

YEAR 5

LEARNING

- FROM -

HOME

ABOUT THIS PACK

This teaching resource pack has been handpicked by the Teach Starter team to include a range of resources that can be completed at home by children with the assistance of their parents or guardians.

The pack includes resources covering the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities - all for free!

In the rare event of a school closure or if a student needs to work remotely, this pack can be sent home with students or passed on directly to parents and guardians digitally to allow for students to complete the work with minimal preparation and supervision.

The pack is designed to allow for non-teachers to understand and implement the activities in a home environment without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

For Teachers

Can I share this pack with parents, students and other teachers?

Of course! This pack has been created specifically for this purpose. Please feel free to share this pack digitally with your students, their parents or guardians, or other teachers.

You can share by copying the URL in the address bar of your browser, or simply clicking on the envelope icon above to send to an email address. You can also download the pack, and email the PDF document itself.

Please feel free to bundle this pack with your own home learning activities to extend or reinforce particular concepts for your students. You may also like to add specific activities such as reading, outdoor play, fine motor skills etc.

For Parents

How can I teach my child if their school closes?

By downloading this free resource pack, you will be equipped with a wide range of activities to share with your child while their school is closed.

We have ensured that this pack can be delivered by non-teachers by providing a helpful table of contents and activity overviews. All activities are age-appropriate and most will relate to work that your child has experienced in the classroom.

The activities can be completed in any order and have been selected to allow parents and guardians to easily implement them.

YEAR 5

CONTENTS

English

Editing

2 x Editing Worksheets - The Solar System and Music Players and Your Hearing

Students are required to edit the pieces of text using the provided editing symbols and then re-write the text correctly. There are 20 errors in each piece of text.

Reading

10 x Comprehension Worksheets

A comprehensive set of worksheets that cover a variety of comprehension skills. Students are required to read the text and answer the questions either in a workbook or using the sheet provided. There is a Crazy Creative Challenge for each comprehension skill that can be completed also.

Book Review

Students can pick a recent text they have read and then complete this Book Review template.

Grammar

Verb Past Tense Worksheet

Students are required to add the simple past tense verbs to complete the sentences.

Grammar Crossword

Students can complete this Grammar Crossword using the words down the side as the answers to the clues.

Spelling

Word Work Grid - V1

Students use this grid of 15 activities when working with their spelling words. The activities can be completed using the provided templates or in a workbook.

Word Work Grid - V2

A second version has been provided to work with a new set of spelling words.

Persuasive Writing

Persuasive Writing Stimulus - All Families Should Own a Pet

Students are required to use the stimulus, which includes for and against arguments, to construct a persuasive text. A planning template and scaffolding sheet have also been provided to plan their ideas before they begin writing the persuasive text.

Narrative Writing

Narrative Writing Stimulus - The rain was pouring down...

Students are required to use the stimulus piece provided to write a narrative text. A narrative planning template has been provided to use before they begin writing.

Maths

Operations

1 to 12 x Colour Fun!

Students are required to find the answer to each multiplication sum and then colour that section the corresponding colour represented in the table provided.

Maths Word Problem Cards - Multiplication and Division

Students can complete these word problem cards in their workbook.

Maths Activities

Fractions - Renovate with a Rug!

In this investigation, students must use their knowledge and understanding of fractions to design a colourful floor rug for a home renovation competition. The floor rug design must adhere to a list of competition rules. Students must record and analyse their colour choices on the worksheet provided.

Pandora's Party Palace Maths Activity

Students use these sixteen problem-solving task cards in association with the stimulus to work with money in a real-world context.

Science

What are Adaptations?

Students read the What are Adaptations? text and then answer the questions on the sheet provided or in their book.

Earthly Word Search

A word search that uses vocabulary related to the Solar System.

Other

Mindfulness

Mindfulness Colouring Sheet - Cockatoo

Students use this sheet when they require a brain break or at the end of the day.

Moving Lines - Art Activity

Students use this activity to explore the use of line to create movement.

The Solar System - Editing

Add editing marks to text. There are 20 errors.

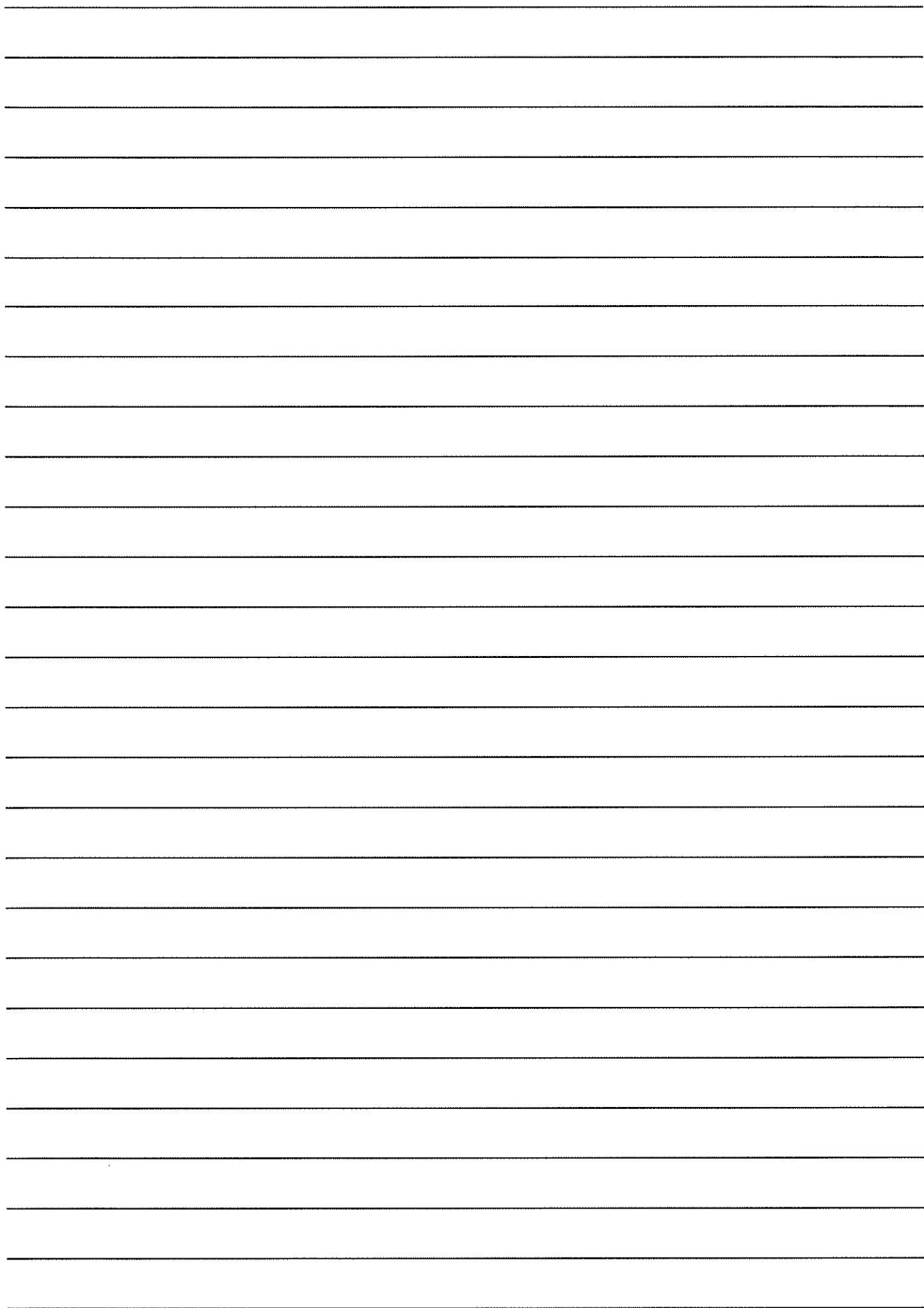
The soler system is made up of eight planet's which orbit around the Sun

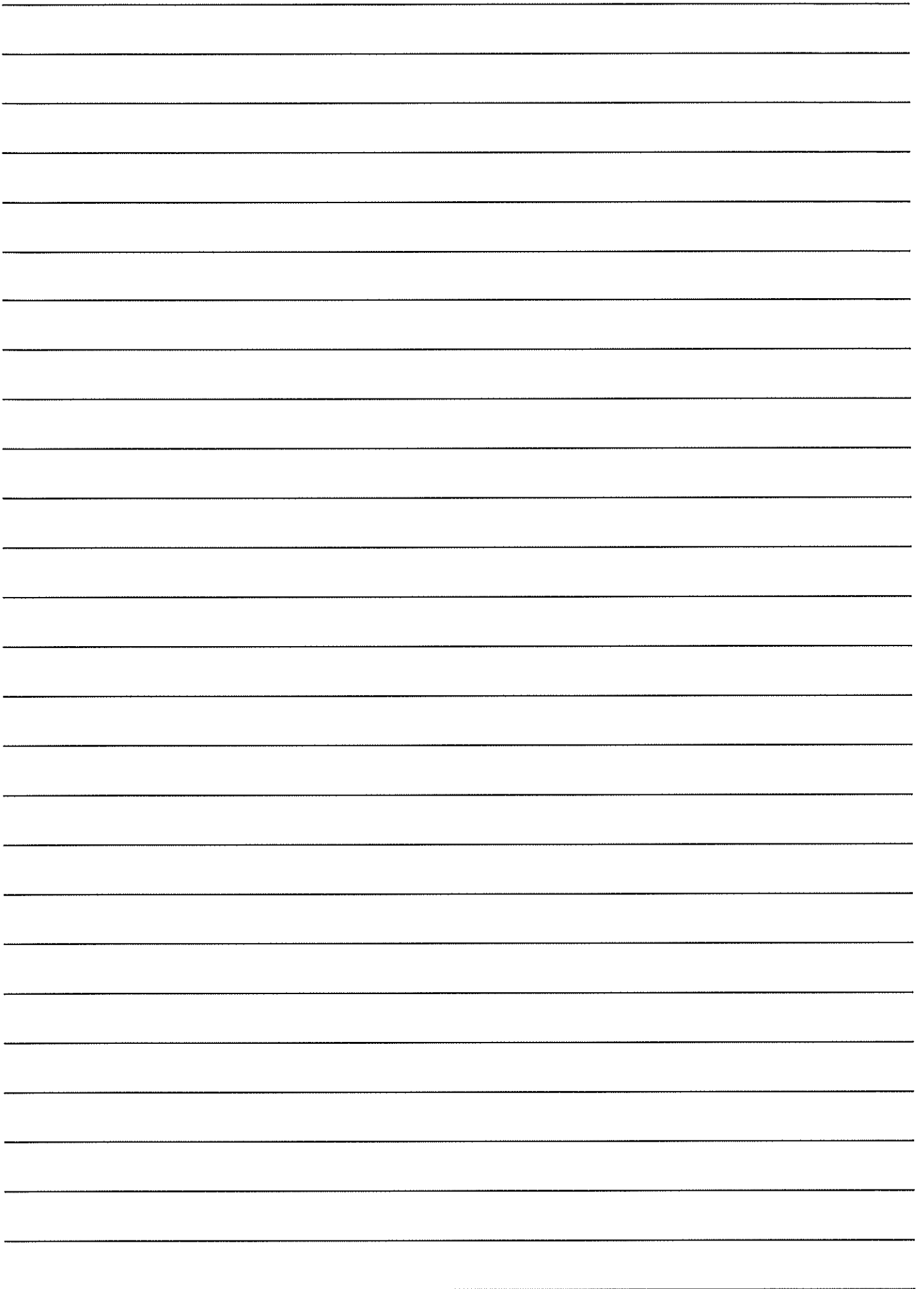
The four smaller planets closest to the Sun are mercury, Venus earth and Mars. They made up of rock and metel. the four outer planets are much larger. The too largest are Jupiter and Saturn, composd mainly of hydrogen and helium. The outermost Planets are Uranus and "Neptune". They are composed largely 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	/l.c.
Take something out	9
Check spelling	^{SP} ○
New paragraph	¶

Re-write the text correctly:





The Cat and the Whale

A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

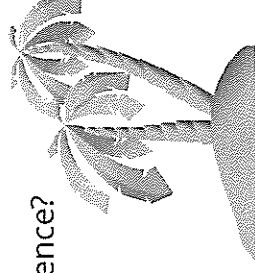
The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

Moral: *Those who lie and boast may end up in trouble.*

The Cat and the Whale

1. What is the author's purpose in this text?
 - a) entertain
 - b) persuade
 - c) inform
 - d) other
2. Explain in your own words the moral of this story.
3. *The whale knew that the island was empty and that nobody lived there.*



Why did the author include this sentence?

4. How do you think the author feels about the cat?

CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- ▶ How many characters are there?
- ▶ What do the characters say?
- ▶ How do they act, move and speak?

Name _____

Date _____

The Cat and the Whale

1. What is the author's purpose in this text?

- a) entertain
- b) persuade
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- d) other

2. Explain in your own words the moral of this story.

3. *The whale knew that the island was empty and that nobody lived there.*
Why did the author include this sentence?

4. How do you think the author feels about the cat?



Charlie and the Chocolate Factory

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

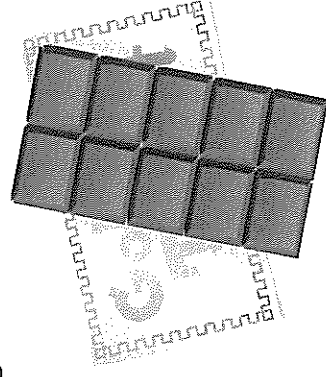
Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

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.

○ What will the prize be?

○ 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?

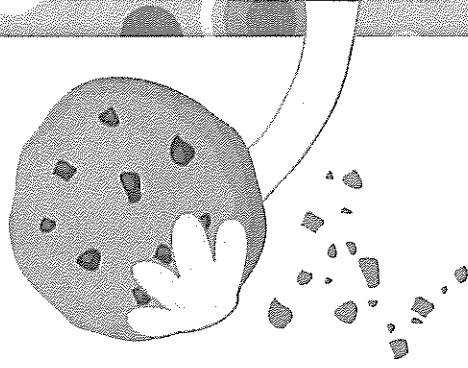
4. Think of a story that you have both read the book and watched the movie.
Which did you prefer, the book or the movie? Explain why.

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?



Paul the Policeman

One sunny day, Paul the Policeman was eating his lunch in the city park. Suddenly, he looked up and saw a duck stealing a big bag of grapes from the nearby fruit shop. Paul the Policeman threw down his sandwich and ran after the cheeky duck, calling his other police friends on the radio for backup.

Soon, the duck was surrounded by Paul the Policeman and his other police friends. It had nowhere to hide. Paul then discovered that the duck was actually the famous Fruit Shop Bandit who had been stealing fruit from shops all over the city.

Paul the Policeman put the duck in his police car. He turned on the sirens so that he could quickly rush the duck down to the police station for questioning.

Later that week, the chief police officer gave Paul the Policeman a special award for his great work. Thank goodness he had captured the *Fruit Shop Bandit*... the city was safe, at last!



Paul the Policeman

- Which of these statements **could not** really happen?
 - a duck eating grapes
 - a duck stealing grapes
 - a duck being arrested for stealing grapes
- Which of these statements **could not** really happen?
 - a policeman eating lunch
 - a policeman chasing a duck
 - a policeman arresting a duck
- Which of these statements **could** really happen?
 - a duck being a criminal
 - a policeman given a reward for arresting a duck
 - a policeman calling for backup on the radio
- Is this story real or make-believe?

List three pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

Design a wanted poster for the *Fruit Shop Bandit*.

▶ What will the bandit look like?

▶ What will the reward be for its capture?

Name _____

Date _____

Paul the Policeman

1. Which of these statements **could not** really happen?

- a) a duck eating grapes
- b) a duck stealing grapes
- c) a duck being arrested for stealing grapes

2. Which of these statements **could not** really happen?

- a) a policeman eating lunch
- b) a policeman chasing a duck
- c) a policeman arresting a duck

3. Which of these statements **could** really happen?

- a) a duck being a criminal
- b) a policeman given a reward for arresting a duck
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4. Is this story real or make-believe?

List three pieces of evidence to support your answer.

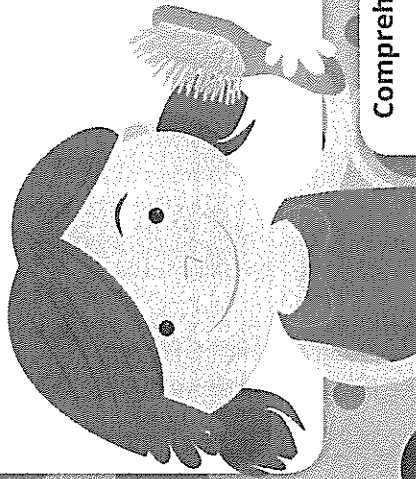
Don't be Late for School!

Amelia woke up and saw that she was running late for school. She jumped out of bed and started to get herself ready. She couldn't be late again, as she was already in trouble with Mrs Holder for being late two days last week! As quickly as possible, Amelia put on her school uniform, tugged on a pair of socks and shoved her feet into her black school shoes.

Amelia then looked in the mirror. Her hair was a mess! She grabbed her hairbrush and yanked it through her hair. Amelia splashed some water on her face and then ran downstairs to have some breakfast. She slid two pieces of bread into the toaster and grabbed herself a glass of juice while she waited. Stuffing toast into her mouth, Amelia ran back upstairs to brush her teeth.

On her way out the door, Amelia grabbed her school bag and started running down the driveway. That's when she remembered she had forgotten her lunch!

Amelia ran back to grab her lunch off the kitchen table. She was finally on her way!



Don't be Late for School!

- Which one of these things did Amelia **not** do before having breakfast?
 - splash some water on her face
 - run down the driveway
 - brush her hair
- Number the following sentences in the order they happened.
 - ___ Amelia ran back to grab her lunch.
 - ___ Amelia jumped out of bed.
 - ___ Amelia brushed her teeth.
 - ___ Amelia put on her school uniform.
- What was the last thing Amelia did before going to school?
- Create a list of all the things Amelia had to do before going to school. (Make sure your list is in order!)

CRAZY CREATIVE CHALLENGE

Create a comic strip of yourself getting ready for school.

Name _____

Date _____

Don't be Late for School!

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Milkshake Mania!

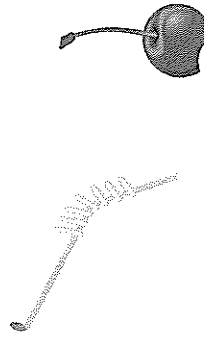
"You can feel the excitement in the air," said business owner Mary Milkmaid. Today was the grand opening of Mary's Milk Bar.

"I will be serving the best milkshakes in the world!" declared Mary as she cut the ribbon at the official opening.

Mary makes the milkshakes using 2 scoops of ice-cream, 3 shots of syrup and 2 cups of creamy milk. She says that she makes every milkshake with love and that it is the best milkshake you will ever have.

Travis was the first person to order a milkshake from the new milk bar. He decided to have a chocolate one. "I think chocolate is the best. I'm sure all of Mary's milkshakes are great though," he said as he slurped on his chocolate milkshake.

On the opening day, Mary sold one hundred and eight milkshakes. She declared the day a great success and couldn't wait to make more milkshakes tomorrow!



Milkshake Mania!

- Write **F** for fact or **O** for opinion next to each statement.
 - ___ You could feel the excitement in the air.
 - ___ Today was the grand opening of Mary's Milk Bar.
 - ___ Mary's are the best milkshakes you will ever have!
 - ___ Travis was the first person to order a milkshake.
 - ___ Travis thinks chocolate is the best.
 - ___ Mary sold one hundred and eight milkshakes.

- "I will be serving the best milkshakes in the world!"

This statement is an opinion. Why do you think it is an opinion?

- Write a fact you know about milkshakes.
- Write an opinion you have about milkshakes.

CRAZY CREATIVE CHALLENGE

Write an advertisement for Mary's Milk Bar.

Use both facts and opinions in your ad.

Write your facts in blue and your opinions in red.

Name _____

Date _____

Milkshake Mania!

1. Write **F** for fact or **O** for opinion next to each statement.

- ___ You could feel the excitement in the air.
- ___ Today was the grand opening of Mary's Milk Bar.
- ___ Mary's are the best milkshakes you will ever have!
- ___ Travis was the first person to order a milkshake.
- ___ Travis thinks chocolate is the best.
- ___ Mary sold one hundred and eight milkshakes.

2. *"I will be serving the best milkshakes in the world!"*

This statement is an opinion. Why do you think it is an opinion?

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4. Write an opinion you have about milkshakes.



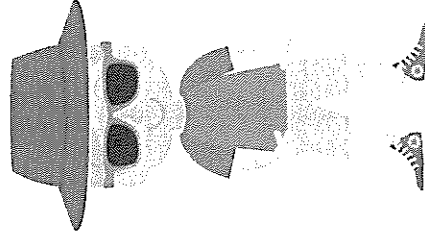
Slip, Slop, Slap!

The sun's rays can be both beneficial and dangerous to your body. The sun's ultraviolet (UV) radiation is your best natural source of vitamin D. Vitamin D is important for healthy bones, muscles and teeth. However, the sun's UV radiation can also cause sunburn, damage to your eyes and skin cancer.

Whenever you are heading outside, it is important to be sun-smart. Some things that you can do to make sure you are protected from the sun's rays include:

- wearing sun protective clothing
- putting on some sunscreen
- wearing a wide-brimmed hat
- finding shade
- wearing sunglasses.

Once you are protected, you can enjoy lots of fun outdoor activities including sport, going to the beach, playing on a playground or even just walking outside to enjoy the outdoors.



Slip, Slop, Slap!

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.

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

4. Another good title for this text could be
 - a) The Weather.
 - b) The Sun and our Health.
 - c) How the Sun is Good for your Health.
 - d) Hot, Hot, Hot

CRAZY CREATIVE CHALLENGE

Create a poster encouraging your classmates to be sun-smart.

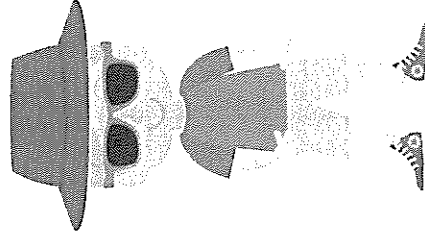
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CRAZY CREATIVE CHALLENGE

Create a poster encouraging your classmates to be sun-smart.

Name _____

Date _____

Slip, Slop, Slap!

1. What is the main idea of this text?

2. What are three details that support the main idea?

Detail 1: _____

Detail 2: _____

Detail 3: _____

3. Carefully read the text.

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

4. Another good title for this text could be

- a) The Weather.
- b) The Sun and Our Health.
- c) How the Sun is Good for your Health.
- d) Hot, Hot, Hot!



Something Scary in the Night

"We're here!" yelled my brother Glenn.

After two hours of travelling in the car with my annoying brother, we finally pulled up behind the moving truck, full of our furniture.

I felt absolutely ecstatic! I ran as fast as I could to see my room, my very own room! No more sharing with the most annoying, loud and disgusting brother!

I skipped along the hallway to my room, opened the blinds and started to plan how I was going to decorate it. "Be careful of the monsters that come out at night," snarled Glenn as he stomped past my bedroom.

That night I lay on my bed, enjoying the peace and quiet. Suddenly, I heard a whooshing sound - like someone was walking past my bedroom. I thought it was strange, but kept looking around my beautifully decorated room.

Thump, thump, thump. I thought my mind was playing tricks on me. I heard footsteps that sounded like they were in my room. I stood up and walked over to my bedroom door. I couldn't see anything. I climbed

back into bed, just in time to see

a shadow slide past my bedroom door. I quickly

hid under my blanket.

My brother was right! I decided to...



Something Scary in the Night

1. "We're here!" yelled my brother Glenn.

Where do you think they are? Why do you think this?

2. Who might the main character might be?

Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*

Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do? Why do you think this?

CRAZY CREATIVE CHALLENGE

Draw a picture of your bedroom.

Write a list of things you would change in your bedroom.

Name _____

Date _____

Something Scary in the Night

1. *"We're here!" yelled my brother Glenn.*

Where do you think they are? Why do you think this?

2. Who might the main character be?

Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*

Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do?

Why do you think this?

The History of LEGO

1930s – Godtfred Kirk

Christiansen starts making LEGO models in Denmark. The first LEGO model is a wooden duck.

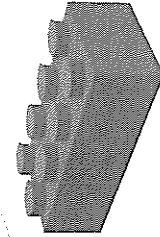


1940s – The first LEGO

BRICK is made out of wood. Primary colours are introduced to the design.

1950s – LEGO spreads

across the world from Denmark. The first LEGO kit is made. LEGO is made out of plastic.



1960s – DUPLO is first made and LEGOLAND opens. There are now 218 different LEGO elements, 57 sets and 25 vehicles. Wooden LEGO toys are discontinued.

1970s – LEGO space is

introduced and LEGO 'Minifigure' people are made. LEGO doors and windows are also made. A rabbit logo is introduced to the DUPLO brand.

1980s – The first

LEGO World Cup building championship competition is held. A brick logo is introduced. LEGO celebrates its fifty years jubilee.

1990s – The LEGO brick is named one of the 'Products of the Century'. LEGO world shop opens on the internet. LEGO robotics are made. LEGO kids wear is launched. Guinness World Records are broken using LEGO.

2010s – The LEGO Movie

premieres around the world. LEGO celebrates its 80th birthday. LEGO Friends is launched. LEGO is the world's 3rd largest toy manufacturer.

2000s – LEGO celebrates its 75th anniversary. The LEGO BRICK celebrates its 50th birthday. LEGO Clikits for girls is made.

The History of LEGO

1. Who was the inventor of LEGO?
What was his first LEGO model?
2. What was the LEGO BRICK originally made from?
When did it begin to be made out of plastic?
3. When were LEGO 'Minifigure' people first made?
What else was introduced during this decade?
4. When did The LEGO Movie premiere?
5. When did the LEGO BRICK celebrate its 50th birthday?

CRAZY CREATIVE CHALLENGE

If you have LEGO or building blocks in your classroom, design and make an object out of LEGO.

If you do not have LEGO or building blocks, design a new logo for LEGO.

Name _____

Date _____

The History of LEGO

1. Who was the inventor of LEGO?
What was his first LEGO model?

2. What was the LEGO BRICK originally made from?
When did it begin to be made out of plastic?

3. When were LEGO 'Minifigure' people first made?
What else was introduced during this decade?

4. When did The LEGO Movie premier?

5. When did the LEGO BRICK celebrate its 50th birthday?



Australia Day

On January 26 each year, we come together as a nation to celebrate how good it is to be Australian. We also identify some of the great things about our country.

We also remember Indigenous Australians and acknowledge them as the original owners of the land, before British settlement in 1788.

On Australia Day, some people from other countries who currently enjoy living in Australia, become Australian citizens. This takes place at special citizenship ceremonies.

Most people in Australia celebrate Australia Day by attending one of the many public events in their local community. These include concerts, fireworks, awards ceremonies and fundraising events.

On Australia Day, people like to display Australian flags outside their houses, or on their cars. It is a wonderful day to spend time with family and friends. Many people enjoy a traditional Australian barbeque on Australia Day.



Australia Day

1. Using a mind map, identify some key words that summarise the main ideas from the Australia Day text.
2. If you were to explain to another person what Australia Day is, what would you tell them?
3. Why is Australia Day an important day to celebrate as a nation every year?
4. What are some of the ways people celebrate on Australia Day?

CRAZY CREATIVE CHALLENGE

Design and create your own Australia Day menu for a barbeque lunch.

What food will you have?

What will be the theme?

How will you make sure it is 'Australian'?

Name _____

Date _____

Australia Day

1. Using the mind map, identify some key words that summarise the main ideas from the Australia Day text.

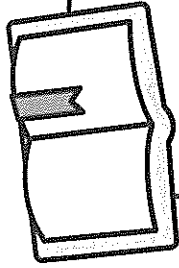


2. If you were to explain to another person what Australia Day is, what would you tell them?

3. Why is Australia Day an important Day to celebrate as a nation every year?

4. What are some of the ways people celebrate Australia Day?

BOOK REVIEW



Book summary:

TITLE: _____
AUTHOR: _____
GENRE: _____
TIME ERA: _____
LOCATION: _____
MAIN CHARACTERS: _____

Favourite Character:

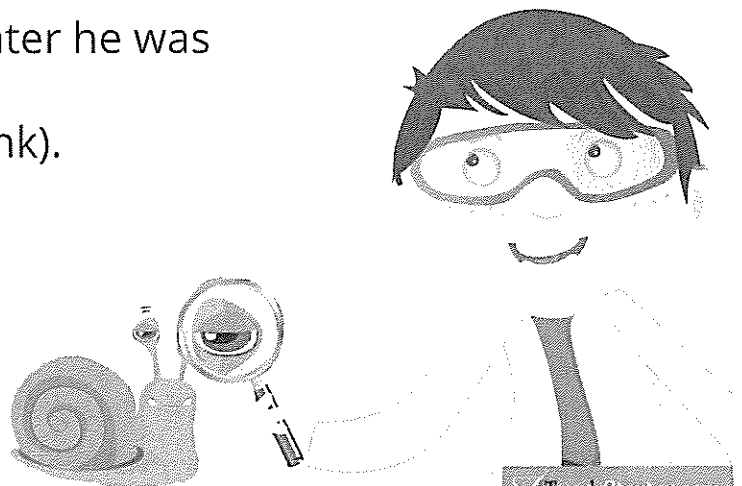
Gender: _____
Age: _____
Close Relationships: _____
Explain why this character is your favourite: _____

Favourite part:

Verb Past Tense Worksheet

Name: _____

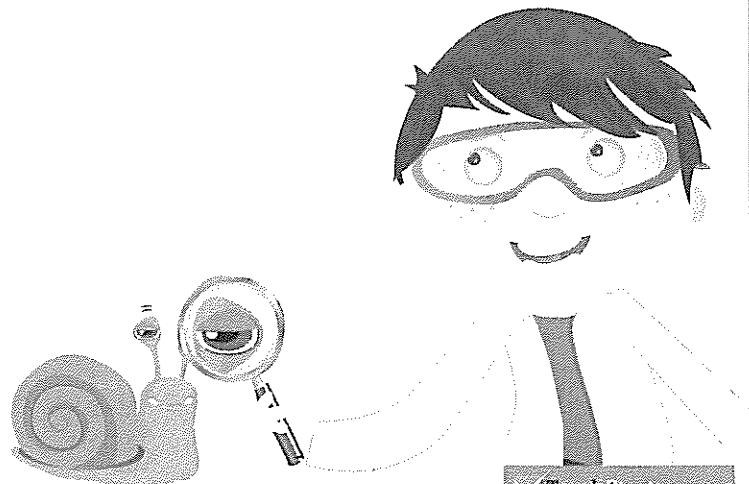
1. Yesterday we _____ (look) for bugs in the park.
2. We _____ (search) for bugs under rocks and on leaves.
3. I _____ (see) a butterfly. It _____ (fly) past the purple flowers.
4. I _____ (lift) up a big rock and _____ (find) a lady beetle.
5. I _____ (place) it in my bug jar, so that I could show my 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.



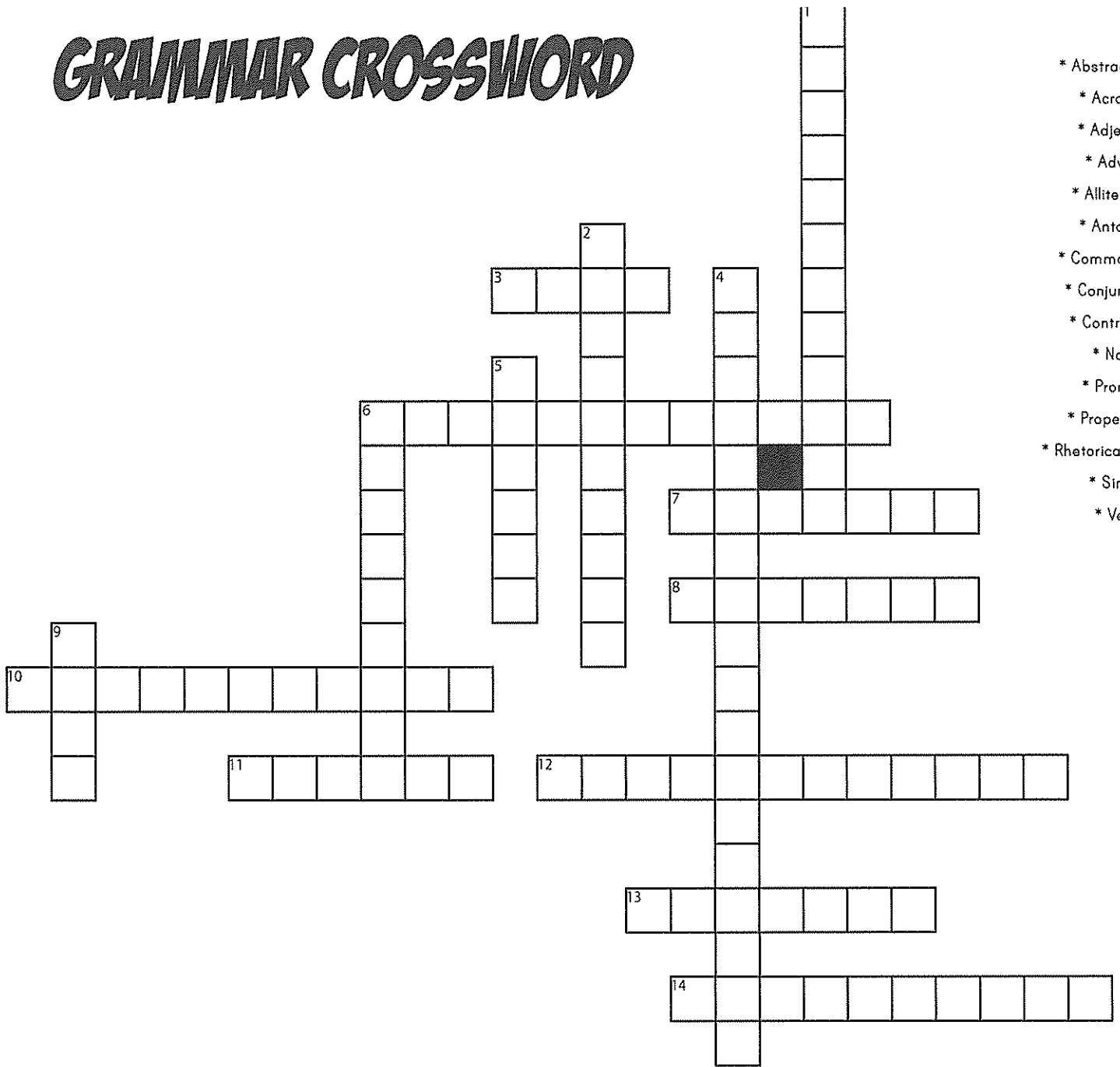
Verb Past Tense Worksheet

Name: _____

1. Yesterday we looked for bugs in the park.
2. We searched for bugs under rocks and on leaves.
3. I saw a butterfly. It flew past the purple flowers.
4. I lifted up a big rock and found a lady beetle.
5. I placed it in my bug jar, so that I could show my parents when I got home.
6. I caught three bugs at the park. I found a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I thought my brother Sam could help me identify the tiny bug.
8. We got out the bug book, and Sam opened my bug jar to get a closer look. The bug crawled up Sam's sleeve.
9. It gave him a fright, and he spat out the water he was drinking.
10. We laughed until we fell down.



GRAMMAR CROSSWORD



- * Abstract Noun
- * Acronym
- * Adjective
- * Adverb
- * Alliteration
- * Antonym
- * Common Noun
- * Conjunctions
- * Contraction
- * Noun
- * Pronoun
- * Proper Noun
- * Rhetorical Question
- * Simile
- * Verb

ACROSS CLUES

3. A doing word.
6. The repetition of the same sound at the beginning of words.
7. Words standing in place of a noun - I, she, we, us.
8. A word formed from the initial letters of other words - ANZAC.
10. Shortened word or words - it is and it's.
11. Words that add meaning to the verb on how, when, where or for how long something is happening.
12. Joining words - and, because, so.
13. Words that are opposite in meaning - hot and cold.
14. Names of everyday things - chair, car, shoes.

DOWN CLUES

1. Something you cannot taste, touch, hear, smell or see - honesty or courage.
2. The given name of people, places, objects and events - James, Australia.
4. A question where an answer is not expected.
5. A phrase that shows the likeness between two things.
6. Describing words for a person, place or thing.
9. Names a person, animal, place or thing.

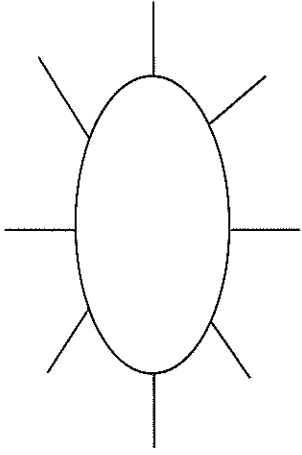
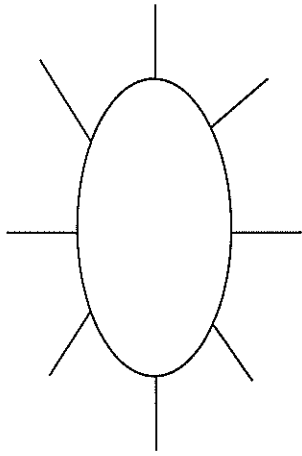
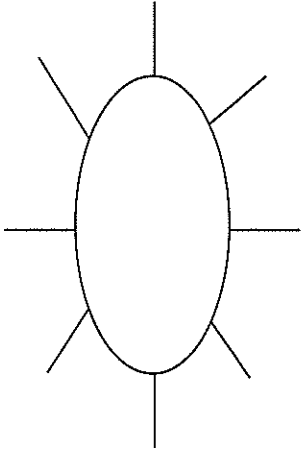
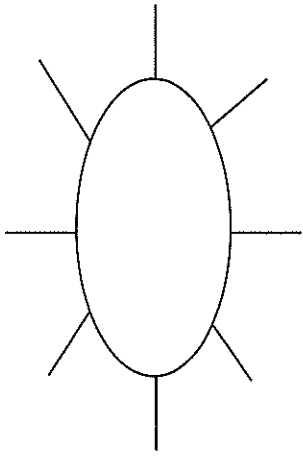
Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

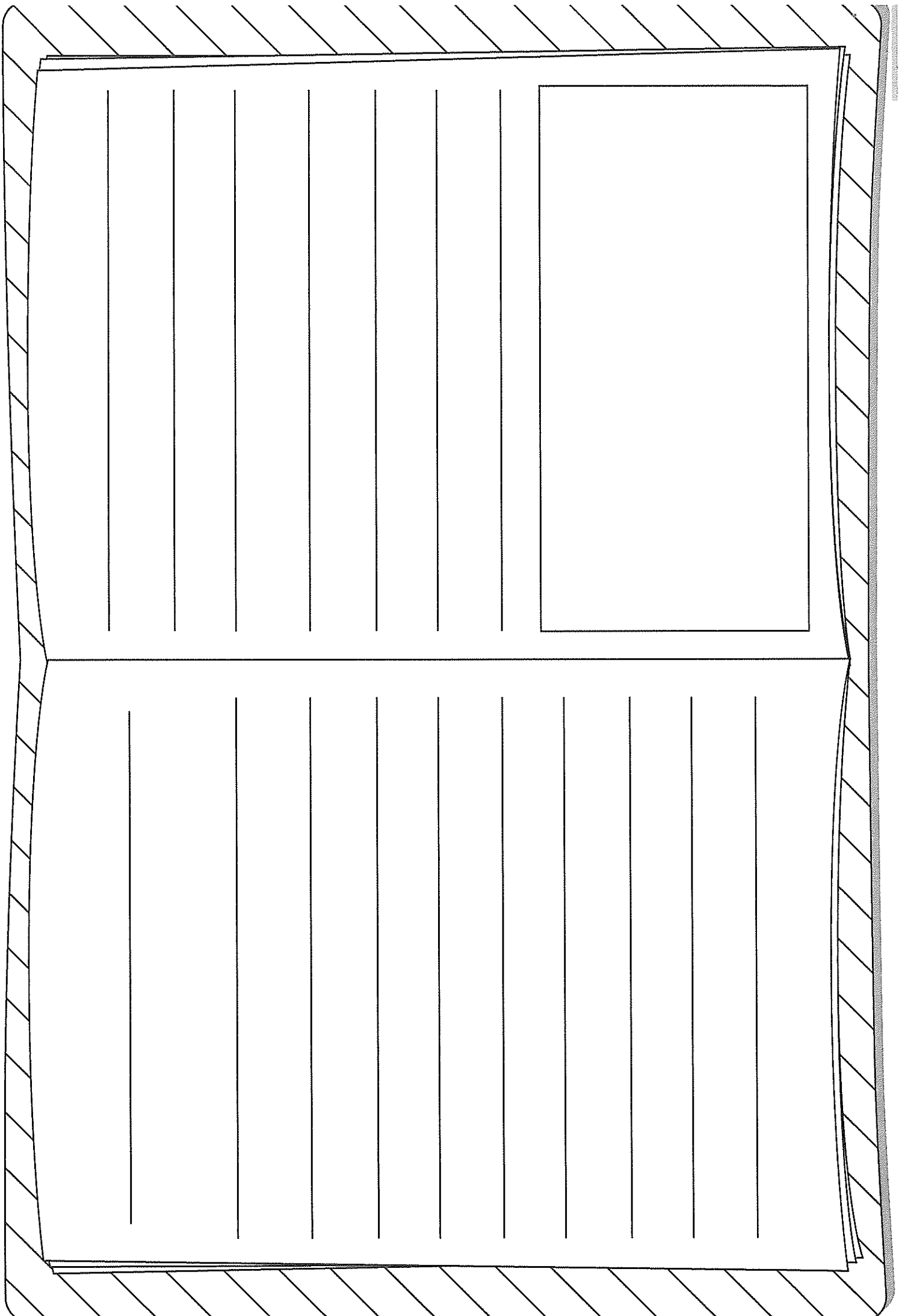
Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

_____ /



Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the width of the page.

Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

i) _____

j) _____

k) _____

l) _____

m) _____

n) _____

o) _____

Sort Them Out

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

Category 1:	Category 2:	Category 3:

Word Detective

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Words Group your spelling words according to the number of syllables.</p> <p>Date: _____</p>	<p>Working Out Words Group your spelling words into nouns, adjectives, verbs, adverbs etc.</p> <p>Date: _____</p>	<p>Spelling Search Search for spelling words or words within words in your class novel/book you are currently reading.</p> <p>Date: _____</p>	<p>Sell Your Words Write a TV commercial for a product of your choice using as many spelling words as you can.</p> <p>Date: _____</p>	<p>Cartoon Connection Create a cartoon strip using as many spelling words as you can.</p> <p>Date: _____</p>
<p>Spelling Bee Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence.</p> <p>Date: _____</p>	<p>Define It! List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly.</p> <p>Date: _____</p>	<p>Lie Detector Write a true or false statement explaining/ relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false.</p> <p>Date: _____</p>	<p>Script Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word.</p> <p>Date: _____</p>	<p>Scrambled Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet.</p> <p>Date: _____</p>
<p>Editing Expert In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words.</p> <p>Date: _____</p>	<p>Texting Words Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word.</p> <p>Date: _____</p>	<p>Word Worth Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least.</p> <p>Date: _____</p>	<p>Crossword Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word.</p> <p>Date: _____</p>	<p>Spelling Search Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.</p> <p>Date: _____</p>

Name: _____

Date: _____

Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

Name: _____

Date: _____

Working Out Words

Noun

Adjective

Verb

Adverb

Name: _____

Date: _____

Cartoon Connection

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>

Name: _____

Date: _____

Define It

Name: _____

Date: _____

Texting Words

1	2 abc	3 def
4 ghi	5 jkl	6 mno
7 pqrs	8 tuv	9 wxyz

T e x t i n g
 $8+3+9+8+4+6+4 = 42$

Name: _____

Date: _____

Word Worth

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂
H ₄	I ₁	J ₆	K ₅	L ₃	M ₃	N ₁
O ₁	P ₃	Q ₁₀	R ₂	S ₁	T ₁	U ₁
V ₄	W ₄	X ₈	Y ₄	Z ₁₀		

Name: _____

Date: _____

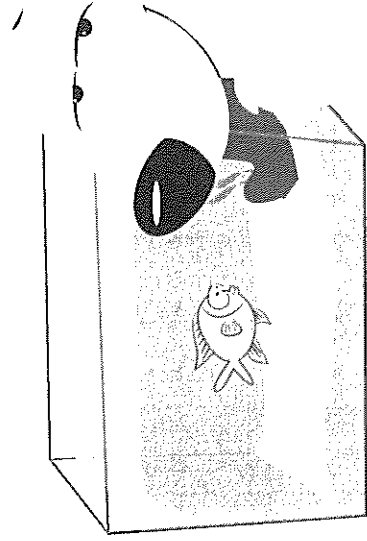
Crossword

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

All Families Should Own a Pet

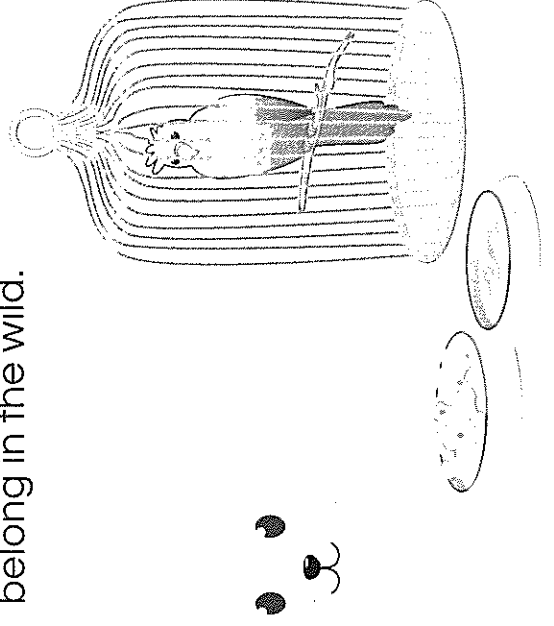
Reasons For

- Owning a pet teaches children to be more responsible.
- Owning a pet helps to reduce loneliness and stress.
- People who own pets are healthier than people who do not.
- Sharing the care of a pet brings families closer together.
- Caring for a pet teaches children how to be loving and affectionate to others.



Reasons Against

- Some families do not have enough money to properly care for a pet.
- Some families do not have enough time to properly care for a pet.
- Some people do not like animals, or may be allergic to them.
- Some pets have diseases which they can pass on to humans.
- Animals do not belong in people's homes; they belong in the wild.



Name _____

Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:



Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:

Name _____

Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).



The rain was pouring down...

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The rain was pouring down...'

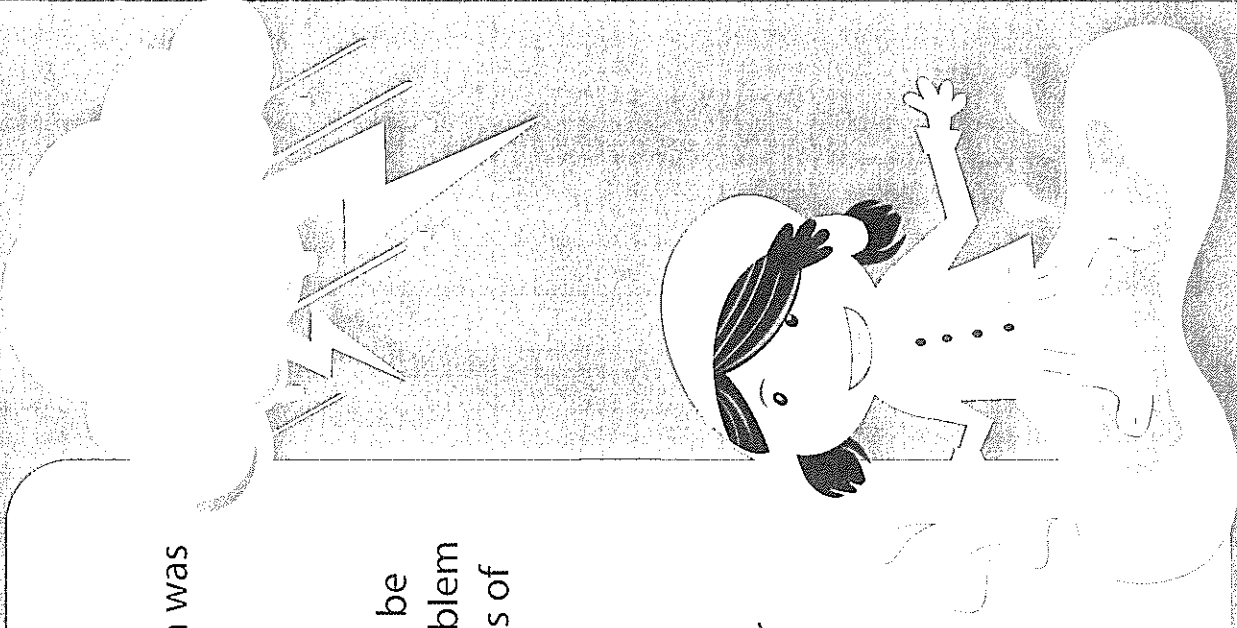
Think:

What do you want your story to be about? Your story might be about something that happened when it was raining, a problem that occurred in the rain or a tricky situation as a result of lots of rain.

Plan:


Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



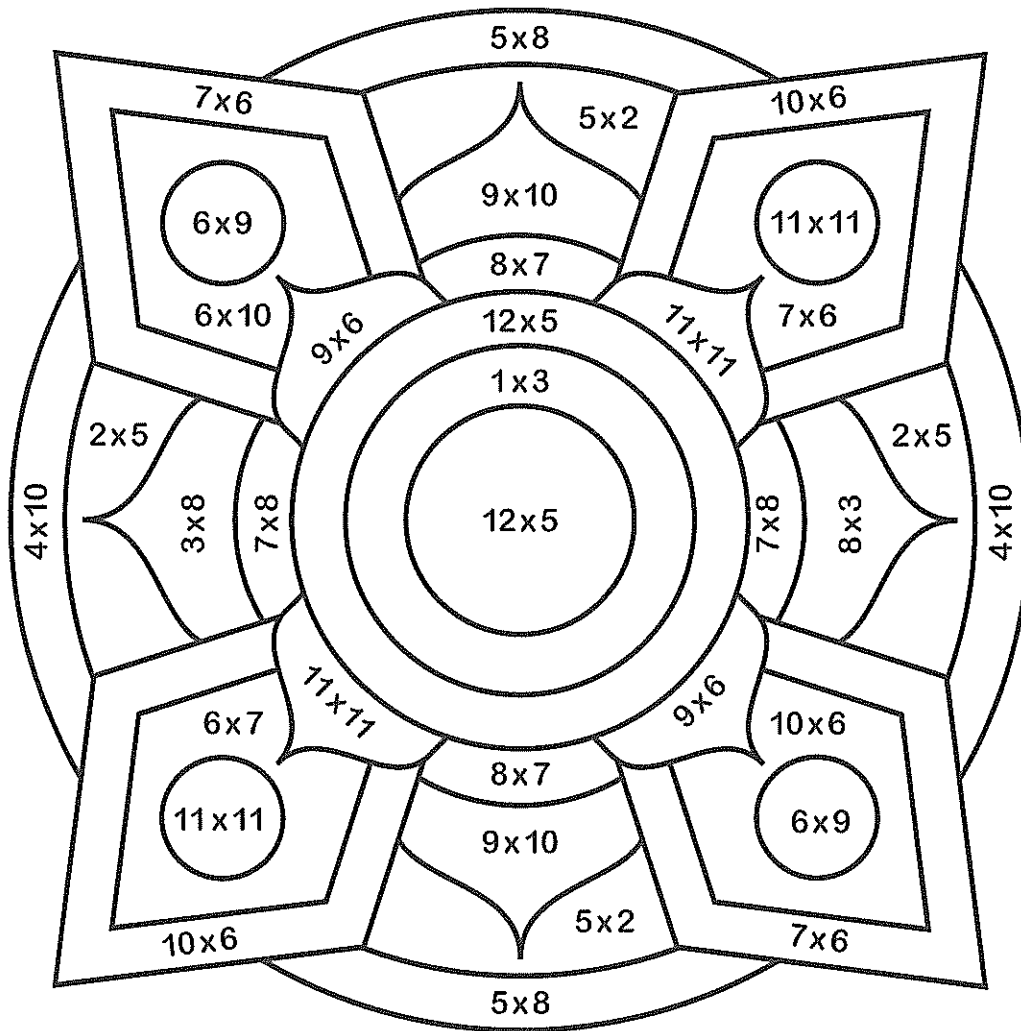
Resolution

Name: _____ Date: _____

1 to 12 x Colour Fun!

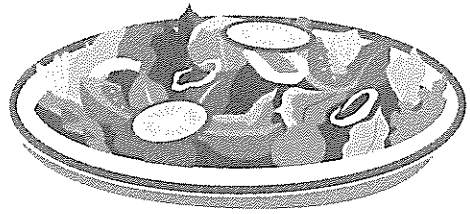
Find the answer to the multiplication number sentence and then colour that section the corresponding colour.

12 x 2

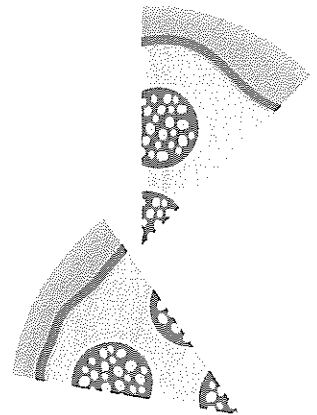


- | | | |
|------------------|----------------------|------------------------|
| 3 white | 40 orange | 90 pink |
| 8 black | 42 dark blue | 60 light blue |
| 10 yellow | 54 dark green | 121 light green |
| 24 red | 56 purple | 144 brown |

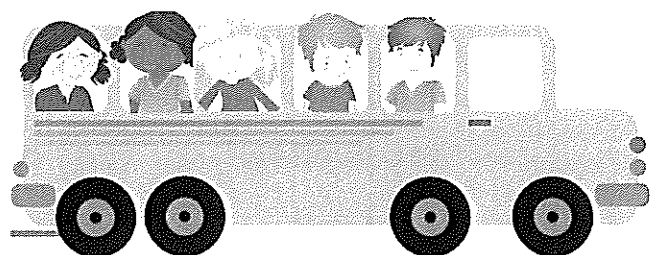
1. 100 people attended a charity dinner. $\frac{1}{4}$ of them paid \$40, $\frac{1}{2}$ paid \$65 and the remaining guests paid \$92. How much money did the charity dinner raise?



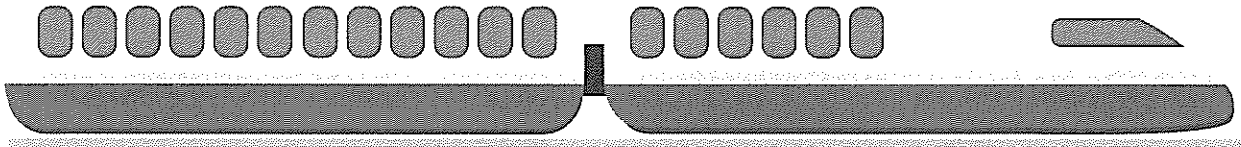
2. 45 students and 2 teachers are at a pizza party. 23 students want 2 pieces of pizza and the remaining students and teachers want 3 pieces. Each pizza has 8 pieces. How many pizzas should they order?



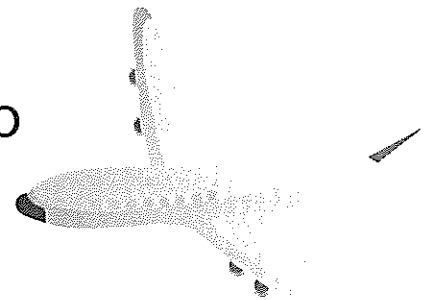
3. It is 8.30 am. Kim is waiting for the 10.45 am bus. Buses arrive every 15 minutes. How many buses will Kim see before she leaves?



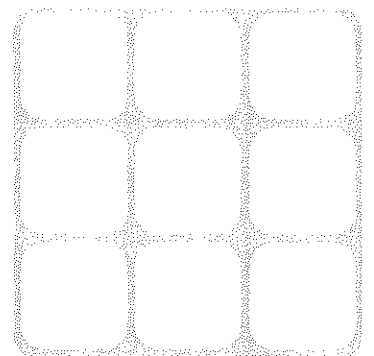
4. Lindsey caught the train from her house to the city. She went through 4 zones. Each zone costs \$3.35. How much did the whole trip cost her?



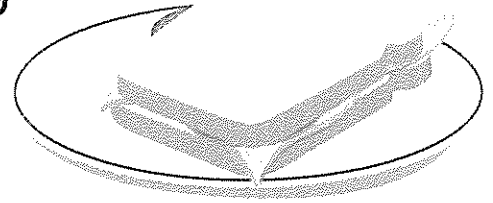
5. The airline bought 6 new planes for \$385 780 each. They had to spend \$12 000 on each plane to put their logo on the side. How much did they spend on the planes altogether?



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?

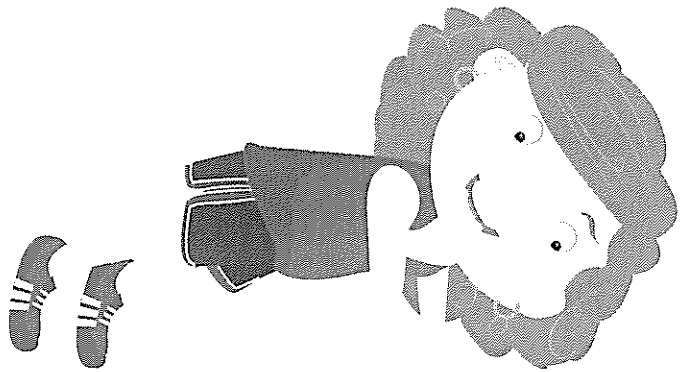


7. Alex needs 2.5 kg of ham to make sandwiches for his soccer team. The ham comes in 375 g packets. How many packets does he need to buy?



Teach mean.com

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



Teach mean.com

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?



Teach mean.com

10. Sandy needs 14 ml of milk to make one cupcake. How much milk does she need to make 45 cupcakes?



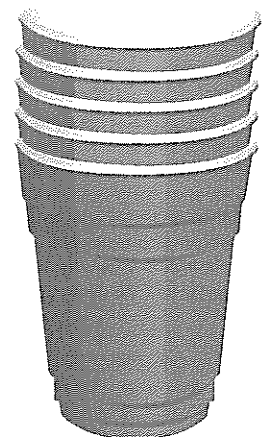
Teach Literacy.com

11. 9 friends were paid \$385 to clean up the local lake. How much does each person receive?



Teach Literacy.com

12. You are holding a party and you will need 35 cups. Is it better value to buy a packet of 40 cups for \$8.00 or 7 packets of 5 cups for \$1.20 each?



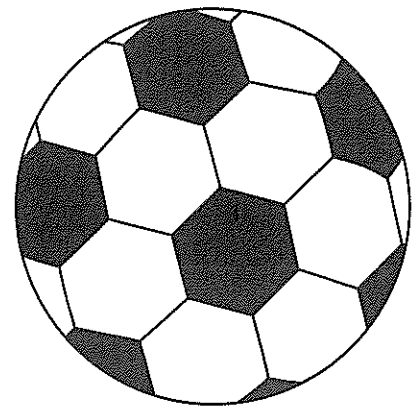
Teach Literacy.com

13. 4 boys weigh 165 kg combined. If two of the boys weigh 92 kg combined and another boy weighs 34 kg, what does the fourth boy weigh?



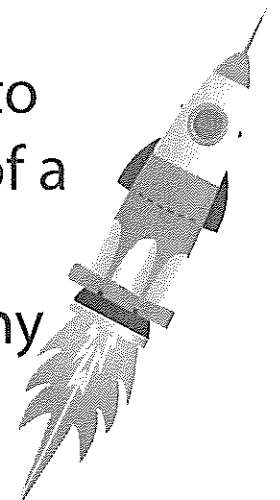
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14. The local soccer club is looking to purchase new balls for their 192 players. They need 5 balls for every 20 players. How many balls do they need?



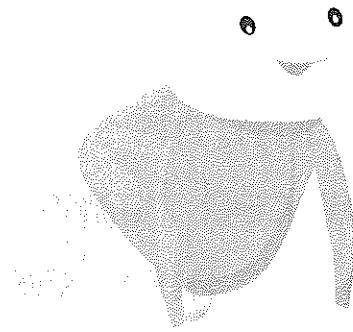
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15. The average distance from the Earth to the Moon is 384 000 km. The length of a marathon is 42 km. If you could run from the Earth to the Moon, how many marathons would you have run?



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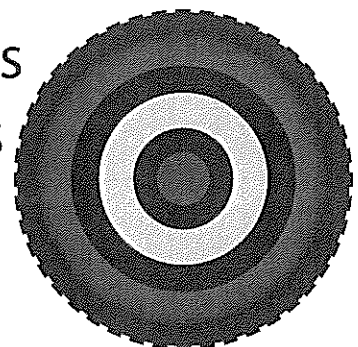
16. On average, 4 babies are born every second world-wide. How many babies are born every 10 minutes?



17. Crack the code! The first number is 1.5 times the second number. The third number is one third of the first number. The fourth number is 2, which is one third of the value of the second number.



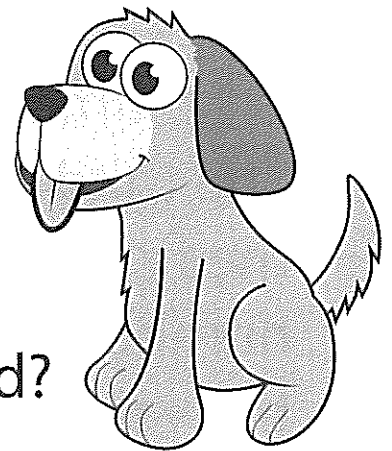
18. Your car's wheels rotate 600 times per km. If your car needs new tyres every 50 000 km, how many times will your tyres rotate before they need to be replaced?



19. Neil loves running! He runs 8 km every week. After running 190 km, his shoes need to be replaced. How often does Neil replace his shoes?



20. Ralph eats 2 bowls of food each day. If a bowl contains 400 g of dog food and a bag of dog food contains 20 kg, how often does Ralph need a new bag of dog food?





The Scenario

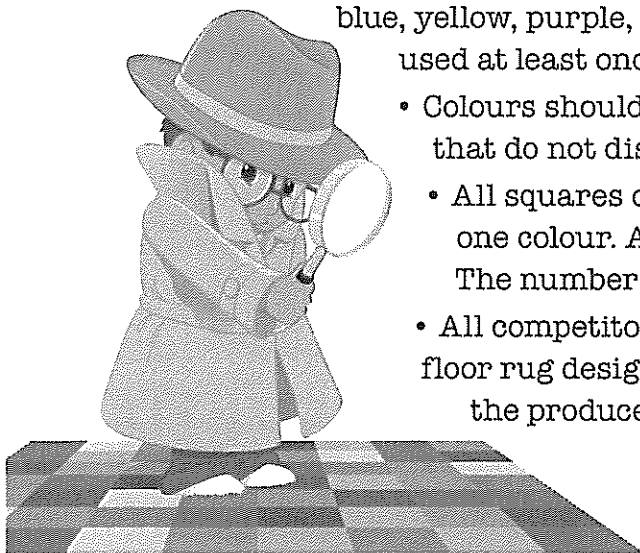
A popular home renovation show is holding a design competition. School children around the country have been asked to submit designs for a colourful floor rug to be featured in a newly-renovated home. Your class has decided to enter. If your class design is chosen, it will be made into a rug and then featured on the show. Your teacher has asked each student in your class to submit a design for the floor rug. The class will then vote on the best design. The most popular design will be entered into the competition.

The Task
Design a colourful floor rug to be entered into the home renovation show's design competition. Follow the competition rules, set out below.

Competition Rules

The producers of the television show have written the following list of competition rules:

- All floor rug designs must be submitted on the template provided. The template is a large rectangle, consisting of six rows of smaller squares, with four squares in each row (24 squares all together).
- Only primary and secondary colours may be used in the design. These colours are red, blue, yellow, purple, orange and green. Each of these colours must be used at least once on the design.
- Colours should be placed thoughtfully to create a pattern. Designs that do not display any kind of colour pattern will be disqualified.
- All squares on the floor rug design must be coloured with at least one colour. A maximum of two colours is allowed in each square. The number of squares per colour must add to a whole number.
- All competitors must provide a mathematical analysis of their floor rug design, using the worksheets provided. This will assist the producers to order coloured fabrics for the winning design.



The Procedure

1. Check your understanding of the task

Carefully read through the task and the list of competition rules. If there are any instructions that you do not understand, ask your teacher to explain them to you.

2. Plan your design

Plan a colourful design for your floor rug. A blank template is provided for you. Remember, according to the competition rules, the placement of colours must create a pattern.

3. Check your design

Reread the list of competition rules. Carefully check that you have designed your floor rug in accordance with these. Make sure that your design has not broken any of the competition rules, either!

4. Create your floor rug

Draw and colour your floor rug design using the second blank template.

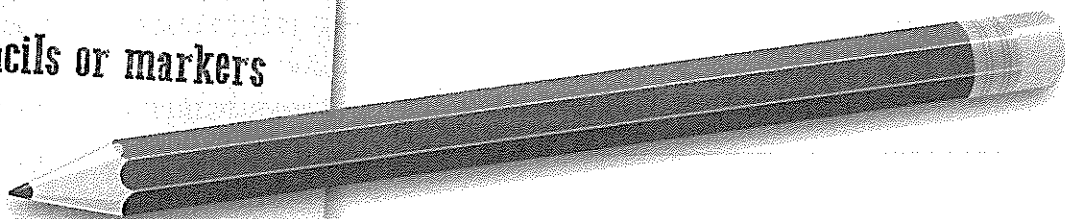
5. Analyse your design

Use your knowledge and understanding of fractions to answer a series of questions about your floor rug design.

6. Present your design to the class. Explain how you met all of the competition rules. As a class, vote on each floor rug to determine the most popular design.

The Materials

- Two blank rug templates
- A lead pencil
- coloured pencils or markers
- A ruler



FLOOR RUG
TEMPLATE -
DRAFT

FLOOR RUG
TEMPLATE -
FINAL

Name _____

Date _____

Recording and Analysing

1. Count how many squares of each colour appear on your floor rug design.
Record your answer for each colour as a fraction of the whole rug.

red: _____

blue: _____

yellow: _____

purple: _____

orange: _____

green: _____

2. Place the fractions for each colour in ascending order.

3. Use any strategies that might help you (finding equivalent fractions, segmenting, estimation) to place each fraction from Question 1 on the number line.
Write each fraction in the colour it represents.



4. Use $<$, $>$ or $=$ to make these statements true for your floor rug design.

a) red _____ yellow

f) purple _____ yellow

b) blue _____ purple

g) blue _____ red

c) yellow _____ orange

h) yellow _____ purple

d) purple _____ green

i) blue _____ orange

e) green _____ orange

j) red _____ green



Fractions Investigation - Worksheet

Name _____

Date _____

5. Use the fractions you created in Question 1 to answer the following addition questions, based on your floor rug design.

Show your working.

Simplify your answers.

a) red + blue + yellow =	b) purple + orange + green =
c) red + yellow + orange =	d) blue + purple + green =

6. Use the fractions you created in Question 1 to answer the following subtraction questions, based on your floor rug design.

Show your working.

Simplify your answers.

a) whole rug - primary colours =	b) whole rug - secondary colours =
c) greatest fraction - smallest fraction =	d) a primary colour - a secondary colour =



Name _____

Date _____

Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

2. Did you face any challenges during the investigation? If so, how did you overcome them?

3. How do you feel about your rug design? Is there anything you would change if you repeated the task?

4. What new knowledge and skills did you learn by completing this investigation?

5. Circle the statement that best suits how you feel about fractions after completing this investigation.

- a) I feel very confident working with fractions.
- b) My understanding of fractions is improving.
- c) I still need some help when working with fractions.

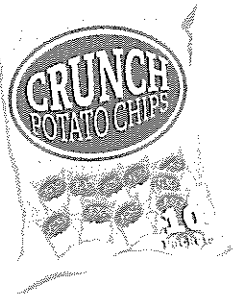


PANDORA'S PARTY PALACE

Snacks

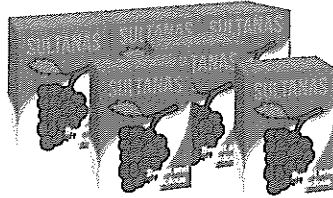
\$5.95

Potato Chips
10 packets per pack



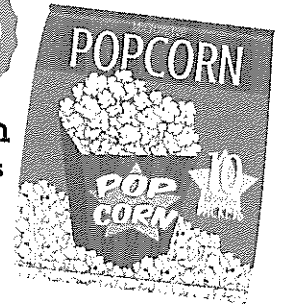
\$3.25

Sultanas
6 boxes per pack



\$5.50

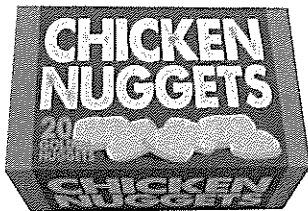
Popcorn
10 packets per pack



Lunch Items

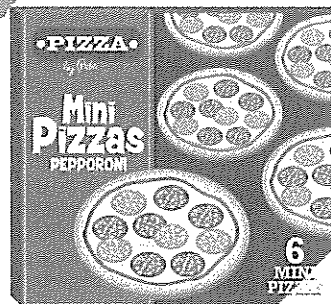
\$4.00

Chicken Nuggets
20 pieces per box



\$8.00

Mini Pizzas
6 pizzas per box



\$20.00

Sushi
20 rolls per pack

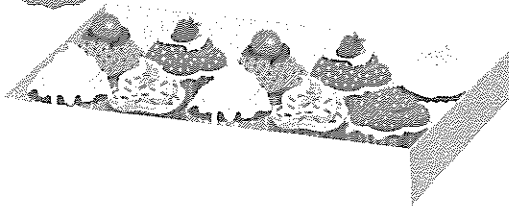


25% OFF

Sweet Treats

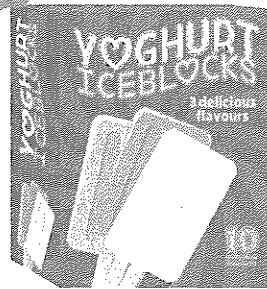
\$3.50

Chocolate Cupcakes
10 per box



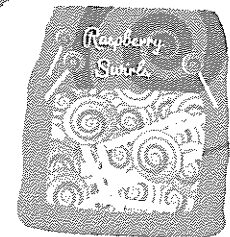
\$5.99

Yoghurt Iceblocks
10 per box



\$2.18

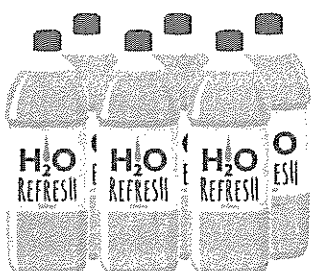
Lollipops
Pack of 12



Drinks

\$2.75

Water
6 x 250 mL bottles



\$10.75

Lemonade
10 x 375 mL bottles



\$5.50

Juice
6 x 250 mL boxes



PANDORA'S PARTY PALACE

Decorations

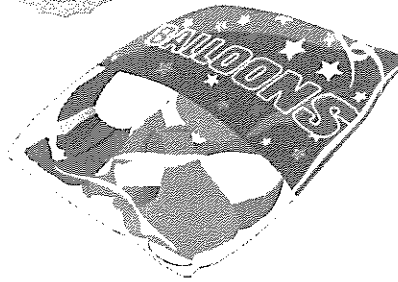
\$1.89

Party Hats
5 hats per pack



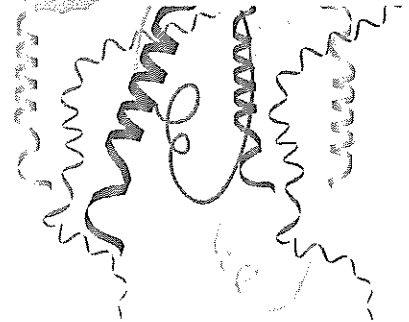
\$2.80

Balloons
20 per pack



\$2.10

Streamers
2 rolls per pack



\$2.40

Bunting
1 x 3 m pack



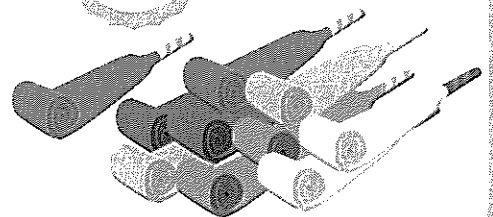
\$1.68

Party Poppers
10 per pack



\$3.20

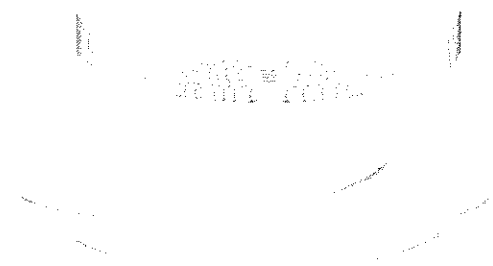
Party Blowers
10 per pack



Serving Supplies

\$2.50

Paper Plates
20 plates per pack



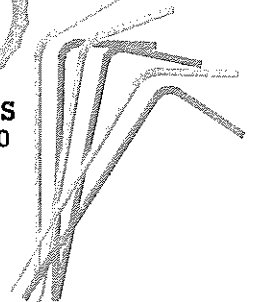
\$3.00

Paper Cups
25 cups per pack



\$1.10

Straws
Box of 50



10% OFF

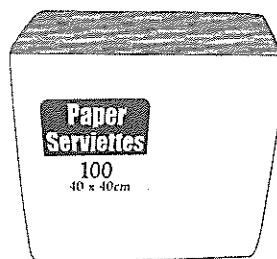
\$2.80

Plastic Tablecloth
1 per pack



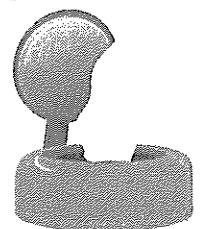
\$1.50

Serviettes
100 per pack



\$4.50

Wet Hand Wipes
100 wipes per tub



Decorations and Serving Supplies

PANDORA'S PARTY PALACE

Lucy is buying some sweet treats for a party. She needs at least 80 sweet treats, but she doesn't want more than 100.

What combinations of sweet treats could Lucy buy for the party?

List some possibilities.

Calculate the total cost of the sweet treats for Lucy's party.

teachstarter

PANDORA'S PARTY PALACE

Taylor's class was having an end-of-year party. Taylor was asked to bring the drinks. His budget for the drinks was \$40.

What combinations of drinks could Taylor buy for the class party?

List some possibilities.

Check that the drinks don't cost more than \$40.

teachstarter

PANDORA'S PARTY PALACE

Mario is planning a pizza party for his birthday. He needs 36 mini pizzas to feed his friends.

How many boxes of mini pizzas does Mario need to buy?

Calculate the total cost of the mini pizzas for Mario's birthday party.

teachstarter

PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 5 packs of popcorn to share with her friends.

How many snack-size popcorn packets did Amy have at her movie night?

Calculate the total cost of 5 packs of popcorn.

teachstarter

PANDORA'S PARTY PALACE

Mrs Small bought some party decorations for a surprise party for her class.

Mrs Small bought:

- 6 packs of streamers
- 4 packs of bunting
- 3 packs of party blowers.

How much did Mrs Small spend on decorations for the party?

PANDORA'S PARTY PALACE

Daniel and his family were going on a picnic with his cousins. Daniel's family was asked to bring the paper plates, cups and serviettes.

If there were 55 people were going to the picnic, how many packs of paper plates, cups and serviettes did Daniel's family have to buy?

How much did Daniel's family spend on serving supplies?

PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 6 pieces of sushi and 6 chicken nuggets.

If Sam invited 12 guests, how many boxes of chicken nuggets and packs of sushi did he need to buy?

Calculate the total cost for Sam's party food.

PANDORA'S PARTY PALACE

As a special treat, Mr Wright wants to buy his class lollipops.

If there are 32 children in the class, calculate for Mr Wright:

- the total number of packs of lollipops
- the total cost of the lollipops.

PANDORA'S PARTY PALACE

Coach Carter needs enough bottles of water to give one to each player for the soccer gala day.

If 63 players are attending the soccer gala day, how many six packs of water should Coach Cater buy?

Calculate the total cost for the water.

PANDORA'S PARTY PALACE

Class 6A was having a cake stall to raise money for some new play equipment. They bought 14 boxes of cupcakes from Pandora's Party Palace and sold each cupcake at the stall for 50 cents.

Calculate:

- the total cost of the cupcakes
- the total profit made from the cake stall.

PANDORA'S PARTY PALACE

Naomi wants to decorate her house with bunting to welcome her grandparents back from an overseas trip.

Naomi needs 14 m of bunting to decorate the house.

Calculate how many packs of bunting Naomi must buy and the total cost of the bunting.

PANDORA'S PARTY PALACE

As part of their end-of-school year celebration, Principal Jones bought yoghurt ice blocks for every child in the school.

If there were 472 students in the school, how many boxes of yoghurt ice blocks did Principal Jones buy?

Calculate the total cost for the ice blocks.

PANDORA'S PARTY PALACE

For a science experiment, Professor Paleo needed 180 balloons and 360 paper cups.

Calculate for the experiment:

- the total packs of balloons
- the total packs of paper cups
- the total cost for the balloons and cups.



PANDORA'S PARTY PALACE

On the weekend, Jenny had a party for her 12th birthday. Calculate the total cost if Jenny bought:

- 3 packs of balloons
- 4 packs of streamers
- 5 packs of bunting
- 4 boxes of yoghurt ice blocks
- 10 boxes of chicken nuggets
- 5 packs of popcorn
- 10 bottles of lemonade.



PANDORA'S PARTY PALACE

To help celebrate New Year's Eve, Lilly bought some decorations from Pandora's Party Palace. Her budget for decorations was \$100.

What combinations of decoration could Lucy buy for New Year's Eve?

List some possibilities, and then calculate the total cost Lilly spent on decorations.



PANDORA'S PARTY PALACE

You have been given a budget of \$200 to organise your own party, using items from Pandora's Party Palace.

After deciding on how many guests you will invite, make a list of the items you will buy and their total costs.

Calculate the total cost of the party to check that you have come in under budget.



Name: _____

Date: _____

What are Adaptations?

Read the passage about adaptations, then answer the questions below.

Adaptation is the process which enables organisms to adjust to their environment in order to ensure their survival. This process is sometimes referred to as the evolution of species.

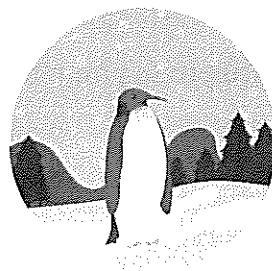
Adaptations often occur because of a genetic mutation. A genetic mutation is an alteration an organism is born with. For example, a bird may be born with a slightly longer beak; a shark may be born with slightly stronger fins or a frog may be born with slightly longer legs. If these mutations are successful, and help the animal to thrive in their environment, the animal may pass the same characteristic on to their offspring. As time passes, the mutation may eventually be found in all members of that species. However, this process is very slow.

There are three types of adaptations; structural, behavioural and physiological. Most animals and plants will have a combination of these three types of adaptations.

Structural adaptations are the physical features of an organism that enable them to survive in their environment. For example, a penguin has thick blubber to protect itself from the freezing Antarctic temperatures. Camels can close their nostrils, to prevent desert sand from entering their noses. Rainforest trees have wide, waxy leaves so the rain runs off them easily.

Behavioural adaptations are the actions of an organism that enable them to survive in their environment. For example, bears hibernate in winter to escape the cold temperatures and preserve energy. Lizards seek out the morning sun to warm up their cold-blooded bodies more quickly. Fish swim together in groups (or schools) to protect themselves from predators.

Physiological adaptations are internal or cellular features of an organism that enable them to survive in their environment. For example, snakes produce poisonous venom to ward off predators and to capture prey. Some plants contain toxins to prevent them from being eaten by herbivorous animals. The Australian koala has a slow metabolism which keeps their food in their digestive system for longer, giving them as much energy as possible from their limited diet.



Name: _____

Date: _____

Questions

1) In your own words, describe the adaptation process.

2) What is a genetic mutation? Provide one example.

3) What might happen if a genetic mutation proves to be successful?

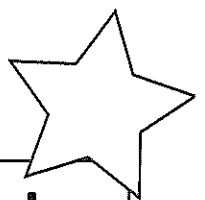
4) What are the three types of adaptations? Provide an example of each.

5) Decide whether the following statements are true or false.

- | | |
|---|--------------|
| a) Evolution is a very speedy process. | True / False |
| b) An animal may pass a genetic mutation on to its offspring. | True / False |
| c) Plants do not have structural adaptations. | True / False |
| d) Animals can change their behaviour to better suit their environment. | True / False |
| e) Physiological adaptations can be difficult to see from the outside. | True / False |



Earthly Word Search



R	E	M	O	N	O	R	T	S	A	W	A	P	V	I
A	V	O	R	B	I	T	E	C	I	K	X	Y	L	B
G	L	U	N	A	R	D	S	O	R	D	I	K	R	R
F	A	U	R	O	R	A	A	C	Q	P	S	U	F	A
R	P	F	T	H	Z	F	H	E	V	T	I	L	T	L
O	V	U	N	R	E	V	P	M	D	H	D	X	F	O
T	N	N	E	A	P	P	Y	L	T	I	N	D	W	S
A	X	U	C	U	B	A	K	R	V	Q	T	H	B	Y
T	G	G	S	T	E	C	L	I	P	S	E	C	B	L
I	H	W	E	X	O	A	V	T	Q	U	F	J	I	I
O	G	G	R	D	I	G	N	G	I	B	B	O	U	S
N	Z	C	C	E	H	D	C	O	C	O	R	O	N	A
K	M	O	O	N	W	Q	L	H	X	I	F	M	J	A
G	Z	E	A	R	T	H	V	L	J	D	U	P	J	X
G	N	I	X	A	W	G	N	I	N	A	W	Y	Q	L



EARTH

AXIS

LUNAR

ORBIT

WANING

ECLIPSE

ASTRONOMER

NEAP

CRESCENT

TIDE

CORONA

GIBBOUS

PHASE

MOON

ROTATION

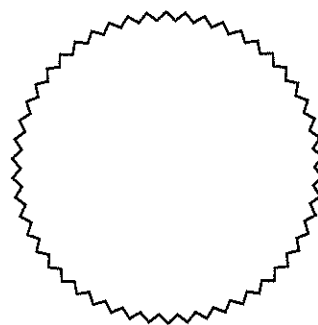
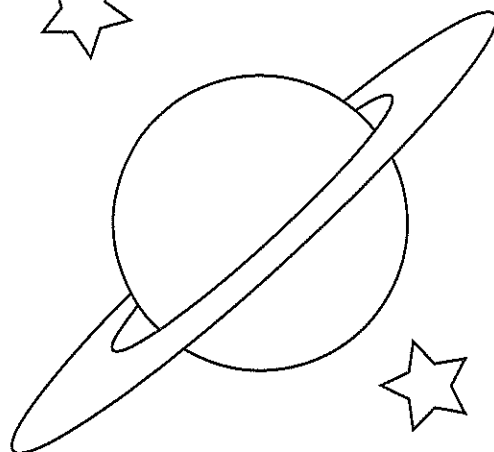
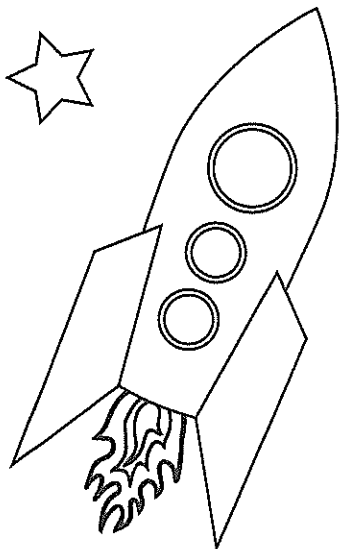
SOLAR

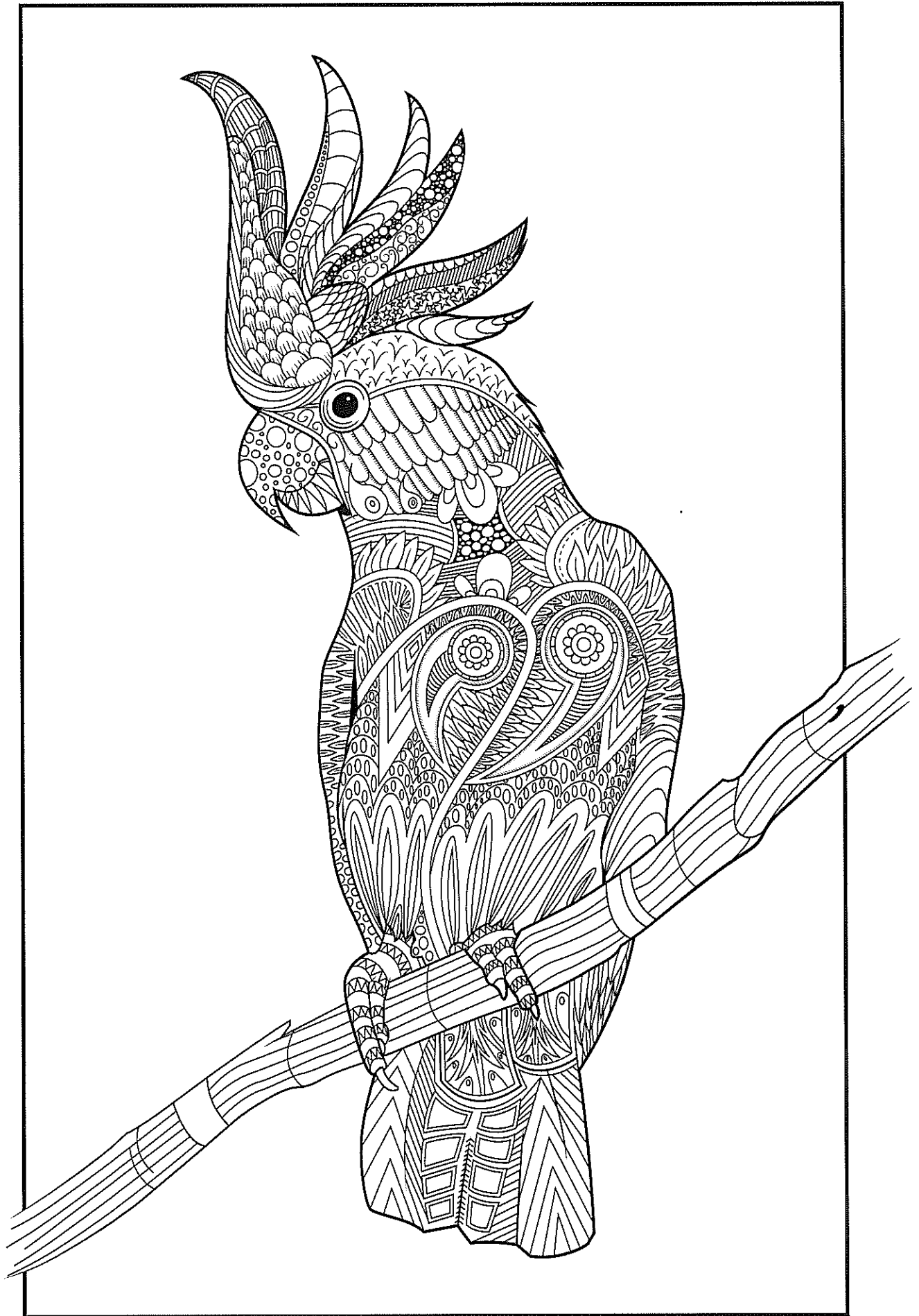
TILT

AURORA

SUN

WAXING





MOVING LINES

ACTIVITY INSTRUCTIONS

Task

Experiment with using line to create movement, in the style of Op Art. You may choose to work in black and white or in two contrasting colours.

Materials

A lead pencil

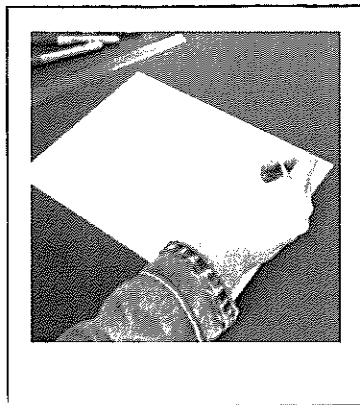
White card

Ruler

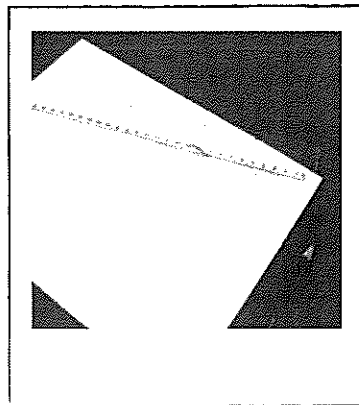
2 contrasting coloured felt pens OR a black felt pen

Ideally, fine-tip felt pens in the same colour

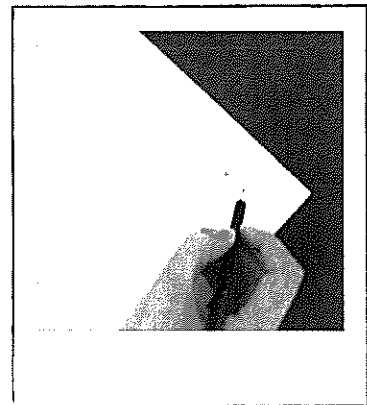
Procedure



1. Using your lead pencil, place a small, off-centre dot in the top (or bottom) third of the card.

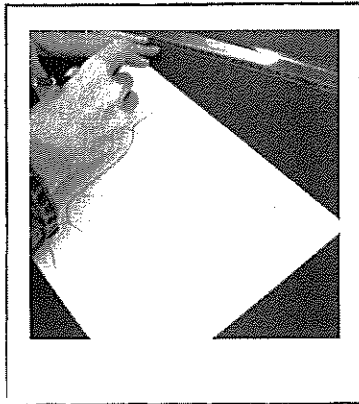


2. Using a ruler, draw 6 lines that start at the edge of the page and pass through the dot, so the lines all intersect. Each line should start and finish at an edge. These intersecting lines will create triangular sections. Try to place your lines so that the sections are different widths, i.e. they're not all equidistant.

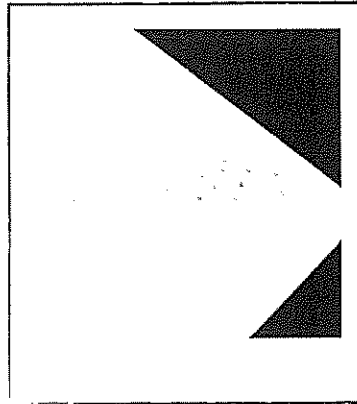


3. Start in one triangular section and draw a curved line across to the next section. Join this section to the next, but change the direction of the curve.

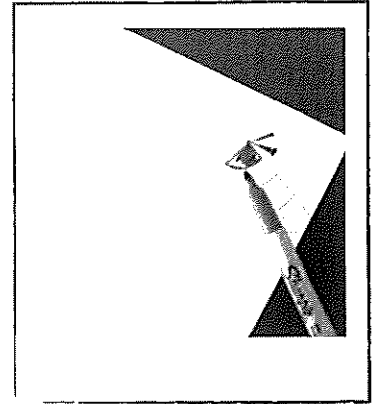
Procedure (cont.)



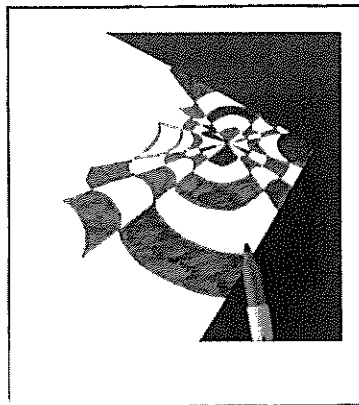
4. Continue creating concentric curved lines, alternating the direction of the curve for each section. Gradually widen the bands as you move away from the dot where the lines intersect.



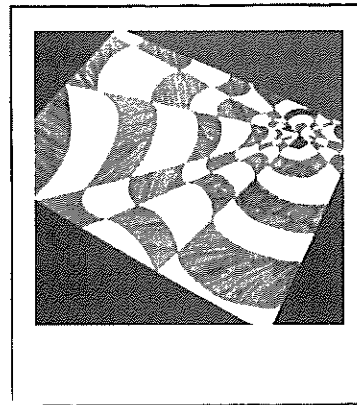
5. You will need to colour alternate segments until they resemble a chequerboard. To avoid mistakes, label each segment in pencil first, so you know which colour to use.



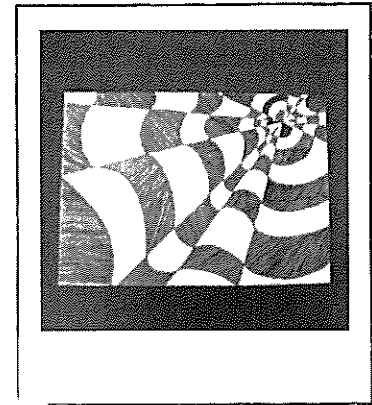
6. Start at the point where the lines intersect. Choose 1 colour and begin to fill in the alternating segments. Work your way around the design. It is best to use a fine-tipped pen at first, because the segments close to the dot are so small.



7. Gradually work your way out from the centre, shading the segments and using a thicker felt pen once the segments become larger.



8. If you are working in a single colour, or in black and white, leave the rest of the segments white. If you are using a second colour, fill the contrasting segments in the same way.



9. When you are finished, your artwork should confuse the eye and appear to move by itself.