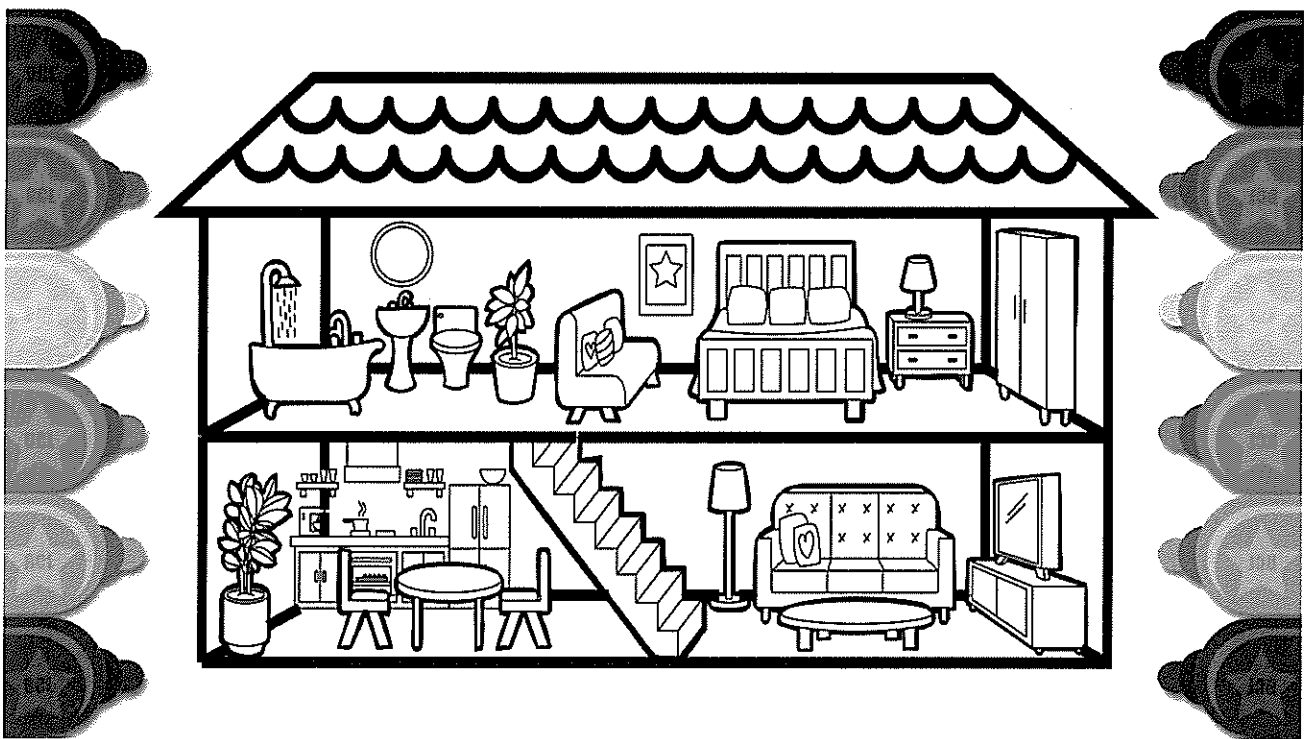


# Home Learning

## Stage 2

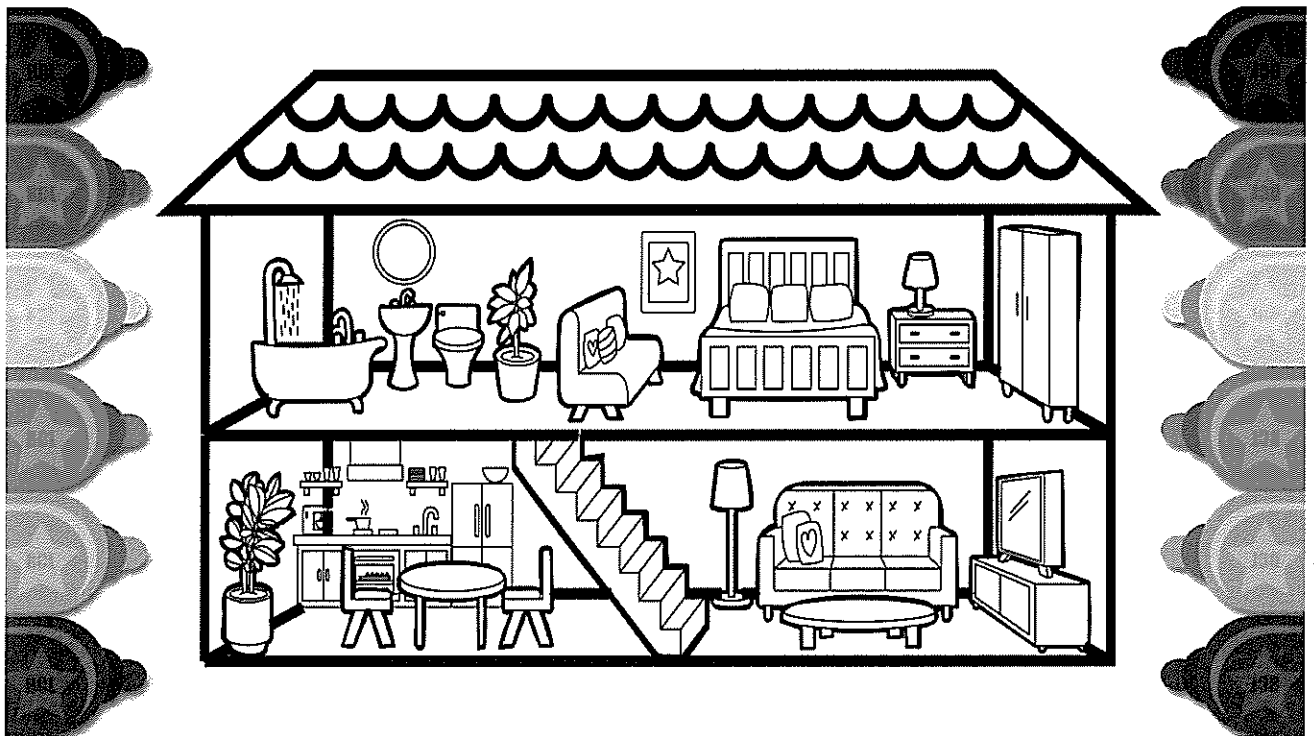


Week 9

# Learning at Home

## 4/5C

### Week 9



## Learning from Home Term 3 WEEK 9

There is **NO** pressure to finish every task, every day. As you complete each task take a photo and upload your work to Seesaw for your teacher to see! Bring your booklet if you are coming into school.



|        | Monday  | Tuesday   | Wednesday   | Thursday   | Friday   |
|--------|---|---|---|--|--|
| Task 1 | Spelling – Homophone sentences  | Spelling – Word Worth   | Spelling - Syllable sort  | Spelling – Practise test   | Spelling – Spelling test                                     |
| Task 2 | Tiddalick the Frog  | Great Barrier Reef cloze passage  | Travel writing  | Handwriting  | Verbs – past tense   |
| Lunch  | Make sure you have lunch, relax and enjoy sometime outside.           |   |   |  |  |
| Task 3 | Division – Dividing by 10 and 100                                     | Division – Halving Strategy   | Division – Strategy Review  | Division – Linking Multiplication and Division Facts                           | Division – Word Problems                                     |
| Task 4 | Square Metres   | Investigating area and perimeter  | Introducing area  | Telling time - 5 minute intervals  | Telling time - digital                                       |
| Recess | Make sure you have some recess and enjoy sometime outside.            |   |   |  |  |
| Task 5 | <u>Art</u><br>Draw Tiddalick the Frog<br><u>Drama</u><br>Presentation | <u>Sport</u><br>Get out of the house and go for a walk/scooter/bike ride with a family member | <u>Geography</u><br>Stage 2 – Oceans and Continents crossword<br>Stage 3 – Traditional clothing | <u>Science</u><br>Stage 2 – Months and seasons<br>Stage 3 – Volcano cross word | <u>Social Hour</u><br>Play a board game with a family member |

## Stage 2 Spelling Rule – Term 3 – Week 9

| Words that have a <b>consonant</b> followed by <b>y</b> form the plural by changing the <b>y</b> to <b>i</b> before adding <b>-es</b> . |        |         |           |          |
|---|--------|---------|-----------|----------|
| Word List   | Monday | Tuesday | Wednesday | Thursday |
| country   |        |         |           |          |
| countries   |        |         |           |          |
| community   |        |         |           |          |
| communities   |        |         |           |          |
| Homophone or Homonym  |        |         |           |          |
| see   |        |         |           |          |
| sea   |        |         |           |          |
| Prefix/Suffix of the Week: Suffix : ‘-ment’ = action  |        |         |           |          |
| <b>entertainment</b><br><br>The children were the main entertainment.   |        |         |           |          |
| <b>achievement</b><br><br>Their achievement was amazing.  |        |         |           |          |

Name \_\_\_\_\_



Stage 2 **Blue** Spelling/Homework Term 3 Week 9

|      | Monday | Tuesday | Wednesday | Thursday |
|------|--------|---------|-----------|----------|
| or   | or     | or      | __r       | __       |
| poor | poor   | poor    | p__r      | __or     |
| paw  | paw    | paw     | p__       | _a__     |
| law  | law    | law     | l__w      | _a__     |
| or   |        |         |           |          |
| poor |        |         |           |          |
| paw  |        |         |           |          |
| law  |        |         |           |          |
| or   |        |         |           |          |
| poor |        |         |           |          |
| paw  |        |         |           |          |
| law  |        |         |           |          |

Name \_\_\_\_\_

Stage 2 **Blue** Spelling/Homework Term 3 Week 9

| List  | Monday | Tuesday | Wednesday | Thursday |
|-------|--------|---------|-----------|----------|
| field | field  | field   | f____ld   | field    |
| or    | or     | or      | o____     | or       |
| paw   | paw    | paw     | p____w    | p____    |
| poor  | poor   | poor    | p____r    | ____o_r  |
| store | store  | store   | st____    | st____e  |
| for   | for    | for     | _or       | f____r   |
| saw   | saw    | saw     | s____     | ____w    |
| field |        |         |           |          |
| or    |        |         |           |          |
| paw   |        |         |           |          |
| poor  |        |         |           |          |
| store |        |         |           |          |
| for   |        |         |           |          |
| saw   |        |         |           |          |

Name

Stage 2 Level 1 GREEN Spelling/Homework Term 3 Week 9

| List    | Monday | Tuesday | Wednesday | Thursday |
|---------|--------|---------|-----------|----------|
| clouds  |        |         |           |          |
| knock   |        |         |           |          |
| quiet   |        |         |           |          |
| feather |        |         |           |          |
| field   |        |         |           |          |
| saw     |        |         |           |          |
| fall    |        |         |           |          |
| morning |        |         |           |          |
| born    |        |         |           |          |
| form    |        |         |           |          |
| door    |        |         |           |          |
| poor    |        |         |           |          |
| water   |        |         |           |          |
| warm    |        |         |           |          |
| north   |        |         |           |          |

Name

Stage 2 ORANGE level Spelling/Homework Term 3 Week 9

| List      | Monday | Tuesday | Wednesday | Thursday |
|-----------|--------|---------|-----------|----------|
| clouds    |        |         |           |          |
| knock     |        |         |           |          |
| quiet     |        |         |           |          |
| feather   |        |         |           |          |
| field     |        |         |           |          |
| August    |        |         |           |          |
| Autumn    |        |         |           |          |
| bought    |        |         |           |          |
| caught    |        |         |           |          |
| organise  |        |         |           |          |
| quarter   |        |         |           |          |
| fourteen  |        |         |           |          |
| taught    |        |         |           |          |
| horse     |        |         |           |          |
| forty     |        |         |           |          |
| sure      |        |         |           |          |
| draw      |        |         |           |          |
| sport     |        |         |           |          |
| community |        |         |           |          |
| country   |        |         |           |          |



Name

Stage 2 YELLOW level Spelling/Homework Term 3 Week 9

| List       | Monday | Tuesday | Wednesday | Thursday |
|------------|--------|---------|-----------|----------|
| clouds     |        |         |           |          |
| knock      |        |         |           |          |
| quiet      |        |         |           |          |
| feather    |        |         |           |          |
| field      |        |         |           |          |
| naughty    |        |         |           |          |
| ordinary   |        |         |           |          |
| bought     |        |         |           |          |
| caught     |        |         |           |          |
| organise   |        |         |           |          |
| quarter    |        |         |           |          |
| reward     |        |         |           |          |
| distraught |        |         |           |          |
| gorgeous   |        |         |           |          |
| enormous   |        |         |           |          |
| exhausted  |        |         |           |          |
| fortune    |        |         |           |          |
| fourth     |        |         |           |          |
| community  |        |         |           |          |
| country    |        |         |           |          |

# Monday



[illegible]

## Story Time with Mr. Newham – Stage 2 & 3

### ***Tiddalik: The Frog who caused a flood***

#### Tasks

##### **Task 1:**

Each student is asked to find 'Five Fun Facts' (The 3 F's) about:

A - Frogs (Australian)

B - Another animal from the story (Emu, Kangaroo, Kookaburra, Wombat, Eel or Platypus)

##### **Task 2:**

A - List 5 things you "WOULD" and "WOULD NOT" share with others, be creative (10 in total)

B - Choose 3 "WOULD" and 3 "WOULD NOT" and tell us "WHY" (6 in total)

C- Think about the things you listed as a "WOULD NOT" share. Are there any of these you may be willing to change your mind about? Why?

##### **Task 3:**

A - Water environments are known as 'Aquatic Ecosystems'. What are the 2 types?

B - List 'Five Fun Facts' (3F's) regarding one of the above 'Aquatic Ecosystems'.

##### **Task 4:**

A – List the water-based sports played at the recent Tokyo 2020 Olympics?

B – Can you think of more?

C - Which of these is your favourite and why?

##### **Task 5:**

Write a paragraph relating to an experience you have had connected to an 'Aquatic Ecosystem'. If you do not have an experience to recount, write a creative story titled, "A Day at the Beach"

#### Extension

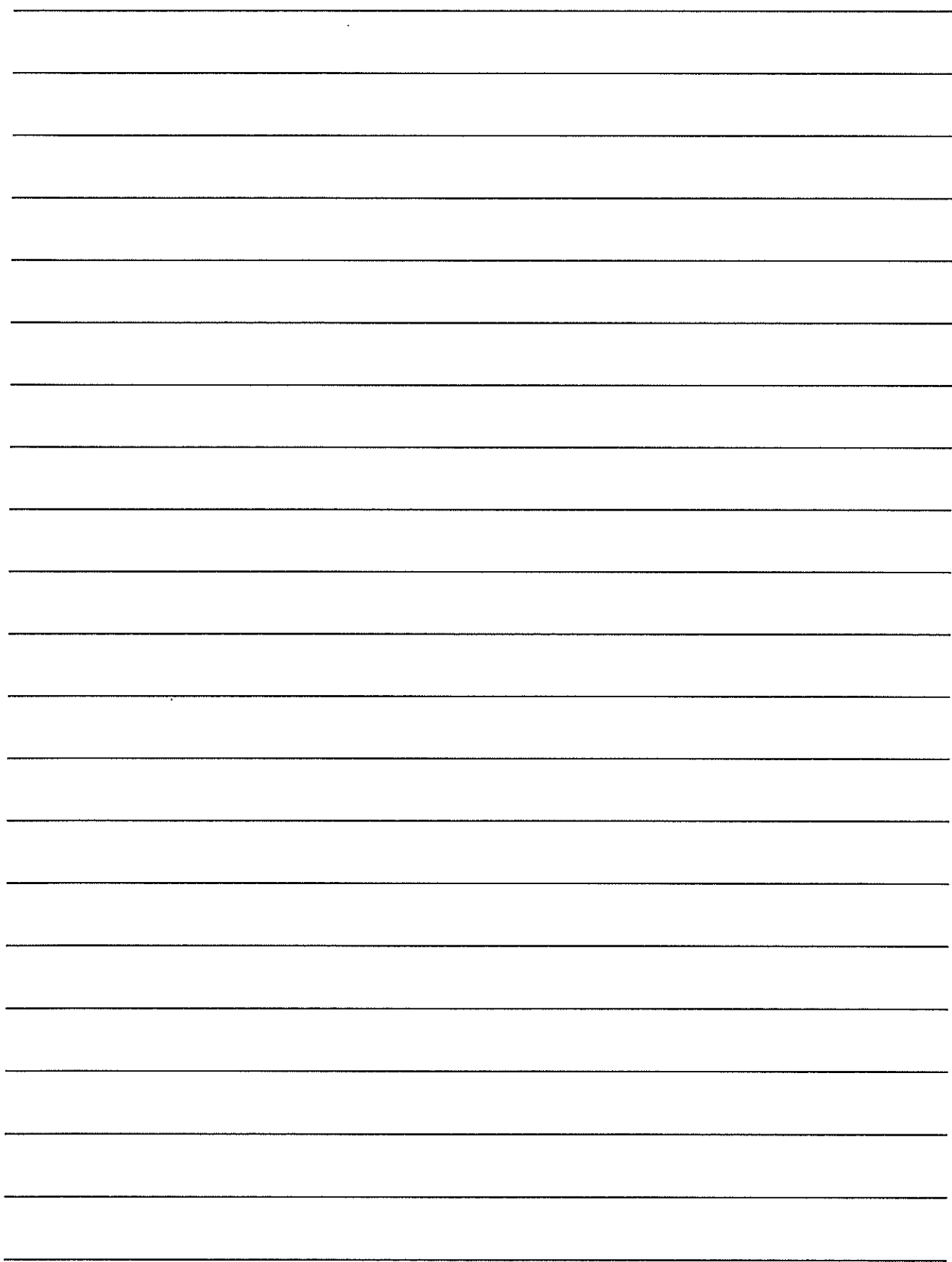
**Task 6:** Are there any examples of water environments in the Wallsend and surrounding areas? If so, how many and which of these would you say is dominant (most common) in the area?

##### **Task 7:**

A - How much of the Earth's surface is covered by water?

B - What percentage % of the human body is made up of water?

C- Which body part contains the most water?



# Mental division strategies – dividing by 10 and 100

When we divide any number by 10, we move the number one place value space to the right.

When we divide any number by 100, we move the number two place value spaces to the right.

| Thousands | Hundreds | Tens | Units |            |
|-----------|----------|------|-------|------------|
| 6         | 7        | 0    | 0     |            |
|           | 6        | 7    | 0     | $\div 10$  |
|           |          | 6    | 7     | $\div 100$ |

## 1 Use the place value tables to divide these numbers by 10 and 100.

a

| Th | H | T | U |
|----|---|---|---|
| 5  | 3 | 0 | 0 |
|    |   |   |   |
|    |   |   |   |

$\div 10$   
 $\div 100$

b

| Th | H | T | U |
|----|---|---|---|
| 4  | 1 | 0 | 0 |
|    |   |   |   |
|    |   |   |   |

$\div 10$   
 $\div 100$

c

| Th | H | T | U |
|----|---|---|---|
| 8  | 4 | 0 | 0 |
|    |   |   |   |
|    |   |   |   |

$\div 10$   
 $\div 100$

d

| Th | H | T | U |
|----|---|---|---|
| 2  | 4 | 0 | 0 |
|    |   |   |   |
|    |   |   |   |

$\div 10$   
 $\div 100$

## 2 Use patterns to solve these:

a  $1\ 400 \div 1 = \square$      $1\ 400 \div 10 = \square$      $1\ 400 \div 100 = \square$

b  $5\ 600 \div 1 = \square$      $5\ 600 \div 10 = \square$      $5\ 600 \div 100 = \square$

b  $3\ 500 \div 1 = \square$      $3\ 500 \div 10 = \square$      $3\ 500 \div 100 = \square$

## 3 Use a calculator to solve these:

a  $270 \div 100 = \square$

b  $49 \div 10 = \square$

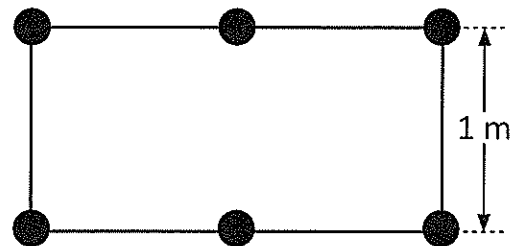
## Area – square metres

**3** Rewrite these measurements the short way. The first one has been done for you.

- a Twenty nine square metres =
- b Thirty seven square metres =
- c Three hundred and two square metres =
- d Six hundred and ninety one square metres =
- e Eighty point seven square metres =
- f Seven point two square metres =

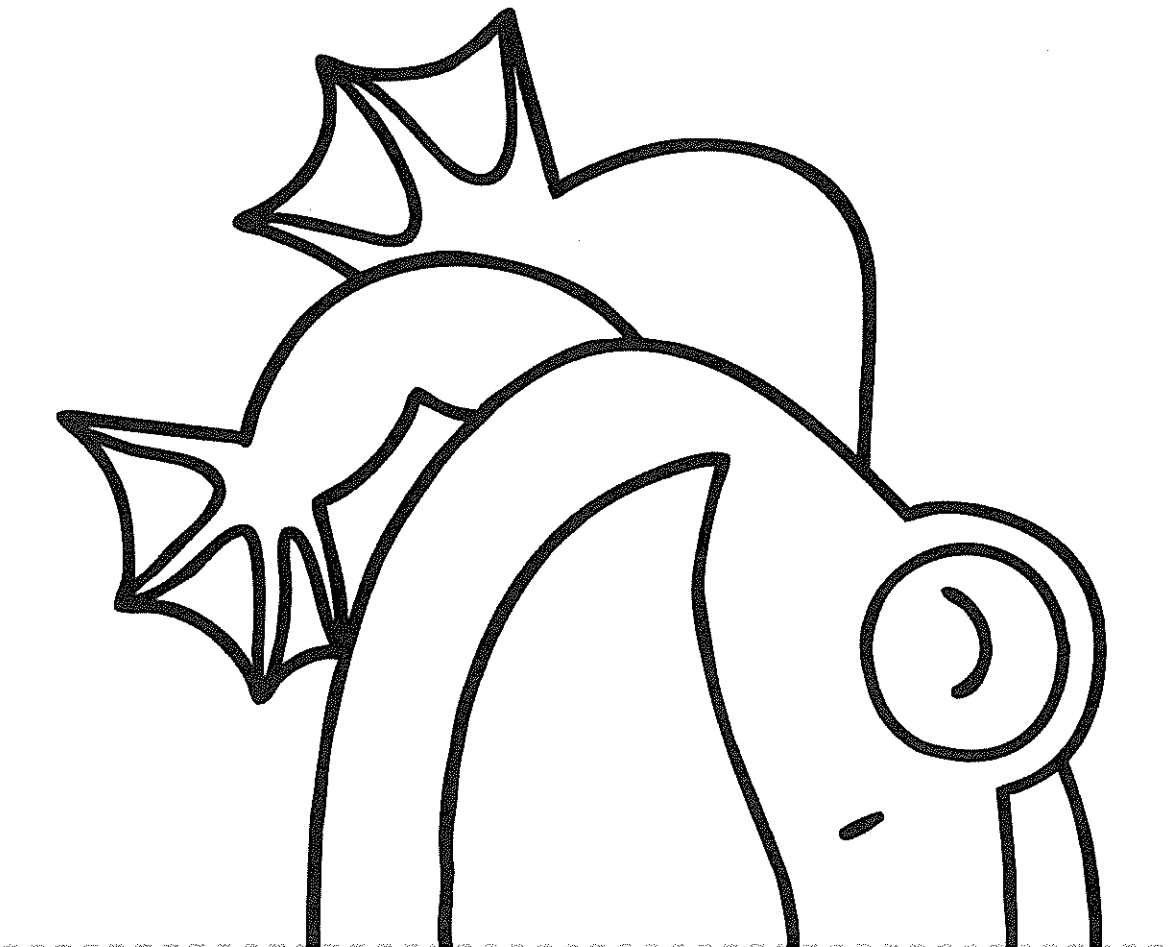
**4** Miss Farbio has a rectangular garden with six fence posts. The distance between each post is 1 metre and the area of her garden is 2 m<sup>2</sup>.

Her neighbour Mr Gubbio has 14 fence posts, also 1 metre apart. What is the area of his garden in square metres if one side of the fence has three posts, just like Miss Farbio's garden?



Area of Mr Gubbio's garden = \_\_\_\_\_

# Draw Tiddalick







## 'Presentation.'

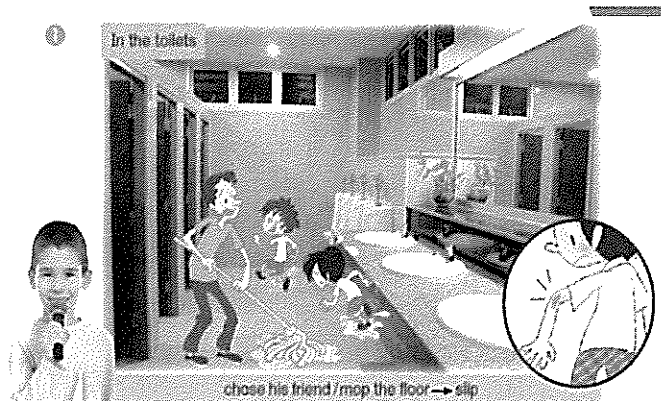
.....  
Have your classmates ever had accidents like these? What happened?  
What advice can you give them?

◆ Choose one activity that you would like to report as a school reporter.

◆ Give advice to students.



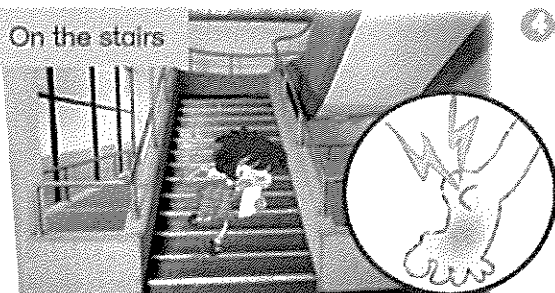
For example:



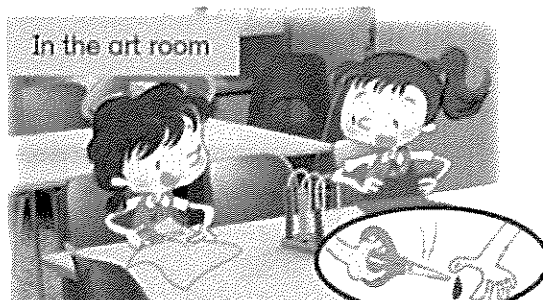
Good morning everyone, my name is \_\_\_\_\_. Today, I'd like to talk about safety at school. Last week, a boy was chasing his friend while the janitor was mopping the floor in the toilets. He slipped and scraped his elbow. We should be careful when we're in the toilets. Thank you for listening.



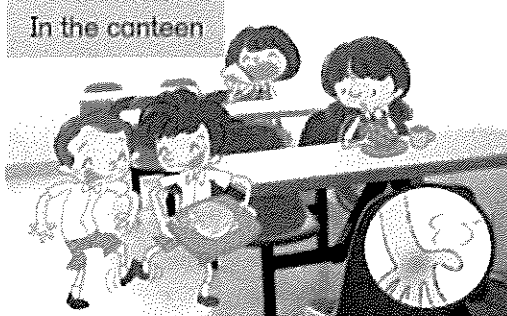
## On the stairs



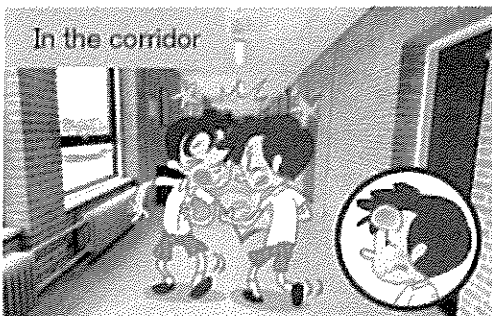
### In the art room



### In the canteen



## In the corridor

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery designed for writing. The edges of the paper are slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

# Tuesday



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

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

# Word Worth

|                |                |                 |                |                |                 |                |
|----------------|----------------|-----------------|----------------|----------------|-----------------|----------------|
| A <sub>1</sub> | B <sub>3</sub> | C <sub>3</sub>  | D <sub>2</sub> | E <sub>1</sub> | F <sub>4</sub>  | G <sub>2</sub> |
| H <sub>4</sub> | I <sub>1</sub> | J <sub>6</sub>  | K <sub>5</sub> | L <sub>3</sub> | M <sub>3</sub>  | N <sub>1</sub> |
| O <sub>1</sub> | P <sub>3</sub> | Q <sub>10</sub> | R <sub>2</sub> | S <sub>1</sub> | T <sub>1</sub>  | U <sub>1</sub> |
|                | V <sub>4</sub> | W <sub>4</sub>  | X <sub>8</sub> | Y <sub>4</sub> | Z <sub>10</sub> |                |

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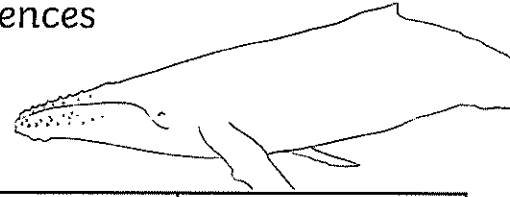
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# Animals of the Great Barrier Reef

Use the words in the boxes below to complete the sentences about animals found in the Great Barrier Reef.



## Word Bank

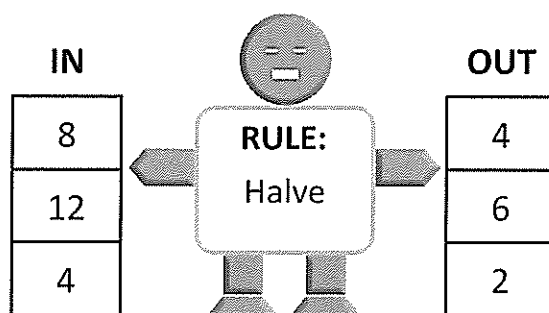
|       |           |            |          |          |
|-------|-----------|------------|----------|----------|
| coral | herbivore | groups     | snakes   | fish     |
| swim  | whales    | endangered | humpback | dolphins |

1. Dolphins and \_\_\_\_\_ love warm water.
2. 30 species of \_\_\_\_\_ and whales live in the Great Barrier Reef.
3. Some whales \_\_\_\_\_ there just to give birth.
4. The largest animal of the Great Barrier Reef is the \_\_\_\_\_ whale.
5. The bottlenose dolphin likes to travel in \_\_\_\_\_.
6. The flatback turtle is \_\_\_\_\_.
7. Sea \_\_\_\_\_ are venomous.
8. The dugong is a \_\_\_\_\_.
9. Starfish eat the \_\_\_\_\_.
10. Manta rays are large \_\_\_\_\_ found in the Great Barrier Reef.

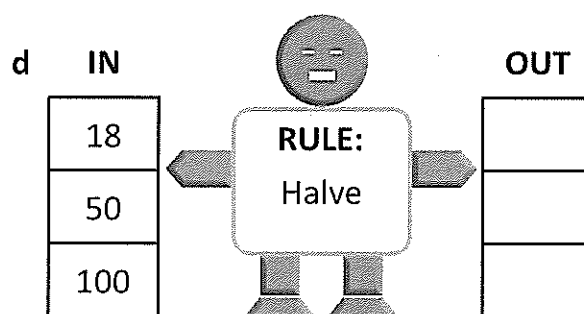
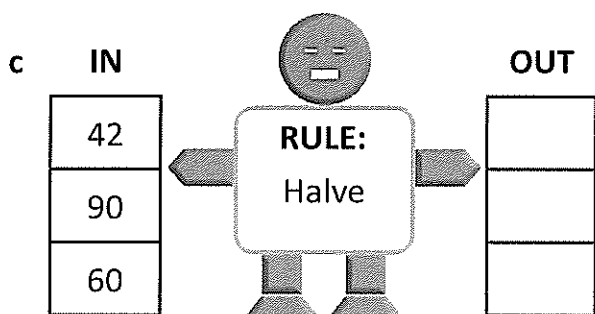
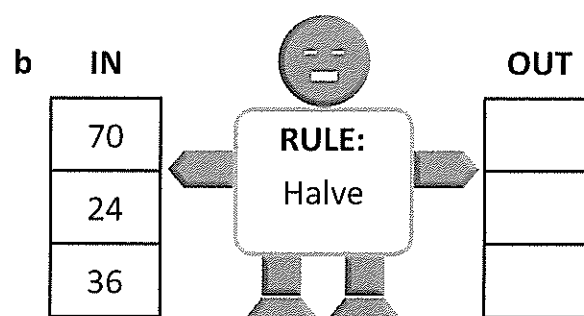
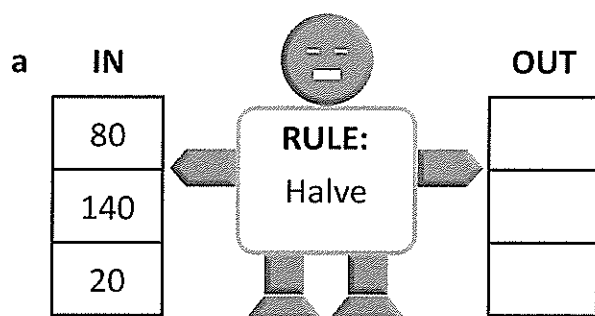
Using the sentences above, draw a scenic underwater picture of the Great Barrier Reef.

# Mental division strategies – halving strategy

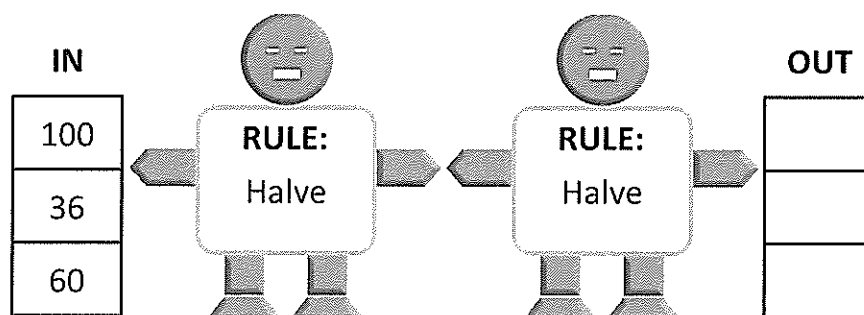
When you halve numbers you are dividing them by 2. In this function machine, numbers go IN, have the rule applied and come OUT again.



- 1 Complete the halving function machines. Halve the number going IN the machine and write the answer in the OUT column:

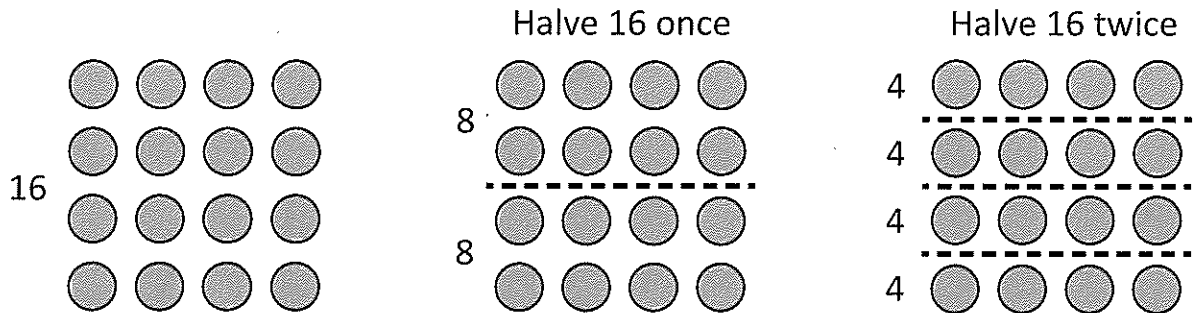


- 2 Below is a halving-halving function machine. The number goes IN and is halved and then halved again and comes OUT.



# Mental division strategies – halving strategy

We also use halving-halving to divide by 4. Look at these diagrams:



3 Use the tables for halving-halving to divide by 4:

a

|                |                      |
|----------------|----------------------|
| $80 \div 4 =$  | <input type="text"/> |
| Halve 80 once  | <input type="text"/> |
| Halve 80 twice | <input type="text"/> |

b

|                |                      |
|----------------|----------------------|
| $48 \div 4 =$  | <input type="text"/> |
| Halve 48 once  | <input type="text"/> |
| Halve 48 twice | <input type="text"/> |

c

|                |                      |
|----------------|----------------------|
| $64 \div 4 =$  | <input type="text"/> |
| Halve 64 once  | <input type="text"/> |
| Halve 64 twice | <input type="text"/> |

d

|                 |                      |
|-----------------|----------------------|
| $120 \div 4 =$  | <input type="text"/> |
| Halve 120 once  | <input type="text"/> |
| Halve 120 twice | <input type="text"/> |

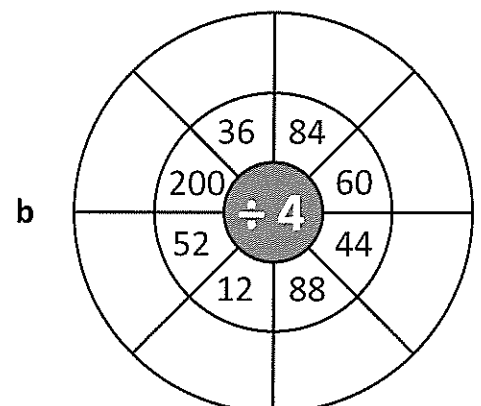
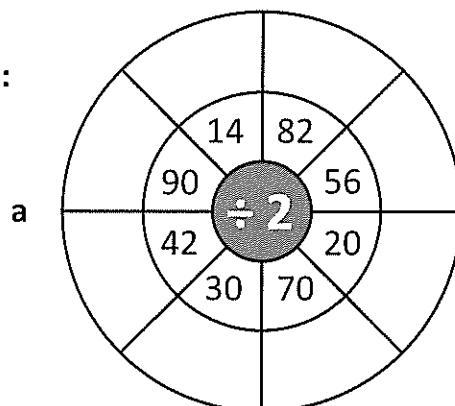
e

|                 |                      |
|-----------------|----------------------|
| $244 \div 4 =$  | <input type="text"/> |
| Halve 244 once  | <input type="text"/> |
| Halve 244 twice | <input type="text"/> |

f

|                |                      |
|----------------|----------------------|
| $88 \div 4 =$  | <input type="text"/> |
| Halve 88 once  | <input type="text"/> |
| Halve 88 twice | <input type="text"/> |

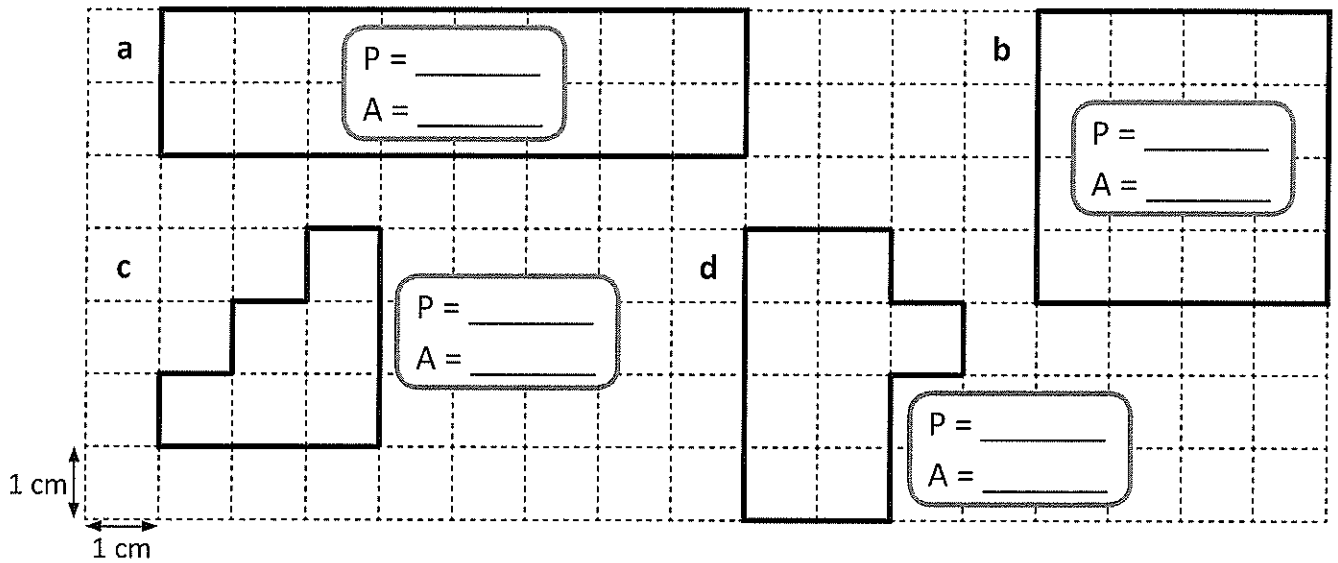
4 Complete the division wheels:



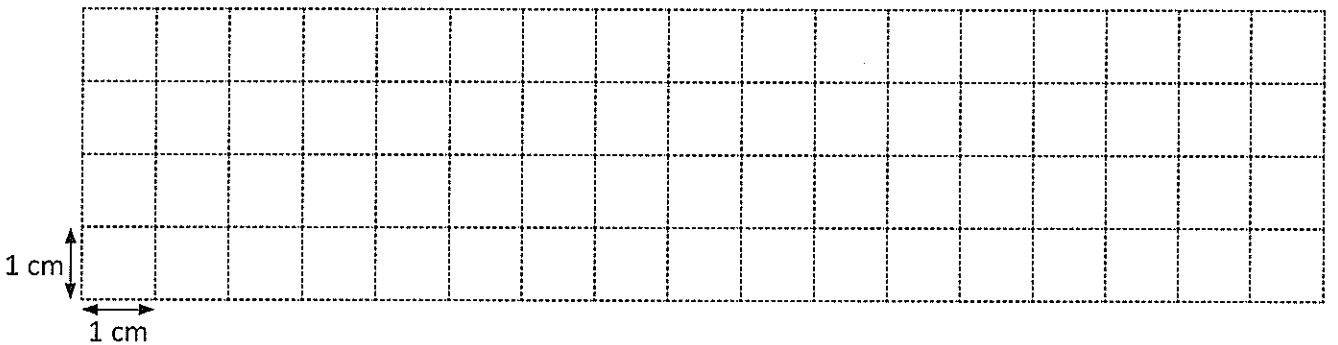


# Area – investigating area and perimeter

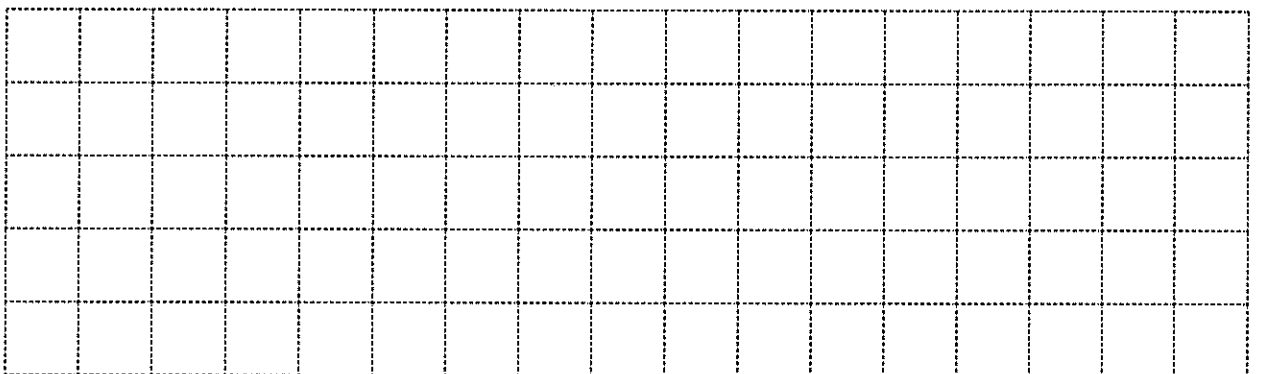
1 What is the area and perimeter of these shapes?



2 Use the grid below to draw two shapes with a perimeter of 12 cm but with different areas:



3 Colour a square with a side length of 4 cm. Label its area and perimeter. Now colour a square with a side length of 5 cm and label its area and perimeter.



What do you notice? \_\_\_\_\_

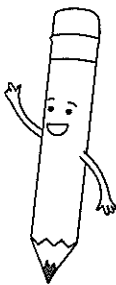
# Wednesday



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

# Syllable Sort

Sort the weekly spelling words by the number of syllables.



| One Syllable | Two Syllables | Three Or More Syllables |
|--------------|---------------|-------------------------|
|              |               |                         |

**If you could go anywhere, where  
would you go and why?**



# Mental division strategies – strategy review

Review your division strategies.

- 1 Use either the halving strategy or the split strategy to complete the tables. The first one has been done for you.

a Use the split strategy:

$48 \div 3 = \boxed{16}$

---

*48 is 30 + 18*  
 *$30 \div 3 = 10$  and  $18 \div 3 = 6$*   
 *$10 + 6 = 16$*

b Use the halving strategy:

$64 \div 4 = \boxed{\phantom{00}}$

---

c Use the split strategy:

$312 \div 3 = \boxed{\phantom{00}}$

---

d Use the halving strategy:

$140 \div 4 = \boxed{\phantom{00}}$

---

- 2 Solve this riddle by matching the letter to the answer. Use a mental division strategy for each problem.

What is it that the more you take, the more you leave behind?

$68 \div 4 = \boxed{\phantom{00}} \text{ s}$

$90 \div 6 = \boxed{\phantom{00}} \text{ p}$

$135 \div 5 = \boxed{\phantom{00}} \text{ e}$

$1\,200 \div 10 = \boxed{\phantom{00}} \text{ f}$

$240 \div 4 = \boxed{\phantom{00}} \text{ o}$

$128 \div 4 = \boxed{\phantom{00}} \text{ t}$

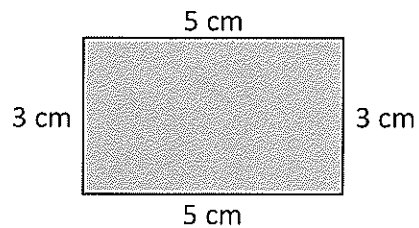
|     |    |    |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|----|----|
|     |    |    |    |    |    |    |    |    |
| 120 | 60 | 60 | 32 | 17 | 32 | 27 | 15 | 17 |

## Area – introducing area

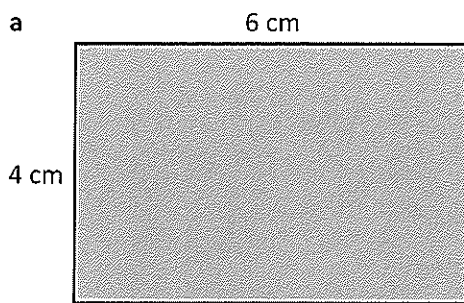
We can use this formula to find the area of rectangles:

$$\text{Area} = \text{length} \times \text{width}$$

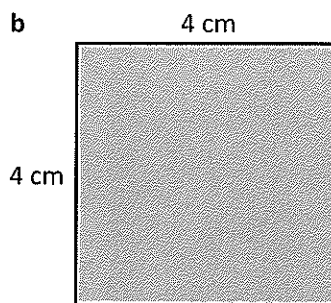
$$\text{Area} = 3 \times 5 = 15 \text{ cm}^2$$



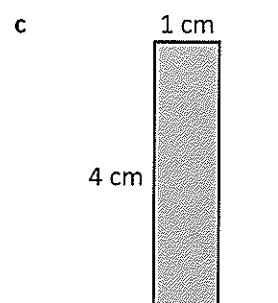
4 Find the areas of these shapes\*:



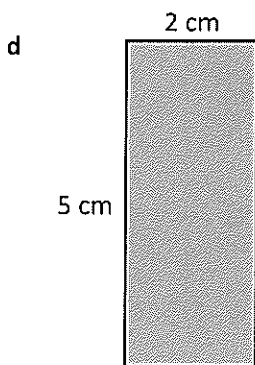
Area =  cm<sup>2</sup>



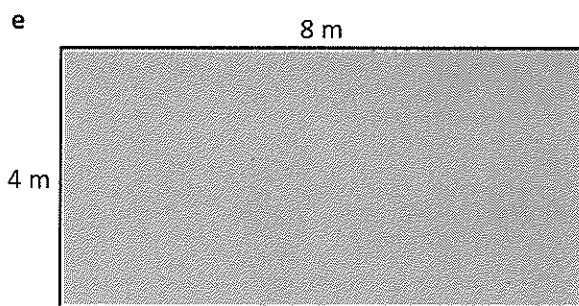
Area =  cm<sup>2</sup>



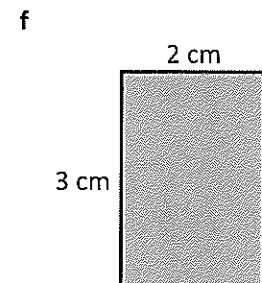
Area =  cm<sup>2</sup>



Area =  cm<sup>2</sup>

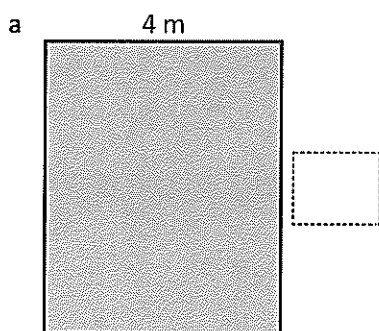


Area =  m<sup>2</sup>

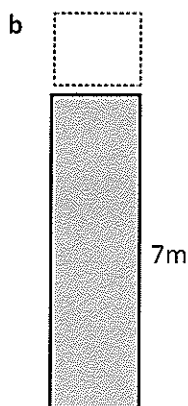


Area =  cm<sup>2</sup>

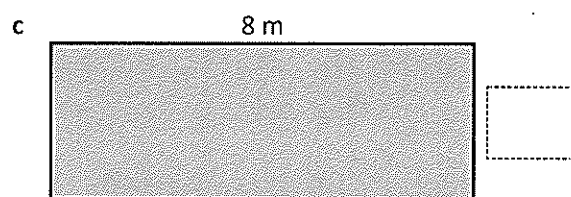
5 In each shape\*, you are given the area but one side is not labelled. Label the missing side:



Area = 20 m<sup>2</sup>



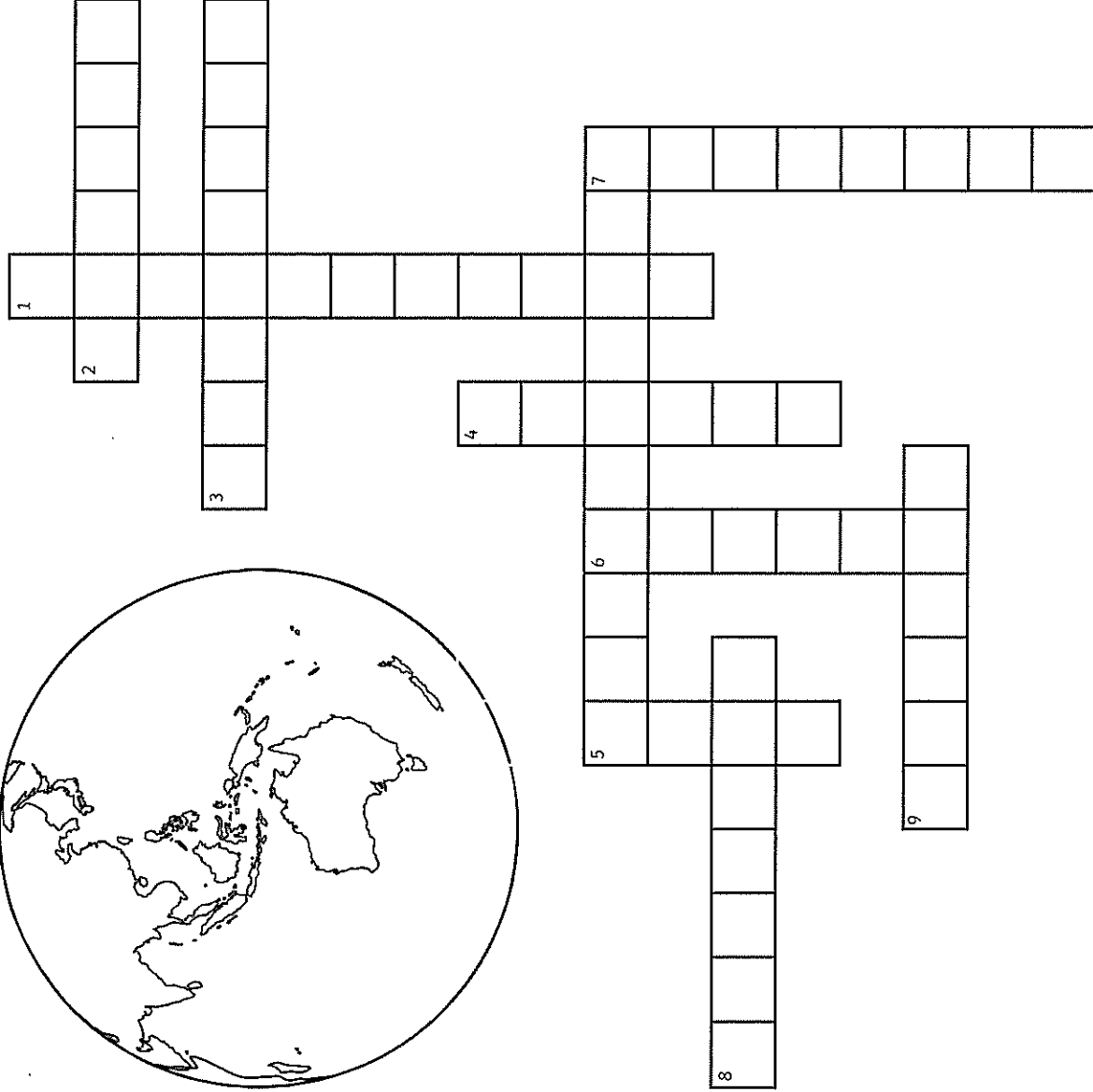
Area = 14 m<sup>2</sup>



Area = 24 m<sup>2</sup>

\*Not drawn to scale.

# Continents and Oceans



## Across

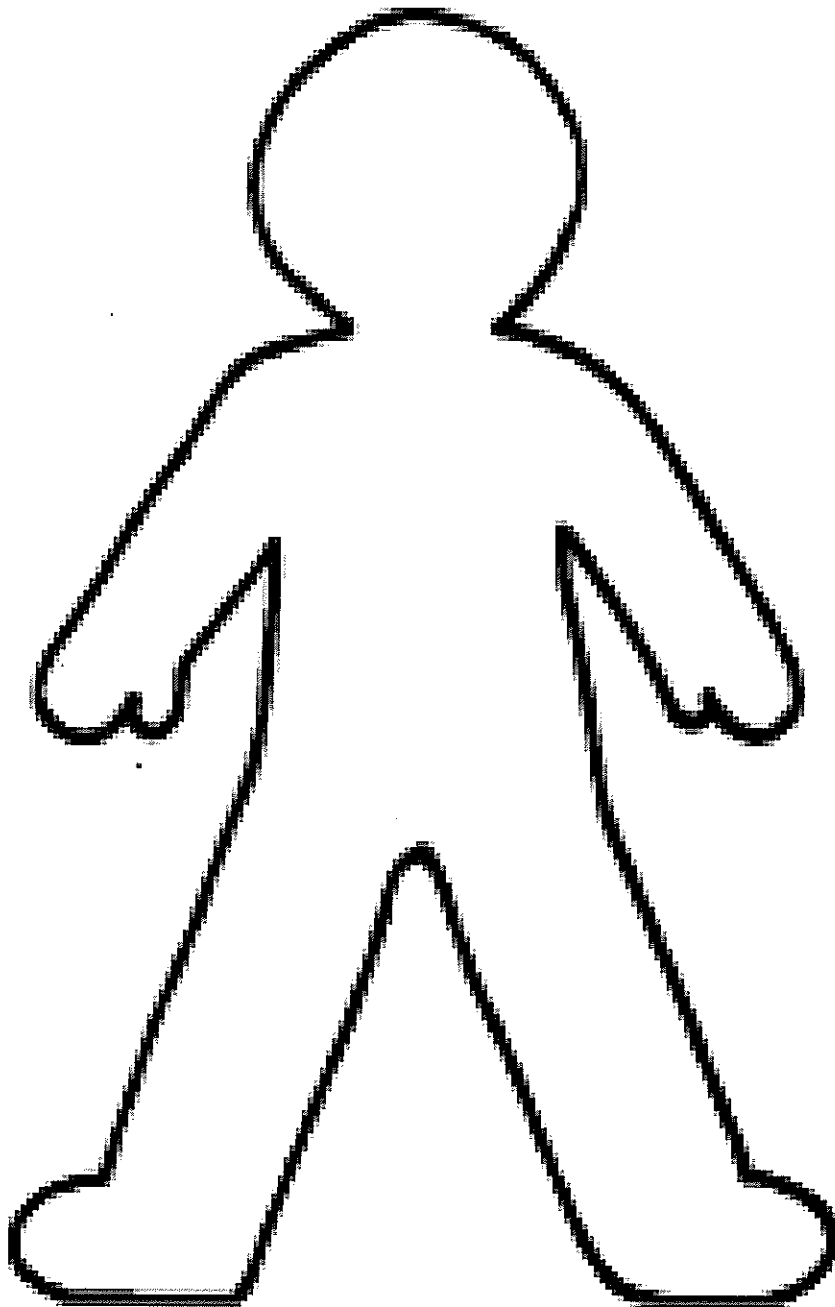
2. Continent far from Australia. (6)
3. Ocean south of Australia. (8)
5. Continent south of Australia. (10)
8. Ocean between Australia and South America. (7)
9. Ocean to the west of Australia. (6)

## Down

1. Continent east of the Indian Ocean. (9)
4. Ocean far from Australia. (6)
5. Continent to the north of Australia. (4)
6. Continent south of Europe. (6)
7. Ocean between North America and Europe. (8)

# Stage 3 Traditional Clothing

Draw traditional clothing on the person from the country you are researching. You can use pencils, crayons, pens, etc.





# Thursday



# Cursive Practice

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

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

Trace the cursive sentence, then rewrite the sentence on the line below.

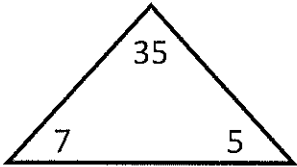
I love bananas.

I do not have a pen!

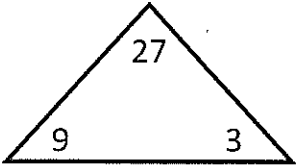
## Division – linking multiplication and division facts

- 3** Write a fact family for each set of numbers in the triangle. The first one has been done for you.

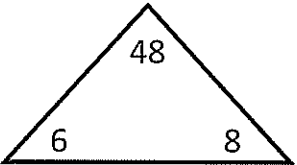
a

|   |   |   |
|---|---|---|
| $\boxed{5} \times \boxed{7} = \boxed{35}$ |  | $\boxed{35} \div \boxed{5} = \boxed{7}$ |
| $\boxed{7} \times \boxed{5} = \boxed{35}$ |   | $\boxed{35} \div \boxed{7} = \boxed{5}$ |

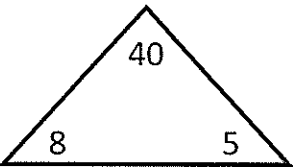
b

|   |   |   |
|---|---|---|
| $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |  | $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |
| $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |   | $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |

c

|   |  |   |
|---|--|---|
| $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |  | $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |
| $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |  | $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |

d

|   |   |   |
|---|---|---|
| $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |  | $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |
| $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |   | $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |

- 4** For these problems, think of a multiplication fact to help write the division fact:

- a \$25 is shared between 5 people. How much does each person get?

|   |   |
|---|---|
| $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ | $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |
|---|---|

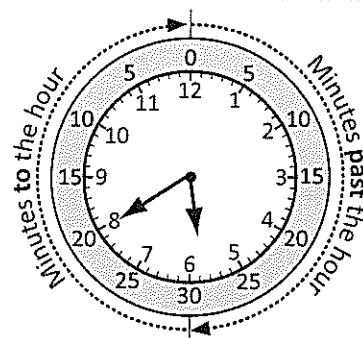
- b 45 people get into 9 cars. How many people are in each car?

|   |   |
|---|---|
| $\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$ | $\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$ |
|---|---|

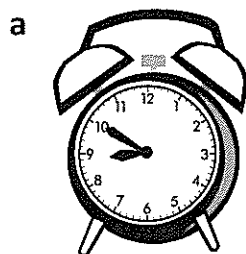
# Telling time – five minute intervals to the hour

When the minute hand has passed 30 instead of saying the number of minutes **after** the hour, you can say the number of minutes **before** the next hour.

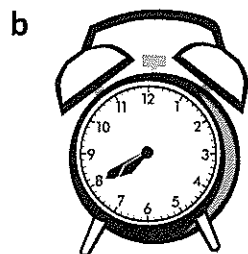
20 to 6



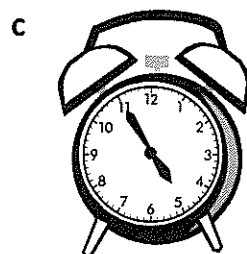
## 1 Label the clocks:



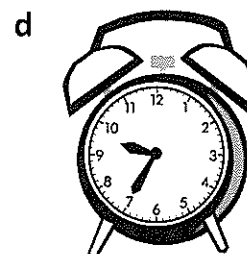
\_\_\_ minutes to \_\_\_



\_\_\_ minutes to \_\_\_

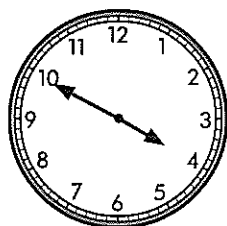


\_\_\_ minutes to \_\_\_

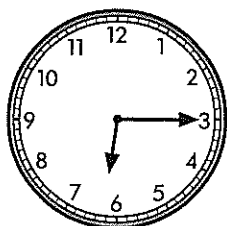


\_\_\_ minutes to \_\_\_

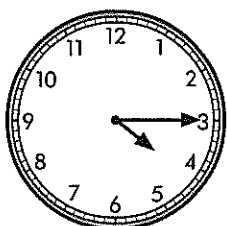
## 2 Connect each clock to its time label with a line.



15 past 4



20 to 3

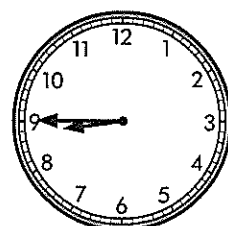
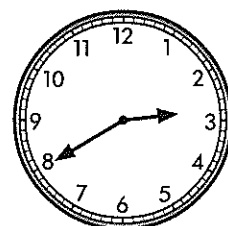
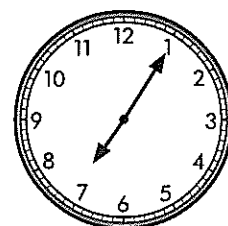


10 to 4

5 past 7

15 to 9

15 past 6

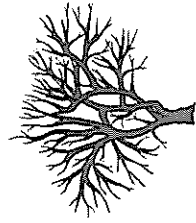


# Months and Seasons in a Year

**Draw pictures of the seasons:**

There are 12 months in a year:

January, February, March, April, May, June, July, August, September, October, November, December



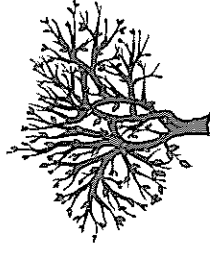
Winter months are:

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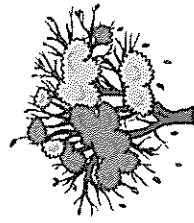
Spring months are:

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Autumn

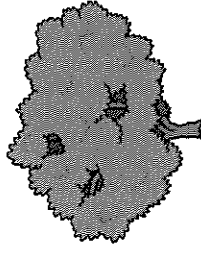
months are:

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Summer

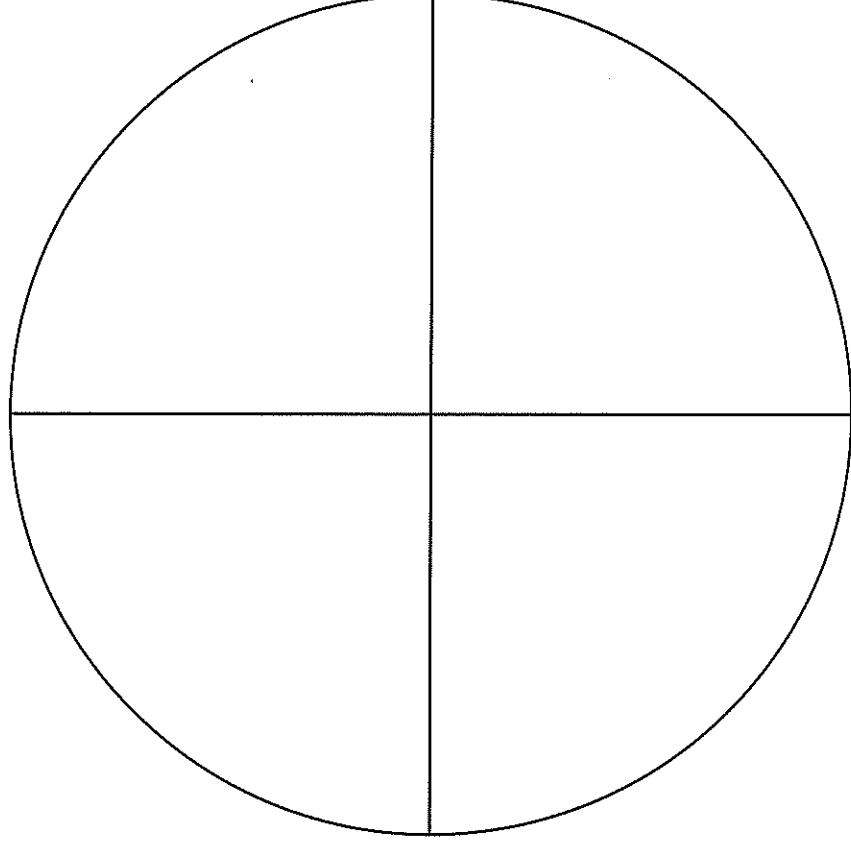
months are:

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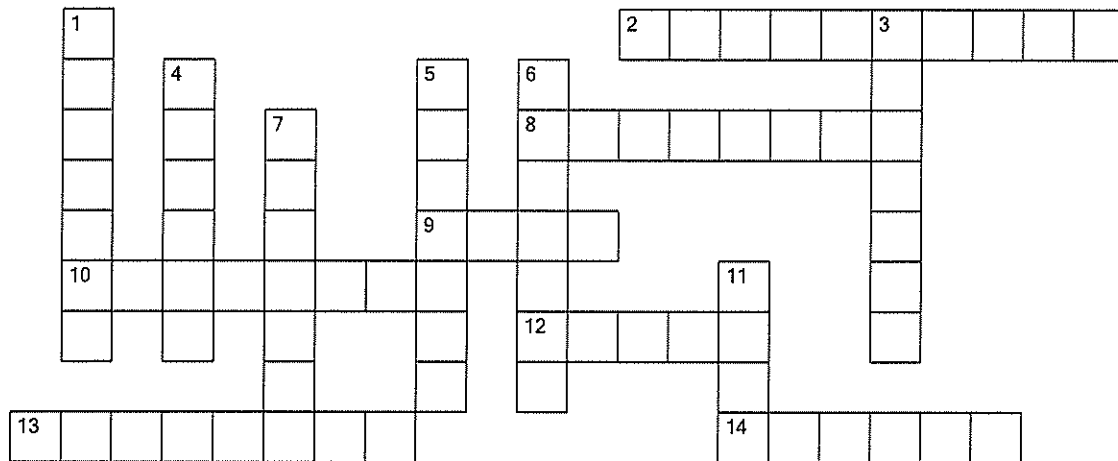
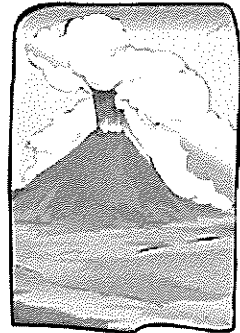


Name: \_\_\_\_\_

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

## Volcano Crossword

Complete the activity.



### ACROSS

2. The zone of earthquakes and volcanoes surrounding the Pacific Ocean.
8. In 1980, this Washington State mountain gave North America its largest volcanic eruption.
9. Mountains formed from the build-up of volcanic lava often take this shape.
10. The eruption of Nevado del Ruiz with its devastating mud slides occurred in this South American nation in 1985.
12. Molten rock that is found beneath the earth's surface.
13. 1883 volcanic eruption in southeast Asia that killed 36,000 people.
14. A volcano that is erupting or has erupted recently

### DOWN

1. A volcano that will not erupt again.
3. An opening or crack in the earth's surface through which lava flows.
4. A type of volcano with broad, gentle slopes and built by the eruption of fluid basalt lava.
5. A vent at the earth's surface through which magma and gases erupt.
6. Large ocean wave created by undersea earthquakes or volcanic eruptions.
7. A volcano that has not erupted recently, but may do so in the future.
11. Molten rock that erupts from volcanoes.

|         |          |            |              |          |
|---------|----------|------------|--------------|----------|
| active  | Krakatoa | extinct    | cone         | volcano  |
| tsunami | fissure  | St. Helens | ring of fire | Colombia |
| lava    | dormant  | magma      | shield       |          |

# Friday



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

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

## Verb Past Tense

1. Yesterday we \_\_\_\_\_ (look) for bugs in the park.
2. We \_\_\_\_\_ (search) for bugs under rocks and on leaves.
3. I \_\_\_\_\_ (see) a butterfly. It \_\_\_\_\_ (fly) past the purple flowers.
4. I \_\_\_\_\_ (lift) up a big rock and \_\_\_\_\_ (find) a lady beetle.
5. I \_\_\_\_\_ (place) it in my bug jar, so that I could show my parents when I \_\_\_\_\_ (get) home.
6. I \_\_\_\_\_ (catch) three bugs at the park. I \_\_\_\_\_ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I \_\_\_\_\_ (think) my brother Sam could help me identify the tiny bug.
8. We \_\_\_\_\_ (get) out the bug book, and Sam \_\_\_\_\_ (open) my bug jar to get a closer look. The bug \_\_\_\_\_ (crawl) up Sam's sleeve.
9. It \_\_\_\_\_ (give) him a fright,  
and he \_\_\_\_\_ (spit) out the water he  
was drinking.
10. We \_\_\_\_\_ (laugh) until  
we \_\_\_\_\_ (fall) down.





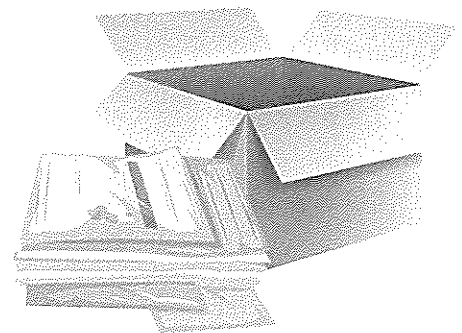
## Division word problems

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### Grade 5 Math Word Problems Worksheet

Lexie has a lot of art materials. She needs to organize all these materials into containers.

1. She counted her crayons and found out that she has 80 crayons which she will place in crayon boxes. Every crayon box can contain 8 crayons. How many crayon boxes does she need?
2. 3 piles of clean white papers were stacked in the corner of her room. She decided to place these papers in paper envelopes which can hold 10 papers each. How many paper envelopes does she need if she has 120 clean white papers?
3. Besides the piles of white paper was a stack of 700 sheets of used paper. She wants to place it in boxes for recycling. If every box can contain 100 sheets, how many boxes does she need?



- Lexie's spent 2 hours gathering all of her watercolor paintings. She thought of placing an equal number of paintings in four of the rooms in the house. If Lexie has 32 watercolor paintings, how many paintings will be placed in each of the four rooms?
- Lexie's younger brother helped pick up all the paper clips in Lexie's room. He was able to collect 81 paper clips. If he wants to distribute the paper clips in 9 boxes, write an equation showing how many paper clips each box will contain.

# Telling time – digital

Digital time is always read as minutes past the hour.  
This digital time could be read as 24 minutes past 8  
or eight twenty four.



1 Write the times that these digital clocks are showing:



\_\_\_ past \_\_\_



\_\_\_ past \_\_\_



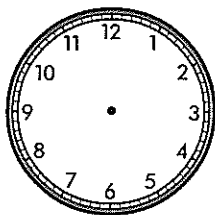
\_\_\_ past \_\_\_



\_\_\_ past \_\_\_

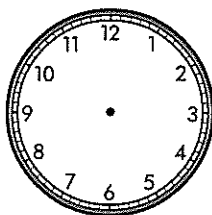
2 Draw the times on the clock faces and show the digital time below:

a half past nine



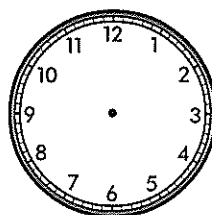
□ □ : □ □

b twenty past one



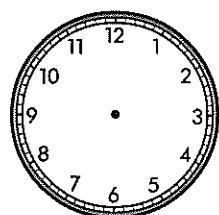
□ □ : □ □

c ten past four



□ □ : □ □

d quarter past six



□ □ : □ □

3 Complete the table to match how we say digital time to what it means:

|   | Digital time | How we say it | What it means |
|---|--------------|---------------|---------------|
| a |              | six oh nine   |               |
| b |              |               |               |
| c |              |               |               |
| d |              |               |               |



The time is  
eight fifty.

