Learning From Home Offline Booklet

Term 3 Week 6

Stage 3

Term 3 - Week 6 - Stage 3 OFFLINE GRID

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session 1	Wellbeing Task Daily Gratitude Check-in	Wellbeing Task Daily Gratitude Check-in	Wellbeing Task Daily Gratitude Check-in	Wellbeing Task Daily Gratitude Check-in	**MINI PROJECT DAY**
Morning Session 2	**Soundwaves Unit 26, P1** Complete page 1 of your Soundwaves unit. To extend yourself, find the dictionary meanings of 10 of your words.	**Reading Task** **"The Miracle Liquid"** Read the text about why our bodies need water and then complete the questions.	**Soundwaves Unit 26, P2** Complete page 2 of your Soundwaves unit. To extend yourself, create a rap or a rhyme using as many of your list words as you can.	**Reading Eggspress** Log into your Reading Eggspress account and complete the lesson your teacher has set for you.	**"The Potato Olympics:** 
Fruit Break					
Morning Session 3	**Writing** **Underwater Olympics** Complete the 'OFFLINE MONDAY Pobble Underwater Olympics Questions'	**Writing** **Underwater Olympics** Complete the 'OFFLINE TUESDAY Pobble Underwater Olympics-Writing'	**Writing** **Would you rather?** Complete the 'OFFLINE WEDNESDAY Would you rather live in the city or country'	**3D Art** **Junky Sculptures Part 2** Today your art is in two sessions to help assist with the drying and construction of your 'Junk Sculpture' Today you will be following the slide set "Junky Sculptures Part 2" You will gather your items and equipment, find a big space and do the warm up before beginning to construct your sculpture.	Today you will compete in the Potato Olympics. Follow the project tasks in order. Take photos of your mini project throughout the day.

Lunch					
Middle Session	**Maths** **Problem solving** Complete the **MATHAROO** problem solving worksheet	**Maths** **Introduction to Chance** Open the document titled **TUESDAY MATHS PART 1** and complete the questions. Extend yourself: Open the document titled **TUESDAY MATHS PART 2** and complete the questions	**Maths** **Chance experiments** Part 1: using dice Open the document titled **WEDNESDAY MATHS PART 1** and conduct the chance experiments. Remember to record your results in the table provided. Part 2: using coins - heads or tails? Open the document titled **WEDNESDAY MATHS PART 2** and conduct the chance experiments. Remember to record your results in the table provided.	**Maths** **Chance questions** Complete the worksheets on chance	**Zoom Session** Join your class for a zoom call.
Recess					
Afternoon Session	**Science** **Constellations** 1. Revision - Complete the worksheet ***'Order and Sort Planets'*** 2. Read the text ***'Constellation Location'***. 3. Complete the worksheet **'Constellation Dot**	**<u>PDHPE</u>** Complete as many of the Exercise Station Cards as you can. Time how long it takes you to see if you can beat your effort next time around!	**<u>History</u>** **<u>Significant Women of Australia's Colonisation - Fact File:</u>** Read through the four fact files containing information on noteworthy women from Australia's colonial period and answer the	**<u>3D Art</u>** **<u>Junky Sculptures Part 2 - Continued</u>** Continue to build and construct your sculpture. Don't forget to give it a name and upload photographs from different views to today's assignment	**"The Potato Olympics:** Follow the instructions and event guide to compete in the Potato Olympic Events. Record your results.

	To Dot'		questions on Page 5.	with your name clearly marked on the image.	

Term 3 Week 6

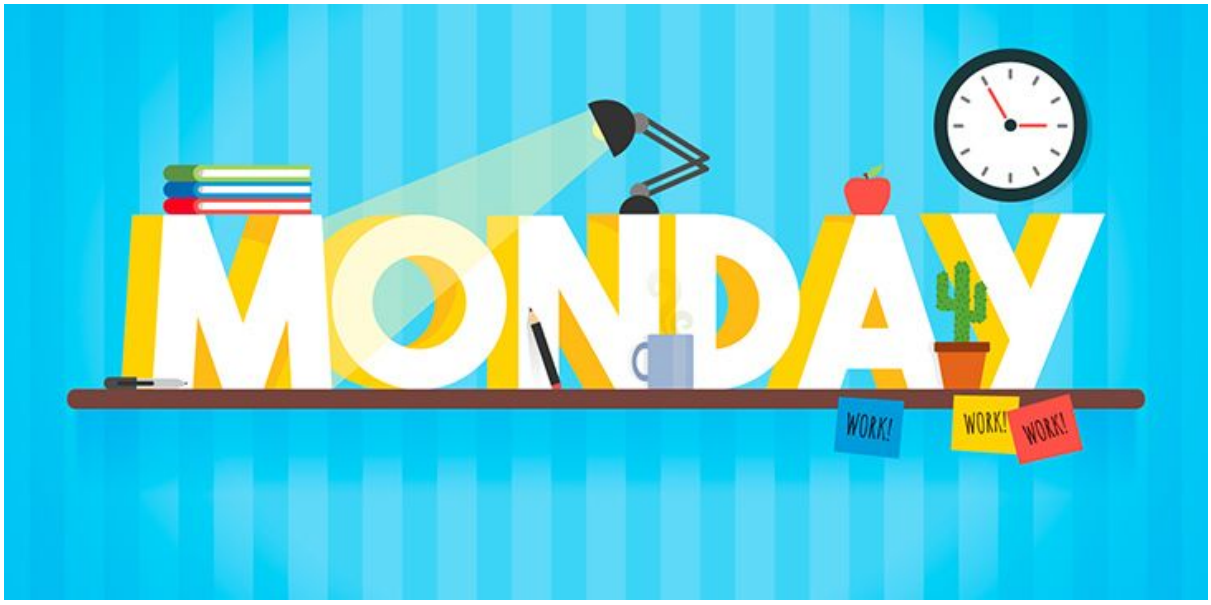
Monday, August 16th, 2021

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?
__/___/_____ Monday	- - -
__/___/_____ Tuesday	- - -
__/___/_____ Wednesday	- - -

__/___/_____ Thursday	- - -
__/___/_____ Friday	- - -


MONDAY
WORK!
WORK!
WORK!

Unit 26

v ve vase sleeve

List Words

grave
victim
solve
survive
advise
advice
lovable
creative
massive
positive
negative
adventure
discoveries

_____
_____
_____

1 **Colour** the graphemes that represent v ve in the List Words.

2 **Go** to the List Words for Unit 26. **Count** the sounds and identify all the graphemes in each List Word.

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

4 **Write** the words represented by the sound boxes. **Read** the meanings in the box. **Write** the words in the sentences according to their definitions and pronunciations.

★ **Advise** is a verb meaning *to give information* or *an explanation about what could be done.* **Advice** is a noun meaning *information* or *an explanation about what could be done.*

er ar or ɑ e i o u | d dd | v ve | i_e y igh i ie | z zz s se _____

er ar or ɑ e i o u | d dd | v ve | i_e y igh i ie | s ss se ce x(ks) c _____

The inventor gave us _____ on how to make our creation work.

He was also able to _____ us about how to varnish it to protect it.

Grapheme Chart

grapheme	word

5 **Write** contractions for the pairs of words, and pairs of words for the contractions.

Go to Helpful Hint 10.

we have _____ they have _____ they are _____

have not _____ we had _____ we would _____ we are _____

could've _____ _____ would've _____ _____ should've _____ _____

6 **Write** adjectives ending with the suffix **ive** to match the meanings.

★ The adjective-forming suffix **ive** can mean *relating to*, for example *inventive* means *relating to being an inventor.*

relating to creating _____ relating to a great mass _____

relating to possessing _____ relating to a plus position _____

relating to attracting _____ relating to a minus position _____

7 **Colour** words in the Word Search that have been built from the base words in the box. The Hidden Word has been built from a List Word.

solve – *yellow*	grave – *purple*
survive – *blue*	adventure – *red*
love – *green*	discover – *brown*

t	l	a	v	i	v	r	u	s	g	r	a	v	i	t	y	s
n	v	e	r	u	t	n	e	v	d	a	s	i	m	i	y	o
e	l	o	v	e	l	y	e	v	l	o	s	s	i	d	l	l
v	e	v	l	o	s	e	r	l	o	v	a	b	l	e	e	u
l	c	a	d	v	e	n	t	u	r	o	u	s	t	i	v	t
o	m	i	s	e	i	r	e	v	o	c	s	i	d	s	a	i
s	a	t	a	d	v	e	n	t	u	r	e	r	i	o	r	o
s	o	l	u	b	l	e	r	o	v	i	v	r	u	s	g	n

Hidden Word _ _ _ _ _ _ _ _ _ _ _ _ _ _ n

 ISBN 978 1 74135 160 6

Unit 26

v ve vase sleeve

List Words

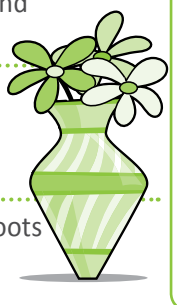
vaguely
vertically
serviceable
varying
violence
sovereign
victimised
civilisation
voluntary
inevitable
vivacious
mischievous
inconvenience

1 **Colour** the graphemes that represent v ve in the List Words.

2 **Turn** to page 83 or use **SLW25**. **Count** the sounds and identify all the graphemes in each List Word.

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

4 **Select** words from below to write under the Latin roots and meanings from which they have developed.



Grapheme Chart

grapheme	word

visualise omnivore civic advertise
civil reverse carnivore civilise inverted herbivore
convert visible television civilian voracious video

video visus – see	verto versus – turn

civis – citizen	vorare – devour

5 **Circle** the synonym for the first word in each column.

inevitable	victimised	vivacious	serviceable	inconvenience
uncertain	persecuted	ebullient	inefficient	nuisance
unavoidable	harmonised	contagious	functional	continuation

6 **Circle** the incorrect word in each sentence and write the correct word on the line at the end.
Turn to 19 and 20 page 87.

The sovereign would of gone to the ceremony if it had been convenient. _____

The volunteers could of done more to help if they had received the relevant information. _____

The victim of the mistake felt he should of been given more privileges as compensation. _____

7 **Finish** the animal names in the box by adding the first and last letters. **Write** the full animal names under the correct heading.

Herbivores eat plants only.	Carnivores eat meat only.	Omnivores eat both.
k_ _ _ _ _ _ _	w_ _ _	t_ _ _ _ _ _ _
d_ _ _	e_ _ _ _	w_ _ _ _
w_ _ _ _ _	s_ _ _ _	b_ _ _
s_ _ _ _	f_ _ _	h_ _ _ _
k_ _ _ _	l_ _ _ _ _	c_ _ _ _ _ _
p_ _ _ _ _	d_ _ _ _	d_ _ _
q_ _ _ _ _	l_ _ _ _ _	e_ _

angaro	_ing_	_izar_
oal	_ortois_	_omba_
_ee_	_uc_	_ro_
hal	_uma_	_ossu_
_ol_	_ea_	_eopar_
hicke	_m_	_uokk_
agl	_nak_	_nai_

 ISBN 978 1 74135 161 3

Image by: Caras Ionut

Question time!

- How is this race different from a normal race?
- What does ‘the resistance from the water’ mean? Why is is more difficult to move underwater than on land?
- Why might the authorities have chosen to hold the Olympics under water?
- Which Olympic event is this?
- Which is your favourite Olympic event to watch?
- How many different Olympic events can you name?
- If you could be world champion at one Olympic event, which one would you choose? Why?

Image by: Caras Ionut

Sentence challenge!

Can you use a colon to mark the boundary between independent clauses?

E.g. He felt exhilarated: this was his first ever Olympic race underwater!

Image by: Caras Ionut

Sick sentences!

These sentences are ‘sick’ and need help to get better. Can you help?

- The athlete put his leg up.
- The athlete jumped over the hurdle.
- He landed on the sand.

Image by: Caras Ionut

Perfect picture!

Can you draw a picture of a different Olympic event happening underwater?

MATHAROO
helping kids jump into maths

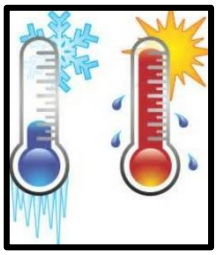
MATHAROO Worksheet LP – 24 21

Student Name: _____

Grade:_____ **Date:**_____

1. If Sesame Street's Ernie told Bert 2 jokes each minute for 3 minutes, how many jokes did Ernie tell altogether?

2. One Aussie champion won 3 Gold medals at the Olympics. Her friend won 2 Gold and 1 Bronze medal. How many medals did they win altogether?



3. The temperature at 11 am was 17°C. By 3 pm it had fallen by 8°C. What was the temperature at 3 pm?

4. August is "**STAMP COLLECTING MONTH**" in Australia. If Jimmy collects an extra 26 stamps this month, and his sister Jessa collects 5 more stamps than Jimmy, how many stamps does Jessa collect?

5. Last Friday was "**PRINCIPAL'S DAY**" around Australia. If **YOUR** Principal was at school that day for 9 hours, and smiled 5 times per hour, how many "Principal Smiles" were there on that day?

6. Bella's mum cooked half-a-dozen muffins last Wednesday. Bella ate 2 of them. How many were left?

7. **Open-ended Question:** In Sophia's purse there are 4 coins. What **MAY** be the value of those coins? Give 3 possible answers.

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MATHAROO Worksheet MP – 24 21

Student Name: _____

Grade:_____ **Date:**_____

1. As of last Friday morning, Australia had won 17 Gold, 8 Silver and 18 Bronze medals. Top of the table was China, with 33 Gold, 24 Silver and 16 Bronze medals. How many **MORE** medals had China won than Australia, at that stage?

2. Each Olympic medal weighs 450 grams. How much would a collection of 9 Olympic medals weigh altogether, in kilograms and grams?

3. Popular Aussie tennis champ Ash Barty was eliminated from the 2021 Olympics in her first match, playing Spain's Sara Sorribes. They played a total of 19 games. Her opponent won 12 games. How many games did Ash win?

4. To help out a struggling coffee shop, one customer gave a $500 tip to the owner. If the usual cost of coffee at that shop is $4, how many cups of coffee could he have **bought** for the $500?

5. The 1st of August fell on a Sunday this year. On what day of the week will the **LAST** day of August fall?

6. August 4th was "ABORIGINAL AND TORRES STRAIT ISLANDERS CHILDREN'S DAY". How many of the letters in that title are vowels?

7. While taking his dog Charlie for a walk, Keith passed 12 people, all walking their own dogs. Charlie only barked at **¼** of the dogs they passed. At how many dogs did he bark?

8. Truffle is a very expensive food. At one top notch restaurant in America, just one bowl of truffle, with "gold" chicken salt, costs $190. If Beth's mum and dad each chose the truffle dish, how much would they pay in total?

9. Friday of this week, 13th August is "**RED NOSE DAY**", raising funds for sick infants. If Jason's class has 24 children in it, and each child's family donates 50 cents to the charity, how much money is raised?

10. **Open-ended Question:** There were a few dozen biscuits in a large biscuit barrel. How many biscuits **MAY** that be? Give 3 possible answers.

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MATHAROO Worksheet UP – 24 21

Student Name: _____

Grade:_____ **Date:**_____

1. Aussie BMX Olympic Gold medal winner Logan Martin built a BMX training set-up in his family's backyard for practice. The track cost $70,000. If Logan paid 95% of that cost himself, how much did he contribute towards his backyard track? Was it worth it?

2. A new Disney movie – "**JUNGLE CRUISE**" – topped the North American box office last weekend. Second place went to "**THE GREEN KNIGHT**", third place went to the movie "**OLD**". How many letters were there in each of these movie titles? Find the mean, median and mode of those numbers.

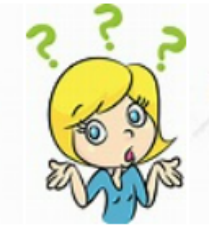
3. Australia's "**Flying Mullet**", Rohan Browning, finished 5th in his Olympic 100-metre heat. His time was 10.09 seconds, which was slower than his time in the first heat – 10.01 seconds. Write down the **DIFFERENCE** between these two times, **IN WORDS**.

4. Each Olympic medal weighs 450 grams. If one Olympian won 2 Gold, 1 Silver and 4 Bronze medals, what weight would they be carrying around their neck (in kilograms and grams) if the winner wore **ALL** those medals at once?

5. On one of the ski fields, the snow last week was at a depth of 130 centimetres. It was predicted that this snow depth would increase by 15% in the coming week. If no snow melted, what would probably be the depth of snow at the end of the week ?

6. Thirty-six children turned up for soccer training. Only half of them had the correct footwear, and a third of the rest didn't have the right shorts. All others were ready to train, dressed correctly. How many were wearing the totally correct uniform for training?

7. Colin takes his dog Bonza for a walk each day. They usually walk at an average speed of 5 kilometres per hour for $\frac{3}{4}$ of an hour. How many **METRES** would they walk in that time, on average?



8. **Open-ended Question:** Suzannah tried to create 3 sets of data, each with six numbers. The first set had to have five as the mode. The second set had to have two modes, and the third set should **NOT HAVE** a mode. What **MAY** Suzanna's answers have been?

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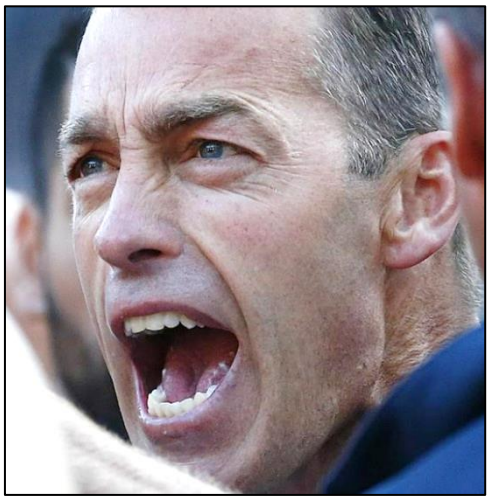
MATHAROO Worksheet EXT – 24 21

Student Name: _____

Grade:_____ **Date:**_____



1. Hawthorn AFL coach Alastair Clarkson will finish his coaching career with Hawthorn at the end of the 2021 footy season. He spoke about 5 reasons for this: "His 5 Fs": Footy, Family, Friends, Farm and Fitness. What **PERCENTAGE** of the Five Fs are, in your opinion, **NOT AT ALL** sports-related?

2. In Gerald's grade, exactly **one third** of the children are in some sort of sporting group outside school. How many children **MAY** there be in Gerald's grade? Give 3 "realistic" possible answers.

3. As of last Friday, China was leading the Olympic medal tally with 33 Gold, 24 Silver and 16 Bronze medals. Coming lowest on the list was **AZERBIJAN**, with 3 Bronze medals. What **PERCENTAGE** of China's medals was the Azerbijan tally? Can you think of reasons for this low percentage? Write a sentence of explanation.

4. August is "**Stamp Collecting Month**" across Australia, and for publicity purposes Australia Post has created some very large cardboard posters. These rectangular posters measure 100 cm high x 60 cm wide. An **ACTUAL** stamp measures 36 mm x 26 mm. What is the greatest number of **REAL** stamps that could be laid on top of **ONE** of the carboard poster replicas of the stamps?

5. According to a pet insurer, the most popular pet dogs in Australia are cavoodles, followed in order by the French bulldog, poodles, golden retrievers and border collies. Arrange these 5 breeds in order of height. Then, arrange them in a different order – the weight of food they might eat daily. Finally, arrange them in order from timid to aggressive.

6. Ben's family's 65 inch (165 cm) rectangular TV measures 139.2 cm x 82 cm **including** the frame surround. The surrounding frame is 1.8 cm wide, which borders all 4 sides of the screen. Calculate the **perimeter and area** of the **ACTUAL SCREEN AREA** of his TV.

7. **OPEN-ENDED QUESTION:** Researchers were trying to see if dogs can tell when a person is lying. They watched 260 dogs of different breeds. When one person told a lie, half of the dogs ignored that person. What does this prove, if anything? Write down your answer in less than 10 words.

Matharoo ANSWER SHEET

for Matharoo 24 21 sheets for week beginning 9th August, 2021

ANSWERS – Matharoo Lower-Primary Worksheet LP 24 21

1. 6 jokes
2. 6 medals
3. 9°C
4. 31 stamps
5. 45 smiles
6. 4 muffins left
7. Various answers

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

ANSWERS – Matharoo Mid-Primary Worded Worksheet MP 24 21

1. 30 more
2. 4,050 grams = 4 kg 50 grams
3. 7 games
4. 125 cups
5. Tuesday
6. 16 vowels
7. 3 dogs
8. $380
9. $12
10. Various answers

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

ANSWERS – Matharoo Upper-Primary Worded Worksheet UP 24 21

1. $66,500; YES!!
2. Mean = 9.67; Median = 12; Mode – No mode
3. Eight one hundredths of a second
4. 3,150 grams = 3 kg 150 g
5. 149.5 cm
6. 12
7. 3,750 metres
8. Various answers

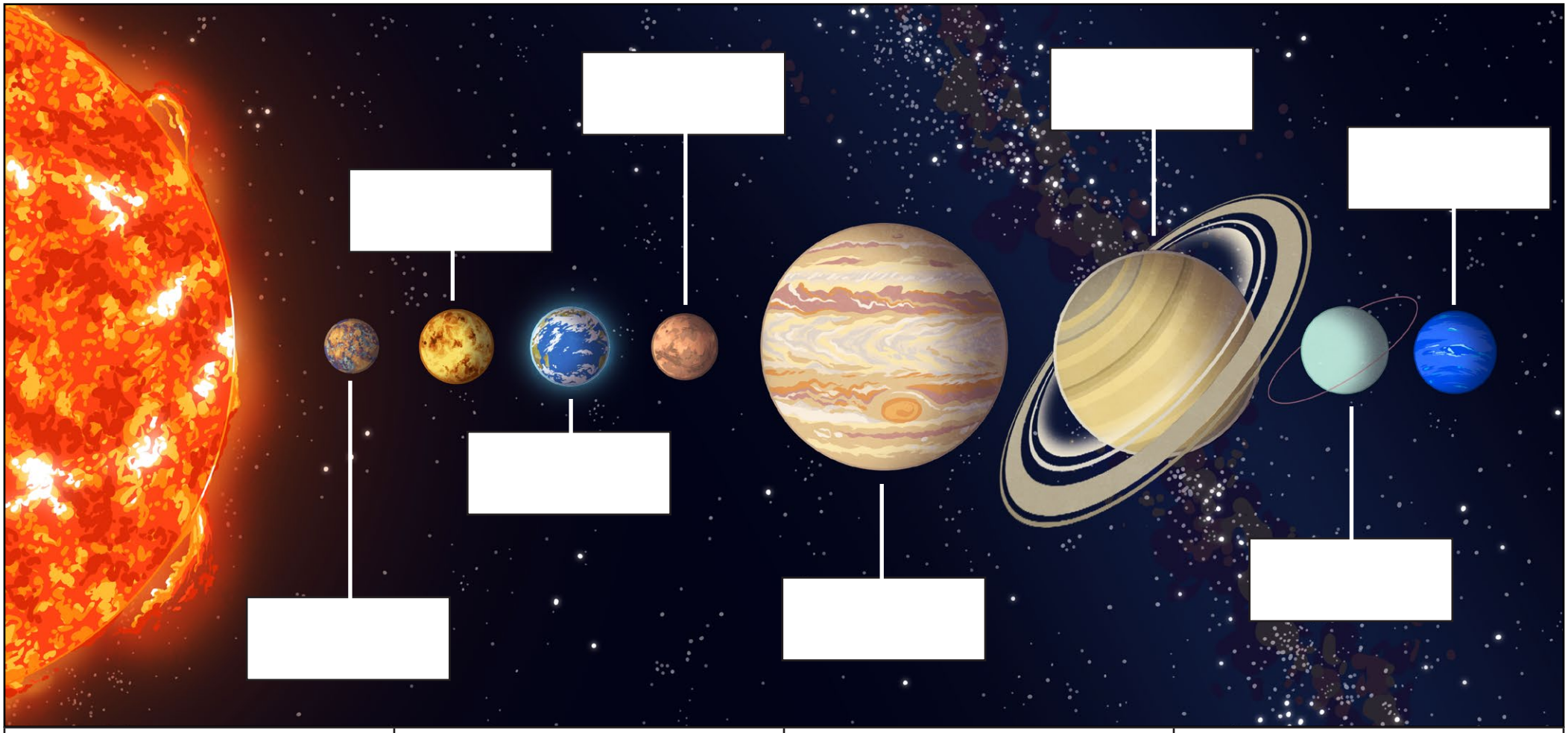
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

ANSWERS – Matharoo Extension Worded Worksheet EW 24 21

1. Various possible answers, one of which is 20%
2. 15, 18, 21, 24, 27, 30 – a multiple of 3
3. 4.1%
4. 637 – made up of 621 in “landscape”, and another 16 in “portrait” down the side
5. Various answers
6. Area = 10,631 squ cm; Perimeter = 428 cm
7. Various answers

The Solar System

Use the word bank provided to label the parts of the solar system.



Mars	**Earth**	**Neptune**	**Saturn**
Jupiter	**Uranus**	**Mercury**	**Venus**

Constellation Location

What is a constellation?

A constellation is a group of visible stars that form a pattern when viewed from Earth. The pattern they form may take the shape of an animal, a mythological creature, a man, a woman, or an inanimate object such as a microscope, a compass, or a crown.

How many constellations are there?

The sky was divided up into 88 different constellations in 1922. This included 48 ancient constellations listed by the Greek astronomer Ptolemy as well as 40 new constellations.

Star Maps

The 88 different constellations divide up the entire night sky as seen from all around the Earth. Star maps are made of the brightest stars and the patterns that they make which give rise to the names of the constellations. The maps of the stars represent the position of the stars as we see them from Earth. The stars in each constellation may not be close to each other at all. Some of them are bright because they are close to Earth while others are bright because they are very large stars.

Hemispheres and Seasons

Not all of the constellations are visible from any one point on Earth. The star maps are typically divided into maps for the northern hemisphere and maps for the southern hemisphere. The season of the year can also affect what constellations are visible from where you are located on Earth.

Famous Constellations

Here are a few of the more famous constellations:

Orion

Orion is one of the most visible constellations. Because of its location, it can be seen throughout the world. Orion is named after a hunter from Greek mythology. Its brightest stars are Betelgeuse and Rigel.

Ursa Major

Ursa Major is visible in the northern hemisphere. It means "Larger Bear" in Latin. The Big Dipper is part of the Ursa Major constellation. The Big Dipper is often used as a way to find the direction north. Advertisement | Report Ad Ursa Minor Ursa Minor means "Smaller Bear" in Latin. It is located near Ursa Major and also has the pattern of a small ladle called the Little Dipper as part of its larger pattern.

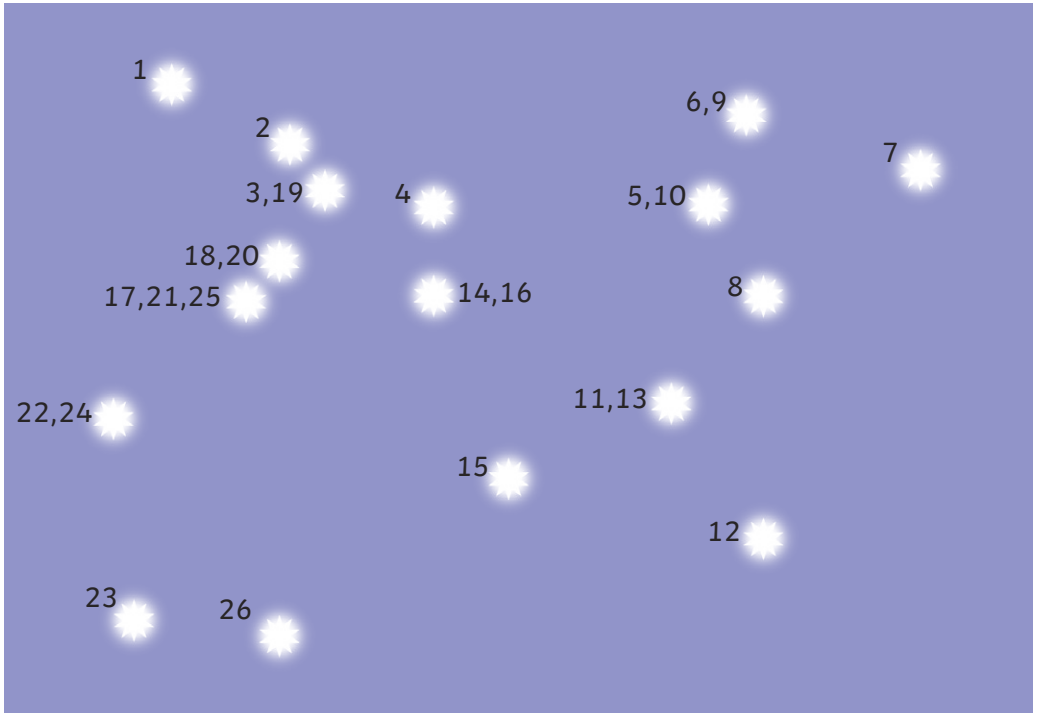
Uses for Constellations

Constellations are useful because they can help people to recognize stars in the sky. By looking for patterns, the stars and locations can be much easier to spot. The constellations had uses in ancient times. They were used to help keep track of the calendar. This was very important so that people knew when to plant and harvest crops. Another important use for constellations was navigation. By finding Ursa Minor it is fairly easy to spot the North Star (Polaris). Using the height of the North Star in the sky, navigators could figure out their latitude helping ships to travel across the oceans.

Ducksters. (2021). Astronomy for Kids: Constellations. *Ducksters*. Retrieved from https://www.ducksters.com/science/physics/constellations.php

Dot to Dot Star Constellations Challenge

Can you join the stars together using straight lines to form a constellation? Use the numbers to help you.



Can you write the name of the constellation in the box provided?

Can you read the name of that constellation?

Can you circle the correct constellation?

The Plough

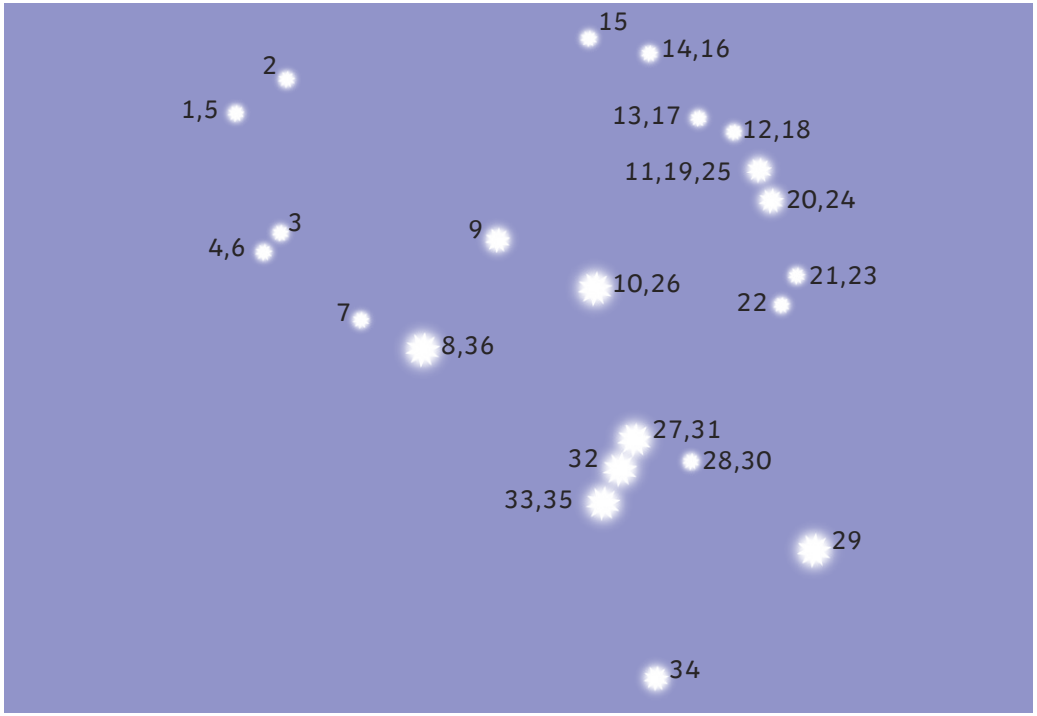
Canis Major

Cassiopeia

Orion

Dot to Dot Star Constellations Challenge

Can you join the stars together using straight lines to form a constellation? Use the numbers to help you.



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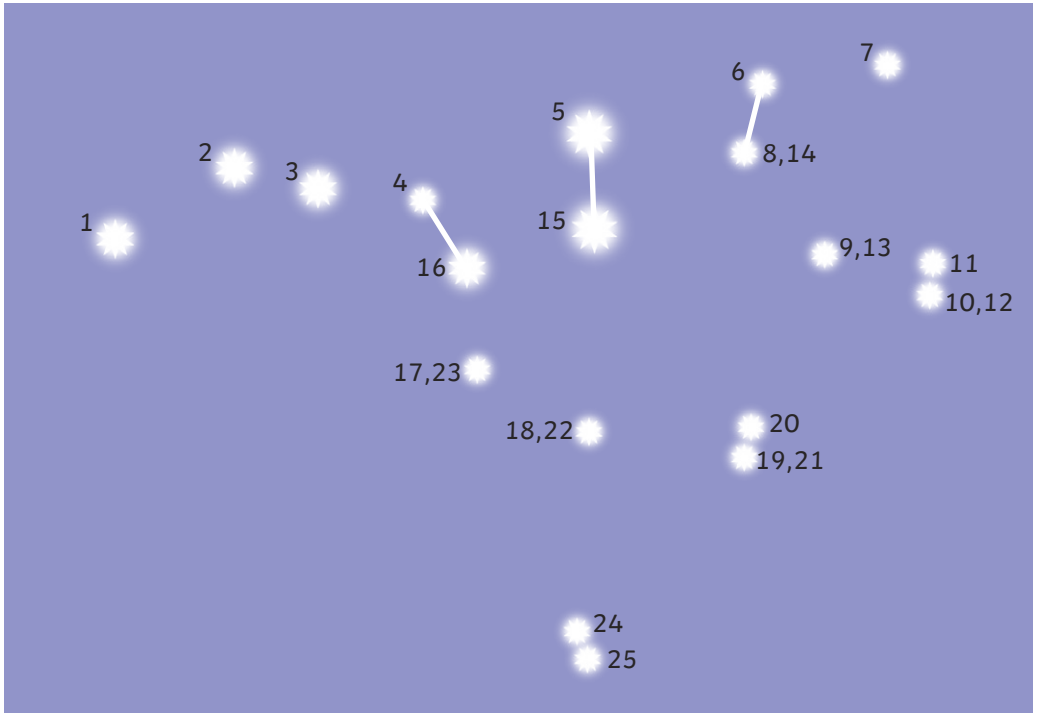


Can you write the name of the constellation in the box provided?

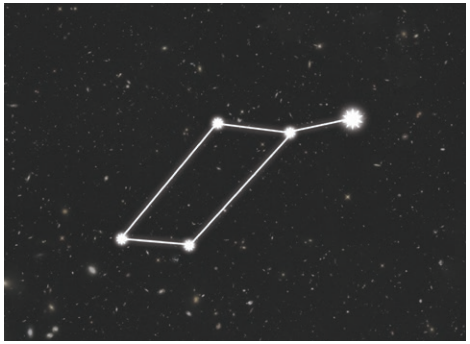
Can you read the name of that constellation?

Can you circle the correct constellation?

Ursa Major

Leo

Cygnus



Lyra


TUESDAY

Water... The Miracle Liquid!

H_2O, commonly known as water, is essential for the human body to function and vital to our survival. Although we can last weeks without food, we can only survive a matter of days without water. It is important for us to replenish our supply of fresh water every day, as we regularly lose liquid from our lungs, skin, urine and faeces.

Although our bodies are made up of 50 to 75 per cent water, one of our most important organs, our brain, is made up of 73% water. We need to stay hydrated to make sure our brain cells can function at the optimal level. Without enough water, our short-term memory and ability to complete mental arithmetic are most affected. Would you hate to not be able to do your Maths work?

Some other reasons why drinking water every day is good for you, include its ability to:

- help regulate our body temperature, so we do not overheat,
- help the blood and lymph system transport nutrients and minerals around the body that are absorbed to help fight infections such as colds and flus,
- assist the nervous system to send electrolytes to the muscles so we can move,
- cushion our joints, which help us move around,
- carry enzymes through our digestive tracts which helps food to be broken down into essential nutrients and minerals and
- help our lungs, which are made up of 90% water, to process oxygen.

How much water should you be drinking?

The amount we need depends on your body size, metabolism, the weather, the food we eat and our activity levels. Not surprisingly, when it's hot outside or you are running around playing sports, you need to drink more water. This is due to the fact that you are losing fluid through your perspiration.

Eat Well South Australia recommends that five to eight year olds require approximately 1 litre per day (4 glasses), 9-12 year olds require about 1.5 litres and 13+ years need around 2 litres per day (8 glasses). In order to encourage more students to drink water, recommendations have been put forward to have water bottles on desks, frequent water breaks and jugs of water with glasses in the classroom for students to help themselves.

It is important to be aware of the dangers and symptoms of dehydration, which occurs when you lose more water than you take in. If you feel thirsty, have pain in your joints and muscles or a headache, then you may be suffering from dehydration. Taking small sips of water and limiting your movements will help you to rehydrate your body.

What about other types of liquid?

If you would prefer to reach for a glass of juice or fizzy drink over plain water, then you may be surprised to hear that these drinks have extra sugar or sodium and no additional nutritional value. In order to quench your thirst quickly and healthily, water is your best option. Not only is it better for you, but if you drink it straight from the tap, it's cheaper and has no calories.

So next time you pass on a glass of water, stop and think about your body and how it will thank you for providing it with this precious natural resource.

References:

Government of South Australia: Healthy Eating Guidelines.
http://www.decd.sa.gov.au/eatwellsa/files/links/Fluid_intake_Preschool_pri.pdf

Questions:

1) Why is it important for our brains to stay hydrated?

2) According to Eat Well South Australia, how much water should somebody your age be drinking?

3) What are the symptoms of dehydration?

4) What are the advantages of drinking plain water over juice or fizzy drinks?

5) '…help regulate our body temperature.' What does the word regulate mean here?

5) Estimate how much water you drink on a daily basis. Is this above, below or exactly what you should be drinking for your age group?

6) Provide 3 further suggestions for how you can encourage students to drink more water throughout the day.

a)

b)

c)

7) Summarise all of the reasons why drinking water every day is good for you.

Answers:

1) Why is it important for our brains to stay hydrated?

It is important for our brains to stay hydrated because it helps our brain cells to function at the optimal level and without enough water, our short-term memory and ability to do mental arithmetic are negatively affected.

2) According to Eat Well South Australia, how much water should somebody your age be drinking?

Answers will vary according to age.

3) What are the symptoms of dehydration?

The symptoms of dehydration include feeling thirsty, joint and muscle pain or a headache.

4) What are the advantages of drinking plain water over juice or fizzy drinks?

The advantages of drinking plain water over juice or fizzy drinks include no added sugar or sodium, it's a healthier option, tap water is cheaper and there are no extra calories.

5) '…help regulate our body temperature.' What does the word regulate mean here?

To regulate our body temperature means to control or bring it back to where it should be and keep it there.

5) Estimate how much water you drink on a daily basis. Is this above, below or exactly what you should be drinking for your age group?

Answers will vary.

6) Provide 3 further suggestions for how you can encourage students to drink more water throughout the day.

Answers will vary.

7) Summarise all of the reasons why drinking water every day is good for you.

- It replenishes the supply lost naturally from our bodies.
- We need water to function and survive.
- It helps our brain cells to function at the optimal level.
- It help regulate our body temperature.
- Water help the blood and lymph system transport nutrients and minerals around the body.
- Assist the nervous system to send electrolytes to the muscles.
- Cushions our joints.
- Water carries enzymes through our digestive tracts
- It help our lungs to process oxygen.
- It prevents us from becoming dehydrated.
- It is a natural resource.
- It will quench your thirst quickly and healthily.
- It's cheaper than other liquids and has no added calories, sugars or sodium.

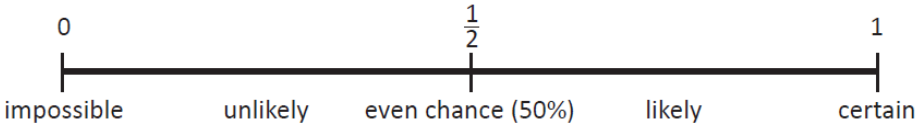
Image by: Caras Ionut

Story starter!

He thrust out his lead leg and energetically vaulted over the hurdle. The resistance from the water made the 110 metre hurdles tricky (much more difficult than on land!), yet the athlete was responding well to the added challenge and pressure. After all, this was the first Olympic Games to be held under the sea...

Chance and probability – ordering events

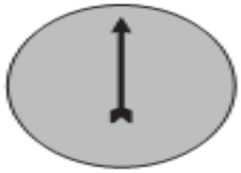
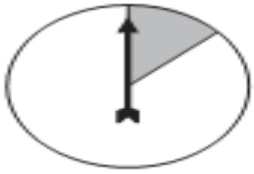
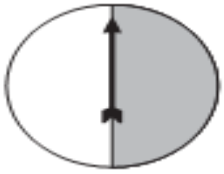
Probability measures how likely something is to happen.
An event that is **certain** to happen has a probability of 1.
An event that is **impossible** has a probability of 0.
An event that has an **even** or **equal** chance of occurring has a probability of $\frac{1}{2}$ or 50%.



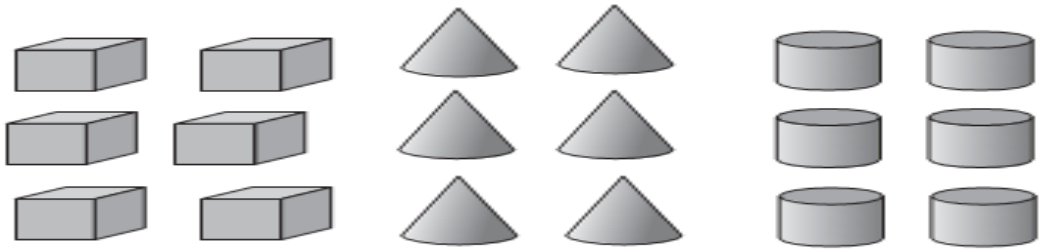
1. Are these events impossible, certain or an even chance? Complete this table. The first one has been done for you.

Event	Probability
The month after June will be February.	*impossible*
You will get an odd number when you roll a single die.	
The year after 2010 will be 2007.	
When you flip a coin it will land on tails.	
The day after Saturday will be Sunday.	

2. Highlight the correct statement for each spinner.

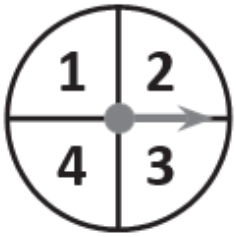
	It is **unlikely** that this spinner will stop on grey. It is **certain** that this spinner will stop on grey. There is an **even chance** that this spinner will stop on grey.
	It is **unlikely** that this spinner will stop on grey. It is **certain** that this spinner will stop on grey. There is an **even chance** that this spinner will stop on grey.
	It is **unlikely** that this spinner will stop on grey. It is **certain** that this spinner will stop on grey. There is an **even chance** that this spinner will stop on grey.

3 **Matilda has these blocks:**



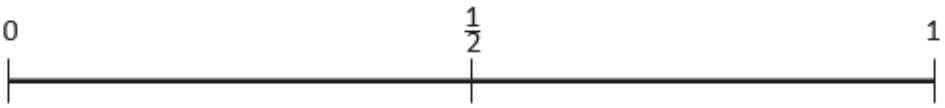
Matilda is going to put 9 blocks in a bag using some of each type and then ask a friend to choose one without looking. If she wants to make it more likely that a cylinder is chosen and less likely that a cube is chosen, how many of each block should she place in the bag? Write the different combinations below (for example: 1 cubes, 3 cones, 6 cylinders).

4 **Show the probability of each event by placing a, b, c and d on the probability scale below:**



Spinner 1


Spinner 2



a You will get an even number when you spin Spinner 1.

b You will get an odd number when you spin Spinner 2.

c You will get a number when you spin Spinner 1.

d You will get a face when you spin Spinner 2.

5. A gumball machine dispenses a random gumball each time its button is pressed. Of the 40 gumballs in the machine, 2 are blueberry flavour, 6 are strawberry, 13 are lime and 19 are orange flavour.

a Which flavour is most likely to be dispensed? _____

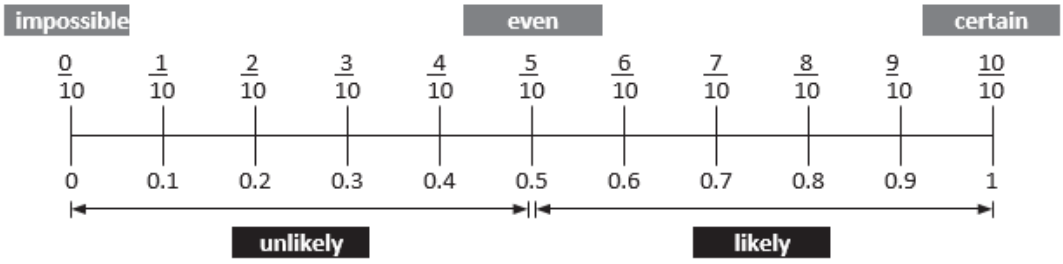
b Which flavour is least likely to be dispensed? _____

c Charlie loves lime flavour but hates strawberry. Adrian loves strawberry but hates orange. Who is more likely to get what they want, Charlie or Adrian? Why?

d Write the flavours in order, from the most likely to the least likely to be dispensed:

Chance and probability – probability scale

Probability measures how likely something is to happen.

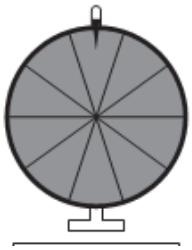


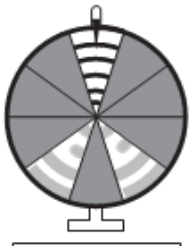
1 **Probability measures how likely something is to happen. Events that are certain to happen are given a probability of 1. Events that will never happen are given a probability of 0. Events that could happen are rated between 0 and 1.**

Event	Probability as a fraction	Probability as a decimal
When you flip a coin, it will land on heads.		
You will grow wings and fly today.		
A spinner with 10 even segments with the numbers 1 to 10 will land on 3.		
5 people are lined up and every second person in the line has gloves on. What is the chance that one person is not wearing gloves?		
You have 20 cards. 5 have hearts, 5 have stripes and the rest are blank. What is the chance you will choose a blank card?		

2 **What is the probability of spinning a striped segment on each of these wheels? Write your answer as a rating between 0 and 1 using decimals.**

a 

b 

c 

d 

Chance and probability – using samples to predict probability

Surveys are used to collect data about certain topics or questions. Once the data is collected, it is presented in a table so it is easy to understand. Surveys can be conducted to ask all kinds of questions. We can use probability to see an even bigger picture than the survey tells us.
This table shows the data collected when 50 people were surveyed to find their favourite milkshake flavour.

Chocolate	Strawberry	Vanilla	Banana
19	16	8	7

We can use probability to predict the number of people who will choose each flavour in a larger survey. When 100 people are surveyed, it is likely that chocolate will be the favourite milkshake flavour of 38 people.
When 1000 people are surveyed, it is likely that chocolate will be the favourite milkshake flavour of 380 people.

1 **Faisal has had enough of selling clothes. If one more woman asks him, "Do I look fat in this?", he will scream. He holds a crazy closing down sale and sells the following items in 1 hour:**

Shirts	Jackets	Skirts	Dresses
18	14	7	3

Predict how many:

a jackets would sell in 2 hours

b skirts would sell in 2 hours

c shirts would sell in 3 hours

d dresses would sell in 4 hours

e shirts and jackets would sell in 4 hours

f items of clothing would sell in 8 hours

BURPEE

1. Begin in a standing position.
2. Drop into a crouching position with your hands on the ground.
3. Kick your feet back into a plank position and drop onto your chest.
4. Return to squat position.
5. Jump into air and clap hands above head. This completes one rep.
6. Repeat continuously.

CARDIO

STAR JUMP

1. Start in a standing position with feet together.
2. Jump with legs spread wide and hands clapping above head.
3. Return back to starting position.
4. Repeat continuously.

CARDIO

SHUFFLES

1. Jump to position indicated in photograph.
2. Jump and switch opposite arm and leg.
3. Repeat continuously.
4. Faster feet and arms will result in a more intense cardio workout.

CARDIO

HIGH KNEE

Jogging on the spot with knees coming up to belly button. Faster feet and arms will result in a more intense cardio workout.

CARDIO

TWO STEP

1. Begin in standing position.
2. Run two steps forward and touch the ground (opposite arm to leg).
3. Run back two steps and touch the ground (opposite arm to leg).
4. Repeat continuously.

CARDIO

LATERAL TWO STEP TOUCH

1. Begin in a standing position.
2. Run two steps to the side and touch the ground (using outside arm).
3. Run back two steps and touch the ground on the opposite side (using outside arm).
4. Repeat continuously.

CARDIO

JUMPING

CARDIO

1. Stand with feet shoulder width apart.
2. Start by doing a regular squat (ensure hips bend to knee level) then jump up explosively.
3. When you land, lower your body back into the squat position to complete one full rep.
4. Repeat continuously.

SKATER

CARDIO

1. Start in a small squat.
2. Jump sideways to the left, landing on your left leg. Bring your right leg behind your left ankle, don't let it touch the ground.
3. Reverse direction by jumping to the right, landing on your right leg. Left leg goes behind and does not touch the ground. This completes one rep.
4. Repeat continuously.

JUMPING

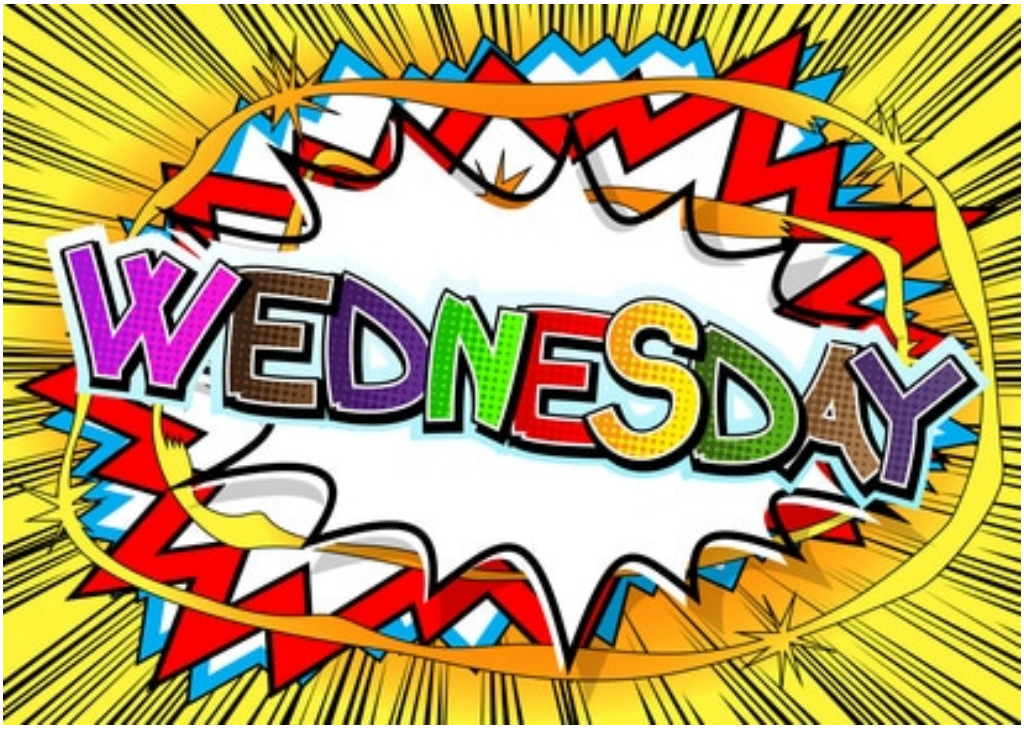
1. Start by standing tall, with your feet slightly apart.
2. Step into a forward lunge (see picture). Keep your upper body as straight as possible.
3. Jump explosively into the air, switching the positions of your legs so that you land and immediately drop into another lunge with the opposite leg forward.
4. Repeat continuously.

CARDIO

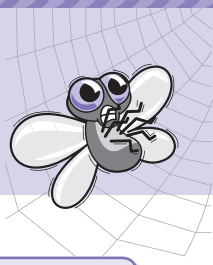
COSSACK

1. Start in a crouch position.
2. Jump explosively into a star jump.
3. Return to crouch position.
4. Repeat continuously.

CARDIO


WEDNESDAY

w wh u web whale queen



List Words

wheel
waste
worst
forward
weight
nowhere
quest
meanwhile
whistle
twilight
whether
wonderfully

1 **Colour** the graphemes that represent w wh u in the List Words.

2 **Go** to the List Words for Unit 26. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent w wh u on the Grapheme Chart. **Write** one word example for each.

4 **Write** contractions for the pairs of words in the brackets in the sentences.

Grapheme Chart

grapheme	word

This is the worst, wet weather (we have) _____ had this winter. It was wonderfully sunny a while ago. Now this rain has come out of nowhere. We (should have) _____ brought umbrellas. Meanwhile, since (we are) _____ getting wet, (let us) _____ wait in this shop. We (would have) _____ got drenched if (we had) _____ continued outside. I'll ring our parents to see if (they are) _____ able to come for us. If they (can not) _____, do you know whether (we would) _____ get a taxi at this twilight time of day? Do you have enough money to pay for a taxi because I (have not) _____?

Challenge

Write homophones to match the clues. **Colour** them in the Word Search to find the hidden message.

1. we will _ _ - _ _
2. part of a car _ _ _ _ _
3. mark or swelling on the skin _ _ _ _

1. part of your body _ _ _ _ _
2. use unnecessarily _ _ _ _ _

1. stays until something happens _ _ _ _ _
2. masses of something _ _ _ _ _ _ _

1. we are _ _ - _ _
2. what we do with our clothes _ _ _ _
3. a word that can start a question _ _ _ _ _

1. a huge sea mammal _ _ _ _ _
2. cry loudly _ _ _ _

1. another name for Earth _ _ _ _ _
2. twirled around _ _ _ _ _ _ _

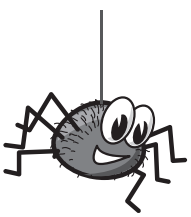
1. whinge and ..... _ _ _ _ _
2. drink made from grapes _ _ _ _

1. opposite of strong _ _ _ _
2. seven days make a ..... _ _ _ _

1. a word to describe sunshine, rain, wind _ _ _ _ _ _ _
2. can often be replaced by the word *if* _ _ _ _ _ _ _

1. we would _ _ - _ _
2. plant that is a pest _ _ _ _

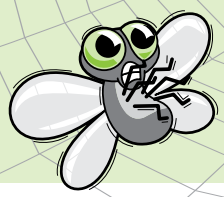
1. used to make candles _ _ _
2. hits or smacks _ _ _ _ _ _



w	e	e	d	d	'	e	w	w	h	a	l	e	w	x
r	e	h	t	e	h	w	o	w	a	i	s	t	a	r
w	w	a	i	l	d	d	w	k	e	e	w	w	s	e
e	e	t	s	a	w	e	e	s	a	w	h	i	n	e
a	s	w	e	a	l	l	i	k	d	l	r	o	w	r
t	t	w	c	w	r	r	g	c	w	e	'	l	l	h
h	i	i	w	e	a	i	h	a	i	e	r	e	h	w
e	a	n	z	a	e	h	t	h	a	l	e	e	h	w
r	w	e	r	k	w	w	s	w	w	e	'	r	e	d

Hidden Words _____ _____ _____

w wh u web whale queen



List Words

whether
qualify
suede
persuade
adequate
overwhelm
equivalent
quotation
acquisition
consequently
linguist
silhouette

_____

_____

_____

1 **Colour** the graphemes that represent w wh u in the List Words.

2 **Turn** to page 83 or use **SLW25**. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent w wh u on the Grapheme Chart. **Write** one word example for each.

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

★ The word *went*, is the past tense of the verb *go* and can work on its own in a sentence. The word *gone*, is the past participle and always needs a helping verb, for example *has, have.*

Turn to 21 and 22 page 87.

Grapheme Chart

grapheme	word

I should have _____ home. Instead I _____ swimming. **(gone, went)**

The _____ jacket _____ in the breeze. **(suede, swayed)**

As riders began to _____, organisers began to _____ the results. **(qualify, quantify)**

The camp will go on, _____ the _____ is fine or not. **(weather, whether)**

The hotel valet carries people's _____ to their _____. **(suits, suites)**

The equipment should have _____ with the players when they _____ on the bus. **(gone, went)**

5 **Write** the prefix with a suitable meaning, that begins all these words.

equidistant: at equal distances apart **equivalent**: having equal value common prefix _____

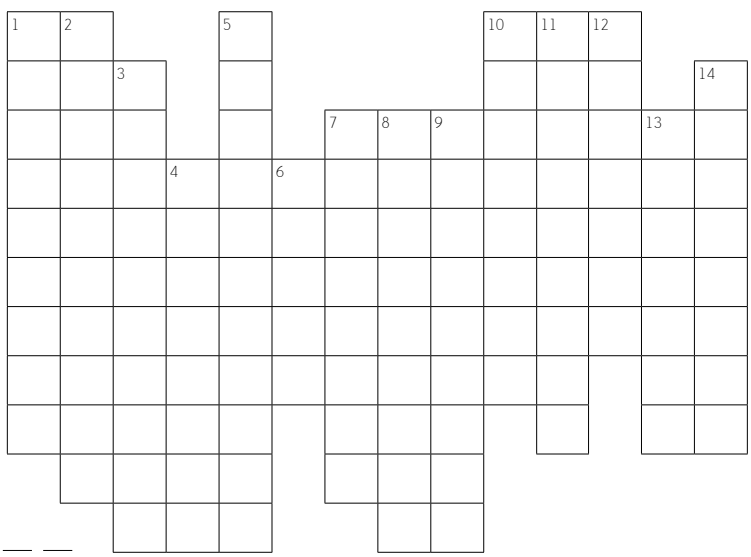
equiangular: having equal angles **equilibrium**: an equal balance meaning _____

Challenge

Write v ve and w wh u List Words vertically to match the clues. **Find** a List Word hidden horizontally.

Clues

1. crush
2. upright – ly
3. profile
4. person skilled in languages
5. gain
6. cloth
7. enough
8. willing
9. ruler
10. brutality
11. exact copy OR part of a speech or piece of writing
12. doubtfully
13. changing
14. coax



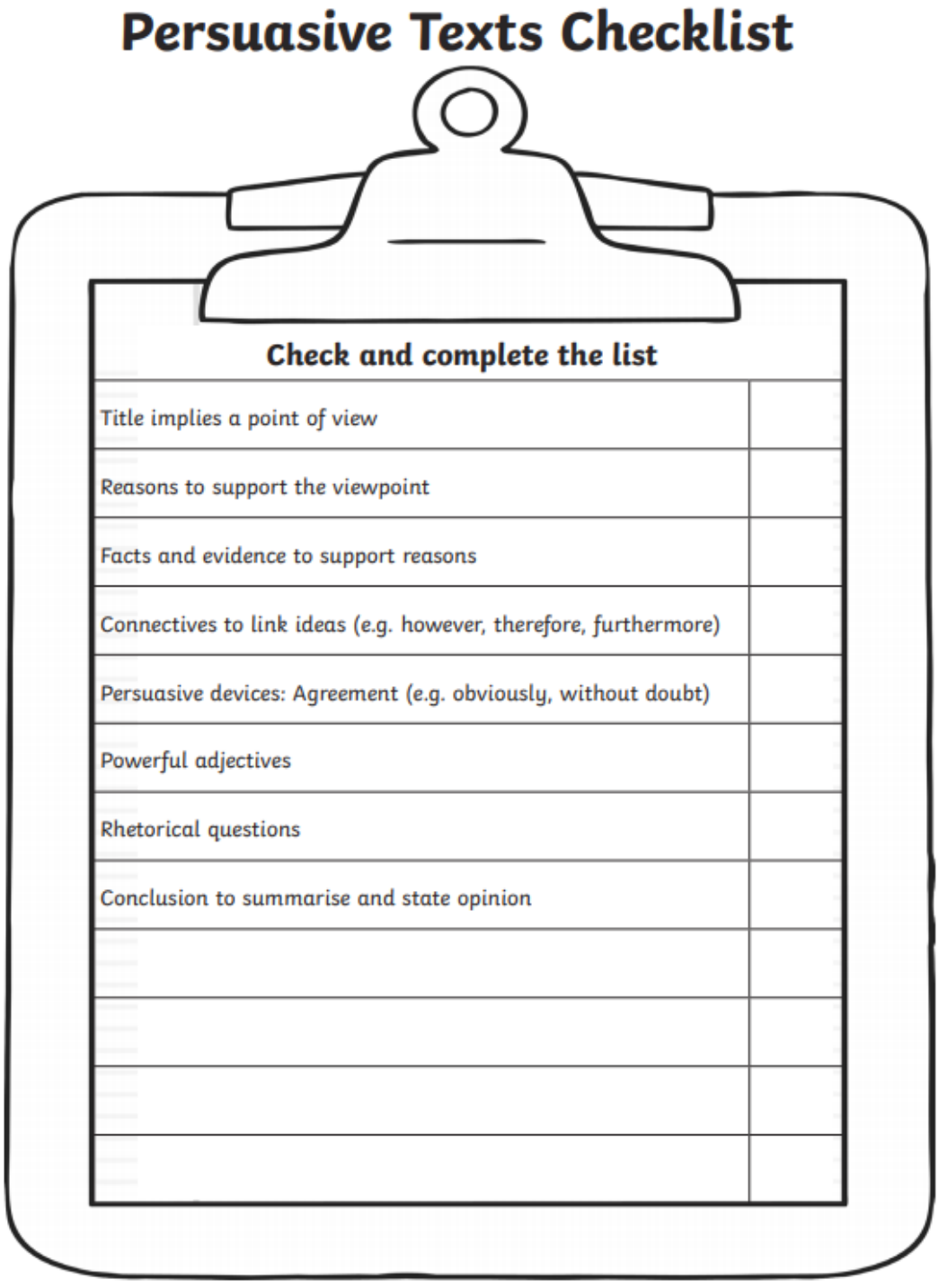
Hidden List Word _ _ _ _ _ _ _ _ _ _ _ _

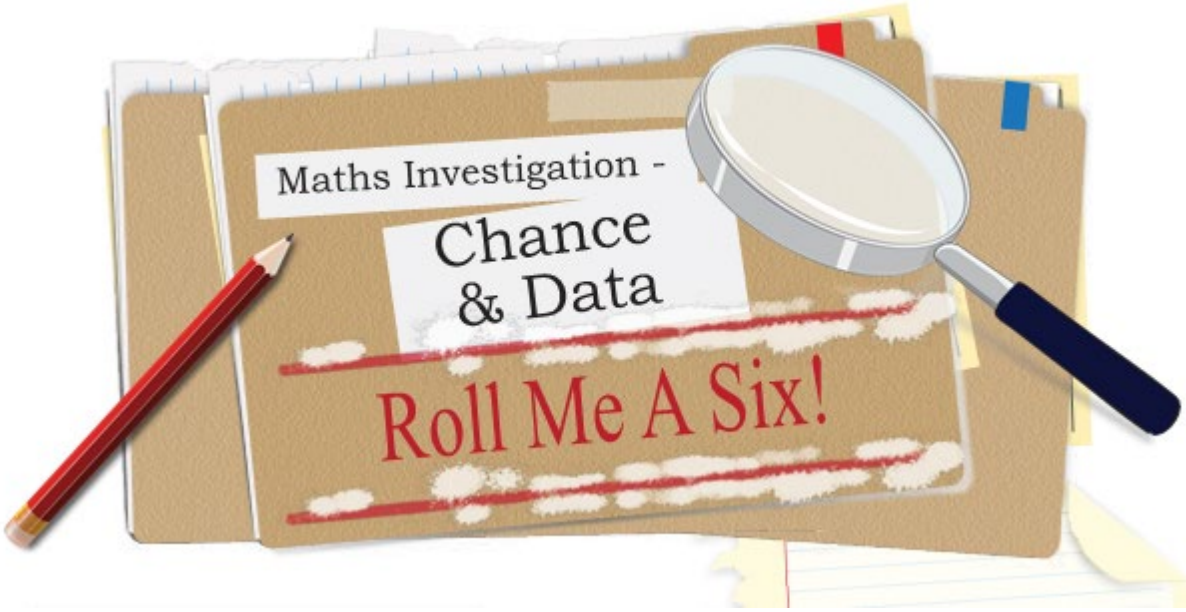
For the Extra Challenge turn to page 91.

ISBN 978 1 74135 161 3

Would you rather live in the city or country?

Write your answer below as a persuasive text. Make sure you have everything on the checklist below in your writing.





The Scenario

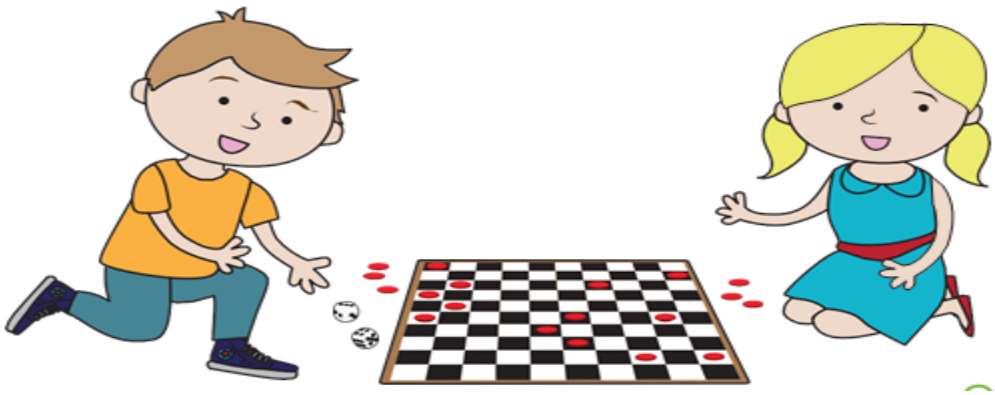
During a recent game of Snakes and Ladders, you noticed your friend whispering to the dice before each roll. You found this rather strange, so you asked your friend about it. Your friend replied, "If you whisper **Roll me a six!** to the dice before rolling it, you have a higher chance of getting a six. Everyone knows that!"

You have been thinking about this statement and wondering whether your friend is right. You have decided to conduct a detailed chance experiment to see whether whispering to the dice before rolling it increases the chance of getting a six.

The Task

Conduct a chance experiment to test the following statement:

If you whisper Roll me a six! to the dice before rolling it, you have a higher chance of getting a six.



The Procedure

1. Predict what you think will happen during the experiment. Record your ideas on the Making Predictions Worksheet.
2. Conduct the experiment. Roll a dice 20 times, whispering **Roll me a six!** before each roll. Record what happens each time in the table provided on the Conducting the Experiment Worksheet. Then roll the dice 20 more times, without whispering. Record what happens each time in the second table.
3. Use the Recording Results Worksheet to show the frequency that each number was rolled during each part of the experiment as a number, as a fraction, as a decimal and as a percentage.
4. Draw a side-by-side column graph on the Displaying Results Worksheet to display the results of each part of the experiment.
5. Answer the questions on the Discussion and Conclusion Worksheet to compare the results of the experiment with your prediction.

The Materials

Dice
Worksheets

Making Predictions

1. Do you think that the statement you are testing in this experiment is true or false? Give reasons for your answer.

2. Out of 20 rolls, how many sixes do you think you might roll during the first part of the experiment (Whispering to the Dice)? Give reasons for your answer.

3. Out of 20 rolls, how many sixes do you think you might roll during the second part of the experiment (Rolling the Dice Normally)? Give reasons for your answer.

4. What will need to happen in this experiment to prove that the statement is true?

Conducting the Experiment

Part 1: Whispering to the Dice		Part 2: Roll the Dice normally	
Roll	**Outcome**	**Roll**	**Outcome**
1		*1*	
2		*2*	
3		*3*	
4		*4*	
5		*5*	
6		*6*	
7		*7*	
8		*8*	
9		*9*	
10		*10*	
11		*11*	
12		*12*	

13		*13*	
14		*14*	
15		*15*	
16		*16*	
17		*17*	
18		*18*	
19		*19*	
20		*20*	

Recording Results

1. In the table below, record the frequency that each number was rolled for each part of the experiment.

	1	**2**	**3**	**4**	**5**	**6**
Part 1 (Whispering to the Dice)						

Part 2 (Rolling the Dice Normally)						

2. In the table below, record the frequency that each number was rolled as a fraction, as a decimal and as a percentage.

Part 1 (Whispering to the Dice)

	1	**2**	**3**	**4**	**5**	**6**
Fraction						
Decimal						
Percentage						

Part 2 (Rolling the Dice Normally)

	1	2	3	4	5	6
Fraction						
Decimal						
Percentage						

Displaying Results

1. Using Googe sheets (or on a piece of paper), draw a side-by side column graph to show the frequency that each number was rolled during each part of the experiment. Don't forget to include:
   - an appropriate title
   - labels for the x and y axis
   - a key.

Discussion and Conclusion

1. How did the results of Part 1 (Whispering to the Dice) compare with your prediction?

2. How did the results of Part 2 (Rolling the Dice Normally) compare with your prediction?

3. List any similarities you notice in the results of the two parts of the experiment.

4. List any differences you notice in the results of the two parts of the experiment.

5. If you whisper *Roll me a six!* to the dice before rolling it, you have a higher chance of getting a six.

   Based on your results, is this a true statement? Why or why not?

Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

2. Were the results of the experiment what you expected? Give reasons to explain your answer.

3. What would you say to your friend about whispering to the dice before each roll, now that you have conducted this investigation?

4. What new knowledge and skills did you learn by completing this investigation?

5. Highlight the statement that best suits how you feel about conducting chance experiments.

a) I feel very confident conducting chance experiments.

b) My understanding of chance experiments is improving.

c) I still need some help when conducting chance experiments.

1. For this task you will need a coin. You will toss the coin three times and record the results (the first one is done for you. You will repeat this 19 more times.

Turn	First throw	Second throw	Third throw
1	Heads	Tails	Heads
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

2. record your experiment on the table below. The first one is done for you.

H H H																			
H H T																			
H T T																			
H T H																			
T T T																			
T T H																			
T H H																			
T H T																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Caroline Chisholm

Humanitarian Worker

Born: 30 May 1808
Died: 25 March 1877
Nationality: English
Occupation: Humanitarian Work, Immigration Reformist

Caroline Chisholm was a humanitarian worker, well known for her involvement with female immigrant welfare in Australia during the early nineteenth century.

Caroline and her husband, Archibald, arrived in Australia in 1838 and settled in the town of Windsor. On their trips to Sydney, Caroline became aware of the difficult conditions new immigrants were faced with when coming to the colony, in particular, the young women who were working the streets because they had no money, friends, family or jobs.

In 1840, Caroline set up a home in Sydney to help young women, families and young men. Within seven years, she had placed over 11,000 people into homes and jobs and by the end of the homes 38-year lifespan, she had helped over 40 000 people.

In the Calendar of Saints of the Church of England each year on 16 May, Caroline Chisholm's humanitarian work is recognised.

Fanny Cochrane Smith

Aboriginal Tasmanian

Born: December 1834
Died: 24 February 1905
Nationality: Aboriginal Tasmanian
Occupation: Aboriginal Singer/Song Writer

Fanny Cochrane Smith was known for her wax cylinder recordings of Aboriginal songs. She was one of the last fluent speakers of the Aboriginal Tasmanian language.

Fanny's parents were two of the Tasmanian Aboriginals who were forced to settle on Flinders Island in the 1830s. Fanny was born on the island without an Aboriginal name. When she was eight years old, she was sent to an orphan school in Hobart where she learnt domestic service skills. After her training, Fanny returned to Flinders Island where she served for Robert Clark at his station until 1847.

In 1854, Fanny married William Smith, an English sawyer and ex-convict. Together they had eleven children and earnt an income from selling timber.

In 1903, Fanny recorded Aboriginal songs on wax cylinders which became the only audio recordings of the Indigenous Tasmanian language. Some of her recordings can be found at the National Museum of Australia.

In 1905, Fanny died of pneumonia and pleurisy at Port Cygnet. She was one of the last Tasmanian Aboriginal people.

Daisy Bates

Irish Australian Journalist

Born: 16 October 1859
Died: 18 April 1951
Nationality: Irish
Occupation: Journalist

Daisy Bates was born Margaret Dwyer in Ireland in 1859. By 1864, both of her parents had passed away and she was raised by relatives.

In 1882, 'Margaret' emigrated to Australia on *RMS Aimora* and changed her name to Daisy May O'Dwyer. She settled in the Queensland town of Townsville and worked as a governess on Fanning Downs Station.

Eventually Daisy moved to New South Wales, where she married John (Jack) Bates in 1885 and had a child. In 1894, Daisy returned on her own to England where she found a job as a journalist. In 1899 Daisy came back to Australia and settled in Western Australia where she could study Aboriginal life, history, culture, beliefs and customs. She also worked tirelessly as an activist for Aboriginal welfare.

Daisy feared that the Australian Aborigines were a dying race so she made it her mission to record as much as she could about them before they disappeared. Soon her accounts of Aboriginal culture were published in journals and newspapers in Australia and overseas, and over two thousand words and phrases of several Aboriginal dialects were compiled into a local dictionary.

Daisy spent the later years of her life living with Aboriginal communities, learning more about their lifestyle, and becoming an active protector of the Aboriginal people and culture. She passed away at the age of 91 in 1951.

Eliza Hamilton Dunlop

Songwriter

Born: 1796
Died: 20 June 1880
Nationality: Irish
Occupation: Songwriter, Poet, Indigenous Culture Recorder

In 1837, Eliza and her family left Ireland and travelled to Australia on board the *Superb*. They arrived at Port Jackson in February 1838.

In 1839, her husband was appointed police magistrate and protector of Aborigines at Wollombi. Here, Eliza wrote poetry and took a great interest in the welfare and folk-lore of the Aboriginal people. Her poems were published in newspapers across the country.

Soon Eliza gained the respect of the Aboriginal people, including the Aboriginal elder, chief Boni, and begun translating some Aboriginal poems into English, such as the poem 'Nung Ngnun', which was praised and widely published.

Her relationship with the Aboriginal people enabled non-Indigenous people to appreciate the literary worth of Aboriginal songs and poetry.

Eliza passed away in Wollombi in 1880. She is remembered as a significant recorder of Indigenous culture.

Name _____ **Date** _____

Significant Women in Australia Reflection Sheet

Research a significant woman from Australia who contributed to the shaping of the colony during the 1800s, then answer the reflection questions below.

1. Record the name and birth year of your significant person, then explain what are they most remembered for.

2. List any important achievements of your significant person.

3. Explain how your significant person helped others in the community.

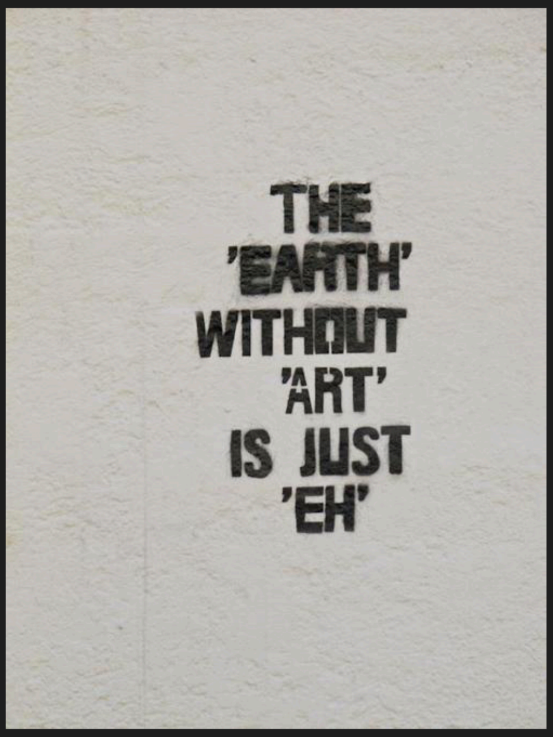
4. If you could interview your significant person, what three questions would you ask them? Record your questions below.

5. How did your significant person help shape the colony in the 1800s?


THURSDAY

Junky Sculptures

Part 2 Making



K.Weston 2021

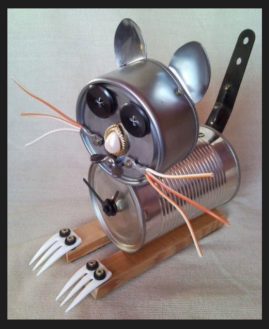
Now it's your turn to create a junky sculpture!

Last week we learnt all about a style of art called 'Junk Art'. We learnt that it is about giving something old, used and unloved a new life again and turning the ordinary into something beautiful.

We explored some great examples and if you want to go back to last Thursday and view these again, do so before you begin this weeks task.

Last week I asked you to find a box or basket and start to look around your house collecting junk items. EG: lids, buttons, containers, old objects and random bits and pieces.

If you have not done that, you will need to do that before you begin.



Before you begin you will need to get ready.

Please go and find the following;

- Fasteners like glue, tape, string etc
- Your collection of bits and pieces, junk and items you are choosing from to create your sculpture.
- Pop on clothes that can get a little dirty and sticky.

Your task: To make a junk sculpture

Today's art session is broken up into two sections.

A morning session and an afternoon session.

This is because there is a warm up and preparation you need to do before creating your piece and you may also have parts of your sculpture that need drying before continuing etc.

Gather all of the items you need from the previous slide and find a large space to spread out.

As a warm up - lay out all of your items next to each other. Take some time to cast your eyes over your collection of junk. Allow your imagination to take over and take note of any shapes or things that start to form in your mind. Move your collection items around when you wish. Make groups of different items and keep looking for inspiration.

Your artwork will evolve as you move through the planning and that's ok. You may have difficulty constructing. Use your strong tape and glue. Ask for help. You may like to sketch your ideas first.

Start to construct your sculpture using many bits and pieces and junk items.

Your sculpture must resemble something from the real world.

How do I present it?

To present your work you will need to:

- Give your sculpture a name / title
- Take a series of photographs of the sculpture from different angles.
- Insert your pictures here in the next slide or upload a collage or pics of your sculpture to today's assignment.

Name _____ Date _____

Probability Outcomes Using Fractions (A)

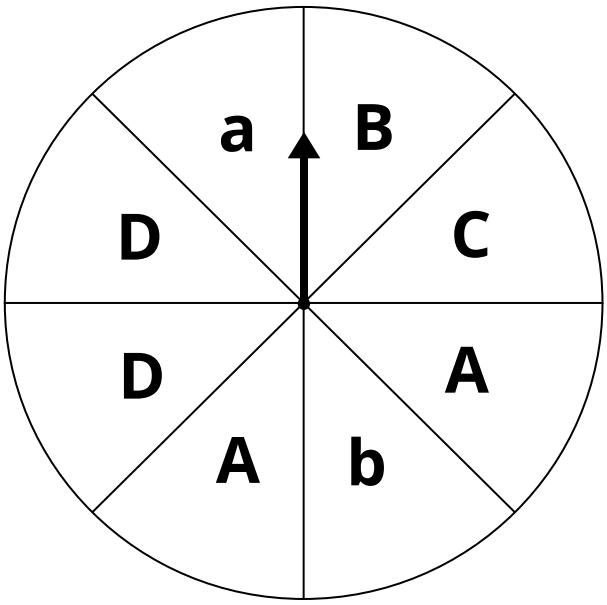
1 a) What is the chance, as a fraction, of the spinner landing on:

i) B or b? _____

ii) A or a? _____

iii) C? _____

iv) D? _____



b) What is the chance of the spinner not landing on:

i) b or B? _____

ii) C? _____

c) What is the chance of the spinner landing on:

i) a capital letter? _____

ii) a lower-case letter? _____

d) What is the chance of the spinner landing on a vowel? _____

---

2 Colour the rectangles to represent the probability shown.

a) $\frac{1}{3}$ chance of blue

b) $\frac{1}{3}$ chance of green

c) $\frac{1}{6}$ chance of red

d) $\frac{2}{12}$ chance of yellow

Name _____ **Date** _____

Probability Outcomes Using Fractions (B)

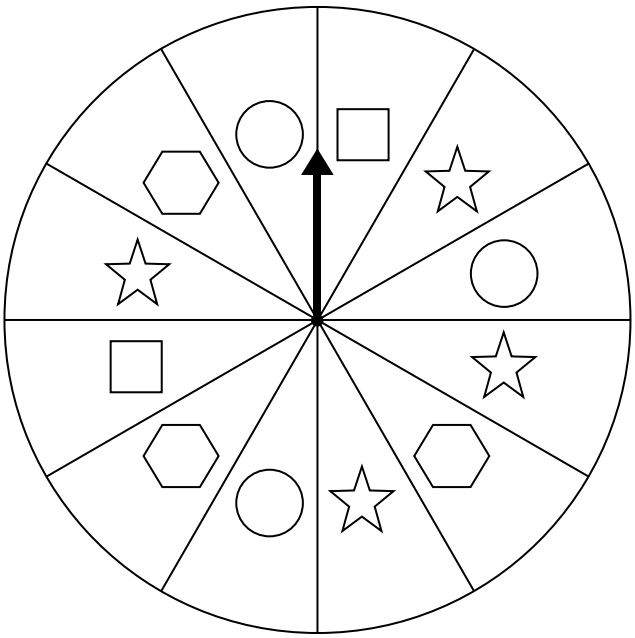
1 a) What is the chance, as a fraction, of the spinner landing on:

i) a star? _____

ii) a square? _____

iii) a circle? _____

iv) a hexagon? _____



b) What is the chance of the spinner not landing on:

i) a circle? _____

ii) a star? _____

iii) a square? _____

iv) a hexagon? _____

c) Which shape has the highest likelihood of being landed on by the spinner?

_____

d) Which shape has the least likelihood of being landed on by the spinner?

_____

---

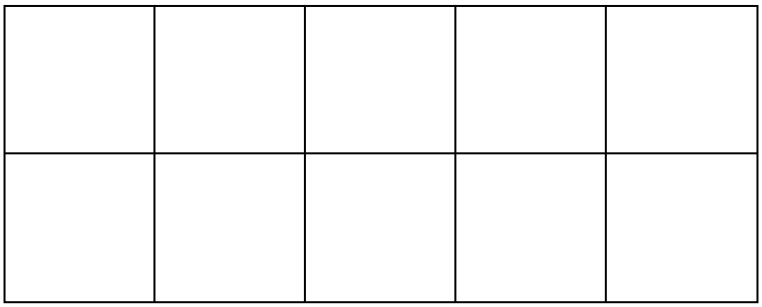
2 Colour the squares to represent the probability shown.

a) $\frac{1}{10}$ chance of purple

b) $\frac{2}{5}$ chance of pink

c) $\frac{3}{10}$ chance of orange

d) $\frac{1}{5}$ chance of green



Name _____ Date _____

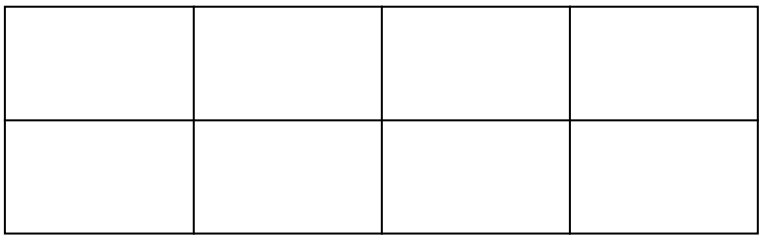
Probability using Fractions, Decimals and Percentages (A)

1 a) Colour the rectangles to represent the likelihood shown.

i) $\frac{1}{2}$ chance of blue

ii) 25% chance of green

iii) 0.25 chance of red



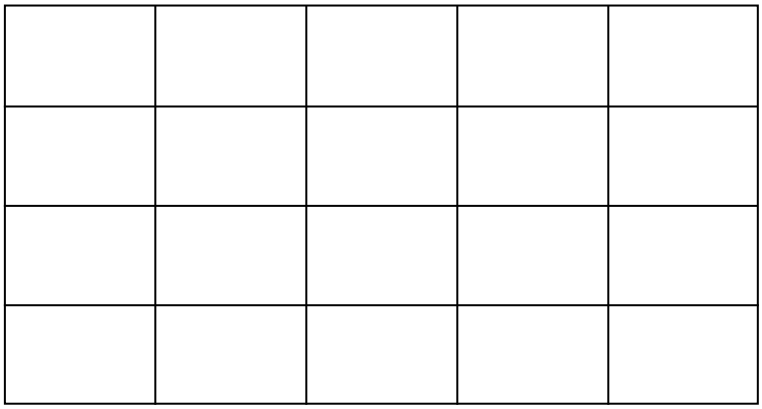
b) Colour the rectangles to represent the likelihood shown.

i) 20% chance of orange

ii) 10% chance of blue

iii) 0.5 chance of red

iv) $\frac{1}{5}$ chance of green



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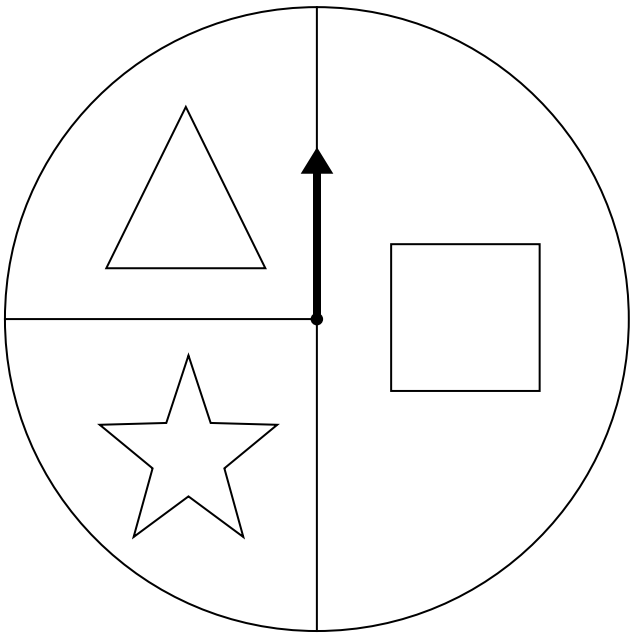
2 a) What is the likelihood of spinning a star?
Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____



b) What is the likelihood of spinning a square?
Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____

Name _____ **Date** _____

Probability using Fractions, Decimals and Percentages (B)

(1) a) Colour the rectangles to represent the likelihood shown.

i) $\frac{1}{12}$ chance of purple

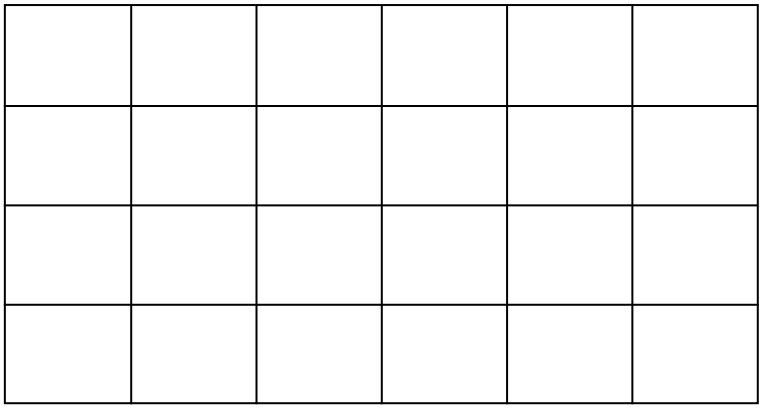
ii) 25% chance of red

iii) $\frac{1}{6}$ chance of green

iv) 0.25 chance of orange

v) $\frac{2}{24}$ chance of blue

vi) $\frac{2}{12}$ chance of yellow



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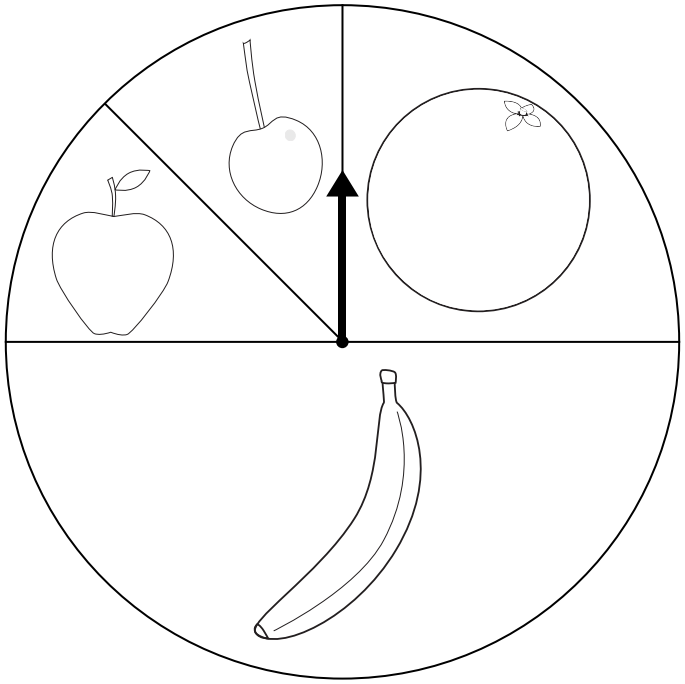
(2) a) What is the likelihood of spinning a banana?

Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____



b) What is the likelihood of spinning a cherry?

Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____

c) What is the likelihood of spinning an orange?

Express your answer as a:

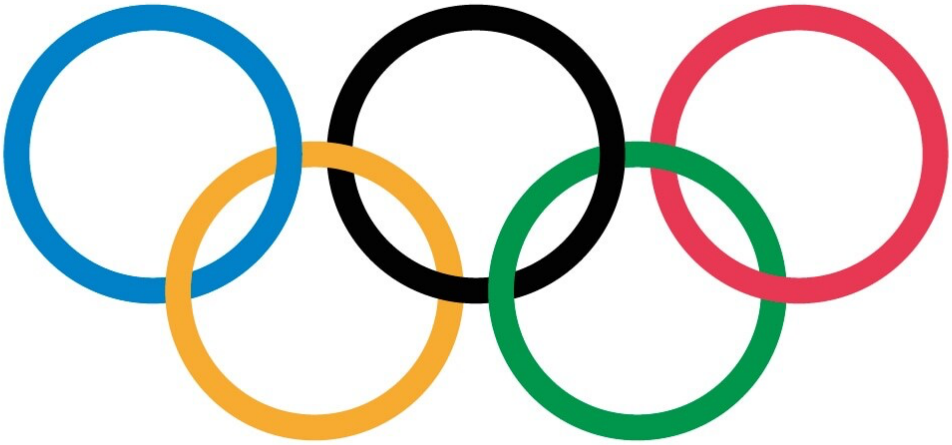
i) fraction _____

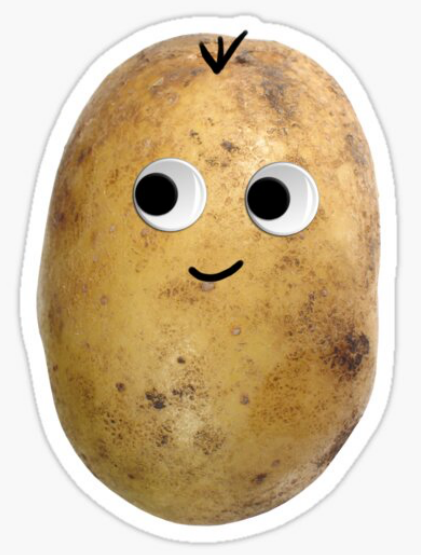
ii) decimal _____

iii) percentage _____


FRIDAY

The Potato Olympics





FRIDAY MINI PROJECT

Today your mini project is to participate in the potato Olympics.

Please work through the tasks in order and complete at least 3 Olympic events from the event list. Record your results on the results page.

You will need:

- A potato
- marker / textas
- Pen to record results
- Paper
- Scissors
- tape measure
- ruler
- toothpick for your national flag
- timer
- various household equipment for each event.

Task Set	Done
Task 1: Dress and create your potato athlete including toothpick country flag and uniform.	
Task 2: Athlete's profile + photograph potato	
Task 3: Opening ceremony – Sing the National Anthem	
Task 4: Competing in Olympic Events	
Task 5: Summary of your Potato's Olympic experience.	
Task 6: Next week you will be writing a newspaper report on your potato and its experience at the Olympics. You will need to include statistics / results from the events and include quotes from your potato about their motivation, training, and experience at the Olympics.	

Task 1: Your Athlete

Using materials, you have at home including markers, cardboard and paper start to create your potato athlete.

You will need to:

- Draw a face on your potato, dress your potato in their athletes' clothes (or draw their outfit on)
- Decide what country your potato represents. Create a small flag that can be stuck into your potato using a toothpick.

Task 2: Athletes Profile:

Let's get to know your potato athlete by completing task 2:

- Complete the potato athlete profile on the next page.
- You will need to take some measurements of your potato using a tape measure, ruler, and scales

Potato Olympics - Athlete Profile

Insert athlete photo here:

Name: _____

Age: _____

Country: _____

Vital Statistics:

Height: _____

Weight: _____

Width: _____

Girth: _____

- Girth is the measurement around the waist of the athlete

Draw the Country flag above.

Athlete goals for the Potato Olympics

Important athlete information:

Likes: _____

Dislikes: _____

Favourite Movie: _____

Favourite food: _____

Favourite sport event: _____

Hobbies: _____

Role model: _____

Favourite inspirational quote: _____

_____

Task 3: Opening Ceremony

Set up an area in a nice place in your home or garden and conduct an opening ceremony. Sing the national anthem and take a few fun pictures of your athlete enjoying the opening ceremony.

Stick your pictures below:

Task 4: The Events

For the Potato Olympics, your athlete must compete in a minimum of three Olympic events. Your athlete may choose to compete in all of them. Carefully follow the instructions and record your results in the event box on the next page. You might like take photos of your athlete competing in your event.

EVENT 1: Long Distance Running	RESULT
- Find a long space in your garden on the grass. - Set up a marker for the start and stand on the starting line with your potato. - Roll your potato using an underarm motion (like bowling). - Place a marker where the potato has stopped rolling. - Measure the distance your potato was rolled. Note the distance down in centimetres, metres, and millimetre notation in the result box on the right.	Distance in cm: _____ Distance in mm: _____ Distance in M: _____

EVENT 2: Diving	RESULT
In this event, you are measuring capacity. - Put a small bucket or ice-cream container **full to the brim** of water inside an empty larger tub on a flat surface. - Drop your potato from a height of 1 metre into the water. - Measure the amount of water that splashes into the larger tub using a measuring cup or measuring spoon. - Measure the furthest distance the splash reached of any water outside the tub. - Note down the result in the result box to the right.	How many millilitres of water was in the larger tub after the dive? What was the furthest distance the splash reached outside of the tub.

EVENT 3: Velodrome (cycling)	RESULT
For this event you will need a large circular tub. I suggest a plastic washing basket or similar. - Flick your potato around the inside edge of a large circular tub. - As you spin the basket in a circular motion, count how many laps it can do before it falls into the middle of the tub or stops travelling around the tub. - In this event, you may be counting and adding fractions of laps. - Note down the result in the result box to the right.	How many laps did your potato do?

EVENT 4: Gymnastics Beam	RESULT
For this gymnastics beam event you will need 2 thick books (the same thickness) and 6 chopsticks or pencils if you dint have chopsticks. - Line up six chopsticks (or pencils) closely together so that they create a bridge across two books. - Balance your potato on the chopsticks. - Slowly take one chopstick away, one at a time and see how long before your potato falls. - Note down the number of chopsticks removed when your potato fell.	Chopsticks removed when potato fell:

EVENT 5: Spinning	RESULT
For this event you will need a timer. - Place your potato on a flat surface and spin it. - Time how long your potato can spin for before it comes to a complete stop. - Do this three times and record the results in the result table to the right.	Spin 1: Spin 2: Spin 3:

Task 5: Olympic Experience Summary

Take on the character of your athlete. Write a recount / summary of your experience at the Potato Olympics in the first person (as the potato athlete). Talk about the opening ceremony, competing in the events and how it felt to represent your country. Include lots of feeling and action in your recount.

Probability Outcomes Using Fractions (A) – Answers

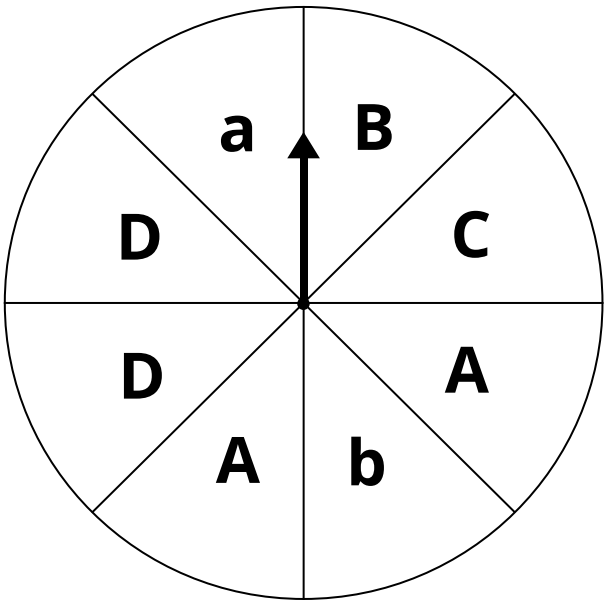
1 a) What is the chance, as a fraction, of the spinner landing on:

i) B or b? $\frac{2}{8}$

ii) A or a? $\frac{3}{8}$

iii) C? $\frac{1}{8}$

iv) D? $\frac{2}{8}$



b) What is the chance of the spinner not landing on:

i) b or B? $\frac{6}{8}$

ii) C? $\frac{7}{8}$

c) What is the chance of the spinner landing on:

i) a capital letter? $\frac{6}{8}$

ii) a lower-case letter? $\frac{2}{8}$

d) What is the chance of the spinner landing on a vowel? $\frac{3}{8}$

---

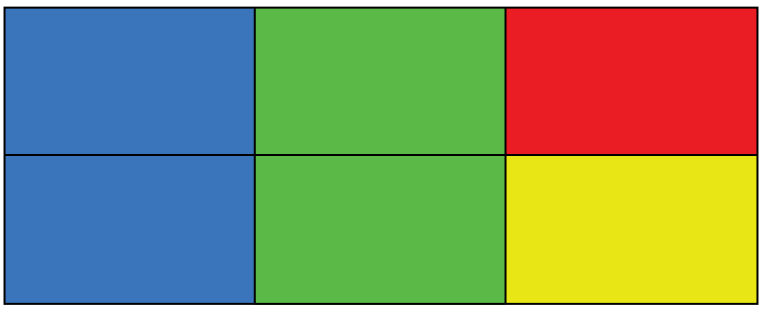
2 Colour the rectangles to represent the probability shown.

a) $\frac{1}{3}$ chance of blue

b) $\frac{1}{3}$ chance of green

c) $\frac{1}{6}$ chance of red

d) $\frac{2}{12}$ chance of yellow



Probability Outcomes Using Fractions (B) – Answers

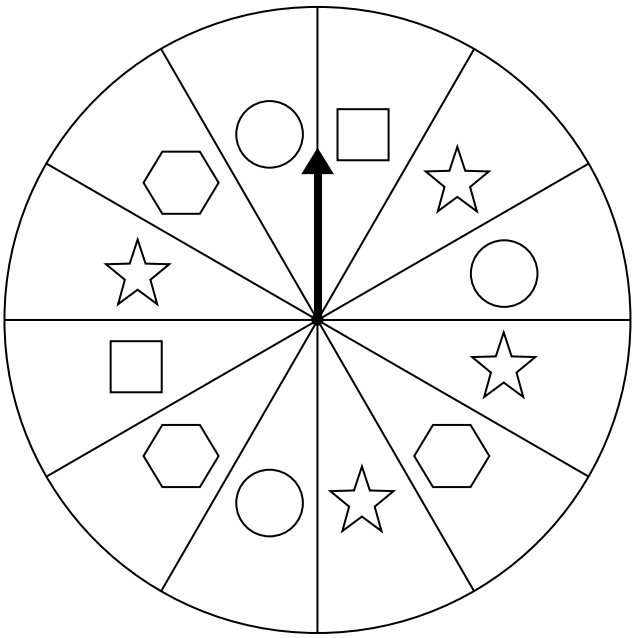
1 a) What is the chance, as a fraction, of the spinner landing on:

i) a star? ***4/12***

ii) a square? ***2/12***

iii) a circle? ***3/12***

iv) a hexagon? ***3/12***



b) What is the chance of the spinner not landing on:

i) a circle? ***9/12***

ii) a star? ***8/12***

iii) a square? ***10/12***

iv) a hexagon? ***9/12***

c) Which shape has the highest likelihood of being landed on by the spinner?

star

d) Which shape has the least likelihood of being landed on by the spinner?

square

---

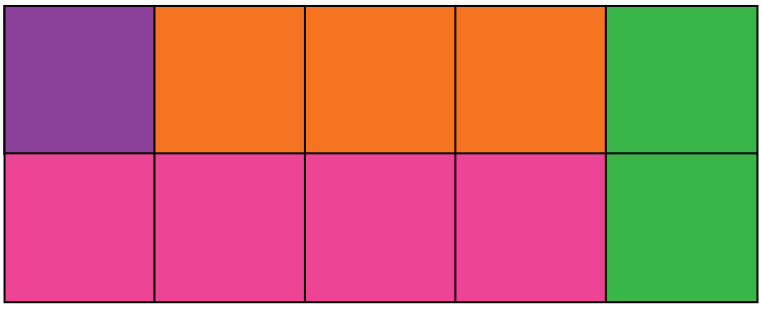
2 Colour the squares to represent the probability shown.

a) $\frac{1}{10}$ chance of purple

b) $\frac{2}{5}$ chance of pink

c) $\frac{3}{10}$ chance of orange

d) $\frac{1}{5}$ chance of green



Probability using Fractions, Decimals and Percentages (A) – Answers

(1) a) Colour the rectangles to represent the likelihood shown.

i) $\frac{1}{2}$ chance of blue

ii) 25% chance of green

iii) 0.25 chance of red

blue	blue	green	red
blue	blue	green	red

b) Colour the rectangles to represent the likelihood shown.

i) 20% chance of orange

ii) 10% chance of blue

iii) 0.5 chance of red

iv) $\frac{1}{5}$ chance of green

orange	blue	red	red	green
orange	blue	red	red	green
orange	red	red	red	green
orange	red	red	red	green

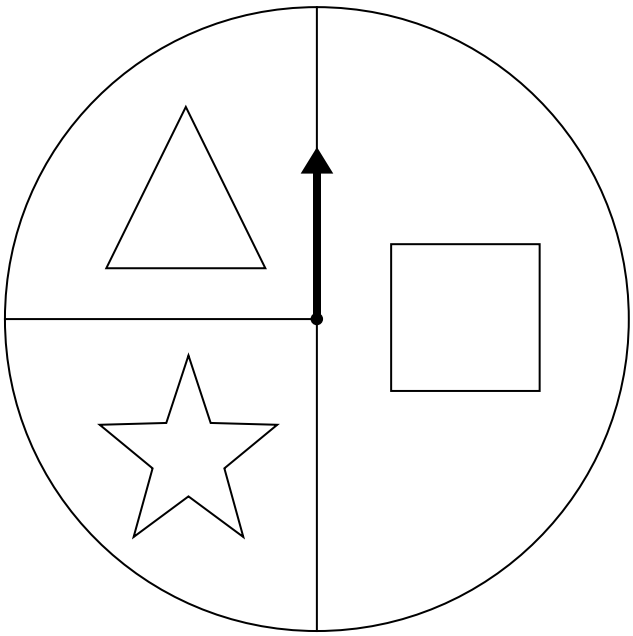
---

(2) a) What is the likelihood of spinning a star?
Express your answer as a:

i) fraction ***1/4***

ii) decimal ***0.25***

iii) percentage ***25%***



b) What is the likelihood of spinning a square?
Express your answer as a:

i) fraction ***1/2***

ii) decimal ***0.5***

iii) percentage ***50%***

Probability using Fractions, Decimals and Percentages (B) – Answers

(1) a) Colour the rectangles to represent the likelihood shown.

i) $\frac{1}{12}$ chance of purple

ii) 25% chance of red

iii) $\frac{1}{6}$ chance of green

iv) 0.25 chance of orange

v) $\frac{2}{24}$ chance of blue

vi) $\frac{2}{12}$ chance of yellow

purple	red	green	orange	orange	yellow
purple	red	green	orange	orange	yellow
red	red	green	orange	blue	yellow
red	red	green	orange	blue	yellow

---

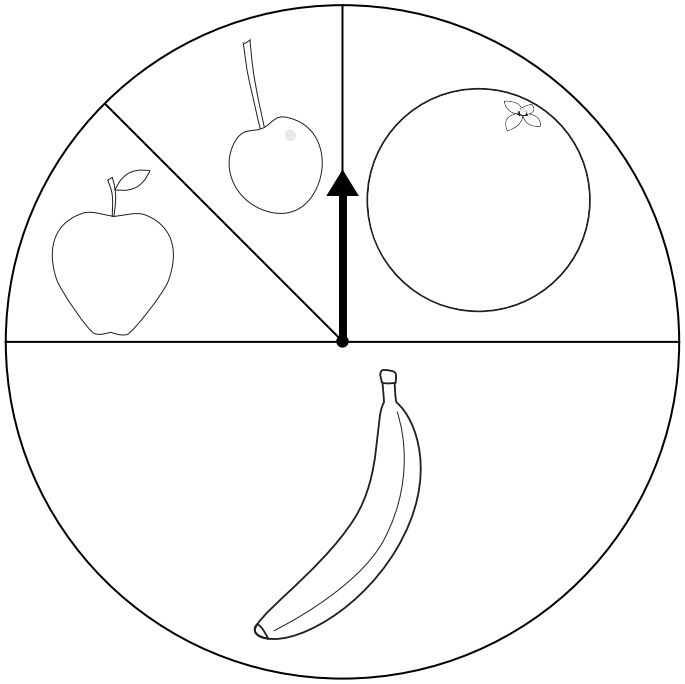
(2) a) What is the likelihood of spinning a banana?

Express your answer as a:

i) fraction ***1/2***

ii) decimal ***0.5***

iii) percentage ***50%***



b) What is the likelihood of spinning a cherry?

Express your answer as a:

i) fraction ***1/8***

ii) decimal ***0.125***

iii) percentage ***12.5%***

c) What is the likelihood of spinning an orange?

Express your answer as a:

i) fraction ***1/4***

ii) decimal ***0.25***

iii) percentage ***25%***