Set 2

Day 3

MORNING MEETING VIDEO
SeeSaw

FAMILY MORNING FITNESS

Active@Home Basketball Skills (see attached). *Please encourage the use of any ball if they do not have a basketball.

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

Speaking and Listening – Read the assigned book on Scholastic "Boys of Sudan" and complete the quiz associated with the book. (technology required, activity optional). Complete a video reflection summarising 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 your own words write a blurb about the book.

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.*

Look at the handwriting examples shown for **letter D**. Circle the correctly formed letters.

In your lined school exercise book write two lines of both capitals and lower case **letter D** and choose your best line of work.

Remember to use your dotted thirds.

Write 5 words that would need a capital **D** and 5 words that would need a lower case **d**. **Writing – Complex Sentences**

Instructions -

- Read the Complex Sentences poster card to identify what a complex sentence is and needs. (A complex sentence combines an *independent clause* with one or more *dependent clause*). Using the information on complex sentences, complete the Complex Sentences worksheet. You will need to identify the independent and dependent clause.

Independent clause is *a complete thought that has a subject and a verb.*
Dependent clause is an incomplete thought that needs more information to make sense. Example; 'When the cat is sleeping'. This sentence needs more information to make sense. A dependent clause will have a subject, a verb and a subordinating conjunction.
Subordinating conjunction is a word that connects another thought which introduces a dependent clause.

Useful Videos to explain all types of sentences further; https://www.youtube.com/watch?v=smgyeUomfyA - Simple, compound and complex sentences. https://www.youtube.com/watch?v=hNT1D0JoFk8 - Independent and dependent clause.

Grammar: Capital Letters Rule 3

All titles need a capital letter at the start of every important word.

Instructions -

- We are practicing editing our work and making sure that all titles have a capital letter for each important word. Read the Capital Letters Rule 3 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 AND each important word in a title start with a capital letter. 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 Tuesdays and Wednesday's words AS WELL as todays.

Nouns: Collective and Abstract

Instructions-

- Read the Nouns (Collective and Abstract) definitions. Use the information on this page to complete the activity on the next page which asks you to match the words on the left to the incomplete phrases on the right. Write the collective noun in red.

BREAK

MINDFULNESS CHOICES www.smilingmind.com.au

Journal Writing Colouring

NUMERACY

Basic Facts - Warm Up

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

Addition Practice (sheet): Complete the worksheet by using *both* sides of your brain.

Subtraction (sheet): A look at subtraction from a binary brain viewpoint.

Additional Activities to consolidate learning: Technology Required

- ***Kahoot Quiz:*** Go to https://kahoot.it/ and enter the Game Pin ***0170779***

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

Rounding Decimals (sheet): More rounding, but this time with decimals. Same rules, so don't panic.

The Power of 10 (sheet): Making multiplication easier by manipulating zeroes and decimal points.

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

BREAK

MUSIC

Learning Intention: To practice a rhythm using different instruments or methods.
Watch this guide tutorial for the hand clap challenge
2. Once you have learnt it, try clapping to this music - 'Hand Clap' https://youtu.be/fXUHvoX6NjA

BEDTIME STORY

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

Seesaw Upload

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

GOPHER Active@Home™

Sports - Basketball

Basketball is one of the fastest growing sports in the world and a popular sport for both boys and girls. The sport of basketball has many great benefits. Players get a lot of exercise, they develop coordination and reaction skills, and it is a sport filled with teamwork and strategy. The Active@Home™ Basketball cards will help teach a number of the basic skills that a successful player needs to have. Have fun and get active!

Basketball

Basketball was first invented in 1891 by Dr. James Naismith. The first basket was an actual peach basket and after every shot the game would have to be stopped so that they could get the ball out of the basket! Since then the sport has grown to a worldwide sport that people of all ages love to play.

In basketball, there are two baskets at opposite ends of a court. Two teams of 5 players work together to try and score the most points to win a game. There are many different skills involved in the game of basketball, and in the following cards you will learn the basic skills that you will need to play. Learning these skills, and practicing them often, will give you what you need to succeed in PE class or in a game. For each of the skills listed, start slowly and concentrate on doing the activity correctly. After practicing the skill several times you will be able to go faster and make fewer mistakes. Remember, no athlete becomes great without a lot of practice!

Tips and Reminders:

1. Always wear proper fitting athletic shoes when practicing. Do not practice in bare feet or sandals.
2. You won't need a basket to practice these skills, but you should practice outdoors or in a large open space where you have plenty of room to shoot or dribble.
3. It's OK to make mistakes! Dropping the ball or losing control of your dribble means you are working hard. If you don't make any mistakes you should try going faster and if you make too many mistakes try slowing down.

Ball Handling - Around the Waist

In basketball it's important to be able to move the ball around and feel comfortable with the ball in your hands. The following skill builders will require you to move the ball around your body to improve your ball handling skills.

1. Stand with your feet shoulder-width apart and back straight.

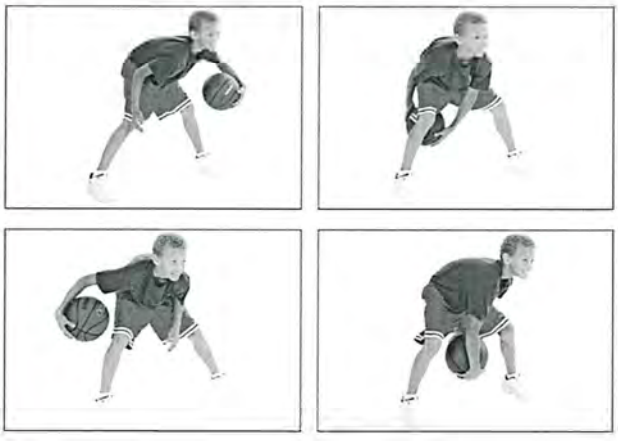
2. Starting with the ball in your right hand, move the ball in front of your body and transfer it to your left hand.

3. Keep the ball rotating behind your body and transfer it to your right hand to complete the circle around your waist. The ball should stay close to your waist but not touch your body.

Challenge: Starting at a slow pace, see how many times you can do the Around the Waist in one direction getting faster every time. Switch directions and repeat the steps. At first you may need to look at the ball, but after practicing try to not look at the ball.

Harder Challenge: Instead of your waist, move the ball around your knees. For this activity, bend your knees and make sure to keep your back straight.

Ball Handling - Figure 8



1. Stand with your feet wider than shoulder-width apart and lean forward, keeping your back straight.

2. Starting with the ball in your left hand, move the ball between your legs. As the ball passes between your legs transfer the ball to your right hand.

3. Bring the ball around the side of your right leg and pass it through your legs, transferring the ball to your left hand as it passes between your legs.

4. Bring the ball around the side of your left leg and repeat the figure-8 motion you just completed.

Challenge: Starting at a slow pace, see how many times you can complete the Figure Eight in one direction getting faster every time. Switch directions and repeat the steps. At first you may need to look at the ball, but after practice try to keep your eyes off the ball.

Dribbling

Because dribbling is the only way to move with the ball in basketball, it is one of the most important skills to learn. The following activities will teach you how to dribble and show you different types of dribbling.

1. Stand with your feet shoulder-width apart and lean forward slightly, keeping your back straight.

2. With your right hand facing down, bounce the ball to the side and slightly in front of your right foot so that it bounces straight up and down. The ball should bounce higher than your knee but no higher than your waist.

3. As the ball bounces back up to your hand, move your hand up slightly just before the ball reaches your hand and then push the ball back down. Do not slap or hit the ball. Try to keep the ball on your fingers (not your palm) for better control, and always keep your hand on top of the ball.

4. Repeat with your left hand.

Challenge: Use the One-Handed Dribble to complete 20 dribbles in a row with each hand. As a beginner you will need to watch the ball, but as you practice more try to keep your eyes off the ball. As you get better and better increase the speed of your dribbles (still keeping the bounces between knee and waist height).

Harder Challenge: Once you can comfortably dribble in one spot, begin walking or running while dribbling.

Dribbling - Crossover

The crossover dribble is used when a player wants to change direction quickly.

1. Stand with your feet shoulder-width apart and lean forward, keeping your head and back straight.

2. With your right hand facing down, bounce the ball to the side and slightly in front of your right foot so that it bounces straight up and down.

3. After one bounce, push the ball slightly to the left, so that it bounces directly in front of your body.

4. Receive the ball with your left hand and bounce the ball straight up and down.

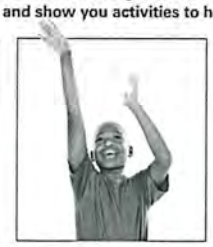
5. After one bounce, push the ball slightly to the right, so that it bounces directly in front of your body. Receive the ball with your right hand.

Challenge: Complete the Crossover Dribble 5 times with each hand. Try to eliminate the bounce between crossover dribbles so that the ball is continually going from your right to left hand. As you continue to practice, try to keep your eyes off the ball.

Harder Challenge: With the ball in your right hand, take two steps and two dribbles to the right. Then quickly change directions with two steps to the left. As you change direction use the crossover to switch the ball to your left hand. Repeat, so that you dribble in a zigzag pattern.

Shooting

Learning the correct way to shoot a basketball is the only way to develop a consistent and accurate shot. The following activities will teach you the proper way to shoot a basketball and show you activities to help practice your new shot!



1. Stand with your feet shoulder-width apart with knees bent and your back straight. For right-handed players, your right foot will be positioned slightly higher (or just in front of) your left and your toes will point toward your target (the basket).

2. Hold your shooting hand straight out in front of you with your palm facing up. Pretend you are balancing a ball on your palm. Slowly raise your palm and turn it toward the basket. Stop bending your arm when your wrist is pointing straight up.

3. Bring your other hand up and place it on the side of the pretend ball. This hand is your 'guide' hand. Its only job is to help keep the ball balanced while you shoot.

4. Bend your knees and as you begin to push up with your legs also begin to push up with your shooting arm. As your knees get straight and you rise up on your toes, you will push your fingers forward and bend your wrist toward the basket. Make sure your wrist is well above your head as you want to push the ball 'up' not 'out'. Be sure that your guide hand only balances the ball. It should not be helping to push the ball up. Practice your shot 25 times w/out a ball.

Shooting

1. Lie on your back on carpet, grass, or a soft mat with your knees bent.

2. Using the shooting instructions from the previous card, work on your shot by 'shooting' the ball from your back straight into the air (3-5 feet) and then catching it with both hands. Concentrate on your shooting arm pushing up and following through with your wrist and fingers. Accuracy is a challenge so try to get the ball to go straight up and come straight down so it's easy to catch.

3. Shoot and catch the ball 10 times. Once you are comfortable with 2 hands, take away your guide hand and balance and shoot the ball using only your shooting arm.

Alternate Challenge: : Use the shooting instructions from the previous card with a ball. Standing up, with your feet about shoulder width apart, shoot the ball 5-7 feet above your head so that it lands just in front of you. Concentrate on bending your legs (your legs are where your power comes from), only using your shooting hand when pushing up, and following through with your wrist. Shoot the ball 20 times.

INFERENCE TASK CARDS

I walked into the kitchen to find crumbs all over the floor. My son's face, covered in chocolate, was guiltily looking up at me.

- Who is speaking?
- How old is the son?
- What was the son eating?
- Was he supposed to be eating it?

INFERENCE TASK CARDS

When I woke up, I was so excited! I ran downstairs and rushed to see my presents under the tree. When I saw what was there, I stood frozen in horror!

- What time of day is it?
- What occasion is it?
- What might have happened under the tree?

INFERENCE TASK CARDS

Everyone cheered as I blew out my candles. I can't believe I have finally made it to double digits!

- What is happening?
- What are the candles for?
- How old am I?

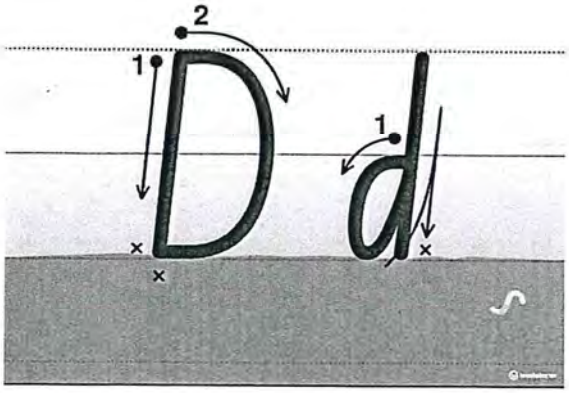
INFERENCE TASK CARDS

He had oil all over his overalls and was pointing a wrench at the problem.

- What does this man do for a job?
- What would he be pointing to?
- How did he get oil on his overalls?

Warm-up: *Handwriting.*

Look at the handwriting examples shown for **letter D**. Circle the correctly formed letters.
In your lined school exercise book write two lines of both capitals and lower case **letter D** and choose your best line of work.
Remember to use your dotted thirds.
Write 5 words that would need a capital **D** and 5 words that would need a lower case **d**.



Please complete this section in your dotted thirds workbook.
Rule up using a read pen, and write with a sharp pencil!

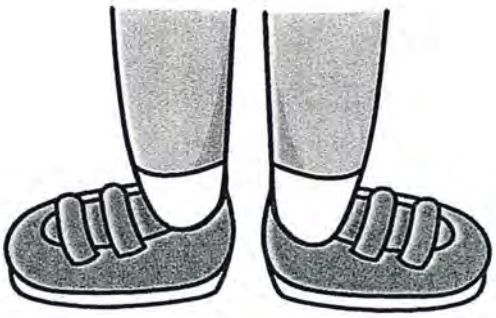
Complex Sentences

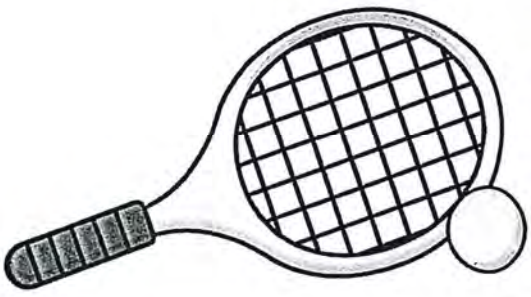
A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always has a **subordinating conjunction.**

For example:

Scott wore his tennis shoes, **because he was playing** tennis.

complex sentence =
main clause + conjunction +
dependent clause





Name _____ Date _____

Complex Sentences

Choose which subordinating conjunction works best to join the clauses together to make a complex sentence.

unless	that	despite
which	when	while

Beetles keep their wings folded _____ they are flying.

My grandma made a chocolate cake _____ everyone enjoyed.

I will make the beds _____ you cook breakfast.

He returned his book to the library _____ he was finished with it.

Here is the basketball _____ you lost yesterday.

My soccer team still played yesterday _____ it raining heavily.

Highlight the independent clause that can stand alone as a sentence.

When the town flooded many properties were damaged.

Once the sun goes down it is time to come home.

The children saw many exhibits when they went on their excursion.

We enjoyed playing on the beach even though it was cold.

I did not see Scott today because he was playing football.

36. Capital Letters – Rule 3

Rule 3: Titles of books, songs, stories, works of art, magazine articles, tests, and other written materials must begin with a capital letter. Every other important word of the title must also begin with a capital letter. Words that do not need a capital letter <u>unless</u> they are the first word of the title are *a, an, and, of, to, the,* etc.

a. **The Sunday Times**
b. **Winnie the Pooh**
c. **One Flew Over the Cuckoo's Nest**
d. **Woman's Day**
e. **Mona Lisa**
f. **The Real Slim Shady by Eminem**

there is A bug in the tree.

17.

my friend ben likes to play with Boats.

18.

i went to adventure world On sunday.

19.

it is a Sunny Day today.

20.

on monday jack will come to my house.

21.

on Tuesday i went to the park.

22.

look at fred the funny fish.

23.

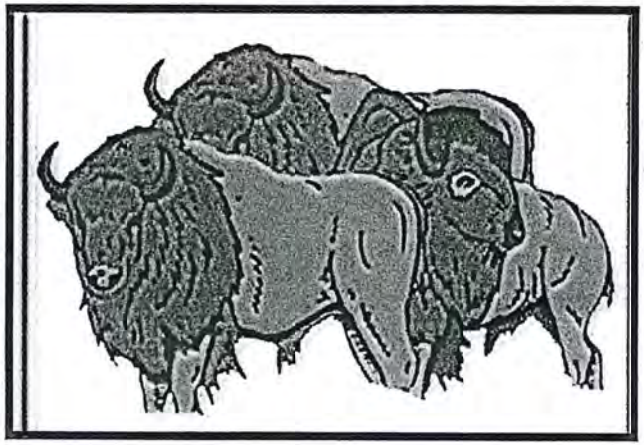
today My mum gave me a book.

24.

1. Nouns – Collective and Abstract

- **Collective:** word used to describe a group of objects, where objects can be people, animals, emotions or things.

herd



- **Abstract:** Something a person cannot physically interact with. It includes a concept, ideas, feeling, trait, quality or other things that cannot be experienced by our 5 senses.

love

1. Nouns – Collective Nouns

There are so many different collective nouns that all mean "group" but which are specific to what particular thing there is a group of: a **herd** of elephants, a **crowd** of people, a **box** of crayons, a **pad** of paper, etc. There is great diversity of collective nouns associated with animals, from a **sleuth** of bears to a **murder** of crows.

1. Nouns – Collective Nouns

Activity 1.

Direction: Match the words on the left with the incomplete phrases on the right. Do this by writing the complete phrase in your work book. Write the collective noun in red.

Army

School

Herd

Troop

Flock

Rabble

Clutch

Congregation

...of antelope

...of crocodiles

...of birds

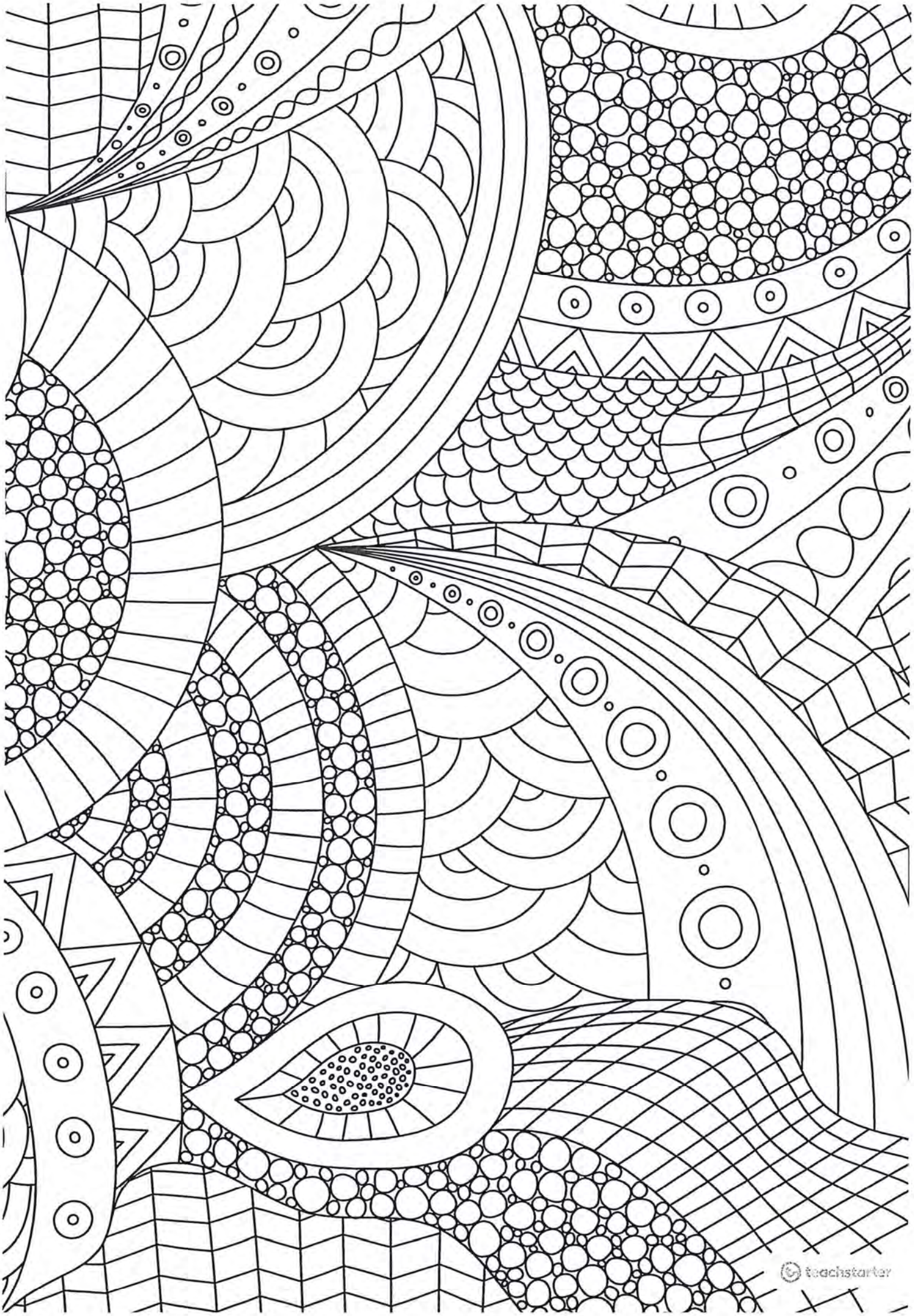
...of ants

...of fish

...of chickens

...of butterflies

...of baboons


teachstarter

Addition Practice

Complete the following addition problems. Try using both sides of your brain - complete the algorithm, and then use the space to the right to check it using a right-brain method. Remember—the best mathematicians always use both!

1) 278 + 153 = 431 (1 1)

3) 179 + 253 =

5) 379 + 56 =

7) 716 + 221 =

9) 342 + 437 =

11) 289 + 176 =

13) 473 + 268 =

15) 708 + 156 =

17) 573 + 264 =

19) 449 + 55 =

21) 276 + 354 =

23) 575 + 385 =

Subtraction

Subtraction is simply the ***reverse of addition***. In addition we are simply putting things together to form a larger group, and in subtraction we are taking things away from a larger set. What could be simpler?

It's also worth noting that while you can ***switch the amounts around*** in addition without changing the result, you ***can't do the same thing with subtraction***. We say that addition is ***commutative***, but subtraction ***isn't!***

Left brain subtraction means you ***must*** take the bottom number from the top - ***no exceptions!*** If the top number is too small you will have to ***borrow*** from the next place value column.

The right brain strategies you used for addition can usually be ***applied to subtraction*** as well, since addition and subtraction are two sides of the same coin! ***Some strategies will work better than others***, but choosing the ***best*** strategy is exactly what right brain thinking is all about!

Solve these subtraction 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) 92
- 65

I'd be hesitant to use the Split Strategy with subtraction - it just seems a little more confusing than you need at this level...

B) 64
- 37

The ***Jump Strategy*** will work fine—just make sure you don't switch the numbers around!

C) 73
- 28

D) 81
- 24

If you're going to use the ***Compensation Strategy*** you need to make sure to make the last adjustment correctly.

Rounding Decimals

Too many people think that the basic rules of rounding change when we work with bigger numbers. They also think that the rules change when we deal with decimal fractions, ***but they don't!***

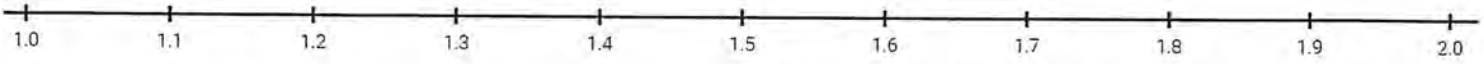
0,1,2,3 and 4 get rounded down, 5,6,7,8 and 9 get rounded up!

This is ***true*** if the digit is in the ***10s of millions*** place, or the ***10s of millionths*** place! ***Just follow the established rules and you'll do fine!***

Do you remember the ***halfway point***?

You'll need it again here!

0.5 is the hallway point of the ***tenths***, ***0.05*** is the halfway point of the ***hundredths***, and so on!



Round the following numbers to the ***nearest whole number*** - you'll need to look at the ***tenths*** to do this!

A)	1.1 _____	C)	1.3 _____	E)	1.5 _____	G)	1.7 _____	I)	1.9 _____
B)	1.2 _____	D)	1.4 _____	F)	1.6 _____	H)	1.8 _____	J)	2.0 _____

We're ***still*** rounding to the ***nearest whole number.*** The ***hundredths*** are there to distract you—***ignore them***!

A)	1.19 _____	C)	1.38 _____	E)	1.51 _____	G)	1.75 _____	I)	1.99 _____
B)	1.25 _____	D)	1.47 _____	F)	1.60 _____	H)	1.81 _____	J)	2.099 _____

When you're rounding to the nearest whole number, ***your answer shouldn't show any decimal points or places***. The whole point of rounding is to ***get rid of them***!

Yes - 2 and 2.00 are the same number, but then again, so is 00002.00000! The decimal point and the insignificant zeroes ***aren't to be shown*** unless you've specifically been asked to show them!

Now we're rounding to the ***tenths***, so we need to look at the *hundredths*, but they will ***not*** be in our answer!

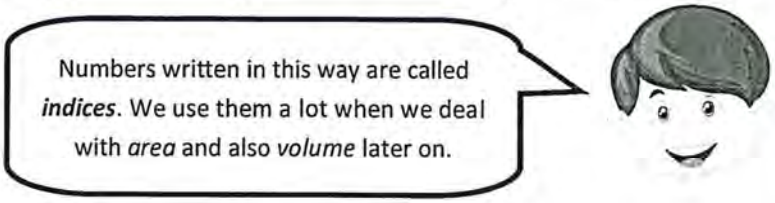
A)	1.19 _____	C)	1.38 _____	E)	1.51 _____	G)	1.05 _____	I)	1.99 _____
B)	0.25 _____	D)	0.47 _____	F)	0.60 _____	H)	0.81 _____	J)	0.099 _____

The zero immediately to the left of a decimal point is ***always significant!*** Any zeroes surrounded by other digits are holding that place value space open, and they too are ***always significant***. ***<u>No exceptions!</u>***

The Power of 10 (sheet 1)

The chart below shows what happens when you multiply a number by a Power of 10. The powers of 10 are;

- 10^1 (10 x 1) = 10
- 10^2 (10 X 10) = 100
- 10^3 (10 x 10 x 10) = 1000



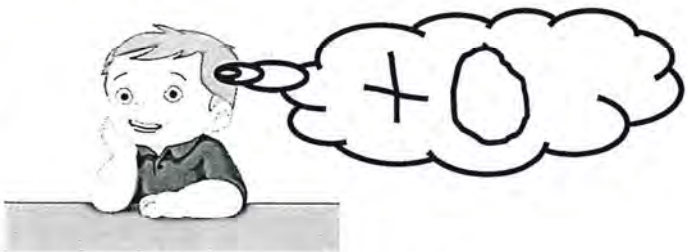
And so on...

But the chart is incomplete! Use the pattern to work out where the missing numbers go.

B	100s M	10s M	M	100s Th	10s Th	Th	H	T	O	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$		
1	2	3	4	5	0	0	0	0	0					
		1	2	3	4	5	0	0	0					
				1	2	3	4	5	0					
					1	*2*	*3*	*4*	*5*					
						1	2	3	4	5				
								1	2	3	4	5		
									0	1	2	3	4	5

Every step we move up, we are multiplying by another 10. We get ***ten times bigger***.

Every step we move down, we are dividing by another 10. We get ***ten times smaller***.



Make these numbers ***10 times bigger (multiply by 10)*** simply ***by adding a zero*** to each one.

A)	12	____	C)	146	____	E)	999	____	G)	300	____	I)	199	____
B)	25	____	D)	470	____	F)	605	____	H)	8010	____	J)	1	____

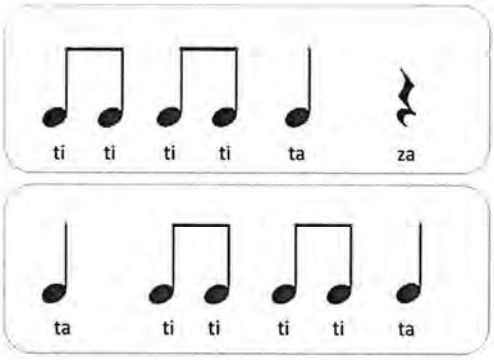
Make these numbers ***10 times smaller (divide by 10)*** simply ***by taking the last zero*** away from each one.

A)	20	____	C)	140	____	E)	130	____	G)	3050	____	I)	1200	____
B)	90	____	D)	450	____	F)	600	____	H)	4030	____	J)	2000	____

Name: _____ Y5/6 Date: _____

Offline Option – Rhythm Practice

1. Say, then play these familiar rhythms. Use bucket drums, 2 small sticks or clap.



Now it's time to be creative!

2. How else can you perform these rhythms?
   With music, without music, by yourself or with your family?
3. What household items could you use instead of buckets. Remember to use items that will not break or be damaged.

Online Option – Rhythm Practice

1. Watch this guide tutorial for the hand clap challenge
2. Once you have learnt it, try clapping to this music - 'Hand Clap'
   https://youtu.be/fXUHvoX6NjA