

## “Single unit of Work” – 4/5S – Week 3

T4 Wk. 3	Monday 18-10-21	Tuesday 19-10-21	Wednesday 20-10-21	Thursday 21-10-21	Friday 22-10-21
<b>Morning</b>	<p><b>Mindfulness Activity</b> Daily Routine card (see below)</p> <p><b>Spelling</b> Choose 8 words from the grade spelling list attached and add 2 B.O.B words (Please ensure that you are choosing words at your spelling level)</p> <p><b>Reading</b> Read aloud to someone at home for 15 minutes</p> <p><b>Writing</b> Read through the student work sample attached in resources. 1. Use a highlighter to identify the structure of the persuasive text. 2. Create a list of all the persuasive devices used in the writing. 3. Write a reflection on the student's grade. Why do you think they received that mark?</p>	<p><b>Spelling</b> Type meanings in a word document and save to student portal.</p> <p><b>Zoom Check-in 9:00am</b></p> <p><b>Reading</b> Read the story “The Flying Skateboard” by Pam Greator, illustrated by Peter Sheehan.</p> <ul style="list-style-type: none"> <li>✓ Highlight all the verbs you can find on the page 1.</li> <li>✓ Highlight the adjectives on page 2.</li> </ul> <p>You can write the answers in your workbook or type them in a word document and share with me via email.</p> <p><b>Writing</b> Read through the work sample attached in resources. 1. Use a highlighter to identify the structure of the persuasive text. 2. Create a list of all the persuasive devices used in the writing. 3. Write a reflection on the student's grade. Why do you think they received that mark?</p>	<p><b>Mindfulness Activity</b> Gratitude table (see below)</p> <p><b>Spelling Points</b></p> <ol style="list-style-type: none"> <li>1. Say the word aloud</li> <li>2. Write the word</li> <li>3. Work out how many points the word is worth.</li> </ol> <p>Graph = 2 points Digraph = 5 points Trigraph = 10 points</p> <p>You can complete this activity on a word document and save to student portal</p> <p><b>Reading</b> Read the story “The Flying Skateboard” by Pam Greator, illustrated by Peter Sheehan.</p> <p>Complete the questions. You can write the answers in your workbook or type them in a word document and share with me via email.</p> <p><b>Writing</b> Using a different coloured pencil, a dictionary and a thesaurus, edit your writing paying close attention to spelling, grammar and punctuation.</p>	<p><b>Spelling</b> Make up a story using 5 of your spelling words. (See attached lined paper below)</p> <p><b>Meaningful sentences</b></p> <ol style="list-style-type: none"> <li>1. Say the word aloud</li> <li>2. Write the word</li> <li>3. Now write 3 of your words in a meaningful sentence each.</li> </ol> <p><b>Zoom Check-in 9:00am</b></p> <p><b>Reading</b> Complete the task card “Investigations Online Etymology” The English Language.</p> <p><b>Writing</b> Allow someone at home to edit your writing. When they have completed it, publish your writing using a digital platform.</p>	<p><b>Spelling- End of Week Quiz</b> Have someone at home test you on your spelling words. Mark your work and record a score.</p> <p><b>Reading</b> Read independently for 20 minutes with a book of your choice.</p> <p><b>Writing</b> Your task is to compose a persuasive text on the following topic. You need to make sure you plan and draft your writing. Your topic is:</p> <p>‘People should be fined for dropping litter’.</p>

## Break

## Middle

## Maths

NOGGLE 00

16	5	4
6	11	3
2	15	10

How many ways can you make the number 32?

You have been asked to plan a party for 10 people (including yourself). In the resources, there is a sheet of the things you MUST include at your party. The rest, is completely up to you. Your budget is \$80.

**Brain Break**  
From List

## Maths

Your number is 2398. Can you write your number?

1. In words
2. 28 more
3. 56 less
4. Add 710
5. Round to the nearest 10
6. Odd or even?
7. Complete the pattern, add 18: 2398, \_\_\_\_, \_\_\_\_, \_\_\_\_
8. List some factors
9. Divisible by 10?
10. Half it

Play 'budget and saving' with a partner. The aim is to be the first to pay fully for all of your three needs, and to have saved the greatest amount by the end of the game.

**Brain Break**  
From List

Geography  
Year 4

Complete the worksheet attached. Information on the task is provided below

## Year 5

Complete the worksheet attached. Information on the task is provided below.

## Maths

NOGGLE 15

1	7	11
4	2	3
5	18	10

How many ways can you make the number 50?

Complete the worksheet 'A big day out' attached in resources. You will need to estimate the cost for one family to attend the theatre.

**Brain Break**  
From List

## Science

## Year 4 – Beneath our feet

Read the information and complete the questions attached.

## Year 5 – Switches and Circuits

Complete the science worksheets attached and answer the questions.

## Maths

Your number is 9006. Can you write your number?

1. In words
2. 18 more
3. 26 less
4. Add 210
5. Round to the nearest 10
6. Odd or even?
7. Complete the pattern, add 48: 9006, \_\_\_\_, \_\_\_\_, \_\_\_\_
8. List some factors
9. Divisible by 10?
10. Half it

Complete the 'Creating a Financial Plan A' worksheet attached in resources.

**Brain Break**  
From List

## PDHPE

Using the sheet attached in resources, your task is to respond to your feelings / emotions by answering the following questions:

- What warning signs might they feel?

## Maths

NOGGLE 14

1	4	5
3	13	9
7	15	2

How many ways can you make the number 10?

Complete the 'Creating a Financial Plan B' worksheet attached in resources.

**Brain Break**  
From List

## YCDI

Read the information attached for the YCDI lesson and answer the questions.

## Art

Water lily painting or sketch

Email a picture to me when you are done! I would love to see it.



				<ul style="list-style-type: none"> <li>- What emotions could these warning signs evoke?</li> <li>- What could students do to control these emotions and avoid panicking?</li> <li>- How might the students manage their safety? What strategies could they use?</li> </ul>	
<b>Break</b>					
<b>Afternoon</b>	<b>PE</b> Physical activity for 30 minutes	Mindfulness Activity 'Get active' card (see below)	<b>PE</b> Physical activity for 30 minutes	<b>Mindfulness Activity</b> Gratitude letter: Activity 2	<b>Mindfulness Activity</b> Using the 'Character Strengths Chart' choose 5 strengths that describe you. Write these down.
For extension work or more activities, please visit the Department website at: <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/learning-packages">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/learning-packages</a>					

## **Brain Breaks**

Brain Break activities can be completed in any order throughout the week. Please have an adult initial the page when they have witnessed you completing each activity.

Tidy a space in your room.	Read a book outside for 15 minutes.	Find out the names of three different plants in your garden .	Learn to say hello in two different languages.
Adult initial:	Adult initial:	Adult initial:	Adult initial:
10 Push Ups	Choose three of your spelling words and writing them using crazy handwriting	Plant a new plant in your garden.	Help do a load of washing at home.
Adult initial:	Adult initial:	Adult initial:	Adult initial:
Learn to cook a new meal.	Get someone at home to quiz you on three of your spelling words	Take five deep breaths	Do 5 burpees
Adult initial:	Adult initial:	Adult initial:	Adult initial:

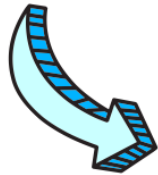
## **Mindfulness Activities**

## YOUR DAILY Routine

Use this daily checklist when you're learning from home or create your own on the following page. Remember, use a pencil so you can use this checklist as many times as you like!

### MORNING CHECKLIST

- ☐ Get changed out of your pyjamas
- ☐ Have your breakfast outside or by the window
- ☐ Write yourself a to-do list and work through it

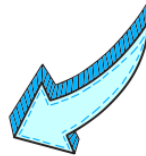


### DAY TIME CHECKLIST

- ☐ Set up a productive work station
- ☐ Place a water bottle at your desk
- ☐ Set a timer for every 30 minutes
- ☐ Move around every 30 minutes

### AFTERNOON CHECKLIST

- ☐ Do something crafty
- ☐ Think about what went well today
- ☐ Go for a walk with your family or do something active at home



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## HEALTH Get Active

Complete the activities that match the letters of your first and last name. Remember to do this only if you know how to properly, with your family and under the supervision of an adult!

- |   |  |
|---|--|
| <b>A</b> run on the spot for 2 minutes                | <b>N</b> sit down and stand up                         |
| <b>B</b> 10 star jumps                                | <b>O</b> nominate someone to do 5 sit ups              |
| <b>C</b> run on the spot with high knees for 1 minute | <b>P</b> 10 sit ups                                    |
| <b>D</b> 4 somersaults                                | <b>Q</b> 1 somersault                                  |
| <b>E</b> jump as high as you can 6 times              | <b>R</b> 5 push ups                                    |
| <b>F</b> walk to every room in the house              | <b>S</b> 2 somersaults                                 |
| <b>G</b> 10 squats                                    | <b>T</b> walk to the front door and back               |
| <b>H</b> nominate someone to do 20 star jumps         | <b>U</b> run on the spot with high knees for 2 minutes |
| <b>I</b> touch your toes 10 times                     | <b>V</b> 15 lunges                                     |
| <b>J</b> 20 star jumps                                | <b>W</b> run on the spot for 1 minute                  |
| <b>K</b> 20 squats                                    | <b>X</b> sit down and stand up 6 times                 |
| <b>L</b> 2 star jumps, 2 squats and 2 sit ups         | <b>Y</b> nominate someone to do 10 star jumps          |
| <b>M</b> 30 jumps                                     | <b>Z</b> 10 push ups                                   |

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## POSITIVE EMOTIONS Gratitude

Daily Focus



What are you grateful for?

What is your family grateful for?



## Mindfulness Activities

## POSITIVE EMOTIONS

### Gratitude

#### Activity 1 - Family Shout Out Board

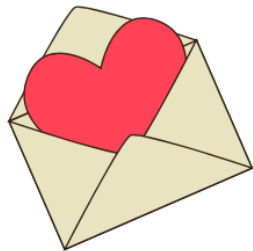
Using Post-It notes or paper, create a SHOUT OUT board for your home.

STEP 1: Find a space to stick your pieces of paper.

STEP 2: Write a family member's name down and recognise them for something wonderful they've done.



#### Activity 2 - Gratitude Letter



Write a letter to someone you know. Thank this person for how they help you or make you feel safe and happy.

STEP 1: find some paper and a pencil to write your letter. (You could type your letter instead.)

STEP 2: Give your letter to the person you wrote to.

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## ENGAGEMENT

### Character Strengths

DID YOU KNOW THAT WE ALL HAVE THESE 24 STRENGTHS?

These strengths are internal and help to make us who we are. These strengths are called Character Strengths!

↩ APPRECIATION	GRATITUDE ↩
enjoying yourself, others and the world	recognising the good things
↩ SELF REGULATION	BRAVERY ↩
balancing how you feel and act	setting goals and facing your fears
↩ HONESTY	PERSEVERANCE ↩
taking responsibility	working through when things are difficult
↩ CREATIVITY	CURIOSITY ↩
thinking of a new way to do something	discovering new things
↩ FAIRNESS	FORGIVENESS ↩
giving everyone a chance	letting go of something
↩ ZEST	HOPE ↩
being excited for life	being positive about the future
↩ HUMILITY	HUMOUR ↩
finding your strengths and weaknesses	making others smile and laugh
↩ JUDGEMENT	KINDNESS ↩
thinking things through	being generous and caring
↩ LEADERSHIP	LOVE ↩
supporting a group of people	valuing your friends and family
↩ LOVE OF LEARNING	PERSPECTIVE ↩
curious about our world	thinking about more than just your ideas
↩ PRUDENCE	TEAMWORK ↩
thinking before you act	working together and listening to ideas
↩ SOCIAL INTELLIGENCE	SPIRITUALITY ↩
treating others how they would like to be treated	Finding purpose in life

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## Weekly Spelling Sheet

Name:

**Week 3 Focus:** The digraph /aw/ making the sound "or" as in saw.

**Year 4**

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
<b>Red Spelling Words</b>				
saw				
thaw				
jaw				
straw				
claw				
draw				
<b>Orange Spelling Words</b>				
lawn				
shawl				
prawn				
flawless				
brawl				
scrawl				
<b>Green Spelling Words</b>				
awkwardly				
withdraw				
scrawny				
rickshaw				
sprawling				

## Weekly Spelling Sheet

Name:

**Week 3 Focus:** The digraph /or/ making the sound "or" as in fork.

**Year 5**

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
<b>Red Spelling Words</b>				
fork				
storm				
organ				
torso				
horse				
orbit				
<b>Orange Spelling Words</b>				
abnormal				
enforce				
thunderstorm				
assortment				
northerly				
fortieth				
<b>Green Spelling Words</b>				
fortnight				
transport				
supportive				
endorsement				
horticulture				
victorious				



Wednesday 20/10/2021 - Spelling Points

## Spelling Points Instructions

Using your 8 spelling words and 2 BOB words:

1. Say the word aloud
2. Write the word
3. Work out how many points the word is worth if:

- ✓ A graph is worth 2 points
- ✓ A digraph is worth 5 points
- ✓ A trigraph is worth 10 points

For example:

1. My word is **green**

g r ee n

$$2 + 2 + 5 + 2 = 11$$

2. My word is **high**

h igh

$$2 + 10 = 12$$

# GRAPH

One letter making  
one sound

# DIGRAPH

Two letters making  
one sound

# TRIGRAPH

Three letters making  
one sound



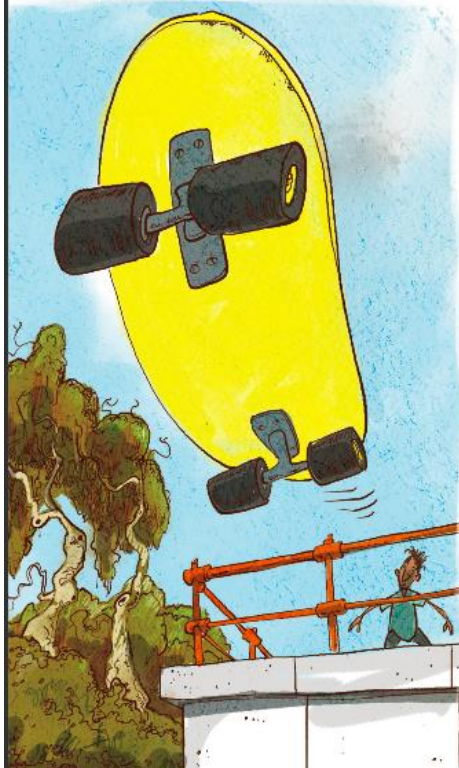
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Reading-Tuesday 19/10/21

# The Flying Skateboard

story by Pam Greatorex | illustrated by Peter Sheehan

Skateboards can fly! Jack landed on his knees, picked himself up, then raced towards the guardrail. He watched, horrified, as his skateboard sailed off the end of the jetty. It floated briefly and then disappeared into the murky



waters of the river, giving Jack a final glimpse of the red and yellow logo on its deck.

He had been doing so well, skating around on the newly-laid concrete of the jetty, and gradually trying some of the tricks that the other kids could do at the skate park. At this stage he'd be happy if he could just get some air. All it had taken was one mistake and Jack had lost contact with the board. It had raced along the smooth surface and out of sight. Jack gazed desperately into the water, but there was no sign of the board.

He had worked so hard for his brand-new skateboard, washing the neighbourhood cars and mowing lawns until he never wanted to see another lawnmower. He had handed his second-hand skateboard to his younger sister, knowing he wouldn't be needing it again. He would never forget the day he had walked into the shop and laid out the cash on the counter, the coins among the notes making a satisfying clink as they landed. As he had walked out with his new skateboard, dropped it to the ground and pushed off, Jack had been the happiest boy in the world.

Now he slumped to the ground



and buried his face in his hands.

'Bad luck, mate,' said a voice to his right, and Jack lifted his gaze and saw Mr Johnson. He lived down the road from Jack and was Sam Johnson's pop. He was sitting in a green camping chair further down the jetty, a fishing rod in his hands and a bucket of water next to him. Nobody had ever seen Mr Johnson actually catch a fish, but he seemed happy to keep on trying and to take in the view of the river: the bridges, the ferries and the bat colony on the opposite bank, its trees decorated with sleeping flying foxes. Come sunset, the air would be alive with them as they headed out to Brookfield and its fruit farms.

'There's all sorts of junk on the bottom of this river. Bikes, shoes, shopping trolleys and even the occasional car. I suppose your skateboard is down there too.'

'I'll never get it back,' said Jack, his

voice quavering. 'It's gone forever.'

'You give up too easily,' laughed Mr Johnson. 'Tell you what—meet me back here at three o'clock. And make sure you wear some old runners!'

Jack looked quizzically at the man who just laughed and said, 'I'll bring Sam along to help.' Great, thought Jack. Now everyone would know. 'I'll leave my fishing gear here. No point in carting it back again.'

At three o'clock Jack returned to the jetty and sure enough, there were Mr Johnson and Sam. 'Hey Jack,' said Sam. 'Pop told me you had a bit of trouble with your skateboard. Let's have a look.'

They walked to the edge of the jetty and, to his surprise, Jack saw that the water was much lower than it had been this morning. 'Low tide,' remarked Mr Johnson, rubbing his hands together. 'Now, prepare to get dirty.'





Carefully, Jack and Sam picked their way around the side of the jetty and through the mud. A small blue crab appeared from a hole in the mud, scuttled away from the boys and disappeared down another hole. The mangroves, which grew happily in this tidal zone, now exposed their roots so that they could take in oxygen. Nasty-looking spikes poked up through the brown, sticky river mud and Jack realised why he'd been told to wear runners. 'Nasty things, those spikes,' said Mr Johnson, leaning over the rail. 'When I was your age I got spiked by one and my foot turned red and swelled up. Scored myself a tetanus shot that week.'

The boys eased themselves through the mud which grasped at their shoes and seemed determined to suck them off their feet. They laughed at the rude noises that their feet made as they pulled them out of the glutinous mess.

Suddenly Jack went knee-deep into the brown mess and was firmly stuck—no going forwards or backwards. Pop took charge. 'Sam, come around on this side and give Jack your hand. Don't pull too hard; gently does it.' One by one, Jack extracted his feet and moved closer to the jetty where the mud wasn't as deep. He and Sam stood below Mr Johnson, who scanned the shallow water for Jack's skateboard.

'There's something red over here,' he said, pointing. The boys sloshed over to the spot and found the red object: it was part of a shopping trolley that had been dumped into the river and had settled on the river bed until only the red handle was exposed. 'Nobody's going to be using that to shop with,' said Sam, and Jack agreed quietly, the sadness creeping back into him. This was pointless.

'I think you're going to have to try a little bit further out,' said Mr Johnson.

'Your skateboard was travelling pretty fast when it shot off the jetty.'

Carefully, Jack and Sam waded away from the jetty. Apart from the mud, there were river rocks beneath their feet, and their footing became precarious. They gazed into the water and as they moved slowly through it they found one decrepit runner, a takeaway coffee cup and three beer cans.

Tears threatened to fall from Jack's eyes. They weren't going to find his skateboard, and he didn't have the heart to save up for another one. It was a stupid idea to think he would ever be as good as Sam. What a waste.

'There!' shouted Mr Johnson. 'There!' The boys followed the direction that the old man was pointing in. 'I can see red and yellow!'

'It's too far out!' Sam shouted. 'We'll never be able to reach it!'

'Here, take this,' Mr Johnson said, stretching as far as he could and passing his fishing rod over the railing to Sam. 'You hold one end, and get Jack to hold the other. That way he can get further out.'

The boys followed his instructions, and Jack eased his way further out into the water. He was thigh-deep, then waist-deep. His heart leapt as he saw the yellow and red deck of his skateboard.

'I can see it! I just don't know how I'm going to reach it.'

'You're going to have to put your head under the water,' laughed Mr Johnson. 'Don't worry, it won't kill you,' he laughed. 'Maybe just make you a bit sick!'

Jack gazed at his skateboard resting tantalisingly out of reach. It was now or never. Taking a deep breath and eyeballing the skateboard, he plunged his head under the surface, while at the same time reaching for the board. 'Missed it!' he gasped as his head bobbed above the surface.







'Again!' shouted Sam and Pop. Jack took another lungful of air and repeated the plunge beneath the surface. With one hand grasping the end of the fishing rod, he stretched as far as he could and grabbed at the skateboard, gripping one of the wheels and dragging the board out of the mud. His head broke the water and, soon after, so did the skateboard. 'Got it!' Jack shouted triumphantly.

There were cheers all round as Sam started to pull the fishing rod back towards him, helping Jack to ease his way back to the water's edge. Sam passed the fishing rod up to his pop, and the boys began

retracing their steps to the safety of the jetty, which was even harder to do, with Jack needing both hands to hold his skateboard and no arms to help him balance. Nothing was going to make him let go of it though, and eventually both of the boys were back on the jetty.

'Will you take a look at yourselves!' laughed Mr Johnson. Both boys were covered in slimy brown mud, and Sam had lost a shoe somewhere. 'You stink!' laughed Sam.

'Not as much as you!' replied Jack. 'Let's call it a tie,' said Pop. 'How about we go back to my place and I'll hose you off. None of your parents are going to want to see you looking like that! We can hose off your skateboard while we're at it, Jack. A good clean up and some oil on the wheels and you'll be ready to roar again!'

The boys cheered and Jack's heart soared. He'd soon be back practising his tricks, but definitely not on the jetty.

'Jack,' Mr Johnson said as they headed for home. 'It's my lucky day. You're the biggest thing I've ever caught with that rod!' ■

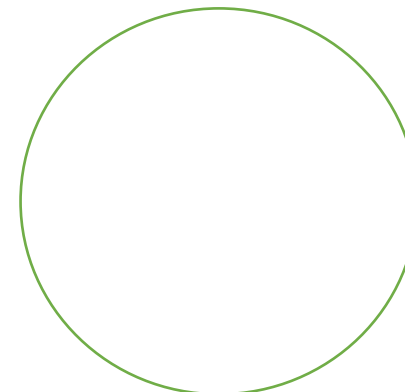


Well, that was a real team effort.

One of our super six strategies we use when reading is **SUMMARISING**. This helps us comprehend what has happened in the text after we have read it.

**Read the ending, then re-read the text and answer the questions:**

- Briefly identify the key events in less than 10 dot points.**
- Create a mind map about the characters in the story. Write words to describe their personality traits.**



Reading – Thursday 21/10/21

# TASK CARD 1

# INVESTIGATIONS

*online etymology*

## The English Language: Part 1

1. How many words are there in the English language?
2. Are new words ever added to the dictionary?
3. Are words ever removed from the dictionary?
4. Who makes the decision about English words and whether or not they are valid?
5. What is the longest word in the dictionary?
6. What is the shortest word in the dictionary?
7. How are definitions created for words?
8. Think of 5 words that should be added to the dictionary. Consider the root and origin of these words. Give these words definitions.

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## Friday – Spelling Test

Week \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Writing – Monday

End Stage 3 English – Discussion – Grade C

# MONEY

Our class have been discussing whether money is the most important thing in life or not.

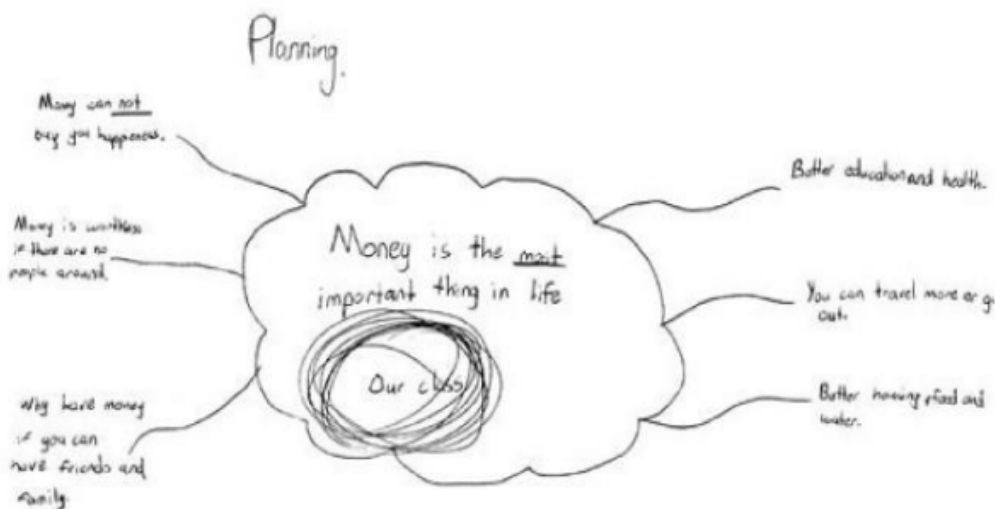
Some of the class think that money isn't the most important thing in life because money can't buy you happiness. Also money is worthless if there are no people around to use it. Finally, why would you want to have money when you can have friends and family.

The other students disagree. Some of the reasons are you will have the opportunity for a better education and health. You can also travel more and go out. Finally, if you have money you will get better housing, food and water.

Our class have decided that money is not the most important thing in life because money just can't buy you happiness.

Adequately structured discussion. Both sides of the argument presented with examples

Adequate drafting and revision have resulted in few errors in spelling and punctuation



### Grade Commentary

Jordan has demonstrated a sound knowledge and understanding of the content. The discussion has been adequately written and structured with both sides of the argument presented. The information has been identified and expanded upon with three examples of justification provided for each viewpoint but there is a need for further expansion on these examples. Jordan has demonstrated basic desktop publishing skills.

Jordan's response demonstrates characteristics of work typically produced by a student performing at a grade C standard.



## Writing – Tuesday

English

ARC Work Sample

Shannon

### End Stage 3 English – Discussion – Grade B

#### TO DAM OR NOT TO DAM

The problem of Hoover Dam is one debated over many times. Hoover Dam is a high-arch gravity dam and the water supply to the dam is the Colorado River. The building of this dam is located in Black Canyon in America. Local community groups considered in this consist of aquaculturists and agriculturists, industrial groups, naturalists and birdwatchers, hunters and trappers, local fisherman and rural residents. Five of these stakeholders believe that Hoover Dam shouldn't be built and only one of these stakeholders believe that Hoover Dam should go ahead.

Good context for an introduction including all groups considered in the argument

Local industrial groups believe that Hoover Dam should go ahead because they get more money, which leads to bigger salaries for their workers. Industry groups get more money from logging local forests and they provide electricity to major states in America. These states include Los Angeles, Las Vegas and Sandiego. Las Vegas uses a lot of electricity and therefore it provides major money from tourism. On the other hand there is some evidence that supports the beneficial side of building Hoover Dam. One of those reasons is air pollution. The local industries are receiving many complaints about air pollution from the local residents. They have also received complaints about the noise in the area. Overall, there are more arguments that support building Hoover Dam.

Creativity and critical thinking are demonstrated in presenting both sides of the argument

The aquaculturists and agriculturists in the area believe that Hoover Dam should not be built. They believe this because they are losing animals, plants and trees. This stakeholder group is losing all of their business to the building of the dam. As a consequence, these people are losing money to use for food, housing and medical needs. As a result of losing business, ecosystem functions are failing and habitats are being changed, resulting in other animals finding it hard to live. However, there are some benefits for this stakeholder group. Because of the tamed water, aquaculturists are finding it easier to grow food and plants to sell at the market. Another benefit is that agriculturists are getting more land to build lands to grow crops. Overall there are numerous arguments to suggest that building Hoover Dam is beneficial.

homes due to the building of the dam. Local people are becoming terribly sick because of diseases. However, that isn't the only problem affecting humans. People are dying from car crashes. This is due to heavy traffic along the main roads because of the construction of Hoover Dam. In spite of that, there is a benefit for this stakeholder group. There is now more land for rural towns. This is due to logging of forests around the area. Overall, the most supporting argument suggests that Hoover Dam should not be built. For this reason, the rural residents argue that Hoover Dam should not be built.

The hunters and trappers in the area also agree that Hoover Dam should not be built. This is because they are losing animals and native species. This stakeholder group is losing animals to sell their fur and meat at the market. Consequently, they are losing business and money to live off for essentials like housing, food and medical needs. The loss of native animals effects the town's economy. Native species draw in tourists from all over the country. If this stops happening, the town will loose money for better technology and new buildings. There is no evidence to support building Hoover Dam, therefore the hunters and trappers are against building Hoover Dam.

In conclusion, there is a lack of evidence to support building Hoover Dam, however the more convincing arguments suggest that not building Hoover Dam is beneficial.

An effective conclusion, summing up the argument

## NSW Department of Education

The naturalists and birdwatchers in the area, also believe that Hoover Dam should not be built. They believe this because the birdwatchers are losing birds and the naturalists are losing native species. Native species to the area are dying because of habitat changes and modified habitats. This is bad because if the area is losing native species, it loses tourism for the town. Therefore the economy goes down and the town doesn't have any money for new technology or new buildings. There is no evidence to support building Hoover Dam, therefore the naturalists and birdwatchers are against building the dam.

The local fishermen believe that Hoover Dam should not go ahead and be built because they are losing money to live on. In the local river, the temperature of the water is changing daily, and some fish are finding it hard to adapt so quickly to these changes of habitat. There is also a number of fish being reduced due to tidal effects in the area. Yet, there is one benefit for the fishermen. 50 new species have been introduced in the local river, allowing more business. The consequence is that most of the new species introduced can not be sold and bought. There is significant evidence to support not building Hoover Dam, as a result, the local fishermen argue that Hoover Dam should not be built.

The rural residents in the area also believe that Hoover Dam should not be built. They believe this because people in the area are becoming sick and dying and they are losing

## Maths- Monday



# Planning a Party!

You have been asked to plan a party for 10 people (including yourself).

Below is a list of things you **MUST** include at your party. There are some suggestions of things that you might want to think about under those headings when planning your party.

**Your budget is \$80**

THINGS YOU NEED AT YOUR PARTY:	Cost
<ul style="list-style-type: none"><li>✓ Food and Drink<ul style="list-style-type: none"><li>- Hot food (party pies/sausage rolls)</li><li>- Snacks (fairy bread, chips, lollies)</li><li>- Drink (soft drink, water, juice)</li></ul></li></ul>	
<ul style="list-style-type: none"><li>✓ Decorations<ul style="list-style-type: none"><li>- Streamers</li><li>- balloons</li></ul></li></ul>	
<ul style="list-style-type: none"><li>✓ Cake</li></ul>	
<ul style="list-style-type: none"><li>✓ Party Games<ul style="list-style-type: none"><li>- Pin the tail on the donkey etc.</li><li>- Donut game</li></ul></li></ul>	
<ul style="list-style-type: none"><li>✓ Theme</li></ul>	
<ul style="list-style-type: none"><li>✓ Cutlery/Napkins/Plates<ul style="list-style-type: none"><li>- knife and forks</li><li>- napkins</li><li>- plates</li></ul></li></ul>	
<ul style="list-style-type: none"><li>✓ Party Bags<ul style="list-style-type: none"><li>- Cost of party bags</li><li>- What is in the party bag? Lollies/toys/games</li></ul></li></ul>	

## Maths - Tuesday

### Worksheet 4: Budgeting and saving

Play 'Budget and saving' with a partner.

**Game: Budgeting and saving**

**Aim:** to be the first to pay fully for all of your three **needs** (in order to participate in a tennis competition), and to have **saved** the greatest amount by the end of the game

**You will need:** a pencil, a paperclip, spinner artwork copied onto light card and cut out (Figure 1), and a budgeting table (from the next page)

#### How to play:

Place a pencil point on the centre of the spinner with a paperclip around the point (see Figure 2). Flick the paperclip to make it spin. The amount it lands on represents the amount you 'earn' each week from your part-time job. This is the money you use to pay for your needs over the 4-week period. Your teacher will explain all the rules.

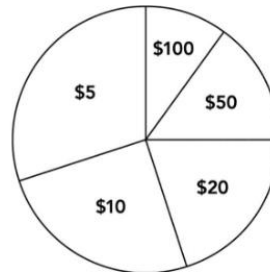


FIGURE 1: Spinner

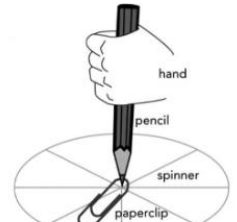


FIGURE 2: Using the spinner

#### Budgeting table

Income		Cost of needs				Savings	
Week	Total amount earned	Court entry (\$12 pw)	Club membership and coaching (\$20 pw)	Uniform (\$5 pw)	Total cost of needs	Weekly savings	Running tally of savings (you have \$40 to start with)
Week 1							
Week 2							
Week 3							
Week 4							
Totals							



## Maths – Wednesday

### Worksheet 5: A big day out at the theatre

#### Theatre price list

THEATRE PRICES	<u>Admission costs:</u>	
	Level A (stalls seating):	\$42.50 (adults) \$25.00 (children) \$122 (family of 2 adults and 2 children)
	Level B (balcony seating):	\$34.50 (adults) \$18 (children) \$99 (family of 2 adults and 2 children)
	<u>Theatre shop:</u>	
	t-shirts	\$22.45
	stickers	\$5.95
	card games	\$8.95
	watch	\$16.00
	greeting cards	\$3.95
	bag-pack	\$24.95
program	\$35.00	
DVD	\$45.00	
<u>Theatre snacks:</u>		
soft-drink	\$6.50	
chocolate bar	\$6.00	
nuts	\$6.00	
ice-cream	\$5.50	
combo family pack (4 drinks, 2 snacks)	\$19.00	

- Use the information in the theatre price list above to estimate the cost for one family member to attend the theatre, if there are no limits to their spending. Show your thinking.

- Estimate the cost for your whole family to attend. Show your thinking.

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- A family of two adults and two children decide to go to the theatre to celebrate a special occasion.

- Create a table and use it to prepare a budget for this family. Justify the choices that you make. Show your calculations or thinking in the space below and on the following page.
- Imagine that the most this family can spend is 180 dollars. What changes would you make to their budget? Justify your choices. Show your calculations in the box below.

Show your findings here:

1.

Show your findings here:

3a.

Show your findings here:

3b.

## Maths – Thursday

### Creating a Financial Plan (A)

Sam's October Budget

Transactions	Credit	Debit
Monthly Pocket Money	\$25.00	
Pay – Mowing Lawns	\$56.00	
Birthday Money		
Phone Charges		\$22.00
Entertainment		\$30.00
School Supplies		
Lunch Money		\$25.00
Bus Money		\$12.00
Other		\$20.00
<b>Total</b>	<b>\$126.00</b>	<b>\$124.00</b>

① Use Sam's October Budget to answer these questions.

a) How much money did Sam have left at the end of October?

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b) How much did Sam have to spend on school supplies? Write the amount on the budget.

c) How much birthday money did Sam receive? Write the amount on the budget.

d) Will Sam have enough money coming in to be able to spend the same amount in November? Explain your answer.

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e) Which of Sam's expenses do you think are necessary and have to be carried over to November's budget? Explain your answer.

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## Maths – Friday

Name \_\_\_\_\_

Date \_\_\_\_\_

### Creating a Financial Plan (B)

#### Sam's November Budget

Transactions	Credit	Debit
Monthly Pocket Money	\$25.00	
Pay – Mowing Lawns	\$63.00	
Phone Charges		\$22.00
Entertainment		\$20.00
School Supplies		\$25.00
Lunch Money		\$25.00
Bus Money		\$12.00
Other		\$20.00
<b>Total</b>		

- ① Use Sam's November Budget to answer these questions.
- Sam made \$32 babysitting in November. Write this in the correct place on the budget.
  - Fill in the credit total for November.
  - Fill in the debit total for November.
  - Did Sam make enough money to cover his expenses in November? \_\_\_\_\_
  - Name an expense that Sam can cut back on. How much does he need to reduce it by in order to have enough money to cover all expenses in November?

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- ② Write these transactions on the budget provided and add up the totals.
- Sam made \$82 mowing lawns.
  - Sam spent \$43 on a video game.
  - Sam received \$15 from his aunt Millie.
  - Sam gave his friend \$8 for lunch.
  - Sam bought a bus pass for \$13.

Transactions	Credit	Debit
<b>Total</b>		



## You Can Do It — Social Emotional Blockers

Today's lesson focuses on the four 'zones of emotion' that people experience and what it feels like to be in each zone.

Instructions: Cut out each emoji and glue to the back of four coloured cards – blue, green, yellow and red.



If we're in the **Blue Zone**, we have a low level of energy. We're not ready to learn, we feel sad, down, sick, or tired and we move slowly.

If we're in the **Green Zone**, we feel calm and alert. We're in the optimal zone to learn. We feel happy, calm, energetic and focused.

If we're in the **Yellow Zone** we feel anxious or nervous. We have a heightened state of alertness and elevated emotions. We feel like we have lost some control over our actions.

If we're in the **Red Zone** we feel anger, a heightened state of alertness and intense emotions. This is not an optimal zone for learning. We feel out of control, angry or frustrated. We're yelling, hitting or behaving out of control.

Which zone are you in right now?

Write down your thoughts...

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**Answer the following questions:**

**Which zones are the worst to be in when learning in class because they make us not pay attention, feel worried, down or angry, or procrastinate? (The five blockers.)**

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**Which zone is optimum for learning?**

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**Can you think of times when you are in each zone?**

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**Can you look like you are in one zone on the outside and feel like you are in another zone on the inside**



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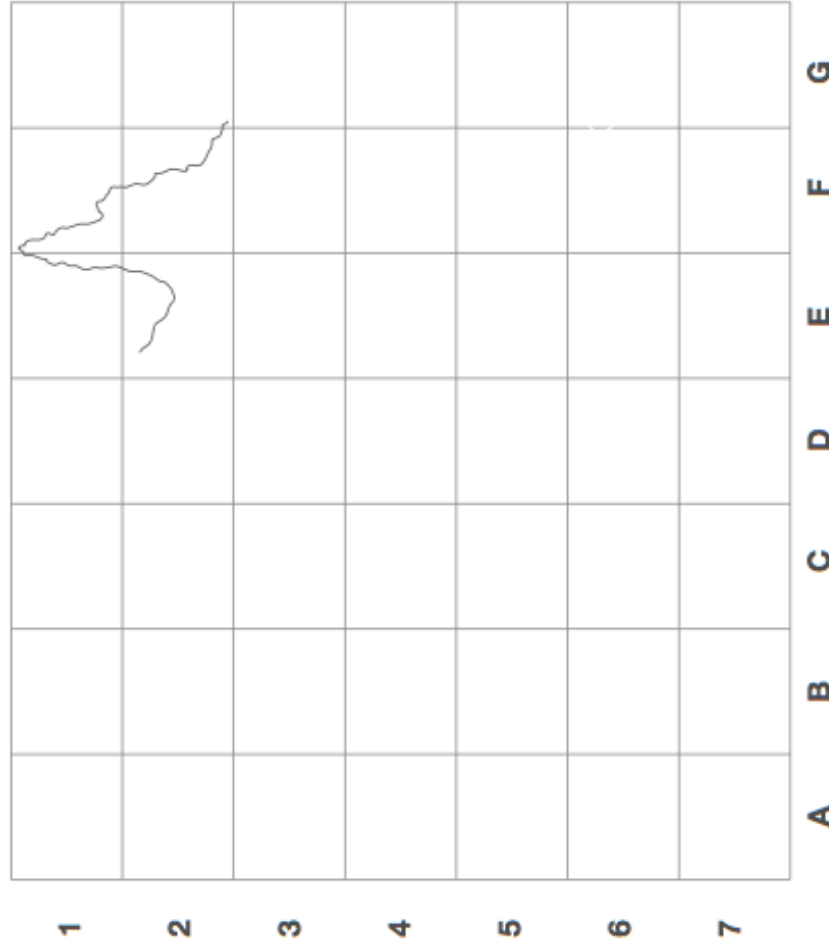
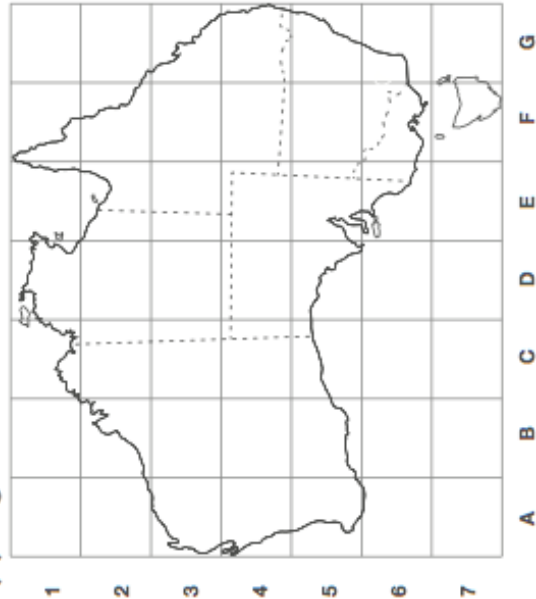
Geography: Year 4 – Places are Similar and Different

Masterclass

Lesson 4 Mapping - Scale

## Mapping- Scale

It is impossible to draw a map in its real size. Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map onto the bigger grid lines.



Year 3 - 6


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2

## Geography Year 5 – A diverse and connected world: “I’ve been to Bali too”



How do Australians connect with other people and places?

 Look at the provided image. What do you see, think and wonder?

See



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Think



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Wonder



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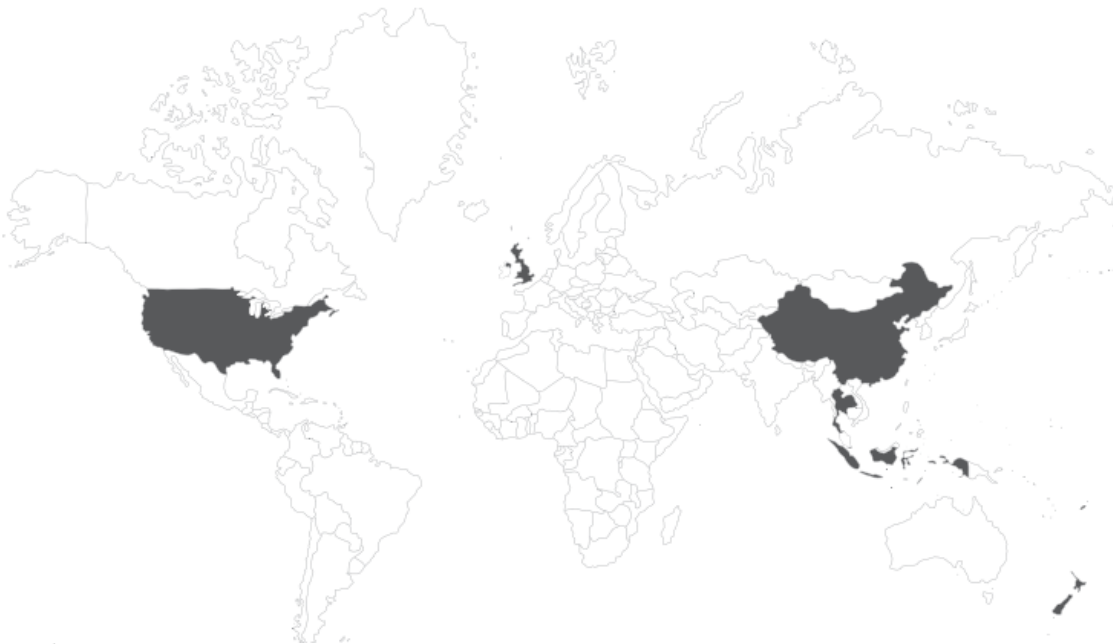
Continued...

**8** The countries coloured black on this map are the main destinations that Australians travel to.

- a** Label the countries with their names.
- b** Find out which one is the main travel destination for Australians and circle it in red.
- c** Why do you think this is the most popular place to visit?

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**10** Which of the reasons for travel from question four might be why people visit Australia?

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**Science- Year 4: Make a rock**

Conduct the experiment attached and complete the questions.

**Earth and space sciences**

**Project 6**

**Make a rock**


**TASK:**  
Create a rock that replicates a sedimentary rock.

**CRITERIA:**

- The rock must contain sand, and may have gravel and other minerals added to it.
- The rock ingredients should be mixed in a plastic cup. A substance such as salt or sugar will be needed to make the ingredients stick together so the rock will set.
- The rock should be no larger than 10 cm.

**SUGGESTED MATERIALS:**

- sand
- gravel/small rock chips, small shells
- plastic cup
- salt
- sugar
- plaster of paris



**STEM PROJECTS**

BOX 4

R.I.C. Publications® [www.ricpublications.com.au](http://www.ricpublications.com.au)


**Earth and space sciences**

**Project 6**

**Make a rock**

- Research what sedimentary rocks are made from and what they contain.
- Draw a diagram of how your rock will look and what it will contain.
- Collect the materials you will need, including sand, gravel, small rock chips, small shells, plastic cups, salt, sugar and plaster of paris.
- Create the rock to look like your plan.
- Check that the rock meets the criteria.
- Give a presentation as a geologist who has discovered the rock. Explain what the rock contains and the story it tells about Earth.

**STEM PROJECTS**






## Science- Year 5: Switches & Circuits

Last week we learnt about how the different components of a torch. This week we will be looking at the components of a battery circuit.

1. Watch the video to observe what a battery circuit is. <https://www.youtube.com/watch?v=PXNKkcB0pI4> (Stop video at 1:36)

Record what you observed in the video.



### Circuits and Switches

**Light it up!**

Name:	Date:
Other members of your team:	

**Predict** Draw, or upload photos of, simple diagrams of different arrangements of the battery, wire and bulb that you predict will light up.

**Reason** Why do you think they will work?

**Observe** What happened? Which arrangement/s lit up?

**Explain** Did the results fit your prediction? Why do you think you observed what you did?

PrimaryConnections  
Supporting Science and Technology Learning

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Supporting Science and Technology Learning

Think about how a battery circuit would work? Draw and write down your predictions on the following worksheet.

**Below is a picture of a simple battery circuit.**

1. Record what components there are to this circuit?

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2. Why is the lightbulb lighting up?

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Looking at the picture, draw and label your own circuit in the space below. Draw arrows so we can clearly see the areas you are labelling.

Space to record your observation\*





# NSW Department of Education

Scenario	Emotion	What behaviours you may exhibit?	How may this impact the safety of you and others?
Riding your bike	Angry because you have been in trouble and are not allowed to go to your friend's birthday party.	Riding too fast/dangerously, taking risks, not see clearly because of tears, don't slow down/stop when coming to an intersection, not wear helmet properly/or at all.	Be hit by a car, a driver may swerve to miss you and cause an accident, damage your bike and fall off it.
Swimming at your local pool/beach	Excited because you are going with a group of your friends and your best friend's mother.		
Walking home from school by yourself.	Upset/sad because your friend and you had an argument.		
Heating up some baked beans for breakfast.	Worried because you're exhausted after you played on your phone instead of going to sleep.		
Playing a game of touch footy with your friend	Frustrated/annoyed because you are unable to dodge the other players but can break tackles easily.		
Playing a game either online, on your tablet or phone.	You feel anxious, begin to panic and rush because you are late for the bus and may miss it.		

Art – Using fine brush strokes create a water lily artwork.

You may start by painting the background and letting it dry.

Secondly, in a round motion create the green lily pads by using your paint brush in a circular motion.

Thirdly, use a smaller paint brush – use fine strokes to create the orange lily.

Finally, to create shadowing use a darker blue paint colour.

TIP: Make sure you dip your paint in water.

**OR**

Using a pencil sketch the painting. You may choose to use textas or pencils to colour it in.

