



Year 5 Home Booklet 15

Monday

Spelling	<p>Write your spelling words in your book and discuss the meaning of the words with someone.</p> <p>The prefix pro- meaning supporting and forward. The prefix anti- meaning against.</p> <table><tr><td>Red promote proceed procedure prolong antibiotic antifreeze antidote</td><td>Orange propel provide progress profuse anticlockwise antisocial antiseptic</td><td>Green progressive proactive procession promote antiviral antivenom antiemetic</td></tr></table>	Red promote proceed procedure prolong antibiotic antifreeze antidote	Orange propel provide progress profuse anticlockwise antisocial antiseptic	Green progressive proactive procession promote antiviral antivenom antiemetic
Red promote proceed procedure prolong antibiotic antifreeze antidote	Orange propel provide progress profuse anticlockwise antisocial antiseptic	Green progressive proactive procession promote antiviral antivenom antiemetic		
Sentence of the day	<p>Learning Intention: I can place a dependent clause into the middle of an independent clause.</p> <p>In these sentences, you will need to place the dependent clause in the middle of the independent clause. Remember the relative pronoun must follow immediately after then noun that it refers to.</p> <p>For example:</p> <p>The laptop computers were in the storeroom. They needed to be in a safe place. The laptop computers <u>which needed to be in a safe place</u> were in the storeroom.</p> <p>Task: Five new pictures were hanging in the library.</p> <p>They had been donated by the parents.</p>			
Writing	<div><h2>Sizzling Starts</h2><p>Learning Intention: We are learning to create a sizzling start for an informative text.</p><p>Success Criteria: I can use sound, action, question, word picture and anecdote hooks to engage my reader.</p><p>You only have <u>seven seconds</u> to catch your <u>readers</u> attention!</p><h3>Sizzling Starts in an informative text</h3><ul style="list-style-type: none">• Start with a sound• Start with an action• Use a question• Use word pictures, writing as if you are a witness.</div> <div></div>			

Sizzling Start Examples



Question:

Next time you are serving up your dinner have a good look at your plate! Did you know that a giraffe's hooves are the size of your dinner plate?

Sound:

Buzz, buzz, buzz graceful wings and intricate flying patterns fly past as the common honey bee makes its way back to the hive.

Your turn-

Write a sizzling start using the question technique and the sound technique about the giraffe fact below.

A giraffe can clean its ears with its 50cm (20 in) tongue.



Reading

Read for 20mins a book of your choice

Comprehension

Questioning/Before we read:

Write down as many questions as you can about bushfires. Try to write down more than 7. Keep these as we will look back at them next week, on Tuesday.

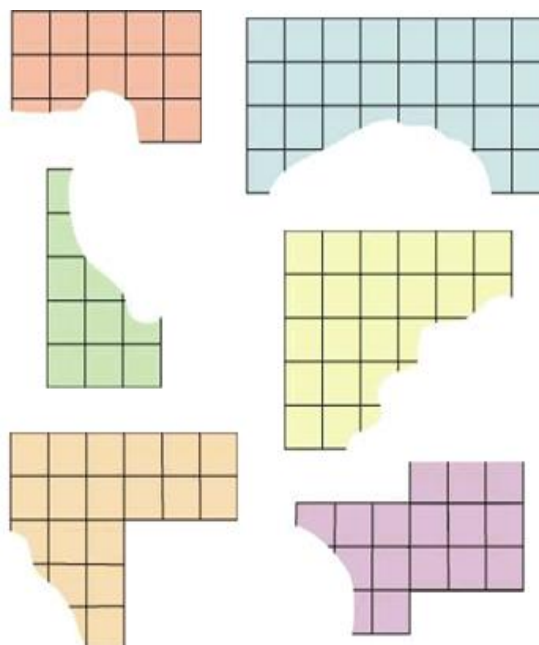
Problem Solving

Jason's class cut out rectangles and some shapes which were two rectangles joined together from one centimetre squared paper.

They then counted how many squares the shapes took up.

After this they tore a piece out of some of their shapes to make a puzzle for the other groups to do.

Can you work out how many squares there were in these shapes before the bit was torn out? The orange, blue, green and yellow shapes were rectangles. The bottom two shapes, which are pale orange and purple, were each two rectangles joined together.



Factors 16

Factors are whole numbers that can be multiplied with another number to make a new number. For example: the factors of 16 are 1, 2, 4, 8 and 16. ($2 \times 8 = 16$ $4 \times 4 = 16$ $16 \times 1 = 16$)

5 Answer true or false.

<p>a 3 is a factor of 6 _____</p> <p>b 7 is a factor of 15 _____</p> <p>c 5 is a factor of 20 _____</p>	<p>d 4 is a factor of 13 _____</p> <p>e 10 is a factor of 50 _____</p> <p>f 6 is a factor of 18 _____</p>
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6 Use division to find the missing factor.

<p>a</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>18</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> </div> </div> <div style="text-align: center;"> <p>c</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>24</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> </div> </div> </div> </div> </div>
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<p>b</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>14</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> </div> </div> <div style="text-align: center;"> <p>d</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>25</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">5</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> </div> </div> </div> </div> </div>
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<p>e</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>30</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">5</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> </div> </div> <div style="text-align: center;"> <p>g</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>48</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">6</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> </div> </div> </div> </div> </div>
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<p>f</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>40</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">8</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> </div> </div> <div style="text-align: center;"> <p>h</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>42</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">7</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"></div> </div> </div> </div> </div> </div>
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7 Write all the factors of the following numbers. Remember that the number itself and one are also factors.

<p>a 20 _____</p> <p>b 12 _____</p> <p>c 18 _____</p> <p>d 25 _____</p> <p>e 49 _____</p> <p>f 64 _____</p>	<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 20px auto;"> <p>All multiples of 10 always have 2, 5 and 10 as some of their factors.</p> </div>
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8 Work backwards to find 3 numbers that multiply together to produce the number in the box.

a	60	=		×		×	
b	100	=		×		×	
c	140	=		×		×	

Other

Create a gratitude journal/list that you fill out each day. Write what you are thankful for or something you did that you loved.






OR

Draw a picture of your dream dessert. Label it and send it to your teacher.

Tuesday

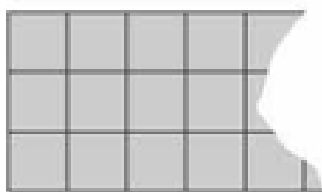
Spelling

Write an interesting sentence for each of your spelling words. (You should have written 8 different sentences). Underline the spelling word in each sentence.

Sentence of the day	<p>Learning Intention: I can place a dependent clause into the middle of an independent clause.</p> <p>For example:</p> <p>The laptop computers were in the storeroom. They needed to be in a safe place. The laptop computers <u>which needed to be in a safe place</u> were in the storeroom.</p> <p>Prompt:</p> <ul style="list-style-type: none"> The boy scored the highest score in Tetras. He was only ten.
Writing	<div data-bbox="357 472 746 539"> <h2>Sizzling Starts</h2> </div> <div data-bbox="1262 461 1390 636">  </div> <p>Learning Intention: We are learning to create a sizzling start for an informative text.</p> <p>Success Criteria: I can use sound, action, question, word picture and anecdote hooks to engage my reader.</p> <div data-bbox="352 719 952 779"> <h3>Sizzling Start Examples</h3> </div> <div data-bbox="357 808 459 837"> <p>Action:</p> </div> <div data-bbox="357 842 828 1008"> <p>The enormous teeth come straight towards the flesh of meat hanging off the back of our small boat. The great white shark devours the bait in one mouthful.</p> </div> <div data-bbox="898 801 1080 833"> <p>Word Picture:</p> </div> <div data-bbox="895 835 1425 1003"> <p>Trees that reach up to the sky, water rushing by and the sounds of hundreds of species of animals in the dense jungle. The Amazon is an awe inspiring place.</p> </div> <p>Your turn-</p> <p>Write a sizzling start using the action technique and the word picture technique about the internet fact below.</p> <div data-bbox="370 1142 1086 1366"> <p>There are more than ten billion web pages on the internet.</p> </div> <div data-bbox="1161 1176 1362 1337">  </div>
Reading	Read for at least 20 mins a book of your choice
Comprehension	<p>Visualising: creating a scene (using all your senses) in your mind from what you have heard or read.</p> <p>Read the article on bushfires. Underline some of the descriptions that might help with ideas for your Geography art.</p>
Geography	<p>Bushfires: This week you are going to create an artwork about a bushfire. You can use whatever materials, paper etc around your house or garden but coloured pencils or texta is fine also. There are 3 examples here to give you some inspiration.</p> <div data-bbox="347 1852 724 2143">  </div> <div data-bbox="732 1852 1094 2143">  </div> <div data-bbox="1102 1852 1445 2143">  </div>

Problem Solving

Courtney's group tore too much off their grey rectangle!



What is the smallest number of squares it could have had?

What is the largest number of squares it could have had if it was not longer than the longest of the other shapes? (Check Mondays problem)

Maths

Highest common factor (HCF)

Highest Common Factor (HCF)
The highest common factor is the highest factor of the numbers being compared.
For example: The factors of 24 are 1, 2, 3, 4, 6, 8, 12, 24
The factors of 18 are 1, 2, 3, 6, 9, 18
The HCF of both numbers is 6

4 List the factors of each set of numbers, then circle the highest common factor for both of them. The first one is done for you.

a 12 1, 2, 3, 4 , 6, 12	d 24 _____
20 1, 2, 4 , 5, 10, 20	36 _____
b 9 _____	e 21 _____
12 _____	28 _____
c 15 _____	f 24 _____
20 _____	32 _____

Lowest Common Multiple (LCM)

Lowest Common Multiple (LCM)
The lowest common multiple is the lowest counting number that is a multiple of the numbers being compared.
For example: The first 8 multiples of 3 are 3, 6, 9, 12, 15, 18, 21, 24
The first 8 multiples of 4 are 4, 8, 12, 16, 20, 24, 28, 32
The LCM of both numbers is 12

5 List the first 8 multiples of each set of numbers then circle the lowest common multiple.



a 2, 4, 6 , 8, 10, 12, 14, 16 (Multiples of 2)	
3, 6 , 9, 12, 15, 18, 21, 24 (Multiples of 3)	
b 4 _____	
5 _____	
c 4 _____	
6 _____	
d 3 _____	
5 _____	




6 There are 64 people seated at the conference. List 4 ways they could be seated equally. E.g. 64 tables of 1

a _____	c _____
b _____	d _____

Other	<p>Create a gratitude journal/list that you fill out each day. Write what you are thankful for or something you did that you loved.</p> <p>Or</p> <p>Design and make an obstacle course around your house/backyard using household items. Record your time and try to beat it.</p>
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Wednesday

Spelling	<p>Write your spelling words backwards and then forwards.</p> <p>Example - ECUAS = SAUCE</p>
Sentence of the day	<p>Learning Intention: I can place a dependent clause into the middle of an independent clause.</p> <p>For example:</p> <p>The laptop computers were in the storeroom. They needed to be in a safe place. The laptop computers <u>which needed to be in a safe place</u> were in the storeroom.</p> <p>Prompt:</p> <ul style="list-style-type: none"> The soldiers boarded the train. They were bound for a northern training camp.
Writing	<p>Sizzling Starts</p> <p>Learning Intention: We are learning to create a sizzling start for an informative text.</p> <p>Success Criteria: I can use sound, action, question, word picture and anecdote hooks to engage my reader.</p> <p>Use either the questioning, sound, action or word picture technique to write a sizzling start for the following fact -</p> <p>Summer on Neptune lasts for 21 years – but so does winter.</p>  
Reading	<p>Read for at least 20 mins a book of your choice</p>
Comprehension	<p>Monitoring: stopping and thinking if you don't understand, reading a section two or three times to make sure you understand it.</p> <p>Read through the 'What are bushfires' article again and answer the questions.</p>

Problem Solving	<p>Gina has only these coins.</p> <div></div> <p>She buys a magazine for \$1.95.</p> <p>How much money does Gina have left?</p> <div><div><input type="radio"/> \$1.00</div><div><input type="radio"/> \$1.10</div><div><input type="radio"/> \$2.00</div><div><input type="radio"/> \$2.10</div></div>																																	
Maths	<p>You will need to use a stopwatch of some kind for this activity. Your device will have one usually in the clock app. You can also use a stopwatch if you have one.</p> <div><div><div>Elapsed time</div><div>UNIT 32</div></div><div><div>15</div><div>Stopwatches are used to accurately measure periods of time.</div></div><div><table><tr><th>Minutes</th><th>Seconds</th><th>Hundredths of a second</th></tr><tr><td>5</td><td>: 28</td><td>: 64</td></tr></table><p>That is, 5 minutes 28 seconds and $\frac{64}{100}$ of a second.</p><p>Use a stopwatch to record how long it takes to perform these activities. Before performing the activity, make an estimate of the time it will take.</p><table><tr><th>Activity</th><th>Estimated time</th><th>Actual time</th></tr><tr><td>a Wash your hands</td><td></td><td></td></tr><tr><td>b Pack your bag</td><td></td><td></td></tr><tr><td>c Write your name</td><td></td><td></td></tr><tr><td>d Read a page</td><td></td><td></td></tr><tr><td>e Count to 100</td><td></td><td></td></tr><tr><td>f Walk 10 metres</td><td></td><td></td></tr><tr><td>g Walk to the canteen</td><td></td><td></td></tr><tr><td>h Do 10 push-ups</td><td></td><td></td></tr></table><div><div></div><div><div>It took me 6 seconds to tie my shoelace.</div><div></div></div></div></div></div>	Minutes	Seconds	Hundredths of a second	5	: 28	: 64	Activity	Estimated time	Actual time	a Wash your hands			b Pack your bag			c Write your name			d Read a page			e Count to 100			f Walk 10 metres			g Walk to the canteen			h Do 10 push-ups		
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Other	<p>Create a gratitude journal/list that you fill out each day. Write what you are thankful for or something you did that you loved.</p> <p>OR</p> <p>Play some music and look out your window. Sketch what you can see.</p>																																	

Thursday


Spelling	Write your spelling words in colourful bubble writing.
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Sentence of the day	<p>Learning Intention: I can place a dependent clause into the middle of an independent clause.</p> <p>For example:</p> <p>The laptop computers were in the storeroom. They needed to be in a safe place.</p> <p>The laptop computers <u>which needed to be in a safe place</u> were in the storeroom.</p> <p>Prompt:</p> <ul style="list-style-type: none"> The girl won her tennis match. She was only 11 years old.
Writing	<h2>Sizzling Starts</h2>  <p>Learning Intention: We are learning to create a sizzling start for an informative text.</p> <p>Success Criteria: I can use sound, action, question, word picture and anecdote hooks to engage my reader.</p> <p>Use either the questioning, sound, action or word picture technique to write a sizzling start for the following fact -</p> <p>Your mouth produces 1 litre of saliva a day.</p> 
Reading	Read for at least 20 mins a book of your choice
Comprehension	<p>Making connections (text to self): connecting what you have read/watched with your own life.</p> <p>From something you have read (or are reading) this week, find some connections to your own life.</p> <ol style="list-style-type: none"> 1. This character reminds me of _____ because _____. 2. I went to the same kind of place as _____ and we _____. 3. This story/chapter reminds me of _____ because _____. 4. I hope _____ never happens to me like it did to _____ because _____.
Science	See worksheets at the end of this document.

Problem Solving	<div>Which letter is in the square and also in the triangle, but not in the circle?</div> <div><div></div></div> <div></div> <div>Write your answer in the box. </div>																		
Maths	<div>Get someone to test you on when you think the times below are up. You can find a stopwatch on your device -usually in the clock app on some watches if you have one.</div> <div>Question 17 asks you to choose the time unit that suits the length of each activity listed.</div> <div><div><div>h Do 10 push-ups</div><div></div><div></div></div><div></div></div> <div><div><div><div>16 Estimating intervals.</div><div>Try to judge how long an interval of time lasts. When you think the time is up, call out “stop” to your partner who has been timing you with a stopwatch or a watch with a second hand function. Next, record the reading on the stopwatch and see how close your estimation is.</div><table><thead><tr><th></th><th>Time</th><th>Stopwatch reading</th></tr></thead><tbody><tr><td>a</td><td>10 seconds</td><td></td></tr><tr><td>b</td><td>20 seconds</td><td></td></tr><tr><td>c</td><td>30 seconds</td><td></td></tr><tr><td>d</td><td>40 seconds</td><td></td></tr><tr><td>e</td><td>1 minute</td><td></td></tr></tbody></table></div><div><div>17 Choose a time unit from the box to measure the length of time taken to:</div><div><div>a play a soccer game</div><div>b put a belt on</div><div>c attend a school camp</div></div><div><div>seconds</div><div>minutes</div><div>hours</div><div>days</div><div>months</div><div>years</div></div><div><div>d sneeze</div><div>e write a short paragraph</div><div>f build a house</div></div></div><div></div></div></div>		Time	Stopwatch reading	a	10 seconds		b	20 seconds		c	30 seconds		d	40 seconds		e	1 minute	
	Time	Stopwatch reading																	
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Other	<div>Create a gratitude journal/list that you fill out each day. Write what you are thankful for or something you did that you loved.</div> <div>OR</div> <div>WILD ART! Collect items from your backyard or neighbourhood when going for a walk and create!</div>																		

Friday

<p>Spelling</p>	<p>Get someone to test you on your spelling words, or, do a look cover write check with them.</p>
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Sentence of the day	<p>Learning Intention: I can place a dependent clause into the middle of an independent clause.</p> <p>For example:</p> <p>The laptop computers were in the storeroom. They needed to be in a safe place. The laptop computers <u>which needed to be in a safe place</u> were in the storeroom.</p> <p>Prompt:</p> <ul style="list-style-type: none"> The children got off the bus. They were going to the museum.
Reading	Read for at least 20 mins a book of your choice
Problem Solving	<p>These biscuits are sold in packets of 10. Shelley wants to give one biscuit to each of her 27 classmates.</p> <p>What is the least number of packets that Shelley needs?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">1 <input type="radio"/></div> <div style="text-align: center;">2 <input type="radio"/></div> <div style="text-align: center;">3 <input type="radio"/></div> <div style="text-align: center;">4 <input type="radio"/></div> </div> 
Other	<p>Create a gratitude journal/list that you fill out each day. Write what you are thankful for or something you did that you loved.</p> <p style="text-align: center;">OR</p> <p>Get outside and be active! Happy Friday!</p>

WHAT ARE BUSHFIRES?

A bushfire is an example of a natural disaster which has both natural and human causes.

Bushfires are uncontrollable blazes that usually start in areas of bushland or wilderness. They can be caused by lightning, agricultural clearing, campfires and dropped cigarettes. Some bushfires are deliberately lit.

Bushfires are very destructive, extremely dangerous and threaten life, homes and the wider community. They are large, fast-moving and difficult to bring under control. Bushfires can even jump over gaps that are in their path, such as rivers and roads.

Fuel for a bushfire comes from anything that burns. This includes grass, sticks, twigs, leaf litter and trees. Property and other structures such as sheds and stables are also considered fuel for a bushfire.

Bushfires are more frequent during the hottest and driest months of the year. While every continent (except Antarctica) has bushfires, Australia has experienced a number of very destructive bushfires over the years. The Ash Wednesday fires of 1983, the Victorian Black Saturday Bushfire of 2009 and the widespread fires during the summer of 2019-2020 have all resulted in devastating loss.

When bushfires are not too severe, they can have a positive effect on the environment. As old or diseased plants and trees are destroyed, they make way for new plants and trees to grow in their place.

When an area has been in drought, the amount of leaf litter and undergrowth increases. Traditionally, indigenous people understood their country's fire regimes, following a pattern of controlled burning in order to manage the land.

Bushfires, while dangerous and destructive, play an important role in maintaining sustainable ecosystems.



Wednesday - Comprehension

What Are Bush Fires? - Comprehension Worksheet

Name: _____

Date: _____

Comprehension Questions

1) What is a bushfire?

2) What can cause a bushfire?

3) List some materials that are considered 'fuel' for a bushfire.

4) How can a bushfire have a positive effect on the environment?

5) Why does leaf litter increase in a drought?

6) Decide if the following statements are true or false:

- | | |
|--|------------|
| a) A bushfire can be caused by both natural and human causes. | True/False |
| b) Every continent experiences bushfires. | True/False |
| c) Bushfires do not play an important role in nature. | True/False |
| d) Bushfires are fast-moving and difficult to bring under control. | True/False |
| e) The cooler months are the most common for bushfires. | True/False |

7) Research 'controlled burning' and how indigenous Australians use fire to manage the land.

When is water not actually water?

What are clouds made of? Use the vocabulary provided to share your ideas in a sentence.

Vocabulary

evaporate
condense
melt

freeze
reversible
solid

gas
liquid
states of matter

Response _____

4 Investigation 1: Cooling Down Air

You will need:

- a clean, empty jar or can
- several ice cubes
- salt
- food colouring
- a teaspoon
- a clean tissue or paper towel



Step 1: Collect the materials listed on page 2.

Step 2: Feel the outside of the jar (or can). Write down some words to describe how it feels. Consider:

- Is it warm or cool?
- Is it wet or dry?



Before

Step 3: Place the ice cubes, two teaspoons of salt and a few drops of food colouring into the jar and stir them around. Observe closely for a few minutes.

Step 4: Feel the outside of the jar again. Wrap the tissue around it. Write down some words to describe how it feels now. What substance is on the tissue?



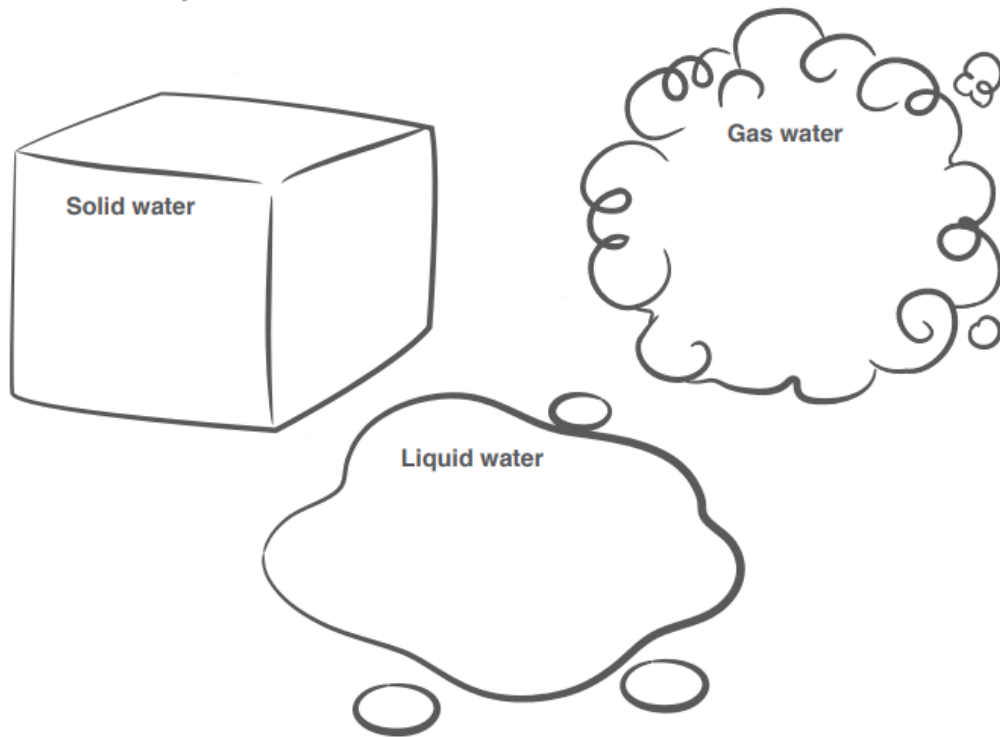
After

The water on the jar in the investigation comes from the air!

Air contains a small amount of a gas called water vapour. It is the same substance as liquid water. When water vapour in the air outside the jar is cooled by the ice inside, it **changes state** from a gas to a liquid. Gases **condense** into liquids when cooled. We can reverse this change by heating the liquid. It will **evaporate** and become a gas.

Label the missing states of matter in the flow chart above.

We have many different names for the water in our weather.



List different types of weather that has water in these forms