

Cudgegong Valley PS - Learning from Home Pack

Week 7, Term 3, 2021 Year 5 and 6

During this Learning from Home time, students are encouraged to join their classmates online at their Google Classroom. Students have joined these online classes at home, and all they need is a device (computer, laptop, ipad, tablet, smartphone) and access to the internet. If you need a laptop please contact the school to borrow one.

Login at education.nsw.gov.au with your account (yourname@education.nsw.gov.au) and follow the links to your Google Class. In your Google Classroom you can ask questions about the activities and the teacher will post some explanations. This is where you will post your work for your teacher.

If students are unable to connect online, this non-digital learning from home pack has been developed. Students under stay-at-home orders are expected to complete the following activities whilst learning from home. You may need help from a parent/carer to complete some of the following activities, but **most should be able to be completed independently**. Your parents are busy and we all have a responsibility to do our best in these times. At a minimum you will need a workbook and pens/pencils to complete your work.

Please stick to the routine each day, this will ensure an appropriate amount of time is spent on each activity, and keep you on track in your learning! Aim for about 3 hours a day to complete the activities.

You are welcome to join your class online at Google Classroom at any time!



	Monday	Tuesday	Wednesday	Thursday	Friday
Get Started!	<p>Belonging Draw a picture of your special family and friends. If you have pets you can draw them too. Put your picture on your desk or where you are learning to remind you of who you care about and who cares about you.</p>	<p>Explore your senses Focus on one sense at a time, and write a description of what is around you this morning. What can you: See with your eyes? Hear with your ears? Smell with your nose? Taste on your tongue? Touch with your skin?</p>	<p>I wonder... How many windows does your house have? Have a guess, then go outside and count the number of windows on your house. How close were you? How do you define 'window' – is it the opening in the wall or an individual pane of glass?</p>	<p>Thankfulness Write down 5 things that you are thankful for today. Perhaps it is your house, or family, maybe it's your favourite TV show or favourite game, perhaps it's your friends or pets.</p>	<p>Happy Memories Draw a picture to remind you of one of your happiest memories. Tonight, at dinner, remind your family about that day and why it was so special.</p>
English Connotation, Imagery and Symbols	<p>This week's focus is on Connotation, Imagery and Symbols Look at the stimulus picture A. Imagine you are in the picture. Describe the picture. Write a sentence for: What can you see? What can you hear? What can you smell? What can you feel? Can you compare the leaves to something else? E.g. The leaves are as crunchy as a fresh apple.</p>	<p>Continue our focus on Connotation, Imagery and Symbols Find an object in the kitchen and describe it. Use describing (adjectives) and action (verbs) words. (My example is my toaster) Complete each sentence: The toaster feels like... The toaster smells like... The toaster looks like... The toaster smells like... I think toasters...</p>	<p>Read the poem 'End of Term' (Stimulus C) Write down any words that are new to you. Look up these words in a dictionary and write down what they mean. Find three adjectives (describing words) in the poem. What does summer smell like? What foods do you associate with summer? What can you do in summer holidays?</p>	<p>Read the poem 'The Sea' (Stimulus D) After listening to the story, choose an unfamiliar word and write it at the top of a page in your workbook. Divide your page into 4 sections, in each section: - Write down the definition of the word. - Draw a picture to show the meaning of the word. - Write the word in a sentence. - List synonyms and antonyms (words with similar and opposite meanings)</p>	<p>Personification Personification is giving a noun (naming word) a human characteristic. Instead of saying "The volcano erupted." We could say: "The volcano growled as it erupted" Look at Stimulus E, copy into your workbook and match each noun with a human characteristic.</p>

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English	<p>Poetry Write a senses poem about one of the seasons – Summer, Autumn, Winter or Spring. Write a senses poem about your favourite animal.</p>	<p>Reading Read aloud part of a book, using appropriate: Expression, Pitch, Pause and Emphasis.</p>	<p>'End of Term' lets the reader know what summer smells like, feels like and looks like. Write a similar poem to 'End of Term', this time thinking about winter.</p>	<p>Read the poem 'The Sea' again. Divide you page into 4 sections again. In each section, write what you see, smell, hear and feel when in 'the sea'.</p>	<p>Reading Read aloud part of a book, using appropriate: Expression, Pitch, Pause and Emphasis.</p>
Maths	<p>Trapeziums A trapezium is a shape with 4 sides, where two of those sides are parallel. These are trapeziums: </p> <p>Cut out the Tangram Pieces on the stimulus sheet (B). Make a trapezium using:</p> <ul style="list-style-type: none"> 1 tangram piece 2 tangram pieces 5 tangram pieces 7 tangram pieces <p>Record your thinking in your workbook.</p>	<p>Mastermind is a difficult puzzle game, in which one player tries to guess the number their opponent comes up with. Have someone choose a 3 digit number. Try guessing the pattern, you have ten guesses. After each guess the code maker provides feedback by placing from zero to three key dots next to the guess. A full dot is placed for each digit from the guess which is correct in both number and position. An empty dot indicates the existence of a correct number placed in the wrong position.</p>	<p>Number Visuals A number visual is an artistic way or representing a number. Here's numbers 1-4.  And here's 11-14  Can you fill in the gaps, and draw number visuals for 5-10 and 15-20?</p> <p>Where possible, group your numbers in 2s, 3s or 4s (see how 12 is 3 groups of 4?) Prime numbers should be in circles (see 11 and 13). Keep going to 50!</p>	<p>Dicey Addition Create three 3-digit numbers (use a dice to randomly select each digit), and add the three numbers together! e.g. $344 + 264 + 131 = 739$ CHALLENGE – CLOSEST TO 1000 Now, try and create three 3-digit numbers that add up to 1000. You'll need to think carefully about where you place each randomly rolled number. How close can you get to 1000?</p>	<p>Staircase Patterns Look at the following pattern:  1 3 6 Continue the pattern. What are the next two numbers? Investigate what happens when you add any two consecutive staircase numbers. Will their sum always form a square number? Record your thinking.</p>

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<p>Creative Arts</p> <p>Self Portraits</p> <p>You will need a lead pencil and a mirror.</p> <p>A continuous line drawing is where you don't lift the pencil from the paper. Look in the mirror, starting with your eyes, try and draw a self portrait as a continuous line drawing – without lifting your pencil off the page! e.g.</p>  <p><small>© dreamstime.com</small></p> <p>Challenge yourself to create a portrait of your family or pets!</p>	<p>Geography</p> <p>List the Asian countries that you have heard of or visited. You may wish to use a map or atlas to help.</p> <p>Using an atlas, map, Google maps, draw an outline of an Asian country. Then include the following features:</p> <p>The Capital and major cities</p> <p>Mountain ranges</p> <p>Rivers</p> <p>National Parks</p> <p>Oceans and Seas</p> <p>Include a title & a compass point (north)</p> <p>NO ATLAS? That's ok, draw a map of your own make believe country!</p>	<p>PDHPE</p> <p>Plan an obstacle course in your backyard, lounge room or anywhere else with enough space that you can safely move around.</p> <p>Use materials from your home to design your obstacle course. For example: buckets, towels, ropes, pegs, pillows, blankets.</p> <p>Draw a picture of your obstacle course. You should include:</p> <ul style="list-style-type: none"> -Labels to show the main intervals -Instructions to tell the participants what they need to do at each interval and where to go - The start and finish lines 	<p>Science</p> <p>Copy the following experiment into your workbook. Answer the results and explanation</p> <p>Investigation Exploring surface tension</p> <p>Purpose To investigate surface tension with paper clips</p> <p>Materials Paper clips, a container of water, strips of tissue paper</p> <p>Method Gently place the paper clip flat on the top of the water. Can you get it to float? How many can you float until they all sink?</p> <p>Results (what happened)</p> <p>Explain what happened (in your own words)</p>	<p>STEM</p> <p>Design thinking is a way of solving problems. It follows four steps:</p> <p>Identify and define the challenge</p> <p>Brainstorm ideas</p> <p>Make and test</p> <p>Test, make improvements and present.</p> <hr/> <p>Challenge</p> <p>Design and build a paper shoe to fit your foot.</p> <hr/> <p>You can only use the materials below, but you don't have to use them all.</p> <ul style="list-style-type: none"> - paper - cardboard - tape - scissors - 50cm of string - pencil - ruler
<p>PDHPE</p> <p>Dancing! Put your headphones on and dance to your favourite song! Get moving!</p>	<p>PDHPE</p> <p>Hop Hop Hop! Hop 10m on your left then 10m on your right foot. Which was faster? Easier?</p>	<p>Healthy Eating</p> <p>In your workbook, design a lunchbox with healthy foods! Yum yum!</p>	<p>PDHPE</p> <p>Kicking! Grab a ball, head outside, and practice kicking goals!</p>	

STIMULUS PAGES

STIMULUS A (Monday)

An autumn scene:



STIMULUS C (Tuesday)

End of Term

By Anne Bell

I make some silly mistake in maths—
 'What were you thinking of, Daniel Malone?' says Miss McGee.
 'What were you thinking of?'
 'I don't know,' I say,
 but I do—
 I was thinking *It's only three more days.*
 And I was thinking of how summer smells of mangos
 and salt and mouldy towels and suntan stuff;
 and of the youch of hot sand on the soles of your dancing feet,
 and the cool ooze where the comforting waves wash in.
 And of Mum, who fusses about kilojoules and vitamins and things,
 saying, 'Let's just have fish and chips for tea tonight.'

And I was thinking of going round to Maxi's place,
 and of us lying under the tree in his backyard, watching the sky
 between the leaves
 and not thinking, just not thinking of anything at all.

STIMULUS D (Thursday)

The Sea

By Paula Stevenson

I can smell it first—
 the salty air, feel it
 crusting my skin,
 stiffening my hair.

Then I can hear it—
 the engine of the sea
 roaring, churning.

I race across
 the stinging sand
 to the cool fringes
 of the waves.

My toes disappear—
 footless I stand
 like a statue
 on a strange shore.

The waves unroll
 then retreat
 exposing my feet
 on corrugated ridges.

Above me gulls shriek
 diving like arrows,
 piercing the skin
 of the sea.

I trace a trail
 past glowing bluebottles
 and beaded seaweed.

On the sandy floor
 of the rock pool
 three red starfish
 gaze at the sky above.

STIMULUS E – Copy into Book (Friday)

Personification matchup: Draw a line from the noun to a human characteristic

clouds	marched
tree	stomped
branched	tiptoed
waves	cried
soil	laughed
pram	punched
computer	giggled
coffee machine	slapped
sand	held
water	growled
desert	smiled
mushroom	scratched
lightning	licked

STIMULUS B – Tangrams Trapeziums (Monday)

Cut out the shapes of the tangram below:



