Holy Eucharist Catholic Primary School
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Grade 6

Remote Learning Pack

Week Beginning - Monday 9th August 2021

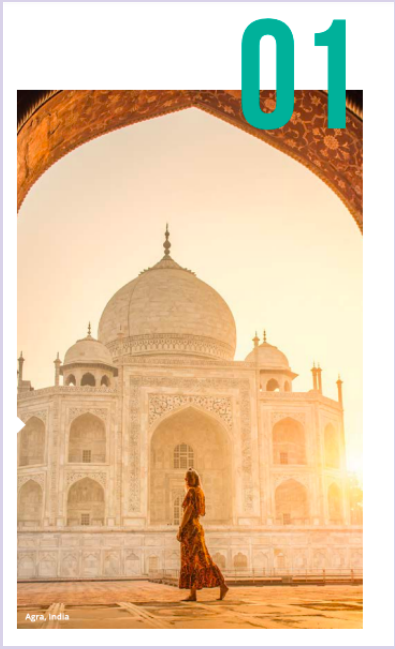
Week 5 T3- GRADE 6 WEEKLY PLANNER - 6A, 6JC and 6HK 2021

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.

	MONDAY Date:9/8/2021	TUESDAY Date: 10/8/2021	WEDNESDAY Date: 11/8/2021	THURSDAY Date: 12/8/2021	FRIDAY Date: 13/8/2021
9:15am	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.
9:30am	**READING** Literature Circles - Discussion Director **Using 2 chapters in the book you are currently reading, take the role of <u>Discussion Director.</u>** The **Discussion Director** is to lead the discussion and introduce the section of text to be discussed.]For example, Welcome to our circle. We are discussing Chapters 3 and 4 of... <u>You must:</u> ■ Keep the discussion going. ■ Introduce each person to take their turn. ■ Make sure that everyone participates. **Activity:** Students take the role of the Discussion Director relating to the picture book/video. Students in their literacy groups complete that role. **Come up with 5 interesting discussion questions**. Try to think of questions that will get your circle group to dig into the book and share their thoughts and opinions. No yes or no questions they must be open-ended.	**READING** Literature Circles - Word Wizard **Using 2 chapters in the book you are currently reading, take the role of <u>Word Wizard.</u>** The second role is to introduce the **Word Wizard.** The word wizard finds and uncovers unknown words, or looks for patterns (active verbs, proper nouns, colour adjectives, words with prefixes). **Activity:** **Students are** to investigate the words in the text that need clarifying or further meaning for. They are also to write down interesting words from the book that give meaning to the book. These include subject/predicate, proper nouns, adjectives, words with prefixes. **<u>Definitions:</u>** Subject - Doer of the action Predicate - Action of the doer/subject (What are they doing) Proper nouns - Specific names for places, person or things. Adjectives - Describes a noun	**Reading** Literature Circles - Summariser **Using 2 chapters in the book you are currently reading, take the role of <u>Summariser.</u>** The third role is the **summariser.** It is your job to give a *summary* of what has occurred. Write a paragraph which sums up the events in the text. **Activity:** Students write a summary of the book that they have read. What are the main ideas that are important in telling the story? ***Make sure to include:*** • Name the book/story that you are talking about • Chapter that you are focusing on • Main events Chronological Order - Introduction, problem, solution • Concluding Statement	Daily Mass Readings and Reflection https://catholic-daily-reflections.com/ Read Thursday's Mass reflection on the website above. Write a reflection on this reading for Thursday. How does this reading resonate to you? (This is printed for you)	**Maths - Geometry - all groups** **Warm Up Session** Time **Don't Look Back** Math Groups 1 & 2 answer all the questions and Group 3 Do the first page, you can try the other page as well.
	Maths all groups:	**Maths- all groups**	**Maths - Geometry - all groups**	**PERSONAL LEARNING TIME:**	

10:10am	**Warm Up Session** Number Facts **Patterns and Puzzles** Math Groups 1 & 2 answer all the questions and Group 3 Do the first page, you can try the other page as well.	**Warm Up Session** Number Facts **Decoding** Math Groups 1 & 2 answer all the questions and Group 3 Do the first page, you can try the other page as well.	**Warm Up Session** Fun with Numbers **Tessellations** Math Groups 1 & 2 answer all the questions and Group 3 Do the first page, you can try the other page as well.	**Choose from the following:** • Catch up on tasks from any subject • Complete your research on State and Territories • Practise Number Facts (Sunset Maths) • Complete My Numeracy Tasks • Creative Writing	**RELIGION** Participate and meditate on these words: **THE EIGHT BEATITUDES OF JESUS** ***"Blessed are the poor in spirit,*** ***for theirs is the kingdom of heaven.*** ***Blessed are they who mourn,*** ***for they shall be comforted.*** ***Blessed are the meek,*** ***for they shall inherit the earth.*** ***Blessed are they who hunger and thirst for righteousness,*** ***for they shall be satisfied.*** ***Blessed are the merciful,*** ***for they shall obtain mercy.*** ***Blessed are the pure of heart,*** ***for they shall see God.*** ***Blessed are the peacemakers,*** ***for they shall be called children of God.*** ***Blessed are they who are persecuted for the sake of righteousness,*** ***for theirs is the kingdom of heaven."***

					Gospel of Matthew 5:3-10 The Beatitudes are **a series of blessings** that are found in the fifth chapter of Matthew in the Christian Bible. These blessings were given by Jesus to his disciples during the Sermon on the Mount. All the beatitudes that **Jesus gave us** were simple statements that can guide us to living a good life that will bring us to God's kingdom. The beatitudes have a major importance in Christian/Catholic lives, they are the words from Jesus that shed a light on our lives on how to know and meet God. **Activity:** Pause after each beatitude. What are some wonderings you have about the 8 beatitudes? Write down these wonderings in your book.
11:00am	*Prayer & eat lunch*	*Prayer & eat lunch*	*Prayer & eat lunch*	*Prayer & eat lunch*	*Prayer & eat lunch*
11:15am	***Lunch Break-*** *Play a Board Game, Read a Book, Play outside.*	***Lunch Break-*** *Play a Board Game, Read a Book, Play outside.*	***Lunch Break-*** *Play a Board Game, Read a Book, Play outside.*	***Lunch Break-*** *Play a Board Game, Read a Book, Play outside.*	***Lunch Break-*** *Play a Board Game, Read a Book, Play outside.*

12:00pm	**WRITING** **Travelling Writing Prompt** Using the picture prompt from a travel brochure, write a sizzling start enticing travellers to travel to this destination. Use the picture prompt to write a description about how you shouldn't miss out on this destination! Make sure you **edit** your work for: • Punctuation • Spelling • Meaning • Grammar **Your teacher will upload this on Google Classroom.** **Destination: Agra, India**  	**WRITING** **Travelling Writing Prompt** Using the picture prompt from a travel brochure, write a sizzling start enticing travellers to travel to this destination. Use the picture prompt to write a description about how you shouldn't miss out on this destination! Make sure you **edit** your work for: • Punctuation • Spelling • Meaning • Grammar **Your teacher will upload this on Google Classroom.** **Destination: The Nile, Egypt**  	**WRITING** **Travelling Writing Prompt** Using the picture prompt from a travel brochure, write a sizzling start enticing travellers to travel to this destination. Use the picture prompt to write a description about how you shouldn't miss out on this destination! Make sure you **edit** your work for: • Punctuation • Spelling • Meaning • Grammar **Your teacher will upload this on Google Classroom.** **Destination: Morocco** 	**Grade 6 - Google Classroom** **Teachers and Specialist Teachers available via email (12-2)** **Use approximately 30-40mins (for each subject) to work on tasks set by your specialist teacher. Everything is uploaded to Google Classroom.** **ART-** **Activities from Mrs Hickey** **CHINESE-** **Activities from Miss Sun** **MUSIC -** **Activities from Mr O'Bree** **P.E -** **Activities from Mr Herrera**	**WRITING** **Writing Prompt** Write a sizzling start and continued story on this prompt: **Hopefully this is the last…** Write at least a page and concentrate on adding an interesting sizzling start that will interest the reader. Make sure you **edit** your work for: • Punctuation • Spelling • Meaning • Grammar
12.	**SCREEN BREAK** **Play a non digital Maths game/ or Card or Board Game.**	**SCREEN BREAK** **Play a non digital Maths game/ or Card or Board Game.**	**SCREEN BREAK** **Play a non digital Maths game/ or Card or Board**	**SCREEN BREAK** **Play a non digital Maths game/ or Card or Board Game.**	**SCREEN BREAK** **Play a non digital Maths game/ or Card or Board Game.**

4 5 p m		-	**Game.**		
1 : 0 0 p m	**INQUIRY -** **Lesson 9: Connection to Places around the world** Talk to your parents about experiences that are memorable to you. You may look through photos or photo albums to help you. **One of Miss Cablao's memorable experiences in Rio De Janeiro for World Youth Day in 2013.**  **Activity:** Students think about a place that is significant to them, somewhere they've been or somewhere significant to their family. What city around the world is this place located in? What is your place of significance and why is it important to you?	**RELIGION - Racism** Students choose three statements from the list and write down if you agree/disagree with these statements. Explain in **three sentences** for **EACH** statement. – It is okay to intimidate a player on the sporting field with a racist comment if it means winning. – It is okay to call someone a racist name when I am angry or hurt. – It is okay to tell a joke that makes fun of another person's race or culture, especially if the person laughs too. – It is okay to leave a person out of a game because they are from a different country to you. – It is okay to say you must speak English only in the playground instead of the language your family speaks.	**INQUIRY - Travel the World** Go on the internet and research a country that you would like to travel to on your next destination. Make sure it's a country you haven't been to before (Don't do Australia). **Activity:** Write 5 sentences explaining why you would like to travel to this destination. Use Google Maps to identify this country/city. Screenshot this and add onto your document.	**Teachers and Specialist Teachers available via email (12-2)** **Use approximately 30-40mins (for each subject) to work on tasks set by your specialist teacher. Everything is uploaded to Google Classroom.** **ART-** **Activities from Mrs Hickey** **CHINESE-** **Activities from Miss Sun** **MUSIC -** **Activities from Mr O'Bree** **P.E -** **Activities from Mr Herrera**	**READING: Literature Circles/Rectangles** **Using 2 chapters in the book you are currently reading, take the role of <u>Connector.</u>** The role of the **Connector** is to make connections between It is your job to connect the text to other things. Find something in the text that you can relate to: ■ Your own experiences. ■ Another text (eg. book/magazine/advertisement /film/internet site/etc) ■ The world. **Activity:** Write down how your book your reading relates to you and your own experiences, a book you've read before or a world issue. Make a text to self, text to world, text to text connection with the book you are reading at home. **<u>Your teacher will upload this document and you need to edit in there.</u>**
2 : 0 0 p m	***Snack Break***	***Snack Break***	***Snack Break***	***Snack Break***	***Snack Break***
2 : 3	**Brain Break/ Wellbeing/Exercises**	**Exercise - Dance Party** **What is your favourite song?**	**Brain Break - Resilience** What happens to a ball when it hits the ground? The ball may not always	**Wellbeing - Positivity** Researchers say that the top positive emotions are: joy,	**Brain Break/ Wellbeing/Exercises** Today you are going to do some

0pm	**Dog Origami** **Follow the steps to a fun dog origami task! You only need paper and a pen/pencil for the face!**	**Find the song and play it.** Move your body, jump around and have fun to the beat of one of your favourite songs.	travel in the direction or the speed you want it to. Imagine you are like the ball. Sometimes difficult things happen and we hit the ground – but we can bounce! Instead of going in a random direction, we can always aim to bounce forward. We can do this by knowing different things we can do when something difficult happens. **Activity:** Trace around your hand on a piece of paper. Each finger will represent an internal resource, which means something you can do yourself to bounce back when you face tough times. For example, listen to a fun song, play a game or talk to someone. Take time to identify things you can do to bounce back and record one on each finger on your hand drawing.	gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love. Use an online dictionary to look up any words you're not sure about. Choose one of the emotions listed and answer the following questions. → When was the last time I had this feeling? → Where was I? → What was I doing? → What else gives me that feeling? → What can I do in order to enjoy this feeling right now? *You could answer these questions in writing, as a labelled drawing, a diagram or even create a comic.*	exercises. Find a space to do the follow activities: 10 star jumps 10 push ups 10 squats 10 jumps bringing your knees up 10 skips on the spot Repeat twice
3:15pm	**Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.**	**Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.**	**Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.**	**Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.**	**Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.**

Thursday, August 12, 2021

Always and Forever Forgiving

Thursday of the Nineteenth Week in Ordinary Time

Peter approached Jesus and asked him, “Lord, if my brother sins against me, how often must I forgive him? As many as seven times?” Jesus answered, “I say to you, not seven times but seventy-seven times.” Matthew 18:21–22

Saint John Chrysostom, in commenting upon this passage, explains that “seventy-seven times” was a way of saying “always.” In other words, Jesus was not giving a specific number to the times we must forgive, He was saying that forgiveness must be offered forever and always, without limit. This is the depth of forgiveness offered to us.

This passage also shows the contrast between the human tendency towards forgiveness and God’s. Peter, no doubt, must have thought that he was being generous by asking if he should forgive his brother as many as seven times. Perhaps he thought Jesus would be impressed by this apparently generous suggestion. But the infinite mercy of God can never be outdone. There is simply no limit to the mercy of God, and, therefore, there must be no limit to the mercy we offer others.

What is your personal practice when it comes to seeking the forgiveness of God in your life? And what is your practice in regard to offering forgiveness to another? This line quoted above introduces the Parable of the Unforgiving Servant. In that parable, the servant owed his king a “huge amount.” In mercy, the king forgave the debt just as God is willing to forgive us no matter what. But forgiveness does have one price. The price is that we must also forgive others to the same extent. Thus, when the servant who was forgiven a huge amount later sees one of his servants who owed him a much smaller amount, he demands the debt be paid in full. The result is that the king hears of this and withdraws his mercy, requiring the servant to pay him back in full.

This tells us that forgiveness is not an option unless we are perfect and owe no debt to God. Of course, if anyone thinks that, then they are not living in reality. As we read in the letter to the Romans, “all have sinned and fall short of the glory of God” (Romans 3:23). As a result, it is essential that we offer forgiveness always and everywhere, without condition, without limit and without hesitation. How easily do you do this? How fully do you forgive?

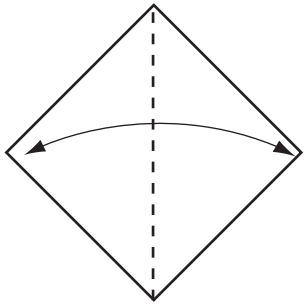
One of the hardest persons to forgive is the one who has no sorrow for their sin. When this happens, it is easy to justify our condemnation of them. One thing that might be helpful to reflect upon if you are currently withholding forgiveness from another and remain angry, bitter or hurt, is that your lack of forgiveness does more damage to your own soul than to theirs. By refusing to forgive, you do immeasurable damage to your soul and to your relationship with God. Remaining angry and hurt only leads to more anger and hurt. It leads to vengeful thinking and even acting. And that is a sin for which you will be held accountable.

Reflect, today, upon the infinite depth of mercy and forgiveness you are called to offer to each and every person who has or will hurt you. To forgive is certainly not to excuse. On the contrary, the act of forgiveness acknowledges the sin. But mercy must be offered no matter what. Always, everywhere, unending and without any conditions, it must be offered. If this is difficult to do, do it anyway and do not stop. Doing so will not only help the sinner, it will also open the gates of mercy from God in your life.

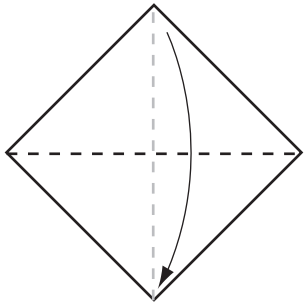
My forgiving Lord, Your mercy is infinite and unfathomable. You desire to forgive every sin in my life and to restore me completely to a life of perfect union with You. I accept this gift of forgiveness in my life, dear Lord, and I freely choose to offer this same depth of mercy to everyone who ever has or ever will sin against me. I forgive as completely as I can. Please help me to imitate Your unending mercy. Jesus, I trust in You.

Origami Talking Dog

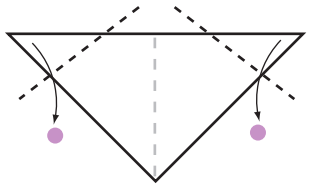
origami-fun
www.origami-fun.com



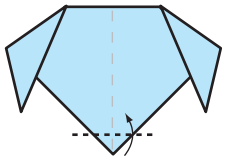
1. Start with your paper white side up. Fold in half then open.



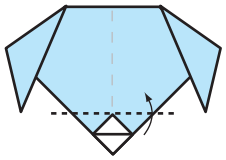
2. Fold the top corner down to the bottom corner.



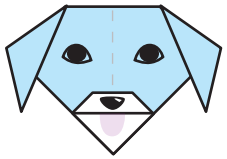
3. Fold the two top corners down to the points shown



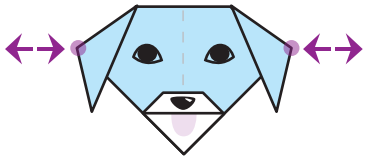
4. Fold the uppermost layer of the bottom corner up a little way



5. Fold this layer up again, from the top of the triangle as shown



6. Add eyes and a nose to the dog's face. If you like you can even add a tongue!



To make your dog talk, hold the model by the ears and move back and forwards shown by the arrows.

8

Name ALL GROUPS MONDAY

Number facts

Speed tests The time limit is 60 seconds for each set.

A

1 4 × 3 = ... **3** 4 × 5 = ... **5** 3 × 3 = ... **7** 6 × 4 = ... **9** 5 × 3 = ... **11** 0 × 8 = ... Time ... seconds
2 3 × 8 = ... **4** 2 × 7 = ... **6** 1 × 1 = ... **8** 4 × 4 = ... **10** 3 × 7 = ... **12** 2 × 12 = ... Score ... correct

B

1 5 + 3 = ... **3** 6 + 8 = ... **5** 9 + 9 = ... **7** 7 + 6 = ... **9** 8 + 5 = ... **11** 9 + 7 = ... Time . . . seconds
2 12 − 5 = ... **4** 11 − 7 = ... **6** 13 − 8 = ... **8** 17 − 9 = ... **10** 16 − 3 = ... **12** 14 − 5 = ... Score . . . correct

C

1 20 ÷ 10 = ... **3** 12 ÷ 3 = ... **5** 7 ÷ 1 = ... **7** 0 ÷ 4 = ... **9** 15 ÷ 5 = ... **11** 12 ÷ 4 = ... Time . . . seconds
2 18 ÷ 6 = ... **4** 24 ÷ 8 = ... **6** 20 ÷ 4 = ... **8** 24 ÷ 6 = ... **10** 18 ÷ 3 = ... **12** 24 ÷ 3 = ... Score . . . correct

D

1 6 × 6 = ... **3** 4 × 8 = ... **5** 7 × 5 = ... **7** 12 × 3 = ... **9** 5 × 5 = ... **11** 7 × 4 = ... Time . . . seconds
2 8 × 3 = ... **4** 6 × 5 = ... **6** 3 × 10 = ... **8** 4 × 7 = ... **10** 9 × 3 = ... **12** 4 × 9 = ... Score . . . correct

E

1 32 ÷ 8 = ... **3** 36 ÷ 6 = ... **5** 28 ÷ 4 = ... **7** 36 ÷ 12 = ... **9** 24 ÷ 4 = ... **11** 36 ÷ 9 = ... Time . . . seconds
2 25 ÷ 5 = ... **4** 27 ÷ 3 = ... **6** 30 ÷ 6 = ... **8** 32 ÷ 4 = ... **10** 30 ÷ 5 = ... **12** 28 ÷ 7 = ... Score . . . correct

F

1 5 × 9 = ... **3** 8 × 6 = ... **5** 7 × 8 = ... **7** 8 × 5 = ... **9** 7 × 7 = ... **11** 5 × 11 = ... Time . . . seconds
2 10 × 5 = ... **4** 6 × 7 = ... **6** 5 × 12 = ... **8** 9 × 6 = ... **10** 6 × 8 = ... **12** 10 × 6 = ... Score . . . correct

G

1 40 ÷ 8 = ... **3** 48 ÷ 8 = ... **3** 60 ÷ 6 = ... **7** 56 ÷ 7 = ... **9** 45 ÷ 9 = ... **11** 48 ÷ 6 = ... Time . . . seconds
2 42 ÷ 6 = ... **4** 50 ÷ 10 = ... **6** 54 ÷ 9 = ... **8** 49 ÷ 7 = ... **10** 55 ÷ 11 = ... **12** 56 ÷ 8 = ... Score . . . correct

H

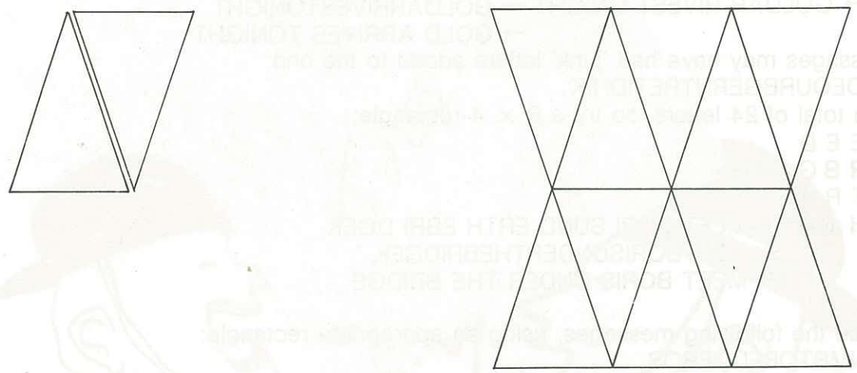
1 9 × 8 = ... **3** 72 ÷ 6 = ... **5** 8 × 8 = ... **7** 96 ÷ 12 = ... **9** 7 × 9 = ... **11** 72 ÷ 9 = ... Time . . . seconds
2 11 × 7 = ... **4** 63 ÷ 7 = ... **6** 7 × 12 = ... **8** 100 ÷ 10 = ... **10** 8 × 12 = ... **12** 64 ÷ 8 = ... Score . . . correct

Total score

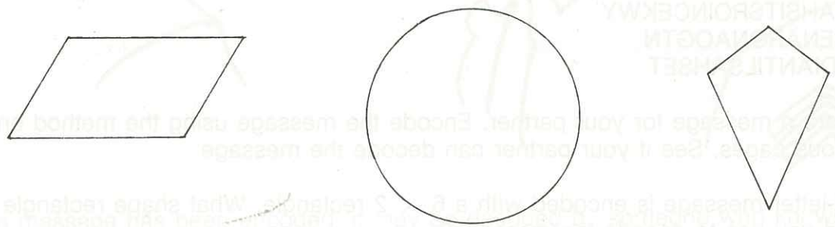
TESSELLATIONS (A)

A tessellation is another name for a tiling pattern. You will have seen many tessellations before, on tiled floors and brick walls. There are no gaps between the tiles.

Many tessellations may be produced from geometric shapes using a method known as 'half-turn rotation':



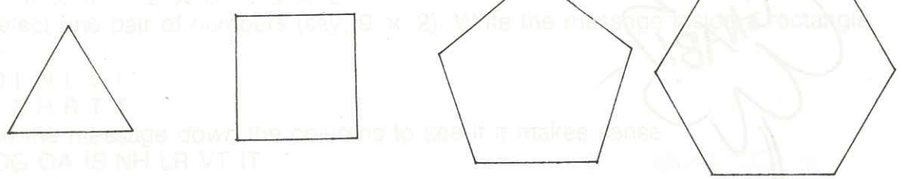
1. Make copies of each of these shapes on cardboard. Use the half-turn method to see if you can create a tessellation:
   (a) (b) (c)



Regular tessellations

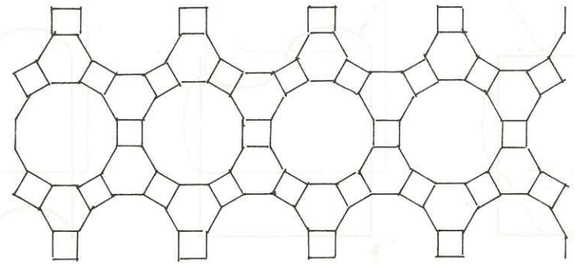
A regular tessellation is formed from a shape with every side having the same length. (This shape is called a 'regular' figure).

2. Make copies on cardboard of each of these regular figures. Use the half-turn method to see if you can make a regular tessellation:
   (a) (b) (c) (d)



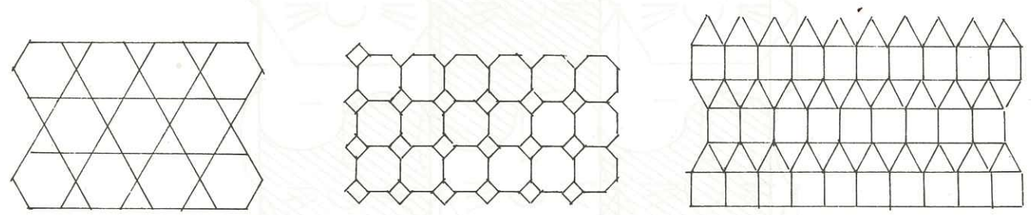
Semi-regular tessellations

A semi-regular tessellation is also made from regular figures, but it contains two or more different figures. However, each vertex of the pattern is formed by the same figures. Look at the pattern below:

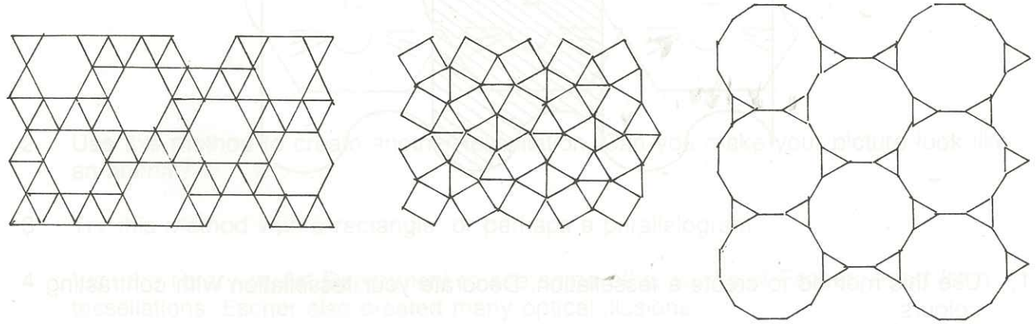


Every vertex of the pattern is formed from:
a square (4 sides), a hexagon (6 sides), a dodecagon (12 sides)
We call this a '4.6.12 semi-regular tessellation'.

3. Select a vertex on each of these tessellations. Use each of the shapes at the vertex to name the semi-regular tessellation:
   (a) (b) (c)



(d) (e) (f)



DECODING

When a message has been encoded, it may be decoded by someone who knows which code was used. However, someone who does *not* know the code may want to read the message. This person uses a skill known as *code breaking*.

In this activity, we will learn how to decode the rectangular code used on the previous pages. Suppose we receive a message such as:

GROOINLVIDEGASHRTT

First, count the number of letters (18). We know that a rectangular code was used, so we think of number pairs that multiple to give 18:

9 × 2 3 × 6 2 × 9 6 × 3

Next, we select one pair of numbers (say, 9 × 2). Write the message inside a rectangle of this size:

G R O O I N L V I
D E G A S H R T T

Finally, read the message *down* the columns to see if it makes sense:

GD RE OG OA IS NH LR VT IT

This doesn't look right, so let us try another number pair (say, 3 × 6):

G R O
O I N
L V I
D E G
A S H
R T T → GOLDAR RIVEST ONIGHT → GOLDARRIVESTONIGHT
→ GOLD ARRIVES TONIGHT

Some messages may have had 'junk' letters added to the end:

MBSEEDEOURBGERNTRETIDHIK

This has a total of 24 letters, so try a 6 × 4 rectangle:

M B S E E D
E O U R B G
E R N T R E
T I D H I K → MEET BORI SUND ERTH EBRI DGEK
→ MEETBORISUNDERTHEBRIDGEK
→ MEET BORIS UNDER THE BRIDGE

1. Decode the following messages, using an appropriate rectangle:
   (a) SNMRTOPEDOEROS
   (b) OLSBCPNUAALKRGTWTASIS
   (c) OOALVIUTLELNWSNFDEEQ
   (d) AAHSIOIDTOOERNL
   (e) FRHORIEDENRAEKEYDSTH
   (f) NMNOASWKETETHSOISMSEE
   (g) HTAHWEKSIPSY
   (h) TAHSITSROINCEKWY
   (i) DENARONAOGTN
   (j) FDIANTILSAHSET

2. Prepare a message for your partner. Encode the message using the method on the previous pages. See if your partner can decode the message.

3. A 12-letter message is encoded with a 6 × 2 rectangle. What shape rectangle would you use to decode the message?

4. Can you decode the messages between the soldiers in the picture?

PATTERNS AND PUZZLES

1. Find the next three numbers in these patterns:
   (a) 2, 4, 6, 8, . . . , . . . , . . .
   (b) 5, 10, 15, 20, . . . , . . . , . . .
   (c) 2, 4, 8, 16, . . . , . . . , . . .
   (d) 1, 4, 9, 16, . . . , . . . , . . .
   (e) 3, 7, 11, 15, . . . , . . . , . . .
   (f) 99, 92, 85, 78, . . . , . . . , . . .
   (g) 1, 3, 6, 10, . . . , . . . , . . .
   (h) 1, 8, 27, 64, . . . , . . . , . . .
   (i) 2, 5, 10, 17, . . . , . . . , . . .
   (j) 1, 3, 9, 27, . . . , . . . , . . .

2. Here are some harder patterns. Find the missing numbers:
   (a) 1, 2, 2, 3, 3, 3, . . . , . . . , . . . , . . . , . . .
   (b) 1, 1, 2, 3, 5, 8, . . . , . . . , . . . , . . . , . . .
   (c) 2, 3, 5, 7, 11, 13, . . . , . . . , . . .

3. Write down the next line in this pattern:

$$1 \times 1 = 1$$
$$11 \times 11 = 121$$
$$111 \times 111 = 12321$$
$$1111 \times 1111 = 1234321$$

4. Write down the next line in this pattern. It is a famous pattern called Pascal's triangle:

```
        1
      1   1
    1   2   1
  1   3   3   1
1   4   6   4   1
```

5. Add the next line to this pattern:

$$0 \times 9 + 1 = 1$$
$$1 \times 9 + 2 = 11$$
$$12 \times 9 + 3 = 111$$
$$123 \times 9 + 4 = 1111$$

6. What comes next in this pattern?

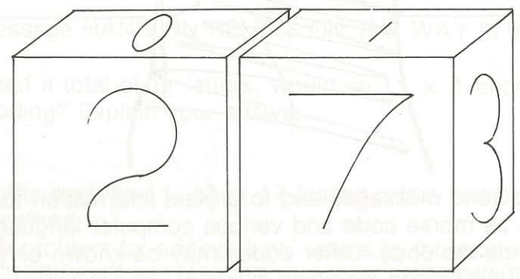
$$1 \times 1 = 1$$
$$2 \times 2 = 1 + 2 + 1$$
$$3 \times 3 = 1 + 2 + 3 + 2 + 1$$
$$4 \times 4 = 1 + 2 + 3 + 4 + 3 + 2 + 1$$

7. Carl Gauss, who became a famous mathematician, was very clever at school. One day his teacher asked the class to add together all the numbers up to 100. Carl immediately said the answer was 5050. How did he do it? Well, Carl had discovered that to add all the numbers, just multiply the last number by the next one, and divide by 2.

   So, $1 + 2 + 3 + 4 + \ldots + 100 = \frac{100 \times 101}{2} = 5050.$

   Use this trick to find the following:
   (a) 1 + 2 + 3 + 4 + . . . + 10 =
   (b) 1 + 2 + 3 + 4 + . . . + 20 =
   (c) 1 + 2 + 3 + 4 + . . . + 69 =
   (d) 1 + 2 + 3 + 4 + . . . + 333 =
   (e) 1 + 2 + 3 + 4 + . . . + 1000 =

8. Kim Kube had a problem. The problem was to make a desk calendar that showed the date. Kim had two cubes, and had to put a number on every face. The cubes would be put side by side, and they had to show any number from 1 to 31, like this:



   See if you can arrange the numbers on each cube for Kim.

9. A prime number has no other factors apart from 1 and itself. These are prime numbers less than 100:

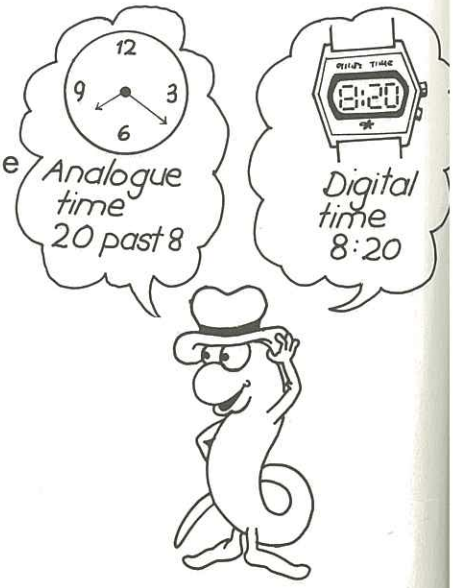
2	3	5	7	
11	13		17	19
	23			29
31			37	
41	43		47	
	53			59
61			67	
71	73			79
	83			89
			97	

   A mathematician called Goldbach claimed that every *even* number bigger than 4 was the sum of two prime numbers. For example, 86 = 67 + 19.
   Find two prime numbers which add to give these numbers:
   (a) 28; (b) 40; (c) 54; (d) 98; (e) 148.

16

Name ALL GROUPS - FRIDAY

Measurement Time



A Time Write the time shown on each clock as (a) analogue time (b) digital time

1 2 3 4

(a) ....

(b) ....

5 6 7 8 9 10

(a) ....

(b) ....

B Analogue time Draw the digital times shown, on these clocks.

1 2 3 4 5 6

11.45 4.35 6.05 20 to 8 10 to 3 5 to 11

C 24-hour time Write these times as 24-hour times.

Example $\frac{1}{4}$ past 7 p.m. = 1915 hours

1 $\frac{1}{4}$ past 5 a.m. ..... hours
2 $\frac{1}{4}$ past 5 p.m. ..... hours
3 25 to 3 a.m. ..... hours
4 25 to 3 p.m. ..... hours
5 $\frac{1}{4}$ to 9 a.m. ..... hours
6 $\frac{1}{4}$ to 9 p.m. ..... hours
7 24 past 6 a.m. ..... hours
8 24 past 6 p.m. ..... hours
9 9 to 11 a.m. ..... hours
10 9 to 11 p.m. ..... hours
11 $\frac{1}{4}$ past 12 a.m. ..... hours
12 12 noon ..... hours
13 1 minute to midnight ..... hours
14 29 to 6 p.m. ..... hours
15 9 minutes past midnight ..... hours
16 19 mins to noon ..... hours

D For champions

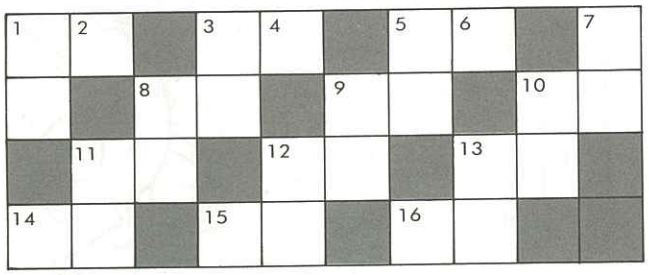
A Qantas flight left at 2040 hrs Thursday and arrived at its destination at 4.35 a.m. Friday. How long did the flight last?

.....

12 Name ALL GROUPS - WEDNESDAY

Fun with numbers

A Crossnumber puzzles



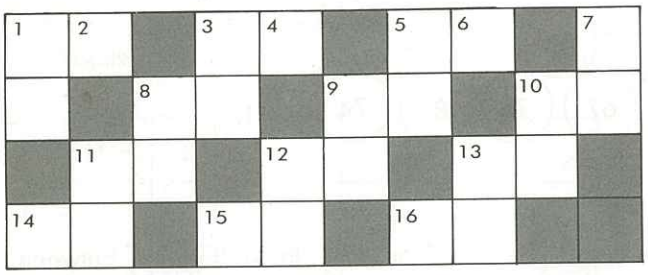
Across

1 7×7
3 4×9
5 5×4
7 1×1
8 10×6
9 11×7
10 7×4
11 8×3
12 4×8
13 6×7
14 7×5
15 8×7
16 11×8

Down

1 5×8
3 6×5
5 3×9
7 6×3
8 8×8
9 9×8
10 2×11
11 5×5
12 6×6
13 8×6

B



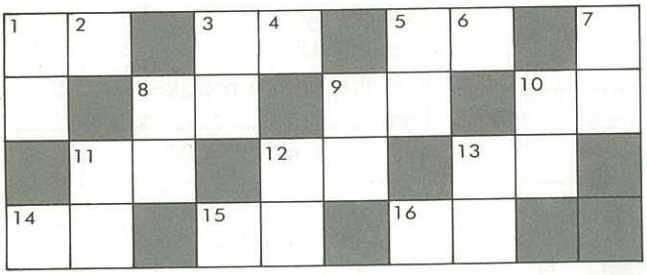
Across

1 $100 - 63$
3 $100 - 37$
5 $100 - 25$
7 $100 - 92$
8 $100 - 46$
9 $100 - 77$
10 $100 - 83$
11 $100 - 32$
12 $100 - 44$
13 $100 - 41$
14 $100 - 67$
15 $100 - 15$
16 $100 - 38$

Down

1 $100 - 61$
3 $100 - 36$
5 $100 - 27$
7 $100 - 13$
8 $100 - 42$
9 $100 - 74$
10 $100 - 81$
11 $100 - 37$
12 $100 - 45$
13 $100 - 48$

C



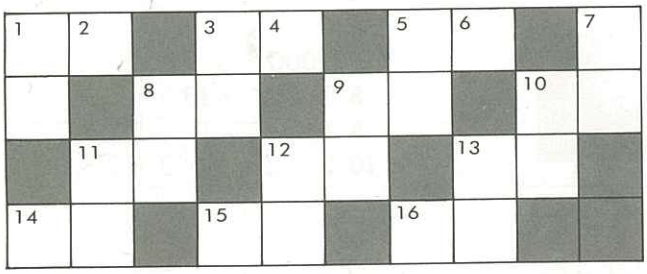
Across

1 $100 - 47$
3 $100 - 29$
5 $100 - 67$
7 $100 - 94$
8 $100 - 83$
9 $100 - 13$
10 $100 - 74$
11 $100 - 42$
12 $100 - 56$
13 $100 - 61$
14 $100 - 54$
15 $100 - 22$
16 $100 - 49$

Down

1 $100 - 41$
3 $100 - 23$
5 $100 - 63$
7 $100 - 34$
8 $100 - 82$
9 $100 - 16$
10 $100 - 71$
11 $100 - 44$
12 $100 - 52$
13 $100 - 69$

D



Across

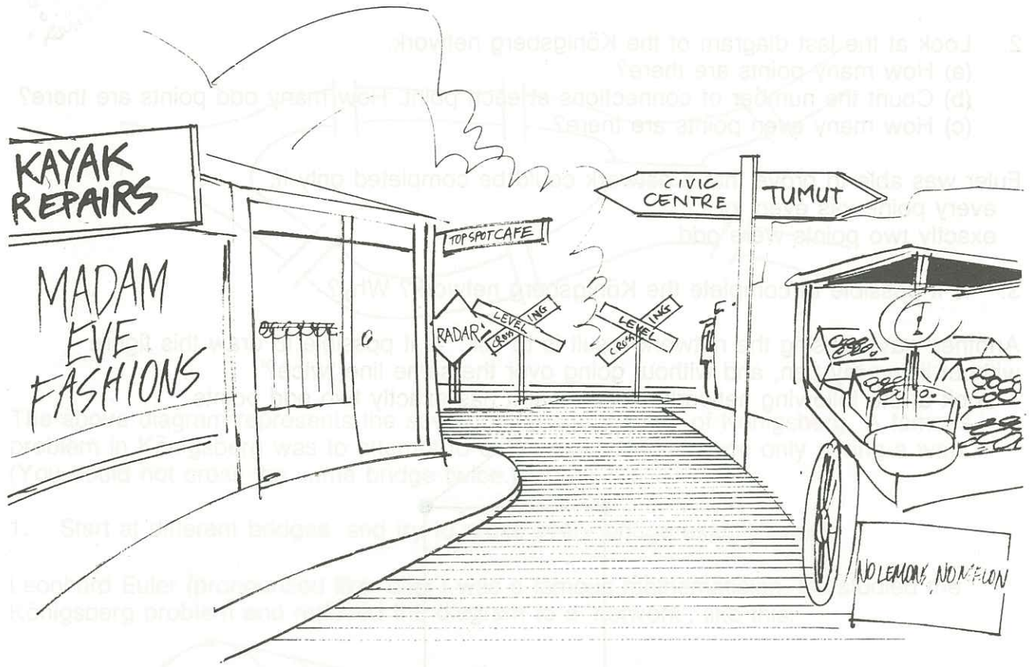
1 $3 \times 3 \times 9$
3 $4 \times 3 \times 6$
5 $2 \times 2 \times 9$
7 $1 \times 1 \times 1$
8 $5 \times 2 \times 5$
9 $3 \times 2 \times 7$
10 $2 \times 7 \times 2$
11 $2 \times 11 \times 3$
12 $2 \times 3 \times 8$
13 $11 \times 2 \times 2$
14 $3 \times 3 \times 6$
15 $2 \times 5 \times 6$
16 $5 \times 3 \times 3$

Down

1 $4 \times 3 \times 7$
3 $2 \times 7 \times 5$
5 $4 \times 2 \times 4$
7 $2 \times 3 \times 3$
8 $7 \times 4 \times 2$
9 $4 \times 4 \times 3$
10 $2 \times 3 \times 4$
11 $4 \times 4 \times 4$
12 $5 \times 2 \times 4$
13 $3 \times 5 \times 3$

For champions Make up your own crossnumber puzzles on the back of this page.

DON'T LOOK BACK!



Many words, such as 'mum' and 'dad' are the same backwards as forwards. These words are called palindromes.

1. Look at the picture. Write down all the palindromes you can find.

Numbers may also read the same backwards as forwards, such as '37473'. These are called palindromic numbers. There is an interesting way of creating palindromic numbers, by adding a number to its reverse:

```
  75
+ 57
 132   —not yet
+231
 363   —yes!
```

Some palindromes take longer to arrive:

```
  87
+ 78
 165   —not yet
+561
 726   —not yet
+627
1353   —not yet
+3531
4884   —yes!
```


2. Begin with each of the following numbers, and try to find a palindromic number by reversing and adding:
   (a) 74;
   (b) 68;
   (c) 156;
   (d) 729;
   (e) 79;
   (f) 99.

3. There is a number between 190 and 200 which appears *not* to form a palindrome using this method. See if you can find the number.

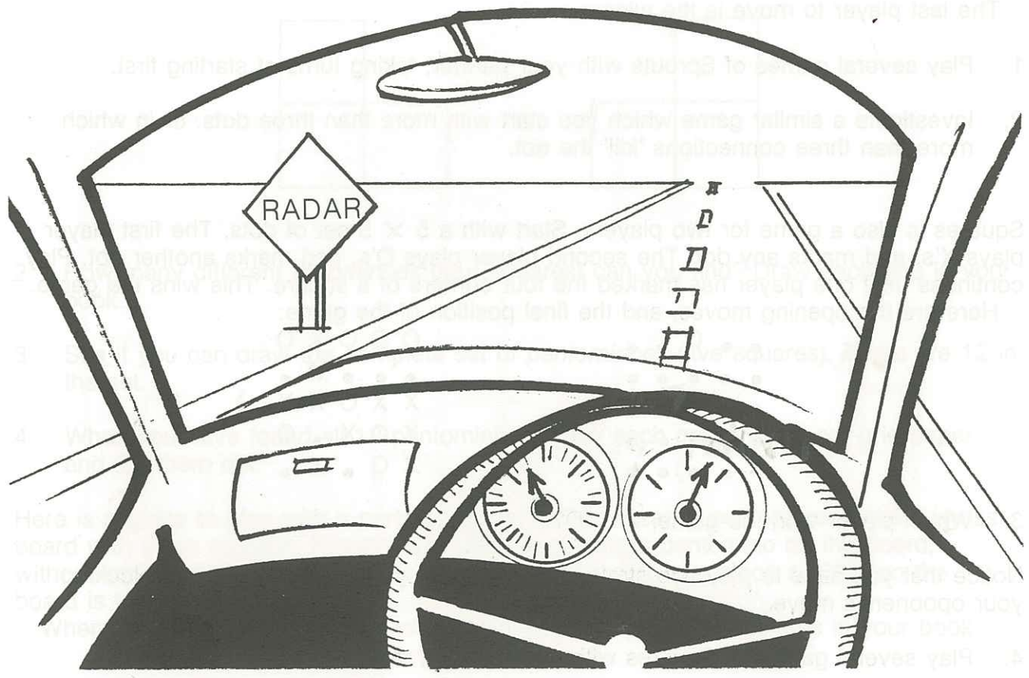
If we ignore the separations between day, month and year, some dates are also palindromic. For example, the date 18/7/81 is like the number 18781.

4. Write down all the palindromic dates between 1985 and 1989.

5. How many palindromic dates will there be in 1992? Think carefully . . .

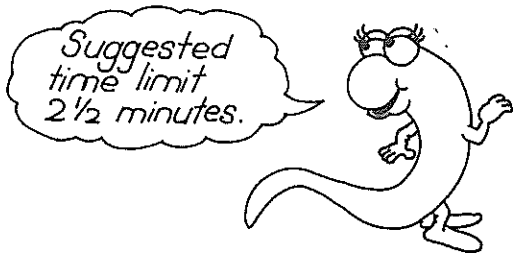
6. If we say 09/1/90 is palindromic, find the next year that has *no* palindromic dates.

7. See if you can find a palindromic number that is the same back-to-front *and* upside down.



Name ALL GROUPS -TUESDAY

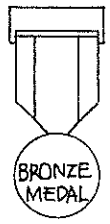
Number facts



A Bronze medal test.

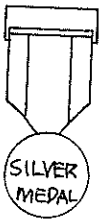
Time limit . . . minutes

a	b	c	d	e
1 5 + 9 = ...	1 10 − 6 = ...	1 5 × 0 = ...	1 7 ÷ 7 = ...	1 $\frac{1}{4}$ of 12 = ...
2 6 + 5 = ...	2 11 − 8 = ...	2 1 × 1 = ...	2 10 ÷ 5 = ...	2 $\frac{1}{3}$ of 15 = ...
3 2 + 8 = ...	3 13 − 9 = ...	3 6 × 2 = ...	3 12 ÷ 3 = ...	3 $\frac{1}{2}$ of 14 = ...
4 3 + 9 = ...	4 12 − 7 = ...	4 3 × 7 = ...	4 20 ÷ 4 = ...	4 $\frac{1}{4}$ of 16 = ...
5 7 + 7 = ...	5 15 − 6 = ...	5 5 × 4 = ...	5 18 ÷ 6 = ...	5 $\frac{1}{5}$ of 15 = ...
6 6 + 9 = ...	6 20 − 5 = ...	6 3 × 8 = ...	6 15 ÷ 3 = ...	6 $\frac{1}{8}$ of 24 = ...
7 9 + 8 = ...	7 17 − 10 = ...	7 2 × 9 = ...	7 24 ÷ 8 = ...	7 $\frac{1}{6}$ of 24 = ...
8 4 + 10 = ...	8 14 − 7 = ...	8 3 × 5 = ...	8 21 ÷ 3 = ...	8 $\frac{1}{3}$ of 18 = ...
9 8 + 0 = ...	9 15 − 8 = ...	9 4 × 4 = ...	9 24 ÷ 6 = ...	9 $\frac{1}{4}$ of 16 = ...
10 7 + 8 = ...	10 17 − 9 = ...	10 4 × 6 = ...	10 20 ÷ 5 = ...	10 $\frac{1}{7}$ of 21 = ...



B Silver medal test Time limit . . . minutes

a	b	c	d	e
1 27 + 8 = ...	1 20 − 7 = ...	1 6 × 6 = ...	1 42 ÷ 6 = ...	1 $\frac{1}{4}$ of 36 = ...
2 33 + 5 = ...	2 16 − 9 = ...	2 9 × 5 = ...	2 32 ÷ 8 = ...	2 $\frac{1}{9}$ of 27 = ...
3 43 + 9 = ...	3 28 − 5 = ...	3 8 × 8 = ...	3 30 ÷ 5 = ...	3 $\frac{1}{5}$ of 30 = ...
4 66 + 7 = ...	4 79 − 8 = ...	4 6 × 9 = ...	4 36 ÷ 4 = ...	4 $\frac{1}{6}$ of 42 = ...
5 81 + 9 = ...	5 51 − 3 = ...	5 9 × 9 = ...	5 54 ÷ 6 = ...	5 $\frac{1}{9}$ of 45 = ...
6 58 + 6 = ...	6 72 − 9 = ...	6 8 × 7 = ...	6 49 ÷ 7 = ...	6 $\frac{1}{8}$ of 56 = ...
7 73 + 8 = ...	7 84 − 5 = ...	7 7 × 6 = ...	7 63 ÷ 9 = ...	7 $\frac{1}{6}$ of 54 = ...
8 44 + 9 = ...	8 66 − 7 = ...	8 9 × 7 = ...	8 56 ÷ 8 = ...	8 $\frac{1}{9}$ of 72 = ...
9 65 + 8 = ...	9 93 − 8 = ...	9 8 × 9 = ...	9 81 ÷ 9 = ...	9 $\frac{1}{6}$ of 48 = ...
10 94 + 6 = ...	10 42 − 9 = ...	10 6 × 8 = ...	10 72 ÷ 8 = ...	10 $\frac{1}{9}$ of 81 = ...



C Gold medal test Time limit ..... minutes

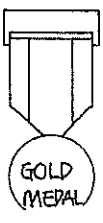
a	b	c	d	e
1 87 + 9 = ...	1 9 × 12 = ...	1 84 ÷ 7 = ...	1 ..... days = 1 year	1 ..... cm = 1 metre
2 49 + 8 = ...	2 12 × 7 = ...	2 110 ÷ 11 = ...	2 ..... hours = 1 day	2 ..... kg = 1 tonne
3 77 + 6 = ...	3 10 × 11 = ...	3 96 ÷ 12 = ...	3 ..... seconds = 1 minute	3 ..... m = 1 km
4 94 + 7 = ...	4 11 × 12 = ...	4 108 ÷ 9 = ...	4 ..... days = 1 fortnight	4 ..... mL = 1 litre
5 98 + 9 = ...	5 12 × 12 = ...	5 120 ÷ 12 = ...	5 ..... degrees = 1 right angle	5 ..... g = 1 kg
6 95 + 8 = ...	6 11 × 10 = ...	6 132 ÷ 11 = ...	6 ..... days in November	6 ..... mm = 1 metre
7 90 − 7 = ...	7 11 × 11 = ...	7 121 ÷ 11 = ...	7 ..... years = 1 decade	7 ..... cents = 1 dollar
8 81 − 8 = ...	8 10 × 12 = ...	8 110 ÷ 10 = ...	8 ..... minutes = 1 hour	8 ..... dm = 1 metre
9 73 − 9 = ...	9 13 × 13 = ...	9 144 ÷ 12 = ...	9 ..... degrees = 1 circle	9 ..... mm = 1 dm
10 154 − 8 = ...	10 14 × 14 = ...	10 108 ÷ 12 = ...	10 ..... days = 1 leap year	10 ..... m^2 = 1 hectare

Time ..... seconds
Score ..... correct

D For champions A one-minute sprint

1 13^2 = ... 2 15^2 = ... 3 14^2 = ... 4 25^2 = ... 5 21^2 = ...
6 $\sqrt{400}$ = ... 7 $\sqrt{900}$ = ... 8 $\sqrt{169}$ ..... 9 $\sqrt{225}$ = ... 10 $\sqrt{256}$ = ...
11 2^3 = ... 12 4^3 = ... 13 10^4 = ... 14 2^4 = ... 15 3^3 = ...

Time ..... seconds
Score ..... correct



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www.hestalbanssth.catholic.edu.au

Grades 5 and 6

Learning Intentions: This week we are learning to draw a space scene – Grade5

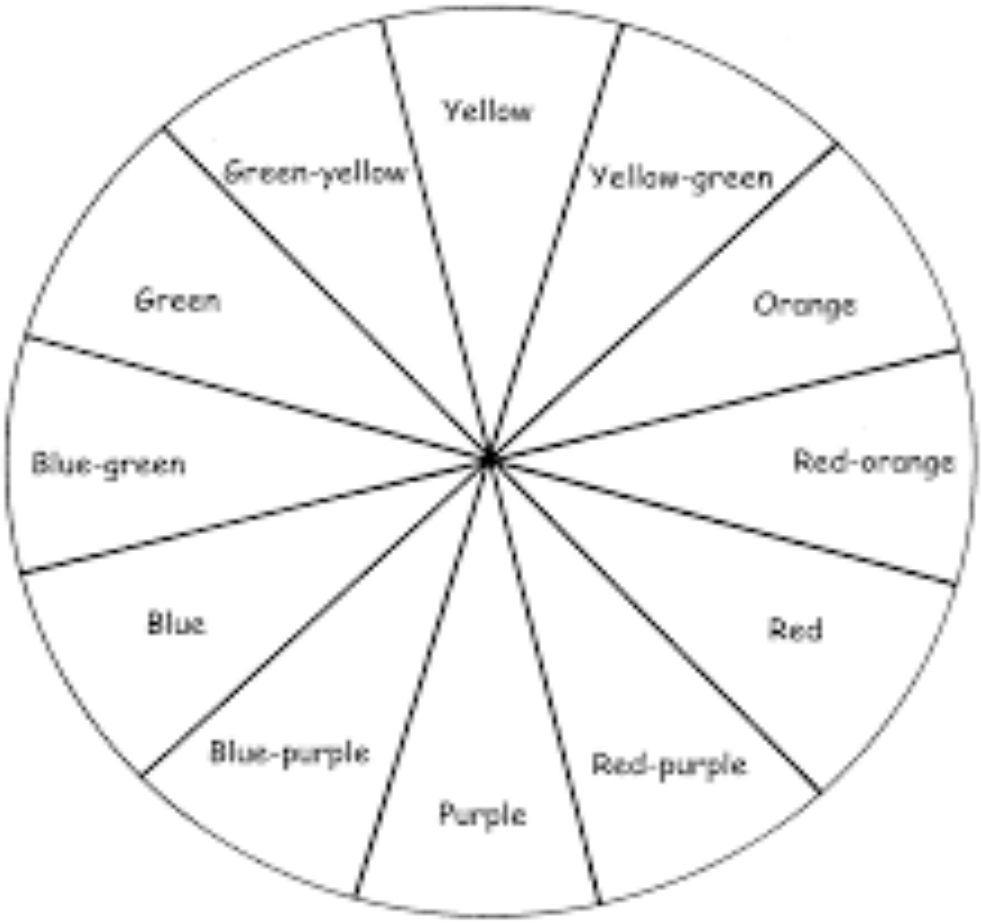
https://www.youtube.com/watch?v=wSBLWhBQ2GU

Easy space drawing.

If you don't have access to YouTube, then use your imagination and draw your own space picture and colour it.

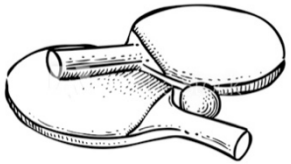
Grade 6 -We are learning to draw a colour wheel. A template has been provided for you.

We will also write down the elements of art, in preparation for the tie dye project.



Name: _____ **Class:** _____ **Date:** _____

Activity: Connect the pictures to the correct words and trace the Chinese characters & Pinyn.



yóu yǒng
游 泳

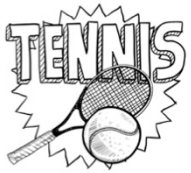
zú qiú
足 球

pīng pāng qiú
乒乓球

lán qiú
篮 球

gǎn lǎn qiú
橄榄球

pǎo bù
跑 步



tǐ cāo
体 操

yùn dòng
运 动

pái qiú
排 球

wǎng qiú
网 球

Well Done!! (。·∀·)/

Please look after yourself and be safe!

-- Miss Sun

HOLY EUCHARIST SCHOOL
1A Oleander Drive St Albans South
Ph: 8312-0900

Term 3 Week 5 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 5 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

STUDENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).

No Google Meets in week 5, but please get outside and get active. (If weather permits)

Students and Parents, please don't hesitate to contact me for any help or support on:
heribert.herrera@hestalbanssth.catholic.edu.au

Stay Safe and take care of your family.
Mr. Herrera Physical Education Teacher.

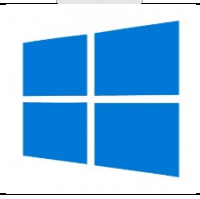
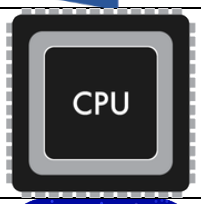
Warm-Up 5 Minutes **Equipment:** • Water Bottle • Yoga mat (if you have one) • Space to exercise **Learning Intention:** I'm learning to warm-	Make sure you warm up before the main activity. Watch the following YouTube Video **if you don't have access to a device.** **Try these warm up activities:** Run on spot for 30 seconds, Star jumps x 10, Frog jumps x 10, Squats for 20 seconds. High knees for 30 seconds, **Warm Up Video:** Warm Up Video:

up correctly. 	Link: [Here's the most EFFECTIVE warm up routine I use for my P.E lessons] 
Activity or Skill: Workout **Learning Intention:** I'm learning to build my strength and endurance. Give each exercise a go, push yourself and be confident :)	YouTube Link: **20 Minute Full Body Workout - No Equipment Needed | The Body Coach TV** 
Warm-Down 5-10 Minutes Stretching is important to help us recover and cool down our body. **Learning Intention:** ● I'm learning to cool down correctly after my activity.	**Warm down for 5 to 10 minutes:** Link: Let's Stretch | Monday Mobility Series | The Body Coach 

DIGITAL TECHNOLOGY (WEEK 5)

VELS LEARNING DESCRIPTOR: *Identify and explore digital systems (hardware and software components) for a purpose (VCDTDS013)*

Watch/Work through the PowerPoint that is posted on DOJO and then complete the worksheet. If you already know the answers, complete the table.

NAME	IMAGE	Is this SOFTWARE or HARDWARE?
Monitor		
Windows (*Operating System)*		
Mouse		
Printer		
Word Processor		
CPU		
Pokémon Go		
Scratch		
USB Memory Stick		
Google Maps