

THE FMS LEARNING FROM HOME SERIES PACK FOR
Upper Primary (9-12 years)

Term 3 2021



Week 1 Montessori learning ideas



Forestville
MONTESSORI School
Thriving beyond...

Tuesday 13 July 2021

From Your Teachers:

Hello 9 – 12 children and parents

Welcome to the first week of Term 3 at home!

We have been busy preparing these lessons to get the term off to a good start. Please enjoy the lessons contained inside this Week 1 pack of the FMS Montessori Learning from Home Series 2021. We will contact you shortly with a one-on-one conference to talk about starting points and expectations. When it comes to learning, we are focused on providing you with work that is practical, not overwhelming and as aligned as possible with our Montessori philosophy.

This pack is designed to be used over the 4-day period that you are at home. There are some big ideas for you to think about here. There are some pages that you will need to print, such as the diary and worksheets. There is an expectation that you will finish all the activities as we will be using Transparent Classroom to track progression. All completed work is to be submitted to the teachers when school resumes. Children and families are encouraged to work together, when they can, while still having time for other important learning and relaxation within the family home. If you don't have access to a printer, please call the Office to arrange for a printed pack to be available for you.

An important project that we are starting this semester is the Model Montessori United Nations where we will investigate issues of global importance, and yes, Covid is one of them! In this pack you will find activities that will help you to understand the origins, goals and structure of the United Nations, and how all the different parts of the UN work together to improve the lives of men, women and children all over the world.

Parents you will receive a letter shortly outlining the Model Montessori United Nations program in detail and the commitment required by students. Forestville Montessori School's participation in this program is a wonderful way to honour the commitment of Maria Montessori to the work of global peace. We are excited to participate in this program and look forward to working with the students on this rich curriculum.

We sincerely thank you for supporting your children as they begin their Montessori Learning from Home journey. Please feel free to reach out to us via the telephone or email if you have any questions. We are all looking forward to seeing you again soon and eager to see what you have been working on.

Warm regards,

Lauren, Tamlin and Anthony

Upper Primary (9-12 years) Staff



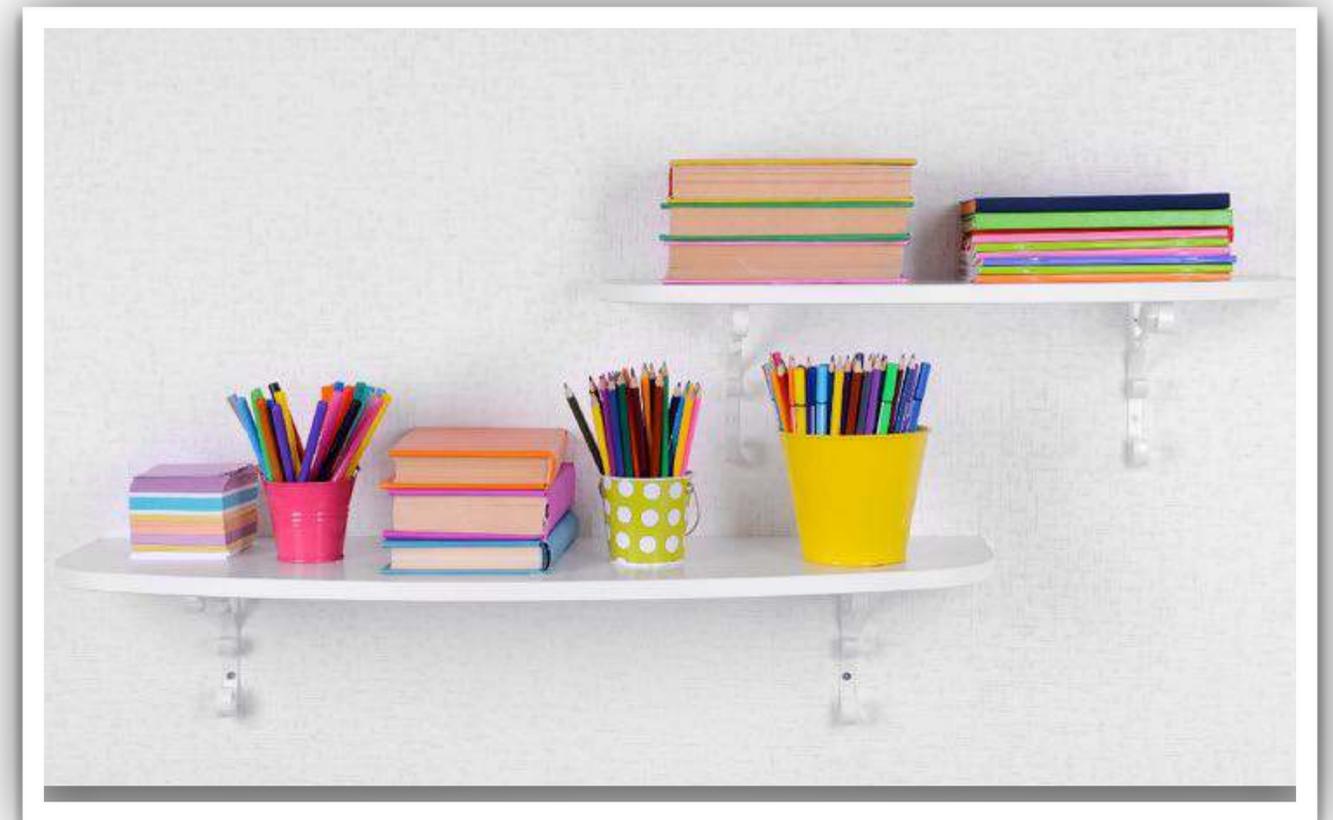
Getting started the Montessori way



Together with your child prepare a workspace by having an appropriately sized table and chair designated for their personal use during learning activities.

Bring together the essentials that you will need to focus on work:

- writing pencils, an eraser and a sharpener
- a ruler
- a workbook, or lined paper
- colour pencils, markers, water paints
- a dictionary
- diary or journal.



Getting started the Montessori way

Keep a daily diary or journal

As part of their daily routine, the children keep a work diary of their daily activities. This activity:

- gives them a sense of what they have done over a period of time
- allows them to see if they need to pay more attention to particular areas
- helps them develop their self-reflection skills, and
- gives them an understanding of the passing of time.



Children can record:

- the date
- work start and end times
- lesson titles
- how things are going
- photos of an activity
- things they would like to do.

Getting started the Montessori way

What to do next:

Together with your child:

- read through the pack and make a plan for the four days
- write down any questions about any of the activities that you would like to discuss at our Zoom meeting
- print off any materials from the pack that you require.

Each day:

- plan your day
- collect all the materials you will need
- record your home learning on the diary sheets we have provided in this pack
- record the start and end time of each activity
- use a workbook to record all your work and keep all other loose work in a folder
- make sure all work is beautifully presented
- at the end of each day use the Transparent Classroom app to upload photographs of your work.

Some notes on reading

We know how important books are to children to find out, explore other perspectives and for their enjoyment! Each day at FMS your child is exposed to many kinds of books. We encourage your child to access books from your 'at home library' throughout the day on their own.

To assist with this, we have created a class account on the reading app '**Epic! – Kids' Books and Videos**'. Epic is the leading digital reading platform —built on a collection of 40,000+ popular, high-quality books from 250+ of the world's best publishers—that safely fuels curiosity and reading confidence for kids 12 and under.

We have carefully selected books for the 9-12 class to browse and read. Some of the books have been set as assignments and will have reading tasks for completion.

Let's make daily reading fun, not gruelling. Let your child choose the books they want to read. Let them stay up late to read in bed.

Be a reading role model. Model reading and be excited about the books you're reading. Talk about your favourite parts, what you predict, connections to real life, or connections to other books. This is the time when you can get back into your own books and not feel guilty!

We encourage parents to read aloud with their children as well as encourage the children to read to them if they are comfortable. This will help build their reading confidence and help them to further develop their reading and oral comprehension skills.

How to access Epic:

Desktop Computers and Laptops

Open your web browser (Safari or Google Chrome) then:

Go to www.getepic.com/students

Enter class code: zym2499

Select your name.

iOs for iPad and iPhones

Go to the App Store and search for Epic! – Kids' Books and Videos. After opening the Epic app:

Tap on "ENTER CLASS CODE"

Enter class code: zym2499

Select your name.

Android

Go to the App Store and search for Epic! – Kids' Books and Videos. After opening the Epic app:

Tap on "Have an account? Sign In" then tap "Students and Educators"

Enter class code: zym2499

Select your name.



Epic! - Kids' Books and Videos

Kid's Books & More

Literacy through literature

What to do: Find a book to read in your home or search the assigned books in the **'Epic!'** app. **Enter class code: zym2499.** Read the book then choose from 2 or 3 of the ideas below to respond to what you have read. Record creatively in your work book.

Ideas to take you beyond the story:

- Retell your favourite part of the story in writing. Illustrate with your own pictures. Explain why you enjoyed the text.
- Draw your favourite character. Put words that describe your character's feelings, appearance and what they are like around the character.
- Draw a map of the story. Mark on the map important things that happen in the story.
- Write a literary clue about the characters or incidents in the story on small cards. Write the answers on the back.
- Rate your favourite story characters by listing a series of contrasts eg. good/bad, hot/cold, weak/strong, fast/slow. Then rate using a scale eg. very, neither, quite.

- Write out your favourite part of the text. Using your knowledge of the 'Grammar Symbols', symbolise the text to see how the author has used descriptive words to make the passage vivid.
- Present your favourite character visually. Create a 'wanted' poster. Write why they are wanted, what to do if you see them, and what reward will be offered.
- Turn your favourite part of the story into a play. Write the script for your friends to act out back at school.
- Write about an event in the story in a different way eg. A letter, newspaper report, a diary.
- Make a new book jacket for the book or a poster advertising the book.

Model Montessori United Nations

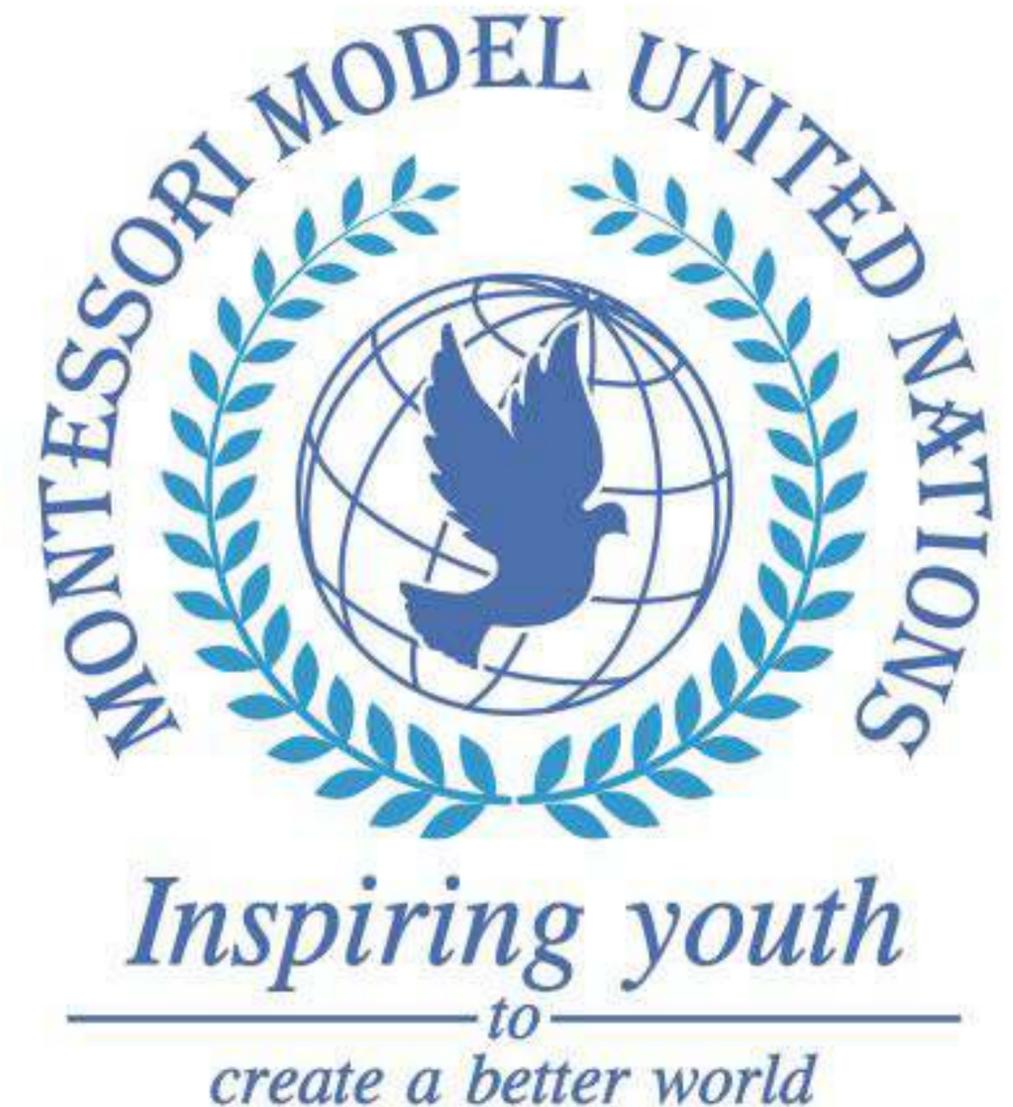
Focus Question 1: What is the United Nations?

Contributing Questions:

Why does the United Nations exist and what does it do?

What is the history of the United Nations?

Why does the United Nations matter?



Getting started

In this lesson you will learn about the origins, goals and structure of the United Nations, and how all the different parts of the UN work together to improve the lives of men, women and children all over the world.

1

Go to the app **Epic! – Kids’ Books and Videos**. Enter the class code: **zym2499**, and select your name.

Locate the book: **‘The United Nations – How do they help?’** by Katie Marisco.

As you read the book keep in mind the questions on the previous page.

Make any notes that will help you to answer the Focus Question and the Contributing Questions.

2

Watch the YouTube video: **‘United Nations – explained’** | CBC Kids News.

www.youtube.com/watch?v=SaAmfiJtV4I

As you watch the video keep in mind the questions on the previous page.

Make any notes that will help you to answer the Focus Question and the Contributing Questions.

3

Watch the video: **What is the UN?**

<https://www.un.org/en/our-work>

Then read the following 7 pages:

- The Birth of the UN
- The San Francisco Conference
- The UN Charter

Make any notes that will help you to answer the Focus Question and the Contributing Questions.



THE BIRTH OF THE UN: INTRODUCTION

The **idea** of the United Nations was **born during World War II** (1939-1945). The name "United Nations," coined by United States President Franklin D. Roosevelt, was first used in the Declaration by United Nations of 1 January 1942, during the Second World War, when representatives of 26 nations pledged their governments to continue fighting together against the Axis Powers. World leaders who had collaborated to end the war felt a strong need for a **mechanism that would help bring peace and stop future wars**. They realized that this was possible only if all nations worked together through a **global organization**. The United Nations was to be that Organization.

- Source: [The Essential UN](#)

The League of Nations

The League of Nations was founded immediately after the First World War. It originally consisted of 42 countries, 26 of which were non-European. At its largest, 57 countries were members of the League. The League was created because a number of countries believed that a world organization of nations could keep the peace and prevent a repetition of the horrors of the 1914-18 World War I in Europe. An effective world body now seemed possible because communications were so much better, and there was an increasing experience of working together in international organizations. Coordination and cooperation for economic and social progress were becoming important.

The League had two basic aims. First, it sought to preserve the peace through collective action. Disputes would be referred to the League's Council for arbitration and conciliation. If necessary, economic and then military sanctions could be used. In other words, members undertook to defend other members from aggression. Second, the League aimed to promote international cooperation in economic and social affairs.

The League of Nations

Several “Big Powers” failed to support the League. Due to its longing to return to isolationism, the crucial United States never joined; Germany was a member for only seven years from 1926; the USSR joined for only five years from 1934; and Japan and Italy both withdrew in the 1930s. The League then depended mainly on Britain and France, who were understandably hesitant to act forcefully. It was indeed difficult for governments long accustomed to operating independently to work through this new organization.

As the events that led to World War II unfolded, it became clear that the League had failed in its chief aim of keeping the peace. The League had no military power of its own. It depended on its members’ contributions, and its members were not willing to use sanctions, either economic or military. Moral authority was insufficient.



THE SAN FRANCISCO CONFERENCE

In 1945, representatives of 50 countries met in **San Francisco**. Their main objective was to produce a document acceptable to all countries – the United Nations Charter – which would **guide the work** of the new Organization.

The delegates represented over eighty percent of the world's population, including **people of every race, religion and continent** – all of whom were determined to set up an organization that would preserve peace and **help build a better world**.

Disagreements and clashes of opinions were resolved only because **every nation was determined to set up**, if not the perfect international organization, at least the **best one that could possibly be made**.

Finally, on 25 June, 1945, the **UN Charter was adopted** unanimously by all the delegations.

Source: adapted from *History of the United Nations*



Signing of the UN Charter

This was the Charter of the United Nations, signed on June 26 by 50 countries. Poland, the 51st country, was not able to send a representative to the San Francisco conference but is considered an original member. Although the League was abandoned, most of its ideals and some of its structure were kept by the United Nations and outlined in its Charter. The ideals of peace, social, and economic progress remained the basic goals of the new world organization. However, these were developed to fit the new and more complex post-war world.

The League's Council was transformed into the Security Council, consisting of the five victors of the war as permanent members and ten other countries serving two-year terms. The five permanent members that included China, France, the UK, the USSR, and the USA were also given veto power, which means that decisions taken by the Security Council can be blocked by any of the five permanent members. This is significant because the Security Council is the principle UN organ responsible for ensuring peace and also because it is the only body whose decisions is binding on all Member States. Since the creation of the UN, the balance of the "Big Powers" has changed, and over one hundred new Member States, mainly non-western, have joined. With these changes have come increasing demands to reform the Security Council.



THE UN CHARTER

The **founding document** of the United Nations, the UN Charter, was **signed on 26 June, 1945**, in San Francisco.

According to its Charter, the UN aims included the following:

- to **save** succeeding generations **from the scourge of war**,
- to **reaffirm** faith in **fundamental human rights**,
- to **establish** conditions under which **justice and respect for** the obligations arising from treaties and other sources of **international law** can be maintained,
- and to **promote social progress** and better standards of life in larger freedom.

Source: [The Essential UN](#)

The United Nations today

The United Nations officially came into existence on October 24, 1945 when the UN Charter was ratified by a majority of the original 51 Member States. The day is now celebrated each year around the world as United Nations Day.

There are currently 193 members of the United Nations. They meet in the General Assembly, and each country, large or small, rich or poor, has a single vote; however, none of the decisions taken by the Assembly is binding. Nevertheless, the Assembly's decisions become resolutions that carry the weight of world governmental opinion. Six official languages are used at the United Nations: Arabic, Chinese, English, French, Russian, and Spanish.

The United Nations Headquarters is considered international territory, but it is physically located in New York City. The United Nations has its own flag, its own post office, its own postage stamps, and its own security. The UN also has offices in Vienna, Austria, and Geneva, Switzerland, and Economic Commissions in Addis Ababa in Ethiopia, Amman in Jordan, Bangkok in Thailand, and Santiago in Chile. The senior officer of the United Nations MMUN Secretariat is the Secretary-General.

Your task

Complete this quick crossword quiz on the United Nations !

1.			2.												
			3.												
4.									5.						

Across

- 3. The two words used to describe each country in the UN.
- 4. This important part of the UN focuses on maintaining international peace and security.

Down

- 1. This part of the UN focuses on helping children.
- 2. Where all 193 member states meet to discuss world issues.
- 5. The main focus of this UN agency is education, science and culture.

Your task

Complete these activities using your notes:

4

What is the United Nations ?

Create a
'Question and Answer'
Fact Poster

Researching and answering these questions will help you:

- What is the predecessor of the UN?
- What were its aims?
- Why did the league fail?
- When did the UN begin?
- How many countries signed the charter?
- How many official languages are used and what are they?
- What are the aims of the UN?

5

Who are the Member States of the United Nations ?

Visit: www.un.org/en/about-us/member-states

In your workbook copy the title above.

Can you list 10?20? 50? ... 75?.....All of them?

6

You are invited to our special celebration!

The United Nations has special days throughout the year to celebrate and raise awareness about its work.

Visit: www.un.org/en/observances/list-days-week

Choose a UN day that interests you. Create an informative invitation or leaflet that promotes this day (A4 size).

Make sure you explain why this is an important day and ways you can raise awareness to the public.

Let's continue

Your task

In this lesson you will learn about the United Nations emblem and flag.

7

Read the following page about the United Nations Emblem and Flag.

8

Find out more about the United Nations Emblem and Flag:

www.un.org/en/about-us/un-emblem-and-flag

www.youtube.com/watch?v=qlf9i1lwlsM

9

- Have a go at drawing the United Nations emblem and flag on A4 paper.
- In your workbook describe what you think each of the elements of the flag and emblem symbolises. Then see if you can find out the official description. Copy it into your workbook.
- Answer these questions and add to your notes:
 - Who designed the UN flag?
 - When was it designed and for what purpose?
- **Be creative!** Design your own alternative emblem or flag on A4 paper. How would it look? Why?



THE UN EMBLEM AND FLAG

- The original UN emblem was created by a team of designers, led by **Oliver Lincoln Lundquist**, for the 1945 San Francisco conference.
- The design is "a map of the world representing an azimuthal equidistant projection centered on the North Pole, inscribed in a wreath consisting of crossed conventionalized branches of the olive tree, in gold on a field of smoke-blue with all water areas in white. The projection of the map extends to 60 degrees south latitude and includes five concentric circles" (original description of the emblem).
- The UN flag is the emblem of the UN in white, centered on a light blue background (see image).
- Source: [About the UN](#)



Mathematics for Year 4 & 5

Copy the following examples into your workbook.
Use a ruler and red pencil for all lines.
Remember to show all working.

Can you make up your own problems to match?

Year 6 students can also have a go of these problems as a review.

Mathematics

Addition of decimals

$$\begin{array}{r} 1. \quad 9.32 \\ + 2.46 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 8.77 \\ + 6.24 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 4.62 \\ + 7.79 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 8.12 \\ + 1.87 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 3.97 \\ + 1.08 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 0.37 \\ + 4.86 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 6.13 \\ + 7.88 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 9.56 \\ + 5.24 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 3.67 \\ + 4.05 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 3.66 \\ + 8.34 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 79.54 \\ + 51.78 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 46.84 \\ + 39.67 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 31.03 \\ + 11.19 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 10.76 \\ + 8.06 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 31.2 \\ + 56.98 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 63.18 \\ + 88.4 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 46.08 \\ + 63.7 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 87.9 \\ + 54.06 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 81.25 \\ + 18.76 \\ \hline \end{array}$$

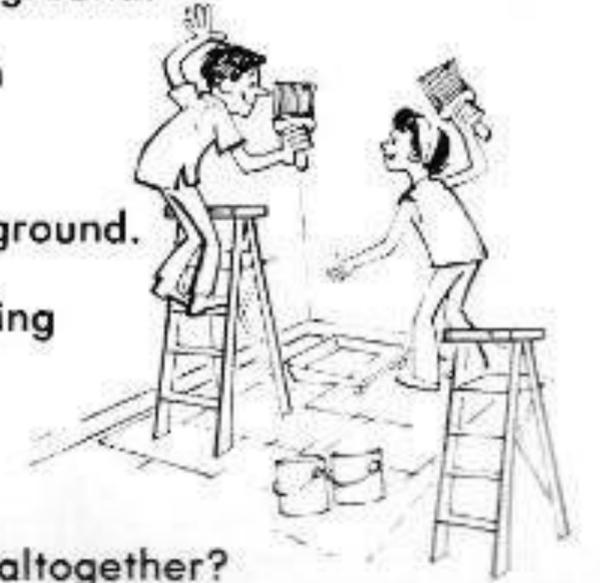
$$\begin{array}{r} 20. \quad 32.84 \\ + 67.16 \\ \hline \end{array}$$

Now make up your own problems to show that you understand the addition of decimals.

21. Rachel can reach 1.57 m above the ground. She can climb 0.64 m on her ladder. How high can she reach standing on her ladder?

22. Mario can reach 1.48 m above the ground. He can climb 0.94 m on his ladder. How high can he reach when standing on his ladder?

23. The children bought red paint for \$8.78 and blue paint for \$6.34. How much did they spend on paint altogether?



For each word problem:

- copy the problem
- show the working underneath
- write an answer sentence that includes part of the problem e.g. 'Rachel can reach 3.56 m standing on her ladder'.

Now make up 3 word problems using decimals to show understanding.

Mathematics

Subtraction of decimals

1.
$$\begin{array}{r} 6.4 \\ -5.7 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 6.1 \\ -2.1 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 23.7 \\ -14.8 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 86.1 \\ -48.9 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 70.6 \\ -58.8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 9.44 \\ -2.53 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 6.24 \\ -3.86 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 4.42 \\ -1.28 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 8.24 \\ -3.26 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 2.54 \\ -0.96 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 83.49 \\ -62.84 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 38.48 \\ -26.42 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 1.94 \\ -0.96 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 37.42 \\ -19.56 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 10.16 \\ -9.18 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 65.83 \\ -43.96 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 73.77 \\ -68.88 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 36.28 \\ -22.90 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 78.31 \\ -19.5 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 83.17 \\ -26.69 \\ \hline \end{array}$$

Now make up your own problems to show that you understand the addition of decimals.

21. The shelf needs to be 3.62 m long. The timber that Megan bought is 4.25 m long. How much will she need to saw off the board to make the shelf?

22. The children had \$75.75 to pay for making the shelves. The timber cost \$46.88. How much did they have left to buy screws and brackets to put up the shelves?



For each word problem:

- copy the problem
- show the working underneath
- write an answer sentence that includes part of the problem e.g. 'Rachel can reach 3.56 m standing on her ladder'.

Now make up 3 word problems using decimals to show understanding.

Mathematics

Combining multiplication and division

Copy these problems into your workbook. Use multiplication facts and addition to answer these problems. Continue by making up your own!

1.

	$\times 8$	$+3$
7		
4		

2.

	$\times 3$	$+5$
6		
5		

3.

	$\times 5$	$+6$
8		
3		

7.

	$\times 7$	$+3$
4		
9		

8.

	$\times 2$	$+5$
3		
6		

9.

	$\times 9$	$+4$
5		
4		

4.

	$\times 8$	$+1$
9		
2		

5.

	$\times 4$	$+6$
8		
6		

6.

	$\times 6$	$+7$
7		
5		

10.

	$\times 6$	$+7$
7		
2		

11.

	$\times 4$	$+2$
8		
4		

12.

	$\times 7$	$+7$
6		
9		

Mathematics

2 digit multiplication - abstract

Copy these problems into your workbook. Show all working.

Example:

$$\begin{array}{r}
 32 \\
 \times 24 \\
 \hline
 128 \\
 +640 \\
 \hline
 768 \\
 \hline
 \end{array}$$

- | | | | | | |
|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| 1. $\begin{array}{r} 27 \\ \times 14 \\ \hline \end{array}$ | 2. $\begin{array}{r} 38 \\ \times 24 \\ \hline \end{array}$ | 3. $\begin{array}{r} 68 \\ \times 72 \\ \hline \end{array}$ | 4. $\begin{array}{r} 82 \\ \times 45 \\ \hline \end{array}$ | 5. $\begin{array}{r} 49 \\ \times 73 \\ \hline \end{array}$ | 6. $\begin{array}{r} 70 \\ \times 80 \\ \hline \end{array}$ |
| 7. $\begin{array}{r} 93 \\ \times 34 \\ \hline \end{array}$ | 8. $\begin{array}{r} 36 \\ \times 86 \\ \hline \end{array}$ | 9. $\begin{array}{r} 69 \\ \times 64 \\ \hline \end{array}$ | 10. $\begin{array}{r} 89 \\ \times 28 \\ \hline \end{array}$ | 11. $\begin{array}{r} 45 \\ \times 46 \\ \hline \end{array}$ | 12. $\begin{array}{r} 72 \\ \times 29 \\ \hline \end{array}$ |

Make up your own multiplication and division problems to show you understand.

1 digit divisor division - abstract

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| 1. $6 \overline{)84}$ | 2. $5 \overline{)55}$ | 3. $4 \overline{)48}$ | 4. $6 \overline{)78}$ | 5. $2 \overline{)92}$ |
| 6. $5 \overline{)60}$ | 7. $4 \overline{)68}$ | 8. $3 \overline{)75}$ | 9. $5 \overline{)70}$ | 10. $8 \overline{)88}$ |

Copy these problems into your workbook. Show all working.

Example:

$$\begin{array}{r}
 12 \\
 6 \overline{)72} \\
 \underline{-6} \\
 12 \\
 \underline{-12} \\
 00
 \end{array}$$

7 divided by 6 = 1. Record 1 as the first part of the answer.

6 x 1 = 6. Record under the 7.

7 - 6 = 1. Record the 1. Bring down the two which makes 12.

12 divided by 6 = 2. Record two as the second part of the answer.

6 x 2 = 12. Record under the 12.

12 - 12 = 0.

Mathematics for Year 6

Copy the following examples into your workbook.
Use a ruler and red pencil for all lines.
Remember to show all working.

Can you make up your own problems to match?

Year 4 and 5 students can also have a go of these if they want a challenge.

Mathematics



History of multiplication

Not everyone multiplies like we do. In Russia there is a form of multiplication which follows these rules.

1. Divide the first number by 2 (ignore remainders) and double the second number.
2. Repeat with the new pair of numbers. Continue until 1 is obtained in the first column.
3. Cross out each row which has an even number in the first column.
4. Add the remaining numbers in the second column. ($39 + 78 + 2496 = 2613$)

$$\begin{array}{r}
 67 \times 39 \\
 33 \times 78 \\
 \cancel{16 \times 156} \\
 \cancel{8 \times 312} \\
 \cancel{4 \times 624} \\
 \cancel{2 \times 1248} \\
 \underline{1 \times 2496} \\
 2613
 \end{array}$$

$$\begin{array}{r}
 67 \\
 \times 39 \\
 \hline
 603 \\
 + 2010 \\
 \hline
 2613
 \end{array}$$

Check by
doing
multiplication
our way.

Use the Russian Multiplication to find the products. Then check using our method. Copy into workbook and show all working.

- | | | |
|--------------------------|--------------------------|--------------------------|
| 1. 36×45 | 2. 27×49 | 3. 78×73 |
| 4. 55×12 | 5. 82×65 | 6. 32×40 |

Make up your own Russian Multiplication problems to show you understand. Check by doing multiplication our way.

Mathematics

Word problems

For each word problem:

- copy the problem
- show the working underneath
- write an answer sentence that includes part of the problem e.g. 'Rachel can reach 3.56 m standing on her ladder'.

1. In a bag containing hexagons and octagons there are 35 shapes. If there are a total of 252 sides, how many of each shape are in the bag ?
2. How much would it cost to buy 9 pencils at 28 cents each ?
3. Huen was reading a book which had on average, 426 words to a page. How many words would he have had after 8 pages ?
4. How many 10 cent coins are there in \$248.76 ?
5. How many seconds are there in 9 minutes and 45 seconds ?
7. How much would it cost to buy 5 battery sets at \$1.75 per set ?
8. Tom bought 11 metres of fabric at \$4.95 per metre. How much did it cost him?
9. Anneliese bought 15 metres of fabric at \$5.85 per metre. How much more or less did she spend than Tom ?
10. How much in total did both children spend ?
11. If both children had \$500.00 to spend. How much change would they receive in total ?
12. Sound travels at 331 metres per second through the air. If Megan counted 17 seconds between the time she saw the lightning and when she heard the thunder, how far away is the storm ?

Mathematics

For each word problem:

- copy the problem
- show the working underneath
- write an answer sentence that includes part of the problem e.g. 'Rachel can reach 3.56 m standing on her ladder'.

Word problems : distance = speed x time

1. A car travels for 4 hours at an average speed of 55 km per hour. How far does the car travel?
2. What is the average speed of a car which covers 260 km in 4 hours ?
3. A car travels 1250 km at an average speed of 50 km per hour. How long does the trip take ?
4. A train can cover 964 km in 8 hours. What is the average speed ?

Word problems : long division

1. 78, 930 spectators watched the soccer this month. 5 games were played. What was the average attendance at each game?
2. The TV station broadcast the 8 games this season. They paid \$75, 000 in fees. What was the fee for each game ?
3. Six soccer clubs entered teams in the soccer competition. If they shared the TV fees equally, how much would each club receive ?
4. Profits from attendance at the games played this season was \$89, 406. What was the share for each of the 9 clubs ?



English: Writing activity - narrative



Sizzling Story starter!

The creaky, old doors had not been opened for years. The beast had always lived inside but nobody dared to visit. Noises that echoed from the gaps in the door had haunted those who heard them. Nobody knew what the narrow, mossy steps led to. Nobody knew what was lurking within.

Groaning heavily one day, the large, wooden doors slowly began to open...

Continue the story of the mysterious door.

English: Writing activity - narrative

- Who might live inside the tree?
- What would the house look like? Who put the sign on the door?
- What do the local people think about the beast living inside?
- Is the lamp ever lit?
- Does the beast have neighbours?
- Does the beast live alone?
- If you lived in a village nearby, would you approach the door and meet the beast?
- What do you think the beast is like?
- What does the saying ‘don’t judge a book by its cover’ mean? Could this apply to the beast?
- If you were the beast, would you want to go out and meet people or would you prefer to hide away?

Your task is to write a great story:

This is an amazing image from “[Pobble 365](#)”.

Read the Story Starter and write an amazing story!

To get started you have been given a ‘Sizzling Start’ on the previous page. You can start your story with this or you could write your own original sizzling start.

Remember the rules for ‘Sizzling Starts:

- Don’t start when things are boring
- Start with an action or moment of change.
- Use backfill to explain who, what and why.
- Then get back to the action to keep your reader engaged.

English: Writing activity - narrative

Next, Tighten the Tension:

Remember great tension scenes are long and strong !

Use the Five + 1 Senses to make the reader feel like they are there with the character:

- See
- Hear
- Smell
- Touch
- Taste
- Feel (emotions).

Remember to gradually build the tension. When the tension reaches a peak, then 'flip' it by bringing the reader back to a safe space.

Then, Dynamic Dialogue:

Remember to make every line of dialogue work HARD!

Use dialogue to:

- Move the plot forward
- Reveal something about the character (s)
- Make the scene dynamic

Try, Show, Don't Tell:

This is where we get the reader to figure out things about the character without telling:

- Don't tell me your villain is evil, have them do something bad and let me figure it out for myself.
- 'My hands shook uncontrollably; I quickly hid them behind my back before anyone noticed.'
- 'NAME?' shouted the policeman without even looking at me.

English: Writing activity - narrative

Finally, Endings with Impact:

The last line of the story is often the theme of the whole story. Knowing how you want to end the story before ending the story will help you avoid the 'quick fix' ending.

Make sure your ending includes a character resolution. This is what brings richness to the story and makes us remember it. The ending includes an action climax and a character wrap-up.

There are lots of different ways to end a story. For example:

- Circular ending – linking back to the beginning.
- Surprise ending – something unexpected happens.
- Humorous ending – something funny happens.
- Moral ending – the underlying message or lesson is revealed.

Now write that great story!

Remember do a legible draft first. Get all your ideas down on paper. This is your chance to show what you know as a great writer. Think about paragraphs, spelling and punctuation as you write.

Your writing plan might look like this:

- Sizzling Start which develops the orientation - setting, characters and the beginning of a problem.
- Complication - get the problem going by Tightening the Tension.
- Get your characters speaking to move the story along by using Dynamic Dialogue. This could lead to the problem being solved and another complication beginning, and more Tightening the Tension and Dynamic Dialogue.
- Bring the story to a close by creating an Ending with Impact! This includes an action climax and a character wrap-up.
- When you finish your draft read it aloud or to mum or dad.
- Proof-read and edit your draft.
- Then type or handwrite your finished story and illustrate.

Daily Physical Activity

Daily Physical Activity

Aim for 60 minutes or more a day of activities you find fun
Feel free to mix and match or make up your own ones and share what you have done

Be inspired

Get active and try an awesome sports activity or dance routine designed by the children of FMS

Rainy day

Make an indoor obstacle course

Silky skills

Find an online sports tutorial and dazzle your team mates once the season is back on. Try

Let's Dance

Choose a word in your favourite song, every time you hear that word see who can sit on the floor first.

Beep test

Download a beep test app, set yourself a marker to run to and get there before the beep - see what level you can get up too.

Body Balance

See how long you can stand on one leg for, then the other leg. Too easy? See what you can balance on your body while standing on one leg.

Target setting

Set yourself an exercise target for the next 2 weeks then give yourself a high 5 when you achieve it!

Time trial

Find some wide-open space to ride your bike, scooter, skateboard, roller blades or Unicycle around in a loop. Time yourself, then try and beat your own time!

Help out and Get Healthy

Put the washing basket away from the clothes horse and run back and forth hanging the washing as quickly as you can.

Mission Impossible

Design an Obstacle course where you can't touch any of the obstacles.

Challenge 15

How many [15 minute activity challenges](#) can you complete?

Terrific Teamwork

Get mum or dad away from their screens and play a game with them



Everyday Art Challenge

Draw something different everyday - Simple!

<p>Terrific toys Set up a scene with your toys and get sketching</p>	<p>It's only Natural Draw the detail on a leaf or parts of a plant.</p>	<p>Visit a gallery Go online and take a virtual walk around a gallery. Copy an artwork you like.</p>	<p>Fantastic food Draw something yummy</p>
<p>Learn from a pro Check out this excellent tutorial from contemporary Australian artist <u>Ben Quilty</u></p>	<p>Selfie Draw a self-portrait</p>	<p>Unselfish Draw someone else</p>	<p>Super Silly Make a silly face capture your true beauty</p>
<p>Perfect your project Create a picture for a project you are working on</p>	<p>Time's up Set a timer and draw a picture for 5 minutes, then 3 minutes, then 1 minute and finish of 30 seconds</p>	<p>Freeze time Draw something that is moving</p>	<p>Be inspired Ask a friend what their favourite thing is... then draw it</p>

Mindfulness and Wellbeing

Try and take some time out everyday for your mental and physical wellbeing.

<p>Podcasts</p> <p>Listen to the '<u>Grow Your Mind</u>' podcast</p>	<p>Make your own glitter jar</p> <p>Glitter jars are a great way to help calm yourself down or just help you unwind.</p> <p><u>Glitter Jar 1</u></p> <p><u>Glitter Jar 2</u></p>	<p>Setting up a 'Me' space</p> <p>Set up your own quiet time area to do meditation, yoga, reading or mindful colouring in.</p>
<p>Drawing</p> <p>Draw your family and friends doing the things you love doing together. Don't forget to share them.</p>	<p>Virtual Playdate</p> <p>Set up a video call with friends and let them know what you miss about them</p>	<p>Meditation & Yoga</p> <p>Do some meditation or yoga to calm your mind and body.</p> <p><u>Meditation</u></p> <p><u>Yoga</u></p>
<p>Be a Friendship Ninja</p> <p>Sign up to the free '<u>UR STRONG</u>' healthy relationships resource centre for lots of great activities, videos and resources.</p> <p>Use the coupon code URSTRONG</p>	<p>Keep Connected</p> <p>Make a <u>message in a bottle</u> for a friend</p>	<p>Healthy body Healthy Mind</p> <p>Make a delicious immunity boosting smoothie with fruit, veg & water, chuck in some ginger to really fight off those germs!</p>