Daily Learning Tasks: Purple

Weeks 2 – 3

These learning tasks are designed to be completed by students daily, with guided support from parents/carers. The activities below are to be repeated over a two-week cycle. Students can access further learning through the Enrichment Learning Grids. All documents can be found on the school website.

We understand and appreciate the different circumstances for each family and their capacity to support their child/ren's home learning. We encourage families to complete what is manageable with the resources that are available. Your child/ren's teacher will be communicating with you weekly, so please inform them of your child/ren's progress as well as your concerns and challenges.

How do I contact my tea	cher?			Screen Time Recommendations			
Students can contact their teacher about learning via Seesaw or phone. Please note, teachers are only available during school hours 9-3:00pm.	Students can contact their teacher about learning via Seesaw or phone. Parents/carers can contact teachers via phone only. Please note, teachers are only available during school hours 9-3:00pm.						
If you are self-isolatin	screens for learning).						
Please understand teachers are still teaching on class and will respond to m	essages as soon a	s they are available.					
If the school is requested t Teachers will update via Seesaw with further information on when they w Seesaw, teachers will contact you via phone.	o close: ill be online for d	aily contact. If you ar	e not accessing	Supervision of Online Learning If your child is accessing online learning activities, please ensure your child is supervised.			
Please note:				Brain Breaks			
Teachers will do their best to respond with the technology at hand. In the end from the classroom teacher on an urgent matter within 48 hours, please end	vent of School Clo nail the school usi	sure, if you haven't h ng the email address	eard a response below.	Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment			
End of week check:	End of week check: Key:						
Has my teacher seen my learning this fortnight?	photograph	voice recording	video	What learning is taking place at school?			
If not, please send some of your learning to your teacher via Seesaw or another agreed method.	O Seesaw	Seesaw	Seesaw	Students who are at school participate in the same Learning Units that are used at home.			





Daily Learning Tasks: Purple

Weeks 2 – 3

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Spelling	Spelling	Spelling	Spelling	Spelling
	1. Read the spelling sound and suffix for the corresponding week. Write these in your workbook. (Appendix 1)	1. Code 3 of your spelling words using the coding system on Appendix 1.	 Code 3 of your spelling words using the coding system on Appendix 1. Use 3 spelling words to create silly sentences. 	 Code 3 of your spelling words using the coding system on Appendix 1. Roll a die for each of your spelling words. 	 Ask a family member to read out your spelling words and write them in your workbook. When you are finished,
	 2. Find your spelling words in the correct colour group and write them in your workbook under the sound and suffix focus. 3. Complete the suffix activity for the 	2. Choose 3 of your words and find the definition. Record in your book.	Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly! Example: My dog wears a blue and purple dress when he takes a bath.	Sentence. Sentence. Sentence. Sentence. Draw a picture of your word. Write a synonym of your word. Sentence. Write an antonym of your word. Sentence. Write the definition for your word. Sentence. Write your word three times.	mark your work. How many did you get correct?
	corresponding week. (Appendix 1)	Access: Spelling Enrichment Learning Grid (choose 1 activity)	Access: Spelling Enrichment Learning Grid (choose 1 activity)	Access: Spelling Enrichment Learning Grid (choose 1 activity)	Access: Spelling Enrichment Learning Grid (choose 1 activity)
	Reading - Grammar	Reading	Reading	Reading	Reading
	1. Read the information	Read to Self – Free Choice	Read to Self	Read to Someone	Read to Self
	 about the grammar focus for the corresponding week. (Appendix 2) 2. Write the key points about the weekly focus in your workbook. 3. Do the activities for the corresponding week in your book. (Appendix 2) 	Spend 20 minutes alone reading a book, magazine, newspaper or story online. <u>Visualising</u> What did you visualise whilst reading? Draw a picture in your workbook.	Read the biography, 'Roald Dahl' (Week 2) and the article 'The Incredible Journey of the Red Crab' (Week 3) (Appendix 3). <u>Summarising</u> Write 2 - 3 paragraphs summarising the main points.	Spend 20 minutes reading aloud to yourself, a family member or a toy. <u>Making Connections</u> Does this text remind you of something you have read, seen or done? Write your thoughts in your workbook.	Read the poem, 'Storm in a Teacup' (Week 2) and the poem 'Bagpiper Walrus' (Week 3) (Appendix 3). <u>Questioning</u> What was the author's intention? Write your thoughts in your workbook.
	Constant Seesaw	Access: Reading Enrichment Learning Grid (choose 1 activity)	Access: Reading Enrichment Learning Grid (choose 1 activity)	Access: Reading Enrichment Learning Grid (choose 1 activity)	Access: Reading Enrichment Learning Grid (choose 1 activity)

	Day 1	Day 2	Day 3	Day 4	Day 5
 Look focus in corresp On yo whitebo your res practise words in handwr 	Handwriting at the handwriting Appendix 4 for the bonding week. our handwriting oard (included in source pack), e the joins and n your best cursive riting.	Writing Week 2 1. Look at Appendix 5 and read the fact file on the Triceratops. 2. Start writing your plan in your workbook by turning the information and each dot point from the fact file into full sentences. You can do further research if you would like to add more information.	Writing Week 2 1. Look at Appendix 5 and use the 'Week 2 - Informative Text Scaffold' to begin writing your information report on the Triceratops. 2. Only complete the introduction, paragraph 1 and paragraph 2. Remember each paragraph needs a subheading that tells us what the paragraph is about. <i>Remember an information report</i> only uses facts. It does not include your opinion.	Writing Week 2 1. Use the 'Week 2 - Informative Text Scaffold' in Appendix 5 to continue drafting your information report on the Triceratops. Complete paragraph 3, your conclusion and a detailed drawing. 2. Proofread and edit your work, ready for publishing tomorrow.	Writing Week 2 1. Publish your information report on the Triceratops in your workbook or type it up to post to Seesaw. Remember each paragraph needs a subheading that tells us what the paragraph is about. For example, 'Appearance' 2. Remember to include a detailed drawing.
		 Week 3 1. Look at Appendix 5 and read the information about the Platypus. 2. Highlight the most important information and write it in your workbook in your own words. Important information and write it in your workbook in your own words. 	Week 3 1. Look at Appendix 5 and use the 'Week 3 – Fact File Scaffold' to begin sorting your information under the correct headings. Only complete 'What they look like' and 'Where they live'. Use the scaffold as a guide but complete it in your workbook for more room. Access: Writing Enrichment Learning Grid (choose 1 activity)	Week 3 1. Use the 'Week 3 – Fact File Scaffold' in Appendix 5 to continue sorting your information about the Platypus. Complete 'What they eat' and 'Did you Know?' and a draft drawing. 2. Proofread and edit your work, ready for publishing tomorrow. Access: Writing Enrichment Learning Grid (choose 1 activity)	Week 3 1. Publish your Fact File on the Platypus as a handwritten poster or digitally and post to Seesaw. 2. Remember to include a detailed drawing. Ecoses Ecoses Kriting Enrichment Learning Grid (choose 1 activity)

Access: Brain Breaks Enrichment Learning Grid

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	Day 1	Day 2	Day 3	Day 4	Day 5
Middle	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid
	Number of the Day	Number of the Day	Number of the Day	Number of the Day	Number of the Day
	On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)	Your number of the day is 483 (Week 2) and 3492 (Week 3). Use words and pictures to show as much information about the number as you can in your maths book. See example in Appendix 7.	On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)	Your number of the day is 2947 (Week 2) and 936 (Week 3). Use words and pictures to show as much information about the number as you can in your maths book. See example in Appendix 7.	On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)
	Times Tables	Times Tables	Times Tables	Times Tables	Times Tables
	Using a whiteboard marker, fill in your blank multiplication grid that came in your resource pack. Use a clock/ stopwatch to time yourself. Record this time in your maths book.	Week 2	Week 2	Week 2	Using a whiteboard marker, fill in your blank multiplication grid that came in your resource pack. Use a clock/stopwatch to time yourself. Try to beat your Monday time! Record this time in your maths book
	Challenge yourself to start	Week 3	Week 3	Week 3	
	at your 12 times tables and work backwards.	$ \begin{array}{c} 10 & 9 & 11 \\ 2 & \mathbf{x7} \\ 4 & \mathbf{x7} \\ 8 & 12 & 5 \\ \end{array} $	112 4 1 3 10 x9 8 11 2 9 5	7 6 11 9 10 x12 5 4 3 1 12	seesaw

	Day 1	Day 2	Day 3	Day 4	Day 5
	Addition and Subtraction/Time 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 8) 2. Complete the activities for the correct week and day in your Maths book. (Appendix 8) Access: Mathematics Enrichment Learning Grid (choose 1 activity)	Addition and Subtraction /Chance 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 8) 2. Complete the activities for the correct week and day in your Maths book. (Appendix 8) Access: Mathematics Enrichment Learning Grid (choose 1 activity)	Time/Chance1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 8)2. Complete the activities for the correct week and day in your Maths book. (Appendix 8)2. Complete the activities for the correct week and day in your Maths book. (Appendix 8)Complete the activities for the correct week and day in your Maths book. (Appendix 8)Access: Mathematics Enrichment Learning Grid (choose 1 activity)	Time/Chance1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 8)2. Complete the tasks for the correct week and day in your Maths book (Appendix 8)2. Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book (Appendix 8)Complete the tasks for the correct week and day in your Maths book 	Time/Chance1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 8)2. Complete the tasks for the correct week and day in your Maths book. (Appendix 8)2. Complete the tasks for the correct week and day in your Maths book. (Appendix 8)2. Complete the tasks for the correct week and day in your Maths book. (Appendix 8)2. Complete the tasks for the correct week and day in your Maths book. (Appendix 8)Complete the tasks for the correct week and day in your Maths book. (Appendix 8)Complete the tasks for the correct week and tasks for the correct week and day in your Maths book. (Appendix 8)Complete the tasks for the correct week and tasks fo
		Acces	s: Brain Breaks Enrichment Learn	ing Grid	
Afternoon	Science	PDHPE	Creative Arts	History/Geography	Family Time or Free Play
	Access: Science Enrichment Learning Grid (choose 1 activity)	Access: PDHPE Enrichment Learning Grid (choose 1 activity)	Access: Creative Arts Enrichment Learning Grid (choose 1 activity)	Access: History/Geography Enrichment Learning Grid (choose 1 activity)	Enjoy an activity with your family or have some free play.
	Hands on Learning	Hands on Learning	Hands on Learning	Hands on Learning	Hands on Learning
	Access: Hands on Enrichment Learning Grid	Access: Hands on Enrichment Learning Grid	Access: Hands on Enrichment Learning Grid	Access: Hands on Enrichment Learning Grid	Access: Hands on Enrichment Learning Grid
	(choose 1 activity)	(choose 1 activity)	(choose 1 activity)	(choose 1 activity)	(choose 1 activity)

Appendix 1 - Spelling Sounds and Suffixes

						Week	< 2
• = sin = d	gle sound igraph		Phoni	cs Focus		duke	Suffix Origins: - ist
U = s	olit digraph		th as i	in thong			Add the suffix "ist" then write the words :
thin thick	both with	both month	third thank	anthem athletic	athlete theatre	cathedral decathlon	(1) art (5) scient (2) botan (6) cycl
thin thick	both with	both month	third thank	anthem athletic	athlete theatre	cathedral decathlon	(2) botan (6) cycl
think thank	think thank	north thirteen	thirteen thousand	faithful thieves	enthralled threshold	lethargy mythical	(4) guitar (8) journal
three third with	third month thorp	thirty throw	path truth without	thunderous thoughtless worthwhile	sympathy authentic	ornithologist parenthesis	
bath path	anything birthday	thought Thursday	healthy length	thorough thermometer	theoretically thoroughbred	sleuth	
			· · · ·			Week	3
• = sing = dig	le sound graph		Phoni	cs Focus		duke	Suffix: - able Add the suffix 'able' to these base words:
U = spl	it digraph		th as i	n feather			Drop like excite
Pink	Yellow	Blue	Green	Orange	Purple	Red	(the 'e') advise degrade
the that	they then	they there	they they're	therefore farther	breathe wreathed	tether algorithm broatbable	debate believe
them	their	they're these	there	leather weather	smoothly	farthermost fathomless	Write sentences using these words: advis
these there	other mother	those that's	neither either	whether gathering	thereabouts loathsome	furthermore rhythmical	conceiv
their other	father brother	other brother	rather feather	though although	smothered writhe	weatherboard withering	lik
mothe	another	together	therefore	e feathery	swathe	unscathed	believ

Appendix 2 - Grammar and Punctuation







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Appendix 3 – Reading

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ROALD DAHL

to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but, after a while, he began suffering terrible headaches from In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa, and suffered such severe injuries his accident. This meant he had to leave because he could not fly planes anymore.

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In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S.Forester, who suggested that Roald should write about his experiences flying planes in the desert. Roald started writing articles for newspapers. He met and married actress Patricia Neal. They lived in Great Missenden in Roald Dahl and Patricia Neal had five children; Olivia, Tessa, Theo, Ophelia and Lucy. Buckinghamshire, England. He wrote many of his famous stories there. However, Olivia tragically died at the age of 7 from an illness.

He realised how much his own children enjoyed his stories and decided to write them Roald Dahl started telling his amazing stories to his children at bedtime. down for all children to enjoy. 'James and the Giant Peach' was his first published children's book.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's find you have to look up at all these giants around you who like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll are always telling you what to do and what not to do."

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He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

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Week 3 - Day 3

The Incredible Journey of the Red Crab article by Beverley McWilliams photos by Alamy

Imagine walking to school alongside an army of marching crabs or stopping your car to allow crabs to cross the road. Imagine a crab scuttling through your house or taking a rest in your shower. For the people of Christmas Island, the red crab plays a special part in their lives. Every year, at the beginning of the wet season, millions of red crabs embark on one of the world's most magnificent mass migrations.

Read on to discover more about the Christmas Island red crab and follow its remarkable journey from the rainforest to the ocean.

Kingdom of the crabs

The Australian territory of Christmas Island is located in the Indian Ocean approximately 2600 kilometres northwest of Perth. It is an island of lush rainforests, rocky beaches, spectacular coral reefs and towering cliffs. The isolation and diverse landscape have made Christmas Island home to many unique plants and animals. Over two hundred of these species are endemic to the island, which means that they cannot be found anywhere else in the world.

Christmas Island has been described as the kingdom of the crabs due to the number of rare and distinctive land crabs which inhabit the island. These include the beautiful blue crab-recently classified as a new species-and the gigantic robber or coconut crab, which

can measure up to one metre in length. But the island's most famous clawed resident is, without doubt, the red crab,

It is estimated that around 50 million red crabs inhabit Christmas Island For most of the year, they spend the majority of their lives in the safety of humid burrows or scavenging the forest floor for food. But once a year, millions of adult crabs embark on a spectacular journey to the ocean to breed. So what triggers this remarkable migration and turns this quiet island alive with the clacking of millions of claws?

Feeling 'crabby'

Just like aguatic crabs, land crabs breathe through gills which must remain moist. During the dry season, red crabs



A female adult red crab carrying her eggs

stay safe in their burrows, covering the entrance with leaves to maintain the moisture. Between late October and early December, the wet season begins. This change in weather brings the damp and overcast conditions ideal for the red crabs' difficult journey.

The timing of the migration is also dictated by the moon. The female crab must spawn or release her eggs into the sea when the moon is in a particular phase. If the rain comes late and there is no time to make the journey to the ocean by the spawning date, then the crabs will delay their migration until the following month.

Let the march begin

Once the time is right, the males furthest from the coast begin their journey. They are joined along the way by females and other males. Before long, millions of crabs are on the move, sweeping across the island like a river of red. Guided by instinct, the crabs follow

a specific migratory path. They travel over roads, past houses and sometimes even through them!

It is a difficult journey for red crabs, and they face many perils along the way. They must cross treacherous terrain from steep cliffs to dangerous roads, and they are at risk from dehydration should the humidity drop. Although adult red crabs have no natural predators, the giant robber crab may sometimes attack. But their most dangerous assailant is, in fact, a tiny ant. The introduced species of yellow crazy ant has formed super-colonies in certain parts of the island and has had a devastating impact on red crab numbers.



Don't mind us, we're just passing through.

Helping them on their way

The red crab is now a protected species. During the migration, many roads are now closed and routes are diverted. Park rangers erect crab fencing along other roads to protect the crabs and



Look left. Look right. Look CRAB!

guide them to specially built 'crab bridges' and underpasses. Local people do what they can to safeguard the little travellers. One lodge owner has even invented a 'crab-mobile.' This vehicle has special attachments in front of the tyres which safely sweep the crabs out of the way of the vehicle.

Time to 'shell-a-brate'

Once the crabs finally arrive at the rocky shore, they clamber down the cliff edge to the welcoming sand and take a wellearned dip in the ocean to replenish their bodies with moisture.

The male crabs build their burrows on the low terraces and attract a mate. After breeding, the males journey home, but the females remain in the burrows. Each female crab will lay around 100 000 eggs, which she incubates in a special brood pouch for 12-13 days.

A new generation is born

The female must release her eggs before sunrise on the turn of the high



A female releases her eggs.

tide during the last quarter of the moon. This is the time when there is the least difference between high and low tides, making it safer and easier for the crabs to approach the shore. With their claws held high, they shake and jiggle, releasing their eggs into the ocean. The eggs hatch on contact with the sea, and a cloud of larvae is swept across the reef. The female's job is now done, and she can return to the safety of the rainforest. But, for the new generation of red crabs, their journey is just beginning.

A cloud of baby crabs being swept to shore





Baby crabs making their way out of the ocean

From the ocean back to the rainforest

The ocean is a treacherous place for the newly-hatched larvae. They must survive in the water for around four weeks as they develop into baby crabs. Many are swept away in fierce currents. Some become a feast for waiting predators, such as manta rays and whale sharks. For those who make it, the danger is far from over. Once they emerge from the water these baby crabs must follow in the footsteps of their parents and make their own great migration back to the

Baby crabs up close!



rainforest—an incredible expedition for a baby crab smaller than your little fingernail!

For the next few years, the baby crabs will remain hidden in or among the forest floor as they mature into adults. Then they will make the remarkable journey back to the place of their birth, and the amazing life-cycle of the Christmas Island red crab will begin again.





Appendix 4 – Handwriting

Week 2	Week 3
Daddy Dog did a dance with	Ellie Elephant eats eleven
Daisy Dragonfly down under	Easter Eggs every weekend
the bridge on Wednesday.	even after extra breakfast!
DDDDDDDDDDDD	E E E E E E E E E E E
dirty dangerous dry delightful	excellent exciting exquisite
abcdefghijklmnopqrstuwwyz	abcdefghijktmnopgrstuwwyz

Appendix 5 – Writing



Week 2 - 1	Informative Text Scaffold
Informative Text - Scaffold	Paragraph 3 (Describe one detail about the subject of the text).
Introduction (This is a general statement about the subject of the text).	
Paragraph 1 (Describe one detail about the subject of the text).	
	Conclusion (This is a concluding statement about the subject of the text).
	Illustration
Paragraph 2 (Describe one detail about the subject of the text).	
	_
	_
	-
Note: If you need more space, write it into your workbook.	

Week 3 – Platypus

Platypus

The platypus is a semiaquatic mammal that is only found in eastern Australia in small rivers and streams within Queensland, New South Wales, Victoria and Tasmania.

It is duck-billed, has a beaver-like tail, lays eggs, has otter-like fur and webbed feet.



Platypuses are monotremes which means that they lay eggs instead of giving birth.

Platypuses are nocturnal which means they come out at night, or at twilight to feed. They close their eyes and ears when under water. When they feed on worms, insects, and shrimp, they use their sense of electroreception and dig up the river beds with their bills.

The platypus is an excellent swimmer. It

can stay under water for around 30 seconds before coming up for air. The average length of a male platypus is 50cm, and the average length for a female is 43cm. They can weigh from 1-2.4kg.

Their predators include snakes, water rats, hawks, owls, eagles and sometimes crocodiles.

Did You Know...?

The platypus has been used as a mascot for national events in Australia and is featured on the Australian 20 cent coin.



Platypus

The platypus is a semi-aquatic mammal found in small rivers and streams in Queensland, New South Wales, ACT, Victoria, South Australia and Tasmania.



It is duck-billed, has a beaver-like tail, has otter-like fur and webbed feet. Platypus are monotremes, which means they lay eggs instead of giving birth.

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Did you know...? The platypus has been used as a mascot for national events in Australia and is featured on the Australian 20 cent coin.







Appendix 6 – Number of the Day

https://mathsstarters.net/numoftheday

Appendix 7 – Number of the Day Example – Days 2 and 4



Appendix 8 – Mathematics Lessons

Addition and Subtraction, Time and Chance

We	ek 2
Day 1 WALT - Add 3 or more numbers together.	Day 2 WALT - Solve addition and subtraction word problems.
The term 'sum' means the total when numbers are added together. When adding 3 or more numbers together: • Write the numbers underneath each other and line up the columns depending on place value. • Begin by adding the ones columns together (on the right-hand side). Add the units under that column and carry any tens. • Add the tens columns together, again carrying any hundreds. • Continue this for all the columns of place value. For example: a) $\frac{1463}{79}$ b) $\frac{5258}{226}$ c $\frac{46145}{468}$ $\frac{79}{226}$ c $\frac{46145}{49615}$ Complete these questions below: $\frac{569}{65}$ c $\frac{126}{126}$ c $\frac{129}{574}$ c $\frac{71}{49615}$ Complete these questions below: $\frac{569}{65}$ c $\frac{126}{126}$ c $\frac{126}{574}$ c $\frac{73245}{45128}$ $\frac{52034}{520034}$ c $\frac{49998}{392440}$ c $\frac{73245}{400000000000000000000000000000000000$	Examples: 1. Aaron bought two houses for \$1 668 000 and \$2 454 000. How much did he spend in all? 1 1668 000 2 454 000 4 122 000 In total, Aaron spent \$4 122 000. 2. I have \$40 890 saved to buy a new car. The basic model costs \$36 118 and I add tinted windows for \$860 and Bluetooth Connectivity for \$1376. How much money will I have left over? 1 11 Step 1: 36 118 Step 2: 30 890 1 376 <u>860</u> + <u>38 354</u> All together, it would cost \$38 354. I would have \$2 536 left over. Answer the following in your maths book: 1. There are 6713 books in one classroom and 9231 books in the other. How many books are there altogether in both classrooms? 2. A truck driver has a 1658km journey. He stops for a break after 432km. How much further has he got to travel? 3. A stadium seats 56 780 people. During a football match, 34 128 adults and 17 241 children came to watch. How many seats were left empty? 4. Mia is saving to buy a boat that costs \$26 482. If she already has \$14 123 and earned \$745 selling her TV, how much more does she need to



Week 2

Day 5

WALT – Read and use timetables.

Reading timetables is an important skill. All timetables look a little bit different.

The timetable below is a bus timetable. The heading tells us that this bus goes from Tenambit to Rutherford.

Down the left-hand side, we can see all the places that the bus stops.

For example, the first bus stop is at Kindy Patch, which is in Maize Street, Tenambit. If you look across this row, you will see 9 different times. That means that on this timetable, there are 9 different buses we could choose to catch, depending on the time.

When you look down these columns, you will see what time the bus stops at other places. For example, if we caught the 05:24 bus from Kindy Patch in Maize Street, Tenambit, we can see that the next stop would be at Robert Street at 05:29. This first bus doesn't stop at Regiment Road near Squadron Crescent, Rutherford, as shown by the dash (-).

Bus Timetable: Tenambit to Rutherford

Monday to Friday	Ġ.	ę.	\$.	Ł.	Ę.	Ę.	Ł.	ę.	ę.
Kindy Patch, Maize St, Tenambit	05:24	05:53	06:33	07:10	07:46	08:31	09:08	09:55	10:35
Robert St at Sparsholt St, Tenambit	05:29	05:58	06:38	07:16	07:52	08:37	09:14	10:01	10:40
Maize St opp Kindy Patch, East Maitland	05:36	06:05	06:45	07:25	08:01	08:46	09:23	10:09	10:48
Victoria Street Station	05:41	06:10	06:50	07:31	08:07	08:52	09:29	10:14	10:53
Stockland Green Hills, Mitchell Dr, East Maitland	05:45	06:14	06:54	07:36	08:12	08:57	09:34	10:19	10:58
Brisbane St after Richardson St, East Maitland	05:48	06:17	06:57	07:39	08:15	09:00	09:37	10:22	11:01
High St near Sparke St, Maitland	05:54	06:23	07:04	07:46	08:22	09:07	09:44	10:29	11:08
Maitland Station, Railway St, Maitland	05:59	06:28	07:10	07:52	08:28	09:13	09:50	10:35	11:14
Maitland Hospital, High St, Maitland	06:05	06:34	07:17	07:59	08:35	09:20	09:57	10:42	11:21
Telarah Shops William St near South St, Telarah	06:08	06:37	07:20	08:02	08:38	09:23	10:00	10:45	11:24
Brigantine St after Nicolena Cres, Rutherford	06:14	06:43	07:27	08:09	08:45	(575)	10:07		11:31
Regiment Rd near Squadron Cr, Rutherford	-	_				09:29		10:51	1.11
Rutherford Shopping Centre, West Mall, Rutherford	06:21	06:50	07:35	08:17	08:53	09:37	10:15	10:59	11:39

Complete the questions below using the timetable above:

- 1. Where are the first and last stops on this bus?
- 2. If I need to be at Rutherford Shopping Centre before 9am, what time should I leave from Kindy Patch, Maize St, Tenambit?
- 3. How long does the first bus take to go from Stockland Greenhills to Maitland Hospital?
- 4. If I need to be at Maitland Hospital for a 10:30am appointment, what time should I leave from Victoria Street Station?



Newcastle Beach

05:27 05:57 06:27 06:57

19:12

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See next page for the Train timetable..

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V	/eek 3
Day 4 WALT – Compare the expected and observed frequencies of winning simple chance games.	Day 5 WALT – Use samples to make predictions about larger populations.
 <u>Expected frequency</u> is the number of times a specific outcome is expected to occur when a probability experiement is repeated a number of times. For example, if you flipped a normal 2-sided coin 8 times, you would expect that it would land on heads 4 times and on tails 4 times. <u>Observed frequecny</u> is the amount of times an event actually happened after a probability experiment. For example, if you flipped a coin 8 times, you 	A sample is a small section of a whole (population). Larger samples tend to be more representative of a whole population. <u>Complete the following activity:</u> Lucy buys a bag of jellybeans. Green jellybeans are her favourite. She takes a jellybean out of the bag, records its colour then replaces it. Lucy does this ten times. Here is a tally chart of her data.
Expected frequency = before experiment.	Colour Tally Fraction
Observed frequency = after experiment.	Black III
Draw the following table in your maths book. Record which player would	Red []
win for each outcome when playing rock-paper-scissors.	Yellow
Rock Paper Scissors	Blue)
Outcomes Table 2. What is the probability that	Green
Player 1 Rock Paper Scissors Rock Paper Scissors Scissors If you play rock-paper-scissors 9 times, how many times do you expect player 1 to win? Player 2? A tie? Charter with a family member recording the second se	 <u>1.</u> Lucy takes out another sample of ten jellybeans, one at a time with replacement (putting it back in the bag). Add to her tally charts to show what her data might look like at the end of the second sample. <u>2.</u> Write the probability of selecting each colour jelly bean as a fraction. <u>3.</u> Is it possible that there are green jellybeans in the packet? Explain. <u>4.</u> If you took five jellybeans out of Lucy's packet, what colours would you expect them to ba? Explain your approximate
<u>s.</u> Fray rock-paper-scissors 9 times with a failing member, recording the winner of each round using tally marks. What were your observed frequencies for player 1, player 2 and a tie? Were they the same or different to your expected frequencies?	<u>5.</u> If there are 40 jellybeans in the whole bag, what number of jellybeans do you predict there will be for each colour?