

Week 8 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 on Google Classroom)

	MONDAY Date: 31/8	TUESDAY Date: 1/9	WEDNESDAY Date: 2/9		THURSDAY Date: 3/9		FRIDAY Date: 4/9
8:45am	<i>Meditation / Prayer</i>	<i>Meditation / Prayer</i>	<i>Meditation / Prayer</i>	8:45am	<i>Meditation / Prayer</i>	8:45am	<i>Meditation / Prayer</i>
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 READING: Access the 'Reading Week 8' document under the 'Reading Term 3' tab in Google Classroom. Work on your Annotated Bibliography which is due on Friday 4th September.	Grade 6- Google Classroom Morning Post/Attendance Quiz READING: Access the 'Reading Week 8' document under the 'Reading Term 3' tab in Google Classroom. Work on your Annotated Bibliography which is due on Friday 4th September.	9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz RELIGION Access the 'Religion Week 8' Slideshow under the 'Religion Term 3' tab in Google Classroom. Complete Lesson #2.	9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz READING: Access the 'Reading Week 8' document under the 'Reading Term 3' tab in Google Classroom. Work on your Annotated Bibliography which is due on Friday 4th September.
9:40am	Compulsory: Personal Reading/Reading Blog/Question Stem	Compulsory: Personal Reading/Reading Blog/Question Stem	Compulsory: Personal Reading/Reading Blog/Question Stem	9:30am	Whole School Assembly- Zoom link on Google Classroom	9:40am	Compulsory: Personal Reading/Reading Blog/Question Stem
10:00am	WRITING: Planning your Persuasive Text Access the 'Week 8 Writing' PowerPoint on Google Classroom. Complete 'Task 1 - Monday' (slides 2-5)	WRITING: Planning your Persuasive Text Access the 'Week 8 Writing' PowerPoint on Google Classroom. Complete 'Task 2 - Tuesday and Wednesday' (slide 6)	WRITING: Planning your Persuasive Text Access the 'Week 8 Writing' PowerPoint on Google Classroom. Complete 'Task 2 - Tuesday and Wednesday' (slide 6)	10:00am	INQUIRY: PART B- Health and Wellbeing Project 1. Access the "Week 8-10 Inquiry PP" 2. Read the instructions for today on slide 8. 3.Begin your Handbook Design Plan . MATHS- Speed & Accuracy: 5 mins	10:00am	WRITING: Planning your Persuasive Text Access the 'Week 8 Writing' PowerPoint on Google Classroom. Complete 'Task 3 - Friday' (slide 7)
11:00am	<i>Prayer & eat lunch</i>	<i>Prayer & eat lunch</i>	<i>Prayer & eat lunch</i>	11:00am	<i>Prayer & eat lunch</i>	11:00am	<i>Prayer & eat lunch</i>
11:15am	<i>Lunch Break</i>	<i>Lunch Break</i>	<i>Lunch Break</i>	11:15am	<i>Lunch Break</i>	11:15am	<i>Lunch Break</i>
12:00pm	MATHS Group today 7 MATHS- (Everyone) Speed & Accuracy: 5 mins	MATHS Groups today 5, 6 Group 6- Work on Maths tasks until Meet begins.	MATHS Groups today 3,4 Group 4- Work on Maths tasks until Meet begins.	12:00pm	Specialists 12-12.30 ART 12.30-1 LOTE 1- 1.30 MUSIC	12:00pm	MATHS Groups today 1, 2 Group 2- Work on Maths tasks until Meet begins.
12:30pm	All students: 1. Move your "Fractions" folder to Week 8. 2. Review your Maths tasks	MATHS- Fractions Mental Maths: 10 mins (Groups 1, 2, 3)	MATHS- Fractions Speed & Accuracy: 5 mins (Everyone)				MATHS- Fractions All students: 1. Complete Exercise 10 and 11- Subtracting Fractions

	from last week, ensure that you have completed each exercise (including extension tasks) to the best of your ability, ensure you have checked your answers and that each task is in your digital workbook. 2.Extension Task (Everyone): My Numeracy tasks on Essential Assessment (NOTE: The teachers are checking that you have logged in this week, please complete My Numeracy tasks in Number and Algebra, related to Fractions and Decimals)	All students: 1. Complete Exercises 6 and 7- Clock Fractions/Odd Man Out Use the instructional videos and Digital Resources below to review the skills needed to complete these tasks. -Clock Fractions -Math Clock App -More on Equivalent Fractions 2. Extension Tasks: Group 1-2-3 Complete the "Would you rather?" Problem solving task. Group 4 Mental Maths: 10 mins	All students: 1. Complete Exercises 8 and 9- Addition of Fractions Use the instructional videos below to review the skills needed to complete these tasks. Fraction Addition - Addition of Fractions with Like Denominators - Addition of Fractions with Unlike Denominators Mixed Number Addition - Adding Mixed Numbers with Like Denominators - Adding Mixed Numbers with Unlike Denominators Extension Task: Group 1-2 Complete the "Would you rather?" Problem solving task.		1.30-2 P.E. (Google Meet)		Use the instructional videos below to review the skills needed to complete these tasks. Subtracting Fractions - Subtracting Fractions with like denominators - Subtracting Fractions with unlike denominators Subtracting Mixed Numbers - Subtracting Mixed Numbers with unlike denominators Extension Tasks (everyone): -Mental Maths: 10 mins -My Numeracy tasks on Essential Assessment
12:45pm	SCREEN BREAK	SCREEN BREAK	SCREEN BREAK	12:30pm		12:45pm	SCREEN BREAK
1:00pm	INQUIRY: PART A- Health and Wellbeing Project 1. Access the "Week 8-10 Inquiry PP" 2. Read slides 1-5 3. Complete PART A of the Health and Wellbeing Assessment- outlined on Slide 6	RELIGION: Access the 'Religion Week 8' Slideshow under the 'Religion Term 3' tab in Google Classroom. Complete Lesson #1.	INQUIRY: PART B- Health and Wellbeing Project 1. Access the "Week 8-10 Inquiry PP" 2. Read and follow the instructions outlined on Slide 7 3. Join the GOOGLE MEET @ 1.30pm for discussion regarding the assessment	1:00pm 1:30pm		1:00pm	1pm GRADE 6- GOOGLE MEET WITH THE WHOLE YEAR LEVEL
2:00pm	<i>Snack Break</i>	<i>Snack Break</i>	<i>Snack Break</i>	2:00pm	<i>Snack Break</i>	2:00pm	<i>Snack Break</i>
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	Maths Group- NUMBERS FACTS Practising efficient ways to recall important number facts. PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day.	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	<i>Pack up for the Day and Get Ready for your afternoon Routine.</i>	<i>Pack up for the Day and Get Ready for your afternoon Routine.</i>	<i>Pack up for the Day and Get Ready for your afternoon Routine.</i>	3:10pm	<i>Pack up for the Day and Get Ready for your afternoon Routine.</i>	3:10pm	<i>Pack up for the Day and Get Ready for your afternoon Routine.</i>
3:15pm				3:15pm		3:15pm	

GRADE 6 GOOGLE MEETS T3 - 6A, 6S/Mc and 6TP 2020

Week 8 Timetable Literacy Focus- Writing Maths Focus- Fractions

	<u>MONDAY</u> Date: 17/8	<u>TUESDAY</u> Date: 18/8	<u>WEDNESDAY</u> Date: 19/8		<u>THURSDAY</u> Date: 20/8		<u>FRIDAY</u> Date: 21/8
8:45am	<i>Meditation / Prayer</i>	<i>Meditation / Prayer</i>	<i>Meditation / Prayer</i>	8:45am	<i>Meditation / Prayer</i>	8:45am	<i>Meditation / Prayer</i>
9am	All Students- GRADE 6- GOOGLE MEET WITH THE WHOLE YEAR LEVEL			9:00am		9:00am	
9:30am		Literacy -Group 5	Literacy- Group 1			9:30am	
10:00am	Literacy- Group 7	Literacy -Group 4	Literacy -Group 2	10:00am		10:00am	
10:30am	Literacy- Group 6		Literacy -Group 3			10:30am	
11:00am	<i>Prayer & eat lunch</i>	<i>Prayer & eat lunch</i>	<i>Prayer & eat lunch</i>	11:00am	<i>Prayer & eat lunch</i>	11:00am	<i>Prayer & eat lunch</i>
11:15am	<i>Lunch Break</i>	<i>Lunch Break</i>	<i>Lunch Break</i>	11:15am	<i>Lunch Break</i>	11:15am	<i>Lunch Break</i>
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			All Students- Inquiry- GOOGLE MEET Assessment Task Discussion	1:30pm		ALL Students- MR HERRERA PE GOOGLE MEET	
2:00pm	<i>Snack Break</i>	<i>Snack Break</i>	<i>Snack Break</i>	2:00pm	<i>Snack Break</i>	2:00pm	<i>Snack Break</i>
2:30pm			Extra Maths Group- NUMBERS FACTS Practising efficient ways to recall important number facts.	2:30pm		2:30pm	
3:10pm				3:10pm		3:10pm	
3:15pm				3:15pm		3:15pm	



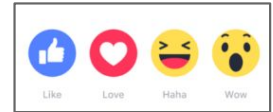
WHAT HAVE YOU LEARNT ABOUT HEALTH AND WELLBEING?



R U OK?– Health and Wellbeing– Inquiry Week 8–10

WEEK 7 REVIEW!

In Week 7, we considered the types of media that we engage with the most, which media personalities we look up to, and we considered how the media and advertising impact on our health and wellbeing.



WAIT...IT'S WEEK 8!?

This week you will be consolidating your understanding of the factors that influence your Health and Wellbeing. You will then begin planning and conducting research for the end of Unit Assessment. You will be using the knowledge and experiences that you have gained throughout the term to answer three big questions:

- What are the factors that influence Health and Wellbeing?
- What works for me- in mind, body and soul?
- How do I stay "OK"?



HEALTH AND WELLBEING- END OF UNIT ASSESSMENT

To show your understanding of the factors that influence Health and Wellbeing, you will be creating a **Health and Wellbeing handbook**.

Your handbook will be filled with information, instructions and resources that you can access to support your Health and Wellbeing.

The target audience for the handbook is you! Therefore the handbook will reflect your personal identity, values and interests.

LET'S REFLECT...HOW DO WE STAY HEALTHY?

A healthy life is active, and well balanced in terms of **physical activity, healthy eating, relaxation, sleep and personal hygiene.**

The benefits of a healthy lifestyle include fitness, a healthier heart, healthy teeth, better sleep patterns, a sense of wellbeing, improved self-esteem, strong relationships and more energy!



PART A- HOW TO MAINTAIN A HEALTHY LIFE- RECIPE TASK

Many factors contribute to our overall **Physical, Social and Emotional Health.** In today's task you will show what you have learnt about Health and Wellbeing this term by comparing healthy and unhealthy choices, creating a Healthy Living Recipe and setting health goals.

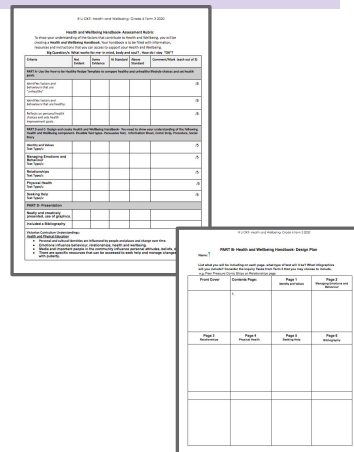
This task is PART A of your End of Unit Assessment.

1. Create a folder in Your Term 3 Digital Workbook, title it **"Inquiry Project Week 8-10"**
2. Make a copy of the template **"PART A-How to be Healthy"** and save it in your Inquiry Project folder.
3. Complete all questions(1-4).



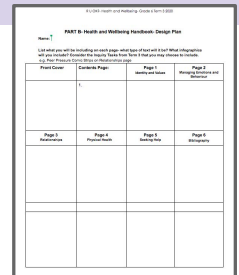
PART B- HEALTH AND WELLBEING HANDBOOK DESIGN PLAN

1. Ensure **Part A** is complete.
2. Create a copy of the **"Handbook Design Plan"** and **"Assessment Rubric"** and save them in your Project Folder. Add your name to both templates.
3. Carefully read the requirements for the project outlined in the rubric.
4. Join the **GOOGLE MEET at 1.30pm to discuss the assessment requirements.**



PART B CONTINUED - HEALTH AND WELLBEING HANDBOOK PLAN/DESIGN

1. Use your **Design Plan template** to map out your plan for your **Health and Wellbeing Handbook.** Be clear about the type of text/s you intend to create to show your understanding of each Health and Wellbeing component.
2. If you have time, choose which text you will create first and begin the planning, drafting and creating process, in preparation for next week!



PART A- A Recipe for Health and Wellbeing

1. Read the recipe for an “Unhealthy Life” below. Add at least one more factor to the ingredients list and one more step to follow that is “unhealthy”.

How to Maintain an Unhealthy Life

<p><u>Ingredients:</u></p> <ul style="list-style-type: none">● 2kg Junk food● 1L of Soft drink● 3 hours playing computer games● Lots of stale air● 5 minutes exercise● 5 late nights● 4 hours on Social Media (daily)● 2 bad role models● 4 negative thoughts about yourself●	<p><u>Method:</u></p> <ol style="list-style-type: none">1. Eat junk food throughout the day. Do the same with the soft drink, drink some with each meal (OPTIONAL: Avoid drinking water).2. Skip showers and avoid brushing your teeth.3. Play computer games continuously in a stuffy room full of stale air.4. Leave the stuffy room and walk around the house for 5 minutes (OPTIONAL: Spend 5 minutes outside)5. Stay up late on Social media (OPTIONAL: Watch TV, a Movie or Youtube video until 11pm)6. If you are feeling sad or upset don't tell anyone, keep it to yourself.7. Do whatever your friends are doing even if you don't want to, and it makes you feel unsafe.8.
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2. Create a recipe for a “Healthy Life”. Include at least 6 ingredients and 6 steps to follow.

How to Maintain a Healthy Life

<p><u>Ingredients:</u></p> <ul style="list-style-type: none">●	<p><u>Method:</u></p> <ol style="list-style-type: none">1.
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------

3. Think about your own life. Which of the two recipes is it like (or is a mixture of both)? Explain.

4. How could you improve your health and wellbeing? List suggestions under ‘ingredients’ and ‘Method’

<p><u>Ingredient:</u></p>	<p><u>Method:</u></p>
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Name:

PART B- Assessment Rubric- Health and Wellbeing Handbook

To show your understanding of the factors that contribute to Health and Wellbeing, you will be creating a **Health and Wellbeing Handbook**. Your handbook is to be filled with information, resources and instructions that you can access to support your Health and Wellbeing.

Big Question/s: What works for me- in mind, body and soul? , How do I stay "OK"?

Criteria	Not Evident	Some Evidence	At Standard	Above Standard	Comment/Mark (each out of 3)
PART A- Use the How to be Healthy Recipe Template to compare healthy and unhealthy lifestyle choices and set health goals.					
Identifies factors and behaviours that are "unhealthy"					/5
Identifies factors and behaviours that are healthy.					/5
Reflects on personal health choices and sets health improvement goals.					/5
PART B and C- Design and create a Health and Wellbeing Handbook- You need to show your understanding of the Health and Wellbeing components listed below. Possible Text types to include in different sections- Persuasive Text, Information Report, Comic Strip, Procedure, Social Story, Explanation, Poem etc.					
SECTION 1: Identity and Values					/5
SECTION 2: Managing Emotions and Behaviour					/5
SECTION 3: Relationships					/5
SECTION 4: Physical Health					/5
SECTION 5: Seeking Help					/5
PART D- Presentation					
Neatly and creatively presented, graphics use support texts.					/5
Annotated Bibliography					/5
				Total Score	/50
Victorian Curriculum Understandings:					
<ul style="list-style-type: none"> ● Personal and cultural identities are influenced by people and places and change over time. ● Emotions influence behaviour, relationships, health and wellbeing. ● Media and important people in the community influence personal attitudes, beliefs, decisions and behaviours. ● There are specific resources that can be accessed to seek help and manage changes and transitions associated with puberty. ● There are community resources that can be accessed to support your health, safety and wellbeing. ● Measures are put into place to promote community health, safety and wellbeing. 					

PART B- Health and Wellbeing Handbook- Design Plan

Name:

List what you will be including in each section of you Handbook-

- ★ **What type of text/s will there be?** (e.g. Persuasive Text, Information Report, Comic Strip, Procedure, Social Story, Explanation, Poem etc)
- ★ **What infographics will you include?** (e.g. graphs, charts, photos, images, tables etc)
- ★ **Consider the Inquiry Tasks from Term 3 that you may choose to incorporate.** (e.g. Peer Pressure Comic Strips in the Relationships section)

NOTE: You must include at least one full page for each section (a maximum of two pages).

Front Cover	Contents Page:	Section 1 Identity and Values	Section 2 Managing Emotions and Behaviour
	1.		
Section 3 Relationships	Section 4 Physical Health	Section 5 Seeking Help	Section 6 Bibliography

Planning your Persuasive Text

Grade 6 Writing
Term 3, Week 8

Task 1 - Monday

Your Persuasive text must be about one of the five topics you have covered in Inquiry this term. Use the [Jamboard](#) to brainstorm ideas related to Health and Wellbeing topics you have covered in Inquiry that you could use to write your Persuasive text. Use the 'sticky note' icon to create a digital 'sticky note'. Write your ideas down and move the 'sticky note' to an appropriate space on the page. Scroll through the pages of the Jamboard to find each of the five Health and Wellbeing topics.

Task 1 - Monday

The topic of a Persuasive text/title should always be posed as a question. For example, 'Should there be school on Saturdays?'. In your Persuasive text you will argue for or against the topic. Once you have your question, use the [OREO planning template](#) to plan your Persuasive text.



Task 1 - Monday

Remember, you will need to research information to use as your evidence to support your points. When you are researching be sure to keep a bibliography of your sources. Here is an example:

Sources:

1. "Captain Copyright". Cartoon. No date. http://en.wikipedia.org/wiki/Captain_Copyright#mediaviewer/File:Captain_copyright.jpg. Web. 03. July 2014.
2. Joseph, Linda. Copyright Quiz. 2014. Web. <http://www.cyberbee.com/cb_copyright.swf>
3. "What is Plagiarism?" Kids Health.org. Nemours Foundation. No date. Web. July 2, 2014. <<http://kidshealth.org/kid/feeling/school/plagiarism.html#>>
4. "An Anti-Plagiarism Checklist." Checklist image. n.d. KidsHealth.org. http://kidshealth.org/kid/feeling/school/images_96640/1126635442512.K_plagiarism1.gif. Web. 02 July. 2014.
5. Masur. Picture of copyright image. Image. Sept. 21, 2012. Wikipedia.org. Web. 01. July 2014. <http://www.cyberbee.com/cb_copyright.swf>

Task 1 - Monday

Tasks for today:

1. Add your ideas to the [Jamboard](#).
2. Pick a topic/question for your Persuasive text using the [Jamboard](#) for inspiration.
3. Fill out the 'Topic' section of the [OREO planning template](#)
4. Set up a Bibliography for your sources in your Digital Workbook.

Task 2 - Tuesday and Wednesday

Plan your Persuasive text about one of the five Health and Wellbeing topics covered in Inquiry this term. Use the [OREO planning template](#) and ensure you are keeping your Bibliography up to date as you research. Add as many details to your plan as possible. Don't forget to plan for the features of a Persuasive text that you learnt about in Week 6.



Task 3 - Friday

Make sure your plan is finished and you are ready to start writing your draft next week. Reread the examples of Persuasive texts posted on Google Classroom in Week 5 in preparation for next week.

Week 8: Reading (Annotated Bibliography)

We are learning to select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning.

Task 1: 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 two 'Question Stems' in your 'Week 8 Reading Blog'. This will be the evidence that you provide of your reading this week.

Task 2: relates to your Inquiry which is to show your understanding of the factors that contribute to Health and Wellbeing, you will be creating a **Health and Wellbeing Handbook**. Your handbook is to be filled with information, resources and instructions that you can access to support your Health and Wellbeing.

Big Question/s: What works for me - in mind, body and soul? , How do I stay "OK"?

Annotated Bibliography

In preparing for this Assignment, in Week 8 Reading, you will need to do some research. In doing your research (reading and viewing), you will create an **Annotated Bibliography**. An **Annotated Bibliography** is a list of citations to books, articles, and documents. Each citation is followed by a brief (one to two sentences) explaining how you might use this resource in your project. To begin with, you need to do some research on your topic and list your sources in the categories below. You may think a particular source will be useful (or perhaps not so useful) for your Project. List the resources you have researched below and write a sentence explaining why it may be useful for your project. You should have at least **FIVE different sources** listed below from any category: Books, Articles, Internet Sites, Video Recordings. Your Annotated Bibliography is due by **Friday 4 September**.

Please copy this document across to your Digital Workbook and add your information directly on it.

Task 2: Annotated Bibliography.

Books

Author	Title of Book (in italics)	Year	Publisher	Place of Publication
Why this source will be useful for your project:				

Articles

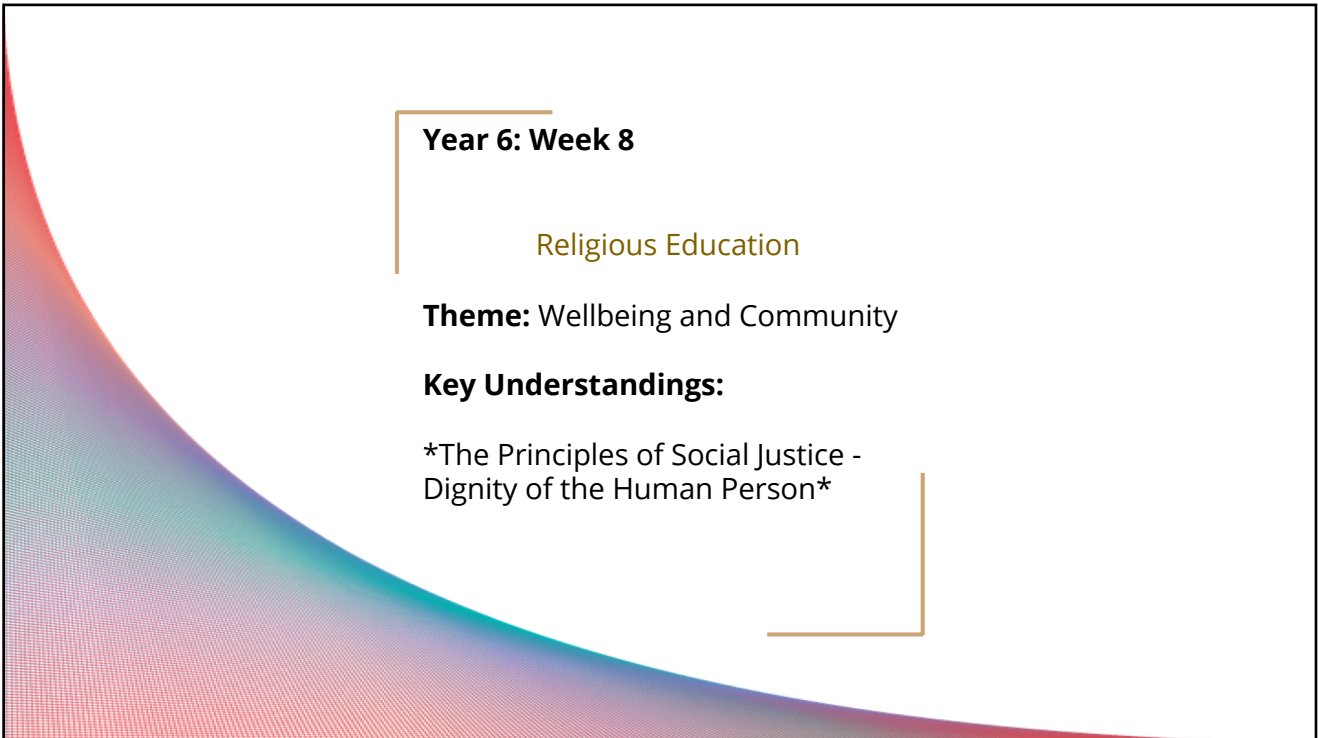
Author	"Title of article"	Year	Title of newspaper/magazine (in italics)	Volume	Number	Pages
Why this source will be useful for your project:						

Internet Sites

Owner of the website	"Title of web page" (inverted commas)	Year Published	<i>Title of website</i> (in italics)	Date viewed	Available URL (web address)
Why this source will be useful for your project:					

Video Recordings

Title of video	Date of recording	Producer
Why this source will be useful for your project:		



Year 6: Week 8

Religious Education

Theme: Wellbeing and Community

Key Understandings:

*The Principles of Social Justice -
Dignity of the Human Person*

Create a Week 8 RE Digital Workbook document.

Lesson #1:

Dignity of the whole person. How is dignity upheld.

[Watch 'Dignity of the Human Person' video](#)

Explore the Biblical principle that dignity is God given. **Tune into current understandings** of human dignity. Use the visual dictionary '[Snappy Words](#)' to explore related concepts of 'self worth, self respect' (look up words you do not understand).

Answer:

1. Where do humans get their self worth from?
2. What makes you feel loved? How do you know you are special?
3. What it means to have dignity, and how it is upheld.

For your Week 8 RE Digital Workbook document.

Lesson #2:

Learn - Explore

Explore the connection between dignity and rights.

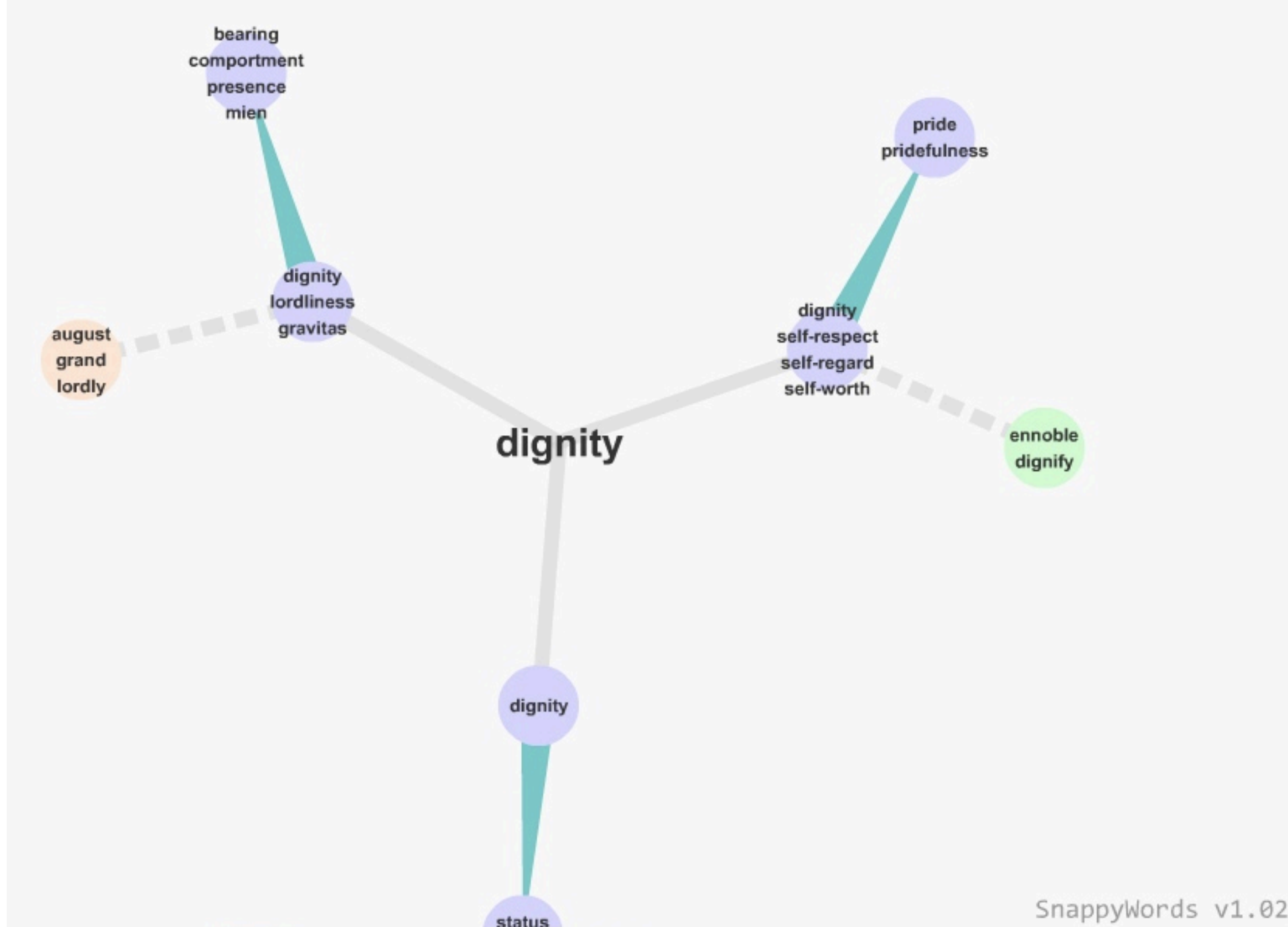
Discuss: Think of a time you have won something. Something you are good at or for which you have won an award or badge or sticker. How did that make you feel?

Read and display the [Dignity of the Human Person Editorial cartoon poster](#)

Answer:

1. *What does this mean for how we should see and treat others?*
2. *How is this related to definitions of dignity?*





SnappyWords v1.02


is a word for	is a kind of	topic domain	nouns	verbs	adjectives	adverbs
attribute	entails	region domain				
participle	pertains to					

Name

Date



MENTAL MATH QUIZ 5:1

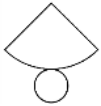
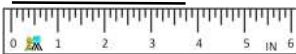
1)	$27 + 0.6 + 0.02$	
2)	$360 \div 4$	
3)	How many edges? 	
4)	I have a litre bottle of cola. I drink 650ml. How much is left?	ml
5)	Which two numbers have a sum of 15 and a product of 36?	
6)	How many quarts make 5 gallons?	
7)	$4 \frac{1}{8} - \frac{2}{8}$	
8)	Write down all the factors of 33. ____ ____ ____ ____	
9)	Which of these numbers is not a multiple of 3? 81 111 73 27 105	
10)	Flight time from Houston to Orlando is 2 hours to 20 minutes. I arrive at Orlando at 4:15pm. What time did I set off?	
11)	What is $\frac{3}{4}$ of 20m?	m
12)	What is the value of $3(x - 6)$ when $x = 11$?	
13)	At a wildlife center, adult entry is \$12 and child entry is \$8. I pay for 2 adults and 3 children with a \$50 bill. How much change?	
14)	The time is a quarter to 7 in the evening. Write this in 24 clock time.	
15)	A kid's skipping rope is 7ft long. How many ropes could I cut from a 10-yard-long piece of rope?	
16)	Number cards from 1 to 10 are placed in a bag. Flame chooses a card at random. What is the chance that it is a multiple of 4?	
17)	Write down all the prime numbers between 10 and 20.	
18)	How many thirds make 5?	

Name

Date



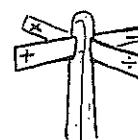
MENTAL MATH QUIZ 5:2

1)	Find $\frac{3}{4}$ of \$32.	
2)	$1 - 0.92$	
3)	Find the value of $(x - 6)/3$ if $x = 21$.	
4)	$10 \times 4 = 26 + \underline{\quad}$	
5)	Round 6.283 to 1dp	
6)	What is the missing number? 7.3 ____ 8.1 8.5 8.9	
7)	What 3d shape is this the net for? 	
8)	How many faces does a triangular prism have?	
9)	In a group of children, $\frac{3}{8}$ like to play tennis. If there are 25 children, how many do not like tennis?	
10)	Timmy and Tommy are two boys whose ages add up to 23. Timmy is 5 years older than Tommy. How old are they?	
11)	How many inches on the ruler? 	
12)	What is the mean of 13, 7, 8 and 4?	
13)	Which is the smallest ? 0.37 0.194 0.6 0.473 0.29	
14)	$3 \frac{2}{8} + 2 \frac{1}{8}$	
15)	How much is half of a fourth?	
16)	A rectangular swimming pool measures $5 \frac{1}{2}$ meters by $3 \frac{1}{2}$ meters. What is the perimeter ?	
17)	What do angles around a point add up to?	
18)	The ratio of lions to tigers in a zoo is 1:3. If there are 4 lions, how many tigers will there be?	

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. $\frac{1}{2} + \frac{1}{2}$
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. $3\frac{1}{3} + \frac{1}{3}$
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. $100 - \frac{1}{2}$

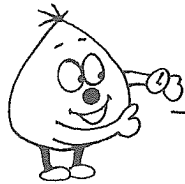
— Basic Facts — Miscellaneous



A	B	C	D	E
$3 + 3 = \underline{\quad}$	$4 + 4 = \underline{\quad}$	$5 + 5 = \underline{\quad}$	$6 + 6 = \underline{\quad}$	$7 + 7 = \underline{\quad}$
$18 - 10 = \underline{\quad}$	$9 - 6 = \underline{\quad}$	$8 - 3 = \underline{\quad}$	$7 - 6 = \underline{\quad}$	$6 - 5 = \underline{\quad}$
$6 \times 10 = \underline{\quad}$	$9 \times 5 = \underline{\quad}$	$9 \times 10 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$	$1 \times 10 = \underline{\quad}$
$32 \div 4 = \underline{\quad}$	$100 \div 10 = \underline{\quad}$	$27 \div 3 = \underline{\quad}$	$70 \div 10 = \underline{\quad}$	$20 \div 4 = \underline{\quad}$
$6 + 3 = \underline{\quad}$	$7 + 2 = \underline{\quad}$	$1 + 8 = \underline{\quad}$	$9 + 0 = \underline{\quad}$	$0 + 10 = \underline{\quad}$
$18 - 8 = \underline{\quad}$	$8 - 2 = \underline{\quad}$	$7 - 2 = \underline{\quad}$	$16 - 9 = \underline{\quad}$	$15 - 6 = \underline{\quad}$
$9 \times 4 = \underline{\quad}$	$8 \times 4 = \underline{\quad}$	$7 \times 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$
$16 \div 4 = \underline{\quad}$	$18 \div 2 = \underline{\quad}$	$12 \div 2 = \underline{\quad}$	$18 \div 3 = \underline{\quad}$	$8 \div 4 = \underline{\quad}$
$9 + 5 = \underline{\quad}$	$12 - 4 = \underline{\quad}$	$7 + 6 = \underline{\quad}$	$10 - 7 = \underline{\quad}$	$9 + 4 = \underline{\quad}$
$8 + 0 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$21 \div 3 = \underline{\quad}$	$10 \times 0 = \underline{\quad}$	$14 \div 2 = \underline{\quad}$
F	G	H	I	J
$8 + 6 = \underline{\quad}$	$9 + 9 = \underline{\quad}$	$10 + 10 = \underline{\quad}$	$1 + 1 = \underline{\quad}$	$0 + 0 = \underline{\quad}$
$17 - 10 = \underline{\quad}$	$9 - 5 = \underline{\quad}$	$7 - 4 = \underline{\quad}$	$16 - 6 = \underline{\quad}$	$9 - 8 = \underline{\quad}$
$7 \times 10 = \underline{\quad}$	$8 \times 5 = \underline{\quad}$	$10 \times 10 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$
$36 \div 4 = \underline{\quad}$	$90 \div 10 = \underline{\quad}$	$10 \div 2 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$	$30 \div 10 = \underline{\quad}$
$10 + 5 = \underline{\quad}$	$9 + 10 = \underline{\quad}$	$9 + 6 = \underline{\quad}$	$9 + 8 = \underline{\quad}$	$8 + 9 = \underline{\quad}$
$14 - 6 = \underline{\quad}$	$9 - 3 = \underline{\quad}$	$15 - 7 = \underline{\quad}$	$14 - 9 = \underline{\quad}$	$13 - 4 = \underline{\quad}$
$9 \times 3 = \underline{\quad}$	$7 \times 3 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$8 \times 3 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$
$40 \div 4 = \underline{\quad}$	$24 \div 3 = \underline{\quad}$	$4 \div 4 = \underline{\quad}$	$60 \div 10 = \underline{\quad}$	$16 \div 2 = \underline{\quad}$
$10 - 3 = \underline{\quad}$	$7 + 5 = \underline{\quad}$	$9 - 7 = \underline{\quad}$	$4 + 8 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
$0 + 9 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$5 \times 10 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$8 \div 2 = \underline{\quad}$

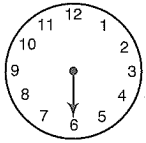
Clock fractions

Do you realise that there are fractions on a clock face? All the way round is a whole one (an hour), anything less is a fraction. To make it easier for you the fraction clock only has a minute hand. You draw in the minute hand to show the fraction given



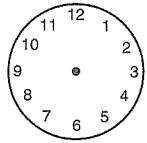
Remember! A minute is $\frac{1}{60}$ of an hour, so five minutes is $\frac{1}{12}$ of an hour.

Example



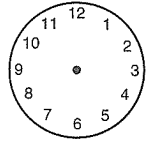
$$= \frac{1}{2}$$

1



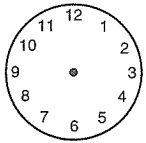
$$= \frac{1}{4}$$

2



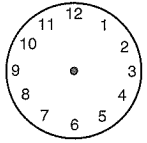
$$= \frac{3}{4}$$

3



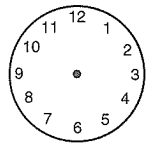
$$= \frac{1}{3}$$

4



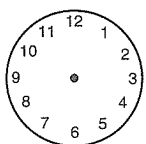
$$= \frac{1}{12}$$

5



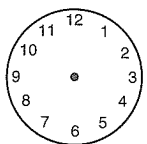
$$= \frac{5}{6}$$

6



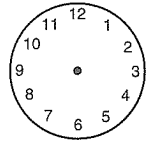
$$= \frac{11}{12}$$

7



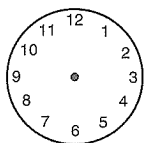
$$= \frac{2}{3}$$

8



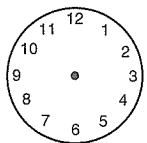
$$= \frac{1}{6}$$

9



$$= \frac{7}{12}$$

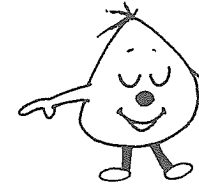
10



$$= \frac{1}{24}$$

10

Odd man out!



Which of these fractions is different from the rest?

$$\frac{500}{1000} \quad \frac{27}{54} \quad \frac{9}{18} \quad \frac{8}{14} \quad \frac{111}{222}$$

The answer is $\frac{8}{14}$. All the rest are different ways of writing $\frac{1}{2}$ when they are cancelled down. Put a ring round the 'odd man out' in these. All but one of them is the same as the 'lowest terms' fraction in the box at the end

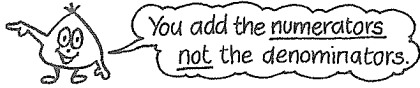
1	$\frac{4}{12}$	$\frac{30}{90}$	$\frac{200}{400}$	$\frac{125}{375}$	$\frac{15}{45}$	$\frac{1}{3}$
2	$\frac{25}{100}$	$\frac{3}{12}$	$\frac{30}{120}$	$\frac{16}{64}$	$\frac{9}{40}$	$\frac{1}{4}$
3	$\frac{3}{15}$	$\frac{11}{45}$	$\frac{7}{35}$	$\frac{8}{40}$	$\frac{50}{250}$	$\frac{1}{5}$
4	$\frac{30}{240}$	$\frac{7}{56}$	$\frac{9}{64}$	$\frac{5}{40}$	$\frac{4}{32}$	$\frac{1}{8}$
5	$\frac{9}{12}$	$\frac{16}{24}$	$\frac{66}{99}$	$\frac{200}{300}$	$\frac{18}{27}$	$\frac{2}{3}$
6	$\frac{4}{24}$	$\frac{2}{15}$	$\frac{5}{30}$	$\frac{12}{72}$	$\frac{7}{42}$	$\frac{1}{6}$
7	$\frac{15}{20}$	$\frac{75}{100}$	$\frac{9}{12}$	$\frac{20}{24}$	$\frac{6}{8}$	$\frac{3}{4}$
8	$\frac{10}{100}$	$\frac{6}{72}$	$\frac{8}{96}$	$\frac{20}{240}$	$\frac{3}{36}$	$\frac{1}{12}$
9	$\frac{12}{24}$	$\frac{65}{130}$	$\frac{140}{260}$	$\frac{44}{88}$	$\frac{5}{10}$	$\frac{1}{2}$
10	$\frac{8}{20}$	$\frac{20}{45}$	$\frac{12}{30}$	$\frac{40}{100}$	$\frac{14}{35}$	$\frac{2}{5}$

10

Addition of fractions: 1

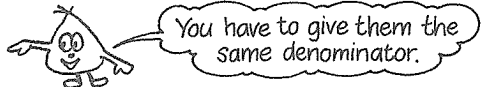
To add fractions you have to have the denominators the same:

$$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$



But what do you do if the denominators are *not* the same? For example:

$$\frac{1}{5} + \frac{3}{10}$$



STEP ONE

Step one

10

Find the lowest number *both* denominators will go into; both 5 and 10 will go into 10, so draw a long line with 10 underneath.

STEP TWO

Step two

$$\frac{(2 \times 1) + (1 \times 3)}{10}$$

Multiply the numerator of each fraction by the number of times the *denominator* will go into this 'lowest common denominator'. In $\frac{1}{5}$ the 5 goes into 10 twice, so we multiply the numerator by two; in $\frac{3}{10}$ the 10 goes into 10 once (of course) so we multiply the numerator by one.

Now do these for practice.

$$= \frac{2+3}{10} = \frac{5}{10}$$

which cancels down to $\frac{1}{2}$.

1 $\frac{1}{8} + \frac{3}{8} =$

2 $\frac{2}{9} + \frac{5}{9} =$

3 $\frac{2}{3} + \frac{1}{6} =$

4 $\frac{1}{2} + \frac{1}{8} =$

5 $\frac{1}{4} + \frac{1}{6} =$

6 $\frac{3}{10} + \frac{3}{5} =$

7 $\frac{1}{5} + \frac{1}{3} =$

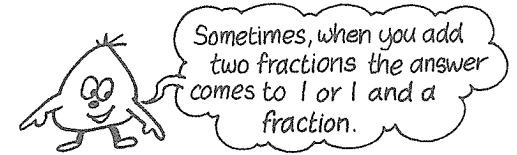
8 $\frac{1}{3} + \frac{1}{7} =$

9 $\frac{3}{4} + \frac{1}{6} =$

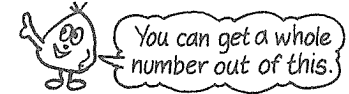
10 $\frac{8}{15} + \frac{2}{5} =$

10

Addition of fractions: 2



Example $\frac{3}{4} + \frac{2}{3} = \frac{9+8}{12} = \frac{17}{12} = 1 \frac{5}{12}$



1 $\frac{1}{2} + \frac{2}{3} =$

2 $\frac{1}{4} + \frac{7}{8} =$

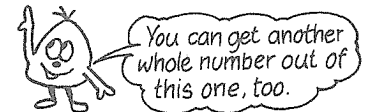
3 $\frac{7}{9} + \frac{2}{3} =$

4 $\frac{1}{2} + \frac{3}{5} =$

5 $\frac{1}{3} + \frac{11}{12} =$



Example $1 \frac{3}{4} + 1 \frac{1}{3} = 2 \frac{9+4}{12} = 2 \frac{13}{12} = 3 \frac{1}{12}$



1 $2 \frac{3}{5} + 1 \frac{1}{5} =$

2 $3 \frac{5}{8} + 2 \frac{1}{4} =$

3 $1 \frac{5}{9} + 2 \frac{2}{3} =$

4 $2 \frac{2}{3} + 4 \frac{1}{2} =$

5 $4 \frac{11}{12} + \frac{1}{6} =$

10

10

Subtraction of fractions: 1

When you take one fraction away from another you also have to make the denominators the same. So, if you start with:

$$= \frac{(3 \times 3) - (2 \times 1)}{12} \quad \text{then you subtract the second numerator from the first one,} \quad \frac{3}{4} - \frac{1}{6} \text{ you have to change it to:} \quad = \frac{9-2}{12} = \frac{7}{12}$$

Now try these:

1 $\frac{3}{5} - \frac{2}{5} =$

2 $\frac{5}{6} - \frac{1}{3} =$

3 $\frac{7}{8} - \frac{1}{2} =$

4 $\frac{2}{3} - \frac{3}{9} =$

5 $\frac{5}{14} - \frac{1}{7} =$

6 $\frac{3}{8} - \frac{1}{16} =$

7 $\frac{3}{5} - \frac{3}{8} =$

8 $\frac{6}{7} - \frac{1}{3} =$

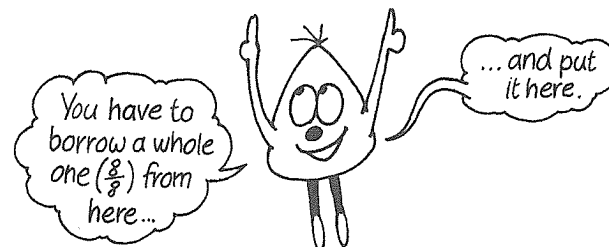
9 $\frac{1}{8} - \frac{1}{12} =$

10 $\frac{3}{5} - \frac{1}{4} =$

Subtraction of fractions: 2

When you subtract a larger fraction from a smaller fraction and a whole number, you have to borrow from the whole number. Like this:

$$2\frac{1}{8} - \frac{3}{8} = 1\frac{9}{8} - \frac{3}{8} = 1\frac{6}{8} = 1\frac{3}{4}$$



Now try these:

1 $3\frac{1}{3} - \frac{2}{3} =$

2 $1\frac{1}{2} - \frac{3}{4} =$

3 $1\frac{5}{8} - \frac{3}{4} =$

4 $1\frac{1}{3} - \frac{1}{2} =$

5 $3\frac{3}{8} - \frac{7}{8} =$

6 $2\frac{3}{5} - \frac{7}{10} =$

7 $4\frac{1}{4} - \frac{1}{2} =$

8 $1\frac{7}{12} - \frac{11}{12} =$

9 $3\frac{1}{9} - \frac{1}{3} =$

10 $5\frac{1}{2} - \frac{5}{7} =$



Music Term 3 - Week 8



Grade 5 & 6

SOUND!

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MAKE YOUR OWN INSTRUMENT

We have been discovering and experimenting with sound!

This week, you're going to use things around your house to make your own musical instrument.

There are many different websites that help you to make your own instrument. Here are just a few.

<https://redtri.com/homemade-instruments/slide/1>

<https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make>

If you want to, you can make your own type of instrument and not follow any instruction! Just make it up!

It can sound as weird or as normal as you like! Think of all the different objects you have experimented with this term.

You can make different types of instruments:

1. **Wind** - you **blow** into them
2. **Percussion** - you **hit** them
3. **String** - You **pluck** or **strum** them

You choose the type of instrument you want to make. Use any material you like, whatever you have at home.

When you have made your instrument, take a photo of it or record yourself playing it!

Have fun and be creative!