



# St Johns Park Public School - Year 5, Term 4, Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b><u>FITNESS:</u></b></p> <ul style="list-style-type: none"> <li>• 15 crunches</li> <li>• 30 side scissors</li> <li>• 15 leg raises</li> <li>• 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.</li> </ul> <p>Repeat these steps 3 times</p> <p><b><u>ENGLISH:</u></b></p> <p><b><u>Reading &amp; Viewing</u></b> We are exploring how authors communicate their intended message or theme about how environments and individuals affect each other.</p> <p>This week’s theme: <b>When we are presented with challenges, it is important to</b></p>	<p><b><u>FITNESS:</u></b></p> <ul style="list-style-type: none"> <li>• 15 crunches</li> <li>• 30 side scissors</li> <li>• 15 leg raises</li> <li>• 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.</li> </ul> <p>Repeat these steps 3 times</p> <p><b><u>ENGLISH:</u></b></p> <p><b><u>Speaking &amp; Listening</u></b> Rewatch the video ‘The Hugging Tree’.</p> <p><i>What were some challenges or obstacles the tree had to overcome before it was able to flourish?</i></p>	<p><b><u>FITNESS:</u></b></p> <ul style="list-style-type: none"> <li>• 15 crunches</li> <li>• 30 side scissors</li> <li>• 15 leg raises</li> <li>• 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.</li> </ul> <p>Repeat these steps 3 times</p> <p><b><u>ENGLISH:</u></b></p> <p><b><u>Reading &amp; Viewing</u></b> Inferential thinking requires you to use the clues in the text as well as your background knowledge to answer the question. Use this poster to help you. Look at the image below, what do you infer? Complete the sentence starters below.</p>	<p><b><u>FITNESS:</u></b></p> <ul style="list-style-type: none"> <li>• 15 crunches</li> <li>• 30 side scissors</li> <li>• 15 leg raises</li> <li>• 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.</li> </ul> <p>Repeat these steps 3 times</p> <p><b><u>ENGLISH:</u></b></p> <p><b><u>Reading &amp; Viewing</u></b> Read the provided extract from Chapter Two in the story A Long Walk to Water. Salva faces an unexpected challenge.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What are some examples in the text to</li> </ol>	<p><b><u>FITNESS:</u></b></p> <ul style="list-style-type: none"> <li>• 15 crunches</li> <li>• 30 side scissors</li> <li>• 15 leg raises</li> <li>• 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.</li> </ul> <p>Repeat these steps 3 times</p> <p><b><u>ENGLISH:</u></b></p> <p><b><u>Reading &amp; Viewing</u></b> Listen to Chapter Two of the story A Long Walk to Water. It is 6 minutes long.</p> <p>Was your prediction correct?</p> <p>What kind of environment do you think Salva is in? (e.g. harsh desert, busy city, rain</p>

<p><b>demonstrate resilience to overcome the difficulty.</b></p> <p>View the Youtube video The Hugging Tree. In this story, the author’s intended message was that through tough times, if you can recover quickly you are resilient. Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Who or what was being resilient in this story?</li> <li>2. What are some examples of adjectives the author used?</li> <li>3. How did the boy affect the natural environment in this story?</li> </ol> <p>Link: <a href="https://www.youtube.com/watch?v=ru09pVHLX6o">https://www.youtube.com/watch?v=ru09pVHLX6o</a></p> <p><b><u>Writing &amp; Representing</u></b></p> <p>Today, we will learn how to <u>add detail to sentences</u>. Writers use details to help readers visualise the text and to communicate themes and messages.</p> <p>This can be done in many ways such as through the use of adjectives, adverbs,</p>	<p><i>Do you think that the tree would have still been able to grow the way it did without support from the boy? Why or why not?</i></p> <p>Record and post responses.</p> <p><b><u>Reading &amp; Viewing</u></b> In imaginative texts, the author’s purpose is to entertain. View the two pages in your Learning from Home Pack.</p> <p>Annotate directly onto the sheet where the theme of resilience is mentioned.</p> <p>What is the author trying to communicate about the relationship between humans and the environment?</p> <p><b><u>Writing &amp; Representing</u></b></p> <p>Today, we will be taking a closer look at how ideas can be communicated using <b>simple, compound and complex sentences</b>.</p> <p>Each of these sentence types are constructed in a different way. How a sentence is built is known as its <b>sentence structure</b>.</p> <p>Watch this video on <u>simple, compound and complex</u></p>	<div data-bbox="1070 118 1290 261" data-label="Diagram"> </div> <p><b>The evidence in the picture is....</b></p> <p><b>My background knowledge tells me...</b></p> <p><b>I infer that...</b></p> <div data-bbox="990 592 1370 847" data-label="Image"> </div> <p><b><u>Speaking &amp; Listening</u></b></p> <p>What types of challenges do you think marine life such as the turtle in the picture above have to face as a result of environmental pollution?</p> <p>What are 5 adjectives you would use to describe the image above?</p> <p>Record and post your response.</p>	<p>show us Salva is resilient?</p> <ol style="list-style-type: none"> <li>2. What do you infer about the rebels?</li> <li>3. Predict what you think will happen next.</li> </ol> <p><b><u>Writing &amp; Representing</u></b></p> <p>Today you will use your plan from yesterday to write a story that incorporates the theme of <b><u>resilience</u></b>.</p> <p>Revise your understanding of <b>sentence structure</b> and how to expand on sentences (Monday and Tuesday lessons) before starting.</p> <p>These skills will help you communicate how your character will overcome challenges and develop a stronger sense of resilience throughout your story.</p> <p><b>Learning Intention:</b> To write a story that incorporates the theme of resilience.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Keep your theme in mind during writing.</li> <li>- Include all necessary parts of a narrative.</li> </ul>	<p>forest) How do you think this will impact his journey to finding his family again?</p> <p>Link: <a href="https://www.youtube.com/watch?v=7_G8cCuJofl&amp;list=PL8VcP9QsZOJ4wP_Y-kdHuuAKTgMB2ZTac&amp;index=2">https://www.youtube.com/watch?v=7_G8cCuJofl&amp;list=PL8VcP9QsZOJ4wP_Y-kdHuuAKTgMB2ZTac&amp;index=2</a></p> <p><b><u>Writing &amp; Representing</u></b></p> <p>Listen to your self-reflection from yesterday’s speaking and listening activity.</p> <p>Use a different coloured pencil/pen to revise your story and make the improvements you have identified during your self-reflection.</p> <p>Then write a short paragraph about a time when you had to show resilience in your personal life.</p> <p><b><u>Spelling</u></b></p> <p>Use the 10 words you have selected to define this week to write a short story.</p> <p>Try to add details and use a range of sentence structures to expand on ideas.</p>
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<p>conjunctions or simply by changing vocabulary choices.</p> <p>Watch this simple video on how to expand (or add detail) to a sentence:  <a href="https://www.youtube.com/watch?v=4UFEmE-QA70">https://www.youtube.com/watch?v=4UFEmE-QA70</a></p> <p><b>Task:</b> Use images from ‘The Hugging Tree’ provided in the learning pack and <u>choose 2 subjects to write detailed sentences about</u> (subjects could include the tree, boy, sun, moon etc.).</p> <p>Underline words you have used to add detail to each of your sentences.</p> <p>E.g. <i>The tree stood.</i></p> <p>Could become...</p> <p><i><u>Near the horizon, the withering tree clung to the cliff edge as the sunlight began to fade.</u></i></p> <p>The details added to the second sentence helps readers visualise the scene and triggers an emotional response which helps to communicate the <u>theme</u> of <b>resilience</b>.</p> <p>See if you can do the same in your sentences!</p>	<p><u>sentences</u> to learn more about <u>sentence structure</u>:  <a href="https://www.youtube.com/watch?v=smgYeUomfyA&amp;t=210s">https://www.youtube.com/watch?v=smgYeUomfyA&amp;t=210s</a></p> <p>Complete the <u>Sentence Structure worksheet</u> from your learning pack.</p> <p>Use the images from ‘The Hugging Tree’ to write your own sentence about the text. Write your own:</p> <ol style="list-style-type: none"> <li>1. Simple sentence</li> <li>2. Compound sentence</li> <li>3. Complex sentence</li> <li>4. Compound-complex sentence (challenge)</li> </ol> <p>Use steps 1-3 from the sentence structure worksheet to annotate your sentences.</p> <p><b>Spelling</b></p> <p>Choose 5 words that you would like to expand your vocabulary knowledge on.</p> <p>Use a dictionary to rewrite meanings in your own words and then use them in sentences.</p> <p><b>Indicate whether each sentence is simple, compound, complex or compound-</b></p>	<p><b><u>Writing &amp; Representing</u></b></p> <p><b>Using the image above, create a plan</b> for a short story that communicates the theme of <b>resilience</b>.</p> <p>Here are some prompts to help you plan your ideas.</p> <p>Look at the image and answer the following questions in your book:</p> <p><i>Why does resilience matter in real life to you?</i></p> <p><i>What is the message you want to communicate to readers?</i></p> <p><i>How will you communicate this message through the use of characters and events in your story?</i></p> <p><b>Learning Intention:</b> Plan for a story that incorporates the theme of <u>resilience</u>.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Keep the theme of resilience in mind</li> <li>- Include the main parts of a story</li> <li>- Think about a challenge the characters need to overcome</li> <li>- Think about how the characters will develop their</li> </ul>	<ul style="list-style-type: none"> <li>- Use adjectives and adverbs to add detail to ideas.</li> <li>- Use a range of simple, compound and complex sentences.</li> </ul> <p><b><u>Speaking &amp; Listening</u></b></p> <p>Read your writing and complete a self-reflection.</p> <ul style="list-style-type: none"> <li>- <i>How well did my story communicate the theme of resilience?</i></li> <li>- <i>How well-connected was the orientation, complication and resolution?</i></li> <li>- <i>Which parts could I have added more detail to?</i></li> <li>- <i>Did I intentionally use a wide range of simple, compound and complex sentences to influence the reader?</i></li> </ul> <p>Record and post responses to Seesaw.</p>	<p><b><u>Speaking &amp; Listening</u></b></p> <p><u>Thinker’s Keys:</u>  <u>The Different Uses Key</u></p> <p>Think of 5 creative ways you could use a:</p> <p><i>Plank Of Wood</i></p>
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	<p><b><u>Speaking &amp; Listening</u></b></p> <p>Detailed sentences have the power to help readers visualise a text or trigger an emotional response.</p> <p>Read your two sentences to someone at home.</p> <p>Ask them what they visualised and felt after hearing them.</p> <p>Write their responses in your book.</p> <p><b><u>Spelling</u></b></p> <p>Copy your words and practice them daily using the ‘Look, Cover, Write &amp; Check’ method.</p>	<p><b>complex in structure (try to use a variety to reinforce your knowledge of sentence structure).</b></p> <p>Use this link for ideas:</p> <p><a href="https://sentence.yourdictionary.com">https://sentence.yourdictionary.com</a></p>	<p>resilience throughout the story - Borrow ideas from other authors and texts</p> <p>Here is an optional video on how to plan for the basic elements of a story:</p> <p><a href="https://www.youtube.com/watch?v=OgNVUZvB9Ow">https://www.youtube.com/watch?v=OgNVUZvB9Ow</a></p> <p><b><u>Spelling</u></b></p> <p>Choose 5 words that you would like to expand your vocabulary on.</p> <p>Use a dictionary to rewrite meanings in your own words and then use them in sentences.</p> <p>Indicate whether each sentence is simple, compound, complex or compound-complex in structure.</p>		
Break	Break	Break	Break	Break	Break

Middle

**MATHEMATICS**

Complete - Maths Mentals

Log in to *Mangahigh* and complete the assigned activity.

**Factors**

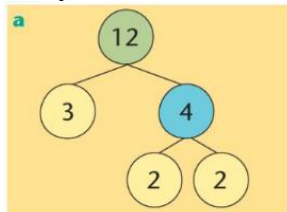
**Prime numbers** are numbers that have only themselves and 1 as a factor.

For example: 2, 3, 5 and 7 are prime numbers, but 4, 8 and 9 are not.

**Composite numbers** are numbers with more than two factors.

For example: 24 has factors of 1, 2, 3, 4, 6, 8, 12 and 24.

A **prime factor** is a factor of a number that is also a prime. All composite numbers can be expressed as the product of primes. A factor tree helps us to find prime factors.



Complete the *Factor Trees* worksheet.

**MATHEMATICS**

Complete - Maths Mentals

**Order of Operations**

There are some rules for order of operations:

- Always do the work in the brackets first.
- Do multiplication and division before addition and subtraction.
- Do operations with multiplication and division from left to right.
- Do operations with addition and subtraction from left to right.

Watch the following video that thoroughly explains the order of operations:

[\*\*Math Antics - Order Of Operations - YouTube\*\*](#)

Keep these rules in mind when completing the *Order of Operations* worksheet.

**MATHEMATICS**

Complete - Maths Mentals

Log in to *Mangahigh* and complete the assigned activity.

**Number Talk**

Watch the following number talk, you will need a pencil and your workbook.

<https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-3/targeted-teaching/lets-talk-1-stage-3?authuser=0>

Instructions:

- What are 5 ways you can solve the problem?
- Remember you can use the blue (Strongman), green (Robot) or purple (Flamingo) strategies, but you also need to think of 2 more.
- How could you use the strategies shared by the blue team's thinking (Strongman), green team's thinking (Robot) and purple team's thinking (Flamingo) to solve your problem (2.3 - 1.9)?
- Record your thinking in your student workbook and post on Seesaw for your teacher to see.

**MATHEMATICS**

Complete - Maths Mentals

**Volume**

Study the 8 different models on Thursdays *Volume* worksheet.

1. Identify how many blocks have been used for each model.
2. What is the volume of each model in cubic centimetres?
3. Order the models from smallest volume to the largest volume.
4. Identify the front view, side view and top view of each model.

**Mangahigh Games**

Choose a game on mangahigh to complete. If you have finished all of the assigned activities, it should allow you to choose from the Game Centre.

**MATHEMATICS**

Log in to *Mangahigh* and complete the assigned activity.

**Problem Solving**

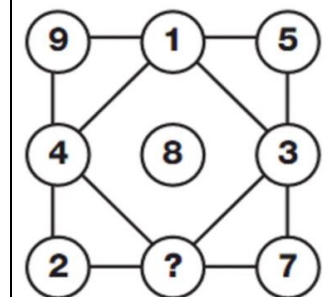
Complete the *Problem Solving* worksheet for today using your knowledge of Volume to try and measure exactly.


**Problem Solving**

1. What is the number of the parking space covered by the car? Hint: this doesn't involve a lot of mathematical thinking.



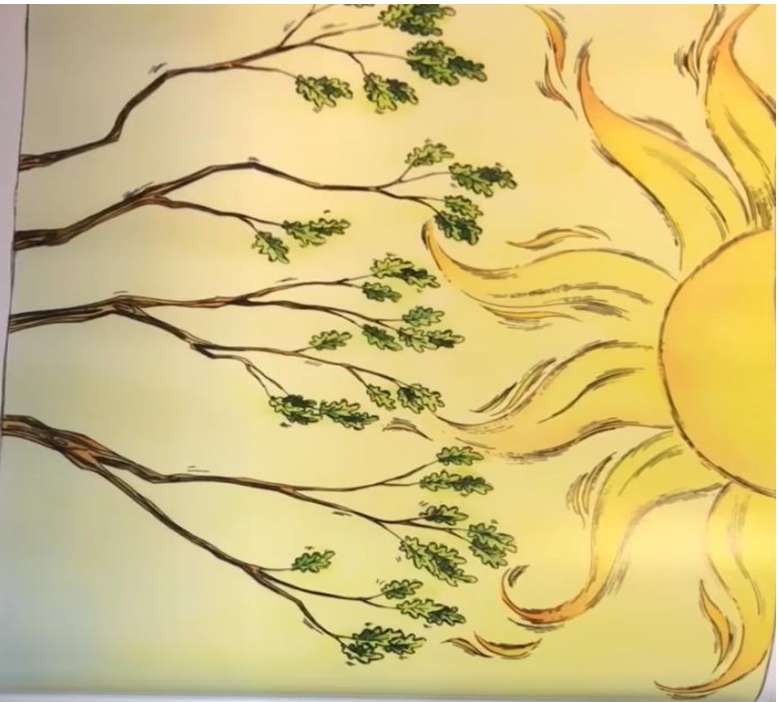
2. Replace the question mark with the appropriate number. Hint: this also doesn't involve a lot of mathematical thinking.



<u>HSIE – GEOGRAPHY</u>	<u>SPORT</u>	<u>DRAMA</u>	<u>SCIENCE</u>	<u>SPORT</u>
<p><b>LI: Students learn that fire needs three things to start and continue burning.</b></p> <p><b>SC: To prevent or control a fire, at least one of the components must be removed.</b></p> <p>The fire triangle has three essential components:</p> <ul style="list-style-type: none"> <li>● Fuel</li> <li>● Heat</li> <li>● Oxygen in the air</li> </ul> <p><a href="https://www.youtube.com/watch?v=yn1W8pBOy08">https://www.youtube.com/watch?v=yn1W8pBOy08</a></p> <p><a href="https://www.youtube.com/watch?v=c4Apzo-Mk7A">https://www.youtube.com/watch?v=c4Apzo-Mk7A</a></p> <p>After watching youtube write a paragraph explaining their relationship(fuel, heat and oxygen) to each other. Relate your explanation to the experiment that you did last week. You can update your 'before and after' observations and add the correct terminology to reference them to the Fire Triangle.</p>	<p>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><i>How Persuasive Are You?</i></b> Create a 20 second advertisement selling an object e.g. a pen, calculator</p> <p>In your advertisement, apply persuasive techniques and a salesperson voice.</p> <p>You can record yourself or record a voiceover.</p> 	<p><b><i>Inquiry focus: How have root system adaptations assisted trees to survive in Australian mangrove forests?</i></b></p> <p><b>Activity 3: Watch the video – Plant Adaptations</b> <a href="https://www.youtube.com/watch?v=y4QySmV1mqw">https://www.youtube.com/watch?v=y4QySmV1mqw</a></p> <p>Identify different types of plant adaptations that assist plants to survive in wet environments, such as rainforests, and dry environments, such as deserts.</p> <p>Record notes as you are viewing the video. You can write dot points or draw diagrams.</p>	<p>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>



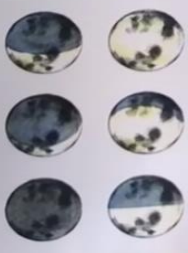
Break	Break	Break	Break	Break	Break
Afternoon	<p style="text-align: center;"><b><u>VISUAL ARTS</u></b></p> <p>Activity:</p> <p>Make a Mini Origami Envelope</p> <p>Follow along to learn how to make this super easy mini Origami Envelope step by step. This DIY paper craft uses no glue and makes a perfect gift to put a little card inside for someone you love.</p> <p>*You need:</p> <p>paper, markers, coloured pencils, scissors</p> <p>*You can decorate your mini envelopes the way you like.</p> <p>*Watch the website below:  <a href="https://www.youtube.com/watch?v=8ERT6LXSQVI">https://www.youtube.com/watch?v=8ERT6LXSQVI</a></p> <p>*Be creative!</p> <p>*Upload your Mini Envelopes to Seesaw.</p>	<p style="text-align: center;"><b><u>SCIENCE</u></b></p> <p><i>Inquiry focus: What is an adaptation?</i></p> <p>Refer to the worksheet. Complete <b>Activity 1</b>.</p> <p><b>Activity 2: Visit the website - Parts of a Plant</b>  <a href="https://www.dkfindout.com/us/animals-and-nature/plants/parts-plant/">https://www.dkfindout.com/us/animals-and-nature/plants/parts-plant/</a></p> <p>Using the information on the website, draw a diagram of a plant. Label your drawing with the following parts: flower bud, leaf, leaf stalk, stem, main root and root hairs. Write a caption explaining the function of each part.</p> <p>Take the plant quiz on the website and share your score on Seesaw. You may take a screenshot of your score.</p>	<p style="text-align: center;"><b><u>HSIE - GEOGRAPHY</u></b></p> <p><b>LI: Students learn that fire needs three things to start and continue burning.</b></p> <p><b>SC: To prevent or control a fire, at least one of the components must be removed.</b></p> <p>Relate what you discovered about fire to a bushfire and answer these questions:</p> <ul style="list-style-type: none"> <li>• What are the potential fuels in a bushfire?</li> <li>• How can those fuels ignite?</li> <li>• What do fire-fighters do to control and extinguish a bushfire?</li> </ul> <p>Share your ideas and responses on Seesaw. Revise and add to the initial brainstorm list to describe what a fire needs to start.</p> <p><b>Extending</b>  Look into fine fuels vs. larger fuels, and explain why things burn differently.</p>	<p style="text-align: center;"><b><u>DANCE</u></b></p> <p>Warm Up -  <a href="http://www.youtube.com/watch?v=UNJFORsSFic">www.youtube.com/watch?v=UNJFORsSFic</a></p> <p>Watch and follow along to the End of Year 5 Dance - Part 2. Practice until you have learnt all the movements.</p> <p><a href="http://www.youtube.com/watch?v=1q2qUzFhdmI&amp;t=7s">www.youtube.com/watch?v=1q2qUzFhdmI&amp;t=7s</a></p>	<p style="text-align: center;"><b><u>PERSONAL DEVELOPMENT/HEALTH</u></b></p> <p style="text-align: center;"><b><u>Safe Behaviours</u></b></p> <p>Define ‘safe’ and ‘unsafe’ behaviour</p> <p>From your experience: list five key words that describe the word ‘safe’ and five key words that describe the word ‘unsafe’.</p> <p>Read the information sheet  <a href="https://tinyurl.com/dbc7nbjy">https://tinyurl.com/dbc7nbjy</a></p> <p>What are some examples of safety behaviours?  Why do people choose this type of behaviour?  List the four reasons why safety behaviours are a problem.</p> <p>Watch this link  <a href="https://tinyurl.com/k8bdk6ur">https://tinyurl.com/k8bdk6ur</a></p> <p>What are body clues?  List the examples of body clues discussed in the video.  Have you ever experienced any of these body clues? If yes, explain the situation/s.  Do you feel it is important to listen to body clues? Why/why not?  Who would you tell if you had a body clue and why?</p>



Soft gold sunbeams  
kissed her crown,  
warm as honey pouring down.

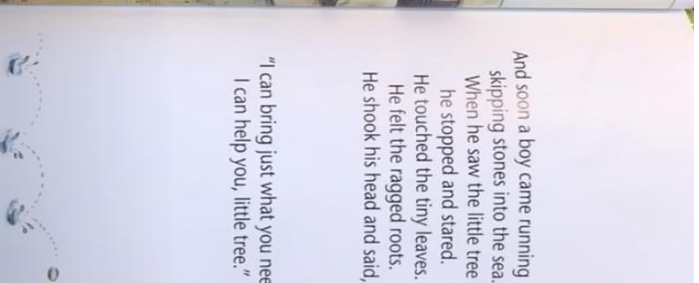
At night she raised her branches high  
to greet the moon up in the sky.

"I wax and wane,  
I ebb and flow,  
I cycle through from full to thin.  
And when I'm done,  
I start again.  
That's how life is, you know."



And soon a boy came running by,  
skipping stones into the sea.  
When he saw the little tree  
he stopped and stared.  
He touched the tiny leaves.  
He felt the ragged roots.  
He shook his head and said,

"I can bring just what you need.  
I can help you, little tree."





## **Week 2 Spelling**

1. curfew
2. emerald
3. fountain
4. laundry
5. pristine
6. immobile
7. irritant
8. league
9. oblivion
10. patience
11. liability
12. litigation
13. macadamia
14. manufacture
15. memorandum
16. irresistible
17. mayonnaise
18. meteorologist
19. orchestrate
20. profiterole

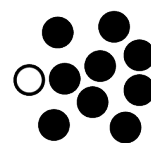
### Monday

1.  $33 + 67 =$  \_\_\_\_\_
2.  $32 - 20 =$  \_\_\_\_\_
3.  $42 \div 6 =$  \_\_\_\_\_
4.  $12 \times 9 =$  \_\_\_\_\_
5.  $48 \div 4 =$  \_\_\_\_\_
6. Round 95264 to the nearest hundred. \_\_\_\_\_
7. Write the smallest number you can using: 7, 6, 4, 8, 5, 7.  
\_\_\_\_\_
8. Complete this counting pattern:  
26, 35, 44, 53, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
9. Complete this counting pattern:  
46, 53, 60, 67, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
10. What is the sum of 37, 66 and 75? \_\_\_\_\_
11. If 6 metres costs \$36, how much would 48 metres cost?
12. What is the price after taking 50% off \$65? \_\_\_\_\_
13. What is  $\frac{1}{9}$  of 9? \_\_\_\_\_
14. What is  $\frac{1}{8}$  of 88? \_\_\_\_\_
15. Write these decimals in descending order: 0.74, 0.39, 0.44, 0.90 \_\_\_\_\_
16. Write these decimals in ascending order: 0.17, 0.39, 0.39, 0.20  
\_\_\_\_\_
17. 216 hours = \_\_\_\_\_ days
18. If a square has a perimeter of 184cm, what is the length of a side? \_\_\_\_\_
19. What type of angle is  $72^\circ$ ? \_\_\_\_\_
20. Imagine these stars are in a bag. What is the probability of pulling out a black star?  
\_\_\_\_\_



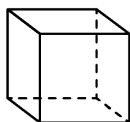
### Tuesday

1.  $30 - 16 =$  \_\_\_\_\_
2.  $21 + 73 =$  \_\_\_\_\_
3.  $72 \div 8 =$  \_\_\_\_\_
4.  $8 \times 9 =$  \_\_\_\_\_
5.  $18 \div 6 =$  \_\_\_\_\_
6. Round 30707.60 to the nearest whole number. \_\_\_\_\_
7. Round 61933 to the nearest thousand. \_\_\_\_\_
8. Complete this counting pattern:  
42, 45, 48, 51, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
9. Complete this counting pattern:  
53, 62, 71, 80, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
10. What is the sum of 25, 10 and 78? \_\_\_\_\_
11. Share 20 oranges between 5 children. \_\_\_\_\_
12.  $5 \text{ cents} + 20 \text{ cents} + 20 \text{ cents} =$  \_\_\_\_\_
13. What is  $\frac{1}{2}$  of 114? \_\_\_\_\_
14. What is  $\frac{1}{3}$  of 30? \_\_\_\_\_
15. Write these decimals in ascending order: 0.21, 0.56, 0.36, 0.74  
\_\_\_\_\_
16. Write these decimals in descending order: 0.56, 0.40, 0.17, 0.31  
\_\_\_\_\_
17. 360 minutes = \_\_\_\_\_ hours
18. The length of a rectangle's sides are 8cm and 1cm. What is its area? \_\_\_\_\_
19. What type of angle is  $24^\circ$ ? \_\_\_\_\_
20. Imagine these circles are in a bag. What is the probability of pulling out a black circle?  
\_\_\_\_\_



Wednesday

1.  $90 - 23 =$  \_\_\_\_\_
2.  $32 + 82 =$  \_\_\_\_\_
3.  $33 \div 3 =$  \_\_\_\_\_
4.  $10 \times 2 =$  \_\_\_\_\_
5.  $27 \div 3 =$  \_\_\_\_\_
6. Round 75007 to the nearest thousand. \_\_\_\_\_
7. List the factors of 44: \_\_\_\_\_
8. Complete this counting pattern:  
83, 90, 97, 104, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
9. Complete this counting pattern:  
81, 91, 101, 111, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
10. What is the sum of 67 and 36? \_\_\_\_\_
11. Share \$308 between 2 children. \_\_\_\_\_
12. What is the price after taking 50% off \$85? \_\_\_\_\_
13. What is  $\frac{1}{12}$  of 144? \_\_\_\_\_
14. What is  $\frac{1}{11}$  of 11? \_\_\_\_\_
15. Write these decimals in descending order: 0.35, 0.26, 0.30, 0.19  
\_\_\_\_\_
16. Write these decimals in ascending order: 0.47, 0.47, 0.51, 0.48  
\_\_\_\_\_
17. What is the 24-hour time 11:36 in 12-hour time? \_\_\_\_\_
18. The length of a square's sides are 8cm. What is its area? \_\_\_\_\_
19. How many edges does a cube have?

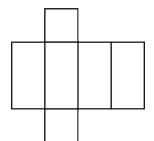


20. Which star has the highest chance of being selected? Black or white? \_\_\_\_\_

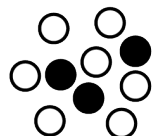


Thursday

1.  $20 + 66 =$  \_\_\_\_\_
2.  $19 - 18 =$  \_\_\_\_\_
3.  $5 \times 3 =$  \_\_\_\_\_
4.  $80 \div 8 =$  \_\_\_\_\_
5.  $674 \div 2 =$  \_\_\_\_\_
6. Round 63721 to the nearest ten. \_\_\_\_\_
7. What is the value of the number in the hundreds place in 17656?  
\_\_\_\_\_
8. Complete this counting pattern:  
58, 70, 82, 94, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
9. Complete this counting pattern:  
21, 30, 39, 48, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
10. What is the difference between 54 and 38? \_\_\_\_\_
11. What is the average of 3, 9 and 9? \_\_\_\_\_
12. What is the price after taking 50% off \$47? \_\_\_\_\_
13. What is  $\frac{1}{10}$  of 660? \_\_\_\_\_
14. What is  $\frac{1}{6}$  of 12? \_\_\_\_\_
15. Write these decimals in ascending order: 0.80, 0.63, 0.12, 0.35  
\_\_\_\_\_
16. Write these decimals in descending order: 0.76, 0.93, 0.43, 0.18  
\_\_\_\_\_
17. How many minutes from 8:30 am to 10:30 pm? \_\_\_\_\_
18. The length of a rectangle's sides are 84cm and 44cm. What is its perimeter? \_\_\_\_\_
19. What is the name of the 3D object this net forms? \_\_\_\_\_



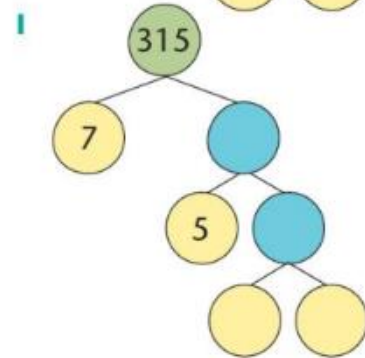
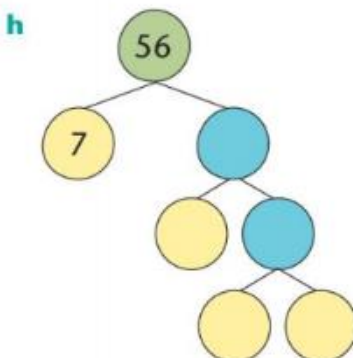
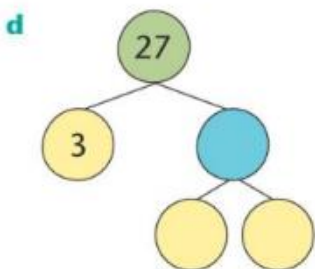
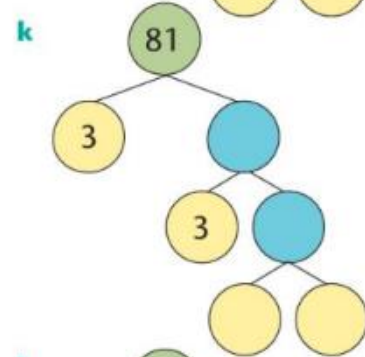
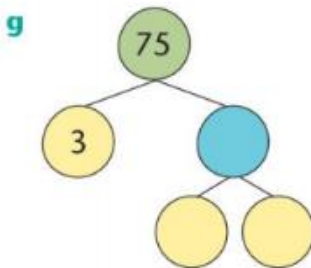
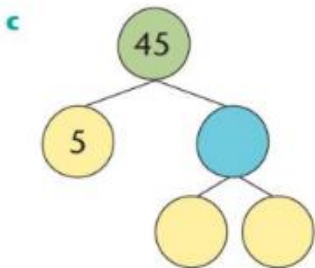
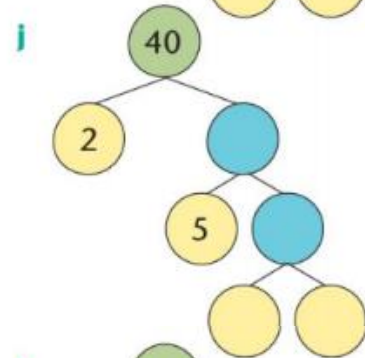
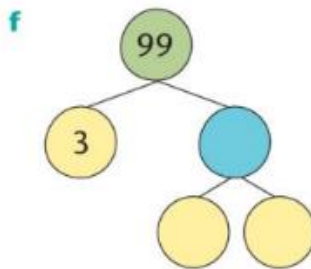
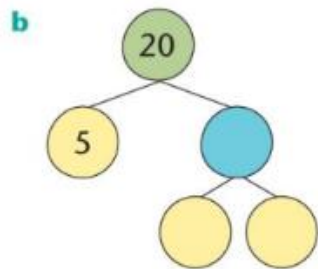
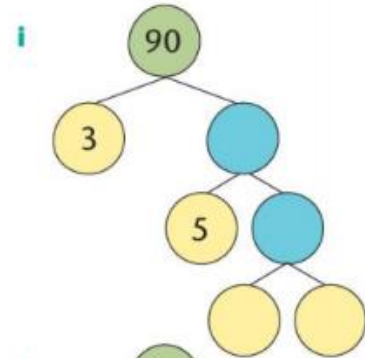
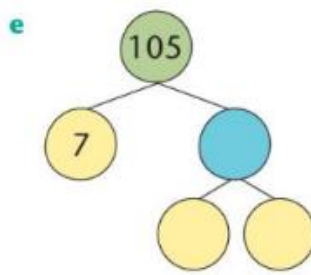
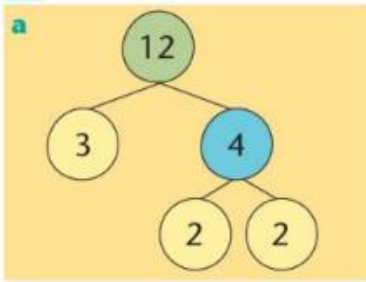
20. Which circle has the lowest chance of being selected? Black or white? \_\_\_\_\_



# Monday Mathematics

## Factor Trees

9 Complete the factor trees.



## Sentence Structure: Simple, Compound and Complex Sentences

1. Underline the clauses (ideas) in each sentence.
2. Circle the conjunction in each sentence.
3. Use an 'I' or 'D' to identify whether the clauses are independent (is a complete idea) or dependant (not a complete idea). Then tick whether the sentence is simple, compound or complex in structure.

Hints and Examples (read carefully):

\* Clauses in **complex sentences** can be repositioned without affecting meaning.

(I)
(D)
(D)
(I)

E.g. I was hungry because I skipped breakfast → Because I skipped breakfast, I was hungry. **CORRECT**

\* Clauses in **compound sentences** cannot be repositioned.

(I)
(I)
(I)
(I)

E.g. I was hungry so I ate → So I ate, I was hungry. **INCORRECT**

\*The use of commas in compound sentences is optional so do not solely rely on its position when deciding.

Sentences	simple	compound	complex
1. The children wore their dirty boots.	✓		
2. It was time for bed, yet it was still light outside.			
3. The front door was locked, so she entered through the back.			
4. They took a lot of pictures when they visited Montana.			
5. After the show began, he sat very quietly.			
6. The girl was wearing a red dress.			
7. He was playing on his computer.			
8. Georges would like to play, for he is the best player on the team.			
9. Before the bell rings, the student lined up at the door.			
10. We turned off the lights.			
11. We turned off the lights, and we went to sleep.			
12. We turned off the lights after our mom told us to go to sleep.			

**Challenge:** Complete the activity for the sentence below. What is the structure of this sentence?

Hint: It could be a combination of structures.

*While I was sleeping, I had the most peculiar dream, but it was difficult to recall what happened exactly.*



## Tuesday Mathematics

### Order of Operations

**1** Do the brackets first.

a  $(9 - 4) \times 5 =$

c  $(6 + 8) \times 5 =$

e  $(5 + 7) \times 4 - 10 =$

b  $7 \times (5 + 6) =$

d  $3 \times (20 - 5) - 9 =$

f  $70 - (3 + 8) \times 4 =$

**2** Work from left to right.

a  $8 + 7 + 25 - 20 =$

d  $60 - 35 + 27 - 23 =$

g  $118 + 17 - 15 + 5 =$

b  $25 + 60 + 23 - 30 =$

e  $70 - 29 + 9 - 22 =$

h  $127 + 13 - 15 + 9 =$

c  $7 \times 4 \div 2 =$

f  $6 \times 8 \div 4 \times 3 =$

i  $7 \times 8 \div 4 \times 9 =$

**3** Do multiplication and division before addition and subtraction.

a  $13 + 7 \times 5 =$

d  $6 \times 8 \div 6 + 29 =$

g  $7 + 8 \times 5 + 37 =$

b  $72 + 88 \div 4 =$

e  $42 + 99 \div 3 + 53 =$

h  $30 + 85 \div 5 + 27 =$

c  $40 - 5 \times 7 =$

f  $160 + 40 \div 5 - 27 =$

i  $300 - 81 \div 3 + 7 =$

**4** Do the bracket work first, then any multiplication and division before adding or subtracting.

a  $2 \times (33 + 3) + 27 =$

d  $(35 + 7) \times 5 - 35 =$

g  $100 - 4 \times (30 - 16) =$

b  $37 + 6 \times (12 + 3) =$

e  $88 + (7 + 9) \div 4 =$

h  $(100 - 37) \times 4 + 7 =$

c  $35 + 7 \times 5 - 35 =$

f  $3 \times 66 \div 3 + 29 =$

i  $110 - 7 + 6 \times (9 + 5) =$

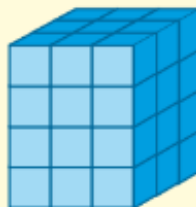
## Thursday Mathematics

### Volume

A



B



G



C



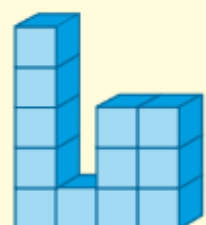
E



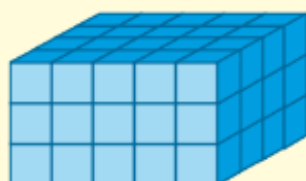
F



H



D



## Science Worksheet

### Activity 1: Adaptations

Use the words in the box below to complete the cloze passage.

adapt	characteristic	Organisms	survive
adaptation	combat	over time	tropical rainforests
aquatic	deserts	reproduce	
behaviour	environment	structural features	

When changes occur in an \_\_\_\_\_(1), the living things that exist in that environment must \_\_\_\_\_(2) to different conditions. If they cannot adapt to their new environment, they may not \_\_\_\_\_(3). This means there will be fewer organisms that can \_\_\_\_\_(4) to replenish the species' population.

When living things change a \_\_\_\_\_(5) to better suit their environment, the characteristic changed is called an \_\_\_\_\_(6). These adaptations can change their \_\_\_\_\_(7) or their \_\_\_\_\_(8).

Adaptations occur \_\_\_\_\_(9) as the result of changing conditions in the environment. \_\_\_\_\_(10) adapt to \_\_\_\_\_(11) high or low temperatures, high or low rainfall, availability of sunlight, natural disasters, predation and availability of food and water sources.

Plants and animals that live in \_\_\_\_\_(12) (both hot and cold) have adapted to survive extreme temperatures and low rainfall; while plants and animals that live in \_\_\_\_\_(13) have adapted to survive in warm temperatures with high rainfall. In contrast, plants and animals live in \_\_\_\_\_(14) environments have adapted to survive in water that is affected by changing tides and water temperatures.

## CHAPTER TWO

*Southern Sudan, 2008*



Nya put the container down and sat on the ground. She always tried not to step on the spiky plants that grew along the path, but their thorns littered the ground everywhere.

She looked at the bottom of her foot. There it was, a big thorn that had broken off right in the middle of her heel. Nya pushed at the skin around the thorn. Then she picked up another thorn and used it to poke and prod at the first one. She pressed her lips together against the pain.

*Southern Sudan, 1985*



*BOOM!*

Salva turned and looked. Behind him, a huge black cloud of smoke rose. Flames darted out of its base. Overhead, a jet plane veered away like a sleek evil bird.

In the smoke and dust, he couldn't see the school

building anymore. He tripped and almost fell. No more looking back; it slowed him down.

Salva lowered his head and ran.

He ran until he could not run anymore. Then he walked. For hours, until the sun was nearly gone from the sky.

Other people were walking, too. There were so many of them that they couldn't all be from the school village; they must have come from the whole area.

As Salva walked, the same thoughts kept going through his head in rhythm with his steps. *Where are we going? Where is my family? When will I see them again?*

The people stopped walking when it grew too dark to see the path. At first, everyone stood around uncertainly, speaking in tense whispers or silent with fear.

Then some of the men gathered and talked for a few moments. One of them called out, "Villages—group yourselves by villages. You will find someone you know."

Salva wandered around until he heard the words "Loun-Ariik! The village of Loun-Ariik, here!"

Relief flooded through him. That was his village! He hurried toward the sound of the voice.

A dozen or so people stood in a loose group at the side

of the road. Salva scanned their faces. There was no one from his family. He recognized a few people—a woman with a baby, two men, a teenage girl—but no one he knew well. Still, it was comforting to see them.

They spent the night right there by the road, the men taking shifts to keep watch. The next morning, they began walking again. Salva stayed in the midst of the crowd with the other villagers from Loun-Ariik.

In the early afternoon, he saw a large group of soldiers up ahead.

Word passed through the crowd: “It’s the rebels.” The rebels—those who were fighting against the government.

Salva passed several rebel soldiers waiting by the side of the road. Each of them held a big gun. Their guns were not pointed at the crowd, but even so, the soldiers seemed fierce and watchful. Some of the rebels then joined the back of the line; now the villagers were surrounded.

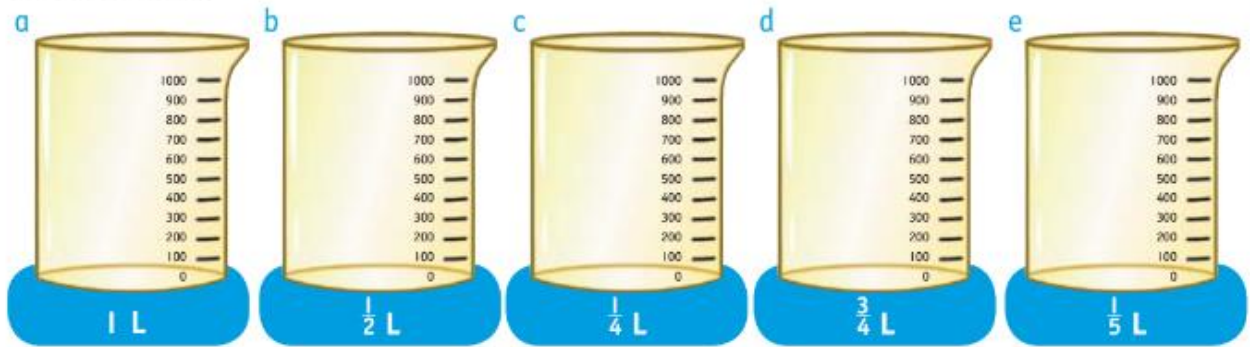
*What are they going to do to us? Where is my family?*

Late in the day, the villagers arrived at the rebel camp. The soldiers ordered them to separate into two groups—men in one group, women and children and the elderly in the other. Teenage boys, it seemed, were considered men, for

# Problem solving

## Measure exactly

1 Colour to show:



2 You need to put exactly 3 L 160 mL of liquid plant food into a bucket. The only measures you have are 1 L,  $\frac{1}{2}$  L,  $\frac{1}{5}$  L and 30 mL. How will you measure the liquid to put into the bucket? Draw and explain.

