

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

## Decimals: Tenths

Color 8 of the 10 boxes red.

--	--	--	--	--	--	--	--	--	--

Fraction: \_\_\_\_\_ Decimal: \_\_\_\_\_

Color 3 of the 10 boxes red.

--	--	--	--	--	--	--	--	--	--

Fraction: \_\_\_\_\_ Decimal: \_\_\_\_\_

Color 1 of the 10 boxes red.

--	--	--	--	--	--	--	--	--	--

Fraction: \_\_\_\_\_ Decimal: \_\_\_\_\_

Color 9 of the 10 boxes red.

--	--	--	--	--	--	--	--	--	--

Fraction: \_\_\_\_\_ Decimal: \_\_\_\_\_

Color 6 of the 10 boxes red.

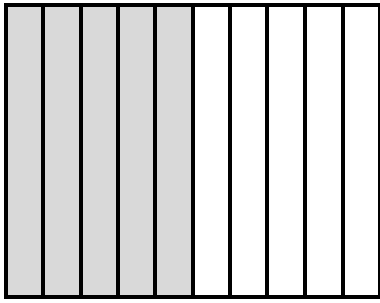
--	--	--	--	--	--	--	--	--	--

Fraction: \_\_\_\_\_ Decimal: \_\_\_\_\_

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

What portion of each square is shaded? Write the answer as a fraction and a decimal.

1



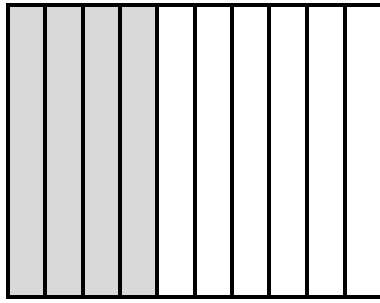
Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_

2



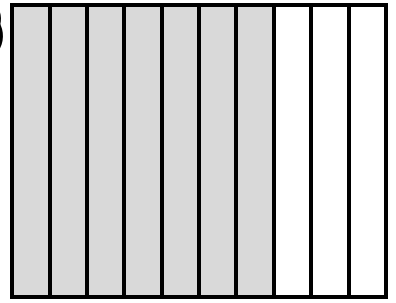
Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_

3

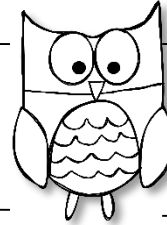


Write the decimal.

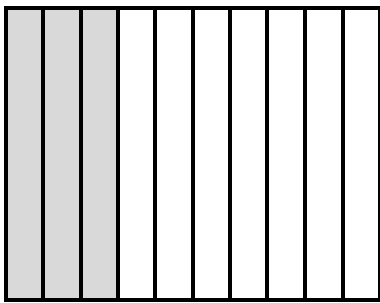
\_\_\_\_\_

Write the fraction.

\_\_\_\_\_



4



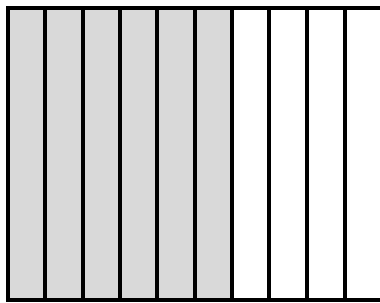
Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_

5



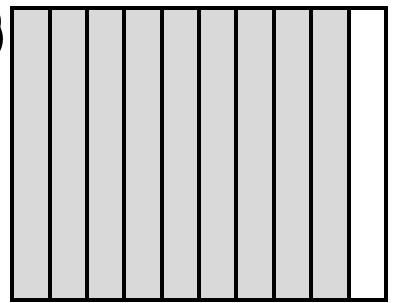
Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_

6

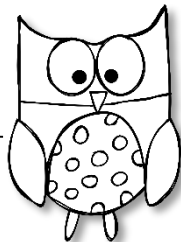


Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_



Draw a model for each of the following.

7

0.6

8

0.1

9

0.8

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



**Write the fraction, decimal, and word name for each one.**

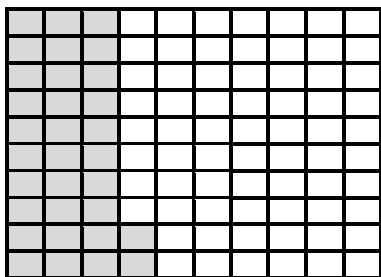
#	Fraction	Decimal	Word Name
1	$\frac{4}{10}$		
2		1.2	
3		0.5	
4	$2\frac{3}{10}$		
5			eight tenths
6		0.9	
7			five and two tenths
8		3.5	
9	$\frac{3}{10}$		
10			three and four tenths

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

hundredths

What portion of each square is shaded? Write the answer as a fraction and a decimal.

1



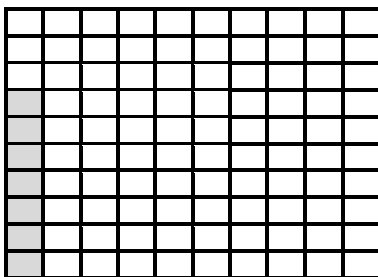
Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_

2



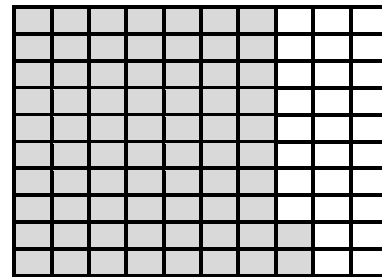
Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_

3

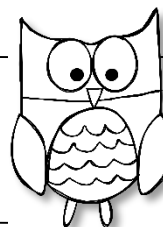


Write the decimal.

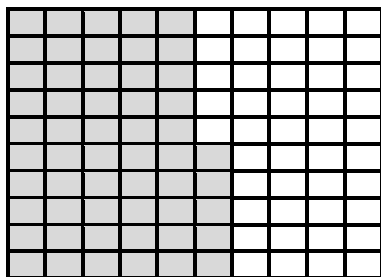
\_\_\_\_\_

Write the fraction.

\_\_\_\_\_



4



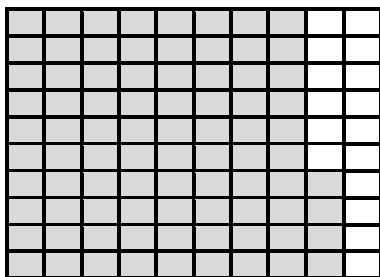
Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_

5



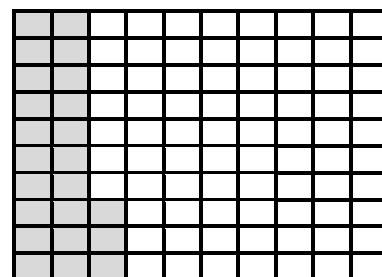
Write the decimal.

\_\_\_\_\_

Write the fraction.

\_\_\_\_\_

6

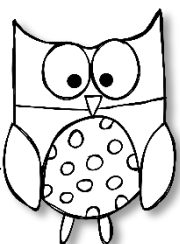


Write the decimal.

\_\_\_\_\_

Write the fraction.

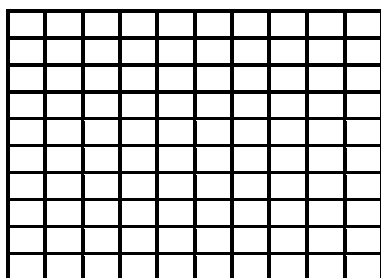
\_\_\_\_\_



Shade in the following decimals.

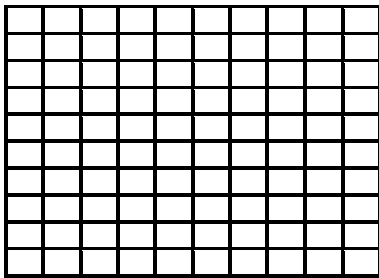
7

0.67



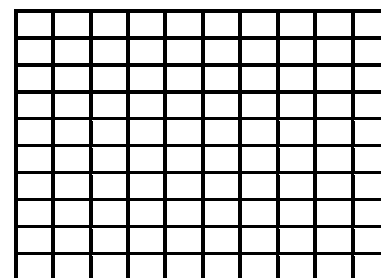
8

0.08



9

0.78

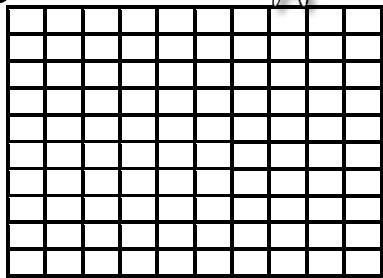


Name: \_\_\_\_\_

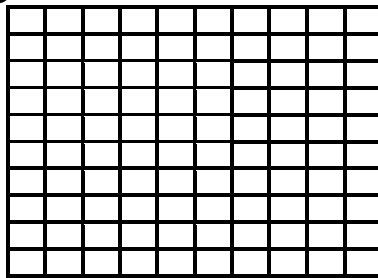
hundredths

Shade in the following decimals.

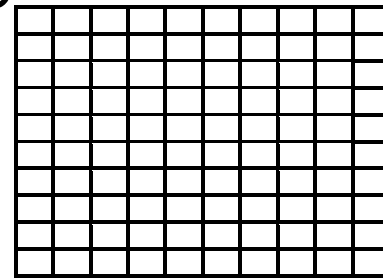
1 0.34



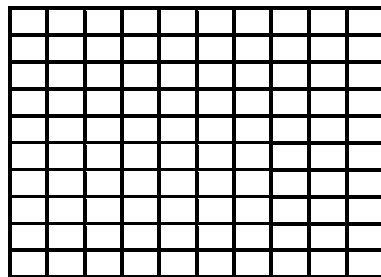
2 0.16



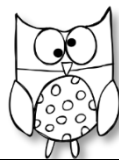
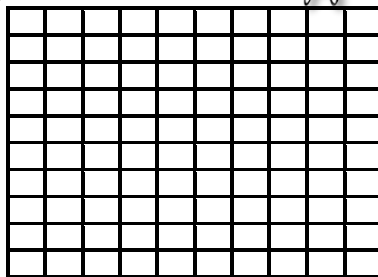
3 0.25



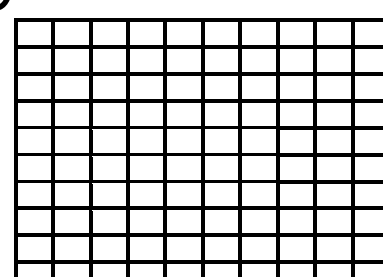
4 0.91



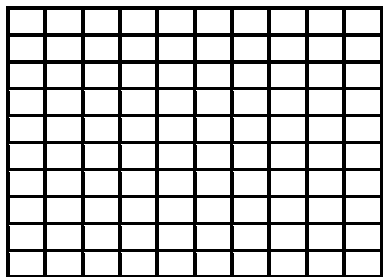
5 0.83



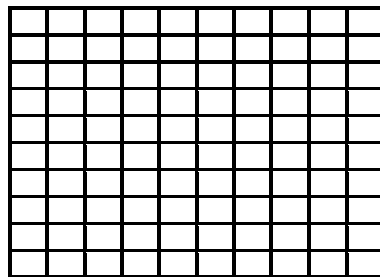
6 0.42



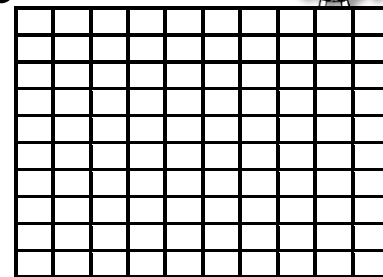
7 0.56



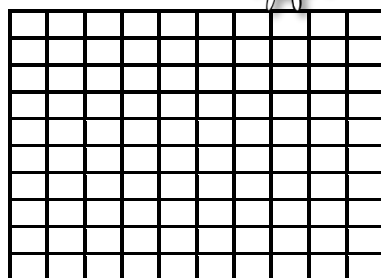
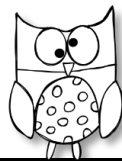
8 0.29



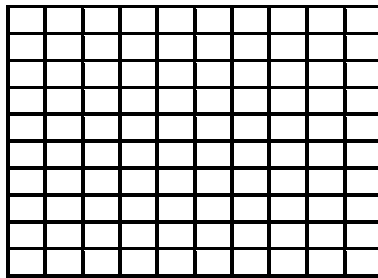
9 0.64



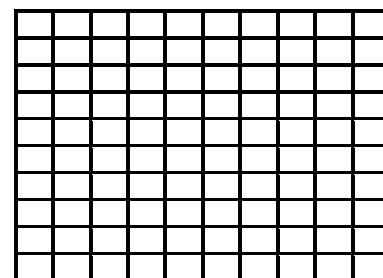
10 0.75



11 0.33

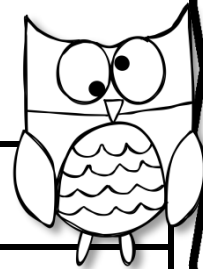


12 0.7



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

Write the fraction, decimal, and word name for each one.



#	Fraction	Decimal	Word Name
1	$\frac{7}{100}$		
2		1.21	
3		0.38	
4	$4\frac{5}{100}$		
5			nine hundredths
6		0.41	
7			three and five hundredths
8		6.58	
9	$\frac{31}{100}$		
10			eight and seven hundredths

# Counting Backwards Through 0 Using Negative Numbers Worksheet

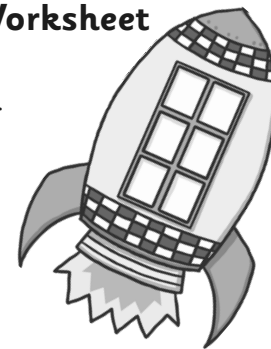
**Aim** – I can count backwards through 0 including negative numbers.

Counting backwards can be useful – especially if you want to make a rocket take off!

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 **BLAST OFF!**

**BUT** what happens when we are counting backwards and we get to '0'?

We keep going using negative numbers.



**A.** Use the number lines to help you count backwards through 0. Start on the number given and draw the right number of jumps backwards until you have your answer.

1. From 5, count back 7.



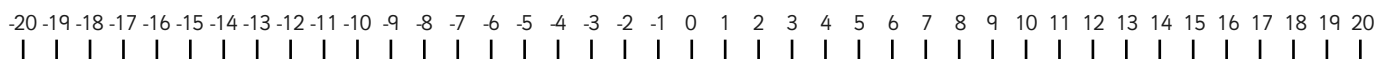
Answer =

2. From 8, count back 12.



Answer =

3. From 7, count back 15.



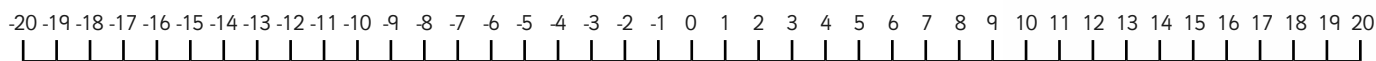
Answer =

4. From 2, count back 9.



Answer =

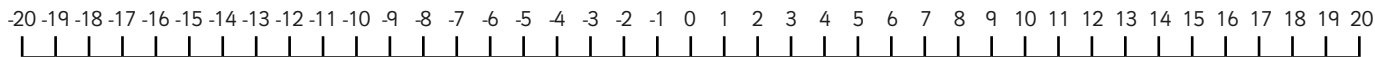
5. From 12, count back 22.



Answer =

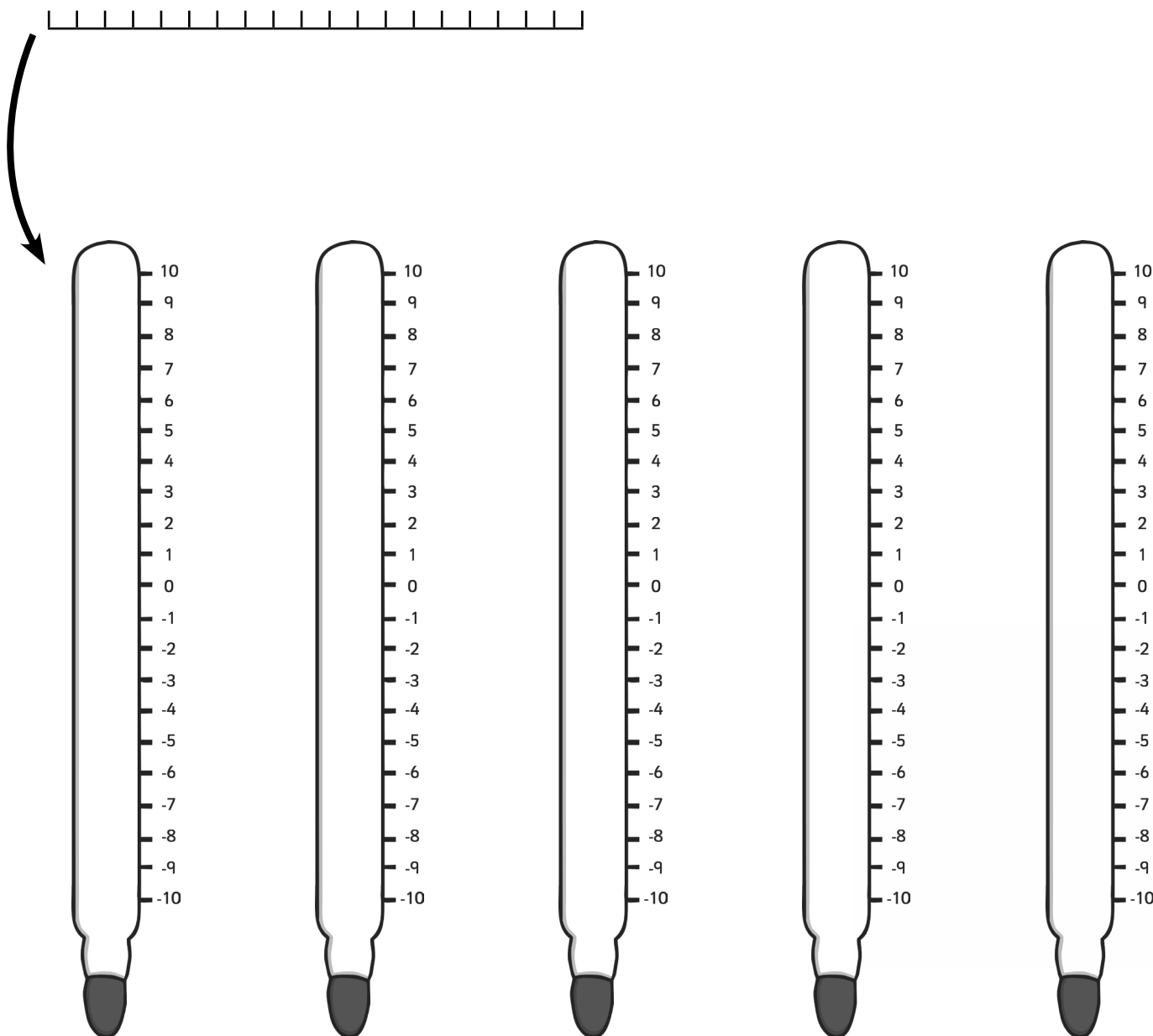
**B.** These counting back tasks can be written as calculations e.g.  $7 - 8$ . 7 is the number you start on and 8 is the number of jumps you count backwards.  $7 - 8 = -1$

Use the number line below to jump with your finger to count backwards and work out the answers to the calculations.



1.  $6 - 12 =$      2.  $5 - 10 =$      3.  $7 - 15 =$      4.  $16 - 17 =$
5.  $11 - 20 =$      6.  $1 - 7 =$      7.  $6 - 11 =$      8.  $19 - 30 =$

**C.** Being able to count back through 0 can help you understand temperature changes. Imagine a thermometer is a number line on its side. Use these thermometers for drawing jumps on to help you answer the questions on the next page.





When the temperature drops, you can count backwards on your number line/thermometer and calculate the new temperature.

1. The temperature is  $7^{\circ}\text{C}$  then it falls by  $9^{\circ}\text{C}$ . What is the new temperature?

2. At six o'clock in the evening the temperature is  $11^{\circ}\text{C}$ . It falls by  $14^{\circ}\text{C}$  at night. What is the new temperature?

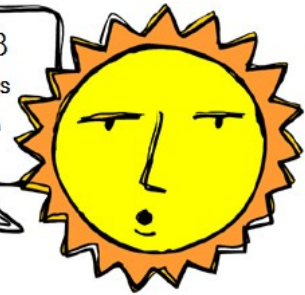
3. During the day the temperature is  $1^{\circ}\text{C}$ , by the evening it has fallen by  $5^{\circ}\text{C}$ . What is the new temperature?

4. The temperature is  $3^{\circ}\text{C}$  then it falls by  $12^{\circ}\text{C}$  the next day. What is the new temperature?

5. At nine o'clock in the morning the temperature is  $5^{\circ}\text{C}$ . It falls by  $9^{\circ}\text{C}$  at night. What is the new temperature?

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

I am 92.93 million miles away from Earth.



# Tenths and Hundredths

	decimal number	word name	fraction or mixed number
a.	1.4	one and four tenths	
b.		five and fifteen hundredths	$5 \frac{15}{100}$
c.	0.9		
d.		nine hundredths	
e.			$3 \frac{74}{100}$
f.	6.4		
g.		eight and eight hundredths	
h.			$\frac{2}{10}$
i.	11.19		
j.		one and six tenths	

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

## Ordering Integers

**Order the integers from least to greatest.**

a. 5, -7, 6, -2, 0 \_\_\_\_\_

b. -3, 5, 9, -8, 1 \_\_\_\_\_

d. -42, -75, 69, 28, 64 \_\_\_\_\_

e. 35, -117, 69, -171, -99 \_\_\_\_\_

**Order the integers from greatest to least.**

f. 4, -4, 6, -8, 0 \_\_\_\_\_

g. -1, 7, 14, -28, 35 \_\_\_\_\_

h. 44, -25, 63, -32, 41 \_\_\_\_\_

i. 20, -40, 0, -60, 80 \_\_\_\_\_

**Order the temperatures from warmest to coldest.**

j.  $-12^{\circ}\text{F}$ ,  $98^{\circ}\text{F}$ ,  $32^{\circ}\text{F}$ ,  $-5^{\circ}\text{F}$  \_\_\_\_\_

k.  $21^{\circ}\text{C}$ ,  $13^{\circ}\text{C}$ ,  $-4^{\circ}\text{C}$ ,  $0^{\circ}\text{C}$  \_\_\_\_\_

# Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
exit						
extend						
explode						
excursion						
exchange						
export						
exclaim						
expel						
external						
exterior						

# Words with the Prefix 'ex-'

m k e u w x f u v z u e n x p  
p v k e b e o r g b v f b v t  
m a e d x x r p p l l g k c f  
b f h o a p m o x k a b e l h  
z r s l s e o i i j n a d k e  
g y x p t l u r n r r g j r g  
f x u x l z k g t q e k l b s  
l d n e t x e i h u t t a b o  
g l q n o i s r u c x e x u x  
o y x v a o h t t k e q c e b  
f l r q r a z h n q z g s z b  
m b m c f e x c l a i m v n k  
v o n x x b i s t n c a g q f  
r j f i i e x c h a n g e r o  
g g t w h i x h l u o z q q a

exit

extend

explode

excursion

exchange

export

exclaim

expel

external

exterior

An **adjective** is a **describing** word.

**Adjectives** tell us more about **nouns**.

**Adjectives** make writing **more interesting**.

There were **three** cars.

**Numbers** are often used as **adjectives**.

The **second** car was an estate car.

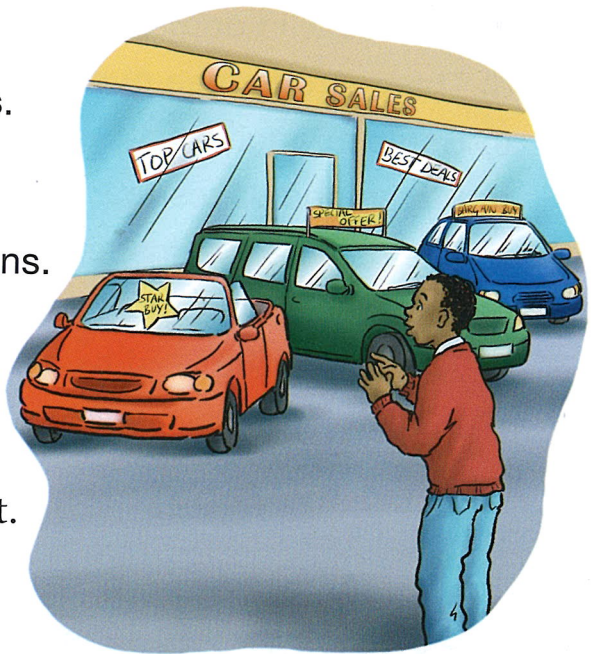
**Adjectives** can tell us the **order** of nouns.

Joe liked the **red** car best.

**Adjectives** can add **colour**.

He was very **excited** when he bought it.

**Adjectives** can describe **feelings**.



## Getting started

Copy these sentences.

Think of a colour, number or order adjective to fill each gap.

- I bought a bunch of \_\_\_\_\_ bananas.
- I won first prize and Billy won the \_\_\_\_\_ prize.
- Calum bought a bag of \_\_\_\_\_ cherries.
- It takes \_\_\_\_\_ people to argue.
- In autumn, \_\_\_\_\_ leaves fall from the trees.
- The swan was as \_\_\_\_\_ as snow.
- Sophie's skirt was as \_\_\_\_\_ as grass.
- There are \_\_\_\_\_ players in a football team.



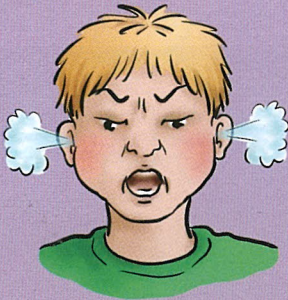
## Now try these

### 1. Think of an ending for each of these sentences.

Then underline the feeling adjective in each sentence.

- a) I felt angry when ...                      b) Ali felt excited when ...  
c) Jane was jealous when ...                d) At school I was pleased when ...  
e) He felt brave because ...                 f) The small boy was lonely when ...  
g) Mrs Smith was worried                    h) The swimmer was surprised  
because ...    when ...  
i) I would feel shy if ...                      j) The cat was curious when ...

### 2. Choose the adjective which you think describes the strongest feeling in each pair.



- a) pleased or delighted  
b) ecstatic or happy  
c) interested or fascinated  
d) gloomy or miserable  
e) annoyed or furious  
f) terrified or scared

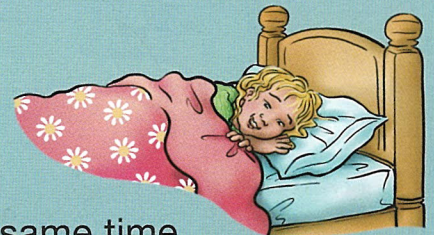


## Practise your punctuation

.,'?!“”

### 1. Punctuate these sentences correctly.

- a) have you ever felt lazy have you ever wanted to stay in bed all day  
b) dan felt happy he felt contented satisfied pleased and delighted all at the same time  
c) edward threw the ball at sue unfortunately it missed and hit the window crash mr clark appeared at the door looking very angry  
d) it was shireens ninth birthday she had invited four friends to her party sam nazma dan and dean all came



### 2. Now underline all the adjectives in each sentence.

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

# Powerful Adjectives

Add a powerful adjective into each gap to describe the noun.

Use the word bank below to help you.

1. The \_\_\_\_\_ earthquake shook the ground.
2. The people were \_\_\_\_\_ when the buildings shook.
3. The \_\_\_\_\_ island lay in the middle of the ocean.
4. The crowd were \_\_\_\_\_ after watching the film.
5. "I'm \_\_\_\_\_ by what I've done," admitted Cathy.
6. The \_\_\_\_\_ winner jumped for joy at the news.
7. The monster's attempts at hiding were \_\_\_\_\_.
8. Our new neighbours are \_\_\_\_\_.



## Word Bank

terrified	flabbergasted	appalled	abysmal
menacing	exquisite	distraught	eccentric
shaken	marvellous	pathetic	delightful
astonished	magnificent	absurd	



Name \_\_\_\_\_



# Teachers at Hogwarts who are they?

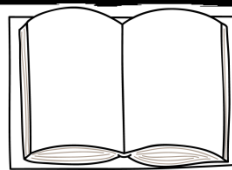


Hogwarts is filled with magical creatures, places, and things. The classrooms are no different! Let's find out about all of the magical classes Harry, Ron, and Hermione will get to go to as First Years.

Who is the teacher?	What is the name of the class?	What do you learn in the class?	Does anything important happen in this class?
Professor Severus Snape			
	Transfigurations		
		Plants, fungi, and herbs and how they can be used in spells and for healing	
	Defense Against the Dark Arts		

Name \_\_\_\_\_

# Continued . . .



Who is the teacher?	What is the name of the class?	What do you learn in the class?	Does anything important happen in this class?
Madam Hooch			
	Charms Class	Students are taught spells each year. First year students learn Wingardium Leviosa, the Levitation Charm	
Professor Aurora Sinistra	Astronomy	Takes place in the Astronomy Tower. It is the study of the stars and the way planets move. No magic is needed.	
Professor Sybill Trelawney	Divination		
	History of Magic		

Other Hogwarts Workers:

Madam Pomfrey: \_\_\_\_\_

Madam Pince: \_\_\_\_\_

Argus Filch: \_\_\_\_\_

Mrs. Norris: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Harry Potter and the Philosopher's Stone

## Chapters 12-15 Test

+ \_\_\_\_\_ /16 pts.

Section 1: RL.4 "I can determine the meanings of unknown words as they are used in text."

Directions: Chose the vocabulary word from the box that is an synonym for the word given.

provoked	festoons	brandished	feeble	biased	brooding
prowling	petrified	shifty	stifling	alibi	grappling

1. excite → \_\_\_\_\_

7. decorations → \_\_\_\_\_

2. wave around → \_\_\_\_\_

8. weak → \_\_\_\_\_

3. stalking → \_\_\_\_\_

9. unfair → \_\_\_\_\_

4. gloomy → \_\_\_\_\_

10. untrustworthy → \_\_\_\_\_

5. struggling → \_\_\_\_\_

11. excuse → \_\_\_\_\_

6. stifling → \_\_\_\_\_

12. frozen → \_\_\_\_\_

Directions: Chose the vocabulary word from the box that best completes each sentence.

stoked	kindling	leering	hoisted
--------	----------	---------	---------

13. The thought of adventure was \_\_\_\_\_ in his eyes.

14. To stay warm, they had to make sure they \_\_\_\_\_ the fire.

15. Hagrid grabbed Harry and \_\_\_\_\_ him off the path, to safety.

16. "You don't want to be friends with *him*," Malfoy said, \_\_\_\_\_ at him.

+ \_\_\_\_\_/12 pts

Section 2: RL.1 "I can find details in the text to explain what the text says explicitly and to make inferences."

17. How did Malfoy provoke the Weasley's?
- insulting their families
  - making fun of Gryffindor
  - bragging about his money
  - bragging about his dad
18. What do Harry, Ron, and Hermione hope to find in the library?
- information on Dumbledore
  - who Nicholas Flamel is
  - how to tame a three-headed dog
  - a spell to live forever
19. What mysterious thing does Harry receive for Christmas?
- a sweater
  - a Remembrall
  - an invisibility cloak
  - a new broom
20. Which does Ron NOT see when he looks into the Mirror of Erised?
- himself holding the House Cup
  - himself as Head Boy
  - his family
  - himself holding the Quidditch Cup
21. Who did Nicholas Flamel work with on alchemy?
- Dumbledore
  - Professor McGonagall
  - Hagrid
  - Professor Flitwick
22. Who refereed the next Quidditch match?
- Snape
  - Dumbledore
  - Madam Hooch
  - Professor McGonagall
23. Who did Harry follow into the forest and WHO was he talking to?
- Snape, McGonagall
  - Quirrell, Dumbledore
  - Snape, Quirrell
  - Dumbledore, Hagrid
24. Why did Hagrid go to the library?
- to learn about dragons
  - to learn about Herbology
  - to learn about the Philosopher's Stone
  - to learn about Quidditch
25. What was Harry, Malfoy, Neville, and Hermione's detention?
- to polish the trophies in the Trophy Room
  - to find the hurt unicorn in the Forbidden Forrest
  - to catch the dragon they released
  - to feed the magical creatures
26. What type of creature saved Harry in the forest?
- a giant spider
  - a centaur
  - a unicorn
  - a three-headed dog

27-28. How did Harry, Ron, and Hermione find out about Nicholas Flamel and what did they find out?(2 pts.)

-----  
-----  
-----  
-----  
-----

+...../5 pts.

Section 4: RL.3 "I can describe the events in a story."

Directions: Number the following events from chapter 15 in the order they happened ( 1 being first, 5 being last).

29-33.

- A centaur named Firenze saves Harry.
- Harry, Hermione, and Neville lose 50 points each for Gryffindor.
- Harry and Malfoy find a dead unicorn.
- A hooded figure came crawling after Harry, causing his scar to hurt.
- Harry, Hermione, and Malfoy find out they have to serve detention in the Forbidden Forest with Hagrid.

If you're done early, draw a picture of a scene from any of these chapters.

Name \_\_\_\_\_

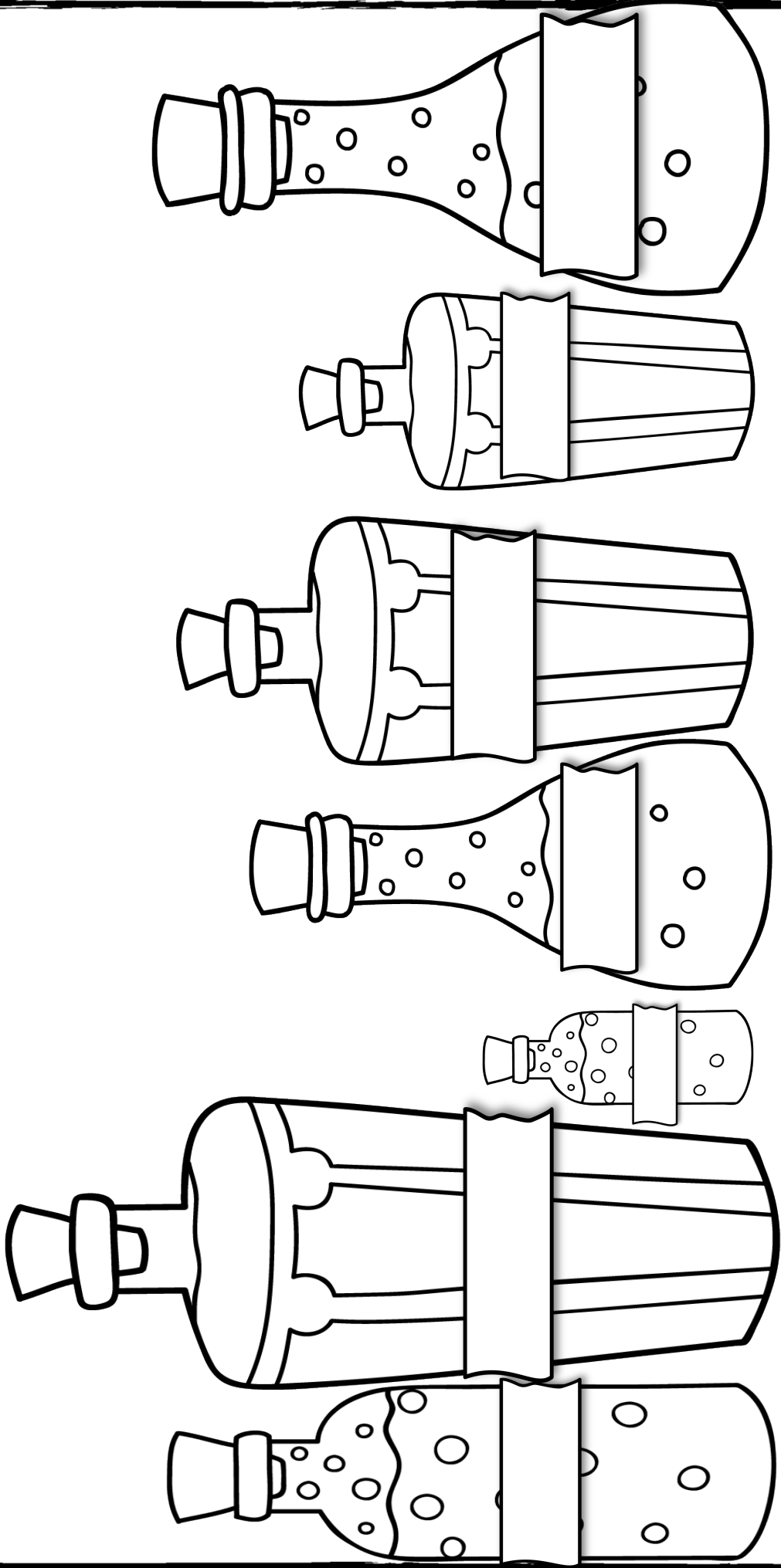
# Potions Riddle

Reread the riddle from Chapter 16. See if you can figure out which potion will do what! Label each bottle on the next page.

Danger lies before you, while safety lies behind,  
Two of us will help you, whichever you would find,  
One among us seven, will let you move ahead,  
Another will transport the drinker back instead,  
Two among our number hold only nettle wine,  
Three of us are killers, waiting hidden in line.  
Choose, unless you wish to stay here forevermore,  
To help you in your choice, we give you these clues four:  
First, however slyly the poison tries to hide  
You will always find some on nettle wine's left side,  
Second, different are those who stand at either end,  
But if you would move onward, neither is your friend,  
Third, as you see clearly, all are different size,  
Neither dwarf nor giant holds death in their insides,  
Fourth, the second left and the second on the right  
Are twins once you taste them, though different at first sight.

# Potions Riddle

Label each bottle with what it contains.



Name Teacher Key

# Chapter 16

## VOCABULARY

sweltering  
pg. 262

uncomfortably hot

steeling  
pg. 272

to get your brain ready to  
do something hard

exasperation  
pg. 273

feeling annoyed or tired

threshold  
pg. 284

the doorway or section you  
cross to enter a room or  
area



Name Teacher Key

# Chapter 16

## VOCABULARY

loathed  
pg. 290

to really not like or  
hate something

seared  
pg. 294

to burn something with  
intense heat, to feel intense  
pain

confiscated  
pg. 296

to take someone's property  
away because you have the  
power to

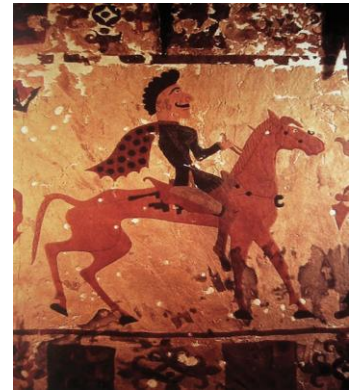
remorse  
pg. 303

to regret doing something  
or feel guilty about it

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

# “SILK ROAD TRADER”

## PREPARATION



### The Chinese

### The Sogdians

### The Romans

- Choose a nation of traders.
- Choose a name for yourself.
- Choose one item you have can trade (and you have access to).
- Choose one item you want to obtain, that you can't get from your own region.  
Explain why you want this item?

*This is a guessing game. You do not know what other students will trade, where they are from, or what they will want? You must guess what items will “profit” the most.*

Your nation: \_\_\_\_\_

Your trader name: \_\_\_\_\_

The item you can trade: \_\_\_\_\_

The item you want to get, and why?

---

---

---

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

# HABITAT RESEARCH

Choose a single "habitat" to research (you can do this using resources at school or at home).

Some examples are (but there are many more if you can find them!):

- The Arctic (and Antarctic)
- Deserts
- Swamps and Wetlands
- Grasslands
- Mountains
- Rainforests
- Oceans and Reefs

Find out the following information about your chosen habitat:

Name of Habitat: \_\_\_\_\_

Average Temperature: \_\_\_\_\_

Average Rain (if any): \_\_\_\_\_

Common vegetation: \_\_\_\_\_

\_\_\_\_\_

Common animals: \_\_\_\_\_

\_\_\_\_\_

Common animal adaptations:

\_\_\_\_\_

\_\_\_\_\_