Bowral Public School

Stage 3
Term 2, Week 1
Home Learning Pack

2020

Bowral Public School

STAGE 3 ONLINE AND HOME LEARNING TIMETABLE

TERM 2, WEEK 1, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Check In 9:10 - 9:30am			Check in with your teacher on Google Classroom	Check in with your teacher on Google Classroom	Check in with your teacher on Google Classroom
Session 1			**English** **Task 1 – Pobble Writing Task** Look at the image titled 'The surprised mouse'. Complete one of the activity prompts.	**English** **Task 1 – Narrative Writing Pre-test** Look at the page titled 'What a mess'. Write a narrative in response to the stimulus.	**English** **Task 1 – Novel Study Submission** Answer the provided questions to nominate what novel you have chosen to read for your literature contract this term.
Break			**Take a break** away from your screen. Do something to get your heart pumping. Eg. Cosmic Yoga or Just Dance etc.		
			Task 2 - Reading Eggspress Complete the Reading Eggspress activities. **Read some of your novel**	**Task 2 - Reading Eggspress** Complete the Reading Eggspress activities. **Read some of your novel**	**Task 2 - Reading Eggspress** Complete the Reading Eggspress activities. **Read some of your novel**
Break			**Take a break** away from your screen. Do something to get your heart pumping. Eg. Cosmic Yoga or Just Dance etc.		
Session 2			**Maths** **Task 3 - Mathletics** Complete your assigned Mathletics tasks for the day.	**Maths** **Task 3 - Mathletics** Complete your assigned Mathletics tasks for the day.	**Maths** **Task 3 - Mathletics** Complete your assigned Mathletics tasks for the day.
Break			**Take a break** away from your screen. Do something to get your heart pumping. Eg. Cosmic Yoga or Just Dance etc.		
			Task 4 - Fractions Adding and subtracting fractions with like denominators.	**Task 4 - Fractions** Adding and subtracting fractions with like denominators.	**Task 3 – Harder Fractions** Adding and subtracting common fractions.
Break			**Take a break** away from your screen. Do something to get your heart pumping. Eg. Cosmic Yoga or Just Dance etc.		
Session 3			**Task 5 – Choice Grid** Complete any activity from the Choice Grid.	**Task 5 – Choice Grid** Complete any activity from the Choice Grid.	**Task 5 – Choice Grid** Complete any activity from the Choice Grid.

Read the instructions below to join a Flipgrid. Your teacher has emailed you your password to join the Flipgrid, so check your school email account.

Joining a Grid

Step 1: Enter the Flip Code

You can go to www.flipgrid.com on a computer. We recommend using Microsoft Edge or Google Chrome for the best experience. On mobile devices, download the free Flipgrid app for iOS and Android devices. For easy access to Flipgrid, download the Flipgrid extension!

Your Flip Code is provided by your teacher to join the Grid. Enter the Flip Code exactly how your teacher provided. If you don't know your Flip Code, please contact your teacher for assistance.

Step 2: Sign in to the Grid

Depending on how your teacher setup your Grid, you will join using your School Email or a Student ID. If you have issues, please contact your teacher for help.

Recording a Video

Once in a Grid, students click the green plus to record in four easy steps:

1. Tap to record - Tap the record button on the bottom to start. Add fun stickers, filters, text, and more. Tap the arrow on the bottom right to advance.

2. Review your video - Trim, rearrange, or add more. Tap the arrow in the bottom right to advance.

3. Take a selfie - The selfie will be the cover image for your video. Tap the arrow in the bottom right to advance.

4. Submit your video - Edit your name, add a title, or attach a link. Then submit!

Students can also record their own custom video and import it to Flipgrid using the button just to the right of the record icon. Learn how to import a custom video or how to include a screen recording.

Stage 3 Literature Study

This term you are required to choose a novel to conduct a literature study on. Next week you will be given a literature contract which you will need to complete the activities throughout the term using your chosen novel. You will need to either get your novel study book from school if you do not have it at home already or buy a new workbook to do your novel study activities into. You will need this book by Monday Week 2 in order to begin your activities.

The novel you choose should only take 3-4 weeks to read, and needs to adhere to the following requirements:

- It can be a novel you have already read
- It must be a fictional novel
- It needs to be appropriate for a Stage 3 level

Here is a list of **examples** of what a Stage 3 student should be reading for this novel study:

- 'Wonder' by R.J Palacio
- 'The Short and Incredibly Happy Life of Riley' by Colin Thompson
- 'The Red Tree' by Shaun Tan
- 'Matilda' by Roald Dahl
- Harry Potter Series by J.K Rowling
- 'A Waltz for Matilda' by Jackie French

If you are having trouble finding a novel, at school we have the following books available to borrow. Contact your teacher to arrange borrowing the book.

- The Boggart by Susan Cooper
- Boy Overboard by Morris Gleitzman
- Someone Like Me by Elaine Forrestal
- Leaving No Footprint by Elaine Forrestal
- How the Finnegans Saved the Ship by Jackie French

Once you have chosen your book, you will need to make a flipgrid answering the following questions:

1. Why did you choose this book?
2. What genre is this book? E.g. mystery, romance, drama.
3. What do you think this book will be about?
4. What is your reading plan to ensure you have finished the book by the end of Week 5?

Follow the link in this assignment to create your flipgrid.

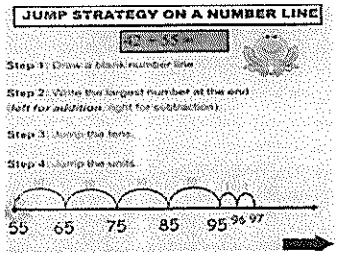
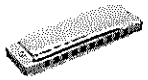
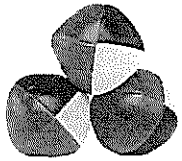
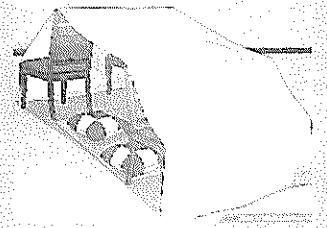
To do:

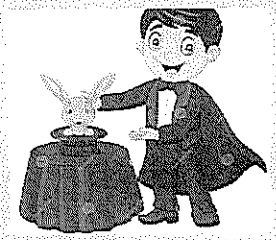
1. *Choose a novel, or arrange to borrow one from your teacher.*
2. *Get a book to complete your novel study activities in. You can use yours from school or get a new one from a shop.*
3. *Answer the four questions above using Flipgrid on Friday the 1st of May. The link will be sent to you with your Friday work on 1st May.*
4. *Read your novel by Week 5.*
5. *Complete the literature contract activities from Monday Week 2 until the end of Term 2. These activities and novel study will continue whether we are at school or continuing our remote learning.*

BPS Years 1-6 'CHOICE BOARD'

Term 2, Weeks 1 & 2, 2020

Afternoon Sessions

Math Strategy Poster Create an informative poster to show others how to apply one of the following addition/subtraction mental strategies. a) Jump strategy b) Split strategy c) Compensation strategy 	**Fitness** Build an obstacle course in your backyard or front yard for your family. Draw up a plan and create a list of items you will need. Time yourself completing the obstacle course. Repeat and try to beat your best time. Take a photo of it and upload to your SeeSaw class.	**Your choice...** **LEARN something new** Learn To play the Ukelele OR the Blues Harp  OR Learn to Juggle 	**STEM Projects** WATER CYCLE IN A BAG LEGO ANIMATION BUILD AN AIRCRAFT NERF GUN MATHS TELLING TIME **Build a Rube Goldberg Machine** – *check these links for inspiration:* Rube Goldberg with Toilet Paper.MP4 Youtube clip	**Maths Investigations** Explore and learn mathematics in rich and creative ways. At home FUN Mathematics Investigations youcubed®
Master Chef Challenge *PLAN a meal for your family. PREPARE, COOK & SERVE it. OR *Make a menu of foods that you have in your house right now. What meals could you make? Be sure to decorate it and make it look official with prices and pictures. 	**Music** *Follow and learn a 'cup percussion' video. OR * Create a song or rap that tells about your life. The song or rap must make sense, have rhythm and give details including family, hobbies, interests, pets etc.	**Drama** *Play a mime game with your family. Each member acts out an everyday activity or chore and others try to guess the activity. OR *Write a short play or skit and perform it for to your family.	**Play a Board Game** Board games are a great way to integrate Literacy and Numeracy in a game situation and are a fun way to learn. **Board games to encourage skills in Mathematics:** Numero, Uno, Monopoly, Yahtzee, Snakes and Ladders. **Board games to encourage skills in English:** Pictionary, Boggle, Scrabble and Trivial Pursuit. Some of these games are also available as apps	**Cubbyhouse** Build a blanket cubbyhouse. Draw up a detailed and labelled plan for your cubbyhouse and create a list of the items you will need. 
Mindfulness	**Magic Trick**	**Playwriting**	**Drama/Public Speaking**	**Theatrical Problem-Solving** You are in charge of props for an upcoming production. The

*Do some mindful colouring as a family.	Learn, practise and perform a magic trick. 	Write a half page monologue (a speech in a play). Write it from the perspective of a pet. Eg, if your cat could speak to you, what would it say? What would it want or demand?	Tongue twisters are a great way to improve clarity of speech. Every actor practises these regularly! Choose 2 tongue twisters from the following. • A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk • Round the rough and rugged rock the ragged rascal rudely ran. • A noise annoys an oyster but a noisy noise annoys an oyster more. Practise these until you achieve crisp, vocal clarity, no mumbling and no mistakes. Then... speed them up! 	director wants a hand-held, futuristic gadget that translates alien language! But... you are in quarantine! The director will be happy if you: Create this prop using items found in your home OR Draw a detailed, labelled design of the prop OR Write a half-page description of the prop and how you would build it.
	Science Fun Science Experiments https://sciencejournal.withgoogle.com/experiments/ Sign Up to Mystery Doug Videos each week that inspires students to ask questions.		**Science – Out of Space!** Choose your favourite planet and read about it in World Book Online (enter through your portal, Username: bowralps Password: bowralps). Next, draw and label it. Select the correct colour and label it with as much information as you can. Show off everything you know about it. Eg what is it made of? Size? Distance from Sun and Earth?	

Literacy		Mathematics		Other
Literacy Shed https://www.literacyshed.com/home.html	Story Online https://www.storylineonline.net/	nrich https://nrich.maths.org/	Youcubed https://www.youcubed.org/	Kids News https://www.kidsnews.com.au/
Epic https://www.getepic.com/	Starfall https://www.starfall.com/h/index-grades123.php?mg=g	Resolve Maths https://www.resolve.edu.au/	Khan Academy https://www.khanacademy.org/	Taronga Zoo https://taronga.org.au/taronga-tv
		Dr Paul Swan https://drpaulswan.com.au/		Typing Club https://www.typingclub.com/
			Advice to parents and carers to support learning from home	Go Noodle: At Home https://family.gonoodle.com/

			https://education.nsw.gov.au/parents-and-carers/learning-from-home	

Wednesday

29.4.20

Week 1 Wednesday Task 1 - Pobble Writing Task - The surprised mouse

Look at the picture, read the Story Starter and Question Time to get some ideas for your writing today.

You are to complete one of the following activities:

* Write or continue the story from the 'Story Starter'

* Complete the 'Sentence Challenge'

* Improve the 'Sick Sentences'

* Use the 'Perfect Picture' prompt to imagine and draw the scene.

Note that you do not need to do ALL these tasks. Choose ONE and do it well.

Image by: Valery Subachev

Sentence challenge!

- Can you use adverbs in your writing to describe how something is done?
- Can you use adverbs before nouns?
- Can you use adverbs after nouns?
- e.g. Cautiously, the mouse raised his head above ground.
- The mouse cautiously raised his head above ground.

Image by: Valery Subachev

Question time!

- Can you continue the story of the mouse? What is it that has surprised him? Can you describe what it is using your senses?
- Are animals' brains the same as ours? Do they think in the same way as us?
- Do all animals think the same as each other, e.g. does a mouse think the same as a lion? Can you try and explain your answer?
- What about people? Do we all think in the same way?

Image by: Valery Subachev

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- His put his head up above the ground.
- The mouse had eyes and whiskers and ears.

Pobble

Image by: Valery Subachev

Perfect picture!

What do you think the mouse can see in front of him/her? Is it danger or is it something good? Draw what you have imagined!

Vowel sounds – exceptions

List

deaf
head
said
idea
meant
four
bread
mould
thread
great
famous
wealth
cousin
nourish
really
break
favour
dread
already
heavy

1. Write the word.

_____
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2. Sort the words.

Words with *ea*

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

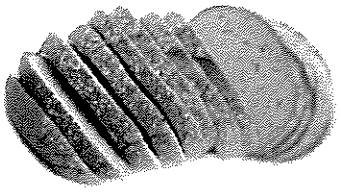
Words with *ou*

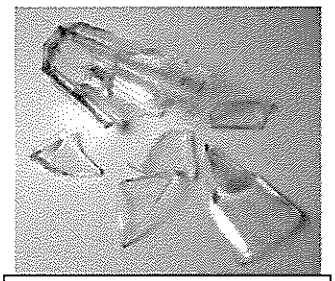
_____ _____
_____ _____
_____ _____

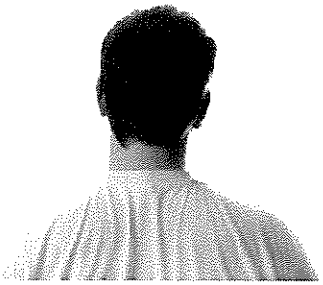
3. Fill in the missing letter.

___eal___ ____
___ea___ ___h
___r___ak
f___m___ ___s
a___re___ ___y
br___ ___d
co___ s___n
n___ ___ r___sh
d___ ___f
g___ ___ ___t

4. Name.







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Worksheet 1

Lesson 181 • On the Trail of the Golden Man

Name

Interpreting Character Behaviour, Feelings and Motivation

To interpret a character's feelings and what motivates them to behave in a certain way, you need to look for clues in the text. The clues are usually in the words and punctuation.

Read the passage.

Underline a sentence that demonstrates Sipu's survival skills.

Highlight the words that are the clue to question 5's answer.

Sipu made walking through the jungle look easy. It wasn't scary with Sipu around. This was his home. He had grown up here. Sipu thought nothing of climbing over tree roots double his height, breaking vines for a quick drink and climbing up a tree for a bite to eat. He walked so lightly through the forest his feet barely marked the ground. He showed Mia and Flynn how to walk through the rainforest without being seen or heard.

Colour the words that show how Sipu moved through the jungle.

Highlight a sentence that tells us what Mia and Flynn learnt from Sipu.

Colour the correct answers

1 Based on evidence in the passage, which sentence best describes Sipu? Sipu ...

- ○ has excellent survival skills.
- ○ has good time management skills.
- ○ is very competitive.
- ○ has extraordinary strength.

2 What is the **clue** to question 1's answer? Sipu is able to ...

- ○ walk lightly through the jungle.
- ○ stay warm in the jungle.
- ○ find food and water in the jungle.
- ○ identify plants and animals in the jungle.

3 Which sentence best sums up Sipu's **attitude** towards Mia and Flynn? Sipu ...

- ○ thinks he is cleverer than Mia and Flynn.
- ○ is willing to share his knowledge with Mia and Flynn.
- ○ wants to learn from Mia and Flynn.
- ○ thinks Mia and Flynn are a nuisance.

4 Which word is the best **clue** to question 3's answer?

- ○ easy
- ○ showed
- ○ nothing
- ○ scary

5 How did Mia and Flynn **feel** with Sipu as their guide?

- ○ scared
- ○ disappointed
- ○ relaxed
- ○ confused

ACELY1713 Use comprehension strategies to interpret and analyse information and ideas

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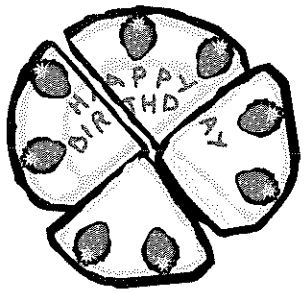
Calculating – adding and subtracting fractions with like denominators

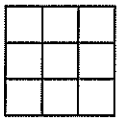
I ate $\frac{2}{4}$ of a cake for breakfast. Then I ate another $\frac{1}{4}$ for lunch. How many quarters did I eat altogether?

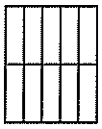
$$\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$$

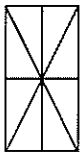


1 **Shade the shapes to help you answer the problems:**

a $\frac{1}{3} + \frac{1}{3} = \frac{\square}{\square}$

b  $\frac{3}{9} + \frac{3}{9} = \frac{\square}{\square}$

c  $\frac{4}{10} + \frac{3}{10} = \frac{\square}{\square}$

d  $\frac{3}{8} + \frac{2}{8} = \frac{\square}{\square}$

2 **Try these. Draw some diagrams if that will help you.**

a $\frac{1}{5} + \frac{2}{5} = \frac{\square}{\square}$

b $\frac{2}{7} + \frac{3}{7} = \frac{\square}{\square}$

c $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{\square}{\square}$

d $\frac{1}{10} + \frac{5}{10} + \frac{1}{10} = \frac{\square}{\square}$

3 **Write addition fraction sentences for the following problems. Write your answers:**

a $\frac{1}{3}$ of the kids in Bailey's class played basketball at recess. $\frac{1}{3}$ of the kids played football. $\frac{1}{3}$ of the kids sat round and chatted. What fraction of the class played sport?

$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$

b Josh spent $\frac{1}{5}$ of his pocket money at the milk bar and $\frac{2}{5}$ buying credits for his game. Write a fraction sentence to show the fraction he spent.

$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$

4 **Look at the problem $\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$. Why does the 4 stay as 4 – why isn't it $\frac{2}{4} + \frac{1}{4} = \frac{3}{8}$?**

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Fractions

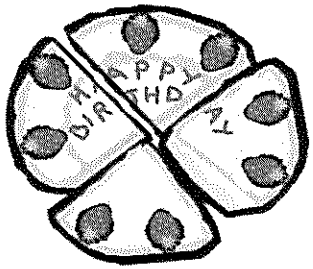
Stage 3

Instruction

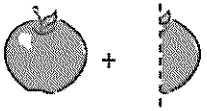
Calculating – adding and subtracting fractions with like denominators

I ate $\frac{2}{4}$ of a cake for breakfast. Then I ate another $\frac{1}{4}$ for lunch.
How many quarters did I eat altogether?

$$\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$$

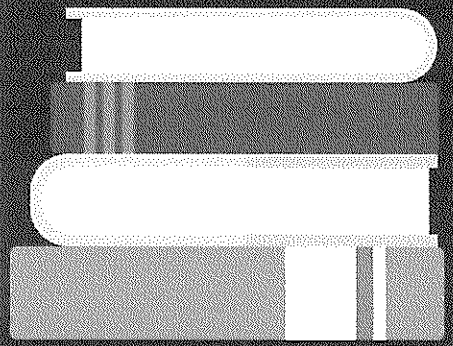


Adding fractions to whole numbers is a simple process.



$$= 1\frac{1}{2}$$

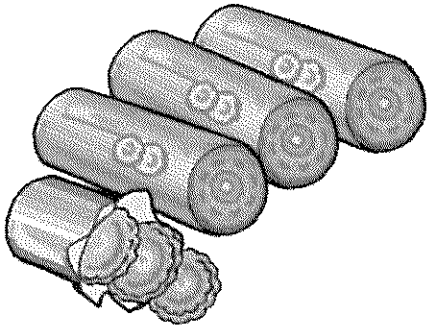
$$1 + \frac{1}{2} = 1\frac{1}{2}$$

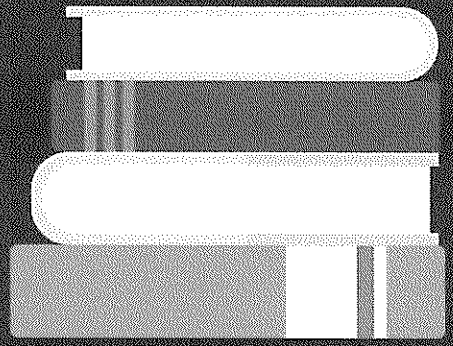


Task 1

Solve these problems. Draw diagrams if they help:

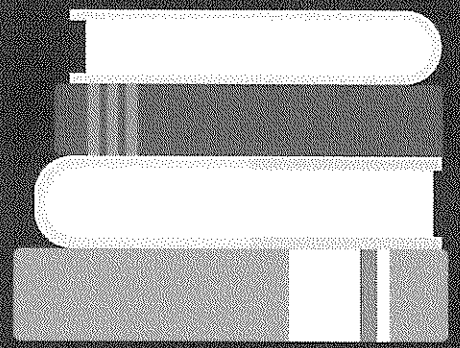
a You have $3\frac{1}{4}$ packets of cookies. One friend eats $\frac{1}{4}$ packet, another eats $\frac{2}{4}$ and another eats $\frac{1}{4}$. What fraction do you have left?





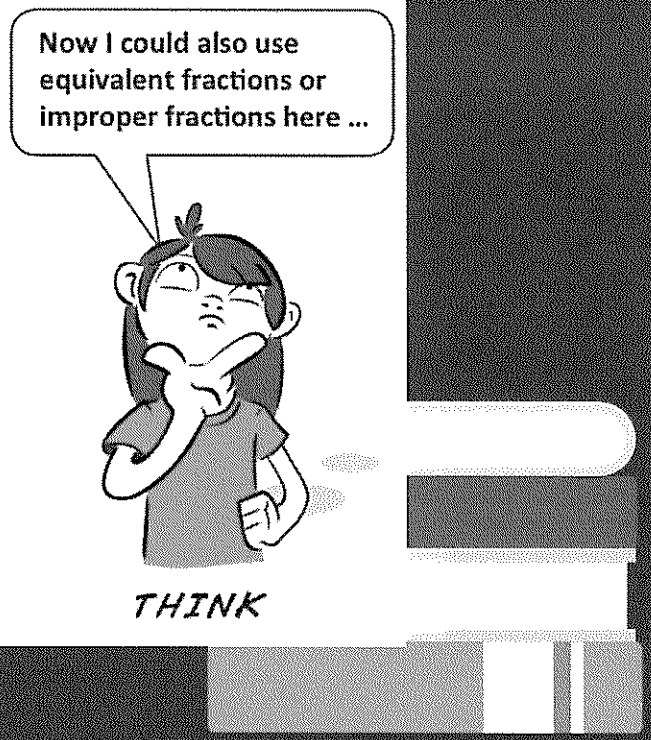
Response

Post your response here. You can add a photo, or write a response about what you did. Include as much detail as you can!



Task 2

b What fractions do you know that have a difference of $\frac{1}{4}$?



Response

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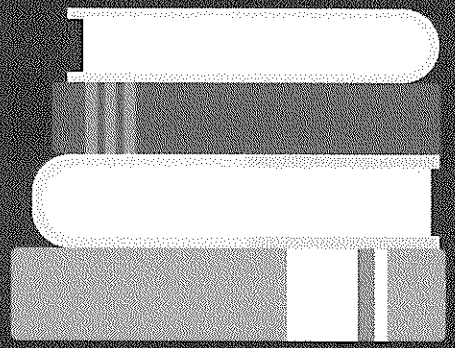
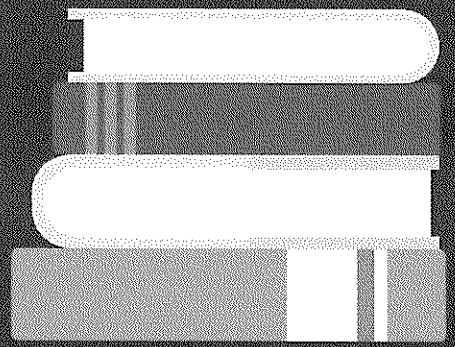


Extension Activity

What might the missing numbers be?

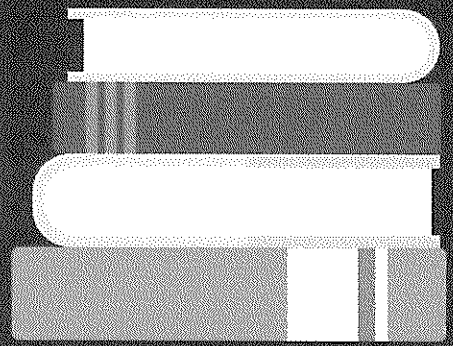
(Try and use more than one denominator in your answers)

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{2}{5}$$



Response

Post your response here. You can add a photo, or write a response about what you did. Include as much detail as you can!



02-4-03

ARTIFICIAL INTELLIGENCE

Week 1 Thursday Task 1 - Narrative Writing Pre-test

Today you are to complete a narrative writing pre-test. This is a test to give teachers information about what aspects of narrative writing you are really good at as well as things we need to work on. It needs to be your own work. It is not a test that you should be feel stressed about but you should give it your best effort.

Allow yourself 40 minutes to complete the task. As a guide use:

- 10 minutes planning,
- 20 minutes writing and
- 10 minutes editing and re-craft your writing.

The task is outlined on the attached page, 'What a mess'. You should write your response on the provided ruled paper. It is important that this writing is returned to your teacher. This can be done by uploading/emailing a photo of your written work, or simply dropping off the hardcopy at the front office at school.

‘What a mess!’

Today you are going to write a narrative (a story).
The idea for your story is ‘What a mess!’

Your story might be about a messy person, an untidy place or a complicated or tricky situation.

It might be a mix-up between people, or it might be about a plan gone wrong.

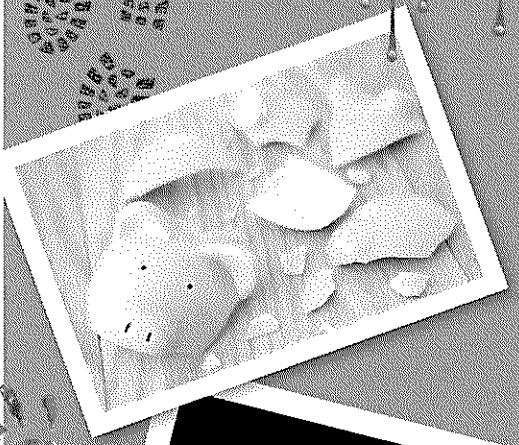
It could be about a broken promise or friendship, or an unexpected event that causes confusion.

Think about:

- the characters in your story
- when and where your story takes place
- the complication or problem and how it is solved
- how the story ends.

Remember to:

- plan your story before you start
- choose your words carefully
- write in sentences
- pay attention to your spelling, punctuation and paragraphs
- check and edit your writing.



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Word endings – rse, rce

List **1. Write the word.**

horse _____
worse _____
purse _____
verse _____
force _____
scarce _____
fierce _____
reverse _____
sparse _____
adverse _____
course _____
diverse _____
source _____
converse _____
immerse _____
averse _____
terse _____
divorce _____
resource _____
pierce _____

2. Sort the words.

Words that end in *rse*

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words that end in *rce*

_____ _____
_____ _____
_____ _____

3. Complete these words with *rse* or *rce*.

reve_____ divo_____
dive_____ sou_____
imme_____ spa_____
pu_____ fie_____
resou_____ ve_____

4. Complete each sentence with a list word.

She rode her _____ daily on the farm.
The shark looked _____ with its toothy grin.
I read a _____ from a poem at assembly.
The rain had been _____, so the crops were struggling.
I like to _____ with my friends on the phone.
My dad has an _____ reaction to peanuts.
I will _____ myself to get up earlier tomorrow morning.
The mess in my room is _____ today than it was yesterday.

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Word endings – rse, rce

5. Meaning. Which list word means?

Where something begins. _____
To prick or break. _____
In short supply. _____
Strength or effort. _____
To completely cover in liquid. _____
Of different kinds or sorts. _____

Challenge words

6. Write the word.

coarse _____
rehearse _____
traverse _____
reimburse _____
intersperse _____
coerce _____
disperse _____
commerce _____
enforce _____
reinforce _____

7. Word clues. Which challenge word matches?

cover or cross _____
scatter _____
rough _____
persuade _____
trade _____
add strength _____

8. Hidden words. Find the challenge word.

herrehearseqreh _____
foreenenforcecefo _____
reimreimburseurse _____
erserreinforceres _____

9. Another way to say it. Which challenge word could replace the underlined word/s?

Dad bought me the skateboard and I will <u>pay</u> him later. _____
Sophie and her friends will <u>go through</u> the play tonight. _____
The fabric was <u>rough</u> and scratchy on her skin. _____
Her brother would <u>bully</u> her into doing his chores for him. _____
They will <u>scatter</u> the seeds over the soil. _____
They <u>impose</u> the rules to keep the students safe. _____
The ship had to <u>cross</u> the rough seas. _____
Dad <u>strengthened</u> the fence with more posts. _____

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Worksheet 1

Lesson 182 • In the Clear?

Name

Drawing conclusions

To draw conclusions from a text, we have to use clues to make our own judgements. The clues help us find the answers that are hiding in the text.

Read the passage.

Highlight the reason Dad is not at work.

Underline the event the residents of Sunset Heights will be celebrating.

When Nick gets home from school, Dad and Mum are sitting chatting at the kitchen table. "Not working, Dad?" he asks, noticing the mugs of tea and packet of biscuits.

"I knocked off early to give Mum a hand moving furniture at Sunset Heights. It's Mrs Blessop's ninetieth birthday party tomorrow," Dad explains.

"Will you lend a hand too, Nick? There are a dozen trestle tables to be shifted," Mum asks when he sits down at the table.

Nick sighs, "Yeah, I'll help."

Colour the question Mum asks Nick.

Put a box around Nick's reply.

In the final sentence, highlight the word that can be replaced with *said*.

Colour the correct answers

1 Which is the best **conclusion**? Sunset Heights is ...

○ a hotel. ○ a retirement home. ○ an apartment block. ○ a hospital.

2 Which phrase is the **clue** to question 1's answer?

○ knocked off early ○ a dozen trestle tables

○ at the table ○ ninetieth birthday party

3 Which is the best **conclusion**? Nick ...

○ is excited about helping Mum. ○ is unenthusiastic about helping Mum.

○ refuses to help Mum. ○ does not think he can help Mum.

4 Which word is the best **clue** to question 3's answer?

○ sighs ○ Yeah ○ help ○ I'll

5 What can we **conclude** about Mum's connection to Sunset Heights?

○ Mum's parents live there. ○ Mrs Blessop is Mum's best friend.

○ Mum helps out there. ○ Mum has known Mrs Blessop all her life.

ACELY1713 Use comprehension strategies to interpret and analyse information and ideas

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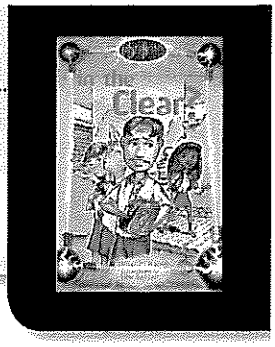
Worksheet 2

Lesson 182 • In the Clear?

Name



Read the passage.

Highlight the sentence that helps to answer question 1.

Underline the description of the Flemings' garden.

Nick walks to Sunset Heights the long way. His feet are in charge and just happen to be taking him this way.

When he gets to Laura Fleming's house, Nick scans the large garden with its manicured lawns, tall trees and rose beds. There's a Saab parked on the gravel drive and also a new, red SUV. Nick notices a couple of builders mixing concrete near the front steps.

Nick thinks of his dad, who works hard every day, but doesn't seem to get very much—just a boring little house and not much else.

Circle the words that describe the Flemings' cars.

Colour Nick's description of his house.

1 We can **conclude** that Nick chooses the long route to Sunset Heights on purpose. What are the **clues**?

2 From the description of their house, what **conclusions** can we draw about the Flemings?

3 We can **conclude** that Nick is envious of what the Flemings have. What are the **clues**?

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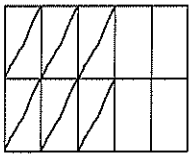
Calculating – adding and subtracting fractions with like denominators

I had $\frac{3}{4}$ of a cake in the fridge. I ate $\frac{1}{4}$. I had $\frac{2}{4}$ left. $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$

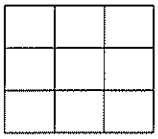
5 **Find answers to these subtraction problems. The first one has been done for you.**

a



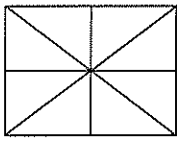
$\frac{10}{10} - \frac{6}{10} = \frac{4}{10}$

b



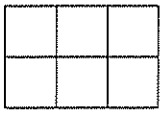
$\frac{9}{9} - \frac{8}{9} = \frac{\quad}{\quad}$

c



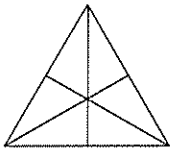
$\frac{8}{8} - \frac{4}{8} = \frac{\quad}{\quad}$

d



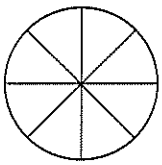
$\frac{6}{6} - \frac{2}{6} = \frac{\quad}{\quad}$

e



$\frac{6}{6} - \frac{2}{6} = \frac{\quad}{\quad}$

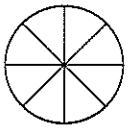
f



$\frac{8}{8} - \frac{6}{8} = \frac{\quad}{\quad}$

6 **Use the diagrams to help you solve these problems:**

a Marita cut her birthday cake into 8 equal slices and ate 2 of them straight away. What fraction was left?

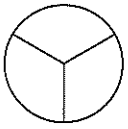


$\frac{\quad}{\quad}$

b Sam played a soccer game. He played goalie for 1 quarter of the game and in attack for the rest. What fraction of the game did he spend in attack?

$\frac{\quad}{\quad}$

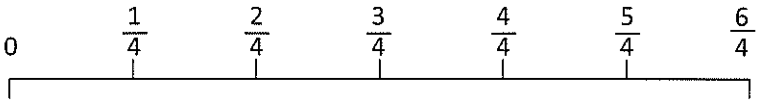
c Jacinta spent $\frac{1}{3}$ of her pocket money on chocolate and $\frac{1}{3}$ of it on a magazine. What fraction did she have left?



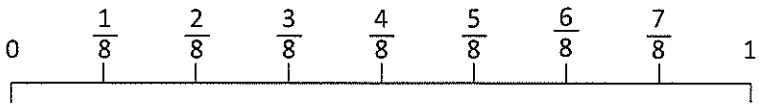
$\frac{\quad}{\quad}$

7 **Use the number lines to help you work out the answers to these problems:**

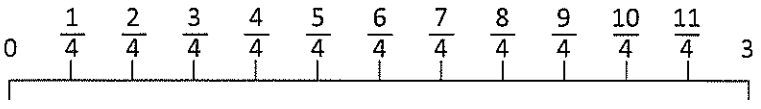
a $\frac{1}{4} + \frac{2}{4} = \frac{\quad}{4}$



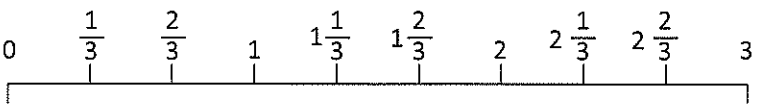
b $\frac{7}{8} - \frac{3}{8} = \frac{\quad}{\quad}$



c $\frac{6}{4} - \frac{3}{4} = \frac{\quad}{\quad}$



d $2\frac{2}{3} - \frac{1}{3} = \frac{\quad}{\quad}$



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Fractions

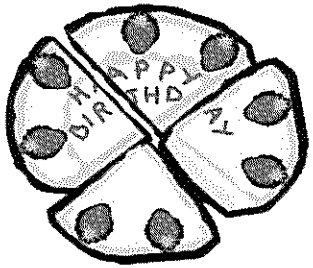
Stage 3

Instruction

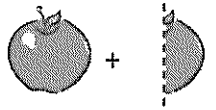
Calculating – adding and subtracting fractions with like denominators

I ate $\frac{2}{4}$ of a cake for breakfast. Then I ate another $\frac{1}{4}$ for lunch.
How many quarters did I eat altogether?

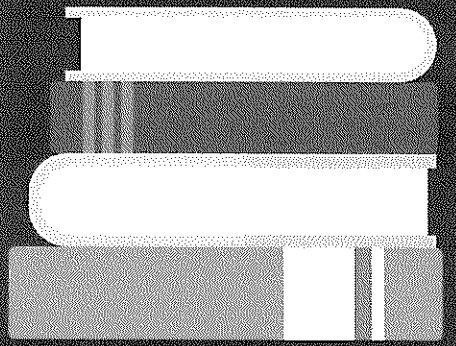
$$\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$$



Adding fractions to whole numbers is a simple process.

 $= 1\frac{1}{2}$

$1 + \frac{1}{2} = 1\frac{1}{2}$



Task 1

What could the missing numbers be? Create two different options for each:

a

$$\frac{\square}{4} + \frac{\square}{4} = \frac{\square}{4}$$

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

b

$$\frac{\square}{8} - \frac{\square}{8} = \frac{\square}{8}$$

$$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$$

c

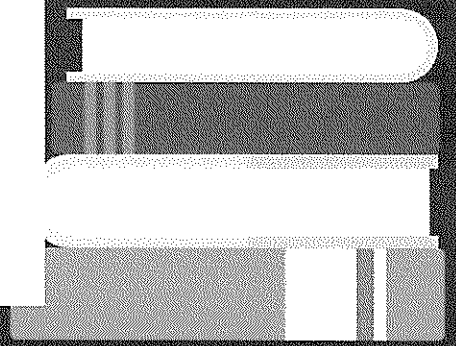
$$\square\frac{\square}{\square} + \square\frac{\square}{\square} = \square\frac{\square}{\square}$$

$$\square\frac{\square}{\square} + \square\frac{\square}{\square} = \square\frac{\square}{\square}$$

d

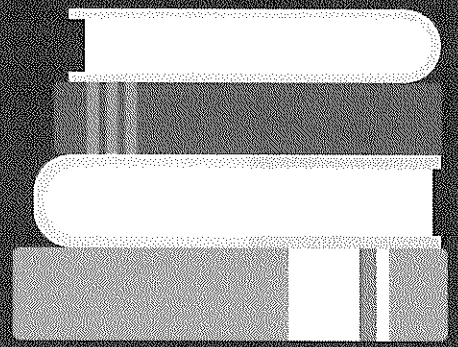
$$\square\frac{\square}{\square} + \square\frac{\square}{\square} = \square\frac{\square}{\square}$$

$$\square\frac{\square}{\square} + \square\frac{\square}{\square} = \square\frac{\square}{\square}$$



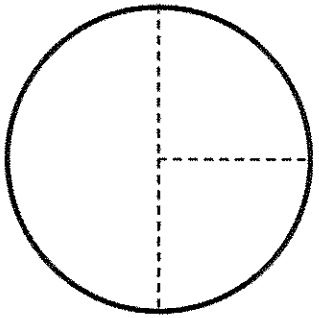
Response

Post your response here. You can add a photo, or write a response about what you did. Include as much detail as you can!

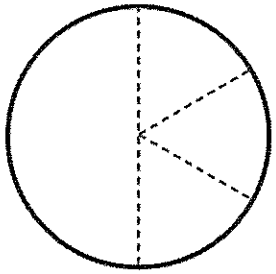


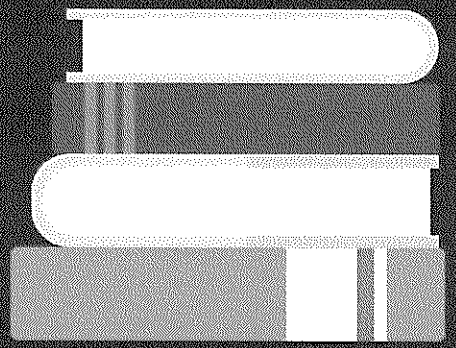
Task 2

Martha opened her piggy bank and decided to spend it this way: $\frac{1}{2}$ on magazines; $\frac{1}{4}$ on snacks; $\frac{1}{4}$ on a necklace. The necklace cost $12. How much money did she have in her piggy bank?



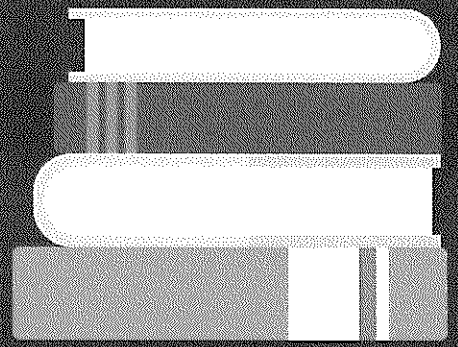
Ali went to the show. He spent $\frac{1}{2}$ of his money on rides and $\frac{1}{3}$ of what was left on a dagwood dog, some chips and some fairy floss. That left him with $28 to spend on show bags. How much money did he have to begin with?





Response

Post your response here. You can add a photo, or write a response about what you did. Include as many answers as you can!



Design Brief

Week 1 Friday Task 1 – Novel Study

By now you would have chosen your novel you wish to read and study this term. Answer the following questions about your book.

1.Why did you choose this book?

2.What genre is this book? E.g. mystery, romance, drama.

3.What do you think this book will be about?

4.What is your reading plan to ensure you have finished the book by the end of Week 5?

It is important that this writing is returned to your teacher. This can be done by uploading/ emailing a photo of your written work, or simply dropping off the hardcopy at the front office at school.

Word endings – ent, ant

List

tenant
rodent
instant
urgent
pendant
tyrant
fluent
entrant
violent
evident
assistant
serpent
elegant
applicant
ancient
significant
magnificent
radiant
apparent
opponent

1. Write the word.

2. Sort the words.

ent

ant

3. Complete these words with *ent* or *ant*.

eleg_____ urg_____
radi_____ tyr_____
magnific_____ entr_____
viol_____ evid_____
ten_____ serp_____
applic_____ signific_____

4. Underline the spelling mistake. Write the word correctly.

The serpant slithered over the hot ground.
The aincient ruins were being preserved for future generations.
Guinea pigs are a type of rodant.
My mum's assistent answered her phone when I rang.
She wore a pretty silver pendent.
I didn't like the movie as it was very vilent.
My brother was going to be my opponant in the tennis tournament.

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Worksheet 1

Lesson 183 • Digging for Buried Treasure

Name

Making Inferences

To make inferences while reading, we have to use clues in the text. The clues help us find the answers that are hiding in the text.

Read the passage.

Highlight the words that show that Flynn was experiencing pain.

Colour the words that suggest that Flynn and Mia had landed right next to each other.

They were spinning out of the marketplace and out of control.

"Ouch! Ouch! Ouch!" yelped Flynn, peeling Curiosity off his head. "Watch your claws, you dumb cat. Let go! Mia, move your elbow—it's breaking my ribs." Mia struggled to her feet. They had landed in bushes, on a dune behind a beach.

Hearing voices, they fell silent. They crawled to the top of the dune and peered over.

Underline the sentence that shows where Flynn and Mia landed.

Highlight the sentence that helps us work out where the voices were coming from.

Colour the correct answers

1 What do the words "Ouch! Ouch! Ouch!" **suggest**? Flynn ...

- ○ had landed safely.
- ○ was spinning uncontrollably.
- ○ had broken his ribs.
- ○ was experiencing pain.

2 Which is the best **inference**? Flynn and Mia landed ...

- ○ far apart.
- ○ opposite each other.
- ○ close together.
- ○ upside down.

3 Which group of words is the **clue** to question 2's answer?

- ○ off his head
- ○ landed in bushes
- ○ out of control
- ○ move your elbow

4 Which is the best **inference**? The voices were coming from ...

- ○ the beach.
- ○ the top of the dune.
- ○ the marketplace.
- ○ the bushes.

5 What is the **clue** to question 4's answer? To see where the voices were coming from, Mia and Flynn had to ...

- ○ search in the bushes.
- ○ crawl around the dune.
- ○ peer over the dune.
- ○ go back to the marketplace.

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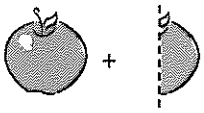
Calculating – adding and subtracting fractions to and from a whole

Adding fractions to whole numbers is a simple process.

 $= 1\frac{1}{2}$ $\qquad 1 + \frac{1}{2} = 1\frac{1}{2}$

1 **Add these fractions and whole numbers:**

a $2 + \frac{1}{2} =$ ☐ ☐/☐ **b** $4 + \frac{1}{3} =$ ☐ ☐/☐ **c** $3 + \frac{3}{4} =$ ☐ ☐/☐

d $\frac{1}{2} + 5 =$ ☐ ☐/☐ **e** $\frac{2}{3} + 4 =$ ☐ ☐/☐ **f** $\frac{4}{7} + 9 =$ ☐ ☐/☐

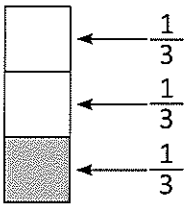
g $\frac{1}{2} +$ ☐ $= 6\frac{1}{2}$ **h** ☐ $+ \frac{2}{3} = 2\frac{2}{3}$ **i** $\frac{1}{5} +$ ☐ ☐/☐ $= 2\frac{3}{5}$

How do we subtract fractions from a whole? We rename the wholes to make it simpler.

Look at the problem $1 - \frac{1}{3}$.

How many $\frac{1}{3}$ are in 1 whole? There are $\frac{3}{3}$ in a whole.

Now the problem is easier: $\frac{3}{3} - \frac{1}{3} = \frac{2}{3}$



2 **Rename the wholes as fractions and use the diagrams to help you solve these problems:**

a $1 - \frac{2}{5} =$ ☐☐☐☐☐

=

b $2 - \frac{1}{3} =$ ☐☐☐ ☐☐☐

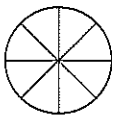
=

c $1 - \frac{1}{4} =$ ☐☐☐☐

=

d $2 - \frac{3}{4} =$ ☐☐☐☐ ☐☐☐☐

=

e $1 - \frac{3}{8} =$ 

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f $2 - \frac{1}{4} =$ ☐☐☐☐ ☐☐☐☐

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Calculating – adding and subtracting common fractions

How do we add or subtract fractions? Look at this example:

We had a movie marathon on the weekend. On Saturday, we watched movies for $7\frac{1}{4}$ hours and on Sunday we watched for $5\frac{1}{4}$ hours. How many hours did we spend watching movies in total?

$$7\frac{1}{4} + 5\frac{1}{4} =$$

First we add the whole numbers: $7 + 5 = 12$. Then we add the fractions: $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$

Then we add the two answers together: $12 + \frac{1}{2} = 12\frac{1}{2}$

We use the same process to subtract fractions.

1 **Solve these problems:**

a $\frac{1}{3} + 2\frac{1}{3} =$ ☐☐/☐

b $2\frac{3}{4} - 1\frac{2}{4} =$ ☐☐/☐

c $1\frac{2}{5} + 3\frac{1}{5} =$ ☐☐/☐

d $\frac{1}{5} + 6\frac{2}{5} =$ ☐☐/☐

e $1\frac{3}{12} - \frac{1}{12} =$ ☐☐/☐

f $7\frac{4}{12} - 3\frac{2}{12} =$ ☐☐/☐

2 **Express these as fraction sentences. Solve them:**

a Sarah and Rachel go to a trash and treasure sale. Sarah buys $3\frac{1}{4}$ boxes of trash and Rachel buys $2\frac{1}{4}$ boxes of treasure. How much do they buy in total?

b You have $2\frac{3}{4}$ boxes of chocolates and you eat $1\frac{1}{4}$ boxes. How many boxes do you have left?

c Before World Maths Day, Akhil practices Live Mathletics for $4\frac{1}{3}$ hours on Monday and $2\frac{1}{3}$ hours on Tuesday. How many hours of practice has he put in altogether?

d Aman really gets into a sport for a while then drops it and moves on to his latest craze. As a consequence, he has five and a half cupboards of old sports equipment. His mother makes him take some of it to the local charity shop. This leaves him with 2 full cupboards. How much has he taken to the shop?

3 **What numbers could go in the boxes?**

a ☐☐/☐ + 1☐/☐ $= 5\frac{3}{4}$

b ☐☐/☐ − ☐☐/☐ $= 3\frac{1}{6}$

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