Stage 2

Learning From Home

Term 3 Week 9

Year 4

Stage 2 Home Learning Term 3, Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**English** Reading Spend some time reading a book. How to Make Spaghetti Identify the verbs, adverbs and adverbial phrases in the 'How to Make Spaghetti' procedure Informative Writing Using the template provided, write a procedure about how to make something of your choice. Use the stimulus in your booklet to give you some ideas.	**English** Reading Spend some time reading a book. Reading Comprehension Complete the comprehension activities about Spring in Australia. Spelling Brainstorm and record some words containing the o, ore, a, aw and au graphemes around the template.	**English** Reading Spend some time reading a book. Spelling Complete the first page of your spelling sheet Handwriting Complete the handwriting sheets	**English** Reading Spend some time reading a book. Reading Comprehension Complete the reading comprehension activities about silkworms. Spelling Complete the second page of your spelling sheet	**English** Reading Spend some time reading a book. Editing Edit the passages for spelling and punctuation. Make sure you correct the mistakes. Informative Writing Write a procedure about how to play a game of your choice.
Break					
Middle	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position

Break					
Afternoon	**Creative Arts**	**Science** Interactive Zoo	**PD/H/PE** **<u>8 Minute Workout Challenge</u>** Start your day off with a healthy breakfast then find a nice spot either outside or inside Do a 5 minute stretch Complete the 8 minute workout challenge Table your results and see how you go, Send your results to Mrs Barrett Have Fun :)	**Geography** Complete the worksheets about why it is helpful to know who lives in a place.	**Zones of Regulation** **Lessons via zoom on Fridays**

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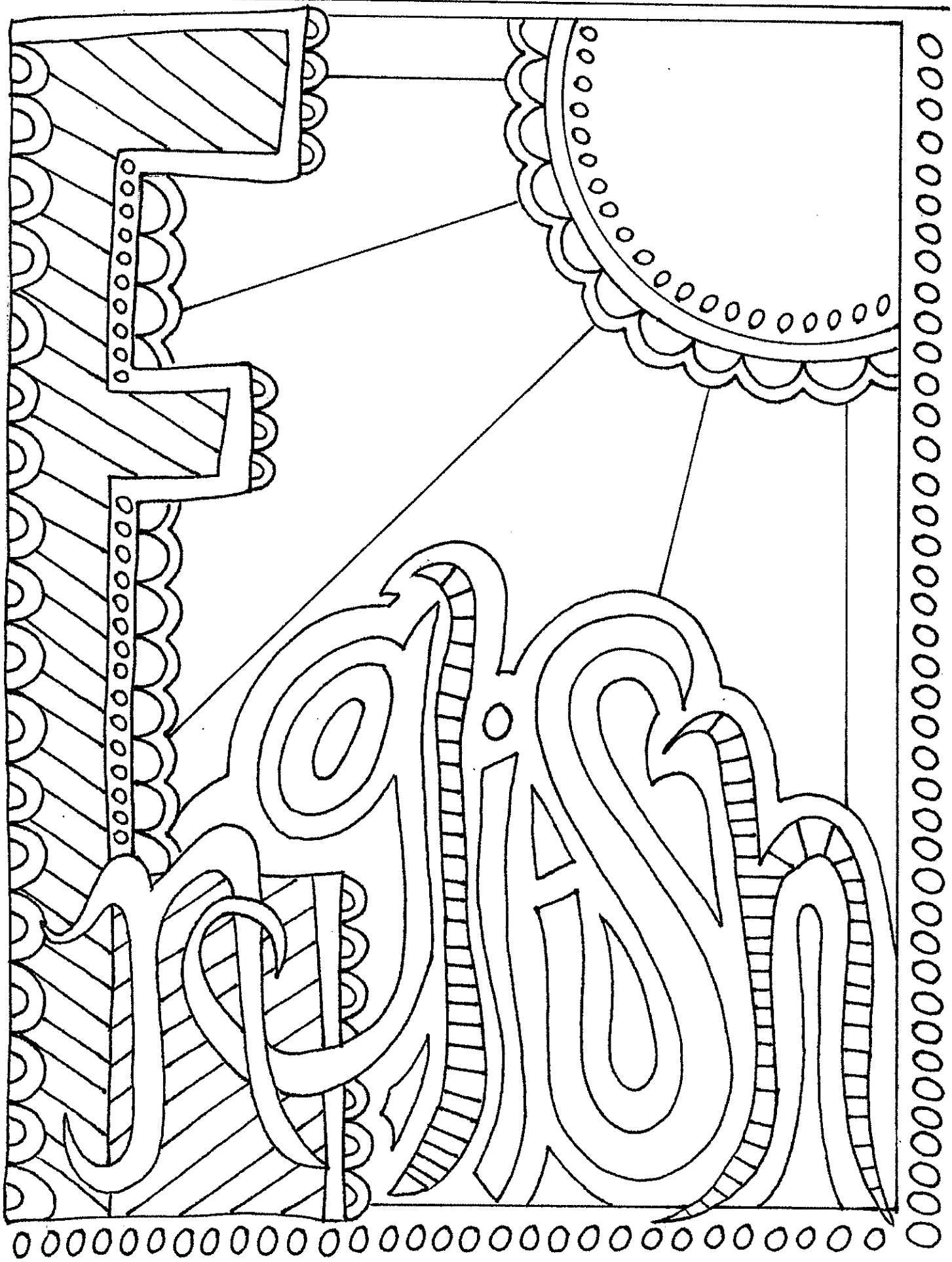

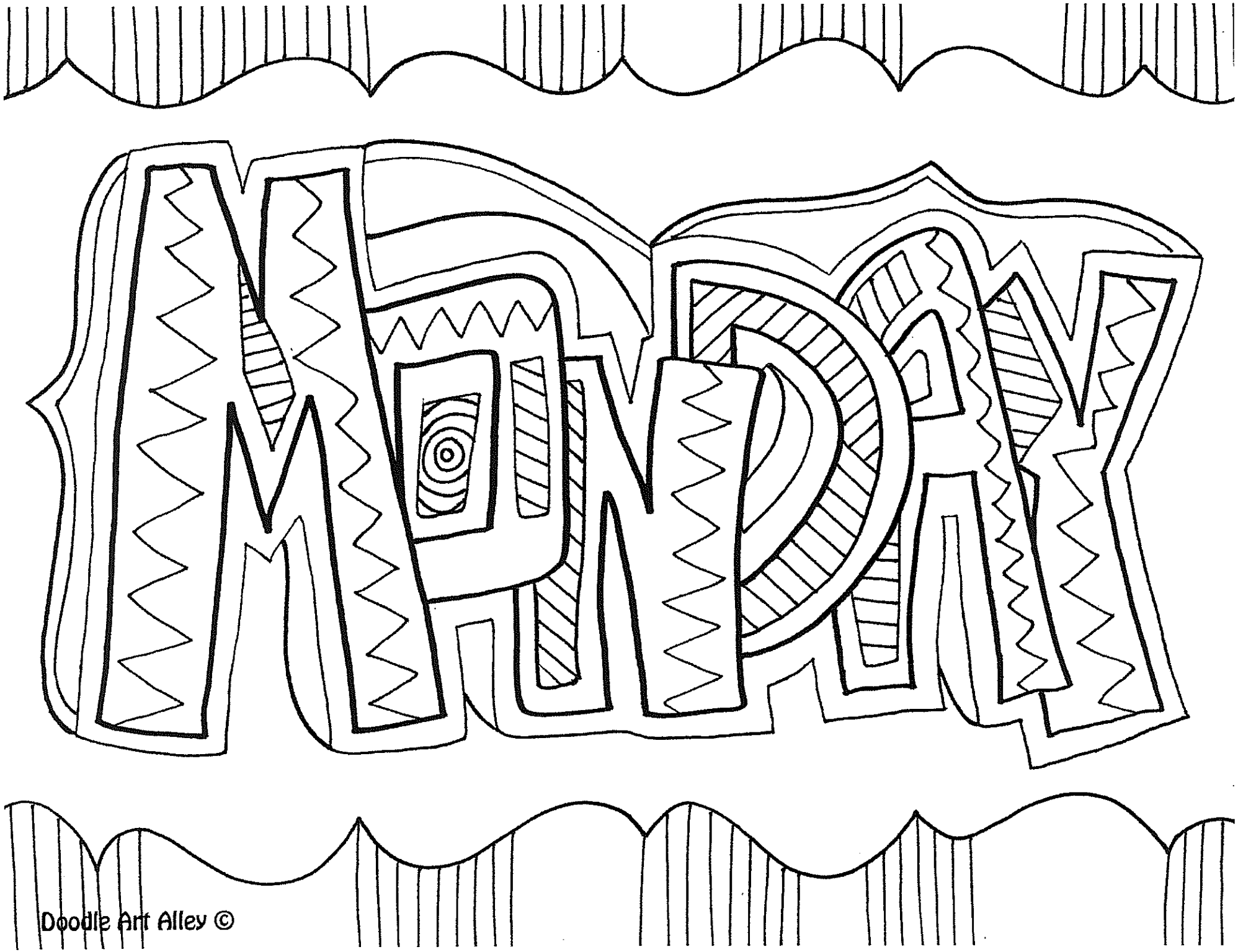
MONDAY
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Name _____ Date _____

How to Make Spaghetti

Find and underline these language features in the following procedure text:

- action verbs (red). Action verbs express action by describing the behaviour of a person, place or thing eg eat, run.
- adverbs (blue). An adverb is a word that describes how an action is carried out eg quickly, carefully.
- adverbial phrases telling where, when or how (green). An adverbial phrase is like an adverb, it adds more information to the sentence, but it uses more than one word to describe the verb.

Materials

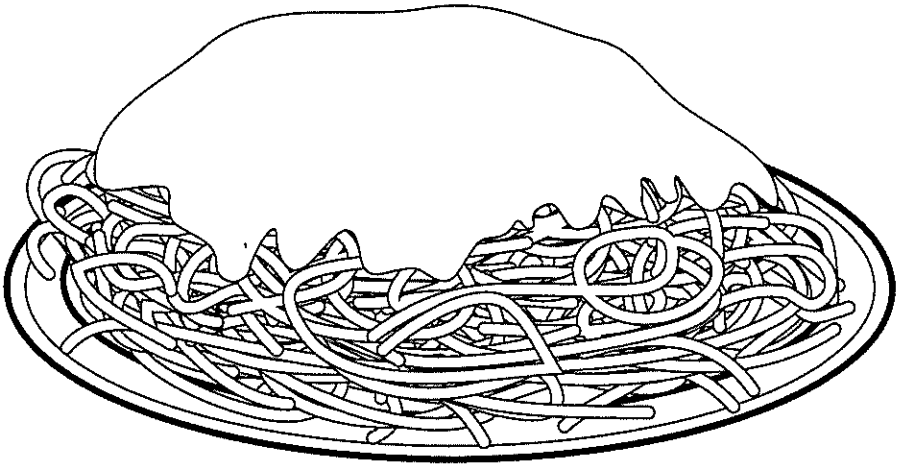
Spaghetti Pasta

sauce Large

saucepan

Colander Plate

Fork



Method

1. Carefully place a large saucepan of water on the stove top. Set the heat to a high temperature.
2. Once the water is boiling, reduce the heat. Place a large handful of spaghetti into the water.
3. Cook the spaghetti until it is soft. Stir the spaghetti so it does not clump together.
4. Drain the spaghetti thoroughly with a colander. Avoid the steam rising up from the boiling water as it can burn.
5. Return the spaghetti to the empty saucepan. Pour the pasta sauce generously over the spaghetti. Stir it evenly through the pasta.
6. Carefully tip the spaghetti onto a plate. Enjoy your meal!

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PROCEDURE

The purpose of a procedure is to provide instructions about how to achieve a goal by following a series of steps. Examples of procedures include:

- recipes
- instruction manuals.

Procedures use:

Present tense

Action verbs or commands

Adverbs

Subject-specific vocabulary

Short, clear sentences

Title

How to Wash your Dog

Materials

What you will need:

- a large basin
- dog shampoo
- a small bucket
- a large towel
- a dog brush
- a dog treat

Sequence of steps

What to do:

1. Gently take off your dog's collar and place it somewhere safe.
2. Fill up a large basin or sink with warm water.
3. Carefully place your dog into the water.
4. Scoop some water into the small bucket and pour it over your dog.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog.
8. When your dog is dry, carefully brush your dog's hair until it feels soft.
9. Give your dog a dog treat as a reward for having a bath.

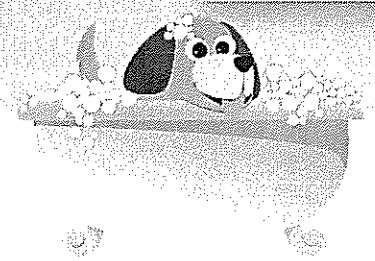
Subject-specific vocabulary

Present tense

Adverbs

Commands

Short, clear sentences



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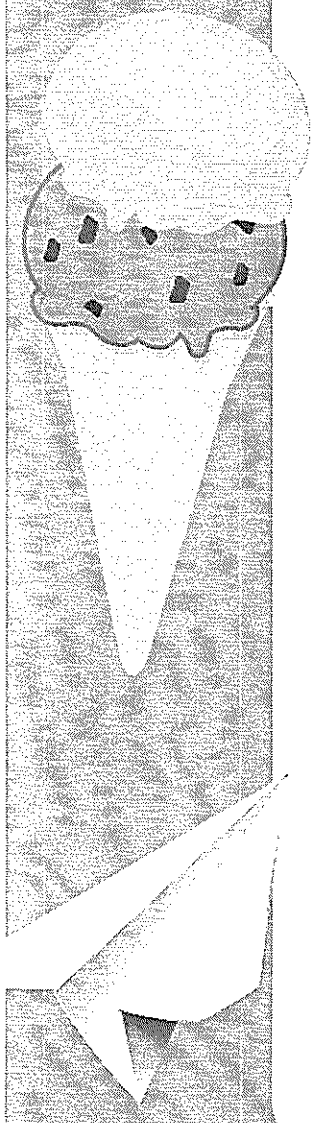
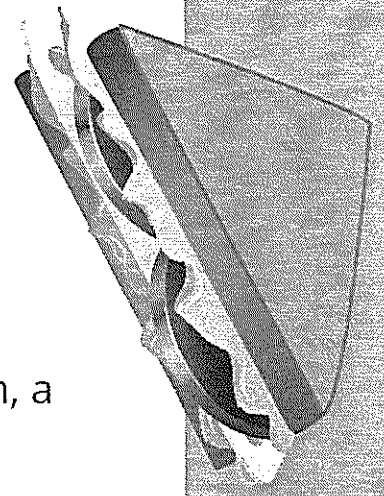
How to Make...



Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Make...".



Think:

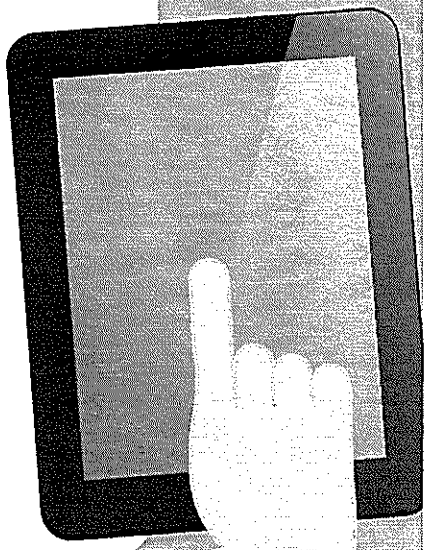
What are you going to explain how to make?

Think of something you know how to make well. This could be a food item, a drink, something made out of craft, a computer program or an app.

Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.



Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.

Name _____ Date _____

Procedure Text Writing Scaffold

Title: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Name _____ Date _____

Procedure Text Checklist

Structure

- ☐ My procedure has a relevant title which begins with "How to".
- ☐ My procedure has a list of the required materials/equipment/ingredients.
- ☐ My procedure has a series of ordered steps which explain how to successfully complete the task.

Language and Visual Features

- ☐ I have used a formal tone when writing.
- ☐ I have written clear and precise sentences.
- ☐ I have used present tense.
- ☐ I have used action verbs.
- ☐ I have used 'ly' adverbs to describe verbs.
- ☐ I have used adverbial phrases to show when, where and how things happen.
- ☐ I have used common nouns.
- ☐ I have used adjectives.

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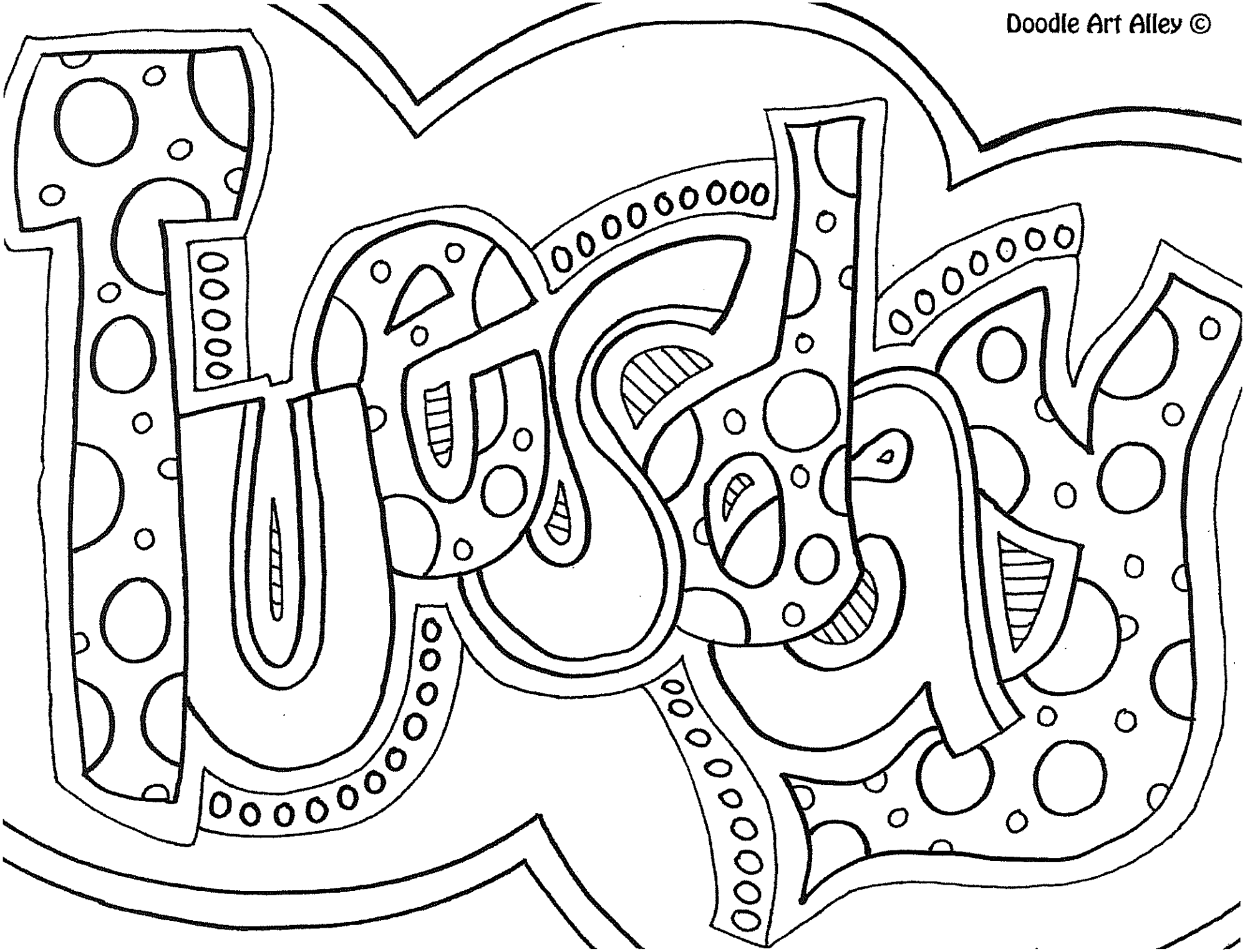


Spring in Australia

Seasons in Australia

Most people in Australia refer to the European four seasons: summer, autumn, winter and spring. Each season lasts for three months. However, there are six different climate zones in Australia. This means that the seasons vary across the country. In the tropical areas of Australia, particularly those closest to the equator, many people refer to the wet and dry season, which each last six months. Indigenous communities have their own descriptions of seasons based on the weather and the impact each season has on the animals, plants and land. Some communities have five or six seasons, which are more precise and detailed compared to the four standard seasons.

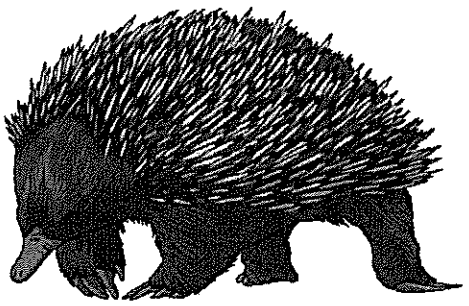
The Weather in Spring

During spring, there is more daylight, which increases on a daily basis. In spring the weather can vary dramatically. Although there may be some warmer weather, it can also be a wet season as frost, wind, rain, sun and even snow can be experienced.

Animals in Spring

In Spring, many animals and birds reproduce. There is an abundance of food and the days are longer for the parents to find their food. Animals may also start to shed their winter coat in preparation for the warmer weather. Creatures that hibernate will start to wake up and become active. Hibernation is the way some animals survive during the colder months by lowering their body temperature, not moving or eating. Native Australian animals that hibernate are some types of possums, bats and echidnas.

Plants in Spring



Plants need water and sunlight to grow. Spring provides the perfect environment for new growth. The rain provides the water and the increased sunshine gives plants the required energy to grow. Deciduous trees (trees that lose their leaves for winter) will grow their leaves back. Almost all native trees in Australia are evergreens – they keep their leaves throughout the year. Flowers may also start to bloom due to the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, begin to grow.

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Why Do the Seasons Happen?

Seasonal changes are caused by the tilt of the Earth's axis as it orbits the Sun. When the Earth orbits around the giant star, each place on the Earth gets a slightly different amount of sunlight. For six months of the year, Antarctica is tilted towards the Sun. During this time, spring occurs in the southern hemisphere. In Australia, spring happens during September, October and November. When Antarctica is tilted away from the Sun, it is springtime in the northern hemisphere.

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Questions

1. How long is spring?

2. Thinking about where you live, which way of describing seasons suits your home best? Why?

3. Describe the weather in spring.

4. Why is spring an important season for animals?

5. Why does spring provide a perfect environment for new growth?

6. What is the difference between a deciduous and an evergreen tree?

7. Why do we have seasons?

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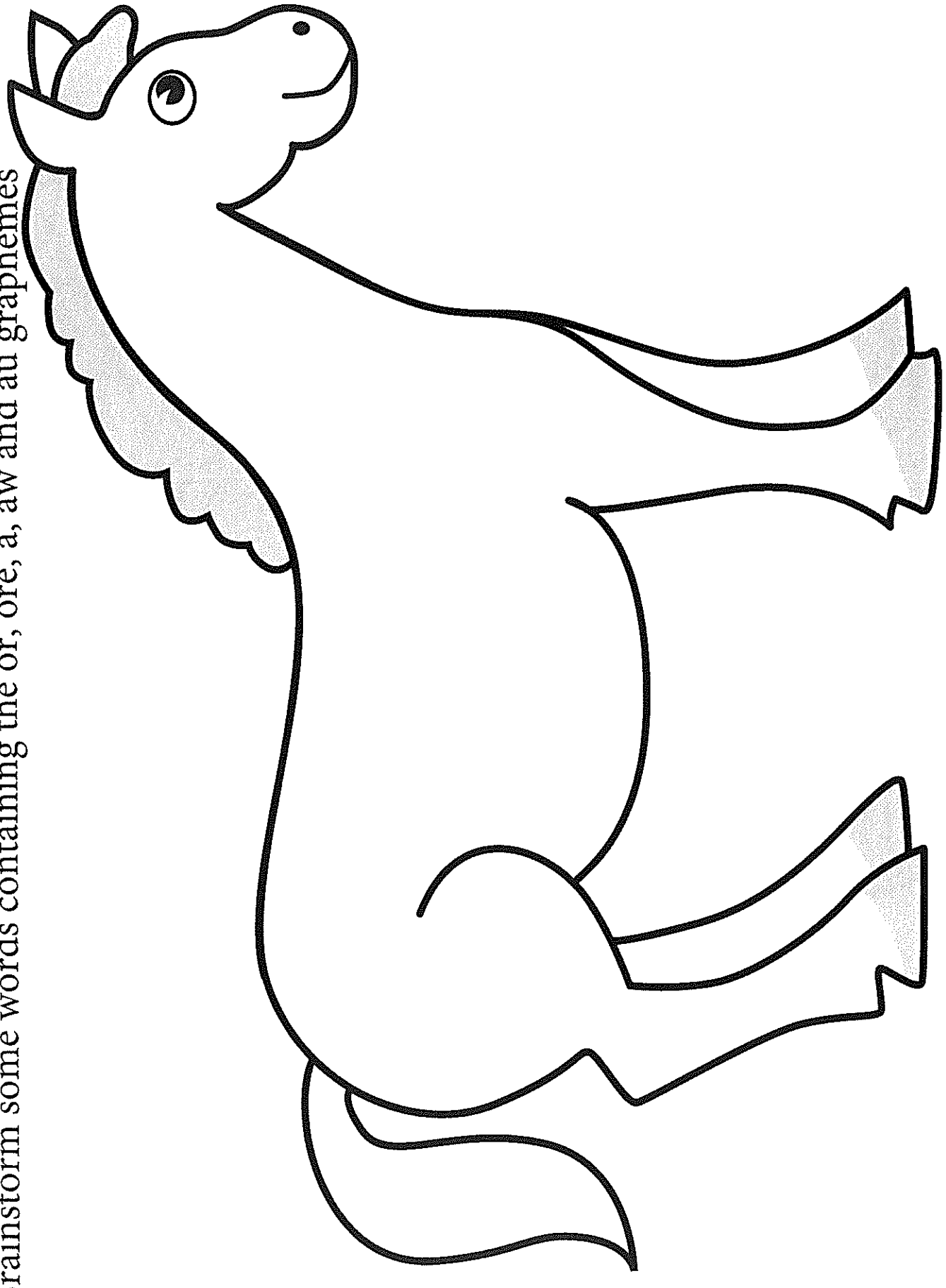
Brainstorm some words containing the or, ore, a, aw and au graphemes



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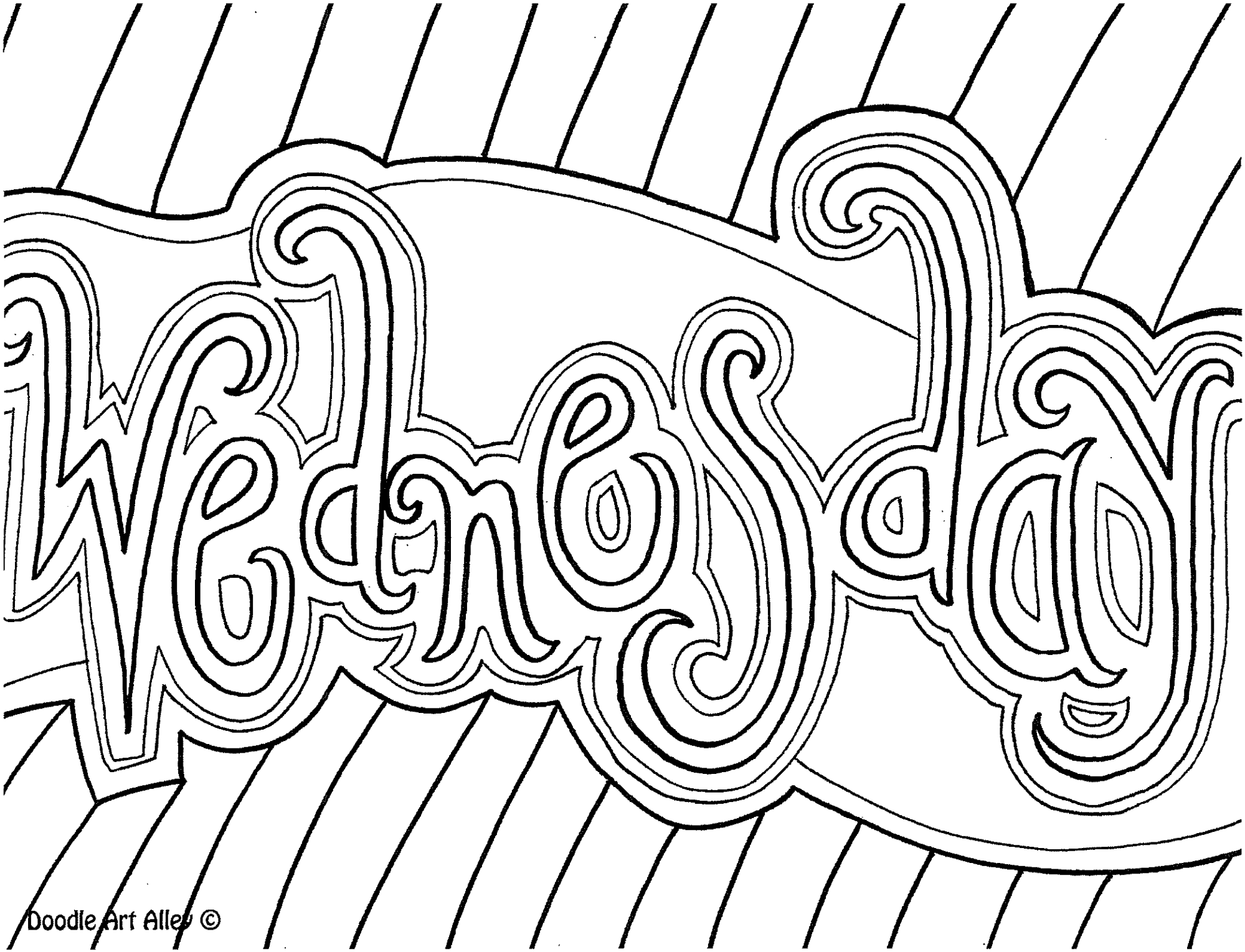
Wednesday
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Unit 25

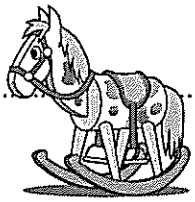
or ore a aw au horse core ball paw sauce

List Words

wall _____
hall _____
talk _____
fork _____
before _____
because _____
sport _____
sure _____
poor _____
floor _____
storm _____
store _____
draw _____
lawn _____
order _____
corner _____
fourth _____
towards _____
autumn _____
August _____
transport _____
caught _____
bought _____
thought _____
brought _____

1 Circle the letters that represent or ore a aw au in the List Words.

2 Write any other letters that can represent or ore a aw au on the Grapheme Chart. Write one word example for each.



3 Write one stroke for every sound in each List Word.

Grapheme Chart

letters	words

4 Unjumble the letters to make pairs of rhyming List Words.

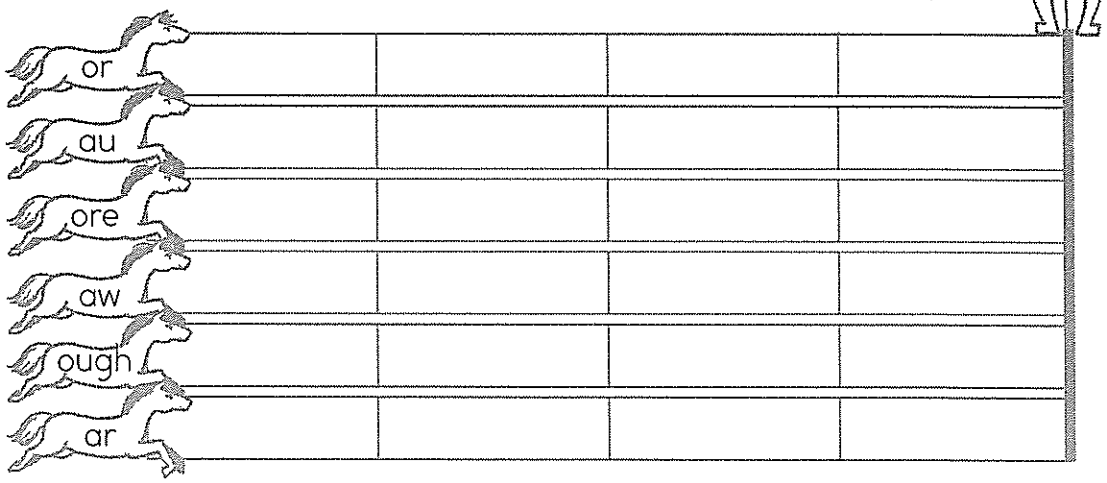
klat	lalw	rawd	orpo	usre	thuacg
_____	_____	_____	_____	_____	_____
krof	lahl	etrso	orfol	efroeb	ugobht
_____	_____	_____	_____	_____	_____

5 Finish the word in each sentence by selecting the correct ending.

Put it in the h_____. (awn, all)
He is very p_____. (oor, alk)
I am not s_____. (oor, ure)
My parrot can t_____. (alk, all)
I mowed the l_____. (awn, alk)
I went to the st_____. (aw, ore)

6 Finish the words with **or**, **au**, **ar**, **ore**, **aw** or **ough** to represent or ore a aw au. Write each word in the right row. Colour the winning horse.

dr___	___der	c___ner	___gust	bec___se
st___	bef___	sp___t	br_____t	tow___ds
l___n	th_____t	___tumn	b_____t	transp___t



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Horizontal Joins to Neckline Entries — Writing Time 5

Name: _____ Date: _____

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

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Horizontal Joins to Ascenders

Writing Time 5

Name: _____ Date: _____

ob ob of of oh ok ol ot rb rh rk rl rt wb wh xh xt

ob ob of of oh ok ol ot rb rh rk rl rt wb wh xh xt

ob ob of of oh ok ol ot rb rh rk rl rt wb wh xh xt

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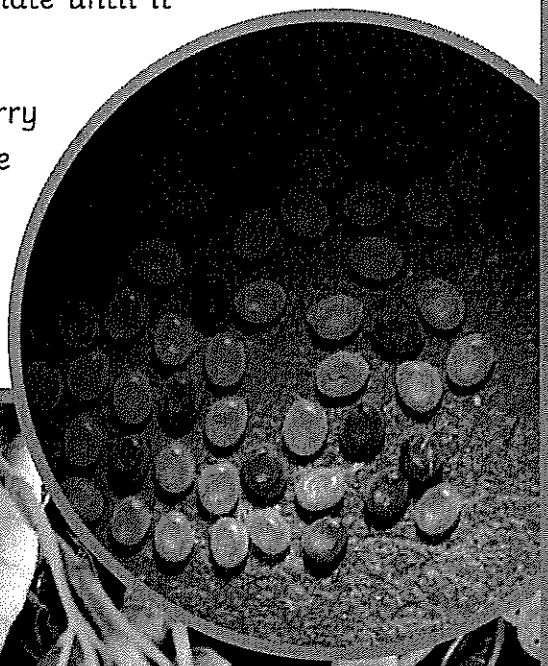
Silkworm Life Cycle

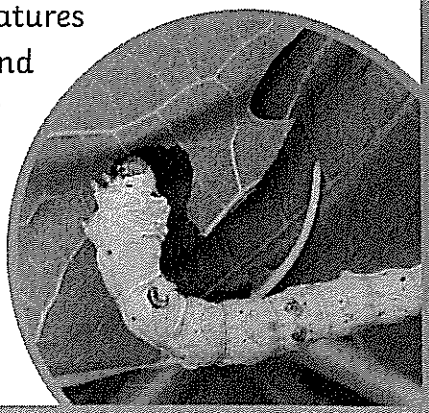
Silkworms are an important insect as they create silk which is used for clothing, furniture and art. The scientific name for the silkworm is Bombyx mori. Like other insects, there are four stages in a silkworm's life cycle.

Silkworms are native to Africa and Asia, however, they are extinct in the wild and are only found in silk factories and in homes as pets. Silkworms prefer a warm climate and if it is too cold, the eggs can hibernate until it becomes warmer.

Silkworms start as tiny sticky eggs laid on mulberry leaves. Three hundred to five hundred eggs can be laid by the female moth. The eggs are a yellowish colour but turn black before hatching. It takes about fourteen days until silkworms begin to hatch.



Silkworms are the larvae (caterpillars) that hatch from the eggs. They are a creamy colour, and have the three recognisable parts of an insect: a head, thorax and abdomen. Interestingly, these creatures are born with six real legs and six false legs at the end of their body. For a period of around thirty days after hatching, the silkworm continuously eats mulberry leaves. During this time, the silkworm grows rapidly to become around 8cm long. As the larvae grows so quickly, they will shed their skin four times over a month.



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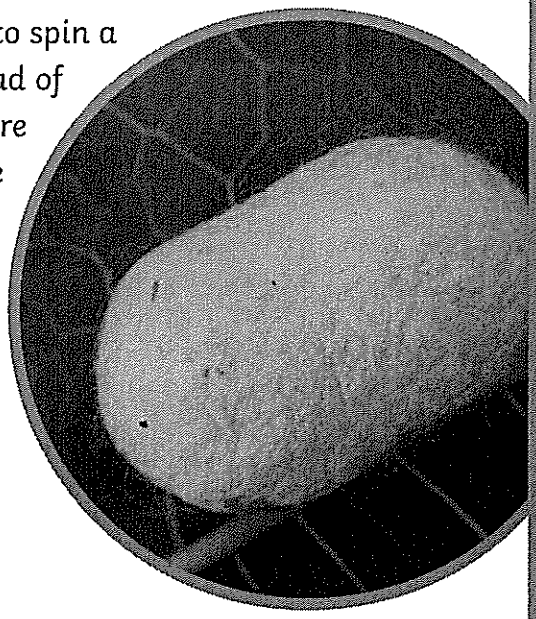
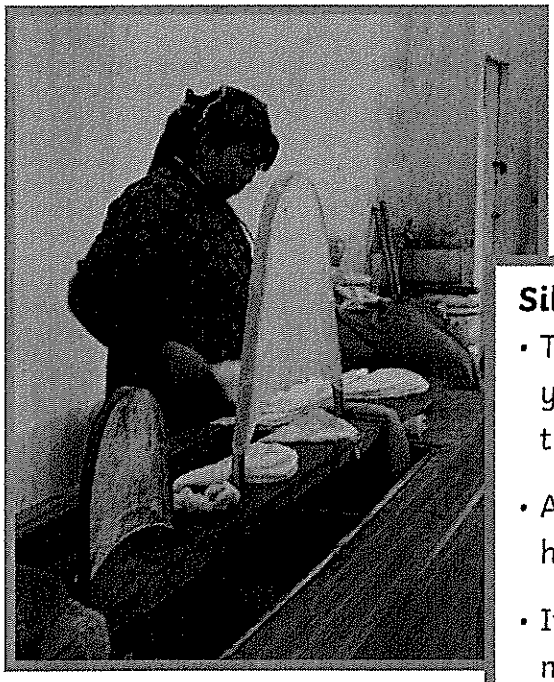
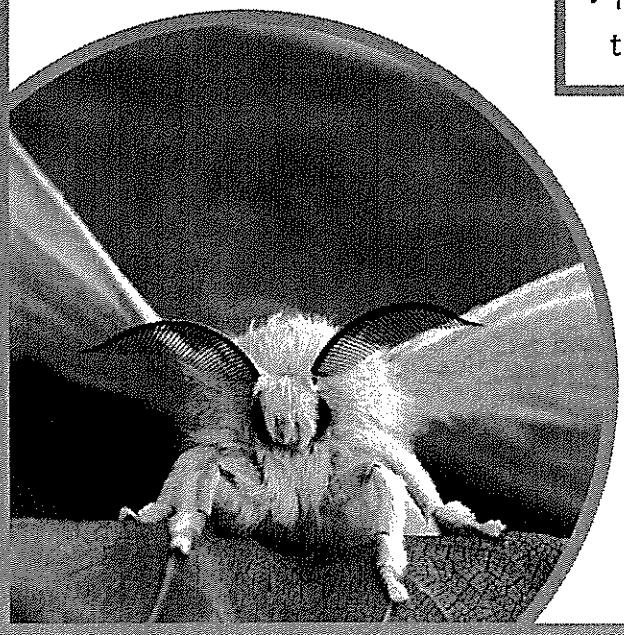
About a month after they have hatched, they start to spin a cocoon around themselves with one long, thin thread of silk. If unravelled, the thread of silk would measure between 300-900 metres. The silk cocoon will take them two days to make. Once the cocoon has been made, the larva will then turn into a brown, hard pupa.





Silk Facts

- The art of making silk began over 5000 years ago in China. It was kept secret for thousands of years.
- Around 2,500 silkworms are used to make half a kilo of silk.
- It takes around 150 silkworm cocoons to make one single tie.
- The cocoons are boiled in water to extract the silk.



After about seven days, the pupa becomes an adult moth. The moth makes a tiny hole in the cocoon and climbs out. The adult moth cannot fly because its body is too heavy for its thin wings. As the moth does not eat, it will only live for a period of five to ten days. Before they die, the male and female moth will mate to continue the silkworm life cycle.

Questions

1. Fill in the length of each stage of the silkworms' life cycle.

Egg	Larva	Pupa	Moth

2. Before they became extinct in the wild, where did the silkworm live?

_____

_____

3. A silkworm is an insect. How do you know?

_____

_____

_____

4. Why does the adult moth not live for very long?

_____

_____

5. Why does the silkworm life cycle continue?

_____

6. How many silkworms would be needed to make a kilo of silk?

_____

7. Draw and label the life cycle of the silkworm.

8. Why do you think people keep silkworms as pets?

7 **Join** the word beginnings and endings to make List Words.

p	ort	_____
s	orm	_____
sp	oor	_____
dr	oor	_____
fl	ure	_____
st	aw	_____

be	wards	_____
or	gust	_____
to	cause	_____
au	ner	_____
cor	der	_____
Au	tumn	_____

8 **Complete** with the correct word.

one, two, three, _____ first, second, third, _____

eleven, twelve, thirteen, _____ ten, twenty, thirty, _____

9 **Circle** the or ore a aw au words. **Write** them on the lines. **Finish** the sentences with your words.
★ The letters **ough** can represent different sounds.

rough bought although	_____	I _____ you were at home.
tough thought drought	_____	I _____ my books to school.
though through brought	_____	I _____ popcorn at the store.

10 Two words in each sentence have changed places. **Rewrite** the sentences with the words in the correct places.

Please poor a glass of milk for the pour lady.

_____

Dean court the ball on the tennis caught.

_____

The puppy we bought to school was brought at the pet store.

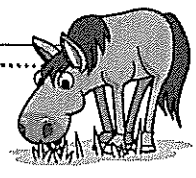
_____

I am shore he will wait for us on the sure.

_____

Challenge

Replace a vowel with another vowel to make an or ore a aw au word.



hill	hall	well	_____	mare	_____	barn	_____
farm	_____	worm	_____	smell	_____	shirt	_____
flour	_____	drew	_____	spurt	_____	share	_____
low	_____	care	_____	stare	_____	drown	_____

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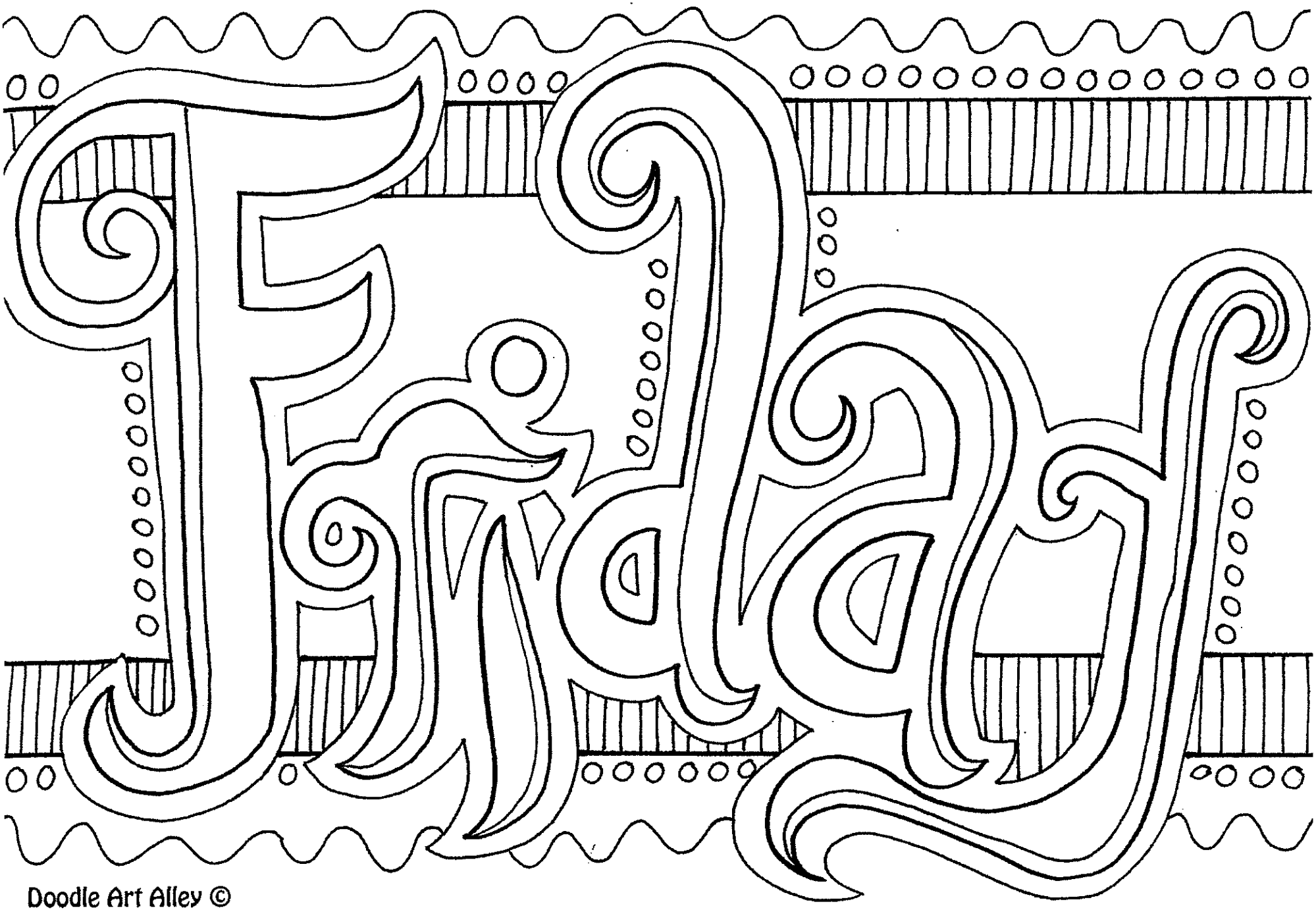
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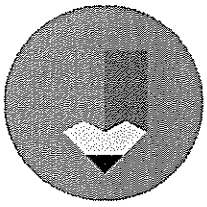
15 Sundials

a sundile is a way of telling the thyme using the position of the Sun in the sky the Sun will cast a shadow on the sundial the rotateon of the Earth changes the shadow of the Sun this shows the time of day on the sundial



Find 3 spelling mistakes.
Add 4 capital letters and 4 full stops.

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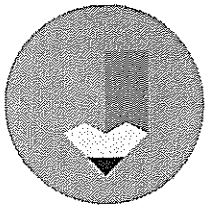
16 Kangaroos

kangaroos are mammels native to australia they are a special tipe of mammal called a marsupial marsupials carry their babys in a special pouch koalas possums and wombats are also marsupials



Find 3 spelling mistakes.
Add 5 capital letters, 4 full stops and 1 comma.

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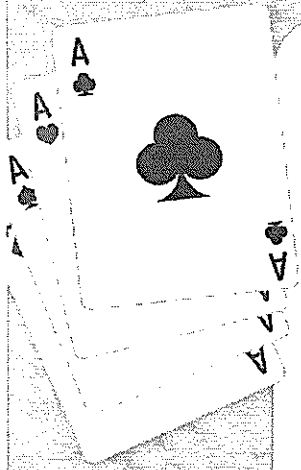
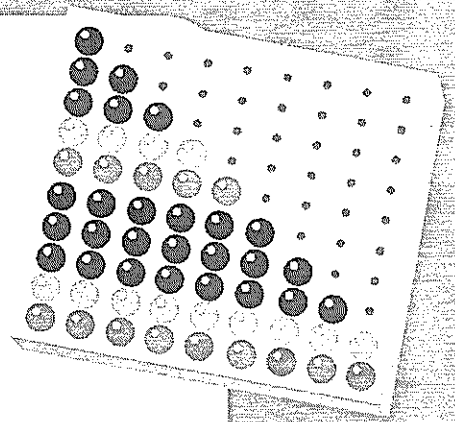
How to Play...





Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Play...".

Think:

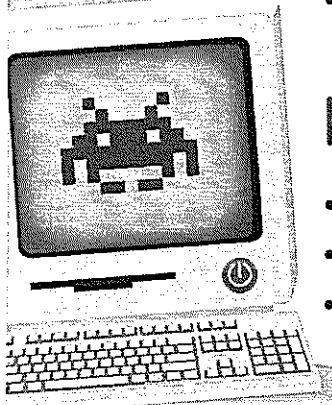
What game are you going to explain how to play?

Think of a game you know how to play well. This could be a board game, a game you play with your friends at lunch time, a computer game or a card game.

Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.



Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.

teachstarter

Name _____ Date _____

Procedure Text Writing Scaffold

Title: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

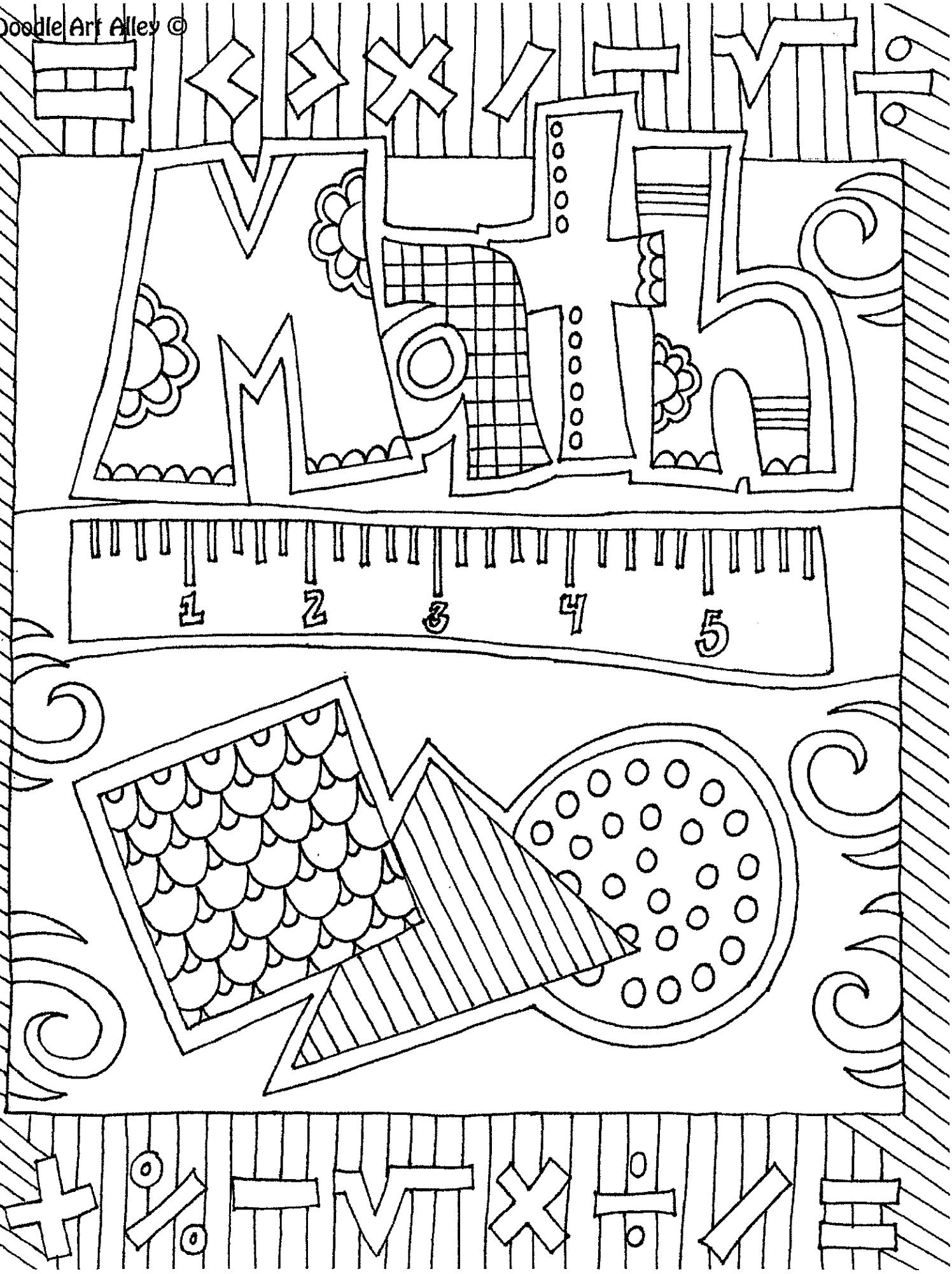
Step 2: _____

Step 3: _____

Step 4: _____

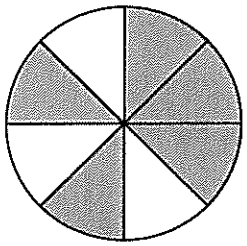
Step 5: _____

Doodle Art Alley ©

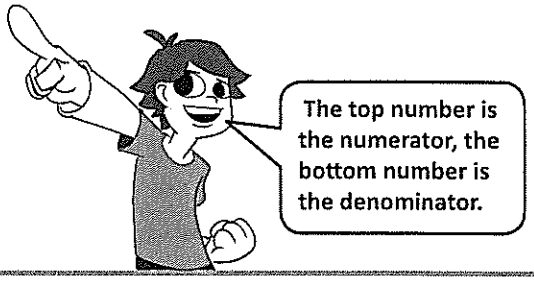


Working with fractions – modelling fractions

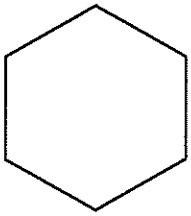
A fraction is a part of a whole. This circle had been divided into 8 pieces and has 5 pieces shaded.

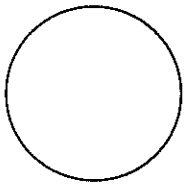


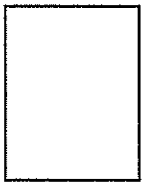
$$\frac{5}{8} = \frac{\text{5 shaded parts}}{\text{8 parts altogether}}$$

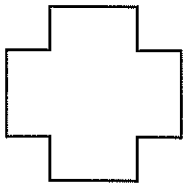


1 **Divide each shape into quarters. Shade one quarter:**

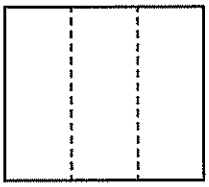
a 

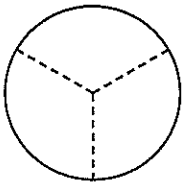
b 

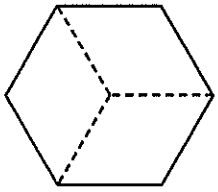
c 

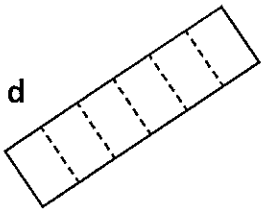
d 

2 **Shade one third on each shape:**

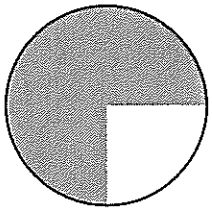
a 

b 

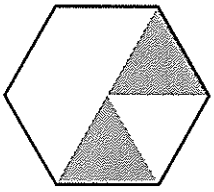
c 

d 

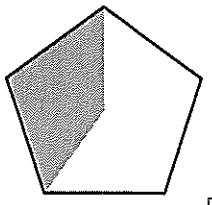
3 **What fraction is shaded?**

a 

Fraction shaded $\frac{\square}{\square}$

b 

Fraction shaded $\frac{\square}{\square}$

c 

Fraction shaded $\frac{\square}{\square}$

4 **If this is $\frac{1}{3}$ of a shape, what does the whole shape look like?**

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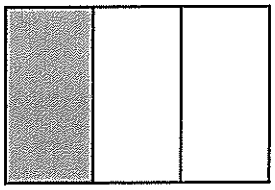
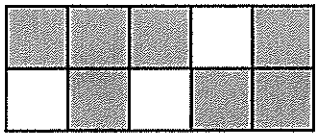
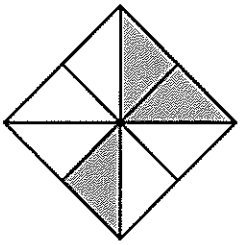
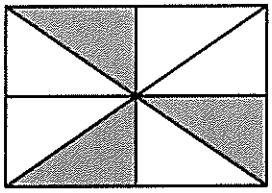
Working with fractions – modelling fractions

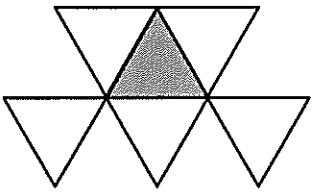
5 **Complete the table for each shape.**

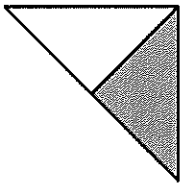
a 

b 

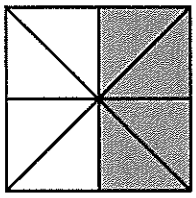
c 

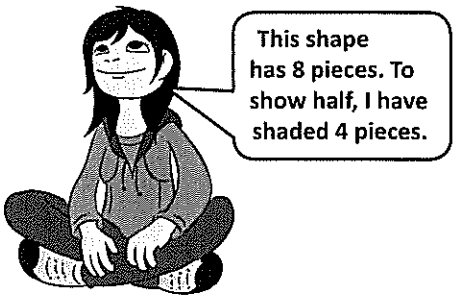
d 

e 

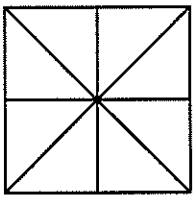
f 

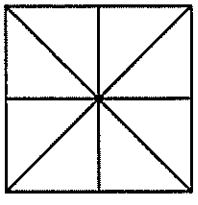
Shape	a	b	c	d	e	f
Fraction that is shaded	___	___	___	___	___	___
Fraction that is unshaded	___	___	___	___	___	___

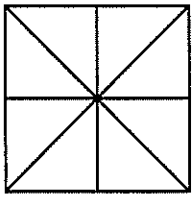


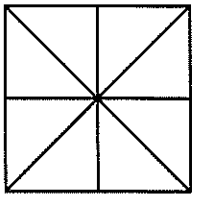


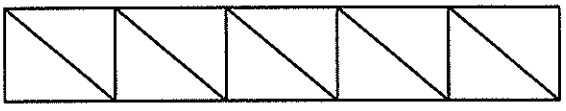
6 **How many different ways can you show a half?**

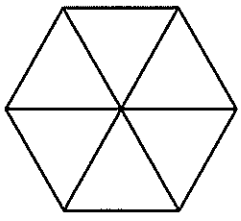


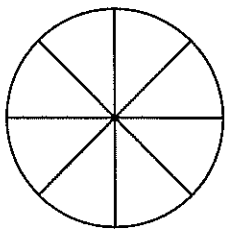












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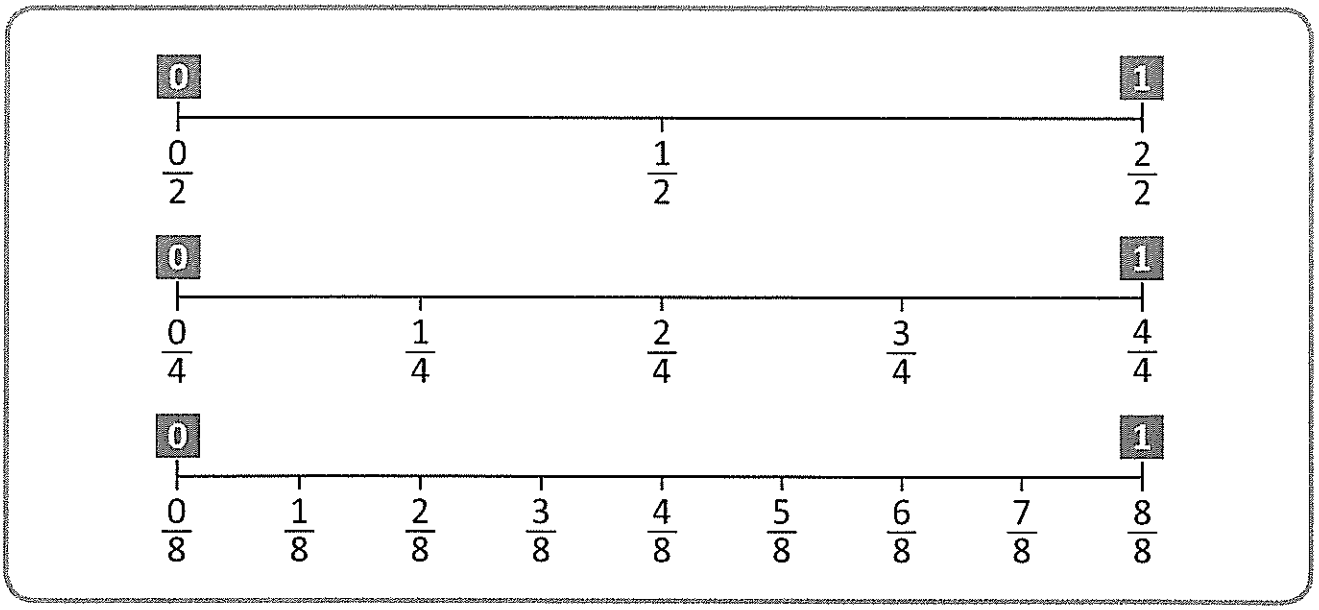
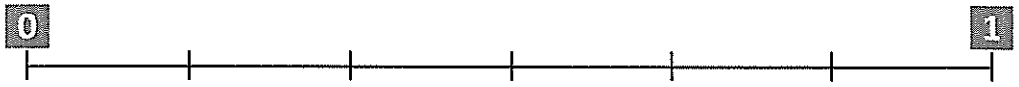
Working with fractions – comparing and ordering fractions

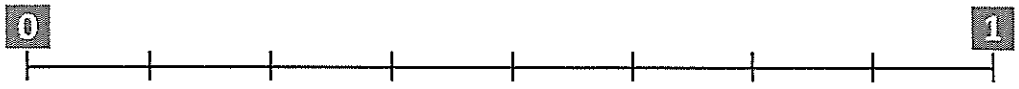


1 **Connect the fractions to their places on the number lines.**

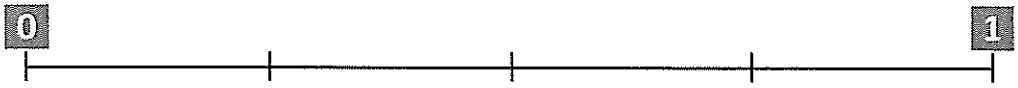
a $\frac{1}{3}$ $\frac{1}{6}$



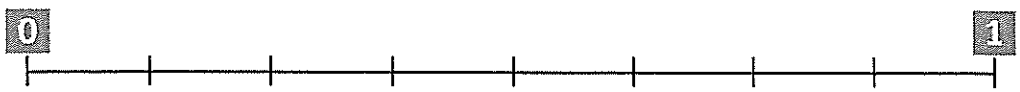
b $\frac{1}{2}$ $\frac{1}{4}$ $\frac{5}{8}$



c $\frac{1}{2}$ $\frac{3}{4}$



d $\frac{3}{8}$ $\frac{5}{8}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$



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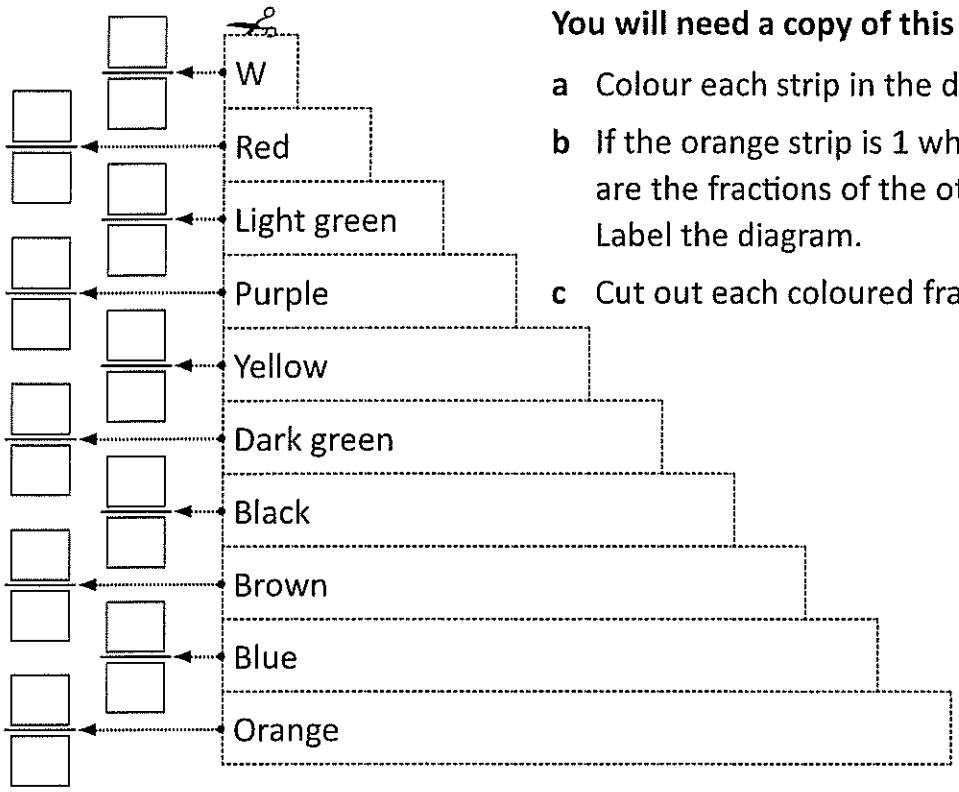
Working with fractions – comparing and ordering fractions

2



You will need a copy of this page.

a Colour each strip in the diagram.

b If the orange strip is 1 whole, what are the fractions of the other strips? Label the diagram.

c Cut out each coloured fraction strip.

3 **Use the fraction strips that you have cut and coloured to answer these:**

a If purple is $\frac{1}{2}$, which colour is 1 whole? _____

b If red is $\frac{1}{4}$, which colour is 1 whole? _____

c If blue is 1 whole, which colour is $\frac{1}{3}$? _____

d If I connected purple and dark green together and they equalled 1 whole, what is the value of each?

Purple = _____ Dark green = _____

e If I connected red, light green and purple and they equalled 1 whole, what is the value of each?

Red = _____ Light green = _____

Purple = _____

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Working with fractions – comparing and ordering fractions

4 **If the purple strip is equal to 1 whole, what fractions would these strips now be:**

a Light green $\frac{\square}{\square}$ **b** Red $\frac{\square}{\square}$ **c** White $\frac{\square}{\square}$

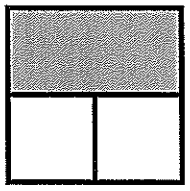
5 **If the brown strip is equal to 1 whole, what fractions would these strips now be:**

a Purple $\frac{\square}{\square}$ **b** White $\frac{\square}{\square}$ **c** Red $\frac{\square}{\square}$

6 **If the dark green strip is equal to 1 whole, what fractions would these strips now be:**

a Yellow $\frac{\square}{\square}$ **b** Light green $\frac{\square}{\square}$ **c** White $\frac{\square}{\square}$

7 **This picture shows halves. The red strip is 1 and each white strip is $\frac{1}{2}$.**



Red

White

a Use your strips to create a picture that shows a whole, halves and quarters. First choose a strip that is equal to 1 whole, then choose different colours for the halves and the quarters. Paste your strips in the space below:

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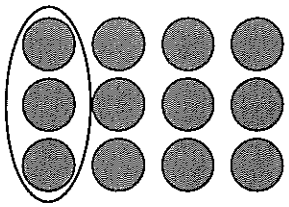
Working with fractions – fractions of a collection

Finding a fraction of different amounts is like division. Look at this array of dots. Finding one quarter is the same as dividing 12 by 4.

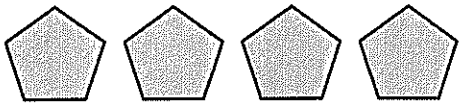


$12 \div 4 = 3$

$\frac{1}{4}$ of $12 = 3$

1 **Circle the fraction given for each group and complete the statements:**

a $\frac{1}{2}$ of 4 pentagons



$\square \div \square = \square$

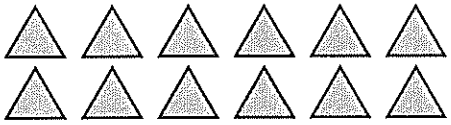
$\frac{1}{2}$ of $\square = \square$

b $\frac{1}{4}$ of 8 stars

$\square \div \square = \square$

$\frac{1}{4}$ of $\square = \square$

c $\frac{1}{4}$ of 12 triangles

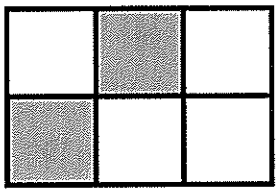


$\square \div \square = \square$

$\frac{1}{4}$ of $\square = \square$

2 **Shade $\frac{1}{3}$ of these grids and complete the statements. The first one has been done for you.**

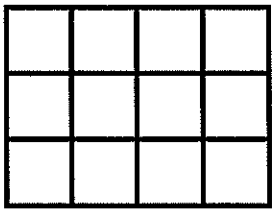
a



$6 \div 3 = 2$

$\frac{1}{3}$ of $6 = 2$

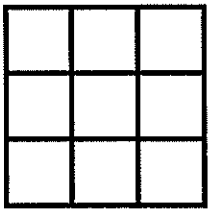
b



$\square \div \square = \square$

$\frac{1}{3}$ of $\square = \square$

c



$\square \div \square = \square$

$\frac{1}{3}$ of $\square = \square$

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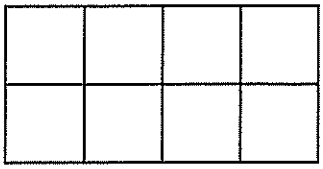
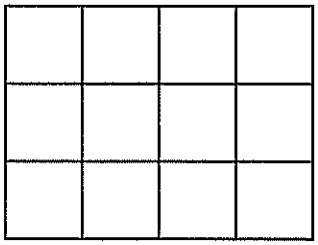
Working with fractions – fractions of a collection

3 Shade $\frac{1}{4}$ on these grids and complete the statements:

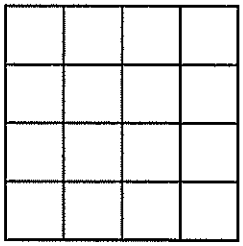
a



b



c



□ ÷ □ = □

$\frac{1}{4}$ of □ = □

□ ÷ □ = □

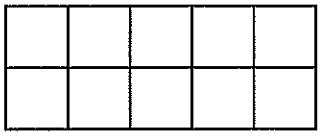
$\frac{1}{4}$ of □ = □

□ ÷ □ = □

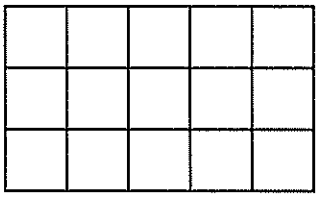
$\frac{1}{4}$ of □ = □

4 Shade $\frac{1}{5}$ on these grids and complete the statements:

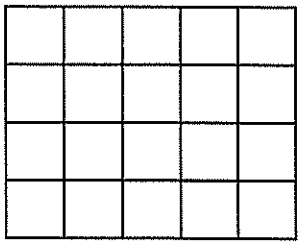
a



b



c



□ ÷ □ = □

$\frac{1}{5}$ of □ = □

□ ÷ □ = □

$\frac{1}{5}$ of □ = □

□ ÷ □ = □

$\frac{1}{5}$ of □ = □

5 Find the fractions of these numbers:

a $\frac{1}{2}$ of 8 = □

b $\frac{1}{4}$ of 12 = □

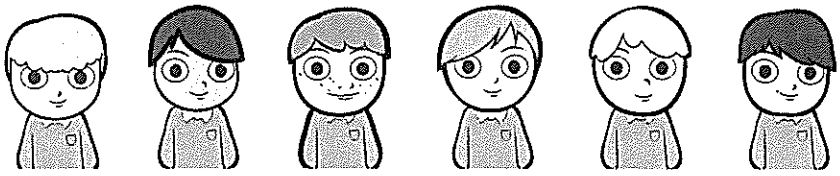
c $\frac{1}{3}$ of 9 = □

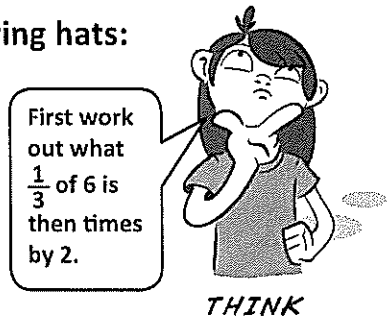
d $\frac{1}{5}$ of 15 = □

e $\frac{1}{8}$ of 16 = □

f $\frac{1}{4}$ of 20 = □

6 Complete this picture to show that $\frac{2}{3}$ of these boys are wearing hats:





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Working with fractions – fractions of a collection

Josie connected 12 cubes. $\frac{1}{4}$ were red, $\frac{1}{4}$ were yellow and the rest were blue. What fraction of the whole were blue?

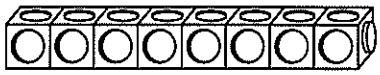
$\frac{6}{12}$ or $\frac{1}{2}$

Red: $\frac{1}{4}$ of 12 = 3 Yellow: $\frac{1}{4}$ of 12 = 3 Blue = 6

R R R Y Y Y B B B B B B

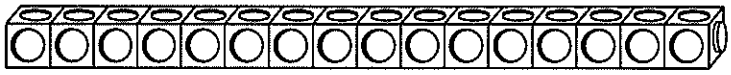
7 **Answer these cube problems:**

a Amy connected 8 cubes. $\frac{1}{2}$ were green, $\frac{1}{4}$ were red and the rest were blue.



How many were blue? ☐ Green: $\frac{1}{2}$ of 8 = ☐ Red: $\frac{1}{4}$ of 8 = ☐

b Joel connected 16 cubes. $\frac{1}{2}$ were blue, $\frac{1}{4}$ were orange and the rest were purple.



How many were purple? ☐ Blue: $\frac{1}{2}$ of 16 = ☐ Orange: $\frac{1}{4}$ of 16 = ☐

c Natalie connected 20 cubes. $\frac{1}{4}$ were yellow, $\frac{1}{5}$ were green and the rest were orange.

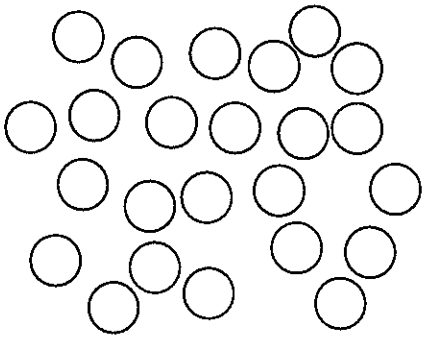
How many were orange? ☐ Yellow: $\frac{1}{4}$ of 20 = ☐ Green: $\frac{1}{5}$ of 20 = ☐

8 **Amber scattered a packet of 24 Smarties on her desk to see how many blue ones there were. Below is a list of what was in the packet. Shade them as shown:**

a $\frac{1}{4}$ were red = ☐ **b** $\frac{1}{8}$ were pink = ☐

c $\frac{1}{3}$ were yellow = ☐ **d** $\frac{1}{6}$ were green = ☐

e The rest were blue. How many were blue? ☐



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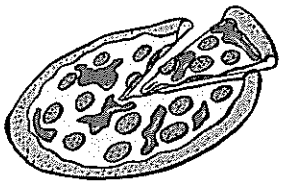
Working with fractions – fraction word problems

1. Jess spent half of her pocket money on a magazine. If she gets $10 pocket money, how much was the magazine?

2. If one quarter of a packet of jubes is 8 jubes, how many jubes are there in the whole packet?

3. Marley and Matt shared a pizza that had been cut into 8 pieces. Marley ate $\frac{1}{4}$ of the pizza and Matt ate $\frac{1}{2}$. How many pieces were left?



4. Amy made 24 cupcakes. She iced $\frac{1}{8}$ of them pink, $\frac{1}{4}$ of them blue and left the rest plain. How many plain cupcakes were there?

5. Josie ordered two pizzas cut into eighths. If he ate $\frac{5}{8}$ of a pizza, how much was left?

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Fraction go fish

apply

Getting ready

This is a game for either 3 or 5 players. Each player will need to cut out a copy of the cards on page 11.

What to do

Choose one person to be the dealer. Each player cuts out the cards and gives them to the dealer. The object of this game is to collect as many pairs of cards showing the same fraction as possible.

The dealer shuffles the cards well and deals 6 cards to each player. The remaining cards are placed face down in 'the pond' in the middle with players sitting around the pond in a circle.

1. The player on the dealer's right begins by asking any player for a specific card. For example: "Amity do you have a card that shows $\frac{1}{4}$?"
2. If Amity has a $\frac{1}{4}$ card she must hand over that card and the same player asks anyone in the group for another card.
3. If a player does not have the card that was asked for they must say, "Go fish." Then the person asking must take a card from 'the pond' and it is the next person's turn.
4. Play continues until there are no more cards left in the pond. The player with the most sets is the winner.

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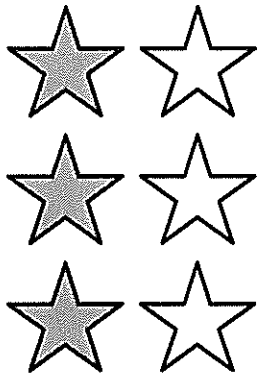
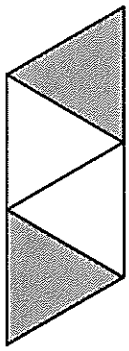
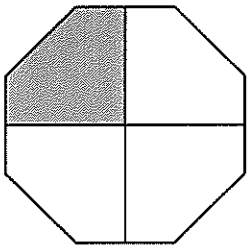
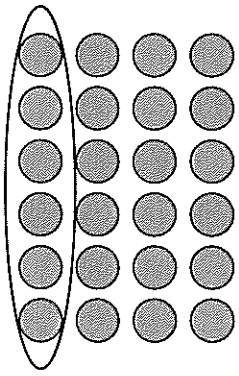
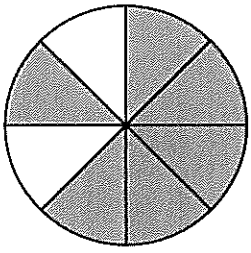
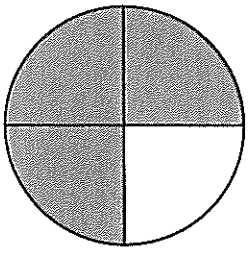
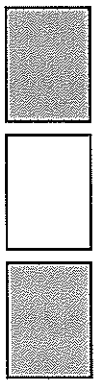
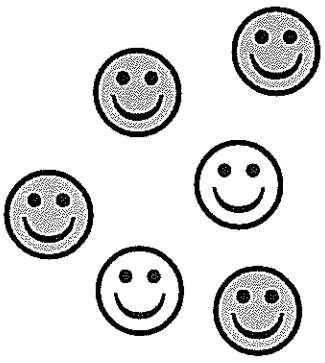
Fraction go fish

apply

copy

		$\frac{1}{2}$
		$\frac{1}{4}$
		$\frac{3}{4}$
		$\frac{1}{3}$

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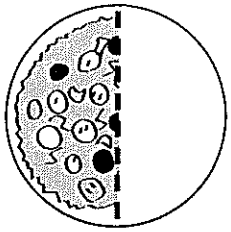
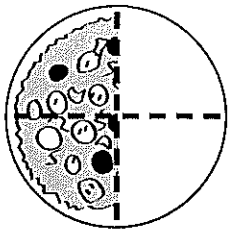
Types of fractions – equivalent fractions

Different fractions can have the same amount. They are equivalent.

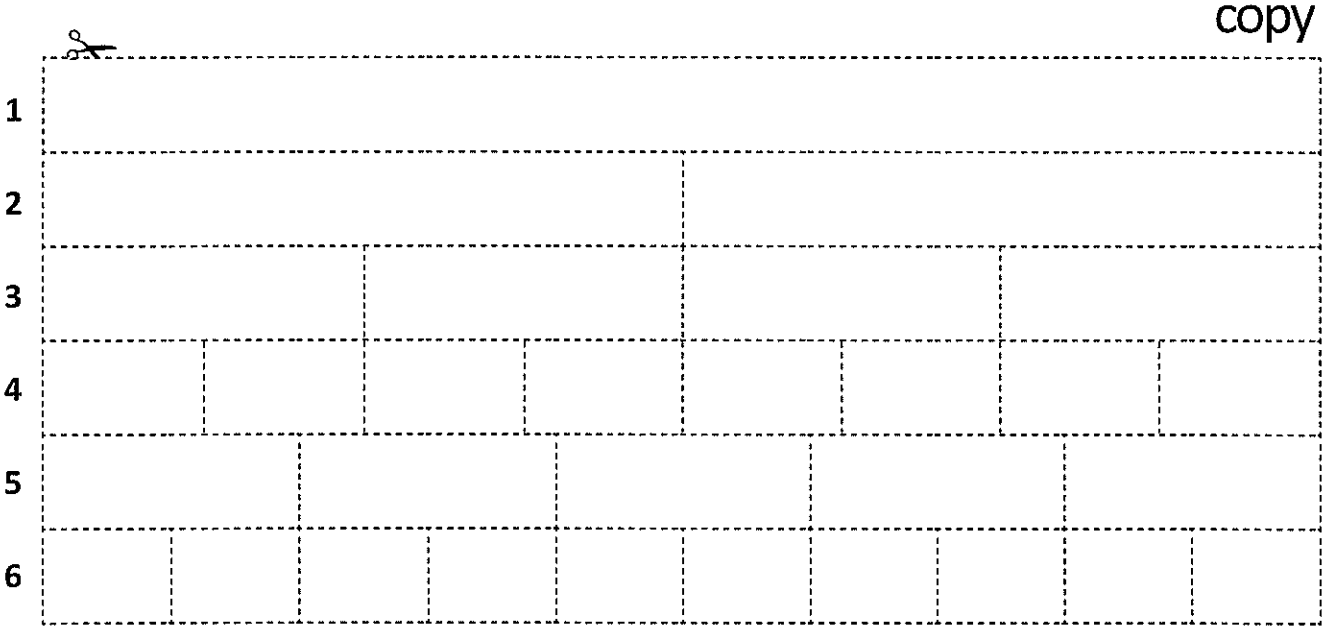
This pizza has been cut into 2 parts. $\frac{1}{2}$ has been eaten.



This pizza has been cut into 4 parts. $\frac{2}{4}$ has been eaten.



Here we are going to explore equivalency. You will need a copy of these fraction strips.



First colour in each strip a different colour, then follow these steps:

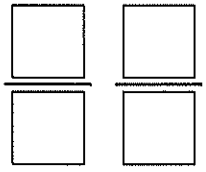
Strip 1: Cut out the first strip and write '1 whole'.

Strip 2: Cut out the second strip, fold it in half and cut the 2 equal size pieces. Label each piece $\frac{1}{2}$.

Strip 3: Cut it out, fold it in half and half again. Cut the 4 pieces and label each piece $\frac{1}{4}$.

Strip 4: Cut out the next strip and fold into eighths. How will you do this? Cut the 8 pieces and label each piece $\frac{1}{8}$.

Strips 5 and 6: The last 2 strips have been marked for you. Count the markings. What fractions are they?



Place all of these strips into a plastic sleeve to keep them all in one place. This is your fraction kit.

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Types of fractions – equivalent fractions

1 **Use the equivalent fraction strips to answer these:**

a How many quarters in one half? $\frac{\square}{\square}$

b How many eighths in one half? $\frac{\square}{\square}$

c How many fifths in one whole? $\frac{\square}{\square}$

d How many tenths in one half? $\frac{\square}{\square}$

Use the equivalent fraction strips to play these games. Both games are for 2 players only.

You will need: ■ your fraction kit ■ a die

copy

Number on die	Fraction piece from kit
1 or 2	$\frac{1}{2}$ red
3 or 4	$\frac{1}{4}$ yellow
5 or 6	$\frac{1}{8}$ orange

Game 1

The aim of this game is to be the first to reveal the whole piece of paper from your fraction kit.

Start the game with the whole covered with 2 halves.

Player 1 rolls the die and takes off that fraction. Players may need to swap pieces from their own kit first. For example, if you roll $\frac{1}{4}$ first, you need to swap $\frac{1}{2}$ for $\frac{2}{4}$, then you can take off $\frac{1}{4}$.

Player 2 rolls the die and takes off that fraction, swapping pieces if needed.

The winner is the player who is the first to reveal the whole piece of paper first.

Game 2

The aim of this game is be the first player to complete 2 wholes.

2 players use both sets of fraction strips. Line up the 2 wholes together.

Player 1 rolls the die and places the fraction piece on top of one of the wholes.

Player 2 rolls the die and places that fraction piece on top of one of the wholes. Players take turns.

The winner is first player who is the first to place the last piece that covers 2 wholes. You cannot go over 2 wholes. Your last piece must fit exactly.

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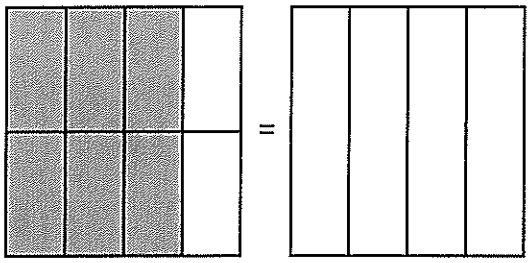
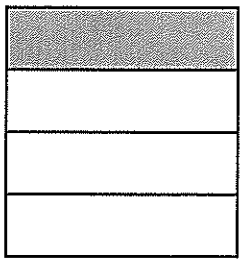
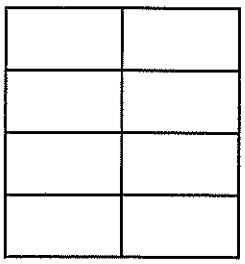
Types of fractions – equivalent fractions

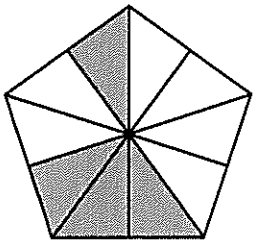
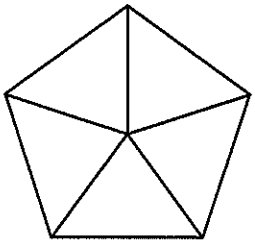
2 **Shade and label these models to show equivalent fractions:**

a  =

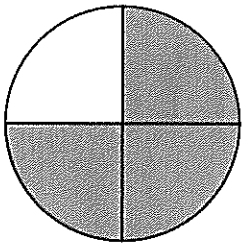
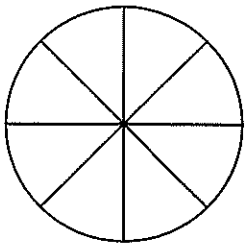
$\frac{\square}{\square} = \frac{\square}{\square}$

b  = 

$\frac{\square}{\square} = \frac{\square}{\square}$

c  = 

$\frac{\square}{\square} = \frac{\square}{\square}$

d  = 

$\frac{\square}{\square} = \frac{\square}{\square}$

3 **Write either T for true or F for false under each statement:**

a $\frac{2}{8} > \frac{1}{10}$ ☐

b $\frac{3}{10} < \frac{1}{4}$ ☐

c $\frac{3}{5} < \frac{3}{10}$ ☐

d $\frac{4}{5} > \frac{7}{10}$ ☐

e $\frac{4}{8} < \frac{3}{4}$ ☐

f $\frac{5}{10} < \frac{1}{5}$ ☐

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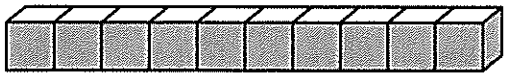
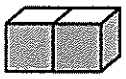
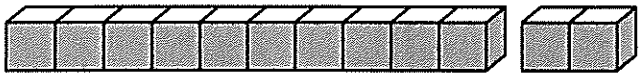
Types of fractions – mixed numerals

A mixed numeral is a whole number and a fraction. For example, say we connected 10 multilink cubes and named this as 1 whole.

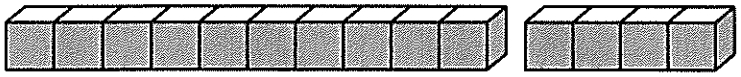
 = 1

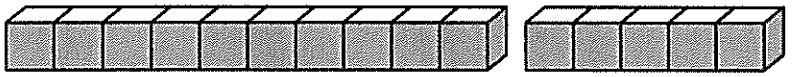
If we then picked up 2 more multilink cubes we have another 2 tenths.

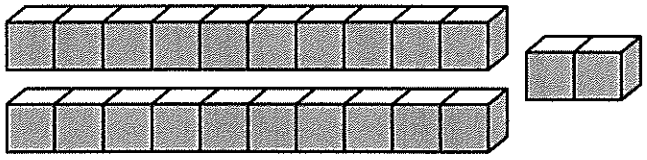
 = $\frac{2}{10}$

 = $1\frac{2}{10}$

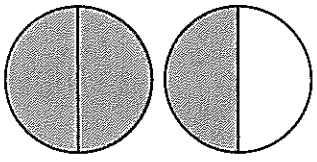
1 **In each of these problems, 10 multilink cubes represent 1 whole. Write the mixed numeral for each set of multilink cubes.**

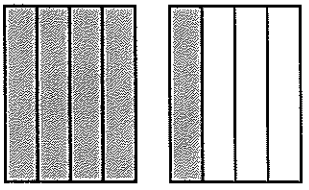
a  = ☐ $\frac{\square}{\square}$

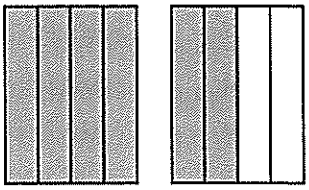
b  = ☐ $\frac{\square}{\square}$

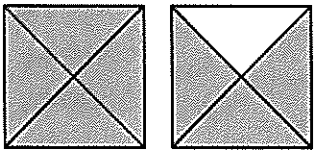
c  = ☐ $\frac{\square}{\square}$

2 **Write the mixed numerals that these fraction models are showing:**

a  = ☐ $\frac{\square}{\square}$

b  = ☐ $\frac{\square}{\square}$

c  = ☐ $\frac{\square}{\square}$

d  = ☐ $\frac{\square}{\square}$

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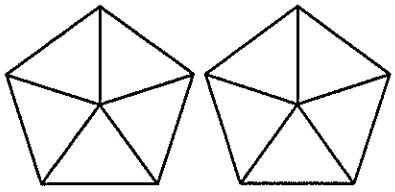
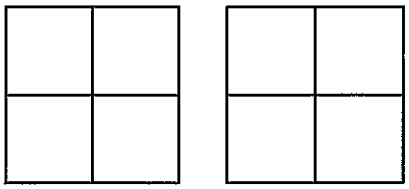
Types of fractions – mixed numerals

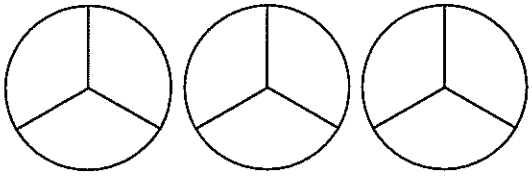
3 **Shade these fraction models to show the mixed numerals:**

a 

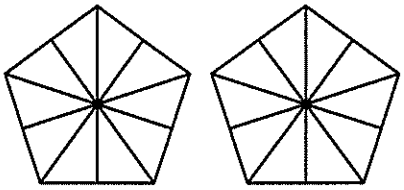
$1\frac{2}{5}$

b 

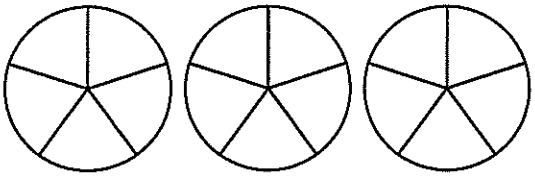
$1\frac{3}{4}$

c 

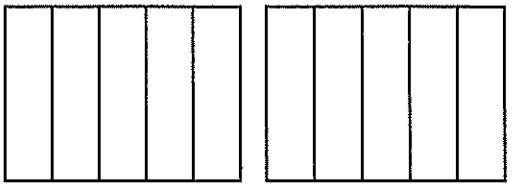
$2\frac{2}{3}$

d 

$1\frac{4}{10}$

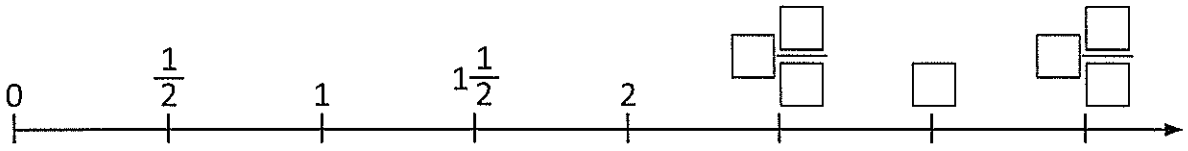
e 

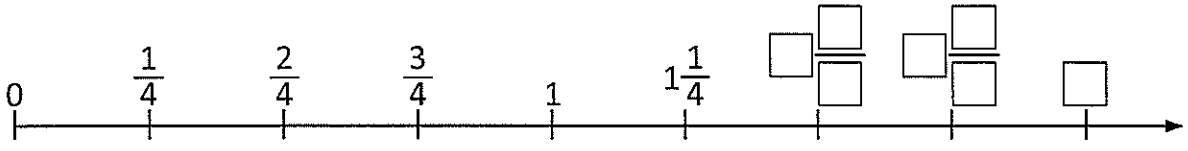
$2\frac{4}{5}$

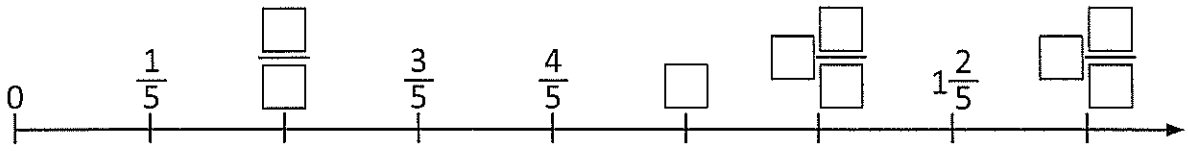
f 

$1\frac{3}{5}$

4 **Complete these number lines:**

a 

b 

c 

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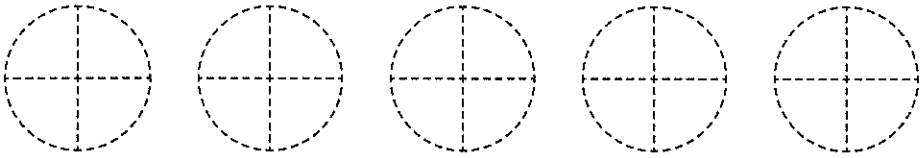
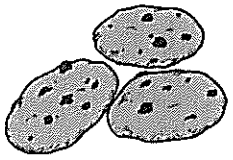
Types of fractions – mixed numerals activity

A group of friends has formed a Cookie Club. They bake cookies at home and share them in school every Friday. Help the group share the cookies fairly.

You will need a copy of page 20. Cut out the shapes for the following 3 problems and figure out the answers. Once you are happy with your solutions, paste the pieces next to each person and write your answer as a mixed numeral at the bottom of each page.

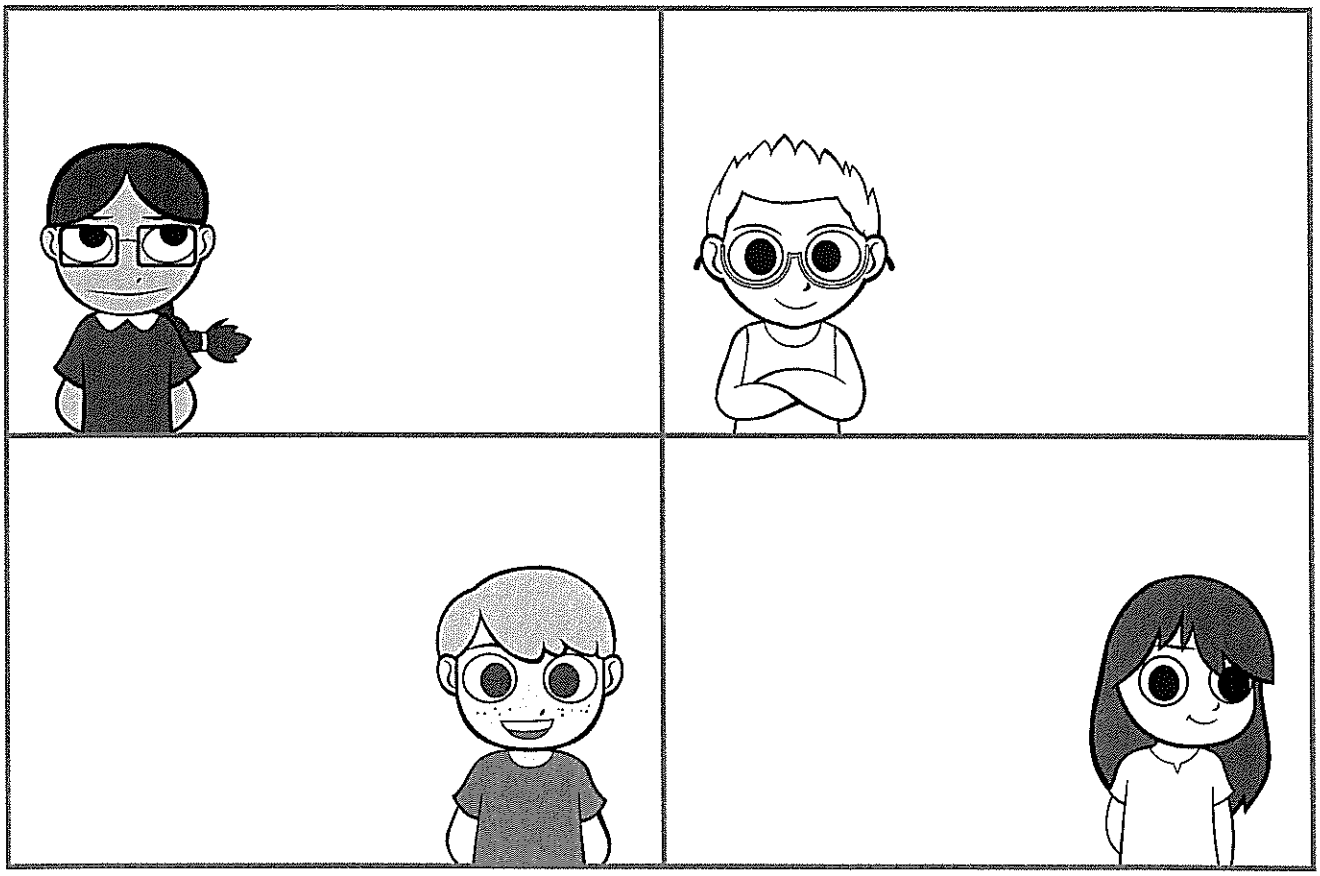


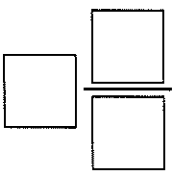
Problem 1: Saqib brought in 5 double choc chip cookies. Show him how he could share these among 4 Cookie Club members.



Hint: Cut each cookie into quarters.

This means there are now a total of _____ pieces to share among 4 members.
Share these pieces evenly among 4 members:



How many cookies does each member get? 

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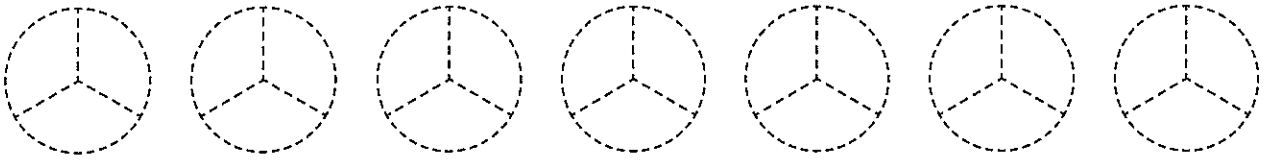
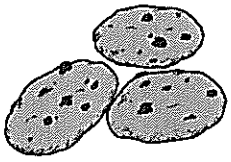
Types of fractions – mixed numerals activity

Problem 2: Vani brought in 7 double choc chip cookies. Show him how he could share these among 3 Cookie Club members.

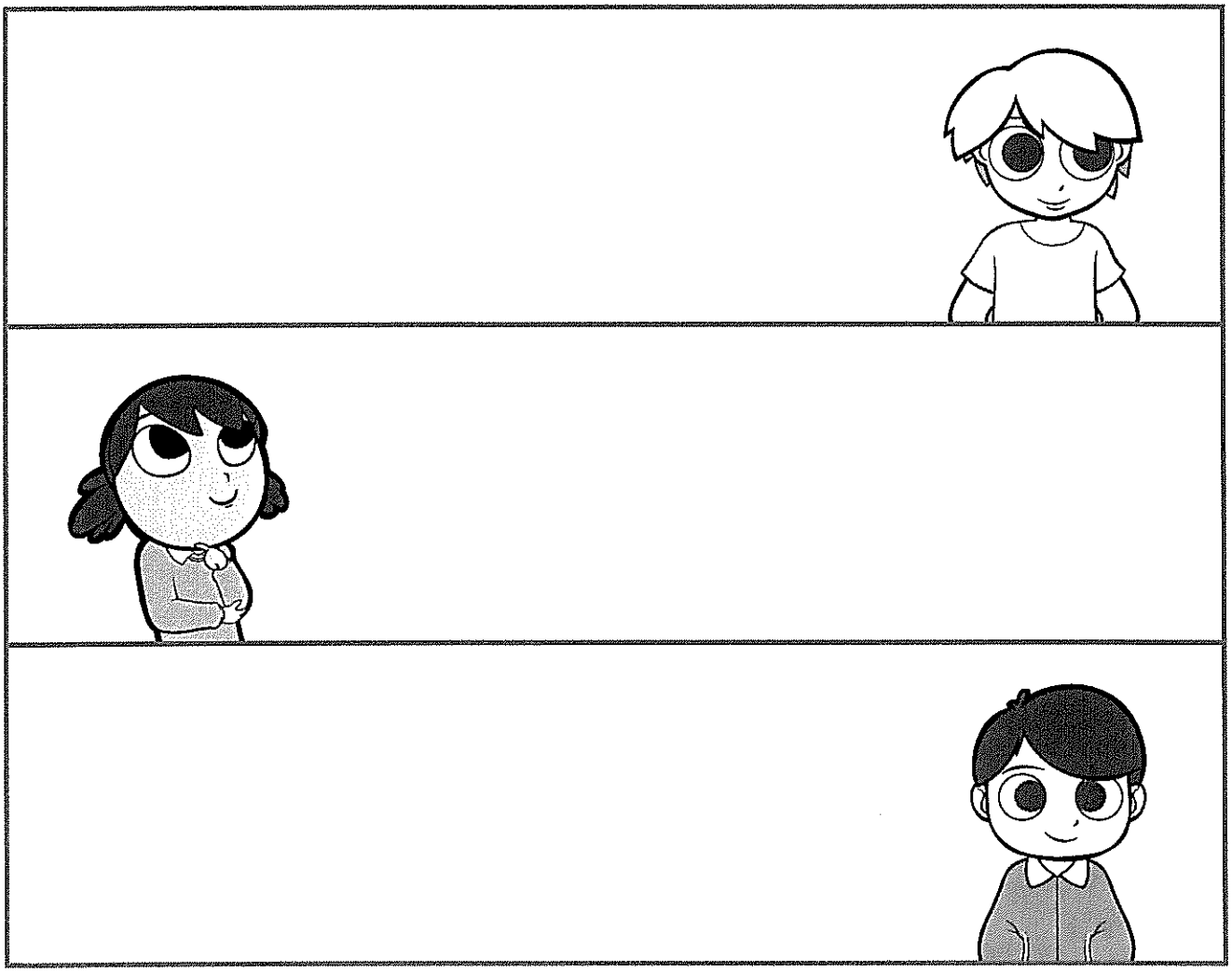


Hint: Cut each cookie into _____ pieces.



This means there are now a total of _____ pieces to share among 3 members.

Share these pieces evenly among 3 members:



How many cookies does each member get? $\square \frac{\square}{\square}$

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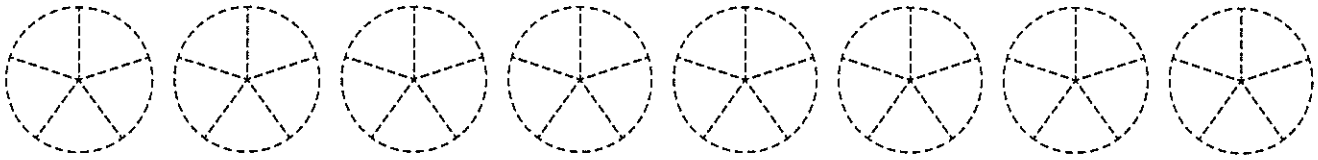
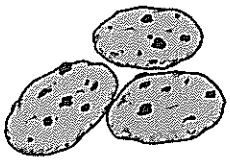
Types of fractions – mixed numerals activity

Problem 3: Rex brought in 8 double choc chip cookies. Show him how he could share these among 5 Cookie Club members.

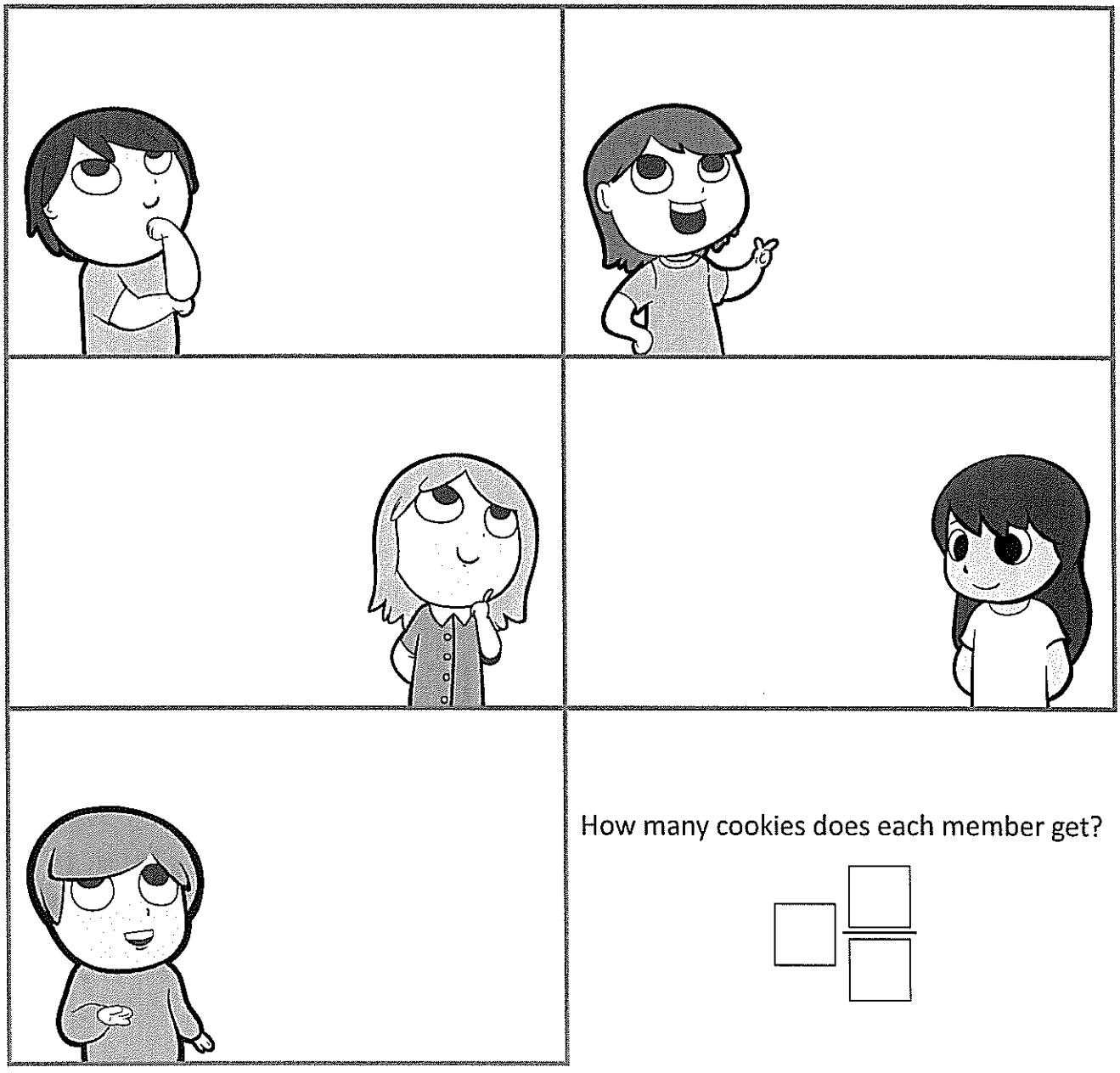


Hint: Cut each cookie into _____ pieces.



This means there are now a total of _____ pieces to share among 5 members.

Share these pieces evenly among 5 members:



How many cookies does each member get?

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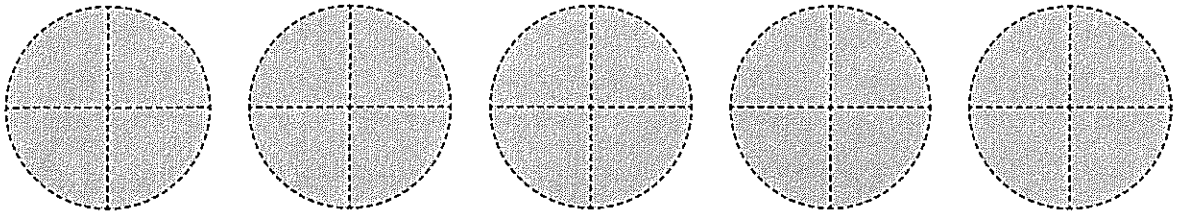
Types of fractions – mixed numerals activity

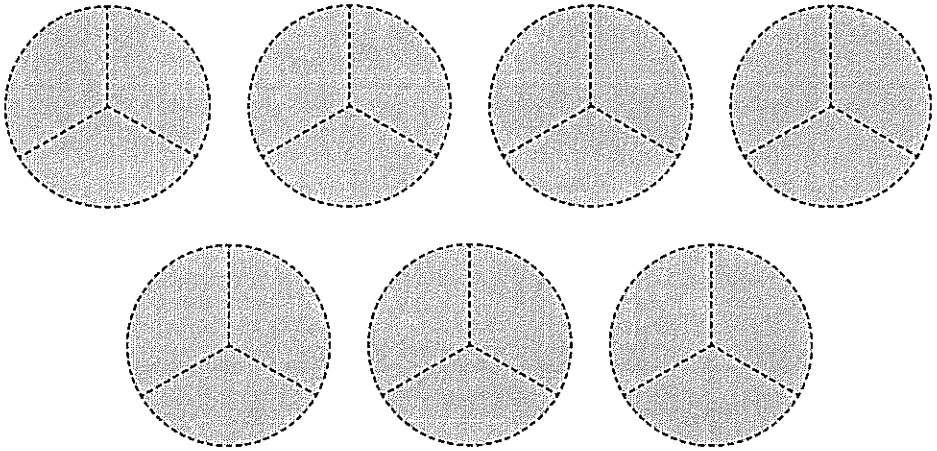
Copy and cut out the following shapes:

copy

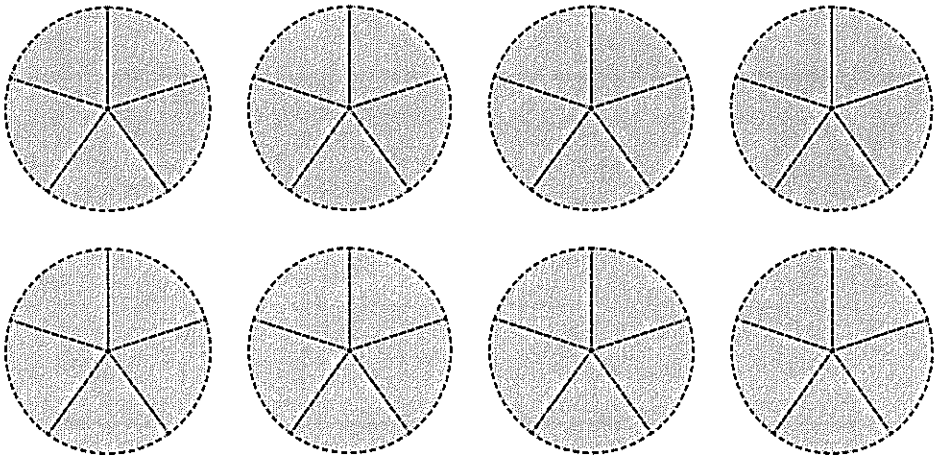
Problem 1



Problem 2



Problem 3



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Four in a row fractions

apply

This is a game for 2 to 4 players. You will need the playing board below, 3 dice and each player will need a different set of coloured counters.

The aim of this game is to claim 4 squares in a row by covering the mixed numbers with your counters. You can go horizontally, vertically or diagonally.

Player 1 rolls 3 dice and creates a mixed number with the 3 numbers. For example, if a player rolled a 3, 4 and 6, they could put their counter on $3\frac{4}{6}$ or $6\frac{3}{4}$ or $4\frac{3}{6}$.

If a player cannot make a fraction to claim or it is already claimed, they miss a turn.

Note: Make sure the numerator is smaller than the denominator.

$3\frac{3}{5}$	$1\frac{1}{5}$	$6\frac{1}{3}$	$5\frac{1}{3}$	$1\frac{1}{2}$	$3\frac{4}{5}$	$4\frac{1}{4}$	$5\frac{2}{3}$
$3\frac{1}{3}$	$3\frac{2}{3}$	$5\frac{1}{3}$	$2\frac{2}{4}$	$4\frac{2}{5}$	$1\frac{3}{4}$	$2\frac{3}{6}$	$6\frac{2}{5}$
$4\frac{3}{4}$	$1\frac{4}{6}$	$3\frac{4}{5}$	$1\frac{1}{4}$	$5\frac{1}{5}$	$2\frac{1}{6}$	$5\frac{2}{6}$	$4\frac{2}{6}$
$3\frac{3}{4}$	$2\frac{2}{3}$	$4\frac{4}{4}$	$6\frac{1}{6}$	$1\frac{1}{3}$	$4\frac{1}{5}$	$3\frac{3}{6}$	$1\frac{2}{3}$
$2\frac{1}{2}$	$2\frac{3}{4}$	$4\frac{4}{6}$	$6\frac{5}{6}$	$1\frac{5}{6}$	$3\frac{1}{6}$	$5\frac{2}{5}$	$1\frac{1}{6}$
$2\frac{1}{3}$	$6\frac{4}{6}$	$4\frac{4}{5}$	$6\frac{3}{6}$	$2\frac{2}{5}$	$5\frac{4}{5}$	$6\frac{3}{6}$	$1\frac{2}{4}$
$4\frac{3}{6}$	$2\frac{3}{4}$	$5\frac{4}{6}$	$6\frac{2}{6}$	$1\frac{1}{5}$	$3\frac{5}{6}$	$6\frac{3}{4}$	$5\frac{5}{6}$

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Fraction frenzy

apply

This is a game for 2 players. You will need a copy of the playing cards on this page and page 23. Cut them out and shuffle them well. Players take turns being the dealer.

The aim of this game is to get rid of all the cards. The dealer deals out all the cards evenly so each player has the same amount of cards.

Each player keeps their cards in a pile face down.

On the count of 3, players turn over the top card and place them on the table.

The player who has the greater fraction wins the round and the other player adds both cards to their pile. If the fractions are equivalent, play continues until a player wins the round.

The winner is the first player to get rid of all their cards.

$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{10}$	$\frac{2}{10}$
$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{5}$
$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{3}{10}$

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$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$
$\frac{8}{10}$	$\frac{9}{10}$	$\frac{1}{8}$	$\frac{2}{8}$
$\frac{3}{8}$	$\frac{4}{8}$	$\frac{5}{8}$	$\frac{6}{8}$
$\frac{7}{8}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{2}{4}$
$\frac{3}{4}$	$\frac{1}{2}$	$\frac{4}{8}$	$\frac{5}{10}$

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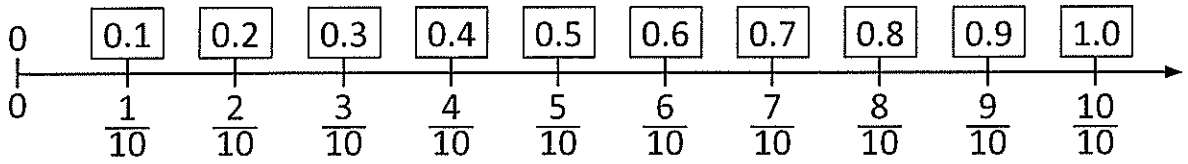
Fractions, decimals and percentages – writing tenths as decimals

Tenths are written as decimals like this:

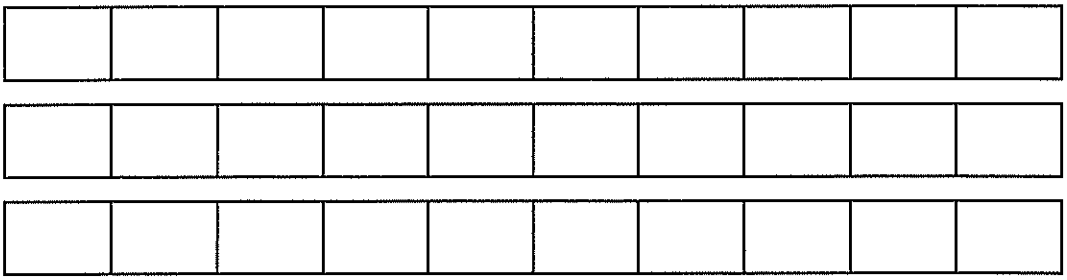


1 **Shade the fraction strips so each one matches the fraction or the decimal:**

a 0.7

b $\frac{4}{10}$

c 0.5



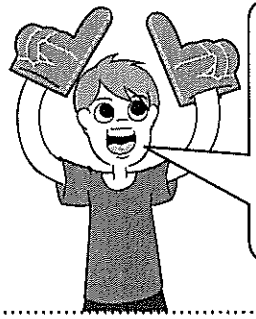
2 **Order each set of fractions and decimals from smallest to largest:**

a 0.8, 0.2, $\frac{4}{10}$, $\frac{9}{10}$

b $\frac{9}{10}$, 0.1, 1.0, $\frac{5}{10}$

3 **Show the place value of these decimals by writing them in the table:**

		Units		Tenths
a	0.6		•	
b	2.7		•	
c	5.1		•	



Units		Tenths
3	•	8

The decimal point signals the place value of numbers smaller than 1.
This number is 3 and $\frac{8}{10}$ or 3 and 0.8.

4 **Connect the matching fractions and decimals:**

$\frac{4}{10}$	0.6	$\frac{7}{10}$	3.5
$1\frac{2}{10}$	0.7	$4\frac{3}{10}$	0.9
$\frac{6}{10}$	1.2	$\frac{9}{10}$	4.3
$\frac{7}{10}$	0.4	$3\frac{5}{10}$	0.7

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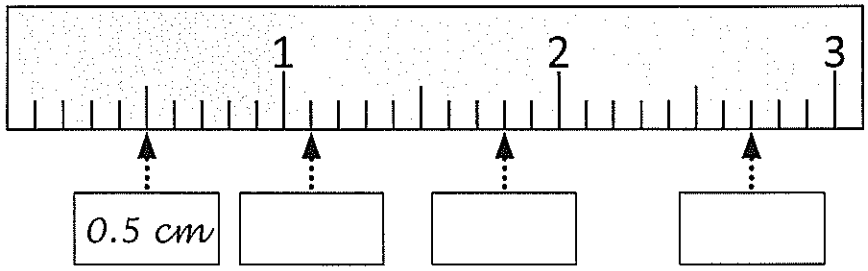
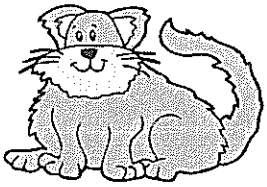
Fractions, decimals and percentages – writing tenths as decimals

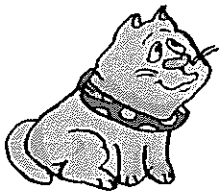
5 **Label this section of a ruler as centimetres in decimals. The first box has been done for you. (Note this diagram has been enlarged so you can see the lines clearly.)**



6 **These 3 cats were the finalists in the Fattest Cat Competition. Fill in the blanks below:**



Felix – 12.2 kg



Leroy – 11.9 kg

Mosley – 11.5 kg

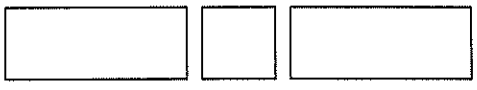
a _____ is heavier than _____ by $\frac{3}{10}$ of a kilogram.

b _____ is heavier than _____ by $\frac{4}{10}$ of a kilogram.

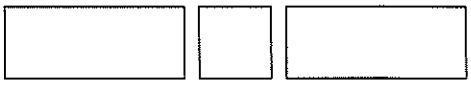
c _____ is lighter than _____ by $\frac{7}{10}$ of a kilogram.

7 **Write the mass of each cat and < or > to make the sentence true.**

a Felix Leroy

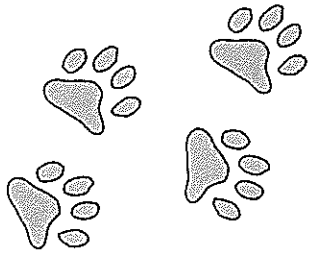


b Mosley Felix



8 **The combined weight of which two cats is 23.7 kg?**

_____ and _____



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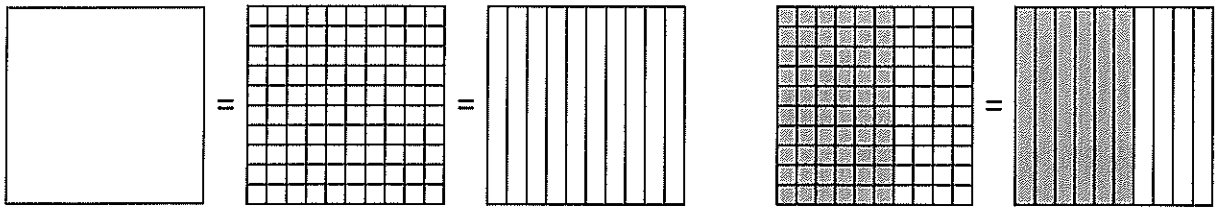
Fractions, decimals and percentages – writing tenths as decimals

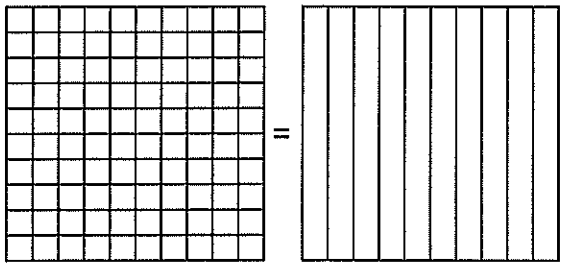


1 whole 100 hundredths 10 tenths $\frac{60}{100}$ is the same amount as $\frac{6}{10}$.

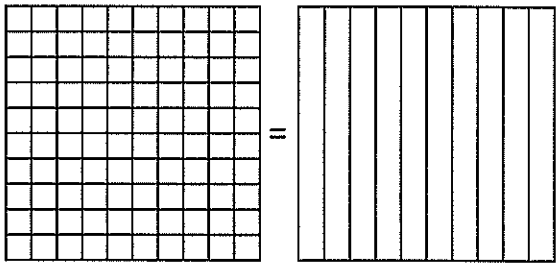
We can divide a whole into one hundred parts. These are called hundredths. Hundredths are made up of 10 lots of tenths.

1 **Show how these amounts are the same:**

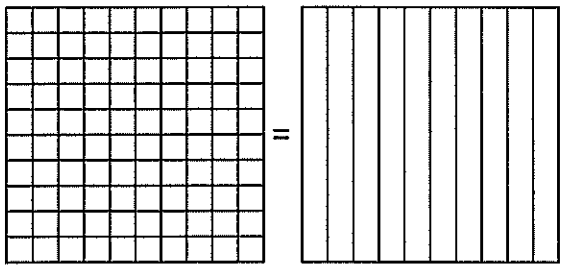
a $\frac{80}{100}$ is the same amount as $\frac{8}{10}$.



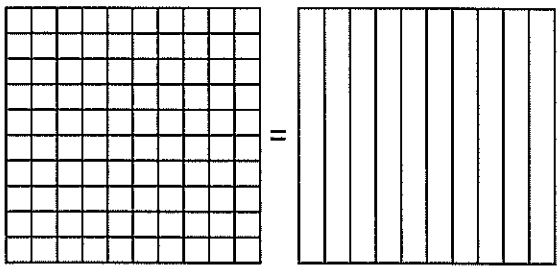
b $\frac{20}{100}$ is the same amount as $\frac{2}{10}$.



c $\frac{30}{100}$ is the same amount as $\frac{3}{10}$.

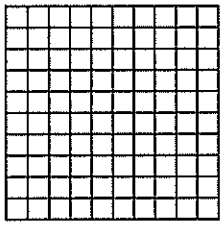


d $\frac{70}{100}$ is the same amount as $\frac{7}{10}$.

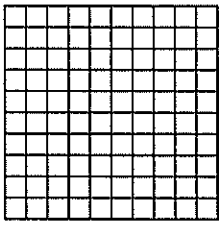


2 **Shade these amounts on the hundred grids:**

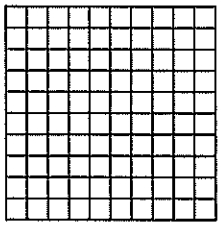
a $\frac{5}{10}$



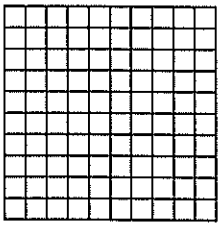
b $\frac{9}{10}$



c $\frac{10}{10}$



d $\frac{1}{10}$



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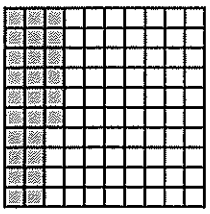
Fractions, decimals and percentages – relating tenths, hundredths and decimals

This diagram shows 26 hundredths shaded or $\frac{26}{100}$.



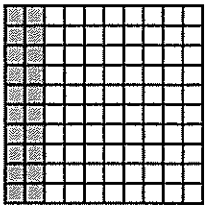
Fractions can be written as decimals. As a decimal, this amount is written as:

Units		Tenths	Hundredths
0	•	2	6

3 **Complete this table to show the amounts as tenths, hundredths and decimals:**

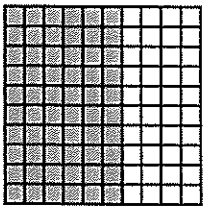
a

Tenths	
Hundredths	
Decimals	



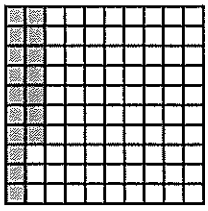
b

Tenths	
Hundredths	
Decimals	



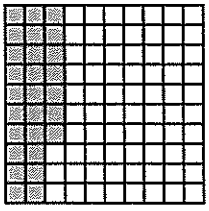
c

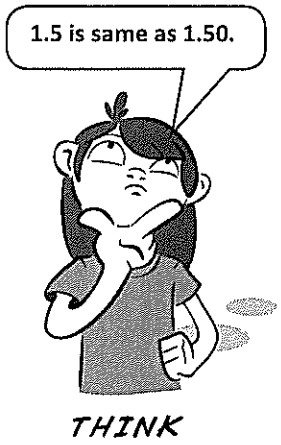
Hundredths	
Decimals	



d

Hundredths	
Decimals	





4 **Show the place value of these decimals by writing them in the table:**

		Hundreds	Tens	Units		Tenths	Hundredths
a	2.6				•		
b	3.76				•		
c	112.6				•		
d	45.67				•		

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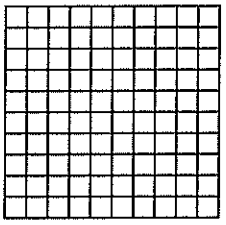
Fractions, decimals and percentages – relating tenths, hundredths and decimals

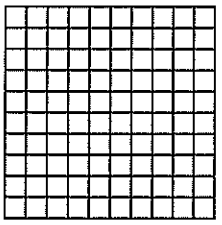
5 **Shade the fractions on the grid and show them as hundredths and decimals:**

a $\frac{1}{2}$



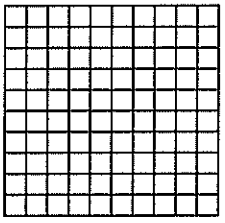
$= \frac{\square}{100} = 0.\square$

b $\frac{1}{4}$



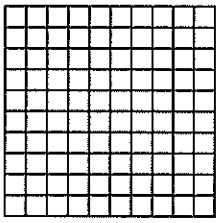
$= \frac{\square}{100} = 0.\square$

c $\frac{1}{5}$



$= \frac{\square}{100} = 0.\square$

d $\frac{1}{10}$



$= \frac{\square}{100} = 0.\square$

6 **Express these common fractions as hundredths and as decimals:**

a $\frac{1}{2} = \frac{\square}{100} = 0.\square$

b $\frac{4}{5} = \frac{\square}{100} = 0.\square$

c $\frac{4}{10} = \frac{\square}{100} = 0.\square$

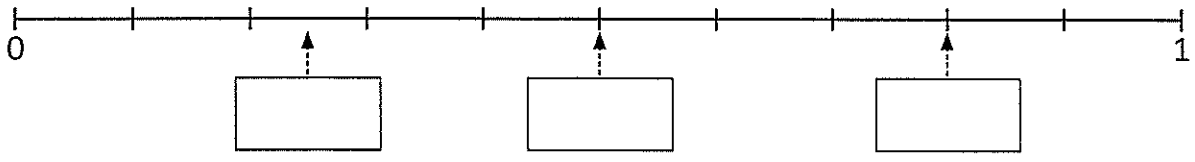
d $\frac{3}{4} = \frac{\square}{100} = 0.\square$

e $\frac{2}{4} = \frac{\square}{100} = 0.\square$

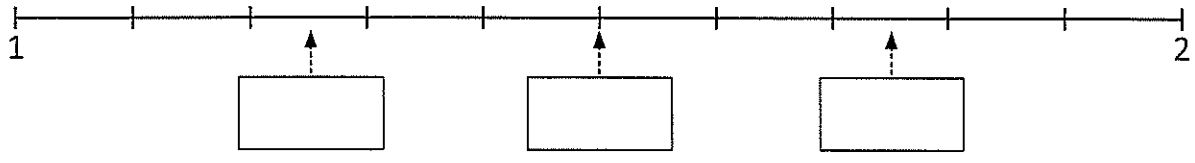
f $\frac{5}{10} = \frac{\square}{100} = 0.\square$

7 **Show where the decimals fit on the number lines:**

a 0.5 0.25 0.8



b 1.5 1.25 1.75



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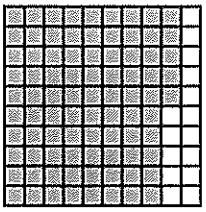
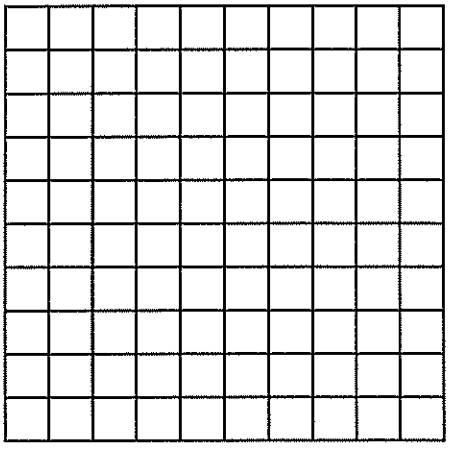
Fractions, decimals and percentages – introducing percentages

A percentage is an amount out of 100.

$\frac{85}{100} = 85\%$



1 **Colour this hundred square according to the directions:**



a 8% green

b 10% pink

c 15% brown

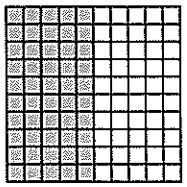
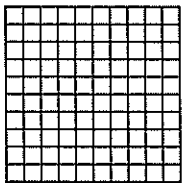
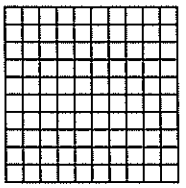
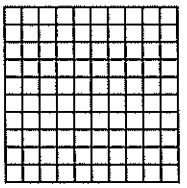
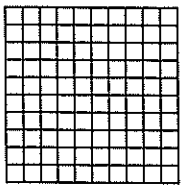
d 20% orange

e 12% yellow

f 20% red

g Leave the rest blank. What percentage is this? ☐

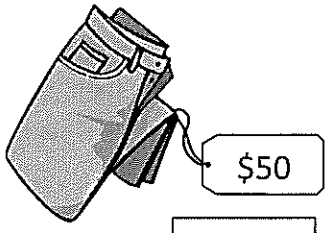
2 **The most commonly used percentage amounts are in the table below. Complete the table and shade a hundredth grid for each amount. The first one has been done for you.**

	a	b	c	d	e
Percentage	50%	25%	10%	75%	20%
Hundredths	$\frac{50}{100}$				
Decimal	0.5				
Fraction	$\frac{1}{2}$				
Hundredth grid					

Fractions, decimals and percentages – introducing percentages

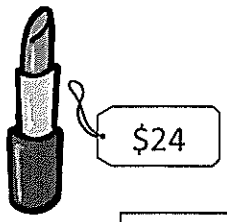
3 **Often you can see percentages in shops when it is sale time. Work out the sale price of these items:**

a



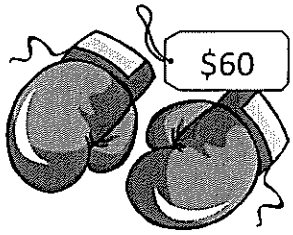
Sale price: ☐

b



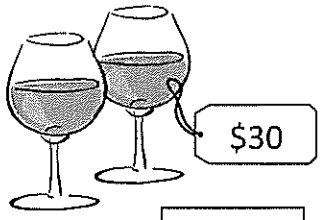
Sale price: ☐

c



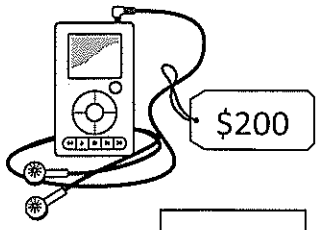
Sale price: ☐

d



Sale price: ☐

e

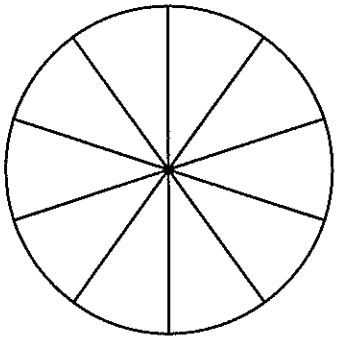


Sale price: ☐

4 **Pie charts are used to show information clearly and are often colour coded. Complete the pie charts according to the information. Each whole pie chart is 100% and each segment is 10%. Choose a colour for each bit of information.**

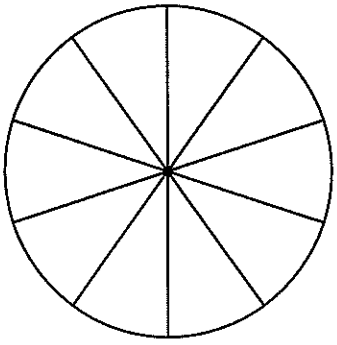
a 100 people were surveyed about their favourite weekend activities.

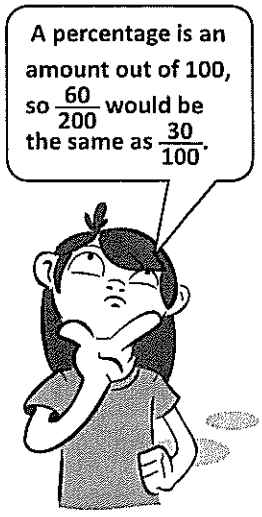
- ☐ Go to a restaurant.... 30%
- ☐ Go to the beach 10%
- ☐ See a movie..... 20%
- ☐ Go shopping..... 20%
- ☐ Play sport 20%



b 200 people were surveyed about their favourite food.

- ☐ Pizza 80
- ☐ Hamburgers 40
- ☐ Pasta..... 60
- ☐ Curry 20





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100 hundredths

apply

Getting ready

This is a game for 2 players. Each player will need a copy of this page and a copy of the playing cards on page 32.

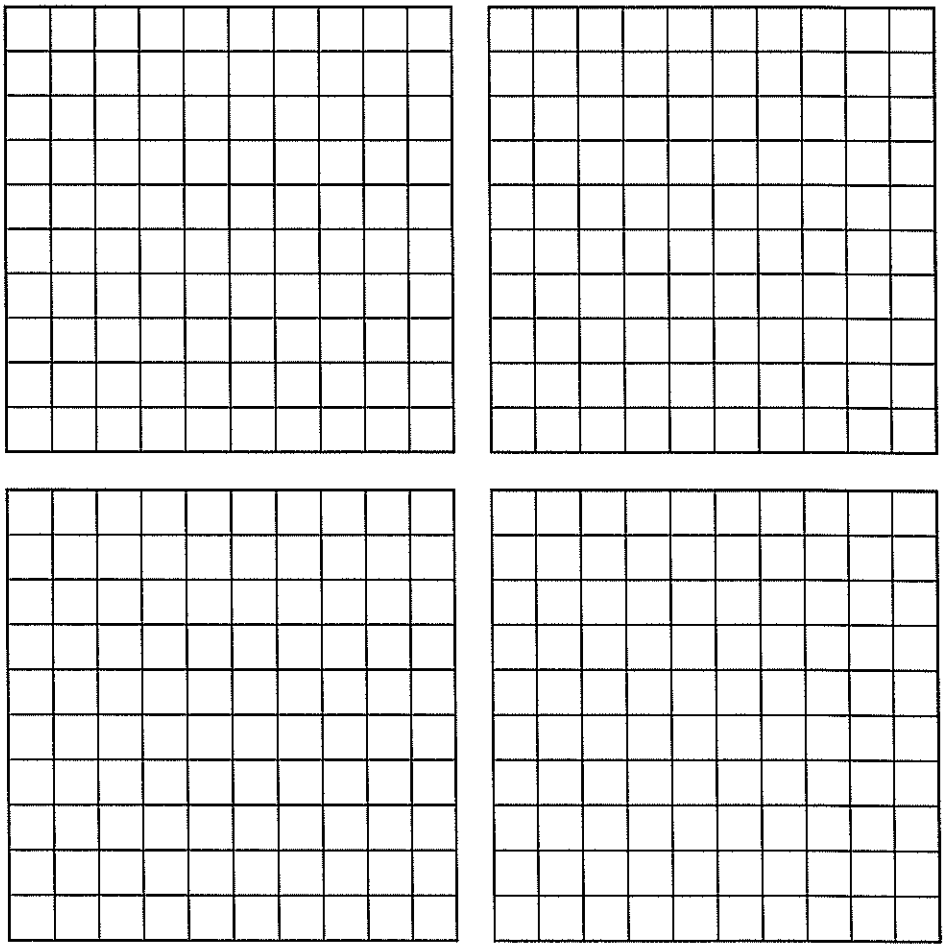
copy

What to do

The object of this game is to be the first player to colour a whole grid. Each player cuts out the playing cards. The 2 players join the cards and shuffle them. There will be 48 cards. Lay 4 cards out in a row, ensuring both players can see them. The rest of the cards go face down in a pile.

Player 1 takes a card from the row of 4 and colours in that amount on one of their hundred grids. Then they put that card at the bottom of the pile and replace it with one from the top of the pile. Player 2 repeats this process.

Players take turns until 1 player has filled in 100 hundredths or 1 whole. (If you go over 100 hundredths or 1 whole, it does not count as a win. You must reach exactly 1 whole.) There are 4 grids so play the best out of 4.



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$\frac{30}{100}$	20%	$\frac{50}{200}$	0.08
0.35	0.17	0.4	$\frac{10}{200}$
$\frac{6}{10}$	10%	0.19	0.05
0.6	$\frac{1}{10}$	$\frac{15}{100}$	1%
$\frac{12}{100}$	2%	0.15	$\frac{4}{200}$
$\frac{20}{200}$	0.8	0.2	5%

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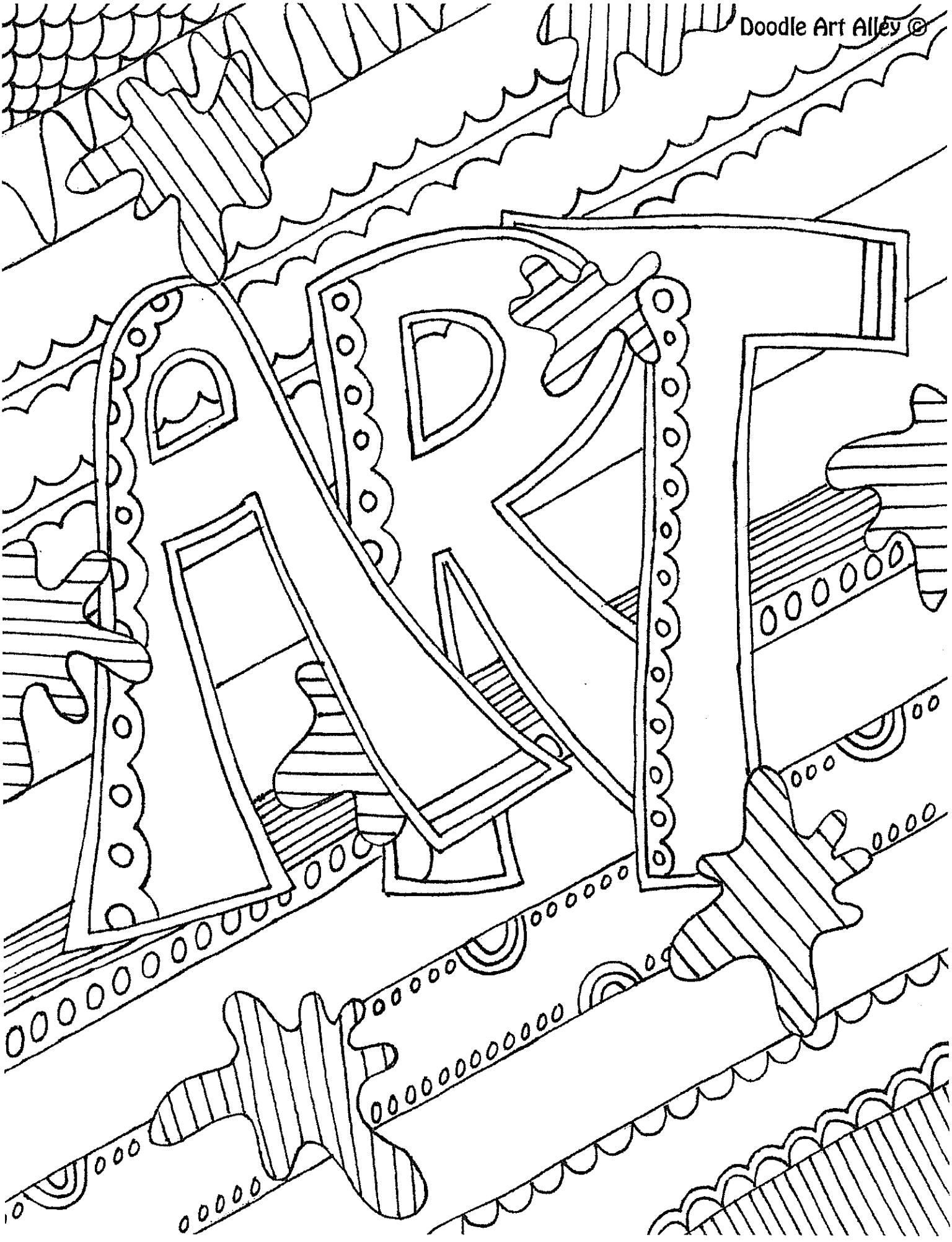

Doodle Art Alley ©
ART

Name _____ Date _____

Colourful Chameleon Art

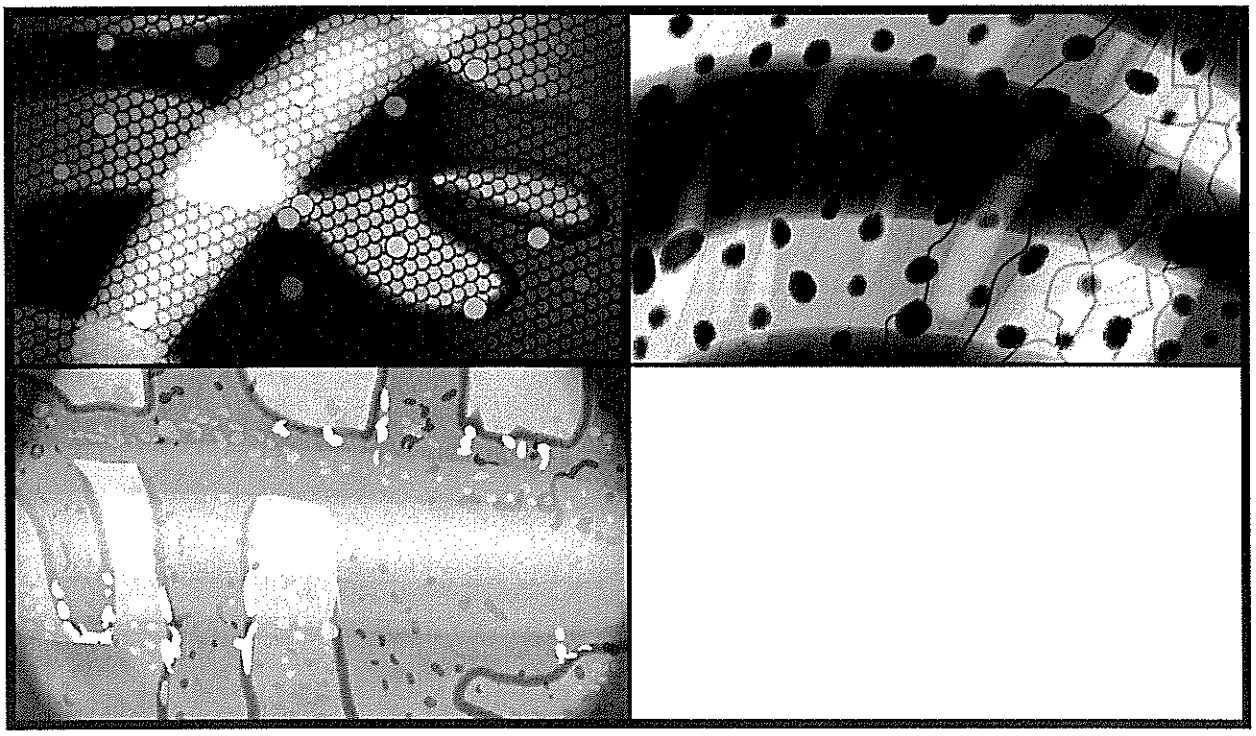
Chameleons are a type of reptile and are part of the lizard family. They have special coloured pigment cells under their skin that allow some chameleon species to change their skin colour. These spectacular lizards are able to create and combine patterns of blue, pink, red, green, orange, black, brown, purple and yellow.

Chameleons change colour for camouflage. They also change colour to show how they are feeling. Some show darker colours when they are angry or when they are trying to scare others. Male chameleons show light multi-coloured patterns when they are trying to get the attention of females. Desert chameleons change their colour to light grey to reflect heat and to keep cool. During the cold nights, they turn black to absorb heat and to warm up.

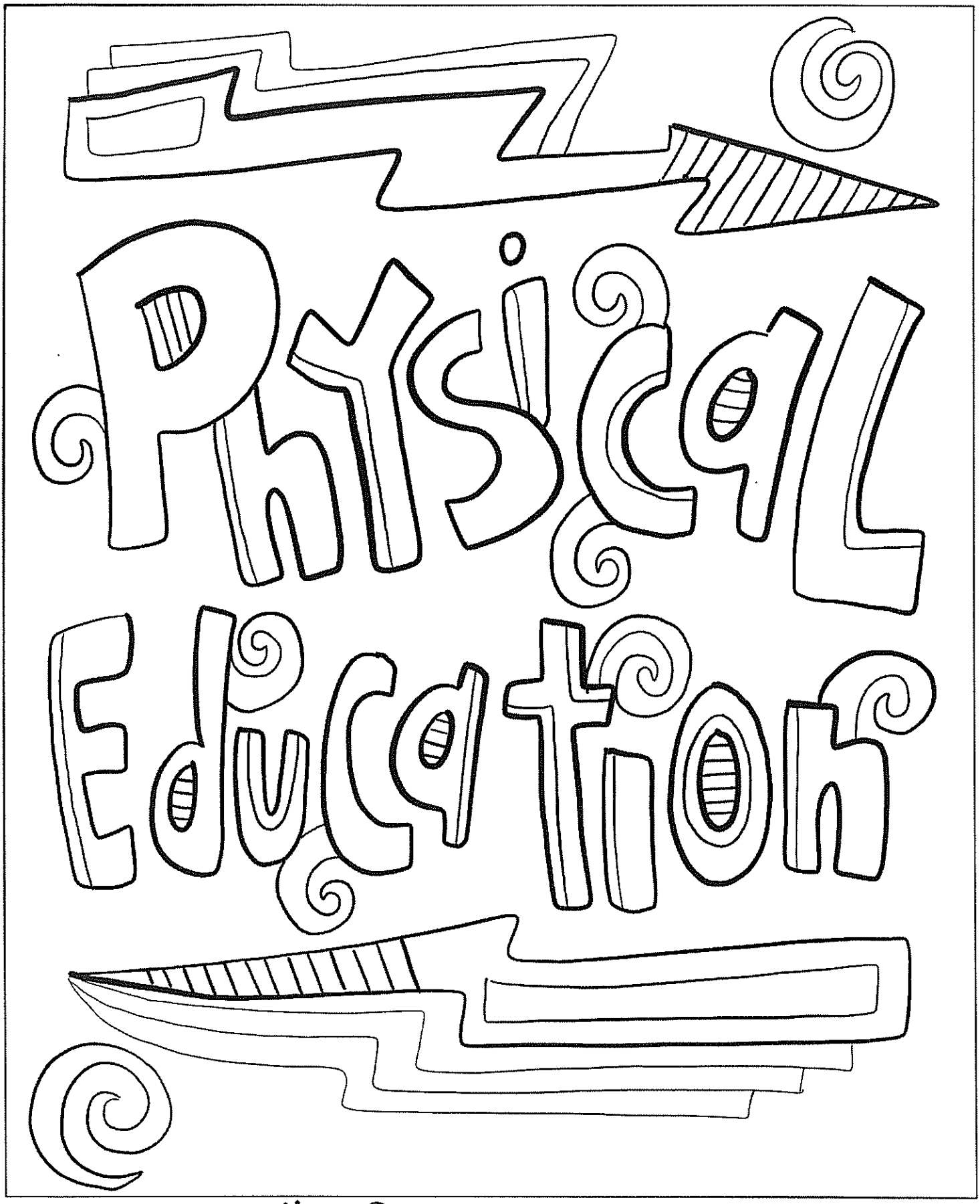
Task

The grid below shows some examples of colours, textures and patterns that can be found on the skin of a chameleon.

Find an image of a chameleon. Look closely at the colours, textures and patterns on its skin. In the blank square of the grid, draw and colour what you see on the chameleon image you have chosen.



teachstarter



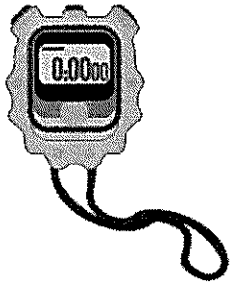
Doodle Art Alley ©

8 Minute Work out Challenge!

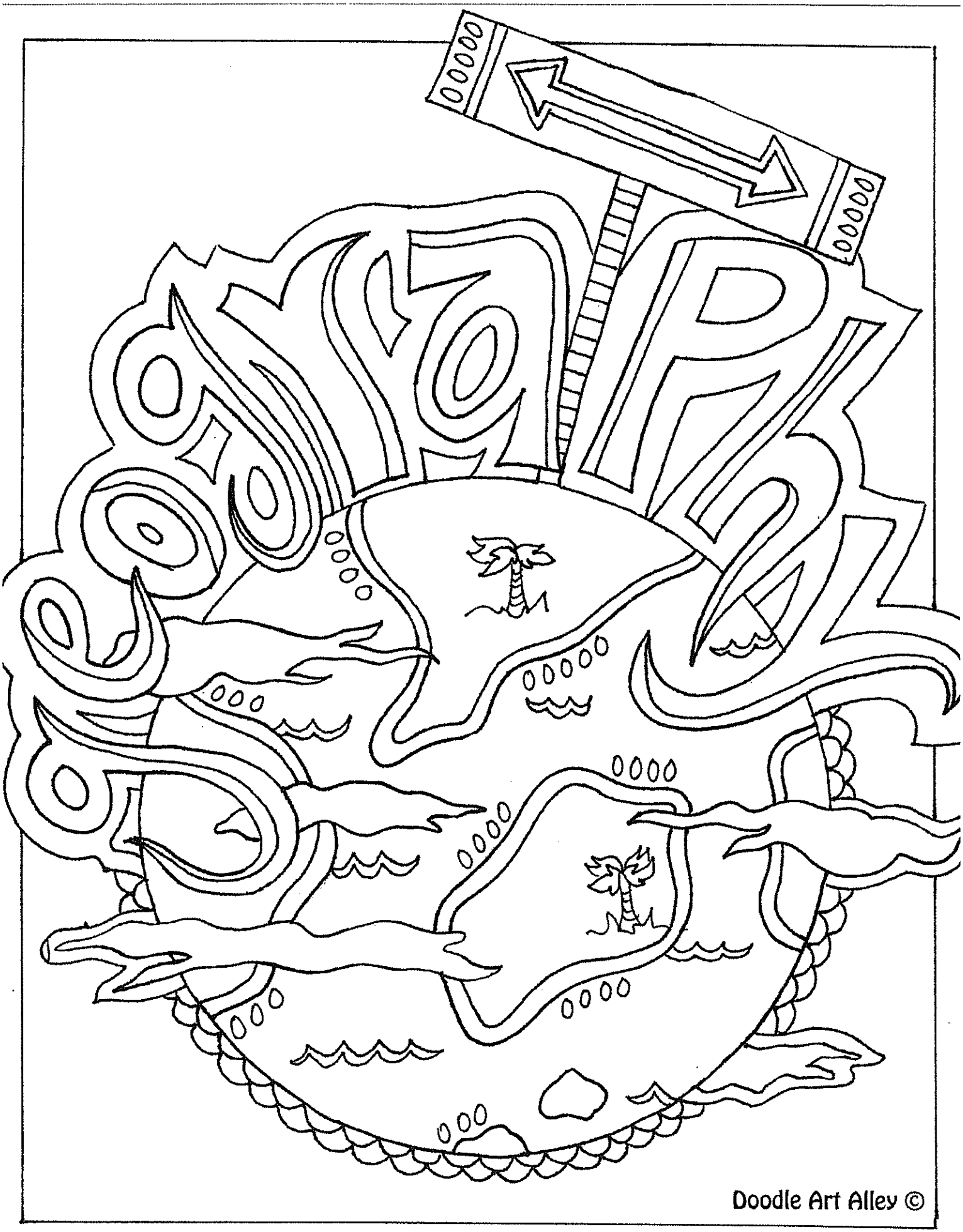
Each exercise is performed for 35 seconds, with a 25-second rest in-between. The cards can be used with or without the video to support you

https://youtu.be/uqLNxJe4L2I

Remember to have fun



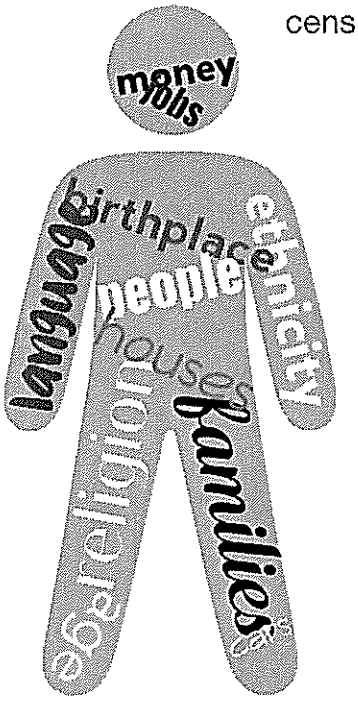
Number 1: SQUATS 1. Start with your feet a bit wider than shoulder-width apart. 2. Squat down as if you're sitting on a chair. 3. Stand up tall again. 4. Keep a straight back	**Number 3: BACKWARDS LUNGES** 1. Start with your feet together. 2. Step backwards with one foot and touch the ground with your hand at the same time. 3. Return to a standing position. 4. Repeat with the other foot stepping back and the other hand touching the ground.	**Number 5: KNEE TO ELBOW** 1. Imagine you are marching on the spot. 2. Lift up one knee and bring it towards the opposite elbow. 3. Repeat with the other knee and the opposite elbow. 4. Keep a straight back.	**Number 7: MOTION BURPEES** 1. Start with your feet shoulder-width apart. 2. Bend your knees and place your hands down on the floor in front of you. 3. Step back with one leg and then the other so that they are both straight. 4. Step forwards with one leg and then the other leg. 5. Stand up tall, stretching your arms above your head.
Number 2: RUNNING ON THE SPOT 1. Run as fast as you can on the spot. 2.Remember to pump your arms as you are running. 3. Try facing different compass directions, such as north, south, east and west.	**Number 4: CLIMBING THE ROPE** 1. Imagine a rope is hanging down from the ceiling. 2.Reach up with one hand and pull the rope down towards your tummy. 3.Reach up with your other hand and pull it down towards your tummy. 4.Run on the spot and climb the rope at the same time	**Number 6: FROG JUMPS** 1.Start with your feet a bit wider than shoulder-width apart. 2.Squat down and touch the ground with both hands – bend from the knees not from the back. 3.Jump up high with your hands in the air. **Can you jump like a frog?**	**Number 8: SQUAT HOLD WITH PUNCHES** 1. Start with your feet a bit wider than shoulder-width apart. 2.Squat down as if you're sitting on a chair. 3. Hold the position and punch forwards with your arms one at a time. **Can you feel it in your legs?**


Doodle Art Alley ©

Is it helpful to know who lives in a place?

Information about places can help people to know what special things the people who live there might like. For example, if a place has a lot of families living in it the people may like to have parks for the children to play in. Information about places is collected in a census.

1 From the words below can you name the types of things that are counted in a census? Write the things in the list.



2 Talk about where you live and the people who live there. What would be important to the place where you live?

3 Answer the questions about where you live.

a	**Where were your parents born?**	
b	**How many people in your family?**	
c	**Number of bedrooms in your house?**	
d	**Language spoken at home?**	
e	**Number of cars at your home?**	

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7 A census is held in Australia every five years. The census tells us about our way of life and helps us plan for the future. The last census was in 2016. You can find out about the census from the website "QuickStats".

2016 Census QuickStats

Australia | New South Wales | State Suburbs

Kellyville

Code SSC12088 (SSC)

Search for a Community Profile

People	**27,971**
Male	49.2%
Female	50.8%
Median age	35
Families	**7,675**
Average children per family	
for families with children	2
for all families	1.3
All private dwellings	**8,714**
Average people per household	3.4
Median weekly household income	$2,564
Median monthly mortgage repayments	$2,600
Median weekly rent	$630
Average motor vehicles per dwelling	2.2

Look at the census for Kellyville. Write three sentences about Kellyville.

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8 Using QuickStats

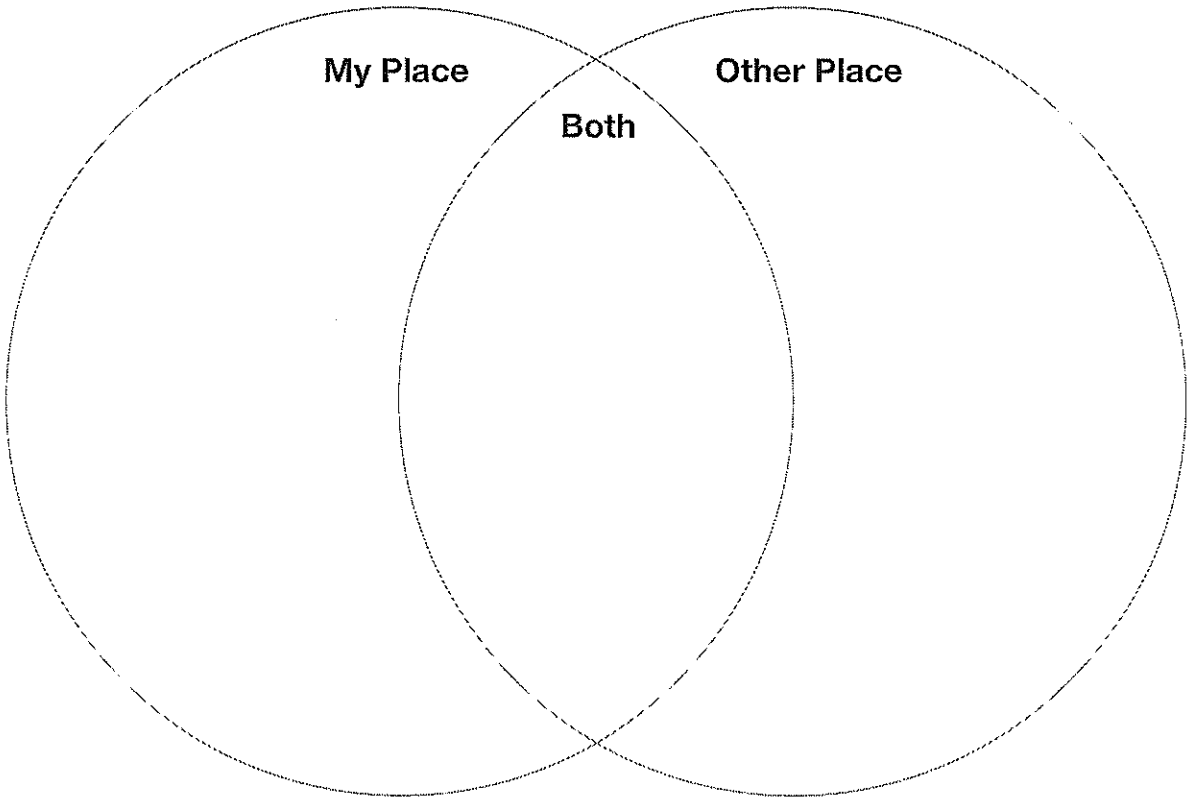
a You can find out about where you live in QuickStats. Just type the name of where you live in the search box and click GO.

https://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats?opendocument&navpos=220

b Write three interesting facts from the census about where you live.

c If you were in charge of planning for the future what suggestions would you have for your place based on the facts from the census?

d Choose a different place than where you live and compare the census information in the Venn Diagram.



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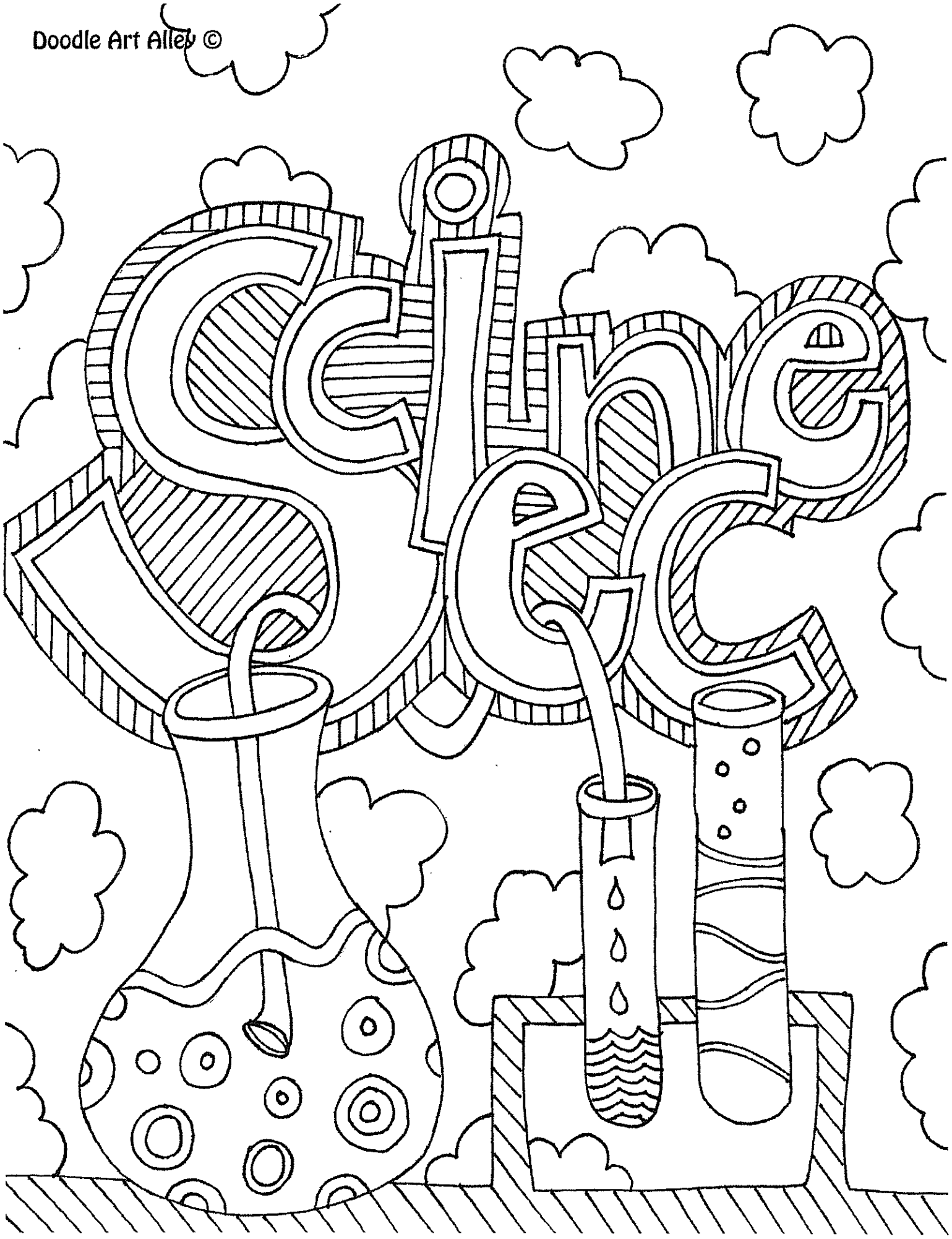
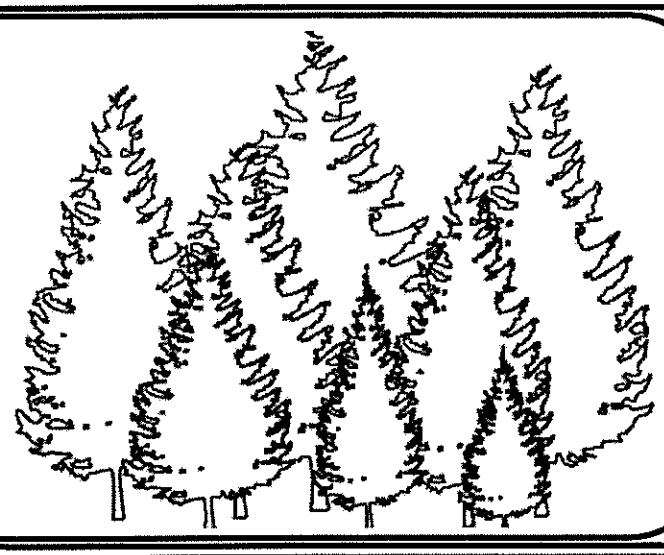

Doodle Art Alley ©
Science

Habitat: _____



Description of Habitat
(temperature, rainfall, plants, animals)

Choose one animal that lives in this habitat.

_____

Draw. Label the features it has that help it survive in this habitat.

How does this habitat help the animal survive?

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