**YEAR 5 TERM 1 WEEK 8 AND 9 MATHEMATICS ACTIVITIES 2022**

**WEEK 8**

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| **MONDAY**    TOPIC: ***Drawing column graphs.*** (**New sign post 146**)  **Objective:** At the end of the lesson the students should be able to draw Column graph.   1. **Activity 1**   Five taxi drivers recorded the distance travelled on Monday. Smith travelled 700km, Brown travelled 800km, Wong travelled 800km Ryan travelled 1000km and McDonald travelled 500km. Show this information on the Column graph.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Smith |  |  |  |  |  |  | | Brown |  |  |  |  |  |  | | Wong |  |  |  |  |  |  | | Ryan |  |  |  |  |  |  | | McDonald |  |  |  |  |  |  |   0 200 400 600 800 1000   1. **Activity 2**   Year 5 teacher Mrs. Foster had to choose three topics for her class to do. She asked the Librarian how many books covered each topic. The Librarian found out that there were 6 books on wheat, 16 books on wool, 4 on clouds, 13 on convicts, 18 0n whales, 2 on ants and 8 on bees.  i) Draw a column graph of this information.  ii) Which three topics would you think Mrs. Foster would choose?  Give a reason to your answer.  **Library Information**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 20  16  12  8  4  0 |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | | wheat | wool | clouds | convicts | whales | ants | bees |   Project topics |
| **TUESDAY**  TOPIC: FRACTIONS (**New sign post 2**)  **Objective:** At the end of the lesson the students should be able to   * draw diagrams to show fractions. * Shade diagram to show fractions   **Activity 1**   1. What part of each shape is shaded?   d.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | |  |  |  |  |  |  |    |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | |  |  |  |  |  |  |   e.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | |  |  |  |      |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  |      1. Activity 2   Shade part of each shape to match the given fraction.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |     4/12   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  |  |  |     b.  1/6   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | |  |  |  |  |  |  |   C  9/12 |
| **WEDNESDAY**  TOPIC: WEIGHTS- UNITS (VANUATU TEXT BOOK 19)  **Objective:** At the end of the lesson the students should be able to  Convert unit of weights.   1. **Activity 1**   Convert these grams (g) to kilograms (Kg}   1. 1000g = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_kg 2. 8000g = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ kg 3. 15 000g = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ kg 4. 1200g = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ kg 5. **Activity 2**   Convert these units into grams   1. 2kg = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ g 2. 6kg = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ g 3. 17kg = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ g 4. 2.3kg = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ g |
| **THURSDAY**  TOPIC: WEIGHTS- UNITS (VANUATU TEXT BOOK)  **Objective:** At the end of the lesson the students should be able to  draw nets of 3D shapes.  **Activity 1.**  Draw the nets of the following shapes:    **c.** |
| **FRIDAY**  TOPIC: WEIGHTS- UNITS (VANUATU TEXT BOOK)  **Objective:** At the end of the lesson the students should be able to  Identity Prisma and Pyramids.  **Activity 1.**  Draw the following shapes.   1. Triangular prism b). hexagonal prism     c) rectangular pyramid d). square pyramid    **Activity 2**  Complete these table   |  |  |  |  | | --- | --- | --- | --- | | Shape | Number of corners | Number of edges | Number of faces | | 1. Triangular prism |  |  |  | | 1. hexagonal prism |  |  |  | | 1. rectangular pyramid |  |  |  | | 1. square pyramid |  |  |  | |
| **WEEK 9**  **MONDAY**  TOPIC: AM AND PM TIME (NSP pg 118)  **Objective:** At the end of the lesson the students should be able to write times in AM and PM.  **Activity 1.**  Write a digital label for each time. A is done for you (6:12 in the morning)    **Activity 2.**  Use the bus timetable to find the time taken from:   1. Corey Rd to Paul St \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. Flinder St to Bridge RD \_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Moore St to Windsor St\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Paul St to Windsor Ave \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Edge St to Junction Rd \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. Corey Rd to Town Centre \_\_\_\_\_\_\_\_\_\_\_\_\_  |  |  | | --- | --- | | TIME TIMETABLE | | | Corey Rd | 11:50 am | | Edge St | 11:54 am | | Paul St | 11:57 am | | Flinder St | 12:02 pm | | Moner Ave | 12: 06 pm | | Bridge Rd | 12:11 pm | | Moore St | 12:14 pm | | Junction Rd | 12: 19 pm | | Amy Pde | 12:24 pm | | Windsor St | 12:27 pm | | Town Centre | 12:32 pm |   morning  morning  afternoon  morning  morning  afternoon |

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| **TUESDAY**  TOPIC: AM AND PM TIME ( NSP pg 118) continue from Monday’s lesson.  **Objective:** At the end of the lesson the students should be able to write times in AM and PM.  **Activity 3.**  If the next bus is exactly half an hour late, when will it  arrive at:   1. Moner Ave? \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Town Centre? \_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Edge St ­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Corey Rd \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Windsor St \_\_\_\_\_\_\_\_\_\_\_\_\_ 6. Moore St \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Activity 4.**  If the bus is five minutes early, what time will it arrive at:   1. Amy Pde? \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Junction Rd? \_\_\_\_\_\_\_\_\_\_\_ 3. Paul St. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Town Centre \_\_\_\_\_\_\_\_\_\_\_ 5. Windsor St\_\_\_\_\_\_\_\_\_\_\_\_ 6. Flinder St \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **WEDNESDAY**  TOPIC: ESTIMATION (NSP pg 163)  **Objective:** At the end of the lesson the students should be able to round off a number to the nearest 10, 100, 1000.  **Activity 1**  Round this numbers to the nearest hundred   1. 297 2. 306 3. 541 4. 183 5. 748 6. 418 7. 853 8. 660 9. 928 10. 573   **Activity 2**  Round this numbers to the nearest thousand  a   |  |  | | --- | --- | | Number | Nearest thousand | | 987 |  | | 1246 |  | | 2047 |  | | 5681 |  |   b.   |  |  | | --- | --- | | Number | Nearest thousand | | 8175 |  | | 6507 |  | | 9274 |  | | 7631 |  |   **THURSDAY**  TOPIC: ESTIMATION (NSP pg 163) - continue from Wednesday’s lesson  **Objective:** At the end of the lesson the students should be able to round off numbers to the nearest 10, 100, 1000.  **Activity 1**  Circle the best estimate from those given. Use your calculator to find the actual answer and compare this with your estimate.   |  |  | | --- | --- | | Question | Estimate | | 35 + 74 + 27 | 190, 210, 250 | | 579 - 228 | 300, 400, 500 | | 832 - 196 | 500, 600, 700 | | 95 + 127 + 261 + 301 | 750, 790, 860 |   **Activity 2.**   |  |  | | --- | --- | | Question | Estimate | | 28 x 6 | 100, 180, 210 | | 156 divide by 5 | 30, 50, 90 | | 41 x 9 | 200, 300, 360 | | 401 divide by 10 | 40, 60, 80 |     **Activity 3.**  Use your calculator to work out the actual answers. Find the difference between each answer and Yuri’s estimate.   |  |  |  |  | | --- | --- | --- | --- | | Number sentence | Yuri’s estimate | Actual answer | Difference | | 39 + 178 +126 + 290 | 640 |  |  | | 668 - 193 | 480 |  |  | | 28 x 20 | 600 |  |  | | 708 - 330 | 370 |  |  | | 61 + 83 + 275 + 451 | 900 |  |  | | 49 + 32 | 1500 |  |  |   **FRIDAY**  TOPIC: CHANCE EXPERIMENTS (NSP pg 5)  **Objective:** At the end of the lesson the students should be able to be more accurate in their thinking.    **Activity 1.**  Use the data below to answer the following questions.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |   1 Which total was:   1. Most frequent? \_\_\_\_\_\_\_\_\_\_\_\_ 2. Least frequent? \_\_\_\_\_\_\_\_\_\_\_\_\_   2 Was the total of 6 thrown more frequently than:   1. 2? \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 7? \_\_\_\_\_\_\_\_\_\_\_ 3. 10? \_\_\_\_\_\_\_\_\_\_\_\_ 4. 8? \_\_\_\_\_\_\_\_\_\_\_\_   3 Was the total of 3 thrown less than:   1. 9? \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 12? \_\_\_\_\_\_\_\_\_\_\_\_ 3. 7? \_\_\_\_\_\_\_\_\_\_\_\_\_ 4. 1? \_\_\_\_\_\_\_\_\_\_\_\_\_ |