Learning From Home Offline Booklet

Term 4 Week 2

Stage 3

OFFLINE Week 2 - Term 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session 1	**Daily Gratitude** Go to your Daily Gratitude document and fill it in to start your day!	**Daily Gratitude** Go to your Daily Gratitude document and fill it in to start your day!	**Daily Gratitude** Go to your Daily Gratitude document and fill it in to start your day!	**Daily Gratitude** Go to your Daily Gratitude document and fill it in to start your day!	**MINI PROJECT DAY** **Space Vacation Mission 3: Design and Make** In Mission 1 and 2 you chose a planet to develop into the next best holiday destination. **In Mission 3 it is time to design and make a vehicle which supports Space Tourism on your planet.** **Task 1**: Refer to the **task instructions and choice board** and decide what type of vehicle you want to focus on for your planet. **Task 2**: Draw an annotated design of your vehicle. This should be neat, detailed and have labels and annotations to describe the features, materials and uses for the vehicle.
Morning Session 2	**Spelling** Soundwaves Unit 31, Page 1 Complete Page 1 of your Soundwaves unit.	**Free Reading** Use this time slot to read the daily newspaper, a magazine or a book from your collection at home. Discuss your reading with a parent.	**Spelling** Soundwaves Unit 31, Page 2 Complete Page 2 of your Soundwaves unit.	**Reading Comprehension Task** **Healthy Body, Healthy Mind Comprehension.** Read the comic and answer the inferential questions. Discuss your answers with your parents.	
Fruit Break					

Morning Session 3	**<u>Writing</u>** Open the page 'writing narrative text' and read the example. Find a book or short story around your house. It could be a picture book. Use the story to fill in the 'narrative writing template'	**<u>Writing</u>** Open and complete the Pobble question pages.	**<u>Writing</u>** Open and complete the Pobble story starter. Write an imaginative text. Don't forget to use paragraphs and edit your work.	**<u>History</u>** Aboroginal Life Read the information in the passage and answer the questions on Aboriginal life in colonial Australia.	**Task 3:** Using materials at home, build your chosen vehicle. Suggested materials to use are: paper, cardboard, plastic, lids, found objects, foil, tape, glue, paint, sharpie etc
Lunch					
Middle Session	**Maths** **Year 5 and 6** <u>Problem Solving</u> Complete the MATHAROO problem solving worksheet for your chosen level.	**Maths** **Year 5** Complete the Tuesday Multiplication worksheets focusing on using split strategy. **Year 6** Complete the TUESDAY year 6 Negative numbers worksheets.	**Maths** **Year 5** Complete the Wednesday Multiplication worksheets focusing on the compensation strategy. **Year 6** Complete the WEDNESDAY year 6 Negative numbers worksheets.	**Maths** **Year 5** Complete the Thursday Multiplication worksheets focusing on the inverse operation strategy. **Year 6** Complete the THURSDAY worksheet on Prime and Composite numbers.	**GROUP ZOOM 12:30pm** If you can gain access to a computer and the internet, please log in and join your class group for our weekly catch up / social zoom session. Link to the meeting will be set to your Google Classroom. We hope you can join us
Recess					
Afternoon Session	**Science** ***LI:*** *Investigate the effects of Earthquakes on the Earth's surface.* Today we are continuing with our investigations of Earthquakes. First you will research and write about a	**School is Back Matrix** Choose an activity from the matrix to complete this afternoon.	**<u>Sport</u>** Today you are going to practising your catching and throwing skills. Go to the sport page in your booklet for your instructions and activities. Note: you will need a	**<u>Art</u>** Read about creating BALANCE in an artwork. Experiment with the online tool OR follow the suggestions to create your own balanced work of art.	**Continue to build and decorate your vehicle.** **Take photos along the way and of your finished design.**

	real Earthquake. Next you will investigate how the *Mercalli Scale* works to measure Earthquakes. Lastly, you will find out what can cause Earthquakes other than the movement of tectonic plates. You will not be able to access the links included on the worksheet but you can complete your own research,		tennis ball/handball and a stopwatch for today's sport activities.		

Term 4 Week 2

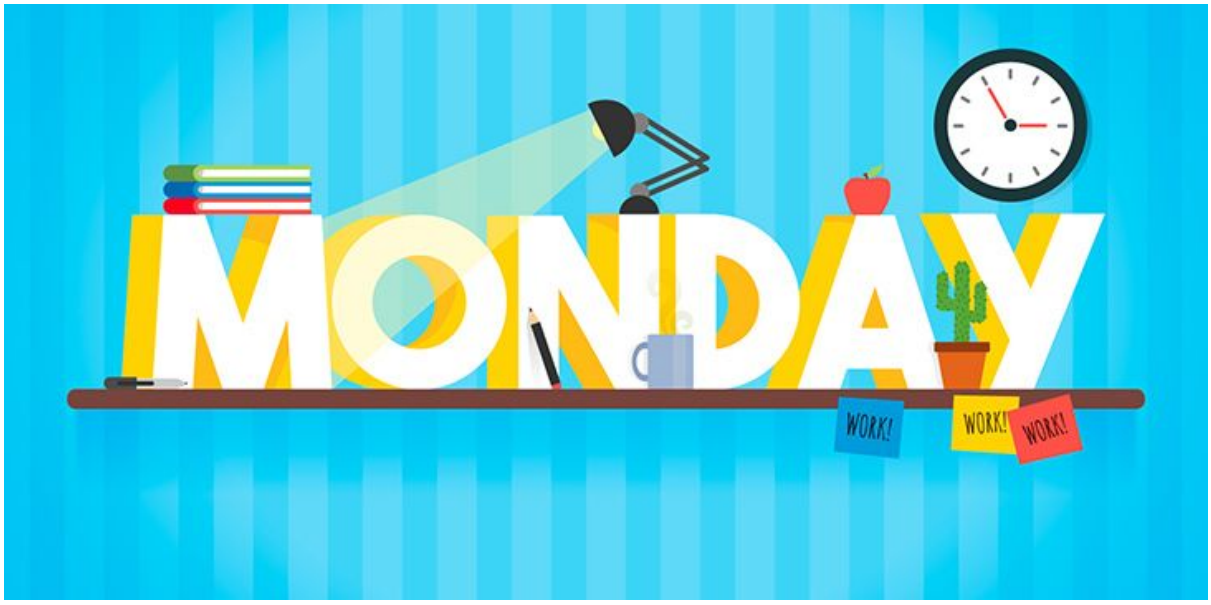
Tuesday, October 11th, 2021

Daily Gratitude

Name _____

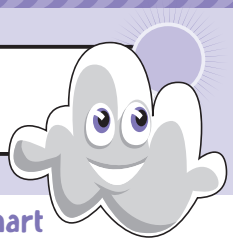
Today's date	- What are three things you are thankful for today? - What are three positive things that happened today? - If you can't identify three positive things, what is something you can change for tomorrow that can make your day better?
__/___/_____ Tuesday	- - -
__/___/_____ Wednesday	- - -
__/___/_____ Thursday	- - -

__/___/_____ Friday	- - -
__/___/_____ Week 2	- - -


MONDAY
WORK!
WORK!
WORK!

Unit 31

ou ow cloud flower



List Words

flour
towel
noun
wound
outback
powder
bounce
counter
however
drowned
crowded
fountain
account
discount
surround
pronoun
pronounce
announce
allowance
compound
drought
doubt
powerful
bough
thousandth

_____
_____
_____
_____
_____

1 **Colour** the graphemes that represent ou ow in the List Words.

2 **Go** to the List Words for Unit 31. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent ou ow on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Colour** all the words where you hear ou ow.

floury	mourn	doubtful		
blown	powdered	allowed		
thoughtless	towelling	plough	couldn't	bouncy
course	honour	mountain	pound	through
surrounding	elbow	encourage	accountable	knowledge

5 **Write** List Words that include the following graphemes to fit on the lines.

__ ou __ __ ow __ __ __ __ __ ou __ __ __ __ __ __ ough __ __ ow __ __ __ __ __

__ ou __ __ __ __ ow __ __ __ __ __ ow __ __ __ __ __ __ __ ou __ __ __ __ ou __ __ __

6 **Write** List Words to rhyme with these words.

power _____ dowel _____ how _____ louder _____

sprout _____ _____ recount _____ _____

clowned _____ _____ _____ _____

pounce _____ _____ _____

7 **Rewrite** these List Words adding the graphemes for ou ow.

tback	_____	crded	_____	fntain	_____
drt	_____	allance	_____	thsandth	_____
dt	_____	bnce	_____	compnd	_____
flr	_____	hwever	_____	discnt	_____
tel	_____	surrnd	_____	pronnce	_____

8 **Write** the homographs represented by the sound boxes. **Write** the words again, in the sentences with their numbers to show where the different pronunciations fit.

r rr wr oa o_e ow o _____(1) r rr wr ou ow _____(2)

The boys nearly had a _____( ) over who would be the first to _____( ) their new boat.

h ou ow s ss se ce x(ks) c _____(1) h ou ow z zz s se _____(2)

The old _____( ) was used to _____( ) the baby lambs during winter.

w wh u ou ow n nn kn d dd _____(1) w wh u oo ew ue u_e u n nn kn d dd _____(2)

Mum _____( ) a clean bandage over the _____( ) on my leg from the bike crash.

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Unit 31

ou ow cloud flower

List Words

drowsy
lounge
spouse
trousers
coward
browse
plough
council
counsel
powdered
boundary
bountiful
accountant
allowance
mountainous
empowered
compounded
surroundings
cauliflower
doubtless
counterfeit
astounded
foundation
announcement
insurmountable

1 **Colour** the graphemes that represent ou ow in the List Words.

2 **Go** to the List Words for Unit 31. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent ou ow on the Grapheme Chart. **Write** one word example for each.

4 **Cross** out all words with letters **ou** and **ow** that do not represent ou ow, in the first three sentences. **Write** the number for each proverb, beside its meaning in the circles.

Grapheme Chart

grapheme	word

1. Faith Courage will anxiously courteously move rendezvous mountains.
2. Never Know look double a gift throw horse court in the mouth trouble.
3. Honour Two journey is company, brought though three is a crow crowd.

- ◯ Don't be critical and ungrateful to those who give you help or presents.
- ◯ Usually two people get along well together. A third person can upset the harmony.
- ◯ Believing in what you are doing will help solve mountainous problems easily.

5 **Write** List Words that include the following graphemes to fit on the lines.

__ __ ough __ ou __ __ __ __ __ ou __ __ __ __ __ __ __ ou __ __ __ __ __

__ ou __ __ __ __ __ __ oub __ __ __ __ __ __ ow __ __ __ __ __ __ __ __ ou __ __ __ __

__ __ __ __ ou __ __ __ __ __ __ __ __ __ __ __ ow __ __ __ __ __ __ ou __ __ __ __ __ __

6 **Rewrite** these List Words adding the missing graphemes for ou ow.

drsy _____ allance _____ mntainous _____

brse _____ bntiful _____ empered _____

annncement _____ insurmntable _____

7 **Colour** all the digraphs and one trigraph in the following words.
Use different colours if digraphs are side by side.

lounge	browse	mountainous	counterfeit	drowsily	counselling
spouse	accountant	surroundings	foundation	trousers	announcement
coward	allowance	cauliflower	councillor	doubtless	insurmountable

8 **Write** the plural forms of the following words.

Go to Helpful Hints 3a, 4 and 5.

boundary _____ pouch _____ trousers _____ trout _____

tomato _____ valley _____ headlouse _____ self _____

editor-in-chief _____ radius _____ or _____ radio _____

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Writing Narrative Texts

What Are Narrative Texts?

The main purpose of a narrative text is to tell a story which entertains the reader or listener. Narratives may also be used to teach or inform.

There are many types of narrative texts, such as picture books, short stories, novels and traditional tales.

Narratives can be imaginary or factual, long or short, funny or serious. They are often grouped into categories called ‘genres’. Some examples include fairy tales, romance, adventure and science fiction.

Narrative texts usually follow a clear and distinct structure.

Narrative Texts - Structure

Orientation – the beginning of the story which introduces **the setting** (time, place and atmosphere), **the plot** (storyline) and **the characters**.

Complication – the characters experience **a problem or challenge**, which they must try to solve or overcome.

Series of Events – the characters work to **resolve the complication**, leading to an event of high tension and suspense (the climax).

Resolution – the characters **find a solution to the problem**, which may lead to a happy or unhappy ending to the story.

Narrative Example - Sally's Bad Luck Day

Orientation

One frosty morning, Sally was as warm as toast, tucked up in her cosy bed. She had been dreaming about all the things she was hoping to get for her birthday next week.

Complication

Suddenly, her dad came into her room, yelling at the top of his voice.

"Sally, get up! Get up, Sally! It's eight o'clock! You'll be late for school!"

Sally had slept in!

Narrative Example - Sally's Bad Luck Day

Series of Events

There was no time for breakfast. Sally quickly threw on her clothes, grabbed her school bag, then charged out the front door. She ran as fast as lightning to the bus stop, getting there just in time to see the bus driving away. She would have to walk to school. What a disaster!

Tired and grumpy, Sally arrived at school just as the bell was ringing for the start of class. She couldn't concentrate during her lessons, because her stomach was grumbling so loudly. She couldn't wait until lunchtime, when she could finally have something to eat.

Narrative Example - Sally's Bad Luck Day

Climax

Finally, the lunch bell sounded. Sally raced into the playground and opened her school bag. To her dismay, the only thing she saw inside was her hat! Sally was devastated. She sat down on the grass and cried.

Resolution

Sally's teacher noticed her crying and went to comfort her. When she heard about Sally's horrible day, she quickly made her a delicious salad sandwich and shared some of the chocolate cake she had brought for her own lunch. Sally's day was starting to improve, at last!

Narrative Activity

Read a book or short story around your house. It could be a picture book. Use the story to fill in the next page.

Narrative Planning Template

Title _____

Orientation

Setting	Characters	Mood
		

Complication

Events and Climax

Resolution

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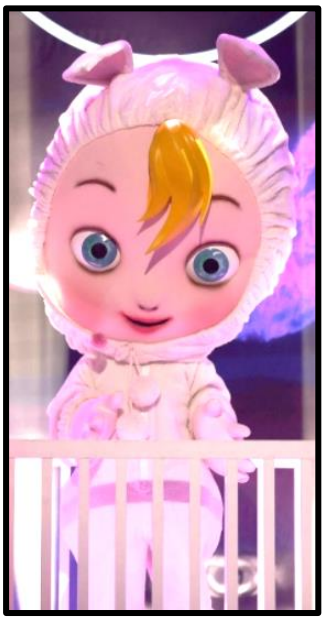
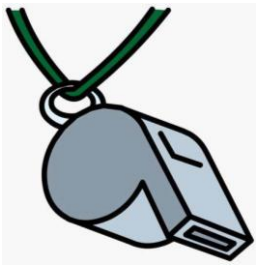
MATHAROO Worksheet LP – 30 21

Student Name: _____

Grade:_____ **Date:**_____

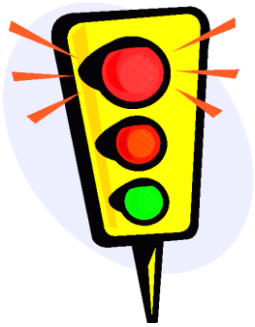


1. On "THE MASKED SINGER" TV show, Ella Hooper was dressed up as a baby. If the "baby" was 160 centimetres tall, how **WIDE** do you think her **HEAD** was, in centimetres?



2. A footy umpire blew the whistle 8 times in the first half of a final, and 6 times in the second half. How many times did he blow the whistle in total?

3. At the crossroads just near Magda's house, there are 4 traffic light poles. Each of those poles has 3 coloured globes. How many globes are there altogether at those lights?



4. Hannah had 16 red blocks, 5 blue blocks, 3 white blocks and 10 yellow blocks. How many blocks did she have altogether?

5. At Will's 8th birthday party, he had one balloon for each year of his life. If 3 of those balloons burst, how many were still inflated?

6. What are the missing numbers in the pattern below?

12, 15, 18, ___, ___, ___, 30, 33

7. Tim and Rob went fishing. Tim caught 2 fish. Rob caught 3 more fish than Tim. How many fish did they catch altogether?

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MATHAROO Worksheet MP – 30 21

Student Name: _____

Grade:_____ **Date:**_____

1. A new Mario movie on the way is called **" Super Mario Bros.: The Movie"**. It will be released in Australia in 2022. The promo video runs for 1 minute 7 seconds. If the promo lasted **DOUBLE** that time, how many **SECONDS** would that be altogether?

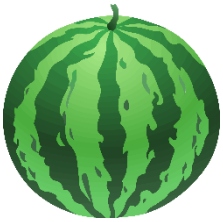
2. Some people say "**THE MASKED SINGER**" TV show is really cool. Others say it is ridiculous. What **FRACTION** of the letters in the word "**RIDICULOUS**" are vowels? Express your answer in simplest terms.

3. During the holidays, Tom read 5 books about fishing. His mate Dan read 4 more books about fishing than Tom. How many books about fishing did they read altogether?

4. Daylight Saving started last Sunday, October 3rd in 6 out of Australia's 8 States and Territories. What **FRACTION** is 6 out of 8? Write it down in its simplest form.

5. Aussie singer Delta Goodrem sang at the Sydney Opera House for the Global Concert last weekend, in support of education about climate change, and vaccination. If one of her songs was 4½ minutes long, how many seconds did that song take to sing?

6. Books about Halloween are starting to appear in shops. Many are selling for $2 each. How many of these books would a shop have to sell to receive a total of $150 from customers?



7. Seedless watermelon is costing $1 per kilogram at one supermarket. Jerry's mum bought a watermelon weighing 2¾ kilograms. How much did she pay?

8. It took Charlie 37 minutes to mow the front lawn, and another 45 minutes to mow the back lawn. If he took a 10-minute break between the two, how many hours and minutes did the mowing take altogether?

9. A rectangular rug is 84 cm wide and 138 cm long. Find its **PERIMETER**.

10. **Open-ended Question:** Two 3-digit numbers add up to 767. What **MAY** those two numbers be? Give 3 possible answers.

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MATHAROO Worksheet UP – 30 21

Student Name: _____

Grade:_____ **Date:**_____

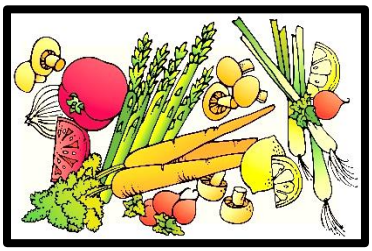
1. The new Mario movie, "**SUPER MARIO BROS: THE MOVIE**", will be released in Australia in 2022. It runs for 1 hour and 45 minutes. If Mario himself is on screen for 65% of the movie, for how much time is he **NOT** on screen in that movie?

2. Daylight Saving 2021 began in many Australian States and Territories last Sunday, October 3rd. But **NOT** in Queensland. Bearing that in mind, if a 1 hour flight leaves Sydney Airport at 3:10 pm, daylight saving time, at what time will that flight land in Brisbane, Q'ld, if it's on schedule, in Queensland time?

3. In "**THE MASKED SINGER**" TV show, a singer was dressed up as a kind of monster. The monster is 1.64 metres tall. Panellist Dave Hughes is 179 cm. By what **PERCENTAGE** of a **METRE** is the monster **SHORTER** than Dave Hughes?

4. Tuesday of this week October 5th, is "**WORLD TEACHERS' DAY**". Thinking about the teachers at **YOUR** school, what **FRACTION** of all those teachers would you consider to be TALL. What fraction SHORT? What fraction MEDIUM HEIGHT? Now, add those 3 fractions together. What do you get?

5. QANTAS has changed its Melbourne to London flight path from Melb.–Perth–London (16,909 km) to Melb.–Darwin–London (3,124 km + 13,873 km) due to quarantine problems. Find the difference in distances between those two routes (as the crow flies).



6. Sylvia made a slideshow as part of her class project on healthy foods. There were 15 slides altogether. If each slide was on the screen for 8½ seconds, for how many minutes and seconds did the slideshow run?

7. Fertiliser for flowering plants is mixed thus: 1 level teaspoon of powdered fertiliser per 9 litres of water. If one level teaspoon holds 8 grams of powdered fertiliser, what **WEIGHT** of that powder would be needed to make 63 litres of liquid fertiliser?

8. Find $\frac{2}{3}$ of $\frac{4}{11}$

9. <u>OPEN-ENDED QUESTION</u>: The answer is 3.406. What **MAY** the question be?

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MATHAROO Worksheet EXT – 30 21

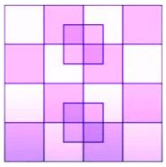
Student Name: _____

Grade:_____ **Date:**_____

1. Tuesday of this week, October 5th, is "**WORLD TEACHERS' DAY**". Of **ALL** the teachers at your school, what **PERCENTAGE** of them do **YOU** estimate will be aware of their special day? How many teachers does that work out to be?

2. Daylight Saving came into effect in many parts of Australia last Sunday, October 3rd. If Jeremy's family accidentally put their clocks BACK an hour, instead of putting them FORWARD an hour, would they miss their plane flight, or be very early for their plane flight, which was scheduled for a 7:42 am departure?

3. There are 36 new emojis approved for release during the 2022 calendar year. If 25% of them are sad emojis, 1/3 of them are angry emojis and the rest are happy emojis, how many happy emojis will be released next year?



4. How many squares do you see in the diagram on the left? (Are you absolutely SURE?)

5. For their barbecue last Sunday, Evelyn's mum bought 2¼ dozen eggs to go with hamburgers. Unfortunately she dropped one of the larger egg cartons, and a third of the eggs in that carton were broken. How many good eggs were left for the barbecue?

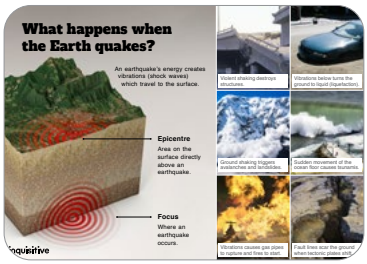
6. Megan and her brother Max went fishing in the holidays. Megan caught 18 fish, and Max 2. What **PERCENTAGE** of their total bag of fish did Megan catch?

7. One Australian animal rescue sanctuary has rescued 198 animals in the past 18 months. Find the **MEAN** number of animals rescued each month over that time.

8. Find the **QUOTIENT** of $\frac{3}{5}$ and $\frac{9}{13}$

9. **Open-ended Question:** One pizza chain is offering a "Grand Final Pack" of 3 large pizzas, 2 garlic breads and 2 bottles of soft drink (1.25 litres), all for $34.95. At that price, what do you think the Company charges for each component? Guess the cost of one large pizza; one garlic bread; one 1.25 L bottle of soft drink?

9 Study the infographic about earthquakes.



10 Using information from the infographic and the website links, investigate a major earthquake that has changed the Earth's surface.

Choose from one of the examples below.

Haiti **Everest** **Christchurch** **San Francisco** **ChiChi (Taiwan)**

Create an investigations page using a digital program e.g. Word, Doc or Canva. Collect information in the form of: data, reports, labelled images or video links and draft your work below.

EARTHQUAKE DETAILS

Time and date: _____

Location: _____

Magnitude: _____

_____

How it changed the Earth's surface:

Damage caused:

11 The intensity and effect of earthquakes are now commonly measured using the Mercalli scale.

Use these websites and library books to find out how the scale works. Using your information, design, draw and label an infographic explaining the Mercalli scale.

12 Not all earthquakes happen as a result of tectonic plate movements. What else could cause an earthquake?


TUESDAY

Story starter

The trees, which stretched up far from the sandy shoreline, covered almost all of the small island. We sat there quietly, taking in the natural beauty that surrounded us.

Finally, we had made it to paradise, our home for the next two months. At that moment, as a faint rainbow painted the sky with colour, I felt a sense of anticipation about our time on the island. ‘How will you cope without your phone?’

‘What will you do for food?' ‘Won’t you be scared?’ members of my family had asked. I didn’t have answers to their questions but as the sun began to break through the clouds, I knew that the months ahead would be full of challenges and excitement...

Continue the story.

We've provided you with a word bank on the next slide to support you...

Mental multiplication strategies – split strategy

The split strategy is when we multiply numbers in 2 pairs and then add the parts. Let's use the split strategy for 26 × 4.

- Split 26 into 20 and 6.
- Multiply each part.
- Add the answers together.

$26 \times 4 \longrightarrow 20 \times 4 + 6 \times 4$

$80 + 24 = 104$

So, $26 \times 4 = 104$

1 **Use the split strategy to answer these:**

a $34 \times 3 \longrightarrow 30 \times 3 + 4 \times 3$

$90 + \square = \square$

So, $34 \times 3 = \square$

b $45 \times 5 \longrightarrow \square \times \square + \square \times \square$

$\square + \square = \square$

So, $45 \times 5 = \square$

c $52 \times 4 \longrightarrow \square \times \square + \square \times \square$

$\square + \square = \square$

So, $52 \times 4 = \square$

Mental multiplication strategies – choose a strategy

1 **Roll a die to get the missing number, then use either the split or compensation strategy to get the answer. You can place the numbers rolled on the die in any question.**

a 25 × ☐ →

So, 25 × ☐ = ☐

.....

b 36 × ☐ →

So, 36 × ☐ = ☐

.....

c 49 × ☐ →

So, 49 × ☐ = ☐

.....

d 58 × ☐ →

So, 58 × ☐ = ☐

Mental multiplication strategies – split strategy

Sometimes it's easier to split a number into parts and work with the parts separately.

Look at 64 × 8

Split the number into 60 and 4

Work out (60 × 8) and then (4 × 8)

Add the answers together 480 + 32 = 512

1 **Use the split strategy to answer the questions:**

a 46 × 4

(40 × 4) + (6 × 4)

_____ + _____

= ☐

b 74 × 5

(___ × ___) + (___ × ___)

_____ + _____

= ☐

c 48 × 4

(___ × ___) + (___ × ___)

_____ + _____

= ☐

d 37 × 7

(___ × ___) + (___ × ___)

_____ + _____

= ☐

e 62 × 8

(___ × ___) + (___ × ___)

_____ + _____

= ☐

f 91 × 5

(___ × ___) + (___ × ___)

_____ + _____

= ☐

2 **Use the split strategy to answer the questions. This time see if you can do the brackets in your head:**

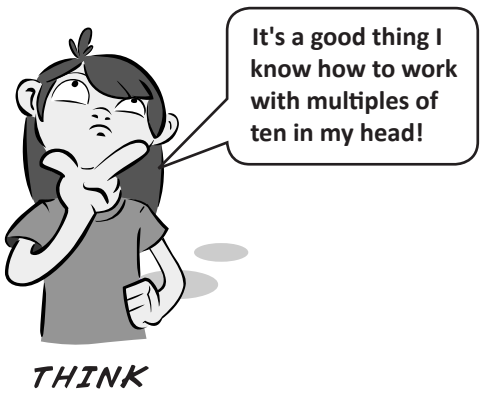
a 48 × 8 = _____ + _____ = ☐

b 52 × 7 = _____ + _____ = ☐

c 9 × 43 = _____ + _____ = ☐

d 8 × 29 = _____ + _____ = ☐

e 86 × 7 = _____ + _____ = ☐



3 **These problems have been worked out incorrectly. Circle where it all went wrong.**

a 37 × 6

(30 × 6) + (7 × 6)

180 + 13

= 193

b 17 × 5

(10 × 5) + (7 × 5)

70 + 35

= 105

c 32 × 9

(30 × 9) + (2 × 9)

27 + 18

= 45

Mental multiplication strategies – split strategy

Sometimes it is easier to split a number into parts: **13 × 25 =** ☐

13 × 25

10 3 — Split one of the numbers.

(10 × 25) + (3 × 25) — Work out the brackets.

250 + 75 = 325 — Add the answers together.

1 **Use the split method to solve these problems. Use the frames to help organise your thoughts:**

a 52 × 8

(50 × 8) + (2 × 8)

_____ + _____

= ☐

b 73 × 9

(____ × ____) + (____ × ____)

_____ + _____

= ☐

c 82 × 6

(____ × ____) + (____ × ____)

_____ + _____

= ☐

d 25 × 9

(____ × ____) + (____ × ____)

_____ + _____

= ☐

e 75 × 5

(____ × ____) + (____ × ____)

_____ + _____

= ☐

f 16 × 12

(____ × ____) + (____ × ____)

_____ + _____

= ☐

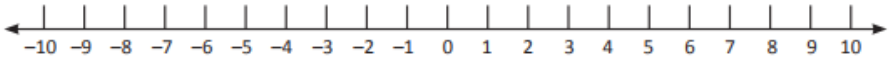
2 **Use coloured pencils to match a problem in the left column with its parts. Work out and add the parts, then write the answer in the column on the right. The first one has been done for you.**

33 × 30	10 × 9 =	990
25 × 7	20 × 7 =	
15 × 9	1 × 6 =	
61 × 6	3 × 30 = 90	
75 × 8	70 × 8 =	
	5 × 7 =	
	5 × 8 =	
	60 × 6	
	30 × 30 = 900	
	5 × 9 =	

Types of numbers – negative numbers

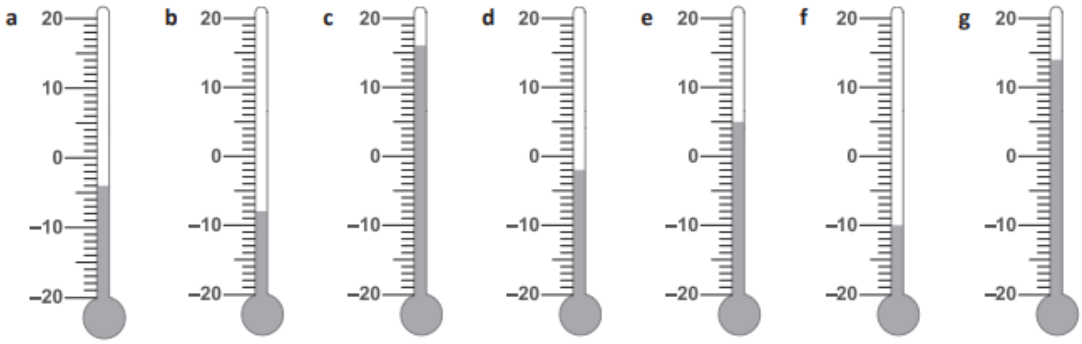
Negative numbers are numbers with a value less than zero.

Negative numbers always have a minus sign before them.



Negative numbers are used when we measure temperature and in transactions with money. When we are in debt, we have a negative balance. This means we owe money.

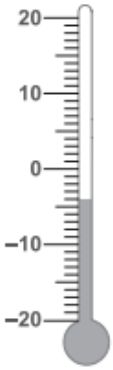
1 **What is the temperature showing on each thermometer in °C (degrees Celsius)?**



a)	b)	c)
d)	e)	f)

h On Wednesday morning the thermometer reads –4 °C. One hour later it is 3 °C colder.

The new temperature is ☐



i On Thursday morning the thermometer reads –9 °C. One hour later it is 4 °C warmer.

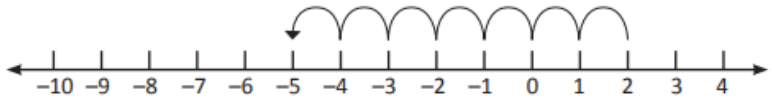
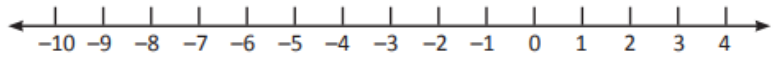
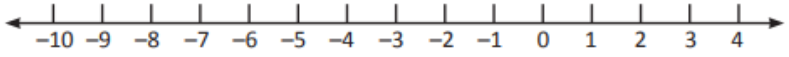
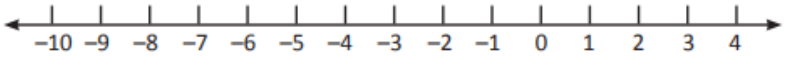
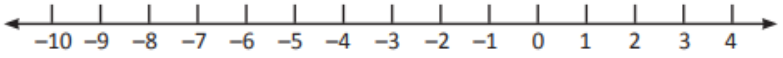
The new temperature is ☐

h)	i)

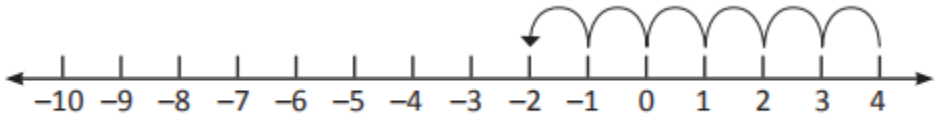
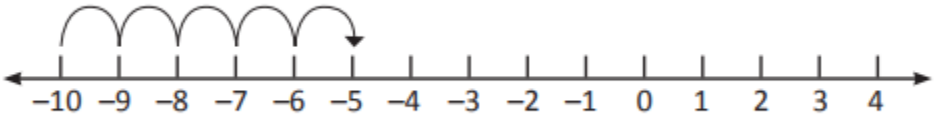
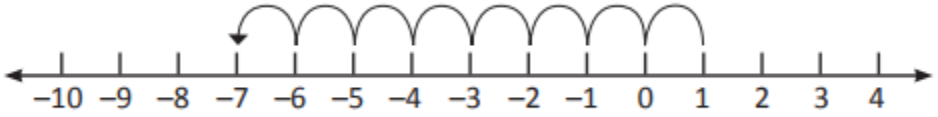
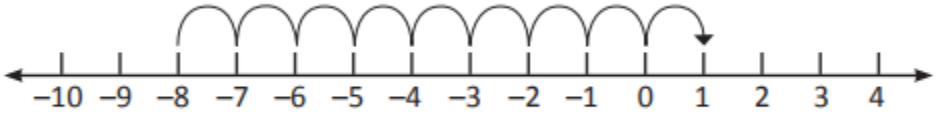
Q2. Sarah had $10 in her bank account. What would be the balance if she:

a) Withdrew $15 =	b) Withdrew $9 =
c) Deposited $5 =	d) Deposited $2=
e) Withdrew $20 =	f) Withdrew $12=
g) Deposited $7=	h) Withdrew $25=

Q3. Draw on the number line to show the amount either added or subtracted, then answer the questions in the second box. The first one has been done for you.

a) 	2 - 7 = -5
b) 	1 - 5 =
c) 	-4 + 7 =
d) 	-6 + 3 =
e) 	-1 - 7 =

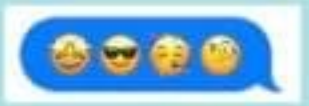
Q4. Use the number line to complete the number sentence in the second column. The first one has been done for you.

a)  −10 −9 −8 −7 −6 −5 −4 −3 −2 −1 0 1 2 3 4	4 - 6 = -2
b)  −10 −9 −8 −7 −6 −5 −4 −3 −2 −1 0 1 2 3 4	
c)  −10 −9 −8 −7 −6 −5 −4 −3 −2 −1 0 1 2 3 4	
d)  −10 −9 −8 −7 −6 −5 −4 −3 −2 −1 0 1 2 3 4	

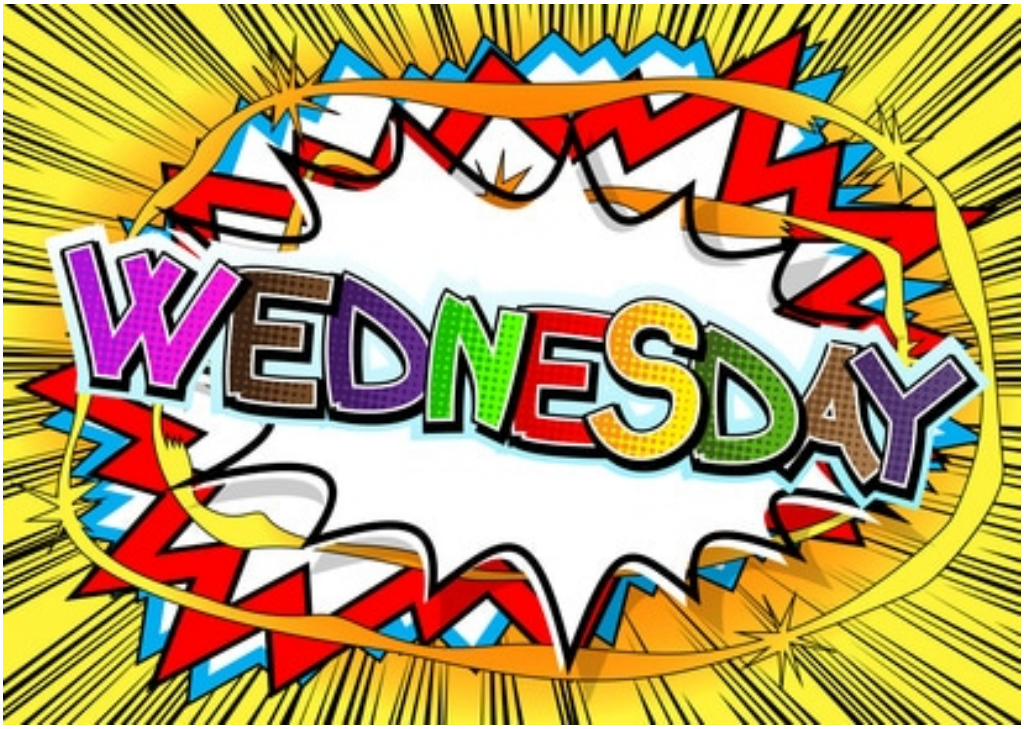
School is back!

Matrix

This matrix can be shared with students and families at the start of the new school term to help them re-engage with their learning.

Create an affirmation flower. Create a beautiful piece of art to display in your room or around your learning area with things you are proud of about yourself.	**Create a postcard** describing your school holidays. Share it with your teacher or a peer. (Or send it in the mail for them to receive in their letterbox!)	**Find a magazine or newspaper** and cut out some pictures that show what you would most like to learn about during the new school term. Create a collage.	Pick one of the following words... **risk taker, success, courage, creativity or persistence.** Create a mind map using words and pictures to describe your thoughts and feelings around this word.
	Write a list of some questions you have for your teacher. What are you worried or unsure about? What are you curious about? Share the list with your teacher,	**Pick a new skill to learn.** Perhaps there is a hobby or sport you have been wanting to try. Make a plan to help your skills development.	**Rearrange your learning space.** Find some inspirational quotes or pictures to put near your space to encourage you in the new term.
Make a playlist of fun music. During break times, have a small dance break to help give you extra energy!	**Set up** a reading nook or find a special place where you can go to read each day. This should be a place where you can 'escape' into a book, free of distraction.	**Create a fancy** new origami corner bookmark. Don't forget to leave space on the back to record all the books you read!	**Set some new goals.** Write a letter to yourself reflecting on what you are good at, where you would like to improve and how you can help others.
Research and make a healthy recess or lunch option. Consider what makes it healthy? Can you make changes to create your own new recipe?	**Design a new learning space in your house.** What would it look like, and what furniture or equipment would it need? Draw it!		 **Pick four of your favourite emojis.** Write an interesting narrative to go with these symbols.

EMPOWERING LEARNING TOGETHER


WEDNESDAY

9 **Rewrite** these sentences changing the verbs to the past tense. **Adjust** any other words where necessary.

Now we wind up the ropes to put away.

Last week we _____

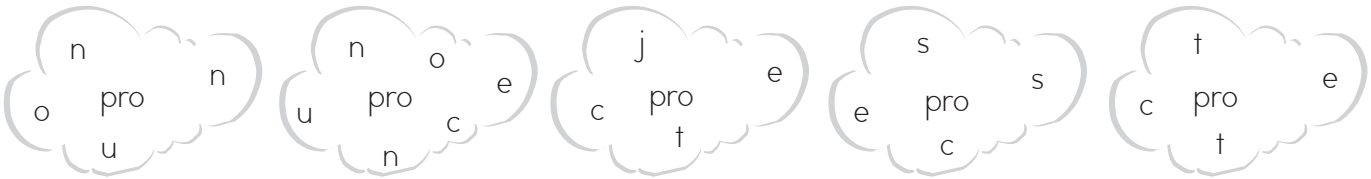
Now the water is bouncing off the fountain.

Yesterday the _____

Right now the flood waters surround the whole town.

Earlier today the flood waters _____

10 **Use** the letters in each cloud to form words beginning with the prefix **pro**. **Find pro** words in the dictionary to help.



_____ _____ _____ _____ _____

11 **Circle** the best meaning for the first word in each group. **Use** your dictionary to help.

account (n): counter, statement, money **discount (n)**: deduction, lie, sale **surround (v)**: allow, crowd, enclose

pronounce (v): declare, yell, hide **announce (v)**: greet, whisper, broadcast **doubt (v)**: accept, distrust, believe

bough (n): branch, curtsey, bend **compound (v)**: combine, divide, contract **allowance (n)**: share, noise, bit

12 **Write** the base words from which the following words have been built. **Use** your dictionary to help.

pronoun _____	pronouncement _____	pronunciation _____
accountant _____	accountable _____	announcement _____
thousandth _____	doubtful _____	bouncing _____
towelled _____	powdery _____	powerfully _____

Challenge

Decode the words in both boxes. **Add** the decoded words in the first box to the words in the second box to form compound words where they fit on the lines.

Go to Helpful Hint 22.

a	b	c	d	e	f	g	h	i	k	m	n	o	p	r	s	t	u	v	w
ㄴ	ㅗ	ㄱ	ㄹ	ㅜ	ㅏ	ㄷ	ㅎ	ㄱ	ㅛ	ㅓ	ㅏ	ㅣ	ㅓ	ㅗ	ㅍ	ㅋ	ㄴ	ㅜ	ㄷ

ㅜㅋㅜㅗ ㅎㅜㄴㄹ ㅗㄴㄱㅛ ㅓㅣㄷㅜㅗ ㅎㅣㄴㄹㅍㅜ ㅓㅋㅋㅜㄱㅛ ㄴㅋㅋㄴㄱㅛ ㅓㅣㄷㄹㅜㅗ

____ _____ ____ _____ _____ _____ _____ _____

ㅎㅣㅗㅍㅜ ㄷㄴㅏ ㄱㅣㄴㅏㅋㅜㅗ ㅎㅣㄷ

_____ _____ _____ _____

ㄱㅣㄴㅗㅋ ㅓㅣㄴㅋㅎ ㅏㅣㄴㅏㅋㄴㄱㅏ ㅣㄴㅋ

_____ _____ _____ _____

9 **Write** the words from the brackets to complete the sentences.

The river current forced the _____ of our boat in under a low _____ of a tree. **(bough, bow)**

The _____ _____ in the corner when he realised he had been caught. **(coward, cowered)**

There was a _____ smell coming from the _____ yard. **(foul, fowl)**

We _____ed about in the bouncing boat as it _____ed on a rocky reef. **(flounder, founder)**

People who _____ in this shop often raise their eye _____ at the strange music. **(brows, browse)**

The city _____ trains people to be able to _____ disaster victims. **(council, counsel)**

Howard was reading out _____ in the library where loud noise is not _____. **(allowed, aloud)**

10 **Rewrite** these List Words that have been written with the beginning of the word at the end.

ardcow _____	selcoun _____	serstrou _____
sebrow _____	cilcoun _____	deredpow _____
geloun _____	sespou _____	lessdoubt _____
sydrow _____	oughpl _____	antaccount _____

11 **Unjumble** the word parts in the brackets to form words which all begin with the prefix **counter** that can mean **against**.

counter_____ (cat)

counter_____ (efit)

counter_____ (aabceln)

counter_____ (aeemrsu)

counter_____ (aprt)

12 **Colour code** one word part from each column to form List Words.

foun	ter	er
coun	ti	dings
cauli	da	nous
su	tai	ered
moun	da	feit
boun	flow	ry
boun	pow	tion
em	rroun	ful

_____

_____

_____

_____

_____

_____

_____

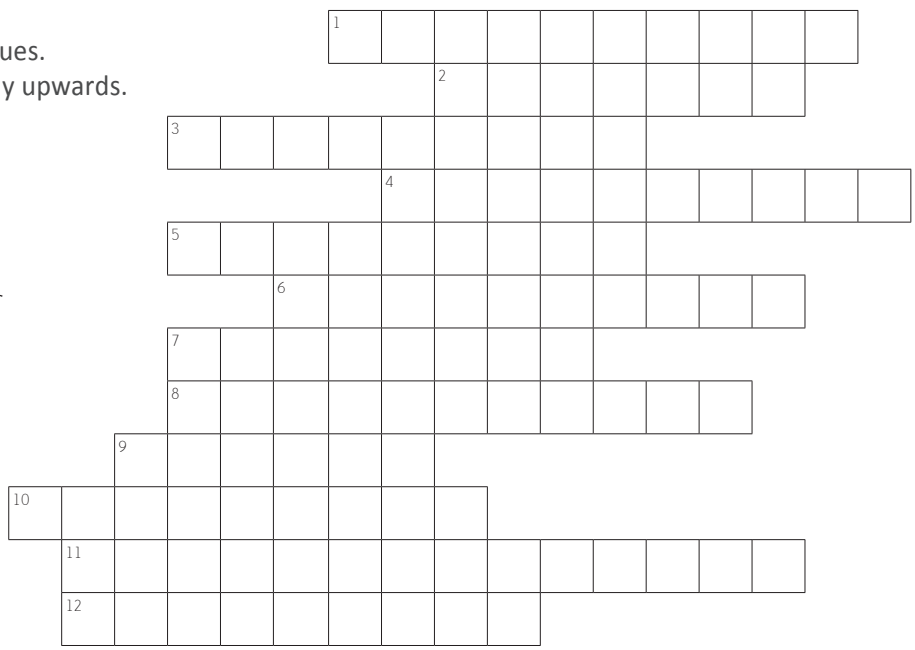
_____

Challenge

Write List Words, horizontally, to match the clues.
Find the hidden List Word that reads diagonally upwards.

Clues

1. base
2. advise (verb)
3. amazed
4. blended
5. authorised
6. keeper of accounts
7. border
8. fake
9. marriage partner
10. abundant
11. impossible
12. allocation



Hidden List Word

_ _ _ _ _ _ _ _ _ _ _ _

Question time

- Who is telling the story? Who are they with? Why have the people arrived on the island for two months?
- If you had the chance to go on an island adventure and could only take 3 things, what would you take? Who would you choose to go with you and why?
- Where do you think this island might be?

Mental multiplication strategies – compensation

Use the compensation strategy to make it easier to multiply 2-digit numbers that are close to a ten.

Look at 4 × 19.

19 is close to 20, so we can multiply by the next multiple of ten which is 20. Then we build down because we have an extra group of 4.

$4 \times 19 \longrightarrow 4 \times 20 = 80 - 4$

So, $19 \times 4 = 76$

1 **Use the compensation strategy to answer these:**

a 5 × 29 ⟶ 5 × ☐ = ☐ – ☐

So, 5 × 29 = ☐

b 3 × 49 ⟶ 3 × ☐ = ☐ – ☐

So, 3 × 49 = ☐

c 4 × 39 ⟶ 4 × ☐ = ☐ – ☐

So, 4 × 39 = ☐

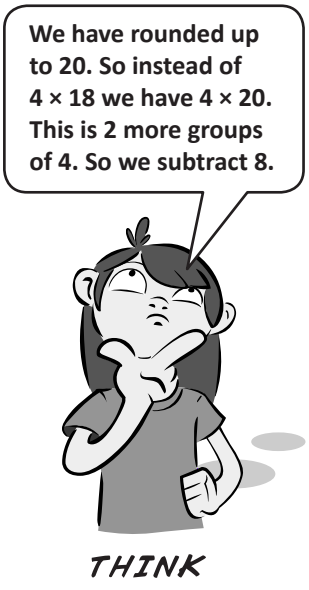
2 **Use the compensation strategy to answer these questions. This time you need to look for more than one extra group to subtract:**

a 4 × 18 ⟶ 4 × ☐ = ☐ – ☐

So, 4 × 18 = ☐

b 3 × 17 ⟶ 3 × ☐ = ☐ – ☐

So, 3 × 17 = ☐



Mental multiplication strategies – compensation strategy

When multiplying we can round to an easier number and then adjust.
Look how we do this with 4 × 29
29 is close to 30. We can do 4 × 30 in our heads because we know 4 × 3 = 12
4 × 30 = 120
We have to take off 4 because we used one group of 4 too many: 120 – (1 × 4) = 116
4 × 29 = 116

1 **Use the compensation strategy to answer the questions. The first one has been done for you.**

a 19 × 3 = *20* × *3* – *3* = *57*

b 8 × 29 = _____ × _____ – _____ = _____

c 18 × 6 = _____ × _____ – _____ = _____

d 7 × 39 = _____ × _____ – _____ = _____

e 28 × 5 = _____ × _____ – _____ = _____

We can also adjust up. Look how we do this with 6 × 62:
62 is close to 60. We can do 6 × 60 in our heads because we know 6 × 6 = 36
6 × 60 = 360
We have to then add 2 more lots of 6: 360 + 12 = 372
6 × 62 = 372

2 **Use the compensation strategy and adjust up for these. The first one has been done for you.**

a 41 × 3 = *40* × *3* + *3* = *123*

b 81 × 4 = _____ × _____ + _____ = _____

c 22 × 9 = _____ × _____ + _____ = _____

d 32 × 9 = _____ × _____ + _____ = _____

e 7 × 62 = _____ × _____ + _____ = _____

Mental multiplication strategies – compensation strategy

When multiplying we can round to an easier number and then adjust or compensate.
Look how we do this with **29 × 4**
29 is close to 30. We can do 30 × 4 in our heads: **30 × 4 = 120**
We have to take off 4 because we used one group of 4 too many: 120 – (1 × 4) = 116

4 × 29 = 116

1 **Use the compensation strategy to answer the questions.**
The first one has been done for you.

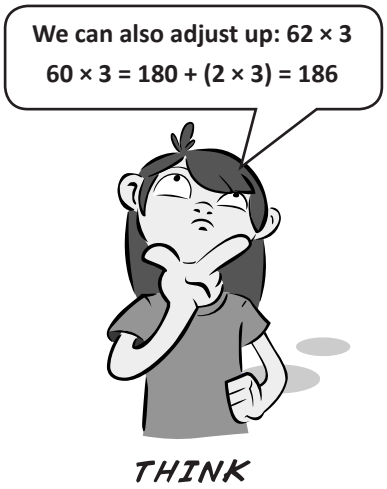
a 39 × 3 = 120 – (1 × 3) = 117

b 8 × 49 = _____ – (_____ × _____) = _____

c 78 × 5 = _____ – (_____ × _____) = _____

d 7 × 41 = _____ + (_____ × _____) = _____

e 72 × 5 = _____ + (_____ × _____) = _____



2 **We often use rounding and compensation when we are shopping, as the numbers are often very close to the next dollar. Use the strategy to find the prices for these purchases. Make sure you estimate first so you don't get your dollars and cents mixed up.**

a

$19.98

Buy 3 shirts.

e:

b

$8.98

Buy 4 books.

e:

c

$1.95

Buy 5 packs of chips.

e:

d

$2.95

Buy 8 magazines.

e:

Comparing Integers

1. Write <, > or = to compare the pairs of integers. The first one has been done for you.

a)	13	>	10	**k)**	-7		-1
b)	-4		-1	**l)**	16		-16
c)	-6		-15	**m)**	1		4
d)	0		1	**n)**	9		-15
e)	-6		11	**o)**	22		-13
f)	-2		2	**p)**	28		-7
g)	3		3	**q)**	-5		-6
h)	15		-3	**r)**	32		-12
i)	-5		9	**s)**	-8		9
j)	-18		-15	**t)**	2		-10

2. Order these integers from least to greatest.

(a) 7, 0, -5, 1, -3, 15, -9	
(b) 4, 12, -8, -9, 3, 13, 2	
(c) 22, -4, -22, -13, 0, 11	

(d) 40, 19, -18, -19, 3, 15	
(e) 7, -8, -7, 8, 4, -4, 3, -3	

3. Order these integers from greatest to least.

(a) 6, 7, -7, 3, -2, -9, -5 :	
(b) 0, 8, -4, -1, 1, 13, -9	
(c) 14, 12, -8, -3, 2, -5, 1	
(d) 13, -11, -14, -16, 14, -9	
(e) 5, -9, -5, -3, 2, 9, -2, 1	

4. Solve the following questions. You might like to use the number line to help you. Remember:
Two like signs = a positive sign / + + or - - then you add
Two unlike signs = a negative sign + - or - + then you subtract
If a number does not have a symbol in front of it, you need to imagine there is an invisible +. For example 9 + (-3) is really (+9) + (-3) = 6

a) -6 + 3 =	**b)** -6 + (-3) =	**c)** 9 + (-3) =	**d)** -8 + 4 =
e) -6 + 6 =	**f)** 12 + (-3) =	**g)** 2 + (-3) =	**h)** -8 + 2 =
i) -12 + 5 =	**j)** 15 + (-5) =	**k)** -3 + 1 =	**l)** 20 + (-12)
m)-7 + 4 =	**n)** 11 + (-3) =	**o)** 13 + (-6) =	**p)** -17 + 6 =
q) -9 - 5 =	**r)** -8 - (-4) =	**s)** -14 - 7 =	**t)** -14 - (-12) =

Throwing and catching skills

Learning Intention: Revise correct throwing and catching techniques using a tennis ball/handball

Success Criteria: I can

- **Understand the different ways to throw a ball**
- **Follow the instructions for each activity**
- **Record my results on the table**

1. Watch the video to revise your throwing and catching skills (https://vimeo.com/460549558).

Once you have watched the video, you will need to complete the activities below 3 times each. You will also be completing the table below to track your progress.

2. Activities:

1. Throw the ball up in the air and clap as many times as possible before catching (10 times) (underarm)
2. Throw to a partner while they are moving (count how many times the ball is caught – reset to new game when player drops the ball overarm). Or, throw ball against a wall, aiming for a different spot on the wall each time.
3. Combine different movements such as hopping and ball handling combinations whilst throwing at set targets or to a partner (10 times overarm and 10 times underarm).
4. Chest pass to a partner or against a wall. After each successful pass, one partner takes a step backwards to increase the passing distance. Continue counting and start from zero if the ball hits the ground (count how many times the ball is caught – reset to new game when player drops the ball).

3. Complete the table below for each attempt of your activities.

Throw the ball up in the air and clap as many times as possible before catching (10 times) (underarm)			
Question	Attempt 1	Attempt 2	Attempt 3
1. How long did the activity take to complete?			
2. How many times did you made a mistake/how many times did you catch the ball before dropping the ball and resetting			
3. How hard did you find the activity (from 1 - 10 with 1 being extremely easy and 10 impossible to complete)			

Throw to a partner while they are moving (count how many times the ball is caught – reset to new game when player drops the ball overarm). Or, throw ball against a wall, aiming for a different spot on the wall each time.

Question	Attempt 1	Attempt 2	Attempt 3
1. How long did the activity take to complete?			
2. How many times did you made a mistake/how many times did you catch the ball before dropping the ball and resetting			
3. How hard did you find the activity (from 1 - 10 with 1 being extremely easy and 10 impossible to complete)			

Combine different movements such as hopping and ball handling combinations whilst throwing at set targets or to a partner (10 times overarm and 10 times underarm).			
Question	Attempt 1	Attempt 2	Attempt 3
1. How long did the activity take to complete?			
2. How many times did you made a mistake/how many times did you catch the ball before dropping the ball and resetting			
3. How hard did you find the activity (from 1 - 10 with 1 being extremely easy and 10 impossible to complete)			

Chest pass to a partner or against a wall. After each successful pass, one partner takes a step backwards to increase the passing distance. Continue counting and start from zero if the ball hits the ground (count how many times the ball is caught – reset to new game when player drops the ball).

Question	Attempt 1	Attempt 2	Attempt 3
1. How long did the activity take to complete?			
2. How many times did you made a mistake/how many times did you catch the ball before dropping the ball and resetting			
3. How hard did you find the activity (from 1 - 10 with 1 being extremely easy and 10 impossible to complete)			

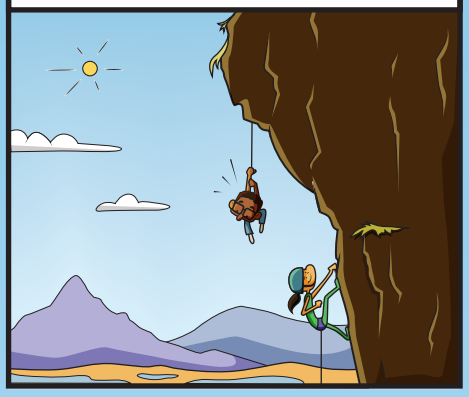

THURSDAY


HEALTHY MIND, HEALTHY BODY
Find Your Sport
Are you going to come out and play a game with us?
I hate sports. I find them boring. Plus, I am never any good at sports!
Not all sports are for everyone, but that doesn't mean you can't find the right sport for you!
Sports are so competitive. It's too much pressure!
Not all sports are as competitive as rugby, hockey or basketball. Have you ever tried...
kayaking or paddleboarding?
How about kung fu?
Kickball can be low-key, but it's great exercise!

Ballet is surprisingly good for physical fitness.

Mindful meditation and yoga can improve your balance and help you remain calm and focused.

Or what about trying rock-climbing or abseiling?



As important as it is to be healthy and active, it is equally important to do something you really enjoy. Try lots of different activities, because you never know what you might like.

Those activities sound really fun. I don't think I would feel as much pressure doing those things as when I play competitive games. What is your favourite sport?

Well, secretly I love to...

Name: _____ **Date:** _____

Healthy Mind, Healthy Body: Find Your Sport

Questions

1. What sorts of sports, games or activities do you like to do?

2. What do you think the boy in the story's reaction is to being exposed to different sports?

3. How would you describe the differences between the two main characters?

4. Why do you think the boy said he hated sports?

5. What sorts of activities do you think the boy would be into?

6. What sports or activities would you advise for the boy in the comic? Why?

7. Which one of these sports would you most like to do or try? Why?

8. What purpose did the author have for creating this comic?

Aboriginal life – 1

Aboriginal history

Aboriginal people have been in Australia for more than 40 000 years. They came from the north, travelling the last 100–160 kilometres by boat. Then, melting icefloes raised sea levels across the world, making the return journey too long and difficult. So these people were left isolated on the Australian continent.

Traditional Aboriginal life

Aboriginal people lived in harmony with their environment. They believed that, like plants and animals, they belonged with the land; they were part of the land and it provided them with everything they needed. However, in some places, they lived in such a harsh environment that just surviving needed special skills and knowledge as well as hard work.

They moved around in small groups to find the food and water they needed. Having no permanent homes, they lived in simple temporary shelters made from locally available materials. They only took things they needed and could carry. Men hunted with spears and women gathered food. Very young children played, but also had to be taught how to look after themselves. Boys learnt to hunt and fish and girls helped their mothers and learnt how and where to dig and collect food.

Younger people also had to learn about spiritual matters. Their Dreaming stories were used to teach important information about the past. Their traditions were passed on from one generation to the next through songs and dances. In certain places and at times where and when food was easier to find, they would meet with other family groups. This was when their most important ceremonies were held.

European contact

The first European who arrived in Australia seemed so strange and different that they were viewed with curiosity and interest. They were often made welcome and food and water were willingly shared with them.

But these new arrivals believed they could own the land because 'no-one else did' and they could do whatever they wanted with it. They didn't understand the Aboriginal people's sacred duty to protect it and their total dependence on it … and many of them just didn't care.

By shooting large numbers of kangaroos and other native fauna, clearing land and fencing off important sources of water, pastoralists almost starved the local Aboriginal people. But when their stock were speared by these hungry people, they became very angry and killed some of them. Sadly, many more died because of the diseases like smallpox and measles the Europeans brought with them.

Without their lands, traditional life was almost impossible for Aboriginal people. They became more and more dependent for food, shelter and clothing on the growing number of Europeans spreading across their land. They traded their skills in tracking, medicine, droving, skinning, tanning, as guides for explorers and as police aides for these things and their daily lives changed forever.

Aboriginal life – 2

1. (a) How did most Aboriginal people act when Europeans first came to Australia?

_____

_____

_____

(b) How did their behaviour towards Europeans change and why?

_____

_____

_____

2. Complete the chart to show some of the ways Aboriginal people's daily lives changed after European settlement.

	Before European settlement	*After European settlement*
Housing		
Food		
Clothing		
Work		

FACT FILE *Governor Phillip refused to tolerate ill-treatment of Aboriginal people. He was respected by those he met, because he had the same front tooth missing as their men did. Theirs were knocked out during a young man's initiation ceremony.*

Aboriginal life – 3

Aboriginal people identified themselves through their land and the animals found there. They were a very important part of their spiritual life. Spiritual information about Creation and the Dreaming was taught and passed on by the telling of stories.

1. Read a Dreaming story and complete the following information chart.

Title:
Characters:
Setting:
Complication:
Solution:
Message:

2. (a) There are many special places that are sacred to Aboriginal people. Research one close to where you live and write a description of it.

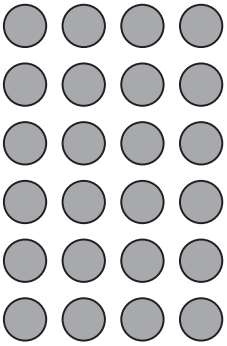
(b) Imagine you are an Aboriginal person who has been refused access to this special sacred site by a farmer because he has built a fence around it. What would you say to him to explain why it's important that you are able to go back to this special place? Plan what you would say, making notes of your main arguments. Role-play your request and your explanation with a partner.

FACT FILE *There is evidence that Aboriginal people have lived in Australia for over 40 000 years. This means there have been about 18 500 generations of them, compared to only about eight generations of European settlers.*

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)

Division – linking multiplication and division facts

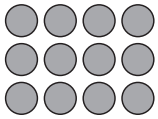
Knowing multiplication facts will help with division facts. This is because they are opposites. Look at how we can describe this array:



6 × 4 = 24	6 groups of 4 is 24.
4 × 6 = 24	4 groups of 6 is 24.
24 ÷ 4 = 6	24 divided into 4 shares is 6.
24 ÷ 6 = 4	24 divided into 6 shares is 4.

1 **Describe each of these arrays using two multiplication and two division facts:**

a



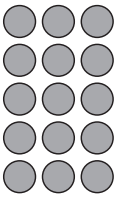
□ × □ = □

□ × □ = □

□ ÷ □ = □

□ ÷ □ = □

b



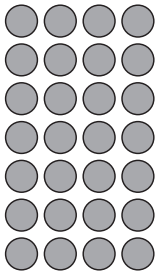
□ × □ = □

□ × □ = □

□ ÷ □ = □

□ ÷ □ = □

c



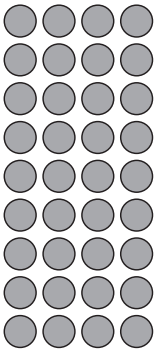
□ × □ = □

□ × □ = □

□ ÷ □ = □

□ ÷ □ = □

d



□ × □ = □

□ × □ = □

□ ÷ □ = □

□ ÷ □ = □

2 **Draw an array of 6 rows of 3 then describe it with multiplication and division facts.**

□ × □ = □

□ × □ = □

□ ÷ □ = □

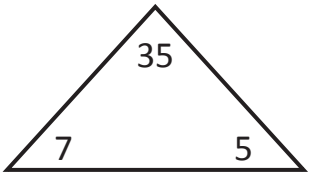
□ ÷ □ = □

REMEMBER

Division – linking multiplication and division facts

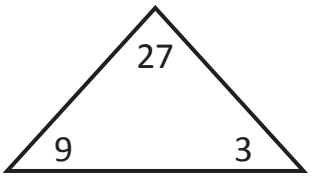
3 **Write a fact family for each set of numbers in the triangle. The first one has been done for you.**

a $5 \times 7 = 35$; $7 \times 5 = 35$



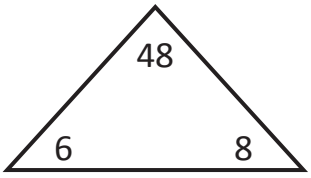
$35 \div 5 = 7$; $35 \div 7 = 5$

b ☐ × ☐ = ☐ ; ☐ × ☐ = ☐



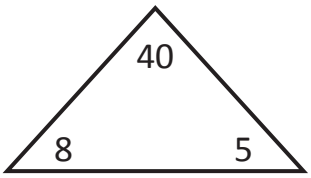
☐ ÷ ☐ = ☐ ; ☐ ÷ ☐ = ☐

c ☐ × ☐ = ☐ ; ☐ × ☐ = ☐



☐ ÷ ☐ = ☐ ; ☐ ÷ ☐ = ☐

d ☐ × ☐ = ☐ ; ☐ × ☐ = ☐



☐ ÷ ☐ = ☐ ; ☐ ÷ ☐ = ☐

4 **For these problems, think of a multiplication fact to help write the division fact:**

a $25 is shared between 5 people. How much does each person get?

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

b 45 people get into 9 cars. How many people are in each car?

☐ × ☐ = ☐ ☐ ÷ ☐ = ☐

Mental division strategies – use multiplication facts

Knowing our multiplication facts helps us with division as they do the reverse of each other. They are inverse operations.

$3 \times 5 = 15$ $\quad\quad$ $15 \div 5 = 3$

1 **Use your knowledge of multiplication facts to help answer these division questions:**

a $56 \div 7$ → $\_\_8\_\_ \times 7 = 56$ → $56 \div 7 =$ ☐

b $121 \div 11$ → $\_\_\_\_\_ \times 11 = 121$ → $121 \div 11 =$ ☐

c $72 \div 8$ → $\_\_\_\_\_ \times 8 = 72$ → $72 \div 8 =$ ☐

d $49 \div 7$ → $\_\_\_\_\_ \times 7 = 49$ → $49 \div 7 =$ ☐

e $36 \div 9$ → $\_\_\_\_\_ \times 9 = 36$ → $36 \div 9 =$ ☐

f $64 \div 8$ → $\_\_\_\_\_ \times 8 = 64$ → $64 \div 8 =$ ☐

g $108 \div 12$ → $\_\_\_\_\_ \times 12 = 108$ → $108 \div 12 =$ ☐

2 **Now try these:**

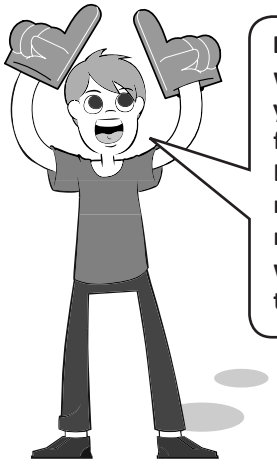
a $81 \div 9 =$ ☐ $\quad$ **b** $40 \div 5 =$ ☐

c $21 \div 3 =$ ☐ $\quad$ **d** $54 \div 6 =$ ☐

e $42 \div 7 =$ ☐ $\quad$ **f** $63 \div 9 =$ ☐

g $36 \div 4 =$ ☐ $\quad$ **h** $45 \div 9 =$ ☐

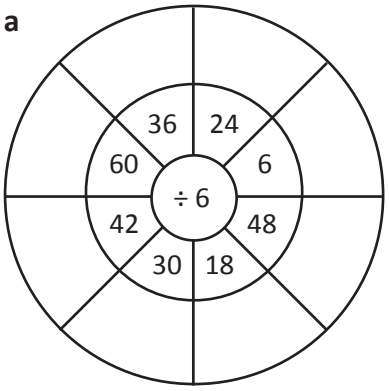
i $39 \div 3 =$ ☐ $\quad$ **j** $24 \div 6 =$ ☐



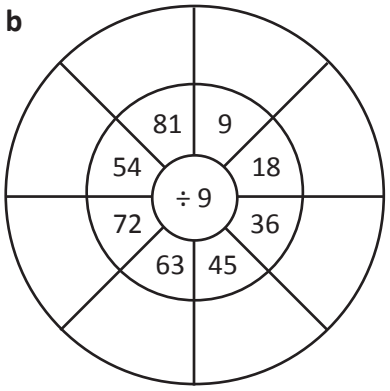
Doing maths without knowing your multiplication facts is hard. Learning them makes your life much easier. It's worth persevering to conquer them!

3 **Fill in the division wheels. Use multiplication facts to help you.**

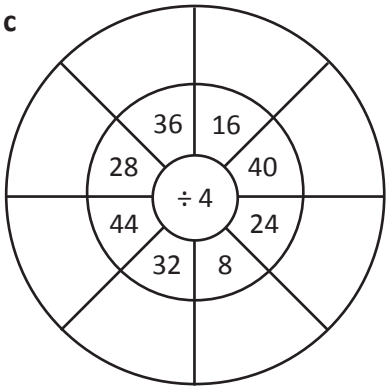
a



b



c



Mental division strategies – use multiplication facts

Knowing our families of facts is also helpful.

3 × 5 = 15 5 × 3 = 15 15 ÷ 5 = 3 15 ÷ 3 = 5

4 **Complete the following patterns. How many more multiplication and division facts can you find, given the first fact?**

a 7 × 8 = 56

8 × 7 = ☐

56 ÷ ☐ = 8

☐ ÷ 8 = 7

b 8 × 9 = 72

9 × 8 = ☐

72 ÷ ☐ = 9

☐ ÷ 9 = 8

c 7 × 9 = 63

9 × 7 = ☐

63 ÷ ☐ = 9

☐ ÷ 9 = 7

5 **Write down another multiplication fact and two division facts for each question.**

a 6 × 7 = 42

b 5 × 9 = 45

c 9 × 6 = 54

d 17 × 8 = 136

e 12 × 8 = 96

f 11 × 21 = 231

6 **Look at these two division facts:** **20 ÷ 5 = 4** **and** **20 ÷ 4 = 5**

Imagine you're explaining to a younger child how they're related yet different. How would you do it? What would you say/write/draw?

Mental division strategies – inverse operations

As we know, multiplication and division are inverse operations. **8 × 9 = 72**
This means they do the reverse of each other: **72 ÷ 9 = 8**

We can use our knowledge of the times tables to help us answer division questions.

1 **Complete these fact families:**

a 8 × ☐ = 24
24 ÷ 8 = ☐

b 8 × ☐ = 32
32 ÷ 8 = ☐

c 7 × ☐ = 42
42 ÷ 7 = ☐

d 9 × ☐ = 27
27 ÷ 9 = ☐

e 5 × ☐ = 25
25 ÷ 5 = ☐

f 8 × ☐ = 96
96 ÷ 8 = ☐

2 **Use your knowledge of multiplication to help you mentally solve these problems. Some will have remainders.**

a 36 ÷ 3 = ☐

b 63 ÷ 7 = ☐

c 121 ÷ 11 = ☐

d 120 ÷ 10 = ☐

e 25 ÷ 6 = ☐

f 37 ÷ 8 = ☐

g 68 ÷ 11 = ☐

h 113 ÷ 12 = ☐

What do we do when there are remainders? We have to guess, check and improve.

27 ÷ 5 = ?

5 × 6 = 30 **Too high**

4 × 5 = 20 **Too low, there are 7 left over**

5 × 5 = 25 **There are 2 left over so 27 ÷ 5 = 5 r 2**

3 **Try these:**

a 42 cupcakes are shared evenly amongst you and 7 friends. How many whole cakes does each person receive?

b How do you recommend sharing the remainder?

c 102 pencils need to be put into packets of 12. How many full packs can be made? How many pencils are left over?

Prime and composite numbers

UNIT 10

6 Study the rules for divisibility to aid you in identifying factors.

2	The last digit is an even number.
3	The sum of the digits add to be a multiple of 3, for example 63 = 6 + 3 = 9
4	The last 2 digits are multiples of 4, for example 912
5	The last digit is a 5 or a 0
6	No rule
7	No rule
8	The last 3 digits are multiples of 8, for example 5160
9	The sum of the digits is a multiple of 9, for example 54 = 5 + 4 = 9
10	The last digit is a 0

Prime numbers are numbers that only have themselves and 1 as factors. Composite numbers are numbers with more than 2 factors.

7 Use these rules to identify the prime and composite numbers below.

a 54 composite
b 80 _____
c 64 _____
d 81 _____
e 71 _____
f 83 _____
g 99 _____
h 77 _____
i 93 _____
j 97 _____
k 86 _____
l 66 _____
m 76 _____
n 98 _____
o 63 _____
p 65 _____
q 67 _____
r 69 _____
s 73 _____
t 75 _____
u 79 _____

8 Shade the numbers in the grid that are divisible by the given divisor.

	Divisor	Number				
a	2	14	100	248	152	2157
b	3	18	396	67	225	1233
c	4	28	112	1442	1347	3856
d	5	50	275	171	2275	4723
e	8	68	248	1480	2344	1560
f	9	83	135	3348	3448	2557
g	10	997	990	1040	3395	10000

297 is divisible by 9 because 2 + 9 + 7 = 18 which is a multiple of 9.

9 Create 4 numbers of at least 3 digits that are divisible by 4. _____

10 Create 4 numbers of at least 3 digits that are divisible by 8. _____

11 Create 4 numbers of at least 3 digits that are divisible by 9. _____

ACHIEVING BALANCE IN ART

You will need:

 A magazine	Scissors 	Glue 

Balance is the way we create a pleasing composition by arranging shapes, lines & colours to give equal weight to all in the space provided. The aim is to 'take the eye for a walk' across the WHOLE page.
Look at the way balance is used in these two works.

This one is quite symmetrical. Focus on a particular shape & then observe it on the other side of the painting. This is creating balance. Colours also create balance. (You will not see this in black & white!).

This one is not completely symmetrical but it uses line, shape & colour in a balanced way. Can you add colour so that the work is balanced?

TASK-Create a balanced artwork using a balance of different shapes & colours.

Choose 4-5 pages that have a good spread of a particular colour across the whole page. Tear/cut them out of the magazine.
Cut different shapes (about 3-5) from each page.
Experiment with arranging your shapes on a page. You can overlap some. Try to get balance with the shapes & different colours. When you think you have a balanced work, paste the shapes.
Is your artwork balanced? How did you achieve that? Would you like to add some lines in black texta to highlight the outline of some of your shapes? Could you give your work a name?

ONLINE ART ACTIVITY-if you have internet.
Read the instructions before clicking on the link.
The site is http://www.jacksonpollock.org/ by Miltos Manetas!.
INSTRUCTIONS-The page will appear blank but as soon as you click on the page, colour will appear & you can create lines by moving the cursor across the screen. When there is enough of that colour, leave the cursor for a few seconds & when you next click the mouse, the colour will change. EXPERIMENT. Keep changing colour & moving the cursor until you have achieved a balance of line & colour across the page. Anytime you want to start again just double click on the page to clear it. Play around with it!! When you are happy with the result, take a screen shot & save it on the Google doc page for art. Include your name & give your work a name.
You can add a border in a suitable colour using the tool bar at the top of the page..

t


FRIDAY

K.Weston 2021

Space Vacation Project: Mission 3

Mission 3: Space Vehicle Design & Make task

Scenario 3: *"Mum! Dad! Are we there yet?"*

Driving from Sydney to Queensland for our two-week holiday with the family was a yearly event… and 10 hours of my life wasted and bored that I'd never get back.
"There's only about 7 hours to go", replied dad with frustration bubbling in his voice.
"I wish we could just click our fingers and be there already", I whinged impatiently.

I hated travelling for so long in the car. So did my sister, who was annoyingly clicking her tongue to the beat of some equally annoying pop song on the radio.
"So, how is the Space Tourism planning going anyway honey?", queried mum with her calming voice. I knew what she was doing- attempting the ultimate distraction from the drive that was slowly progressing, but I couldn't resist!

As I went about updating the whole car on my planning progress and incredible ideas, my usually uninterested sister piped up and asked what type of vehicles were in space? How did my tourists even get to the planet, how did they get around when they were there and how did they go out exploring the planet on excursions? I stopped and looked at her with a puzzled face. I hadn't even thought about this!

"Dad, pull the car over… I need my notebook"

K.Weston 2021

Mission 3: Space Vehicle Design & Make task

Mission 3 is a design and make task. Your mission is to **design and make a vehicle that will support Space Tourism** for your chosen planet. This could be a vehicle that transports tourists to and from your planet, one that moves tourists around once on your planet or a vehicle that takes people on the tours to see the attractions you created for your planet. You will build your vehicle from materials at home and present it to us by taking a set of photographs or making a video to explain.
Please review the inspiration pictures below for ideas before moving on with the mission.

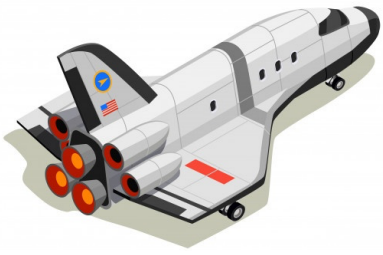
<u>Today you will complete your mission in four steps:</u>

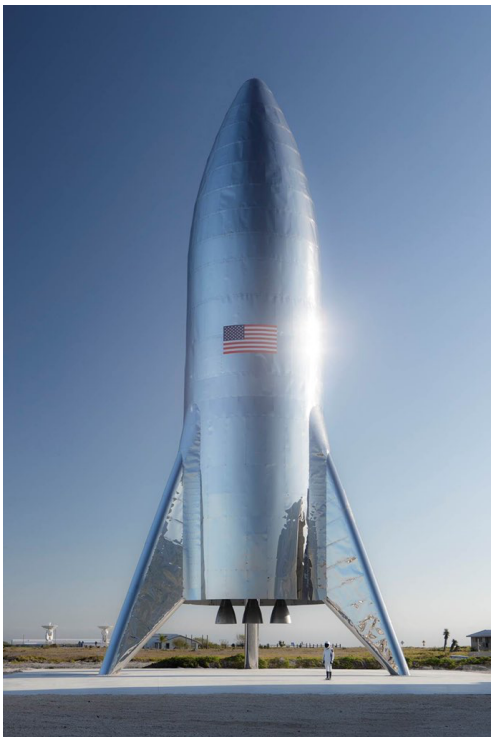
Step 1: Look at the **vehicle choice board** and decide what type of vehicle you want to focus on for your planet.

Step 2: **Draw an annotated design** of your vehicle. This should be neat, detailed and have labels and annotations to describe the features, materials and uses for the vehicle.

Step 3: **Using materials at home, build** your chosen vehicle. Suggested materials to use include paper, cardboard, plastic, lids, found objects, foil, tape, glue, paint, sharpie etc

Step 4: **Take photographs along the way** and of the finished vehicle **or film a short video** of you explaining what it is, how you made it and how it is used on your planet to support Space Tourism.





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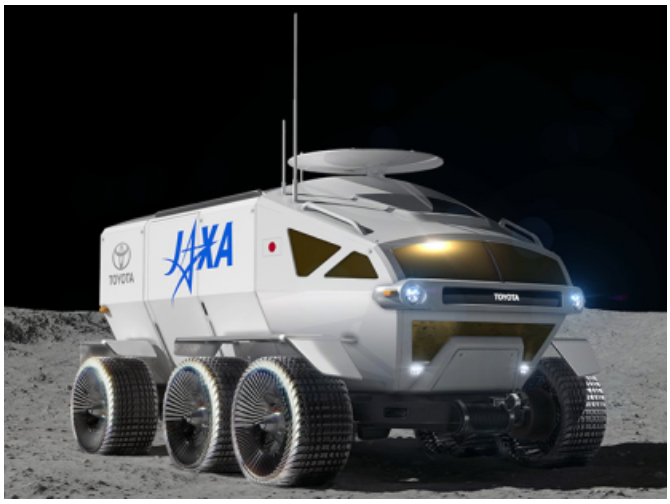

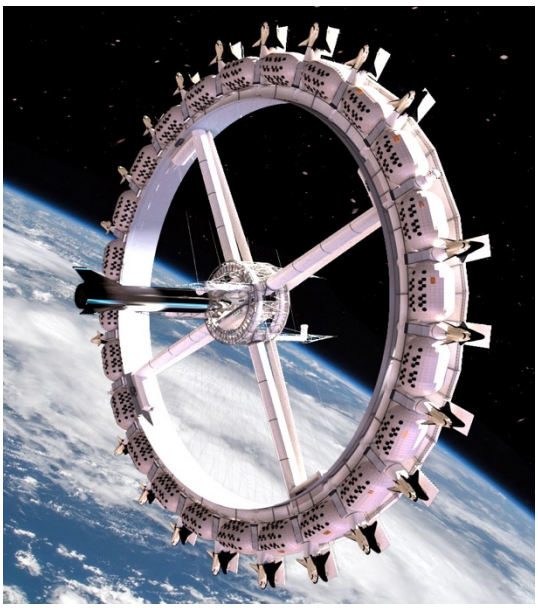

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Mission 3: Vehicle Choice Board

Choose from the matrix below **one type of vehicle you will design and make to support your planet** and Space tourism.
There is a lot to think about: Think about what transport styles are available on Earth for us and what adaptations might need to be made for them in Space. For example, hover vehicles, transport vehicles inside the town bubble and vehicles outside to visit attractions. Does your option fly, hover, have wheels? How does it support Space Tourism on your planet? etc.

Design a vehicle / shuttle that will safely transport your Space Tourists from Earth to your planet and back home again.	Design a bus or taxi that will transport tourists around **inside** the holiday town bubble.	Design a train that can shuttle people around from place to place **inside** the holiday town.
Design a vehicle that takes your tourists on the planned tours / attractions you have on your planet. Be specific to what attraction your vehicle is for.	Design an emergency vehicle that helps officials ensure the safety of the guests on holidays. Think about what emergency vehicles we have here on Earth – Ambulance, Police, Fire.	Design an escape vehicle that will be used to evacuate the planet if there is a medical or planetary emergency.

Unit 31

ou ow cloud flower

List Words

flour
towel
noun
wound
outback
powder
bounce
counter
however
drowned
crowded
fountain
account
discount
surround
pronoun
pronounce
announce
allowance
compound
drought
doubt
powerful
bough
thousandth

1 **Colour** the graphemes that represent ou ow in the List Words.

2 **Turn** to page 84. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent ou ow on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word
ough	drought
oub	doubt

4 **Colour** all the words where you hear ou ow.

floury	mourn	doubtful		
blown	powdered	allowed		
thoughtless	towelling	plough	couldn't	bouncy
course	honour	mountain	pound	through
surrounding	elbow	encourage	accountable	knowledge

5 **Write** List Words that include the following graphemes to fit on the lines.

n ou n h ow e v e r c ou n t e r dr ough t p ow e r f u l
w ou n d dr ow n e d cr ow d e d pron ou n ann ou n ce

6 **Write** List Words to rhyme with these words.

power flour dowel towel how bough louder powder
sprout drought doubt recount discount account
clowned surround wound compound drowned
pounce bounce pronounce announce

7 **Rewrite** these List Words adding the graphemes for ou ow.

tback	outback	crded	crowded	fntain	fountain
drt	drought	allance	allowance	thsandth	thousandth
dt	doubt	bnce	bounce	compnd	compound
flr	flour	hwever	however	discnt	discount
tel	towel	surrnd	surround	pronnce	pronounce

8 **Write** the homographs represented by the sound boxes. **Write** the words again, in the sentences with their numbers to show where the different pronunciations fit.

r rr wr oa o_e ow o row (1) r rr wr ou ow row (2)

The boys nearly had a row (2) over who would be the first to row (1) their new boat.

h ou ow s ss se ce x(ks) c house (1) h ou ow z zz s se house (2)

The old house (1) was used to house (2) the baby lambs during winter.

w wh u ou ow n nn kn d dd wound (1) w wh u oo ew ue u_e u n nn kn d dd wound (2)

Mum wound (1) a clean bandage over the wound (2) on my leg from the bike crash.

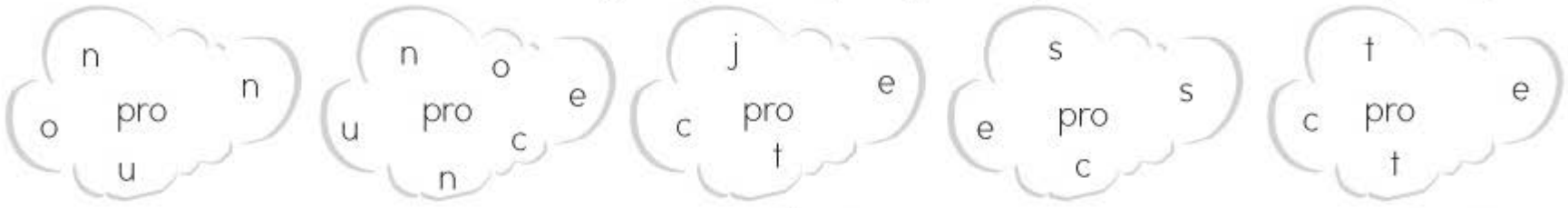
9 **Rewrite** these sentences changing the verbs to the past tense. **Adjust** any other words where necessary.

Now we wind up the ropes to put away.
Last week we **wound up the ropes to put away.**

Now the water is bouncing off the fountain.
Yesterday the **water was bouncing off the fountain.**

Right now the flood waters surround the whole town.
Earlier today the flood waters **surrounded the whole town.**

10 **Use** the letters in each cloud to form words beginning with the prefix **pro**. **Find pro** words in the dictionary to help.



pronoun **pronounce** **project** **process** **protect**

11 **Circle** the best meaning for the first word in each group. **Use** your dictionary to help.

account (n): counter, (statement), money **discount (n)**: (deduction), lie, sale **surround (v)**: allow, crowd, (enclose)
pronounce (v): (declare), yell, hide **announce (v)**: greet, whisper, (broadcast) **doubt (v)**: accept, (distrust), believe
bough (n): (branch), curtsey, bend **compound (v)**: (combine), divide, contract **allowance (n)**: (share), noise, bit

12 **Write** the base words from which the following words have been built. **Use** your dictionary to help.

pronoun	noun	pronouncement	pronounce	pronunciation	pronounce
accountant	account	accountable	account	announcement	announce
thousandth	thousand	doubtful	doubt	bouncing	bounce
towelled	towel	powdery	powder	powerfully	power

Challenge

Decode the words in both boxes. **Add** the decoded words in the first box to the words in the second box to form compound words where they fit on the lines.

Turn to 22 page 87.

a	b	c	d	e	f	g	h	i	k	m	n	o	p	r	s	t	u	v	w
ㄴ	ㅗ	ㄱ	ㄷ	ㅜ	+	ㄷ	ㅎ	ㄱ	ㅣ	ㅓ	ㅏ	ㅣ	ㅕ	ㅗ	ㄹ	ㅋ	ㄴ	ㅜ	ㄷ

ㅜㅋㅜㅗ ㅎㅜㄴㄷ ㅗㄴㄱㅈ ㅕㅣㄷㅜㅗ ㅎㅣㄴㄹㅜ ㅕㄱㅜㅜ ㄴㅋㅋㄴㄱㅈ ㅕㅣㄷㄷㅜㅗ
ever head back power house piece attack powder

ㅎㅣㅗㄹㅜ ㄷㄴㅏ ㄱㅣㄴㅏㅋㅜㅗ ㅎㅣㄷ
horsepower gunpowder counterattack however

ㄱㅣㄴㅗㅋ ㅓㅣㄴㅋㅎ ㅏㅣㄴㅏㅋㄴㅏ ㅣㄴㅋ
courthouse mouthpiece fountainhead outback

For the Extra Challenge turn to page 91.

Unit 31

ou ow cloud flower

List Words

drowsy
lounge
spouse
trousers
coward
browse
plough
council
counsel
powdered
boundary
bountiful
accountant
allowance
mountainous
empowered
compounded
surroundings
cauliflower
doubtless
counterfeit
astounded
foundation
announcement
insurmountable

1 **Colour** the graphemes that represent ou ow in the List Words.

2 **Turn** to page 84. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent ou ow on the Grapheme Chart. **Write** one word example for each.

4 **Cross** out all words with letters **ou** and **ow** that do not represent ou ow, in the first three sentences. **Write** the number for each proverb, beside its meaning in the circles.

Grapheme Chart

grapheme	word
o	coward
ough	plough
oub	doubtless

1 Faith ~~Courage~~ will ~~anxiously~~ ~~courteously~~ move ~~rendezvous~~ mountains.
2 Never ~~Know~~ look ~~double~~ a gift ~~throw~~ horse ~~court~~ in the mouth ~~trouble~~.
3 ~~Honour~~ Two ~~journey~~ is company, ~~brought~~ ~~though~~ three is a ~~crow~~ crowd.
(2) Don't be critical and ungrateful to those who give you help or presents.
(3) Usually two people get along well together. A third person can upset the harmony.
(1) Believing in what you are doing will help solve mountainous problems easily.

5 **Write** List Words that include the following graphemes to fit on the lines.

pl ough l ou n g e t r ou s e r s a c c ou n t a n t
b ou n d a r y d oub t l e s s p ow d e r e d a s t ou n d e d
c o m p ou n d e d c a u l i f l ow e r s u r r ou n d i n g s

6 **Rewrite** these List Words adding the missing graphemes for ou ow.

drsy drowsy allance allowance mntainous mountainous
brse browse bntiful bountiful empered empowered
annncement announcement insurmntable insurmountable

7 **Colour** all the digraphs and one trigraph in the following words.
Use different colours if digraphs are side by side.

lounge	browse	mountainous	counterfeit	drowsily	counselling
spouse	accountant	surroundings	foundation	trousers	announcement
coward	allowance	cauliflower	councillor	doubtless	insurmountable

8 **Write** the plural forms of the following words.
Turn to and 3a, 4 and 5 page 86.

boundary boundaries pouch pouches trousers trousers trout trout
tomato tomatoes valley valleys headlouse headlice self selves
editor-in-chief editors-in-chief radius radiuses or radii radio radios

 ISBN 978 1 74135 161 3

9 **Write** the words from the brackets to complete the sentences.

The river current forced the **bow** of our boat in under a low **bough** of a tree. (bough, bow)

The **coward** **cowered** in the corner when he realised he had been caught. (coward, cowered)

There was a **foul** smell coming from the **fowl** yard. (foul, fowl)

We **flounder**ed about in the bouncing boat as it **founder**ed on a rocky reef. (flounder, founder)

People who **browse** in this shop often raise their eye **brows** at the strange music. (brows, browse)

The city **council** trains people to be able to **counsel** disaster victims. (council, counsel)

Howard was reading out **aloud** in the library where loud noise is not **allowed**. (allowed, aloud)

10 **Rewrite** these List Words that have been written with the beginning of the word at the end.

ardcow	coward	selcoun	counsel	serstrou	trousers
sebrow	browse	cilcoun	council	deredpow	powdered
geloun	lounge	sespou	spouse	lessdoubt	doubtless
sydrow	drowsy	oughpl	plough	antaccount	accountant

11 **Unjumble** the word parts in the brackets to form words which all begin with the prefix **counter** that can mean **against**.

counter **act** (cat)

counter **feit** (efit)

counter **balance** (aabceln)

counter **measure** (aeemrsu)

counter **part** (aprt)

12 **Colour code** one word part from each column to form List Words.

foun	ter	er
coun	ti	dings
cauli	da	nous
su	tai	ered
moun	da	feit
boun	flow	ry
boun	pow	tion
em	rroun	ful

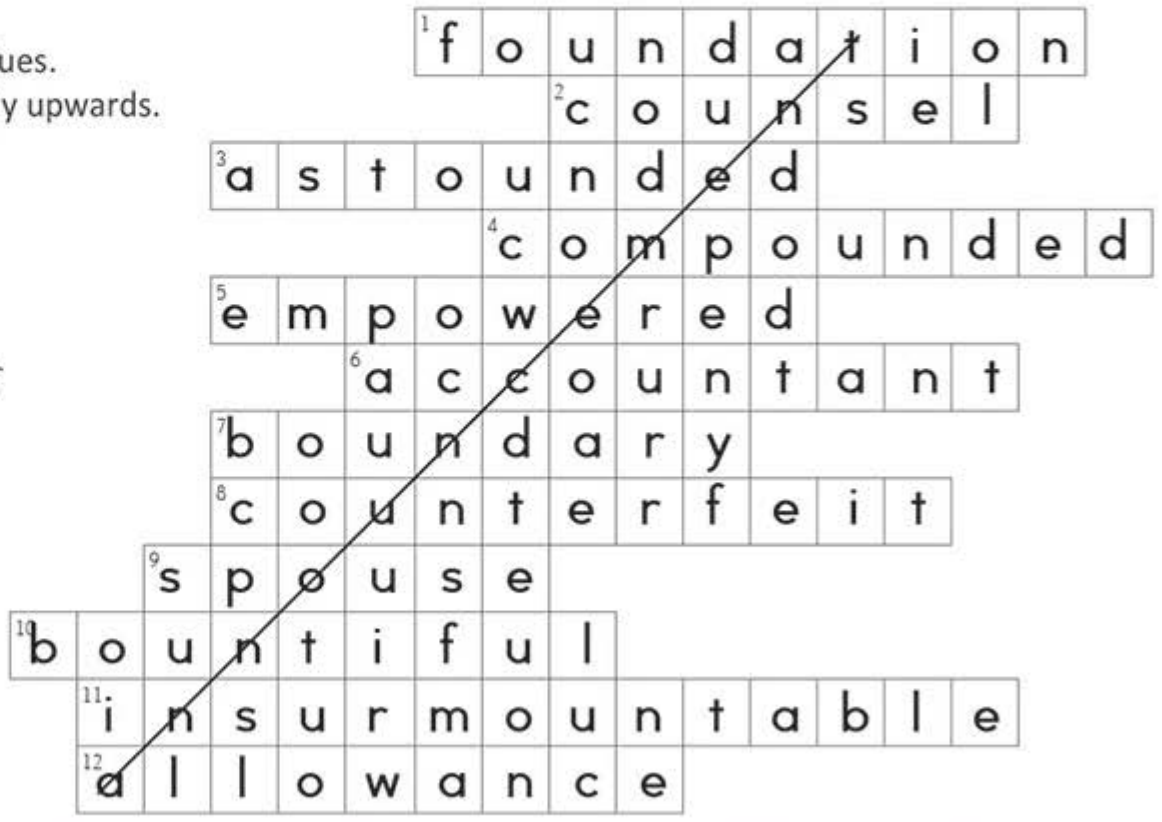
foundation
counterfeit
cauliflower
surroundings
mountainous
bountiful
boundary
empowered

Challenge

Write List Words, horizontally, to match the clues.
Find the hidden List Word that reads diagonally upwards.

Clues

1. base
2. advise (verb)
3. amazed
4. blended
5. authorised
6. keeper of accounts
7. border
8. fake
9. marriage partner
10. abundant
11. impossible
12. allocation



Hidden List Word

a n n o u n c e m e n t

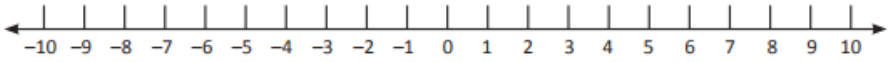
▶ For the Extra Challenge turn to page 91.

ISBN 978 1 74135 161 3

Types of numbers – negative numbers

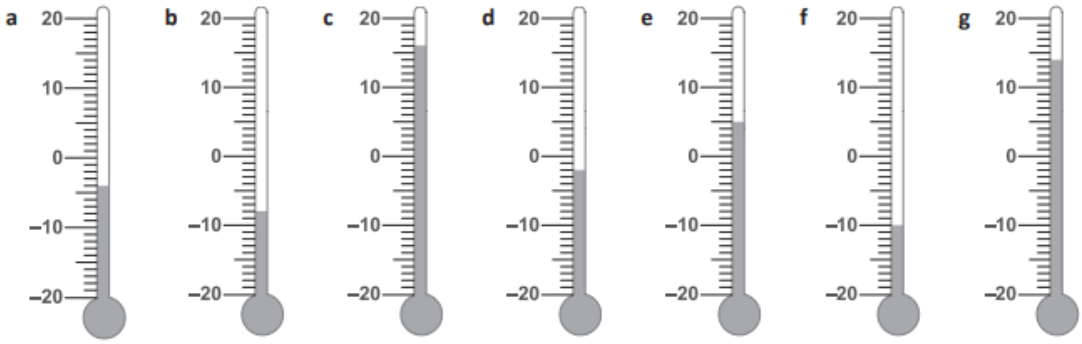
Negative numbers are numbers with a value less than zero.

Negative numbers always have a minus sign before them.



Negative numbers are used when we measure temperature and in transactions with money. When we are in debt, we have a negative balance. This means we owe money.

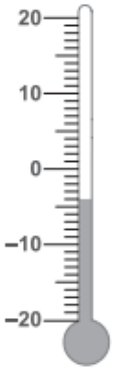
1 **What is the temperature showing on each thermometer in °C (degrees Celsius)?**



a)	b)	c)
d)	e)	f)

h On Wednesday morning the thermometer reads –4 °C. One hour later it is 3 °C colder.

The new temperature is ☐



i On Thursday morning the thermometer reads –9 °C. One hour later it is 4 °C warmer.

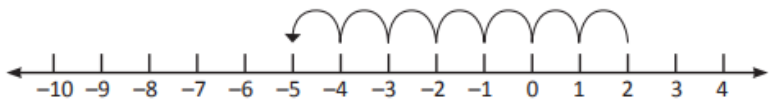
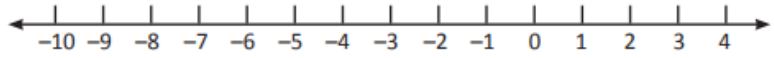
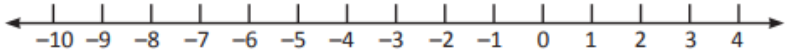
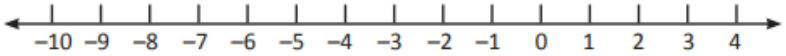
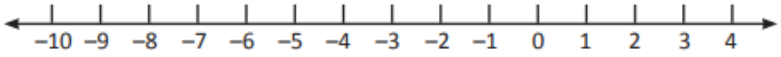
The new temperature is ☐

h)	i)

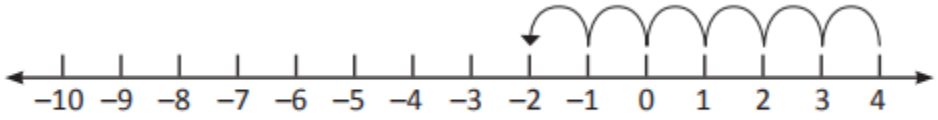
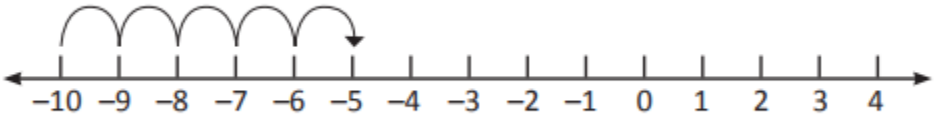
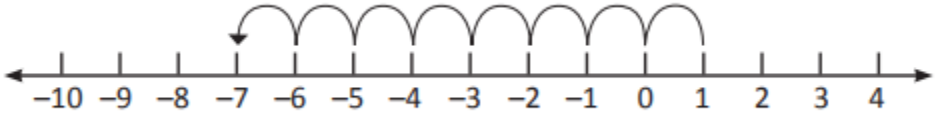
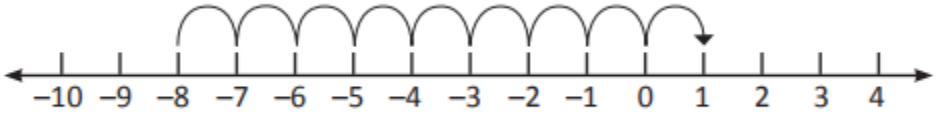
Q2. Sarah had $10 in her bank account. What would be the balance if she:

a) Withdrew $15 =	b) Withdrew $9 =
c) Deposited $5 =	d) Deposited $2=
e) Withdrew $20 =	f) Withdrew $12=
g) Deposited $7=	h) Withdrew $25=

Q3. Use the drawing tool to mark the number line with the amount either added or subtracted, then answer the questions in the second box. The first one has been done for you.

a) 	2 - 7 = -5
b) 	1 - 5 =
c) 	-4 + 7 =
d) 	-6 + 3 =
e) 	-1 - 7 =

Q4. Use the number line to complete the number sentence in the second column. The first one has been done for you.

a) 	4 - 6 = -2
b) 	
c) 	
d) 	

Comparing Integers

1. Type <, > or = to compare the pairs of integers. The first one has been done for you.

a)	13	>	10	**k)**	-7		-1
b)	-4		-1	**l)**	16		-16
c)	-6		-15	**m)**	1		4
d)	0		1	**n)**	9		-15
e)	-6		11	**o)**	22		-13
f)	-2		2	**p)**	28		-7
g)	3		3	**q)**	-5		-6
h)	15		-3	**r)**	32		-12
i)	-5		9	**s)**	-8		9
j)	-18		-15	**t)**	2		-10

2. Order these integers from least to greatest.

(a) 7, 0, -5, 1, -3, 15, -9	
(b) 4, 12, -8, -9, 3, 13, 2	
(c) 22, -4, -22, -13, 0, 11	

(d) 40, 19, -18, -19, 3, 15	
(e) 7, -8, -7, 8, 4, -4, 3, -3	

3. Order these integers from greatest to least.

(a) 6, 7, -7, 3, -2, -9, -5 :	
(b) 0, 8, -4, -1, 1, 13, -9	
(c) 14, 12, -8, -3, 2, -5, 1	
(d) 13, -11, -14, -16, 14, -9	
(e) 5, -9, -5, -3, 2, 9, -2, 1	

4. Watch the following video to help you with adding and subtracting integers

YOUTUBE LINK: https://www.youtube.com/watch?v=NQSN00zL5gg

5. Solve the following questions. You might like to use the number line to help you. Remember:
Two like signs = a positive sign / + + or - - then you add
Two unlike signs = a negative sign + - or - + then you subtract
If a number does not have a symbol in front of it, you need to imagine there is an invisible +. For example 9 + (-3) is really (+9) + (-3) = 6

a) -6 + 3 =	**b)** -6 + (-3) =	**c)** 9 + (-3) =	**d)** -8 + 4 =
e) -6 + 6 =	**f)** 12 + (-3) =	**g)** 2 + (-3) =	**h)** -8 + 2 =
i) -12 + 5 =	**j)** 15 + (-5) =	**k)** -3 + 1 =	**l)** 20 + (-12)
m)-7 + 4 =	**n)** 11 + (-3) =	**o)** 13 + (-6) =	**p)** -17 + 6 =
q) -9 - 5 =	**r)** -8 - (-4) =	**s)** -14 - 7 =	**t)** -14 - (-12) =

Matharoo ANSWER SHEET

for Matharoo sheets 30 21 for week beginning 4th October, 2021

ANSWERS – Matharoo Lower-Primary Worksheet LP 30 21

1. Various guesses
2. 14 times
3. 12 globes
4. 34 blocks
5. 5 balloons
6. 21, 24. 27
7. 7 fish

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

ANSWERS – Matharoo Mid-Primary Worded Worksheet MP 30 21

1. 134 seconds
2. 5/10 = ½
3. 14 books
4. 6/8 = ¾
5. 270 seconds
6. 75 books
7. $2.75
8. 1 hour 32 minutes
9. 444 cm = 4 m 44 cm
10. Various answers

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

ANSWERS – Matharoo Upper-Primary Worded Worksheet UP 30 21

1. 36 minutes and 45 seconds
2. 3:10 pm
3. 15%
4. Various answers
5. 88 km
6. 2 minutes 7½ seconds
7. 56 grams
8. 8/33
9. Various answers

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

ANSWERS – Matharoo Extension Worded Worksheet EW 30 21

1. Various answers
2. Very early
3. 15 are happy emojis
4. 40
5. 23 eggs
6. 18/20 = 90%
7. 11 per month
8. 13/15
9. Various answers