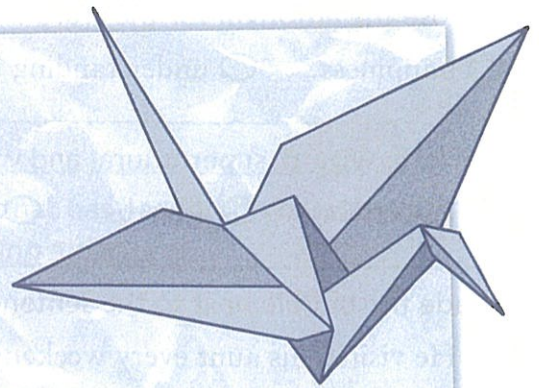


# **MONDAY SHEETS**

**The purpose of a response or review is to summarise, analyse and respond to visual, written or performed work.**

## Tower of a Thousand Paper Cranes



The Tower of a Thousand Paper Cranes is another name for the Children's Peace Monument in Hiroshima, Japan. During a recent visit to Japan, I was greatly moved to see thousands of brightly coloured paper cranes at the Peace Memorial Park. These paper cranes come from the ancient Japanese tradition of origami, or paper folding, but today they are known as a symbol of peace. The connection between paper cranes and peace can be traced back to a courageous and determined girl named Sadako Sasaki, who died of leukaemia ten years after the atomic bomb attack on Hiroshima.

Sadako was two years old when she was exposed to the atomic bomb. She had no apparent injuries and grew into a strong and healthy girl. However, nine years later she suddenly developed signs of an illness. The following year she was diagnosed with leukaemia and was admitted to the Hiroshima Red Cross Hospital. Believing that folding paper cranes would help her recover, she kept folding them, but after an eight-month struggle with the disease, she passed away.

At the Peace Memorial Park, I learned that Sadako's death triggered a campaign to build a special monument to pray for world peace and as an important legacy for the many children killed by the atomic bomb. I feel it is a sign of her courage and determination that now her story has travelled around the world. With around 10 million paper cranes offered each year, I am sure the peace message is strong.

I highly recommend you read *Sadako and the Thousand Paper Cranes*, which is the story of the brave young girl. If you are ever in Japan, I would strongly urge you to visit the Tower of a Thousand Paper Cranes in the Peace Memorial Park in Hiroshima.

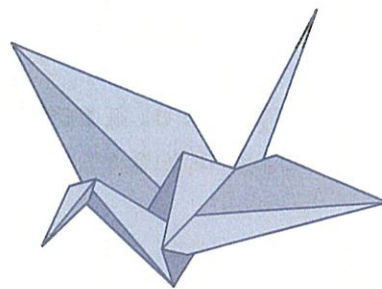
### Why is evaluative language used in a response or review?

Responses or reviews give background information and a summary and end with the writer's judgment or evaluation. **Evaluative language** is often used to give the judgment. Evaluative words are often called opinion adjectives because they are used to give the writer's opinion of something or someone. For example: *I highly recommend this book.*

- 1 Read the review. Underline another example of **evaluative language** from the final paragraph.



- 2 Tick the sentences below that use **evaluative language**.
- This book carries an incredibly strong peace message.
  - She kept folding the paper cranes.
  - She had no apparent injuries.
  - A visit to this site is an essential experience for everyone.



- 3 Write a judgment of the following topics, using **evaluative language**.

- Homework \_\_\_\_\_
- Your friend \_\_\_\_\_

### What are complex sentences?

**Complex sentences** are made up of an independent clause expressing the main message, and one or more dependent clauses which elaborate on the main message but do not make sense alone. Each clause has a verb.

To make a complex sentence, we can add a dependent clause beginning with a relative pronoun (*who, whom, which, that*) or a conjunction. A comma often separates the clauses. For example: *I highly recommend this book, but you should decide for yourself.*

- 4 In each **complex sentence** below:
- underline the dependent clause
  - circle the verbs
  - highlight the relative pronoun or conjunction that joins the clause.
- These paper cranes come from the ancient Japanese tradition of origami or paper folding, but today they are known as a symbol of peace.
  - They can be traced back to a courageous and determined girl named Sadako Sasaki, who died of leukaemia ten years after the atomic bomb attacks on Hiroshima.
  - Here my story begins, as I would like to share with you the important connection between paper cranes and peace.
- 5 Highlight the **commas separating dependent and independent clauses** in the response.
- 6 Insert the missing **commas separating lists of nouns or adjectives** in the sentences below.
- Because it honours the memory of so many children who were killed by the bomb the monument is an important memorial.
  - Hiroshima is a large densely populated bustling city in Japan.
  - When we were touring I made sure I took my camera wallet keys and sunglasses.

### Grammar challenge

Write a complex sentence about peace. Include evaluative language, a main clause, a dependent clause and a conjunction to join the two clauses. Swap with a partner and ask them to identify each of the grammar features in your sentence.

# Rhyming Couples

The answers to the clues below rhyme. Try to work them out.  
The first one is done for you.

1. ancient / precious metal

o l d / g o l d

2. large / porker

\_\_\_\_\_ / \_\_\_\_\_

3. boring / seabird

\_\_\_\_\_ / \_\_\_\_\_

4. giddy / short for Elizabeth

\_\_\_\_\_ / \_\_\_\_\_

5. happy / father

\_\_\_\_\_ / \_\_\_\_\_

6. pleasant / rodents

\_\_\_\_\_ / \_\_\_\_\_

7. not warm / silly person

\_\_\_\_\_ / \_\_\_\_\_

8. not more / untidiness

\_\_\_\_\_ / \_\_\_\_\_

9. heaven / not low

\_\_\_\_\_ / \_\_\_\_\_

10. little / round thing

\_\_\_\_\_ / \_\_\_\_\_

11. not sensible / young female horse

\_\_\_\_\_ / \_\_\_\_\_

12. better than all the others / nuisance

\_\_\_\_\_ / \_\_\_\_\_

13. furry / winged character in children's stories

\_\_\_\_\_ / \_\_\_\_\_

14. distant / sun

\_\_\_\_\_ / \_\_\_\_\_

15. not thin / baked stone used in building

\_\_\_\_\_ / \_\_\_\_\_

16. less tall / girl child

\_\_\_\_\_ / \_\_\_\_\_

17. pretty plant / strength

\_\_\_\_\_ / \_\_\_\_\_

18. from Switzerland / girl's title

\_\_\_\_\_ / \_\_\_\_\_

19. to heat for eating / you read it

\_\_\_\_\_ / \_\_\_\_\_

20. a lot of ships / road

\_\_\_\_\_ / \_\_\_\_\_

21. pancake shape / talk

\_\_\_\_\_ / \_\_\_\_\_

22. useful / short for Andrew

\_\_\_\_\_ / \_\_\_\_\_

23. part of you that thinks / ditch

\_\_\_\_\_ / \_\_\_\_\_

24. sea creature / plate

\_\_\_\_\_ / \_\_\_\_\_

25. to put off / horses eat this

\_\_\_\_\_ / \_\_\_\_\_

26. a close buddy / to fold something over

\_\_\_\_\_ / \_\_\_\_\_

27. you go here to learn / place to swim

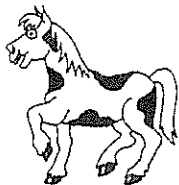
\_\_\_\_\_ / \_\_\_\_\_

Make up some of your own rhyming couples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

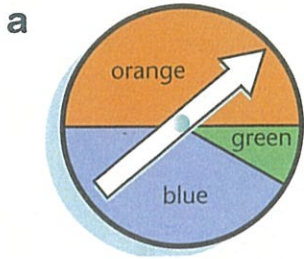




# Most likely/least likely

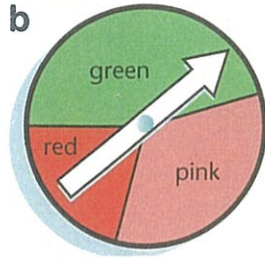
*Year 4, Monday*

13 Which colour is most likely and least likely to occur?



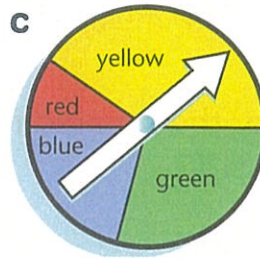
Most likely

Least likely



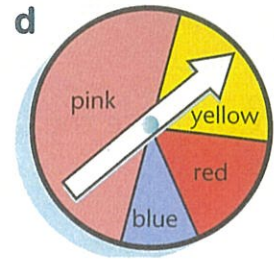
Most likely

Least likely



Most likely

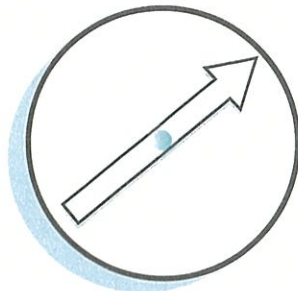
Least likely



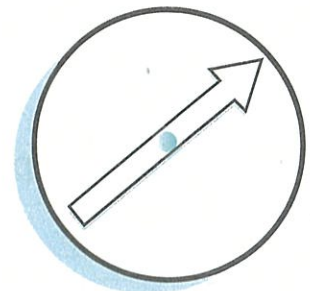
Most likely

Least likely

**e** Design a spinner where pink is most likely and green is least likely to occur.



**f** Design a spinner where green is the most likely and pink and blue have the same chance of occurring.



A mutually exclusive event is an event where only one of two results can happen.

For example: A coin toss cannot be 'tails' if it has landed on 'heads'.



14 Tick the mutually exclusive events below. Put a cross for the other events.

<b>a</b>	A dice will land on an odd or even number.	<input type="checkbox"/>
<b>b</b>	A new baby will be a girl or a boy.	<input type="checkbox"/>
<b>c</b>	A batter will hit or miss the ball.	<input type="checkbox"/>
<b>d</b>	A traffic signal can only show red or green.	<input type="checkbox"/>
<b>e</b>	A light switch can only be on or off.	<input type="checkbox"/>
<b>f</b>	You can only win or lose a soccer game.	<input type="checkbox"/>



15 Explain why my score cannot be an odd number if I roll any double number.




---



---







Now Open



## OAK TREE Fitness Centre

Centre hours:  
7:00 am - 8:00 pm  
7 days per week

### Classes

- **Gym** from 7:00 am – 1 hour classes – every day, every hour, on the hour!  
7:00 am – 3:00 pm . . . \$ 8/class  
4:00 pm – 7:00 pm . . . \$12/class
- **Aqua Fitness** – 20 m pool  
Monday 1 hr at 6:00 pm . . . \$8 entry
- **Boxercise** – Daily 7:30 am  
. . . \$10/class
- **Circuit Training** – every day on the hour  
7:00 am – 7:00 pm . . . \$5/class

### Senior Classes

Monday, Wednesday and Friday  
10:00 am – Gentle exercise . . . \$4/class

### Kids B Fit

Monday to Friday 4:00 pm . . . \$5/class

### Zumba

Tuesday and Friday  
6:00 pm . . . \$15/class

### Swim Squad

- 50 m pool
- two 1 hr classes
- Monday to Friday
- 7:30 am and 5:00 pm
- kids . . . \$4/class
- adults . . . \$8/class

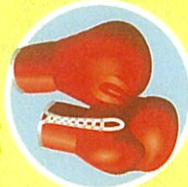
### Opening Special

- 10 gym classes for \$50.00

Write all answers on your response sheet.

Yr 5 & Yr 6  
Monday

- 1 How many hours is the centre open each week?
- 2 Are all classes at Oak Tree Fitness Centre available 7 days per week?
- 3 Could Belinda attend a gym class on Fridays?
- 4 Mrs Jennings wants to pay for 12 gym classes at 8:00 am. What will it cost her using the Opening Special?
- 5 Mr Damas attended 6 gym classes during the evening. What did this cost him?
- 6 How many gym classes are held over 1 whole week?
- 7 On Monday, 23 people attended Aqua Fitness. How much money did the centre collect from this?
- 8 How many Circuit Training classes are held each day?
- 9 Cecil McGann is a senior and wants to attend Senior Classes. Which days are available?
- 10 During the week, 38 seniors attended 1 senior class each. How much money was collected from this?
- 11 16 children attended all Kids B Fit classes last week. How much money altogether did the centre collect from this?
- 12 Miss Waters and her 4 friends attend all Zumba classes. In total, what do they pay the fitness centre each week?
- 13 What is the length of the pool used for Swim Squads?
- 14 What is the difference in length between the two swimming pools?
- 15 Alice does Swim Squad at 7:30 each morning. Could she also do Boxercise?
- 16 Con wanted to join the Swim Squad after school each day. What time are these afternoon classes?
- 17 Dad, Mum and their 3 children attend Swim Squad every morning. What does the family pay the fitness centre each week?
- 18 Jacob swam 15 laps of the 50 m pool. How far was this?
- 19 Georgia swam 12 laps of the 20 m pool. How far was this?
- 20 How many laps of the 50 m pool would equal 3 km?





# **TUESDAY SHEETS**



# Four Australian champions

Tuesday 20 July

## The story

Ron, Paul, John and Mason were four champions in the less well-known sports of chess, bowls, wrestling and fencing. Their last names were Wilson, Chambers, Jackson and Larson; and they were from Hobart, Adelaide, Melbourne and Perth. Based on the clues, match the champions with their last names, their sports and the cities they were from.

## The clues

1. The bowls champion was from Perth.
2. Larson, who was from Hobart, was the fencing champion.
3. Chambers was from Melbourne.
4. Mason Wilson was not the wrestling champion.
5. Paul and John were not from Melbourne.
6. Ron was not the chess champion.
7. John was not the fencing champion.
8. Mason was not from Perth.

Ron	Paul	John	Mason
chess bowls wrestling fencing	chess bowls wrestling fencing	chess bowls wrestling fencing	chess bowls wrestling fencing
Wilson Chambers Jackson Larson	Wilson Chambers Jackson Larson	Wilson Chambers Jackson Larson	Wilson Chambers Jackson Larson
Hobart Adelaide Melbourne Perth	Hobart Adelaide Melbourne Perth	Hobart Adelaide Melbourne Perth	Hobart Adelaide Melbourne Perth



# Monster Mollusc

poem by Jenny Blackford | illustrated by Greg Holfeld

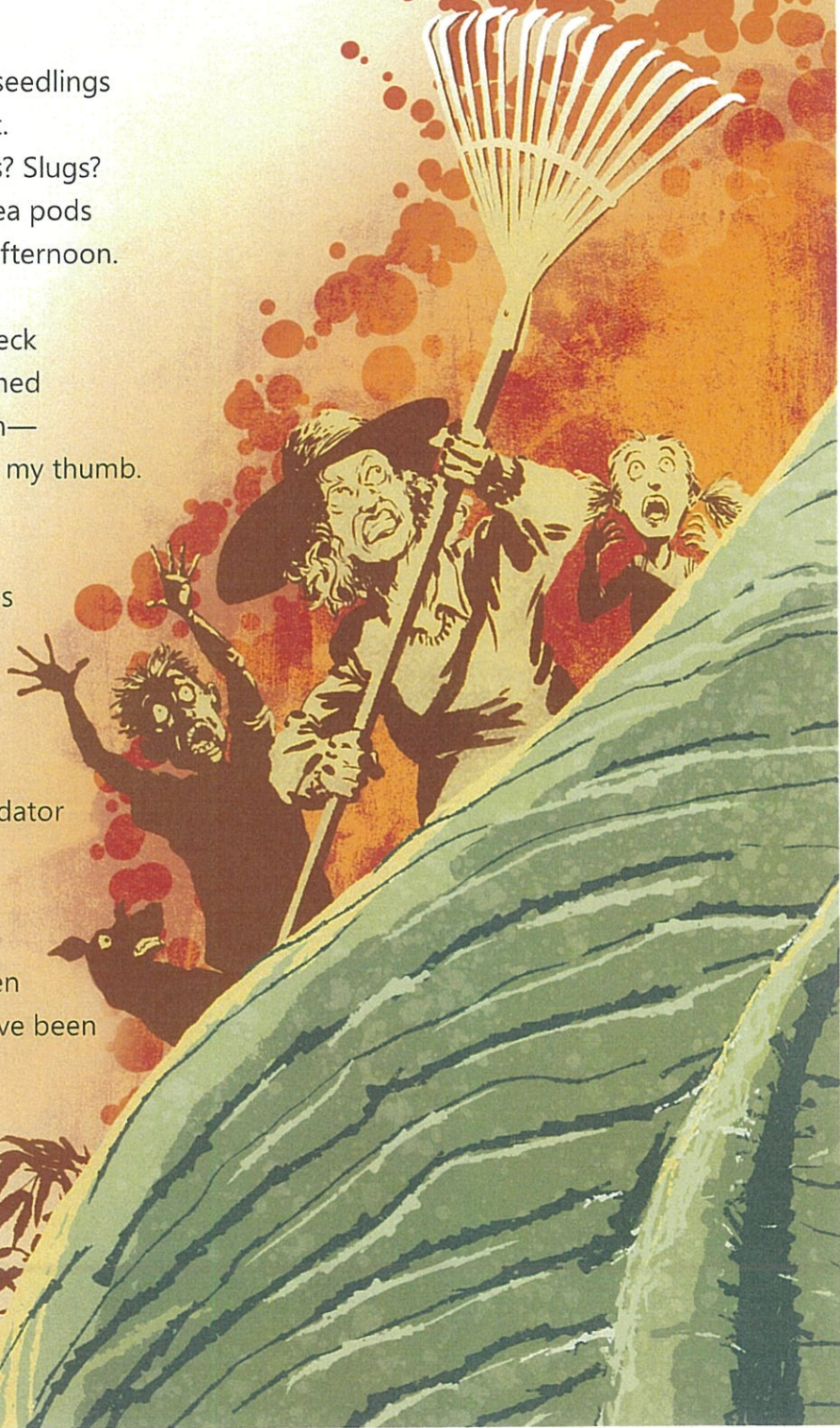
More than half my snow pea seedlings  
had disappeared, no trace left.  
Birds at dawn? Night possums? Slugs?  
So much for plans of sweet pea pods  
crunched raw and cool each afternoon.

Frankly cranky, I walked the deck  
and almost accidentally squished  
the biggest slug I've ever seen—  
long as my hand, thicker than my thumb.  
So, the culprit!

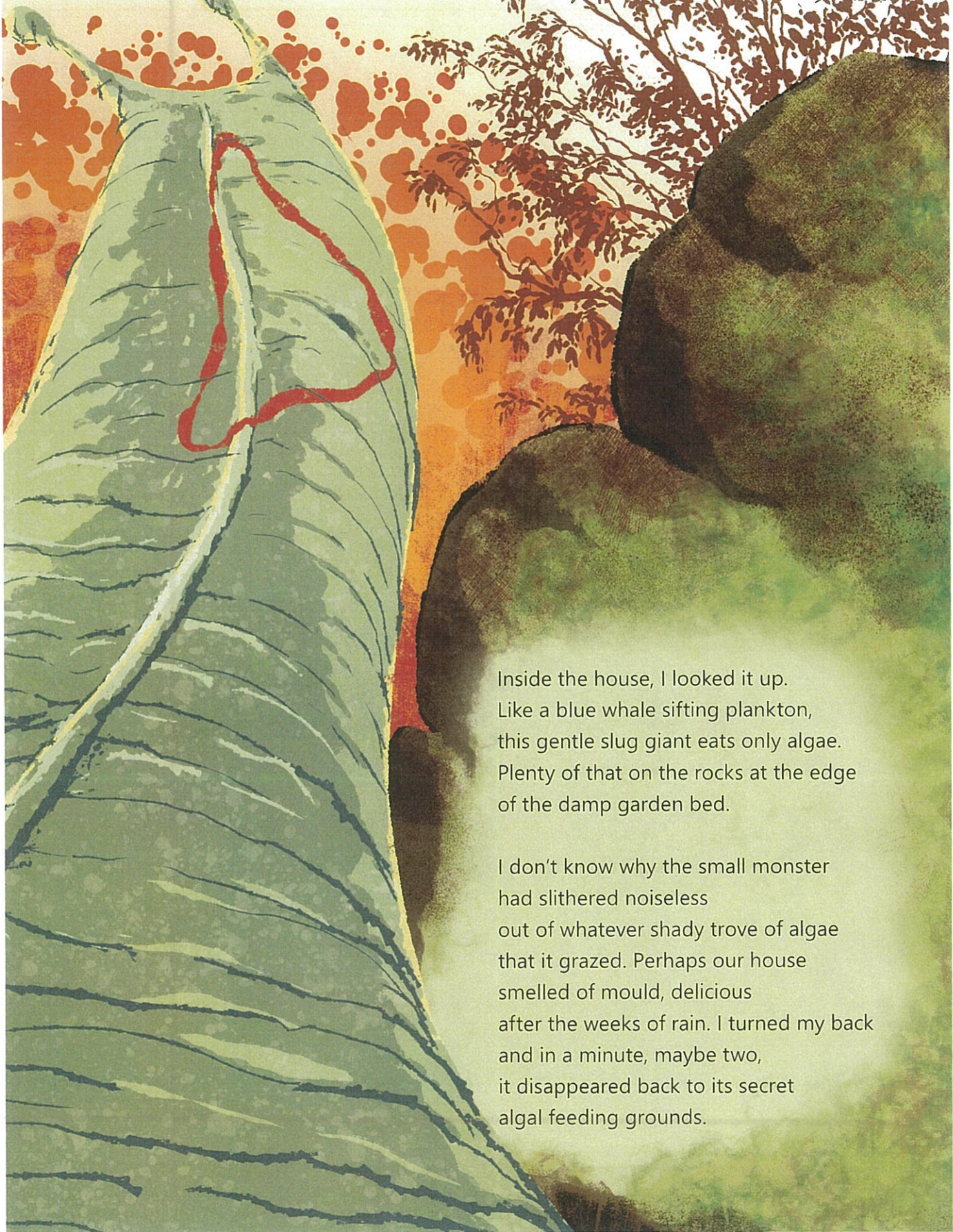
Seeing me, or feeling my steps  
on the deck, it halted  
trying to make itself invisible.  
I stared.

This was a monster-mollusc,  
stranger than any garden predator  
I'd ever seen. And what  
was that weird red mark  
almost a triangle  
high on its back, right between  
where its shoulders would have been  
if slugs had arms?

Something stopped me  
from finding a stick or rock  
to crush the garden enemy  
destroyer of seedlings.







Inside the house, I looked it up.  
Like a blue whale sifting plankton,  
this gentle slug giant eats only algae.  
Plenty of that on the rocks at the edge  
of the damp garden bed.

I don't know why the small monster  
had slithered noiseless  
out of whatever shady trove of algae  
that it grazed. Perhaps our house  
smelled of mould, delicious  
after the weeks of rain. I turned my back  
and in a minute, maybe two,  
it disappeared back to its secret  
algal feeding grounds.



Text: Poem – **Monster Mollusc** - by Jenny Blackford (July page 8-9)

Write answers in an exercise book – you should have one A4 workbook for your working from home tasks.

**Page 8&9 Discuss / research before you start:** mollusc / mollusk (USA)  
– algae / algal – difference between a seed and a seedling

Six stanzas **St1** *More than half* ..... **St2** *Frankly cranky* ..... **St3** *Seeing me*,..... **St4** *Something stopped me*.... **St5** *Inside the house* .... **St6** *I don't know why* .....

1) Find the words in the text that mean (synonyms):

upset (adj st2) \_\_\_\_\_, stopped (v st3) \_\_\_\_\_,

destroy (v st4) \_\_\_\_\_, stockpile /cache (n Collective st6) \_\_\_\_\_,

ate (v st6) \_\_\_\_\_.

2) **What** was on the deck? .....**was on the deck.**

3) **What** was the poet looking forward to doing in the first stanza? *In the first stanza the poet was looking forward to* .....

4) **What** was the most unusual thing about the slug? *The most unusual thing about the slug was* .....

5) **What part of speech** is the word algal? (last line st6) \_\_\_\_\_

6) In **stanza 5** the poet says, *Like a blue whale sifting plankton*..... What word **is the best** meaning of **sifting**? **Highlight**

a) chewing b) swallowing c) collecting d) gulping

7) **Why** was the poet upset in the first stanza? *The poet was upset in the first stanza because* .....

8) **What** was the poet looking forward to doing in the first stanza? *In the first stanza the poet was looking forward to* .....

9) **What** was the poet about to do in stanza 4?

10) **What** did the poet discover that stopped her from squashing the slug?

11) **Why** does the poet think the slug left the damp garden and slithered onto the deck of the house?

12) The poet suggests the slug sensed her because of two reasons. **List them.**

a) \_\_\_\_\_

b) \_\_\_\_\_

13) **Optional:** a snail is another type of **gastropod** that belongs to the **mollusc** family. Find an image of a snail and sketch and shade it and share a photo of it on seesaw.



## 14) Complete



(left) the man is planting a \_\_\_\_\_. (centre) This is a tray of \_\_\_\_\_. (right) Here the \_\_\_\_\_ starts to germinate and develop into a \_\_\_\_\_ and then into a plant.

15) **Visual literacy task:** Explain **why** you think the **perspective** the illustrator used to create the images on both pages (p8&9) was from a low angle.

## The perspective of images can create a feeling



An artist or photographer can choose a low angle (perspective) to create a feeling of dominance / intimidation / fear. Conversely, a high angle can achieve the same feeling.





Year 4, Tuesday

- 3 Write the numbers on the place value chart. The first one has been done for you.

Number	Ten thousands	Thousands	Hundreds	Tens	Ones
a 2345		2	3	4	5
b 3426					
c 5271					
d 26523					
e 54147					
f 65974					

- 4 Arrange the cards to make the largest number, then the smallest number using all five digits.

	Cards	Largest number	Smallest number
a	2 3 7	<input type="text"/>	<input type="text"/>
b	3 6 2 5	<input type="text"/>	<input type="text"/>
c	2 6 3 4 5	<input type="text"/>	<input type="text"/>
d	9 7 1 5 6	<input type="text"/>	<input type="text"/>
e	3 7 8 1 5	<input type="text"/>	<input type="text"/>

5 4 3 2 | ?



- 5 Order the numbers from the smallest to largest.

a	319	913	139	391	
b	747	477	774	674	
c	1396	1386	1468	1269	
d	23351	23101	20357	26791	
e	35207	23309	42106	25596	

- 6 Write the number for:

a Twenty-six thousand, two hundred and seventy-one

\_\_\_\_\_

b Fifty-five thousand, one hundred and ninety-six

\_\_\_\_\_



1 Calculate the answer to each addition.

a

$$\begin{array}{r} 2\ 5\ 3\ 4\ 7 \\ +\quad 2\ 4\ 8 \\ \hline \end{array}$$

b

$$\begin{array}{r} 1\ 0\ 3\ 5\ 6 \\ \quad 4\ 4\ 2\ 4 \\ +\quad 3\ 0\ 3 \\ \hline \end{array}$$

c

$$\begin{array}{r} 2\ 3\ 4\ 5\ 7 \\ \quad 2\ 6\ 6\ 2 \\ +\quad 3\ 3\ 0\ 7 \\ \hline \end{array}$$

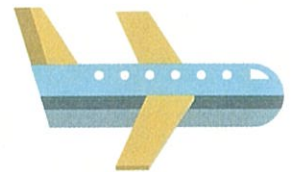
d

$$\begin{array}{r} 3\ 5\ 7\ 6\ 4 \\ \quad 2\ 6\ 8\ 5 \\ +\quad 3\ 0\ 7 \\ \hline \end{array}$$

2 Kim has written her estimates for the questions in the table below. Use your estimation skills, such as rounding to the nearest ten, to write your own estimates and decide whether her estimates are reasonable or unreasonable.

	Question	Kim's estimate	My estimate	Reasonable	Unreasonable
a	$39 + 43$	80			
b	$149 + 52$	250			
c	$212 + 68$	380			
d	$331 + 71$	400			
e	$309 + 78$	500			
f	$1111 + 83$	1900			
g	$2127 + 43$	2170			

To estimate  $137 + 42$ ,  
think  $140 + 40$ .  
Estimate = 180.



3 Calculate the cost of a return trip to London for a family of four people.

JUZ FLIGHTS
Sydney to London
\$2080 return Children \$1020

JET TRAVEL
Sydney to London
\$1247 one way Children \$654

WHISPER TRAVEL
Sydney to London
\$3170 return Children FREE

FLY HIGH TRAVEL
Sydney to London
\$1457 return Children \$1457

	Travel agent	Father	Mother	Son	Daughter	Total
a	Juz Flights					\$
b	Jet Travel					\$
c	Whisper Travel					\$
d	Fly High Travel					\$

e Which is the most expensive travel agent? \_\_\_\_\_

f Which is the most economical travel agent? \_\_\_\_\_



# THE TILER

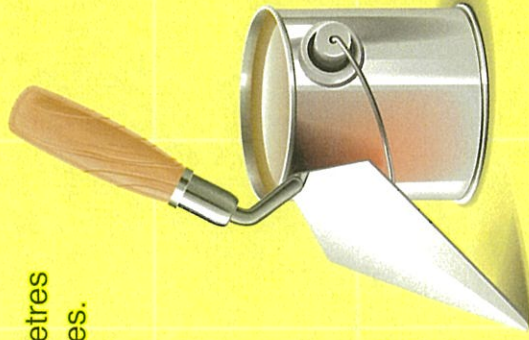


Nicky owns her own tiling business. She works 8 hours a day, 5 days a week. Nicky works out the amount of tiles that are needed for a job before she orders them. Her laying rate is \$30 per square metre and that includes grout and adhesive. The tiles are an additional cost. Whenever Nicky buys tiles the shopkeeper always throws in a few tiles for free in excess of the order in case she breaks some.

Solve the problems. Write all answers on your response sheet.

- 1 Nicky paid \$72 for 6 litres of adhesive. How much did she pay per litre?
- 2 Nicky needed 250 business cards printed. The first quote was \$26 to print 250 cards, and the second quote was 6c for every card ordered. Which is the best deal?
- 3 The quote book Nicky had printed cost 15c per page. If there are 98 pages in the book, what did it cost?

- 4 Nicky advertises her business in the local paper. She was told it would cost her \$492 for 12 weeks of advertising. How much does that work out per week?
- 5 Nicky has an apprentice working for her. The apprentice works 8 hours every weekday but attends college one day a week, for which he doesn't get paid. If she pays him \$16 an hour, what is the apprentice's fortnightly wage?
- 6 How many tiles are needed in a laundry that is 2 metres wide and 4 metres long? The tiles are 50 cm squares.
- 7 The laundry tiles come in packs of 8. How many packs are needed to tile the laundry?
- 8 The laundry tiles in packs of 8 are \$65 per pack. How much will they cost to buy?
- 9 At \$30 per square metre for laying tiles, how much would Nicky charge for tiling the laundry?
- 10 What is the total cost of tiling the laundry?
- 11 Nicky will tile a bathroom floor with tiles that are 20 cm squares. How many tiles are needed for a bathroom that is 2 metres wide and 4 metres long?
- 12 The bathroom tiles come in boxes of 50. How many boxes of tiles will she need?
- 13 The bathroom tiles in boxes of 50 are \$65 per box. How much will it cost Nicky to buy them?
- 14 When the job is done Nicky needs to write an invoice for tiling the bathroom. It will have the cost of laying the tiles added to the cost of the tiles themselves plus 10% GST. What would Nicky's total invoice be for tiling the bathroom?
- 15 Nicky's next job was tiling a patio that was 6 m long and 4 m wide. She was using 50 cm square tiles that cost \$4.50 each. How much would the tiles cost for the patio?





# **WEDNESDAY SHEETS**



## Stage 3 Project—Learning from Home Term 3 Week 2

This research complements the July magazine poem, *Monster Mollusc*, by Jenny Blackford (page 8-9).

Use the websites below to research this topic—use **subheadings** in your presentation.

### It should include:

- **Introduction**—what is the Red Triangle slug? (native or exotic / classification / size / diet etc)
- **Five fun facts about the Red Triangle Slug** (watch film clip)
- **Distribution**—on the map below colour the key and show where this slug is from
- **Explain** how native and exotic (introduced) slugs differ.
- **Create an illustrations** (sketch—not images copied)

Red Triangle Slug—label the tentacles and show the average length.

<https://australian.museum/learn/animals/molluscs/red-triangle-slug/>

<https://www.youtube.com/watch?v=Wt9BGsWltxE> (film clip)

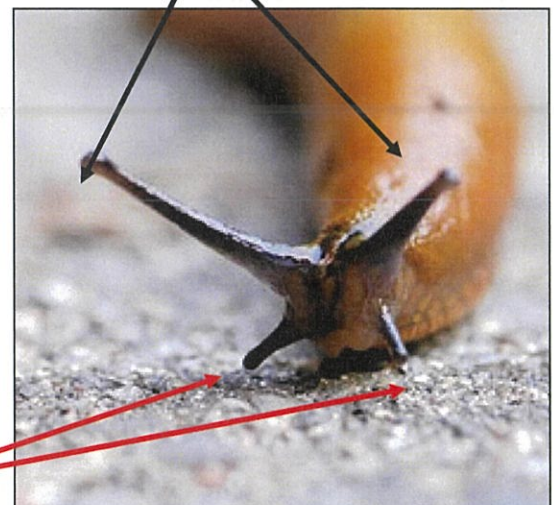
## Distribution

Present your research and illustration on a

separate page. The distribution task  
should be done on the map below.



Optical tentacles



Sensory  
(feeling)  
tentacles

Introduced slug—four tentacles



Year 4, Wednesday

1 Continue these counting patterns.

a	3	6	9			
---	---	---	---	--	--	--

b	8	16	24			
---	---	----	----	--	--	--

c	15	30	45			
---	----	----	----	--	--	--

d	17	20	23			
---	----	----	----	--	--	--

e	10	14	18			
---	----	----	----	--	--	--

f	0	6	12			
---	---	---	----	--	--	--

g	23	27	31			
---	----	----	----	--	--	--

h	42	47	52			
---	----	----	----	--	--	--

i	56	50	44			
---	----	----	----	--	--	--

j	60	56	52			
---	----	----	----	--	--	--

2 Explain what has happened in these sequences.

a	2, 4, 6, 8, 10	
b	43, 40, 37, 34	
c	13, 17, 21, 25	
d	27, 33, 39, 45	
e	4, 8, 16, 32	
f	80, 40, 20, 10	

30, 39, 48, 57 ...  
That's counting  
by 9.



3 Follow the rules to complete the number patterns.

a Add 7

1	2	3	4	5	6	7	8
8	9	10					

b Add 6

1	2	3	4	5	6	7	8

c Add 8

2	4	6	8	10	12	14	16

d Take away 5

10	12	14	16	18	20	22	24

e Multiply by 5

1	3	5	7	9	11	13	15

f Divide by 5

5	10	15	20	25	30	35	40



**9** Follow the rules in order to complete the number patterns.

**a** Rule: Add 7.

●	5	10	15	20	25	30	35
▲	12	17					

**b** Rule: Add 23.

●	2	5	8	11	14	17	20
▲	25						

**c** Rule: Subtract 13.

■	41	40	39	38	37	36	35
▲							

**d** Rule: Add 21.

●	14	18	22	26	30	34	38
▲	35						

**e** Rule: Add 19.

●	6	9	12	15	18	21	24
▲							

**f** Divide ■ by 5, then triple

■	65	55	45	35	25	15	5
▲							

**10** Create two number patterns and above each one write its rule. Each pattern should involve one or two operations.

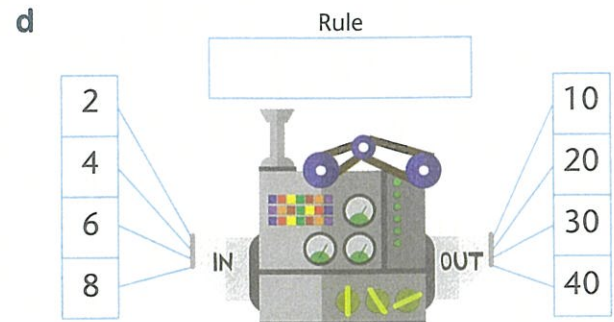
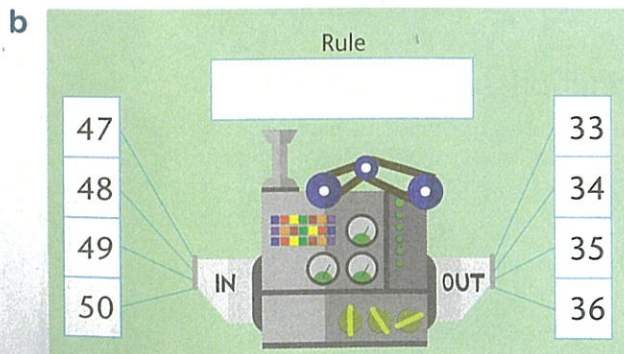
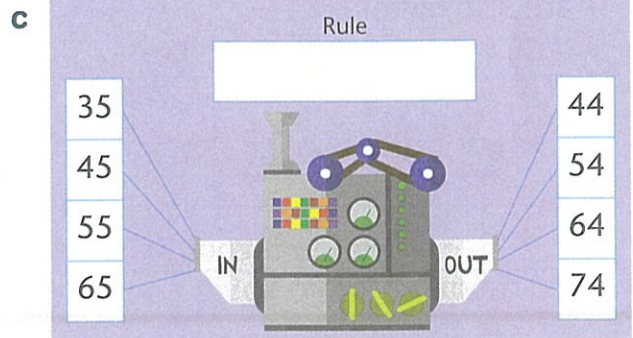
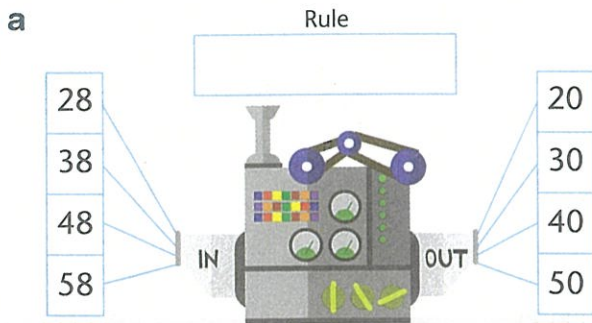
Rule: \_\_\_\_\_

●							
■							

Rule: \_\_\_\_\_

●							
■							

**11** Write the rule for each function machine.





### Three-Digit Short Multiplication

Year 5 Wednesday

Multiplication can be calculated using short multiplication.

4 x 6 hundred equals 24 hundreds. 24 hundreds plus the 1 traded equals 25 hundreds. Record the 2 in the thousands column (20 hundreds) and write the 5 in the hundreds column.

Thous	Hund	Tens	Ones
	1	1	
	6	4	3
			4
x			
	2	5	7
			2

**Step 3**

**Step 1**

4 x 3 = 12  
Trade the ten to the tens column and record the 2 in the ones column.

**Step 2**

4 x 4 tens = 16 tens  
16 tens plus the one traded equals 17 tens.  
Put the 7 tens in the tens column and trade the 1 hundred (10 tens) to the hundreds column.

Find the answers to the multiplications below. You may need a scrap piece of paper. Write all answers on your response sheet.

### Grouping Symbols and the Order of Operations

Rules for the order of operations

- Always do the work in the grouping symbols first.
- If there is more than one set of grouping symbols, always do the work in the inside one first.
- Apply the rules that you have studied on the previous card for the order of operations.

1	Thous	Hund	Tens	Ones
	3	6		
	x	3		

2	Thous	Hund	Tens	Ones
	4	7		
	x	4		

3	Thous	Hund	Tens	Ones
	1	3	5	
	x	6		

4	Thous	Hund	Tens	Ones
	2	4	6	
	x	5		

5	Thous	Hund	Tens	Ones
	3	2	5	
	x	7		

6	Thous	Hund	Tens	Ones
	3	3	6	
	x	4		

7	Thous	Hund	Tens	Ones
	4	7	2	
	x	5		

8	Thous	Hund	Tens	Ones
	3	5	9	
	x	6		

9	Thous	Hund	Tens	Ones
	2	6	8	
	x	7		

10	Thous	Hund	Tens	Ones
	3	7	4	
	x	8		

11	Thous	Hund	Tens	Ones
	1	7	9	
	x	5		

12	Thous	Hund	Tens	Ones
	2	6	8	
	x	6		

13	Thous	Hund	Tens	Ones
	3	7	6	
	x	7		

14	Thous	Hund	Tens	Ones
	4	5	8	
	x	9		

15	Thous	Hund	Tens	Ones
	5	6	7	
	x	8		

16  $[25 + (9 \times 3)] \div 4 =$

17  $6 \times [(12 \times \frac{1}{4}) + 3] =$

18  $5 \times [(20 \div 4) + 16] + 5 =$

19  $96 \div [3 + (45 \div 9)] + 27 =$

20  $[(54 \times \frac{1}{3}) + 27] \div 9 + 6 =$





# Decimal number patterns

*Year 6, Wednesday*

**1** Complete the decimal counting patterns.

**a**

0.1	0.2	0.3			
-----	-----	-----	--	--	--

**d**

0.23	0.25	0.27			
------	------	------	--	--	--

**b**

0.2	0.4	0.6			1.2
-----	-----	-----	--	--	-----

**e**

1.25	1.30	1.35			
------	------	------	--	--	--

**c**

0.3	0.6	0.9	1.2		
-----	-----	-----	-----	--	--

**f**

1.67	1.70	1.73			
------	------	------	--	--	--

**2** Use the constant addition function on your calculator to make the following patterns.

**a**  $1 + 0.5 = 1.5 = 2 = 2.5 = \square = \square = \square$

**b**  $1.5 + 0.1 = \square = \square = \square = \square = \square = \square$

**c**  $2.3 + 0.2 = \square = \square = \square = \square = \square = \square$

**d**  $1.8 + 0.3 = \square = \square = \square = \square = \square = \square$

**e**  $2.3 + 0.6 = \square = \square = \square = \square = \square = \square$

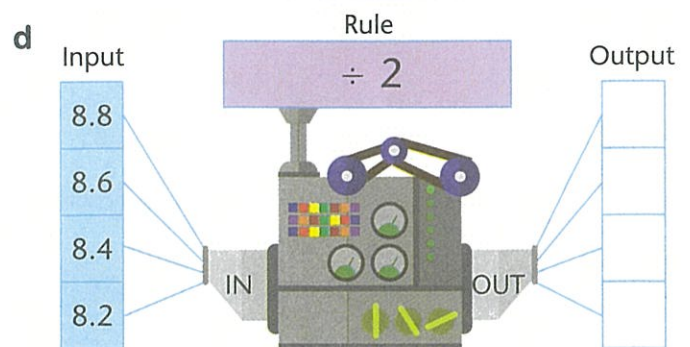
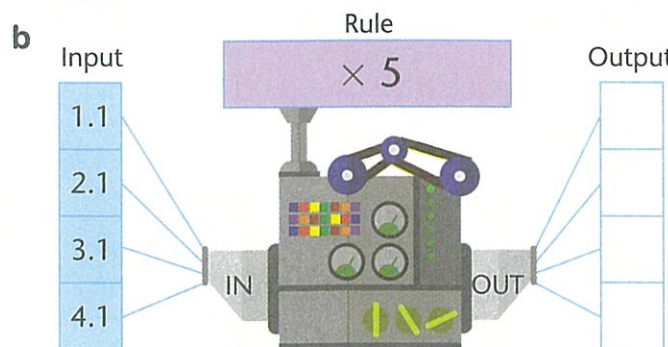
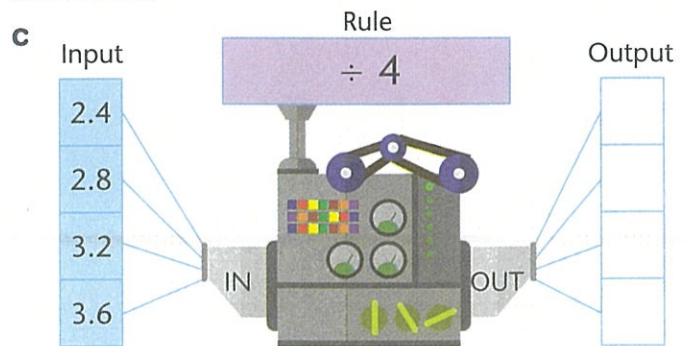
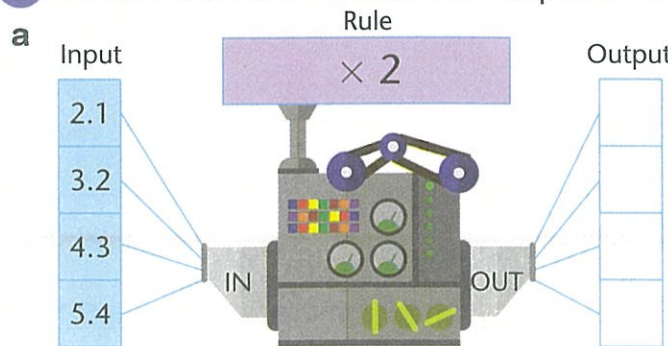
**f**  $2.6 + 0.8 = \square = \square = \square = \square = \square = \square$

**g**  $2.6 + 2.2 = \square = \square = \square = \square = \square = \square$

**h**  $3.9 - 0.3 = \square = \square = \square = \square = \square = \square$



**3** Follow the rules to find the output of the machines.





Wednesday  
Daffodil Day



What is Daffodil Day? Use the code below to find out.

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

Write the words below the code.

EBGGPEJMT

BSF

VIF

TZNCPM

PG

IPQF

GPS

QFPQMFQXJUI

XJUI

DBODFS

EBGGPEJMT

NFBO

TQSJOH

BOE

OFX

MJGF.

EBGGPEJMT

EBZ

SBJTFT

NPOFZ

UP

QBZ

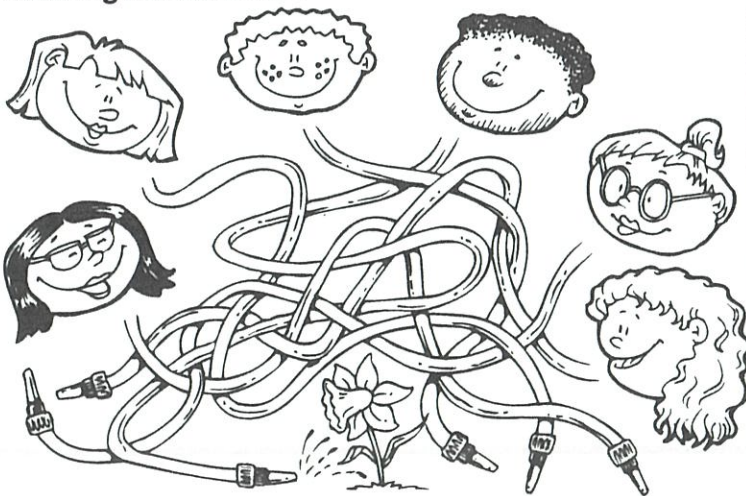
GPS

SFTFBSDI

JOUP

DBODFS.

Follow the hoses and circle the person who is watering the daffodils.



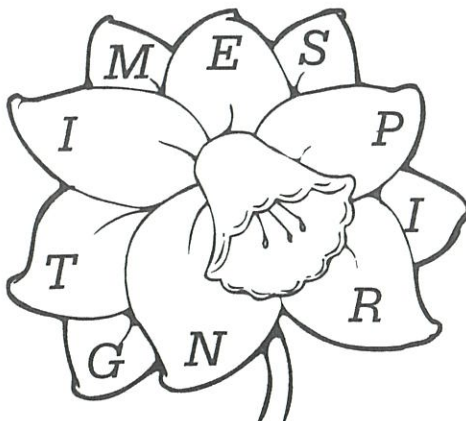
What colour are daffodils?

\_\_\_\_\_

*This is the colour of Spring!*

Name some other things which reminds us Spring is here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



How many words can you make from the letters on these daffodil petals?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# **THURSDAY SHEETS**

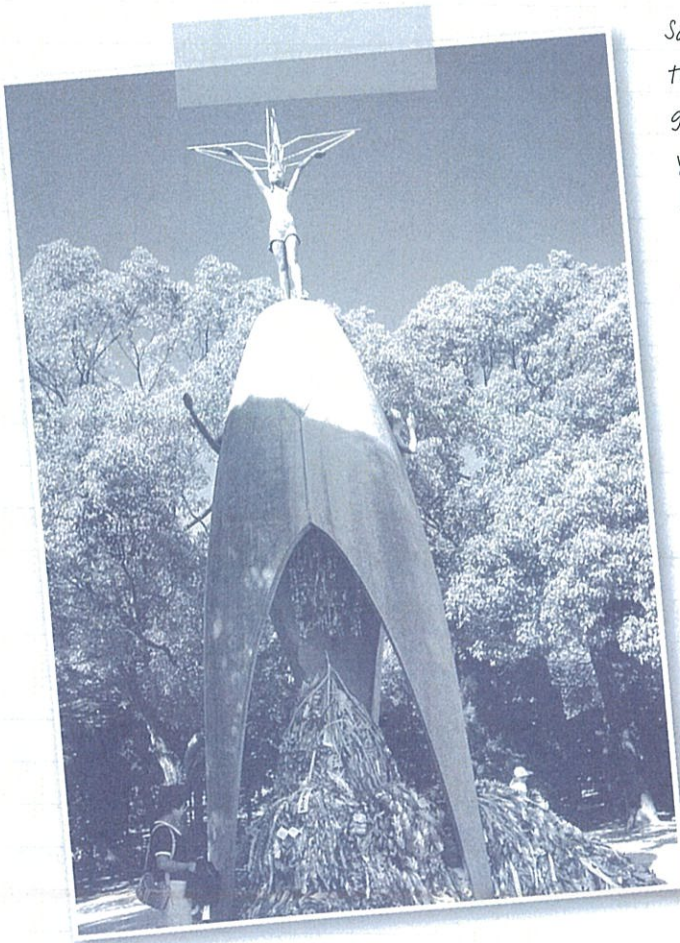


**The purpose of a response or review is to summarise, analyse and respond to visual, written or performed work.**



## Tower of a Thousand Paper Cranes

The Tower of a Thousand Paper Cranes is another name for the Children's Peace Monument in Hiroshima, Japan. During a recent visit to Japan, I was greatly moved to see thousands of brightly coloured paper cranes at the Peace Memorial Park. These paper cranes come from the ancient Japanese tradition of origami, or paper folding, but today they are known as a symbol of peace. The connection between paper cranes and peace can be traced back to a courageous and determined girl named Sadako Sasaki, who died of leukaemia ten years after the atomic bomb attack on Hiroshima.



Sadako was two years old when she was exposed to the atomic bomb. She had no apparent injuries and grew into a strong and healthy girl. However, nine years later she suddenly developed signs of an illness. The following year she was diagnosed with leukaemia and was admitted to the Hiroshima Red Cross Hospital. Believing that folding paper cranes would help her recover, she kept folding them, but after an eight-month struggle with the disease, she passed away.

At the Peace Memorial Park, I learned that Sadako's death triggered a campaign to build a special monument to pray for world peace and as an important legacy for the many children killed by the atomic bomb. I feel it is a sign of her courage and determination that now her story has travelled around the world. With around 10 million paper cranes offered each year, I am sure the peace message is strong.

I highly recommend you read Sadako and the Thousand Paper Cranes, which is the story of the brave young girl. If you are ever in Japan, I would strongly urge you to visit the Tower of a Thousand Paper Cranes in the Peace Memorial Park in Hiroshima.



**Remember** Conjunctions are joining words. They can be used to form compound and complex sentences.



1 Read the response. Highlight all of the **conjunctions**.

2 Complete these sentences with a **conjunction**.

- a I appreciated my visit to Peace Memorial Park, \_\_\_\_\_ it was very sad.
- b Read Sadako's book \_\_\_\_\_ visit the memorial yourself.
- c Sadako got leukaemia \_\_\_\_\_ she had been exposed to the atom bomb.
- d She was dying of leukaemia, \_\_\_\_\_ she believed the paper cranes would help.

 **Why is the choice of conjunctions important?**

Your choice of **conjunction** can change the meaning of a sentence.

For example: *Sadako was two years old **when** she was exposed to the atom bomb.*

*Sadako was two years old **before** she was exposed to the atom bomb.*

3 Change the **conjunction** in the following sentences to change the meaning.

- a Sadako got leukaemia after she had been exposed to the atom bomb.

\_\_\_\_\_

- b Read Sadako's book or visit the memorial yourself.

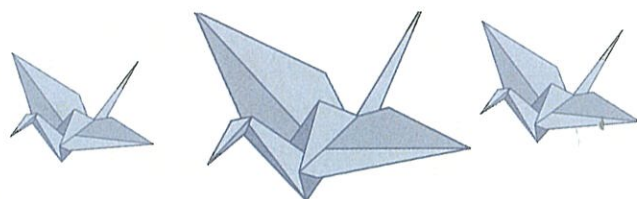
\_\_\_\_\_

- c I learned to make paper cranes after I visited the memorial.

\_\_\_\_\_


 **Reflecting on my learning**

Why do we use conjunctions?



\_\_\_\_\_

\_\_\_\_\_

 **Remember** Adverbs tell us how, where or when something happened or is done. Many adverbs are formed by adding *ly* to the end of an adjective.

4 Underline four **adverbs** from the response.

5 Change the following adjectives into **adverbs** by adding *ly*.

- a great \_\_\_\_\_
- b sudden \_\_\_\_\_
- c incredible \_\_\_\_\_
- d quick \_\_\_\_\_
- e beautiful \_\_\_\_\_
- f thoughtful \_\_\_\_\_

 **Let's write**

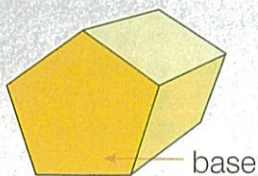
Write a response about an interesting place you have visited. Include complex sentences, some evaluative language, conjunctions and adverbs.



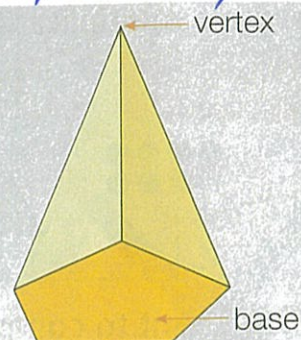
# Revision of three-dimensional objects

*Year 4, Thursday*

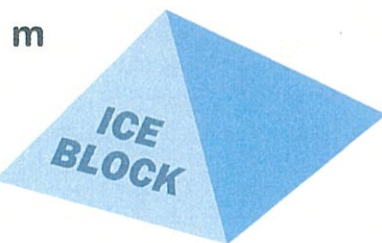
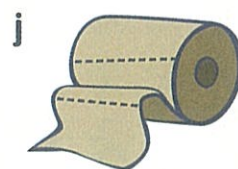
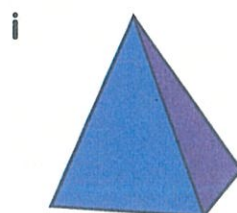
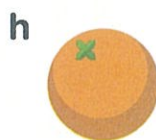
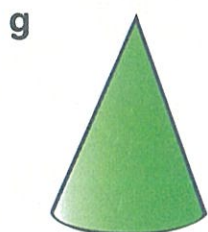
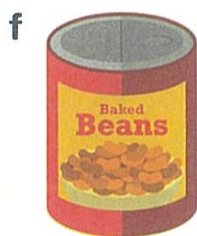
**Prisms** have two parallel faces that are congruent. All the other faces on a prism are rectangular if the faces are square to the ends.



**Pyramids** have only one base with all the other faces being triangles. The triangular faces meet at a common vertex.



8 Place the letters in the correct position on the grid to identify the cylinders, cones, spheres, prisms and pyramids.



Cylinders				
Cones				
Spheres				
Prisms				
Pyramids				

9 Find two items in your school that are:

a prisms


b cylinders

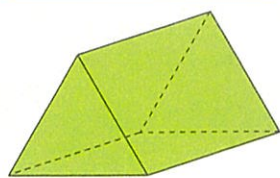
  


c cones


d spheres



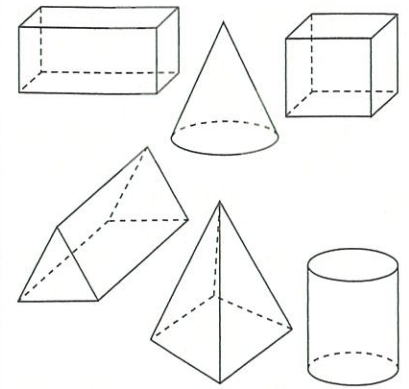
10 Explain why this object is a prism. \_\_\_\_\_

\_\_\_\_\_



9 Sketch these common three-dimensional objects given their top, front and side views.

	Top view	Front view	Side view	Sketch
a				
b				
c				
d				
e				
f				

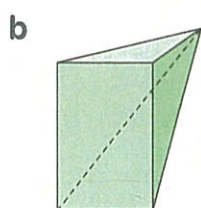
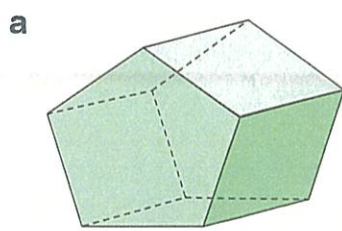


What object could be drawn from these views?

top     front     side



10 Describe the similarities and differences between these two objects.




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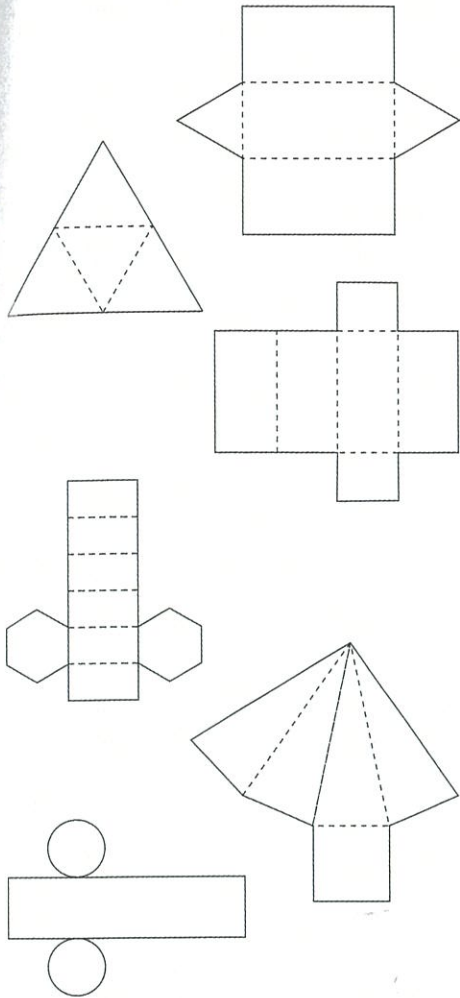
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I'm phoning a friend to find out!

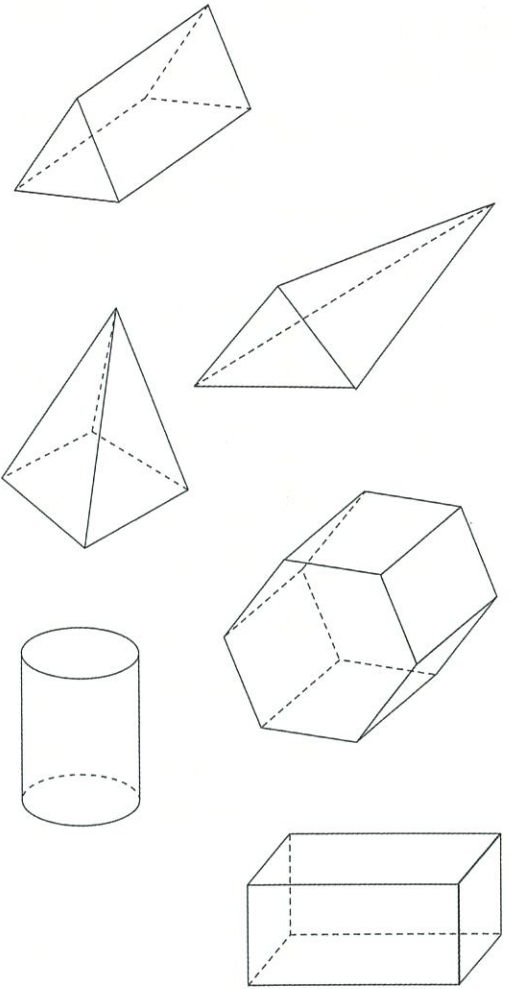




12 Draw lines to match each net and three-dimensional object to its name.

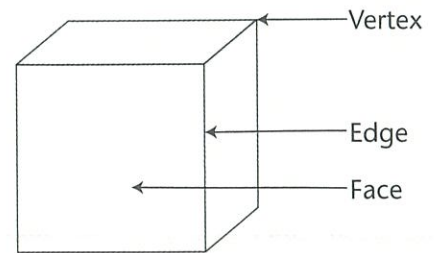


- Triangular pyramid
- Hexagonal prism
- Triangular prism
- Rectangular prism
- Square pyramid
- Cylinder

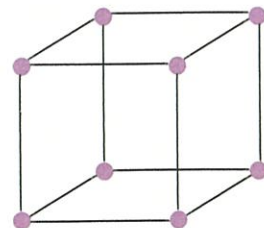
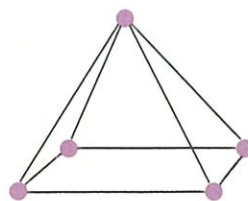
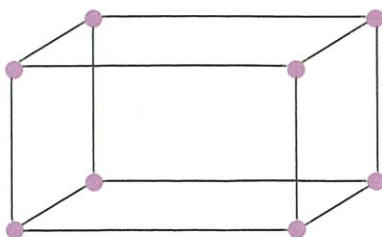


13 Classify the objects by stating the number of faces, edges and vertices on each.

Object	Faces	Edges	Vertices
a Triangular pyramid			
b Hexagonal prism			
c Triangular prism			
d Rectangular prism			
e Square pyramid			



14 Construct the models of 3D objects below using toothpicks and modelling clay.





# **FRIDAY SHEETS**



**The purpose of an exposition** is to argue or persuade from one point of view.

# The Torres Strait Islands

## Have you visited the beautiful Torres Strait Islands?

The Torres Strait Islands are situated at the most northern point in Australia, just south of Papua New Guinea. Undoubtedly, they're Australia's hidden gems!

You will love the beautiful island reefs, the unique marine life (such as dugongs and sea turtles) and the beautiful beaches with crystal clear waters. Undoubtedly, they're Australia's hidden gems!

The most popular islands include Thursday Island and Horn Island, where you can go fishing, snorkelling or swimming. You can relax on the pristine beaches or enjoy the

Indigenous Australian and Melanesian culture. (There is also an amazing cultural museum on Thursday Island for you to enjoy.) Undoubtedly, they're Australia's hidden gems!

Visit the Torres Strait Islands now! To get there, you will need to fly to Cairns, in Far North Queensland, then take another flight to Horn Island (the only airstrip on the Torres Strait Islands).

From there, it is just a short ferry ride to any of the islands you wish to visit.

Undoubtedly, they're Australia's hidden gems!



### What are brackets sometimes used in an exposition?

**Brackets** are used to add information or ideas that are not essential. You should be able to remove the brackets and their contents and still be left with a sentence that still makes sense. Brackets are also commonly used in an information report.

- 1 Read the exposition. Highlight where **brackets** are used to add more information.
- 2 Do the sentences still make sense if you remove the **brackets**, and the information within the brackets? \_\_\_\_\_
- 3 Rewrite the following sentences, adding additional information in **brackets**.

a I have never visited the Torres Strait Islands.

\_\_\_\_\_

b Dugongs and sea turtles are beautiful marine creatures.

\_\_\_\_\_

c It is a short flight to Horn Island from Cairns.

\_\_\_\_\_

d She relaxed on the pristine beaches.

\_\_\_\_\_



 **Why do authors sometimes use repeated words?**

**Repeated words** are sometimes used in information reports to repeat the topic word tying the facts together.

For example: *Undoubtedly, they're Australia's hidden gems!*

**Repeated words** can be used in narratives to create drama and have a greater impact.

For example: *The towers fell. The towers fell. The towers fell.*

4 Find three cases of **repeated words** in the exposition.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

5 Use the words below to create **repeated words** that would suit the exposition.

- a (pristine) \_\_\_\_\_
- b (culture) \_\_\_\_\_
- c (islands) \_\_\_\_\_

 **What role do prepositions play in adverbial phrases?**

**Prepositions** are small words that show relationships between other words. They can help form **adverbial phrases**. An adverbial phrase does the job of an adverb by adding meaning to a verb.

For example: *The Torres Strait Islands are situated **at the most northern point** in Australia.*

6 Write the **adverbial phrase** that tells about the underlined verbs. Then circle the **preposition** used at the start of the phrase. The first one has been done for you.

- a relax            relax where?            on the pristine beaches
- b snorkelled      snorkelled how?            \_\_\_\_\_
- c visited            visited when?                \_\_\_\_\_
- d jumped            jumped why?                 \_\_\_\_\_

 **What role do prepositions play in adjectival phrases?**

**Prepositions** are sometimes used at the start of adjectival phrases. An **adjectival phrase** does the job of an adjective by adding meaning to the noun.

For example: *There is a museum **of cultural significance**.*

The adjectival phrase *of cultural significance* tells us more about the noun *museum*.

7 Highlight the **adjectival phrase** that tells more about the underlined noun.

We explored the reefs, an environment with unique marine life.

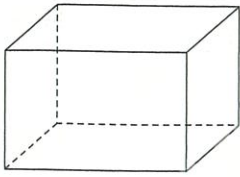


**Using punctuation**

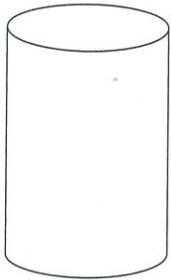
Now try the Unit 7 activity on the CD-ROM in the front of your book.



**8** Colour each object and matching description the same colour.



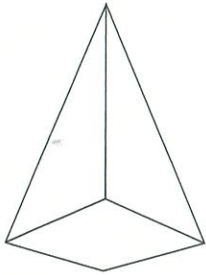
**a** I am a prism that has 6 rectangular faces.



**b** I am a pyramid that the Ancient Egyptians built. I have a square base.

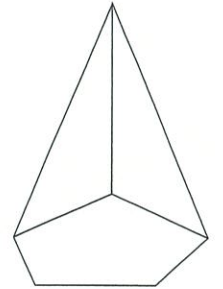
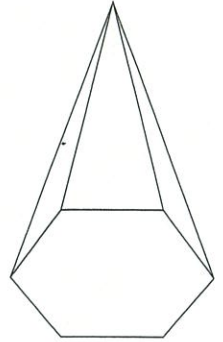
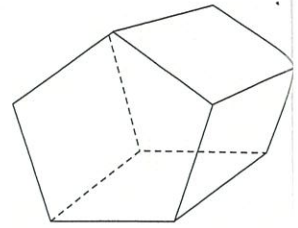
**c** I am a pyramid that has 5 triangular faces and a pentagon as a base.

**d** I am a pyramid that has a six-sided shape as a base.

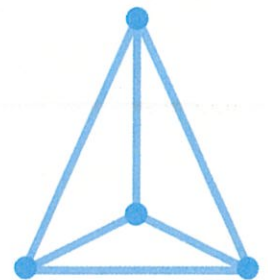
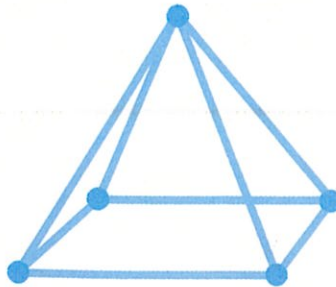
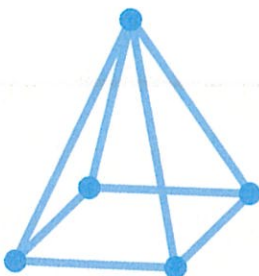
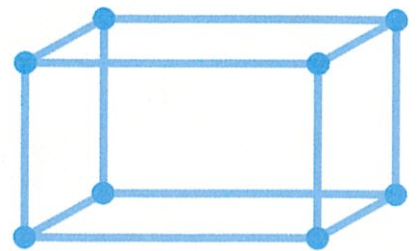
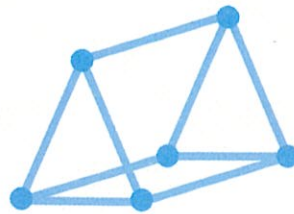
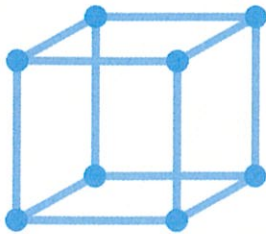


**e** I am an object with 2 circles as bases.

**f** I am a prism that has 2 pentagonal faces and 5 rectangular faces.



**9** Model some of these objects from materials like matchsticks, toothpicks, modelling clay and playdough.



**10** Describe the difference between a prism and a pyramid.

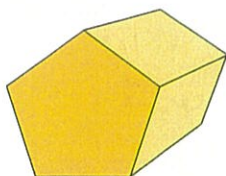
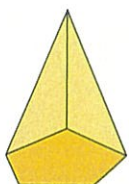
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## Adding and Subtracting Time

Calculate the difference in the times through bridging.

For example: 3:45 pm to 6:00 pm

Think  $3:45$  to  $4:00 = 15$  min

$4:00$  to  $6:00 = 2$  hr  
 $= 2$  hr  $15$  min

Write all answers on your response sheet.  
 Calculate the differences in times between:

1 3:00 pm 5:25 pm

2 2:45 pm 5:15 pm

3 9:45 am 11:25 am

4 8:15 am 10:30 am

5 2:37 pm 5:15 pm

6 1:35 am 7:10 am

7 2:13 pm 6:33 pm

8 1:05 pm 10:53 pm

9 3:19 am 6:23 am

10 7:23 pm 10:57 pm

Try these more difficult questions.

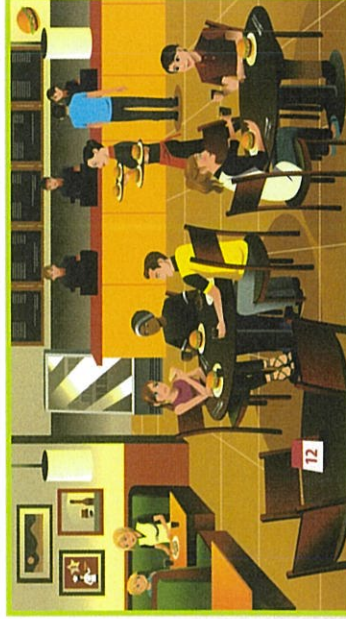
11 1:35 am 3:10 pm

12 10:13 pm 2:23 am

13 9:05 pm 5:23 am

14 10:19 am 6:53 pm

15 7:27 am 4:47 pm



## Sam's Hamburger Restaurant

Casual rates of pay per hour on **weekdays**:

16 years	\$5.80
17 years	\$7.50
18 years	\$10.50
19 years	\$13.45
20 and over	\$18.00

Casual rates of pay per hour on **weekends**:

16 years	\$7.60
17 years	\$10.00
18 years	\$14.00
19 years	\$17.00
20 and over	\$24.00

Friday 4, 5 & 6

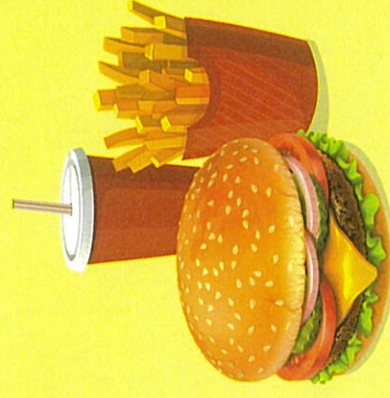
Sam had to create a roster for his casual workers each week to let them know when they were working. This roster also helped him make up the wages for the 5 workers.

## Casual workers hours for the week

	Age	Mon	Tues	Wed	Thu	Fri	Sat	Sun
Ellie	19	4			4			4
Eva	21		5			4		
Samuel	16			5		4		5
Ava	18	4		4			5	
Hassan	17			5	5			5

Calculate the pay for each person if they completed all the hours given to them above.

- 16 Ellie
- 17 Eva
- 18 Samuel
- 19 Ava
- 20 Hassan





# THE CHOCOLATE Factory

Friday  
1.5.16



Ethan worked an 8 hour shift at the chocolate factory. The factory makes three types of chocolate – dark, milk and white. It produces each type of chocolate in five sizes ranging from a small bar to a large block. As a speciality, the chocolate can come with fruit only, fruit and almonds, almonds only and glazed cherries only.

Solve the problems. Write all answers on your response sheet.

- 1 One bar of chocolate is 28 g. If a box contains 20 bars, what would the total mass be?
- 2 If the 28 g bar of chocolate has 4 squares in it, what would the mass of a single square be?
- 3 Using the same chocolate square size, the factory makes a small block of chocolate that is 4 squares wide and 8 long. What would the total mass of the small block be?

- 4 A standard block of chocolate has a mass of 315 g. Using the same square size, what would be the length of the block if the width is 5 squares?
- 5 A maxi block of chocolate is 3 times the size of a standard block. How many single squares does the maxi block have?
- 6 The ingredients and their percentages needed to make chocolate are 28% milk, 20% cocoa butter, 26% cocoa solids and the rest is sugar. What percentage of sugar is in the chocolate?
- 7 The large cardboard box can fit 6 standard chocolate blocks along its length, 4 across its width, and the blocks can be stacked 8 high. How many standard chocolate blocks are in a large box?
- 8 The small box of standard chocolate bars fits 3 along its length, 2 across its width and can be stacked 6 blocks high. What is the value of the chocolates in the box if the chocolates cost \$3 each?
- 9 How much would Ethan earn in his 8 hour shift if he was paid \$19.95 per hour?
- 10 The family-size block of chocolate has an actual mass of 504 grams. How many single squares does it have if each square has a mass of 7 grams?
- 11 Each square of chocolate in the family-sized block has a value of 9 cents. What is the price of the family-sized block of chocolate rounded to the nearest 10c?
- 12 Each individual square of chocolate has a dimension of 2 cm. What would be the area of the small block of chocolate?
- 13 Using the same square size, what would be the perimeter of the standard block of chocolate?
- 14 Which is the best value: a 32-square small block of chocolate for \$3.20 or a 45-square standard block of chocolate for \$4.95?
- 15 If every one of the combined sizes and types of chocolate were available in the 4 specialities of fruit only, fruit and almonds, almonds only and glazed cherries only, how many products would the chocolate factory have?





Try to work out the familiar word, phrases or figure of speech below. Use the example to show you how to find the solution.

*Friday*

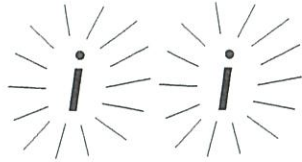
**inside**

**H A H A N D N D**

**ONCE**  
2.30 p.m.

Hand in hand

*p i g*  
*p i g*     *p i g*



**o**  
**u**  
**t**

**r**  
**o**  
**r o a d s**  
**d**  
**s**

5 + 5 *is*

ground  
railway

**PROM**  **ISE**

**lands**  
**Scottish**

*w a t e r*

**aircraft**



**w e e k e n d**

**TEXASUTAHOHIOIOWA**

Colour the pictures when you have finished or while you are thinking. See if you can make up some of these yourself.