Stage 3 - Take Home Pack- Week 9

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 **The Never-Come-Back Tree.** Answer the questions.	**Reading** Read **The Vanishing Toothpick.** Answer the questions.	**Reading** Read **Dear Molly and Max.** Answer the questions.	**Reading** Read **Handwriting is an important skill.** Answer the questions.	**Reading** Read **Mr Saramago.** Answer the questions.
Writing Look at the picture and think of a title and plan for your writing.	**Writing** Write your sizzling start. This has to catch the reader's attention. Backfill on the story- this is the same as an orientation.	**Writing** Write your complication. What is the problem? Include tension building. How will you be able to solve the problem? Sometimes you can have a second complication.	**Writing** Write your resolution... How is the problem solved? Add a cliff-hanger... don't end the story... make the reader think there is still more to come.	**Writing** Edit your work by checking for: **Capitals-** **Understanding -** **Punctuation- commas,** **Spelling errors.**
Maths Read the slide. Complete the fractions as percentages worksheet.	**Maths** Read the slide. Complete the fractions as percentages worksheet.	**Maths** Read the slide. Complete the fractions as percentages worksheet.	**Maths** Read the slide. Complete the probability chatterbox.	**Maths** Read the slide. Use your chatterbox from yesterday to answer the questions.
History Read **Naming Australia** and **Captain Cook's Secret Instructions** to complete the worksheet.	**PE** Select 6 different activities from the fitness grid.	**Art** Complete the mindful colouring picture - Lion	**Science** Complete the week 9 Science lesson	**Art** Decorate the Aboriginal frog using detailed dots and lines.

The graph /v/ making the sound 'v' as in voice

Red	Orange	Green
voice	verbal	develop
visit	velvet a fabric with short soft raised fibers.	vacancy an unoccupied position
virus	Heaven a place where good people are believed in some religions to be rewarded with eternal life after death.	abbreviate a shortened form of a word or phrase.
video	device	
even	advice	
All red + 3 orange = 8 words	All orange + 3 red = 8 words	All green + all orange = 8 words

The diagraph /si/ making the "zh" as in division

Red	Orange	Green
vision	conclusion	illusion trick us into perceiving something differently than it actually exists
division	occasion	transfusion an act of transferring donated blood, blood products, or other fluid into a person or animal.
decision	confusion	Australian
erosion when rocks and sediments are picked up and moved to another place by ice, water, wind or gravity.	adhesion is the process in which particles stick together.	
revision	invasion	
All red + 3 orange = 8 words	All orange + 3 red = 8 words	All green + all orange = 8 words

Week   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													
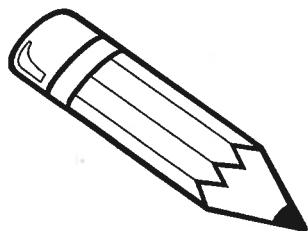
Spelling Activity
Choice Board
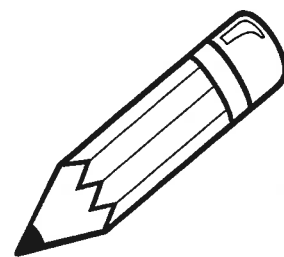
Students will have several chances to practice their spelling words in class each week, but I ask that they also do some practice at home. **Students:** Please complete <u>one</u> activity of your choice and return to school by next <u>Thursday</u> before we take the spelling test! You may work on the back of this page or on a separate page and staple it to this choice board!

ABC Order	**Silly Story**	**Backwards Words**	**Pyramid Words**
Write your spelling words in ABC order. If words start with the same letter, look at the next letter.	Write silly sentences that include at least one word in each sentence. Try to fit two words in a sentence as part of your short story.	Write your words once forwards and then once backwards. Remember to write neatly!	Example: c ca cat catc catch
Three Times	**Cursive**	**Rhyming Words**	**Colorful Words**
Write your words once in pencil, then once in crayon, and finally once in marker! Write neatly!	Write your words two times each in your best cursive handwriting.	Write each spelling word with a rhyming word next to it. Example: throw grow	Write each letter of your spelling words in a different color.
Blue and Red Words	**Crossword Puzzle**	**Money Words**	**Drawing Words**
Write each word using the following colors: Blue for all consonants Red for all vowels	Write your spelling words vertical or horizontal, making them all connect by crossing over one another.	Each consonant is worth $0.03 and each vowel is worth $0.02. Add up the value of each spelling word.	Write your words and then draw a picture to illustrate each word.
Type your Words	**Syllable Words**	**Synonyms or Antonyms**	**Definitions**
Type your words 5 times each. Use a different font for each word then print it out!	Write each word, separating it by syllables. Example: pa-tri-ots	Write each word, then come up with a word the means the same (synonym) or a word that means the opposite (antonym).	Pick 10 of your spelling words and look up the definition in a dictionary. Copy the 10 definitions down in neat handwriting.

The Never-Come-Back Tree

Lion ran through the African bush. Wild dogs chased him hour after hour. Every time Lion slowed down, the wild dogs <u>caught</u> up. Lion could not rest. He was so exhausted that he would surely be caught very soon.

Suddenly Lion came across Man dozing under a tree. Lion stopped and pleaded for help. Man told Lion to hide behind the tree. Just as Lion hid, the wild dogs bounded up and demanded to know if Man had seen Lion. Man told them that he had indeed seen Lion. He pointed to faraway saying that Lion had run over the hill.

The wild dogs rushed away. This made Lion feel brave again. He leapt out from behind the tree and told Man he was too tired to hunt and so would eat him. Man was <u>shocked</u> because he had saved Lion's life!

Hare, who was out walking, heard the <u>commotion</u> and came over to help. Very quickly, Man described the <u>quarrel</u>.

Hare thought about it, and then <u>announced</u> that he could solve the problem. He asked Man to bring back a stick from the Never-Come-Back Tree. Man went searching but, because he had never heard of the Never-Come-Back Tree, he presented Hare with a stick from the Mokoba Tree.

The surprised Hare insisted that this was the wrong kind of stick. Again he told Man to go out and bring back a stick from the Never-Come-Back Tree. Man searched far and wide, this time returning with a stick from the Maporoto Tree.

Hare was even more surprised to see Man back again. He turned to Lion and said he must show Man where the Never-Come-Back Tree was, because, after all, Man was not as clever as Lion! Lion yawned, thinking he would go along too if he wasn't so weary.

So Hare and Man set off. Lion waited and waited … and waited …

But Hare and Man Never-Came-Back!

1. Which of the following events happened first in the story?

   (A) Lion wanted to eat Man.
   (B) Lion was chased by wild dogs.
   (C) Lion saw Man dozing under a tree.
   (D) Lion hid behind a tree.

2. Which word from the story gives an idea of what a 'commotion' is?

   (A) 'caught'   (B) 'shocked'   (C) 'quarrel'   (D) 'announced'

3. Why didn't Hare and Man return?

   (A) Lion wanted to eat Man.
   (B) Wild dogs chased them away.
   (C) They were not as clever as Lion.
   (D) They could not find the correct stick.

4. In the last sentence 'Never-Came-Back' has capital letters because

   (A) Hare and Man were angry.
   (B) this is the end of the story.
   (C) Never-Came-Back is the name of a place.
   (D) there is a link to the idea of the Never-Come-Back Tree.

5. What is the lesson of the story?

   (A) Never talk to strangers.
   (B) Cleverness can overcome problems.
   (C) Always run away from problems.
   (D) Physical strength can lead to laziness.

6. This story is a folktale. Folktales are spoken stories that are passed on from one person to another.

   To keep the same message, which part of a spoken folktale should **NOT** be changed when it is retold?

   (A) the names of the places in the story
   (B) the date that the events took place
   (C) the names of the characters
   (D) the main plot of the story

7. Which other title best captures the main idea of this folktale?

   (A) The African Forgotten Tree
   (B) The Hare and the Man Tree
   (C) The Gone Forever Tree
   (D) The Mokoba Tree

The vanishing toothpick

What you need

- 1 toothpick
- sticky tape
- some time to <u>practise</u>

What you do

1. Put the toothpick on your thumb so that one end is on your thumbnail and the other end points back towards your wrist.

2. Use the sticky tape to stick the toothpick to your thumb. Only use a small piece of sticky tape and <u>check</u> that it can't be seen from the palm side of your thumb.

3. Bend your thumb down towards your little finger and wrap your other fingers around your thumb. The toothpick should be poking out.

4. Show the end of the toothpick to your audience. <u>Pretend</u> that you are holding it in your hand, between your thumb and your index finger.

5. <u>Tell</u> your audience that you can magically make the toothpick <u>vanish</u>.

6. Make the toothpick vanish by quickly extending all your fingers. The toothpick will be hidden down the back of your thumb. You can say a magic word as you do this.

7. Make the toothpick reappear by quickly repeating step 3 while waving your arms so that your audience doesn't notice the hidden toothpick. Again, this is a good time to say a magic word if you want to.

8. Take a bow!

Hints

Practise your magical moves in front of a mirror to make sure that the audience can't see the toothpick except when you are showing it to them.

Remember the two biggest rules for magicians:
- Never explain your tricks to anyone.
- Never repeat your trick for the same audience.

8. You should use only a small piece of sticky tape to stick the toothpick to your thumb because

(A) a toothpick can be very light.
(B) a large piece could be seen by the audience.
(C) you may need more pieces of sticky tape later.
(D) the toothpick must be in the middle of your thumb.

9. When you show the toothpick, you need to wrap your fingers around your thumb so that

(A) the toothpick remains straight.
(B) the toothpick stays on your thumb.
(C) you can quickly open your hand later.
(D) the audience thinks you are holding the toothpick.

10. Which word from the text indicates that what you are doing is a trick?

(A) 'practise'
(B) 'check'
(C) 'Pretend'
(D) 'Tell'

11. The word 'vanish', as it is used in the text, means that the toothpick

(A) is lost.
(B) is magical.
(C) moves quickly.
(D) will disappear.

12. It is best to practise your trick in front of a mirror to make sure that

(A) you will be able to do it for a long time.
(B) you have the toothpick in the correct hand.
(C) you use different facial expressions.
(D) you move your hand correctly.

13. One rule for magicians is that a trick should never be repeated for the same audience. Why is this rule important?

(A) The audience might learn the secret of the trick.
(B) The audience could become bored with the trick.
(C) The equipment used in the trick might break.
(D) The trick might begin to look foolish.

14. What is the main purpose of the drawings?

(A) to discuss what magic is
(B) to persuade readers to try the trick
(C) to show what the audience sees
(D) to show how to do the trick

Dear Molly and Max,

I keep trying to call you but I'm having no luck with phone coverage here, so I thought I'd put pen to paper, like a real dinosaur (ha ha!), and pop a letter in the post. Mind you, I don't know how far I'll have to drive to post it! The place where we are digging is on a huge property called Casuarina, about fifty kilometres from Winton, the nearest town. Apart from sheep, we haven't seen a soul, never mind a postman.

The dig is going well and we'll be finishing up at the end of the week. We've found some amazing pieces. There are two huge bones that can only have come from the leg of a sauropod. Sauropods were twenty metres long and four metres tall, so you can imagine how big the leg bones are! Isn't it weird to think that those leg bones were securely attached to the body of a sauropod which was walking around, alive and well, ninety million years ago?

It wouldn't surprise me too much to see one wandering by—even now. The landscape is so flat and vast and empty that I think <u>they</u> would still be quite at home here. It would have looked pretty different back then though, with huge rivers and lakes and plenty of lush green plants to eat.

We've found a great assortment of teeth too and broken bits of bone that will need to be pieced back together before we can figure out which dinosaurs they came from. But that's a job for another day.

We were sitting outside the other evening after dinner (no television!) when we saw a whole flock of brolgas, which are large silver birds, that looked like they were dancing just for us. They're as tall and <u>elegant</u> as ballerinas. Just beautiful to watch.

It's time for bed here so I'll say goodnight. Fingers crossed that I'll find somewhere to post this!

Hope you're both behaving yourselves for Dad. Give him a big hug from me.

See you soon!

Love Mum XX

15. In the first sentence, the writer thought it was funny that

    (A) she had a very old phone.
    (B) she was working with dinosaurs.
    (C) she was writing a letter to her children.
    (D) she did not know how to use her phone.

16. What was the writer doing at Casuarina?

    (A) writing a story
    (B) helping out on the property
    (C) looking for evidence of dinosaurs
    (D) recording changes in the landscape

17. According to the text, how is the environment around Casuarina today different from ninety million years ago?

    (A) There are plenty of green plants now.
    (B) It is now drier and more open.
    (C) There are lakes and rivers now.
    (D) It is now more hilly.

18. In paragraph three what does 'they' refer to?

    (A) brolgas   (B) people   (C) sheep   (D) sauropods

19. The paintbrush has been deliberately included in the photograph with the bone.

What is emphasised by doing this?

    (A) the age of the bone
    (B) the size of the bone
    (C) the colour of the bone
    (D) the location of the bone

20. In 'no television!' the writer has used an exclamation mark to

    (A) highlight something unusual.
    (B) give a detailed instruction.
    (C) indicate shouting.
    (D) explain a decision.

21. Which of the following could replace the word 'elegant', as it is used in the text?

    (A) engaging   (B) graceful   (C) colourful   (D) steady

22. The writer was saying 'goodnight' to her

    (A) children.
    (B) husband.
    (C) friends.
    (D) workmates.

Handwriting is an important skill

For

I am prompted to put my thoughts on paper after receiving a letter from my grandson this morning, ordinarily a delight for any doting grandparent—but not on this occasion. Although I enjoyed reading George's letter, which was apparently the result of a class exercise where all the students had to write a letter to a family member, I was rather distressed at the quality of the handwriting.

At times the letter was unreadable: the spacing between words appeared to be quite random, the letter formations were irregular, the spelling was shocking and it appeared to me that the letter contained a mixture of writing and printing. Why weren't these errors corrected prior to sending the letter? It seems such a shame that the important art of handwriting has been lost and that people are now willing to accept substandard scribble.

I recall writing to friends and penpals, taking great care with my work, priding myself on neatness and presentation. Now it seems anything goes and children are unable to communicate with friends via the written word. I shall endeavour to reply to young George's letter, or at least the parts of it I can read, in my neatest handwriting!

Judy

Against

Outside of school lessons for handwriting, students are not using their handwriting skills. They barely need them because they are typing on their computers, mobile phones and other electronic devices. I often hear adults comment that children have lost the ability to communicate with friends via the written word, which makes me laugh out loud. I think children of today actually spend a lot of time communicating using written language—it's just not handwritten! They are writing emails, texts, blogs and tweets.

While I think that spelling can be a problem with these forms of rapid communication, this has nothing to do with how someone writes; they may still write beautifully but spell incorrectly. Perhaps we should worry about spelling instead of handwriting. In fact, focusing on learning to spell, navigating the internet and typing correctly would be far more beneficial than wasting hours perfecting swirls, loops and strokes during handwriting lessons!

Peter

34. What encouraged Judy to put her thoughts on paper?

    (A)   her desire to prove to George that she could write an interesting letter
    (B)   her belief that George's teacher expected her to write a reply
    (C)   her concern about the quality of George's handwriting
    (D)   her happiness at receiving a letter from George

35. 'Why weren't these errors corrected prior to sending the letter?'

How was Judy feeling when she wrote this sentence?

    (A)   frustrated
    (B)   ashamed
    (C)   guilty
    (D)   unsure

36. Judy intends to reply to George's letter in her 'neatest handwriting' in order to

    (A)   set an example for George.
    (B)   encourage George to write more.
    (C)   prove to George that she can write neatly.
    (D)   impress George's teacher with her neat handwriting.

37. What type of evidence does Judy use to support her argument?

    (A)   historical facts
    (B)   an expert's opinion
    (C)   a teacher's advice
    (D)   personal experience

38. 'They are writing emails, texts, blogs and tweets.'

Which connective can be placed at the beginning of this quotation in the first paragraph of Peter's argument?

    (A)   Except
    (B)   Instead
    (C)   Therefore
    (D)   Afterwards

39. Based on the ideas in the text, which statement would both Judy and Peter agree with?

    (A)   Neat handwriting is essential for communication.
    (B)   Written communication is important.
    (C)   Technology can improve handwriting skills.
    (D)   Correct spelling improves the appearance of handwriting.

MR SARAMAGO

Tim pushed the small of Lucy's back, propelling her forward. 'You go first,' he said. 'You're a girl so you won't get in trouble.'

Lucy snorted. 'And you're my brother so you're probably just naturally annoying.' She then slipped through the doorway and disappeared from view.

Tim heard a gasp, then silence. 'What is it?' he whispered. 'Lucy!'

Then he heard Mr Saramago's voice. They had not expected him to be there.

Tim took a breath and pushed himself through the gap.

'How delightful to see both of you!' said Mr Saramago.

Mr Saramago was sitting in his wheelchair. He stared at them intently as Tim sidled up to Lucy. A patchwork quilt covered his knees and legs. Tim tried to make out the words formed by the letters picked out in the multi-coloured squares.

Mr Saramago cleared his throat. 'I *knew* that you would visit me. I knew it the very first time I saw you. It was just a feeling,' the white-haired man continued, 'but my instincts are seldom wrong. And what is instinct anyway? You can also learn a lot just by looking.' Mr Saramago studied his hands. 'Observing, listening.' He looked up and smiled at Lucy. 'I'm not sure that your brother is *naturally* annoying—I think he may have to work at it sometimes.'

Tim looked at the pictures on the walls: Mr Saramago in uniform, old newspaper clippings and certificates of commendation. *You solved one of the most baffling crimes of the decade. You worked with the Commissioner.*

Lucy took a breath. 'Can you help us, Mr Saramago?' and she began to explain why they had come.

CITY'S TOP COP!
■ COMMENDED FOR BRAVERY ■

Commendation
This certificate is awarded to

40. Why did Lucy gasp?

    (A) She was surprised to see Mr Saramago.
    (B) She realised she was separated from Tim.
    (C) She was happy to meet Mr Saramago.
    (D) She had become angry with Tim.

41. In the third paragraph, how was Tim feeling?

    (A) angry
    (B) excited
    (C) worried
    (D) irritated

42. Why is the word '*knew*' written in italics?

    (A) to place special emphasis on the word
    (B) to indicate the writer's response to the characters
    (C) to show a character's thoughts
    (D) to highlight a familiar word

43. Which quotation proves that Mr Saramago overheard Tim and Lucy talking outside his door?

    (A) "'It was just a feeling'"
    (B) "'but my instincts are seldom wrong'"
    (C) "'Observing, listening.'"
    (D) "'I'm not sure that your brother is *naturally* annoying'"

44. Which quotation tells the reader that Mr Saramago was once important?

    (A) 'He stared at them intently'
    (B) 'Mr Saramago cleared his throat.'
    (C) 'the white-haired man continued'
    (D) 'old newspaper clippings and certificates of commendation'

45. Tim and Lucy went to see Mr Saramago to ask him

    (A) about the newspaper article.
    (B) about the crimes he had solved.
    (C) for assistance in solving a problem.
    (D) for advice about contacting the police.

WRITING – WEEK 9
NARRATIVE

We are learning to:
Enage the reader with stories that entertain.

THE TASK
You are going plan and write a narrative to entertain an audience.

THE INSTRUCTIONS

Monday	Look at the picture and plan your writing.
Tuesday	Write you sizzling start. This has to catch the reader's attention. It could be the point at which the invisible person is discovered. Backfill on the story- this i s the same as an orientation.
Wednesday	Write your complication… what was the problem. Include tension building will you be able to solve the problem? Sometimes you can have a second complication.
Thursday	Write your resolution… How is the problem solved? Add a cliff-hanger… don't end the story… make the reader think there is still more to come.

Friday	Edit your work by checking for:
	    Capitals- sentence starts, proper nouns.
	    Understanding - adding words - take words out.
	    Punctuation- commas, speech marks, full stops,
	                question marks, exclamation marks.
	    Spelling errors.

Narrative writing

tell this story

PLAN

Sizzling start	
Backfill (Orientation)	
Complication	
Resolution	
Cliff Hanger	

MATHS- MONDAY

We are learning to describe probability using fractions, decimals and percentages.

Multiplication Facts	Practise – 10 mins
Practise your 7x 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 converting fractions to percentages worksheet in your book. Use the video below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Chance and Probability	**Matific – 15 mins**
Math Antics https://www.youtube.com/watch?v=JeVSmq1Nrpw	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Chance and Probability.

$$\overset{\text{x2}}{\frac{4}{5}} = \overset{\text{x10}}{\frac{8}{10}} = \frac{80}{100} = 80\%$$

x2   x10

$$\overset{\text{x2}}{\frac{8}{50}} = \frac{16}{100}$$

x2

Converting Fractions to Percentages

Convert the following fractions to their equivalent percentage. The first one has been done for you.

1. $\dfrac{20}{100}$ = 20%

2. $\dfrac{4}{100}$ = _____

3. $\dfrac{28}{100}$ = _____

4. $\dfrac{47}{100}$ = _____

5. $\dfrac{70}{100}$ = _____

6. $\dfrac{14}{100}$ = _____

7. $\dfrac{36}{100}$ = _____

8. $\dfrac{21}{100}$ = _____

9. $\dfrac{30}{100}$ = _____

10. $\dfrac{39}{100}$ = _____

11. $\dfrac{44}{100}$ = _____

12. $\dfrac{66}{100}$ = _____

13. $\dfrac{42}{100}$ = _____

14. $\dfrac{24}{100}$ = _____

15. $\dfrac{65}{100}$ = _____

16. $\dfrac{38}{100}$ = _____

17. $\dfrac{81}{100}$ = _____

18. $\dfrac{89}{100}$ = _____

MATHS- TUESDAY

We are learning to describe probability using fractions, decimals and percentages.

Multiplication Facts	Practise – 10 mins
Practise your 7x 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 converting fractions to percentages worksheet in your book. Use the video below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Chance and Probability	**Matific – 15 mins**
Math Antics https://www.youtube.com/watch?v=JeVSmq1Nrpw	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Chance and Probability.

$$\overset{\times 2}{\overbrace{}} \quad \overset{\times 10}{\overbrace{}}$$

$$\frac{4}{5} = \frac{8}{10} = \frac{80}{100} = 80\%$$

$$\underset{\times 2}{\underbrace{}} \quad \underset{\times 10}{\underbrace{}}$$

$$\overset{\times 2}{\overbrace{}}$$

$$\frac{8}{50} = \frac{16}{100}$$

$$\underset{\times 2}{\underbrace{}}$$

Converting Fractions to Percentages

Convert the following fractions to their equivalent percentage. The first one has been done for you.

1. $\dfrac{8}{100}$ = 8%

2. $\dfrac{42}{100}$ = _____

3. $\dfrac{27}{100}$ = _____

4. $\dfrac{49}{100}$ = _____

5. $\dfrac{22}{100}$ = _____

6. $\dfrac{71}{100}$ = _____

7. $\dfrac{9}{100}$ = _____

8. $\dfrac{32}{100}$ = _____

9. $\dfrac{55}{100}$ = _____

10. $\dfrac{78}{100}$ = _____

11. $\dfrac{24}{100}$ = _____

12. $\dfrac{8}{10}$ = _____

13. $\dfrac{99}{100}$ = _____

14. $\dfrac{65}{100}$ = _____

15. $\dfrac{8}{20}$ = _____

16. $\dfrac{69}{100}$ = _____

17. $\dfrac{73}{100}$ = _____

18. $\dfrac{86}{100}$ = _____

19. $\dfrac{20}{100}$ = _____

20. $\dfrac{60}{100}$ = _____

21. $\dfrac{9}{20}$ = _____

22. $\dfrac{17}{100}$ = _____

23. $\dfrac{65}{100}$ = _____

24. $\dfrac{7}{10}$ = _____

25. $\dfrac{22}{100}$ = _____

Challenge:

26. $\dfrac{4}{50}$ = _____

27. $\dfrac{13}{20}$ = _____

28. $\dfrac{5}{25}$ = _____

29. $\dfrac{45}{50}$ = _____

30. $\dfrac{5}{100}$ = _____

MATHS- WEDNESDAY

We are learning to describe probability using fractions, decimals and percentages.

Multiplication Facts	Practise - 10 mins
Practise your 2x 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 converting fractions to percentages worksheet in your book. Use the video below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Chance and Probability	**Matific - 15 mins**
Math Antics https://www.youtube.com/watch?v=JeVSmq1Nrpw	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Chance and Probability.

$$\frac{8}{5} = \frac{\times}{100}$$

$$100 \div 5 = 20$$

$$\frac{8}{5} = \frac{8 \times 20}{5 \times 20} = \frac{160}{100}$$

3 **Multiply the numerator and denominator by the factor of change.** To maintain an equivalent fraction, whatever you do to the original denominator, you must also do to the numerator. [3]

- For example, $\dfrac{8}{5} = \dfrac{8 \times 20}{5 \times 20} = \dfrac{160}{100}$.

ADVERTISEMENT

$$\frac{8}{5} = \frac{8 \times 20}{5 \times 20} = \frac{160}{100}$$

$$\frac{160}{100} = 160\%$$

4 **State the fraction as a percent.** Remember that a percent is simply a number out of 100, or hundredths. Since your fraction is now shown as $\dfrac{x}{100}$, the numerator of your fraction is now the percent. Note that, since you are working with an improper fraction, your numerator is larger than your denominator. This means that your fraction represents more than 100 percent.

- Don't forget to include the percent sign after the number.
- For example, $\dfrac{160}{100} = 160\%$

Converting Fractions to Percentages

Convert the following fractions to their equivalent percentage. The first one has been done for you.

1. $\dfrac{8}{100}$ = 8%

2. $\dfrac{32}{100}$ = _____

3. $\dfrac{27}{50}$ = _____

4. $\dfrac{9}{10}$ = _____

5. $\dfrac{22}{100}$ = _____

6. $\dfrac{14}{10}$ = _____

7. $\dfrac{29}{100}$ = _____

8. $\dfrac{3}{10}$ = _____

9. $\dfrac{155}{100}$ = _____

10. $\dfrac{178}{100}$ = _____

11. $\dfrac{124}{100}$ = _____

12. $\dfrac{8}{10}$ = _____

13. $\dfrac{99}{100}$ = _____

14. $\dfrac{165}{100}$ = _____

15. $\dfrac{8}{20}$ = _____

16. $\dfrac{69}{100}$ = _____

17. $\dfrac{72}{100}$ = _____

18. $\dfrac{8}{100}$ = _____

19. $\dfrac{18}{10}$ = _____

20. $\dfrac{160}{100}$ = _____

21. $\dfrac{9}{20}$ = _____

22. $\dfrac{117}{100}$ = _____

23. $\dfrac{150}{100}$ = _____

24. $\dfrac{34}{50}$ = _____

25. $\dfrac{22}{100}$ = _____

Challenge:

26. $\dfrac{14}{25}$ = _____

27. $\dfrac{80}{50}$ = _____

28. $\dfrac{5}{25}$ = _____

29. $\dfrac{75}{50}$ = _____

30. $\dfrac{55}{50}$ = _____

MATHS- THURSDAY

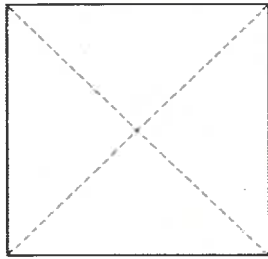We are learning to describe probability using fractions, decimals and percentages.

Multiplication Facts	Practise – 10 mins
Practise your 8x 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 Chance and Probability chatterbox. Use the video below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Chance and Probability	**Matific – 15 mins**
How to make a chatterbox https://www.youtube.com/watch?v=augqBKfRTTk	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Chance and Probability.

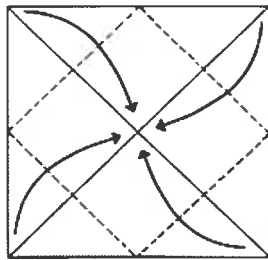# Converting Fractions, Decimals and Percentages
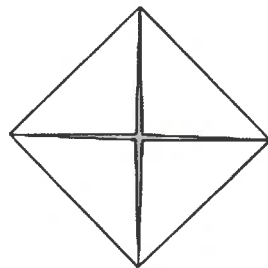
Fortune Teller

Instructions

① With pictures face down, fold on both diagonal lines. Unfold.

② Fold all four corners to the centre.

③ Turn paper over.

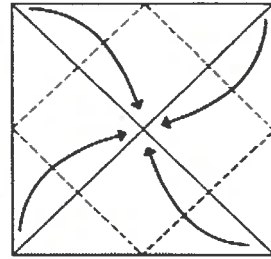④ Once again, fold all corners to the centre.
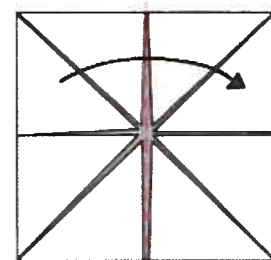
⑤ Fold paper in half and unfold.
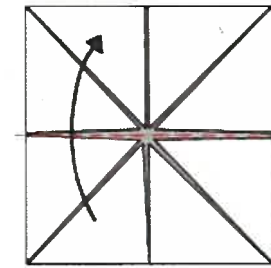
⑥ Fold in half from top to bottom. Do not unfold.

⑦ Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.

This is a "fortune teller" / "cootie catcher" paper-folding puzzle about fractions, decimals, and percentages.

Outer flaps (prompts):
- $\frac{1}{5}$ as a percentage
- 10% as a fraction
- 55% as a decimal
- 75% as a fraction
- 0.33 as a percentage
- $\frac{3}{5}$ as a percentage
- 0.8 as a fraction
- $\frac{1}{4}$ as a decimal

Inner triangles (answers):
- 20%
- $\frac{1}{10}$
- 0.55
- $\frac{3}{4}$
- 33%
- 60%
- $\frac{8}{10}$ or $\frac{4}{5}$
- 0.25

MATHS- FRIDAY

We are learning to describe probability using fractions, decimals and percentages.

Multiplication Facts	Practise - 10 mins
Practise your 8x 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**
Use your Chance and Probability chatterbox to complete the worksheet. Use the video below to help you.	See the slide below for the questions and setting out of your work.
Video to help with Chance and Probability	**Matific - 15 mins**
How to make a chatterbox https://www.youtube.com/watch?v=augqBKfRTTk	Your Matific login has been posted in the classroom. Login into Matific and complete an activity on Chance and Probability.

$\frac{1}{5}$ as a percentage =

$\frac{1}{4}$ as a decimal =

$\frac{3}{5}$ as a percentage =

75% as a fraction =

0.8 as a fraction =

0.33 as a percentage =

55% as a decimal =

We are learning to:
-describe events related to world exploration and its effects.

QUESTION	READ
What is Terra Australis Incognita? **What were Captain James Cook's instructions?**	Read the information on the following pages and complete the worksheet .

THE TASK

1. Take a new page
   Rule a margin and put the date.
   Write the title **Terra Australis Incognita**

2. Read **Naming Australia**
   What does Terra Australis Incognita mean?
   What other names did Australia have?

Many explorers had been searching for a place called Terra Australis Incognita. Captain James Cook was one of those people.

3. Read the excerpts for James Cook's secret instructions and then slide show.
4. Complete the worksheet.

How was Australia named?

Matthew Flinders (1774-1814), *General chart of Terra Australis or Australia : showing the parts explored between 1798 and 1803 by M. Flinders Commr. of H.M.S. Investigator* 1814, nla.obj-232588549

For many centuries Europeans believed there must be a vast land in the southern hemisphere, variously called 'Terra Australis Incognita' or 'Unknown South Land'.

After Dutch navigators charted the northern, western and southern coasts of Australia during the 17th Century this newly found continent became known as 'New Holland'.

It was the English explorer Matthew Flinders who made the suggestion of the name we use today. He was the first to circumnavigate the continent in 1803, and used the name 'Australia' to describe the continent on a hand drawn map in 1804. The National Library holds a reproduction.

When the map and book describing his journey was finally published in 1814 the name 'Terra Australis' was used instead, although Flinders stated that his preference was still 'Australia'. You can view his General chart of Terra Australis or Australia map online.

The name Australia had appeared in print before, but only broadly applied to the legendary southern land mass. The earliest printing of this name is in an astronomical treatise published in 1545. With south at the top of the map a small wind head map names the imagined southern land mass 'Australia'.

Excerpts from Captain James Cook's secret instructions

Whereas the making Discoverys of Countries hitherto unknown, and the Attaining a Knowledge of distant Parts which though formerly discover'd have yet been but imperfectly explored, will redound greatly to the Honour of this Nation as a Maritime Power, as well as to the Dignity of the Crown of Great Britain, and may tend greatly to the advancement of the Trade and Navigation thereof; and Whereas there is reason to imagine that a Continent or Land of great extent...

If you discover the Continent abovementioned... You are to employ yourself diligently in exploring as great an Extent of the Coast as you can... and are also carefully to observe the Nature of the Soil, and the Products thereof; the Beasts and Fowls that inhabit or frequent it, the Fishes that are to be found in the Rivers or upon the Coast and in what Plenty and in Case you find any Mines, Minerals, or valuable Stones you are to bring home Specimens of each, as also such Specimens of the Seeds of the Trees, Fruits and Grains...

You are likewise to observe the Genius, Temper, Disposition and Number of the Natives, if there be any and endeavour by all proper means to cultivate a Friendship and Alliance with them, making them presents of such Trifles as they may Value inviting them to Traffick, and Shewing them every kind of Civility and Regard; taking Care however not to suffer yourself to be surprized by them, but to be always upon your guard against any Accidents.

You are also with the Consent of the Natives to take Possession of Convenient Situations in the Country in the Name of the King of Great Britain: Or: if you find the Country uninhabited take Possession for his Majesty by setting up Proper Marks and Inscriptions, as first discoverers and possessors..

Given under our hands the 30th of July 1768   *Ed. HAWKE*
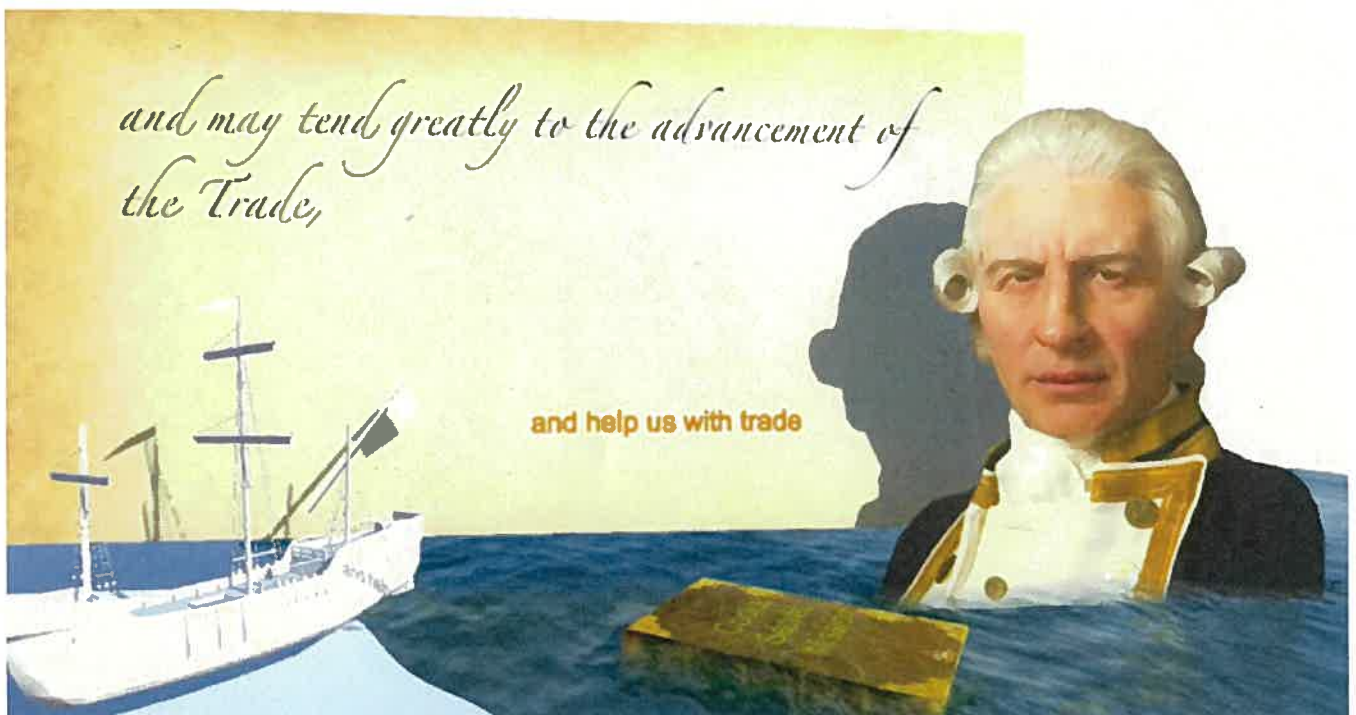   *Piercy BRETT*
By Command of their Lordships   *C. SPENCER*
PH. STEPHENS

Read the slide show below.

The instructions you can see in yellow writing at the bottom is translating the fancy writing above it.

This is a copy of a primary source: A document from the actual time of Captain Cook's Voyage in 1768.

Whereas the making Discoverys of Countries hitherto unknown, and the Attaining a Knowledge of distant Parts which though formerly discover'd have yet been but imperfectly explored, will redound greatly to the Honour of this Nation as a Maritime Power, as well as to the Dignity of the Crown of Great Britain,

Finding new countries will make Great Britain appear powerful and grand,

and may tend greatly to the advancement of the Trade,

and help us with trade

...Whereas there is reason to imagine that a Continent or Land of great extent, may be found....

We also think there may be an unknown great southern land.

so soon as the Observation of the Transit of the Planet Venus shall be finished.

as soon as you have watched Venus move across the face of the sun.

...You are to proceed to the Southward in order to make discovery of the Continent abovementioned...

Head south to find this continent.

...If you discover the Continent abovementioned... You are to employ yourself diligently in exploring as great an Extent of the Coast as you can ...

If you find it, explore its coast.
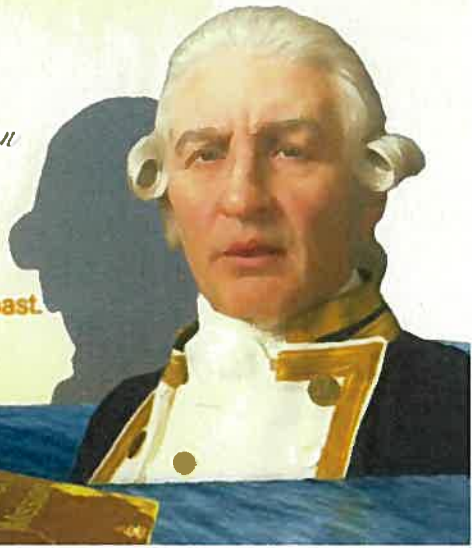
... also carefully to observe the Nature of the Soil, and the Products thereof; the Beasts and Fowls that inhabit or frequent it, the Fishes that are to be found in the Rivers or upon the Coast and in what Plenty and in Case you find any Mines, Minerals, or valuable Stones you are to bring home Specimens of each, as also such Specimens of the Seeds of the Trees, Fruits and Grains...

Study the soil, animals, minerals and plants.
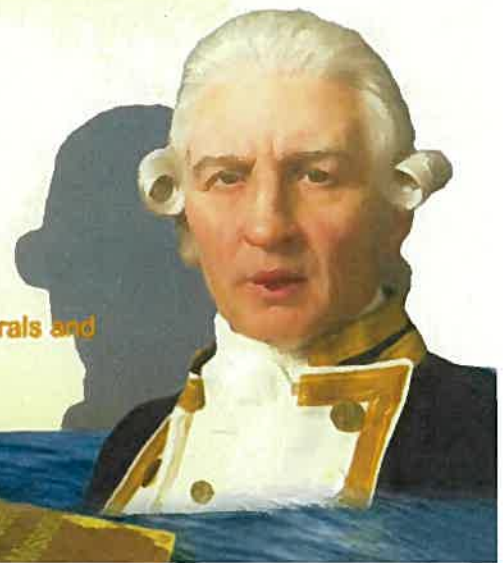
...You are likewise to observe the Genius, Temper, Disposition and Number of the Natives, if there be any and endeavour by all proper means to cultivate a Friendship and Alliance with them, making them presents of such Trifles as they may Value inviting them to Traffick, and Shewing them every kind of Civility and Regard; taking Care however not to suffer yourself to be surprized by them, but to be always upon your guard against any Accidents.

Observe the native people and be polite to them. But be on your guard.

You are also with the Consent of the Natives to take Possession of Convenient Situations in the Country in the Name of the King of Great Britain:

If the native people agree, take some land that will be good for Great Britain.

Or: if you find the Country uninhabited take Possession for his Majesty by setting up Proper Marks and Inscriptions, as first discoverers and possessors ...

If you think the land is empty, say we were here first and claim it for the King.
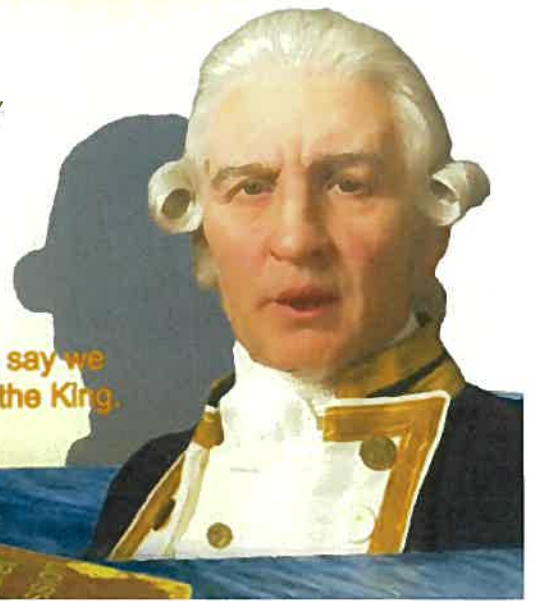
These were my secret instructions.

These were my secret instructions.

Historians also look for information in primary sources. These are original documents created at the actual time, such as diary entries and letters.

3 Read or listen to some of the secret instructions given to Captain James Cook for his 1768 voyage. Officially he was on a scientific trip, but there were other secret reasons for the journey. Can you find at least three?

Captain Cook's Secret Instructions   ▶ *Cook's Secret Instructions*

List some of the things Captain Cook was instructed to do on finding the unknown Great Southern Land.
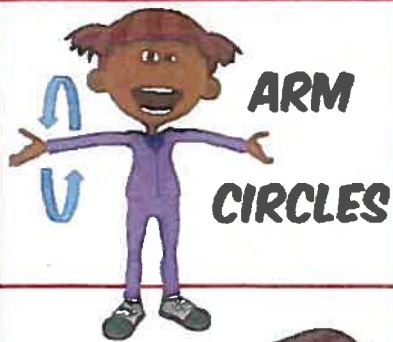
4 If you had been alive in those days, why would you have wanted to travel?

Fitness grid-

Select 6 activities and complete each one for a minute. Time yourself.
Hint…it's harder than it looks.

HEALTHY MOVEMENTS FOR THE CLASSROOM

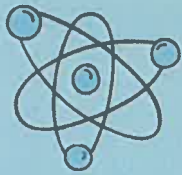|		
ARM CIRCLES	HEEL TAPS	CHAIR KICKS
PUSH-UPS	CHAIR V-SIT	DANCE
CHAIR STEPS	FLUTTER KICKS	JOG IN PLACE
CHAIR CRUNCH	ELBOW TO KNEE	SQUATS
CALF RAISES	JUMPING JACKS	PLANK

P.E. National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Science
week 9

Topic: physical world
'Gravity'

Learning intention: We are learning to understands that gravity is an attractive force that varies between planets.

Success Criteria:

- Define 'gravity'.
- Explain why astronauts float out in space.

Instruction:

For **Question 5**: There is a reading you must read before you answer the question. The reading is called "Gravity".

Please find it in your pack.

5 **Connect, Extend, Challenge**

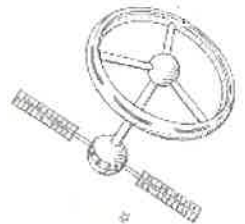Read the *Gravity* eBook, then answer the questions in the planets.

What did you already know about forces or gravity?

What new facts have you learnt?

What questions do you have about forces or gravity?

Instruction:

Go on https://www.exploratorium.edu/ronh/weight/ to enter your weight and answer the questions.

6 (🔧) Go to the 'Your Weight on Other Worlds' calculator.
Enter your mass (or any mass) and hit 'Calculate'.

The numbers that appear under each planet would be the reading on a set of scales if you were to stand on them on that particular planet.

Remember your mass doesn't actually change from planet to planet. It is your weight that changes!

Write down your weight for a planet that is

a Bigger than Earth _____ (Planet name: _____)

b Smaller than Earth _____ (Planet name: _____)

10 Why do astronauts on the International Space Station float around?

I think that they float because

_____

_____

_____

_____

_____

Please make sure you keep the answers for question 10.

I will send out the answers in next week's pack!