

Name: _____

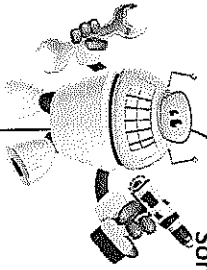
Class: _____

Student Learning Resource Calendar

English: Comprehension / editing / spelling	Math: problem solving / time / multiplication	Science: Not applicable
HASS: Not applicable	The Arts: Not applicable	Specialist: Drama, HPE, Music, Digital Technologies, Japanese

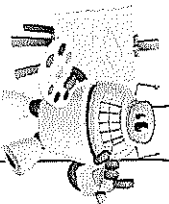
Year 5 - STUDENT TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	Task English Page 1	Task English Page 2	Task English Page 3	Task English Page 4	Task English Page 5
	How did I go?	How did I go?	How did I go?	How did I go?	How did I go?
	Maths Page 8	Maths Page 9&10	Maths Page 10&11	Maths Page 12&13	Maths Page 14
	Morning Tea				
AFTERNOON	Specialist Lesson	Specialist Lesson	Resilience Page 15-16	Specialist Lesson	Specialist Lesson
	Lunch				
Events					



Some ideas for Choose an Activity

- Lego
 - Free Drawing
 - Craft
 - Reading
 - Cooking
- Or Help Out at Home**
- Clean My Room
 - Put away my clothes
 - Stack cups and dishes



Choose a specialist lesson:

- P.E
 - Tech
 - Drama
 - Music
- Some Grades also have**
- Languages
 - Instrumental Music
 - Oral Language Calendar

Your teacher or a teacher will be available every day either by phone or on your computer/device. See your parent/carer for the times. Students/parents may also Email their teacher or leave a message at the school's office.

How Did I go?

- 1 - Smashed it
- 2 - Good/ok
- 3 - I needed some help



Year 5 Home School Booklet

Week 1 Five Day Plan

English

Page 1. Editing – Solar System – Add editing marks to the text and re- write the text neatly.

Page 2-3 Comprehension - Charlie and the Chocolate Factory read the text and answer the questions in full sentences.

Page 4-5 Comprehension - The Case of the Missing Cookie - Read the text and answer the questions in full sentences.

Page 6. Verb past tense activity sheet - Fill in the past tense of the verb in brackets.

Page 7 . Spelling Bee – Spelling words 1. reflection 2.effective 3.victorious 4.opaque
Use the following four words. Write the word in the space provided and look for the meaning and create a sentence using the word.

Maths

Page 8. 1 to 12 Colour fun – Times tables

Page 9-10. Complete the maths word problems 1-4

Page 10-11. Complete the maths word problems 5 – 9

Page 12-13. Converting 12 - Hour and 24 - Hour Times

Page 14. Converting Time Complete the worksheet writing the correct answers

Resilience

Page 15. Mindful Colouring

Page 16. Gratitude sketch

P.E

Page 17. Choose from the various Body Resistance activities.

The Solar System - Editing

Add editing marks to text. There are 20 errors.

The soler system is made up of eight planet's which orbit around the Sun

The four smaller planets closest to the Sun are mercury, Venus earth and Mars. They made up of rock and metel. the four outer planets are much larger. The too largest are Jupiter and Saturn, composd mainly of hydrogen and helium. The outermost Planets are Uranus and "Neptune". They are composed largely of ices, including frozen water ammonia and methane

our solar system is located within one of outer arms of the milky way galaxy, witch contains about 200 billion stars.

Editing Marks:	
Capital letter	≡
End punctuation	◦ ! ?
Insert a word	λ
Change to lower case	/ _{lc}
Take something out	9
Check spelling	^{SP} ○
New paragraph	¶

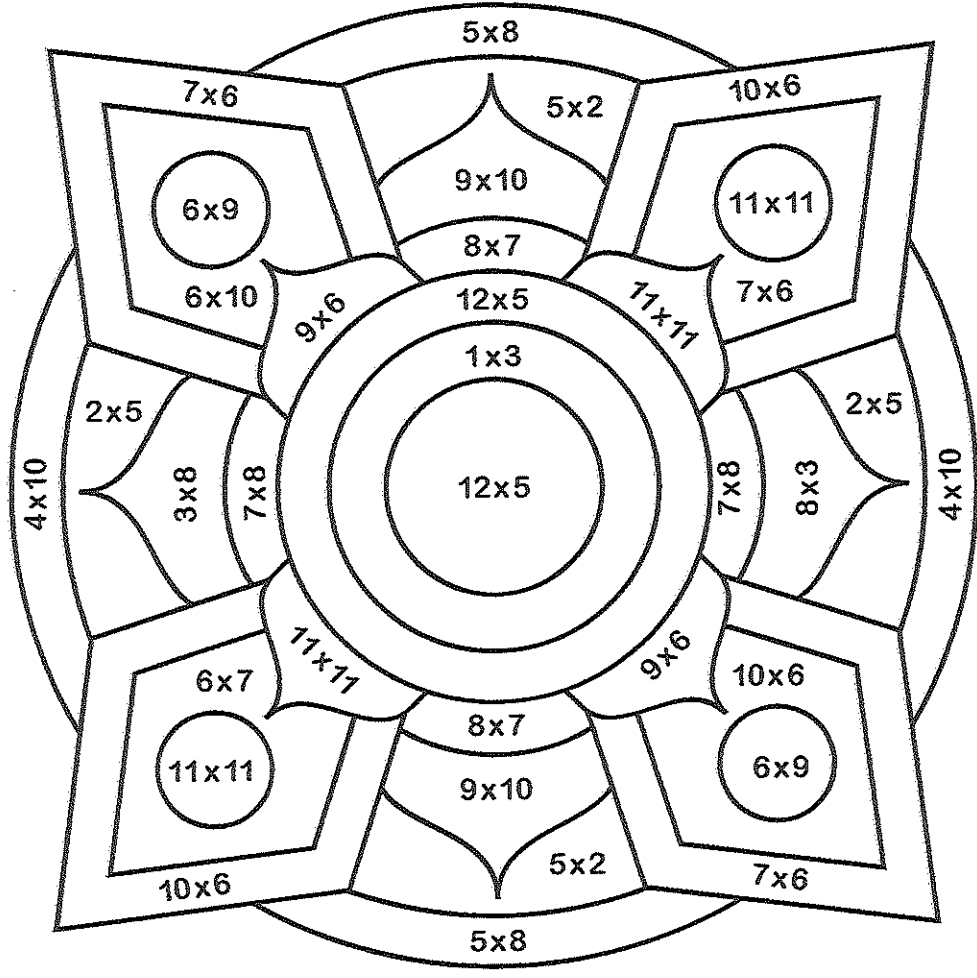
Re-write the text correctly:

Name: _____ Date: _____

1 to 12 x Colour Fun!

Find the answer to the multiplication number sentence and then colour that section the corresponding colour.

12 x 2



- | | | |
|------------------|----------------------|------------------------|
| 3 white | 40 orange | 90 pink |
| 8 black | 42 dark blue | 60 light blue |
| 10 yellow | 54 dark green | 121 light green |
| 24 red | 56 purple | 144 brown |

Charlie and the Chocolate Factory

In the holidays, Sam and Tom read the book, 'Charlie and the Chocolate Factory'. Afterwards, they watched the movie.

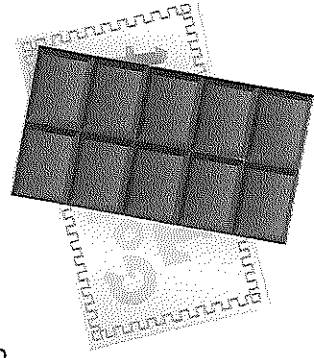
Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

After reading the book and watching the movie, Sam and Tom debated which one was better.

Sam preferred reading the book, as it was very descriptive and it allowed him to use his own imagination to bring the story to life. He also felt like he was going on an exciting journey with the main character, Charlie. He liked that he could pick the book up and read it whenever he wanted, making the story last longer.

Tom enjoyed watching the movie, as he was able to see all the characters and see what Willy Wonka's chocolate factory looked like. He loved singing along to the Oompa-Loompa song and laughing out loud at some of the misfortunate things that happened to the other children.

Sam and Tom both liked Charlie's story because it was funny and about chocolate!



Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?
2. Why did Tom like the movie better than the book?
3. What did Sam and Tom both like about the story?
4. Think of a story that you have both read the book and watched the movie.

Which did you prefer, the book or the movie?

Explain why.

CRAZY CREATIVE CHALLENGE

Design and create your own golden ticket for a competition.

① What will the prize be?

② Where will you hide the golden tickets?

Name _____

Date _____

Charlie and the Chocolate Factory

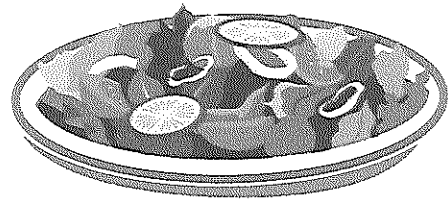
1. Why did Sam like the book better than the movie?

2. Why did Tom like the movie better than the book?

3. What did Sam and Tom both like about the story?

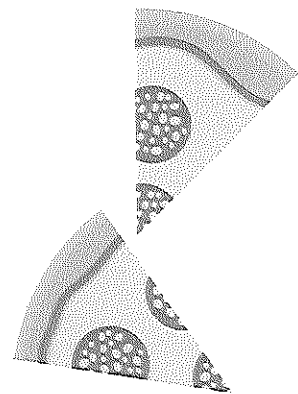
4. Think of a story that you have both read the book and watched the movie.
Which did you prefer, the book or the movie? Explain why.

1. 100 people attended a charity dinner. $\frac{1}{4}$ of them paid \$40, $\frac{1}{2}$ paid \$65 and the remaining guests paid \$92. How much money did the charity dinner raise?



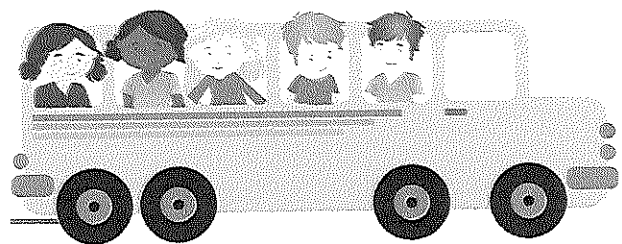
© 2008 Pearson Education, Inc.

2. 45 students and 2 teachers are at a pizza party. 23 students want 2 pieces of pizza and the remaining students and teachers want 3 pieces. Each pizza has 8 pieces. How many pizzas should they order?

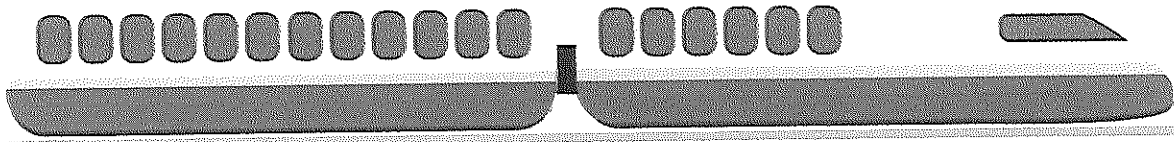


© 2008 Pearson Education, Inc.

3. It is 8.30 am. Kim is waiting for the 10.45 am bus. Buses arrive every 15 minutes. How many buses will Kim see before she leaves?

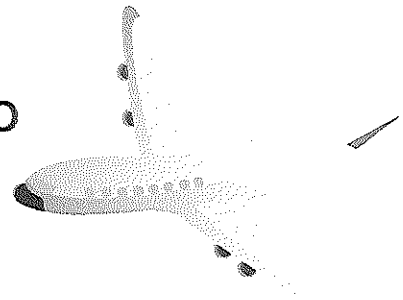


4. Lindsey caught the train from her house to the city. She went through 4 zones. Each zone costs \$3.35. How much did the whole trip cost her?



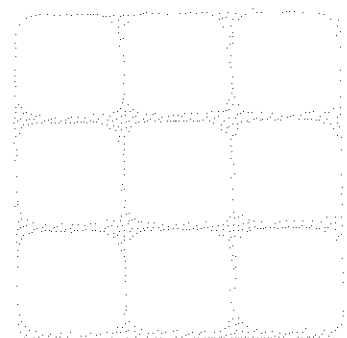
Teach

5. The airline bought 6 new planes for \$385 780 each. They had to spend \$12 000 on each plane to put their logo on the side. How much did they spend on the planes altogether?



Teach

6. Chloe was tiling her bathroom. She needed 105 tiles to complete the job. They come in boxes of 14. How many boxes does she need to order to make sure she has enough to tile her bathroom?

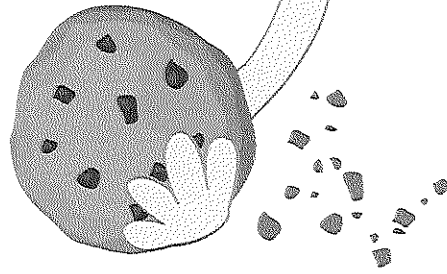


The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...



The Case of the Missing Cookie

1. Who do you think stole the cookie?
Explain why you think this. List three clues that you used.
2. What words did the author use to show that they were looking forward to eating the cookie?
3. Where else could the author have looked for clues?
4. What could have happened after the thief was caught?

CRAZY CREATIVE CHALLENGE

- Make a wanted poster for the thief that stole the cookie.
- Provide information about the thief, what they stole and the clues that led to them being caught.

Name _____

Date _____

The Case of the Missing Cookie

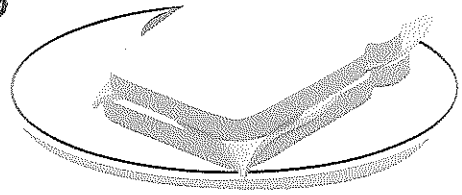
1. Who do you think stole the cookie?
Explain why you think this. List three clues that you used.

2. What words did the author use to show that they were looking forward to eating the cookie?

3. Where else could the author have looked for clues?

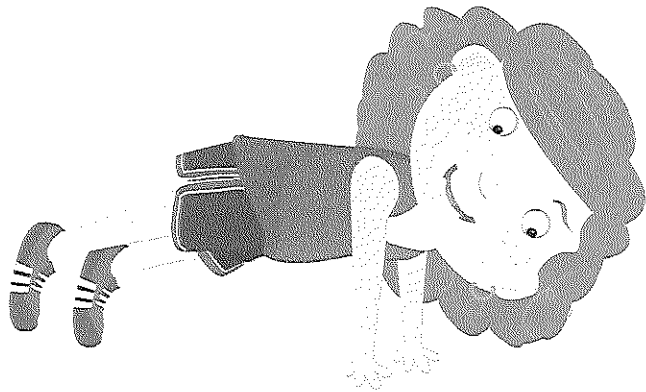
4. What could have happened after the thief was caught?

7. Alex needs 2.5 kg of ham to make sandwiches for his soccer team. The ham comes in 375 g packets. How many packets does he need to buy?



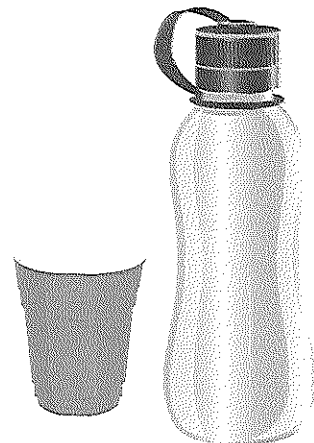
© Teach Mean Inc.

8. You bought a 12 month gym membership for \$418. How much do you need to pay per month?



© Teach Mean Inc.

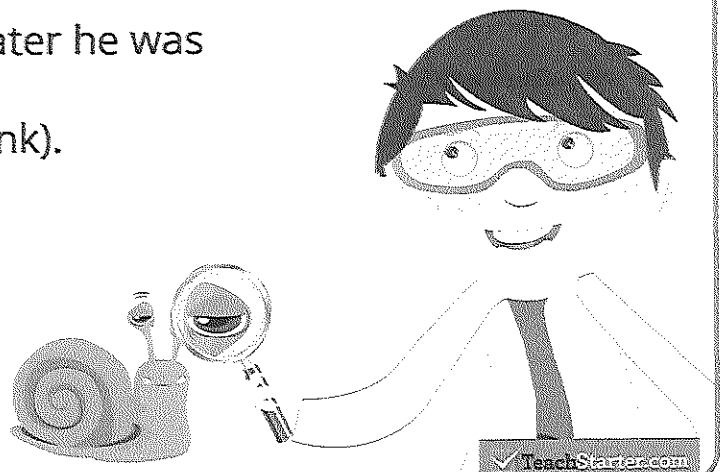
9. It is recommended that you drink 2 L of water every day. If your cup holds 210 ml, how many cups of water would you need to drink to have 2 L?



Verb Past Tense Worksheet

Name: _____

1. Yesterday we _____ (look) for bugs in the park.
2. We _____ (search) for bugs under rocks and on leaves.
3. I _____ (see) a butterfly. It _____ (fly) past the purple flowers.
4. I _____ (lift) up a big rock and _____ (find) a lady beetle.
5. I _____ (place) it in my bug jar, so that I could show my parents when I _____ (get) home.
6. I _____ (catch) three bugs at the park. I _____ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I _____ (think) my brother Sam could help me identify the tiny bug.
8. We _____ (get) out the bug book, and Sam _____ (open) my bug jar to get a closer look. The bug _____ (crawl) up Sam's sleeve.
9. It _____ (give) him a fright, and he _____ (spit) out the water he was _____ (drink).
10. We _____ (laugh) until we _____ (fall) down.



Converting 12-Hour and 24-Hour Times

I can convert 12-hour times into 24-hour times and vice versa.



1) Complete the chart, changing 12-hour a.m. digital times into 24-hour times.

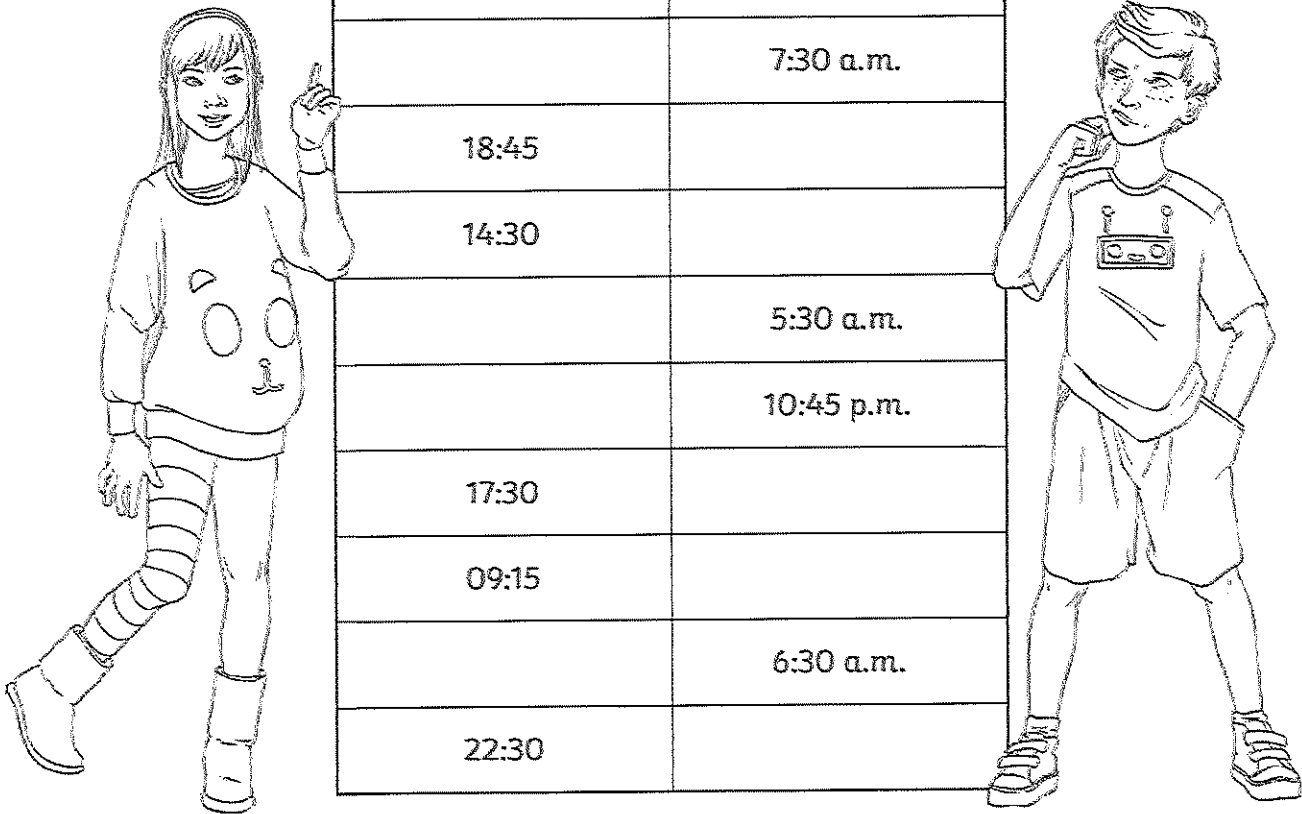
2) Complete the chart, changing 12-hour p.m. digital times into 24-hour times.

12-Hour Time	24-Hour Time
1:00 a.m.	
2:00 a.m.	
3:00 a.m.	
4:00 a.m.	
5:00 a.m.	
6:00 a.m.	
7:00 a.m.	
8:00 a.m.	
9:00 a.m.	
10:00 a.m.	
11:00 a.m.	

12-Hour Time	24-Hour Time
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	
8:00 p.m.	
9:00 p.m.	
10:00 p.m.	
11:00 p.m.	



3) Complete this table, filling in the missing times.



24-Hour Time	12-Hour Time
03:15	
	4:00 p.m.
	7:30 a.m.
18:45	
14:30	
	5:30 a.m.
	10:45 p.m.
17:30	
09:15	
	6:30 a.m.
22:30	

4) In each pair, tick the time which comes earliest in the day. The first one is done for you.

3:15 p.m.	<input type="radio"/>	11:30	<input checked="" type="radio"/>
04:15	<input type="radio"/>	4:30 a.m.	<input type="radio"/>
13:15	<input type="radio"/>	1:00 p.m.	<input type="radio"/>
8:30 p.m.	<input type="radio"/>	09:15	<input type="radio"/>
11:30 a.m.	<input type="radio"/>	23:30	<input type="radio"/>
14:30	<input type="radio"/>	2:15 p.m.	<input type="radio"/>

Name: _____

Date: _____

Spelling Bee

<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>

MINDFUL COLOURING

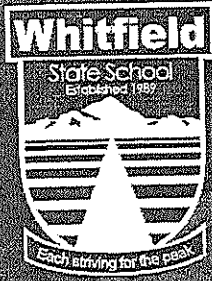


LESSON 25

This moment

Gratitude sketch

Draw nine things you are grateful for in 5 minutes.



Whitfield State School

Each striving for the peak

Round 1

Year 5-6 P.E Week 1- Body Resistance Circuit

About the Skill or activity- Body Resistance Circuits are high intensity workout where participants move from one activity to another. A body resistance circuit requires little to no equipment and relies on moving your body against a resistance in this case your body weight.

Skill Components/Teaching Cues

1. If you are unsure of how to do any of the following activities or the description hasn't clarified the activity. Please YouTube the activity so you are doing it correctly.
2. If you feel and pain while doing activities stop immediately.
3. These activities are meant to be tough and will be tiring. You will feel fatigue and you will need to push yourselves (Resilience).
4. It's meant to be faster paced. The goal is to move quickly from exercise to exercise and keep your heart rate up throughout the workout.
5. Complete 2-3 sets of the circuit. Take a small rest (1 minute) after each set.

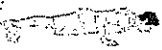
Common Errors

1. Taking a break between activities or during activities. This decreases your heart rate. If you are struggling to go for the full minute shorten the amount of time at each activity i.e. Instead of 1 minute do 20-30 seconds until your fitness increases.
2. You may wish to do this circuit up to 3 times per week. Please ensure you are giving your body time to rest and recover.
3. If you are starting to fatigue. Lower your intensity. You still want to push yourself but do not push yourself to exhaustion until you have a solid fitness base.

Activities

Please ensure you adjust time for each activity to suit individual needs. Start of light e.g. 20-30 seconds per activity and increase the time if you think appropriate.

1. **Planks:** Lie on the ground on your belly, chest lifted off ground. Flex your feet (toes on the floor), engage legs, and lift body up, balancing on forearms and toes. Keep entire body strong and butt in line with shoulders and heels. Hold for 1 minute.



2. **Side leg raises:** Lie on one side, with your feet and hips stacked; prop yourself up on your forearm. Align shoulder over elbow. Lift your top leg straight up, keeping foot parallel with the ground and flexing your toes; pause at top, then lower. Repeat side leg raises for 1 minute.



3. **Side leg raises- Change side other side:** Lie on the other side, with your feet and hips stacked; prop yourself up on your forearm. Align shoulder over elbow. Lift your top leg straight up, keeping foot



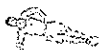
parallel with the ground and flexing your toes; pause at top, then lower. Repeat side leg raises for 1 minute.



- 4. Wall Squats-** Have your child stand with her back against the wall with her feet a foot or so in front of her, and have her slowly slide down the wall so she is 'sitting' without a chair beneath her bum. Hold for 1 minute.



- 5. Side planks:** Lie on one side and prop yourself up on your forearm. Stack your feet and hips. Lift hips straight off the ground. Hold. Repeat on the opposite side.



- 6. Leg Raise:** Lie on your back. Put your hands palm down beside your hips. Lift both legs in the air to about 45 degrees. Bring legs back toward the ground but do not let heels touch the floor. Repeat for 1 minute.



- 7. Mountain Climbers:** Start in push up position. Bring your right knee forward under your chest, with the toes just off the ground. Return to your basic plank. Switch legs, bringing the left knee forward. Keep switching legs and begin to pick up the pace until it feels a little like running in place in a plank position.



- 8. Bicycle:** Lay on your back lifting your bum off the ground and using your hands to support your waist. Lift your legs in the air and pretend you are riding a bike. Cycle your legs as you would the pedals on a bicycle. Continue for 1 minute.



- 9. Superman:** Lay flat on your stomach. Lift your arms and legs up in the air (Just like superman flying through the air). Return your arms and legs back to the ground and repeat as many times as you can in 1 minute.



Learning to Learn Week - Years 5 & 6 Digital Technology

Task #1 -

Whitfield State School has been nominated for a re-build and we require your input as to how our school should look.

There are some non-negotiable requirements for the design:

- the school must use the space we currently use (we can't knock down the surrounding houses or take Engineer's Park);
- current buildings can be removed, but each year level should have it's own building;
- there must be room for Specialist Teachers in the redesign - where will the Music, Drama, LOTE, P.E and Digital Technology teachers work?;
- there must be plenty of shade for Whitfield students during their break times, as well as play equipment;
- please make sure you design a building for our office administration, deputy principals and principals to work from.

There are some online resources that might help you get an idea for how to use the space: Google Earth clearly shows the available space we have to use; using Minecraft or Lego to present your design would be interesting; otherwise, a drawing from a bird's eye view would allow you to present your ideas in a clear and colourful way.

When you've finished, email me the finished product! Jmmcc4@eq.edu.au

Check out: hourofcode.com; scratch.mit.edu; abcya.com for other work you could complete at your own pace online.



Whitfield State School

Each striving for the peak

YEAR 5-6 DRAMA

Host Your Own 'How-To' Show!



VOCAL WARM UP

Tongue Twister: *Irish wristwatch, Swiss wristwatch*

ACTIVITY

You are to act as though you are a presenter on a TV show or YouTube Tutorial, and demonstrate to the audience at home (or a live audience!) how to perform an activity or task.

1. Choose an activity or task that you can easily do today, which has an outcome or result, and which will take at least 5 minutes to complete.

For example:

- A chore you have to do, like doing the dishes or putting your clothes away.
- A task you do every day, like making your bed, or braiding your hair.
- Something fun, like making a cake or shooting basketball hoops.

2. Choose a name, a voice and a personality for your character that you will use to perform.

- *Are you old? Young? Bouncy? Deadly serious? Jokey? Do you have an accent?*

3. While you are performing this activity:

- Talk out loud and in one direction, as if to a camera or audience.
- Take the 'audience' through exactly how to do the task, describing step-by-step and demonstrating as you do it.
- Improvise everything you say – make it up as you go along! You can't stop talking for more than 5 seconds at a time.
- Have a result at the end – show your 'audience' the finished product!

Remember – you are an **expert** at this task!



4. Complete the table below to plan your show:

1. What is your character's name?	
2. What is the activity you are demonstrating?	
3. Who is your audience? (Adults? Teens? Young children?)	
4. Is your voice and language formal (serious, professional) or informal (relaxed and casual)? Give examples.	
5. How will you introduce your demonstration?	
6. What is the first thing you need to show?	
7. How will you end your demonstration?	

5. Below are links to some examples to inspire you! (You might even learn how to make something yourself!)

- Jamie Oliver Cooking Show: <https://www.youtube.com/watch?v=CkwfiddQShk>
- D.I.Y Shadow Puppet Theatre: <https://www.youtube.com/watch?v=BHw-4UOc40>
- Magic Tricks: <https://www.youtube.com/watch?v=BHw-4UOc40>
- Make a Board Game: <https://www.youtube.com/watch?v=r-7lvAnDCDE>
- How to Sew Scrunchies: <https://www.youtube.com/watch?v=8pni0BLwp7E>

If possible – film your TV 'How To' Demonstration and send it through to me, along with the table above! vjbra1@eq.edu.au

I can't wait to see what you come up with. Have fun!

Miss. Vee



NAME THE INSTRUMENTS

Name _____

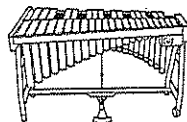
Name as many of these instruments as you can in 1 minute!

Ready, set, go!

1.



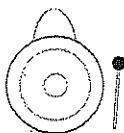
2.



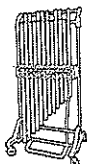
3.



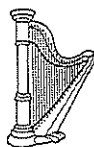
4.



5.



6.



7.



8.



9.



10.



11.



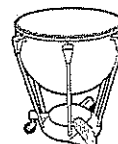
12.



13.



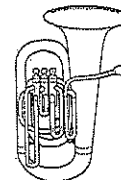
14.



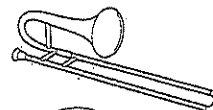
15.



16.



17.



18.



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

LEARNING TO LEARN WEEK – YEAR 5 and YEAR 6

Fill in the Romaji and English.

ひらがな									
wa	ra	ya	ma	ha	na	ta	sa	ka	a
わ	ら	や	ま	は	な	た	さ	か	あ
	ri		mi	hi	ni	chi	shi	ki	i
	り		み	ひ	に	ち	し	き	い
wo	ru	yu	mu	fu	nu	tsu	su	ku	u
を	る	ゆ	む	ふ	ぬ	つ	す	く	う
	re		me	he	ne	te	se	ke	e
	れ		め	へ	ね	て	せ	け	え
n	ro	yo	mo	ho	no	to	so	ko	o
ん	ろ	よ	も	ほ	の	と	そ	こ	お

Hiragana	Romaji	English
やま		
かわ		
うみ		
みずうみ	mizuumi	
こうえん		park
きれい		
しずか		
おもしろい	omoshiroi	
たのしい		
にぎやか		lively
わたし		
すき		
です		is/am/are

Translate the following sentences into English.

わたし は やま が すき です。 やま は しずか です。

わたし は かわ が すき です。 かわ は きれい です。

わたし は うみ が すき です。 うみ は たのしい です。

わたし は みずうみ が すき です。 みずうみ は おもしろい です。

わたし は こうえん が すき です。 こうえん は にぎやか です。

Write the following sentences in hiragana.

I like mountains. Mountains are pretty.

I like the ocean. The ocean is interesting.

I like lakes. Lakes are fun.

Write the following words in kanji.

やま _____ かわ _____ うみ _____ わたし _____

Choose the meaning of each kanji and write it next to each kanji.

湖 _____ 海 _____ 私 _____

川 _____ 山 _____ 公園 _____

(mountain; I/me; ocean/sea; park; lake; river)

Translate the following sentences into English.

私は公園がすきです。公園はにぎやかです。

私は山がすきです。山はしずかです。

私は川がすきです。川はきれいです。

