### Friday 1 May 2020

### **Morning Fitness**

Fitness Bingo (in file).

### **Morning Greeting**

Good morning M2, it's Friday. What a very quiet and lonely week it has been without you all here. I hope you are all well and safe. Remember if you need my help and you are able to access the internet, then email me at <a href="mailto:Valerie.Macdonald@education.wa.edu.au">Valerie.Macdonald@education.wa.edu.au</a>. Remember be the best you can be and thank your family for helping and supporting you.

Over and out Mrs. Mac.

### Literacy

Morning reading:

Reading Activity 1: Online - Epic Readers - Storm Tide. Offline - Surf's up -1. (in file).

**Brain Break:** Quiz your parents or siblings on their favourite animal, place, colour, food, book and movie.

**Reading Activity 2**: Complete noun, verb connectives activity from Storm Tide and Surfer's up. (in file).

#### Recess

### **Literacy continued**

**Spelling:** When y is at the end of a morphograph then it is a vowel letter. (in file).

#### Lunch

### **Dictation**

Don't Forget the Plants! and Yachting. (in file).

### Numeracy

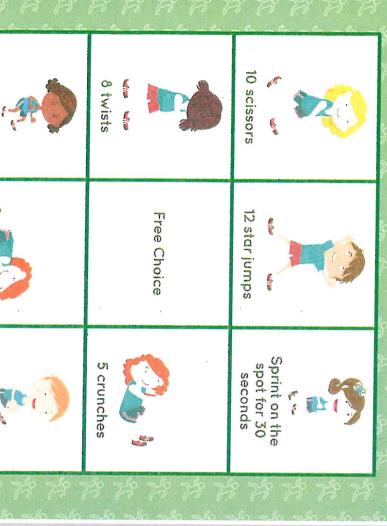
Mental Maths - Multiplication and Division Problems. (in file).

Maths Activity - Friday Practice and Origo Stepping Stones Year 5 lesson 1.6. (in file).

### **Afternoon Break**

### **Specialist Subjects**

Science – Year 5 Chemical Sciences activity. (in file.)



Knee high jog on the spot for 30

seconds

6 push ups

8 high knee lifts

(c) teachstarte



## Surf's up - 1

Declan joined Harlyn Surf Club as a Nipper when he was six years old. At the ripe old age of 11 years, he believed himself a key member of the club. His dad was the president and his mum, the social secretary. Everyone knew Greg and Joy Evans and their son, Declan.

Declan knew everything anyone needed to know about the club, from how to store the equipment to who was being nominated for next year's committee. He could have been a perfect asset to the club ... but he wasn't. He could have been a popular 'in' boy ... but he wasn't. With all the training sessions he attended, he could have been one of the club's rising stars ... but he wasn't. You may ask, 'Why was he none of these things?' The answer is, nobody liked Declan.

Because of his parents' status and his 'insider knowledge', Declan liked to 'lord it over' anyone he considered inferior to himself: adult or child. And even though he had the confidence to engage in conversation with anyone, it was rare for him to find someone to talk to. People avoided Declan.

On Sunday mornings and at every other training session he attended, Declan played the fool. He didn't listen to the volunteer coaches who organised the activities and so, in the land activities, they ignored him; and in the water, they ensured he was safe but offered no other advice or assistance.

The result of Declan's behaviour and the coaches' response to it was, that even after five years, Declan was a miserable failure in all the surf club activities. The only person who did not realise this was Declan himself. With his 'key member' status, he believed he had superb natural talent and that everyone else was very poor by comparison.

Each season, all the Nipper squads took part in a swim-board-run triathlon to find the champion boy and girl in each age-group. Although Declan had never achieved any recognition in these competitions, each year he always believed he would be crowned champion. This year was no different.

The event day dawned bright but blustery and the ocean was very rough. The organisers decided it would be safer to reduce the distance for the swimming leg of the competition.

At the sound of the gun, the intrepid competitors bunny-hopped their way into the water before diving into their first wave and swimming straight out to sea. As they reached the first buoy, they all turned to the right and began swimming parallel to the shore. Everyone, that is, except Declan.

Declan had been at the pre-race briefing when the changes to the swimming course were announced, but as usual, he had not been paying attention. As he reached the first buoy, in last place, he carried straight on towards the second buoy, 50 metres away.

Declan was using a lot of energy, struggling to swim in the choppy water. When he stopped to check his direction and sight the second buoy, he was distressed to see that he was way off course. Looking to shore, he was even more disturbed to see swimmers leaving the water and running to collect their board. It was only then that he realised he was alone in the water.

For the first time, Declan felt scared. He realised that if he was as good as he always claimed to be, he could help himself out of this situation. But he knew he couldn't. The tears that began to flow were quickly washed away by the selt water slapping against his face. Deale

quickly washed away by the salt water slapping against his face. Declan had never felt so low.

'Now what are you doing all the way out here, young Declan?' What a relief to hear the familiar sound of his coach's cheerful but commanding voice! 'Would I be right in saying your brain wasn't in gear at the briefing this morning? Come on, up on the board and I'll take you back!

# Surf's up - 2

	1.	Το α	omplete the tal	ole, write your opinions on:				
		(a)	the story					
		(b)	Declan					
		(c)	everyone's response to Declan					
EL	2.	(a)	no knowledge some knowled	dge and experience				
		(b)	How much do Explain your a	you think the author knows about surf club activities?				
<b>a</b>	2	. (a)	Describe how	you think the competitors in the triathlon might have been				
•	,	. (0)	feeling just b	efore the gun was fired.				
		(b)	Write words	and phrases from the text that helped you form this opinion.				
T.	4. When do you think this story took place? Explain your answer.							

Surf's	up - 3
<b>3</b> 5. (a)	How do you think the story might be different if it was written in the first person from Declan's perspective?
<b>a</b> (b)	Choose one part of the story to rewrite from Declan's point of view. Imagine what it would be like to be him and how you would have felt in his situation.
6. Com othe	pare your texts with others. How is Declan's character described by rs?

<u>Underline the nouns</u>	
Double underline proper nouns	Name:
Circle the verbs	Date:
highlight the connectives	

### **Storm Tide by Kari Jones**

I've lived on this island all twelve years of my life, and this is the first time I have been alone on it for an entire day. If it warms up, I'm going to swim in the water hole. Then I want to check out the spring salmon run off Rudlin Bay.

First I need a couple of sandwiches, one for right now and one to take with me. I'm going to start the day with a hike to the midden on the other side of the island. A midden is basically an ancient First Nations garbage dump. That sounds gross, but it's actually really cool.

### Underline the nouns

Double underline proper nouns	Name:
Circle the verbs	Date:
highlight the connectives	

### Surf's up -1

Declan was using a lot of energy, struggling to swim in the choppy water.

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For the first time, Declan felt scared. He realised that if he was as good as he always claimed to be, he could help himself out of this situation, but he knew he couldn't. The tears that began to flow were quickly washed away by the salt water slapping against his face. Declan had never felt so low.

### **Spelling**

### Remember short words have four or less letters.

If **y** is at the end of a morphograph then it is a vowel letter.

shine + y = \_\_\_\_\_

cloud + y = \_\_\_\_\_

self + ish + ly = \_\_\_\_\_

gum + y = \_\_\_\_\_

store + age = \_\_\_\_\_

rose + y = \_\_\_\_\_

tribe + al = \_\_\_\_\_

chop + y = \_\_\_\_\_

The main idea is the most important idea of a text.

- ▶ The main idea is often found in a sentence at the beginning or at the end of a paragraph.
- ▶ **Key details** are sentences that provide more information to support the main idea.

### John Marshall

John Marshall was an important person in United States history. He fought as a captain in the Revolutionary War. The Revolutionary War was the war for American independence from Britain. Marshall was the Secretary of State under President John Adams. He also served as Chief Justice of the Supreme Court. Marshall was the fourth chief justice.

### Q CFU

Which sentence supports the main idea that John Marshall was an important person in the United States history? Explain.

- A John Marshall served in the House of Representatives.
- B John Marshall became a lawyer in 1781.

"Sentence supports the main idea because ...."

What is the difference between main idea and key details?

"The difference between main idea and key details is ."

1

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- 1. Read the text.
- Identify key details. (underline)
- 3. Discern the main idea. (box)

### **Parks**

1 Parks are visited by many people every day. 2 There are many fun activities to do at the park. 3 Skating is one thing that can be exciting. 4 On the weekends is when the most skaters come out. 5 Bicycling is another thing that can be enjoyed.

5 Many parks even have a special path for bicycles. 7 Playing volleyball is also very

enjoyable. 8 Many teams are always competing with each other.

### Stems

Plants have many parts. 2 Stems do several things for plants. 3 Stems hold the plant and leaves up so that they will be in the sunlight. 4 Without light, the plants cannot survive. 5 Stems carry water and food to other parts of the plant. 6 The water and food has to be ransported from the roots up. 7 Stems can also store food for the plant. 8 The stored food s the part of the plants that we sometimes eat.

#### Rainforests

A rainforest has smaller plants that grow on the ground and lower level of the forest. The plants thrive beneath the larger plants and trees. 3 Animals such as the poison dart rog and the capybara also live there. 4 Most of the animals in the rainforest live in the canopy. 5 The rainforest also has insects and colorful birds, such as toucans. 6 These animals live among the trees of the rainforest. 7 A rainforest is full of many kinds of plants and animals.

### Exercising

Exercise can improve how you feel and help you sleep better. 2 We all have experienced how tired we are after we exercise. 3 Exercise helps make your heart and ungs strong. 4 Doctors always recommend exercise to people with heart problems. 5 It also helps control your weight or lose weight. 6 Without exercise it is more difficult to keep your weight down. 7 Exercising can help you in many ways.

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#### Basketball

Basketball is a very popular sport. Basketball players learn many skills when playing pasketball. They learn how to dribble and pass the ball. Dribbling is one of the most mportant skills to learn. Basketball players also learn how to control the ball. Without control, they cannot score. Most importantly, basketball players learn how to work ogether with their teammates.



### Write an explanation.

Lamar would like to add the following sentence below to the passage about basketball as supporting evidence. Does the sentence support the main idea? Explain.

Basketball players learn to shoot the ball from differ	em piaces on me coon.
	*
vill discern the main idea. (stated)	Independent Practice

Read the text. Circle the main idea.

### **American Songs**

People all over the world show that they are patriotic through songs. Patriotic songs have many purposes. Some patriotic songs express people's support of their country. For example, a song might be written after a country wins a war. Other patriotic songs praise the country's values. The values of fairness, love of family, and unity are common themes. Other patriotic songs may be about a country's beauty. A well-known song that describes the loveliness of the United States is 'America the Beautiful.'

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# Don't Forget the Plants!

Before we leave, I must remember to water the plants. Despite the fact that I've been watering them every day, I don't think they will stay alive in this heat. I wouldn't want to come home to drooping plants after a fun weekend away.

### **Extension Activity (subordinate clauses)**

- · Underline the subordinate clauses in the passage.
- Write a sentence which includes a subordinate clause using the picture on this slide.



48 words

Teach Sparser of

# **Yachting**

For the first time in my life, I went sailing on a yacht. My dad and I drove to the marina, where we met my uncle and his majestic boat. A short while later, we were on our way out to sea. During the trip, my uncle even let me have a turn raising the sails!

### **Extension Activity (subordinate clauses)**

- · Underline the subordinate clauses in the passage.
- Write a sentence which includes a subordinate clause using the picture on this slide.

57 words

✓ TeachStarter.com

## **Multiplication and Division Problems**

- 1). Mr. Smith puts all the pupils in his class in 4 rows. In each row there are 7 pupils. How many pupils are in Mr. Smith's class?
- 2). A milk crate will hold 24 bottles of milk. There are 4 rows of bottles in a milk crate. How many bottles are in each row?
- 3). Jenny buys 7 pencils at the local shop. Each pencil costs 9c. How much does she spend?
- 4). Hamish sells tulips in bunches of 8. He has 72 tulips. How many bunches can he make?
- 5). Jenny, Bob and Carol win \$36 between them on the lottery. How much do they each get?
- 6). In the new cloakroom there are 9 rows of pegs. Each row has 11 pegs in it. How many pegs are there all together?
- 7). It is 56 days until Ben's birthday. How many weeks away is it?
- 8). Gemma is playing darts and scores treble 12. How many points is that?
- 9). Fiona buys sherbet straws in the newsagents. They cost 4c each and she spends 32c. How many straws has she bought?
- 10). Calculators cost \$7 each. Mr. Tube the science teacher orders 12 for his class. How much will they cost all together?
- 11). Richard buys 54 Gob Stoppers. They are shared out between 6 of them. How many Gob Stoppers do they each get?
- 12). Hillary plants carrots out neatly in 9 rows. In each row are 6 carrots. How many carrots has she planted out?
- 13). Javid sells tickets for the school play at \$6 each. He sells 4 on Monday, 9 on Tuesday, 6 on Wednesday, 5 on Thursday and 11 on Friday.
  - a). Work out for each day of the week how much money he takes.
  - b). Calculate the total amount of money he takes for the whole week.
- 14). Jenny knows that her little baby brother, Herman, is 60 months old. How many years old is Herman?
- 15). Fiona gets paid \$4 a night for doing a paper round. She works a full week (7 days). How much does she earn a week?
- 16). There are 9 identical books placed next to each other on a shelf. Each book is 4 cm wide. What is the total width of all of the books?
- 17). Six friends collect 72 conkers in the woods behind their homes. They share them out equally. How many conkers do they each get?
- 18). If a dog lives one year it is said to be the same as a human living 7 years. If a dog is 8 years old, how many human years is it said to be?

### Friday — Practice



Have your student order these decimal fractions from least to greatest in value.

2.58 I.37 0.9 3.05 0.07 2.6 I.5

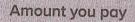
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A 1 A

Draw jumps on the number line to show how you would calculate the total. Then use words or numbers to show what you did.

a.

2. Draw the coins you would receive as change if you paid with cash.



Change you receive

a.



Price





b.





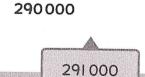
3. a. Draw a line to connect each number to its location on the number line.













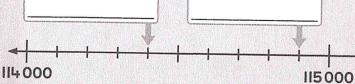


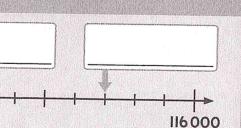


310000

**b.** Write the number that is shown by each arrow.







300000

### Year 5

## Chemical Sciences

<u>Focus:</u> Classifying matter as solid, liquid or gas based on its properties. (Looks like, feels like, smells like, sounds like, tastes like (not all can be tasted) and colours)

Inquiry question: Is it a solid, liquid or gas?

<u>Background information:</u> In Term 1, students have been learning about the properties of solids, liquids and gases. And how they behave in different ways when we change them.

### Materials:

- 5 materials of choice within your home to investigate. (For example, hair mousse/shaving foam, playdough, thick mayonnaise, tomato/barbeque sauce, hair gel etc.) - The examples of solids, liquids and gases worksheet can give you some ideas.
- o Attached PDF worksheet: Classifying matter (page 63)
- o Attached PDF worksheet: Examples of solids, liquids and gases (page 62)

<u>Safety:</u> Please ensure this experiment is supervised, as using some materials can be a possible hazard.

### Steps:

- 1. Revise each state of matter; the information can be found at the top of the classifying matter worksheet.
- 2. Choose 5 materials of choice within your home to investigate and then collect them
- 3. One-by-one investigate your chosen materials. What can it do? What can't it do?
- 4. Write down your observations in the 'what can it do' and 'what can't it do' section of the table of the classifying matter worksheet for each material.

Conclusion: Questions to talk/work through together about the experiment

- 1. Why do you think the state of matter effects what a material can and can't do?
- 2. Which material did you find most interesting to investigate? Why?
- 3. Oobleck is a material that is both a liquid and solid. Based our class experience of making it (or if you have the materials to re-make it at home), what can oobleck do? What can't oobleck do?

I hope you have fun with this experiment. © If possible, could you please email your findings, worksheets and any pictures of your experiment to

Melissa.Gwatkin@education.wa.edu.au