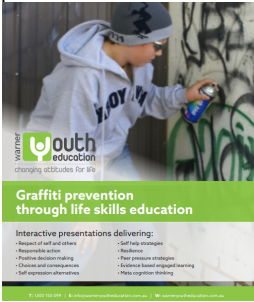# Week 10 Term 3 Weekly Framework Stage 3

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. You are also able to access your Mathletics account. You can complete activities in your Homework book or an exercise book, some maybe submitted through your google classroom. Don't forget to write the date on your activities to keep track. Resources/worksheets/spelling words can be found at the end of this document under resources.

T3 Wk 2	Morning Session	Middle Session	Afternoon
Monday	**English** - **Year 5 and Year 6 Spelling with Miss Deathe** Success Criteria: I can use the graph /y/ making the sound "ee" as in **pony**. Open the Term 3 Wk 10 Spelling PowerPoint (this can be found on your Google Classroom) and follow the prompts. **Activity 1:** Fold your page into four columns, labelling each Monday-Thursday with the short date under each. Copy out your spelling words for the week. **Activity 2: Highlight the Spelling Pattern** Use a highlighter to trace over the spelling pattern in each of your words (excluding sight words). Can you find other words in a book or dictionary that use the graph /y/ to make the same "ee" sound? Remember to say these words aloud to make sure they have the same sound. All words with a /y/ will not make the "ee" sound (eg. *sky*). List these in your book. **Activity 3: Word meanings-** review your words and write the meaning in your own words for at least 10 of your words. Make sure you do the words you don't know first Zoom Incursion time to be confirmed. Teachers will post the link in your google classroom once we receive it	**Math MENTALS - Complete one section each day.** **Maths -Area** **Mathletics worksheets** Year 5 – Introducing Area p.25 & 26 Year 6 – Area – Square units P.16 **Mathletics Online Activities:** Year 5 - Area of shapes, Area of triangles Year 6 – Calculate area of squares and rectangles, Area of triangles, Test How to use the formula to calculate the area of triangles. " Use the perpendicular height and the length of the base. Multiply these measurements together. Then divide that number by 2. You can do this using the following formula, e.g. (h x b) = A2" Complete 'Finding the area of Triangles' worksheet. *http://www.mathsisfun.com/algebra/tri…* *You tube video that explains how to work out the area of a triangle*	**Writing:** **Complete the Hot Task** Todays Library lesson

| T3 Wk 2	Morning Session	Middle Session	Afternoon

Tuesday	**English - Spelling**
	Yr 5 Spelling with Miss Deathe
	Success Criteria: I can use the graph /y/ making the sound "ee" as in **pony**.
	
	Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Tuesday' column.
	
	Activity 2: Spelling Points
	Say the word aloud and write it by separating the *sounds*. How many points is each word worth if a;
	
	  - Graph = 2 points
	  - Digraph = 5 points
	  - Trigraph = 10 points
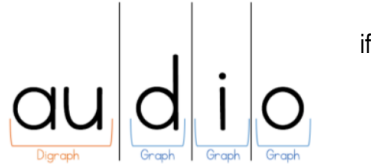	
	Year 6 Spelling
	
	Activity 1 Look, Cover, Write, Check method to copy out your spelling words under your 'Tuesday' column.
	
	Activity 2 Spelling Points as above and activities 1-4 on the worksheet.
	
	English- Handwriting
	WALT:
	  - Write using cursive
	  - Explore joins that facilitate fluency and legibility
	Core Task:
	Review the five S's - slope, shape, size, spacing and style
	Review correct pen/cil grip, book and sitting position/posture
	
	Tuesday 14th September 2021
	scr scr scr scrap scram scrub scribble scratch
	ght ght ght night flight weight tight laughter
	spl spl spl split splay spleen splinter splendid
	dge dge dge dodgy mudge badge fridge wedge
	squ squ squ squeal squall squat squishy squash
	nce nce nce prince mince fence advance dancer
	spr spr spr spring spread sprung sprout
	nch nch nch lunch bench winch inch stench
	str str str strong stripe stray street string
	gle gle gle giggle wriggle jungle single muggle
		Math MENTALS - Complete one section each day.
		
		Area is a square measure. Rectangle Area = Length x Breadth
		10,000m2 = 1hectare(1ha)
		
		Complete worksheet 'Area'
		
		An Introduction to Area
			Teaching Maths	EasyTeaching
				
				Youtube video that explains how to work out the area of different 2D shapes.
				Math MENTALS - Complete one section each day.
				
				Continue working out area in regard to hectares
				Worksheet - Hectares
				
				Units of Measure: Hectares
				
				Youtube video that explains Area of Hectares.
				
				Mathletics worksheets
				
				Year 5 – Area of triangles p.27
				
				Year 6 – Area – Square units p.17
					Science:
					
					Activity 1:
					Complete the Kahoot challenge on Changing States of Matter by using the following details:
					
					https://kahoot.it/challenge/07555358?challenge-id=d9b0b786-0b41-4cf2-8f21-162c1dccc075_1630020201272
					
					Game Pin: 07555358
					
					Activity 2:
					Complete the *Changes in State of Matter Assessment* sheet, using everything you have learnt this term.

# Wellness Wednesday

Find a quiet space and read for 30 minutes	Join your classmates for a Stage 3 fun zoom. 12.30pm Stage 3 Zoom ID: **693 3491 1880** **PC: Stage3**	Put on some calming music and colour in some colouring pages	Laugh! Share some favourite jokes with friends or watch a funny cartoon or video.
Draw a picture, object, shapes, lines or something you can see.	Sit somewhere and breathe slowly, counting each breath in and out.	Research your family tree by interviewing members of your family. You could also organise a FaceTime or zoom to question relatives. See how far back you can go.	Complete a find a word, in a magazine, book or newspaper. print one online.
Work on your Time Capsule journal.	Make a list of the things you would like to do after lockdown is finished.	Each family member gets to choose an activity and everyone does it together.	Write a letter to a friend, relative, classmate or teacher. Then post it.
Sit in the sunshine, notice 5 things you can see, 4 things you can hear, 3 things you can touch, 2 things you can smell, 1 great thing about yourself.	Create an outdoor obstacle course for you or a family member to complete. Be creative with different resources you can use!	Learn a card trick then practise it.	Play a board game. Try a card game of memory or Patience!

T3 Wk 2	Morning Session	Middle Session	Afternoon

Thursday	**English - Spelling**
	Yr 5 Spelling with Miss Deathe
	Success Criteria: I can use the graph /y/ making the sound "ee" as in **pony.**
	
	Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Thursday' column.
	
	**Activity 2:** _Dictionary Meanings_
	Choose 5 words from your spelling list to locate in the dictionary to find the meaning. Write it in your own words.
	
	Year 6 Spelling
	
	Activity 1: Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Thursday' column.
	
	Activity 2: Worksheet complete remaining activities.
	
	Writing:
	
	Complete a diary entry about your term in lockdown.
	
	Write about
	
	    ● things that you learned
	    ● games you played
	    ● family activities
	    ● pets - new or old
	    ● Moment/s that will stay with you
	    ● big events
	    ● celebrations
	    ● movies you watched
	    ● rocks you found or decorated
		Math MENTALS - Complete one section each day.
		
		' Area and Perimeter 'worksheet
		
		Remember to calculate the area of irregular shapes, divide the area into two small areas and add them together.
		
		 How to Find Area and Perimeter
		
		Youtube video explaining how to calculate Area and Perimeter. It is an American video (uses Feet and Inches instead of cm and m but it is the same formula.
		
		English: Reading Comprehension
		Activity 1: Read the attached text _Amazing Amazon_ and answer the multiple-choice questions in your book.
		
		Mathletics worksheets
		
		Year 5 – Hectares and square kilometres p.28
		
		Year 6 – Area using formulae p.18
		
		Extension – Area and perimeter p.23
			Geography
			This week you are presenting your 'My Biome' project to your class during your zoom sessions.

| T3 Wk 2	Morning Session	Middle Session	Afternoon
Friday	**English - Spelling** **Yr 5 Spelling with Miss Deathe** Success Criteria: I can use the graph /y/ making the sound "ee" as in **pony.** **Year 5 and 6** Have a member of your household test you on your words for the week. _Activity 2:_ Complete your Spelling Word Search for the week (find below framework) **Grammar** **Learning Intention:** To identify definite and indefinite articles in a text. Article: an article is an adjective. Like adjectives, articles modify nouns. English has two articles: 'the' and 'a'/'an'. <u>'The'</u> is the <u>definite</u> article and is used to refer to specific or particular nouns. <u>'A'/ 'an'</u> are the <u>indefinite</u> articles and are used to modify non-specific or non-particular nouns. For example, if I say, "Let's read the book," I mean a specific book. If I say, "Let's read a book," I mean any book rather than a specific book. "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use the. "A/an" is used to refer to a non-specific or non-particular member of the group. For example, "I would like to go see a movie." Here, we're not talking about a specific movie. We're talking about any movie. There are many movies, and I want to see any movie. I don't have a specific one in mind. Write out the following sentences. Circle the articles in each sentence then write the specific type of article at the end of each sentence. 1. My sister wants a dog for Christmas. 2. Somebody call an ambulance. 3. Somebody call a policeman. 4. The dog bit me and ran away. 5. I need a new glass of milk. 6. He will get here in an hour. 7. Put the pen down on the table. 8. I could devour a chocolate cake. 9. Molly saw an elephant at the zoo. 10. The boy tripped over.	**Math MENTALS - Complete one section each day.** 'Working with Area and Perimeter' Worksheet. To calculate the area = height x width To calculate perimeter = width + height + width + height **Mathletics worksheets** Year 5 – Area and perimeter p.29 & 30 Year 6 - Area using formulae p.19 Extension Worksheets - OPTIONAL Year 5 – Composite calculations p.p.32 Year 6 – Area of irregular and composite shapes p.20 Year 6 – Area puzzles p.31	A message from all of the Stage 3 teachers, **WELL DONE TO YOU !!!** **Wow What a term, together we have navigated a whole term of online learning.** **Your resilience, creativity and positivity has got you through and we are super proud of the job you have done.** **Have a wonderful holiday, enjoy some time away from the computer, relax and recharge. We can not wait to see you back at school in a few weeks!** **Stay Safe**

Sport challenge for Weeks 8, 9 and 10
We want you to get outside!
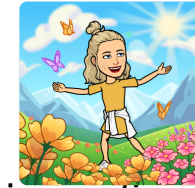
Make time every day to spend at least 30 minutes outside doing something active.

We have been learning in our health lessons about the importance of, 'Me time', fresh air and exercise and the important role it plays in maintaining not just your physical health but your mental health as well. Here are some ideas but do something that works for you and your family. There is no set time, just find the time that works best for you; this could be in the morning, middle session, afternoon or evening. Keep a record of how often you achieve this and how you feel after you do.
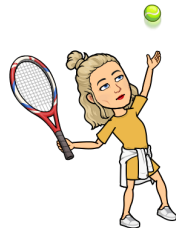
Go for a bike ride.
Learn to skateboard, scooter, roller skate, roller blade .
Play tennis.
Make an obstacle course.
Grab a dice and paper and make a physical activity game.
Go for a walk/ walk the dog
Mediate
Yoga
Dancing
Gymnastics
Jump on a trampoline
strength training
Skipping
Football, netball, soccer, cricket, basketball skill practice
Cheer practice
Stretching
Play ping pong

I'm Flexible

GO YOU!
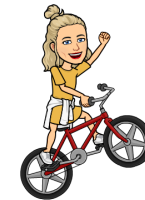
BALL IS LIFE

T3 Wk 9 Spelling Words - Year 5

Spelling Focus Words		Challenge Words	Sight Words
pony	family	glossary	climate
sorry	victory	compulsory	landform
scary	canopy	introductory	influence
naughty	forty	anniversary	examine
luckily	history	February	reduce

Year 6 T3 Wk10 Spelling Words U26

Spelling Focus Words			Challenge Words	Phonics
general	exist	weather	organise	civic
famous	debate	alighted	guillotine	traffic
whether	species	boarded	obsessed	artistic
favourite	embark	parliament	autobiography	specific
government	minister	independent	recommendation	epidemic

Can you name the books using the Emoji pictures?

1. 🌈🐠
2. 🐈➡️🎩
3. 👇🐠, ✌️🐠, 🔴🐠, 🔵🐠
4. 🕷️🕸️🐷
5. 🐖🐖🐖🐺
6. 👧🐻🐻🐻
7. 🟢🍳🥓
8. 👆🏃🐇
9. 👦🍑
10. 🐛🍎🍐🍊🍭🍦🦋
11. 🪄 . 🌳
12. 🥷👶
13. ❓🟢🐑
14. 🐍🦈🐗🐡
15. 🟤🍞🍯
16. 🗑️🐓

A
1. 64 ÷ 8 = _____
2. 42 ÷ 7 = _____
3. 25 ÷ 5 = _____
4. 72 ÷ 9 = _____
5. 60 ÷ 6 = _____
6. 36 ÷ 6 = _____
7. 63 ÷ 9 = _____
8. 45 ÷ 9 = _____
9. 54 ÷ 6 = _____
10. 10 ÷ 10 = _____
11. 48 ÷ 8 = _____
12. 24 ÷ 4 = _____
13. 81 ÷ 9 = _____
14. 49 ÷ 7 = _____
15. 28 ÷ 7 = _____
16. 54 ÷ 9 = _____
17. 18 ÷ 3 = _____
18. 32 ÷ 8 = _____
19. 100 ÷ 10 = _____
20. 1 ÷ 1 = _____

Score [ ]

B Use the number lines.
1. 209 − 156 = _____
2. 517 − 361 = _____
3. 962 − 458 = _____
4. 723 − 516 = _____
5. 301 − 178 = _____
6. 454 − 239 = _____
7. 836 − 697 = _____
8. 640 − 443 = _____

Score [ ]

C Find the perimeter.
1. square with 4 cm sides _____
2. square with 9 m sides _____
3. square with 6 km sides _____
4. square with 12 mm sides _____
5. square with 36 cm sides _____
6. rectangle with 4 m and 7 m sides _____
7. rectangle with 9 mm and 13 mm sides _____
8. rectangle with 8 km and 15 km sides _____
9. rectangle with 19 cm and 7 cm sides _____
10. rectangle with 28 m and 16 m sides _____

Change from $10.
11. $1.40 _____
12. $6.80 _____
13. $9.50 _____
14. $4.20 _____
15. $3.15 _____
16. $1.75 _____
17. $5.35 _____
18. $8.25 _____
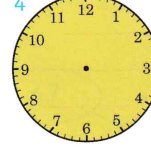19. $9.95 _____
20. $7.65 _____

Score [ ]

Strategy
Split strategy
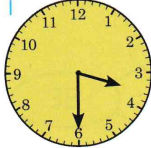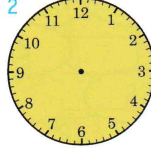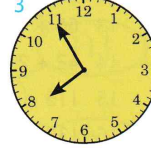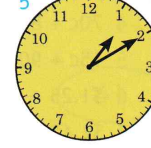
eg 62 + 27 = 60 + 20 + 2 + 7
= 89

1. 46 + 85 = _____
   = _____
2. 93 + 29 = _____
   = _____
3. 68 + 56 = _____
   = _____
4. 57 + 86 = _____
   = _____
5. 77 + 29 = _____
   = _____
6. 69 + 24 = _____
   = _____
7. 85 + 74 = _____
   = _____
8. 95 + 48 = _____
   = _____

Score [ ]

Time
On the other clock draw or write the time 10 minutes later.

1. [:]
2. 9:50
3. [:]
4. 4:05
5. [:]

Chance
Write an event to describe each card on this probability line.

A   B   C

impossible   certain
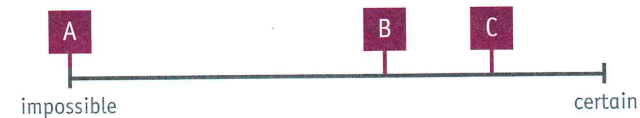
A _____
B _____
C _____

Problem of the week
From noon to midnight how many times do the hands of the clock form a straight line? _____

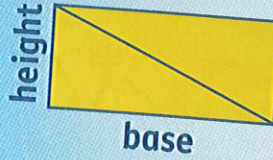Year 5 and 6 Daily Mentals - Do a section a day.

Areas of triangles

Area of a rectangle = length x breadth (OR base x height)

height | *base*

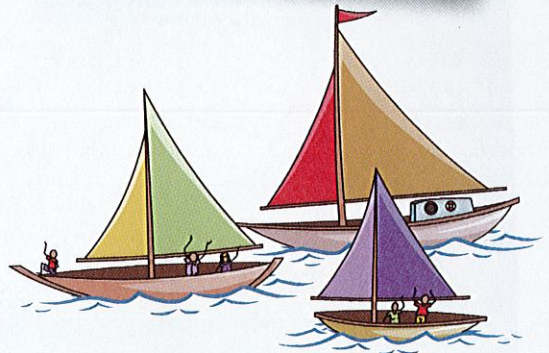**Half the rectangle is a triangle.**

I Complete the table by calculating the area of each rectangle on page 110.

Halve it to make the area of each triangle.

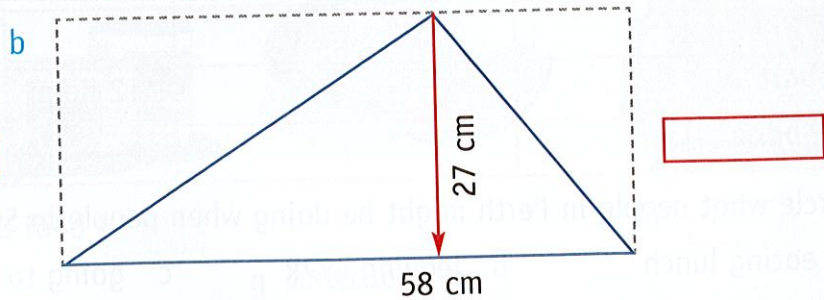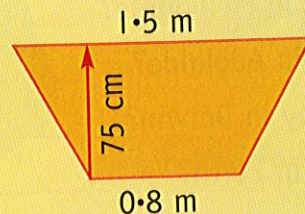|	Area of rectangle (m²)	Area of triangle (m²)
Sail A – base _____ height _____		
Sail B – base _____ height _____		
Sail C – base _____ height _____		
Sail D – base _____ height _____		
Sail JJ – base _____ height _____		
Sail TP – base _____ height _____		

Use the perpendicular height of each triangle to form a rectangle.

Find the area of half of each rectangle.

2 Use the perpendicular height to calculate the area of each triangle.
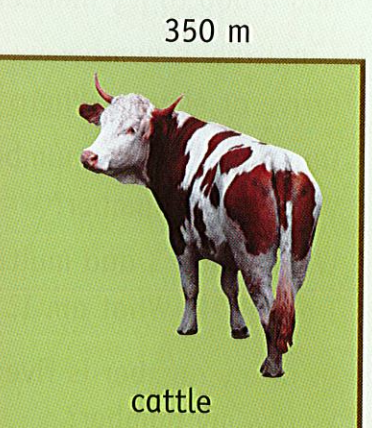
a

55 cm

40 cm

b

27 cm

58 cm
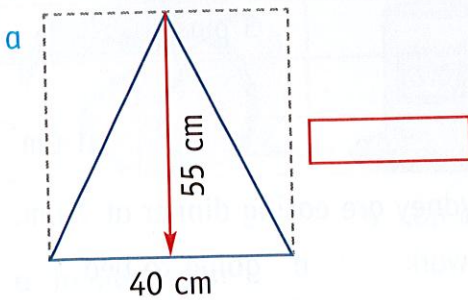
3 Write a rule to explain how to work out the area of each triangle. Use the words height, base, multiply, half, square centimetres or metres (cm², m²).

Challenge! What is the area of this trapezium? Write how you worked it out.

1·5 m

75 cm

0·8 m

MS3.2 (Area) • Explains how to find the area of a triangle. • Calculates the area of a triangle and records using the correct notation.

III

Length x [

BUNDAROO

400 m | 100 m

200 m

cattle

350 m

200 m

oats | canola

wheat

cattle

500 m

200 m

horses

homestead paddock

150 m | 250 m | 100 m

SECTION I | SECTION 2

* *Not to scale*
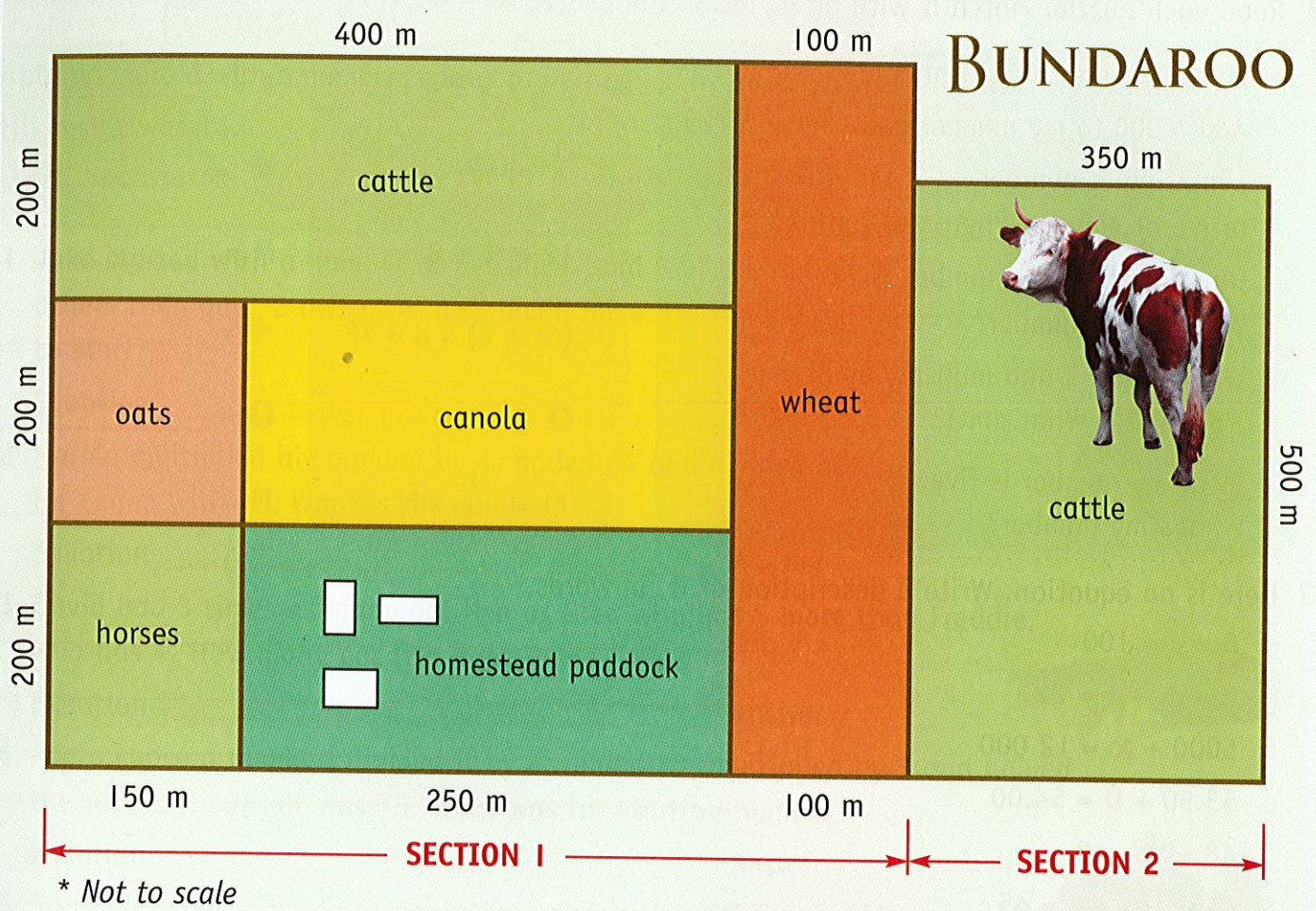
The property Bundaroo is for sale. This plan has been used to advertise it. The advertisement gives some details.

I Fill in the details on the FOR SALE sign.

2 Estimate how many hectares in the:

a small cattle paddock? _____

b large cattle paddock? _____

c wheat paddock? _____

d homestead paddock? _____

e canola paddock? _____

f horse paddock? _____

g Which two paddocks together

are about 6 ha? _____

BUNDAROO

FOR SALE

see colour map

Small cattle paddock; [ ] m × [ ] m

Large cattle paddock; [ ] m × [ ] m

Wheat; [ ] m × [ ] m

Horses; [ ] m × [ ] m

Oats; [ ] m × [ ] m

Homestead; [ ] m × [ ] m

Canola; [ ] m × [ ] m

Good Land, Great Improvements!

I Record the measurements and find the exact areas of the paddocks of Bundaro

Paddock	Length (m)	Breadth (m)	Area (m²)	H
a Canola				
b Horse				
c Large cattle				
d Small cattle				
e Wheat				

2 Study the map on page 70. Bundaroo has two sections.

Write the dimensions for each section.

a Section I _____ b Section 2 _____

3 Use a calculator to find the area of each section. Add them together.

Total area = _____

4 Circle the areas which would be measured using hectares.

a a local park b a high school c a suburb d

e a parking lot f a suburban garden g two football fields

h a shopping plaza

5 How many will fit into a hectare? Circle your guess.

a suburban house blocks 3 5 10 20

b soccer fields 1 2 5 10
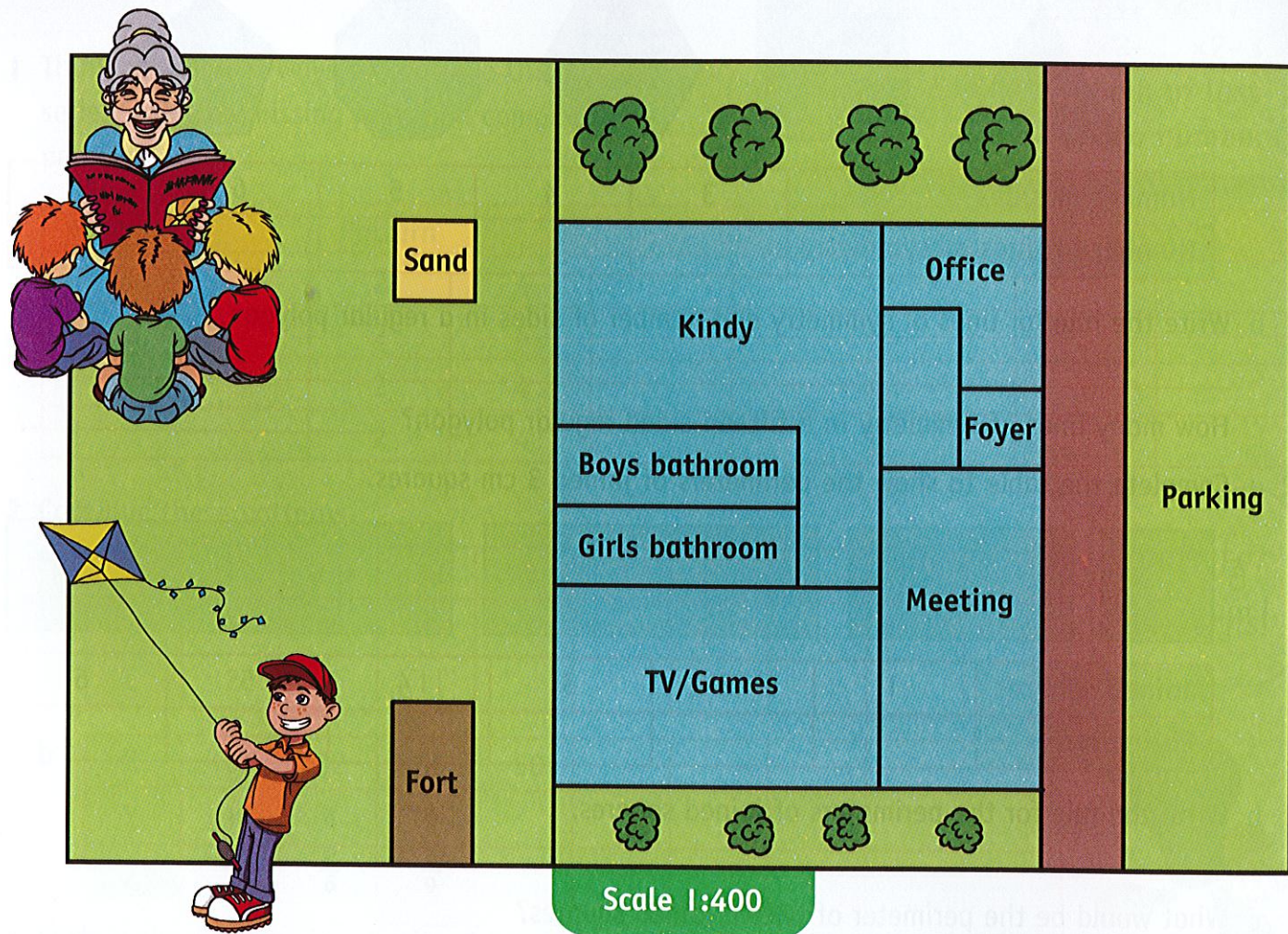
c classrooms 25 100 160 250

Draw a diagram

How many ways can you measure a hectare?

Using a scale of I cm = 20 m, measure this shape and check that it equals I hec

On separate paper, make other scaled sketches of I hectare. How many different

can you show I ha?

MS3.2 (Area) • Recognises the relationship between square metres and hectares.

MS3.2 (Area) • Calculates the area of a rectangle and records using the correct notation. • Names examples where area is measured in hectares. • Inte

Area and perimeter

This is a plan for a new Community Play Centre at Collinsdene.

Sand

Office

Kindy

Foyer

Boys bathroom

Girls bathroom

Parking

Meeting

TV/Games

Fort

Scale 1:400

1 Measure all sides and convert to metres using the scale. Write measurements on the plan.

2 Fill in Bill the Builder's measurement chart in metres, so he can start work.

Area of irregular shapes

Divide the area into two small areas and add together.

Area of C = A + B

Room		Length	Width	Area	Perimeter
Foyer					
Office	A				
	B				
Kindy	A				
	B				
TV					
Meeting					
Bathrooms					

3 What length of fence is required for the whole property? _____

Working with area and perimeter

1 **Refer to the plan on page 148.** Special carpet is ordered for the TV room, Meeting room and Kindy. How many square metres of carpet need to be ordered?

a TV/Games room   b Meeting Room   c Kindy   d Total

_____ _____ _____ _____

2 How much will the carpet cost at $45 per square metre?

a TV/Games room   b Meeting Room   c Kindy   d Total

_____ _____ _____ _____

3 These are the tiles for the Bathroom floors. Write the total price for each. Circle your choice.
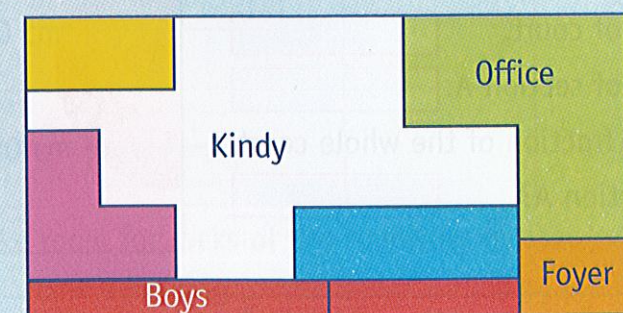
a **$58 per m²**   b **$85 per m²**   c **$68 per m²**

4 The Foyer is to have a 3 m carpet square in the centre.

a How much floor is left around the carpet square? _____

b One litre of paint covers 4 m² of floor.
How many 1 L cans of paint are required to paint the floor around the carpet? _____

5 **Kindy**   ▇ Rest area   ▇ Wendy House   ▇ Wet area

Scale: 1 cm = 3 m

Four 50 cm square tiles will fit in one m².

Office

Kindy

Boys

Foyer

a How many 50 cm square tiles are needed to cover the wet area? _____

b The Rest Area and the Wendy House are equal in area. True or false? _____

c How much streamer is needed to run around the edge of the Wendy House? _____

Draw a diagram

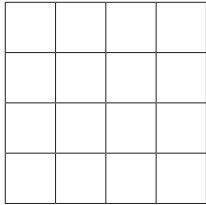Bill is building a fence around the sandpit and the fort.

Posts are 1 metre apart. How many posts are needed for each? [   ]

Area – introducing area

Area is the amount of space a shape covers. It is a 2D measurement.
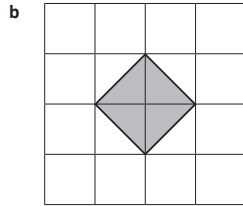We measure area in square units. For small areas we use square centimetres.

1 cm

1 cm

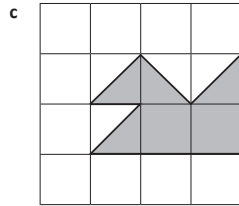**1** **Shade the grid to show a rectangle with the area of 6 cm².**

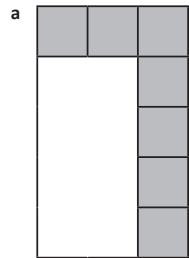**2** **What is the area of each shaded shape? Each square in the grid has an area of 1 cm².**
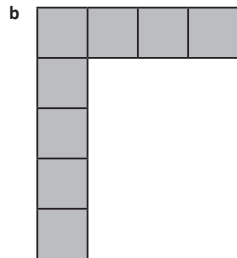
a

Area =   cm²

b

Area =   cm²

c
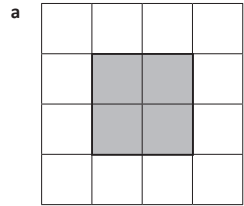
Area =   cm²

3 **What is the area of each rectangle? Each square in the grid has an area of 1 cm². Some of the squares have been marked in for you.**

a

Area =   cm²

b

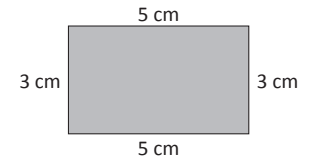Area =   cm²

c
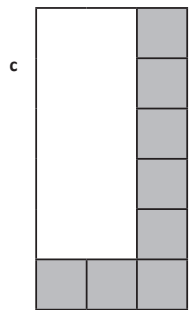
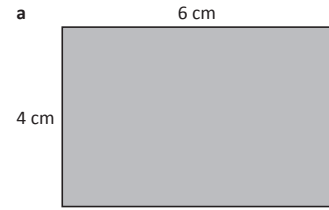Area =   cm²

d Did you need to see all the squares to work out the area? _____

Area – introducing area

We can use this formula to find the area of rectangles:

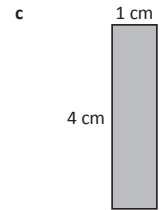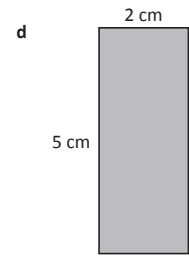Area = length × width

Area = 3 × 5 = 15 cm²

5 cm

3 cm   3 cm

5 cm

4 **Find the areas of these shapes*:**

a 6 cm

4 cm

Area =   cm²

b 4 cm

4 cm

Area =   cm²

c 1 cm

4 cm

Area =   cm²

d 2 cm

5 cm

Area =   cm²

e 8 m
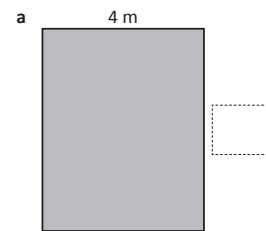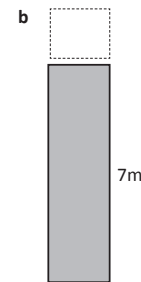
4 m

Area =   m²

f 2 cm

3 cm
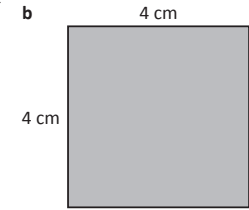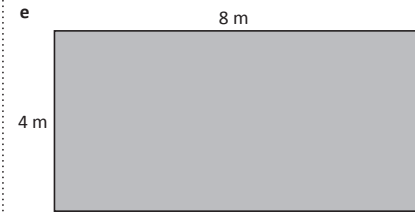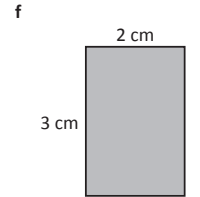
Area =   cm²

5 **In each shape*, you are given the area but one side is not labelled. Label the missing side:**

a 4 m

Area = 20 m²

b
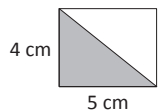
7m

Area = 14 m²

c 8 m
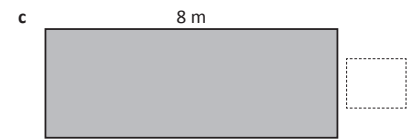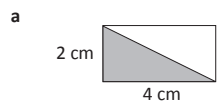
Area = 24 m²

Not drawn to scale.

Area – area of triangles

Each triangle is half of a rectangle.
To find the area of a triangle, find the area of the rectangle and then divide by two.
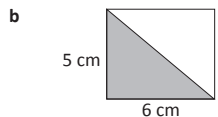
4 cm
5 cm

Rectangle = 4 cm × 5 cm = 20 cm²
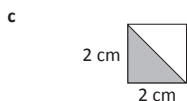Triangle = 20 cm² ÷ 2 = 10 cm²

1 **Find the area of the shaded triangles inside the rectangles*:**

a
2 cm
4 cm
Area = _____ cm²

b
5 cm
6 cm
Area = _____ cm²

c
2 cm
2 cm
Area = _____ cm²

d
8 cm
5 cm
Area = _____ cm²

e
3 cm
8 cm
Area = _____ cm²
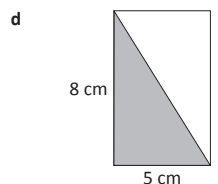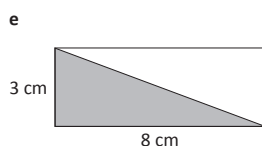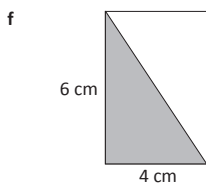
f
6 cm
4 cm
Area = _____ cm²

2 **Find the area of the shaded triangles*:**

a
6 cm
3 cm
Area = _____ cm²

b
4 cm
7 cm
Area = _____ cm²

c
3 cm
10 cm
Area = _____ cm²

d
6 cm
7 cm
Area = _____ cm²

e
8 cm
6 cm
Area = _____ cm²

f
10 cm
6 cm
Area = _____ cm²
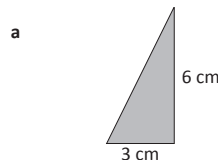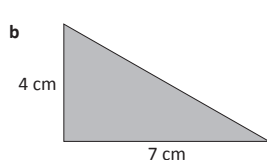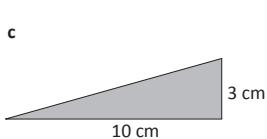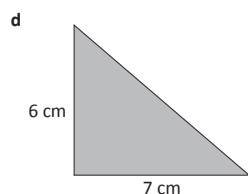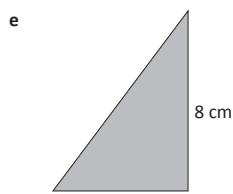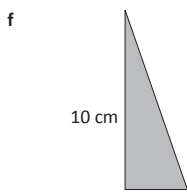
Not drawn to scale.

Area – hectares and square kilometres

Hectares are used to measure large spaces such as a football field.
We write hectares as **ha**. One hectare is equal to 10 000 m².
An even larger unit is a square kilometre **km²**. One square kilometre is equal to 100 hectares.

1 ha = 10 000 m²   1 km² = 1 000 000 m²

1 **Find the area of each large area*. Write your answer in hectares.**

a
300 m
100 m
Area = _____ hectares

b
250 m
100 m
Area = _____ hectares

c
120 m
120 m
Area = _____ hectares

d
200 m
300 m
Area = _____ hectares

e
100 m
450 m
Area = _____ hectares
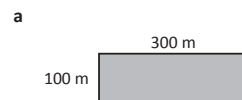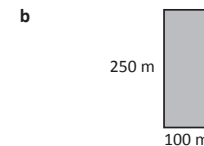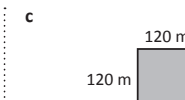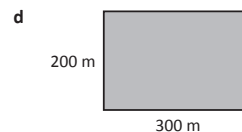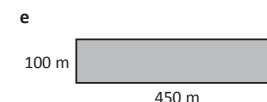
f
150 m
400 m
Area = _____ hectares

Not drawn to scale.

2 **Order the states and territories from smallest to largest areas:**

States and Territories	Area
Queensland	1 727 200 km²
New South Wales	801 600 km²
Victoria	227 600 km²
ACT	2 400 km²
Western Australia	2 525 500 km²
South Australia	984 000 km²
Tasmania	67 800 km²
Northern Territory	1 346 200 km²
1 km² = 1 000 000 m²	

NORTHERN TERRITORY
QUEENSLAND
WESTERN AUSTRALIA
SOUTH AUSTRALIA
NEW SOUTH WALES
TASMANIA

1 _____   2 _____   3 _____

4 _____   5 _____   6 _____

7 _____   8 _____

Area – area and perimeter

1 Find the perimeter and area of each shape:

a P = _____ A = _____

b P = _____ A = _____

c P = _____ A = _____

d P = _____ A = _____

1 cm

1 cm

2 Use the grid below to draw two shapes with a perimeter of 12 cm but with different areas:

1 cm

1 cm

3 Use the 1 cm grid below to draw three shapes with areas of 10 cm² but with different perimeters. Record the perimeter of each shape:

a P = _____ cm   **b** P = _____ cm   **c** P = _____ cm

Area – area and perimeter

4 Draw 3 different rectangles that have a perimeter of 24 cm and record the area in the table. The first row in the table is a hint of where to start.

Length	Width	Area
10	2	

5 Draw as many different rectangles as you can with the area of 36 cm². Label the length of each side:

What to do

Can you find the areas of these rooms*? Circle the room that would be cheapest to carpet.

Put a cross in the room that would be most expensive.

a

1 cm
2 cm
8 cm
6 cm

Area = ____ cm²

b

4 cm
3 cm
3 cm
2 cm
3 cm

Area = ____ cm²

c

9 cm
3 cm
6 cm
9 cm
3 cm
6 cm

Area = ____ cm²

d

8 cm
5 cm
3 cm
5 cm
2 cm

Area = ____ cm²

e

12 cm
6 cm
9 cm
8 cm
4 cm

Area = ____ cm²

f

3 cm
8 cm
15 cm
7 cm
11 cm
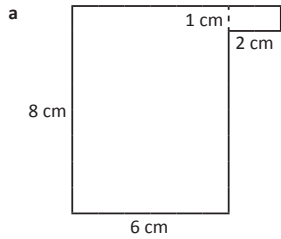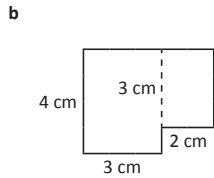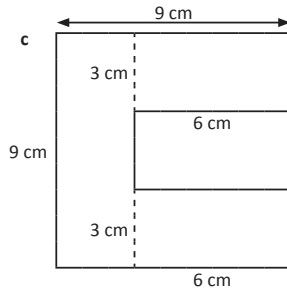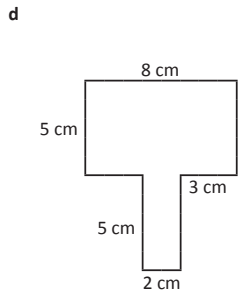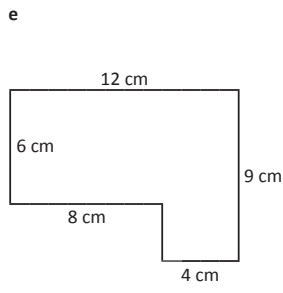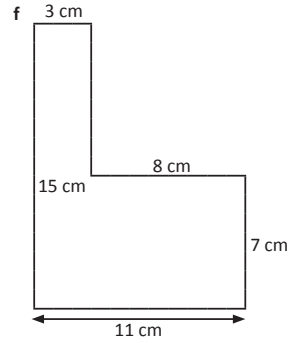
Area = ____ cm²

Not drawn to scale.

What to do next

Draw a composite shape that has an area of 50 cm².

F SERIES **4** TOPIC

Length, Perimeter and Area

Assessment CHANGES IN STATES OF MATTER

Fill in the blanks with the correct term from the box.

| Solid |
| Liquid |
| Gas |
| Pressure |
| Thermal Energy |
| Temperature |

1. _____ Have no definite shape or volume.
2. _____ Have no definite shape but a definite volume.
3. _____ The amount of force applied per unit area.
4. _____ The total kinetic energy of particles in a substance.
5. _____ have a definite shape and volume.
6. _____ A measure of the average kinetic energy of particles in a substance.

7. How does thermal energy influence a change in state?

8. What is the difference between liquids and gases?

9. What is the difference between evaporation and boiling?

10. If you increase the temperature of a container filled with gas, what happens to the pressure? Explain.

Describe the motion of the particles in each state of matter.

11. Solid _____
12. Liquid _____
13. Gas _____

14. How are thermal energy and kinetic energy of particles related?

15. What is the difference between freezing and melting?

16. What causes changes in states of matter?

17. When the thermal energy of a substance increases, the kinetic energy of the particles

a. Decreases
b. Stays the same
c. Increases
d. Changes state

18. During sublimation, a substance

a. Gains thermal energy
b. Loses thermal energy
c. Begins to freeze
d. Begins to melt

19. If you increase the amount of thermal energy in a solid, what change of state will be most likely to occur?

a. Evaporation
b. Melting
c. Freezing
d. Condensation

20. When the thermal energy of a liquid decreases, what change of state is likely to occur?

a. Sublimation
b. Melting
c. Condensation
d. Freezing

Thursday – Reading Comprehension

Learning Intention:
Use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

Success Criteria:
- I can find the main idea/theme of a text
- I am able to recall important facts and details to answer questions about a text

Guided/Independent Learning:
Students read the text 'The Amazing Amazon' and answer the following multiple choice questions.

1. Which meaning of the word <u>deep</u> is used in this sentence?
   It is located deep in the rainforests of South America.
   a. Dark in colour
   b. Far from the edge
   c. Extreme or intense
   d. Low in pitch

2. Which detail about the Amazon River does the table support?
   a. It is located in South America
   b. It is the second longest river
   c. It flows through deep rainforests
   d. It is known by different names

3. Which sentence from the passage contains and opinion?
   a. The Nile River in Africa is the longest river in the world
   b. In Peru, it is called Apurimac, and in Brazil, it is the Solimoes
   c. The Amazon River has a massive basin of about 7 million square kilometres
   d. One of the most interesting things about the river is that there is no point at which the river has a bridge across it

4. The first two sentences of the passage are best described as –
   a. a comparison
   b. a definition
   c. a cause and effect
   d. a problem and solution

The Amazing Amazon

The Amazon River in South America is the second longest river in the world. The Nile River in Africa is the longest river in the world. Different countries in South America call the river by different names. In Peru, it is called Apurimac, and in Brazil, it is the Solimoes.

Rivers of the World

River	Length (in kilometres)
Nile	6,600
Amazon	6,400
Yangtze	6,300
Mississippi	6,300
Yenisei	5,500

The Amazon River has a massive basin of about 7 million square kilometres. It is located deep in the rainforests of South America. One of the most interesting things about the river is that there is no point at which the river has a bridge across it. This is because the river flows mainly through deep rainforests, and there are few towns on the river.
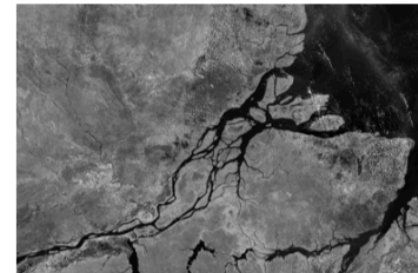
This satellite picture shows the mouth of the Amazon River. The Amazon River empties into the Atlantic Ocean on the east coast of South America.

KEY SKILLS PRACTICE

Describe **two** things the author finds amazing about the Amazon River.

1. _____

_____

2. _____

_____

Stage 3 Biome Project – My Biome

You are to engage in a research task for both weeks 8 and 9. You will present your projects to the class during your week 10 zoom sessions. This task is similar to the task you completed in week 7, however you will also be expected to recreate your chosen biome in the form of a diorama.

This project is to be completed in parts. Parts 1 – 3 are written components. This can be neatly recorded in either your workbooks, on a word document or using PowerPoint presentations. Once you have thoroughly researched your chosen biome, you are to complete Part 4, where you will be required to create an advertisement about your biome and a diorama or model. You can choose to complete your advertisement digitally or draw/create it using pencils and paper. Your dioramas are to look like your biome as well as contain the features you have listed in part 1 of your research.

Your expectations are as follows:
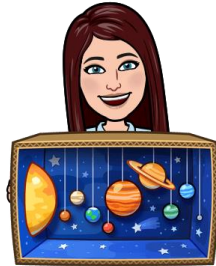
Firstly, you must choose a biome that you would like to research

Part 1 – PLANNING You must research information under the following headings:

1. My biome's natural features
2. My biome's vegetation
3. My biome's climate
4. The animals that live in my biome
5. My biome's threats

Part 2 – Draw or find an image of a map of your biome in its natural state. Include the natural features, vegetation and climate information you found in your research.

Part 3 – Building a settlement.

To build a settlement on your area of land what would be the first thing you would do?

How would cutting grass or making a mud pit change your landscape?

Create a table with information about your biome

Building resources	Impact on the environment

1. List the **structures** you would build and include the changes it will make to the environment.

2. Introduce some **animals** to your area. *What animals would live best here? What animals would be useful? What animals would be a pest? How would you keep the animals in or out of your area? What resources would you use to do this?* List the animals you would introduce, why you would included them and how you would keep them in. List the changes the animals would make to the environment.

3. You will probably want to grow some **food** in your area. *What food would grow best? What plants would be a pest? How would you make sure your plants are productive?* If you grow more food then you need then you could probably trade it for other resources from different biomes.

4. Does your area have resources that you could **trade** with settlements in other biomes, gold or oil for example? *How would your landscape change if you built a dam, farmed, logged, mined or drilled? What would you do with the money you earned?*

5. What are the **threats** to your biome? Choose one threat and decide what you could do to your environment to reduce this threat, for example the threat of grass fires could be reduced if you built a fire break.

Part 4 – Create.

Design an **advertisement** to get people to come and visit your area. Include a description of the biome, the changes you have made and the advantages of living there **AND** create a **diorama** or a model of your chosen biome. Challenge: can you create a biome with some living vegetation.

Geography Biomes research links

Ocean Biomes
http://www.greenpeace.org/usa/oceans/issues/
http://biomemarine.weebly.com/climate-and-weather.html
http://oceanexplorer.noaa.gov/facts/climate.html
http://kids.nceas.ucsb.edu/biomes/marine.html

Wetlands Biomes
https://www.environment.nsw.gov.au/topics/water/wetlands/plants-and-animals-in-wetlands
http://www.softschools.com/facts/biomes/wetland_biome_facts/170/
https://www.youtube.com/watch?v=4VpNidhYlOM

Temperate
http://minecraft.gamepedia.com/Biome#Medium.2FLush_biomes
http://kids.nceas.ucsb.edu/biomes/temperateforest.html
https://www.britannica.com/science/temperate-forest

Tropical Forest Biomes
http://www.wettropics.gov.au/plants-animals
http://www.softschools.com/facts/biomes/tropical_rainforest_biome_facts/160/
http://kids.nceas.ucsb.edu/biomes/rainforest.html

Alpine Biomes
http://kids.nceas.ucsb.edu/biomes/alpine.html
https://www.blueplanetbiomes.org/

Grasslands Biomes
http://www.ducksters.com/science/ecosystems/grasslands_biome.php
http://kids.nceas.ucsb.edu/biomes/grassland.htm
http://www.softschools.com/facts/biomes/grassland_biome_facts/165/

Desert Biomes
http://www.blueplanetbiomes.org/desert.htm
http://www.kidcyber.com.au/deserts/
http://www.softschools.com/facts/biomes/desert_biome_facts/167/

Polar Biomes
https://www.bbc.co.uk/bitesize/guides/zt7hvcw/revision/1
http://easyscienceforkids.com/all-about-polar-climates/
https://en.wikipedia.org/wiki/Polar_climate   https://www.factmonster.com/world/world-geography/polar-region

Year 5 Wk 10 Word Search

F	L	X	W	H	E	U	F	R	I	V	O	J	J	F	M	W	F	Y	I
W	O	P	J	A	L	C	E	M	V	Y	T	I	C	W	X	Q	O	C	T
K	F	R	H	Z	Z	O	B	A	K	T	V	N	R	A	F	Y	I	A	V
A	U	T	T	N	S	M	R	B	E	P	O	N	Y	F	R	N	H	N	Y
N	O	S	X	Y	S	P	U	E	H	T	Z	M	I	O	A	M	V	O	A
U	A	Z	C	B	V	U	A	B	M	E	G	R	T	S	T	M	I	P	O
T	M	U	I	T	Y	L	R	O	J	Q	O	C	Z	W	C	T	I	Y	Y
Q	Q	I	G	S	I	S	Y	T	D	L	U	O	X	Z	E	P	N	L	G
Y	Q	K	I	H	A	O	G	W	E	D	M	N	E	X	E	W	T	E	Y
A	C	H	R	R	T	R	D	O	O	B	U	N	D	P	Z	Q	V	R	D
Q	N	H	D	T	Y	Y	G	R	W	V	I	C	T	O	R	Y	A	L	U
L	W	N	U	L	C	P	T	Q	A	M	Y	V	K	J	Y	S	U	U	B
U	A	V	I	A	J	N	J	L	A	R	B	U	W	R	S	F	Y	C	A
S	S	N	X	V	I	Z	R	X	O	B	E	M	R	O	X	F	F	K	U
C	I	L	D	W	E	Y	E	T	C	C	D	O	L	D	Z	R	Y	I	M
A	T	T	S	F	Q	R	S	X	G	Q	S	G	M	V	S	Q	X	L	P
R	H	T	F	X	O	I	S	L	I	N	F	L	U	E	N	C	E	Y	X
Y	L	L	S	R	H	R	C	A	Z	H	X	D	U	J	K	P	H	P	T
Q	W	I	J	P	F	F	M	Y	R	S	L	C	L	I	M	A	T	E	E
Q	V	H	G	M	E	A	E	A	H	Y	F	P	R	E	D	U	C	E	R

INTRODUCTORY ANNIVERSARY COMPULSORY
INFLUENCE GLOSSARY LANDFORM
FEBRUARY CLIMATE EXAMINE
NAUGHTY LUCKILY VICTORY
HISTORY FAMILY CANOPY
REDUCE SORRY FORTY
SCARY PONY