Daily Learning Tasks: Purple

Weeks 10 – 1

These learning tasks are designed to be completed by students daily, with guided support from parents/carers. The activities below are to be repeated over a two-week cycle. Students can access further learning through the Enrichment Learning Grids. All documents can be found on the school website.

We understand and appreciate the different circumstances for each family and their capacity to support their child/ren's home learning. We encourage families to complete what is manageable with the resources that are available. Your child/ren's teacher will be communicating with you weekly, so please inform them of your child/ren's progress as well as your concerns and challenges.

How do I contact my teacher? Students can contact their teacher about learning via Seesaw or phone. Parents/carers can contact teachers via phone only. Please note, teachers are only available during school hours 9-3:00pm.	**Screen Time Recommendations** Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning).
If you are self-isolating: Please understand teachers are still teaching on class and will respond to messages as soon as they are available.	
If the school is requested to close: Teachers will update via Seesaw with further information on when they will be online for daily contact. If you are not accessing Seesaw, teachers will contact you via phone.	**Supervision of Online Learning** If your child is accessing online learning activities, please ensure your child is supervised.
Please note: Teachers will do their best to respond with the technology at hand. In the event of School Closure, if you haven't heard a response from the classroom teacher on an urgent matter within 48 hours, please email the school using the email address below.	**Brain Breaks** Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.
End of week check: Has my teacher seen my learning this fortnight? If not, please send some of your learning to your teacher via Seesaw or another agreed method.	**Key:** photograph voice recording video	**What learning is taking place at school?** Students who are at school participate in the same Learning Units that are used at home.

Daily Learning Tasks: Purple

Weeks 10 – 1

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	**Spelling** 1. Read the spelling sound and suffix for the corresponding week. Write these in your workbook. (Appendix 1) 2. Find your spelling words in the correct colour group and write them in your workbook under the sound and suffix focus. 3. Complete the suffix activity for the corresponding week. (Appendix 1)	**Spelling** 1. Code 3 of your spelling words using the coding system on Appendix 1. 2. Use **all** of your words to tell a short story. Underline each spelling word with a ruler and pencil. Access: Spelling Enrichment Learning Grid (choose 1 activity)	**Spelling** 1. Code 3 of your spelling words using the coding system on Appendix 1. 2. Write your spelling words in your book and then use the information below to write them in Morse Code. Access: Spelling Enrichment Learning Grid (choose 1 activity)	**Spelling** 1. Code 3 of your spelling words using the coding system on Appendix 1. 2. Write your spelling words in alphabetical order. Access: Spelling Enrichment Learning Grid (choose 1 activity)	**Spelling** 1. Ask a family member to read out your spelling words and write them in your workbook. 2. When you are finished, mark your work. How many did you get correct? Access: Spelling Enrichment Learning Grid (choose 1 activity)
	Reading - Grammar 1. Read the information about the grammar focus for the corresponding week. (Appendix 2) 2. Write the key points about the weekly focus in your workbook. 3. Do the activities for the corresponding week in your book. (Appendix 2) 	**Reading** Read to Self – Free Choice Spend 20 minutes alone reading a book, magazine, newspaper or story online. Visualising What did you visualise whilst reading? Draw a picture in your workbook. Access: Reading Enrichment Learning Grid (choose 1 activity)	**Reading** Read to Self Read the story, 'Our Reef' (Week 10) and the article 'The Great Red Storm' (Week 1) (Appendix 3). Summarising Write a paragraph summarising the main points. Access: Reading Enrichment Learning Grid (choose 1 activity)	**Reading** Read to Someone Spend 20 minutes reading to a family member or toy. Making Connections Does this text remind you of something you have read, seen or done? Write your thoughts in your workbook. Access: Reading Enrichment Learning Grid (choose 1 activity)	**Reading** Read to Self Read the poem, 'Where Smoke Belongs' (Week 10) and the play 'Fact or Fiction' (Week 1) (Appendix 3). Questioning What was the author's intention? Write your thoughts in your workbook. Access: Reading Enrichment Learning Grid (choose 1 activity)

Day 1	Day 2	Day 3	Day 4	Day 5
Handwriting 1. Look at the handwriting focus in Appendix 4 for the corresponding week. 2. On your handwriting whiteboard (included in your resource pack), practise the joins and words in your best cursive handwriting.	**Writing** **Week 10** 1. Look at Appendix 5 and read the fact file on The Great Barrier Reef. 2. For each sub-heading, find some more information. You could find this using the internet or by asking a family member what they know about the reef. Write this information in your workbook. **Week 1** 1. Look at Appendix 5 and read the Australian Capital City Fact File on Melbourne. 2. Turn each dot point from the fact file into full sentences. Write these in your workbook. Access: Writing Enrichment Learning Grid (choose 1 activity)	**Writing** **Week 10** 1. Look at Appendix 5 and use the 'Week 10 - Informative Text Scaffold' to begin writing an information report on The Great Barrier Reef. 2. Use the fact file from yesterday and your extra information. Only complete the introduction, paragraph 1 and paragraph 2. *Remember an information report only uses facts. It does not include your opinion.* **Week 1** 1. Look at Appendix 5 and use the 'Week 1 - Informative Text Scaffold' to begin writing an information report on Melbourne. Use the fact file from yesterday for your information. Only complete the introduction, paragraph 1 and paragraph 2. Access: Writing Enrichment Learning Grid (choose 1 activity)	**Writing** **Week 10** 1. Use the 'Week 10 - Informative Text Scaffold' in Appendix 5 to continue drafting your information report on The Great Barrier Reef. Complete paragraph 3, your conclusion and a detailed drawing. 2. Proofread and edit your work, ready for publishing tomorrow. **Week 1** 1. Use the 'Week 1- Informative Text-Scaffold' in Appendix 5 to continue drafting your information report on Melbourne. Complete paragraph 3, your conclusion and a detailed drawing (you could draw a famous landmark in Melbourne). 2. Proofread and edit your work, ready for publishing tomorrow. Access: Writing Enrichment Learning Grid (choose 1 activity)	**Writing** **Week 10** 1. Publish your information report on The Great Barrier Reef in your workbook. You are able to use sub-headings in an information report. 2. Remember to include a detailed drawing. **Week 1** 1. Publish your information report on Melbourne in your workbook. You are able to use sub-headings in an information report. 2. Remember to include a detailed drawing. Access: Writing Enrichment Learning Grid (choose 1 activity)
		Access: Brain Breaks Enrichment Learning Grid		

	Day 1	Day 2	Day 3	Day 4	Day 5
Middle	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid
	Number of the Day On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)	**Number of the Day** Your number of the day is **111** (Week 10) and **2079** (Week 1). Use cut outs from newspapers and magazines to show as much information about the number as you can.	**Number of the Day** On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6) 📷 Seesaw	**Number of the Day** Your number of the day is **909** (Week 10) and **7707** (Week 1). Use words and pictures to show as much information about the number as you can in your maths book.	**Number of the Day** On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)
	Times Tables Using a whiteboard marker, fill in your blank multiplication grid that came in your resource pack. Use a clock/ stopwatch to time yourself. Record this time in your maths book. **Challenge yourself to start at your 12 times tables and work backwards.**	**Times Tables** 1. Write out your 2x and 12x tables in your maths book to 12. 2. Write out the inverse (division) facts for the 6x and 7x tables. e.g. 144 ÷ 12 = 12 3. Ask a parent/carer to quiz you randomly on them.	**Times Tables** 1. Write out your 8x and 3x tables in your maths book to 12. 2. Without looking, practise saying your 8x and 3x tables out loud 2 times each.	**Times Tables** 1. Write out your 11x and 5x tables in your maths book to 12. 2. Write out the inverse (division) facts for the 6x and 7x tables. e.g. 55 ÷ 5 = 11 3. Ask a parent/carer to quiz you randomly on them. 📷 Seesaw	**Times Tables** Using a whiteboard marker, fill in your blank multiplication grid that came in your resource pack. Use a clock/stopwatch to time yourself. Try to beat your Monday time! Record this time in your maths book. 📷 Seesaw

	Day 1	Day 2	Day 3	Day 4	Day 5
	Fractions/2D Space 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the activities for the correct week and day in your Maths book. (Appendix 7) 📷 Seesaw Access: Mathematics Enrichment Learning Grid (choose 1 activity)	**Fractions/2D Space** 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the activities for the correct week and day in your Maths book. (Appendix 7) 📷 Seesaw Access: Mathematics Enrichment Learning Grid (choose 1 activity)	**Fractions/Area** 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the activities for the correct week and day in your Maths book. (Appendix 7) 📷 Seesaw Access: Mathematics Enrichment Learning Grid (choose 1 activity)	**2D Space/Area** 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the tasks for the correct week and day in your Maths book (Appendix 7) 📷 Seesaw Access: Mathematics Enrichment Learning Grid (choose 1 activity)	**2D Space/Area** 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the tasks for the correct week and day in your Maths book. (Appendix 7) 📷 Seesaw Access: Mathematics Enrichment Learning Grid (choose 1 activity)
	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	**Science** Access: Science Enrichment Learning Grid (choose 1 activity)	**PDHPE** Access: PDHPE Enrichment Learning Grid (choose 1 activity)	**Creative Arts** Access: Creative Arts Enrichment Learning Grid (choose 1 activity)	**History/Geography** Access: History/Geography Enrichment Learning Grid (choose 1 activity)	**Family Time or Free Play** Enjoy an activity with your family or have some free play.
	Hands on Learning Access: Hands on Enrichment Learning Grid (choose 1 activity)	**Hands on Learning** Access: Hands on Enrichment Learning Grid (choose 1 activity)	**Hands on Learning** Access: Hands on Enrichment Learning Grid (choose 1 activity)	**Hands on Learning** Access: Hands on Enrichment Learning Grid (choose 1 activity)	**Hands on Learning** Access: Hands on Enrichment Learning Grid (choose 1 activity)

Appendix 1 - Spelling Sounds and Suffixes

Term 3, Week 10		

• = single sound
___ = digraph
Ừ = split digraph

Phonics Focus
v, ve as in vase, sleeve

duke

Suffix: - ous

Pink	Yellow	Blue	Green	Orange	Purple	Red
vet	ever	loving	eleventh	victim	vaguely	inconceivable
vest	dive	we've	seventeen	survive	serviceable	intuitively
ever	given	river	heavier	advise	sovereign	oblivious
give	loving	arrive	evening	lovable	victimised	prerogative
dive	cover	drove	invite	creative	civilisation	prevalent
have	above	leave	travel	massive	voluntary	ventilator
love	seventeen	video	knives	positive	inevitable	verification
very	haven't	believe	believe	negative	vivacious	versatility
eleven	you've	favourite	favourite	adventure	mischievous	vindicative
twelve	they've	November	themselves	discoveries	inconvenience	vulnerable

. Add 'ous' to the words below to make a word.

fame becomes _____

joy becomes _____

adventure becomes _____

+ous

danger becomes _____

marvel becomes _____

carnivore becomes _____

herbivore becomes _____
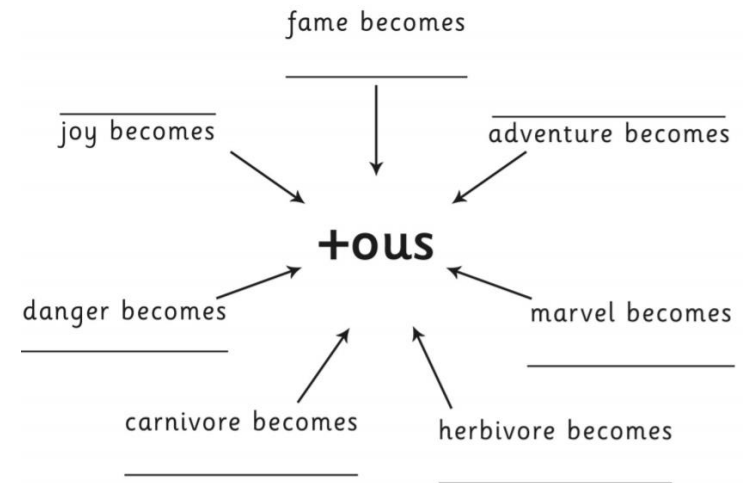
Term 4, Week 1		

• = single sound
___ = digraph
Ừ = split digraph

Phonics Focus
oo, ew, ue, u___e, as in boot, screw, glue, flute

duke

Suffix: - ed

Pink	Yellow	Blue	Green	Orange	Purple	Red
too	food	room	flew	dew	exclude	curfew
moon	room	afternoon	crew	due	avenue	globule
boot	school	spoon	broom	lose	nephew	innumerable
food	knew	blue	balloon	choose	renewable	marooned
room	flew	true	Tuesday	groove	influence	shrewdly
cool	blue	knew	rescue	excuse	toothless	supernatural
you	true	drew	June	amuse	pollution	supersede
flew	tube	threw	cruel	enthuse	reusable	sharpshooting
new	June	rule	computer	conclude	continue	influential
knew	cube	cube	pollute	avenue	valued	discontinue

Some verbs just add -ed.

laugh _____→ _____
cheer _____→ _____

If a verb already ends in the letter 'e', remove the 'e' and add -ed.

notice _____→ _____
save _____→ _____

If the verb ends in a consonant and a 'y', the 'y' becomes an 'i' before you add -ed.

cry _____→ _____
hurry _____→ _____

Appendix 2 - Grammar and Punctuation

Week 10 – Homophones

Write the key information in your workbook

What Are Homophones?

Homophones are words that are spelled differently, have different meanings, yet sound the same.

Homophones words that sound the same but have different meanings.

blue — blew
know — no
see — sea

For Example...

pear — pair
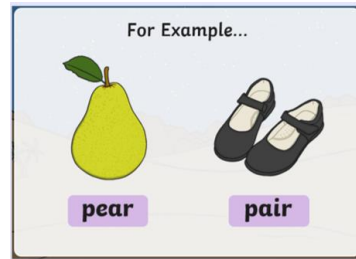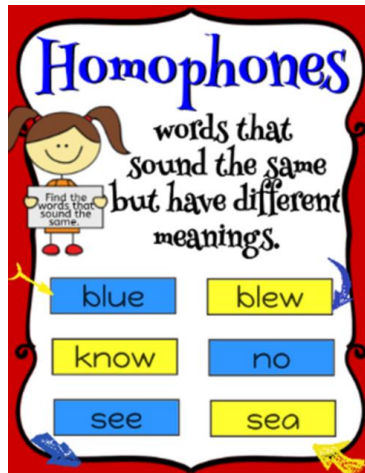
Here are some more examples!

Word wall: homophones

ewe – you	sail – sale
pale – pail	ark – arc
beat – beet	flower – flour
hair – hare	bare – bear
die – dye	meat – meet
made – maid	where – wear
one – won	
pane – pain	

How many other examples can you think of?

Study*ladder*

Select the correct homophone and write the sentences in your workbook.

I have _____ kittens. (too, two, to)

Will you come _____? (too, two, to)

Are you going _____ the station. (too, two, to)

He is _____ to a fortune. (air, heir)

Jim needed some fresh _____ (air, heir)

Of _____ I'll come. (coarse, course)

The material felt _____. (coarse, course)

Be careful or it will _____. (break, brake)

Slowly put the _____ on. (break, brake)

You could hear the engine _____. (idol, idle)

He was my _____ when I was young. (idol, idle)

I added two cups of _____. (flower, flour)

She put two _____ in the vase. (flowers, flours)

I'll go and buy a new _____ of shoes. (pair, pear)

The fruit salad contained apple and _____. (pair, pear)

Vegetarians do not eat _____. (meet, meat)

We must _____ for lunch? (meet, meat)

I don't have one _____ left. (scent, cent)

That rose has a beautiful _____. (scent, cent)
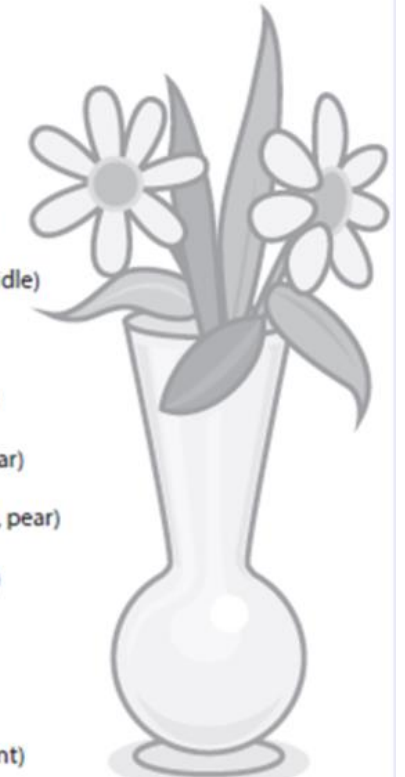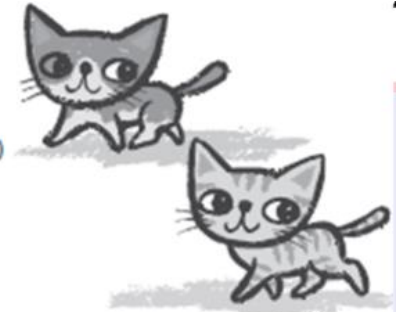
Week 1 – Homonyms

Write the key information in your workbook

Homonyms

A homonym is a word that has the same spelling and the same pronunciation but has a different meaning.

Homonyms
are Like Twins

Look alike,
Sound alike,
yet not the same

Examples:

| bark | match | bat |
| bark | match | bat |
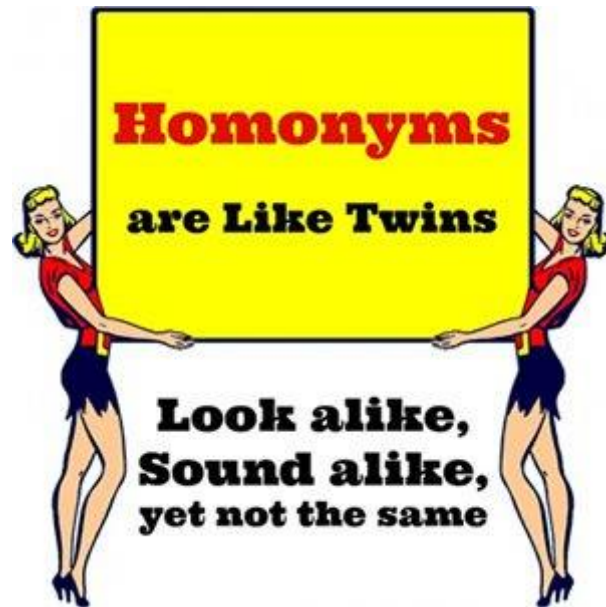
Complete the activity below on homonyms

Task: Write the correct homonym to complete each sentence. Then, write your own sentence about the opposite homonym.

E.g.   The queen was a noble **ruler** of the country.

Ari used a **ruler** to measure the shape.

| drink | change | date | palm | fence |

1. The seasons _____ four times a year.
   _____
   _____

2. The _____ of Christmas is 25th December.
   _____
   _____

3. Juice is Li's favourite _____.
   _____
   _____

4. Shameemah's hobby is to _____ on Thursdays.
   _____
   _____

5. The street was lined with _____ trees.
   _____
   _____

Appendix 3 – Reading

Our Reef

story by Sue Murray
illustrated by Anna Bron

I RUN STRAIGHT into the water. Gus follows more slowly.

'Whoo hoo!' I yell, splashing him. It's our first swim of the season.

'Boys!' Mum laughs. 'I'm going to do a lap of the bay. No going past the big rock, okay?'

Mum pulls on her flippers and she's off. I tug on my mask, bite the mouthpiece of my snorkel and dive under the water. I watch a school of whiting, waiting for Gus. He takes ages. Then he swims past me. The chase is on.

We don't need to talk about where we're going. We're swimming out to our reef. In our bay. I learnt to swim here. Before then, Dad would tow me on his back. I'd splutter and cough and laugh and kick. He'd say, 'Get ready, Rory!' I'd take a big breath and Dad would dive down, then swim along the bottom with powerful frog kicks, skimming the sand. I'd open my eyes and see the sunlight streaming past me, and big bubbles as Dad let out some air.

I race past Gus. He's eighteen months older than me, but I'm a better swimmer. Dad always called me his little fish. Gus is better at things like Lego. Dad always said that Gus will grow up to be an architect like Mum.

I yell, 'Look!' to Gus. It sounds like a dolphin's squeal through my snorkel but Gus gets it. He sees it too. A blue groper! Our blue groper. Garry. We know him because he has a dent in his side. We reckon he might have survived a shark attack. Our whole family love blue gropers. They're like Labradors. They follow us. We used to pat them, but I found out it's not good for them if we do that. Dad told us once that all gropers are born female. Dad said that when a group of gropers needs a male, one of the females turns into a male. I didn't believe Dad then, but I've done a project on blue gropers this year and it's true!

I stop for a moment. We're near the big rock now. I see Mum over on the other side of the bay. She swims with steady strokes. She loves snorkelling as much as I do. I know she's keeping an eye on Gus and me, but we're old enough to be out here alone. We were last summer too.

Last summer, Gus and I built our reef. It took all summer. We picked up rocks from the bottom of the bay and carried them over to the big rock. The bay isn't deep but it's hard work, carrying rocks. We dived down, picked up a rock and took giant strides until we had to let go and streak up to the

surface to get some air. Sometimes friends joined in. And sometimes we'd come back and find that strangers had added to the reef.

Garry the groper is watching me now. I hope he remembers me, remembers the boy who turns over rocks to expose sea urchins. Garry loves munching on sea urchins. Last summer, he swam up to me and got me to pluck a sea urchin spike out of his huge bottom lip. That's real trust, I reckon.

For now, though, I don't try to swim too close to Garry, just in case he needs time to get to know me again. A Maori Wrasse flashes by my mask. Another time I might chase it, but I'm keen to see the reef. Has it survived the storms and wild seas of winter?

I wait for Gus. It's only fair that we dive down together. He reaches me. I nod. We both take deep breaths and duck dive down.

There it is. Our circle of stones, covered now by seaweed. Yellowtails cruise around the inner rim. I hold onto the largest rock. Gus doesn't. He goes up. So he doesn't see. Right next to my hand there's a movement, then a face. A glint of green, and a grin of razor-sharp teeth.

I shoot to the surface and spit my snorkel out of my mouth.

'Gus!' I yell. 'You've got to see this!'

A few nearby swimmers swing around but I don't care if I've scared them. Mum is standing in the shallows now, signalling that it's time for us to come in, but I have to show Gus what I saw. I take a deep breath and dive down. So does Gus.

I show him what's made its home in our reef—a moray eel! We high five under the water—not easy—and we both laugh like loons. Dad always said that. It turns out that loons are birds.

As we swim in, I think: *We've made a whole ecosystem!* Dad would have loved it.

Gus and I reckon that if we come back as animals, Dad would be a dolphin. I miss him every day, but out here, in our bay, he's with us somehow.

Gus squeals and points. I see it. A stingaree! We follow it as it cruises towards the shore. ■

My, my, this story is full of heart and marine life!

14

Week 10 - Day 5

Where Smoke Belongs

poem by Kate Hart | illustrated by Matt Ottley

Smoke belongs in winter air.
A fireplace. A cosy chair.
Warming hugs and fire pits.
Gloopy oats and woollen knits.
Frosty days on snowy slopes.
Starlit nights with telescopes.

Summer's *not* where smoke should be,
With family picnics by the sea.
Jasmine blooms and salty air.
Icy blocks and sun-kissed hair.
Crispy grass. A pair of thongs.
Sizzling sounds and snapping tongs.

If smoke bleeds into summer days,
It's packing bags and ash-filled haze.
Beating hearts and beeping phones.
Whispers and hushed undertones.
Tightened chests and heightened fears.
Burning paws. Koala tears.

Keep our summer skies unmarred.
Keep our trees and towns uncharred.
Keep our sultry evenings free,
of smoke-filled air and burning tree.
Summer's for cicada songs.
Winter is where smoke belongs.

Sylphie's Squizzes
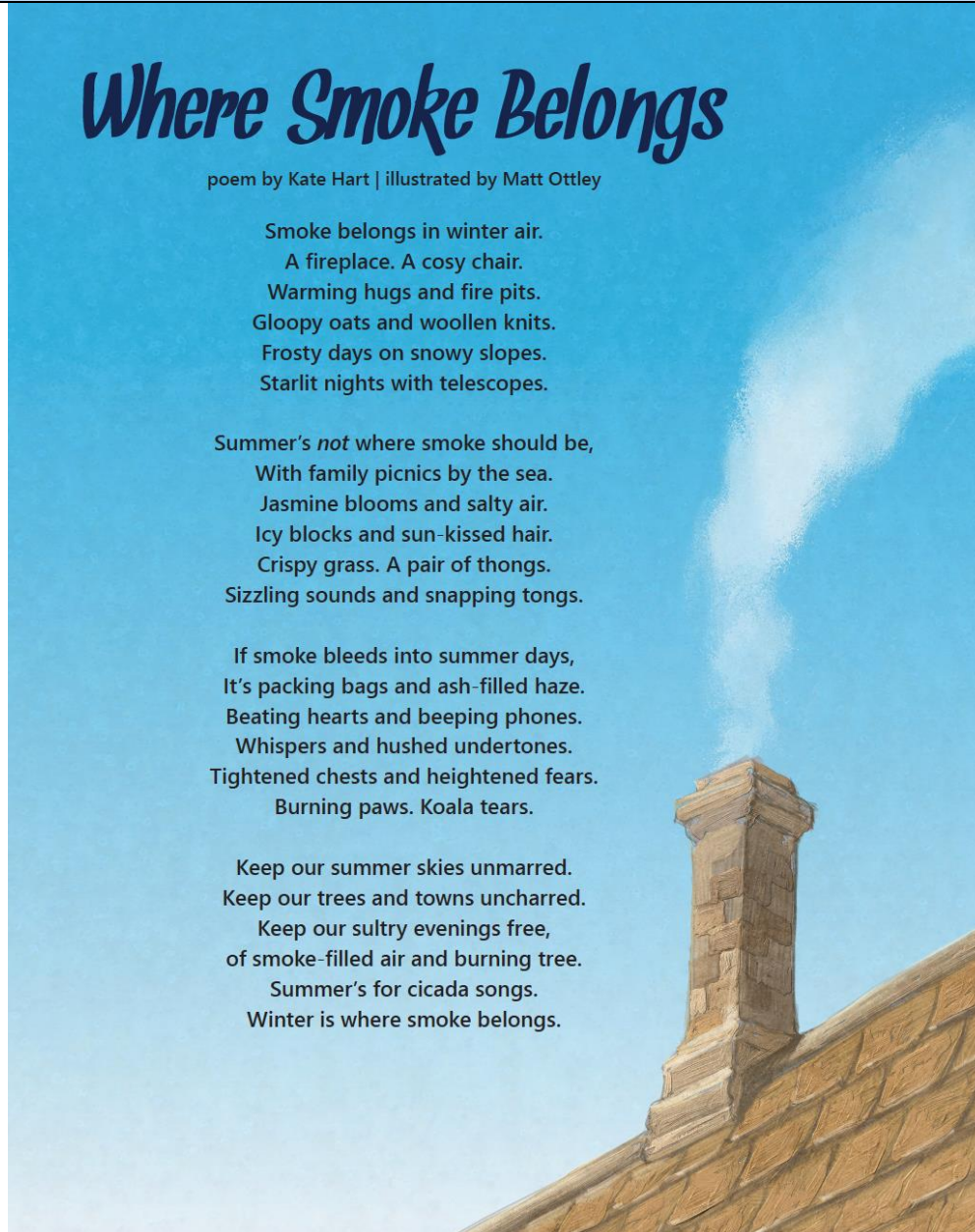
The Great Red Storm

article by Kate Walker | photo by Alamy

The people of Broken Hill were the first to see it. On 22 September 2009, it appeared as a wall of dust a thousand metres high. It stretched right across the horizon from north to south. Quickly people sealed up their homes and sheltered inside. The storm hit at 3.30 p.m. Wind howled, and whirling red dust blotted out the sun. Broken Hill was used to dust storms, but this one was different.

It had started as a weather cell in central Australia. The air pressure in this cell had been so very low that it generated winds of up to 100 km per hour. These gale-force winds picked up tonnes of desert soil and whirled it into the air. This created a dust storm which started rolling east into New South Wales. As the storm travelled, it picked up more soil and grew bigger. And bigger still!

The storm then swept across cattle-grazing country, and the wheatfields of New South Wales. This land had been in drought for 13 years. Rivers had dried up. Grass had withered. No wheat had been planted in the fields, and farmers' valuable topsoil lay loose under the blazing sun. The gale-force winds of the storm picked up this topsoil too. So when the storm reached Canberra, at midday on 22 September, it carried many more tonnes of red dirt, spinning wildly in the air.

The storm had now grown into a monster, so huge it could be seen from space. It stretched right across the state of New South Wales and into central Queensland. Its storm front was 3000 km long. Before dawn the next day, it hit Sydney and other towns along the coast. The sky was dark red and eerie. The sun rose as a burnt orange disk. City people had never seen anything like it. Planet Earth seemed more like the red planet, Mars.

Children did not go to school. Building sites were closed. Planes could not take off or land. Cars went slowly and ferry boats could not cross Sydney Harbour. Drivers and pilots could see no more than a few hundred metres ahead. The haze of red dust was as thick as fog. More than half the population of Australia were told: Stay in your homes!

Finally, the storm rolled out to sea. Here it dropped most of its dust into the water. But not all. Two days later it reached New Zealand, 2160 kilometres away. It still carried enough dirt to coat the North Island in fine red powder. Dust storms this monstrous are rare and almost never reach the coast. The reason this one grew so large was because of the 13-year drought. It had left vast tracts of New South Wales and Queensland bone dry. ■

18

Fact and Fiction

play by Jessica Fallico | illustrated by Craig Phillips

Characters

PRINCIPAL FICTION
MR FACT

PRINCIPAL FICTION Ah, Mr Fact—so nice to see you.

MR FACT Hello Principal Fiction. How are you?

PRINCIPAL FICTION Enough with the small talk—get to the point. What's the story?

MR FACT The story, sir?

PRINCIPAL FICTION I want the long and short of it.

MR FACT Well … the story …

PRINCIPAL FICTION Give me the story! The lowdown; the skinny; the good oil, the *information*—what's happened in the playground that's caused this ruckus?

MR FACT Sir?

PRINCIPAL FICTION I want the who, what, why, when and where of it!

MR FACT Pardon?

PRINCIPAL FICTION *Who* should I blame for the teachers' distress? *What* went down? *Why* did it happen? *When* exactly did it all start and *where* did it all take place?

MR FACT Where should I begin?

PRINCIPAL FICTION At the beginning, you nincompoop! Where else? You need to begin the story at the beginning, set it up, introduce and establish the characters, so that I, being the listener, know what I'm in for.

MR FACT Okay. Well it all started …
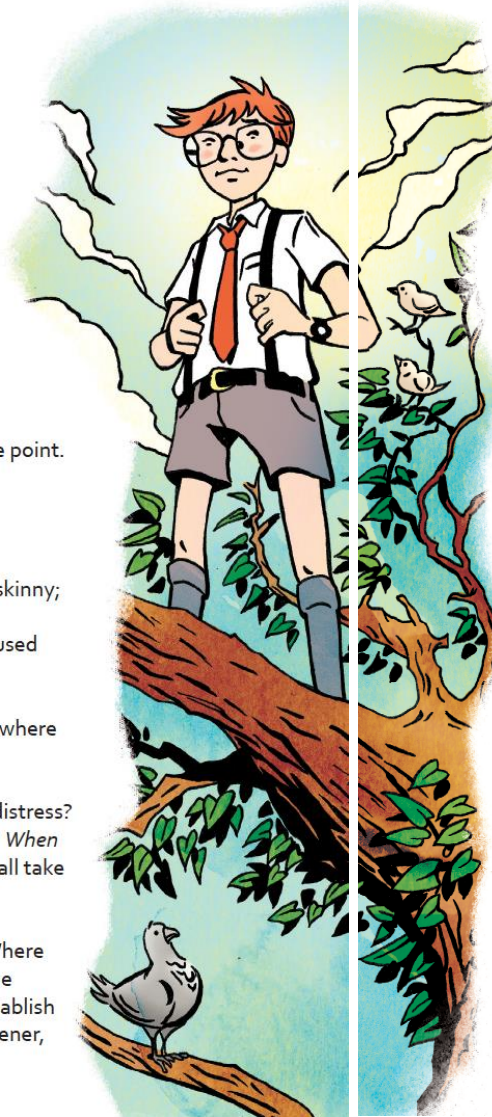
PRINCIPAL FICTION And after you've established the beginning, you must proceed to the middle. This is the point where you should tell me the complications, the problems between characters, obstacles they face, the catalyst for what's to come next!

MR FACT Uh-huh. Well, it all started yesterday at recess when Hamish MacAbee decided …

PRINCIPAL FICTION Hold it. Hamish who?

MR FACT Hamish MacAbee, sir.

PRINCIPAL FICTION Here's your first pitfall; you must establish the character precisely. This Hamish boy—is he big or small? Does he have a crooked nose, greasy hair, small hands, a dashing smile? Build the imagery so that I can be on the same page as you.

MR FACT Hamish MacAbee's the boy with the red hair and freckles; he wears high shorts and braces; he's the loveliest of boys—always with a great big smile each and every day.

PRINCIPAL FICTION Good, excellent, now I have a concept of his character and you can build from there.

MR FACT Well, yesterday at recess, Hamish decided to tell everyone he could fly. You see, Hamish is a very imaginative boy, and he thought that if he climbed the great willow tree near the front gate to the highest branch, he'd be able to jump off and soar like a bird through the sky. And he was absolutely certain he could do it.

PRINCIPAL FICTION Oh my, this *is* a good story—

MR FACT So the word spread like wildfire around the school playground that at lunchtime today Hamish MacAbee was going to fly! But Billy Stone, the school bully—the blond boy with dark eyes, an upturned nose and clenched fists—we've had a lot of trouble with him.

PRINCIPAL FICTION Oh yes, him—unpleasant boy.

MR FACT He didn't believe Hamish for a second. He walked right up to Hamish and said, 'If you can …'

PRINCIPAL FICTION Hold on. Character voice, please. I need you to capture the tone, the pitch, the timbre of his voice for me to understand the situation. Go ahead.

MR FACT He said … *(imitating Billy's voice)* 'If you can jump from the highest branch of the old willow tree and fly, then I'm a monkey's uncle.'

PRINCIPAL FICTION Ooohhh! What happened then?

MR FACT	So it was all set ... at the beginning of lunch today, Hamish MacAbee was going to jump off of the highest branch and attempt to fly.
PRINCIPAL FICTION	Oh I do love a story with a good climax! Wait, *how* was this possible? Where were all the teachers? Why was there no-one on duty?
MR FACT	They were at a staff development meeting at the beginning of lunch.
PRINCIPAL FICTION	Who authorised a staff development meeting?
MR FACT	You did, Principal Fiction.
PRINCIPAL FICTION	Ah, incidental details, Mr Fact. Irrelevant. Continue with the story; don't leave me in suspense!
MR FACT	Well, Hamish MacAbee climbed the tree, limb by limb, to the highest branch he could stand on. Just as the teachers came out of the staffroom, we saw the swarm of children and followed their gazes to see Hamish at the top, at least eight metres off the ground. His little feet teetered over the edge, he took a puff of his inhaler and, before we could do anything, he leapt!
PRINCIPAL FICTION	And? The boy must be hurt? Are the parents outraged?
MR FACT	No, sir.
PRINCIPAL FICTION	Are we being sued?
MR FACT	No, sir.
PRINCIPAL FICTION	Are the police here?
MR FACT	No, sir.
PRINCIPAL FICTION	Well? What then?
MR FACT	He flew, sir.
PRINCIPAL FICTION	He flew?
MR FACT	He flew.
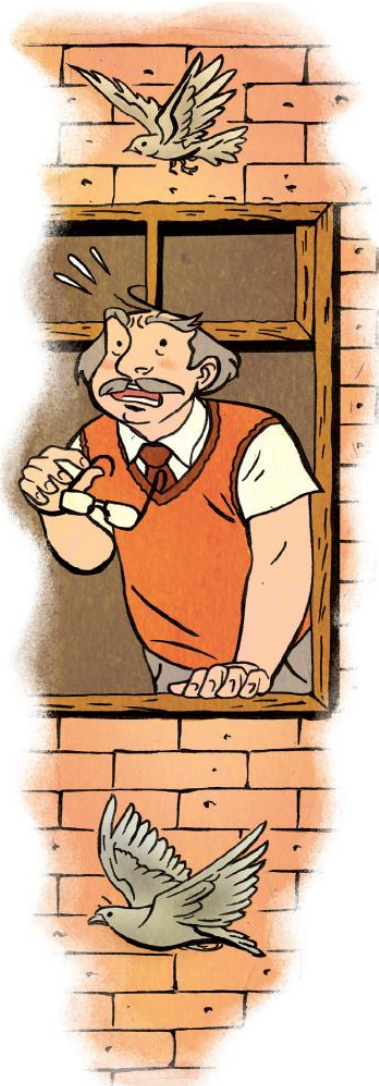
PRINCIPAL FICTION	Hogwash! Little boys can't fly. You've got your facts wrong, Mr Fact. The end should come to a lovely close, of what should be problems resolved, lessons learnt! Not this nonsense.
MR FACT	But there *is* a lesson learnt. Perhaps if you believe in something, you can absolutely do it! It's unbelievable, I know, but that's what's caused the ruckus. Hamish MacAbee actually leapt off the branch and flew! He's still doing it—he's out there gliding through the air like a bird. It's spectacular!
PRINCIPAL FICTION	Fact—you've just crossed Fiction with this little tall tale.
MR FACT	If you don't believe me, look, Principal Fiction!
(PRINCIPAL FICTION *goes to the window and sees Hamish MacAbee flying.*)	
PRINCIPAL FICTION	In fact, it is fact, Fact!
(PRINCIPAL FICTION *goes woozy and faints.*)	
MR FACT	Yes, sir. Fact trumps Fiction!
(MR FACT *exits.*)	

THE END

Dare to dream! But this IS fiction—no jumping off any trees, please!

THE CARTOON

THYME
MAGAZINE
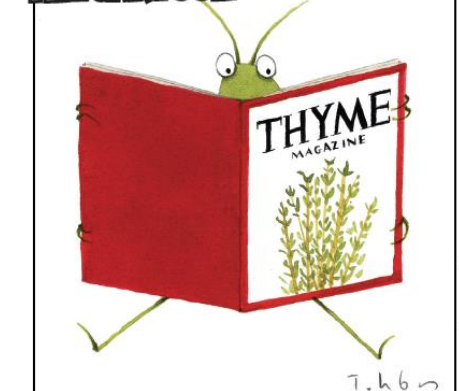
by Tohby Riddle

Appendix 4 – Handwriting

Week 10	Week 1
Bobby Bee bought Billy Butterfly a beautiful blue book about being a baby bug. B B B B B B B B B B B brave boastful bright bored abcdefghijklmnopqrstuvwxyz	Carla Caterpillar caught Chris Cow chasing chicks across the packed circus car park. C C C C C C C C C C C cute clear clever cloudy crazy abcdefghijklmnopqrstuvwxyz

Appendix 5 – Writing

Week 10 – Fact File on The Great Barrier Reef

THE GREAT BARRIER REEF

What

The Great Barrier Reef is the world's largest coral reef.

History

For many thousands of years, Aboriginal people travelled to the islands and outer reefs of the Great Barrier Reef in large canoes to fish and hunt. Important cultural sites still exist on many of these islands.

Interesting Fact

The Great Barrier Reef is the largest living structure on planet Earth. It can be seen from outer space.

When

The Great Barrier Reef is about 500 000 years old. Its current formation is approximately 8000 years old.

Where

The Great Barrier Reef runs along the coast of Queensland. It is 2600 kilometres in length and covers an area of over 300 000 square kilometres.

TeachStarter.com

Week 10 - Informative Text Scaffold

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

_____
_____
_____
_____

Paragraph 1 (Describe one detail about the subject of the text).

_____
_____
_____
_____
_____
_____

Paragraph 2 (Describe one detail about the subject of the text).

_____
_____
_____
_____
_____
_____

Paragraph 3 (Describe one detail about the subject of the text).

_____
_____
_____
_____
_____
_____
_____

Conclusion (This is a concluding statement about the subject of the text).

_____
_____
_____

Illustration

Note: If you need more space, write it into your workbook.

Week 1 – Capital City Fact File on Melbourne

AUSTRALIAN CAPITAL CITY

FACT FILE | MELBOURNE

Size and Location

Capital city of Victoria.
Located on south coast of the state.
Covers an area of 9000 square kilometres.

Natural Landscape

Located on Port Phillip Bay.
Many bayside beaches, including St Kilda Beach.
Is a flat area.
Dandenong Ranges are to the east of the city.
On the Yarra River.

Public Transport

Trams.
Buses.
Trains.
Bikes.
Taxis.

Population

Over 4.7 million people.

Climate and Weather

Temperate climate.
Approx. 25 degrees Celsius in summer months.
Approx. 15 degrees Celsius in winter months.
Wettest month is October.
Driest month is January.

Places to See and Visit

Melbourne Cricket Ground
Melbourne Star
Queen Victoria Markets
St Kilda Pier
Royal Botanic Gardens
Dandenong Ranges
Melbourne Zoo
Block Arcade
Puffing Billy Railway
Luna Park

teachstarter

Week 1 - Informative Text Scaffold

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

_____

_____

_____

_____

Paragraph 1 (Describe one detail about the subject of the text).

_____

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Paragraph 2 (Describe one detail about the subject of the text).

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Paragraph 3 (Describe one detail about the subject of the text).

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Conclusion (This is a concluding statement about the subject of the text).

_____

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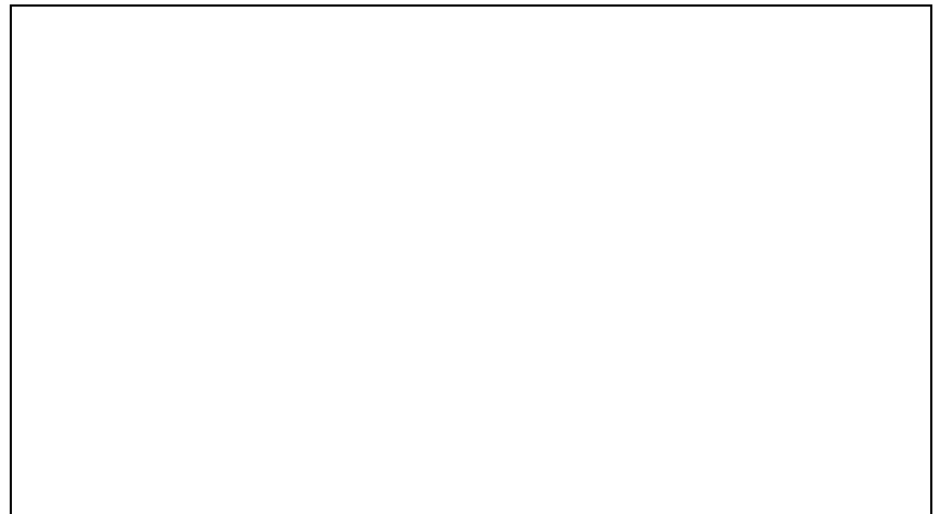
Illustration

Note: If you need more space, write it into your workbook.

Appendix 6 – Number of the Day

Week 10		
Day 1	**Day 3**	**Day 5**

Today's number is **723**

1. In words
2. 10 more
3. 15 less
4. Subtract 24.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **4**: 723, ___, ___, ___
8. List some factors
9. Divisible by 2?
10. Double it.

Today's number is **7300**

1. In words
2. 10 more
3. 15 less
4. Subtract 21.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **4**: 7300, ___, ___, ___
8. List some factors
9. Divisible by 2?
10. Double it.

Today's number is **91**

1. In words
2. 10 more
3. 15 less
4. Subtract 20.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **4**: 91, ___, ___, ___
8. List some factors
9. Divisible by 2?
10. Double it.

Week 1		
Day 1	**Day 3**	**Day 5**

Today's number is **73 561**

1. In words
2. 10 more
3. 15 less
4. Subtract 17.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **4**: 73561, ___, ___, ___
8. List some factors
9. Divisible by 2?
10. Double it.

Today's number is **415**

1. In words
2. 10 more
3. 15 less
4. Subtract 17.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **5**: 415, ___, ___, ___
8. List some factors
9. Divisible by 2?
10. Double it.

Today's number is **700 855**

1. In words
2. 10 more
3. 15 less
4. Subtract 15.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **5**: 700855, ___, ___, ___
8. List some factors
9. Divisible by 2?
10. Double it.

Appendix 7 – Mathematics Lessons

Fractions, Area and 2D Space

Week 10

Day 1 **WALT** - Add and subtract fractions, including mixed numerals	Day 2 **WALT** - Solve word problems involving the addition and subtraction of fractions.

Follow these steps to add or subtract fractions with the same denominators:

Step 1: Make sure the bottom numbers (the denominators) are the same

Step 2: Add/subtract the top numbers (the numerators), put that answer over the denominator

Step 3: Simplify the fraction (if needed)

Examples:

$$\frac{2}{5} + \frac{2}{5} = \frac{4}{5} \qquad \frac{1}{4} + \frac{1}{4} = \frac{2}{4} \qquad \frac{15}{24} - \frac{3}{24} = \frac{12}{24}$$

Answer the following:

$$\frac{7}{10} + \frac{2}{10} = \qquad \frac{16}{30} + \frac{20}{30} = \qquad \frac{9}{15} - \frac{2}{15} = \qquad \frac{11}{12} - \frac{7}{12} =$$

Adding and subtracting mixed numerals with the same denominators.

ADD & SUBTRACT MIXED #S
Step 1: Add/subtract WHOLE numbers
$3\frac{1}{4} + 2\frac{2}{4} = 5$ $5\frac{6}{8} - 2\frac{4}{8} = 3$
Step 2: Add/subtract NUMERATORS
$3\frac{1}{4} + 2\frac{2}{4} = 5\frac{3}{4}$ $5\frac{6}{8} - 2\frac{4}{8} = 3\frac{2}{8}$
Step 3: Denominators stay the SAME
$3\frac{1}{4} + 2\frac{2}{4} = 5\frac{3}{4}$ $5\frac{6}{8} - 2\frac{4}{8} = 3\frac{2}{8}$

$$3\frac{3}{5} + 5\frac{4}{5} = \underline{\hspace{3cm}}$$

$$1\frac{6}{18} + 9\frac{8}{18} = \underline{\hspace{3cm}}$$

$$5\frac{3}{7} + 5\frac{6}{7} = \underline{\hspace{3cm}}$$

$$2\frac{8}{15} + 6\frac{2}{15} = \underline{\hspace{3cm}}$$

Answer the following word problems involving addition and subtraction of fractions:

Polly gives her pet rabbits a bucket of carrots.

The rabbits munch $\frac{4}{8}$ of the bucket of carrots.

What fraction of the bucket of carrots is left over?

Tim and Sarah are painting old chairs.

They use $\frac{3}{12}$ of a tin of paint on one chair and $\frac{5}{12}$ of a tin on another.

What fraction of the tin of paint did they use altogether?

Meg is making cups of hot chocolate.

She uses $\frac{4}{10}$ of the packet of marshmallows in the first cup.

She uses $\frac{2}{10}$ of the packet of marshmallows in the second cup.

What fraction of the marshmallows are left over?

Diane had $1\frac{2}{4}$ cups of sugar. She also had $3\frac{3}{4}$ cups of flour. How much more flour does she have than sugar?

Eleanor cut two ribbons. One ribbon was $5\frac{3}{8}$ inches. The other was $2\frac{6}{8}$ inches. How much longer was the first ribbon than the second?

Week 10

Day 3 WALT - Multiply simple fractions by whole numbers	Day 4 WALT - Use the terms 'translate', 'reflect' and 'rotate' to describe the movement of two-dimensional shapes

Day 3

You can follow these steps to multiply a fraction by a whole number:

1. Write the whole number as a fraction with a denominator of 1.
2. Multiply the numerators.
3. Multiply the denominators.
4. Simplify, if needed. If your answer is greater than 1, you may want to write your answer as a mixed number.

Let's try it with $\frac{2}{5} \times 3$.

First, write the whole number as a fraction with a denominator of 1.

$3 = \frac{3}{1}$

Now, multiply the numerators and the denominators.

$\frac{2}{5} \times \frac{3}{1} = \frac{2 \times 3}{5 \times 1} = \frac{6}{5}$

Last, simplify. Since $\frac{6}{5}$ is greater than 1, change it to a mixed number.

$\frac{6}{5} = 1\frac{1}{5}$

So, $\frac{2}{5} \times 3 = 1\frac{1}{5}$!

Remember
1. Multiply numerators
2. Multiply denominators

Multiply the following:

1. $6 \times \frac{4}{6} =$ _____

2. $6 \times \frac{2}{10} =$ _____

3. $9 \times \frac{9}{10} =$ _____

4. $3 \times \frac{3}{6} =$ _____

5. $9 \times \frac{2}{3} =$ _____

6. $\frac{6}{8}$ of $10 =$ _____

7. $2 \times \frac{4}{12} =$ _____

8. $2 \times \frac{1}{4} =$ _____

9. $6 \times \frac{1}{5} =$ _____

10. $5 \times \frac{1}{2} =$ _____

Day 4

Translation, Rotation and Reflection

Translation - Slide: The figure moves in a straight direction.

Reflection - Flip: A figure gives a mirror image.

Rotation - Turn: Moves a figure around a point.
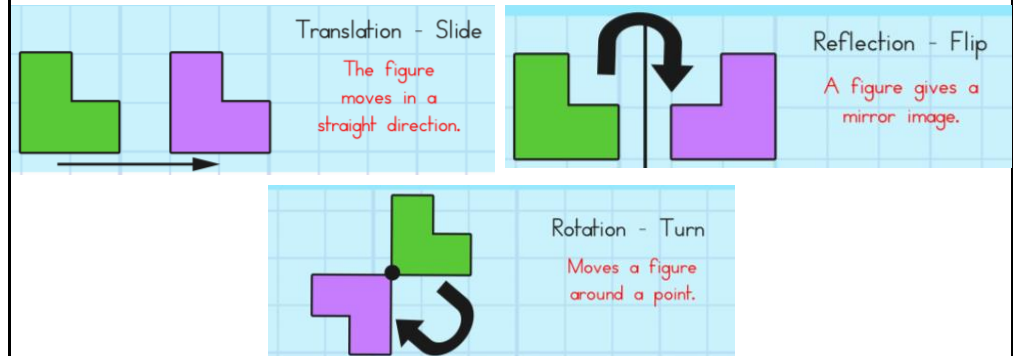
Complete the activity below:

4. Slide the rectangle.
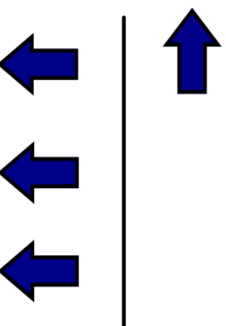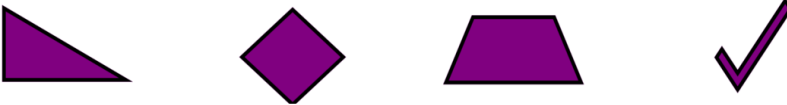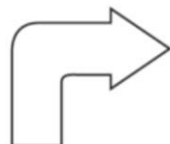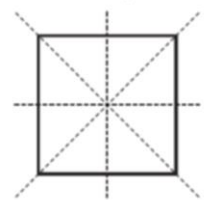
5. Flip the heart.

6. Rotate the arrow.

Week 10	Week 1
Day 5 **WALT –** Construct patterns that involve translations, reflections and rotations and predict the next translation, reflection or rotation in a pattern.	**Day 1** **WALT** – Identify two-dimensional shapes that have lines of symmetry

Complete the activities below:

Predict the next transformation in a pattern:

Draw and describe the effect for each shape after it has been translated, reflected and rotated.

Activity 1

Rotate

Reflect

Translate

When I rotate a horizontal arrow 90 degrees, it becomes vertical

Activity 2

Complete this activity for the following shapes

Reflective or line symmetry describes mirror image, when one half of a shape or picture matches the other exactly. The middle line that divides the two halves is called the line of symmetry. Shapes may have:

no line of symmetry   one line of symmetry   more than one line of symmetry

On paper, draw each of the shapes below, cut them out and fold them to test and write the number of lines of symmetry.

rectangle

heptagon

pentagon

Week 1
Day 2
WALT – Identify two-dimensional shapes that have rotational symmetry

Rotational Symmetry

A shape has Rotational Symmetry when it still looks the same after the some rotation.

Centre Point

Think about a fidget spinner. When you turn it around using the centre point, you can see the same shape appear.
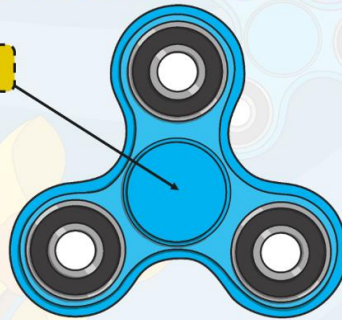
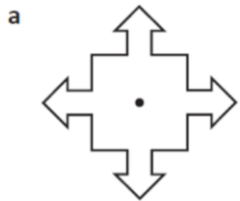How many times do you think we can find rotational symmetry in this shape?
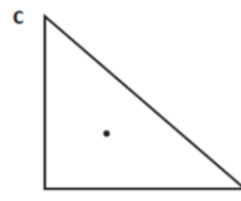
This is the order of symmetry.

1

2

3
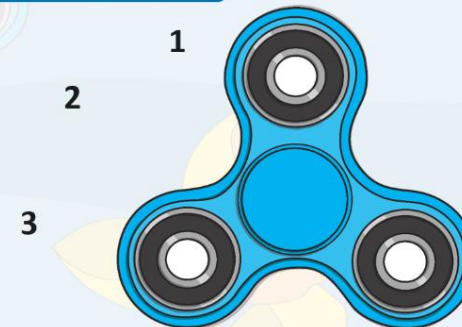
Circle the shapes on the right with rotational symmetry

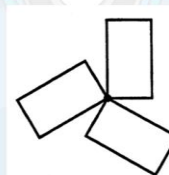Turn these shapes in your head. Do they have rotational symmetry? If so, what is the order?

a

b

c

d
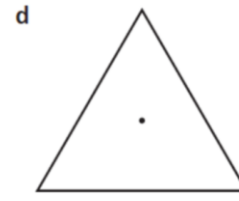
What is the order of symmetry for these shapes?
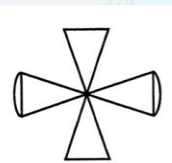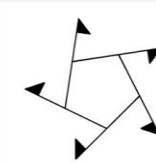
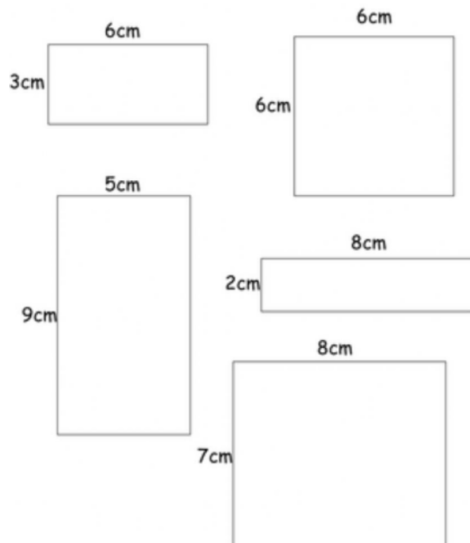| Week 1	
Day 3 **WALT** – Calculate areas of rectangles in square centimetres and square metres	**Day 4** **WALT** – Calculate areas of rectangles in square centimetres and square metres

To find the area of a rectangle, including squares, you need to:

1. Use the formula: Area = Length x Width
2. Multiply the Length and Width i.e 4 x 3
3. 4 x 3 = 12
4. Do not forget the unit of measurement or the squared symbol - $12m^2$

Spelling correction: metres*
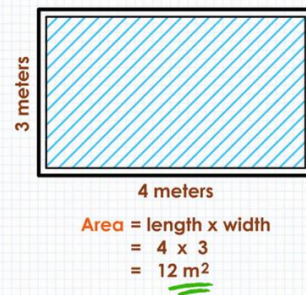
AREA of a RECTANGLE

3 meters

4 meters

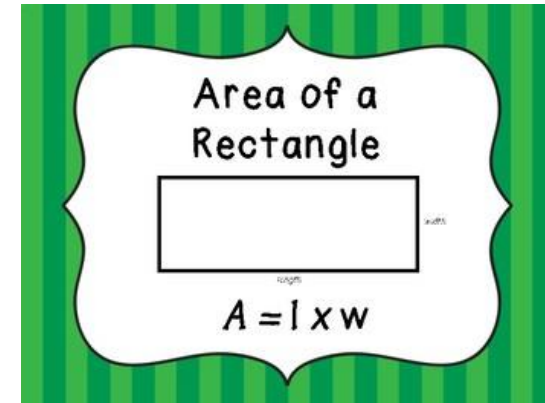Area = length x width
= 4 x 3
= 12 m²

Area

Find the area of these shapes.

6cm
3cm

6cm
6cm

5cm
9cm

8cm
2cm

8cm
7cm

4 m
14 m

6 m
26 m

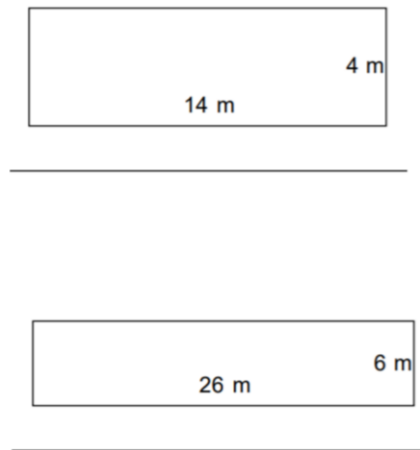**Area of a Rectangle**

$A = l \times w$

Complete the following activity in your Maths book:

Activity:

Using a metre ruler, a measuring tape or a trundle wheel, measure and calculate the area (in sq m) of any 2 the following areas.

- Rectangular path
- Driveway
- Bedroom
- Backyard
- Or any other rectangular area you choose.

Don't forget to draw the shape, write in your measurements and calculate these.

Week 1

Day 5
WALT – Solve a variety of problems involving the area of rectangles
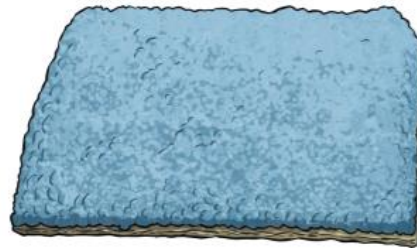
Complete the area word problems below:

Real World Area Problems

1. Janice is retiling her bathroom. Her bathroom is 3m by 1m. How many square metres of tiles will she need to cover the bathroom floor?

Real World Area Problems

2. Javier is laying a carpet in his basement. His basement measures 4m by 3m. How many square metres of carpet will he need for his basement floor?

Real World Area Problems

3. Soechee is painting her bedroom. One wall measures 3m high by 2m long. How many square metres of paint will she need to paint the wall?

Complete the area challenges below:

Area Challenge Cards

Draw around your hands onto squared paper and find the area of each.

Left hand _____cm²   Right hand _____cm²

Compare the area of your two hands. Which one is bigger? Write a mathematical sentence (using words or other symbols) about your observation below.

_____

Area Challenge Cards

Tear up an A4 sheet of paper into six pieces. Find the area of each piece and record it below:

_____cm²   _____cm²   _____cm²

_____cm²   _____cm²   _____cm²

Total area: _____cm²

Now find the area of a second A4 sheet of paper. Record the area. Area: _____cm²

What do you notice? Write a mathematical sentence (using words or other symbols) about your observation below.

_____