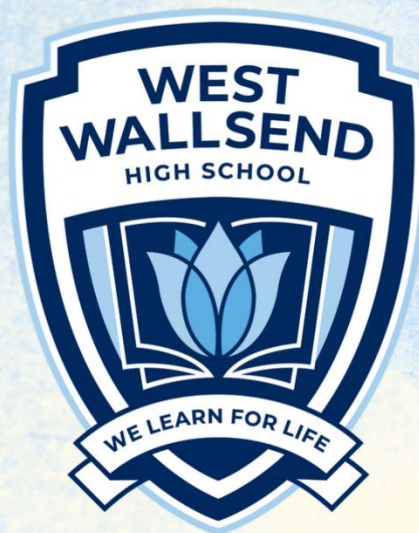


Learning from Home

STAGE 4

Package 2



STAGE 4 | LEARNING FROM HOME | PACKAGE 2

Dear student,

Whilst you are unable to attend face-to-face classes, please follow the learning intentions outlined below to ensure that you can continue to learn independently at home.

LEARNING INTENTIONS:

- **PRIORITY 1: Complete upcoming or outstanding Assessment Tasks where possible.**

Whilst you aren't at school in person at present, it is important that you stay up to date with formal assessment tasks as best you can. These tasks are carefully designed so that your teachers can assess your strengths and weaknesses in their subject areas. If you don't have a hard copy of your Assessment Notification, you can access them on Moodle.

If you are not present at school on the due date of a take-home task, you can submit it on Moodle via Turnitin, or to your teacher via email. If you are not present at school on the day of an in-class assessment, you will complete this task when you return to school.

- **PRIORITY 2: Complete the work outlined on pages 3 to 13 within this booklet.**

Learning from Home Package 1 contains a range of tasks from a range of key learning areas. Please complete each one to the best of your best ability. Read each question carefully, and provide detailed answers. Don't forget capital letters and full stops!

- **PRIORITY 3: Engage in wide reading of a text of your choice.**

It is a great idea to spend at least an hr each day reading. Any book you like is fine - reading helps improve your knowledge and understanding across the board, and is a great low-pressure way to learn from home.

If you don't have access to hard copy books at the moment, you can read e-books online through our school's eLibrary. To access this service:

1. Go to our school website
2. Under the 'useful links' tab there is a link to 'eLibrary'.
3. Click on the eLibrary link and log in using your student login details.
4. Start browsing for a title that interests you!

***** Note:** You can also download the associated app from the app store on your phone 😊

If you complete Package 1 before returning to school, you may choose to continue on to Package 2. Alternatively, you may choose to undertake a project from Project-Based Learning options.

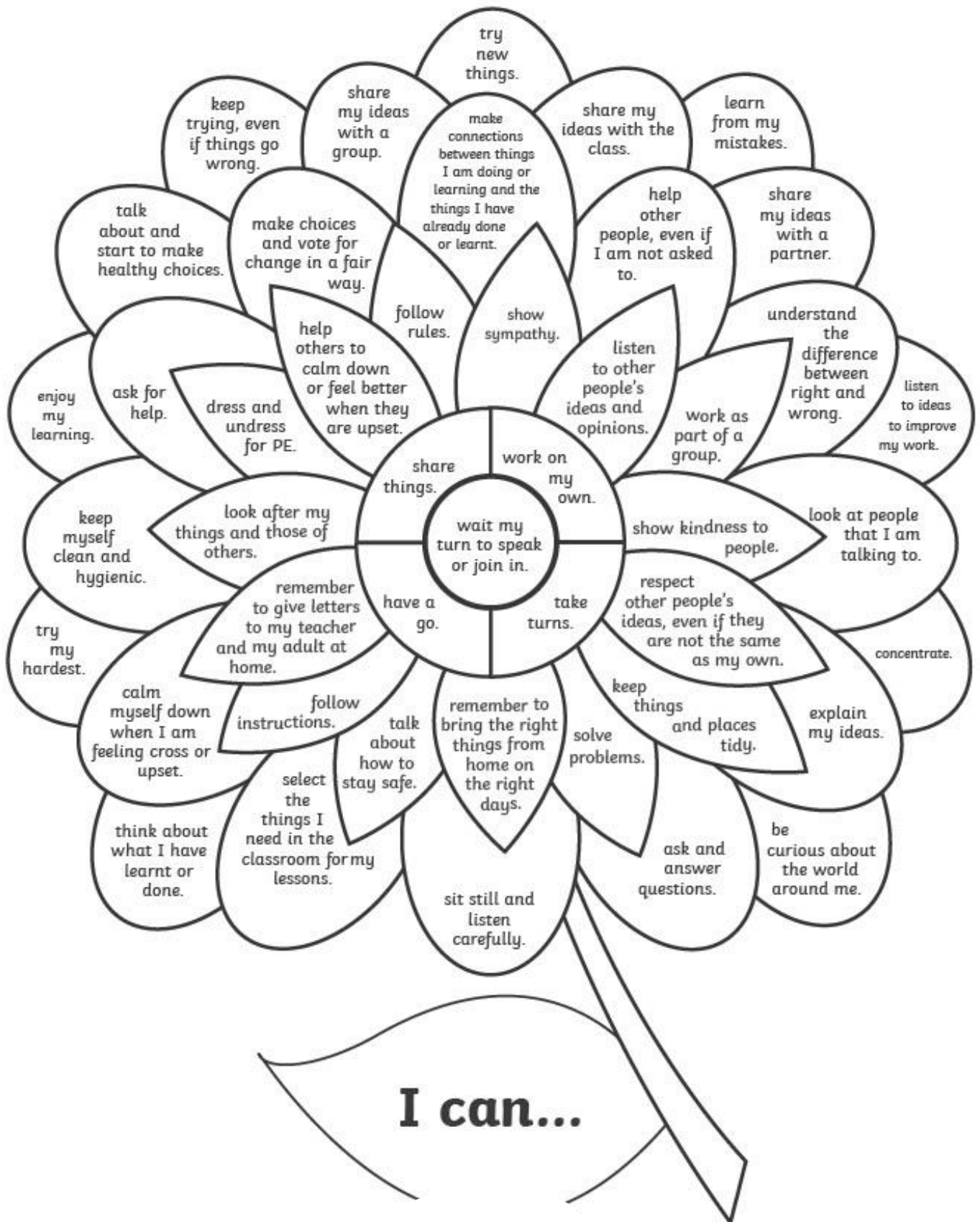
It is recommended that you submit this package of work as evidence of your learning from home. You can do this by submitting a hard copy to Mrs Jones – Literacy & Numeracy Coordinator when you return to school, or by sending a digital copy via email to jacquelinejones24@det.nsw.edu.au.

If you have difficulty accessing or completing the work in this package, please contact Mrs Jones who will arrange some learning support suited to your needs.

Learning Support & Wellbeing Faculty

Each day, colour in a goal that you want to achieve:

'I Can' Goals



Letter to my teacher:

You are to write a letter to one of your teachers at school. This letter is a chance for you to let them know what matters to you, how you are feeling and what you hope to get out of this year.

Consider the following topics below to form your letter.

- How your day has been
- What your household is like
- What are your interests and/ or hobbies
- What your favourite subjects at school are
- Your favourite time of the day/ week
- Any achievements you have made
- Anything else you would like your teacher to know about you

Dear _____,

RAPID READ FAKE NEWS:

Martians? Really?

Fake news has never been restricted to the paper press. Radio and television channels have been responsible for their share of hoaxes and sensationalised stories in the past, sometimes without real intent to fool anyone.

One of the most famous examples of a news-inspired 'hoax' took place on October 30th, 1938 at CBS Radio. The live broadcast of Ramon Raquello's orchestra playing at the Park Plaza in New York City was interrupted by a reporter from the Intercontinental Radio News. The reporter announced that astronomers had detected enormous blue sparks shooting up from the surface of Mars. The broadcast then returned to the originally scheduled programme.

More news flashes followed as events seemed to unfold in real time. A meteor seemed to be heading for earth. The meteor had landed. The meteor wasn't a meteor but a giant spaceship. A tentacled creature was emerging from the spaceship. The creature was armoured and had begun attacking areas of New Jersey! It was at this point that some listeners began to panic.

It has been estimated that six million people listened to the broadcast and over one million panicked when hearing the news of the alien invasion. Newspapers at the time reported mass stampedes, people fleeing their homes and even suicides. Modern research has found these reports to be false, however. The 'hoax' was never intended to deceive anyone; it was announced four times during the broadcast that the 'news report' was in fact a radio play, and most listeners recognised it as such. Some did believe it to be a real invasion, thinking it might be the Germans invading in disguise, but very few believed aliens had actually landed in New Jersey. The real hoax was the exaggerated newspaper reports that created the urban legend of panic and mayhem in the streets of New York City following the broadcast.

And what was the broadcast really about? In honour of Halloween, the broadcaster, actor and director Orson Welles had decided to do something a little different with his regular evening play in association with the Mercury Theatre. His prepared script, which presented a story of an alien invasion in the style of a news report, was based on the events of H.G. Wells' classic sci-fi novel **War of the Worlds**.



Questions:

Q1: Can you put the following events from the extract in order?

- The people of New Jersey and New York City panic
- A meteor is seen travelling earth
- The alien creature supposedly leaves the spaceship and attacks the people
- A live music broadcast is interrupted to announce the spark have been seen coming from Mars

Q2: The events weren't really an alien invasion. What was really going on?

Q3: Look at the third paragraph. How has the writer used sentence structure here for effect?

Q4: What do you think about this type of broadcast? Do you think the radio station went to the correct lengths to clarify that this was a play?

Time for a **brain break**: Take 30 minutes to be mindful of how you are feeling today.



Math activity 1:

Marni has an unlimited supply of 3p and 5p stamps. She could make 11p worth of stamps using a 3p and two 3ps.

What totals between 1p and 10p inclusive would she not be able to make using the 3p and 5p stamps only?

What is the square of 5^2 ?

Two numbers have a highest common factor of 4 and a lowest common multiple of 120.

What could the numbers be? Give as many possible answers as you can think of.

What is the number?

- It is a factor of 900.
- It is less than 50.
- It is a multiple of 9.
- The product of its digits is 20.

What are the next two numbers in the sequence:

1, 5, 3, 10, 5, 15, ...?

Evaluate:

$$10 - 10 \times 10 \div \frac{10}{10} + 10$$

Math activity 2:

Uses the clues to complete the cross number:

1					
2			3		
	4				

Across:

- 2242 + 10 101
- 3119 × 2
- 431 × 8

Down:

- 4656 ÷ 4
- 1000 - 186

Find the following words in the word search: angle, corresponding, alternate, exterior.

O	C	E	Y	W	O	K	G	C	E
L	J	T	P	K	S	I	N	H	Z
W	L	A	X	L	S	F	I	C	T
Q	Y	N	P	N	Y	T	D	H	D
R	N	R	E	Y	G	J	N	Z	D
O	G	E	H	A	L	N	O	D	Q
I	O	T	D	H	Q	Z	P	O	H
R	I	L	R	A	P	N	S	I	U
E	Y	A	R	S	H	Q	E	Q	P
T	M	N	E	X	V	O	R	L	N
X	A	G	Q	C	X	S	R	N	M
E	L	L	G	V	T	I	O	Y	M
B	A	E	L	A	P	W	C	X	H

What is the number?

- It is less than 100.
- It is a triangle number.
- It is a square number.
- It is an even number.

Write 1 thing about each of the words from question c.

For example, if you were given the word octagon, you might write, "An octagon is a shape with 8 straight sides."

angle: _____

corresponding: _____

alternate: _____

exterior: _____

Niamh has £1.27 made up of 5 coins. What different combinations of coins could she have?

What is the reciprocal of the reciprocal of the reciprocal of $\frac{1}{2}$?

Math activity 3:

a

What is the number?

- It is a multiple of 9.
- The product of its digits is 12.
- It is between 200 and 300 inclusive.
- It is odd.

c

$$5 - \frac{5+5}{5} \times 5 + \frac{5}{5}$$

e

What are the next two numbers in the sequence:
2, 6, 18, 54, ...?

b

Uses the clues to complete the cross number:

1				2	
3					
			4		

Down:

1. 12 388 ÷ 2
2. 17 123 × 5

Across:

1. The 9th multiple of 7
2. The 12th multiple of 7
3. The 10th multiple of 9346
4. 91 × 5

d

Casey has 78p made up of 6 coins.
What different combinations of coins could she have?

f

Two numbers have a highest common factor of 5 and a lowest common multiple of 210.
What could the numbers be? Give as many possible answers as you can think of.


Math activity 4:

a

What is the number?

- It is less than 100.
- It is a multiple of 7.
- Its digits add to 10.
- It is even.

c



The diagram shows a rectangular field with a length of 200m and a width of 50m. Billy runs around the oval track shown, making contact with the fences of the field four times.

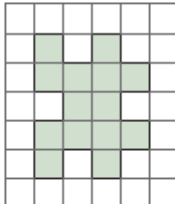
Billy says that he has run more than 500m but less than 600m.

Jenny says that he has run more than 400m but less than 500m.

Maggie says that he has run more than 300m but less than 400m.

Who is correct? Give a reason for your answer.

d



The area of the polygon is 224cm².
What is its perimeter?

b

I think of a number.
When I divide it by 5, the remainder is 3.
When I divide it by 7, the remainder is 4.
Give two possible values of my number.

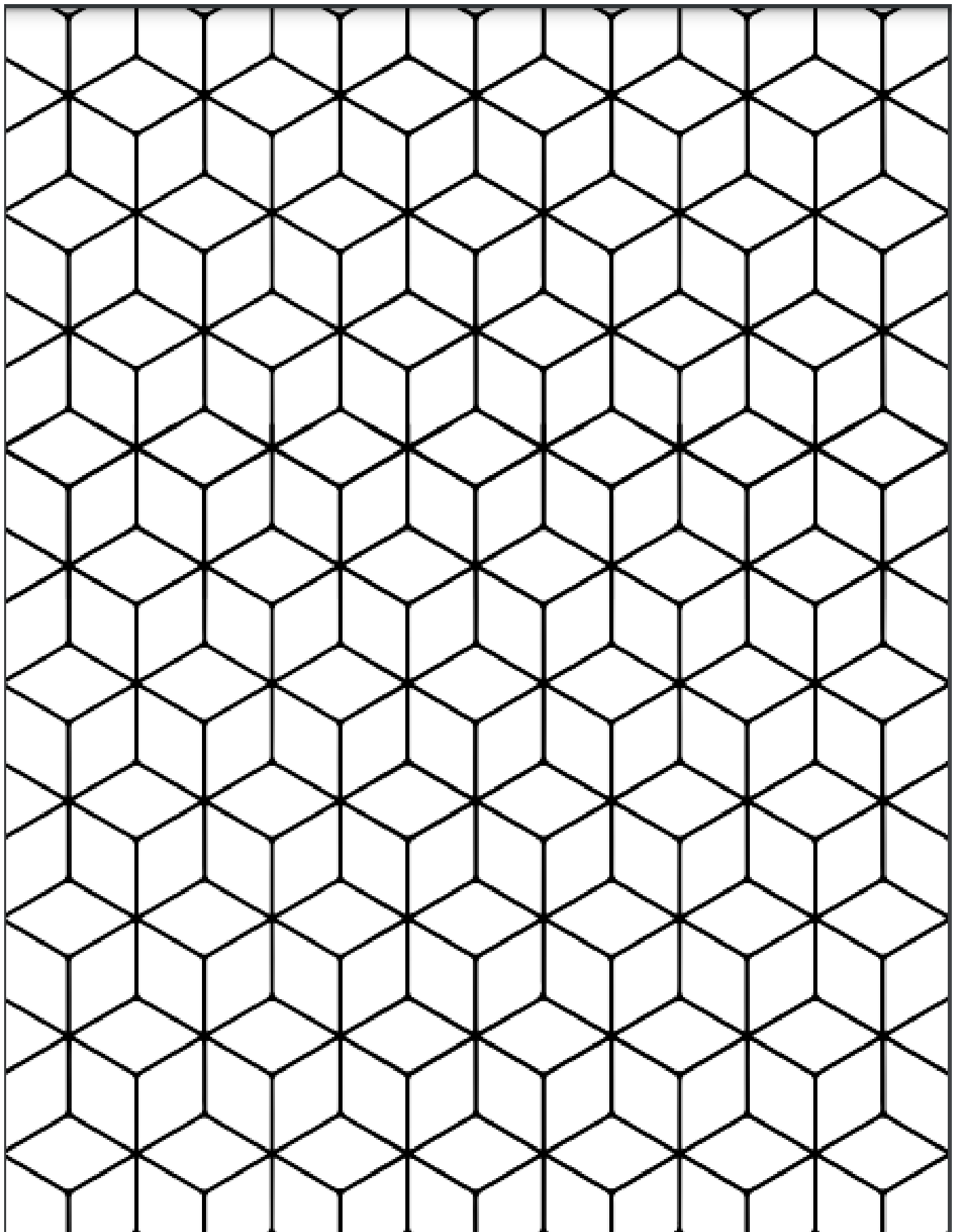
e

Fit the numbers 1 to 9 into the grid so that each row and column adds to the same total.

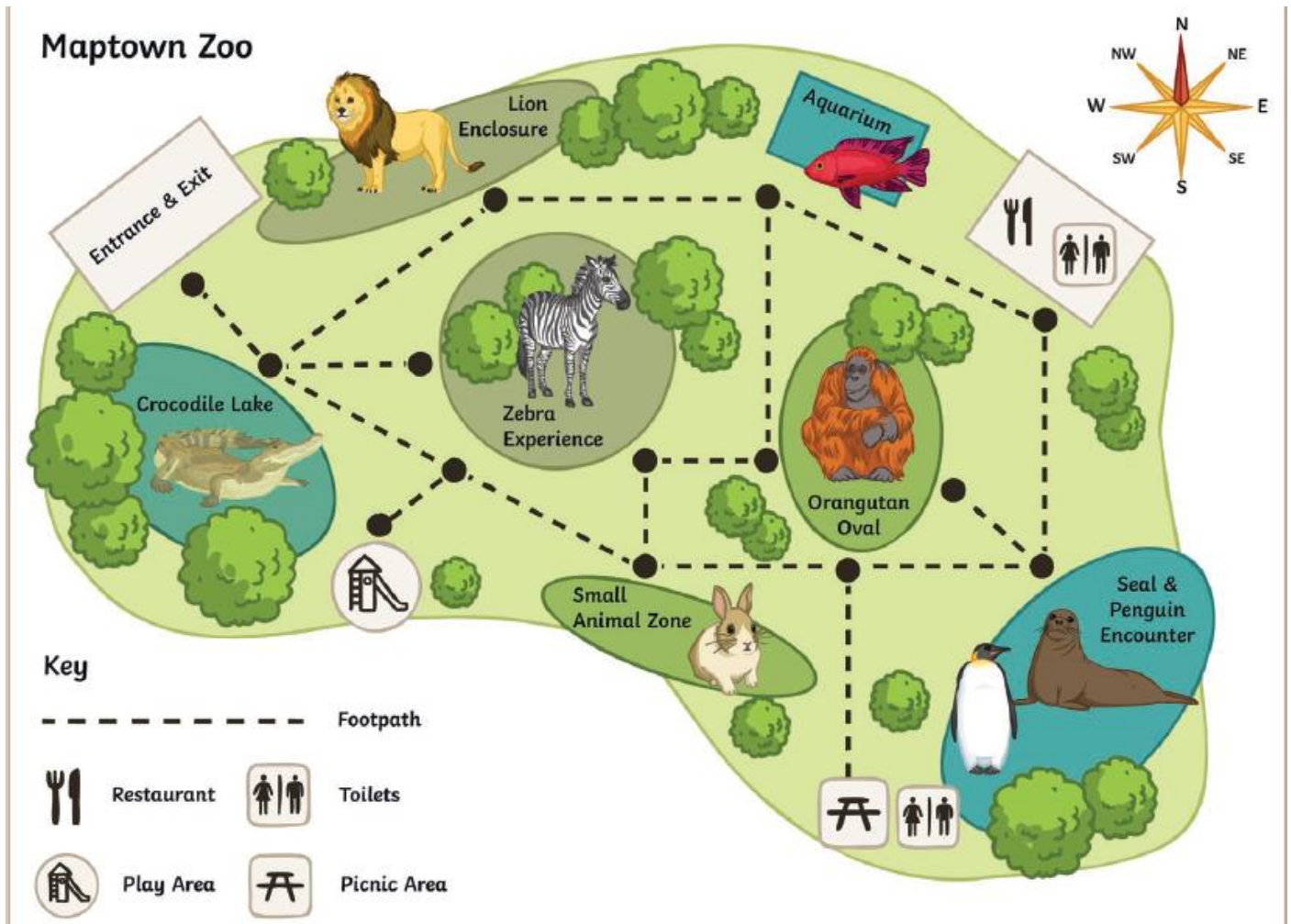
f

If the day after the day before two days after tomorrow is Sunday, what day is it today?

Time for a **brain break**: Take 30minutes to be mindful of how you are feeling today



Geography:



Follow the footpaths, what is the direction from:

- The Lion Enclosure to the Aquarium? _____
- Orangutan Oval to the Picnic Area? _____
- The Restaurant to the Aquarium? _____
- Crocodile Lake to the Entrance? _____
- Orangutan Oval to the Aquarium? _____
- Zebra Experience to the play area _____
- Crocodile Lake to the Lion Enclosure? _____
- Zebra Experience to Orangutan Oval? _____

What animals are located in the south corner of the zoo?

Describe the location of Crocodile Lake using compass directions.

Follow these instructions:

- Start at the zoo entrance.
- Walk south-east.
- Walk north-east.
- Walk east.
- Walk south.
- Walk west.
- Walk south.
- Walk north-west.
- Walk south-west.

Where are you?

You've reached the end of the set work in Learning from Home Package 2.

Now is a great time to pick up something to **read!** It doesn't matter if you don't like to read novels; reading any text type provides the same benefits to your mind, so if you prefer to read magazines, blogs, comics or manga, or autobiographies... then go for it!

However, if you need a brain break first, find yourself some pencils/textas, and get colouring.

