Week 7 T3- GRADE 6 WEEKLY PLANNER – 6A, 6S/Mc and 6TP 2020

This timetable is flexible and can be adapted to suit your needs. All resources can be accessed through Google Classroom. Please email the teachers if you have any questions.

ADDITIONAL SMALL GROUP GOOGLE MEETS (Timetable Below)

	MONDAY Date: 24/8	TUESDAY Date: 25/8	WEDNESDAY Date: 26/8		THURSDAY Date: 27/8		FRIDAY Date: 28/8
8:45am	*Meditation/Prayer*	*Meditation/Prayer*	*Meditation/Prayer*	8:45am	*Meditation/Prayer*	8:45am	*Meditation/Prayer*
9:00am	**Grade 6- Google Classroom Morning Post/Attendance Quiz 9.10 am GRADE 6- GOOGLE MEET WiTH THE WHOLE YEAR LEVEL**	**Grade 6- Google Classroom Morning Post/Attendance Quiz** **WRITING:** Bibliographies Watch the Copyright & Plagiarism video: Students write down protocols for writing a bibliography. Include the following information (in order): • The author's name • The name of the book/website/etc. • The year of publication (if known) • The publisher (if known) • The date you accessed the information **Answer the questions:** 1. What do we need to be mindful of when researching and creating a bibliography? 2.Where should we be looking for information?	**Grade 6- Google Classroom Morning Post/Attendance Quiz** **READING and RELIGION:** Access the 'Reading & RE Wk 7' Slideshow under the 'Reading and Religion' tab in Google Classroom. Complete Task #3 and start Task #4.	9:00am	**Grade 6- Google Classroom Morning Post/Attendance Quiz** **READING and RELIGION:** Access the 'Reading & RE Wk 7' Slideshow under the 'Reading and Religion' tab in Google Classroom. Complete Task #4 and start Task #5.	9:00am	**Grade 6- Google Classroom Morning Post/Attendance Quiz** **READING** Access the 'Reading & RE Wk 7' Slideshow under the 'Reading and Religion' tab in Google Classroom. Complete Task 5 ready for next week's Literacy Meets.
9.40am	Compulsory: Personal Reading and Question Stem in your Week 7 Reading Blog.	Compulsory: Personal Reading and Question Stem in your Week 7 Reading Blog.	Compulsory: Personal Reading and Question Stem in your Week 7 Reading Blog.	9.30am	Compulsory: Personal Reading and Question Stem in your Week 7 Reading Blog.	9.40am	Compulsory: Personal Reading and Question Stem in your Week 7 Reading Blog.
10:00am	**READING and RELIGION:** Access the 'Reading & RE Wk 7' Slideshow under the 'Reading and Religion' tab in Google Classroom. Complete Task #1.	**10:15am - Google Meet for St Albans Secondary College 2021 Students (Mrs Shaw will provide the link on the day).** **READING and RELIGION:** Access the 'Reading & RE Wk 7' Slideshow under the 'Reading and Religion' tab in Google Classroom. Complete Task #2.	**WRITING:** Bibliographies Visit the Tree Octopus websites. Website 1: The Pacific Northwest Tree Octopus Website 2: Is the Pacific Northwest Tree Octopus Endangered? **Answer the question:** Why is it important to use reliable websites and resources when researching?	10:00am	**INQUIRY:** Advertising **1.** Access the "Inquiry Week 7" Powerpoint on Google Classroom. 2.Read **Slides 6 and 7** 3. Complete **Task #13** outlined on slide 8 **MATHS- Speed & Accuracy: 5 mins**	10:00am	**WRITING:** Structure (OREO) Students will view the 3 OREO Posters (*on Google Classroom*) and answer the following questions: 1. What is Persuasive Writing? 2. What is the purpose of Persuasive Writing? 3. How do we persuade our readers/audience? **Week 7 Reflection:** You need to reflect on these questions. If you answer 'no' to any of these questions, then you need to consider how you can change your answer to 'yes'. 1. Have I completed all my work for Writing this week? 2. Is all of my work for Writing this
							week in my Digital Workbook? 3. Have I done my best to complete the work for Writing this week?
11:00am	*Prayer & eat lunch*	*Prayer & eat lunch*	*Prayer & eat lunch*	11:00am	*Prayer & eat lunch*	11:00am	*Prayer & eat lunch*
11:15am	*Lunch Break*	*Lunch Break*	*Lunch Break*	11:15am	*Lunch Break*	11:15am	*Lunch Break*
12:00pm 12.30pm	**MATHS Group today 7** **MATHS- MEASUREMENT ASSESSMENTS (Everyone)** 1.Log in to Essential Assessment **2.**Go into the **Measurement and Geometry** domain. 3.Complete the following Assessments: **"Length"** and **"General All"** **2.Extension Tasks-All students:** -Check that you have completed the **"Fractions and Decimals"** Assessment from last term. -Create a Speed & Accuracy/Mental Maths Google Doc for Week 7: Complete a **Speed and Accuracy (5mins)**	**MATHS Groups today 5, 6 Speed & Accuracy: 5 mins** **MATHS- FRACTIONS Mental Maths: 10 mins (Everyone)** **All students:** **1.**Create a Folder in Week 7 titled **"Fractions"** **2.** Download and add a copy of **Fractions-The Basics** to your folder. 3. Watch the Intro to Fractions video Khan Academy- Intro to Fractions and More About Fractions 4.Complete **Exercises 1 and 2- Part-Whole diagrams** *For all Exercises this week-* Record your answers on a Google Doc in your **"Fractions"** folder, clearly label, date and title- Use online apps to recreate diagrams or draw and upload images. **If you print out the worksheets, upload an image of your completed task to the folder.** **2.Extension Task Group 1-2-3-4** Use the **Polypad app** to build a fraction wall, save a copy in your "Fractions" folder.	**MATHS Groups today 3,4 Speed & Accuracy: 5 mins** **MATHS- FRACTIONS Speed & Accuracy: 5 mins (Everyone)** **All students:** 1. Watch the video Identifying Numerators and Denominators and Equivalent Fractions 3. Complete **Exercises 3 and 4- Fractions- Just Part of Something/Lowest Terms** 4. Ensure it is saved in your **"Fractions"** folder. **2.**Extension Tasks: **Group 1-2** Complete the **"Would you rather?"** Problem- remember to show working out and to use diagrams to explain your thinking. **Group 5-6** Practise Simplifying/Reducing Fractions **Info about simplifying can be found here: Maths is Fun**	12:00pm	**Specialists** **12-12.30 ART** **12.30-1 LOTE** **1- 1.30 MUSIC** **1.30-2 P.E.** **(Google Meet?)**	12:00pm 12.30pm	**MATHS Groups today 1, 2 Mental Maths: 10 mins** **MATHS-FRACTIONS Mental Maths: 10 mins (Everyone)** **Correct your Speed and Accuracy and Mental Maths for the Week-** Write in your scores so they are visible to your teacher. **All students:** 1.Read over the **"Problem Solving Steps- Word Problem Example"** (Google Classroom- Week 7 Resources) 2.Complete **Exercise 5- Everyday Fractions Word Problems** Clearly number questions, show all working out, **use images and diagrams to justify** and explain your answers. **Extension Task (everyone):** My Numeracy tasks on Essential Assessment
12.45pm	**SCREEN BREAK**	**SCREEN BREAK**	**SCREEN BREAK**	12.30pm		12.45pm	**SCREEN BREAK**

1:00pm	INQUIRY: Media Influence 1. Access the "Inquiry Week 7" Powerpoint on Google Classroom. 2.Read Slides 1-3 3. Begin "Task #12 Media Influence" outlined on Slide 4	READING and RELIGION: Access the 'Reading & RE Wk 7' Slideshow under the 'Reading and Religion' tab in Google Classroom. Complete Task #2 and start Task #3.	INQUIRY: Media Influence 1. Access the "Inquiry Week 7" Powerpoint on Google Classroom. 2.Read Slide 5 3. Complete "Task #12 Media Influence"	1.00pm 1:30pm		1:00pm	1pm GRADE 6- GOOGLE MEET WiTH THE WHOLE YEAR LEVEL
2:00pm	*Snack Break*	*Snack Break*	*Snack Break*	2:00pm	*Snack Break*	2:00pm	*Snack Break*
2:30pm	PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. Physical Activity, Drawing, Creative Writing, Mindfulness, Silent Reading etc	DIGITAL TECHNOLOGIES Instructions will be posted on Google Classroom by Miss Borg	PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. Physical Activity, Drawing, Creative Writing, Mindfulness, Silent Reading etc	2:30pm	PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. Physical Activity, Drawing, Creative Writing, Mindfulness, Silent Reading etc	2:30pm	PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. Physical Activity, Drawing, Creative Writing, Mindfulness, Silent Reading etc
3:10pm 3:15pm	*Pack up for the Day and Get Ready for your afternoon Routine.*	*Pack up for the Day and Get Ready for your afternoon Routine.*	*Pack up for the Day and Get Ready for your afternoon Routine.*	3:10pm 3:15pm	*Pack up for the Day and Get Ready for your afternoon Routine.*	3:10pm 3:15pm	*Pack up for the Day and Get Ready for your afternoon Routine.*

GRADE 6 GOOGLE MEETS T3 - 6A, 6S/Mc and 6TP 2020
Week 6   Timetable   Literacy Focus- Writing   Maths Focus- Measurement

	MONDAY Date: 17/8	TUESDAY Date: 18/8	WEDNESDAY Date: 19/8		THURSDAY Date: 20/8		FRIDAY Date: 21/8
8:45am	*Meditation/Prayer*	*Meditation/Prayer*	*Meditation/Prayer*	8:45am	*Meditation/Prayer*	8:45am	*Meditation/Prayer*
9:00am	All Students- GRADE 6- GOOGLE MEET WiTH THE WHOLE YEAR LEVEL	Literacy -Group 5	Literacy- Group 1	9:00am		9:00am	
9.30am		Literacy -Group 4				9.30am	
10:00am	Literacy- Group 7	Literacy -Group 3		10:00am		10:00am	
10.30am	Literacy- Group 6	Literacy -Group 2				10:30am	
11:00am	*Prayer & eat lunch*	*Prayer & eat lunch*	*Prayer & eat lunch*	11:00am	*Prayer & eat lunch*	11:00am	*Prayer & eat lunch*
11:15am	*Lunch Break*	*Lunch Break*	*Lunch Break*	11:15am	*Lunch Break*	11:15am	*Lunch Break*
12:00pm	Mathematics- Group 7	Mathematics Group 5	Mathematics Group 3	12:00pm		12:00pm	Mathematics- Group 1
12.30pm		Mathematics Group 6	Mathematics Group 4	12.30pm		12.30pm	Mathematics- Group 2
1:00pm				1.00pm		1:00pm	All Students- GRADE 6- GOOGLE MEET WiTH THE WHOLE YEAR LEVEL
1.30pm				1:30pm	ALL Students- MR HERRERA PE GOOGLE MEET		
2:00pm	*Snack Break*	*Snack Break*	*Snack Break*	2:00pm	*Snack Break*	2:00pm	*Snack Break*
2:30pm				2:30pm		2:30pm	
3:10pm				3:10pm		3:10pm	
3:15pm				3:15pm		3:15pm	

OREO

Opinion

Reason Explanation

Reason Explanation

Reason Explanation

Opinion Restated

OREO

How do we persuade our readers?

Show reasons that support our viewpoint.

Show facts and evidence to support our reasons.

Use language of opinion.

Use language of modality.

Use powerful adjectives.

Use connectives and conjunctions (e.g. because, so).

Use paragraphs so that it is easy to read.

OREO

What is persuasive writing?

Persuasive writing is a type of text that aims to convince an audience of a specific opinion or belief.

What is the purpose of persuasive writing?

To change the audience's mind.

To sell a product.

To support a cause.

To persuade the audience to agree with the arguments.

twinkl.com

MONDAY

1. Write $^1/_8$ as a decimal.

2. How many hours difference are there between 3 pm Friday and 8.30 pm Saturday?

3. $80 + 90 + 40 =$

4. If $a + 11.7 = 12.5$, then $a =$

5. 500, 450, 400,

6. $(200 \div 2) \times (50 - 45) =$

7. The ratio of boys to girls watching an action movie is 5:1. If there are 100 boys, how many girls are there?

8. $350 - 80 =$

9. If you swim 15 laps of a 50-m pool, how many metres have you swum?

10. Carlos bought his new guitar at a 25% discount. If the original price was $400, what did he pay and how much did he save?

11. $39 \times 10 =$

12. Write *ten million, eight hundred* as a numeral.

13. Can this network be traversed? yes ☐ no ☐

14. $7 \times 4 \times 3 =$

15. If a blue circle has a radius of 270 cm, its diameter is _____ cm.

16. 45 mL $= 0.$ _____ L

17. If a painter charges $3.00 per square metre to paint a 7 m x 2 m wall, how much will it cost for one coat? $ _____

18. How many faces does a hexahedron have?

19. Halve 2090.

20. A bus leaves its depot at 1312 and its final destination is 65 minutes away. At what time does it arrive?

TUESDAY

1. Draw the shape's lines of symmetry.

2. What is the smallest even number that can be made from 4 of these digits: 2, 3, 5, 9, 7, 4?

3. If $y + 1200 = 3000$, then $y =$

4. 100 years is also known as one _____.

5. $^3/_4 =$ _____ . _____ = _____ %

6. A turf farm measures 500 m x 600 m and makes a profit of $4000 per 0.5 ha. What is its total profit?

7. If $9000 - a = 5500$, then $a =$

8. Draw as a $^1/_4$ turn clockwise.

9. Write the missing number.

0 |———————|———————| 1100

10. $^1/_2 < ^1/_5$ *true* ☐ *false* ☐

11. Round 339 487 to the nearest ten thousand.

12. Write an expression for this problem: 400 sausages were sizzled at school. Each student ate four. How many students were there?

13. Measure $\overline{XY}$.

X ———————————— Y
mm

14. $14 \times 20 =$ _____ , $28 \times 20 =$

15. Mark on the line what the probability is of selecting a girls' name from a hat if there are 15 girls' names and 5 boys' names in it?

|———|———|———|———|
0   0.25 0.5 0.75 1

16. 110 m $= 0.$ _____ km

17. Which shape has the same fraction shaded as A?

18. $3 \overline{)954} =$

19. What is the perimeter of a regular hexagon with 30-mm sides?

20. A square pyramid if also known as a _____ hedron.

WEDNESDAY

1.
0 |——△——|————|————|—△——| 1.8 km
     A   B
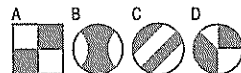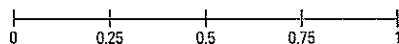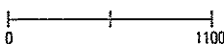
If Bronté walked from A to B, how many metres did she walk?

2. 4 cm $= 0.$ _____ m

3. Double 0.95.

4. Which letter shape is symmetrical, S or E?

5. $y° =$

6. What is the date of the 39th day of a leap year?

7. If $34 \div n = 6.8$, then $n =$

8. Jenny, a scientist, poured 0.4 mL of H_2O. Shade the level.

9. $29.37 \div 100 =$

10. Name this shape.

11. 0.2, 0.6, 1, 1.4,

12. How many lines of symmetry does the letter D shape have?

13. Simplify the ratio 8:20.

14. $7 \times 9 =$

15. Read the results to place the horses in the correct finishing order.

Tea Bags finished ahead of Gourmet. Delroy was slower than Gourmet. Tea Bags could not pass Toon Army.

1st – _____   2nd – _____

3rd – _____   4th – _____

16. If a road builder charges $400.00 to create 100 m of road, what is the cost of 1 km?

17. $4.4\% = 0.$ _____

18. If $100 - e = 60$, then $e =$

19. Rotate the shape on its • by a quarter turn anticlockwise.

20. How many edges does a tetrahedron have?
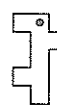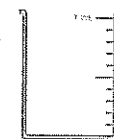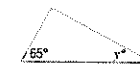
THURSDAY

1. What is the area of a 12 m-by-11 m floor?

2. Draw the top view.

3. What is the largest odd number that can be made from 4 of these digits: 7, 3, 5, 8, 3, 9?

4. Is 617 divisible by 9?

5. 25% of 3 kg = 50% of _____ kg

6. Together, angles a and b equal _____ °.

7. $10 \overline{)1110} =$

8. $10^4/_{10} - {}^6/_{10} =$

9. Double 0.55.

10. $y° =$

11. An acute angle is > _____ and < _____

12. $56 \times 48 =$ the sum of which column?

A	B	C
50 x 4	50 x 40	50 x 40
50 x 8	6 x 40	50 x 8
6 x 40	50 x 8	6 x 40
6 x 8	6 x 8	8 x 50

13. 4, 12, 20, 28,

14. How many B boxes will fit evenly into Box A?

15. Round 10.056 to the nearest tenth.

16. $5 + 35 \div 5 + 10 =$

17. Draw a horizontal line.

18. Alicia paid $100 for a horse and a pony. Bronté paid $170 for two horses and a pony. What is the cost of a horse?

19. 10 years is also known as a _____

20. How many vertices does a cube have?
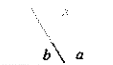
LOWEST TERMS   TO IMPROPER FRACTION

1. $\frac{2}{4}$	26. $\frac{9}{5}$	51. $\frac{1}{4} + \frac{2}{4}$	76. $\frac{1}{2} + \frac{1}{4}$
2. $\frac{4}{6}$	27. $\frac{9}{6}$	52. $\frac{1}{3} + \frac{1}{3}$	77. $\frac{1}{2} - \frac{1}{4}$
3. $\frac{4}{8}$	28. $\frac{2}{4}$	53. $\frac{2}{5} + \frac{2}{5}$	78. $\frac{1}{2} + \frac{3}{4}$
4. $\frac{4}{12}$	29. $\frac{7}{5}$	54. $\frac{1}{7} + \frac{3}{7}$	79. $\frac{3}{4} - \frac{1}{2}$
5. $\frac{4}{10}$	30. $\frac{8}{2}$	55. $\frac{1}{8} + \frac{5}{8}$	80. $\frac{1}{4} + \frac{1}{8}$
6. $\frac{4}{16}$	31. $\frac{8}{7}$	56. $\frac{2}{9} + \frac{3}{9}$	81. $\frac{1}{4} - \frac{1}{8}$
7. $\frac{3}{6}$	32. $\frac{10}{2}$	57. $\frac{3}{10} + \frac{8}{10}$	82. $\frac{1}{3} + \frac{1}{6}$
8. $\frac{3}{9}$	33. $\frac{10}{3}$	58. $\frac{7}{12} + \frac{5}{12}$	83. $\frac{1}{3} - \frac{1}{6}$
9. $\frac{3}{12}$	34. $\frac{10}{4}$	59. $\frac{6}{13} + \frac{7}{13}$	84. $\frac{2}{5} + \frac{3}{10}$
10. $\frac{3}{15}$	35. $\frac{10}{5}$	60. $\frac{8}{15} + \frac{7}{15}$	85. $\frac{2}{5} - \frac{3}{10}$
11. $\frac{15}{30}$	36. $\frac{10}{6}$	61. $\frac{3}{4} - \frac{1}{4}$	86. $\frac{7}{12} + \frac{1}{6}$
12. $\frac{15}{45}$	37. $\frac{10}{7}$	62. $\frac{3}{8} - \frac{1}{8}$	87. $\frac{7}{12} - \frac{1}{6}$
13. $\frac{15}{60}$	38. $\frac{10}{8}$	63. $\frac{3}{5} - \frac{1}{5}$	88. $\frac{1}{2} + \frac{1}{3}$
14. $\frac{15}{75}$	39. $\frac{10}{9}$	64. $\frac{4}{7} - \frac{1}{7}$	89. $\frac{1}{2} - \frac{1}{3}$
15. $\frac{15}{100}$	40. $\frac{10}{10}$	65. $\frac{5}{8} - \frac{1}{8}$	90. $1\frac{1}{2} + 1\frac{1}{2}$
16. $\frac{24}{48}$	41. $\frac{11}{2}$	66. $\frac{5}{8} - \frac{4}{8}$	91. $2\frac{1}{2} + \frac{1}{2}$
17. $\frac{24}{36}$	42. $\frac{11}{7}$	67. $\frac{3}{8} - \frac{2}{8}$	92. $3\frac{1}{3} + 1\frac{1}{3}$
18. $\frac{24}{72}$	43. $\frac{12}{2}$	68. $\frac{4}{5} - \frac{3}{5}$	93. $2\frac{1}{2} - \frac{1}{2}$
19. $\frac{24}{60}$	44. $\frac{12}{9}$	69. $\frac{2}{9} - \frac{1}{9}$	94. $3\frac{1}{3} - 1\frac{1}{3}$
20. $\frac{24}{96}$	45. $\frac{15}{12}$	70. $\frac{4}{9} - \frac{1}{9}$	95. $1\frac{7}{12} + \frac{2}{12}$
21. $\frac{150}{200}$	46. $\frac{39}{15}$	71. $\frac{5}{9} - \frac{2}{9}$	96. $3 - \frac{7}{12}$
22. $\frac{200}{300}$	47. $\frac{37}{6}$	72. $\frac{8}{9} - \frac{7}{9}$	97. $8 - \frac{1}{2}$
23. $\frac{300}{400}$	48. $\frac{37}{9}$	73. $\frac{9}{10} - \frac{4}{10}$	98. $9 - \frac{5}{9}$
24. $\frac{400}{500}$	49. $\frac{37}{4}$	74. $\frac{6}{10} - \frac{5}{10}$	99. $7 - \frac{5}{11}$
25. $\frac{500}{5000}$	50. $\frac{37}{5}$	75. $\frac{2}{7} - \frac{1}{7}$	100. $100 - \frac{1}{2}$

— Basic Facts — Miscellaneous
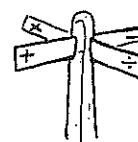
A	B	C	D	E
3 + 3 = _____	4 + 4 = _____	5 + 5 = _____	6 + 6 = _____	7 + 7 = _____
18 - 10 = _____	9 - 6 = _____	8 - 3 = _____	7 - 6 = _____	6 - 5 = _____
6 x 10 = _____	9 x 5 = _____	9 x 10 = _____	7 x 5 = _____	1 x 10 = _____
32 ÷ 4 = _____	100 ÷ 10 = _____	27 ÷ 3 = _____	70 ÷ 10 = _____	20 ÷ 4 = _____
6 + 3 = _____	7 + 2 = _____	1 + 8 = _____	9 + 0 = _____	0 + 10 = _____
18 - 8 = _____	8 - 2 = _____	7 - 2 = _____	16 - 9 = _____	15 - 6 = _____
9 x 4 = _____	8 x 4 = _____	7 x 4 = _____	6 x 4 = _____	5 x 4 = _____
16 ÷ 4 = _____	18 ÷ 2 = _____	12 ÷ 2 = _____	18 ÷ 3 = _____	8 ÷ 4 = _____
9 + 5 = _____	12 - 4 = _____	7 + 6 = _____	10 - 7 = _____	9 + 4 = _____
8 + 0 = _____	6 x 2 = _____	21 ÷ 3 = _____	10 x 0 = _____	14 ÷ 2 = _____

F	G	H	I	J
8 + 6 = _____	9 + 9 = _____	10 + 10 = _____	1 + 1 = _____	0 + 0 = _____
17 - 10 = _____	9 - 5 = _____	7 - 4 = _____	16 - 6 = _____	9 - 8 = _____
7 x 10 = _____	8 x 5 = _____	10 x 10 = _____	6 x 5 = _____	2 x 10 = _____
36 ÷ 4 = _____	90 ÷ 10 = _____	10 ÷ 2 = _____	12 ÷ 4 = _____	30 ÷ 10 = _____
10 + 5 = _____	9 + 10 = _____	9 + 6 = _____	9 + 8 = _____	8 + 9 = _____
14 - 6 = _____	9 - 3 = _____	15 - 7 = _____	14 - 9 = _____	13 - 4 = _____
9 x 3 = _____	7 x 3 = _____	5 x 3 = _____	8 x 3 = _____	6 x 3 = _____
40 ÷ 4 = _____	24 ÷ 3 = _____	4 ÷ 4 = _____	60 ÷ 10 = _____	16 ÷ 2 = _____
10 - 3 = _____	7 + 5 = _____	9 - 7 = _____	4 + 8 = _____	5 x 2 = _____
0 + 9 = _____	4 x 5 = _____	5 x 10 = _____	5 x 5 = _____	8 ÷ 2 = _____

Would You Rather?

Would you rather win...
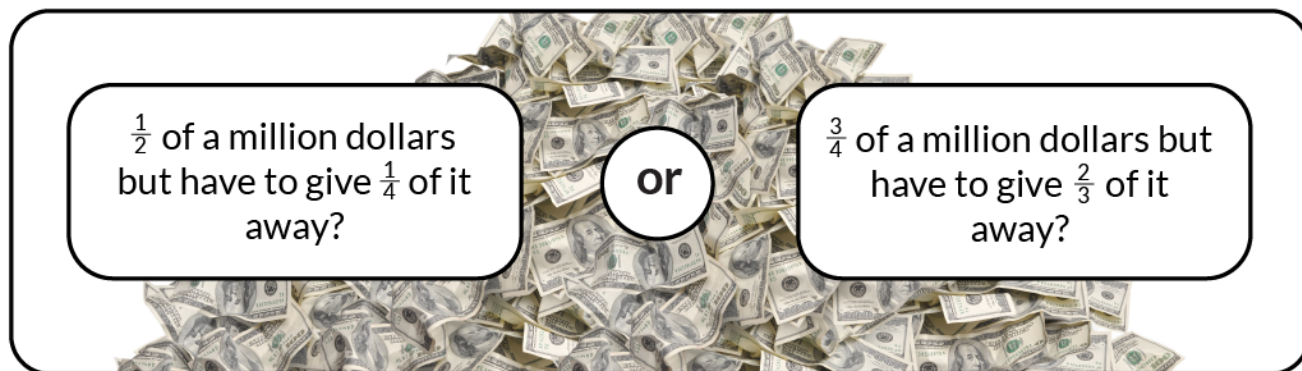
Use pictures, models, words, numbers, or symbols to justify your choice.

I would rather have...because...

Challenge
Can you think of a reason why the other choice might make sense?

Follow-Up
Create your own problem like this one. Share it with someone and ask them to explain their choice.

> **We'd love to see your thinking! Share your work with Math at Home.**

Fractions: the basics

We start with a whole
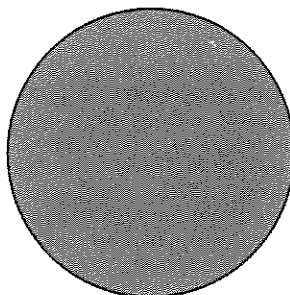
A fraction is *part* of a whole

It may be a big part
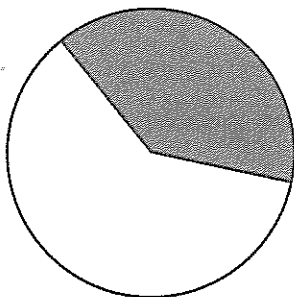
or it may be a small part
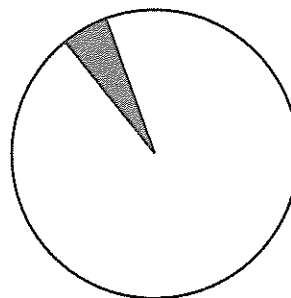
Ordinary fractions are written like this: $\underline{3}$ ← **numerator**

4 ← **denominator**

– The **numerator** tells you how many parts there are in the fraction.
– The **denominator** tells you how many *equal* parts the whole is divided into.

Here is a square (a whole) divided into four equal parts:
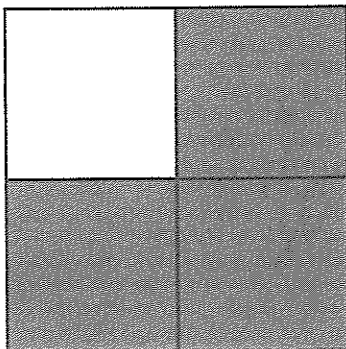
What fraction is shaded in?
3 of the 4 equal parts are shaded in so the fraction is:
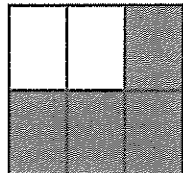
$$\frac{3}{4}$$

\

1
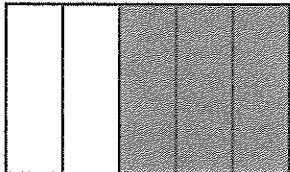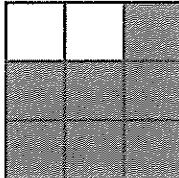
1. How many parts are shaded in? ⟶ ___
   How many parts is the square divided into? ⟶ ___
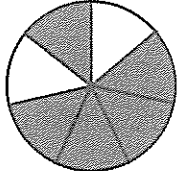
2. How many parts are shaded in? ⟶ ___
   How many parts is the triangle divided into? ⟶ ___

See how you do it? Good! Now write the fractions shaded in for these.

3. = ___

4. = ___

5. = ___

6. = ___

7. = ___

8. = ___

9. = ___

10. = ___

Score =
10

2

Shade in the fraction with a coloured pencil. Use a metric ruler to help you.
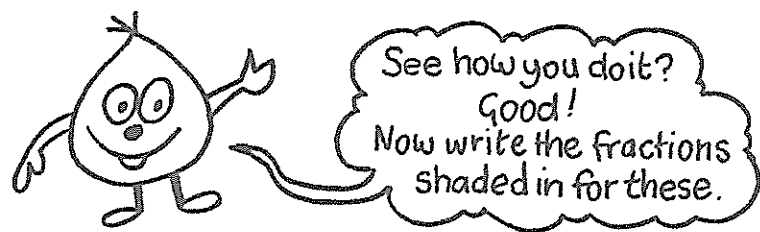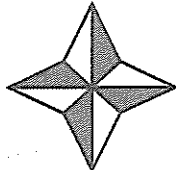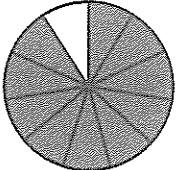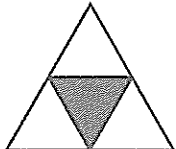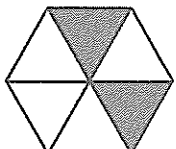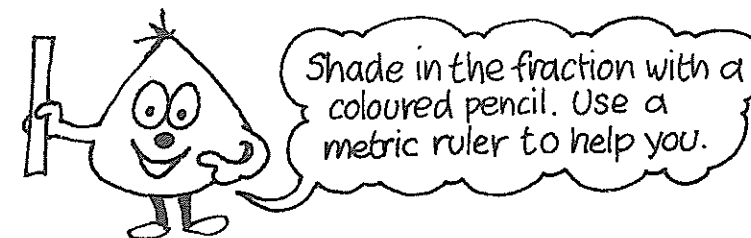
1 Shade in $\frac{1}{4}$ of this square
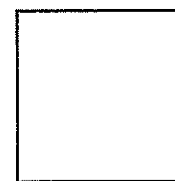
2 Shade in $\frac{1}{3}$ of this square
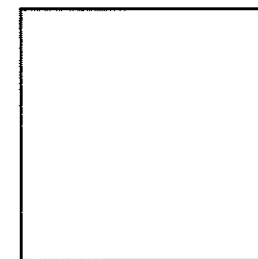
3 Shade in $\frac{5}{6}$ of this rectangle
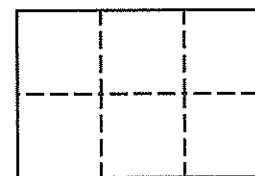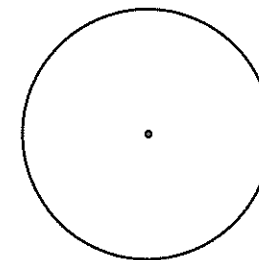
4 Shade in $\frac{4}{5}$ of this shape
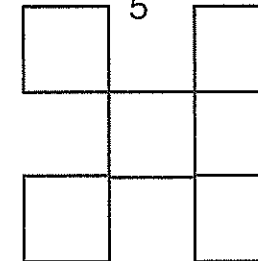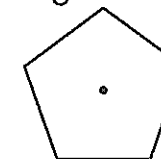
5 Shade in $\frac{7}{8}$ of this rectangle
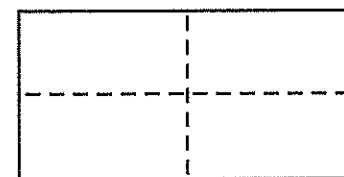
6 Shade in $\frac{1}{2}$ of this triangle
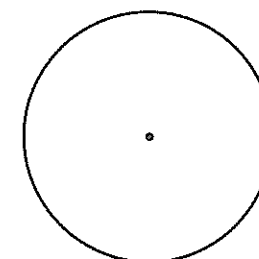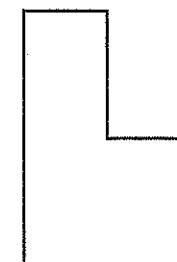
7 Shade in $\frac{3}{4}$ of this circle

8 Shade in $\frac{1}{5}$ of this polygon
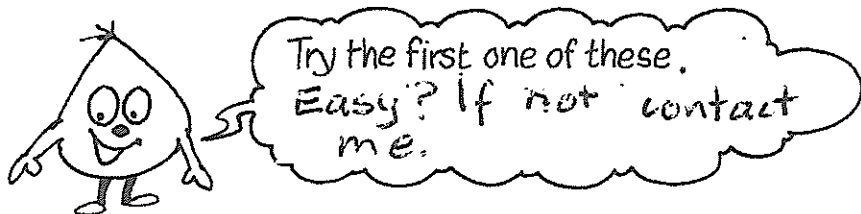
9 Shade in $\frac{8}{8}$ of this circle

10 Shade in $\frac{2}{3}$ of this shape

This is a tricky one!

10

Fractions: just a part of something

A fraction is part of a whole: it can be a big whole or a very little one (a quarter of a million pounds is a lot more than a quarter of 10p, for example)

Try the first one of these. Easy? If not contact me.

1 A B — What fraction of B is A? ____

2 A B — What fraction of B is A? ____

3 A B — What fraction of B is A? ____

4 A B — What fraction of B is A? ____

5 A B — What fraction of B is A? ____

6 A B — What fraction of B is A? ____

7 A B — What fraction of C is A? ____

8 C — What fraction of B is A? ____

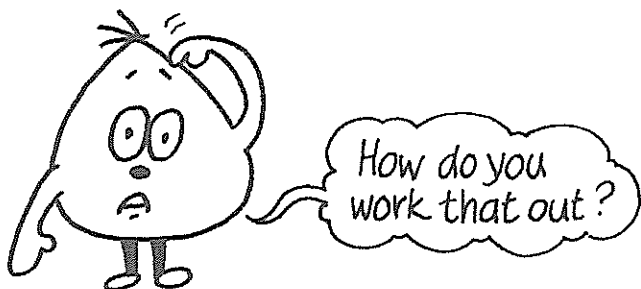9 A B — What fraction of C is A? ____

10 C — What fraction of C is B? ____

10

4

If we cut something into 100 equal pieces and give someone 50 of them we would have given them $\frac{50}{100}$ of the whole. But you can write the fraction more simply by reducing it to its lowest terms. When you give $\frac{50}{100}$ of the whole you give $\frac{1}{2}$ of the whole

How do you work that out?

The answer is simple: you divide the numerator and denominator by the biggest number that will go into both. 50 goes into 100 (twice) and into 50 (once) so:

$$\frac{\overset{1}{\cancel{50}}}{\underset{2}{\cancel{100}}} = \frac{1}{2}$$

This is called cancelling down. See if you can cancel these down to their lowest terms

1   $\frac{6}{12}$ = ——

2   $\frac{3}{9}$ = ——

3   $\frac{15}{20}$ = ——

4   $\frac{4}{16}$ = ——

5   $\frac{9}{12}$ = ——

6   $\frac{16}{24}$ = ——

7   $\frac{18}{20}$ = ——

8   $\frac{8}{10}$ = ——

9   $\frac{14}{49}$ = ——

10   $\frac{4}{40}$ = ——

Everyday fractions

We use fractions every day of our lives

See if you can do these fraction problems.
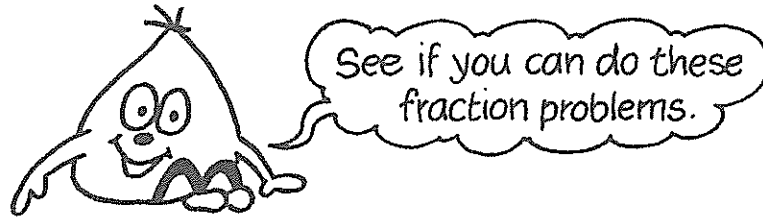
1. If you have 12 felt-tip pens and lose a quarter of them, how many do you have left?

2. If there are 28 children in your class and three-quarters of them are going on a school trip, how many children are *not* going?

3. How much does half a kilo of potatoes cost if they are 92p a kilo?

4. If you do this test and get only three-fifths of the questions right, how many do you get wrong?

5. You have a bag of 45 sweets. You give your sister a third of them: how many do you have left?

6. If a round fruit cake is cut into quarters and then each quarter is cut into quarters again, how many people can have a piece?

7. In a sale the price of a model kit is reduced by a fifth. The sale price is £4. What was the original price?

8. Your height now is 1 metre 60 centimetres, yet two years ago you were only seven-eighths of that height. How tall were you then?

9. If you plant 36 crocus bulbs but one twelfth of them don't grow, how many flowers do you end up with?

10. Your aunt sends you a £5 note, which includes 50p for your little brother. What fraction of the £5 is his?

10

Problem Solving Steps- Word Problem Example

1. **Read the Problem/Highlight key Information:**

a) Jenny has kept her birthday and christmas money for 2 years and has been doing extra chores around the house. She has saved up ==$480==. She has decided to treat herself and buy a new pair of sneakers. The sneakers will cost her ==¼== of her savings. ==How much== do the sneakers cost?

2. **What information is important? What is the Question asking me to do?** I need to find out how much the sneakers will cost Jenny.
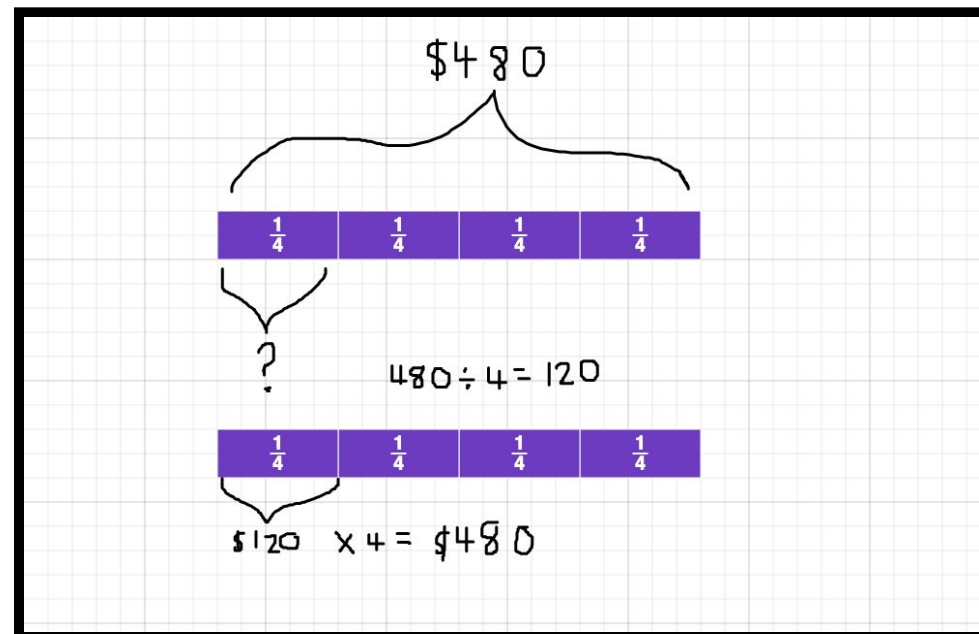
3. **How am I going to solve the problem?** I am going to find ¼ of $480

4. **Solve the problem/Show all working out/Explain using a diagram:**

a) ¼ of $480 = $120
   $480   4 = $120

   480   2 = 240
   240   2 = 120

   Created using: https://mathigon.org/polypad ⇨

$480

| ¼ | ¼ | ¼ | ¼ |

?   480 ÷ 4 = 120

| ¼ | ¼ | ¼ | ¼ |

$120   x 4 = $480

Year 6: Week 7

Subjects
Reading and Viewing
and
Religious Education

Theme: Wellbeing and Community

Key Understandings:
*Comprehending and comparing a range of texts.
*The Principles of Social Justice

IN RELIGION –
'JUSTICE FOR ALL'
YOU WILL BE:

This week we are tuning into 'Justice for the Poor' and 'Care for our Common Home'.

Personal Reading!

Read for at least 20 minutes per day using a book from EPIC or a Hard copy text (not your Book Club text - this is a text that you have chosen to read yourself).

Respond to a 'Question Stem' in your 'Week 6 Reading Blog' for each day of the school week (Monday to Friday). This will be the evidence that you provide of your reading this week.

Create a Week 7 Reading & RE Digital Workbook document.

Task #1:

Tuning in: Watch this VIMEO: 'Milala - introducing the World's Largest Lesson.'

Answer this Question: What's your thoughts on the vimeo? Write at least one paragraph expressing your thoughts and opinion.

Task #2:

Recapping from last week: Principle of Social Justice - 'Justice for the Poor':

Let's draw on Scripture and your own experiences of love and compassion to consider ways you can live and act.

Jesus taught that God asks each of us what we are doing to help the poor and needy: "Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me" (Matthew 25:40).

Reading the Scripture: Matthew 25:24-36 LINK

Next, Read the Comic attached to the Google Classroom post: 'Night Stars'

For your Week 7 Reading & RE Digital Workbook document.

Task #2 (continued):

Please answer these questions in your Digital Workbook (copy the Question and then answer it):

1. How is Matthew's Scripture message the same as the message of the Comic, 'Night Stars'?
2. One of the reasons the field was empty was because women there weren't allowed to own land. How would things be different if the women could own land?
3. What are some of the other problems and challenges that lead to hunger?
4. How does sharing resources help with food levels?
5. True or false: One in three people suffer from malnutrition.
6. Why is it important for young women – particularly pregnant women – to get good nutrition?
7. How many days after a baby is born is crucial to receive good nutrition?
8. What did Leslie say Lihau could do in her own life?

For your Week 7 Reading & RE Digital Workbook document.

Task #3:

Watch the following You-Tube clip.

'Stewardship of Creation' - Care for our Common Home: LINK

Relating 'Care of the Common Home' to Self, Text, World and Scripture

Answer the following comprehension/reflection questions in your Digital Workbook (copy the Question & then answer it):

1. What does 'Stewardship of Creation' mean?
2. In which part of the Bible are the 'Creation' stories where we are called to be stewards of Creation? Hint...One of the very first Old Testament stories.
3. Where does all of the rubbish go? What damage does it do to the environment and our health?
4. Summarise the problem, solution and outcome in Sao Paulo, Brazil.
5. Comment on the man Cristiano's perspective? What are the people challenging others to do? What message can we take from this story?

For your Reading & RE Digital Workbook document.

Task #4

Watch the following Vimeo: The World's Largest Lesson pt 2 - with thanks to Sir Ken Robinson and Emma Watson

LINK

Respond to this: Write one to two paragraphs relating this to the theme of the 'Night Stars' using the key word "MISSION" and also to what you have seen so far on Pope Francis' message shown in our Google Meets.

Book Club

Book Club   Task#5

Read the following pages of your set texts for the Reading groups. Mrs Shaw/Miss Patel will ask you questions when we have our Book Clubs (Literacy Meets).
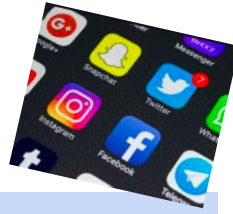
Groups 1 & 2:

Jane, the Fox and Me, written by Fanny Brit: read to the end of the book.

Groups 3 & 4:

Ozzy and Millie, written by Dana Simpson: read up to page 100.

Groups 5, 6 & 7:

El Deafo, written by Cece Bell: read up to page 60.

Media influence on health and wellbeing

R U OK?- Health and Wellbeing- Inquiry Week 7

What sticks from week 6?

In Week 6, we explored "Peer pressure" and considered how our friends and peers can have a positive and negative influence on us.

We also reflected on how the important relationships in our lives affect our health and wellbeing.

So what about Week 7?

This week will be exploring the questions:

How does the media influence our health and wellbeing?

What is "the media"?

"Media" is name we give to any form of communication that gives information or spreads a message to a large number of people.

Media is around us everyday, sometimes in print (e.g. a newspaper), broadcast(e.g. TV and radio, out in the community(e.g. billboards)or at home (e.g.the internet).

People that create media decide what they want us to know and what messages we should hear. A **"Media Personality"** is someone that is well known to the public and is seen in the day-to-day media such as a **famous youtuber, a singer, an actor, a famous athlete, a news reader or a tv show host.** The Media and the personalities that are part of it all influence us, sometimes without us even knowing it.

Task #12- Media Influence

1. Before completing today's task, watch the video "What is the Media?" to consolidate your understanding.

2. In **Task #12,** you be reflecting on the types of media that you engage with the most, which media personalities you look up to and will consider how the media influences health and wellbeing.

3. Make a copy of the **"Task #12-Media Influence"** template (on Google Classroom)and save it in your Week 7 folder.

4. Complete Questions 1-3.

Task #12- Media Influence Continued

An advertisement is a notice or announcement in the media to promote a product, service, event or idea. Advertisements target different groups of people and influence us to make choices about what we wear, eat, drink, watch and do! "Media personalities" also influence our choices and are are used in advertising to persuade people.

1.Watch the video- The Message and Emotion behind the Media and consider how the media uses emotions to convey messages.

2.Complete **"Task #12-Media Influence"** Questions 4-5.

How does advertising influence our Health and wellbeing choices?

All media and advertising has a target audience- the people the creator wants to communicate with.

Watch the video Who is the Target?- consider the ways that the media targets different audiences.

Watch the video Media Influence on us and consider how media messaging can be positive and negative depending on the intention of the media source.

TASK #13- advertising analysis

1. Make a copy of the **"Task #13-Advertising Analysis"** template (on Google Classroom)and save it in your Week 7 folder.
2. Complete Questions 1-3.

TASK #13- MEDIA AND ADVERTISING

Advertisement Analysis

1.Watch the following advertisement then answers the questions below: NIKE- You Can't Stop - Ushttps://www.youtube.com/watch?v=WA4dDs0T7sM

a) **What is being advertised or promoted? Who is the target?**
b) **Write words to describe the models/actors used in the advertisement.**
c) **Are the models/actors an 'average' representation of their age group/s? Why/why not?**
d) **Is this advertisement effective or ineffective? Why/Why not?**
e) **Why do you think someone would choose to buy the product/agree with the message?**

2. Look at the following advertisement then answers the questions below:

a) **What is being advertised or promoted? Who is the target?**
b) **Write words to describe the models/actors used in the advertisement.**
c) **Are the models/actors an 'average' representation of their age group/s? Why/why not?**
d) **Is this advertisement effective or ineffective? Why/Why not?**
e) **Why do you think someone would choose to buy the product/ agree with the message?**

3. "You need to know when you are seeing an advertisement."

Explain your opinion of this statement. Provide examples to support your point of view.

TASK #12- MEDIA INFLUENCE

'What is the Media?' **Video Reflection**

1. Some people think that the media is too powerful? What do you think? Explain.

2. Highlight the forms of media that you have engaged with in the past month:

Facebook	Tiktok	Radio	Skype	Other? (list here)
Instagram	Television	Video Games	Twitter	
Magazine	Youtube	Movies	Text Messages	
Newspaper	Music	Snapchat	News Website	

3. *'The body images and lifestyle choices presented in the media are positive ones.'*

Explain your opinion of this statement. Provide examples to support your point of view.

4. Choose three "media personalities" that you admire and complete the table:

Media Personality	a) Make a list of the qualities you think this person has:	b) Does this person have a positive or negative influence on you and people in your age group? Explain.
1.		
2.		
3.		

5. **Answer yes or no to following statements:**

I think advertisements are always realistic.

I often think that I like to look like media personalities I see on tv or on social media.

I have a positive image of myself and what I look like.

Advertisements influence my decisions to buy or desire different products.
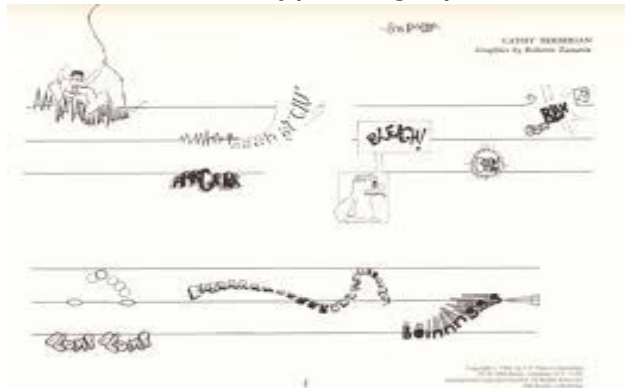
Music Term 3 - Week 7

Grade 5 & 6

SOUND!

Damian.OBree@hestalbanssth.catholic.edu.au

Last week, we learnt about graphic scores.

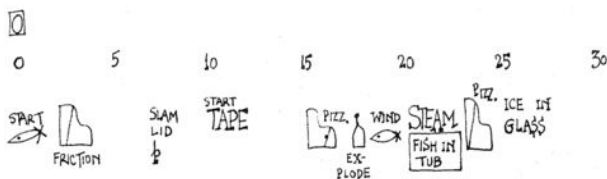*You had to **think and plan** how you were going to write your own graphic score.*

Here is another type of graphic score.

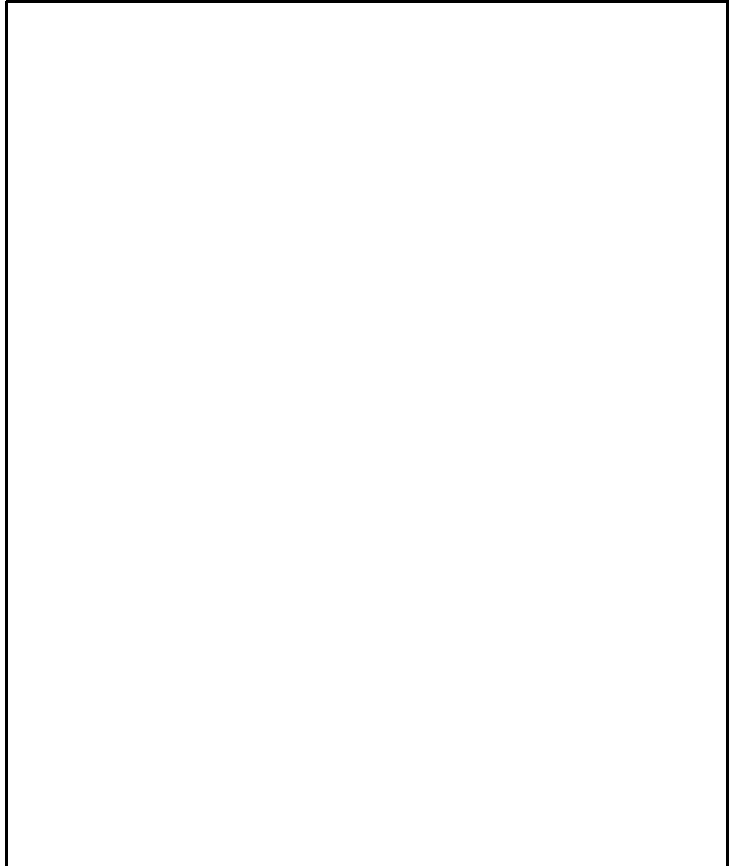*Watch this short interview with musician John Cage as he talks about sound.*
https://www.youtube.com/watch?v=pcHnL7aS64Y

This is one of his graphic scores:

This week, I want you to show me some of your ideas that you have been planning. Draw them in the box below or on another sheet of paper.

This is a **draft**. These are your **ideas.** It **does not** have to be finished yet. Show me what you've been experimenting with.

HAVE FUN AND BE REALLY CREATIVE!