

Weekly Spelling Test

Name:
Date:
Soundwaves words:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Words from writing:
1.
2.
3.
4.
5.
Subject words:
1.
2.
3.
4.
5.

Score:

NAME: _____

DATE: _____

Use the following steps to add decimals:

- (a) Show your working of the algorithm.
- (b) Use estimation or rounding to check if the answers are reasonable. Show how you estimated or rounded.
- (c) Check your answers, using a calculator.

Tick each step as you complete it.

Algorithm	Estimation or rounding	Working/calculation	Calculator check
1. $13.753 + 26.241$			
2. $60.812 + 35.749$			
3. $44.792 + 513.407$			
4. $72.635 + 88.123$			
5. $691.36 + 763.024$			
6. $434.302 + 102.598$			
7. $690.975 + 43.053$			

NAME: _____

DATE: _____

Use the following steps to subtract decimals:

- (a) Show your working of the algorithm.
- (b) Use estimation or rounding to check if the answers are reasonable. Show how you estimated or rounded.
- (c) Check your answers, using a calculator.

Tick each step as you complete it.

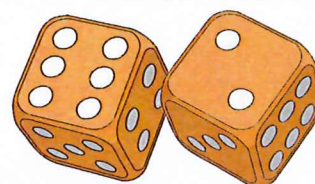
Algorithm	Estimation or rounding	Working or rounding	Calculator check
1. $94.531 - 50.221$			
2. $681.047 - 360.025$			
3. $372.863 - 105.794$			
4. $408.658 - 76.903$			
5. $1495.465 - 928.78$			
6. $598.342 - 180.201$			
7. $2050.088 - 340.255$			

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CONTENT DESCRIPTION: Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the

Decimal Number Addition and Subtraction with Dice

I can add and subtract decimal numbers (ACMNA128).



Instructions:

1. Roll four dice.
2. Write the numbers in any order in the first line of the addition or subtraction problem. Make a decision on what type of equation it will be (addition or subtraction) and how many decimal places will be in your number. Don't forget to include a decimal point!
3. Repeat this step, writing the next number under the first. If it is a subtraction equation, make sure that the second number is smaller than the first number. Line the numbers up correctly, and don't forget to write the '+' or '-' sign on the left-hand side.
4. Complete the addition or subtraction and record the answer.
5. Repeat this process until you have completed the activity sheet. Make sure to include both addition and subtraction equations.

Challenge yourself by moving the decimal point or use a 9-sided dice!

a.	$\begin{array}{r} 41.62 \\ - 21.42 \\ \hline = 20.20 \end{array}$	b.	$\begin{array}{r} 521.8 \\ + 457.1 \\ \hline = 978.9 \end{array}$	c.	$\begin{array}{r} \\ \\ \hline = \end{array}$	d.	$\begin{array}{r} \\ \\ \hline = \end{array}$
e.	$\begin{array}{r} \\ \\ \hline = \end{array}$	f.	$\begin{array}{r} \\ \\ \hline = \end{array}$	g.	$\begin{array}{r} \\ \\ \hline = \end{array}$	h.	$\begin{array}{r} \\ \\ \hline = \end{array}$

i.

= _____

j.

= _____

k.

= _____

l.

= _____

m.

= _____

n.

= _____

o.

= _____

p.

= _____

q.

= _____

r.

= _____

s.

= _____

t.

= _____

u.

= _____

v.

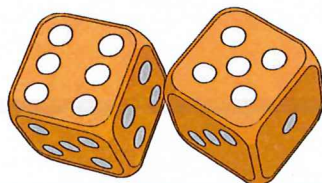
= _____

w.

= _____

x.

= _____



How and why did Australia become a nation?



Activity 7

Can you pass an Act of Parliament

How is a law passed?

You have been learning about Parliament and laws.

Look at the four stages or steps in passing an Act of Parliament (a law). They are not in the correct order that they must happen. You are to put them in the logical order that will:

- Allow people to know there is an Act coming
- Understand its purpose,
- Debate it and make any changes
- Then to pass the final version of it.

Drag these descriptions into the appropriate stages sequence. But first: Chose which Act of Parliament you want to pass. All three were passed by the Parliament between 1901 and 1903:

Your Task

Step 1: Choose an Act of Parliament to pass.


Step 2: Work out a logical order for the steps to follow to pass this act in the House of Representatives

Step 3: Work out a logical order for the steps to follow to pass this act in the Senate



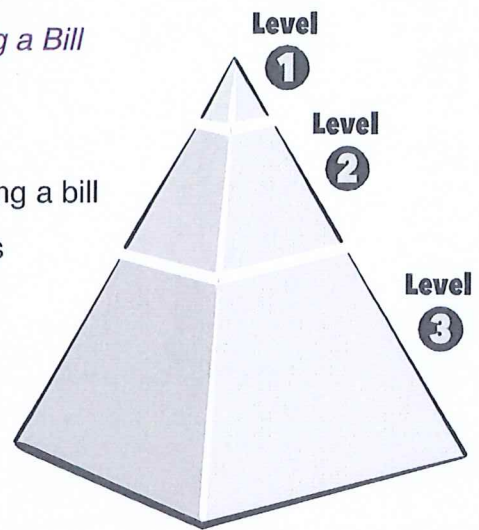
SCAN ME

Complete the above activity (activity 7). Screen shot your answers and upload onto Dojo.

- 6  Go to the website and watch the video *Passing a Bill in Parliament*.

Using the 3–2–1 pyramid:

- Record three new things you learnt about passing a bill
- Write two questions you have about the process
- Record one new word for your vocabulary



3

2

1

7 Read this argument from a group of 16 year olds who want to be able to vote.

We can already do so many things that adults are allowed to do. We are able to work, leave school, drive, live on our own, join the army and even get married and have children, but we can't vote. People seem to forget that we also want what is best for our country. We're the ones that are going to have to deal with the decisions being made right now. Young people are talking about the big issues, but our views are not reflected in Parliament as much as they could be. It's time to make sure we're heard.

Working in a small group of three or four people, and using the process outlined in *Pass the Bill*, act out this scenario and then vote on your bill. You will need:

- Members to speak for and against the bill and suggest amendments
- A Clerk and a Minister of the Court to read and commend the bill
- A Serjeant-at-Arms, an Usher of Black Rod, a Governor-General (depending on results of the vote)

8 Rewatch the video *Weird Laws*.

Find out which year one of these weird laws was created and investigate what Australian life was like then.

a Find some current Australian laws that would have seemed weird in the time that you have investigated and explain why.

b Create your own weird law based on something you think should be made illegal.

Roles of Parliamentary members

There are many individuals and groups in the government responsible for the drafting, approving, debating and implementing of new or amended laws, including: the governor-general (who acts on behalf of the Queen), the prime minister, ministers, the parliament clerks and speakers, members of the House of Representatives, members of the Senate, external committees, public service divisions and the general public.

Watch the video 'Making laws' at <<http://tinyurl.com/k5rcmvf>> to see an example of the roles of individuals and groups during this process.

LAWS AND CITIZENS

1. Complete the crossword using the information in the text and the video.

Across

5. A parliamentary _____ provides a detailed examination of the Bill from experts in the field.

6. A change to a Bill is called an _____.

8. A proposal for a new law or an amendment to an old one is called a _____.

9. The majority of Bills are initiated by the House of _____.

11. The person who reads the title of the Bill in parliament.

12. The main role of the _____ is to make laws for the people of Australia.

Down

1. The title of the person in charge of assenting the Bill on behalf of the Queen.

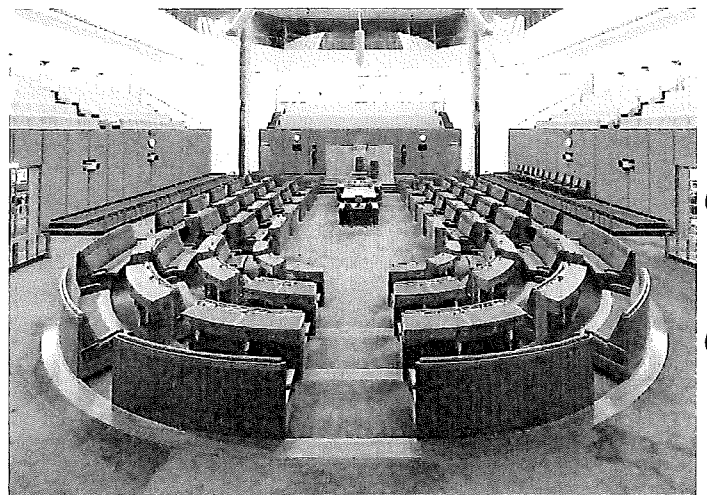
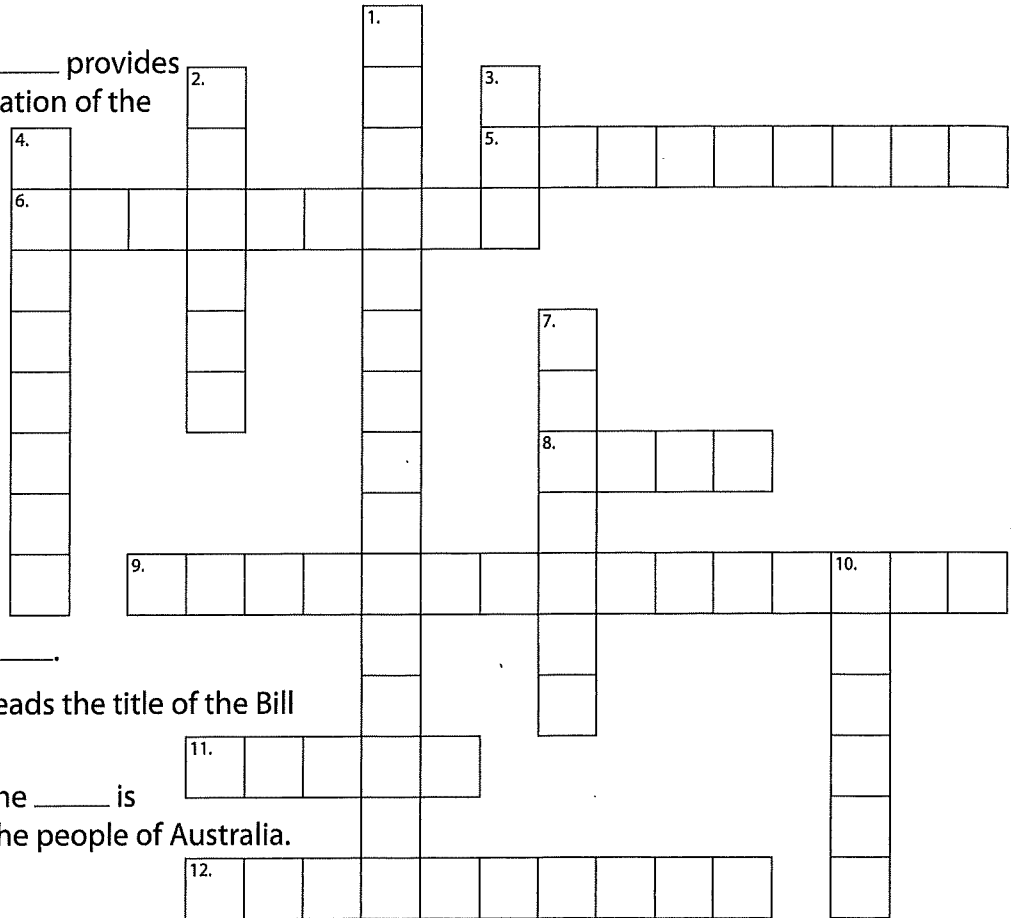
2. If the House of Representatives initiated and passed the Bill, it is sent to the _____.

3. A Bill that has been passed by both Houses and signed by the governor-general is called an _____ of Parliament.

4. Parliament makes laws on _____ issues.

7. The executive group, consisting of the prime minister and top-level ministers, responsible for approving the draft of a Bill is known as the _____.

10. People say 'aye' or 'no' when _____ for the Bill.



JJ Harrison

How are new substances made?



- 1 The top photo shows six food items you might have in the kitchen at home. The bottom photo shows the same food items after 20 minutes in the oven at 200°C. Work with a partner to name each one and describe how it has been changed by the heat of the oven.

Vocabulary

irreversible
reversible

matter
substance

react
chemical reaction

change of state

Materials needed

INVESTIGATION QUESTION 5

Teacher led investigation: A disappearing tablet!

You will need:

- A small pop-top bottle (lid off)
- A balloon
- An Alka Seltzer or Aspro Clear tablet (Alka Seltzer is preferable)
- Water



ACTIVITY QUESTION 6

Making slime

Per pair of students:

- $\frac{1}{4}$ cup (60 mL) PVA glue white craft glue. (Clear glue from Kmart also works)
- $\frac{1}{4}$ cup (60 mL) water
- $\frac{1}{4}$ teaspoon Bicarb soda
- 2 drops food colouring
- 2 tablespoons contact lens solution (note: must contain boric acid and sodium borate)
- Small bowl or cup



INVESTIGATION QUESTION 9

A rubber egg!

You will need:

- 1 egg
- A clear glass or plastic cup
- 200 mL white vinegar



2

Explore the interactive Changing Matter: Kitchen Detectives.

3

- a** Choose one reversible change you observed happening in the kitchen.
Explain why it is reversible.

_____ is a reversible change
because _____

- b** Choose one irreversible change you observed happening in the kitchen.
Explain why it is irreversible.

_____ is an irreversible change
because _____

Matter is the word we give to all the different substances in the world. One way we can change matter is by heating it up or cooling it down.

Some changes are **reversible**. We can get the original matter back again.

Out of the freezer, ice cream can melt and become liquid. We can make it solid again by putting it back in the freezer.



Sometimes heating matter causes an **irreversible** change. We can't get the original matter back again, because a new substance has been formed.

Heating eggs in a fry pan turns the runny egg white into a solid mass. We can't get the original runny egg white back again.



- 4 What irreversible changes can you see happening in this photo?



Which reversible change do you think might happen?

We don't always need heat to make an irreversible change. Often, just mixing two substances together produces an irreversible change as a **new substance** is formed. This kind of change is called a **chemical reaction**.



- 5 **Teacher led investigation 1: The disappearing tablet!**

Step 1: Collect the materials listed on page 2.

Step 2: Fill the bottle about one quarter full of water (marked on the photo).

Step 3: Break the tablet into five or six small pieces and place them inside the balloon.

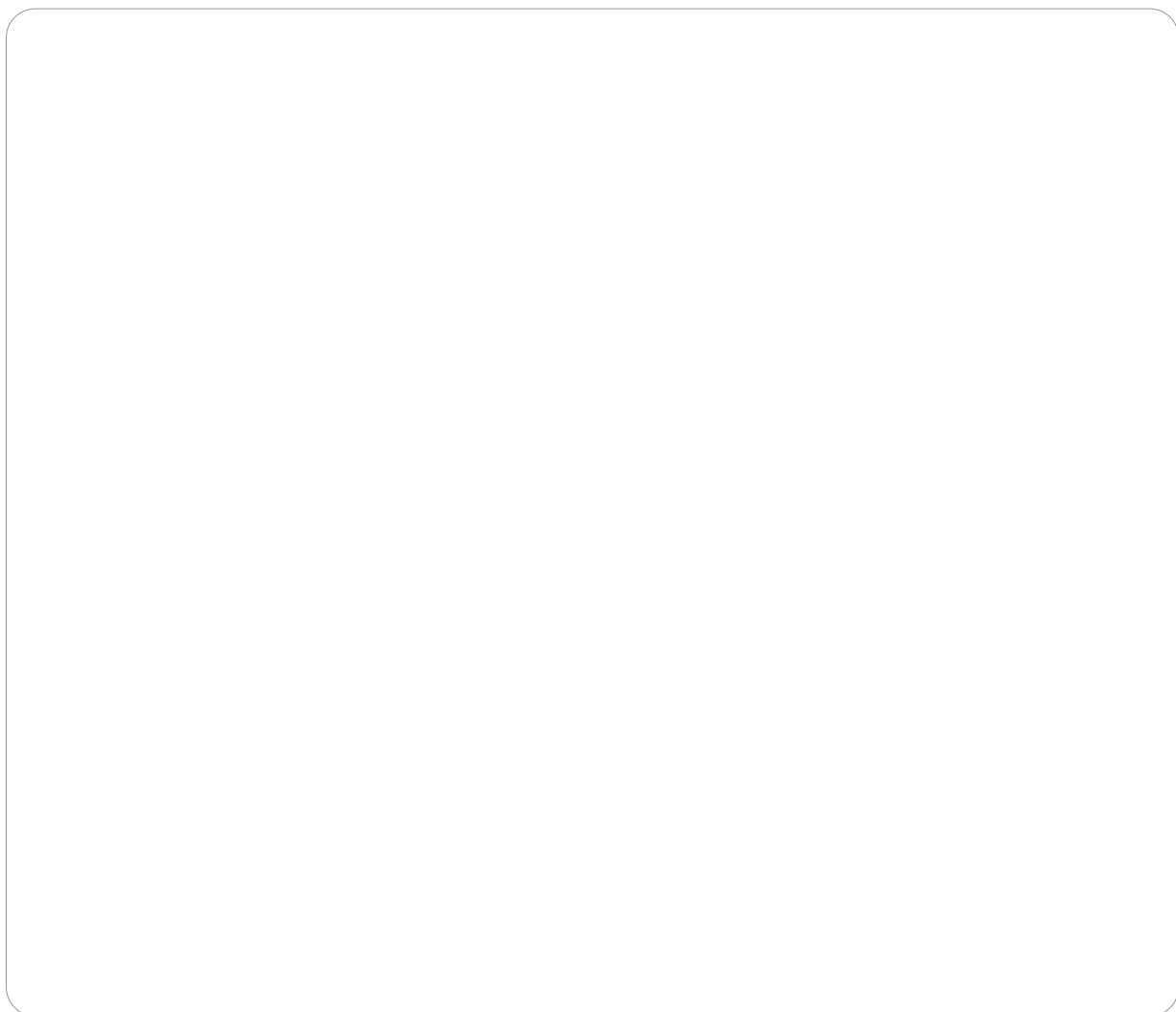
Step 5: Stretch the balloon opening over the neck of the bottle.



Predict: What will happen when the tablet pieces are tipped into the bottle?

Tip the tablet pieces into the bottle by holding up the end of the balloon.

Observe: Draw and label a diagram showing what happened.



Explain: Was a new substance made and if so what was it? Was the change reversible or irreversible.

6 Activity: Making slime

Step 1: Collect the materials listed on page 2.

Step 2: Measure out the glue into the bowl or cup.
Add the water.

Step 3: Add the bicarb soda and food colouring.
Stir thoroughly.

Step 4: One partner should slowly add one
tablespoon of contact lens solution
while the other partner stirs the mixture.

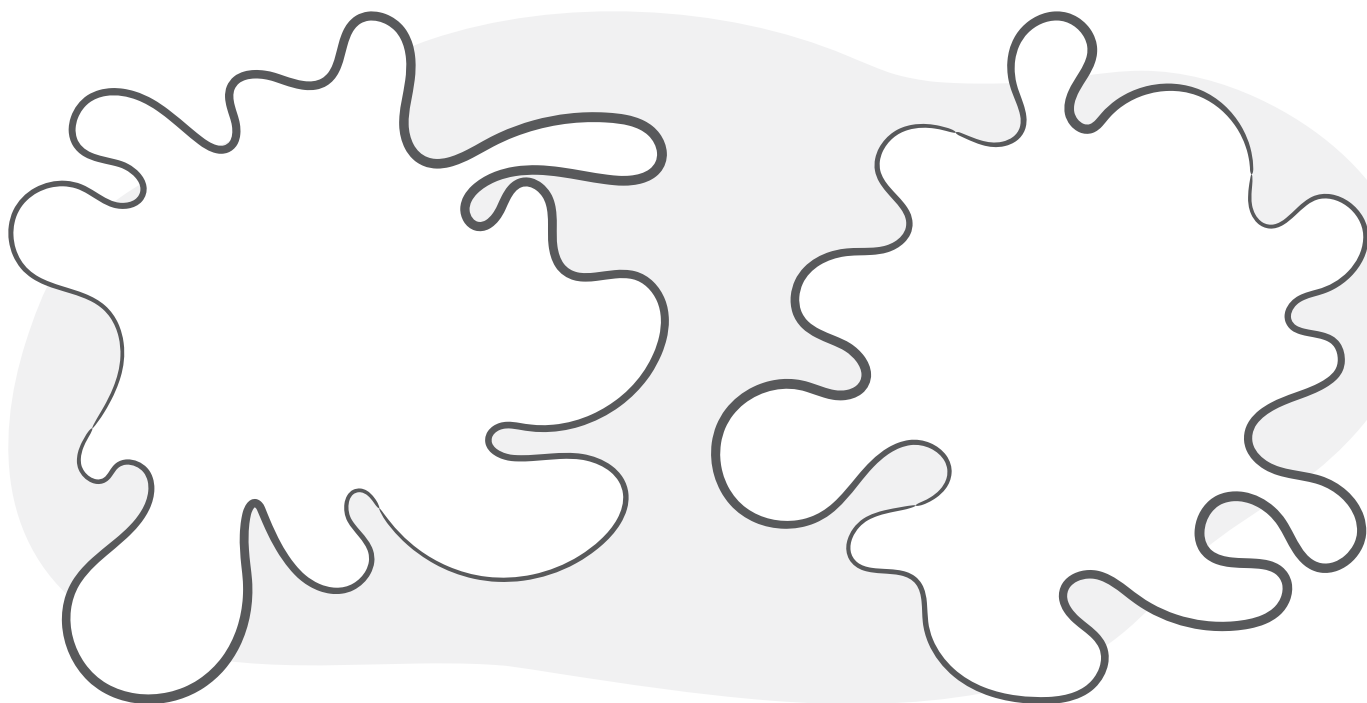
Step 5: The glue should start to lose its runny, liquid feel and become stringy
or clump together. Keep stirring while slowly adding the second tablespoon
of contact lens solution until you have one big gooey lump. (You might not
need all of the second tablespoon).

Step 6: Play with your slime! It might be sticky on your fingers at first, but with some
kneading, it will become less sticky. Stretch it, bounce it, snap it and observe
how it behaves.



7 Write some words to describe your
original substance (the glue).

Write some words to describe your final
substance (the slime).



Is the change to the glue reversible or irreversible? _____

- 8** Use the question/answer starters to write three quiz questions about reversible and irreversible changes to substances. Find a partner and quiz each other to see how much you both know.

Q: What _____ ?

A: _____

Q: When _____ ?

A: _____

Q: _____ ?

A: Irreversible change

9 Investigation: A rubber egg!

Step 1: Collect the materials listed on page 2.

Step 2: Place the egg in the cup and cover it with vinegar.

Predict: What do you think will happen to the egg?



Observe: Complete the diagrams that show what has happened to the egg:

a after a few minutes



b after one day



Explain: What type of change has happened to the egg? Has a new substance been formed? _____

How can you tell?

Extend: Compare this investigation to the one in Question 6. What is similar? What is different?

10

Think about the statement and complete a Venn diagram comparing science and magic.

Science, it's like magic, but real

