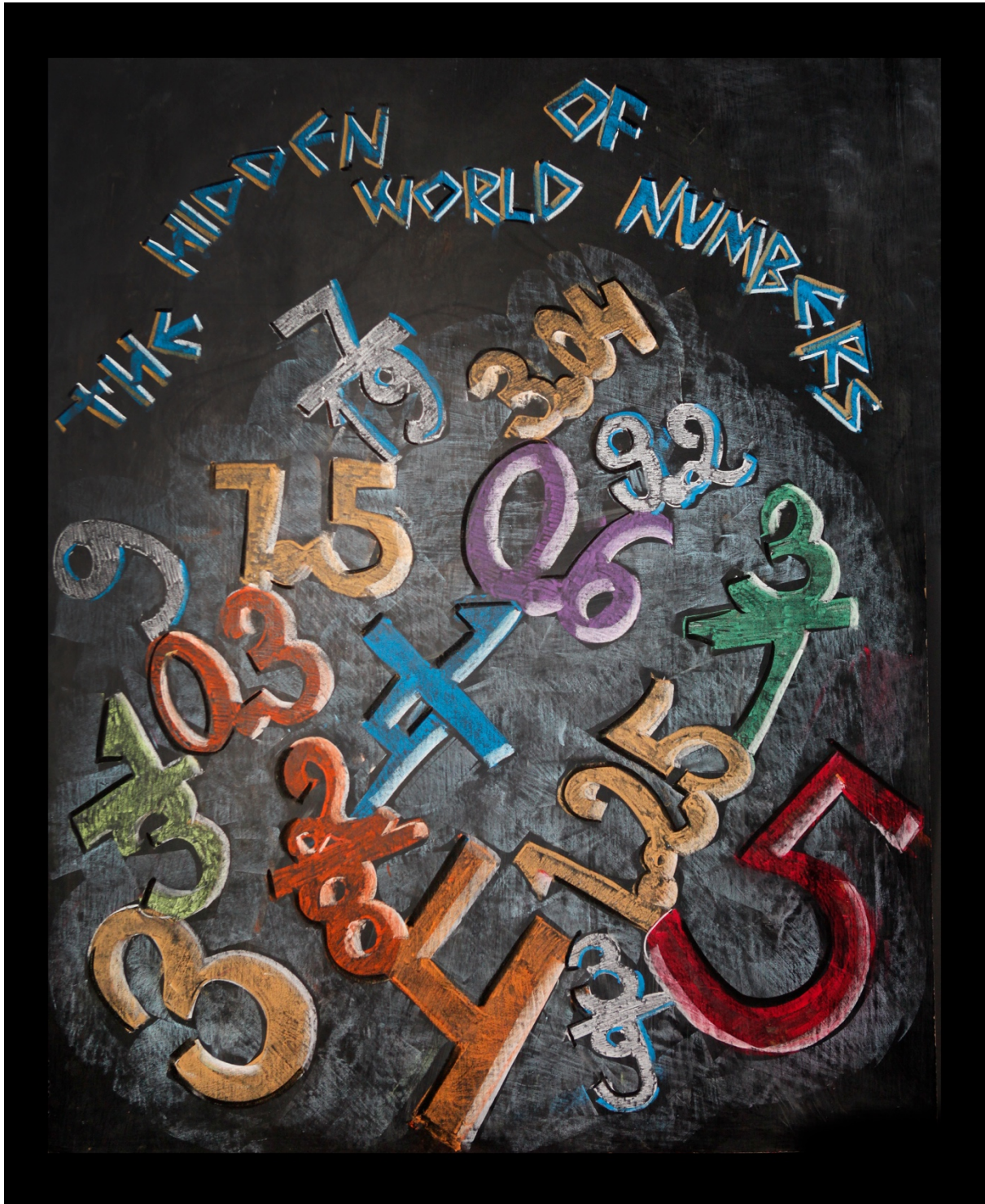# The hidden world of Numbers

*You can either play a video of me saying the morning verse (labelled **Greeting and Morning Verse**), or you can say it by yourself.*

Good morning everyone,

Let us now light a candle and cross our hands over our hearts and say the Morning Verse. This term there will be another part added to the Morning verse you already know.

Morning verse

I look into the world
In which the sun is shining
In which the stars are sparkling
In which the stones repose

Where living plants are growing
Where sentient beasts are living
Where human souls on earth
Give dwelling to the spirit.

I look into the soul,
That lives within my being
The World Creator weaves
In sunlight and in soul light,
In world space there without
In soul depths here within.

Before we start today, I would like you to do star jumps, but before that, make sure you have enough space around you.

*Have your feet together and arms beside you. When you jump, your legs go to the sides and you arms swing straight up and your hands clap. Now, when you do your star jumps, I would like you to recite **the 7 times table.** It will be tricky at first, but with practice you will get better.*

Once you are finished, you can sit down and practice the new tongue twister:

How much wood would a woodchuck chuck, If a woodchuck could chuck wood?
A woodchuck would chuck as much wood as a woodchuck would, if a woodchuck could chuck wood.

Read the tongue twister a few times and then try to say it from memory. Once you are confident say it fast 3 times.

Once finished, you can open your spelling book and in your most beautiful running writing and by using your fountain pen (or a grey led) copy the spelling list twice. Do not forget to include the date and make sure all the letters are in lower case. Also try to look, cover, copy and then check your spelling.

Week 4 Spelling list

diagnosis
gherkin
disagree
recognise
hundredths
tenths
strategy

denominator
disagreement

Now you can unscramble your spelling words to reveal the mystery word.

REINAGMETDES ☐☐☐☐☐☐☐☐☐☐☐☐
3

GODISNASI ☐☐☐☐☐☐☐☐☐
6

GYSRATET ☐☐☐☐☐☐☐☐
5

DESAERIG ☐☐☐☐☐☐☐☐
8

MRNONDOTAIE ☐☐☐☐☐☐☐☐☐☐☐
1

NIRKEGH ☐☐☐☐☐☐☐
2

TENSHT ☐☐☐☐☐☐
7

GOIRSCENE ☐☐☐☐☐☐☐☐☐
4

UTSERHHDND ☐☐☐☐☐☐☐☐☐☐

☐☐**F**☐☐☐☐☐☐
1　2　　3　4　5　6　7　8

Before we move on to Quick Maths, I would like you to solve the matchstick problem attached below (you will need a box of matches, alternatively, you can draw).

Leave just two squares by removing two matchsticks.
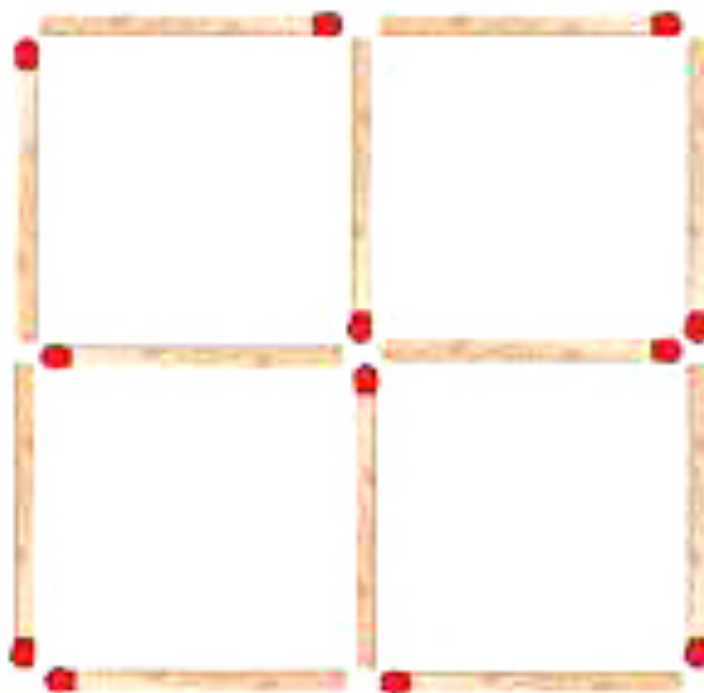
Once finished, you can close your spelling book and open your purple maths practice book. Below you will find a maths warm-up sheet which includes exercises of variable difficulty. The ones at the top are the easiest while the bottom ones are the most challenging. You do not have to solve them all, but make sure you challenge yourself.

Quick maths

1   ... + ... +... = 38

2   How many 11's in 55?

3   ... x ... = 18 (write 2 options)

4   I doubled the number, added 10 and got 60. What was the number?

5   The bus left the terminal at 8.05 a.m. and arrived at its destination at 1.25 p.m. How long did the train travel?

6   155 - ... = 65

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7   What is one fiftieth of 400?

8   Half of 434 =

9      $182.30 - $77.55 =

10   921 - ... = 372

11   ... + 69 + ... = 351

12   ... x 15 = 75

13   What is one twentieth of 1500?

14   A night train is scheduled to leave the terminal at 10.45 p.m. and travel for 5 hours and 30 minutes to another city. On the day, the bus left 32 minutes later than the scheduled time. When did the bus arrive at the other city?

15   1/16 of 48 =

16   I tripled the number, took away 35 and got 40. What was the number?

17   19 times 4 times 2 take away 12 then divide by 70. What is the answer?

18   9372 - 4202 + 62 - 2897 =

---

19   112 shared between 8 =

20   How fast do you need to travel to cover a distance of 1170 kilometres in 13 hours?

21   Add these fractions with uncommon denominators and simplify if possible: 2/6 + 3/4

22   Convert 37/19 to a mixed number fraction and simplify if possible.

23   To solve these equations, you will need to solve the multiplication before you do the addition and subtraction.

       774 - 363 + (26 x 7) =   (22 x 9) – 67 + 19 =

24   You had a quarter of pizza left in the fridge. At breakfast you ate 1/2 of it. What fraction of the original pizza was left for lunch? (drawing the pizza will help you to find the answer; simplify the answer if possible).

Now you can have a 5-minute break.

Welcome back. Yesterday, you heard the story about Akhenaten's enemies and how gradually they were able to overcome their mighty Pharaoh and re-establish their old ways. You also remember how Egypt returned to worshiping many gods and how every effort was made in order to erase this part of ancient Egyptian history.

Now, I would like you to spend the next 10 minutes, retelling this story to one of your parents.

Once you are finished, I would like you to recall what you heard yesterday about the measurement of cubit and perimeter. You can open yesterday's Main Lesson workbook and have a quick look, you can also briefly describe what you remember to one of your parents.

Your task yesterday was to:

Make a cubit and measure 3 objects, as well as possibly practice a formula for the calculation of perimeter.

Now, I would like you to open your draft book and describe the following:

- **What is an Egyptian cubit and how you came up with your own?**
- **What material did you use and what exactly did you set out to measure?**
- **What were the measurements of each of the three objects?**
- **What worked and what did not work?**

When using these prompts, make sure to respond in full sentences. Once finished, I would like you to correct your spelling and punctuation with the help of one of your parents.

Once your description is ready to be copied into your Main Lesson book, I would like you to think how would you illustrate the whole process (remember how you described the process of Stone tool making in Class 4).

On the next page of your Main Lesson book, write the following title:

Cubit and the measurement of Perimeter

Afterwards illustrate and describe the whole process. Make sure to include as many details and observations as possible.

*Once you are finished, I would like you to listen to the recording named **Egyptian influence**, alternatively you can find the story attached below.*

Egyptian influence

You have heard quite a few stories about Ancient Egypt, its Gods, people and their achievements. You remember all the great tales of strength, courage and persistence by the mighty Egyptians and quite recently, you became familiar with their accomplishments in mathematics and geometry and how this knowledge assisted them in building spectacular structures that are still standing today. Egypt in those days had an immense influence on its neighbours – all the surrounding lands dotted around the Mediterranean Sea looked up to the Egyptian culture, architecture, science and religion. One of these neighbours was Greece. The ancient Greeks have adopted the Egyptian mathematical knowledge and took it far beyond any Egyptian could ever imagine.

Greek mathematical achievements allowed them to develop an even more advanced and far-reaching civilisation.

While Egyptians largely used their mathematical knowledge for engineering purposes such as building of complex structures and irrigation canals, the Greeks perceived mathematics not just as a tool, but something that had immense beauty and harmony within.

To them, mathematics held a key to how the universe was held together. One of the earliest very practical mathematical ideas that was borrowed by Greeks, was the 3.4.5 rule of a right angle – the one you have learned about recently. Greeks were obsessed in finding out the relationship between everything around us, and to them the answer was hidden in the world of numbers. So, while the Egyptian mathematicians were mainly interested in the practical side of geometry and mathematics, the Greeks were eager to know the essence of number. That is why, during the existence of the Greek civilisation mathematics grew into a science of its own.

With this brief introduction, we will farewell Ancient Egypt, sail across the Mediterranean Sea and welcome the civilisation of Ancient Greece. We already know quite a lot about these people and the stories won't be completely new to us, but this time we will look at the ancient Greeks differently, we will start noticing the similarities and differences between these two amazing cultures. Both of these civilisations existed at the same time, which allowed them to trade and exchange knowledge, but as the Egyptian influence was fading away, the Greek culture grew more and more dominant in the Mediterranean region.

During this new Main Lesson, we will continue working with perimeter, we will learn how to measure area and we'll also return to working with decimal fractions.

You can spend the rest of the time drawing your new title page, which is the same drawing as the one at the beginning of today's workbook.

*If you choose to listen to the chapter book before you have morning tea, you can play the recording now, otherwise, you can cross your hands over your heart and say the **Main Lesson ending verse**.*

May wisdom shine through me,
May love glow within me,
That in me may arise
A helper of mankind
A server of holy things,
Selfless and true.

Now you may blow out the candle.

Enjoy your morning tea.