

Term 2 Week 4 Spelling Lists

Group 1

bad**ge**

cad**ge**

hed**ge**

l**edge**

pl**edge**

wed**ge**

th**orn**

for**ce**

sto**rm**

there

their

they're

Group 2

dist**ort**

infor**m**

expl**ore**

stair**case**

repa**ir**

air**port**

qual**ify**

quadri**lateral**

quali**fication**

cen**tu**ry

ci**rcle**

cy**clone**



The Zorthan Episode story by Peter Friend , illustrated Peter Sheehan

WILL AND HIS sister Mia rushed into the kitchen. They had spent the last hour pretending to be Zorthans. (They still had their Zorthan helmets on.) Now they were looking for their mum, because it was morning tea time.

But when they got through the kitchen doorway and looked around, there was no sign of their mother at all. But there *was* something on the floor.

Just beside the kitchen table, on the floor tiles, there was a smashed teacup. A pink one. It was all in little broken pieces.

‘Hmm,’ said Will, puzzled. ‘That’s strange.’ ‘Yes,’ said Mia, suddenly worried. ‘And where’s Mum?’

They both bent down and looked carefully at the bits of teacup. Neither of them remembered *ever* having seen this particular teacup before—either broken or unbroken. They looked at each other.

Then they looked around the kitchen again, as if they hoped their mum might suddenly appear in the doorway or something. But she seemed to have completely disappeared.

Mia got up and called out in a loud voice—a voice loud enough to be heard right through the house: ‘MUM!’ There was no answer. None at all. ‘This is *really* strange,’ said Will. ‘Mum’s not here, and there’s a broken teacup on the floor ...’

Of course they immediately thought of that episode of the Zorthans they’d seen on TV last week: When Princess Zillani had been turned into a china vase. And then, when the Princess had tried to escape by wriggling off the vase stand, she had smashed herself on the floor below.

Surely not! thought Will and Mia, looking first at each other and then at the broken pink teacup on the kitchen floor. Their hearts were thumping now.

Will took a teaspoon from the table. Then they both got down on their hands and knees beside the broken teacup. Will gently prodded one of the smashed pieces with the spoon. ‘Do you really think it could be Mum?’ asked Mia. ‘I don’t know,’ said Will. ‘But it’s just like that episode of the Zorthans, isn’t it?’ ‘Yes!’ gulped Mia. ‘But it’s so strange,’ said Will, ‘because Mum isn’t a Zorthan princess. Or at least she’s never told us if she is. But I wonder why else she would have suddenly been turned into a pink teacup?’

‘Oh dear,’ said Mia, as tears started welling up in her eyes. ‘But perhaps she *is* a Zorthan princess! You know what beautiful eyelashes Mum’s got. And Grandad’s always saying Mum’s ‘a real princess’, isn’t he? And he would know!’ ‘You’re right!’ said Will, biting his lip. ‘And so maybe that’s why Mum got turned into a pink teacup on the table this morning! And then she tried to escape and accidentally wriggled off the table. And *then* ...’

They looked at all the smashed pieces on the floor.

‘But what can we *do*?’ whimpered Mia. ‘We don’t know any Zorthan princes who can turn back time like Prince Rabador did on TV. Mum will have to stay like this forever and ever and ever!’ Will’s eyes had also now broken into tears.

‘Oh Mum!’ he said, as he gently pushed the pieces of pink cup together with the spoon. ‘We’re right here, you know!’ ‘And we’ll find *some* way to get you back,’ said Mia, ‘though we don’t know how yet.’ ‘Perhaps,’ said Will, ‘we can find some inventor with a little machine that turns back time. Someone like Prince Rabador.’ But he didn’t sound very hopeful as he said it.

‘Oh Mum!’ sniffed Mia, ‘if only we’d known you were in danger we would have rushed into the kitchen to try to save you. But now we’re too late!’ She started to cry properly then. So did Will.

The tears ran down their cheeks as they realised they might never see their mother—who was really a Zorthan princess—ever again.

Will pushed the last little piece of cup into the pile with the spoon, and one of Mia’s tears dropped right off her cheek and onto the pink heap. They both sobbed. Whatever were they going to do now?

It didn’t seem as though they could do *anything*, except just stay kneeling beside the pile of broken cup pieces. And hope.

But just then, there was a *noise*.

It was behind them.

They looked up, and over their shoulders.

And there, looking huge in the doorway, was ... *their mum!*

She had a dustpan and brush in her hand.

‘Mum!’ Mia and Will cried in disbelief. ‘It’s you!’

‘Well of *course* it’s me,’ their mum said. She looked at them for a moment, and then she added, ‘Who were you expecting? A Zorthan princess?’

‘But,’ exclaimed Will, ‘we thought ...’

‘Oh,’ said their mum, ‘so you’ve found my new cup, have you! Yes it *is* a pity. Silly me! I knocked it off the table while you were playing Zorthans in the other room. So I went out to the verandah to get the dustpan and brush, and I saw Mrs Williams, and we’ve been chatting over the side fence for the last twenty minutes ... Hey, you haven’t been *crying* have you?’

‘Um,’ said Will and Mia. They quickly dabbed their eyes.

Then they looked at each other a little sheepishly and sort of smiled.

‘Hmm!’ said their mum. ‘Well, Zorthans, I’ll just clean this cup up. And then ... would you like some morning tea?’

Use the text, use your head!

Read the story 'The Zorthan Episode' by Peter Friend and answer the following questions by using the text, or by using your head. Remember to answer all questions in full sentences.

Part A: Literal questions (use the text)

1. What colour was the smashed teacup?

2. What had Princess Zillani been turned into?

3. Who was Mum chatting to over the fence?

Part B: Inferential questions (use your head)

1. Explain why you think Mia and Will jumped to the conclusion that the broken teacup was their mum?

2. Do you think Mia and Will get along well? How do you know?

3. Why didn't Mia and Will tell their mum why they had been crying?

Verbs - Activity One

Every sentence must have at least one verb (doing word).

Verbs tell about the action of the sentence.

For example: Frank climbed a tree. The word 'climbed' is a verb.

Activity One: Write the verbs (doing words) in each sentence.

1. Yesterday we played tennis.

2. The bus swerved suddenly.

3. I watered the garden after school.

4. The pirate discovered the buried treasure.

5. Chloe plays handball every recess.

6. Carry the chair out to the spare bedroom.

Public transport – Is it the way to go?

Title

Public transport is a real winner!

Introduction

Why would anyone not want to use public transport? Buses, trains, trams and ferries are quick, easy to use and open to all. They are by far the best way to move around the city or the suburbs.

Main idea

Just think about it. Have you ever been sitting in your car, stuck for ages in a traffic jam? If you use public transport, you would already be at your destination, and be a lot less stressed. Sure, sometimes you might have to change trains or buses to get to where you want to go, but it is much more interesting than looking at rusty old bumper bars.

Supporting reasons and evidence

Another positive for public transport is that anyone can use it, even children. You can't say the same about cars or motorbikes, because to drive these you need to be over 16 and have a licence. Not to mention, it costs a lot of money to buy one. Also, you don't have to worry about finding parking spots or keeping to the speed limit. Using public transport makes travelling around town so much easier.

However, the most important benefit of public transport is that it is more environmentally friendly than driving a car or riding a motorbike. Because so many people can travel all at the same time, less energy is used per person. More people on public transport means less people in cars and less pollution in our air. That is wonderful for protecting our environment.

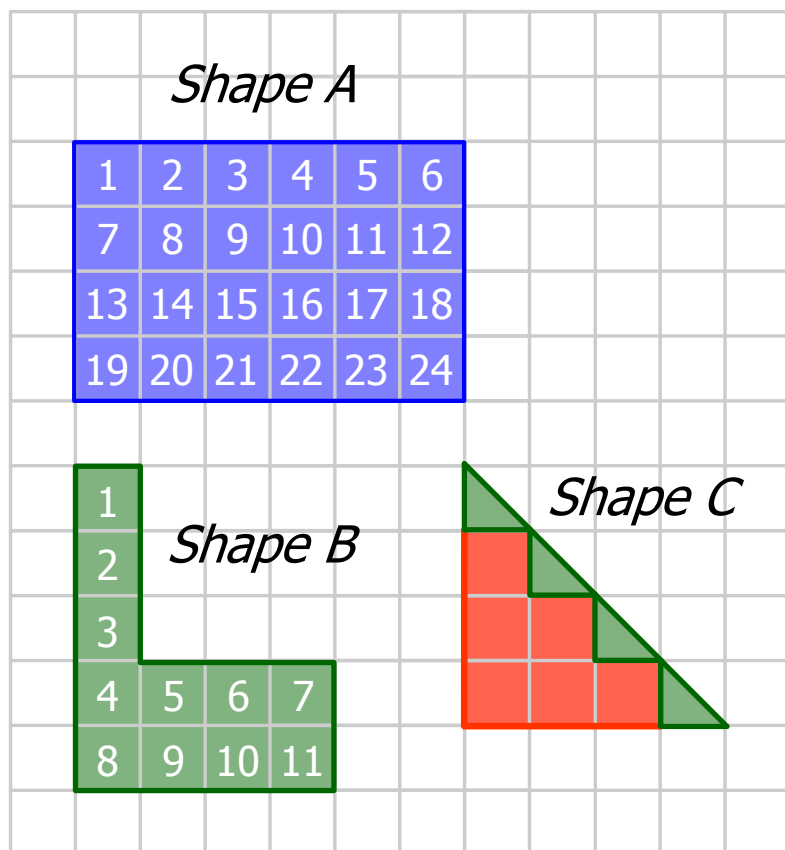
Conclusion

Public transport is there for all of us. We should all make better use of it. If you need to go somewhere, why not catch a train, bus or ferry and save yourself time, stress and money!

MEASURING AREAS USING SQUARES

Example

Use the square grid below to find the area of each plane shape.



Shape A

Area = 24 squares

Shape B

Area = 11 squares

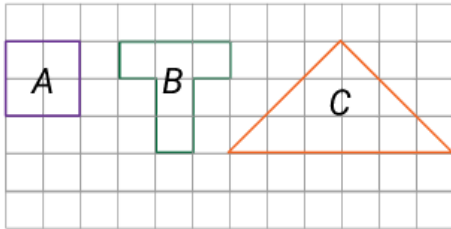
Shape C

Area = 8 squares

Monday Week 4 Term 2 - Measuring Area using Squares

Q1

Below is a square grid.
Find the area of each plane shape.



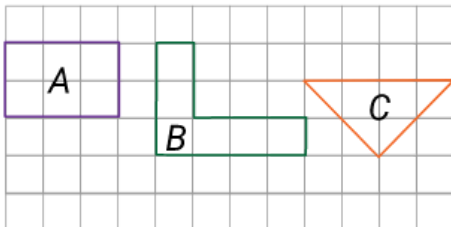
Shape A: Area = squares

Shape B: Area = squares

Shape C: Area = squares

Q2

Below is a square grid.
Find the area of each plane shape.



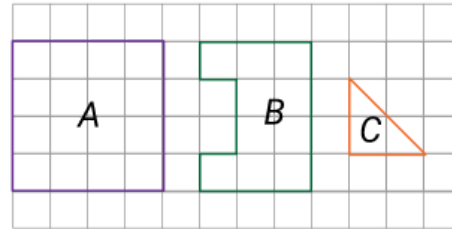
Shape A: Area = squares

Shape B: Area = squares

Shape C: Area = squares

Q3

Below is a square grid.
Find the area of each plane shape.



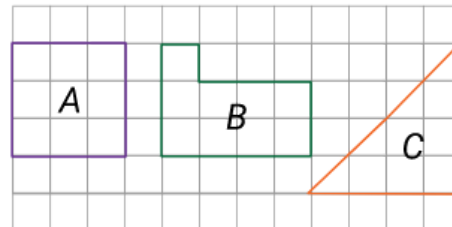
Shape A: Area = squares

Shape B: Area = squares

Shape C: Area = squares

Q4

Below is a square grid.
Find the area of each plane shape.



Shape A: Area = squares

Shape B: Area = squares






Shape C: Area = squares

What was life like in 18th century Britain?

In this unit, you will learn about the First Fleet – what it was, who was on it and why and where it travelled. You will also learn about what life was like for some of the First Fleeters, before, during and after the trip.

1

a Let's start with some back story. Read the comic.

<h2>Stories of the First Fleet</h2> <h3>Chapter 1</h3>		
	<p>By the mid 1700s, farming was changing in a big way. New tools, fertilisers and ways of farming meant that fewer workers were needed.</p>	<p>So these workers moved to the cities to look for work. Soon, the cities became overcrowded.</p>
		
<p>Many poor people lived in terrible conditions. Work was hard to find and many people were starving and suffering from disease or illness.</p>	<p>Some people turned to crime.</p>	<p>To try and stop all this crime, more and more rules were made, and tougher punishments handed out.</p> <p>To be continued...</p>

b What might the characters be saying or thinking? Use the speech bubbles to show your ideas.

Stage 2 PE Week 4 Term 2

Learning intention - For students to participate in fun activities to develop their catching skills.

Skill focus – *See attached Skill Card for The Catch*

Equipment required – closed in shoe, a pair of socks, a pencil and the activity log book (see below) or download at www.sports.det.nsw.edu.au

SUGGESTED ACTIVITIES

Warm Up

Stretch arms out nice and wide, followed by taking 2 steps forward, 2 steps to the right, 2 steps backwards, 2 steps to the left, jogging on the spot for 20 seconds followed by 15 star jumps, 10 lunges and 4 high kicks.

Daily activity

Using a pair of socks folded together to make a ball shape. Pretend the socks are an egg. Toss and catch the egg following the activities below.

GETACTIVE@Home - <https://vimeo.com/413420570/0a66eb3963> (Episode 1- The Catch)

Use activity log book to record your results for each activity. You can practise each day and improve on your 'personal best'.

Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

Mega Challenges

- Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



Teaching Cues

Family member can use the following catching teaching cues to support student:

- Throw the ball - 'toss the egg'
- Eyes on the ball – 'eyes on the prize'
- Arms extended and hands together - 'make the nest'
- Bend the knees and slightly lower hands - 'soften the nest'

Discussion Questions-

When Catching a ball on the move, what should you look at? The ball? Your hands?
How do you move your hands when catching a hard ball?

Cool Down

Watch and join in with 'Move like the avengers' - Marvel x Les Mills 5-minute Kids Workout

<https://www.youtube.com/watch?v=uYi1kyMeFHQ>



NSW School Sport – Get active @ home

Catching challenge

Time: 20 minutes

Activity

Individual

Try as many of the following challenges as you can.

- How many times can you clap your hands while the ball is in the air?
- Throw the ball/item between your legs and catch it.
- Bowl the ball overarm into the ground and catch it after it bounces.
- Drop the item from shoulder height and catch it before it hits the ground.
- How high can you throw the item into the air and catch it?
- Catch the item one-handed, try to use the other hand.
- How many times can you spin on the spot while the item is in the air?
- Can you touch the ground while the item is in the air?



Equipment

- Any item you can throw, catch and, if possible, bounce.
- Examples – small ball, plush toy, bean bag, soft grocery item, piece of fruit.

Activity variations

Try some of these challenges:

- Each time you make a catch take one step back, see how far back you can go.
- Catch the item one-handed.
- Throw the item with your eyes shut.
- Catch the item behind your back.
- Catch the item in a hat.
- Each time you drop the ball you have to:
 - drop to one knee
 - drop to two knees if you drop it again
 - put one hand behind your back if you drop it again
 - if you drop it again you are out, start again.



The Catch Skill Card

Skill components



1



3



5



6

1. Eyes focused on the object throughout the catch.
 2. Feet move to place the body in line with the object.
 3. **Hands move to meet the object.**
 4. Hands and fingers relaxed and slightly cupped to catch the object.
 5. Catches and controls the object with hands only (well-timed closure).
 6. Elbows bend to absorb the force of the object.
- (Introductory components marked in bold)

GetActive@Home



Activity logbook

MONDAY

HOW DID YOU GET ACTIVE TODAY?



TUESDAY

HOW DID YOU GET ACTIVE TODAY?

WEDNESDAY

HOW DID YOU GET ACTIVE TODAY?



THURSDAY

HOW DID YOU GET ACTIVE TODAY?

FRIDAY

HOW DID YOU GET ACTIVE TODAY?



For ideas on how to GetActive visit:

<https://app.education.nsw.gov.au/sport/participation/getactive>



Education

getactive@det.nsw.edu.au



Get Active @Home



Education

Name



Week 1

					Total/
--	--	--	--	--	--------

Week 2

					Total/
--	--	--	--	--	--------

Week 3

					Total/
--	--	--	--	--	--------

Week 4

					Total/
--	--	--	--	--	--------

Week 5

					Total/
--	--	--	--	--	--------

Make a smiley face on a circle each time you watch an episode or do something active.

How many smiley faces can you make in one week?

Remember to write your total down each week.

How many smiley faces do you have altogether?

11 - 15 = Active Challenger

16 - 20 = Super Active Challenger

21 - 25 = Mega Active Challenger



What is your total?

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Top of the World

story by Simon Cooke , illustrated by Heidi Cooper Smith

I can do anything. Climb the tallest tree. Swim across Rocky Bay nonstop. Run cross-country between Lorriville and Mertens, faster than the wind. Question is, can I cycle to the top of Gum Tree Hill without stopping?

I asked myself that question out loud, in front of Anh and Mya and Sandy. They told me to stop talking and find out. So here I am, at the bottom of the hill, like Sir Edmund Hillary at the bottom of Mount Everest. 'Hand me the pole,' I tell Anh. 'Luca thinks he's a knight,' laughs Mya. 'You planning on fighting dragons on the way up?' Sandy grins, pulling out her binoculars.

I take a pillowcase and tie it to the end of the pole. I shove the pole down through the carrier on the back of my bike, strapping it on so it sticks up, pillowcase flapping in the breeze. My pedals creak as I start up the hill.

The first bit of the road is sealed and winds gently up through the housing estate. A man washing his car gives me a wave and pretends to squirt me. Maybe he thinks I'm just another kid heading up to the end of the estate so I can zoom back down at the speed of light. He doesn't realise I'm aiming for the top of the world.

When I pass the last house, the road turns into a four-wheel drive track, dusty and lined with ruts. I start to sweat a bit, but there's a light breeze that helps cool me down. I think about Sir Edmund Hillary: how he climbed Mount Everest; how the mountain just went up and up and up, but he kept on going. He's my hero. He loved to push himself to the limit, to test his endurance to the max. Just like me.

The houses are far below and I'm coming up to the gum trees. It's cooler in the patchy shade, but my legs are staring to ache. I concentrate on the track, fixing my eyes no more than a few metres ahead. I bet Sir Ed did something like this. I bet he fixed his mind on the next couple of steps, not the huge challenge before him.

I'm two-thirds of the way up now. Soon I'll run out of trees and then there'll be a series of sharp corners and then that final stretch, straight up to the top of the world. 'Top of the world, top of the world ...' I say it over and over. It helps focus my mind. I grip the handlebars; my knuckles are white like snow. I'm past the trees. Brittle grass at the side of the track whispers in the wind, like it's cheering me on. In my head I see myself at the top and I hold on to that image as hard as I can as I zigzag upwards.

Then I start the final stretch—more cliff than track. It's like hitting a wall. Have I used up all my energy? Are both my tyres flat? Did the ground turn to treacle? It's still a long way to the top, not in altitude but in attitude. Anh and Mya and Sandy will be watching me. I reckon Sandy's binoculars can see the sweat on my neck.

My legs and lungs hurt so much. It's tempting to give up and coast back down. But what if Sir Ed had stopped climbing Everest? What if he'd built a snowman instead? In my imagination, Sir Ed appears ahead of me. He beckons for me to follow. If he can do it, so can I.

My body's telling me it's had enough. Tears of exhaustion make it hard to see. Sir Ed waits for me to reach him, then he says, 'Come on, Luca, let's see the top of the world.' Together we head for the top. I can see him ... hear him, but best of all I can feel his passion for conquering challenges. That passion's in me too, always driving me.

Up and up and up ...

And suddenly I'm floating in a world that is all sky, and it's blue and beautiful and goes on forever. I stumble off my bike and lie in the grass at the top of the world, gasping for breath.

The feeling is better than I ever imagined. When I look around, Sir Ed has vanished. I climb to my feet. I grab the pole with the pillowcase and wave it. Anh and Mya and Sandy must have seen me.

I grab the stick in both hands and ram it into the earth, the pillowcase my flag, claiming the hill. As I look back down the way I've come, over the gum trees, over the houses and over the rippling waters of Rocky Bay, I know I can face any challenge that life brings. And I know that one day I'll make it to the top of another mountain, and stand in the same place that Sir Ed stood back in 1953.

Once more I'll be on top of the world. I can see it now! But I don't think I'll do it on my bike.

Choosing Your Verbs Wisely

Good writing is all about good word choices. In the story 'Top of the World', the author uses a variety of verbs to create a detailed mental picture for the audience.



1. Read the verbs listed below. Provide three synonyms that could be used as an alternative. The first one has been done for you.

Verb	My three synonyms
Zoom	race, hurry, speed
Climbed	
Grip	
Stumble	
Lie	
Stand	

2. Choose four of your descriptive verbs. Use them in interesting sentences.

a) The girl was in a great hurry to get out of the hot sun and into the swimming pool.

b) _____

c) _____

d) _____

e) _____

Verbs - Activity Two

Every sentence must have at least one verb (doing word).

Verbs tell about the action of the sentence.

For example: Frank climbed a tree. The word 'climbed' is a verb.

Activity Two: Choose the best verb from the following to complete each sentence.

bloom, steal, instruct, load, charge, screech, burst

1. Balloons

2. Flowers

3. Removalists _____ trucks.

4. Cockatoos

5. Thieves

6. Elephants

Persuasive Planning

Topic: _____ Name: _____

Introduction - State your position



Argument 1

Argument 2

Argument 3



Reasons, facts and evidence

Reasons, facts and evidence

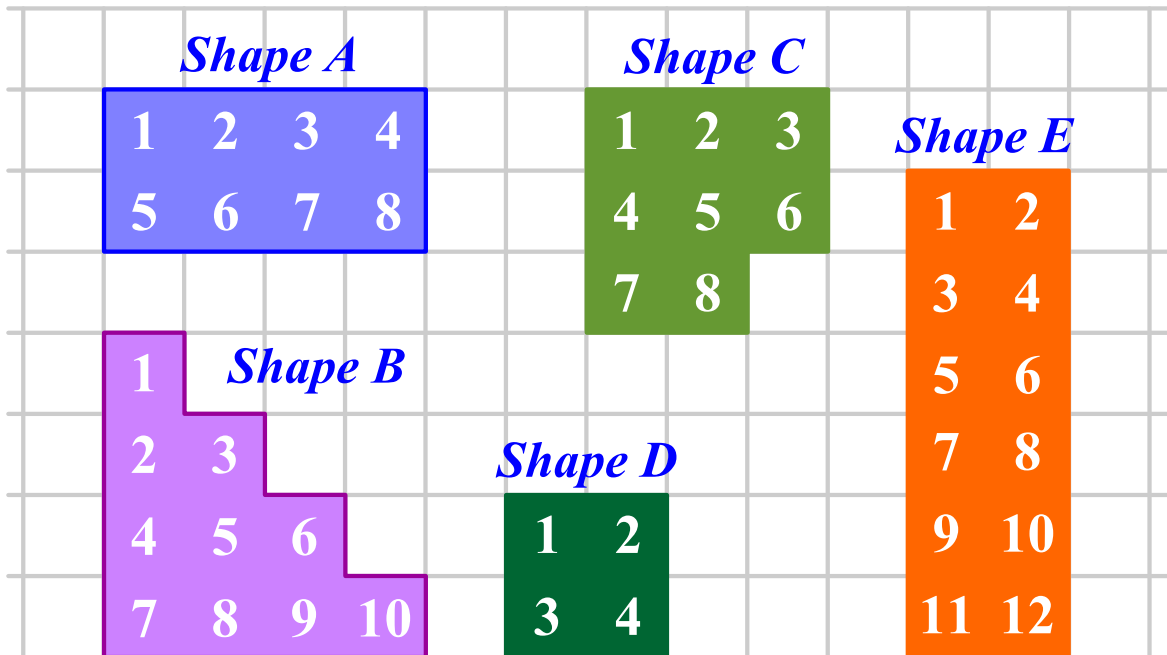
Reasons, facts and evidence



Conclusion

COMPARING AREAS

Example



(a) Which shape has the greatest area? *Shape E*

.....

(b) Which shape has the least (smallest) area? *Shape D*

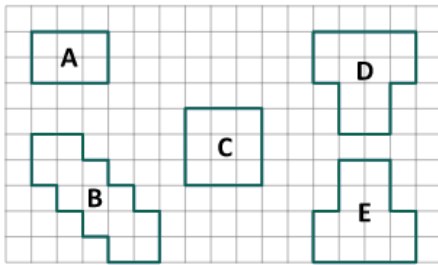
.....

(c) Which shapes have the same area?

Shapes A and C

Tuesday Week 4 Term 2 - Comparing Area

Q1

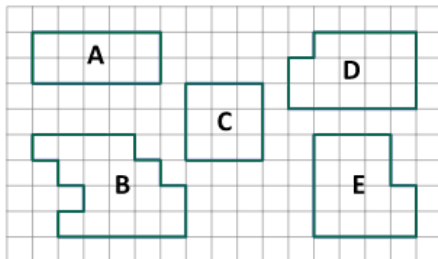


Which shape has the **greatest** area?

Which shape has the **least** area?

Which shape has the **same** area as D?

Q2

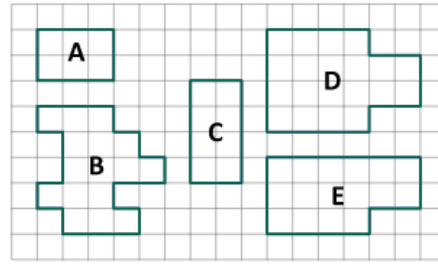


Which shape has the **greatest** area?

Which shape has the **least** area?

Which shape has the **same** area as D?

Q3

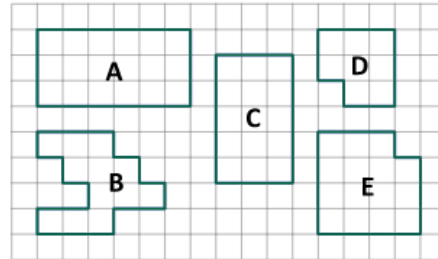


Which shape has the **greatest** area?

Which shape has the **least** area?

Which shape has the **same** area as B?

Q4



Which shape has the **greatest** area?

Which shape has the **least** area?

Which shape has the **same** area as C?

Prisoner record from Bedford

Offence details

Name: Edward Abbott

Age: 19

Date of Offence: 16th April 1846

Offence: Stealing Turnips

Sentence: 1 Calendar Month **Hard Labour**

Personal details

Height: 5 ft 7 ½ inches

Hair colour: Dark

Eye colour: Blue

Complexion: Fresh

Identifying marks: Stout, scar on the left side of the chin and on the front of the left leg and thigh

Trade or occupation: Labourer

Occupation category: Mill

Marriage status: Single

Number of children: Unknown

Residence details

Birth town: Redbourne

Residence town: Redbourne

Residence county: Hertfordshire

1. How old was Edward Abbott? _____
2. What was his crime? _____
3. What was his punishment? _____
4. Where was he born? _____
5. Was he married? _____
6. What colour eyes did he have? _____
7. Where were his 2 scars? _____
8. What was his job? _____



The Swimming Lions article by Laurie Kubuitsile , illustrated by Andrew Joyner

Fish swim. Crocodiles swim. Even hippopotamuses swim. But have you ever heard of lions that swim? Surely not! Lions are land animals; the kings and queens of the grasslands. They live in the wide open savannas of Eastern and Southern Africa. They are brown in colour so that they can disappear in the long, brown, dry grass.

Besides, we all know that cats hate water. Don't dip your cat in the bathtub or you will find that out. Ouch! But in the northwest corner of Botswana in Southern Africa, you will find a special kind of lion—a lion that swims!

The Okavango Delta

In that corner of Botswana is the Okavango Delta. A delta is a flood plain found at the end of a river before it joins with a larger body of water, like the ocean. The river spreads out and forms a large area of smaller rivers shaped like a triangle.

But the water of the Okavango Delta does not flow to the sea. The Okavango Delta is a strange place because it is found hundreds of kilometres from the nearest ocean. There is no large lake to collect the water from the delta either. The Okavango River flows into a desert—the Kalahari Desert. The river fans out into a triangle to form the Okavango Delta. It makes all sorts of thinner rivers and islands. The water seeps into the sand or evaporates in the hot desert air. But for a few months each year the delta fills up and there is water everywhere. This watery place is the home of the swimming lions.

The catch to catching prey

There are all sorts of animals in the Okavango Delta, from waterbuck to roan buck, from giraffes to buffaloes. Lions don't like swimming, but they do like to eat. And there is a lot for lions to eat in the delta. The problem, for the lions, is how to catch the animals as they run from island to island through the small rivers.

Normally a waterbuck would run into the water to be safe from a lion. The waterbuck knows lions don't like water. The lion would be stuck at the side of the water, looking out at his food, angry that he could not get to it.

But water is everywhere in the delta, and if the lions waited on land, they would starve to death.

Taking the plunge

Some time, long ago, one brave (or very hungry) lion must have jumped into the water to catch its food. Soon, others followed. Since then, lions have been swimming in the delta in search of animals to hunt. They're so comfortable in the water now that the lion cubs even play in it!

The Okavango Delta is most full of water in the winter. This is when the water from Angola (to the north) flows along the Okavango River and fills up all of the little rivers or channels in the delta. So not only are the lions in the Okavango Delta forced to swim, they are forced to swim in winter!

When scientists compared the fur of the swimming lions to the fur of lions that live in other parts of Botswana, they noticed that the fur of the swimming lions was thicker. Scientists think that the lions in the delta need thicker fur because they swim in winter.

Time to hunt

The lions of the Okavango Delta walk in the shallow water and swim in the deeper water. Their muscular bodies make swimming easy. Even lion cubs must learn to swim very quickly when they are only a few weeks old.

The lions have changed because of the water. Most lions on dry land hunt in the night. Some hunt in the cooler morning or evening. Lions never hunt in the middle of the day when it is very hot in the desert. That is their time to sleep in the shade of a tree. But the middle of the day is exactly when the swimming lions hunt. Why do you think they do that?

The lions need to chase down their prey, but hunting in the water is hard work. If you've ever run in water, you know it is much harder than running on land. Once they kill their prey, the lions must carry it back to the pride. Dragging a heavy animal through water is also a lot of work.

The Okavango Delta has the fourth-largest population of lions in the world. This is because there are so many animals that come from the Kalahari Desert to drink water from the Okavango Delta. This means that there is a lot of food for lions ... but only if they know how to swim. So this is exactly what the swimming lions of the Okavango Delta have learnt to do!

What do you know?

Read 'The Swimming Lions' and answer the following questions.

1. Circle the correct answer from the options below.

a) The Okavango Delta is in

Cairo

Botswana

Kenya

Peru

b) The lions' main reason for swimming is

fun

heat

food

company

c) The swimming lions hunt

at night

in the middle of the day

2. True or false?

a) The water of the Okavango Delta flows to the sea

T / F

b) The waterbuck knows lions don't like water

T / F

c) The swimming lions have thicker fur

T / F

a) Once they kill their prey, they eat it in the water

T / F

3. Why have the lions learnt to swim?

4. Why are there so many lions in the Okavango Delta?

5. When is the best time of day for the swimming lions to hunt? Why?

6. How do swimming lions differ from other lions?

Verbs - Activity Three

Saying and thinking words are also verbs.

Examples: "I want to bat next," shouted Scott. 'Shouted'
Alex thought it was time go home. 'Thought'

Activity Three: Write the saying or thinking verbs in each sentence.

1. Dan said, "It's time to pack up."

2. I thought I had seen the boy before.

3. Patricia asked if she could help tidy up.

4. "I like your new shirt," commented Jason's mum.

5. "I don't like the look of this," whispered Mrs Bowden.

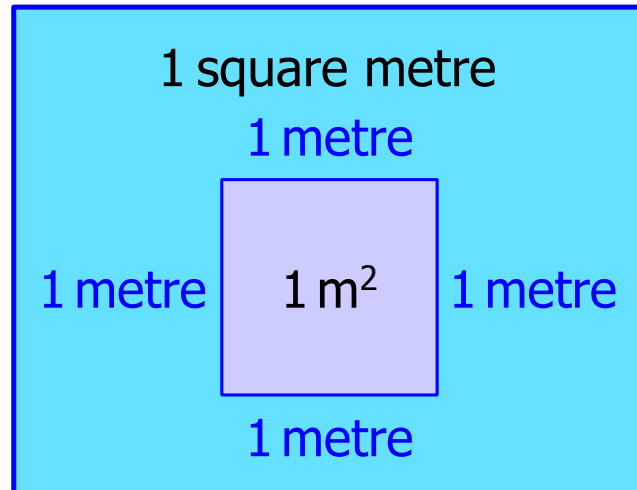
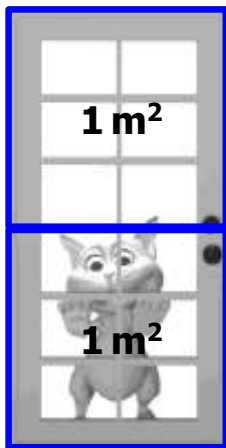
6. Adrian believed that he tried as hard as he could.

MEASURING LARGE AREAS

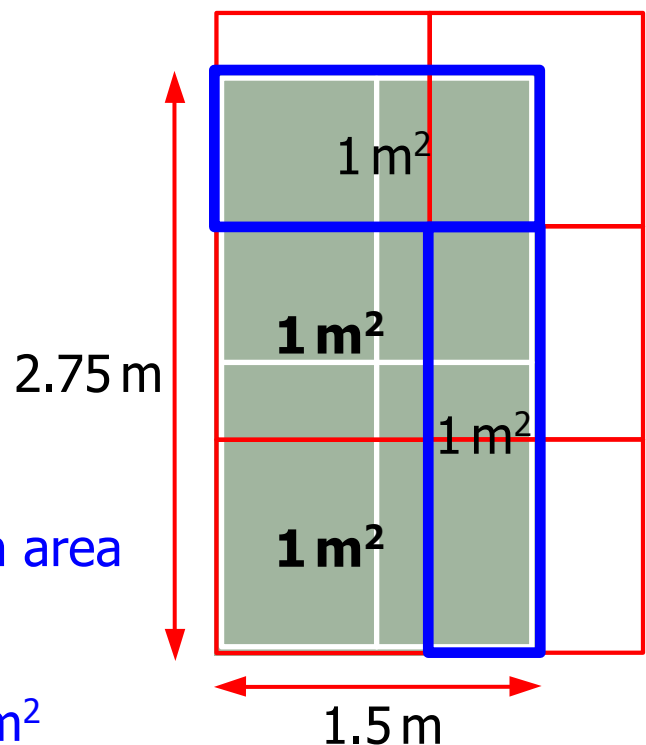
When measuring large areas, we will often use square metres.

Examples

Measure the area of these objects.



Area of door = 2 square metres



The top of the table has an area of about

1 m^2

4 m^2

6 m^2

Q1

The number of squares needed to cover the shape is closest to

- ☐ 9 ☐ 12 ☐ 15 ☐ 16



Q2

The number of squares needed to cover the shape is closest to

- ☐ 7 ☐ 8 ☐ 10 ☐ 12



Q3

The number of squares needed to cover the shape is closest to

- ☐ 10 ☐ 12 ☐ 14 ☐ 16



Q4

The number of squares needed to cover the shape is closest to

- ☐ 16 ☐ 18 ☐ 20 ☐ 24



Q5

The number of squares needed to cover the shape is closest to

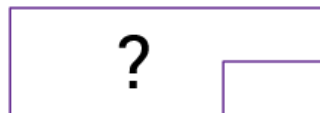
- ☐ 16 ☐ 18 ☐ 20 ☐ 22



Q6

The number of squares needed to cover the shape is closest to

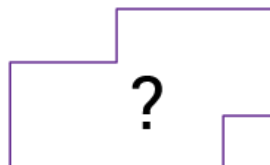
- ☐ 8 ☐ 10 ☐ 12 ☐ 13



Q7

The number of squares needed to cover the shape is closest to

- ☐ 10 ☐ 11 ☐ 12 ☐ 13




What is to be done with all these criminals?

1

Ready to go on with the story?

Continue reading the comic and fill in the speech bubbles.

<p>Stories of the First Fleet</p> <p>Chapter 2</p> <p>When we left the story, crime was on the rise...and punishments were getting tougher...</p>	 <p>The prisons filled. Soon they started to overflow.</p>	 <p>Other places had to be found to keep all the prisoners. Some were kept in old ships, called hulks.</p>
 <p>Others were sent to work off their sentence in the American colonies, which at that time, were ruled by the British.</p>	 <p>But in 1783, America declared independence and would not take any more British prisoners. Britain had to find another place for them.</p>	 <p>Eyes turned to Australia, or New South Wales as it was then known. There was plenty of room there. Plus, it would help with building and guarding the British Empire. It was decided to set up a penal colony there.</p> <p>To be continued...</p>

Mime Activities



Body Language: Use body language and facial expression to show that you are...

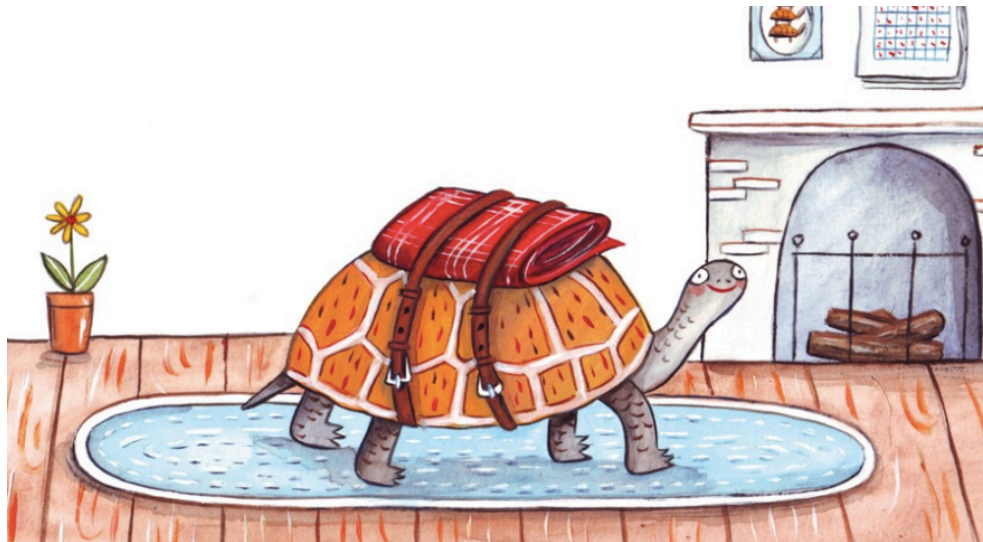
- Cold
- Hot
- Surprised
- Frightened
- Excited
- Curious
- Exhausted
- Energetic

Mime: Practise these mime techniques to show that you are at a concert -

- Playing in the band.
- Sitting in the audience.
- Performing on the stage.
- Working as an usher.
- Working in the cafe selling food and drinks.
- Working as a security guard.
- Working as a ticket seller.
- Working as an usher.

Mime: Practise these mime techniques to show that you are in a circus as a -

- Clown
- Juggler
- Trapeze artist
- Lion tamer
- Unicyclist
- Tightrope walker
- Ringmaster
- Stilt walker
- Fire eater
- Bearded lady



A Picnic For the Tortoise Family English folktale retold by Karen Jameyson , illustrated by Cheryl Orsini

ONCE UPON A TIME Mother Tortoise, Father Tortoise and Baby Tortoise decided to have themselves a lovely picnic. Now tortoises are not known for speed, so it took them some time to plan where to have the picnic. But finally they decided on a pretty little park, even though it was quite a way away. Then they organised the things they needed to take along.

Baby Tortoise went to find a blanket to go on the ground. Father and Mother Tortoise got the picnic hamper out. Then they filled it with all their goodies: lemonade, strawberries, grapes, hard-boiled eggs, sandwiches, carrots, cheese, bread and tinned applesauce. They added some carrot cake and chocolate brownies too. After about three months, they were finally ready to go.

Off they went. They walked. They walked. They walked some more. (Did I mention that tortoises aren't too quick?) They kept walking. After about a year, they needed a break and stopped under a shady old tree. Once they were rested, they set off again and walked and walked and walked. Finally, in a few years, they got to the pretty little park and put the hamper down. 'Whew!' said Father. 'All that walking has made me very hungry.' 'Well, it won't be long now,' Mother Tortoise told him. 'We'll just get these delicious things unpacked.'

So they took everything out and put it all on the picnic blanket. Did I say everything? Well, almost everything. Unfortunately, they'd forgotten to bring the plates. 'Oh dear!' exclaimed Mother Tortoise. 'Well, Baby Tortoise, you'll just have to go fetch them for us. We can't enjoy our picnic without plates.' 'But I don't want to go back all the way!' whined Baby Tortoise. 'You'll eat everything before I get back!' 'Of course we won't,' Father Tortoise told him. 'We promise we'll wait for you.' 'Oh well,' sighed Baby Tortoise. 'If you promise ...' And off he went across the grass.

As they'd said, Mother and Father waited. They waited a month. They waited a year. They waited three years! 'My goodness, my tummy is rumbling,' said Mother Tortoise. 'But I know we promised to wait.'

So they waited some more. After five years, Father Tortoise said, 'I wonder if he decided to have a snack at home before coming back? Well, we're hungry too. Perhaps we can have just a few strawberries while we wait.'

'Yes,' agreed Mother Tortoise. 'Surely a few strawberries won't matter.'

So they reached for the strawberries. But just as they were about to pop a few in their mouths, they heard a familiar voice.

'I knew you wouldn't wait for me!' It was Baby Tortoise, who'd been hiding behind a rock all that time. 'Just as well I didn't go back to get those plates!'

A tortoise character

Use this character map to help you invent a fourth member of the tortoise family. Give your character lots of personality to help persuade the reader to love him or her just as much as you do.

Name of character

Appearance

Personality traits

Likes or dislikes

Draw your character

Problems you character encounters

How your character solves the problem

The form consists of several rectangular boxes connected by arrows. At the top right is a box labeled 'Name of character'. Below it is a large box labeled 'Draw your character'. To the left of the 'Draw your character' box are three smaller boxes stacked vertically: 'Appearance', 'Personality traits', and 'Likes or dislikes'. Arrows point from the 'Draw your character' box to each of these three boxes. Below the 'Draw your character' box are two more boxes: 'Problems you character encounters' on the left and 'How your character solves the problem' on the right. Arrows point from the bottom of the 'Draw your character' box to both of these boxes.

Verbs - Activity Four

Relating words are also verbs.

Examples: The road is bumpy - 'is'
I am hungry. - 'I am'

Activity Four: Write the relating verbs in each sentence.

1. Nova is the fastest runner in the class.

2. Trent was the first to leave.

3. They are the best books I have ever read.

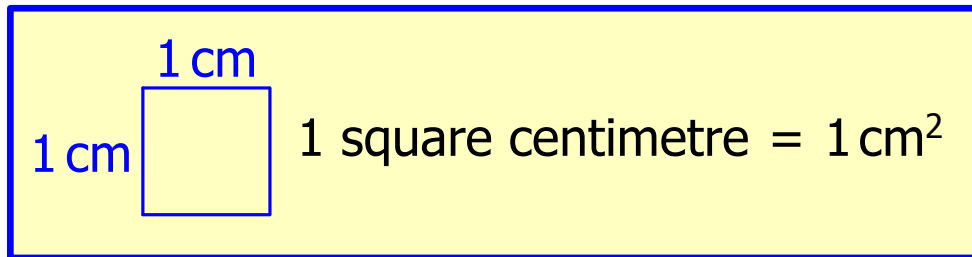
4. Marella was tired after the long walk.

5. Bryon is the best batsman in the team.

6. I am very happy.

MEASURING SMALL AREAS

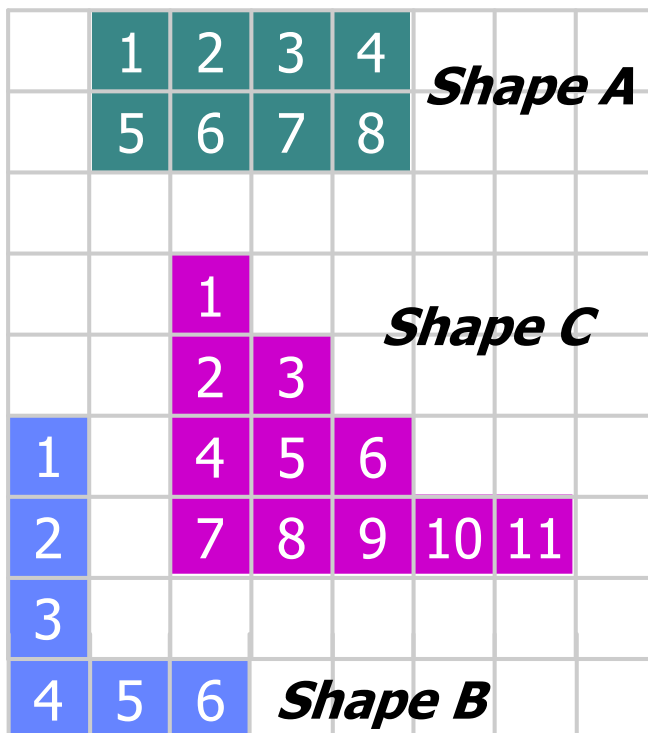
When measuring small areas, we will often use square centimetres.



Example

Below is a 1 cm square grid.

Find the area of each plane shape.



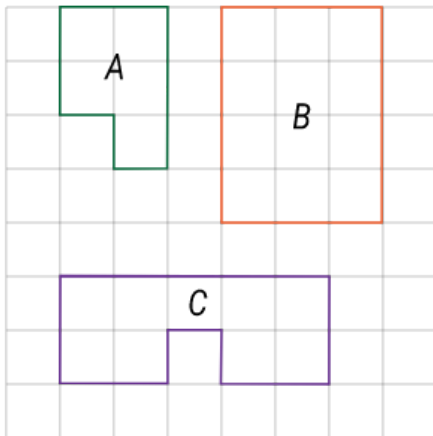
Shape A: Area = 8 cm²

Shape B: Area = 6 cm²

Shape C: Area = 11 cm²

Q1

Find the area of each shape on this 1 cm grid.



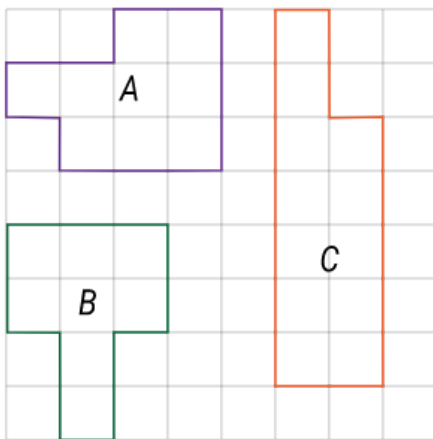
Shape A
Area = cm²

Shape B
Area = cm²

Shape C
Area = cm²

Q2

Find the area of each shape on this 1 cm grid.



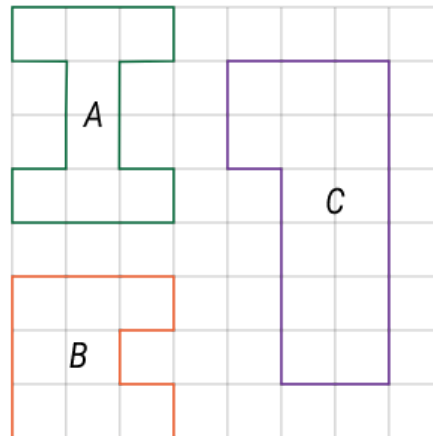
Shape A
Area = cm²

Shape B
Area = cm²

Shape C
Area = cm²

Q3

Find the area of each shape on this 1 cm grid.



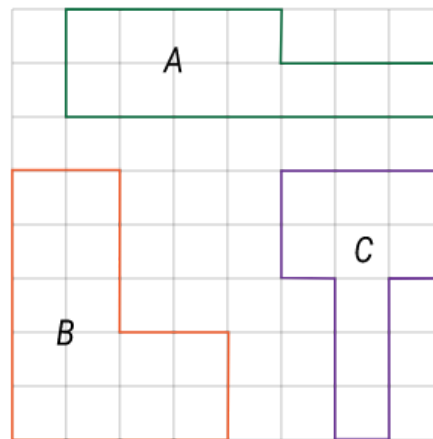
Shape A
Area = cm²

Shape B
Area = cm²

Shape C
Area = cm²

Q4

Find the area of each shape on this 1 cm grid.



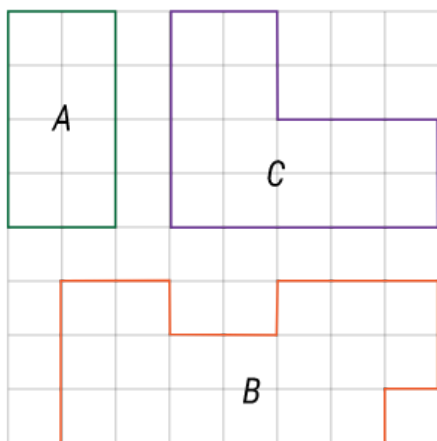
Shape A
Area = cm²

Shape B
Area = cm²

Shape C
Area = cm²

Q5

Find the area of each shape on this 1 cm grid.



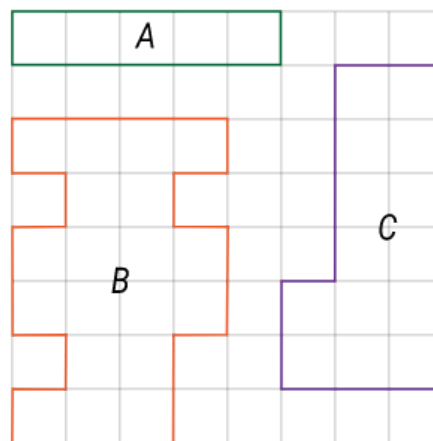
Shape A
Area = cm²

Shape B
Area = cm²

Shape C
Area = cm²

Q6

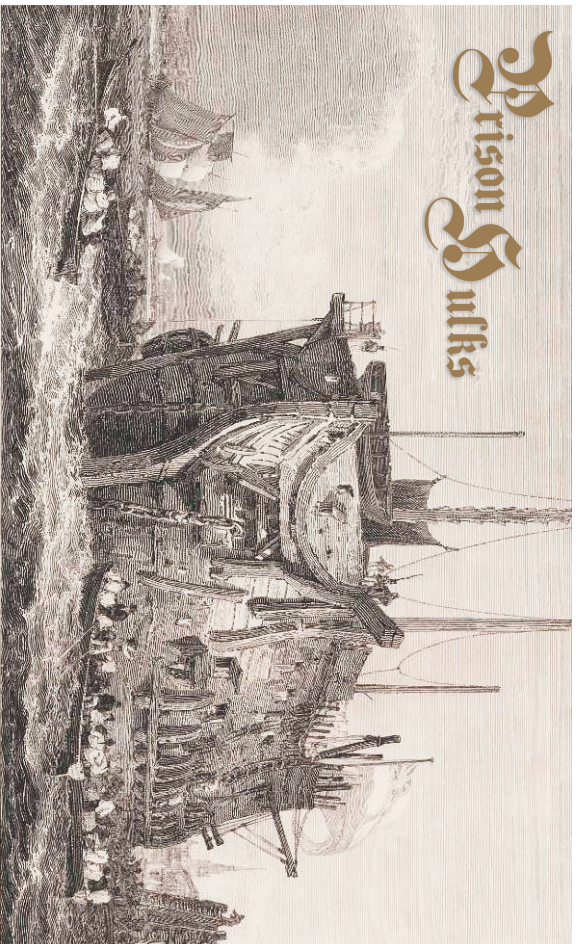
Find the area of each shape on this 1 cm grid.



Shape A
Area = cm²

Shape B
Area = cm²

Shape C
Area = cm²



inquisitive

Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj:135933929>



Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj:153536385>

They were moored (tied up) in rivers and off coasts.

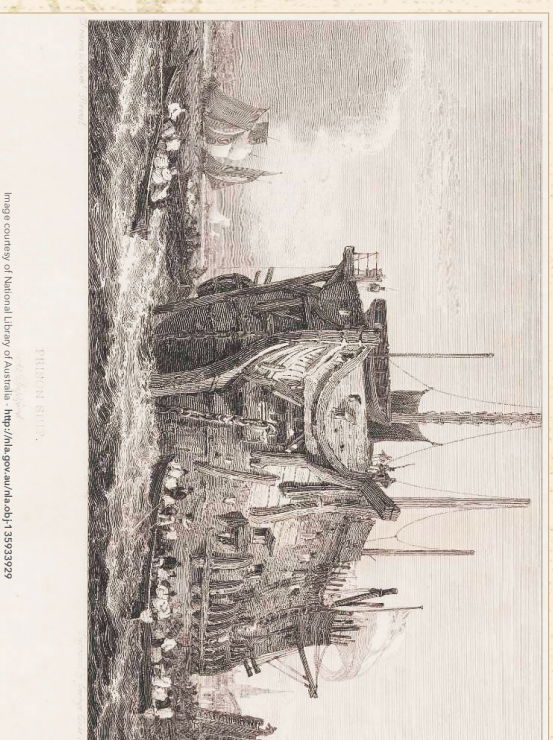


Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj:135933929>

In 1776, to help with gaol overcrowding, ex-Navy ships started being used as prisons. These were known as hulks.

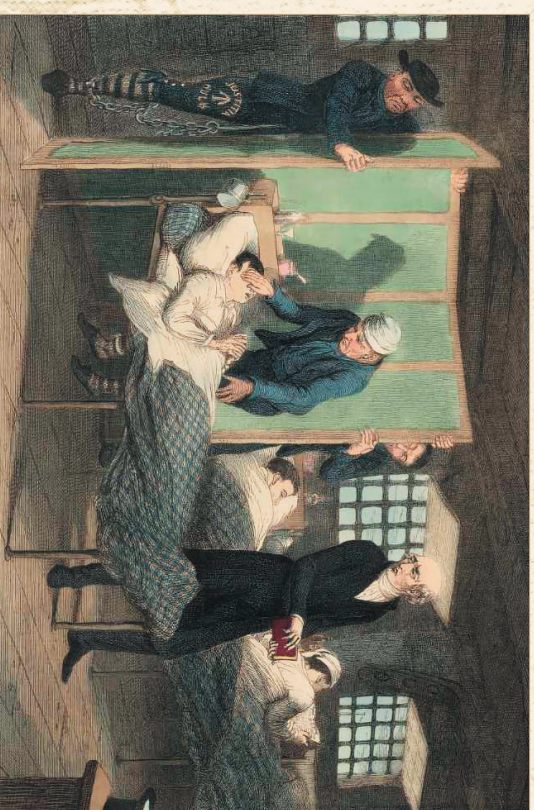


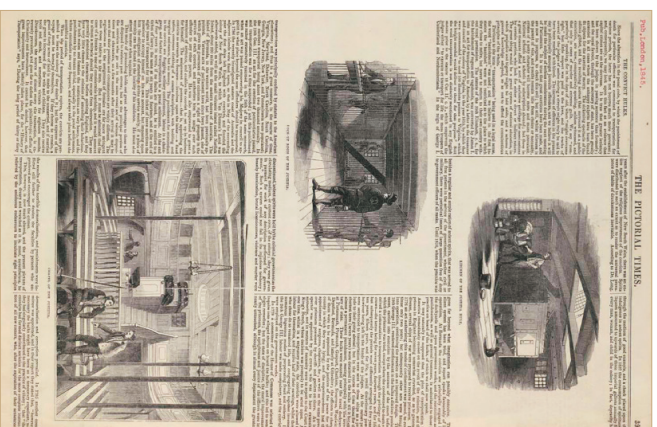
Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj:135886659>

Prisoners lived in terrible conditions on board these ships. Disease spread quickly. In the first twenty years, nearly one out of three convicts died.

Even though the government tried to spend as little money as they could on the convicts, they were still expensive to clothe and feed.

To cover costs, the convicts were often sent to shore to work.

Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-136048474>
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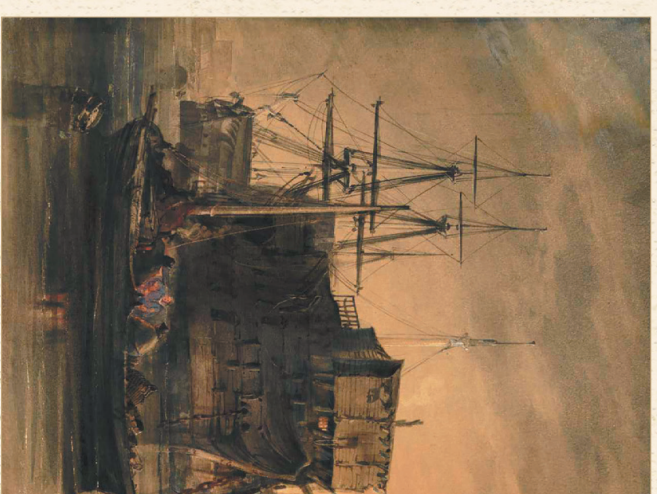


4

Some prisoners served their whole sentences on these hulks.

Others lived there until they were sent to Australia.

Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-135221131>
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Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-135868817>

Hulks were only supposed to be used for a short time, but they ended up being used for nearly eighty years.

In 1857, after pressure from people who thought this prison system was wrong, the hulk system ended.

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6

Library Week 4— Vasco De Gama

Read 'Vasco De Gama Biography' and answer the questions below about the explorer. You will be able to find the answers in the text.

a) What nationality was Vasco Da Gama? _____

b) What expedition did Vasco Da Gama lead? _____

c) Who discovered the Cape of Good Hope around the tip of Africa?

d) Why did the King of Portugal want to find a sailing route to India?

e) How many ships did Vasco da Gama take on his first voyage? _____

f) Which of the following best describes the return trip of Vasco da Gama's first voyage?

- It took much longer and half of his men died from scurvy
- Monsoon winds made the trip back much faster
- Three of his ships sunk in a storm
- He was attacked by the Arab Navy and barely escaped
- He had to return by land

g) What was the main purpose of Vasco da Gama's second voyage?

h) Many explorers set out on voyages to open world trade routes. That meant countries would have access to foods, materials and many other things they had never seen before. In your own words, why do you think these trade routes were so important?

Library— Vasco Da Gama Biography



Vasco da Gama (1460 – 1524) was a Portuguese explorer. He led the first expedition that travelled from Europe to India by sailing around Africa.

Where did Vasco da Gama grow up?

Vasco da Gama was born in a small coastal town in Portugal named Sines. His father was a knight and an explorer. He followed in his father's footsteps and soon commanded ships in the king's name.

A Trade Route to India

Spices from India were very popular in Europe, however, the only way to travel from Europe to India was over land. This was a long and expensive trip. The King of Portugal figured if he could find a way to get to India by sailing on the ocean, he would become rich trading spices in Europe. An explorer by the name of Bartolomeu Dias had discovered the Cape of Good Hope at the tip of Africa. It was thought that there may be a way around the Cape and to the northeast towards India. However, many were sceptical and thought that the Indian Ocean did not connect with the Atlantic Ocean. Vasco da Gama was given a fleet of ships by the king and told to find a trade route around Africa to India. He was also told to find any other trading opportunities along the way.

The First Voyage

Vasco da Gama left on his first voyage from Lisbon, Portugal on July 8, 1497. He had 170 men and 4 ships: the Sao Gabriel, Sao Rafael, the Berrio, and a fourth ship unnamed and used for storage. The expedition rounded the southern tip of Africa at the Cape of Good Hope on November 22. They then headed north up the coast of Africa. They stopped at trading ports along the way including Mombasa



and Malindi. At Malindi they gained a local navigator who knew the direction to India. With the help of a Monsoon wind they were able to cross the Indian Ocean and arrive in Calicut, India in less than a month. At Calicut, Vasco ran into issues when trying to trade. He had brought little of value in his ships. This made the local traders suspicious. Soon he had to leave. The voyage back was disastrous. Around half of his crew died from scurvy as the trip back took much longer. However, when he returned home, he was a hero. He had found the much needed trade route to India.

Later Voyages Vasco da Gama commanded two more fleets to India. The second voyage was more of a military expedition where he captured Arab ships and tried to show the might of the Portuguese navy. On the third voyage Vasco was to take over as Viceroy of Portuguese India. However, he died of malaria shortly after arriving.

Fun Facts about Vasco da Gama

- Originally Vasco's father, Estevao, was going to be given the command of the exploration fleet, but the trip was delayed for many years. Eventually, the command was given to his son Vasco instead.
- There is a crater named Vasco da Gama on the Moon.
- His fleet on the second voyage consisted of 20 armed ships.
- He had six sons and one daughter. His second son became governor of Portuguese India.