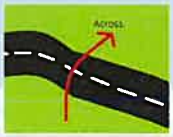
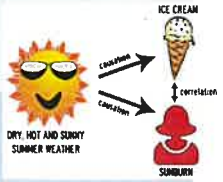
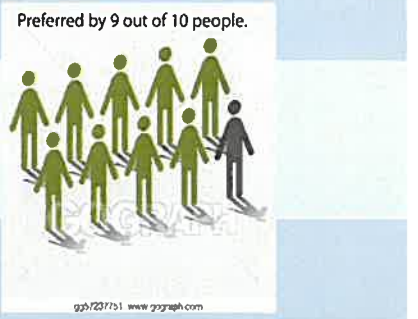
Stage 3 - Take Home Pack- Week 6

Tick off the boxes each day as you complete them. It is expected that you complete all of the activities each day.

Monday	Tuesday	Wednesday	Thursday	Friday
☐ **Spelling** Write out Monday list words. Complete the phoneme boxes.	☐ **Spelling** Write your list words and complete 1 activity from the choice board.	☐ **Spelling** Write your list words and complete 1 activity from the choice board.	☐ **Spelling** Write out your list words and complete 1 activity from the choice board.	☐ **Spelling** Get a family member to test you on your words.
☐ **Reading** Read **Spaced Out** then answer the questions.	☐ **Reading** Read **How The Birds Got their Colours** and answer the questions.	☐ **Reading** Read **Adventure Castle** and answer the questions.	☐ **Reading** Read **Old, Old Elephant** then answer the questions.	☐ **Reading** Read **The Grand Escape** then answer the questions.
☐ **Writing** Today's writing will be covered in History.	☐ **Writing** Plan your own Aboriginal legend. It could be **Why the platypus has a bill** or **How the pelican got its beak** or something of your own.	☐ **Writing** Write the sizzling start and backfill for your story. (Otherwise known as an orientation.)	☐ **Writing** Complete the complication and resolution. Don't forget to do some tension building as well.	☐ **Writing** Edit your work adding or changing parts. Does it make sense? Check spelling and punctuation.
☐ **Maths** Read the slide. Complete the Fractions Assessment.	☐ **Maths** Read the slide. Order the fractions on the number line.	☐ **Maths** Read the slide. Complete the Equivalent Fractions sheet.	☐ **Maths** Read the slide. Complete the Simplifying Fractions sheet.	☐ **Maths** Read the slide. Complete the Improper Fractions and mixed numerals sheet.
☐ **History** Read **Mungo Man** sheet. Make a summary of the importance of Mungo man.	☐ **PE** Complete The Tabata - fitness activity.	☐ **Art** Complete the mindful colouring picture - Koala	☐ **Science** Make the playdough and complete the worksheet describing forces.	☐ **Art** Decorate the Aboriginal lizard using detailed dots and lines. The picture is an example - no need to copy.

Year 4 - Week 6

The graph /r/ as in rain The diagraph /rr/ as in cherry The diagraph /wr/ as in wrist

Red	Orange	Green
across 	probably 	February 
reason 	tomorrow 	Correlation a mutual relationship connection between two or more things. 
already before or by now or the time in question. 	embarrass 	preferred 
sorry feeling sad or distressed through sympathy 	correct 	
write	written 	
All red + 3 orange = 8 words	All orange + 3 red = 8 words	All green + all orange = 8 words

Year 4 - Week 7

The graph /n/ as in net The diagraph /nn/ as in dinner The diagraph /kn/ as in knee

Red	Orange	Green
until up to the point in time or the event mention 	business 	tendency an inclination towards a particular characteristic or type of behaviour. 
sense 	against 	ordinary 
Woman 	beginner 	necessary 
connect 	announce 	
know 	knowledge 	
All red + 3 orange = 8 words	All orange + 3 red = 8 words	All green + all orange = 8 words

Year 5 - Week 6

The prefix un- meaning 'not or opposite'

Red	Orange	Green
undo 	uncertain 	unapologetic 
unfair 	unfulfilled 	unappreciated 
uneven 	unforgettable 	unapproachable 
untruth 	unbeatable 	
untimely 	ungrateful 	
All red + 3 orange = 8 words	All orange + 3 red = 8 words	All green + all orange = 8 words

Year 5 - Week 7

Revision of homophones

Red	Orange	Green
their 	weather 	brake 
there 	whether 	allowed 
they're 	flour 	aloud 
to 	flower 	
too	break 	
All red + 3 orange = 8 words	All orange + 3 red = 8 words	All green + all orange = 8 words

Week 6 Spelling Sheet

Monday	Tuesday	Wednesday	Thursday
BOB Words			

Write the word Say the word	sounds	Write the letters: broken up into graphs, diagraphs, trigraphs etc										Tricky part
BOB Words												

Spelling Choice Board

Choose 4 spelling activities to complete this week. Color in each box you pick. Please remember to put your spelling work into your folder on Friday!

Rainbow Write

Write your words 3 times each using different crayons or markers.

ABC Order

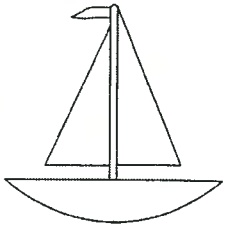
Write your spelling words in ABC order. Then write them in backwards order, from Z - A.

Write in a Sentence

Write each of your spelling words in a sentence. <u>Underline</u> the words in each sentence.

Sailboat Write

- c
- ca
- cat
- catc
- catch



Write each word in the shape of a sailboat.

Add it Up!

Add up each spelling word using the scrabble tiles.

Example:
cat = 3 +1 + 1 = 5

Draw a Picture

Choose 5 spelling words & draw a picture of each.

Vowels and Consonants

Write each word. Circle all the vowels in the word OR use a highlighter marker!

Take a Pre-Test

Take a pre-test at home. Write the words you miss 3 times each.

Read *Spaced Out!* and answer questions 22 to 28.

Spaced Out!

Your body in space

Travelling into space must be one of the most exciting and wonderful experiences anyone could ever have. It also has some interesting effects on the human body.

In space there is hardly any gravity, which means astronauts' bones and muscles don't have to work as hard as on Earth to enable them to stand straight or move around. The weightless feeling is similar to what you experience in a swimming pool, only more so. Because muscles (including the heart) don't have to work so hard in space, they shrink and become very weak.

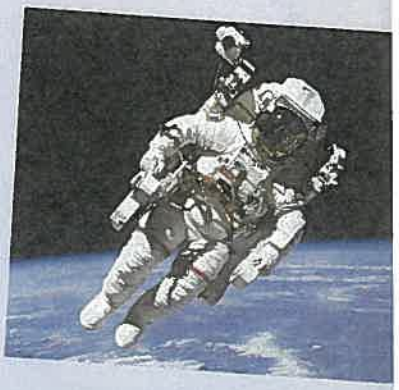
The oxygen we breathe gives our muscles the energy we need to move and with less muscle tissue to feed, there is a lot more oxygen in the astronauts' blood. The astronauts' bodies slow down the production of red blood cells—the part of blood that transports oxygen around our bodies—otherwise there would be too much oxygen in the body. This makes the blood thicker.

Bones lose a lot of calcium—a chemical that makes bones stronger—and become weak and brittle because they don't have to support as much muscle weight.

When astronauts return to Earth, their bodies are adapted to life in space but are not yet fit for life on Earth. As they get used to the Earth's gravitational pull again, they become fitter and stronger and their blood, muscles and bones eventually return to normal.

Spacesuits

Spacesuits are difficult and uncomfortable to wear, so they are only worn for five to seven hours at a time. They are like mini-spacecraft with everything a human body needs to stay alive, such as oxygen and equipment to create the same temperature and pressure that we experience on Earth.



Spacesuits have to be made of thick, tough material to shield against tiny meteorites (micrometeorites) speeding through space. The side of the suit facing the Sun may be heated to a temperature as high as 120 °C; the other side, exposed to the darkness of deep space, may get as cold as -150 °C.

22. The opening sentence can best be described as

(A) an opinion.
(B) a command.
(C) an explanation.
(D) a well-known fact.

23. Which words would best replace 'hardly any' in the text?

(A) still some
(B) even less
(C) almost no
(D) always a little

24. The writer compares the weightlessness of being in space to

(A) floating in water.
(B) standing up straight.
(C) wearing a spacesuit.
(D) falling through the air.

25. Which word is closest in meaning to 'brittle', as it is used in the text?

(A) fragile (B) stiff (C) painful (D) flexible

26. The word 'micrometeorites' is written in brackets ( ) because it is

(A) a definition.
(B) a quotation.
(C) a translation.
(D) a scientific name.

27. According to the text, which option correctly matches a statement with its result?

	Statement	**Result**
(A)	The temperature is lower in space.	Astronauts use less energy.
(B)	Fewer red blood cells are produced by the body in space.	Blood becomes thicker in space.
(C)	Spacesuits have to be worn for a few hours everyday.	Spacesuits have to be made of tough material.
(D)	Spacesuits have to carry equipment to control temperature.	Astronauts wear comfortable spacesuits.

28. Based on this text, which of the following statements about space is correct?

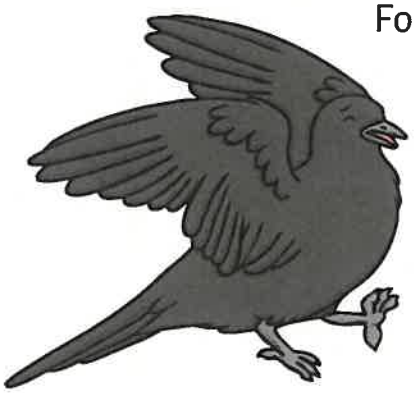
(A) All meteorites are large and travel fast.
(B) People can live without oxygen in space.
(C) In space there are extremes of temperature.
(D) The force of gravity in space and on Earth are the same.

How the Birds Got Their Colours

The following story is based on a traditional Aboriginal Dreamtime story of how the birds got their colours.

Long, long ago in the Dreamtime, all the birds were black in colour. They did not have any bright or fancy colours on their feathers.

One day, a little bird was flying around, looking for food. The little bird flew down to catch a big, juicy and delicious looking grub. When the bird flew down to the ground, it hurt itself on a big, sharp stick. It cut deep into his foot and made him very, very sick.



For days, the little bird had a swollen foot and was in so much pain. He was dying! All of the little bird's friends came to see if they could help. They all wanted to save the little bird, except for one bird... the crow.

Suddenly, a parrot rushed towards the sick little bird and burst its swollen foot with its beak. Different colours rushed out and splashed all over the parrot. There were reds, greens, blues, yellows and other colours of the rainbow. All of the wonderful bright colours ran down her chest, wings and tail. The colours also splashed out onto the other birds. Some were red, some were blue, some were brown and some were yellow. Some birds were lucky and even got spots and stripes too.

All of the birds were happy and excited, except for crow, who was standing far away from them all. Crow didn't get any colours at all. The sick little bird soon became better. He thanked the parrot for helping him with his swollen foot and then flew away.

And that's how the birds got their colours.

How the Birds Got Their Colours **Questions**

1. Why did the little bird get hurt?
   a) He flew too close to the ground.
   b) He was looking to catch a big, juicy and delicious looking grub.
   c) He didn't like being black.
   d) He landed on a big, sharp stick.

2. What made the little bird get sick?
   a) The big, juicy and delicious grub.
   b) He landed on a big, sharp stick.
   c) He cut his foot very deep.
   d) He had a swollen foot.

3. Why didn't the crow get any colours?
   a) He didn't help the sick little bird.
   b) He was standing too far away from the big splash of colours.
   c) He was wandering around.
   d) He didn't want to be bright and colourful.

The words in the box come from the text.
Complete these other sentences using the following words.

swollen	delicious	wandered	colourful	juicy

4. The mother _____ around looking for her children.

5. I ordered a nice, _____ steak for dinner at the restaurant.

6. My friend sprained her ankle and it began to look very _____.

7. The white chocolate cake tasted _____.

8. During art class, we created a big, _____ picture of flowers.

9. Circle the words that have the short 'i' sound.

   a) little, sick, bird

   b) bright, different, pointy

   c) tail, aboriginal, dreamtime

Which of the following occurred first? Choose a or b.

10. a) All of the birds were happy and excited, except for crow, who was standing far away from them all.
    b) A parrot rushed towards the sick little bird and burst the little bird's swollen foot.

11. a) The colours splashed out onto the other birds.
    b) Many different colours rushed out and splashed all over the parrot.

12. a) The crow didn't want to help.
    b) The little bird flew close to the ground and landed on a big, sharp stick.

13. Write all the words from "How The Birds Got Their Colours" below, that have three syllables.

_____

_____

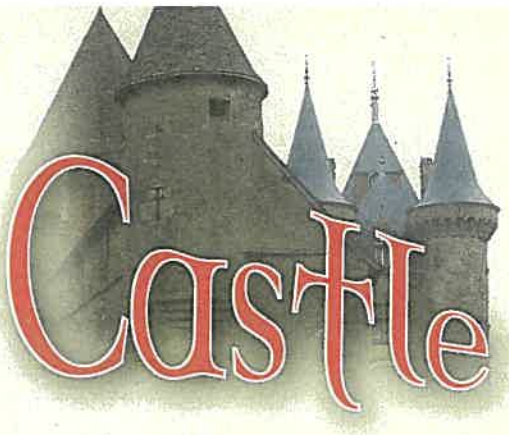
_____

_____

Challenge Option

Create a storyboard of "How The Birds Got Their Colours", using 5-6 drawings. You also need to include two to three sentences explaining what each picture is about.

Read *Adventure Castle* and answer questions 36 to 41.



Adventure Castle

Would you like to have the chance of a lifetime, to push yourself to the edge of your physical and mental boundaries? Are you up for a challenge, prepared to work as part of a team or even to become a leader among your peers? If you like problem solving, adventure and fun, then Channel LV would like to invite you to be on *Adventure Castle*, a brand new concept for a children's television game show which will air every day over six weeks in our after-school timeslot.

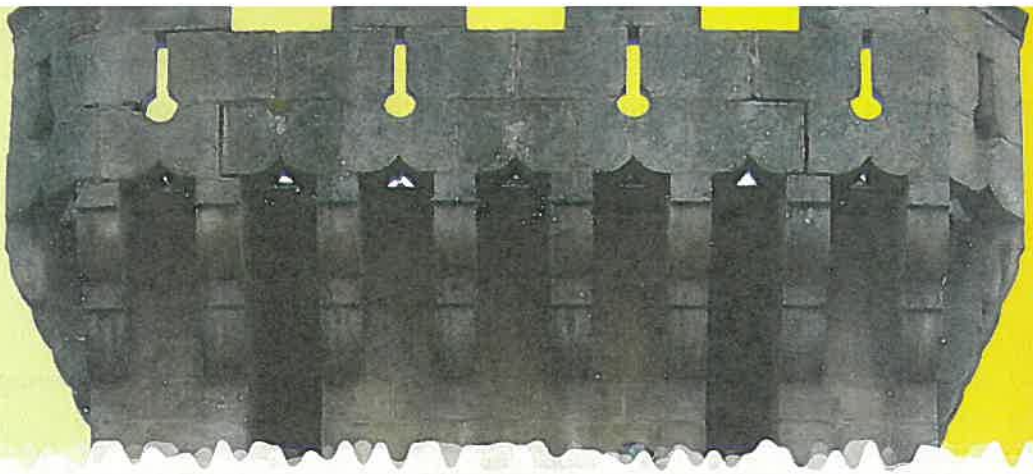
Adventure Castle features two teams of contestants, Battleaxe and Dagger, competing to be the first to escape from a medieval castle. To do this, the teams have to rack their brains to solve a series of twisted logic puzzles and strategy games and take part in the all-out Team Challenge.

The Team Challenge occurs at the end of each week. Teams will be given a set of tools and a time limit to complete a task. The task could be a test of sheer bravery, such as swinging from the castle walls to land on a floating craft in the moat, or it could require a feat of creative engineering, such as designing and building a catapult that can hurl a boulder the furthest distance.

But it's not just about being the fastest or strongest. Our panel of judges will also be rewarding or deducting points for cooperation and teamwork. At the end of the week, each team will vote for a new leader who will have special privileges. But this comes with the extra responsibility of making decisions that can either ruin the team's chances or pave the way to final victory.

Whether you are an outgoing type who is often first to have your views heard or a quiet strategist planning behind the scenes, *Adventure Castle* could be your chance to make new friends, build your leadership skills and have great fun.

If you are aged between 9 and 13 and would like to take part, go to www.channelLVtvstudios/adventurecastle/application to download an application form. Send the form to us along with a letter telling us why you would make a great contestant. *Adventure Castle* is awaiting you!



36. Why does the writer begin the text with questions?

(A) to capture the attention of the reader
(B) to echo the kinds of questions readers have
(C) to show that Channel LV is sure of the answers
(D) to indicate that the writer will provide answers later

37. The word 'twisted' indicates that the puzzles and games are

(A) rare. (B) dangerous. (C) competitive. (D) complicated.

38. What is the main aim of the *Adventure Castle* game?

(A) to help the other teams as much as possible
(B) to get out of the castle as quickly as possible
(C) to complete as many Team Challenges as possible
(D) to solve the puzzles and games as creatively as possible

39. According to the text, *Adventure Castle* provides children with the opportunity to

(A) use their creativity and intelligence.
(B) learn survival skills for the outdoors.
(C) develop skills which they can use at home.
(D) work with others who are faster and stronger.

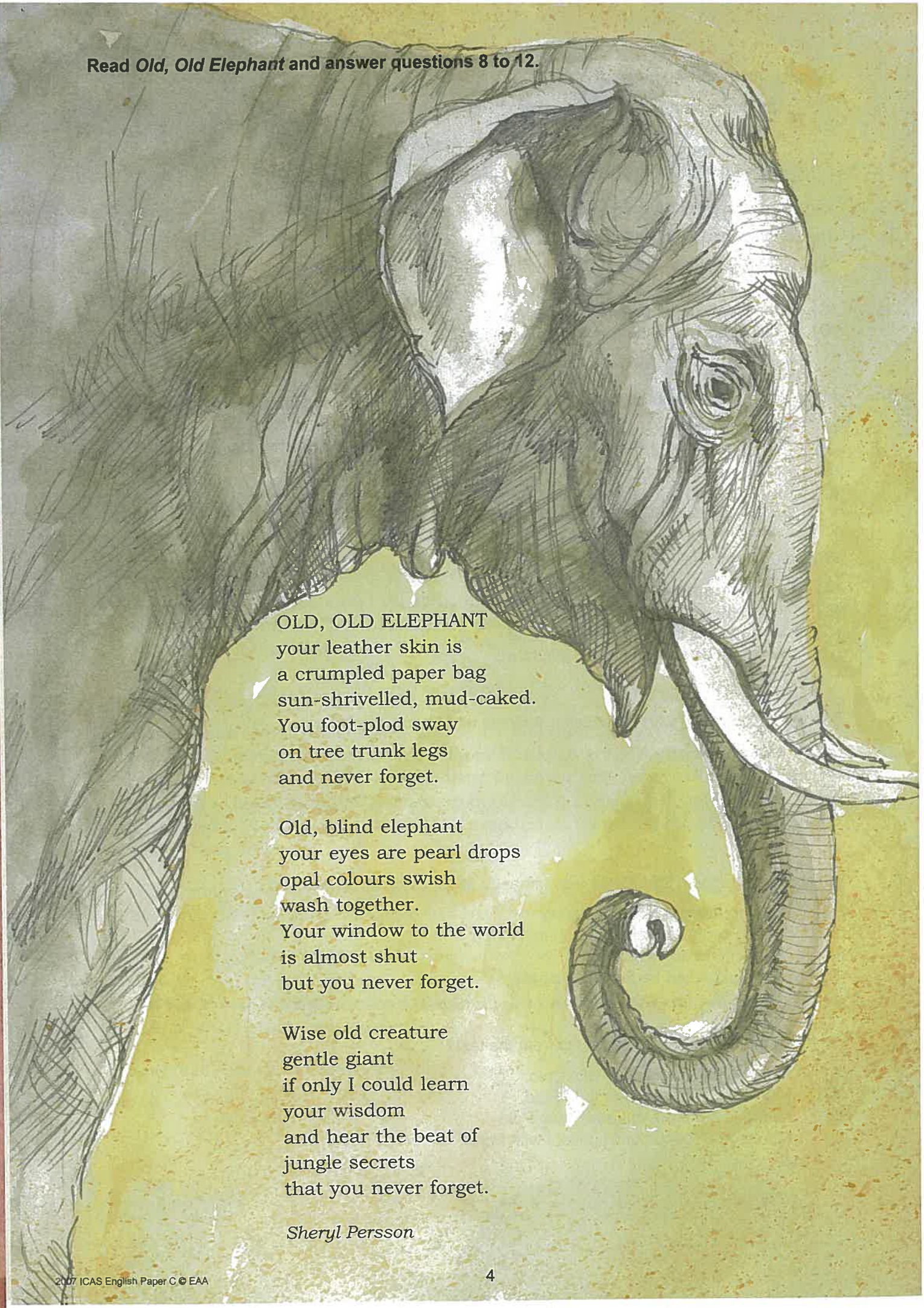
40. What strategy have the makers of *Adventure Castle* used to encourage readers to participate in the show?

(A) They target those who have internet access.
(B) They limit the age range of children who can enter.
(C) They describe the potential contestants in a positive way.
(D) They provide ideas for how to solve some of the puzzles.

41. What type of text is this?

(A) a review
(B) a recount
(C) an advertisement
(D) a newspaper report

Read *Old, Old Elephant* and answer questions 8 to 12.



OLD, OLD ELEPHANT
your leather skin is
a crumpled paper bag
sun-shrivelled, mud-caked.
You foot-plod sway
on tree trunk legs
and never forget.

Old, blind elephant
your eyes are pearl drops
opal colours swish
wash together.
Your window to the world
is almost shut
but you never forget.

Wise old creature
gentle giant
if only I could learn
your wisdom
and hear the beat of
jungle secrets
that you never forget.

Sheryl Persson

8. In this poem the elephant's skin is compared to

(A) an opal.
(B) pearl drops.
(C) caked mud.
(D) a paper bag.

9. In the line 'You foot-plod sway' the poet is referring to the way the elephant

(A) feels.
(B) moves.
(C) thinks.
(D) remembers.

10. When the poet refers to the elephant as having 'tree trunk legs', she is making a comment about

(A) how wise the elephant is.
(B) how healthy the elephant is.
(C) the size of the elephant.
(D) the colour of the elephant.

11. What do the words 'gentle giant' suggest about the elephant?

(A) The elephant is harmless despite its size.
(B) The elephant is different to other elephants.
(C) The elephant is feared by people.
(D) The elephant is lively despite its age.

12. Which of the following statements is **TRUE**?

(A) The poet thinks the elephant has learnt a lot over its long life.
(B) The poet thinks that the elephant has been poorly treated.
(C) The poet wants to visit the place where the elephant was born.
(D) The poet wants to find out where the elephant came from.

For questions 13 and 14 choose the sentence which contains NO ERRORS.

13. (A) When Jon came home in the holidays, I knew he won't go swimming.
(B) When Jon comes home in the holidays, I know he won't go swimming.
(C) When Jon comes home in the holidays, I knew he wouldn't go swimming.
(D) When Jon came home in the holidays, I know he wouldn't go swimming.

14. (A) I hope that Louise will meet my uncle when he arrived at the airport.
(B) I hope that Louise would meet my uncle when he had arrived at the airport.
(C) I hoped that Louise will meet my uncle when he had arrived at the airport.
(D) I hoped that Louise would meet my uncle when he arrived at the airport.

Read *The Grand Escape* and answer questions 1 to 7.

The Grand Escape

It began as mild discomfort within Marco's chest, and emerged at last. An acute longing to be out.

'I'm going,' he said from the velveteen basket.

'You say that every night,' Polo complained, 'and here we are, same as always.'

'I used to mean someday; now I mean soon,' Marco told him.

It never occurred to Mr and Mrs Neal that their cats could talk. Not only could they talk, but they spoke the English language. What other language would they know, Marco wondered, having been with the Neals since they were ten weeks old?

They used to be content there in the Neal household, it's true, with no thought at all of leaving. Marco could still remember their first trip to the clinic for shots, and the vet telling the Neals that if they wanted happy, healthy cats, they should never, ever let them out.

But one day, Marco and Polo were surprised to find the front door open wide.

Marco would always remember it, a time like no other. Things felt different outdoors. They smelled different outdoors. Blades of grass moved before his eyes. Branches swayed. Toads hopped and lightning bugs flew. Marco went from one bush to another, his tail straight up in the air, quivering with anticipation. He sniffed and stared and pranced and even rested, for a moment, with his belly against the cool earth.

By the time the Neals discovered the door open and came looking for him, Marco had been outside for an hour, and he would never be the same again.

From then on, when Marco sat by the window and watched the birds, he remembered the look of the sky when it was directly overhead, the sound of the wind as it went through the trees, the smell of a pine cone, the taste of a bug, the feel of moss beneath his paws.

And that's how it all began—the Grand Escape.

1. Polo was complaining because

(A) he had a pain in his chest.
(B) he did not want to go to the clinic.
(C) he was tired of hearing the same thing.
(D) he wanted to sleep in the velveteen basket.

2. The two cats had lived with the Neals since

(A) they were kittens.
(B) they learnt to speak English.
(C) the Neals bought them from the vet.
(D) the Neals found them outside the house.

3. In the sentence 'What other language would they know ...?' the word 'they' refers to

(A) Marco and Polo.
(B) Mr and Mrs Neal.
(C) Mrs Neal and Polo.
(D) Mr Neal and the vet.

4. What did Marco think was 'a time like no other'?

(A) when he sat by the window
(B) when he was outside for an hour
(C) when he lay in his velveteen basket
(D) when he convinced Polo to join him

5. The words 'quivering with anticipation' indicate that Marco was feeling

(A) excited.
(B) amazed.
(C) shocked.
(D) frightened.

6. Which words suggest that Marco was unhappy about being an indoor cat?

(A) 'with no thought at all of leaving'
(B) 'Marco could still remember their first trip'
(C) 'He sniffed and stared'
(D) 'he would never be the same again'

7. What can the reader tell about Marco from the text?

(A) Marco plans his escape with Polo.
(B) Marco is much healthier than Polo.
(C) Marco is more adventurous than Polo.
(D) Marco often becomes impatient with Polo.

Writing Week 6

We are learning to:
-Engage an audience through interesting and creative storytelling.

Your task	Monday
You are going to create your own dreaming story to explain why something is as it is.	Your writing will be a part of History today.
Tuesday	**Wednesday**
Read how the birds got their colours. Plan your own Aboriginal legend. It could be **Why the platypus has a bill** or **How the pelican got its beak** or something of your own. Be creative and engaging.	Write the sizzling start and backfill for your story. (Otherwise known as an orientation.)
Thursday	**Friday**
Complete the complication and resolution. Don't forget to do some tension building as well.	Edit your work by adding or changing parts. Does it make sense? Check spelling and punctuation.

MY PLAN

Title

Orientation

Complication

Resolution

Writing

Writing

Maths- Monday

Multiplication Facts	Practise - 10 mins
Practise your 3x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	**Note**
Complete the Fractions pre - assessment. Use the videos below to help you.	See the slide below for the questions and setting out of your work.
Video to help with fractions	**Matific - 15 mins**
Math Antics https://www.youtube.com/watch?v=CA9XLJpQp3c&t=175s https://www.youtube.com/watch?v=17lgK9b6P2M	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Fractions

Name _____ Date _____

Fractions Assessment

(1) Place these fractions on the number line.

$\frac{1}{10}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{5}$

(2) Use < or > compare the following unit fractions.

a) $\frac{1}{10}$ ___ $\frac{1}{7}$

b) $\frac{1}{4}$ ___ $\frac{1}{2}$

c) $\frac{1}{3}$ ___ $\frac{1}{6}$

d) $\frac{1}{5}$ ___ $\frac{1}{10}$

e) $\frac{1}{9}$ ___ $\frac{1}{3}$

(3) Circle the fraction in the box which is equivalent to the fraction in the question.

a) $\frac{3}{9}$ = $\frac{3}{12}$ $\frac{1}{6}$ $\frac{1}{3}$

b) $\frac{3}{4}$ = $\frac{9}{16}$ $\frac{6}{8}$ $\frac{6}{12}$

c) $\frac{2}{5}$ = $\frac{8}{20}$ $\frac{7}{10}$ $\frac{4}{15}$

(4) Reduce these fractions to their lowest terms.

a) $\frac{2}{14}$ = ___

b) $\frac{25}{100}$ = ___

c) $\frac{5}{15}$ = ___

d) $\frac{6}{24}$ = ___

e) $\frac{11}{33}$ = ___

(5) Convert these improper fractions to mixed numerals.

a) $\frac{21}{6}$ = _____

b) $\frac{19}{4}$ = _____

c) $\frac{58}{11}$ = _____

d) $\frac{45}{2}$ = _____

e) $\frac{34}{3}$ = _____

Maths- Tuesday

We are learning to order fractions on a number line.

Multiplication Facts	Practise - 10 mins
Practise your 3x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	**Note**
Complete the Fractions activity Use the videos below to help you.	See the slide below for the activity and setting out of your work.
Video to help with fractions	**Matific - 15 mins**
Math Antics https://www.youtube.com/watch?v=CA9XL_JpQp3c&t=175s https://www.youtube.com/watch?v=17IgK9b6P2M	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Fractions

Revision of Fractions

A fraction is a part of a whole.
It is that simple!

The top number is called the numerator. This tells you how many pieces of the whole you have.

The bottom number is called the denominator. This tells you how many pieces make up the whole.

The line in the middle of the fraction is called the fraction bar, or the vinculum.

one piece out of three

$$\frac{1}{3}$$

1 — numerator

3 — denominator

Ordering Unit Fractions – Review

Draw a number line into your workbook.

Place these fractions on the number line in the correct position.

$\frac{1}{10}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{3}$ $\frac{1}{2}$

Maths- Wednesday

We are learning to find different equivalent fractions.

Multiplication Facts	Practise - 10 mins
Practise your 5x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	**Note**
Complete the Fractions activity Use the videos below to help you.	See the slide below for the activity and setting out of your work.
Video to help with fractions	**Matific - 15 mins**
Fractions with Lego https://www.youtube.com/watch?v=lLUJdSsT32c	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Fractions

Equivalent Fractions

Equivalent fractions are fractions which have the same value, even though they may be written differently.

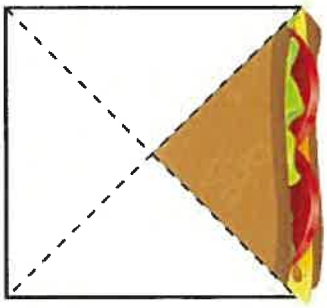
One-half, two-quarters and four-eighths are equivalent fractions. They are different ways of expressing the same value.

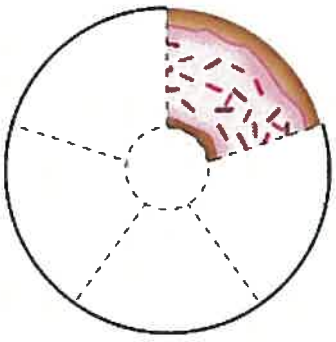
To find a fraction that is equivalent to another fraction, there is one simple rule to help you.

Make equivalent fractions by multiplying or dividing both the numerator and the denominator by the same number.

Making Equivalent Fractions – Review

Use multiplication or division to create three equivalent fractions for each of the fractions shown in the images below. I have completed the first one for you:





¼ = 2/8 = 4/16

Maths- Thursday

We are learning to simplify fractions to their simplest form.

Multiplication Facts	Practise - 10 mins
Practise your 4x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	**Note**
Complete the simplifying Fractions activity on slide 3. Use the video below to help you.	See the slide below for the activity and setting out of your work.
Video to help with fractions	**Matific - 15 mins**
Simplifying Fractions https://www.youtube.com/watch?v=AtBUQH8Tkqc	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Fractions

Simplifying Fractions to their Lowest Terms

We now know that fractions of the same value can be written in different ways e.g. $\frac{2}{4}$ and $\frac{1}{2}$.

Fractions should be written in the simplest possible way. To do this, you must reduce the fraction to its 'lowest terms' using the highest common factor of the numerator and denominator.

To identify if a fraction is written in its lowest terms, there is one simple rule to help you.

A fraction is written in its lowest terms when the numerator and the denominator have no common factors other than 1.

Simplifying Fractions to Lowest Terms

Let's look at an example of reducing a fraction to its lowest terms.

$\frac{6}{8}$

$\frac{3}{4}$

$$\frac{6 \div 2}{8 \div 2} = \frac{3}{4}$$

Do 6 and 8 share any factors other than 1?

The factors of 6 are 1, 2, 3 and 6.

The factors of 8 are 1, 2, 4 and 8.

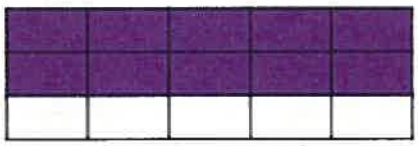
The numbers 6 and 8 share a common factor of **2**.

We can reduce this fraction to its lowest terms by dividing both the numerator and the denominator by 2 (the highest common factor).

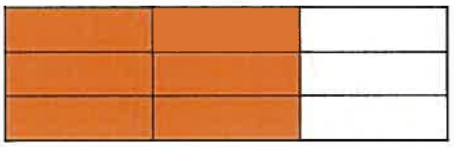
Simplifying Fractions Activity

Simplify Lowest Terms – Review

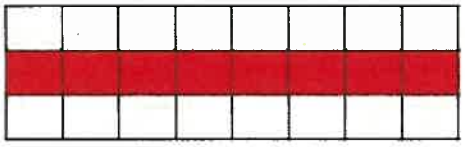
Reduce these fractions to their lowest terms by dividing the numerator and denominator by the highest common factor and write them in your book. I have completed the first one for you:



$\frac{10}{15}$



$\frac{6}{9}$



$\frac{8}{24}$

$\frac{10}{15} \div 5 = 2 = \frac{2}{3}$

$15 \div 5 = 3$

Maths- Friday

We are learning to convert between improper and mixed fractions.

Multiplication Facts	Practise - 10 mins
Practise your 4x multiplication facts.	https://www.mathsisfun.com/numbers/math-trainer-multiply.html (This one is good as you can set the timer to 3 minutes)
Problem solving	**Note**
Complete the improper Fractions and mixed numerals activity on slide 4. Use the video below to help you.	See the slide below for the activity and setting out of your work.
Video to help with fractions	**Matific - 15 mins**
Improper Fractions and Mixed Numerals https://www.youtube.com/watch?v=ggYdPef3Nuk	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Fractions

Improper Fractions

A proper fraction is a fraction with a value less than one whole. An improper fraction is a fraction with a value greater than one whole.

Three-halves, five-quarters and seven-thirds are all examples of improper fractions.

To identify whether or not a fraction is improper, there is one simple rule to help you.

> A fraction is improper if the numerator is equal to or larger than the denominator.

Mixed Numerals

A mixed numeral is a numeral containing both a whole number and a fraction.

Two and a half, six and three-quarters and ten and two-thirds are all examples of mixed numerals.

Mixed numerals can be written as improper fractions, and vice versa.

$6\frac{3}{4}$ ← mixed numeral

$\frac{27}{4}$ ← improper fraction

Converting Improper Fractions

Let's now convert an improper fraction into a mixed numeral.

$$14 \div 5 = 2 \text{ r } 4$$

$$\frac{14}{5} = 2\frac{4}{5}$$

Here are some pizzas, cut into fifths. There are fourteen-fifths all together.

The improper fraction to represent this is $\frac{14}{5}$.

To convert this to a mixed numeral, we need to:

1. Divide the numerator by the denominator.
2. Write down the whole number answer.
3. Next to the whole number answer, make a fraction by writing down any remainder on top of the original denominator.

Converting Mixed Numerals

Let's now convert a mixed numeral to an improper fraction.

$$2 \times 5 = 10$$

$$10 + 4 = 14$$

$$2\frac{4}{5} = \frac{14}{5}$$

Here are the same pizzas. There are two and four-fifths pizzas all together.

The mixed numeral to represent this is $2\frac{4}{5}$.

To convert this to an improper fraction, we need to:

1. Multiply the whole number by the denominator of the fraction.
2. Add the answer of the multiplication sum to the numerator of the fraction.
3. The answer becomes the numerator of the fraction, written on top of the denominator.

Converting Fractions Activity – Complete in your book.

Convert these improper fractions to mixed numerals.

1. $\frac{23}{6}$ = 23÷6= 3r5 = 3 5/6
2. $\frac{43}{5}$ =
3. $\frac{22}{3}$ =
4. $\frac{49}{2}$ =
5. $\frac{68}{11}$ =

Convert these mixed numerals to improper fractions.

1. $4\frac{5}{6}$ = 4x6=24 +5 = 29/6
2. $8\frac{3}{7}$ =
3. $6\frac{2}{3}$ =
4. $7\frac{8}{9}$ =
5. $3\frac{1}{9}$ =

FIRST CONTACTS- MONDAY WEEK 6 HISTORY

We are learning to:

explain the link between the present and the past.
- locate information from sources provided.
- write a brief summary of information in our own words.

THE QUESTION	RESOURCES
Why are Mungo Man and Mungo lady so significant?	Read the information on the next page. Highlight the important information as you go.

THE TASK

Note:You will need the mungo man picture from the mail out pack last week

1. Take a new page in your book
   -rule a margin and put the date
   - put the title - **Mungo Man?**

2. Use your information in the resource to write a summary IN YOUR OWN WORDS about Mungo Man. Include

   Who or what is Mungo Man?
   Where and when was he discovered?
   What do we know about him?
   What does it tell us or prove?

3. Your work should be at least 6 sentences long but it may be longer. You should be using cursive writing. Your work should

4. Glue in the picture of Mungo Man's remains.

Share Mungo Culture

MUNGO LADY AND MUNGO MAN

WHO WAS MUNGO MAN?

[images/photos/emu-footprints.jpg]

About 42,000 years ago, Mungo Man lived around the shores of Lake Mungo with his family. A time of abundance in the Willandra Lakes system was drawing to a close, but he could still hunt many species of game, including some of the soon-to-be-extinct megafauna [mungo-different] . Mungo Man cared for his Country and kept safe the special men's knowledge. By his lore and ritual activity, he kept the land strong and his culture alive.

When he was young Mungo Man lost his two lower canine teeth, possibly knocked out in a ritual. He grew into a man nearly 1.7m in height. Over the years his molar teeth became worn and scratched, possibly from eating a gritty diet or stripping the long leaves of water reeds with his teeth to make twine. As Mungo Man grew older his bones ached with arthritis, especially his right elbow, which was so damaged that bits of bone were completely worn out or broken away. Such wear and tear is typical of people who have used a woomera to throw spears over many years.

Mungo Man reached a good age for the hard life of a hunter-gatherer, and died when he was about 50. His family mourned for him, and carefully buried him in the lunette, on his back with his hands crossed in his lap, and sprinkled with red ochre. Mungo Man is the oldest known example in the world of such a ritual.

> Mungo Man was around 50 years of age and the condition of arthritis was so advanced that he would not have been able to fully extend his arm or turn his hand properly. It is easy to picture him sitting, slowly rubbing the ancient elbow in front of his fire on a cold ice age night.
>
> *Steve Webb, anthropologist*

Share Mungo Culture

MUNGO LADY AND MUNGO MAN

WHO WAS MUNGO LADY?

About 42,000 years ago, Mungo Lady lived around the shores of Lake Mungo. A time of plenty was coming to an end at Willandra Lakes, when the basins were full of water and teeming with life. The human population was at its peak, and Mungo Lady was the daughter of many mothers - the generations before her that had lived at Lake Mungo since the Dreamtime. She collected bush tucker such as fish, shellfish, yabbies, wattle seeds and emu eggs, nourished her culture and taught her daughters the women's lore.

When Mungo Lady died, we know her family mourned for her. Her body was cremated, the remaining bones were crushed, burned again and then buried in the growing lunette.

Share Mungo Culture

MUNGO LADY AND MUNGO MAN

HOW DO WE KNOW HOW OLD THEY ARE?


[images/photos/rosewood-dawn.jpg]

Dating the Past [dating-the-past] is a complex area of science that continues to advance. All dating methods have shortcomings and degrees of inaccuracy, and the age of Mungo Lady and Mungo Man has been controversial from the beginning. Before the remains were discovered, scientists thought that Aboriginal people had been in Australia for perhaps 20,000 years, while many Aboriginal people saw themselves as being here forever.

Early estimates of the age of Mungo Man ranged from 28,000 years to 32,000 years. Then in 1999 new methods estimated Mungo Man to have lived some 62,000 years ago, a radical conclusion that was at odds with what was known about human migration across the globe.

In 2003 Harvey Johnston and Professor Jim Bowler brought together a panel of experts to try and settle the debate. Using evidence from a range of optically stimulated luminescence dating methods and four different laboratories, the scientists were able to reach an agreed age. Both Mungo Man and Mungo Lady were 40,000 and up to 42,000 years old. That is where the science stands at present.

> This research extends far beyond mere academic interest. Non-indigenous Australians too often have a desperately limited frame of historical reference. The Lake Mungo region provides a record of land and people that we latter day arrivals have failed to incorporate into our own Australian psyche. We have yet to penetrate the depths of time and cultural treasures revealed by those ancestors of indigenous Australians.
>
> *Jim Bowler, geologist*

TABATA

1. PUSH-UPS

10 SEC REST — 20 SEC MOVE

2. SKIER JUMPS

10 SEC REST — 20 SEC MOVE

3. ALT. LEG KICKS

10 SEC REST — 20 SEC MOVE

4. BURPEES

10 SEC REST — 20 SEC MOVE

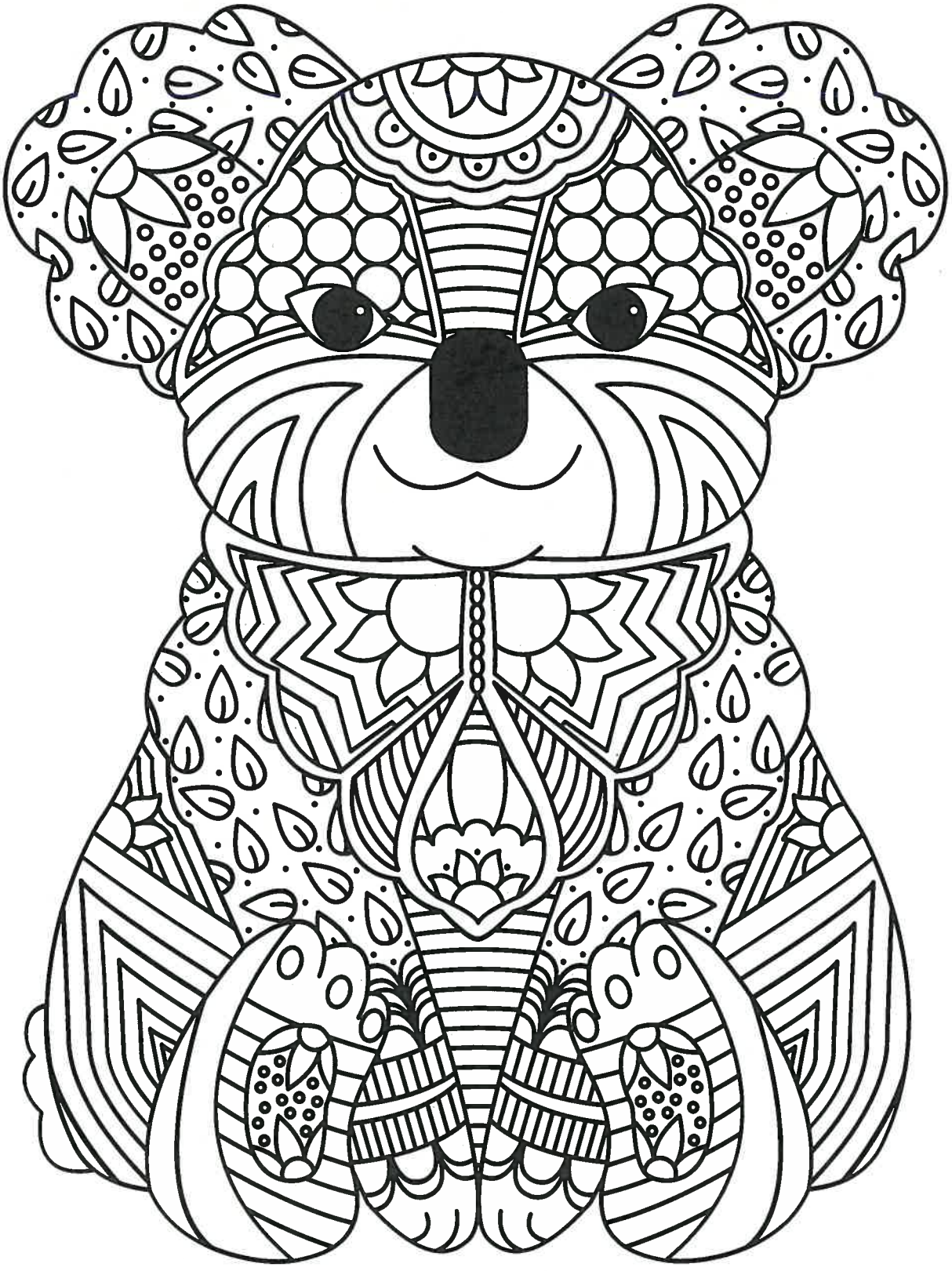
5. SQUATS

10 SEC REST — 20 SEC MOVE

6. JOG IN PLACE

10 SEC REST — 20 SEC MOVE

HIGH INTENSITY INTERVAL TRAINING



Science
week 6

Topic: physical world 'Forces'

Learning intention: We are learning to describe forces.

Success Criteria:

- Identify and define 'forces'
- Identify a force as a push or a pull

What is a force?

1 Atlas is a character from an ancient Greek legend. He was condemned by Zeus to hold up the Earth on his shoulders. We know that this is not possible, but how much mass do you think a strong adult can lift above their head? Make an estimate, and share it with your partner, then the class. Do some research to find out how accurate your answer was.

Vocabulary

force	pull	shape
push	arrow	motion

Materials needed

INVESTIGATION QUESTION 2

You will need:

- A ball of plasticine or playdough (about the size of a golf ball)

INVESTIGATION QUESTION 7

You will need:

- A set of bathroom scales

How to make playdough at home!

Note: Please ask an adult to help guide you to make the playdough.

Ingredients

- 2 cups plain flour
- 1 cup salt
- 1 tbs oil
- 1 cup cold water
- 2 drops liquid food colouring

Method

2 Take a piece of plasticine. In just one minute, work on it to change its shape. Draw a set of diagrams to record the steps you took. Use action verbs to describe what you did.

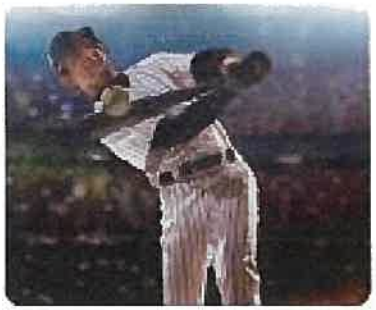
To change the shape of your plasticine, you used a force. A force is the push or the pull of one object on another. A force causes a change in an object's shape or movement. Scientists use arrows to show forces. The arrow is a straight arrow and points in the direction of the force.

3 Review your diagram in Question 2. Draw arrows to show the forces of push or pull that you used on the plasticine.

4 We can use many words to describe forces, but all forces can be classified as either a push or a pull. For the following actions, decide whether they are a push or a pull.

Action	Push or pull
Kicking a soccer ball	
Throwing a basketball	
A car towing a trailer	
Blowing up a balloon	
Typing on a keyboard	
Breaking apart a Lego model	
Brushing your hair	

5 For the following images, draw one or more arrows to show the forces acting in that situation. Write 'push' or 'pull' clearly along each arrow.



Remember
If an object's shape or motion is changing, then a force is at work.