	Weekly Overview				
	Session 1	**Session 2**		**Session 3**	
Monday	English **WALT:** understand how authors use figurative language to create entertaining texts	Mathematics **WALT:** add and subtract decimals, with and without the use of digital technologies	Wellbeing **WALT:** practise strategies that improve mental health and wellbeing	P.D.H. **WALT:** reflect on what we know about wellbeing	Physical Activity **WALT:** keep fit and healthy
Tuesday	English **WALT:** understand texts read	Mathematics **WALT:** use estimation and rounding to check the reasonableness of answers when using decimal numbers	Mindfulness **WALT:** practise strategies that improve mental health and wellbeing	Science and Technology **WALT:** understand the key features of our Solar System	Physical Activity **WALT:** keep fit and healthy
Wednesday	English **WALT:** Understand figurative language and how authors use it to create entertaining texts	Mathematics **WALT:** make connections between equivalent fractions, decimals and percentages	Wellbeing **WALT:** practise strategies that improve mental health and wellbeing	H.S.I.E. **WALT:** use geographical questions to guide investigations	Physical Activity **WALT:** keep fit and healthy
Thursday	English **WALT:** represent our understanding through imagery and drama **Library Lesson** **WALT:** create characters	Mathematics **WALT:** make connections between equivalent fractions, decimals and percentages	Mindfulness **WALT:** practise strategies that improve mental health and wellbeing	Creative Arts **WALT:** recognise & describe the elements of dance	Physical Activity **WALT:** keep fit and healthy
Friday	English **WALT:** use figurative language to entertain an audience	Mathematics **WALT:** investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without the use of digital technologies	Wellbeing **WALT:** practise strategies that improve mental health and wellbeing	Physical Education **WALT:** keep fit and healthy	
	See if you can complete the Kindness Challenge every week!				
	*****Please note: activities highlighted in yellow in the daily grid means your teachers would like you to submit this learning to them via google classroom!*				
	Mother's Day Writing Task: Scroll down to the bottom and complete the special writing task. Get ready to give it to Mum/someone special on Mother's Day.				

Monday Overview

Session 1	Session 2	Session 3
English **WALT:** develop an increasingly sophisticated vocabulary Listen to or read Ch 7 of Matilda - https://www.youtube.com/embed/9iOlYnH1W7o The following terms are included in Chapter 7, 'Miss Honey'. Use a dictionary to define the terms, record their meanings, and then use each in a sentence. ***bleak, formidable, seldom, bewilderment, tangible, eccentricities, recite, solemn, prodigy, quivery*** **WALT:** understand how authors use figurative language to create entertaining texts ***What is a simile and a metaphor?*** Watch the video to help you: https://www.youtube.com/embed/yuf3lyZ7Td4 Below are excerpts from the text Matilda – Which excerpt is a simile and which excerpt is a metaphor? A) *'Your son Wilfred has spent six years as a grub in this school and we are still waiting for him to emerge from the chrysalis.'* B) *"The boy was by now so full of cake he was like a sackful of wet cement and you couldn't have hurt him with a sledge-hammer."* **Locate examples of similes and metaphors from the chapters 1 – 5 and record them in a table, similar to the one below:** 	Simile	Metaphor	 |---|---| 			 **Reflection:** *What is the effect of this figurative language on the audience? Why has the author chosen to use this language?*	**Mathematics – Place Value Review: WALT:** add and subtract decimals, with and without the use of digital technologies Whole numbers have units, tens, hundreds, thousands, etc as the number becomes bigger. What are the place values within a decimal number? Do the place values get bigger or smaller? Using a pack of cards with the picture cards removed, make 2 and 3 decimal place numbers including 1- 3 whole place numbers. Eg 3.87, 85.673, 123.456. **Say the number out loud and write it out in words. Do this for 5 different numbers.** Remember the whole number is read like ordinary numbers but the decimal part is read as individual digits. Eg 23.23 = twenty-three point two three. **Addition and Subtraction of Decimals:** Complete these questions. a 2.3 + 4.7 = a 2.92 + 6.08 = b 5.6 + 2.4 = b 4.97 + 0.03 = c 7.2 + 1.8 = c 5.94 + 2.06 = d 2.5 + 7.5 = d 3.93 + 8.07 = **Create your own 10 questions**, including a mixture of addition and subtraction problems. Write the questions as both a number sentence (across) and as a vertical algorithm. Then, solve them! 1. 4.27 − 2.62 2. 7.36 − 5.91 3. 8.03 − 4.28 4. 5.25 − 1.44 5. 9.89 − 3.51 6. 6.29 − 5.24 7. 6.44 − 2.83 8. 8.16 − 5.27 9. 6.29 − 3.82	**Personal, Development, Health (PDH)** **WALT:** reflect on what we know about wellbeing During Term 1 we have focused on the wellbeing/personal health concepts of: • The Golden Rule • Character Strengths • Emotions • Relationships • Stereotypes We want you to reflect on what we have learnt in Term 1 about the concepts listed above, and what you already know about these concepts from other years of learning at school. **You are to create a visual representation of everything you know about wellbeing.** This can take the form of a digital (eg. Google slides, popplet) or pictorial representation (eg. Mindmap, poster). You have the freedom of choice to choose whatever method you prefer. You must remember to identify the wellbeing concept and why it is important for our wellbeing.
Spelling - WALT: spell unfamiliar words This fortnight's spelling words focus on the /oo/ sound. It can be made it different ways, including 'oo', 'ew', 'ou', 'ue' and 'ui'. Create a table with 5 columns and title each with the graphemes above. Which non-list words can you think of (or find in <u>Matilda</u>) that follow this rule? Include them in the table.	**Wellbeing** **WALT:** practise strategies that improve mental health and wellbeing **Wellbeing Check in** How are you feeling today? Complete your wellbeing check in on Google Classroom. **Complete the Kindness Challenge!** Google Classroom	**Physical Activity** **WALT:** keep fit and healthy Go outside if you can and get at least 30 minutes of physical activity. **Log this in your Physical Activity Journal (below).** *You might like to read ahead to our Friday P.E. lesson and practise some skills from there.*

Tuesday Overview		
Session 1	**Session 2**	**Session 3**

Session 1

English

WALT: understand how authors use figurative language to create entertaining texts

Complete the following statements using figurative language.
Identify which is a simile and which is a metaphor.
o *Matilda is as tiny as _____.*
o *The Trunchbull's strength is like _____.*
o *Miss Honey is a _____.*
o *After Bruce Bogtrotter ate the cake, he was a _____.*
o *Mr Wormwood is as _____*

Record in 1-2 paragraphs how describing characters with metaphors and similes helps to develop characterisation? How does it engage the audience?

WALT: understand texts read
Listen to or read Ch 8 and Ch 9 of Matilda -
8 - https://www.youtube.com/embed/uG2z4Gh8tNM
9 - https://www.youtube.com/embed/wqc91EFP2ME
Answer the following comprehension questions:
1. Miss Trunchbull decides that Matilda should...
2. Miss Honey decides to help Matilda by...
3. Mr. Wormwood automatically thinks that Miss Honey is at their house because...
4. Why don't the parents want Miss Honey to come in?
5. Why don't the Wormwoods keep books in their house?
6. What does Mr. Wormwood say when Miss Honey calls Matilda a mathematical genius?

Spelling - WALT: spell unfamiliar words
Rhyme Time! List as many words as you can that rhyme with each of your spelling words. Can you find 3 rhyming words for each spelling word? Create a poem, song or rap with the rhyming/spelling words. with someone at home. It is important to know how to look after your emotional (feelings) wellbeing.

Session 2

Mathematics WALT: Use estimation and rounding to check the reasonableness of answers when using decimal numbers
Using a pack of cards, make 2 and 3 decimal place numbers without any whole numbers. Eg 0.87, 0.670, 0.406, 0.86. This time a picture card is worth 0. Use the selected cards to make the largest and the smallest number with the same number of decimal places. Record your numbers using the greater then, less than symbols (< or >).
Give 5 examples. Eg 0.456 < 0.654.

Rounding Whole Numbers
Round these whole numbers to the nearest 10:
32, 57, 81, 95, 254, 758
Round these numbers to the nearest 100 and/or 1000:
568, 647, 972, 631, 1489, 2678, 9515, 4080

Explain the rules to follow when rounding whole numbers to the nearest 10, 100, 1000, etc.
*The same rules apply when **rounding decimals:***
To round to the nearest whole number, you look at the tenths column. Even if there are other decimal places the tenths column determines if the whole number stays the same or goes up.
To round to the nearest tenth, look at the hundredths column.
Play this game where you need to round decimal numbers to score points. http://www.math-play.com/rounding-decimals-game-1/rounding-decimals-game.html
Complete the worksheet below for Rounding Decimals.

Mindfulness – Complete your wellbeing check in on google classroom
WALT: practise strategies that improve mental health and wellbeing **MINDFULNESS- Headspace**
Practice melting away that icky frozen feeling you get when you're scared, frustrated, or angry. Click on this link below to learn how to manage these feelings. Melting **Mindful Reflection:** What do you do to feel better when you are scared, frustrated or angry? Share this strategy

Session 3

Science and Technology
WALT: understand the key features of our Solar System

Please access your work via Mrs Pascoe's Science Google Classroom. Access codes for each class are:

6B - n4aqnrd

6C - rltx5dq

6FB - 4zphsvr

6L – intankf

Physical Activity
WALT: keep fit and healthy
Go outside if you can and get at least 30 minutes of physical activity. **Log this in your Physical Activity Journal (below).**

Wednesday Overview		
Session 1	**Session 2**	**Session 3**

Session 1

English

WALT: respond to texts read

Listen to or read Ch 10 of Matilda -

https://www.youtube.com/embed/wcjKfmBGYDM

Answer the following questions:

1. What does Mrs. Wormwood think is more important than books? What does this tell us about her? What can we infer?
2. Who is Hortensia? What is she like?
3. What is the "Chokey"?
4. Why couldn't you lean against the walls or door of the Chokey?

WALT: Understand how authors use figurative language to create entertaining texts

What is hyperbole? *Hyperbole is a type of figurative language, which means it is not meant to be taken literally. Hyperbole is an overstatement that exaggerates something.*

Example of Hyperbole: I'm so hungry I could eat a horse. (You wouldn't REALLY eat a horse but it shows how hungry you are).

Hyperbole: https://www.youtube.com/embed/1rTK98lyAc0

Reread through chapters 8 and 9 to find specific examples of Roald Dahl using hyperbole. **Create and complete the following table:**

Hyperbole Used *(Chapter and page reference)*	Meaning of the hyperbole *What is Roald Dahl trying to say?*	How does the hyperbole impact on the story/ audience?

Create 3 sentences to describe The Trunchbull that include hyperbole.

Session 2

Mathematics WALT: make connections between equivalent fractions, decimals and percentages

Warm up: Number of the day:

https://mathsstarters.net/numoftheday/6digit

Percentages: Percent means out of one hundred. Remembering this makes the link between decimals and fractions much easier.

As 25/100 = 0.25 both of these are the same as 25%. As the fraction is already out of one hundred it is easy to change into a percentage. The decimal has place values in the tenths and hundredths column, so the decimal part is already out of 100. **Complete the grid below to show how the fraction, decimal and percentage are of equal value.** *Take care when the fraction is out of 10 or the decimal only has one decimal place.

Fraction	Decimal	Percentage %
25/100		
	0.35	
		75%
72/100		
	0.18	
		95%
3/10		
	0.6	
		7%

Complete the worksheet below that shows how percentages, fractions and decimals are all related.

Session 3

H.S.I.E. - Geography

WALT: use geographical questions to guide investigations

We will be conducting a geographical investigation to answer the question *'What connections does Australia have with China?'* Developing and then answering questions is an inquiry skill that geographers use to investigate places. Today, you will be learning to develop a set of geographical questions which will help us to investigate the connections between China and Australia. Remember to consider what elements of geography our audience would need to learn about to successfully compare China and Australia (eg. Population, languages, etc).

Create a bank of at least 10 geographical inquiry questions that, if answered, would allow us to learn more about Australia's connection with China. *You might like to use the following to guide you:* What diplomatic connections does Australia have with China? How has the connection been established? What economic connections does Australia have with China? Why is this connection important? How does this connection strengthen the relationship between Australia and China? **Record your questions and complete the Geography template attached.**

Spelling

WALT: spell unfamiliar words

Ask someone at home to test you on your spelling words for this fortnight.

Celebrate your success: Which new words have you learnt this week?

Keep Going, Keep Growing: Are there any words you still need to practise? Look, cover, write, check these words.

Wellbeing - Complete your check in on google classroom

WALT: practise strategies that improve mental health and wellbeing **Move it** Getting your body moving is good for your physical wellbeing. Click on the link below or move to your favourite song. Twist & Shout **Mindful Reflection:** Does your mind think differently after moving to the music? E.g. clearer, happier, refreshed, more relaxed?

Physical Activity

WALT: keep fit and healthy

Go outside if you can and get at least 30 minutes of physical activity. **Log this in your Physical Activity Journal (below).**

You might like to read ahead to our Friday P.E. lesson and practise some skills from there.

Thursday Overview

Session 1	Session 2	Session 3

Session 1

English - WALT: represent our understanding through imagery and drama

The following quotes below have been taken from Chapters 8 – 10 of Matilda. Read them all and consider their meaning and the effect this figurative language has on the audience of the text. Choose 3 quotes to illustrate with a drawing and labels. Underneath each drawing, explain the effect of this figurative language on the audience. Why might Roald Dahl have chosen this simile/metaphor to convey a message? Then choose 3 different quotes and act them out as a dramatic skit to someone at home.

"...A fierce tyrannical monster."

"...You could almost feel the dangerous heat radiating from her as from a red-hot rod of metal."

"...If a group of children happened to be in her path, she ploughed right on through them like a tank."

"...An enraged rhinoceros."

"...If you get on the wrong side of Miss Trunchbull she will liquidise you like a carrot in a kitchen blender."

"She looked…more like a rather eccentric and bloodthirsty follower of the staghounds than the headmistress of a nice school for children."

"Her whole body seemed to swell up like a bullfrog's."

"Being in this school is like being in a cage with a cobra."

"He kept edging farther and farther away from her with little shuffles of his feet, rather as a rat might edge away from a terrier that is watching it from across the room."

Library Lesson - WALT: create characters

In narratives, the characters and setting are established in the orientation. Choose a character from the story and create their opposite twin. Reverse the personality, likes and dislikes of the character, so if they are good, make them bad and if they are bad, make them good! Create a profile for this character. Include a description that tells your audience who your character based on, their name, their personality, likes and dislikes.

Complete the Week 2 activity in your Library Google classroom.

Digital Technologies - WALT: practise our typing skills

Visit Typing.com and practise your typing skills.

Session 2

Mathematics - WALT: make connections between equivalent fractions, decimals and percentages

Warm up: Number of the day
https://mathsstarters.net/numoftheday/6digit

Percentages and common fractions or decimals

It is great to learn some percentages automatically as knowing the equivalent fraction or decimal. Sometimes you need to think of the fraction or decimal as being out of 100. Eg ¼ is 25/100 and so it is 25%. 1/5 is 20/100 so it is = to 20%.

Complete the grid of common fractions, decimals and percentages.

Fraction	Decimal	Percentage %	Simplified fraction
		10%	
20/100			
	0.50		
		25%	
			3/4
	0.6		
			4/5
		5%	
			1/3
66/100			
	0.35		
		12.5%	
			3/8

If you can… have someone at home quiz you in your recall of the above common percentages.

Create a matching game / memory game that uses equivalent fractions, decimals and percentages. Be creative. Use cardboard, if possible, so that your game can be played again and again. Play it with an older sibling or your parents.

Session 3

Creative Arts – Dance

WALT: recognise & describe the elements of dance

Last term, we looked at the elements of dance - action, dynamics, time, space, relationships and structure. Today we will be looking the element of **space.** Dancers interact with space in a lot of ways. They may stay in one place or they may travel from one place to another. They may alter the direction, level, size, and pathways of their movements.

Watch the following video – 'Dance with Two Army Blankets' at https://vimeo.com/77909495 *Consider how space is used in this dance.*

Now you are going to perform movements that examine the element of space -

Create an Obstacle Course around your backyard with items you can jump over and through. Once you have set up your obstacle course you will have to travel through it in a zigzag, curved, or straight manner, and combine different movements, and levels, and directions. *Have fun exploring space!*

Mindfulness - WALT: practise strategies that improve mental health and wellbeing

Complete your daily check in on google c'room.

Use the QR code or click on the link to listen to the story 'Courdoroy' Story Can you be in the 'present' and focus on the story? Contact one of your friends and thank them for being such a great friend.

Physical Activity

WALT: keep fit and healthy

Go outside if you can and get at least 30 minutes of physical activity. **Log this in your Physical Activity Journal (below).**

Friday Overview

Session 1	Session 2	Session 3
English–**WALT:** use hyperbole to entertain an audience Play this game with members of your family: 'Two and a Half Truths'. In this game, players say three facts about themselves to the group, two of which are true and one of which is a hyperbole (an exaggeration). For example: "My favourite colour is red, I have seen a tiger and my sister is a famous singer." The other players try to guess which one is the half-truth. Remember to use hyperbole in your two halves and truth. See how entertaining your half-truths can be! **WALT:** use figurative language to entertain an audience Choose one of the following scenarios and create a piece of writing to entertain your audience. Remember to use as much figurative language as you can (eg. similes, metaphors, hyperbole). 1. Write a description as if the narrator were Hortensia retelling the story. Use lots of exaggeration in the language. It may start like this: - "You want to hear a good story? Well, Amanda Thripp wanted to get her own back on Miss Trunchbull. She asked me for help because I'm the best at playing tricks on our nasty Headmistress. This is what we did…" 2. In character as Mr and Mrs Thripp, write a letter of complaint to Miss Trunchbull about her treatment of your daughter Amanda Thripp. Then become Miss Trunchbull and write a reply back to them. (Remember to consider the audience and purpose of these texts when writing. This will guide your language choices.) 3. You are late for school and in your panic you forgot your school jumper. It is the school photo today. All the children are lined up outside getting ready for the school photo but they are being inspected by Miss Trunchbull first. You rush to the end of the line and wait as Miss Trunchbull walks down the line and finally gets to you. Write what you think Miss Trunchbull would have said to you. <mark>**Digital Technologies** - **WALT:** use software to publish texts</mark> <mark>Create a google doc and publish your piece of writing from the lesson above. Experiment with different fonts, sizes, colours and inserting images **(as appropriate)** to create a text that entertains your audience. Upload this to your teacher via google classroom.</mark>	**Mathematics - WALT:** investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without the use of digital technologies **Warm up:** Number of the day https://mathsstarters.net/numoftheday/6digit Play your fraction, decimal and percentage matching game from yesterday (if you made it). **Percentages as Discounts:** You would have seen in shops when they have sales, they often use % as the discount. The percentage equals the discount (money saved) that will be taken off the original price. • To calculate 10% you divide the amount by 10. Eg 10% of $50 = $5 (50 divide by 10 is 5), 10% of 150kg = 15kg (150 ÷10=15). • To work out 20%, calculate 10% and times it by 2. Eg 20% of $50 = $10 (as 10% was $5 and then times this by 2 = $10) • To calculate 25% you divide by 4 as 25% is ¼. • To work out 5%, calculate 10% and then half it. **Complete the worksheet below on finding discounts.** Sometimes you need to find out the percentage of a given number. Complete the worksheet on finding a percentage of an amount. --- **Wellbeing - WALT:** practise strategies that improve mental health and wellbeing <mark>**Complete your check in on google c'rm.**</mark> *How have you felt this whole week?* Reflect on your posts. • Have you been happy all week or have you had a few ups and downs? Do you know why you felt that way? • What did you do to make yourself feel better? • Could you do this next time you felt the same again?	Physical Education (PE) **WALT:** keep fit and healthy **You will need:** • Markers (eg. paper, cones, hats) • A clear, safe space to exercise in • A timer **Create your own fitness activity course.** 1. Place 5 - 10 markers around your workout area to identify the stations. 2. Assign a different exercise or activity to each marker (eg. squats, star jumps, lunges etc). 3. Start at one marker and begin the activity you assigned to that marker. Try and keep going for 2 – 3 minutes. 4. Change every 3 minutes until you have completed the activity at each station. 5. Suggested activities for each marker are: Star jumps, squats, push ups, sit ups, lunges, jogging on the spot, jogging around your yard, 6. If you would like to see an example, see the visual representation below. **Challenge:** Can you complete more than one whole rotation of your activity course? **Remember** to warm up, cool down and stretch before and after exercising.
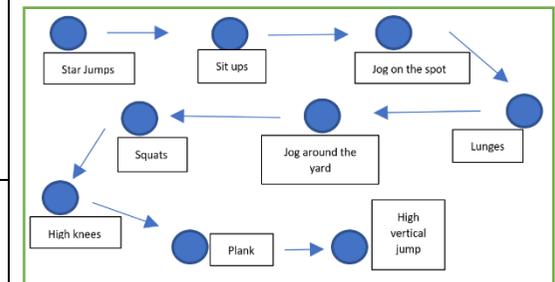
The Kindness Challenge!

It is important we continue to recognise, celebrate and spread kindness during these new and uncertain times.

The Kindness Challenge is intended to be completed on a daily basis, but we will share it with you on a _weekly_ basis instead, to give you more time to complete the challenge!

See if your whole family can complete the challenge!

Goodluck!

Day 2

Keep a journal for the next 3 weeks. This could be written, typed, drawn, videoed or completed using photos from throughout the day. Save this journal.

Keep an individual journal or participate as a family.

THE 20 DAY KINDNESS CHALLENGE
Home Edition
@giftedandtalentedteacher

Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday

Daily Mathematics Challenge Tasks

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Riddle: How can you add eight 8s to get the number 1,000? **(only use addition).** Think critically and have fun!	**Maths Riddle:** A grandfather, two fathers and two sons went to the movie theatre together and everyone bought one movie ticket each. How many tickets did they buy in total?	**Maths Riddle:** A duck was given $9, a spider was given $36, a bee was given $27. Based off of this information, how much money would be given to a cat?	Consider when shops have sales, they often advertise that there is up to 40% off, up to 60% off or even a further 25% off. Explain what actually happens when you look at the sale prices of various items in the shop. •Are all items 40% or 60% off? •Are you getting 25% off the original price or 25% off a lower price? •Why do shops do this?	1. You have been eyeing off a new pair of jeans available at your local jeans shop and also online. They are $100 at both suppliers. In the sales, your jeans shop offers a discount of 20%, followed by a further reduction of 40% on the marked sale price. The online supplier offers a straight 60% discount. Are these discounts the same? If not, which is the better deal? 2. Would you rather become 50% poorer and then 50% richer or become 50% richer and then 50% poorer? 3. The new game you want costs $175 at one store and $180 at another. The first store then offers a discount of 5% while the second offers a discount of 10%. Which deal gives you the cheapest price? 4. Create your own similar word problem.

English Resources – Spelling

Alpha Group Late: Derivational Spellers	**Beta Group** Middle: Derivational Spellers	**Gamma Group** Early: Derivational Spellers	**Delta Group** Early: Derivational Spellers
Unit 6: Blue Sort 37 **Greek and Latin Elements: magni, min, poly, equ, omni** magnificent, polysyllabic, miniscule, unequal, omnipotent, minimum, polygon, magnification, equitable, magnitude, polytechnic, polyglot, omnivore, equanimity, diminish, minute, equilateral, equation, polygamy, omniscient, equator, minnow, equivalent, mince	**Unit 4: Blue Sort 20** **Vowel Alternation;** **long to short or SCHWA** volcano, volcanic, compose, composition, conspire, conspiracy, compete, competition, serene, serenity, admire, admiration, divine, divinity, custodian, custody, define, definition, invite, invitation, reside, resident, oppose, opposition	**Unit 2: Blue Sort 9** **Noun and Adjective Suffixes:** **-ARY/ -ERY/ -ORY** imaginary bravery category secretary machinery lavatory library mystery inventory military scenery dormitory ordinary delivery directory necessary grocery victory February history January Stationary **Oddballs** cent**ury** station**ery**	**Unit 1: Sort 2** **Prefixes: pre/fore, post/after** prepare, predict, preface, prehistoric, precede, prefix, preseason, preposition, prewar, foretell, foreman, foreword, forefathers, foresight, forethought, postpone, postwar, postseason, postdate posttest, afternoon, afterword, afterthought, aftertaste

English Resources – <u>Matilda</u>

Click on the image of the text Matilda to be taken to the digital version of the story.
Or use the QR code to access the text (simply hover your camera over the QR code as if you were going to take a photo of it and then click the link that appears).
Or you can follow this link - <u>https://archive.org/details/matilda_201808/mode/2up</u>
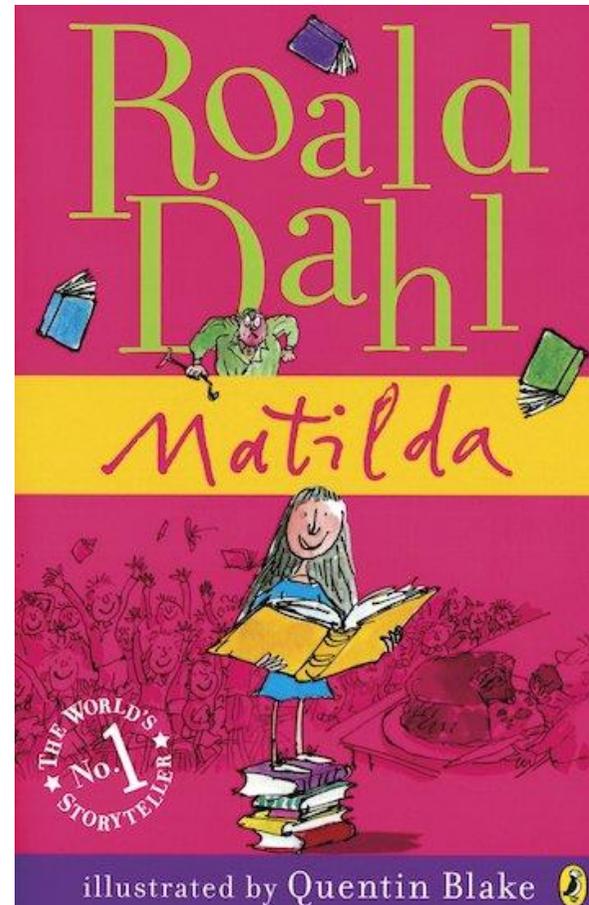
Mathematics Resources

Decimal fractions – rounding

We often round decimals to a particular place value. We do this to make the numbers easier to work with.

Look at 2.68<u>5</u>. We can round this to the nearest whole number, tenth or hundredth.

Let's round it to the nearest tenth. To do this, we look at the number in the hundredths place. This is 8, which is closer to 10 than 1, so we round the tenth up. The rounded number is now 2.7

1 Round these numbers to the nearest tenth:

a 67.23 _____

b 48.07 _____

c 124.78 _____

d 90.14 _____

e 54.53 _____

f 7.06 _____

2 Now round these numbers to the nearest hundredth:

a 58.127 _____

b 70.345 _____

c 45.007 _____

d 78.134 _____

e 89.036 _____

f 36.231 _____

REMEMBER

If the rounding number is a 1 to 4, it rounds down. If it is 5 to 9, it rounds up.

3 Use a calculator to perform the following operations. Round the answers to the nearest tenth:

a 132.4 ÷ 5 = _____

b 178 ÷ 8 = _____

c 125.3 ÷ 4 = _____

d 223 ÷ 4 = _____

e 12 ÷ 7 = _____

f 123.52 ÷ 4 = _____

4 Look at the following meal options.

a Round each price to the nearest dollar and total the estimated cost of each option below:

Choice 1		Total
Hamburger	$4.95	
Can of drink	$2.25	
Large chips	$1.15	

Choice 2		Total
Noodles with prawns	$7.95	
Green tea	$0.95	
3 Crab cakes	$2.98	

Choice 3		Total
Salad roll	$5.15	
Juice	$2.25	
Cookie	$1.95	

Decimal fractions – percentages

Percent comes from the Latin 'per centum' and means parts per hundred.

It is expressed using the symbol %.

Here, 60% has been shaded. This is the same as 60 hundredths.

$\frac{60}{100} = 0.60 = 60\%$

We commonly use percentages in sales – 25% off everything TODAY ONLY; on tests – I got 85%; and when we are gathering and reporting on data – 78% of people surveyed love chocolate.
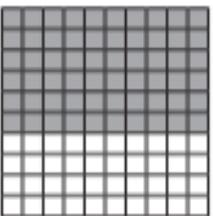
1 Fill in the missing values:

a

| $\frac{60}{100}$ | 0. | % |

b

| $\frac{30}{100}$ | 0.3 | % |

c

| | 0. | 90% |

d

| | | 0.25 | % |

e

| $\frac{45}{100}$ | 0. | % |

f

| | 0.75 | % |

g

| | 0. | % |

h

| | 0.5 | % |
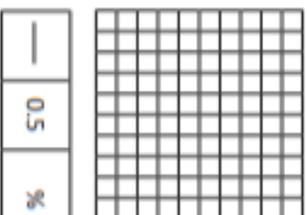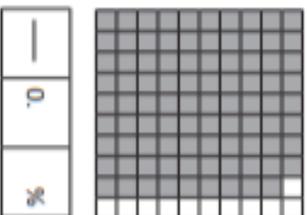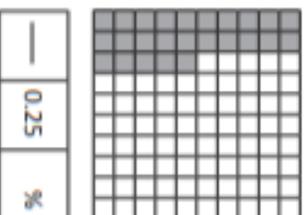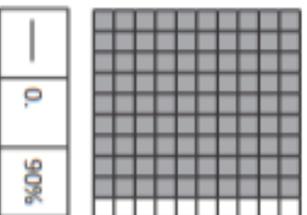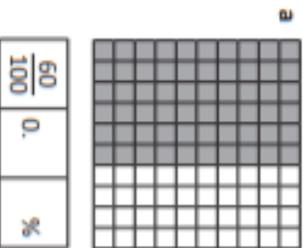
It is useful to know some common percentages such as 25%, 50%, 75% or 100%.

2 Shade the grids to show the following percentages:

a

| $\frac{1}{4}$ | 0. | % |

b

| $\frac{1}{2}$ | 0. | % |

c

| $\frac{3}{4}$ | 0. | % |

d

| $\frac{4}{4}$ | | % |
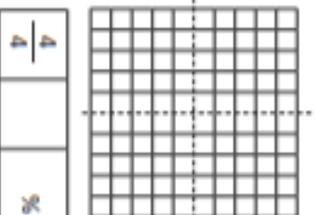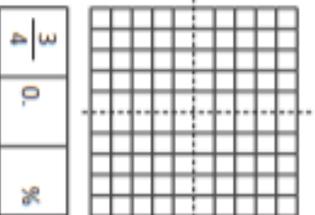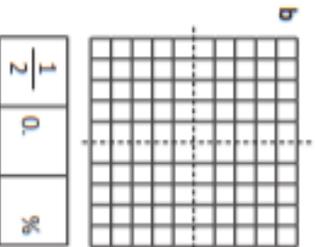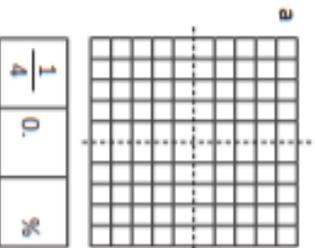
Fractions of an amount – finding discounts

We have to calculate discounts quite often in real life. Stores have many special offers and canny consumers can quickly calculate the savings to help them make decisions about their purchases.

1 How much would you save if the following discounts were offered? Choose a method to calculate:
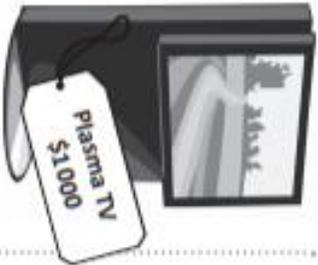
Plasma TV $1000
10% off   25% off   50% off   60% off

DVD $12 each
10% off   25% off   50% off   60% off

Ticket $50 each
10% off   25% off   50% off   60% off
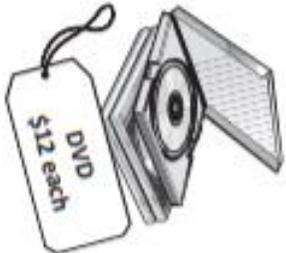
Puppy $250
10% off   25% off   50% off   60% off

2 You are helping your grandpa with his holiday shopping at Savers. Everything in the store marked ★ is 5% off, everything marked ★★ is 15% off and everything marked ★★★ is 20% off. Help your grandpa calculate both the savings and the new costs:

★★★ $15
Saving _____
New price _____

★★ $20
Saving _____
New price _____
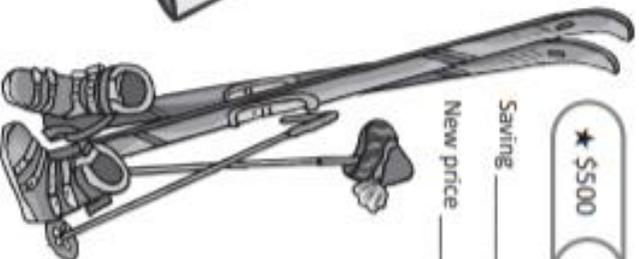
★ $85
Saving _____
New price _____

★★ $40
Saving _____
New price _____

★ $500
Saving _____
New price _____

Fractions of an amount – percentage

We often have to find percentages in real life such as '40% off – today only!'

40% of 100 is $\frac{40}{100}$ or 40. A $100 item would be reduced by $40.

That's easy if everything costs $100 but how do we find percentages of numbers other than 100?

There are a number of ways to do this – here are some of them.
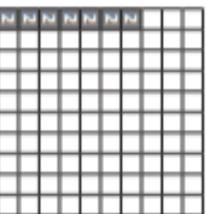
Look at this 100 grid. It represents the total cost of this phone which is $200.

Each of the 100 squares represents 1% of this.

To find the value of a single square we divide: $200 ÷ 100 = $2

Each square or percent represents $2.

How do we then find 7% of $200? 7 × $2 = $14.

PVG-3 Phone
$200
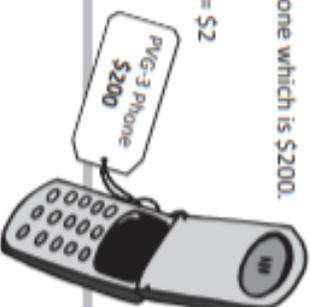
1 Use the 100 grid to calculate:

a 5% of $200 is _____

b 20% of $200 is _____

c 10% of $200 is _____

d 22% of $200 is _____

e 15% of $200 is _____

f 50% of $200 is _____

g If the store advertises a sale of 15% off the cost of the phone, what is the saving in dollars? _____

2 Use the 100 grid to calculate the following. 1 square represents _____ people: 300 people

a 8% of 300 people is _____

b 50% of 300 people is _____

c 25% of 300 people is _____

d 40% of 300 people is _____

e 12% of 300 people is _____

f 80% of 300 people is _____

g If 65% of the 300 people surveyed liked chocolate, how many people liked chocolate? _____
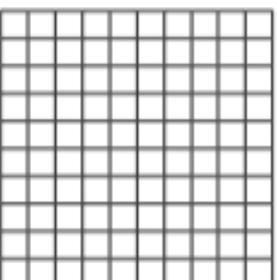
3 Patterns can also help us understand percentages. Use patterns to calculate. The first row has been done for you.

	4	2	8
10% of 40 is _____	5% of 40 is _____	20% of 40 is _____	
10% of 50 is _____	5% of 50 is _____	20% of 50 is _____	
10% of 60 is _____	5% of 60 is _____	20% of 60 is _____	
10% of 100 is _____	5% of 100 is _____	20% of 100 is _____	
10% of 500 is _____	5% of 500 is _____	20% of 500 is _____	
10% of 1 000 is _____	5% of 1 000 is _____	20% of 1 000 is _____	
10% of 3 000 is _____	5% of 3 000 is _____	20% of 3 000 is _____	

Geography Resources

Geographical Inquiry: Australia's Connections with China
REFLECTION AND PLANNING RESOURCES

WALT: use geographical questions to guide investigations

WILF: you can acquire, process and communicate geographical information by answering inquiry questions

Reflection:

Why do Geographers generate and use inquiry questions to guide investigations?

_____

_____

_____

My geographical inquiry questions	Geographical tools I plan to use to conduct my investigation	Learning Style	Presentation Format
		I would prefer to conduct my investigation: o *independently* o *in a pair* o *in a small group*	I would prefer to represent and communicate the results of my geographical inquiry through a:

HAPPY MOTHER'S DAY

What is the thing you love most about your mum?

What is the best meal your mum prepares for you?

What is your favourite activity to do with mum?

My mum is like
makes me feel _____ because she
_____ .

Happy Mother's Day!

Love from _____