



Queanbeyan Public School

Creating opportunities, building relationships, achieving success



Home Learning Program - Stage 3 - Term 2, Week 4/5, Tuesday May 26th

Dear Parents/Carers,

This is our second set for Phase One of the Managed Return to School. All Stage 3 students are rostered to attend school face to face on Wednesday 20th May and will complete the Wednesday work at school. During Phase One our work pack weeks will begin on Wednesdays and end the following Tuesday.



Feedback Tasks - You will notice a feedback icon next to some work tasks. These are the tasks that teachers will be providing feedback on, all other tasks will be reviewed only.

Recommended Daily Activities When Learning From Home

Work Packs: Complete the daily scheduled activities in your preferred mode e.g. digitally through Google Classroom or in hard-copy.

Reading: Read for 20-30 minutes every day. Sit and look at story books and magazines. Check in with your child and ask them questions about their reading and parts that stood out to them. Log this reading as home reading as per normal procedures.

Physical Activity: Children are asked to do at least 20 minutes of physical activity daily and this will be scheduled in the weekly program. Extra movement could include guided dance from YouTube, running around, throwing a ball or jumping on the trampoline, playing basketball, etc. NOTE: Please remember to limit screen time sessions to 30 minutes and then encourage your child to get up and do some movement.

Google Classroom: This is where teachers will assign individual tasks to students. Students can submit work to teachers and receive feedback online. Important links may be posted here in order for ease of access. Please log in each day and check-in with your teacher even if you are completing a hard copy of the program.


If you have any questions, please contact your child's teacher via email or through Google Classroom..

From the Stage 3 Team

Home Learning Program - Stage 3 - Term 2, Week 4/5, Due Tuesday May 26th

Recommended time allocation per subject per week.

English - 3.75 - 5 hours	Mathematics - 2.5 - 3.75 hours	Other KLA's - 5 - 7.5 hours (PDHPE, science and technology, history and creative arts)
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	Wednesday 20/5	Thursday 21/5	Friday 22/5	Monday 25/5	Tuesday 26/5
Morning	<p>Reading</p> <p>Each activity should take approximately 15-20 minutes.</p> <p><i>We are learning to use the predicting strategy to activate prior knowledge and prepare ourselves to think about what to expect when we read.</i></p>  <p><u>Activity: Predicting</u> Locate the slide/page with the title 'English: Super 6 Reading Strategies' and complete the learning activities. They are explained on the page. DO NOT READ THE TEXT UNTIL YOU FINISH THIS ACTIVITY.</p> <p><i>We are learning to use fix-up strategies and self-monitoring strategies to support and develop comprehension of text.</i></p> <p><u>Activity: Reading Text</u></p> <p>Locate the slide/page with the title 'English: Reading Text/Self-Monitoring' and complete the learning activities.</p>	<p>Writing</p> <p><i>We are learning to write a description of an object.</i></p> <p>Watch the following clip on how to describe an object and the language used to do this. Guidance is also given on the 'Describing an Object' activity sheet/document.</p> <p>https://drive.google.com/file/d/1xbaWCTsSO26ITFGCunpDYKrRjPCIUO10/view?usp=sharing</p> <p>While you are watching the clip, write down all the important points about how to describe an object. Pause the video if you need to. These notes will come in handy as your start to write. Using the 'Describing an Object' activity sheet/document. Write a paragraph describing the picture below. Refer to your notes and also back to the literary devices learnt in Reading to help guide your writing. These include, sensory images, similes, metaphors and onomatopoeia.</p>	<p>Reading</p> <p><i>We are learning to support comprehension by reading and identifying unknown words using 'unknown word strategies' and dictionaries.</i></p> <p><u>Activity: Vocabulary</u> Locate the slide/page with the title 'English: Vocabulary' and complete the learning activities. They are explained on the page. You will need a copy of the text 'Waiting' which is included in your pack or in today's links.</p> <p><i>We are learning to increase our reading fluency to support comprehension by completing repeated readings of a text.</i></p> <p><u>Activity: Fluency</u> Locate the slide/page with the title 'English: Fluency' and complete the learning activities. They are explained on the page. You will need a timer.</p>	<p>Writing</p> <p><i>We are learning to write a number of descriptive passages using various concepts within a narrative, for example, combining setting and characters into one paragraph.</i></p> <p>Find a picture of a setting, character or object of your choice and write a description of this. Use the skills you have learnt over the last couple of weeks to help guide your writing. You need to have at least 1 paragraph of writing to submit. The activity page is the same as Thursday's but has - 'Free Choice' in the title and no orange. Online learners use the separate Google Doc attached to today's assignment.</p> <p>Spelling <i>We are learning about words that contain the graphemes: m mm mb</i></p> <p><u>Activity</u> Choose your favourite spelling word and complete the <u>word of the day slide</u>.</p> <p>Use your code to access Sound</p>	<p>Reading</p> <p>Each activity should take approximately 15-20 minutes.</p> <p><i>We are learning to respond to text using a range of comprehension strategies to communicate our understanding of the text.</i></p> <p><u>Activity: Reader Response</u> Locate the slide/page with the title 'English: Learning Processes' and complete the learning activities. They are explained on the page. You will need a copy of the text 'Waiting' which is included in your pack or in today's links.</p> <p>Visual Arts</p> <p><i>We will create drawings and artworks by using a continuous line.</i></p> <p><u>Activity</u> Follow the instructions on the 'Continuous Line Drawings' resource page attached to the assignment or in your pack, and complete the activity.</p>

They are explained on the page. You will need a copy of the text 'Waiting' which is included in your pack or in today's links.

Reconciliation Activity

We are learning about reconciliation and how we can move forward as individuals and a class to ensure we recognise this significant event

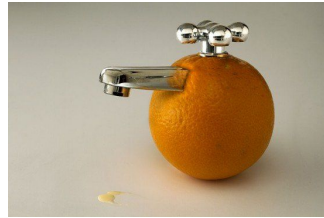
Activity (with buddy teacher)

School: Look at the poster for this year's theme 'In this together' and discuss the meaning. Make text to self connections and write these down. Look at the Aboriginal prints and design your own poster on A3 paper (use paint) that represents your interpretation of 'In this together'. This will be hung up around the school for when we go on our annual Reconciliation Walk which looks a little different this year.

Home: If you're working from home, look at the National Reconciliation Week 2020 sheet. Complete this activity and place your poster in your front window for the community to see.

Activity (with class teacher)

School: Discuss reconciliation



Spelling

We are learning about words that contain the graphemes: m mm mb

Use the Grapheme Brainstorm activity page/slide and write at least 10 words with that grapheme in it for each column. You should have a total of 30 words.



Grammar & Punctuation

We will be able to apply capital letters and quotation marks in the correct positions.

Activity

Read the information about the correct use of capital letters, punctuation and quotation marks, and complete the activities. If you are using the pack, you will be completing the 'Grammar: Friday' page.

Waves online and practise Unit 15 through games. Feel free to access the Black Line masters for further practise.

	<p>and what this means to us as a class. Brainstorm some ideas on the board about how you, as a class, can move positively towards Reconciliation. Choose 5 commitments which best suit your class and write these on the star. This star will be placed on the outside of the fence for the community to view.</p> <p>Home: Discuss Reconciliation and what this means to you and your family. Brainstorm some ideas about how you, as a family, can move positively towards Reconciliation. Choose 5 commitments which best suit your family and write these on the 'Reconciliation Star' page in your pack. You could place the star on your fridge for your friends and family to view.</p>				
Break	Break	Break	Break	Break	Break
Middle	<p>Maths</p> <p>We are learning to use mental strategies to solve multiplication problems.</p> <p>Warm up: Complete the Fast 5 questions.</p> <p>Activity: With the help of your teacher/family member, create a poster explaining multiplication. You must include an array, a number sentence, doubling, and split method. Take this poster home to use as a guide for the week's lessons. (See 'Example Multiplication Poster')</p>	<p>Maths</p> <p>We are learning to use mental strategies to solve multiplication problems.</p> <p>Warm up: Complete the Fast 5 questions.</p> <p>Activity: Watch the video below or read the information on the Maths snapshot page in your pack and complete the 'Doubling and Halving' worksheet.</p> <p>https://drive.google.com/file/d/1qAMy_68A2nw2S11JLANNkOrCy_uJc5FYP/view?usp=sharing</p>	<p>Maths</p>  <p>We are learning to use mental strategies to solve multiplication problems.</p> <p>Warm up: Complete the Fast 5 questions.</p> <p>Activity: Watch the tutorial below or read the information on the maths snapshot page in your pack and complete the 'Split Strategy' worksheet.</p> <p>https://drive.google.com/file/d/148D8AgeyckN5FljYe61ycqyzKsif4EH1/view?usp=sharing</p>	<p>Maths</p> <p>We are learning to use mental strategies to solve multiplication problems.</p> <p>Warm up: Complete the Fast 5 questions.</p> <p>Activity: Solve the 'Monday Maths Quiz' questions. Remember to show your working out.</p> <p>History</p>  <p>We are learning to apply historical empathy to show our understanding of what life</p>	<p>MathsBurst STEM - Lesson 2</p> <p>We are learning about the symbols used by architects when they are drawing house plans.</p> <p>1. Look at the attachment Template A or if working from home look at the house plans. Locate the Similarities and Differences worksheet/slide and list the similarities between the house plans e.g. they all have kitchens and the differences e.g. only some have ensuites. Take your time and do this process thoroughly so that you become familiar with the way house plans are drawn.</p> <p>1. There are special ways to represent windows, doors, stairs etc on house plans. Symbols are used to represent objects</p>
Middle Continued					

				<p>might be like for immigrants to Australia.</p> <p><u>Activity: Immigrant Stories Cont'd</u></p> <p>Locate the slide/page with the title 'History: Immigrant Stories Cont'd - Anh Do' and complete the learning activities. You will need to read the information about Anh Do and/or watch a video of the book 'The Little Refugee' being read which is included in today's links.</p> <p>https://drive.google.com/file/d/1wF7N7k5gOomDnblIG05JsLFNrxRrEFA3/view?usp=sharing</p> <p>After reading and viewing you will complete the iPhone activity.</p>	<p>and can be called conventions. Complete the worksheet 'Architectural Symbols' using the house plans from activity 1. Find as many symbols as you can on the house plans in each category. Draw the symbols and write what they represent e.g taps, window openings, stairs, lights, toilets, baths etc.</p> <p>Optional Task - STEM Design a new symbol to represent an object in a house plan.</p> <p>Science <i>We are learning about heat and experimenting with different substances to see how heat affects these. We will use proper scientific language such as reversible and irreversible change to identify the process.</i></p> <p><u>Activity</u> Follow the instructions on the 'Changes from Heating' worksheet/Google Document to complete the experiment. Make sure you have an adult to do this with you.</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>PE</p> <p>See Ms Hays' Classroom</p>	<p>PD</p> <p>See Ms Hays' Classroom</p>	<p>History</p> <p><i>We are learning about the stories of groups of people who migrated to Australia from Asian countries and the</i></p>	<p>MUSIC</p> <p>See Miss Harrison's Classroom</p>	<p>Catch-up time</p>

			<p><i>reasons they migrated.</i></p> <p><u>Activity: Immigrant Stories</u></p> <p>Locate the slides/pages with the title <i>'History: Immigrant Stories - Anh Do</i> and complete the learning activities. You will need to read the information about Anh Do and/or watch a video of the book 'The Little Refugee' being read which is included in today's links.</p> <p>https://drive.google.com/file/d/1wF7N7k5gOomDnbllG05JslFNrxRrEFA3/view?usp=sharing</p> <p>After reading and viewing, you will create a timeline showing the main events of Anh Do's life.</p>		
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English: Super 6 Reading Strategies

PREDICTING



Predicting is a useful reading strategy as it helps us think about what to expect when we read.

What we know already (our prior knowledge) helps us to predict.

When we predict we can use the:

- title
- front and back covers
- blurb
- pictures or diagrams
- table of contents

We can predict:

- What a story/text is about.
- What a character might do next.
- What sort of vocabulary might be in a text.
- What sort of characters might we see or read about.
- What might the setting be.
- What problem might we come across in the text.
- What could be the solution to the problem.

Activity 1: You will be reading the text '**Waiting**'. Activate your prior knowledge and make a list of all the things you see in the picture and the things it makes you think of. These could be words, people, objects or things you have done or seen that are connected to the picture.

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Activity 2: Use your list from Activity 1 and the text title '**Waiting**' to make 3 predictions about the text. Use the 'we can predict' list in the Predicting box to help. You must include a reason for each of your predictions.

1.

2.

3.

English: Reading Text/Self-Monitoring

Activity 1: Read the text **'Waiting'**. Use the fix-up strategies as you read, to make sure you understand the text. When you have finished answer the questions below.

Fix-Up Strategies

- Reread
- Read ahead
- Read more slowly
- Read aloud
- Stop and think
- Predict
- Make connections to my own knowledge
- Look at visuals – pictures, charts etc
- Find out what unknown words mean
- Ask myself questions
- Create a picture in my mind
- Ask someone



Place a mark in the box which describes how you read.

Reading Skills	😊	😐	😞
<u>Accuracy</u> I read the words correctly.			
<u>Rate</u> I read not too fast or not too slow.			
<u>Expression</u> My reading changed based on the emotion and feelings in the text.			
<u>Phrasing</u> I read smoothly and in chunks.			
<u>Punctuation</u> I paused at commas and stopped at full stops.			

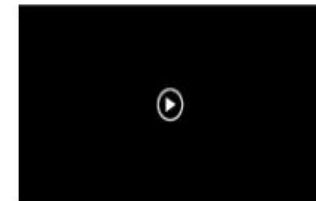
Were your predictions correct?

1.
2.
3.

What did fix up strategies did you use to help understand the text?

What words did you find difficult? You couldn't read them or didn't know their meaning?

How was your overall comprehension of the text? Do you think you understood it? Why/why not?



Listen to the text being read.



Waiting

poem by Val Neubecker , illustrated by Matt Ottley

I'm waiting
with the swell
bobbing up
dipping down
as I'm waiting
eyes scouring the waves

a likely one
turn my board to the shore
look back
get ready
I'm off
wave lifts me up
paddle fast
chasing
wave surges ahead
curls away
missed it
slide off
paddle back

I'm waiting

here's another
I'm ready
ahead this time
zipping along
glance back
hold breath
wave billows behind
looms
curls over
behind my head
rises upward
pauses
crashes down
and it's
WIPE OUT!

leg rope pulls me
up from the depths
gasp and splutter
water up nose
sand in eyes
grope for board
scramble up
paddle back

I'm waiting
another looking good
concentrate
judge the move
feel the rise-and-
we're away
surging together
the wave and I
crouch
stand up
exhilaration
soar on crest
angle across foam
race towards shore
what a feeling
time stands still
body floats
heart sings
pure bliss

so worth waiting for.

NATIONAL RECONCILIATION WEEK 2020



**In this
together**

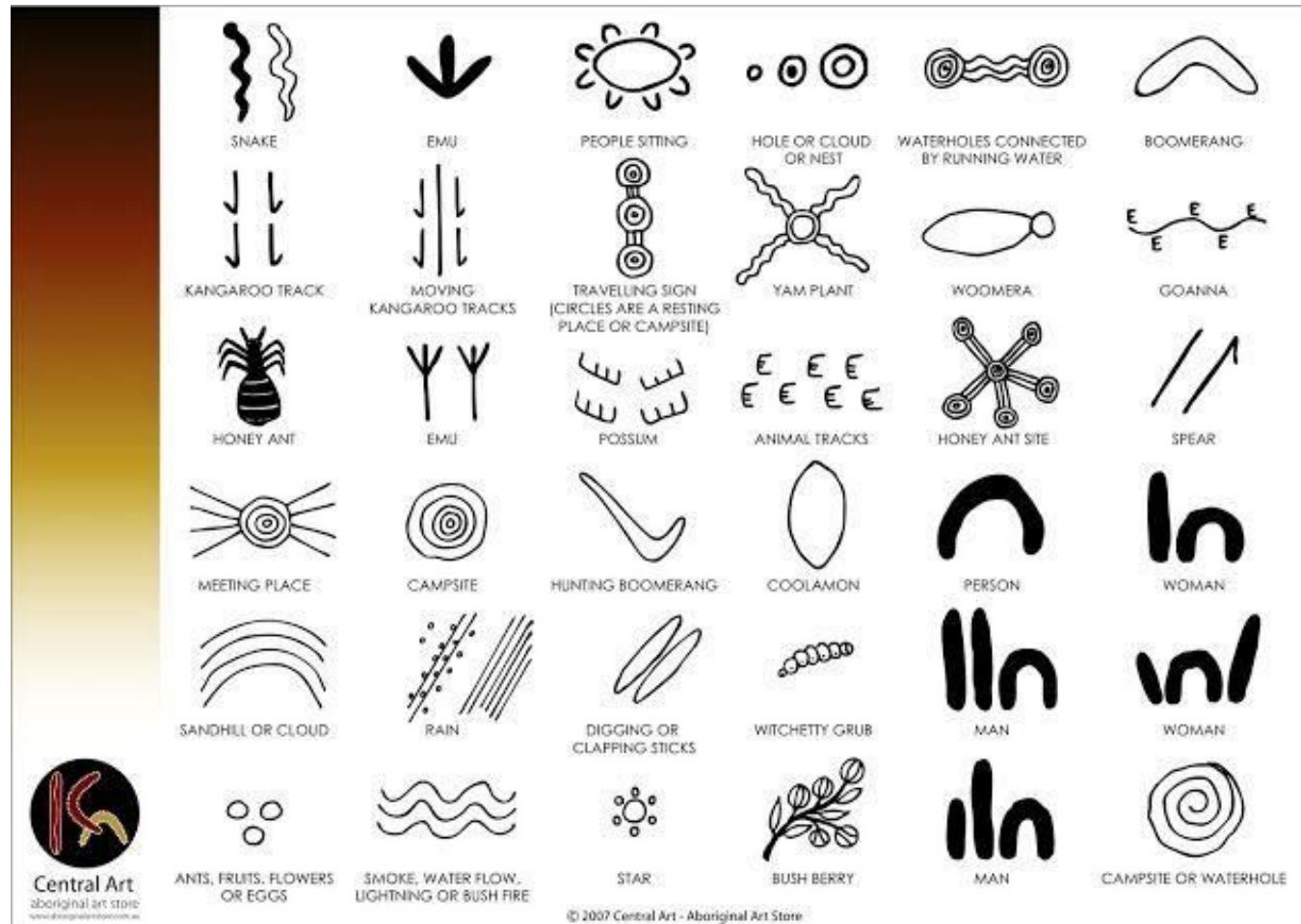
**National Reconciliation Week
2020**

27 MAY - 3 JUNE

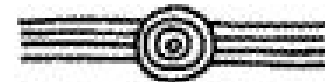
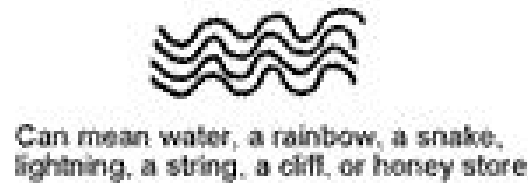
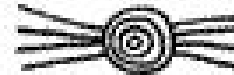
reconciliation.org.au/nrw
#NRW2020 #InThisTogether2020

Learning and sharing walk posters

Thinking about the Aboriginal artwork on the poster above which shows togetherness. Use the symbols below to create your very own 'In This Together' poster that represents what this theme means to you. Don't forget to have the theme clearly written on this as well. Complete this on A3 paper, ready to hang around our school for a sharing walk which is our Reconciliation walk this year. Please see the National Reconciliation Week timetable for further Information about this year's walk.



Central Art
 aboriginal art store
 www.centralartstore.com.au



From,
The QPS Reconciliation working team

National Reconciliation Week Commitment Star

National Reconciliation Week is a time for all Australians to celebrate our indigenous cultures and continue to build positive and respectful relationships with the Aboriginal and Torres Strait Islander people.

What are five acts that you would like to commit to this National Reconciliation Week? Write them on each point of the star.

1. _____

5. _____

2. _____



4. _____

3. _____

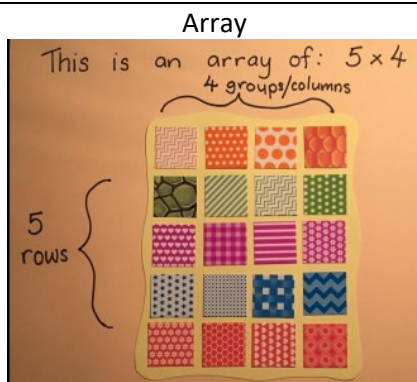


Maths Snapshot for Term 2, Weeks 4/5

Learning Intention: *I am learning to use mental strategies to solve multiplication problems.*

This week, I need to know....

- ❖ Multiplication is when we add a number to itself over and again. For example, 5×3 is the same as $3+3+3+3+3$.
- ❖ When we multiply two numbers (factors), it doesn't matter which comes first or second in the number sentence, the answer (product) is always the same.
- ❖ We can visualise a multiplication problem as an array
- ❖ Doubling is a great strategy for multiplying in our head
- ❖ We can use the split method to solve multiplication questions



Doubling

Example: 4×15

Step 1: Double 15 to get 30.

Step 2: Double again to get 60.

Therefore, $4 \times 15 = 60$.

Split Method

Example 1: what is 32×3 ?

Step 1: Split 32 into tens and units
e.g. $32 = 30 + 2$.

Step 2: Multiply each number by 3
e.g. $30 \times 3 = 90$ and $2 \times 3 = 6$.

Step 3: Add the numbers together
e.g. $90 + 6 = 96$.

Success Criteria

I understand that...

- Multiplication is repeated addition
- Factors can be in any order to get the same product

Success Criteria

I can...

- Use doubling
- Use split strategy

Helpful Websites:

Jenny Eather's Online Maths Dictionary <http://www.amathsdictionaryforkids.com/dictionary.html>

Maths Is Fun <https://www.mathsisfun.com/>

BBC Bitesize Maths <https://www.bbc.co.uk/bitesize/topics/z36tyrd>

ABC Education Maths <https://education.abc.net.au/home#!/search/Mathematics/-/5-6>

Wednesday Fast 5

1. Write first 5 multiples of 2
2. List factors of 12
3. Use doubling to find 4×15
4. Use doubling and halving to find 8×9
5. Use split method to find 13×5

Multiplication!

$$3 \times 5 = 15$$

← factors

← product (multiple)

Hint

Factors go into the factory to make a product!

Array



Strategies

Doubling

$$4 \times 15 =$$

$$\text{Double } 15 = 30$$

$$\text{Double } 30 = 60$$

$$4 \times 15 = 60$$

Doubling & Halving

• Halve one factor, double the other

$$24 \times 5$$

↓

12

↓

10

$$12 \times 10 = 120$$

Split Strategy

$$32 \times 5 =$$

$$30 + 2$$

$$30 \times 5 = 150$$

$$2 \times 5 = 10$$

$$A = 160$$

Grapheme Brainstorm

m	mm	mb

Thursday Fast 5

1. Write first 5 multiples of 4
2. List factors of 10
3. Use doubling to find 3×31
4. Use doubling and halving to find 12×15
5. Use split method to find 21×3

Name: _____

Multiplying Strategies

Doubling and halving:

Use the strategy of doubling and halving to rewrite these multiplications as simpler problems, then answer the problem.

1. 4×18

2. 5×16

3. 3×16

4. 3×24

5. 4×32

6. 5×48

7. 55×4

8. 28×5

9. 68×5

10. 20×34

11. 36×5

12. 360×50

Some of these problems are made easier by using doubling and halving. Others are not. Circle and solve which problems are made easier using this strategy.

13. 8×54

14. 7×21

15. 4×24

16. 5×64

17. 6×27

18. 9×42

Learning Intention: We are learning to increase our reading fluency and expression to support comprehension by completing repeated readings of a text.

English: Fluency

Fluency Strategies

When we read fluently, we are trying to read with:



- speed
- accuracy
- proper expression and
- following punctuation

When reading aloud, fluent readers:

- read in phrases (groups of words) and
- add expression

Reading fluently helps us understand what we are reading.

Activity 1:

- Read the text below from 'Waiting' and time how long it takes you to read. Record it in the box in the bottom left corner in Reading 1.
- Click on the speaker and listen to the same text being read.
- Read the text two more times, out loud to yourself, taking care to read fluently.
- Read the text again and record how long it takes and record in the box below, in Reading 2.

LISTEN TO A READING OF THE TEXT



I'm waiting
with the swell
bobbing up
dipping down
as I'm waiting
eyes scouring the waves

a likely one
turn my board to the shore
look back
get ready
I'm off
wave lifts me up
paddle fast
chasing
wave surges ahead
curls away
missed it
slide off
paddle back

I'm waiting
here's another
I'm ready
ahead this time
zipping along
glance back
hold breath
wave billows behind
looms
curls over
behind my head
rises upward
pauses
crashes down
and it's
WIPE OUT!

leg rope pulls me
up from the depths
gasp and splutter
water up nose
sand in eyes
grope for board
scramble up
paddle back



I'm waiting
another looking good
concentrate
judge the move
feel the rise—and—
we're away
surging together
the wave and I
crouch
stand up
exhilaration
soar on crest
angle across foam
race towards shore
what a feeling
time stands still
body floats
heart sings
pure bliss

so worth waiting for.

Reading 1 Reading 2

Activity 2:

Read your text aloud to another person in your house and record a comment from them about how you read.


Who did you read to? What did they say about your reading, include a reason?

Learning Intention: Students will use 'unfamiliar word strategies' to work out unknown words and a dictionary (online/book) to locate meanings.

English: Vocabulary

Activity 1: Read the words below. Be sure to use your unfamiliar word strategies, to work out unknown words.

Unfamiliar Word Strategies

- sound out 
- separate into syllables and sound out
- reread/read on to decide what would make sense
- look for word parts: prefix, affix, root words
- ask someone.

swell	scouring	shore	surges	billows
looms	gasp	grope	concentrate	crouch
soar	crest	exhilaration	bliss	WIPE OUT

Activity 2: Drag the definitions, in the blue boxes below, and place them underneath the correct word above. The first one has been completed for you. If using a pack, write the meaning under the word. You may need to look the words up in a dictionary.

Activity 3: Offline
Draw a picture of what you visualised when reading the text.

a sudden, short intake of breath

to rise or ascend to a height

a joyous feeling

think intensely

movement of the open sea

come into view in an enlarged form

searching

the head or top of anything

the land along the edge of a sea

supreme happiness

to rise up or swell out

the head or top of anything

to bend close to the ground

forward movement

a fall from a surfboard

Friday - Grammar weeks 4-5

Students will be able to apply capital letters and quotation marks in the correct positions.

On the sheet below, read and then rewrite the Jokes applying the correct punctuation; capital letters and quotation marks.

Quotation marks (talking marks) are used around the exact words that someone says. Capital letters are used at the beginning of sentences, at the beginning of what someone says in quotation marks, and for the first letters of the names of people and places. For example: Maria said "Can I watch the television now?"

The quotation marks and capital letters have been left out of the following jokes. Rewrite the jokes, putting in the missing punctuation.

1. jack knocked on the door of his friend sami's house. When sami's mother answered the door jack said, can sami come out and play?
no, it's too cold, replied sami's mother.
well then, can his football come out to play? asked jack

2. mum,mum, there's a spider in the bath tub!
cried suzi.
don't worry, you've seen spiders before, said her mother.
but this one is playing with my rubber duck and using all the hot water! Replied suzi.

3.can an elephant jump higher that a tree? Asked roya
of course not, because a tree can't jump! Replied sam.

4. what sea creature likes to do arithmetic? Asked maria.
that's easy! an octopus, replied tony.

5. what do you call a bear who doesn't wash? asked stephen
winnie the pooh! Replied helen

6. how do you stop a skunk from smelling? asked lin
put a peg on its nose! replied tanya

Friday Fast 5

1. Write first 5 multiples of 5
2. List factors of 20
3. Use doubling to find 8×14
4. Use doubling and halving to find 24×5
5. Use split method to find 72×4

Mental multiplication strategies – split strategy

The split strategy means we multiply numbers in 2 pairs and then add the parts.
Let's use the split strategy for 26×4 .

- Split 26 into 20 and 6.
- Multiply each part.
- Add the answers together.

$$26 \times 4 \square \quad 20 \times 4 + 6 \times 4$$

$$80 + 24 = 104$$

$$\text{So, } 26 \times 4 = 104$$

1 Use the split strategy to answer these:

a $34 \times 3 \square \quad 30 \times 3 + 4 \times 3$

$$90 \quad \square = \square +$$

$$\text{So, } 34 \times 3 = \square$$

b 45×5 ✎

$$\square \times \square + \square \times \square$$

$$\square + \square = \square$$

$$\text{So, } 45 \times 5 = \square$$

c 52×4 ✎

$$\square \times \square + \square \times \square$$

$$\square + \square = \square$$


$$\text{So, } 52 \times 4 = \square$$

History - Immigrant Stories - Anh Do

You have two activities to complete today.

1. Read the information about Anh Do on the following slide and/or watch the video 'The Little Refugee', a reading of Anh Do's award winning picture book.
2. Using the written information and/or the video, create a timeline of Anh Do's life by placing the 'Life Events' on the following page/slide in the correct order. Draw a picture to go with each event. You can do your own research and add additional events to Anh Do's timeline. Use the images page to help you with some ideas for your pictures. e.g

1955
Vietnam
war starts



Learning Intention: We are learning about the stories of groups of people who migrated to Australia from Asian countries and the reasons they migrated.



History: Migrant Stories – Anh Do – The Little Refugee

Anh Do's inspirational story is about his family's incredible escape from war-torn Vietnam where the war ended in 1975 and his childhood in Australia, told especially for children.

Anh Do, born in 1977, nearly didn't make it to Australia. His entire family came close to losing their lives as they escaped from war-torn Vietnam in 1980 in an overcrowded boat. It was a dangerous journey, with terrifying storms and murderous pirates, but they managed to survive and when they finally made it to Sydney, they were given clothes – boys' clothes for him and girls' clothes for his younger brother Khoa.

Life in suburban Australia was also hard for a small boy and his family with no English and funny lunches. His parents started a sewing business only to have their sewing machines stolen. But there was a loving extended family, lots of friends, and always something to laugh about for Anh, his brother Khoa and their sister Tram. And eventually for a young Anh, who tried hard to see the bright side of life no matter what the difficulty, there was triumph, like when he was class captain in Year 5.

Anh Do studied to become a lawyer but chose to become a comedian, book writer and movie maker instead and was awarded an Honour Book in the 2012 Children's Book Council of Australia Book of the Year awards for *The Little Refugee*.

Life Events

- They arrive in Australia.
- Anh is playing with his cousins in Vietnam.
- The Vietnam War begins in 1955.
- Anh's family board the boat in Vietnam in 1980.
- There is a massive storm on the boat.
- Anh is awarded class captain.
- Pirates attack the boat.
- The mother and father start a sewing business.
- Anh Do's book receives an award.
- Anh meets Angus.

Activity 1: Read the blurb from Anh Do's book 'The Little Refugee' and/or watch the video in today's links, of the book being read.

Activity 2: Use the blurb, the included images from the text and other photos and/or the reading of the story to order the Life Events to create a timeline of Anh Do's life. Include a picture for each event. Take a photo of your timeline and upload it to share with your teacher or paste it on the next slide. Can you add additional events?

'The Little Refugee' Images



Anh Do Life Events Timeline

Year 5 Spelling List

lemon

thumb

swarm

anthem

promise

perimeter

meanwhile

enemy

chimney

column

combine

compete

company

remember

decimal

mention

custom

important

committee

museum

miserable

arithmetic

admiration

immovable

symmetrical

Year 5 Extension Spelling List

accompaniment

circumstantial

combination

commandment

commencement

commitment

competent

competition

customary

embarrassing

emergencies

immaterial

immense

marmalade

medicinal

merely

misery

mysterious

preliminary

unmentionable

Year 6 Spelling List

stomach

commonly

camera

complaint

undamaged

examine

extremely

majority

solemnly

immense

mature

ambulance

estimation

cemeteries

commandment

recommence

competition

material

accompanied

menagerie

preliminary

resemblance

embarrassment

unmentionable

combustion

Year 6 Extension Spelling List

abominable

accomplish

anonymous

calamity

compatible

competent

embellishment

epidemic

implements

magnitude

manipulate

masculine

masquerade

maternal

merchandise

moderately

monologue

monumental

permission

pessimism

WORD OF THE DAY



WORD:

PART OF SPEECH:

DEFINITION:

SYNONYMS:

ANTONYMS:

IN MY OWN WORDS:

SENTENCE:

Monday Fast 5

1. Write first 5 multiples of 7
2. List factors of 36
3. Use doubling to find 5×11
4. Use doubling and halving to find 18×16
5. Use split method to find 29×3

Monday Maths Quiz Weeks 4/5

Instructions: Show your answers and working out in the righthand column.

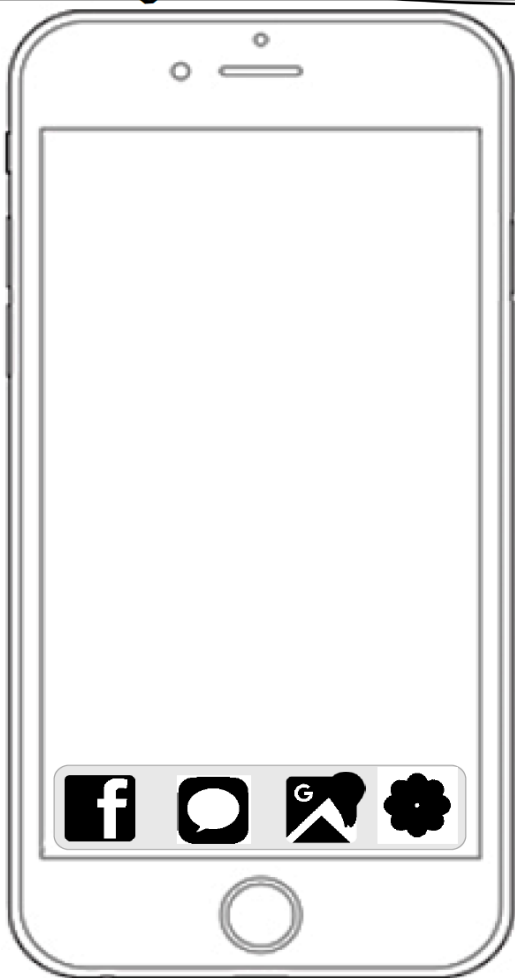
Question	Working Out/Answers
In your own words, explain the meaning of multiplication. (2 marks)	
List the first five multiples of 3 (2 marks)	
List the factors of 20 (2 marks)	
In the number sentence $2 \times 12 = 24$, what number is the product? (1 mark)	
Draw an array to represent 3×4 (2 marks)	
Use doubling to solve 8×16 (3 marks)	
Use the split strategy to solve 5×21 (3 marks)	
It takes four oranges to fill a small juice bottle with juice. If I bought a box containing 93 oranges, how many bottles could be filled? How many oranges left over? (5 marks)	
Feedback	
Total score /20	

Marking guide:

- full marks for correct answer and working out
- half marks for correct answer but no working out
- half marks for correct working out but wrong answer

Learning Intention: We are learning to use historical empathy to show our understanding of what life might be like for immigrants to Australia.

Activity2: Using the activities from earlier in the week about Anh Do, pretend that you are him and complete the iPhone activity. If you are working online try and find a picture on the internet that shows an experience that Anh may have been through e.g. a fishing boat, Vietnamese village, Sydney Harbour. You can also use the pictures from the slide earlier in the week.



1 Photos

What would the photo be for their wall paper?

Draw it on the phone and then explain what it is and why you chose it?

2 Messages

Who would they send a message to? What would the message be?

Who might they receive a message from? What would the message be?

3 Facebook

Update:

With:

Location:

Learning Intention: We are learning to respond to text using a range of comprehension strategies to communicate our understanding of the text.

English: Learning Processes

Understanding



When we respond to texts or create new texts, we are showing that we have understood what we have learnt.

Ways in which we respond and create are:

- turn and talk
- answering questions
- visualising
- making artworks
- creating new texts: narratives/comics/movies/speeches/Slideshows
- performances
- discussion

Activity 1: Offline



We will be responding to this week's text 'Waiting'.

Choose at least one of the following activities to complete. You can do more than one. Take a photo or scan your completed activity and add it to your 'turn in' work using your Google Drive or bring it to school.

Option 1 - Diorama

Read the Instructions on 'How to Make a Triangle Diorama' and create a diorama showing an event from the poem.

Use the images and vocabulary from the poem to help create it. You can colour and draw on the sides and bottom and you can also add 3D figures to the bottom and sides.

How to Make A Triangle Diorama



1. Fold a square piece of paper- top left corner to bottom right corner. Open the square, the fold the top right corner to the bottom left corner. Open the square, and cut from the bottom right corner to the center.



2. Overlap and staple the two cut bottom triangles (flaps 3 and 4). Stand the triangle diorama up.

EXAMPLES OF FINISHED WORK

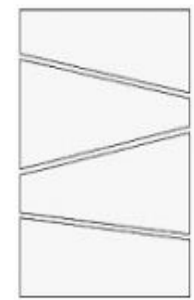
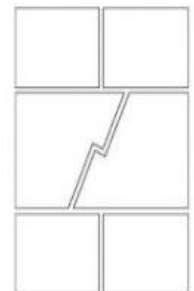


Option 2 – Comic Strip

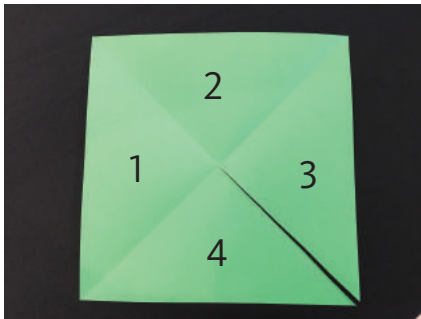
Create a comic strip/graphic novel with up to 6 panels retelling the poem.

Try to include some onomatopoeia. Hint: zipping, whoosh, crash.

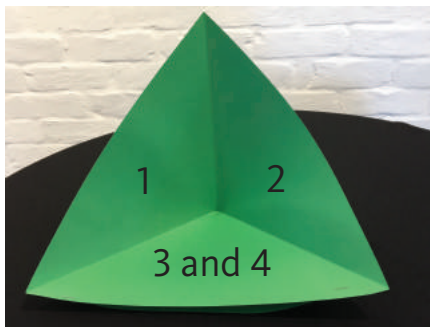
Panel ideas



How to Make A Triangle Diorama

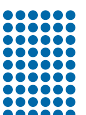


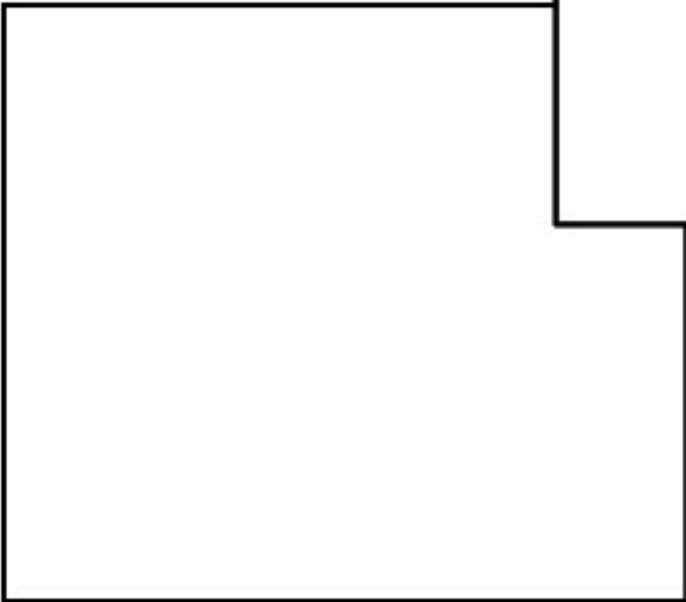
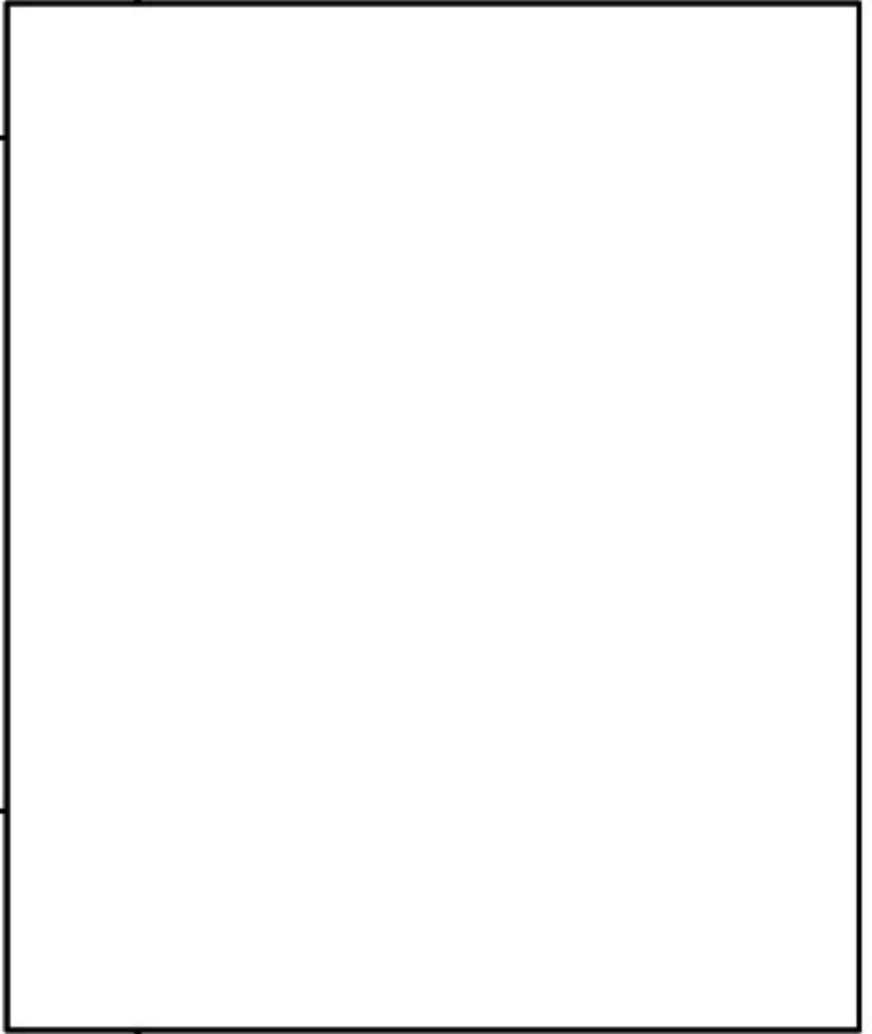
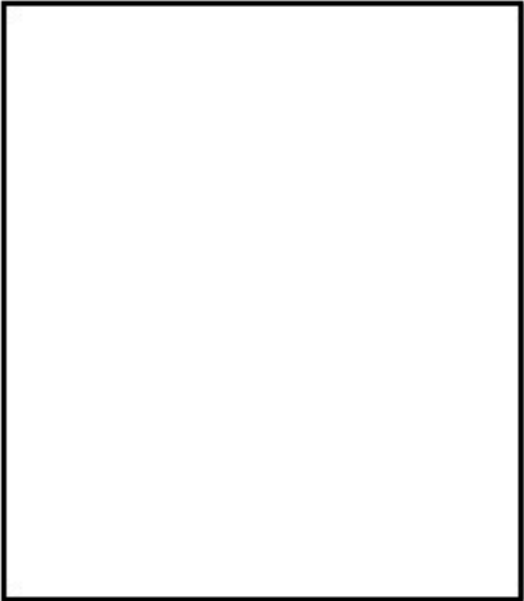
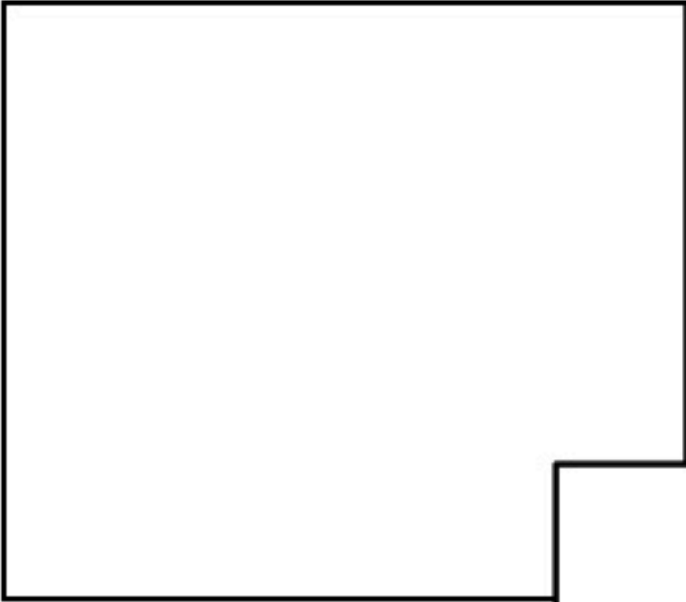
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2. Overlap and staple the two cut bottom triangles (flaps 3 and 4). Stand the triangle diorama up.

EXAMPLES OF FINISHED WORK





Visual Arts - Home Learning Weeks 4-5 **LINE**

We will create drawings and artworks by using a continuous line.

Watch the link below, explaining how to draw using a continuous line.

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

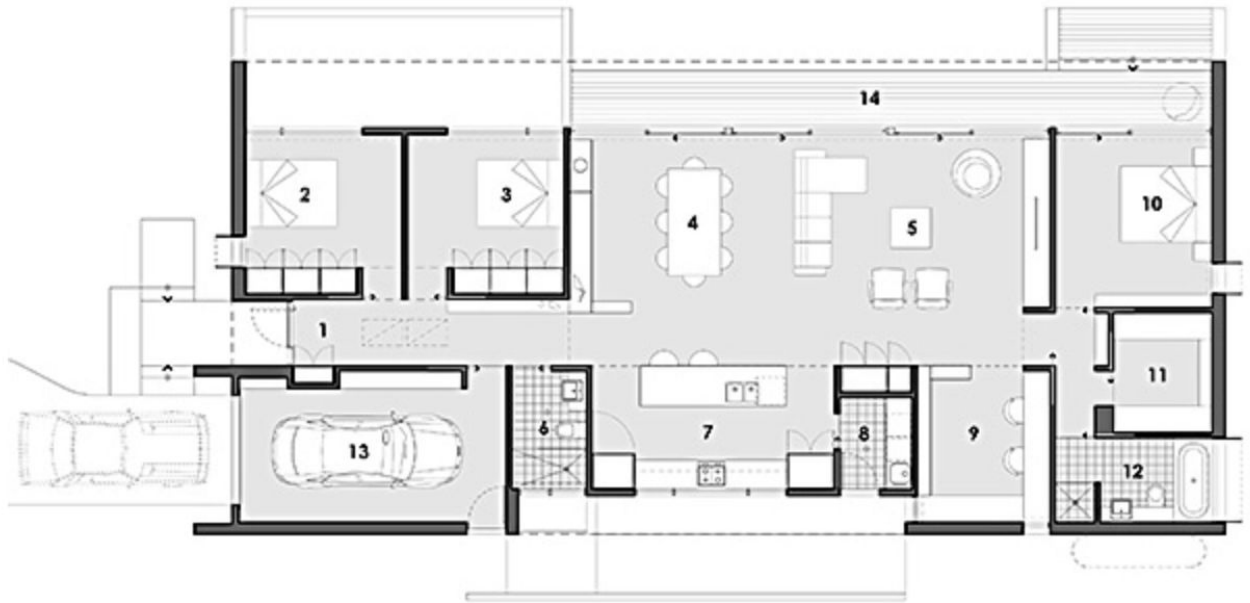
Create your own continuous line drawings. You could draw a member of your family or objects in your home (which have some detail level of in them!).

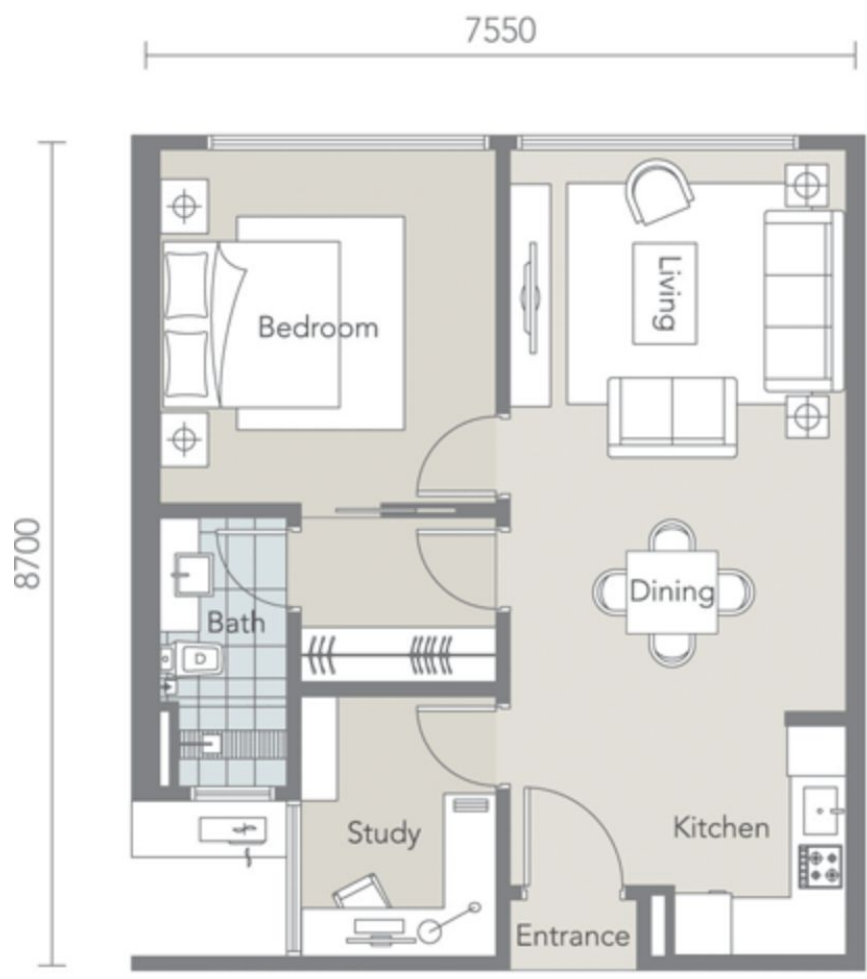


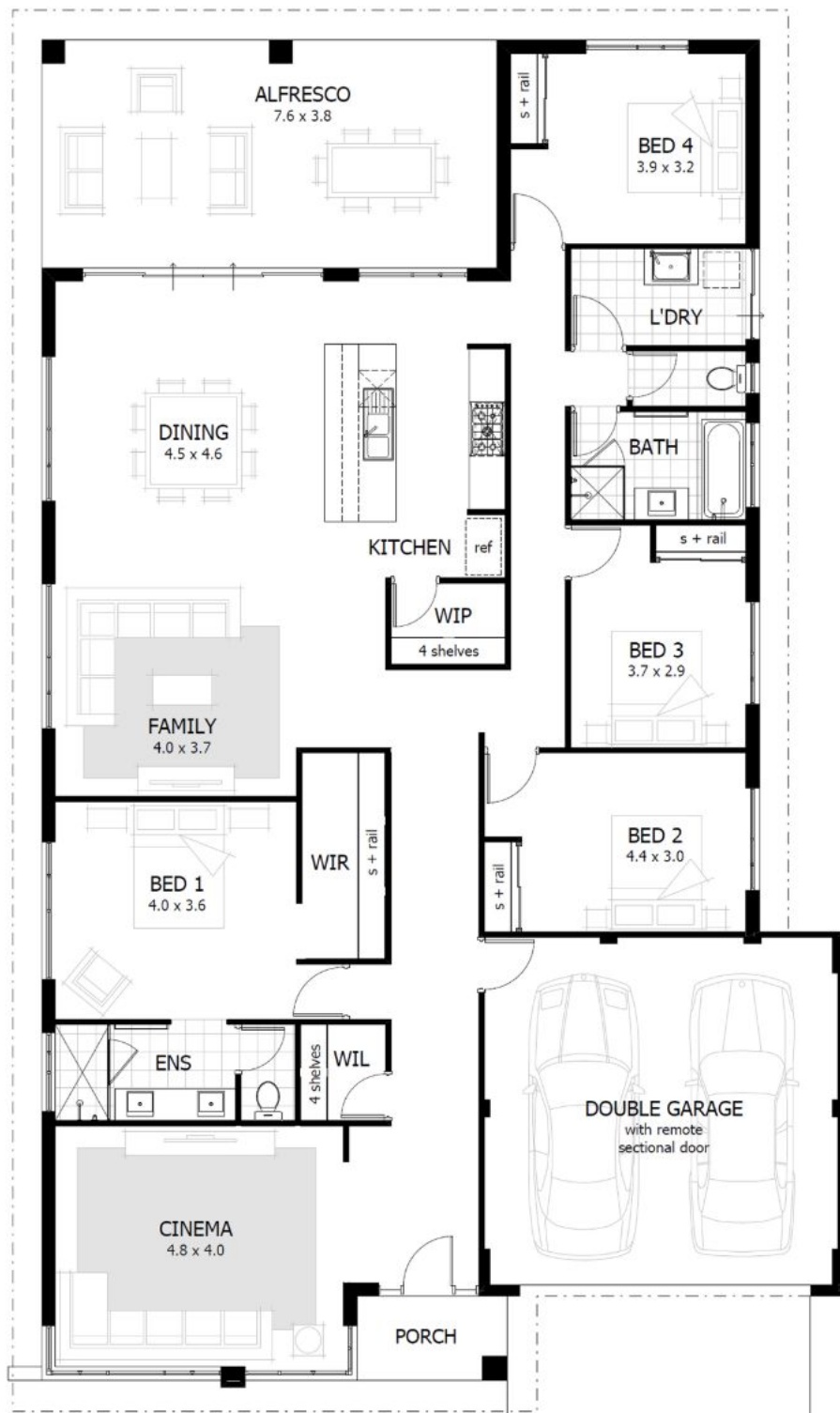
Continuous Line Drawings

A continuous line drawing is one in which a single, unbroken line is used to develop the image.

TEMPLATE A – House Plan examples









MathsBurst STEM - Lesson 2 – Similarities and Differences

Look at the house plans in the TEMPLATE A attachment and list the similarities and differences between them. Take your time and think deeply. List as many similarities and differences as you can.

SIMILARITIES

DIFFERENCES

MathsBurst STEM - Lesson 2 – Architectural Symbols


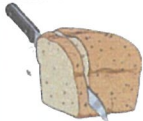
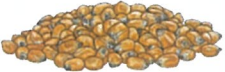



There are special ways to represent windows, doors, stairs etc on house plans. Symbols are used to represent objects and can be called conventions. Find as many symbols as you can on the house plans in each of the following categories. Draw the symbols and write what they represent e.g taps, window openings, stairs, lights, toilets, baths etc.

Architectural	Electrical	Plumbing	Miscellaneous

Changes from Heating

Draw and write about what each substance looked like before and after it was heated.

Think about what happens to the following items when they are heated. Is it a reversible or irreversible change?

Item	Before It Was Heated	After It Was Heated	Reversible or Irreversible Change (Circle correct option)			
Egg 		The egg became _____.	Reversible or Irreversible			
Bread 		The bread became _____.	Reversible or Irreversible			
Corn kernels 		The corn kernels became _____.	Reversible or Irreversible			
Ice cube 		The ice cube became _____.	Reversible or Irreversible			
Butter 		The solid butter became a _____.	Reversible or Irreversible			
Potato piece 		The piece of potato became a _____.	Reversible or Irreversible			
hard-boiled	burned	melted	chip	liquid	water	toast