

# Merrylands East Public School

## Years, 4, 5 & 6 – At Home Learning Unit (Digital)

### Term 4 (Week 2)

*Note: Please remember to take breaks in between the different activities each day!*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b><u>English</u></b></p> <p><b>Reading:</b> Read the text ‘The Mysterious Medallion’s Paradox’ and answer the following questions:</p> <p>1) - How is Peta able to decipher the message engraved on the stone?</p> <p>2) - <i>Jesse was adamant to be the first to jump down into the chamber.</i></p> <p>What does the word adamant mean?</p> <p>3) - Using clues from the narrative, what can we infer about Jesse’s personality?</p>	<p><b><u>English</u></b></p> <p><b>Reading:</b> Today we are going to start looking at some of the different language devices used in narrative writing.</p> <p>Using <u>The Mysterious Medallion’s Paradox</u> reading from yesterday, you are going to find some different aspects of the writing.</p> <p>You need to find the nouns and the adjectives. Remember that a noun is the name of a person, place or thing. An adjective is a word</p>	<p><b><u>English</u></b></p> <p><b>Reading:</b></p> <p>Today we will continue using <u>The Mysterious Medallion’s Paradox</u>, and look at 2 more language devices.</p> <p>Today you are going to find all the verbs and adverbs in the text. There are 3 different types of verbs: action (run, jump), thinking (think, decide, dream), and feeling (like, hate, want).</p>	<p><b><u>English</u></b></p> <p><b>Reading:</b></p> <p>Today we will continue using <u>The Mysterious Medallion’s Paradox</u>, and look at 2 more language devices.</p> <p>Today we are looking at adjectival phrases.</p> <p>An adjectival phrase is a phrase that comes before or after a noun. Remember that a phrase is a group of words smaller than a sentence.</p> <p>Find and record all the adjectival phrases from</p>	<p><b><u>English</u></b></p> <p><b>Reading:</b></p> <p>Today we will continue using <u>The Mysterious Medallion’s Paradox</u>, and look at 2 more language devices.</p> <p>Today we are looking at adverbial phrases. An adverbial phrase is a phrase which adds meaning to a verb in the form of when, where, how or why. An adverbial phrase can become either before or after a verb.</p>

4) - Find the definition for each of the following words:

- Dire
- Arduous
- Reluctantly
- Decipher
- Manoeuvred

5) - In your own words, explain what happens to the explorers at the end of the story.

**Writing:**

Write a detailed summary of The Mysterious Medallion's Paradox.

A detailed summary means you need to include character names, events and setting.

Remember that a summary should be at least 1 paragraph, and a detailed summary should be at least 6 sentences.

describing the noun, so most nouns will have an adjective attached to it, eg 'the beautiful girl'.

Find and record all the nouns and adjectives attached to them from The Mysterious Medallion's Paradox, eg "torrents of water".

**Writing:**

You are going to spend the rest of the week writing a narrative. We are going to spend 4 days working on your narrative in order to give you lots of opportunity to write the best narrative you can.

We are going to use the picture provided as a story prompt.

Today's focus is on planning the story and developing a character and setting description. You need to have enough information in your descriptions that they

An adverb is a word used to describe a verb (how, when)

Find and record all the verbs and adverbs attached to them from The Mysterious Medallion's Paradox eg "yelled over".

**Writing:**

The focus for today is going to be writing the orientation.

Use the story prompt to write your introductory paragraph/s. Your introduction needs to be long enough to not only set up the story, but introduce the main character you developed yesterday and introduce the setting.

Your introduction should be longer than 1 paragraph. Remember to use adjectives with your nouns and adverbs with your verbs.

The Mysterious Medallion's Paradox eg "*Jesse, the newest member of the group...*"

In the above example, Jesse is a noun, and the rest is an adjectival phrase.

**Writing:**

The focus for today is going to be the complication.

When you are writing your complication, remember that it needs to be longer than 1 paragraph. As you are mostly in year 5 and 6, or about to enter year 5, your complication should really be instead a 'series of events'. Which means that you should have at least 3 mini complications, all which have their own mini resolution.

Find and record all the adverbial phrases from The Mysterious Medallion's Paradox eg "...**streaming** into the chamber."

In the above example, streaming is a verb, and the rest is an adverbial phrase.

**Writing:**

The focus for today is going to be the resolution, followed by editing your work.

Your resolution, like your introduction, can be a couple of paragraphs long if you need it to be. Remember that a paragraph needs to be 4-6 sentences long.

Once you have completed your resolution, you need to switch your focus to editing your work.

		<p>both give you a clear picture in your mind.</p> <p>A setting description is not, for example: "Merrylands East Public School."</p> <p>It should be along the lines of "Situating in South Western Sydney, in a quiet, sleepy little suburb, sits Merrylands East Public School. The main building, which was built in the 1920s, now only houses a third of the students who attend."</p>		<p>Try and add in some adjectival phrases while you are writing today.</p>	<p>Use the criteria below to change as needed, then send it through to your teacher.</p> <p><u>Success Criteria</u></p> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>- Narrative structure (Orientation, Complication, and Resolution)</li> <li>- Paragraphs</li> </ul> <p><b>Language Features:</b></p> <ul style="list-style-type: none"> <li>- Capital Letters</li> <li>- Spelling</li> <li>- Noun Groups</li> <li>- Adverbs and adjectives</li> <li>- Adverbial phrases</li> <li>- Adjectival phrases</li> </ul>
<b>Break</b>	Break	Break	Break	Break	Break



Break	Break	Break	Break	Break	Break						
Afternoon	<p><b><u>PDHPE</u></b></p> <p>Exercise is important for our physical health as well as our mental health, and it is even more important to exercise now when we are stuck inside. When learning online, it is important to take frequent breaks.</p> <p>Today you are going to design a 10 minute high intensity workout to complete every hour or every couple of hours for the rest of the week.</p> <p>This afternoon, and for every other day this week, when you feel you need a break, get up from your seat and complete your 10 minute workout. Think about things you have around your home that you could use. After you do your workout, you will find you are much more focused!</p> <p>Below is an example:</p> <p>Running on the spot <b>2 minutes</b>            Arm stretches <b>30 seconds</b>            Hula hooping <b>2 minutes</b>            Leg stretches <b>30 seconds</b>            Running up and down the stairs <b>2 minutes</b>            Dancing <b>3 minutes</b></p>	<p><b><u>Geography</u></b></p> <p>The media, culture, education, and travel are factors which can all influence people's perceptions of places. Today we are going to look at Indonesia.</p> <p>Look at the Lonely Planet travel website:  <a href="https://www.lonelyplanet.com/indonesia">https://www.lonelyplanet.com/indonesia</a></p> <p>After looking at the Lonely Planet page, what are your views on Indonesia? What have you learned about this country?</p> <p>Now look at the newspaper article from The Guardian:  <a href="https://www.theguardian.com/world/2021/jan/04/balis-beaches-buried-in-tide-of-plastic-rubbish-as-monsoon">https://www.theguardian.com/world/2021/jan/04/balis-beaches-buried-in-tide-of-plastic-rubbish-as-monsoon</a></p> <p>After reading the newspaper article, have your views changed?</p> <p>How has the travel website, Lonely Planet chosen to portray Indonesia? Why do</p>	<p><b><u>Science</u></b></p> <p>Using your knowledge from last week of what you learned about solids, liquids and gases, today you are going to go on an exploration around your home to find some examples of each.</p> <p>Draw the table below into your book. Complete the table with examples of each. Try and see how many you can find!</p> <p>For each example, give 1 or 2 reasons explaining why you think it belongs in that category. For example,</p> <p>Honey is a liquid because it takes the shape of its container.</p> <p>If I spilled honey on the table it would spread out and not hold together.</p> <table border="1" data-bbox="982 1159 1289 1276"> <thead> <tr> <th>Solids</th> <th>Liquids</th> <th>Gases</th> </tr> </thead> <tbody> <tr> <td></td> <td>Honey</td> <td></td> </tr> </tbody> </table> <p>Now we are going to look at how things may change. Read and complete the</p>	Solids	Liquids	Gases		Honey		<p><b><u>Creative Arts</u></b></p> <p>Today we are going to continue looking at pop art.</p> <p>Look at some of these artworks by the famous artist, Andy Warhol</p>    <p>What do you notice about the:            1. The subject of the artwork? (That is, what is the</p>	<p><b><u>Creative Arts</u></b></p> <p>Today you are going to make your own Wayang puppet which originated from Indonesia.</p> <p>Watch the video about the history of the Wayang puppet:  <a href="https://www.youtube.com/watch?v=pfydr04X2t0">https://www.youtube.com/watch?v=pfydr04X2t0</a></p> <p>Now it's your turn to make your own!</p> <p>You will need:            Cardboard (you can use cardboard from a cereal box)            Pencil            Colour pencils/textas            Scissors</p> <p>Look at the style of puppets under 'Friday Visual Arts' to help you with your drawing. Draw it onto cardboard using pencil. Go over it in black pen or texta and add colour.</p> <p>Cut out your puppet.</p> <p>Use cardboard to create a stick to hold onto. Glue it on (if you have paddle pop</p>
Solids	Liquids	Gases									
	Honey										

		<p>you think they have done this?</p>	<p>worksheet, 'Changes Made by Melting and Freezing'</p>	<p>focus of the artwork) 2. The colours that are used?</p> <p>Now you are going to create your own pop art.</p> <p>Firstly, choose an everyday item to be the focus of your artwork (water bottle, mobile phone, face mask). Draw it in pencil making sure it takes up most of the page.</p> <p>Go over the lines in black pencil, texta or marker.</p> <p>Add lots of bright colours.</p> <p>*If you don't have colours, you could add patterns and lines onto your drawing.</p>	<p>sticks you could use this instead).</p> <p><b>Optional</b> Now, use your puppet to create a show!</p> <p>Hang up a large sheet in a doorway. Shine a torch, or a bright lamp towards the screen. Sitting behind the light, place your puppets close to the screen, so the audience can see the silhouette. Use your puppet to tell a story.</p>
	<p><b>Congratulations! You have made it to the end of your learning for the day :)</b></p>	<p><b>Congratulations! You have made it to the end of your learning for the day :)</b></p>	<p><b>Congratulations! You have made it to the end of your learning for the day :)</b></p>	<p><b>Congratulations! You have made it to the end of your learning for the day :)</b></p>	<p><b>Congratulations! You have made it to the end of your learning for the week :)</b></p>

## The Mysterious Medallion's Paradox

Torrents of water were streaming into the chamber. It wouldn't be long until the entire tomb would be filled, with no air left to breathe. The team looked at each other in shock, hoping someone would think of an idea to get them out of the dire situation. The leader, Asher, yelled over the deafening roar of the water, "If we had just followed the plan, we wouldn't be in this mess!"

The previous night had been long and arduous. The team of explorers took shifts trying to uncover the entrance to the tomb, shovelling what seemed like an endless amount of sand into growing piles nearby. Jesse, the newest member of the group, was eager to get into the tomb, taking extra shifts throughout the night to be the first to strike stone with his shovel.

It was almost dawn when Jesse woke the three others with a loud *CLINK*. He hit a large rock that was covering the entrance to the tomb.

"Okay, let's get on the same page," Asher announced to the group. "We go in carefully. Nothing stupid. I don't want another Cambodia incident. I'm looking at you, Louis."

Jesse, hoping to finally get an answer to his question, whispered to Louis, "What *did* happen in Cambodia?"

"Don't ask." Louis sighed reluctantly, rolling his eyes.



He couldn't avert his gaze. Before anyone could answer Asher's question, Jesse was off, as quick as a flash.

He ran like he had been training for this moment his whole life. He had only made it a few metres when the ground in front of him gave way and revealed a large pit of spikes below. Jesse leaped over the abyss without hesitation and made a perfect landing on the other side. He looked up just as a blade the width of the corridor fell from the ceiling,

Finally, the slab covering the entrance was clear of sand.

Peta, who was an expert in ancient languages, was able to decipher the message engraved on the stone. "Those who enter will endure an eternity of desire," Peta read the message aloud for the others.

"We've come this far. We can't be spooked by an ancient 'Do Not Enter' sign," said Asher, calming the group's nerves.

The team slowly manoeuvred the entry seal and created a gap just big enough for a person to squeeze through. A waft of stale air floated up and out of the tomb.

Jesse was adamant to be the first to jump down into the chamber.

Peta followed and said, "Who's going to patch you up if you get stuck down here? Slow down and remember what Asher said, nothing stupid."

Suddenly, the wooden torches on the walls inside the chamber ignited in a cascade, illuminating the long passage leading towards a large central plinth in the distance. The medallion sat there glistening.

"What did you two do?" Asher questioned the pair as she and Louis jumped down into the dimly lit corridor.

Jesse didn't answer. He was fidgeting, staring down the passage to the sparkling treasure.

The sound grew louder. Suddenly, the water started gushing out of the ceiling. Jesse snatched the medallion off the stone and jumped down to the others, who were already standing in water that was up to their ankles.

"I thought I had it this time!" Jesse yelled frustratingly.

"What do you mean, this time? If we had just followed the plan, we wouldn't be in this mess!" Asher yelled.

missing his toes by millimetres. It was like he knew what was coming next.

Jesse used that moment to take a long, deep breath before he dropped down to the ground and started to crawl. It wasn't completely clear why he shuffled along, until a set of swinging blades violently appeared from the sides of the passage. They slashed left and right at a furious pace. Jesse remained as low to the ground as possible – one wrong move and it would not end well! He managed to keep calm and manoeuvred his way out from under the blades and further towards the medallion.

The plinth was surrounded by three levels of stone steps. Each looked as though they could trigger a new set of traps. Jesse paused once again, pointing at certain stones as if he was trying to remember a particular path. He took the first step. Nothing happened. He hopped to the next. All clear. The rest of the group caught up to Jesse, just as he made the third and final step.

Jesse looked back at the rest of the team as his hands hovered over the medallion, waiting for something to go wrong.

"Stop!" Asher called. "Don't touch it!"

"Ah, can anyone hear that rumbling?" Peta questioned.

"Well, we've all been here before, a few times," Jesse interjected, bobbing in the water trying to keep afloat. "I'm always the only one who remembers! As soon as I put the medallion around my neck, *BOOM!* We appear back in the desert shovelling sand, and the desire to get my hands on this thing grows! I have never figured out how to get the medallion without triggering one of the final traps."

The others were completely confused, mainly focused on treading water.

As Louis' head hit the ceiling of the chamber, he yelled, "Great story, but I still don't see how that is going to get us out of..."

"Right, we will set up camp for the night and take shifts digging. Jesse, you seem eager! Take the first shift," ordered Asher, the leader of the group.

Jesse smiled, thinking, *this time I'll work it out...*

Tom Dignan

## Tuesday - Friday - English Picture (Writing Stimulus) - The Tsunami



## Mathematics Word Problem Solving Grid (Week 2 Monday - Friday)

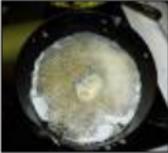
<p>1) Miss Mirzaee enjoys cooking during lockdown. She normally enjoys cooking for larger groups of people, but due to stay at home orders, she has had to reduce her ingredients in order to not waste food. If this is her normal recipe for chocolate cake, how much of each ingredient would she need if she wants to reduce each ingredient by <math>\frac{1}{4}</math>?</p> <p><u>Ingredients</u></p> <ul style="list-style-type: none"> <li>- 8 eggs</li> <li>- 1 cup (120grams) sugar</li> <li>- 3 cups (360grams) self-raising flour</li> <li>- <math>\frac{1}{2}</math> cup (60grams) cocoa powder</li> <li>- 1 cup (120 grams) milk</li> <li>- 200 grams butter</li> </ul>	<p>2) Miss Nguyen has been busy organising a 'post-lockdown' holiday within Australia. She would like to contact a travel agent in Perth and in the Northern Territory to organise her travel arrangements. Currently, NT is 30 minutes behind in time compared to NSW, and Perth is 2 hours behind NSW.</p> <p>What time would Miss Nguyen need to call the travel agent in the Northern Territory if her appointment was 8:39am NT time?</p> <p>What time would she need to call the travel agent in Perth if her appointment was 2pm Perth time?</p> <p>Both of her appointments have now been delayed by 45 minutes, what are the new appointment times for the travel agent and also Miss Nguyen?</p>	<p>3) Mr Atkin is very athletic and enjoys his sports! During lockdown, Mr Atkin has been running every weekday for 1 hour. These are his running record times:</p> <p>Monday: 35 minutes          Tuesday: 41 minutes          Wednesday: 28 minutes          Thursday: 26 minutes          Friday: 32 minutes</p> <p>What is his average running time for the week?</p>	<p>4) Miss Carter has been doing some online shopping during lockdown. She was sensible and set herself a limit of \$100 for buying. She placed the following in her shopping cart.</p> <p>1 pair of sandals \$20          2 sports tops \$15 each          1 jumper \$35          1 hair scrunchie \$2.50          2 pairs of socks \$2.30 each          1 summer dress \$21.50</p> <p>She would like to purchase a pair of shorts, however this would cost \$15. Would Miss Carter have enough money? If not, how much money would she need to make the purchase?</p>
<p>5) Ms McGilvray has been doing some gardening. She has researched what fruits and vegetables would be in season to harvest and plant. She then had to see how many seeds she would need to best increase her chances of the plants growing.</p> <p>Create a graph that best represents the data below, then explain why you chose to represent it in that way (e.g. pie graph, line graph, column graph, picture graph).</p> <p>Parsley → 25 seeds          Coriander → 30 seeds</p>	<p>6) 5/6 Unity and 6 Integrity are planning a class celebration for when lockdown is over. There are 24 students in each class, plus their two teachers.</p> <p>Miss Mirzaee and Ms McGilvray are going to bake brownies! How many would they need to bake if they would like each person to have 3 brownies each?</p>	<p>7) 4/5 Perseverance and 5 Fearless are planning a trip to the Powerhouse Museum. Their teachers have asked the students to calculate how much the train ticket would cost to cover both classes and the teachers attending.</p> <p>There are 51 students in 4/5 Perseverance and 5 Fearless. The following teachers will be attending: Mrs Hitti, Miss Nguyen, Miss Carter and Mr Atkin.</p> <p>Child ticket: \$4.60          Adult ticket: 7:20</p>	<p>8) Mr Goh is planning on purchasing a new car. He has saved \$40,000 towards the purchase. Upon arrival at the dealership, he was quickly convinced by the car salesman to purchase some add-ons to his car. He would like the below add-ons,</p> <p>Window tinting → \$360          Leather seating → \$980          Upgraded speakers → \$520          Velvet seat belt covers → \$230</p> <p>If the cost of the car he wishes to purchase is \$36,000. Will Mr Goh have enough money to</p>

<p>Strawberry → 50 seeds Avocado → 10 seeds Chili → 15 seeds</p>		<p>How much would the child tickets cost? How much would the adult tickets cost? What is the total cost of travel for the trip?</p>	<p>purchase the add-ons? How much will be the total cost?</p>								
<p>9) Create a list of all the words that you might use or see in word problems when asked to multiply, divide, add and subtract. The first example has been done for you below.</p> <table border="1" data-bbox="113 500 520 711"> <tbody> <tr> <td>Multiply</td> <td>Divide</td> <td>Add</td> <td>Subtract</td> </tr> <tr> <td>Groups of</td> <td>Share</td> <td>Sum</td> <td>Depreciate</td> </tr> </tbody> </table>	Multiply	Divide	Add	Subtract	Groups of	Share	Sum	Depreciate	<p>10) Mr Nick would like to invest in solar panels for the school.</p> <p>A solar panel company has provided a quote to supply and install 12 solar panels on the roof of the school hall for \$3444.</p> <p>How much would it cost per solar panel?</p>	<p>11) The school rabbit was feeling unwell. Mr Atkin and Miss Mirzaee went to investigate and take her temperature. The thermometer recorded 40.2°C.</p> <p>The average normal temperature for a rabbit is 38.5°C.</p> <p>How much higher was the rabbit's temperature than normal?</p>	<p>12) Farmer Goh needs to re-fence one of his paddocks. The perimeter of the paddock is 144m. The paddock is twice as long as it is wide.</p> <p>What is its length? L =</p> <p>What is its width? W =</p> <p>Record your working out.</p>
Multiply	Divide	Add	Subtract								
Groups of	Share	Sum	Depreciate								
<p>13) There are 5 people in Yugh's family and the average age is 22. How old might each family member be?</p> <p><b>(Hint:</b> In order to find the average age, you would need to add all the family member's ages and divide it by the amount of people in the family. Note that the average has already been given).</p>	<p>14) Three children are having a birthday. Can you work out how many candles need to go on each cake? Read the following clues and show your working out.</p> <p><b>Clue 1:</b> Hasan and Aayan have 20 candles. <b>Clue 2:</b> Hasan and Maryam have 13 candles. <b>Clue 3:</b> Maryam and Aayan have 15 candles. <b>Clue 4:</b> There are 24 candles altogether.</p> <p><b>a)</b> How many candles are on Hasan's cake? <b>b)</b> How many candles are on Aayan's cake? <b>c)</b> How many candles are on Maryam's cake?</p>	<p>15) Jojo's dad helped her with her homework. This is what he did below. Is he right? If not, explain to him where he went wrong.</p> $3 \times \frac{3}{8}$ $\frac{3}{8} + \frac{3}{8} + \frac{3}{8} = \frac{9}{24}$ $3 \times \frac{3}{8} = \frac{9}{24}$	<p>16) Miss Carter used her old building blocks to build a staircase. She used 78 blocks on the bottom row. She then used 13 less blocks every time in each row after that. How many blocks had she used by the time she had built 6 rows?</p>								

## Wednesday - Science - Changes Made by Melting and Freezing

(Obtained from [getsmarts.weebly.com](http://getsmarts.weebly.com))

Melting and freezing can cause materials to change; some of these changes may be reversible, and some may not. Some materials can exist as both a solid and a liquid. Orange juice is a liquid but when frozen turns to ice and becomes a solid. Chocolate is a solid but when heated begins to melt and becomes a liquid. Look at the materials below and say what has caused them to change (melting or freezing) and whether this change is reversible.

Material	Change	Changes caused by:
1) Orange juice   		What has changed _____ _____ This change has been caused by _____ _____ Is this change reversible? _____
2) Butter   		What has changed _____ _____ This change has been caused by _____ _____ Is this change reversible? _____
3) Chocolate   		What has changed _____ _____ This change has been caused by _____ _____ Is this change reversible? _____
4) Water   		What has changed _____ _____ This change has been caused by _____ _____ Is this change reversible? _____
5) Ice   		What has changed _____ _____ This change has been caused by _____ _____ Is this change reversible? _____

Friday - Visual Arts - Wayang Puppet

