

Tallong Public School

– Stages 2/3



	Monday 30/3/20	Tuesday 31/3/20	Wednesday 1/4/20	Thursday 2/4/20	Friday 3/4/20
Morning	<p>FITNESS</p> <ul style="list-style-type: none"> Go onto YouTube and find a Go Noddle Workout <p>ENGLISH</p> <p>Spelling –</p> <ul style="list-style-type: none"> Choose 5 words and complete the following activities. If you would like to extend yourself, select 10 words. (Words are provided in the pack). Type your words out in a list and then print them. Write your words in a list and then highlight the difficult part in the word. 	<p>FITNESS</p> <ul style="list-style-type: none"> Go onto YouTube and find a Go Noddle Workout <p>ENGLISH</p> <p>Comprehension –</p> <ul style="list-style-type: none"> Complete the comprehension task inside the resource pack (<i>Something Scary at Night</i>) <p>Writing –</p> <ul style="list-style-type: none"> Continue drafting your persuasive speech <p>After these activities, have a brain break.</p> <ul style="list-style-type: none"> You could go and help your parents or carer with jobs around the house. 	<p>FITNESS</p> <ul style="list-style-type: none"> Go onto YouTube and find a Go Noddle Workout <p>HEALTH</p> <p>Nutrition –</p> <ul style="list-style-type: none"> Your task is to keep a food journal of your daily intake. (See resource pack for worksheets) Students are required to: <ul style="list-style-type: none"> Set a personal nutrition goal Record their food and water consumption Complete a food group checklist Record their daily activity 	<p>FITNESS</p> <ul style="list-style-type: none"> Go onto YouTube and find a Go Noddle Workout <p>ENGLISH</p> <p>Writing –</p> <ul style="list-style-type: none"> Continue drafting your persuasive speech <p>Grammar –</p> <ul style="list-style-type: none"> Using your spelling words, write: <ul style="list-style-type: none"> 3 x simple sentences 2 x compound sentence 1 x complex sentence If you have forgotten what a simple, compound and complex sentence are, 	<p>FITNESS</p> <ul style="list-style-type: none"> Go onto YouTube and find a Go Noddle Workout <p>ENGLISH</p> <p>Reading Eggs –</p> <ul style="list-style-type: none"> Spend 20 minutes on these tasks <p>Spelling –</p> <ul style="list-style-type: none"> Using clear, legible handwriting, write each of your spelling words in new sentences. Write your spelling words in fancy writing.

	<ul style="list-style-type: none"> • Write your words in alphabetical order. <p>Writing –</p> <ul style="list-style-type: none"> • Begin drafting your persuasive speech • Remember to use the structure of a persuasive argument. If you have forgotten see the pack for a resource to help you. <p>After these activities, have a brain break. Choose from the following activities:</p> <ol style="list-style-type: none"> 1. How many times can you juggle a soccer ball? (See if you can beat Miss Nye) 2. Have a dance off 3. Draw your favourite thing <p>Grammar –</p> <ul style="list-style-type: none"> • Find and edit all the errors in <i>The Solar System</i> 	<p>Reading Eggs –</p> <ul style="list-style-type: none"> • Spend 20 minutes on these tasks 	<p>ENGLISH</p> <p>Spelling –</p> <ul style="list-style-type: none"> • Using a dictionary, look up the meanings of each of your words. • Using a thesaurus, look up your words and find its antonym. <p>After these activities, have a brain break.</p> <ul style="list-style-type: none"> • You could ask an adult for a safe idea for lunch that you can make on your own today. 	<p>refer to the resource pack for a reminder.</p> <ul style="list-style-type: none"> • (If you would like to extend yourself write: 1 x simple sentence 2 x compound sentence 3 x complex sentence) <p>After these activities, have a brain break. Choose from the following activities:</p> <ol style="list-style-type: none"> 1. Sing your favourite songs 2. Play a board game 3. Run around the backyard 5 times <p>Listening –</p> <ul style="list-style-type: none"> • Go outside and listen to the environment. • Write down everything that 	<p>Reading –</p> <ul style="list-style-type: none"> • Before reading a chapter of your book, predict what will happen in the chapter. Then, read the chapter of your book and answer the following questions: <ol style="list-style-type: none"> 1. What is the title of your book? 2. What was the chapter about? 3. Who is the main character? 4. What was the complication in the chapter? <p>Comprehension –</p> <ul style="list-style-type: none"> • Complete the comprehension task inside
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	writing. (Provided in pack).			you can hear, see and smell.	the resource pack (<i>The History of Lego</i>).
Break					
Middle	<p>MEDITATION</p> <ul style="list-style-type: none"> Take 10 minutes to focus after your break. You can just sit and relax or you can use an activity on Smiling Mind to help you relax and calm down. <p>MATHEMATICS Mathletics –</p> <ul style="list-style-type: none"> Spend 20 minutes on these tasks <p>Timetables –</p> <ul style="list-style-type: none"> Practice your 2, 5, and 10 timetables <p>Division –</p> <ul style="list-style-type: none"> Write a definition of Division 	<p>MEDITATION</p> <ul style="list-style-type: none"> Take 10 minutes to focus after your break. You can just sit and relax or you can use an activity on Smiling Mind to help you relax and calm down. <p>MATHEMATICS Mathletics –</p> <ul style="list-style-type: none"> Spend 20 minutes on these tasks <p>Whole Numbers –</p> <ul style="list-style-type: none"> If you are in the Maths groups Kilo and Lima, complete partitioning and place value sheet 1: (<i>See resource</i> 	<p>MEDITATION</p> <ul style="list-style-type: none"> Take 10 minutes to focus after your break. You can just sit and relax or you can use an activity on Smiling Mind to help you relax and calm down. <p>MATHEMATICS Mathletics –</p> <ul style="list-style-type: none"> Spend 20 minutes on these tasks <p>Timetables –</p> <ul style="list-style-type: none"> Practice your 7, 8, and 9 timetables <p>Whole Numbers –</p>	<p>MEDITATION</p> <ul style="list-style-type: none"> Take 10 minutes to focus after your break. You can just sit and relax or you can use an activity on Smiling Mind to help you relax and calm down. <p>MATHEMATICS Mathletics –</p> <ul style="list-style-type: none"> Spend 20 minutes on these tasks <p>Whole Numbers –</p> <ul style="list-style-type: none"> If you are in the Maths groups Kilo and Lima, complete comparing 	<p>MEDITATION</p> <ul style="list-style-type: none"> Take 10 minutes to focus after your break. You can just sit and relax or you can use an activity on Smiling Mind to help you relax and calm down. <p>MATHEMATICS Mathletics –</p> <ul style="list-style-type: none"> Spend 20 minutes on these tasks <p>Timetables –</p> <ul style="list-style-type: none"> Practice your 3, 4, and 6 timetables <p>CATCH-UP</p>

	<ul style="list-style-type: none"> List all the different language that is used in division (see pack for ideas) List 2 strategies that you can use in division If you are in the Maths groups Kilo and Lima, complete Division Worksheet 1: (See resource pack for worksheet) If you are in Maths groups Golf, Hotel and Indigo, complete Division Worksheet 2. <p>Extension –</p> <ul style="list-style-type: none"> Come up with your own division sums. Be sure to show your working out. 	<p>pack for worksheet)</p> <ul style="list-style-type: none"> If you are in Maths groups Golf, Hotel and Indigo, complete partitioning and place value sheet 2. If you would like to extend yourself, please complete sheet 2. <p>Extension –</p> <ul style="list-style-type: none"> Come up with your own numbers, decimals or fractions to partition. 	<ul style="list-style-type: none"> If you are in the Maths groups Kilo and Lima, complete ordering numbers sheet 1. If you are in Maths groups Golf, Hotel and Indigo, complete ordering numbers sheet 2. If you would like to extend yourself, please complete sheet 2. <p>Extension –</p> <ul style="list-style-type: none"> Come up with your own numbers, decimals or fractions to order in ascending and descending order. 	<p>numbers sheet 1.</p> <ul style="list-style-type: none"> If you are in Maths groups Golf, Hotel and Indigo, complete Factor Trees worksheet. If you would like to extend yourself, please complete sheet 2. <p>Extension –</p> <ul style="list-style-type: none"> Come up with your own numbers to compare. 	<ul style="list-style-type: none"> Finish tasks from Monday - Thursday
Break					
Afternoon	Reading –	Reading –	Reading –	Reading –	Reading –

- Read your book for 15 minutes

SCIENCE

Focus – Goyder's Line

- What strategies did Australian Indigenous people use to successfully live in deserts and semi-arid regions?

*Read through Goyder's Line and answer the following questions:
(See resource in pack)*

- What were the advantages and disadvantages of the development and implementation of Goyder's Line?
- Was the development and implementation of Goyder's Line a good idea?
- How did Goyder's Line impact Indigenous people?

- Read your book for 15 minutes

WELLBEING

- Find your favourite Growth Mindset Quote and write it down
- Display it in your work area for you to see
- Complete the worksheet *Recognising Anxiety* worksheet in the resource pack

- Read your book for 15 minutes

PE

- Review: Look at your physical activity diary from this week. Calculate how much time each day was spent on physical activity.
- How could you improve your throwing, catching or kicking skills?
- Respond: Write a list of strategies you could use to improve your skills.
- Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to

- Read your book for 15 minutes

HISTORY

- Pick a research task (see pack for choices)
- Year 4 are to select from the First Fleet Inquiry Task
- Year 5/6 are to select from Australia becomes a Nation

- Read your book for 15 minutes

CREATIVE ARTS

- Make up a dance to your favourite song
- Perform your dance in front

			apply different amounts of force to the ball.		
--	--	--	--	--	--

First Fleet - Inquiry Task

Name _____

Date _____

First Fleet - Inquiry Task

A large number of convicts and British officers travelled to Australia on the First Fleet with untold stories and experiences. When the First Fleet arrived in Australia, contact was made with the Aboriginal people. During the establishment of the new colony, some of these convicts, officers and Aboriginal people made a significant impact.

Task

1. Research:

- a convict or a British officer who arrived in Australia on the First Fleet, or
- an Aboriginal person directly impacted by the arrival of the First Fleet.

2. Include:

- Date and place of birth and death
- Family information
- Lifetime struggles and/or accomplishments
- Major events in life
- Effects/impact on society, historical significance.

3. Use the information from your research to write a biography on your chosen person.

Researching and Presenting

1. To complete the first part of the task (researching), you will need to apply an inquiry approach of gathering information. This involves:

- developing questions to research about the convict, officer or Aboriginal person
- collecting information from a range of primary and secondary sources
- recording the information in dot-point form, using the graphic organiser provided
- evaluating the usefulness of the information you have collected, and selecting which information will be included in your presentation
- communicating your findings.

2. To complete the second part of the task (writing a biography), you will need to have an understanding of how a biography is structured. This includes:

- **Orientation** - who, what, where, when and background information
- **Record of events** - in chronological order, use of evaluative remarks
- **Re-orientation** - summary of information.

A planning sheet has been provided to help you draft your biography.




HISTORY

TeachStarter.com

Year 5/6

Who Am I Choose one of the key figures from Australia's Federation. Make a list of '10 fast facts' about your chosen key figure then use the facts in a 'Who Am I?' game.	All I Know Create a mind map of all the things you know about how and why Australia became a nation.	SWOT Analysis Create a SWOT analysis titled 'Why and How Australia became a nation'.
New Law Work in groups of three to create a new law. In a three-minute presentation, describe the new law to your class. Explain why the new law is important and why it should be passed.	Australia Becomes a Nation Assessment Task Choose one of the tasks to complete to demonstrate your understanding of the history of Australian Federation.	The Australian Flag Research the history of the Australian National Flag. Describe and explain the symbols present on the flag and some of the values attached to it. Explain how the flag represents/does not represent the values of the Australian people.
Read All About It! Design the front page of an 1899 newspaper encouraging people to vote 'yes' in the upcoming referendum for Federation.	Traditional Law Research the laws that govern traditional Aboriginal and Torres Strait Islander People and compare them to Australian common law.	Australian Brochure Create a brochure that advertises Australia and its history to another nation. Include a timeline of important events from colonisation to Federation.



Goyder's Line

Goyder's Line is an imaginary line that separates the land in South Australia that receives 300 mm or more rainfall per year from the land that receives less than 300 mm per year.

George W. Goyder was a surveyor who was asked by the South Australian government to survey the land in the north of the state and determine the boundary of the great drought of 1864–65. It was believed that this would then give a clear indication of the land that was suitable for farming and agriculture and the land that was not. When Goyder's Line was established, the land to the north of the line was deemed unsuitable for farming as it received less than 300 mm of rain annually.

In 1872, Goyder's Line became law and no land grants were made to the north of this line. The line was seen as a practical limit to agriculture. What followed was a series of good seasons with sufficient rainfall to support agriculture in areas north of the line. People rushed for the land and Goyder's Line became controversial as many people falsely believed that tilling of the soil permanently increased rainfall. By 1874 the government was under such pressure to open up land to the north, due to the successful rains, that the Goyder's Line restriction was removed. When a series of dry seasons followed in the 1880s many farmers were ruined.



Map of eastern South Australia showing Goyder's Line

Source: Department for Manufacturing, Innovation, Trade, Resources and Energy, South Australia.

Indigenous desert life

Before the colonisation of Australia, Indigenous people lived in all areas of Australia including desert and semi-arid regions. The availability of water is a huge issue in such regions. The Indigenous people had a variety of strategies to overcome this problem and make survival in these regions possible.

Traditional life in these areas was nomadic, with groups of people following the cyclic patterns of available resources. It was chiefly the supplies of water that formed the basis for the movement of the groups. The Indigenous people had a good knowledge of the landscape. This meant they were usually able to move from one water supply to the next. They learnt the location of different waterholes through stories and songs.

They reduced the evaporation rate of the water they found in springs by placing large rocks over the openings. Containers were also used to carry water on journeys between water supplies. Indigenous people also knew which plants indicated the presence of water and they would dig into the ground around their roots to get it. Tree roots also store water and the Indigenous people dug and harvested water from the roots of trees such as the red mallee, as well as collecting dew from plants in the early morning. They could also obtain water from animals such as the water-holding frog.

Attention:

- You can access this lesson from the website below. There are links that you can go to get more information about Goyder's Line.
- <http://scienceweb.asta.edu.au/years-5-6/unit2/lesson-five/yr56-unit2-lesson-five.html>

Name _____

Date _____

Chomp Like a Champion

Day of the week: _____

My nutrition goal is: _____

Daily water intake tally (cups):          

Breakfast	Snack	Lunch	Snack	Dinner

Food Groups:

grains

☐ ☐ ☐ ☐ ☐

animal and/or plant based protein

☐ ☐ ☐ ☐ ☐

dairy and/or alternatives

☐ ☐ ☐ ☐ ☐

vegetables and legumes

☐ ☐ ☐ ☐ ☐

fruit

☐ ☐ ☐ ☐ ☐

fats

☐ ☐ ☐ ☐ ☐

Activity log: _____



Spelling – Week 10

This week of spelling will be a review of some of the concepts that we have been investigating this term.

<u>Red</u>	<u>Orange</u>	<u>Green</u>
Wrap	Wrong	Wrongfully
Rewrite	Wriggle	Sympathy
Lyric	Bigger	Aggravate
centre	Cylinder	Ochre
Nature	Mitre	Furniture
Sauce	Daughter	Authoritarian

The Solar System - Editing

Add editing marks to text. There are 20 errors.

The soler system is made up of eight planet's which orbit around the Sun

The four smaller planets closest to the Sun are mercury, Venus earth and Mars. They made up of rock and metel. the four outer planets are much larger. The too largest are Jupiter and Saturn, composd mainly of hydrogen and helium. The outermost Planets are Uranus and "Neptune". They are composed largely of ices, including frozen water ammonia and methane

our solar system is located within one of outer arms of the milky way galaxy, witch contains about 200 billion stars.

Editing Marks:

Capital letter	≡
End punctuation	◦ ! ?
Insert a word	^
Change to lower case	/lc
Take something out	9
Check spelling	^{SP} ○
New paragraph	¶

Re-write the text correctly:

Something Scary in the Night

"We're here!" yelled my brother Glenn.

After two hours of travelling in the car with my annoying brother, we finally pulled up behind the moving truck, full of our furniture.

I felt absolutely ecstatic! I ran as fast as I could to see my room, my very own room! No more sharing with the most annoying, loud and disgusting brother!

I skipped along the hallway to my room, opened the blinds and started to plan how I was going to decorate it. "Be careful of the monsters that come out at night," snarled Glenn as he stomped past my bedroom.

That night I lay on my bed, enjoying the peace and quiet. Suddenly, I heard a whooshing sound - like someone was walking past my bedroom. I thought it was strange, but kept looking around my beautifully decorated room.

Thump, thump, thump. I thought my mind was playing tricks on me. I heard footsteps that sounded like they were in my room. I stood up and walked over to my bedroom door. I couldn't see anything. I climbed back into bed, just in time to see a shadow slide past my bedroom door. I quickly hid under my blanket. My brother was right! I decided to...



Something Scary in the Night

1. *"We're here!" yelled my brother Glenn.*

Where do you think they are? Why do you think this?

2. Who might the main character might be?

Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*

Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do?

Why do you think this?

CRAZY CREATIVE CHALLENGE

Draw a picture of your bedroom.

Write a list of things you would change in your bedroom.

Name _____

Date _____

Something Scary in the Night

1. *"We're here!" yelled my brother Glenn.*

Where do you think they are? Why do you think this?

2. Who might the main character be?

Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*


Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do?

Why do you think this?

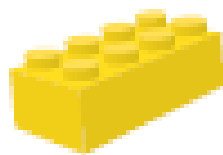


The History of LEGO

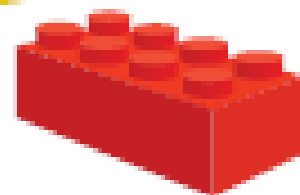


1930s – Godtfred Kirk Christiansen starts making LEGO models in Denmark. The first LEGO model is a wooden duck.

1940s – The first LEGO BRICK is made out of wood. Primary colours are introduced to the design.



1950s – LEGO spreads across the world from Denmark. The first LEGO kit is made. LEGO is made out of plastic.



1960s – DUPLO is first made and LEGOLAND opens. There are now 218 different LEGO elements, 57 sets and 25 vehicles. Wooden LEGO toys are discontinued.

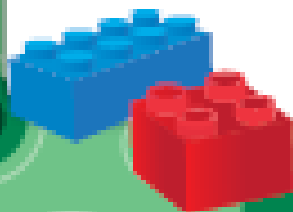
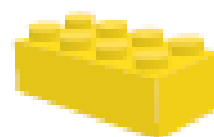
1970s – LEGO space is introduced and LEGO 'Minifigure' people are made. LEGO doors and windows are also made. A rabbit logo is introduced to the DUPLO brand.

1980s – The first LEGO World Cup building championship competition is held. A brick logo is introduced. LEGO celebrates its fifty years jubilee.

1990s – The LEGO brick is named one of the 'Products of the Century'. LEGO world shop opens on the internet. LEGO robotics are made. LEGO kids wear is launched. Guinness World Records are broken using LEGO.

2010s – The LEGO Movie premieres around the world. LEGO celebrates its 80th birthday. LEGO Friends is launched. LEGO is the world's 3rd largest toy manufacturer.

2000s – LEGO celebrates its 75th anniversary. The LEGO BRICK celebrates its 50th birthday. LEGO Clickits for girls is made.



The History of LEGO

1. Who was the inventor of LEGO?
What was his first LEGO model?
2. What was the LEGO BRICK originally made from?
When did it begin to be made out of plastic?
3. When were LEGO 'Minifigure' people first made?
What else was introduced during this decade?
4. When did The LEGO Movie premiere?
5. When did the LEGO BRICK celebrate its 50th birthday?

CRAZY CREATIVE CHALLENGE

If you have LEGO or building blocks in your classroom, design and make an object out of LEGO.

If you do not have LEGO or building blocks, design a new logo for LEGO.

Name _____

Date _____

The History of LEGO

1. Who was the inventor of LEGO?

What was his first LEGO model?

2. What was the LEGO BRICK originally made from?

When did it begin to be made out of plastic?

3. When were LEGO 'Minifigure' people first made?

What else was introduced during this decade?

4. When did The LEGO Movie premier?

5. When did the LEGO BRICK celebrate its 50th birthday?



COMPREHENSION

 [Teach Starter.com](https://www.teachstarter.com)

Sentences

Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses a complete thought.

Scott **plays** tennis in the morning.

Compound Sentences

A compound sentence contains two independent clauses joined by a **coordinating conjunction** (and, but, for, nor, or, so, yet).

Scott **was** **playing** tennis, **so** **Mary** **went** to the beach.

Complex Sentences

A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always has a **subordinating conjunction** (after, although, because, since, when) or a relative pronoun (that, which, who).

I **did not** **see** **Scott** today **because** **he** **was** **playing** tennis.

Worksheet – Place Value/Partitioning: Sheet 1

1. Round 76 to the nearest **ten**. _____

2. Partition 3129 into its parts.

_____ + _____ + _____ + _____

3. Write the number before and after the following numbers:

a. _____ **891** _____

b. _____ **9384** _____

c. _____ **7842** _____

4. Partition 56,703 into its parts.

_____ + _____ + _____ + _____ + _____

5. Write fifty-six thousand nine hundred and thirty-seven in numerals.

6. Partition 32,061 into its parts.

_____ + _____ + _____ + _____ + _____

7. How would you partition 43,903?

8. What is the place value of **3** in 36,081? _____

9. What is the place value of **6** in 36,081? _____

10. What is the place value of **0** in 36,081? _____

Worksheet – Place Value/Partitioning: Sheet 2

1. Give the place value of each bold number.

a. 32,8**37** _____

b. **7**986 _____

c. 23**9**,201 _____

d. **5**96, 347 _____

2. Partition 32,061 into its parts.

_____ + _____ + _____ + _____ + _____

3. Partition 256, 981 into its parts.

_____ + _____ + _____ + _____ + _____ + _____

4. Write the number 345, 678 in words.

5. Record the place value of the bold digits.

a. 34.**5**6 _____

b. **6**53.67 _____

c. 674.**7**6 _____

6. How would you partition 43,903?

7. What is the place value of six in 3,4**6**3,456? _____

8. What is the place value seven in **27**,786,430? _____

9. Partition 405,432 into its part.

_____ + _____ + _____ + _____ + _____ + _____

10. What is the place value of zero in 2,3**0**4,342? _____

Worksheet – Ordering Numbers: Sheet 1

1. Arrange these numbers in **ascending** (smallest to largest) order:

2347	2675	2498	2710	2908	2219
------	------	------	------	------	------

a. _____

d. _____

b. _____

e. _____

c. _____

f. _____

2. Arrange these numbers in **descending** (largest to smallest) order:

9786	9799	9754	9761	9778	9756
------	------	------	------	------	------

a. _____

d. _____

b. _____

e. _____

c. _____

f. _____

3. Arrange the numbers into **ascending** order:

43, 595	54, 670	89, 954	23,985	79,231
---------	---------	---------	--------	--------

a. _____

d. _____

b. _____

e. _____

c. _____

4. Arrange the numbers in to **descending** order:

65,098	13,312	19,800	53,789	36,890
--------	--------	--------	--------	--------

a. _____

d. _____

b. _____

e. _____

c. _____

6. Which number is **larger**? 8874 or 9867. _____

7. Which number is **smaller**? 4762 or 3676. _____

8. Rearrange the digits in 984752 to make the **largest** number:

Worksheet – Ordering Numbers: Sheet 2

1. Arrange the numbers into **ascending** order:

10,345	21,435	13,789	18,986	19,436	17,986
--------	--------	--------	--------	--------	--------

d. _____

d. _____

e. _____

e. _____

f. _____

f. _____

2. Arrange the numbers in to **descending** order:

34,560	21,827	67,323	98,986	83,343	50,786
--------	--------	--------	--------	--------	--------

d. _____

d. _____

e. _____

e. _____

f. _____

f. _____

3. Arrange the following numbers in **ascending** order:

673,128	874,234	643,156	846,978	756,098
---------	---------	---------	---------	---------

a. _____

d. _____

b. _____

e. _____

c. _____

4. Arrange the following numbers in **descending** order:

567,390	734,967	879,980	675,430	867,964
---------	---------	---------	---------	---------

a. _____

d. _____

b. _____

e. _____

c. _____

Worksheet – Comparing Numbers: Sheet 1

1. Round 45,567 to the nearest **ten**.

2. Round 78,921 to the nearest **hundred**.

3. Which number is **larger**? 76,854 or 56,403.

4. Which number is **smaller**? 5453 or 9871

5. Which number is **greater**? 675,387 or 32,049.

6. Which number is **smaller**? 43,585 or 3,543.

7. Which number is **larger**? 8874 or 9867. _____

8. Which number is **smaller**? 4762 or 3676. _____

9. Rearrange the digits in 75954 to make the **largest** number: _____

10. Rearrange the digits in 48344 to make the **smallest** number: _____

Worksheet – Factor Trees

1. What is a Factor Tree?

--

2. Make a factor tree of the following numbers:

18	56	21

3. Make a factor tree of the following numbers. Then, circle the common factors between the numbers:

25	45

4. Make a factor tree of the following numbers. Then, circle the common factors between the numbers:

18	36

Division Worksheet: 1

1. Use equal groups to solve the following division problem:

$$45 \div 5 =$$

2. Use equal groups to solve the following division problem:

$$99 \div 11 =$$

3. Use equal groups to solve the following division problem:

$$21 \div 3 =$$

4. Use equal groups to solve the following division problem:

$$35 \div 7 =$$

Division Worksheet: 2

$$\begin{array}{r} 1) \quad 84 \\ \div \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 80 \\ \div \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 44 \\ \div \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 36 \\ \div \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 60 \\ \div \quad 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 63 \\ \div \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 64 \\ \div \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 80 \\ \div \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 54 \\ \div \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 60 \\ \div \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1) \quad 30 \\ \div \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 63 \\ \div \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 80 \\ \div \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 70 \\ \div \quad 14 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 63 \\ \div \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 56 \\ \div \quad 14 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 40 \\ \div \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 66 \\ \div \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 75 \\ \div \quad 15 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 81 \\ \div \quad 9 \\ \hline \end{array}$$

Persuasive Argument Structure

Introduction –

- Statement of stance
- Refer to the topics of your arguments in your introduction
- Use persuasive devices to hook in your audience such as repetition, rhetorical questions, and the rule of three, exaggeration and emotive language.

1st Argumentative Paragraph –

- Topic sentence
- Argument
- Evidence
- Evaluate
- Restatement of position

2nd Argumentative Paragraph –

- Topic sentence
- Argument
- Evidence
- Evaluate
- Restatement of position

3rd Argumentative Paragraph –

- Topic sentence
- Argument
- Evidence
- Evaluate
- Restatement of position

Conclusion –

- Restate your position
- Summarise your points
- Leave your reader with concluding thoughts

Recognising Anxiety



Everybody feels worried and scared at different times during their lives. When these unpleasant emotions are very strong, and do not go away, it might mean we have a problem managing anxiety. Sometimes, feeling anxious about something is helpful e.g. If you have a big game coming up, a little bit of anxiety may push you to try harder at training. But too much anxiety is unhealthy and can prevent you from living your best life.

Complete the work below if you have felt anxious before.

Tick the boxes next to the anxiety symptoms you have experienced.

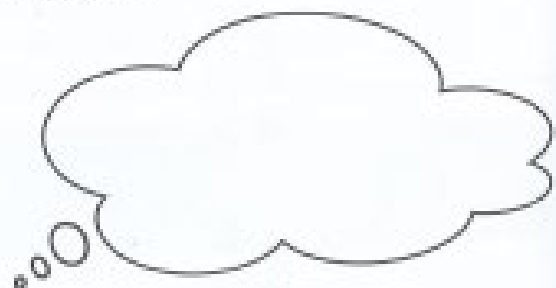
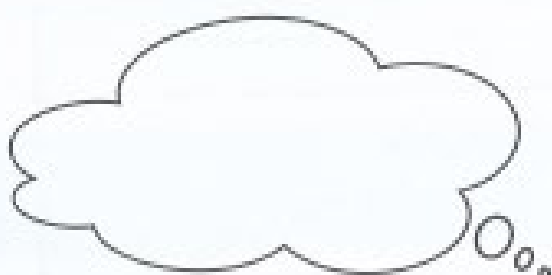
- ☐ fear of bad things happening
- ☐ out-of-control behaviour
- ☐ sweaty palms
- ☐ trouble falling asleep/tiredness
- ☐ fear of going to new places
- ☐ feeling nervous
- ☐ fast, thumping heart



Do any of the common anxiety triggers below affect you? If yes, shade them.

public speaking	meeting new people	visiting new places	animals
crowds	flying on a plane	shopping	fear of heights
trying new things	your home life	your past mistakes	your appearance
family issues	performing well in school tests	fear of dying	seeing someone you don't like

Write some of the thoughts you tend to have when you feel anxious.



What do you do to cope when you feel anxious or worried?