

Week 1 T4- 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: 5/10	<u>TUESDAY</u> Date: 6/10	<u>WEDNESDAY</u> Date: 7/10		<u>THURSDAY</u> Date: 8/10		<u>FRIDAY</u> Date: 9/10
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 PERSONAL READING: Students can use 'EPIC' or a hardcopy book from home to complete at least 20 minutes of sustained independent reading. Students to complete an entry in their Reading Blog. Three entries to be completed by the end of the week.	Grade 6- Google Classroom Morning Post/Attendance Quiz PERSONAL READING: Students can use 'EPIC' or a hardcopy book from home to complete at least 20 minutes of sustained independent reading. Students to complete an entry in their Reading Blog. Three entries to be completed by the end of the week.	9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz RELIGION We are learning to understand the Glorious Mysteries of the Rosary. 1. Access the W1T4 Religion PP on Google Classroom. 2. Submit completed via Google Classroom by the end of the week: Friday 9 October where it will be assessed using the Rubric. [Note: It will only be assessed if it is lodged on Google Classroom].	9:00am	Grade 6- Google Classroom Morning Post/Attendance Quiz PERSONAL READING: Students can use 'EPIC' or a hardcopy book from home to complete at least 20 minutes of sustained independent reading. Students can submit their Reading Blog with three entries for the week on Google Classroom.
9:40am	Set up your Digital Workbook for Term 4	LITERACY: Access the 'Week 1 Literacy' document on Google Classroom and complete the activity for Tuesday.	LITERACY: Access the 'Week 1 Literacy' document on Google Classroom and complete the activity for Wednesday.	9:30am	Whole School Rosary - Zoom link on Google Classroom	9:40am	LITERACY: Access the 'Week 1 Literacy' document on Google Classroom and complete the activity for Friday.
10:00am	PERSONAL READING AND LITERACY: 1. Students can use 'EPIC' or a hardcopy book from home to complete at least 20 minutes of sustained independent reading. 2. Create a 'Reading Blog' document in your Digital Workbook for this week. 3. Students to complete an entry in their Reading Blog. Three entries to be completed by the end of the week. 4. Access the 'Week 1 Literacy' document on Google Classroom and complete the activity for Monday.			10:00am	INQUIRY: Home Energy Survey 1. Access the Inquiry Term 4 PP on Google Classroom. 2. Read Slide 6 and watch the BTN video "Vampire Power". 3. Complete Task #2- "Home Energy Survey" 4. Submit Task #2 via Google Classroom. (Everyone) Speed & Accuracy: 5 mins	10:00am	Make sure to press 'SUBMIT' when you have finished all your work for the week so that your teacher can mark the document.
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 Groups today 5, 6	MATHS Groups today 3,4	12:00pm	Specialists 12-12.30 ART 12.30-1 LOTE 1- 1.30 MUSIC 1.30-2 P.E. (Google Meet)	12:00pm	MATHS Groups today 1, 2
12.30pm	MATHS- (Everyone) Speed & Accuracy: 5 mins All students: Directed Number- Number Line Click and watch How to read Number Lines, watch it twice. How To Read Number Lines.mov - YouTube After viewing, write a paragraph or in point form, ten (10) things you found out about Number Lines.	MATHS- (Everyone) Speed & Accuracy: 5 mins <u>Directed Number- Number Line</u> Complete “Lessons 11 and 12 “ Each day: Groups 1,2 & 3 do Activity Exercises L 3 Groups 4,5 & 6 do Activity Exercises L 2 Group 7 do Activity Exercises L 1	MATHS- (Everyone) Speed & Accuracy: 5 mins <u>Integers</u> Complete “Lessons 13 and 14“ Opposites: wide range of items -number, compass points, articles, length etc. Addition of directed number Laws associated: Add & Add equals positive Sub & Add equals negative				Group 2- Work on Maths tasks until Meet begins. MATHS- (Everyone) Speed & Accuracy: 5 mins Mark your speed and accuracy for the week. <u>Operations</u> Complete “Lessons 15 and 16 “ Revise addition and Subtraction. Use the number line for both of these operations.
12.45pm	SCREEN BREAK	SCREEN BREAK	SCREEN BREAK	12.30pm		12.45pm	SCREEN BREAK
1:00pm	INQUIRY: Intro to Physical Sciences 1. Access the Inquiry Term 4 PP on Google Classroom. 2. Read the big questions and unit understandings on slides 2 and 3. 3. Complete <u>Part 1</u> of “Task #1 Reflection/Technical Vocabulary”- Outlined on Slide 4.	RELIGION: We are learning to understand the Glorious Mysteries of the Rosary. 1. Access the W1T4 Religion PP on Google Classroom. 2. Submit completed via Google Classroom by the end of the week: Friday 9 October where it will be assessed using the Rubric. [Note: It will only be assessed if it is lodged on Google Classroom].	INQUIRY: Physical Sciences Vocabulary 1. Access the Inquiry Term 4 PP on Google Classroom. 2. Complete <u>Part 2</u> of “Task #1 Reflection/Technical Vocabulary- outlined on slide 5 3.Submit Task #1 via Google Classroom.	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.	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
			PERSONAL LEARNING TIME Continue with /Complete tasks from throughout the day.				
3:10pm	<i>Pack up for the Day and Get</i>	<i>Pack up for the Day and Get</i>	<i>Pack up for the Day and Get</i>	3:10pm	<i>Pack up for the Day and Get</i>	3:10pm	<i>Pack up for the Day and Get</i>
3:15pm				3:15pm		3:15pm	

GRADE 6 GOOGLE MEETS T4 - 6A, 6S/Mc and 6TP 2020

Week 1- Timetable

Literacy Focus- Persuasive texts

Maths Focus-

	<u>MONDAY</u> Date: 5/10	<u>TUESDAY</u> Date: 6/10	<u>WEDNESDAY</u> Date: 7/10		<u>THURSDAY</u> Date: 8/10		<u>FRIDAY</u> Date:9/10
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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
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				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	



Physical Sciences- Grade 6 Inquiry Term 4 2020

Big Questions

- What effect does the creation and use of different types of energy have on our world?
- Do the “ends always justify the means”?



Unit Understandings

- There are renewable and non-renewable ways to generate electricity (e.g. wind, water, solar, fossil fuels).
- Creating and using electricity has an impact on our environment.
- Governments and large companies control the creation and distribution of energy.
- A complete circuit is needed to allow the flow of electricity.
- Circuits have features, for example, wires and switches, and electrical devices (light globes, LEDs and motors).
- There are electrical conductors and insulators.

Let's begin...Task #1- Part 1

Today we are reflecting on what we already know, and what we would like to know about energy.

1. Watch- [Can 100% Renewable Energy Power the world?](#)
2. Make a copy of the template “Task #1- “Power”- Reflection/Technical Vocabulary”
3. Complete the Reflection Questions in **Part 1** (if need be, rewatch and pause the video for ideas)

Physical Sciences- Grade 6 Inquiry Term 4 2020

Name: _____

“Power”- Pre-assessment/ Reflection

Watch- [Can 100% Renewable Energy Power the world?](#)

PART 1

Respond with at least 4 dot points or sentences for each question:

1. What wonderings or questions do you have after watching the video?

2. “With power comes great responsibility” What do you think this statement means in this context?

3. What do you already know about energy and electricity?

4. What do you want to know?

Task #1 Part 2- Understanding Technical Vocabulary

When you read information and watch informative videos you are bombarded with technical words related to the subject area.

In order to gain a clear understanding of a topic you need to be able to confidently explain and use the Technical Vocabulary related to the subject.

Today you will be exploring and defining some key vocabulary related to Physical Sciences.

1. **Start by Watching:** [A Guide to the Energy of the Earth](#), pay attention to the amount of technical vocabulary throughout the video.
2. Complete **Part 2 - Understanding Technical Vocabulary**.

3. Submit Task #1 via Google Classroom



Task #2- Home Energy Survey

Have you ever considered how many appliances in your home consume energy? Today you will investigate and evaluate ways to reduce energy consumption in your home.

1. Watch the BTN Clip- [Vampire Power](#)
2. Make a copy of the template- "**Task #2- Home Energy Survey**"
3. Complete the Home Energy Survey based on your household appliances and energy use habits..

4. Submit the completed task Via Google Classroom.



Name:

"Power"- Pre-assessment/ Reflection/Technical Vocabulary

Watch: <https://www.youtube.com/watch?v=RnvCbquYeIM>



PART 1

Respond with at least 4 dot points or sentences for each question:

1. What wonderings or questions do you have after watching the video?

2. "With power comes great responsibility" What do you think this statement means in this context?

3. What do you already know about energy and electricity?

4. What do you want to know?

PART 2 - Understanding Technical Vocabulary

Watch: <https://www.youtube.com/watch?v=fHztd6k5ZXY>

Explore some key vocabulary related to Physical Sciences by completing the table below.

Instructions:

1. Complete the "What I think it means" column.
2. Find "Dictionary Definitions" of each vocabulary word.
3. Rewrite the definition/s in your own words (HINT: This should be in language you understand and makes sense to you, you might include an example to help with your understanding).

Technical Vocabulary	What I think it means:	What the Dictionary says that it means:	A Definition written in my own words:
Energy			
Electricity			
Fossil Fuels			
Oil			
Natural Gas			
Battery			
Renewable Energy			

Task #2- Home Energy Survey

Name:



Watch the BTN Clip: <https://www.abc.net.au/btn/classroom/vampire-power/10533784>

Conduct a Household Appliance Survey by answering the following:

- 1. List the appliances in the bedrooms, kitchen, laundry, lounge/family room, study and outside the home (carport/shed).**

- 2. Which appliances operate on `standby mode`?**

- 3. Do you have any energy/water saving devices installed in your home? (These could include energy saving lights, timers, water saving shower heads) List them below.**

- 4. What additional energy saving appliances or devices could be installed?**

Reflection: Why is it important to pay attention to what appliances are plugged in and on “standby by” mode in your home?

October - the month of the Holy Rosary



Week One, Term Four - Religion

We are learning to understand the Glorious Mysteries of the Rosary.

Research and summarise the Glorious Mysteries of the Rosary on a Google Document or Slideshow and submit this on Google Classroom.

Due: Friday 9th October.

Success criteria:

- All Glorious Mysteries are included (2 marks).
- A brief summary of each Glorious Mystery has been provided (10 Marks).
- Well presented (this includes correct grammar and formatting) (3 marks).

GRADE 6 LITERACY Week 1, Term 4	Name: Homeroom:
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INTRODUCTION TO DEBATING

This week you will start learning about debating. Each of these activities will assist you in gaining a deeper understanding of the protocols and processes of a formal debate. It is important you complete each of the tasks in full and to the best of your ability. This will assist you in participating in debates when we return to school from Week 2. Complete the tasks on this template. Submit on Google Classroom this Friday the 9th of October when it is complete.

Monday 5/10

Personal Reading:

Students can use 'EPIC' or a hardcopy book from home to complete at least 20 minutes of sustained independent reading.
Students to complete an entry in their Reading Blog. Three entries to be completed by the end of the week.

TASK 1: Debating definitions:

Find the meanings of the following words in relation to debating. These words may have multiple meanings. You need to find the meaning of the word that is relevant to debating.

- Affirmative:
- Negative:
- Argument:
- Rebuttal:
- Bias:
- Matter:
- Method:
- Manner:
- Adjudicator:

A helpful website:

<https://www.dav.com.au/resources/>

You will be exploring this website throughout the week.

Hint: you will be able to find definitions of some of the words for today's activity from navigating through the 'Introduction to debating' section on the left hand side of the website.

Reflection:

List all the things you know about debates and debating.

Tuesday 6/10

Personal Reading:

Students can use 'EPIC' or a hardcopy book from home to complete at least 20 minutes of sustained independent reading.
Students to complete an entry in their Reading Blog. Three entries to be completed by the end of the week.

TASK 2: Speaker roles: https://www.dav.com.au/resources/itd_speaker_roles.php

1. Read the information regarding Speaker roles on the website linked above.
2. In your own words, describe the role and responsibilities of each team member in a debate:
 - a. First affirmative:
 - b. First negative:
 - c. Second affirmative:
 - d. Second negative:
 - e. Third affirmative:
 - f. Third negative:

Extension:

What is the role of the adjudicator?

Wednesday 7/10 Personal Reading: Students can use 'EPIC' or a hardcopy book from home to complete at least 20 minutes of sustained independent reading. Students to complete an entry in their Reading Blog. Three entries to be completed by the end of the week. TASK 3: Matter, method & manner: https://www.dav.com.au/resources/itd_mmm.php <ol style="list-style-type: none"> 1. Read the information regarding Matter, method & manner on the website linked above. 2. In your own words, summarise each of the subheadings. Include important information that you will need to remember for your own debates. <ol style="list-style-type: none"> a. Matter: b. Method: c. Manner: Reflection: Write your own 'Top 5 hint's to remember during a debate regarding the information you have read and summarised today.
<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Friday 9/10 Personal Reading: Students can use 'EPIC' or a hardcopy book from home to complete at least 20 minutes of sustained independent reading. Students to submit their Reading Blog with three entries for the week on Google Classroom. TASK 4: Definitions: https://www.dav.com.au/resources/itd_definitions.php <ol style="list-style-type: none"> 1. Read the information regarding Definitions on the website linked above. 2. Summarise the information you have read in 150 words. Your response should be in paragraph form. Include important points and pieces of information. Reflection: List 5 new things you have learnt about debating this week.
<ol style="list-style-type: none"> 1. 2. 3. 4. 5.

Worksheet

Multiplication Of Integers

$$\text{Learn} = + \times + = +$$

$$- \times + = -$$

$$+ \times - = -$$

$$- \times - = +$$

$1. 4 \times 6 =$

$2. 4 \times -6 =$

$3. -4 \times 6 =$

$4. -4 \times -6 =$

$5. -6 \times 3 =$

$6. -5 \times -5 =$

$7. 1 \times -3 =$

$8. 7 \times -4 =$

$9. -8 \times -2 =$

$10. 4 \times 9 =$

$11. -8 \times -4 =$

$12. -2 \times 2 =$

$13. 0 \times 7 =$

$14. -4 \times -9 =$

$15. -8 \times 1 =$

$16. -9 \times -1 =$

$17. -1 \times -1 =$

$18. -6 \times -6 =$

$19. 5 \times -9 =$

$20. -8 \times -3 =$

$21. 3 \times 5 =$

$22. 7 \times 8 =$

$23. 2 \times 6 =$

$24. 9 \times 7 =$

$25. -6 \times -2 =$

$26. -9 \times -1 =$

$27. -8 \times -4 =$

$28. -7 \times -3 =$

$29. 7 \times -2 =$

$30. -8 \times 6 =$

$31. -4 \times 6 =$

$32. -8 \times 9 =$

$33. -11 \times 10 =$

$34. 6 \times -7 =$

$35. -2 \times -9 =$

$36. 1 \times 10 =$

$37. -6 \times 5 =$

$38. -7 \times 3 =$

$39. 8 \times -4 =$

$40. 12 \times 8 =$

$41. -7 \times -12 =$

$42. 3 \times -8 =$

$43. 6 \times -4 =$

$44. -2 \times 6 =$

$45. 4 \times -12 =$

$46. -5 \times -5 =$

$47. -7 \times -12 =$

$48. 8 \times -10 =$

$49. -12 \times 6 =$

$50. 10 \times -10 =$

$51. 7 \times -7 =$

$52. 3 \times 8 =$

$53. -8 \times 8 =$

$54. 6 \times 10 =$

$55. -7 \times 5 =$

$56. -11 \times -4 =$

$57. 6 \times 4 =$

$58. -15 \times 3 =$

$59. -4 \times 2 =$

$60. 3 \times 3 =$

$61. -5 \times 4 =$

$62. -7 \times 4 =$

$63. 6 \times 5 =$

$64. 4 \times 5 =$

$65. -10 \times 6 =$

$66. 3 \times 4 =$

$67. 3 \times -4 =$

$68. -4 \times 3 =$

$69. -3 \times 4 =$

$70. 8 \times -9 =$

$71. -3 \times -8 =$

$72. 10 \times 5 =$

$73. -3 \times -9 =$

$74. -2 \times -5 =$

$75. 7 \times 5 =$

$76. 4 \times -2 =$

$77. -2 \times 9 =$

$78. -7 \times -6 =$

$79. -8 \times -4 =$

$80. -1 \times 1 =$

$81. 3 \times -9 =$

$82. 4 \times 8 =$

$83. -2 \times -1 =$

$84. 7 \times -8 =$

$85. 5 \times -3 =$

$86. 6 \times -9 =$

$87. -9 \times -1 =$

$88. 8 \times 8 =$

$89. 2 \times 8 =$

$90. -7 \times -7 =$

$91. -3 \times -7 =$

$92. -34 \times 0 =$

$93. -17 \times 2 =$

$94. 2 \times 3 =$

$95. -3 \times 18 =$

$96. -18 \times 2 =$

$97. -5 \times -12 =$

$98. -2 \times -8 =$

$99. 5 \times -6 =$

$100. -3 \times -3 =$

$101. 1 \times 7 =$

$102. 0 \times 4 =$

$103. 5 \times -8 =$

$104. 7 \times 0 =$

$105. 3 \times -4 =$

$106. 7 \times -2 =$

$107. -8 \times 6 =$

$108. -4 \times 9 =$

$109. -7 \times -12 =$

$110. 6 \times -9 \times 1 =$

$111. 8 \times 8 \times 2 =$

$112. -17 \times 2 \times 1 =$

$113. 6 \times 7 \times -2 =$

$114. -3 \times 2 \times -1 =$

$115. 7 \times -2 \times -3 =$

$116. 8 \times -1 \times 2 =$

Lesson 16: L2 Activity Sheet**Name:** _____

Put the correct number in the box. You may use a number line to help you.

1) $13 + 4 = \square$



2) $14 + 6 = \square$



3) $13 - 8 = \square$



4) $14 + \square = 26$



5) $\square + 8 = 40$



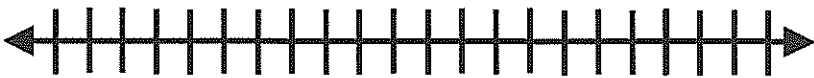
6) $24 + 7 = \square$



7) $24 + \square = 41$



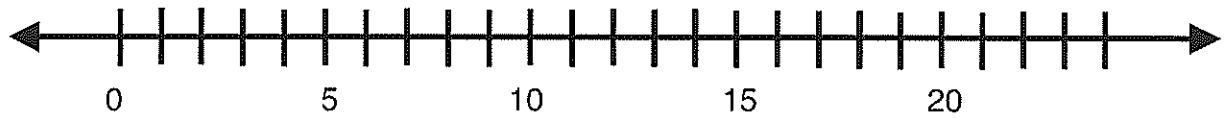
8) $\square - 15 = 63$



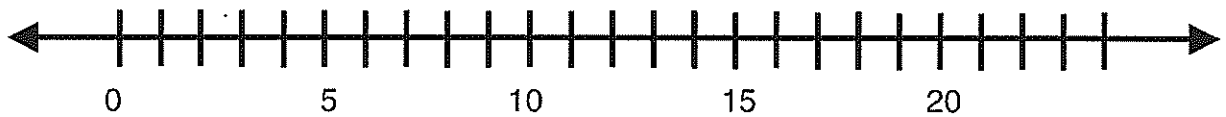
Lesson 15: L2 Activity Sheet**Name:** _____

Use the number line to add the two numbers.

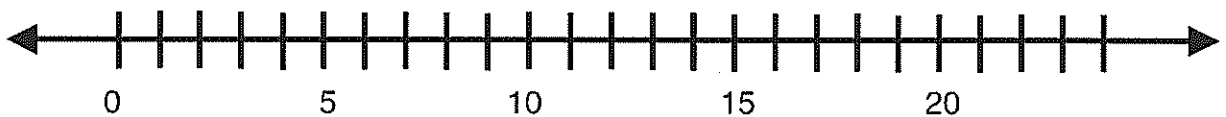
1) $5 + 10 =$ _____



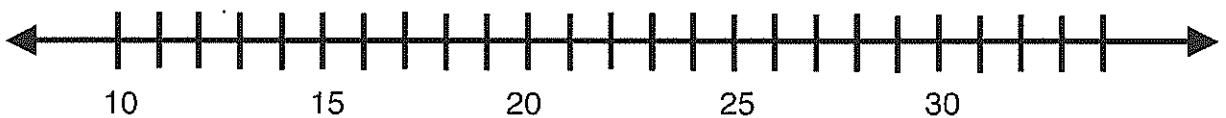
2) $5 + 12 =$ _____



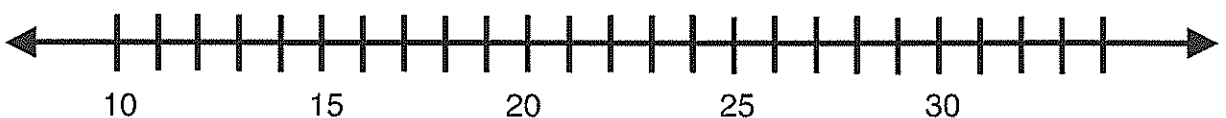
3) $13 + 11 =$ _____



4) $12 + 19 =$ _____



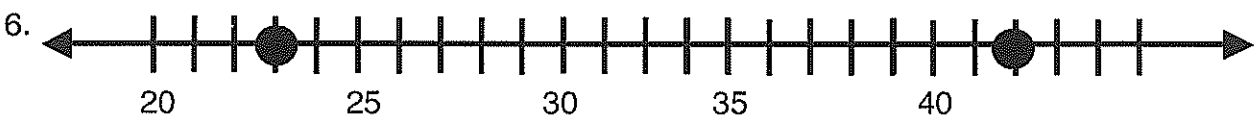
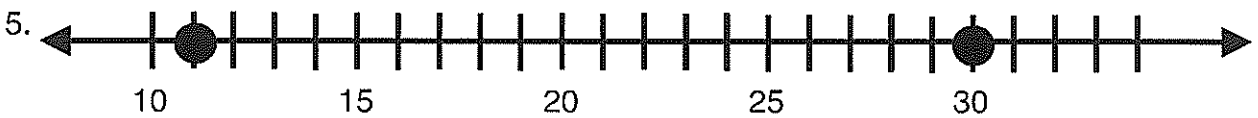
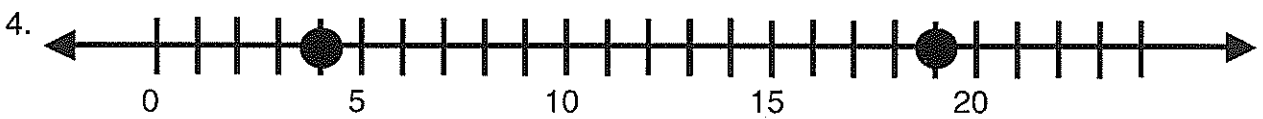
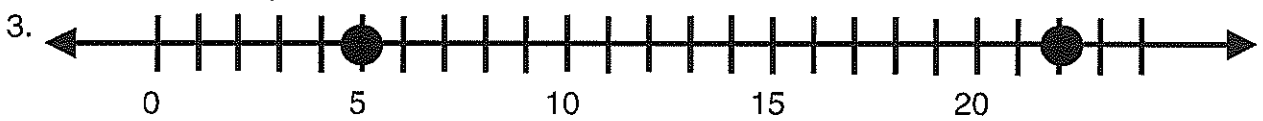
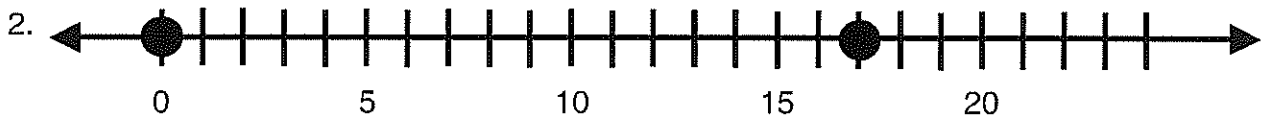
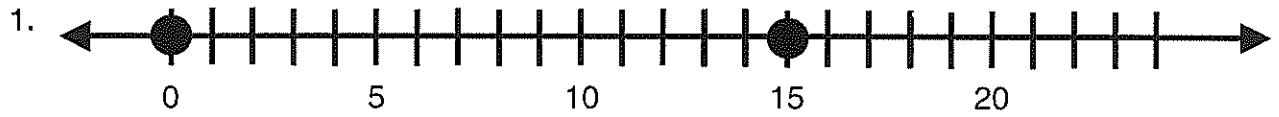
5) $21 + 13 =$ _____



Lesson 14: L2 Activity Sheet

Name: _____

How far is it between the dots shown on the number lines? Use Skip Jumps to help find the answer.

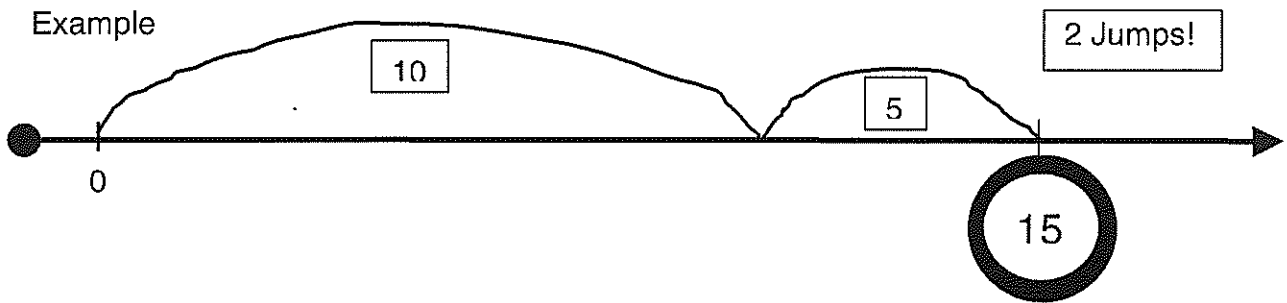


Lesson 13: L2 Activity Sheet

Name: _____

Hit the Target! Use **skip jumps of 1, 5, or 10** to hit the target.

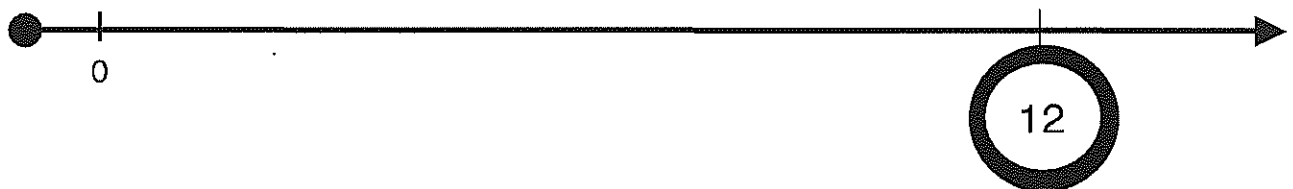
Example



1. Go from zero to 9 in as few jumps as possible.



2. Go from zero to 12 in as few jumps as possible.



3. Go from zero to 22 in as few jumps as possible.



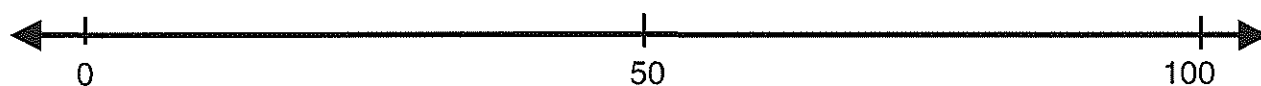
4. Go from zero to 28 in as few jumps as possible.



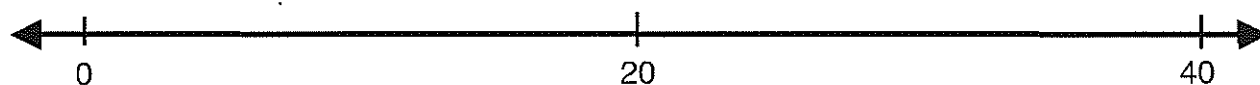
Lesson 12: L2 Activity Sheet

Name: _____

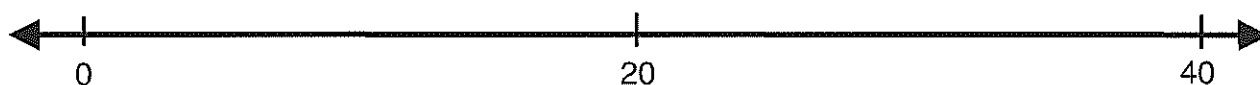
1. Skip count by 10, up to 100. How many 10's are in 100? _____



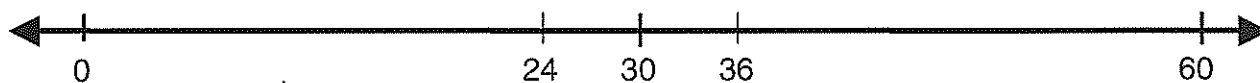
2. Skip count by 5 up to 40 (e.g., 5, 10, ...). How many 5's are in 40? _____



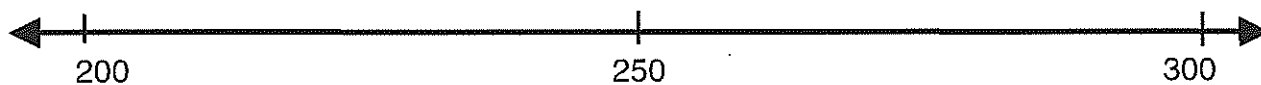
3. Skip count by 4 up to 40 (e.g., 4, 8, 12...). How many 4's are in 40? _____ How many 4's are in 20? _____



4. Skip count by 6 up to 60 (e.g., 6, 12, 18...). How many 6's are in 60? _____ How many 6's are in 30? _____



5. Skip count by 10, starting at 200, and finishing at 300. How many 10's are there between 200 and 300? _____



6. Find where the number 200 would be on this line.

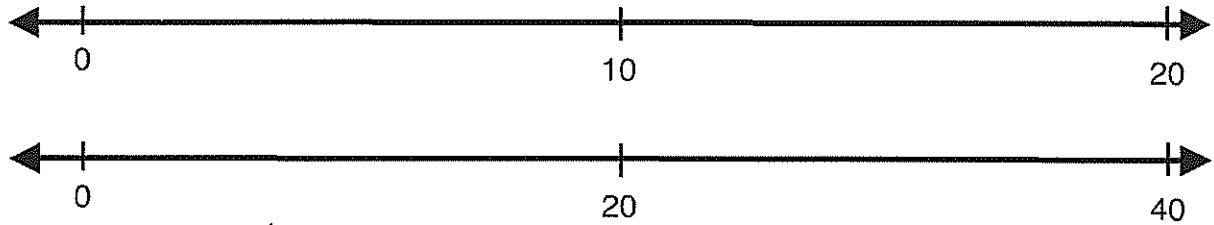


Lesson 11: L2 Activity Sheet

Name: _____

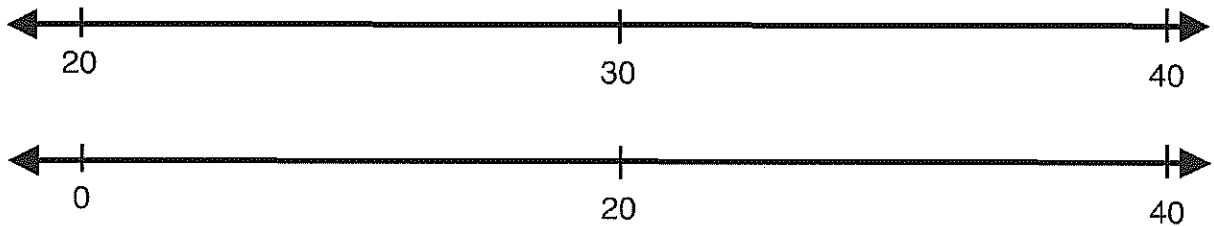
1. Graph these numbers on the TWO number lines below.

- a) 5 b) 15 c) 11 d) 3 e) 18 f) 9



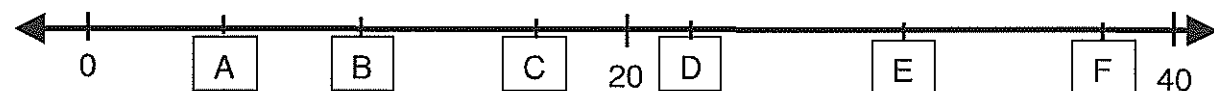
2. Graph these numbers on the TWO number lines below.

- a) 25 b) 28 c) 35 d) 22 e) 31 f) 38



3. What is the number value of each letter shown on the number line below?

A = ____ B = ____ C = ____ D = ____ E = ____ F = ____



4. What is the number value of each letter shown on the number line below?

A = ____ B = ____ C = ____ D = ____ E = ____ F = ____

