YEAR 6

LEARNING - FROM - HOME

teachstarter

Week 4

ABOUT THIS PACK

The Teach Starter team has handpicked these resources for children to complete at home over one week with the help of their parents or guardians.

The resources cover the key learning areas of English, Maths and Science, along with some craft and mindfulness activities – all for free!

In the event of a school closure, or if a pupil needs to work remotely, this pack can be printed and sent home with students, downloaded digitally via a link, or emailed to parents and guardians to allow students to work with minimal preparation and supervision.

Parents and guardians should be able to understand the tasks and activities and set them in the home environment without requiring materials or resources found in a classroom. Resources in the pack can be completed on a tablet/iPad or printed and completed with a pen or pencil.

How to Use This Pack

A timetable suggesting a day of the week and a time of the day for students to complete each resource is included. The pack also includes an editable version that you can adjust to suit your needs.

The amount of time you allow for a child to complete each task should be tailored to their needs. As a rule of thumb, give them as much time as they need, but watch for signs of fatigue that suggest they may need a break.

Whether following the suggested timetable or setting your own, be sure to include meal breaks and – most importantly – time to play! We recommend bundling this pack with your own home-learning activities, such as reading, outdoor play, fine motor skills games and craft activities.

Share This Pack with Parents, Students, and Other Teachers!

This pack has been created specifically to support teachers, guardians and parents with children who are learning remotely, so feel free to share it with others. You can share it by copying the URL in the address bar of your browser, or by clicking on the envelope icon above to send the link to an email address. You can also download the pack and email the PDF document itself.

Teach Starter's mission is to make every classroom buzz. We hope your children will be 'busy bees' working on these resources in their home or virtual classroom environment.

Year 6 – Learning From Home – Week 4

Day 1	Day 2	Day 3	Day 4	Day 5
LITERACY *Reading* **Comprehension** – *A History of Codes* *Spelling* **Word Work Grid – V2** Select 3 activities from the grid to complete using your spelling words.	**LITERACY** *Reading* **Comprehension** – *A Cat or a Dog?* *Grammar* **Common Noun Upgrade** *Visual Comprehension* **Colossal Cinemas Task Cards** *(cont.)* Complete three Literacy task cards.	**LITERACY** *Reading* **Comprehension** – *A Brief History of Electricity* *Persuasive Writing* **Being Famous Would Be the Best Thing in the World** Plan using the Persuasive Planning Template.	**LITERACY** *Reading* **Comprehension –** *Healthy Body, Healthy Mind: Find Your Sport* *Persuasive Writing* **Being Famous Would Be the Best Thing in the World** *(cont.)* Write a persuasive text.	**LITERACY** *Spelling* **Word Work Grid – V2** *(cont.)* Select 3 activities from the grid to complete using your spelling words. *Viewing Comprehension* **Movie Review Worksheet**
Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
NUMERACY *Word Problems* **Colossal Cinemas Task Cards** Complete 5 Mathematics task cards of your choice. *Fractions* **Adding and Subtracting Like Fractions** Complete activities on page 1.	**NUMERACY** *Word Problems* **Colossal Cinemas Task Cards** *(cont.)* Complete 5 Mathematics task cards of your choice. *Fractions* **Adding and Subtracting Unlike Fractions** *(cont.)* Complete pages 2–3.	**NUMERACY** *Problem Solving* **Open-Ended Maths Task Cards** Read the task cards and choose 3 mathematical problems to solve. *Measurement* **Area Worksheets** Complete pages 1 and 2.	**NUMERACY** *Word Problems* **Colossal Cinemas Task Cards** *(cont.)* Complete 5 Mathematics task cards of your choice. *Problem Solving* **Open-Ended Maths Task Cards** *(cont.)* Read the task card and solve three mathematical problems.	**NUMERACY** *Word Problems* **Colossal Cinemas Task Cards** *(cont.)* Complete 5 Mathematics task cards of your choice. *Measurement* **Area Worksheets** *(cont.)* Complete pages 3 and 4.
Lunch	Lunch	Lunch	Lunch	Lunch
INQUIRY **Colossal Cinemas: Movie of the Times**	**INQUIRY** **Colossal Cinemas: Movie of the Times** *(cont.)*	**INQUIRY** **Colossal Cinemas: Movie of the Times** *(cont.)*	**ACTIVITY** **Electricity Crossword**	**MINDFULNESS** **Mindfulness Colouring-In Sheet**

CONTENTS

Day 1

LITERACY

Reading

Comprehension – *A History of Codes*

This comprehension worksheet helps children learn about technology and codes. Children read the text and answer the questions, either in a workbook or using the sheet provided.

Spelling

Word Work Grid – V2

Children select 3 activities from the grid to complete using their spelling words. If they do not have a list of spelling words, read through a book together and select any words they are unfamiliar with. The activities can be completed using the provided templates or in a workbook.

NUMERACY

Word Problems

Colossal Cinemas Task Cards

Use the Colossal Cinemas stimulus poster to help answer the task card activities. Choose task cards labelled Mathematics, and follow the instructions. Children may choose up to five each round.

Fractions

Adding and Subtracting Like and Unlike Fractions

Use these worksheets to enable children to practise adding and subtracting fractions that have like and unlike denominators. The worksheets include a variety of addition and subtraction questions, as well as word problems.

INQUIRY

Colossal Cinemas: Movie of the Times

Students use their inquiry skills to research what movie cinemas were like in the 1990s or before. They need to research movies, merchandise and food types. Afterwards, students watch and review a movie from their chosen decade and compare it to the movies released today.

Day 2

LITERACY

Reading

Comprehension – *A Cat or a Dog?*

This worksheet allows children to work on their comprehension skills of comparing and contrasting. Children read the text and answer the questions, either in a workbook or using the sheet provided.

Grammar

Common Noun Upgrade

In this activity, children think up their dream business and brainstorm common nouns relating to that industry. They then convert the common nouns to proper nouns for their business name.

Visual Comprehension

Colossal Cinemas Task Cards *(Continued from Day 1)*

Use the Colossal Cinemas stimulus poster to help complete task card activities. Choose task cards labelled Literacy, and follow the instructions. Children can choose three tasks each round.

NUMERACY

Word Problems

Colossal Cinemas Task Cards (*Continued from Day 1)*

Use the Colossal Cinemas stimulus poster to complete task card activities. Choose task cards labelled Mathematics, and follow the instructions. Children can choose five tasks each round.

Fractions

Adding and Subtracting Like and Unlike Fractions *(Continued from Day 1)*

Use these worksheets to enable children to practise adding and subtracting fractions that have like and unlike denominators. The worksheets include a variety of addition and subtraction questions, as well as word problems.

INQUIRY

Colossal Cinemas: Movie of the Times *(Continued from Day 1)*

Students use their inquiry skills to research what movie cinemas were like in the 1990s or before. They need to research movies, merchandise and food types. Afterwards, students watch and review a movie from their chosen decade and compare it to the movies released today.

Day 3

LITERACY

Reading

Comprehension – *A Brief History of Electricity*

This comprehension worksheet allows children to work on the comprehension strategy of making inferences and drawing conclusions. Children read the text and answer the questions, either in a workbook or using the sheet provided.

Persuasive Writing

Persuasive Writing Stimulus – Being Famous Would Be the Best Thing in the World

Children use the stimulus, which includes the above topic, to construct a persuasive text.

NUMERACY

Problem Solving

Open-Ended Maths Task Cards

Children use their knowledge of numbers, space, measurement, chance and statistics to solve scenarios on task cards. Children choose and complete at least 3 task cards.

Measurement

Area Worksheets

Children use their knowledge to work out the area of shapes, including squares, rectangles, triangles and compound shapes.

INQUIRY

Colossal Cinemas: Movie of the Times *(Continued from Day 2)*

Students use their inquiry skills to research what movie cinemas were like in the 1990s or before. They need to include movies, merchandise and food types. Afterwards, students watch and review a movie from their chosen decade and compare it to the movies released today.

Day 4

LITERACY

Reading

Comprehension – *Healthy Body, Healthy Mind: Find Your Sport*
This comprehension worksheet highlights the importance of trying new things. Children read the text and answer the questions, either in a workbook or using the sheet provided.

Persuasive Writing

Persuasive Writing Stimulus – Being Famous Would Be the Best Thing in the World
(Continued from Day 3)
Children use the stimulus, which includes the above topic, to construct a persuasive text.

NUMERACY

Word Problems

Colossal Cinemas Task Cards *(Continued from Day 2)*
Use the Colossal Cinemas stimulus poster to help complete task card activities. Choose task cards labelled Mathematics, and follow the instructions. Children can choose five tasks each round.

Problem Solving

Open-Ended Maths Task Cards *(Continued from Day 3)*
Children use their knowledge of numbers, space, measurement, chance and statistics to solve scenarios on task cards. Children need to complete at least 3 task cards.

ACTIVITY

Electricity Crossword
Children complete this crossword puzzle, which includes vocabulary about electricity.

Day 5

LITERACY

Viewing Comprehension

Movie Review Worksheet

Children use this template to research production facts about their favourite movie. You can link this activity to the movie review in *Colossal Cinemas: Movie of the Times (Continued from Day 3).*

Spelling

Word Work Grid – V2 *(Continued from Day 1)*

Children select 3 more activities from the grid to complete using their spelling words. If they do not have a list of spelling words, read through a book together and select any words they are unfamiliar with. Some of the activities have a provided template, or children can complete the activities in their workbooks.

NUMERACY

Word Problems

Colossal Cinemas Task Cards *(Continued from Day 4)*

Use the Colossal Cinemas stimulus poster to help complete task card activities. Choose task cards labelled Mathematics, and follow the instructions. Children can choose five tasks each round.

Measurement

Area Worksheets *(Continued from Day 3)*

Children use their knowledge to work out the area of shapes, including squares, rectangles, triangles and compound shapes.

MINDFULNESS

Mindfulness Colouring-In Sheet

THE HISTORY OF CODES

Codes have traditionally been used to communicate with others in many ways and for a variety of different reasons. A code can be used to communicate a word, sentence or instruction for someone or something else, like a computer, to understand and follow. A code can be communicated across great distances, or without either person having to actually be in the same city, state or country. It can be a secret code, which is unable to be read by anyone who doesn't have the 'key' or understands that specific coding language. One of the most famous historical codes is Morse code.

Morse Code

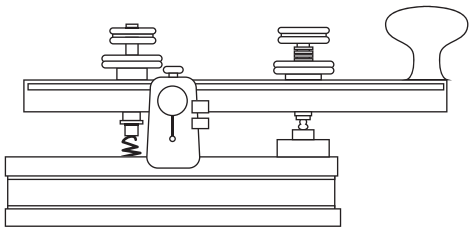
The telegraph was invented in the 1830's and 40's. This form of communication used the power of electricity to send pulses along wire cables. It was the first time in history that a message could be sent faster than the speed that a horse and messenger could ride (or sail!). The telegraph device worked by pushing a key down to complete the electric circuit of the battery. This action sent an electric signal across a wire to a receiver at the other end. It required a physical wire to send the electric signal (or pulse). As the distance increased between the sender and the receiver, a code was needed to understand the signals. Otherwise, the receiver didn't know if a series of frantic pulses meant 'Help, come quickly! The house is burning down' or 'Don't come home unless you want to help clean the bathrooms'.

Samuel Morse developed this code which assigned every letter of the alphabet a different combination of dots (dits) and dashes (dahs). The sender could hold the key down to send a long dash or a quick tap for a dot. This was the first code that bridged the communication distance between people using the power of electricity.

Telegraphs are no longer used to communicate, but as radio communication grew and expanded from America, Morse code became the international mode of communication. Morse code allowed people to send messages all over the world using this common code of dots and dashes so that anyone with an understanding of how to read this code could interpret its messages.

Even today people still know and use some of these coded words and letters. The most famous sequence is o o o - - - o o o.

To 'read' this code, it is important to know that three dots (o o o) = S and three dashes (- - -) = O. So when reading this code as a whole it becomes S O S, which is still the international distress 'code' and most often used at sea by those in distress.



Name _____ Date _____

The History of Codes - Questions

1. Literal Comprehension

a) In the first sentence, the author uses the word many. What other word is also used in this sentence that has a similar meaning?

_____

b) Which has the closest meaning to '*contribution to society*'?

- successfully helping a small group of people
- benefitting the wider community
- supporting your community.

2. Purpose for Reading

a) What is the purpose of this text? (circle the correct answer)

- to entertain
- to inform
- to persuade

Explain why you chose this purpose.

_____

_____

3. Making Connections

a) Fill in the table below with a text-to-text, text-to-self and text-to-world connection that you can make to the text.

Connection	Words or idea from the text	What am I connecting it to?
Text-to-Text		
Text-to-Self		
Text-to-World		

Name _____ **Date** _____

4. Predicting

a) If this text was to continue for one more paragraph, what do you predict it would be about? (Choose the best answer)

- Where we see Morse code used in modern times.
- Morse codes use on land.
- How Morse code would be used in the future.

Explain why you chose this prediction.

_____

_____

5. Research Activity: Some people mistakenly believe that S.O.S stands for 'Save our Ship' or 'Save our Souls'. Can you find out if the letters S.O.S really have a meaning?

_____

_____

_____

_____

_____

_____

Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Words Group your spelling words according to the number of syllables. Date:_____	**Working Out Words** Group your spelling words into nouns, adjectives, verbs, adverbs etc. Date:_____	**Spelling Search** Search for spelling words or words within words in your class novel/book you are currently reading. Date:_____	**Sell Your Words** Write a TV commercial for a product of your choice using as many spelling words as you can. Date:_____	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can. Date:_____
Spelling Bee Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence. Date:_____	**Define It!** List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly. Date:_____	**Lie Detector** Write a true or false statement explaining/ relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false. Date:_____	**Script** Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word. Date:_____	**Scrambled** Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet. Date:_____
Editing Expert In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words. Date:_____	**Texting Words** Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word. Date:_____	**Word Worth** Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least. Date:_____	**Crossword** Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word. Date:_____	**Spelling Search** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out. Date:_____

Name: _____ Date: _____

Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

Name: _____ Date: _____

Working Out Words

Noun

Adjective

Verb

Adverb

Name: _____ Date: _____

Cartoon Connection

Name: _____ Date: _____

Spelling Bee

Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____
Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____

Name: _____ Date: _____

Define It

Name: _____ Date: _____

Texting Words

T e x t i n g
8+3+9+8+4+6+4 = 42

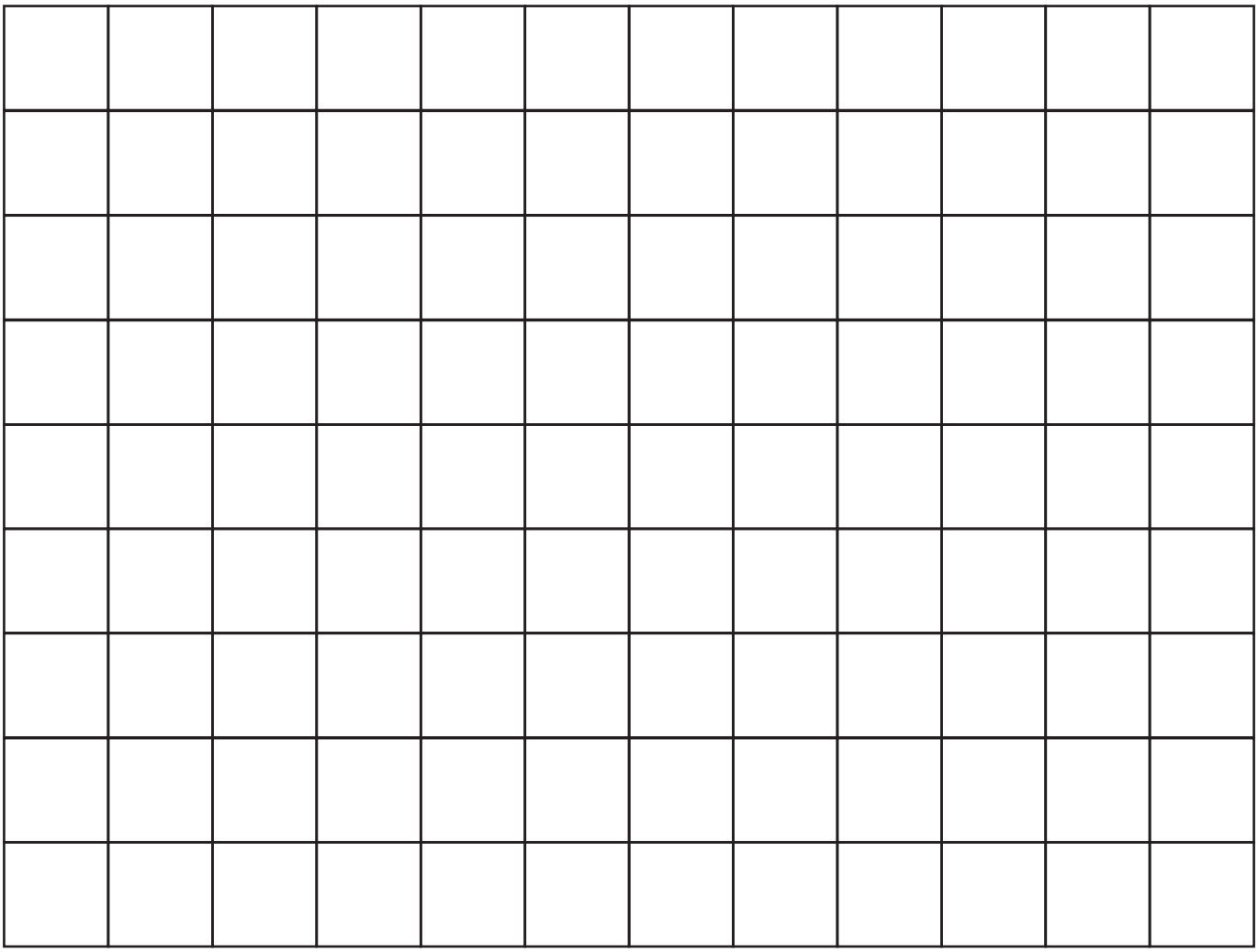
Name: _____ Date: _____

Word Worth

A_1	B_3	C_3	D_2	E_1	F_4	G_2
H_4	I_1	J_6	K_5	L_3	M_3	N_1
O_1	P_3	Q_{10}	R_2	S_1	T_1	U_1
	V_4	W_4	X_8	Y_4	Z_{10}	

Name: _____ Date: _____

Crossword



_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

★ COLOSSAL CINEMAS ★

MOVIE SCHEDULED SESSIONS

Jumanji	10:00	13:30	17:45
Detective Pikachu	11:45		
Coco	12:15	15:40	19:20
Captain America	10:50	14:30	
Jurassic Park	13:40	19:50	21:30

MOVIE OF THE WEEK

Spider-Man: Homecoming	12:55	19:20	21:00

★ ★ ★ ★ TICKET PRICES ★ ★ ★ ★

	Ticket	Movie of the Week
Adult	$20.00	$12.00
Child	$15.00	$9.00
Family*	$50.00	$30.00

*2 adults/2 children

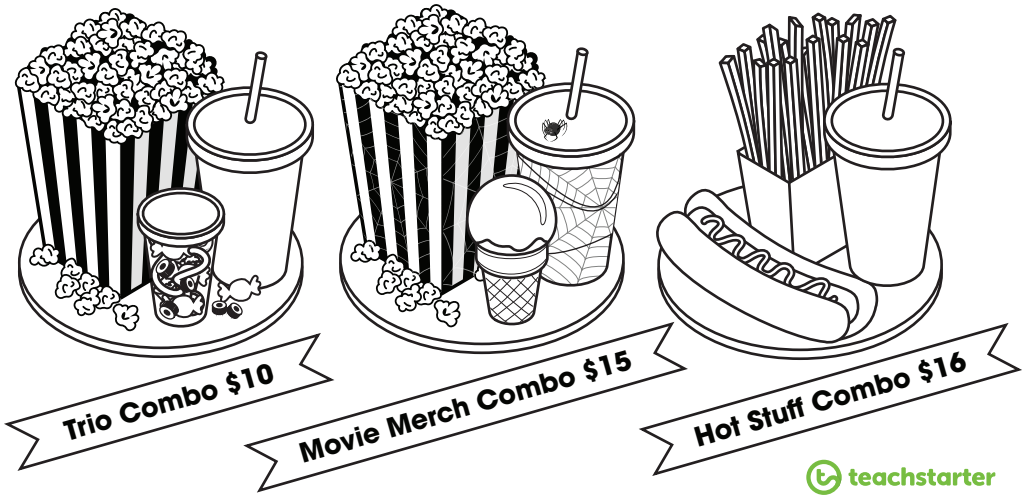
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

SNACK ITEMS

Popcorn	$6.00	$7.00	$8.00
Soft Drinks	$4.00	$5.00	$6.50
Candy Cup	$4.00	$6.00	$7.00
Ice Cream			$5.00

HOT FOOD

Hot Dog	$6.50
Nachos	$9.00
Mac and Cheese Balls	$7.50
Jalapeno Poppers	$7.50
Fries	$6.00



Which movie title includes a made-up word?

Literacy

teachstarter

Which movie do you think the Movie Merch combo represents?

Literacy

teachstarter

How much time is there between the first and last session of *Jurassic Park?*

Mathematics

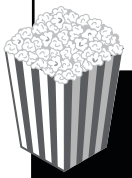
teachstarter

How much money do you save buying a child's ticket to the Movie of the Week instead of buying the general ticket?

Mathematics

teachstarter

Why do you think there is a Movie of the Week?



Literacy

teachstarter

How much would it cost to buy all the Hot Stuff Combo items individually?

Mathematics

teachstarter

Why do you think *Detective Pikachu* only has one screening each day?

Literacy

teachstarter

What do you think the different tiered prices next to the snack items mean?

Literacy

teachstarter

How much do you save when buying the family ticket instead of individual tickets for 2 adults and 2 children?

Mathematics

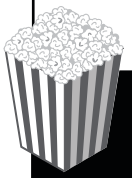
teachstarter

Why do you think a family ticket includes 2 adults and 2 children?

Mathematics

teachstarter

What features on the movie board relate to the experience of going to the cinema?



Literacy

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How much would it cost for 3 children and 1 adult to go to a general movie and to each get a Trio Combo?

Mathematics

teachstarter

Which food combo would you buy for your chosen movie? Why?

Literacy

teachstarter

What time do you think the cinemas open and close? Why?

Mathematics

teachstarter

Create a new movie board with your own times and Movie of the Week. Create three combos that use the available food.

Literacy

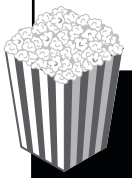
teachstarter

Which movies only screen in the afternoon or evening?

Mathematics

teachstarter

Why do you think this cinema is called Colossal Cinemas?



Literacy

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Place the movies in order of what you think their 'audience rating' is. Start with those that have a PG rating, up to those that have an M rating.

Literacy

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What food items that you often see at the cinema are not on this menu?

Literacy

teachstarter

What release dates did each of these movies have? Use the internet to research.

Inquiry

teachstarter

If you had $30 to spend, what would your cinematic experience include?

Mathematics

teachstarter

Two families went to the movies and each member got a Movie Merch Combo. How much did they spend in total?

Mathematics

teachstarter

How many cinemas do you think Colossal Cinemas has?

Mathematics

teachstarter

Why is there an * (asterisk) next to Family?

Literacy

teachstarter

Why does ice cream only have one price?

Mathematics

teachstarter

Why do you think popcorn is always on sale at the cinemas?

Literacy

teachstarter

Colossal Cinemas opens a luxury cinema that costs 60% more for each ticket type. How much would it cost for a family ticket?

Mathematics

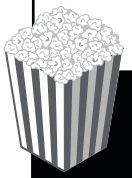
teachstarter

Colossal Cinemas now has a 3D cinema. Tickets cost an additional $5 per ticket type. Create a price list for all tickets.

Mathematics

teachstarter

How would you convert the movie board session times to 12-hour times?



Mathematics

teachstarter

What type of soft drinks would be on offer at the cinema? List at least five types.

Literacy

teachstarter

Colossal Cinemas wants to change their Hot Stuff Combo. What two varieties should they have? Create an isometric drawing of them.

Mathematics

teachstarter

Write a review of one of these movies and give it a star-rating from one to five stars.

Literacy

teachstarter

One of the popcorn machines is not heating to its maximum temperature. Predict how that will affect the number of kernels that pop.

Science

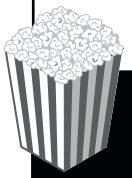
teachstarter

Which do you think would weigh the most: a large cup of popcorn, a large cup of soft drink, or a medium candy cup? Explain your answer.

Science

teachstarter

You can now buy tickets online. Ticket prices are 10% off, but you need to pay a $2 booking fee. How much would a family ticket cost?



Mathematics

teachstarter

Colossal Cinemas is opening two new locations in the entertainment districts of London and New York. What are the names of these districts?

Inquiry

teachstarter

A movie might run for 120 minutes, but the movie session is 140 minutes. Why might that be?

Literacy

teachstarter

Why do you think burgers may not be a great food to have at the cinema?

Literacy

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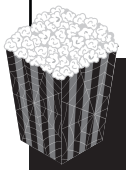
Use a Venn diagram to show the differences between movies released in the 1920s and movies released today.



Inquiry

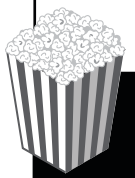
teachstarter

Besides selling tickets and food, how else can cinemas make money?

Inquiry

teachstarter

For the opening night of *Jumanji,* tickets are selling at 60% off. How much would an adult and child ticket each cost?



Mathematics

teachstarter

Which food items might you need to eat as soon as possible, and which ones could you graze on throughout the entire movie?

Science

teachstarter

If a person was vegan, what might they be able to eat at this cinema? Why?

Health

teachstarter

Create a healthy choice menu that would compete with the current unhealthy options.

Health

teachstarter

How could you achieve a three-movie marathon in one day? Use the internet to look up movie length, and then make a timetable..

Inquiry

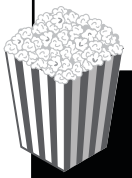
teachstarter

What is the maximum number of movies you could see in one day?

Mathematics

teachstarter

After seeing *Captain America*, your friend suggests you sneak in to see *Coco* for free. What do you do?



Literacy

teachstarter

Re-create the movie board to make sure all movies are PG or G-rated.

Inquiry

teachstarter

It is your parents' anniversary and you have $50 to plan a movie night for them. What movies and food would you organise?

Mathematics

teachstarter

Research all of the pros and cons of digital movies and film-projected movies. Use a Venn diagram to compare them.

Inquiry

teachstarter

Research release dates and rearrange the movie board so it is in descending order from earliest to latest release.

Mathematics

teachstarter

Decide what the Movie of the Week will be next week and create a poster and a combo deal to promote it.

Literacy

teachstarter

Research the movies playing at your local cinema. Take a class poll to decide which movie the majority want to see. Write a persuasive piece asking your teacher to take you all to see it.

Literacy

teachstarter

Colossal Cinemas is not doing well. Write some suggestions for how it could gain more customers.

Literacy

teachstarter

Colossal Cinemas Task Card Answers

Teacher Note: Movie release dates and runtimes come from imdb.com and may differ on other sites. Some answers may be abstract or opinion-based.

LITERACY

Q: Which movie titles include a made-up word?

A: ***Jumanji***, *Detective* ***Pikachu***, ***Spider-Man*** *Homecoming.*

Q: Which movie do you think the Movie Merch Combo represents?

A: *Spider-Man Homecoming*.

Q: Why do you think there is a Movie of the Week?

A: Answers will vary, e.g. to promote a certain movie, or to encourage people to see an older movie.

Q: Why do you think *Detective Pikachu* only has one screening each day?

A: Answers will vary, e.g. it may be less popular in that cinema, it may be ending its screening period.

Q: What do you think the different tiered prices next to the snack items mean?

A: Item size differences (e.g. small, medium, large).

Q: What features on the movie board relate to the experience of going to the cinema?

A: Answers will vary, e.g. movie titles board, framed lights, the design, movie ticket background, popcorn images, stars.

Q: Which food combo would you buy for your chosen movie? Why?

A: Answers will vary.

Q: Create a new movie board with your own times and Movie of the Week. Create three combos that use the available food.

A: Answers will vary.

Q: Why do you think this cinema is called Colossal Cinemas?

A: Answers will vary, e.g. alliteration, because it is a big cinema, colossal makes the cinemas sound important or like a big deal.

Q: Place the movies in order of what you think their 'audience rating' is. Start with those you think would have a PG rating, up to those that have an M rating.

A: Answers will vary for each country/region. Basic ratings are *Coco* PG, *Jumanji* PG *Detective Pikachu* PG, *Jurassic Park* M, *Captain America* M, *Spider-Man Homecoming* M.

Q: What food items that you often see at the cinema are not on this menu?

A: Answers will vary depending on region, e.g. choc tops, Twisties, Maltesers.

Q: Why is there an * (asterisk) next to Family?

A: To let others know there they need to reference important information elsewhere on the document. In this case, to let people know that a Family Ticket includes only 2 adults/2 children.

Q: Why do you think popcorn is always for sale at the cinemas?

A: Answers will vary, e.g. popcorn does not stain or make permanent messes, it is cheap and profitable to make, or it is popular.

Q: What type of soft drinks would be on offer at the cinema? List at least five types.

A: Answers will vary, e.g. lemonade, Fanta, Coca-Cola, creaming soda, Mountain Dew.

Q. Write a review of one of these movies and give it a star rating from one to five stars.

A. Answers will vary depending on choice of movie and personal preference.

Q: A movie might run for 120 minutes, but the movie session is 140 minutes. Why might that be?

A: To allow time for previews and/or intermission.

Q: Why do you think burgers may not be a great food to have at the cinema?

A: Answers may vary, e.g. they can be messy to eat, the smell might annoy other audience members, they take too long to prepare.

Q: After seeing *Captain America*, your friend suggests you sneak in to see *Coco* for free. What do you do?

A: Answers will vary but should be consider honesty and making good choices.

Q: Decide what the Movie of the Week will be next week and create a poster and a combo deal to promote it.

A: Answers will vary

Q: Research the movies playing at your local cinema. Take a poll in class to decide which movie the majority want to see. Write a persuasive piece asking your teacher to take you all to see that movie.

A: Answers will vary.

Q: Colossal Cinemas is not doing well. Write some suggestions for how it could gain more customers.

A: Answers will vary.

MATHEMATICS

Q: How much time is there between the first and last session of *Jurassic Park*?

A: 7 hours and 50 minutes.

Q: How much do you save by buying a child's ticket to the Movie of the Week instead of buying a child's ticket to any other movie?

A: $6

Q: How much would it cost to buy all the Hot Stuff Combo items individually?

A: Depending on what size drink it includes, the price can be $16.50, $17.50 or $19.00.

Q: How much do you save when buying the general family tickets instead of individual tickets for 2 adults and 2 children?

A: $20 or $12 for Movie of the Week tickets.

Q: Why do you think a family ticket includes 2 adults and 2 children?

A: Answers may vary, e.g. the typical 'nuclear' family is seen as that, or to enable people to save money.

Q: How much would it cost for 3 children and 1 adult to go to a general movie and to each get a Trio combo?

A: $105

Q: What time do you think the cinemas open and close? Why?

A: Answers will vary, e.g. 9:30 am to 10:00 pm, half an hour before and after the first and last movie to let people buy their tickets and food and to give them time to leave and for staff to close down.

Q: Which movies only screen in the afternoon or evening?

A: *Coco, Jurassic Park*, *Spider-Man Homecoming*.

Q: If you had $30 to spend, what would your cinematic experience include?

A: Answers will vary depending on choice.

Q: Two families went to the movies and each member got a Movie Merch Combo. How much did they spend in total?

A: Answers depend on justification. If they bought two family tickets: $220. However, students may infer that families that bought a Movie Merch Combo would most likely be going to *Spider-Man: Homecoming* and could buy a Movie of the Week Family ticket, which would cost them $180 in total.

Q: How many cinemas do you think Colossal Cinemas has?

A: Answers may vary but should be justified based on how many different movies are screening simultaneously.

Q: Colossal Cinemas opens a luxury cinema that costs 60% more for each ticket type. How much would it cost for a family ticket?

A: It would cost $80 for a general family ticket and $48 for a Movie of the Week ticket.

Q: Colossal Cinemas now has a 3D cinema. Tickets cost an additional $5 per ticket type. Create a price list for all tickets.

A:

	Ticket	3D Ticket	MotW	MotW 3D
Adult	$20.00	$25.00	$12.00	$17.00
Child	$15.00	$20.00	$9.00	$14.00
Family	$50.00	$55.00	$30.00	$35.00

Q: How would you convert the movie board session times to 12-hour times?

A:

Jumanji	10:00 am	1:30 pm	5:45 pm
Detective Pikachu	11:45 am		
Coco	12:15 pm	3:40 pm	7:20 pm
Captain America	10:50 am	2:30 pm	
Jurassic Park	1:40 pm	7:50 pm	9:30 pm
Spider-Man Homecoming	12:55 pm	7:20 pm	9:00 pm

Q: Colossal Cinemas wants to change their Hot Stuff Combo. What two varieties should they add? Create an isometric drawing of them.

A: Designs will vary depending on choice of foods.

Q: You can now buy tickets online. Ticket prices are 10% off, but you need to pay a $2 booking fee. How much would a family ticket cost?

A: $47

Q: For the opening night of *Jumanji,* tickets are selling at 60% off. How much would an adult and child ticket each cost?

A: Adult $8, Child $6.

Q: What is the maximum number of movies you could see in a day?

A: Factoring in preview times, you could see four movies in one day.

Q: It is your parents' anniversary and you have $50 to plan a movie night for them. What movies and food would you organise?

A: Answers will vary depending on personal preference but should be justifiable or reflect the difference between ratings and tastes for adults when compared with those of kids.

Q: Research release dates and rearrange the movie board so it is in descending order from earliest to latest release.

A: Answers may vary depending on whether they choose the latest versions of *Jumanji* or *Captain America*, e.g. *Jurassic Park* 2 September 1993, *Jumanji* 21 March 1996 (or 26 December 2017), *Captain America* 28 July 2011, *Spider-Man: Homecoming* 6 July 2017, *Coco* 26 Dec 2017, *Detective Pikachu* 3 May 2019.

INQUIRY

Q: What release dates did each of these movies have? Use the internet to research.

A: Answers will vary depending on location, e.g. *Coco* 26 Dec 2017, *Jumanji* 26 Dec 2017 (or 21 March 1996), *Detective Pikachu* 3 May 2019, *Jurassic Park* 2 September 1993, *Captain America* 28 July 2011 (or, for earlier versions,1990 and 1994), *Spider-Man Homecoming* 6 July 2017.

Q: Colossal Cinemas is opening two new locations in the entertainment districts of London and New York. What are the names of these districts?

A: Answers and names may vary, e.g. New York Broadway, and London Piccadilly Circus, Covent Garden or West End.

Q: Use a Venn diagram to show the differences between movies released in the 1920s and movies released today.

A: Answers will vary.

Q: Besides selling tickets and food, how else can cinemas make money?

A: Answers will vary, e.g. advertising in previews and posters, promotions and competitions, club memberships.

Q: How could you achieve a three-movie marathon in one day? Use the internet to look up movie length, and then make a timetable.

A: Answers may vary depending on how long set aside for previews, e.g. *Jumanji* begins at 10:00 am and runtime is 1 hour and 59 minutes plus 10–20 minutes for previews. You could see *Spider-Man: Homecoming* at 12:55 pm, with a runtime of 2 hours and 13 minutes and previews of 20 minutes, so would finish at approximately 3:28 pm. Then you could see the next session of *Coco* at 3:40 pm, with a runtime of 1 hour and 45 minutes, plus 20 minutes for previews. Taking into account previews, the session of *Coco* would finish at around at 5:49 pm.

Q: Re-create the movie board to make sure all movies are PG or G rated.

A: Answers will vary. Ensure students have researched this to verify ratings.

Q: Research all of the pros and cons of digital movies and film-projected movies. Use a Venn diagram to compare them.

A: Answers will vary, e.g. very clean image for digital movies, no projector noise.

SCIENCE

Q. One of the popcorn machines is not heating to its maximum temperature. Predict how that will affect the number of kernels that pop.

A. Answers may vary but should reflect that reduced heat would mean a reduction in the number of kernels that pop in a given time.

Q. Which do you think would weigh the most: a large cup of popcorn, a large cup of soft drink, or a medium candy cup? Explain your answer.

A. Answers may vary but should focus on density and the differences between solids and liquids.

Q: Which food items might you need to eat as soon as possible, and which ones could you graze on throughout the movie?

A: Answers may vary, e.g. most would eat ice cream before it melts and hot items before they go cold, such as a hot dog, nachos, mac and cheese balls, jalapeño poppers and fries. You could graze on popcorn, candy and drinks as they do not spoil quickly.

HEALTH

Q: If a person was vegan, what might they be able to eat at this cinema? Why?

A: Vegans do not eat animal products, so unbuttered popcorn, fries, nachos without dairy or meat products, soft drinks, candy with no gelatine.

Q: Create a healthy choice menu that would compete with the current unhealthy options.

A: Answers will vary but should focus on fruit, vegetable, sugar-free or low-fat options.

Name: _____ Date: _____

Adding and Subtracting Like Fractions

Answer the addition and subtraction questions.

Remember to simplify your answers.

a) $\frac{4}{7} + \frac{2}{7} =$

b) $\frac{7}{10} - \frac{4}{10} =$

c) $\frac{2}{6} + \frac{1}{6} =$

d) $\frac{13}{15} - \frac{8}{15} =$

e) $\frac{8}{12} + \frac{5}{12} =$

f) $\frac{7}{8} - \frac{5}{8} =$

g) $\frac{4}{9} + \frac{8}{9} =$

h) $\frac{10}{14} - \frac{3}{14} =$

i) $\frac{3}{7} + \frac{6}{7} =$

j) $\frac{14}{20} - \frac{9}{20} =$

Name: _____ Date: _____

Adding and Subtracting Unlike Fractions

Answer the questions by finding a common denominator.

Remember to simplify your answers.

a) $\frac{3}{14} + \frac{3}{7} =$

b) $\frac{3}{5} - \frac{3}{10} =$

c) $\frac{7}{18} + \frac{1}{6} =$

d) $\frac{11}{12} - \frac{1}{4} =$

e) $\frac{2}{9} + \frac{1}{3} =$

f) $\frac{6}{16} - \frac{3}{8} =$

g) $\frac{16}{21} + \frac{3}{7} =$

h) $\frac{3}{4} - \frac{1}{2} =$

i) $\frac{5}{6} + \frac{1}{3} =$

j) $\frac{17}{20} - \frac{6}{10} =$

Name: _____ Date: _____

Adding and Subtracting Fractions Word Problems

Answer each of the following word problems involving fractions. You will need to use both addition and subtraction.

Word Problem	Working Out and Answer
1. Christina ate three eighths of her grandmother's blueberry pie. Her brother, Christopher, ate two more eighths. How much of the pie was left for their grandmother?	
2. Lola had four fifths of a chocolate bar. Her brother didn't have any, so Lola gave him two of her fifths. How many fifths of the chocolate bar did Lola have left?	
3. Mika watched three quarters of an hour of television before school. When she came home, she watched half an hour. She then watched a quarter of an hour before bed. How much television did Mika watch?	
4. Joshua had three friends over for a movie night. They had pizza for dinner. Each person ate two thirds of a pizza. How much pizza was eaten all together? If they ordered three pizzas, how much was left over?	

Adding and Subtracting Like Fractions Answers

a) $\frac{6}{7}$

b) $\frac{3}{10}$

c) $\frac{1}{2}$

d) $\frac{1}{3}$

e) $1\frac{1}{12}$

f) $\frac{1}{4}$

g) $1\frac{1}{3}$

h) $\frac{1}{2}$

i) $1\frac{2}{7}$

j) $\frac{1}{4}$

Adding and Subtracting Unlike Fractions Answers

a) $\frac{9}{14}$

b) $\frac{3}{10}$

c) $\frac{5}{9}$

d) $\frac{2}{3}$

e) $\frac{5}{9}$

f) 0

g) $1\frac{4}{21}$

h) $\frac{1}{4}$

i) $1\frac{1}{6}$

j) $\frac{1}{4}$

Word Problems
Answers

1. There was three eighths of the blueberry pie left for their grandmother.
2. Lola had two fifths of the chocolate bar left.
3. Mika watched one and a half hours of television for the day.
4. Joshua and his friends ate two and two thirds altogether.

   If they ordered three pizzas, there would be one third left over.

Name: _____ Date: _____

Movie of the Times

Scenario

Movies have changed a lot over the last century. Technology has changed movie-making significantly since 1910, and other contributing factors – such as the writing of screenplays, movie styles and genres, casting and acting techniques – have also developed in different ways. Highlight or circle one of the decades below, and then compare and contrast the elements of a movie made in that decade with the elements of one made today.

1910s	1920s	1930s	1940s	1950s	1960s	1970s	1980s	1990s

Task Criteria

Look at the Colossal Cinemas movie board and re-create a new board showing movies from the decade you have chosen to compare and contrast.

Make sure you include:

- at least ten movies that screened during your chosen decade
- a menu of food items that would have been sold back then
- the cost of a movie ticket at that time.

Questions

1. What previews do you think would have been shown?

_____

_____

2. What is an 'intermission'? Would movies have had intermissions in your chosen decade?

_____

3. What would the audience have done during intermission?

_____

4. What kind of clothes would people have worn to the movies in your chosen decade?

_____

_____

_____

Follow-up Activities

For homework, watch a movie from your selected list. Complete a Movie Review and Character Study.

Complete a Venn diagram that compares and contrasts movies playing at the cinemas today with movies from your chosen decade.

A Cat or a Dog?

The Ling family would like to get a pet. They are having trouble deciding whether to get a cat or a dog. They decided that the best thing to do would be to visit the pet store to get more information.

Mr. Rodgers, the owner of the pet store, told the Ling family that both cats and dogs are loyal family pets. He said that dogs are very social and like to be around people or other dogs. He explained that cats are happier to be by themselves. Mr. Rodgers also said that both cats and dogs are carnivores, which means they eat meat.

“If you are looking for a pet that you can train,” said Mr. Rodgers, “then dogs are your best choice. They are quite easy to train. They can also obey basic commands like ‘come’ and ‘sit’. On the other hand, cats are very difficult to train. It’s possible that they will never learn to follow these commands.”

The Ling family also found out that cats can jump high and love to climb trees. Dogs, on the other hand, will spend most of their time on the ground. Because of this, they need to get their exercise in other ways. Dogs love going on long walks with their owners; whereas most people don’t take their cats for a walk to the park!

After hearing all of the information, the Ling family decided to go home and think about which pet would best suit their family.

Name: _____ Date: _____

Comparing and Contrasting

Comparing is finding how things are the same. Comparing words include both, same, alike, in common.

Contrasting is find how things are different. Contrasting words include whereas, although, unlike, instead.

1. Read the text about cats and dogs.

   Using pencils and a ruler:

   a) Underline facts about CATS in red pencil.

   b) Underline facts about DOGS in green pencil.

   c) Underline facts about BOTH CATS AND DOGS in blue pencil.

2. Write down three more ways that cats and dogs are **alike**.

   a) _____

   b) _____

   c) _____

3. Write down three more ways that cats and dogs are **different**.

   a) _____

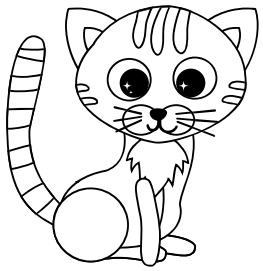
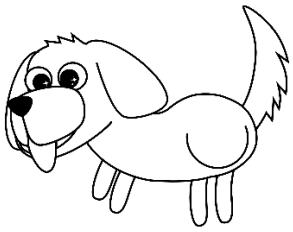
   b) _____

   c) _____

Name: _____ Date: _____

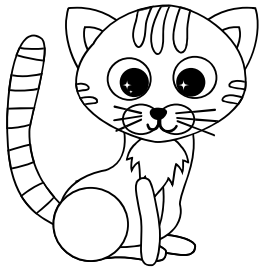
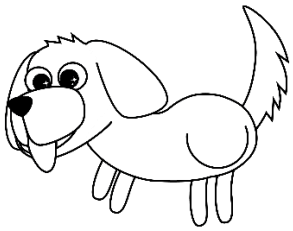
Comparing and Contrasting

4. Write the facts about cats and dogs from the text into the correct columns of the table below. Add your own ideas, too.

Cats 		**Dogs** 
Only Cats	**Both Cats and Dogs**	**Only Dogs**

Answers

1. See table below.
2. Answers will vary.
3. Answers will vary.
4.

Cats	Dogs
	

Only Cats	Both Cats and Dogs	Only Dogs
- happy by themselves - difficult to train - may never learn commands - jump high - climb trees - don't usually go for walks	- very loyal pets - carnivores (eat meat)	- very social - like to be around people/dogs - easy to train - can learn commands - spend time on the ground - love long walks

Name: _____ Date: _____

Common Noun Upgrade

As we know, common nouns start with lowercase letters, but do common nouns ever get upgraded to proper nouns? Business names are proper nouns that often use common nouns in their titles. In this activity, think of your dream business. Use the activity to brainstorm common nouns that relate to your business, and then 'upgrade' chosen words to proper nouns as part of your business name. In the blank space at the bottom of the page, draw a shop front or billboard advertising your business.

Common nouns relating to your business:	Imagine you are pitching your idea to an investor. Write a little bit about your business:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A brief history of electricity

Look around your house and consider how reliant you may be on electricity. You use electricity to power the lights that help you to see at night, electricity to warm the water for you to have a shower and, you guessed it, electricity to cook your dinner, which in turn has been kept cool in the refrigerator using electricity!

Electricity is used in many different ways and locations all over the world. Think where we might be without this revolutionary concept. Most people think that electricity was invented, but this is in fact incorrect. It actually occurs naturally. An example of natural electricity is lightning, which can be seen in the sky during a storm. Many objects have been invented though that use electricity to work, such as light bulbs, batteries and motors. These objects were invented many years ago by now well-known scientists and inventors, who were noted for their determination and curious minds.

One name that is synonymous with the advancement of electricity is Benjamin Franklin. In 1752, Franklin was curious about lightning and decided to conduct an experiment to prove that it was electrical. During a thunderstorm, he went out and tied a metal key to the bottom of a kite. He then waited for a lightning strike and just as he suspected it would, electricity from the storm clouds flowed down the string, which was wet, and gave him an electrical shock. Today, we know not to go out in a storm as it can be very dangerous. Franklin was very lucky to not be seriously injured. Although he put himself in harm's way, this experiment turned out to be one of the most important experiments of all time.

Another American inventor who was pivotal in the advancement of electricity is Thomas Edison. In 1879, Edison found a way to use electrical power to make light and produced the first commercially practical incandescent light (the emission of light caused by the heating of a filament). Although Edison is often thought of as the inventor of the light bulb, he was certainly not the first nor the only inventor to invent an incandescent light bulb. In fact, some historians believe that there were over twenty inventors of incandescent lamps prior to Edison's version. However, Edison is often credited with the invention because his version was able to outstrip the earlier versions with his reliable light bulb that could last over 1200 hours.

Advancements in electricity started to move faster after these significant findings and by the end of the 1880's, small electrical stations based on Edison's designs were in a number of cities. At this stage, each station was only able to power a few city blocks, but by the 1930's, the majority of people living in larger towns and cities had electricity. It took longer for electricity to reach rural communities.

Today, most people around the world have access to electricity, although we need to ensure that we are using this resource wisely. Environmental concerns are driving continued advancements in the production of electricity and its sustainability. Wind power, solar energy using the sun, hydroelectricity using water and biofuels using plant and animal waste are all being developed. The aim of these renewable energy sources is to bring down carbon emissions, caused by the production of electricity from fossil fuels.

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Name: Date:

Questions

1) Why is it incorrect to say that electricity was invented?

2) Which two individuals can be credited with the advancement of electricity?

3) What does the word '*synonymous*' mean here?

4) List as many uses of electricity at your school as you can. What things would be difficult for you to do at school without electricity?

5) How many days could a light bulb that lasts 1200 hours be on for before needing to be replaced?

6) What are some ways that you think electricity would be used differently around the world? Do you think everyone has the same access to electricity? Why/why not?

7) Do you think it is important for electricity providers to produce electricity that is sustainable? Why?

Answers

1) Why is it incorrect to say that electricity was invented?

It is incorrect to say that electricity was invented because the concept itself occurs naturally in the form of lighting, as proved by Benjamin Franklin in 1752.

2) Which two individuals can be credited with the advancement of electricity?

Benjamin Franklin and Thomas Edison are both credited with the advancement of electricity.

3) What does the word '*synonymous*' mean here?

The word synonymous means that something is closely associated with or connected to something else. In this example, the word synonymous means that Thomas Edison is closely associated with the invention of the light bulb.

4) List as many uses of electricity at your school as you can. What things would be difficult for you to do at school without electricity?

Answers will vary according to experiences.

5) How many days could a light bulb that lasts 1200 hours be on for before needing to be replaced?

1200 / 24 = 50 days

6) What are some ways that you think electricity would be used differently around the world? Do you think everyone has the same access to electricity? Why/why not?

Answer will vary according to experiences and knowledge of other cultures.

7) Do you think it is important for electricity providers to produce electricity that is sustainable? Why?

Answer will vary according to experiences.

Being famous would be the best thing in the world.

Think:

Do you agree or disagree? Can you think of ideas for both sides of this topic?

Plan:

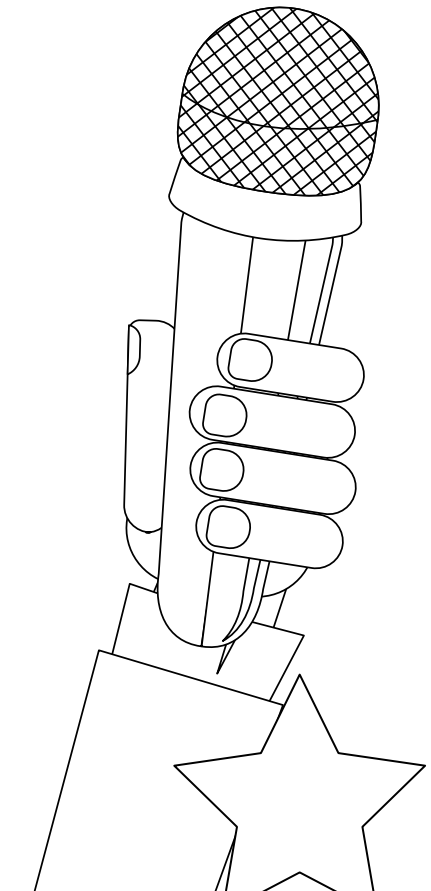
Plan your writing before you begin and decide what your arguments are going to be.

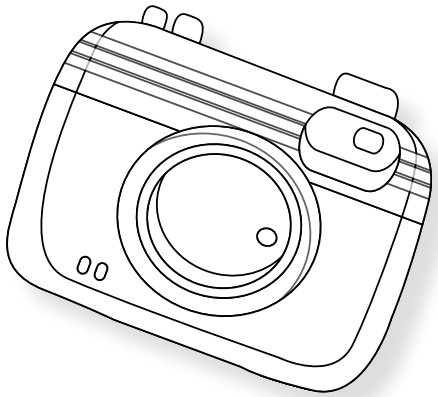
Remember to include:

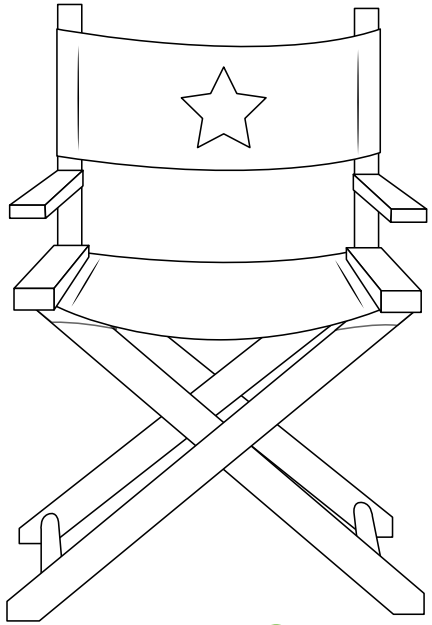
- an introduction – clearly state your choice
- your arguments with reasons or examples to explain them
- a conclusion summarising your main points
- strong language that will persuade your reader – ***definitely, will***
- paragraphs – start a new paragraph for each new argument.

Remember to check:

- that your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.







Name _____ Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:	Reason 2:	Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:	Example 2:	Example 3:

Name _____ Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).

PROBLEM SOLVING

Brian is buying fruit for a picnic. He needs at least 100 pieces, but doesn't want more than 110.

The fruit shop sells fruit in bags. Apples come in bags of 10, oranges come in bags of 8, passionfruit come in bags of 12 and pears come in bags of 6.

What combinations of fruit bags could Brian buy for the party?

List some possibilities.

PROBLEM SOLVING

Chen is playing a game at a carnival. He must pick three numbers out of a bag.

The numbers in the bag are: 21, 8, 16, 32, 65 and 14.

Chen will win a prize if the three numbers add up to a number less than 50; if the three numbers add up to a multiple of five; or if the three numbers add up to a number greater than 80.

List some winning combinations of numbers.

PROBLEM SOLVING

Assign a dollar value to each letter of the alphabet (a=$1, b=$2, c=$3, d=$4 and so on).

Use addition to calculate the value of your full name and three friends' names.

Whose name is the most expensive?

Whose name is the cheapest?

How much are your names worth altogether?

PROBLEM SOLVING

Open a book to any page and look at the first 20 words.

Write up a tally which shows the number of letters in each word.

Represent this information in three different ways.

Which of your three representations is the best choice for displaying your data? Why?

Write some questions about your data.

PROBLEM SOLVING

Donna's mother has made 2 L of orange juice for Donna to share equally with some friends.

How many friends could Donna share her juice with?

How much juice would each friend receive?

List some possibilities.

Make sure every friend receives at least 100 mL of juice.

PROBLEM SOLVING

Zac and Zoe were having a conversation in their bedroom.

Their dad came into the room just as Zac said to Zoe, “It’s rather unlikely that it will happen.”

Zoe said, “I disagree, Zac. I think it’s likely that it will happen.”

What events might Zac and Zoe have been discussing?

List some possible events under the headings of ‘likely’ and ‘unlikely’.

PROBLEM SOLVING

Choose four digits between 1 and 9.

Create as many numbers involving decimals as you can, using these four digits.

Write your numbers in ascending and descending order.

Place your numbers on a number line.

Draw a picture which represents each decimal.

PROBLEM SOLVING

Jennifer is at the clothing store. She has $25 to spend on a gift for her dad.

Shirts cost $12.00, trousers cost $22.00, ties cost $6.50 and socks cost $3.00.

List some different gift combinations that Jennifer could buy.

Calculate the total amount Jennifer would pay for each combination, as well as any change she might receive.

PROBLEM SOLVING

Davina's family have just opened an Italian restaurant. They have enough space for 72 diners.

Draw two possible floor plans, showing two different ways of how the tables might be arranged.

The fewest amount of people per table is 2.

The greatest amount of people per table is 8.

There must be a variety of table sizes in the restaurant.

PROBLEM SOLVING

Petunia loves planting colourful flowers in her flower garden.

Today, she has 2 yellow flowers, 3 red flowers, 4 orange flowers and 1 pink flower.

She wants to plant them in a straight line along the front of her garden.

Draw some possible flower arrangements.

Is it possible to draw a line of flowers so that no two flowers of the same colour are together?

PROBLEM SOLVING

Xavier has five coloured scarves in a bag.

In the bag, there are 2 red scarves, 2 yellow scarves and 1 blue scarf.

Xavier randomly pulls out one scarf for himself, one for his brother and one for his sister.

What coloured scarves might Xavier have pulled out of his bag?

List some possible combinations.

PROBLEM SOLVING

Mia has a big bag of jellybeans. There are less than 100 jellybeans in the bag.

1/2 of the jellybeans are red.

1/5 of the jellybeans are yellow.

3/10 of the jellybeans are blue.

How many of each jellybean might there be in Mia's bag?

List some possibilities.

PROBLEM SOLVING

Hector has $7.25 in his pocket.

He has a combination of notes and coins.

What notes and coins might Hector have in his pocket?

List some possibilities.

Choose three of these possibilities to draw.

PROBLEM SOLVING

The answer to an addition sum involving fractions is 9/24.

What could the addition sum be?

Could more than two fractions be involved in the sum?

Could different denominators be involved in the sum?

List some possibilities.

PROBLEM SOLVING

Heather is thinking of a five-digit number.

The number is greater than 33 000 and less than 34 000.

The digit in the hundreds column is the same as the digit in the units column.

All of the digits in the number are odd.

What could Heather's number be? List some possibilities.

PROBLEM SOLVING

Louisa has some 3-D shapes. She wants to use them to help her draw a creative picture.

Louisa has 2 spheres, 1 cone, 4 rectangular prisms, 2 triangular prisms and 1 cube.

Sometimes, Louisa uses all of the 3-D shapes in her drawing.

Other times, she chooses only some of the shapes to use.

Draw some creative pictures using Louisa's shapes.

PROBLEM SOLVING

Using the numbers 1, 2, 4, 5 and 10, create at least five different fractions.

Try and use a variety of numerators and denominators.

Write your fractions in ascending and descending order.

Place your fractions on a number line between 0 and 1.

Draw a picture which represents each fraction.

PROBLEM SOLVING

The clothing store is having a special sale.

Customers may choose their discount: 10% off every item, or 20% of the total amount spent.

Dresses cost $65, shoes cost $20 and hats cost $10. Delia buys one of each.

Which discount would save her the most money?

Is this always the best choice? Or does it depend on what you buy?

Do some calculations to justify your answer.

PROBLEM SOLVING

Dominique's grade are going on a school outing. There are 160 students in the grade.

The students must be placed in small groups during the outing.

There must be no less than 4 and no more than 10 students in each group.

How many groups could there be? How many students would be in each group?

List some possibilities.

PROBLEM SOLVING

The answer to a subtraction sum involving fractions is 3/10.

What could the subtraction sum be?

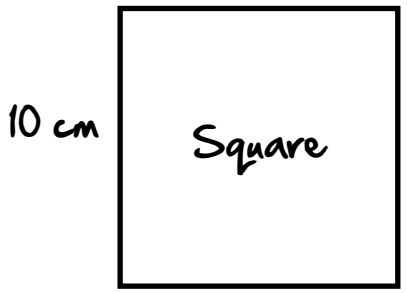
Could more than two fractions be involved in the sum?

Could different denominators be involved in the sum?

List some possibilities.

AREA - Squares

1.



Formula _____

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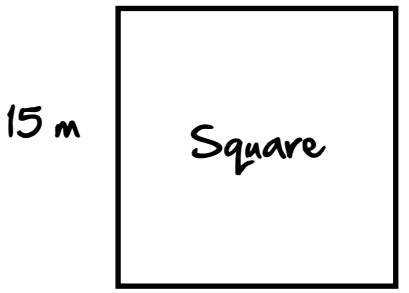
2.



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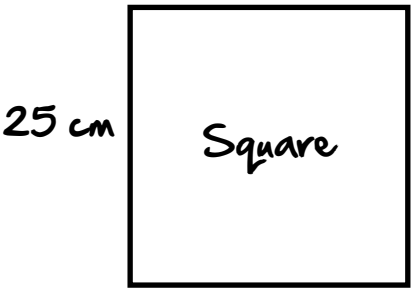

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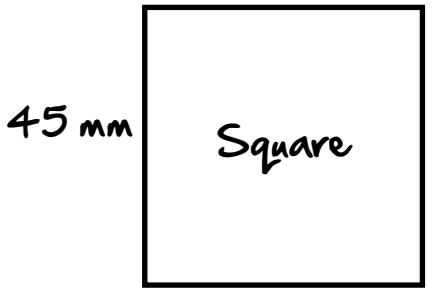

Formula _____

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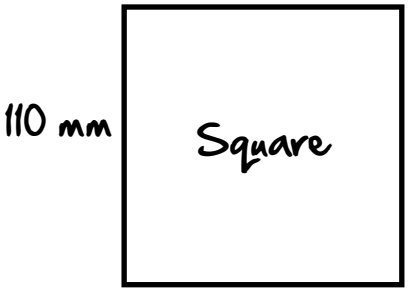

Formula _____

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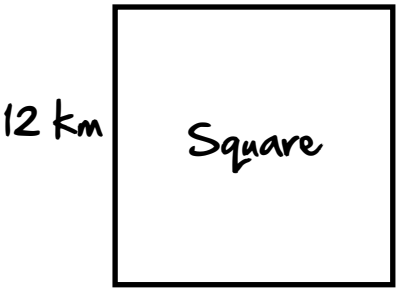

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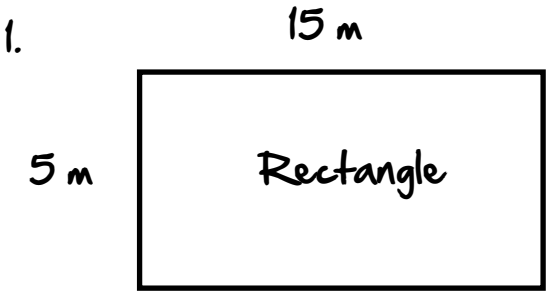
Not to scale

AREA - Rectangles

1.



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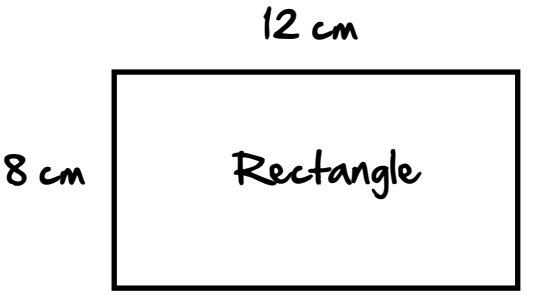

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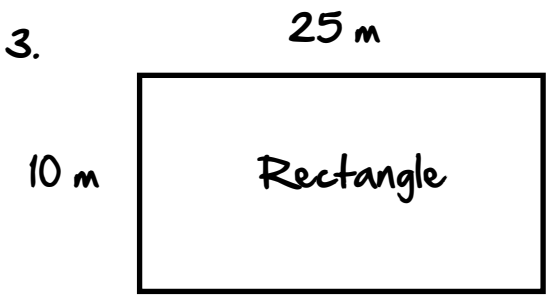

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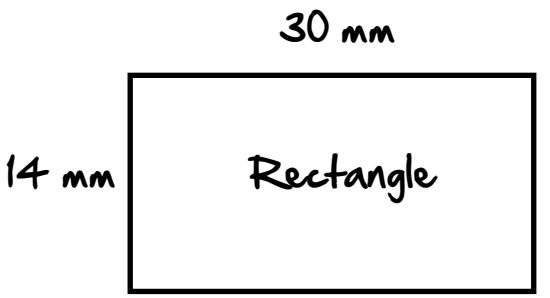

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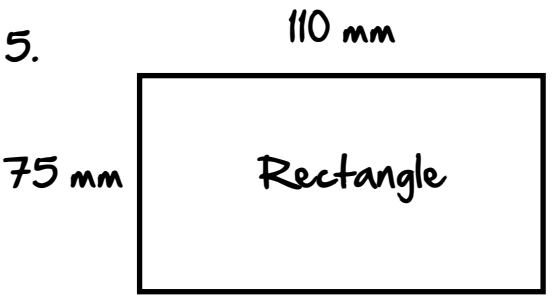

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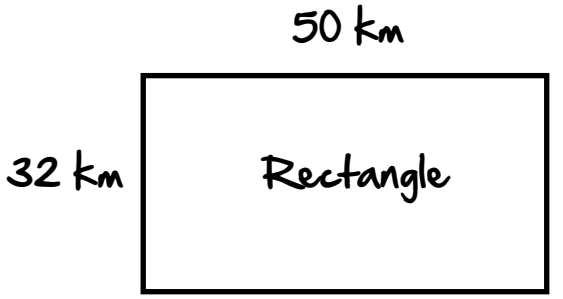

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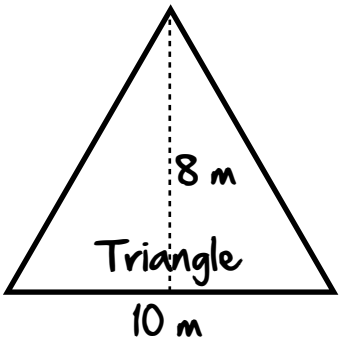
AREA - Triangles

1.



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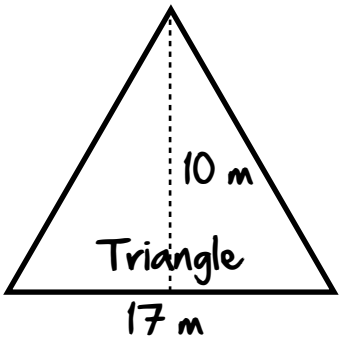

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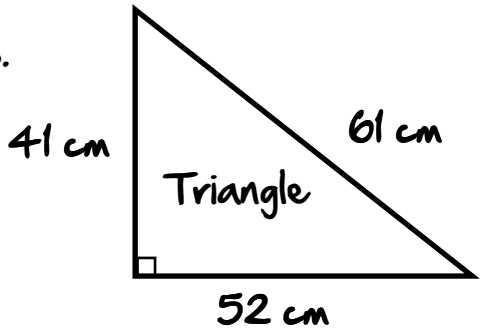

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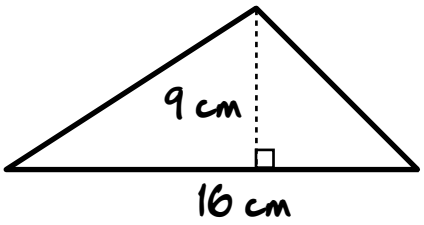

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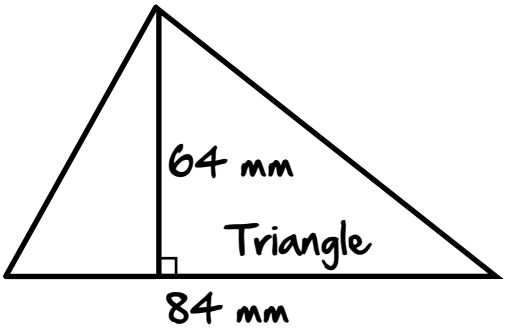

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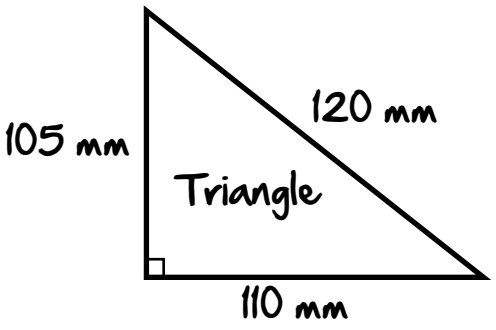

Formula _____

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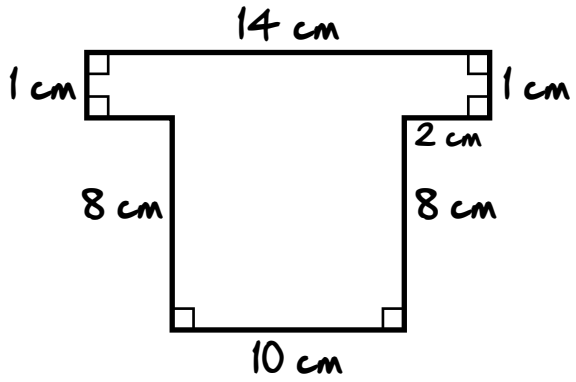
Not to scale

AREA - Compound Shapes

1.



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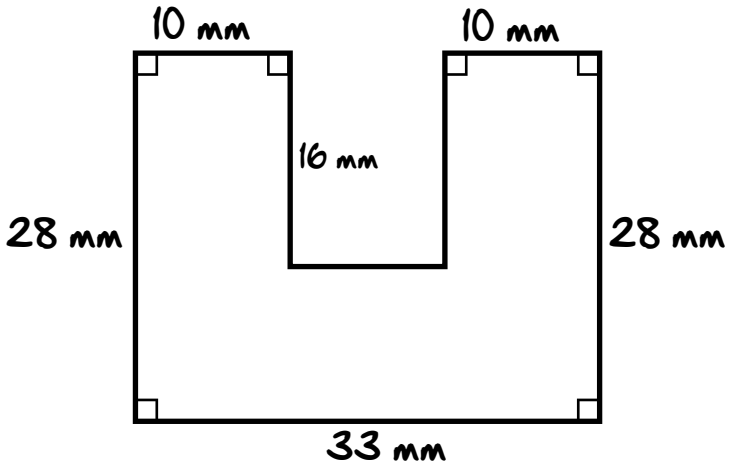

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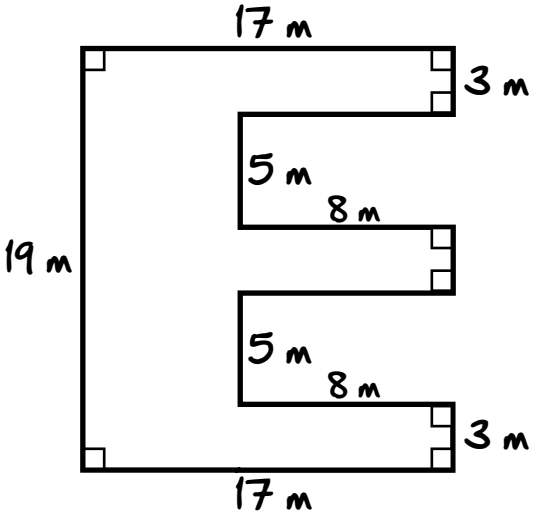

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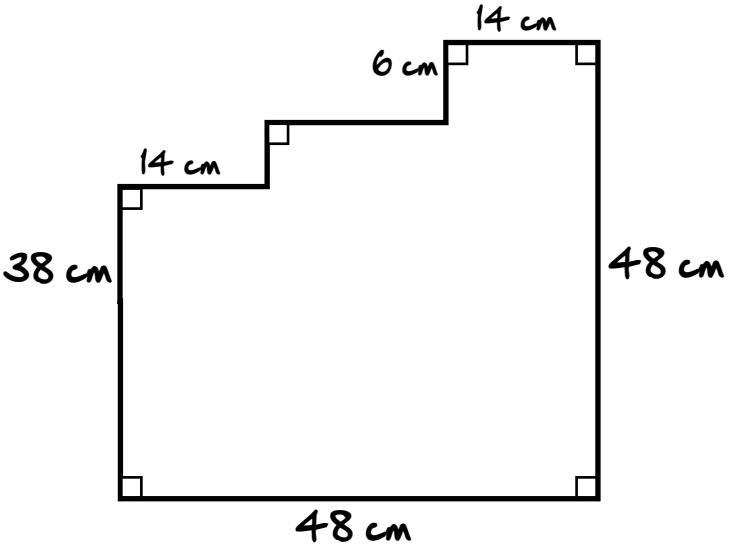

Formula _____

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Not to scale

Area Answers

Area - Squares (s x s)

1. 10 cm x 10 cm = 100 cm^2
2. 15 m x 15 m = 225 m^2
3. 25 cm x 25 cm = 625 cm^2
4. 45 mm x 45 mm = 2025 mm^2
5. 110 mm x 110 mm = 12 100 mm^2
6. 12 km x 12 km = 144 km^2

Area - Rectangles (l x h)

1. 15 m x 5 m = 75 m^2
2. 12 cm x 8 cm = 96 cm^2
3. 25 m x 10 m = 250 m^2
4. 30 mm x 14 mm = 420 mm^2
5. 110 mm x 75 mm = 8250 mm^2
6. 50 km x 32 km = 1600 km^2

Area - Triangles (b x h ÷ 2)

1. 10 m x 8 m ÷ 2 = 40 m^2
2. 17 m x 10 m ÷ 2 = 85 m^2
3. 52 cm x 41 cm ÷ 2 = 1066 cm^2
4. 16 cm x 9 cm ÷ 2 = 72 cm^2
5. 84 mm x 64 mm ÷ 2 = 2688 mm^2
6. 110 mm x 105 mm ÷ 2 = 5775 mm^2

Area - Compound Shapes

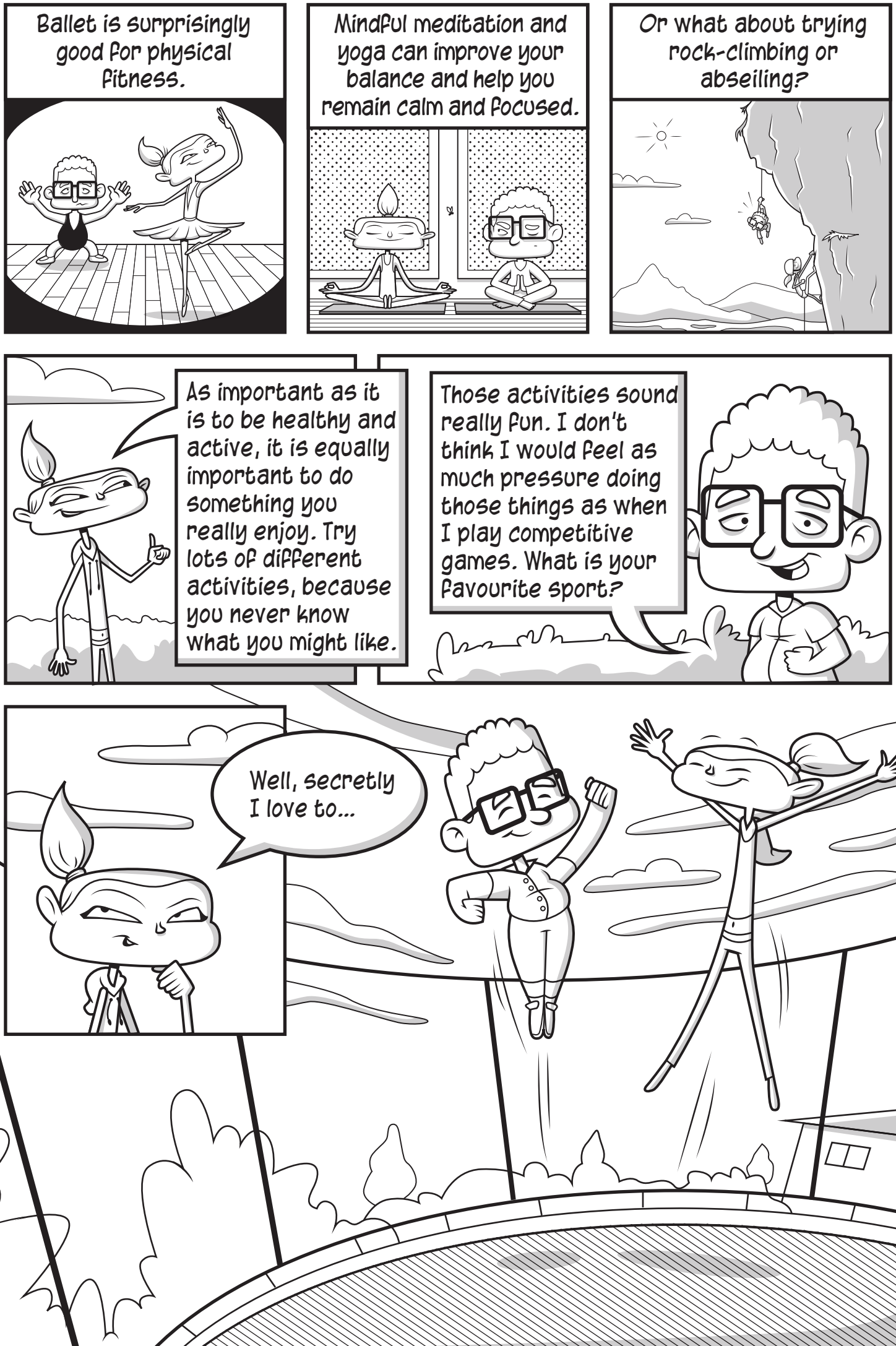
1. 1 cm x 2 cm = 2 cm^2
   1 cm x 2 cm = 2 cm^2
   10 cm x 9 cm = 90 cm^2
   2 cm^2 + 2 cm^2 + 90 cm^2 = 94 cm^2

2. 10 mm x 28 mm = 280 mm^2
   10 mm x 28 mm = 280 mm^2
   13 mm x 12 mm = 156 mm^2
   280 mm^2 + 280 mm^2 + 156 mm^2 = 716 mm^2

3. 9 m x 19 m = 171 m^2
   8 m x 3 m = 24 m^2
   8 m x 3 m = 24 m^2
   8 m x 3 m = 24 m^2
   171 m^2 + 24 m^2 + 24 m^2 + 24 m^2 = 243 m^2

4. 14 cm x 48 cm = 672 cm^2
   20 cm x 42 cm = 840 cm^2
   14 cm x 38 cm = 532 cm^2
   672 cm^2 + 840 cm^2 + 532 cm^2 = 2044 cm^2


HEALTHY MIND, HEALTHY BODY
Find Your Sport
Are you going to come out and play a game with us?
I hate sports. I find them boring. Plus, I am never any good at sports!
Not all sports are for everyone, but that doesn't mean you can't find the right sport for you!
Sports are so competitive. It's too much pressure!
Not all sports are as competitive as rugby, hockey or basketball. Have you ever tried...
kayaking or paddleboarding?
How about kung fu?
Kickball can be low-key, but it's great exercise!


Ballet is surprisingly good for physical fitness.
Mindful meditation and yoga can improve your balance and help you remain calm and focused.
Or what about trying rock-climbing or abseiling?
As important as it is to be healthy and active, it is equally important to do something you really enjoy. Try lots of different activities, because you never know what you might like.
Those activities sound really fun. I don't think I would feel as much pressure doing those things as when I play competitive games. What is your favourite sport?
Well, secretly I love to...

Name: _____ **Date:** _____

Healthy Mind, Healthy Body: Find Your Sport

Questions

1. What sorts of sports, games or activities do you like to do?

2. What do you think the boy in the story's reaction is to being exposed to different sports?

3. How would you describe the differences between the two main characters?

4. Why do you think the boy said he hated sports?

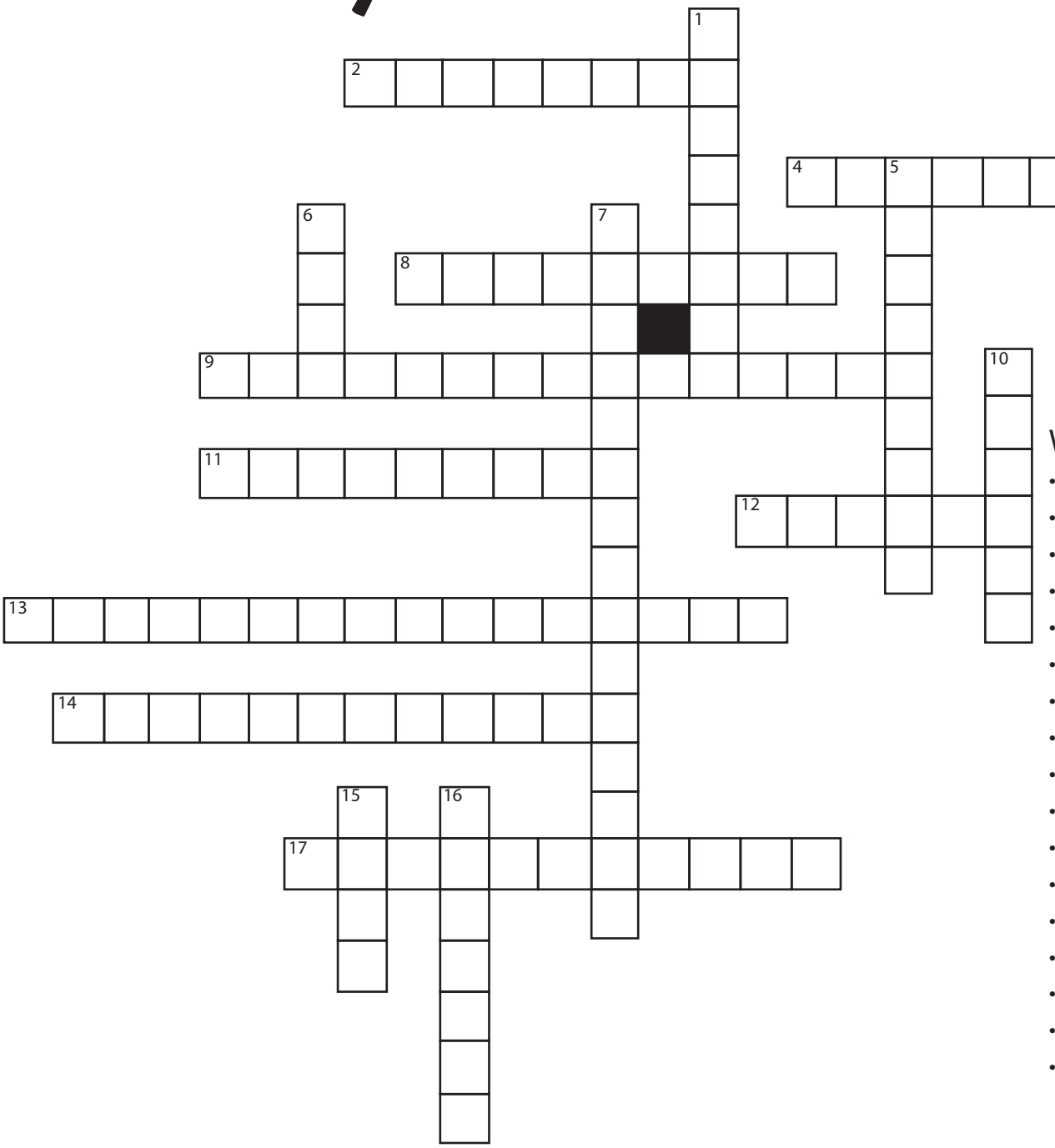
5. What sorts of activities do you think the boy would be into?

6. What sports or activities would you advise for the boy in the comic? Why?

7. Which one of these sports would you most like to do or try? Why?

8. What purpose did the author have for creating this comic?

Electricity Crossword



Words Used

- solar energy
- conductor
- electron
- magnet
- electric circuit
- fuse
- battery
- lightning
- nuclear power
- insulator
- watt
- switch
- hydroelectricity
- electric current
- inductor
- volt
- kilowatt

Across Clues

2. A basic subatomic particle found in all atoms.

4. A unit for measuring electrical energy.
1000 watts = 1 _____.

8. Materials that prevent or block the flow of electricity.

9. Provides a path for an electric current to follow.

11. Materials that electricity can flow through easily.

12. An object surrounded by a magnetic field that has the ability to attract iron or steel.

13. Energy produced by running water.

14. Energy produced by splitting atoms in a nuclear reactor.

17. Energy produced by the sun's light or heat.

Down Clues

1. A conducting material which generates a voltage in response to a change in electric current.

3. The standard unit of measure used for electric power.

5. A static electrical discharge between two clouds or a cloud and the earth accompanied by a flash of light.

6. A safety device that melts when the current is too strong.

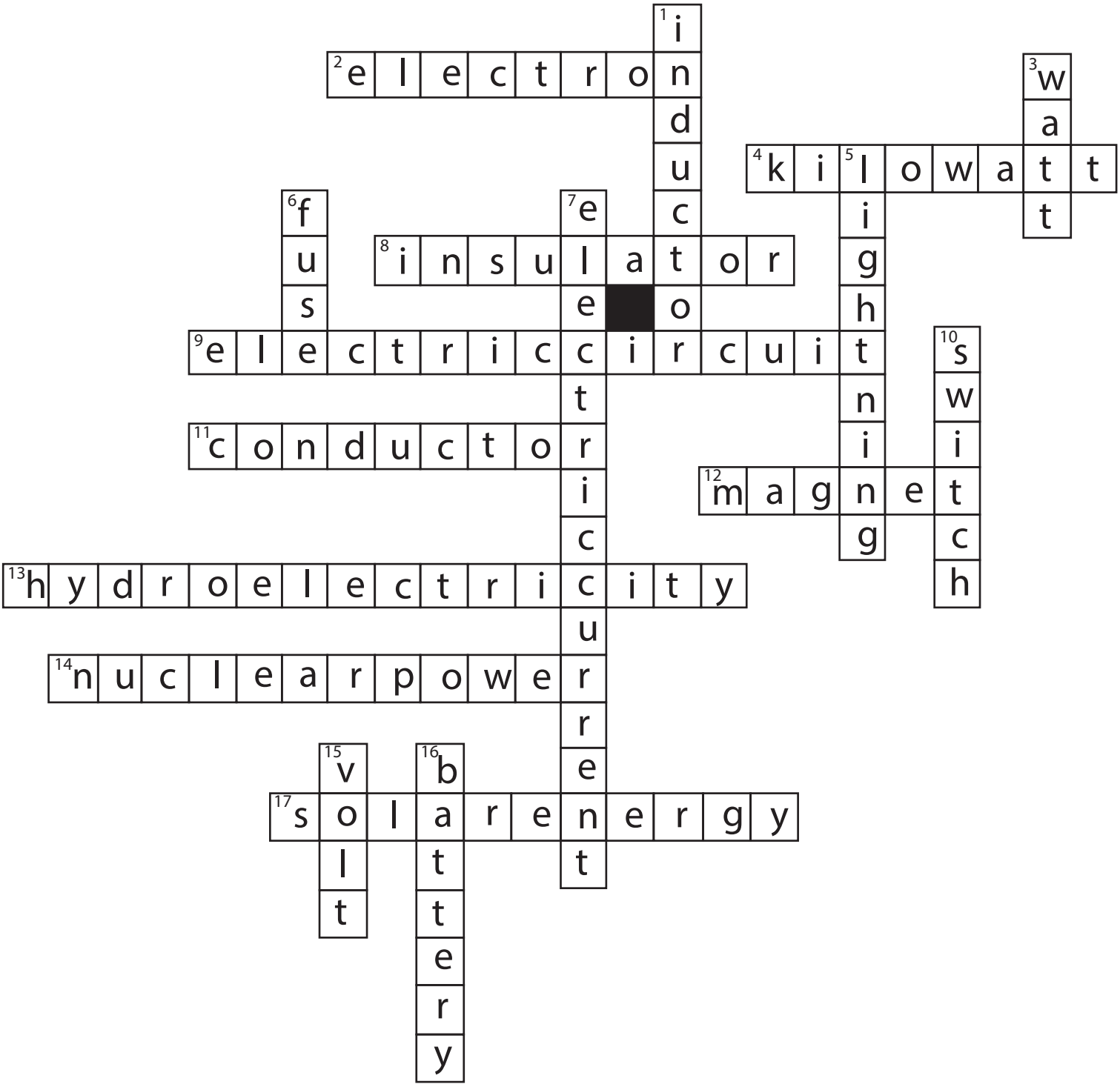
7. The flow of electric charge through a material.

10. A device for connecting, breaking or changing the connections in an electrical circuit.

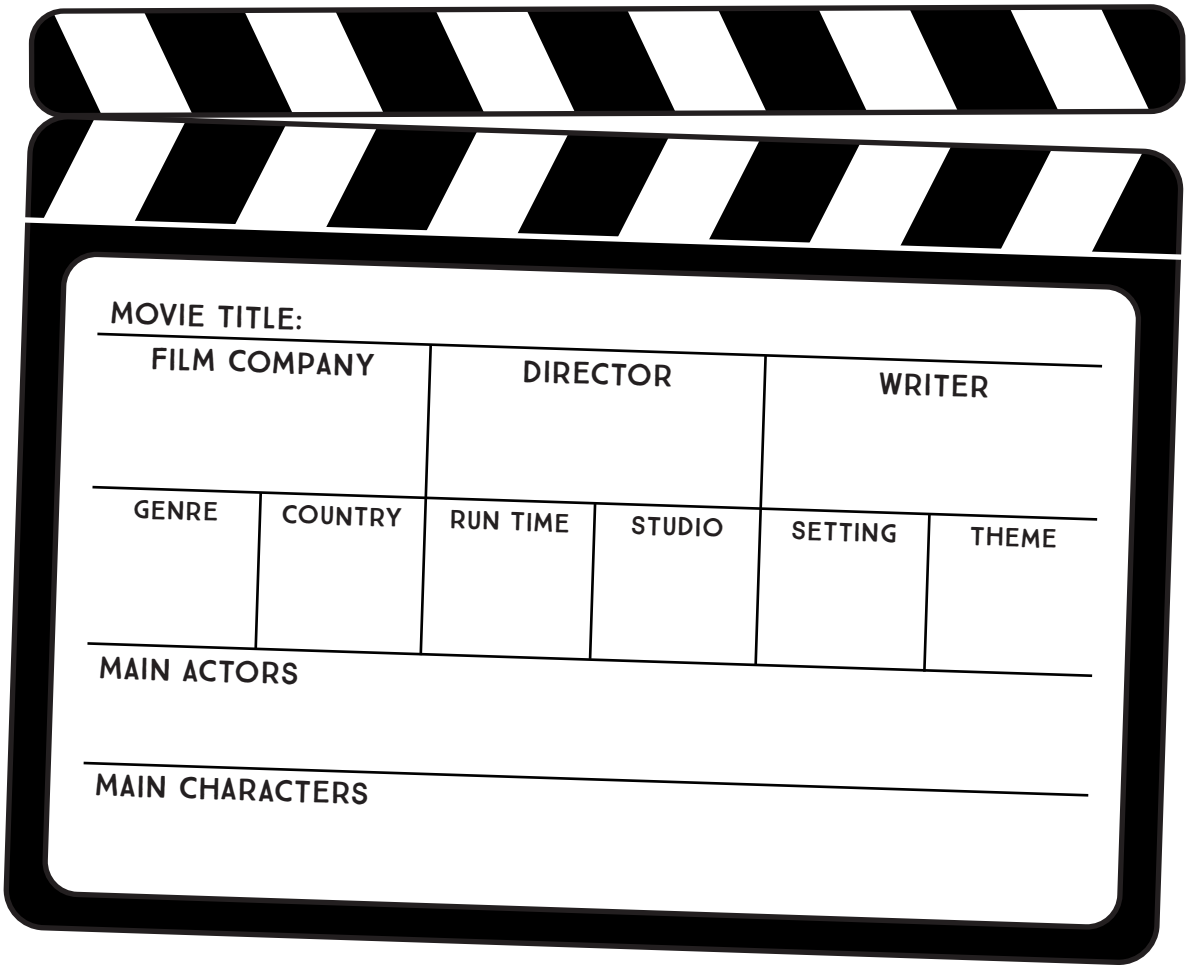
15. The standard unit of measure for electric potential.

16. A device that stores electricity from chemical cells.

Electricity Crossword Solution



MOVIE REVIEW



MOVIE TITLE:

FILM COMPANY	DIRECTOR	WRITER

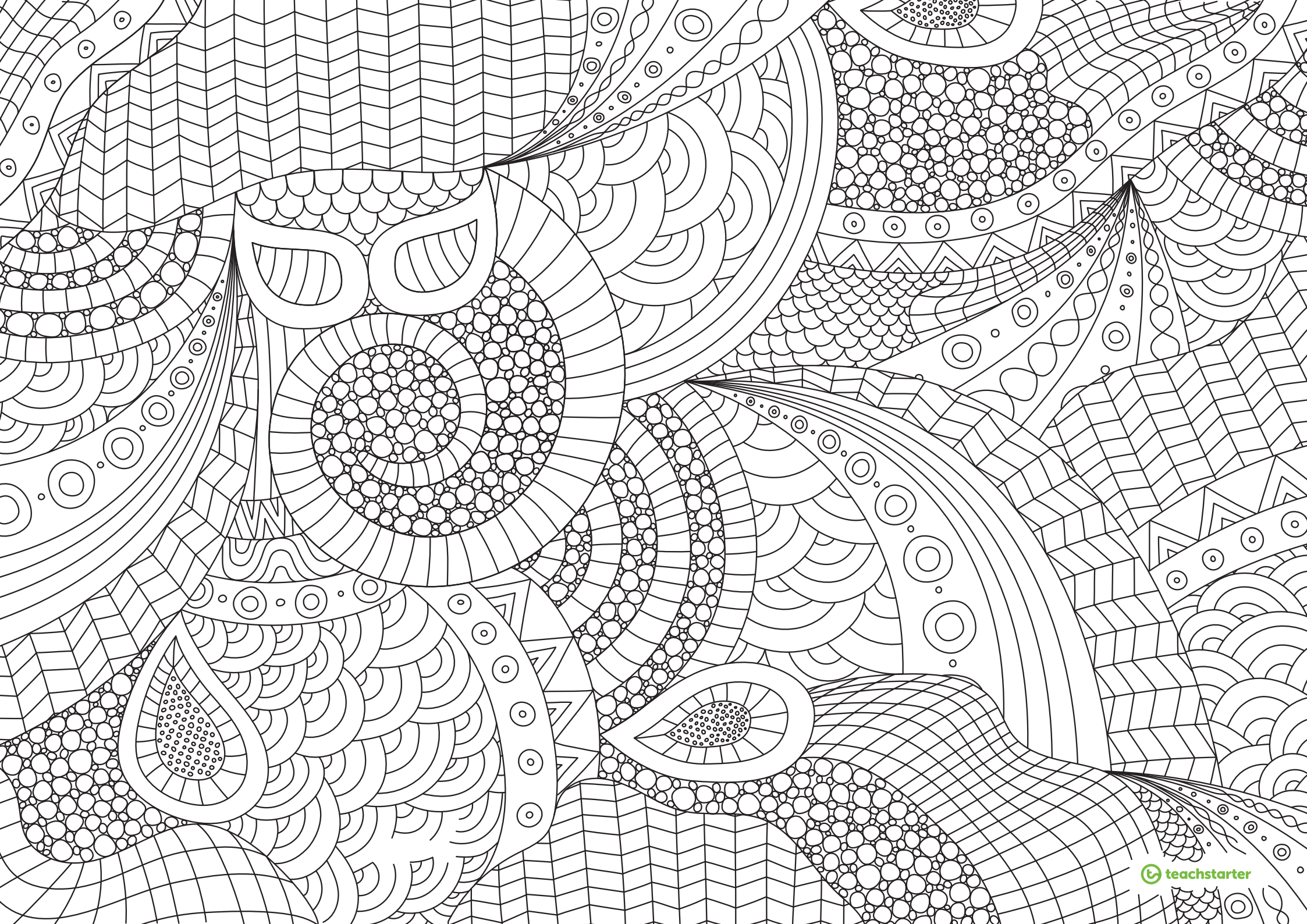
GENRE	COUNTRY	RUN TIME	STUDIO	SETTING	THEME

MAIN ACTORS

MAIN CHARACTERS

SUMMARY

Write a paragraph summarising the plot of the story. Write a review providing the main points of the storyline (without giving away spoilers for the reader).


teachstarter