



Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Monday 30th August

Morning Session

English

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

**Reading:** Log onto [Readworks](#) and complete today's task OR Complete the "[Tricky Tongue Twisters](#)" comprehension activity below. Discuss with an adult what you have read.

**Writing: Narrative Texts**

Click on the following links to view [how to write a narrative](#). Click on this link and read through the [writing stimulus](#) below.

Click on this link to learn how to [brainstorm](#) your writing ideas. Click on this link to [brainstorm](#) your own ideas.

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

Middle Session

**Mathematics – Area** ([worksheet link](#))

This week we are looking at 'Area. Find the area of the paddocks on the worksheet below.

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 7 timetables.

**Extension:** write down your 7 division tables.

**Multiples of 7**

7 x 1 = 7
7 x 2 = 14
7 x 3 = 21
7 x 4 = 28
7 x 5 = 35
7 x 6 = 42
7 x 7 = 49
7 x 8 = 56
7 x 9 = 63
7 x 10 = 70
7 x 11 = 77
7 x 12 = 84

**Dividing by 7**

7 ÷ 7 = 1
14 ÷ 7 = 2
21 ÷ 7 = 3
28 ÷ 7 = 4
35 ÷ 7 = 5
42 ÷ 7 = 6
49 ÷ 7 = 7
56 ÷ 7 = 8
63 ÷ 7 = 9
70 ÷ 7 = 10
77 ÷ 7 = 11
84 ÷ 7 = 12

Lunch (10mins eating & 30 mins play)

Afternoon Session

**Geography – Neighbours**

Click on the link to view the "[neighbours](#)" video. Complete the worksheet below "[Why should we know our neighbours](#)"

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)

Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Tuesday 31st August

### Morning Session

#### English

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

**Reading:** Log onto [Readworks](#) and complete today's task **OR** Complete the "[10 Facts about Water](#)" comprehension activity below. Discuss with an adult what you have read.

#### Writing: Narrative Texts

Click on the following links to view [how to plan a narrative](#).

Click on this link and read through the [writing stimulus](#) below.

Click on this link to [plan](#) your writing. You will write your narrative tomorrow.

**Grammar:** Simile – Click on this [metaphor link](#) to watch a short video about metaphors. Complete the [metaphor worksheet](#) below.

### Middle Session

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

On the worksheet below, calculate the area of the chocolate boxes below. Then answer the questions about the chocolate boxes.

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 7 timetables.

**Extension:** write down your 7 division tables.

#### Multiples of 7

7	x	1	=	7
7	x	2	=	14
7	x	3	=	21
7	x	4	=	28
7	x	5	=	35
7	x	6	=	42
7	x	7	=	49
7	x	8	=	56
7	x	9	=	63
7	x	10	=	70
7	x	11	=	77
7	x	12	=	84

#### Dividing by 7

7	÷	7	=	1
14	÷	7	=	2
21	÷	7	=	3
28	÷	7	=	4
35	÷	7	=	5
42	÷	7	=	6
49	÷	7	=	7
56	÷	7	=	8
63	÷	7	=	9
70	÷	7	=	10
77	÷	7	=	11
84	÷	7	=	12

Lunch (10mins eating & 30 mins play)

### Afternoon Session

#### Geography – Neighbours

Click on the link to view the video. Complete the worksheet below "[What would it be like to live in a different place?](#)"

Or

#### Book Week Activity

For Book Week we have secured a livestream activity for today. Years 3-6 will have their session at 2pm today. Further information will be pushed out through Skoolbag.

To access your livestream event via the web portal:

- Go to the secure web portal <https://performlivestream.com/>
- On the homepage, enter your password. Your school password is: **gEoA7CI**
- Wait on the next screen and your school livestream event will start soon!

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)

Wednesday 1<sup>st</sup> September

### Morning Session

#### English

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

#### Reading & Writing

Today is Indigenous Literacy Day. To celebrate we will be posting activities on Seesaw that you will need you complete for today. Please go to Seesaw to view the literacy tasks that have been set for today.

#### PDHPE – Dance Fever

Our school has organised a livestream wellbeing activity for all students to participate in. The livestream will be from 10:50am to 11:30am. All links to this session will be posted on Skoolbag and Seesaw. We hope to see you there.

### Middle Session

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

On the worksheet below, calculate the area of the chocolate boxes below. Then answer the questions about the chocolate boxes.

and/or

#### Mathematics continued

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 7 timetables.

**Extension:** write down your 7 division tables.

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84 ÷ 7 = 12

Lunch (10mins eating & 30 mins play)

Lunch (30mins)

### Afternoon Session

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

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:** Log onto [Readworks](#) and complete today's task **OR** Complete the "[Pike Peak Mountain](#)" comprehension activity below. Discuss with an adult what you have read.

**Writing: Narrative Texts**

Click on the following links to view writing effective [introductions](#) and [events](#) Click on this link and read through the [writing stimulus](#) below.

Use your plan that you completed on Tuesday to write a short narrative. (30mins you will finish it off tomorrow).

**Grammar:** Metaphor Complete the "[Mighty Metaphor](#)" worksheet below

Middle Session

**Mathematics – Area** ([worksheet link](#))

Calculate the area of the fish. Make sure you count the  $\frac{1}{2}$  squares that are coloured in. You will need to add  $\frac{1}{2}$  squares together.  $\frac{1}{2} + \frac{1}{2} = 1$ .

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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**Timetables** - Write down and practice you 7 timetables.

**Extension:** write down your 7 division tables.

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Lunch (10mins eating & 30 mins play)

Afternoon Session

**Visual Arts –**

**Drawing a Landscape**

Click on this link to complete the [landscape](#) artwork.

You will need:

- 1 x A4 piece of paper
- Coloured pencils, textas or crayons

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)

Morning Session

**English**

**Spelling:** Look, cover, write and check your spelling words. Complete 1 task from the spelling grid below.

**Reading:** Log onto Readworks and complete today's task **OR** Complete the "Lunchtime is going green" comprehension activity below. Discuss with an adult what you have read.

**Writing:** Click on the following links to view how finish off your narrative. Click on this link and read through the writing stimulus below. Complete the writing task that you started yesterday.

**Editing:** Read the passage "The Moon" below. Edit the mistakes that have been made in the passage.

Middle Session

**Mathematics – Area** ([worksheet link](#))

Calculate the area of the irregular shapes. Collect leaves from your garden that are different sizes. Use the grid below to compare the area of the leaves.

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 7 timetables.

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Lunch (10mins eating & 30 mins play)

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 (30mins)

# Week 8 Words

	 Michelangelo	 Raphael	 Donatello	 Leonardo
	The suffix -ed turns a verb into past tense.	zz (as in buzz) Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. b-u-zz	ue-ew words sometimes says /y+oo/ ue-ew words sometimes says /oo/	ear (as in hear) Sounding Out Strategy: onset and rime spelling e.g. h-ear
1	kicked	buzz	hue	ear
2	picked	fuzz	due	tear
3	looked	jazz	cue	smear
4	cooked	pizzazz	stew	rear
5	fished	fizz	new	clear
6	locked	whizz	few	shear
7	jumped	frizz	flue	appear
8	helped	razz	glue	earwig
9	mashed	tizz	true	dearly
10	wished	dizzy	drew	weary
11		fuzzy	grew	endear
12			chew	smear
13			blew	nearly
14			brew	fearful
15				beard
16				spear

# Master Splinter and Shredder Groups – Wk 8



ee (as in bee)  
Sounding Out Strategy:  
phonemic spelling (or  
individual sound spelling)

Splinter
meet
keep
beef
seek
bee
seed
sheep



## Suffixes

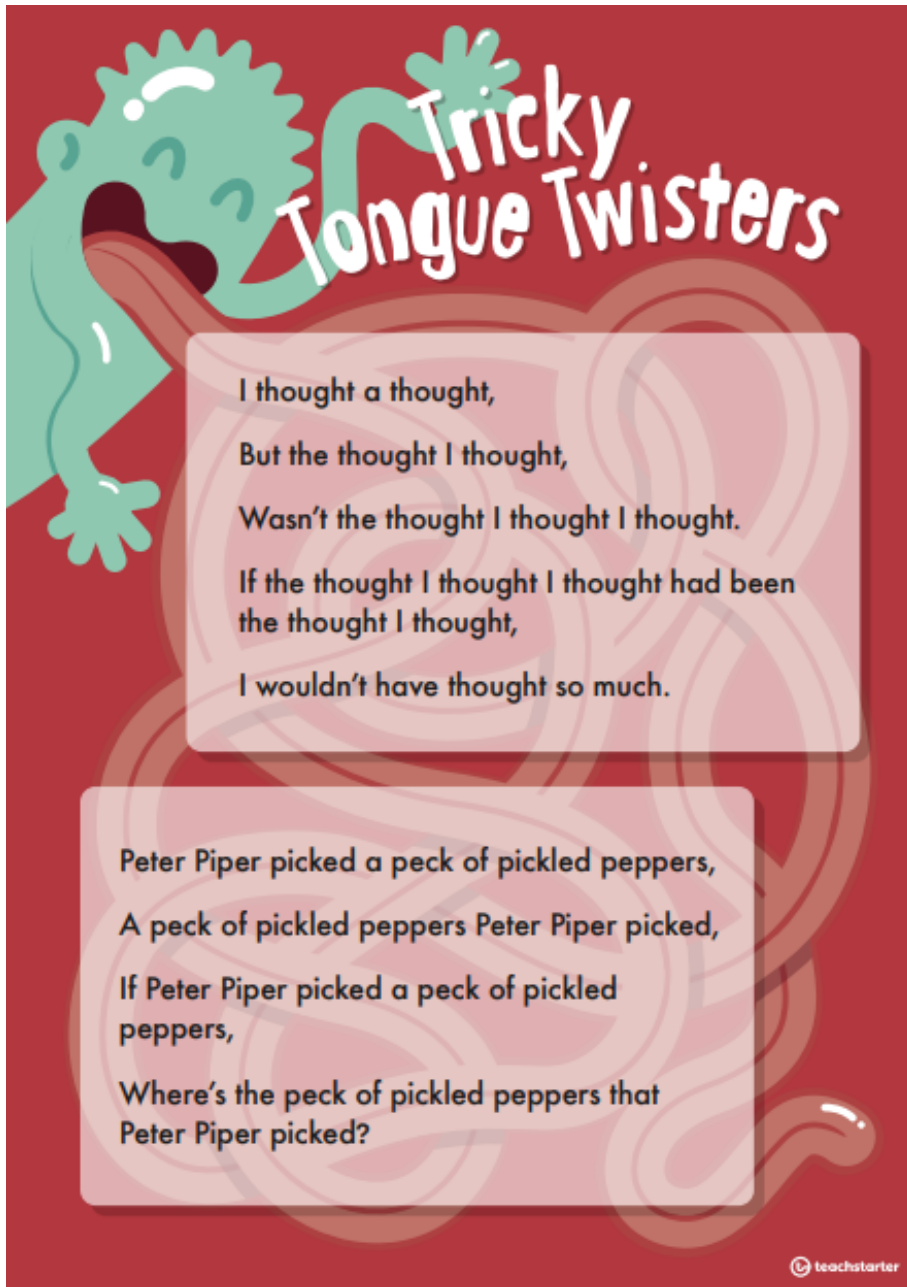
-ar (meaning: relating to or one concerned with)  
[ar=/schwa er/] Sounding Out Strategy: syllabic  
spelling e.g. beg-gar

Shredder		Spelling Bee Words	
1	linear	9	valedictory
2	beggar	10	adjunct
3	familiar	11	battalion
4	pedlar	12	cadaverous
5	vinegar	13	circumstantial
6	scholar	14	cosmopolitan
7	spectacular	15	extortionate
8	caterpillar	16	gratuity



Learning Style	Spelling Activities based on Bloom's Taxonomy Six Thinking Levels					
	I KNOW 😊	I UNDERSTAND 😊😊	I APPLY 😊😊😊	I ANALYZE 😊😊😊😊	I CREATE 😊😊😊😊😊	I EVALUATE 😊😊😊😊😊😊
<b>Verbal</b> When I read, speak & write I learn	Handwrite your spelling words in 3 different fonts	Choose 5 spelling words and Use each in a different sentence	Create an <a href="#">acrostic poem</a> for one of your spelling words.	Create a word search and swap it with a friend.	Use a dictionary to find the meanings of 6 challenging words.	Write 4 dictation sentences using your spelling words.
<b>Mathematical</b> I am logical and work well with numbers	Write your spelling words in order from least letters to most letters.	Use <a href="#">scrabble tiles</a> to work out the sum of each of your words.	Play spelling dollars to work out the value of your words. Vowels = \$1 2 syllables = \$2 3 syllables+ = \$3	Group your words based on number of letters they have. Then by consonants. Compare	Place your spelling words into groups. Explain how you grouped them.	Put your words onto a scale from easiest to spell - hardest to spell. Why did you order them that way?
<b>Visual/Spatial</b> Art, Geometry and Visual imagery are important to me	Create a crossword from your words.	Select 5 words and draw a picture for each one.	Put your words into <a href="#">Tagxedo</a> or <a href="#">Wordle</a>	Rainbow Words - spell words using different colored markers or crayons for each letter.	Create a cartoon of at least 4 boxes. Write a caption under each image including a list word.	Create an abstract artwork using only your spelling words.
<b>Kinaesthetic</b> I am hands on and enjoy physical activity	Play celebrity heads with a partner. Give them clues to work out the word.	<a href="#">Play Google Spell Up</a>	Ball toss back and forth in pairs spelling each other's words	hop on one foot as you spell words, this is a great exercise in balance.	Write a conversation between two people using ten of your spelling words.	Choose any activity from the grid and complete it. Explain why it helped you.
<b>Musical</b> Music and rhythm make sense to me	Record yourself singing your words	Clap out and record the syllables in each of your spelling words.	Create a tongue twister using your words.	Rap your words - S to the P to the E to the Double L, spells SPELL!	Write a song using your spelling words.	Create a hand clapping chant with a partner and spelling words. Show the teacher.
<b>Interpersonal</b> I work well in groups	As a group organize your words into categories	Mystery Letters - in pairs write words with missing letters. Child must figure out which letters are missing.	Choose 5 words and explain to a partner why you chose them.	Partner spell: Take it in turns to spell each other's word letter by letter.	Create a new group spelling activity to help others learn their words.	Write a spelling word and then write at least two words made from the same letters. Example: slide side lie lid led etc
<b>Intrapersonal</b> I work well on my own	List the words that you find hard and easy and why?	Complete a <a href="#">look, say, cover, write, check</a> for homework.	Choose 5 words that you have trouble with. Write them out 5 times each.	Create a <a href="#">word ladder</a> using all of your spelling words.	Organise your words in reverse alphabetical order. Z - A.	Use your spelling words to write a story. Underline your words in red.





I thought a thought,  
But the thought I thought,  
Wasn't the thought I thought I thought.  
If the thought I thought I thought had been  
the thought I thought,  
I wouldn't have thought so much.

Peter Piper picked a peck of pickled peppers,  
A peck of pickled peppers Peter Piper picked,  
If Peter Piper picked a peck of pickled  
peppers,  
Where's the peck of pickled peppers that  
Peter Piper picked?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Tricky Tongue Twisters

1. Research other tongue twisters and write out your favourite one below.

2. Tongue twisters often use many words that have a repeated sound. Have a go at creating your own tongue twister in the box below.

# Superpowers

**Today you are going to write a narrative or story.**

The idea for your story is  
"Superpowers"

What superpowers will you have?  
Will you use your powers for good or evil? Will your new powers be a help or a hindrance?

**Think about:**

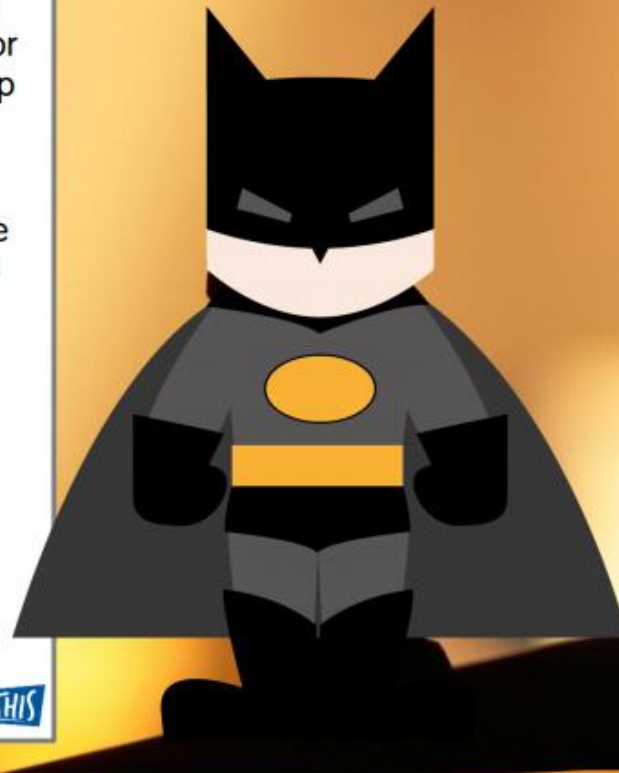
- The characters and where they are
- The complication or problem to be solved
- How the story will end

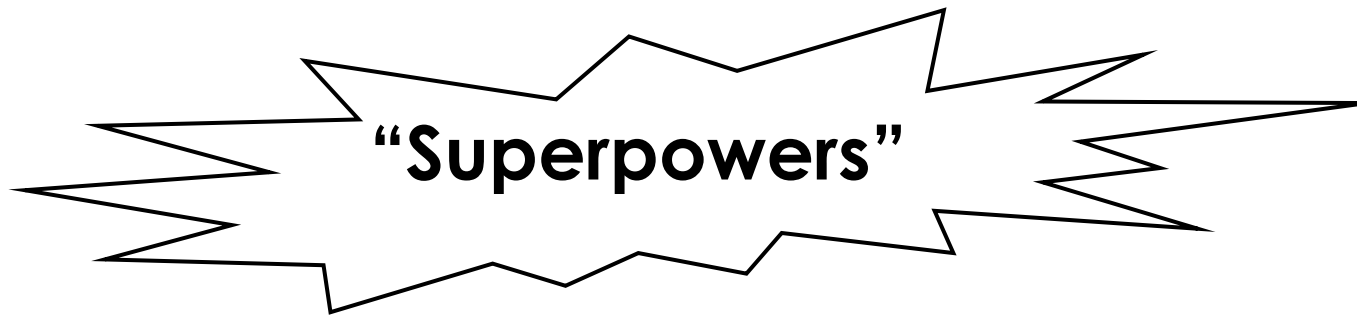
**Remember to:**

- Plan your story before you start
- Write sentences
- Pay attention to the words you choose, your spelling, punctuation, and paragraphs
- Check and edit your writing when you have finished.

Teach **THIS**

**"You wake up one day to discover you now have a superpower."  
Tell this story...**



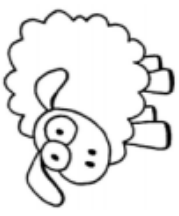



**“Superpowers”**



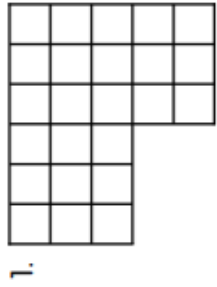


# Measuring Area

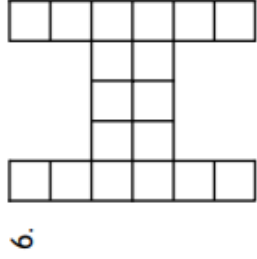


 = 1 cm<sup>2</sup>

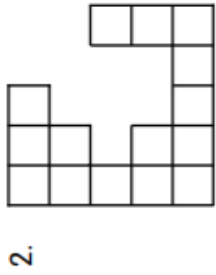
Find the area of the following paddocks.



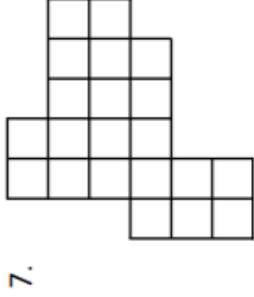
Area = \_\_\_\_\_



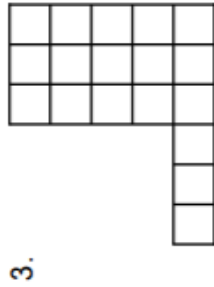
Area = \_\_\_\_\_



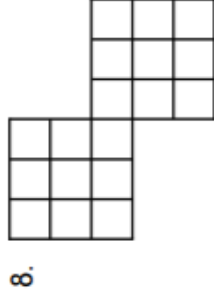
Area = \_\_\_\_\_



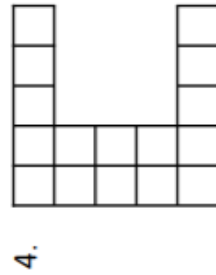
Area = \_\_\_\_\_



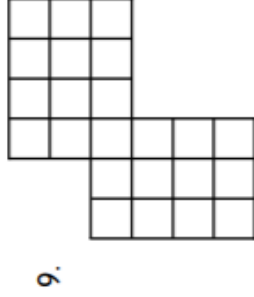
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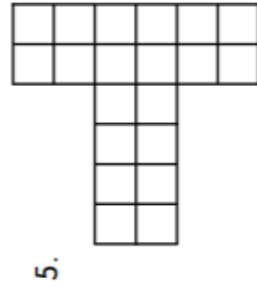
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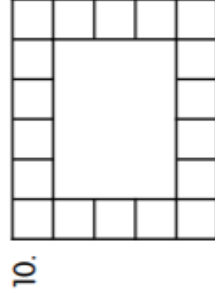
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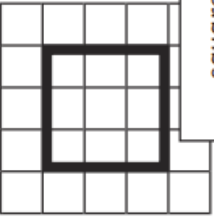
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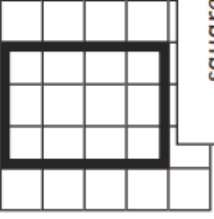


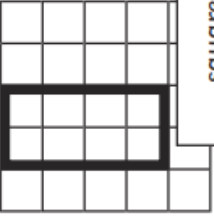
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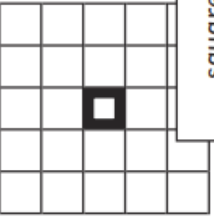
# How Many Square Units

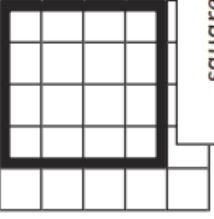
Find the area of each shape.

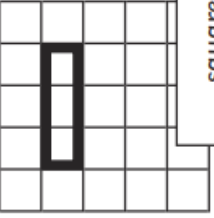
1.   square units.


2.   square units.

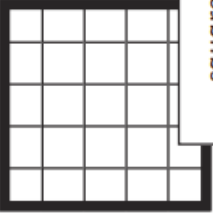
3.   square units.

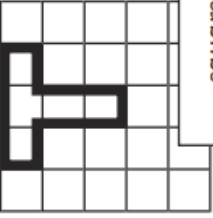
4.   square units.

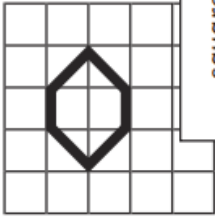
5.   square units.

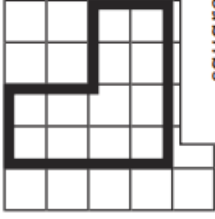
6.   square units.

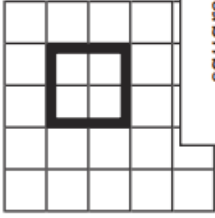
7.   square units.

8.   square units.

9.   square units.

10.   square units.

11.   square units.

12.   square units.





## Why should we know our neighbours?

- 1** ▶ Watch the video: **Neighbours**.

Discuss with your class, group or partner what the neighbours are doing.

- 2** List some reasons why neighbours are important?

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- 3** Did you know that countries have neighbours too? Who are Australia's neighbours? List all the countries you think might be neighbours to Australia.

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- 4** Use an atlas or Google Earth to find Australia's neighbours. Write the name of each neighbouring country and write its direction from Australia.

- 5** If you are not sure about direction do the Masterclass on Compass Points first.

Country	Direction from Australia

- 6** Write the name for each country on the map (country names are usually in capitals). Some countries are small and include many islands. You can write the name beside the country. Colour each country a different colour.



- 7** Maps always have a title to show what information they are showing.
- 8** At the bottom of the map write the title – **Australia's Neighbours**.
- 9** **North Point** is always marked on a map to show direction. Add a **North Point** to the top corner of your map.
- 9** Look at Australia's neighbours using Google Earth. What differences can you see between the atlas map and Google Earth? Which is easier to use? Discuss the differences with your class, group or partner.
- Is Australia a good neighbour to other countries?
- 10** Watch the video on Overseas Aid. Discuss with your class, group or partner.

10 Fascinating Facts About

# WATER

1

Three-quarters of the Earth's surface is covered with water. Most of this water is salty and is found in our oceans/seas.

2

Lakes, streams and rivers are usually unsalted water (also called 'freshwater'). Other sources of freshwater are glaciers (huge masses of ice that flow slowly over the land) and groundwater (water found beneath the Earth's surface).

3

The amount of salt in oceans and seas varies around our planet. The Mediterranean Sea is much saltier than the Pacific Ocean. The more salty the water is, the denser it becomes. This makes it easier for things to float on it.

4

Water, in the form of ice, is found at the polar ice caps of the moon and Mars.



5

Water is a good solvent. This means that many different things dissolve (mix in so that you can't see them) when you put them in water.



6

Precipitation is the name we give to water that falls from clouds. Precipitation includes rain, snow and hail.

7

Approximately three-quarters of our body weight is made up of water. Our bodies lose water when we sweat, when we go to the toilet, and when we breathe out.

8

Words that are related to water sometimes have 'hydr/o-' or 'aqua-' in their name, e.g. 'aquarium' and 'dehydrate'.

9

When water freezes, it expands. Sometimes water trapped in pipes bursts the pipes as it freezes.

10

Water likes to move towards other water. Inside the stem of a plant, water moves up tiny tubes called 'xylem'. As water evaporates from the leaves, this causes more water to be drawn up the stem.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 10 Fascinating Facts About Water

1. Which of the 10 Fascinating Facts About Water did you find the most interesting? Why?

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2. Why do you think scientists were excited to discover polar ice caps on the moon and Mars?

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3. Name two things that dissolve in water and two things that do not.

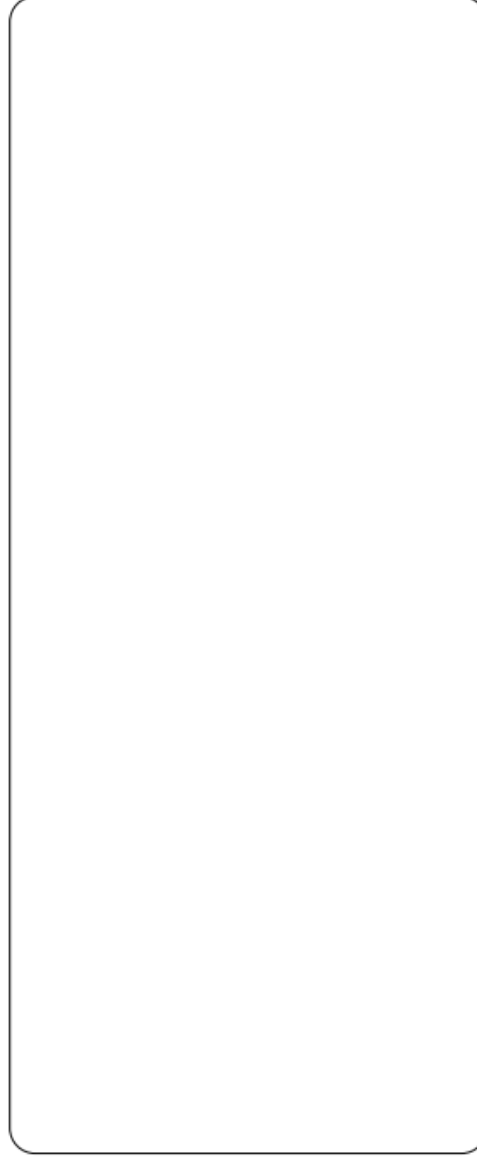
Dissolve

Do not dissolve

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---

4. Draw yourself using water for a purpose.



# Narrative Planning Template

Title \_\_\_\_\_

<b>Orientation</b>		
Setting	Characters	Mood
		

**Complication**

**Events and Climax**

**Resolution**





## Metaphors

Name: \_\_\_\_\_

**Metaphors** are comparisons made between two things that do not seem to be alike, but may share a common trait. They are direct comparisons, usually using a form of the verb "to be."



Example: *My dad **is** a hungry bear when he wakes up in the morning.*

**Circle the two things being compared with a metaphor in each sentence.**

1. The mountain of clothes on the couch reminded her that she must do laundry.
2. The giant's footsteps were thunder as he chased Jack to the beanstalk.
3. My pillow was a cushiony cloud for my head when I finally went to sleep.
4. The bar of soap was a slippery eel in the dog's wash tub.
5. The paintbrush was a magic wand in the artist's hand.
6. My dad is a frisky puppy when we go to the beach.
7. After the first mile, his suitcase was an iron weight in his hand.
8. The field is a rainbow of colors in the Spring.
9. The snow is a blanket that covers the Winter ground.
10. The smooth lake is a mirror for the sky.
11. The clouds are fluffy balls of cotton in the sky.
12. The soccer goalie was a wall, not letting a single ball get through.

**Try some metaphors of your own:**

Compare someone or something you know to a monkey using a metaphor:

13. \_\_\_\_\_

Compare someone or something you know to a river using a metaphor:

14. \_\_\_\_\_

Compare someone or something you know to a tiger using a metaphor:

15. \_\_\_\_\_



# Measuring Area of Chocolate Boxes

Find the area of the chocolate boxes and record your answers

1. **Chocolates** Area =

2. **Chocolates** Area =

3. **Chocolates** Area =

4. **Chocolates** Area =

5. **Chocolates** Area =

# Measuring Area of Chocolate Boxes Questions

1. What is the area of chocolate box number 5?

\_\_\_\_\_

2. Which chocolate box has the largest area?

\_\_\_\_\_

3. Which chocolate box has the smallest area?

\_\_\_\_\_

4. What is the difference in area between chocolate box number 3 and 4?

\_\_\_\_\_

5. What is total area of chocolate boxes 1, 2 and 3 altogether?

\_\_\_\_\_

6. Which box of chocolates would you want to eat and why?

\_\_\_\_\_

\_\_\_\_\_

## What would it be like to live in a different place?



- 1 Watch the video: **Australia's Neighbours - Charlotte's Story**.
- 2 Talk to your partner, group or class about where Charlotte lives. How is it different to where you live?
- 3 Write the natural and human features Charlotte talks about in the table below.

Natural Features	Human Features

- 4 What are the natural and human features where you live? List them below.

Natural Features	Human Features

- 5 **a** Name some features which are the same for where you live and Charlotte lives.

---



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- b** Name some features which are different.
- 
- 
-

6 Watch the videos: **Australia's Neighbours.**



▶ Coline's Story



▶ Intan's Story



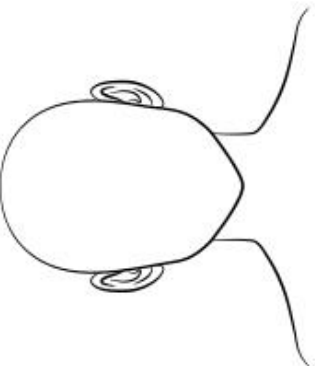
▶ Thomas' Story



▶ Lily's Story

7 Choose one video. Answer the questions below and then re-watch the video.

a



Who is being interviewed?

What country are they from?

b This lesson is about features of places.  
What features are you most interested in?

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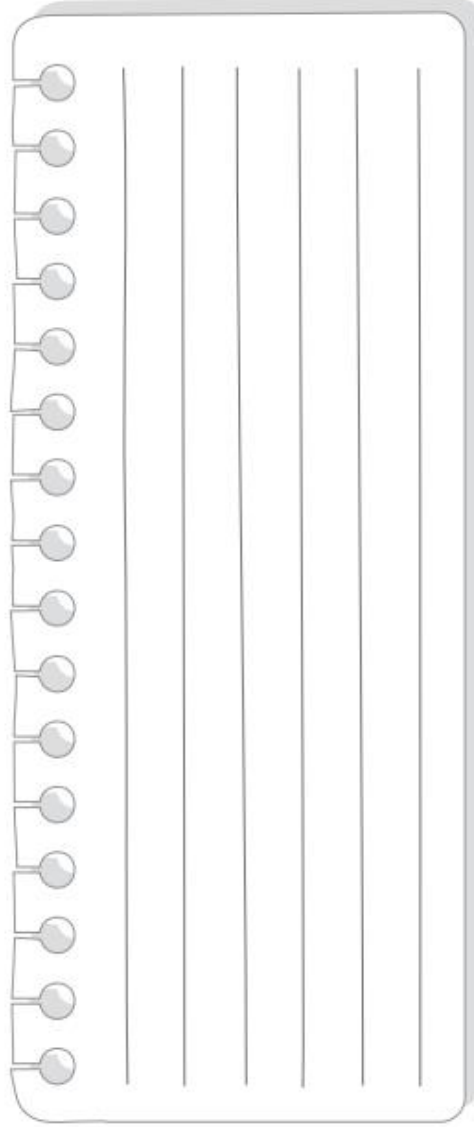
c What strategies could you use to get the most information from the video?

---

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8 Rewatch your chosen video. Write your notes in the space.



## 10 Fascinating Facts About

# BEACHES

1

Beaches change every day. The ocean washes sand from one place to another, making beaches bigger or smaller.

2

Sand dunes protect the land behind a beach. They help stop wind and large waves during storms.



3

A rip current is a strong stream of water that flows out to sea. Always swim between the flags at patrolled beaches to avoid swimming near a rip.

4

Waves are created when wind blows on top of water. Waves break when they reach shallow water. Some people like to surf on waves.

5

Plastic straws and bottles make up a lot of litter on beaches. You should always take your rubbish with you when you leave.

6

Mother sea turtles return to the beach they were born on when they are ready to lay eggs. They bury the eggs under the sand. When the baby turtles hatch, they scurry to the water.



7

Some beaches glow in the dark! When tiny creatures known as 'sea sparkles' wash ashore, they make the waves glow bright blue.



8

Some sand is parrotfish poop! The parrotfish eats algae that grows on coral. It crunches coral down into tiny pieces and poos them out as white sand.



9

The island of Saint Martin in the Caribbean has a beach at the end of an airport runway. Planes take off and land just metres from people swimming. Protect your sandcastle or it might blow over when a plane lands!



10

The tallest sandcastle made so far was over 17 metres high. That's taller than five school buses stacked on top of each other!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 10 Fascinating Facts About Beaches

### Questions

1. What type of fish poops out sand?  
\_\_\_\_\_
2. Where do mother sea turtles go to lay their eggs?  
\_\_\_\_\_
3. What are 'sea sparkles'?  
\_\_\_\_\_
4. Why is it important for people to protect sand dunes?  
\_\_\_\_\_  
\_\_\_\_\_

5. Write a list of things you would need to take if you were going to the beach. Draw a picture of each item.

\_\_\_\_\_

\_\_\_\_\_

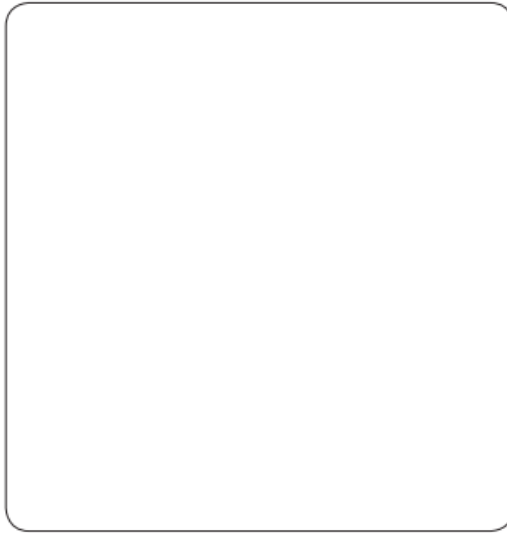
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



COMPREHENSION









# Measuring Area of Chocolate Boxes

Find the area of the chocolate boxes and record your answers

1. **Chocolates** Area =

2. **Chocolates** Area =

3. **Chocolates** Area =

4. **Chocolates** Area =

5. **Chocolates** Area =

# Measuring Area of Chocolate Boxes Questions

1. What is the area of chocolate box number 4?

\_\_\_\_\_

2. Which chocolate box has the largest area?

\_\_\_\_\_

3. Which chocolate box has the smallest area?

\_\_\_\_\_

4. What is the difference in area between chocolate box number 1 and 2?

\_\_\_\_\_

5. What is the difference in area between chocolate box number 3 and 5?

\_\_\_\_\_

6. What is total area of all the chocolate boxes together?

\_\_\_\_\_

7. Which box of chocolates would you want to eat and why?

\_\_\_\_\_

\_\_\_\_\_

# Understanding Key Details \* Task Card #11

## Pike's Peak Mountain

Pikes Peak Mountain is the inspiration for the song "America the Beautiful." The mountain towers 8,000 feet above Colorado Springs, Colorado. The top of the mountain sits at 14,115 feet and is one of 54 mountain peaks in Colorado with an elevation, or height, above 14,000 feet.

Although the Peak was originally called El Capitan by Spanish Explorers, the mountain was later renamed Pike's Peak after Zebulon Pike, a former Army Captain and American Explorer. In 1806, Zebulon tried to climb to the top of the peak. After making it part of the way up, they found it difficult to continue with the cold and snowy November weather. They were forced to turn around.

Nowadays, people frequently climb the mountain, a train takes people to the top daily, and there is even a paved road to drive to the top of the peak!

### Who

Who was Zebulon Pike?

### What

What song was inspired by Pike's Peak?

### Where

Where is Pike's Peak?

### When

When did Zebulon Pike find Pike's Peak?

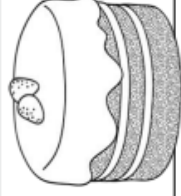
### How

How can you get to the top of the Peak nowadays?

### Why

Why did Zebulon have to turn around before reaching the top?

# Mighty Metaphors



A metaphor compares two different things, usually with the word “is” or “were”. Example: The chocolate cake is a dream.

Which two things are being compared? A cake and a dream.

The cake is so delicious, that it reminds him of a great dream.

**Metaphors are used to make writing more descriptive. Read the following metaphors and write which two things are being compared:**

The sun is a golden coin. Compares \_\_\_\_\_ to \_\_\_\_\_.

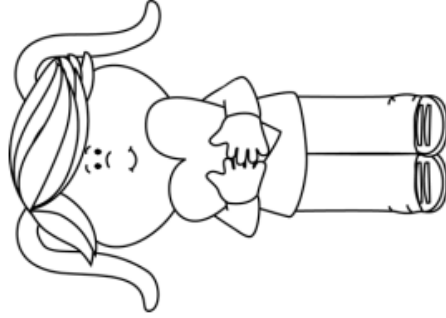
The elephant's footsteps were thunder. Compares \_\_\_\_\_ to \_\_\_\_\_.

The ice block was a slippery eel. Compares \_\_\_\_\_ to \_\_\_\_\_.

The sky is a rainbow of colours. Compares \_\_\_\_\_ to \_\_\_\_\_.

The clouds are balls of cotton. Compares \_\_\_\_\_ to \_\_\_\_\_.

**Read the sentence and then circle if it is a simile or a metaphor:**



Her hair was black as coal.

Simile      Metaphor

She has a heart of gold.

Simile      Metaphor

My hands are cold as ice.

Simile      Metaphor

You are a pain in the neck.

Simile      Metaphor

He is strong like an ox.

Simile      Metaphor

My sister is an angel.

Simile      Metaphor

Life is a highway.

Simile      Metaphor



Try writing two metaphors of your own:



1. \_\_\_\_\_

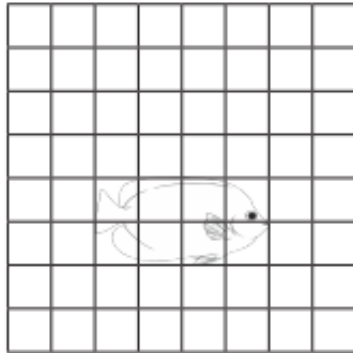
2. \_\_\_\_\_

# Area of Fish

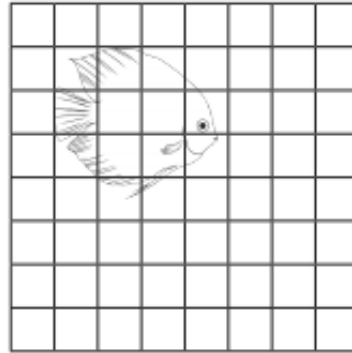
## Father's Day Themed Measurement

I can correctly measure and compare the area of shapes using square centimetres.  
(ACMMG087)

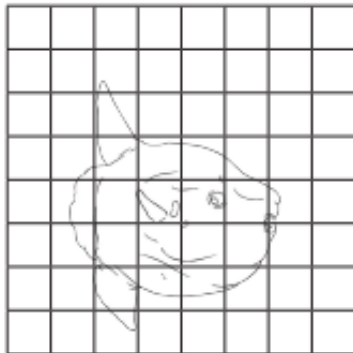
Calculate and record the area of each fish. Make sure to include the  $\frac{1}{2}$  squares!



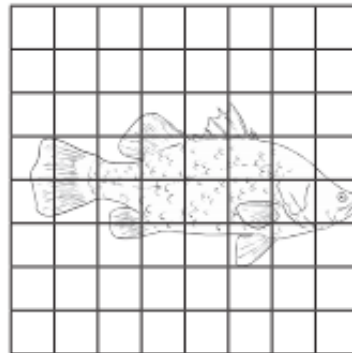
a) Area:



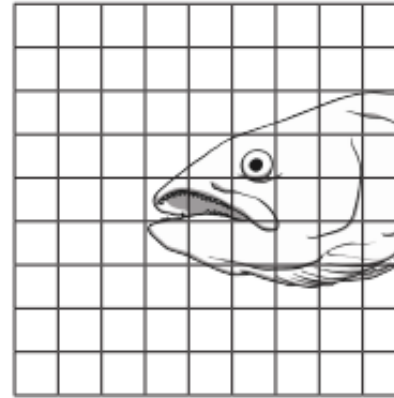
b) Area:



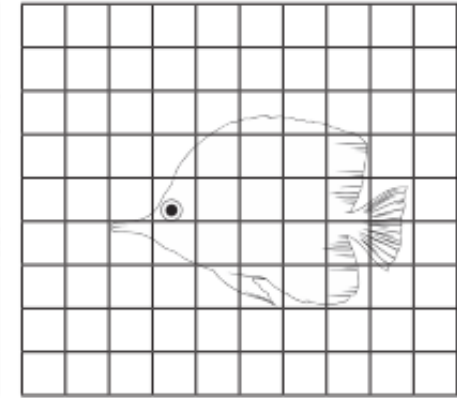
c) Area:



d) Area:



e) Area:



f) Area:

1. Which fish has the largest area? \_\_\_\_\_
2. Which fish has the smallest area? \_\_\_\_\_
3. How much bigger is the area of fish F compared to fish A? \_\_\_\_\_
4. How much smaller is the area of fish B compared to fish C? \_\_\_\_\_



# Understanding Key Details \* Task Card #12

## Lunchtime is Going Green

Kids and adults alike have been carrying lunchboxes since the beginning of time! Lunchboxes come in all shapes and sizes, but in the last ten years, a new lunchbox trend has people going green for lunch! Instead of using paper lunch bags and plastic bags to store food, many new lunchboxes are all-in-one and made of stainless steel.

The stainless steel lunchboxes have sections for all different types of food like a sandwich, chips, cheese sticks, fruits, veggies, and even a tiny section for a treat.

These trendy lunchboxes are better for the Earth than "the old way" because they can be used again and again and make almost no trash at all. Instead, you simply use soap and water to clean out the lunchboxes at the end of the day. Dry them off and they will be ready to pack for the next day!

### Who

Who carries lunchboxes?

### What

What are the new lunchboxes made out of?

### Where

Where do you put foods in the new lunchboxes?

### When

When did the new lunchbox trend begin?

### How

How do you clean the new lunchboxes?

### Why

Why are the new lunchboxes better for the environment?







Take it Outside: Summer

## Area of Irregular Shapes

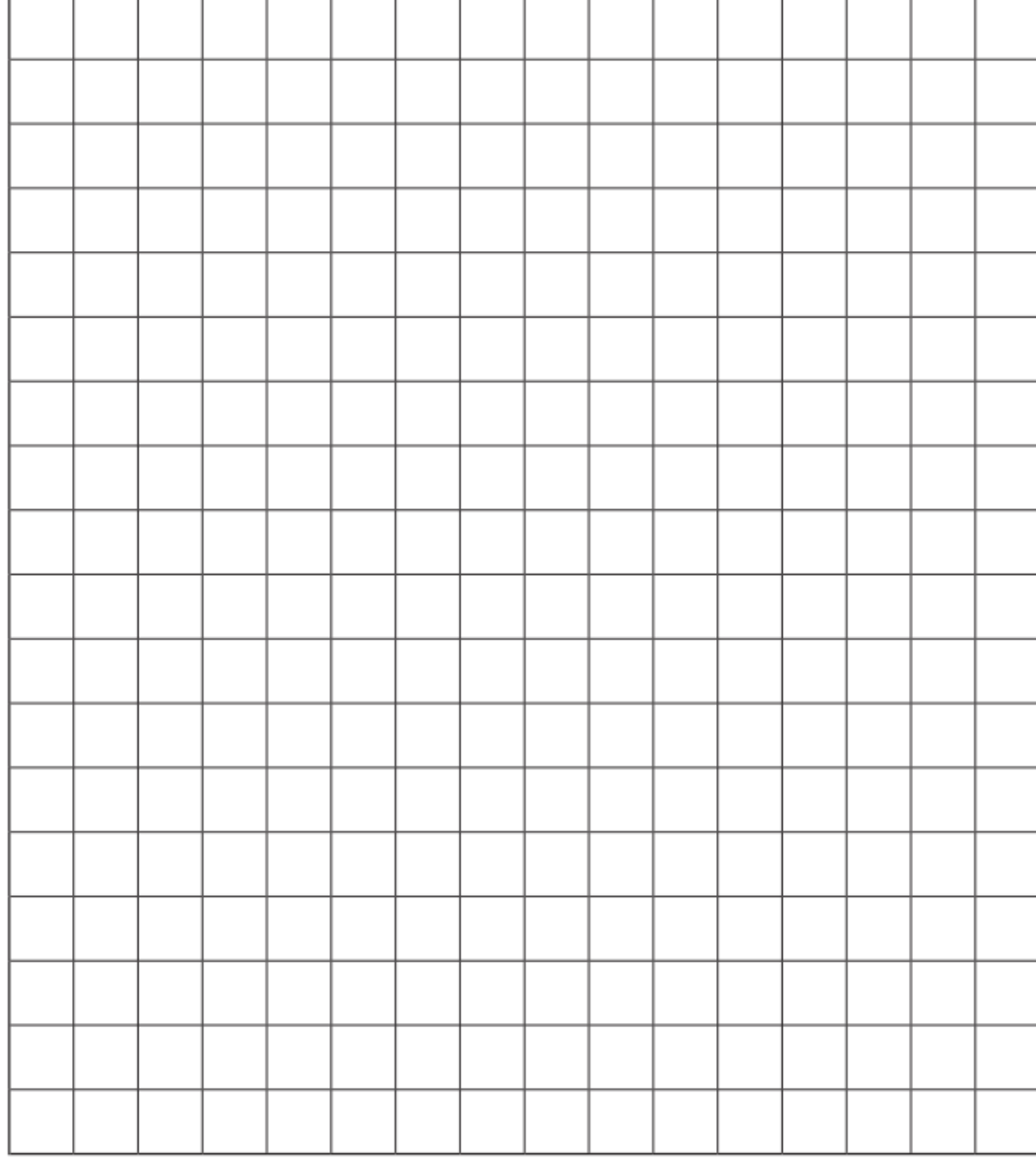
Aim: to estimate an irregular area

### The Area of Leaves

This activity can be done alone, with a partner or in a small group.

Collect some leaves. Start by carefully looking at the leaves and try to order them by area.

Place the leaves on this 1cm<sup>2</sup> grid, draw round them and use an agreed method to estimate the area.



Do your estimates agree with others? How accurate was your original order?



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