Stage 3
Learning from Home Package

Term 3, Week 6-7

Name _____

Stage 3 teachers enjoy connecting with you each day on Seesaw and Zoom.

Are you connected yet?

We have set up **Seesaw** as the main way for you to submit your work. When you complete tasks, you are asked to take a clear photo and upload it to Seesaw. Your teacher can then provide you with feedback on your work.

We encourage all students to engage with us on this platform.

Our class **ZOOM Meeting** will continue to happen every morning at 9am. This means you will need to be up, ready (out of your pjs) and logged into the meeting - on time. Don't be late, as teachers will start each meeting with a game or activity. Zoom each day will give you the opportunity to go through the activities planned for the day with your teacher and ask questions. Each Zoom meeting will go for approximately 30 minutes. *Please find the download instructions and the reoccurring Zoom Meeting ID and passcode in your folder.*

Zoom Meetings are a special privilege for Stage 3 students.

Please ensure that you are a responsible, respectful, safe learner in these meetings.

Zoom is an optional extra for those Stage 3 students who would like to join!

WEEKLY FITNESS PLANNER

WEEK OF:

GOAL:

DONE

M

T

W

T

F

S

S

MONDAY

Week 6:  **oo ew ue u_e u** boot screw glue flute ruler

dew	exclude	individual	**Extension words:**
pure	avenue	neutral	***immaturity***
prove	nephew	improvement	***influential***
groove	annually	renewable	***judicious***
amuse	unique	insecurity	***neutrality***
	mature	influence	***spiritual***
	approval	crucial	
	pollution	opportunity	
	Europe	continuation	
	reusable	mathematician	

TUESDAY

Finding the grapheme

Colour the grapheme, shown at the beginning of each row, in the words in each row if it represents  or 

oo	tooth	loose	woollen	groovy	choosy	blood	floor
ew	fewer	screw	sew	threw	rewire	firewood	bewildered
ue	clue	guest	argue	oblique	fluent	value	continue
ui	juiciest	suitable	liquid	disguise	equipment	bruised	
o	approval	lose	obtuse	improvement	whom	stove	discover
oe	canoe	shoe	poem	potatoes	does	canoeist	toe
u	during	column	incurable	conclusive	endurance	truly	

Choose 5 spelling words to find the definitions of and write them in your workbook.

WEDNESDAY

Homophones: Words that sound the same but have different meanings.

Write words from the brackets to finish the sentences.

The _____ on the grass had dried by the time our bus was _____. (dew, due)

I have a _____ tooth. I don't want to _____ it when it falls out. (loose, lose)

Sue _____ an orange juice. Now I will _____ a milkshake. (choose, chose)

Bruce got a huge _____ when he hit his elbow on the edge of the stove where he _____ his cup of tea each day. (brews, bruise)

Spelling challenge:

Circle the correctly spelled words in each pair.

uniquly uniquely	reusable reuseable	maturity matureity	improvment improvement	continuation continueation	manoeuvrable manoeuvreable	insecurity insecureity

THURSDAY

Word meanings:

Write words from the box to finish the sentences.

annual [adj] occurs once a year
biannual [adj] occurs twice in one year
biennial [adj] occurs every two years
continuous [adj] goes on without a break
continual [adj] goes on with some breaks
The prefix **bi** means **two.**

Birthdays are an _____ event in everyone's lives.

Onions are _____ plants as they die after two years.

Our school prints a _____ magazine, in May and October.

The _____ hammering gave me a headache that lasted all day and all night.

Write your spelling words in alphabetical order.

FRIDAY

Dictation

I had to **prove** to my **nephew** that there was **dew** on the grass in the morning, by going outside in the cold.

The **mature individual** told me that he sees plenty of **pollution** in **Europe annually** on his vacation trips.

The **mathematician** said she got **approval** for some home **improvement** work to be done soon.

It is **crucial** that we take this **opportunity** to become more **renewable** and **reusable,** to help make our planet a happier place.

/15

Monday 16th August, 2021

English 60 mins	**Spelling** Learning Intention: I am learning to identify the sounds 'oo' -boot, 'ew' - screw, 'ue' - glue, 'u_e' - flute, 'u'- ruler. **Sound Focus**: 'oo', 'ew', 'ue', 'u_e' and 'u'. • Write down your spelling words using the look, cover, write and check method. • Create 10 sentences using your spelling words. Underline the spelling words you use. • Challenge – Create 1 sentence using 5 spelling words. Remember – it MUST make sense. [Take a photo and record reading your sentences. Upload to Seesaw]
	Reading Learning Intention: I am learning to identify nouns and verbs in written text. **What is invention?** • Read aloud to a family member or record yourself on Seesaw. • Reread the text but this time circle all nouns and underline all verbs (every sentence has a verb) • Interview your family to help think of ideas for an invention. • Draw a labelled diagram of your invention. [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning to add and subtract decimal numbers. **Adding and Subtracting Decimals** • Read the information at the top of the page. • Complete the addition and subtraction algorithms, involving decimals. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Library Lesson** Learning Intention: I will listen and respond to an online story. **Story from Space** • Search for the website www.storytimefromspace.com • Click on Storytime Videos and choose a book to listen to. • Complete the review of the book. Use the page provided in your booklet. [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	

Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club

What is Invention?

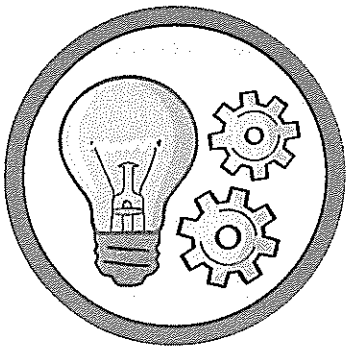
An **invention** is a new thing that someone has made. The computer was an invention when it was first made. We say when it was "invented". New things that are made or created are called inventions. Cars and plastics are inventions that everyone knows. Inventions are made by inventors.

Some inventions can be patented. A patent legally protects the intellectual property rights of the inventor and legally recognizes that a claimed invention is actually an invention. Invention is also an important component of artistic and design creativity. Inventions often extend the boundaries of human knowledge, experience or capability.

Ideas are also called inventions. Writers can invent characters, and then invent a story about them. Over time, humans have invented objects which make life easier for themselves. Because of this, a quote "necessity is the mother of invention", was written.

The Process of Invention

The idea for an invention may be developed on paper or on a computer, by writing or drawing, by trial and error, by making models, by experimenting, by testing and/or by making the invention in its whole form. Brainstorming also can spark new ideas for an invention. Collaborative creative processes are frequently used by engineers, designers, architects and scientists.



In the process of developing an invention, the initial idea may change. The invention may become simpler, more practical, it may expand, or it may even *morph* into something totally different. Working on one invention can lead to others too.

Invention is often a creative process. An open and curious mind allows an inventor to see beyond what is known. Seeing a new possibility, connection or relationship can spark an invention.

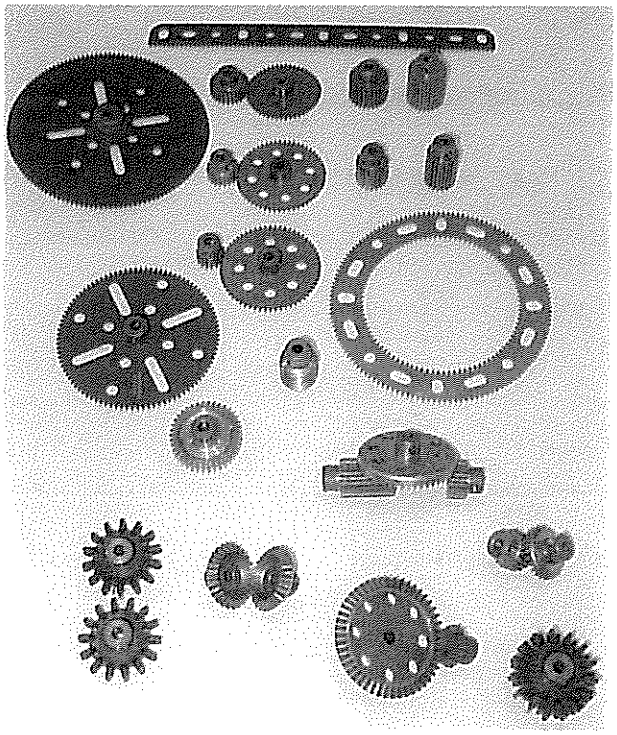
Inventive thinking frequently involves combining concepts or elements from different realms that would not normally be put together.

Play may lead to invention. Childhood curiosity, experimentation, and imagination can develop one's play instinct. Inventors feel the need to play with things that interest them, and to explore, and this internal drive brings about novel creations.

Sometimes inventions and ideas may seem to arise spontaneously while daydreaming, especially when the mind is free from its usual concerns. For example, both J. K. Rowling (the creator of Harry Potter) and Frank Hornby (the inventor of Meccano) first had their ideas while on train journeys.

To invent is to see anew. Inventors often envision a new idea, seeing it in their mind's eye. New ideas can arise when the conscious mind turns away from the subject or problem when the inventor's focus is on something else, or while relaxing or sleeping. A novel idea may come in a flash—a Eureka! moment. For example, after years of working to figure out the general theory of relativity, the solution came to Einstein suddenly in a dream. Inventions can also be accidental, such as in the case of polytetrafluoroethylene (Teflon).

Invention is often an exploratory process with an uncertain or unknown outcome. There are failures as well as successes. Inspiration can start the process, but no matter how complete the initial idea, inventions typically must be developed. Inventors may, for example, try to improve something by making it more effective, healthier, faster, more efficient, easier to use, serve more purposes, longer lasting, cheaper, more ecologically friendly, or aesthetically different, lighter weight, more ergonomic, structurally different, with new light or colour properties, etc.



Invention Activity Sheet

Read the text.

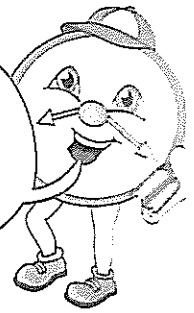
Reread the text and this time **circle common nouns** and **underline the verbs** (remember that not all verbs are action verbs).

Can you come up with an invention idea? Ask members of your family about a device that might make their lives easier e.g. a device to mop the floors, a robot to do the cooking, a safe way to reach those high shelves…

In the space provided, draw a design for your invention- remember to label the diagram so that its purpose is clear and give it a name.

62.34	48.29
+21.44	−14.06
.	.

Adding and subtracting decimals involves the same rules for adding and subtracting whole numbers or money. The key to completing these operations as decimals is to keep all the decimal points under each other.



1. Add these decimal fractions. Trade where necessary.

a. 23.64	**b.** 18.92	**c.** 52.35	**d.** 37.24	**e.** 54.36	**f.** 67 5
+14.35	+31.06	+16.22	+16.39	+27.45	+14 9
g. 125.57	**h.** 258.72	**i.** 489.65	**j.** 462.75	**k.** 178.88	**l.** 372 −
+19.36	+109.68	+277.87	+339.58	+246.79	+167 9

2. Subtract these decimal fractions. Trade where necessary.

a. 75.86	**b.** 89.67	**c.** 28.77	**d.** 88.49	**e.** 84.46	**f.** 59.
−33.25	−33.45	−17.22	−12.26	−13.44	−13.6
g. 274.86	**h.** 286.59	**i.** 385.82	**j.** 426.83	**k.** 986.42	**l.** 382
−144.19	−145.67	−163.91	−105.94	−337.45	−1

3. PROBLEMS

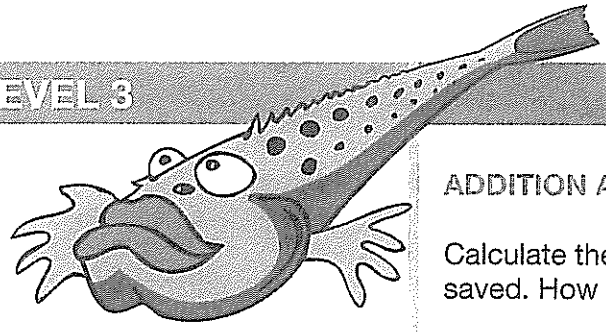
a. Mr Johnson built a garden bed 2.58 metres by 6.35 metres. How much timber did he need to border the garden all round?

b. A plane had to fly two legs of a total journey 1 756.48 km. If the first leg was 867.95 km, how far was the second leg of the journey?

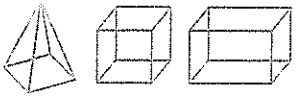
4. Complete each money addition or subtraction. (Keep the decimal points in line).

a. $483.79	**b.** $587.64	**c.** $792.66	**d.** $493.67
+$654.83	+$294.88	-$174.88	-$127.49

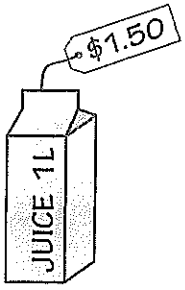
LEVEL 3



1. 700 + 400 = _____
2. $35 ÷ 5 = $ _____
3. ($15 x 2) – $6 = $ _____
4. Circle the square pyramid.

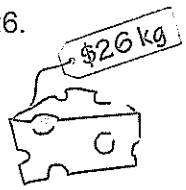


5. What is the sum of 9, 7, 6 and 8?
6. How many more than 150 is 275?
7. 7 x ☐ = 35
8. How much for 20 litres of juice?



9. $1\frac{1}{2}$ years = _____ months
10. How many is 10 000 more than 51 000?
11. Round 470 to the nearest 100.
12. Which digit has the largest value in 275?
13. Write the number ten thousand.
14. 30 000 + 9000 + 600 + 40 + 1
15. How much is double $12.50?

16. How much change from $20 for the book?
17. Write the missing numbers: 28, ___, 42, 49, ___
18. How many degrees in a right angle?
19. Subtract the sum of 9 and 5 from 26.
20. How much for $\frac{1}{2}$ kg of cheese?



LEVEL 4

ADDITION AND SUBTRACTION

Calculate the total amount of money each child has saved. How much to reach their targets?

Troy Target $300	Bianca Target $500	Luke Target $450	Kari Target $550
$ 50 $ 100 $ 50 $ 50 $ 50	$ 50 $ 100 $ 50 $ 50 $ 100	$ 50 $ 100 $ 50 $ 50 $ 100	$ 100 $ 50 $ 50 $ 50 $
Amount Saved _____	Amount Saved _____	Amount Saved _____	Amount Saved _____
Amount Remaining _____	Amount Remaining _____	Amount Remaining _____	Amount Remaining _____

WHOLE NUMBERS

1. What is the place value of the digits in bold?

a. 2465 b. 6839 c. 76 **9**82

d. 45 384 e. 56 101 f. **7**8 498

2. Write the number for:

a. 5000 + 600 + 90 + 4 = _____

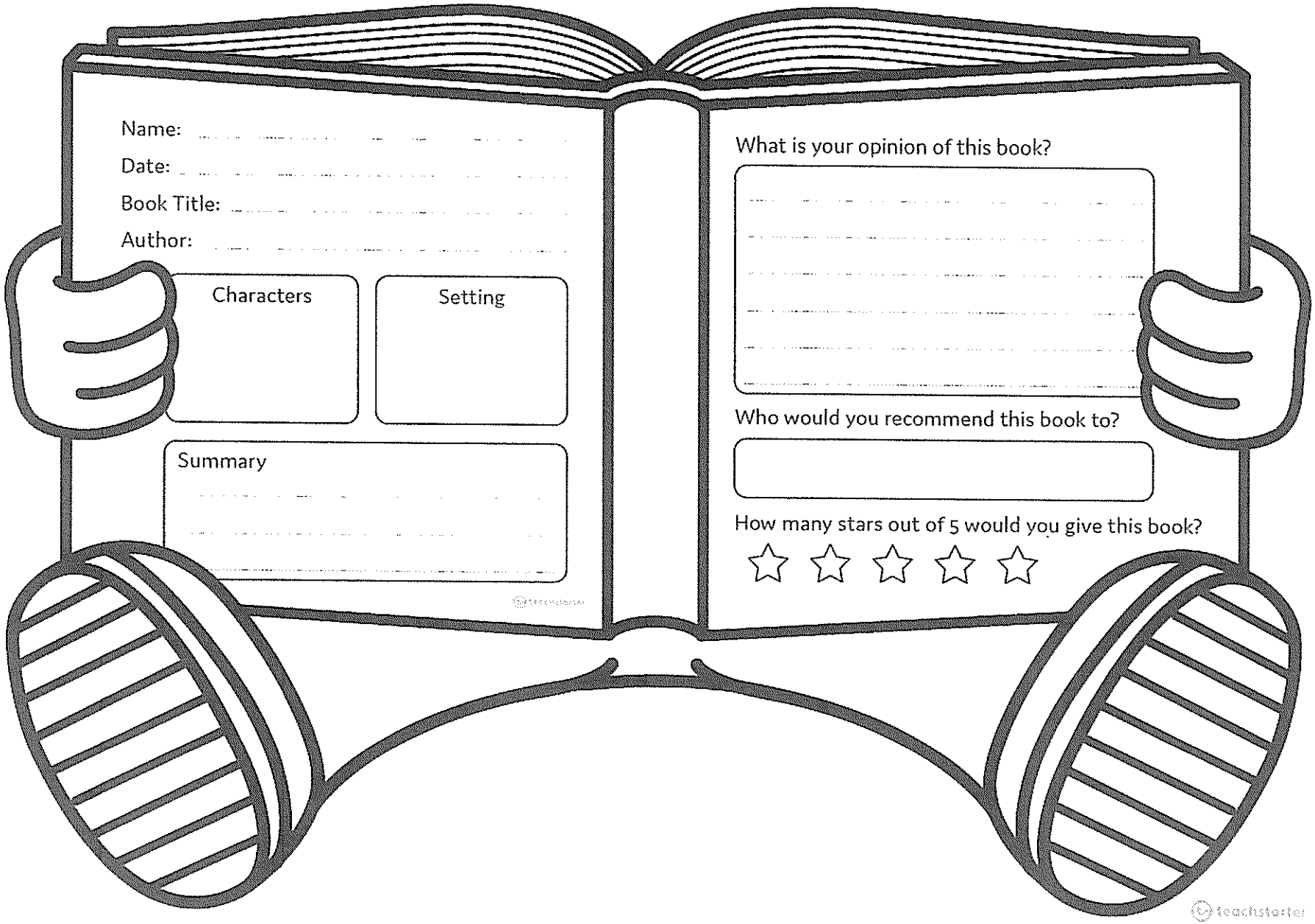
b. 20 000 + 8000 + 500 + 60 = _____

c. 40 000 + 600 + 70 + 8 = _____

d. 70 000 + 6000 + 50 + 1 = _____

e. 30 000 + 200 + 70 + 5 = _____

Using the internet type www.storytimefromspace.com in the address bar. Click on Storytime Videos and choose a book to listen to. Complete a review of the book.



Tuesday 17th August, 2021

English 60 mins	**Spelling** Learning Intention: I am learning to identify the graphemes in words. **Finding the grapheme** • Colour the grapheme in each word for the sound at the beginning of each line. • Choose 5 words to find the definitions of and write them in your workbook. [Upload to Seesaw]
	Reading Learning Intention: I am learning to read and interpret factual information. **Cochlear Implant** • Read the text 'Cochlear Implant' aloud to a family member or record yourself reading on Seesaw. • Complete the activities in your booklet. Don't forget to answer questions in full sentences. [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning to draw the line of symmetry. **Symmetry** Remember: Symmetry means the same on both sides. Tessellation is a pattern of shapes that has no gaps. The shape will fit perfectly together. • Complete the worksheet by drawing the lines of symmetry and identifying tessellating shapes. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Inventions** Learning Intention: I will learn about da Vinci's work as an inventor. **Backwards (mirror) Writing** • Read the information about Leonardo da Vinci. • Try and decode the example of backwards (mirror) writing. • Try and write your name backwards! [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	

Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club

Cochlear Implant

What Is a Cochlear Implant?

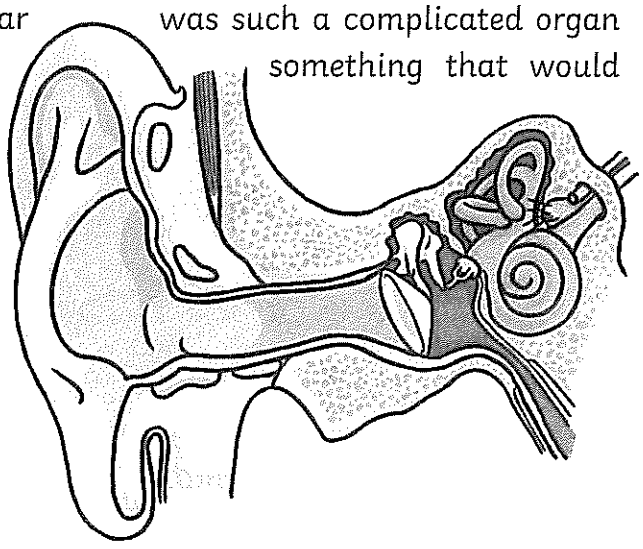
A cochlear implant is an electronic device that replaces the function of the damaged cochlea in the inner ear. The device has a small microphone and electronic parts; it can then be surgically attached behind the ear. The cochlear implant then transmits an electrical signal to a group of electrodes placed on the cochlea, in the inner ear. These electrical signals stimulate the cochlear nerve to be able to hear sounds.

Inventor

The Cochlear Implant was invented by ear surgeon, Dr Graeme Clark. While Dr Clark was working as an ear surgeon in Melbourne, Australia, he began to research hearing loss. Dr Clark designed an electrical device that could help people with deafness that would be surgically implanted inside the inner ear. For ten years, Dr Clarke and his small team gathered and conducted research and designed the implant. The first cochlear implant surgery trial took place in 1978. The operation went well and was deemed a success. Dr Graeme Clark conducted and supervised many trials in order for the implant to be approved for use. In 1985, the Food and Drug Administration (FDA) approved the use of the cochlear implant. In 1990, the FDA approved the implantation of the cochlear implant in children, between the ages of 2 and 17 years old.

Critics

Many people had told Dr Graeme Clark that it was not possible to create a device that could be surgically implanted in the ear to help people regain their hearing. His critics believed that it was unsafe to implant such a device in the inner ear. These critics also said that the inner ear was such a complicated organ that it would be impossible to create something that would replace the damaged parts. It was also difficult for Dr Clark to get the funding he needed to carry out his research. But this only prompted him to work harder and to dedicate many years to research and design.

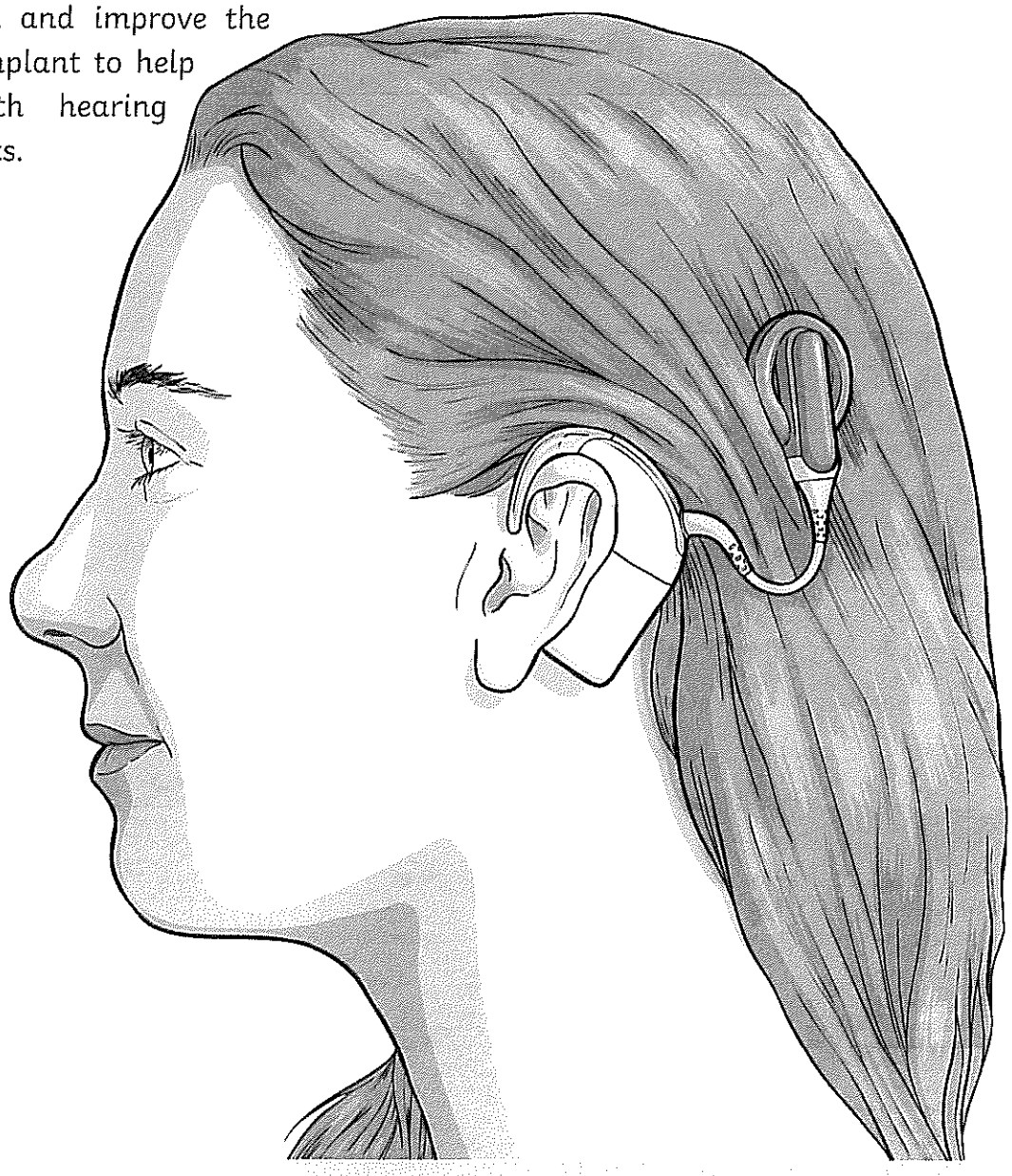


Motivation

Dr Graeme Clark's father was deaf and it was his struggle that inspired him to design the cochlear implant. His father found his deafness very frustrating because of the way it limited his ability to communicate with family and friends. Motivated by what he saw his father go through, Dr Clark worked tirelessly to find a solution to help people in the community affected by deafness.

Success

The cochlear implant is still one of the most successful devices used to help hundreds of thousands of adults and children with deafness worldwide. Dr Graeme Clark never gave up on his dream to help people hear again. In 1985, Dr Clark began the Bionic Ear Institute. To this day, the Bionic Ear Institute continues to research and improve the cochlear implant to help people with hearing impairments.



Questions

1. Who was the inventor of the Cochlear Implant?

2. When was the Cochlear Implant first trialed?

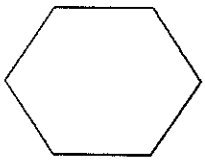
3. Why did Dr Graeme Clark want to invent a device that helped people with hearing loss?

4. Why do you think it took eight years from the first successful cochlear implant surgery for the FDA to approve Dr Clark's invention?

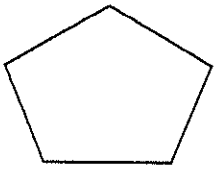
5. What kind of reaction did Dr Graeme Clark get when he told people about what he wanted to invent?

Unit 24 - Symmetry

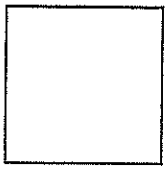
1. Draw the lines of symmetry on each two dimensional shape and then count them.

a. 

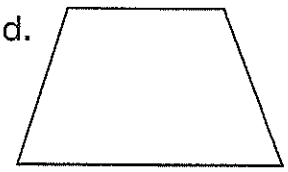
☐ lines of symmetry

b. 

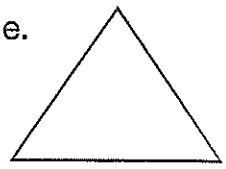
☐ lines of symmetry

c. 

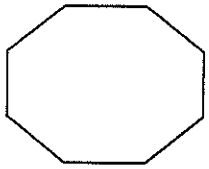
☐ lines of symmetry

d. 

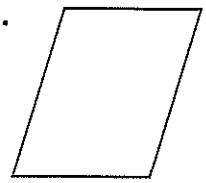
☐ lines of symmetry

e. 

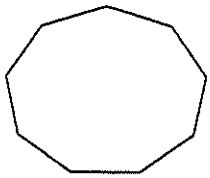
☐ lines of symmetry

f. 

☐ lines of symmetry

g. 

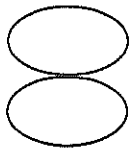
☐ lines of symmetry

h. 

☐ lines of symmetry

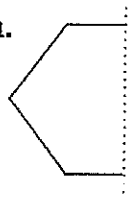
i. 

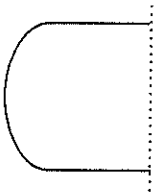
☐ lines of symmetry

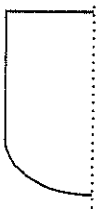
j. 

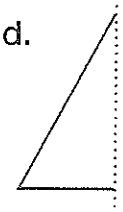
☐ lines of symmetry

2. Draw the other **half** of each shape over the line of symmetry.

a. 

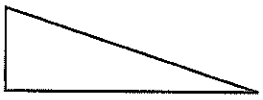
b. 

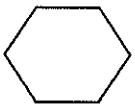
c. 

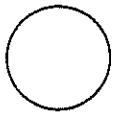
d. 

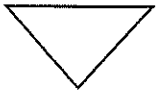
3. Colour yellow, the shapes that have **symmetry** and will **tessellate**. Colour blue, those that **don't**.

a. 

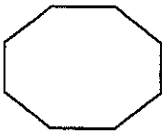
b. 

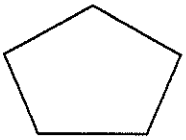
c. 

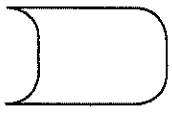
d. 

e. 

f. 

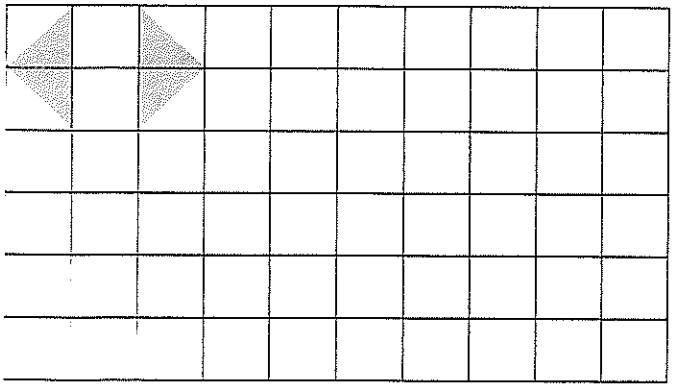
g. 

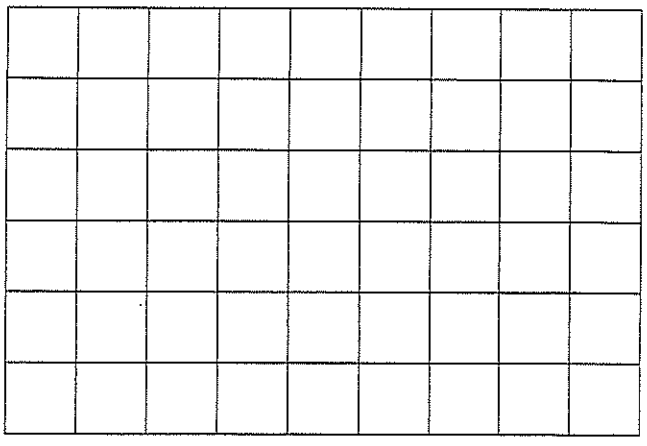
h. 

i. 

j. 

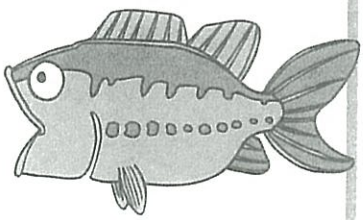
4. Complete this pattern using the basic tile and then create your own pattern.

a. 

b. 

LEVEL 3

1. 4000 + 800 + 9 = _____



2. $35 ÷ 7 = $ _____
3. 7, 14, _____, 28, 35
4. Change from $20 after buying 4 cakes

5. Cost of 6 books at $30 each
6. Share $80 among 8 boys. How much each?
7. Double $750
8. How much change from $100 for the racquet?

9. To $50 add one-half of $40.
10. How many hours in half a day?
11. How many seconds in 2 minutes?

12. What is the difference in mass between the two bags?

13. How many groups of 6 in 36?
14. Take 16 from 80.
15. How many metres in three-tenths of one kilometre?

16. How many mL in a half full bottle?
17. What fraction of one hour is 20 minutes?
18. Take $7.50 from one-half of $40.
19. How many metres in 3.5 km?
20. Which two numbers multiplied together equal 36?

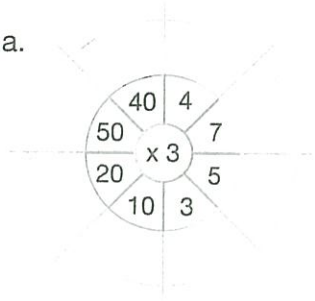
10 9 6
7 8 4

LEVEL 4

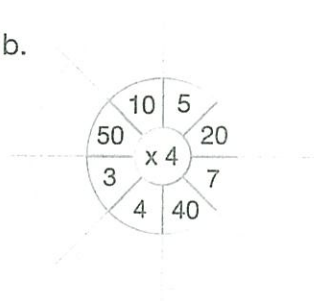
MULTIPLICATION AND DIVISION

Complete the number wheels.

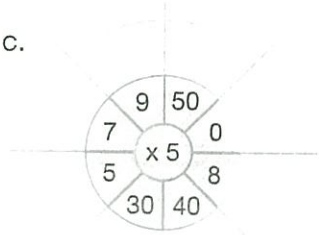
a.



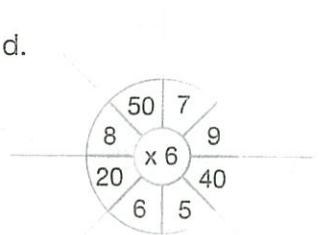
b.



c.



d.



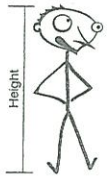
LENGTH

Write the most appropriate unit of measurement used to measure the length of the items.

mm cm m km

a.

b.



c.

d.

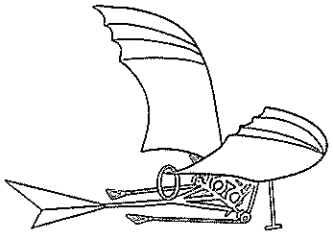
e.

f.

Leonardo Da Vinci

Leonardo Da Vinci is famous for painting the Mona Lisa, but he is also recognised as an engineer, an architect and a scientist.

Also, although he lived more than 500 years ago, he is considered to be one of the greatest inventors of all time. His many journals include sketches and designs for flying machines, musical instruments, diving equipment, the parachute and even a type of robot!



In his journals, Da Vinci wrote his notes backwards (in mirror writing). Some historians think it was to stop his writing smudging and others think it was so that people could not steal his ideas.

See if you can read the mirror writing below. If you can, write it underneath the text box. It is not as easy as it looks!

If you want another challenge, write your name in mirror writing.

MY NAME IS LEONARDO DA VINCI.
MOST PEOPLE KNOW ME AS A GREAT
ARTIST. I AM ALSO AN INVENTOR WHO
DREW PLANS FOR FLYING MACHINES, A
PARACHUTE AND ROBOTS.

.....

.....

.....

.....

.....

.....

My name is .....

Wednesday 18th August, 2021

English 60 mins	**Spelling** Learning Intention: I am learning about homophones and how to use them in my writing. **Homophones** • Homophones are words that sound the same but have different meanings. Write words from the brackets to finish the sentences. Use a dictionary to help you with word meanings. • Spelling challenge – Circle the correctly spelled words. [Upload to Seesaw]
	Reading Learning Intention: I am learning to read and interpret facts and create a timeline in chronological order. **Australian Inventions** • Read the text 'Australian Inventions' aloud to a family member or record yourself reading on Seesaw. • Using the table provided, record the inventions in chronological order (earliest date to latest date). Record the year, invention and inventor. [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning recognise the probability of events. **Probability** • Read the information at the top of the worksheet. • Complete questions 1-3 by rating the probability of events on the scale from 0-1. • Complete question 4 by conducting a chance experiment. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Inventions** Learning Intention: I will design a car for the future. **Futuristic Car** • Read the information provided. • Use the information to design your own car for the future. • Label any significant features. [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	

Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club

Australian Inventions

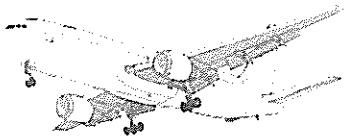
Australians Inventions

Black Box Flight Recorder

1961

Dave Warren

A device that records voices from the cockpit as well as flight data. The tough boxes were designed to record the final moments before a plane crash. Now, every commercial plane contains this Australian invention.



Australians Inventions

Spray-On Skin

1999

Professor Fiona Wood

Spray-on skin involves taking some of a person's healthy skin and using it to grow new skin cells. The new skin cells are sprayed on the person's damaged skin. This helps with recovery time and scarring. The spray-on skin procedure was used to treat some burns victims from the 2002 Bali bombings.

Australians Inventions

Electronic Pacemaker

1926

Dr Mark Lidwill

A newborn baby was suffering from heart problems, so Dr Lidwill connected the baby's heart to electrodes which stimulated the heartbeat with electric pulses. Pacemakers have saved many lives.

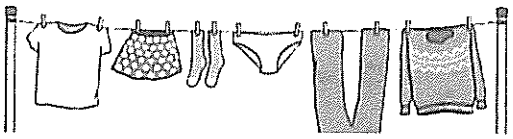
Australians Inventions

Rotary Clothes Hoist

1911

Gilbert Toyne

Rotary clotheslines are commonly seen in Australian backyards. The famous 'Hills Hoist' was developed later by Lance Hill in 1956.



Australians Inventions

Mechanical Ice-Maker

1854

James Harrison

James Harrison designed and built the first mechanical ice-making machine at a time when ice was chipped out of frozen lakes, and stored in chilled locations.

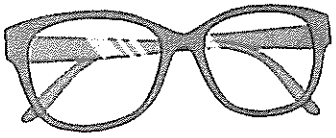
Australians Inventions

Plastic Spectacle Lenses

1960

Sola Optical

Scratch-resistant plastic lens for glasses are used worldwide due to their many benefits including safety, their light weight and durability.



Australians Inventions

Inflatable Escape Slide and Raft

1965

Jack Grant

Now required safety equipment on all major airlines, these slides can be used as a flotation device if the aircraft lands on water.

Australians Inventions

Polymer Bank Notes

1988

Reserve Bank of Australia and CSIRO
The polymer material of the bank notes makes them very tough and counterfeit resistant. The bank notes first circulated in Australia in 1988.

Australians Inventions

Cochlear Implant, Bionic Ear

1978

Professor Graeme Clark
Cochlear implants are devices that are implanted into the head to electronically stimulate the auditory nerve.

Australians Inventions

Wi-Fi Technology

1992

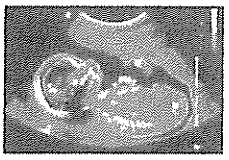
John O' Sullivan and CSIRO
John O'Sullivan and his colleagues were originally looking for black holes when they realised the potential of the technology.

Australians Inventions

Ultrasound Scanner

1976

Ausonics
This discovery is often used to see a growing baby without an x-ray. Ultrasound technology is also used to see inside other parts of the body.

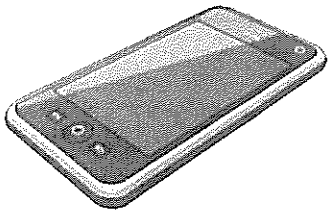


Australians Inventions

Google Maps

2003

Lars and Jens Rasmussen
These brothers developed the platform for Google Maps.

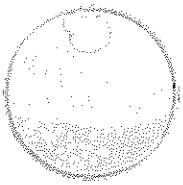


Australians Inventions

Medical Application of Penicillin

1939

Howard Florey
Penicillin (from a special strain of mould) is being used around the world to combat the infection created by common bacteria.



Australians Inventions

Permanent-Crease Clothing

1957

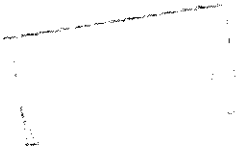
CSIRO
A process called Si-Ro-Set uses chemicals to permanently change the structure of wool so it can be set with heat. This technology is used to create items such as permanently pleated skirts.

Australians Inventions

Notepad

1902

J.A. Birchall
Gluing together a stack of halved sheets of paper, supported by a sheet of cardboard, Mr Birchall created what he called the 'Silver City Writing Tablet', or the first notepad.



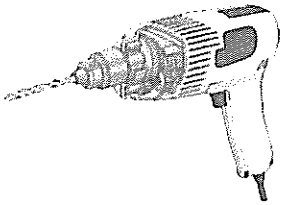
Australians Inventions

Electric Drill

1889

Arthur James Arnot

The invention was originally designed to drill rock and dig coal.



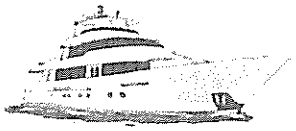
Australians Inventions

Winged Keel

1983

Ben Lexcen

A nearly horizontal wing, at the base of a sailing boat keel. They are usually found on high-performance sail boats. The winged keel was used in 1983 at the America's Cup on Australia II.

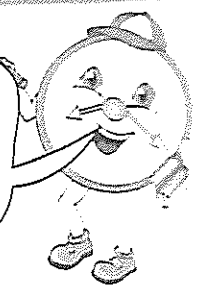


Read about these fabulous Australian inventions. Create a timeline of inventions from the earliest to the latest date.

Year	Invention	Inventor

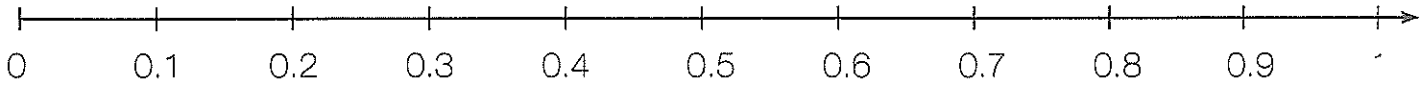
0. impossible to happen
1. certain to happen
0.5 even chance of happening

Some events are sure to happen, some may never happen while others have an even chance of either happening or not happening. Events that are likely to happen can be rated on a probability scale of 0 - 1.



1. Rate each possibility on the probability scale. Draw a line for each chance to its place on the scale.

possible | 50-50 chance | likely | unlikely | most likely



probably | most unlikely | certain | impossible

2. Using the probability scale, rate each event from 0 – 1.

a. Mum will be late home from work. ☐ **b.** I will catch the bus to school. ☐

c. Tonight we will have fish for dinner. ☐ **d.** Tomorrow will be a fine, sunny day. ☐

e. We will have sport at school on Friday. ☐ **f.** On Sunday we will go to church. ☐

g. I will go to school next Monday. ☐ **h.** A head will turn up if I toss a coin. ☐

3. List **three** events that **could** happen next week.

1. _____ 2. _____

3. _____

4. Predict the result of throwing a die twelve times. You have a 50-50 chance of getting your predictions correct.

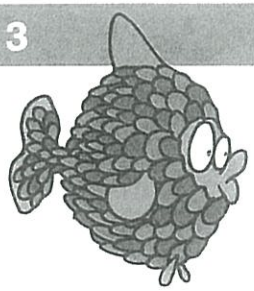
Throw	Prediction	Actual Result
1		
2		
3		
4		

Throw	Prediction	Actual Result
1		
2		
3		
4		

Throw	Prediction	Actual Result
1		
2		
3		
4		

5. How many of your predictions were correct? ☐

LEVEL 3



1. 6 x ☐ = 42
2. Divide 45 by 5.
3. 60 ÷ 6 = _____
4. Write $\frac{13}{4}$ as a mixed numeral.
5. How long is 0.5 of one metre?
6. 2.64 + 4.35 = _____
7. 320 < 420 True or false?
8. Subtract the two numbers: 25 000 18 000
9. How many halves in $6\frac{1}{2}$?
10. 75 seconds = _____ minute + _____ seconds
11. How many years in one-half of a century?
12. How many more litres of water are needed to fill the 20 litre container?

13. What fraction of $2 is 40 cents?
14. 26 ÷ 4 = ☐ r △
15. How much for 3.5 kg of cheese at $10 kg?
16. Which letter is two-thirds between 0 and 1?

17. Double $13.50
18. How much is $\frac{1}{10}$ of $80?
19. 4629 = _____ + 600 + 29
20. What is the perimeter of the pentagon?

LEVEL 4

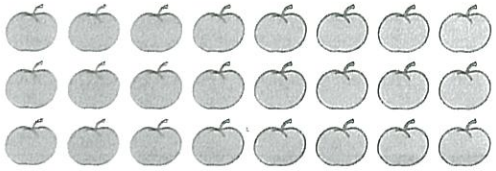
FRACTIONS AND DECIMALS

Divide the number of apples in each group into the fractions shown.

a.

$\frac{1}{10}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{7}{10}$	$\frac{3}{4}$	$\frac{1}{5}$

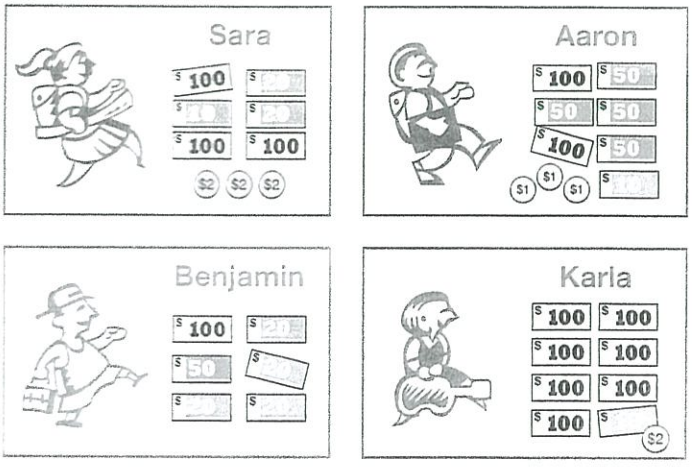
b.



$\frac{1}{8}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{8}$	$\frac{3}{4}$	$\frac{5}{8}$

DATA

Amount of Money



a. Who saved the most amount of money?

b. Who had twice the amount compared to Sara?

c. Who had the least amount of money?

d. How much in $20 notes did Benjamin have?

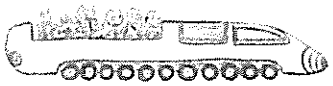
e. How much less than $800 did Karla have?

Futuristic Car Design

The wheel is an invention which has a huge impact on our everyday lives. The wheel was supposedly used first as a potter's wheel (a disc which spins around while artists form pots, vases and bowls from soft clay). It has also revolutionised transportation.

Using the guidelines below, and your imagination, **design a car for the future**.

Car of the Future

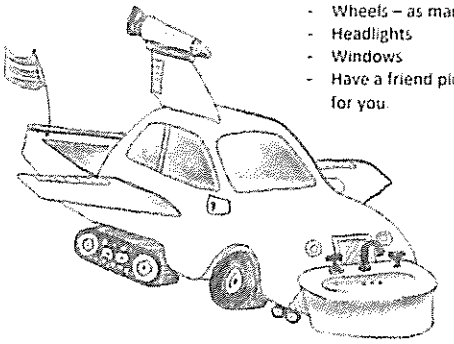


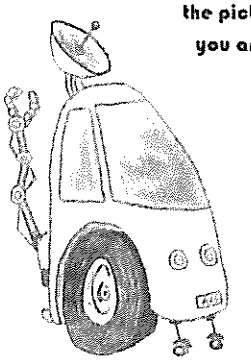
If you could make your own car what would it look like? Would the car have wings to fly over traffic or how about a refrigerator to store your own food? Think about a few ideas and then draw your own car of the future. Share your ideas with your friends!

Things to include:

- Wheels – as many as you want!
- Headlights
- Windows
- Have a friend pick something for you.

Be sure to color the picture when you are done!





Other ideas to add:

- T.V.
- Rocket Engines
- Solar Panels
- Wings
- A bed for a nap.
- Pool with a diving board.
- A place to park the car.
- License Plate
- Rear View Mirrors
- Giant Smart Phone
- Seat Belts – for safety!
- Dog Seat

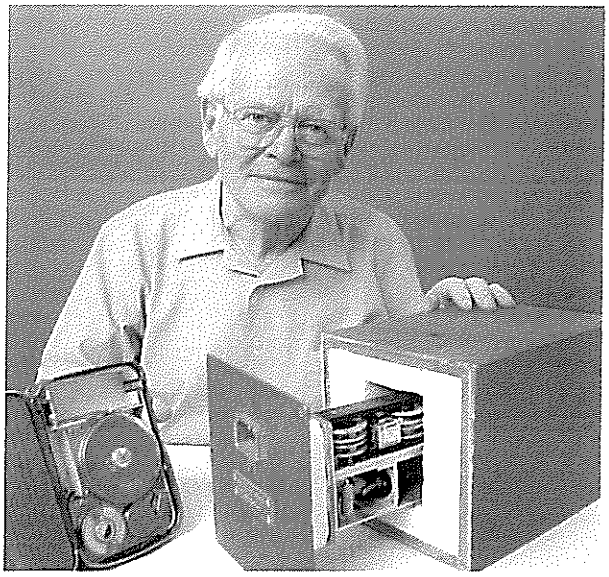
Thursday 19th August, 2021

English 60 mins	**Spelling** Learning Intention: I am learning to identify the meaning of different words. **Word meanings** • Correctly place the words from the box into the sentences so that they make sense. The definitions of the words are there to help you. • Write your spelling words in alphabetical order. [Upload to Seesaw]
	Reading Learning Intention: I am learning to read and interpret the information provided using text processing skills. **The Black Box Flight Recorder** • Read the text 'Black Box Flight Recorder' aloud to a family member or record yourself reading on Seesaw. • Answer the questions provided in full sentences. Use an online dictionary to help find word meanings. [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning to compare and order fractions. **Decimal Fractions** • Complete the worksheet by colouring the bar to show the fraction in tenths, write fractions as decimals and match fractions and decimals on a number line. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Australian Inventions** Learning Intention: I will increase my knowledge of Australian inventions and reflect on the difference these have made to people's lives. **BTN – Aussie Inventions** • View the entire BTN episode – Aussie Inventions https://www.abc.net.au/btn/classroom/aussie-inventions/10531740 • Watch closely and complete the information required in the table provided. • Draw the additional 6 Australian inventions mentioned at the end of the episode. • Reflect on which invention you found most impressive and explain why. [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	

Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club

The Black Box Flight Recorder



1954: Black box flight recorder invented by David Warren of the Aeronautical Research Laboratories

Dr David Warren with the first prototype flight data recorder

In 1954 Dr David Warren first came up with the idea of a device that would record not only flight data but also voices and other sounds in aircraft cockpits immediately prior to a crash.

The prototype he designed in the late 1950s met with indifference in Australia but was greeted with enthusiasm elsewhere in the world.

Today flight recorders are mandatory on all major aircraft throughout the world and have made a huge contribution to air safety.

David Warren stated to senior staff at the Aeronautical Research Laboratories, 1954:

"In investigating ... accidents ... anything which provides a record of flight conditions, pilot reactions etc for the few moments preceding the crash is of inestimable value."

Black box flight recorders

Using 'black box' flight recorders, air crash investigators can download hours of cockpit conversation as well as large quantities of flight data recorded immediately prior to the crash. This helps them determine the cause of a crash and contributes to preventing similar ones.

The pilots' conversations with each other, with air traffic control and with other planes are all valuable data because 80 per cent of crashes involve a human factor.

It was a series of crashes in the early years of commercial jet aircraft travel that initiated the idea of creating an extremely reliable recording device that could withstand massive trauma and deep saltwater immersion.

Legacy

Despite being used world- wide and a mandatory part of aircraft safety, the Australian Government only received £1000 for this intellectual property (these are ideas and designs- not something you can touch), but otherwise no profit was made from this invention. A device that is installed in thousands of aircraft every year.

David Warren died in 2010. Eight years earlier, he had been appointed an Officer of the Order of Australia for his services to aviation.

Black Box Recorder Activity Sheet

Find means for these words:

Prototype _____

Aeronautical _____

Immersion _____

Mandatory _____

Legacy _____

Summarise the text in 5 relevant dot points.

- _____
- _____
- _____
- _____
- _____

The text uses the phrase '*80 per cent of crashes involve a human factor*' , write in your own words what this means.

_____

_____

Which institution supported David Warren to build the Black Box Recorder?

_____

Why is this part of the texts in inverted commas?

"In investigating ... accidents ... anything which provides a record of flight conditions, pilot reactions etc for the few moments preceding the crash is of inestimable value."

_____

In your opinion, is it OK to make money from someone else's ideas without giving them credit or money? Explain your reasons.

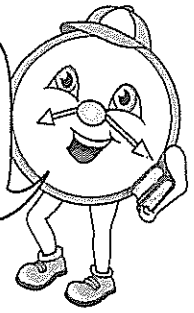
_____

_____

_____

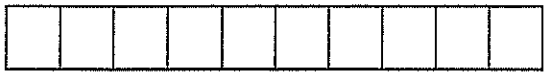
_____

Fractions can be expressed as part of a whole number, as a decimal or an improper fraction. As a decimal a fraction can be shown in tenths and hundredths.

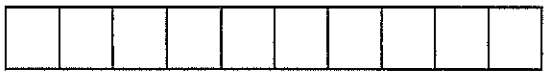


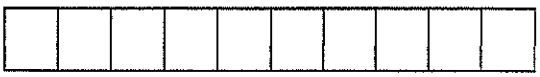
Fraction	Decimal	Improper Fraction
$\frac{3}{4}$	0.75 (tenth, hundredth)	$\frac{15}{3}$

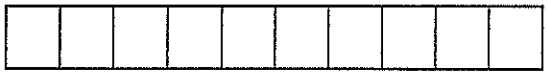
1. Colour each set of squares to show the fraction as tenths.

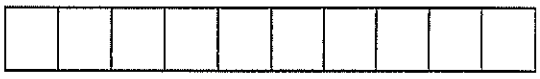
a. $\frac{3}{10}$ = 

b. $\frac{7}{10}$ = 

c. $\frac{9}{10}$ = 

d. $\frac{5}{10}$ = 

e. $\frac{8}{10}$ = 

f. $\frac{4}{10}$ = 

2. Write the decimal fraction for each of these.

a. $\frac{8}{10}$ = ☐ b. $\frac{3}{10}$ = ☐ c. $\frac{5}{10}$ = ☐ d. $\frac{7}{10}$ = ☐

e. $\frac{6}{10}$ = ☐ f. $\frac{1}{10}$ = ☐ g. $\frac{9}{10}$ = ☐ h. $\frac{4}{10}$ = ☐

i. $2\frac{5}{10}$ = ☐ j. $3\frac{2}{10}$ = ☐ k. $8\frac{7}{10}$ = ☐ l. $4\frac{3}{10}$ = ☐

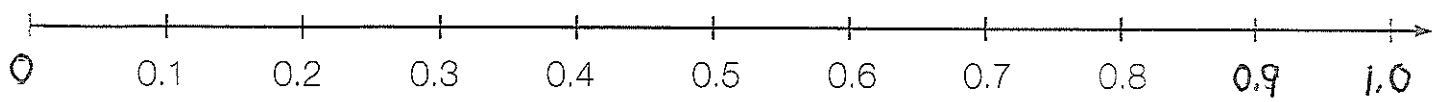
3. Draw a line to match each fraction in tenths, to its decimal.

$\frac{3}{10}$ $\frac{6}{10}$ $\frac{9}{10}$ $\frac{4}{10}$ $\frac{7}{10}$ $\frac{1}{10}$ $\frac{5}{10}$ $\frac{8}{10}$ $\frac{2}{10}$

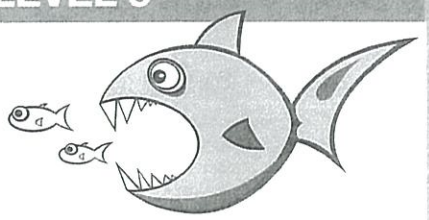
0.4 0.8 0.3 0.5 0.6 0.2 0.9 0.2 0.7

4. Match each fraction to its position on the number line.

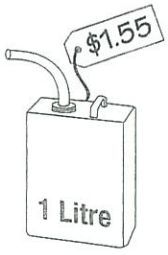
$\frac{2}{10}$ $\frac{4}{10}$ $\frac{7}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{1}{10}$ $\frac{6}{10}$ $\frac{8}{10}$



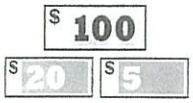
LEVEL 3



1. _____ + 60 = 110
2. _____ ÷ 6 = 7
3. (8 x 0) + 9 = _____
4. What is the quotient of 70 and 10?
5. How much for 10 litres of fuel?



6. 1.5 litres – _____ millilitres = 400 millilitres
7. Half of 750 millilitres
8. How much is double the value of the notes?



9. 4.5 litres x 5
10. 1.5 kilometres = _____ metres
11. How much is two-tenths of $5.50?
12. Circle the acute angle.

13. Which two consecutive numbers have a product of 30?
14. How many tens of thousands in one hundred thousand?
15. How many millilitres in 0.5 litre?
16. Order the decimals from smallest to largest:
    0.76 1.12 0.09 0.67
17. How many years in a decade?
18. List the factors of 28.
19. Write $\frac{12}{100}$ as a decimal.

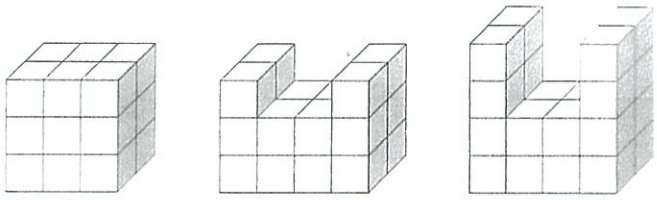
20. What is the time three-quarters of an hour before the time shown on the clockface?

LEVEL 4

VOLUME AND CAPACITY

1. What is the total capacity of the four bottles of water?

2. How many cubic metre blocks in each three-dimensional object?



TWO-DIMENSIONAL SPACE

Match the triangles with their names. Write the number of equal sides and angles for each triangle.

Number of equal sides _____
Number of equal angles _____

scalene triangle

Number of equal sides _____
Number of equal angles _____

equilateral triangle

Number of equal sides _____
Number of equal angles _____

isosceles triangle

Number of equal sides _____
Number of equal angles _____

right-angled triangle

BTN - Australian Inventions

Invention	Inventor	Draw the invention	How did it improve/change people's lives?
Notebook			
Hills hoist			
Black box flight recorder			
Cochlear ear implant			

Name and draw six of the other Australian inventions mentioned at the end of the BTN clip.

Which one do *you* think is most impressive? Why?

Friday 20th August, 2021

English 60 mins	**Spelling** Learning Intention: I will demonstrate my learning and reflect upon my achievement. **Spelling Test / Dictation** • Copy the dictation passage into your workbook. (Do this by listening to the recording on Seesaw or ask a grown up to read it to you) [Upload to Seesaw]
	Grammar Learning Intention: I am learning to recognise and name different adjectives and proofread a paragraph. **Adjectives and Proof Reading** • Read the information at the top of each page. • Complete the worksheets provided. [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning to identify units to measure the capacity of different containers. **Capacity** • Complete the worksheet by using the key to calculate the total capacity, write capacity in short form – eg: 400millilitres = 400mL and solve capacity word problems. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Health** Learning Intention: I am learning to identify healthy foods and healthy eating habits. **Healthy Eating** • Using the words provided, put them into the correct section on the healthy eating plate. You can use the following website to help: https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating If you can think of any other foods, you can also add them to the plate. [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	

Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club

ADJECTIVES

Name:

HINT BOX

Adjectives are describing words that can tell us what a noun looks like, sounds like, feels like, or tastes like.

EXAMPLES

The naughty child was yelling at the teacher.

The hot sun was shining down on us.

The marshmallow was soft and fluffy.

START UP

Underline the adjectives in the sentences. There may be more than one.

1. The elephant had wrinkly grey skin.
2. The warm pizza tasted delicious.
3. My friend got a new bike for his birthday.
4. The yellow lemon was growing in the tall tree.
5. We put our red mittens on before going out into the cold snow.

STEP UP

Circle the adjective to complete the sentence.

1. The shark looked terrifyingly/terrifying as it swam towards the surfer.
2. The guard dog had a loud/loudly bark to scare people off.
3. The softball team hit a home run with the new/newly bat.
4. The adorably/adorable kittens were playing with the toy.

ADVANCED

Write five sentences. Each sentence must include an adjective. Circle the adjective in your sentences.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

PARAGRAPH PROOFREADING ZOOOM!

Fish and Chips

fish and chips has been a popular takeaway meal in New Zealand for decades the fish is often hoki, tarakihi, or gurnard The fish and chips are often served wrapped in newspaper or newsprint. this tradition began in england many years ago The most popular time in New Zealand history for eating fish 'n' chips was the 1960s and 1970s. people had a bit of spare money in their pockets and the large fast food chains like McDonalds and KFC had not arrived yet from overseas it was a tradition for Catholic families to eat fish on friday's, and this lead to a huge demand on Friday evenings for fish and chips

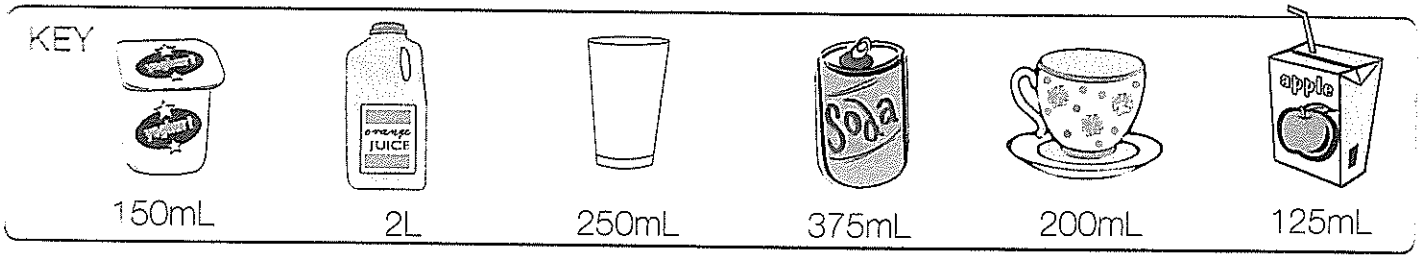
A full stop is used to mark the end of a sentence.
A new sentence begins with a capital letter.

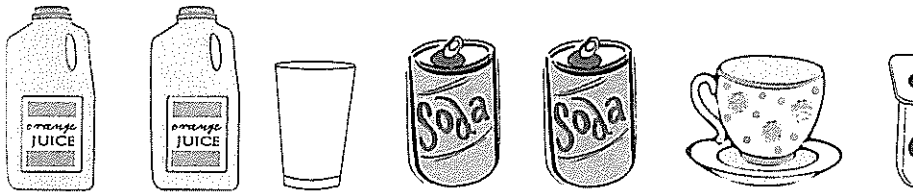
BAM

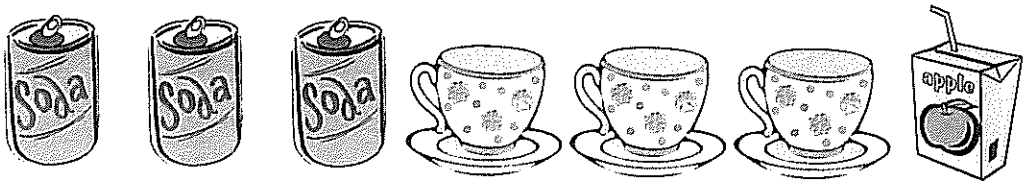
Proofread the paragraph.
This paragraph needs seven capital letters and five full stops.

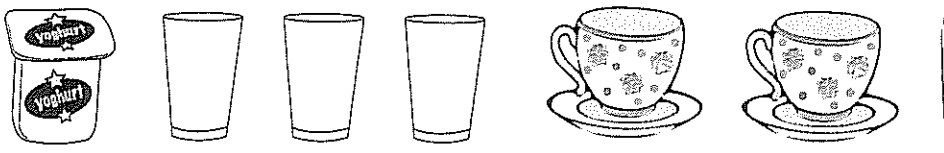
Unit 20 - Capacity

1. Use the key to calculate the total capacity of each group of objects.



a.  = _____

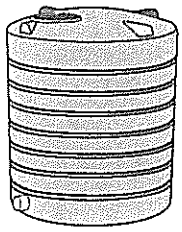
b.  = _____

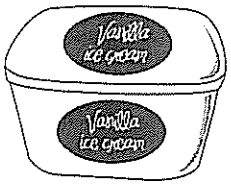
c.  = _____

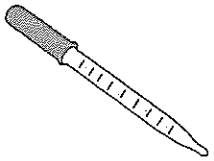
2. Write each capacity in its short form.

a. 400 millilitres = 400 mL
b. 888 millilitres = _____
c. 1000 millilitres = _____
d. 750 millilitres = _____
e. 10 millilitres = _____
f. 1500 millilitres = _____
g. 1900 millilitres = 1 L 900mL
h. 10000 millilitres = _____
i. 375 millilitres = _____

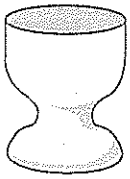
3. Write the unit of capacity for each container in millilitres (mL) or litres ((L).

a. 
5000 _____

b. 
2 _____

c. 
20 _____

d. 
150 _____

e. 
100 _____

f. 
10 _____

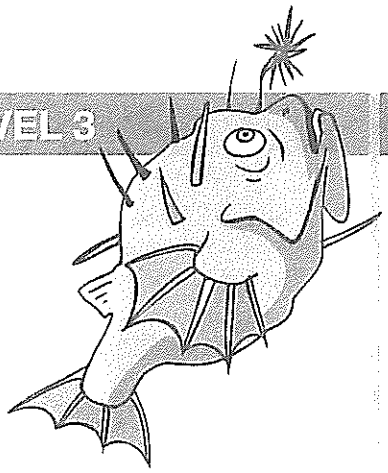
4. Solve each problem.

a. A glass holds 250mL of water. How many glasses can be filled from a 2 litre jug.

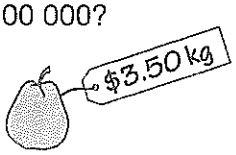
b. A tap drips 3 litres of water per hour. How much water will it drip in 12 hours?

c. If you pour two 150mL cups of water from a 2 litre jug, how much water will be left in the jug?

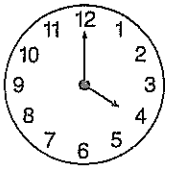
LEVEL 3



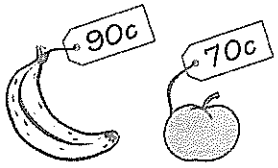
1. (4 x 8) – 8 = _____
2. 12.6 – 8.5 = _____
3. Hours in 2 days
4. Subtract $12.75 from $20.
5. 5000 + 900 + 60 + 7 = _____
6. How many millimetres in $2\frac{1}{2}$ centimetres?
7. How many is 5000 more than 100 000?
8. How much for 5 kg of pears?



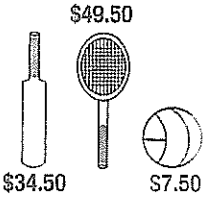
9. How many grams in 2.3 kilograms?
10. What is the time $6\frac{1}{2}$ hours after the time shown on the clock?



11. What fraction of a day is 6 hours?
12. Name the months of winter.
13. How much for 3 bananas and 4 apples?



14. How many minutes from 9:15 pm to 9:55 pm?
15. How many faces has a triangular pyramid?
16. How much change from $100 after buying the items?
17. Mel was born in 2003. How old will she be in 2025?



18. How many centimetres less than 2 metres is 65 centimetres?
19. Write $\frac{25}{100}$ as a decimal.
20. How much for 4 litres of milk?

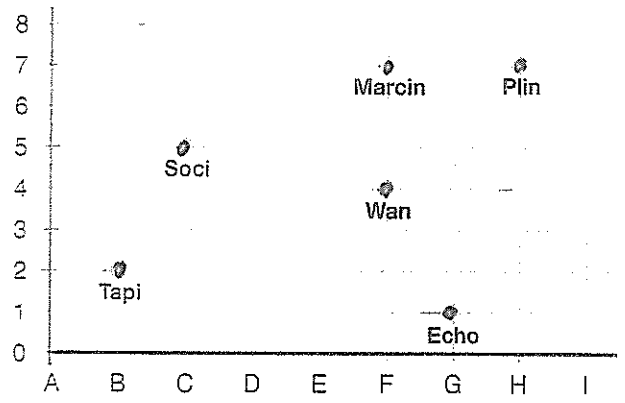
LEVEL 4

TIME

Match the digital times and 24-hour times.

7:20 pm	2130
4:20 am	2045
9:30 pm	1015
1:15 am	1920
8:45 pm	2310
10:15 am	0420
11:10 pm	0115

POSITION



Write the coordinates for:

a. Tapi _____ b. Wan _____

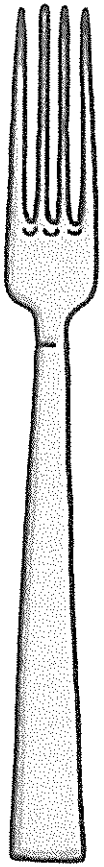
c. Plin _____ d. Marcin _____

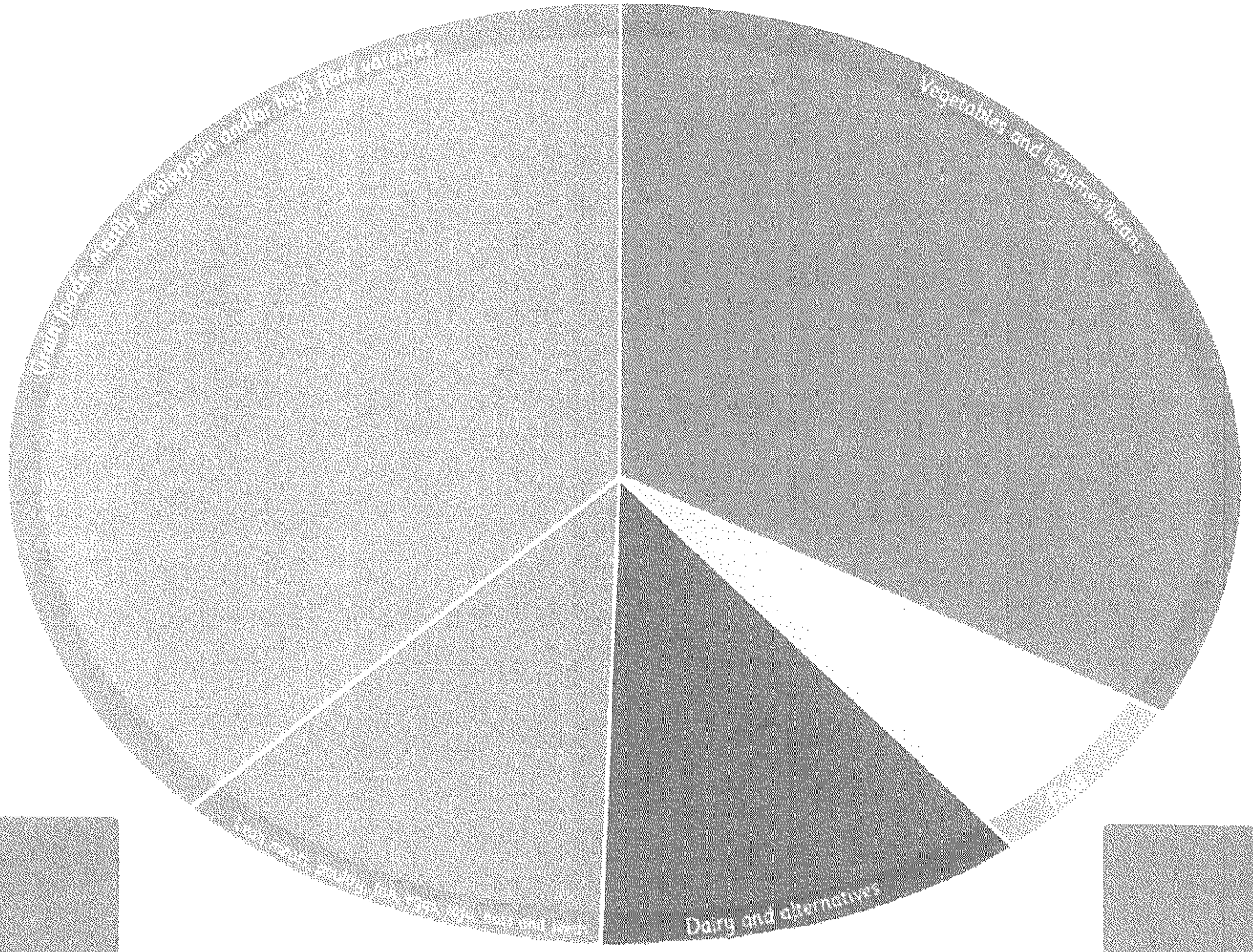
e. Echo _____ f. Soci _____

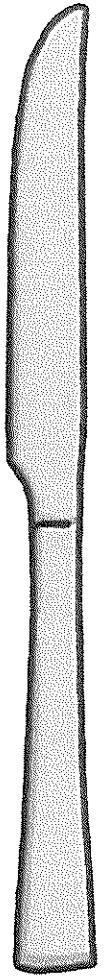
Sort the following foods into the healthy eating wheel on the next page. Can you think of any other foods you could add?

Crisps	Fizzy Drink	Pasta	Fish Fingers	Bread
Chocolate	Strawberries	Yoghurt	Fish and Chips	Burger
Lettuce	Chicken	Cucumber	Steak	Apple
Peas	Olive Oil	Potatoes	Butter	Cereal
Fish	Cheese	Meat	Banana	Broccoli
Baked Beans				

Healthy Meal Activity







Use small amounts

Only sometimes and in small amounts

MONDAY

Week 7: **oo u** book bush

soot	hoodwink	bulletin
sugar	ambushed	courier
woollen	pulleys	likelihood
wolf	pudding	fulfilment
bully	cuckoo	womanly
	crookedly	bushwhacker
	couldn't	misunderstood
	whoosh	bulldozer
	barefoot	butcher
	kookaburra	chequebook

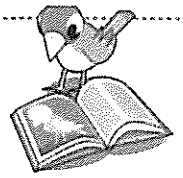
Extension words:

sputnik
sootiness
pulmonary
fulmination
hookworm

TUESDAY

Finding the oo/u sounds

Colour the blocks containing words where you hear oo u *green*, to find a path out of the maze.



measure	sure	sugar	could	would	wood	should	shook	bullet	bullock
butter	force	fully	through	tooth	golf	kitchen	loose	women	brought
honour	knighthood	adult				crooked	pudding	encouragement	
guardian	woman	column		START		custom	woollen	understood	but
huge	pure	barefoot	wholly	humorous		troubled	bulldozer	dull	
suggest	gulf	woolly	bully	wolves	pulley	womanly	kookaburra	cold	

Put your words into alphabetical order backwards!

WEDNESDAY

Contractions- A contraction is a shortened version of a spoken word, usually created using apostrophes. For example – 'would not' becomes 'wouldn't' when it is shortened.

Rewrite these contractions, inserting the apostrophes.

wouldnt	shouldve	couldnt
wheres	therell	youre

Write the words that formed these contractions.
Rewrite the sentence changing the contractions back to pairs of words.

I'd	I'd	who's	who's
would've	shouldn't		

I'd have gone swimming but I'd been sick and it could've made me sick again.

THURSDAY

Homophones -

1. Last week I _____ a horse along the trail in the mountains.
   road rode
2. My dog hurt his front _____ from digging in the yard.
   paws pause
3. I _____ all of my timed math tests and spelling tests.
   past passed
4. My father cut the _____ in half for my tree house.
   bored board
5. We _____ all of our soccer games this season.
   won one
6. My mother has to _____ my blue button onto my coat.
   sew so

Homophones are words that sound the same but have different meanings.

For example –

Flour and flower

These words both sound the same, yet they are spelt differently and have different meanings.

FRIDAY

Dictation-

The **barefoot bully** was **ambushed** by the police force when he stole the **sugar** for the **pudding** from the **butcher** next door.

The **courier** got out his **chequebook** to pay for his new advertisement in the **bulletin**.

I **couldn't** believe my eyes when I saw the noisy **kookaburra** land on the **bulldozer** in the middle of the construction site.

I thought I had **misunderstood** the conversation when my mum told me that there was a **wolf** in our backyard.

/14

Monday 23rd August, 2021

English 60 mins	**Spelling** Learning Intention: I am learning to identify the sounds 'oo' in book and 'u' in bush. **Sound Focus:** 'oo' book and 'u' bush. • Write down your spelling words using the look, cover, write and check method. • Create 10 sentences using your spelling words. Underline the words you use. • Challenge – Write 1 sentence using 5 spelling words. It must make sense. [Take a photo and record reading your sentences. Upload to Seesaw]
	Writing Learning Intention: I am learning to plan for writing and develop effective research skills. **Research Planning Sheet** • Select an Australian invention from Week 6 'Australian Inventions" fact cards. • Research your chosen invention. • Create topics to help group your research information (use the suggestions provided or think of your own) [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning to add and subtract fractions. **Adding and Subtracting Fractions** • Read the information at the top of the page. • Complete questions 1-2 by adding and subtracting fractions with the same denominator. • Complete question 3 by writing an equivalent fraction. • Complete questions 4-5 by firstly converting one fraction to an equivalent fraction, before adding or subtracting. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Inventions** Learning Intention: I will read about great inventions and/or inventors. **EPIC Reading** • Log into EPIC • Search for books about great inventions and/or inventors. • Choose a book and read carefully. • Write 10 interesting facts you have learned from your book. [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	

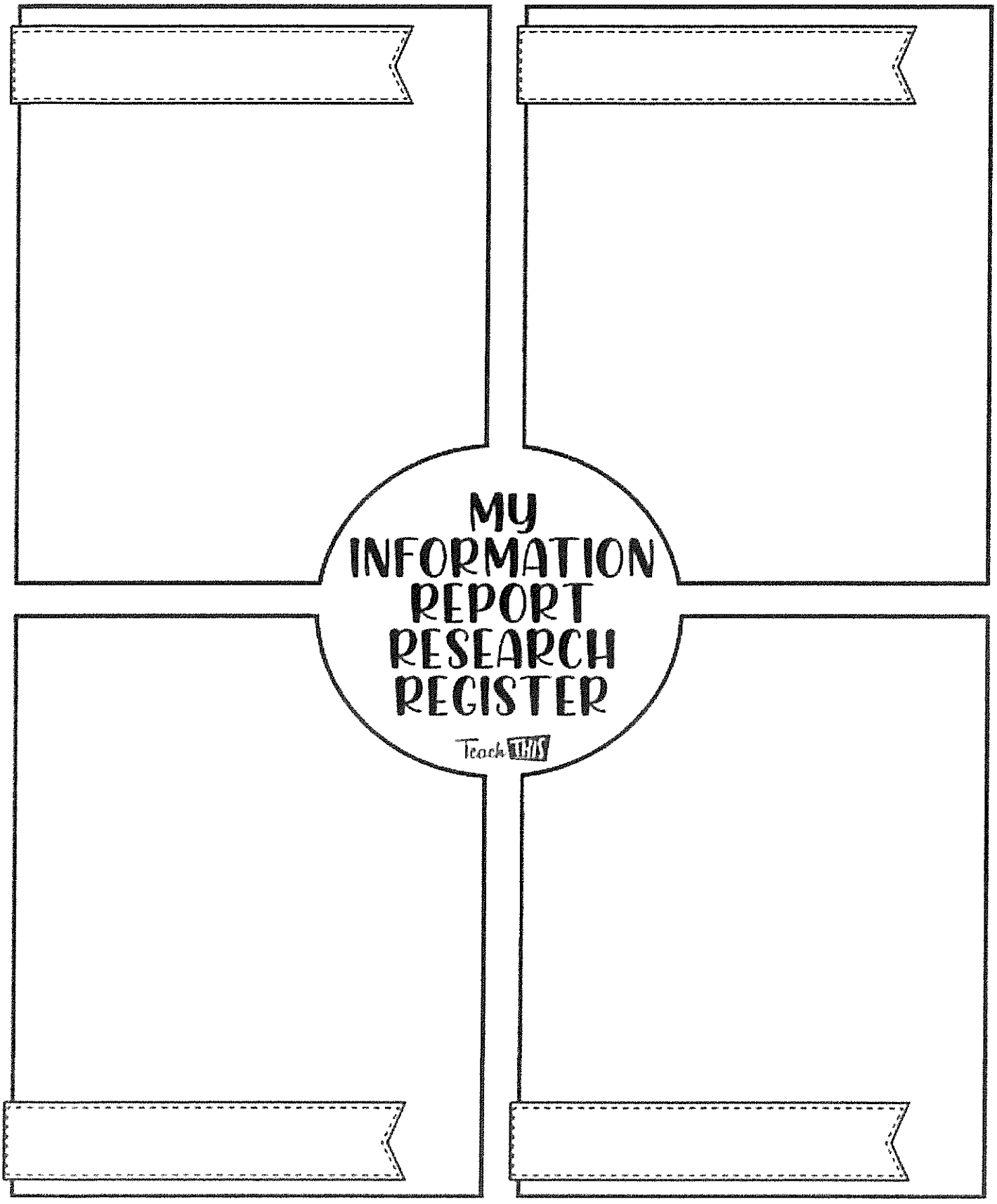
Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club

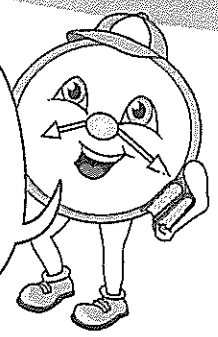
Select an Australian invention (see week 6 for ideas). Use this sheet to plan your research.

Organise your ideas under topics- Describe invention, why was it needed?, what was the process and history?, how does it work?

INVENTION _____



When adding or subtracting fractions both fractions need to have the same denominator. Most times one fraction needs to be converted to an equivalent fraction so both fractions have the same denominator.



Adding

$\frac{1}{2} + \frac{1}{4} =$

$\downarrow$

$\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$

Subtracting

$\frac{3}{4} - \frac{3}{8} =$

$\downarrow$

$\frac{6}{8} - \frac{3}{8} = \frac{3}{8}$

1. Add each of these fractions with the same denominator.

a. $\frac{1}{10} + \frac{6}{10} =$ ☐ b. $\frac{2}{5} + \frac{1}{5} =$ ☐ c. $\frac{3}{8} + \frac{1}{8} =$ ☐ d. $\frac{3}{5} + \frac{1}{5} =$ ☐

e. $\frac{5}{8} + \frac{2}{8} =$ ☐ f. $\frac{3}{10} + \frac{4}{10} =$ ☐ g. $\frac{1}{3} + \frac{1}{3} =$ ☐ h. $\frac{1}{8} + \frac{6}{8} =$ ☐

2. Subtract the second fraction. Both have the same denominator.

a. $\frac{6}{8} - \frac{3}{8} =$ ☐ b. $\frac{7}{10} - \frac{4}{10} =$ ☐ c. $\frac{3}{4} - \frac{2}{4} =$ ☐ d. $\frac{2}{3} - \frac{1}{3} =$ ☐

e. $\frac{4}{5} - \frac{3}{5} =$ ☐ f. $\frac{5}{9} - \frac{3}{9} =$ ☐ g. $\frac{7}{8} - \frac{2}{8} =$ ☐ h. $\frac{9}{10} - \frac{6}{10} =$ ☐

3. Write the equivalent fraction for each of these. One is done for you.

$\frac{1}{2} = \frac{2}{4}$ a. $\frac{1}{4} = \frac{\square}{8}$ b. $\frac{1}{2} = \frac{\square}{10}$ c. $\frac{5}{15} = \frac{\square}{3}$ d. $\frac{4}{20} = \frac{\square}{5}$ e. $\frac{6}{12} = \frac{\square}{2}$

f. $\frac{4}{5} = \frac{\square}{10}$ g. $\frac{2}{5} = \frac{\square}{10}$ h. $\frac{3}{4} = \frac{\square}{12}$ i. $\frac{1}{3} = \frac{\square}{12}$ j. $\frac{7}{10} = \frac{\square}{20}$

4. Add these fractions. Change one to an equivalent fraction with the same denominator. One is done for you.

$\frac{2}{3} + \frac{1}{6} =$

$\downarrow$

$\frac{4}{6} + \frac{1}{6} = \frac{5}{6}$

a. $\frac{1}{5} + \frac{3}{10} =$

$\downarrow$

☐ $+ \frac{3}{10} =$ ☐

b. $\frac{7}{10} + \frac{1}{5} =$

$\downarrow$

$\frac{7}{10} +$ ☐ $=$ ☐

c. $\frac{5}{8} + \frac{1}{4} =$

$\downarrow$

$\frac{5}{8} +$ ☐ $=$ ☐

d. $\frac{4}{5} + \frac{1}{10} =$

$\downarrow$

☐ $+ \frac{1}{10} =$ ☐

5. Subtract the second fraction. Change one to an equivalent fraction with the same denominator. One is done for you.

$\frac{3}{4} - \frac{5}{8} =$

$\downarrow$

$\frac{6}{8} - \frac{5}{8} = \frac{1}{8}$

a. $\frac{2}{3} - \frac{1}{6} =$

$\downarrow$

☐ $- \frac{1}{6} =$ ☐

b. $\frac{4}{5} - \frac{3}{10} =$

$\downarrow$

☐ $- \frac{3}{10} =$ ☐

c. $\frac{5}{8} - \frac{1}{4} =$

$\downarrow$

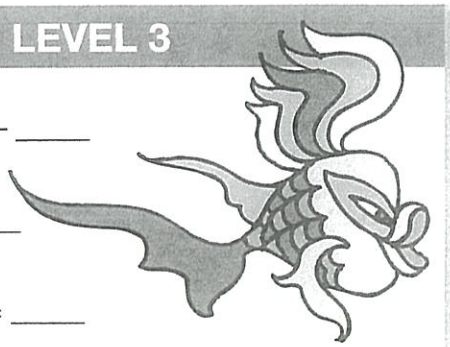
$\frac{5}{8} -$ ☐ $=$ ☐

d. $\frac{3}{4} - \frac{1}{8} =$

$\downarrow$

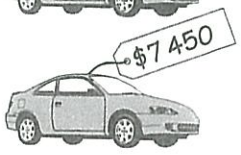
☐ $- \frac{1}{8} =$ ☐

LEVEL 3

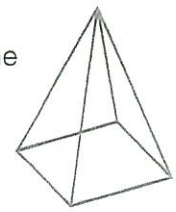


1. 16 + 6 + 6 = 40 – _____
2. 220 – 140 = _____
3. (6 x 8) + (8 x 5) = _____
4. 14.52 – 11.31 = _____

5. How much is the difference in the cost of the two cars?



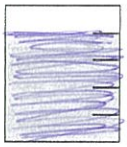
6. Multiply 70 by 6.
7. 60 + 60 + 60 = _____



8. How many edges has the square pyramid?
9. Double $19.50.
10. $\frac{1}{2}$ x 1000
11. 26 500, 36 500, _____, 56 500, 66 500

12. How much change from $20 after buying the items?

13. What fraction of 80c is 20c?
14. 36 months = ☐ years
15. Five rolls cost $27.50. How much for one roll?

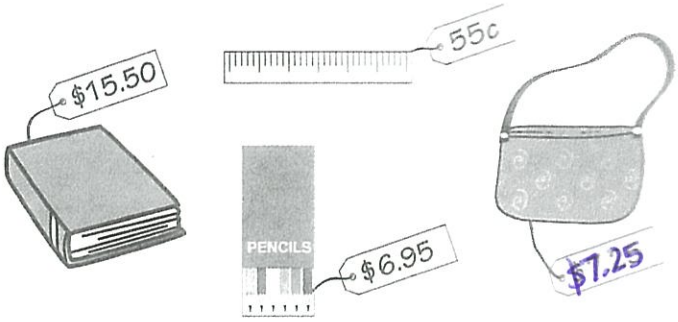


16. How many millilitres of water are needed to fill the one litre container?
17. How much is the value of nine 20-cent coins?
18. Write 24 579 in expanded notation.

19. How many millilitres in three-tenths of a litre?
20. What is the total mass of the three children?

LEVEL 4

ADDITION AND SUBTRACTION



How much for:

a. 2 books, 1 pack of pencils _____

b. 1 ruler, 1 bag, 3 books _____

c. 2 books, 2 packs of pencils, 1 bag _____

d. 3 bags, 1 book, 2 rulers _____

e. 3 packs of pencils, 1 bag, 1 ruler _____

PATTERNS AND ALGEBRA

Complete the number patterns.

1. 6, 12, 18, _____, _____, _____

   750, 850, 950, _____, _____, _____

   7450, 8450, 9450, _____, _____, _____

2. 2.0, 5.0, 8.0, _____, _____, _____

   2.2, 2.6, 3.0, _____, _____, _____

   0.9, 1.8, 2.7, _____, _____, _____

3. $\frac{1}{10}$, $\frac{3}{10}$, $\frac{5}{10}$, _____, _____, _____

   $\frac{15}{100}$, $\frac{30}{100}$, $\frac{45}{100}$, _____, _____, _____

   $1\frac{55}{100}$, $2\frac{55}{100}$, $3\frac{55}{100}$, _____, _____, _____

Tuesday 24th August, 2021

English 60 mins	**Spelling** Learning Intention: I am learning to identify the sounds in words. **Finding the sound:** • Colour the blocks that contain the 'oo' or 'u' sound. • Put your words into alphabetical order backwards. [Upload to Seesaw]
	Writing Learning Intention: I am learning to write an information report. **Information Report** • Reread your research from yesterday. • Based on your research from yesterday, write an information report. • Follow the suggestions provided (on the worksheet) to help structure your writing. • Monitor your work for spelling, punctuation and correct grammar- these are skills that require continued practise. [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning to name and identify the properties of 2D shapes. **Polygons** • Carefully read the information provided at the top of the page. • Colour the polygons and name each one. Words are found in the word bank. • Investigate the properties of the given 2D shapes and complete the table. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Great Inventions** Learning Intention: I will improve my knowledge of great inventions and learn when they were first introduced. **Great Inventions Find-a-word** • Circle or highlight the words as you find them. • The words can be hidden backwards or diagonally as well. • If there's a word you don't know – look it up or ask your teacher. [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	

Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club

Use this sheet to write your information report. Use the sections to help guide the structure of your writing.

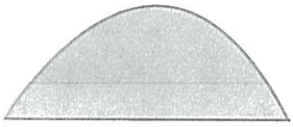
Invention: _____

Introduction - Defines and introduces the subject, hooks the reader and outlines what they should expect to learn. Why should they read it? What will they learn?

Subtopics - Gives the readers the information outlined in the introduction. Facts should be sorted into paragraphs for each subtopic.

Conclusion - provides closure for the reader, reviewing what they have learned and giving them next steps What did you teach them? Where can they find out more?

Unit 10 - Polygons

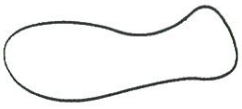


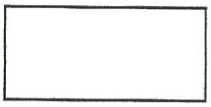
not a polygon

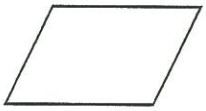
polygon

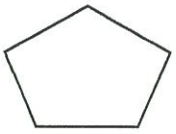
Polygons are 2D shapes with three or more sides and angles. The sides of a polygon must be straight.

1. Colour only the polygons below and then name each one, using a word from the bank.

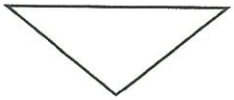
a. 

b. 

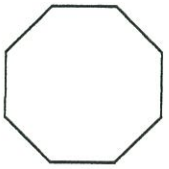
c. 

d. 

e. 

f. 

g. 

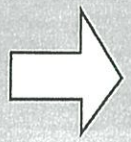
h. 

i. 

j. 

WORD BANK
quadrilateral
heptagon
triangle
rhombus
octagon
pentagon
decagon
trapezium
square

2. Investigate the properties of each polygon. Count sides, angles and diagonals in each one to complete the table.

Shapes	a. 	b. 	c. 	d. 	e. 	f. 
sides						
angles						
diagonals						

3. Answer true (T) or false (F) to each question about polygons.

a. A square has 4 diagonals. _____

b. A circle has no diagonals. _____

c. A decagon has ten sides. _____

d. An oval is a polygon. _____

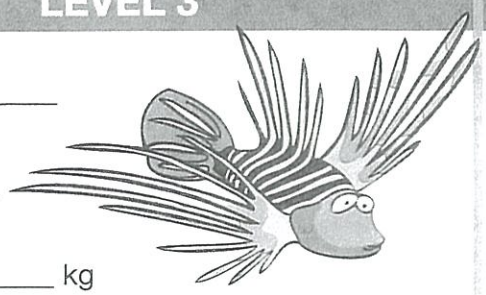
e. A pentagon has five diagonals. _____

f. A rhombus has four sides. _____

4. Draw a hexagon. Add in the diagonals.

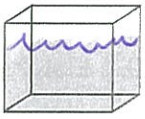
Connect three-dimensional objects with their nets and other two-dimensional representations.

LEVEL 3



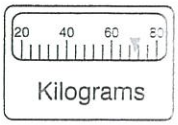
1. $150 x 6 = $ _____
2. 54 ÷ 6 = _____
3. 600 kg ÷ 3 = _____ kg
4. Write the time shown on the clockface in 24-hour time.

5. $5^2 + 5$ = _____
6. 25 x 3 = _____
7. How many is 36 tens?
8. Share $330 equally among 6 children.
9. How many is one-half of 750 litres?

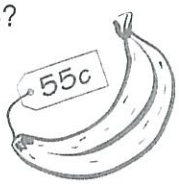


10. What is the sum of the odd numbers between 20 and 26?
11. Write 0.39 as a fraction.
12. Write the smallest number using the digits: 9 0 4 5
13. How many is 1000 divided by 5?
14. Circle the scalene triangle.

15. Subtract one-half of 32 from 40.
16. 3500 millilitres = _____ litres
17. Write $2\frac{1}{2}$ as an improper fraction.



18. What is the measurement shown on the scales?
19. How many is 10 000 divided by 5?
20. How much for seven bananas?



LEVEL 4

MULTIPLICATION AND DIVISION

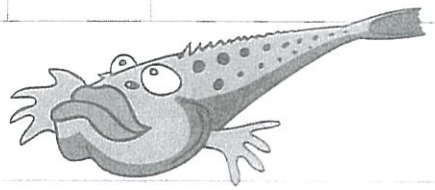
1. How much is:
   a. Double the amount _____
   b. Three times the amount _____
   c. Five times the amount _____
   d. Ten times the amount _____

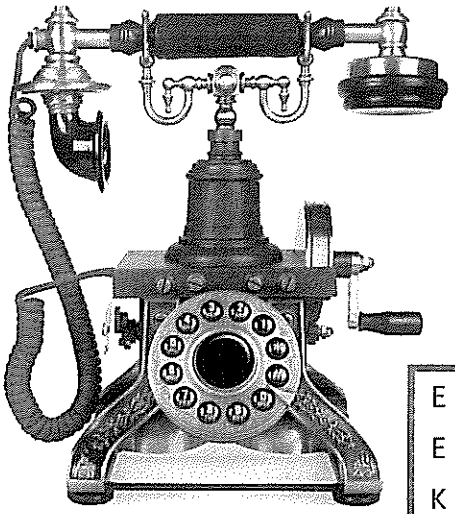
2. How much is:
   a. Double the amount _____
   b. Three times the amount _____
   c. Five times the amount _____
   d. Ten times the amount _____

AREA

Tick the column with the most appropriate unit of measurement used when measuring the areas.

Item	cm^2	m^2	ha
book			
block of land			
mobile phone			
farm			
bedroom			
national park			
sheet of paper			
tennis court			
iPad			





Great Inventions

DIRECTIONS: Find and circle the inventions in the grid. Look for them in all directions including backwards and diagonally.

E	V	L	R	E	T	U	P	M	O	C	L	A	N	O	S	R	E	P
E	K	I	Q	V	Z	A	N	Y	H	P	A	R	G	O	T	O	H	P
K	D	M	U	P	G	C	H	E	N	I	G	N	E	M	A	E	T	S
C	H	P	A	R	G	E	L	E	T	I	Y	K	O	S	U	U	X	V
O	P	E	N	I	C	I	L	L	I	N	G	Y	I	J	T	N	M	I
A	Z	X	U	V	A	C	C	I	N	A	T	I	O	N	O	I	J	T
R	O	E	C	W	R	E	B	E	S	J	N	X	N	I	M	C	J	S
R	E	F	L	T	S	U	C	A	B	A	M	O	T	C	O	O	G	S
E	E	P	E	N	U	W	C	E	A	J	I	A	U	O	B	M	T	E
D	N	F	A	C	U	N	E	I	T	S	R	L	D	V	I	P	E	R
W	A	G	R	P	D	I	S	S	I	E	W	W	B	K	L	A	L	P
O	L	W	F	O	A	E	M	V	G	S	N	P	K	O	E	S	E	G
P	P	R	I	O	H	B	E	I	R	J	H	R	V	Z	A	S	P	N
N	R	U	S	T	S	L	R	I	B	D	C	N	E	E	R	T	H	I
U	I	S	S	X	E	F	Z	N	N	A	L	F	D	T	N	A	O	T
G	A	E	I	T	E	L	P	C	K	E	U	A	Z	E	N	B	N	N
F	N	R	O	R	E	Q	K	R	A	D	I	O	M	A	Z	I	E	I
A	G	T	N	Y	T	I	C	I	R	T	C	E	L	E	R	T	Y	R
N	M	E	C	H	A	N	I	Z	E	D	C	L	O	C	K	E	I	P

ABACUS
3rd Millennium B.C.

AIRPLANE
1903

ANESTHESIA
1846

AUTOMOBILE
Late 19th Century

CEMENT
1st Millennium B.C.

COMPASS
12th century

ELECTRICITY
Late 19th century

GUNPOWDER
10th century

INTERNET
1960s

MECHANIZED CLOCK
15th Century

NUCLEAR FISSION
1939

PAPER
2nd Century

PENICILLIN
1928

PERSONAL COMPUTER
1970s

PHOTOGRAPHY
Early 19th Century

PRINTING PRESS
1430s

RADIO
1906

REFRIGERATION
1850s

SAILBOAT
4th Millennium B.C.

STEAM ENGINE
1712

TELEGRAPH
1837

TELEPHONE
1876

TELEVISION
Early 20th century

VACCINATION
1796

Wednesday 25th August, 2021

English 60 mins	**Spelling** Learning Intention: I am learning about contractions and how to use them in my writing. **Contractions:** • A contraction is a shortened version of a spoken word. For example – would not becomes wouldn't by removing the 'o' and adding an apostrophe. Rewrite the words to change them into contractions. • Complete the contraction task on the spelling slide.
	Writing Learning Intention: I am learning to write a persuasive letter. **A Persuasive Letter to Mrs Parrello - Solar Energy** • Read the text 'Kid-Friendly Solar Energy Facts- An Amazing Invention for Humanity' • Use your own knowledge and knowledge provided from the text, to construct a persuasive letter to Mrs Parrello. HELP SAVE THE PLANET NOW! [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning to interpret temperature and plot as a line graph. **Temperature** • Complete the worksheet by plotting the temperature to create a line graph, describe the clothes you may wear for various temperatures and record temperatures on the given thermometers. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Inventions** Learning Intention: I will design my own incredible invention. **My Incredible Invention** • Think of your own incredible invention. It could be an innovative piece of technology that would make our lives easier or a new entertainment device. • Use the worksheet provided to explain, sketch and label your design. • You don't have to build it, so this is your chance to be creative. [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	

Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club

Kid-Friendly Solar Energy Facts
An Amazing Invention for Humanity

The sun is full of energy and solar energy comes from sunlight that reaches earth! The amount of sunlight that reaches earth varies depending on location, time of day, time of year, and weather conditions.

The sun has produced energy for billions of years! This means solar energy has been used by people for hundreds of years to cook food, keep warm, and to dry clothes. Today, it is also used to create electricity.

Solar cells turn light from the sun into electricity. Solar cells are also called photovoltaic cells. 'Photo' is Latin for light and 'voltaic' means electricity.

Solar cells are put together to make solar panels, sometimes called a "solar array." Solar panels are put on your home's roof to collect sunlight and turn it into power. If you have seen big shiny panels on the roof of a house, that house is using solar energy! Solar energy can be used to power anything in your house that needs electricity.

Solar Panels are not just for houses. In fact, solar panels are used all around us to power many different things. Solar panels can be put on food trucks, cars, boats, buildings and space satellites. There are even planes that run on solar power! Solar panels can also be used to power smaller things such as calculators and the orange flashing highway signs that warn us about a traffic jam or a closed exit.

Solar energy is good for the planet! It does not create pollution like energy from coal and oil. We waste energy to make power from coal and oil. No energy is wasted when using solar power!

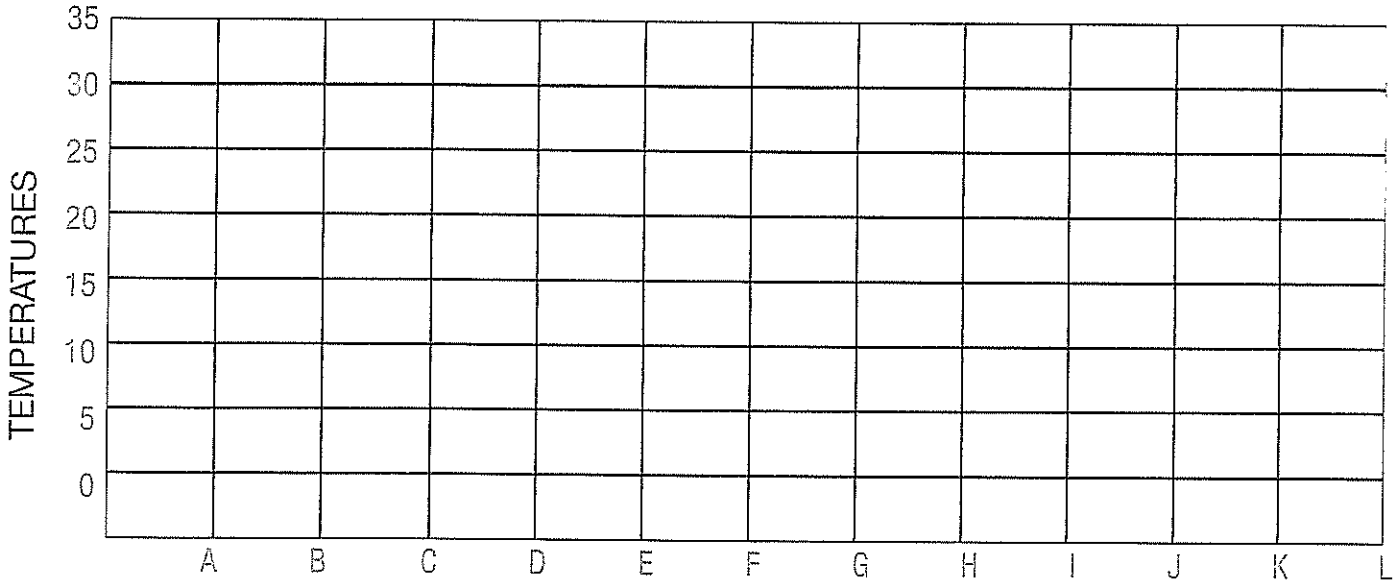
Solar is our energy future, so it only makes sense to teach the future generation about the benefits of the sustainable energy source. If you are interested in installing solar PV panels on your roof, talk to your kids or younger siblings about it! We think you'll be surprised by their response! Who knows, your talk may even spark an interest in a future solar career!

Use the information provided in 'Kid Friendly Solar Energy Facts,' to write a letter to Mrs Parrello , *convincing* her to install solar panels around the school to help reduce our impact on the environment.

Dear Mrs Parrello,

Unit 22 - Temperature

1. Plot the temperature on this graph using dot plots and then join the dots to make a line graph.



TEMPERATURES						
	A 10°C	B 15°C	C 20°C	D 20°C	E 10°C	F 30°C
	G 22°C	H 18°C	I 15°C	J 20°C	K 10°C	L 5°C

2. **a.** Which letters have the **same** temperature? _____

   b. What is the temperature range from **highest to lowest**? _____ °C

   c. Write the letters that have a temperature of **less** than 20°C. _____

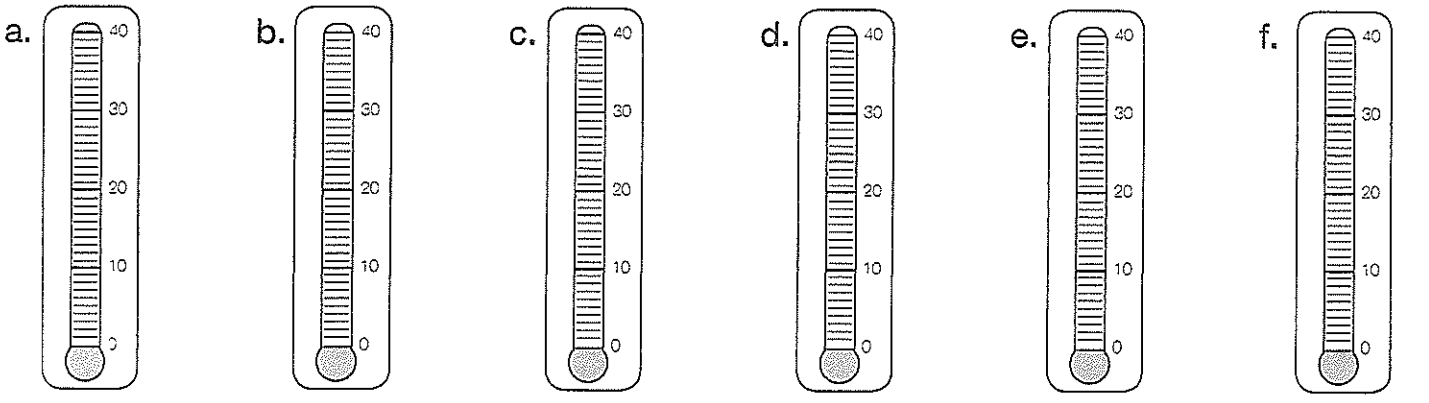
3. Describe the types of clothes you might wear in these temperatures.

   a. 38°C _____

   b. 15°C _____

   c. 2°C _____

4. Record the **most usual** temperatures for these months where you live.



5. Write the seasons that might have these temperatures.

   a. 12°C _____ **b.** 23°C _____

   c. 33°C _____ **d.** 17°C _____

LEVEL 3

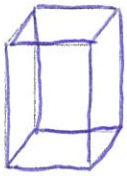
1. 320 – 80 = _____

2. 40 ÷ 5 = $\frac{1}{4}$ x _____

3. 56 – (8 x 6) = _____

4. Write the time on the clockface in 24-hour time.

5. How much is $\frac{3}{10}$ of $120?



6. 500 x 6 = _____

7. How many vertices has a rectangular prism?

8. 3500 grams = _____ kilograms

9. How much for 250 grams of cheese?

10. 820 kilograms divided by 4.

11. What is the quotient when 96 is divided by 6?

12. What is the total mass of the three cars?

13. Multiply 3500 by 4.

14. What is the product of 9 and 6?

15. How many tenths in $2\frac{3}{10}$?

16. How much for 6 kilograms of bananas?

17. What number is three times greater than 75?

18. Deduct $5.50 from $50.

19. How many metres in 0.3 of a kilometre?

20. Circle the heaviest mass.

1100 grams 1.01 kg 1 kg 110 g

LEVEL 4

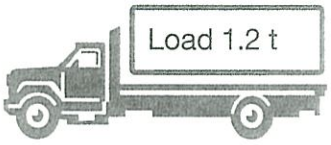
MASS

Calculate the gross mass of the trucks.

a. Net mass 2500 kg → 

b. Net mass 1.75 t → 

c. Net mass 2.8 t → 

d. Net mass 3.65 t → 

ANGLES

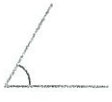
Draw the angles from smallest to largest.

a. 

b. 

c. 

d. 

e. 

My Incredible Invention

Name of your invention	What is its purpose? What can it be used for?
What materials would you need to construct your invention? *Include as much detail as possible.*	Does it require an energy source? If so, are you using renewable energy?
How will your invention work?	Who would want to purchase your invention (the target demographic)? Why?

Draw and label a **detailed** sketch of your invention. Be creative.
Hint – don't forget to include any included safety features or safety equipment needed.

How much would your invention cost to create?	How much would your product cost to purchase?
??? What would be the most challenging aspect of actually building your invention?	??? Reflection - Why did you choose to create this product? Were you satisfied with your design?

Thursday 26th August, 2021

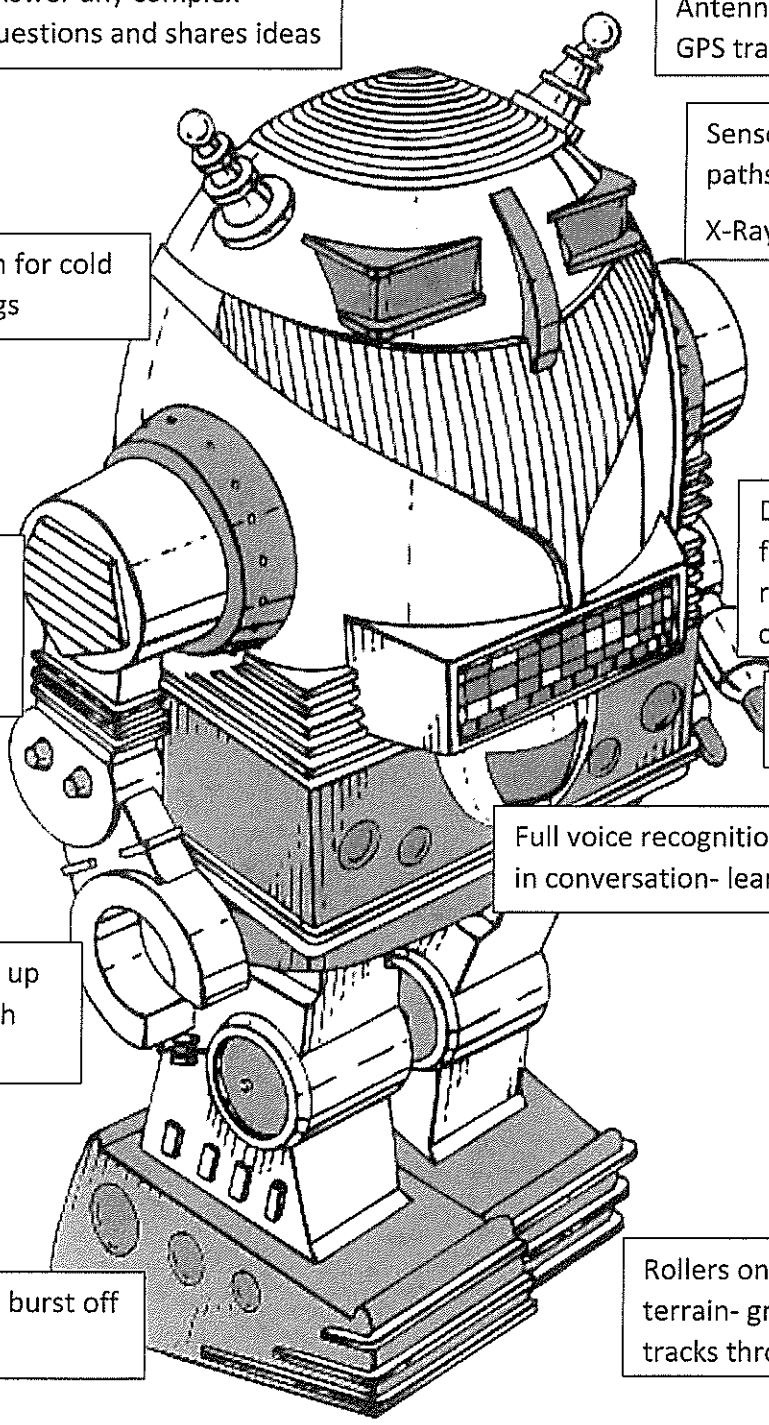
<table>
<tr><td rowspan="2">English
60 mins</td><td>Spelling
<u>Learning Intention</u>: I am learning to identify homophones and their meanings.
Finish the sentences
• Finish the sentences using the words in the box provided. Use a dictionary to help you with word meanings.
[Upload to Seesaw]</td></tr>
<tr><td>Writing
<u>Learning Intention</u>: I am learning to write and explanation.
Everyone Needs A Robot
• Use the robot diagram provided and carefully read about its capabilities.
• Think about all the things such a robot could do.
• Explain how the robot would work for you.
[Upload to Seesaw]</td></tr>
<tr><td colspan="2">Fitness (15 minutes)
First Break – have something to eat and take some time out to relax!</td></tr>
<tr><td>Mathematics
45 mins</td><td>Mathematics
<u>Learning Intention</u>: I am learning to understand hundredths through investigating percentages.
Percentages
• Read the information at the top of the worksheet.
• Complete the worksheet by writing the shaded / unshaded percentages and converting between fractions, decimals and percentages.
Remember: 27/100 = 0.27 = 27%
• Maths Mentals page.
[Upload to Seesaw]</td></tr>
<tr><td>Other Key Learning Areas
60 mins</td><td>Inventions
<u>Learning Intention</u>: I will create an advertisement for my incredible invention.
Advertisement
• Think about the best way to market the invention you designed yesterday.
• Draw a poster or create a short video to advertise your invention.
• Make sure that you explain what it can do and why people should buy it.
[Upload to Seesaw]</td></tr>
<tr><td colspan="2">Fitness (15 minutes)
Second Break – have something to eat and take some time out to relax!</td></tr>
<tr><td colspan="2">Catch up on anything you have not finished from today.
[Upload to Seesaw]

Technology Time
Mathletics
EPIC Reading
Typing Club</td></tr>
</table>

Everyone Needs A Robot

View the robot diagram below. Read about its capabilities and special functions. Write an explanation on how you would use it and some of the tasks it could perform.

Use your imagination and be adventurous.



Super processor- able to answer any complex questions and shares ideas

Antennas to play TV, radio, GPS tracking

Sensors to detect objects in paths.

X-Ray capabilities

Heating system for cold winter mornings

Digital keyboard/display for quick function requests- i.e. pick up clothes or mow lawn...

Arms can extend to 4x the current length- you will never get stuck up a tree again

Hand laser- can open everything (Beware!!)

Full voice recognition and able to engage in conversation- learns as it goes

Hands designed to pick up delicate objects or crush steel

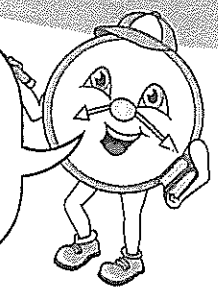
Jet packs for short burst off the ground

Rollers on feet to cross all terrain- great for creating tracks through the bush

Everyone Needs A Robot

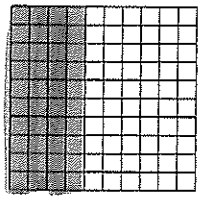
Complete writing here or in your exercise book

Fractions can be written as parts of a whole number, as decimals and as percentages. Percentage means a part of 100. 50% means 50 parts of 100 or 50/100 or ½.

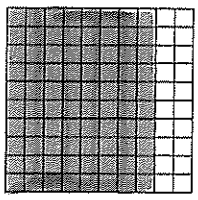


Fraction	Decimal	Percentage
$\frac{50}{100} = \frac{1}{2}$	0.5	50%

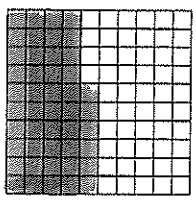
1. Write the percentage of each hundred grid that is shaded and the percentage unshaded.

a. 

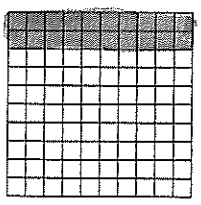
Shaded _____% Unshaded _____%

b. 

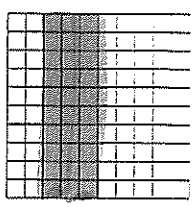
Shaded _____% Unshaded _____%

c. 

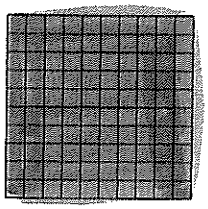
Shaded _____% Unshaded _____%

d. 

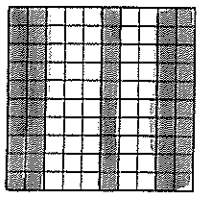
Shaded _____% Unshaded _____%

e. 

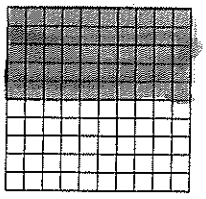
Shaded _____% Unshaded _____%

f. 

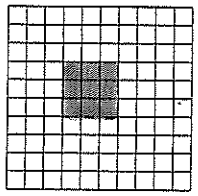
Shaded _____% Unshaded _____%

g. 

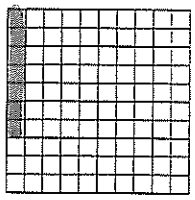
Shaded _____% Unshaded _____%

h. 

Shaded _____% Unshaded _____%

i. 

Shaded _____% Unshaded _____%

j. 

Shaded _____% Unshaded _____%

2. Write the following fractions as percentages.

a. $\frac{35}{100}$ = _____%

b. $\frac{28}{100}$ = _____%

c. $\frac{84}{100}$ = _____%

d. $\frac{47}{100}$ = _____%

e. $\frac{20}{100}$ = _____%

f. $\frac{10}{100}$ = _____%

g. $\frac{100}{100}$ = _____%

h. $\frac{23}{100}$ = _____%

i. $\frac{82}{100}$ = _____%

j. $\frac{92}{100}$ = _____%

k. $\frac{30}{100}$ = _____%

l. $\frac{18}{100}$ = _____%

3. Write each decimal as a percentage.

a. 0.17 = _____%

b. 0.10 = _____%

c. 0.12 = _____%

d. 0.77 = _____%

e. 0.83 = _____%

f. 0.27 = _____%

g. 0.93 = _____%

h. 0.28 = _____%

i. 0.01 = _____%

j. 0.32 = _____%

k. 0.52 = _____%

l. 0.03 = _____%

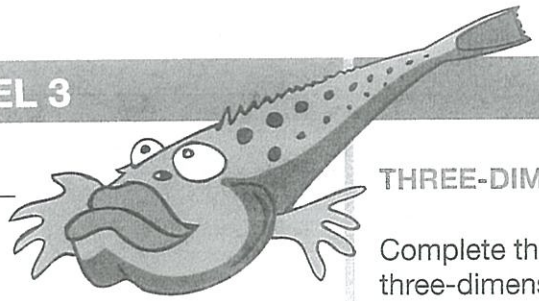
4. a. If you dig 42 holes out of 100, what percentage of holes is left to be dug? _____%

b. Dad had 95 questions out of 100 correct in his TAFE test. What percentage did he get right?

_____%

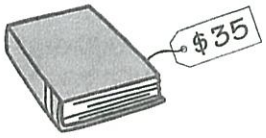
c. The computer has reached 83% of its monthly download. How much more download is left for the month? _____%

LEVEL 3



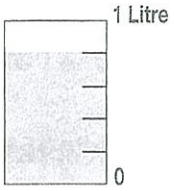
1. $2500 + $4250 = $ _____
2. $1500 – $1150 = _____
3. (7 x 8) + (6 x 9) = _____
4. Change to 24-hour time.

5. 2500, 5000, 7500, 10 000, _____
6. What is the sum of 24, 16 and 15?
7. 40 000 + 6000 + 80 + 7 = _____
8. How many groups of 25 in 100?
9. How much for 8 books?

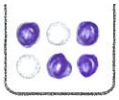


10. Deduct $25 from $70.
11. How many kilograms in three-fifths of a tonne?
12. What is the time half an hour after the time shown on the clock?

13. Centimetres in $5\frac{1}{2}$ metres
14. Which is larger: $\frac{1}{5}$ or $\frac{1}{10}$?
15. 10 x 9 = ☐ x 270



16. How many millilitres of water in the one litre bucket?
17. What is the perimeter of a hexagon with sides of 10 cm?
18. How many grams in 0.7 kilogram?
19. Kilograms in 4.5 tonnes



20. Circle the chance a ~~red~~ solid ball will be first selected from the bucket.

likely possible
unlikely impossible

LEVEL 4

THREE-DIMENSIONAL SPACE

Complete the table showing the properties of the three-dimensional objects.

object	number of faces	number of vertices	number of edges
			
			
			
			
			

CHANCE

Circle the word that best describes the event.

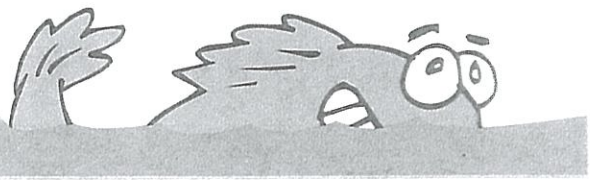
a. Mum will collect me from school tomorrow.
unlikely possible likely

b. It will rain next week.
unlikely possible likely

c. My friend will play ball with me at lunch time.
unlikely possible likely

d. There will be no school tomorrow.
unlikely possible likely

e. Someone in the class will be sick tomorrow.
unlikely possible likely



Friday 27th August, 2021

English 60 mins	**Spelling** Learning Intention: I will demonstrate my learning and reflect upon my achievement. **Spelling Test / Dictation** • Copy the dictation passage into your workbook. (Do this by listening to the recording on Seesaw or ask a grown up to read it to you) [Upload to Seesaw]
	Grammar Learning Intention: I am learning to recognise and name different adjectives, adverbs and contractions. **Adjectives, Adverbs and Contractions** • Read the information at the top of each page. • Complete the worksheets provided. [Upload to Seesaw]
Fitness (15 minutes) **First Break** – have something to eat and take some time out to relax!	
Mathematics 45 mins	**Mathematics** Learning Intention: I am learning to use litres and millilitres as units of capacity. **Capacity** • Complete the worksheet by writing the capacity of each beaker, writing the appropriate unit of capacity for each container, adding capacities and identifying containers that hold designated capacities. • Maths Mentals page. [Upload to Seesaw]
Other Key Learning Areas 60 mins	**Health** Learning Intention: I will interview my family members about their healthy habits. **Healthy Habit Interview** • Interview your family members about their daily healthy habits. You need to create the questions yourself. Try and interview at least 3 people in your household. You could ask them about how often they eat, what they eat, if they exercise and what they may do for exercise. Try and ask them at least 5 questions. [Upload to Seesaw]
Fitness (15 minutes) **Second Break** – have something to eat and take some time out to relax!	
Catch up on anything you have not finished from today. [Upload to Seesaw]	**Technology Time** Mathletics EPIC Reading Typing Club

ADJECTIVES AND ADVERBS

Name:

HINT BOX

Adjective - Describes a noun.
EXAMPLES
1. The terrifying monster.
2. The old cat.
3. The classroom was noisy.

Adverb - Describes a verb. Often ends in y or ly.
EXAMPLES
1. The boy ran quietly.
2. He quickly kicked the ball.
3. We happily ate the cake.

START UP

State whether the words below are adverbs or adjectives.

1. Noisily _____
2. Crazy _____
3. Angrily _____
4. Good _____
5. Beautiful _____
6. Beautifully _____
7. Kind _____
8. Strangely _____

STEP UP

Underline the adjectives and circle the adverbs in the sentences.

1. My kind, best friend happily let me borrow her new dress.
2. The teacher was mad, as the lazy students slowly finished their work.
3. The swimmers were busily preparing for the exciting race.
4. The cat walked expertly along the dusty windowsill.
5. The questions were hard, and the girls answered many of them incorrectly.
6. The cranky, old man yelled angrily at the children.

ADVANCED

Circle the correct word and state whether it's an adverb or an adjective.

1. The boy ran sneaky/sneakily down the hallway. _____
2. Jessica did badly/bad on the assignment. _____
3. The kittens looked happy/happily in their new room. _____
4. The singer sang beautiful/beautifully. _____
5. Dad was angry/angrily because the house was messy. _____
6. The nurse fumbled clumsy/clumsily with the needle. _____

Contractions

HINT BOX

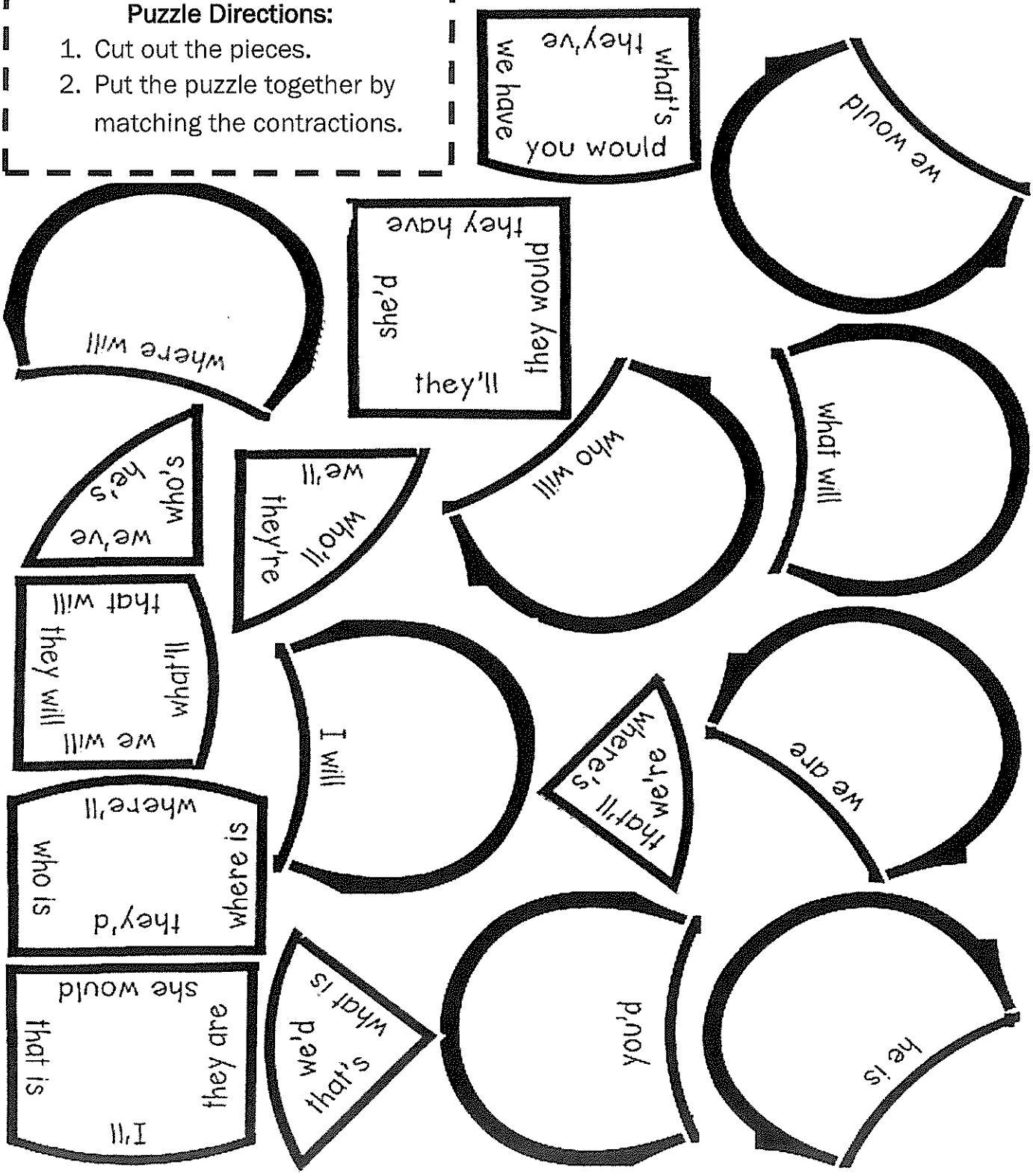
A contraction is the shortened version of two words that are joined together. We must use an apostrophe to replace the missing letter/letters.

EXAMPLES

Do not = Don't	Notice how the apostrophe replaces the missing 'o'.
I would = I'd	Notice how the apostrophe replaces the missing 'woul'.
Have not = Haven't	Notice how the apostrophe replaces the missing 'o'.

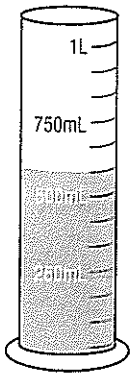
Puzzle Directions:

1. Cut out the pieces.
2. Put the puzzle together by matching the contractions.

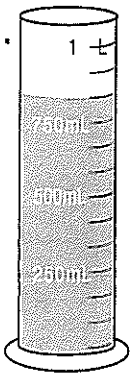


Unit 13 - Capacity

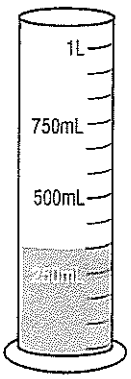
1. Write the capacity of water in each beaker. Write the measure in millilitres (mL).

a. 

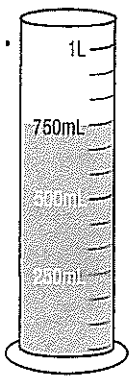
☐ mL

b. 

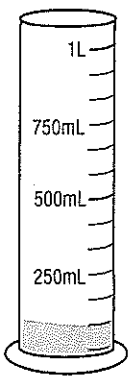
☐ mL

c. 

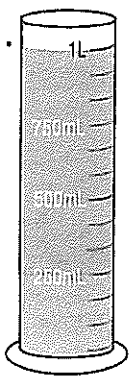
☐ mL

d. 

☐ mL

e. 

☐ mL

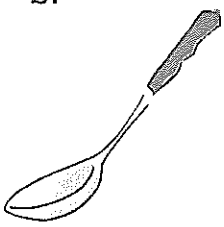
f. 

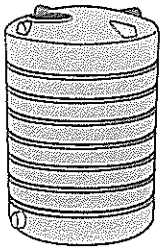
☐ mL

2. Write the unit of capacity for each container. Litres (L) or millilitres (mL)

a. 

600 ___

b. 
5 ___

c. 
220 ___

d. 

2 ___

e. 

375 ___

3. Add the capacities for each line of measure. Remember: 1 000mL = 1L

a. 2 L 245 mL + 3 L 165 mL + 1 L 230 mL + 550 mL = _____

b. 5 L 175 mL + 2 L 362 mL + 460 mL + 3 L 250 mL = _____

c. 3 L 245 mL + 3 L 156 mL + 2 L 300 mL + 3 L 250 mL = _____

d. 2 L 452 mL + 6 L 580 mL + 10 L 250 mL + 750 mL = _____

e. 3 L 299 mL + 4 L 166 mL + 3 L 285 mL + 600 mL = _____

4. List some containers, found at home or school with the approximate measuring capacity of these.

a. 500 mL

_____

_____

_____

_____

b. 2 Litres

_____

_____

_____

_____

c. 375 mL

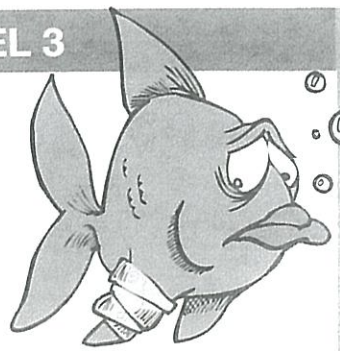
_____

_____

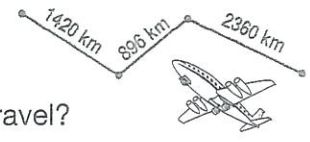
_____

_____

LEVEL 3



1. _____ x 9 = 900
2. 1350 ÷ 10 = _____
3. $97.50 x 10 = _____
4. What is the largest even number that can be made using the digits? 3 8 1 6
5. 2 kilograms – 1 kilogram 200 grams
6. (5 kg x 7) + (6 kg x 5) = _____
7. What is the difference between 145 and 32?
8. Circle the largest fraction: $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{3}$
9. How many less than 10 000 is 4750?
10. Write $\frac{350}{1000}$ as a decimal.
11. How much more than $34.95 is $50?
12. Write the numbers in descending order:
    60.06 60.6 60 66
13. What is the product of 10 000 and 6?
14. Round $35.55 to the nearest dollar.
15. How many minutes from 11:40 am to 12:15 pm?
16. Write the place value of the digit in bold. 56.94
17. Forty-two divided by six.
18. What is 25 000 more than 35 000?
19. Write the factors of 32.
20. How far did the aircraft travel?

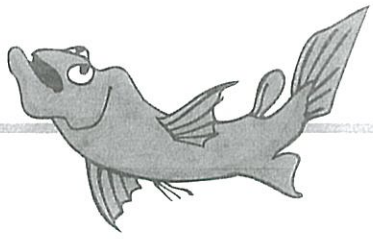


LEVEL 4

ADDITION AND SUBTRACTION

How much change from $30 for the items?

How much change from $50 for the items?



WHOLE NUMBERS

1. Arrange the numbers in ascending order.

   a. 1011 1010 1001 1100

   b. 42 609 46 209 49 026 40 962

2. Arrange the numbers in descending order.

   a. 2020 2202 2002 2200

   b. 68 479 68 749 68 947 68 907

3. a. Round 47 to the nearest 10.

   b. Round 465 to the nearest 100.

   c. Round 6800 to the nearest 1000.

   d. Round 37 500 to the nearest 10 000.

Healthy Habits

Interview your family members about their daily healthy habits. You need to create the questions yourself. Try and interview at least three people in your household. You could ask them about how often they eat, what they eat, if they exercise and what they may do for exercise. Try and ask them at least 5 questions. Use the space below to write your questions and write the answers in a different colour or each person you interview.

1.

2.

3.

4.

5.