



Stage 3 – Take Home Learning Pack Term 3, Week 6

Dear families,

Please find the learning from home work for this week attached. There is a suggested timetable, but children can complete the activities in any order and can also complete them more than once if they would like to.

If you can, we ask that you send a photo/video of the work your child has completed. All photos/videos can be uploaded in your child's Class Dojo Portfolio.

Taking photos of the tasks your child completes, allows us to see all the wonderful learning that the children are doing as well as allowing us to see which children are learning from home so that we can mark the roll.

Alternatively, bring your completed work to school when you come and collect your new booklet.

Happy learning!



LIVERPOOL WEST PS - STAGE 3 - REMOTE LEARNING - TERM 3, WEEK 6

2021 STAGE 3 REMOTE LEARNING TIMETABLE - TERM 3, WEEK 6

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10	20mins Reading				
9:30	Reading Comprehension summarising	Reading Eggs	Reading Comprehension summarising	Reading Eggs	Reading Comprehension summarising
Crunch and Sip					
10:00	Writing Would you rather...	Writing Expanding dot points	Writing Picture prompt creative writing	Writing Would you rather...	Writing Journal Reflection
10:40	Vocab – word of the day 'peckish'	Vocab – word of the day 'lethargic'	Vocab – word of the day Word Cline	Vocab – word of the day Word Cline	Vocab – word of the day Word Cline
11:00	Break 1				
11:40	Maths Division	Maths Division	Maths Division	Maths Length https://youtu.be/y3E6nmAWc5U	Maths Length
12:20	Visual Arts Winter Art https://bit.ly/2WX7xnS	Number of the Day TEN Maths Division Draw	Geography Olympic Host Cities	Number of the Day TEN Maths Division Draw	Music Elements of Music: Timbre https://publish.vivostream.com/plav/w9j3zandnp6ig Flight of the Bumblebee https://youtu.be/xZ05KJTwhE
1:00	Fitness Choose an activity from the grid	Fitness Flip the yard	Fitness Cardio jump workout	Fitness Dance	Fitness Circuit
1:30	Break 2				
2:10	Activity Grids Choose an activity from 1 or both grids	Library Story Box Online 'No! Never!'	Visual Arts Cat Portrait https://bit.ly/2QNfMB9	STEM – Design your own planet Research – Planet Mars	Activity Grids Choose an activity from 1 or both grids

DAILY

READ: for 20 mins each day

Book of your choice	Reading Eggs	Read a piece of everyday text (a menu, timetable, an ad, cereal box)
Library book	Newspaper article	
Magazine article	Online book or information	

FITNESS: choose an activity each day

Spell out your full name then choose some other words to spell out or make up your own workout

Daily Fitness Challenge for Kids



- | | |
|------------------------|------------------------|
| A: 10 Jumping Jacks | N: 4 Lunges |
| B: 30 Second Plank | O: 3 Burpees |
| C: Crab Walk | P: 10 Second Butterfly |
| D: 10 Push Ups | Q: Run in Place 1 Min |
| E: 10 Sit Ups | R: 7 Jumping Jacks |
| F: 5 Cartwheels | S: 4 Leg Kicks |
| G: Headstand | T: 5 Sit Ups |
| H: 4 Somersaults | U: 15 Second Plank |
| I: Duck Walk | V: 3 Cartwheels |
| J: Jump In Air 5 Times | W: Crab Walk |
| K: Touch Toes 6 Times | X: 2 Somersaults |
| L: Spin Around 3 Times | Y: 5 Lunges |
| M: 10 Leg Kicks | Z: Duck Walk |

F I T N E S S

B I N G O

8 LUNGES	5 TUCK JUMPS	30s WALL SITS	15 BOXER BOUNCE	10s SADDLE STRETCH
15 MOUNTAIN CLIMBERS	15 CRAB PUSH-UPS	8 SKIIE JUMPS	10 1/2 TURN JUMPS	10 CRUNCHES
7 PUSH-UPS	20 ARM ROTATIONS	FREE CHOICE	15 JUMP ROPES	7 BURPEES
10 TOE TOUCHES	15s PLANK	5 TRIPLE DIPS	30s RUN IN PLACE	15 ARM PUNCHES
12 JUMPING JACKS	30s MARCH IN PLACE	8 STAR JUMPS	10s QUAD STRETCH	5 SQUAT JUMPS

 Go for a bike ride	 Do yoga	 Play soccer	 Play handball
 Go for a walk or run	 Make an obstacle course	 Plank challenge	 Skipping
 Do karate or boxing workout	 Jump on trampoline	 Play tag	 Play catch or wall throw
 PE With Joe https://video.link/w/4R03c	 Just Dance https://www.youtube.com/results?search_query=just+dance	 30sec Challenges https://bit.ly/3iVyK4n	

MONDAY

VOCABULARY

	Meaning Can use a dictionary	Base Word	Prefix / Suffix Can you add a prefix or suffix to the word?	Synonym Similar meaning Can use thesaurus	Antonym Opposite Can use thesaurus
Example 'frustrating'	Causing feelings of anger and annoyance.	frustrate	frustrates frustrated frustration	annoy irritate	pleasing
'peckish'					
	Sentence				

ACTIVITY CHOICE BOARD

Choose an activity from 1 or both of the Life Skills or Family Bingo boards on the last page.

ART

WALT: We are learning how to create depth and extra layer in our artwork.

Success Criteria:

*I can listen to and follow the instructions in video.

** I can create depth.

*** I can create an extra layer.



Winter Art

- We are going to create swirls in the sky this is going to give us depth and create extra layer.
- For this art activity you will need a piece of paper, pencil, colouring pencils or crayons.

<https://bit.ly/2WX7xnS>

COMPREHENSION

Read the text. Write your summary in one to two paragraphs.



Japan



Japan is a mountainous country which is made up of many different islands. It is located on the edge of the Pacific Ocean. Japan has a population of nearly 127 million people.

Traditions & Festivals

Many festivals and traditional ceremonies have been celebrated in Japan for many centuries. Some examples are:

- **Hanami** – During this spring-time festival, people might have a picnic under the blossoming cherry trees in parks. They may eat special foods, drink (o) sake and have fun.
- **Oshogatsu** – On 31st December each year, many people swap greetings cards and children usually receive money in a small envelope. After that, in the evening, families may travel together to a local shrine and make a wish for the coming New Year.
- **Chado/Chanoyu** – This is the ancient Japanese tea ceremony. There are strict rules for how the tea must be made and drunk.



Did You Know...?

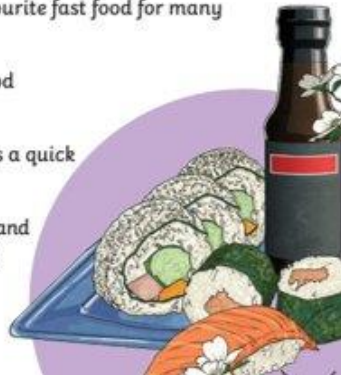
- Japan is made up of nearly 7,000 islands!
- The highest point in Japan is Mount Fuji.
- The majority of land in Japan is either forests or mountains.

Japanese Food

Sushi is perhaps the most famous of all Japanese foods but there are many more:

- Hot noodle soups, such as ramen or udon, are a favourite fast food for many Japanese people.
- Tempura is a delicious fried snack made from seafood or vegetables.
- Takoyaki is made from octopus and is often eaten as a quick meal at festivals.

Rice is a common ingredient in Japanese cuisine and can be eaten for all three meals of the day, including breakfast. Japanese people traditionally use two chopsticks to eat with. Young children may have starter chopsticks to help them learn.



Summarising

A summary retells the main events of a text in a shorter version

SUMMARISE IT

Shorter than the text

Use your own words

Main ideas only

How to Summarise

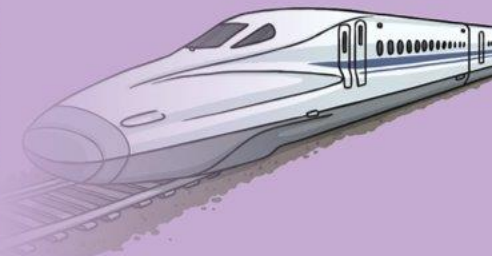
While you are reading, ask yourself the following questions to help you summarise the text:

- What is the purpose of the text?
- What is the main idea of the text?
- What are the most important events or details?
- What key words are repeated throughout the text?
- How might I retell the text to another person?



Transport

Japan is well-known for having an efficient, punctual and safe transportation network. The shinkansen (also called 'bullet trains') are the high-speed trains which cross long distances and can reach speeds of 200 miles per hour! Japanese car manufacturers are also world-famous for their technology and reliability.



Sport

Many Japanese people are passionate about sport and many children even come to school at the weekend and during school holidays to practise games, such as baseball or football. There are many traditional sports, too. Sumo wrestling is considered to be Japan's national sport. In addition, lots of people enjoy practising martial arts, such as judo, karate and kendo.

Japan is a popular tourist destination and many more people are expected to visit in 2019 when Japan hosts the Rugby World Cup. Following that, in 2020 the Summer Olympic Games will be held in Tokyo, the capital of Japan.



MATHS

WALT: I am learning to apply appropriate written strategies to solve division questions.

Success Criteria:

- *I can understand what division is.
- ** I can explain the steps in long division.
- *** I can solve problems using long division.

Click on the link to revise division:

<https://bit.ly/2Vu9r14>

Seth bakes a batch of cookies with his grandma. She puts 24 cookies in a pan, and tells Seth to take them home and share them with his parents and two younger brothers. Seth wants to make sure every person in his family (including himself) gets the same number of cookies.



How many cookies should each person be given?

Seth has 24 cookies to share evenly between 5 people.

$$24 \div 5 = ?$$

How many cookies should each person be given?



Let's review division terms:

The number of objects being divided is called the:

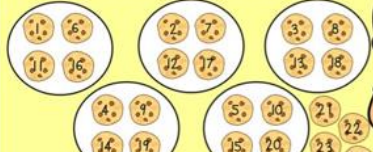
The number by which another number is being divided is called the:

The answer to a division problem is called the:

$$12 \div 4 = 3$$

dividend divisor quotient

Seth sets five plates on the table and begins to set cookies on the plates, one at a time.



Uh-oh! There are four cookies left. 24 cookies cannot be divided evenly among five people.



Seth has 24 cookies to share evenly between 5 people.

$$24 \div 5 = 4 \text{ R}4$$

Each person should be given 4 cookies, and there will be a remainder of 4 cookies left over.



PROBLEM SOLVING REASONING OCT 1

Revising division facts

unit 3

5 Answer the division facts.

	+ 3
a	6
	12
	9
	18
	24

	+ 5
b	10
	20
	30
	45
	35

	+ 6
c	12
	24
	18
	30
	42

	+ 7
d	14
	28
	21
	35
	49

	+ 8
e	48
	72
	24
	56
	80

6 Answer these division facts with remainders. The first one has been done for you.

a	25	÷	4	=	6	r	1
b	25	÷	6	=		r	
c	15	÷	7	=		r	
d	21	÷	4	=		r	
e	30	÷	4	=		r	
f	29	÷	5	=		r	

g	32	÷	6	=		r	
h	37	÷	7	=		r	
i	45	÷	6	=		r	
j	51	÷	7	=		r	
k	65	÷	8	=		r	
l	84	÷	9	=		r	

7 Share the bag of 33 marbles.



a	33	÷	2	=		r	
b	33	÷	4	=		r	
c	33	÷	6	=		r	
d	33	÷	5	=		r	
e	33	÷	8	=		r	

8 Make as many divisions as you can with an answer of 6.

$$18 \div 3 = 6$$

EXTENSION: Long Division

Click on the link to watch a video about long division
https://youtu.be/1Wrp0Qc_gDM

This saying will help you tackle a long division problem.

Does McDonald's Serve Burgers? Divide Multiply Subtract Bring down

Does McDonalds Serve Burgers?

Step 1: **Divide.**
 How many times does 6 go into 8?
 1

Step 2: **Multiply.**
 1 times 6 equals?
 6

Step 3: **Subtract.**
 8 minus 6 equals?
 2

Step 4: **Bring down.**
 Bring down the next number.

Does McDonalds Serve Burgers?

Step 1: **Divide.**
 How many times does 6 go into 28?
 4

Step 2: **Multiply.**
 4 times 6 equals?
 24

Step 3: **Subtract.**
 28 minus 24 equals?
 4

Step 4: **Bring down.**
 There is nothing else to bring down. 4 is the remainder.

Does McDonalds Serve Burgers?

Step 1: **Divide.**
 How many times does 6 go into 5?
 0

When the answer to this first question is **zero**, you can slide the line over so that you have a two-digit number. For example, in this instance, you can now ask yourself, "How many times does 6 go into 53?"

Timesaver Tip

Does McDonalds Serve Burgers?

Step 1: **Divide.**
 How many times does 6 go into 53?
 8

Step 2: **Multiply.**
 8 times 6 equals?
 48

Step 3: **Subtract.**
 53 minus 48 equals?
 5

Step 4: **Bring down.**
 Bring down the next number. Wait! There are no other numbers to bring down. 5 is the remainder.

1. $4\overline{)76}$	2. $3\overline{)92}$	3. $6\overline{)53}$
4. $4\overline{)30}$	5. $7\overline{)85}$	6. $5\overline{)786}$

Roll a dice or flip some cards to make some of your own problems

TUESDAY

COMPREHENSION

Complete a Reading Eggs task or write the 3 main points from the text you read.

VOCABULARY


	Meaning Can use a dictionary	Base Word	Prefix / Suffix Can you add a prefix or suffix to the word?	Synonym Similar meaning Can use thesaurus	Antonym Opposite Can use thesaurus
Example 'frustrating'	Causing feelings of anger and annoyance.	frustrate	frustrates frustrated frustration	annoy irritate	pleasing
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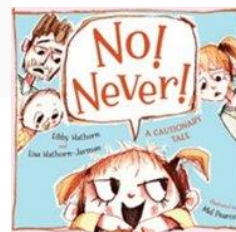
LIBRARY

WALT To navigate and use Story Box Library

Success Criteria

- * I can navigate my way to Story Box Library.
- ** I can accurately use the search functions.
- *** I can read the text then write a list of rhyming words.
- **** I can use the rhyming words to create a poem.

- In browser search 'Story Box Library' <https://storyboxlibrary.com.au/>
- Log in with:
User name: lwps
password: lwps
- Click on hamburger button 
- Click on Stories
- Search: No! Never! (must type capital and exclamation mark)



** Read the book 'No! Never!'

Activity:

1. Can you explain what rhyming words are? (cat, mat, sat, hat...)
2. Choose one of the rhyming words from the story and create a list of other words that rhyme with it.
3. From your list of rhyming words create a short rhyming poem.

* Remember line 1 and 3 need to have the same ending sound and lines 2 and 4 need to rhyme with a different sound.

WRITING

WALT: We are learning to inform the audience.

Success Criteria:

* I can read facts and transfer 3 facts into correct sentences.

**I can read facts and complete two sections of the questions and transfer the facts into correct sentences.

***I can read facts and complete the work sheet and transfer the facts into correct sentences.

Your task:

- Read the facts about doctors.
- Under each subheading use the dot point from the facts to write sentences.
Eg: Who are they? A doctor is a type of healthcare worker.

Fact File - Doctors

Who are they?

- a type of healthcare worker
- includes general practitioners, specialists and surgeons
- men and women who have studied medicine at university

What equipment do they use?

- stethoscope, to listen to the heart
- otoscope, to look in the ears
- pressure cuff, to measure blood pressure

What do they do?

- treat injuries and illnesses with medicines
- perform operations
- tell people how to stay healthy

What skills do they have?

- knowledgeable about the human body
- show attention to detail
- good communication skills



Writing Sentences From Dot Points – People

Turn each dot point from the fact file into a full sentence.

Who are they?

1. _____
2. _____
3. _____

What do they do?

1. _____
2. _____
3. _____

What equipment do they use?

1. _____
2. _____
3. _____

What skills do they have?

1. _____
2. _____
3. _____

MATHS

WALT: I am learning to multiply and divide by powers of 10.

Success Criteria:

*I can understand place value.

** I can explain the steps in multiplying or dividing by powers of 10.

*** I can use powers of 10 to multiply and divide numbers.

Powers of 10

Before we learn to multiply and divide by Powers of 10, we need to review place value.

Place Value – The value of a digit depending on its place or position in a number.

Let's just focus on numbers for now!

Powers of 10

Can you name all of the place values in the number below?

millions
hundred thousands
ten thousands
thousands
hundreds
tens
ones
and
tenths
hundredths
thousandths
ten thousandths

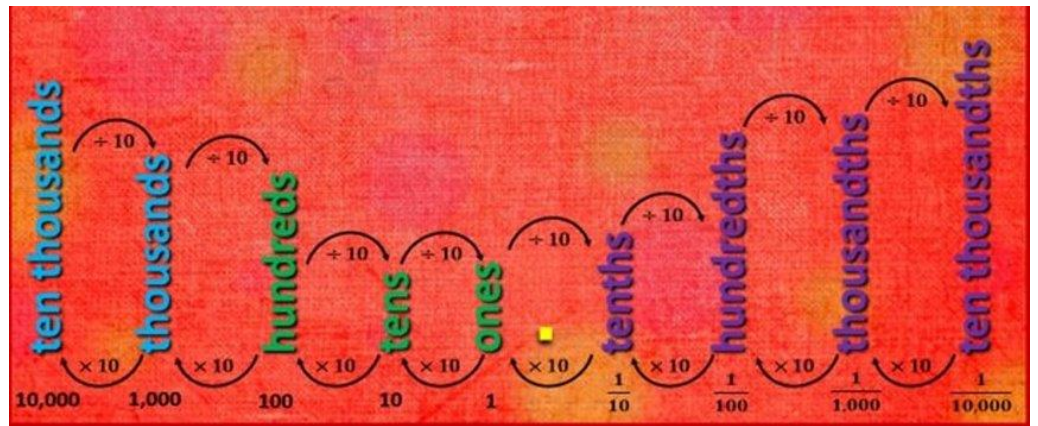
8 374 625.7914

0.1 0.01 0.001 0.0001

Notice! As we move to the left on the place value chart, we multiply by 10 to get to each next place.

And as we move to the right, we divide by 10 to get to each next place.

It makes sense! When you multiply, numbers get bigger. When you divide, numbers get smaller.



Powers of 10

In math, a Power of 10 is any integer power of the number ten.

Example: power or exponent 10^3 base number

Or ten multiplied by itself 3 times. Pronounced "ten to the third power"

$10^3 = 10 \times 10 \times 10 = 1,000$

Powers of 10

Here are a few powers of 10:

$10^1 = 10$

$10^2 = 10 \times 10 = 100$

$10^3 = 10 \times 10 \times 10 = 1,000$

$10^4 = 10 \times 10 \times 10 \times 10 = 10,000$

$10^5 = 10 \times 10 \times 10 \times 10 \times 10 = 100,000$

$10^6 = 10 \times 10 \times 10 \times 10 \times 10 \times 10 = 1,000,000$

Do you see a pattern?

If you said that each exponent equals the number of zeros in each product, you're right!

Check out the following multiplication problem!

$279 \times 100\,000 =$

This pattern creates a shortcut when we multiply any whole number by a power of ten!

Instead of actually multiplying, we can simply count the number of zeros in 100,000 (which equals 10^5) and add that many zeros to 279.

$279 \times 100\,000 = 27\,900\,000$

1. $415 \times 10^3 =$	2. $1\,000\,000 \times 56 =$
3. $233 \times 100 =$	4. $421 \times 10^2 =$
5. $10\,000 \times 77 =$	6. $889 \times 100\,000 =$



DIVISION DRAW



** This game can be played with cards or dice to make your numbers.

** You can play with 1 or more players.

Level 1

- Shuffle cards and place face down in a pile in the centre of the players.
- Each player draws two cards from the pile.
- If a players' cards can be evenly divided into the other, the player keeps these two cards.
- If one cannot be divided evenly into the other, the player returns their cards to the pile which is shuffled and placed in the centre.
- Eg. 8 can be divided evenly by 4 ($8 \div 4 = 2$), so a player would keep 8 and 4.
But 4 cannot divide evenly into 7 ($7 \div 4 = 1 \text{ r } 3$) so a player wouldn't keep 4 and 7.
- Repeat.
- Each player adds the value of the cards they have won until one player reaches 50 and becomes the winner.

Level 2

- Same as above but each player draws three cards from the pile.
- If a player can use two cards to make a 2-digit number that can be evenly divided by the third card (without a remainder), the player keeps these three cards.
- Eg if 2, 3 and 4 are flipped, 24 can be divided evenly by 3 ($24 \div 3 = 8$) or 32 can be divided evenly by 4 ($32 \div 4 = 8$), so a player would keep 2, 3 and 4.
But if 3, 5, 6 were flipped, no combination can be divided evenly so a player wouldn't keep those cards.
 $35 \div 6 = 5 \text{ r } 5$, $53 \div 6 = 8 \text{ r } 5$, $36 \div 5 = 7 \text{ r } 1$, $63 \div 5 = 12 \text{ r } 3$, $56 \div 3 = 18 \text{ r } 2$, $65 \div 3 = 21 \text{ r } 2$

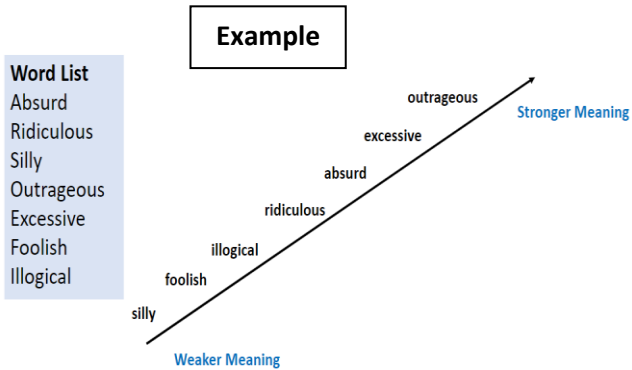


WEDNESDAY

VOCABULARY

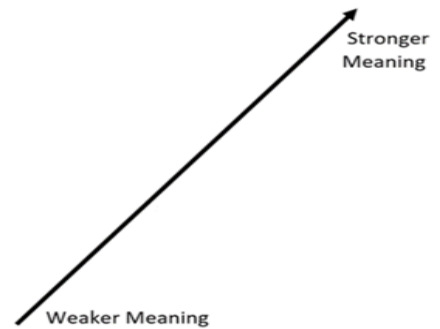
Word Clines

Word clines are a way to show where synonyms sit on a slope, from the weakest meaning to the strongest meaning.



Word List

ravenous
hungry
famished
starved
craving
peckish

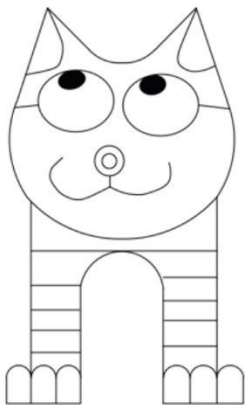


ART

WALT: I am learning how to draw a simple cat using lines and shapes.

Success Criteria:

- * I can follow the instructions on the link.
- ** I can draw two eyes and the head.
- *** I can draw the nose and the mouth.
- **** I can draw arms and legs.



Cat Portrait

Click on the link to watch the video instructions for how to draw a cat portrait

<https://bit.ly/2QNrMB9>

COMPREHENSION

Read the text. Write your summary in one to two paragraphs.

The Olympic and Paralympic Values

The Olympic Games and Paralympic Games take place once every four years. During this time, the world turns its gaze upon the athletes who compete, representing over 200 countries from across the globe.

Only the very best athletes from each country have the opportunity to compete in the Olympic and Paralympic Games. People from all over the world tune in to follow their country's athletes, to cheer them on, celebrate their achievements and be inspired. The Games are an opportunity for these athletes to demonstrate their athletic and sporting abilities, but are also an important time to showcase the values of the Games to inspire others.



The International Olympic Committee (IOC) are the leaders of the Olympic Movement. They make sure that the Olympic Games are run correctly and that the rules of the Olympic Charter are respected. The IOC also defines the core values of the Olympics. These values are excellence, friendship and respect.



All athletes who compete at the Olympic Games have demonstrated excellence in their chosen sport. However, excellence does not just mean being the best, finishing first or winning a medal. Excellence is also about beating your own personal best and performing to the very best of your abilities.

Friendship is a cornerstone of the Olympic Games. For the two weeks of the Olympic

Games, athletes live in the Olympic Village and get to know other athletes from all over the world. Developing these friendships allows people to develop tolerance and understanding of others.

The value of respect is central to all participants in the Olympic Games, including athletes, coaches, officials and spectators. Respect for competitors, respect for judges and officials, respect for the rules and fair play, respect for the environment and respect for oneself are all key to this value.

Summarising

A summary retells the main events of a text in a shorter version

SUMmarise It

Shorter than the text

Use your own words

Main ideas only 

How to Summarise

While you are reading, ask yourself the following questions to help you summarise the text:

- What is the purpose of the text?
- What is the main idea of the text?
- What are the most important events or details?
- What key words are repeated throughout the text?
- How might I retell the text to another person?



The Olympic and Paralympic Values

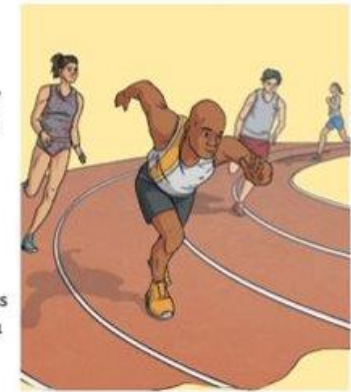
The International Paralympic Committee (IPC) operates as the governing body for the Paralympics, similar to how the IOC operates for the Olympic Games. The Paralympic Values determined by the IPC are determination, inspiration, courage and equality.

Determination is making the decision to achieve something, then continuing to persevere until you reach that goal, despite the challenges that you may face. Many Paralympians have overcome great obstacles to reach their goals and they would not have been able to do so without determination. It is determination that drives people to do more than society expects of them, especially when they know in themselves that they are capable of more.

Sportspeople and sporting achievements have always inspired others to push themselves further. The Paralympic value of inspiration means to be a good role model and use achievements to inspire others to be their best. Paralympians prove that people with impairments are able to compete at an elite level.

Courage is a core value of the Paralympics because every step of a Paralympian's journey requires courage. From taking the first steps to learn a new sport to performing in front of the whole world, the journey requires courage at every turn.

Equality means that all people are recognised as having equal worth. The Paralympic Games provide an opportunity for athletes with impairments to showcase their skills and compete on a world stage, breaking down attitudes of discrimination and prejudice.



GEOGRAPHY

Learning Intention:

We are learning about various cities and countries that have hosted Olympic games.

Success Criteria:

- *I can name some cities and countries that hosted Olympic games.
- *I can name and locate some cities and countries that hosted Olympic games on the world map.
- ***I can research and explain the advantages and disadvantages to having the Olympics in your city.

- Every four years, the modern Olympic games are held in a selected host city. People from around the world attend the major sporting event as an athlete or spectator.
- Athletes train hard to be selected and participate in a range of sporting events to break personal and world records and to win a gold, silver or bronze medal.
- Major international cities nominate themselves to go into the running to be selected as the next host city.
- Being the host city of the Olympics has its advantages and disadvantages.

The Olympic Games

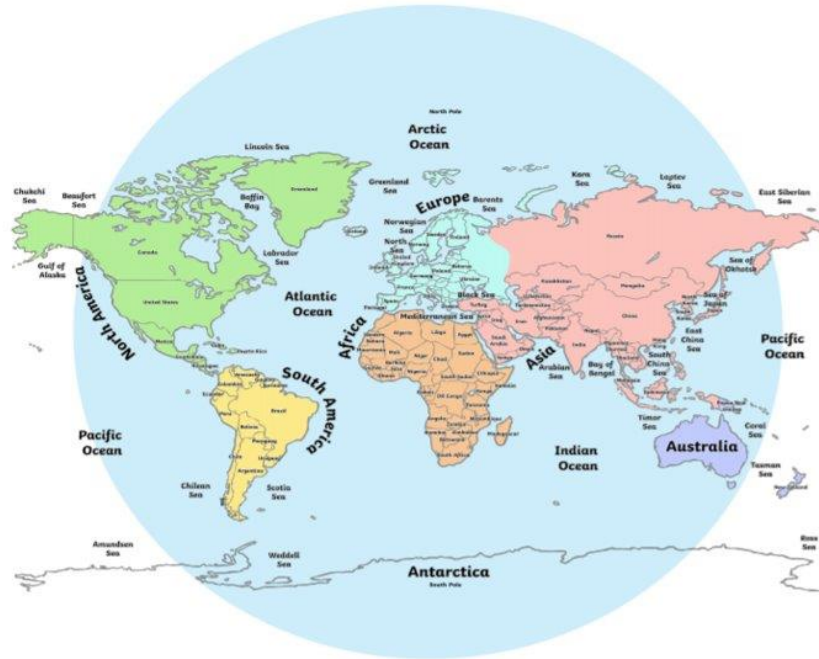


- The Olympic Games is the biggest sporting competition in the world.
- They are held every 4 years.
- They are held in a different country each time.
- It is a very old competition which has taken place for over 2700 years.
- The first ever Olympic Games were held in Olympia in Greece
- The Olympic flame is kept alight in Greece where it originated from a Greek legend.
- Over 200 Nations compete in the games.

Map the Olympic Host Cities

Draw a line from each host city to its approximate location on the world map.

- Rio de Janeiro, Brazil
2016
- London, United Kingdom
1908, 1948, 2012
- Beijing, China
2008
- Athens, Greece
1896, 2004
- Sydney, Australia
2000
- Atlanta, United States
1996
- Barcelona, Spain
1992
- Seoul, South Korea
1988
- Los Angeles, United States
1932, 1984
- Moscow, Russia
1980
- Montreal, Canada
1976
- Munich, Germany
1972



- Mexico City, Mexico
1968
- Tokyo, Japan
1964, 2021
- Rome, Italy
1960
- Melbourne, Australia
1956
- Helsinki, Finland
1952
- Berlin, Germany
1936
- Amsterdam, Netherlands
1928
- Paris, France
1900, 1924
- Antwerp, Belgium
1920
- Stockholm, Sweden
1912
- St. Louis, United States
1904



Olympic Host City Research

- Research the history of the Olympic host cities and the selection process (why they were selected).
- Imagine we are having the Olympics in our city. Identify the advantages and disadvantages to having the Olympics in your city.

To complete this task (researching), you will need to apply an inquiry approach of gathering information. This involves:

- *Developing questions to research about the advantages and disadvantages of a city hosting the Olympics*
- *Collecting information from a range of primary and secondary sources*
- *Recording it in dot-point form, using the graphic organiser provided.*

Olympic Host City Inquiry Research

Olympic Host City – Advantages and Disadvantages

Advantages to
Hosting the Olympics

Disadvantages to
Hosting the Olympics

MATHS

WALT:

I am learning to multiply and divide by powers of 10.

Success Criteria:

*I can understand place value.

** I can explain the steps in multiplying or dividing by powers of 10.

*** I can use powers of 10 to multiply and divide numbers.

Powers of 10

The Powers of 10 principle creates more shortcuts when we multiply or divide decimals!

You're going to show us more shortcuts to make this math junk easier?



I smell a conspiracy!

Yes, I am!

Just check this out!

Powers of 10

Multiplying Decimals' Shortcut:

When you multiply a decimal by a power of 10, move the decimal point to the right the same number of places as there are zeros in the power of 10.

In other words: -Multiplying by 10 moves the decimal 1 place to the right.

-Multiplying by 100 moves the decimal 2 places to the right. And so on...

Powers of 10

Dividing Decimals' Shortcut:

When you divide a decimal by a power of 10, move the decimal point to the left the same number of places as there are zeros in the power of 10.

In other words: -Dividing by 10 moves the decimal 1 place to the left.

-Dividing by 100 moves the decimal 2 places to the left. And so on...

Powers of 10

Let's try some!

Multiply the following decimals by simply moving each decimal the correct number of places.

1) $0.813 \times 100 = 81.3$

2) $100,000 \times 1.25529 = 125,529$

3) $91.17 \times 10,000 = 911,700$

4) $0.85 \times 1,000 =$

5) $10 \times 546.821 =$

6) $1,000,000 \times 7.9 =$

7) $6.6 \times 10^3 =$

8) $9.413 \times 10^2 =$

Powers of 10

Let's try some!

Divide the following decimals by simply moving each decimal the correct number of places.

1) $38.95 \div 100 = 0.3895$

2) $401.14 \div 10,000 = 0.040114$

3) $93.7 \div 10 = 9.37$

4) $5.1 \div 1,000,000 =$

5) $682 \div 1,000 =$

6) $2,393.7 \div 100,000 =$

Multiplying and Dividing by
Powers of 10 – Place Value

Practice A

Using the sample number below, fill in all of the missing place values.

1.

9	, 3	8	5	, 1	4	7	.	2	0	3	

Multiplying and Dividing by
Powers of 10

Practice B

True or False. If false, change one word that will make the statement true.

- 1) T or F On a place value chart, the tenth's place is smaller than the one's place.
- 2) T or F Every time you move to the left on a place value chart, it's like dividing by 10.
- 3) T or F When you properly say decimals, the word "and" stands for the decimal point.
- 4) T or F On a place value chart, as you move to the right, values get larger.

Multiply the following whole numbers using the principles for powers of 10.

- 5) $24 \times 1,000 =$ _____
- 6) $821 \times 10^2 =$ _____
- 7) $100,000 \times 537 =$ _____
- 8) $10 \times 79,155 =$ _____
- 9)
$$\begin{array}{r} 1,000,000 \\ \times \quad 432 \\ \hline \end{array}$$
- 10)
$$\begin{array}{r} 544,313 \\ \times 1,000 \\ \hline \end{array}$$
- 11)
$$\begin{array}{r} 10 \\ \times 14,695 \\ \hline \end{array}$$
- 12)
$$\begin{array}{r} 10^4 \\ \times 3,894 \\ \hline \end{array}$$
- 13)
$$\begin{array}{r} 4,029 \\ \times 100 \\ \hline \end{array}$$
- 14)
$$\begin{array}{r} 10^5 \\ \times 55,688 \\ \hline \end{array}$$

Multiply or divide the following decimals using the principles for powers of 10.

- 1) $12.98 \times 100 =$ _____
- 2) $54.42 \div 100 =$ _____
- 3) $39.78 \div 10 =$ _____
- 4) $71.1 \times 1,000 =$ _____
- 5) $76,091.5 \div 100,000 =$ _____
- 6) $0.813 \times 10^2 =$ _____
- 7) $2,455,005.84 \div 10^6 =$ _____
- 8) $499.35 \div 10^4 =$ _____

Multiply or divide the following money amounts. Round your answers to the nearest penny.

Examples: $\$77.828 = \77.83 or $\$23.5 = \23.50

- 9) $\$2.19 \times 100 =$ _____
- 10) $1,000 \times \$0.43785 =$ _____
- 11) $\$118.22 \div 10 =$ _____
- 12) $\$3,445.68 \div 1,000 =$ _____

THURSDAY

COMPREHENSION

Complete a Reading Eggs task or write the 3 main points from the text you read.

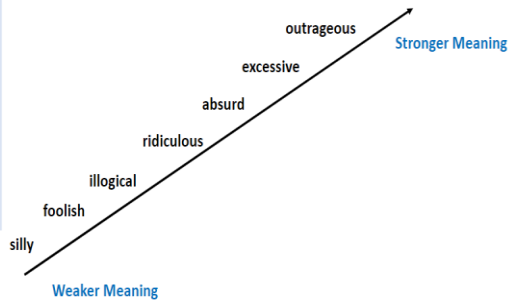
VOCABULARY

Word Clines

Word clines are a way to show where synonyms sit on a slope, from the weakest meaning to the strongest meaning.

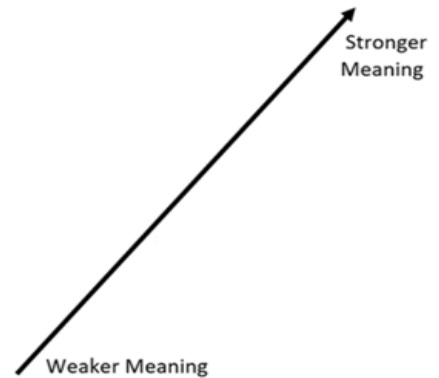
Example

Word List
Absurd
Ridiculous
Silly
Outrageous
Excessive
Foolish
Illogical



Word List

drowsy
tired
lethargic
comatose
asleep
sleepy



MATHS

WALT: understand units of measurement for length.

Success Criteria:

- *I can state what the different units of measurement are for length.
- ** I can calculate the measurement and the strategy used.
- *** I can convert units of measurement.

Converting Units of Length

- 10 millimetres = 1 centimetre
- 100 centimetres = 1 metre
- 1000 metres = 1 kilometre



Calculating Units of Length

- millimetres to centimetres:** divide by 10 (e.g. 30 mm ÷ 10 = 3 cm)
- centimetres to millimetres:** multiply by 10 (e.g. 3 cm × 10 = 30 mm)
- centimetres to metres:** divide by 100 (e.g. 500 cm ÷ 100 = 5 m)
- metres to centimetres:** multiply by 100 (e.g. 5 m × 100 = 500 cm)
- metres to kilometres:** divide by 1000 (e.g. 4000 m ÷ 1000 = 4 km)
- kilometres to metres:** multiply by 1000 (e.g. 4 km × 1000 = 4000 m)

© teachstarter

Watch this link about converting units of length.

<https://www.youtube.com/watch?v=v3E6nmAWc5U>

Reading and Comparing Metric Units

Imagine that your ruler snapped and the first measurement you can see is 7cm. Can you still measure accurately with a broken ruler? Try measuring the length of a few objects on your table, starting at 7cm and write down the strategy you used. Up for an extra challenge? This time your ruler snapped at 3.8cm!



Reading and Comparing Metric Units

This book is 14cm and 7mm long. You can see where the ruler has larger marks for cm and smaller marks for mm. Try measuring 5 objects in your classroom using cm and mm. Up for a challenge? Convert your measurements into cm, mm or even metres. For example, this book would be 14.7cm, 147mm or 0.147m.

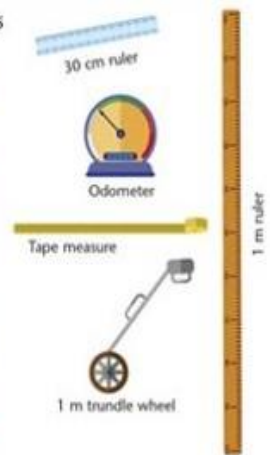


30 Choosing length units

- 6 Shade the boxes with the suggested colours to select the most appropriate unit of length to measure each of the following.
- | | mm | cm | m | km |
|-----------------------------------|----|----|---|----|
| a The length of a sultana packet | | | | |
| b The length of a calculator | | | | |
| c The thickness of a mobile phone | | | | |
| d The length of a grasshopper | | | | |
| e The length of a pool | | | | |
| f The width of your home | | | | |
| g The length of a fingernail | | | | |
| h The length of the Hume Highway | | | | |

- 7 Choose an appropriate measuring device from the ones given to measure each of the following.

Length	Device
a The length of a pencil	
b The length of a room	
c The circumference of a bin	
d The length of the playground	
e The circumference of a bottle	
f The perimeter of a large curved garden	
g The distance between two towns	
h The perimeter of a book	
i The perimeter of your school	



- 8 Convert these measurements to the length unit given.

- | | | |
|--------------------|--------------------|---------------------|
| a 5 cm = _____ mm | f 8 m = _____ cm | k 2000 m = _____ km |
| b 26 cm = _____ mm | g 9 m = _____ cm | l 6000 m = _____ km |
| c 37 cm = _____ mm | h 5½ m = _____ cm | m 4000 m = _____ km |
| d 30 mm = _____ cm | i 200 cm = _____ m | n 6 km = _____ m |
| e 60 mm = _____ cm | j 700 cm = _____ m | o 8½ m = _____ cm |

- 9 Use the 5 mm dot paper to design:

- a a rectangle with a perimeter of 140 mm b a rectangle with a perimeter of 110 mm



SCIENCE

WALT: design our own planet with similarities and differences to Earth

Success Criteria:

- * I can create a table that shows how my planet is similar to Earth but how it is also different
- ** I can include elements like gravity and oxygen on my planet, less then/more than Earth
- *** I can draw and label a diagram of my planet
- **** I can name my planet and give it a location in our solar system

Draw and label the features of your planet! Does it have millions of clouds that trap heat like Venus? Or is it a cold icy wasteland like Pluto?

Be creative and use your plan from the previous page to help you! You may use digital technologies such as paint or photo editor to help you or you may use paper and pencils. This challenge is yours!

We know that Earth has elements such as oxygen, gravity and water that help our species and others to survive. We also know that Earth is the perfect distance away from the Sun to give us a safe amount of light and heat. Earth rotates on its own axis every 24 hours which gives us 1 day. It also takes 365 days to travel around the sun which gives us 1 year.

How is your planet similar to Earth and how is it different? Be sure to include information about your planet's:

- * Size
- * Colour
- * Composition (What is it made of?)
- * Orbit (How long is a year?)
- * Rotational Axis (How long is a day?)
- * Climate and weather
- * More or less gravity than Earth (The size of your planet helps here – bigger than Earth is less gravity, smaller than Earth is more gravity)
- * Is there oxygen and water?
- * Who or what lives there?

The possibilities are endless, it is your planet!

Similarities to Earth	Differences to Earth

SCIENCE

WALT: discover more information about our Earth and our Solar System

Success Criteria:

- * I complete basic research about Mars by using credible sources on the internet
- ** I can answer the research questions in full sentences
- *** I can draw Mars in its correct position in our Solar System

Mars

- YouTube <https://www.youtube.com/watch?v=xKKzloJgMSQ>
- NASA <https://spaceplace.nasa.gov/menu/solar-system/>
- Science Kidz <https://www.sciencekids.co.nz/sciencefacts/space/solarsystem.html>
- Britannica Kids <https://www.sciencekids.co.nz/sciencefacts/space/solarsystem.html>

Research and answer these questions about Mars

1. Describe Mars scientifically. What is it made out of, its colour and its size?
2. How long does Mars take to rotate on its axis, what does this mean?
3. How long does it take for Mars to orbit around the sun, what does this mean?
4. How far is Mars from the Sun, how far is Venus from Earth?
5. Who discovered Mars and who or what is it named after?
6. Draw and label a coloured diagram of Mars in the Solar System.
7. Describe any interesting facts about Mars
8. Bibliography – What sources or websites did you use to find your information. (Do not write Google)

MATHS


WALT: understand units of measurement for length.

Success Criteria:

- *I can state what the different units of measurement are for length.
- ** I can calculate the measurement conversions for units of length.
- *** I can explain and justify my response.

Converting Units of Length

10 millimetres = 1 centimetre
100 centimetres = 1 metre
1000 metres = 1 kilometre



Calculating Units of Length

millimetres to centimetres: divide by 10 (e.g. 30 mm ÷ 10 = 3 cm)
centimetres to millimetres: multiply by 10 (e.g. 3 cm × 10 = 30 mm)
centimetres to metres: divide by 100 (e.g. 500 cm ÷ 100 = 5 m)
metres to centimetres: multiply by 100 (e.g. 5 m × 100 = 500 cm)
metres to kilometres: divide by 1000 (e.g. 4000 m ÷ 1000 = 4 km)
kilometres to metres: multiply by 1000 (e.g. 4 km × 1000 = 4000 m)

Watch this link about converting units of length.

<https://www.youtube.com/watch?v=v3E6nmAWc5U>

Task – Solve the following measurement problems and choose a couple of the questions to record and reflect on your response.

Number Talks: Measurement Conversion


Specific prompts include:

- What is the relationship between these two units? How do you know?
- What are some ways to determine the solution? How can you prove this to be true?
- How can we use a model to help determine the solution? Why did you choose to model it in this way?
- What could we be measuring with these units?
- What are some measurements equivalent to the solution? How do you know they are equivalent?
- What are some measurements smaller/larger than the solution? How do you know they are smaller/larger?
- Write a word problem that reflects this comparison. Share it with a partner. How does your problem reflect the comparison?

Question 1

Number Talks: Measurement Conversion


5000 m = _____ km



Question 2

Number Talks: Measurement Conversion

_____ mm = 15 cm



Question 4

Number Talks: Measurement Conversion

Which is smaller?
81 mm or 0.9 m



Question 3

Number Talks: Measurement Conversion


Which is smaller?
2.5 km or 3000 cm



Question 5

Number Talks: Measurement Conversion

Damian lives 12 km from school. If his mum drives him to and from school each day for one week, how many metres do they drive in all?



To convert **metres** to **kilometres** divide by 1000.
A metre is one thousandth of a kilometre.

To change metres to kilometres, I divide by 1000.

- 10 Use a calculator to convert the metres to kilometres. Your calculator will express some measurements as decimals. The first one is done for you.

Metres	1525	2399	3514	4786	2905	4567	2063	2560
Kilometres	1.525							

- 11 Which distance above is closest to 3 km? _____

To convert **kilometres** to **metres** multiply by 1000.

- 12 Convert these measurements from kilometres into metres without the use of a calculator. Then use a calculator to check.

Kilometres	3.505	2.459	8.355	7.684	9.502	6.349	82	35
Metres	3505							

To change kilometres into metres, I multiply by 1000.



- 13 Calculate the distances between towns in metres, then convert the metres into kilometres.

	Distance	Metres	Kilometres
a	A to B to C		
b	C to D to E		
c	E to F to G		

	Distance	Metres	Kilometres
d	H to G to F		
e	F to E to D		
f	D to C to B to A		

- 14 Name a journey longer than 13 km.

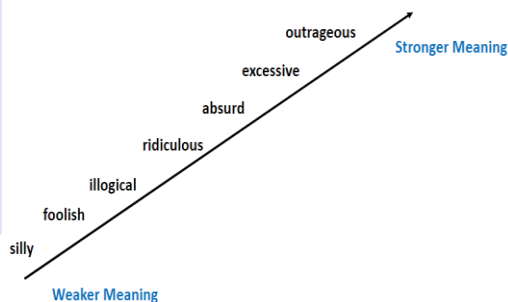
VOCABULARY

Word Clines

Word clines are a way to show where synonyms sit on a slope, from the weakest meaning to the strongest meaning.

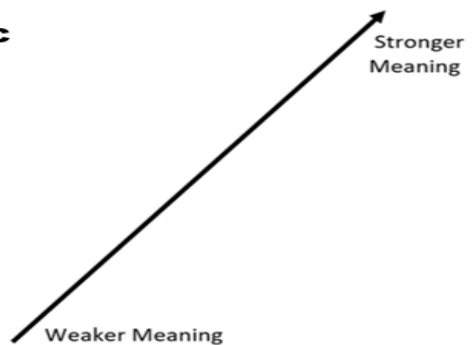
Example

- Word List
- Absurd
- Ridiculous
- Silly
- Outrageous
- Excessive
- Foolish
- Illogical



List as many synonyms you can think of for the word **gigantic** and then create a word cline.

gigantic



COMPREHENSION

Read the text. Write your summary in one to two paragraphs.

Cathy Freeman

Life and Sporting Career

Catherine Astrid Salome Freeman was born in 1973 in Mackay, Queensland. From the time Freeman was a child, she dreamed of winning an Olympic gold medal. She raced for the first time when she was eight years old, running the 80m sprint at her primary school and winning easily. She achieved scholarships to two Queensland schools, Fairholme College and Kooralbyn International School. At Kooralbyn, she was professionally coached for the first time.

Olympic Games and Medals

1996 Atlanta Games

- 1 silver - 400m

2000 Sydney Games

- 1 gold - 400m



Freeman was the first Australian Aboriginal person to read: 'Indigenous Australian to become a Commonwealth Games gold medalist in 1990, at the age of just 16. 1994 was her breakthrough season and at the Commonwealth Games in Canada that year, Freeman won gold in both the 200m and 400m. She also won the silver medal in the 1996 Olympics and came first at the 1997 World Championships, both in the 400m event.'

Summarising

A summary retells the main events of a text in a shorter version

SUMmarise It

Shorter than the text

Use your own words

Main ideas only

How to Summarise

While you are reading, ask yourself the following questions to help you summarise the text:

- What is the purpose of the text?
- What is the main idea of the text?
- What are the most important events or details?
- What key words are repeated throughout the text?
- How might I retell the text to another person?



Cathy Freeman

It was at the 2000 Sydney Olympics that Freeman really became a household name in Australia. Firstly, she was awarded the honour of lighting the flame at the Opening Ceremony of the Games. Then, ten days later in a packed stadium of over 112,000 people and wearing a now legendary full bodysuit, she collected the ultimate prize - taking the lead, 75 metres from home, Cathy Freeman held off her challengers to win Olympic gold in the 400m. The crowd wildly cheered for her on her victory lap, as she proudly carried the Australian and Aboriginal flags.

Since retiring from athletics, Freeman has become involved in a range of community and charitable activities. She was an Ambassador of the Australian Indigenous Education Foundation and Cottage by the Sea, one of Australia's oldest charities that provides short-term beachside holidays and respite care for children and families in need. In 2007, Cathy Freeman founded the Cathy Freeman Foundation that works with four remote Indigenous communities to close the gap in education between Indigenous and non-Indigenous Australian children.

Cathy Freeman has been recognised for her many sporting achievements, having been awarded the Australian Sports Medal, The Centenary Medal and the Medal of the Order of Australia. She was also named Australian of the Year in 1998 and has been inducted into the Queensland and Sport Australia Halls of Fame.



MUSIC

WALT: We are learning about timbre and how mood is created through music.

Success Criteria:

- *I can identify different instruments in a piece of music.
- ** I can explain why different instruments make different sounds.
- *** I can describe how music creates mood.

Watch the clip and answer the questions <https://publish.viostream.com/play/w9i3zgndnp6iq>

Timbre (pronounced 'tamber') describes the different sounds created by different instruments. Think about the different sounds created by these instruments:

- *trumpet vs recorder *acoustic guitar vs electric guitar *maracas vs handbell *drum vs tapping sticks
- Why do they sound different?
- Are they made with the same materials?
- How are they played differently?

*Some instruments are made from wood and others metal. They are played differently too. Some use a mallet, others are shaken.

Listen to the music "Flight of the Bumblebee" and answer the questions about the different instruments and how the mood of bees moving from flower to flower is created

Flight of the Bumblebee - Canadian Brass <https://youtu.be/xZO5KTJTwHE>



Listen

Listen to Canadian Brass perform *Flight of the Bumblebee*. This piece was written by Russian composer Nikolai Rimsky-Korsakov. He wrote it in the year 1900!

Draw

The group playing this piece is called Canadian Brass. The instruments you can see are (from left to right): Trumpet; Piccolo Trumpet (smaller therefore higher in pitch); French horn; Trombone; Tuba

Find and draw pictures of each of these instruments to show how they look different from each other:

Trumpet	Piccolo Trumpet	French Horn	Trombone	Tuba

Analyse

Answer these questions about Flight of the Bumblebee.

1. Which word best describes the tempo (or the speed of this piece of music):

Very Slow Slow Medium Fast Very Fast

2. Looking at the video, which instrument do you think is making the low pitch sounds?

Trumpet Piccolo trumpet French Horn Trombone Tuba

3. Does this piece of music feature mostly low pitches or high pitches?

Low pitches High pitches

4. At the start of the piece, the dynamic (or how volume of the music) is loud. Describe at what point the music gets softer?

.....

.....

5. Think about how a bee flies from one flower to the next. The composer has written the music to sound like a bee, or even lots of bees. What is it about the music that makes you imagine a bee flying around?




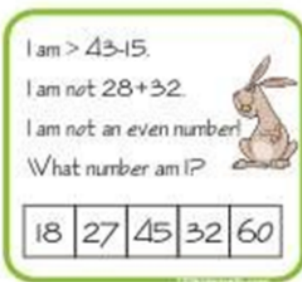
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6. Circle the words you could use to describe this music to someone else:

Speedy Smooth Quick Messy Buzzing Dark Bright Colourful
 Monotonous Joyful Exciting Moody Dull Thick Thin Heavy
 Shrieking Gentle Exhausting Never ending Silly High Low

WEEK 6 CHALLENGES

Physical Challenge	Word Challenge	Picture Challenge																
 <p>30 Second Fitness Challenge: Ice Skater Taps</p> <p>https://video.link/w/yDb4c</p> 	<p>Shrinking words</p> <p>Drop one letter at a time to make another word. Each time you take away a letter it must spell a real word.</p> <p>Example: gasps → gaps → gas → as → a</p> <p>Now try these:</p> <table style="width: 100%;"> <tr> <td style="text-align: center;">S T A R T L I N G</td> <td style="text-align: center;">S N O W I N G</td> </tr> <tr><td style="text-align: center;">↓</td><td style="text-align: center;">↓</td></tr> <tr><td style="text-align: center;">↓</td><td style="text-align: center;">↓</td></tr> <tr><td style="text-align: center;">↓</td><td style="text-align: center;">↓</td></tr> <tr><td style="text-align: center;">↓</td><td style="text-align: center;">↓</td></tr> <tr><td style="text-align: center;">↓</td><td style="text-align: center;">↓</td></tr> <tr><td style="text-align: center;">↓</td><td style="text-align: center;">↓</td></tr> <tr><td style="text-align: center;">↓</td><td style="text-align: center;">↓</td></tr> </table> 	S T A R T L I N G	S N O W I N G	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	<p>What phrase does this picture make?</p> <p style="text-align: center;">T R O Y O U R E U B L E</p>
S T A R T L I N G	S N O W I N G																	
↓	↓																	
↓	↓																	
↓	↓																	
↓	↓																	
↓	↓																	
↓	↓																	
↓	↓																	
Maths Challenge	Mystery Number Challenge	Times Table Challenge																
<p>What is the value of the following expression in simplest form?</p> <p>$(10 \times 8 \times 6 \times 4) \div (5 \times 4 \times 3 \times 2)$</p>	 <p>I am $> 43-15$. I am not $28+32$. I am not an even number. What number am I?</p> <p>18 27 45 32 60</p>	<p>Choose a times table that you need to practice and time how quickly you can say and write <u>them</u>, or ask a family member to test you. Record your best time and try to beat it. (For extra challenge try doing them out of order.)</p>																

20 life skills I can learn at home

Tie my shoelaces. 	Make my bed. 	Set the dinner table. 	Wash the pots. 
Cook a simple meal. 	Make myself breakfast. 	Tell the time. 	Fasten buttons on my clothes. 
Clean my bedroom. 	Hang clothes on a hanger. 	Fold my clothes. 	Use a knife and fork. 
Count money. 	Know who to ring in an emergency. 	Water and care for plants. 	Know my address. 
Sort recyclable rubbish. 	Learn to peel vegetables safely. 	Care for a pet. 	Load & unload the washing machine. 

SCHOOL'S OUT!

FAMILY BINGO

Family Game Night	Create a robot out of recyclables	Visit a virtual aquarium	Play catch	Family Karaoke sing-a-long
Draw a family portrait	Take a Virtual Family Fitness class	Cook a healthy meal together	Camp out in the living room	Take a family selfie
Learn a TikTok dance	Read a book	FREE CHOICE	Help with chores	Bake a healthy treat
Visit a virtual museum	FaceTime a far away family member	Family Movie Night	Complete a puzzle	Do something nice for a family member
Have breakfast for dinner	Make a Thankful list	Go for a walk (while maintaining social distancing)	Scavenger Hunt	Visit a virtual zoo