Gunnedah South Public School

Home Learning Booklet

Week 4

Name:_____

Class:_____

Year 5

LEARNER

EVERYONE, EVERYWHERE, EVERY TIME!

Monday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p. 3
	Reading Eggs		
9.30 to 10	Writing	Recount: two truths and a lie	p. 4
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	r, n, E, H	p. 5
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Kitchen/Maths Lesson: measuring capacity	p. 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 3	PBL PDH Wellbeing	PBL – Staying motivated PDH – Preventative Health	p. 7-9

5. Why do you think Hogarth asks the farmers to try his idea before calling in the army to get rid of Iron Man?

6. Describe Hogarth's idea below.

7. Find the dictionary meanings for the words below.

clump	
deceive	
stare	
gleam	
greasy	
cog	
munch	

Draft Writing

-

Name : _____ Date: _____

r

n

run

north

car

carnival

running

The carnival is going north.

E

England

Eden

Europe

H

Haiti

Hans

Hawaii

WALT: understand and use millilitres and litres

Capacity - Millilitres and Litres (A)

1. Use the numbers 1 to 5 to order these objects according to their capacity, from the least to greatest.


1 L


250 mL


600 mL


700 mL


0.5 L

2. Using the objects from Question 1, record how many more millilitres are needed to make 1 litre.

	Container	Capacity	Millilitres to 1 L
a)	milk carton	1 L	
b)	glass of juice	250 mL	
c)	teapot	600 mL	
d)	water bottle	700 mL	
e)	sauce bottle	0.5 L	

3. Convert these millilitre measurements to litres.

a) 1200 mL = _____ litres

b) 4500 mL = _____ litres

c) 1800 mL = _____ litres

d) 7300 mL = _____ litres

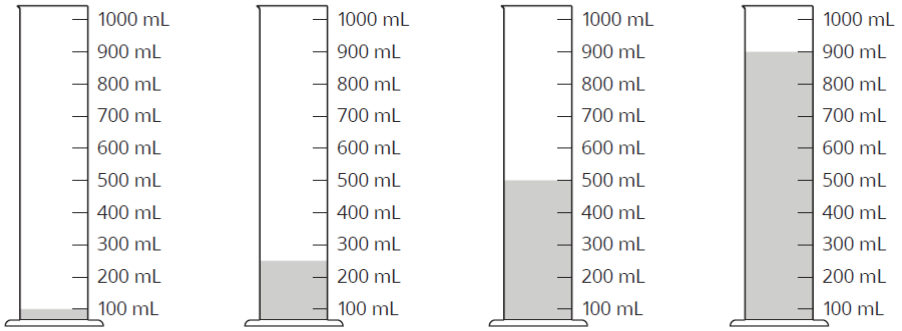
e) 2650 mL = _____ litres

f) 9250 mL = _____ litres

Capacity - Millilitres and Litres (B)

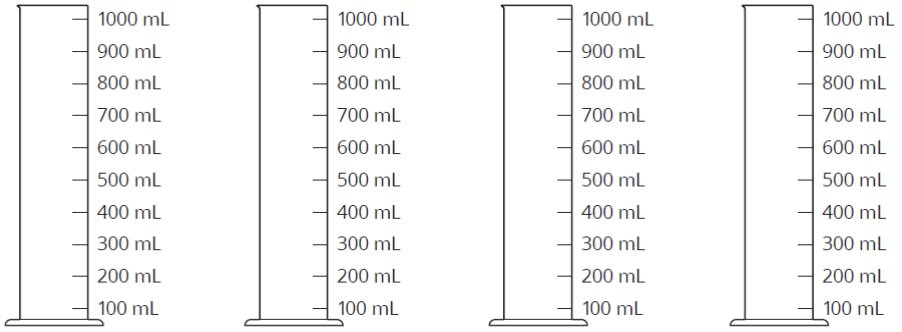
1. Record the capacity of each jug to the nearest millilitre.

a) _____ mL b) _____ mL c) _____ mL d) _____ mL



2. Colour the measuring jugs below to show the correct capacity in millilitres.

a) 150 mL b) 300 mL c) 450 mL d) 800 mL



teachstarter

We are learning to stay motivated

Three things I can do to stay motivated

People who can help me stay motivated

What can stop your motivation and how can you change it.

Personal Development & Health – Term 2 Week 4

We are learning to understand the role of preventative health.

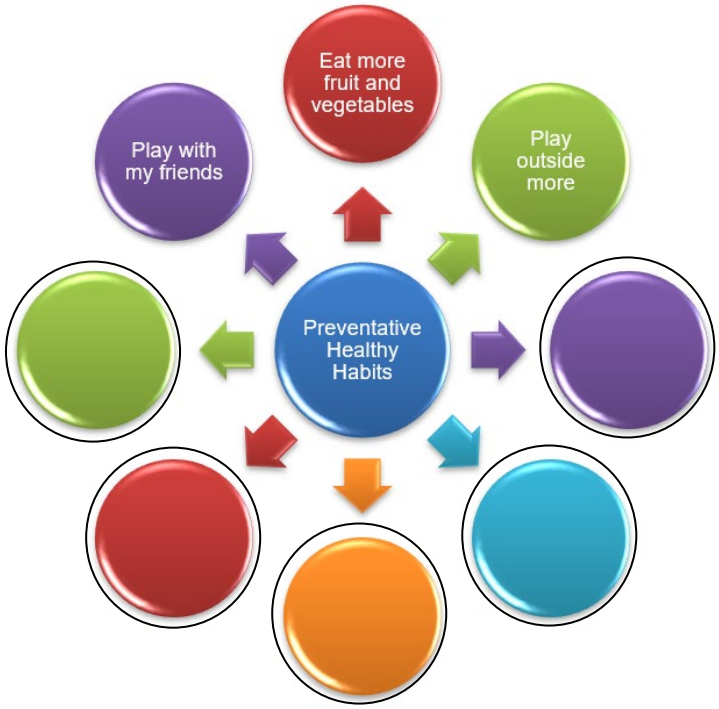
Success Criteria: I can

- ***describe what preventative health means***
- ***identify barriers that stop me being active***
- ***assess my own health***

1. What is preventative health?

Answer:

2. List 6 things that you go to keep you healthy *Click on the circle to enter text*



3. Given the current situation with COVID-19, list what preventative measures are being put in place in the various areas.

At home:	At school:	In the community:

4. Instructions: Rate **your** healthy habits and behaviours by marking the appropriate box for each habit below.

Healthy habits	Always	Sometimes	Never
I visit the doctor for regular check-ups even if I feel healthy.			
I am physically active for at least 60 minutes every day.			
I eat a good balance of foods from the five food groups on the *Australian guide to healthy eating*.			
I wash my hands after I go to the bathroom and before eating.			
I get at least eight to 10 hours of sleep every night.			
I eat breakfast every day.			
I visit the dentist for regular check-ups.			
My immunisations are up to date.			
I drink water every day.			
I do things that make me happy (for example, sport, music, art, spending time with friends).			
I limit my use of electronic media for entertainment to no more than two hours a day (for example, television, computer, games).			

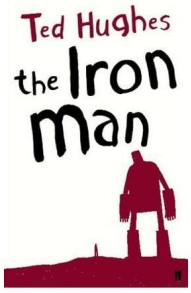
5. Review the habits you have ticked 'sometimes' or 'never'. How could you improve your healthy habits to maintain your health and wellbeing?

Answer:

Tuesday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p.11
	Reading Eggs		
9.30 to 10	Writing	Plan a persuasive letter	p. 12
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	m, h, P, B	p. 13
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Fractions and Decimals	p. 14-15
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 2.30	Geography	What can everyday life be like in a country like Asia?	p. 16
2.30 to 3			



CHAPTER 4

THE SPACE – BEING AND THE IRON MAN

1. Describe what happened with the star.

2. What did people think the black speck could be?

3. When did people realise that the black speck was actually a terrific dragon?

4. In the box below draw the dragon as the author has described it.

Writing Activity

Persuasive Writing Plan – I'm not a Monster	
Introduction	An Introduction where you state your opinion and introduce your 3 arguments
Argument 1	Provide evidence to back up your argument: - - -
Argument 2	Provide evidence to back up your argument: - - -
Argument 3	Provide evidence to back up your argument: - - -
Conclusion	Restate your opinion

Name : _____ Date: _____

m

h

my

hand

hamper

month

myth

My mother packed a picnic hamper.

P

Poland

Pyramids of Giza

Paris

B

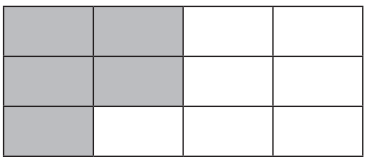
Bahamas

Big Ben

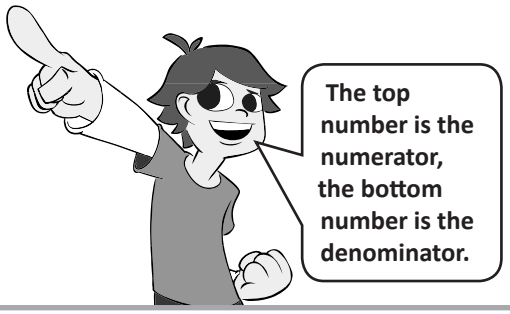
Beijing

Fractions – fractions of shapes

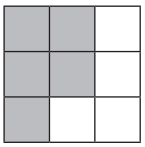
A fraction is a part of a whole.
This shape has 12 equal parts. 5 of these have been shaded.

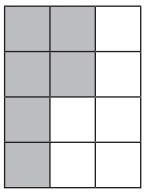


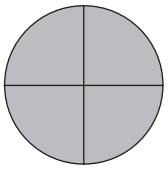
$$\frac{5}{12} = \frac{\text{5 shaded parts}}{\text{12 parts altogether}}$$

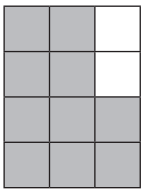


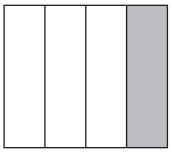
1 **What fraction of each shape has been shaded?**

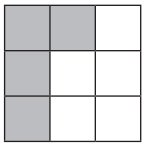
a $\frac{\square}{9}$ 

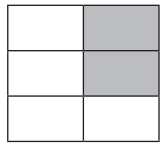
b $\frac{\square}{\square}$ 

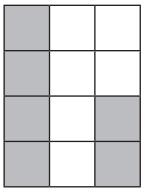
c $\frac{\square}{\square}$ 

d $\frac{\square}{\square}$ 

e $\frac{\square}{\square}$ 

f $\frac{\square}{\square}$ 

g $\frac{\square}{\square}$ 

h $\frac{\square}{\square}$ 

2 **Answer the following questions about the shapes above:**

a What part of **a** is **unshaded**? $\frac{\square}{\square}$

b What fraction of **e** is **unshaded**? $\frac{\square}{\square}$

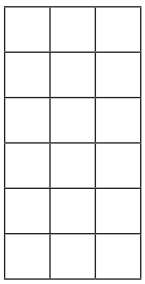
c In **f**, is more of the shape shaded or unshaded? _____

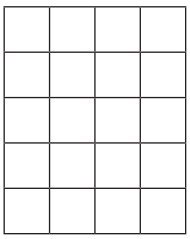
d What fraction of **b** is **unshaded**? $\frac{\square}{\square}$

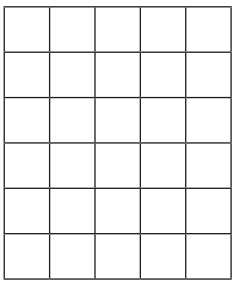
e Look at shape **h**. What can you say about the amount of shaded and unshaded parts?

_____

3 **Shade the given fraction for each shape:**

a $\frac{8}{18}$ 

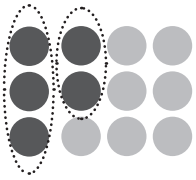
b $\frac{17}{20}$ 

c $\frac{12}{30}$ 

d $\frac{12}{16}$

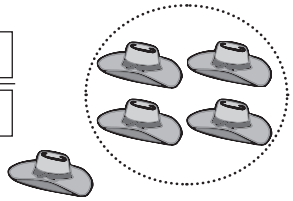
Copyright © 3P Learning

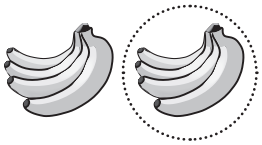
Fractions – fractions of a collection

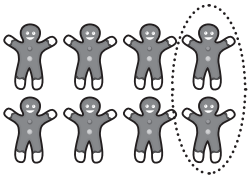


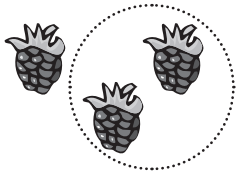
We can also have fractions of groups.
This is a group of 12 dots. 5 out of the 12 dots are circled.
We express this as $\frac{5}{12}$

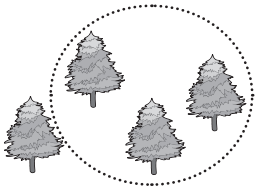
1 **What fraction of each group has been circled?**

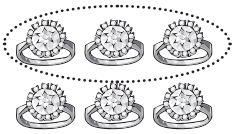
a $\frac{\square}{\square}$ 

b $\frac{\square}{\square}$ 

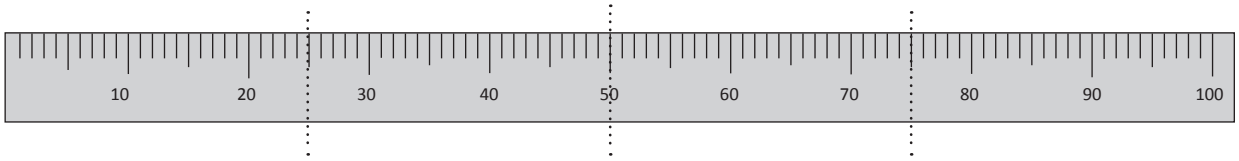
c $\frac{\square}{\square}$ 

d $\frac{\square}{\square}$ 

e $\frac{\square}{\square}$ 

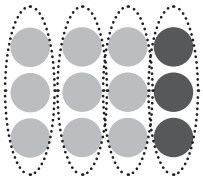
f $\frac{\square}{\square}$ 

2 **Look at the metre ruler and work out how many centimetres are represented by the fraction:**



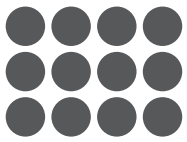
a $\frac{1}{4}$ m = ☐ cm **b** $\frac{1}{2}$ m = ☐ cm **c** $\frac{3}{4}$ m = ☐ cm

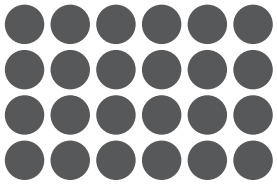
Sometimes we are asked to find the fraction of an amount such as:



Find one quarter of this array.
There are 12 dots in the array.
First we divide the array into 4 equal parts.
There are 3 dots in each part or quarter so one quarter of 12 is 3.

3 **Use the arrays to help find the given fractions of the groups:**

a $\frac{1}{3}$ of this array is _____ dots  $\frac{1}{6}$ of this same array is _____ dots

b $\frac{1}{4}$ of this array is _____ dots  $\frac{1}{6}$ of this same array is _____ dots

Copyright © 3P Learning

What can everyday life be like in a country in Asia?

1. Watch the train market video. What do you see, think and wonder?

2. Watch the Sherpas video. What do you see, think and wonder?

3. Watch the sulphur miners video. What do you see, think and wonder?

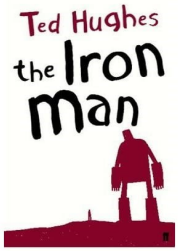
4. Complete a PMI chart for each of the jobs showcased in the videos.

	Plus	Minus	Interesting
Market stall holders of Thailand			
Sherpas of Nepal			
Sulphur miners of Indonesia			

Wednesday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p. 18
	Reading Eggs		
9.30 to 10	Writing	Write a persuasive letter	p. 19
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	v, w, V, W	p. 20
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Fractions and Decimals	p. 21-22
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 2.30	CAPA	Autumn artwork	Planning space on p. 23
2.30 to 3		Drama with Miss Christie	Physical Activity



BREAKING NEWS!

Oh no! The dragon has flown down and landed on Australia. Now everyone can clearly see this terrible creature. You are the reporter who has been given the task of sharing the extraordinary news with the rest of the world.

Daily News

Draft Writing

-

Name : _____ Date : _____

v

van

w

win

v w

wave

woven

I waved to my friends as we drove away.

V

Vietnam

Vienna

Victoria Falls

W

Wales

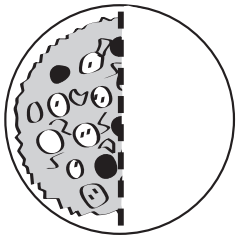
Wellington

Lake Winnepeg

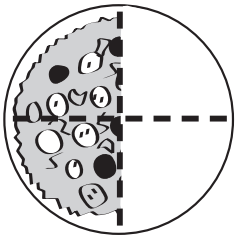
Types of fractions – equivalent fractions

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

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

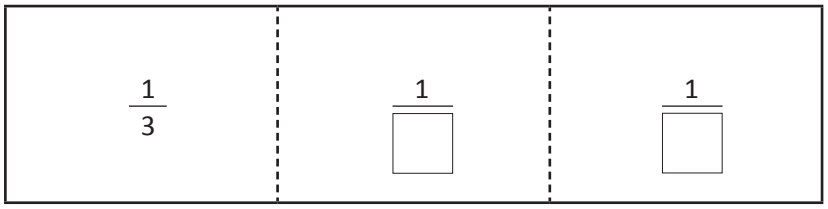


This pizza has been cut into 4 parts. $\frac{2}{4}$ has been eaten.

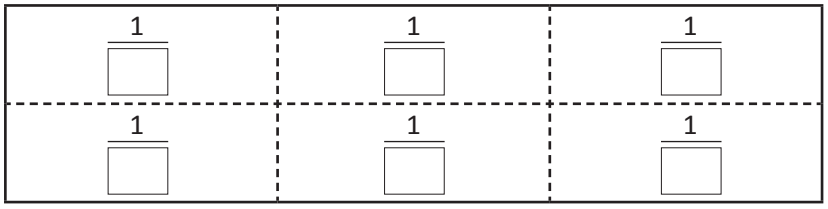


1 **Do this folding paper activity to help you understand how equivalent fractions work:**

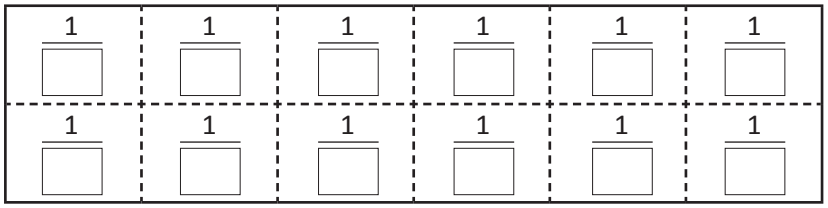
a You'll need a separate rectangular piece of paper similar to the one below. Fold it into 3 equal parts and then unfold it. Label each section with its fraction here:



b Refold your paper into thirds and fold the thirds into halves. Unfold the paper. What fraction does each of the new sections represent? Label them here:



c Fold the paper back again and fold it in half once more. Unfold it and label the fractions here:



2 **Use the diagrams in Question 1 to help you answer the following questions:**

a What fractions can you find that are equivalent to $\frac{1}{3}$? $\frac{\square}{\square}$ $\frac{\square}{\square}$

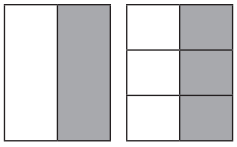
b What fractions can you find that are equivalent to $\frac{8}{12}$? $\frac{\square}{\square}$ $\frac{\square}{\square}$

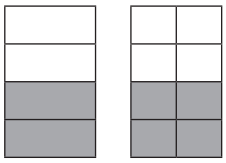
c What other fractions can you think of that might be equivalent to $\frac{6}{12}$?

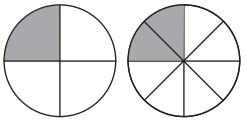
Copyright © 3P Learning

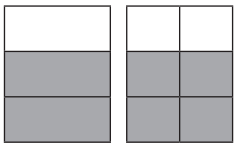
Types of fractions – equivalent fractions

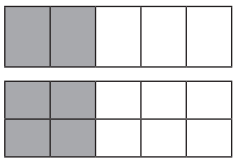
3 **Write the equivalent fraction for each of these:**

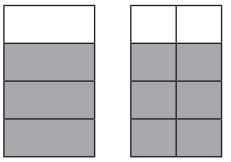
a  $\frac{1}{2} = \frac{\square}{6}$

b  $\frac{2}{4} = \frac{\square}{8}$

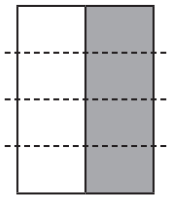
c  $\frac{1}{4} = \frac{\square}{8}$

d  $\frac{2}{3} = \frac{\square}{6}$

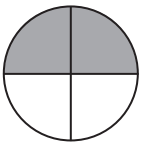
e  $\frac{2}{5} = \frac{\square}{10}$

f  $\frac{3}{4} = \frac{\square}{8}$

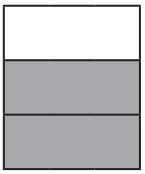
4 **Find an equivalent fraction for each of these. Divide the diagrams to create a different number of equal parts. The first one has been done for you.**

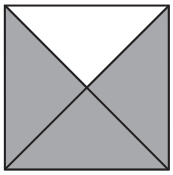
a  $\frac{1}{2} = \frac{4}{8}$

b $\frac{2}{4} = \frac{\square}{\square}$

c  $\frac{2}{4} = \frac{\square}{\square}$

d  $\frac{2}{3} = \frac{\square}{\square}$

e  $\frac{2}{3} = \frac{\square}{\square}$

f  $\frac{3}{4} = \frac{\square}{\square}$

5 **Is $\frac{2}{8}$ equivalent to $\frac{1}{4}$? Use diagrams to help explain your reasoning:**

6 **Is $\frac{2}{3}$ equivalent to $\frac{5}{6}$? Use diagrams to help explain your reasoning:**

Copyright © 3P Learning

Week 4 Visual Arts Planning Space

Thursday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	p. 25
	Reading Eggs		
9.30 to 10	Writing	Plan a persuasive letter	p. 26
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	s, z, S, Z	p. 27
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Fractions and Decimals	p. 28-29
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 2.30	Science	Mrs Pepper's Science Lesson: How different concentrations of salt affects animals	p. 30-32
2.30 to 3			

CHAPTER 5

THE IRON MAN'S CHALLENGE

1. Describe how the Iron Man travelled to Australia.

2. Why did the Iron Man have to travel this way?

3. What did the ships from Japan and China bring to Australia?

4. Describe the Iron Man's test of strength.

5. If the space – bat – angel lost the test of strength against the Iron Man what would happen?

Writing Activity

Persuasive Writing Plan – Dear Mrs H, I can explain…	
Introduction	An Introduction where you state your opinion and introduce your 3 arguments
Argument 1	Provide evidence to back up your argument: - - -
Argument 2	Provide evidence to back up your argument: - - -
Argument 3	Provide evidence to back up your argument: - - -
Conclusion	Restate your opinion

Name : _____ Date: _____

s

sun

spent

z

zoo

zebra

size

I was surprised by the size of the zoo.

S

Spain

Stonehenge

Sofia

Z

New Zealand

Zambia

Zaire

Fractions, decimals and percentages – tenths

Decimal fractions also express parts of a whole. This strip has been divided into 10 equal parts. Three out of ten or $\frac{3}{10}$ is shaded.

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

We can also express this as 0.3. There are no whole units and 3 tenths.

1 **Write the shaded common fraction and its equivalent decimal fraction:**

a

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

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

b

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

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

c

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

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

2 **Shade the fraction strips to match the common fraction or decimal fraction:**

a 0.8

b $\frac{5}{10}$

c 0.4

d 0.9

3 **Use a ruler and a pencil to divide the wholes into tenths. Shade the given amounts and express as decimals:**

a

$\frac{4}{10}$ $\square$ • $\square$

b

$\frac{8}{10}$ $\square$ • $\square$

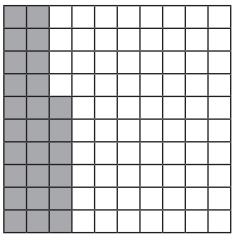
c

$\frac{5}{10}$ $\square$ • $\square$

Copyright © 3P Learning

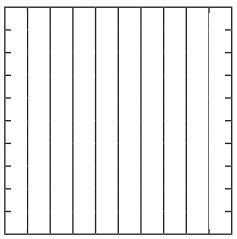
Fractions, decimals and percentages – tenths and hundredths

A hundredth is a tenth of a tenth.
Here, 26 hundredths have been shaded.
We write this as **0.26**
There are no units, 2 tenths and 6 hundredths.



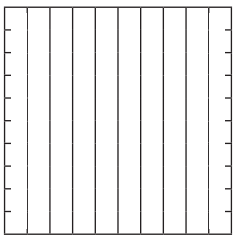
1 **Use a ruler and a pencil to divide these into hundredths and then shade the specified amounts:**

a



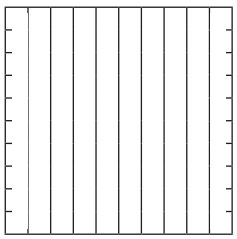
$\frac{61}{100}$ 0 •

b



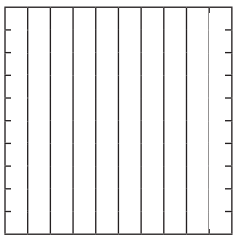
$\frac{82}{100}$ 0 •

c



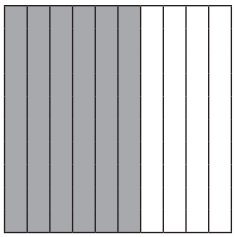
$\frac{55}{100}$ 0 •

d

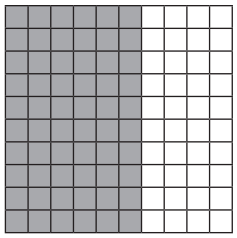


$\frac{27}{100}$ 0 •

Six tenths are shaded here.



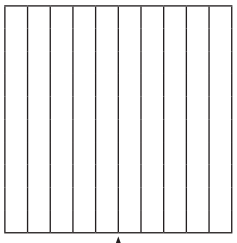
Sixty hundredths are shaded here.



What do you notice? Sixty hundredths and six tenths have the same value 0.60 = 0.6

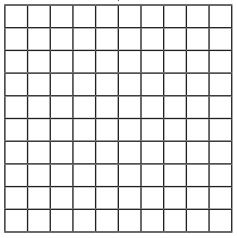
2 **Check that the above statement is true by shading the amounts. Are they the same?**

a

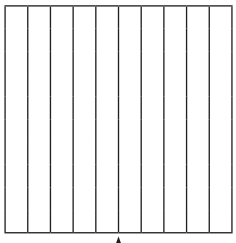


4 tenths

40 hundredths

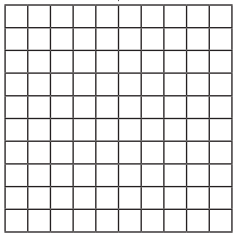


b

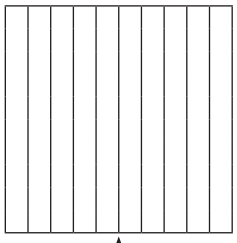


6 tenths

60 hundredths

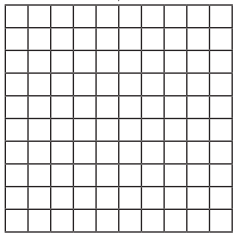


c

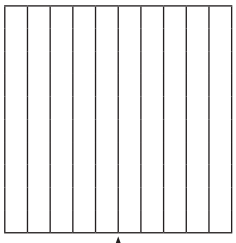


8 tenths

80 hundredths

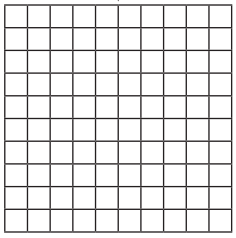


d



2 tenths

20 hundredths



Copyright © 3P Learning

Salt and animals

Animals need salt in their diets. Salt is important, for example, it helps muscles to contract and digestive systems to keep working. However, too much salt causes problems too, including:

- Excessive thirst
- Loss of appetite
- Stomach pain
- Increased urination

How much salt is too much varies from animal to animal. Humans and poultry are sensitive to salt and should not drink high concentrations in their water.

Some livestock, such as cattle and sheep, can tolerate slightly higher concentrations of salt, although it makes them drink a lot more water. They will drink very salty water if very thirsty but it makes them sick and even thirstier.

Animals can tolerate different amounts of salt water depending on their age: older cattle can drink saltier water than young ones. If animals are getting extra fresh water from other sources, for example, from fresh green grass, then they can drink saltier water.

Some animals can drink very salty water. Cats can drink seawater as their kidneys can process the salt. Sea turtles expel salt out of ducts near their eyes, which makes it look like they are crying.

Move the pictures below to the correct column in the table.

You need salt in your diet to:	Too much salt causes these problems:

Stomach pain

Excessive thirst

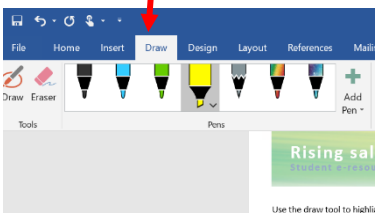
Help muscles contract

Help digestive system

Loss of appetite

Frequent urination

Use the draw tool to highlight the information in the text below that indicates the animals are suffering from drinking water that is too salty.



helping. The cows are having stomach troubles; Parts of the pasture aren't growing much grass for the cows but we are supplementing it with quality dry feed. They seem to be drinking an awful lot of water too so we are refilling their small drinking dam almost as often as we water the plants. It seems wasteful to be using so much water, even if it comes from a well that goes deep underground so it isn't costing us money. We have a separate rainwater tank that is treated for our personal use.

What could "Concerned Lifestyler" do to improve the health of their animals? Type your ideas in the box below.

Friday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	Online Quiz or p. 34-38
	Reading Eggs		
9.30 to 10	Writing	Write a persuasive letter	p. 39
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	b, p, B, P	p. 40
11 to 11.30	**Recess Break**		
11.30 to 12	Mathematics	Fractions and Decimals	p. 41-42
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	Physical Activity
1 to 2	**Lunch Break**		
2 to 2.30	Aboriginal Language and Culture	Reconciliation Week	p. 43
2.30 to 3	Virtual Assembly		

This quiz can be completed in the assignment tab.

The Iron Man by Ted Hughes

Chapter 1 – The Coming of the Iron Man

1. Where did the Iron Man come from?
   a) The sea
   b) The sky
   c) Nobody knows

2. What shape was his head?
   a) circular
   b) square
   c) triangular

3. Where does the Iron Man stand?
   a) at the edge of the cliff
   b) on the beach
   c) in a field

4. What is the last part of the Iron Man to stop moving?
   a) his leg
   b) his hand
   c) his eye

5. When do the seagulls begin the search for food?
   a) at nightfall
   b) at dawn
   c) at noon

6. The seagulls find parts of the Iron Man. What part do they find first?
   a) hand
   b) eye
   c) leg

7. What is the next part of the Iron Man that the gulls find?
   a) hand
   b) eye
   c) leg

8. The gulls are confused when they find his hand. What do they think the hand is?
   a) a lobster
   b) a crab
   c) a clam

9. The Iron Man is unable to find one of his ears. Where is it?
   a) on a ledge at the seagulls' nest
   b) on the beach under some rocks
   c) the sea has taken it

10. Where does the Iron Man go at the end of this chapter?
    a) He climbs up the cliff.
    b) He walks into the sea.
    c) He takes the road towards the village and farms.

This quiz can be completed in the assignment tab.

The Iron Man by Ted Hughes

Chapter 2 – The Return of the Iron Man

1. What is Hogarth's father's job?
   a) teacher
   b) fisherman
   c) farmer

2. What was Hogarth doing at the start of this chapter?
   a) fishing
   b) reading
   c) swimming

3. What did Hogarth do when he saw the Iron Man?
   a) faint
   b) run for help
   c) shout at the giant

4. How does Hogarth's father escape from the Iron Man?
   a) He drives his car at the Iron Man's foot and knocks the giant over.
   b) He shoots the Iron Man in the eye.
   c) He hides behind a tree until the Iron Man passes.

5. What is missing from the farms the next day?
   a) animals
   b) machinery
   c) hay

6. What clues are NOT left behind?
   a) fingerprints
   b) footprints
   c) tooth marks

7. What did the farmer's do?
   a) They called the police and the army.
   b) They built a huge fence at the cliff top.
   c) They made a trap for the Iron Man.

8. What is *bait*?
   a) food used to lure prey, for example in fishing or hunting
   b) a type of cheese
   c) a stick used to beat someone

9. How does Hogarth lure the Iron Man to the trap?
   a) by hitting a nail and a knife to make a metal sound
   b) by showing him the rusty lorry
   c) with a dead hen

10. How does Hogarth feel when the Iron Man is buried?
    a) proud – It was a great achievement for him.
    b) happy – His family will now be safe.
    c) sorry and guilty – It's his fault the Iron Man was trapped.

This quiz can be completed in the assignment tab.

The Iron Man by Ted Hughes

Chapter 3 –What's to be done with the Iron Man?

1. What do people do on the hill?
   a) go for walks
   b) plant trees
   c) have picnics

2. When the Iron Man emerges from the hole, what is on his head?
   a) soil and dirt
   b) a tablecloth
   c) grass

3. The Iron Man is angry. What colour are his eyes?
   a) red
   b) blue
   c) green

4. What do the farmers want to do about the Iron Man?
   a) put him back in the hole
   b) send him back to the sea
   c) call the Army to fight him

5. Who wants to talk to the Iron Man?
   a) Hogarth
   b) Hogarth's father
   c) The chief of police

6. Hogarth promises the Iron Man two things. What does he NOT promise him?
   a) all the food he can eat
   b) oil to fix his rusty spots
   c) never to deceive him again

7. What did people in the villages NOT do when the Iron Man was going by?
   a) stare at him in amazement
   b) hide in their kitchens and bedrooms
   c) shout and cheer at him

8. Where did the farmers lead the Iron Man?
   a) to the tractor factory
   b) to a scrap-metal yard
   c) to the airport

9. What word is used to describe the Iron Man's food?
   a) delicious
   b) crunchy
   c) tasty

10. How do we know that the Iron Man is happy?
    a) His eyes are blue.
    b) He is constantly chuckling to himself.
    c) He tells Hogarth that he is happy.

This quiz can be completed in the assignment tab.

The Iron Man by Ted Hughes

Chapter 4 – The Space-Being and the Iron Man

1. The first people to notice a change in the star in the Constellation of Orion were
   a) the farmers
   b) the astronomers
   c) the old.

2. If the star hit the world at the speed at which it was travelling
   a) the star would resemble a rocket exploding
   b) the star would form a cloud of dust
   c) the world would be blasted to bits.

3. When the star seemed to have stopped it was
   a) just the size of the moon
   b) much bigger than the moon
   c) the same size as the earth.

4. On the fifth night the astronomers saw
   a) a speck wriggling in the centre of the star
   b) what seemed to be a bat, a black angel or a flying lizard
   c) a star radiating beams of crimson light.

5. The strange creature landed on
   a) Australia
   b) the sea
   c) the North Pole.

6. When the dragon landed on Earth, he spent the first day
   a) delivering his message of peace to humanity
   b) resting
   c) declaring war on the world.

7. The peoples of the world decided to
   a) feed the dragon
   b) make peace with it
   c) wage war on it.

8. After the attack of the peoples of the world on the dragon he was
   a) smiling
   b) shattered
   c) weeping.

9. The dragon gave the peoples of the world one week
   a) to make a truce with him
   b) to prepare for another attack on him
   c) to prepare a meal for him.

10. When Hogarth asked the Iron Man to help get rid of the Dragon, the Iron Man
   a) refused to help
   b) chewed thoughtfully at his favourite titbit
   c) ignored the request.

This quiz can be completed in the assignment tab.

The Iron Man by Ted Hughes

Chapter 5 – The Iron Man's Challenge

1. Which of the following does the Iron Man NOT order for his challenge?
   a) iron girders
   b) fuel (oil)
   c) a crane

2. What is the space-bat-angel-dragon's first reaction when the Iron Man challenges him?
   a) He refused to take part.
   b) He laughed.
   c) He swatted at the Iron Man like at a fly.

3. If the Iron Man is stronger, what must the dragon do?
   a) become the Iron Man's slave
   b) become a fuel source for a power station
   c) return to his planet and never return

4. What do the engineers make for the Iron Man?
   a) a huge iron bed with a fuel pit underneath
   b) a rocket with missiles on the side
   c) a huge cannon

5. The dragon must get red-hot like the Iron Man. How does the dragon get this hot?
   a) by lying on the iron bed
   b) by putting his tongue into an active volcano
   c) by lying on the sun

6. Of what is the Iron Man frightened when he lies on the bed the second time?
   a) that he will melt
   b) that the dragon will see his fear
   c) that the dragon will cheat and not fly to the sun again

7. Where does the dragon cool his chin?
   a) in the Arctic Ocean
   b) in the Pacific
   c) in the Atlantic Ocean

8. Why did the dragon threaten the Earth and want to fight with the people?
   a) He was hungry.
   b) He heard the people bickering and fighting and he wanted to join in.
   c) He thought it would be fun.

9. Where does the dragon go to live?
   a) The Constellation of Orion
   b) Mars
   c) inside the moon

10. What effect has the dragon's singing on the world?
    a) Children get to sleep quickly and easily.
    b) The world becomes more peaceful.
    c) Nothing changes.

Draft Writing

-

Name: _____ Date: _____

b

p

bat

pet

beep

pebbles

public

We found black pebbles at the public park.

B

Barbados

Berlin

Black Sea

P

Peru

Petra

Pacific Ocean

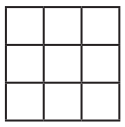
Calculating – adding and subtracting fractions with like denominators

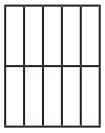
I ate $\frac{2}{4}$ of a cake for breakfast. Then I ate another $\frac{1}{4}$ for lunch. How many quarters did I eat altogether?

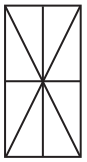
$$\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$$

1 **Shade the shapes to help you answer the problems:**

a  $\frac{1}{3} + \frac{1}{3} = \frac{\square}{\square}$

b  $\frac{3}{9} + \frac{3}{9} = \frac{\square}{\square}$

c  $\frac{4}{10} + \frac{3}{10} = \frac{\square}{\square}$

d  $\frac{3}{8} + \frac{2}{8} = \frac{\square}{\square}$

2 **Try these. Draw some diagrams if that will help you.**

a $\frac{1}{5} + \frac{2}{5} = \frac{\square}{\square}$

b $\frac{2}{7} + \frac{3}{7} = \frac{\square}{\square}$

c $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{\square}{\square}$

d $\frac{1}{10} + \frac{5}{10} + \frac{1}{10} = \frac{\square}{\square}$

3 **Write addition fraction sentences for the following problems. Write your answers:**

a $\frac{1}{3}$ of the kids in Bailey's class played basketball at recess. $\frac{1}{3}$ of the kids played football. $\frac{1}{3}$ of the kids sat round and chatted. What fraction of the class played sport?

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

b Josh spent $\frac{1}{5}$ of his pocket money at the milk bar and $\frac{2}{5}$ buying credits for his game. Write a fraction sentence to show the fraction he spent.

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

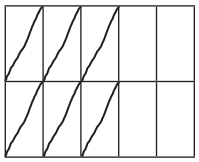
4 **Look at the problem $\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$. Why does the 4 stay as 4 – why isn't it $\frac{2}{4} + \frac{1}{4} = \frac{3}{8}$?**

Copyright © 3P Learning

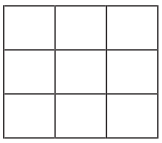
Calculating – adding and subtracting fractions with like denominators

I had $\frac{3}{4}$ of a cake in the fridge. I ate $\frac{1}{4}$. I had $\frac{2}{4}$ left. $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$

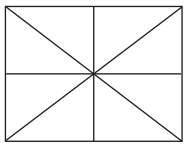
5 **Find answers to these subtraction problems. The first one has been done for you.**

a 

$\frac{10}{10} - \frac{6}{10} = \frac{4}{10}$

b 

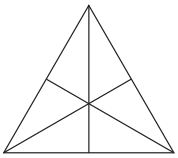
$\frac{9}{9} - \frac{8}{9} = \frac{\quad}{\quad}$

c 

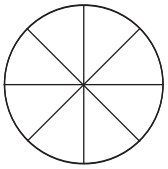
$\frac{8}{8} - \frac{4}{8} = \frac{\quad}{\quad}$

d 

$\frac{6}{6} - \frac{2}{6} = \frac{\quad}{\quad}$

e 

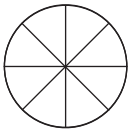
$\frac{6}{6} - \frac{2}{6} = \frac{\quad}{\quad}$

f 

$\frac{8}{8} - \frac{6}{8} = \frac{\quad}{\quad}$

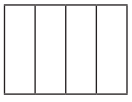
6 **Use the diagrams to help you solve these problems:**

a Marita cut her birthday cake into 8 equal slices and ate 2 of them straight away. What fraction was left?



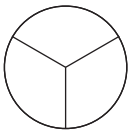
$\frac{\quad}{\quad}$

b Sam played a soccer game. He played goalie for 1 quarter of the game and in attack for the rest. What fraction of the game did he spend in attack?



$\frac{\quad}{\quad}$

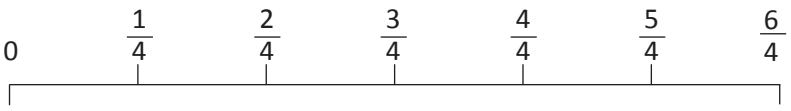
c Jacinta spent $\frac{1}{3}$ of her pocket money on chocolate and $\frac{1}{3}$ of it on a magazine. What fraction did she have left?



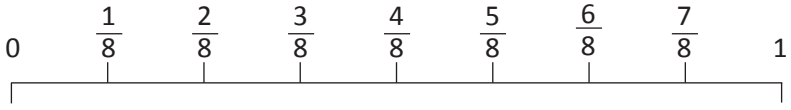
$\frac{\quad}{\quad}$

7 **Use the number lines to help you work out the answers to these problems:**

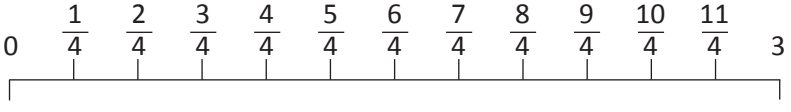
a $\frac{1}{4} + \frac{2}{4} = \frac{\quad}{4}$



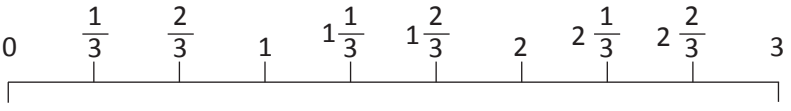
b $\frac{7}{8} - \frac{3}{8} = \frac{\quad}{\quad}$



c $\frac{6}{4} - \frac{3}{4} = \frac{\quad}{\quad}$



d $2\frac{2}{3} - \frac{1}{3} = \square \; \frac{\quad}{\quad}$



Page 42

Copyright © 3P Learning

Reconciliation Week - Week 4

We are learning to understand the importance of Reconciliation

Task: Design a tile (the square below) for the Schools Reconciliation Challenge including the 2020 theme 'Caring for Country'.

Extension: Primary students may like to write an explanation on the back of their tile design to explain what reconciliation means to them and the importance of the theme 'Caring for Country'.

Your tile must be returned to school to be included in the GSPS Schools Reconciliation Challenge. You can return this to school by taking a photo or scan and send it via:

- Email: gunnedahs-p.school@det.nsw.edu.au
- Text: 0498 346 377
- Booklet: postage to school