# Week 4 – Stage 3 – Home Learning

Each day you will have a variety of lessons to choose from. All your work can be completed on paper or you can type it using Google Docs/Slides and post it to Google Classroom.

All activities highlighted in <mark>GREEN</mark> must be submitted to your teacher before the end of the school day. Feedback will be given once it has been submitted through Google Classroom or emailed to your teacher. The <mark>GREEN</mark> activity should be completed and submitted **first.** If you complete it on paper please take a photo and send it via email to your teacher.

Please ask your parents for help to complete activities or ask your teacher on Google Classroom during school hours 9:00am - 3:00pm.

We will be giving out dojo points and merit certificates for those students who show us great work.

| **Daily Zoom Meeting 9-9:30am** | | | |
|---|---|---|---|
| **5/6K**<br>https://nsweducation.zoom.us/j/67979363026?pwd=UmYrcGFvMTg0cWlGZHJmNVdIcHRqUT09<br><br>**Meeting ID: 679 7936 3026**<br>**Passcode: Legends** | **5/6B**<br>https://nsweducation.zoom.us/j/67245739692?pwd=MzBraFRiMXhPbkRWcXhrNzhoNFQyQT09<br><br>**Meeting ID: 672 4573 9692**<br>**Passcode: yoda** | **5/6L**<br>https://nsweducation.zoom.us/j/63356315446?pwd=d2hsVWE2UFZ4S1F6MWU5VGYxNHVkZz09<br><br>**Meeting ID: 633 5631 5446**<br>**Passcode: 987969** | **5/6T**<br>https://nsweducation.zoom.us/j/64328510280?pwd=ZUFJUWVUNXlLTkJRMGJjZTI1WWZOUT09<br><br>**Meeting ID: 643 2851 0280**<br>**Passcode: tran21** |

**Stage 3 Teacher Email addresses if you have questions or need help.**

Mrs Bellach: Kathryn.Pensini@det.nsw.edu.au

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**Mrs Bellach's groups in 5/6T** will be having a zoom meeting with her on Tuesday's from 9.30-10am straight after your class zoom using the same link and password.

| **Websites & Teaching Resources** |
|---|
| **Reading Eggs Website:** www.readingeggs.com.au<br>**EPIC** https://www.getepic.com/sign-in Epic code: mrp9666<br>**Mathletics Website:** https://www.mathletics.com/au/<br>**Olympics.com.au** https://www.olympics.com.au/community-and-schools/educator-resources<br>**Soundwaves** www.soundwaveskids.com.au<br>Year 5 code: boot002                              Year 6 code: wink821 |

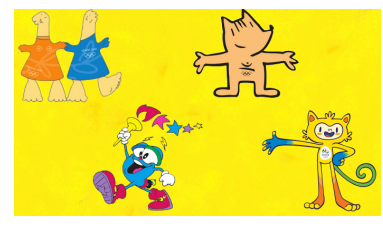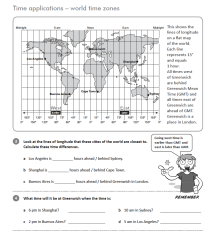| Approx Time | **Monday 2nd August** |
|---|---|
| **1 hour 15 mins** | **English** |
| | **Reading Learning Intention:** We can engage in sustained reading for up to 30 mins <br> ● Independent Reading 20 -30 mins <br> ● Use your own book or log in to Epic and find a chapter fiction text. <br><br> **Soundwaves:** Complete the activity: **Unit 20 p, pp** <br> *Brainstorm* a list of words that have the graphemes at the beginning, middle and end. <br> *Reflection*: Describe any spelling patterns you notice? What is the most and least common grapheme and where is it usually? <br><br> **Writing Activity: Learning Intention:** I can share my ideas of Olympic Mascots and their purpose <br> ● Have you heard of mascots before? Where? <br> ● What do you notice? <br> ● Do you recognise some of the mascots? <br> ● What questions do you have? <br> ● What do you think mascots do? <br> ● What do you already know about mascots? <br> Write your ideas down in a google document or workbook. Share your ideas and/or document with a family member or classmate. <br> **Reading Eggspress:** Complete 20 mins of Reading Eggspress |
| | **30 min - Break** |
| **1 hour 15 mins** | **Mathematics** |
| | **Task 1 - Mathletics** <br> ● Complete 20 mins of Mathletics <br><br> **Task 2 – Time** <br> While the whole world is watching the 2021 Olympics, everyone will be airing it live at different times around the world. So why do we have different time zones you may ask...imagine shining a flashlight at a globe, only part of the world would receive light and the opposite side would be dark. As Earth rotates, different parts of Earth receive sunlight or darkness, giving us day and night at different times around the world. <br> **Learning Intention:** To understand time zones and calculate time at different locations in the world. <br> **Success Criteria:** I can calculate an unknown time using time zone information that is given. <br>    1)  Complete the worksheet (below & is posted on Google Classroom) to understand how time zones work around the world. <br>    2)  Using the information below, work out what time it will be in each of these places if it is currently 15:00 (3pm) in Sydney. <br> *Did you know:* <br> ● Sydney NSW is only 1 hour ahead of Tokyo, Japan <br> ● Sydney NSW is 7 hours ahead of Moscow, Russia <br> ● Sydney NSW is 8 hours ahead of Egypt <br> ● Sydney NSW is 15 hours ahead of Peru <br> ● Antarctica is 2 hours ahead of Sydney NSW <br> ● Sydney NSW is 2 hours ahead of Ulaanbaatar, Mongolia <br> You should have 6 answers. (EXTENSION: convert your answers to 24 hour time) |
| | **30 min - Break** |
| **45 mins** | **CAPA** |
| | Learning Intention: **'How do artists communicate through their artwork?'** <br> Our Australian Olympic Team will be competing in Tokyo from the 23rd July 2021. They need our support! What sort of images or words would encourage the athletes to perform at their best? <br><br> Choose one task that you did not complete last week: <br> 1) Look at the artworks below and create a banner or poster you would proudly have displayed in the athletes village in Japan. Use an A4 paper. Be as creative as you like. <br> OR <br> 2) Design a class mascot to represent your class at an Olympic Games. <br> <u>See below for examples.</u> |

These artworks have been prepared by school students for the Australian Olympians at previous Olympic Games. *What can you see in these artworks? What colours have they used? What images have they used? How do you think the artwork makes the Olympians feel?* Now create your own!



These are the previous mascots for the past 29 years. Think about what they symbolise for each country. What will your mascot symbolise for your class?!

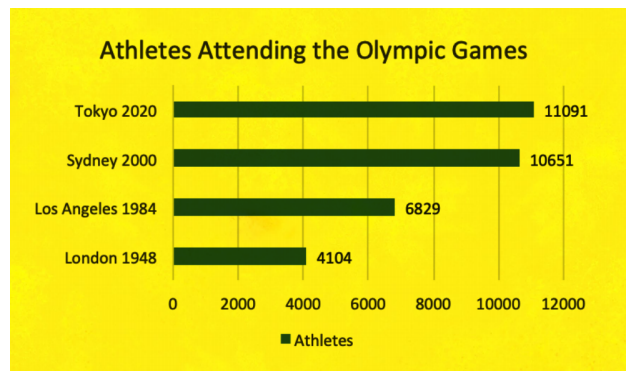| Approx. time | Tuesday 3rd August |
|---|---|
| | **English** |
| 1 hour 15 mins | **Reading Learning Intention:** We can engage in sustained reading for up to 30 mins<br>● Independent Reading 20 -30 mins<br>● Use your own book or log in to Epic and find a chapter fiction text.<br><br>**Soundwaves:** Complete an online activity **OR**<br>**Offline option: Unit 20 p, pp**<br>Match the words to their meanings.<br><br>**Writing Activity**: **Learning Intention:** I can share my ideas of Olympic Mascots and their purpose<br>**This is BK, the Australian Olympic Team mascot.**<br>● What do you think BK could do to support the Australian Olympians and how can he represent you and the Australian people?<br>● Draft an email in a google document or workbook to BK to share your ideas with them. *Optional: You can send your published email to bk@olympics.com.au*<br>**Reading Eggspress:** Complete 20 mins of Reading Eggspress |
| | **30 mins - Fitness Break** |
| 1 hour 15 mins | **Mathematics** |
| | **Task 1 - Mathletics**<br>● Complete 20 mins of Mathletics<br><br>**Task 2 – Data**<br>**Learning Intention:** To interpret and analyse data, make predictions and conclusions about the data.<br>**Success Criteria:** I can interpret data and use different addition and subtraction strategies to form conclusions about the data.<br>Look at the graph and answer the following questions without a calculator:<br>Show your working and strategies.<br>1. How many more athletes attended the Sydney 2000 Olympics compared to the Los Angeles 1984 Olympics?<br>2. What is the increase in the number of athletes attending in the last 20 years?<br>3. There has been a dramatic increase of athletes since 1948 to the 2000's, predict why this might be, you may give more |

In the English section:

4 Match the words to their meanings. Use your dictionary to help.
★ The prefix **post** can mean *after*, for example *postnatal* means *after a birth*.

postnatal    postdate    postscript    postpone    post-mortem

to write a date **after** the actual **date** _____ after a birth _____
examination of a body **after** death to find the cause _____
a message (script) added to a letter **after** it is finished and signed _____
to put off until another time **after** the planned day _____

**Athletes Attending the Olympic Games**

| | Athletes |
|---|---|
| Tokyo 2020 | 11091 |
| Sydney 2000 | 10651 |
| Los Angeles 1984 | 6829 |
| London 1948 | 4104 |

4. If you add the1984 and 1948 Olympics athletes together, will they exceed the Sydney 2000 attendance number? If so, by how much?
5. What type of graph is this called? Do you think this is the best way to show this type of data? Suggest another type of graph that would be best to show this data and explain why in 2-3 sentences.

(EXTENSION: for those with the program Excel Spreadsheet: represent this data using a different types of graphs (e.g. line graph, pie graph)

| 30 min - Break |
|---|

| 45 mins | Geography |
|---|---|

**Learning Intention: Investigate atlases, globes and maps to locate themselves and others in the world**
You are the Australian Olympic Commissioner and your role is to plan how the athletes will be traveling to the Tokyo Olympics.
What you must include;
- All modes of transport (car/train from house to airport, Aeroplane from Australian airport to Tokyo airport, car/train/bus from Tokyo airport to Olympic Village)
- How long will each leg take?
- How much will each part cost? (Price of train ticket to airport, price of plane ticket etc)
- How much will it cost to return back to Australia
- Which mode of transport would you choose and why?

Don't forget to take pictures of each of the prices, times and companies so we know you aren't making up the prices



| Approx Time | Wednesday 4th August |
|---|---|

| 1 hour 15 mins | English |
|---|---|

**Reading Learning Intention:** We can engage in sustained reading for up to 30 mins
- Independent Reading 20 -30 mins
- Use your own book or log in to Epic and find a chapter fiction text.

7 **Circle** the word in each pair that comes first in the dictionary.

| experience | patient | applicant | suppose | impolite | incorporate | supply |
|---|---|---|---|---|---|---|
| expectation | patience | application | support | important | incorrectly | surprise |

**Soundwaves:** Complete an online activity *OR*
**Offline option:  Unit 20 p, pp**
Circle the word in each pair that appears first in the dictionary.

**Writing Activity**: **Learning Intention:** I can create a class mascot
Make a class mascot to represent you at an Olympic Games (or using the one you created in Week 3).
Your challenge:
- Use recycled materials around the home.
- Create it so that a class member can wear it.
- Parade your mascot at a zoom meeting and/or share it on google classroom.

Write an explanation of all the recycled materials used. **Justify** why you chose the class mascot and **how** it connects to the Olympic Games.
**Reading Eggspress:** Complete 20 mins of Reading Eggspress

| 30 mins -Fitness Break |
|---|

| 1 hour 15 mins | **Mathematics** |
|---|---|

**Task 1 - Mathletics**
● Complete 20 mins of Mathletics

**Task 2 – Length - OLYMPICS**
**Learning Intention:** To record and convert length using centimeters and meters.
**Success Criteria:** I can accurately record length and convert my results from meters to centimeters.
Look at the Olympic Long Jump graph
1) Record the long jump results for those four athletes in meters, then convert these distances to centimeters.
2) Using a ruler (preferably a tape measure) record your attempt at long jump. mark the line where you jump from to where your back heel lands. Remember to do a run up! Have three attempts and see if you improve!
3) Record all of your three attempts and represent your results in both meters and centimeters.

# Long Jump at the Australian Championships

Australian Women's Results from Long Jump

©2020 AUSTRALIAN OLYMPIC COMMITTEE

For example: 1st jump was 1.2m = 120cm
**You can compete with a family and record more results!**
(EXTENSION: work out the average of your three attempts. Average = three results added together, then divided by 3)

| **30 mins- Break** |
|---|

| 45 mins | **PDHPE** |
|---|---|

Learning Intention: recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community.
KIQ: How can we live a more sustainable life?
How are the Tokyo Olympics reducing, reusing and recycling? https://www.youtube.com/watch?v=jgK4S6LHnzk
- Japan recycled nearly 6 million cell phones and other electronics to make the medals for the Olympic and Paralympic Games
- The project encourages people to bring plastic packaging waste to the collection boxes at retail stores. The podiums will be manufactured with the plastic collected as well as ocean plastic waste.
- All the bed frames will be made from high resistance cardboard. They will be recycled into paper products after the Games.

-
- What are some ways that we as a community can become more sustainable? List 10 different ideas that you have that we as a community can reduce, reuse or recycle?

| Approx. time | Thursday 5th August | |
|---|---|---|
| | **English** | |
| **1 hour 15 mins** | **Reading Learning Intention:** We can engage in sustained reading for up to 30 mins<br>● Independent Reading 20 -30 mins<br>● Use your own book or log in to Epic and find a chapter fiction text.<br><br>**Soundwaves:** Complete the activity **Unit 20 r, rr, wr**<br>*Brainstorm* a list of words that have the graphemes at the beginning, middle and end.<br>*Reflection:* Describe any spelling patterns you notice? What is the most and least common grapheme and where is it usually?<br><br>**Writing Activity**: **Learning Intention:** I can research and write a profile on an Indigenous Australian Olympian..<br>Celebrate the Olympic Spirit with Indigenous Australians<br>view https://www.youtube.com/watch?v=jAYRcZSPw-A<br>Research an Indigenous Australian Olympian to write a profile.<br>Use the Double Bubble Map to compare the Athlete's life with your own life.<br>● Name<br>● Date of birth<br>● Sport<br>● Event<br>● What do you have in common?<br>● What are your differences?<br>● Interesting facts<br>**Reading Eggspress:** Complete 20 mins of Reading Eggspress | **Indigenous Australian medallists as of January 2020**<br>Do you recognise any of these athletes?<br>What do you know about them?<br>Which athlete do you have something in common with?<br><br>**Samantha Riley (Swimming)** 1992 & 1996 - Bronze 1996 - Silver<br>**Cathy Freeman (Athletics)** 1996 - Silver 2000 - Gold<br>**Baeden Choppy (Hockey)** 1996- Bronze<br>**Nova Peris-Kneebone (Hockey)** 1996- Gold<br>**Stacey Porter (Softball)** 2004 - Silver 2008 - Bronze<br>**Desmond Abbott (Hockey)** 2008 - Bronze<br>**Rohanne Cox (Basketball)** 2008 - Silver<br>**Joel Carroll (Hockey)** 2012 - Bronze |
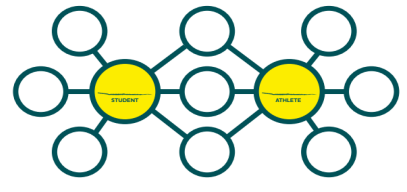
**30 mins- Fitness Break**

| | **Mathematics** | |
|---|---|---|
| **1 hour 15 mins** | **Task 1 - Mathletics**<br>● Complete 20 mins of Mathletics<br><br>**Task 2 – Word problems - OLYMPICS**<br>**Learning Intention:** To use a range of strategies and problem solving skills in a number of different word problems<br>**Success Criteria:** I can solve word problems using all known strategies (addition, subtraction, multiplication ect.)<br><br>Complete the word problems on the worksheet (below & is posted on Google Classroom). <u>Show your working for each question.</u><br>Do as many as you can, it's ok if you cannot do every single question, there are 10 questions in total. Give each a go! | WEEK 4 - THURSDAY MATH WORKSHEET |
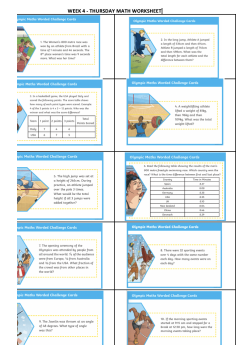
**30 mins- Break**

| | **Science** |
|---|---|
| **45 mins** | Learning Intention: Identify uses, benefits and features of robots to help in the school<br>Whilst watching the videos you need to answer the following questions;<br>- What is some of the technology you saw?<br>- Have you seen technology like this before?<br>- How can you share what you already know?<br>- What did you think was interesting?<br>- Is there anything you find concerning?<br>- Why do you think we are learning about this today?<br>- Do you have any questions?<br>Videos<br>- https://www.youtube.com/watch?v=gtxInrFnTm0<br>- https://www.youtube.com/watch?v=1bGrvDNxfh0<br><br>Your activity for today is to create your very own robot! The robots role will be to help out within the school. |

| What will it be used for? | How will this benefit the school? |
|---|---|
| Who will it benefit? | What are some special features of your robot? |
| Draw and label your robot. | |

| Approx. Time | Friday 6th August |
|---|---|
| | **English** |
| **1 hour 15 mins** | **Reading Learning Intention:** We can engage in sustained reading for up to 30 mins<br>● Independent Reading 20 -30 mins<br>● Use your own book or log in to Epic and find a chapter fiction text.<br><br>**Soundwaves:** Complete an online activity **OR**<br>**Offline option: Unit 20 r, rr, wr**<br>Unjumble the words that all begin with the prefix **re**. Use the List words to help you.<br><br>==**Writing Activity**: **Learning Intention:** We can research to get information==<br>==**Celebrating and Recognising Indigenous People** Answer the following:==<br>● ==How can we recognise and celebrate indigenous heritage, culture and contributions in our classroom?==<br>● ==What do we already know?==<br>● ==What do we need to learn more about?==<br>● ==How can indigenous communities support our journey?==<br>● ==What can we do today to make a difference?==<br>Design a poster to celebrate and recognise indigenous people. Include in your design indigenous art pieces for your school to celebrate, recognise and acknowledge Indigenous Australians and the traditional owners of the land in the community that we belong.<br>**Reading Eggspress:** Complete 20 mins of Reading Eggspress |

5 **Unjumble** these words that all begin with the prefix **re. Use** List Words and your dictionary to help. ★ The prefix re can mean *back or again*, for example *redo* means *do again*.

| reaelt _____ | reigns _____ | reefsu _____ |
|---|---|---|
| reaipr _____ | reylp _____ | reaeels _____ |
| reeeilv _____ | recepst _____ | revieec _____ |
| rerfe _____ | retpiec _____ | rebeelms _____ |
| reltcef _____ | reeilf _____ | resferh _____ |

| **30 mins- Fitness Break** |
|---|

| Approx. Time | Mathematics |
|---|---|
| **1 hour 15 mins** | **Task 1 - Mathletics**<br>● Complete 20 mins of Mathletics<br><br>**Task 2 – Schedules - OLYMPICS**<br>**Learning Intention:** To organise a schedule and determine the duration of a planned event.<br>**Success Criteria:** I can plan and organise an event to utilise time in the most efficient way.<br><br>Design and schedule your own 'Olympics in a Day'. You get to choose what sporting events are held (you could include the 'odd' sport from last Tuesday's activity!).<br>Things to include:<br>- starting and ending times of events<br>- intervals/breaks<br>- will your event have a seperate 'boys' and 'girls' event?<br>- opening ceremony<br>- medal ceremony<br>- number of competing athletes in each event<br>(EXT: have all your time in 24 hour time)<br><br>Put your schedule in a table. Yours may look like the example table here. Have fun with it! |

| TIMES | EVENT | ATHLETES COMPETING |
|---|---|---|
| 7:30AM | OPENING CEREMONY | |
| | | |
| | | |
| | | |
| | | |
| 12-12:30PM | BREAK | |
| | | |
| | | |
| | | |
| | | |

| **30 mins- Break** |
|---|

| **45 mins** | **BTN** |
|---|---|
| | Learning Intention:<br><br>Watch the latest episode of BTN on ABC iview. Write a summary of one of the stories. The episode will be 21<br><br>https://www.abc.net.au/btn/classroom/<br><br>Library Task - Log your Premier's reading challenge books. |

**Monday - English**
**Mascots**



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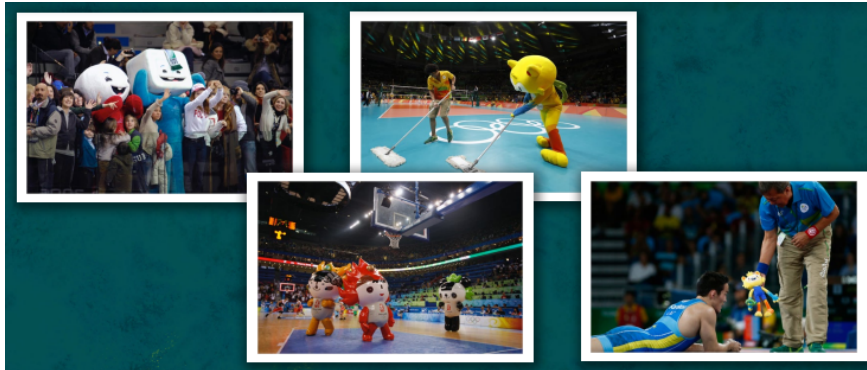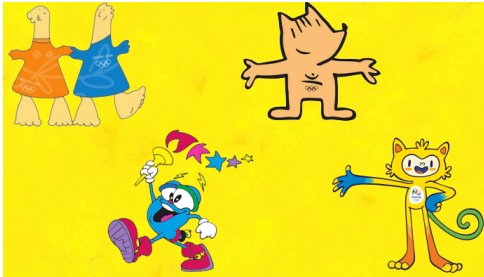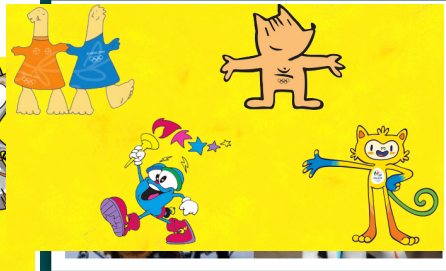
**Tuesday- English**

4 **Match** the words to their meanings. **Use** your dictionary to help.
★ The prefix **post** can mean *after*, for example *postnatal*
means *after a birth*.

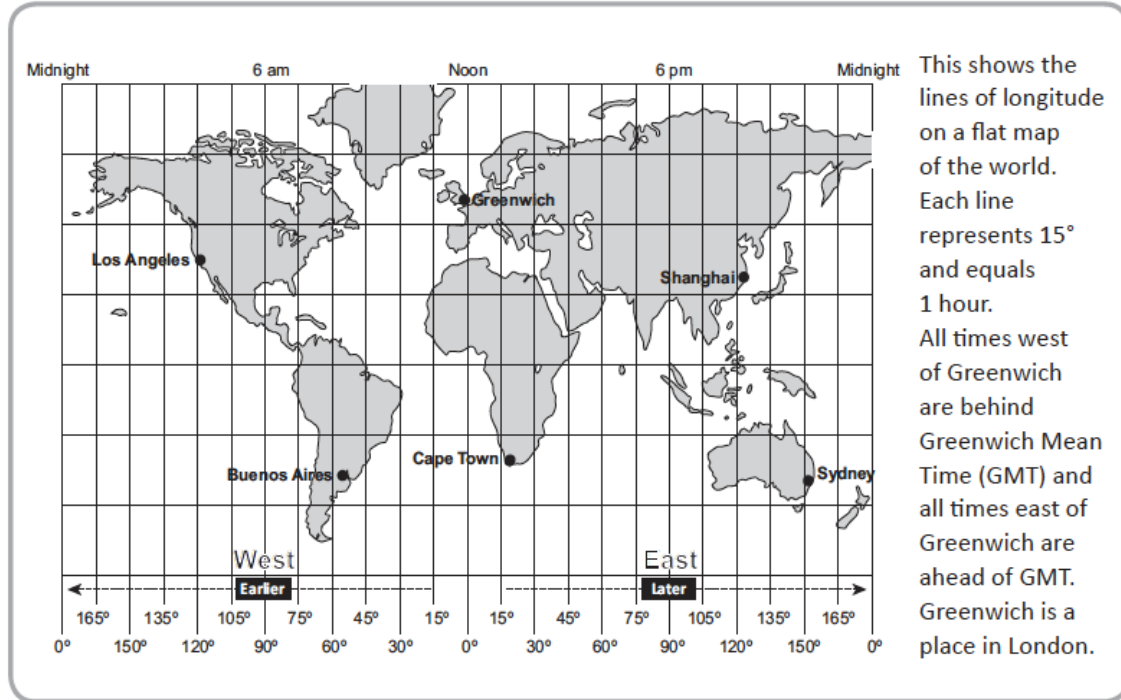| postnatal | postdate | postscript | postpone | post-mortem |

to write a date **after** the actual **date** _____ **after** a birth _____

examination of a body **after** death to find the cause _____

a message (script) added to a letter **after** it is finished and signed _____

to put off until another time **after** the planned day _____

## Time applications – world time zones



This shows the lines of longitude on a flat map of the world. Each line represents 15° and equals 1 hour. All times west of Greenwich are behind Greenwich Mean Time (GMT) and all times east of Greenwich are ahead of GMT. Greenwich is a place in London.

**3** Look at the lines of longitude that these cities of the world are closest to. Calculate these time differences.

Going west time is earlier than GMT and east is later than GMT.

a  Los Angeles is _____ hours ahead / behind Sydney.

b  Shanghai is _____ hours ahead / behind Cape Town.

c  Buenos Aires is _____ hours ahead / behind Greenwich in London.

*REMEMBER*

**4** What time will it be at Greenwich when the time is:

a  6 pm in Shanghai?   _____     b  10 am in Sydney?   _____

c  2 pm in Buenos Aires?  _____   d  5 am in Los Angeles?  _____

**7** **Circle** the word in each pair that comes first in the dictionary.

| experience | patient | applicant | suppose | impolite | incorporate | supply |
| expectation | patience | application | support | important | incorrectly | surprise |

# WEEK 4 - THURSDAY MATH WORKSHEET

### Olympic Maths Worded Challenge Cards

1. The Women's 800 metre race was won by an athlete from Brazil with a time of 1 minute and 46 seconds. The 8th place women's time was 9 seconds more. What was her time?

### Olympic Maths Worded Challenge Cards

2. In the long jump, Athlete A jumped a length of 534cm and then 614cm. Athlete B jumped a length of 745cm and then 498cm. What was the total length for each athlete and the difference between them?

### Olympic Maths Worded Challenge Cards

3. In a basketball game, the USA played Italy and scored the following points. The score table shows how many of each point types were scored. Example: 4 of the 3 points is 4 x 3 = 12 points. Who was the winner and what was the score difference?
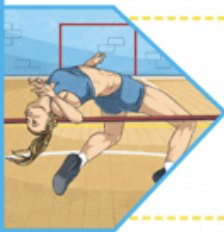
| Team | 1 point | 2 points | 3 points | Total Points Scored |
|------|---------|----------|----------|---------------------|
| Italy | 7 | 4 | 6 | |
| USA | 6 | 7 | 5 | |

### Olympic Maths Worded Challenge Cards

4. A weightlifting athlete lifted a weight of 81kg, then 96kg and then 109kg. What was the total weight lifted?

### Olympic Maths Worded Challenge Cards

5. The high jump was set at a height of 265cm. During practice, an athlete jumped over the pole 3 times. What would be the total height if all 3 jumps were added together?

### Olympic Maths Worded Challenge Cards

6. Read the following table showing the results of the men's 800 metre freestyle swimming race. Which country won the race? What is the time difference between first and last place?

| Country | Time in Minutes |
|---------|-----------------|
| Spain | 8.27 |
| Australia | 8.08 |
| Germany | 8.38 |
| USA | 8.55 |
| UK | 8.10 |
| New Zealand | 8.04 |
| China | 8.46 |
| Denmark | 8.29 |

### Olympic Maths Worded Challenge Cards

7. The opening ceremony of the Olympics was attended by people from all around the world. $\frac{1}{3}$ of the audience were from Europe, $\frac{1}{8}$ from Australia and $\frac{3}{8}$ from the USA. What fraction of the crowd was from other places in the world?

### Olympic Maths Worded Challenge Cards

8. There were 32 sporting events over 4 days with the same number each day. How many events were on each day?
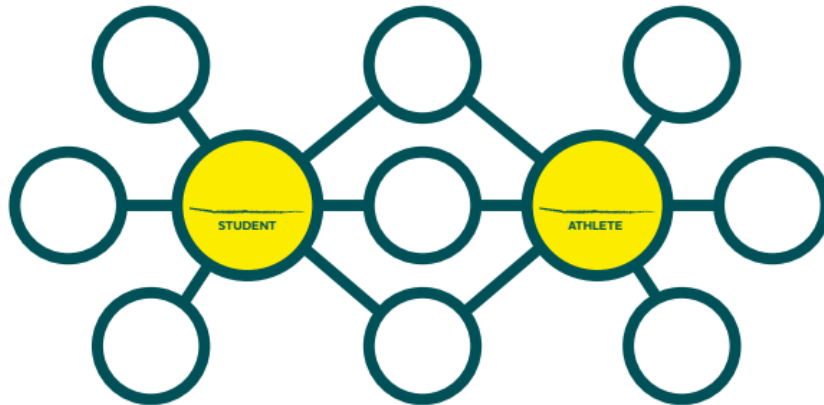
### Olympic Maths Worded Challenge Cards

9. The Javelin was thrown at an angle of 48 degrees. What type of angle was this?

### Olympic Maths Worded Challenge Cards

10. If the morning sporting events started at 9:15 am and stopped for a break at 12:30 pm, how long were the morning events taking place?

# Double Bubble Map



# Indigenous Australian Olympians

**Michael Ah Matt**
(Basketball - 1964 Tokyo)

**Adrian Blair**
(Boxing - 1964 Tokyo)

**Francis Roberts**
(Boxing - 1964 Tokyo)

**Robert Carney**
Boxing - 1968 Mexico City)

**Joseph Donovan**
(Boxing - 1968 Mexico City)

**John Kinsela**
(Wrestling - 1968 Mexico City,
1972 Munich)

**Norman Stevens**
(Boxing - 1980 Moscow)

**Danny Morseu**
(Basketball - 1984 Los Angeles,
1988 Seoul)

**Darrell Hiles**
(Boxing - 1988 Seoul)

**Justann Crawford**
(Boxing - 1992 Barcelona,
1996 Atlanta)

**Robert Peden**
(Boxing - 1992 Barcelona,
1996 Atlanta)

**Samantha Riley**
(Swimming - 1992 Barcelona,
1996 Atlanta)

**Catherine Freeman**
(Athletics - 1992 Barcelona,
1996 Atlanta, 2000 Sydney)

**Baeden Choppy**
(Hockey - 1996 Atlanta)

**Nova Peris-Kneebone**
(Hockey, Athletics - 1996 Atlanta,
2000 Sydney)

**James Swan**
(Boxing - 1996 Atlanta,
2000 Sydney)

**Kyle Vander-Kuyp**
(Athletics - 1996 Atlanta,
2000 Sydney)

**Henry Collins**
(Boxing - 2000 Sydney)

**Daniel Geale**
(Boxing - 2000 Sydney)

**Anthony Martin**
(Weightlifting - 2000 Sydney)

**Bridgette Starr**
(Football - 2000 Sydney)

**Kasey Wehrman**
(Football - 2000 Sydney)

**Bradley Hore**
(Boxing - 2000 Sydney,
2004 Athens)

**Patrick Johnson**
(Athletics - 2000 Sydney,
2004 Athens)

**Nathan Thomas**
(Waterpolo - 2000 Sydney,
2004 Athens)

**Jamie Pittman**
(Boxing - 2004 Athens)

**Dean Semmens**
(Waterpolo - 2004 Athens)

**Anthony Little**
(Boxing - 2004 Athens,
2008 Beijing)

**Jade North**
(Football - 2004 Athens,
2008 Beijing)

**Stacey Porter**
(Softball - 2004 Athens,
2008 Beijing)

**Joshua Ross**
(Athletics - 2004 Athens,
2012 London)

**Desmond Abbott**
(Hockey - 2008 Beijing)

**Luke Boyd**
(Boxing - 2008 Beijing)

**Rohanee Cox**
(Basketball - 2008 Beijing)

**Paul Fleming**
(Boxing - 2008 Beijing)

**Benn Harradine**
(Athletics - 2008 Beijing,
2012 London, 2016 Rio)

**Patrick Mills**
(Basketball - 2008 Beijing,
2012 London, 2016 Rio)

**Joel Carroll**
(Hockey - 2012 London)

**Cameron Hammond**
(Boxing - 2012 London)

**Damien Hooper**
(Boxing - 2012 London)

**Beki Lee**
(Athletics - 2012 London)

**Jesse Ross**
(Boxing - 2012 London)

**Khalen Young**
(Cycling - BMX - 2012 London)

**Brooke Peris**
(Hockey - 2016 Rio)

**Kyah Simon**
(Football - 2016 Rio)

**Lydia Williams**
(Football - 2016 Rio)

**Taliqua Clancy**
(Beach Volleyball - 2016 Rio)

**Joel Swift**
(Water polo - 2016 Rio)

**Jon Porch**
(Rugby Sevens - 2016 Rio)

**Leilani Mitchell**
(Basketball - 2016 Rio)

**Mariah Williams**
(Hockey - 2016 Rio)

**Harley Windsor**
(Figure Skating - Pairs -
2018 PyeongChang)

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**Unit 20 r, rr, wr List Words**

| | | | | | |
|---|---|---|---|---|---|
| battery | through | resign | salary | library | respectful |
| relate | wreck | refuse | February | stationary | distribute |

**5** **Unjumble** these words that all begin with the prefix **re**. **Use** List Words and your
dictionary to help. ★ The prefix **re** can mean *back* or *again*, for example *redo* means *do again*.

reaelt _____    reigns _____    reefsu _____

reaipr _____    reylp _____    reaeels _____

reeeilv _____    recepst _____    revieec _____

rerfe _____    retpiec _____    rebeelms _____

reltcef _____    reeilf _____    resferh _____