St Johns Park Public School - Year 5, Term 4, Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**FITNESS:** 20x High Knees 15x Lunges 15x Push-ups 15x Sit-ups **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** We are exploring how authors communicate their intended message or theme about how environments and individuals affect each other. This week's theme: **In life, changes often happen. A person's ability to adapt to change or develop problem-solving skills will help with understanding the new changes.**	**FITNESS:** 20x High Knees 15x Lunges 15x Push-ups 15x Sit-ups **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** Revisit the Youtube video Climate Change in the Arctic from Monday. Select a new vocabulary word you are unsure of. Complete the Vocabulary Word Mat worksheet in your Learning from Home Pack. **Speaking & Listening** What are some other environmental issues you think the world faces today?	**FITNESS:** 20x High Knees 15x Lunges 15x Push-ups 15x Sit-ups **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** View the Youtube video The Watcher by Jeanette Winter. Answer the following questions: 1. What was the context of this text? (Where and when is it set?) 2. What is one example from the text where the author made us feel like it was important to advocate for the chimps?	**FITNESS:** 20x High Knees 15x Lunges 15x Push-ups 15x Sit-ups **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** View the two-pages from the text The Watcher from your Learning from Home Pack. Provide one synonym for each of these words: losing, shooting, kidnapping, sell, danger and extinct. What message do you think the author was trying to communicate to the readers about how the environment and chimps are being treated?	**FITNESS:** 20x High Knees 15x Lunges 15x Push-ups 15x Sit-ups **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** Select a text of your choice for self-chosen reading. Record yourself reading for two to five minutes for your teacher to view and let your teacher know why you like the text you chose. **Writing & Representing** Today you will plan and write the resolution or ending to your narrative.

View the Youtube video Climate Change in the Arctic. In this video, the scientist's intended message was that it is important to problem solve the environment's changes to co-exist safely with humans.

Answer the following questions:

1. What was the purpose of this video?

2. List three new vocabulary words to you. Write out the definition.

3. What did the scientists find out from the 'time capsule'?

Link:
https://www.youtube.com/watch?v=qpfbXJrkR_c

Writing & Representing

Think about a time where you had to solve a problem.

This could be in regard to a personal struggle, a relationship or any other personal experience.

Next, watch a video on how to

What are some solutions we as humans could try to implement to address these issues?

Record and post your response on Seesaw.

Writing & Representing

Complete the 'Using Contextual Clues' worksheet.

Select and highlight 4 of the underlined words from the worksheet.

Using your highlighted words, write a short story (6-10 sentences) that incorporates the theme of problem-solving.

Spelling

Choose 5 words from your spelling list and define their meaning using your own words.

For each word, write a **compound** or **complex** sentence and include the use of at **least one adjective or adverb**.

Underline adjectives and

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3. How did Jane demonstrate she was able to adapt to change?

Link:
https://www.youtube.com/watch?v=8fIyo1g7oRk&t=33s

Speaking & Listening

After reading 'The Watcher', how do you think Jane has developed or changed as a person after spending time with the chimps?

Record and post your response on Seesaw.

Writing & Representing

Today, you will begin to plan and develop the plot of a narrative that encompasses the theme of problem solving.

Revisit this video that covers the structure and elements of a narrative:
https://www.youtube.com/watch?v=OgNVUZvB9Ow

Next, watch this video on how to plan and write the orientation of a narrative:
https://www.youtube.com/watch?v=LdjdLvUwndI

Writing & Representing

You will continue your problem-solving themed narrative.

Watch the video on how to develop the complication or problem that presents itself in a narrative:
https://www.youtube.com/watch?v=DfRbqCXoewU

Task: Use the narrative planning sheet to plan and write the **complication to your story.**

Ensure that your complication provides your characters with an opportunity to work through a problem that helps them develop in some way throughout the story.

Learning Intention: Plan and write a complication that creates suspense and tension for readers.

Success Criteria:
- Plan for events that allow characters to solve and learn from a problem.
- Introduce details one by one to create suspense and tension.
- Use a range of sentence

Watch the video on how to develop an effective resolution:
https://www.youtube.com/watch?v=VR3V38z_Deo

Think about how your characters will overcome the problem in the story, how you want readers to feel and what lesson you want them to learn from your story (your theme).

Learning Intention: Plan and write a resolution to a narrative that conveys a theme.

Success Criteria:
- Think about how you want readers to feel.
- Think about what lesson you want readers to learn from your story.
- Decide on how characters will overcome the problem.
- Show what the characters have learnt and how they have developed to communicate your lesson or theme.

Spelling

Choose 5 words from your spelling list and define their meaning using your own words.

	structure and write a recount: https://www.youtube.com/watch?v=WJByl21y9qY **Task:** Write to recount how you solved this problem and explain what you learnt from the experience. ***Learning Intention:*** *Write to recount a personal experience incorporating the theme of problem-solving.* ***Success Criteria:*** *- Begin with an orientation* *- Organise and sequence events using paragraphs* *- Conclude by explaining the lesson the events provided.* *- Use connectives and conjunctions to link ideas.* **Spelling** Copy your words and practice them daily using the 'Look, Cover, Write & Check' method.	adverbs in all your sentences. Then indicate whether the sentence is compound and complex.	**Task:** Use the narrative planning sheet to plan and write **only your orientation**. Then, use your plan to **write a detailed orientation** to your narrative. It is sometimes helpful to borrow and change ideas you have read from other authors or filmmakers when you find yourself stuck on initial ideas. ***Learning Intention:*** *Plan and write an engaging orientation that sets the scene for readers.* ***Success Criteria:*** *- Use keywords to plan for all aspects of an orientation.* *- Begin in an engaging way (sounds, action, visualisation)* *- Use descriptive and precise vocabulary* *- Use a combination of dialogue and narration throughout your story.*	*structures for effect.* *- Leave the problem unsolved to keep readers engaged.* **Speaking & Listening** <u>Thinker's Keys:</u> <u>The Questions Key</u> Think of 5 questions that could have the answer: "Antarctica' Record and post your questions on Seesaw.	For each word, write a **compound** or **complex** sentence and include the use of at **least one adjective or adverb**. Underline adjectives and adverbs in all your sentences. Then indicate whether the sentence is compound and complex.
Break	**Break**	**Break**	**Break**	**Break**	**Break**

Middle	**MATHEMATICS**	**MATHEMATICS**	**MATHEMATICS**	**MATHEMATICS**	**MATHEMATICS**
	Complete - Maths Mentals

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

Calculator Memory
Use the memory function on a calculator to solve problems with money.

Watch the video which explains how to use the memory keys on the calculator.

https://www.youtube.com/watch?v=2RPqdYFXnJs

Complete the calculator memory worksheet. | Complete - Maths Mentals

Financial Plan

A financial plan is a document that is prepared (in advance of spending or making money) to show the expected expenses and income for a project. Another word for simple financial plans is 'budget'.

The steps to creating a simple financial plan are nothing more than getting good information about costs and likely income.

Complete the "Creating a Financial Plan" worksheet(A). | Complete - Maths Mentals

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

Budget

Watch the following CashVille Kidz Episode 23: SMART Budgeting.

https://www.youtube.com/watch?v=58EuubFG9-c

Complete the "Pool party" Investigation 8 after watching the Smart budgeting video | Complete - Maths Mentals

Time- 24-hour time
What is the 24-hour clock?

The 24-hour clock is more often shown on digital clocks and is written in a 4-digit form, with the first two digits representing the hour and the last two representing the minutes.

There is no need for a.m. or p.m. as each time represents each hour in a 24-hour day. For example, 0300 = 3rd hour of the day, or 3am; 1400 = 14th hour of the day, or 2pm; 1830 = 30 minutes past the 18th hour of the day, or 6.30pm.

 How to convert from a 12-hour clock to a 24-hour clock?

To convert from a 12-hour clock to a 24-hour clock, children may be taught to add 12 to the hours after midday, e.g. 3pm becomes 15:00 because 3 + 12 = 15.

Watch the video below and | Log in to *Mangahigh* and complete the assigned activity.

Time

Watch the video below and complete the Maths worksheets attached for the day.

https://www.youtube.com/watch?v=ApFsLUJXfp8

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HSIE – GEOGRAPHY	SPORT	MUSIC	complete the Maths worksheets attached for the day.	SPORT
LI: Students are learning about the Fire Danger Rating in NSW *SC: Understand the factors and conditions related to the Fire Danger Rating system used in NSW, and how this is a safety system for alerting people to potential bushfire dangers.* ● Watch the short video https://www.youtube.com/watch?v=cCCJHm2QKuQ ● Watch the short video https://www.youtube.com/watch?v=4xgVgBWKj_g' ● Complete the Worksheet.	Follow the instructions on the worksheet provided.	*LI: To develop knowledge and skills in musical concepts* *SC: Listen to an example of a soundscape* *Describe music sounds and sources which reflect the visual stimulus.* A soundscape is a musical composition of sounds, which reflect a particular environment, scene or situation. Listen to this example of a thunderstorm soundscape. https://youtu.be/bBawmitub64 *Scan me* Describe the sounds of the thunderstorm you could hear. The composer has used graphic notation of shapes	https://www.youtube.com/watch?v=hBiCJt6B9Ow **SCIENCE** *Inquiry focus: How have root system adaptations assisted trees to survive in Australian mangrove forests?* **Watch the video: Mangrove Warning** https://www.abc.net.au/btn/classroom/mangrove-warning/10524722 Answer the following questions in your book: 1. Why do mangrove trees have aerial roots? 2. What makes mangroves	Follow the instructions on the worksheet provided.

| | | | and symbols to visually represent the sounds of the thunderstorm.

In the diagram in the video, the composer uses symbols for each sound.

- Which symbol represents each sound of the storm?

- What instruments do you hear?

- What happens to the size of the symbols used around the clock face as the soundscape gets louder and softer? | unique?

3. Give three reasons why mangroves are important.

4. Mangroves store up to _____ times more carbon than a regular forest.

5. Why are mangroves in the northern parts of Australia under threat?

6. What can be done to help save the mangroves? | |

Break	Break	Break	Break	Break	Break
Afternoon	**VISUAL ARTS** Op Art, or Optical Art tricks the eye and makes a 2D drawing look 3D. You will need: - paper - a black sharpie - coloured pencils/crayons Follow the instructions in the video through the link. Complete it step by step carefully and you will get a great result. Watch the website below: https://www.youtube.com/watch?v=98OrhVDGlWA Have fun with it! Upload your Optical Art to Seesaw.	**SCIENCE** *Inquiry focus: How have root system adaptations assisted trees to survive in Australian mangrove forests?* **Research Task** Root adaptations help trees stand upright and in place. It enables trees to obtain water, air and nutrients in its environment. Conduct research to **draw** and **describe** the following types of roots: 1. Taproot 2. Fibrous root 3. Stilt roots 4. Buttress roots 5. Knee roots 6. Pencil roots	**HSIE - GEOGRAPHY** *LI: Students are learning about the Fire Danger Rating in NSW* *SC: Understand the factors and conditions related to the Fire Danger Rating system used in NSW, and how this is a safety system for alerting people to potential bushfire dangers.* It is important to note that these ratings are used all year round, it is just more active in the warmer months. Depending on the weather where you live, this will differ. Check our area's rating (Greater Sydney Region) - https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans Explore the history of the ratings in Victoria and in Australia. They changed and	**DANCE** Start with the following warm up: www.youtube.com/watch?v=KnF12nKwPQI&t=31s Watch and follow along to the End of Year 5 Dance - Part 3. Practice until you have learnt all the movements. www.youtube.com/watch?v=2P1HF0bfslA&t=10s	**PERSONAL DEVELOPMENT/HEALTH** **Healthy safe active lifestyle** LI: Students are learning about lifestyles and making connections with others SC: Understanding what good choices are for a healthy life Define 'lifestyle' Describe the lifestyle you and your family have Read this article https://tinyurl.com/hp3e8c8u List and write dot points about the six ways to live an active lifestyle What medical issues can you avoid if you stay healthy? Read this article https://tinyurl.com/r5889cbu List some examples of group exercise What are the benefits of group exercise?

			were made mostly universal throughout Australia. These ratings are used for all environments - being bushfires, grassfires and coastal and scrub fires. https://www.abc.net.au/news/2017-12-13/bushfire-danger-rating-system-trialled-summer/9203446 Write a few paragraphs explaining the old system and list its problems. Then justify your opinion on if the new system will be better or worse. Give examples.		

Week 3 Spelling

1. cutlery

2. entail

3. gecko

4. monstrous

5. salami

6. punitive

7. rancid

8. sarcasm

9. solvent

10. stampede

11. mistletoe

12. nonchalant

13. olfactory

14. paella

15. paradoxical

16. syllabus

17. tortilla

18. unserviceable

19. acquisition

20. alacrity

Week 3 - Questions

Monday

1. $13 + 44 =$ ____

2. $63 - 34 =$ ____

3. $63 \div 7 =$ ____

4. $0 \times 8 =$ ____

5. $7 \times 6 =$ ____

6. Round 43962 to the nearest ten. _____

7. List the factors of 70: _____

8. Complete this counting pattern:
85, 93, 101, 109, ____, ____, ____

9. Complete this counting pattern:
69, 79, 89, 99, ____, ____, ____

10. What is the sum of 18 and 27? ____

11. Double 67 = _____

12. 20 cents + $2.00 + 5 cents = _____

13. What is 1/8 of 24? _____

14. What is 1/12 of 108? _____

15. Write these decimals in descending order: 0.85, 0.13, 0.75, 0.88

_____

16. Write these decimals in ascending order: 0.24, 0.87, 0.32, 0.77

_____

17. 9 hours = _____ minutes

18. The length of a rectangle's sides are 87cm and 71cm. What is its perimeter? ____

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

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

Tuesday

1. $28 - 20 =$ ____

2. $19 + 14 =$ ____

3. $4 \times 9 =$ ____

4. $72 \div 6 =$ ____

5. $45 \div 5 =$ ____

6. Round 69374 to the nearest ten. _____

7. Round 55703 to the nearest hundred. _____

8. Complete this counting pattern:
95, 97, 99, 101, ____, ____, ____

9. Complete this counting pattern:
100, 102, 104, 106, ____, ____, ____

10. What is the difference between 38 and 15? ____

11. Double 74 = _____

12. What is the price after taking 50% off $30? _____

13. What is 1/7 of 63? _____

14. What is 1/10 of 880? _____

15. Write these decimals in ascending order: 0.76, 0.72, 0.89, 0.81

_____

16. Write these decimals in descending order: 0.38, 0.13, 0.70, 0.54 _____

17. If it was 10:43 in the night, would you write am or pm? _____

18. The length of a rectangle's sides are 96cm and 32cm. What is its perimeter? ____

19. What is the name of the 3D object this net forms? _____
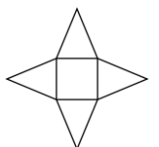
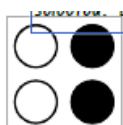20. Imagine these stars are in a bag. What is the probability of pulling out a black star?

_____

MATHS MENTALS

teachstarter

Wednesday

1. 14 - 14 = _____

2. 74 + 29 = _____

3. 4 x 11 = _____

4. 48 ÷ 8 = _____

5. 3 x 11 = _____

6. Round 71623 to the nearest ten. _____

7. Round 85528 to the nearest thousand. _____

8. Complete this counting pattern:
33, 41, 49, 57, _____, _____, _____

9. Complete this counting pattern:
77, 89, 101, 113, _____, _____, _____

10. If there were 122 fans at a rugby league game, 59 were wearing maroon and the rest were wearing silver, how many were wearing silver? _____

11. What is the product of 4 and 12? _____

12. What is the price after taking 50% off $61? _____

13. What is 1/10 of 720? _____

14. What is 1/9 of 99? _____

15. Write these decimals in ascending order: 0.71, 0.13, 0.23, 0.10

_____

16. Write these decimals in descending order: 0.11, 0.24, 0.31, 0.73

_____

17. What digital time does the clock show?

_____

18. If a square has a perimeter of 92cm, what is the length of a side? _____

19. What type of angle is this? _____

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

Thursday

1. 57 + 94 = _____

2. 74 - 51 = _____

3. 60 ÷ 12 = _____

4. 10 x 6 = _____

5. 6 x 9 = _____

6. Round 98186 to the nearest thousand. _____

7. Round 21279 to the nearest hundred. _____

8. Complete this counting pattern:
15, 17, 19, 21, _____, _____, _____

9. Complete this counting pattern:
15, 22, 29, 36, _____, _____, _____

10. What is the difference between 87 and 28? _____

11. Divide 27 by 3. _____

12. What is the price after taking 50% off $33? _____

13. What is 1/5 of 50? _____

14. What is 1/6 of 36? _____

15. Write these decimals in ascending order: 0.65, 0.90, 0.42, 0.53

_____

16. Write these decimals in descending order: 0.46, 0.35, 0.41, 0.85

_____

17. What is the 24-hour time 12:12 in 12-hour time? _____

18. If a square has a perimeter of 192cm, what is the length of a side? _____

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

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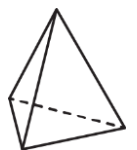
Monday

Calculator Memory

Using the memory function

$4.55	$5.50	$4.75	$8.50	$7.35

Sample problem

Sue bought 3 pairs of socks, 2 staplers and 3 balls. How much did she spend?

Step 1: Enter $4.55 × 3 on your calculator and press M+

Step 2: Enter $5.50 × 2 on your calculator and press M+

Step 3: Enter $8.50 × 3 on your calculator and press M+

Step 4: Press MR on your calculator to find the total of $50.15

4 What do you think M+ means? _____

5 What do you think MR means? _____

6 Use the memory function to calculate the totals of:

a 7 pairs of socks, 3 golf magazines and 2 packets of textas $ _____

b 3 staplers, 6 balls and 5 pairs of socks $ _____

c 4 balls, 9 pairs of socks and 6 golf magazines $ _____

d 7 golf magazines, 5 staplers and 7 packets of textas $ _____

e 6 balls, 3 golf magazines and 12 staplers $ _____

7 Play the 'Zero in Five' game.
You have a maximum of five moves to turn the numbers into zero. You can only use one digit at a time (digits 1–9). You can use any operation. One has been done for you.

a	185	÷ 5 = 37	+ 3 = 40	÷ 8 = 5	− 5 = 0	
b	168	=	=	=	=	=
c	460	=	=	=	=	=
d	373	=	=	=	=	=

Bush Fire Safety

1. What is the Fire Danger Rating system?

_____

_____

_____

2. What are the colours, what do they mean?

_____

_____

_____

3. Match the 'Fire Danger Rating' to the correct 'What You Should Do'

Catastrophic	Review your bush fire survival plan with your family. Keep yourself informed and monitor conditions. Be ready to act if necessary
Extreme	Leaving early is the safest option for your survival. Well prepared homes that are actively defended can provide safety – but only stay if you are physically and mentally prepared to defend in these conditions. If you're not prepared, leave early in the day.
Severe	For your survival, leaving early is the only option. Leave bush fire prone areas the night before or early in the day – do not just wait and see what happens. Make a decision about when you will leave, where you will go, how you will get there and when you will return. Homes are not designed to withstand fires in catastrophic conditions so you should leave early.
Very High	Leaving early is the safest option for your survival. If you are not prepared to the highest level, leave early in the day. Only consider staying if you are prepared to the highest level – such as your home is specially designed, constructed or modified, and situated to withstand a fire, you are well prepared and can actively defend it if a fire starts.

Word mat vocabulary routine

Define it – what does it mean?	**Listen to it – How does it sound? (syllables, phonemes)**	**Synonyms – what words have a similar meaning?**
Visualise it – what does it look like?	**Examples – when might you use this word? Non examples – when wouldn't you use this word?**	**Antonyms – what words have an opposite meaning?**
Use it – write a sentence:		

Using Context Clues

1. Circle the word that best represents the underlined word.

a) He found himself a <u>formidable</u> opponent for the upcoming boat race.

   a. easy   b. worthy   c. poor   d. tough

b) Because Sally has never played basketball before, her dream of being on the national team is <u>ludicrous</u>.

   a. impossible   b. sensible   c. silly   d. logical

c) Store owners had to <u>abridge</u> their hours during the pandemic.

   a. extend   b. lessen   c. cease   d. boost

2. Write the meaning of the underlined word and the context clues used to determine its meaning.

a) We are in a hurry, so please do not waste time <u>dawdling</u>!

_____

b) Contrary to popular belief, dog owners are <u>liable</u> for picking up after their dog at the park.

_____

c) She was always smiling and had a very <u>exuberant</u> personality.

_____

d) Life lessons were <u>bestowed</u> upon the students by their parents and teachers.

_____

e) She felt <u>bewildered</u> by all the different moves when trying to learn chess.

_____

Creating a Financial Plan (A)

Sam's October Budget

Transactions	Credit	Debit
Monthly Pocket Money	$25.00	
Pay – Mowing Lawns	$56.00	
Birthday Money		
Phone Charges		$22.00
Entertainment		$30.00
School Supplies		
Lunch Money		$25.00
Bus Money		$12.00
Other		$20.00
Total	**$126.00**	**$124.00**

① Use Sam's October Budget to answer these questions.

a) How much money did Sam have left at the end of October?

_____

b) How much did Sam have to spend on school supplies? Write the amount on the budget.

c) How much birthday money did Sam receive? Write the amount on the budget.

d) Will Sam have enough money coming in to be able to spend the same amount in November? Explain your answer.

_____

_____

e) Which of Sam's expenses do you think are necessary and have to be carried over to November's budget? Explain your answer.

_____

_____

_____

SPORT (TUESDAY)

You will need:
- An object you can throw (e.g., ping-pong ball tennis ball, sock-ball, scrunched up paper, etc.)
- Three chosen targets (e.g., a plastic cup, a long piece of string laid in a circle, an X formed by tape, etc.)

How to set-up:
1. Choose your 'starting point' and place your three targets at varying distances from the 'starting point'

   (Diagram is only a guide – Feel free to set up your targets where you want)

```
                    ┌─────────────────────────────────┐
                    │        Starting Point           │
                    │ You should not pass this starting point │
                    └─────────────────────────────────┘
                                                    ┌────────┐
                                                    │ Target │
                                                    │   3    │
                                                    └────────┘
                                                         ┌────────┐
                                                         │ Target │
                                                         │   2    │
                                                         └────────┘
        ┌────────┐
        │ Target │
        │   1    │
        └────────┘
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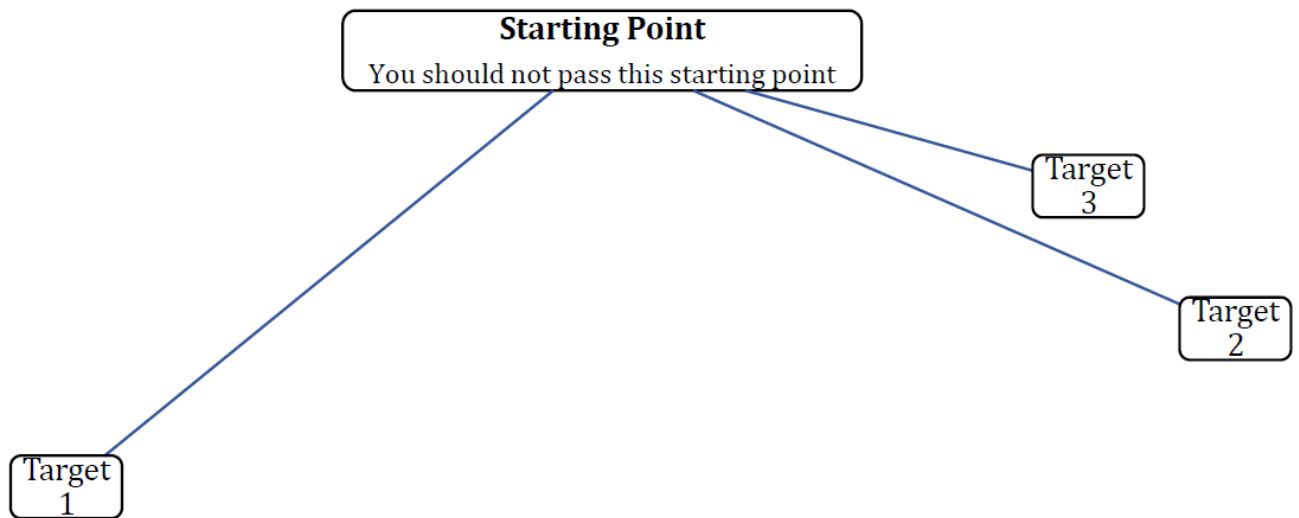
Before you Begin:
- Take a photo of your set-up
- Which type of throw do you plan to use? Why?

Practice:
- Record how many throws were needed to hit the Target 1 (Repeat this 5 times for each of the three targets)

	Challenge 1	Challenge 2	Challenge 3	Challenge 4	Challenge 5
Target 1					
Target 2					
Target 3					

- Did your chosen method of throwing work out? Did you have to change your method? Why/Why not?
- What do you consider to be a strength of yours in this game?

Narrative Planning Sheet

Orientation – Who? What? When? Where?

Who are the main characters in the story?

What do the characters want to do?

When is the story taking place?

Where is the story taking place?

Complication/Climax – How does the problem occur?

Resolution – How is the problem resolved?

Lauren had a party at the local pool for her birthday. Her parents hired the giant blow-up waterslide for the children to use in the pool. Forty people attended Lauren's party but they were not all children—some were parents (adults) and some were grandparents (pensioners).

POOL COSTS

Entry

Child	$3.00
Adult	$9.00
Pensioner	$4.50

Extras

Waterslide	$3.00
Aerobics	$4.00
Gym	$6.00

Note: no parents or grandparents allowed on the waterslide.
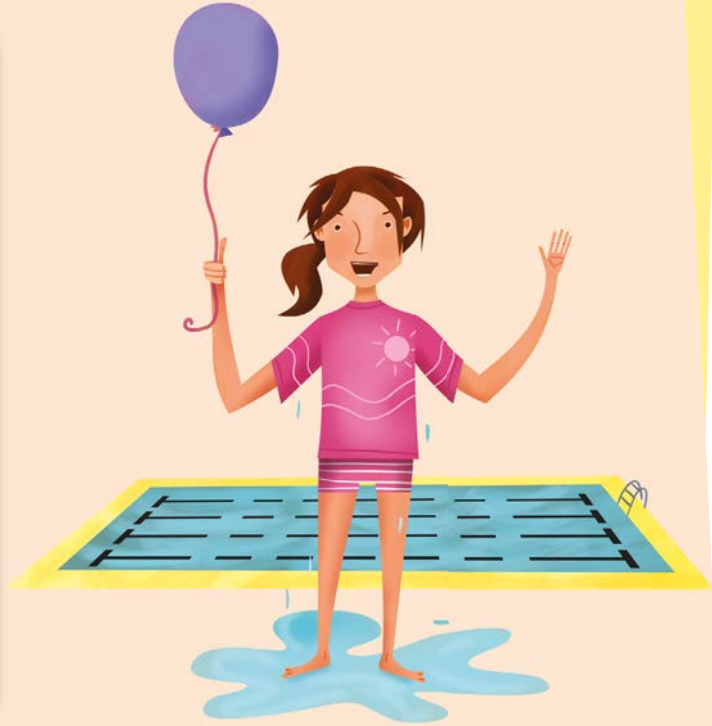
Task:

If Lauren's parents spent between $250 and $300 on entry to the pool and waterslide hire, how many children, parents (adults) and grandparents (pensioners) may have attended? Work out at least three possible answers.

All across Africa, forests were being cut down,
and the chimps were losing their home.
Poachers were shooting grown chimps
and kidnapping their babies to sell to laboratories,
to the circus, and as pets.

Jane's beloved chimpanzees were in danger
of becoming extinct.
They needed Jane to speak for them.

Thursday

24 Hour Time

A day has 24 hours. Time can be expressed in 12-hour am/pm form or 24-hour time. Note that, when writing 24-hour time, neither punctuation nor a space is used, e.g. 0745 hours = 7:45 am; 2318 hours = 11:18 pm.

11 Convert these from 12-hour "am and pm" time to 24-hour time. The first is done for you.

a 3:00 am   0300 hours   **d** 6:00 pm _____   **g** 10:00 pm _____   **j** 7:30 pm _____

b 8:00 am _____   **e** 2:00 pm _____   **h** 6:00 am _____   **k** 7:30 am _____

c 4:00 pm _____   **f** 11:00 pm _____   **i** 8:00 pm _____   **l** 9:15 pm _____

12 Complete this grid showing time expressed in analog, digital and 24-hour forms.
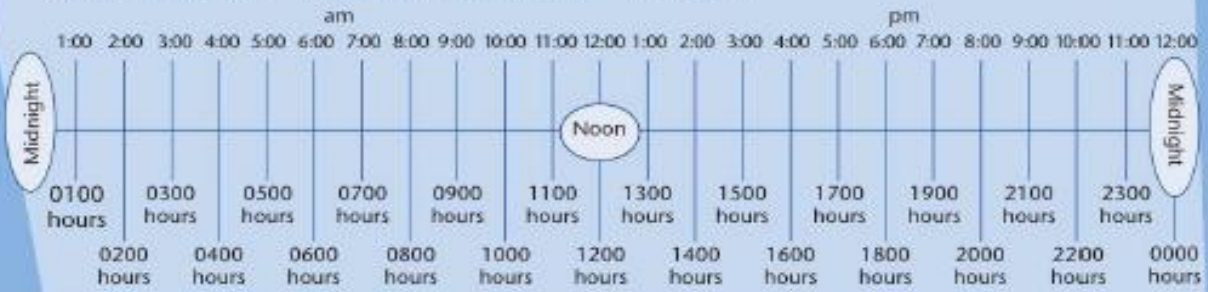
Analog							
Digital	3:00 AM		5:40 PM		9:35 PM	10:05 AM	12:45 AM
24-hour	0300 hours	1815 hours		1145 hours			

Channel 6

6:00	Sunshine News
7:00	Cartoon Connection
8:00	Play School
9:00	Home Shopping
10:00	Lifeline
10:30	News
11:00	Entertainment Tonight
12:00	Movie: Tarzan
2:00	Days of the Young
3:30	Disney Adventures
4:00	Bewitched
5:00	Growing Up
6:00	News
6:30	Tonight Today
7:30	Home and Away
8:00	Enemies
8:30	Water Snakes
9:30	Susan's Closet
10:30	Sportstime
12:00	Close

13 Read the program guide then answer the questions to set the TV to record programs using 24-hour time.

a Jim set his TV to record Channel 6 at 0900 hours for one hour. What show did he record? _____

b Maria wanted to record *Home and Away*. Complete the information she would need.

Channel _____   Time _____   Duration _____

c Mohammed set his TV to record Channel 6 at 1600 hours for one hour. What show did he record? _____

d Sylvester wanted to record *Water Snakes* so he set his TV for Channel 6 at 1830 hours for one hour. Was he successful? _____

e Ronald wanted to record *Sportstime*. Complete the information he would need.

Channel _____   Time _____   Duration _____

24- Hour Timetable

Bus timetable

Brisbane	Dep.	0900 hours
Mount Ommaney		0920 hours
Ipswich		0950 hours
Gatton		1025 hours
Toowoomba		1110 hours
Pittsworth		1140 hours
Goondiwindi		1345 hours
Moree		1600 hours
Narrabri		1715 hours
Gilgrandra		1955 hours
Dubbo	Arr.	2045 hours
	Dep.	2130 hours
Peak Hill		2220 hours
Parkes		2300 hours
Forbes		2325 hours
Wyalong		0035 hours
Griffith	Arr.	0230 hours
	Dep.	0330 hours
Deniliquin		0615 hours
Echuca		0715 hours
Bendigo	Arr.	0835 hours
	Dep.	0910 hours
Tullamarine		1055 hours
Melbourne		1115 hours

11 Refer to the bus timetable and write how long each section of the trip takes.

	Section	Time
a	Brisbane–Toowoomba	
b	Moree–Dubbo	
c	Peak Hill–Forbes	
d	Griffith–Deniliquin	
e	Deniliquin–Bendigo	
f	Bendigo–Tullamarine	
g	Tullamarine–Melbourne	

12 Answer these questions

	Section	Time
a	How long is the rest stop at Dubbo?	
b	How long is the rest stop at Griffith?	
c	How long is the rest stop at Bendigo?	
d	How long is the entire trip from Brisbane to Melbourne?	

13 Prepare a timetable for the events in your day.

Time	Activity
0700 hours to 0800 hours	
0800 hours to 0900 hours	
0900 hours to 1000 hours	
1000 hours to 1100 hours	
1100 hours to 1200 hours	
1200 hours to 1300 hours	
1300 hours to 1400 hours	
1400 hours to 1500 hours	
1500 hours to 1600 hours	
1600 hours to 1700 hours	
1700 hours to 1800 hours	

Time word problem

1. Robert began playing piano at 4:30 p.m. He practiced one song for 35 minutes and a second song for 25 minutes. When did he finish practicing?

2. Mallory took 2 hours and 46 minutes to finish her chores. If she began at 4:51 p.m. When did she finish?

3. Trey began practicing football at 3:30 p.m. He finished at 6:45 p.m. How long did he practice?
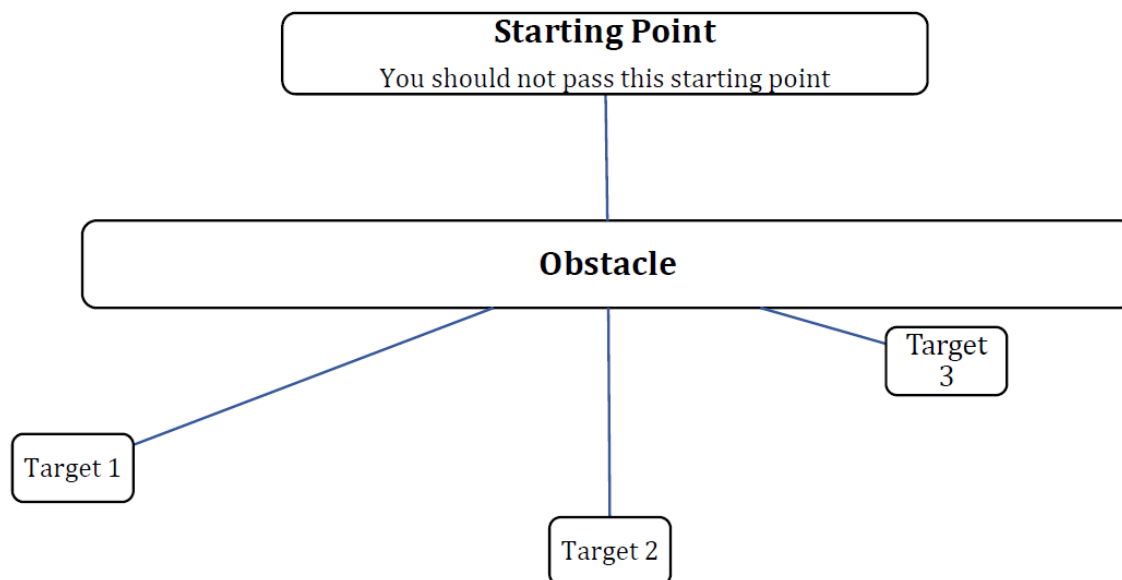
SPORT (FRIDAY)

You will need:
- An object you can throw (e.g., ping-pong ball tennis ball, sock-ball, scrunched up paper etc.)
- Three chosen targets (e.g., a plastic cup, a long piece of string laid in a circle, an X formed by tape, etc.)
- An object to act as an obstacle (e.g., a line of books to block your view or if you do not have any items create a rule that your object must hit something before it can go into the target – Be creative!)

How to set-up:

(Diagram is only a guide – Feel free to set up your targets where you want)

```
                  ┌─────────────────────────────────┐
                  │        Starting Point           │
                  │ You should not pass this starting point │
                  └─────────────────────────────────┘
                                   │
          ┌────────────────────────────────────────────────┐
          │                   Obstacle                      │
          └────────────────────────────────────────────────┘
               ╱                    │            ┌──────────┐
                                    │            │ Target   │
                                    │            │   3      │
   ┌──────────┐                     │            └──────────┘
   │ Target 1 │                     │
   └──────────┘              ┌──────────┐
                             │ Target 2 │
                             └──────────┘
```

Before you Begin:
- Create/Change at least one rule to challenge your strength (e.g., You can only use your non-dominant hand)
- Create a different scoring system. Explain the new scoring system and how points are scored – Will you get more points for making it more challenging?

Practice:
- Record how many throws were needed to hit the Target 1 (Repeat this 5 times for each of the three targets)

	Challenge 1	Challenge 2	Challenge 3	Challenge 4	Challenge 5
Target 1					
Target 2					
Target 3					

- What changes did you have to make now that there was an obstacle in the way of your targets?
- Can you up with any other ways to make this game more challenging or easier?