

## Set 2

### Day 2

#### MORNING MEETING VIDEO

SeeSaw

#### FAMILY MORNING FITNESS

Brisk family walk (aim for 30mins).

#### LITERACY

*Daily Reading* – Each morning have your child read a book to you of their choice.

**Reading Comprehension** – Blinky Bill – Turning on the Meaning Worksheet. (Tuesday's Pack)

Inferential Meaning: What does the message mean? You are to read the text "Blinky Bill" and answer the inferential questions only. Refer to the "Bright Idea" sheet to check for understanding.

**Speaking and Listening** – Read the assigned book on Scholastic "Lucky to be Alive" and complete the quiz associated with the book. (technology required, activity optional). Complete a video reflection describing one of the characters in the book. Please use the following link: <https://slz04.scholasticlearningzone.com/slz-portal/#/login3/AUSTGFT>

**Alternative option:** Read a short story or book of choice and in your own words write a description of the main character. (please see character analysis sheet)

Complete 4 Inferencing Cards that have been attached and respond to them verbally and in written form. This could be a combination of a video reflection or written in your English books.

#### *Spelling*

#### **Look, Cover, Say, Write & Check**

**List 22:** last, jumped, because, even, Flemington, before, Gloucester, clothes, tell, key

\*upload your completed list to Seesaw or with the handed in pack to school **at the end of the week.**

#### BREAK

## LITERACY

### Writing

#### Warm-up: Handwriting.

Letter A cursive. Rule up in your lined exercise book and follow the letter A handwriting sheet.

#### Writing – Compound Sentences

Instructions -

- Read the Compound Sentences poster card to identify what a compound sentence is. (A compound sentence contains two *independent clauses*, separated by a comma, and joined by a *coordinating conjunction*). Using the information on compound sentences, complete the Compound Sentence worksheet.

*Independent clause is a simple sentence expressing a complete thought.*

*Coordinating conjunction is a connecting word that is used to join two independent clauses. Example; **for, and, nor, but, or, yet, so.** FANBOYS*

#### Grammar: Capital Letters Rule 2 All

*proper nouns need capital letters.*

Instructions -

- We are practising editing our work and making sure that all proper nouns start with capital letters. Read the Capital Letters Rule 2 sheet. Using the 8 cards on the next page, complete the sentences by making sure each sentence starts with a capital letter AND all proper nouns start with a capital. Each sentence will need to be written in your writing book using the proper use of capitals. You need to make sure every sentence is perfect before handing it in to be checked. EDIT yesterday's words as well as today's.

#### Nouns: Common and Proper

Instructions-

- Read the Nouns (common and proper) definitions from Tuesday's work. Use the information on this page to complete the activity on the next page (Activity 2) which asks you to re-write the sentences in your book. You will need to correctly write the proper nouns with capitals and label the common nouns. The first 2 are completed for you. The following sheets are to be completed using your knowledge on common and proper nouns.

## BREAK

**MINDFULNESS CHOICES** [www.smilingmind.com.au](http://www.smilingmind.com.au),

Journal Writing, Colouring

## NUMERACY

### Basic Facts - Warm Up

**Tables Challenge** (sheet): Complete the Wednesday column for the 6 x and 8 x tables.

**Addition** (sheet): A basic look at addition by approaching it in different ways, according to how your brain works.

### Additional Activities to consolidate learning: Technology Required

- **Kahoot Quiz:** Go to <https://kahoot.it/> and enter the Game Pin **0485367**

Students view questions and answer them on their own device. Once finished they must address their errors.

\*\*\*Please use your **real first name** and last initial for your nickname. **Teachers will be assessing your results.**

- **Hit the Button** (online): Go to <https://www.topmarks.co.uk/maths-games/hit-the-button>

Practise 3 sets of the **6 times table** (Tables up to 12 tab) and screenshot your scores in a single post to Seesaw.

Repeat this process with the **8 times table**. Also, practise **Number Bonds to 10**, **Number Bonds to 20** and **Number Bonds to 100**. 3 sets each and post.

### Main Learning Concept

#### Place Value Activity

**Value vs Place Value** (sheet): This sheet is reinforcing previously taught concepts which are **very** important to future lessons.

**More Rounding** (sheet): Continuing our work on rounding numbers by focusing on difficulties students have shown.

**Note:** basic facts and main learning concept to be uploaded to Seesaw or hand in your pack to school.

## BREAK

### SCIENCE (Optional)

Watch the SeeSaw video.

Read the information on the 'What Causes a Volcanic Eruption' sheet.

Can you answer the questions and fill in the blanks to show your understanding.

Complete the Kahoot Quiz using the app or the website kahoot.it.

The game pin will be listed in the Science SeeSaw video.

### BEDTIME STORY

Choose a book you could read with your child and/or family before bed 😊

### Seesaw Upload

Please upload Wednesday's activities to "Learning at Home Term 2 Wednesday" Note:  
You're going to upload all activities in your booklet in the one file.

## INFERENCE TASK CARDS

In a panic, I ran to the nearest store I could find. By the time I got inside, I was already soaking wet.

- What happened
- What didn't I have?
- Where am I?



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## INFERENCE TASK CARDS

I had a very busy start to my day. I drove the tractor to get the cows to the sheds.

- Who am I?
- Where am I?
- Why are the cows going to the sheds?

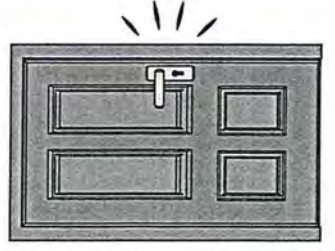


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## INFERENCE TASK CARDS

My brother was playing in his room. All of a sudden, we heard a big crash, then the sound of crying.

- What has happened
- What made the crash?
- Who is crying? Why?



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## INFERENCE TASK CARDS

Hurry up, Dad! I was impatient while I waited for Dad to put some sunblock on. I really wanted to build a sand castle and then go for a swim.

- Where are we?
- What season is it?
- What am I wearing?



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Name:

Block:

Date:

# Character Analysis Worksheet

### Task One: Character T Chart

- Fill out a T chart for two characters in your story. Give three characteristics of each.

**Character 1:**

**Character 2:**



Notes to remember:

- We are adding ligatures to all appropriate letters.
- We can join letters together by extending the ligatures.
- We are sloping our letters.
- We are making our letters smaller now.
- Capital letters have no ligature.

Aa

Warm-up: practise your slope, size and shape.

c c c

a a a

aaa

Practise joining 'a' with common combinations. Remember to link the 'a' from the base.

an

ad

at

ap

at

# Compound Sentences

A compound sentence contains two independent clauses, joined by a **coordinating conjunction**.

For example:

**Scott was playing tennis, so Mary went for a walk.**

**compound sentence =  
main clause + conjunction +  
main clause**





Name \_\_\_\_\_

Date \_\_\_\_\_

## Compound Sentences

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so

and

but

yet

I would like to go to the football game \_\_\_\_\_ I don't have a ticket.

Jane is coming over \_\_\_\_\_ we can go swimming in my pool.

The children went for a bushwalk \_\_\_\_\_ they saw many different types of birds.

I like orange juice \_\_\_\_\_ Susie likes apple juice.

It was late at night \_\_\_\_\_ the weather was hot.

Jack doesn't like to eat vegetables \_\_\_\_\_ he likes to eat meat.

**Rewrite the sentences below to create a compound sentence.**

The boy painted with blue paint. He painted with yellow paint.

---

---

---

Zack ran fast. Tom ran faster.

---

---

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## 36. Capital Letters – Rule 2

**Rule 2:** The proper name, the name of a specific person or thing, begins with a capital letter (**Proper Nouns**). Words that do not need to be written with a capital letter unless they are the first word of the name or sentence are *a, an, and, the, of, to, by, etc.*

- |                                              |                                                             |
|----------------------------------------------|-------------------------------------------------------------|
| <b>a. Empire State Building</b> (a building) | <b>f. Saturday</b> (a day)                                  |
| <b>b. Grand Canyon</b> (a canyon)            | <b>g. December</b> (a month)                                |
| <b>c. Perth</b> (a city)                     | <b>h. Australia Day</b> (a holiday)                         |
| <b>d. Frank</b> (a person)                   | <b>i. Ursula Frayne Catholic College</b> (a school/college) |
| <b>e. Australia</b> (a country, a continent) |                                                             |

my mum  
made  
cupcakes.

9.

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on tuesday it  
was rainy.

10.

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green apples  
are the best.

11.

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i can plant  
seeds in my  
garden.

12.

© Little Miss Literacy 2016



i saw santa  
at the Shop  
today.

13.

© Little Miss Literacy 2016



my friend jill  
likes cats.

14.

© Little Miss Literacy 2016



i like to Swim  
at the beach.

15.

© Little Miss Literacy 2016



we can Eat  
ice cream  
Today.

16.

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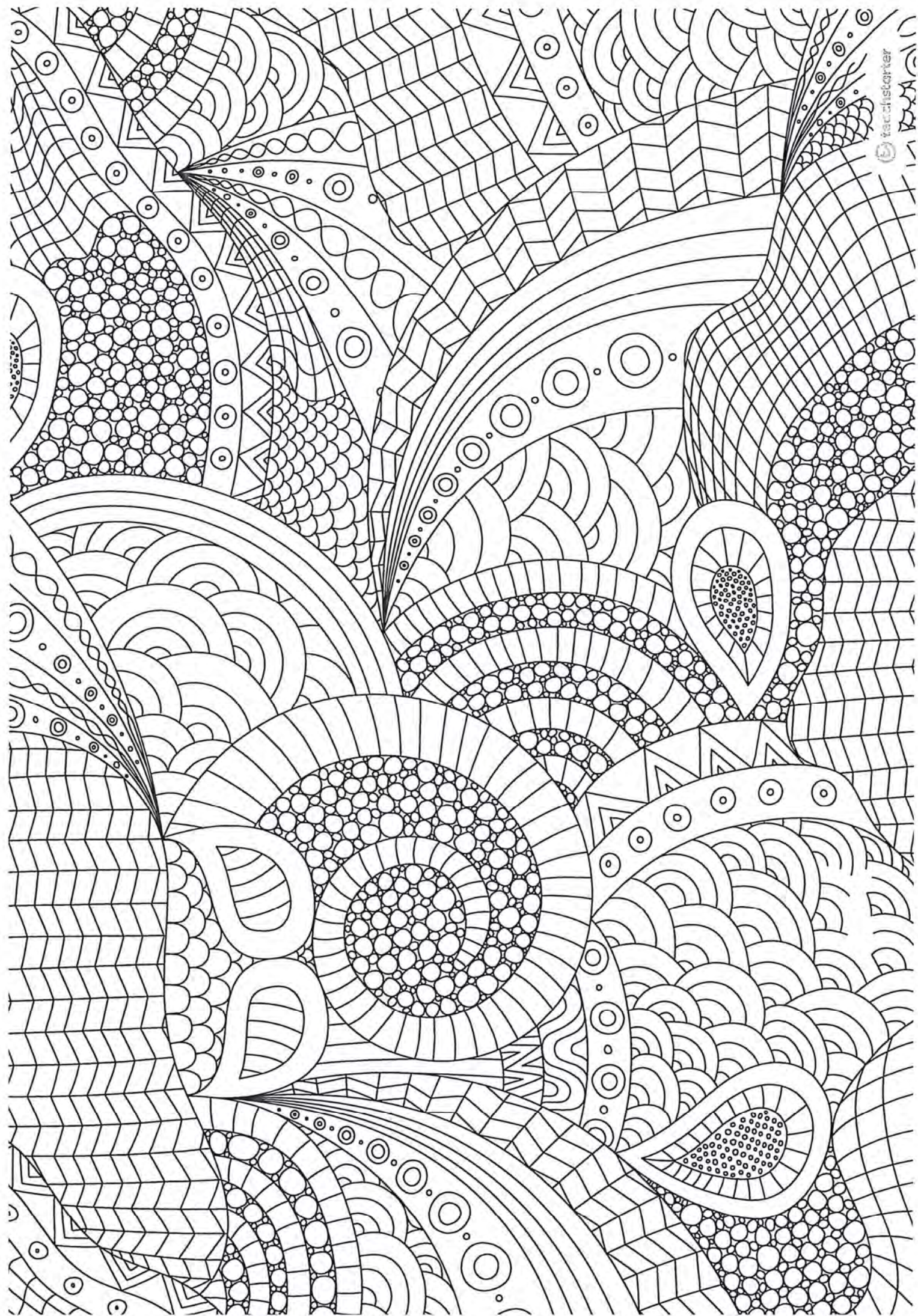
# 1. Nouns – Common and Proper

## Activity 2

*Directions: Re-write the list below into your work books. Write the word “common” next to each common noun. Re-write each proper noun correctly. The first two are done for you.*

1.    **alice smith** – Alice Smith
  2.    **carpenter** - Common
  3.    **dog**
  4.    **max**
  5.    **book**
  6.    **mayberry library**
  7.    **jupiter**
  8.    **planet**
  9.    **restaurant**
  10.    **hungry jacks**
-







# Addition



Did you know that the human brain is composed of two halves, called **hemispheres**. The right side controls the left side of your body, and vice versa. More importantly, each side of your brain appreciates Mathematics in different ways. While the best mathematicians will use both sides of their brain, some of us are still working out which method of maths we prefer to work with. Maybe soon we'll find out...



Left brain strategies rely on a set way of doing things, like an instruction book. Old school algorithms are a classic example - as long as you follow the instructions, you'll do okay, but you won't develop real understanding.



Right brain strategies apply a more "**why not**" style of thinking. By being more flexible with numbers, and trying different things, we understand more about the problem and can come up with even more better ways of doing things—including **more efficient algorithms!**

$$\begin{array}{r} 57 \\ + 86 \\ \hline 143 \end{array}$$



**Why not try the Split Strategy?**

$$57 + 86 = 50 + 80 + 7 + 6 = 143$$

**Or the Compensation Strategy?**

$$57 + 86 = 86 + 60 - 3 = 143$$

**Or the Jump Strategy?**

$$57 + 86 = 57 + 80 + 6 = 143$$

Solve these addition problems using the left-brain algorithm and at least one right-brain strategy. Obviously, if you get different answers for each then something must have gone wrong! Show all working.

A)  $93$

$$+ 29$$

B)  $68$

$$+ 56$$

C)  $98$

$$+ 78$$

# More Rounding



Remember! When you round a number, your answer will have **at least** as many zeroes on the end as what you are rounding to!

So, if you're rounding to the **nearest 100**, your answer will have **at least 2 zeroes** on the end.

But remember to keep thinking, or you'll fall into a trap!

1,000 is a multiple of 100, and **yet they don't have the same number of zeroes**. For that matter 1,000,000,000 is also a multiple of 100. *That's why we say "at least" the same number of zeroes.*



Round the following numbers to the **nearest 100**. The **two** "at least" zeroes have been done for you.

- A) 110 \_\_\_\_00    C) 150 \_\_\_\_00    E) 62 \_\_\_\_00    G) 51 \_\_\_\_00    I) 1981 \_\_\_\_00  
 B) 160 \_\_\_\_00    D) 146 \_\_\_\_00    F) 340 \_\_\_\_00    H) 1846 \_\_\_\_00    J) 2051 \_\_\_\_00

Round the following numbers to the **nearest 1,000**. The **three** "at least" zeroes have been done for you.

- A) 687 \_\_\_\_000    D) 15,001 \_\_\_\_000    G) 34,500 \_\_\_\_000    J) 912,912 \_\_\_\_000  
 B) 1,687 \_\_\_\_000    E) 1,467 \_\_\_\_000    H) 510,000 \_\_\_\_000    K) 999,604 \_\_\_\_000  
 C) 4,999 \_\_\_\_000    F) 62,321 \_\_\_\_000    I) 510,480 \_\_\_\_000    L) 99 \_\_\_\_000



Hmmm. This might be a good time to consider the concept of **significant zeroes**.

A **significant zero** is one *we need to see*, but an **insignificant zero** is usually left *invisible*.

Round the following numbers to the **nearest 10,000** - **at least 4 zeroes**, but you can do them for yourself!

- A) 45,323 \_\_\_\_\_    D) 15,000 \_\_\_\_\_    G) 5 \_\_\_\_\_  
 B) 44,323 \_\_\_\_\_    E) 615,000 \_\_\_\_\_    H) 4,999 \_\_\_\_\_  
 C) 185,695 \_\_\_\_\_    F) 1,328,396 \_\_\_\_\_    I) 3,625.15 \_\_\_\_\_

Remember—when dealing with larger numbers, the rules only **look** different, but they're **not**!  
 Halfway from 0 to 10 is 5, half of 100 is 50 and half of 1,000,000 is 500,000.

**Same rule—only more zeroes!**



Round the following numbers to the **nearest 100,000** - how many zeroes will you need..?

- A) 645,385 \_\_\_\_\_    D) 4,621,733 \_\_\_\_\_    G) 1,950,003 \_\_\_\_\_  
 B) 944,523 \_\_\_\_\_    E) 3,882,301 \_\_\_\_\_    H) 1,111,111 \_\_\_\_\_  
 C) 1,456,923 \_\_\_\_\_    F) 1,000,028 \_\_\_\_\_    I) 999,950,000 \_\_\_\_\_



## Value vs Place Value

The **place value** of a digit is where it sits within a number. It's the column it sits in.

The **value** of a number is how much it is actually worth, according to where it sits.

Consider the following number - *One hundred and twenty three thousand, four hundred and fifty six.*

123,456

The **place value** of the 1 is 100's of thousands.

The **value** of the 1 is 100,000.

The **place value** of the 2 is 10's of thousands.

The **value** of the 2 is 20,000.

The **place value** of the 3 is thousands.

The **value** of the 3 is \_\_\_\_\_.

The **place value** of the 4 is \_\_\_\_\_.

The **value** of the 4 is 400.

The **place value** of the 5 is \_\_\_\_\_.

The **value** of the 5 is \_\_\_\_\_.

The **place value** of the 6 is \_\_\_\_\_.

The **value** of the 6 is \_\_\_\_\_.

Now try this number for yourself - *Nine hundred and eighty seven thousand, six hundred and fifty four.*

987, 654

The place value of the 9 is \_\_\_\_\_.

The value of the 9 is \_\_\_\_\_.

The place value of the 8 is \_\_\_\_\_.

The value of the 8 is \_\_\_\_\_.

The place value of the 7 is \_\_\_\_\_.

The value of the 7 is \_\_\_\_\_.

The place value of the 6 is \_\_\_\_\_.

The value of the 6 is \_\_\_\_\_.

The place value of the 5 is \_\_\_\_\_.

The value of the 5 is \_\_\_\_\_.

The place value of the 4 is \_\_\_\_\_.

The value of the 4 is \_\_\_\_\_.

Think you've got it? Then try - *One hundred and eleven thousand, one hundred and eleven.*

111,111

Look at the first 1 - it is **100,000 times bigger** than the last 1.

The second 1 is only **10,000 times bigger** than the last 1.

The third 1 is only **1,000 times bigger** than the last 1.

So, try this - *One hundred and twenty three thousand, three hundred and twenty one.*

123,321

The **place value** of the first 1 is 100s of thousands. Its **value** is 100,000 times greater than the last 1.

The **place value** of the first 2 is \_\_\_\_\_. Its **value** is \_\_\_\_\_ times greater than the last 2.

The **place value** of the first 3 is \_\_\_\_\_. Its **value** is only \_\_\_\_\_ times greater than the last 3.

### Helpful hint

Every time we move to the left, the place value is another 10 x greater. If we move 2 places to the left, the value is 100 x greater (10 x 10).



If every time we move a place value to the **left**, we **multiply** the value by another 10, *what would happen* if we were to move to the **right** instead?

# Learning at Home Visual Art Lessons

Year 5/6

Term 2, Package 1

## Picasso Blue Period Artwork

Learning Intention:

*Using expressive colours in artwork.*

*Learning about Cubism.*

Expressive colours are those that create a mood or feeling in artwork.

This week you will need:

- *Drawing worksheet (attached)*
- *Colour pencils, crayons or paint*
- *Pablo Picasso Fact Sheet*

What you do:

- Read the information or watch the video about Pablo Picasso and the different periods in his artistic life.
- Print out the drawing worksheet.
- Follow the instructions to draw your version of the "Old Guitarist".
- Use your colour pencils or markers that closely match the colours to finish the drawing.
- Upload your finished artwork on Seesaw.

If you have internet, watch this video about Pablo Picasso.

<https://www.youtube.com/watch?v=3KJZc7o-h2Y>





## **PABLO PICASSO** (1881-1973)

Spanish artist Pablo Ruiz Picasso was described by many as the greatest artist of the twentieth century. Picasso was born in Malaga, Spain on October 25th, 1881.

Picasso's father was an art instructor so Picasso was influenced by, and exposed to art, as a very young man. By the age of seven Picasso displayed an interest in drawing, and actually completed his first major painting of a man riding a donkey, by the age of nine.

In the early 1900's Picasso moved to Paris, France where there was a strong artist community. Picasso's style of painting changed and evolved continuously throughout his long and prolific lifespan.

He painted monochromatically (using one colour as a base colour for the painting) during his **Blue period** (1901-1904). In the Blue period, Picasso's



paintings were of the poor and struggling members of society. The paintings are sorrowful and melancholy, as in The Old Guitarist (1903). Using the colour blue and poor members of society as subjects, Picasso created an overall sad feeling in these paintings. Some say the reason for this was due to the fact that Picasso was poor, hungry and lonely during this time in his life. These feelings intensified after the death of one of his close friends.

In his **Rose period** (1904-1905) one can see a distinct difference in the style of Picasso's paintings. Around this

time, Picasso met and fell in love with a woman by the name of Fernande Oliver. Picasso shifted the colours he used in his paintings from blues to pinks, creating the overall effect of a more upbeat, lighter mood. Many of the works of art from this period were of circus characters such as the painting The Tumblers (1905) and Family of Saltimbanques (1905).

Picasso and Georges Braque shocked the art world with by developing a dramatic, radical painting style known as **cubism**. Influenced by artist Paul Cezanne, the fauvists, and African art, the innovation of cubism attempts to portray objects reduced to their most basic geometric form. Cubism allowed the artist to render his interpretation of a subject in a freer more expressive manner rather than as a realistic object. This art form derived its name because it appeared that the subject was painted as if it were broken into tiny cubes.

Picasso died in France, on April 8th, 1973 at the age of 92. He created over 22,000 works of art over the course of his lifetime, including sculpture, mosaic, set and costume design, ceramics, and printmaking.

Pablo Picasso had many different styles or "periods" of art. One was the blue period where he used different shades of blue to paint his paintings. Use the reference of Picasso's "The Old Guitarist" and draw your own version of a man with a guitar. Then use the colours listed below to colour your drawing.

