



Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: This week there will be no Readworks. Everyone, read the passage below [“Rubiks Cube”](#) and use full sentences to answer the questions on a spare piece of paper. Discuss with an adult what you have read.

Writing: Persuasive Texts

Watch the [Brainstorming](#) <https://www.youtube.com/watch?v=yiexHnX0xZY> video for persuasive texts. On the [Brainstorming](#) worksheet below, brainstorm topics you could write a persuasive text on.

Editing: Read the passage [“Water”](#) below. Edit the mistakes that have been made in the passage.

Lunch (10mins eating & 30 mins play)

Middle Session

Mathematics – Chance ([worksheet link](#))

This week we are looking at ‘chance’. Chance describes how likely it is that an event will happen. There are many words we can use to describe the chance of an event happening;

- Impossible
- Unlikely
- Even chance
- Likely
- Certain

Cut out the **Chance Scenario Sorting Cards**. Place these cards into the correct category on the game mat. Come up with some events of your own and write them in the correct column

and/or

Go onto **Matific** enter your login and password and complete set tasks.

<https://www.matific.com/au/en-au/login-page/>

and/or

Timetables - Write down and practice you 12 timetables.

Extension: write down your 12 division tables.

Multiples of 12

12 x 1 = 12
12 x 2 = 24
12 x 3 = 36
12 x 4 = 48
12 x 5 = 60
12 x 6 = 72
12 x 7 = 84
12 x 8 = 96
12 x 9 = 108
12 x 10 = 120
12 x 11 = 132
12 x 12 = 144

Dividing by 12

12 ÷ 12 = 1
24 ÷ 12 = 2
36 ÷ 12 = 3
48 ÷ 12 = 4
60 ÷ 12 = 5
72 ÷ 12 = 6
84 ÷ 12 = 7
96 ÷ 12 = 8
108 ÷ 12 = 9
120 ÷ 12 = 10
132 ÷ 12 = 11
144 ÷ 12 = 12

Lunch (30mins)

Afternoon Session

Geography

Places are Similar and Different.

Mapping – Complete the [mapping](#) worksheets below

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: This week there will be no Readworks. Everyone, read the passage below ["California Gold"](#) and use full sentences to answer the questions on a spare piece of paper. Discuss with an adult what you have read.

Writing: Persuasive Texts

Watch the ["Planning & Pre-Writing"](#) video for persuasive texts.

<https://www.youtube.com/watch?v=nHCYvNV68c&t=57s>

Pink one of the topics that you brainstormed yesterday and complete the ["Audience and Reason"](#) worksheet below.

Grammar: Clause – Click on the [crazy clauses](#) link to complete the articles worksheet below.

Middle Session

Mathematics – Chance [\(worksheet link\)](#)

Today you are going to be ordering the chance of familiar events occurring. Go to the **Order Likelihood of Familiar Events** worksheet. Cut out and paste the events in order of least likely to most likely to happen.

Now create a list of your own events as least likely to most likely to happen in your homework books.

and/or

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144 ÷ 12 =	12

Afternoon Session

Geography

Places are Similar and Different

Natural Features - Complete the ["Natural Features"](#) worksheet below.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (10mins eating & 30 mins play)

Lunch (30mins)

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: This week there will be no Readworks. Everyone, read the passage below [“A Presidential Puppy”](#) and use full sentences to answer the questions on a spare piece of paper. Discuss with an adult what you have read.

Writing: Persuasive Texts

Watch the [“Writing an Introduction”](#) video for persuasive texts.

<https://www.youtube.com/watch?v=1O2FjJ4Eolg>

Complete the [“Opinion Template”](#) worksheet below to write your introduction.

Editing: Read the passage [“Lines”](#) below. Edit the mistakes that have been made in the passage.

Middle Session

Mathematics – Chance [\(worksheet link\)](#)

We use the word ‘outcome’ to describe a possible result of an experiment. For example, when tossing a coin, you can land on a head or a tail. These are both called outcomes. There is a 1 out 2 chances of landing on a head when flipping a coin.

Complete the **Chance** worksheet below.

and/or

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Afternoon Session

Visual Arts – Cubism

Click on this link to follow the instructions to create a [“Cubism”](#) artwork Today you will be drawing the artwork and tomorrow you will colour it in.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (30mins)

Lunch (10mins eating & 30 mins play)

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: This week there will be no Readworks. Everyone, read the passage below "[Shark Attacks](#)" and use full sentences to answer the questions on a spare piece of paper. Discuss with an adult what you have read.

Writing: Persuasive Texts

Watch the "[Writing a Rough Draft and Closing](#)" video for persuasive texts.

<https://www.youtube.com/watch?v=TY5GLGeOFs8>

And the watch the "[Oreo Opinion template](#)" Video.

<https://www.youtube.com/watch?v=ZTWXWVvSpa0>

Use the template to write your own persuasive text on the topic that you picked on Tuesday.

Grammar: Clause – Click on the [Creative Clause](#) link to complete the articles worksheet below.

Middle Session

Mathematics – Chance ([worksheet link](#))

Today you are going to complete the **Coin Flip Chance Experiment**. You will need a coin and a pencil to complete this experiment.

and/or

Go onto **Matific** enter your login and password and complete set tasks.

<https://www.matific.com/au/en-au/login-page/>

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Afternoon Session

Visual Arts – Cubism

Click on this link to follow the instructions to finish off your "[Cubism](#)" artwork that you started yesterday.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (10mins eating & 30 mins play)

Lunch (30mins)

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: This week there will be no Readworks. Everyone, read the passage below "[The Underground Railroad](#)" and use full sentences to answer the questions on a spare piece of paper. Discuss with an adult what you have read.

Writing:

Finish the writing tasks that you started Wednesday. Then edit and publish it.

Editing: Read the passage "[Longer Playtimes](#)" below. Edit the mistakes that have been made in the passage.

Middle Session

Mathematics – Chance ([worksheet link](#))

Use the **Chance Experiment Open-Ended Task** to create your own chance experiment. Some ideas might include;

- Rolling a dice 20 times and seeing what number did the dice land on the most.
- Throwing a basketball 15 times and seeing how many times the ball made it into the hoop.

Get a small bag of jelly beans or marbles. Predict and then record how many of each colour there will be in the bag.

and/or

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Afternoon Session

PDHPE – Sport

Go outside and play a game with a sibling or do a physical activity for at least 30 minutes.





Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (10mins eating & 30 mins play)

Lunch (30mins)

Week 6 Words

	 Michelangelo	 Raphael	 Donatello	 Leonardo
	The suffix -ing shows an ongoing action of a verb.	Double Consonant in Final Positions In a 1 syllable word with a single short vowel that ends in f	The suffix -er means "one who..." or "that which..." For example painter is made up of two morphemes: paint + er, so painter means "one who paints".	The suffix -er is used to make adjectives that compare things and means "more". For example harder means "more hard".
1	ticking	buff	footballer	stronger
2	locking	cuff	player	faster
3	meeting	puff	painter	smaller
4	jumping	sniff	teacher	newer
5	looking	stiff	banker	taller
6	quacking	gruff	camper	harder
7	brushing	bluff	thinker	softer
8	staying	cliff	toaster	longer
9	playing	fluff	speaker	cleaner
10	falling	huff	griller	shorter
11		scoff	trainer	deeper
12		whiff	preacher	fairer
13			slip/slipper	poorer
14			swim/swimmer	blue/bluer
15				rare/rarer
16				bare/barer

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Master Splinter and Shredder Groups – Wk 6



Splinter
tick
duck
luck
back
muck
took
kick

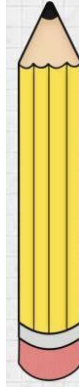
ck as in **click**
Sounding Out Strategy:
phonemic spelling for
individual sound spelling e.g.
t-i-ck
Spelling rule: 'c' and 'k' go
together when they follow a
short vowel (a, e, i, o, u) in a
single syllable word.



Prefixes
un- (meaning not, without, opposite, reverse)
Sounding Out Strategy: syllabic spelling e.g. un-fit

Shredder	Spelling Bee Words
1 unsuitable	9 egotistical
2 unstable	10 glaucoma
3 undecided	11 implacable
4 unpleasant	12 municipality
5 unpopular	13 portmanteau
6 unusual	14 trattoria
7 unwrap	15 acrimony
8 unoccupied	16 auctioneer

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Spelling - Choice Board (A)

Pyramid Words

Spell each of your words adding just one letter at a time, so you make a pyramid.



Silly Story

Write a silly story (a paragraph) using all of your spelling words.
Underline your spelling words.

Code Creation

Assign each letter of the alphabet a number.
Write each word using your code.

Add 'Em Up!

Write your spelling words.
Total up the value of each spelling word.

Vowels = 5 points
Consonants = 2 points

Follow the Swirl

Draw a swirly line. Write your words over and over along the line.



Picture Perfect

Write each word and draw a picture to represent each word.



zebra

Ask A Question?

Use each of your spelling words to write a question.
Make sure you use a question mark!

Colour Code

Write the vowels in **blue** and the consonants in **red**.
create

Thesaurus Dig

Choose 5 of your spelling words and find antonyms for them.
Choose 5 of your words and find synonyms for them.

Understanding Key Details * Task Card #6

Rubik's Cube Crazy

In 1974, a sculptor and teacher named Erno Rubik created the cube-shaped puzzle now called the Rubik's Cube! When Rubik first created it, he called it the Magic Cube. It wasn't until he sold the cube to a toy company in 1980 that it was renamed the Rubik's Cube.

The cube has 6 different faces, with each face covered in nine squares with stickers of the same color. Once the parts of the cube are turned, the individual squares and colors are mixed up. It is a challenge to solve the puzzle by putting all the squares back together so that each face only shows one color!

You can buy the toy all over the world, and over 350 million cubes have been sold. People all over the world love the challenge of the puzzle! People love it so much that there are worldwide competitions to see who can complete the Rubik's cube in the fastest time. Schools around the world even have Rubik's Cube clubs!

Who

Who invented the Rubik's cube?

What

What was the first name of the Rubik's Cube?

Where

Where can you buy the Rubik's Cube?

When

When did the name change to Rubik's Cube instead of Magic Cube?

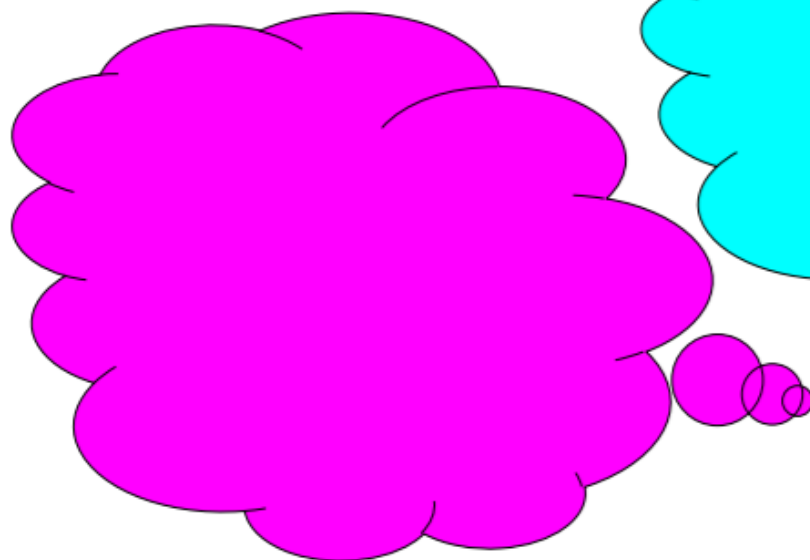
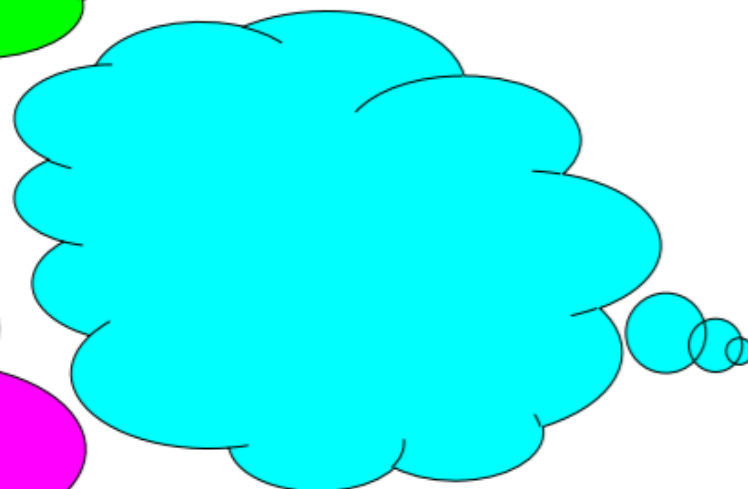
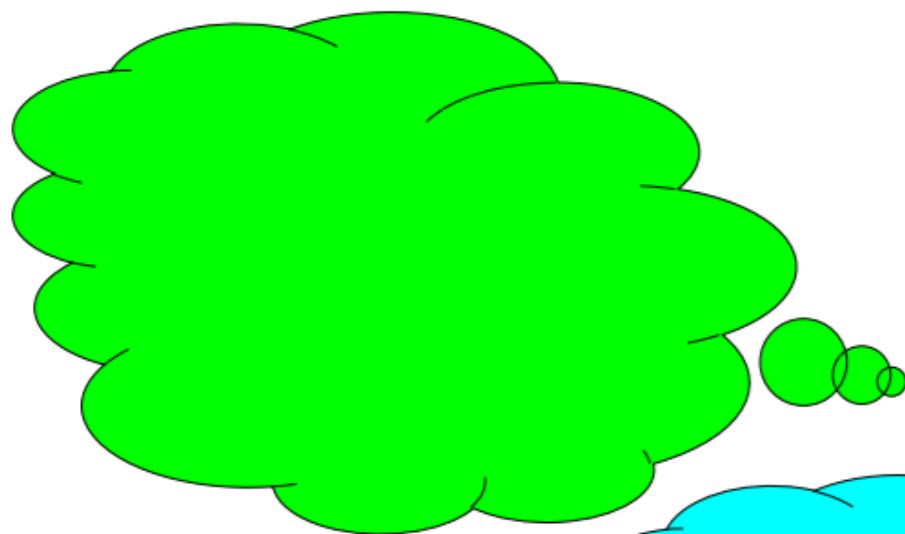
How

How do you solve the Rubik's cube?

Why

Why do people love the puzzle?

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Name: _____ Date: _____

Text 4 – Water

Find the mistakes in this text. You will need to:

- find and fix 4 spelling mistakes
- add 3 capital letters
- add 2 full stops and 2 commas.

all living things need warter to survive. plants and trees need
water too grow Animals and humans need water to keep there
bodies healthy and working correctly. humans allso use water
for cooking washing cleaning and farming

Write the text correctly on the lines below.



EDITING

Chance Scenario Sorting Game

Impossible	Unlikely	Even Chance	Likely	Certain

Chance Scenario Sorting Game

<p>I'll have a birthday next year.</p> 	<p>My class will go to the cinema today.</p> 	<p>I will attend school today.</p> 	<p>I will have homework tonight.</p> 	<p>It will rain today.</p> 
<p>I will go to my friend's house after school.</p> 	<p>The principal will give each class a puppy.</p> 	<p>I will win a prize in the raffle I did not buy a ticket in.</p> 	<p>I will sleep in my bed tonight.</p> 	<p>I roll a factor of 6 using a 6-sided dice.</p> 
<p>I will toss a coin and it will land on heads.</p> 	<p>I will roll a number greater than 3 on a 6-sided dice.</p> 	<p>I will fly to the moon today.</p> 	<p>There will be one Wednesday in this week.</p> 	<p>I will choose a King from a full deck of cards.</p> 

Why do we use maps?

1 Look at the coloured grid map.

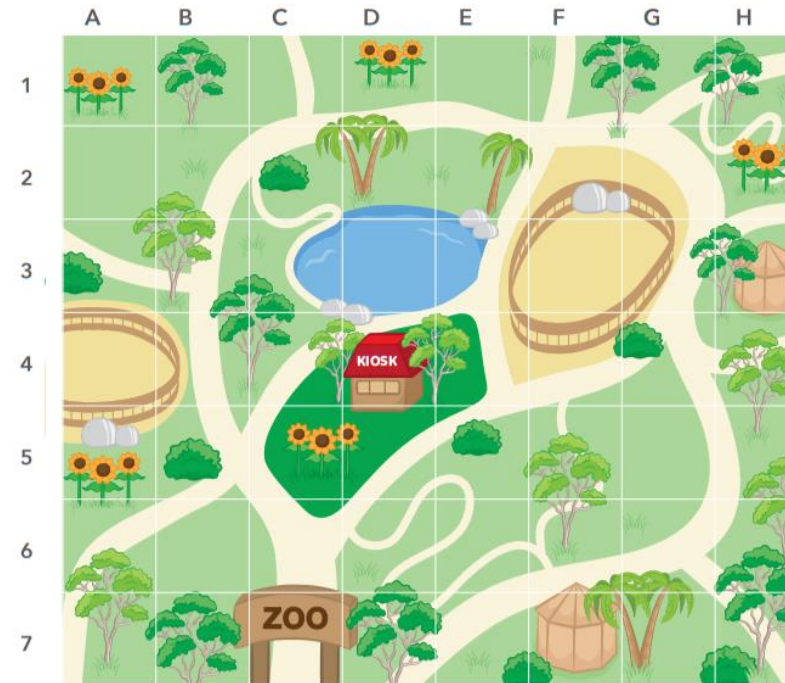
A grid helps you to find places on a map. Always read across then down. For example, to find the crocodile on the map below, go across to D and then down to 3. The grid name is D3. Write the grid names for the other animals.



crocodile	D3	camel		rhino	
horse		giraffe		tiger	
monkey		elephant		lion	

2 Look at the coloured map.

Can you draw the animals in the correct grid squares?



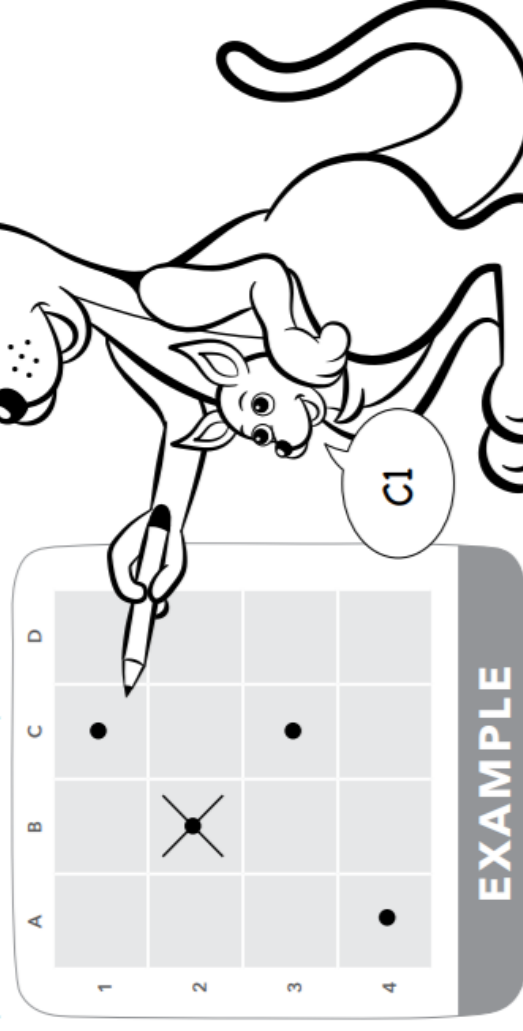
kangaroo F1		emu E6		wombat F7	
echidna A2		platypus D3		lyrebird G5	
koala B6		camel F3		dingo A4	

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3

Hit the Spot:

Draw four spots in any four squares on the grid. Get a partner to do the same on their grid. Make sure you can't see each other's grid. Now take turns to say grid names to try and hit the spot on the other person's grid. If your partner names a square with a spot in it then it's a hit. Place a cross on that spot. Tell them it's a hit. The last person to lose all their spots is the winner.



	A	B	C	D
1				
2				
3				
4				

Game 1**Game 2**

Understanding Key Details * Task Card #7

California Gold Rush

Between the years of 1848 and 1855, something amazing happened in California: The California Gold Rush! After James Marshall found gold in California, everyone wanted to move there and strike it rich!

During the Gold Rush, over 300,000 people made the move to California, a state that previously had only 14,000 residents. At the very beginning of the Gold Rush, between the years 1848 and 1849, over 90,000 people swarmed to California. These people, known as Forty-Niners, came from across America, China, Mexico, Europe, and even Australia.

When a miner, a person looking for gold, found a lot of gold in one area, a "boomtown" would form. Hundreds or thousands of people would move to the same town to get a piece of the riches. Once all of the gold was gone from those boomtowns, people would pack up their families and move to the next site with a lot of gold, leaving the former boomtowns empty. The old boomtowns were then called ghost towns.

It is believed that 12 million ounces of gold was found during the gold rush, worth over 22 billion dollars today!

Who

Who found gold for the first time in California?

What

What was a miner?

Where

Where did Forty-Niners come from?

When

When did the gold rush begin?

How

How much gold was found during the gold rush?

Why

Why would people leave boomtowns?

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Audience:		Reasons	
1.		2.	
3.			



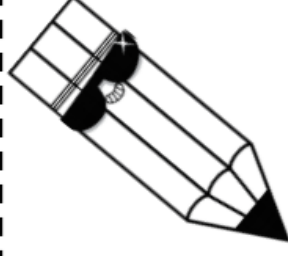
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Crazy Clauses

Teach THIS

Name: _____

Circle the subject and underline the verb in the four independent clauses:



- a) Lexi rode her bike to school today.
- b) Scott cooked pasta for dinner.
- c) Emma rang the front doorbell.
- d) Flynn plays hockey on Friday.

Read the sentences and circle OR colour the **dependent** clause.

- a) Because he ran, Ryan was able to catch the bus.
- b) We will go snowboarding, when we get snow.
- c) I took my brother with me, even though I did not want to.
- d) Because it was a hot day, Mark swam in the pool.
- e) Pete arrived at school, after the bell went.
- f) The boy, who was ten, blew out his birthday candles.
- g) A huge creature, covered in scales, swam out of the cave.

Add **dependent** clauses to the following independent clauses.

- a) _____, I crept inside.
- b) I bought an umbrella, _____.
- c) Seth played inside, _____.
- d) Sports Day was cancelled, _____.

Order Likelihood of Familiar Events

I can order the likelihood of events occurring. (ACMSP092)

Cut out the events and paste them in the order of least likely to most likely to happen.

--	--	--	--	--

least likely ← → most likely



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It will be snowing in
Darwin.

There will be a boat
on the Murray River.

I will visit the school
library this week.

I will play outside
today.

I will read/be read
to today.

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Natural Features

4

For this activity you will need an atlas.

Use the index at the back of an atlas to find the page number and grid reference for these places. Write them in the space below. Turn to each page and then use different coloured pencils to mark the places on your map.

- | | |
|-------------------------------|-------------------------------|
| • Great Barrier Reef _____ | • Simpson Desert _____ |
| • Shark Bay _____ | • Great Victoria Desert _____ |
| • Kati Thanda/Lake Eyre _____ | • Kangaroo Island _____ |
| • Darling River _____ | • Great Dividing Range _____ |
| • Murray River _____ | • Uluru _____ |



Natural Features

- 5** Look in your atlas and find any map. Find the key or legend that goes with the map. Draw the symbols for river, lake and mountain. Find and draw two more.

river	lake	mountain		

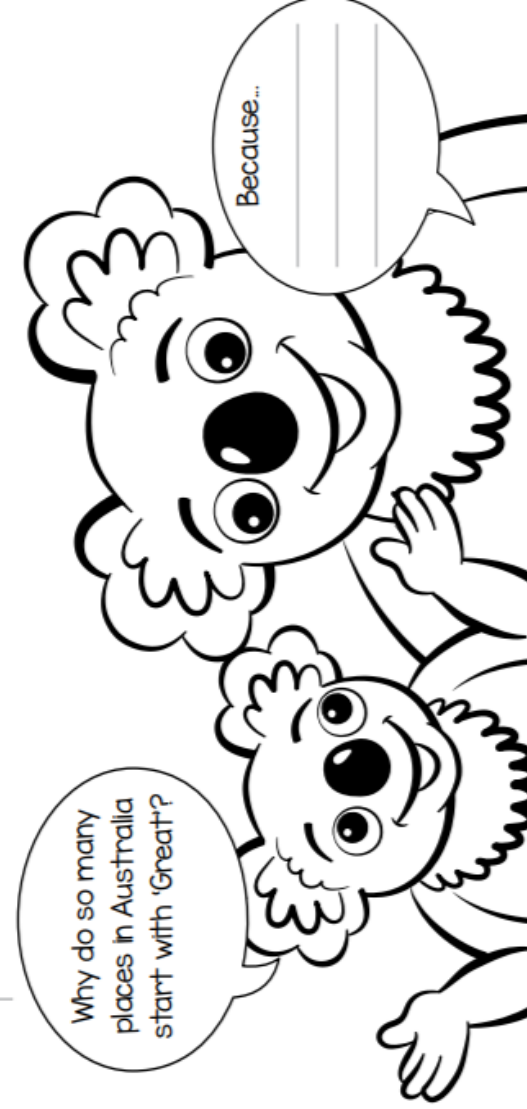
- 6** Use the atlas to find a map of Australia and answer these questions:

a Why is **AUSTRALIA** written in capital letters?

b What are the dotted lines used for?

c Why is **Victoria** in bold?

d How do you find the capital cities?



Understanding Key Details * Task Card #8

A Presidential Puppy

Have you ever heard of Bo Obama? He's not one of former President Obama's children, but he is definitely a part of the family! Bo is a Portuguese Water Dog who was born on October 9, 2008 in Texas. The pup was a gift to the Obamas from Senator Ted Kennedy. Kennedy owned one of Bo's brothers and loved the breed.

After looking at different breeds of dogs, he was chosen because President Obama's daughter, Malia, is allergic to the shedding and fur of most dogs. Since Bo doesn't have fur (he has hair instead), he doesn't shed.

On April 14, 2009 Bo Obama arrived to live with the Obama Family when President Obama was still in office at The White House. The Obama family got a sister for Bo in 2012, who they named Sunny. Sunny is also a Portuguese Water Dog!

Who

Who gave Bo to the family?

What

What kind of dog is Bo?

Where

Where was Bo born?

When

When was Bo brought to
The White House?

How

How did the Obama
Family get Bo?

Why

Why was Bo chosen?

Name: _____ Date: _____

Text 6 - Lines

Find the mistakes in this text. You will need to:

- find and fix 3 spelling mistakes
- add 3 capital letters
- add 2 full stops, 1 question mark and 1 exclamation mark.

do you like to draw If you do, you will know all about lines Lines
are an important part off art. a line is a dot that keeps going
Lines can join to make meny shapes. you can make squares,
triangels and circles using lines

Write the text correctly on the lines below.



EDITING

Name _____

Date _____

Chance (A)

① Carefully look at the bag of 13 jellybeans to then answer the questions.

a) How many jellybeans are black? out of 13.

b) How many jellybeans are white? out of 13.

c) How many jellybeans are grey? out of 13.

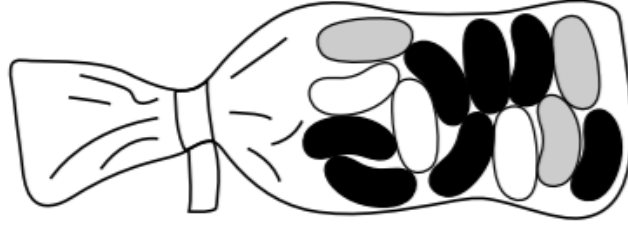
d) Is it **more likely** or **less likely** that a black jellybean will be pulled from the bag than a white one?

e) What two jellybean colours have an **equal chance** of being pulled from the bag?

f) A black jellybean has been removed from the bag.

What is the chance now of pulling out a black jellybean?

out of

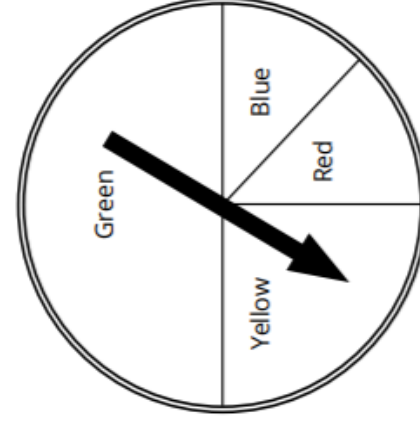


② Use the spinner to answer the questions.

a) Which colour is the spinner **more likely** to land on?

b) Is it **more likely** or **less likely** that the spinner will land on blue rather than yellow?

c) Which two colours have an **equal chance** of the spinner landing on them?



Understanding Key Details * Task Card #9

Shark Attacks

Shark attacks are very rare, with about 75 shark attacks reported each year around the world.

There are more than 480 species, or types, of sharks, but three of them are guilty of the most shark attacks: the tiger, bull, and great white sharks. The International Shark Attack File keeps track of all the shark attacks around the world, dating back to the first shark attack ever recorded in the year 1580.

The United States has the most shark attacks total, but Australia records the most deadly attacks. Although many people are scared of sharks because of these attacks, scientists have proven that most shark attacks happen when sharks mistake a human for other prey, or fish. In other words, most shark attacks appear to be an accident.

Who

Who keeps track of shark attacks around the world?

What

What sharks attack the most?

Where

Where have the most shark attacks happened?

When

When is the first record of a shark attack?

How

How many shark attacks occur each year?

Why

Why do most shark attacks happen?

Topic: _____

O → **R** → **E** → **O**

Opinion	

Reasons	
1. _____	2. _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Explanations	
1. _____	2. _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Opinion Restated	

Dalmeny Public School, July 2021

Creative Clauses

Teach THIS

Name: _____

Match the following independent clauses with a dependent clause.
Use a line to connect them **OR** colour code them.

The phone rang

but it was too
scary.

after he scored
the winning goal.

after the band
performance.

The police turned
on the siren

as he tried to run
away.

The choir sang on
stage

The crowd
started cheering

while we were
eating our lunch.

We liked the movie

Make these independent clauses more creative by adding a
dependent clause!



- Ben decided to go for a walk, _____.
- We were able to go outside, _____.
- The animal, _____, slowly crept up to its prey.
- My brother, _____, is younger than me.
- The sun, _____, was in the distance.
- _____, the teacher pointed to the student.

Coin Flip Chance Experiment

I can perform repeated trials of a chance experiment and discuss the results. (ACMSP067).

Flip one coin 12 times and record each flip as a tally mark.

Equipment I will need:

- 1 x coin
- pencil
- activity sheet

Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on heads or tails in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have flipped the coin 12 times).

Before you begin make a prediction on what you think the results will be.

My prediction is: _____

Coin Flip Results:

	Number of Times											Total	
	1	2	3	4	5	6	7	8	9	10	11		12
Heads													
Tails													

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again do you think the results would be the same? Why/why not?

Complete the coin flip chance experiment again.

My revised prediction is: _____

Coin Flip Results:

	Number of Times												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Heads													
Tails													

Coin Flip Questions

Do you think that there is an even chance of flipping a head or tail? Why/why not?

Was your revised prediction correct? Why/why not?

Are the second tally results the same as your first coin flips?

What is different?

What is the same?

Why do you think there is/is not a difference in the two coin flip results?

If you were to complete this chance experiment again but flip the coin 40 times do you think the results would be similar? Why/why not?

Understanding Key Details * Task Card #10

The Underground Railroad

The term "Underground Railroad" was created to describe the trails, houses, and other hideouts that were used for people to escape slavery in the 1800s.

Did you know that the Underground Railroad wasn't really a railroad at all, and it was not even underground? The term "underground" was used because it was a secret and "railroad" was used because it was a way to move people from one place to another. Former slaves and white people who did not believe in slavery helped slaves escape from the south slave states to the northern United States, where they would be free. Although an exact number is not known, it is believed that over 100,000 slaves escaped to freedom on the Underground Railroad.

Who

Who used the Underground Railroad?

What

What was the Underground Railroad used for?

Where

Where were people going on the Underground Railroad?

When

When was the Railroad used?



How

How many slaves escaped?

Why

Why was it called the Underground Railroad?

[Click here to return to the top of the page](#)

Persuasive Texts — Worksheet	
Name _____	Date _____
Persuasive Texts - Scaffold	
Title statement	
Statement of opinion	
Reason 1	
Reason 2	
Reason 3	
Statement of opinion	
 WRITING	 TeachStarter.com

Name: _____ Date: _____

Text 7 – Longer Playtimes

Find the mistakes in this text. You will need to:

- find and fix 3 spelling mistakes
- add 3 capital letters
- add 2 full stops and 1 exclamation mark.

children need longer playtimes at schol. having time to play
is very important It keeps children healthy and happie it also
helps them to make frends and to be better learners

Write the text correctly on the lines below.



EDITING

Chance Experiment Open-Ended Task

I can perform repeated trials of a chance experiment. (ACMSP067)

My chance experiment is: _____

Equipment I will need: _____

I will complete my chance experiment by: _____

My prediction is: _____

Chance Experiment Results:

Was your prediction correct? Yes / No

If you were to complete this chance experiment again, do you think the results would be the same? Why/why not?



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