

**Monday, May 18<sup>th</sup>**

**We are learning to:**

**English:**

- Understand how precise verb, tense and adverb choice creates more expressive and interesting letters
- Understand how meanings, feelings and opinions are expressed through focused use of vocabulary and language.

**Mathematics:**

- Locate and position integers on a number line
- Compare and order integers

**What you will need today**



**Wellbeing Tip of the Day**

As temperatures are dropping, remember to dress appropriately for the day ahead.



**Mrs Paula's Riddle of the Day**

I magically turn everything around without touching anything at all. What am I?

*Friday's Answer:* What do spiders study at art school?  
Web Design

**These times are only a guide, as to the duration of the activity**

<b>40 minutes</b>	<b>English – Student Learning Materials</b> See below the English Student Learning Materials. Read through the information provided and answer the questions as necessary.
<b>30 minutes</b>	<b>English – Writing Task</b> See below the English Writing Task Materials. You are to complete both sheets on compound and complex sentences. Look in your English book for a refresher of each sentence type if you need.
<b>10 minutes</b>	<b>Fruit Break</b>
<b>50 minutes</b>	<b>English – Spelling, Reading and Comprehension</b> Choose 1 activity from the Spelling & Homework Ideas sheet to complete for 15 minutes. Please print or copy your words somewhere safe, as you will need them every day this week! Complete the comprehension worksheet – 15 minutes Read independently for 20 minutes. Be sure to record this on your weekly reading log. The reading log can be found attached to your weekly plan.
<b>Morning Tea</b>	
<b>1 hour</b>	<b>Mathematics – Student Learning Materials</b> See below the Mathematic Student Learning Materials. Read through the information provided and answer the questions as necessary.
<b>30 minutes</b>	<b>Wellbeing</b> Complete the wellbeing activity below. <b>Bounce Back</b> Read through the 'Social Biodiversity' sheet and complete the task.
<b>Lunch</b>	
<b>5 minutes</b>	<b>What Went Well</b> Take a photo of something that you enjoyed doing today. Send this in an email to your teacher
<b>30 minutes</b>	<b>Science – Student Learning Materials</b> See below the Science Student Learning Materials. Read through the information provided and answer the questions as necessary.
<b>30 minutes</b>	<b>Family Based Activity</b> Choose an activity from the 'Family Based Activity' Matrix to complete with the people in your household. This activity matrix can be found attached to your weekly plan.

# English Student Learning Materials

**Topic:** Exploration of language features in texts  
Experimenting with language features of a personal letter

## Today you will:

- understand how precise verb, tense and adverb choice creates more expressive and interesting letters
- understand how meanings, feelings and opinions are expressed through focused use of vocabulary and language.

## Resources

Find and prepare  
Sheet 10 — Letter from Val (from Lesson 13)

## Key terms

adverbs and adverb groups/phrases, evaluative language, formal language, informal language, language features, mood, point of view, tense, verbs and verb groups, vocabulary

## Read and discuss a personal letter

### 1. Re-read Sheet 10 — Letter from Val

Remember how important verb tense and adverbs are in making a letter more vivid? Precise **verbs** help to characterise actions; variations in **verb tense** convey ideas and information; and adverbs help to make descriptions more expressive and help the reader understand events and circumstances.



## Letter from Val

Valerie Pendlebury  
Coolaburra Downs, Queensland  
November 16<sup>th</sup>, 1953

Dear Hilary,

- 1 How are you? The rain is falling softly outside as I write this letter. It reminds me of London. I'm sitting a little
- 2 despondently at my kitchen table, looking out onto my beautiful rose garden; it really needs the rain and we
- 3 haven't had any in such a long time. How very English it feels to be here right now.
- 4 I saw Joan and Peter off at the bus stop this morning, and, as usual, they waved vigorously until the bus
- 5 rumbled out of sight. Joan loves it here in Australia, and I'm fairly sure Pete does too.
- 6 I do occasionally become so very homesick for London, but I don't think the rest of the family feels the same!
- 7 I miss my old neighbourhood: shopping at Harrods, visiting the Victoria and Albert Museum — those double-
- 8 deckers, so astoundingly red — and of course you, Hilary. Bill absolutely will not consider moving back home.
- 9 He's determined to make a go of this dairy farm, but it really is such hard work. We did eventually need a
- 10 new start after that ghastly war though, I suppose. The aftermath of all that dreadful destruction seemed to
- 11 go on for years. But did you ever imagine I should become a farmer's wife?
- 12 Our Prime Minister here, Mr Robert Menzies, is a staunch royalist. He's excited, rather to the extreme I must
- 13 say, of the Queen's upcoming visit. Some people from our little town are travelling to Brisbane in hope of
- 14 catching a glimpse of her when she arrives in Brisbane.
- 15 Joan gave a talk to her class last week. She spoke very well about her old life in England and the children all
- 16 listened very intently, so she tells me. Can you believe her school only has one classroom? Dear Hilary, it
- 17 truly *is* Australia! Joan tells me they see kangaroos hopping about at lunch time as they sit under a truly
- 18 marvellous old fig tree.
- 19 Well, I'd better get a move on. There are cows to milk and potatoes to peel — and my cup of tea's gone
- 20 stony cold. I'm cooking a lovely lamb roast for dinner. Did I mention my gleaming new refrigerator in my last
- 21 letter? Bill bought it during his last visit to Brisbane. I'm the first person in the town to have one and I'm
- 22 absolutely besotted with it! I can tell you Hilary, there is no greater luxury than a refrigerator in this sweltering
- 23 Queensland heat! I no longer need to keep my meat in the meat safe and our milk and cheese in the ice box.
- 24 It actually has little compartments for different things like butter and vegetables. He also bought me a lovely
- 25 bolt of pink and green floral fabric from the Brisbane Haberdashery. I intend to make some stylish new frocks
- 26 in the latest fashions from the Vogue and McCall's sewing patterns I've kept in my armoire (just as soon as
- 27 Bill fixes the pedal on my ancient sewing machine).
- 28 Oh, here come Joan and Pete now, walking down the drive (or rather, in Pete's case, happily skipping).
- 29 Do write back soon. I'll be waiting eagerly by the letter box every day.

Your dearest chum,

Val

Evaluative language is also a way a writer can convey feelings and opinion. Evaluative language can influence a reader to have either positive or negative feelings or opinions about something.



2. Identify the words in the letter that show Val's feelings or opinions about:

a. the rain

b. her rose garden

c. London

d. the war

e. Robert Menzies

f. the old fig tree

g. lamb roasts

h. new refrigerator

i. Queensland heat

j. fabric from the Brisbane haberdashery

k. the kind of frocks Val intends to make

3. Explain how the letter would have read if this subjective and evaluative language was not included. (1 sentence)

### Use the language features of a personal letter

4. Re-read Sheet 10.

5. Pretend that Val has written a similar letter to you in Australia in the present day. You are Val's penpal. Write a letter to Val in your English exercise book that responds to her letter and also conveys a sense of time and place about when you are writing. Your letter should contain 2–3 paragraphs.

Remember the language features of a letter:

- use one main idea in each paragraph
- use expressive and appropriate language and precise vocabulary
- establish the correct level of formality for the letter and write in that style
- choose language features to create mood, construct the setting and establish point of view.



#### Hot tip

When writing your letter in your *English exercise book*, use a fluent and legible handwriting style. You may need to change the speed and style of your handwriting to match the audience and purpose of the task.

# English Writing Task

## Compound Sentences

### Useful Information

A sentence that expresses two complete thoughts is a compound sentence.

In a compound sentence, two independent clauses can be joined by a comma and a conjunction. Each clause has a subject and a verb.

When you are writing, it would be strange to only use short, simple sentences. Instead, try making some compound sentences.

'I do not like eating meat.' is a simple sentence.

'I love vegetables.' is also a simple sentence.

By putting the two sentences together and joining them with a conjunction, we can make a much more interesting compound sentence.

'I do not like eating meat' + but + 'I love vegetables.'

'I do not like eating meat, but I love vegetables.'

Remember, commas are not conjunctions and they should never be used to join two sentences together. (Commas are not sticky, so you can't use them to stick information together!)

### Challenge 1

Join the following sentences together to make compound sentences. Choose a suitable conjunction.

1. I enjoy reading. I don't enjoy cooking.
2. Ben is thoughtful. He always plays with me when I'm lonely.
3. Kate walked home from school slowly. She was tired.
4. Babies cry all the time. They can get some attention from their mum.
5. Year Five is a hardworking class. All of the children want to do well at school.
6. I can use simple sentences in my writing. I can use compound ones to make it more interesting.

Teach **THIS**

## Completing Complex Sentences

A complex sentence has an independent clause and a dependent clause held together by a subordinating conjunction. Complete the following complex sentences using the independent clause and conjunction that are given. Remember, the independent clause can come before or after the dependent clause.

1. They couldn't make cookies today (because)  
\_\_\_\_\_  
\_\_\_\_\_
2. The sun set behind the horizon (as)  
\_\_\_\_\_  
\_\_\_\_\_
3. The lion went hunting (when)  
\_\_\_\_\_  
\_\_\_\_\_
4. He will be up next (unless)  
\_\_\_\_\_  
\_\_\_\_\_
5. We're going on a holiday (if)  
\_\_\_\_\_  
\_\_\_\_\_
6. Robert and John went to the restaurant on their way home (after)  
\_\_\_\_\_  
\_\_\_\_\_
7. The front door is closed (since)  
\_\_\_\_\_  
\_\_\_\_\_
8. The bird flew to the ground (until)  
\_\_\_\_\_  
\_\_\_\_\_
9. Our teacher wrote our report cards (while)  
\_\_\_\_\_  
\_\_\_\_\_
10. The artist painted furiously (as)  
\_\_\_\_\_  
\_\_\_\_\_



# Week 5 Spelling Words

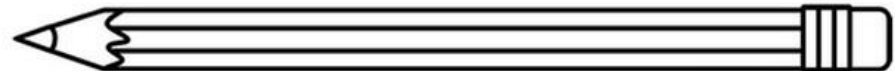
Words adopted from another language

1. chef
2. encore
3. restaurant
4. accent
5. cabinet
6. perfume
7. yacht
8. freight
9. landscape
10. balcony
11. cartoon
12. umbrella
13. gallery
14. coffee
15. orchestra
16. hamburger
17. abseil
18. noodle
19. banana
20. safari

# Spelling

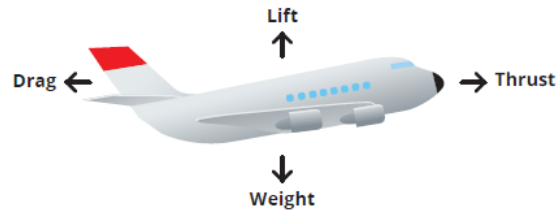
## Homework Ideas

- **ABC order:** Write your words in alphabetical order.
- **Word Sort:** Sort your words by vowel sounds, patterns, syllables, etc.
- **Repetition:** Write your words 3 times each
- **Sentences:** Write a sentence for each spelling word.
- **Word Art:** Draw a picture and write your words in the picture.
- **Story time:** Write a short story using all your words.
- **Creative Letters:** Write your words by cutting out letters in an old newspaper or magazine and glue them on a paper.
- **Pyramid:** Write your words adding or subtracting one letter at a time. The result will be a pyramid shape of words.
- **Good Clean Words:** Write your words in shaving cream on a counter or some other surface that can be cleaned safely.
- **Handwriting:** Write each word 3 times in your best handwriting.
- **Cheer your words:** Pretend you are a cheerleader and call out your words!
- **Sound Words:** Use a tape recorder and record your words and their spelling. Then listen to your tape, checking to see that you spelled all the words correctly.
- **Choo-Choo Words:** Write the entire list end-to-end as one long word, using different colors of crayon or ink for different words.
- **Flashwriting:** In a darkened room, use a flashlight to draw letters in the air.
- **Timer:** Get a timer. Set it for 3 minutes. See how many times you can write your words before the timer goes off.
- **Scramble:** Have a parent scramble your spelling words. You unscramble them.
- **Chalk:** Write your words outside using sidewalk chalk.
- **Letters:** Write each word as many times as there are letters in the word.
- **Out loud:** Spell your words out loud 2 times to a brother or sister, mom or dad.
- **Trace Around:** Print your spelling words neatly. Take a colored pen and draw an outline around the word, closely following the shapes of the letters. Close your eyes and remember the shape.
- **Colorful Words:** Use two different color pens to write your spelling words. Use one color to write the consonants and the other for the vowels.
- **Military spelling:** Do jumping jacks, as you clap say a letter to spell your words.
- **Finger Tracing:** Use your finger to spell out each of your words one letter at a time on your Mom or Dad's back. Then it's YOUR turn to feel and spell. Try to guess the word.
- **Practice Test:** Have an adult give you a practice test.
- **Scratch n' Sniff:** Write letters with glue on paper, and then sprinkle with Jell-O. Makes a super scratch n' Sniff when tracing over the letters.
- **Computer Words:** Have your child type their spelling words ten times each on the computer. Use different colors and fonts and print it out!
- **Words-in-words:** Write your word and then write at least 2 words made from each.
- **Snap and Spell:** Snap on each letter, clap when you say the word at the end.
- **Create an activity:** Can you think of a fun way to do your spelling activities? Try it out.



## Recall Facts and Details

## How Planes Fly



Four forces; thrust, lift, drag and weight are needed to make a plane fly.

**Lift** – pushes the plane upwards. It mainly comes from the air moving around the plane's specially shaped wings.

**Thrust** – moves the plane forward and is produced by the engines.

**Weight** – is the pull of gravity on the plane towards the Earth.

**Drag** – is the resistance of the air that slows the plane down.

When the plane's engines produce a force of **thrust** that is greater than the force of **drag**, the plane will move forward.

When the forward motion of the plane is enough to produce a force of **lift**, that is **greater** than the weight, the plane will move upwards.

When all four forces work together, a plane will fly.

## Comprehension Task

## Recall Facts and Details

## How Planes Fly

1. What are the four forces a plane needs to fly?
2. What produces the thrust of a plane?
3. What helps give the plane more lift?

Underline any words which are repeated, or seem important. Write them down.

4. Explain the following terms:
  - a) lift
  - b) thrust
  - c) weight
  - d) drag

### CRAZY CREATIVE CHALLENGE

Use some scrap paper to design and make a paper plane.

Have a competition with a friend to see whose plane can fly the furthest.

After a few turns, modify your paper plane so that it has more lift.

## Comprehension Task

# Mathematics Student Learning Materials

**Topic:** Number and place value

Locating and representing positive and negative integers

Today you will:

- ▶▶ locate and position integers on a number line
- ▶▶ compare and order integers.

## Resources

Find and prepare

Sheet 11 — What is less than zero?

**Key terms:** integer, negative number, positive number

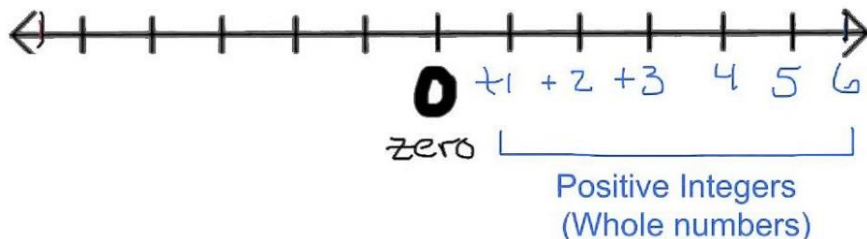
Locate and position positive and negative integers on a number line



Today you will explore real-life examples of negative numbers. The lesson's activities will help you understand the function and importance of negative numbers. Let's begin by revising how to locate integers on a number line. Did you know, number lines can be shown vertically as well as horizontally?

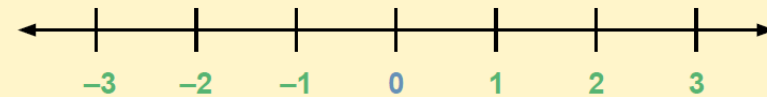
## 2- Integers on a Horizontal number line

Integers are the set of all whole (positive) numbers and their opposites.

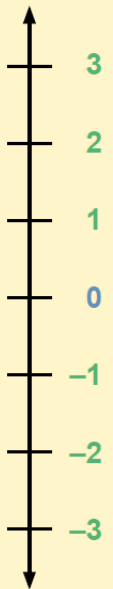


Integers consist of whole numbers and their opposites.

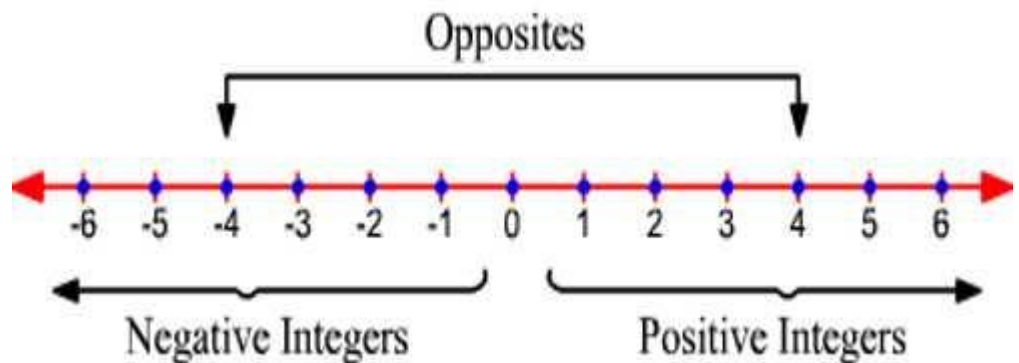
Zero is a whole number. Numbers bigger than 0 are positive '+'.  
Numbers smaller than 0 are negative '-'.



Horizontal number line



Vertical number line





# Wellbeing Worksheet

## Fixed Mindset vs. Growth Mindset



Your mindset is a collection of thoughts and beliefs that govern your attitude, your outlook on life, your actions or responses, and the way you think about yourself. Anybody can change their mindset if they want to. Your mindset may not change overnight, but it can shift if you continuously practise changing your thoughts from fixed to growth.

### Someone with a Fixed Mindset:

- ★ believes their intelligence and skills are fixed
- ★ gives up easily
- ★ fears challenges
- ★ takes feedback personally
- ★ feels threatened by the success of other people
- ★ fears they will sound dumb if they ask lots of questions
- ★ believes they can do little to change a situation



### Someone with a Growth Mindset:

- ★ believes their intelligence and skill set can grow
- ★ welcomes feedback
- ★ believes anything is possible if they work hard
- ★ looks for ways around challenges and setbacks
- ★ feels inspired by the success of others
- ★ asks lots of questions to help them better understand a situation

Tick whether each quote is an example of a fixed mindset or growth mindset.

Fixed Growth

I will research how to do that!		
I can't believe she said my writing needed fixing.		
Could you please explain that further?		
I need to work hard to achieve success.		
I am not smart enough to do what they are doing.		

Describe two situations where you could use a growth mindset.

# Bounce Back

## Bright Side Versus Down Side Thinking

BLM  
4.1

Jack is your age and started a new school this year. He was worried about making friends. By the end of first term, he still had no good friends. He thinks no one will ever like him so he glares at everyone. He won't play games or work with other kids in class. He says he did not want to leave his old school and he hates his new school. By term two Jack is sad and has no one to play with.

Ryan is your age and started a new school this year. He was worried about making friends at his new school. By the end of first term he has no good friends. He feels sad about not making new friends. He remembers his cousin found it hard to make friends when he started a new school. Ryan has made new friends in his street. He thinks about what he can do to make friends at school. So he takes his soccer ball to school one day and finds some boys to play with. He also smiles and talks to other kids. He works well with other kids in class. By term two Ryan has some new friends at school.

Emily is your age and goes to a camp for the school holidays. She is worried that she won't know anyone at the camp. She thinks no one will be her friend. On the first day of camp she glares at everyone and doesn't talk to anyone. Emily won't join in the games because she thinks she is fat and no one will want to play with her. By the middle of the week she thinks it's never going to get any better and she feels sad. She wants to go home.

Christie is your age and goes to a camp for the school holidays. She is worried that she won't know anyone at the camp. She thinks no one will be her friend. On the first day of camp she smiles and talks to the other children on her table at lunch time. Christie then plays a game with two girls. They have lots of fun. They become good friends. By the end of the week Christie loves camp. She wants to come again next year.



# Science Student Learning Materials

## Reflection

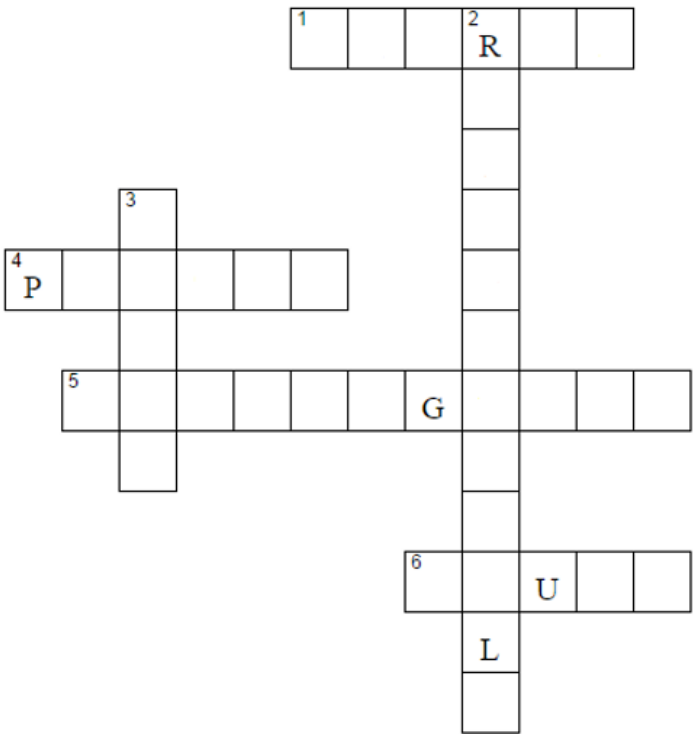
7. Complete the crossword about earthquakes.

### Across

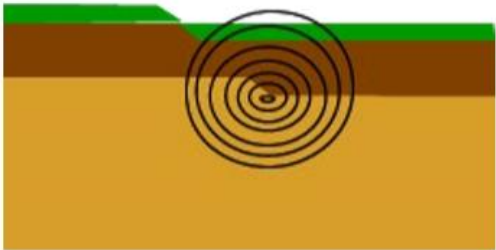
- 1. Earthquakes release this from the centre of the Earth
- 4. Where most earthquakes occur
- 5. The device used to record information about an earthquake
- 6. The Earth plates grind together along this

### Down

- 2. How earthquakes are graded
- 3. Released energy is in the form of seismic



- b. List the effects on people and the environment that occur as a result of earthquakes.



Earthquakes cause the following effects to both people and the environment.

People	Environment

Date	Location	Magnitude	Observations
28 Dec 1989	Newcastle, NSW	5.6	This earthquake occurred within 15 km of the central business district and was very close to the surface. Thirteen people died and 160 were injured. There was an estimated damage bill of A\$4 billion. 35 000 houses, 147 schools and 3000 other buildings were damaged.

Reference: *Historic Events — Earthquakes* © Commonwealth of Australia (Geoscience Australia) 2013  
<http://www.ga.gov.au/hazards/earthquakes/earthquake-basics/historic.html> CC BY 4.0 [creativecommons.org/licenses/by/4.0/](https://creativecommons.org/licenses/by/4.0/)

## 1. Record the following details about the Newcastle earthquake

a. Date:

b. Estimated damage cost:

c. Number of buildings damaged:

d. Number of deaths:

e. Number of injuries:

2. In your opinion, using only the knowledge provided in the table, how devastating was the earthquake? Explain your answer.

## Reflection

5. Next lesson you will develop an understanding of how people prepare for natural disasters. In preparation, think about ...

a. What are some things that could be done to make sure that fewer people are hurt as a result of earthquake damage?

b. Where do you think the safest place to be during an earthquake would be? Explain your answer.