NAME: _____

Turramurra North
PUBLIC SCHOOL – 1914
EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home
Unit: 10
Stage 2
Year 3 and Year 4

Spirit Week

Term 3 Week 10 2021

Websites for Learning

- TNPS school website: https://turramurrn-p.schools.nsw.gov.au for our Learning From Home Packages.
- Department of Education *Learning from Home*: https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home

Should you need to contact your child's teacher please use the following emails:
3R	Alex Atterton	alexandra.redford1@det.nsw.edu.au
3H	Madi Hyde	Madison.hyde3@det.nsw.edu.au
4H	Alex Hahlos	alexander.hahlos1@det.nsw.edu.au

NEWS / EDUCATION
- Education Live videos https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home
- Squiz kids -https://www.squizkids.com.au/ A news podcast for 8-12 year olds.
- BTN https://www.abc.net.au/btn/ - Explores news using the current language, music and popular culture of youths.

ENGLISH
- World Book Online (username: tnps and password: tnps) https://www.worldbook.com.au/ebook-titles-2/
- Story Box Library (username: tnps and password: tnps) www.storyboxlibrary.com.au
- Reading Eggs https://readingeggs.com.au/ login etc
- Typing club https://www.typingclub.com/ each class have their own links and students use their school log ins
- Visual writing prompts http://visualprompts.weebly.com/001.html a range of prompts for writing
- The School Magazine https://theschoolmagazine.com.au/explore - A collection of plays, stories and comics.
- Premier's Reading Challenge 2021 Book List. https://online.det.nsw.edu.au/prc/booklist/home.html
- Wordshake https://learnenglishkids.britishcouncil.org/games/wordshake how many words can you find in 3 mins?
- Free Rice Word Game https://freerice.com/categories/english-vocabulary

MATHEMATICS
- Mathletics https://www.mathletics.com/au/   Students have their Login details
- ABCya Number Games https://www.abcya.com/grades/4/numbers
- Transum https://www.transum.org/ Maths activities, puzzles, problems, visual aids, investigations and more.
- Figure This https://figurethis.nctm.org/index.html Maths challenges for kids and their families
- Funbrain – MathsZone https://www.funbrain.com/math-zone offers maths games
- Kids Maths Games https://www.kidsmathgamesonline.com/ offers maths games
- Math Game Time https://www.mathgametime.com/ offers maths games

SCIENCE AND TECHNOLOGY
- Scratch https://scratch.mit.edu/ coding platform
- Sydney Observatory https://www.maas.museum/sydney-observatory/
- Hubble https://hubblesite.org/resource-gallery/learning-resources
- Windows to the Universe https://www.windows2universe.org/
- Questacon at home https://www.questacon.edu.au/discover/questaconathome Questacon activities

HSIE – HISTORY AND GEOGRAPHY
- ABC Splash – Space https://education.abc.net.au/home#!/topic/496370/space-and-our-solar-system
- Ducksters https://www.ducksters.com
- Nature lesson in Bobbin Head NP https://sites.google.com/education.nsw.gov.au/lessons-in-nature/home

CREATIVE ARTS
- The Arty Teacher https://theartyteacher.com/online-art-games-for-the-art-classroom/ games and online lessons.
- Sydney Opera house for kids https://www.sydneyoperahouse.com/digital/for-the-kids.html

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION
- Health Activities and articles https://kidshealth.org/en/kids/
- PE workouts to do at home https://darebee.com/workouts.html
- Cyber Safety- Your Personal Information Online https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online

==PLEASE NOTE THE CHANGE FOR== *Wellbeing Wednesday*.
- **On Wednesday students will participate in a range of wellbeing activities outlined in their Learning from Home package.**

Monday 13/9/21 Tuesday 14/9/21 Thursday 16/9/21 Friday 17/9/21	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	**Afternoon pm**	**Morning am**	**Afternoon pm**
	630 3158 3126	648 0050 9455	**577106**	**650051**
Wednesday 15/9/21	**Kindness, Wellbeing and House Spirit activities as outlined in the Learning from Home Pack** **(No Zoom classes today)**			

Students need to access Zoom via https://nsweducation.zoom.us/ and are required to use their **DoE student portal login** to gain access. **The DoE user ID and DoE password will be the same as last week.**
Monday 13/9/21, Tuesday 14/9/21, Thursday 16/9/21, Friday 17/9/21

| Time	Class
9.30am	KK & KW & 5T & 6B
10.30am	1F & 1W & 2M & 2R
11.30am	3R & 3H & 4H
12.15pm	KK & KW & 5T & 6B
1.30pm	1F & 1W & 2M & 2R
2.15pm	3R & 3H & 4H

Week 10 Term 3 – Learning from Home Stage 2 Year 3 and 4

You may need help from a parent/carer and possibly resources from your teacher.

Four activities have been selected for feedback. They are highlighted on the timetable. You will have until Friday morning to complete the Monday & Wednesday writing activities.
The House Spirit activities are optional, however submitting them onto Seesaw will earn you House Points! They are highlighted on the timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Spelling Reading *Writing	Spelling Reading Writing	Spelling Reading *Writing	Spelling Reading Writing	Spelling Reading Writing
Break	Break	Break	Break	Break	Break
Middle	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	No ZOOM Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics
Break	Break	Break	Break	Break	Break
Afternoon	Science House Spirit ZOOM 2:15pm	Art House Spirit ZOOM 2:15pm	Wellbeing & Kindness House Spirit No ZOOM	PDHPE House Spirit ZOOM 2:15pm	Funday ZOOM 2:15pm

TURRAMURRA NORTH PUBLIC SCHOOL

SPIRIT WEEK

TERM 3 WEEK 10
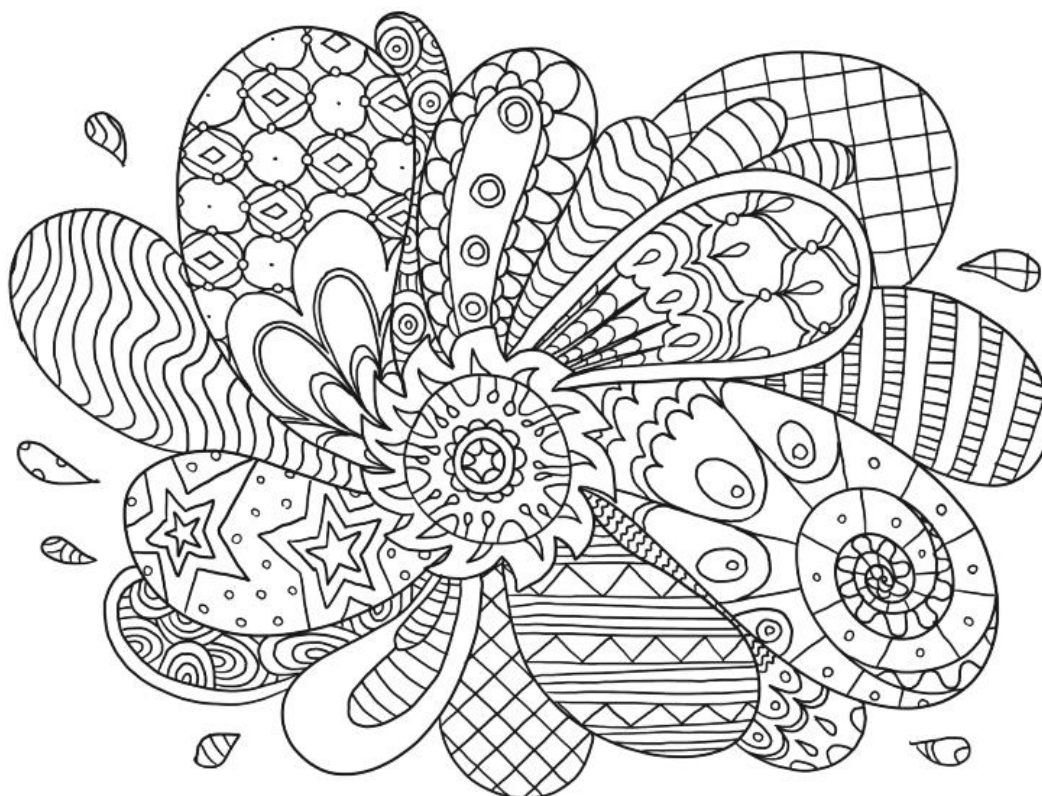
This week is Spirit Week.

Separately to your pack you will find some SPIRIT Challenges to complete.

For each SPIRIT challenge you complete, you will receive a house token.

There are bonus tokens available for students who show extra SPIRIT.

You should share your completed challenges with your teacher during your Zoom lessons.

Monday: House Mascot Challenge
Tuesday: Design a House Poster
Wednesday: Create a House Cheer
Thursday: House Sporting Challenges and Invitation for Friday's Zoom
Friday: House Colour Dress Up Zoom Meetings

Week 10 Term 3 – Spelling

Year 3 Spelling Words

y u(yoo) yoyo comp**u**ter		based on weekly focus in other KLAs
Core:	**Extension:**	**Theme**
you	amuse	holiday
your	eucalyptus	repeating
year	human	symmetrical
few	nephew	growing
new	opinion	chance
knew	opportunity	probability
yellow	population	equal
yard	rescue	independent
use	unique	likely
using	universe	impossible
used	university	certain
useful	usable	
during	usually	
young	valuable	**Demon**
beautiful	yacht	occupation
million	yeast	popular
computer	yield	manufacture
music	yoghurt	behaviour
tune	youngster	genius
yesterday	youth	dual
yourself		unselfishly
you'll		unique
you're		miraculous
you'd		opinion
you've		

Year 4 Spelling Words

y u(yoo) yoyo comp**u**ter		based on weekly focus in other KLAs
Core:	**Extension:**	**Theme**
yard	amusement	holiday
yellow	argument	repeating
knew	curiosity	symmetrical
used	eucalyptus	growing
you'll	failure	chance
you've	humorous	probability
you're	manufacture	equal
young	neutral	independent
during	opportunity	likely
beautiful	rebellion	impossible
yesterday	reunion	certain
yourself	soluble	
cube	unique	
tube	united	**Demon**
cute	universal	popularity
rescue	yearling	occupying
usual	yesteryear	pneumonia
beauty	yonder	peculiar
yearly	youngish	accumulate
view	yourselves	tuition
universe		ingenious
yacht		miraculously
youth		rebellion
youthful		opinionated
youngster		

- Ask a family member to **pre-test** you from the weekly spelling lists. If a family member can't help you, choose words that you find tricky.
- **Choose** up to 15 spelling words to create your personal list from the words that you spelt incorrectly in the pre-test.
- Complete the Core Word Find-a-Word. Words are taken from the Year 3 and Year 4 Core Lists.

Word Search

```
F  C  U  T  E  H  L  U  F  H  T  U  O  Y  D  E  B  U  C  P  G  P  Y
E  G  S  Y  V  W  R  U  O  Y  F  L  E  S  R  U  O  Y  N  G  M  H  A
W  N  U  E  I  O  V  P  X  B  U  S  E  S  R  E  V  I  N  U  U  Y  R
X  I  A  S  E  L  X  P  N  T  E  U  O  Y  W  E  N  K  V  U  S  H  D
B  R  L  T  W  L  R  U  O  Y  L  A  T  N  E  W  K  Y  M  F  I  G  Y
E  U  U  E  D  E  P  S  I  K  E  Y  U  U  P  B  N  L  E  L  C  N  U
A  D  F  R  X  Y  F  E  L  Y  R  S  O  T  N  H  E  R  U  E  H  U  J
U  W  E  D  S  A  W  D  L  A  H  R  T  U  I  E  W  A  C  S  U  O  Y
T  Y  S  A  D  J  B  R  I  R  E  E  R  E  L  F  Q  E  S  R  S  Y  O
I  E  U  Y  Y  B  E  E  M  D  V  T  Y  E  R  L  U  Y  E  U  E  L  U
F  L  H  Y  G  V  A  T  R  U  U  S  A  B  Q  D  C  L  R  O  D  Z  N
U  L  T  O  D  S  U  U  Y  R  O  G  C  U  A  I  A  J  M  Y  Z  K  G
L  O  U  U  A  C  T  P  R  I  Y  N  H  T  D  U  O  Y  E  A  R  U  K
U  W  O  R  H  L  Y  M  F  N  F  U  T  O  S  Y  O  U  S  I  N  G  Z
K  Y  Y  E  U  K  Y  O  E  G  V  O  J  V  E  V  U  O  Y  T  P  C  E
F  Y  O  U  R  E  R  C  C  L  V  Y  O  K  M  L  L  U  O  Y  T  U  V
```

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

BEAUTIFUL	MILLION	USED	YEARLY	YOUR
BEAUTY	MUSIC	USEFUL	YELLOW	YOU'RE
COMPUTER	NEW	USING	YESTERDAY	YOURSELF
CUBE	RESCUE	USUAL	YOU	YOUTH
CUTE	TUBE	VIEW	YOU'D	YOUTHFUL
DURING	TUNE	YACHT	YOU'LL	YOU'VE
FEW	UNIVERSE	YARD	YOUNG	
KNEW	USE	YEAR	YOUNGSTER	

Reading

- **Read the Dreaming story → How the Turtle Got Its Shell** and use the words to fill in the missing information.
Choose either Sheet A **or** Sheet B

Here are some words to <u>practise</u> before you read

Sheet A

turtle	echidna	billabong	speargrass	stunned

Sheet B

| affectionate	conscientious	agreement	meekly	retaliation

How the Turtle Got Its Shell

The following story is based on a traditional Aboriginal Dreaming story of how the turtle got its shell.

In the Dreaming, there lived a turtle and an echidna. They lived together near the billabong. The echidna had a baby, too. The two of them would go hunting for food. Any food that they caught they would share with each other.

One day, they ran out of food. The echidna told the turtle to stay where he was and look after her baby. Turtle said, "Yes, please go out hunting for food. I will stay home and look after your baby." After that, the echidna went out to find some food. The turtle stayed home and looked after the echidna's baby.

The turtle was wondering what had happened to his friend. He was feeling very hungry. The turtle could not wait any longer for the echidna. He ate the echidna's baby.

Finally, the echidna came home. She gave some of the food to the turtle. "Where's my baby?" asked the echidna.

"I am so sorry," explained the turtle. "I ate your baby because I was so hungry."

"Wait here while I get some stones," the stunned echidna replied. The turtle did not wait. Instead, the turtle went out to find some speargrass and returned to find the echidna waiting for him. The echidna was very upset with the turtle. She then began to throw the stones that she had found at the

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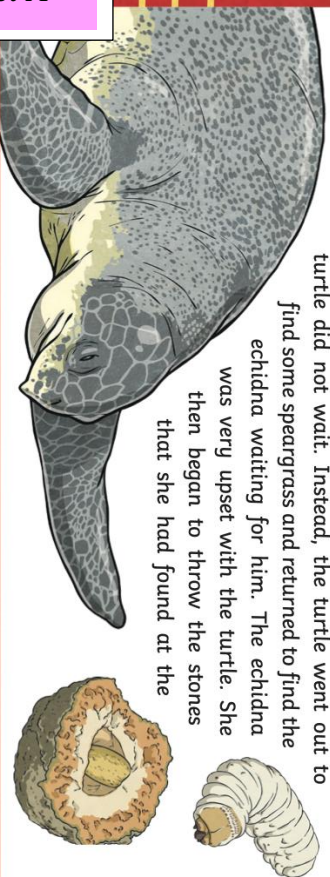
turtle. The stones that she threw became stuck on the back of the turtle. The turtle then threw the speargrass at the echidna. The speargrass became stuck on the back of the echidna. Both the echidna and the turtle fought all day.

They finally stopped fighting. The stones on the back of the turtle turned into a hard shell. The speargrass on the back of the echidna turned into spines. After that, the turtle told the echidna, "I will go and live in the billabong. I will never see you again."

The echidna replied, "I will go and live in the country. I will never see you again." So off they both went. They never saw each other again.

And that's how the turtle got its shell.
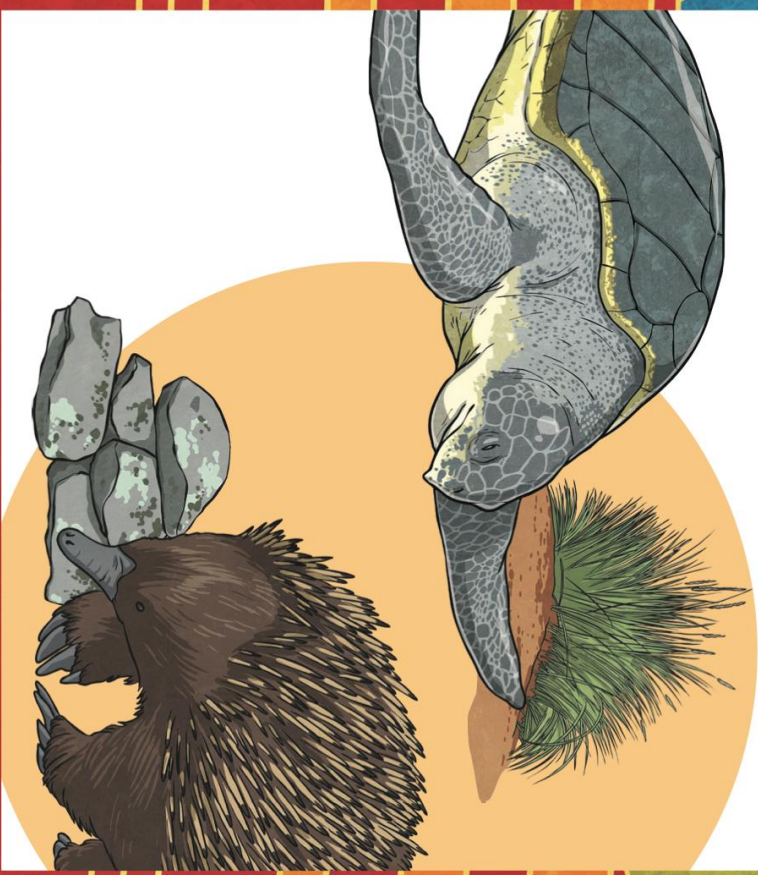
Questions

1. Why did the turtle eat the echidna's baby? Tick one.

   ○ The echidna was taking too long.

   ○ He was upset that the echidna left him behind.

   ○ He was getting very hungry.

2. Number the events below to show the order in which they happened in the story.

	The echidna and the turtle began fighting.
	The turtle stayed at home.
	The echidna threw stones at the turtle.
	The turtle ate the baby echidna.

3. What did the stones do straight after the echidna threw them? Tick one.

   ○ They turned into a hard shell.

   ○ The turtle grew a shell.

   ○ They got stuck to the back of the turtle's back.

4. What word describes how the echidna felt when she found out the turtle ate her baby? Tick one.

   ○ angry

   ○ sorry

   ○ stunned

5. Why did the echidna leave her baby with the turtle?

   _____

   _____

6. Find and copy the sentence that shows the turtle was impatient.

   _____

   _____

Sheet B

How the Turtle Got Its Shell

The following story is based on a traditional Aboriginal Dreaming story of how the turtle got its shell.

Long, long ago in the Dreaming, down by the billabong, a turtle, an echidna and her baby lived together peacefully.

These creatures were best friends and they were always very affectionate towards each other. Whenever their provisions were low, they would hunt together. Any food they caught would be divided equally between them.
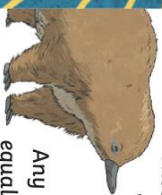
One day, the echidna noticed that they did not have enough food. She was always very conscientious and would do anything to support her baby and her friend the turtle. Being decisive, she told the turtle to stay home and look after her baby while she went out hunting for food. The turtle responded, "Yes, that's no problem at all. You can go out hunting for food and I'll remain here and care for your baby."

Once they had made this agreement, the echidna went to scavenge for food. The turtle waited for the echidna for what felt like an eternity to him. He began to imagine what could have happened to the echidna. The turtle started to ponder whether she was going to return with enough food. He became so ravenous that he began to behave in a strange manner. In desperation, he devoured her baby. Finally, the echidna returned home and shared some of the food she found with the turtle. "Excuse me, but where's my baby?" questioned the echidna.

"I am awfully sorry, but I ate your baby. I was so terribly hungry and I couldn't wait for you to come back," the turtle responded meekly.
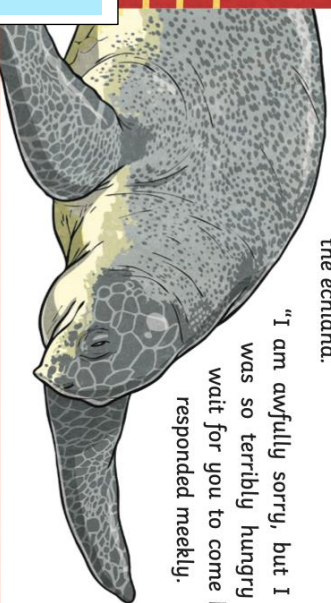
The echidna instructed the turtle to remain where he was while she gathered some stones. However, the turtle sensed what was about to happen and he realised that he needed to act rapidly.

Without the echidna noticing, the turtle went to gather some sharp blades of speargrass. The two animals faced one another. The turtle had enraged the echidna and she began throwing the stones at him. The stones that she threw became fixed on the turtle's back. In retaliation, the turtle then launched the speargrass at the echidna. Each blade of grass became lodged on her back. The two animals fought continuously throughout the day.

After a long period of conflict, the two creatures finally ended their dispute. The stones on the back of the turtle formed a hard shell; spines emerged on the echidna's back where the blades of speargrass had once been.

After that, the turtle angrily told the echidna, "I will live in the billabong, where I will never see you again."

The echidna then replied confidently, "I will go and live in the country, and I will never see you again either."

So off they both wandered into the distance in opposite directions and they never saw each other again.
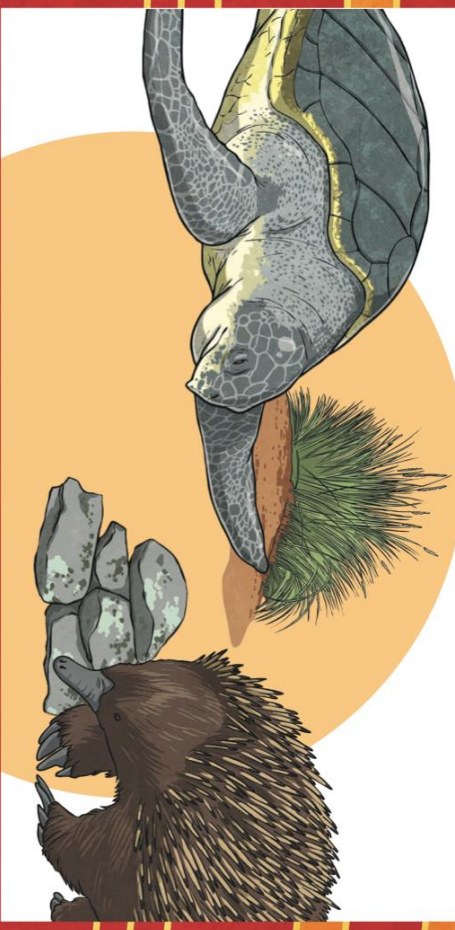
And that's how the turtle got its shell.

Questions

1. Why did the echidna leave her baby and the turtle? Tick one.

   ○ She thought it would be too dangerous for them to go hunting.

   ○ She had to go hunting for food.

   ○ She didn't like them very much.

2. Number the events below to show the order in which they happened in the story.

	The echidna went to search for stones.
	The baby echidna was eaten.
	The echidna left her baby.
	The echidna went to hunt for food.

3. Fill in the missing words to complete this sentence.

   After a long _____ of _____, the two creatures finally ended their

   _____.

4. 'He became so ravenous that he began to behave in a strange manner...'
   In this sentence, what does the word **ravenous** mean?

   _____

5. Find and copy a verb in the fourth paragraph which means **to think.**

   _____

6. At the end of the story, why did the echidna and the turtle separate from one another?

   _____

   _____

   _____

7. How are the two animals portrayed in this story?

   _____

   _____

   _____

8. In your opinion, why did the turtle 'sense that he would need to act rapidly'?

   _____

   _____

   _____

9. What is the moral of this Dreaming story?

   _____

   _____

   _____

   _____

   _____

Writing

- We are learning to write and create a visual procedure text

- I can write and photograph a procedure on a topic of my choice

A procedure tells a reader how to do or make something.

It includes step by step instructions which are explicit and sequenced in order.

Your task:

1

Choose a topic to write your procedure text on. You can choose from an idea below, or think of your own topic:

2

Take a moment to plan your procedure text. Think about the steps needed to complete your procedure.

3

Take a photo of each step required in your procedure (you don't have to be in the photo if you don't want to).

Step #1: Gather ingredients

Step #2: Lay pizza base on tray

Step #3: spread pizza sauce on crust

Step #4: sprinkle cheese on top of sauce

Step #5: add sausage on top of cheese

Step #6: add capsicum over the sausage

Step #7: put in oven and wait for it to cook

Enjoy 😁

PIC·COLLAGE

4

Using the Seesaw template provided for you, arrange your photos into a collage which shows your procedure in order.

5

Using your knowledge of the structure and language required in a procedure text, write a set of instructions to match each photo. Note: make them specific and explicit so a reader could follow along accurately.

6

Make sure to include: a title, goal, material/ ingredients list and a set of instructions

This is a feedback task for this week but you have until Friday morning to submit onto Seesaw
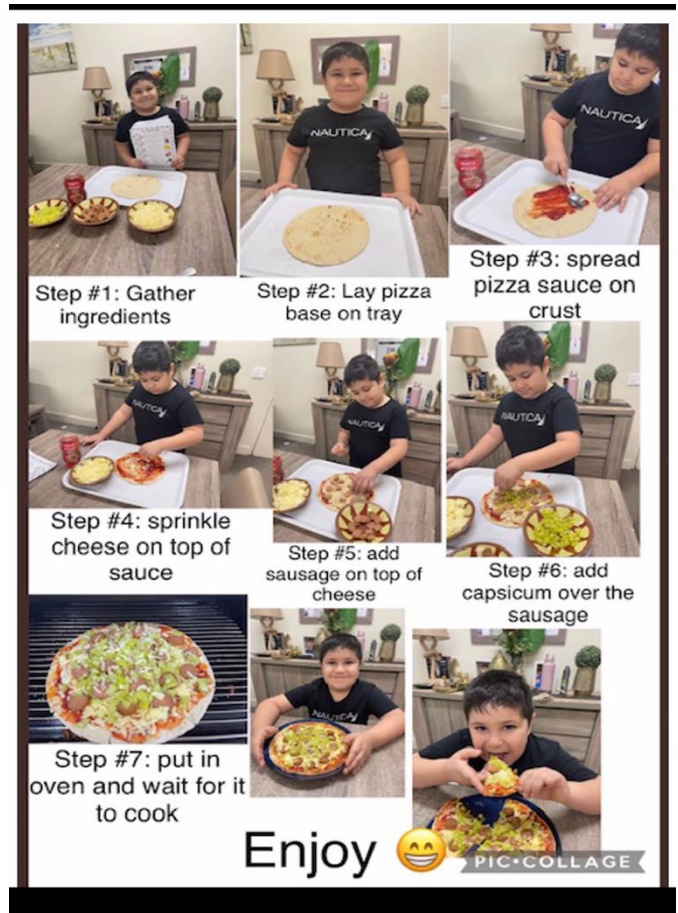
Ideas

- How to make a paper aeroplane
- How to make a pizza
- How to do a cartwheel
- How to decorate a cupcake
- How to plant a seedling
- How to make a chatterbox

$7 \times 0 =$ _____

$7 \times 1 =$ _____

$7 \times 2 =$ _____

$7 \times 3 =$ _____

$7 \times 4 =$ _____

$7 \times 5 =$ _____

$7 \times 6 =$ _____

$7 \times 7 =$ _____

$7 \times 8 =$ _____

$7 \times 9 =$ _____

$7 \times 10 =$ _____

$7 \times 11 =$ _____

$7 \times 12 =$ _____

$7 \times 5 =$ _____

$7 \times 7 =$ _____

$7 \times 10 =$ _____

$6 \times 7 =$ _____

$7 \times 9 =$ _____

$0 \times 7 =$ _____

$7 \times 1 =$ _____

$8 \times 7 =$ _____

$7 \times 5 =$ _____

$7 \times 7 =$ _____

$7 \times 4 =$ _____

$3 \times 7 =$ _____

$7 \times 2 =$ _____

$9 \times 7 =$ _____

$7 \times 1 =$ _____

$7 \times 0 =$ _____

$4 \times 7 =$ _____

$7 \times 8 =$ _____

Test your speed on the 7 times tables Kahoot
Game Pin: 03034842

https://kahoot.it/challenge/03034842?challenge-id=90e47ba5-1229-46cb-8960-f05451077e88_1630886898104

> I am certain that this coffee will make me happy
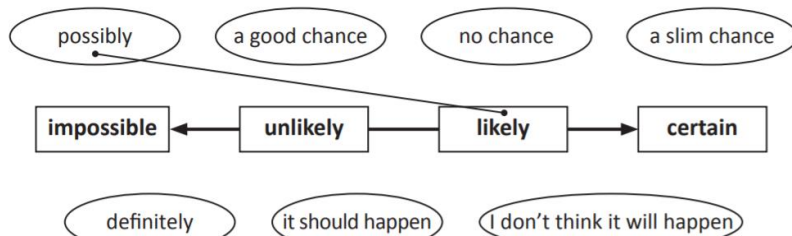
Chance is the likelihood that something will happen.

If something **will definitely happen**, we say it is **certain**.
If something **might happen**, we say it is **likely**.
If something **might not happen**, we say it is **unlikely**.
If something will **definitely not happen**, we say it is **impossible**.

Q1: Draw a line linking the words below

(possibly)   (a good chance)   (no chance)   (a slim chance)

| impossible | ← | unlikely | | likely | → | certain |

(definitely)   (it should happen)   (I don't think it will happen)

Read each statement and circle the chance of it happening:

Event	Chance
It will rain sometime this month.	impossible / unlikely / likely / certain
Thursday will come after Wednesday.	impossible / unlikely / likely / certain
A tiger will be serving at the canteen.	impossible / unlikely / likely / certain
Every student in our class likes broccoli.	impossible / unlikely / likely / certain

5 Look at this bag of counters. Connect each colour to the chance arrow that you think best describes the chance of pulling out each colour:

(Yellow)   (Blue)   (Red)

| impossible | ← | unlikely | | likely | → | certain |

6 Look at these shopping bags of fruit. Select the best chance word for each shopping bag:
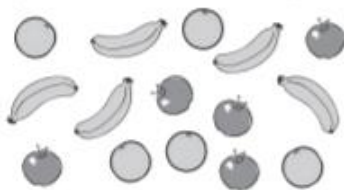
a The fruit I pick will be a banana.

impossible / unlikely / likely

b The fruit I pick will be a strawberry.

impossible / unlikely / likely

7 Ten pieces of fruit are placed into this basket. Inside the basket is a mixture of bananas, oranges and apples. Circle the fruit that is inside the basket if a banana is most likely to be chosen without looking.
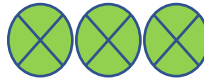
I can use the term 'outcome' to describe any possible result of a chance experiment

I can predict and list all possible outcomes in a chance experiment

When you toss a coin, you call out heads or tails. There are two sides and two different possible results. That means there is an equal chance of landing on heads as there is on tails.

Tails   Heads

I can identify events where the chance of one will not be affected by the occurrence of the other. (ACMSP094)

Flip one coin 10 times and record each flip as a tally mark.

Equipment I will need:

- 1 x coin
- pencil
- activity sheet

Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on 'heads' or 'tails' in the correct space in the table below.
3. Repeat steps 1 and 2 nine more times (so that you have flipped the coin 10 times).

Coin Flip Results for 10 Flips:

	Tally	Total
Heads		
Tails		

You are now going to repeat the experiment but for 20 flips. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/why not?

My prediction is: _____

_____

Complete the coin flip chance experiment again.

Coin Flip Results for 20 Flips:

	Tally	Total
Heads		
Tails		

Was your prediction correct? Why/why not?

_____

_____

If you were to complete this chance experiment again for 40 flips, do you think the results would be the same? Why/why not?

_____

_____

If you flipped heads five times and tails fifteen times, does this mean that tails will also have the larger number of flips next time you complete this activity? Why/why not?

_____

_____

Challenge Question:
Describe three even chance events that could occur when rolling a six-sided dice??

1._____

2. _____

3. _____

Feedback Task: Cut and Paste Sorting Activity

Cut out the scenarios on the next page and paste them in the correct column

Chance Scenario Sorting Game

Impossible	Unlikely	Even Chance	Likely	Certain

Chance Scenario Sorting Game

I'll have a birthday next year.

My class will go to the cinema today.

I will attend school today.

I will have homework tonight.

It will rain today.

I will go to my friend's house after school.

The principal will give each class a puppy.

I will win a prize in the raffle I did not buy a ticket in.

I will sleep in my bed tonight.

I roll a factor of 6 using a 6-sided dice.

I will toss a coin and it will land on heads.

I will roll a number greater than 3 on a 6-sided dice.

I will fly to the moon today.

There will be one Wednesday in this week.

I will choose a King from a full deck of cards.

MONDAY – Science

How can rocks and fossils show us how the Earth's surface has changed?
How do human actions change the Earth's surface?

Scientists think that the Earth's surface started forming over four billion years ago. It is always changing and will continue to change.

We can study photos, rock art and maps to find out about recent changes to the Earth's surface. But, to find out about changes **before** human history, geologists (Earth scientists) study rocks.
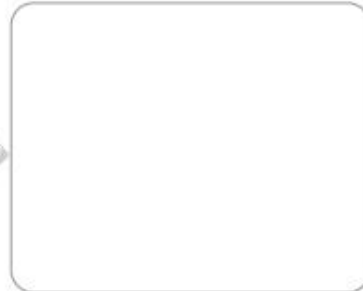
Each rock has its own story to tell and is a clue to how the Earth has changed over a very long time.

Let me tell you a story!
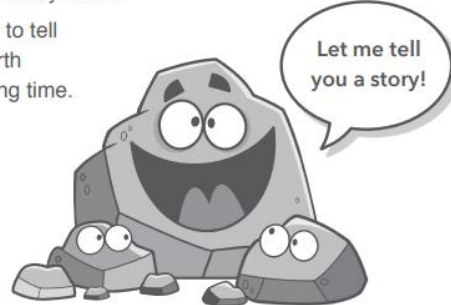
7 Read about the fossils then draw and label how the landscape may have looked when each one was alive.
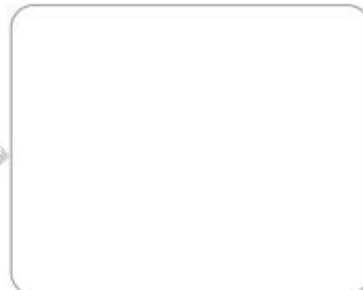
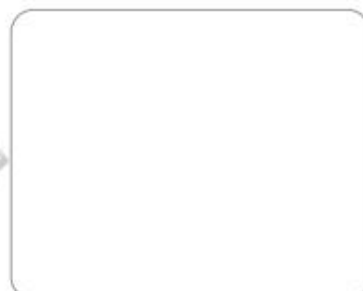Seed ferns were plants growing over 400 million years ago when the land was covered in snow and ice.

Ammonites were squid like creatures that lived in spiral shaped shells on the ocean floor.
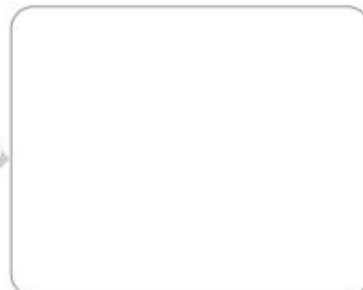
The long legged, three toed Gallimimus dinosaur lived in a dry, desert like habitat.

Keichousaurus hui were small dinosaurs that lived in marshy areas near water.

By studying rocks and fossilised remains, Earth scientists are able to calculate how the surface of the Earth changed over millions of years. As the tectonic plates cracked and moved, the landscape of different places changed dramatically.

500 million years ago, New York was below the Equator and under water.

Now, New York is above the Equator and on dry land.

https://dinosaurpictures.org/ancient-earth#500

Explore the website. Type in your closest city. Compare its location now to where it was 500 million years ago. Describe and show how it has changed.

Now

500 million years ago

Humans have been changing the Earth's surface for thousands of years. People build dams and mines and clear land to grow food, feed their animals and build their homes.

Human activity is expanding and the surface is changing in nearly every part of the Earth.

Earth scientists compare old and new photos of the same places to gather evidence of changes to the Earth's surface.

(📎) Explore the Google Earth Timelapse website and take some time to look closely at the images (use the pause button if this helps!).

List the evidence of changes to the Earth's surface you saw.

https://earthengine.google.com/timelapse/

- Fields of crops planted on farms.

TUESDAY - English
Spelling

- Ask a family member to **test** you on your spelling list.
- Practise your spelling words and write a sentence that shows the meaning of the word.
  For example: opposite - the words hot and cold are **opposite** in meaning.

Remember to look, say, cover, write, check and correct each word.

Look Say Cover Write Check

My Words	Practise	Sentence

- Optional task: Using as many of your spelling words as possible, write a short entertaining story **that you could share with a friend or family member. Make sure your words are spelt**

_____
_____
_____
_____
_____
_____
_____
_____

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.

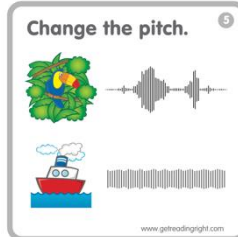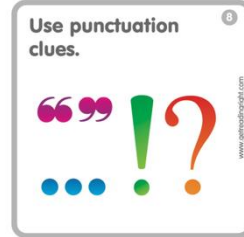 **Reading with expression:** Don't read like a robot!

Use a loud voice or soft voice.	Speed up or slow down.	Change the pitch.	Use punctuation clues.	Speak like the character.
We can make our voice louder or softer to add interest to a sentence	We can change the pace of our reading to make it more exciting, or to emphasise a particular word.	Readers make their voices go up and down. They often make their voices go up at the beginning of a sentence and down at the end (or up if it is a question mark).	We can use punctuation clues, to know when to take a brief pause.	When we see speech marks, we should think about how the character sounds.

Your task:

Choose	Silent read	Read to yourself	Read out loud	Record
• Choose a Jack Prelutsky poem to read below (or scan the QR code to choose one of your choice).	• Read the poem first, silently in your head. Check the pronunciation of any words you don't know.	• Read the poem to yourself. Think about the expression clues above whilst you are reading.	• Read the poem out loud to a parent/ sibling. Ask them to give you feedback on your reading.	• Once you are feeling confident reading your poem with expression, record yourself reading the poem and upload it to Seesaw.

Be Glad Your Nose Is on Your Face

BY JACK PRELUTSKY

Be glad your nose is on your face,
not pasted on some other place,
for if it were where it is not,
you might dislike your nose a lot.

Imagine if your precious nose
were sandwiched in between your toes,
that clearly would not be a treat,
for you'd be forced to smell your feet.

Your nose would be a source of dread
were it attached atop your head,
it soon would drive you to despair,
forever tickled by your hair.

Within your ear, your nose would be
an absolute catastrophe,
for when you were obliged to sneeze,
your brain would rattle from the breeze.

Your nose, instead, through thick and thin,
remains between your eyes and chin,
not pasted on some other place—
be glad your nose is on your face!

The Creature in the Classroom

BY JACK PRELUTSKY

It appeared inside our classroom
at a quarter after ten,
it gobbled up the blackboard,
three erasers and a pen.
It gobbled teacher's apple
and it bopped her with the core.
"How dare you!" she responded.
"You must leave us . . . there's the door."

The Creature didn't listen
but described an arabesque
as it gobbled all her pencils,
seven notebooks and her desk.
Teacher stated very calmly,
"Sir! You simply cannot stay,
I'll report you to the principal
unless you go away!"

But the thing continued eating,
it ate paper, swallowed ink,
as it gobbled up our homework
I believe I saw it wink.
Teacher finally lost her temper.
"OUT!" she shouted at the creature.
The creature hopped beside her
and GLOPP . . . it gobbled teacher.

A Pizza the Size of the Sun

I'm making a pizza the size of the sun,
a pizza that's sure to weigh more than a ton,
a pizza too massive to pick up and toss,
a pizza resplendent with oceans of sauce.

I'm topping my pizza with mountains of cheese,
with acres of peppers, pimentos, and peas,
with mushrooms, tomatoes, and sausage galore,
with every last olive they had at the store.

My pizza is sure to be one of a kind,
my pizza will leave other pizzas behind,
my pizza will be a delectable treat
that all who love pizza are welcome to eat.

The oven is hot, I believe it will take
a year and a half for my pizza to bake.
I hardly can wait till my pizza is done,
my wonderful pizza the size of the sun.

Writing

Learning Objective

- We are learning to create origami wishing stars

Success Criteria

- I can write a wish and fold an origami wishing star by following a set of instructions

How to Fold a MINI ORIGAMI WISHING STAR

Step 1

Cut strips that are either 2cm in width, 1.5cm in width, or 1 cm in width.

2 cm
1.5 cm
1 cm

The smaller the strip – the smaller the star!

Step 2

Have your students write their secret wish on their strip of paper.

I wish that I could fly.
I wish that when I'm older I can the olympics.
I wish that I had x-ray vision.
I wish that the farmers get some rain.

Make a wish...

Step 3

Make a knot in the paper at one end. Start by crossing over one end like so...

Easy so far?
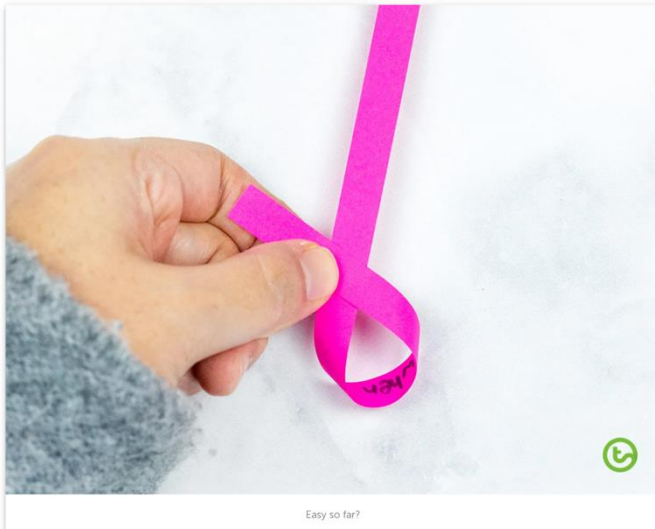
Then, thread the smaller end through the hole.

Make sure there is a little bit poking out!

Step 4

Once it looks like the photo above, flatten it down. Make sure there is a little bit poking out the end.

Flatten it down.

Step 5

It's time to create a pentagon shape. Fold the little flap over and then the longer flap is folded to create the final 5th side to the pentagon shape!

Make a pentagon!

Step 6

Just keep folding that long strip of paper over the edges of the pentagon shape until there is a little bit at the end.

Just keep folding...

Step 7

Fold that little bit at the end inside the folded pentagon shape.

So tiny...

You should be left with a perfectly folded pentagon like the image below.

How to Make an Origami Star

Perfect!

Step 8

Finally, use your thumb to add an indent into each side of your pentagon shape. This is done to create the points of the star.
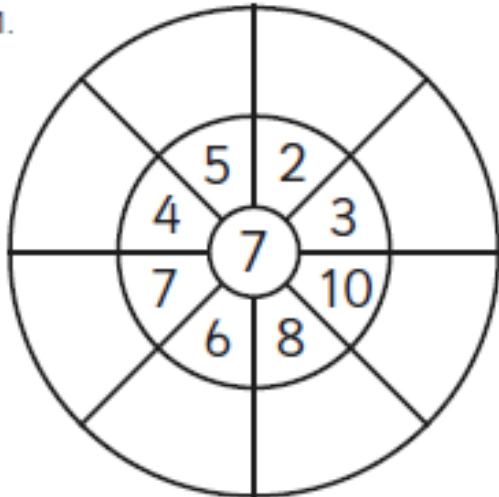

Now to make the star shape...

And, there you have it. The cutest, most adorable little paper star you ever did see. And, it's not just a paper star... it's a child's wish folded into a beautiful star!
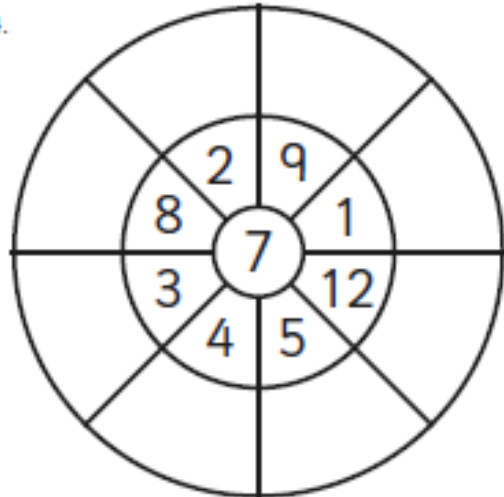

A wishing star!
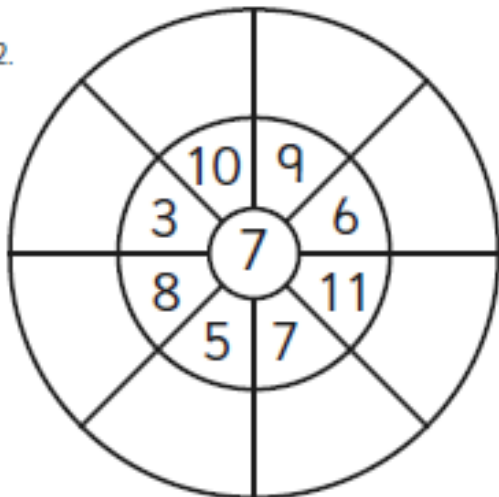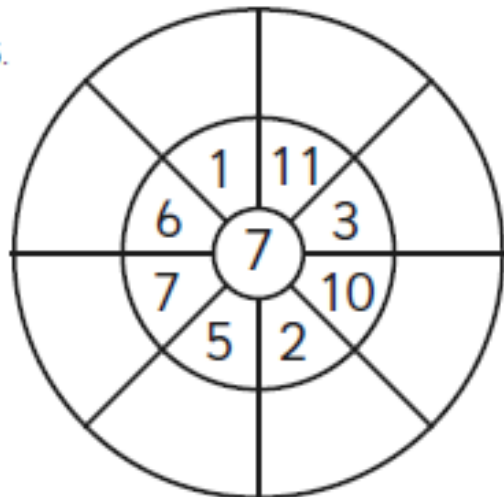
7 Times Table Multiplication Wheels

1.

```
5   2
4       3
  7
7       10
  6   8
```

4.

```
  2   9
8       1
    7
3       12
  4   5
```

2.

```
10   9
3       6
    7
8       11
  5   7
```

5.

```
  1   11
6       3
    7
7       10
  5   2
```

3.

```
  1   8
3       7
    7
5       12
  9   2
```

6.

```
  5   4
1       7
    7
8       11
  6   9
```
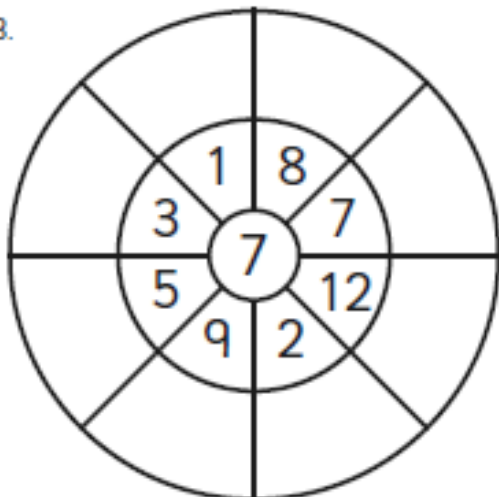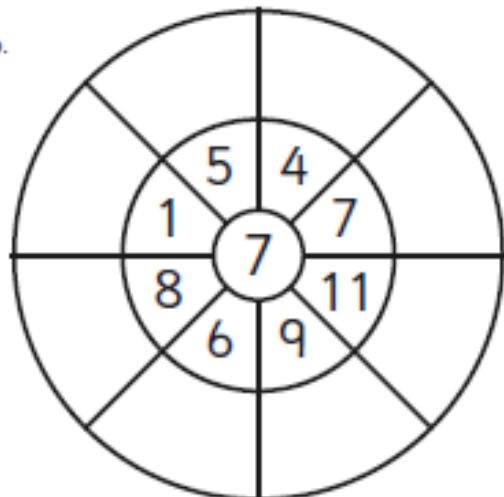
Probability Using Fractions

Probability = $\dfrac{\text{number of times desired outcome can occur}}{\text{total number of possible outcomes}}$

- **Example 1: Rolling a number 2 using a 6-sided dice**
  Probability = $\dfrac{1}{6}$

- **Example 2: Flipping a 'tails' on a coin**
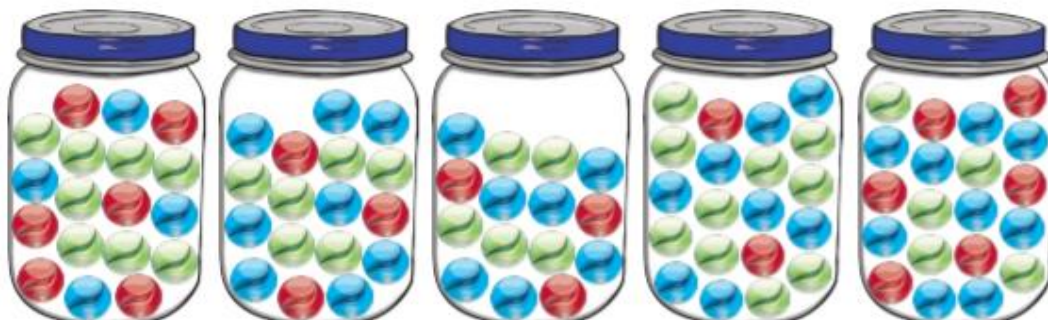 Probability = $\dfrac{1}{2}$

Level 1:

Match the marble jar to the probability fractions.

Choosing a red marble	Choosing a blue marble	Choosing a red marble	Choosing a green marble	Choosing a green marble
$\dfrac{5}{12}$	$\dfrac{8}{12}$	$\dfrac{2}{12}$	$\dfrac{4}{12}$	$\dfrac{6}{12}$

Match the marble jar to the probability fractions.

Choosing a blue marble	Choosing a red marble	Choosing a green marble	Choosing a green marble	Choosing a red marble
$\dfrac{7}{15}$	$\dfrac{6}{18}$	$\dfrac{1}{2}$	$\dfrac{1}{4}$	$\dfrac{3}{17}$

Level 2:

Match the marble jar to the probability fractions.

Choosing a yellow marble	Choosing a blue marble	Choosing a red marble	Choosing a red marble	Choosing a blue or yellow marble
$\frac{5}{25}$	$\frac{1}{3}$	$\frac{5}{25}$	$\frac{4}{30}$	$\frac{1}{2}$

Write the probability for each marble jar pick in fraction format.

Example: Picking red = $\frac{1}{4}$

Picking a blue marble	Picking a red marble	Picking a green marble
Probability = _____	Probability = _____	Probability = _____
Picking a red marble	Picking a blue marble	Picking a red marble
Probability = _____	Probability = _____	Probability = _____
Picking a green marble	Picking a blue marble	Picking a green marble
Probability = _____	Probability = _____	Probability = _____

Probability

The unusual die pictured at the right has 20 sides, numbered 1 through 20.

1. If you roll the die, what is the probability of rolling an odd number? _____

2. If you roll the die, what is the probability of rolling the a number greater than 9? _____

3. If you roll the die, what is the probability of rolling the a number less than 4? _____

There are 52 cards in the deck of playing cards pictures at the right. There are no jokers in the deck.

4. If you shuffle the deck of cards, and choose one at random, what is the probability that you will choose the queen of hearts? _____

5. If you shuffle the deck of cards, and choose one at random, what is the probability that you will choose a club? _____

6. If you shuffle the deck of cards, and choose one at random, what is the probability that you will choose a jack? _____

7. If you shuffle the deck of cards, and choose one at random, what is the probability that you will choose a black card? _____

Chance: Zoom Lesson 11:30am till 12pm

Success Criteria

I can identify events where the chance of one event occurring will not be affected by the occurrence of the other

***

Independent Events vs Dependent Events

When one event **does not** affect the probability of another.

When one event **does** affect the probability of another.

Flipping a Coin:

A coin flip lands on heads.

Event 1

A bag of marbles has eight pink and two green.

This event will not affect the result of the next flip.

The probability of heads or tails will always be $\frac{1}{2}$.

The probability of selecting a green is $\frac{2}{10}$.

I select a marble and take out a pink.
I don't put it back.

Brainstorm:
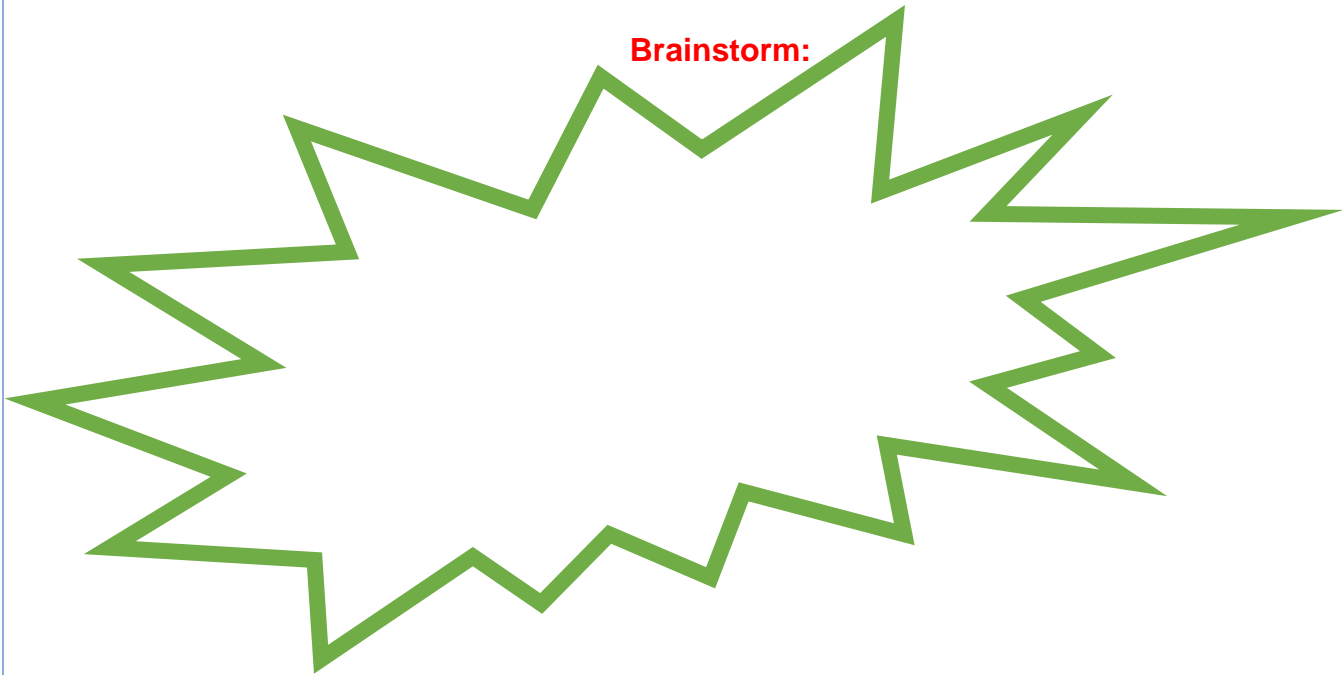
Game 1: Card Suits

I pick _____

1	2	3	4	5	6	7	8	9	10

Score:	
Did you win?	
Was it fair? Why?	

Game 2: Pig

R1	R2	R3	R4	R5	R6

My Score:

R1	R2	R3	R4	R5	R6

My Score:

Was this game fair? Why?

What's in the bag
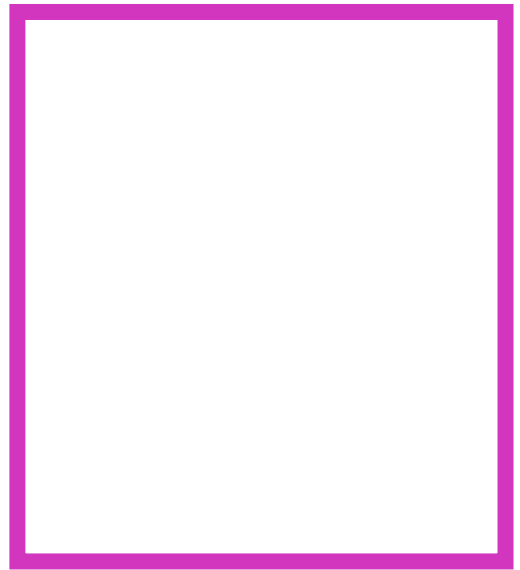
My Predictions

1	2	3	4	5	6	7	8	9	10

My Score: _____

Did it gradually get easier each round? Why?

TUESDAY – Art

Collage

Look at the papers, especially the weekend papers to find a large image of a face.
Cut the face out. You can leave all or some of the hair or completely cut out the hair as I have done.

Now have a look at different hats. Hats and head coverings don't sit on top of the head but take up space on the head and mould onto the head, this is a tip that most people confuse. This is also why it is good to cut out the hair or most of it.
Google hats or headwear to see what type of headwear your image will have.
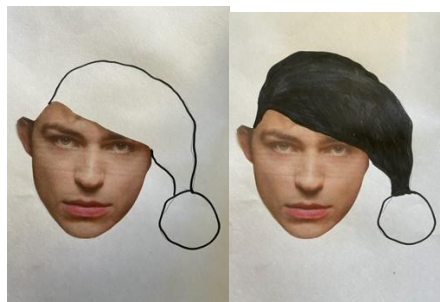
Here are examples of some other images I have painted.

WEDNESDAY - English

Spelling

ACCURATE

- Practise your spelling words and use a coloured pencil to show the focus sounds for this week.

    For example: st**ir**, w**er**e, w**or**d, h**ear**d, ch**ur**ch

    Remember to look, say, cover, write, check and correct each word.

Look   **Say**   **Cover**   **Write**   **Check**

My Words	Practise

- **Optional:** Choose **one** activity to complete in the space below

Illustrations Expert Draw a picture to match the meaning of each of your words.	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can.
Fancy Fonts Write your spelling words using fancy letters. *apple* **keep** *arrive*	**Spelling Addition** Vowels are worth 10 and consonants are worth 5. Write your words and then add the value of each letter in the word. E.g. cat 5+10+5 = 20

- Optional: Write clues for your spelling words for a family member or friend to guess
  For example: this word means the opposite of leave (arrive)

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- Complete one of the **Epic Editing** worksheets. Choose either Sheet A or Sheet B

Epic Editing – Worksheet

Name: _____   Date: _____

Text 1 – The Beach

Find the mistakes in this text. You will need to:

- find and fix 3 spelling mistakes
- add 4 capital letters
- add 2 full stops and 1 exclamation mark.

tess wondered what they would do at the beach today They culd make sandcastles and swim. maybe thay could play beach cricket with ryan and his family. Ryan was camping nearby he allways knew how to have fun

Write the text correctly on the lines below.

_____

_____

_____

_____

_____

_____

_____

_____

EDITING

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Epic Editing – Worksheet

Name: _____   Date: _____

Text 2 – Sea Jellies

Correct the text using editing marks. There are 15 errors to find.

what animals have no blood, brian, backbone, eyes, arms or legs, and dont even breathe. Sea jellies

Sea jellys are invertebrates, which means they lack a backbone. There skin is so thin that oxygen passes to it from the water, so they don't need to breathe or have blood or nerves. They're bodys may be clear, orange, red, pink or blue some species are tiny and near invisible, but others grow huge. The tentacles on a lion's main sea jelly can grew up to 27 metres – thats longer than a bus

Editing Marks

Capital letter	≡
End punctuation	◯ ! ?
Insert a word	⋏
Change to lower case	/ l.c.
Take something out	℉
Check spelling	SP ◯
New paragraph	¶

Write the text correctly on the lines below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

EDITING

teachstarter

Writing

Success Criteria

- I can create an animal artwork using fruit and/or veggies
- I can create a fact file or information report about an animal

A fact file is a collection of factual (real/true) information about a particular topic.
This term, you have written a fact file about a country and an Olympian.

Your task:

- Create an animal artwork using fruit and veggies that you have at home. Make sure you ask a parent/carer to help you/ supervise whilst you are creating your masterpiece.
- Then, using the animal you created, **choose to complete the activity on Sheet A or Sheet B.**

Upload your animal masterpiece and activity onto Seesaw for feedback! You will have until Friday morning to do this
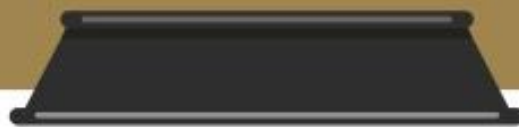
Sheet A: Animal Fact File
Create a fact file on your animal. Include specific detail about your animal's appearance, diet, habitat and any interesting facts. Please put any information you research into your own words.

Sheet B: Animal Information Report
Write an information report on your chosen animal. When writing your information report, include detail about the animal's appearance, diet, habitat and any other factual information that would be interesting. Use the Informative Text Scaffold to help you with your writing.

Begin with an introduction that tells the reader what you are going to be writing about. Think about using the above headings in blue as your topics for your three paragraphs. Focus on 1 topic for each paragraph. Finish your writing with a conclusion which reminds the reader of the important parts of your writing.

ANIMAL FACT FILE

Animal Name:

Appearance:

Habitat:

Diet:

Interesting Facts:

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Name _____   **Date** _____

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

_____

_____

_____

_____

Paragraph 1 (Describe one detail about the subject of the text).

_____

_____

_____

_____

_____

_____

_____

Paragraph 2 (Describe one detail about the subject of the text).

_____

_____

_____

_____

_____

_____

_____

Name _____ **Date** _____

Paragraph 3 (Describe one detail about the subject of the text).

_____

_____

_____

_____

_____

_____

_____

Conclusion (This is a concluding statement about the subject of the text).
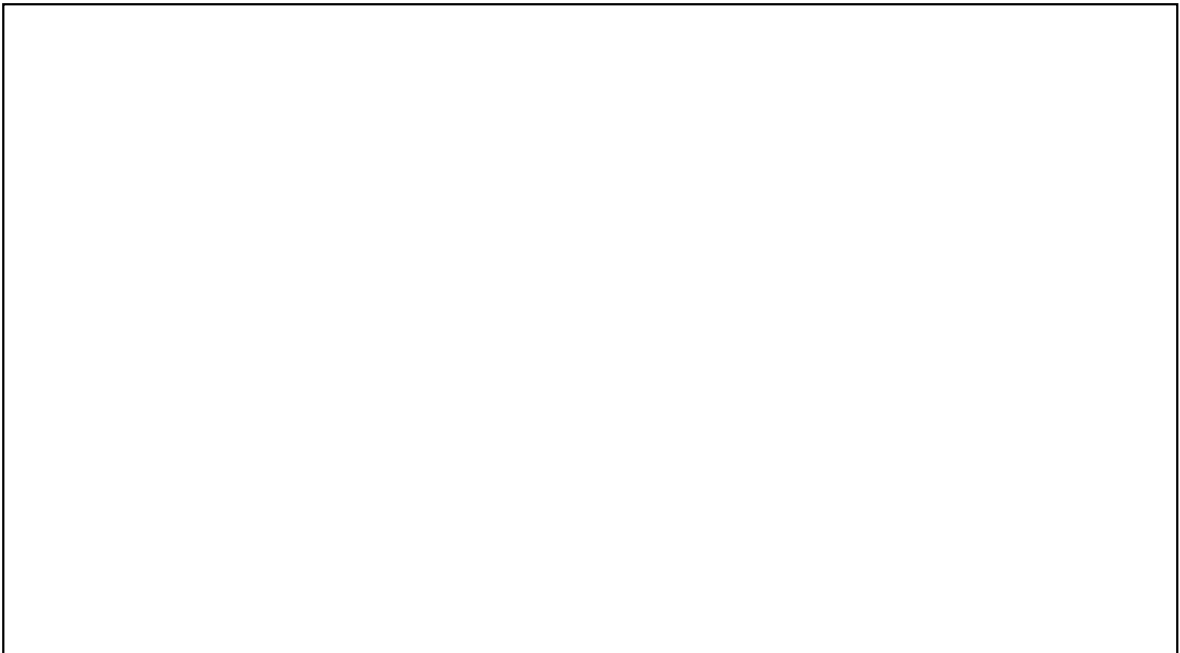
_____

_____

_____

_____

Illustration

7 Times Table Space Race

Multiply the numbers on the track.
Write them down as you go around.
Use a timer to see how long it takes you to finish the race!

×7

START

11 | 4 | 12 | 5 | 9 | 6 | 8

3 | 7 | 12 | 10

3 | 8

2

6 | 9 | 11 | 4 | 1 | 7 | 5
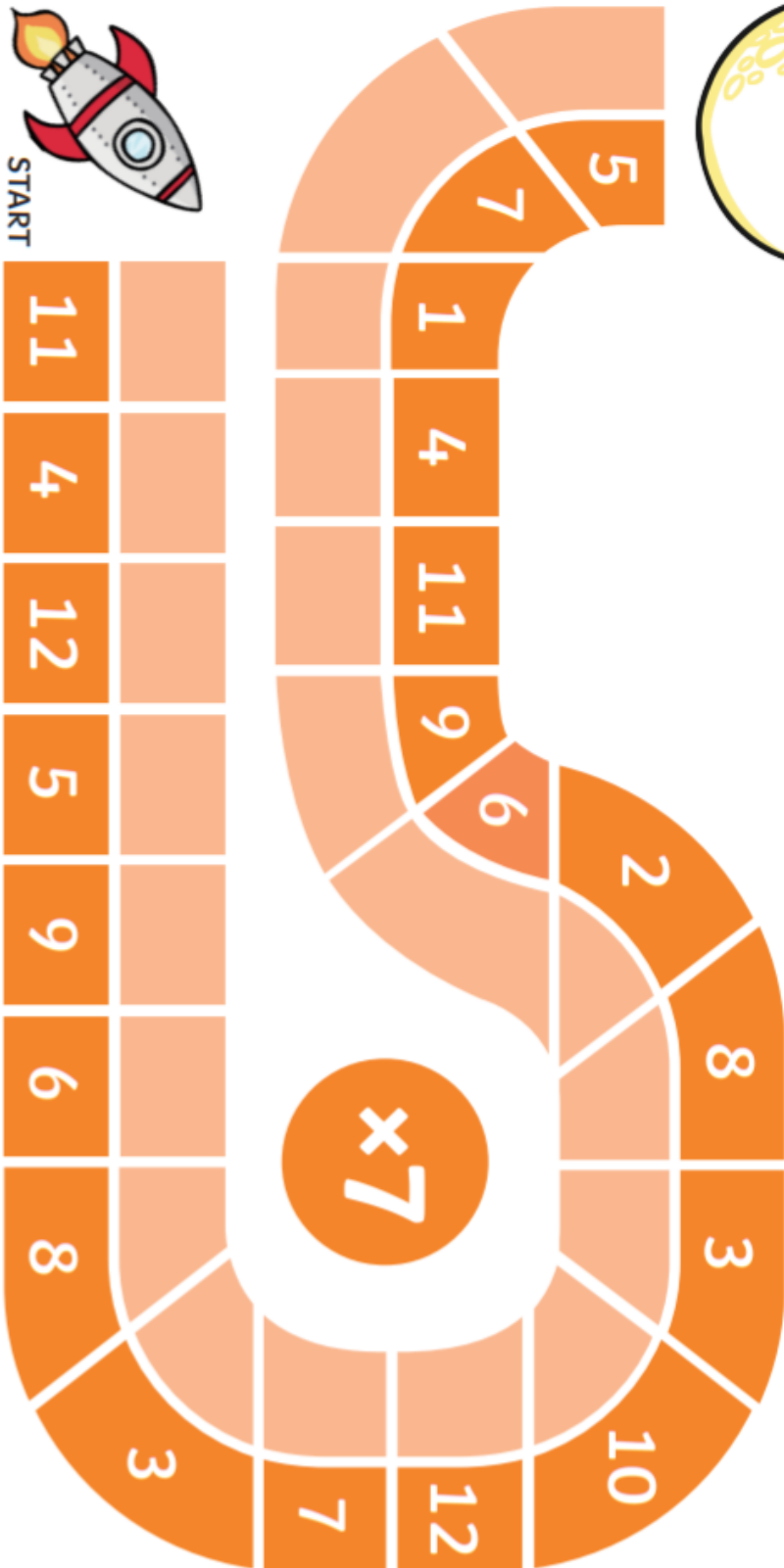
Revision: Probability

Choose one level to complete

Level 1:

Probability: Letter Tiles

The letters tiles pictured to the right are placed in a bag. Without looking, Zachary draws them from the bag one at a time. Each time he draws one, he writes down the letter and places it back in the bag.

A H T E A

W C A U E

T S E A C
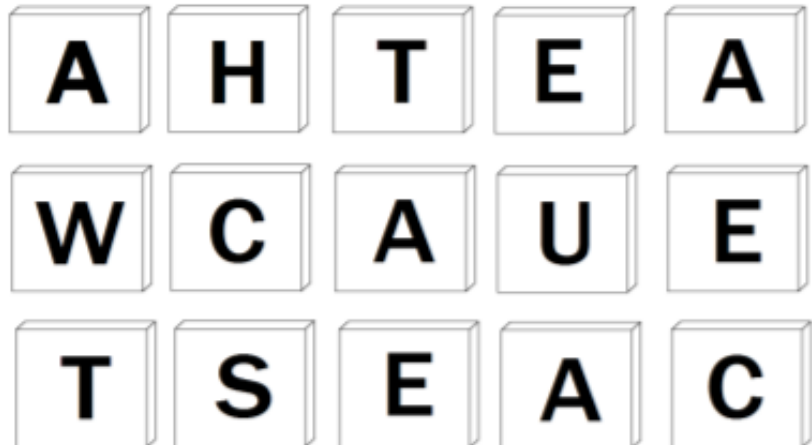
1. What is the probability that Zack will draw the letter T from the bag? _____

2. What is the probability that Zack will draw the letter A from the bag? _____

3. What is the probability that Zack will draw a vowel from the bag? _____

4. Is Zack more likely to draw a vowel or a consonant from the bag? _____

5. What is the probability of Zack drawing one of the letters found in the word cat? _____

6. What is the probability of Zack drawing one of the letters found in the word seat? _____

7. What is the probability of Zack drawing one of the letters found in the word cheat? _____

8. What is the probability of Zack drawing a letter that **is not** found in the word sauce? _____

Probability Quiz

Answer the questions below regarding each probability question.

1. In the word "BANANA", what is the letter that would most likely be picked at random?

   _____

2. A box contains 9 red marbles, 12 blue marbles, 13 green marbles and 6 white marbles. What is the probability of taking out a red marble?

   _____

3. If you chose a number at random below, what is the probability of picking an even number?

   3, 12, 15, 9, 5, 14, 21, 17

   _____

4. What is the probability of picking an odd number from the list of numbers below?

   46, 44, 8, 22, 14, 12, 3, 7

   _____

5. What is the probability of choosing the letter "O" in SCHOOL?

   _____

6. There are 11 oranges, 6 apples, 9 bananas, and 13 peaches on the table. What is the probability of picking an orange?

   _____

Probability Models

A **probability model** can help you represent a chance event and all of its possible outcomes.

To create a probability model, first identify all possible outcomes. This is called the **sample space**. The sample space for this spinner includes green, blue, red, and yellow. So, there are 4 possible outcomes.

Then, find the **probability** of each outcome. The four regions of the spinner are the same size, so each color has an equal chance.

Probability Model	
What is the sample space?	What is the probability of each outcome in the sample space?
S = {green, blue, red, yellow}	$P(\text{green}) = \frac{1}{4}$ $P(\text{red}) = \frac{1}{4}$ $P(\text{blue}) = \frac{1}{4}$ $P(\text{yellow}) = \frac{1}{4}$

You can use probability models to make **predictions**. If you spin the spinner 100 times, how many times would you expect it to land on yellow?

$$\frac{x}{100} = \frac{1}{4}$$

Since $P(\text{yellow}) = \frac{1}{4}$, you would expect $\frac{1}{4}$ of the spins to land on yellow. Set up a proportion showing that the ratio of yellow spins to total spins equals $\frac{1}{4}$.

$$\frac{x}{100} \cdot 100 = \frac{1}{4} \cdot 100$$

Multiply both sides by 100.

$$x = 25$$

Simplify. So, you can predict that the spinner will land on yellow about **25** times out of 100 spins.

Try it! Create a probability model for the event. Then use your model to make a prediction.

1. Alondra is choosing a card from this three-card set.

What is the sample space?	What is the probability of each outcome in the sample space?

If Alondra chooses a card and replaces it 36 times, what is the best prediction for the number of times she will draw a 2? _____ times

Probability Models

Keep going! Create a probability model for each event. Then use your models to make predictions.

2. Harvey is flipping a coin.

What is the sample space?	What is the probability of each outcome in the sample space?

If Harvey flips the coin 36 times, what is the best prediction for
the number of times the coin will land on tails?   _____ times

3. Lina is rolling a six-sided die.

What is the sample space?	What is the probability of each outcome in the sample space?

If Lina rolls 24 times, what is the best prediction for the number
of times she will roll a 5?   _____ times

4. In this lucky winner spinner, the player wins a giant stuffed animal if the spinner lands on black.

What is the sample space?	What is the probability of each outcome in the sample space?

If 35 players each spin once, what is the best prediction for
the number of players who do **not** win a stuffed animal?   _____ players

You got it! Make predictions. Use your understanding of probability models to help!

5. If you roll a twelve-sided die 24 times, what is the best prediction for the number of times you will roll an 8?

6. You select a tile from the bag without looking and then put it back. If you repeat this process 48 times, what is the best prediction for the number of times you will select a tile that is **not** H?

WEDNESDAY – Wellbeing Time

Use this time to focus on your wellbeing.

Choose an activity from the ideas below or think of something that you enjoy doing.

Try to choose an activity that is away from the screen to give your eyes a rest.

11 Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?

12 Can you create a story bag? Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 List making! Write a list of things that make you happy, things you're grateful for or things you are good at.

14 Design and make an obstacle course at home or in the garden. How fast can you complete it?

15 Can you invent something new? Perhaps a gadget or something to help people? Draw a picture or write a description.

11 Quick draw! Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.

12 Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and **BALLOON.** Now think of your own words and write some more!

13 How many different words can you make from the letters in this sentence?

Keeping my brain busy is fun

14 Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.

15 Guess the character! Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.

11 Start a food journal. Write down your favourite meals, ingredients and recipes. Are you eating healthily enough?

12 Imagine you need to make a cake for a special event. It needs to have 5 layers of different flavours. Design and label how it would look.

13 Word search fun! Create your own word search using words on the topic of food or cooking, then ask someone to complete it.

14 Imagine you discovered a new type of fruit! What would you call it? What would it look like and taste like? Write a description.

15 If you had your own restaurant, what would it be like? Would it have a theme? Make a model of it using things you find around the house.

CONNECT

BE ACTIVE

TAKE NOTICE

GIVE

KEEP LEARNING

Spreading Kindness and Appreciation

Choose Your Own Adventure Grid

Create a rainbow of kindness. Complete activities from the grid below to add to your rainbow of kindness on the next page.

While you are on your walk, collect three pieces of rubbish.	Help make a meal at home.	Find something you don't play with often and see if you can find a new use for it.
Clean your room without being asked.	Make a thank you card for a family member.	Plant something in your garden.
Offer to do a job around the house.	Read to someone or a pet.	Design a 'Be Kind' tattoo or sticker.
Make a list of kindness synonyms.	Make a kindness collage.	Share an encouraging song with others.
Describe something kind you have done this week.	Make a joke book and share the jokes with others.	Make a healthy fruit salad and share it with your family.
What is kindness? Write or draw pictures to show what kindness means.	Use chalk to write a kindness message on your driveway.	Make a list of 10 random acts of kindness anyone could do.
Create a poster with a kindness quote, symbol or image.	Draw a picture and write a letter to someone in a nursing home to brighten their day.	Write a play with a kindness theme, message or moral.
Spend at least thirty minutes doing something you enjoy doing.	Write a letter to an essential services person detailing your appreciation for their efforts.	Create an advertisement for kindness. It could be a poster or TV advertisement.
Write an acrostic poem using the letters of the word kindness.	List five ways kindness is like chocolate.	Compose a song about kindness.
Think about someone you know who is kind. What makes them kind? Draw and write about them.	Draw, paint or create something special and give it to someone to show your appreciation of them.	Make a card using words of encouragement and kindness to show your appreciation of someone who deserves it.
Research examples of people who have demonstrated kindness to make our world a better place. Write an information report about them.	Find a book or movie with a kindness theme and write a review of it.	Make a Venn diagram to compare the similarities and differences between the meaning of the words 'kindness' and 'appreciation'.

TURRAMURRA NORTH PS · 1914 · LOYALTY

Spreading Kindness and Appreciation
Choose Your Own Adventure Grid

Random Acts of

KINDNESS

Write your acts of kindness into the rainbow.

Spelling

- Practise your spelling words and write them 5 times in different colours.

  Remember to look, say, cover, write, check and correct each word.

literacy

Look   Say   Cover   Write   ✓ Check

- **Optional:** Choose **one** activity to complete in the space below

My Words	Practise

Spelling Fitness Practise your spelling words whilst completing some physical activity e.g. bouncing a ball, hula hooping, skipping.	**Working Out Words** Group your spelling words into noun, adjectives, verbs, adverbs.
Rap Your Words Create a rap or song which includes as many words as possible.	**Spelling Addition** Write a silly story using as many spelling words as you can.

- Optional: In preparation for tomorrow's spelling test, ask a family member to test you.

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Grammar** → We are learning about <u>noun groups</u>! Complete these two activities

---

Packing in Meaning with Noun Groups – Worksheet

Name: _____   Date: _____

Packing in Meaning with Noun Groups

A noun group is a group of words built around a noun (head word). A noun group gives us more information about a person, place, thing or idea. Using noun groups helps us to communicate a lot of information quickly.

Look at the example below.

There is a frog in the pond.

There is a green frog in the pond.

There is a speckled green frog in the pond.

There is a small, speckled green frog in the pond.

1. Use adjectives (descriptors) to create a noun group by filling in the blanks in the sentences below.

The truck is on the road.

The red truck is on the road.

The _____ red truck is on the road.

The _____, _____ red truck is on the road.

2. Expand the noun (head word) in these phrases to create a noun group.

a) the _____, _____, _____ car

b) the _____, _____, _____ dog

   c) the _____ , _____ , _____ girl

   d) a _____ , _____ , _____ hat

   e) a _____ , _____ , _____ giraffe

3. Choose a noun group from Question 2 and use it in a sentence.

   _____

4. Underline the noun groups in the sentences below.

   a) The bright, white full moon shone in the sky.

   b) A huge, fierce brown dog barked.

   c) Two red spotty frogs jumped onto the lily pad.

   d) The friendly, tired old man sat on the bench.

   e) A large modern brick house is being built.

5. Choose three nouns (head words) from the box below. Write three sentences that each contain a noun group with your chosen nouns as the head word.

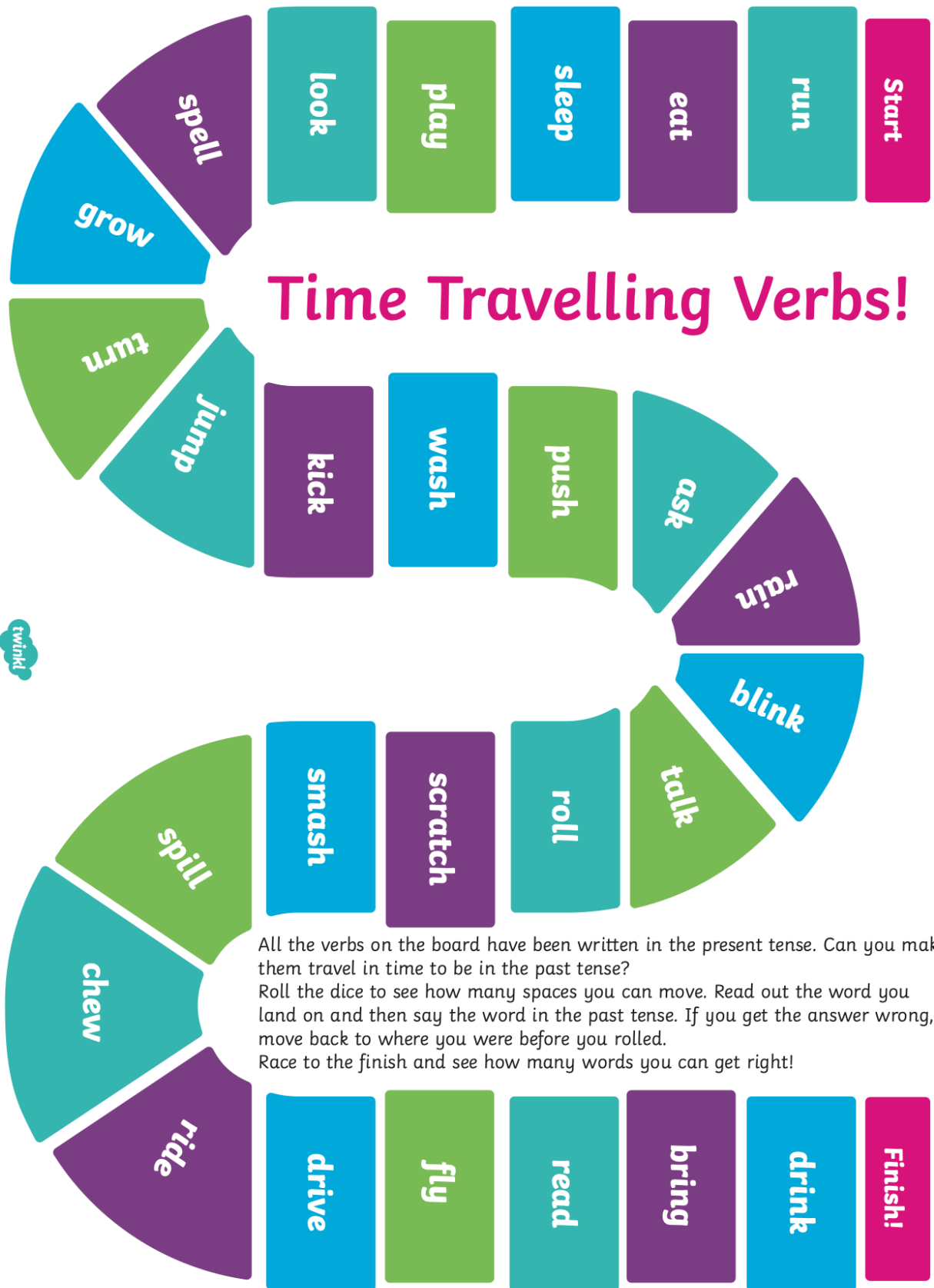| rocket	flower	teacher	town
bus	school	city	restaurant

   1. _____

   2. _____

   3. _____

Time Travelling Verbs!

Start · run · eat · sleep · play · look

spell · grow · turn · jump · kick · wash · push · ask · rain · blink · talk · roll · scratch · smash · spill · chew · ride · drive · fly · read · bring · drink · **Finish!**

All the verbs on the board have been written in the present tense. Can you make them travel in time to be in the past tense?

Roll the dice to see how many spaces you can move. Read out the word you land on and then say the word in the past tense. If you get the answer wrong, move back to where you were before you rolled.

Race to the finish and see how many words you can get right!

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Enrichment Activity: Let's go on a holiday!

You are going to plan a dream holiday for you and a friend (2 people).

First... decide on a destination. You could choose one of the places below, or research another country!

I want to go to...

Cairo, Egypt	Paris, France
Buenos Aires, Argentina	Brasilia, Brazil
Reykjavik, Iceland	Tokyo, Japan
Ankara, Turkey	Taipei, Taiwan

The country I am going to is _____

Next, go to Google Flights by scanning the QR code or following the link below.
https://www.google.com/travel/flights

1. Find out how much it will cost to fly (round-trip) from Sydney, Australia (Kingsford Smith International Airport) to your city. Your holiday will be during the school holidays (Monday 20th September, 2021 to Monday 27th September, 2021).

2. Find the cost for two plane tickets and write the total on the chart.
   Extension: Calculate the distance of your trip in kilometres, then convert the distance to metres.
   Compare the distance of your trip to other countries.

3. Then, find a hotel to stay at for 7 nights. It's your dream vacation, so pick a place that looks nice!
   You can find a hotel at https://www.tripadvisor.com.au/
   Extension: Compare two or more hotels with the hotel you have chosen. What is the difference in price?

4. On tripadvisor, click "Things to Do".
   What sounds fun to do in the city? Pick 1- 3 activities that you would love to do. (Make sure to get the cost for 2 tickets!)
   Extension: Find some restaurants to eat at for part of the trip.
   Calculate the total cost of a meal you would have.

After you have all the costs in the chart, find the total. How much is your dream vacation going to cost?

$ _____

Still itching for more?

Extension activities
- ☐ Pretend you are a travel agent. Create a brochure advertising your trip.
- ☐ Create a postcard to send from your favourite destination.
- ☐ Calculate the currency conversion between $ AUD and your chosen country.

	Cost
Plane tickets for 2 people	
Hotel for 7 nights	
Activity 1	
Activity 2	
Activity 3	
Total	

Extension:

- Distance of your trip in kilometres _____
- Distance of your trip in metres _____

Hotel	Price	Difference in price
My chosen hotel		

- Restaurant _____
- Meal _____
- Cost $_____

7's Times Tables

Solve the problems by filling in the empty boxes.

7	7	7	7
x 1	x 2	x 3	x 4
7			

7	7	7	7
x 5	x 6	x 7	x 8

7	7	7	7
x 9	x 10	x 11	x 12

PICTURE GRAPH

A picture graph must have a title, symbols, labels and key to be complete.

title → **Colours of Teachers' Cars**

green	🚗 🚗
orange	🚗 🚗 🚗
purple	🚗 🚗
lime	🚗

labels ↗   symbols ↖

🚗 = 5 cars   key ↖
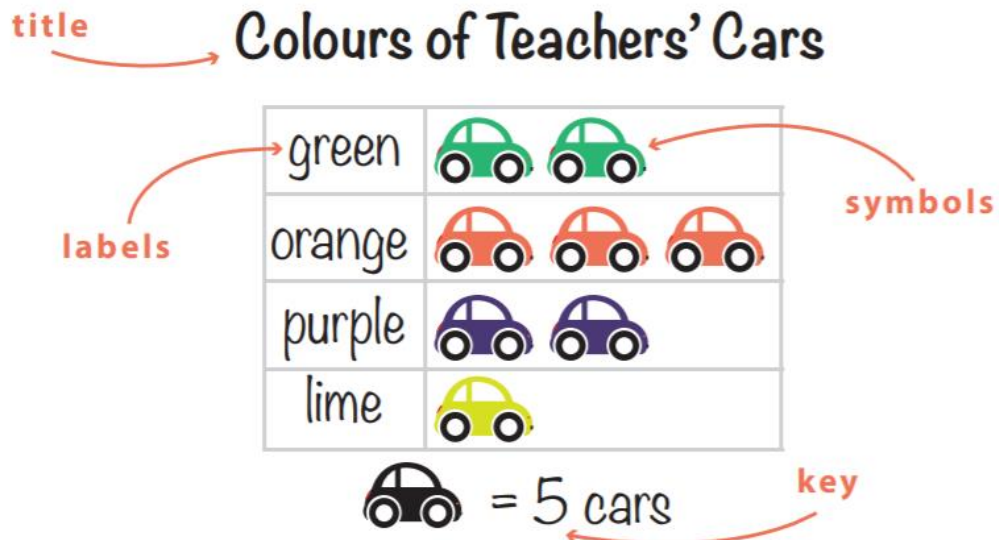
We use tally marks to collect data quickly and record it in tables before using it to create graphs to display our findings in a clear and easy to read way.

candidate	tally	total
Eva Kalina	卌 卌 ||	12
Ben Kerman	卌 卌 卌		16
Mac Fitzgerald	卌 卌 卌 卌	20

Farmers Market

Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.

Type of vegetable	Tally marks	Number
Cabbage		
Tomato		
Bell pepper		
Onion		

Use the data from the table to create a picture graph.

Title: _____   Key: _____

COLUMN GRAPH

A column graph must have a title, 2 axes,
labels and bars.

title → **Toy Sales**

y axis

bar

x axis

labels

Number of toys sold

Types of toys

40
30
20
10
0

Video games · Dolls · Toy cars · Sports balls · Teddy bears
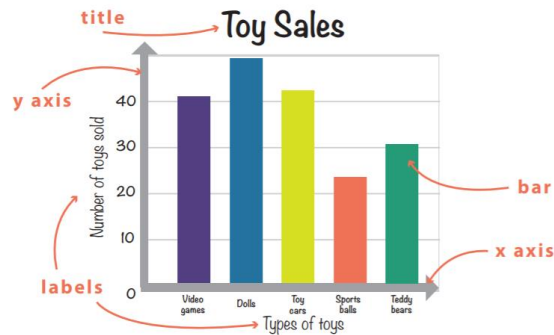
Tally the totals in the chart below and create a column graph:

	Monday	Tuesday	Wednesday	Thursday	Total
Mars	5	3	3	4	
Twix	8	2	2	5	
Galaxy	5	8	5	3	
Milky Way	5	3	2	2	
Bounty	4	2	5	0	
Lion	6	3	4	1	
Snickers	1	1	2	2	

2. Now draw a bar chart to show these results.
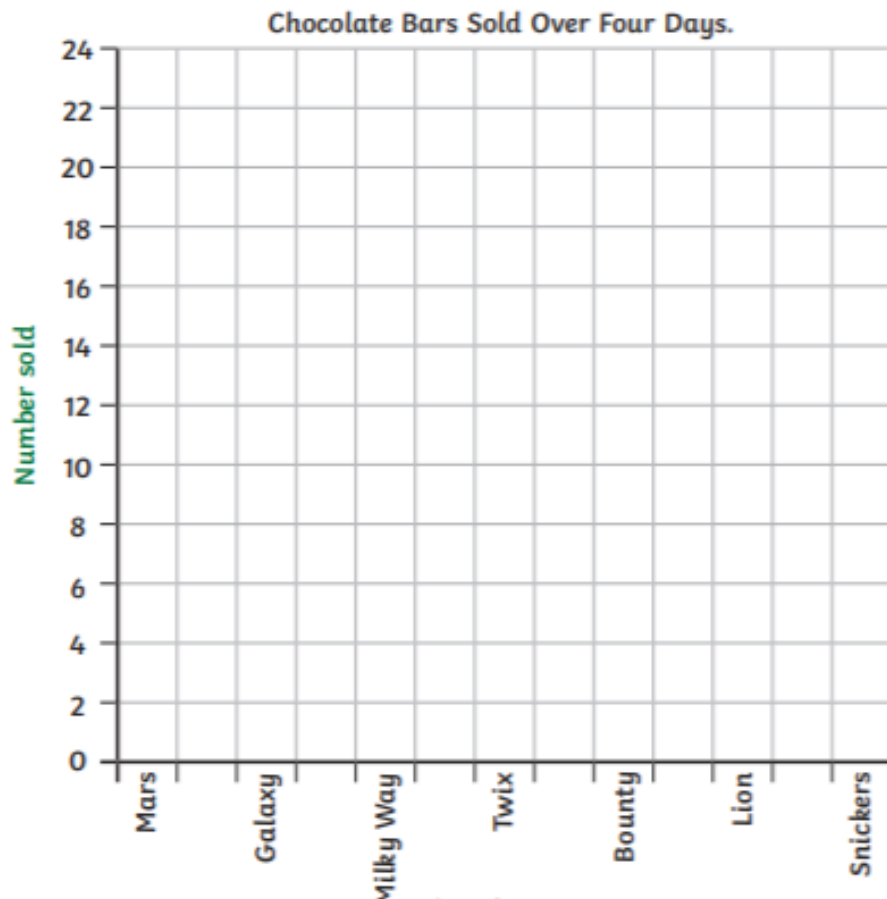
Chocolate Bars Sold Over Four Days.

Number sold

24
22
20
18
16
14
12
10
8
6
4
2
0

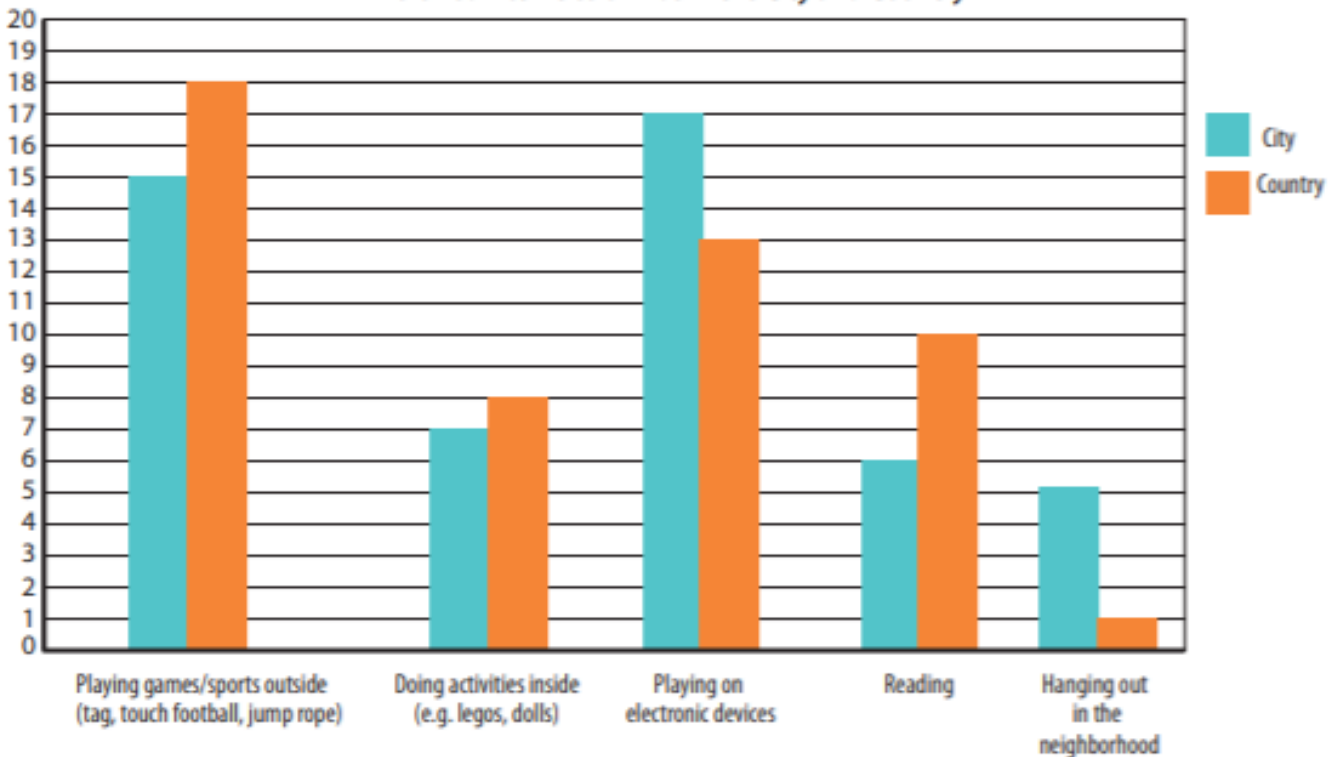Mars · Galaxy · Milky Way · Twix · Bounty · Lion · Snickers

Interpreting Double Bar Graphs

Use the bar graph to answer the questions.

Preferred Activities of Kids in the City and Country

1. How many students, in total, participated in the survey? _____

2. What is the most popular after school activity for city kids? _____

   For country kids? _____

3. How many more total kids favor playing on electronic devices over reading? _____

4. In the graph, each horizontal line makes the bar taller by one vote. If each line represented 10 students'
   votes, how would that change the graph? _____

5. If you were going to do a follow-up survey, what question might you ask to get more information about
   favorite after school activties?_____

6. Write two conclusions you can make from this graph.

   a._____

   b._____

Success Criteria:

I can represent multiple sets of data over a period.

LINE GRAPH

A line graph must have a title, 2 axes, labels, points and a line.
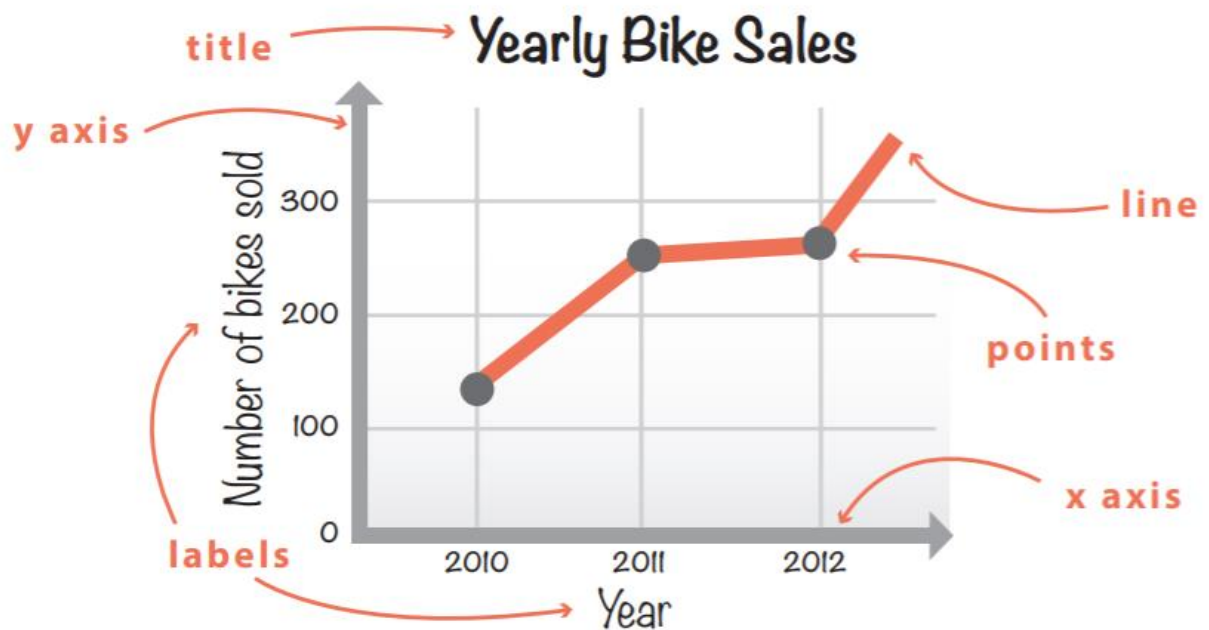
Team	2014	2015	2016	2017	2018	2019	2020	2021

Title: _____
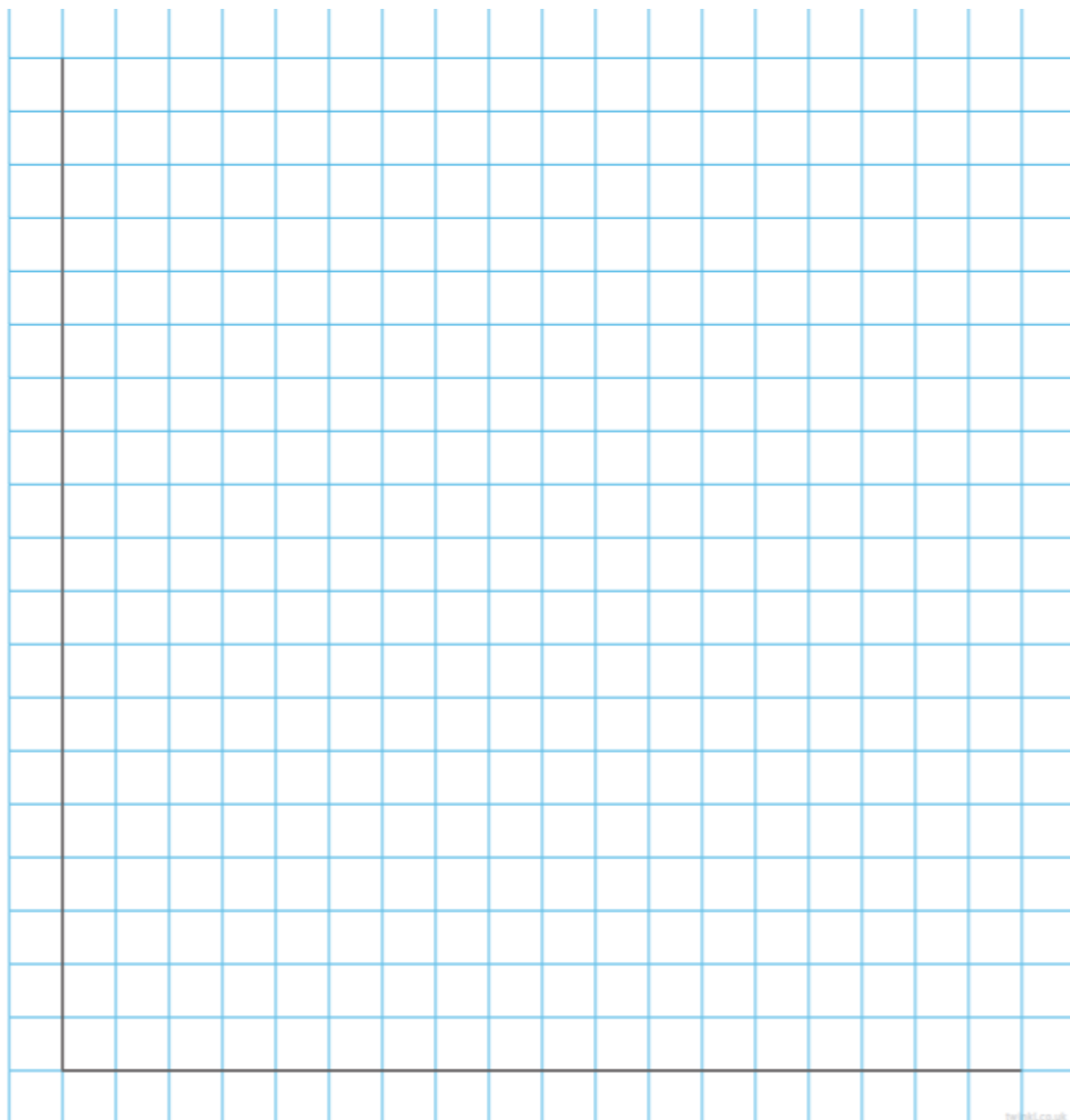
Well done Stage 2 you have finished the "All Systems Go" Unit. Now its time to test your knowledge. Answer the questions below:

Activity 1 – Quiz

1. What do our bodies need to stay healthy? Circle the correct answers.
   - Fizzy drinks
   - Sleep
   - Oxygen
   - Physical activity
   - Nutrients
   - Caffeine
   - water
   - unhealthy food

2. What are the benefits of eating healthy food?

   _____

   _____

   _____

3. The Australian Guide to healthy eating lists 5 Food Groups. Write these down below.

   _____

   _____

   _____

4. The role of the Circulatory system is to pump blood around the body? Circle the correct answer.

   True   or   False

5. What are muscles attached to?

   _____

6. Match the 5 senses of the body to their organs. Draw a line connecting these together.

Taste	eyes
Smell	nose
Hearing	ears
Touch	skin
Sight	mouth

7. We breathe in Oxygen and we breathe out Carbon Dioxide? Circle the correct answer.

   True   or   False

8. What does the CNS Stand for?
   A. Colourful New System   B. Central Nervous System   C. Cranky Nervous System

9. Name two muscles in the human body?

_____   _____

10. The Cranium is the bone that protects the brain. Another name for this bone is?
    Circle the correct answer

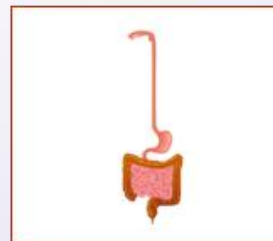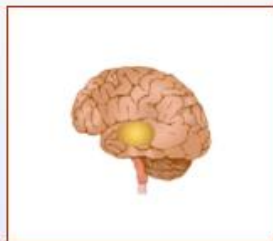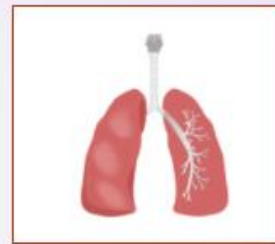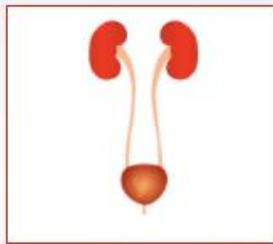   Skull   Pelvis   Phalanges

PICK THE CORRECT DIAGRAM

Which one of these represents the **respiratory system** ?

11.

12. Fill in the Passage below by using the words from the word bank.

The respiratory system supplies the _____ with _____ and removes _____. Air enters the lungs through the _____ and the _____.

WORD BANK

bronchi   carbon dioxide   trachea   blood   oxygen

13. Circle the correct answer below. What healthy living advice applies to the circulatory system?

HEALTHY LIVING ADVICE

You're almost done! What healthy living advice shown applies to the **circulatory** system?

Avoid secondhand smoke.

Go to the toilet when you need to go, don't hold on too long.

Be physically active for a total of 60 minutes throughout each day.

Always wear a helmet when riding a bike or skateboarding.

Eat a healthy diet rich in fibre and drink water with your meals.

14.

PICK THE CORRECT DIAGRAM

Which one of these represents the **nervous system**?

15. Fill in the passage below by using words from the word bank.

The nervous system _____ how we think, feel and act. The _____ is the pathway for _____ between the _____ and _____ in the body.

WORD BANK

brain   controls   messages   nerves   spinal cord

Please mark your answers

1. Sleep, Oxygen, physical activity, nutrients, water
2. Building strong bones, Protecting the heart, Preventing disease & Boosting mood
3. Grains, Fruits, Vegetables, Protein and Diary
4. True
5. Bones
6. Taste = mouth, sight = eyes, smell=nose, touch = skin, hearing = ears
7. True
8. B = Central Nervous System
9. Examples include Biceps, triceps, Quadriceps, hamstrings, abdominals, obliques, calf, glutes etc.
10. Skull
11. Third picture on first row should be circled
12. Blood, oxygen, carbon dioxide, trachea, bronchi
13. Be physically active for a total of 60mins throughout the day
14. First picture on 2nd row of the brain
15. Controls, spinal cord, messages, brain, nerves.

Activity 2 – PE Activity

Watch the video for a challenging bodyweight Tabata workout with Mrs Deck.

Make sure you have a safe space to exercise, enclosed appropriate footwear and a drink bottle.

https://youtu.be/ewMo-I9jeGc

Spelling

- Ask a family member to test you on your spelling words. Don't forget to mark your attempts and work out your score.

My Words	Mark
apear	x
keep	√
Score: _____ / _____	

- Complete the Extension Word Find-a-Word. Words are taken from the Year 3 and Year 4 Extension Lists.

Word Search

```
A R G U M E N T S A E Y U R E B E L L I O N F
Y J P S U T E P O B T Y T I N U T R O P P O I
A S Y U N O P A L A L G O Y L L A U S U H S M
C E E T I M H C U R E H N U X Y L A R T U E N
H R G P T Y E S B A B S O X R U O H T U O Y O
T U L Y E O W U L E Y I I R V S S G H V U T U
Y T A L D U A O E Y T G T S P U E A H T O I N
E C S A V N M R I R I N A U O R N L B U W N I
A A R C A G U O B E S U L T E E O I V L R U V
R F E U L S S M R T O O U P U U I H Q E E T E
L U V E U T E U E S I Y P Y Q N N U L U S R R
I N I S A E M H S E R I O L I I I M K Z E O S
N A N U B R E T C Y U E P A N O P A P L U P I
G M U M L M N M U B C L E C U N O N O X I P T
P O P A E H T V E Y U D S U E R U L I A F O Y
Z T U N I V E R S E U B R E B R E D N O Y S W
```

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

AMUSE	MANUFACTURE	REUNION	USUALLY	YONDER
AMUSEMENT	NEPHEW	SOLUBLE	VALUABLE	YOUNGISH
ARGUMENT	NEUTRAL	UNIQUE	YACHT	YOUNGSTER
CURIOSITY	OPINION	UNITED	YEARLING	YOURSELVES
EUCALYPTUS	OPPORTUNITY	UNIVERSAL	YEAST	YOUTH
FAILURE	POPULATION	UNIVERSE	YESTERYEAR	
HUMAN	REBELLION	UNIVERSITY	YIELD	
HUMOROUS	RESCUE	USABLE	YOGHURT	

Challenge

The following sets of letters are in alphabetical order. **Write** the missing letters on the first line.
Unjumble them to make a List Word on the second line.

e f __ h __ j k l m __ o p q r __ t __ v w x y z   _____ _____

c d e f __ h i j k l m __ __ p q r s t __ v w x __ z   _____ _____

b __ d e f g h __ j k l __ n o p q r __ t __ v w x y z   _____ _____

a b __ d __ f g h i j k l __ n __ __ q __ s __ __ v w x y z _____ _____

Challenge

Find as many compound words as you can in this string of words. **Use** your dictionary.
11-excellent, 9-very good, 7-good.

eggplantbackyardstickybeakyearbookcaseyellowcakeyourselfuselessviewpointless

_____

_____

_____

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Grammar** → We are learning about <u>noun groups</u>! Complete the activity below.

Nouns and Things – Worksheet

Name: _____   Date: _____

Nouns and Things

Often, the word 'thing' can make your writing dull and generic. Choosing better nouns could make your writing more specific. Below, think of three words that could match each of the following descriptions.

A mode of transport to get to school:_____

A way of getting up a tall building: _____

A type of food we like to eat:_____

An item you like to play with:_____

Utensils you can use to create art:_____

An item you could use on a body of water:_____

A way to stick two items together:_____

Something you could look after:_____

An item you could give a friend:_____

An item you could put on your body:_____

Use 10 of the words you have come up with (one from each category) and write a paragraph that includes every word.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Common Nouns – Worksheet

Name: _____   Date: _____

Common Nouns in Your House

List the common nouns that are in your house from A to Z.

A		**N**	
B		**O**	
C		**P**	
D		**Q**	
E		**R**	
F		**S**	
G		**T**	
H		**U**	
I		**V**	
J		**W**	
K		**X**	
L		**Y**	
M		**Z**	

7 Times Table Activities
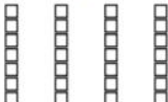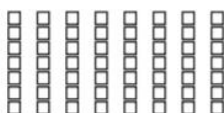
Count in 7s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) 2 x 7 = _____

b) 10 x 7 = _____

c) 5 x 7 = _____

d) 12 x 7 = _____

e) 7 x 7 = _____

f) 9 x 7 = _____

How many blocks are there?

a) _____ x _____ = _____

b) _____ x _____ = _____

c) _____ x _____ = _____

Colour by Multiplication

x7

7x5

7x5

7x4

7x4

7x2

7x2

7x8

7x9

7x6

7x3

7x7
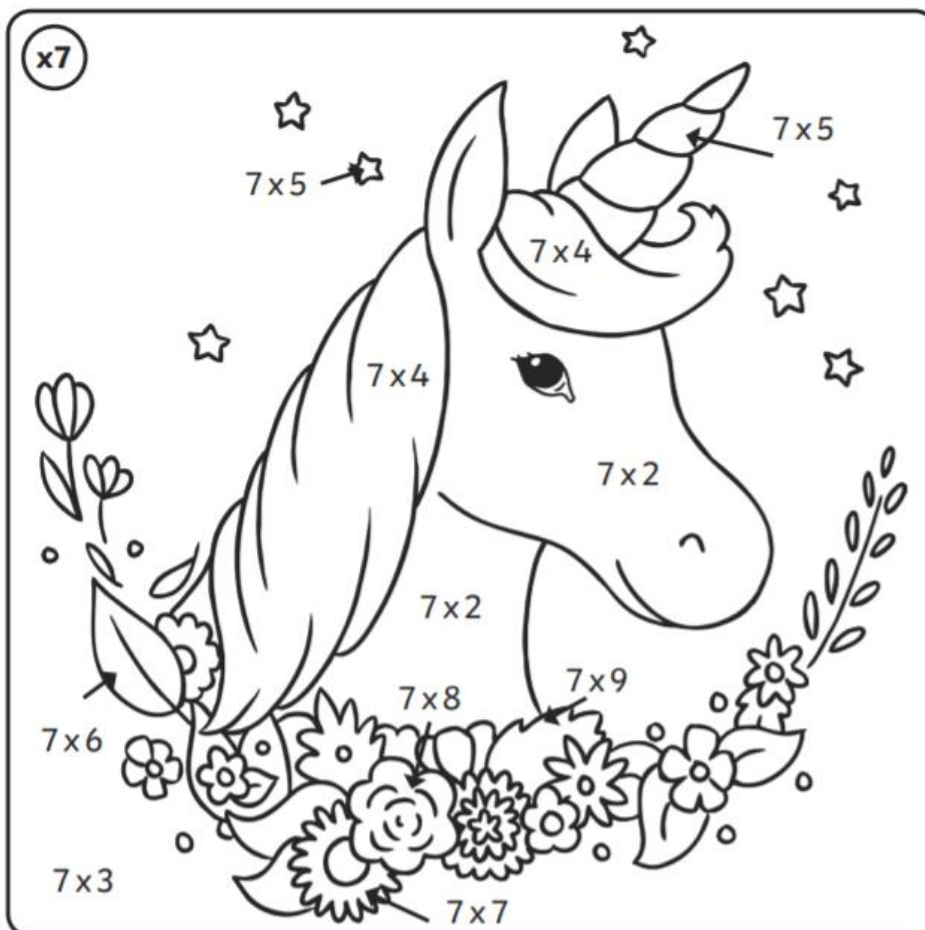
14	white
21	light orange
28	light pink
35	yellow
42	green
49	blue
56	red
63	light green

Level 1:

Code breaker

A code is a way of writing a message in secret.
The code below is very easy.
Each letter of the alphabet is replaced by a number.
Send your message in numbers and then your friend can use the de-coder to find out what it says.

THE DE-CODER

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

So, if I want to write 'hello' I would write 8 for H, 5 for E, 12 for L and 12 for L again and then 15 for O.
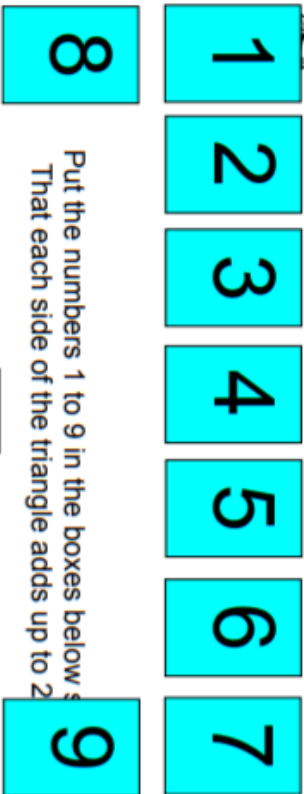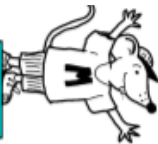My code would be 8 5 12 12 15

Now try and work out what this says.

The code:

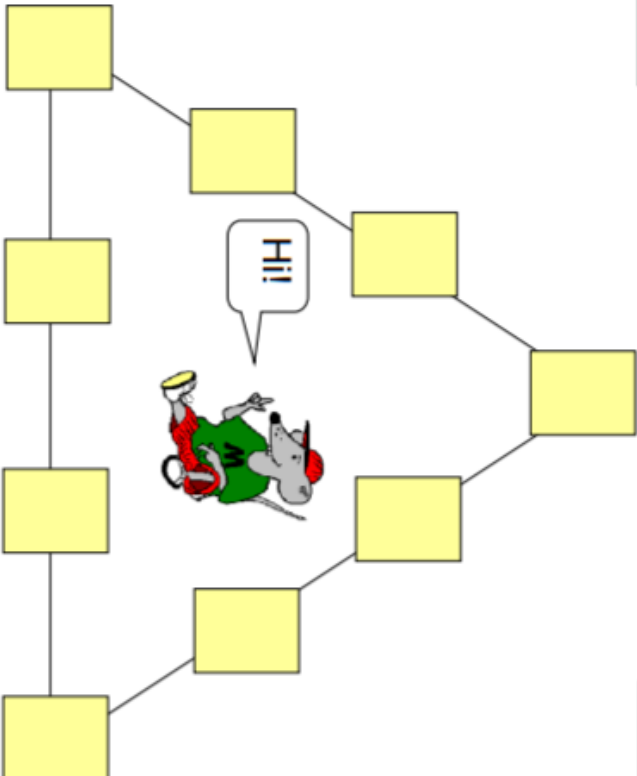| 9	1	13	1	20	8	9	12	12	9	1	14	20
1	20	13	1	20	8	19						

Level 2:

Puzzle time

Tricky twenty triangle

Put the numbers 1 to 9 in the boxes below so that each side of the triangle adds up to 2[0].

1	2	3	4	5	6	7

| 8 | | | | | | 9 |

Hi!

MathSphere
Sudoku

Fill in the puzzle so that every row across, every column down
and every 3 by 2 by box contains the numbers 1 to 6.

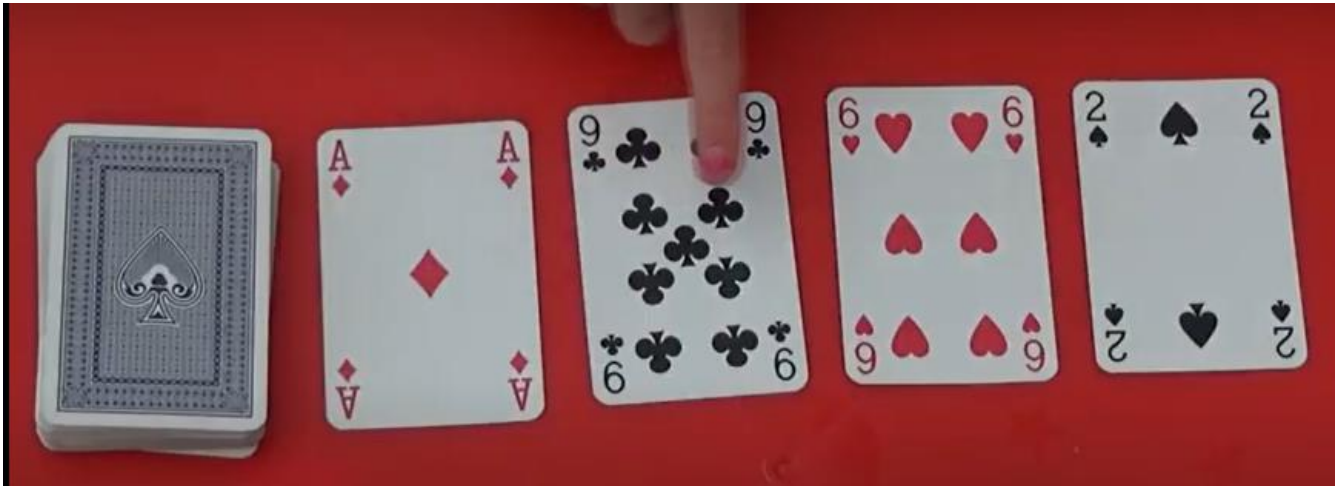Easier puzzle 20   6 by 6 Puzzle

			6		
		3		4	
3	1			2	
	4		3		
6	2			3	4
		4			

Maths Mentals – 24

House Spirit Week Challenge

It would help to have a calculator for this lesson
The task will be explained during the Zoom

Sturt
Macquarie
Phillip
Flinders

FRIDAY – FUNDAY!

Put on your favourite music and spend the afternoon completing some fun activities

You may also like to do some of these activities in the holidays!

Other ideas….

create your own scavenger hunt for someone in your family to complete

create your own code breaker

invent a new game

create an obstacle course and time yourself completing it

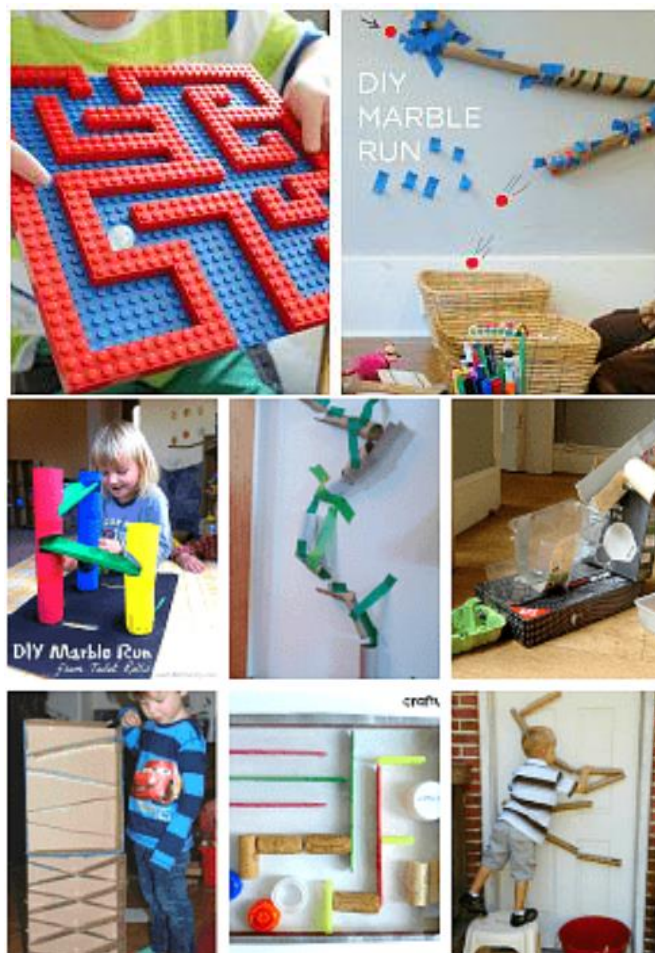help someone with a job around the house

Hands on Activities!

Nature Shadow Art

Stick Painting

Marble Run

Chalk Art

Paper People

Simon Says Drawing
How to Play:
1. Give everyone paper and pencils/crayons/markers/pens to play with.
2. One person will be "Simon" and will be responsible for giving out the directions for drawing.
3. Simon gives out directions by saying "Simon Says + direction". For example - Simon Says draw a large circle.
4. All players will draw what has been instructed.

Beware if Simon does not say Simon Says!

Minute it to win it!
Challenge your family to complete challenges in under a minute. Here are some ideas or create your own!

Balance the Die: put a paddle pop stick in your mouth and balance as many die as you can	**Shake the Box**: fill an empty tissue box with ping pong balls and tie around your waste. Shake your body and see if you can get all the balls out of the box!
Stack the Apples: stack as many apples as you can in the minute. They have to be standing without you holding onto them	**Don't Drop the Donut:** string a donut between two chairs and see who can eat the most in under a minute without your donut falling down

Lateral Thinking: Draw Pictures Without Lifting Your Pencil

Our brains often find the easiest way to do things, but this activity challenges your brain to find another way. Try to trace over the lines in each picture below, without taking your pencil off the page or re-tracing your lines.

Warm Up Activity: Get those minds warmed up!

Follow the line to the end of this pattern without lifting your pencil.

Now that you're all warmed up and thinking laterally, give these trickier patterns a go - remember, no lifting the pencil off the paper and no re-tracing lines.

1

2

3

4

1

You can find me in Mercury, Earth, Mars, Jupiter, and Saturn, but not Venus or Neptune. What am I?

2

You can hold me close to your heart without using your hands or your arms. What am I?

3

I travel the world, yet never leave the corner. What am I?

4

They say that I'm golden, but that if you so much as whisper my name, I disappear. What am I?

5

What can be seen once in a minute, twice in a moment and never in a thousand years?

6

Which word is written incorrectly in the dictionary?

Hexagon Puzzles

The number in each hexagon is the total of the two numbers below it. Fill in the missing numbers in the empty hexagons.

Puzzle 1:
- 12, 9, 15, 7

Puzzle 2:
- 7, 3, 4, 2

Puzzle 3:
- 67, 42, 28, 23, 12
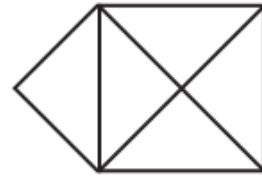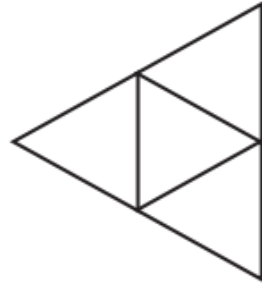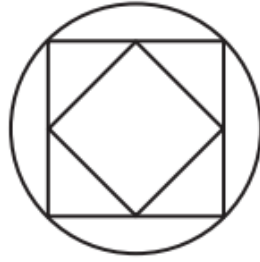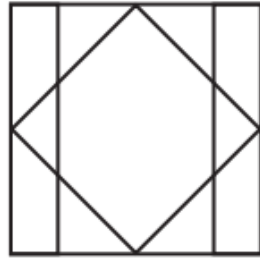
Puzzle 4:
- 23, 22, 33, 8, 19

Sudoku 4 x 4 Puzzles

Each row and column contains all the digits 1 to 4.

Grid 1:
- 4, 3
- 3, 1
- 2, 2, 1

Grid 2:
- 4, 3, 4
- 1, 1
- 1

Grid 3:
- 2, 1
- 4, 1
- 1, 3
- 4

Grid 4:
- 1, 2
- 2, 1, 1, 4
- 4, 2, 2

Grid 5:
- 2, 3
- 4, 1, 4
- 3, 1

Grid 6:
- 4, 4
- 2, 1, 3
- 4, 2
- 4, 1

Cryptic Coding
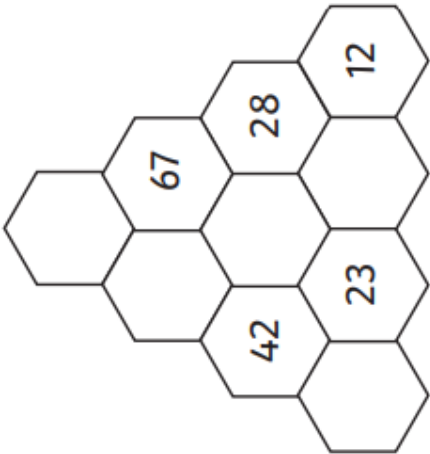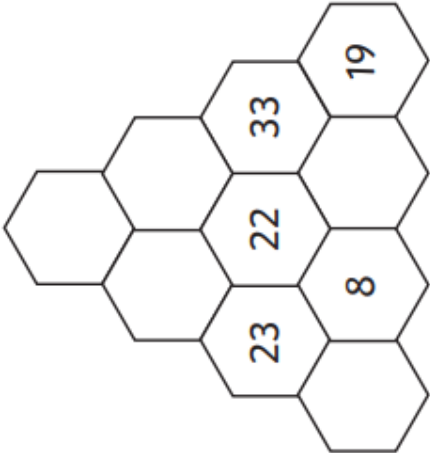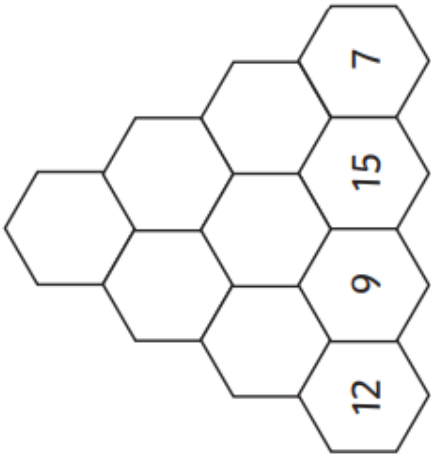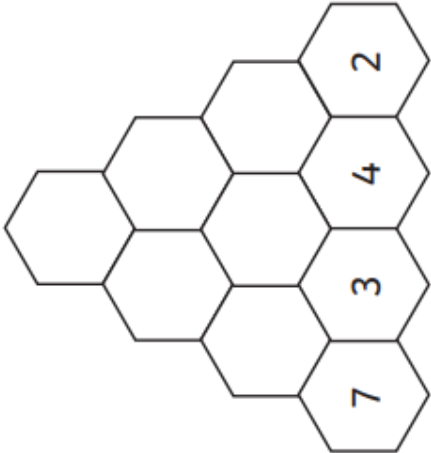
Aim: I can create a step-by-step procedure.

Colour in the grid below to create a maze. Ask a friend to write code that will allow them to escape from the maze.

↑
start here

Code
1. Forward 9
2. Turn right
3. Forward 2
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Rangoli Colour by Multiplication

Solve the multiplication calculations and colour each shape using the correct colour.

Pink	0 - 10
Orange	11 - 20
Yellow	21 - 30
Light Green	31 - 40
Purple	41 - 50
Blue	51 - 60
Dark Green	61 -70
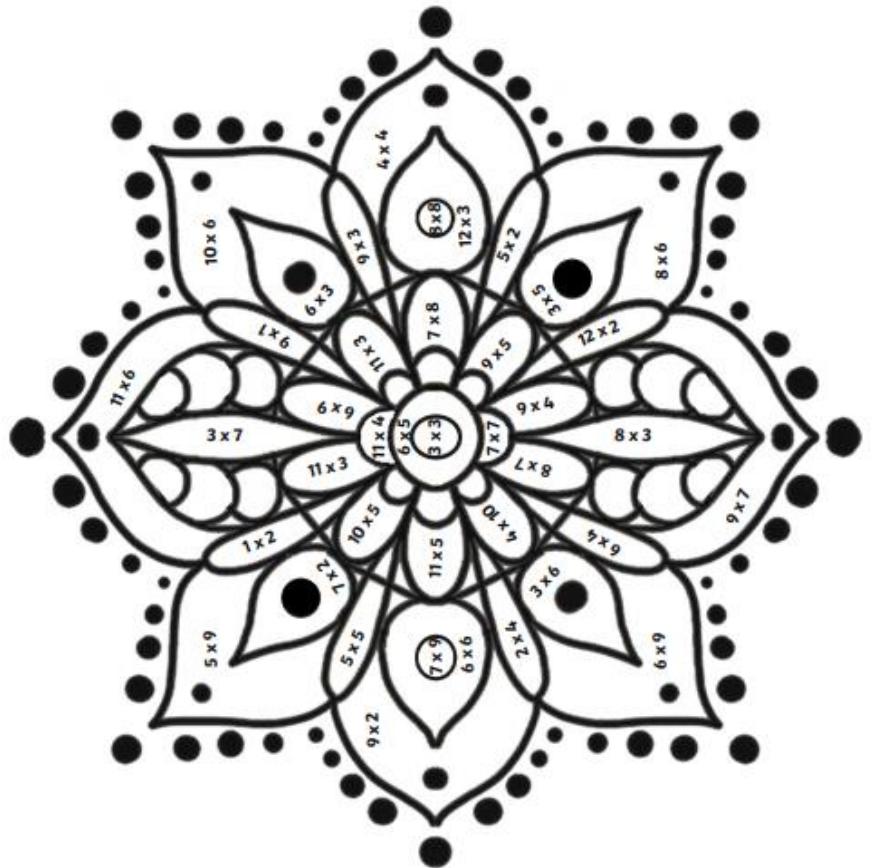
Drawing Challenge

Step by Step Guide

Drawing Characters from Ronald the Rhino

The Leopard

Step by Step Guide

Drawing Characters from Ronald the Rhino

Ronald the Rhino

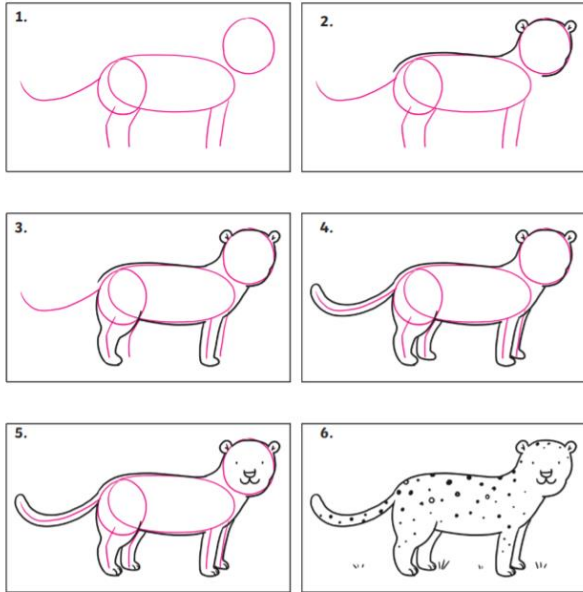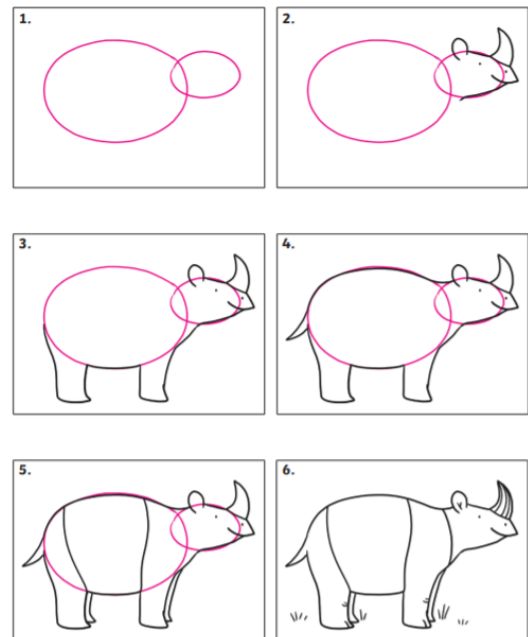**Here are some links to activities to give your brain a break and move your body!**

https://www.youtube.com/watch?v=LaB9c3kQkfU

SCAN ME

https://youtu.be/zM3GZ9RjumU

SCAN ME

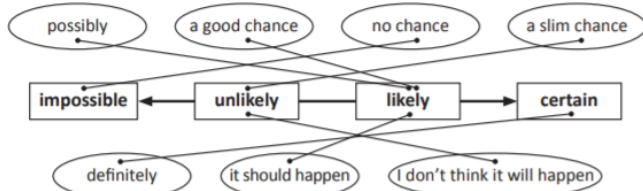https://www.youtube.com/watch?v=-uKEuikMrRo

SCAN ME

Mathematics Answers

Monday

Often you will hear people using chance words in everyday conversation.
For example, on the news you might hear that there is a **good chance** of rain tomorrow. Or a friend might say to you there is a **slim chance** that they will make it to your party.
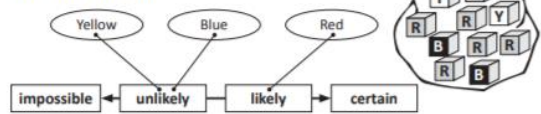What do these chance words actually mean? Where do they fit on the chance arrow? Look at the words in the ovals below and connect them to where you think they should go on the chance arrow. The first one has been done for you.
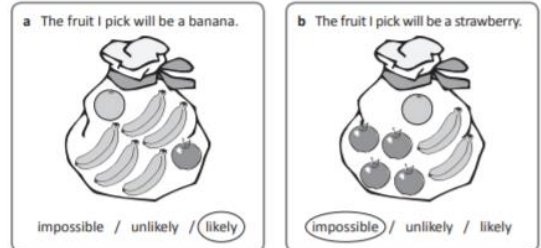
possibly — a good chance — no chance — a slim chance

impossible ← unlikely — likely → certain

definitely — it should happen — I don't think it will happen

Read each statement and circle the chance of it happening:

Event	Chance
It will rain sometime this month.	impossible / unlikely / (likely) / certain
Thursday will come after Wednesday.	impossible / unlikely / likely / (certain)
A tiger will be serving at the canteen.	(impossible) / unlikely / likely / certain
Every student in our class likes broccoli.	impossible / (unlikely) / likely / certain

5. Look at this bag of counters. Connect each colour to the chance arrow that you think best describes the chance of pulling out each colour:

Yellow — Blue — Red

impossible ← unlikely — likely — certain

6. Look at these shopping bags of fruit. Select the best chance word for each shopping bag:

a The fruit I pick will be a banana.
impossible / unlikely / (likely)

b The fruit I pick will be a strawberry.
(impossible) / unlikely / likely

7. Ten pieces of fruit are placed into this basket. Inside the basket is a mixture of bananas, oranges and apples. Circle the fruit that is inside the basket if a banana is most likely to be chosen without looking.

Sample answer:

Tuesday

Level 1:

Choosing a red marble	Choosing a blue marble	Choosing a red marble	Choosing a green marble	Choosing a green marble
$\frac{5}{12}$	$\frac{8}{12}$	$\frac{2}{12}$	$\frac{4}{12}$	$\frac{6}{12}$

Choosing a blue marble	Choosing a red marble	Choosing a green marble	Choosing a green marble	Choosing a red marble
$\frac{7}{15}$	$\frac{6}{18}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{3}{17}$

Level 2:

Choosing a yellow marble	Choosing a blue marble	Choosing a red marble	Choosing a red marble	Choosing a blue or yellow marble
$\frac{5}{25}$	$\frac{1}{3}$	$\frac{5}{25}$	$\frac{4}{30}$	$\frac{1}{2}$

Picking a blue marble	Picking a red marble	Picking a green marble
Probability = $\frac{4}{10}$	Probability = $\frac{2}{10}$	Probability = $\frac{5}{7}$
Picking a red marble	Picking a blue marble	Picking a red marble
Probability = $\frac{6}{12}$ or $\frac{1}{2}$	Probability = $\frac{3}{8}$	Probability = $\frac{8}{18}$
Picking a green marble	Picking a blue marble	Picking a green marble
Probability = $\frac{10}{20}$ or $\frac{1}{2}$	Probability = $\frac{7}{14}$ or $\frac{1}{2}$	Probability = $\frac{9}{20}$

Probability

The unusual die pictured at the right has 20 sides, numbered 1 through 20.

1. If you roll the die, what is the probability of rolling an odd number? **10 out of 20** or **1 out of 2**

2. If you roll the die, what is the probability of rolling a number greater than 9? **11 out of 20**

3. If you roll the die, what is the probability of rolling the a number less than 4? **3 out of 20**

There are 52 cards in the deck of playing cards pictures at the right. There are no jokers in the deck.

4. If you shuffle the deck of cards, and choose one at random, what is the probability that you will choose the queen of hearts? **1 out of 52**

5. If you shuffle the deck of cards, and choose one at random, what is the probability that you will choose a club? **13 our of 52** or **1 out of 4**

6. If you shuffle the deck of cards, and choose one at random, what is the probability that you will choose a jack? **4 out of 52** or **1 out of 13**

7. If you shuffle the deck of cards, and choose one at random, what is the probability that you will choose a black card? **26 out of 52** or **1 out of 2**

Wednesday

ANSWER KEY

Probability: Letter Tiles

The letters tiles pictured to the right are placed in a bag. Without looking, Zachary draws them from the bag one at a time. Each time he draws one, he writes down the letter and places it back in the bag.

A	H	T	E	A
W	C	A	U	E
T	S	E	A	C

1. What is the probability that Zack will draw the letter T from the bag? **2 out of 15**

2. What is the probability that Zack will draw the letter A from the bag? **4 out of 15**

3. What is the probability that Zack will draw a vowel from the bag? **8 out of 15**

4. Is Zack more likely to draw a vowel or a consonant from the bag? **vowel**

5. What is the probability of Zack drawing one of the letters found in the word cat? **8 out of 15**

6. What is the probability of Zack drawing one of the letters found in the word seat? **10 out of 15**

7. What is the probability of Zack drawing one of the letters found in the word cheat? **12 out of 15**

8. What is the probability of Zack drawing a letters that **is not** found in the word sauce? **4 out of 15**

Probability Quiz

Answer the questions below regarding each probability question.

1. In the word "BANANA", what is the letter that would most likely be picked at random? **The letter "A"**

2. A box contains 9 red marbles, 12 blue marbles, 13 green marbles and 6 white marbles. What is the probability of taking out a red marble? **9 out of 40**

3. If you chose a number at random below, what is the probability of picking an even number? 3, 12, 15, 9, 5, 14, 21, 17 **2 out of 8**

4. What is the probability of picking an odd number from the list of numbers below? 46, 44, 8, 22, 14, 12, 3, 7 **2 out of 8**

5. What is the probability of choosing the letter "O" in SCHOOL? **2 out of 6**

6. There are 11 oranges, 6 apples, 9 bananas, and 13 peaches on the table. What is the probability of picking an orange? **11 out of 39**

Page 1

Name_____ ANSWER KEY Date _____ Page 1

Probability Models

A **probability model** can help you represent a chance event and all of its possible outcomes.

To create a probability model, first identify all possible outcomes. This is called the **sample space**. The sample space for this spinner includes green, blue, red, and yellow. So, there are 4 possible outcomes.

Then, find the **probability** of each outcome. The four regions of the spinner are the same size, so each color has an equal chance.

Probability Model	
What is the sample space?	What is the probability of each outcome in the sample space?
S = (green, blue, red, yellow)	$P(\text{green}) = \frac{1}{4}$ $P(\text{red}) = \frac{1}{4}$ $P(\text{blue}) = \frac{1}{4}$ $P(\text{yellow}) = \frac{1}{4}$

You can use probability models to make **predictions**. If you spin the spinner 100 times, how many times would you expect it to land on yellow?

$$\frac{x}{100} = \frac{1}{4}$$

Since $P(\text{yellow}) = \frac{1}{4}$, you would expect $\frac{1}{4}$ of the spins to land on yellow. Set up a proportion showing that the ratio of yellow spins to total spins equals $\frac{1}{4}$.

$$\frac{x}{100} \cdot 100 = \frac{1}{4} \cdot 100$$ Multiply both sides by 100.

$$x = 25$$ Simplify. So, you can predict that the spinner will land on yellow about **25** times out of 100 spins.

Try it! Create a probability model for the event. Then use your model to make a prediction.

1. Alondra is choosing a card from this three-card set.

What is the sample space?	What is the probability of each outcome in the sample space?
{2, 4, 8}	$P(2) = \frac{1}{3}$ $P(4) = \frac{1}{3}$ $P(8) = \frac{1}{3}$

If Alondra chooses a card and replaces it 36 times, what is the best prediction for the number of times she will draw a 2? __12__ times

Page 2

Name_____ ANSWER KEY Date _____ Page 2

Probability Models

Keep going! Create a probability model for each event. Then use your models to make predictions.

2. Harvey is flipping a coin.

What is the sample space?	What is the probability of each outcome in the sample space?
{head, tails}	$P(\text{heads}) = \frac{1}{2}$ $P(\text{tails}) = \frac{1}{2}$

If Harvey flips the coin 36 times, what is the best prediction for the number of times the coin will land on tails? __18__ times

3. Lina is rolling a six-sided die.

What is the sample space?	What is the probability of each outcome in the sample space?
{1, 2, 3, 4, 5, 6}	$P(1) = \frac{1}{6}$ $P(2) = \frac{1}{6}$ $P(3) = \frac{1}{6}$ $P(4) = \frac{1}{6}$ $P(5) = \frac{1}{6}$ $P(6) = \frac{1}{6}$

If Lina rolls 24 times, what is the best prediction for the number of times she will roll a 5? __4__ times

4. In this lucky winner spinner, the player wins a giant stuffed animal if the spinner lands on black.

What is the sample space?	What is the probability of each outcome in the sample space?
{black, white}	$P(\text{black}) = \frac{1}{7}$ $P(\text{white}) = \frac{6}{7}$

If 35 players each spin once, what is the best prediction for the number of players who do **not** win a stuffed animal? __30__ players

You got it! Make predictions. Use your understanding of probability models to help!

5. If you roll a twelve-sided die 24 times, what is the best prediction for the number of times you will roll an 8? 2

6. You select a tile from the bag without looking and then put it back. If you repeat this process 48 times, what is the best prediction for the number of times you will select a tile that is **not** H? 30
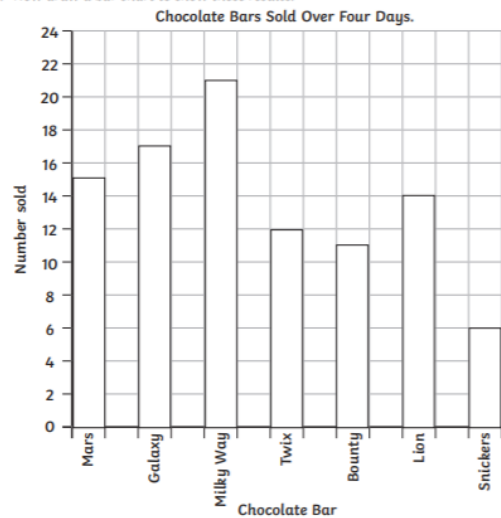

Thursday

Answers will vary

Chocolate Bars Bar Chart **Answers**

1. Here is a table of the chocolate bars sold to customers in a shop over 4 days:

	Monday	Tuesday	Wednesday	Thursday	Total
Mars	5	3	3	4	15
Twix	8	2	2	5	17
Galaxy	5	8	5	3	21
Milky Way	5	3	2	2	12
Bounty	4	2	5	0	11
Lion	6	3	4	1	14
Snickers	1	1	2	2	6

2. Now draw a bar chart to show these results.

Chocolate Bars Sold Over Four Days.

Interpreting Double Bar Graphs

Use the bar graph to answer the questions.

Preferred Activities of Kids in the City and Country
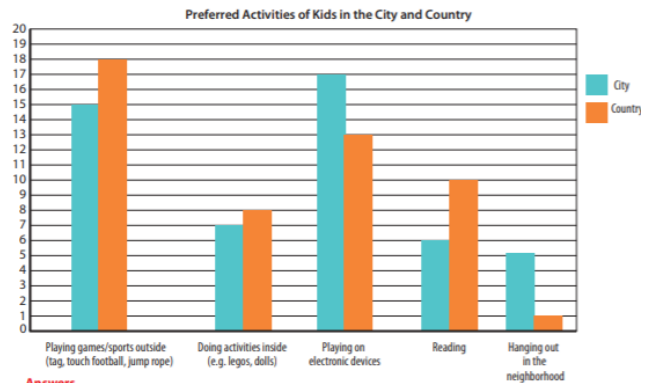
Answers

1. How many students, in total, participated in the survey? __100__

2. What is the most popular after school activity for city kids? **Playing electronic devices.**
   For country kids? **Playing outside games and sports**

3. How many more total kids favor playing on electronic devices over reading? __14__

4. In the graph, each horizontal line makes the bar taller by one vote. If each line represented 10 students' votes, how would that change the graph? **The bars would be shorter.**

5. If you were going to do a follow-up survey, what question might you ask to get more information about favorite after school activties? **Answers will vary.**

6. Write two conclusions you can make from this graph.
   a. **Answers will vary.**
   b. **Answers will vary.**

Level 1:

Puzzle time

Code breaker

REMEMBER THE DE-CODER:

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

If you replace the numbers with letters then you get:

I		A	M		B	R	I	L	L	I	A	N	T
9		1	13		2	18	9	12	12	9	1	14	20

A	T		M	A	T	H	S						
1	20		13	1	20	8	19						

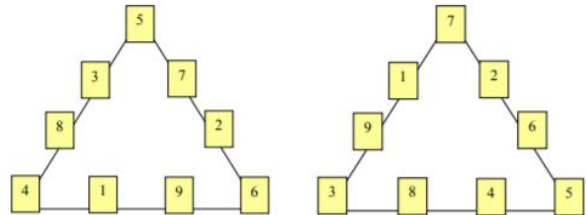But........ I am brilliant at maths.

Of course you are! Pretty obvious eh!

You can make your own code up in the same way - have a go!

Level 2:

Puzzle time

Tricky twenty triangle - answer

There were several different answers to this. Only two are included here.

Well done, if you managed this. There are many answers - the key was to make sure that the three corners added up to 15.

Level 3:

Easier puzzle 20   6 by 6 Puzzle answer

MathSphere Sudoku

Reading Answers

Comprehension

Sheet A

1. Why did the turtle eat the echidna's baby? Tick one.

○ The echidna was taking too long.
○ He was upset that the echidna left him behind.
⊘ **He was getting very hungry.**

2. Number the events below to show the order in which they happened in the story.

3	The echidna and the turtle began fighting.
1	The turtle stayed at home.
4	The echidna threw stones at the turtle.
2	The turtle ate the baby echidna.

3. What did the stones do straight after the echidna threw them? Tick one.

○ They turned into a hard shell.
○ The turtle grew a shell.
⊘ **They got stuck to the back of the turtle's back.**

4. What word describes how the echidna felt when she found out the turtle ate her baby? Tick one.

○ angry
○ sorry
⊘ **stunned**

5. Why did the echidna leave her baby with the turtle?
The echidna left her baby with the turtle because they had no food left. She had to go out to hunt and she didn't want her baby to come because it could have been dangerous.

6. Find and copy the sentence that shows the turtle was impatient.
Accept "I could not wait any longer," only.

7. At the end of the story, why did the echidna and the turtle decide to live in different places?
Children's own responses, such as: The two animals went to live separately because of the fighting that had occurred. The echidna didn't want to live near the turtle because the turtle ate her baby. They didn't trust each other, and they thought it would be best to live in different areas.

Sheet B

1. Why did the echidna leave her baby and the turtle? Tick one.

○ She thought it would be too dangerous for them to go hunting.
⊘ **She had to go hunting for food.**
○ She didn't like them very much.

2. Number the events below to show the order in which they happened in the story.

4	The echidna went to search for stones.
3	The baby echidna was eaten.
1	The echidna left her baby.
2	The echidna went to hunt for food.

3. Fill in the missing words to complete this sentence.
After a long **period** of **conflict**, the two creatures finally ended their **dispute**.

4. 'He became so ravenous that he began to behave in a strange manner...'
In this sentence, what does the word **ravenous** mean?
Accept an answer that describes 'ravenous' as hungry.

5. Find and copy a verb in the fourth paragraph which means **to think.**
Accept 'to ponder' only.

6. At the end of the story, why did the echidna and the turtle separate from one another?
Children's own responses, such as: The two animals went to live separately because of the fighting that had occurred. The echidna didn't want to live near the turtle because the turtle ate her baby. They didn't trust each other, and they thought it would be best to live in different areas.

7. How are the two animals portrayed in this story?
Children's own responses, such as: The echidna is a leader because she takes on the responsibility to go out into the billabong to hunt for food for both the turtle and her baby. The turtle, because he ate the echidna's baby can be seen as selfish. Both the turtle and the echidna would have been hungry; however, he was the one who did the wrong thing.

8. In your opinion, why did the turtle 'sense that he would need to act rapidly'?
Children's own responses: The turtle had just told the echidna that he had eaten her baby. As she was going to gather some stones, he probably sensed that she was going to take her revenge. He would need to act rapidly to defend himself.

9. What is the moral of this Dreaming story?
Children's own responses, such as: There are always going to be reactions to any action that you choose to do. There will always be consequences for your actions. Even though you apologise for something that you have done wrong, this doesn't mean that you will be forgiven.

Epic Editing

Sheet A

Text 1 – The Beach

Tess wondered what they would do at the beach today**.** They **could** make sandcastles and swim. **M**aybe **they** could play beach cricket with **R**yan and his family. Ryan was camping nearby**. H**e **always** knew how to have fun**!**

Sheet B

Text 2 – Sea Jellies

What animals have no blood, **brain**, backbone, eyes, arms or legs, and **don't** even breathe**?** Sea jellies**!**

Sea **jellies** are invertebrates, which means they lack a backbone. **Their** skin is so thin that oxygen passes to it from the water, so they don't need to breathe or have blood or nerves. **Their bodies** may be clear, orange, red, pink or blue. **S**ome species are tiny and near invisible, but others grow huge. The tentacles on a lion's **mane** sea jelly can **grow** up to 27 metres – **that's** longer than a bus**!**