






































Year 5 and 6

30/8/21 – 3/9/21

This Learning at Home grid includes a variety of both digital and non-digital activities. You will need help from a parent/carer and the resources on Seesaw.

Monday	Tuesday	Wednesday	Thursday	Friday
<div>Morning</div> <div><div>REMINDER: Check  for daily messages and links.</div><div><div> Class Morning Circle (9:00am)</div><div>English</div><div>Writing:  (9:15am)</div><div><i>Imaginative Recounts</i> <i>“Alien Sightings”</i></div><div><u>Stimulus:</u> Story Box Library UFO or trick of the light? Osher Günsberg shares his spookiest story (password on Seesaw)</div><div><u>Purpose:</u> Plan ideas to include in an imaginative recount.</div><div><u>Audience:</u> Classmates</div><div><u>Learning Intention:</u><ul style="list-style-type: none">• I will plan for imagery in my imaginative recount. (Plan will include introduction, chronological order of events and conclusion).</div><div><u>Success Criteria:</u><ul style="list-style-type: none">• I can write a plan for an imaginative recount.</div></div></div>	<div><div> Class Morning Circle (9:00am)</div><div>English</div><div>Writing:  (9:15am)</div><div><i>Imaginative Recounts</i> <i>“Alien Sightings”</i></div><div><u>Purpose:</u> Compose an imaginative recount from a plan.</div><div><u>Audience:</u> Classmates</div><div><u>Learning Intention:</u><ul style="list-style-type: none">• I will compose an imaginative recount based on my plan.</div><div><u>Success Criteria:</u><ul style="list-style-type: none">• I can compose an imaginative recount using sentences and paragraphs.• I can include imagery in my imaginative recount.</div></div>	<div><div> Class Morning Circle (9:00am)</div><div>English</div><div>Writing:  (9:15am)</div><div><i>Imaginative Recounts</i> <i>“Alien Sightings”</i></div><div><u>Purpose:</u> Plan and compose an imaginative recount.</div><div><u>Audience:</u> Classmates</div><div><u>Learning Intention:</u><ul style="list-style-type: none">• I will plan for imagery in my imaginative recount.• I will compose an imaginative recount based on my plan.</div><div><u>Success Criteria:</u><ul style="list-style-type: none">• I can write a plan for an imaginative recount.• I can compose an imaginative recount using sentences and paragraphs.• I can include imagery in my imaginative recount.</div></div>	<div><div> No Morning Circle</div><div>Library Time  (9:30am)</div><div>See invite link on  (Library activity attached)</div><div>English</div><div>Writing: <i>Imaginative Recounts</i> <i>“Alien Sightings”</i></div><div><u>Purpose:</u> Review and edit imaginative recounts for accuracy and readability.</div><div><u>Audience:</u> Classmates</div><div><u>Learning Intention:</u><ul style="list-style-type: none">• I will edit my imaginative recounts to ensure that they make sense; are in chronological order and have correct spelling and punctuation.</div><div><u>Success Criteria:</u><ul style="list-style-type: none">• I can review and edit imaginative recounts to check that they make sense, have correct spelling and punctuation.</div></div>	<div><div> No Morning Circle</div><div>English</div><div><div></div><div>Viewing: With parent/carer guidance, watch BTN on ABC iView or online at https://www.abc.net.au/btn/ Select one of the news items and:<ul style="list-style-type: none">- Summarise the key points of the news item- Explain to someone the key points.- Explain the purpose of the article/news item.</div><div>Word Work: Using your chosen BTN article/item, investigate the meaning of words you don't know and demonstrate the meaning of each word in a sentence.</div></div></div>

	<p>Reading: Go to </p> <p>https://app.pmecollection.com.au/login</p> <p>Read a book from the set list or a book from home (1 chapter) and work on a <i>Reading and Comprehension</i> task. </p> <p>Word Work: Practise your spelling words. Choose an activity from your Spelling Choice Board.</p>	<p>Reading: Go to </p> <p>https://app.pmecollection.com.au/login</p> <p>Read a book from the set list or a book from home (1 chapter) and work on a <i>Reading and Comprehension</i> task. </p> <p>Word Work: Practise your spelling words. Choose an activity from your Spelling Choice Board.</p>	<p>Reading: Go to </p> <p>https://app.pmecollection.com.au/login</p> <p>Read a book from the set list or a book from home (1 chapter) and work on a <i>Reading and Comprehension</i> task. </p> <p>Word Work: Practise your spelling words. Choose an activity from your Spelling Choice Board.</p>	<p>Word Work: Practise your spelling words. Choose an activity from your Spelling Choice Board.</p>	<p>Reading: Go to </p> <p>https://app.pmecollection.com.au/login</p> <p>Read a book from the set list or a book from home (1 chapter) and work on a <i>Reading and Comprehension</i> task. </p>
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>Join your class for  (12pm)</p> <p><u>Zoom session:</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Number Talk: Probability</p> </div> <p>In the Zoom lesson we will:</p> <ul style="list-style-type: none"> • Arrange events into: Impossible, unlikely, likely, certain. • Consider probability as a range from 0 to 1. <p><u>Independent Learning:</u> Complete 2 activities:</p> <ol style="list-style-type: none"> 1. Which is more likely? 2. Exploring a scale of 0 to 1 probability. <div style="text-align: right;"></div> <div style="text-align: right;"> - 20 minutes</div>	<p>Mathematics</p> <p>Join your class for  (12pm)</p> <p><u>Zoom session:</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Number Talk: Likely events</p> </div> <p>In the Zoom lesson we will:</p> <ul style="list-style-type: none"> • Review chance as a fraction. • Discuss chance experiments – how many trials makes it accurate? <p><u>Independent Learning:</u> 1. Complete a chance experiment – flipping a coin – probability after 6 flips, 20 flips, 100 flips.</p> <div style="text-align: right;"> - Complete 2 Mathematics tasks.</div>	<p>Mathematics</p> <p>Join your class for  (12pm)</p> <p><u>Zoom session:</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Number Talk: Possible but unlikely</p> </div> <p>In the Zoom lesson we will:</p> <ul style="list-style-type: none"> • Review Tuesday's chance experiment • Discuss exploration – rolling a 12-sided dice the same as 2x 6-sided dice? <p><u>Independent Learning:</u> 1. Using digital tools (Google "Roll a dice"), conduct a comparison of rolling a 12-sided dice and 2x 6-sided dice.</p> <div style="text-align: right;"> - 20 minutes</div>	<p>Mathematics</p> <p><u>Number Talk:</u> Do your own number talk at home on your whiteboard.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Number Talk: 207 - 59</p> </div> <p>Take a photo and upload to </p> <p>Complete 3 activities of your choice from the Weeks 8, 9 and 10 Mathematics Activity Grid (available on )</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Studyladder - Complete 2 Mathematics tasks.</p> </div>	<p>Mathematics</p> <p><u>Number Talk:</u> Do your own number talk at home on your whiteboard.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Number Talk: 197 + 25</p> </div> <p>Take a photo and upload to </p> <p>Basketball (Sock) Toss</p> <p>You can find instructions, with a demonstration of this activity on this link: https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/basketball-toss</p> <p>Complete the student activity and upload your work on </p>

					Library Complete the 4 tasks from yesterday and upload to Seesaw. 
Break	Break	Break	Break	Break	Break
Afternoon	Geography  <i>What can everyday life be like in a country in Asia?</i> Complete the Seesaw activities or Home Learning Pack to explore: 1. What is it like to have one of the following jobs: - Run a market stall in Bangkok - Sherpa in Nepal - Sulphur Miner of Indonesia 2. Investigate, which 10 countries produce the most rice in the world? 3. Investigate, which 10 countries consume (eat) the most rice in the world? 4. Reflect on how life might be different for people in certain countries in Asia compared to Newcastle. BONUS: Research the Rate Tribe of Beijing.	PDH  <i>Healthy Eating – Nutrients</i> Watch the YouTube video, Food Groups and Nutrition https://youtu.be/Z51bWG17m-Q Use the Nutrients Fact Sheet to answer the questions in the Nutrients Quiz.	Science  <i>How has space exploration evolved?</i> In this lesson you will be examining and describing current developments in astronomy, space and planetary science, particularly related to making observations and gathering data. View PowerPoint: <i>Earth's Place in our Solar System</i> (Lesson 6) Complete the activities in the Science Student Response activity and upload to Seesaw when completed.	Creative Arts  Drama: <i>BREAKING NEWS- Alien Sighting</i> You will continue working on this task over the next 3 weeks. Task: to create Newsreader and News Reporter scripts for a possible <i>Alien Sighting</i> in your community. This will also involve rehearsing your various segments, organising costumes and props and recording your segments. 1. View PowerPoint: <i>Drama- Alien Sighting (Lesson 2)</i> 2. Complete Student Assigned Activities and upload to Seesaw. Resources required: Your tasks from last week.	PE  Practice your bouncing and dribbling skills. You will need a basketball or similar ball. Watch YouTube video, <i>Bouncing Challenges</i> https://youtu.be/aWd8lQZJXI8 Leave a comment in Seesaw on which bouncing challenges you did and if it was easy/hard. Do some aerobics: Watch YouTube video https://youtu.be/zqv2QKyqgCk
Wellbeing	Send an uplifting message to someone you can't be with. Learn a new skill – spend some time learning something new to impress your friends and family. Some ideas could include juggling, magic tricks or a new dance.	Ask someone how they feel and really listen to their reply. Follow the exercise video. http://www.viewpure.com/sqZFz44AB78?start=0&end=0	Begin each conversation by complementing the other person. Follow this dance routine: 'Old Town Road' https://www.youtube.com/watch?v=W9bNipC2oQw&t=97s	Thank someone that you're grateful to and tell them why. Complete this workout video https://www.youtube.com/watch?v=L_A_HjHZxfl	Make a list of all the things you have achieved this week and find a way to celebrate this. Practice your 'thought awareness' https://www.youtube.com/watch?v=70j3xyu7OGw

Writing (Week 8): Imaginative Recounts

Note: If you have not completed last week's Drama activities, please do so now as you will need the 2 activities to plan this week's writing (Drama activities are on the last few pages of this booklet).

This week we are going to plan, draft and review two *Imaginative Recounts*.



What is a RECOUNT?

- A recount text retells an experience or an event that happened in the past.
- The purpose of a recount can be to inform, entertain or to reflect and evaluate.
- A recount can focus on a specific section of an event or retell the entire story.
- A recount should always be told in the order that things happened which is also referred to as a '*chronological*' order of events.

What is an IMAGINATIVE RECOUNT?

- Applies factual knowledge to an imaginary role in order to interpret and recount events.
e.g. How I manned the first mission to the moon.
- An imaginative recount is the re-telling of events, usually in the first person.
- This style of recount allows for embellishment beyond facts and events- perfect for creative writing.

Order of Recounts:

Monday and Tuesday- Imaginative recount of one of your eyewitnesses' encounter with the alien.

Wednesday- Imaginative recount of the alien's encounter with one of the eyewitnesses (humans).

Thursday- Review and edit both imaginative recounts. (Optional- plan, draft and review another Imaginative recount of another one of your eyewitnesses' encounter with the alien).

MONDAY

1. Select one of your eyewitnesses from the Drama activity: **BREAKING NEWS- Alien Sightings**.
2. Use the information on the "*Overview of the Eyewitness*" and "*5 + 1 Senses*" activities to complete your imaginative recount plan. **Note:** You will need to add extra information to this plan to provide more detail of the encounter.

You are writing this recount from the perspective of the **eyewitness**.

TUESDAY

1. Use information from your imaginative recount plan to compose your draft.
2. Your recount should be written in 1st person and in past tense.
3. Your recount should have:
 - a new paragraph for each part
 - events are in chronological order
 - time connectives (e.g. first, next, soon, during, after, later, eventually, finally)
 - imagery

Imaginative Recount Plan: First Eyewitness

Orientation (Introduction- setting the scene)

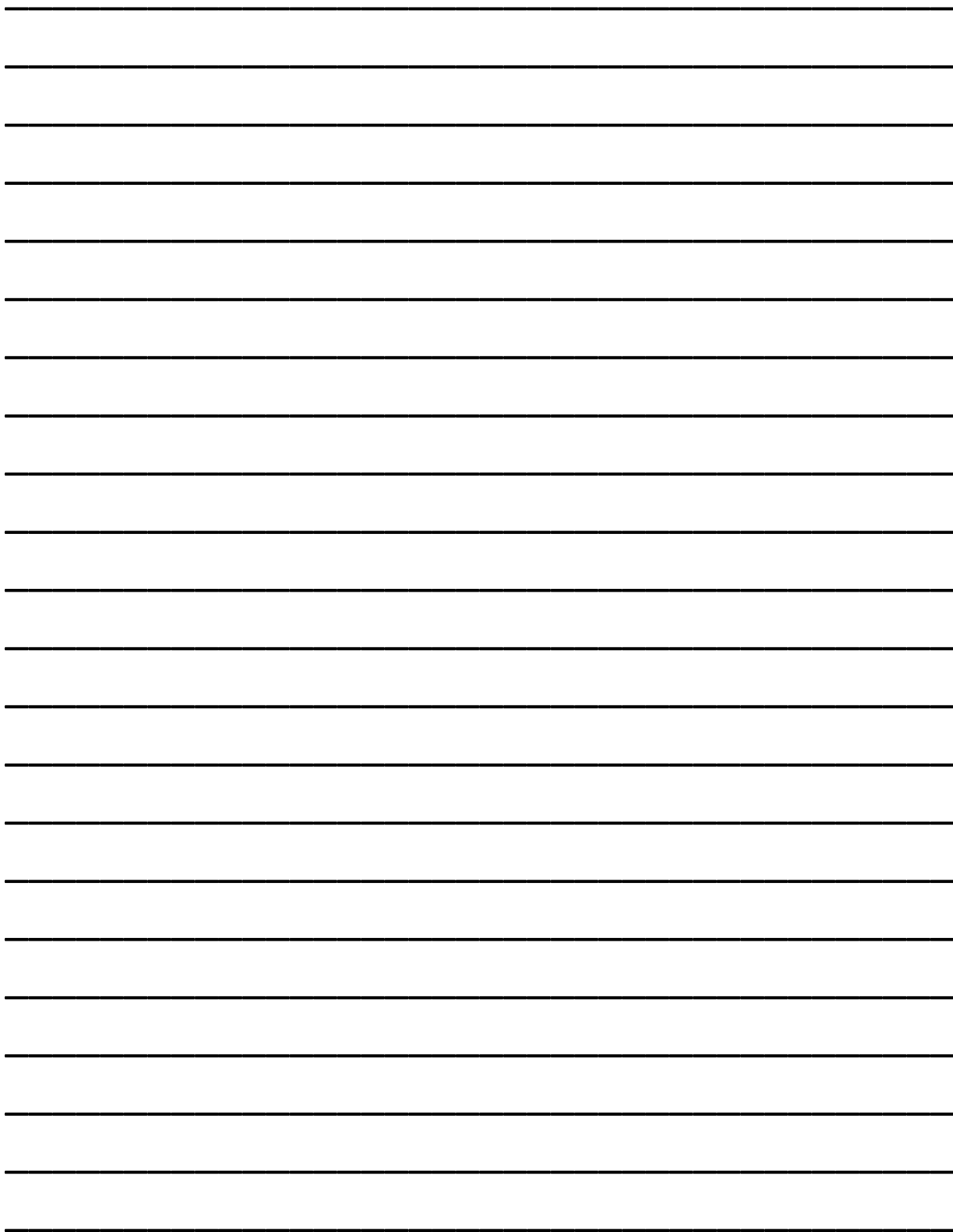
Give details of: Who – What – When – Where - Why?

Events (What happened- in chronological order)

What happened?

Conclusion (Personal comment is optional)

What did your eyewitness think, feel or decide about the encounter that they had with the alien?









WEDNESDAY

1. Complete an overview of your alien (including a "5 + 1 Senses" sheet) and their encounter with one of the eyewitnesses.
2. Use the information from this overview of your alien to complete your imaginative recount plan.
Note: You will need to add extra information to this plan to provide more detail of the encounter.

You are writing this recount from the perspective of the **alien**.

3. Use information from your imaginative recount plan to compose your draft.
4. Your recount should be written in 1st person and in past tense.
5. Your recount should have:
 - a new paragraph for each part
 - events are in chronological order
 - time connectives (e.g. first, next, soon, during, after, later, eventually, finally)
 - imagery

	Alien
Name of alien:	
Age of alien:	
Hobbies/Family	
What time of the day/night did this encounter with the human occur?	
What was the alien doing prior to seeing the human?	
How did they react to seeing/meeting the human?	
What did they do after their encounter with the human?	

	Alien
I saw: 	
I heard: 	
I smelt: 	
I tasted: 	
I touched: 	
I felt (feelings): 	

Imaginative Recount Plan: Alien

Orientation (Introduction- setting the scene)

Give details of: Who – What – When – Where - Why?

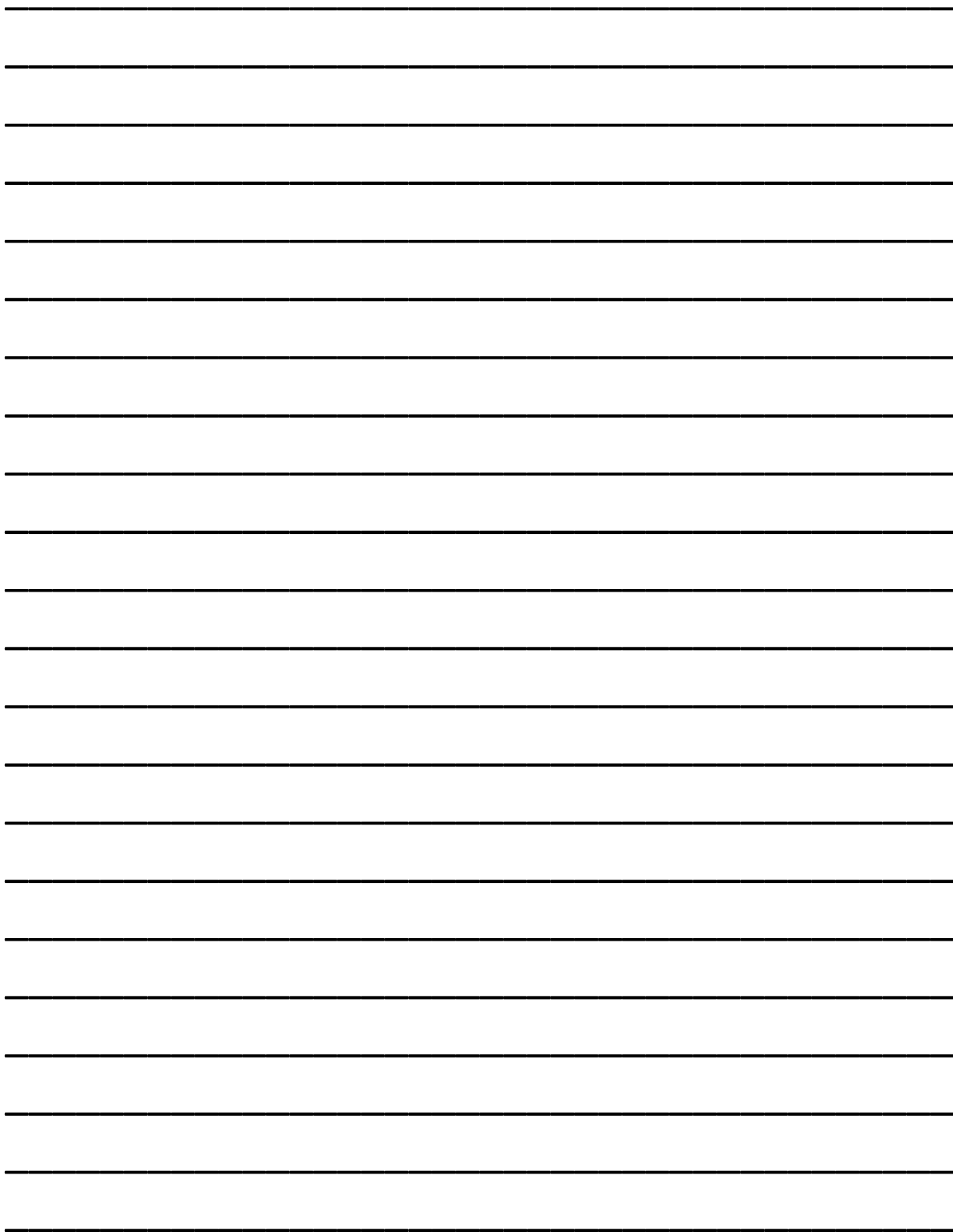
Events (What happened- in chronological order)

What happened?

Conclusion (Personal comment is optional)

What did your eyewitness think, feel or decide about the encounter that they had with the human?

[illegible]



Reading and Comprehension Tasks




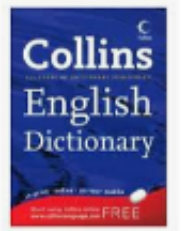

- You can only complete each activity once.
- You have up to 2 literacy lessons to complete one task.

When completing an activity, remember to record the activity number on your page.

1. Write a letter as a character in your book to another character in your book or create a new character to write to.	2. Write a letter from yourself to a character in your book.	3. Write a letter to the author- you could say what you like or dislike about the book or give ideas for what else you would like to be included in the book.	4. Make up a quiz for your book (10 or more questions).	5. Pretend that you are a travel agent and want people to visit the place in the story. Write a paragraph on what you would tell potential customers.
6. Re-tell an event from the story from another character's point of view, e.g. If Jenny is visiting a haunted castle with her wimpy brother Joe, can you write the story from Joe's point of view instead of Jenny's?	7. Change the story by changing the actions of one of the characters. Maybe they do something different when a big event changes everything!	8. Imagine that you could interview a character in your story- what would you ask them? What would their responses be? Write your interview with your character. Use 2 different colours (1st for questions, 2nd for responses)	9. Write a diary entry (or several) for a character in your story after something interesting has happened. Have a go at writing a second diary entry for a different character.	10. Re-tell an event from the story as if you are a newspaper reporter and you are writing a newspaper article.
11. Have a go at continuing the story at the end of the chapter or after the end of the book. What might happen next?	12. Change the story (or part of it) into a comic strip.	13. Change the story or part of it into a poem or play	14. Create a passport or ID card for your character.	15. Make a dictionary containing 10 or more difficult words from your book.
16. Design a new blurb for the back cover of the book. You can use colours and pictures as well as writing.	17. Design a poster to advertise your book. Think about the book's unique selling points, e.g. what makes it a good book to read?	18. Write about what a character might be thinking or feeling at different stages of the story. You could write it in the 1 st person, or in a speech bubble.	19. Make a list of as many adjectives as you can from a chapter in the book.	20. Using speech bubbles and pictures of the characters draw a conversation between 2 characters from the story.

Spelling Choice Board

Term 3

<p>Copy List Words</p> <p>Look-Say-Cover-Write-Check</p> <p>1. 2. 3. 4. 5.</p>	<p>Acrostic Poem</p> <p>Choose your favourite word and create an acrostic poem.</p> 	<p>Cursive Writing</p> <p>Write spelling words neatly in cursive writing.</p> <p>1. <i>apple</i> 2. <i>artist</i> 3. <i>choose</i> 4. <i>friction</i> 5. <i>reverse</i></p>	<p>Grammar</p> <p>Classify your spelling words according to parts of speech- noun, verb, adjective, pronoun, adverb.</p> <p>e.g. apple, reverse, choose</p>
<p>Typing</p> <p>Type your spelling list 4 times on a computer, with each list typed in a different font. Print it out.</p>	<p>Sentences</p> <p>Put your spelling words in sentences. (one word per sentence, <u>underline</u> word)</p> <p>e.g. He had to <u>choose</u> quickly before his time was up.</p>	<p>Word Syllables</p> <p>Divide each spelling word into syllables.</p> <p>e.g. ap/ple, hel/i/um</p>	<p>Definitions</p> <p>Look up your words in a dictionary. Write their meaning.</p> 
<p>Spelling Bee</p> <p>Have a friend, parent or sibling read out your spelling words. Recite them aloud or write them in your book or on a whiteboard.</p>	<p>Stairs</p> <p>Write each spelling word as shown below:</p> <p>t tr tri triu trium triump triumph</p>	<p>10 Questions</p> <p>Use all your spelling words to write 10 questions. Each question should have one spelling word in it.</p> <ul style="list-style-type: none"> • <u>Underline</u> the spelling words. • Use correct punctuation. 	<p>Vowels to Consonants Ratios</p> <p>Find the ratio of vowel to consonants in each word.</p> <p>Examples: apple 2:3 reverse 3:4</p>

Spelling Words – Term 3 (Weeks 6-10)

	Week 6	Week 7	Week 8	Week 9	Week 10
Vocabulary Words	continent	world	population	glacier	mountains
	country	island	heritage	journey	ancestors
	hemisphere	economies	rituals	plateau	language
	unique	employment	inhabitants	exploration	traditional
	protecting	lifestyle	geographical	archipelago	indigenous
Personal Words					

Mathematics: *Number Talks*- record what you know about the *Number Talk* focus and/or the strategies that you would use to solve the number problems.

Week 8

Monday	Tuesday	Wednesday	Thursday	Friday
Probability	Likely Events	Possible but unlikely	$207 - 59$	$197 + 25$

Monday Maths

WHICH IS MORE LIKELY

1. For each row, colour the EVENT that is MORE LIKELY to happen. If both events are EQUALLY LIKELY, colour both.

Flipping a coin and getting HEADS	Rolling a dice and getting a 4
Flipping a coin and getting TAILS	Rolling a dice and getting an even number
Tomorrow being sunny in Jesmond	Tomorrow being snowy in Jesmond
Rolling a 6-sided dice and getting 5	Rolling a 12-sided dice and getting 5
Tomorrow being snowy in Jesmond	Tomorrow bananas falling from the sky in Jesmond
Randomly pulling a 3 of Hearts out of a deck of cards	Randomly pulling and Hearts card out of a deck of cards
Flipping a coin and getting 5 HEADS in a row	Rolling a dice and getting 5 SIXES in a row
Shooting a basketball in the hoop with your eyes closed	Shooting a basketball in the hoop with your non-dominant ("wrong") hand
Winning a round of rock-scissors-paper	Having a tie in a round of rock scissors paper
Rolling a dice twice and getting two sixes in a row	Rolling a dice and getting two ones in a row

2. Choose 5 of these events and place them on this line of probability where 0 means it definitely WILL NOT happen, 0.5 means it is EQUALLY LIKELY to happen or not, and 1 means it is CERTAIN to happen.

0

0.5

1

Tuesday Maths

Flip a coin multiple times. Keep a tally of how many heads or tails you get. What is your prediction?

1. After 6 Flips

Keep a tally in this table

Head	Tails
TOTAL	TOTAL

2. After 20 Flips

Keep a tally in this table

Head	Tails
TOTAL	TOTAL

3. After 100 Flips

Keep a tally in this table

Head	Tails
TOTAL	TOTAL

What pattern did you notice?

Wednesday Maths

You will need a 6-sided dice and a 12-sided dice. If you don't have these, you can Google "Roll a Dice" and a digital tool will come up.

Conduct an experiment to see if rolling 2x 6-sided dice is the same as rolling 1x 12 sided dice.

- 1. Predict what you think will happen.
- 2. Roll the 2x 6-sided dice 20 times, add the totals and keep a tally.

	1	2	3	4	5	6	7	8	9	10	11	12
TALLY												
TOTAL												

- 3. Roll the 12-sided dice 20 times, add the totals and keep a tally.

	1	2	3	4	5	6	7	8	9	10	11	12
TALLY												
TOTAL												

What pattern did you notice?

HOME LEARNING

Weeks 8, 9 and 10

Task: complete 3 of the activities on Thursday during your Mathematics session.


<p>1</p> <p>Roll a dice three times to give you a 3-digit number. Roll twice more to give you a 2-digit number. Invent a word problem using those numbers.</p>		<p>2</p> <p>Measure the length and width of 4 rooms in your house in paces (steps). Which room is the largest?</p>		<p>Use a ruler to measure the height of 8 books in your house. Arrange the numbers from smallest to largest. Check your work by arranging the books.</p> <p>3</p>
<p>4</p> <p>Find 10 items around the house and measure the length of them in cm and mm. Next, order the measurements from smallest to largest.</p>		<p>5</p> <p>Think of a number between 10 and 50. How many times do you have to double it to get to one thousand? One million? Does the starting number make a difference?</p>		<p>Look in a magazine, <u>catalogue</u> or newspaper for examples of regular and irregular polygons.</p> <p>6</p>
<p>7</p> <p>Use <u>lego</u>, blocks, Minecraft, cards, or anything else you can think of to represent 4×3, 6×7, 9×9 and 5×6.</p>		<p>Calculate how many seconds in an hour. How many seconds in a day? How many seconds in a year?</p> <p>8</p>		<p>Flip a coin until you get 4 heads in a row. How many tries did it take? How about 6 heads in a row?</p> <p>9</p>

**What can everyday life be like
in a country in Asia?**




What can everyday life be like in a country in Asia?

1

 Watch the train market video.


What do you see, think and wonder?

2

 Watch the sherpas video.

What do you see, think and wonder?

3

 Watch the sulphur miners video.

What do you see, think and wonder?

4

Complete a PMI chart for each of the jobs showcased in the videos.

	Plus	Minus	Interesting
Market stall holders of Thailand			
Sherpas of Nepal			
Sulphur miners of Indonesia			

5

Choose one of the videos from Question One and watch it again. Conduct your own research into the lifestyle of the people who live in this area.

- a Start by creating and adding more questions to the question wall below.

	What is the natural environment like?	
		What type of homes do people live in?
Is school compulsory?	What is the population?	
	What do people do for fun?	
	What type of jobs do people do?	



Samut Songkhram
in Thailand.



Khumjung or Namche
Bazaar in Nepal.



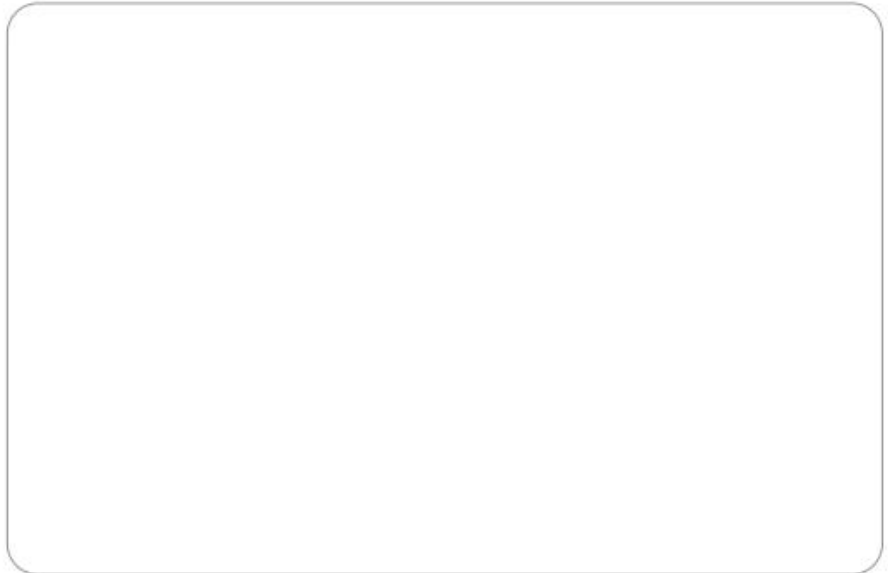
Banyuwangi regency
in Indonesia.

- b** Once you have a good set of geographical questions, use your library resources and conduct internet research to find answers to these. Present your information in an infographic style brochure about the place you have studied, including things such as fast facts, graphs, maps, drawings and other interesting ways you'd like to present your information.

The Asian continent is the largest consumer of rice in the world. There are more than 200 million rice farms across Asia. Rice growing sustains many of the poorer rural areas in Asia, employing millions of people each year. The Asian climate and landscape are well suited to rice growing so practices and processes have been well established over many years.

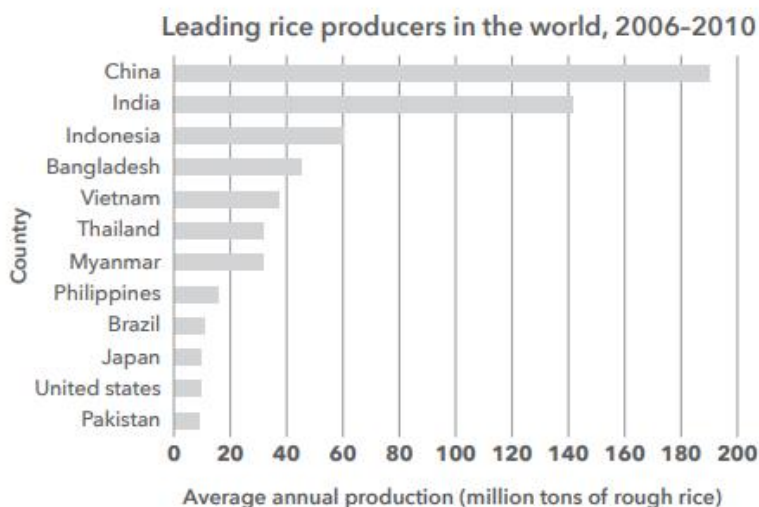
6 Do an internet search on rice paddy art.

7 Choose your favourite rice paddy art image, then sketch and label it with the types of rice used and where it is located.



8 Interpret the information in the graphs about rice growing and consumption in Asia to decide if the following statements are true or false.

- a** India produces more rice than China. _____
- b** Bangladesh produces more rice than Japan and the Philippines combined. _____
- c** Asia produces most of the world's rice. _____
- d** More than 800 million tonnes of rice is grown each year by the leading producers. _____



Source:
Rice Almanac,
4th edition

9

Write a true or false statement for the graph in question 8 and share it with a classmate to answer.

10

a Make your own column or line graph with the following data.

Rice consumption in Asia per person in 2009.

China: 76 kg	Bangladesh: 174kg	Vietnam 142kg	Russia: 5kg
Myanmar: 141kg	Pakistan: 17kg	Japan: 54kg	Thailand 133kg
Iran: 23kg	North Korea: 77kg		

b Looking at your graph, and the one in question 8, write two to three facts that you now know to be true about rice consumption in Asian countries.

11

There are some unique and interesting jobs in Asia. Research each one and write a tweet (140 characters maximum) explaining what they do.

a Grasshopper salesman

b Swiftlet birds nest collector

c Pearl diver

12

Who are the rat tribe of Beijing? Create a PMI chart for them.

Plus	Minus	Interesting

NUTRIENTS



A nutrient is a chemical substance in food that nourishes the body in a certain way. Foods can be classified into 6 classes of nutrients:

Carbohydrates

- The major source of fuel used by the muscles during exercise
- An important source of fibre
- Sources of carbohydrate are bread, pasta, rice, vegetables and noodles
- Sugar is carbohydrate. Sugar has high-energy value. When sugar is not used for energy, it is stored as fat.
- Sugar has no nutrients. It is mainly used to make our food taste better.

Protein

- Proteins assist your body to grow strong bones, teeth, hair, body tissue and muscles
- Helps your body to grow and repair itself as well as make new body cells
- Important for athletes involved in strength training, endurance athletes and adolescents
- Sources of protein are milk, eggs, meat, chicken, fish, nuts, beans, lentils, cheese

Fat

- Fats give our bodies energy that can be stored in the body. Fats have more than double the energy that sugars do. A small amount of fat contains a lot of energy.
- Fats are stored under the skin and help keep us warm (conserves body heat)
- Foods that contain fat: butter, oil, cream, sausages, cakes, pies, ice cream, chips
- There are two types of fat: **saturated** (animal sources) and **unsaturated** (plant sources)
- Only small amounts are needed for good health

Vitamins

- All vitamins help our bodies use the carbohydrates, proteins and fats from our food
- Supplied by a well-balanced diet of fruits, vegetables, dairy, fish, cereals
- There are 20 different vitamins; eg vitamin A (keeps our skin, bones, nerves, hair organs and eyes healthy), vitamin B (helps digest our food and produce healthy blood), vitamin C (helps us fight colds, infections and heal wounds), vitamin D (sunshine is a source of Vitamin D), vitamin K (helps our liver to function properly)

Minerals

- Without minerals, our bodies would not be able to perform certain jobs.
 - Calcium - important for development of bones, teeth and nerves
 - sources of calcium are milk and dairy products
 - Iron - required for production of blood cells and oxygen transport
 - sources of iron: red meat, liver, bread, potatoes, dried fruits. Lack of iron in our diet can cause us to be tired and lacking energy
 - Sodium - essential for maintaining the right water balance in the body. Lack of sodium can cause cramps. Sodium is found in salt, seafood and vegetables
 - Iodine - found in seafoods, vegetables and iodized table salt
 - Zinc - helps the development of nerves and muscles to function properly. Sources of zinc: eggs, seafoods, grains, nuts
- Some of our foods are enriched with vitamins and minerals (artificially added). This is because nutrients were lost when they were cooked or processed.



Water

- 60% of the body is made up of water
- Prevents damage to organs by diluting toxic waste
- Some of our water is found in fruit and vegetables we eat
- Regulates our body's temperature and helps to carry away body wastes through the intestines

Questions - Nutrients

Name the six basic nutrients in food:

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

What are nutrients?

What happens if the body are not using the sugar we eat (as quick energy)?

Which nutrient helps our body grow and repair cells?

What carbohydrate has no nutritional value?

Which nutrient is stored under our skin to keep us warm?

Where does saturated fats come from?

Name 3 good sources of protein other than meat?

Which vitamin helps keep our eyes healthy?

Which vitamin fights off infections in our bodies?

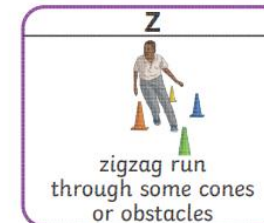
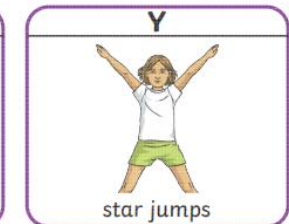
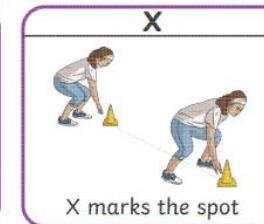
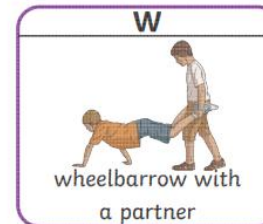
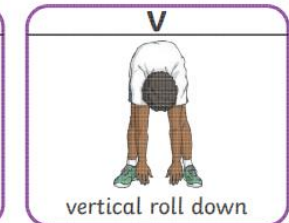
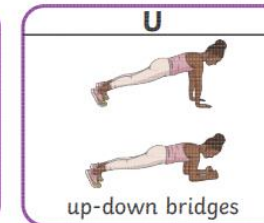
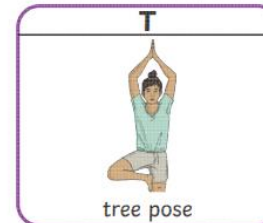
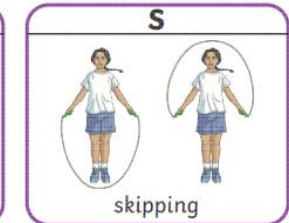
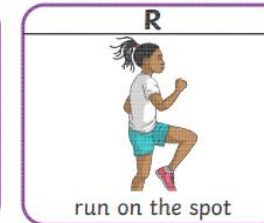
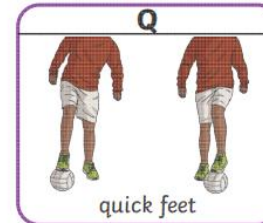
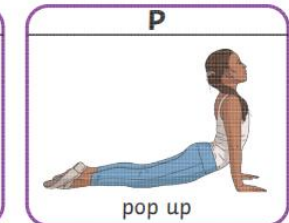
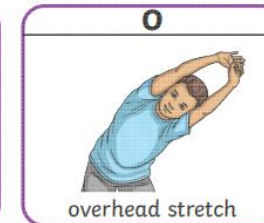
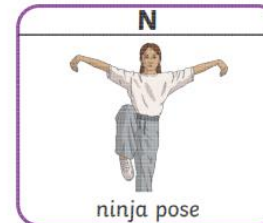
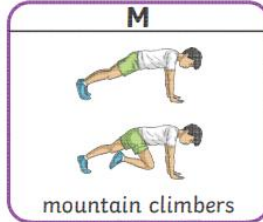
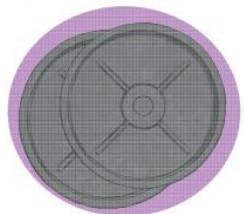
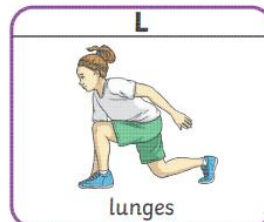
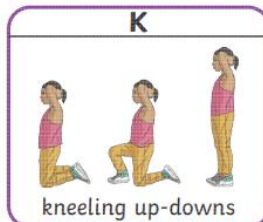
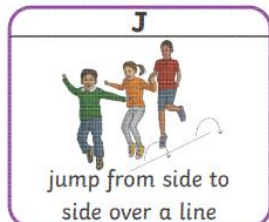
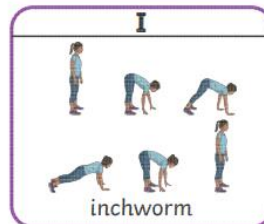
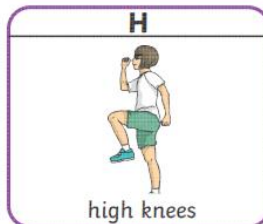
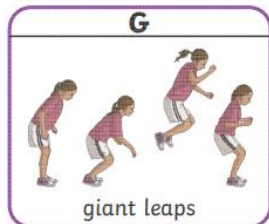
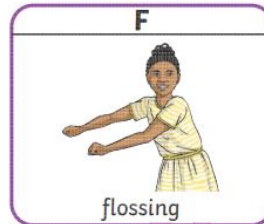
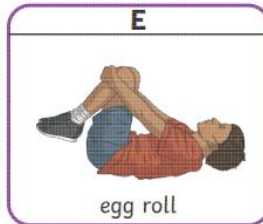
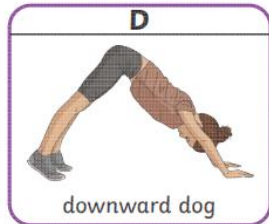
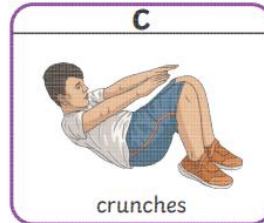
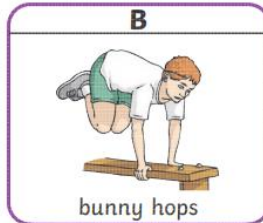
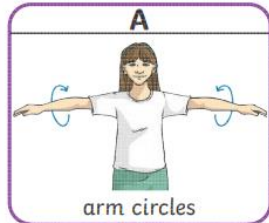
Which mineral is found in milk?

Too little _____ in our blood can cause us to be tired and not have much energy.

Alphabet Exercise and Movement

Get moving and have some fun spelling out your name. Complete the exercise or movement associated with each letter.

Alphabet Exercise and Movement



Task 1









Early Astronomers

Instructions:

1. Use the weblinks to research information to assist you in **matching** the astronomer to their theories, discoveries and contributions to what we know about space and the solar system.

[Draw a line to match. One has been done for you]

2. Add 2 pieces of "Information of Interest" (additional information or interesting facts) to each astronomer.

Astronomer	Theories, discoveries and contributions.	Information of Interest
 Edwin Hubble	<ul style="list-style-type: none"> Proposed that the sun was the centre of our solar system (over 500 years ago) Shared his idea (revelation) that the Earth rotates on its axis. 	
 Nicholas Copernicus	<ul style="list-style-type: none"> proved that all falling bodies fall at the same rate, regardless of mass. discovered Jupiter's moons. experimented with and upgraded telescopes. 	
 Sir Isaac Newton	<ul style="list-style-type: none"> deduced that the planets travel in elliptical orbits around the sun (not in circles) created a law that planets travel at different rates around their orbits. 	
 Tycho Brahe	<ul style="list-style-type: none"> Developed his theory of gravitation upon seeing an apple fall from a tree. Created 3 universal laws of motion. 	
 Johannes Kepler	<ul style="list-style-type: none"> Made many scientific discoveries: explained the high temperatures of Venus and the seasonal changes on Mars. Published a book 'Cosmos'. 	
 Galileo Galilei	<ul style="list-style-type: none"> Discovered that the universe was expanding at an astronomical rate. Received his first telescope at a young age and began to discover space for himself. 	
 Henrietta Swan Leavitt	<ul style="list-style-type: none"> Developed astronomical instruments. Measured and fixed the positions of stars. Corrected nearly every known astronomical record. 	
 Carl Sagan	<ul style="list-style-type: none"> Developed a cataloguing system to use when observing stars. Noticed that brighter stars had longer periods of existence. 	<p>A deaf woman who earned 30c an hour at Harvard University.</p> <p>Was barred from operating the telescopes because she was a woman.</p>

Task 2

Key Moments in Modern Space Exploration

Humans have always been fascinated by space. Modern technology and space exploration have allowed humanity to create spacecraft that can land on planets and fly far out into our universe.

Instructions:

1. Use the link to create a timeline of eight key moments in modern space exploration. (Don't forget to add your dates in order)

<i>8 Key Moments in Modern Space Exploration</i>	
<i>Date</i>	<i>Key Moment</i>
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.

Task 3

Human Missions to Space

**Instructions:**

1. Select words from the word bank to fill in the gaps.

In 1961, the first _____ to be sent to space was Yuri Gagarin, a Russian _____. He orbited the Earth in his spacecraft for eighty nine _____. The Russians and the Americans saw the exploration of space as a _____ it was called the space race.

The first successful Moon mission was in July _____ and an American, Neil Armstrong, was the first person to walk on another celestial _____ in our solar system.

The National Aeronautics and Space Administration (_____), along with other space agencies around the _____ (including Russia and _____) now work together in space missions and _____.



Neil Armstrong

Word Bank:

Minutes 1969 Australia cosmonaut human competition explorations world body NASA

2. When Neil Armstrong first stepped onto the moon he said,

“One small step for man, one giant leap for mankind” (Neil Armstrong)

- a. Describe what you think Neil Armstrong meant when he said these historic words?
- b. What would you say if you were to land on the Moon?


Task 4


Key Milestones in Australia's Exploration of Space

Australia's contribution to modern space exploration is significant. Australian Nobel Prize winner, Professor Brian Schmidt made a discovery about space that changed the understanding of the expanding universe and further galaxies in our solar system.

Instructions:

1. Use the website to explore some of the other key milestones in Australia's exploration of space. Choose a significant person and an event to report on.

	Person:
	Significant date:
<p>Why is this significant in space exploration?</p>	

	Event:
	Significant date:
<p>Why is this significant in space exploration?</p>	

Links for each science activity:

Task 1:

Famous Astronomers (Famous scientists and astronomers)

<https://www.ouruniverseforkids.com/famous-scientists/>

Early Astronomers (Information on the work of early astronomers)

<https://www.librarypoint.org/blogs/post/early-astronomers/>

Most Famous Astronomers (Famous astronomers)

<https://www.space.com/19215-most-famous-astronomers-history.html>

Task 2:

How Big is Space?

<http://www.bbc.com/future/bspoke/20140304-how-big-is-space-interactive/>

Task 4:

Top 10 Aussie Space Milestones

<https://www.australiangeographic.com.au/topics/science-environment/2016/07/top-10-aussie-space-milestones/>

BREAKING NEWS:

Alien Sightings



Lesson 1

Do aliens exist?

View the following videos:

- *BTN- UFOs Uncovered*
<https://www.abc.net.au/btn/classroom/ufos-uncovered/12224720>
- *PROOF ALIENS EXIST? First, it was UFOs, but could extra-terrestrial life be next?*
<https://7news.com.au/technology/aliens/proof-aliens-exist-first-it-was-ufos-but-could-extraterrestrial-life-be-next-c-2994243>



BREAKING NEWS- Alien Sightings

Task: Over the next 4 weeks in Drama, you will be creating Newsreader and News Reporter scripts for a possible *Alien Sighting* in your community. This will also involve rehearsing your various segments, organising costumes and props and recording your segments.



Today's Task:

Week 1

1. Complete a brief overview of each of the 3 eyewitnesses.
2. Complete the "**5 + 1 Senses**" section for each eyewitness about their encounter with / or sighting of the alien.

Complete the tasks on the *Student Response* templates and upload to Seesaw.



What is an eyewitness?

Eyewitness (noun): a person who has seen something happen and can give a first-hand description of it.

[Oxford Languages]

Eyewitness in a sentence:

- *According to an eyewitness account, the thieves abandoned their vehicle near the scene of the robbery.*
- *The eyewitness gave a statement to the police officers about the accident between the bus and the truck.*
- *An eyewitness identified the man with the blue cap as the person fleeing the burning building.*

BREAKING NEWS- Alien Sightings







Task:

1. Complete a brief overview of each of the 3 eyewitnesses.
2. Complete the “5 + 1 Senses” section for each eyewitness about their encounter with / or sighting of the alien.

Overview of each Eyewitness:



	1 st Eyewitness	2 nd Eyewitness	3 rd Eyewitness
Name of eyewitness:			
Age of eyewitness:			
Occupation/School/ Hobbies/Family			
What time of the day/night did this sighting occur?			
Who was the eyewitness with when the alien was spotted?			
What were they doing prior to seeing the alien?			
How did they react to seeing/meeting an alien?			
What did they do after their encounter with the alien?			

5 + 1 Senses:	1 st Eyewitness	2 nd Eyewitness	3 rd Eyewitness
I saw: 			
I heard: 			
I smelt: 			
I tasted: 			
I touched: 			
I felt (feelings): 			

BREAKING NEWS- Alien Sightings

Task:







1. Complete a brief overview of each of the 3 eyewitnesses.
2. Complete the "5 + 1 Senses" section for each eyewitness about their encounter with / or sighting of the alien.

Overview of each Eyewitness:

	1 st Eyewitness	2 nd Eyewitness	3 rd Eyewitness
Name of eyewitness:	Henry Butterworth	Lucy Lidou	
Age of eyewitness:	72	36	
Occupation/School/Hobbies/Family	<ul style="list-style-type: none"> Retired (Lawyer) Fishing and Gardening 	<ul style="list-style-type: none"> Night Fill team member at Woolworths Mum of 4 boys 	
What time of the day/night did this sighting occur?	<ul style="list-style-type: none"> 6:45pm (Tuesday 16th August 2021) Just before the sport segment started on the 6 o'clock news 	<ul style="list-style-type: none"> 10:35pm (Wednesday 17th August) It was at the end of my shift. 	
Who was the eyewitness with when the alien was spotted?	<ul style="list-style-type: none"> I was alone 	<ul style="list-style-type: none"> I was alone 	
What were they doing prior to seeing the alien?	<ul style="list-style-type: none"> I had my dinner in front of the television. I was watching the 6 o'clock news and I went outside to put my garbage bins out. 	<ul style="list-style-type: none"> I had just finished my shift and was walking to my car in the carpark 	
How did they react to seeing/meeting an alien?	<ul style="list-style-type: none"> I nearly crapped my pants. I tried to turn around quickly but fell in the gutter. I hid behind my garbage bin. 	<ul style="list-style-type: none"> I dropped everything- my keys, bag and jacket I crawled underneath my car to hide. Thank goodness I drive a ute and could squeeze my way under. 	
What did they do after their encounter with the alien?	<ul style="list-style-type: none"> Screamed in agony and called out for help. I then went to emergency as I had broken my ankle in my attempt to get away from that thing. 	<ul style="list-style-type: none"> I waited for a while, to make sure that it had gone. Then I crawled out from under my car. I phoned my husband. He didn't believe me. 	

**Example
of how to
complete.**

5 + 1 Senses:

	1 st Eyewitness	2 nd Eyewitness	3 rd Eyewitness
I saw: 	<ul style="list-style-type: none"> Bright sparks flickering along the road. Sharp, gnarly claws and a forked tail. 3 nostrils, snorting out steam or something. Maybe it was a type of gas. 	<ul style="list-style-type: none"> A large shadow engulfing me. Pointed hands with long fingernails or claws. A long tail that was split at the end. Smoke or a mist in the carpark 	<ul style="list-style-type: none"> Massive, giant of a thing. It was hunched over. Peering in car windows. Large, flaring nostrils (when it sniffed me)
I heard: 	<ul style="list-style-type: none"> Loud, scraping noises, as if something was being dragged along the road. A clicking sound. Not sure if it was trying to communicate with me. 	<ul style="list-style-type: none"> Some echoing noises. At first, I thought it was just the wind whipping through the carpark. A grinding sound then started. The type that would give you a migraine. 	<ul style="list-style-type: none"> Cracking sounds, like something was being snapped in two. Dogs wildly barking.
I smelt: 	<ul style="list-style-type: none"> Rotting garbage which I thought was coming from my bins. But now that I think of it, it could have been the alien's breath that I was smelling. A strong smell of urine (as I had wet my pants in fright). 		
I tasted: 	<ul style="list-style-type: none"> My dinner that I had just regurgitated in my mouth. 		
I touched: 	<ul style="list-style-type: none"> Hard, cold concrete of the gutter. 		
I felt (feelings): 	<ul style="list-style-type: none"> Fear and panic Pain (from breaking my ankle) Vulnerable Powerless 		

**Example
of how to
complete.**