

Week 5 Wednesday 20.05.2020

Today we are learning to: determine a news reports reliability and explore symmetrical shapes.

The materials I will need:

- a computer (if you have one)
- paper and a pencil, colour pencils

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

9:00 – 9:30

Spelling

Look, cover, write, say and check - neatly write out your spelling words 4 times.

Prefixes — 'di', 'dia', 'de'

dissect	dialect
dilate	decay
digest	decide
direct	deport
divert	delay
diameter	depend
diagonal	debrief
diagram	develop
diagnosis	depress
dialogue	deploy

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 snack.

Talk to your family about a special holiday place that you would like to visit when the global pandemic is over.



10:00 – 10:30

Daily Writing Task



When completing your daily writing task make sure you are:

- **Writing at least a paragraph to answer the question**
 - **Using capital letters and full stops**
- **Typing your response to your teacher or writing in your neatest handwriting**
 - **Check for spelling (you could look up words you don't know)**

Write about your favourite time of day.

10:30 – 11:00

ENGLISH

Local store and post office 1 – Police officer

Read this evidence and highlight or circle your responses below.

1. How reliable is this evidence? At first glance, I think this evidence is:

- a. Reliable
- b. OK
- c. Unreliable

Reason?

- a. The police officer looks worried.
- b. This police officer is more worried about the traffic than about the black panther.
- c. This police officer has seen evidence of the black panther.

2. Check the evidence.

‘But who knows?’ tells me that:

- a. The police officer is open-minded about whether there is a black panther near Flotsam.
- b. The police officer is asking me what I know about the black panther.
- c. The police officer is frightened of the black panther.

‘I liked things better before’ tells me that:

- a. The police officer agrees with the shop owners.
- b. The police officer does not like how Flotsam has changed.
- c. The police officer likes cats.

3. The SAFE test

Police officer at the local store	
Source	Reliable source (official) OR not reliable
Attitude	Positive attitude OR negative attitude OR none (e.g. scientific research)
Facts	Facts (eyewitness?) OR assertions (not as reliable as facts)
Emotions	Strong feelings/emotions (maybe biased/unreliable) OR neutral/no or only slight emotions expressed

Once, up near Mirrabooka Creek, I saw big paw prints. Another officer has reported seeing red, glaring eyes just after sunset. But who knows?

The shop owners love the idea of a black panther because it brings in tourists. I liked things better before. Now it's all thrill-seekers and traffic jams here in Flotsam.



Stop and have some lunch. Have a break and ask your parents if there are some chores you can do to help out



12:00 – 1:00 Maths

Warm Up

101 and Out

Big Idea: Number and Place Value

Suits: Years 3-7

Materials:

A regular 6-sided dice



North Coast Region

Mathematics



Instructions:

- Students draw up an empty table for recording, as shown
- Explain that the two columns are for showing TENS and ONES

Whole class game:

- The teacher rolls the dice, eg. 3
- Students write the digit into one of the cells of the top row of the grid
- The dice is rolled a second time and students add this digit into one of the cells of the second row.
- Continues until six rolls have been made and students have one digit in each row.
- Players now add a zero place holder in each of the empty ONES cells.
- Players add the 2-digit numbers

The player whose total score is nearest to 100 without going over 100 wins the game. (Scores of 101 and more are OUT)

101 and out

3	
	5
	6
2	
1	
	4

101 and out

3	0
	5
	6
2	0
1	0
	4

total 75

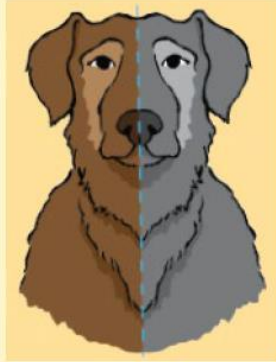
Math Lesson

Symmetry and shapes – complete the worksheets attached at the end.



A shape has symmetry when it can be folded in half so that both halves are **mirror images** or **reflections** of each other.

The line formed by the fold is called the reflection line or line of symmetry.



Similar shapes

- Two shapes are similar if one figure is an enlargement of the other.
- Similar figures have the same shape but not the same size.

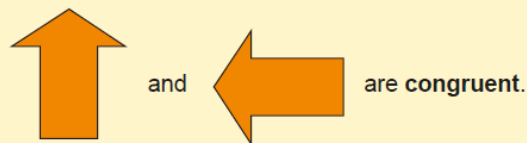
For example:



Congruent shapes

- Shapes are congruent if every part of one figure corresponds with the parts of the other figure.
- They are the same size.
- They may be in a different position.

For example:



1.00-1.30 Dance

Please refer to the attached dance sheet

Stop and get some fresh air. Family competition time: do 50 star jumps as fast as you can. Who was the fastest? Complete 3 yoga poses to cool down.



2:00 -3:00

Bounce Back

Bounce back is all about making sure you are looking after yourself.

Week 5

Bounce Back Focus:

**Nobody is perfect and
concentrate on the
positives and laugh**

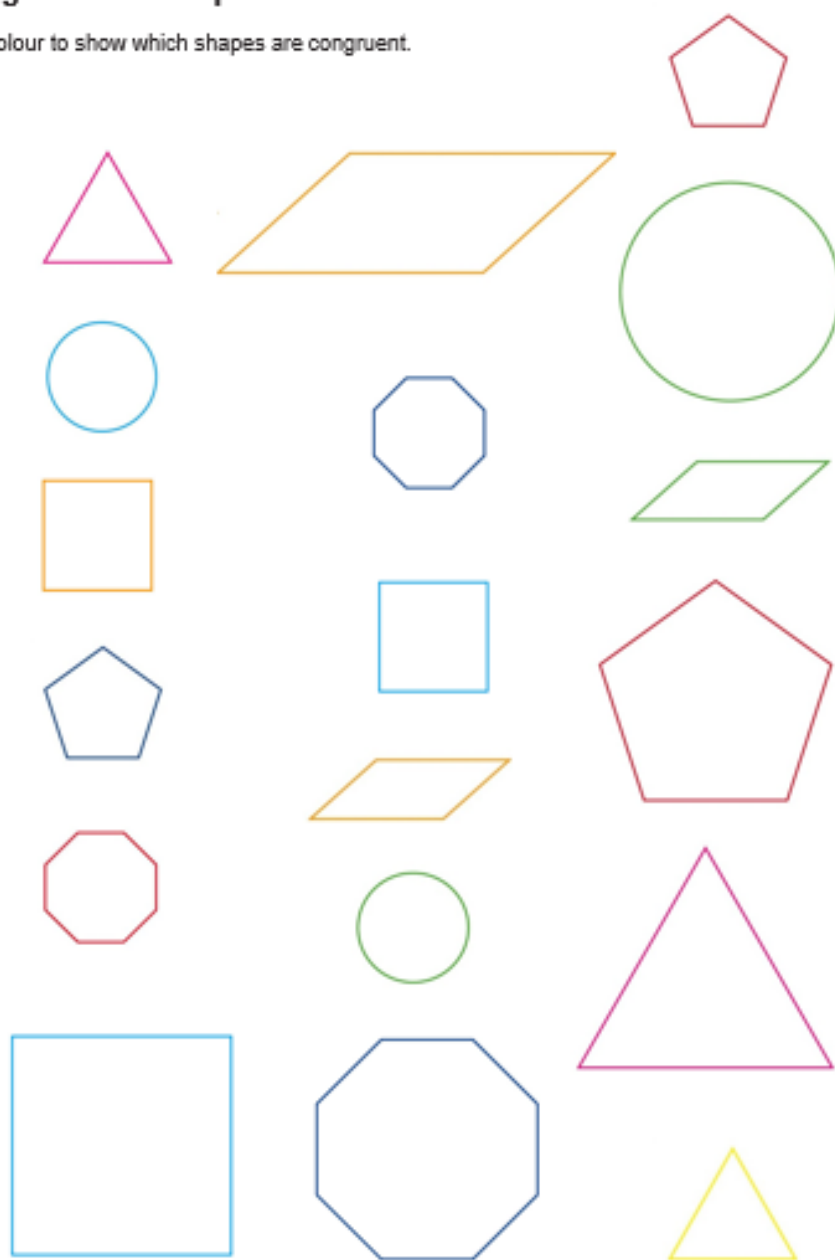
Activity:

Draw your self-portrait/
caricature (have a
giggle) and list 3 things
you like about yourself



Congruent 2D shapes

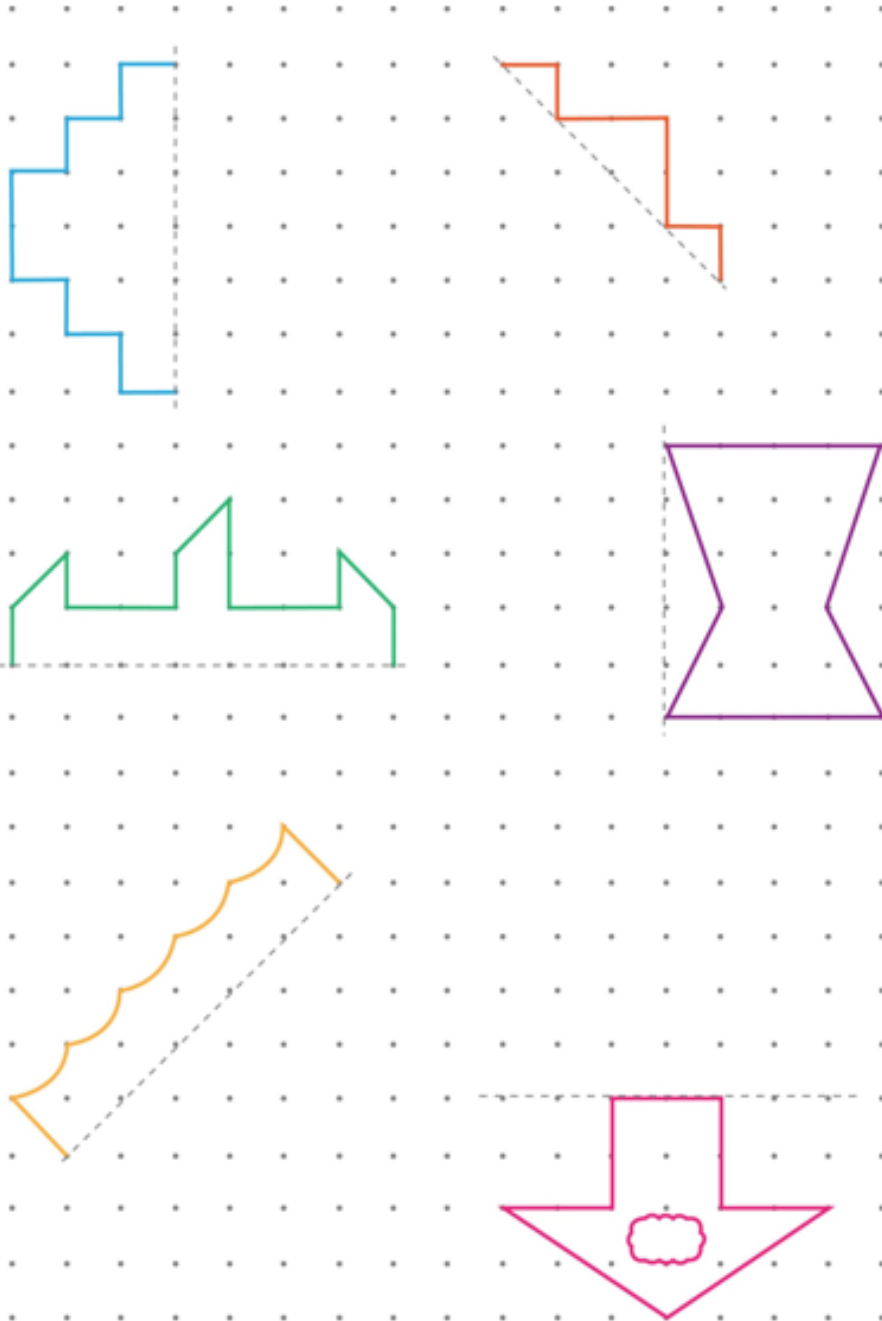
Use colour to show which shapes are congruent.



Write a sentence telling how you know the shapes you have coloured are congruent.

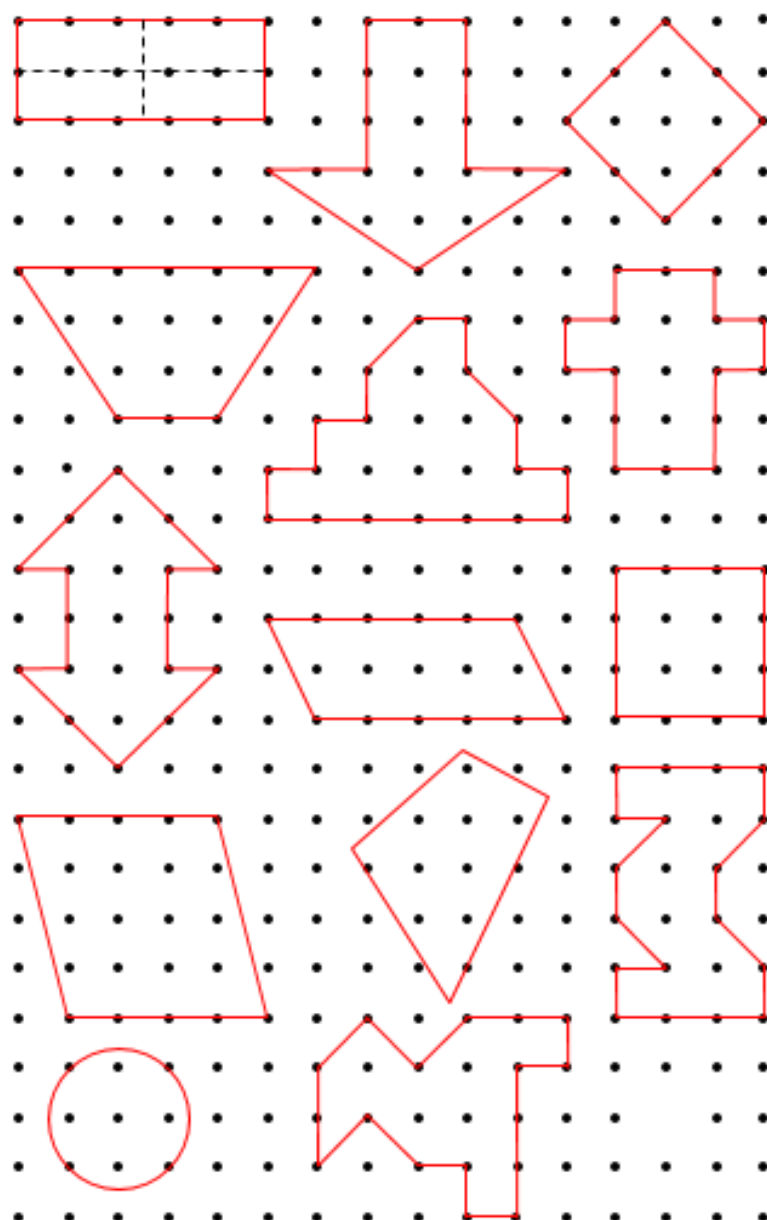


Complete the symmetrical shapes



Which shapes have symmetry?

Draw the lines of symmetry in these shapes. Remember that some have more than one line of symmetry. Some have no symmetry. The first one has been done for you.



Week 5 Dance lesson - Year 5: Adventures in dance

Week 4 Adventure – Space – Brainstorm what adventures/ characters / props might take place in this setting. *For inspiration you might want to view online - "Space in the Stars" Tunnel it Up Dance.



Chose one of your ideas and create a Dance story

Orientation: _____

Climax: _____

Resolution: _____

Create a 30sec – 1 minute **solo** dance routine to retell your adventure story.

Props, costumes and music may be used to enhance your dance and incorporate particular movements such as the moonwalk to help portray an outer space feeling.

Once complete please record your dance and email it through as a **MP4 file** along **with this sheet** to kedwa160@eq.edu.au