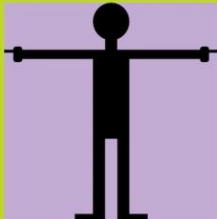




# Year 5 Home Booklet 16

Monday

Spelling	<p>Write your spelling words in your book and discuss the meaning of the words with someone.</p> <p><i>The digraph /re/ making the sound 'eh' as in centre.</i></p> <table><tr><td><b>Red</b> centre fire tyre attire retire ochre</td><td><b>Orange</b> acre metre enquire litre millilitre aspire manure</td><td><b>Green</b> theatre mitre mediocre kilometre sombre acquire rewire</td></tr></table>	<b>Red</b> centre fire tyre attire retire ochre	<b>Orange</b> acre metre enquire litre millilitre aspire manure	<b>Green</b> theatre mitre mediocre kilometre sombre acquire rewire
<b>Red</b> centre fire tyre attire retire ochre	<b>Orange</b> acre metre enquire litre millilitre aspire manure	<b>Green</b> theatre mitre mediocre kilometre sombre acquire rewire		
Sentence of the day	<p><b>Learning Intention:</b> I can make simple sentences more interesting by adding adjectival and adverbial phrases.</p> <p>Authors can make simple sentences more interesting by adding adjectival and adverbial clauses. This turns the simple sentence into a complex sentence.</p> <p>For example: The boy ran away.</p> <p>1. Add an adverbial clause. The boy ran away <u>because he was afraid</u>.</p> <p>2. Add an adjectival clause. The boy <u>who broke the window</u> ran away.</p> <p>3. Now look at the new complex sentence with both clauses.</p> <p>The boy <u>who broke the window</u> ran away <u>because he was afraid</u>.</p> <p>Write the simple sentence below and enrich it using the steps shown above.</p> <ul style="list-style-type: none"><li>• Maria read a book.</li></ul>			
Writing	<div><h2>Sizzling Starts</h2><p><b>Learning Intention:</b> We are learning to create a sizzling start for an informative text.</p><p><b>Success Criteria:</b> 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 each of the following facts -</p><div><p>The length of your arms stretched out is about equal to your height.</p></div><div><p>IT IS IMPOSSIBLE TO SNEEZE WITH YOUR EYES OPEN.</p></div></div> 			
Reading	Read a book of your choice for 20 minutes			

Reading  
Comprehension

**Predicting: looking at the cover/illustrations/title of a book and making some guesses about what will happen in the book.**

Before you read a book/chapter/cereal box today, make some predictions by finishing these sentences with as much information as you can (write them out on a separate piece of paper so you have lots of space to make the gaps as long as you need):

1. I can see \_\_\_\_\_ on the cover so I think that \_\_\_\_\_ might happen.
2. Some problems for the characters might be \_\_\_\_\_.
3. Words I think will be in this book are \_\_\_\_\_.
4. I think I might see pictures of \_\_\_\_\_.
5. I guess the end might be \_\_\_\_\_.

Problem  
Solving

A barbecue was held for 36 people.  
There were 3 sausages for each person.

How many sausages were there altogether?

Maths

**UNIT 22**

## Adding and subtracting fractions

**4** Colour each fraction addition in a different colour to find the answer. The first one is done for you.

a  $\frac{2}{6} + \frac{2}{6} = \frac{\square}{6}$

c  $\frac{2}{12} + \frac{5}{12} = \frac{\square}{12}$

e  $\frac{3}{6} + \frac{2}{6} = \frac{\square}{6}$

g  $\frac{5}{12} + \frac{4}{12} = \frac{\square}{12}$

b  $\frac{3}{10} + \frac{4}{10} = \frac{\square}{10}$

d  $\frac{2}{4} + \frac{1}{4} = \frac{\square}{4}$

f  $\frac{3}{8} + \frac{3}{8} = \frac{\square}{8}$

h  $\frac{3}{10} + \frac{5}{10} = \frac{\square}{10}$

**5** Complete these addition sentences.

a  $\frac{3}{12} + \frac{4}{12} = \square$

d  $\frac{5}{8} + \frac{1}{8} = \square$

g  $\frac{4}{6} + \frac{1}{6} = \square$

j  $\frac{2}{6} + \frac{2}{6} = \square$

b  $\frac{2}{4} + \frac{1}{4} = \square$

e  $\frac{2}{5} + \frac{2}{5} = \square$

h  $\frac{6}{8} + \frac{1}{8} = \square$

k  $\frac{3}{6} + \frac{2}{6} = \square$

c  $\frac{3}{10} + \frac{4}{10} = \square$

f  $\frac{1}{6} + \frac{2}{6} = \square$

i  $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \square$

l  $\frac{2}{12} + \frac{2}{12} + \frac{2}{12} = \square$

**6** Complete these operations.

a  $\frac{7}{10} - \frac{4}{10} = \square$

f  $\frac{4}{6} - \frac{1}{6} = \square$

k  $\frac{2}{3} - \frac{1}{3} = \square$

b  $\frac{7}{12} - \frac{5}{12} = \square$

g  $\frac{4}{5} - \frac{3}{5} = \square$

l  $\frac{5}{6} - \frac{2}{6} = \square$

c  $\frac{9}{12} - \frac{5}{12} = \square$

h  $\frac{5}{12} - \frac{3}{12} = \square$

m  $\frac{5}{6} - \frac{3}{6} = \square$

d  $\frac{7}{12} - \frac{3}{12} = \square$

i  $\frac{6}{8} - \frac{3}{8} = \square$

n  $\frac{4}{6} - \frac{1}{6} = \square$

e  $\frac{8}{10} - \frac{5}{10} = \square$

j  $\frac{3}{4} - \frac{1}{4} = \square$

o  $\frac{4}{6} - \frac{3}{6} = \square$

$1 - \frac{1}{4} = \square$   
Think  
 $\frac{4}{4} - \frac{1}{4} = \frac{3}{4}$

**7** Find pairs of fractions that could be added or subtracted to give the answer  $\frac{9}{12}$ .

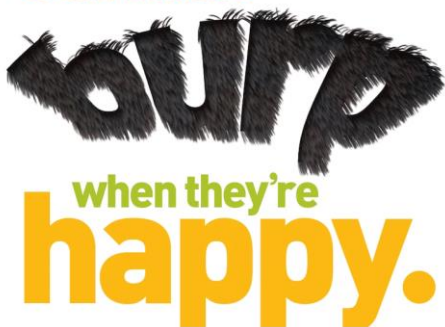

$\frac{5}{12}$   $\frac{6}{12}$   $\frac{8}{12}$   $\frac{2}{12}$   $\frac{10}{12}$   $\frac{4}{12}$

$\frac{7}{12}$   $\frac{12}{12}$   $\frac{1}{12}$   $\frac{3}{12}$   $\frac{11}{12}$

Answers

Other	<p>Make a fruit salad and add a topping or a dip on the side OR Call or message a friend or family member you haven't spoken to in a while.</p>
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## 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><b>Learning Intention:</b> I can make simple sentences more interesting by adding adjectival and adverbial phrases.</p> <p><b>For example:</b> The boy ran away.</p> <ol style="list-style-type: none"> <li>1. Add an adverbial clause. The boy ran away <u>because he was afraid</u>.</li> <li>2. Add an adjectival clause. The boy <u>who broke the window</u> ran away.</li> <li>3. Now look at the new complex sentence with both clauses. <b>The boy <u>who broke the window</u> ran away <u>because he was afraid</u>.</b></li> </ol> <p>Write the simple sentence below and enrich it using the steps shown above.</p> <ul style="list-style-type: none"> <li>• The storm broke.</li> </ul>
Writing	<p><b>Sizzling Starts</b></p> <p><b>Learning Intention:</b> We are learning to create a sizzling start for an informative text.</p> <p><b>Success Criteria:</b> 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 each of the following facts -</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><b>Gorillas</b></p>  </div> <div style="text-align: center;"> <p>The smallest <b>monkey</b> is about as tall as a <b>toothbrush.</b></p>  </div> </div>
Reading	Read for at least 20 mins a book of your choice
Comprehension	<b>Questioning:</b> asking and answering questions to get to the heart of what you are reading or watching



Go back to your questions from last week about bushfires. From the articles on fires (from last week and this week) and artwork, write down as many answers to your questions as you can. If you learned things about bushfires that you didn't have a question about, write those down too.

## Geography

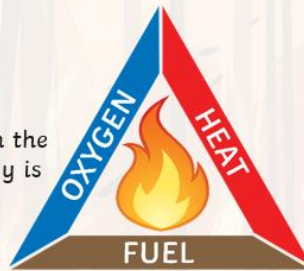
### What Does Fire Need?

Bushfires tend to be at their most devastating when the temperatures are high, the humidity is low and the winds are strong. These are the conditions that bushfires thrive on and they use these conditions to spread quickly.

Fire needs three things to be able to burn. Without all three of these elements, fire cannot ignite.

#### Oxygen

When we burn fuel, we are creating a reaction between the fuel and oxygen. This energy is released in the form of fire.



#### Heat

The fuel must be heated to ignition temperature in order to cause combustion. As long as there is enough heat, the fire will continue to burn.

#### Fuel

When there is a large quantity of fuel for the fire to burn, the temperature will increase and the intensity of the fire will rise.

### Preparation

What are some strategies that you can think of that may help prepare your house for the fire season? Write as many of your ideas down. Tick your answers as they pop up below.

Turn off air conditioning if a fire is approaching. Air conditioning units suck in air around them and fires spit out embers that travel through the air and can get sucked into the units.

Make sure the gutters are cleared of dried leaves. The leaves in the gutters are fuel for the fire to burn.

Install a water pump to give emergency services access to additional water sources while trying to save your home.

Have an emergency survival kit and procedure ready in order to help keep your family calm and know what they need to be doing in case of a fire.

Mark water sources on your property for the emergency services. Even though the fire brigade have their fire trucks with them, they may be able to use your hoses and water for additional help.

Store all wood, paint, chemicals, newspapers and fuel away from the house. This is because we want to keep the things that will burn as far away from the home as possible.

If on a larger property, you should have a fire break installed around your property. This is a clearing of land which can be done by bobcat, which removes the fuel for the fire.

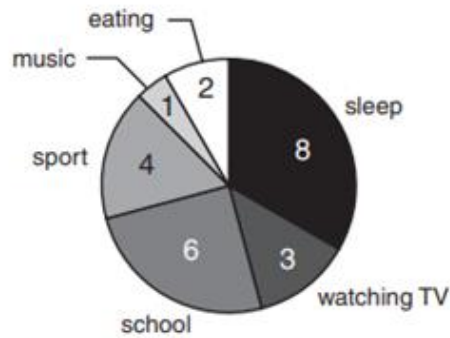
Bushfires: Carefully read the two posters above. Select the 3 most important strategies in preparation for a bushfire. For example: Making sure the gutters are clear. This week you are going to design a poster demonstrating 2-3 safety

strategies that people can put in place around their homes. Use drawings or pictures and make it eye-catching so people take notice!

### Problem Solving

Hannah made a pie graph to show the number of hours she spent on different activities over 24 hours on Monday.

Shade one bubble.



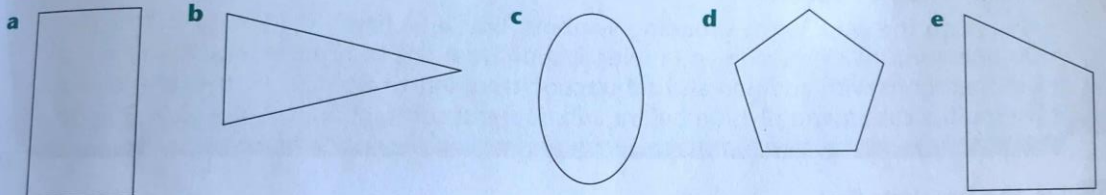
Which information can be found using this pie graph?

The number of

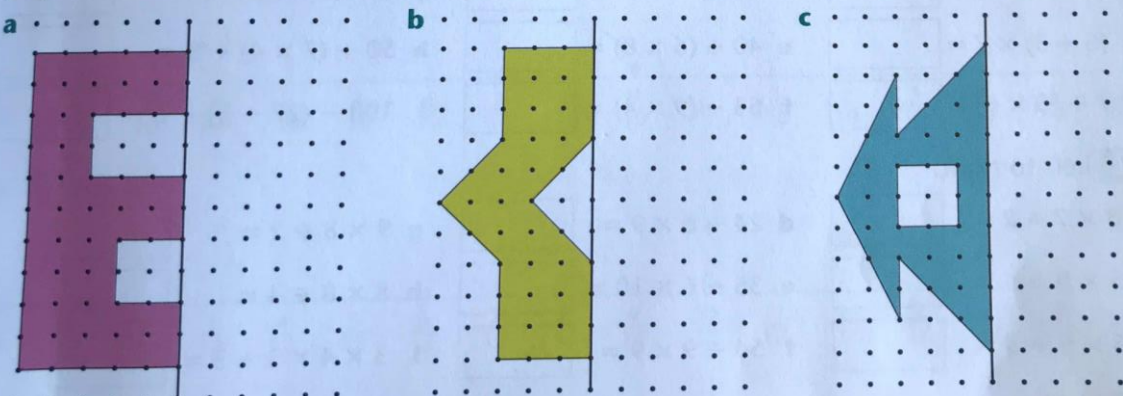
- ☐ meals Hannah eats on this day.
- ☐ hours Hannah plays sport each week.
- ☐ hours Hannah watches TV on Tuesday.
- ☐ hours Hannah spends awake on this day.

### Maths

**12** Draw as many lines of symmetry as you can on the shapes below.



**13** Draw the other half of each shape using its line of symmetry as a starting point.




### Other

Go on youtube and complete a directed drawing of your favourite movie or tv character.

Or

Go outside and have a picnic in your backyard with your favourite food

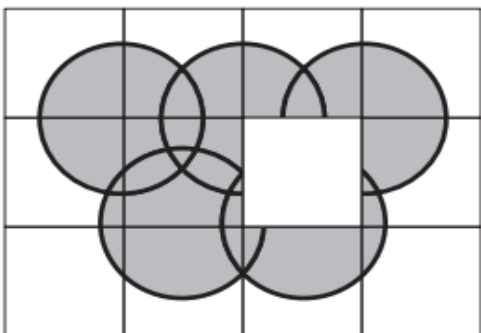
## Wednesday

Spelling	<p>Write your spelling words backwards and then forwards.</p> <p>Example - <b>ECUAS = SAUCE</b></p>
Sentence of the day	<p><b>Learning Intention:</b> I can make simple sentences more interesting by adding adjectival and adverbial phrases.</p> <p><b>For example:</b> The boy ran away.</p> <ol style="list-style-type: none"> <li>1. Add an adverbial clause. The boy ran away <u>because he was afraid</u>.</li> <li>2. Add an adjectival clause. The boy <u>who broke the window</u> ran away.</li> <li>3. Now look at the new complex sentence with both clauses.</li> </ol> <p><b>The boy <u>who broke the window</u> ran away <u>because he was afraid</u>.</b></p> <p>Write the simple sentence below and enrich it using the steps shown above.</p> <ul style="list-style-type: none"> <li>• The horse jumped the fence.</li> </ul>
Writing	<ol style="list-style-type: none"> <li>1. Write down 5 things you know about your favourite animal.</li> <li>2. Write down 5 research questions about what you want to know about your animal. If you need ideas, try starting with who, what, when, where, why, how questions.</li> </ol> 
Reading	<p>Read for at least 20 mins a book of your choice</p>
Comprehension	<p><b>Making connections (text to text): make some connections between a book you have read, or a book you are reading, and another book.</b></p> <p>Finish the sentences with more than one word in the gaps e.g. <b>Today I read 'The mountain challenge' by Bear Grylls and this reminds me of the book I read called 'The third pole' about a group of climbers trying to get to the top of Mt Everest because both stories are about climbing mountains in a team.</b></p> <ol style="list-style-type: none"> <li>1. Today I read _____ and this reminds me of _____ in _____ because _____.</li> <li>2. The main character is _____. The main character of _____ book was _____. They are the same/ different/opposites because _____.</li> <li>3. The scene in my book today, where _____ was totally the opposite to the scene in _____ where _____.</li> <li>4. I wish that _____ (a character in this week's book) knew/understood what _____ (a character in another book) knew because _____.</li> </ol>



Problem Solving

When the missing piece is put in this puzzle it shows 5 overlapping circles.



Which is the missing piece?



0



0



0

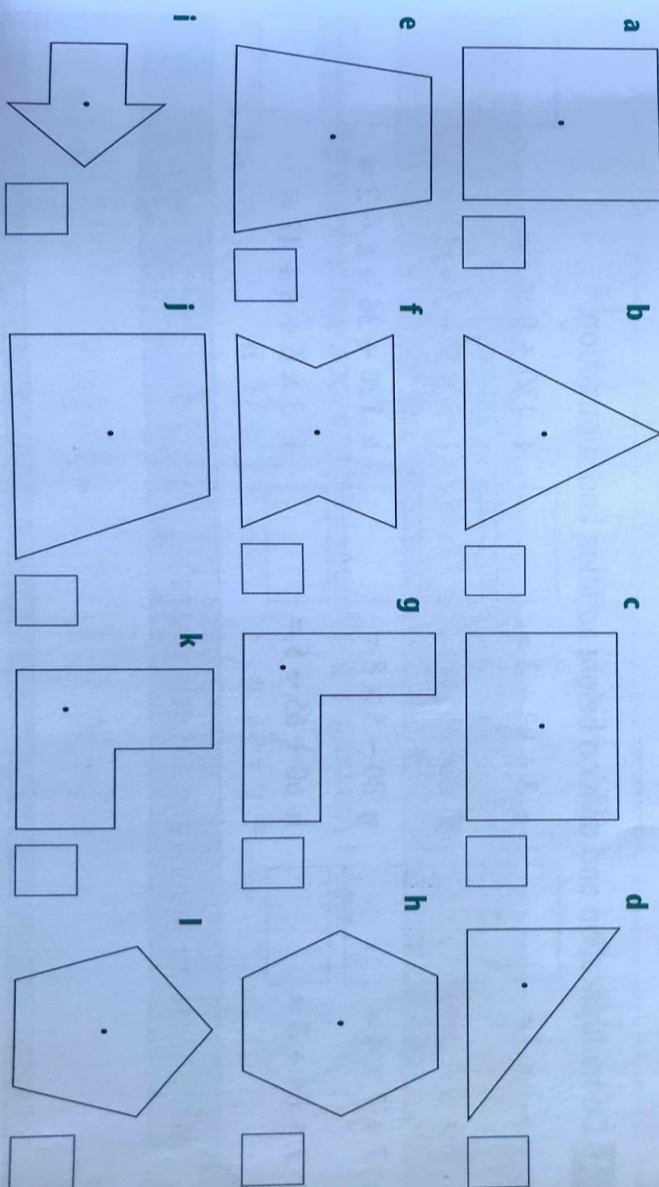


0

Maths

A shape has **rotational symmetry** if, after the shape is turned around its centre point, it matches the original shape more than once through a full turn. The order of rotational symmetry is the number of matches a shape makes during a full rotation.

**14** Colour all the shapes that have rotational symmetry. You may need to trace shapes and rotate them on a pin to discover the answers. List the order of rotational symmetry in the boxes beside the shapes.



Other	<p>Design your dream bedroom.</p> <p>OR</p> <p>Make a yummy dessert or snack to have during the day.</p>
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## Thursday

Spelling	Write your spelling words in colourful bubble writing.
Sentence of the day	<p><b>Learning Intention:</b> I can make simple sentences more interesting by adding adjectival and adverbial phrases.</p> <p><b>For example:</b> The boy ran away.</p> <ol style="list-style-type: none"> <li>1. Add an adverbial clause. The boy ran away <u>because he was afraid</u>.</li> <li>2. Add an adjectival clause. The boy <u>who broke the window</u> ran away.</li> <li>3. Now look at the new complex sentence with both clauses.</li> </ol> <p><b>The boy <u>who broke the window</u> ran away <u>because he was afraid</u>.</b></p> <p>Write the simple sentence below and enrich it using the steps shown above.</p> <ul style="list-style-type: none"> <li>• The lesson was interrupted.</li> </ul>
Writing	<p>Using your 5 research questions from yesterday, use the internet to find the answers.</p> <p>Then either use the information you already know or the new information you have found to create a sizzling start about your animal. Remember to use either a questioning, sound, action or word picture technique.</p>
Reading	Read for at least 20 mins a book of your choice
Comprehension	<p><b>Summarise: putting the most important ideas into your own words</b></p> <p>Summarise something you have read this week (a book, a chapter, the cereal box) by choosing the most important ideas or events in the story and putting them in your own words. Try writing 2-3 paragraphs (remember: a paragraph is only 2-3 sentences).</p>
Science	See worksheets at the end of this document.

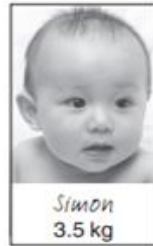


## Problem Solving

These babies were born on the same day.

Which baby has the greatest mass?

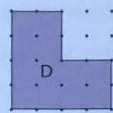
Shade one bubble.



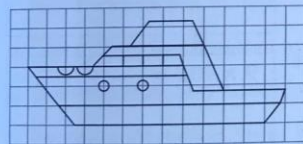
## Maths

### Enlargements 20

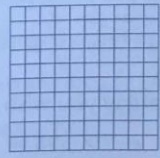
8 Enlarge these shapes by doubling their dimensions (sides).



9 Enlarge the boat on the grid.



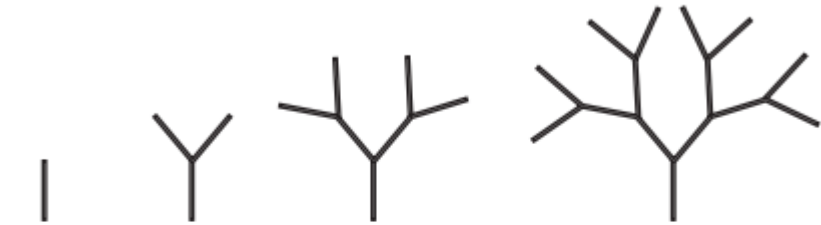
10 Enlarge the boy on the large grid, then reduce him on the smaller one.



## Other

Enjoy some mathletics or prodigy time on your device  
OR  
Go outside, go for a walk or ride your bike.

## Friday

Spelling	Get someone to test you on your spelling words, or, do a look cover write check with them.
Sentence of the day	<p><b>Learning Intention:</b> I can make simple sentences more interesting by adding adjectival and adverbial phrases.</p> <p><b>For example:</b> The boy ran away.</p> <ol style="list-style-type: none"> <li>1. Add an adverbial clause. The boy ran away <u>because he was afraid</u>.</li> <li>2. Add an adjectival clause. The boy <u>who broke the window</u> ran away.</li> <li>3. Now look at the new complex sentence with both clauses.</li> </ol> <p><b>The boy <u>who broke the window</u> ran away <u>because he was afraid</u>.</b></p> <p>Write these simple sentences below and enrich them using the steps shown above.</p> <ul style="list-style-type: none"> <li>• We pitched our tent.</li> <li>• Robby won the prize.</li> </ul>
Reading	Read for at least 20 mins a book of your choice
Problem Solving	<p>Lucy made 4 tree designs using sticks.</p> <p>There is a pattern in the way the trees grow.</p>  <p>Tree 1 1 stick</p> <p>Tree 2 3 sticks</p> <p>Tree 3 7 sticks</p> <p>Tree 4 15 sticks</p> <p>Lucy continues the pattern in the same way.</p> <p>How many sticks will Tree 5 have?</p> <p>23                      31                      35                      45</p> <p><input type="radio"/>                      <input type="radio"/>                      <input type="radio"/>                      <input type="radio"/></p>
Other	<p>Create a roller coaster track out of paper.</p> <p>and</p> <p>Help someone in your family with some housework.</p>

# Investigating mixtures

## Vocabulary

mixture

dissolve

solution

suspension

filter

filtration

Milk is a mixture. What sorts of substances are found in milk? What sorts of extra substances do people like to mix into milk? Write your response below.

Response \_\_\_\_\_

When some solids are added to water and stirred, they seem to disappear. They have **dissolved** – broken up into tiny invisible pieces spread throughout the water.

The mixture is called a **solution**.

Sometimes adding a solid to water and stirring makes a **suspension**.

The solid does not disappear but floats around and then settles to the bottom of the container.

The same things can happen when liquids are added to water. Cordial will dissolve and mix evenly into the water to form a **solution**. Oil will form a **suspension** when stirred, then separate out again.



Oil and vinegar will mix together to form a suspension for salad dressing, but they will not stay mixed.



Sugar dissolves in tea or coffee.



## Mixing mixtures

You will need:

- 4 clear cups
- 4 labels or sticky notes
- 1 teaspoon
- Several sheets of paper towel
- Salt or sugar
- Flour
- Sand
- Sprinkles
- Jelly crystals
- Ground coffee
- Milo® or flavoured milk powder
- Milk
- Water
- Vinegar
- Oil



### Investigation 1: Mixing mixtures!

**Step 1:** Collect the materials listed on page 2.

**Step 2:** With a partner, choose a solid and a liquid to mix together. Add half a teaspoon of the solid to a cup half full of the liquid and stir them together thoroughly. Observe what happens closely.

**Step 3:** Use the information on page 4 to decide whether you have made a solution or a suspension.

**Step 4:** Write a label for the cup so you know what is in it. Record your results in the table below.

**Step 5:** Repeat Step 2, 3, and 4 three more times. On the fourth time, instead of adding a solid to a liquid, add one liquid to another liquid. Make sure you rinse and dry your spoon each time.

Mixture number	Solid (or liquid)	Liquid	Observation (what happened)	Solution or suspension?
1				
2				
3				
4				
5				
6				

To summarise what you have learnt in the investigations, complete the following sentences.

Mixtures that are solutions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mixtures that are suspensions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_