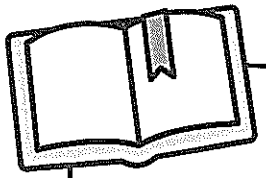
Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date:_____	**Odd One Out** For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. Date:_____	**Wacky Words** On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. Date:_____	**Word Detective** Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. Date:_____	**Digging in the Dictionary** Use a dictionary to find the definition and write a sentence for each of your spelling words. Date:_____
Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date:_____	**Alliteration** Write a sentence for each of your spelling words using as much alliteration as possible. Date:_____	**Sentence Smart** Write a sentence for each of your spelling words. Date:_____	**Story Time** Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date:_____	**Sort Them Out** Sort the words on your spelling list into three different categories of your choice. Date:_____
Word Search Create your own word search using all the words on your spelling list. Date:_____	**Handwriting Hero** Write out your spelling words in your very best cursive hand writing. Date:_____	**Letter Lingo** Write a letter to a friend. Use as many spelling words in your letter as you can. Date:_____	**Words Within Words** Make a list of as many smaller words as you can find from your spelling list. Date:_____	**Code Breaker** Use the code guide to make a code for each of your spelling words. Date:_____

5/5

BOOK REVIEW



TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

_____

Favourite Character:

Gender: _____

_____

Age: _____

_____

Close Relationships: _____

_____

_____

Explain why this character is your favourite: _____

_____

_____

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Book summary:

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Favourite part:

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Week 2

Maths

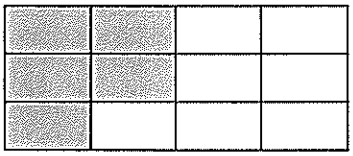
Day	Fractions and Decimals	Signed	Data	Signed
Monday	Fractions of Shapes		Column Graphs	
Tuesday	Comparing and Ordering Fractions		Pie Charts	
Wednesday	Equivalent Fractions		Divided Bar Graph	
Thursday	Mixed Numerals and improper fractions			
Friday			Reading and constructing line graphs	

Only complete the worksheets assigned for that day to allow yourself to complete other set tasks. The worksheets are named with the title of the worksheet matching the task for each day.

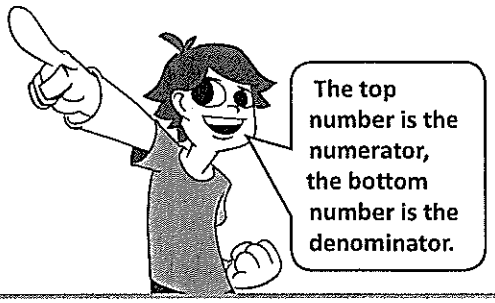
Once you have completed the set tasks for the day get your parent to sign to show you have completed it.

Fractions – fractions of shapes

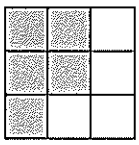
A fraction is a part of a whole.
This shape has 12 equal parts. 5 of these have been shaded.

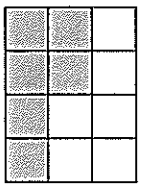


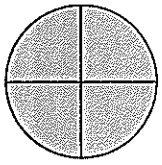
$$\frac{5}{12} = \frac{\text{5 shaded parts}}{\text{12 parts altogether}}$$

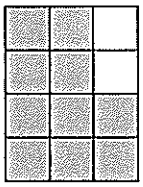


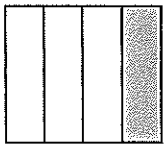
1 **What fraction of each shape has been shaded?**

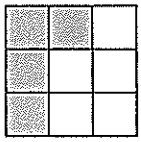
a $\frac{\square}{9}$ 

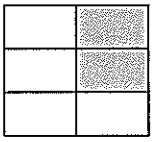
b $\frac{\square}{\square}$ 

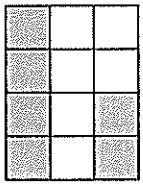
c $\frac{\square}{\square}$ 

d $\frac{\square}{\square}$ 

e $\frac{\square}{\square}$ 

f $\frac{\square}{\square}$ 

g $\frac{\square}{\square}$ 

h $\frac{\square}{\square}$ 

2 **Answer the following questions about the shapes above:**

a What part of a is **unshaded**? $\frac{\square}{\square}$

b What fraction of e is **unshaded**? $\frac{\square}{\square}$

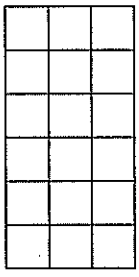
c In f, is more of the shape shaded or unshaded? _____

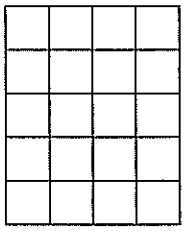
d What fraction of b is **unshaded**? $\frac{\square}{\square}$

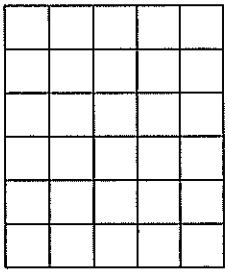
e Look at shape **h**. What can you say about the amount of shaded and unshaded parts?

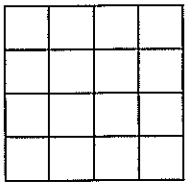
_____

3 **Shade the given fraction for each shape:**

a $\frac{8}{18}$ 

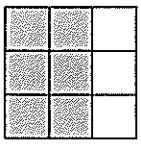
b $\frac{17}{20}$ 

c $\frac{12}{30}$ 

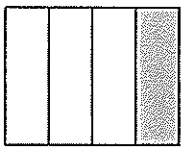
d $\frac{12}{16}$ 

Fractions – fractions of shapes

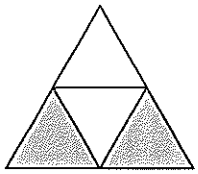
4 **Are these statements true or false?**

a 

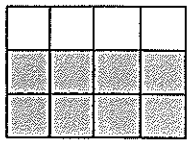
$\frac{6}{9}$ is shaded

b 

$\frac{1}{4}$ is shaded

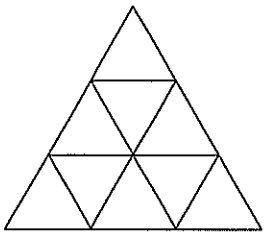
c 

$\frac{1}{3}$ is shaded

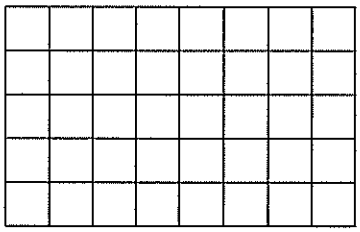
d 

$\frac{7}{12}$ is shaded

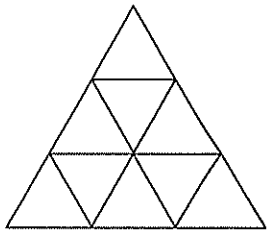
5 **Colour the shapes to show:**

a 

one third

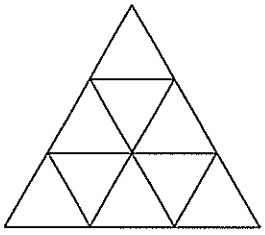
b 

one quarter

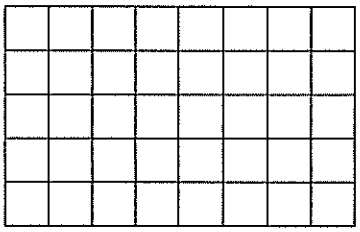
c 

two thirds

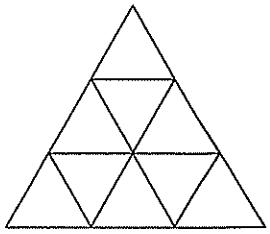
6 **Now find another way to colour the shapes to show the same fraction:**

a 

one third

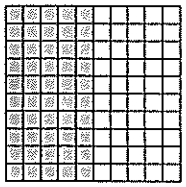
b 

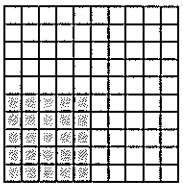
one quarter

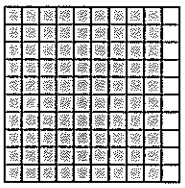
c 

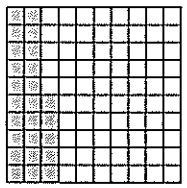
two thirds

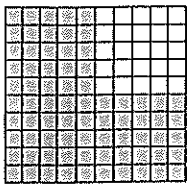
7 **What fraction of each hundred square is shaded?**

a 

b 

c 

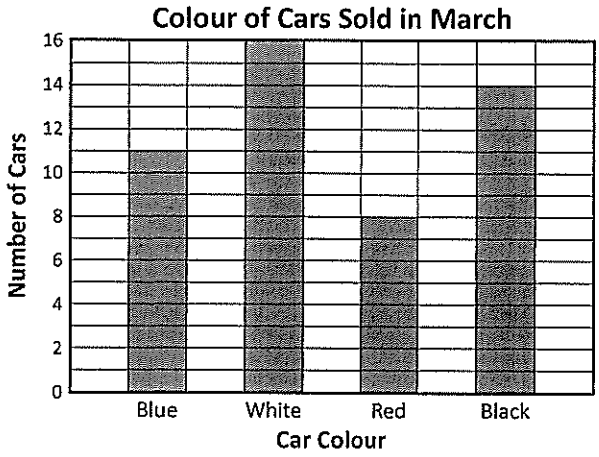
d 

e 

Types of graphs 1 – column graphs

We often use column graphs when we want to compare data. All column graphs have a title and each axis is labelled.

From this we can quickly see that 16 white cars were sold in March and that this was the most popular colour choice.



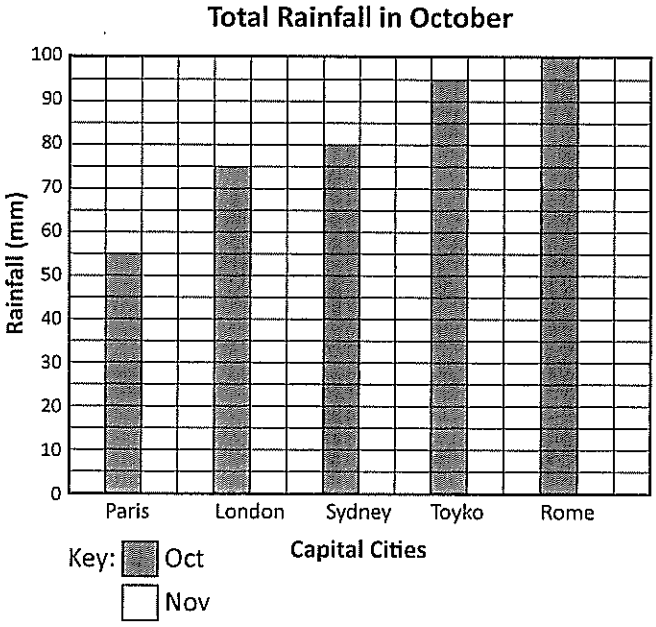
1 **Answer the questions about this column graph:**

a Which city had the highest rainfall in October?

b What was this city's rainfall?

c Which cities had a rainfall between 70 mm and 90 mm?

d How many more millimetres of rain did Rome have than Paris?



2 **Below are the November figures for the same cities. Add them to the graph (above). Think first how best to do this:**

Paris 65 mm **London 40 mm** **Sydney 95 mm** **Tokyo 60 mm** **Rome 30 mm**

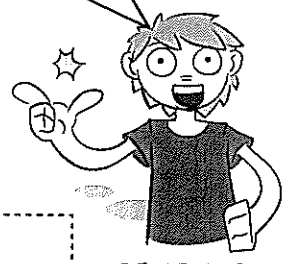
a Will you use the same colour columns?

b Will you need to change anything else on the graph?

3 **Write a problem using the new data for a partner to solve:**

Types of graphs 1 – column graphs

- ❑ Name your graph and both axes
- ❑ Label each column
- ❑ Select and label an appropriate scale

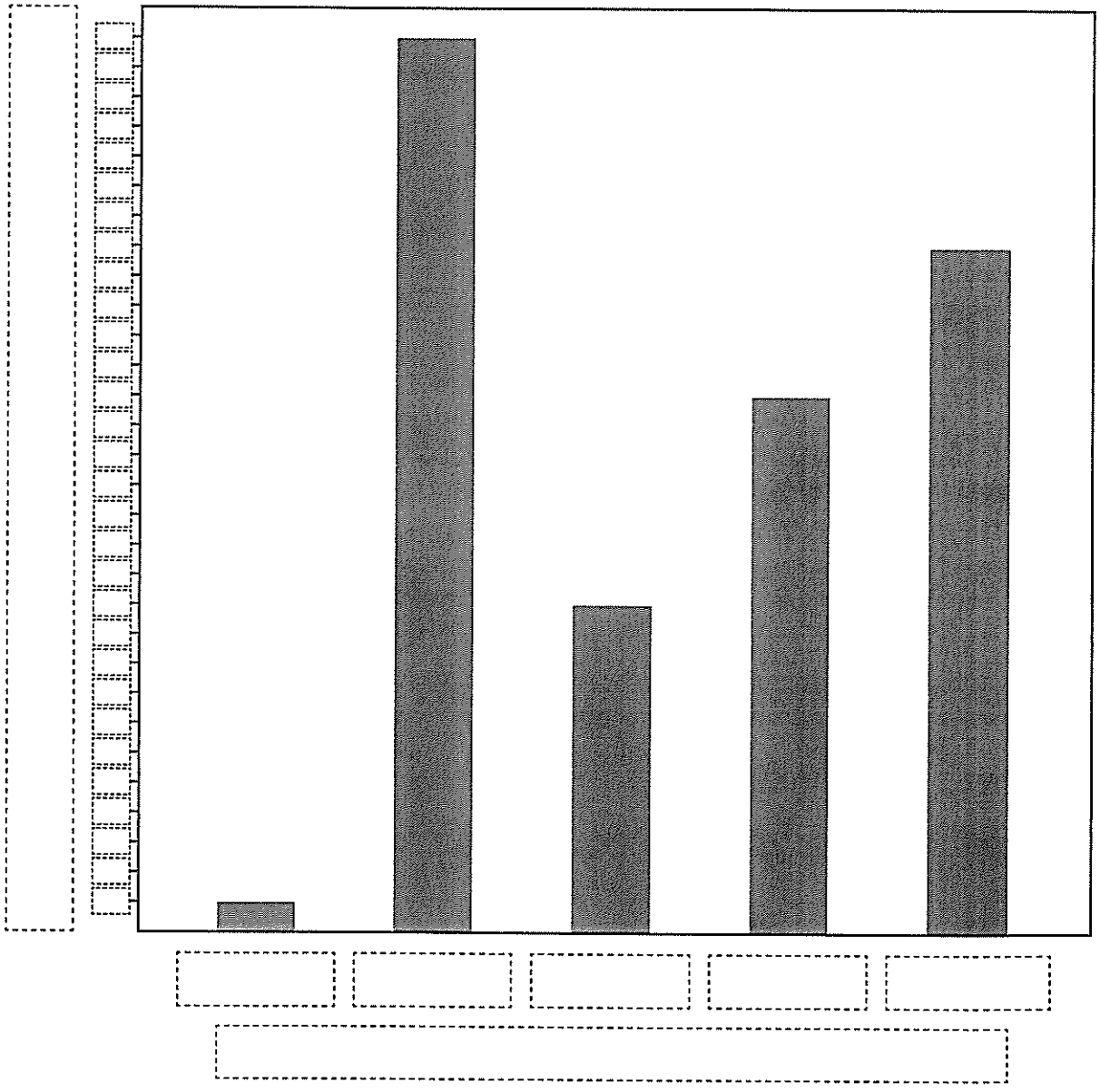


REMEMBER

4 **The after care kids are staging a mutiny. They are over watching the same DVDs and making popcorn every day and want to do something new and exciting on Wednesdays. This table shows the activities they'd prefer.**

Activity	Number of Students
No change	1
Swimming	30
Art	11
Football	18
Dancing	23

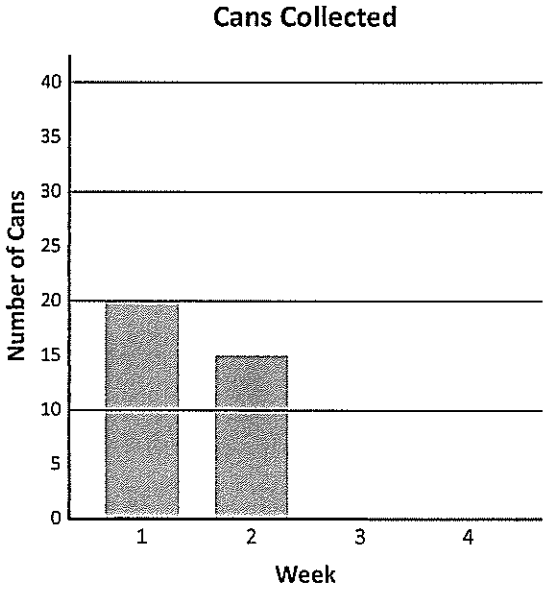
a Help them present a case to the principal by completing the column graph:



b What are some key issues on the graph you'd point out? Work in a small team to come up with a solution. Pretend your teacher or another group is the principal and present your case.

Types of graphs 1 – column graphs

5 **5D decide to run a recycling campaign and collect cans in and around the school. They recorded how many cans were collected each week and started constructing this column graph. In Week 3 they collected 40 cans and in Week 4 they collected 10 cans.**



a Add Week 3 and 4 data to the graph.

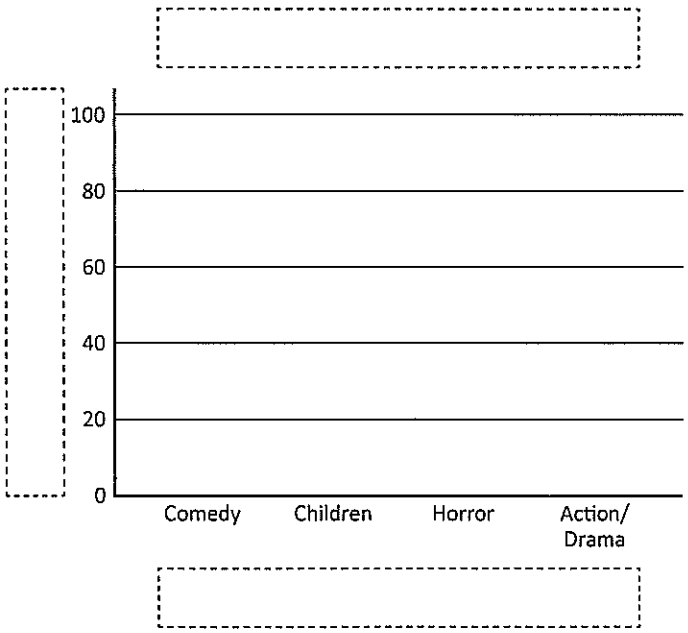
b There was a soft drink special at the local store during one of the weeks. Which week do you think it was and why?

c How many cans were collected in all?

d If each can is worth 5¢, how much money did 5D make from the campaign?

6 **The same information can be represented in different graphs.**

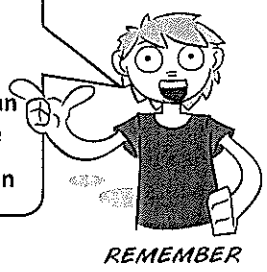
a Design a column graph to represent the data shown in this picture graph.



Type of Movie	Ticket Sales
Comedy	
Children	
Horror	
Action/Drama	

Key: = 20 tickets

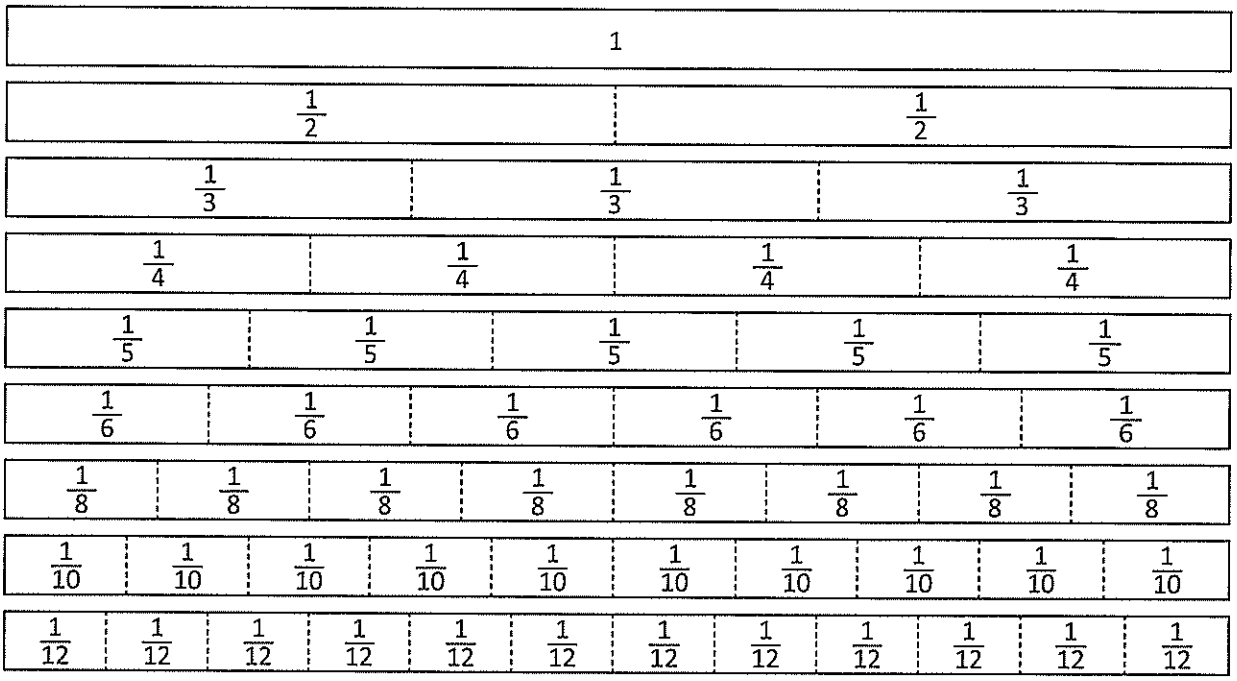
- ☐ Name your graph
- ☐ Label both axes
- ☐ Select and label an appropriate scale
- ☐ Label each column



b If you ran a cinema and wanted to plan your weekly movie schedule, which graph would you prefer? Which type of graph makes it easier to analyse and compare data?

Fractions – comparing and ordering fractions

We can use number lines or fraction strips to help us compare and order fractions.



1 **Use the strips above to help you answer the following questions. Circle the correct answers:**

a Which is bigger? $\frac{3}{4}$ or $\frac{4}{8}$ b Which is smaller? $\frac{2}{10}$ or $\frac{2}{8}$ c Which is smaller? $\frac{2}{4}$ or $\frac{3}{12}$

2 **Use the fraction strips to:**

a Find 3 fractions that are the same as $\frac{1}{2}$

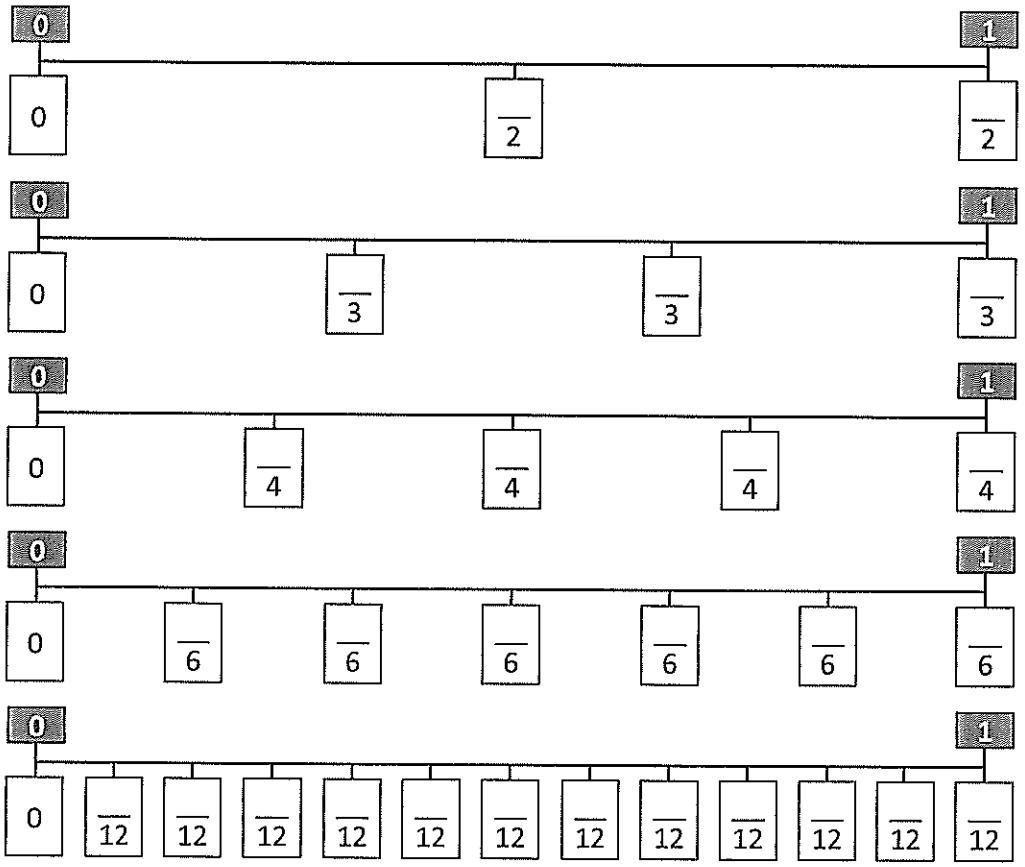
b Find 2 fractions that are the same as $\frac{1}{3}$

c Find the fraction that is greater than $\frac{2}{3}$ but less than $\frac{3}{4}$

3 **Write 2 similar problems for a friend to solve:**

Fractions – comparing and ordering fractions

4 Label the missing fractions on the number line:



5 Are these statements true or false? Use the number lines above to help you with your decision.
Remember the large end < eats the large number.

a $\frac{1}{3} < \frac{1}{2}$ _____

b $\frac{1}{4} > \frac{2}{6}$ _____

c $\frac{1}{2} > \frac{1}{3}$ _____

d $\frac{1}{4} < \frac{5}{12}$ _____

e $\frac{3}{4} > \frac{7}{12}$ _____

f $\frac{2}{3} > \frac{3}{4}$ _____

g $\frac{7}{12} > \frac{1}{4}$ _____

h $\frac{3}{12} > \frac{1}{6}$ _____

6 Use the number lines above to help you put these fractions in order from smallest to largest:

a $\frac{8}{12}$ $\frac{1}{2}$ $\frac{2}{6}$ ☐ ☐ ☐

b $\frac{1}{4}$ $\frac{2}{6}$ $\frac{1}{12}$ ☐ ☐ ☐

c $\frac{3}{4}$ $\frac{1}{2}$ $\frac{5}{12}$ ☐ ☐ ☐

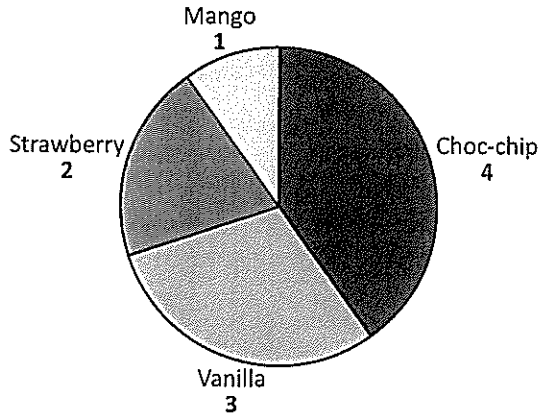
d $\frac{5}{6}$ $\frac{1}{3}$ $\frac{1}{4}$ ☐ ☐ ☐

Types of graphs 2 – pie charts

A pie chart, also known as a sector graph, shows data as parts of a whole. The circle represents the total amount while the segments are the parts. When we compare the parts to the whole, we're looking at proportion. This is often written as a fraction.

This pie chart shows the favourite ice cream flavours of 10 people.

Favourite ice cream flavours of 10 people

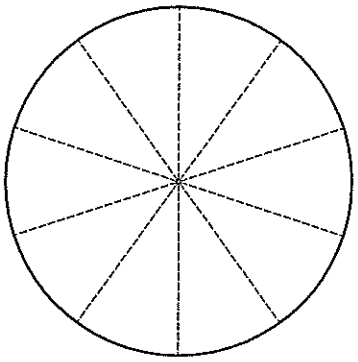


The table below summarises the information displayed on this graph.

Category	Amount	Fraction
Vanilla	3	$\frac{3}{10}$
Strawberry	2	$\frac{2}{10}$
Mango	1	$\frac{1}{10}$
Choc-chip	4	$\frac{4}{10}$
Total	10	$\frac{10}{10}$

1 **Colour and label this pie chart according to the information in the table:**

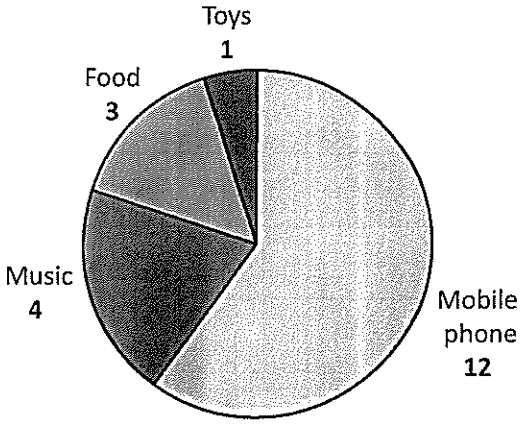
Favourite colours of 10 people



Category	Amount	Fraction
Red	3	
Blue	2	
Yellow	5	
Total		

2 **A group of students was surveyed to find out what they spend their pocket money on. This pie chart shows the results. Circle True or False next to each statement.**

What do students spend their pocket money on?



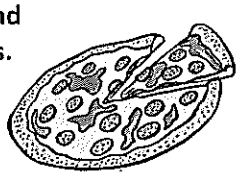
a More than half the students surveyed spent their money on a mobile phone.
True / False

b $\frac{4}{20}$ surveyed spent their money on food.
True / False

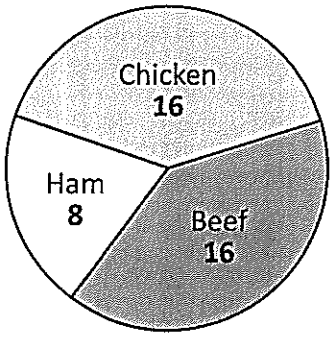
c 20 students were surveyed in total.
True / False

Types of graphs 2 – pie charts

3 **5F and 5H were planning a pizza party and conducted a survey of favourite toppings. This pie chart shows the results.**



Pizza Topping Survey



a Complete the summary table if there are 40 students altogether.

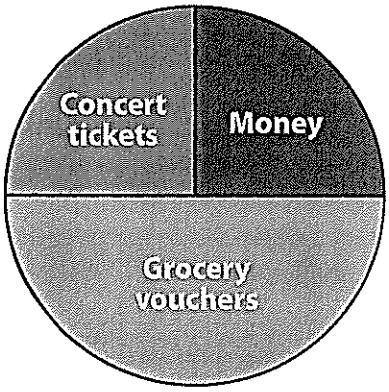
Category	Amount	Fraction
Chicken		
Ham		
Beef		
Total	40	$\frac{10}{10}$

b Their teacher said they could order 10 pizzas. How many of each flavour should they get?

Chicken ☐ Ham ☐ Beef ☐

4 **To boost ratings, Radio Non-Stop-Hits ran a promotion where they gave away prizes every hour. This pie chart shows the distribution of 60 prizes that they gave away.**

Types of Prizes



a How many of each prize were given out?

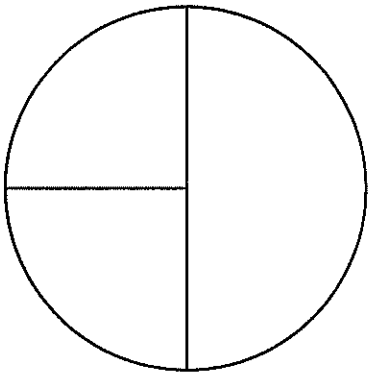
Concert tickets ☐ Grocery vouchers ☐ Money ☐

b The radio station's accountant realised the pie chart was correctly divided but there'd been a miscalculation in the number of prizes given out. There'd actually been 25 money prizes given away. Calculate the actual amounts:

Concert tickets ☐ Grocery vouchers ☐ Money ☐

5 **The total amount that this graph is representing is 40. What could this be about? Give this pie chart a title and describe it by completing the table below:**

Category	Amount	Fraction
Total		



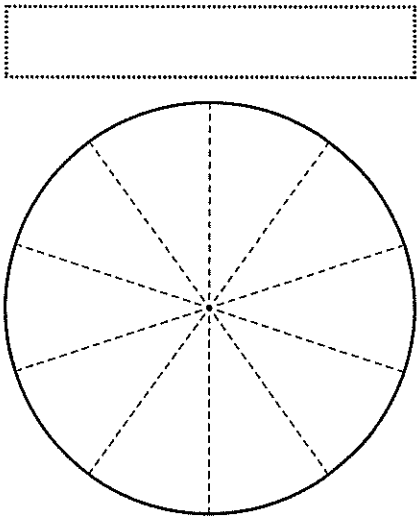
Types of graphs 2 – pie charts

6 **Create your own pie chart.**

a Ask 10 students to choose which of these gaming consoles they like best.

b Use the table below to collect your data.

c Show the results on a clearly labelled pie chart.



Gaming Console	Tally	Amount
Wii		
Xbox 360		
Playstation 3		
Nintendo Game Cube		

d What fraction of the group surveyed chose Wii?

7 **Survey 10 children on the topic of favourites. You can ask about favourite foods, TV shows, music or whatever you like.**

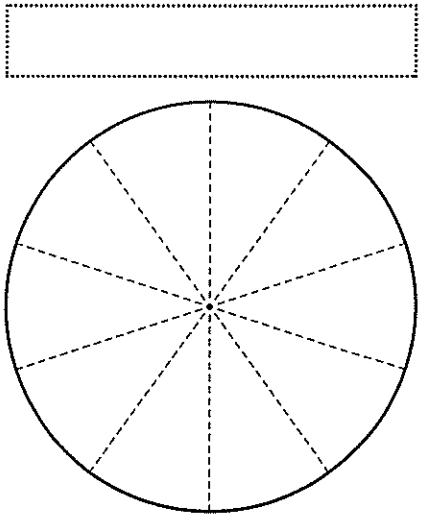
a Write the topic at the top of the first column.

b Write 4 options to choose from underneath.

c Record your results in the frequency table below.

d Transfer the data from the frequency table to the pie chart.

e Label all sections correctly.



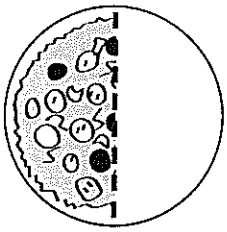
	Tally	Amount

f Write a statement about what your pie chart shows:

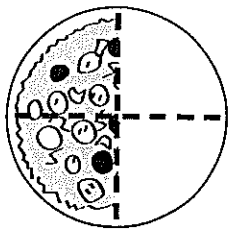
Types of fractions – equivalent fractions

Different fractions can have the same amount. They are equivalent.

This pizza has been cut into 2 parts. $\frac{1}{2}$ has been eaten.

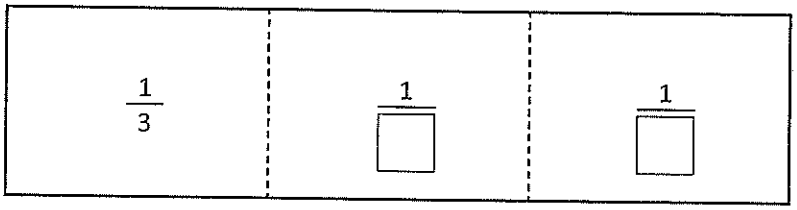


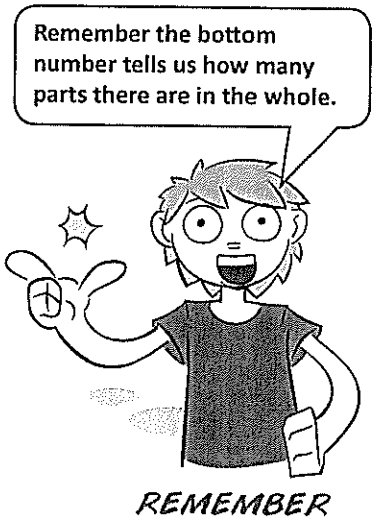
This pizza has been cut into 4 parts. $\frac{2}{4}$ has been eaten.



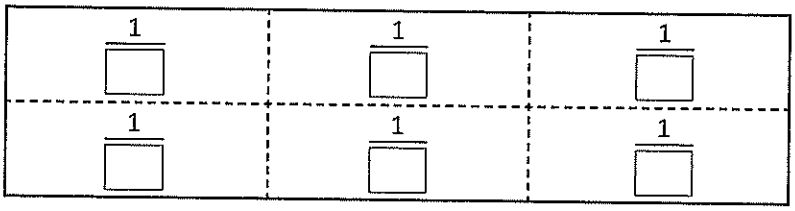
1 **Do this folding paper activity to help you understand how equivalent fractions work:**

a You'll need a separate rectangular piece of paper similar to the one below. Fold it into 3 equal parts and then unfold it. Label each section with its fraction here:

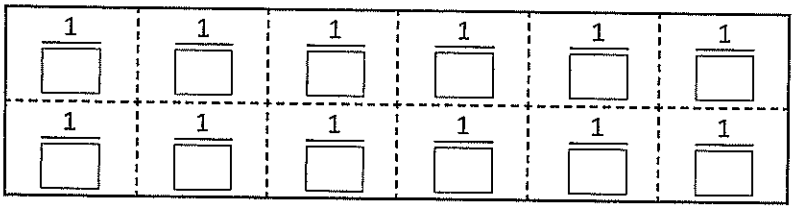




b Refold your paper into thirds and fold the thirds into halves. Unfold the paper. What fraction does each of the new sections represent? Label them here:



c Fold the paper back again and fold it in half once more. Unfold it and label the fractions here:



2 **Use the diagrams in Question 1 to help you answer the following questions:**

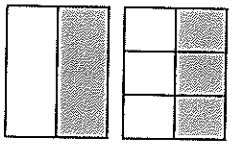
a What fractions can you find that are equivalent to $\frac{1}{3}$? $\frac{\square}{\square}$ $\frac{\square}{\square}$

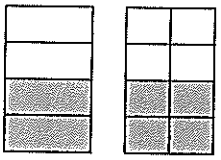
b What fractions can you find that are equivalent to $\frac{8}{12}$? $\frac{\square}{\square}$ $\frac{\square}{\square}$

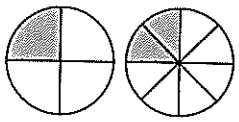
c What other fractions can you think of that might be equivalent to $\frac{6}{12}$?

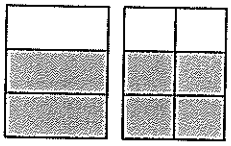
Types of fractions – equivalent fractions

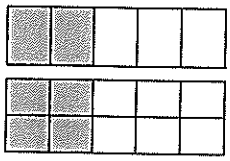
3 Write the equivalent fraction for each of these:

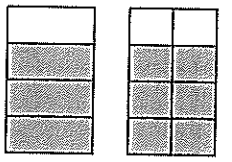
a  $\frac{1}{2} = \frac{\square}{6}$

b  $\frac{2}{4} = \frac{\square}{8}$

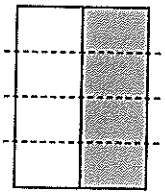
c  $\frac{1}{4} = \frac{\square}{8}$

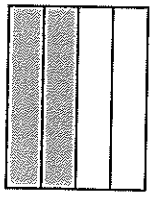
d  $\frac{2}{3} = \frac{\square}{6}$

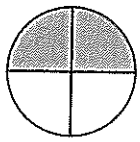
e  $\frac{2}{5} = \frac{\square}{10}$

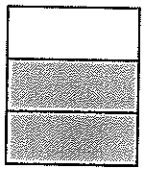
f  $\frac{3}{4} = \frac{\square}{8}$

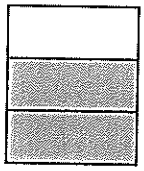
4 Find an equivalent fraction for each of these. Divide the diagrams to create a different number of equal parts. The first one has been done for you.

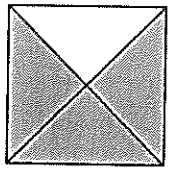
a  $\frac{1}{2} = \frac{4}{8}$

b  $\frac{2}{4} = \frac{\square}{\square}$

c  $\frac{2}{4} = \frac{\square}{\square}$

d  $\frac{2}{3} = \frac{\square}{\square}$

e  $\frac{2}{3} = \frac{\square}{\square}$

f  $\frac{3}{4} = \frac{\square}{\square}$

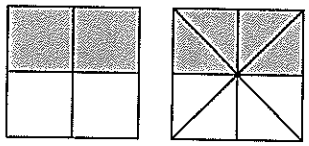
5 Is $\frac{2}{8}$ equivalent to $\frac{1}{4}$? Use diagrams to help explain your reasoning:

6 Is $\frac{2}{3}$ equivalent to $\frac{5}{6}$? Use diagrams to help explain your reasoning:

Types of fractions – equivalent fractions

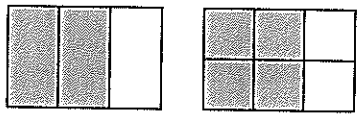
7 **This section has been completed by our work experience boy. How did he go? Give him some feedback:**

a



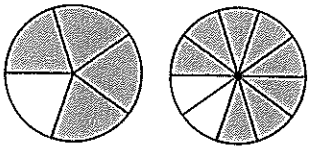
$\frac{2}{4} = \frac{4}{8}$

b



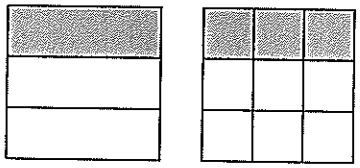
$\frac{2}{3} = \frac{4}{3}$

c



$\frac{4}{5} = \frac{8}{5}$

d

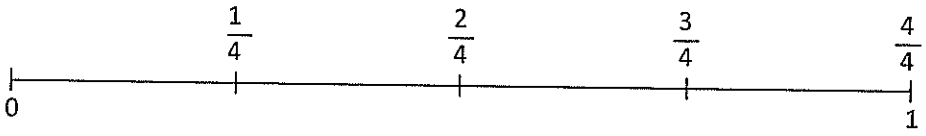


$\frac{1}{3} = \frac{3}{6}$

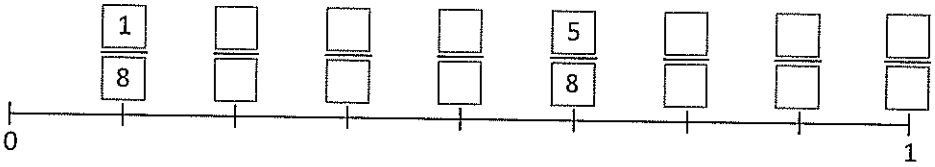
Your feedback:

8 **Complete the number lines. The first has been done for you:**

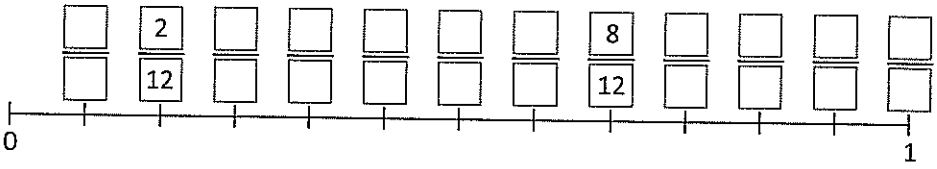
a



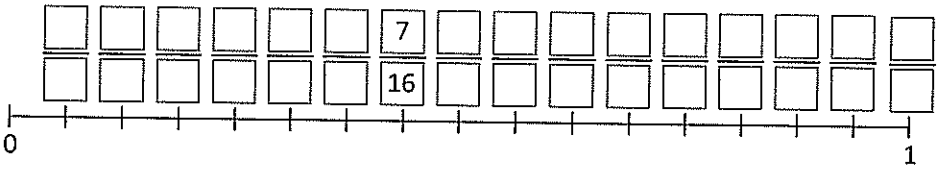
b



c



d



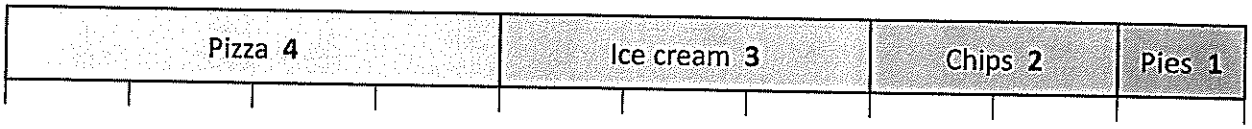
9 **Use the number lines to answer the following:**

a How many equivalent fractions can you find for $\frac{1}{4}$?

b Did you find a pattern? Can you continue it?

Types of graphs 2 – divided bar graphs

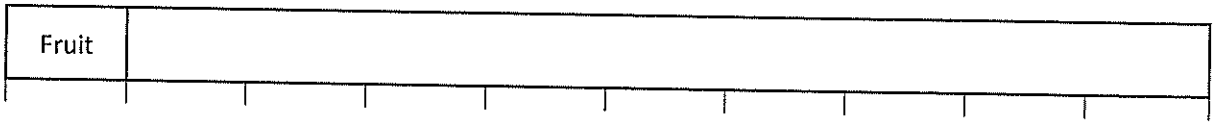
A divided bar graph is used to show how a total is divided.
It's similar to a pie chart except it's a rectangle divided into parts that represent the information.
This divided bar graph shows the favourite food of 10 children.



1 **The Nicholls' family grocery budget is $200 per week. This table shows how the money is spent:**

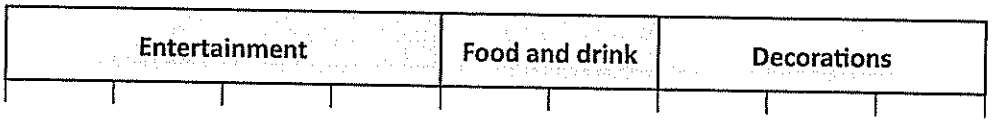
Fruit	Vegetables	Meat	Snacks	Drinks
$20	$40	$60	$40	$40

a Show the information in this table as a divided bar graph. Each space represents $20.



b What was $\frac{3}{10}$ of the budget spent on?

2 **This divided bar graph shows how Paula spent $360 on her party. Answer the questions below about how much she spent on each category. You may use a calculator.**



a What is each segment worth?

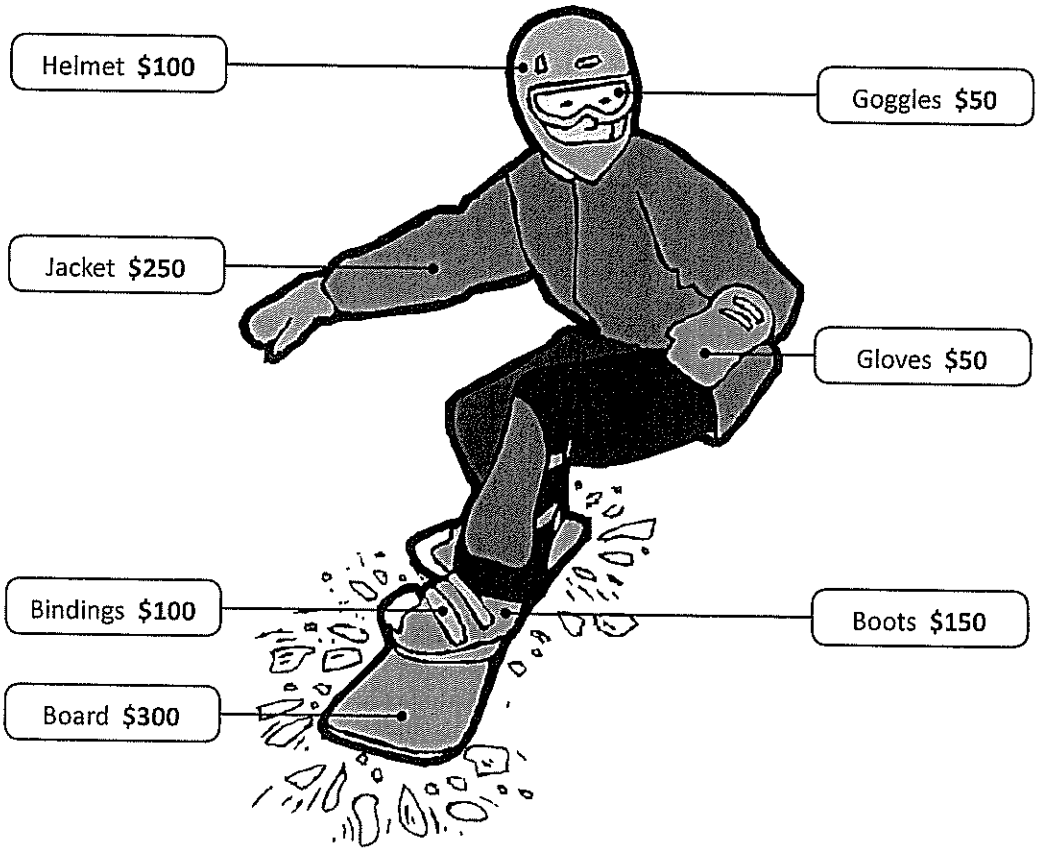
b $\frac{1}{3}$ was spent on decorations. How much is this?

c $\frac{2}{9}$ was spent on food and drink. How much is this?

d How much was spent on entertainment? Show your workings below:

Types of graphs 2 – divided bar graphs

3. **You want to try snowboarding and you need to ask your parents for $1 000 to buy all the gear. Understandably, they want to know how their hard earned cash will be spent.**



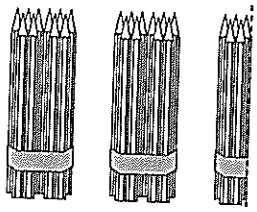
Complete a divided bar graph to show them. Colour in each category a different colour, label it clearly and include a title.

Title

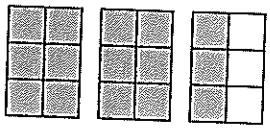
Types of fractions – mixed numerals and improper fractions

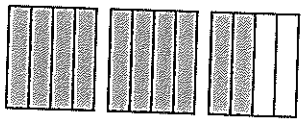
Mixed numerals consist of both a whole number and a fraction.
Ky has 2 full packets of pencils and one half packet of pencils.

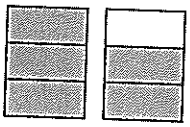
This is shown as $2\frac{1}{2}$

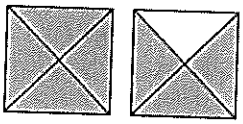


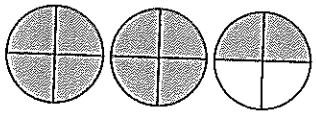
1 **Write a mixed numeral for each of the shaded sets of shapes:**

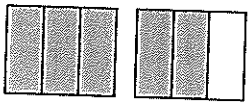
a  = ☐ ☐/☐

b  = ☐ ☐/☐

c  = ☐ ☐/☐

d  = ☐ ☐/☐

e  = ☐ ☐/☐

f  = ☐ ☐/☐

2 **Draw some diagrams or pictures that would represent:**

a

$3\frac{1}{2}$

b

$1\frac{3}{4}$

c

$1\frac{1}{4}$

d

$3\frac{3}{4}$

3 **What might the missing numbers be?**

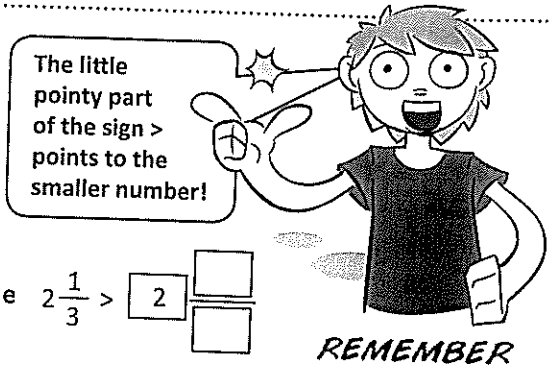
a $1\frac{1}{2} > 1\frac{\square}{4}$

b $3\frac{1}{3} < \square\frac{\square}{\square}$

c $1\frac{1}{5} < 1\frac{\square}{\square}$

d $2\frac{3}{6} > 2\frac{\square}{\square}$

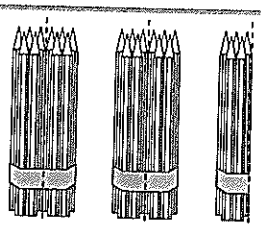
e $2\frac{1}{3} > 2\frac{\square}{\square}$



Types of fractions – mixed numerals and improper fractions

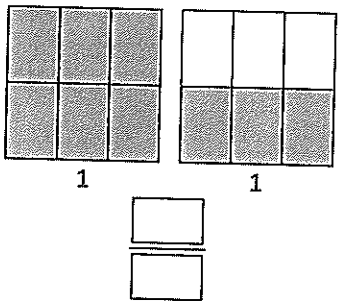
Mixed numerals can also be written as improper fractions.
Look again at Ky's full packets and one half packet of pencils.
This is five halves.

Written as an improper fraction, this is $\frac{5}{2}$.

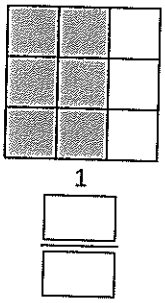


4 **Express these as fractions. Circle any improper fractions:**

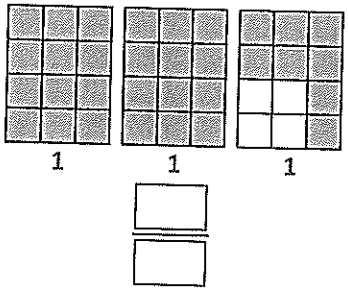
a



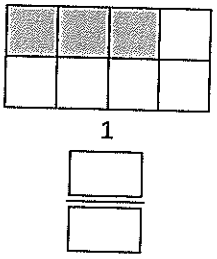
b

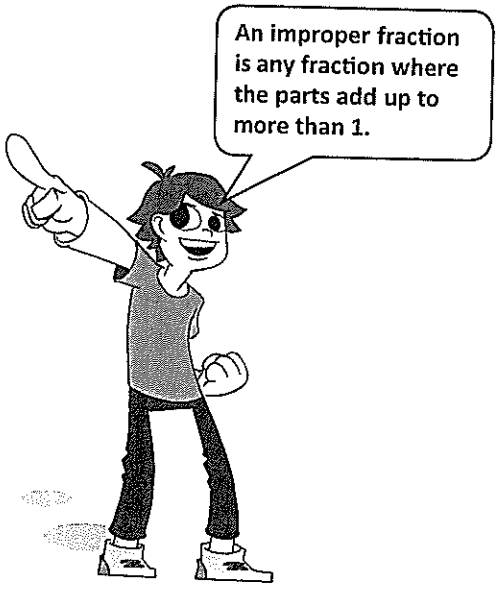


c



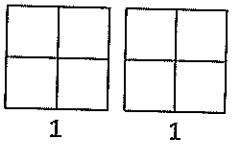
d



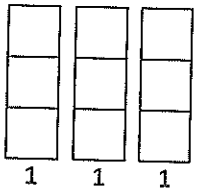


5 **Colour the shapes to create the following improper fractions. Remember each shape is one whole.**

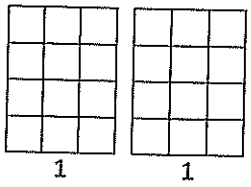
a $\frac{5}{4}$



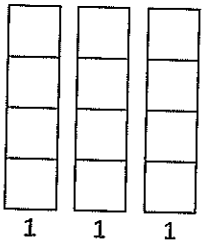
b $\frac{7}{3}$



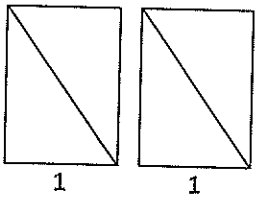
c $\frac{17}{12}$



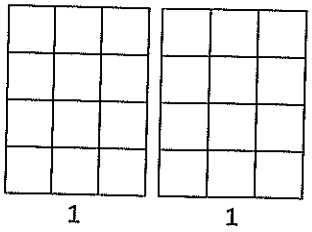
d $\frac{11}{4}$



e $\frac{3}{2}$

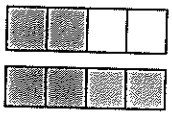


f $\frac{20}{12}$



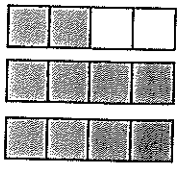
6 **Which is bigger? Circle the larger fraction:**

a $\frac{5}{4}$ or



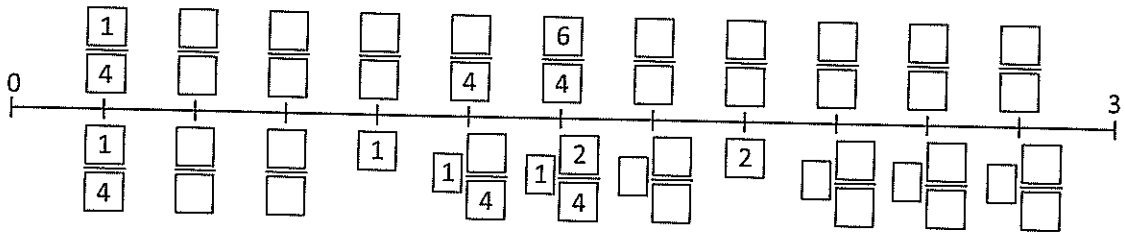
b $\frac{3}{2}$ or

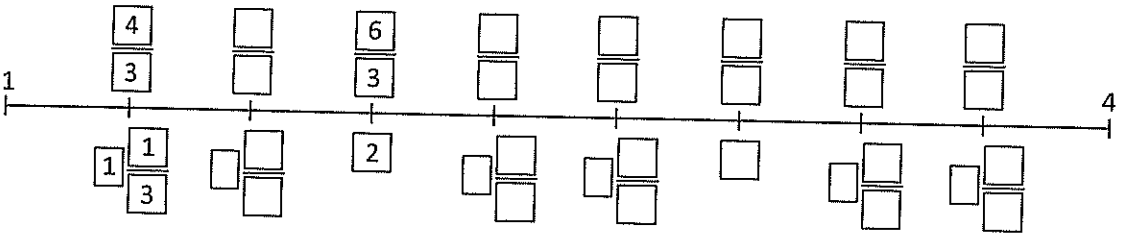
c $\frac{9}{4}$ or



Types of fractions – mixed numerals and improper fractions

7 **Complete the number lines by filling in the boxes:**

a 

b 

8 **Use your completed number lines to help you answer these questions:**

a What is $2\frac{1}{4}$ expressed as an improper fraction? $\frac{\square}{\square}$

b Write $\frac{13}{11}$ as a mixed number. $\square\frac{\square}{\square}$

c Find an improper fraction that is greater than $1\frac{1}{3}$ but less than $\frac{10}{3}$. $\frac{\square}{\square}$

d Your teacher offers you the choice between $\frac{10}{4}$ or $2\frac{1}{4}$ hours of rubbish duty. Are they doing you any favours?

9 **Show the improper fractions. The number line at the top of the page will help:**

a $1\frac{1}{3} = \frac{\square}{3}$

b $2\frac{1}{3} = \frac{\square}{3}$

c $2\frac{1}{4} = \frac{\square}{4}$

d $\frac{\square}{3} = 2\frac{1}{3}$

e $\frac{7}{\square} = 1\frac{3}{4}$

f $\frac{\square}{\square} = 1\frac{2}{3}$

g $\frac{6}{4} = \square\frac{\square}{\square}$

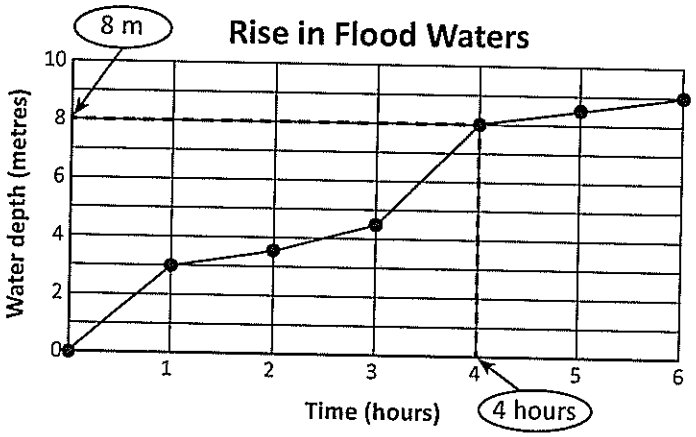
h $\frac{4}{3} = \square\frac{\square}{\square}$

i $\frac{\square}{\square} = 2\frac{3}{4}$

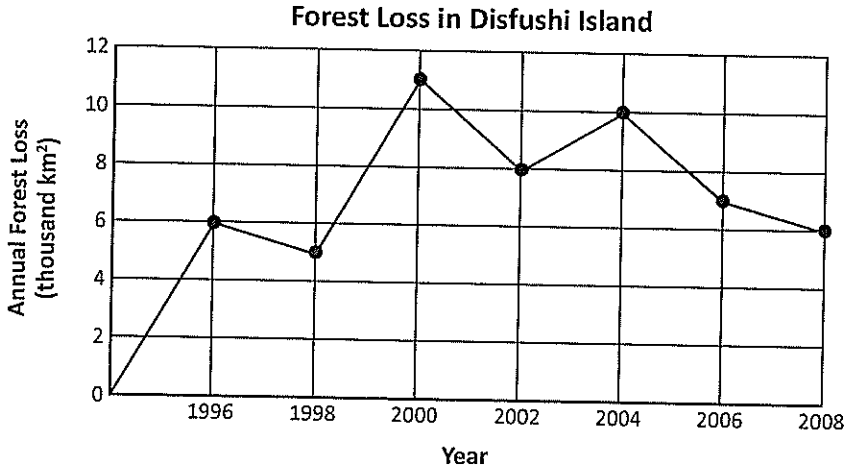
Types of graphs 3 – reading line graphs

Line graphs show how something changes over time in relation to something else. In this topic, we'll look at different examples of line graphs. Look at the line graph below. See how the more time passed, the higher the water got?

In which hour was the water 8 metres deep? Look below for how we read this information:



1 **Look carefully at this line graph and answer the questions:**



a How many square kilometres of forest was lost in 1996?

b How many square kilometres of forest was lost in 2000?

c In which year were 7 000 square kilometres of forest lost?

d How much more forest was lost in 2000 than in 2008?

e Use the graph to estimate the forest loss in 1999.

f Use the graph to estimate the forest loss in 2003.

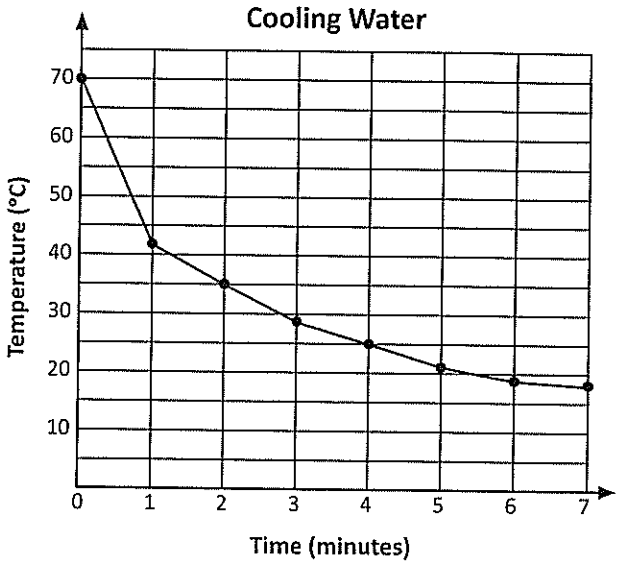
Types of graphs 3 – reading line graphs

2 **Polly and her friend Molly were practising reading a thermometer for homework. They boiled water in a kettle and then took turns measuring the temperature every minute as it cooled down. To make this more interesting, they made it a guessing game.**

Look at the graph and answer the questions to see how they went:

a Polly guessed that after 1 minute the temperature would be 46 °C. Was she right?

b Molly guessed that after 2 minutes the temperature would be 34 °C. Was she right?



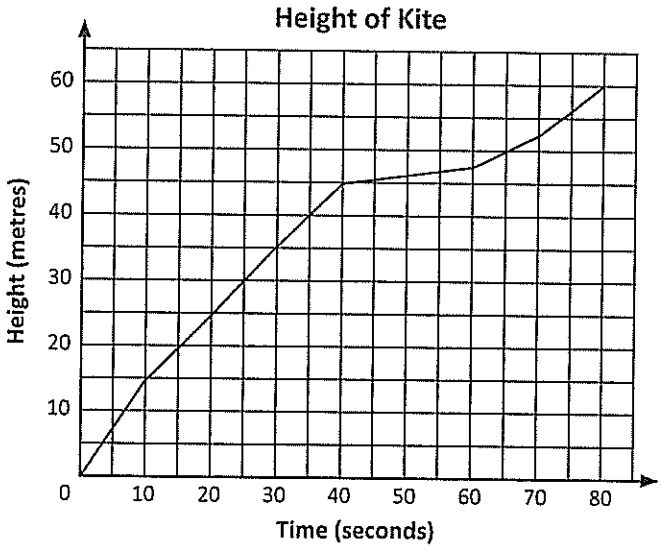
Look closely at the graph they made showing the temperature of the water in the kettle.

c What is the value of each small division on the temperature axis?

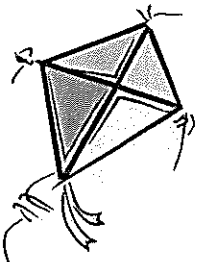
d By how much did the water cool down between 2 minutes and 4 minutes?

e How long did the water take to cool to 19 °C?

3 **This graph shows a kite's height at different times. Answer the questions below:**



a What was the kite's height at 65 seconds?



b How long did the kite take to rise from 25 metres to 40 metres?

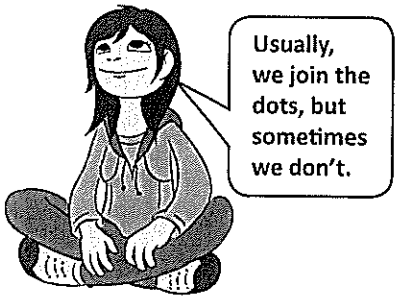
c Estimate the height of the kite at 1 minute.

d If the kite continued to rise, how high do you think it would be after 90 seconds?

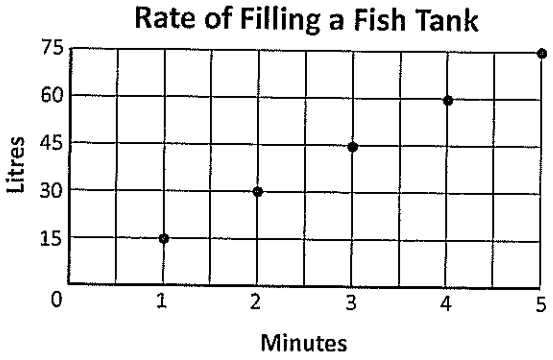
Types of graphs 3 – constructing line graphs

Let's see how to build a line graph from a data table.
This data shows the rate of filling a fish tank with water.

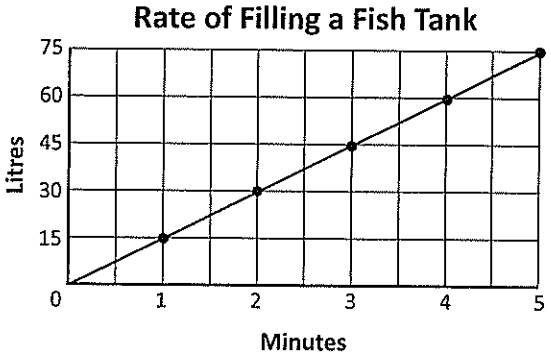
Minutes	1	2	3	4	5
Litres	15	30	45	60	75



Step 1
Carefully plot the data from the table.



Step 2
Join the points with straight lines.

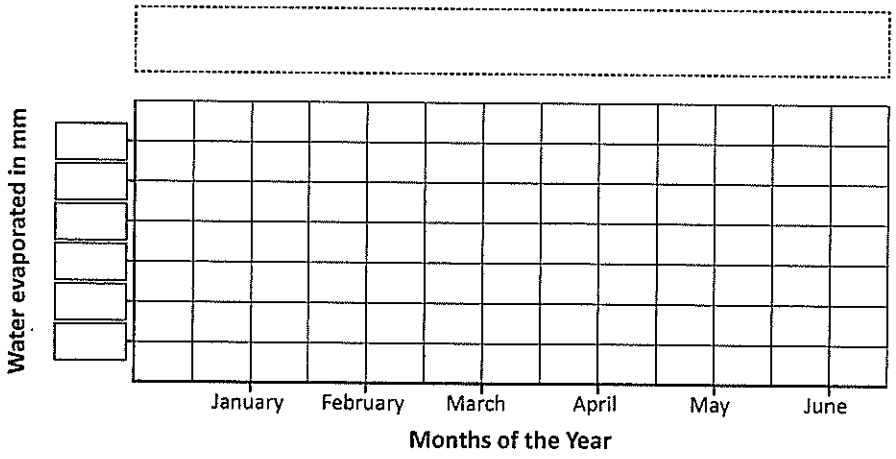


1 **The average rate that water evaporates from an indoor swimming pool is 6 mm a month.**

a Complete this table to show how much water will evaporate over 6 months:

Millimetres	6					
Month	January	February	March	April	May	June

b Label the vertical axis with an appropriate scale, then plot the points and join the points with a ruler. What else do you need to add to make this graph complete?



c Write 2 questions about this graph and write the answers.

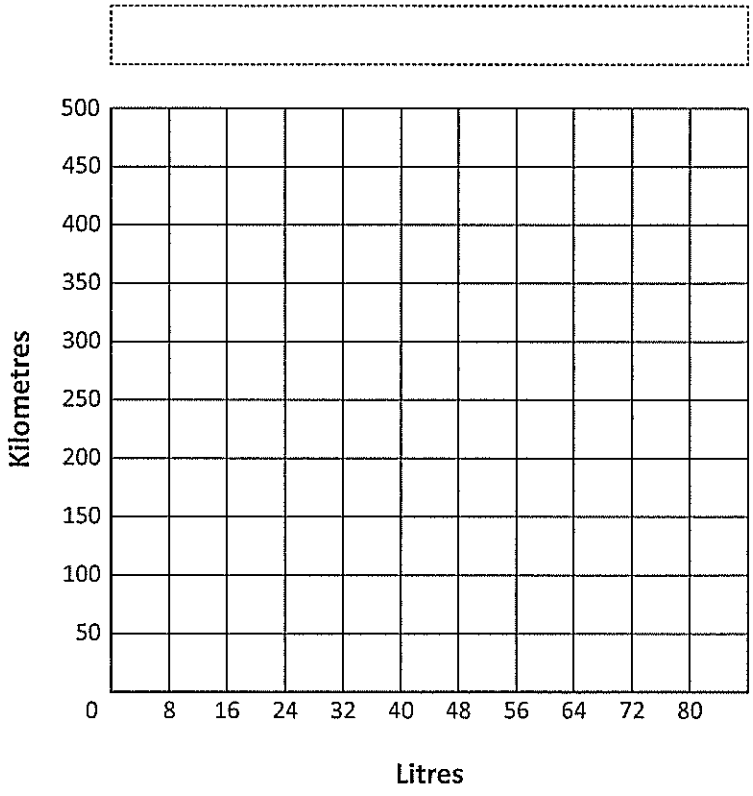
Types of graphs 3 – constructing line graphs

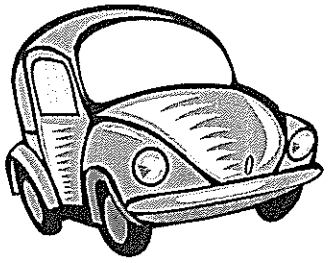
2 **A car uses 8 litres of petrol for every 50 km travelled.**

a Complete this table to show how much petrol is needed for a journey:

Litres	8	16	24	32	40	48	56	64	72	80
Kilometres	50									

b Complete this line graph:





c How far can the car go on 32 litres of petrol?

d How many litres of petrol are needed to travel 450 km?

e How far would a car travel on 12 litres of petrol?

f How far would you have travelled if you used 96 litres of petrol?

g If this car's fuel tank had a capacity of 40 litres, how many times would you need to fill it if you wanted to travel 500 km?

Week 2

Literacy

	Monday	Tuesday	Wednesday	Thursday	Friday
Comprehension					
Editing					
Writing					
Spelling					
Reading					

Tick off the tasks as you complete them.

There is one comprehension task to do each day, you may choose the order you wish to do them in.

Writing for this week is the Persuasive writing task, ensure you complete a persuasive text to the best of your ability, using many persuasive devices.

There is only two editing tasks per week.

Complete your spelling list each day and complete three activities from the spelling contract per day.

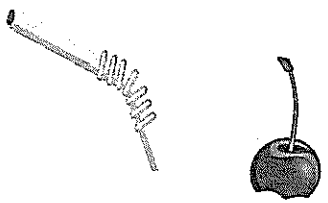
Read your novel each day to ensure you can complete the book review by the end of the two weeks.

Milkshake Mania!

"You can feel the excitement in the air," said business owner Mary Milkmaid. Today was the grand opening of Mary's Milk Bar.

"I will be serving the best milkshakes in the world!" declared Mary as she cut the ribbon at the official opening.

Mary makes the milkshakes using 2 scoops of ice-cream, 3 shots of syrup and 2 cups of creamy milk. She says that she makes every milkshake with love and that it is the best milkshake you will ever have.



Travis was the first person to order a milkshake from the new milk bar. He decided to have a chocolate one. "I think chocolate is the best. I'm sure all of Mary's milkshakes are great though," he said as he slurped on his chocolate milkshake.

On the opening day, Mary sold one hundred and eight milkshakes. She declared the day a great success and couldn't wait to make more milkshakes tomorrow!

Milkshake Mania!

1. Write **F** for fact or **O** for opinion next to each statement.
   - ____ You could feel the excitement in the air.
   - ____ Today was the grand opening of Mary's Milk Bar.
   - ____ Mary's are the best milkshakes you will ever have!
   - ____ Travis was the first person to order a milkshake.
   - ____ Travis thinks chocolate is the best.
   - ____ Mary sold one hundred and eight milkshakes.
2. *"I will be serving the best milkshakes in the world!"*

   This statement is an opinion. Why do you think it is an opinion?
3. Write a fact you know about milkshakes.
4. Write an opinion you have about milkshakes.

CRAZY CREATIVE CHALLENGE

Write an advertisement for Mary's Milk Bar.

Use both facts and opinions in your ad.

Write your facts in blue and your opinions in red.

Name _____ Date _____

Milkshake Mania!

1. Write **F** for fact or **O** for opinion next to each statement.

   _____ You could feel the excitement in the air.

   _____ Today was the grand opening of Mary's Milk Bar.

   _____ Mary's are the best milkshakes you will ever have!

   _____ Travis was the first person to order a milkshake.

   _____ Travis thinks chocolate is the best.

   _____ Mary sold one hundred and eight milkshakes.

2. *"I will be serving the best milkshakes in the world!"*
   This statement is an opinion. Why do you think it is an opinion?

3. Write a fact you know about milkshakes.

4. Write an opinion you have about milkshakes.

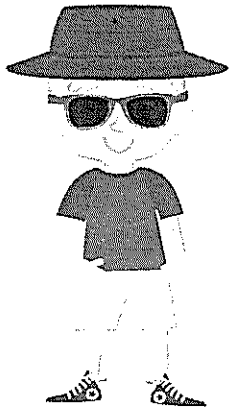
Slip, Slop, Slap!

The sun's rays can be both beneficial and dangerous to your body. The sun's ultraviolet (UV) radiation is your best natural source of vitamin D. Vitamin D is important for healthy bones, muscles and teeth. However, the sun's UV radiation can also cause sunburn, damage to your eyes and skin cancer.

Whenever you are heading outside, it is important to be sun-smart. Some things that you can do to make sure you are protected from the sun's rays include:

- wearing sun protective clothing
- putting on some sunscreen
- wearing a wide-brimmed hat
- finding shade
- wearing sunglasses.

Once you are protected, you can enjoy lots of fun outdoor activities including sport, going to the beach, playing on a playground or even just walking outside to enjoy the outdoors.



Find the Main Idea

Slip, Slop, Slap!

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.

   Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be

   a) The Weather.

   b) The Sun and our Health.

   c) How the Sun is Good for your Health.

   d) Hot, Hot, Hot

CRAZY CREATIVE CHALLENGE

Create a poster encouraging your classmates to be sun-smart.

Comprehension Task

Name _____ Date _____

Slip, Slop, Slap!

1. What is the main idea of this text?

_____

_____

_____

_____

2. What are three details that support the main idea?

Detail 1: _____

_____

Detail 2: _____

_____

Detail 3: _____

_____

3. Carefully read the text.
Underline any words which are repeated, or seem important. Write them down.

_____

_____

_____

_____

4. Another good title for this text could be
   a) The Weather.
   b) The Sun and Our Health.
   c) How the Sun is Good for your Health.
   d) Hot, Hot, Hot!

Something Scary in the Night

"We're here!" yelled my brother Glenn.

After two hours of travelling in the car with my annoying brother, we finally pulled up behind the moving truck, full of our furniture.

I felt absolutely ecstatic! I ran as fast as I could to see my room, my very own room! No more sharing with the most annoying, loud and disgusting brother!

I skipped along the hallway to my room, opened the blinds and started to plan how I was going to decorate it. "Be careful of the monsters that come out at night," snarled Glenn as he stomped past my bedroom.

That night I lay on my bed, enjoying the peace and quiet. Suddenly, I heard a whooshing sound - like someone was walking past my bedroom. I thought it was strange, but kept looking around my beautifully decorated room.

Thump, thump, thump. I thought my mind was playing tricks on me. I heard footsteps that sounded like they were in my room. I stood up and walked over to my bedroom door. I couldn't see anything. I climbed back into bed, just in time to see a shadow slide past my bedroom door. I quickly hid under my blanket. My brother was right! I decided to...

Something Scary in the Night

1. *"We're here!" yelled my brother Glenn.*

   Where do you think they are? Why do you think this?

2. Who might the main character might be?

   Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*

   Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do? Why do you think this?

CRAZY CREATIVE CHALLENGE

Draw a picture of your bedroom.

Write a list of things you would change in your bedroom.

Name _____ Date _____

Something Scary in the Night

1. *"We're here!" yelled my brother Glenn.*
   Where do you think they are? Why do you think this?

2. Who might the main character be?
   Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*
   Why do you think the main character describes their brother in this way?

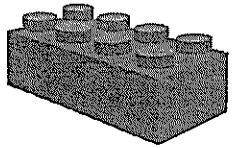
4. What do you think the main character decides to do?
   Why do you think this?

The History of LEGO

1930s – Godtfred Kirk Christiansen starts making LEGO models in Denmark. The first LEGO model is a wooden duck.

1940s – The first LEGO BRICK is made out of wood. Primary colours are introduced to the design.

1950s – LEGO spreads across the world from Denmark. The first LEGO kit is made. LEGO is made out of plastic.



1960s – DUPLO is first made and LEGOLAND opens. There are now 218 different LEGO elements, 57 sets and 25 vehicles. Wooden LEGO toys are discontinued.

1970s – LEGO space is introduced and LEGO 'Minifigure' people are made. LEGO doors and windows are also made. A rabbit logo is introduced to the DUPLO brand.

1980s – The first LEGO World Cup building championship competition is held. A brick logo is introduced. LEGO celebrates its fifty years jubilee.

1990s – The LEGO brick is named one of the 'Products of the Century'. LEGO world shop opens on the internet. LEGO robotics are made. LEGO kids wear is launched. Guinness World Records are broken using LEGO.

2010s – The LEGO Movie premieres around the world. LEGO celebrates its 80th birthday. LEGO Friends is launched. LEGO is the world's 3rd largest toy manufacturer.

2000s – LEGO celebrates its 75th anniversary. The LEGO BRICK celebrates its 50th birthday. LEGO Clikits for girls is made.

Recall Facts and Details

The History of LEGO

1. Who was the inventor of LEGO?
   What was his first LEGO model?
2. What was the LEGO BRICK originally made from?
   When did it begin to be made out of plastic?
3. When were LEGO 'Minifigure' people first made?
   What else was introduced during this decade?
4. When did The LEGO Movie premiere?
5. When did the LEGO BRICK celebrate its 50th birthday?

CRAZY CREATIVE CHALLENGE

If you have LEGO or building blocks in your classroom, design and make an object out of LEGO.

If you do not have LEGO or building blocks, design a new logo for LEGO.

Comprehension Task

TeachStarter.com

Name _____ Date _____

The History of LEGO

1. Who was the inventor of LEGO?
   What was his first LEGO model?

2. What was the LEGO BRICK originally made from?
   When did it begin to be made out of plastic?

3. When were LEGO 'Minifigure' people first made?
   What else was introduced during this decade?

4. When did The LEGO Movie premier?

5. When did the LEGO BRICK celebrate its 50th birthday?

Australia Day

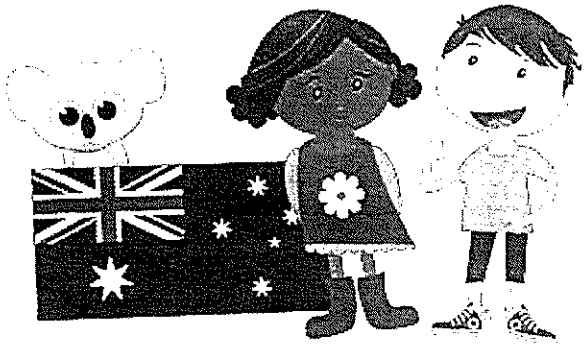
On January 26 each year, we come together as a nation to celebrate how good it is to be Australian. We also identify some of the great things about our country.

We also remember Indigenous Australians and acknowledge them as the original owners of the land, before British settlement in 1788.

On Australia Day, some people from other countries who currently enjoy living in Australia, become Australian citizens. This takes place at special citizenship ceremonies.

Most people in Australia celebrate Australia Day by attending one of the many public events in their local community. These include concerts, fireworks, awards ceremonies and fundraising events.

On Australia Day, people like to display Australian flags outside their houses, or on their cars. It is a wonderful day to spend time with family and friends. Many people enjoy a traditional Australian barbeque on Australia Day.



Australia Day

1. Using a mind map, identify some key words that summarise the main ideas from the Australia Day text.
2. If you were to explain to another person what Australia Day is, what would you tell them?
3. Why is Australia Day an important day to celebrate as a nation every year?
4. What are some of the ways people celebrate on Australia Day?

CRAZY CREATIVE CHALLENGE

Design and create your own Australia Day menu for a barbeque lunch.

- What food will you have?
- What will be the theme?
- How will you make sure it is 'Australian'?

Name _____ Date _____

Australia Day

1. Using the mind map, identify some key words that summarise the main ideas from the Australia Day text.

2. If you were to explain to another person what Australia Day is, what would you tell them?

3. Why is Australia Day an important Day to celebrate as a nation every year?

4. What are some of the ways people celebrate Australia Day?

Dreaming - Editing

Add editing marks to text. There are 20 errors.

dreams are storys and pictures our brain's create when we are asleep Most dreams happen when we deeply asleep and our eyes begin to moove around quickly under our eyelids. This is called rapid Eye Movement!

Some dreams are just you're mind playing with thorts and images from life. other dreams are an oppertunity for you to make sense of your life dream experts also agree that recurring dreams (dreams that you keep having over and over propably have some sort of special meaning,

Although everbody dreams (including Animals), we will forget 90% them.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	ʎ
Change to lower case	/ l.c.
Take something out	⌀
Check spelling	SP ⬭
New paragraph	¶

Re-write the text correctly:

Why Our Bodies Need Water - Editing

Add editing marks to text. There are 20 errors.

H2O, commonly known as water, is esential for the human body too function and vital to hour Survival Although we can last week's without food, we can only survive a matter days without water. it is important for us to re-plenish our supply of Fresh Water every day, as we regularly loose liquid from our lungs skin urine and faeces!

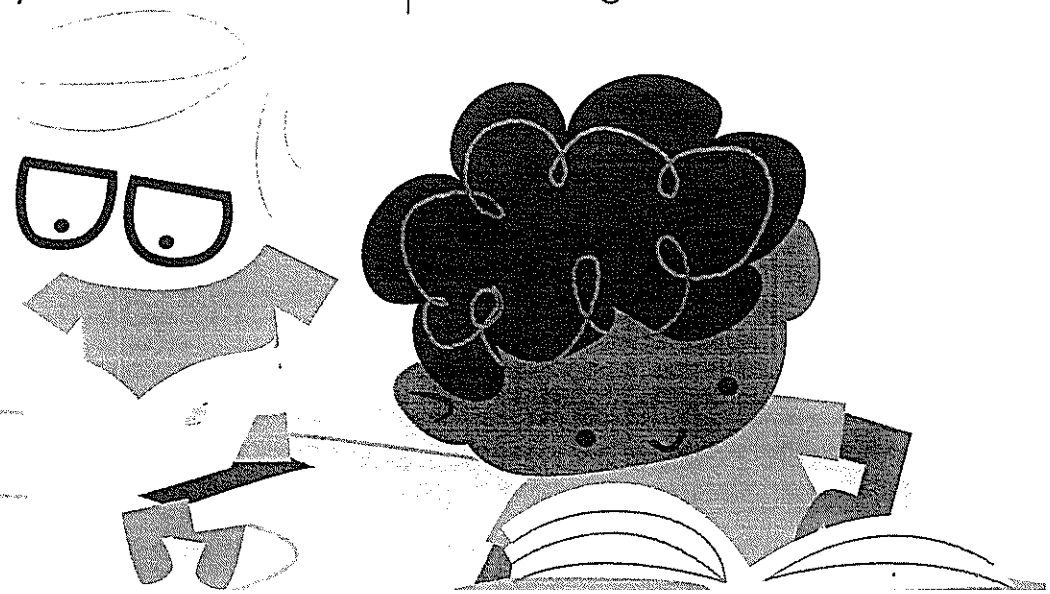
All though our bodies are made up of 50 to 75 percent water, One of our most important organs, our Brain, is made up of 73% water. We need to stay hidrated to make sure our "brain cells" can function at the optimal level.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	ʎ
Change to lower case	/ l.c.
Take something out	⌀
Check spelling	SP ⬭
New paragraph	¶

Re-write the text correctly:

Movies Are More Enjoyable Than Books

Reasons For	Reasons Against
• Movies are visually appealing and bring imagination to life. • Movies include only the most interesting parts of a story. • Movies show an entire story within a relatively short time-frame. • Movies can be enjoyed as a social outing with friends. • Movies showcase the talents of a range of people within the film industry.	• Books allow the reader to picture the story however they choose. • Books tell the whole story in detail; nothing is left out. • Books are portable and can be enjoyed anywhere, anytime. • Books can be enjoyed over as long or as short a time as you choose. • Books allow the reader to spend some quiet time relaxing on their own.



Name _____ Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:	Reason 2:	Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:	Example 2:	Example 3:

Name _____ Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).

Weekly Spelling Sheet

Focus: digraph /ph/ making the sound f as in dolphin **Name:**

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
dolphin				
phone				
photo				
graph				
alphabet				
alphabetical				
Orange Spelling Words				
biography				
emphasise				
metaphor				
geography				
orphan				
phoneme				
Green Spelling Words				
choreography				
emphatic				
metaphorical				
pharmacy				
phosphorus				
pamphlet				
2 bob words				

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date:_____	**Odd One Out** For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. Date:_____	**Wacky Words** On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. Date:_____	**Word Detective** Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. Date:_____	**Digging in the Dictionary** Use a dictionary to find the definition and write a sentence for each of your spelling words. Date:_____
Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date:_____	**Alliteration** Write a sentence for each of your spelling words using as much alliteration as possible. Date:_____	**Sentence Smart** Write a sentence for each of your spelling words. Date:_____	**Story Time** Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date:_____	**Sort Them Out** Sort the words on your spelling list into three different categories of your choice. Date:_____
Word Search Create your own word search using all the words on your spelling list. Date:_____	**Handwriting Hero** Write out your spelling words in your very best cursive hand writing. Date:_____	**Letter Lingo** Write a letter to a friend. Use as many spelling words in your letter as you can. Date:_____	**Words Within Words** Make a list of as many smaller words as you can find from your spelling list. Date:_____	**Code Breaker** Use the code guide to make a code for each of your spelling words. Date:_____

BOOK REVIEW

TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite: _____

Book summary:

Favourite part:

Mouldy Bread Experiment

How to stop the spread of germs

This is a fun experiment you can do at home to identify the best way to stop the spread of germs. It is easily carried out using equipment you should already have at home and you may choose to take photos of the experiment as you go along.

Aim:

Is to identify the surfaces around the home which spread germs most effectively and discover how to best stop the spread.

Equipment:

6 slices of bread

6 sandwhich ziplock bags OR cling wrap

Tongs

Hand sanitiser

Soap

Method:

1. Each slice of bread will be touched in a certain way to discover the amount of mould that grows on the slice of bread over time.
    a. Slice of bread 1 (control) = using tongs place slice of bread directly into ziplock back and close tight. Write a number 1 on the bag.
    b. Slice of bread 2 = using unwashed dirty hands to pick up bread, touching bread with both hands place into ziplock bag and close. Write the number 2 on the bag.
    c. Slice of bread 3 = using tongs rub the slice of bread on a door handle that is used often in the house, place in to the zip lock bag and close. Write the number 3 on the bag.
    d. Slice of bread 4 = using tongs, hold the slice of bread in the air and sneeze on the slice of bread, then place into the ziplock bag and close. Write the number 4 on the bag.

e. Slice of bread 5 = rub hand sanitiser onto your hands, then pick up a slice of bread and touch the slice with both hands, place into the ziplock bag and close. Write the number 5 on the bag.
f. Slice of bread 6 = wash hands thoroughly with soap and water for 20 secs. Pick up a slice of bread and touch with both hands. Place into the ziplock bag and close. Write the number 6 on the bag.

2. Put the bags in a safe place where they will not be touched and are not in the way. Leave them for 14 days and observe changes as they happen. Fill out table daily to observe the changes.

(You can choose to leave them for longer to observe other changes that will make the experiment more interesting)

Hypothesis:

Describe what you think will happen?-

_____

_____

_____

_____

_____

Results:

Describe what was observed at the end of 14 days? Or Longer?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Draw what is happening with the slices of bread each day. If there is no changes just write no changes.		
Day 1	Day 2	Day 3
Day 4	Day 5	Day 6
Day 7	Day 8	Day 9

Day 10	Day 11	Day 12
Day 13	Day 14	
Take a picture of the final result and place it below.		