watch?v=z5yq_el23EA ❖ Choose one of the persuasive texts from the Google slide attached that you don't think wasn't as convincing as the others. ❖ Your job is to redesign the ad you chose and make it more persuasive! ❖ You can use some of the persuasive devices you learnt about today or the 	<ul style="list-style-type: none"> ❖ If you haven't complete the Using Persuasive Devices Task finish that. ❖ Choose one of the persuasive advertisements from Mondays worksheet provided that you don't think wasn't as convincing as the others. ❖ Your job is to redesign the ad you chose and make it more persuasive! ❖ You can use some of the persuasive devices you learnt about today or the techniques list below. <ul style="list-style-type: none"> ○ Bold colours? 	

		<p>techniques list below.</p> <ul style="list-style-type: none"> ○ Bold colours? ○ Large writing? ○ Catchy slogans? ○ Emotive language ○ High modality words; must, love, certainly, firmly, guaranteed, ○ Repetition? ○ Alliteration? ○ Pictures/Diagrams/Illustrations/logos? ○ Music used? (TV and Radio advertisements) ○ Rhetorical questions? ○ Exciting adjectives!? <p>Turn in on Google Classroom or Seesaw</p>	<ul style="list-style-type: none"> ○ Large writing? ○ Catchy slogans? ○ Emotive language ○ High modality words; must, love, certainly, firmly, guaranteed, ○ Repetition? ○ Alliteration? ○ Pictures/Diagrams/Illustrations/logos? ○ Music used? (TV and Radio advertisements) ○ Rhetorical questions? ○ Exciting adjectives!? <p>Turn in on Google Classroom or Seesaw.</p>
	Reading	Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.	Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.
Movement Break - 5 minutes kick, throw or bounce a ball			
BREAK!			
<p>Middle Session</p> <p>Approx. 1.5 hours</p>	Reading and Comp-	<ul style="list-style-type: none"> ❖ Kids news: Visit kidsnews.com.au ❖ Check the worksheet to see which article you are reading and then answer the questions in a Google Doc. ❖ I have separated the reading groups for two different articles. <p>Below is the links for both the articles, make sure check which one I have assigned for your group</p> <ul style="list-style-type: none"> ❖ Read the article or scroll down and choose the 'Listen to this story' option which will read the article out aloud. <p>Complete the 'Quick Quiz' and 'Classroom activity' at the end of the article. You must write in full sentences</p> <p>Virtual Tour Article: https://www.kidsnews.com.au/technology/take-a-virtual-tour-around-the-worlds-best-sites-galleries-zoos-museums-and-even-mars/news-story/5717c73be2321ba8dcfeedf35bf4d9c8</p> <p>Pompeii Article: https://www.kidsnews.com.au/history/april-1-is-the-anniversary-of-the-rediscovery-of-the-lost-roman-city-of-pompeii/news-story/748ea8f8525d8ca062089870f56879cc</p>	<ul style="list-style-type: none"> ❖ Kids news: Visit kidsnews.com.au ❖ Check the worksheet to see which article you are reading and then answer the questions in your workbook. ❖ I have separated the reading groups for two different articles. <p>Both articles are attached to today's work.</p> <ul style="list-style-type: none"> ❖ Read the article and complete the 'Quick Quiz' and 'Classroom activity' at the end of the article. You must write in full sentences.

Movement Break - 10 sit ups, 10 high knees, 10 mountain climbers (repeat x 3)

Maths

- ❖ **Finding the area of Triangles**
Please refer to the uploaded maths modelled and guided activities and worksheet for today. This will teach you about finding the area of triangles. Complete the questions in your book or a google doc.
- ❖ **Online component**
Once you have read through and completed the modelled and guided maths activities complete the online game about Area of triangles.

- ❖ **Finding the area of Triangles**
Please refer to the uploaded maths modelled and guided activities and worksheet for today. This will teach you about finding the area of triangles. Complete the questions in your book.
- ❖ **Worksheet**
Complete the triangle area worksheet provided.

BREAK!

45 mins

Creative Arts
Visual Arts

Objects around the house

See the worksheet for examples!

- Find 5 small objects from around your home.
- Place them on the page and see what drawing you can think of.
- You can draw in pencil first and then trace using pen or a black marker.
- Draw from your imagination. You may need to try a few different drawings for your object until you find one you like.
- Repeat with all of your 5 objects.
- Take a photo of your creative drawings. Make sure you place your paper in good light and hold your camera or phone directly overhead so there are no shadows.
- **Send in on Google Classroom or Seesaw.**



Objects around the house

See the worksheet for examples!

- Find 5 small objects from around your home.
- Place them on the page and see what drawing you can think of.
- You can draw in pencil first and then trace using pen or a black marker.
- Draw from your imagination. You may need to try a few different drawings for your object until you find one you like.
- Repeat with all of your 5 objects.
- Take a photo of your creative drawings. Make sure you place your paper in good light and hold your camera or phone directly overhead so there are no shadows.
- **Send in on Google Classroom or Seesaw.**

Thursday Similes



Reading Thursday

Groups	Students	Kids News Article	Questions
Purple Magenta Yellow Orange	<p>Purple: Ali, Michael, James</p> <p>Yellow: Dylan, Patressa, Clarissa, Alex B, Joanna</p> <p>Magenta: Amelia, Elijah, Harry</p> <p>Orange: Makenzie, Kordell, Charlotte, Maahir, Kyah</p>	<p>Take a virtual tour around the world's best sites, galleries, zoos, museums and even Mars!</p> <p>https://www.kidsnews.com.au/technology/take-a-virtual-tour-around-the-worlds-best-sites-galleries-zoos-museums-and-even-mars/news-story/5717c73be2321ba8dcfeedf35bf4d9c8</p> <p>You can read or listen to the article</p>	<p>❖ QUICK QUIZ What is the big wall in China called? How old and long is it?</p> <p>What country is the Louvre in?</p> <p>What three US states is Yellowstone in?</p> <p>Which three artists' paintings are at the Musee D'Orsay?</p> <p>What is the name of NASA's rover in this story?</p> <p>❖ Activity: 1. Where do you want to go? Choose one of the places in today's story. Explore the place.</p> <p>❖ Then, write a Ten Top Tips for visitors to the site. Your tips are the best things to see and some advice for people visiting the site for the first time, for example,</p> <ul style="list-style-type: none"> - how to find things - what to see first - any really great things that you can find or do. <p>❖ If it's not somewhere you can visit, write a list of 10 things that you think you might find there. For each item on your list, explain why you think that would be really fun or interesting</p>
Blue Teal Red	<p>Teal: Kobe, Capree, Edmond, Sukaina, Matthew</p> <p>Red: Raymond, Thomas,</p>	<p>April 1 is the anniversary of the rediscovery of the lost Roman city of Pompeii</p> <p>https://www.kidsnews.com.au/history/april-1-is-the-anniversary-of-the-rediscovery-of-the-lost-roman-city-of-pompeii/news-story/748ea8f8525d8ca062089870f56879cc</p>	<p>❖ QUICK QUIZ Describe the ancient Roman city of Pompeii.</p> <p>Who rediscovered Pompeii in 1748? Why was he there?</p>

	<p>Charli, Naeva</p> <p>Blue: Noah, Elise, Charlee, Jessica, Alex P</p>	<p>You can read or listen to the article.</p>	<p>What modern-day country is Pompeii in?</p> <p>How was Mount Vesuvius formed?</p> <p>Name three types of things uncovered?</p> <p>❖ Activity: Complete the Y-chart attached detailing what you might have seen, heard and felt if you were in the city of Pompeii when the volcano erupted and it was very quickly covered in ash.</p> <p>❖ Extension Why do you think Pompeii is now classified as a World Heritage Site? Why are the archaeological discoveries so significant to us today?</p>
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Take a virtual tour around the world's best sites, galleries, zoos, museums and even Mars!

Jenna Martin, April 1, 2020 7:00PM **kidspot**

Print Article



No need to walk thousands of kilometres. Do a virtual tour! Picture: iStock

Did you know you can visit the Great Wall of China, see the Mona Lisa or check in on your favourite zoo animals without leaving home?

That's good news any time, but especially welcome while we're all spending more time at home in coming weeks.

Here are 10 of Kids News' favourite explore-the-world-from-home ideas and one very special out-of-this-world idea.

GREAT WALL OF CHINA, CHINA

This incredible landmark is a collection of walls that meander* about 21,000km across the countryside. Parts of the wall were built around 500 years ago. It's often said it's the only human-made structure that can be seen from the Moon but that claim was made many years before anyone had been to the Moon. Chinese astronauts in space in 2003 looked for it but couldn't see it.

VISIT thechinaguide.com/destination/great-wall-of-china

CINCINNATI ZOO, US


This famous zoo is offering virtual home safaris.

"We're bringing the Zoo to people who are stuck at home," said Zoo Director Thane Maynard.

"This Zoo is so important to the community and not being able to visit will create a void* that we're trying to fill. The goal with the daily live sessions is to provide fun and educational content to people who are stuck at home."

VISIT cincinnati-zoo.org/home-safari-resources




 Amur leopard cubs playing at the San Diego Zoo when they were only a few weeks old in 2018. Picture: supplied

SAN DIEGO ZOO, US

The San Diego Zoo has a special website for kids, filled with videos and games and interactive activities.

VISIT kids.sandiegozoo.org



 The Louvre is usually one of the most popular tourist destinations in France with more than 60,000 square meters of exhibition space. Right now you don't have to share that with anyone with virtual tours available. Picture: iStock

LOUVRE, FRANCE

The famous museum and galleries of the Louvre in Paris may have been among the first museums to shut its doors during the COVID-19 disruption, but you can still undertake virtual tours and search for detailed information about all your favourite artworks and artefacts*.


VISIT louvre.fr/en

YELLOWSTONE NATIONAL PARK, US

This massive park covers parts of the US states of Wyoming, Montana and Idaho. It was the first national park in the US, declared in 1872. There are geysers*, canyons, rivers, mountains and wildlife such as grizzly bears, wolves, bison and elk. There are many virtual tours around the park.

VISIT [nps.gov/yell](https://www.nps.gov/yell)



 A grizzly bear mother and her cub walk near Pelican Creek in the Yellowstone National Park in Wyoming, US. Picture: AFP

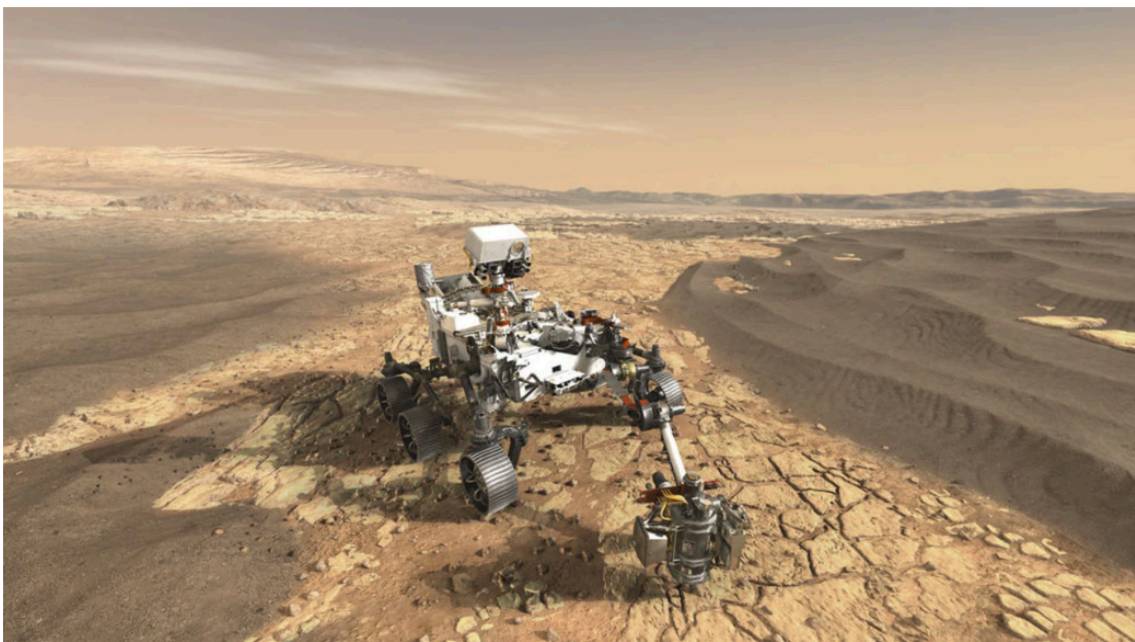
MUSEE D'ORSAY, FRANCE

Take some time to study the paintings of Monet, Cézanne, and Gauguin at the Musee D'Orsay, Paris.

VISIT: m.musee-orsay.fr/en

MARS

And for a truly out-of-this-world experience from the comfort of your own home, take a virtual tour of Mars. The tour images are recorded by NASA's Curiosity rover.




 For an out-of-this-world tourist experience, do a virtual tour of Mars with the Curiosity rover. Picture: AFP/NASA

April 1 is the anniversary of the rediscovery of the lost Roman city of Pompeii

Jay Akbar and Donna Coutts, March 31, 2020 7:00PM The Sun

Print Article 



 Pompeii, Italy, with Mount Vesuvius in the background. Picture: iStock

On April 1, 1748, a Spanish engineer and his team rediscovered the lost city of Pompeii, changing forever the way the world thought about history and archaeology*.

The city had been buried by millions of tonnes of volcanic ash when Mt Vesuvius erupted in 79AD.

It is now the longest continually excavated archaeological site in the world and excavations gradually reveal a complex and modern city, frozen in time.

Here's some of what's known about this fascinating time capsule of city life.



 Aerial view of part of Pompeii, Italy. Picture: iStock

WHAT IS POMPEII?

Two thousand years ago, Pompeii was a rich city on the Gulf of Naples, in what is now southern Italy.

Like other cities of the ancient Roman Empire, it was very advanced, with complex plumbing systems to efficiently supply water and remove waste, an amphitheatre* for public performances, a gymnasium* and a port for fishing boats and trading ships. It had a population of perhaps 10,000 to 20,000.



📷 The amphitheatre at Pompeii, Italy, probably used for entertainment, speeches by politicians and sporting events. Picture: iStock



📷 The gladiators' gymnasium for training. Gladiators fought other gladiators and animals for the entertainment of an audience. Picture: iStock

On August 4 in the year 79AD, nearby Mt Vesuvius erupted in one of the most violent volcanic eruptions in history. It is believed about 2000 people died and the rest of the population fled.

Today, Pompeii is a UNESCO World Heritage Site and one of Italy's most popular tourist attractions with around 2.5 million visitors a year.



WHAT IS MT VESUVIUS?

This is mainland Europe's only active volcano. Its peak is 1281m above sea level.

It was formed when the African and Eurasian tectonic plates* collided and the edge of the Eurasian Plate slid over the African Plate.

Vesuvius is a type of volcano called a stratovolcano or composite volcano, which means its mountain shape has built up over time as lava and other material was spewed in layers. Mt Fuji in Japan is another example of a stratovolcano.

Mt Vesuvius is located 9km from the city of Naples on the Bay of Naples on Italy's west coast. Its most famous eruption was August 4, 79AD, when it flung tens of thousands of cubic metres of stone, ash and volcanic gases many kilometres into the sky every second.

It completely buried the cities of Pompeii and Herculaneum in volcanic waste and turned people to ash where they stood.

There have been eight big eruptions in the past 17,000 years, with frequent eruptions for the past 400 years. There was a major eruption in 1944.



📷 Mt Vesuvius towers over the ruins of Pompeii, Italy.

WHAT WAS FOUND IN 1748?

Spanish military engineer Rocque Joaquin de Alcubierre and his team stumbled across the buried Roman city of Herculaneum when they were travelling around surveying and protecting the property of Spanish King Charles III. After excavating this city, they began looking for Pompeii, which they discovered on April 1, 1748.

Before Rocque Joaquin de Alcubierre's work at Pompeii, people only explored ancient sites to see what treasures they could take home with them. At Pompeii, he was interested in the people, everyday objects and buildings and how people lived. Though some people continued stealing artefacts from Pompeii, his work changed archaeology forever.

The city has been continuously excavated for the 270-plus years since, with well-preserved human and animal remains, animals, paintings and buildings uncovered. About one-third of the city is still to be excavated.

INTERESTING FINDS

- Hundreds of private homes, from luxury villas with gardens, banquet* halls, school rooms and baths, to small houses lived in by poorer people.
- Elaborate furniture, frescoes* and sculptures.
- Graffiti on walls showing maths calculations, insults, love notes, famous quotes and the alphabet.
- Bread in bakers' ovens.
- Shops, workshops and factories for everything from milling grain, cleaning wool and making bread, wine and fish sauce.
- Small carved figures that could have been jewellery or good luck charms.

GLOSSARY

- **archaeology:** study of human culture through studying artefacts and other preserved items
- **amphitheatre:** open-air theatre for concerts or sport
- **gymnasium:** training place for athletes in ancient Greece and Roman, such as gladiators
- **tectonic plates:** the plates that cover the Earth's surface
- **thermal:** heated
- **banquet:** feast or big dinner party
- **frescoes:** technique of painting murals on lime-coated walls so the pigment soaks in

Questions:

1. Describe the ancient Roman city of Pompeii.
2. Who rediscovered Pompeii in 1748? Why was he there?
3. What modern-day country is Pompeii in?
4. How was Mount Vesuvius formed?
5. Name three types of things uncovered?

Activity: Y-Chart

Complete a Y-chart detailing what you might have seen, heard and felt if you were in the city of Pompeii when the volcano erupted and it was very quickly covered in ash.

Extension

Why do you think Pompeii is now classified as a World Heritage Site? Why are the archaeological discoveries so significant to us today?

Thursday 7th May

Area of Triangles

Learning Intention

Today we are learning to:

- Recognise the relationship between the area of rectangles, squares and triangles
- Measure the area of a triangle using our knowledge of the area of rectangles and squares

Warm up

Online Activities

- v Make a number using different methods and provided numbers.
Make 126.
Using all of the numbers (200,5,4,2,6) to arrive at an answer of 126.
You can use addition, subtraction, multiplication or division, but each number may only be used once.
- One Answer – $2002 \div 100 + 5 \times 4 + 6 = 126$
- v Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions.
Complete in Book.
- v Play / hit the button and practice a timetable that you need to improve on for 5 minutes.
<https://www.lbpmarks.co.uk/maths-games/hit-the-button>

Offline Activities

- Make a number using different methods and provided numbers.
Make 126.
Using all of the numbers (200,5,4,2,6) to arrive at an answer of 126.
You can use addition, subtraction, multiplication or division, but each number may only be used once.
- One Answer – $2000 \div 2 = 100 + 5 \times 4 + 6 = 126$
- Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions.
- Complete one page from the 5 timetable sheet.
Record your time

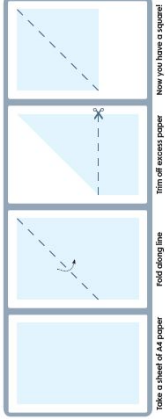
Daily Problem

Draw some rectangles that have different dimensions with an area of 24cm^2

Triangles

Using a sheet of A4 paper, make a square. Keep the leftover rectangle shape.

How to make a square:



We know the area of a square is length x width. If we fold our square in half diagonally to make 2 triangles, can we find the area of these triangles? Yes, we can! The triangles are a fraction of the square. They are $\frac{1}{2}$ of the square. The same will happen if you draw a line from one corner of the rectangle to the other corner (diagonally).

Area of a Triangle

The area of a square or a rectangle = length x width. So what is the area of a triangle?

We know it is half the area of a square or rectangle, so it can be written as half the length of the base of the triangle x the height (perpendicular height).

Area of a triangle = $\frac{1}{2}$ base x perpendicular height

OR

$$A = 1/2 \times b \times h$$

*Remember, perpendicular means at a right angle (90°) with the base.

Area of a triangle = $\frac{1}{2}$ base x perpendicular height

OR

$$A = 1/2 \times b \times h$$

Watch this video on Youtube **4m 45s** - -
<https://www.youtube.com/watch?v=xGdxURXMidFY>

Area of a Triangle

Area of a triangle = $\frac{1}{2}$ base x perpendicular height

$$A = 1/2 \times b \times h$$

Remember the area of a triangle is half that of a square or rectangle.



For example: - Area = $\frac{1}{2}$ x base x perpendicular height

$$= \frac{1}{2} \times 2 \times 2 = 2 \text{ cm}^2$$

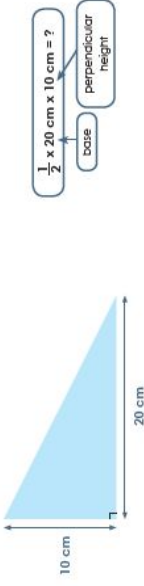


Area = $\frac{1}{2}$ base x perpendicular height

$$= \frac{1}{2} \times 4 \times 2 = 4 \text{ cm}^2$$

Your Turn

Calculate the area of this triangle.



Area of a triangle = $\frac{1}{2}$ base x perpendicular height

$$A = \frac{1}{2} \times b \times h$$

$$\text{Area} = \frac{1}{2} \times 20 \times 10$$

$$= 10 \times 10$$

$$= 100 \text{ cm}^2$$

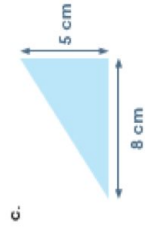
Sometimes you can $\frac{1}{2}$ the base first which is known as dividing it by 2

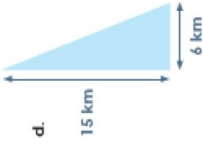
$$\frac{1}{2} \text{ of } 20 = 10. \quad 10 \times 10$$

$$= 100 \text{ cm}^2$$

Q2. Calculate the area of each of the triangles. Make sure you use the correct unit of measure for the area.

Triangle	Area calculation/working out space
<p>a.</p>	
<p>b.</p>	





Turn in Task

Complete the assignment in Google Classroom titled:

"Thursday 7th May - Turn In Task"

Complete the worksheet questions in your book and send in a photo on Google Classroom or seesaw.

Problem Solving

21 The area of this triangle is:

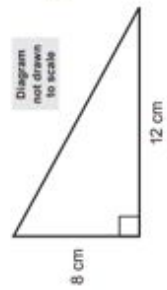


Diagram not drawn to scale

- 40 cm²
- 44 cm²
- 48 cm²
- 96 cm²

Shade one bubble. ◀

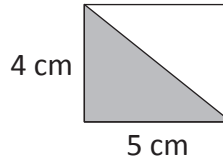
Online Games

<https://education.abc.net.au/home#!/media/2137753/area-of-a-square-and-a-triangle> - example

<http://www.scottle.edu.au/ec/viewing/L145/index.html> - triangles

Area – area of triangles

Each triangle is half of a rectangle.
To find the area of a triangle, find the area of the rectangle and then divide by two.



Rectangle = $4 \text{ cm} \times 5 \text{ cm} = 20 \text{ cm}^2$
Triangle = $20 \text{ cm}^2 \div 2 = 10 \text{ cm}^2$

1 Find the area of the shaded triangles inside the rectangles*:

a

Area = cm^2

b

Area = cm^2

c

Area = cm^2

d

Area = cm^2

e

Area = cm^2

f

Area = cm^2

2 Find the area of the shaded triangles*:

a

Area = cm^2

b

Area = cm^2

c

Area = cm^2

d

Area = cm^2

e

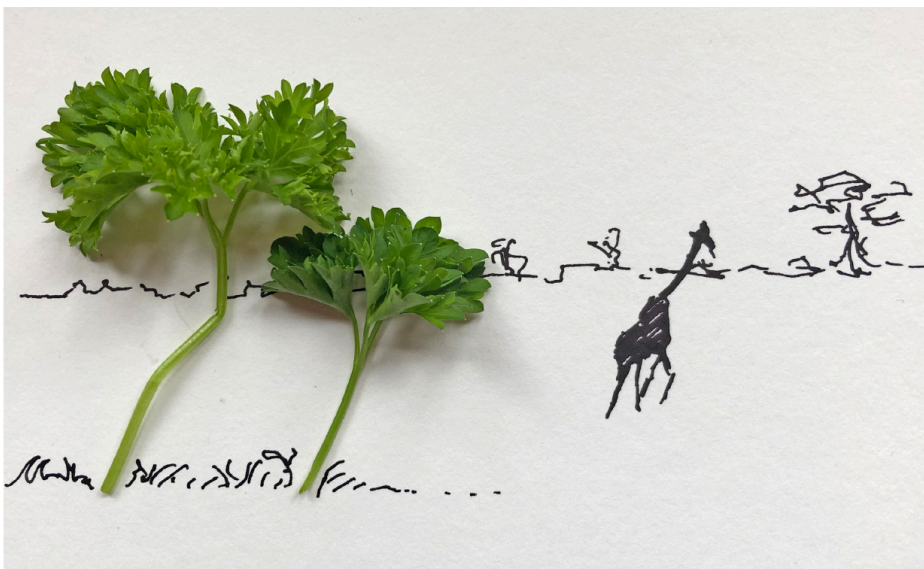
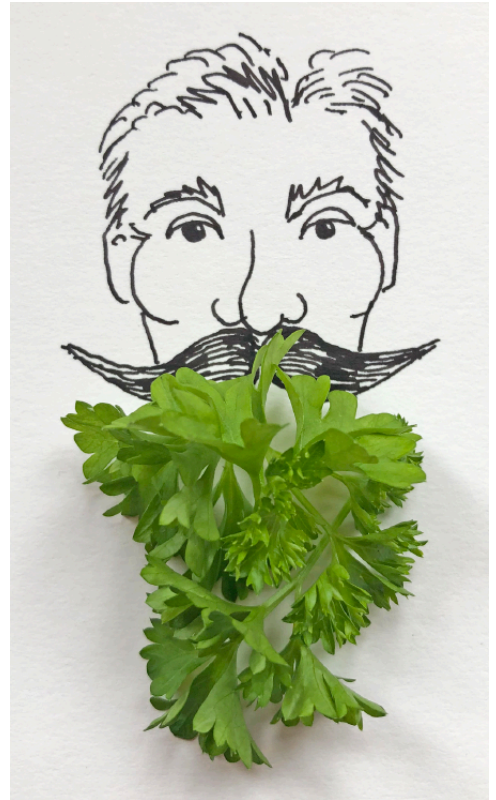
Area = cm^2

f

Area = cm^2

*Not drawn to scale.

Objects around the house art Examples.



5H Home Learning Week 2 Term 2

Friday 8 th of May		Online Activities	Offline Activities
Morning Session Approx. 1.5 hours	Spelling	Complete your spelling activities in a Google Doc. <ul style="list-style-type: none"> ❖ Complete 1 Activity from the spelling grid provided. ❖ Spelling Test – Ask someone to test you on your weekly words. ❖ 	Complete your spelling activities in your book. <ul style="list-style-type: none"> ❖ Complete 1 Activity from the spelling grid provided. Spelling Test – Ask someone to test you on your weekly words
	Sentence a day Turn it in	Repeat the same activity on Similes at yesterday. <ul style="list-style-type: none"> ❖ Find an image of an animal. ❖ Write 5 similes to describe the animal. ❖ Here is an example. Her hair is soft and wispy like tiny feathers on a baby bird. Her skin is cracked like earth dried out by drought. Her hands are as twisted as an old tree branch. Her eyes as innocent as a child's. Her thoughts get lost like fallen leaves swirling in the wind. ❖ Turn in on Google Classroom	Repeat the same activity on Similes at yesterday. <ul style="list-style-type: none"> ❖ Find an image of an animal. ❖ Write 5 similes to describe the animal. ❖ Here is an example describing a magpie. Its feathers are as black as the night sky. Its beak is as sharp as a blade slicing through a piece of fruit. The magpie sings beautiful tunes like an angel. It glides through the sky like a kite. ❖ Turn in on Seesaw.
	Movement Break - 10 star jumps, 10 push ups, 10 burpees (repeat x 3)		
Writing	<ul style="list-style-type: none"> ❖ Gratitude – Write out three specific things that you are grateful for this week. ❖ Use an advertisement that you can locate in your home (store catalogue, magazine/newspaper ad, cereal box, watch a TV ad etc.) ❖ Think about what techniques have been used to convince people to buy the product. (See posters in resources section). <ul style="list-style-type: none"> ▪ Bold colours? ▪ Large writing? ▪ Catchy slogans? ▪ Repetition? ▪ Alliteration? ▪ Pictures/Diagrams/Illustrations/logos? ▪ Music used? (TV and Radio advertisements) ▪ Rhetorical questions? ▪ Exciting adjectives!? 	<ul style="list-style-type: none"> ❖ Gratitude – Write out three specific things that you are grateful for this week. ❖ Use the advertisement that you can locate in your home (store catalogue, magazine/newspaper ad, cereal box, watch a TV ad etc.) ❖ Think about what techniques have been used to convince people to buy the product. (See posters in resources section). <ul style="list-style-type: none"> ▪ Bold colours? ▪ Large writing? ▪ Catchy slogans? ▪ Repetition? ▪ Alliteration? ▪ Pictures/Diagrams/Illustrations/logos? ▪ Music used? (TV and Radio advertisements) ▪ Rhetorical questions? ▪ Exciting adjectives!? ▪ Are they memorable? Do they stick in your head? 	

	<ul style="list-style-type: none"> ▪ Are they memorable? Do they stick in your head? ❖ Write how your item is advertised/marketed to convince people to buy the product. ◆ Do you think these strategies work? Why or why not? ◆ Would you ask your parents to buy the product for you? Why or why not? ❖ How do you think the labelling/advertising could be improved? 	<ul style="list-style-type: none"> ❖ Write how your item is advertised/marketed to convince people to buy the product. ◆ Do you think these strategies work? Why or why not? ◆ Would you ask your parents to buy the product for you? Why or why not? ❖ How do you think the labelling/advertising could be improved?
Reading	❖ Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.	❖ Read a book of your choice for 10 minutes. Make sure you are really reading – the book is at your level, you are focussed and thinking about what you are reading.

Movement Break - 4 laps of your backyard running or walking

BREAK!

<p>Middle Session</p> <p>Approx. 1.5 hours</p>	<p>Reading & Comp</p>	<p>Choose a character from your novel and spend 15 minutes writing down everything that you know about them.</p> <p>This could be in dot points or a mind map. Your focus should be on getting down as much information as you can – don't worry too much about spelling, grammar or punctuation.</p> <p>Try to include the following:</p> <ul style="list-style-type: none"> - What they look like - Where they are in place and time - Who their family and friends are - Their personality traits - Significant events from their past - What they are motivated by (what do they want?) - How they behave - What is happening to them in the story - You can draw what the character looks like. <p>Then, complete these sentences: I feel _____ towards this character. I think their actions are _____ and driven by _____ I think they act the way they do because _____. I hope they will _____.</p>	<p>Choose a character from your novel and spend 15 minutes writing down everything that you know about them.</p> <p>This could be in dot points or a mind map. Your focus should be on getting down as much information as you can – don't worry too much about spelling, grammar or punctuation.</p> <p>Try to include the following:</p> <ul style="list-style-type: none"> - What they look like - Where they are in place and time - Who their family and friends are - Their personality traits - Significant events from their past - What they are motivated by (what do they want?) - How they behave - What is happening to them in the story - You can draw what the character looks like. <p>Then, complete these sentences: I feel _____ towards this character. I think their actions are _____ and driven by _____ I think they act the way they do because _____. I hope they will _____.</p>
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Movement Break - 10 sit ups, 10 high knees, 10 mountain climbers (repeat x 3)

<p>Maths</p>	<ul style="list-style-type: none"> ❖ Finding the area of Composite Shapes. Please refer to the uploaded maths modelled and guided activities and worksheet for today. This will teach you about finding the area of composite shapes. Complete the questions in your book or a google doc. ❖ Online component Once you have read through and completed the modelled and guided maths activities complete this online game about finding the area of Composite Shapes. ❖ Complete the area worksheet and send in on Google Classroom or Seesaw. 	<ul style="list-style-type: none"> ❖ Finding the area of Composite Shapes. Please refer to the uploaded maths modelled and guided activities and worksheet for today. This will teach you about finding the area of composite shapes. Complete the questions in your book. ❖ Worksheet Complete the composite area worksheet provided. ❖ Complete the area worksheet and send in on Google Classroom or Seesaw.
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BREAK!

<p>Afternoon Session 45 mins</p>	<p>HSIE</p>	<p>Historical Sources</p> <ul style="list-style-type: none"> ❖ Work through the Primary and Secondary Sources PowerPoint in the Week 1 History assignment in Google Classroom. ❖ Look around your house and find some examples of primary and secondary sources. Create a Google Docs file in the same assignment. Write down or take photos and upload all the examples of different sources you could find. 	<p>Historical Sources</p> <ul style="list-style-type: none"> ❖ Read through the attached poster about Primary, Secondary and Tertiary sources. ❖ Look around your house and find some examples of primary and secondary sources. Write down or take photos of all the examples of different sources you could find.
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Friday Similes



Friday 8th May

Area of Composite Shapes

Learning Intention

Today we are learning to:

- Find the area of composite shapes using our knowledge about area of rectangles and triangles

Warm up

Online Activities	Offline Activities
v Is the answer ODD or EVEN? 12+37 95+9 92+7 89+11 52+15 28-10 60-20 16-12 40+21 58-18	v Is the answer ODD or EVEN? 12+37 95+9 92+7 89+11 52+15 28-10 60-20 16-12 40+21 58-18
Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions. Complete in Book.	Number of the day Worksheet. Roll a 4-digit number and complete the number of the day questions.
Play hit the button and practice a timetable that you need to improve on for 5 minutes. https://www.boommarks.co.uk/math5-games/hit-the-button	Complete one page from the 5 timetable sheet. Record your time

Daily Problem

The difference in areas of two rectangles is 32 cm^2 . What might the widths and lengths of the two rectangles be?

* The easiest way is to choose an area, say 100 square units and then subtract 32 to find the other area. It is then just a matter of working out the width and length of each rectangle.

Area - Revision

Let's revise the formulas for calculating the area of rectangles and triangles.

Area of a
rectangle/square =
length x width

OR

$$A = l \times w$$

Area of a triangle =
 $\frac{1}{2}$ base x
perpendicular height

OR

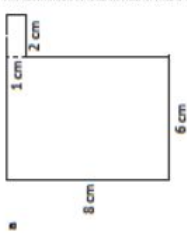
$$A = \frac{1}{2} \times b \times h$$

*Remember, a square is a regular rectangle so it uses the same formula.

Area of Composite Shapes

Often when we need to calculate area in real life, the space will not be a basic shape. It may be made up of different shapes - we call this a composite shape. For example:

Let's work out how to find the area of this room.



$$\begin{aligned} \text{Rectangle 1 - Area} &= \text{length} \times \text{width} \\ &= 6 \times 8 = 48\text{cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Rectangle 2 - Area} &= \text{length} \times \text{width} \\ &= 1 \times 2 = 2 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Area of room} &= 48\text{cm}^2 + 2 \text{ cm}^2 \\ &= 50 \text{ cm}^2 \end{aligned}$$

Watch this video

Watch this video on finding the area of composite shapes. Watch until 5:00m
<https://www.youtube.com/watch?v=rYzEhZ3OIIs>

Find the area of each room.
Which room will be the cheapest to carpet?
Which room will be the most expensive to carpet?

Room	Working out - Area	Total Area:
b		
c		

d

Total Area:

e

Total Area:

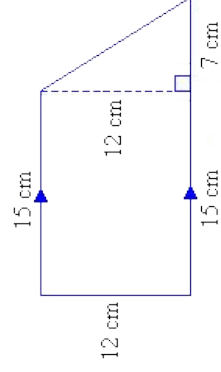
f

Total Area:

Draw a composite shape that has an area of 50cm²

Extension

Calculate the area of this composite shape (you can use a calculator to help).



Area of the rectangle
 = 15cm (length) x 12cm (width)
 = ? cm²

Area of the triangle
 = $\frac{1}{2}$ x 7cm (base) x 12cm (height)
 = ? cm²

Area of composite shape
 = area of rectangle + area of triangle
 = ? cm²

Turn in Task

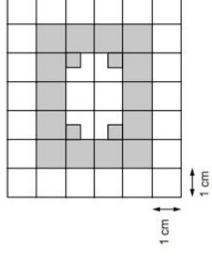
Complete the assignment in Google Classroom titled:

"Friday 8th May - Turn In Task"

Complete the worksheet in a book and send a photo in on Seesaw or Google Classroom

Problem Solving

- 20 Here is a 1 cm square grid.
Some of the grid is shaded.



What is the area that is shaded?

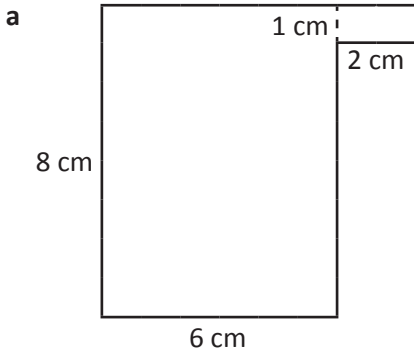
 cm²



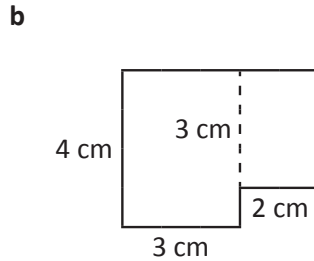
What to do

Can you find the areas of these rooms*? Circle the room that would be cheapest to carpet.

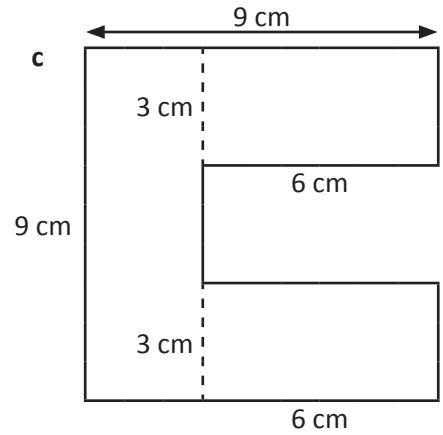
Put a cross in the room that would be most expensive.



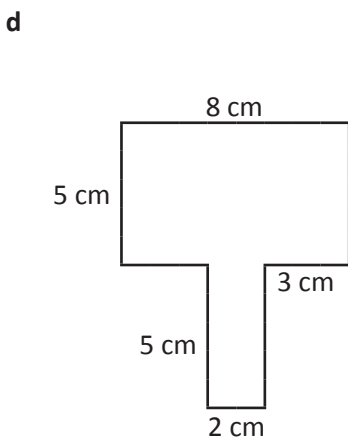
Area = cm²



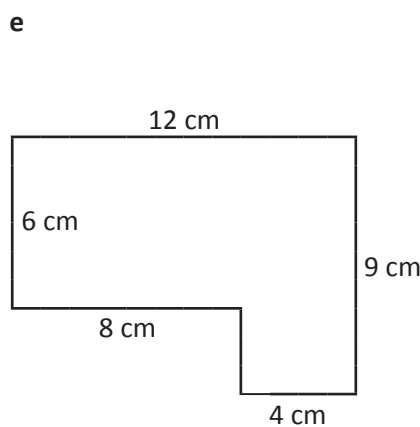
Area = cm²



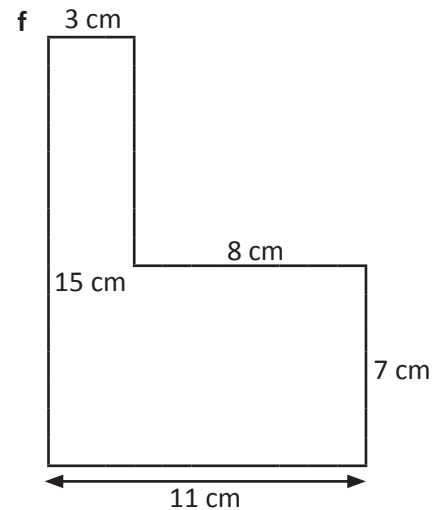
Area = cm²



Area = cm²



Area = cm²



Area = cm²

**Not drawn to scale.*



What to do next

Draw a composite shape that has an area of 50 cm².

Primary or Secondary?

Can you come up with a definition for a primary source by reading the information below?

Primary Sources:

- diary entry recalling events that were witnessed;
- letter telling someone about something that they saw happening;
- photograph of an event;
- artefact (e.g. a tool or weapon) from a particular time in history.

Not Primary Sources:

- textbook written by a historian;
- someone retelling stories they were told by their grandparents;
- an encyclopaedia entry about an historical event;
- an academic journal article written for pupils.

Primary Source

Primary sources are original first-hand accounts of an event, topic or historical time period.



Secondary Sources

So how would you define secondary sources? Look at the examples below to help you:

- textbook written by a historian;
- someone retelling stories they were told by their grandparents;
- an encyclopaedia entry about an historical event;
- an academic journal article written for pupils.

A secondary source is a second-hand account that interprets primary sources. They often use primary sources as the basis for their content.



Which of these are primary sources and which are secondary?

A lecture given in 2018 by a professor of the Victorian period about life in Edinburgh in the 1890s.

Letter from someone involved in Battle of Falkirk.

A photograph of the Queen on the day she opened the Scottish Parliament.

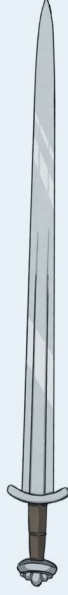
Textbook for school children about the Roman Empire.

A sword from the 1600s.

Which of these are primary sources and which are secondary?

Primary Sources:

- A letter from someone involved in the Battle of Falkirk.
- A photograph of the Queen on the day she opened the Scottish Parliament.
- A sword from the 1600s.



Not Primary Sources:

- A lecture given in 2018 by a professor of the Victorian period about life in Edinburgh in the 1890s.
- Textbook for school children about the Roman Empire.

Advantages of Primary Sources

What are the advantages of primary sources over secondary sources?

Primary sources are eye-witness accounts so they are generally considered to be more reliable.

Secondary sources have had to interpret primary sources to get their information. This means that when we read a secondary source, we are reading someone's perspective on a primary source.



Finally...

Bias

Pair up!

Give your partner one example of a primary source and one example of a secondary source.

Can you remember the difference between primary and secondary sources?

Football Match

Read these two primary sources from the football match.

"Our team was definitely better than the Green team in the first half. They couldn't keep up with us. We should have had at least two penalties but the referee was clearly on their side. In the second half, their striker got lucky and the ball bounced off him into our net. Our team kept fighting until the end but we just couldn't quite get a goal back. We were just unlucky." Supporter of the Blue Team

"What a brilliant game! We deserved the win. Our players completely outplayed them. The referee made some really important decisions in the first half. The Blue team thought they deserved a couple of penalties, but their players were just diving. Our striker scored an excellent goal in the second half, their keeper never saw it coming. After that, their team just gave up. All in all, it was a fantastic win for us!" Supporter of the Green Team

Why are these reports on the same event different?