

## Week 9 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)

	<u>MONDAY</u> Date: 7/9	<u>TUESDAY</u> Date: 8/9	<u>WEDNESDAY</u> Date: 9/9		<u>THURSDAY</u> Date: 10/9		<u>FRIDAY</u> Date: 11/9
8:45am	<i>Meditation/Prayer</i>	<i>Meditation/Prayer</i>	<i>Meditation/Prayer</i>	8:45am	<b>Watch to start your day- <a href="#">RUOK? DAY</a></b>	8:45am	<i>Meditation/Prayer</i> <b>Term 4 Planning Day- Teachers are not available today.</b>
9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz 9.10 am  <b>GRADE 6- GOOGLE MEET WITH THE WHOLE YEAR LEVEL</b>	Grade 6- Google Classroom Morning Post/Attendance Quiz  <b>READING:</b>  Access the 'Reading Week 9' document under the 'Reading Term 3' tab in Google Classroom.  Tasks: Reading, Question Stems and Annotated Bibliography.	Grade 6- Google Classroom Morning Post/Attendance Quiz  <b>READING</b>  Access the 'Reading Week 9' document under the 'Reading Term 3' tab in Google Classroom.  Tasks: Reading, Question Stems and Annotated Bibliography.	9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz  <b>RELIGION</b>  Access the 'Religion Week 9' PDF under the 'Religion Term 3' tab in Google Classroom.  UN Convention on the Rights of a Child: read each Article provided and create a persuasive poster or poem incorporating Scripture.	9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz  <b>READING</b>  Access the 'Reading Week 9' document under the 'Reading Term 3' tab in Google Classroom.  Tasks: Reading, Question Stems and Annotated Bibliography.
9.40am	<b>Compulsory: Personal Reading/Reading Blog/Question Stem</b>	<b>Compulsory: Personal Reading/Reading Blog/Question Stem</b>	<b>Compulsory: Personal Reading/Reading Blog/Question Stem</b>	9.30am	<b>Whole School Liturgy- Zoom link on Google Classroom</b>	9.40am	<b>Compulsory: Personal Reading/Reading Blog/Question Stem</b>
10:00am	<b>WRITING:</b> Access the 'Week 9 Writing' PowerPoint on Google Classroom.  Your Persuasive text draft should be complete by the end of this week.	<b>WRITING:</b> Access the 'Week 9 Writing' PowerPoint on Google Classroom.  Your Persuasive text draft should be complete by the end of this week.	<b>WRITING:</b> Access the 'Week 9 Writing' PowerPoint on Google Classroom.  Your Persuasive text draft should be complete by the end of this week.	10:00am	<b>INQUIRY: Part C- Health and Wellbeing Project</b>  <b>1.</b> Watch the R U OK advice about- <a href="#">How to be a Good Friend?</a> (Hint- you might use ideas from the video in your Seeking Help section!)  <b>2.</b> Refer to your <b>Design Plan, Assessment Rubric</b> and "Week 8-10 Inquiry PP" <b>3.</b> Continue with your Inquiry Project.  <b>DUE BY: Friday the 18th</b>	10:00am	<b>WRITING:</b> Access the 'Week 9 Writing' PowerPoint on Google Classroom.  Your Persuasive text draft should be complete by the end of today. Make sure you complete the 'Week 9 Checklist' at the bottom of your draft.  <b>MATHS- All students- use the answer sheets to mark your work for the week.</b>
11:00am	<i>Prayer &amp; eat lunch</i>	<i>Prayer &amp; eat lunch</i>	<i>Prayer &amp; eat lunch</i>	11:00am	<i>Prayer &amp; eat lunch</i>	11:00am	<i>Prayer &amp; 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>

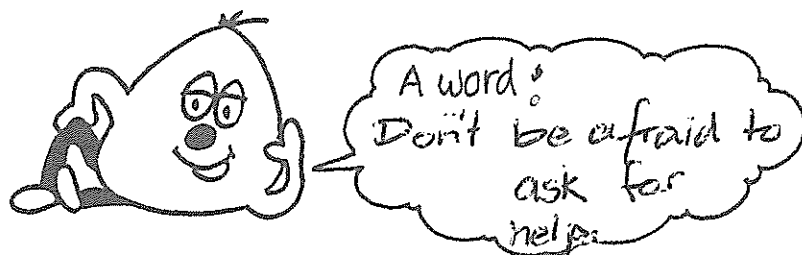
12:00pm	<b>MATHS Group today 7</b>  MATHS- (Everyone) Speed & Accuracy: 5 mins	MATHS Groups today 5, 6 Group 6- Work on Maths tasks until Meet begins.	MATHS Groups today 3,4 Group 4- Work on Maths tasks until Meet begins.	12:00pm	MATHS Groups today 1, 2 Group 2- Work on Maths tasks until Meet begins.	12:00p m	<b>Specialists</b>  12-12.30 ART  Task was posted yesterday.
12.30pm	<b>All students:</b> 1. Review your Maths tasks from last week, ensure that you have <b>checked your answers and given yourself a score out of 10 for each exercise.</b>  2.Catch up on any tasks that you have missed. Any new work needs to be in your Week 9 folder- clearly label everything!  <b>2.Extension Task (Everyone):</b> My Numeracy tasks on <a href="#">Essential Assessment</a> (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)  <b>3.Extension Tasks:</b> Group 1-2-3 Make a copy and begin the problem solving task- <a href="#">Pattern Block Matrix</a>  <b>Group 4</b> <b>Mental Maths: 10 mins and Practise Multiplying Fractions</b>	<b>MATHS- Fractions</b> <b>Mental Maths: 10 mins (Groups 1, 2, 3)</b>  <b>All students:</b> 1. Watch <a href="#">Intro to Multiplying Fractions</a> to revise your understanding.  <b>2. Complete Exercise 12- Multiplication of Fractions</b>  <b>Extra example Video- <a href="#">Multiplying 2 Fractions- Fraction Model</a></b>  <b>3. Extension Tasks:</b> <b>Group 1-2-3</b> Make a copy and begin the problem solving task- <a href="#">Pattern Block Matrix</a>  <b>Group 4</b> <b>Mental Maths: 10 mins and Practise Multiplying Fractions</b>	<b>MATHS- Fractions</b> <b>Speed &amp; Accuracy: 5 mins (Everyone)</b>  <b>All students:</b> 1. Watch <a href="#">Understanding Division of Fractions</a>  <b>2. Complete Exercise 13- Division of Fractions</b>  <b>Extra example video- <a href="#">Dividing Fractions Example</a></b>  <b>Extension Tasks:</b> <b>Group 1-2</b> -Complete <b>Pattern Block Matric Task</b> - Be ready to discuss the task in your next Maths Google Meet  <b>Group 5-6</b> Practise Multiplication and Division facts using <b>Sunset Maths</b> on <a href="#">Essential Assessment</a>		<b>MATHS- Problem Solving Assessment- Fractions, Percentages and Decimals</b>  <b>All students:</b> 1. Make a copy of the template and complete each question- <b>Problem Solving- Fractions, Percentages and Decimals</b>  <b>Note: This an Assessment of your Problem solving skills, so it must be your own work.</b>  <b>Show all working out!</b>  <b>Extension Tasks (everyone):</b> -Mental Maths: 10 mins -My Numeracy tasks on <a href="#">Essential Assessment</a>		12.30-1 LOTE  1- 1.30 MUSIC  Task was posted yesterday- Mr O'bree unavailable today.  1.30-2 P.E.  <b>Google Meet 1.30-</b> Mr Herrera will post Meet information
12.45pm	SCREEN BREAK	SCREEN BREAK	12.45pm	12.45pm	SCREEN BREAK		
1:00pm	<b>INQUIRY: PART C- Health and Wellbeing Project</b>  1. Access the “Week 8-10 Inquiry PP” 2. Read slide 9. 3. Complete your <b>Design Plan</b> and begin creating the first section of your handbook.  <b>DUE BY: Friday the 18th</b>	<b>RELIGION:</b>  Access the ‘Religion Week 9’ PDF under the ‘Religion Term 3’ tab in Google Classroom.  UN Convention on the Rights of a Child: read each Article provided and create a persuasive poster or poem incorporating Scripture.	<b>INQUIRY: PART C- Health and Wellbeing Project</b>  <b>Join the GOOGLE MEET @ 1 pm for discussion regarding word processing skills and publishing your handbook.</b>  1. Continue with your Inquiry Project.  <b>DUE BY: Friday the 18th</b>	1:00pm	<b>1pm</b> <b>GRADE 6- GOOGLE MEET WITH THE WHOLE YEAR LEVEL</b>	1:00pm	
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	<b>PERSONAL LEARNING TIME</b> Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. <a href="#">Physical Activity</a> , Drawing, Creative Writing, Mindfulness,	<b>DIGITAL TECHNOLOGIES</b>  Instructions will be posted on Google Classroom by Miss Borg	<b>Maths Group- NUMBERS FACTS</b> Practising efficient ways to recall important number facts.	2:30pm	<b>PERSONAL LEARNING TIME</b> Continue with /Complete tasks from throughout the day. If you are up to date - Choose a screen break activity e.g. <a href="#">Physical Activity</a> , Drawing, Creative Writing, Mindfulness,	2:30pm	<b>PERSONAL LEARNING TIME</b> Continue with /Complete tasks from the week. If you are up to date - Choose a screen break activity e.g. <a href="#">Physical Activity</a> , Drawing, Creative Writing, Mindfulness, Silent Reading
			<b>PERSONAL LEARNING TIME</b> Continue with /Complete tasks from throughout the day.				

	Silent Reading etc				Silent Reading etc		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 T<sub>3</sub> – 6A, 6S/Mc and 6TP 2020**  
**Week 9 Timetable      Literacy Focus- Reading    Maths Focus- Fractions**

	<u>MONDAY</u> Date: 7/9	<u>TUESDAY</u> Date: 8/9	<u>WEDNESDAY</u> Date: 9/9		<u>THURSDAY</u> Date: 10/9		<u>FRIDAY</u> Date: 11/9
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	<b>All Students- GRADE 6- GOOGLE MEET WITH THE WHOLE YEAR LEVEL</b>			9:00am		9:00am	<b>TERM 4 PLANNING DAY- Self Directed Learning</b>
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 &amp; eat lunch</i>	<i>Prayer &amp; eat lunch</i>	<i>Prayer &amp; eat lunch</i>	11:00am	<i>Prayer &amp; eat lunch</i>	11:00am	<i>Prayer &amp; 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	Mathematics- Group 1	12:00pm	Specialist Times in Lieu of Thursday  <b>12-12.30 ART</b> <b>12.30-1 LOTE</b> <b>1- 1.30 MUSIC</b> <b>1.30-2 P.E.</b> <b>P.E. Google Meet</b>
12.30pm		Mathematics Group 6	Mathematics Group 4	12.30pm	Mathematics- Group 2	12.30pm	
1:00pm			<b>All Students- Inquiry- GOOGLE MEET</b> <b>Assessment Task Discussion</b>	1.00pm	<b>All Students- GRADE 6- GOOGLE MEET WITH THE WHOLE YEAR LEVEL</b>	1:00pm	
1.30pm				1:30pm		1:30pm	
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			<b>Extra Maths Group- NUMBERS FACTS</b> Practising efficient ways to recall important number facts.	2:30pm		2:30pm	
3:10pm				3:10pm		3:10pm	
3:15pm				3:15pm		3:15pm	

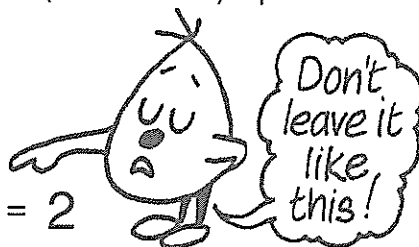
## Division of fractions



You just turn the second fraction (the divisor) upside down and multiply.  
That's all there is to it!

### Example

$$\frac{1}{2} \div \frac{1}{4} = \frac{1}{2} \times \frac{4}{1} = \frac{4}{2} = 2$$



When you divide a fraction by a smaller fraction the answer is *always* bigger than either of the fractions

$$1 \quad \frac{3}{4} \div \frac{1}{4} = \frac{3}{4} \times \frac{4}{1} =$$

$$2 \quad \frac{2}{3} \div \frac{1}{6} =$$

$$3 \quad \frac{7}{8} \div \frac{1}{2} =$$

$$4 \quad \frac{3}{5} \div \frac{1}{4} =$$

$$5 \quad \frac{3}{8} \div \frac{1}{16} =$$

$$6 \quad \frac{5}{7} \div \frac{2}{3} =$$

$$7 \quad \frac{6}{11} \div \frac{1}{2} =$$

$$8 \quad \frac{5}{9} \div \frac{1}{9} =$$

$$9 \quad \frac{5}{6} \div \frac{1}{3} =$$

$$10 \quad \frac{1}{4} \div \frac{1}{8} =$$

10

## Multiplication of fractions



You just multiply the numerators and multiply the denominators, and then cancel down if necessary. *Remember*, a fraction times a fraction means that the answer is *always* smaller than either of them

**Example**

$$\frac{1}{8} \times \frac{2}{3} = \frac{2}{24} = \frac{1}{12}$$



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

2       $\frac{3}{4} \times \frac{3}{5} =$

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

4       $\frac{1}{16} \times \frac{1}{2} =$

5       $\frac{7}{9} \times \frac{1}{5} =$

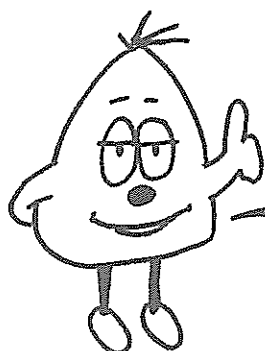
6       $\frac{3}{8} \times \frac{3}{10} =$

7       $\frac{1}{2} \times \frac{3}{7} =$

8       $\frac{5}{12} \times \frac{1}{3} =$

9       $\frac{5}{11} \times \frac{2}{9} =$

10       $\frac{7}{35} \times \frac{1}{2} =$











Please note  
that cross-cancelling is not  
needed here! But, you  
do need to know  
your tables...

# Pattern Block Matrix Challenge- Group 1, 2 and 3

1. Use the [Virtual Pattern Blocks](https://www.coolmath4kids.com/manipulatives/pattern-blocks) to explore the part- whole relationships of each pattern block.
2. Complete the table by writing a fraction to show the relationship between the Pattern Blocks in each column (numerator) and row (denominator).
3. Also write each fraction as a whole number, decimal or mixed number (where applicable).

<https://www.coolmath4kids.com/manipulatives/pattern-blocks>

WHOLE (Denominator)	PART (Numerator)				
					
					
					
					
					

## Fractions, Decimals and Percentages Problem Solving

### Grade 6 Term 3

Date:

Name:

*Show all working out!*

1. Which is the largest of these fractions? Use diagrams to justify your answer.

$$\frac{7}{15}$$

$$\frac{4}{9}$$

$$\frac{5}{11}$$

2. Darcy and Jordan each had 1 and  $\frac{1}{2}$  candy bars. Darcy ate  $\frac{1}{2}$  of her portion. How much does she have left to eat? **Show all working out, use diagrams to justify your answer.**

3. Which of the following has the greatest value? **Show all working out.**

- A) 50% of 10
- B) 40% of 20
- C) 30% of 30
- D) 20% of 40
- E) 10% of 50

**4. Write each of the following as a decimal.**

**a)  $\frac{1}{2}$  =**

**b)  $\frac{3}{4}$  =**

**c)  $\frac{1}{4}$  =**

**d)  $\frac{1}{2}$  =**

**e)  $1\frac{1}{2}$  =**

**f)  $2\frac{1}{4}$  =**

- 5.** Sarah and Kim came 1st and 2nd in a writing competition. The Prizes were a share of \$2000. Sarah won  $\frac{3}{5}$  of \$2000 dollars and Kim has  $\frac{3}{10}$  of \$2000.

**Answer each question and show all working out**

**How much money did each girl receive?**

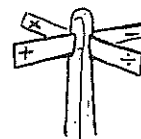
**What fraction of \$2000 did they win altogether? Show all working out.**

**How much money did third prize win?**

- 6.** Charlie spent  $\frac{1}{4}$  of his money on a book, gave his brother  $\frac{1}{2}$  of what was left, and still had \$10 remaining. How much money did he start off with? **Show all working out.**



# — 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
$8 + 6 = \underline{\quad}$	$9 + 9 = \underline{\quad}$	$10 + 10 = \underline{\quad}$	$1 + 1 = \underline{\quad}$	$0 + 0 = \underline{\quad}$
$17 - 10 = \underline{\quad}$	$9 - 5 = \underline{\quad}$	$7 - 4 = \underline{\quad}$	$16 - 6 = \underline{\quad}$	$9 - 8 = \underline{\quad}$
$7 \times 10 = \underline{\quad}$	$8 \times 5 = \underline{\quad}$	$10 \times 10 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$
$36 \div 4 = \underline{\quad}$	$90 \div 10 = \underline{\quad}$	$10 \div 2 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$	$30 \div 10 = \underline{\quad}$
$10 + 5 = \underline{\quad}$	$9 + 10 = \underline{\quad}$	$9 + 6 = \underline{\quad}$	$9 + 8 = \underline{\quad}$	$8 + 9 = \underline{\quad}$
$14 - 6 = \underline{\quad}$	$9 - 3 = \underline{\quad}$	$15 - 7 = \underline{\quad}$	$14 - 9 = \underline{\quad}$	$13 - 4 = \underline{\quad}$
$9 \times 3 = \underline{\quad}$	$7 \times 3 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$8 \times 3 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$
$40 \div 4 = \underline{\quad}$	$24 \div 3 = \underline{\quad}$	$4 \div 4 = \underline{\quad}$	$60 \div 10 = \underline{\quad}$	$16 \div 2 = \underline{\quad}$
$10 - 3 = \underline{\quad}$	$7 + 5 = \underline{\quad}$	$9 - 7 = \underline{\quad}$	$4 + 8 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
$0 + 9 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$5 \times 10 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$8 \div 2 = \underline{\quad}$

# LOWEST TERMS TO IMPROPER FRACTION


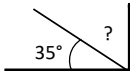
1. $\frac{2}{4}$	26. $\frac{9}{5}$	51. $\frac{1}{4} + \frac{2}{4}$	76. $\frac{1}{2} + \frac{1}{4}$
2. $\frac{4}{6}$	27. $\frac{9}{6}$	52. $\frac{1}{3} + \frac{1}{3}$	77. $\frac{1}{2} - \frac{1}{4}$
3. $\frac{4}{8}$	28. $\frac{2}{4}$	53. $\frac{2}{5} + \frac{2}{5}$	78. $\frac{1}{2} + \frac{3}{4}$
4. $\frac{4}{12}$	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. $1\frac{7}{12} + \frac{5}{12}$
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. $100 - \frac{1}{2}$

Name

Date



## MENTAL MATH QUIZ 5:3

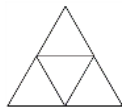
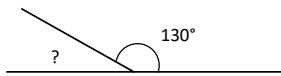
1)	$\frac{1}{3} + \frac{1}{6}$	
2)	Convert $1\frac{1}{4}$ into a decimal	
3)	I am between 20 and 30. I am a multiple of both 3 and 4. Who am I?	
4)	Round 5.824 to the nearest whole number.	
5)	$4 \times 7 = 30 - \underline{\hspace{1cm}}$	
6)	Find $\frac{3}{5}$ of 35	
7)	The time is 7:35am. What is the time in the 24-hour clock?	
8)	Which is the <b>largest</b> ? 0.62   0.47   0.8   0.67   0.53   0.09	
9)	$0.6 \times 4$	
10)	What is the median of: 35, 27, 51, 31, 28, 19, 33?	
11)	How many lines of symmetry? 	
12)	Captain has \$80. Flame has a \$20 bill plus seven \$5-dollar bills. How much more money does the Captain have?	
13)	How many inches is $5\frac{1}{2}$ feet?	
14)	Sally pays \$25 for two tubes of paint: a blue tube and a red tube. The blue tube cost \$7 more than the red tube. How much did each tube cost?	
15)	I am facing north-east. I turn a right angle clockwise. What direction am I facing now?	
16)	What is the missing angle? 	
17)	$0.73 + \underline{\hspace{1cm}} = 1$	
18)	If $x + 9 = 13$ , what is the value of $x$ ?	

Name

Date



## MENTAL MATH QUIZ 5:4

1)	$7 + (8 \times 6)$	
2)	$\frac{3}{5} - \frac{3}{10}$	
3)	Write 0.6 as a fraction in simplest form	
4)	$\frac{1}{3}$ of 21 = $\underline{\hspace{1cm}}$ - 10	
5)	Round 4.639 to 1dp	
6)	What is the <b>range</b> of: 21, 35, 17, 27, 32, 12 and 30	
7)	Find $\frac{2}{5}$ of 36	
8)	Which of these numbers is <b>prime</b> ? 33   45   57   69   53   49	
9)	What is the difference between 6000 and 60?	
10)	Which two measurements add up to 3 feet? 14 inches   2 feet 1 inch   1 foot 7 inches   11 inches	
11)	How many months in $\frac{3}{4}$ of a year?	
12)	Fill in the missing operations (+, -, x or $\div$ ) to make this correct: $5 \square 6 \square 3 \square 2 = 8$	
13)	A rectangular swimming pool measures 6 meters by 4 meters. What is the <b>area</b> ?	
14)	What 3d shape does this net make? 	
15)	What is the missing angle? 	
16)	Two numbers have a sum of 15 and a product of 26. What are they?	
17)	I eat a third of a box of chocolates. There are now 16 left. How much were in the box at the start?	
18)	If $2x + 1 = 7$ what is the value of $x$ ?	

## Week 9: Religious Education - Wellbeing and Community

### Catholic Social Teaching Principles

Read the text in each box and then do the

activities.

#### CHILDREN'S RIGHTS!

From the UN  
Convention  
on the Rights  
of the Child



Credit: Elm Johnson

Caritas  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

'Rights' are what every child  
should have, or be able to do.

Australia agreed to the rights  
in the UN Convention on the  
Rights of the Child in 1990.

There are 54 articles in the  
Convention on the Rights of a  
Child.

We will now look at some of  
these rights.

#### ARTICLE 1.

Everyone under 18  
has these rights.



Credit: Wayne Quillen

Caritas  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

#### ARTICLE 2.

All rights are  
important, and are  
the same for  
children  
everywhere!



Credit: Richard Wainwright

Caritas  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

#### ARTICLE 3.

All adults should  
do what is best for  
you.



Credit: Richard Wainwright

Caritas  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

#### ARTICLE 4.

The government has a  
responsibility to make  
sure your rights are  
protected. They must  
help your family to  
protect your rights  
and create an  
environment where  
you can grow and  
reach your potential.



Credit: Caritas Australia

Caritas  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

#### ARTICLE 5.

Your family has the  
responsibility to  
help you learn to  
exercise your  
rights, and to  
ensure that your  
rights are  
protected.



Credit: Richard Wainwright

Caritas  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

#### ARTICLE 6.

Children have the  
right to live.  
Governments  
should ensure that  
children survive  
and develop  
healthily.



Credit: Wayne Quillen

Caritas  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 7.**

You have the right to a name and to a nationality (to belong to a country).



Credit: Caritas Australia

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 12.**

You have the right to give your opinion, and for adults to listen and take it seriously.



Credit: Phibang Soan

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 13.**

You have the right to find out things and share what you think with others.



Credit: Phibang Soan

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 14.**

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.



Credit: Pi-Stephan Aso

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 16.**

You have the right to privacy.



Credit: Erin Johnson

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 19.**

You have the right to be protected from being hurt and mistreated, physically or mentally.



Credit: Caritas Switzerland

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 23.**

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



Credit: Richard Wannwright

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 24.**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.



Credit: Sean Sprague

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 27.**

You have the right to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.



Credit: Erin Johnson

**Caritas**  
AUSTRALIA End poverty  
Promote justice  
Uplift dignity

**ARTICLE 28.**

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

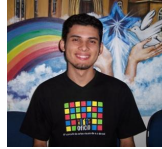


Credit: Richard Wainwright

Caritas AUSTRALIA End poverty Promote justice Uphold dignity

**ARTICLE 29.**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



Credit: Caritas Australia

Caritas AUSTRALIA End poverty Promote justice Uphold dignity

**ARTICLE 31.**

You have the right to play and rest.



Credit: Richard Wainwright

Caritas AUSTRALIA End poverty Promote justice Uphold dignity

**ARTICLE 38.**

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.



Credit: Caritas Switzerland

Caritas AUSTRALIA End poverty Promote justice Uphold dignity

**ARTICLE 39.**

You have the right to help if you've been hurt, neglected or badly treated.



Credit: Andrew McConnell, CBS

Caritas AUSTRALIA End poverty Promote justice Uphold dignity

**ARTICLE 42.**

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



Credit: Eric Johnson

Caritas AUSTRALIA End poverty Promote justice Uphold dignity

### Week 9 Religion Task:

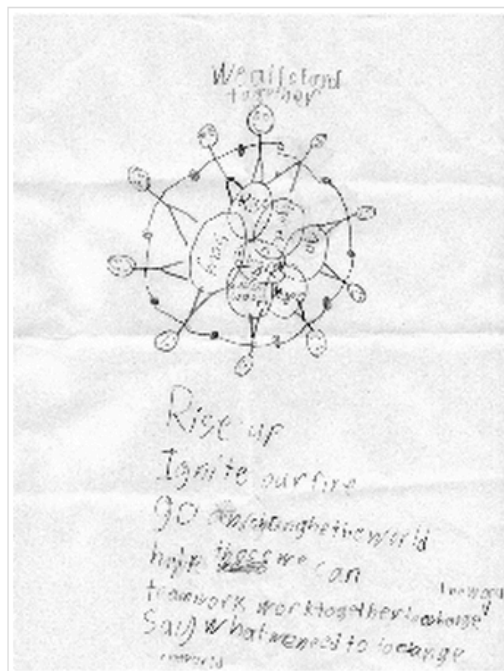
On Monday, Mrs Shaw will play you this video:

How much God Loves Me: <https://youtu.be/0rTv8SoBWr0>

Make a poster or write a poem to advocate for Children's Rights (Yes this is a Persuasive Text). Include a quote from Scripture (don't forget to include the reference) as part of your poster or poem.

You will find some inspiration on the next page.

Igniting the Fire in Children with Rights Education:



### ***We Stand Together*** by Luke (gr 5)

*Rise, Ignite, Go, Hope, Teamwork, Say = Learn*

*Rise up;*

*Ignite our fire;*

*Go change the world;*

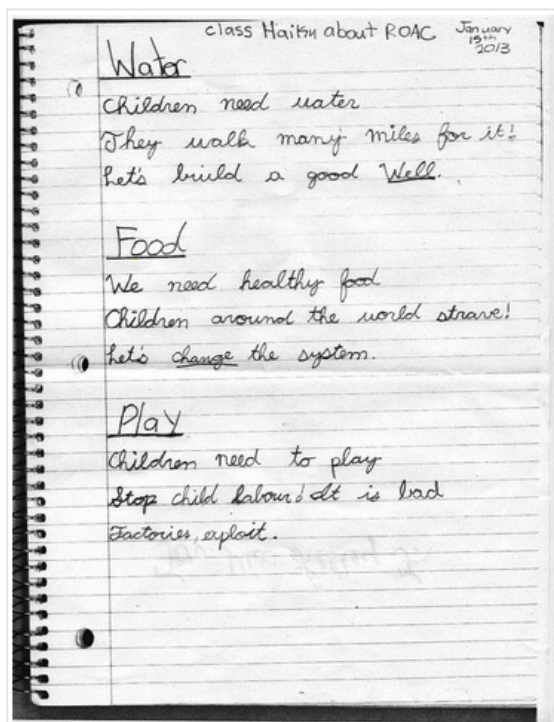
*Help those we can ;*

*Teamwork together to change the world;*

*Say what we need to change the world.*

This was created by Luke (Maria Montessori Academy, Victoria, Canada) 5 weeks after he was introduced to the Convention on the Rights of the Child. He clearly was empowered by his knowledge of rights, and is making a clear statement that he wants to change the world.

## Haiku Poems on Rights:



These poems were created by children in a grade 4-6 class in Maria Montessori Academy, Victoria, Canada.

### **Water**

Children need water  
They walk many miles for it!  
Let's build a good well.

### **Food**

We need healthy food  
Children around the world starve!  
Let's change the system.

### **Play**

Children need to play  
Stop child labour! It is bad  
Factories exploit.



## Week 9: 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 at least four 'Question Stems' in your 'Week 9 Reading Blog'. This will be the evidence that you provide of your reading this week.

**Task 2: Big Question/s: What works for me - in mind, body and soul?, How do I stay "OK"?**

### Annotated Bibliography

You should have at least another **THREE different sources** (at least EIGHT sources in total for Weeks 8 and 9) listed below from any category: Books, Articles, Internet Sites, Video Recordings.

In preparing for your Inquiry Project and your Persuasive Text, in Week 9 Reading you will continue to do your 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. Continue to do 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.

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:		

## Question Stems

### Thinking Within the Text

- ✓ What was the problem in the story? What did \_\_\_\_\_ do to solve the problem?
- ✓ What happened in the story? How did the story end?
- ✓ Explain what you learned in this book. What did you learn about \_\_\_\_\_?
- ✓ What were some important facts about \_\_\_\_\_ in this book?
- ✓ What information did you learn from the (chart, map, label, graph, photo, drawing, glossary)? What kind of information does it give you?

### Thinking Beyond the Text

- ✓ Tell me some ways \_\_\_\_\_ and \_\_\_\_\_ are alike/different.
- ✓ Tell me how \_\_\_\_\_ felt when \_\_\_\_\_. Why?
- ✓ Why is \_\_\_\_\_ important?
- ✓ How does \_\_\_\_\_ change? What does \_\_\_\_\_ learn?
- ✓ How do you think \_\_\_\_\_ felt when (or about) \_\_\_\_\_?
- ✓ Why do you think \_\_\_\_\_? Can you give an example from the book?
- ✓ Make a prediction about \_\_\_\_\_. How do you know something is going to happen here?
- ✓ What does the writer say that makes you think that?
- ✓ What is a question you still have about \_\_\_\_\_?
- ✓ What lesson did \_\_\_\_\_ learn?
- ✓ What was the value of \_\_\_\_\_ to \_\_\_\_\_?

### Thinking About the Text

- ✓ Is this a good title for this story? Why (not)?
- ✓ What makes the title, \_\_\_\_\_ a good one for this book?
- ✓ What did \_\_\_\_\_ learn? How do you know this?
- ✓ Why do you think the writer said \_\_\_\_\_?
- ✓ What did the writer mean by \_\_\_\_\_?
- ✓ Show the sections of the book and tell the kind of information in each section.
- ✓ How does the heading help you read the book?
- ✓ How did the writer help you understand \_\_\_\_\_?
- ✓ How did the writer make this book interesting?
- ✓ Look at the way the writer began the book. What did the writer do to get you interested in the topic?
- ✓ What side do you think the writer is on? Why?
- ✓ What is the significance of \_\_\_\_\_?
- ✓ Why do you think the writer wrote this book in 1<sup>st</sup> (or 3<sup>rd</sup>) person?
- ✓ What genre did the writer use? What makes you think that?
- ✓ Look at the way the writer ended the book. Do you think this is a good way to end? Why or why not?
- ✓ Give an example of a description the writer used to show what \_\_\_\_\_ was like.
- ✓ What was the most important part of the story and why?
- ✓ Find the part in the story where \_\_\_\_\_.
- ✓ What did the writer mean when s/he said \_\_\_\_\_?
- ✓ What was the writer's message?
- ✓ The writer used specific words/phrases to describe \_\_\_\_\_. Can you give examples?
- ✓ How did the writer let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.
- ✓ Look back at the text and find some powerful descriptive words. Explain what they mean.



**R U OK?- Health and Wellbeing- Inquiry Week 8-10**

## PART C-HEALTH AND WELLBEING HANDBOOK PLAN-DRAFT-PUBLISH

1. Ensure that the **Design Plan** you started last week for your Handbook is complete.
2. Choose which Section you will be working on first (perhaps you want to start with creating the front cover)
3. Consider the following questions, then begin drafting and creating your handbook!

**What research do I need to do to for this section? (Reminder- Keep your Bibliography up to date as you go)**

**How am I creating by booklet (e.g. Google Docs, Slides, other)?**

## PART C AND D- CREATING YOUR HEALTH AND WELLBEING HANDBOOK

**Inquiry Google Meet 1pm Wednesday 9th of September**

Today we will be discussing and sharing how we can neatly and creatively present the information in our Health and Wellbeing Handbooks.

We will discuss and share **word processing skills** and **software functions** that will help with presenting your work!

**e.g.**  
**inserting images    formatting    hyper-linking    creating tables**

**bullet points    inserting a header    customising margins**

# R U OK?™ at school



K-6 fact sheet



## Signs that a friend may not be OK

R U OK? seeks to create a world where we're all connected. We're never too young to look out for one another and meaningfully connect.

Many factors can contribute to someone feeling low. It isn't always easy to know whether someone is OK, particularly if they haven't talked about it or children have yet to recognise the importance of changes in behaviour. However, there are signs children can become familiar with which could indicate that a friend may not be OK.

### What causes struggles?

A range of circumstances can lead to a child feeling low, including:

- Big life changes like moving house or school
- Experiencing grief or loss
- Being around people going through tough times
- Arguing with someone
- Problems with school work
- Being bored
- Having a medical condition or chronic illness
- Not sleeping well
- Not exercising enough
- Hormonal changes
- Special needs

### When to bring it up

It's a good idea to check in with a friend and ask, 'Are you OK?' if:

- They've been showing signs of being upset or angry for some time
- Their mood is having an impact on others
- They're not enjoying school or life in general
- You're worried about their safety
- They start to miss school, or don't want to play with others or take part in their favourite activities

### Other resources

Use our lesson plans and activity templates to embed R U OK? in your school year round.

R U OK? has developed this resource to help teachers embed peer support in classroom and playground settings.

By recognising and celebrating positive peer behaviour, we can encourage children to learn from an early age that being

supportive, asking, 'Are you OK?' and being comfortable with the answer, "No, I'm not OK" can help that person feel supported and more connected.

### What signs can children look out for?

Going through difficult times can have a big impact on a child's life, including their:

- Relationships with other people
- Physical health
- Emotional health

So, it's a great idea to be aware of certain behaviours and signs that can indicate a friend might be struggling. The first thing to look out for is changes in behaviour. When people feel low, they often:

- Withdraw from their friends or their family
- Lash out at people and get angry or upset easily, including towards the people they care about
- Cry or become emotional
- Lose interest in activities and things they usually love
- Have changed sleeping patterns. They might be sleeping all the time, not sleeping much at all, or sleeping at strange hours (such as in the middle of the day)
- Have a changed appetite. They could be eating more than usual, or less.

### How can children help?

Children cannot be expected to fix someone's problems, nor know the best way to help and support.

However, they can be encouraged to listen to what their friend is saying, let them know they care and tell a teacher, school counsellor or trusted adult if they are worried about their friend.

By promoting an environment of positive peer support and accessing support channels via an adult, children can learn that asking, 'Are you OK?', is a key life skill.

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# Persuasive Writing

Grade 6 Writing  
Term 3, Week 9

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## Your task for this week ...

By the end of this week you need to complete your Persuasive text draft. Things to remember while you are writing:

- Identify your Audience and Purpose before you begin writing (this will determine the type of language and examples you use in your Persuasive text)
  - Use your OREO plan as a guide( keep this open while you are writing your draft to access your ideas and research)
  - Follow the OREO structure of Persuasive Writing (review Week 7 materials if you are unsure of this)
  - Incorporate appropriate Persuasive techniques, language and devices you have learnt about (review Week 5 and Week 6 materials if you are unsure of this)
- 

## Week 9 Checklist (to be completed at the bottom of your draft)

1. Have I identified my Audience? (This needs to be written on my draft)
  2. Have I identified my Purpose? (This needs to be written on my draft)
  3. Have I used my OREO plan as a guide?
  4. Have I followed the OREO structure of Persuasive Writing?
  5. Have I incorporated appropriate Persuasive techniques, language and devices in my writing?
  6. Is my Persuasive text draft in my Week 9 folder in my Digital Workbook?
-





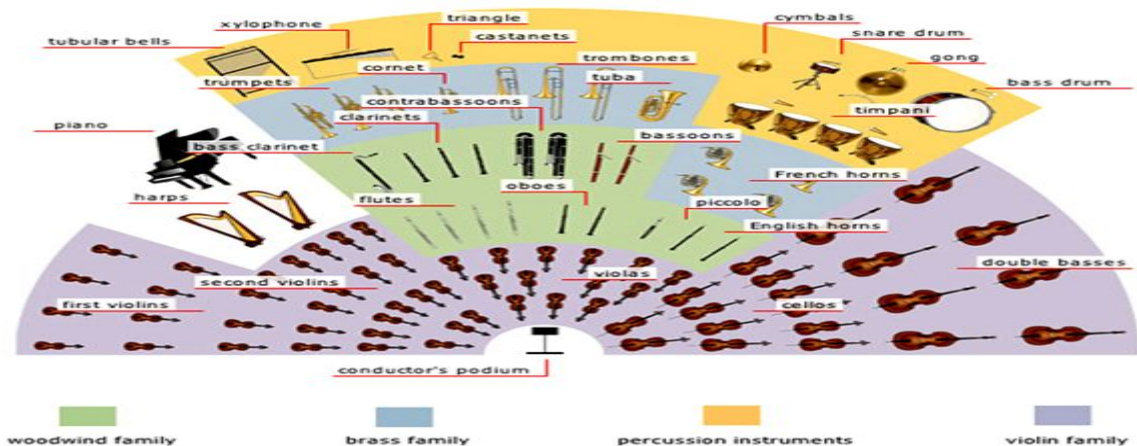
## Music Term 3 - Week 9



### Grade 5 & 6

## **SOUND!**

[Damian.OBree@hestalbanssth.catholic.edu.au](mailto:Damian.OBree@hestalbanssth.catholic.edu.au)



***This is a normal orchestra layout with traditional instruments***

Click on this link below and watch an orchestra with instruments made entirely of junk. They called themselves the '**Junkestra**'

There are lots of short videos and a long one of their whole concert.

<https://www.graemeleak.com/junkestra.html>

What did you like about Graeme Leak's Junkestra?

Draw and label a design for **your own junkestra**. Draw pictures of your own instruments, think of the layout of your junkestra and how many of each instrument you want in each section. Look at the traditional layout of an orchestra to help you with your design.

**Take a picture of your design and submit it on your Classroom page.**