



St Johns Park Public School - Year 5, Term 3, Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><u>FITNESS:</u></p> <ul style="list-style-type: none"> • 15 leg kicks • Hop on your left then right foot for 30 seconds • 15 squats • Lay on the floor. Lift your arms and legs above the floor for 12 seconds <p>Repeat these steps 3 times</p> <p><u>ENGLISH:</u></p> <p><u>Reading & Viewing</u> When people make changes to the natural environment, these factors shape the places. Humans can influence places. For example, when land is cleared this contributes to the building developing applications. The clear land can be used to build a city or used to build the structures for a farm or agriculture.</p> <p>Read the news article Land Clearing in Australia in your Learning from Home pack. In this article, what was the author’s purpose and what message do they want their readers to understand?</p>	<p><u>FITNESS:</u></p> <ul style="list-style-type: none"> • 15 leg kicks • Hop on your left then right foot for 30 seconds • 15 squats • Lay on the floor. Lift your arms and legs above the floor for 12 seconds <p>Repeat these steps 3 times</p> <p><u>ENGLISH:</u></p> <p><u>Reading & Viewing</u> Revisit the news article Land Clearing in Australia. Complete the Vocabulary Check In worksheet.</p> <p><u>Writing & Representing</u></p> <p>Purpose: Write an information report to <u>inform</u> Australian farmers about the <u>impacts of land clearing and how they can be better managed</u>.</p> <p>Use the headings and notes prepared in yesterday’s writing lesson as a starting point. Be sure to give your writing a suitable title.</p>	<p><u>FITNESS:</u></p> <ul style="list-style-type: none"> • 15 leg kicks • Hop on your left then right foot for 30 seconds • 15 squats • Lay on the floor. Lift your arms and legs above the floor for 12 seconds <p>Repeat these steps 3 times</p> <p><u>ENGLISH:</u></p> <p><u>Reading & Viewing</u> We have learnt that land clearing is a change that humans make which shape our place. When humans clear the land, there can be negative impacts on our environment. Read the text Land clearing.</p> <p>Thinking back to our learning about the author’s purpose and perspective, what is the author’s purpose in this text? How did the author show us this? (What text features or language features were used?)</p> <p>Link: https://www.bushheritage.org.au/who-we-are/our-challenge/land-clearing</p>	<p><u>FITNESS:</u></p> <ul style="list-style-type: none"> • 15 leg kicks • Hop on your left then right foot for 30 seconds • 15 squats • Lay on the floor. Lift your arms and legs above the floor for 12 seconds <p>Repeat these steps 3 times</p> <p><u>ENGLISH:</u></p> <p><u>Reading & Viewing</u> Visit the website Deadly Story and read the Food and Agriculture page. Read the Farming and Agriculture section, it is four paragraphs. You can view the videos and other sections of the webpage afterwards.</p> <p>Link: https://www.deadlystory.com/page/culture/Life_Lore/Food</p> <p><u>Speaking & Listening</u></p> <p>The Aboriginal people used many strategies to use their land to harvest food sustainably.</p>	<p><u>FITNESS:</u></p> <ul style="list-style-type: none"> • 15 leg kicks • Hop on your left then right foot for 30 seconds • 15 squats • Lay on the floor. Lift your arms and legs above the floor for 12 seconds <p>Repeat these steps 3 times</p> <p><u>ENGLISH:</u></p> <p><u>Reading & Viewing</u> Last week, Bruce Pascoe shared with us his expert knowledge about plants and farming. You can view this video again as revision. Today, view Bruce sharing his understanding about Murnong (root vegetable) and how it was grown by Aboriginal people. The video is called Murnong and tubers.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. How were the yams grown? 2. How was the land prepared for agriculture by the First Nation people? Were there any changes to the natural environment?

<p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. What negative effects has land clearing caused? 2. What drives humans to clear the land in New South Wales? 3. What are some actions humans could put in place to manage how much land is cleared in Australia? What do you think should be done? <p><u>Writing and Representing</u></p> <p>Create a <u>dot point summary</u> of information under the headings:</p> <ul style="list-style-type: none"> • What is land clearing? • What are the impacts of land clearing? • How can land clearing be managed? <p>Use previous readings or the link below to assist. https://sciencing.com/effects-of-land-clearing-13406919.html</p> <p>Keep your summary to future writing lessons this week.</p> <p><u>Speaking and Listening</u></p> <p>How do you feel about land clearing? Why do you feel this way? (Record & post response)</p> <p><u>Spelling</u></p> <p>Copy words and practice daily using the 'Look, Cover, Write & Check' method daily.</p>	<p>Check that you have met the learning intention and success criteria before submitting.</p> <p>Learning Intention: Write to inform a specific audience.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Organise and sequence ideas logically using headings / paragraphs. • Present facts derived from research. • Use topic words and technical vocabulary. • Maintain tense throughout the text. <p><u>Speaking & Listening</u></p> <p>Asking questions often stimulates thinking and leads to further learning and ideas.</p> <p>What are some questions you have about land clearing and how it can be managed?</p> <p>Record and post your questions on Seesaw.</p> <p><u>Spelling</u></p> <p>Choose 5 words.</p> <p>Define each meaning in your own words using a dictionary. Then use them in sentences.</p> <p>Pay particular attention to the part of speech (verb, adjective etc.) the words belong to ensure your sentences make sense: Use this link for ideas: https://sentence.yourdictionary.com/</p>	<p><u>Writing & Representing</u></p> <p>Today, you will publish your information report from yesterday's task to create a fact sheet to present to Australian farmers.</p> <p>Learning Intention: Present information to a specific audience using a fact sheet.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Create a fact sheet using a digital or hand-written format. • Do not exceed one A4 sized page. • Select relevant images that support the text. • Organise information and images to meet the needs of the target audience. <p>Tip: You may wish to edit and revise your work from yesterday before publishing your fact sheet.</p> <p>Click on the link below and scroll down to see an example of a basic fact sheet. Note: this is just an example and NOT the topic of your fact sheet.</p> <p>https://www.climatecouncil.org.au/facts-about-hazard-reduction/</p>	<p>Explain one of these strategies and post your recorded response on Seesaw.</p> <p><u>Writing & Representing</u></p> <p>Take on the role of an Aboriginal person. Write a diary entry to recount a day of food harvesting outlining some of the traditional and sustainable practices from the article above.</p> <p><u>Spelling</u></p> <p>Choose 5 words.</p> <p>Define each meaning in your own words using a dictionary. Then use them in sentences.</p> <p>Pay particular attention to the part of speech (verb, adjective etc.) the words belong to ensure your sentences make sense:</p> <p>Use this link for ideas: https://sentence.yourdictionary.com/</p>	<p>3. In comparison to the management of land clearing, how do you think Aboriginal people managed the natural environment?</p> <p>Link: https://education.abc.net.au/home#!/digibook/3122184/chapter/7</p> <p><u>Speaking & Listening</u></p> <p>Thinker's Keys: <u>The Combination Key</u></p> <p>List attributes of both items below. Then combine them to create a new innovative product that serves a purpose.</p> <p style="text-align: center;"><i>A rainforest vine & a torch battery.</i></p> <p>Example: Leaf & mousetrap.</p> <p>Leaf: changes colours, eaten by insects, large numbers Mousetrap: designed to kill mice, put in many places.</p> <p>Combination: A camouflage mini-mouse trap that is placed on leaves to kill insects-type pests.</p> <p><u>Spelling</u></p> <p>Write a story using the 10 words you defined this week.</p>	
Break	Break	Break	Break	Break	Break

Middle

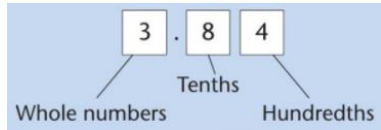
MATHEMATICS

Complete - Maths Mentals

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

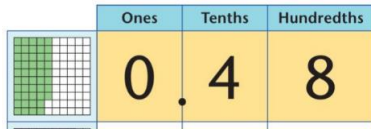
Two-place Decimals

Decimal notation uses a point to separate the whole numbers from the tenths and hundredths.



Zero can be used as a placeholder for hundredths that are less than 10.
E.g. 7 hundredths = 0.07.

48 hundredths can be written as a fraction 48/100 or as a decimal 0.48.



Complete the *Revising two place decimals* worksheet.

MATHEMATICS

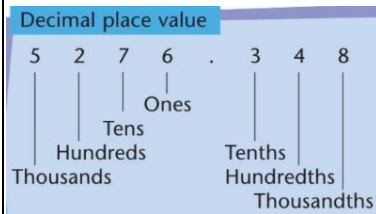
Complete - Maths Mentals

Decimals to Thousandths

Watch the following YouTube video. It is an excellent resource that will assist you in completing today's activity!

[Math Antics - Converting Base-10 Fractions - YouTube](#)

You may want to write the following down in your book to assist you with decimal place value. We are very familiar with the place value to the left of the decimal point, you now need to familiarise yourself with the place value to the right of the decimal point: the tenths, hundredths and thousandths.



Complete the *Decimals to thousandths* worksheet.

MATHEMATICS

Complete - Maths Mentals

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

Problem Solving

Answer the following:

1. A farmer planted 78 trees in 6 paddocks. If the trees were shared equally, how many trees would there be in each paddock?
2. A teacher shared 96 counters among 6 children. How many did each child receive?
3. Mrs Cook bought 5 tins of beans for 79c per can and a can of dog food for 96c. How much did she spend on her purchases?
4. Samuel saved \$35 per week for 9 weeks from his weekly wages. How much did he save altogether?
5. Mr Hill planted 100 flowers but only $\frac{3}{4}$ of them sprouted. How many flowers sprouted?
6. A bicycle wheel has a circumference of 2m. How many times will it need to turn to cover a distance of 528m?
7. The cake stall collected \$296 at the fete. If \$20 was spent hiring a tent, and \$70 was spent on ingredients, what was the cake stall profit?
8. The cost of a camp was \$40 per child plus \$15 each for the bus. How much money did the teacher collect from 30 students?

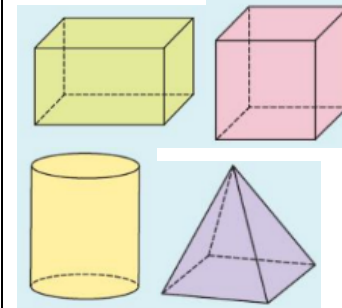
MATHEMATICS

Complete - Maths Mentals

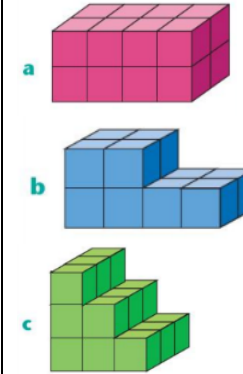
3D Objects

3D Objects can be represented by drawings from their top, front and side view.

See if you can find objects in your home similar these 4 objects these and draw the top, front and side view:



Now try drawing the top, front and side view for these objects:

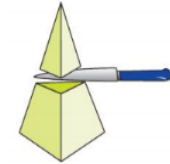


MATHEMATICS

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

Cross Sections

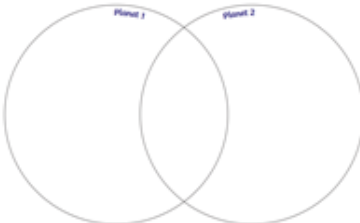
A cross section is a surface or shape that is or would be exposed by making a straight cut through something.



In the space provided on the worksheet *Cross-sections*, you need to draw the cross-section of each object. All objects are cut parallel to their base.

Once you have completed the cross-sections on the worksheet, answer the following reflection questions:

1. When you do a number of cross-sections of a prism parallel to its base, are the cross-sections always the same size?
2. When you do a number of cross-sections of a pyramid parallel to its base, are the cross-sections always the same size?

<u>HSIE – GEOGRAPHY</u>	<u>SPORT</u>	<u>DRAMA</u>	<u>SCIENCE</u>	<u>SPORT</u>
<p>Students continue with their research task</p> <p>LI: .To identify why people live in certain places SC: Present research on chosen country</p> <p>Research Task- Students choose a country of their choice and research their chosen country. Information to be included in the research project are:</p> <p>Introduction of their Country, map and flag, population, main imports and exports, Landmarks- Natural and Built, Leader of the country, capital, history, culture, interesting facts, create a photo collage and add your reference list.</p> <p>Students can use Powerpoint or Google slides or Microsoft word or hand write it.</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>LI: To develop skills in mime and physical theatre SC:</p> <ul style="list-style-type: none"> - Explore physicality and develop mime skills - Apply imagination through physical theatre <p>Mime View video https://vimeo.com/463236477/b57a06c234</p> <p>Using mime, pretend to be....</p> <ol style="list-style-type: none"> 1) a weather presenter 2) a piano player who is practising and keeps making a mistake but eventually gets it right. <p>Think about the way they might move, their body language, their facial expression and what they might be doing.</p> <p>Record both mimes and upload onto Seesaw.</p>	<p>Inquiry Focus: What are gas giants?</p> <p>Activity 3 Test your knowledge of the Solar System! Refer to the attached worksheet.</p> <p>Activity 4 Compare and contrast two planets in our Solar System. Gather information about your two chosen planets and identify similarities and differences between them. Draw a Venn diagram in your book and record researched facts.</p>  <p>Suggested websites: planetsforkids.org spaceplace.nasa.gov</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 align="center"><u>VISUAL ARTS</u></p> <p>Food art design</p> <p>Use real food which you have at home to design your own healthy plate. You can have your own choice to design a food plate for one of the meals as listed:</p> <ul style="list-style-type: none"> - Breakfast - Lunch - Fruit break/recess <p>Watch the website below:</p> <p>Watch ‘Food art ideas for kids’. It helps you have some ideas to present your food.</p> <p>https://www.tastymatters.com/food-art-ideas-for-kids/</p> <p>Be flexible and creative as long as it’s healthy!</p> <p>Upload your food plate to Seesaw.</p>	<p align="center"><u>SCIENCE</u></p> <p>Inquiry Focus: What are gas giants?</p> <p>Activity 1 Watch the following video: https://www.youtube.com/watch?v=SeC22-94PMw Complete the worksheet.</p> <p>Activity 2 Research a rocky planet that you find most fascinating and create a fact file. Record information about the physical features, atmospheric conditions and other interesting facts.</p> <p>Suggested websites: Jupiter https://tinyurl.com/ntdvahj https://solarsystem.nasa.gov/planets/jupiter/overview/ Saturn https://tinyurl.com/kz4dor4 https://solarsystem.nasa.gov/planets/saturn/overview/ Uranus https://tinyurl.com/y785xdgu https://solarsystem.nasa.gov/planets/uranus/overview/ Neptune https://tinyurl.com/y7ujvna https://solarsystem.nasa.gov/planets/neptune/overview/</p>	<p align="center"><u>HSIE - GEOGRAPHY</u></p> <p>Students continue with their research task</p> <p>LI: .To identify why people live in certain places SC: Present research on chosen country</p> <p>Research Task- Students choose a country of their choice and research their chosen country. Information to be included in the research project are:</p> <p>Introduction of their Country, map and flag, population, main imports and exports, Landmarks- Natural and Built, Leader of the country, capital, history, culture, interesting facts, create a photo collage and add your reference list.</p> <p>Students can use Powerpoint or Google slides or Microsoft word or hand write it.</p> <p>This task must be completed by the end of this week and shared with your teachers for marking and providing feedback.</p>	<p align="center"><u>DANCE</u></p> <p>Watch and complete these videos:</p> <p>www.youtube.com/watch?v=YerIVA5pI2g</p> <p>www.youtube.com/watch?v=CxgD9P-kMjE</p> <p>Film yourself or describe your experience.</p>	<p align="center"><u>PERSONAL DEVELOPMENT/HEALTH</u></p> <p align="center"><u>Active Lifestyle</u></p> <p>LI: To develop an understanding of what an active lifestyle is SC: Students create a detailed exercise plan Define what you believe an ‘Active Lifestyle’ is</p> <p>Use the following link: https://tinyurl.com/5x87j9bt</p> <p>In dot points, list the top ten benefits of regular physical activity.</p> <p>Watch this video: https://tinyurl.com/2sva95da</p> <p>Children aged between 5 - 17 should have how much physical activity per day?</p> <p>How do you know your physical activity has reached the desired intensity? (list the signs)</p> <p>Create a daily exercise plan for a week to meet the expected time for physical activity. Upload this to Seesaw.</p>

Land clearing in Australia: How does your state (or territory) compare?

ABC Science

By environment reporter Nick Kilvert

Posted Thu 8 Oct 2020 at 6:12am Thursday 8 Oct 2020 at 6:12am, updated Thu 17 Dec 2020 at 11:15am

Australia is a world leader in chopping down trees and wiping out animals: two questionable accomplishments that are tightly connected.

Land clearing and habitat loss are the biggest drivers of animal extinction and in recent years, Australia's aggressive rate of land clearing has ranked among the developed world's fastest.

So despite our reputation for untamed wilderness and charismatic wildlife, it's perhaps no surprise that Australia has one of the highest rates of animal extinction in the world.

We've driven 29 mammals to extinction since European colonisation and more than 1,700 others are threatened or endangered. The once abundant koala is rapidly vanishing from New South Wales and Queensland.

But how much land are we clearing? Getting a fix on this figure is tough. The only nationally consistent data comes from the Federal Government's National Greenhouse Accounts (NGA).

There are questions over the methodology used in that system.

First, let's look at the numbers state-by-state from lowest to highest. This gives you a picture of how much land has been cleared, right across Australia, from 2010 until the most recently available data in 2018.

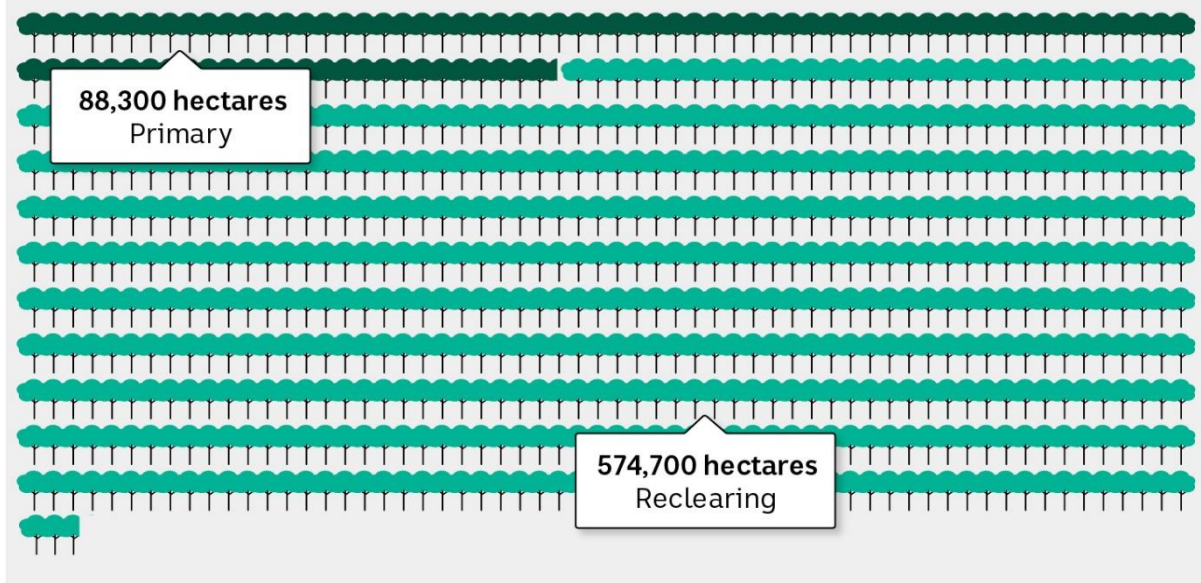
Because this data comes from the Land Use, Land Use Change and Forestry (LULUCF) estimates of clearing (called primary conversion and reclearing) it includes both native forestry and plantation forestry figures.

However, native forest and plantation forestry only contributed to around 86,000 hectares of clearing in this period. Under commercial forestry activities, trees are regrown after harvesting.

Agriculture was the reason for most of the clearing, with "grazing native vegetation" accounting for more than 1.8 million hectares of clearing. The next biggest contributor to the data was "grazing modified pastures" at around 125,000 hectares.

New South Wales

Landclearing in **New South Wales** between 2010 and 2018



Land clearing in New South Wales between 2010 and 2018, where one tree represents 1,000 hectares. (ABC: Emma Machan)

The main driver of clearing in New South Wales is agriculture.

More than 88,000 hectares of primary forest was cleared in New South Wales.

Reclearing takes the state's entire land clearing tally to 663,000 hectares.

That makes our 1-kilometre wide strip of cleared land almost 7,000 kilometres long, roughly stretching from Perth to Cairns via Brisbane.

In 2017, New South Wales relaxed its native vegetation clearing laws, however the impact that has had on land clearing is expected to show up in the reporting periods for 2019 and 2020.

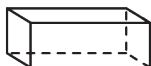
A leaked report from the Natural Resources Commission last year suggested that land clearing may have surged by as much as 13 times.

Week 8 Spelling

1. expiry
2. guilty
3. nightmare
4. serious
5. snicker
6. lasso
7. migraine
8. pashmina
9. plantation
10. protocol
11. mucus
12. negligence
13. obliterate
14. orphanage
15. panorama
16. matinee
17. notorious
18. prodigy
19. sabbatical
20. souvlaki

Monday

- $34 - 26 = \underline{\quad}$
- $42 + 86 = \underline{\quad}$
- $3 \times 6 = \underline{\quad}$
- $28 \div 4 = \underline{\quad}$
- $7 \times 9 = \underline{\quad}$
- Round 7987 to the nearest thousand. $\underline{\quad}$
- Write these numbers in ascending order: 11694, 42528, 98709, 80226, 31896, 5096.
 $\underline{\hspace{10em}}$
- Complete this counting pattern:
71, 82, 93, 104, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
- Complete this counting pattern:
71, 74, 77, 80, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
- What is the sum of 14, 36 and 21? $\underline{\quad}$
- Share \$28 between 7 children. $\underline{\quad}$
- What is the price after taking 50% off \$93?
 $\underline{\quad}$
- What is $\frac{1}{7}$ of 77? $\underline{\quad}$
- What is $\frac{1}{8}$ of 72? $\underline{\quad}$
- Write these decimals in descending order:
0.49, 0.42, 0.55, 0.95 $\underline{\hspace{5em}}$
- Write these decimals in ascending order: 0.40, 0.18, 0.56, 0.66 $\underline{\hspace{5em}}$
- How many minutes from 3 am to 7 pm? $\underline{\quad}$
- The length of a rectangle's sides are 5cm and 8cm. What is its area? $\underline{\quad}$
- How many faces does a rectangular prism have? $\underline{\quad}$

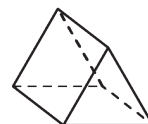


- Which circle has the lowest chance of being selected? Black or white? $\underline{\quad}$



Tuesday

- $12 + 57 = \underline{\quad}$
- $14 - 13 = \underline{\quad}$
- $132 \div 12 = \underline{\quad}$
- $11 \times 8 = \underline{\quad}$
- $10 \times 7 = \underline{\quad}$
- Round 2028 to the nearest hundred. $\underline{\quad}$
- Round 81850 to the nearest hundred. $\underline{\quad}$
- Complete this counting pattern:
29, 40, 51, 62, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
- Complete this counting pattern:
55, 61, 67, 73, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
- What is the difference between 70 and 70? $\underline{\quad}$
- What is the average of 6, 9 and 9? $\underline{\quad}$
- What is the price after taking 50% off \$79?
 $\underline{\quad}$
- What is $\frac{1}{11}$ of 66? $\underline{\quad}$
- What is $\frac{1}{8}$ of 24? $\underline{\quad}$
- Write these decimals in ascending order: 0.98, 0.12, 0.13, 0.29 $\underline{\hspace{5em}}$
- Write these decimals in descending order:
0.38, 0.14, 0.47, 0.97 $\underline{\hspace{5em}}$
- What is the 24-hour time 5:36 in 12-hour time? $\underline{\quad}$
- If a square has a perimeter of 76cm, what is the length of a side? $\underline{\quad}$
- How many edges does a triangular-based prism have?

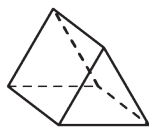


- Imagine these stars are in a bag. What is the probability of pulling out a white star? $\underline{\quad}$

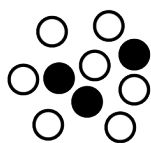


Wednesday

1. $24 - 20 =$ _____
2. $47 + 50 =$ _____
3. $78 \div 2 =$ _____
4. $2 \times 8 =$ _____
5. $10 \times 3 =$ _____
6. Round 29597 to the nearest thousand. _____
7. What is the value of the number in the thousands place in 40281? _____
8. Complete this counting pattern:
47, 58, 69, 80, _____, _____, _____
9. Complete this counting pattern:
59, 63, 67, 71, _____, _____, _____
10. What is the sum of 81 and 56? _____
11. Share 36 avocados between 6 children. _____
12. What is the price after taking 50% off \$94? _____
13. What is $\frac{1}{3}$ of 3? _____
14. What is $\frac{1}{10}$ of 950? _____
15. Write these decimals in ascending order: 0.54, 0.44, 0.94, 0.61 _____
16. Write these decimals in descending order: 0.21, 0.16, 0.36, 0.49 _____
17. How many minutes from 4:30 am to 8:30 pm? _____
18. If a square has a perimeter of 300cm, what is the length of a side? _____
19. How many vertices does a triangular-based prism have?

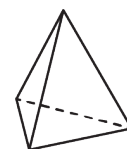


20. Which circle has the lowest chance of being selected? Black or white? _____



Thursday

1. $42 - 29 =$ _____
2. $79 + 73 =$ _____
3. $50 \div 5 =$ _____
4. $4 \times 9 =$ _____
5. $6 \times 8 =$ _____
6. Round 75903 to the nearest hundred. _____
7. Round 53146 to the nearest hundred. _____
8. Complete this counting pattern:
94, 104, 114, 124, _____, _____, _____
9. Complete this counting pattern:
88, 91, 94, 97, _____, _____, _____
10. What is the sum of 63, 57 and 21? _____
11. What is the average of 6, 6 and 0? _____
12. $50 \text{ cents} + \$2.00 + \$1.00 =$ _____
13. What is $\frac{1}{8}$ of 24? _____
14. What is $\frac{1}{3}$ of 18? _____
15. Write these decimals in descending order:
0.21, 0.24, 0.14, 0.30 _____
16. Write these decimals in ascending order: 0.47, 0.66, 0.25, 0.90 _____
17. 240 minutes = _____ hours
18. The length of a rectangle's sides are 84cm and 44cm. What is its perimeter? _____
19. How many faces does a triangle-based pyramid have?



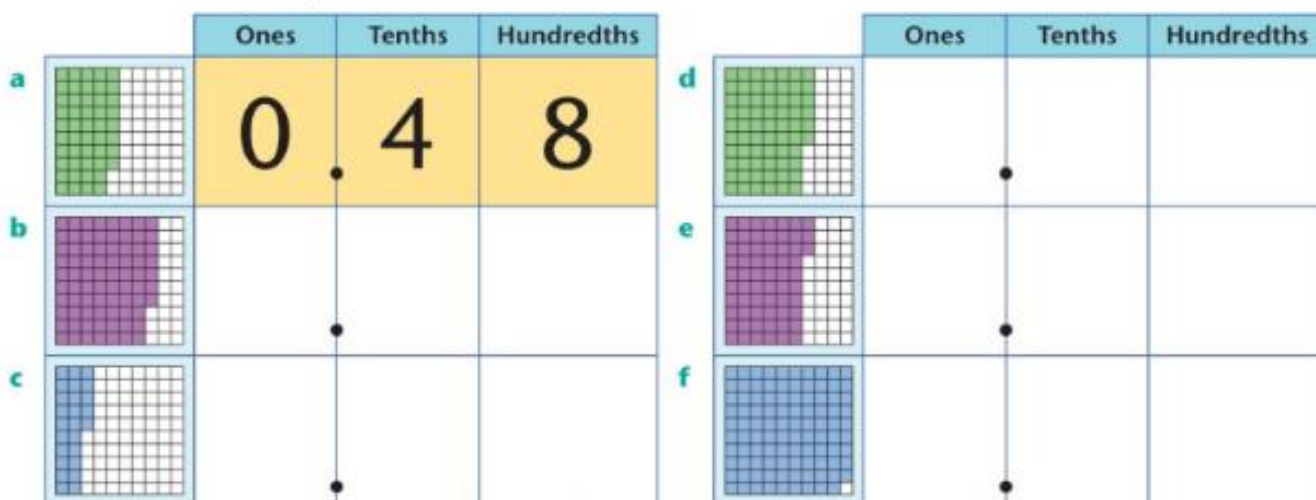
20. Which star has the highest chance of being selected? Black or white? _____



Monday Mathematics

Revising Two-Place Decimals

4 Describe the shaded section of the hundreds grids as a two-place decimal. The first one is done for you.



5 Place these decimals in ascending order.

0.43, 2.57, 0.28, 4.35, 2.50, 8.22, 4.45.

6 Use a decimal point to separate whole metres from fractions of a metre. The first one has been done for you.

- | | | |
|-------------------------------|-----------------------------|------------------------------|
| a 127 cm <u>1.27</u> m | d 563 cm <u> </u> m | g 842 cm <u> </u> m |
| b 352 cm <u> </u> m | e 742 cm <u> </u> m | h 906 cm <u> </u> m |
| c 427 cm <u> </u> m | f 890 cm <u> </u> m | i 1423 cm <u> </u> m |

7 The six people in the following group were measured and their heights recorded.

Kimberly 1.53 m	Scott 1.47 m	Sarah 1.09 m
James 1.35 m	Trent 1.90 m	Catherine 1.49 m

193 cm means
1 m and 93 cm.

- Who was the tallest person? _____
- Who was the shortest person? _____
- Who is 2 cm taller than Scott? _____
- Explain why 1.90 m is taller than 1.09 m



8 Write true or false to answer these questions.

- | | | |
|------------------------------|------------------------------|------------------------------|
| a $0.6 > 0.75$ _____ | d $1.5 > 5.1$ _____ | g $1.45 < 1.54$ _____ |
| b $1.6 < 6.1$ _____ | e $0.69 > 0.96$ _____ | h $7.98 > 8.97$ _____ |
| c $0.23 > 0.04$ _____ | f $0.07 > 0.03$ _____ | i $1.06 > 1.60$ _____ |

Vocabulary Check-in

1. Predict vocabulary you think will be in this text. Use your background knowledge to help.



2. Read the whole text, including headings, sub-headings and images.



3. Re-read text and highlight any words that are **repeated**.



4. Re-read text and highlight 6-8 words you think might be important to understand in this text – it might be a technical term or an unfamiliar word.



5. Add a potential synonym above the unfamiliar words



6. Discuss with a family member the unfamiliar word and your synonym swap. Is there a more suitable option? Is the meaning maintained?



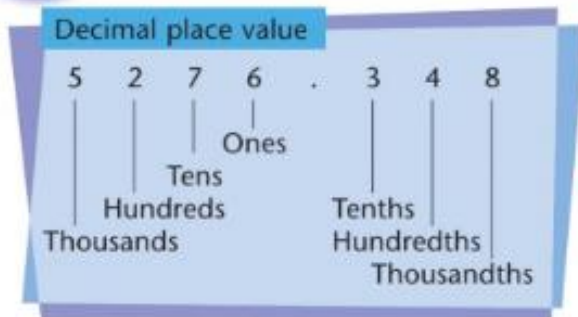
7. Use a thesaurus and dictionary to help. Add to word wall or on sticky notes to use again!



Tuesday Mathematics

Decimals to Thousandths

WATCH THE YOUTUBE VIDEO FIRST TO HELP YOU



6 Give the place value of each bold digit.

- | | | | | | |
|---|-----------------|-------|---|-----------------|-------|
| a | 53. 2 16 | _____ | e | 127. 4 1 | _____ |
| b | 63. 3 97 | _____ | f | 409. 5 | _____ |
| c | 21.8 5 9 | _____ | g | 26.3 7 5 | _____ |
| d | 96. 3 87 | _____ | h | 4 8.909 | _____ |

7 Order the decimals from least to greatest.

a	5.624	5.426	5.651	
b	9.864	89.423	9.919	
c	13.561	3.567	13.651	
d	215.246	21.524	52.421	
e	3.387	3.378	3.377	
f	42.25	24.52	523.5	
g	35.49	3.549	3.459	
h	6.306	0.63	6.630	

5.426 metres < 5.624 metres
but
5.65 metres > 5.624 metres.



8 Use a decimal point to separate whole metres from thousandths of a metre. The first one has been done for you.

- | | | | | | | | | |
|---|---------|----------------|---|---------|-------------|---|---------|-------------|
| a | 1278 mm | <u>1.278</u> m | d | 5630 mm | ____.____ m | g | 8424 mm | ____.____ m |
| b | 3529 mm | ____.____ m | e | 7400 mm | ____.____ m | h | 9000 mm | ____.____ m |
| c | 1500 mm | ____.____ m | f | 8905 mm | ____.____ m | i | 1423 mm | ____.____ m |

9 Write each decimal as a fraction.

- | | | | | | | | |
|---|------------------------------|---|-------------------------------|---|-------------------------------|---|-------------------------------|
| a | 0.2 = $\frac{\quad}{10}$ | d | 0.474 = $\frac{\quad}{\quad}$ | g | 0.027 = $\frac{\quad}{\quad}$ | j | 0.003 = $\frac{\quad}{\quad}$ |
| b | 0.27 = $\frac{\quad}{100}$ | e | 0.567 = $\frac{\quad}{\quad}$ | h | 0.035 = $\frac{\quad}{\quad}$ | k | 0.004 = $\frac{\quad}{\quad}$ |
| c | 0.274 = $\frac{\quad}{1000}$ | f | 0.859 = $\frac{\quad}{\quad}$ | i | 0.029 = $\frac{\quad}{\quad}$ | l | 0.005 = $\frac{\quad}{\quad}$ |

10 Write each fraction as a decimal.

- | | | | | | | | |
|---|--------------------------|---|----------------------------|---|----------------------------|---|---------------------------|
| a | $\frac{3}{10}$ = _____ | d | $\frac{27}{100}$ = _____ | g | $\frac{356}{1000}$ = _____ | j | $\frac{36}{1000}$ = _____ |
| b | $\frac{46}{100}$ = _____ | e | $\frac{864}{1000}$ = _____ | h | $\frac{297}{1000}$ = _____ | k | $\frac{26}{1000}$ = _____ |
| c | $\frac{59}{100}$ = _____ | f | $\frac{297}{1000}$ = _____ | i | $\frac{867}{1000}$ = _____ | l | $\frac{7}{1000}$ = _____ |

Science Worksheets

Activity 1

Answer the following questions in **full sentences**.

1. What are the names of the four rocky planets of our solar system?
2. What are the names of the four gas giants of our solar system?
3. What is the main difference between these two groups of planets?
4. Which planets in our solar system have ring systems?
5. What are ring systems made up of?
6. Which planet has the most moons in its orbit?
7. How does the gas giants' distance from the sun affect their composition?
8. The gas giants share a common feature of having ring system and natural satellites (moons). What causes this phenomenon?

Activity 3

The Solar System – What Planet Am I?

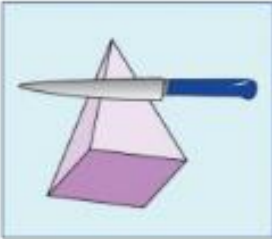
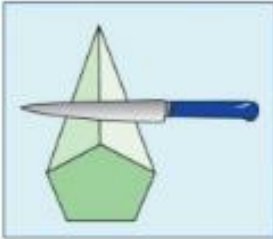
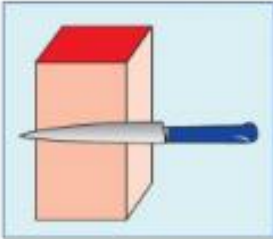
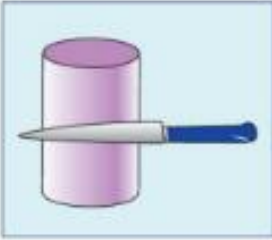
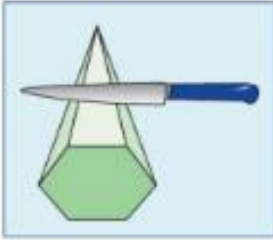

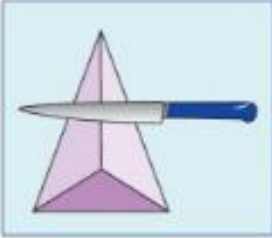
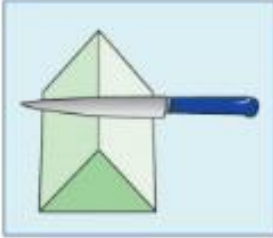
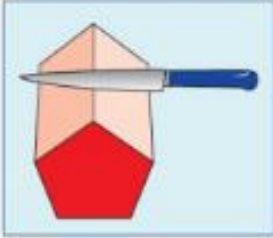
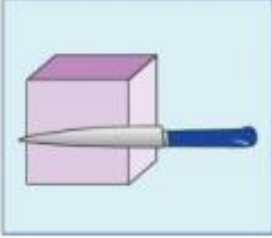
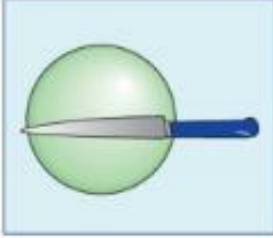
Fill in the blanks with the planets listed below!

Mercury	Earth	Jupiter	Uranus
Venus	Mars	Saturn	Neptune

1. I am the third planet from the Sun. 70% of me is made up of water. I am home of many human beings. I am _____.
2. I am the closest planet to the Sun, and I am also very small. I am _____.
3. Astronomer Galileo thought I was a star, and I was discovered because of mathematical calculation. I look very blue, and I am the furthest planet from the Sun! I am _____.
4. I am known as the "Red Planet", and I am the fourth planet from the Sun. Many people believe that I am home to aliens. I am _____.
5. I am extremely cold, and I am known as an "Ice Giant". I have small rings and I turn on my side. I am _____.
6. I am exactly the same size Earth. I have many volcanoes and mountain, but no one can live here since I am very toxic. I am _____.
7. I am the largest planet in the solar system. I am a very stormy planet, and all my clouds make me look very colourful! I am _____.
8. I am a very big planet with beautiful rings. I am the lightest planet and I am not perfectly round! I am _____.

Friday Mathematics

Cross-Sections

a 		e 		i 	
b 		f 		j 	
c 		g 		k 	
d 		h 		l 