Stage 3 Learning From Home Week 6

	Check in	Check in	Check in	Check in	Check in
Morning	Daily 5	Daily 5	Wellbeing Wednesday!	Daily 5	Reading and Comprehension
Middle	Maths	Maths	Spend time Withfamily Stay physically active	Maths	Maths
	Brain Break	Brain Break	Do activities you love	Brain Break	Brain Break
Afternoon	Integrated Unit	CAPA (Art)	Get enough sleep and rest	Science and Technology (Mr Quigley's Google Classroom)	Integrated Unit

*	Daily Ch	eck-In	
1.	Name *		
2.	Class? Mark only one ov	al.	
	5/6A 5/6C		
	5/6M 5/6R 5/6T		
	5/6W		
3.	Motivation Mono	lay!	
		lever let the fear of striking out stop ou from playing the game. -Babe Ruth	interest tracesty

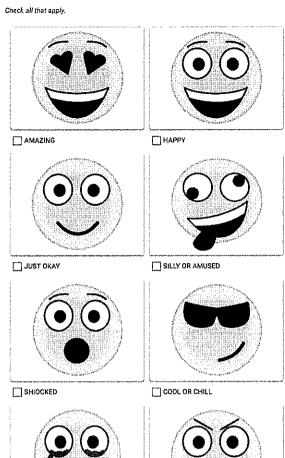
SAD	MAD
00	
] sick	SCARED OR NERVOUS
EMBARRASSED	EXCITED OR PROUD

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Google Forms

5.

4. How are you today? Check all that apply *

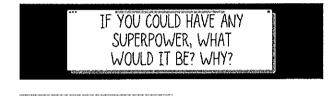


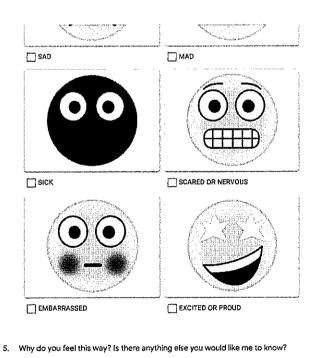
Daily Check-In

1.	Name *
2.	Class:

Mark only one oval.

- _____ 5/6A _____ 5/6C
- ____ 5/6M
- ____ 5/6R
- ____ 5/6W
- 3. Talk About It Tuesday *

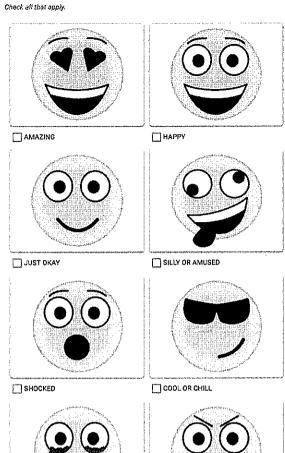




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4. How are you today? Check all that apply *

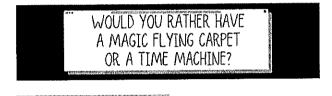


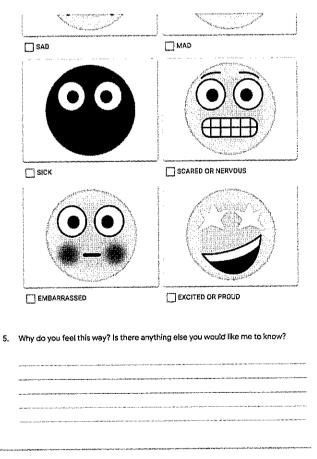
Daily Check-In

* Required

1.	Name *
	Al Aliman Haran speak of each condition in the latest and the late
2.	Class?
	Mark only one oval.
	5/6A
	5/6C
	5/6M
	5/6R
	5/6T
	5/6W

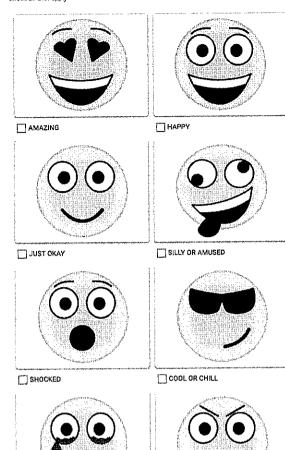
3. Would You Rather Wednesday *





4. How are you today? Check all that apply *

Check all that apply.



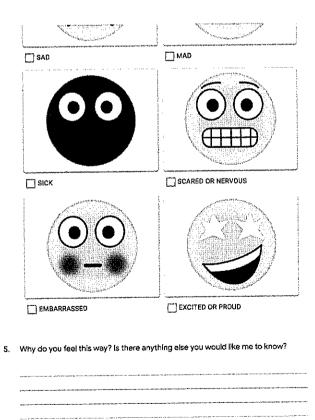
Daily	Check-In
-------	----------

* Required

1.	Name *
	Miles Maria (Maria Maria
2.	Class?
	Mark only one oval.
	5/6A
	5/6C
	5/6M
	5/6R
	5/6T

3. Think About It Thursday "

If you feed me, I will live. If you give me a drink, I will die. What am I?

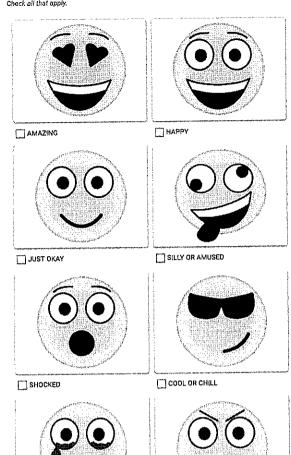


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Google Forms

4. How are you today? Check all that apply *

Check all that apply.



Daily Check-In

* Required

١.	Humo
	Washing the same the same the same the same that the same transfer to the same that the same transfer to the same transfer transfer to the same transfer transfer to the same transfer tra
2.	Class?

Mark only one oval.

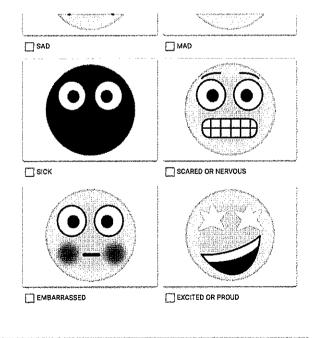
5/6A

5/6C

5/6M 5/6R 5/6T 5/6W

3. Feelin' Good Friday! "



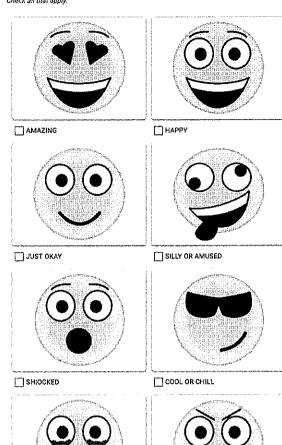


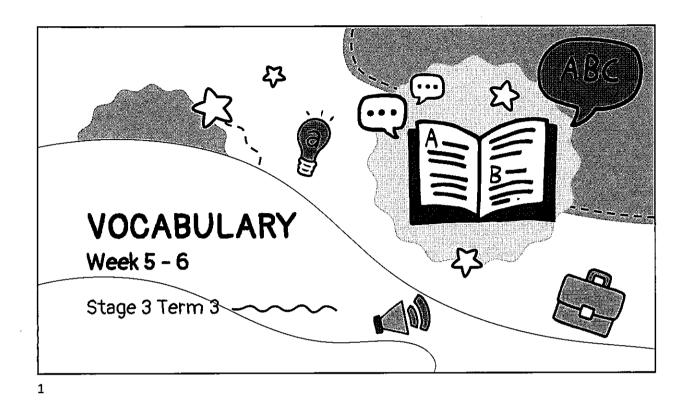
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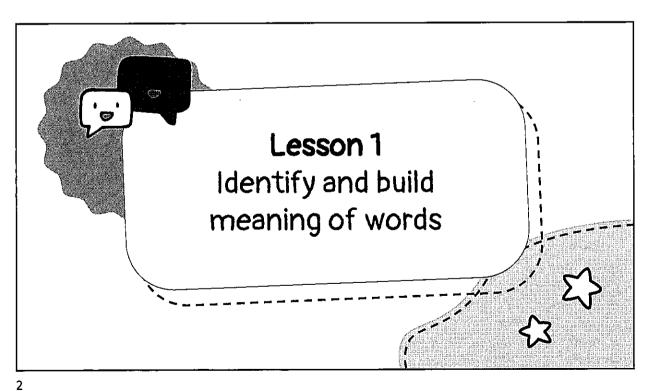
Google Forms

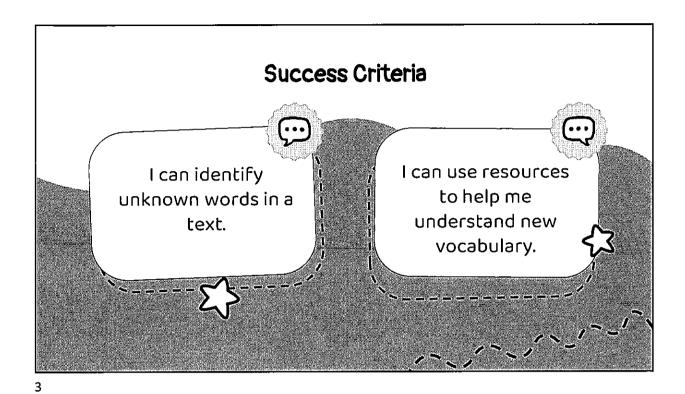
4. How are you today? Check all that apply *

Check all that opply.









Why is it important to build our vocabulary knowledge and understanding?





We need to have a rich vocabulary that continually grows through language and literacy experiences, in order to comprehend and construct increasingly complex texts, and engage in oral language for a variety of social purposes.

Focussing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with decoding (phonemic awareness and phonics), comprehension, and also fluency.

5



Learning Intention: Identify and build meaning of words

Bibliophile

Do you know what this word means?

Write a prediction for the definition of this word. Look closely at the word, use its parts to help you.





Here is the word used in a sentence.

Does the context change your prediction?

Amanda is a known **bibliophile** so it did not surprise anyone when she chose to study library science.



7



Learning Intention: Identify and build meaning of words

The actual definition of **bibliophile** is:
A person who collects or has a great love of books.

How close was your prediction?

Did the context of the sentence help your understanding

of the word?





When you come across a word you do not understand in a text, it can be beneficial to look closer at the word.



q

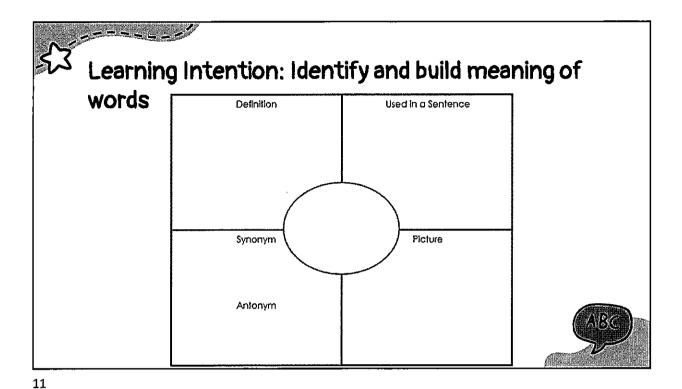


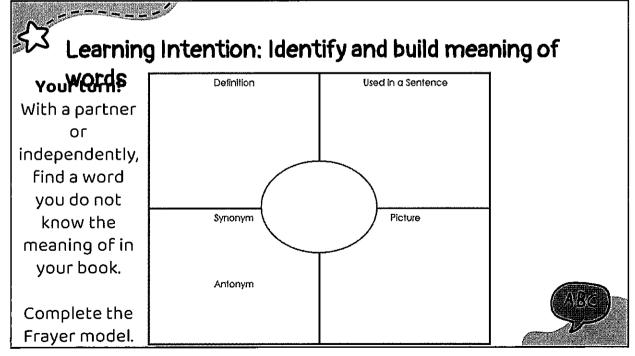
Learning Intention: Identify and build meaning of WALGE models can help us to look closely at unknown vocabulary.

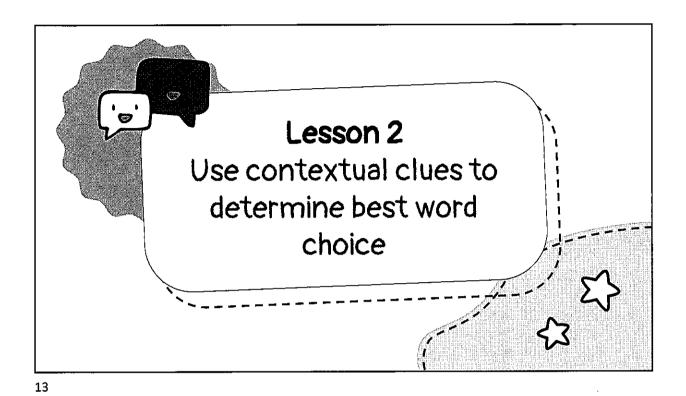
Read the following passage and select a word to investigate closer.

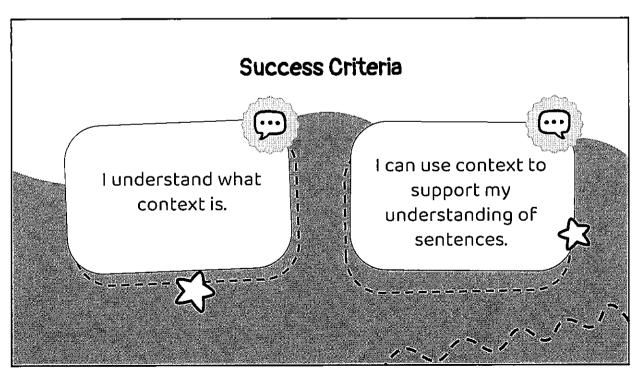
Anyway they grew immensely rich and famous, and my grandfather was King under the Mountain again and treated with great reverence by the mortal men, who lived to the South, and were gradually spreading up the Running River as far as the valley overshadowed by the Mountain.

- J.R.R Tolkien, The Hobbit











Learning Intention: Use contextual clues to determine best word choice

Revision from last lesson:
Why is it important to build our vocabulary knowledge and understanding?



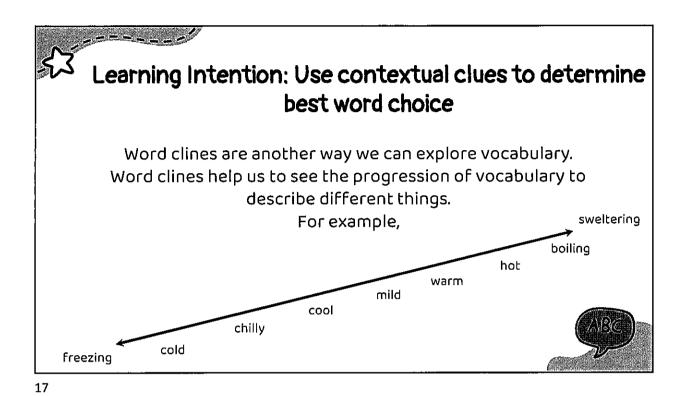
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Learning Intention: Use contextual clues to determine best word choice

We need to have a rich vocabulary that continually grows through language and literacy experiences, in order to **comprehend and construct increasingly complex texts**, and **engage in oral language** for a variety of social purposes.

Focussing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with **decoding** (phonemic awareness and phonics), **comprehension**, and also **fluency**.



Learning Intention: Use contextual clues to determine best word choice

Think about what words you would use to describe each of these images.

What words would you use to travel from one end of the word cline to the other?



Learning Intention: Use contextual clues to determine best word choice

Last week, we learned about the importance of context when determining the meaning of an unknown word.

Quick revision, what is context?



19



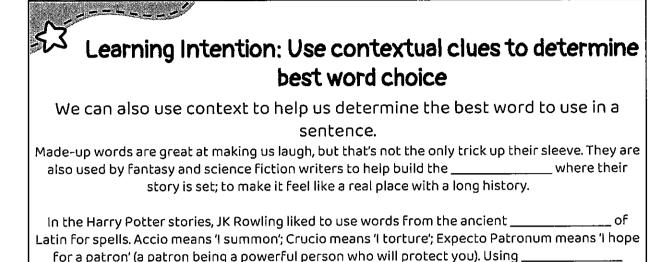
Learning Intention: Use contextual clues to determine best word choice

Last week, we learned about the importance of context when determining the meaning of an unknown word.

Quick revision, what is context?

The parts that surround a word or passage and can help to understand its meaning.





helps to give the idea that the world of magic is old, with a long history behind it. It also makes

roots. Rowling made up words of her own: muggle for a non-magic persor and quidditch, the ball sport.

some of the spells sound familiar, as many English _____

21



Learning Intention: Use contextual clues to determine best word choice

Your turn!

Working with a partner or independently, use contextual clues to pick a word that fits the sentence and complete the text from 'Riptides'.

Remember, sometimes you need to keep reading in order to understand which word might be best.



8/13/2021 Vocabulary

Vocabulary

We need to have a rich vocabulary that continually grows through language and literacy experiences, in order to comprehend and construct increasingly complex texts, and engage in oral language for a variety of social purposes.

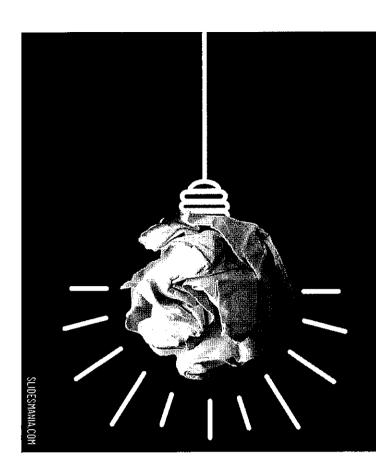
Focusing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with decoding (phonemic awareness and phonics), comprehension, and also fluency

- **Instructions**
- 1. Read through the slides before attempting the Google Form below.
- 2. Try to answer the following questions by thinking about the parts of the word and relating it to something you know not by just googling the answer.
- * Required

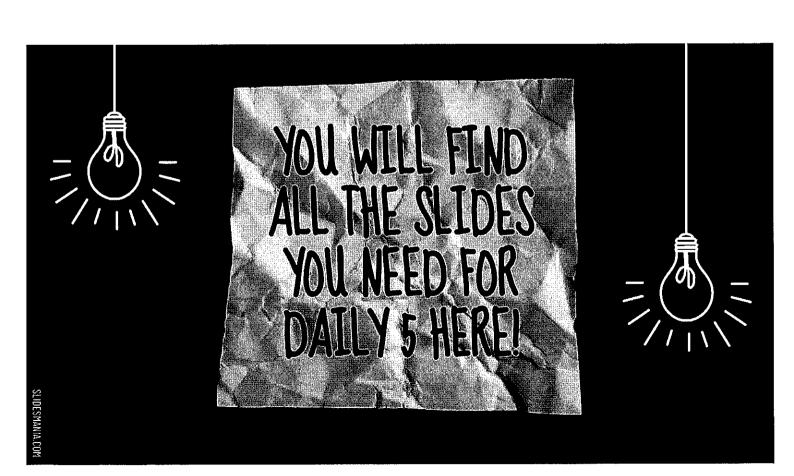
1.	What do you think 'Bibliophile' means? *	1 point
	Mark only one oval.	
	A person who collects or has a great love of books.	
	A person who collects or has a great love of dogs.	
	A person who collects or has a great love of toys.	
2.	What do you think 'univalve' means? *	1 point
	Mark only one oval.	
	a mollusk with a shell consisting of four valves	
	a mollusk with a shell consisting of one valve	
	a mollusk with a shell consisting of no valves	

3.	What do you think 'monologue' means? *	1 point
	Mark only one oval.	
	an extended speech by two people	
	an extended speech by a group of people	
	an extended speech by one person	
4.	What do you think 'quintet' means? *	1 point
	Mark only one oval.	
	a piece of music for two instruments or voices	
	a piece of music for five instruments or voices	
	a piece of music for twenty instruments or voices	
5.	What do you think 'decade' means? *	1 point
	Mark only one oval.	
	a period of ten years	
	a period of twenty years	
	a period of five years	
6.	What do you think 'aviation' means? *	1 point
	Mark only one oval.	
	the making of boats that are heavier than air	
	the making of paper that is heavier than air	
	the making and flying of aircraft that are heavier than air	

7.	What do you think 'tonsillectomy' means? *	1 point
	Mark only one oval.	
	surgery to remove the tonsils	
	surgery to remove the ears	
	surgery to remove the fingers	
8.	What do you think 'aquarium' means? *	1 point
	Mark only one oval.	
	a container in which birds and plants can live.	
	a container where all animals and plants can live.	
	a container (as a tank or bowl) in which fish and other water animals and plants live.	can
9.	What do you think 'appendectomy' means? *	1 point
	Mark only one oval.	
	a surgery to remove someones appendix.	
	a surgery to remove someones kidney.	
	a surgery to remove someones vocal chords.	
10.	What do you think 'chlorophyll' means? *	1 point
	Mark only one oval.	
	the red pigment found in almost all types of plants	
	the green pigment found in almost all types of plants	
	the yellow pigment found in almost all types of plants	



DAILY 5 Week 6

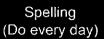


ACTIVITIES CHECKLIST

MONDAY

TUESDAY

WEDNESDAY



Work on Writing (Once for 20 mins)

Read to Self (3 times for 15 minutes)

Listen to Reading (Once a week)

Read to Someone (Twice a week)

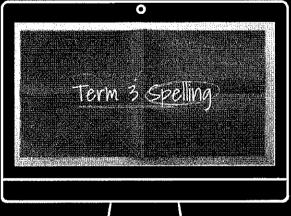


Move the tick mark when you have completed an activity!

Monday

- 1. Read the rule
- 2. Type and check list words
- 3. Complete Phonological Activity Tuesday
- 1. Type and check list words
- 2. Complete Morphemic Activity **Wednesday**
- 1. Type and check list words
- 2. Complete Etymological activity

SPELLING

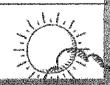


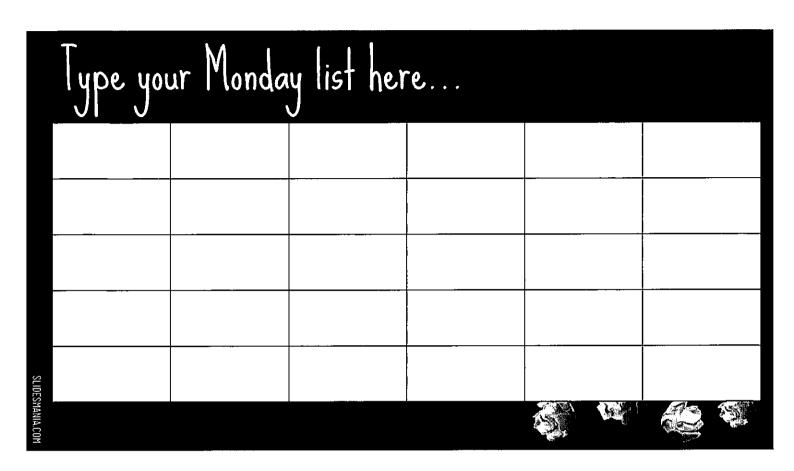
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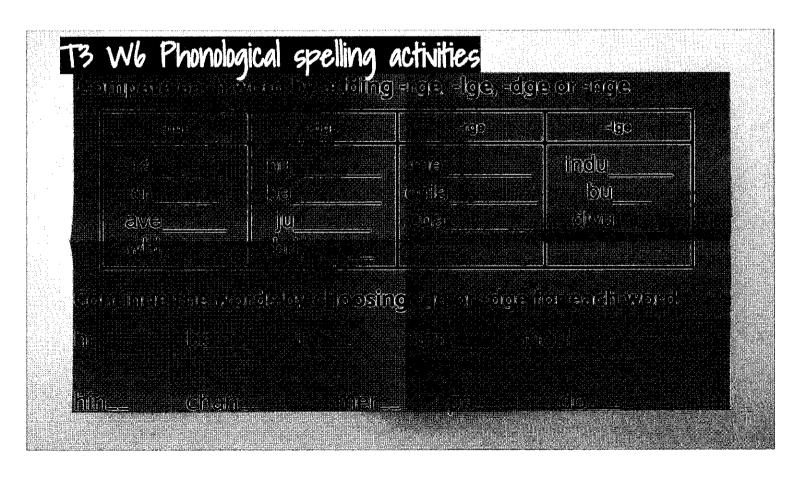
	Week b
Phonological	/j/ sound If a syllable has a long vowel sound, it is usually followed by -ge . If a syllable has a short vowel sound , it usually has a consonant in front of -ge.
Morphemic	Before adding -ed or -ing to a verb ending in -ic, add k. This keeps it a hard c sound.
Etymological	Cent (Latin) → one hundred Dec/ deca or Deka (Greek) → ten Deci (Latin) → one tenth

Week 6

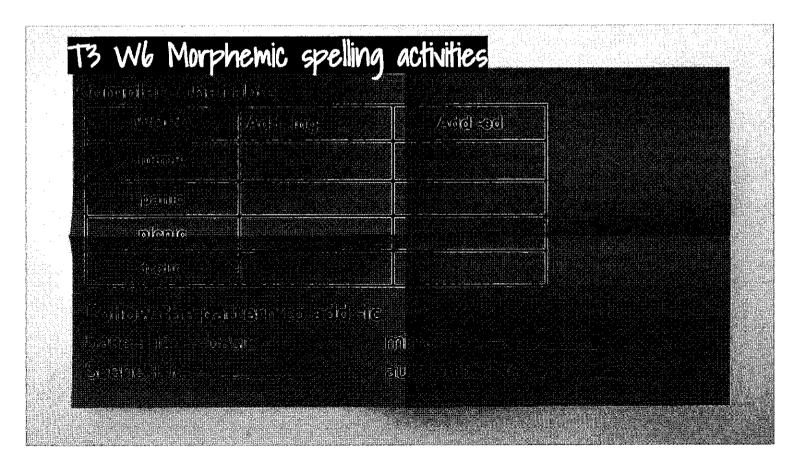
HFW or SW	Phonological	Morphemic	Etymological	Theme	Extension
your	gorge	panicking	decade	convicts settlers immigrant racism stereotype	demeanour
about	sledge	drastic	decimal		spiteful
before	budget	mimicking	decathlon		submissive
could	splurge	frolicked	centimetre		anguish
first	revenge	classic	century		serene



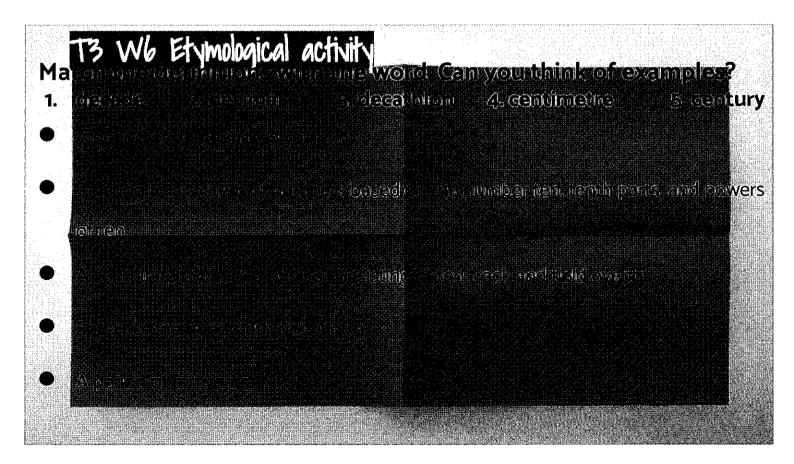






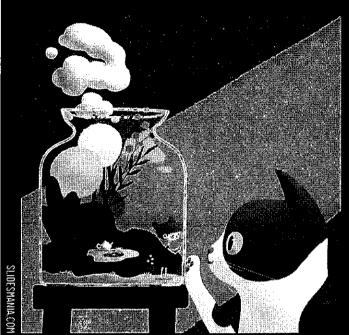


	Type your Wednesday list here					
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WORK ON WRITING

Write for 20 minutes.



Stuck for an idea?

Write in first person.
Choose whether you
want to write from the
girl's perspective, or the
cat's.

Imagine a world where animals keep humans as pets.









LORK ON WRITING

Type here...

Write for 20 minutes.











Read three times for 15 minutes. Read three times for 15 minutes.

After each time you read record the details on the table.

READING LOG

DATE	TITLE	AUTHOR	PAGES READ

You can type on the slide or rule the table in your book!



V

V







Read three times for 15 minutes. After each time you read choose an activity to complete.

M

V

M

Sequence the events in the story. Make sure to include the important parts in detail.

What connections can you make between your life and the book? Explain.

From what you have read so far, what prediction can you make? What makes you think that will happen next?



If you could step into this story, what is the first thing you would do?

Write a letter to a character in the book. What would you say to that character?

Explain a character's problem and then offer that 'character your advice on how to solve his/her problem.





Choose one character and explain why you would or would not want to have him/her as a friend in real life.

Describe the setting(s) in the story. Can you make any connections to the place(s)?

Explain what you feel is the theme of the story, Support your thinking using evidence from the book.



LISTEN TO READING

On the next slide listen to the podcast. On this slide write a summary of what it was about.













01

Why are smartphones so hard to put down?



READ TO SOMEONE

Choose someone (or something - your pet!) to read a passage to.

The Skeleton Key

Etik rong his grandparents' doorbelf and slenify wished the next four hours would go by quickly, the didn't want to give up his entire Saturday afternoon at his grandparents' house where there were no kids in the neighborhood.



"You'te right on time," Grandma Bathany soid, opening the door, "There's teo and cake in the dining room,"

Cake? At least the first fan minutes would go by quickly. Erik hung his coat on the rock by the door and sow a strange koking key hanging on a took. "Grandpa Bill, what's this turny key too?"

"That's a skeleton key, it opens the best room in this house," Grandpa Bill whispered so no one else could bear, "it's the room (go to when your grandmother lifes to make me help with the

"What's so special about the room?" Erk asked.

"it's a game room." Grandpa Bil sold, "Take the key and see if you can find the room by the time t frish my tea."

Enk grabbed the key and stored at th. "A skeleton key? It looks old." Enk decided the oldest things in the house were probably upstairs in the walk-up allic. He headed past the string room and to the stairs.

Hitchhikers in the Bathroom

_{by} Liana Mahoney

Imagine litis. You step up to the sink, wet your foothbrush, and begin cleaning your pearly whites. Out of the corner of your eye, you see something moving on the wall. Suddenly, you realize you're not clone in the bothroom. You're not pounding, you turn foward the tiny influder to get a better look.

You're harified to see that it has eight legs, and a pair of aversized pincers on its front end. Is it some kind of miniature octopus, or a bizarre crab? Is it going to sting you?

Actually, it's a bug, and It's no more harmful to you than a housetty. This tiny bathroom bug is called a pseudoscopion (SOO-dohistore). But don't be faciled by its name. It's not reality a scarpion; it's just a relative. The pseudoscopion is a kind of cractarid (uh-RAK-nid), which means it is closely related to spiders, scarpions, and rattes. Like scarpions, pseudoscopions have a segmented body and two enormous pincers. But pseudoscorpions lack the curved stinger that all true scarpions have.

Pseudoscorpions usually live dutside in much. under tree bork, and in leaf litter. So how do they end up in the bothroom? They use those pincerlike claws to hitch a side on other bugs, such as fies and

beaties. When these insects come in, so do the pseudoscorpions - attached to their legs!

These tiny arachnids prefer most places. Since the bothroom tends to be humid after bothing and showering, it's a skely place to find them. But they are easily overlooked. Most pseudoscorpions are anly about two to eight millimeters long.

Pseudoscorpions don't bite ansling humans, and they can even be helpful. These bugs feed on common household pests, such as carpet beetle larvae, ants, miles, and small files. Welcoming this hitchhiker into your home may mean there are fewer household pests to "bug" you!









Type in the Brain Break that you chose:

in p	Monday	Tuesday	Wednesday	Thursday	Friday	
	Week 5					

Physical Brain Breaks



Physical Brain Breaks



Physical Brain Breaks



Relaxing Brain Breaks



Relaxing Brain Breaks



Relaxing Brain Breaks



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Sensory Brain Breaks



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Sensory Brain Breaks



Skill Building Games Brain Breaks



Skill Building Games Brain Breaks



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Physical Brain Breaks



These brain breaks are designed to get you up and moving. Have fun and burn off some energy so you can stay focused when working.



Get up and dance! Choose from one of these links to dance and groove:

https://youtu.be/TUVcZfQe-Kw, https://youtu.be/LOX03zRorQk, https://youtu.be/qohyYWKXFoQ, https://youtu.be/CRuOOxF-ENQ, https://youtu.be/8_YCbPbV-CM, https://youtu.be/pok8H_KF1FA

Action Songs! Choose from any Gonoodle Guided Dance Routine: https://www.gonoodle.com/tags/OYZOG2/guided-dance

Cardio Workout! Can you make it to the end?: https://youtu.be/5if4cjO5nxo



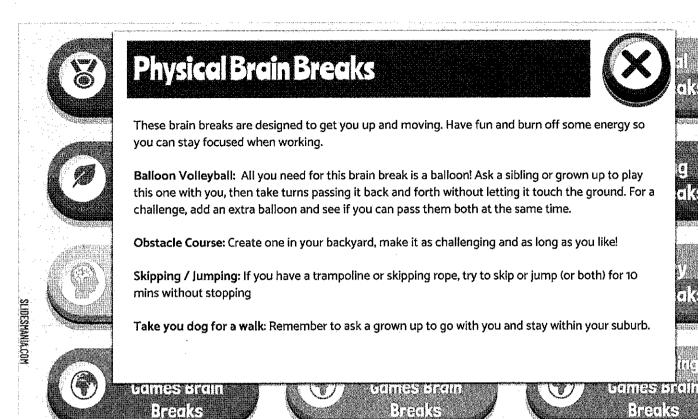
Skill Buil Games Brain Breaks



cames erain Breaks



Games Grain Breaks



Physical Brain Breaks



These brain breaks are designed to get you up and moving. Have fun and burn off some energy so you can stay focused when working.

Brain Tricks: Try some action-based brain tricks. For example, try to pat your head while rubbing your stomach. More great ones here:

https://www.youtube.com/playlist?list=PLAwOTEIXH-cPrIZqBv2cpisUCe2qzrwTI

Exercise challenges: Work your way through these!

https://www.youtube.com/channel/UCq66zBWz7bQOXAw31MdtPCQ

Brain Breaks

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Relexing Brain Breaks

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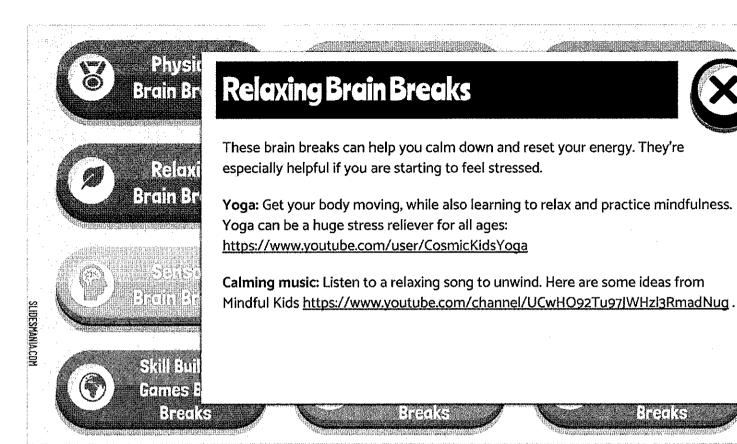
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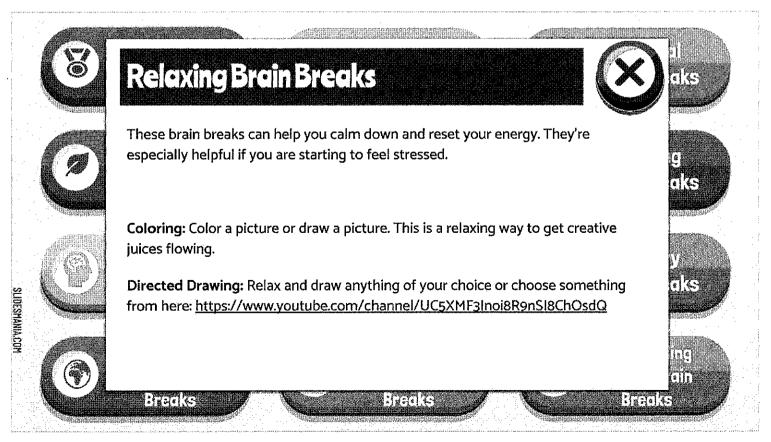
sames Brain Breaks



annes bra Breaks







Relaxing Brain Breaks



Physical Brain Breaks

These brain breaks can help you calm down and reset your energy. They're especially helpful if you are starting to feel stressed.

Relaxing Brain Breaks

Toy Competition Artwork: Design your toy for the EPS Toy Competition. Go here to see some that have been created already https://www.budsies.com/reviews/

Sensory Brain Breaks

Deep Breathing Exercises: this will instantly help you relax and relieve stress so you can feel ready to take on your next task: https://youtu.be/Bk_gU7I-fcU

Skill Building Games Brain Breaks

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Sensory Brain Breaks



Fresh air is always encouraged! Stepping outside for a few minutes can make a bigger difference than you'd think.

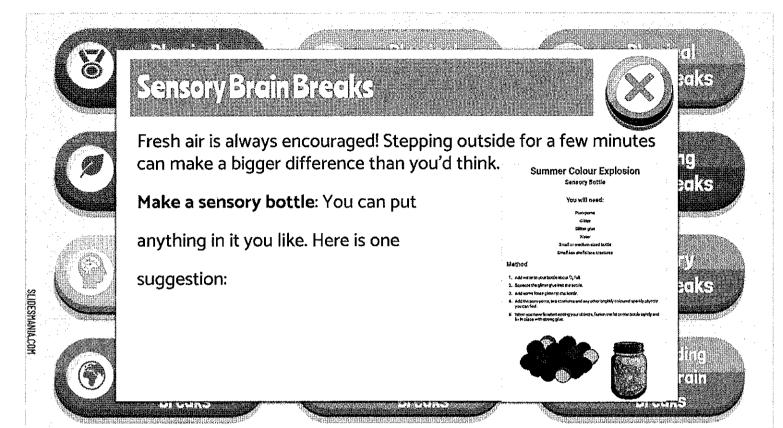
Playdoh: build something new or just squish some playdough around.

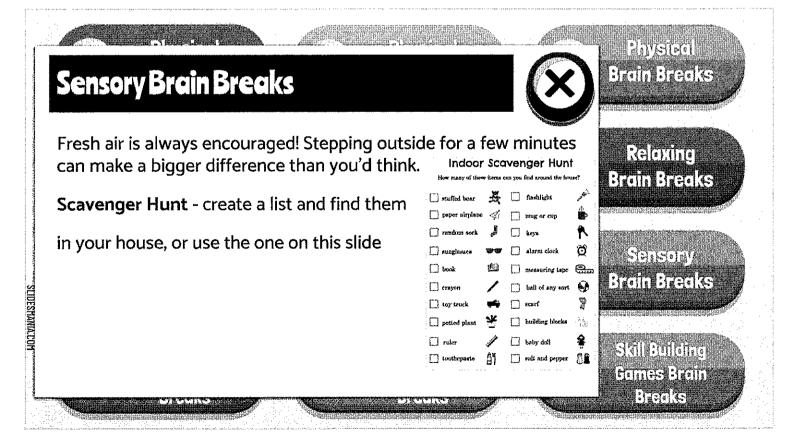
Here is a great recipe https://www.iheartnaptime.net/play-dough-recipe/

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Physical

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Physical

Skill Building Games Brain Breaks



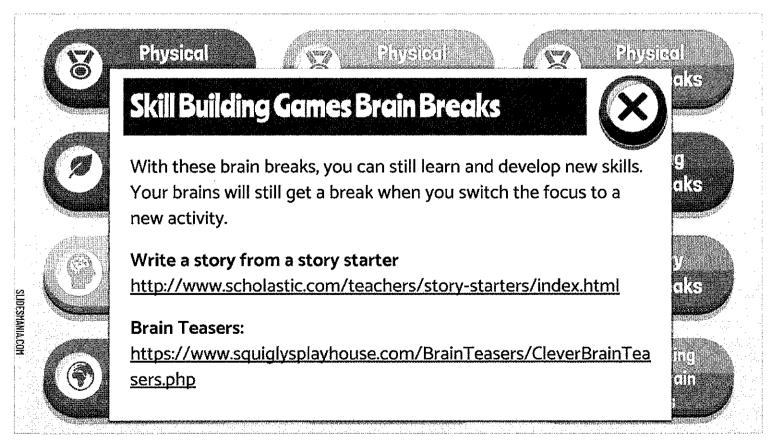
Relaxi Brain Br

With these brain breaks, you can still learn and develop new skills. Your brains will still get a break when you switch the focus to a new activity.

(A) Braile Be

Puzzles: start a new puzzle and work on it or cut up a picture to make your own puzzle

Skill Buil Games B Break Secret Handshake: Create a secret handshake





Physical



Physical



Physical Brain Breaks

Skill Building Games Brain Breaks



With these brain breaks, you can still learn and develop new skills. Your brains will still get a break when you switch the focus to a new activity.

Learn a new language: there are lots of apps to help you

Learn how to juggle: https://youtu.be/QxzSHRbLAx4

Alphabet Game: Choose a category (ex. movies, food, jobs etc.), then try to think of a word from the topic for every letter of the alphabet

Relaxing Brain Breaks

Sensony Brain Breaks

Skill Building Games Brain Breaks

properties of MA加州訊

Properties are used to describe matter. Properties can be measured through observations (things we touch, see hear, see, taste) or by measurement. Properties can be categorized as a physical property or a chemical property.

Physical properties can be identified without changing the identity of the substance. The texture, odor, appearance, colour and hardness of an object are examples of physical properties.

A **physical property** is any property that is evident without a chemical reaction

Chemical properties are different than physical properties because they require a **chemical change** for the property to be observed. Flammability (catching fire) and rust are examples of chemical properties because they involve changing the original substance.

A **chemical property** is any a property that becomes evident during, or after, a chemical change.

A **physical change** is different than a chemical change. A physical change occurs when the object changes states without changing what the substance is. For example, water freezing or salt dissolving in water.

Physical changes are **reversible**. That means they can be undone. Chemical changes are **irreversible**. They are permanent.

Name: Date:

physical and chemical changes

Write whether each change is a physical change or a chemical change.

Remember: Chemical changes require the original substances to change. Physical changes involve a change in appearance without changing the original substance.

The conversion of water into snow is a
- P

change.

The burning of wood in a fire is a





A car oxidizing (rusting) is a





Evaporation of water is a

change



Digesting food is a

change



reversible vs. irreversible

Look at the examples of changes in matter below. Categorize the changes as reversible (can be undone) or irreversible (permanent).

Remember: Physical changes are reversible and chemical changes are

Changes in Matter

- Frying an egg
- Melting a chocolate bar
- Freezing an ice cube
- Baking a cake
- A nail rusting
- Burning a piece of toast
- Dissolving sugar in water
- Burning a piece of paper

Reversible
irreversible

Grains like wheat, corn, and rice are harvested from farms and converted into flours to be used for baking. Flour is made by grinding these raw grains until they are in a powdery form. These flours can be and toys, during recycling, and even in the baking of food. Physical and chemical changes do not only occur in a science laboratory or classroom. They are also used to manufacture products Explain why frying an egg is an irreversible change in state of matter. used to bake pasta, breads, crackers, and cakes. Name: physical and chemical changes in our lives Is frying an egg a chemical or physical changes What chemical changes do you think are involved in the baking of a cake? Date:

Explain why cutting a tomato is NOT a change in state of matter.

What are the advantages and disadvantages of using petroleum?	What are some environmental concerns with the use of petroleum?	ls burning petroleum a physical change or chemical change?	One of the concerns with petroleum use is its impact on the environment. Refining petroleum releases toxins into the environment that can harm human health and ecosystems.	Petroleum is a fossil fuel that is found beneath the earth's surface. Humans cause chemical changes to petroleum in order for it to be useful. Petroleum is burned as a fuel source for vehicles, like cars. It is used to provide heating and electricity. It is also used in the creation of plastic materials. Petroleum is a non-renewable resource. This means that there is no way of getting the resource back when it is burned.	physical and chemical changes in our lives	Name: Date:
---	---	--	---	--	--	-------------

Name: ______ Date: _____

physical and chemical changes in our lives

Trees undergo physical and chemical changes. When trees are cut down, they are physically changed. Wood is converted into pulp to make paper and paper products. Examples of paper products include toilet paper, tissues, printer paper, paper towels, greeting cards, and cardboard.

Excessively cutting down trees is known as deforestation. This leads to habitat destruction and other negative effects on the environment.



What do you think are some ways to reduce the environmental impact of paper production?

Why might paper processing be important to a logger (someone who makes money chopping trees)?

Why might paper processing be a concern for environmental activists?

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change in state poster activity

You will create a poster based on one of the changes in states of matter in this workbook (excluding deposition):

- Evaporation
- Melting
- Freezing
- Condensation
- Sublimation

Your poster must include examples of your chosen change in state.

You must also include a written description of the behaviour of the particles before and after the change in state.

You will first make a draft of your poster in this workbook. Then, you will make a good copy of the poster on a separate sheet of paper. The poster should be proofread and free of spelling errors.

If you choose to research the change in state, ensure that the poster is in your own words.

Due Date:



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Name:

change in state poster draft

On this page, create a draft copy of your poster. Remember, your poster must include examples of your chosen change in state.

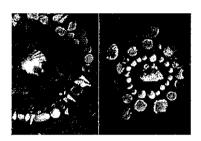
What change in state is highlighted in your poster? Provide a description for this change in state. What are some examples of this change in state? What are some examples of this change in state? In the jar on the right, draw an example diagram of the particles. How do the particles behave after the change in state? In the jar on the right, draw an example diagram of the particles.	Name: Date:
poster description In state is highlighted in your poster? Provide a this change in state. Pricles behave prior to the change in state? The right, draw an example diagram of the particles. Pricles behave after the change in state? The right, draw an example diagram of the particles.	

Creative Arts - Garden Art

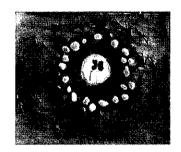
Instructions:

- 1. Go on a scavenger hunt around your backyard/school. Collect natural materials to use on your design.
- 2. Remember to be safe and also to be respectful of the environment. Only use materials that you find on the ground.
- 3. Look for materials of various colours and textures to make the different sections of your design stand out.
- 4. Take a photograph of your design and submit your work.

Below are some examples.







My Design - Upload a photograph of your design

What's Our Play on History?

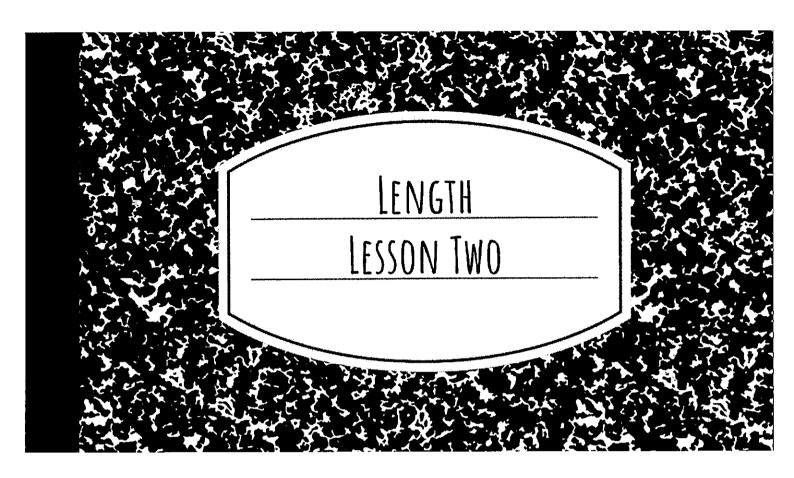
Solve the 24 clues and discover what historic Australian person, place or event the clues belong to.

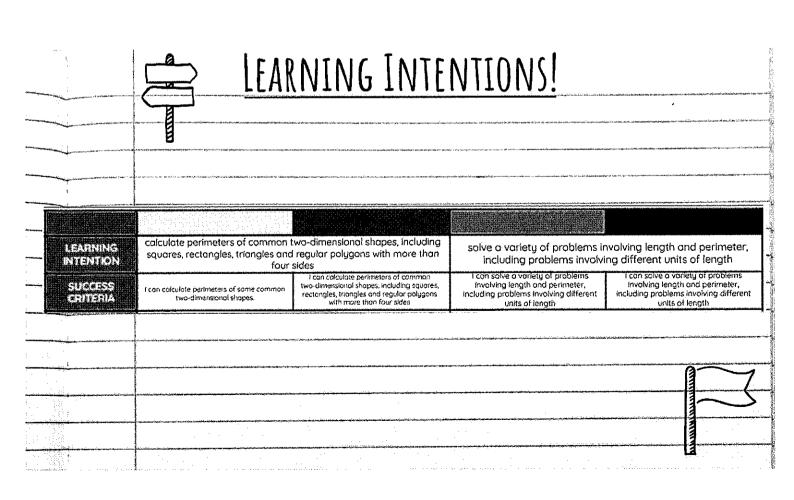
1.	I was a member of the Royal Navy.
2.	I was born in Ireland in 1808 but arrived in Van Diemen's Land in 1837.
3.	I am one of the youngest of my kind in the world.
4.	I have a close relationship with Walter Burley Griffin.
5.	I was born in Bordertown.
6.	I made multiple visits to Australia.
7.	I was known as a gentleman.
8.	I returned to Australia in 1956 to study at Australian National University.
9.	I was able to escape from Port Arthur twice.
10.	World War I interrupted my construction.
11.	My maps were the first to accurately depict Australia as we know it now.
12.	Paul Keating ended up defeating me in the battle for Australia's top job.
13.	Many significant national buildings call me home.
14.	My government is responsible for the creation of Medicare.
15.	I was kept captive by the French for more than 6 years.
16.	I partnered up with two others to engage in illegal activities.
17.	I was once a small squatter's settlement of stockmen.
18.	I was a member of the voyage which confirmed that Van Diemen's Land was an island.
19.	I am in third place for the length of term in my position.
20.	I spent 10 years on Norfolk Island.
21.	Lady Denman announced my name.
22.	My memoirs were published in 1994.
23.	I died the day before my book was published.
24.	My friends and I only took from the wealthy and tried to avoid violence.

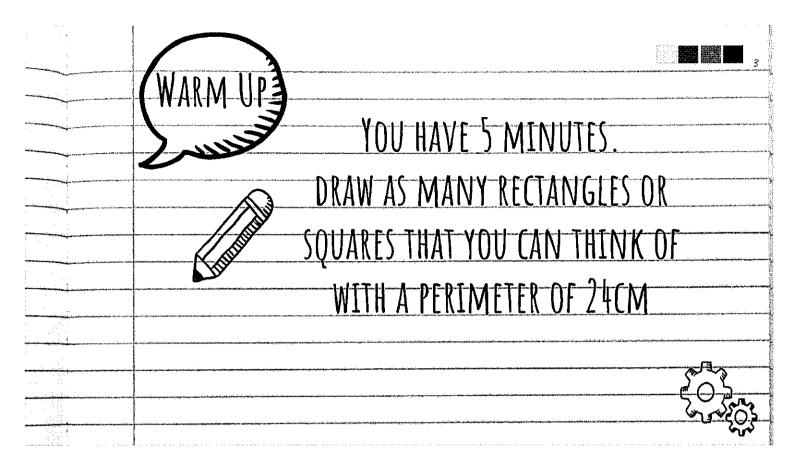
Challenge Number: 3

What's Our Play on History?

Team Name:						
Challenge Number	•		•			
	'					<u>-</u>
Person/Place/Event	Clue Number	Clue Number	Clue Number	Clue Number	Clue Number	Clue Number
Person/Place/Event	Clue	Clue	Clue	Clue	Clue	Clue
reison/Flace/Event	Number	Number	Number	Number	Number	Number
				<u> </u>		
Person/Place/Event	Clue Number	Clue Number	Clue Number	Clue Number	Clue Number	Clue Number
						;
				1	<u> </u>	
Person/Place/Event	Clue Number	Clue Number	Clue Number	Clue Number	Clue Number	Clue Number

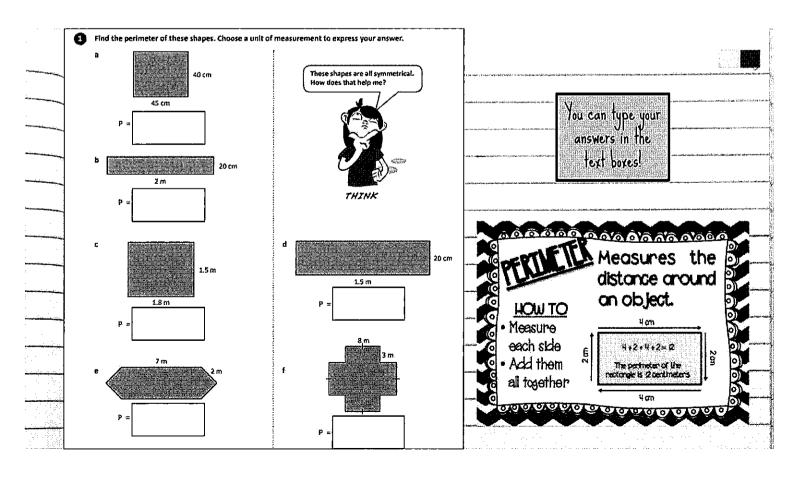


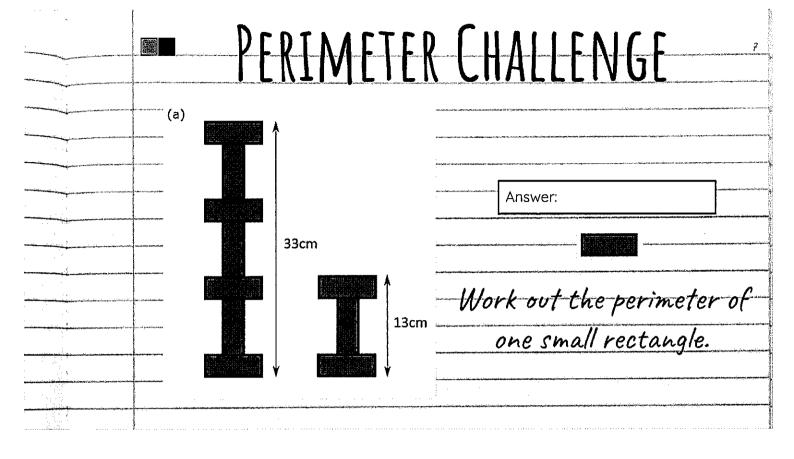




			4
	12 cm	This shape is made up of two identical rectangles. What is the perimeter of the new shape?	or land to be a received
	4 cm	9 cm	graphy y a refer set friends des settlemes.
	What is the perimeter of the rectangle?		
	cm	36 cm 38 cm	
	Answer:	- 42 cm - 45 cm	
***************************************		3 cm	
		Answer:	
		and the second s	

MY NAME USING YOUR MATHS GRID BOOK OR GRID PAPER WRITE YOUR NAME. WHAT IS THE PERIMETER OF YOUR NAME? WHAT LETTER OF YOUR NAME HAS THE LONGEST/SHORTEST PERIMETER? UPLOAD A PHOTO OF YOUR FINISHED PRODUCT!





	Perimeier puzzles	solva	. .
	Solve these perimeter puzzles: a look at this isosceles triangle. The base measures 3 m The perimeter of the triangle is 11 m. What is the length of one of the other sides?		
	ia. An equilateral triangle has a perimeter of 15.9 mm. He Each side is	ong is eath side?	Jou can type your answers in the text boxes!
	c farmer Joe needs to re-fence one of his paddoods. The of the paddook is 144 m. The paddock is twice as long What is no length? What is to widen? L =	e perimeter as it is wide.	
	d A square piece of paper is chidded in Nati as shown if the perimeter of one of the halves to 35 cm, what was the perimeter of the original square? P =		

Length Quiz Week 6

The respondent's email (null) was recorded on submission of this form. * Required

1. Email *

2. What is perimeter? *

1 point

Mark only one oval.

The distance from the centre of a circle to its circumference.

The distance around the outside of a shape. The size a surface takes up.

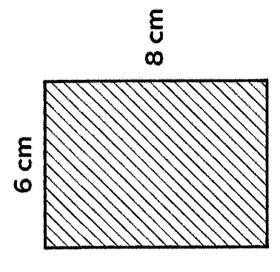
The shortest distance between two points.

3. Calculate the perimeter of this shape: *

1 paint

2cm Scm

5 Perimeter =



Perimeter =

ശ

1 point

Mark only one oval.

Option 1

Ġ,

1 point

Mark only one oval.

Option 1

249 cm

249 cm

203 cm

1 point

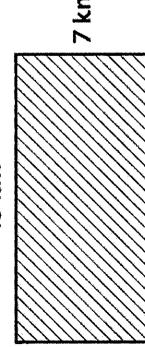
8. Calculate the perimeter of this shape: *

1 point

Mark only one oval.

Option 1





7 km

Perimeter =

۲.

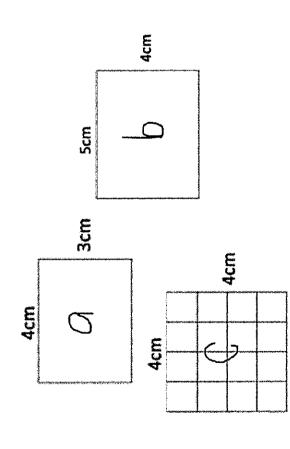
11. Mrs Brown's classroom is a rectangle. It has a length of 9 m and a width of 1 point

out the area of each classroom, whose classroom has the greatest area?

Mrs Brown's classroom Mr Black's classroom

Mark only one oval.

7 m. Mr Black's classroom is a square. It has sides of 8 m. After working



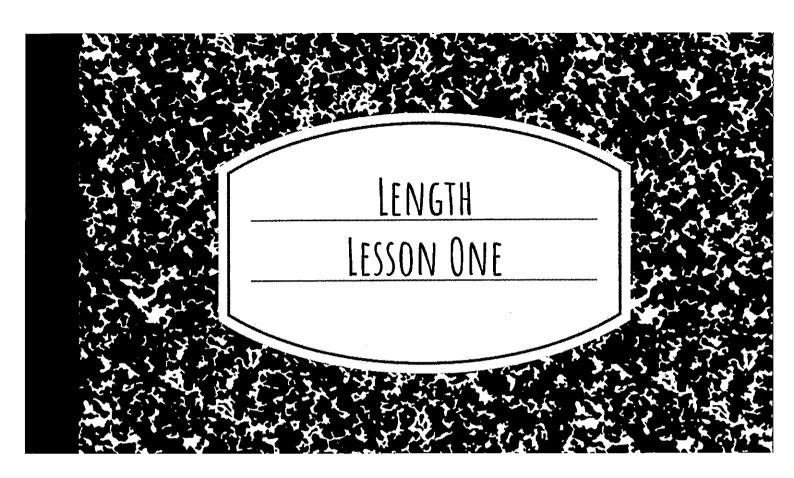
12

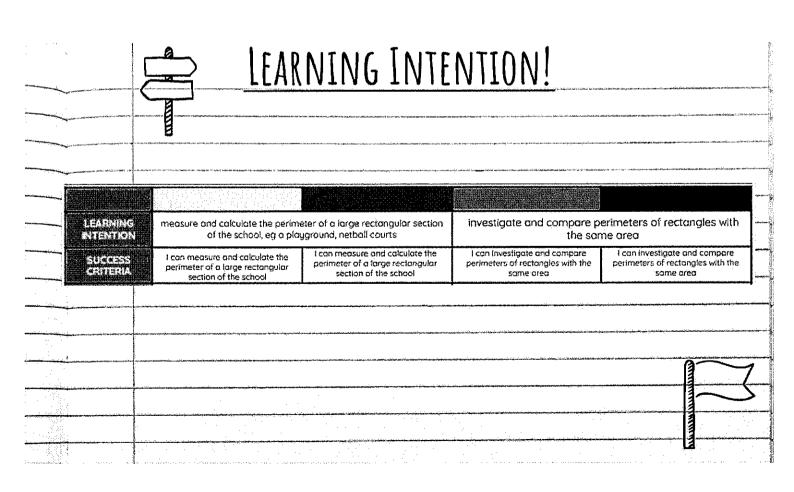
2cm 7cm

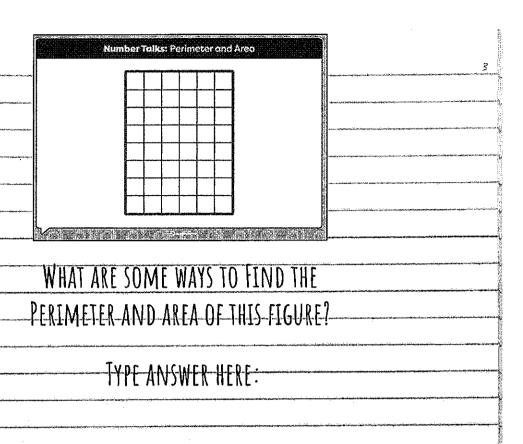
Check all that apply.

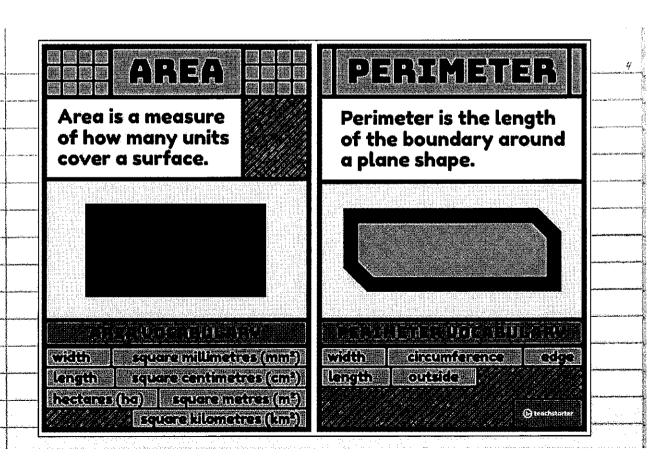
Mrs Green loves triangles; and flowers. She wants to build a flower bed in 1 point the middle of her backyard, in the shape of an equilateral triangle. If Mrs Green plans for her flowerbed to have sides of 3.5 m, what will the perimeter be?

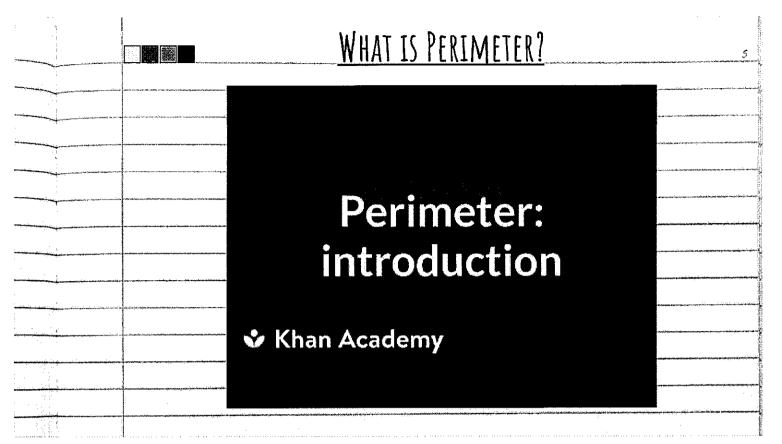
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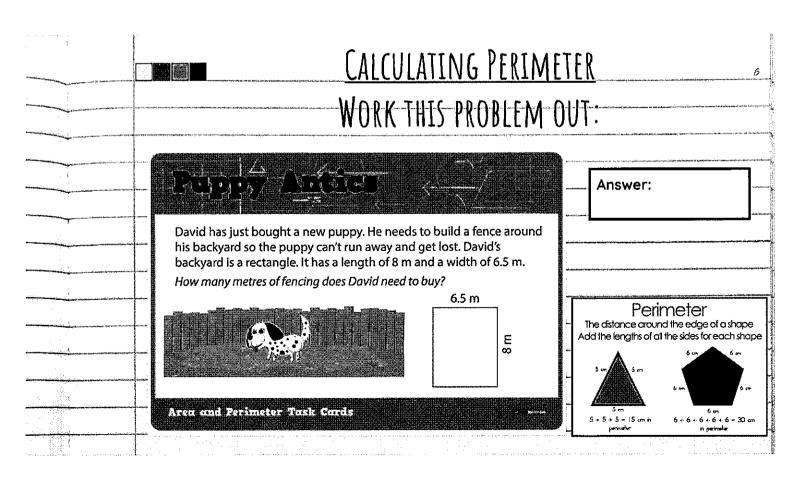


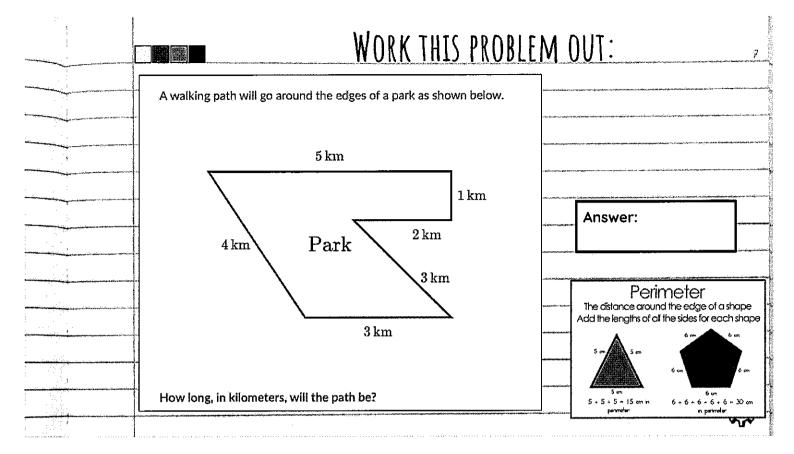


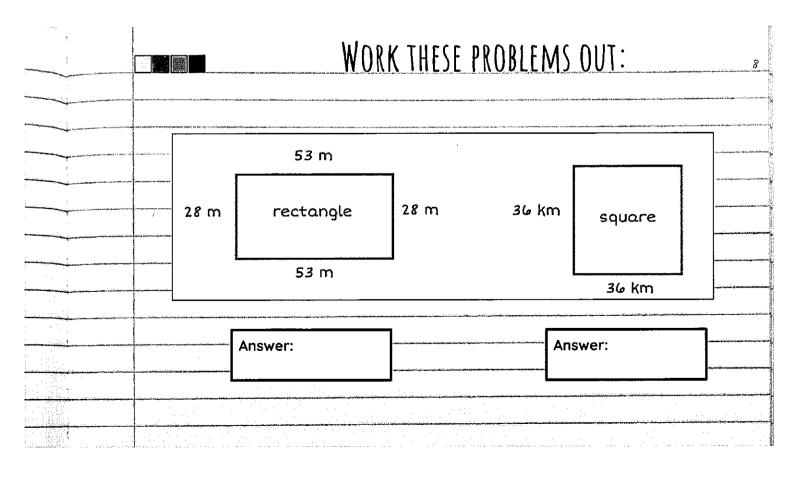






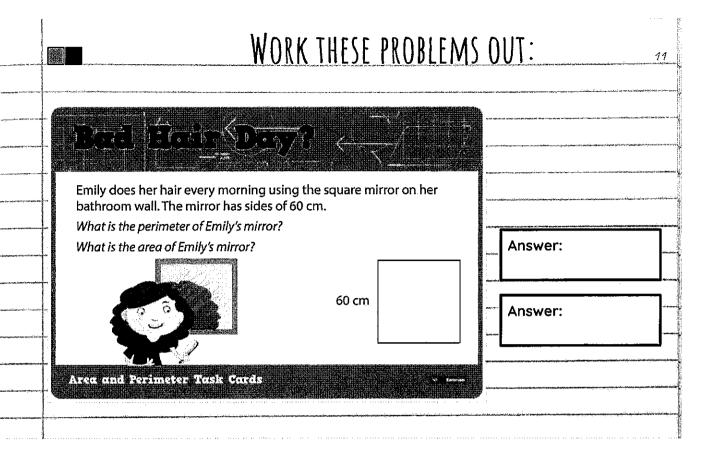


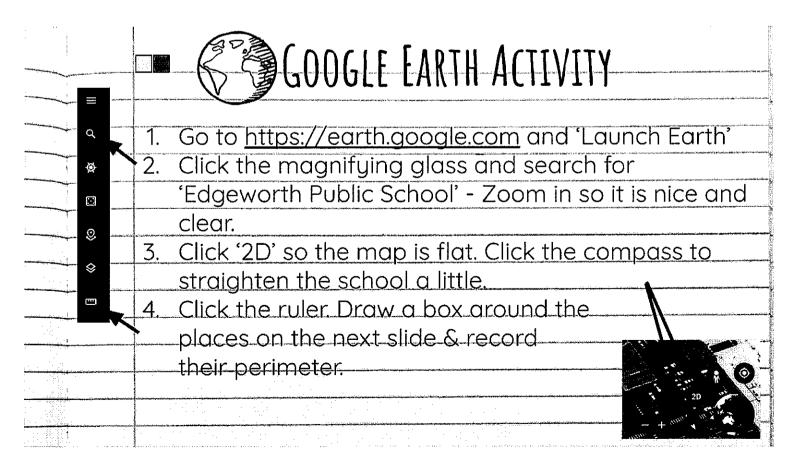




WHAT IS AREA?	9-
8cm	
TO PARTICIONALE	
The state of the s	
8cm	
antinament.	es de terrestrano, que esta encuentra de consecuencia de ser estada estada de la compacta del la compacta de la compacta del la compacta de la compacta del la compacta de la compacta de la compacta del la compa
·	
8 x 8 = 64 square cm	

 WORK THESE PROBLEMS OUT: 10
Mrs Brown's classroom is a rectangle. It has a length of 9 m and a width of 7 m. Mr Black's classroom is a square. It has sides of 8 m. What is the area of each classroom? Whose classroom has the greatest area? 7 m Answer:
E & Answer:
Area and Perimeter Task Cards

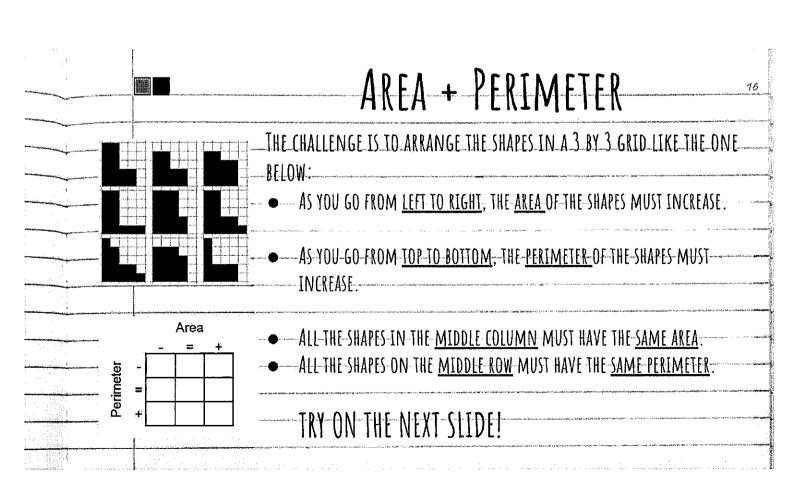


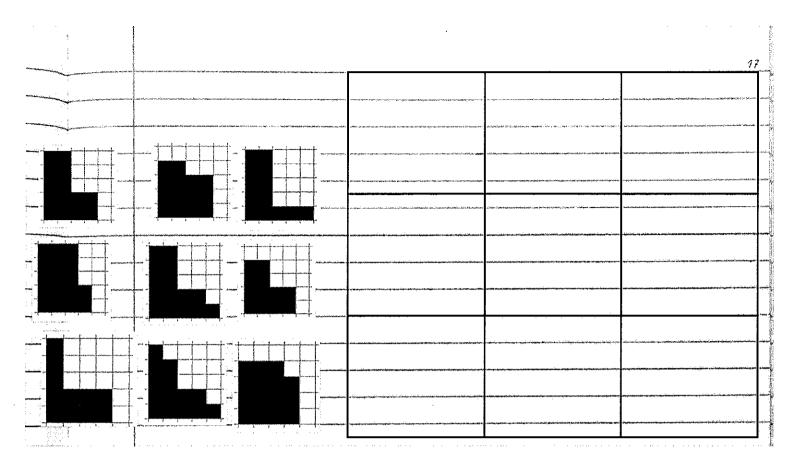


	EDGEWORTH PUBLIC SCHOOL 13
	FIND AND RECORD THE PERIMETER OF:
	1. BASKETBALL COURT:
*	2. AREA 3
	3. THE HALL
	4. U-BLOCK
	THESE TOO!
	GLENDALE SHOPPING CENTRE:
	McDonald Jones Stadium:
	NEWCASTLE-OCEAN BATHS:
	THE WEADTER OF CALL DATED.

THE AIM OF THE GAME IS TO REACH THE TARGET SCORE. HOW TO PLAY: 1. THE TARGET SCORE IS 20 2. THROW THE TWO DICE AND FIND THEIR PRODUCT (THAT MEANS MULTIPLY). 3. DRAW AS MANY SHAPES AS POSSIBLE WHICH HAVE EITHER AN AREA OR A PERIMETER EQUAL TO THE PRODUCT OF THE DICE. SCORE 1 POINT FOR EACH CORRECT SHAPE. UNTIL YOU RUN OUT OF SHAPES TO DRAW. 4. ROLL THE DICE AGAIN AND CONTINUE UNTIL YOU REACH THE TARGET. UPLOAD A PHOTO OF YOUR FINISHED PRODUCT!!

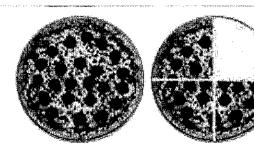
CLICK LINK FOR ONLINE DICE! 15
CLICK THE COG ICON TO CHANGE NUMBER OF DICE
https://www.online-stopwatch.com/chance-games/roll-a-dice/





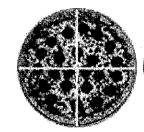
Fractions and Decimals

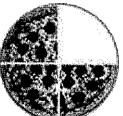
Can you see that 1 and $\frac{3}{4}$ is the same as $\frac{7}{4}$?





(one and three-quarters)





7/4

(seven-fourths or seven-quarters)

Tuesday

Ignition/Warm Up

Cheesecake

- 1 and 1/4 cups (300ml) heavy cream or heavy whipping cream
- three 8-ounce blocks (680g) full-fat cream cheese, softened to room temperature
- 1/2 cup (100g) granulated sugar
- 2 Tablespoons (15g) confectioners' sugar
- 1/4 cup (60g) sour cream, at room temperature
- 2 teaspoons lemon juice
- 1 teaspoon pure vanilla extract

This recipe 'No bake cheesecake' recipe

makes enough to serve 10 people. How much of each ingredient would you need to serve 30 people?

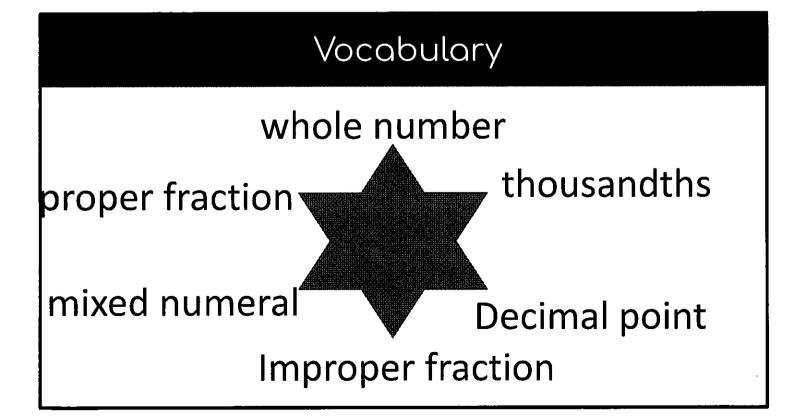
Learning Intention

We are learning to add and subtract a range of proper, improper fractions and mixed numbers.

We are learning to multiply and divide decimal numbers by 10, 100 and 1000

Success Criteria

I can describe the different parts and types of fractions.
I can convert mixed numerals between improper fractions.
I can add and subtract proper and improper fractions.
I understand the place value of decimal numbers.
I understand the purpose of the decimal point.



Revision

Each fraction is worth a different amount depending on the number of the numerator and dengminaton numerator

12 denominator

Revision

Proper fractions: the numerator is SMALLER than the denominator. Improper fractions: the numerator is BIGGER than the denominator.

Mixed numerals:
there are
both whole
numbers and
proper fractions.

On your whiteboard, write a fraction for each type...

Relationship between fractions and decimals

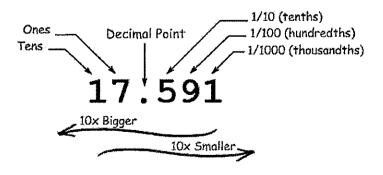
Decimal fractions also express parts of a whole. This strip has been divided into 10 equal parts. Three out of ten or $\frac{3}{10}$ is shaded.

1 1 1 1 10 10 10	10	10	<u>1</u> 10	<u>1</u> 10	<u>1</u> 10	<u>1</u> 10	<u>1</u> 10
0.1 0.1 0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

We can also express this as 0.3. There are no whole units and 3 tenths.

Decimal numbers

The decimal point goes between Ones and Tenths.



Place value of decimal numbers

When we write decimals we follow this place order:

Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
			2	2	5	6

Numbers before the decimal point are whole numbers.

Numbers after the decimal point are parts of a whole number.

The further the digit is to the left in the number, the greater its value. The further it is to the right, the smaller its value.

Ordering Decimal numbers

Decimals Introduction

Khan Academy

Decimal place value

Khan Academy

Ordering Decimal numbers

Working with Decimals

Write <, > or = to compare the decimals.

(a) 1.2 ____ 1.1

(f) 6.619 ___ 5.619

(k) 19.98 ____ 19.99

(b) 3.54 3.55

(g) 1.255 <u>1.256</u>

(l) 16.88 ____ 16.08

(c) 12.9 ___ 12.92

(h) 12.86 ___ 12.88

(m) 3.54 _____ 3.55

(d) 8.5 ____ 8.62

(i) 9.88 ____ 9.999

(n) 44.2 ____ 44.21

(e) 4.3 ____ 4.30

(j) 7.03 ____ 7.3

(o) 22.605 ____ 22.650

Ordering Decimal numbers

Write these decimals in ascending order.

(a) 1.75, 5.75. 1.78, 1.7

(b) 1.11, 1.1, 1.101, 1.01 _____

(c) 4.3, 4.44, 4.34, 4.43 _____

(d) 0.12, 0.01, 0.001, 0.1

(e) 2.7, 3.7, 7.3, 7.2, 7.02

(f) 7.2, 6.4, 6.3, 6.49, 7, 6.5

Ordering Decimal numbers

Write these decimals in descending order.

(a) 7.6, 6.6, 8.6, 5.6, 9.6 _____

(b) 4.3, 4.44, 4.6, 4.21, 4.2

(c) 3.3, 3.2, 3.21, 3.10, 3

(d) 9.9, 9.99, 9.89, 9.09, 9

(e) 5.5, 5.55, 5.49, 5.4 _____

(f) 0.8, 0.5, 0.08, 0.18 _____

Multiplying Decimals

1.2 × 0.3 Multiplying decimals is just like multiplying whole numbers.

The TRICK is to ignore the decimals at first.

Multiplying Decimals

12 × 03

FIRST:

Multiply WITHOUT the decimals.

Multiplying Decimals

1.2 × 0.3 3 6 Next, count the decimal places in each FACTOR.

Multiplying Decimals

$$\begin{array}{c}
1.2 & \xrightarrow{1 \text{ decimal place}} \\
\times 0.3 & \xrightarrow{1 \text{ decimal place}} \\
\hline
3.6
\end{array}$$

The TOTAL
decimal places in
the PROBLEM is
the TOTAL
decimal places in
the PRODUCT

Multiplying Decimals

4.4 × 0.2 1.4 × 0.3

Multiplying Decimals

Multiply these decimal fractions:

d

8.4

e 14.5 f 24.5

Multiplying Decimals

1 Calculate the answers to the multiplications.

Multiplying Decimals

1 How many decimal places will each product have?

```
a 0.25 \times 11
```

b 10.2×4

c 0.5 × 10

e 0.9×0.75

 $f 8.06 \times 4.1$

$$g = 0.11 \times 1.01$$

h 6.3×0.04

i 2.95 × 5.3

$$i 0.237 \times 1.2$$

 $k = 0.023 \times 0.042$

 $1 321.2 \times 8.1$

2 Evaluate each product.

a
$$3.05 \times 4$$

b
$$1.02 \times 7$$

 $d 17.1 \times 2$

e
$$10 \times 2.25$$

$$f 3 \times 4.20$$

h 1.004×8

i
$$0.18 \times 5$$

m 0.4×0.8

j
$$0.4 \times 12$$

n 3.9×0.5

3 Estimate each product, then evaluate the product.

a
$$47.9 \times 0.3$$

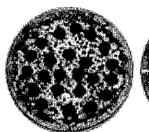
c
$$83.4 \times 6.3$$

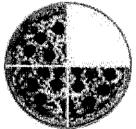
Multiplying Decimals

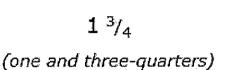
- 4 Dress material costs \$31.24 per metre. How much does 5.2 metres of material cost?
- 5 Sean earns \$18.45 per hour working at a cinema. How much will he earn for working a 39-hour week?
- 6 A flower bed is 2.6 m long by 0.8 m wide. Calculate its area.
- 7 Calculate the total of this grocery shopping bill. Select A, B, C or D.
 - 3 kg of butter at \$2.50 per kilogram
 - 500 g of cheese at \$12.88 per kilogram
 - 2 kg of meat at \$6.90 per kilogram
 - 2 dozen eggs at \$4.26 per dozen

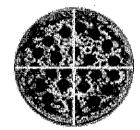
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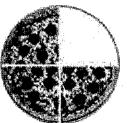
Can you see that 1 and ¾ is the same as 7/4?











7/₄ (seven-fourths or seven-quarters)

Monday

Ignition/Warm Up

Cheesecake

- 1 and 1/4 cups (300ml) heavy cream or heavy whipping cream
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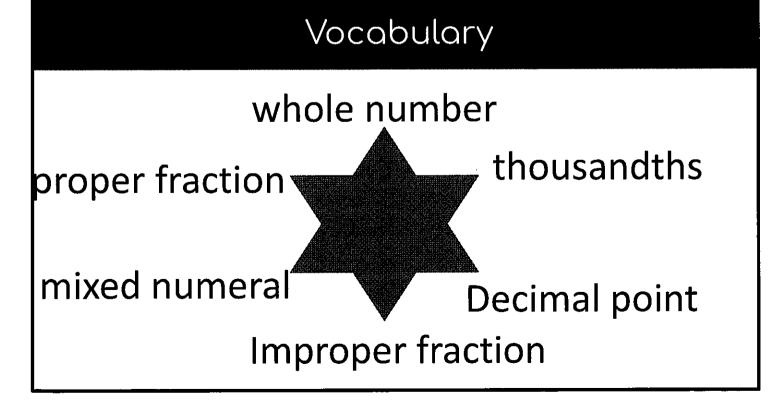
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Mixed numerals:
there are
both whole
numbers and
proper fractions.

On your whiteboard, write a fraction for each type...

Adding and subtracting different types of fractions

When adding or subtracting different types of fractions, convert the mixed numeral to an improper fraction to make it easy.

$$2\frac{1}{4} - \frac{3}{4} = \frac{9}{4} - \frac{2}{4} = \frac{9-2}{4} = \frac{7}{4} = 1\frac{3}{4}$$

My turn

How to convert MIXED NUMERAL TO IMPROPER FRACTIONS

- 1. **G**o divide the numerator by the denominator
- 2. Leave the quotient (answer) as the whole number
- 3. And keep the remainder as the numerator
- 4. Denominator stays the same

$$= \frac{10}{6}$$

$$= 16 \div 6$$

$$= 2 \cdot 74$$

$$= 2 \cdot \frac{4}{6}$$

How to convert MIXED NUMERAL TO IMPROPER FRACTIONS

When we are expressing mixed numerals as improper fractions, we:

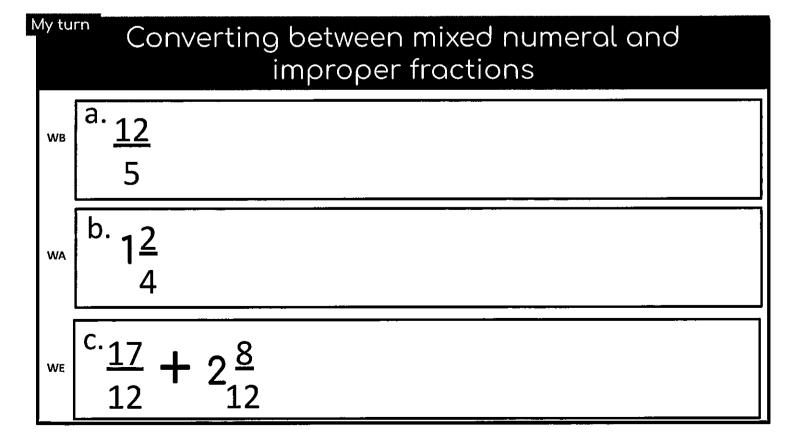
- 1. Multiply the whole number by the denominator
- **2.** Add the numerator of the fraction.
- Denominator stays the SAME

$$= 2\frac{4}{6}$$

$$= 2 \times 6$$

$$= 12 + 4$$

$$= \frac{16}{6}$$



Our turn

Converting between mixed numeral and improper fractions

WB

a. <u>13</u>

b. To cook for 24 people I needed to triple my recipe which meant I needed 3/2 cups of flour. Can you convert this to a mixed numeral?

WA

c. 2 <u>4</u> 5

d. The recipe asked for 2 ½ cups of granulated sugar. I didn't have a measuring cup and had to use the ½ measuring cup. How many times did I need to use the ½ cup to include the right amount of sugar?

WE

$$^{\text{e.}}\frac{14}{10} + 3\frac{2}{10}$$

f. Half of a kilogram is 500 grams. Three-quarters of a kilogram is 750 grams. My backpack weighed 3 ¾ kg and my suitcase was 12 1/2 kg. How much did my luggage weigh in total as a fraction and also in kg or g?

Relationship between fractions and decimals

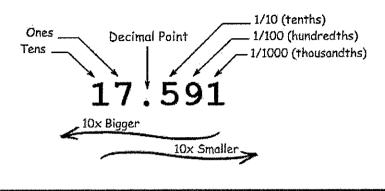
Decimal fractions also express parts of a whole. This strip has been divided into 10 equal parts. Three out of ten or $\frac{3}{10}$ is shaded.

$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	<u>1</u> 10	1 10	1 10	10	10	<u>1</u> 10	1 10
0.1 0.1 0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

We can also express this as 0.3. There are no whole units and 3 tenths.

Decimal numbers

The decimal point goes between Ones and Tenths.



Place value of decimal numbers

When we write decimals we follow this place order:

Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
			2	2	5	6

Numbers before the decimal point are whole numbers.

Numbers after the decimal point are parts of a whole number.

The further the digit is to the left in the number, the greater its value. The further it is to the right, the smaller its value.

Multiply or divide a decimal by 10, 100 or 1000

When we multiply by 10 the number becomes larger by 1 place value.

When we multiply by 100 the number becomes larger by 2 place values.

When we multiply by 1 000 the number becomes larger by 3 place values.

Look what happens to 45.216 when we apply these rules:

 $45.216 \times 10 = 452.16$

 $45.216 \times 100 = 4521.6$

 $45.216 \times 1000 = 45216$

When we divide by 10 the number becomes smaller by 1 place value.

When we divide by 100 the number becomes smaller by 2 place values.

When we divide by 1000 the number becomes smaller by 3 place values.

Look what happens to 45 when we apply these rules:

 $45 \div 10 = 4.5$

 $45 \div 100 = 0.45$

 $45 \div 1000 = 0.045$

My turn

Multiply and divide decimal numbers

	× 10	× 100	× 1000
0.5		50	
0.25	2.5		
0.37			370
1.2			
7.34		734	

My turn

Multiply and divide decimal numbers

	÷ 10	÷ 100	÷1000
50	5		
25		0.25	
37.2			
48.5			0.0485
542			

Our turn

Multiply and divide decimal numbers

Estimate, then calculate the answers:

Activity

Yellow/Green

Solve these problems:

$$a \frac{1}{3} + 2 \frac{1}{3} =$$

b
$$2\frac{3}{4} - 1\frac{2}{4} =$$

c
$$1\frac{2}{5} + 3\frac{1}{5} =$$

- d. You have 2 % boxes of chocolates and you eat 5/4 of the boxes. How many boxes do you have left?
- e. Before World Maths Day, Akhil practices Live Mathletics for 4 ½ hours on Monday and 7/3 hours on Tuesday. How many hours of practice has he put in altogether?

Activity

Partner activity

Give your partner a starting number and the number you want it to become. E.g. 25 to 0.25. Your partner has to work out how to get to that number by either multiplying or dividing by 10, 100 or 1000.

If they can do so, they score 10 points. If they get it wrong, you score 10 points. If you give them a problem that can't be solved by multiplying or dividing by 10, 100 or 1000, they score the 10 points. First to 50 points wins.

PROBLEM INVESTIGATION

Look at each of these five squares.

What is the pattern?

How much of the second square is light blue? Can you write this as a fraction?

For each of the five squares, write the area of the square that is light blue as a fraction.

Can you work out what the next two diagrams would look like? What fraction of these squares will be light blue?









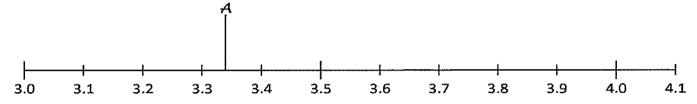


Compare and order decimal numbers of up to three decimal places, eg 0.5, 0.125, 0.25



	Name	Distance
A	Spitter Macgee	3.34 m
₿	Did You See That One Big-noter	3.1 m
0	Secret-ingredient Spitski	3.15 m
0	Dead-eye Jones	3.63 m
3	The Long Distance Shooter	4.01 m
•	Sally Straw	3.36 m
G	Technique Tezza	3.96 m
0	Lone Shooter	4.04 m
0	Double Or Nothing Danielle	4.05 m
0	Shoot Dog	3.94 m
		

6A has a very cool teacher who decides to harness, not ban, the class' current obsession with pea shooting. After a week of intense training, a shootoff occurs. The results for the top ten shooters are tabled on the right. Place the students on the number line. The first one has been done for you.



a. Who shot the furthest on the day?

b. Whose shot was the shortest?

c. Which students' shots were 1 hundredth of a metre apart?

d. What was the difference between the shots of Shoot Dog and Spitter Macgee?



Physical	Go outside and run around, play a game or ride your bike. Try and be active for at least 30 minutes.	Go for a walk with your family or pet and enjoy time talking with someone you care about.	Create your own obstacle course, dance routine or new game.
Creative	Play a card or board game with a family member	Listen to your favourite music and see if you can make up your own lyrics to your favourite tune.	Take on an artistic challenge. Research and learn a technique in drawing, photography, music etc.
Nature	Go on a local walk in nature with your family and look and appreciate five natural features you haven't noticed before.	Find a quiet space in your yard and take time to enjoy your surroundings.	Make art from nature. Use what you find on a walk or in your backyard
Cognitive	Think about three things you are grateful for this week and share them with a family member.	Look up beginners origami and make something simple of your choice.	Complete a jigsaw puzzle.
Social	Call a family member or friend and ask them about their day.	Write a letter to someone about a happy memory you have shared together.	Ask how you can help around the house and complete two or more chores.

METEBEING MEDNE2DAX