



# St Johns Park Public School - Year 6, Term 3, Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b><u>FITNESS</u></b></p> <ul style="list-style-type: none"> <li>• 15 jumping jacks</li> <li>• Side to side step for 30 seconds</li> <li>• Sprint on the spot for 40 seconds</li> <li>• 20 arm circles</li> </ul> <p><b><u>ENGLISH</u></b> Word of the day: <b>naive</b></p> <ul style="list-style-type: none"> <li>- Look-up meaning of the word.</li> <li>- What part of speech is it? (E.g. Noun, verb etc.)</li> <li>- Research the etymology (the origin of the word)</li> <li>- Write <b>two</b> complex/compound sentences using the word.</li> </ul>	<p><b><u>FITNESS</u></b></p> <ul style="list-style-type: none"> <li>• 15 jumping jacks</li> <li>• Side to side step for 30 seconds</li> <li>• Sprint on the spot for 40 seconds</li> <li>• 20 arm circles</li> </ul> <p><b><u>ENGLISH</u></b> Word of the day: <b>commemorate</b></p> <ul style="list-style-type: none"> <li>- Look-up meaning of the word.</li> <li>- What part of speech is it? (E.g. Noun, verb etc.)</li> <li>- Research the etymology (the origin of the word)</li> <li>- Write <b>two</b> complex/compound sentences using the word.</li> </ul>	<p><b><u>Device Down Day</u></b></p> <p>After so many weeks of learning from home for our students, families and staff, we recognise the amount of time everyone has been spending on devices and accessing technology each day. So, we are declaring all of Wednesday, 15<sup>th</sup> September as “Device Down Day”.</p> <p>This will mean for all of Wednesday, 15<sup>th</sup> September.....</p> <ul style="list-style-type: none"> <li>• NO Zoom</li> <li>• NO Lessons</li> <li>• NO Seesaw</li> <li>• NO Google Classroom</li> <li>• NO Emails</li> <li>• NO Messaging</li> <li>• NO Phone Calls</li> </ul> <p>Instead we would like our students and families to connect with each other and the environment around them.</p> <p>If you need ideas, we have listed</p>	<p><b><u>FITNESS</u></b></p> <ul style="list-style-type: none"> <li>• 15 jumping jacks</li> <li>• Side to side step for 30 seconds</li> <li>• Sprint on the spot for 40 seconds</li> <li>• 20 arm circles</li> </ul> <p><b><u>ENGLISH</u></b> Word of the day: <b>intermission</b></p> <ul style="list-style-type: none"> <li>- Look-up meaning of the word.</li> <li>- What part of speech is it? (E.g. Noun, verb etc.)</li> <li>- Research the etymology (the origin of the word)</li> <li>- Write <b>two</b> complex/compound sentences using the word.</li> </ul>	<p><b><u>FITNESS</u></b></p> <ul style="list-style-type: none"> <li>• 15 jumping jacks</li> <li>• Side to side step for 30 seconds</li> <li>• Sprint on the spot for 40 seconds</li> <li>• 20 arm circles</li> </ul> <p><b><u>ENGLISH</u></b> Word of the day: <b>tariffs</b></p> <ul style="list-style-type: none"> <li>- Look-up meaning of the word.</li> <li>- What part of speech is it? (E.g. Noun, verb etc.)</li> <li>- Research the etymology (the origin of the word)</li> <li>- Write <b>two</b> complex/compound sentences using the word.</li> </ul>

<p style="text-align: center;"><b><u>SPELLING</u></b></p> <p>Term 3 Revision: recuperate, remunerate, commotion, precarious</p> <p>Define words &amp; put them in 2 complex sentences</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p style="text-align: center;"><b>Culminating Task</b></p> <p>This week you will be working on writing a persuasive text for your culminating task. This task should be submitted on Thursday.</p> <p>Persuasive texts are those that persuade an audience to a particular way of thinking. These texts can include expositions and discussions. You are to compose a persuasive text on the topic: <b>Sugary drinks should come with a warning label.</b> This text needs to persuade and engage your audience, using your own ideas as well as those from the text.</p> <p>Read the article (Please see resource attached) Choose a side for or against the topic. Refer to the marking rubric. (Resource attached)</p>	<p style="text-align: center;"><b><u>SPELLING</u></b></p> <p>Term 3 Revision: precede, preclude, induct, incessant</p> <p>Define words &amp; put them in 2 complex sentences</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p style="text-align: center;"><b>Culminating Task</b></p>	<p>a range of activities you might like to try. Do as many or as little as you like. You may even have some other ideas.</p> <p>Below is a checklist of suggested activities. Tick them off as you complete them and add your own.</p> <p>You can then wait for Thursday, 16<sup>th</sup> September and upload your checklist for your teacher to see.</p> <ul style="list-style-type: none"> <li>○ Phone a friend or loved one and have a long chat</li> <li>○ Make and decorate a cake</li> <li>○ Play a board game</li> <li>○ Put together a jigsaw puzzle</li> <li>○ Go for a walk or jog</li> <li>○ Think up an invention and draw a design for it</li> <li>○ Do some gardening</li> <li>○ Make a mini garden</li> <li>○ Water the garden</li> <li>○ Teach your pet a new trick</li> <li>○ Have lunch in your backyard</li> <li>○ Help mum and dad with some jobs around the house</li> <li>○ Clean up and reorganise your room</li> <li>○ Make up a crossword</li> </ul>	<p style="text-align: center;"><b><u>SPELLING</u></b></p> <p>Term 3 Revision: frugal, federal, feral, canary</p> <p>Define words &amp; put them in 2 complex sentences</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p style="text-align: center;"><b>Culminating Task due</b></p>	<p style="text-align: center;"><b><u>SPELLING</u></b></p> <p>Term 3 Revision: gaudy, lullaby, abundant, accumulate</p> <p>Define words &amp; put them in 2 complex sentences</p> <p style="text-align: center;"><b><u>READING</u></b></p> <p>Read “The Letter to the Editor” and answer the following questions in full sentences.</p> <ol style="list-style-type: none"> <li>1. Name the three types of media?</li> <li>2. What risks are involved with using social media?</li> <li>3. What ways can people protect themselves from these risks?</li> <li>4. Do you think children under the age of 13 should be using social media? Why?</li> <li>5. What safer options could children use instead of social media?</li> </ol>
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			<p>puzzle.</p> <ul style="list-style-type: none"><li>○ Watch a movie with your family</li><li>○ Make a nice card for someone</li><li>○ Put together a dance routine to your favourite song</li><li>○ Clean out your wardrobe and put any unwanted items in a box ready to donate</li><li>○ Paint a rock and leave it for someone to find</li><li>○ Colour-in</li><li>○ Do a random act of kindness</li><li>○ Read a book</li><li>○ Make a paper plane and see how far you can make it fly</li><li>○ Have a paper plane competition with your family</li><li>○ Make a list of all the things you are grateful for</li><li>○ Put together any exercise circuit in your yard</li><li>○ Design a future city</li><li>○ If raining, go outside and jump in a puddle</li> <li>○ Go for a walk in the rain</li></ul>		
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Break	Break	Break	Break	Break	Break
Middle	<p><b><u>MATHEMATICS</u></b> Complete - Maths Mentals Time yourself, record your time.</p> <p>Complete your assigned Mangahigh activity</p> <p>Complete the Maths worksheet attached for the day. Your teacher will provide you with a link to a video to assist you.</p> <p><b><u>HSIE – Geography</u></b></p> <p><b>LI: To recognise the positive and negative impacts humans have on the environment</b></p> <p><b>SC: Identify the different environmental changes caused by humans.</b></p> <p>Use the footprint calculator to determine the way your lifestyle impacts on the environment.</p> <p><b><u>Footprint Website</u></b> <a href="https://www.footprintcalculator.org/signup">https://www.footprintcalculator.org/signup</a></p>	<p><b><u>MATHEMATICS</u></b> Complete - Maths Mentals Time yourself, record your time.</p> <p>Complete your assigned Mangahigh activity</p> <p>Complete the Maths worksheet attached for the day.</p> <p><b><u>Sport</u></b> Keeping active through physical activity and sport has many benefits for the body.</p> <p>Go outside and play a sport of your choice for at least 30 minutes.</p>		<p><b><u>MATHEMATICS</u></b> Complete - Maths Mentals Time yourself, record your time.</p> <p>Complete your assigned Mangahigh activity</p> <p>Complete the Maths worksheet attached for the day.</p> <p><b><u>Science</u></b></p> <p><i><b>Inquiry Focus: How do scientists explore the planets in our solar system?</b></i></p> <p><b>Activity 3: Locate information from the video and text to record key events for the dates listed (refer to the worksheet).</b> <u>Crashing Into Saturn: This Cassini Mission</u> <a href="https://www.youtube.com/watch?v=68vxYRAony8">https://www.youtube.com/watch?v=68vxYRAony8</a> <u>Cassini-Huygens</u> <a href="https://kids.britannica.com/kids/article/Cassini-Huygens/544855">https://kids.britannica.com/kids/article/Cassini-Huygens/544855</a></p> <p><b>Activity 4 (optional): Visit this website to discover how scientists have used the rover, 'Curiosity', to explore the surface of Mars.</b> <u>Where our Curiosity took us</u> <a href="https://www.abc.net.au/news">https://www.abc.net.au/news</a></p>	<p><b><u>MATHEMATICS</u></b> Complete - Maths Mentals Time yourself, record your time.</p> <p>Complete your assigned Mangahigh activity</p> <p>Complete the Maths worksheet attached for the day.</p> <p><b><u>Sport</u></b> Keeping active through physical activity and sport has many benefits for the body.</p> <p>Go outside and play a sport of your choice for at least 30 minutes.</p>

				<a href="https://www.nasa.gov/2017-08-05/mars-curiosity-rover-five-year-anniversary/8750588?nw=0">/2017-08-05/mars-curiosity-rover-five-year-anniversary/8750588?nw=0</a>	
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<p align="center"><b><u>Science</u></b></p> <p><i>Inquiry Focus: How do scientists explore the planets in our solar system?</i></p> <p><b>Activity 1: Watch the video and answer the questions in full sentences.</b>  <u>Space Probes</u>  <a href="https://www.nationalgeographic.org/media/space-probes/">https://www.nationalgeographic.org/media/space-probes/</a></p> <ol style="list-style-type: none"> <li>1. What are the three types of space probes?</li> <li>2. What does each type of space probe do?</li> <li>3. What are some examples of each type of space probe?</li> <li>4. What are two examples of data that space probes gather?</li> <li>5. How do scientists access the gathered data?</li> </ol> <p><b>Activity 2: Watch the video and complete the cloze passage (refer to the worksheet). Note: There is no word bank.</b>  <u>Apollo 11 - The First Moon Walk</u></p>	<p align="center"><b><u>Visual Arts</u></b></p> <p align="center"><b><u>A Seascape Artwork</u></b></p> <p>There are three elements of a seascape artwork:</p> <ul style="list-style-type: none"> <li>• Foreground: the bottom third of the scape</li> <li>• Midground: the middle third of the scape</li> <li>• Background: the top third of the scape</li> </ul> <p>There are two steps:  <b>Step 1:</b> Use a large sheet of paper and your pencils and follow the instructions to create your own seascape artwork.  <b>Step 2:</b> Add plastic waste to your seascape representing objects that are not normally found in this environment, like the rubber ducks were in the ocean. You can use anything you can find that you are allowed to use as ‘trash’ to paste on top of your seascape. E.g. food wrappers, plastic items, old small plastic toys.</p> <p>You can use crayons, coloured</p>		<p align="center"><b><u>Drama</u></b></p> <p><b>LI: To use movement, voice and elements of drama to sustain a character role.</b></p> <p><b>SC: Describe your alien character. Move and perform as an alien.</b></p> <p>Write a short character description of an alien. Describe their appearance, size, colour, interesting features and how they move.</p> <p>View the video and think about how the robotic alien moves, talks and show emotions.</p> <p><a href="https://www.youtube.com/watch?v=QHH3iSeDBLo">https://www.youtube.com/watch?v=QHH3iSeDBLo</a></p> <p>Drama: Act out the following movements as your alien say</p> <ul style="list-style-type: none"> <li>- Hello and goodbye</li> <li>- Walk</li> <li>- Look around</li> </ul>	<p align="center"><b><u>Personal Development/Health</u></b></p> <p align="center"><b><u>The Importance of WHO</u></b></p> <p><a href="https://www.youtube.com/watch?v=p7liQk45fFk">https://www.youtube.com/watch?v=p7liQk45fFk</a></p> <p>Open the link below. On the top blue bar click on: About WHO and then - open the left tab titled, ‘People.’</p> <p align="center"><a href="https://www.who.int/">https://www.who.int/</a></p> <p>What does WHO stand for?_</p> <p>What are the values of WHO?</p> <p>List the structure of WHO, including their leadership team.</p> <p>Draw the WHO logo in your book and upload to Seesaw.</p>

	<p><a href="https://www.youtube.com/watch?v=CbTaDOuSePk">https://www.youtube.com/watch?v=CbTaDOuSePk</a></p>	<p>pencils, textas, or paint to colour your seascape.</p> <p>When colouring, work from the background of your seascape forward to the foreground of your artwork as this makes it easier to join the sections of the composition by overlapping the colour.</p> <p>Watch the website below to understand more about what to do and follow the instructions to create your seascape artwork.  <a href="https://sites.google.com/education.nsw.gov.au/tau-cc-inspire-me/seascape-art?authuser=">https://sites.google.com/education.nsw.gov.au/tau-cc-inspire-me/seascape-art?authuser=</a></p> <p>Upload your seascape artwork to Seesaw.</p>		<p>Show emotions as your alien trying to be</p> <ul style="list-style-type: none"> <li>- Happy</li> <li>- Scared</li> <li>- Confused</li> <li>- Surprised</li> </ul> <p>Record yourself doing the above actions as your alien. Make sure you stay in character the whole time! Optional: You can use props</p>	<p><b><u>FOOTSTEPS DISCO</u></b></p> <p>You will receive a link from your teacher on Seesaw to participate in the Footsteps disco.</p> <p>Please use this link to join the disco and have fun!</p> <p><b>Enjoy your school holidays!</b></p> <p><b>You've done well to survive the term!</b></p>
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## Monday – Writing

<b>Persuasive Writing Assessment Rubric</b>	<b>Working below expectations (1 mark) Basic – 0–10 marks</b>	<b>Working to expectations (2 marks) Sound – 11–18 marks</b>	<b>Working above expectations (3 marks) High – 19 – 21 marks</b>
<b>Audience</b>	Persuasive text contains simple content. Attempts have been made to orient the reader.	Persuasive text contains sufficient content. Attempts have been made to engage and persuade the reader through language choices.	Persuasive text contains detailed content. Successfully engages, supports, and persuades the reader through deliberate language choices and the sustained use of persuasive techniques.
<b>Persuasive Structure</b>	Use of persuasive structure is absent or minimal.	Use of persuasive structure is developed, with reasons and supporting evidence. Occasional use of PEEL structure.	Use of persuasive structure is sustained and controlled, with reasons and detailed supporting evidence. Consistent use of PEEL structure.
<b>Persuasive Devices</b>	Use of persuasive devices is absent or minimal. 1 use of persuasive device.	Use of persuasive devices is effective, but not sustained. 2-3 devices used.	Use of persuasive devices is effective and sustained. More than 4 different devices used.
<b>Vocabulary (High Modality Words)</b>	Some use of words and phrases.	Some use of precise words or word groups.	Sustained and consistent use of effective words and phrases which enhance meaning.
<b>Paragraphing</b>	Persuasive text contains no paragraph structure.	Persuasive text is organised into paragraphs which are mainly focused on a single idea.	Persuasive text is organised into paragraphs which are focused on a single idea. Paragraphs are ordered deliberately to build an argument across the text.
<b>Sentence Structure</b>	Persuasive text contains some simple sentences that express meaning. Some meaning can be constructed.	Persuasive text experiments with more complex sentences to express meaning. Meaning is predominantly clear.	Persuasive text demonstrates correct, controlled, and well-developed sentences. Meaning is clear and precise.
<b>Punctuation &amp; Spelling</b>	Minimal use of punctuation. Provides little assistance to the reader. Persuasive text contains correct spelling of most simple and some common words.	Regular use of punctuation. Provides adequate markers to assist reading. Persuasive text contains correct spelling of all simple words, most common words and some difficult words.	Precise use of punctuation. Provides accurate markers for controlled reading. Persuasive text contains correct spelling of all common words, most difficult words, and some challenging words.
			<b>Total</b> <span style="float: right;">/21</span>

## Culminating Task (Resource article)

**ESSAY KIT**

What you need to  
write a perfect essay

Debate

# YOUR FAVORITE DRINKS CAN WRECK YOUR BODY

**S**ugary drinks don't just rot our teeth: They can lead to serious diseases.

**Is it time to put warning labels on them?** Two writers face off on the debate.







## Putting warning labels on sugary drinks would save lives **BY RUSS LLOYD**

**T**here is a killer on the loose. It lurks in grocery stores and restaurants. It may have found its way into your house. Perhaps, as you read these words, it is right next to you, waiting for the chance to strike.

This killer is not a flesh-eating zombie. It is not a deadly parasite, a poisonous snake, or a mutant bee. It is a can of soda.

### **Sugar Kills**

The problem with soda and other sweet drinks is that they

contain an enormous amount of sugar. What's so bad about sugar? Well, it can rot your teeth and turn your liver into a **grotesque** lump of scar tissue. Eating too much of it can lead to **obesity** and put you at risk for heart disease, **diabetes**, and so many other health problems that to list them all here would fill up the page. Dr. Robert Lustig, a pediatrician and expert on how sugar affects the human body, calls the stuff "poison."

It's not surprising, then, that some people in California want to

put warning labels on soda and other sugary drinks. The California Senate recently passed a bill designed to do just that, and it may soon become a law.

Let's hope it does—and that other states follow California's lead. Why?

Because you deserve to know when you're about to put something in your body that can make you sick—or worse.

### **Crazy for Sugar!**

Our devotion to sugar began about 10,000 years ago when the people of New Guinea had what turned out to be a bad idea: to grow sugarcane as a crop. The ancient New Guineans chewed the raw plant, and, not surprisingly, they liked it. In fact, they liked it so much that sugar became a part of their religion. According to one myth, a stalk of sugarcane was the mother of the human race.

Humans have been in love with sugar for centuries, but it was only recently that we began consuming it in crazy amounts. In the 1800s, the average American consumed about six teaspoons of sugar per day. Today, the average American eats more than 22 teaspoons of sugar a day. That's 77 pounds per year—a mind-boggling amount.

### **The More You Eat**

Why are we eating so much sugar?

One reason is that about 40 years ago, a bunch of scientists and government officials began

telling Americans that the fat in our food was making us fat. So we started eating more low-fat foods.

But food without fat tends to taste like cardboard—unless you sweeten it. So we sweeten it we did. Now sugar seems to be in everything.

Unfortunately, sugar is addictive. The more you eat, the more you want. In fact, brain scans reveal that eating sugar affects the same parts of the brain as addictive drugs. Some research shows that sugar is even more addictive than cocaine! (If you've ever lifted your cereal bowl to slum down that last bit of sugary milk, you can see how this could be true.)

## APPLE? OR APPLE JUICE?

Fruit has a lot of sugar. Fruit juice has a lot of sugar. What's the difference? Fruit has fiber that allows sugar to be absorbed slowly. Juice has no fiber. Drinking juice is like a sugar shot right to your guts!



## The Worst

But wait.

Isn't it unfair to single out sugary drinks like soda when sugar is added to so many of the foods we eat every day?

The answer is no.

Sugary drinks are by far the biggest source of added sugar in the diets of young Americans. Exactly how much sugar is OK for kids depends on factors such as their age and height, but the American Heart Association puts it somewhere between

four and nine teaspoons for the entire day.

A single 12-ounce can of soda contains a whopping 8 teaspoons!

While consuming a lot of sugar

in any form is bad, *drinking* a lot of sugar is particularly terrible. The body absorbs the sugar in liquids more quickly than the sugar in solid food. When you chug down a bottle of soda, you send a truckload of fructose straight to your liver. (Fructose is a sweet type of sugar that occurs naturally in fruit and honey. It is found in most sweeteners, including white sugar and high fructose corn syrup.) Some of that fructose turns into fat, which can build up in your liver. The same thing happens to alcoholics after years of drinking.

## Warning Labels Work

You know who doesn't want warning labels on sugary drinks? The beverage corporations that spend hundreds of millions of dollars trying to get you to buy their drinks. The fact that these companies are against warning labels is as good a sign as any that labels will work.

But in case we need more evidence, there's also this: Anti-smoking measures, including warning labels, are estimated to have saved about 8 million American lives since 1964.

That's 8 million people who didn't die because they **heeded** warnings that smoking would kill them.

How many lives might warning labels on sugary drinks save? ●

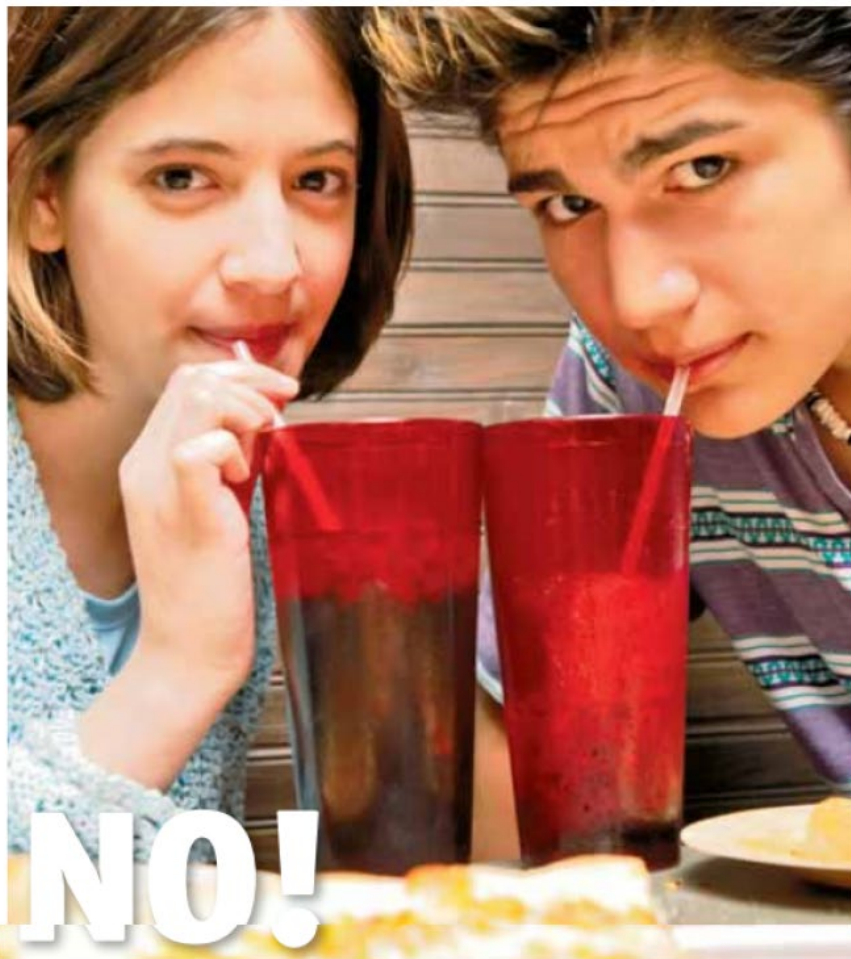
An infographic featuring a person drinking from a large glass mug of iced soda with a straw. The background has red and black diagonal stripes. Text is overlaid on the image.

**67%**  
OF EIGHTH GRADERS  
HAVE  
ACCESS TO  
SUGARY  
DRINKS AT  
SCHOOL

**85%**  
OF MIDDLE  
SCHOOLERS  
HAVE A  
SUGARY  
DRINK AT  
LEAST ONCE  
A WEEK

**ONE**  
12-OUNCE  
**SODA**  
**A DAY**  
CAN INCREASE  
YOUR RISK OF A  
HEART ATTACK BY  
**30%**

SOURCES: JAMA PEDIATRICS STUDY AND  
THE CALIFORNIA CENTER FOR PUBLIC HEALTH



## Let us enjoy our sweet drinks in peace

BY EVAN COOK

**W**arning labels on sugary drinks? That's a ridiculous idea that won't solve any problems. Yet, that's exactly what lawmakers in California are proposing.

Don't get me wrong. Sweet drinks are a problem. More specifically, obesity is a problem—a very serious problem—in the United States. Some 17 percent of kids and a third of adults are obese, according to the Centers for Disease Control and Prevention. And obesity is a leading cause of diseases such as diabetes and heart disease.

As a nation, we must take steps to better protect our health. But bombarding soda drinkers with warning labels won't help.

### Wrong Approach

First of all, soda is not the only cause of obesity. Not even close. Inactivity and overeating can both contribute to obesity. And as a representative for CalBev, California's branch of the American Beverage Association, points out, "Only 4 percent of calories in the average American diet are **derived** directly from soda."

Second of all, if we start putting

warning labels on our drinks, what will we put warning labels on next? Sugar is in *everything*. Should we put warning labels on every box of cereal, every jar of tomato sauce, every package of bread?

How about on apples? One apple contains about 21 grams of sugar—more than half the sugar in a can of soda. Having too many labels defeats the point; the more warning labels there are, the less impact the warnings will have.

Beverage companies are already making efforts to help Americans be healthier. Coca-Cola, for example, displays calorie counts on the front of nearly all of its packaging, and it sponsors more than 280 physical activity and nutrition education programs around the world.

Should beverage companies really be punished with obnoxious warning labels?

There's no guarantee that warning labels will even work. **Psychological** studies have shown, for instance, that for cigarette smokers, warning labels that tell them they're going to die might tempt them to smoke *more*. The fact is that people who love soda are going to keep drinking soda.

Besides, there's already a warning label on every sugary drink—and on pretty much every food and beverage product sold in the U.S., actually. It's called "Nutrition Facts," and it includes everything anyone could possibly want to know about what's in the thing they're about to eat or drink.

JACK HOLLINGSWORTH/CORBIS

## A Better Solution

If lawmakers are so convinced that they have to stop us from drinking sweet beverages, then why not try something that could actually work: a soda tax. A big reason why soda is so popular is that it's so cheap. A tax would make it expensive, and people wouldn't want to buy so much of it.

In a 2009 article in *The New England Journal of Medicine*, professors Kelly Brownell and Thomas Frieden found that taxing soda just one penny per ounce could lower soda drinking by 10 percent. That makes sense. Cigarette taxes have already proven successful in reducing smoking. Plus, the money earned could go toward helping to fight obesity.

## Leave Us Alone

Before California wastes time and money on absurd warning labels, its leaders should consider that other efforts to separate Americans from their favorite drinks have failed. In 2012, then New York City Mayor Michael Bloomberg proposed a ban on selling large-sized sodas outside of grocery stores. The city's Board of Health passed the law, but it was **overturned** in court. A panel of judges ruled that the Board of Health did not have the authority to tell people what to buy.

In other words, the government has no right to mess with our drinks.

# What Do You Think?

## Should sugary drinks have warning labels?

Identify the supporting evidence each author uses in his argument. Write the information on the lines below.



## YES

Those drinks are dangerous!

1 Sugar is addictive.

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2 \_\_\_\_\_

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3 \_\_\_\_\_

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## NO

Who needs the sugar police?

1 \_\_\_\_\_

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2 \_\_\_\_\_

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3 \_\_\_\_\_

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**EXAMINE POINTS ON BOTH SIDES OF THE DEBATE—AS WELL AS YOUR OWN BELIEFS**—and decide what you think. State your opinion in one sentence below. This can become the thesis statement for an argument essay.

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## Monday – Mathematics

### Solving Linear Equations

Solve the following equations. Some questions will have negative, fraction or decimal answers.

#### Section A

- |                   |                   |                    |                    |
|-------------------|-------------------|--------------------|--------------------|
| 1) $4x + 10 = 30$ | 4) $9 + 4x = -15$ | 7) $5 + 10x = -15$ | 11) $25 = 46 - 3x$ |
| 2) $4x - 8 = 20$  | 5) $14 + 6x = 2$  | 8) $10 = 7 - x$    | 12) $8 = 9 - 5x$   |
| 3) $5 + 2x = 65$  | 6) $2x - 3 = -2$  | 9) $-3 = 16 - x$   |                    |
|                   |                   | 10) $-4 = 12 - 2x$ |                    |

#### Section B

- |                            |                           |                            |                          |
|----------------------------|---------------------------|----------------------------|--------------------------|
| 1) $\frac{x}{2} + 11 = 19$ | 4) $3 = \frac{x}{4} - 3$  | 7) $-1 = 6 + \frac{x}{2}$  | 10) $\frac{x+5}{3} = 12$ |
| 2) $\frac{x}{7} - 6 = 1$   | 5) $7 = \frac{x}{2} - 4$  | 8) $14 - \frac{x}{3} = 10$ | 11) $\frac{x-4}{11} = 9$ |
| 3) $12 + \frac{x}{5} = 20$ | 6) $-2 = \frac{x}{8} - 5$ | 9) $5 - \frac{x}{9} = -1$  | 12) $\frac{x+3}{8} = -2$ |

#### Section C

- |                      |                        |                           |
|----------------------|------------------------|---------------------------|
| 1) $3(x + 2) = 15$   | 5) $5(4x - 3) = 11$    | 9) $2(3x - 1) + 3 = 21$   |
| 2) $2(x + 5) = 24$   | 6) $-3(2x + 1) = 21$   | 10) $2(x + 1) + 3x = 37$  |
| 3) $6(x - 9) = 12$   | 7) $-9(x - 4) = 54$    | 11) $12 + 4(2x + 4) = 68$ |
| 4) $2(3x + 5) = -44$ | 8) $7(x - 4) - 3 = 46$ | 12) $3x - 2(6x - 3) = 42$ |

#### Section D

- |                   |                   |                       |
|-------------------|-------------------|-----------------------|
| 1) $x + 8 = 3x$   | 5) $4x + 7 = 6x$  | 9) $2 - 4x = 6x$      |
| 2) $6 + x = 2x$   | 6) $9x + 13 = 7x$ | 10) $4(x + 3) = 7x$   |
| 3) $10 + x = 6x$  | 7) $12x - 5 = 7x$ | 11) $5(2x - 1) = 16x$ |
| 4) $3x - 24 = 5x$ | 8) $5 - 2x = 8x$  | 12) $3(6x + 4) = 2x$  |

#### Section E

- |                       |                       |                          |
|-----------------------|-----------------------|--------------------------|
| 1) $9x + 2 = 4x + 12$ | 5) $7 + x = 13 + 4x$  | 9) $4x - 21 = 6x - 3$    |
| 2) $5x + 4 = 31 + 2x$ | 6) $5x - 3 = 2x + 6$  | 10) $x - 3 = 1 + 7x$     |
| 3) $12 + 3x = 8x + 3$ | 7) $5x - 6 = 18 - 3x$ | 11) $9x - 5 = 7 - 4x$    |
| 4) $20 + 2x = 6 + 9x$ | 8) $8 - 2x = 4 - 6x$  | 12) $-8x + 4 = -26x + 1$ |

## Monday – Science

### Activity 2 – The Moon Landing

On July 16, \_\_\_\_\_, the \_\_\_\_\_ Apollo 11 prepared to launch a crew of \_\_\_\_\_ astronauts into \_\_\_\_\_.

\_\_\_\_\_ officials selected \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ as the astronauts who would make the historic trip from \_\_\_\_\_ to the moon on \_\_\_\_\_. Just four days after launching from Kennedy Space Center in Florida, the spacecraft neared the \_\_\_\_\_ surface. \_\_\_\_\_ of people gathered around their televisions to watch the U.S. \_\_\_\_\_ do something no one had ever done before.

Before touching down, the three men split up. Collins boarded Apollo 11's \_\_\_\_\_ module, the \_\_\_\_\_, where he would remain in \_\_\_\_\_ around the moon. Armstrong and Aldrin boarded Apollo 11's \_\_\_\_\_ module, the \_\_\_\_\_, and began to descend to the moon's surface. Armstrong and Aldrin looked out the windows of the \_\_\_\_\_ at the lifeless and barren lunar landscape.

Wearing bulky \_\_\_\_\_ and backpacks of \_\_\_\_\_ to breathe, \_\_\_\_\_ and \_\_\_\_\_ became the first human beings to walk on the \_\_\_\_\_. After the two stepped onto the lunar surface, Armstrong proclaimed these famous words:

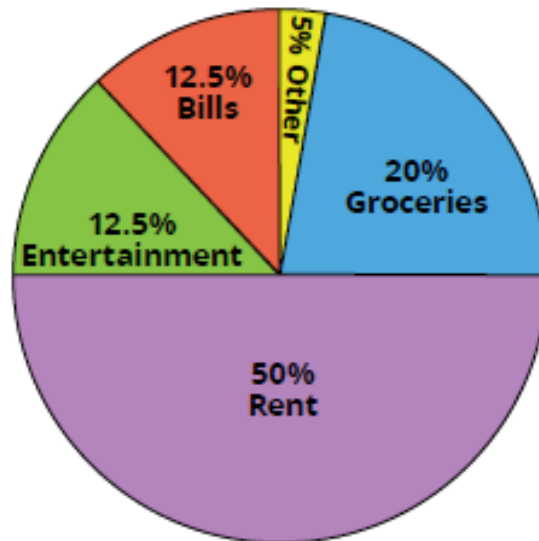
“\_\_\_\_\_.”

The astronauts spent two hours collecting \_\_\_\_\_ of the moon to bring back to Earth. They left behind their \_\_\_\_\_, an American \_\_\_\_\_, a small gold \_\_\_\_\_ shaped like an olive branch and an Apollo 1 mission \_\_\_\_\_ before they got back on board to return home.

## Tuesday – Mathematics

### Interpreting Pie Graphs (A)

Alistair's Weekly Expenses



1 Answer these questions by using the Alistair's Weekly Expenses pie graph.

a) Answer true or false.

i) Alistair spends more than half of his weekly wage on groceries and bills. \_\_\_\_\_

ii) Bills and entertainment make up a quarter of his weekly expenses. \_\_\_\_\_

b) What is Alistair's second largest expense for the week? \_\_\_\_\_

c) If Alistair earns \$450 per week, how much of that does he spend on rent?  
\_\_\_\_\_

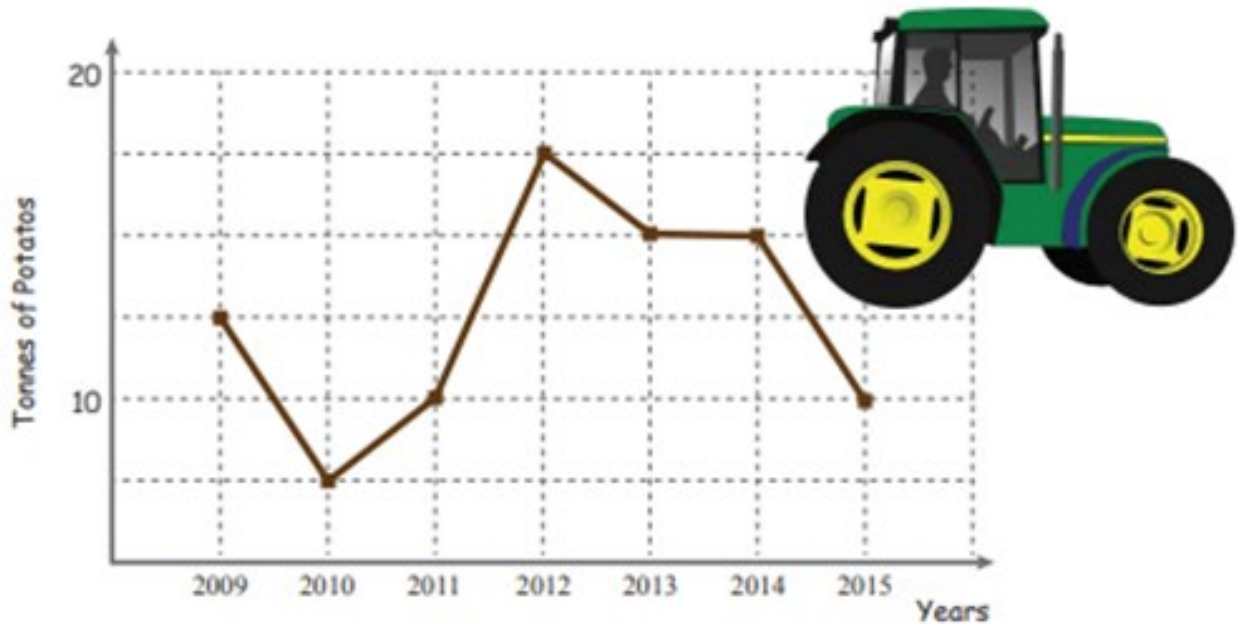
d) What percentage of his weekly wage does Alistair spend on rent, groceries and entertainment combined?  
\_\_\_\_\_

e) How could Alistair use this graph to help himself set up a savings plan?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Thursday – Mathematics

### Potato Harvest

A farmer harvests his potato crop once a year. The following line graph shows the tonnes of potato he harvested per year. Use the information to answer the questions.



- 1) How many tonnes of potatoes did the farmer harvest in 2012?
- 2) How many tonnes of potatoes did he harvest from 2010 to 2014?
- 3) How many more kilograms were harvested in 2014 than in 2009?
- 4) What was the ratio of harvested tonnes in 2010 to that in 2015?
- 5) What was the average harvest in tonnes over these years?
- 6) The farmer gets \$0.65 for each kilogram of potatoes. How much did he earn on potatoes in 2013?



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## Thursday – Science

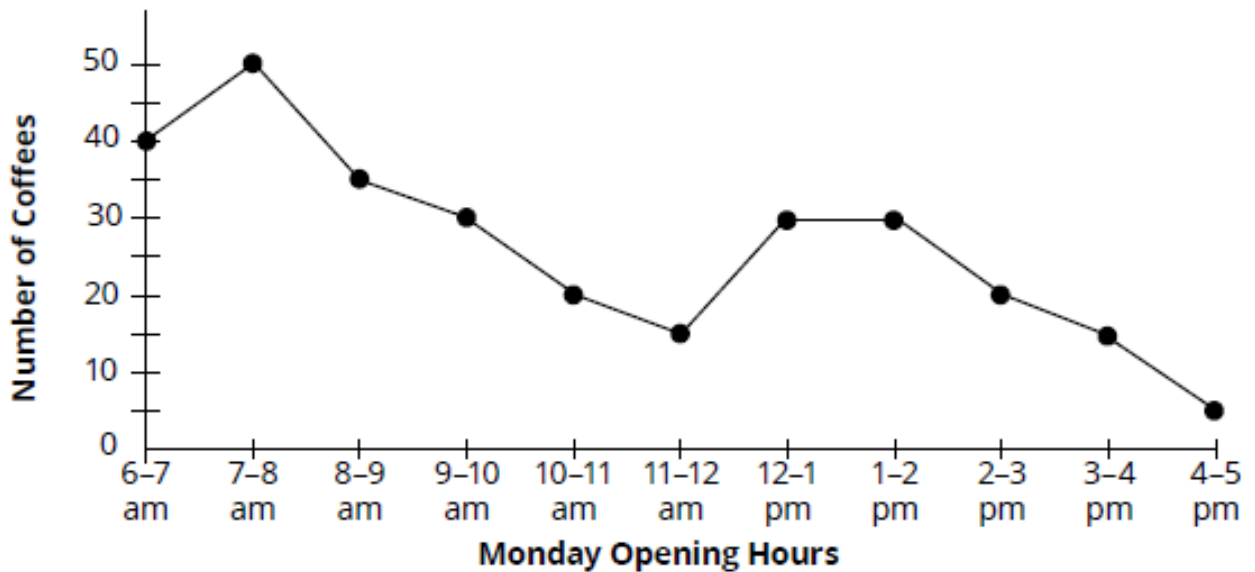
### Activity 3 – Cassini Space Mission

<b>October, 1997</b>	
<b>July, 2004</b>	
<b>January, 2005</b>	
<b>April, 2017</b>	
<b>September, 2017</b>	

## Friday – Mathematics

### Interpreting Line Graphs (B)

Claire's Cafe Coffee Sales – Monday



① Answer these questions by using the Claire's Cafe Coffee Sales – Monday line graph.

a) Answer true or false.

i) Claire sold the most coffees between 8-9 am. \_\_\_\_\_

ii) Claire sold more coffees in the morning than in the afternoon. \_\_\_\_\_

b) How many coffees did Claire sell between 12-1 pm? \_\_\_\_\_

c) What was the total amount of coffees sold between 6-10 am?  
\_\_\_\_\_

d) Approximately how many coffees did Claire sell on Monday in total?  
\_\_\_\_\_

e) What was the difference in the number of coffees sold between 6-7 am and 7-8 am?  
\_\_\_\_\_

f) How could this graph be useful to Claire and her business?  
\_\_\_\_\_  
\_\_\_\_\_

# To the Editor

Dear Editor,

I am writing to share how worried I am about the increasing number of children under the age of thirteen who use social media. School children these days are being pressured by peers who are allowed to use social media. More and more parents are trusting that their children are responsible and mature enough to use social media. What they might not realise is that children's health and wellbeing are at risk by introducing social media too soon.

Firstly, there are now so many types of social media people can join. This variety is becoming addictive. With access to messaging, posting, likes, friend requests and photo filters, there is so much for children to love that many children get irritable or grumpy when their device runs out of battery or is taken away. Children should not rely on social platforms for entertainment or to socialise with friends.

Secondly, children are unsafe when they have direct access to the outside world at home or on social media. A lot of children have handheld devices, such as phones and tablets. When kids are left on their own without parental supervision, who will protect them if they face online bullying? Writing hurtful comments is easy for bullies when they are safe behind a screen. Even adults have trouble handling cruel feedback online, so how do we expect children to react?

Finally, it is important for children to hold on to their childhood. Children are far too eager to act like adults. Often, I see kids worrying about their hair, clothes, friend requests and 'selfies'. These photos are not just inappropriate for children, they are also being uploaded to a place where they will remain forever. When did online popularity become such a contest?

In conclusion, children are not ready for the responsibilities of social media. You need to be careful in the online world, and social media makes children more accessible to people and ideas they should be protected from. The age limit for social media is there for a reason. I urge parents to let their children hold on to their childhood for longer. There will be plenty of time for friend requests and duck-faced selfies when children grow up.

Sincerely,

Tiffany Robson

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Letter to the Editor: Social Media

### Questions

1. Name three types of social media.

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2. What risks are involved with using social media?

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3. What ways can people protect themselves from these risks?

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4. Do you think children under the age of 13 should be using social media?  
Why?

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5. What safer options could children use instead of social media?

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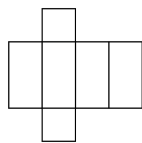
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Monday

- $71 + 23 + 50 =$  \_\_\_\_\_
- $99 - 89 =$  \_\_\_\_\_
- $24 \div 12 =$  \_\_\_\_\_
- $11 \times 8 =$  \_\_\_\_\_
- $11 \times 2 =$  \_\_\_\_\_
- Round 93436 to the nearest thousand. \_\_\_\_\_
- Round 17791 to the nearest ten. \_\_\_\_\_
- Complete this counting pattern:  
98, 109, 120, 131, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Complete this counting pattern:  
99, 104, 109, 114, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- What is the sum of 38 and 84? \_\_\_\_\_
- How much is 3m at \$2 per metre? \_\_\_\_\_
- What is the price after taking 50% off \$92? \_\_\_\_\_
- What is  $\frac{1}{12}$  of 36? \_\_\_\_\_
- What is  $\frac{1}{12}$  of 60? \_\_\_\_\_
- $0.63 \times 10 =$  \_\_\_\_\_
- Write these decimals in ascending order: 0.92, 0.34, 0.41, 0.42  
\_\_\_\_\_
- How many minutes from 1 am to 7 pm? \_\_\_\_\_
- If a square has a perimeter of 224cm, what is the length of a side? \_\_\_\_\_

19. What is the name of the 3D object this net forms? \_\_\_\_\_



20. Imagine these stars are in a bag. What is the probability of pulling out a white star?  
\_\_\_\_\_



Tuesday

- $61 + 88 + 98 =$  \_\_\_\_\_
- $93 + 33 =$  \_\_\_\_\_
- $46 \times 2 =$  \_\_\_\_\_
- $9 \times 6 =$  \_\_\_\_\_
- $144 \div 12 =$  \_\_\_\_\_
- Round 68526.00 to the nearest whole number. \_\_\_\_\_
- Write the largest number you can using: 9, 8, 1, 5, 1, 2. \_\_\_\_\_
- Complete this counting pattern:  
69, 72, 75, 78, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Complete this counting pattern:  
49, 52, 55, 58, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- What is the sum of 27, 80 and 37? \_\_\_\_\_
- What is the product of 3 and 5? \_\_\_\_\_
- What is the price after taking 10% off \$55? \_\_\_\_\_
- What is  $\frac{1}{4}$  of 20? \_\_\_\_\_
- What is  $\frac{1}{2}$  of 634? \_\_\_\_\_
- Write these decimals in ascending order: 0.67, 0.99, 0.63, 0.55  
\_\_\_\_\_
- Write these decimals in descending order: 0.48, 0.67, 0.93, 0.65  
\_\_\_\_\_
- What is the 24-hour time 2:29 in 12-hour time? \_\_\_\_\_
- The length of a rectangle's sides are 4cm and 1cm. What is its area? \_\_\_\_\_

19. How many edges does a square-based pyramid have?

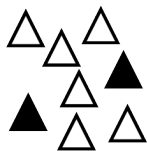


20. Imagine these stars are in a bag. What is the probability of pulling out a white star?  
\_\_\_\_\_



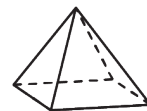
Wednesday

- $32 + 54 + 65 =$  \_\_\_\_\_
- $96 + 44 =$  \_\_\_\_\_
- $52 \times 2 =$  \_\_\_\_\_
- $7 \times 3 =$  \_\_\_\_\_
- $54 \div 6 =$  \_\_\_\_\_
- Round 47116 to the nearest thousand. \_\_\_\_\_
- Write these numbers in ascending order: 812, 44992, 22302, 79633, 82864, 20480. \_\_\_\_\_
- Complete this counting pattern:  
88, 94, 100, 106, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Complete this counting pattern:  
63, 73, 83, 93, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- What is the difference between 85 and 57? \_\_\_\_\_
- How much is 4kg at \$4 per kilogram? \_\_\_\_\_
- What is the price after taking 25% off \$33? \_\_\_\_\_
- What is  $\frac{1}{6}$  of 66? \_\_\_\_\_
- What is  $\frac{1}{12}$  of 24? \_\_\_\_\_
- $0.89 \times 10 =$  \_\_\_\_\_
- Write these decimals in ascending order: 0.96, 0.75, 0.59, 0.81  
\_\_\_\_\_
- What digital time does the clock show?  
\_\_\_\_\_
- The length of a rectangle's sides are 50cm and 66cm. What is its perimeter? \_\_\_\_\_
- What type of angle is  $334^\circ$ ? \_\_\_\_\_
- Imagine these triangles are in a bag. What is the probability of pulling out a white triangle?  
\_\_\_\_\_



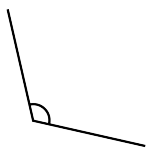
Thursday

- $42 + 90 + 95 =$  \_\_\_\_\_
- $21 + 39 =$  \_\_\_\_\_
- $62 \times 2 =$  \_\_\_\_\_
- $11 \times 9 =$  \_\_\_\_\_
- $49 \div 7 =$  \_\_\_\_\_
- Round 13167 to the nearest ten. \_\_\_\_\_
- List the factors of 71: \_\_\_\_\_
- Complete this counting pattern:  
79, 85, 91, 97, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Complete this counting pattern:  
71, 83, 95, 107, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- What is the sum of 40 and 65? \_\_\_\_\_
- Share 24 mangoes between 6 children. \_\_\_\_\_
- What is the price after taking 50% off \$40? \_\_\_\_\_
- What is  $\frac{1}{11}$  of 88? \_\_\_\_\_
- What is  $\frac{1}{3}$  of 9? \_\_\_\_\_
- Write these decimals in ascending order: 0.79, 0.92, 0.36, 0.27  
\_\_\_\_\_
- $0.11 \times 100 =$  \_\_\_\_\_
- 5 hours = \_\_\_\_\_ minutes
- If a rectangle has a perimeter of 186cm, and its length is 88cm. What is its width? \_\_\_\_\_
- How many edges does a square-based pyramid have?
- Imagine these stars are in a bag. What is the probability of pulling out a black star?  
\_\_\_\_\_



Friday

1.  $55 + 67 + 24 =$  \_\_\_\_\_
2.  $75 - 64 =$  \_\_\_\_\_
3.  $36 \times 2 =$  \_\_\_\_\_
4.  $9 \times 12 =$  \_\_\_\_\_
5.  $55 \div 5 =$  \_\_\_\_\_
6. Round 11246 to the nearest ten. \_\_\_\_\_
7. List the factors of 36: \_\_\_\_\_
8. Complete this counting pattern:  
21, 26, 31, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
9. Complete this counting pattern:  
39, 48, 57, 66, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
10. What is the sum of 34 and 55? \_\_\_\_\_
11. Share \$96 between 12 children. \_\_\_\_\_
12. What is the price after taking 50% off \$64? \_\_\_\_\_
13. What is  $\frac{1}{5}$  of 10? \_\_\_\_\_
14. What is  $\frac{1}{2}$  of 726? \_\_\_\_\_
15.  $0.29 \times 10 =$  \_\_\_\_\_
16. Write these decimals in descending order: 0.74, 0.55, 0.47, 0.20 \_\_\_\_\_
17. 540 minutes = \_\_\_\_\_ hours
18. The length of a rectangle's sides are 39cm and 12cm. What is its perimeter? \_\_\_\_\_
19. What type of angle is this? \_\_\_\_\_



20. Imagine these stars are in a bag. What is the probability of pulling out a black star?  
\_\_\_\_\_

