

## YEAR 5 Learning Tasks – Week 4

Monday AT HOME	Tuesday AT HOME	Wednesday AT SCHOOL	Thursday AT SCHOOL	Friday AT HOME
<p><b>English - Narrative</b> <b>Sizzling Starts</b> Writing - Read the page entitled 'Narrative Parts Explained'</p> <p>Think of two movies that are narratives, identify the parts of the narrative within the story.</p> <p><b>Spelling and Reading</b> <b>Prefixes of Not</b> With 5 words from the spelling list, write the meaning of the word with and without the prefix.</p> <p><b>Reading</b> Print and complete the reading card "Don't Be Late For School"</p> <p><b>Religion</b> Read Psalm 139 Discuss with a parent or adult the following and then answer:  <ul style="list-style-type: none"> <li>· What does that mean for the way we think of ourselves?</li> <li>· How should we think of ourselves and of others?</li> <li>· Does that Scripture add to your previous understanding of dignity and worth?</li> </ul> </p>	<p><b>English - Narrative</b> <b>Sizzling Starts</b> Writing – Revisit the page entitled 'Narrative Parts Explained'</p> <p>Think of two movies that are narratives, identify the parts of the narrative within the story.</p> <p><b>Spelling and Reading</b> <b>Prefixes of Not</b> With the other 5 words from the spelling list, write the word with and without the prefix in a sentence to show the word in context.</p> <p><b>Reading</b> Print and complete the reading card "Slip, Stop, Slap"</p> <p><b>Religion</b> Reread Psalm 139 Choose a family member and write 10 positive words to describe them and what makes them unique in the eyes of God. Think about yourself now and write 10 things that you are thankful for that are gifts to you from God</p>	<p><b>English - Narrative</b> <b>Sizzling Starts</b> Writing – Take a common Narrative orientation and change it with a 'sizzling start' of either onomatopoeia or direct speech as a class example.</p> <p><b>Spelling and Reading</b> <b>Prefixes of Not</b> Research other words that use the prefixes un-, in- and dis-</p> <p><b>Reading</b> Print and complete the reading card "Milksnake Mania"</p> <p><b>Religion</b> Review CST principle 1 on dignity. As a class create a common meaning for the word dignity. As a class, create a mind map of words associated with the word 'dignity'</p> <p>Describe a time that students have shown dignity towards others at school</p>	<p><b>English - Narrative</b> <b>Sizzling Starts</b> Writing – Take a common Narrative orientation and change it with a 'sizzling start' of either onomatopoeia or direct speech individually.</p> <p><b>Spelling and Reading</b> <b>Prefixes of Not</b> Identify other assimilated prefixes from wk 3 lesson</p> <p><b>Reading</b> Print and complete the reading card "Something Scary in the Night"</p> <p><b>Religion</b> Research an organisation within our community that supports the Catholic Social Teaching on dignity. Describe how they help to maintain the dignity of any person that they encounter.</p>	<p><b>English - Narrative</b> <b>Sizzling Starts</b> Writing – Take a common Narrative orientation and change it with a 'sizzling start' of either onomatopoeia or direct speech individually.</p> <p><b>Spelling and Reading</b> <b>Prefixes of Not</b> Research words that may start with these grapheme combinations (letter combinations) but are NOT a prefix</p> <p><b>Reading</b> Print and complete the reading card "The History of Lego"</p> <p><b>Religion</b> Reread Psalm 139 Explain how that by recognising these good things in other people we are showing dignity towards them. Describe three times you have shown dignity towards that person.</p>

## YEAR 5 Learning Tasks – Week 4

Monday AT HOME	Tuesday AT HOME	Wednesday AT SCHOOL	Thursday AT SCHOOL	Friday AT HOME
<p><b>Maths</b>  <b>Measurement – Mass</b>            Complete worksheet 1 – “Converting Units of Mass C”            Complete Study Ladder set activities – Mass Year 5            Complete Word Problems Using the Problem Solving Steps</p>	<p><b>Maths</b>  <b>Addition</b>            Complete worksheet 1 – “Multiple number addition A”            Complete Study Ladder set activities – Addition Year 5            Complete Word Problems Using the Problem Solving Steps</p>	<p><b>Maths</b>  <b>Addition</b>            Complete worksheet 2 – “Multiple number addition B”            Complete Study Ladder set activities – Addition Year 5</p>	<p><b>Maths</b>  <b>Measurement – Mass</b>            Complete worksheet 2 – “Converting Units of Mass D”            Complete Study Ladder set activities – Mass Year 5</p>	<p><b>Maths</b>  <b>Addition</b>            Complete worksheet 3 – “Multiple number addition C”            Complete Study Ladder set activities – Addition Year 5            Complete Word Problems Using the Problem Solving Steps</p>
		<p><b>PE</b>            Striking and Fielding games</p>	<p><b>PD / Health</b>            Students individually complete the survey and rate where their health is at and also suggest ways in which they could improve their score.</p>	



# Year 5 English - Writing, Narratives – Home Learning, Term 2 Week 4

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## Week 4 – “What makes a Narrative”

### Learning Intention:

#### Students will:

- ✦ **Understand the markers of a narrative and identify these in well-known narratives**

Read the page below entitled 'Narrative Parts Explained'. These are the 5 important 'parts' that make up a narrative – The ORIENTATION (WHO, WHERE, WHEN, WHAT), COMPLICATION, SERIES OF EVENTS, SOLUTION and CODA (each which are explained on the sheet)

#### Task:

- This time think of some movie narratives (Disney movies or any animated ones are really good) and again, identify the parts of the narrative within the story.

#### Narrative Markers

Story: Goldilocks and the Three Bears

#### Orientation:

Who	Goldilocks and the Three Bears
Where	In the forest at the bears house
When	Once upon a time
What	Three Bears went out for a walk.

#### Problem:

What happened?	Goldilocks went into the bears house.
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#### Series of Events:

What did the character do to solve the problem?	She tried the porridge, sat in the bears seat and fell asleep in the bears bed.
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#### Resolution:

How was it fixed?	Bears came home, saw her in bed and chased her out.
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#### Coda:

How did it end?	Bears ate Goldilocks!!
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## Week 4 – “Making a Sizzling Start”

### **Learning Intention:**

#### **Students will:**

- ✦ ***Incorporate a ‘Sizzling Start’ of direct speech or onomatopoeia into a narrative orientation***

While a traditional Narrative starts with a simple Orientation describing the Characters' Plot and Setting (or the who, where, when, what), we can make the orientation a little more interesting but adding a 'sizzling start' and then backfilling the other parts of the orientation.

In class we will explain this in a little more detail....

Task: Take a common Narrative orientation and change it with a 'sizzling start' of either onomatopoeia or direct speech individually. (Look at our narrative “In the Hole” as an example of this)



# Narrative Parts Explained

Purpose – A **fictional** story with an **orientation**, a **problem** and a **solution**.

Structure – Orientation – tells us the characters, plot and setting or answers the questions

**who, where, when** and **what**

Problem – something happens to the characters that needs to be solved

Series of Events – Steps the character takes to solve the problem

Solution – the problem is solved

Coda – what happens after the solution  
“they lived happily ever after”

Language Features: Nouns – characters

Verbs – actions of the characters

Adjectives and Adverbs – for description

Time connectives

Past tense

Direct speech

Similes and metaphors, personification

Onomatopoeia

Text and font changes

## Narrative Markers in Movies

Movie: \_\_\_\_\_

Orientation:

Who	
Where	
When	
What	

Problem:

What happened?	
----------------	--

Series of Events:

What did the character do to solve the problem?	
---	--

Resolution:

How was it fixed?	
-------------------	--

Coda:

How did it end?	
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## In The Hole

"Scrape, scrape" went the shovel as loud as a lion. Jake, a small and dirty 8 year old boy, was in his backyard digging holes early in the morning. "I've found something mum" Jake screamed.

"You don't have to scream, I'm right next to you Jake" mum answered.

Suddenly, Jake dug around the thing a little more. He saw a really big grey bone lying in the hole. Jake touched it, it was hard, slimy and as smooth as baby's skin. Jake was very confused with what was in the hole. "OMG mum, I think I've found a dinosaur bone" Jake whispered.

"Well dig it out then Jake and let's have a look" mum answered. "I think your right Jake, it does look like a dinosaur bone, what should we do with it?".

"Can we keep it mum, or maybe sell it for **MILLIONS** of dollars?" Jake questioned excitedly.

"What about I call my friend from the museum, they will know a lot more about it" mum answered.

"Well let's go there instead and take the bone" Jake said.

"Great idea" mum replied.

A short time later.....

## Language Features

Nouns –characters

Verbs – actions of the characters

Adjectives and Adverbs – for description

Time connectives

Past tense

Direct speech

Similes and metaphors, personification

Onomatopoeia

Text and font changes



# Year 5 English - Spelling – Home Learning, Term 2 Week 4

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Week 4 – “More Prefixes of Not”

## **Learning Intention:**

### **Students will:**

- ✦ ***Understand the purpose of a prefix on a word and use some common prefixes that mean ‘not’***

A prefix is a group of letters at the beginning of a word that alter or change the meaning of a word. The prefixes ‘**un-**’, ‘**in-**’ and ‘**dis-**’ change the meaning of a word to mean the not or the opposite. For example:

able– can do a task

*unable* – not able to do a task

### **Spelling List – Wk 4**

**unworthy**

**unimportant**

**undo**

**uncertain**

**incorrect**

**incomplete**

**independent**

**disadvantage**

**disappear**

**disable**

Task – For 5 of the words above write the meaning of the word with and without the prefix. For the other 5 words, write the word with and without the prefix in a sentence to show the word in context.



Week 4 – “More Prefixes of Not”

**Learning Intention:**

**Students will:**

- ✚ **Use the prefixes of not (un-, in- dis-) in context to create new words and finding a common pattern for assimilated prefixes**

A prefix is a group of letters at the beginning of a word that alter or change the meaning of a word. The prefixes '**un-**', '**in-**' and '**dis-**' change the meaning of a word to mean the not or the opposite.

Task:

Research other words that use the prefixes '**un-**', '**in-**' and '**dis-**'

Research words that may start with these grapheme combinations (letter combinations) but are NOT a prefix

Identify other assimilated prefixes (meaning below) from week 3.

Assimilated Prefixes:

When the final letter of the **prefix** and the first letter of the **base word** are the same, the phoneme is **assimilated**, or absorbed, into the base or root that follows it, resulting in a double consonant.

eg **im mature = immature**

**ir rational = irrational**

## Don't be Late for School!

Amelia woke up and saw that she was running late for school. She jumped out of bed and started to get herself ready. She couldn't be late again, as she was already in trouble with Mrs Holder for being late two days last week!

As quickly as possible, Amelia put on her school uniform, tugged on a pair of socks and shoved her feet into her black school shoes.

Amelia then looked in the mirror. Her hair was a mess! She grabbed her hairbrush and yanked it through her hair. Amelia splashed some water on her face and then ran downstairs to have some breakfast. She slid two pieces of bread into the toaster and grabbed herself a glass of juice while she waited. Stuffing toast into her mouth, Amelia ran back upstairs to brush her teeth.

On her way out the door, Amelia grabbed her school bag and started running down the driveway. That's when she remembered she had forgotten her lunch!

Amelia ran back to grab her lunch off the kitchen table. She was finally on her way!



## Don't be Late for School!

- Which one of these things did Amelia **not** do before having breakfast?
  - splash some water on her face
  - run down the driveway
  - brush her hair
- Number the following sentences in the order they happened.
  - \_\_\_ Amelia ran back to grab her lunch.
  - \_\_\_ Amelia jumped out of bed.
  - \_\_\_ Amelia brushed her teeth.
  - \_\_\_ Amelia put on her school uniform.
- What was the last thing Amelia did before going to school?
- Create a list of all the things Amelia had to do before going to school. (Make sure your list is in order!)

## CRAZY CREATIVE CHALLENGE

Create a comic strip of yourself getting ready for school.



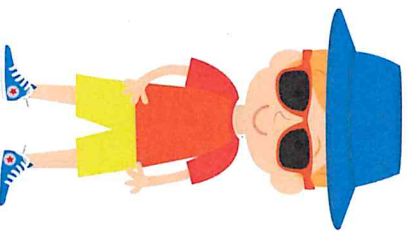
## Slip, Slop, Slap!

The sun's rays can be both beneficial and dangerous to your body. The sun's ultraviolet (UV) radiation is your best natural source of vitamin D. Vitamin D is important for healthy bones, muscles and teeth. However, the sun's UV radiation can also cause sunburn, damage to your eyes and skin cancer.

Whenever you are heading outside, it is important to be sun-smart. Some things that you can do to make sure you are protected from the sun's rays include:

- wearing sun protective clothing
- putting on some sunscreen
- wearing a wide-brimmed hat
- finding shade
- wearing sunglasses.

Once you are protected, you can enjoy lots of fun outdoor activities including sport, going to the beach, playing on a playground or even just walking outside to enjoy the outdoors.



## Slip, Slop, Slap!

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

4. Another good title for this text could be
  - a) The Weather.
  - b) The Sun and our Health.
  - c) How the Sun is Good for your Health.
  - d) Hot, Hot, Hot

## CRAZY CREATIVE CHALLENGE

Create a poster encouraging your classmates to be sun-smart.

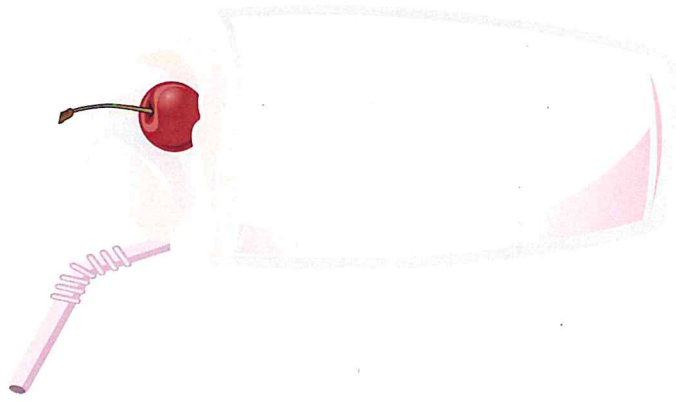
## Milkshake Mania!

"You can feel the excitement in the air," said business owner Mary Milkmaid. Today was the grand opening of Mary's Milk Bar.

"I will be serving the best milkshakes in the world!" declared Mary as she cut the ribbon at the official opening. Mary makes the milkshakes using 2 scoops of ice-cream, 3 shots of syrup and 2 cups of creamy milk. She says that she makes every milkshake with love and that it is the best milkshake you will ever have.

Travis was the first person to order a milkshake from the new milk bar. He decided to have a chocolate one. "I think chocolate is the best. I'm sure all of Mary's milkshakes are great though," he said as he slurped on his chocolate milkshake.

On the opening day, Mary sold one hundred and eight milkshakes. She declared the day a great success and couldn't wait to make more milkshakes tomorrow!



## Milkshake Mania!

- Write **F** for fact or **O** for opinion next to each statement.
  - \_\_\_ You could feel the excitement in the air.
  - \_\_\_ Today was the grand opening of Mary's Milk Bar.
  - \_\_\_ Mary's are the best milkshakes you will ever have!
  - \_\_\_ Travis was the first person to order a milkshake.
  - \_\_\_ Travis thinks chocolate is the best.
  - \_\_\_ Mary sold one hundred and eight milkshakes.

### 2. "I will be serving the best milkshakes in the world!"

This statement is an opinion. Why do you think it is an opinion?

- Write a fact you know about milkshakes.
- Write an opinion you have about milkshakes.

## CRAZY CREATIVE CHALLENGE

Write an advertisement for Mary's Milk Bar.

Use both facts and opinions in your ad.

Write your facts in blue and your opinions in red.



## 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.



## Recall Facts and Details

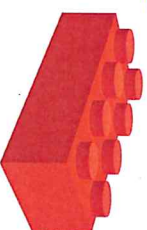
# The History of LEGO

**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.

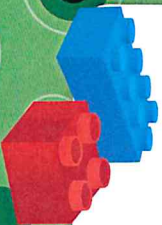
**1980s** – The first LEGO World Cup building championship competition is held. A brick logo is introduced. LEGO celebrates its fifty years' jubilee.

**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.



## Comprehension Task

## Recall Facts and Details

# 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 50<sup>th</sup> 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.

## Comprehension Task



# Year 5 Maths – Number – Addition

## Home / School Learning, Term 2 Week 4

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Week 4 – Addition of multiple numbers

### Learning Intention:

Students will:

- ✚ **Use mental and written strategies to add multiple addends (numbers)**

When adding multiple numbers in a vertical equation, no matter how many addends or how many numbers we always do the working out the same as demonstrated below.

Eg

$$\begin{array}{r} \underline{21} \\ 269 \\ 995 \\ \underline{891 +} \\ 2155 \end{array}$$

First we add the 'Ones' column  $9 + 5 + 1 = 15$ . We place the ones number (5) in the ones column and the tens number (1) above the next column. Then we do the same with the next column and add the 1 we moved over so  $1 + 6 + 9 + 9 = 25$ . This time we place the ones number (5) in the below the column and the tens number (2) above the next column. Then we do the same with the last column and add the 2 we moved over so  $2 + 2 + 9 + 8 = 21$ . With no more columns left we write in the **21** and get our answer of **2155**.

Tasks – Complete the multiple addends sheets (sheet 1, sheet 2 and sheet 3)

- Complete study ladder tasks relating to addition and subtraction.
- Complete the word problems using the Problem Solving Steps



## Year 5 Maths – Measurement - Mass – Home / School Learning, Term 2 Week 4

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### Converting Units of Mass (Cont'd)

#### **Learning Intention:**

#### **Students will:**

- ✚ ***Be able to convert units of mass between grams and kilograms***

Mass is a measure of how much matter is in an object. ... Mass is commonly measured by how much something weighs. But weight is caused by gravity, so your weight on the Moon is less than here on Earth, while the mass stays the same. Mass is measured in grams and kilograms.

**When measuring and converting mass it is important to remember:**

**1 kilogram (kg) = 1000 grams (g)**

Tasks – Complete 'Converting between units of grams and kilograms' sheets (sheet 3 and sheet 4)

- Complete study ladder tasks relating to mass.
- Complete the word problems using the Problem Solving Steps

Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

$$\begin{array}{r} 269 \\ 995 \\ + 891 \\ \hline \end{array}$$

$$\begin{array}{r} 712 \\ 624 \\ + 495 \\ \hline \end{array}$$

$$\begin{array}{r} 880 \\ 295 \\ + 372 \\ \hline \end{array}$$

$$\begin{array}{r} 156 \\ 804 \\ + 726 \\ \hline \end{array}$$

$$\begin{array}{r} 550 \\ 425 \\ + 242 \\ \hline \end{array}$$

$$\begin{array}{r} 295 \\ 516 \\ + 762 \\ \hline \end{array}$$

$$\begin{array}{r} 841 \\ 705 \\ + 941 \\ \hline \end{array}$$

$$\begin{array}{r} 939 \\ 522 \\ + 947 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ 635 \\ + 480 \\ \hline \end{array}$$

$$\begin{array}{r} 374 \\ 554 \\ + 617 \\ \hline \end{array}$$

$$\begin{array}{r} 220 \\ 809 \\ + 390 \\ \hline \end{array}$$

$$\begin{array}{r} 142 \\ 151 \\ + 860 \\ \hline \end{array}$$

$$\begin{array}{r} 638 \\ 542 \\ + 690 \\ \hline \end{array}$$

$$\begin{array}{r} 863 \\ 439 \\ + 406 \\ \hline \end{array}$$

$$\begin{array}{r} 720 \\ 237 \\ + 649 \\ \hline \end{array}$$

$$\begin{array}{r} 198 \\ 344 \\ + 192 \\ \hline \end{array}$$

$$\begin{array}{r} 423 \\ 681 \\ + 737 \\ \hline \end{array}$$

$$\begin{array}{r} 570 \\ 949 \\ + 315 \\ \hline \end{array}$$

$$\begin{array}{r} 546 \\ 440 \\ + 873 \\ \hline \end{array}$$

$$\begin{array}{r} 876 \\ 708 \\ + 490 \\ \hline \end{array}$$

$$\begin{array}{r} 146 \\ 479 \\ + 861 \\ \hline \end{array}$$

$$\begin{array}{r} 921 \\ 544 \\ + 222 \\ \hline \end{array}$$

$$\begin{array}{r} 604 \\ 883 \\ + 836 \\ \hline \end{array}$$

$$\begin{array}{r} 548 \\ 751 \\ + 761 \\ \hline \end{array}$$

$$\begin{array}{r} 957 \\ 484 \\ + 869 \\ \hline \end{array}$$



Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

$$\begin{array}{r} 9536 \\ 9217 \\ + 8972 \\ \hline \end{array}$$

$$\begin{array}{r} 7587 \\ 4912 \\ + 1578 \\ \hline \end{array}$$

$$\begin{array}{r} 7279 \\ 5467 \\ + 7858 \\ \hline \end{array}$$

$$\begin{array}{r} 4203 \\ 1613 \\ + 6058 \\ \hline \end{array}$$

$$\begin{array}{r} 6183 \\ 8736 \\ + 3127 \\ \hline \end{array}$$

$$\begin{array}{r} 6834 \\ 4521 \\ + 3541 \\ \hline \end{array}$$

$$\begin{array}{r} 3564 \\ 4629 \\ + 3455 \\ \hline \end{array}$$

$$\begin{array}{r} 1672 \\ 7208 \\ + 7029 \\ \hline \end{array}$$

$$\begin{array}{r} 3651 \\ 4352 \\ + 2311 \\ \hline \end{array}$$

$$\begin{array}{r} 2963 \\ 2846 \\ + 6524 \\ \hline \end{array}$$

$$\begin{array}{r} 1833 \\ 7251 \\ + 4632 \\ \hline \end{array}$$

$$\begin{array}{r} 5634 \\ 2830 \\ + 7829 \\ \hline \end{array}$$

$$\begin{array}{r} 5537 \\ 8780 \\ + 2614 \\ \hline \end{array}$$

$$\begin{array}{r} 4231 \\ 2212 \\ + 6539 \\ \hline \end{array}$$

$$\begin{array}{r} 2974 \\ 2582 \\ + 9477 \\ \hline \end{array}$$

$$\begin{array}{r} 5363 \\ 3192 \\ + 9159 \\ \hline \end{array}$$

$$\begin{array}{r} 2236 \\ 4573 \\ + 4337 \\ \hline \end{array}$$

$$\begin{array}{r} 7354 \\ 9096 \\ + 8080 \\ \hline \end{array}$$

$$\begin{array}{r} 3167 \\ 1877 \\ + 6143 \\ \hline \end{array}$$

$$\begin{array}{r} 7468 \\ 5770 \\ + 8400 \\ \hline \end{array}$$

$$\begin{array}{r} 7839 \\ 2463 \\ + 8007 \\ \hline \end{array}$$

$$\begin{array}{r} 4621 \\ 4457 \\ + 8157 \\ \hline \end{array}$$

$$\begin{array}{r} 7194 \\ 4440 \\ + 3458 \\ \hline \end{array}$$

$$\begin{array}{r} 9447 \\ 8429 \\ + 8165 \\ \hline \end{array}$$

$$\begin{array}{r} 2559 \\ 4553 \\ + 3015 \\ \hline \end{array}$$

Name : \_\_\_\_\_ Score : \_\_\_\_\_

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

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$$\begin{array}{r} 8705 \\ 8579 \\ 9292 \\ 3885 \\ + 1386 \\ \hline \end{array}$$

$$\begin{array}{r} 3008 \\ 8584 \\ 1762 \\ 1621 \\ + 2371 \\ \hline \end{array}$$

$$\begin{array}{r} 3731 \\ 5224 \\ 9360 \\ 2388 \\ + 2248 \\ \hline \end{array}$$

$$\begin{array}{r} 2433 \\ 6097 \\ 5474 \\ 4577 \\ + 4665 \\ \hline \end{array}$$

$$\begin{array}{r} 2535 \\ 8190 \\ 6800 \\ 1247 \\ + 7744 \\ \hline \end{array}$$

$$\begin{array}{r} 2302 \\ 5527 \\ 7862 \\ 1451 \\ + 7830 \\ \hline \end{array}$$

$$\begin{array}{r} 5524 \\ 2926 \\ 1325 \\ 1635 \\ + 8229 \\ \hline \end{array}$$

$$\begin{array}{r} 8233 \\ 4496 \\ 3614 \\ 6702 \\ + 9249 \\ \hline \end{array}$$

$$\begin{array}{r} 5103 \\ 1185 \\ 7683 \\ 4070 \\ + 8569 \\ \hline \end{array}$$

$$\begin{array}{r} 6296 \\ 9574 \\ 8761 \\ 4115 \\ + 7122 \\ \hline \end{array}$$

$$\begin{array}{r} 2042 \\ 8160 \\ 4188 \\ 8736 \\ + 7323 \\ \hline \end{array}$$

$$\begin{array}{r} 9054 \\ 3129 \\ 9255 \\ 6807 \\ + 4405 \\ \hline \end{array}$$

$$\begin{array}{r} 1132 \\ 9290 \\ 4226 \\ 4066 \\ + 1265 \\ \hline \end{array}$$

$$\begin{array}{r} 8193 \\ 5331 \\ 1358 \\ 6605 \\ + 3817 \\ \hline \end{array}$$

$$\begin{array}{r} 4863 \\ 1475 \\ 1056 \\ 1947 \\ + 4300 \\ \hline \end{array}$$

$$\begin{array}{r} 1757 \\ 3952 \\ 9483 \\ 5331 \\ + 9230 \\ \hline \end{array}$$





## Metric units of weight

### Grade 5 Measurement Worksheet

1 kilogram (kg) = 1,000 grams (gm)

Convert to the units shown.

1. 98 kg = \_\_\_\_\_ g
2. 0.48 g = \_\_\_\_\_ kg
3. 0.03 kg = \_\_\_\_\_ g
4. 0.5 g = \_\_\_\_\_ kg
5. 9.7 kg = \_\_\_\_\_ g
6. 0.9 kg = \_\_\_\_\_ g
7. 0.3 g = \_\_\_\_\_ kg
8. 0.6 g = \_\_\_\_\_ kg
9. 1 kg = \_\_\_\_\_ g
10. 79 g = \_\_\_\_\_ kg
11. 0.43 g = \_\_\_\_\_ kg
12. 0.8 g = \_\_\_\_\_ kg
13. 8 g = \_\_\_\_\_ kg
14. 7.2 g = \_\_\_\_\_ kg
15. 77 g = \_\_\_\_\_ kg
16. 70 kg = \_\_\_\_\_ g
17. 23 g = \_\_\_\_\_ kg
18. 0.32 g = \_\_\_\_\_ kg
19. 4.0 g = \_\_\_\_\_ kg
20. 0.25 g = \_\_\_\_\_ kg





## Metric units of weight

### Grade 5 Measurement Worksheet

1 kilogram (kg) = 1,000 grams (gm)

Convert to the units shown.

1. 9.3 g = \_\_\_\_\_ kg
2. 71 g = \_\_\_\_\_ kg
3. 0.1 g = \_\_\_\_\_ kg
4. 80 kg = \_\_\_\_\_ g
5. 7.4 kg = \_\_\_\_\_ g
6. 0.08 kg = \_\_\_\_\_ g
7. 2 kg = \_\_\_\_\_ g
8. 7.8 g = \_\_\_\_\_ kg
9. 0.38 kg = \_\_\_\_\_ g
10. 0.53 g = \_\_\_\_\_ kg
11. 1.5 kg = \_\_\_\_\_ g
12. 6.7 g = \_\_\_\_\_ kg
13. 60 kg = \_\_\_\_\_ g
14. 0.4 g = \_\_\_\_\_ kg
15. 32 kg = \_\_\_\_\_ g
16. 18 kg = \_\_\_\_\_ g
17. 72 g = \_\_\_\_\_ kg
18. 8.3 kg = \_\_\_\_\_ g
19. 3 g = \_\_\_\_\_ kg
20. 0.45 g = \_\_\_\_\_ kg

10. Sandy needs 14 ml of milk to make one cupcake. How much milk does she need to make 45 cupcakes?



11. 9 friends were paid \$385 to clean up the local lake. How much does each person receive?



12. You are holding a party and you will need 35 cups. Is it better value to buy a packet of 40 cups for \$8.00 or 7 packets of 5 cups for \$1.20 each?



13. 4 boys weigh 165 kg combined. If two of the boys weigh 92 kg combined and another boy weighs 34 kg, what does the fourth boy weigh?



14. The local soccer club is looking to purchase new balls for their 192 players. They need 5 balls for every 20 players. How many balls do they need?



15. The average distance from the Earth to the Moon is 384 000 km. The length of a marathon is 42 km. If you could run from the Earth to the Moon, how many marathons would you have run?

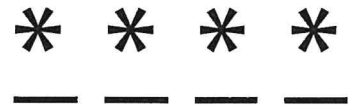




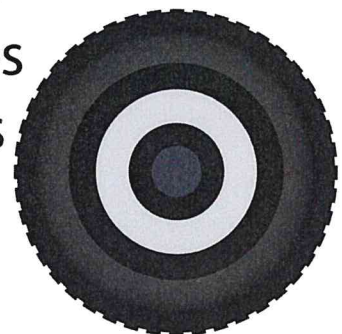
16. On average, 4 babies are born every second world-wide. How many babies are born every 10 minutes?



17. Crack the code! The first number is 1.5 times the second number. The third number is one third of the first number. The fourth number is 2, which is one third of the value of the second number.



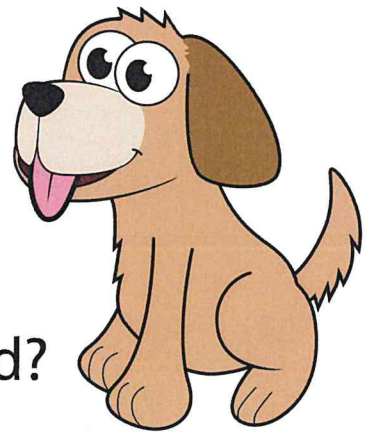
18. Your car's wheels rotate 600 times per km. If your car needs new tyres every 50 000 km, how many times will your tyres rotate before they need to be replaced?



19. Neil loves running! He runs 8 km every week. After running 190 km, his shoes need to be replaced. How often does Neil replace his shoes?



20. Ralph eats 2 bowls of food each day. If a bowl contains 400 g of dog food and a bag of dog food contains 20 kg, how often does Ralph need a new bag of dog food?





## Year 5 RE, Values – Home Learning, Term 2 Week 4

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This document contains two learning experiences over two weeks. For these learning experiences there are a number of activities outlined.

**IMPORTANT: You do not have to do all the activities, pick one or two of the activities that will help your children learn about the learning intention.**

You may like to set up/change a little sacred space near your home learning area. Remember that it is now Easter. Use white and gold colours. Things you may like to include:

- Cross
- Bible
- Candle
- Holy picture

You may also like to draw a picture that you could place in this space if you have no pictures. Each day, before you begin your home learning, light a candle (with help from an adult) and say your school prayer, remembering that you are still part of the school and your friends and schoolmates are saying the prayer with you.

### Week 4 – “Value Humanity”

#### **Learning Intention:**

#### **Students will:**

- ✚ ***Understand the Christian beliefs about the dignity of the human person***

Read Psalm 139

Discuss with a parent or adult the following and then answer:

- What does that mean for the way we think of ourselves?
- How should we think of ourselves and of others?
- Does that Scripture add to your previous understanding of dignity and worth?

Note to parents: I Wonder questions are conversation starters, there is no right or wrong answer, the point is to have your child think deeper about the passage. You are asking them what they think the answer is.

Activities:

- Choose a family member and write 10 positive words to describe them and what makes them unique in the eyes of God.
- Think about yourself now and write 10 things that you are thankful for that are gifts to you from God
- Explain how that by recognising these good things in other people we are showing dignity towards them. Describe three times you have shown dignity towards that person.

## **Psalm 139:13-14**

<sup>13</sup>For it was you (God) who formed my inward parts;  
you knit me together in my mother's womb.

<sup>14</sup>I praise you, for I am fearfully and wonderfully made.  
Wonderful are your works; that I know very well.



**Learning Intention:**

**Students will:**

- ✦ Understand the term 'dignity', describe ways in which they show dignity towards others and identify groups or organisations who help promote the dignity of others in our society.**
  
- Watch the following clip on 'dignity' (From The Simpsons)  
<https://www.youtube.com/watch?v=v-NH6TGZTcc> (Kurt draws dignity)
  
- Review CST principle 1 on dignity. As a class create a common meaning for the word dignity.
  
- Watch another clip on dignity <https://www.youtube.com/watch?v=WNm73HhSns4>
  
- As a class, create a mind map of words associated with the word 'dignity'
  
- Describe a time that students have shown dignity towards others at school
  
- Research an organisation within our community that supports the Catholic Social Teaching on dignity. Describe how they help to maintain the dignity of any person that they encounter.