

Week 3 Thursday 07.05.2020

Today we are learning to: understand cohesion within paragraphs and revise multiplication facts.

The materials I will need:

- A computer (if you have one)
- Paper (book) and a pencil
- Calculator for checking your maths if you need to.

When searching for anything online ensure that you follow cyber safety rules and get your parent's permission.

9:00 – 9:30

SPELLING

Story Time: Write an interesting story using as many spelling words as you can from your list.

Underline the words you have used.

Digraphs — 'gh', 'ph' Blend — 'qu'	
laugh	geography
tough	biography
rough	equator
enough	equal
draught	conquer
laughter	quarter
graphics	question
alphabet	equation
photograph	equipment
digraph	inquiry

9:30 – 10:00

Quiet Reading

Choose any text to read for enjoyment. Find somewhere comfortable to read. Please remember to keep filling in your reading log.

Go to Sunshine Online

Username – jinibara

Password - jinibara



HOT TIP - Parents – you can talk to your child about their reading if you have time! Ask about the characters, what is happening in the story, what they are enjoying.....

Stop and enjoy a fruit break.

Movin' Is Cool | Fun Movement Song for Kids | Brain Breaks | Jack Hartmann

10:00 – 10:30

Daily writing task



10:30 – 11:00

English Unit

Text structure of feature articles

Cohesion

Cohesion refers to the **links** in a text which make it easier to understand and **make connections** between ideas.

Cohesion helps:

- the reader make links between ideas
- the text to flow
- the author convey (put across) their point of view.

In a cohesive text, words, sentences and paragraphs work together to present clearly linked ideas.

The use of **pronouns** and **substitution of words** creates cohesion.

A pronoun (I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word that takes the place of a noun. In the sentence Joe saw Jill, and he waved at her, the **pronouns** he and her take the place of Joe and Jill, respectively.

Find and highlight two pronouns that relate to toads and two substitution words for cane toads in the first three paragraphs of the feature article on '**Ruthless march of the toxic invader**' (Australian Geographic).

IT'S NOW OFFICIAL: our cane toads are unstoppable. The poisonous pests have established themselves in Kununurra, WA, and one recently hitchhiked all the way to Broome, on the north-west coast. In the east, a breeding colony has been discovered in a Sydney suburb.

So, not only have the toads hopped 2500 km across the top of Australia, from coastal Queensland – where their forebears were released as a biological weapon against a sugar cane pest in 1935 – but they're also heading south.

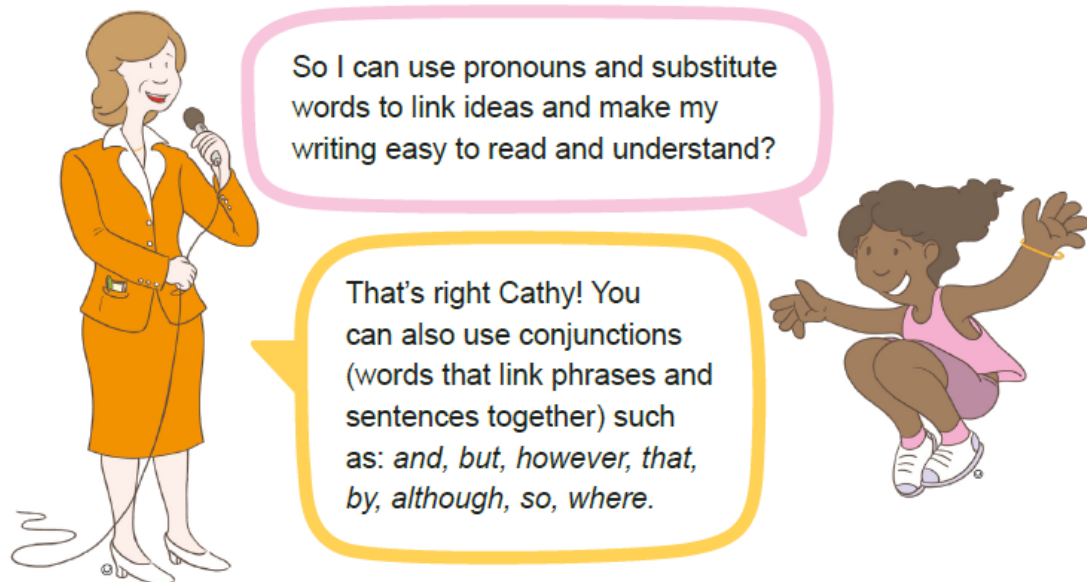
Native to south and central American rainforests, these giant amphibians have adapted so well to our conditions that they're happy even in our arid interior. Toads are breeding in Longreach and Winton, in central-west Queensland, and they're infiltrating the NT's desert regions via the Victoria River.



Fill in the following table with pronouns and substitute words that are used to replace the noun 'cane toads' in the feature article on **Sheet 8**.

Noun used in text	Pronouns used to replace the noun	Substitute words used to replace the noun
cane toads	their	poisonous pests

Conjunctions



- Find and highlight conjunctions used in paragraph 6 and 7

"In the race across the tropics, the fastest toads end up in front. Then they breed with each other and pass on those characteristics that help them move faster," Rick says. Toads accelerate their progress by hitching lifts on trucks and have penetrated most of the country, including Melbourne and Adelaide.

But crucially they're not multiplying there, mostly because it's too cold.

However, they have bred in Sydney's Taren Point for years, says Arthur White, president of the local Frog and Tadpole Study Group. "The worry is that they've dispersed and gone into other areas where we've got far less chance of catching them," he says.

Can you see how the author has used these conjunctions to create cohesion within the paragraph and to develop and expand ideas?



Did you notice that the author began paragraph 7 with the conjunction 'however'?



Yes. That lets the reader know that another point of view is about to be presented.

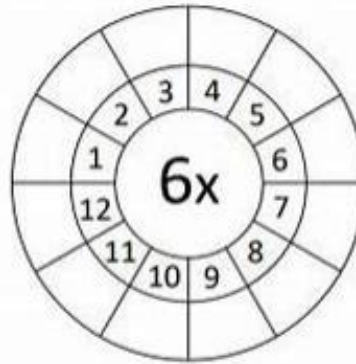
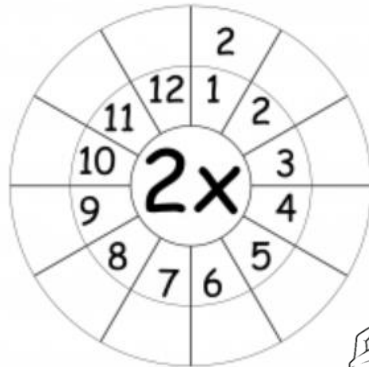


12:00 - 1:00

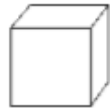
Maths

Warm Up – Multiplication wheels – Multiply the numbers by the middle number, write your answer in the blank spot.

Multiply the numbers by the center number.



Write the decimals using numerals and words based on the blocks having place values as shown below.



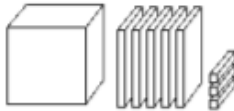
= 1
One Whole Unit

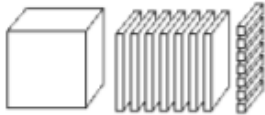


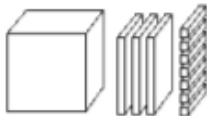
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One Tenth

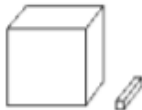


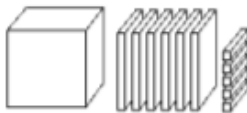
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One Hundredth

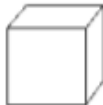












1:00 – 1:30 – MUSIC

Please refer to the music grid

Stop and have some lunch. Enjoy a conversation with your family. Do 15 star jumps and three yoga poses.



2:00-3:00

HASS - Humanities and Social Science



Human characteristics of places

Human characteristics

- people
- production
- buildings
- communities and culture



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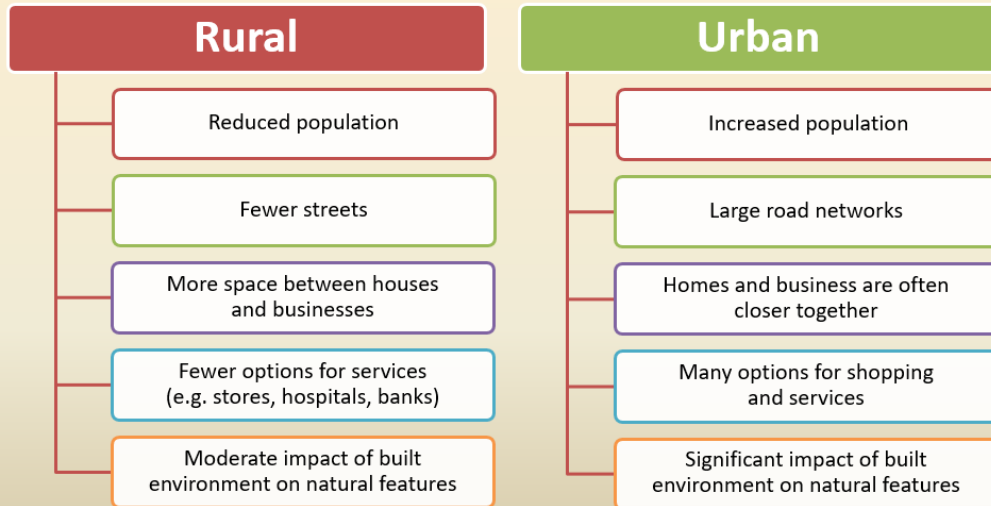
132-25 Human Characteristics

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Queensland Government

A comparison of the human characteristics of rural and urban places



What are the human characteristics of these urban places?



What are the human characteristics of these rural places?



Geo_Y08_U2_S9_HumanCharacteristics

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Queensland Government

Complete the following worksheets

Human characteristics of places

1. List some human characteristics that you can see in the urban places.

2. List some human characteristics that you can see in the rural places.

3. Compare the human characteristics of rural and urban places by completing the table below.

Characteristics	Rural	Urban
Population		
Transport/Roads		
Housing		
Services		

4. Tick all the reasons why you think people might leave rural areas to move to urban areas (cities).

- | | |
|---|--|
| <input type="checkbox"/> To avoid crowds | <input type="checkbox"/> To be closer to more schools |
| <input type="checkbox"/> To see less crime | <input type="checkbox"/> To breathe fresh air |
| <input type="checkbox"/> To access better transport | <input type="checkbox"/> To have better access to services |
| <input type="checkbox"/> To live quietly | <input type="checkbox"/> To access better entertainment |
| <input type="checkbox"/> To find jobs | <input type="checkbox"/> To be closer to hospitals |

5. Identify the following reasons for moving to urban areas as a push or pull factor?
Tick the correct box.

	Push	Pull
a) Droughts in rural area		
b) Better paid jobs in urban area		
c) Lack of services such as education in rural area		
d) Better quality housing in urban area		
e) More reliable food supply in urban area		
f) More services in urban area		
g) Unemployment in rural area		
h) Better transport links in urban area		

6. Describe three effects of urbanisation on the human characteristics of places.
