

Have someone at home put 10 items in front of you. Type the name of each object on a keyboard. Can you do it faster the second time? Can you do it with your eyes closed?

Read a new picture book. When you reach the middle of the book, stop reading. In your journal, write the second half of the story. Finish reading the picture book. How close were you to the actual ending?

Take on the role of Literary Luminary and whilst reading your own book, pick a passage of interest to you and write it in your neatest writing with an explanation of your choice.

Complete worksheet on 'Apostrophe and Punctuation Practise'. Once you have completed this, write a paragraph that demonstrates your understanding.

If you could switch places with anyone in the world, just for tomorrow, who would it be and why? Write a text explaining your reasons.

Find an advertisement in a magazine or newspaper. What persuasive language did they use to influence the reader? Create an advertisement of your own for your favourite cereal. Be sure and keep your target audience in mind.

Read a picture book. While reading, pay close attention to the setting of the story. In your journal, rewrite the story using a different setting. How did the setting change the story?

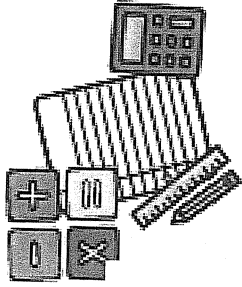
Read a newspaper article. Identify and record three facts and three opinions from the article. Pretend you are the Super Summariser and outline a summary of the article.

Complete worksheet on 'Direct and Indirect Speech'. Once you have completed this, write a paragraph that demonstrates dialogue between two character.

Read and answer inference questions in complete sentences. Highlight clues throughout the text that helped you to infer the answer.

Complete worksheet on 'Punctuating Sentences'. Once you have completed this, write a paragraph that demonstrates your understanding of the punctuation.

What is your favourite dinner food? Write a procedural text explaining how to make it. Remember to include a list of ingredients, clear steps, and a conclusion. Be as creative and descriptive as you can.



Complete the 'Grade 5/6 Fractions Worded Questions' on the worksheets provided.

Using a piece of paper, make number cards 1-15. Turn the cards face down. Flip 3 cards over. Can you make 21 using all three numbers? Try again.
HINT: Try using any combination of the 4 operations.

Using 6 straight lines, how can you make 4 triangles and 2 squares? Once you have the solution, ask a family member to try.

Roll a die 25 times. Record the data in your maths journal. Make a bar graph showing your results. What is the median, mode, and range of your data?

Choose 5 colours. Colour each line on a piece of lined writing paper. When you are finished, determine the fraction, decimal, and percentage of each colour.

Find a recipe in a cookbook. You will be serving 15 people. What will you need to do to the recipe? Double it? Triple it? Rewrite the recipe with the new amount for each ingredient.

Hide a treasure in your home. Draw a map showing where it is located. Use the scale 1 cm = 2 m. This means for every 2 m you walk to get to the treasure you draw 1 cm on the map. Therefore 10 m = 5 cm.

Write a number sentence that involves the order of operations and has an answer of 38. Give your problem to a family member to solve.

Vowels are worth \$50 and consonants are worth \$40. Can you make a word that is worth \$280? How about \$620? How much is your name worth?

Research the diameter of each planet in the solar system. Order the planets from smallest to largest.

Draw a hundreds chart in your maths journal. Colour all of the prime numbers red and the composite numbers blue.

Draw a shape on grid paper. Use scale factors to make the shape larger and smaller. Try it with a 4-sided, 5-sided, and 6-sided polygon.

LEARNING

- FROM -

HOME

OTHER AREAS

Year 5/6

Create an art gallery somewhere in your home. Make labels for each piece of art that includes the title and an explanation of the work. Invite your family to dress up and come visit your art gallery.

Research the physical properties of Saturn and Venus. Design a new planet that has properties of both planets. How big is it? Where in the solar system is it located? Be sure to give it a name and present it to your family.

Practice skip counting by 2s, 3s, 4s, 5s, 6s, 7s, 8s, and 9s! While you are counting, do some star jumps, squats, and push-ups. How high can you skip count with each number?

Lie down on your back with your arms at your side. Keeping your feet together, raise them in the air 30 cm. Now use them to draw 2D shapes. Which muscles are working? How many shapes can you draw without stopping?

Imagine having to trade items with family members to do things you like, e.g. watch TV, play video games. How much would you have to trade? Give different objects and activities a value and create a trading budget.

Research the types of music found in two different countries. Make a Venn diagram showing their similarities and differences. How does music play a role in each country's culture?

Make stamps using fallen leaves and flower petals. Put your stamps in paint and stamp them on a piece of paper. Create a design. Hang your artwork in a window for people to see when walking their dogs or riding their bike.

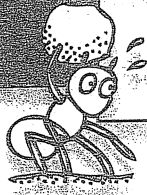
Fill a pillowcase with items like shoes, books, and toys. Which item is the heaviest? Once the items are inside, try to lift the pillowcase above your head. How many times can you lift it? Can you lift it using just one arm?

Research totem poles and what they symbolise. Using an empty paper towel roll, scissors, markers, and any other craft items you may like, design your own totem pole. What symbols did you incorporate on your pole?

Set a timer on a phone or a watch for 1 minute. Sit in a quiet room with your eyes closed. Try to open your eyes one second before the timer goes off. No peeking! Can you do it for 2 minutes?
HINT: Try counting.

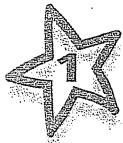
Create a drum set using empty boxes and jars. Go outside and put on a concert for the insects and birds.

Research space travel. How have rockets changed over the years? Design a rocket that would get you to the edge of the solar system.



When we write the actual words someone says, it is called **direct speech**. Look at this example.

Mrs Nam said, ^{speech marks} "Please stand for the national anthem." ^{speech marks}
comma capital letter to begin speech full stop



1 Rewrite each sentence using direct speech. Include capital letters, commas and speech marks.

a I can't find my pen groaned Kate.

.....

b Max called I'll meet you at the sports shed at recess.

.....

c Fill in your name and address in your neatest writing instructed Mr Blanchard.

.....

d What was the final result? asked Jack.

.....

e Suddenly the guide shouted run!

.....



2 Rewrite each sentence using capital letters, commas, full stops, speech marks, exclamation marks and question marks.

a move to the next station when the bell rings ordered Mrs Thorne

.....

b Scott said I'm standing for the vice-president's position

.....

c when does Question Time begin asked Jacki

.....

d Luke shouted go Jess

.....

e this Vinh informed us is the best way to solve the problem

.....

Sometimes when speech is written the writer will report what has been said without using the exact words spoken. This is called **indirect speech**. Indirect speech is usually introduced by the word **that** (if it is a statement), or **if**, **whether** or **what** (if it is a question).

Example: "I'm twelve," said Kyra. (direct speech)

Kyra said that she was twelve. (indirect speech)



3 Rewrite each sentence so it is in indirect speech.

a "There are only five minutes before the bell," said Tom.

.....
.....

b "I don't think I brought my note," groaned Brendan.

.....
.....

c Maria suggested, "We could meet and go to a movie after the game."

.....
.....

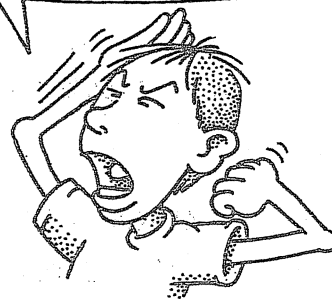
d "Has anyone seen the big atlas?" asked Daria.

.....
.....

e Cal replied, "I'd prefer to have a game of cricket."

.....
.....

I can't believe I forgot my note again!





There are four types of sentences. The following rules tell the correct punctuation for each type.

- **Statements** begin with a capital letter and end with a full stop.
Example: This is my project.
- **Questions** begin with a capital letter and end with a question mark.
Example: Where is the ball?
- **Exclamations** begin with a capital letter and end with an exclamation mark.
Example: Stop!
- **Commands** begin with a capital letter and end with a full stop.
Example: Stand to one side.



1 Rewrite each statement using the correct punctuation.

a the Student Council meets today

.....

b many people missed the bus this morning

.....

c recess will be extended by ten minutes

.....

d our team made it to the finals

.....

e training will commence at four o'clock

.....



2 Rewrite each question using the correct punctuation.

a have you solved this problem yet

.....

b who wrote that book

.....

c when is the next train due

.....

d what was the name of Willem Jansz's ship

.....



Rewrite each exclamation using the correct punctuation.

a watch out

b fantastic

c don't look

d yuk

e what a match

f run



Rewrite each command using the correct punctuation.

a pack your books away

.....

b write your name at the top of the paper

.....

c take the cakes out of the oven now

.....

d stand by the door

.....

e take one copy per group

.....

f sit down

.....



Rewrite each sentence using the correct punctuation.

a what is a fault line

.....

b the capital of Sweden is Stockholm

.....

c ouch

.....

d when does the bus leave

.....

e take this note to the office

.....

f fire

.....





Apostrophes can be used to show possession or ownership.

Example: Paul's assignment

(the apostrophe and s tell us that Paul owns the assignment)

Rules for using apostrophes to show ownership:

- Add 's to singular nouns, including those ending in s

Examples: the outcome of the by-election *becomes* the by-election's outcome
the bike belonging to Jess *becomes* Jess's bike

- Add just an apostrophe to plural nouns already ending in s

Examples: the profits of the traders *becomes* the traders' profits
the cows belonging to the Andersons *becomes* the Andersons' cows

- Add 's to plural nouns which do not end in s.

Examples: the lunch belonging to the children *becomes* the children's lunch



Underline the word in brackets which has the apostrophe in the correct place.

- The (dams' / dam's) wall was leaking.
- The (wave's / waves') force was enough to knock (Stephanies' / Stephanie's) father off his feet.
- The (mens' / men's) change rooms are at the back of the building.
- We watched a movie at the (Jacksons' / Jackson's) place.
- (Alex's / Alexs') netball has improved.
- All the (groups' / group's) reports have been presented.
- During the flood the (family's / familys') belongings were swept away.
- We visited several of the (councillor's / councillors') chambers.



Rewrite each underlined word on the line including an apostrophe in the correct place.

- a The trees trunk was riddled with holes.
- b There is Jacks soccer ball.
- c Most of the desperadoes were thrown into the fortresss dungeon.
- d The countrys crops were destroyed by drought.
- e Several houses windows had been damaged by the hail.
- f Our garages roof was blown off in the storm.
- g Most peoples votes were collected at recess.
- h The guides talk was very informative.
- i My cameras shutter is stuck.



Rewrite the following sentences using the correct punctuation.

- a who is the premier of south australia
.....
- b sydney's 2000 olympics brought thousands of visitors to australia
.....
- c i couldn't make out anything in the gloom
.....
- d stop yelled dave this bridge isn't safe
.....
- e my uncle's commodore has roof-racks too
.....
- f if you turn to page 112 said mr alexandrou you'll find the whole poem
.....
.....
- g last thursday was the final day for entries in my class guessing competition
.....
.....



TEXTS non-fiction: leisure review

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 12****TRUNKIE**

The latest favourite toy craze has been turned into a TV cartoon series.

For those who haven't heard yet, Trunkie is a soft, cuddly, lovable elephant that comes with its own adoption papers, much like another high profile soft toy of a few years ago. Like that doll, children can give their elephant its own official name.

Trunkie the cartoon series began its run on TV yesterday at a time which was sure to capture the attention of children as they settled down in front of TV after arriving home from school.

The storyline of the TV show is very simple: the cute, orphaned baby elephant, Trunkie, goes in search of someone to take care of him. Along the way he meets all sorts of difficulties, including some mean nasties called the Zarbos, who for reasons of their own, seem determined to stop anyone from taking care of the little elephant. Of course, Trunkie is always rescued at the last moment by some kind-hearted and brave children before heading off into more adventures. Trunkie owners can see what might have happened to their elephant if they had not adopted it.

The stories are predictable, but this colourful cartoon series is less violent than many of the programmes shown in this high rating time slot.

- a. *What time of the day is the cartoon Trunkie on TV?*
- b. *Are the Zarbos the only difficulties for Trunkie? How do you know that?*
- c. *Does the writer know why the Zarbos are so hostile to Trunkie? How do you know that?*
- d. *Do the Zarbos succeed in their mission? How do you know that?*
- e. *What does the writer think of many of the TV programmes that are on at the same time of the day as Trunkie?*

Name _____

Date _____

Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.

3.

4.

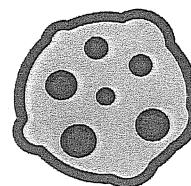


Grade 5/6 Fractions Word Problems

Name: _____ Class: _____

Question 1

Mother baked 14 cookies.
She shared them equally among her 5 children.
How many cookies did each child?

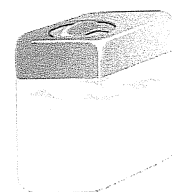


Question 2

Peter was very thirsty and drank 2 glasses of water. There was $\frac{3}{8}$ liter of water in the 1st glass and $\frac{3}{5}$ liter in the 2nd glass. How much water did Peter drink altogether?

Question 3

Mother bought $3\frac{1}{6}$ kg of sugar. She used $2\frac{1}{4}$ kg while baking cookies. How much sugar did she have left?



Question 4

Yesterday Aron ran $5\frac{3}{5}$ km. This morning Aron ran $4\frac{3}{4}$ km.
How far did Aron run altogether?

Question 5

A pizza has a mass of $1\frac{1}{5}$ kg. A cake has a mass of 1,300 grams.
Which is heavier, the pizza or the cake?



Question 6

John bought 75kg of chocolate. He packed the chocolate equally in 7 bags.
How much chocolate did he pack in each bag?

Question 7

Joe earned 2,100\$. He spent $\frac{1}{5}$ on rent and $\frac{1}{3}$ on food.
How much money did he have left?

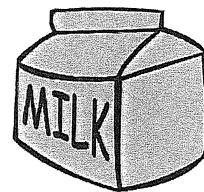


Question 8

Petra walked $4\frac{1}{5}$ km. Mandy walked $2\frac{1}{4}$ km less than Petra.
How far did they walk altogether?

Question 9

Michael bought 2 liters of milk. He drank $\frac{2}{5}$ liters of it and
gave $\frac{3}{8}$ liters to his brother. How much milk did Michael have
left?

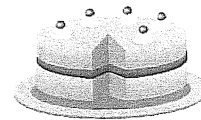


Question 10

A string has a length of 25 meters. Cindy cut the string in 4 pieces of equal length. How long was each piece?

Question 11

Jones ate $\frac{1}{3}$ cake. Ronnie ate $\frac{1}{4}$ cake more than Jones. How much cake did they eat altogether?



Question 12

Petra weighs $60\frac{3}{4}$ kg. Mandy weighs 59 kg and 1,500 grams. Who is heavier, Petra or Mandy?

Answers

Q 1 : $2\frac{4}{5}$ cookie

Q 7 : 980 dollars

Q 2 : $\frac{39}{40}$ liter

Q 8 : $6\frac{3}{20}$ kilometers

Q 3 : $\frac{39}{40}$ kilograms

Q 9 : 450 milliliters

Q 4 : $10\frac{7}{20}$ kilometer

Q 10 : 6 m 25 cm

Q 5 : the cake

Q 11 : $\frac{11}{12}$ cake

Q 6 : $10\frac{5}{7}$ kilograms

Q 12 : Petra

Inquiry Project: Culture and Identity

During our Inquiry unit into Culture and Identity, we have been looking at past events and the impact that these events have had on individuals, whole nations, and even the world. These past events have impacted *on who people are today and where people are today*.

1. Identify a past historical event within the last 100 years.

Give a detailed synopsis on the event and include all relevant details and facts. Be sure to include the 5 W's. What was the event? Where did it occur? Who did it effect? Why did it occur? When did it occur?

You need to utilise at **least 3 sources** for your research and **include the 3 sources** you accessed. Do not limit your gathering of information from only one website. You must include the links to any online sources you used for your research.

Some examples of historical events within the last 100 years include: these are only suggestions:

- Natural disasters
- The fall of the Berlin Wall
- The Holocaust
- Apartheid
- World war 2
- The stolen generation
- Sorry day
- 9/11
- Pol Phot regime
- The Vietnam War
- The first fleet
- The gold rush
- Chernobyl

2. Outline the impact of this event:

What were the effects of this historical event? Did it mean: people having to leave their country? Were people displaced or treated differently? Did it mean that children never met their parents? *Specifically outline the impact* at the time as well as any ongoing impact that still continues to the present day. This impact could be on a *whole group of people or just one person*.

3. How is this event commemorated /remembered today?

Are there special days in the calendar for commemorating this event? What art forms or memorials are there to remember this event?

Start thinking about how you will present this project: Some of the options may be: an audio recording, a video, a speech with use of props or a slide show. NO POSTERS.

PERFORMING ARTS - (choose 1)

Activity 1: Drama – random sounds story.

Create 5 random sounds with your voice. Put them in order to tell a story. If you like, add actions and film it.

Activity 2: Dance – Movement

Create a 15 – 20 second dance that incorporates locomotion and non-locomotion movement. If you like, film it.

Activity 3: Music If you have a musical instrument at home, practice a song you have been learning or compose your own song.

Activity 4: Music – Choose a song to listen to you enjoy.

Tell me

- The tempo of the song
- List as many instruments as you can hear
- Tell me what you like about the song and why
- Describe the dynamics in the chorus of the song

Write out the form.

PHYSICAL EDUCATION

GRADE 3-6 100 POINT CHALLENGE		Points	Points
#	How many points will you earn?		Earned
1	Bounce a ball with your left hand 10 times.	2	
2	Bounce a ball with your right hand 10 times.		
3	Throw a ball against a wall with your dominant hand and catch it with your opposite hand 10 times. Then do it the opposite way	2	
4	Throw a small ball in the air and clap 5 times before catching it	2	
5	Complete a '2 ball juggle' for 6 catches in a row without letting the ball hit the ground	2	
6	Throw a ball up, complete a '360', then catch 5 times	4	
7	Do 20 push ups in a row	4	
8	Do 15 burpees in a row	4	
9	Do 20 step-ups in a row	4	
10	Do 30 star jumps in a row	4	
11	Hold a plank position for 1 minute	4	
12	Complete 5 soccer keep ups in a row	6	
13	Complete 15 tennis tap ups in a row	6	
14	Make 3 basketball shots in a row	6	
15	Run for 1km without stopping	6	
16	Kick a ball in the air and mark it 3 times in a row	6	
17	Cricket bowl and hit the stumps	6	
18	Do 20 skipping rope jumps in a row	6	
19	Complete a '3 ball juggle' for 6 catches in a row without letting the ball hit the ground	7	
20	Run for 2km without stopping	9	
	Complete a workout of your choosing (PE with Joe, GESAC Fitness, Cosmic Kids Yoga etc.)	10	
TOTAL		100	