Stage 2 – Week 5

Home Learning Pack

Tick off each activity as you complete.

Enjoy!

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	○ Spelling	○ Spelling	○ Spelling	○ Spelling	○ Spelling
	○ Sentence a Day	○ Sentence a Day	○ Sentence a Day	○ Sentence a Day	○ Sentence a Day
	○ Writing	○ Writing	○ Reading	○ Reading	○ Reading
Middle	○ Maths - 3D Objects	○ Maths - 3D Objects	□ Maths - Multiplication and Division	□ Maths - Multiplication and Division	□ Maths - Problem Solving
	○ Brain Break	○ Brain Break	○ Brain Break	○ Brain Break	○ Brain Break
Afternoon	○ CAPA	○ Integrated Unit	□ Integrated Unit	○ PDHPE	□ STEM Challenge

Week 5 Spelling
Silent Letters

Monday – Silent "w"

1

Learning Intention
– To identify, spell and say words which contain silent letters.

Success Criteria

- I can identify words which have silent letters in them
- I can say words which have silent letters in them
- I can differentiate between which words have silent letters and which words don't.

2

Examples of words with silent "w".

Answer	Wrath	Wring
Awry	Wreath	Wrinkle
Sword	Wreak	Wrist
Snow	Wreck	Writ
Two	Wren	Write
Whole	Wrench	Writhe
Wrack	Wrest	Written
Wrap	Wrestle	Wrong
Wrapper	Wretch	Wrote
Wrangle	Wriggle	Wrought

3

Apply your phonological focus to these words. Highlight the word or colour the box green if the 'w' is silent. Highlight the word or colour the box red if the 'w' is not silent.

went	wrong	while	wrap
wrestle	whale	sword	whistle
wolf	wreck	wring	walk

4

In the following passage highlight the words with a silent "w". Remember not all the words have a silent letter.

When you respond to a weird question make sure you write the whole answer using accurate words. Relax your wrist and try not to wriggle around with your body. If you want to put two answers you will wreck your work.

5

Week 5 Spelling
Silent Letters

Tuesday – Silent 'b"

1

Learning Intention
– To identify, spell and say words which contain silent letters.

Success Criteria

- I can identify words which have silent letters in them
- I can say words which have silent letters in them
- I can differentiate between which words have silent letters and which words don't.

2

What Are Silent Letters?

Some letters in words do not make a sound, they are silent.

Silent letters are **letters** that you can't hear when you say the word, but that are there when you write the word.

There are silent letters in some English words because over hundreds of years, we have changed how we pronounce these words, but have kept the spelling.

The spelling tells us how the word used to be pronounced.

For example: knock. In the past, people used to say the word with the k sounded out at the beginning! That would sound very strange to us today!

3

How Can We Remember How to Spell Words with Silent Letters?

Sometimes we can forget to include letters when they can't be heard in words or if they are difficult to hear.

One way to remember the spelling of words with silent letters is to stress the silent letter when you say the word to yourself.

Break the word up and decide how you say it to yourself, to help you remember the spelling.

For example: Wednesday has a silent d.
You could remember how to spell it by saying Wed-nes-day.

Task: Choose some words with silent letters and try breaking them up in this way, to help you remember how to spell the word correctly with the silent letter.

4

Examples of words with silent "b".

Silent B
bomb
climb
comb
debt
doubt
dumb
lamb
limb
numb
plumb
subtle
succumb
thumb
tomb

5

Apply your phonological focus to these words. Highlight the word or colour the box green if the 'b' is silent. Highlight the word or colour the box red if the 'b' is not silent.

baby	bomb	climb	bag
doubt	brave	plumber	brain
debt	husband	thumb	lamb

6

In the following passage highlight the words with a silent “b”. Remember not all the words have a silent letter.

Brave Barry the dumb plumber hit his thumb with a brick, however he doubted that he had broken it even though it was numb.

7

Week 5 Spelling
Silent Letters

Wednesday – Silent 'k"

1

Learning Intention
– To identify, spell and say words which contain silent letters.

Success Criteria

- I can identify words which have silent letters in them
- I can say words which have silent letters in them
- I can differentiate between which words have silent letters and which words don't.

2

Examples of words with silent "k".

Silent K
knack
knead
knee
kneel
knell
knew
knife
knight
knit
knob
knock
knot
know
knowledge

3

Apply your phonological focus to these words. Highlight the word or colour the box green if the 'k' is silent. Highlight the word or colour the box red if the 'k' is not silent.

kick	knight	knew	rake
knife	bike	knock	knot
fake	knit	rocket	knee

4

In the following passage highlight the words with a silent "k". Remember not all the words have a silent letter.

Kristen didn't know whether to knit or dress up like a knight even though she had no knowledge of whether to kneel or knock or use a knife.

5

Week 5 Spelling
Silent Letters

Thursday – Silent "g"

1

Learning Intention
– To identify, spell and say words which contain silent letters.

Success Criteria

- I can identify words which have silent letters in them
- I can say words which have silent letters in them
- I can differentiate between which words have silent letters and which words don't.

2

Examples of words with silent "g".

3

Apply your phonological focus to these words. Highlight the word or colour the box green if the 'g' is silent. Highlight the word or colour the box red if the 'g' is not silent.

grape	gnome	green	sign
high	grass	aggressive	champagne
gross	design	reign	George

4

In the following passage highlight the words with a silent “g”. Remember not all the words have a silent letter.

Gary the gnome was asked to design a glittery sign to put up high in lights for an advertising campaign trying to sell cologne and champagne to a foreign group of boys and girls.

5

Friday – Spelling

Silent Letter Hunt!

Look through a book you have at home.

How many words with a silent letter can you find?

Write them in the table below.

Silent b	Silent w	Silent g	Silent k

Week 5 Sentence a Day

Learning Intention: I can reread a text and edit

Success Criteria:

- I understand the importance of editing.
- I know how to reread focusing on spelling, punctuation and grammar.

Complete the designated activity throughout the week.

MONDAY

One of the most important steps when writing is to **reread and edit your work**. This helps you to check that all your sentences make sense and that they flow with one another. It also helps you to find any spelling or punctuation errors.

Sentence Number	Type of Error	Sentence
1	Missing Word	Last week I to the park.
Write Sentence 1 correctly here →		
2	Spelling	They like gowing to the beech.
Write Sentence 2 correctly here →		
3	Punctuation	I love my bike. it is green with spots on it
Write Sentence 3 correctly here →		
4	Grammar	They was having a good time.
Write Sentence 4 correctly here →		

TUESDAY

Read and edit the passage. Choose a different coloured pencil or pen to clearly show the changes you have made.

It is believed Australias most famous bushranger Edward 'Ned' Kelly was born in Beveridge, Victoria, June 1855. Ned's mother was ellen Quinn and his father were John 'Red' Kelly, an ex-convict. He was there eldest Son. As a child, Ned rescued another boy form drowning. The boys' family awarded him a green silk sash in recognition off his bravery. Red Kelly died when Ned was young Ned worked to provide for the family, cutting timber breaking in horses mustering cattle and fencing. During his teenage years, Ned got in trouble with the an police.

WEDNESDAY

Read and edit the passage. Choose a different coloured pencil or pen to clearly show the changes you have made.

In 1878, Ned felt that his mother was put in prison wrong fully and he was being harassed buy the police, so he went into the Bush to hide. Together with his brother Dan and two others, Joe Byrne and steve Hart, they became the Kelly Gang the Gang was outlawed after killing three policeman at Stringbark Creek. This meant that there could be shot onsight by anybody at any time. For to years, the Gang robbed banks and avoided being captured.

THURSDAY

Read and edit the passage. Choose a different coloured pencil or pen to clearly show the changes you have made.

At the Jerilderie Bank robbery in 1·879 with the help of Joe, ned wrote a famous letter telling his side of the story many struggling farmers of north-east victoria felt they under stood the Gangs actions. It has been said that most of the takings from his famous bank robberies whent to help his Supporters, so many say Ned were an Australian Robin Hood. Then, in June 1880, some of the Kelly Gang visited a freind and shot him dead four talking to the police.

FRIDAY

Read and edit the passage. Choose a different coloured pencil or pen to clearly show the changes you have made.

The kelly Gang was finally cornered at an the Glenrowan Inn. The police surounded the pub and there was a gun battle from 27th to 28th June, 1880. The gang war suits of armour that they're had made to protect them selves. Eventually, Ned was shot where his Legs were unprotected, and captured. the inn was set onfire by the police. It burnt down an the other members off the Gang died, leaving Ned as the only surving member of the Kelly Gang.

Writing – Monday and Tuesday
(Optional to continue throughout the week)

Learning Intention: I can plan and write an imaginative text

Success Criteria:

- I will plan my writing using the story graph
- I will start my story with a sizzling start/hook
- I will help my reader visualise my story by adding details (using my senses- hear, smell, touch, taste, feel(emotion)
- I will revise and edit my writing
- I will read my writing to make sure it makes sense.

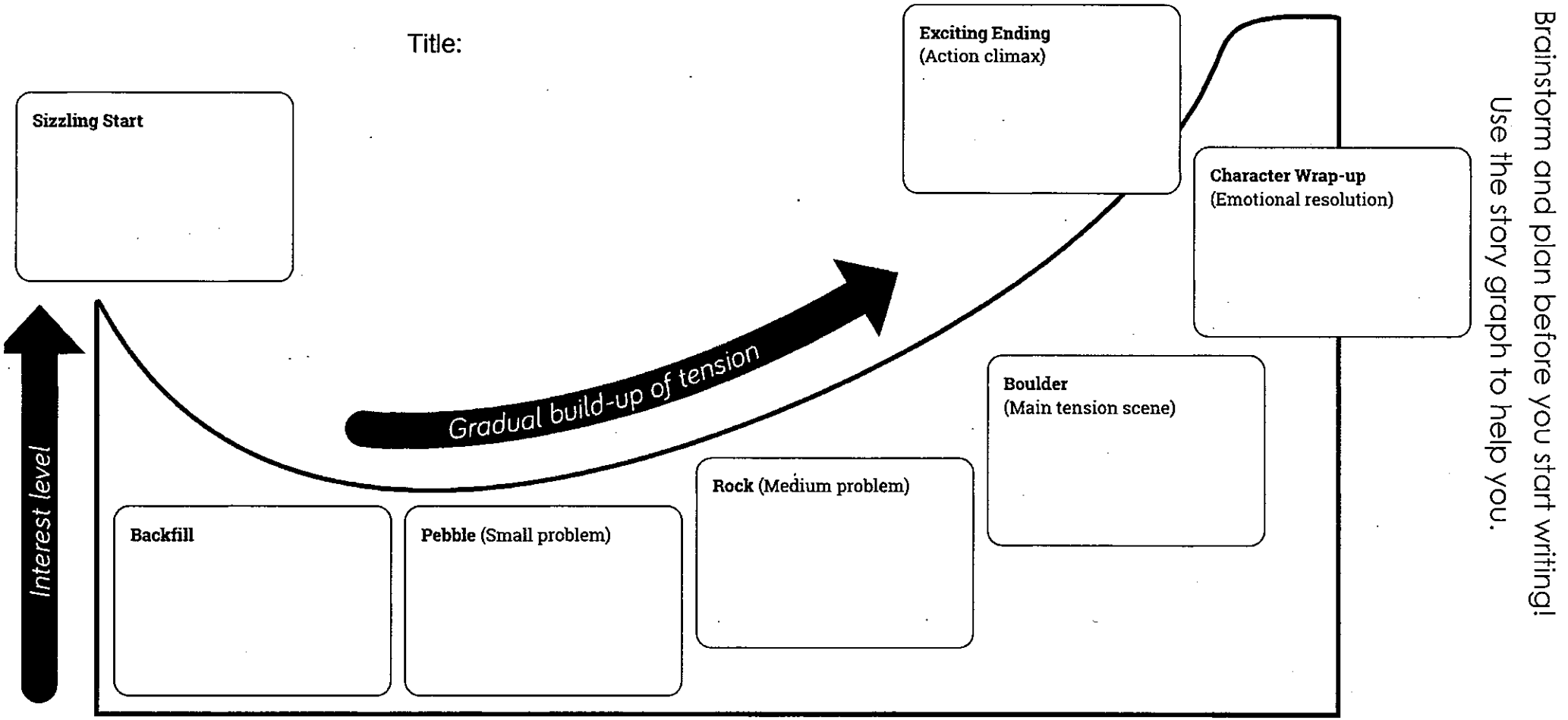
Here is your writing prompt:

Think about:

- Who is the boy?
- What or who is he looking at?
- What or who is looking at him?
- What happens next?
- Who will the characters be in your writing?
- What problem will they face?
- How will it be solved?

Narrative Story Graph

Title:



Brainstorm and plan before you start writing!
Use the story graph to help you.

Reading – Wednesday

Read the passage and identify the main idea and theme.

Main Idea VS. Theme Task Card #1

Which is the main idea? A, B or C? __________ Which is the theme? A, B or C? __________

David peered down the steep embankment. His ball sat at the bottom of the cliff, and he knew the only way he was going to get it back was by finding a way down. If it had been any other ball, he would have left it to be swept up by the rising water, but it was the soccer ball that had been signed by David Beckham himself. There was no way he was going to leave it behind. David's heart pounded, and his palms were sweaty. He began to edge his foot toward the side of the drop off, but as soon as he started to go down the hill, he pulled his foot back up, terrified of going any further. With a deep breath, David took a leap and tumbled down the hill. When he hit the ground, he couldn't believe he had actually made the jump. Beaming with pride, he gathered his ball and began the steep climb back up.

A. Have the courage to do what you need to do.

B. David lost his ball and needs to get down the hill to retrieve it.

C. David's heart pounded, and he was nervous about going down.

Main Idea VS. Theme Task Card #2

Which is the main idea? A, B or C? __________ Which is the theme? A, B or C? __________

Jane's cousin smirked and said, "It's not a lie if you don't tell." Turning away, she sneakily slipped the Snickers bar into her coat pocket. Jane felt her face turn red as her heart pounded with fear. She had never thought of stealing, much less being a witness to such a crime. Winona skipped off, whistling as she waved goodbye to the gas station clerk. Jane ran quickly to catch up, but then stopped suddenly in front of the clerk. She slowly walked over to the employee, explained that her cousin must have forgotten to pay and insisted on paying for the candy bar. It was Jane's last dollar bill, but she proudly handed it over to the clerk. She felt good about what she had done and looked forward to sharing the candy bar with Winona.

After splitting the Snickers bar, Winona said "See, it's not a lie if you don't tell".

Jane replied with a smile "But, you told me."

A. Jane's cousin stole a candy bar, but she decided to make right and pay for it.

B. Honesty is the best practice.

C. Jane paid for the candy bar Winona stole.

Reading – Thursday

Vocabulary- 4 square and word clines

Learning intention & success criteria

LI: I can vary my vocabulary use when writing and build my vocabulary knowledge when reading.

SC: I understand the importance of vocabulary

I can vary my use of vocabulary.

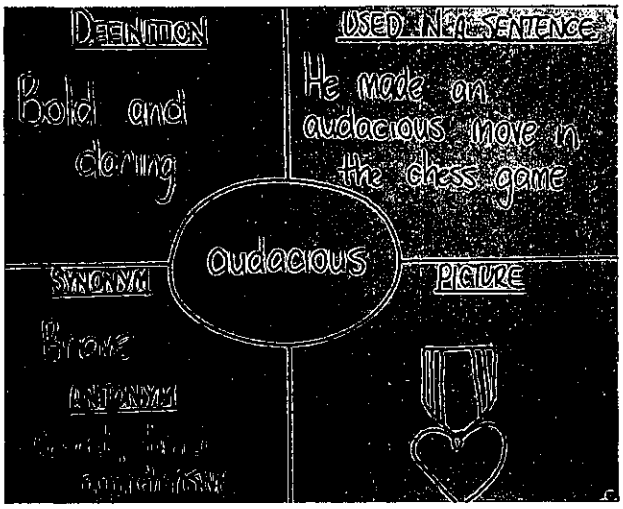
I can use strategies to explore vocabulary.

I can use contextual clues to determine the meaning of unknown words

1

Here is an example of a 4 square/freya model. We have done these in class. Use this example to help you on the following slide. You can choose a word from a book at home or choose from these words listed below.

Words: collaborate, environment, lethargic, boisterous



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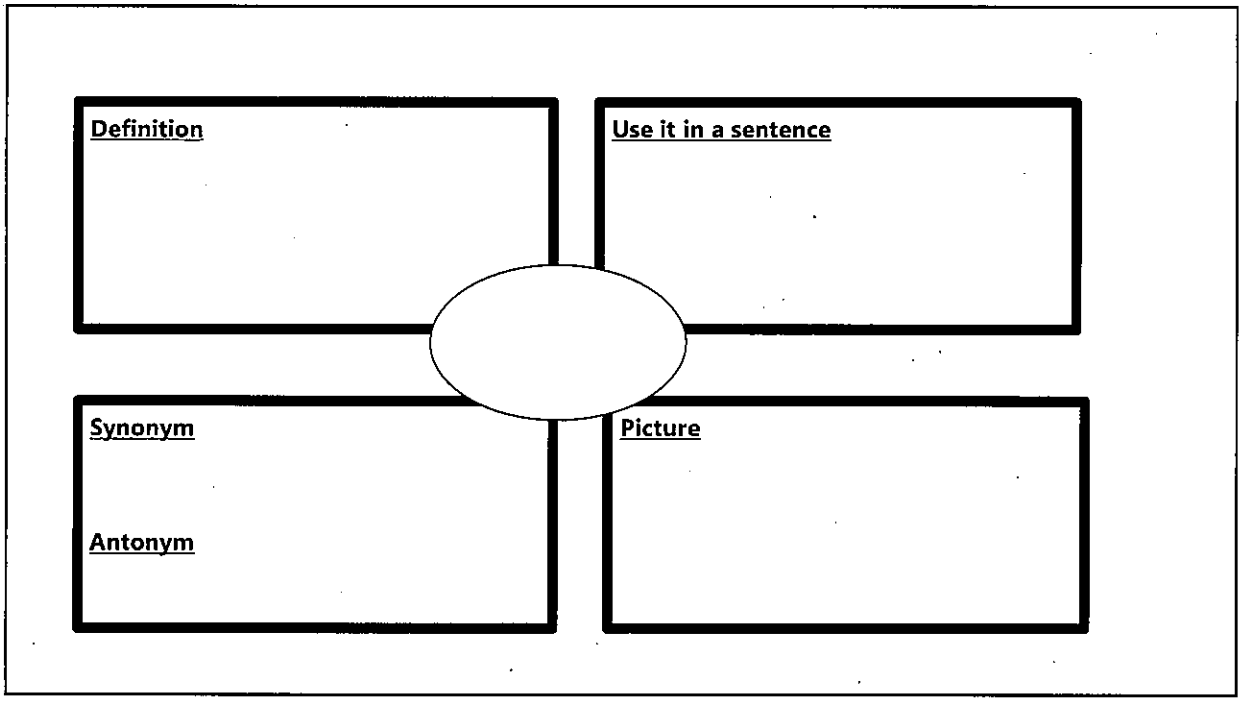

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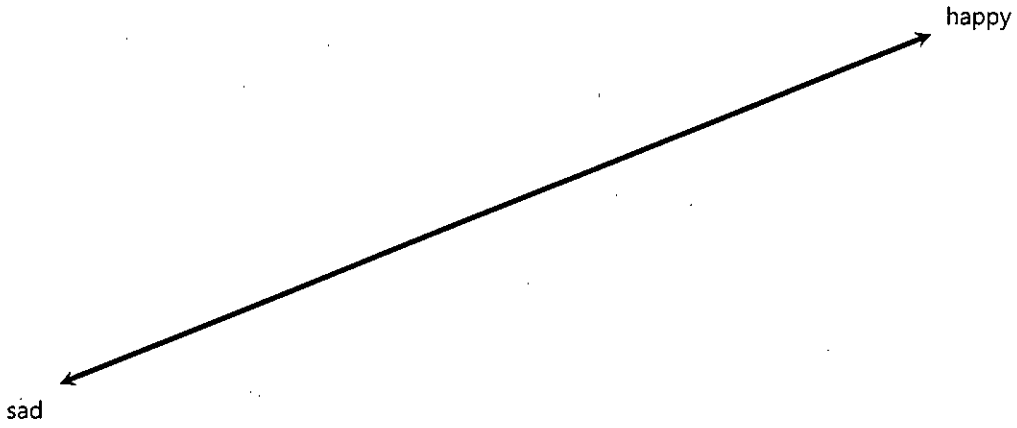
We can also use word clines to help us explore vocabulary.
Word clines help us to see the progression of vocabulary to describe different things.



4

Reading-Friday
Learning intention & success criteria

LI: We are learning to make inferences about a story using the clues in the pictures

SC:

- I can use my prior knowledge what is happening
- I can use the clues in the text provided about what is happening
- I can use clues to form a theory about the text

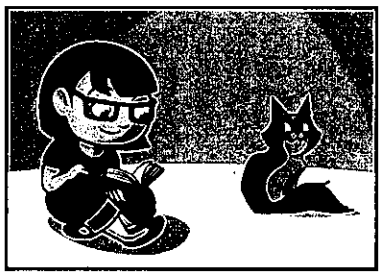
1

Inference

Inferring means using clues from a text to form a theory or come to a conclusion about characters, events or information.
Writers do not always include every detail about an event or character in a text. They expect readers to use their knowledge in conjunction with the clues to 'read between the lines' to create meaning.
e.g. Sam's body began to shake. His heart pumped faster and faster.
In this example, the reader can use their prior knowledge about emotions with the clues in the text to come to the conclusion that Sam is feeling anxious (even though this isn't directly stated).

On the next few slides, give the comic strip your own title and infer from the whole comic strip what is happening in each cell. Add a description and draw your own picture in the last cell.

2



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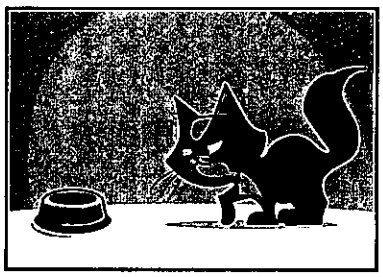

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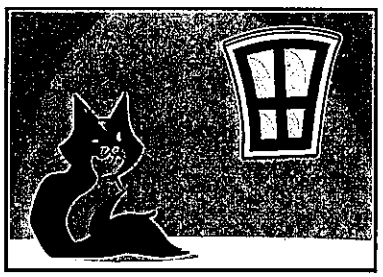

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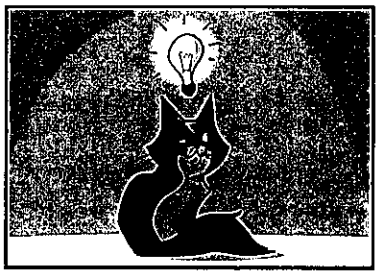

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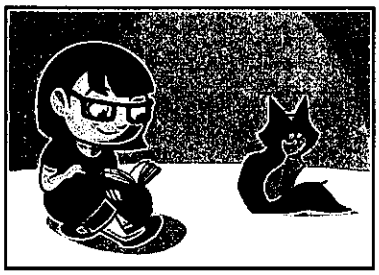


Type text here

Draw/insert picture here

Type text here

4

Math - Monday.

3D Objects

Lesson 1

1

Learning Intention

Investigate, identify and create nets of prisms, pyramids, cylinders, cones and spheres.

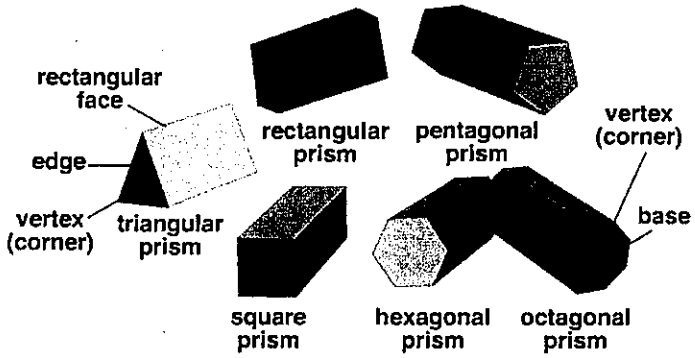
Success Criteria

I can determine which net belongs to which shape and I can make my own nets of 3D objects.

2

Prisms

A prism is a 3D object with two identical polygon bases which are parallel. The prism gets its name from the shape on the base. All of the other faces are rectangles.



3

Prisms

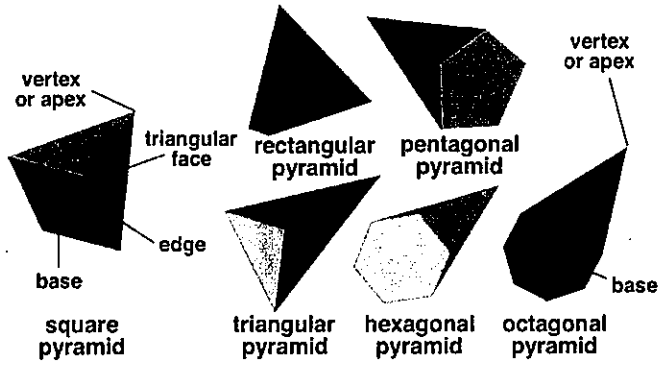
Go and find as many prisms that you can around your house and write them down in your books.

- Tissue box - rectangular prism

4

Pyramids

A pyramid is a 3D object with a polygon base and triangle faces that meet at a point called the vertex. A pyramid gets its name from the shape on its base.



5

Pyramids

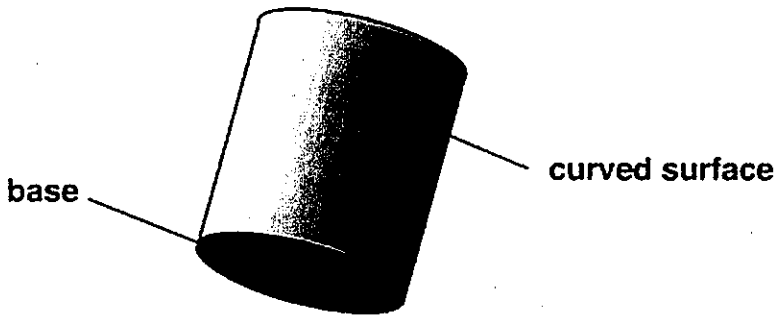
Go and find as many pyramids that you can around your house and write them down in your books.

- Tent - pyramid

6

Cylinders

A cylinder is a 3D object with one curved surface and two circular bases.



7

Cylinders

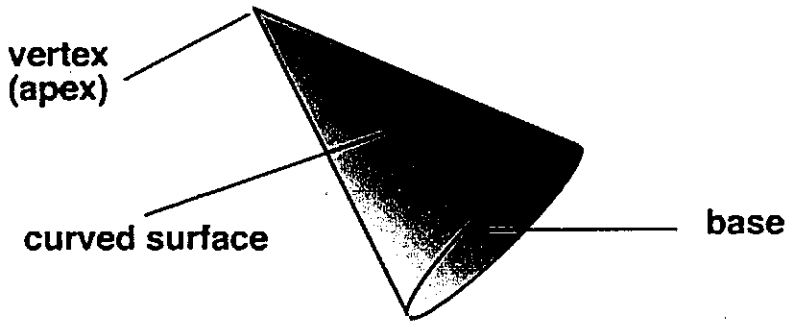
Go and find as many cylinders that you can around your house and write them down in your books.

- Drink bottle - cylinder

8

Cones

A cone is a 3D object with a circular base and a curved surface that meets at a point called the vertex.



9

Cones

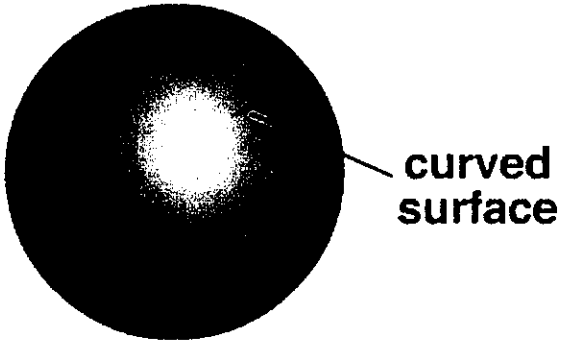
Go and find as many cones that you can around your house and write them down in your books.

- Ice cream cone - cone

10

Spheres

A sphere is a 3D object that is perfectly round, just like a ball.



11

Spheres

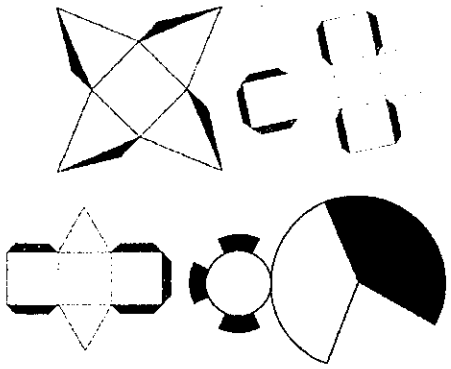
Go and find as many spheres that you can around your house and write them down in your books.

- Soccer ball - sphere

12

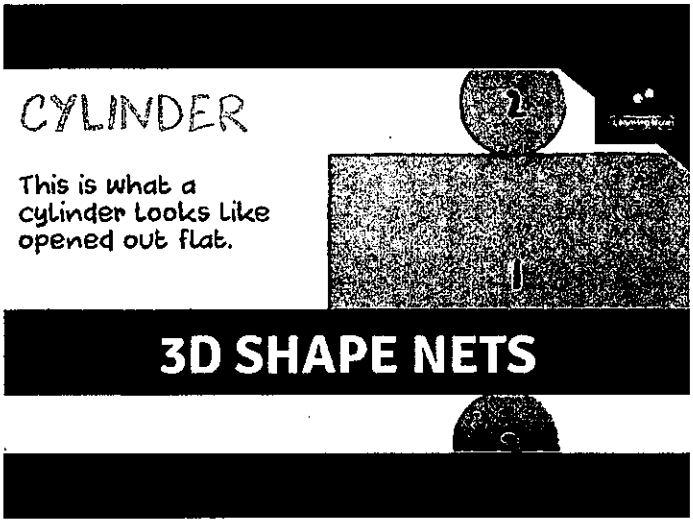
What is a net?

A net is a flat shape that can be folded up into a 3D object. Imagine a 3D object unfolded and sat flat, that is a net.



13

3D Object Nets



14

3D Object Nets

On the next page, there will be a net for a:

Yellow/Green

- Square pyramid
- Cylinder
- Cone
- Cube
- Triangular prism
- Square prism

Draw all of the nets into your book and then write which 3D object it is underneath.

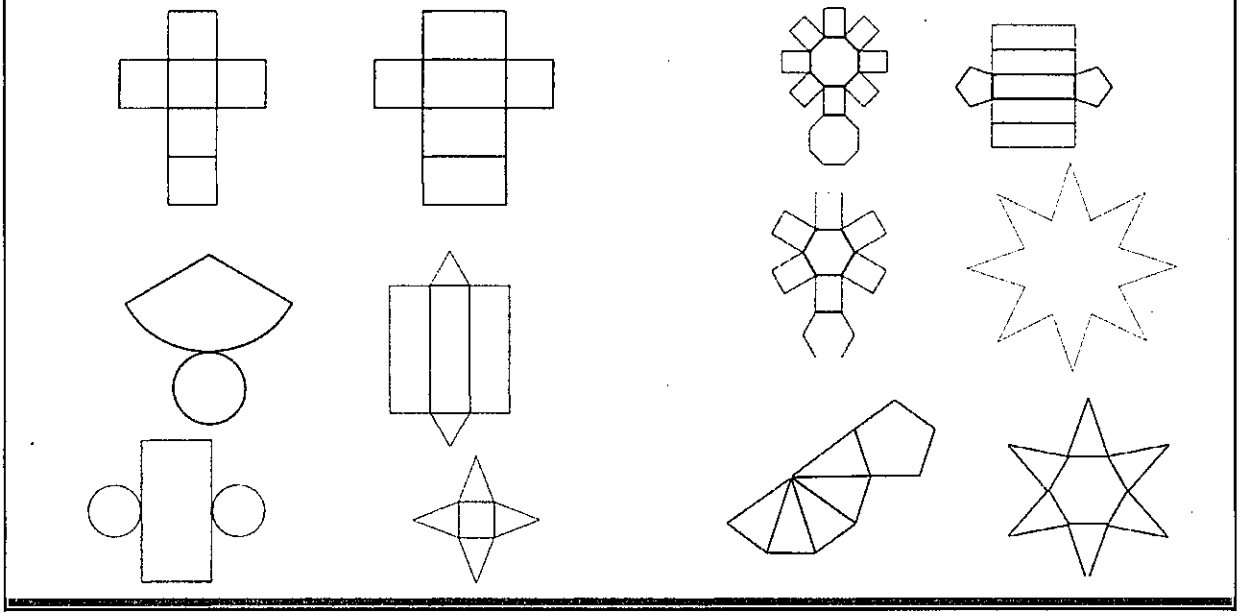
Blue/Purple

- Pentagonal prism
- Pentagonal pyramid
- Hexagonal prism
- Hexagonal pyramid
- Octagonal prism
- Octagonal pyramid

Draw all of the nets into your book and then write which 3D object it is underneath.

15

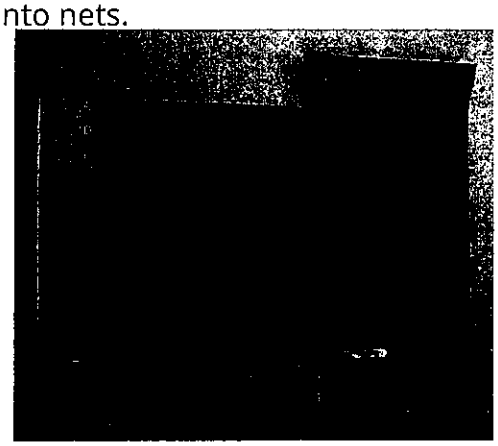
Yellow | Green | Blue



16

Extension

Find some old cardboard boxes around your house (e.g. tissue boxes or cereal boxes) and cut them into nets.



17

Math- Tuesday

3D Objects

Lesson 2

1

Learning Intention

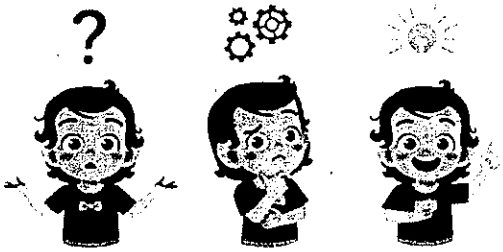
- Investigate and represent three-dimensional objects using drawings
- identify prisms (including cubes), pyramids, cylinders, cones and spheres in the environment and from drawings, photographs and descriptions
- investigate types of three-dimensional objects used in commercial packaging and give reasons for some being more commonly used

Success Criteria

- I can draw 3D Shapes and relate them to real life objects
- I can label the amount of faces, edges and vertices

2

3D Objects Revision



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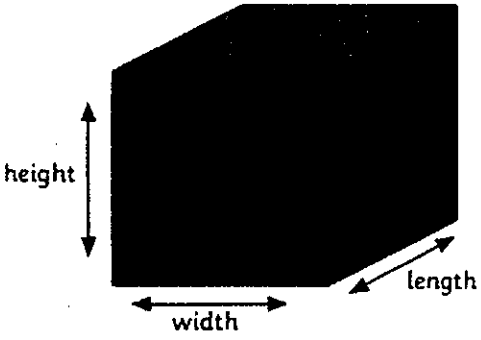
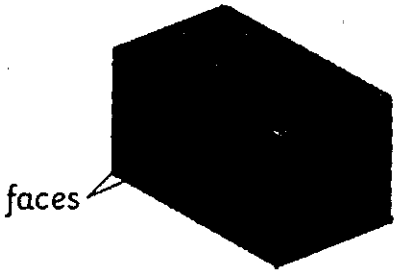


Every 3-Dimensional object has three measurements. These are length, height and width.

4

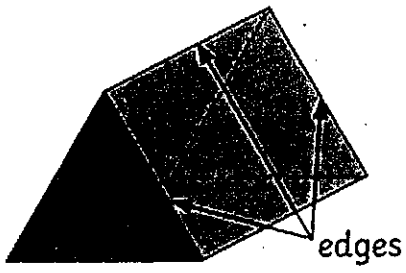
Faces



Faces are the flat sides on a object. This cuboid has 2 square faces and 4 rectangle faces.

5

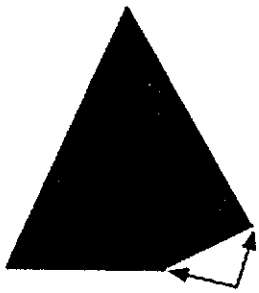
Edges



Edges are the lines where two faces meet. A triangular prism has 9 edges.

6

Vertices



Vertices are the corners of a 3D object, where three or more edges meet..

7

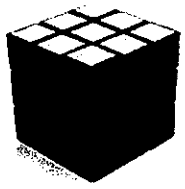
8

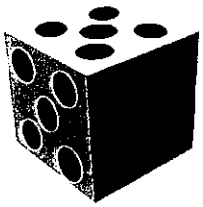
3D Object challenge!

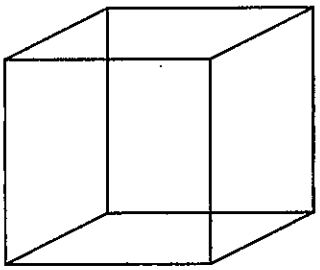
Draw a cube

9

Does it look like any of these?







10

Cube - how many?

Faces:

Edges:

Vertices:

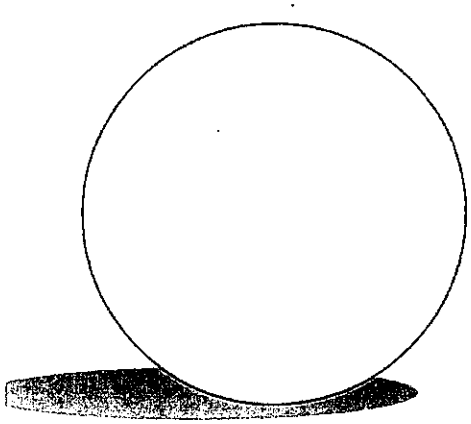
11

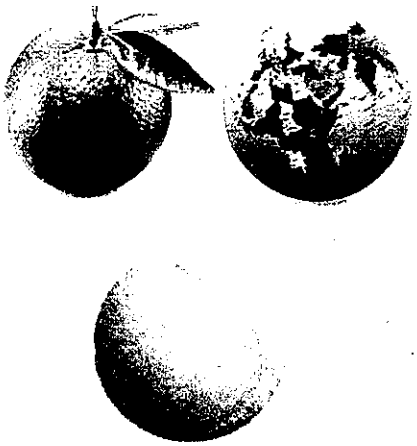
3D Object challenge!

Draw a sphere

12

Does it look like any of these?





13

Sphere - how many?

Faces:

Edges:

Vertices:

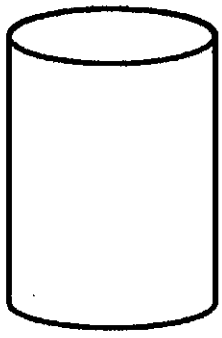
14

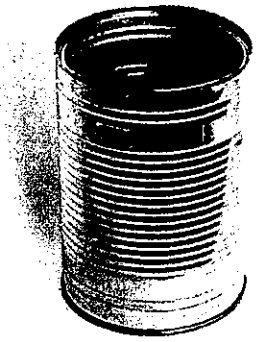
3D Object challenge!

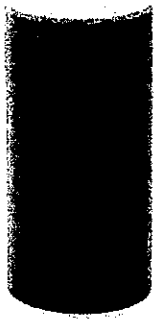
Draw a cylinder

15

Does it look like any of these?







16

Cylinder - how many?

Faces:
Edges:
Vertices:

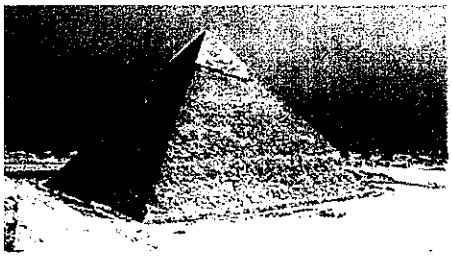
17

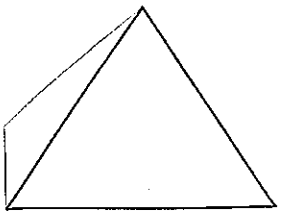
3D Object challenge!

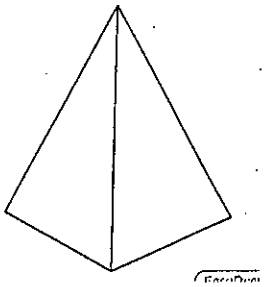
Draw a pyramid

18

Does it look like any of these?







19

Pyramid - how many?

Faces:

Edges:

Vertices:

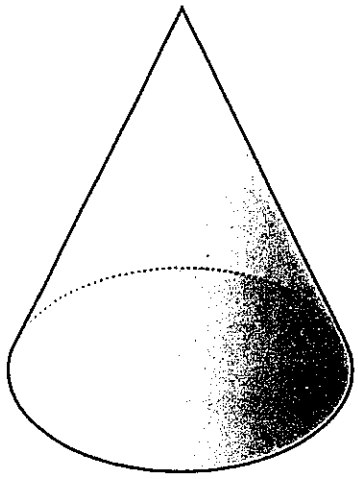
20

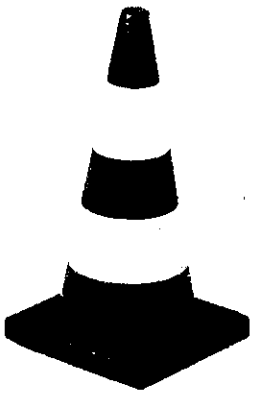
3D Object challenge!

Draw a cone

21

Does it look like any of these?





22

Cone - how many?

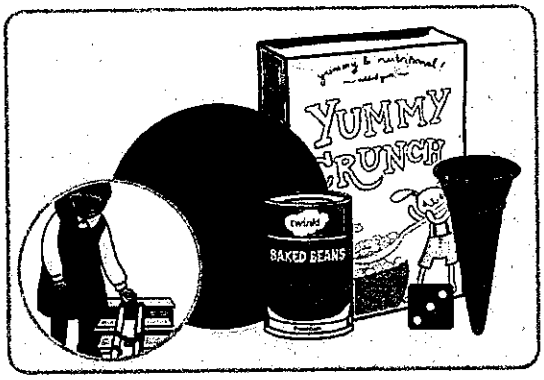
Faces:

Edges:

Vertices:

23

Does It Roll?



Does it roll game?

You will be experimenting with different types of 3D objects at home to see which ones roll and which ones don't!

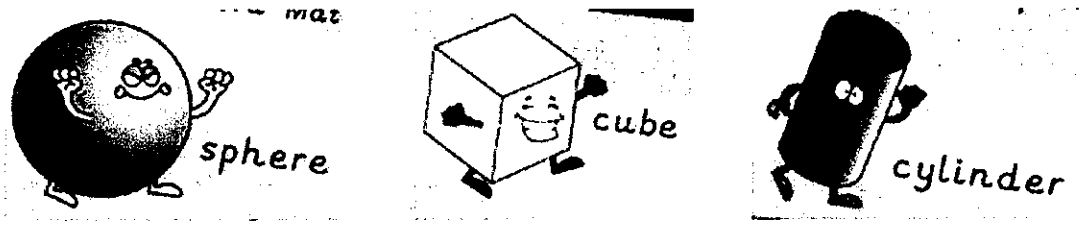
Set up the challenge:

- Make a collection of 3D shapes from your home, such as a tin of food (cylinder), a ball (sphere), a dice (cube), a cereal packet (cuboid) and an ice cream cone (cone)
- Can you find anything else?
- Make a simple ramp

24

Answer in your books:

- What objects did you use? What shapes are they?
- What shapes do you think will roll?
- Which shapes will roll?
- Why did they roll?
- Why didn't the others roll?
- Can you tell me about the shapes?
- What have you learned about the shapes that roll?



25

Multiplication & Division

Term 3
Lesson 1

Wednesday

1

Let's look at some different mental strategies

1. Repeated addition

E.g. 3 x 20: 20 + 20 + 20 = 60

2

Try these ones on your own

1)5 x 50:

50 + 50 + 50 + 50 + 50 =

1)4 x 30:

30 + 30 + 30 + 30 =

3

2. Using place value concepts

E.g. 3 x 20:

3 x 2 tens = 6 tens = 60

Here is another example

4 x 40:

4 x 4 tens = 16 tens = 160

4

Have a go at these ones

1)2 x 60:

2 x 6 tens =

1)5 x 20:

5 x 2 tens =

5

3. Factoring multiples of 10.

E.g. 2 x 3 x 10 = 6 x 10 = 60

6

Try these ones

1)3 x 3 x 10 =
2)5 x 6 x 10 =
3)4 x 2 x 10 =
4)10 x 7 x 1 =

7

4. Use known facts to work out unknown facts

E.g. 2 x 4 = 8

So, 2 x 40 = 80

Another example

5 x 5 = 25

So, 5 x 50 = 250

8

Have a go at these

1)
   3 x 3 =
   So, 3 x 30 =
2)
   4 x 3 =
   So, 4 x 30 =
3)
   3 x 7 =
   So, 3 x 70 =

9

Let's use the strategies we have learned to answer 5 x 30.

1. Repeated addition
   30 + 30 + 30 + 30 + 30 =
2. Using place value concepts
   5 x 3 tens = 15 tens =
3. Factoring multiples of 10
   5 x 3 x 10 = 15 x 10 =
4. Using known facts to solve unknown facts
   5 x 3 = 15. So, 5 x 30 =

10

Choose a challenge level you feel confident completing on the following slide (same as in class).
If you want to challenge yourself, choose the next colour up.

11

use mental strategies to multiply a one-digit number by a multiple of 10

Yellow	Green	Blue	Purple
3 x 2 = so 30 x 2 = 2 x 8 = so 20 x 8 = 4 x 3 = so 40 x 3 = 2 x 6 = so 20 x 6 =		30 x 4 = 40 x 2 = 80 x 3 = 30 x 6 = 7 x 60 = 8 x 70 = 9 x 60 = 7 x 80 =	

12

Math – Thursday

Inverse Multiplication and Division Quick Fire Questions

Round 1

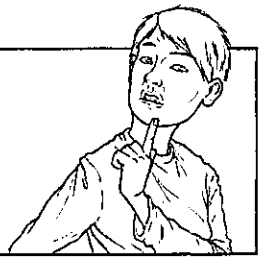
1. 5 × _____ = 80	4. _____ × 7 = 84	7. 6 × _____ = 72
2. _____ ÷ 8 = 8	5. _____ ÷ 3 = 9	8. 24 ÷ _____ = 6
3. _____ × 3 = 45	6. _____ ÷ 6 = 6	9. 9 × _____ = 180

Round 2

1. 4 × _____ = 16	4. 7 × _____ = 42	7. 27 ÷ _____ = 9
2. _____ ÷ 6 = 4	5. _____ ÷ 8 = 3	8. _____ × 6 = 30
3. 30 ÷ _____ = 5	6. _____ × 6 = 54	9. _____ ÷ 7 = 7

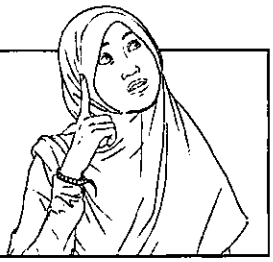
Round 3

1. 27 ÷ _____ = 3	4. _____ ÷ 8 = 4	7. 7 × _____ = 28
2. 4 × _____ = 24	5. _____ ÷ 5 = 12	8. _____ ÷ 3 = 14
3. 3 × _____ = 36	6. _____ ÷ 2 = 6	9. _____ × 7 = 42



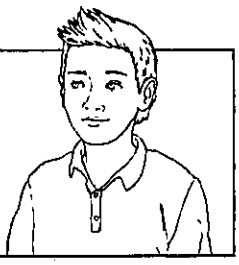
Round 4

1. 6 × _____ = 48	4. _____ ÷ 7 = 11	7. _____ ÷ 9 = 7
2. 48 ÷ _____ = 12	5. _____ × 9 = 72	8. _____ ÷ 8 = 4
3. 56 ÷ _____ = 7	6. 3 × _____ = 24	9. _____ × 4 = 20



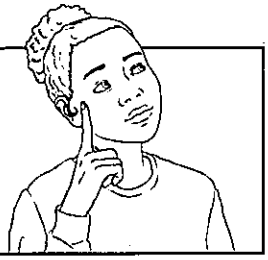
Round 5

1. _____ ÷ 6 = 11	4. _____ ÷ 12 = 7	7. 9 × _____ = 81
2. 3 × _____ = 18	5. _____ ÷ 20 = 6	8. _____ ÷ 3 = 12
3. _____ × 5 = 30	6. _____ × 4 = 16	9. _____ ÷ 6 = 7



Round 6

1. 6 × _____ = 48	4. 5 × _____ = 25	7. _____ ÷ 12 = 12
2. _____ ÷ 12 = 9	5. _____ ÷ 8 = 20	8. 99 ÷ _____ = 9
3. _____ × 9 = 63	6. 7 × _____ = 35	9. _____ × 9 = 36



Problem solving

Mathematics- Friday
You don't have to complete them all, just try your best

1

Learning Intention & Success Criteria

LI:

We are learning to select and use appropriate mental or written strategies, or technology, to solve problems

SC:

I can check the accuracy of a statement and explain the reasoning used

2

Some questions to develop your thinking:

Getting started
- What are the important ideas in this problem?
- What is the problem asking you to find out?
- Can you guess what the answer might be?
- What strategies might you use to get started?

While working on the problem
- Tell me what you are doing.
- Why (How) did you think of that?
- You've been trying that idea for five minutes. Is it time to try something else?

At the finish
- Have you answered the question?
- Have you considered all possible cases?
- Have you checked your solution?
- Does the answer look reasonable?

3

You have 30 counters.

How many different ways can you put them into equal groups?

Write down all the possible ways.

Use this space to show your working out

4

Use the digit cards to fill in the missing digits.

1	2	3	4	5	6	7	8	9

170 ÷ 10 = __

__20 × 10 = 3,__00

1,8__0 ÷ 10 = 1__6

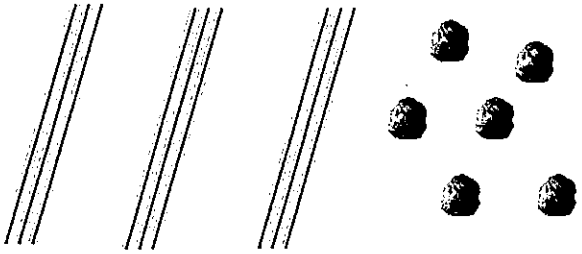
__9 × 100 = 5,__00

6__ = 6,400 ÷ 100

Use this space to show your working out

5

I have 9 straws and 6 balls of Play-Doh.



What 3-D shape can I create using all of the straws and Play-Doh? Have a go at making it.

Use this space to show your working out

6

Multiplication Squares

In the 2×2 multiplication square below, the boxes at the end of each row and the foot of each column give the result of multiplying the two numbers in that row or column.

		35
		12
21	20	

The 3×3 multiplication square below works in the same way. The boxes at the end of each row and the foot of each column give the result of multiplying the three numbers in that row or column. The numbers 1–9 may be used once and once only.

Can you work out the arrangement of the digits in the square so that the given products are correct?

			15
			108
			224
144	8	315	

7

Monday CAPA
Directed Drawings

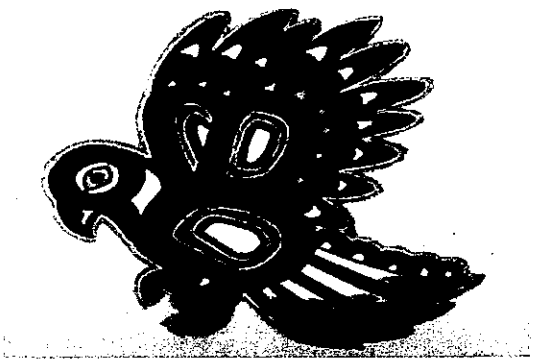
Online- Choose one of the following links to complete a directed drawing on either
'Awabakal Totem - Eagle' or 'First Fleet Ship'

If you do not have access to a device you can have a go at copying the picture of 'Awabakal Totem - Eagle' or 'First Fleet Ship'
or complete a similar drawing of your own

1

Awabakal Totem - Eagle/Hawk Directed Drawing

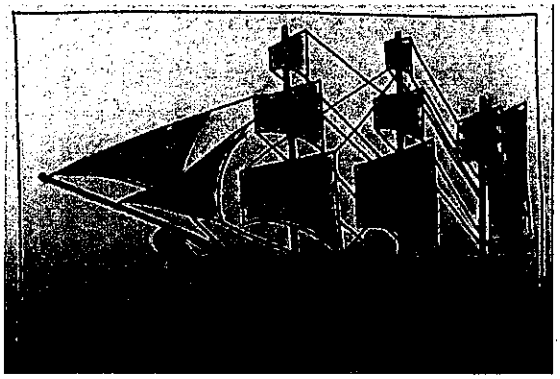
https://www.youtube.com/watch?v=gEJV7fj6nZM



2

First Fleet Ship
Directed Drawing

https://www.youtube.com/watch?v=opolL2U9gD0



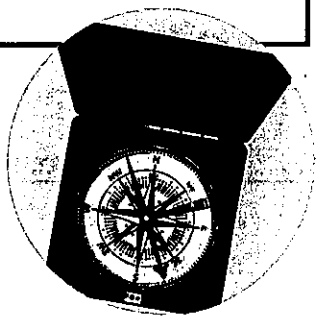
3

Integrated Unit - Please read and complete

Ferdinand Magellan

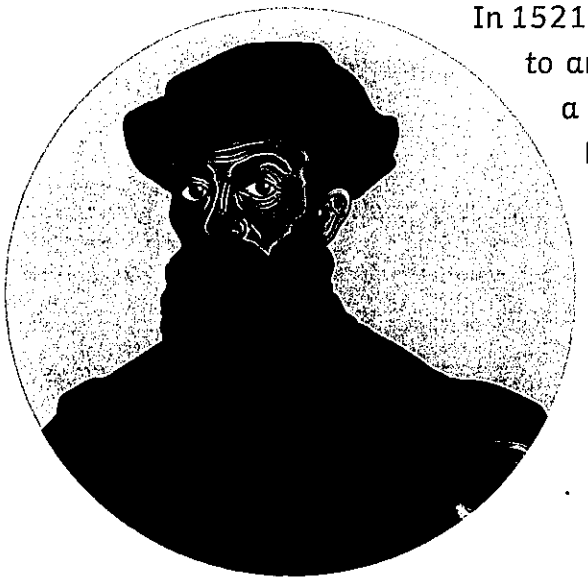
Ferdinand Magellan was born in 1480 into a rich family in Portugal. When he was 12, he started work as a page for the Queen of Portugal. At school, he studied map-making, astronomy and navigation. He also loved sailing.

Normally, people had to sail around Africa to get to the Spice Islands (which are called Indonesia today). This was a long and dangerous journey. Magellan, however, thought that there was a shorter and safer route around South America. He went to visit the King of Spain who liked Magellan's idea and agreed to pay for the voyage.



In 1519, Magellan set sail from Spain. He took five ships and 270 crew. During the journey across the Atlantic Ocean, there was a mutiny on three of his ships. Magellan managed to stop the mutiny before it was too late. Soon after, one of the ships was destroyed in a sudden storm.

In 1520, Magellan reached the tip of South America. Suddenly, one of the ships deserted and sailed back to Spain. There were only three ships left. Later that year, Magellan and his crew sailed safely into a vast new sea. He called it the Pacific Ocean.



In 1521, Magellan sailed across the Pacific Ocean to an island called Guam. They stayed only a short time in Guam then sailed on to the Philippines. During this time, Magellan was involved in a local war. Magellan and 40 of his men died in the fighting.

In 1522, the survivors arrived home in Spain. Out of 270 crew, only 18 made it home.

Questions

1. Where was Ferdinand Magellan born?

   - ○ Spain
   - ○ France
   - ○ Portugal

2. When he was 12, who did Magellan work for?

   - ○ Queen of Portugal
   - ○ Queen of Spain
   - ○ Queen of France

3. Who paid for Magellan's voyage?

   - ○ The King of Spain
   - ○ The King of Portugal
   - ○ The King of France

4. When did Magellan set sail from Spain?

   - ○ 1517
   - ○ 1518
   - ○ 1519

5. Fill in the missing word in the sentence below.

   In 1520, Magellan reached the _____ of South America.

6. What happened to Magellan in the Philippines?

   _____

   _____

   _____

7. Why do you think so few sailors returned to Spain?

   _____

   _____

   _____

Thursday - PE

Woggabaliri

"Wog-gab-a-lir-i"

Background Information

Aboriginal people in places such as the Bogan and Lachlan River areas of New South Wales played ball games with a ball made of possum fur. This was usually spun by the women and made into a ball about 5 centimetres or more in diameter. The various types of games required great agility and suppleness of limbs to play with any degree of skill.

Language

The name for this game was taken from the Wiradyuri language for 'play' (woggabaliri). This language was spoken or understood by many Aboriginal groups in central and Southern New South Wales.

How to Play the Game

This is a kicking volley game to see how many times the ball can be kept in the air before contacting the ground. You may use any type of ball or balloon. If someone else is home with you, you can play with them volleying it back and forth to each other. Keep track of how many volleys before it touches the ground.

What was your best result?

Friday

STEM Challenge

Design a tool that could be used for the purpose of building, hunting or gathering without the use of modern technology. Explain what tool you created and what it could be used for. Take a photo of it and share it with your class.

Use resources you have at home such as LEGO, recyclable materials such as boxes, containers, string, plastic bottles/cups, straws, toilet rolls, tape.

Be as creative as you want...