Set 1

Day 4

MORNING MEETING VIDEO
SeeSaw

MORNING FITNESS – Just Dance Free Choice https://www.youtube.com/watch?v=6X683tNMGxQ

LITERACY *Reading*

- Comprehension – Paul the Policeman.
A comprehension worksheet that allows children to work on the comprehension strategy of distinguishing between real and make-believe. Children are required to read the text and answer the questions in a workbook.

Spelling – Complete Thursday's Spelling Look, Cover, Say, Write, Check activity **given out on Monday.**
Look, Cover, Say, Write & Check
List 21: let's, much, Ascot, told, another, great, why, cried, Belmont, room.

CRUNCH & SIP

LITERACY

Journal Writing: Students to complete 10 minutes of free choice journal writing of your choice.

Persuasive Text: Using Wednesday's handout "All Families Should Own a Pet", fill out the Persuasive text – Oreo Planning Template with Dot Point only.

LUNCH

MINDFULNESS www.smilingmind.com.au
Login, create an account online for free, and track your progress throughout the week following the instructions provided on the online program.

NUMERACY

Basic Facts: *Students practice 4 and 8 times tables.*
To consolidate your basic Multiplication Fact skills use https://www.mathsonline.com.au/games/speed_skills register as guest for free access online.

Mathematics Activity:
Watch MathAnitcs Video located on https://mathantics.com/lesson/factoring *Following the instructions, complete the factoring activity sheet.*
Note: Set tasks from the ***Studyladder activities*** *can be completed for extension only.*
https://www.studyladder.com.au/login/account

AFTERNOON RECESS

MUSIC

Family Music Video: Make a music video with your family. You will need a video camera on your computer or phone. Select a song. If you can't think of a song here are a few song choices. Viva La Vida Believer Thunder Happy Can't Stop the Feeling Select some household items (make sure they are safe to use) Watch these videos for inspiration.
https://youtu.be/FeQFEXbwTOI
https://youtu.be/hRXv_VU35Lw

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!

Distinguish Between Real and Make-Believe

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?

Comprehension Task

TeachStarter.com

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
   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.

_____

_____

_____

_____

_____

_____

Name _____ Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:	Reason 2:	Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:	Example 2:	Example 3:

math Antics Worksheets

Name: _____

Date: _____

Factoring is "Un-Multiplying"

FAC 1

Instructions: Factor each number. (One factor has already been given, so you just need to find the missing factor.)

Factors

1. $24 = 6 \times 4$
2. $15 = 3 \times \_\_\_$
3. $10 = 2 \times \_\_\_$
4. $24 = 3 \times \_\_\_$
5. $25 = 5 \times \_\_\_$
6. $20 = 5 \times \_\_\_$
7. $30 = 10 \times \_\_\_$
8. $49 = 7 \times \_\_\_$
9. $21 = 3 \times \_\_\_$
10. $18 = 9 \times \_\_\_$
11. $45 = 9 \times \_\_\_$
12. $48 = 6 \times \_\_\_$
13. $36 = 6 \times \_\_\_$
14. $77 = 7 \times \_\_\_$
15. $18 = 3 \times \_\_\_$
16. $81 = 9 \times \_\_\_$
17. $32 = 4 \times \_\_\_$
18. $100 = 2 \times \_\_\_$
19. $64 = 8 \times \_\_\_$
20. $250 = 50 \times \_\_\_$
21. $14 = 2 \times \_\_\_$
22. $144 = 12 \times \_\_\_$

math Antics Worksheets

Name: _____

Date: _____

Factoring: More Than One Answer

FAC 2

Instructions: List two different factor pairs that will multiply to give you the number shown. (Do not use pairs that include the factor 1.)

1. $20 = \underline{4} \times \underline{5}$
   $20 = \underline{2} \times \underline{10}$

2. $24 = \_\_\_ \times \_\_\_$
   $24 = \_\_\_ \times \_\_\_$

3. $18 = \_\_\_ \times \_\_\_$
   $18 = \_\_\_ \times \_\_\_$

4. $16 = \_\_\_ \times \_\_\_$
   $16 = \_\_\_ \times \_\_\_$

5. $30 = \_\_\_ \times \_\_\_$
   $30 = \_\_\_ \times \_\_\_$

6. $40 = \_\_\_ \times \_\_\_$
   $40 = \_\_\_ \times \_\_\_$

7. $28 = \_\_\_ \times \_\_\_$
   $28 = \_\_\_ \times \_\_\_$

8. $32 = \_\_\_ \times \_\_\_$
   $32 = \_\_\_ \times \_\_\_$

9. $45 = \_\_\_ \times \_\_\_$
   $45 = \_\_\_ \times \_\_\_$

10. $50 = \_\_\_ \times \_\_\_$
    $50 = \_\_\_ \times \_\_\_$

11. $36 = \_\_\_ \times \_\_\_$
    $36 = \_\_\_ \times \_\_\_$

12. $100 = \_\_\_ \times \_\_\_$
    $100 = \_\_\_ \times \_\_\_$

math Antics Worksheets

Name: _____

Date: _____

Finding Factors by Testing for Divisibility

FAC 3

Instructions: Test for divisibility by dividing the bigger number by the smaller number. If there is no remainder, then the smaller number you tested IS a factor of the bigger number. Mark the correct box.

Examples

Is 3 a factor of 15 ?

- [x] Yes
- [ ] No

scratch work

$$3\overline{)15}\quad 5\ r0 \qquad -15 \qquad 0$$

no remainder, so 3 is a factor of 15

Is 7 a factor of 20 ?

- [ ] Yes
- [x] No

$$7\overline{)20}\quad 2\ r6 \qquad -14 \qquad 6$$

remainder! 7 is NOT a factor of 20

1. Is 2 a factor of 18 ?
   - [ ] Yes
   - [ ] No

2. Is 4 a factor of 16 ?
   - [ ] Yes
   - [ ] No

3. Is 3 a factor of 25 ?
   - [ ] Yes
   - [ ] No

4. Is 8 a factor of 18 ?
   - [ ] Yes
   - [ ] No

5. Is 7 a factor of 14 ?
   - [ ] Yes
   - [ ] No

6. Is 6 a factor of 30 ?
   - [ ] Yes
   - [ ] No

7. Is 3 a factor of 19 ?
   - [ ] Yes
   - [ ] No

8. Is 3 a factor of 21 ?
   - [ ] Yes
   - [ ] No

9. Is 6 a factor of 20 ?
   - [ ] Yes
   - [ ] No

10. Is 6 a factor of 40 ?
    - [ ] Yes
    - [ ] No