

Year 6

Unit 6 - Part B



= Please post this item on Google Classroom



= There is a video related to this activity in Google Classroom



= make sure you watch the YouTube link

Name: _____






Class: _____
















Learning environment checklist

In setting up this space the following should be considered:

- ☐ Is the area free of distraction?
- ☐ Is there excessive noise in the area?
- ☐ Are there trip hazards in the area?
- ☐ Is the area exposed to direct glare or reflections?
- ☐ Does the area have sufficient power points available?
- ☐ Is equipment (extension cords etc.) in good, safe, working condition?
- ☐ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- ☐ Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- ☐ Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?

Morning	WELLBEING WEDNESDAY!	<p>English</p> <p>Spelling: ial</p> <p>Complete spelling worksheet provided.</p> <p>(15 minutes)</p> <p>Grammar: Modal adverbs</p> <p>Complete the grammar activity provided.</p>  <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break: Sit-ups. 60 seconds to complete as many as you can!</p> <p>Writing - Informative</p> <p>Watch the Information Report video in Google Classrooms.</p>  <p>Use the information report planning template to complete the writing task.</p> <p>(Assessment Task)</p> <p>(40 minutes)</p>	<p>English</p> <p>Spelling: Revise the <ial></p> <p>Complete at least two spelling activities provided in the spelling activity grid.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break: Just jump!</p> <p>You can jump like a kangaroo or frog.</p> <p>Comprehension: Watch the video of 'Gold Fever – The incredible Journey' and answer the comprehension sheet.</p> <p>https://www.youtube.com/watch?v=nJz4gjq8w58</p>  <p>(35 minutes)</p>	<p>English</p> <p>Spelling: Revise the <ial></p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break: Squats. 60 seconds to complete as many as you can!</p> <p>Writing - Recount</p> <p>Write a recount about your home holidays</p> <p>https://www.youtube.com/watch?v=35F2vgkxRxA</p>  <p>(40 minutes)</p> 	<p>English</p> <p>Spelling: Look, cover, write, check your spelling list for the week. Get a family member to test you on 5 of your words, in sentences. Review the sentences and mark your work.</p> <p>(15 minutes)</p> <p>Brain Break: Make a pattern.</p> <p>Make a pattern with your body by patting your head, patting your knees or touching your toes.</p> <p>Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(35 minutes)</p>
Break					

Middle	WELLBEING WEDNESDAY!	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 4 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: 4 Rolls  (15 minutes)</p> <p>Brain Break: Stretch it out. Stretch your body out, you can stretch your arms, neck, sides and legs.</p> <p>Decimals:  Complete the set activity on decimals. (20 minutes)</p>	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 4 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: 4 Rolls  (15 minutes)</p> <p>Brain Break: Wall ball. Throw/kick a ball against a wall for 1 minute. How many did you get?</p> <p>Decimals:  Complete the set activity on decimals.  (20 minutes)</p>	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 4 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: 4 Rolls  (15 minutes)</p> <p>Brain Break: Wall balance. Sit in a squat position with your back pressed against the wall for 60 seconds.</p> <p>Decimals:  Complete the set activity on decimals. (20 minutes)</p>	<p>Mathematics</p> <p>Mathletics: Complete 2 set Mathletics tasks (25 minutes)</p> <p>Times tables: Revise 4 times tables (2 minutes)</p> <p>Problem A Day: Complete the task for today. (3 minutes)</p> <p>Number A Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. (5 minutes)</p> <p>TENS: 4 Rolls  (15 minutes)</p> <p>Brain Break: Plank. Hold the plank position for as long as you can. Time yourself!</p> <p>Decimals:  Complete the set activity on decimals. (20 minutes)</p>
Break					

Afternoon	WELLBEING WEDNESDAY!	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Creative Arts</p>  <p>Watch Mrs Alo's video on Google Classroom and complete the artwork.</p> <p>(45 minutes)</p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/robot-revolution/13494772 and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>BTN</p> <p>Watch the following BTN video and write as many VIP's as you can!</p> <p>https://www.abc.net.au/btn/classroom/20210817-ep23-btn/13494784</p> <p>(45 minutes)</p>	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>History:</p> <p>Gold</p> <p>Read through the Assisted Passengers information and complete the worksheet</p> <p>(40 minutes)</p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/gamestop-stock-market/13118074 and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Science:</p>  <p>Light through Water</p> <p>Watch the science video in Google Classroom and complete the activities.</p> <p>(40 minutes)</p> <p>Yoga with Miss Fry</p> <p><u>Follow the Zoom link and join in the Yoga fun with Miss Fry</u></p>  
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**Weekly Recording - Spelling words, Reading Eggspress, Brain Breaks, Mathletics,
Times tables , Problem-A-Day, Number of the Day, TEN and BTN VIP's**

Write your spelling words out each day

Wednesday	Thursday	Friday	Tuesday	Wednesday
WELLBEING WEDNESDAY				

Activity	Teacher Recognition
Spells words correctly each day	

Brain Breaks Completion Record

Wednesday	Thursday	Friday	Tuesday	Wednesday
WELLBEING WEDNESDAY	Sit ups	Just jump	Squats	Make a pattern
	Stretch it out	Wall ball	Wall sit	Plank

Activity		Teacher Recognition
	Completes daily Brain Break activities	

Reading Eggspress Completion Record

Day	Quizzes/Activities Completed	
Wednesday		

Activity		Teacher Recognition
	Completes Reading and Comprehension Quizzes and Activities in Reading Eggs	

Spelling Grid

Highlight 2 activities you have completed on Friday.

Use this grid and a different coloured highlighter to record the 2 activities you completed on Monday.

Spelling practise and patterns	Find-a-word Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	Picture Words Write 5 words and draw a picture or diagram for each one.
	Rainbow Syllables Write or type 10 words using a different colour for each syllable.	Mini Words Find 10 mini words (words in words) within your spelling list
	Synonyms Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	Word Building Find the base word of 5 of your words. Add prefixes or suffixes to make as many words as you can for each one.
Meanings	Dictionary Meanings Find dictionary meanings for at least 5 of your words. Write them neatly into your homework book.	Acrostic Poem Create an acrostic poem for 3 of your spelling words.
	Etymology Use a dictionary to find out the language the 5 of your words come from.	Antonyms Write antonyms (opposites) for 5 of your words. Use a dictionary or thesaurus to help you.
Using your words	Sentences Use at least 5 of your words in interesting sentences.	Dictation Write a dictation passage using all of your words.
	Missing Words Put 10 words in a cloze exercise. Leave a line for each missing word. List the missing words	Parts of Speech Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs
Taking Charge/ Self-evaluation	Your Activity Create a new spelling activity of your own. Write the instructions down.	Quiz Me Choose 5 words from the spelling list and write them on cards to blutac around the house. Have people quiz you on them

Activity	Teacher Recognition
<ul style="list-style-type: none"> Completes at least 4 spelling activities 	

Revising 4 x Tables

Wednesday	Thursday	Friday	Tuesday	Wednesday
WELLBEING WEDNESDAY!	4 x 1 =			
Time:	Time:	Time:	Time:	Time:

Activity		Teacher Recognition
	Recalls 4 x tables correctly each day	

Mathletics

Day	Activity 1	Activity 2
Wednesday	WELLBEING WEDNESDAY	
Thursday		
Friday		
Tuesday		
Wednesday		

Activity		Teacher Recognition
	Completes set Mathletics Tasks	

TEN

Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Engages in daily TEN activity	

Number of the Day Answers

Wednesday	WELLBEING WEDNESDAY	
Thursday	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	
Friday	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	
Tuesday	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	

Wednesday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
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Activity		Teacher Recognition
	Completes the Number of The Day and marks their own answers.	

BTN VIP's

Day	VIP's
Thursday	
Friday	
Tuesday	

Activity		Teacher Recognition	
	Summarise and records information from digital media		

Problem-A-Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

THURSDAY

The difference between two numbers is 708.

What might the two numbers be? (Give 5 examples)

Working out - Transformation step

The difference between two numbers is 1001.

What might the two numbers be? (give 5 examples)

Working out - Transformation step

Maddi is selling chocolates for a fundraiser for her athletics club. Each chocolate sold raises \$2.50 for the club. She sells 40 chocolates.

How much money has Maddi raised?

Working out - Transformation step

Hayley is selling chocolates for a fundraiser for her athletics club. Each chocolate sold raises \$1.50 for the club. She sells 25 chocolates.

How much money has Hayley raised?

TUESDAY

Working out - Transformation step

Cambridge Gardens Public School

24

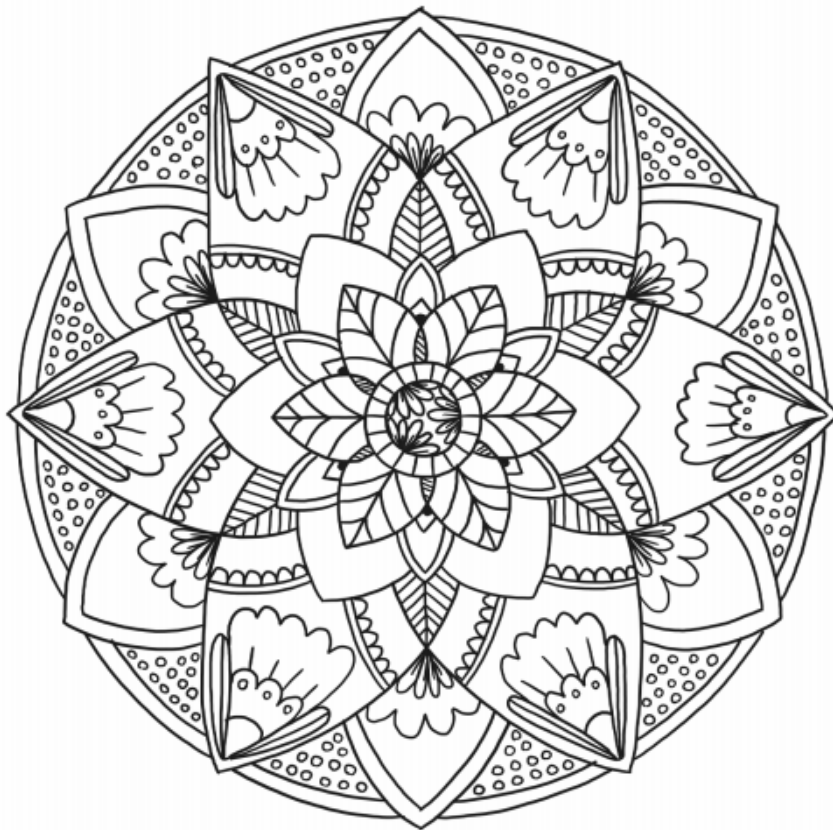
Activity	Teacher Recognition
<div data-bbox="183 1279 600 1352">Completes daily Problem-a-Day activities.</div>	

Wellbeing Wednesday 15.9.21

No booklet for today! Access the game board and have a fun day with your family!

Thursday

16.9.21



Student

I have completed my work to the best of my ability

Name: _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Spelling List 29

1. denial

2. trivial

3. burial

4. jovial

5. material

6. imperial

7. memorial

8. territorial

9. editorial

10. industrial

11. secretarial

12. ceremonial

13. celestial

14. sacrificial

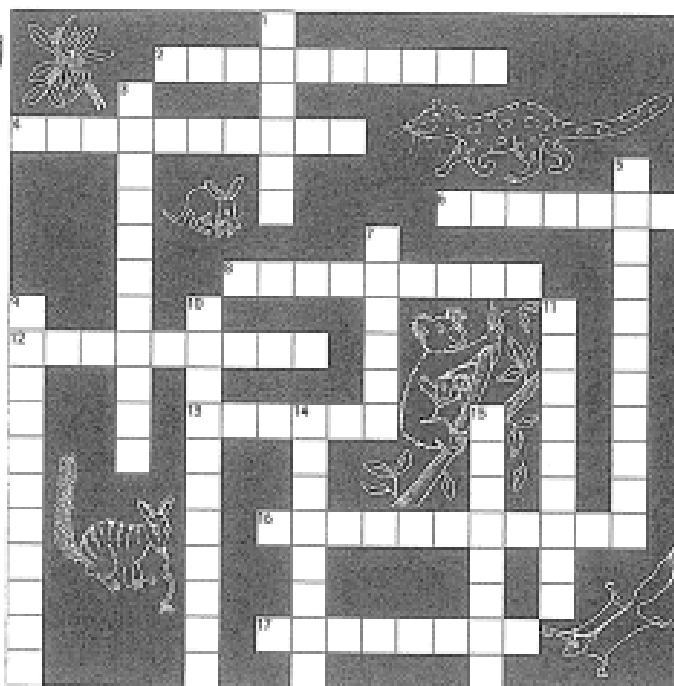
15. substantial

16. marsupial

17. prejudicial

18. controversial

Work out the answers to the clues and complete the crossword. All of the answers are words in the Spelling List.



1. a statement saying that something is not true
2. used at a formal event which has special traditions
3. large in size or amount
4. relating to the production of things we buy or to things we use, like oil, coal and steel
5. relating to a religious ceremony where an animal, food or special item is offered to a god as a gift
6. not important, serious or valuable
7. the act of putting something in the ground
8. an animal that carries its baby in a pocket of skin
9. relating to the work or skills of an office assistant
10. having a bad effect on something
11. relating to the sky, outer space or heaven
12. relating to the preparation of a book for printing
13. cheerful and friendly
14. relating to an empire or to the person who rules it
15. something built to remind us of a person or event
16. relating to land owned or controlled by a country
17. cloth used to make things like clothes or curtains

Spelling Sheet 29a (3/16)

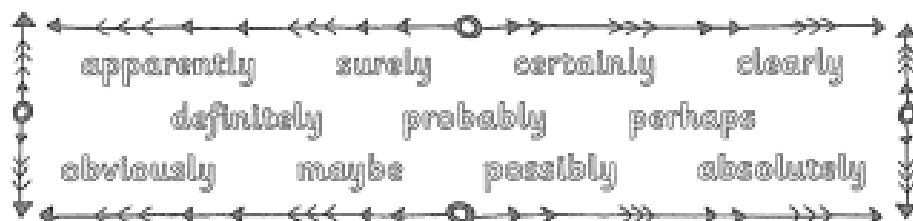
Activity	Teacher Recognition
Completes spelling task	



Modal Adverbs



Like modal verbs, we use adverbs of modality to express how certain we are, ranging from uncertain (Perhaps I will go to the party) to very certain (I will **definitely** go to the party).



Modal adverbs can be used with main verbs and modal ones. Identify the modal verbs below and then rewrite the sentences twice, using a different adverb each time. How does the meaning change? Do the adverbs work in some sentences but not in others?

1. The flavour of the soup **could** be improved.



2. Beth **can** play the guitar and accordion.



3. You **must** get some medicine for that cough.



4. The yacht **should** be in the harbour.



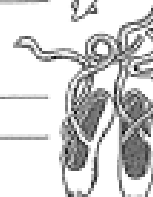
5. The sculpture **might** be genuine.



6. We **would** visit Thailand in the autumn.



7. May I **have** some new ballet shoes?



8. Tom **will** eat the steak but not the broccoli.



Grammar Sheet 29 (AHS)

Activity	Teacher Recognition
Completes grammar worksheet	

INFORMATION REPORT

The purpose of an information report is to classify and describe people, animals, objects or phenomena using facts. Examples of information reports include:

- scientific texts
- geographical texts.

Information reports use:

Present tense
Auxiliary verbs
Generic groups or categories
Technical terms
Cause and effect connectives

Title Turtles

Classification Turtles are reptiles. They are **cold-blooded**, so they need sunlight to keep them warm and active.

Description Turtles have a hard shell on their back. This **protects** them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!

Turtles lay their eggs on land. Some **turtles** lay their eggs in sand, then leave the eggs to hatch on their own. **When they hatch**, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.

Conclusion Many species of turtles are endangered, which means **they are** at risk of becoming extinct. Humans must work to protect these beautiful creatures for future generations.

Technical terms

Present tense

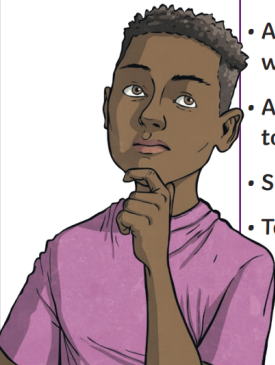
Generic category

Cause and effect connectives

Auxiliary verb

Teach Starter.com

Informational Writing Transition Words and Phrases

Transition words and phrases for providing initial details, reasons and research.	Transition words and phrases for connecting additional details, reasons and research.	Transition words and phrases for connecting the last details, reasons and research.	Transition words and phrases to give examples, evidence and explanations.	Transition words and phrases to start your conclusion.
<ul style="list-style-type: none"> • Firstly • To start • First and foremost • To begin with • In the first place • Initially • For one thing 	<ul style="list-style-type: none"> • Secondly • Next • Another reason • Furthermore • Also • In addition to this • Additionally • Equally important • Another point worth noting • Another fact to consider • Similarly • To continue 	<ul style="list-style-type: none"> • Finally • Lastly • Most importantly • One last reason • Last but not least • Ultimately • Finally, yet importantly 	<ul style="list-style-type: none"> • For example • In fact • Additionally • Specifically • As an example of • Similarly • Such as • Furthermore • Particularly • In other words • To clarify • For instance • To illustrate this point • Evidence of this would be • Proof of this can be seen 	<ul style="list-style-type: none"> • All in all • Subsequently • To sum up • As you can see • All things considered • In conclusion • In summary • As a result • Finally • To wrap it up • Essentially • Overall • Needless to say • For these reasons



Planning Your Report

Title

Introduction

What is the report about?

Sub-heading

Add interesting facts and information below.

Sub-heading

Add interesting facts and information below.

Picture/Diagram

Add a picture or labelled diagram.



visit [twinkl.com.au](https://www.twinkl.com.au)



Remember, this is an assessment task, so please complete it on your own! You can use research from the internet, but put it in your own words... No copy and pasting! Good luck

[illegible]

Decimal fractions – tenths, hundredths and thousandths

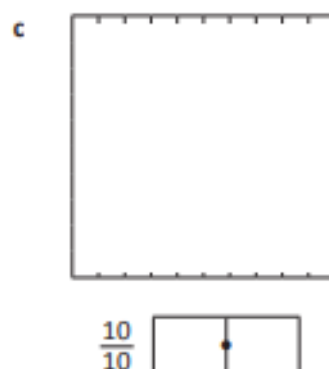
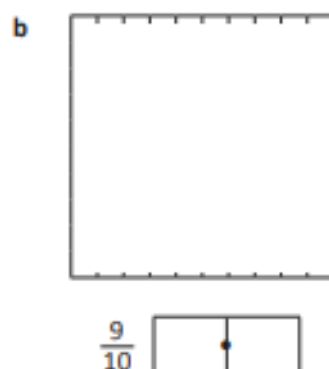
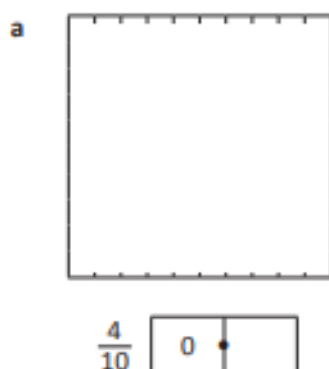
Common fractions and decimal fractions are related as they both show parts of a whole. In common fractions, we divide a whole into parts such as halves or sixths.

In decimal fractions, the whole is partitioned using the base 10 system – into tenths, then hundredths, then thousandths and so on.

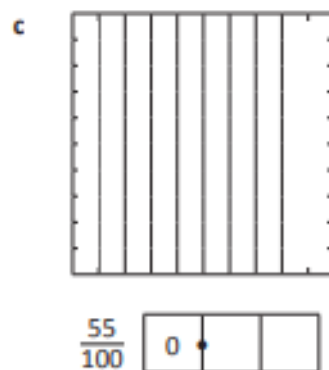
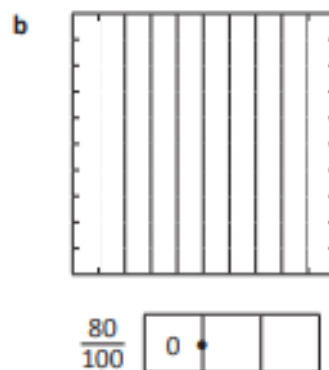
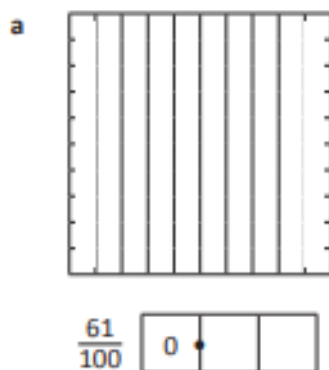
We use a decimal point after the unit to indicate the end of whole numbers: 6.42

If the number has no whole numbers, we use a zero to make sure we don't miss the decimal point: 0.42

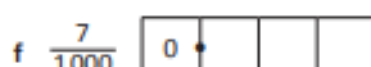
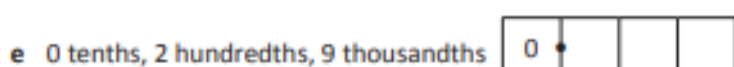
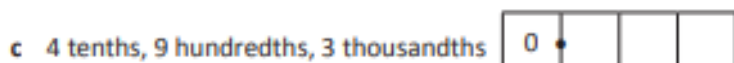
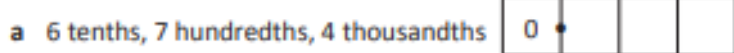
- 1** Divide these wholes into tenths and shade the specified amounts. Write each as a decimal fraction:



- 2** Now divide these wholes into hundredths and shade the specified amounts. Write each as a decimal fraction:



- 3** Express these as decimal fractions:



Optional activity

Decimal fractions – reading and writing decimals

When we write decimals we follow this place order:

Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
			2	2	5	6

Numbers **before** the decimal point are whole numbers.

Numbers **after** the decimal point are parts of a whole number.

The further the digit is to the left in the number, the greater its value. The further it is to the right, the smaller its value.

- 1 What is the value of the digit in bold? Tick the correct column:

	Thousands	Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
a 5.892							
b 13.05							
c 763.22							
d 89.021							
e 100.001							
f 560.45							
g 312.956							

- 2 Read each number and write it as a decimal:

- a four units, one hundred and twenty two thousandths _____
- b one hundred and eleven, and sixty five hundredths _____
- c three hundred, and forty two thousandths _____
- d four thousand, and twelve hundredths _____
- e twelve, and 13 thousandths _____
- f two hundred and thirteen, and forty-three hundredths _____

Watch out for the commas!
They indicate the end of whole numbers.



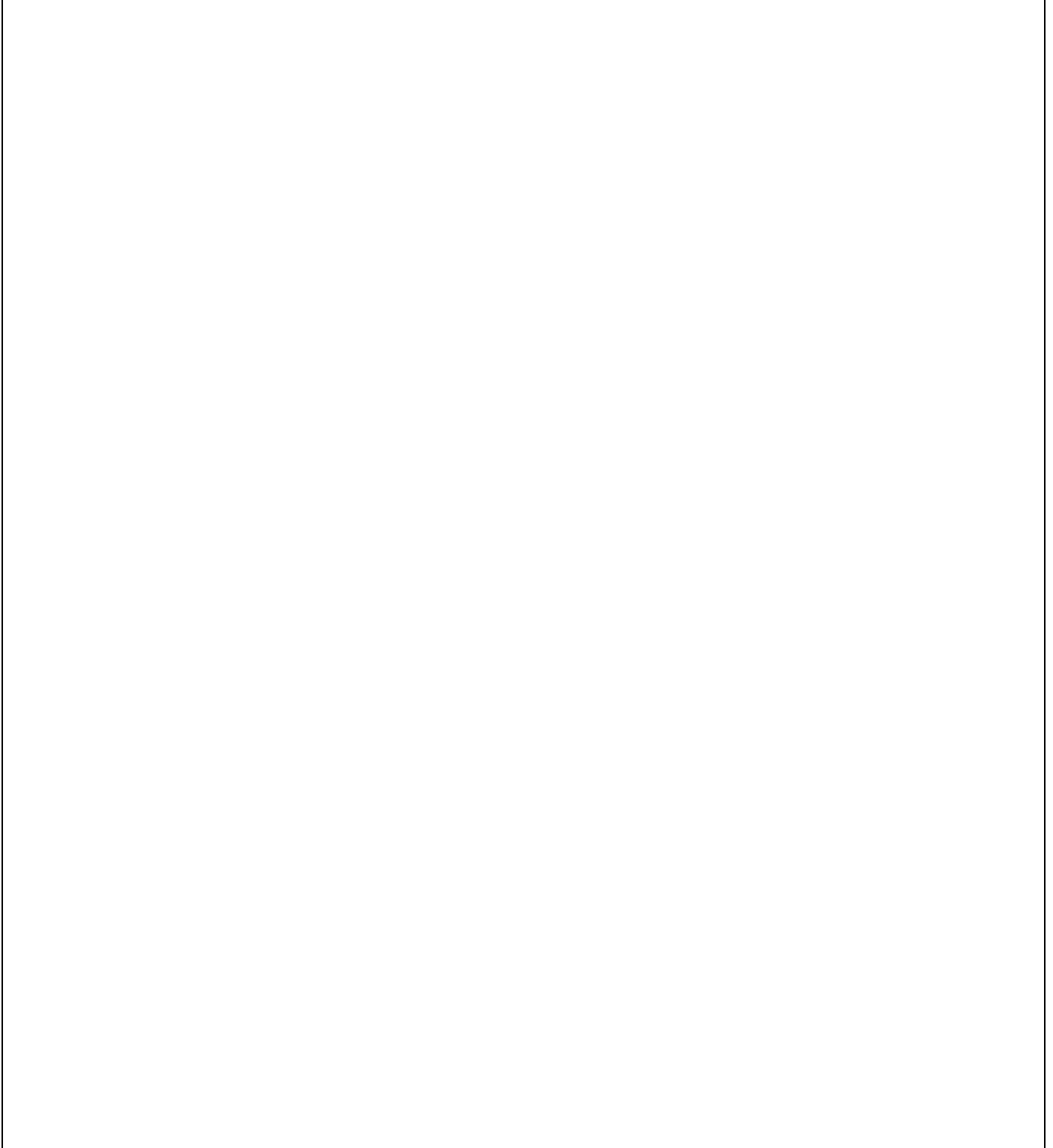
- 3 These answers are all close but incorrect. Write the correct answers:

- | | | |
|---|------------------------------|----------------------|
| a twenty seven tenths is written as 0.27 | No it's not, it's written as | <input type="text"/> |
| b forty eight hundredths is written as 0.048 | No it's not, it's written as | <input type="text"/> |
| c 9000 thousandths is written as 0.009 | No it's not, it's written as | <input type="text"/> |
| d eleven and 12 hundredths is written as 11.012 | No it's not, it's written as | <input type="text"/> |
| e 167 hundredths is written as 16.7 | No it's not, it's written as | <input type="text"/> |

Activity	Teacher Recognition
Completes decimal activities	

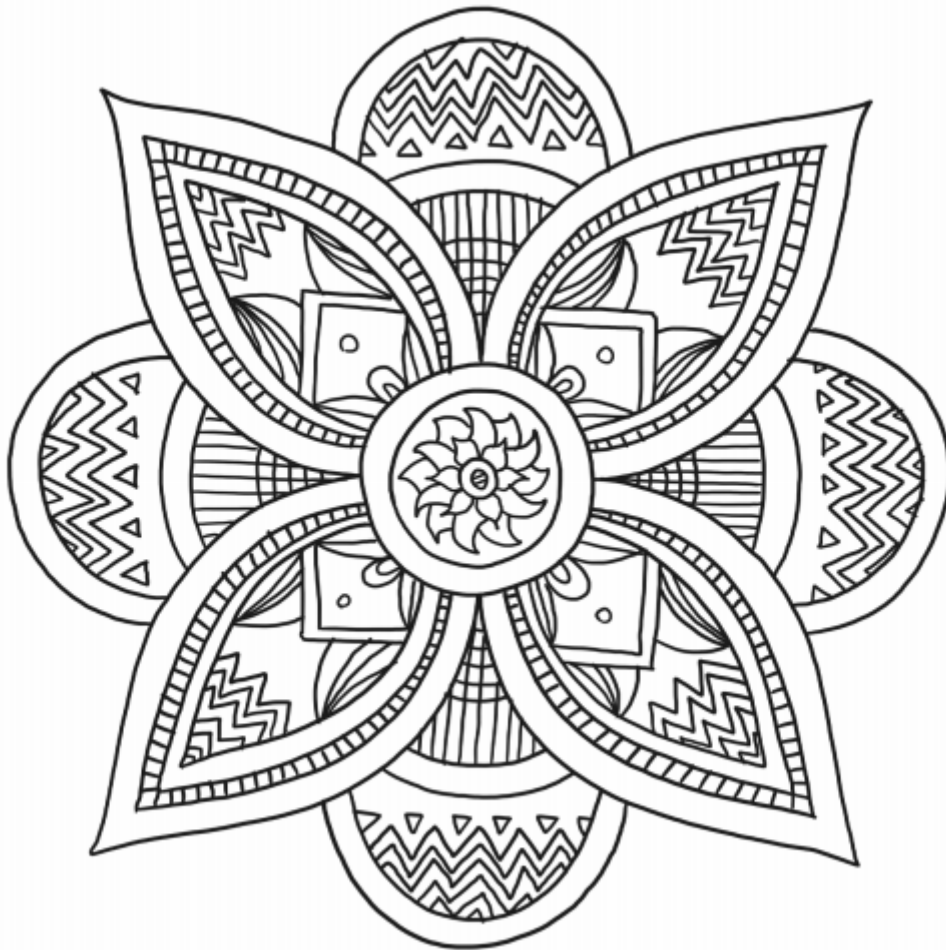
Creative Arts

Follow along with magnificent Mrs Alo's video tutorial and complete your own artwork. Remember, you can put your own spin on things and change it up to make it original!



Friday

17.9.21



Student

I have completed my work to the best of my ability

Name: _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Gold Fever Comprehension Sheet

Watch the YouTube link

<https://www.youtube.com/watch?v=nJz4gjq8w58> and attempt to answer the questions below as well as you can! All questions can be answered by watching the video up to 21mins 30 seconds.

- 1) What does the author mean when he says that 'Gold broke the backs of many that dug for it?' _____

- 2) What was the original name of the town of Sovereign Hill? Why was it changed? _____

- 3) How deep do they dig for gold in South Africa? Why do you think the temperature gets hotter the deeper they go? _____

4) What was the final challenge for those coming by ships when travelling to Australia? Why was it so treacherous? _____

5) Why were the goldfields of Ballarat so noisy? _____

What was the most interesting thing that you learned from this video?

Activity	Teacher Recognition
Completes comprehension activity	

Decimal fractions – comparing and ordering decimals

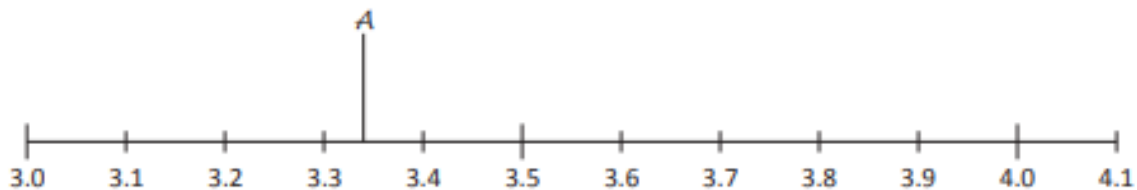
We need to carefully consider the place value of digits when ordering and comparing decimals.



	Name	Distance
A	Spitter Macgee	3.34 m
B	Did You See That One Big-noter	3.1 m
C	Secret-ingredient Spitski	3.15 m
D	Dead-eye Jones	3.63 m
E	The Long Distance Shooter	4.01 m
F	Sally Straw	3.36 m
G	Technique Tezza	3.96 m
H	Lone Shooter	4.04 m
I	Double Or Nothing Danielle	4.05 m
J	Shoot Dog	3.94 m

- 1 6A has a very cool teacher who decides to harness, not ban, the class' current obsession with pea shooting. After a week of intense training, a shoot-off occurs. The results for the top ten shooters are tabled on the right.

Place the students on the number line. The first one has been done for you.



- 2 Use the above information to answer the following questions:

- Who shot the furthest on the day? _____
- Whose shot was the shortest? _____
- Which students' shots were 1 hundredth of a metre apart?

- What was the difference between the shots of Shoot Dog and Spitter Macgee? _____
- Do you think you could beat this? Something to try at home perhaps? Even 6A's teacher eventually had enough of the pea shooting.

Optional Activity.

Create a paper aeroplane and throw it 10 times. Record the distances in m e.g. throw 1 = 5.29m.

Order your throws on the blank number line below and create 5 questions that someone else may be able to answer based on your data.

Throw	Distance in m
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Questions based on my throws:

1. _____

2. _____

3. _____

4. _____

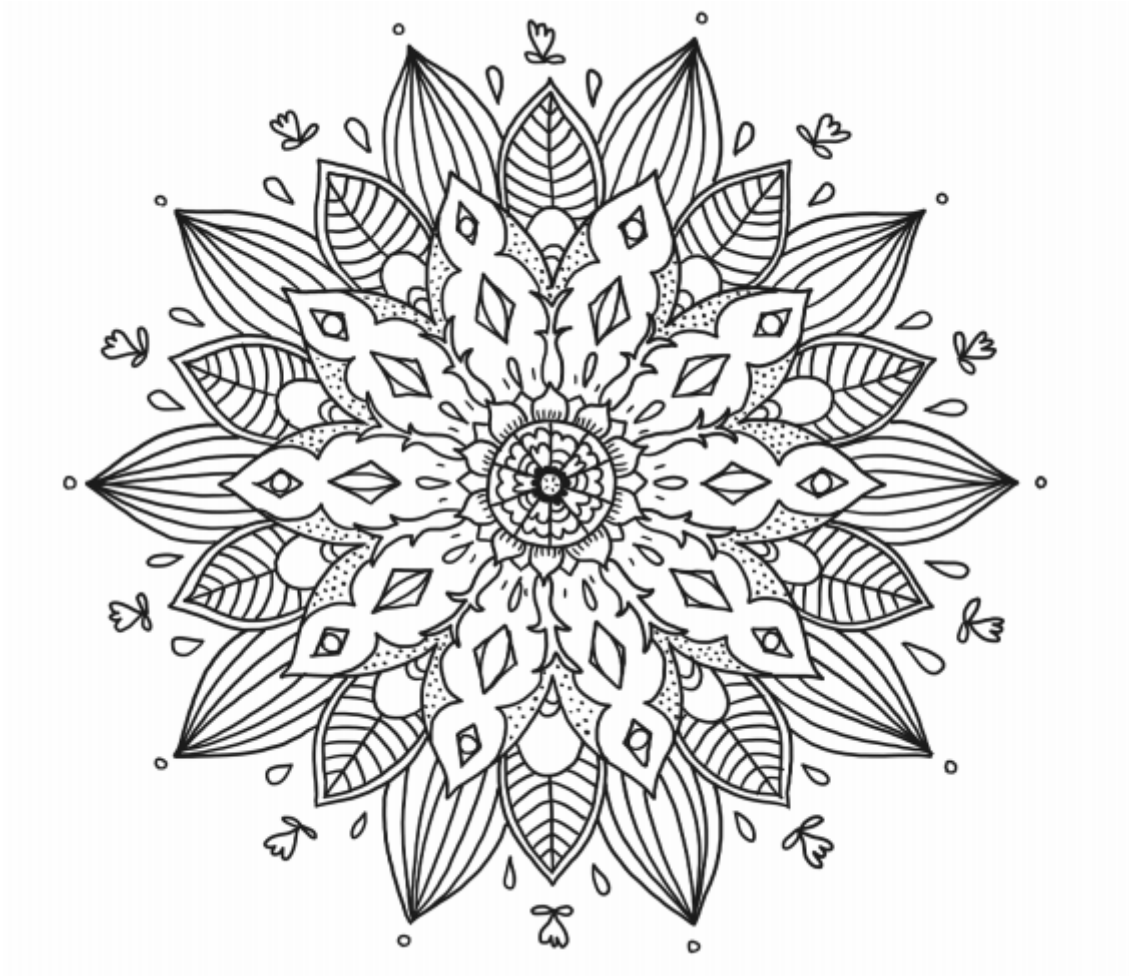
5. _____

Draw an image of your paper aeroplane design below

Activity	Teacher Recognition
Completes decimal activity	

Tuesday

5.10.21



Student: I have completed my work to the best of my ability

Name: _____

Parent/Carer: I am happy with the quality and amount of work my child has done today

Name: _____

Writing to Describe

Word Types

Make a list of each of the following word types.

Adjectives	Nouns	Verbs	Adverbs

Figurative Language

Use your ideas to create two of each of the following features of figurative language.

Similes	1.	2.
Metaphors	1.	2.
Alliteration	1.	2.
Personification	1.	2.

Watch the following YouTube clip <https://www.youtube.com/watch?v=35F2vgkxRxA> and write a recount of your holiday at home! Remember to include as much descriptive writing as you can to make it interesting and engaging.

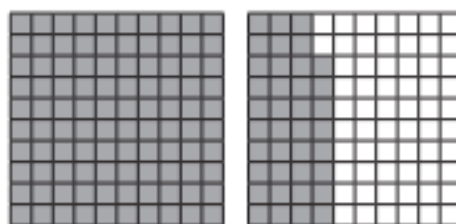
[illegible]

Success Criteria	Teacher Recognition
Completes descriptive writing activity and holiday recount	

Decimal fractions – renaming decimals

We can express the same decimal fraction in different ways.
This shows 138 hundredths.

We can also express this as 1 unit, 3 tenths and 8 hundredths **or** 13 tenths and 8 hundredths **or** 1 unit and 38 hundredths.



1 Rename these fractions:

- a 37 hundredths is also tenths + hundredths
- b 53 hundredths is also tenths + hundredths
- c 99 hundredths is also tenths + hundredths
- d 6 tenths and 3 hundredths is also hundredths
- e 4 tenths and 9 hundredths is also hundredths
- f 4 tenths, 9 hundredths and 8 thousandths is also thousandths
- g 0 tenths, 5 hundredths and 8 thousandths is also thousandths

It may help to write these numbers in their decimal forms.

2 Now try these. Fill in the missing information:

- a 4 units = 40 tenths = 400 hundredths = 4000 thousandths
- b 7 units = 70 tenths = 700 hundredths = 7000 thousandths
- c 2.5 units = 25 tenths = 250 hundredths = 2500 thousandths
- d 9 units = 90 tenths = 900 hundredths = 9000 thousandths



THINK

3 Rename these numbers as many ways as you can. Use the abbreviation: H for hundredths, T for tenths and U for units:

5.67

2.52

9.81

Optional activity

Decimal fractions – rounding

We often round decimals to a particular place value. We do this to make the numbers easier to work with.

Look at 2.685. We can round this to the nearest whole number, tenth or hundredth.

Let's round it to the nearest tenth. To do this, we look at the number in the hundredths place.

This is 8, which is closer to 10 than 1, so we round the tenth up. The rounded number is now 2.7

1 Round these numbers to the nearest tenth:

- a 67.23 _____ b 48.07 _____
c 124.78 _____ d 90.14 _____
e 54.53 _____ f 7.06 _____

If the rounding number
is a 1 to 4, it rounds down.
If it is 5 to 9, it rounds up.



REMEMBER

2 Now round these numbers to the nearest hundredth:

- a 58.127 _____ b 70.345 _____
c 45.007 _____ d 78.134 _____
e 89.036 _____ f 36.231 _____

3 Use a calculator to perform the following operations. Round the answers to the nearest tenth:

- a $132.4 \div 5 =$ _____ b $178 \div 8 =$ _____ c $125.3 \div 4 =$ _____
d $223 \div 4 =$ _____ e $12 \div 7 =$ _____ f $123.52 \div 4 =$ _____

4 Look at the following meal options.

a Round each price to the nearest dollar and total the estimated cost of each option below:

Choice 1			Choice 2			Choice 3		
Hamburger	\$4.95		Noodles with prawns	\$7.95		Salad roll	\$5.15	
Can of drink	\$2.25		Green tea	\$0.95		Juice	\$2.25	
Large chips	\$1.15		3 Crab cakes	\$2.98		Cookie	\$1.95	
Total			Total			Total		

Activity	Teacher Recognition
Completes decimal worksheets	

Assisted Passengers

From 1830 to 1850 there were various schemes that assisted European citizens to migrate to the Australian colonies. The majority of these migrants were British so strong links could be preserved with the mother country, but the schemes also included people from Ireland. By the end of the 1850s more than 188,000 settlers had migrated to Australia under the assisted passage scheme (see poster right).

Assisted Migration

Migrants were searching for a better life outside of Europe. The Industrial Revolution and its new technologies such as steam powered machinery did not require as much manual labour. This left many rural workers without jobs. Unemployed labourers drifted from the countryside into large manufacturing cities like Manchester and Birmingham to find poorly paid work in factories. The workers lived in slums that were often riddled with disease. Crime and poverty ruled people's lives. There were also events that forced people from their homes, sometimes in desperate circumstances. Some of these events were:

- *the Irish Potato Famine (1845-1852) was caused by a potato disease. It led to mass migration from Ireland and a million deaths from starvation;*
- *the Highland Clearances in Scotland saw farmers (crofters) evicted from their lands so that wealthy landowners could expand their sheep farms;*
- *Lutherans from Prussia looking for the freedom to practice their religion migrated to the United States and Australia.*

Many of Australia's future migrants could not afford to pay their passage on ships. It had worried the Colonial Office for some time that good farming land in New South Wales was being granted or occupied by squatters without any payment. In 1831 Lord Goderich decided that land could be sold by auction and that half the proceeds would be used to pay for "suitable" poorer migrants on assisted passages. Shipping agents in Europe were paid a bounty for every skilled man or woman they brought to employers in the Australian colonies. Migration posters advertised the type of people wanted in the colonies: "...they must be of good character, honest, sober and industrious men...real labourers going out to work in the Colony, of sound mind and body...not less than fifteen and not more than thirty and married...the sisters of married applicants are allowed to go free, if they are of good character".



Sabrina

- ☐ Read the following news item about the assisted migrant ship *Sabrina* docked at Moreton Bay in 1865.

Moreton Bay, November 28th

The SABRINA left Liverpool on the 9th August with 278 Government Immigrants. Throughout the voyage there has been much sickness on board. There have been ten deaths in all, four children and six adults. Four of the deaths were from typhus fever, and one from smallpox of a virulent character. There were three cases of typhus fever reported to be still on board and the vessel of course, has been quarantined. Fresh provisions, vegetables and fruit have been sent down to the ship. There seems to have been some complaints of bad provisions on board ...



1. Use a dictionary to look up the underlined words in the news item.
Why was the *Sabrina* put into quarantine when it arrived at Moreton Bay?

2. What were conditions like on board the migrant ship *Sabrina*?

USE THE INFORMATION ON PAGE 45 TO ANSWER THE QUESTIONS.

3. Why were assisted migrants willing to risk the long voyage to Australia?

4. How did the Australian colonies raise money for the assisted migrant scheme?

Assisted Passengers 2

- ☐ Look at this list of people from Ireland who were affected by the Potato Famine. Consult an atlas to find the locations of the Irish counties.

Name	Age	County	Marital status	Occupation
Patrick Deegan	24	Galway	Single	Labourer
Michael Dillan	36	Clare	Married, 6 children	Carpenter
John O'Neill	23	Wicklow	Single	Herdsman
Patrick Scullion	15	Clare	Single	Labourer
Bridget Kelly	34	Louth	Widow, 3 children	Servant
Eliza Payne	20	Kilkenny	Single	Servant
Mary Yates	31	Wexford	Married	Servant

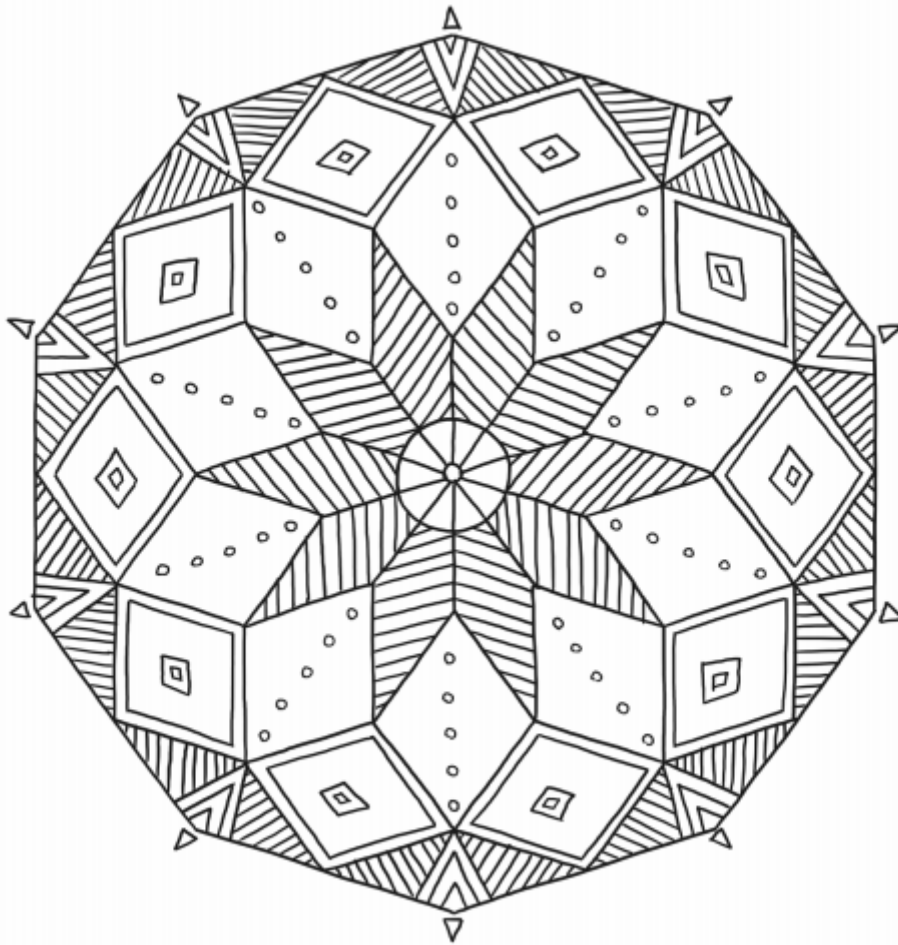
- ☐ Write a letter from one of the people on the list applying to migrate to Australia under the assisted migrant scheme. Convince Mr Truro, the employers' agent in London, that you are a good candidate for assisted migration. Read the descriptions of the types of people colonial employers were looking for on page 45 to help you.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Activity	Teacher Recognition
Independently reads and completes history worksheets.	

Wednesday

6.10.21



Student: I have completed my work to the best of my ability

Name : _____

Parent/Carer: I am happy with the quality and amount of work my child has done today

Name: _____

Spelling

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity	Teacher recognition
Accurately spells words when writing dictated sentences.	

Calculate each sum or difference.

$$800.54 + 90.52 =$$

$$343.4 + 5.607 =$$

$$94.9 - 41.871 =$$

$$809.144 - 15.96 =$$

$$803.309 - 133.36 =$$

$$767.3 - 24.9 =$$

$$489.08 - 4.2 =$$

$$921.74 + 2.7 =$$

$$384.94 + 17.348 =$$

$$260.65 - 40.9 =$$

$$67.1 - 1.19 =$$

$$35.438 - 17.2 =$$

$$686.4 - 199.61 =$$

$$6.356 + 5.8 =$$

$$75.715 + 30.5 =$$

$$89.88 - 48.8 =$$

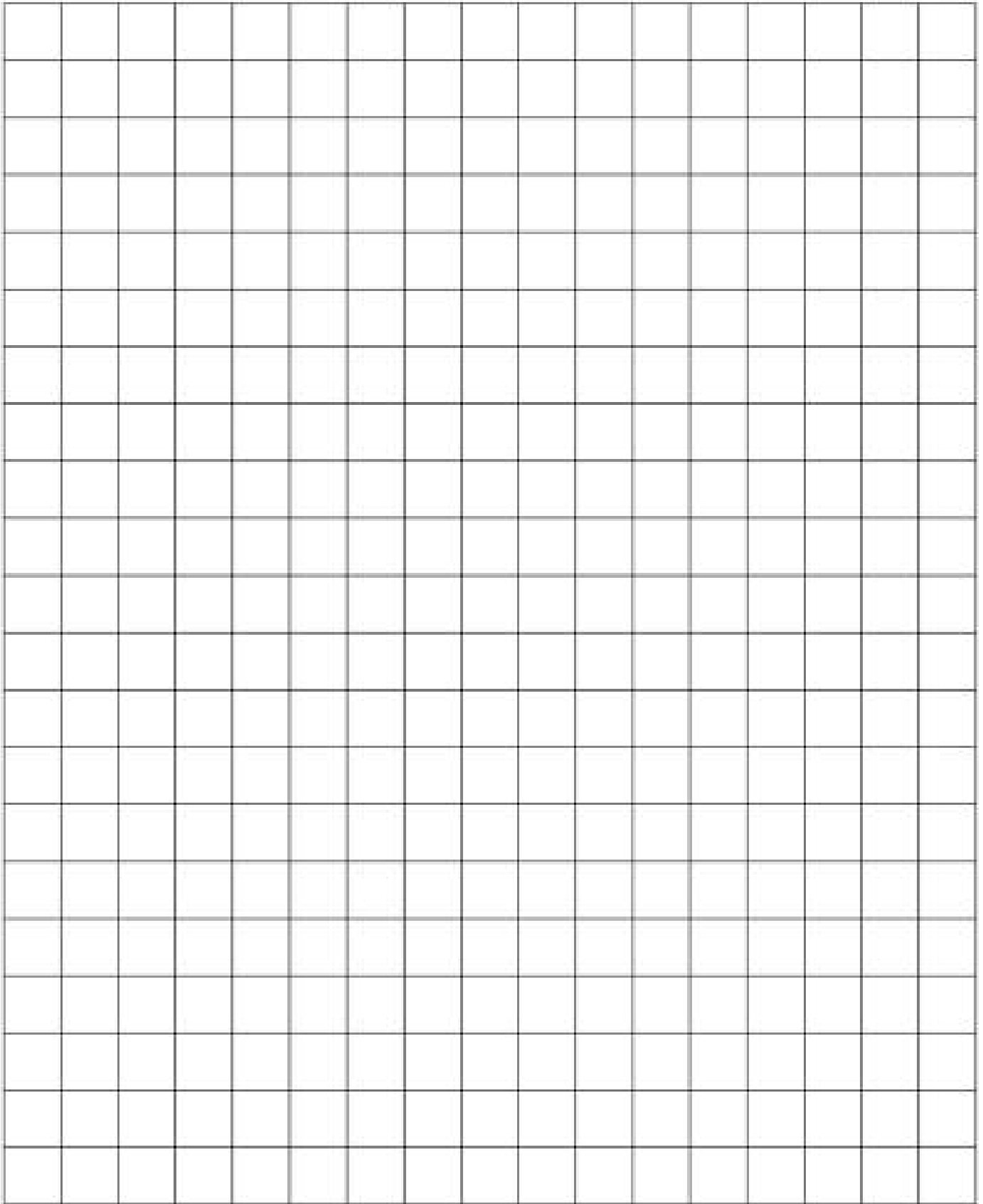
$$3.7 + 1.5 =$$

$$64.32 + 21.63 =$$

$$875.75 + 26.64 =$$

$$656.86 + 46.37 =$$

Activity	Teacher Recognition
Completes decimals activity	



*****Answer these questions **BEFORE** you watch the video in Google Classroom. *****

1. What will happen to a beam of light when it passes through a cup of water? _____

2. Provide a reason for your prediction above! _____

* Now you can watch the video in Google Classroom. Set up the experiment for yourself (if you can) and complete the activities below.

- Record and label your observations below.

Observation of beam of light going through cup WITHOUT water	Observation of beam of light going through cup WITH water

1. What happened when you viewed the beam of light going through the cup of water? _____

2. Why do you think this happened? _____

3. What would happen if the water had food colouring in it? _____

Activity	Teacher Recognition
Conducts a simple experiment and makes logical conclusions from the results.	

Student and Parent Reflection

Student

I am happy with the amount of work I completed

☐

I know I did my best

☐

I am learning to work at home

☐

I found it hard

What did I enjoy most in this unit of work?

What did I need help with?

Parent

I was happy with the amount of work completed by my child: _____

Any comment or queries?

Teachers Response
