St Johns Park Public School - Year 5, Term 4, Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Public Holiday**	**FITNESS:** • 15 crunches • 30 side scissors • 15 leg raises • 30 shoulder blasts. (15 forward/15 backward). Hold your arms straight out to the sides. Make arm circles forward. Reverse direction and make arm circles backward. Start with smaller circles, then gradually larger circles. **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** In the next few weeks, we will be exploring how authors communicate their intended message or theme about how environments and individuals affect each other.	**FITNESS:** • 15 crunches • 30 side scissors • 15 leg raises • 30 shoulder blasts. (15 forward/15 backward). Hold your arms straight out to the sides. Make arm circles forward. Reverse direction and make arm circles backward. Start with smaller circles, then gradually larger circles. **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** Read the extract from The Sound Machine by Roald Dahl. In this story, the Doctor and Klausner are talking about a Sound Machine Klausner has created.	**FITNESS:** • 15 crunches • 30 side scissors • 15 leg raises • 30 shoulder blasts. (15 forward/15 backward). Hold your arms straight out to the sides. Make arm circles forward. Reverse direction and make arm circles backward. Start with smaller circles, then gradually larger circles. **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** Revisit the extract from The Sound Machine by Roald Dahl. In this text, the theme of being in a large world, we all want to feel a sense of belonging with everything around us is	**FITNESS:** • 15 crunches • 30 side scissors • 15 leg raises • 30 shoulder blasts. (15 forward/15 backward). Hold your arms straight out to the sides. Make arm circles forward. Reverse direction and make arm circles backward. Start with smaller circles, then gradually larger circles. **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** Read the comic "I Know Everything!" Select 2 scenes from this comic that made you feel there was a sense of belonging or there was not a sense of belonging.

View this video about themes:
https://www.youtube.com/watch?v=MAu3e5GZo4k

After viewing the video, create a list of 3 to 5 themes you have encountered in texts you have read in the past.

Here is a list of common themes to get you started.

https://fantasybookfanatic.com/25-common-themes-of-literature-outlined-in-detail/

This week's focus theme is:

In a large world, we all want to feel a sense of belonging with everything around us.

Writing & Representing

The theme of a story is often open to interpretation. Remember that a theme is different to a moral (lesson).

e.g. Little Red Riding Hood
Moral: You should be careful around strangers.
Possible theme: The importance of trusting one's inner feelings.
A moral can be seen as advice, while a theme is more of an overarching statement or idea.

Answer the following questions:

1.   How does Roald Dahl describe or present Klausner? What kind of character do you think he is?

2.   What is the problem that is happening in this extract?

3.   What sounds does the sound machine detect?

Writing and Representing

In 'The Sound Machine', Klausner was able to hear the painful shrieks of the roses as they were being cut.

Write responses to the following guiding questions that will help you identify the theme of the story.

What did the characters learn?

How did they grow and change?

Why did the characters act the way they acted?

What is different at the end of the story?

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explored.

Highlight or underline parts of the text which makes you feel like this is true or untrue.

For example, "Again Klausner heard that frightful, throatless shriek in the earphones" makes me feel like the roses are afraid and they simply want to live peacefully in Mrs Saunders garden.

How do humans and the environment affect each other in this story?

Speaking & Listening

How do you think Klausner and Mrs Saunders would feel after realising that the roses feel pain after being cut?

Do you think that both humans and plants have the right to live in peace in the real world?

Record and post your responses onto Seesaw

Writing & Representing
Task: Continue the story, 'The Sound Machine' and incorporate the theme of belonging in the storyline (you will plan today and write tomorrow).

Explain your thinking about how the author has communicated this message to you.
Writing & Representing

Task: Continue the story, 'The Sound Machine' and incorporate the theme of belonging in the storyline.

Learning Intention: Write a story that incorporates the theme of belonging.

Success Criteria:

-    Keep the theme of belonging in mind.

-    Refer to ideas from your plan.

-    Organise ideas into scenes/paragraphs.

-    Sequence and describe events that lead up to the characters developing a sense of belonging.

Spelling

Choose 5 words that you would like to expand your vocabulary knowledge on.

		Choose <u>one story</u> you are familiar with from the list: 1. The Three Little Pigs 2. Goldilocks and the Three Bears 3. The Gingerbread Man For this story, answer the guiding questions below: *What did the characters learn?* *How did they grow and change?* *Why did the characters act the way they acted?* *What is different at the end of the story?* *What idea stays with you after the story is over?* After reviewing the answers, what do you think the theme of your chosen story is? **Spelling** Copy your words and practice them daily using the 'Look, Cover, Write & Check' method.	*What idea stays with you after the story is over?* After reviewing your responses, what do you think the theme of 'The Sound Machine' could be? **Speaking and Listening** A theme is a universal concept or idea that people should be able to relate to in some way. Can you make a connection with the theme you came up with for 'The Sound Machine'? Record and post your response onto Seesaw. **Example**: Red Riding Hood. **Theme:** The importance of trusting one's inner feelings. **Possible connection:** The theme of trusting one's feelings reminds me of how people can sometimes feel uncomfortable or unsafe in certain situations even though they do not really know why.	e.g. Klausner may find a way to convince Mrs Saunders to think of a way where she and the roses can co-exist harmoniously in her garden. (This is just an example. You are free to come up with your own ideas to communicate the theme of belonging.) **Learning Intention:** Plan for a story that incorporates the theme of belonging. **Success Criteria:** - Use keywords to plan for 2-3 scenes/paragraphs. - Think of events that may help the characters develop a sense of belonging (what challenge needs to be overcome before the characters are able to develop a sense of belonging?). - Sequence events to communicate the chosen theme.	Define each using a dictionary in your own words and then use them in sentences.. Use this link for ideas: https://sentence.yourdictionary.com **Speaking & Listening** <u>Thinker's Keys:</u> <u>The Prediction Key</u> Name 5 world wide industries that will probably not exist in 20 years time. (e.g. video rental companies because they have been overrun by video streaming websites like Netflix) Record and post your response on Seesaw.
Break	**Break**	**Break**	**Break**	**Break**	**Break**

Middle	Public Holiday	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS
		Complete - Maths Mentals	Complete - Maths Mentals	Complete - Maths Mentals	Log in to *Mangahigh* and complete the assigned activity.

MATHEMATICS

Complete - Maths Mentals

Factors and Multiples

Product is the answer when numbers are multiplied.
For example: 7 x 3 = 21
21 is the product.

Multiple is the product of two factors.
For example: 3 x 4 = 12
12 is a multiple of 3.
12 is a multiple of 4.

Watch the following video to help refresh your memory:
Multiples vs. Factors | What are Multiples and Factors? | Math with Mr. J - YouTube

Complete the *Multiples* worksheet.

MATHEMATICS

Complete - Maths Mentals

Log in to *Mangahigh* and complete the assigned activity.

How Many Characters Challenge

Watch the first video on the following link to learn about our mathematical problem:
Stage 3 Thinking mathematically resource - How many characters challenge (google.com)

Instructions:

How many unique mini figs can we make for our $25?
Use your workbook to record your initial thinking.

Once you've given it a go, watch the second video to see how you went!

MATHEMATICS

Complete - Maths Mentals

Chance from Zero to One

When we describe the likelihood of an event occurring, we can use a scale from 0 to 1.

- Events that are certain to happen are given a probability of 1
- Events that will never happen are given a probability of 0
- Events that could happen are rated between 0 and 1

| 0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 | 1 |

Complete the *Chance from Zero to One* worksheet.

MATHEMATICS

Log in to *Mangahigh* and complete the assigned activity.

N&A Revision

Use a FORMAL ALGORITHM to complete the following:

Addition Revision:
39859 + 43853 =
46554 + 94824 =
91830 + 47324 =
94836 + 26492 =

Subtraction Revision:
93732 - 46382 =
84722 - 37100 =
60093 - 28453 =
83080 - 73823 =

Multiplication Revision:
8732 x 32 =
6482 x 48 =
7201 x 43 =
3091 x 28 =

Division Revision:
783 ÷ 9 =
1015 ÷ 7 =
1524 ÷ 6 =
2920 ÷ 8 =

	Public Holiday	**SPORT**	**DRAMA**	**SCIENCE**	**SPORT**
		Keeping active through physical activity and sport has many benefits for the body. Go outside and play a sport of your choice for at least 30 minutes.	**LI: To experiment with movement using finger puppets** **SC:** **- Create finger puppets out of paper.** **- Plan a puppet show using the planning worksheet.** **- Experiment with movement to bring puppet to life** View welcome video: https://vimeo.com/422983718/1740c0de4d Complete the performance planning for paper puppets worksheet. Base your puppet show off <u>one</u> of these story titles: - A moment of kindness - Friends meeting each other after a long break - Recycling matters To create paper puppets view: https://www.youtube.com/watch?v=Vhz5WHr9d6E Record performance and upload onto Seesaw.	*Inquiry focus: What is an adaptation?* **Activity 5: Watch the video - Living things change** https://www.youtube.com/watch?v=xDSFlRunlrU What could happen to living things when the environment around them changes? Write a one paragraph response.	Keeping active through physical activity and sport has many benefits for the body. Go outside and play a sport of your choice for at least 30 minutes.

| Break	Break	Break	Break	Break	Break
Afternoon	**Public Holiday**	**SCIENCE** *Inquiry focus: What is an adaptation?* **Activity 1: Read the text – Living Things** https://kids.britannica.com/kids/article/living-thing/399971 Summarise the text in 5 sentences. Refer to the worksheet. Complete **Activity 2, 3** and **4**.	**HSIE - GEOGRAPHY** **Fire components** **LI: Students learn that fire needs three things to start and continue burning.** **SC: To prevent or control a fire, at least one of the components must be removed.** Complete a brainstorm: What does a fire need to start? **Exploring** Use a recording device or hand write responses to the focus questions related to the Adult led demonstration. **Adult led demonstration: Making and putting out fire** Ask an adult to light a piece of paper with a match/lighter over a metal tray in a well-ventilated area (outside). Keep a bucket of water handy. Watch the paper ignite and burn on the tray. Finally the paper smoulders into ashes and the flame extinguishes itself. **Focus questions:** How was the fire started? What happened when the match was removed? Why does the paper keep burning?	**DANCE** Warm up- www.youtube.com/watch?v=nj9NA3flLoI Watch and follow along to the End of Year 5 Dance - Part 1. Practice until you have learnt all the movements. www.youtube.com/watch?v=Od8nvlCMNgU&t=3s	**PERSONAL DEVELOPMENT/HEALTH** **Safety in Outdoor Environments** Define the word 'Risk' Write about five experiences in your life where you have taken a risk. Remember the risk doesn't always have to involve danger, it could be moving schools. How did each risk make you feel and how did you feel after the change had happened? Watch the video and take notes. Upload your notes to Seesaw. https://tinyurl.com/rtee5mxs What were the videos' main messages? What is peer pressure? Have you ever been involved in peer pressure? What happened and how did you feel? Would you ever peer pressure someone? Why/why not? Make two videos of you involved in a risk and how you reacted. Upload these onto Seesaw

| | | | In which direction did the flame move across the paper? Would the flame have moved differently across the paper if the breeze had been blowing in a different direction? What happened when there was no paper left to burn? What does fire need to burn?

Further investigations- what happen in these scenarios when:
Part of the paper is wet.

An overturned glass is placed over the flame as the paper is burning,

Water is sprayed over the burning paper.

In each scenario,predict what will happen and then do the investigation ,observe and explain what happened.

Write descriptions, take photos or draw 'before and after' pictures to explain:
What happened to the paper?
What does a fire need to start?
How did the paper change? | | Make a video of you involved in a peer pressure situation. You could be the person creating the peer pressure or you could be feeling this. Upload your video onto Seesaw. |

Week 1 Spelling

1. starboard

2. tabloid

3. thigh

4. various

5. balance

6. dauntless

7. dialect

8. vindicate

9. ergonomic

10. freight

11. esoteric

12. gregarious

13. illegitimate

14. intercede

15. lacklustre

16. exacerbate

17. foible

18. gratuitous

19. impeccable

20. incinerator

Monday

1. 29 + 58 = ____

2. 61 – 50 = ____

3. 28 ÷ 4 = ____

4. 1 x 3 = ____

5. 12 ÷ 3 = ____

6. Round 3607 to the nearest hundred. ____

7. Write the largest number you can using: 2, 2, 4, 8, 7, 5. ____

8. Complete this counting pattern:
54, 61, 68, 75, ____, ____, ____

9. Complete this counting pattern:
77, 83, 89, 95, ____, ____, ____

10. What is the sum of 53, 24 and 13? ____

11. How much is 6m at $3 per metre? ____

12. 5 cents + $1.00 + 50 cents = ____

13. What is 1/11 of 55? ____

14. What is 1/2 of 660? ____

15. Write these decimals in ascending order: 0.55, 0.80, 0.70, 0.80 ____

16. Write these decimals in descending order: 0.52, 0.22, 0.16, 0.62 ____

17. 60 minutes = ____ hours

18. The length of a square's sides are 4cm. What is its area? ____

19. What type of angle is 103°? ____

20. Which circle has the highest chance of being selected? Black or white? ____
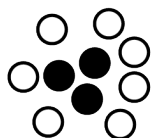
Tuesday

1. 36 + 92 = ____

2. 54 – 43 = ____

3. 11 x 9 = ____

4. 20 ÷ 4 = ____

5. 21 ÷ 3 = ____

6. Round 88272.10 to the nearest whole number. ____

7. Round 71253.90 to the nearest whole number. ____

8. Complete this counting pattern:
70, 73, 76, 79, ____, ____, ____

9. Complete this counting pattern:
65, 70, 75, 80, ____, ____, ____

10. What is the sum of 33, 66 and 54? ____

11. What is the average of 9, 0 and 0? ____

12. What is the price after taking 50% off $11? ____

13. What is 1/11 of 99? ____

14. What is 1/9 of 45? ____

15. Write these decimals in ascending order: 0.14, 0.13, 0.32, 0.50 ____

16. Write these decimals in descending order: 0.76, 0.77, 0.23, 0.12 ____

17. What digital time does the clock show? ____

18. The length of a rectangle's sides are 9cm and 2cm. What is its area? ____

19. Draw a line of symmetry on this oval:

20. Imagine these circles are in a bag. What is the probability of pulling out a black circle? ____

MATHS MENTALS
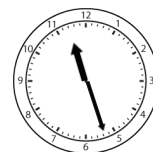
Wednesday

1. 31 + 77 = ____

2. 41 – 41 = ____

3. 42 ÷ 6 = _____

4. 4 x 5 = ____

5. 0 x 5 = ____

6. Round 56359.30 to the nearest whole number. _____

7. Write these numbers in ascending order: 53337, 37006, 7635, 57128, 14306, 49550. _____

8. Complete this counting pattern:
48, 56, 64, 72, _____, _____, _____

9. Complete this counting pattern:
75, 79, 83, 87, _____, _____, _____

10. What is the sum of 94, 33 and 92? ____

11. Share 12 apricots between 4 children. _____

12. What is the price after taking 50% off $88? _____

13. What is 1/8 of 64? _____

14. What is 1/5 of 35? _____

15. Write these decimals in descending order: 0.43, 0.13, 0.88, 0.20 _____

16. Write these decimals in ascending order: 0.70, 0.56, 0.62, 0.20 _____

17. 120 hours = _____ days

18. The length of a rectangle's sides are 18cm and 19cm. What is its perimeter? _____

19. What type of angle is this? _____
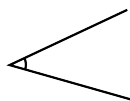
20. Imagine these stars are in a bag. What is the probability of pulling out a white star?
____

Thursday

1. 68 + 76 = ____

2. 78 – 14 = ____

3. 24 ÷ 3 = _____

4. 0 x 9 = ____

5. 3 x 3 = ____

6. Round 90448.50 to the nearest whole number. _____

7. Round 25642.30 to the nearest whole number. _____

8. Complete this counting pattern:
87, 95, 103, 111, _____, _____, _____

9. Complete this counting pattern:
43, 51, 59, 67, _____, _____, _____

10. What is the sum of 99 and 99? ____

11. Share $648 between 2 children. _____

12. What is the price after taking 50% off $73? _____

13. What is 1/11 of 132? _____

14. What is 1/9 of 81? _____

15. Write these decimals in ascending order: 0.27, 0.54, 0.59, 0.24 _____

16. Write these decimals in descending order: 0.58, 0.46, 0.98, 0.44 _____

17. 120 minutes = _____ hours

18. If a square has a perimeter of 376cm, what is the length of a side? _____

19. What is the name of the 3D object this net forms? _____
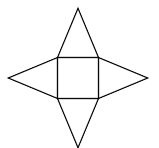
20. Which circle has the highest chance of being selected? Black or white? _____

MATHS MENTALS

Multiples

1 Write the first 5 multiples of:

a 4. ☐ ☐ ☐ ☐ ☐

b 7. ☐ ☐ ☐ ☐ ☐

c 9. ☐ ☐ ☐ ☐ ☐

d 11. ☐ ☐ ☐ ☐ ☐

e 20. ☐ ☐ ☐ ☐ ☐

2 Complete.

Factor	7	6	☐	5	☐	10	☐	7
Factor	7	☐	8	☐	10	16	4	☐
Product	☐	54	24	35	60	☐	80	56

3 Put these multiples in their correct boxes. Some will go in more than one box.

20 63 36 54 44 35 14
16 15 28 21 25 27 60 49 81 45

a 4
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐

b 5
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐

c 9
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐

d 7
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐

4 Multiply by 2 (double).

a 14 ☐ b 19 ☐ c 23 ☐ d 35 ☐ e 67 ☐

5 Multiply by 4 (double, double).

a 8 ☐ b 12 ☐ c 24 ☐ d 42 ☐ e 71 ☐

6 Multiply by 8 (double, double, double).

a 6 ☐ b 12 ☐ c 15 ☐ d 27 ☐ e 63 ☐

Living organisms can perform seven important life processes which define them as living things.

Activity 2: Match these words to the correct meaning.

movement	All organisms need nutrients to survive
respiration	The removal of waste products from the organism
sensitivity	All organisms are constantly growing and changing
nutrition	The ability to make a copy or copies of itself
excretion	The ability to change gases with the environment
reproduction	The ability to change location or position; to be active
growth	The ability to respond to the environment

Activity 3: Sort these things under the correct headings.

paper	tree	dog	rock	timber
fish	mushroom	germs	sand	virus
jellyfish	ant	daffodil	seaweed	pumpkin
octopus	snake	plastic		

Living	Once living	Non-living

All living things have <u>structural features</u> and <u>behavioural traits</u>. <u>Structural features</u> relate to the plant or animal's anatomy. <u>Behavioural traits</u> relate to what the plant or animal does and how it acts.

Activity 4: Research Task

Choose one animal or one plant from the following list:

Animals	Plants
Arctic fox	Tundra saxifrage
Fennec fox	Cactus
Australian red fox	Aucuba plant
Lemming	Snowy pine tree
Jerboa	Boab tree
Field mouse	Kapok
Alaskan tree frog	
Australian desert tree frog	
Rainforest tree frog	

In your book:

1. Draw a picture of your animal or plant.

2. Annotate your drawing with researched information about its structural and/or behavioural features. Be specific and descriptive!

For example:
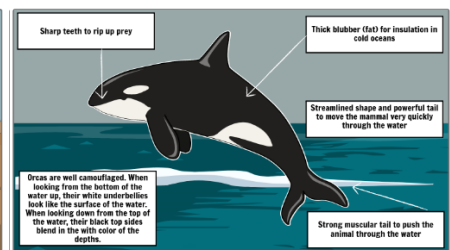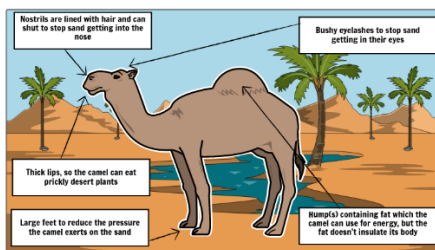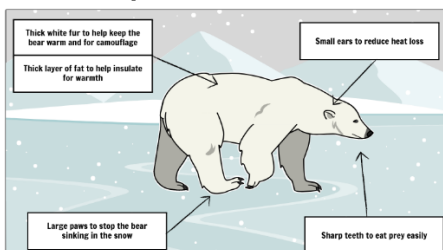
"Why not? Why not?" Klausner pointed to a fly sitting on a small roll of copper wire on the workbench. "You see that fly? What sort of noise is that fly making now? None--that one can hear. But for all we know the creature my be whistling like mad on a very high note, or barking or croaking or sing ing a song. It's got a mouth, hasn't it? It's got a throat?" The Doctor look ed at the fly and he smiled. He was still standing by the door with his hand s on the doorknob. "Well," he said. "So you're going to check up on that?"

,, Some time ago," Klausner said, "I made a simple instrument that proved to me the existence of many odd inaudible sounds. Often I have sat and watched the needle of my instrument recording the presence of sound vibra tions in the air when I myself could hear nothing. And those are the sounds I want to listen to. I want to know where they come from and who or what is making them."

"And that machine on the table there," the Doctor said, "is that going to allow you to hear these noises?"

"It may. Who knows? So far, I've had no luck. But I've made some changes in it and tonight I'm ready for another trial. This machine," he said, touching it with his hands, "is designed to pick up sound vibrations that are too high pitched for reception by the human ear, and to convert them to a scale of audible tones. I tune it in, almost like a radio."

"How d'you mean?"

"It isn't complicated. Say I wish to listen to the squeak of a bat. That's a fairly high-pitched sound--about thirty thousand vibrations a second The average human ear can't quite hear it. Now, if there were a bat flying around this room and I tuned in to thirty thousand on my machine, I would hear the squeaking of that bat very clearly. I would even hear the correct note F shar p, or B flat, or whatever it might be--but merely at a much lower pitch. Don't you understand?"

The Doctor looked at the long, black coffinbox. "And you're going to try it tonight?"

"Yes."

"Well, I wish you luck." He glanced at his watch. "My goodness!" he said. "I must fly. Good-bye, and thank you for telling me. I must call again sometime and find out what happened." The Doctor went out and closed the door behind him.

For a while longer, Klausner fussed about with the wires in the black bo x; then he straightened up and in a soft excited whisper said, "Now we'll try again... We'll take it out into the garden this time... and then perhaps perhaps... the reception will be better. Lift it up now... carefully... Oh, my God, it's heavy!" He carried the box to the door, found that he couldn't open the door without putting it down, carried it back, put it on the bench, opened the door, and then carried it with some difficulty into the garden. H e placed the box carefully on a small wooden table that stood on the lawn. H e returned to the shed and fetched a pair of earphones. He plugged the wire connections from the earphones into the machine and put the earphones over his ears. The movements of his hands were quick and precise. He was excited, and breathed loudly and quickly through his mouth. He kept on talking to him self with little words of comfort and encouragement, as though he were afraid--afraid that the machine might not work and afraid also of what might happen if it did.

He stood there in the garden beside the wooden table, so pale, small, and thin that he looked like an ancient, consumptive, bespectacled child. The sun had gone down. There was no wind, no sound at all. From where he stood, he could see over a low fence into the next garden, and there was a woman walking down the garden with a flower-basket on her arm. He watched her f or a while without thinking about her at all. Then he turned to the box on the table and pressed a switch on its front. He put his left hand on the vo lume control and his right hand on the knob that moved a needle across a la rge central dial, like the wavelength dial of a radio. The dial was marked with many numbers, in a series of bands, starting at 15,000 and going on up to 1,000,000.

And now he was bending forward over the machine. His head was cocked to one side in a tense, listening attitude. His right hand was beginning to turn the knob. The needle was travelling slowly across the dial, so slowly h e could hardly see it move, and in the earphones he could hear a faint, spa smodic crackling.

Behind this crackling sound he could hear a distant humming tone which was the noise of the machine itself, but that was all. As he listened, he became conscious of a curious sensation, a feeling that his ears were stretching out away from his head, that each ear was connected to his head by a thin stiff wire, like a tentacle, and that the wires were lengthening, that the ears were going up and up towards a secret and forbidden territory, a dangerous ultrasonic region where ears had never been before and had no right to be.

The little needle crept slowly across the dial, and suddenly he heard a shriek, a frightful piercing shriek, and he jumped and dropped his hands, ca tching hold of the edge of the table. He stared around him as if expecting to see the person who had shrieked.

There was no one in sight except the woman in the garden next door, and it was certainly not she. She was bending down, cutting yellow roses and putting them in her basket.

Again it came--a throatless, inhuman shriek, sharp and short, very clear and cold. The note itself possessed a minor, metallic quality that he had never heard before. Klausner looked around him, searching instinctively for t he source of the noise. The woman next door was the only living thing in sight. He saw her reach down; take a rose stem in the fingers of one hand and s nip the stem with a pair of scissors. Again he heard the scream.

It came at the exact moment when the rose stem was cut.

At this point, the woman straightened up, put the scissors in the basket with the roses and turned to walk away.

"Mrs Saunders!" Klausner shouted, his voice shrill with excitement. "Oh , Mrs Saunders!"

And looking round, the woman saw her neighbour standing on his lawn--a fantastic, arm-waving little person with a pair of earphones on his head--calling to her in a voice so high and loud that she became alarmed.

"Cut another one! Please cut another one quickly!"

She stood still, staring at him. "Why, Mr Klausner," she said. "What's the matter?"

"Please do as I ask," he said. "Cut just one more rose!"

Mrs Saunders had always believed her neighbour to be a rather peculiar person; now it seemed that he had gone completely crazy. She wondered wheth er she should run into the house and fetch her husband. No, she thought. No, he's harmless. I'll just humour him. "Certainly, Mr Klausner, if you like," she said. She took her scissors from the basket, bent down and snipped another rose.

Again Klausner heard that frightful, throatless shriek in the earphones; again it came at the exact moment the rose stem was cut. He took off the earphones and ran to the fence that separated the two gardens. "All right," he said. "That's enough. No more. Please, no more."

The woman stood there, a yellow rose in one hand, clippers in the other, looking at him.

"I'm going to tell you something, Mrs Saunders," he said, "something that you won't believe." He put his hands on top of the fence and peered at her intently through his thick spectacles. "You have, this evening, cut a basketful of roses. You have with a sharp pair of scissors cut through the stems of living things, and each rose that you cut screamed in the most terrible w ay. Did you know that, Mrs Saunders?"

"No," she said. "I certainly didn't know that."

"It happens to be true," he said. He was breathing rather rapidly, but he was trying to control his excitement. "I heard them shrieking. Each time you cut one, I heard the cry of pain. A very high-pitched sound, approximately one hundred and thirty-two thousand vibrations a second. You couldn't possibly have heard it yourself. But I heard it. "

Performance planning for paper puppets

Performance space: • Where will you perform? • What will you use as a stage space? • Where will you sit or stand behind the stage so your puppet is accessible?	
Performance ideas: • Who will your audience be? What kind of story or character would they find engaging? • What kind of character is your puppet? Old or young? Energetic or shy? • What kind of activity will your puppet be engaged in? • What will be the start and end-points of your performance? • How long will your performance be? (It should be about 1-2 minutes long) • Do you want to add music to your performance to help set the mood?	
Rehearsal: • What finger movements and transitions will you need to work on to make your performance clear and smooth? • At what points will you need to 'breathe' with the character or make noises or talk? • What are the 'life-like' movements you will need to rehearse?	

Thursday Mathematics

Chance from Zero to One

**7** Rate the likelihood of these things happening on a scale from 0 to 1.

	Event	Scale
a	The Prime Minister visits your house tonight.	
b	A newborn baby is a boy.	
c	A spinner with 10 equal spaced numbers lands on 7.	
d	I will be breathing in 10 seconds.	
e	I toss a coin and it lands on heads.	
f	A person has blue eyes.	
g	A teacher is over 3 m tall.	

8 Describe an event to match each likelihood.

a 0 _____

b 0.3 _____

c 0.5 _____

d 0.9 _____

e 1 _____

9 Use the scale of 0 to 1 to rate the likelihood of green being the winning colour on these chocolate wheels.

a   b   c   d   e   f

0.5

I KNOW EVERYTHING!

HUG A FISH!
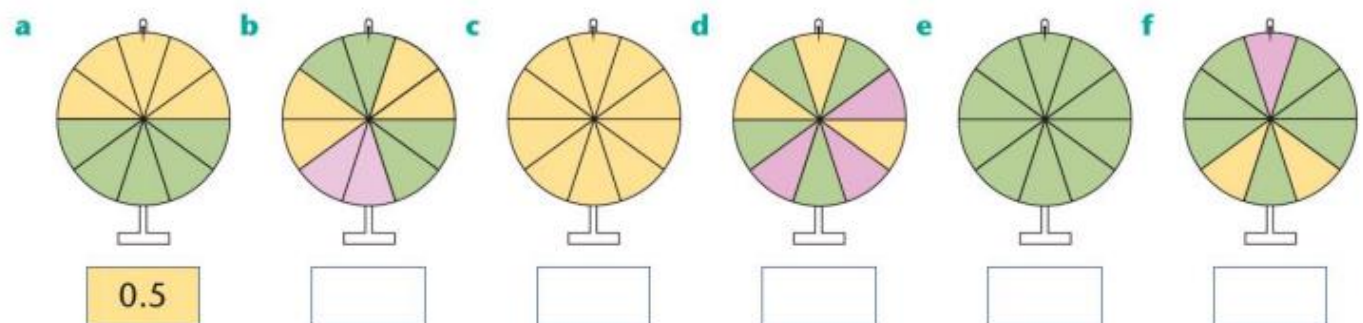
Panel 1: AHHH...SOMETIMES IT'S NICE TO LEAVE THE HUMANS ALONE AND HAVE A LOVELY **HOLIDAY**...

Panel 2: ...AT THE **GLARGIAN PALMS RESORT** IN THE **FLUMPLEDINK GALAXY!**

Panel 3: GETTING A TAN FROM ALL THREE SUNS...SIPPIN WEIRD SNARLIN

MILKSHAKES

GRRRR!

Panel 4: ...ENJOYING THE WILDLIFE. OH! A **GLOWBUG**! HOW CUTE!

FLUTTER!

Panel 5: CLOMP!

NYAHH!!

Panel 6: SORRY ABOUT THAT, SIR. THIS GLOWBUG WON'T BE BOTHERING YOU AGAIN.

BUT...BUT WHERE ARE YOU TAKING IT?

Panel 7: OH THIS GLOWBUG WILL BE JOINING ALL THE OTHERS..

Panel 8: ...DANCING IN THE **DAILY GLARGIAN PALMS RESORT ENTERTAINMENT SHOW!**

Panel 9: (BECAUSE IF IT DOESN' THERE'LL BE **TROUBLE**

Panel 10: BUT...BUT THAT'S NOT FAIR! GLOWBUGS HAVE RIGHTS TOO!

NO THEY DON'T.

YES THEY DO! WE **ALL** DO!

Panel 11: DON'T YOU WORRY, GLOWBUGS, I'LL PUT A STOP TO THIS!

Panel 12: SLOP! SLOP! SLOP!

Panel 13: NO MORE GLOWBUG SHOWS! GLOWBUGS ARE OUR FRIENDS!

BAN THIS SHOW!

Panel 14: WHAT ARE YOU DOING?

I'M **PROTESTING**!

YOU'RE **RUINING** THE SHOW!

Panel 15: I'M STANDING UP FOR WHAT'S RIGHT. GLOWBUGS ARE **CUTE!**

BAN THIS SHOW!

Panel 16: AREN'T YOU? YES YOU **ARE!**

MIP! MIP! MIP! MIP MIP MIP!

Panel 17: HUG
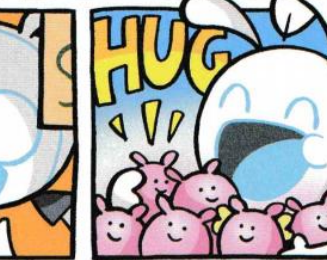
Panel 18: AND I'M HERE TO **PROTECT** YOU!

AWWW!

Panel 19: HA! AS IF **YOU** COULD MAKE A DIFFERENCE!

SHOVEL!

SAVE OUR GLOW-BUGS!

HE ALREADY HAS...

Panel 20: UH OH.

THIS SHOW IS RUBBISH

Panel 21: COME ON GLOWBUGS, LET'S GO AND GET SOME SNARLING MILKSHAKES!

SOB! DANCE. SOB!

JAMIE