

HOME LEARNING



Learning at Home

Booklet 4

Term 3, Week 8

(30th August – 3rd September)

Year 6

Name: _____

Class: _____



Stage 3 Online Resources

Mangahigh

<https://www.mangahigh.com>

Teachers have assigned work for students and once this is completed they can free play at their own level. A great, fun resource to practice key concepts.

Literacy Pro

<https://slz04.scholasticlearningzone.com/resources/dp-int/dist/#/login3/student/AUSXD8C>

All students have an online account set up for Literacy Pro. Teachers have assigned work for students to complete. They can read books of their choice and complete the quiz.

Scholastic Learn at Home

<https://classroommagazines.scholastic.com/support/learnathome.html>

Scholastic have put together packages which include books and videos designed to build knowledge of a subject.

Go Noodle: At Home

<https://family.gonoodle.com/>

Copy the routines from the clip for physical activity inside.

National Geographic: For Kids

<https://www.natgeokids.com/au/category/kids-club/>

Navigate your way around this website to find information.

Read Theory

<https://readtheory.org/auth/login>

Login to complete your reading and comprehension tasks

ABC Education

<https://education.abc.net.au/home#!/resources/-/all/all/all>

Select appropriate year level at the top and choose your area of learning.

Kids News

<https://www.kidsnews.com.au>

Great site for kid's news articles and learning about different animals and events.

Year 6 Timetable - Week 8

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Task 1: Reading</u> <i>The Great Wall of China</i> Highlight technical language and find meanings	<u>Task 1: Reading</u> <i>The Great Wall of China</i> Find the visual clues and highlight them in yellow	<u>Task 1: Reading</u> <i>The Great Wall of China</i> Identify the purpose of the text using vocabulary	<u>Task 1: Reading</u> <i>The Great Wall of China</i> Summarise the main idea of the passage	<u>Task 1: Reading</u> <i>The Great Wall of China</i> Answer the questions and draw something about The great Wall of China
<u>Task 2: Spelling</u> Look Cover Write Check Spelling Activities: definitions, word builders and fancy font	<u>Task 2: Spelling</u> Look Cover Write Check Spelling Activities: Synonyms, antonyms, unjumble words, pictures	<u>Task 2: Spelling</u> Look Cover Write Check Spelling Activities: Syllables and comic strip	<u>Task 2: Spelling</u> Look Cover Write Check Spelling Activities: Rhyming words, boggle and create a word web	<u>Task 2: Spelling</u> Look Cover Write Check Spelling Activities: Number code and spelling test
<u>Task 3: Writing & Grammar</u> Correct the spelling mistakes Coordinating Conjunctions Imaginative writing: 'Backfill'	<u>Task 3: Writing & Grammar</u> Dictionary Scavenger Hunt Adverbs of Manner Write a tension scene from a picture stimulus.	<u>Task 3: Writing & Grammar</u> Quick Writing task (10 minutes) Cause & Effect conjunctions Find the descriptive & figurative language task 'Show, Don't Tell' writing	<u>Task 3: Writing & Grammar</u> Expanding sentences Informative text Summary lesson: South America	<u>Task 3: Writing & Grammar</u> Proofreading activity Research & Plan for an informative text about an Asian country of your choice Draft Information Report
<u>Task 4: Maths Drills</u> Day 1	<u>Task 4: Maths Drills</u> Day 2	<u>Task 4: Maths Drills</u> Day 3	<u>Task 4: Maths Drills</u> Day 4	<u>Task 4: Maths Drills</u> Day 5
<u>Task 5: Word Problems</u> Chance word problems	<u>Task 5: Word Problems</u> Chance word problems	<u>Task 5: Word Problems</u> Chance word problems	<u>Task 5: Word Problems</u> Chance word problems	<u>Task 5: Word Problems</u> Chance word problems
<u>Task 6: Mathematics</u> Heads or Tails Challenge	<u>Task 6: Mathematics</u> Dice Roll Investigation	<u>Task 6: Mathematics</u> Probability Outcomes Using Fractions	<u>Task 6: Mathematics</u> Marble bag Probability	<u>Task 6: Mathematics</u> Probability as Fractions Marble Jar
<u>Geography/History: Paralympic Games:</u> List 10 Australian achievements, select a Paralympian and construct a timeline of their life, look at the Paralympic games when they first started in 1960 and compare them to today's games.				
<u>Optional Tasks</u> These tasks can be completed at any time during the week.				
<u>Music</u> Create rhythmic tongue twisters	<u>Visual Arts</u> Picasso Artwork	<u>Science</u> Batteries and Bulbs	<u>PDH/PE</u> PE- Hop and Static Balance PDH - Friendships	<u>Mindfulness</u> <i>Learning is my super power</i> colouring-in page

THE GREAT WALL OF CHINA

The Great Wall of China is undoubtedly one of the most significant man-made structures in the world. Built over 2,000 years ago, it is an architectural feat that this structure is still standing. The Great Wall of China spans an impressive 8851.8 km (5,500 mi) stretching east to west, winding up and down across grasslands, mountains, deserts and plateaus.

Unfortunately, over the last 2,000 years, some of the original sections are now in ruins or no longer exist. This reduction in the amount of Great Wall still standing, led to the China Great Wall Academy launching a survey of 101 sections of the Wall in different provinces. They found that the 'forces of nature and destruction of mankind are bringing about gradual reduction of extent of the Wall with the result that less than 30% remains in good condition.' The Academy has recommended greater measures be put in place to protect and ensure the future of the Great Wall of China.

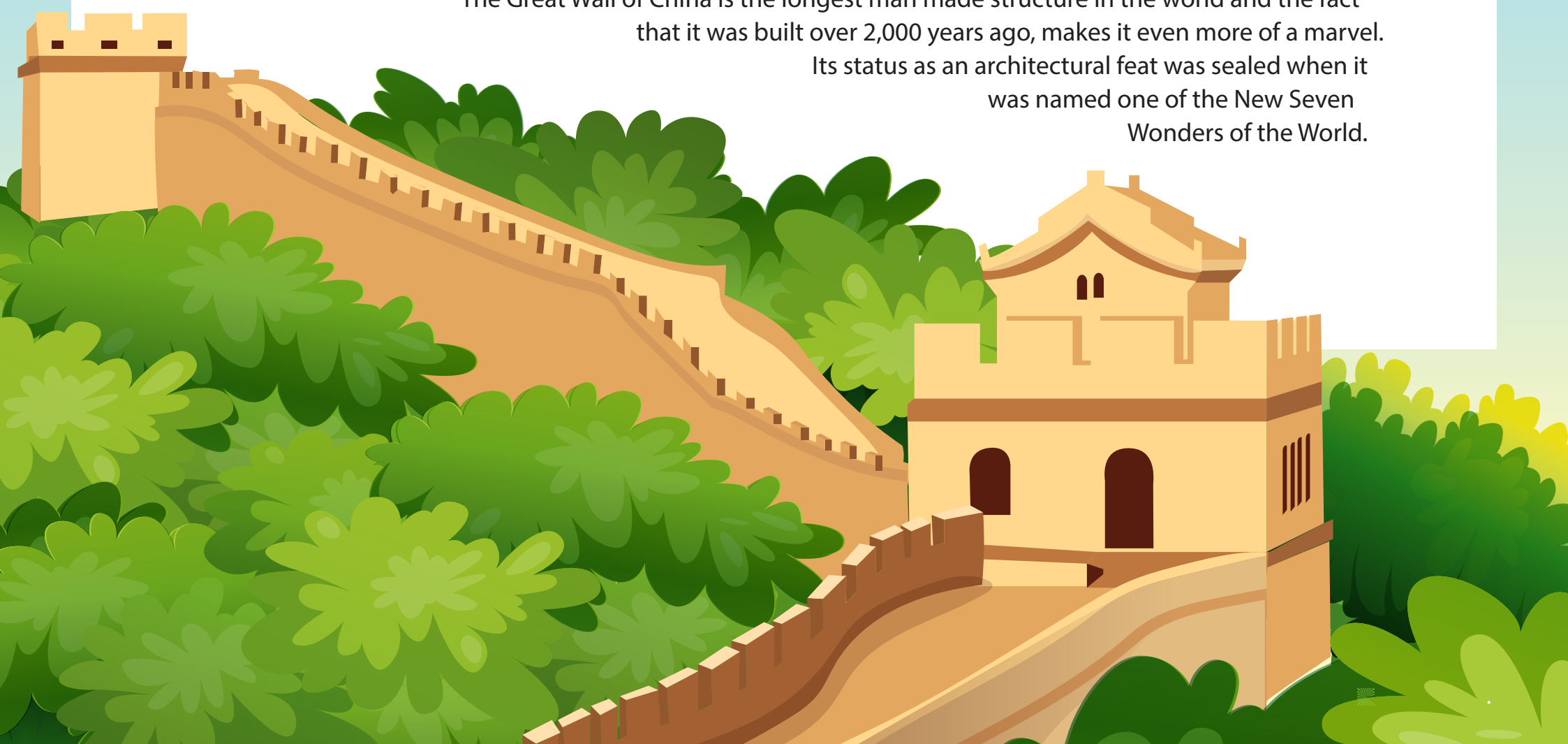
Work on constructing the Great Wall of China started as early as the 5th century B.C. The main reason behind building the Great Wall was to protect China's borders from the nomadic warring tribes, that came down from present day Manchuria and Mongolia. Armies were stationed along the wall and they used signal fires to announce an attack. The armies acted as the first line of defence and defended the wall firstly with bows, spears and swords and then later with guns and cannons. They also used stacks of stones to throw down at advancing enemies.

As the Great Wall took over 1,700 years to build, it spanned over several 'dynasties'. A dynasty is when one family rules a country or region over a long period of time. A new dynasty begins, when a new family takes control. Generally, the head of the family acts like an emperor or king and is the ruler of the land. When a ruler dies, control moves to another member of the family, usually the oldest son. The Great Wall we see today was mostly built during the Ming Dynasty which spanned from 1368 to 1644.

The Great Wall was a massive undertaking and required a lot of people to build it. Many people were forced to work on the wall including criminals, scholars, captured enemies and anyone else who the ruler of the dynasty at the time felt like assigning to the wall construction. Conditions on the wall were very difficult and many people died of disease and exhaustion. Labourers were not paid and received very little food to sustain them. Over 3,000 people were put to work on the wall, but even with so many workers, the wall still took over 1,700 years to build!

The Great Wall plays a significant part in Chinese culture. It is incorporated into Chinese mythology and symbolism and has long been a symbol of strength for the people of China. It symbolises that great achievement can be made with a common and concerted effort. The Great Wall has been written about in many legends, poems and tales, but undoubtedly the most common and well-known legend is about the collapse of a section of the Wall caused by Meng Jiangnu, who cried bitterly over the death of her husband after he died while building the wall. This legend has been spread widely through textbooks, folk songs and traditional operas.

The Great Wall of China is the longest man made structure in the world and the fact that it was built over 2,000 years ago, makes it even more of a marvel. Its status as an architectural feat was sealed when it was named one of the New Seven Wonders of the World.



Comprehension Corner – MONDAY ACTIVITY

THE GREAT WALL OF CHINA (passage is located at start of the wk)

WALT: to highlight technical languages or terms and find their meaning

Language and Features

- ✓ I have used a formal tone when writing.
- ✓ I have tried to sound like an expert on the topic.
- ✓ I have used subject-specific, technical vocabulary.
- ✓ I have used the verbs 'to be' and 'to have'.
- ✓ I have used present tense.
- ✓ I have used nouns and noun categories.
- ✓ I have used adjectives and adverbs to enhance description.
- ✓ I have used time connectives.
- ✓ I have used phrases showing cause and effect.
- ✓ I have used comparative language.

Read the text aloud and think about the language used. Where are the examples of technical language in the text? Highlight in RED.

What other language features are used in the text and how are they effective?

Think about what you already know about the topic to help you understand this text.

Identify words or terms (technical words, scientific words, unknown words) and be 'word detectives' to find or uncover the meaning. Highlight them in GREEN.

Can you read them in a sentence to discover their meaning? Alternatively, look them up and write their meanings below.

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Year 6 Spelling – Look, Cover, Write, Check (week 8)

Spelling Words	Monday	Tuesday	Wednesday	Thursday	Friday
China					
protect					
borders					
sections					
culture					
Chinese					
labourers					
significant					
mankind					
structure					
stationed					
feat					
man-made					
nomadic					
symbolises					
dynasties					
provinces					
mythology					
Meng Jiangnu					
plateaus					

****Extension words are highlighted**

SPELLING ACTIVITIES

MONDAY

1. Find the definitions of the following list words.

sections	
culture	
feat	
plateaus	
mankind	
provinces	

2. Create word builders for 5 of your list words by adding:

ed s es ing est er ion

List word	Word builder

3. Write your words in a fancy font.

symbolises

MONDAY: Writing and Grammar

Correct the SPELLING mistake: *There is 1 spelling error per sentence to find and fix!*

1. Four adults needed to accompony the children on the trip. _____
2. He was conshus of the time. _____
3. Next year, Jane is turning fourty. _____
4. "My stomak is hurting," the ill child moaned. _____
5. He needed to change his identety quickly. _____
6. The secratery answered the phone politely. _____
7. The quee was getting shorter. _____
8. Jack was determaned to get the job. _____

Coordinating Conjunctions—FANBOYS: **for, and, nor, but, or, yet, so**

- *For each sentence, add the best conjunction from the list above.*

1. My brother wanted to have a vanilla ice cream _____ there was none left.
2. Elizabeth joined the gymnastics program _____ she could improve her fitness level.
3. My dog refuses to eat chicken _____ fish.
4. The builder worked really hard on the house _____ that he received a good price.
5. The flowers in the garden were beautiful _____ unfortunately I was allergic to them.
6. I felt like having soup for dinner _____ I knew my sister would disagree.
7. My brother refuses to clean the bathroom _____ will he tidy the kitchen table when I ask.
8. My favourite thing to eat is pizza _____ chocolate for a treat.



MONDAY: Writing and Grammar



Narrative writing: Backfill

Write a 'backfill' paragraph for the sizzling start provided. Remember you need to provide enough information to put the action of the sizzling start into context.

Answer each of the planning questions to help you:

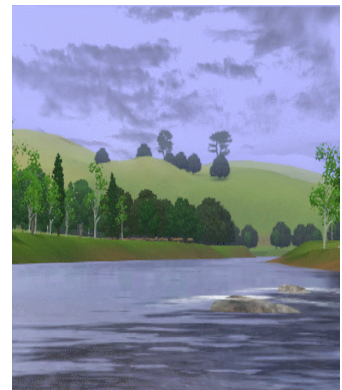
WHO?

WHAT?

WHEN?

WHERE?

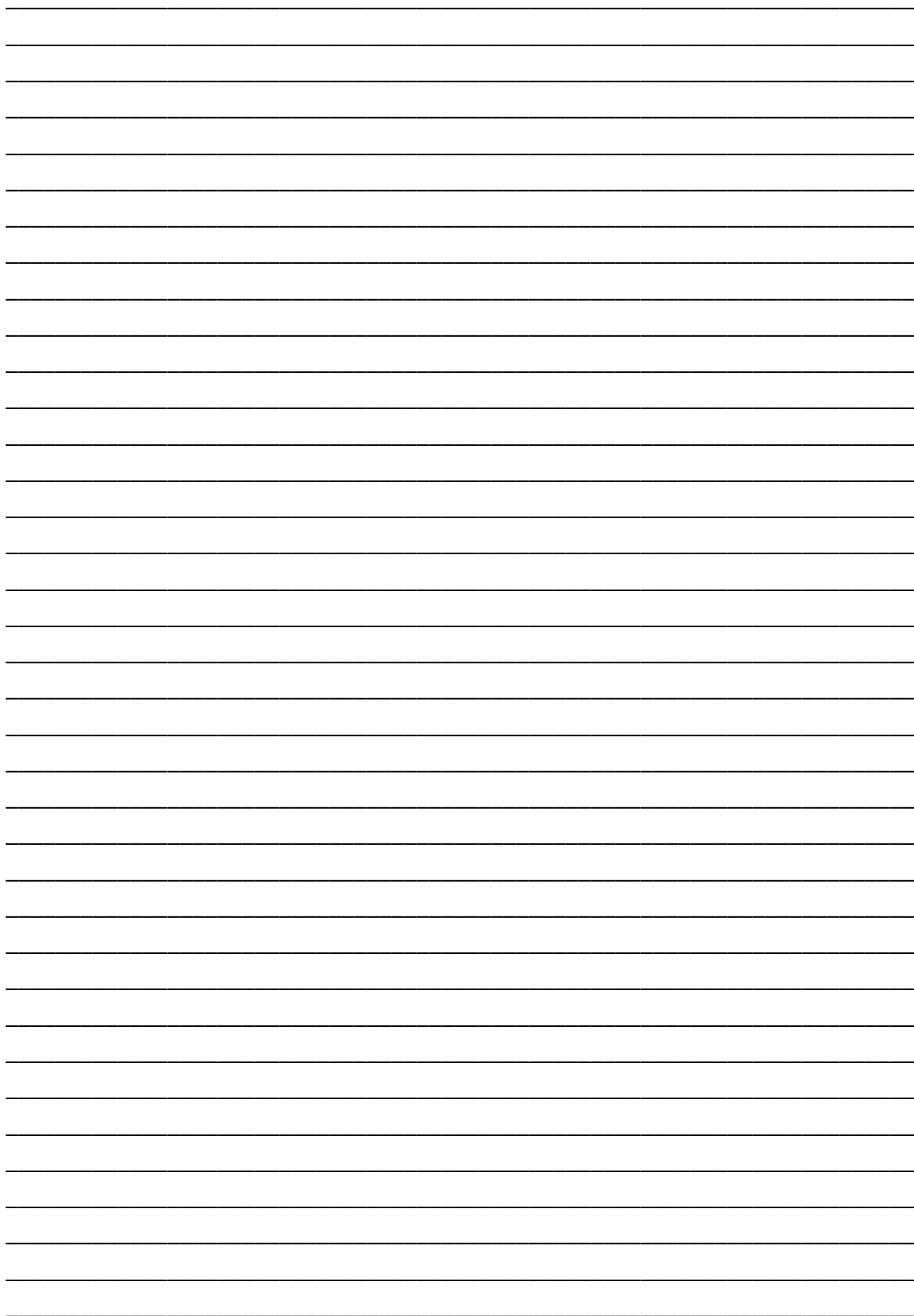
WHY?



Sizzling Start:

By the crack of dawn's first light, we were down at the lake. It had been a night filled with fear, unexpected discoveries and relief. Now we were in desperate need of rest but there was no time for sleep just yet.

On the next page write the '**backfill**' to this story (what happened at the beginning of the story?).



Maths Drills Day 1

Whole Number

Write these numbers:

- 1) six hundred and three
- 2) eighty seven thousand, one hundred and five
- 3) nine hundred and twenty five thousand, five hundred and thirteen

1)
2)
3)

Multiplying by 10

Record the number:

- 1) $2 \times 10 =$
- 2) $8 \times 10 =$
- 3) $17 \times 10 =$
- 4) $9.1 \times 10 =$
- 5) $368.405 \times 10 =$

1)
2)
3)
4)
5)

Multiplying by 100

- Record the number:
- 1) $91 \times 100 =$
- 2) $34 \times 100 =$
- 3) $720 \times 100 =$
- 4) $1.715 \times 100 =$
- 5) $63.205 \times 100 =$

1)
2)
3)
4)
5)

Triangle Numbers

- What are the next 2 triangle numbers in this sequence?
- Draw a picture below and record the answers.

1 dot 3 dots



Addition

1) $37 +$

24

2) $317 +$

596

Adding and Subtracting Fractions

1) $9\frac{1}{2} + 3\frac{1}{2} =$ _____

2) $\frac{3}{8} + \frac{5}{8} =$ _____

3) $\frac{9}{10} - \frac{3}{10} =$ _____

4) $1 - \frac{6}{8} =$ _____

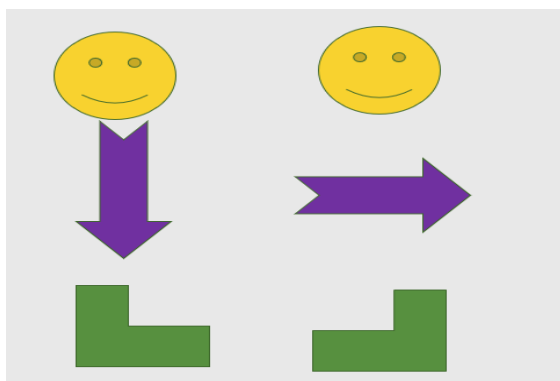
1)

2)

3)

4)

Translate/Rotate/Reflect



Rounding Numbers

Round these to the nearest whole number:

◦ 1) $23.4 =$ _____

◦ 2) $196.859 =$ _____

◦ 3) $490.055 =$ _____

1)

2)

3)

Fractions/Decimals/Percentages

$\frac{30}{100} = 0.3 = 30\%$

Record the following fractions as a decimal and a percentage:

◦ 1) $\frac{98}{100} =$

◦ 2) $\frac{3}{10} =$

◦ 3) $\frac{1}{4} =$

1)

2)

3)

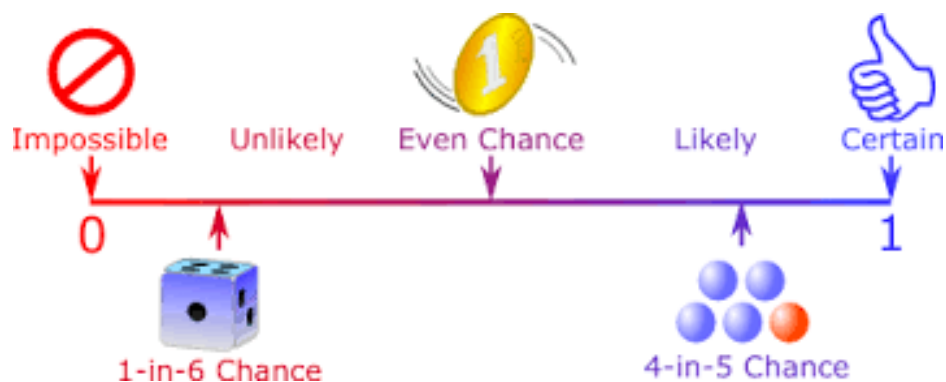


Chance



Word Problems

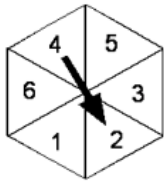
chance		
What are the chances of ... ?		$\frac{\text{favourable outcomes}}{\text{possible outcomes}}$
 • tossing heads	 heads (H) tails (T)	$\frac{1}{2}$
 • rolling a six		$\frac{1}{6}$
 • stopping on purple		$\frac{1}{5}$
© Jenny Barber 2014		



Remember: 2 coloured pencils and a lead pencil.

- 1) Underline the question
- 2) Circle the key numbers and words
- 3) Do the maths

MUST DO:



For this spinner, write a number that is impossible to spin. _____

Shade in the even numbers and write the probability as a fraction.

What is the probability (as a fraction) of spinning a 2 or higher? _____

CHALLENGE QUESTION:



Stefan chooses one card without looking and adds them up.

What is the most likely total of numbers on his card? Explain your answer.

The Heads or Tails Challenge

During this experiment, you and your team will flip a coin 100 times. After each flip, you will need to record the result on the chart with an 'H' for heads or a 'T' for tails. The chart is put into rows of 20 so that you can rotate flippers, or take a break (if your flipping thumb is getting tired).

Once you have completed 100 flips, answer the questions below.

1-20																			
21-40																			
41-60																			
61-80																			
81-100																			

Total number of Heads: _____ Total number of Tails: _____

1. What is the greatest number of heads you flipped in a row? _____
2. What is the greatest number of tails you flipped in a row? _____
3. What would the 101st flip likely be? Why do you think so?

4. If you flipped the coin 1000 times, what do you think the fractions of flips would be?

Heads = _____ /1000 Tails = _____ /1000



Geography/History

Paralympics 2021

The Paralympic Games first took place in Rome, Italy, in 1960 and since then they have taken place every four years. Australia has participated at every Paralympic Summer Games since then, and at every Paralympic Winter Games since their inception in 1976. You can read more about the Paralympic Games from:

<https://www.paralympic.org/ipc/history>

1. List 10 key Australian achievements or events from any of the past Paralympic Games.

To help you explore some of the achievements had by the Australian Paralympic Team in the past, check out the Australian Paralympic Hall of Fame and Paralympic Stories.

<https://paralympichistory.org.au/>

<https://www.paralympic.org.au/about-us/honour-roll/>

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

2. Select a Paralympian and construct a timeline of their life, including their significant sporting achievements and highlights.

To start, check out the Heroes section of the Paralympic Stories Website

https://paralympichistory.org.au/timeline/?article_category=41

See if you can find some images and/or articles on the internet to include on your timeline.

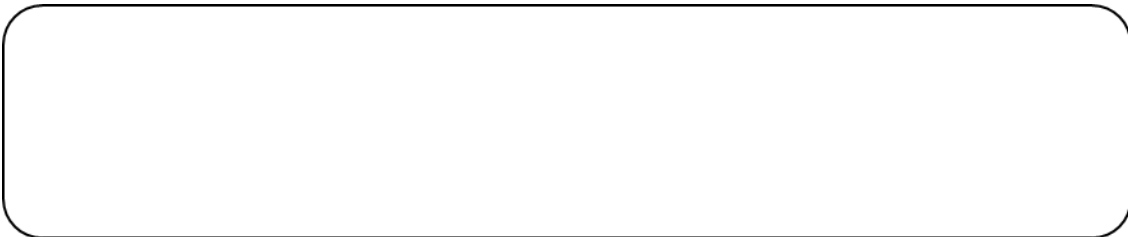
The image shows a blank timeline template. It consists of a central vertical line. On the left side of this line, there are four rectangular boxes stacked vertically. On the right side, there are also four rectangular boxes stacked vertically. Each box on the left is connected to the central line by a horizontal line, and each box on the right is similarly connected. This layout is designed for students to write about a Paralympian's life events and achievements in chronological order.

3. What did the Paralympic Games look like when they started in 1960? When discussing this question, think about the following topics and jot down some notes in each box:

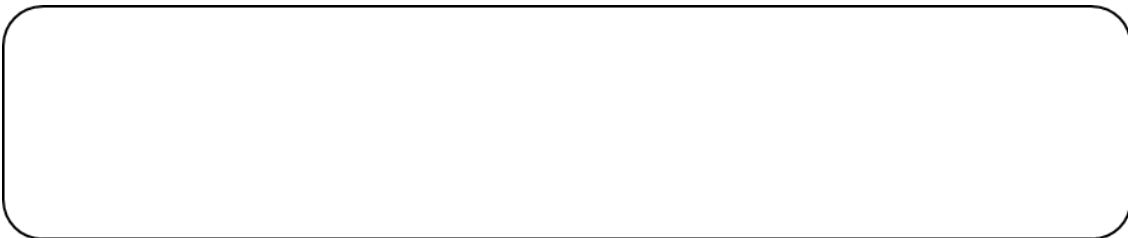
- Technology



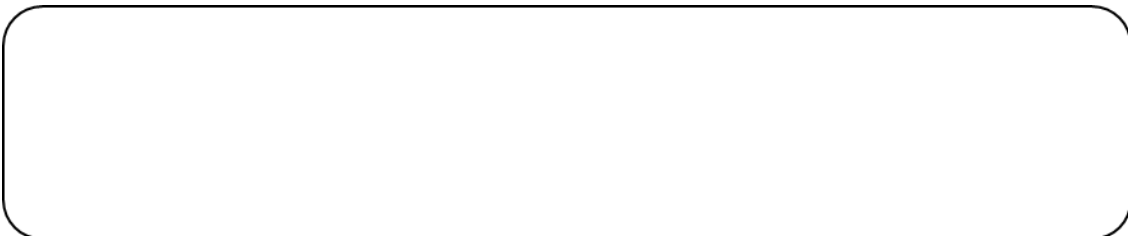
- Media coverage



- Gender



- Classification and disability



- Sport and performance

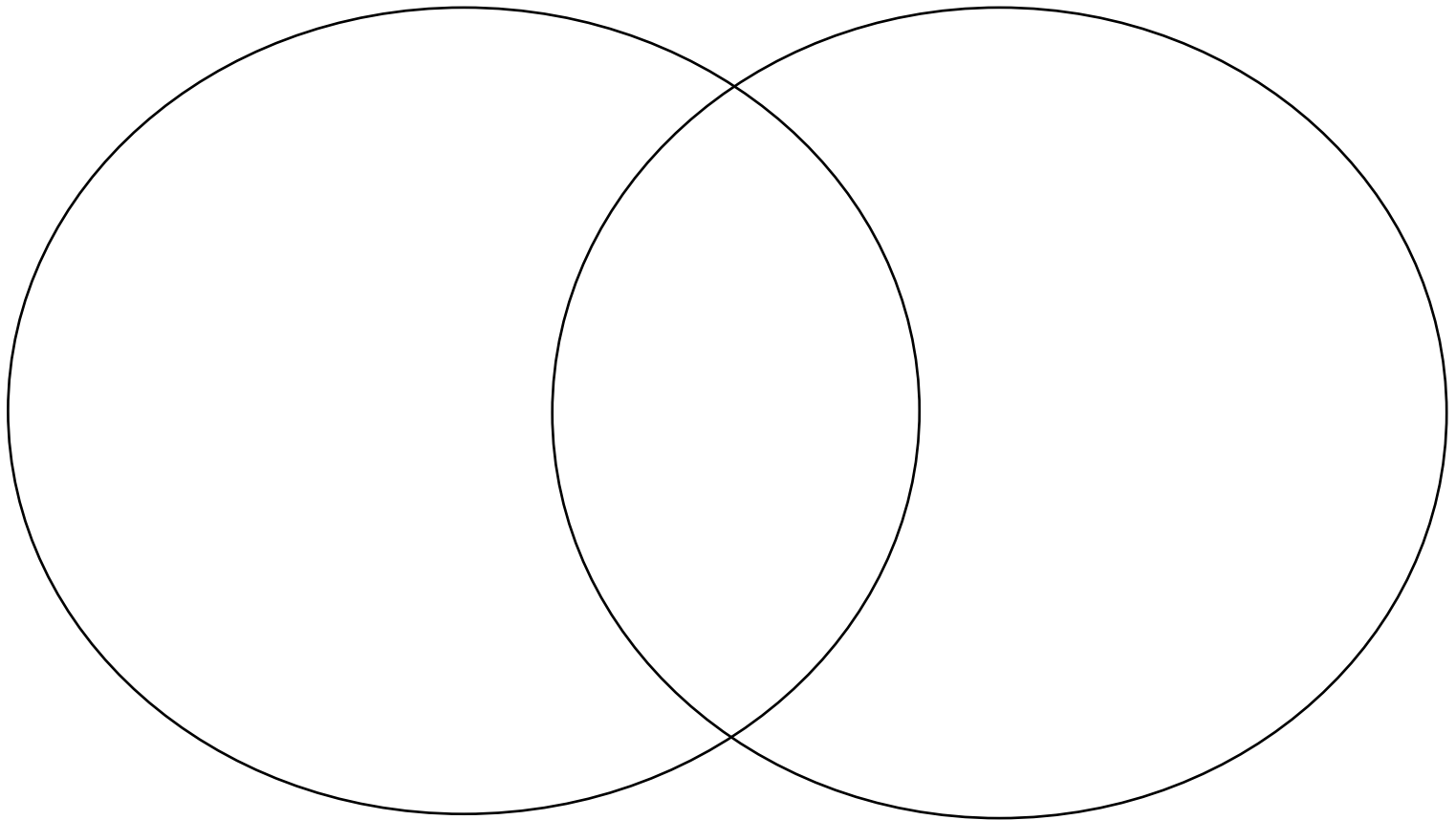


4. Watch the following clip <https://www.youtube.com/watch?v=H5omt-qBmcQ>

After discussing and researching the previous question, compare how the Paralympic Games looked in 1960 to today.

1960's

Today



Rhythmic Tongue Twisters

I saw a kitten eating chicken in the kitchen!

Music
Activities
Year 5-6

Materials: Pencil and paper

Time: 30 minutes

Find more resources at [artslive.com](https://www.artslive.com)

Rhythmic Tongue Twisters

Tongue Twisters are hard to say but can be used to help people pronounce words more clearly. Vocal coaches sometimes use them with politicians or public speakers so that they can be understood more easily. They also usually have repeated rhythms in them as well.

For example: “*She sells sea-shells by the sea-shore*” helps your mouth and tongue move from the “sh” sound to the “s” sound quickly. We can add simple rhythms to it as well using ta, ti-ti and za. They will look like this:

ta = I
ti ti = II
za = Z

(The Z is silent and we say it in our heads)

So lets put all that information together:

She sells sea – shells by the sea – shore

I I I I II I I Z
ta ta ta ta ti-ti ta ta (za)

Try clapping the rhythm of the words as you say them to help work out which are the quick sounds (“ti-ti”) and which are the steady sounds (“ta”).

I saw a kitten eating chicken in the kitchen

I saw a kitten eating chicken in the kitchen

Sis-ter Sus-ie sitting in a shoe shine store

Sis-ter Sus-ie sitting in a shoe shine store

I have got a date at a quarter to eight,

See you at the gate so don't be late

I have got a date at a quarter to eight,

See you at the gate so don't be late

Black bugs' blood,

Black Bugs' Blood,

Good blood, bad blood,

Black bugs' blood

Black bugs' blood,

Black Bugs' Blood,

Good blood, bad blood,

Black bugs' blood

Have a go at making up a tongue twister using items from your house. Try to find words that have the same beginning letter but make a different sound (e.g. in the kitchen you might use “Cereal, Coco Pops, Cake, etc) OR words that sound similar but have different starting letters (e.g. the kitten eating chicken.....)

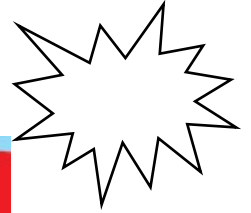
Comprehension Corner – TUESDAY ACTIVITY

THE GREAT WALL OF CHINA (passage is located at start of the wk)

WALT: Find visual cues which add more information to the story.

- ❖ Read text aloud. Find visual cues (words/ phrases you can visualise happening) which add more information to the text. Highlight in YELLOW.

How many did you find?!!



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SPELLING ACTIVITIES

TUESDAY

1. Find synonyms and antonyms for the following list words.

List word	Synonym (same)	Antonym (opposite)
man-made		
protect		
nomadic		
significant		

2. Unjumble the list words and write them in a sentence.

➤ EECNISH

➤ TLERUUC

➤ SLROBRURA

➤ SDTEANTOI

➤ MYYOOLGTH

3. Draw pictures that represent your list words. E.g. Chinese

Tuesday: Writing and Grammar

Dictionary Scavenger Hunt! Use a dictionary to answer these questions:

1. Write 3 nouns that begin 'h' _____
2. Write a word with 7 letters _____
3. What is a 'fanfare'? _____
4. How many people are in a 'duet'? _____
5. What is the definition of 'extortionate'?

6. What is a 'grazier'.



Adverbs of Manner: An adverb of manner describes how an action is carried out.

*Add an adverb of manner to each sentence. You can choose from the **word bank** or think of your own!

1. "This weather today is awful!" the girl grumbled _____.
2. I ran _____ towards the bus stop, hoping that I wouldn't be late.
3. I _____ sat down at my desk and waited for the test to begin.
4. The little boy woke up, stretched and _____ got out of bed.

Now write your own sentences using the given adverbs of manner:

1. **mysteriously**

2. **eagerly**

3. **merrily**

WORD BANK quickly, quietly, foolishly, slowly, noisily, happily, angrily, happily, neatly, silently, hurriedly, nervously, sleepily, gladly, busily, excitedly, crankily

Tuesday: Writing and Grammar

Creating Atmosphere and Tension.

Can you write a paragraph to match this picture and add 'tension' by using some of the following?

similes, metaphors, alliteration, personification, varied sentences

You can use the vocabulary words to help you.

chilly, bitter, remote, breathtaking, lonely, beautiful, quiet, icy, glacial



Plan for Writing: Use question prompts like-

WHO?

WHAT?

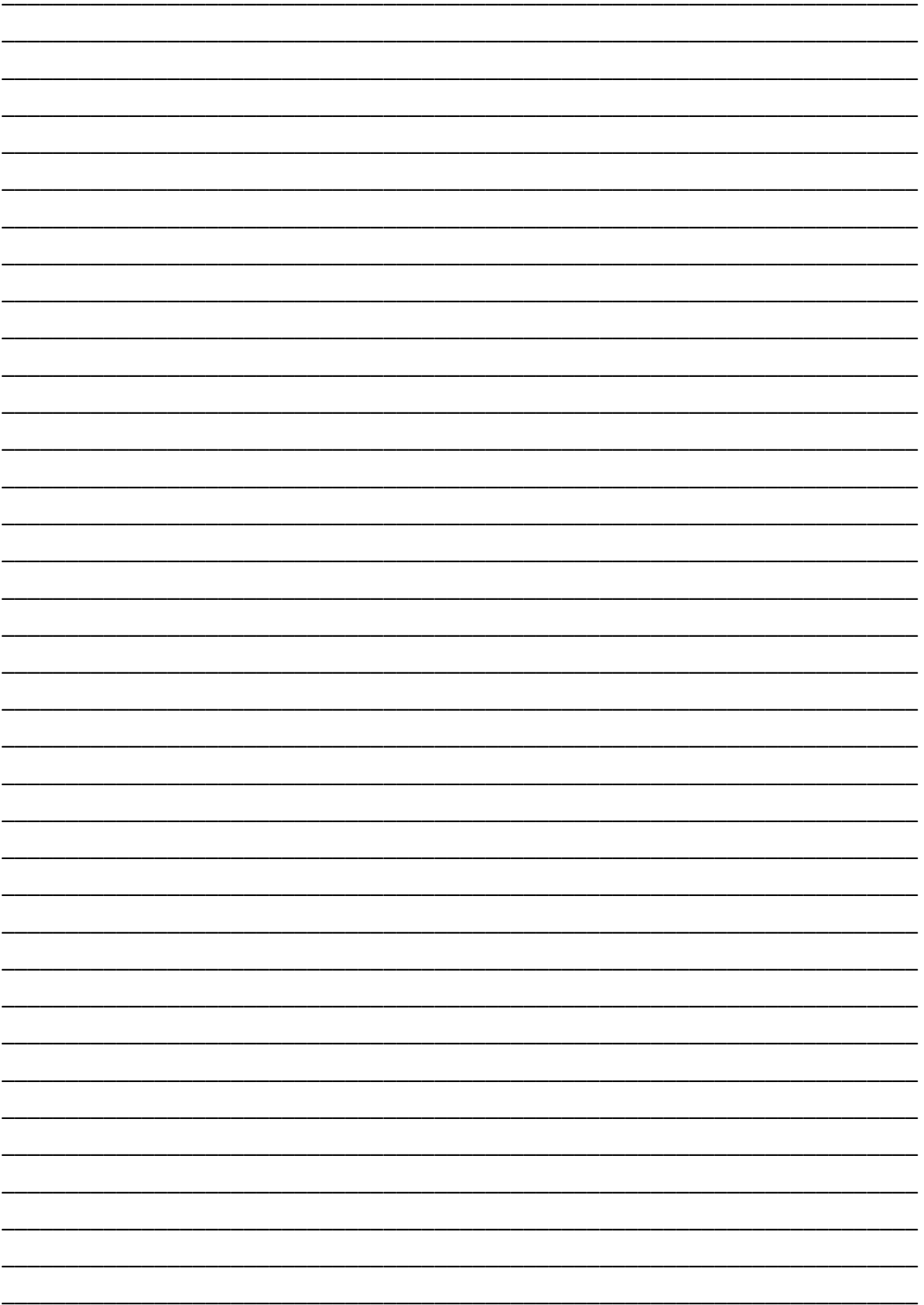
WHEN?

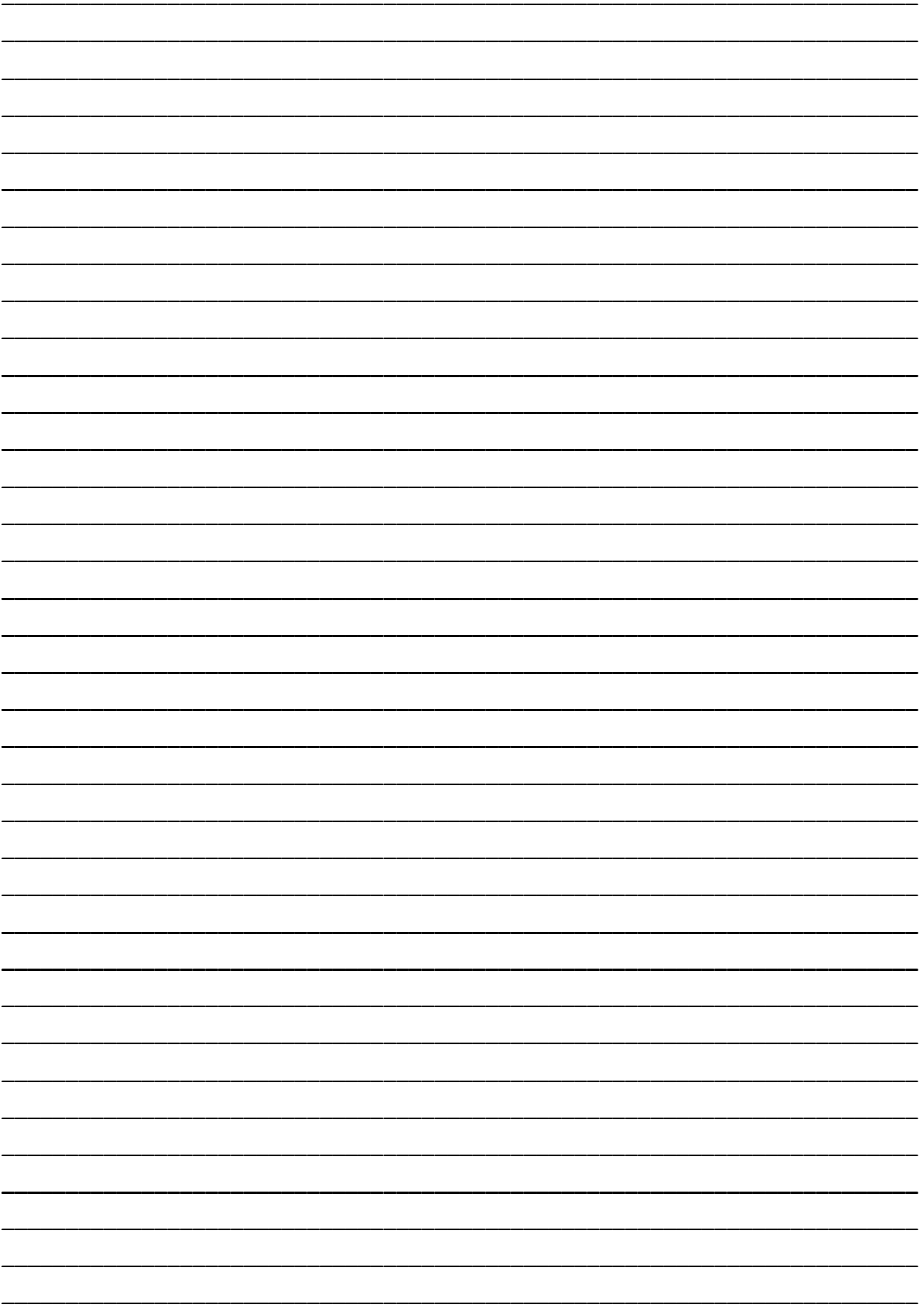
WHERE?

WHY?

HOW?

- Use powerful adjectives and adverbs to describe the atmosphere.
- Use a variety of sentence structures, sentence lengths and sentence starters.
- Write descriptively using 'Show, Don't Tell'.





Maths Drills Day 2

Expanded Notation

Record the number:

- 1) $500 + 20 + 8$
- 2) $9\,000 + 600 + 20 + 7$
- 3) $8\,000\,000 + 600\,000 + 7\,000 + 500 + 30 + 1$

1)
2)
3)

Dividing by 10

Record the number:

- 1) $400 \div 10 =$
- 2) $190 \div 10 =$
- 3) $320 \div 10 =$
- 4) $11 \div 10 =$
- 5) $76.15 \div 10 =$

1)
2)
3)
4)
5)

Dividing by 100

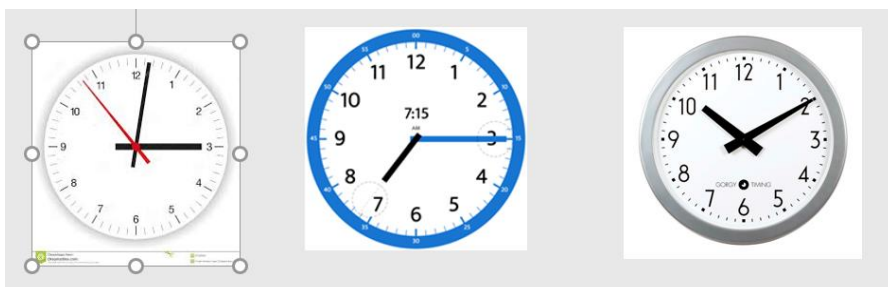
Record the number:

- 1) $200 \div 100 =$
- 2) $470 \div 100 =$
- 3) $8\,560 \div 100 =$
- 4) $43 \div 100 =$
- 5) $71.062 \div 100 =$

1)
2)
3)
4)
5)

Time

Record the digital time shown:



1)
2)
3)

Subtraction

1) 76

- 41

.....

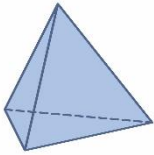
2) 785

-389

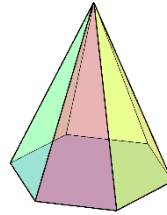
.....

3D Objects

Name these objects:



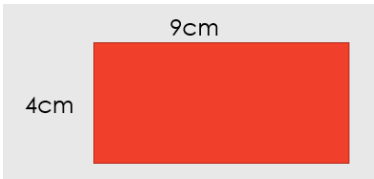
--



--

Perimeter

What is the perimeter of these?



--



--

Round to the nearest 10th

- 1) $53.55 =$
- 2) $912.81 =$
- 3) $7.151 =$

1)
2)
3)

Fractions to Percentage

$$30/100 = 30\%$$

Record the following fractions as a percentage:

- 1) $56/100 =$
- 2) $1/5 =$
- 3) $98/100 =$

1)
2)
3)

MUST DO:

. If a number is chosen at random from the numbers 1 to 20 inclusive, what is the probability that:

a) a prime number will be picked?

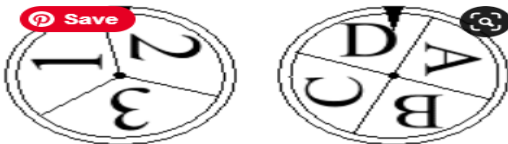
b) an even number will be picked?

c) a single digit number will be picked?

Hint: write the numbers below to help you (and circle any that fit)

CHALLENGE QUESTION:

. Jonathan spins 2 spinners; one of which is labeled 1, 2 and 3, and the other is labeled A, B, C and D.



Given that all the outcomes are equally likely, find the probability that:

a) the spinners stop at "2" and "C".

b) the spinners stop at "3" and either "B" or "D"

c) the spinners stop at "A" and any number.

Dice Roll Investigation

Roll one dice 12 times and record each roll as a tally mark.

Equipment I will need:







- 1 x dice
- Pencil
- Activity sheet



Instructions:

1. Roll the dice.
2. Record the number shown as a tally mark in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have rolled the dice 12 times).

Dice Roll Results for 12 rolls:







Number			Tally
1			
2			
3			
4			
5			
6			

You are now going to repeat the investigation but for 24 rolls. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/why not?

My prediction is: _____

Dice Roll Investigation

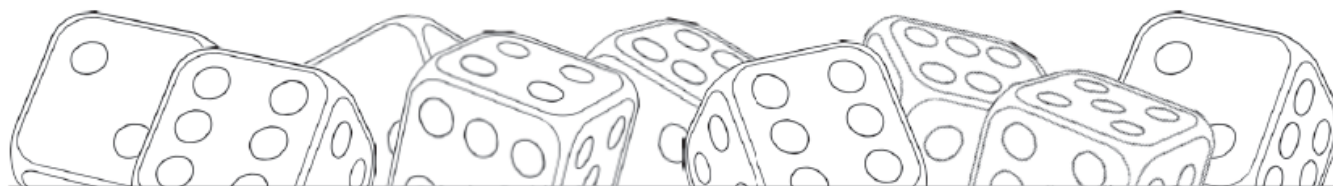
Dice Roll Results for 24 rolls:

Number			Tally
1			
2			
3			
4			
5			
6			

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again for 48 rolls, do you think the results would be the same? Why/why not?

If you rolled the number 5 ten times, does this mean that the number 5 will be rolled the same number of times the next time you complete this activity? Why/why not?



Creating Like Picasso

Pablo Picasso used a variety of shapes, lines and colours to create his Cubism artwork. After viewing some of Picasso's work, use the head shape template, and the facial features below, to create a cubist cartoon character. Be sure to draw the facial features in different sizes, uneven shapes and place some shapes outside the head, or in odd positions. Be as creative as you like! Then draw lines to divide up the face and background. Fill the different sections with your line patterns and bold colours to decorate the face and create an exciting piece of art!



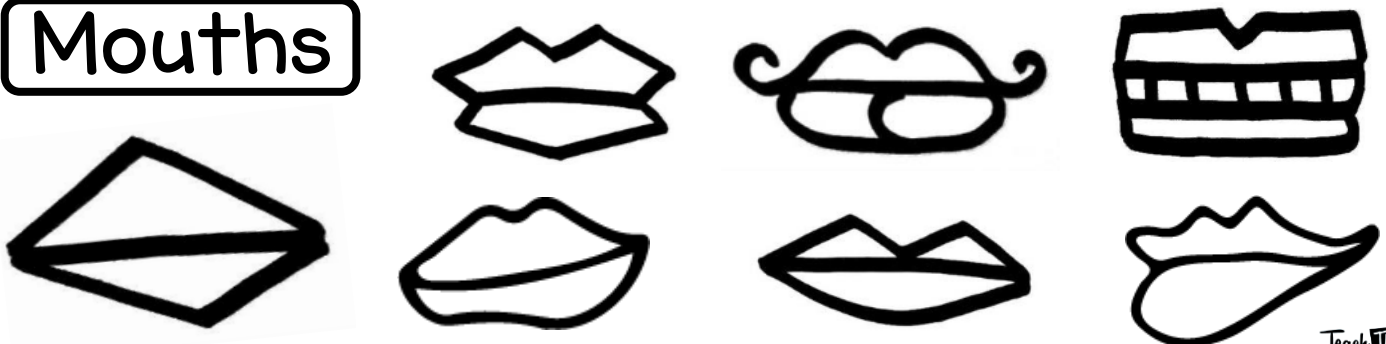
Eyes



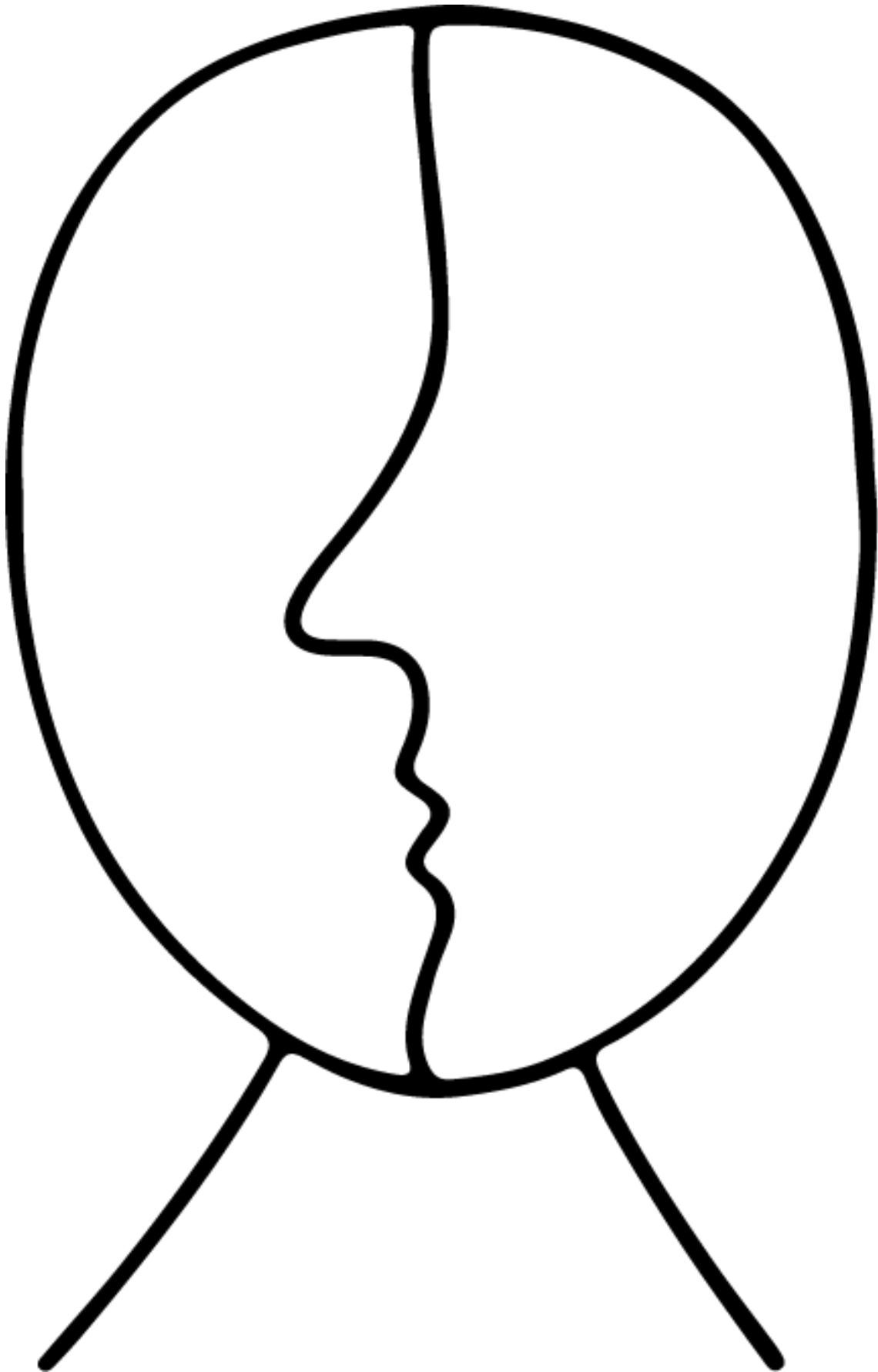
Ears



Mouths



PICASSO PORTRAIT



Comprehension Corner – WEDNESDAY ACTIVITY

THE GREAT WALL OF CHINA (passage is located at start of the wk)

WALT: to identify the purpose of the text, using vocabulary from the text.

1. Circle the text type.

informative

persuasive

imaginative

2. What is the purpose of the text? Why?

3. What is the main idea presented and how is it supported / developed?

4. What kind of information is the text telling us about?

5. What is the best way to organise and present an informative text?



SPELLING ACTIVITIES

WEDNESDAY

1. Break up words into their syllables and number the amount.

List word	Syllables	Number of syllables
borders	bor-ders	2

2. Create a comic strip that tells a story using your list words

Wednesday: Writing and Grammar

Quick Thinking Writing! Time yourself to write about the topic for 10 minutes.

Topic: **Imagine a giant box is delivered to your door with your name on it. What's inside and what happens when you open it?**



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. In the top right corner, there is a small, light brown wooden box with the word "BOX" printed on it in black capital letters. The box is slightly tilted and has some texture visible on its surface.

CAUSE & EFFECT CONJUNCTIONS: Add a conjunction to complete the sentences.

1. The clouds turned back _____ we decided to go back inside.
2. I did not eat all of my dinner _____ I was not hungry.
3. I was very tired _____ to staying up late last night.
4. It snowed heavily overnight _____ so was closed the next day.
5. We haven't sold many cars _____ they are too expensive.
6. I didn't do my homework and _____, I had to finish it at breaktime.

Find the Descriptive and Figurative Language

Look at this short section of writing. Use the colours listed below to find the descriptive and figurative language.

A small square parcel, wrapped in newspaper, sat outside the front door. Newspaper? Molly frowned. Neat birthday gifts didn't come wrapped in newspaper. She poked at it with her toe. "Oh well, better get it over with." She picked up the parcel and ripped off the wrapping.

Underneath, Molly discovered a box with an oh-so-familiar logo. "It can't be!" Off came the lid. "YES!" Happiness fizzed through her. She might just explode like a shaken fizzy drink can. The card inside said it all. "Happy birthday, kiddo. Hope the wrapping put you off the scent for a bit. Love and hugs, Grandpa." The box held a gift certificate for a new computer--bells and whistles included. The grin stayed on Molly's face all day.

- Try to find the following and highlight or underline in the matching colour.

A verb (yellow)

An adverb (pink)

An adjective (green)

An example of personification (blue)

An example of alliteration (purple)

A metaphor (red)

A simile (orange)

Write your own example of each:

1. simile:

2. metaphor:

3. alliteration:

Wednesday: Writing and Grammar

SHOW, DON'T TELL



Where are they going? Which character is the story about? Where do you think they are? Where are they coming from? Is this a special occasion?

*Plan using your senses to write a **short descriptive piece of writing** to match the image above.

Plan for Writing: Use question prompts like-

WHAT CAN THE CHARACTER...

SEE?

HEAR?

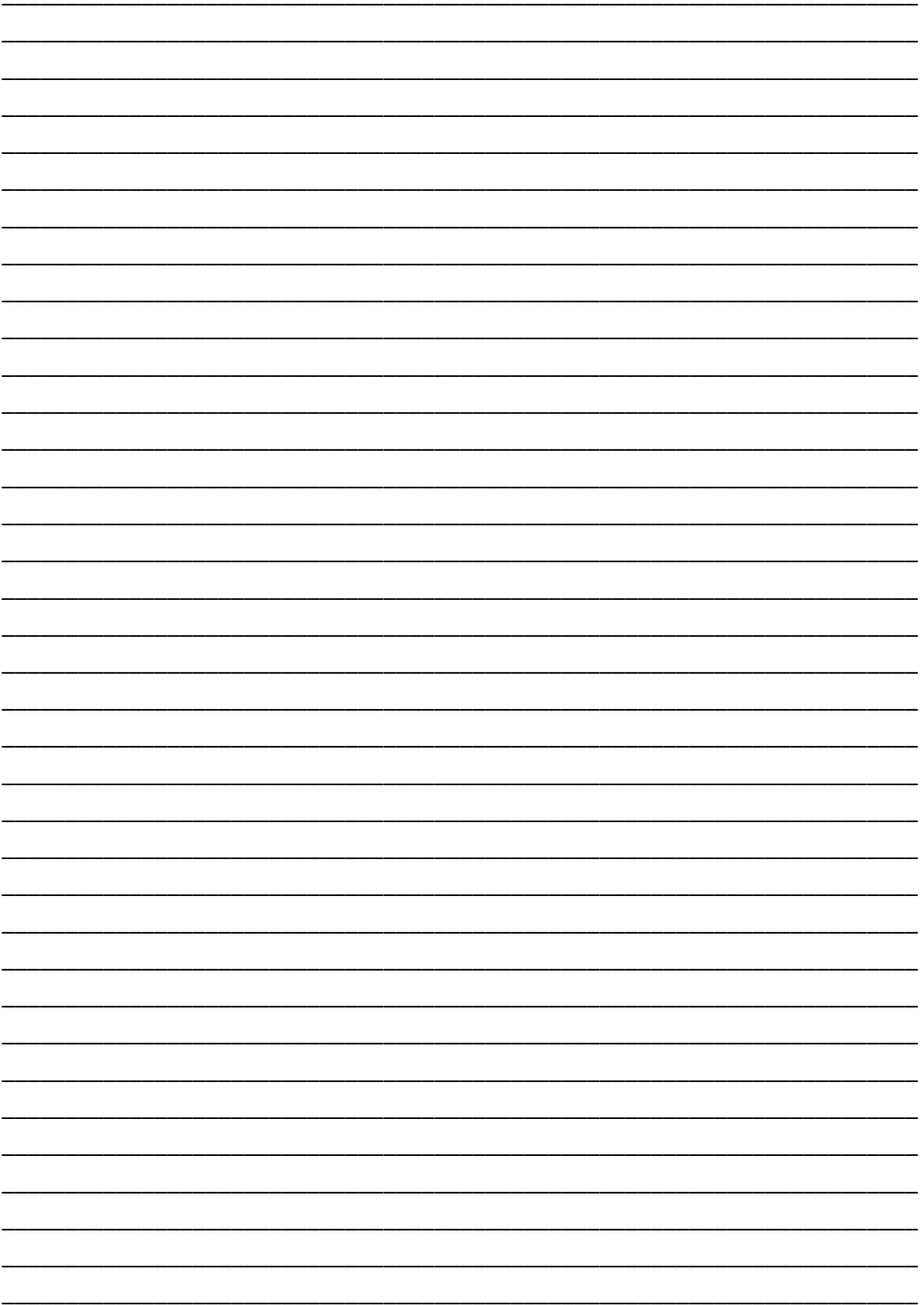
SMELL?

TASTE?

TOUCH?

FEEL? (emotionally)

- Use powerful adjectives and adverbs to describe the atmosphere.
- Use a variety of sentence structures, sentence lengths and sentence starters.



Maths Drills Day 3

Factors

Here are the factors for the number 35:

- (1, 35, 5, 7)

Record the factors of the number 90:

--

Prime or Composite

Write whether these numbers are prime or composite

- 1) 38
- 2) 47
- 3) 11

1)
2)
3)

Order of Operations

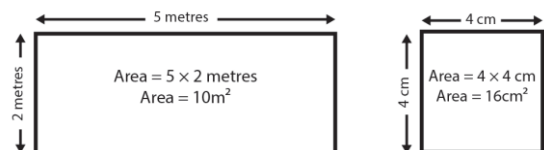
Record the answer:

- 1) $4 + 10 \times 5 =$
- 2) $12 \times 2 + 8 =$
- 3) $75 + 20 \div 10 =$

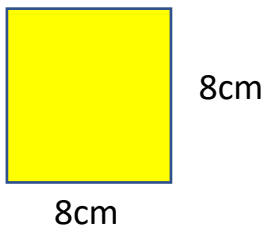
1)
2)
3)

Area

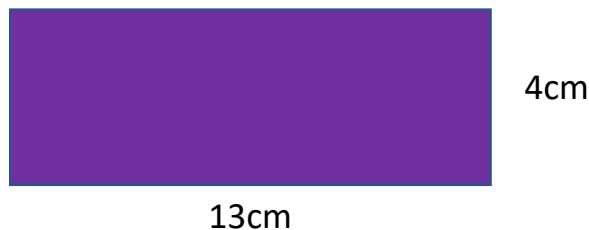
NOT DRAWN TO SCALE



What is the area of the following shapes?



--



--

Conversions

Convert these measurements

Centimetres to metres

- 1) 100cm =
- 2) 570cm =
- 3) 7407cm =

1)
2)
3)

Convert these metres to centimetres

- 4) 1m =
- 5) 4.92m =
- 6) 34.03m =

1)
2)
3)

Fractions of a Group

- 1) What is $\frac{1}{2}$ of 52?
- 2) What is $\frac{1}{4}$ of 80?
- 3) What is $\frac{1}{10}$ of 5175?

1)
2)
3)

Chance – using words

What is the chance of:

- 1) Throwing a dice and landing on a 4, 5 or 6?
- 2) Mr Brown turning 5 yesterday?
- 3) Snowing all of this month?

1)
2)
3)

Round to the nearest 100th

- 1) 51.8491 =
- 2) 12.657 =
- 3) 47.355 =

1)
2)
3)

MUST DO:

. Each of the letters of the word "SUCCESS" is written on a card and all the cards are placed into a bag. A card is randomly selected from the bag. Find the probability that the card bears:

a) the letter 'S'

b) a vowel

c) the letter 'A'

CHALLENGE QUESTION:

If the probability of an event, A , is $P(A)$, then the probability that the event would not occur is $1 - P(A)$

So, the chance of rolling a dice with the number 6 would be $1/6$. The chance of not rolling a 6 would be $1 - 1/6 = 5/6$.

2. A number is chosen at random from a set of whole numbers from 1 to 50. Calculate the probability that the chosen number:

a) is not a perfect square

b) is not a multiple of 4

c) is more than 45

d) is not more than 45

Name _____

Date _____

Probability Outcomes Using Fractions (A)

1 a) What is the chance, as a fraction, of the spinner landing on:

i) B or b? _____

ii) A or a? _____

iii) C? _____

iv) D? _____

b) What is the chance of the spinner not landing on:

i) b or B? _____

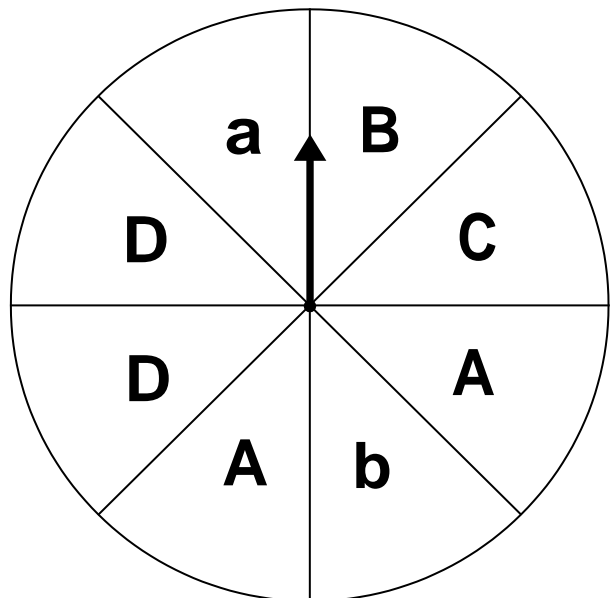
ii) C? _____

c) What is the chance of the spinner landing on:

i) a capital letter? _____

ii) a lower-case letter? _____

d) What is the chance of the spinner landing on a vowel? _____



2 Colour the rectangles to represent the probability shown.

a) $\frac{1}{3}$ chance of blue

b) $\frac{1}{3}$ chance of green

c) $\frac{1}{6}$ chance of red

d) $\frac{2}{12}$ chance of yellow



Name _____

Date _____

Probability Outcomes Using Fractions (B)

1 a) What is the chance, as a fraction, of the spinner landing on:

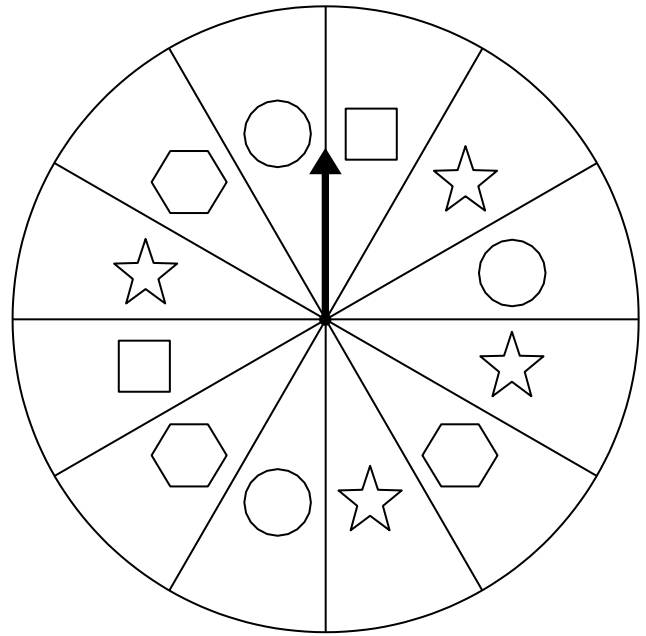
- i) a star? _____
- ii) a square? _____
- iii) a circle? _____
- iv) a hexagon? _____

b) What is the chance of the spinner not landing on:

- i) a circle? _____
- ii) a star? _____
- iii) a square? _____
- iv) a hexagon? _____

c) Which shape has the highest likelihood of being landed on by the spinner?

d) Which shape has the least likelihood of being landed on by the spinner?



2 Colour the squares to represent the probability shown.

a) $\frac{1}{10}$ chance of purple

b) $\frac{2}{5}$ chance of pink

c) $\frac{3}{10}$ chance of orange

d) $\frac{1}{5}$ chance of green



Batteries and Bulbs

Did you know that your family get sent an electricity bill every 3 months? Even though we can't see electricity, we do need to pay for the amount that we use throughout the year. Let's try and calculate the cost of running some of our everyday appliances...

We will use some average (not exact) amounts as each brand and model will be a little bit different in how much energy they consume. Use the table below to work out how much it could be costing your family. (if you have a calculator it will be helpful for this task.)

If you have a small family, you might run the washing machine 4 times a week (4 cycles). If you have a large family, you might run it 8 (cycles) times a week!

Appliance	Cost per hour or cycle	How many hours or cycles a week	Weekly cost	Annual cost
TV example	\$0.33 per hour	5 hours a day x 7 days a week = 35 hours a week $5 \times 7 = 35$	$33\text{cents} \times 35\text{hours} = 1155$ $\$0.33 \times 35 = \11.55	Weekly cost x 52 weeks = yearly cost $\$11.55 \times 52 = \80.60
Fridge	\$0.67 per day			
Dishwasher	\$1.90 per wash cycle			
Washing machine	\$2.30 per wash cycle			
Game console	\$0.05 per hour			
Your TV	\$0.33 per hour			

When you are shopping for a new appliance, this sticker helps you choose one that is more energy efficient so you can choose one that is best for your budget and the environment.

More stars, more savings

When comparing similar sized products look for more stars and save money.

Energy Rating Labels are an Australian Government requirement on new appliances, making it easy to compare running costs.

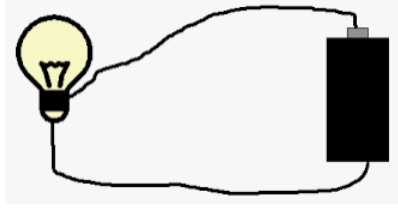


Low score saves more

The lower the energy consumption score, the less electricity the appliance uses, and the cheaper it will be to run.

To see how much that new appliance is really going to cost you select an appliance above and calculate the running costs.

To get something to turn on, a light for example, there needs to be a circuit for the electricity to run or flow through. We can make a simple circuit from things we have in our house.



You will need...

- ✓ 1 or 2 AA batteries
- ✓ 2 copper wires, or 2 pieces of Aluminium foil folded into strips
- ✓ 1 small light bulb with low wattage
e.g. a torch bulb is perfect. 3 watts
- ✓ tape

Can you get the bulb to light up? What happens if you use 2 batteries, or more wires? Does the copper wire or aluminium foil conduct the electricity best? Draw and write about what you did. What worked and what didn't work.

THE GREAT WALL OF CHINA (passage is located at start of the wk)

WALT: Summarise the main idea of the passage and write a paragraph to demonstrate your understanding.

When and how we read the text is important. 'Phrase boundaries' enhance reading for meaning. Therefore, in order to read with meaning and understanding, we must express punctuation and phrasing correctly when reading.

1. Reread the passage using the correct punctuation expressions and phrasing pauses.
2. Create 3 main ideas from the text. Summarise these ideas in an informative paragraph ensuring your handwriting is of a consistent size/shape/neatness.

[illegible]

SPELLING ACTIVITIES

THURSDAY

1. Find words that rhyme with at least 5 list words.

List word	Rhyming word

2. Word Boggle. Find as many words inside the following list words as you can.

significant -
labourers -
Meng Jiangnu -
symbolises -
dynasties -
sections -

3. Create a word web using your list words. Example:

CHINA
H
I
N
E
S
FEAT

Thursday: Writing and Grammar

EXPANDING SENTENCES Expand these simple 3-word sentences by adding adjectives, adverbs and further information. The first is done for you!

EXAMPLE: The moon shone.

In the dark night sky, the glowing moon shone like a guiding light.

1. The bird landed.

2. The child cried.

3. The wind howled.

4. The rocket launched.

5. The horse trotted.

6. The clock ticked.

7. The car raced.

8. A parrot squawked.

Thursday: Writing and Grammar

Informative Report Planning: * Use a highlighter!

Use the informative text about South America to complete the Planning page.

Then use your plan to write your own summary informative text about South America.

South America

South America is the world's 4th largest continent. It sits below North America and is surrounded by the Pacific and Atlantic Oceans. The population of South America is approximately 423 million and this continues to grow each year. There are 12 countries in South America. The largest country is Brazil which takes up almost half of the land area and population of the whole continent.



Climate

The weather in South America varies a great deal because it is such a large continent. Most of the continent is warm for the majority of the year. It rarely gets too cold except in higher, mountainous areas where the temperature can drop below freezing.

South America has a tropical climate and most of the continent receives plenty of rain each year. However, there are some places that are actually the driest areas on Earth.

Did You Know...?

Brazil is so big that it is almost the same size as the whole of the USA!



Natural Wonders

There are many natural wonders in South America.

The Amazon Rainforest – this is the largest tropical rainforest in the world and is home to thousands of species of wildlife. More than half of the rainforest is located in Brazil.



The Amazon River – this is the second longest river in the world and runs for approximately 4000 miles.

The Atacama Desert – this is the driest desert in the world and is 600 miles long. It is in Chile which sits on the west coast of South America.

The Andes – this is the world's longest mountain range and stretches across many South American countries. The highest peak is Aconcagua which is 6962m tall.

Cape Horn – this is a narrow piece of rocky land that sits off the southern tip of South America where the Pacific and Atlantic oceans meet.

Name: _____

Date: _____

Informational Text Summary

A summary is a retelling of the important details and events in a text.
When reading a nonfiction text you can use sub-headings, topic sentences and the main idea to help you write a summary.

Text Title: _____

Main Idea:

Subheading:

Topic Sentence:

Subheading:

Topic Sentence:

Subheading:

Topic Sentence:

Subheading:

Topic Sentence:

Summary of the text:

Thursday: Writing and Grammar

Write your own short Informative text summary about South America, using your PLANNING page.

South America

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Maths Drills Day 4

Multiples

The first 5 multiples of 2 are: 2, 4, 6, 8, 10

- Record the next 3 multiples : 12, 15, 18, 21, _____, _____, _____

Multiplication

Show your working for these:

- 1) 37

X 6

- 2) 78

X 35

Division

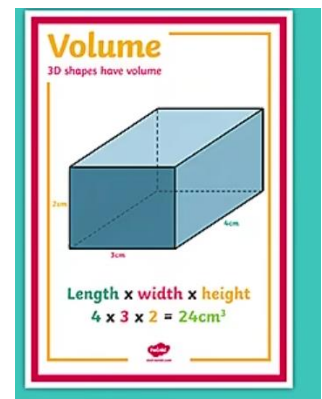
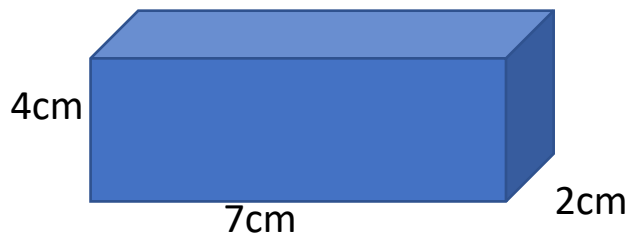
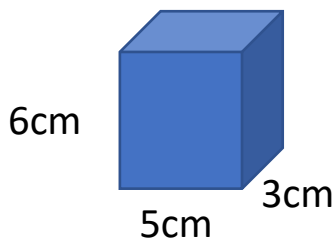
Show your working for these:

- 1) $632 \div 4 =$

- 2) $6195 \div 5 =$

- 3) $889 \div 7 =$

Volume



Conversions

Convert these measurements

kilometres to metres

- 1) 1 km =
- 2) 4 km =
- 3) 508.67km=

1)
2)
3)
4)
5)
6)

Convert these metres to kilometres

- 4) 1 000m =
- 5) 7 800m =
- 6) 816m =

Simplifying Fractions

- 1) $9/12 =$
- 2) $18/20 =$
- 3) $75/100 =$

1)
2)
3)

Chance as a Fraction

What is the chance of:

- 1) Tossing a 10 sided dice and landing on a number higher than or equal to 3?
- 2) Rolling a 6 sided dice and the number being less than 2?
- 3) If there are 6 blue shirts, 3 white shirts and 1 red shirt in a bag, what is the chance of reaching into the bag and choosing a blue or a red shirt?

1)
2)
3)

Rounding to the nearest one thousandth

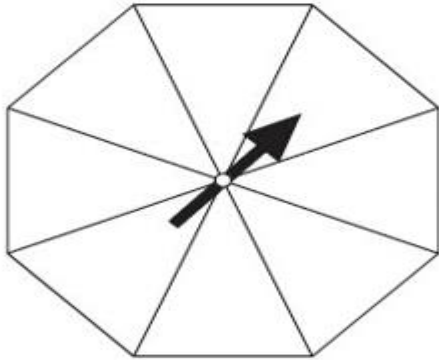
- 1) 13.7852 =
- 2) 12.5583=
- 3) 47.013546 =

1)
2)
3)

MUST DO:

Here is a spinner which is a regular octagon.

Write 1, 2 or 3 in each section of the spinner so that **1 and 2 are equally likely** to come up and **3 is the least likely** to come up.



CHALLENGE QUESTION:

If the probability of an event, A , is $P(A)$, then the probability that the event would not occur is $1 - P(A)$

So, the chance of rolling a dice with the number 6 would be $1/6$. The chance of not rolling a dice would be $1 - 1/6 = 5/6$.

1. A set of cards with a letter on each card as shown below are placed into a bag. Howard picks a card at random from the bag.

U	E	A	R	Q	H	C	H	L	A
---	---	---	---	---	---	---	---	---	---

Determine the probability that the card is:

a) an E.

b) not an E.

c) not a vowel.

d) a P.

e) not a P.

Marble Bag Probability

Here is a bag of different coloured marbles:



Green



Red



Purple



Black



What is the probability of pulling out a red marble?

Is there an even chance of pulling out both a black and green marble?

What is the probability of pulling out a black marble?

Is it possible to pull an orange marble out of the bag?

Is it unlikely that a purple marble will be pulled out of the bag?

Marble Bag Probability

Here is a bag of different coloured marbles:



Green



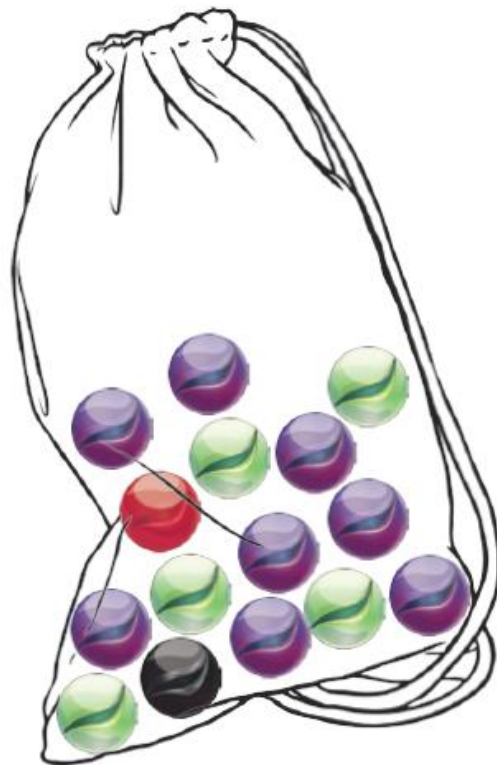
Red



Purple



Black



What is the likelihood of pulling out a red marble?

Is there an even chance of pulling out both a purple and red marble?

What is the chance of pulling out a green marble?

Is it possible to pull an orange marble out of the bag?

Is it unlikely that a purple marble will be pulled out of the bag?

What is the probability of not picking a black marble?

Week 8 PE Hop and Static Balance



Watch the clip on the google classroom about today's lesson.

Hop:

Things to focus on

- Head and trunk stable, eyes focused forward
- Non-jumping leg bent and swings in rhythm with the support leg
- Jumping leg bends
- Arms bent and swing forward as the jumping leg pushes off the ground
- Balanced and quiet landing
- Able to hop on both left and right legs
- Think 'Swing and Spring'

Static Balance

Things to focus on

- Non-support leg bent, not touching the support leg at 90 degrees
- Head stable, eyes focused forward
- Body stable and upright

What to do:

Create a hop scotch grid using chalk, tape, sticks or little stones.

Challenge:

You have 30 seconds to complete your hopscotch grid as many times as you can without making a mistake. Record your result in the google sheets (google classroom 'Stage 3 PE Mr Adams' – Class code cgy3mon).

Change it:

- Do it using alternate feet (left, right, left, right)
- Add in a bowl or throw at a target at the end
- Throw a ball to yourself while doing the grid
- Pass the ball around your waist as you complete your grid
- Come up with your own challenging change

Write all of your scores in the google doc.

Have fun!

Week 8 PDH – Relationships

Aim – to recognise qualities of a positive relationship and develop strategies to create and maintain them.

- Write the definition of strengths:

.....

.....

- In the table, list some of your strengths and the strengths of some of the people you have a relationship with (friends, family members and teammates):

Person	Strength 1	Strength 2	Strength 3	Strength 4	Strength 5
Example Name: John	Reading	Kicking a ball	Debating	Drawing	Running long distances
Name -					
Name -					
Name -					
Name -					
Name -					

- Discuss with your parent/caregiver the following questions:

Do you have any strengths in common with your friends?

How many are similar?

Do you think this contributes to why this relationship was formed? How?

How do you think the similarities strengthen your relationship?

-Write your own definition of what it means to;

Definition / What do I think it means?	
Set boundaries	
Communicate effectively	
Share power	
Display empathy	

- Find out what each phrase means using google or a dictionary

“It is your first day at high school. You are keen to make new friends at high school.”

- List ways you could form new friendships and why you would choose these ways. For example: Introduce yourself, ask about their strengths/likes/dislikes, what would you tell them about yourself, what emotions would you show, what feelings would you have?

Hint – look at the earlier activities in the lesson about what makes a good relationship.

Strategy	Why you chose this?
For example. Introduce yourself - Hi my name is Sarah, what's yours?	I chose this because the person would then know my name and would be more likely to say hello next time they saw me. This would also give an opportunity to start a conversation.

Name: _____

Date: _____

The Great Wall of China

1. What different types of land does the Great Wall of China span over?

2. What is a dynasty?

3. Why was the Great Wall of China built?

4. How did the armies on the Great Wall stop the approaching enemy from breaching its walls?

5. What were conditions on the Great Wall like for the workers?

6. How is the Great Wall significant to Chinese culture?

7. What benefits do you think the Great Wall brings to modern day China?

8. Why do you think it is important to preserve the remaining sections of the Great Wall of China? Justify your answer.

Comprehension Corner –


THE GREAT WALL OF CHINA QUIZ

FRIDAY ACTIVITY

SPELLING ACTIVITIES

FRIDAY

1. Arrange your words into a number code. Example, A= 1, B= 2, C=3...



2. Briefly glance at your spelling words and write them out in the table below as a test of your learning from this week. (no peeping! hehe)

[illegible]

Friday: Writing and Grammar

Activity Three

First identify the type of mistake in the passage, then correct the 10 mistakes.

Russell blanched for a moment. "I, Im so sorry," he stammered. "I didn't mean to offend, its just I've never seen an elf before." At this, the little person (Russell had not yet decided if it was male or female) guffawed with laughter.

"An elf? An elf? That's rich coming from a giant!! Im no elf, Im a human."

"But so am I!" exclaimed Russell. He was in quite a state of excitement. This was the best Monday morning he'd had in years. "I'm a human being for definite. So how can you be one as well?"

The elf looked at him disdainfully, "Oh yes, well if you're human, why are you so massive? Its well known that Earths gravity would prevent anyone from growing as tall as you and its far more efficient to be my size; regular human size."

Russell was baffled. First of all, he was taken aback that he had a six-inch visitor, then to be told that six inches was 'regular size' and he was a giant; that took some digesting. Then there was the suggestion that he didnt live on Earth. After all, there was apparently a problem with gravity. This was a lot to take in first thing on a Monday morning.

"Why dont you come down from that table leg and well talk properly?" he said eventually "Would you like me to help you?"

"Certainly not!" said the elf. "I'm one of the best climbers of my generation, I can get down by myself perfectly well, thanks."

And with that, the tiny human began to let out some rope and abseil back down the leg of the desk. He soon trotted across the carpet and Russell sat down on the floor in order to look at him properly.

Corrections Space: Write them here.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



Friday: Writing and Grammar

INFORMATIVE TEXT: ASIAN COUNTRY REPORT

Plan and write a detailed report about an Asian country of your choice. You will need to research facts about your chosen country first.



Country chosen:

Key facts for **introduction**:

Paragraph 1: Main Idea-

Key facts:

Topic Sentence:

Paragraph 2: Main Idea-

Key facts:

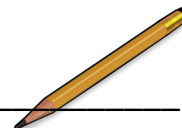
Topic Sentence:

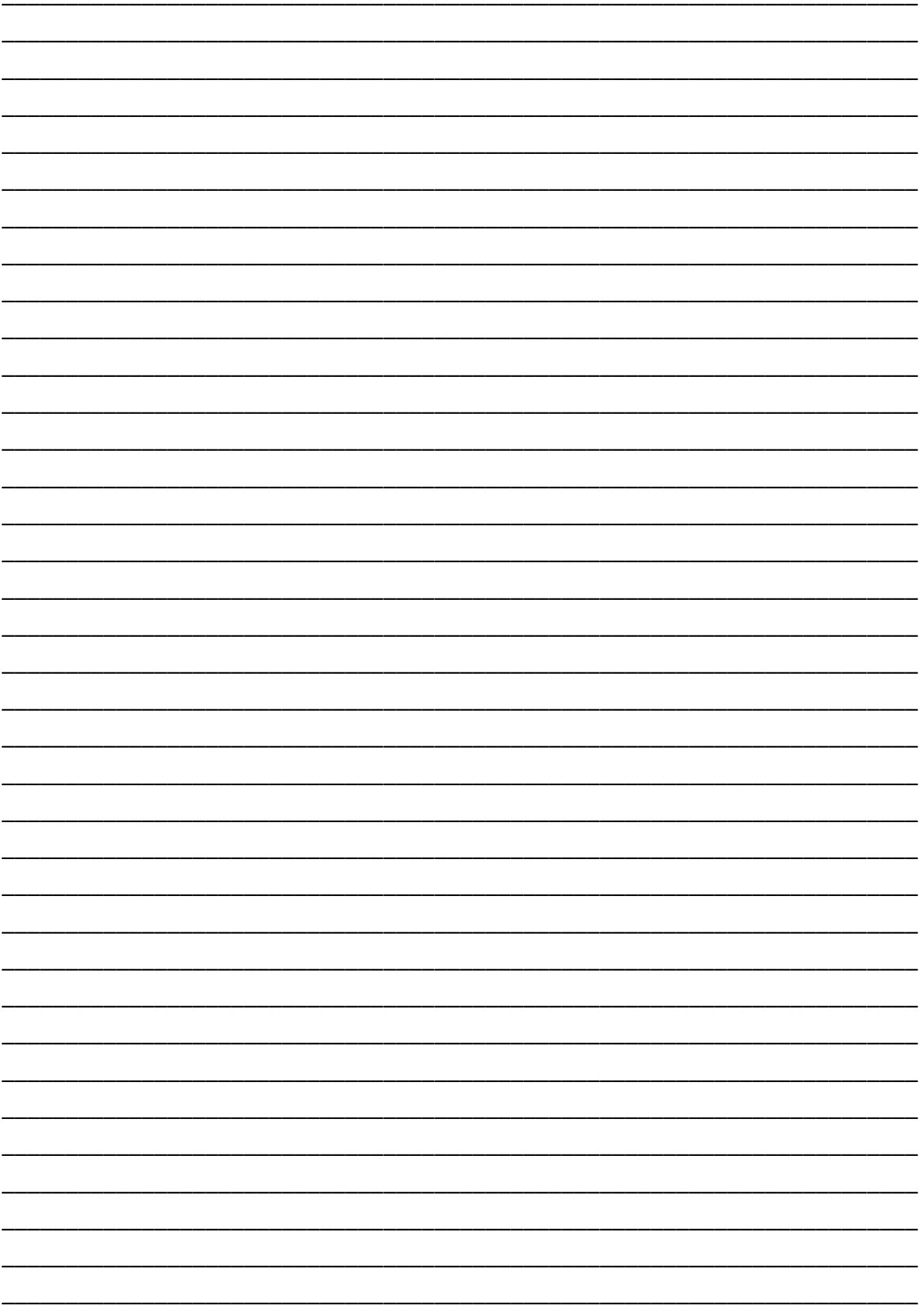
Paragraph 3: Main Idea-

Key facts:

Topic Sentence:

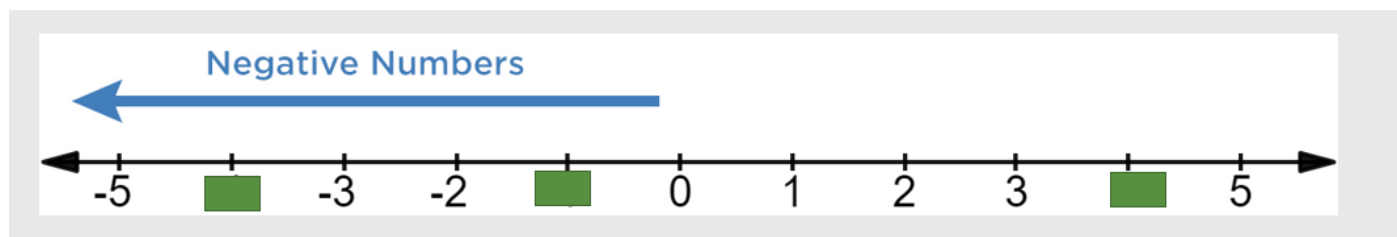
Information Report about





Maths Drills Day 5

Negative numbers



Fill in the missing numbers on the number line:

Number Patterns

Continue these patterns:

- 1) 1, 5, 9, 13, ____, ____
- 2) 25, 20, 15, 10, ____, ____
- 3) 6, 12, 18, 24, ____, ____

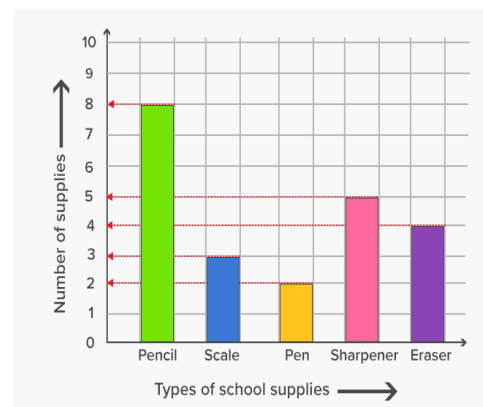
1)
2)
3)

Data

Look at the graph and answer the questions below:

- 1) How many erasers were in the school supplies?
- 2) How many scales and pens were there altogether?

1)
2)
3)

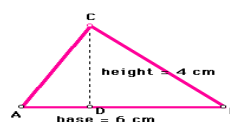


Area

- The formula for the area of a triangle is:
- $A = \frac{1}{2} \times \text{base} \times \text{height}$
- What is the area of this triangle?

$$A = \frac{1}{2} bh$$

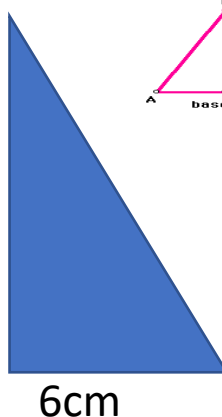
The area of a triangle equals one half times the base times the height.



Here is how the math would look:

$$\begin{aligned}
 A &= \frac{1}{2}bh \\
 A &= \frac{1}{2} \times 6 \times 4 \\
 A &= \frac{1}{2} \times 24 \\
 A &= 12 \text{ square cm}
 \end{aligned}$$

9cm



Fractions on a number line

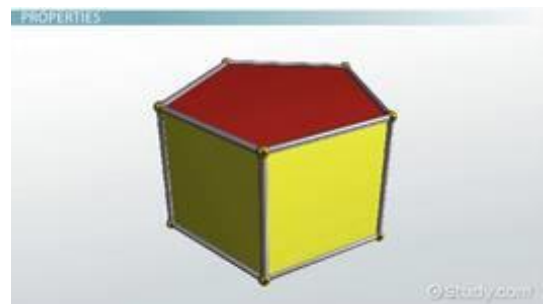


Record the missing fractions

3D objects

How many faces, vertices and edges does this object have?

1) Faces =
2) Vertices =
3) Edges =



Percentages

Calculate the discount if these items were 10% off.

- Hint 1 ($10\% = 1/10$)
- Hint 2 (divide by 10)
- E.g. 10% of $\$20 = \$20 \div 10 = \$2$



1) 10% of $\$90 =$

2) 10% of $\$55 =$

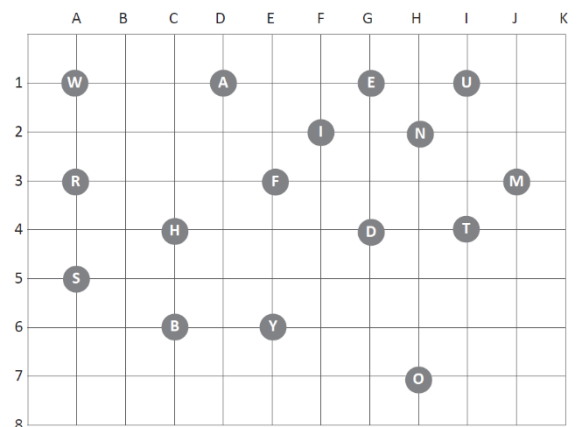
1)
2)

Position

1) What co-ordinates would you find the letter D?°

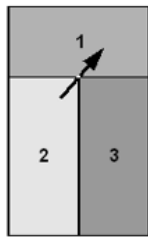
2) What co-ordinates would you find the letter M?°

1)
2)

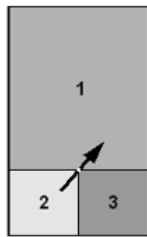


MUST DO:

Katie made two spinners, A and B.



spinner A



spinner B

She says,

'Scoring a 1 on spinner A is just as likely as scoring a 1 on spinner B'.

Is this statement correct?

Explain your answer.

CHALLENGE QUESTION:

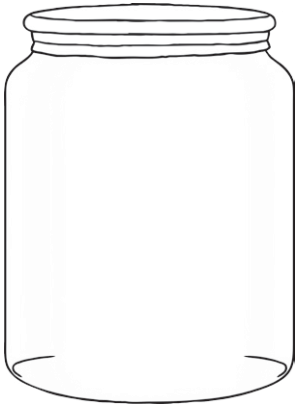
If the probability of an event, A , is $P(A)$, then the probability that the event would not occur is $1 - P(A)$

So, the chance of rolling a dice with the number 6 would be $1/6$. The chance of not rolling a 6 would be $1 - 1/6 = 5/6$.

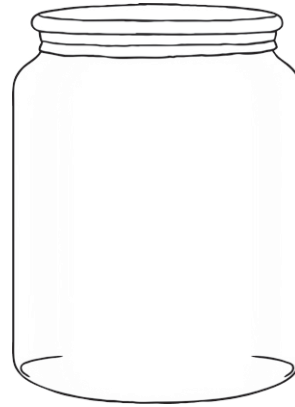
Probability as Fractions Marble Jar

Make your own marble jar to illustrate the probability of outcomes for each fraction.

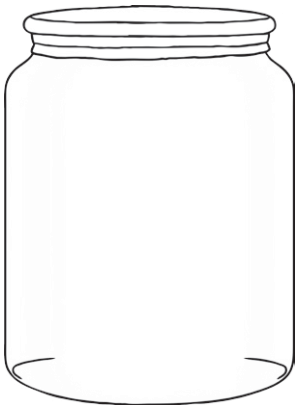
The probability of picking red is $\frac{3}{9}$.



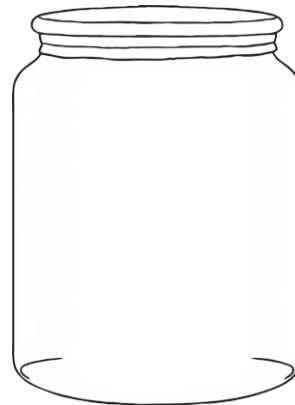
The probability of picking green is $\frac{1}{2}$.



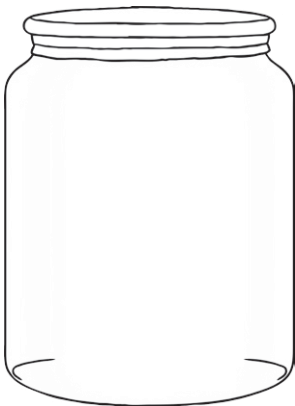
The probability of picking yellow is $\frac{5}{14}$.



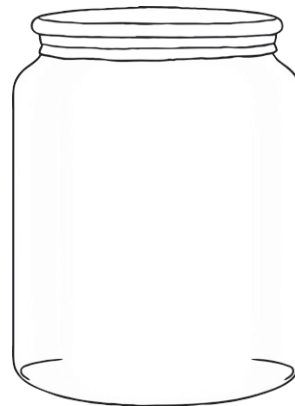
The probability of picking blue is $\frac{1}{4}$.



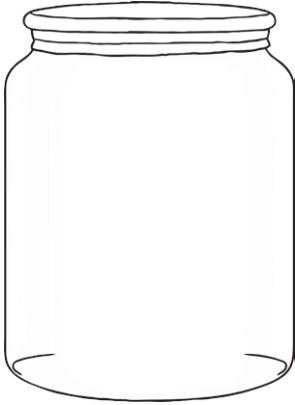
The probability of picking _____ is $\frac{6}{18}$.



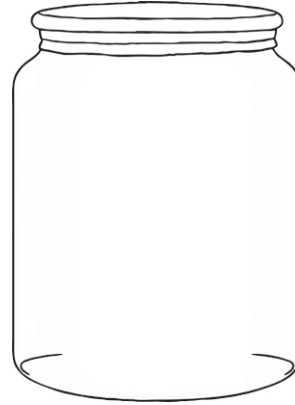
The probability of picking _____ is $\frac{7}{21}$.



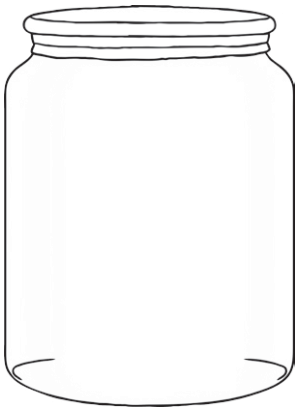
The probability of picking _____ is $\frac{10}{16}$.



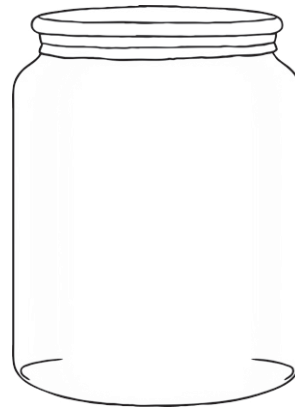
The probability of picking _____ is $\frac{4}{5}$.



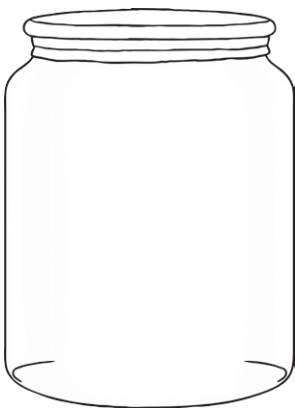
The probability of picking _____ is _____.



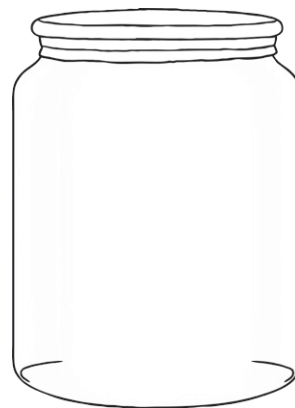
The probability of picking _____ is _____.



The probability of picking _____ is _____.



The probability of picking _____ is _____.





Learning

is my

SUPER

POWER.