

Bonnyrigg Public School

A community school providing quality education in a caring environment

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5/6.
Education &
Communities

Public Schools NSW

School Closure – Learning at home

Dear Parents and Carers,

Please find in this pack instructions and activities for supporting student learning at home while the school is temporarily closed.

Each child has been sent home with booklets of activities so they can continue their learning while at home. If you are able to keep to a school schedule it will be greatly beneficial for your children.

If you have access to the internet there are some websites appropriate for learning included in this pack (see handout). Please limit the amount of time children spend on devices playing games between 9am – 3pm, unless they are recommended on the handout or if you feel they are educational.

Yours sincerely,

Voula Hatzidimitriou
Principal

Home Learning – Schedule

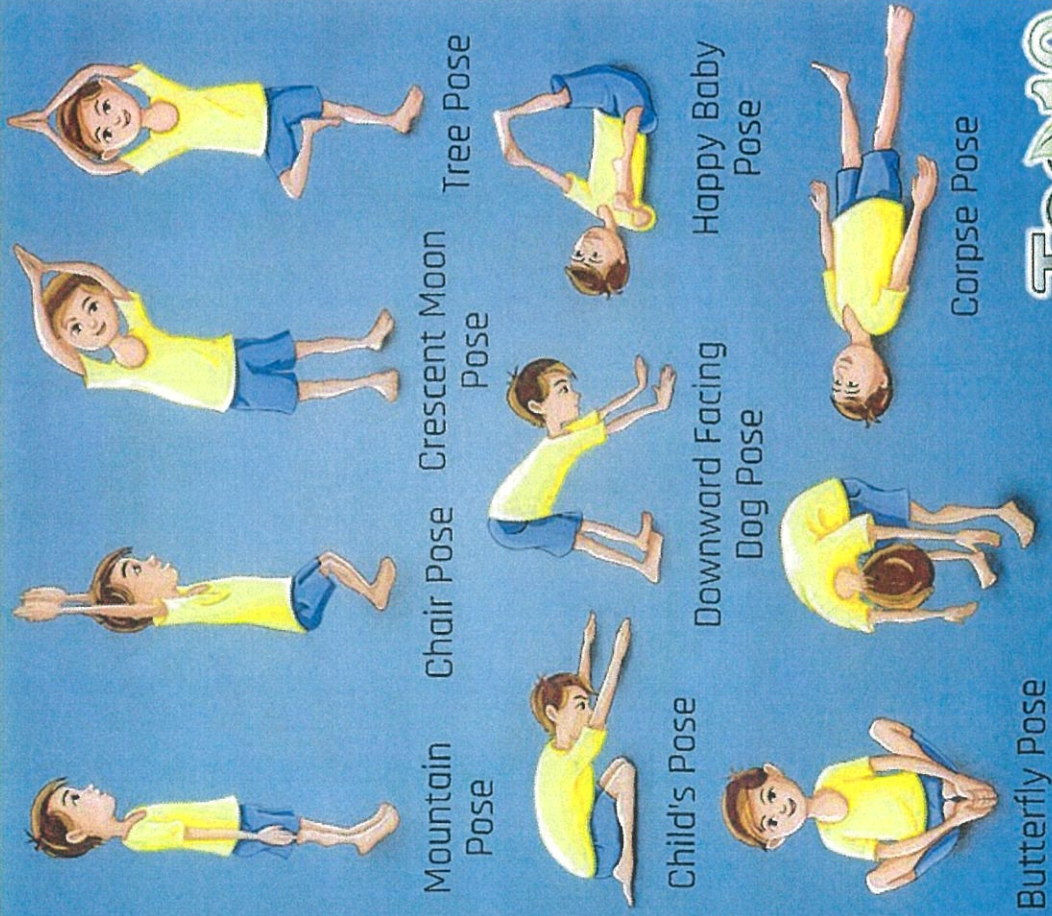
(keep this displayed)

Before 9am	Wake up and eat breakfast	<i>Remember to eat a healthy breakfast</i>
<u>9 – 10:30am</u>	Work booklet	<i>Look at your checklist and tick off when you finish each activity.</i>
10:30 - 11am	<i>Fruit break, fitness activity and free play</i>	<i>If it is ok this is a nice time to play outside (check you are allowed outside).</i>
<u>11:30am – 12:30pm</u>	Work booklet	<i>Look at your checklist and tick off when you finish each activity.</i>
12:30 – 1pm	<i>Lunch time, fitness activity and free play</i>	<i>If it is ok this is a nice time to play outside (check you are allowed outside).</i>
<u>1pm – 1:30pm</u>	Art bingo activity and ‘Be Active Kids’ activity	<i>Art bingo sheet included Various ‘Be Active Kids’ sheets</i>
1:30 – 2pm	<i>Recess</i>	<i>If it is ok this is a nice time to play outside (check you are allowed outside).</i>
<u>2 - 3pm</u>	Contract time	<i>Remember to read your contract details carefully. Take your time and try your best to do this independently – but if you need to ask for help you can ask a sibling or family member.</i>

During free play this is a great time to do puzzles, play with Lego or even create a new game!

Kid - Friendly YOGA

for a Healthier Generation



www.Top10HomeRemedies.com

Top10
Home Remedies

EXERCISES FOR KIDS



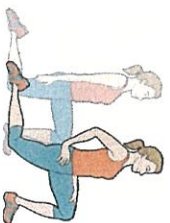
5 Minute Fitness

Do 30 Seconds of each exercise

Pushups



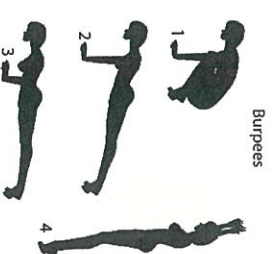
Hip Flexor Stretch



High Knees



Burpees



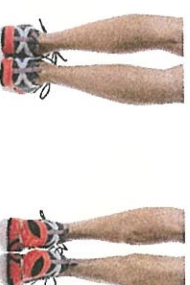
Sit-ups



Mountain Climbers



Calf Raises



Hurdler Stretch



Butterfly Stretch



Downward Dog

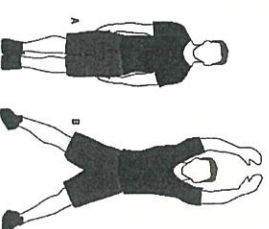


Downward-Facing Dog

Plank Hold



Jumping Jacks



Websites for Home Learning

Copacabana – Get Smart

<https://getsmarts.weebly.com/>



Cool Math

<https://www.coolmath.com/0-cool-math-games-and-problems>



Cool Math Games

<https://www.coolmathgames.com/>



Math Playground

<https://www.mathplayground.com/>



Spelling City

<https://www.spellingcity.com/>



Starfall

<https://www.starfall.com/h/>



Teach Your Monster to Read

<https://www.teachyourmonstertoread.com/>



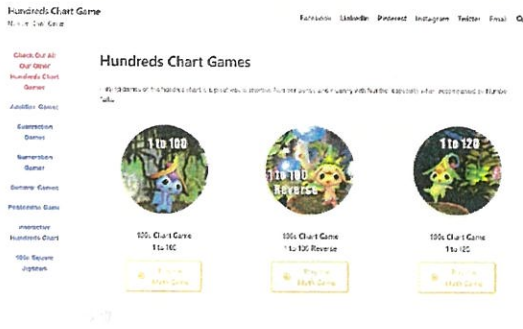
Top Marks

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>



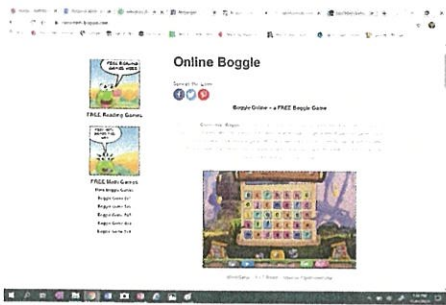
Hundreds chart games

<https://hundreds-chart-game.com/>



Boggle

<https://classroom-boggle.com/>



Rekenrek

<https://online-rekenrek.com/>

online-rekenrek.com

Online Rekenrek

Welcome to the Home of Animated Rekenrek on the Web!



Our online rekenreks provide all the basic number facts, facts, as well as multiple variables in red numbers from 1 to 10. All these animated rekenrek facts will help you to understand the number line and the number facts. Number facts include the words of 'Number' and 'Rekenrek' and 'Number'.

Read Write Think

<http://www.readwritethink.org/parent-afterschool-resources/>



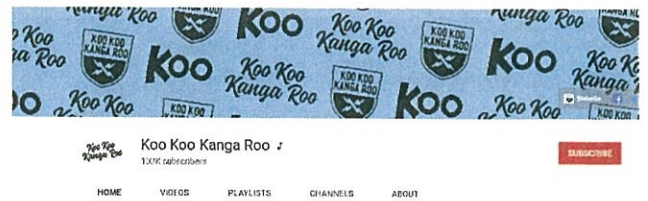
YouTube Channel

Clever Pickles – Mrs West has some maths games and handwriting activities on this YouTube channel. It would be beneficial if you had a pack of cards, pack of dominos and some dice to play these games.



Koo Koo Kangaroo

Lots of fun songs, dances and games for fitness.



Art Activity Bingo Card

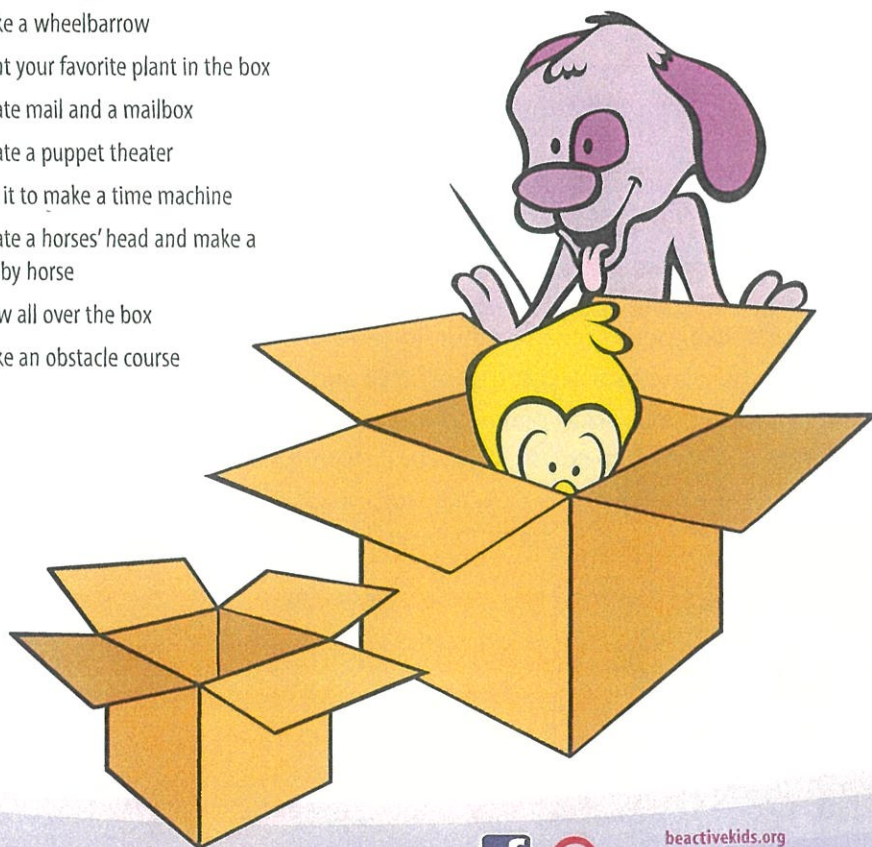
How many spaces can you mark off?

<p>Draw a self-portrait while looking in a mirror but do not look down at the paper!</p>	<p>Draw your favorite room in your home with as much detail as possible.</p>	<p>Create a comic strip about a kid with a secret super power.</p>	<p>Fill your paper with as many drawings of a duck as you possible can.</p>	<p>Grab your favorite shoes and draw them with your non-dominate hand.</p>
<p>Create a composition with your favorite dinner.</p>	<p>Have someone describe an animal to you without telling you the name, then draw their description.</p>	<p>Create a floorplan for your dream treehouse.</p>	<p>Design an outfit for a celebrity walking the red carpet.</p>	<p>Draw a prehistoric dinosaur in a modern setting.</p>
<p>Go outside and create an image from found objects like grass, leaves, and sticks.</p>	<p>Come up with an idea for a new game and design the board.</p>	<p>Draw a bowl of alphabet soup. Have the letters spell out a word that is meaningful to you.</p>	<p>Design the most fantastic and fun waterpark you can imagine!</p>	<p>Have another person draw a simple shape on your paper. Turn that shape into a complicated drawing!</p>
<p>Make a list of all the art in your home. Don't forget art doesn't have to be a painting or drawing!</p>	<p>Draw a super sundae with at least 3 flavors of ice cream. Write a description of each flavor.</p>	<p>Research a famous artist and list 5 facts you learned.</p>	<p>Miss Hatzi Draw Ms. Yazac wearing a sneaky disguise.</p>	<p>Draw a sandwich with as many wacky ingredients as you can!</p>

50 Cool Things To Do With a Cardboard Box

1. Use it as a sled to slide down a hill
2. Build a fort or playhouse
3. See how many you can stack before they fall over
4. Create a boat
5. Use it as a tunnel to crawl through
6. Cut circular holes in it and use it as a target
7. Make wings out of it and pretend to fly
8. Leave the top open and throw things into it
9. Make a "Mud Café" out of a few big boxes
10. Use a couple of small boxes to make a robot costume, then act like a robot
11. Build a box tower and then knock it down
12. Use a couple of small boxes to create a pair of activity dice
13. Create a mini cardboard village or city
14. Use it as a mudslinging background
15. Construct a maze out of a bunch of boxes
16. Create a rocket
17. Jump over, in, or out of a box
18. Play inside it
19. Make a cardboard ramp
20. Use it as a drum, guitar or other musical instrument
21. Create a sword and shield and have a sword fight
22. Get inside a box and have a friend push or pull you, as if it was a car
23. Use it to haul things
24. Stomp on a bunch of small ones
25. Kick a few small boxes
26. Make a train and pretend to be the conductor or the passenger
27. Draw characters on boxes, cut the characters out, and perform a skit
28. Create an elevator out of a box
29. Fill your box with loose parts
30. Draw and cut out pictures of healthy foods from the boxes and pretend like you're shopping for food at a grocery store
31. Make box shoes and move around while wearing them
32. Use it for tummy time (infants)
33. Create giant playing cards by cutting up boxes
34. Make street signs
35. Make a wheelbarrow
36. Plant your favorite plant in the box
37. Create mail and a mailbox
38. Create a puppet theater
39. Use it to make a time machine
40. Create a horse's head and make a hobby horse
41. Draw all over the box
42. Make an obstacle course
43. Stand inside a tall box and pretend you are in a princess's tower
44. Balance your box on one finger
45. Create a balance beam
46. Use natural loose parts to create an animal with your box (dog, cat, bird)
47. Play catch with a small box
48. Box bowling (stand boxes up)
49. Use a box to make your favorite flag
50. Create a new game with boxes

Remember, children are the ones who have all the ideas, so let them workout some of the ways of using a box on their own.



25 BE ACTIVE KIDS® Active Things To Do With Paper Plates



1. Use 2 as **ice skates** and skate around the room.
2. Use one as a **target**—tape it to a wall or hang from a tree.
3. Throw a paper plate like a **frisbee**.
4. Make **stoplights** with 3 colored stoplight colors. Hold up a plate and have kids stop for red, walk slowly for yellow, and run for green.
5. Cut the middle out and use as a **ring toss**.
6. Use them to make **mud pies**.
7. Cut the middle out and try to **throw a ball through it**.
8. Make **healthy plates**. Spread pictures of healthy food around the room and have children pick up a few and run back to tape them on their plate.
9. Pretend taped plates on the floor are **lily pads**—jump or leap between them.
10. Try to **balance** one on your head while walking at different speeds—slow, fast, medium.
11. Hold one in each hand with arms extended and pretend they are **wings**—fly around the room.
12. Draw **numbers** on them and see who can put the numbers in order the fastest.
13. Draw **letters** on them and spread them out in a large area. Have children race to the letter you call out.
14. Make a **tambourine**. Punch holes around the edges of 2, put rice or beans between, and weave string through the holes to connect them. Pretend you're in a marching band—march as you play your tambourine.
15. Play **Musical Plates**. Tape them to the floor in a circle. Dance, hop, walk or jump from plate to plate.
Plates may slip, so use caution when moving.
16. Play **Hopscotch**. Write a number from 1–10 on each and make a hopscotch pattern with them.
17. Make **active cardboard creations** with box/plates/craft materials for children to create a car, boat, train, etc.
18. Make a **wheel charade game**. Glue pictures of planes, trains, cars, motorcycles to plates and act each out.
19. **Decorate** with eye catching colors and things that make noise. Have infants and toddlers try to hit or kick it.
20. Play **Tic-Tac-Toe**. Write a big "X" on 5 and a big "O" on 5. Draw a tic-tac-toe grid with chalk on the ground.
21. Play a **life-size board game**. Line plates up in a curvy path with "start" written on a plate at one end and "finish" on the other. Roll a large die (made out of foam or a small box) and jump or hop from spot to spot.
22. Make racquets and play **racquetball**. Tape a paint stick or paper towel roll to a plate to make a racquet. Use socks, pom poms or other light-weight objects and practice striking them with the paper plate racquet.
23. Use the plate as a **steering wheel** and actively pretend to drive around town running various errands.
24. Line up various sized plates to use as an imaginary **balance beam**.
25. Make an **animal mask**. Draw your favorite animal face on your plate and move like your animal.

Note: You can modify some of these activities by varying the distance, height, and amount of plates to make this a successful and positive movement experience for children of all ability levels.

Looking for additional ideas to get kids moving with loose parts?

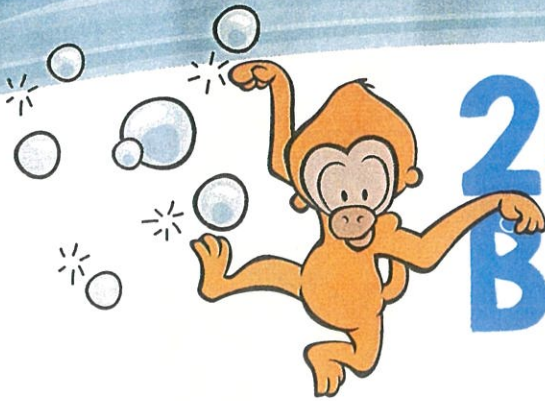
Find other Be Active Kids handouts on things to do with sticks, beach balls and more at www.beactivekids.org/resources/handouts.



Is Be Active Kids® at your child's daycare center or school? If not, contact us at info@beactivekids.org or 919-287-7012 about how you can bring Be Active Kids to your child's center or school.

www.beactivekids.org
facebook.com/beactivekids
pinterest.com/beactivekidsnc





25 Fun Physical Activities with Bubbles

1. **Swing** your bubble wand around in a figure eight across your body to make bubbles
2. **Run** with your bubble wand out to the side
3. **Stomp** on bubbles
4. Try to **throw** a ball at bubbles
5. **Jump** up and try to pop bubbles with different parts of your body
6. Try to **pop** as many bubbles as you can before they hit the ground
7. Do **arm circles** with your bubble wand
8. Follow a bubble and **blow** on it trying to keep it off any surface
9. Try to **kick** bubbles at your feet
10. **Clap** and pop the bubbles
11. **Jump** over bubbles close to the ground
12. Try to **catch** a bubble in a net
13. See how many bubbles you can **catch** on a bubble wand
14. **Make** giant bubbles using a baby pool and a hula hoop
15. Use a straw to **blow** bubbles around your space
16. Try to **pop** as many bubbles as you can in a minute
17. Have a friend **blow** bubbles at you as you try to **dodge** them, if you are **hit** by a bubble you change places with your friend
18. **Play** bubble songs to get kids moving to the music with bubbles
19. Try to **catch** a bubble on your back
20. Count the bubbles and **catch** them
21. Try to **catch** a bubble on your nose
22. Try to **make** the longest/shortest bubble that you can make
23. **Swat** bubbles with a pool noodle
24. **Pretend** to be a bubble with your body - from crouching/squatting low and then becoming as big as you can be with arms and legs outstretched.
25. **Play Bubble Tag**- The bubbles are "it". If a bubble pops on you, do 5 Bubble Jacks (crouch down low and jump up as high and big as you can). Rejoin the game and play some more.



25 Activities with Ribbons



1. Have a **dance party**
2. **Draw numbers** in the air
3. **Balance it** on different body parts
4. Play **catch** with it
5. Have a **movement parade**
6. **Run around** and see how the ribbons move in the wind
7. Use the ribbon ring as the tail of a **galloping horse**
8. **Hold** one in each hand and pretend you are a majestic phoenix flying high in the sky
9. **Draw letters** in the air
10. **Spin** around in circles to see what happens to the ribbons
11. **Jump** up and down and watch the ribbons move
12. Play "**Follow the Leader**"
13. Use the wand and rings as **magic tools**
14. **Throw** the wands at a target
15. Have a ribbon wand **relay race**
16. Use the wand as an elephant trunk and **pretend** to be an elephant
17. Use the wand as a **conductor's baton**
18. Use them for active **story time**
19. **Tickle** an infant's feet and hands with the ribbons
20. Incorporate the wand/rings into classroom **yoga**
21. **Make** a swirling tornado with the wands/rings
22. **Pretend** you are a kite/windsock moving in the wind
23. **Sing** and do the motions for "Head, Shoulders, Knees, and Toes" while holding a ribbon wand/ribbon ring
24. **Toss** it up and catch with the same hand, with both hands, or with alternating hands
25. **Shake** the ribbon wand/ring at different levels (high, medium, and low) and speeds (fast, medium, or slow)



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www.beactivekids.org



Week 1

Maths

Day	Patterns and Algebra	Signed	2D Shapes	Signed
Monday	Recursive number patterns		Polygons	
Tuesday	Function Number patterns		Quadrilaterals	
Wednesday	Matchstick patterns		Triangles	
Thursday	Function Tables			
Friday	Equations and Equivalence			

Only complete the worksheets assigned for that day to allow yourself to complete other set tasks. The worksheets are named with the title of the worksheet matching the task for each day.

Once you have completed the set tasks for the day get your parent to sign to show you have completed it.

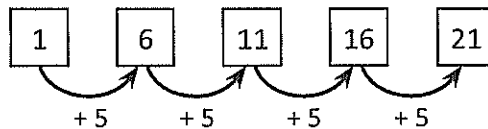
Patterns and functions – recursive number patterns

Look around you, can you see a pattern? A pattern is an arrangement of shapes, numbers or objects formed according to a rule. Patterns are everywhere, you can find them in nature, art, music and even in dance!

In this topic, we are looking at number patterns. A number pattern is a sequence or list of numbers that is formed according to a rule.

Number patterns can use any of the four operations (+, −, ×, ÷) or even a combination.

In the example below, if we follow this instruction: “starting at 1 add 5 each time” we get this number pattern:



1 Write the next 3 numbers in each sequence by following the rule:

a Rule: add 6 5 → 11 → 17 → → →

b Rule: subtract 10 100 → 90 → 80 → → →

c Rule: multiply by 2 2 → 4 → 8 → → →

2 Figure out the missing numbers in each pattern and write the rule. Circle the ascending patterns.

a 14 21 35 42

Rule _____

b 17 37 57

Rule _____

c 75 30 15

Rule _____

d 16 24 40

Rule _____

e 63 54 36 27

Rule _____

f 63 56 42 35

Rule _____

3 Complete these grid patterns. Look closely at the numbers in the grid and follow the patterns.

a

		32	
40		42	
50		52	

b

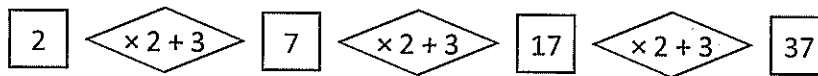
		66	
		76	
84			
		96	

c

3			
		17	
23	25		

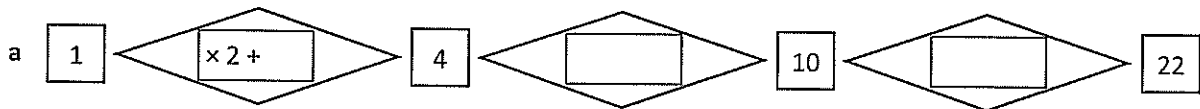
Patterns and functions – recursive number patterns

Some number patterns can be formed with 2 operations each time. For example:

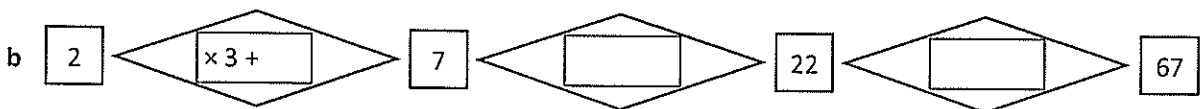


The rule is multiply by 2 and add 3 each time.

4 With these number patterns, write the rule as 2 operations in the diamond shapes and describe it underneath.



The rule is _____



The rule is _____

5 Lena and Max were asked to show a number pattern for different rules. Check each sequence and put a circle around any errors. You may use a calculator.

a Start at 2, add 1 and multiply by 2

Lena	2	6	14	30	62	126	254	510	1022
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b Start at 3, add 1 and multiply by 2

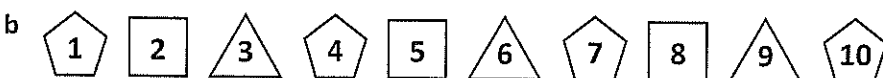
Max	3	8	18	38	78	158	320	640	1280
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6 Look at each pattern of shapes and see if you can predict the following:



What will shape number 20 look like? Draw it here:

What will shape number 33 look like? Draw it here:



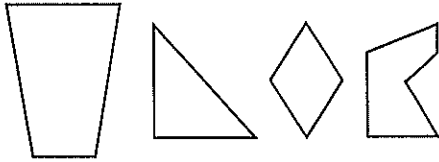
What will shape number 15 look like? Draw it here:

What will shape number 26 look like? Draw it here:

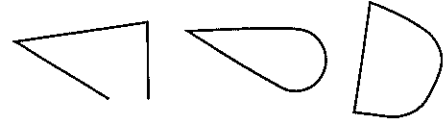
2D shapes – polygons

A polygon is a 2D (flat) shape with 3 or more straight sides. The word comes from the Greek words, *poly* and *gonia*, meaning many angles.

All polygons are closed – they have no break in their boundaries. They have no curved sides.

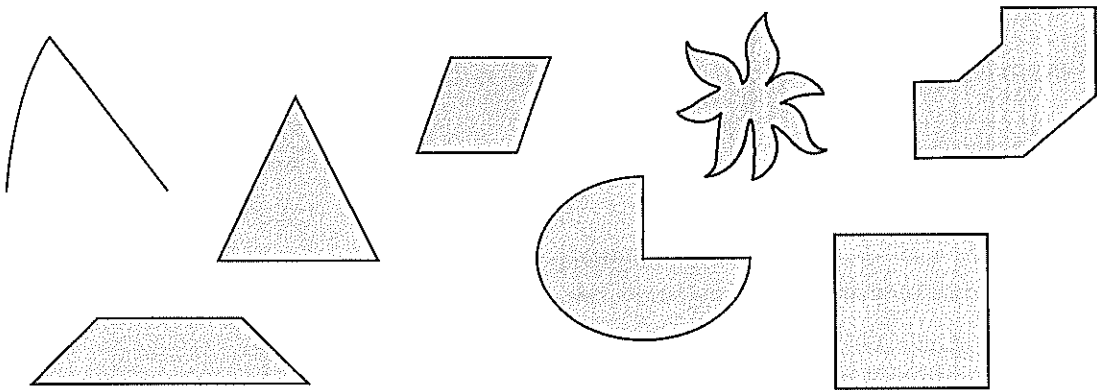


These are polygons.



These are not polygons.



- 1 Use the rules and examples in the box above to decide if the following shapes are polygons. Circle the polygons:



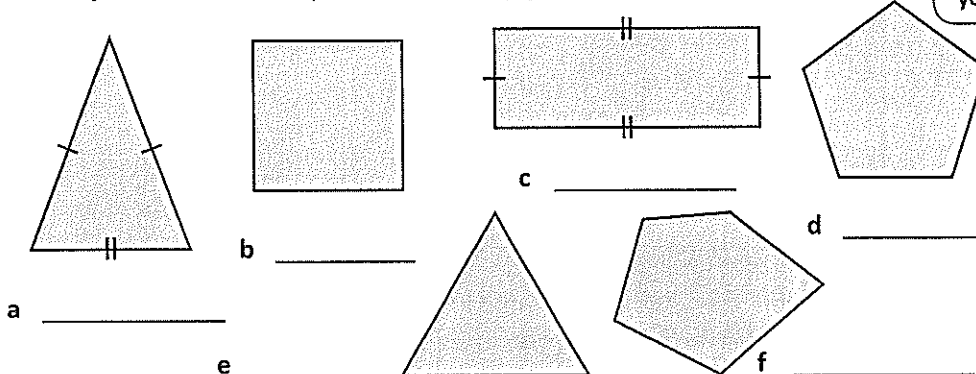
Polygons can be regular or irregular.

Regular polygons have **all sides** of equal length and **all angles** of equal size.

Irregular polygons have sides of unequal length and angles of unequal size.

Sometimes we can think irregular shapes are not 'proper' as they look different to the more common ones. These shapes are both hexagons because they both have six sides – but one is regular  and one is irregular .

- 2 Look at these polygons. Are they regular or irregular? Label them. You may use a ruler and a protractor to help you make your decision.



Do any of your answers surprise you? Why do you think this is?



THINK

2D shapes – polygons

3 Polygons are classified and named differently depending upon their sides and angles. Label and draw at least one example of each of the following. Remember they don't have to be regular. Research the names of any you don't know:

a 3 angles and 3 sides triangle

b 4 angles and 4 sides _____

c 5 angles and 5 sides _____

d 6 angles and 6 sides _____

e 7 angles and 7 sides _____

f 8 angles and 8 sides _____

g 9 angles and 9 sides _____

h 10 angles and 10 sides _____

i 11 angles and 11 sides _____

j 12 angles and 12 sides _____

4 What have you called the 4 sided shape? Compare your answer with those of 3 others. Do they agree with you? Why might there be differences?

Patterns and functions – function number patterns

There are 2 different types of rules that a number pattern can be based upon:

- 1 A recursive rule – used to continue the sequence by doing something to the **number** before it.
- 2 A function rule – used to predict any number by applying the rule to the **position** of the number.

A function rule is a rule based on the position of a number.

Consider this. Lucia was given this number pattern:

5	10	15	20	25
---	----	----	----	----

Her teacher asked her to work out what the 20th number would be without continuing the sequence. Lucia used a table to work out the rule between the position of a number and the number in the pattern. She worked out the rule to be $\times 5$.

Position of number	1	2	3	4	5	20
Function rule	$\times 5$	$\times 5$	$\times 5$	$\times 5$	$\times 5$	$\times 5$
Number pattern	5	10	15	20	25	100

So, following the rule based on the position of a number, the 20th number is 100.

This is a function rule.

1 Use the function rule and then apply the rule to position 20.

a

Position of number	1	2	3	4	5	20
Function rule						
Number pattern	6	12	18	24	30	

b

Position of number	1	2	3	4	5	20
Function rule						
Number pattern	4	8	12	16	20	

c

Position of number	1	2	3	4	5	20
Function rule						
Number pattern	8	16	24	32	40	

d

Position of number	1	2	3	4	5	20
Function rule	$\times 4 +$					
Number pattern	7	11	15	19	23	

HINT: In the last pattern, the rule has 2 operations.



THINK

Patterns and functions – function number patterns

Function rules with 2 operations are easy to work out when we look at how they are linked to the multiplication tables.

Position of number	1	2	3	4	5
2 times table + 3	2 + 3	4 + 3	6 + 3	8 + 3	10 + 3
Number pattern	5	7	9	11	13
Function rule	Multiply by 2 and then add 3				

This table shows that the number pattern is the same as the 2 times table with 3 added to each answer.

2 Complete each table to show how function rules with 2 operations can be linked to multiplication tables.

a

Position of number	1	2	3	4	5
3 times table + _____	3 + _____	6 + _____	9 + _____	12 + _____	15 + _____
Number pattern	7	10	13	16	19
Function rule	Multiply by 3 and then add _____				

b

Position of number	1	2	3	4	5
6 times table + _____	6 + _____	12 + _____	18 + _____	24 + _____	30 + _____
Number pattern	8	14	20	26	32
Function rule	Multiply by 6 and then add _____				

c

Position of number	1	2	3	4	5
_____ times table + _____					
Number pattern	11	19	27	35	43
Function rule					

3 Complete this table to show the 4 times tables with 2 added.

a

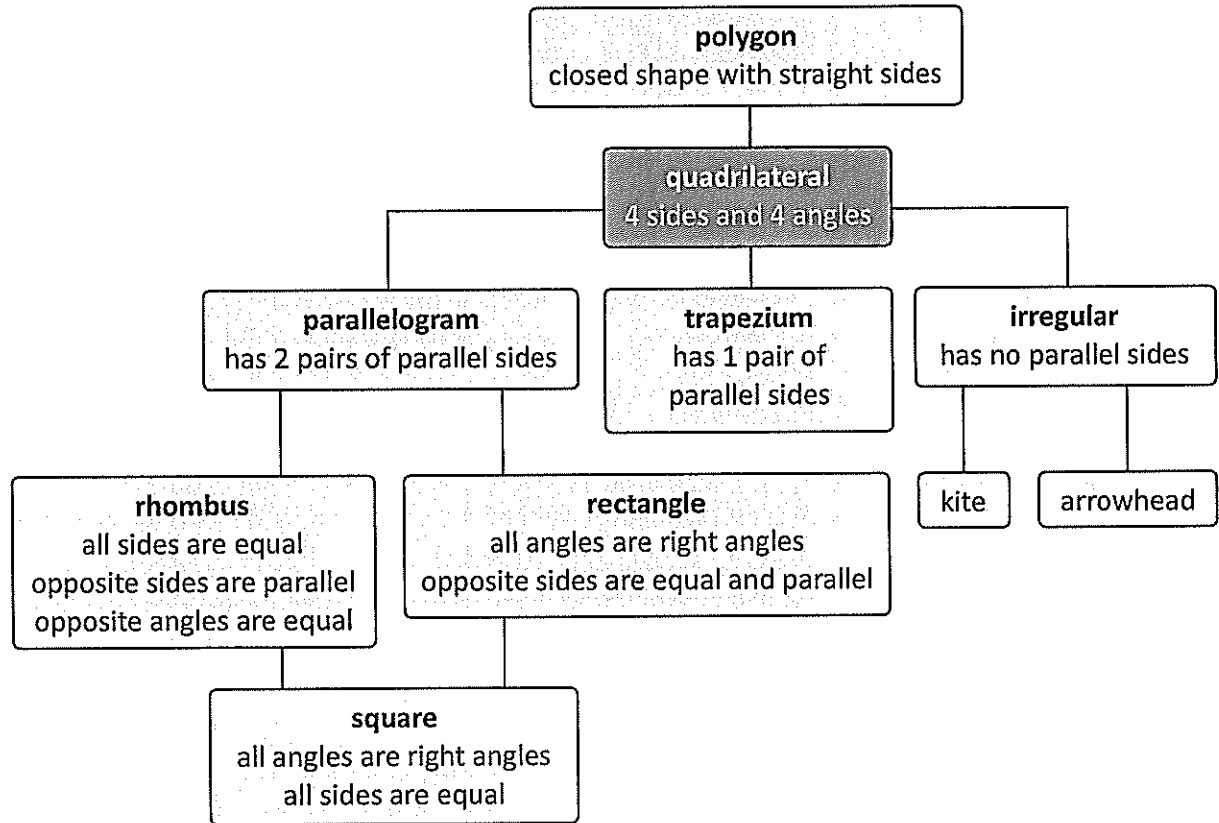
Position of number	1	2	3	4	5
4 times table + 2					
Number pattern					
Function rule					

b What would the number in the 20th position be? _____

2D shapes – quadrilaterals

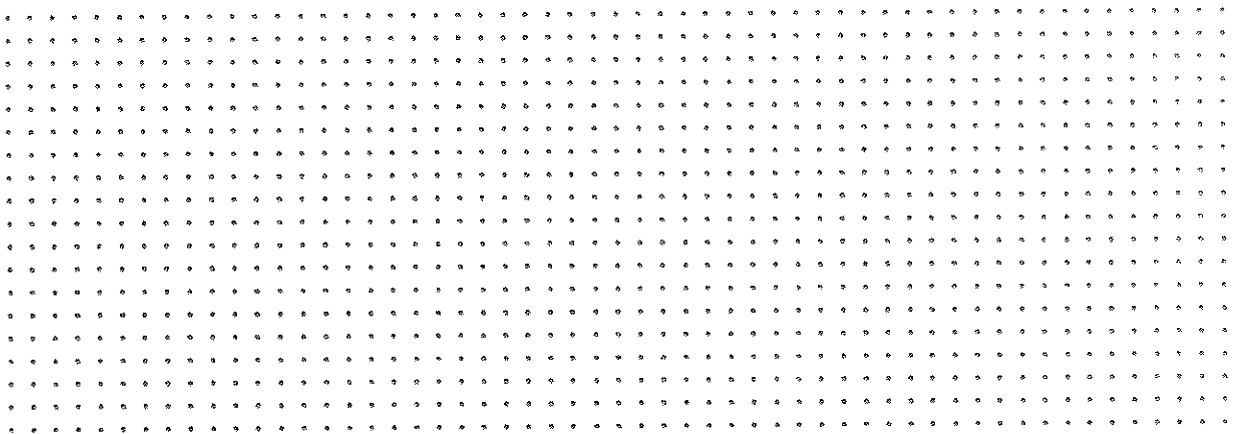
A quadrilateral is a kind of polygon. It's a closed, flat shape with 4 straight sides and 4 angles. The name comes from the Latin, *quad* and *latus*, meaning 4 sides.

One of the things that can be confusing about quadrilaterals is that there are a number of classifications, and shapes can be called different names. This is how they all fit together:



So a square is a kind of rhombus AND a rectangle AND a parallelogram AND a quadrilateral AND a polygon. It's kind of like a Gardener's Delight is a cherry tomato AND a tomato AND a fruit AND is considered a vegetable AND is a food.

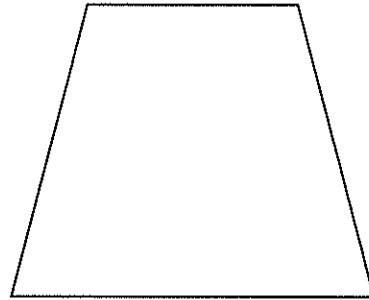
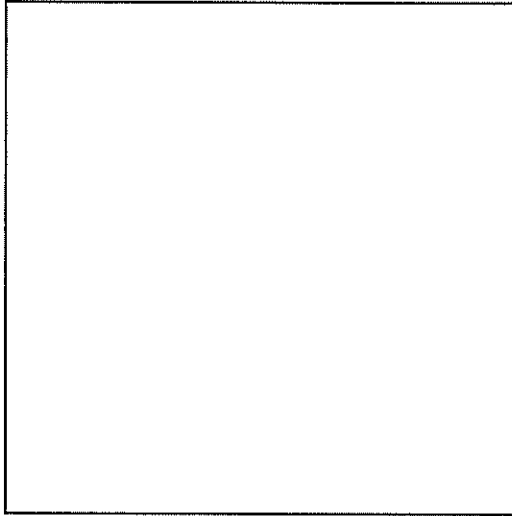
- Use the information above and the dot paper below to create a square, a rectangle, a rhombus and a trapezium. Check them against the criteria. Do they match? Swap with a partner and label each other's shapes.



2D shapes – quadrilaterals

2 As well as always having 4 sides, quadrilaterals have one other feature in common. Use a protractor to carefully measure the angles of these quadrilaterals. Add the 4 angles of each shape together. What do you find?

- a The angles of a quadrilateral always add to _____.
- b Find 4 more quadrilaterals around the room and test out the theory.



3 Use the information below to draw the following quadrilaterals. Check your drawings with other students. Do they agree with you? Is it possible your drawings may be different and still correct? Why?

a I have 4 sides of equal length.
I have 4 equal angles. They're all right angles.
If you draw my diagonals, the lines form right angles where they intersect.

I'm a _____

b Sometimes I'm called an oblong.
I have 4 sides.
My opposite sides are equal.
If you draw my diagonals, the angles opposite each other at the intersection are equal.

I'm a _____

c I have 2 pairs of equal sides.
My opposite sides are equal in length.
My opposite angles are equal.
None of my angles are 90° .

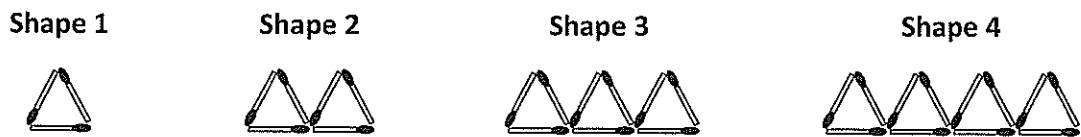
I'm a _____

d Sometimes I'm known as a trapezoid.
I have one pair of opposite parallel lines.

I'm a _____

Patterns and functions – matchstick patterns

Use the function rule to predict geometric patterns with matchsticks. Here is an example.
Mia made this sequence of shapes with matchsticks:



If Mia followed this sequence, how many matchsticks will she need for shape 20?

Shape number	1	2	3	4	5	20
Number of matchsticks	3	6	9	12	15	60
Function rule	Number of matchsticks = Shape number \times <u>3</u>					

1 Complete the table for each sequence of matchstick shapes. Use the function rule for finding the number of matchsticks needed for the shape in the 20th position.

a

Shape number	1	2	3	4	5	20
Number of matchsticks	4	8	12			
Function rule	Number of matchsticks = Shape number \times _____					

b

Shape number	1	2	3	4	5	20
Number of matchsticks	6	12	18			
Function rule	Number of matchsticks = Shape number \times _____					

c

Shape number	1	2	3	4	5	20
Number of matchsticks	7	14	21			
Function rule	Number of matchsticks = Shape number \times _____					

Patterns and functions – matchstick patterns

This time the rule for this matchstick pattern has 2 operations. Can you see why? Look for a multiplication pattern and how many extra there are in each shape.

Look for a repeating element.

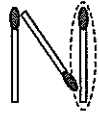


Then look to see what is added.

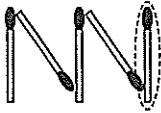
These are circled in the sequence below.



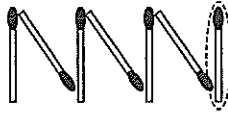
Shape 1



Shape 2



Shape 3



Shape 1 has 3 matchsticks $1 \times 2 + 1 = 3$

Shape 2 has 5 matchsticks $2 \times 2 + 1 = 5$

Shape 3 has 7 matchsticks $3 \times 2 + 1 = 7$

Shape number	1	2	3	4	5	20
Number of matchsticks	3	5	7	9	11	41
Function rule	Number of matchsticks = Shape number \times 2 + 1					

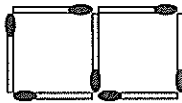
2 In each of these patterns, look for the repeating element and then what is added each time:

a

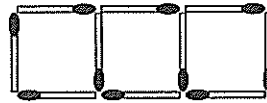
Shape 1



Shape 2



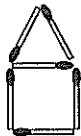
Shape 3



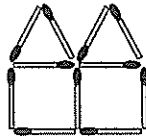
Shape number	1	2	3	4	5	20
Number of matchsticks	4	7	10			
Function rule	Number of matchsticks = Shape number \times ____ + ____					

b

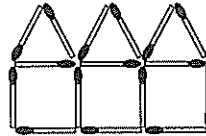
Shape 1



Shape 2



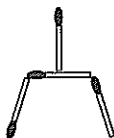
Shape 3



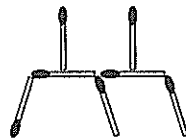
Shape number	1	2	3	4	5	20
Number of matchsticks						
Function rule	Number of matchsticks = Shape number \times ____ + ____					

c

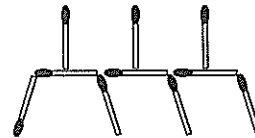
Shape 1



Shape 2



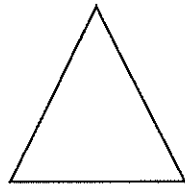
Shape 3



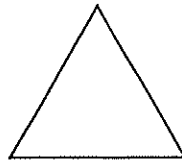
Shape number	1	2	3	4	5	20
Number of matchsticks						
Function rule	Number of matchsticks = Shape number \times ____ + ____					

2D shapes – triangles

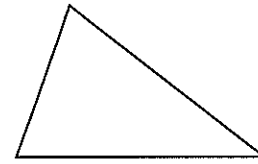
A triangle is a type of polygon. It has three sides and three angles. The three interior angles always add to 180° . Here are the 3 main types of triangles:



isosceles

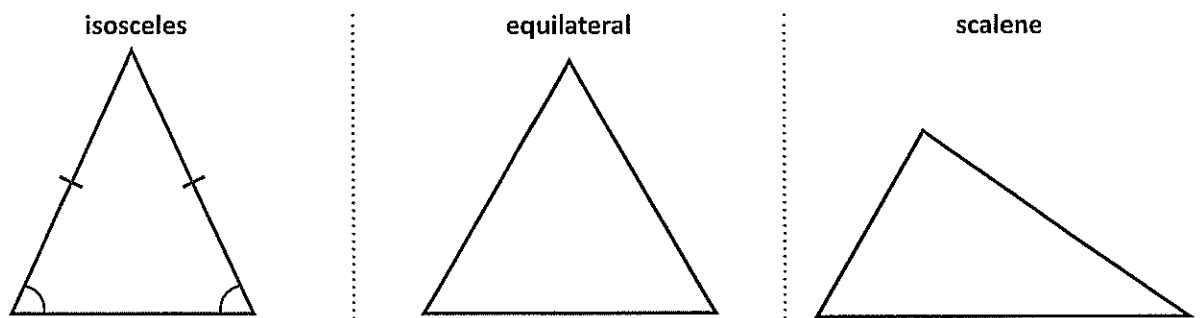


equilateral



scalene

- 1 Triangles are classified into the 3 different groups depending upon their angles. Below is an example of each group. Use a protractor to measure the angles of the triangles. Mark any angles that are the same in a triangle with an arc. The first triangle has been done for you.



- 2 What do you notice? Complete the following statements:

- a Isosceles triangles have _____ equal angles.
- b Equilateral triangles have _____ equal angles.
- c Scalene triangles have _____ equal angles.

- 3 Now measure the lengths of the sides. Mark any lines that are the same length in a triangle with a little line. The first triangle has been marked for you in Question 1. What do you notice? Complete the following statements:

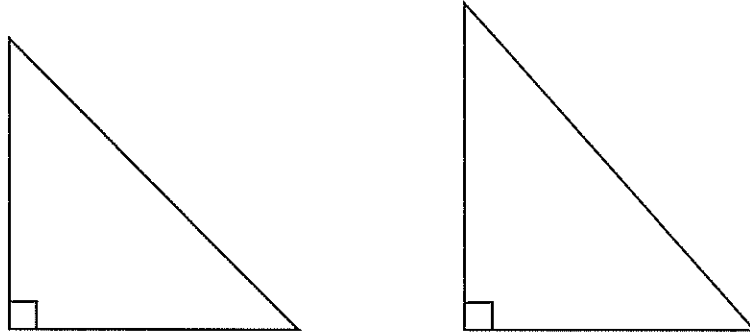
- a Isosceles triangles have _____ equal sides.
- b Equilateral triangles have _____ equal sides.
- c Scalene triangles have _____ equal sides.

- 4 What do you notice about the relationship between the angles and the sides of a triangle? (This is always the case. They're a consequence of each other.)

2D shapes – triangles

There is another type of triangle you will come across. It's called the right angled triangle. Look at these examples. How many degrees are the marked angles? What symbol tells you this?

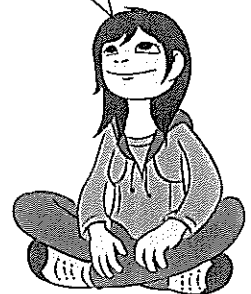
- 5 Measure the sides of both triangles to the nearest $\frac{1}{2}$ cm and mark any equal sides.



- a Based on your measurements, can right angled triangles be either isosceles or scalene? _____
- b Can they be equilateral? Why or why not?

- 6 Using a protractor to help you, draw an example of a right angled, equilateral, isosceles and scalene triangle below. Don't label them or mark the angles or sides as equal. Switch papers with a partner and measure and label each other's triangles. Switch back and check.

Since same sides equal same angles, I just have to make sure the sides are equal! The angles will follow.



Patterns and functions – function tables with addition and subtraction

The function machines showed us that when a number goes in, it comes out changed by the rule or the function. There are many function patterns in real life.

Look at this example:

At their Christmas fair, Middle Street Primary School charges \$1.50 for a gift wrapping service. This table shows the total cost of each wrapped gift and shows the rule.

Cost of unwrapped gift	\$7	\$10	\$15	\$18
Cost of wrapped gift	\$8.50	\$11.50	\$16.50	\$19.50
Rule	Cost of unwrapped gift + \$1.50 = Cost of wrapped gift			

- 1 Complete the function table for the total cost of a day out at a fun park. You must pay an entry fee of \$12 and purchase a wrist band for the amount of rides that you want to go on.

Wrist band	5 rides for \$20	6 rides for \$25	7 rides for \$30	8 rides for \$35
Total admission				
Rule	Wrist band + \$12 = Total cost			

- 2 Complete the function table for the total cost of lunch at a school canteen. Students pay \$2.40 for a sandwich and then choose what else they would like. Work out the total cost of lunch for each option.

Lunch option	Drink: 80¢	Fruit: 95¢	Yoghurt: \$1.10	Ice block: \$1.50
Total cost of lunch				
Rule	Lunch option + \$2.40 = Total cost of lunch			

- 3 5F have fitness every Thursday afternoon for 30 minutes. Each week they complete a fitness activity and then play running games. Work out how much time is left for games after each activity.

Activity	Skipping 10 minutes	Star jumps 12 minutes	Push ups 15 minutes	Sit ups 16 minutes
Time left for games				
Rule	30 minutes – length of time of activity = Time left for games			

Patterns and functions – function tables with multiplication

Let's look at more real life function tables, this time based on multiplication.
By working out the function, you can extend the pattern to find out unknowns.



For example:

A bakery makes 10 cupcakes an hour.

The rule to work out the number of cupcakes this bakery produces within a certain amount of time is:

$$\text{Number of hours} \times 10 = \text{Number of cupcakes}$$

Hours	1	2	3	4	5	6	7	8
Cupcakes	10	20	30	40	50	60	70	80

How many cupcakes will it make in 1 day?

This table only goes up to 8 hours but we can use the function to answer this question:

$$24 \text{ hours} \times 10 \text{ cupcakes} = 240 \text{ cupcakes}$$

1 Complete the function tables, write the rule and answer the question.

a A dry cleaner charges \$2 to iron a shirt.

Number of shirts	1	2	3	4	5	6	7	8
Cost	\$2	\$4	\$6					

Write the rule for finding out the cost of ironing shirts when you know how many shirts:

How much does it cost to have 12 shirts ironed?

b Monica and Anna have a lemonade stand outside their house. For every litre of lemonade they make 4 cups to sell.

Litres	1	2	3	4	5	6	7	8
Cups	4	8						

Write the rule for finding out how many cups are needed when you know how many litres have been made:

How many cups will be needed if they have enough to make 12 litres of lemonade?

c At a cinema, the lollies are sold by weight. 1 scoop costs 50¢.

Scoops of lollies	1	2	3	4	5	6	7	8
Cost	50¢	\$1						

Write the rule to find out the cost of the lollies when you know how many scoops:

How many scoops of lollies can I get for \$10?

Equations and equivalence – understanding equivalence

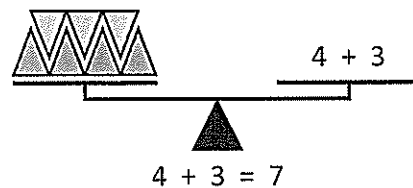
An equation is like a set of balanced scales. Both sides are equal.
Look at the scale on the right.

On one side are 4 black triangles and 3 grey triangles.
On the other side is the problem $4 + 3$.

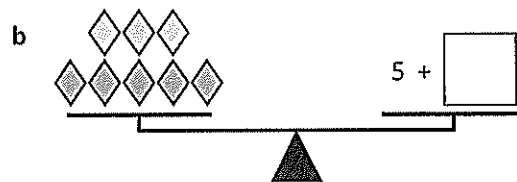
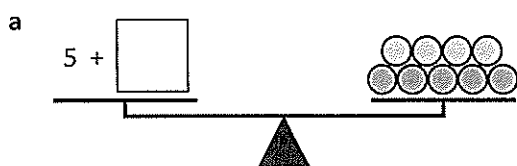
Is this a balanced equation?

Yes, because they both represent 7.

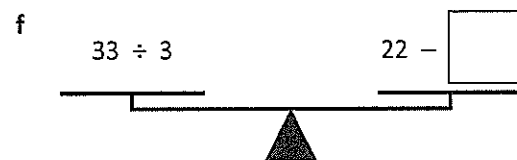
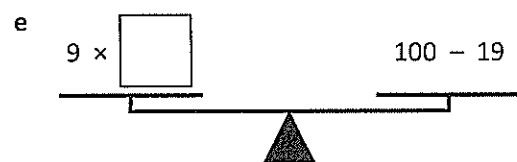
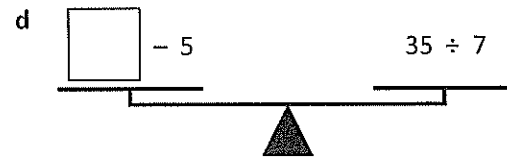
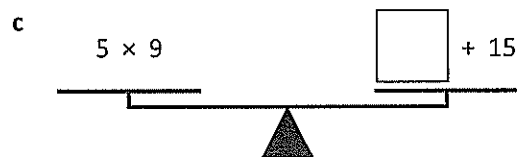
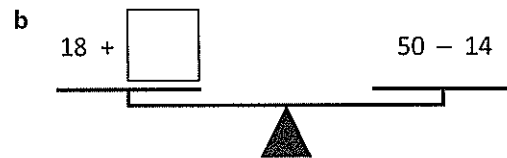
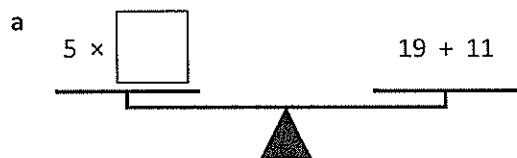
Sometimes, we haven't been given all the information and we have to work it out. This is what algebra is – solving missing number puzzles.



1. Make these scales balance by adding the missing value:



2. These scales have number problems on each side. One side has a complete problem. On the other side, you need to work out the missing value. Write the value in the box so that the scales balance:



It will help to write the answers next to each sum.



CHECK

Equations and equivalence – understanding equivalence

If the sides are not balanced, we say the equation is unequal.

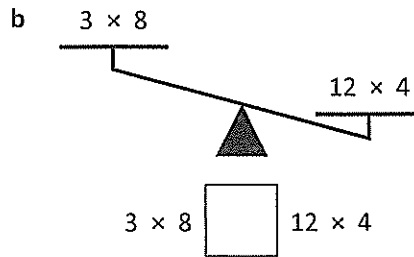
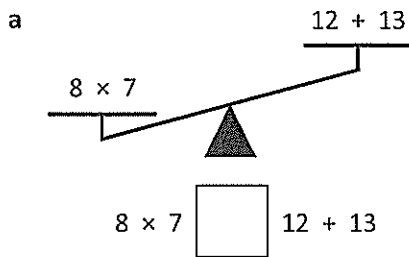
Look at these scales:

5×4 is greater than $5 + 4$

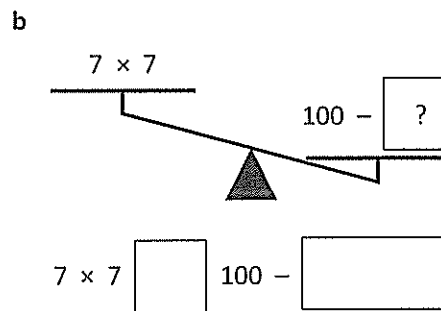
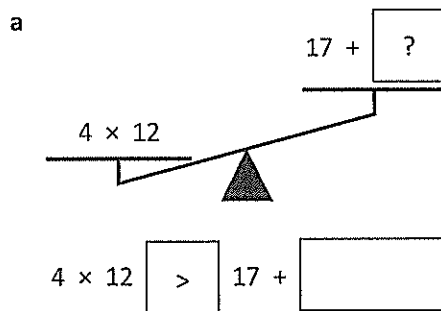
So instead of an equals sign, we use the greater than sign:

$$5 \times 4 > 5 + 4$$

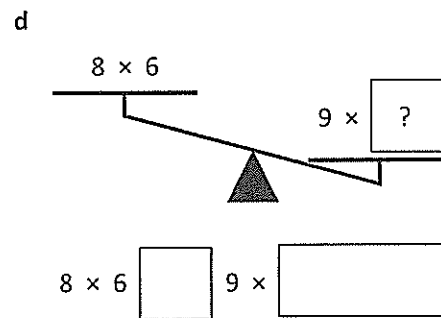
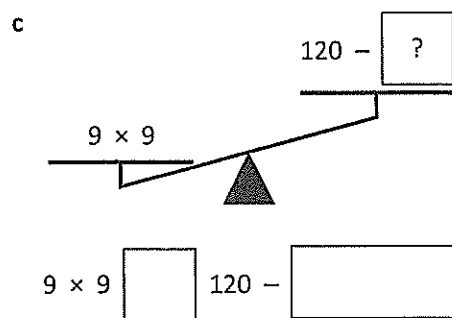
3 Complete the following scales and inequalities by adding greater than (>) or less than (<):



4 In these problems, you have to add both the symbol *and* a value that would make the equation true. Remember, just like with ordinary scales, the bigger value will be lower down.



HINT: there are many values that would work in the boxes!



THINK

Week 1

Literacy

	Monday	Tuesday	Wednesday	Thursday	Friday
Comprehension					
Editing					
Writing					
Spelling					
Reading					

Tick off the tasks as you complete them.

There is one comprehension task to do each day, you may choose the order you wish to do them in.

Writing for this week is the Narrative writing task, ensure you complete a narrative story to the best of your ability.

There is only two editing tasks per week.

Complete your spelling list each day and complete three activities from the spelling contract per day.

Read your novel each day to ensure you can complete the book review by the end of the two weeks.

The Cat and the Whale

A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

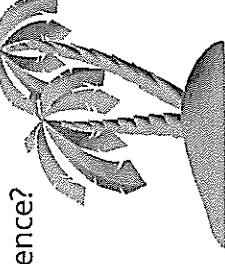
The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

Moral: *Those who lie and boast may end up in trouble.*

The Cat and the Whale

1. What is the author's purpose in this text?
 - a) entertain
 - b) persuade
 - c) inform
 - d) other
2. Explain in your own words the moral of this story.
3. *The whale knew that the island was empty and that nobody lived there.*



Why did the author include this sentence?

4. How do you think the author feels about the cat?

CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- How many characters are there?
- What do the characters say?
- How do they act, move and speak?

Name _____

Date _____

The Cat and the Whale

1. What is the author's purpose in this text?
 - a) entertain
 - b) persuade
 - c) inform
 - d) other
2. Explain in your own words the moral of this story.

3. *The whale knew that the island was empty and that nobody lived there.*
Why did the author include this sentence?

4. How do you think the author feels about the cat?



Charlie and the Chocolate Factory

In the holidays, Sam and Tom read the book, 'Charlie and the Chocolate Factory'. Afterwards, they watched the movie.

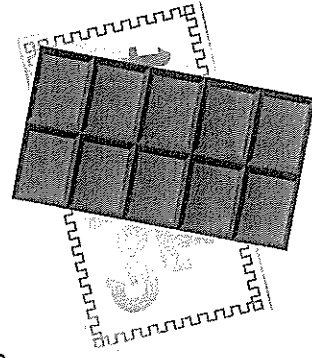
Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

After reading the book and watching the movie, Sam and Tom debated which one was better.

Sam preferred reading the book, as it was very descriptive and it allowed him to use his own imagination to bring the story to life. He also felt like he was going on an exciting journey with the main character, Charlie. He liked that he could pick the book up and read it whenever he wanted, making the story last longer.

Tom enjoyed watching the movie, as he was able to see all the characters and see what Willy Wonka's chocolate factory looked like. He loved singing along to the Oompa-Loompa song and laughing out loud at some of the misfortunate things that happened to the other children.

Sam and Tom both liked Charlie's story because it was funny and about chocolate!



Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?
2. Why did Tom like the movie better than the book?
3. What did Sam and Tom both like about the story?
4. Think of a story that you have both read the book and watched the movie.

Which did you prefer, the book or the movie?

Explain why.

CRAZY CREATIVE CHALLENGE

Design and create your own golden ticket for a competition.

🎯 What will the prize be?

🎯 Where will you hide the golden tickets?

Name _____

Date _____

Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?

2. Why did Tom like the movie better than the book?

3. What did Sam and Tom both like about the story?

4. Think of a story that you have both read the book and watched the movie.
Which did you prefer, the book or the movie? Explain why.

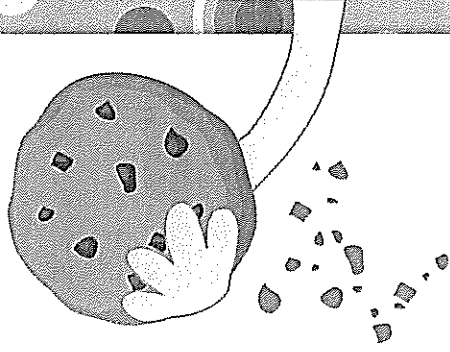


The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...



The Case of the Missing Cookie

1. Who do you think stole the cookie? Explain why you think this. List three clues that you used.
2. What words did the author use to show that they were looking forward to eating the cookie?
3. Where else could the author have looked for clues?
4. What could have happened after the thief was caught?

CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

Provide information about the thief, what they stole and the clues that led to them being caught.

Name _____

Date _____

The Case of the Missing Cookie

1. Who do you think stole the cookie?

Explain why you think this. List three clues that you used.

2. What words did the author use to show that they were looking forward to eating the cookie?

3. Where else could the author have looked for clues?

4. What could have happened after the thief was caught?



Paul the Policeman

One sunny day, Paul the Policeman was eating his lunch in the city park. Suddenly, he looked up and saw a duck stealing a big bag of grapes from the nearby fruit shop. Paul the Policeman threw down his sandwich and ran after the cheeky duck, calling his other police friends on the radio for backup.

Soon, the duck was surrounded by Paul the Policeman and his other police friends. It had nowhere to hide. Paul then discovered that the duck was actually the famous Fruit Shop Bandit who had been stealing fruit from shops all over the city.

Paul the Policeman put the duck in his police car. He turned on the sirens so that he could quickly rush the duck down to the police station for questioning.

Later that week, the chief police officer gave Paul the Policeman a special award for his great work. Thank goodness he had captured the *Fruit Shop Bandit*... the city was safe, at last!



Paul the Policeman

1. Which of these statements **could not** really happen?

- a) a duck eating grapes
- b) a duck stealing grapes
- c) a duck being arrested for stealing grapes

2. Which of these statements **could not** really happen?

- a) a policeman eating lunch
- b) a policeman chasing a duck
- c) a policeman arresting a duck

3. Which of these statements **could** really happen?

- a) a duck being a criminal
- b) a policeman given a reward for arresting a duck
- c) a policeman calling for backup on the radio

4. Is this story real or make-believe?

List three pieces of evidence to support your answer.

.....

CRAZY CREATIVE CHALLENGE

Design a wanted poster for the *Fruit Shop Bandit*.

▶ What will the bandit look like?

▶ What will the reward be for its capture?

.....

Name _____

Date _____

Paul the Policeman

1. Which of these statements **could not** really happen?

- a) a duck eating grapes
- b) a duck stealing grapes
- c) a duck being arrested for stealing grapes

2. Which of these statements **could not** really happen?

- a) a policeman eating lunch
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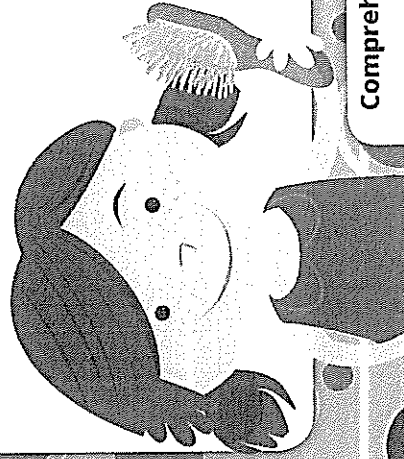
Don't be Late for School!

Amelia woke up and saw that she was running late for school. She jumped out of bed and started to get herself ready. She couldn't be late again, as she was already in trouble with Mrs Holder for being late two days last week! As quickly as possible, Amelia put on her school uniform, tugged on a pair of socks and shoved her feet into her black school shoes.

Amelia then looked in the mirror. Her hair was a mess! She grabbed her hairbrush and yanked it through her hair. Amelia splashed some water on her face and then ran downstairs to have some breakfast. She slid two pieces of bread into the toaster and grabbed herself a glass of juice while she waited. Stuffing toast into her mouth, Amelia ran back upstairs to brush her teeth.

On her way out the door, Amelia grabbed her school bag and started running down the driveway. That's when she remembered she had forgotten her lunch!

Amelia ran back to grab her lunch off the kitchen table. She was finally on her way!



Don't be Late for School!

- Which one of these things did Amelia **not** do before having breakfast?
 - splash some water on her face
 - run down the driveway
 - brush her hair
- Number the following sentences in the order they happened.
 - ___ Amelia ran back to grab her lunch.
 - ___ Amelia jumped out of bed.
 - ___ Amelia brushed her teeth.
 - ___ Amelia put on her school uniform.
- What was the last thing Amelia did before going to school?
- Create a list of all the things Amelia had to do before going to school. (Make sure your list is in order!)

CRAZY CREATIVE CHALLENGE

Create a comic strip of yourself getting ready for school.

Name _____

Date _____

Don't be Late for School!

1. Which one of these things did Amelia **not do** before having breakfast?

- a) splash some water on her face
- b) run down the driveway
- c) brush her hair

2. Number the following sentences in the order that they happened:

- ____ Amelia ran back to grab her lunch.
- ____ Amelia jumped out of bed.
- ____ Amelia brushed her teeth.
- ____ Amelia put on her school uniform.

3. What was the last thing Amelia did before going to school?

4. Create a list of all the things Amelia had to do before going to school.



The Solar System - Editing

Add editing marks to text. There are 20 errors.

The soler system is made up of eight planet's which orbit around the Sun

The four smaller planets closest to the Sun are mercury, Venus earth and Mars. They made up of rock and metel. the four outer planets are much larger. The too largest are Jupiter and Saturn, composd mainly of hydrogen and helium. The outermost Planets are Uranus and "Neptune". They are composed largely of ices, including frozen water ammonia and methane

our solar system is located within one of outer arms of the milky way galaxy, witch contains about 200 billion stars.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	^
Change to lower case	/l.c.
Take something out	↵
Check spelling	SP ○
New paragraph	¶

Re-write the text correctly:

Music Players and Your Hearing - Editing

Add editing marks to text. There are 20 errors.

Do you now how much time you spend listening 2 music on your music device? Do you turn it up so loud that you cant here any outside noise. Well you may be doing more harm than good! Music players are a great source of entertainment, but they are also the cause of serius Hearing problems for young people today research has fund that young ppl are more likly to play their music too loud, which can result in hearing loss later in life.

The ear piece are designed to fit firmly in the listeners ear canal, alowing outside noise to be eliminated? This means that the music is Pumped directly into the the ear, potentially causing permanent dammage.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	λ
Change to lower case	/i.c.
Take something out	⌣
Check spelling	^{SP} ⊖
New paragraph	¶

Re-write the text correctly:

The rain was pouring down...

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The rain was pouring down...'

Think:

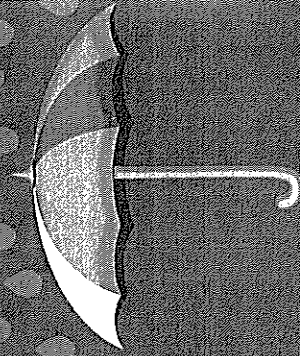
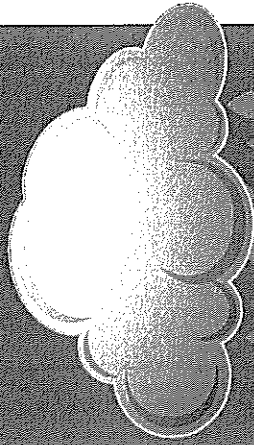
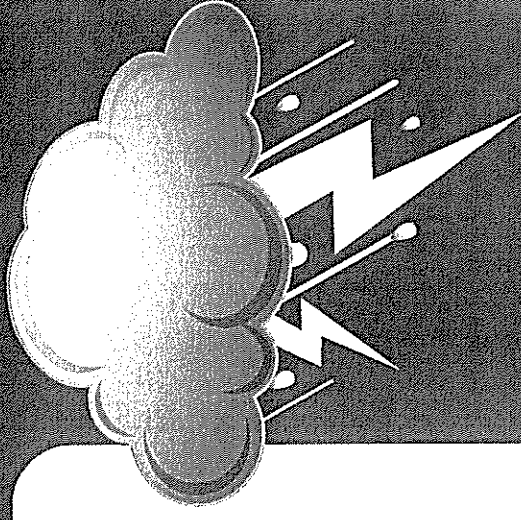
What do you want your story to be about? Your story might be about something that happened when it was raining, a problem that occurred in the rain or a tricky situation as a result of lots of rain.

Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.


Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



Resolution

Weekly Spelling Sheet

Focus: the digraph /cc/ making the sound "k" as in soccer.

Name:

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
soccer				
occur				
broccoli				
occasion				
account				
occupy				
Orange Spelling Words				
acclaim				
accommodate				
accommodation				
accustom				
succumb				
succulent				
Green Spelling Words				
accumulate				
accurate				
moccasin				
accustomed				
2 bob words				