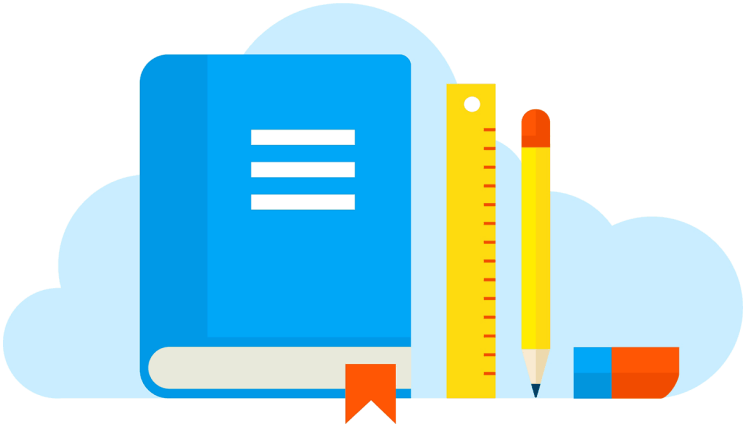
Plattsburg Public School

Learning from Home

Stage 3

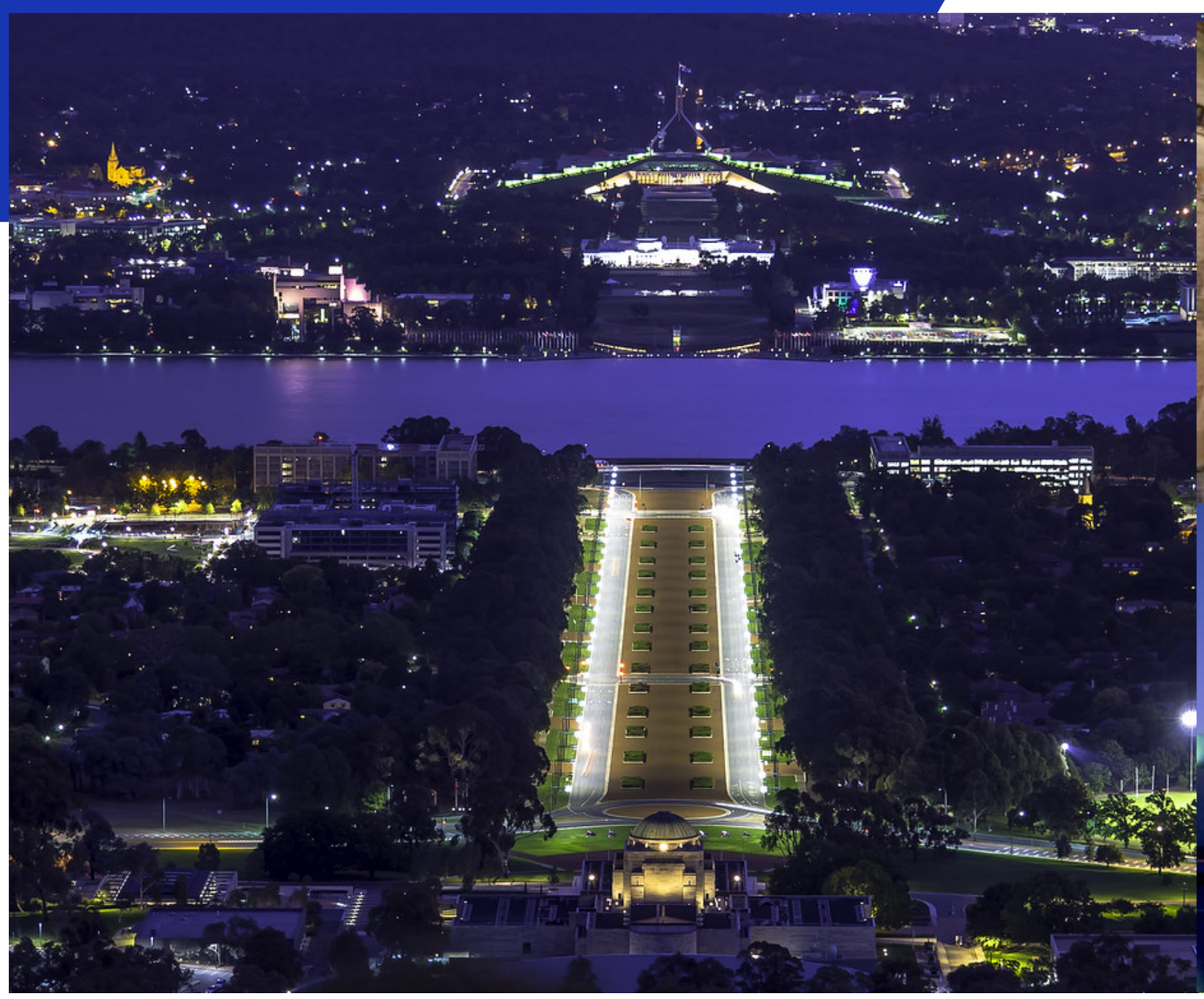
Group 1

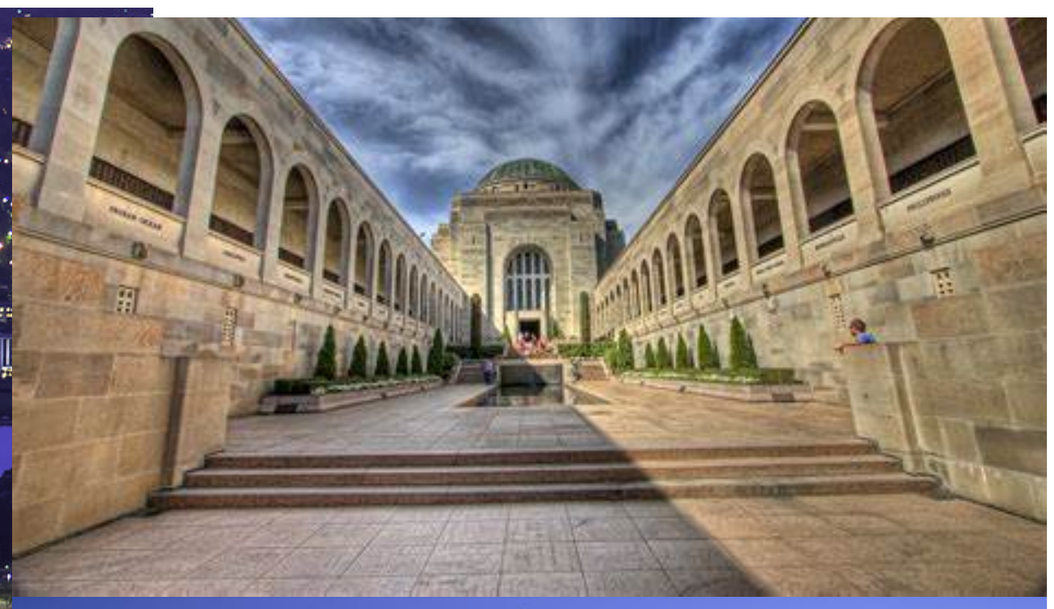


Learning From Home

Suggested Daily Timetable

Suggested Times	Online Activities	Offline Activities
9.00	Comprehension and Grammar	Comprehension and Grammar
9.20	Activity 1 - Reading	Activity 1 - Reading
9.50	Activity 2 - Spelling	Activity 2 - Spelling
10.05	Fruit Break and Storyline Online	Fruit Break and listen to someone read
10.20	Activity 3 - Writing	Activity 3 - Writing
11.00	Recess break and play outside (if possible)	
11.50	Maths Challenge of the Day	Maths Challenge of the Day
12.10	Maths lesson	Maths lesson
1.00	Prodigy/Online activity	Maths game/Hands on activity
1.25	Lunch break and play outside (if possible)	
2.05	KLA Matrix Activity	KLA Matrix Activity
3.00	End of school day	End of school day





CANBERRA VIRTUAL EXCURSIONS

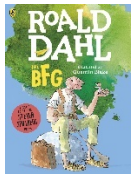
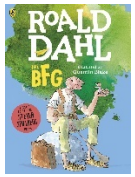
Plattsburg Public School students will have the opportunity to attend virtual excursions from Canberra. The links will be posted on Google Classroom each day.

A timetable for the virtual excursions is below:

- Mon 30-Aug 10:00 National Museum of Australia
- Mon 30-Aug 2:00 Museum of Australian Democracy
- Tue 31-Aug 10:00 National Gallery of Australia
- Tue 31-Aug 2:00 National Film and Sound Archive
- Wed 1-Sep 10:00 Australian War Memorial
- Wed 1-Sep 2:00 National Portrait Gallery
- Thu 2-Sep 10:00 Parliamentary Education Office
- Thu 2-Sep 2:00 Questacon
- Fri 3-Sep 10:00 Royal Australian Mint

LITERACY BOOKLET WEEK 8

Stage 3 Literacy – Week 8

Monday	Tuesday	Wednesday	Thursday	Friday
Online Learning				
Comprehension and Grammar Find the daily comprehension and grammar activity on Google Classroom. Read or view the text provided and complete the questions.				
Activity 1 (Reading): Read the first 5 chapters of "The BFG" by Roald Dahl, online. the_bfg.pdf (weebly.com) Complete the comprehension activity for this book which is posted on Google Classroom.  	**Activity 1 (Reading):** Read a book of your choice for 20 minutes. Draw a picture of the main character. Around the main character write a range of noun groups to describe them. A noun group is a group of words relating to, or building on, a noun. Noun groups usually consist of a pointer (the, a, an, this, that, these, those, my, your, his, her, its, our, mum's, Miss Smith's) plus one or more adjectives or adverbs. For example: The big, brown, hairy **spider**. **Spider is the noun. Big, brown, hairy are the adjectives.** The dry, windswept, desert region. **Region is the noun. Dry, windswept are the adjectives.** Post it to the corresponding Google Classroom activity.	**Activity 1 (Reading):** Read the next 5 chapters of "The BFG" by Roald Dahl, online. the_bfg.pdf (weebly.com) Complete the comprehension activity for this book which is posted on Google Classroom.  	**Activity 1 (Reading):** Read a book of your choice for 20 minutes. Draw a detailed map of the setting of the text you are reading. Don't forget to label the different places in the setting.	**Activity 1 (Reading):** Read the next 5 chapters of "The BFG" by Roald Dahl, online. the_bfg.pdf (weebly.com) Complete the comprehension activity for this book which is posted on Google Classroom. 

Activity 2 (Spelling): Write out your spelling words for this week twice in your workbook. 1. ghosts 2. nurses 3. echoes 4. pictures 5. characters 6. calculates 7. directions 8. professors 9. adventures 10. mechanics 11. musicians 12. earthquakes 13. reflections 14. investigations 15. exhibitions	**Activity 2 (Spelling):** Place your spelling words in alphabetical order in your workbook.	**Activity 2 (Spelling):** Using Google's dictionary or another online dictionary, look up your words and write them with their meanings in your workbook.	**Activity 2 (Spelling):** Make a word cloud of your spelling words using Word It Out online: https://worditout.com/word-cloud/create	**Activity 2 (Spelling):** Complete your online spelling test in Google Classroom.
Fruit Break and Storyline Online: Eat something fresh and enjoy 'A Bad Case of Stripes' - Storyline Online - A Bad Case of Stripes	**Fruit Break and Storyline Online:** Eat something fresh and enjoy 'As Fast As Words Could Fly' - Storyline Online - As Fast As Words Could Fly	**Fruit Break and Storyline Online:** Eat something fresh and enjoy 'The Hula Hoopin' Queen" - Storyline Online - The Hula-Hoopin' Queen	**Fruit Break and Storyline Online:** Eat something fresh and enjoy 'Here Comes the Garbage Barge" - Storyline Online - Here Comes the Garbage Barge	**Fruit Break and Storyline Online:** Eat something fresh and choose your own story from Storyline Online Storyline Online - Home
Activity 3 (Writing): View the following clip on How to Write a Letter (73) Letter Writing for Kids - YouTube Look at the Letter Sample and identify the following: 1. Sender's address; 2. The date; 3. The recipients name, title and address;	**Activity 3 (Writing):** Over this week you will plan, draft and write a letter to an Olympic athlete who is competing in the Tokyo 2021 Paralympic Games. -Plan your letter -Choose your athlete and conduct some research Athletes | Paralympics Australia Decide on 4-5 key things you would like to include in your letter. Your	**Activity 3 (Writing):** Write a draft of your letter in Google Classroom. Re-read regularly while writing. Think about what you would like to say to or ask the athlete. Optional: share your writing with your teacher for feedback.	**Activity 3 (Writing):** Revise and edit your letter. Read it aloud to a family member/carer for some feedback. Check that it contains: 1. Sender's address; 2. The date; 3. The recipients name and title; 4. A formal greeting using the recipients correct title if known (eg Mr/Mrs/Miss etc); 5. The content; 6. The sign off	**Activity 3 (Writing):** Publish your letter, either in Google Classroom or using your neatest handwriting.

4. A formal greeting using the recipients correct title if known (eg Mr/Mrs/Miss etc); 5. The content; 6. The sign off; 7. A signature and printed name.	letter should include at least 4 paragraphs.		7. Your signature and printed name.	
Offline Learning				
Comprehension and Grammar Complete the daily comprehension and grammar activity in your booklet. Read or view the text provided and complete the questions.				
Activity 1: Read a book of your choice for 20 minutes. In your workbook, write out 6 comprehension questions and the corresponding answers. These questions could be used to check a family member/carer's understanding if they had just read what you had.	**Activity 1:** Read a story of your choice for 20 minutes. Draw a picture of the main character. Around the main character write a range of noun groups to describe them. A noun group is a group of words relating to, or building on, a noun. Noun groups usually consist of a pointer (the, a, an, this, that, these, those, my, your, his, her, its, our, mum's, Miss Smith's) plus one or more adjectives or adverbs. For example: The big, brown, hairy **spider**. **Spider is the noun. Big, brown, hairy are the adjectives.** The dry, windswept, desert region. **Region is the noun. Dry, windswept are the adjectives.**	**Activity 1:** Read a book of your choice for 20 minutes. Answer these questions about the text you have just read. 1.What is the main character's personality like? How do you know? 2.Why do you think the character is acting like that? 3.What do you think this character learns from what just happened?	**Activity 1:** Read a book of your choice for 20 minutes. Draw a detailed map of the setting of the text you are reading. Don't forget to label the different places in the setting.	**Activity 1:** Read a book of your choice for 20 minutes. Write about your favourite part of the story and why it is your favourite part of the story. Illustrate your work.

Activity 2 (Spelling): Write out your spelling words for this week twice in your workbook. 1. ghosts 2. nurses 3. echoes 4. pictures 5. characters 6. calculates 7. directions 8. professors 9. adventures 10. mechanics 11. musicians 12. earthquakes 13. reflections 14. investigations 15. exhibitions	**Activity 2 (Spelling):** Place your spelling words in alphabetical order in your workbook.	**Activity 2 (Spelling):** Using a dictionary (or ask an adult), find the meaning of your words and write them with their meanings in your workbook.	**Activity 2 (Spelling):** Write each of your words using rainbow writing in your workbook.	**Activity 2 (Spelling):** Ask an adult to give you your spelling test.
Fruit Break and Storyline Online: Eat something fresh and get a family member in your home or over the phone to read you a story.	**Fruit Break and Storyline Online:** Eat something fresh and get a family member in your home or over the phone to read you a story.	**Fruit Break and Storyline Online:** Eat something fresh and get a family member in your home or over the phone to read you a story.	**Fruit Break and Storyline Online:** Eat something fresh and get a family member in your home or over the phone to read you a story.	**Fruit Break and Storyline Online:** Eat something fresh and get a family member in your home or over the phone to read you a story.
Activity 3 (Writing): Look at the Letter Sample and identify the following: 1. Sender's address; 2. The date; 3. The recipients name, title and address; 4. A formal greeting using the recipients correct title if known (eg Mr/Mrs/Miss etc); 5. The content; 6. The sign off; 7. A signature and printed name.	**Activity 3 (Writing):** Over this week you will plan, draft and write a letter to an Paralympic Athlete who is competing in the Tokyo 2021 Paralympic Games. We have included some local athlete's profiles for you. Choose your athlete from the profiles provided Plan your letter. Decide on 4-5 key things you would like to include in your letter. Your letter should	**Activity 3 (Writing):** Write a draft of your letter in your workbook. Re-read regularly while writing. Think about what you would like to say to or ask the athlete.	**Activity 3 (Writing):** Revise and edit your letter. Read it aloud to a family member/carer for some feedback. Check that it contains: 1. Sender's address; 2. The date; 3. The recipients name and title; 4. A formal greeting using the recipients correct title if known (eg Mr/Mrs/Miss etc); 5. The content; 6. The sign off	**Activity 3 (Writing):** Publish your letter using your neatest handwriting.

Have a discussion with a family member/carer about what letters they receive. Has this changed over time? Why/why not?	include at least 4 paragraphs.		7. Your signature and printed name.	

Letter sample

1. Your name and address's
2. The date
3. The recipient name, title and address
4. Your formal greeting using the recipient's correct title
5. Your content
6. Your sign off
7. Your signature and your printed name

1. Sarah Thompson
1115 Railway Road
CARLTON NSW 2218

2. 13 March 2012

3. Mr XXXXX
Member for Carlton
3376 Hyde Street
CARLTON NSW 2218

4. To Mr XXXXX,

5. I am writing to inform you of a dangerous corner where Lorikeet Lane enters Bay Street. The building on the east side of Bay Street extends so far that it blocks pedestrians from the view of drivers in cars exiting the lane.
I used to walk down Bay Street twice a day with my dog and many times I have almost been hit by a car. I have since had to change my route because I feel so unsafe.
The council should consider putting a mirror on this corner so that pedestrians can look down the lane and see oncoming cars.

6. Yours sincerely,
7. Sarah Thompson
Sarah Thompson

Athlete Profiles

Para-athletics

Luke Bailey

MY GOAL: To win a Paralympic gold medal over 100m

Date of birth 17 September 1997
Sport Para-athletics

Past Paralympic Games Nil

Impairment Physical Impairment – Caudal regression syndrome and spina bifida

How acquired Congenital

Residence Wingham, NSW

Occupation Wheelchair basketball coach

Started competing 2012

Sport career highlights Competing at the 2018 World Para-athletics Grand Prix event in Nottwil, Switzerland

Greatest sporting moments Watching Kurt Fearnley win the men's marathon T54 at the 2018 Commonwealth Games on the Gold Coast, QLD

Disciplines (Events) –

Para-athletics 100m Classification: T54

Para athletics 4 x 100m Classification: T54

Additional information:

When Tokyo was awarded the 2020 Paralympic Games, Luke Bailey was there competing in a marathon. He has always wanted to return to the Japanese capital, and when better than for his Paralympic debut.

Luke, who has caudal regression syndrome and spina bifida, first began competing in Para-athletics after an introduction to wheelchair racing great Kurt Fearnley. From the moment that Luke sat in Kurt's racing chair, Luke was sold. In 2016, he teamed up with Kurt's long-time coach, Andrew Dawes, and is now working with him towards selection to the 2020 Australian Paralympic Team.

The Tokyo 2020 Paralympic Games will be the first that Kurt has missed since in two decades, so it feels more than fitting that his former coach's new prodigy goes in his place.

However, before Tokyo came November's 2019 World Para-athletics Championships. While Luke had some practice competing internationally, including at the 2018 and 2019 World Para-athletics Grand Prix events in Nottwil, Switzerland, the World Championships were his best opportunity yet to take his sprints to the next level.

And that's exactly what he did, finishing third in his men's 100m T54 semi-final to automatically qualify for the final, and placing seventh in the final.

With his ultimate goal in sport being to win a Paralympic medal over 100m, Luke has a long way to go, but he is the 'Start King' for a reason, and with the support of some of the best in Paralympic sport, he looks set for a long and successful career in wheelchair racing

Para-triathlon

Lauren Parker

MY GOAL: To win a gold medal at the Tokyo 2020 Paralympic Games

Date of birth 5 December 1988

Sport Para-triathlon

Past Paralympic Games Nil

Impairment Physical Impairment – Paraplegia

How acquired Cycling accident

Residence Cooranbong, NSW

Occupation Athlete

Started competing 2008

First competed for Australia 2010

Sport career highlights Winning a bronze medal at the 2018 Commonwealth Games and 2018 ITU World Triathlon Grand Final

Greatest sporting moments Placing second in the women's 25-29 at the 2015 Ironman World Championships

Heroes/role models Brad Fernley, Chrissie Wellington, Laura Siddall, Siri Lindley

Favourite quote The pain you feel today is the strength you feel tomorrow

Disciplines – Events

Para-triathlon Classification: PTWC

Additional Information:

Every path to a Paralympic Games is unique. There are athletes born with their disabilities who have long dreamed of becoming Paralympians. Then there are athletes like Lauren Parker whose lives have taken unexpected turns.

As an elite able-bodied triathlete, Lauren was an Australian representative and finalising her preparation for the 2017 Ironman Australia Triathlon when disaster struck. She was on a training ride travelling at 40km/hr when both her tyres blew, catapulting her into a guard rail.

Among her multiple major injuries was paraplegia.

Lauren was also faced with a question. The very same question that all future Paralympians ask after acquiring a life-changing disability – what now?

After some soul-searching, the answer became glaringly obvious – Para-triathlon would be her new calling.

Fast-forward to today, and Lauren is one of Australia's most promising Para-triathletes. She is the reigning world champion in the women's PTWC, won a Commonwealth Games bronze medal just 12 months post injury, and has achieved a podium place in all but one race since returning to international competition in 2018.

The Tokyo 2020 Paralympic Games is now firmly in Lauren's sights – in fact, earning the honour of becoming an Australian Paralympian is what motivates her every single day.

Para-athletics

Christie Dawes

Date of birth - 3 May 1980

Sport - Para-athletics

Past Paralympic Games - Atlanta 1996, Sydney 2000, Athens 2004, Beijing 2008, London 2012, Rio 2016

Impairment - Physical Impairment – Paraplegia

How acquired - Car accident

Residence - Merewether, NSW

Occupation – Athlete

First competed for Australia -1996

Sport career highlights - Winning a bronze medal in the 1999 Peachtree Road Race, and placing fifth at the 2003 Boston and Berlin Marathons

Greatest sporting moments - Winning a silver medal in the women's 4x100m T53/54 at the Beijing 2008 Paralympic Games, and placing third at the 2008 New York City Marathon

Heroes/role models - Her mum and Oprah Winfrey

Disciplines/Events

Sport: Para-athletics **Discipline:** 1500m **Classification:** T54

Sport: Para-athletics **Discipline:** 5000m **Classification:** T54

Sport: Para-athletics **Discipline:** 4x400m **Classification:** T54

Sport: Para-athletics **Discipline:** Marathon **Classification:** T54

Additional information

After competing internationally for more than two decades, wheelchair racer Christie Dawes has rightfully earned a reputation for being one of the fiercest competitors in the game.

She first became eligible to compete in Paralympic sport as a 10-year-old, when – just 11 months after her dad had taken his own life – she became a paraplegic in a car accident. It was a horror couple of years for Christie's

little family of three, and only through the boundless support of her mum, Roslyn, did Christie go on to make her Paralympic debut in 1996.

24 years and six Paralympic Games have since passed, and in that time, Christie achieved three Paralympic podiums – two silver, one bronze – and two world titles from the 1998 International Paralympic Committee Athletics World Championships.

And had a baby – her son, Charlie, with husband and coach Andrew Dawes. Incredibly, Christie returned to the track just two months later in stellar form, and the following year, won her only major individual medal to date, bronze in the women's 5000m T54 at the London 2012 Paralympic Games.

Now 40, Christie is ready to go another round, and has put her teaching career on hold to focus on selection to the 2020 Australian Paralympic Team.

MONDAY:

Eddie Wing

Eddie Wing could barely sleep the night before Old Chan announced this year's challenge. When he closed his eyes he saw coloured shapes drifting in his small room above the flower stall. All night long the snap of kite tails filled his ears.

Finally morning came, and as he always did, Old Chan announced his challenge.

'This year,' he said, 'the prize will not be for the fastest kite. It will not be for the biggest kite, or the one with the longest tail. This year the prize can only go to the kite that is smaller than any other.' Then Chan sat back down to enjoy the sun and to doze. Before he slept, he made up a secret poem about tiny flying things. Unwritten, it drifted about in his sleepy head before floating away forever.

1. Q1: (1774) What did Eddie dream about? * 1 point

Mark only one oval.

- A. ears
- B. kites
- C. rooms
- D. poems

2. Q2: (1747) Chan's prize was going to be for... * 1 point

Mark only one oval.

- A. the fastest kite
- B. the biggest kite
- C. the smallest kite
- D. the longest kite tail

3. Q3: (1747) When did Chan make up a secret poem? * 1 point

Mark only one oval.

- A. before he slept
- B. while he slept
- C. after he slept

4. Q4: (1767) What is this text mainly about? * 1 point

Mark only one oval.

- A. Chan's dream
- B. a secret poem
- C. a kite challenge
- D. coloured flowers

5. Q5: (1774) Eddie could barely sleep the night before the kite challenge because: * 1 point

Mark only one oval.

- A. He wasn't feeling tired.
- B. The kites were too noisy and keeping him up.
- C. There were coloured shapes drifting in his bedroom.
- D. He was excited about what was happening the next day.

6. Q6: (1774) What happened to Old Chan's secret poem? * 1 point

Mark only one oval.

- A. It was forgotten.
- B. It was written down.
- C. Old Chan announced it.
- D. Old Chan remembered it.

7. What is the name of your school? *

TUESDAY:

Let's Eat

by Ana Zamorano
illustrated by Julie Vivas

At two o'clock we all sit at the big wooden table that Papa made.

Papa is making Mama laugh, Grandpa is telling us about when Mama was a baby, Granny is planning to grow a big pumpkin for little Rosa to eat, Salvador is wriggling off his chair to hide under the table, and Alicia is asking a thousand questions about babies.

"Que maravilla!" sighs Mama. "How wonderful that everyone is eating together!"

2. Q1: (1747) What is Grandpa telling the family about? * 1 point

Mark only one oval.

- A. growing a big pumpkin
- B. when Mama was a baby
- C. making a big wooden table
- D. Salvador wriggling off his chair

3. Q2: (1747) Why is Salvador wriggling off his chair? * 1 point

Mark only one oval.

- A. to see the baby
- B. to hide under the table
- C. because everyone is eating
- D. because Alicia is asking questions

4. Q3: (1747) Who is planning to grow a big pumpkin? * 1 point

Mark only one oval.

- A. Papa
- B. Mama
- C. Granny
- D. Grandpa

5. Q4: (1755) In the picture, Alicia is the person who is * 1 point

Mark only one oval.

- A. holding a baby
- B. holding the back of a chair
- C. waving her hand as she speaks
- D. bending while getting up or down

6. Q6: (1764) ‘Que maravilla!’ is another language. What does the text suggest the meaning of ‘Que maravilla!’ is in English? * 1 point

Mark only one oval.

- A. How delicious!
- B. How wonderful!
- C. What happiness!
- D. What togetherness!

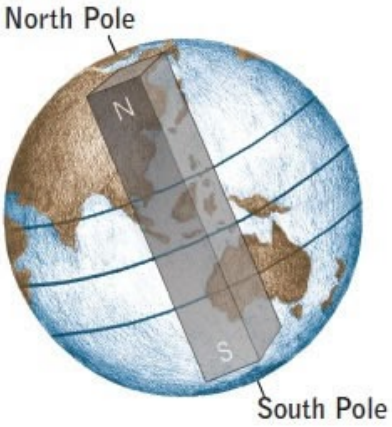
7. What is the name of your school? *

See and hear the whole picture book being read on YouTube.

http://youtube.com/watch?v=VVuZYxei4ko

WEDNESDAY:

Magnets and Compasses



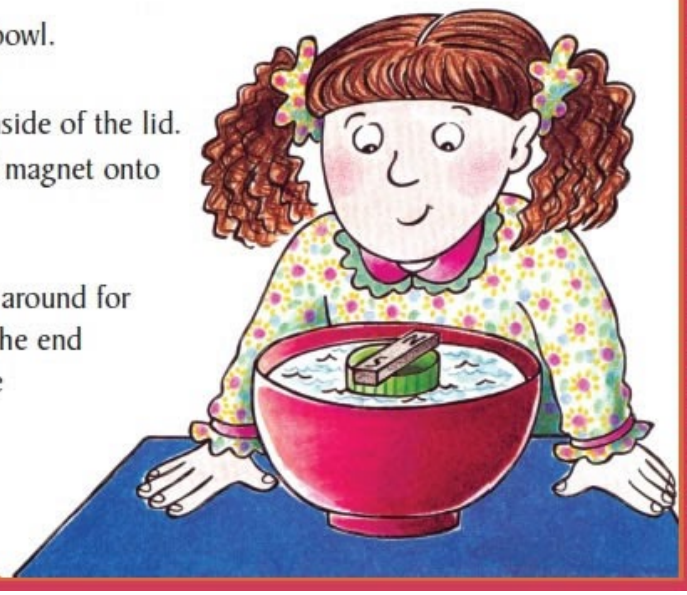
A magnet is a special piece of metal with the power to attract other pieces of metal containing iron. For example, magnets are used in fridge doors to keep them closed. The planet Earth is also a magnet with magnetic poles at its north and south.

A compass is used to show direction. It works because the tiny bar, balancing in the centre, is a magnet. One end of the bar always points north.

You can make your own compass. You will need the following things:

- a small bar magnet which has north marked on it
- a plastic bowl
- a small plastic lid.

1. Pour some water into the bowl.
2. Turn the lid upside down.
3. Place the magnet on the inside of the lid.
4. Carefully lower the lid and magnet onto the water.



The lid and magnet will float around for a short time and then stop. The end marked 'north' should now be pointing north.

2. Q1: (1747) What does a magnet do? * 1 point

Mark only one oval.

- A. points to the ground
- B. makes your fridge cold
- C. attracts metal containing iron
- D. balances a bar on a plastic lid

3. Q2: (1755) The text says magnets can be used to... * 1 point

Mark only one oval.

- A. make things float
- B. keep things balanced
- C. attract pieces of plastic
- D. keep fridge doors closed

4. Q3: (1747) What item should have 'north' marked on it, when you make a compass? * 1 point

Mark only one oval.

- A. the magnet
- B. the bowl
- C. the lid

5. Q4: (1779) After you place the magnet on the lid, what do you do next? * 1 point

Mark only one oval.

- A. Find a plastic bowl.
- B. Lower the lid onto the water.
- C. Pour some water into the bowl.

6. Q5: (1768) What is the purpose of the numbered sentences? * 1 point

Mark only one oval.

- A. to list what is needed
- B. to describe a compass
- C. to explain why a compass works
- D. to give instructions for making a compass

7. Q6: (1747) Which of the following is a magnet? * 1 point

Mark only one oval.

- A. planet Earth
- B. a fridge door
- C. a small plastic lid
- D. metal containing iron

8. What is the name of your school? *

THURSDAY:

Milky Way Stars

John Hammond is a Ngarrindjeri man from the south-east of South Australia. He uses spraying, dotting and stencils in his artwork.

John's painting

'With this painting I'm working on, it'll have dots in earth colours all around the outside. This is a ceremonial dancing scene in the moonlight. The moon is shown with white dots and radiating white lines on a black sky with thousands of tiny stars in different colours. The men are dressed with their headgear and body paint.

John holding a lino stencil

'I use stencils, which I cut out of lino because they sit real flat. The men are dancing in the sky, in the Milky Way. It makes you think about things. Ngarrindjeri people believe that when they die they become stars in the Milky Way and that's why these are done that way. When you look at the sky when you're out of the city you can see some patches that have more white than others and that's why my paintings are like that too.'

Close-up of man's legs

2. Q1: (1747) What colour will the dots around the outside of the painting be? * 1 point

Mark only one oval.

- A. black
- B. white
- C. earth colours
- D. bright colours

3. Q2: (1747) John says that the scene in his painting is of... * 1 point

Mark only one oval.

- A. a snake
- B. men hunting
- C. men using stencils
- D. ceremonial dancing

4. Q3: (1774) In this text, what is the Milky Way? * 1 point

Mark only one oval.

- A. a chocolate bar
- B. a group of stars
- C. a pale night sky
- D. a bright blue sky

5. Q4: (1764) What is a stencil? * 1 point

Mark only one oval.

- A. a puppet
- B. a painting
- C. a shape that is cut out
- D. a type of floor covering

6. Q5: (1770) Ngarrindjeri people believe the Milky Way is... * 1 point

Mark only one oval.

- A. paintings in the sky
- B. people who have died
- C. patches of white in the sky
- D. radiating white lines on a black sky

7. Q6: (1777) The words in quotation marks were originally... * 1 point

Mark only one oval.

- A. quoted by John Hammond
- B. spoken by John Hammond
- C. written by John Hammond in a book
- D. quoted from a book about John Hammond

8. What is the name of your school? *

FRIDAY:

A problem that led to a discovery

About 4700 years ago, the emperor Huang-Ti of China had a fine garden. He was very proud of it but he was worried because something was damaging his mulberry trees. He asked his wife, Hsi-Ling-Shi, to find out what it was. What she found became worth its weight in gold.

According to legend, Hsi-Ling-Shi went to inspect Huang-Ti's mulberry trees. She discovered that white caterpillars were eating the leaves and then spinning shiny cocoons around themselves. Hsi-Ling-Shi tried to kill them in hot water, but as she put a cocoon in the water, she noticed it unravelling into a long thread.

The empress was intrigued by the thread. She twisted it into a yarn, which she then wove into cloth. The material was smooth and shimmered in the light. She had discovered silk.

2. Q1: (1781) In the first paragraph, ‘worth its weight in gold’ means * 1 point

Mark only one oval.

- A. heavy
- B. valuable
- C. gold coloured
- D. gold jewellery

3. Q2: (1756) In the second paragraph, the author has used the word 'it' which refers to : * 1 point

Mark only one oval.

- A. a leaf
- B. a yarn
- C. a cocoon
- D. a caterpillar

4. Q3: (1774) What is the name of the empress? * 1 point

Mark only one oval.

- A. China
- B. Huang-Ti
- C. Hsi-Ling-Shi

5. Q4: (1767) The purpose of this text is to tell * 1 point

Mark only one oval.

- A. how to kill caterpillars
- B. how silk was discovered
- C. how to make silk dresses
- D. how caterpillars make silk cocoons

6. Q5: (1764) What does the word, ‘unravelling’, mean at the end of the second paragraph? * 1 point

Mark only one oval.

- A. twisting
- B. spinning
- C. falling apart
- D. coming together

7. Q6: (1764) Which word would be closest in meaning to ‘intrigued’ in the last paragraph? * 1 point

Mark only one oval.

- A. interested
- B. discovered
- C. fascinated
- D. shimmered

8. What is the name of your school ? *

MATHS BOOKLET WEEK 8

Stage 3 Mathematics – Week 8

Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
Online				
Activity 1 (Challenge of the Day): *Grand Masters activity number 3* *Sale Items*	**Activity 1 (Challenge of the Day):** *Quick Quizzes activity number 7* *Bean Bag Target*	**Activity 1 (Challenge of the Day):** *Head Sharpeners activity number 10* *Zacs*	**Activity 1 (Challenge of the Day):** *Problem solving activity* *Brian's Picnic*	**Activity 1 (Challenge of the Day):** *Problem solving activity* *Odd and Even*
Activity 2: Place value 5- , 6- and 7--digit numbers	**Activity 2:** Addition 4-, 5- and 6-digit numbers	**Activity 2:** Subtraction 5- and 6-digit numbers	**Activity 2:** Multiplication 1- 2- and 3-digit multiplication and Factor Trees	**Activity 2:** Division Division of 2- and 3- digit numbers by 1 digit algorithms and word problems
Activity 3: Place Value with Charts	**Activity 3:** Addition Up to 100 000 or 1 000 000	**Activity 3:** Subtraction Up to 100 000 or 1 000 000	**Activity 3:** Penalty Kicks Multiplication	**Activity 3:** Cave Run Division
Activity 4: Offline/Hands on **Beat That:** Players take turns rolling dice. After each roll, the player tries to make the largest number possible with the dice that were rolled. For instance, if a player rolls three dice and the resulting roll shows a two, six and a five, the player might make 265, 562, 652, or some other combination. That player then challenges the next player to "beat that." This can be played with three, four or five dice (or even more for a challenge).	**Activity 4:** Offline/Hands on **4- digit Greedy Pig**: To play this game you need an ordinary 6-sided die (you can roll it 4 times, or roll 4 dice). Each turn of the game consists of one or more rolls of the dice. You keep rolling until you decide to stop, or until you roll a 1. You may choose to stop at any time. If you roll a 1, your score for that turn is 0. If you choose to stop rolling before you roll a 1, your score is the sum of all the numbers you rolled on that turn. Each player has 10 turns. The player with the highest score wins	**Activity 4:** Offline/Hands on **Plus or Minus Partner game**: You will need two dice, and some way to keep score. Both people start at 1000. One person aims for 2000 by adding, the other to zero by subtracting. Players take turn to roll the dice and either add or subtract the total of the 2 dice until they achieve their goal. Swap who does the addition and who does the subtraction each time. If this is too quick or easy, try with a larger starting number.	**Activity 4:** Offline/Hands on **Multiplication War**: In Multiplication War, whoever can yell out the product/result of two flipped cards first, gets to keep both. The game ends when one player has taken all the cards, or after a set period of time has passed (then players count their winnings).	**Activity 4:** Offline/Hands on **Count Down!** You will need a whiteboard or pieces of paper cut into cards with the numbers 1-10 and 25, 50, 75 and 100 written on them. Players take turns to pick a number card until there are 6 chosen. Then generate a 3- digit number e.g. by throwing a dice. Players try to make that total using any of the six number cards and any of the four operations. Each card can only be used once and the winner is the first person to reach the total, or the player who is closest after a set length of time.

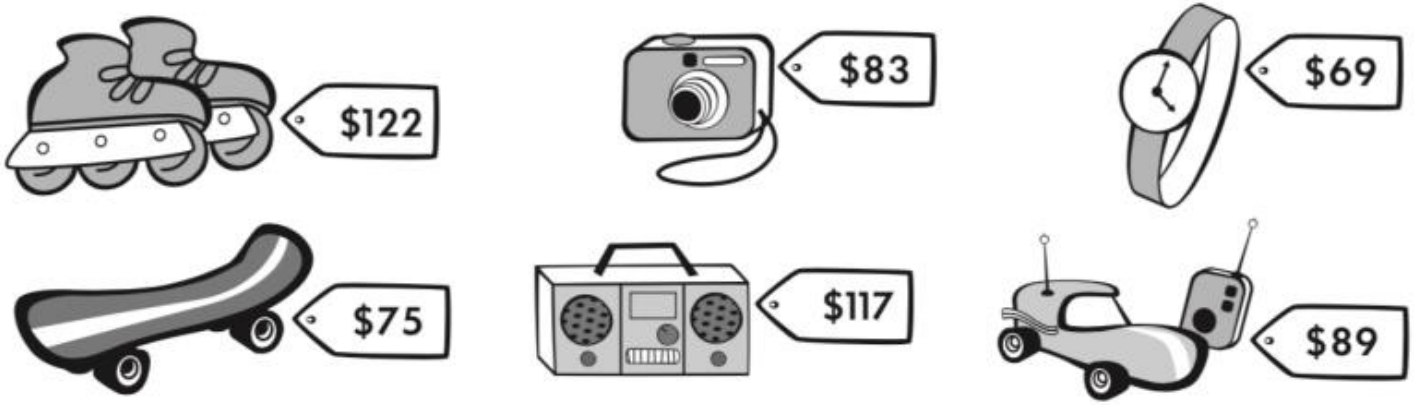
Stage 3 Mathematics – Week 8

Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
Offline				
Activity 1 (Challenge of the Day): *Grand Masters activity number 3* *Sale Items*	**Activity 1 (Challenge of the Day):** *Quick Quizzes activity number 7* *Bean Bag Target*	**Activity 1 (Challenge of the Day):** *Head Sharpeners activity number 10* *Zacs*	**Activity 1 (Challenge of the Day):** *Problem solving activity* *Brian's Picnic*	**Activity 1 (Challenge of the Day):** *Problem solving activity* *Odd and Even*
Activity 2: Place value See home learning booklet	**Activity 2:** Addition See home learning booklet	**Activity 2:** Subtraction See home learning booklet	**Activity 2:** Multiplication See home learning booklet	**Activity 2:** Division See home learning booklet
Activity 3: Offline/Hands on **Beat That:** Players take turns rolling dice. After each roll, the player tries to make the largest number possible with the dice that were rolled. For instance, if a player rolls three dice and the resulting roll shows a two, six and a five, the player might make 265, 562, 652, or some other combination. That player then challenges the next player to "beat that." This can be played with three, four or five dice (or even more for a challenge).	**Activity 3:** Offline/Hands on **4- digit Greedy Pig**: To play this game you need an ordinary 6-sided die (you can roll it 4 times, or roll 4 dice). Each turn of the game consists of one or more rolls of the dice. You keep rolling until you decide to stop, or until you roll a 1. You may choose to stop at any time. If you roll a 1, your score for that turn is 0. If you choose to stop rolling before you roll a 1, your score is the sum of all the numbers you rolled on that turn. Each player has 10 turns. The player with the highest score wins.	**Activity 3:** Offline/Hands on **Plus or Minus Partner game**: You will need two dice, and some way to keep score. Both people start at 1000. One person aims for 2000 by adding, the other to zero by subtracting. Players take turn to roll the dice and either add or subtract the total of the 2 dice until they achieve their goal. Swap who does the addition and who does the subtraction each time. If this is too quick or easy, try with a larger starting number.	**Activity 3:** Offline/Hands on **Multiplication War**: In Multiplication War, whoever can yell out the product/result of two flipped cards first, gets to keep both. The game ends when one player has taken all the cards, or after a set period of time has passed (then players count their winnings).	**Activity 3:** Offline/Hands on **Count Down!** You will need a whiteboard or pieces of paper cut into cards with the numbers 1-10 and 25, 50, 75 and 100 written on them. Players take turns to pick a number card until there are 6 chosen. Then generate a 3- digit number e.g. by throwing a dice. Players try to make that total using any of the six number cards and any of the four operations. Each card can only be used once and the winner is the first person to reach the total, or the player who is closest after a set length of time.

Monday
Place Value

3

Look at these sale items.



Pretend you had a coupon for **5%-off** the marked price. Figure out how much you would **save** if you bought the

a. camera.

b. skateboard.

c. in-line skates.

d. watch.

a._____

b. _____

c._____

d._____

Build a 5-digit number from the parts

Grade 5 Place Value Worksheet

Example: 71,836 = 70,000 + 1,000 + 800 + 30 + 6

Write the 5-digit numbers

1. _____ 30,000 + 100 + 4

2. _____ 80,000 + 4,000 + 70 + 3

3. _____ 40,000 + 5,000 + 700 + 70 + 6

4. _____ 90,000 + 8,000 + 600 + 60 + 5

5. _____ 60,000 + 1,000 + 600 + 10 + 1

6. _____ 60,000 + 7,000 + 200 + 70 + 4

7. _____ 60,000 + 5,000 + 600 + 60 + 4

8. _____ 90,000 + 6,000 + 300 + 80 + 5

9. _____ 30,000 + 7,000 + 300 + 90 + 9

10. _____ 10,000 + 5,000 + 200 + 70 + 7

Find the missing place value from a 5-digit number

Grade 5 Addition Worksheet

Find the missing numbers:

1) _____ + 90,000 + 600 + 9,000 + 8 = 99,638

2) _____ + 100 + 90 + 4,000 + 8 = 64,198

3) 20 + 50,000 + 400 + _____ + 3 = 56,423

4) 0 + 0 + 900 + 5,000 + _____ = 45,900

5) 6 + 700 + _____ + 10,000 + 70 = 16,776

6) 2 + 80 + _____ + 6,000 + 90,000 = 96,782

7) 90 + 30,000 + 600 + _____ + 5 = 33,695

8) 5 + 800 + 8,000 + _____ + 90 = 48,895

9) 6 + 600 + 6,000 + 20 + _____ = 96,626

10) 50,000 + 800 + 40 + _____ + 8 = 55,848

11) 4 + 20 + 600 + _____ + 20,000 = 22,624

12) 4 + 20 + _____ + 0 + 10,000 = 10,524

PLACE VALUE TO 1 MILLION SHEET 1

1) Write the place value of the underlined digit under each of the numbers.

27,502	71,918	132,825	749,327	28,176
500				

513,295	834,247	36,429	625,231	917,438

2) Write these numbers in expanded form.

13,459 = 10,000 + 3,000 + 400 + 50 + 9
35,916 =
132,756 =
849,018 =

3) Write these numbers in standard form.

10,000 + 3,000 + 500 + 80 + 2 = 13,582
80,000 + 7,000 + 600 + 90 + 5 =
100,000 + 40,000 + 9,000 + 400 + 50 + 3 =
200,000 + 60,000 + 800 + 70 + 4 =
600,000 + 9,000 + 400 + 90 =

4) Fill in the missing parts in these numbers

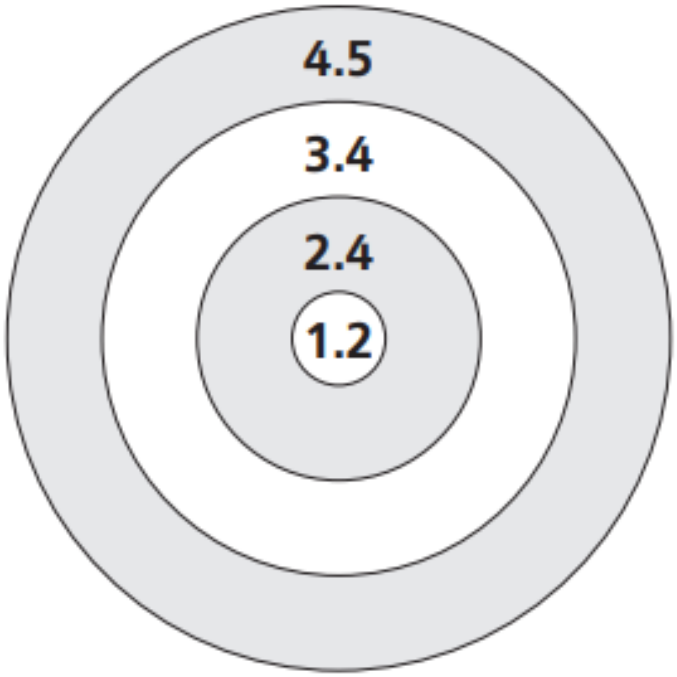
27,582 = _____ thousands _____ hundreds _____ tens _____ ones
38,214 = _____ thousands _____ hundreds _____ tens _____ ones
135,634 = _____ thousands _____ hundreds _____ tens _____ ones

Tuesday
Addition

7

Dan threw 3 beanbags.
The 3 bags landed in
2 different rings.
His score was 12.4.

Erika threw 3 beanbags.
The 3 bags landed in
2 different rings.
Her score was 8.0.



a. Which ring did neither of them hit?

b. Write how you figured it out.

a. _____

b. _____

_____

_____

_____

Addition

1)	1708	2)	1952
+	882	+	1694
3)	1350	4)	306
+	12	+	1877
5)	1542	6)	397
+	455	+	807
7)	520	8)	2094
+	634	+	989
9)	1958	10)	1022
+	270	+	1201

Addition

1)	1212	2)	2093
+	2038	+	923
3)	725	4)	958
+	1374	+	524
5)	1049	6)	2039
+	489	+	910
7)	869	8)	1636
+	1065	+	1585
9)	350	10)	1245
+	1899	+	149

Addition

1)	780	2)	649
+	573	+	1141
3)	807	4)	1590
+	583	+	1350
5)	1816	6)	1676
+	2127	+	2070
7)	545	8)	725
+	703	+	187
9)	1297	10)	216
+	588	+	745

Addition

1)	835	2)	1572
+	1138	+	445
3)	1503	4)	1364
+	582	+	1444
5)	699	6)	1174
+	1440	+	396
7)	1768	8)	69
+	2155	+	299
9)	998	10)	1268
+	941	+	1490

Adding 5 & 6 digit numbers in columns (5 addends)

Grade 5 Addition Worksheet

Find the sum.

1.
```
    36
 171,311
     867
 730,474
+   161
```

2.
```
 6,542
    38
225,659
    36
+   91
```

3.
```
    16
 96,094
 20,278
808,584
+   28
```

4.
```
 71,547
    322
     88
 82,892
+   977
```

5.
```
  9,708
    892
     45
172,580
+ 155,280
```

6.
```
609,721
     17
  1,725
 89,441
+   233
```

7.
```
    29
 1,214
 7,742
   912
+   18
```

8.
```
  3,029
301,125
  1,833
 81,065
+ 394,343
```

9.
```
    74
193,055
    176
 37,867
+ 196,292
```

Fill in the Blanks to make the Addition Algorithms Correct

1.

	4	5	6	6
+ 5		4		
8	7		6	6

2.

6		2	2	
+	5		3	7
8	5	6		8

3.

4		4	7	1
+	3	2		2
6	6		9	

4.

2	3			8
+	4	1	0	
5		1	5	9

6.

1		9	5	2
+ 3	4		3	
	7	9		6

7.

	3	1	5	
+ 3		7	3	1
7	8			7

8.

	6		2	
+ 3	1	4		6
9		8	2	9

9.

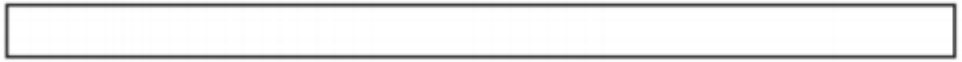
3		6		4
+ 6	0		2	
	7	8	2	7

Wednesday
Subtraction

10

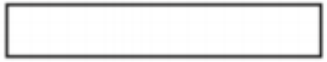
This bar is 1 **zac** long.

Estimate the length of these bars in **zacs**.

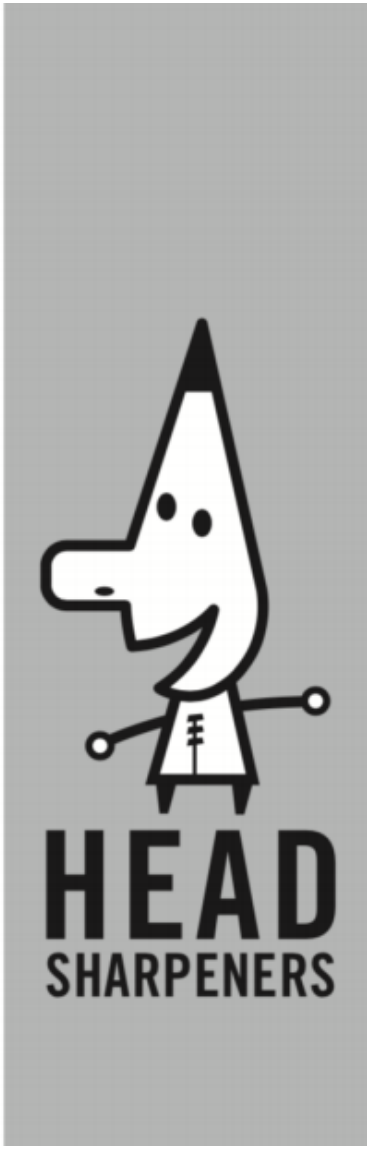
a. 

b. 

c. 

d. 

e. 



COLUMN SUBTRACTION 5-DIGITS SHEET 1

1)	47835	2)	73826	3)	95276
	- 2451		- 1508		- 3461
4)	71685	5)	83691	6)	69366
	- 4233		- 41045		- 16725
7)	67489	8)	50648	9)	89156
	- 3652		- 37142		- 58429
10)	57823	11)	70529	12)	96724
	- 36179		- 45283		- 68153
13)	57599	14)	58835	15)	67189
	- 28375		- 27507		- 52698
16)	43895	17)	81653	18)	79035
	- 16624		- 25317		- 46271

Subtraction with 6-digit Numbers

578101 - 194129	909259 - 255629	754629 - 298374	466734 - 372741
742837 - 285841	456139 - 341689	781168 - 650368	836551 - 378159
564832 - 409925	782310 - 639959	346213 - 345655	918450 - 119237
638365 - 622453	789753 - 785964	967966 - 407328	410095 - 259682
967018 - 906037	441552 - 233078	798381 - 786583	675196 - 322889

Polygon Puzzle 5 - Subtraction

Thursday
Multiplication

PROBLEM SOLVING

Brian is buying fruit for a picnic. He needs at least 100 pieces, but doesn't want more than 110.

The fruit shop sells fruit in bags. Apples come in bags of 10, oranges come in bags of 8, passionfruit come in bags of 12 and pears come in bags of 6.

What combinations of fruit bags could Brian buy for the party?

List some possibilities.

2-by-1 and 2-by-2 digit Multiplication Practice

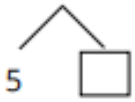
81 x 76	15 x 12	78 x 25	8 x 22	48 x 28	19 x 9
91 x 11	98 x 8	4 x 26	18 x 15	37 x 17	95 x 29
54 x 66	97 x 13	94 x 1	83 x 7	25 x 5	9 x 61
44 x 24	17 x 23	85 x 6	96 x 41	58 x 20	45 x 0
47 x 27	38 x 4	84 x 14	77 x 36	27 x 10	5 x 56

Name _____ Date _____

Factors of Whole Numbers (B)

(1) Find the missing factors.

a) 15



b) 20

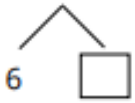
c) 18

d) 150

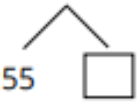
e) 120

f) 120

g) 150



h) 220



i) 220

---

(2) Circle all of the factors of each number.

a) The factors of 8 are: 1, 2, 3, 4, 5, 6, 7, 8

b) The factors of 12 are: 1, 2, 3, 4, 6, 10, 12, 15

c) The factors of 15 are: 1, 3, 4, 5, 12, 15, 18

d) The factors of 45 are: 1, 3, 4, 5, 7, 9, 10, 15, 20, 30, 45

e) The factors of 60 are: 1, 2, 3, 4, 5, 6, 8, 10, 12, 15, 20, 25, 30, 45, 60

---

(3) Answer true or false.

a) 6 is a factor of 15. _____

b) 9 is a factor of 32. _____

c) 7 is a factor of 42. _____

d) 4 is a factor of 55. _____

e) 10 is a factor of 70. _____

Name _____ Date _____

Multiplication of Large Numbers by 1-Digit (A)

(1) Complete the calculations.

a)
H	T	O
4	3	2
x		4

b)
H	T	O
5	8	3
x		5

c)
H	T	O
2	2	4
x		3

d)
H	T	O
3	7	7
x		4

e)
H	T	O
2	8	2
x		8

f)
H	T	O
6	3	0
x		6

g)
H	T	O
4	8	2
x		2

h)
H	T	O
7	7	3
x		3

---

(2) Complete the calculations.

a)
T	H	T	O
1	4	8	2
x			2

b)
T	H	T	O
2	8	2	3
x			3

c)
T	H	T	O
5	4	5	4
x			5

d)
T	H	T	O
3	5	7	6
x			3

e)
T	H	T	O
6	7	0	5
x			6

f)
T	H	T	O
9	1	2	0
x			5

g)
T	H	T	O
8	1	1	5
x			4

h)
T	H	T	O
5	6	5	7
x			7

---

(3) 2580 football fans attended the Saturday afternoon match. Tickets cost $8 each for adults and $5 each for children. How much did the football club make in ticket sales if:

a) 1845 adults attended?

b) 735 children attended?

c) How much did the football club make in ticket sales altogether?

Friday Division

PROBLEM SOLVING

Julian was doing his homework. His brother was helping him.

Julian said, "If you add an odd number to an even number, the answer is always odd."

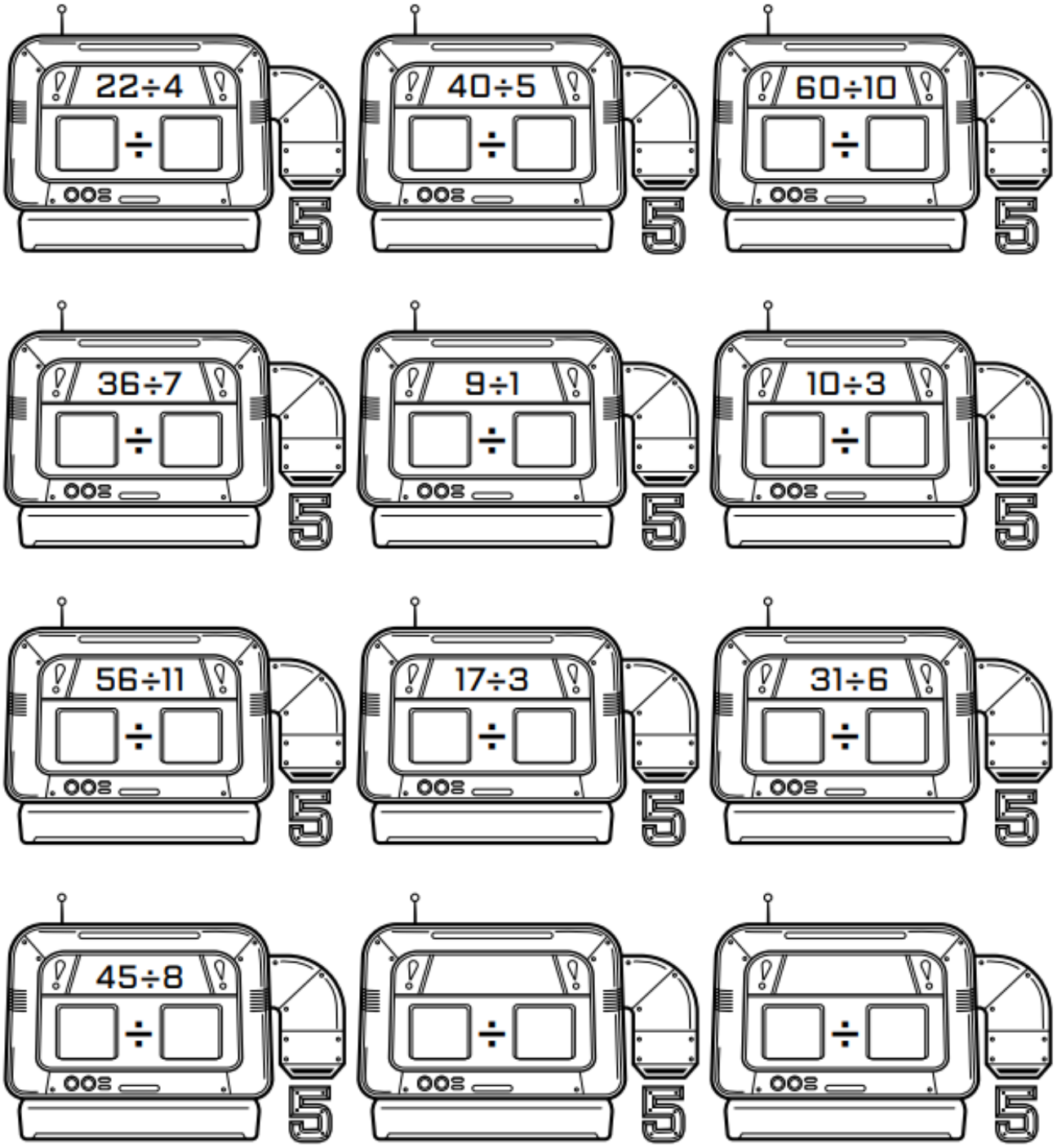
"How do you know that?" asked his brother.

"Because 3 + 6 = 9. The number 3 is odd. 6 is even. 9 is odd. That means it always works."

Is Julian right? Is this statement always true? Why or why not?

Fabulous Fives Maths Machine – Division

Each of these maths machines produces the answer five, but they have been incorrectly programmed, so one number in each problem is incorrect! Rewrite each problem on the line so that it correctly equals five.



Division of 2- and 3- Digit Numbers by 1-digit

$3\overline{)100}$	$5\overline{)451}$	$7\overline{)534}$	$8\overline{)490}$
$4\overline{)234}$	$7\overline{)239}$	$6\overline{)463}$	$6\overline{)478}$
$4\overline{)365}$	$4\overline{)90}$	$6\overline{)129}$	$8\overline{)187}$
$3\overline{)58}$	$9\overline{)582}$	$9\overline{)742}$	$5\overline{)462}$
$5\overline{)344}$	$8\overline{)679}$	$2\overline{)195}$	$9\overline{)508}$

Name _____ Date _____

Mixed Operations Word Problems - Time

1. Lucianne and Vivian both swam the 500 metre freestyle at the swimming carnival. Lucianne swam 100 metres every 15 seconds and Vivian swam 50 metres every 10 seconds.

   a) What was Lucianne's race time?

   b) What was Vivian's race time?

   c) Who was the faster swimmer?

---

2. Joel has purchased a movie and is downloading it onto his computer. The movie uses 850 megabytes.

   a) How long in minutes will the download take, if it is downloading 10 megabytes every 5 seconds?

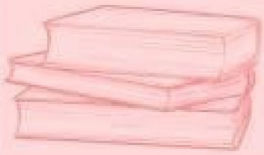
   b) How long will it take if Joel wants to download the sequel to the movie which is 800 megabytes?


KLA
MATRIX

Book Week

This year's theme is 'Old worlds, new worlds, other worlds'. Here are a range of activities to engage your students this week, particularly for those remote learning.

This a STEM | ED Magazine x MoAD Learning Collab

Create a 3D model of an Old World, New World or Other World. What would the environment look like and animals?	**Write and record** a book review on a book of your choice. Be creative... present as the main character or take inspiration from your favourite news reporter	**Design and make** a game to accompany your favourite book.	**Create a new poster** for Book Week based on the theme, 'Old Worlds, New Worlds, Other Worlds'.
	**Create** a bookshelf scavenger hunt.	Choose a book that matches the Book Week theme. **Perform** a dramatic/ expressive reading for your teacher or parent.	**Recreate** an scene from your favourite book this could be a house, nature space, vehicle or structure.
Snap yourself in a book face photo. Pick a book, create the scene and snap a picture with the book covering your face.	**Storyboard, write and record** your own story linked to the Book Week Theme Old World, New World or Other World	**Host a book club.** Plan, design invites and ask everyone to share their favourite book. What questions will you ask?	**Make a meal** to accompany your favourite book. What food would the characters enjoy eating?
Design and create a recycled costume to go with your favourite book	**Design a puppet (and puppet show!)** to go with a book that suits the Book Week theme		**Create a main character** to go with the Book Week theme. Design and create using recycled materials, playdough or natural materials.