St Johns Park Public School - Year 6, Term 4, Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**PUBLIC HOLIDAY**	**FITNESS** • 15 crunches • 30 side scissors • 15 leg raises • 30 shoulder blasts. (15 forward/15 backward). Hold your arms straight out to the sides. Make arm circles forward. Reverse direction and make arm circles backward. Start with smaller circles then gradually larger circles **ENGLISH** Word of the day: **administered** - Look-up meaning of the word. - What part of speech is it? (E.g. Noun, verb etc.) - Research the etymology (the origin of the word) - Write **two** complex/ compound sentences using	**FITNESS** • 15 crunches • 30 side scissors • 15 leg raises • 30 shoulder blasts. (15 forward/15 backward). Hold your arms straight out to the sides. Make arm circles forward. Reverse direction and make arm circles backward. Start with smaller circles then gradually larger circles **ENGLISH** Word of the day: **reprieve** - Look-up meaning of the word. - What part of speech is it? (E.g. Noun, verb etc.) - Research the etymology (the origin of the word) - Write **two** complex/ compound sentences using	**FITNESS** • 15 crunches • 30 side scissors • 15 leg raises • 30 shoulder blasts. (15 forward/15 backward). Hold your arms straight out to the sides. Make arm circles forward. Reverse direction and make arm circles backward. Start with smaller circles then gradually larger circles **ENGLISH** Word of the day: **circulating** - Look-up meaning of the word. - What part of speech is it? (E.g. Noun, verb etc.) - Research the etymology (the origin of the word) - Write **two** complex/ compound sentences using	**FITNESS** • 15 crunches • 30 side scissors • 15 leg raises • 30 shoulder blasts. (15 forward/15 backward). Hold your arms straight out to the sides. Make arm circles forward. Reverse direction and make arm circles backward. Start with smaller circles then gradually larger circles **ENGLISH** Word of the day: **critique** - Look-up meaning of the word. - What part of speech is it? (E.g. Noun, verb etc.) - Research the etymology (the origin of the word) - Write **two** complex/ compound sentences using

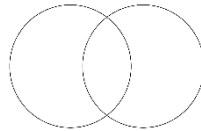| the word (a long sentence does equate to a complex or compound sentence)	the word (a long sentence does equate to a complex or compound sentence)	the word (a long sentence does equate to a complex or compound sentence)	the word (a long sentence does equate to a complex or compound sentence)
SPELLING Phonics: -ion Words: vision, division, revision, provision, permission, surface, moment, imagine, important, legal Complete Unit 20, Page 40 worksheet **READING & WRITING** **LI: We are learning to identify the key similarities and differences between narrative and informative texts** Read the narrative text, *The Midnight Thunderstorm*. After reading, think: • What type of text is this? • How do you know? • What is the text about? What would you need to do to transform an imaginative text about thunderstorms into an informative text about thunderstorms? Brainstorm and record your ideas to Seesaw	**SPELLING** Words: fiery, career, legible, novelty, seizure **Word: seizure** • Look-up meaning of the word. • What part of speech is it? (E.g. Noun, verb etc.) • Research the etymology (the origin of the word) • Write **two** interesting complex/ compound sentences using the word. • Draw a picture representing the word **READING & WRITING** **LI: We are learning to identify the key similarities and differences between narrative and informative texts** Read the informative text, *All About Thunderstorms*. After reading, draw a Venn Diagram. E.g Complete the Venn Diagram by comparing the imaginary text	**SPELLING** Words: package, proclaim, valuable, application, interruption Complete Unit 20, Page 41 Worksheet **READING & WRITING** **LI: We are learning to identify the difference between fact and opinion** Reminder: The purpose of informative texts is to provide information about a particular topic using facts. Think about these questions: 1. What is the purpose of an informative text? 2. What are some types of informative texts? 3. How do informative texts differ from imaginary texts? Watch the *Fact or Opinion for Kids* video on YouTube: https://youtu.be/FIyt5pEcE_g After watching, answer the	**SPELLING** Words: lacerate, notoriety, therapeutic, enthusiasm, occasionally Define the words: lacerate, notoriety & therapeutic Put words into sentences which demonstrate their meaning Draw a picture to represent the words **READING & WRITING** **LI: We are learning to identify the difference between fact and opinion** Read the text *Distinguishing Between Fact and Opinion – Comprehension Task*. Read through the text about zebras and independently complete the comprehension questions.

with the heading: Narrative texts > Informative Texts Brainstorm.
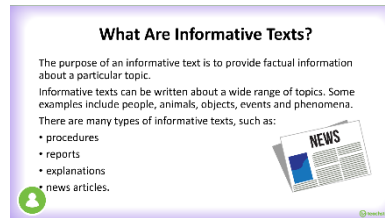
READING

Answer the following questions about the text, 'The Midnight Thunderstorm.'

1. How does Chrissy feel during the thunderstorm?
2. How do you know?
3. Do you think Julia is scared of thunderstorms? Why or why not?
4. Do you think Chrissy and Julia have a good relationship? Why or why not?
5. What might happen when Chrissy and Julia wake up in the morning?

about thunderstorms from yesterday's lesson (The Midnight Thunderstorm) to the informative text about thunderstorms from today's lesson (All about Thunderstorms). Answer the following questions on Seesaw alongside your Venn Diagram:

1. What do the imaginary text and the informative text have in common?
2. What is different about the two texts?
3. When might an informative text about a topic be more useful than an imaginary text?

Read the poster below:

What Are Informative Texts?

The purpose of an informative text is to provide factual information about a particular topic.
Informative texts can be written about a wide range of topics. Some examples include people, animals, objects, events and phenomena.
There are many types of informative texts, such as:
• procedures
• reports
• explanations
• news articles.

READING

Answer the following questions about the text, 'All About Thunderstorms.'

1. When do thunderstorms usually happen?
2. What causes thunderstorms to

following questions on Seesaw under the heading: Facts & Opinions

1. What is a fact?
2. Where can we find facts? Provide 3 examples.
3. What is an opinion?

READING

Read the statements on the text 'Lions' and identify whether or not the statement is a fact on an opinion. Provide justification for your responses.

Complete the creative challenge about lions (which can be found at the bottom of the task card) by listing as many facts and opinions about lions as possible

			form? 3. Why does the sound of thunder last for a few seconds? 4. Are thunderstorms dangerous? Write a sentence explaining what you think.		
Break	**Break**	**Break**	**Break**	**Break**	**Break**
Middle		**MATHEMATICS** Complete - Maths Mentals Time yourself, record your time. Complete your assigned Mangahigh activity Complete the Maths worksheet attached for the day. **Sport** Keeping active through physical activity and sport has many benefits for the body. Go outside and play a sport of your choice for at least 30 minutes.	**MATHEMATICS** Complete - Maths Mentals Time yourself, record your time. Complete your assigned Mangahigh activity Complete the Maths worksheet attached for the day. **Drama** LI: To experiment with movement using finger puppets SC: Create finger puppets out of paper. Plan a puppet show using the planning worksheet. Experiment with movement to bring puppet to life View welcome video: https://vimeo.com/422983718/1740c0de4d Complete the performance planning for paper puppets worksheet.	**MATHEMATICS** Complete - Maths Mentals Time yourself, record your time. Complete your assigned Mangahigh activity Complete the Maths worksheet attached for the day. **Science** **Inquiry focus: What is an adaptation?** **Activity 5: Watch the video - Living things change** https://www.youtube.com/watch?v=xDSFlRunlrU What could happen to living things when the environment around them changes? Write a one paragraph response.	**MATHEMATICS** Complete - Maths Mentals Time yourself, record your time. Complete your assigned Mangahigh activity Complete the Maths worksheet attached for the day. **Sport** Keeping active through physical activity and sport has many benefits for the body. Go outside and play a sport of your choice for at least 30 minutes.

			Base your puppet show off <u>one</u> of these story titles: - A moment of kindness - Friends meeting each other after a long break - Recycling matters To create paper puppets view: https://www.youtube.com/watch?v=Vhz5WHr9d6E Record performance and upload onto Seesaw.		
Break	**Break**	**Break**	**Break**	**Break**	**Break**
Afternoon		**Science** ***Inquiry focus: What is an adaptation?*** **Activity 1: Read the text – Living Things** https://kids.britannica.com/kids/article/living-thing/399971Summarise the text in 5 sentences. Refer to the worksheet. Complete **Activity 2, 3** and **4**.	**Dance** Warm up- www.youtube.com/watch?v=nj9NA3flLoI Watch and follow along to the Year 6 Leavers Dance - Part 1. Practice until you have learnt all the movements. **www.youtube.com/watch?v=pKf5-B-uoA&t=172s**	**HSIE – Geography** **Fire components** **LI: Students learn that fire needs three things to start and continue burning.** **SC: To prevent or control a fire, at least one of the components must be removed.** Complete a brainstorm: What does a fire need to start? **Exploring** Use a recording device or hand write responses to the focus questions related to the Adult led demonstration. **Adult led demonstration: Making and putting out fire** Ask an adult to light a piece of	**Personal Development/Health** **Safety in Outdoor Environments** Define the word 'Risk' Write about five experiences in your life where you have taken a risk. Remember the risk doesn't always have to involve danger, it could be moving schools. How did each risk make you feel and how did you feel after the change had happened? Watch the video and take notes. Upload your notes to Seesaw. https://tinyurl.com/rtee5mxs What were the videos' main messages?

| | | | paper with a match/lighter over a metal tray in a well-ventilated area (outside). Keep a bucket of water handy. Watch the paper ignite and burn on the tray. Finally the paper smoulders into ashes and the flame extinguishes itself.

Focus questions:
How was the fire started?
What happened when the match was removed?
Why does the paper keep burning?
In which direction did the flame move across the paper?
Would the flame have moved differently across the paper if the breeze had been blowing in a different direction?
What happened when there was no paper left to burn?
What does fire need to burn?

Further investigations- what happen in these scenarios when:
Part of the paper is wet.

An overturned glass is placed over the flame as the paper is burning,

Water is sprayed over the burning paper.

In each scenario, predict what | What is peer pressure?
Have you ever been involved in peer pressure? What happened and how did you feel? Would you ever peer pressure someone? Why/why not?

Make two videos of you involved in a risk and how you reacted. Upload these onto Seesaw

Make a video of you involved in a peer pressure situation. You could be the person creating the peer pressure or you could be feeling this. Upload your video onto Seesaw. |

			will happen and then do the investigation ,observe and explain what happened. Write descriptions, take photos or draw 'before and after' pictures to explain: What happened to the paper? What does a fire need to start? How did the paper change?	

Spelling

UNIT 20

Phonics	Basic list / High frequency				Difficult	Own words
vision	surface	fiery	package		lacerate	
division	moment	career	proclaim		notoriety	
revision	imagine	legible	valuable		therapeutic	
provision	important	novelty	application		enthusiasm	
permission	legal	seizure	interruption		occasionally	

Spelling rule
Many nouns that end in **f** simply add **s** to make the plural.
Example:
cuff   cuff**s**

1. Use your spelling rule to make these words *plural*.

a cliff _____   f gulf _____

b chief _____   g belief _____

c puff _____   h reef _____

d whiff _____   i proof _____

e dwarf _____   j handkerchief _____

Word meanings

2. Choose a word from the lists to match the clues below.

a The ability to see _____   d To cut something _____

b Allowed by law _____   e Having great worth _____

c Able to be read _____   f The state of being well known _____

Word shapes

3. Select list words to match the word shapes.

Wrong spelling

4. Correct the spelling mistakes.

a (Valueable) jewels had been mislaid. _____

b Occasionally she had a (firey) temper. _____

c Please don't interrupt this (importent) moment. _____

d He gained notoriety during his (carear) as a footballer. _____

Word building

5. Build onto the base word using **s, ed** and **ing**. Then use each one in a sentence.

a proclaim ___ _____

b proclaim ___ ___ _____

c proclaim ___ ___ ___ _____

A	B	C	D	E	F	G	H	I
1	13	59	15	3	81	19	47	5

J	K	L	M	N	O	P	Q	R
71	21	67	27	75	7	31	93	43

S	T	U	V	W	X	Y	Z
61	57	9	95	69	97	79	99

Secret code

6. Find these list words using the secret code.

a 81, 5, 3, 43, 79 _____

b 67, 3, 19, 1, 67 _____

c 61, 3, 5, 99, 9, 43, 3 _____

d 75, 7, 95, 3, 67, 57, 79 _____

e 61, 9, 43, 81, 1, 59, 3 _____

7. Write two other list words using the code. _____

8. Write the list words that:

a end in **y** _____

b have 4 syllables _____

c have the **ie** blend _____

d have double letters _____

9. Make as many list words as you can from these letters. `m t n a g i c e s u l r f y o`

_____

10. Write the **base word** for these groups.

a imagines, imagination _____   b applying, application _____

Technical Spelling

11. Shade the correct syllabification and blending of the word below.

symmetry	sy mmetr y	symme try	sym me try

12. Which letter gives 2 different sounds in the word symmetry? _____

Grammar – Verbs

13. Underline the verbs in the sentences below.

a I ate my lunch at home.

b Amy kept her valuable ring.

c I dived under the wave.

d I wrote the application yesterday.

Grammar – Correct word

14. Use **lose** or **loose** in these sentences.

a These pants are too _____ for me.

b Did you _____ your lunch?

c Be careful not to _____ your money.

d The gravel on the road was _____.

e Don't _____ your _____ change.

Suffixes

15. Choose a suffix from the box to add to each word.

`able   er   or`

a like _____   e accept _____

b sing _____   f conduct _____

c act _____   g back _____

d visit _____   h knowledge _____

Tuesday - Reading & Writing

Name: _____   Date: _____

Fiction Text – The Midnight Thunderstorm

CRASH! "What was that?" Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place. Nervously, she threw back the covers and tiptoed over to her big sister's bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

"Julia? Are you awake? Julia?" Chrissy gently shook her big sister's shoulders.

"No, I'm not," Julia mumbled sleepily. "Go back to bed, Chrissy."

"I can't sleep," Chrissy replied. "Please, can I lie with you for a while? Thunderstorms are so scary."

Julia opened one eye and smiled. "They're not scary," she said. "Just noisy. Noise can't hurt you, Chrissy. Now go back to bed."

CRASH! Chrissy shrieked and jumped into her sister's arms. Julia laughed. "You really aren't very brave, are you?"

Chrissy shook her head. "So can I stay?"

Julia nodded gently. "But no snoring. And no stealing all the blankets. Deal?"

"Deal," Chrissy replied. She dove under the covers and closed her eyes. Julia's hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.

Tuesday – Mathematics

UNIT 19 Triangular numbers

9 Complete the pattern for the first 17 triangular numbers. It has been started for you.

$$\frac{1}{3} \Big\} +2$$
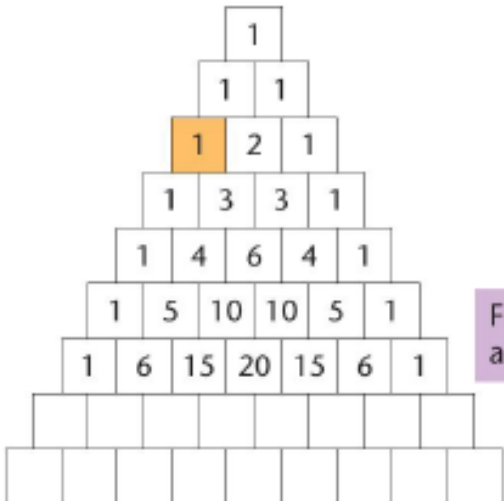$$\frac{3}{6} \Big\} +3$$
$$\frac{6}{10} \Big\} +4$$

Ten is a triangular number.

10 Look for a pattern in the triangular numbers above then write what the:

a 18th triangular number would be _____. c 20th triangular number would be _____.

b 19th triangular number would be _____. d 21st triangular number would be _____.

Pascal's triangle is an interesting number pattern that was developed by Blaise Pascal, a French mathematician.

Pascal's Triangle

			1			
		1		1		
	1		2		1	
1		3		3		1
1	4		6		4	1
1	5	10		10	5	1
1	6	15	20	15	6	1

11 Study how the number pattern goes together then complete the last two lines yourself.

12 The pattern of triangular numbers can be found in Pascal's triangle. Start at the shaded 1 on the third line and shade the diagonal that displays triangular numbers.

13 Circle the diagonal of counting numbers. E.g. 1, 2, 3, 4.

Fibonnacci's Sequence is a pattern of numbers found by adding the previous number. E.g. 1, 1, 2, 3, 5, 8, 13.

14 Continue the pattern.

1	1	2	3	5	8	13			

Wednesday - Reading & Writing

Name: _____   Date: _____

Non-Fiction Text – All About Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.

Vasin Lee/Shutterstock.com

Wednesday – Mathematics

Square numbers

UNIT **11**

Square numbers are numbers that can be arranged in the shape of a square array. They are equal to a number multiplied by itself.
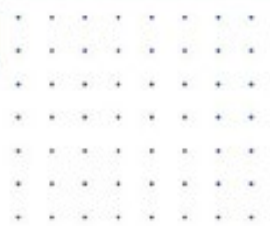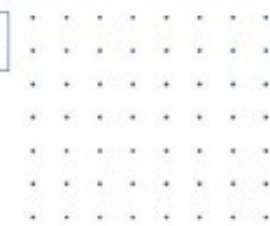
10 Complete the labels for the squared numbers.

1^2 2^2 3^2 4^2

a $1 \times 1 = \boxed{}$

b $2 \times 2 = \boxed{}$

c $3 \times 3 = \boxed{}$

d $4 \times 4 = \boxed{}$

11 Model then complete the labels for 5^2, 6^2 and 7^2.

a 5^2 **b** 6^2 **c** 7^2

$ \times = $ $ \times = $ $ \times = $

12 Sally said I can predict the next square number because square numbers go up in a pattern of odd numbers.

E.g. $\boxed{1}$ + 3 $\boxed{4}$ + 5 $\boxed{9}$ + 7 $\boxed{16}$

a Use the pattern below to find the next square number after 16. _____

b Use the pattern to complete the square numbers to 100.

| | + 3 | | + 5 | | + 7 | | + 9 | | + 11 | | + 13 | | + 15 | | + 17 | | + 19 | |

1	4	9	16	25					100
1^2	2^2	3^2	4^2	5^2	6^2	7^2	8^2	9^2	10^2

13 Calculate the following squared numbers.

a $11^2 =$ _____   **b** $12^2 =$ _____   **c** $13^2 =$ _____   **d** $14^2 =$ _____   **e** $15^2 =$ _____

14 Solve the number sentences.

a $10^2 + 5^2 =$ _____   **b** $7^2 + 9^2 =$ _____   **c** $200 - 11^2 =$ _____   **d** $400 - 13^2 =$ _____

Performance planning for paper puppets

Performance space: • Where will you perform? • What will you use as a stage space? • Where will you sit or stand behind the stage so your puppet is accessible?	
Performance ideas: • Who will your audience be? What kind of story or character would they find engaging? • What kind of character is your puppet? Old or young? Energetic or shy? • What kind of activity will your puppet be engaged in? • What will be the start and end-points of your performance? • How long will your performance be? (It should be about 1-2 minutes long) • Do you want to add music to your performance to help set the mood?	
Rehearsal: • What finger movements and transitions will you need to work on to make your performance clear and smooth? • At what points will you need to 'breathe' with the character or make noises or talk? • What are the 'life-like' movements you will need to rehearse?	

Lions

○ Lions are the second largest cat species in the world.
○ Lionesses are better hunters than males and do most of the hunting for a pride.
○ In the wild, lions rest for around 20 hours a day.
○ Most lions found in the wild live in southern and eastern parts of Africa.

I love lions, but I think that they are the most ferocious animals in the world. They have huge teeth that they use to bring down their prey. I believe that all other animals are terrified of lions. They are better than any other animal in the wild.

Lions

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

_____ Lions are the second largest cat species in the world.

_____ Lions are better than any other animal in the wild.

_____ In the wild, lions rest for around 20 hours a day.

_____ I think they are the most ferocious animal in the world.

_____ Lionesses are better hunters than males.

2. What is your opinion of lions?

3. What are some of the ways that you can tell the difference between a fact and an opinion?

4. Make a list of some common words that you might find in an opinion.
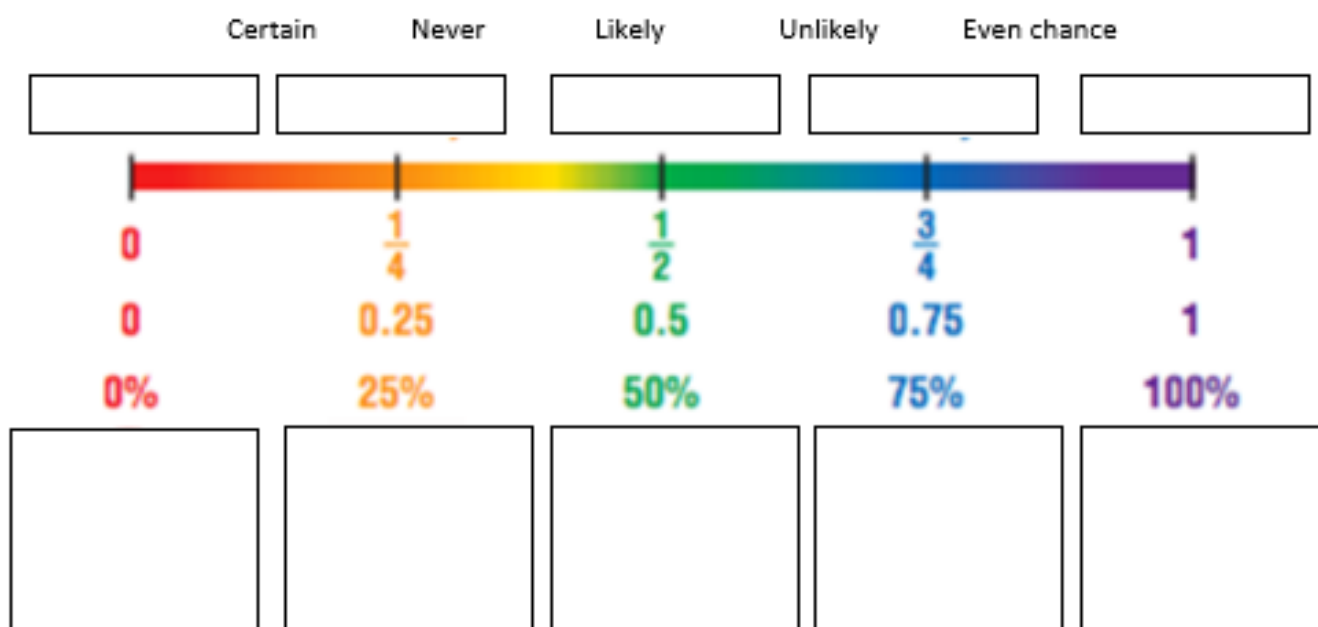
CRAZY CREATIVE CHALLENGE

Draw a lion.

Write any facts you know about lions on the body.

Write your opinions about lions around the body.

Thursday – Mathematics

<u>Chance</u>

1. Place the following words that describe the likelihood of an event on the number line. Think of events that would match these labels

Certain	Never	Likely	Unlikely	Even chance

0	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	1
0	0.25	0.5	0.75	1
0%	25%	50%	75%	100%

2. a. What are all the possible outcomes when rolling a die?

_____

b. Using your answers from 2a to help you, write the probability as a fraction for each result. E.g the number 6 – 1/6
    i. An odd number _____   ii. An even number _____   iii. A number greater than 4 _____
    iv. A prime number _____   v. A composite number _____   vi. A multiple of 2 _____

3. <u>Probability Games:</u> you will need 2 dice for these games. If you don't have any you can go to the website: virtualdiceroll.com/2/en/two-dice

Play these games with another person.

To play, roll a pair of dice and add the numbers on the uppermost faces. Roll twenty times, keeping track of how many rolls each player wins. Whoever wins the most rolls <u>wins</u> the game.

First Game: If the sum is 3, 5, 7, 9, or 11, Player A wins. If the sum is 2, 4, 6, 8, 10, or 12, Player B wins.

Who won more often? Why? _____

_____

Second Game: If the sum is 5, 6, 7, 8, or 9, Player A wins. If the sum is 2, 3, 4, 10, 11, or 12, Player B wins.

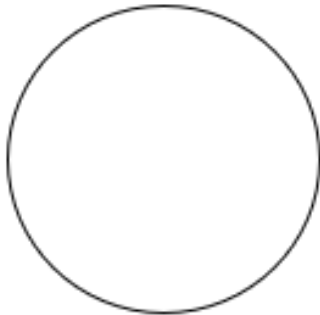Who won more often? Why? _____

_____

Friday – Mathematics

Chance

Go to: www.scootle.edu.au/ec/viewing/L2384/index.html#

Play the Mystery Spinner Challenge three times.

1. After you have found each mystery spinner, record what your spinner looked like. Use the gam to help describe the probability of each colour being chosen.
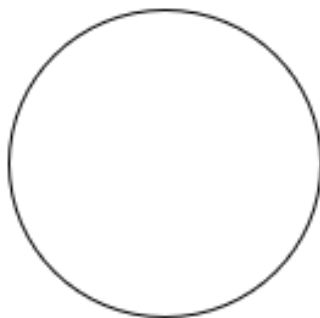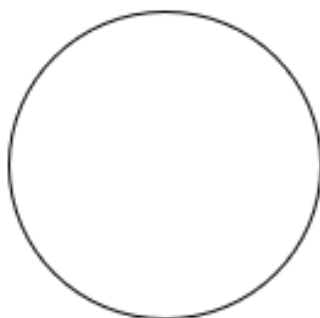
Spinner 1

_____

_____

_____

_____

Spinner 2:

_____ _____

_____

_____

_____

Spinner 3:
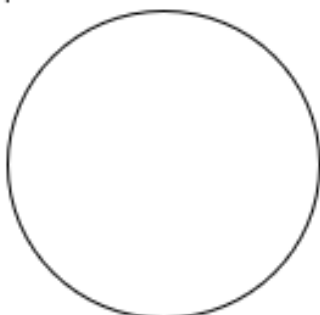
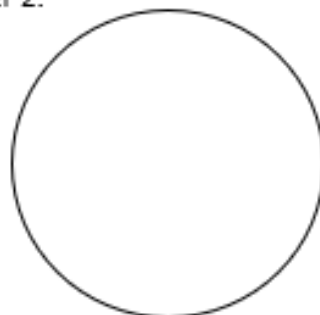_____ _____

_____

_____

_____

2. Create 3 new spinners that would show similar results to the two spinners in question 1.
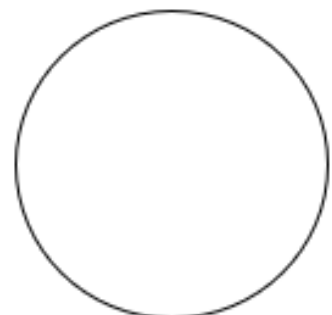
Spinner 1:   Spinner 2:   Spinner 3:

Friday - Reading & Writing

Zebras

Lance Lawrence, a world-famous animal researcher, was recently interviewed about his studies on zebras. Mr. Lawrence has been studying zebras in Africa for over fifteen years. He believes that zebras are the most fascinating animals in the world.

"There are three different species of zebra: the plains zebra, the Grevy's zebras and the mountain zebras," Mr. Lawrence explained. "Plains zebras are the most common type. They live in the grasslands of eastern and southern Africa."

Mr. Lawrence feels that the zebra is a truly beautiful animal. "Zebras are famous for their black and white stripes," he explained during his interview. "Although the patterns can be very similar, no two zebras have exactly the same stripe. Their stripe patterns make them attractive to look at. The designs are enchanting!"

"Another interesting fact about zebras is that they sleep standing up," said Mr. Lawrence. "They only sleep when they are in large groups though, so they can be alerted of danger."

Zebras are one of the most valued African animals. We must look after them. We should also support researchers like Mr. Lawrence, who provide a wonderful insight into the lives of these creatures.

teachstarter

Name: _____   Date: _____

Distinguishing Between Fact and Opinion

A fact is what actually happened. It can be proven to be true.

An opinion is a personal attitude or judgement about something.

1. Read the text about zebras.

   Using pencils and a ruler:

   a) Underline the FACTS about zebras in green pencil.

   b) Underline the OPINIONS about zebras in red pencil.

2. Write these facts and opinions about zebras into the correct column of the table below.

Facts about zebras	Opinions about zebras

teachstarter

Distinguishing Between Fact and Opinion

3. Here are some more statements about zebras.

   Write an (F) next to the facts.

   Write an (O) next to the opinions.

   a) The male zebra is larger than the female zebra. _____

   b) Zebras love having their photo taken by tourists. _____

   c) Zebras are black and white. _____

   d) Many zebras live together in herds. _____

   e) Zebras are not very attractive animals. _____

   f) Zebras are herbivores (plant-eaters). _____

   g) Humans should never enter a zebra's habitat. _____

   h) Zebras are kind and gentle creatures. _____

4. Write three of your own facts about zebras.

   a) _____

   b) _____

   c) _____

5. Write three of your own opinions about zebras.

   a) _____

   b) _____

   c) _____

Living organisms can perform seven important life processes which define them as living things.

Activity 2: Match these words to the correct meaning.

movement	All organisms need nutrients to survive
respiration	The removal of waste products from the organism
sensitivity	All organisms are constantly growing and changing
nutrition	The ability to make a copy or copies of itself
excretion	The ability to change gases with the environment
reproduction	The ability to change location or position; to be active
growth	The ability to respond to the environment

Activity 3: Sort these things under the correct headings.

paper	tree	dog	rock	timber
fish	mushroom	germs	sand	virus
jellyfish	ant	daffodil	seaweed	pumpkin
octopus	snake	plastic		

Living	Once living	Non-living

All living things have <u>structural features</u> and <u>behavioural traits</u>. <u>Structural features</u> relate to the plant or animal's anatomy. <u>Behavioural traits</u> relate to what the plant or animal does and how it acts.

Activity 4: Research Task

Choose one animal or one plant from the following list:

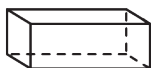| Animals	Plants
Arctic fox	Tundra saxifrage
Fennec fox	Cactus
Australian red fox	Aucuba plant
Lemming	Snowy pine tree
Jerboa	Boab tree
Field mouse	Kapok
Alaskan tree frog	
Australian desert tree frog	
Rainforest tree frog	

In your book:

1. Draw a picture of your animal or plant.
2. Annotate your drawing with researched information about its structural and/or behavioural features. Be specific and descriptive!
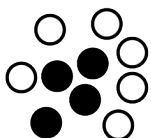
For example:

Tuesday

1. 72 + 65 + 48 = _____

2. 27 – 20 = ____

3. 36 ÷ 6 = _____

4. 1 x 7 = ____

5. 53 x 2 = ____

6. Round 57629 to the nearest hundred. _____

7. Round 82175 to the nearest ten. _____

8. Complete this counting pattern:
23, 32, 41, 50, _____, _____, _____

9. Complete this counting pattern:
32, 41, 50, 59, _____, _____, _____

10. What is the sum of 66, 31 and 84? ____

11. Divide 42 by 6. _____

12. What is the price after taking 25% off $58? _____

13. What is 1/12 of 48? _____

14. What is 1/7 of 28? _____

15. 0.45 x 10 = _____

16. Write these decimals in descending order: 0.67, 0.15, 0.81, 0.48

_____

17. How many days are in July? _____

18. If a rectangle has a perimeter of 120cm, and its length is 54cm. What is its width? _____
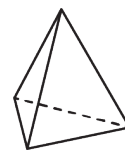
19. How many vertices does a rectangular prism have?

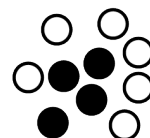20. Which circle has the highest chance of being selected? Black or white? _____

Wednesday

1. 97 + 82 + 94 = _____

2. 29 + 75 = ____

3. 63 ÷ 7 = _____

4. 35 x 2 = ____

5. 0 x 9 = ____

6. Round 46140.80 to the nearest whole number. _____

7. Write 5835 in words: _____

8. Complete this counting pattern:
23, 25, 27, 29, _____, _____, _____

9. Complete this counting pattern:
45, 57, 69, 81, _____, _____, _____

10. What is the difference between 36 and 31? ____

11. Double 220 = ____

12. What is the price after taking 10% off $93? _____

13. What is 1/8 of 8? _____

14. What is 1/8 of 48? _____

15. 0.51 x 10 = _____

16. Write these decimals in ascending order: 0.74, 0.26, 0.84, 0.96

_____

17. How many days are in May? _____

18. The length of a rectangle's sides are 53cm and 56cm. What is its perimeter? _____

19. How many vertices does a triangle-based pyramid have?

20. Imagine these circles are in a bag. What is the probability of pulling out a white circle?
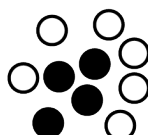
____

Thursday

1. 85 + 53 = ____

2. 80 + 36 + 83 = _____

3. 0 x 3 = ____

4. 91 x 2 = ____

5. 72 ÷ 8 = _____

6. Round 60089 to the nearest ten. _____

7. Write 96937 in words: _____

8. Complete this counting pattern:
64, 70, 76, 82, _____, _____, _____

9. Complete this counting pattern:
42, 52, 62, 72, _____, _____, _____

10. What is the difference between 64 and 23? ____

11. Share $360 between 10 children. _____

12. What is the price after taking 10% off $71? _____

13. What is 1/9 of 9? _____

14. What is 1/4 of 16? _____

15. Write these decimals in descending order: 0.19, 0.54, 0.91, 0.42
_____

16. Write these decimals in ascending order: 0.31, 0.71, 0.78, 0.64
_____

17. What digital time does the clock show?
_____

18. If a square has a perimeter of 264cm, what is the length of a side? _____

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

20. Which circle has the highest chance of being selected? Black or white? _____

Friday

1. 85 + 26 = ____

2. 73 – 69 = ____

3. 7 x 4 = ____

4. 16 x 2 = ____

5. 64 ÷ 8 = _____

6. Round 59615 to the nearest thousand. _____

7. Round 39107 to the nearest ten. _____

8. Complete this counting pattern:
26, 28, 30, 32, _____, _____, _____

9. Complete this counting pattern:
22, 30, 38, 46, _____, _____, _____

10. What is the difference between 97 and 94? ____

11. Double 770 = ____

12. What is the price after taking 50% off $36? _____

13. What is 1/3 of 33? _____

14. What is 1/9 of 108? _____

15. 0.56 x 100 = _____

16. Write these decimals in ascending order: 0.16, 0.87, 0.78, 0.94
_____

17. 480 minutes = _____ hours

18. If a rectangle has a perimeter of 78cm, and its length is 37cm. What is its width? _____

19. What type of angle is 279°? _____

20. Which star has the lowest chance of being selected? Black or white? _____