Daily Learning Tasks: Purple

Weeks 6 – 7

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 teacher?

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-isolating:

Please understand teachers are still teaching on class and will respond to messages as soon as they are available.

If the school is requested to close:

Teachers will update via Seesaw with further information on when they will be online for daily contact. If you are not accessing Seesaw, teachers will contact you via phone.

Please note:

Teachers will do their best to respond with the technology at hand. In the event of School Closure, if you haven't heard a response from the classroom teacher on an urgent matter within 48 hours, please email the school using the email address below.

End of week check:

Has my teacher seen my learning this fortnight?

If not, please send some of your learning to your teacher via Seesaw or another agreed method.

Key:

photograph 

voice recording 

video 

Screen Time Recommendations

Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning).

Supervision of Online Learning

If your child is accessing online learning activities, please ensure your child is supervised.

Brain Breaks

Please take Brain Breaks as often as needed.

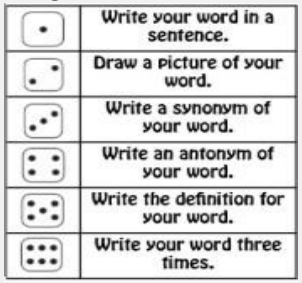
A variety of activities can be found in the Enrichment Learning Grids.

What learning is taking place at school?

Students who are at school participate in the same Learning Units that are used at home.

Daily Learning Tasks: Purple

Weeks 6 – 7

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	**Spelling** 1. Read the spelling sound and suffix for the corresponding week. Write these in your workbook. (Appendix 1) 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 corresponding week. (Appendix 1)	**Spelling** 1. Code 3 of your spelling words using the coding system on Appendix 1. 2. Choose 3 of your words and find the definition. Record in your book.  Access: Spelling Enrichment Learning Grid (choose 1 activity)	**Spelling** 1. Code 3 of your spelling words using the coding system on Appendix 1. 2. Use 3 spelling words to create silly sentences.  Access: Spelling Enrichment Learning Grid (choose 1 activity)	**Spelling** 1. Code 3 of your spelling words using the coding system on Appendix 1. 2. Roll a die for each of your spelling words.  Access: Spelling Enrichment Learning Grid (choose 1 activity)	**Spelling** 1. Ask a family member to read out your spelling words while you write them in your workbook. 2. When you are finished, mark your work. Access: Spelling Enrichment Learning Grid (choose 1 activity)
	Reading - Grammar 1. Read the information 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)	**Reading** <u>Read to Self – Free Choice</u> 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. Access: Reading Enrichment Learning Grid (choose 1 activity)	**Reading** <u>Read to Self</u> Read the School Magazine story, "Goats Don't Fly" in Appendix 3. <u>Summarising</u> What happened in the story? Write a paragraph summarising the main points in your book. Access: Reading Enrichment Learning Grid (choose 1 activity)	**Reading** <u>Read to Self – Free Choice</u> Spend 20 minutes alone reading a book, magazine, newspaper or story online. <u>Making Connections</u> Does this text remind you of something you have read, seen or done? Write your thoughts in your workbook. Access: Reading Enrichment Learning Grid (choose 1 activity)	**Reading** <u>Read to Self</u> Read the School Magazine text, "How Trees Change Colour" – Appendix 3. <u>Questioning</u> What was the author's intention? Write your thoughts in your workbook. Access: Reading Enrichment Learning Grid (choose 1 activity)

	Day 1	Day 2	Day 3	Day 4	Day 5
	Writing - Handwriting 1. Look at the handwriting focus in Appendix 4 for the corresponding week. 2. On your handwriting whiteboard (included in your resource pack), practise the joins and words in your best cursive handwriting. Access: Writing Enrichment Learning Grid (choose 1 activity)	**Writing** **Week 6** 1. In your workbook, brainstorm and list everyone that is in your immediate family. 2. Pick as many family members as you like (minimum 3) and write 2-3 sentences on what you love most about them. **Week 7** 1. Use the 'Writing an Autobiography' template in Appendix 5 to begin drafting your Autobiography. Only complete the first 3 sections. Access: Writing Enrichment Learning Grid (choose 1 activity)	**Writing** **Week 6** 1. Look at Appendix 5 and use the examples given to draft your family tree. 2. Once you have finished your draft, list 5 facts/personal characteristics about each person on your tree. You might include things like: physical features/what they do for work etc. **Week 7** 1. Use the 'Writing an Autobiography' template in Appendix 5 to continue drafting your Autobiography. Complete the last 2 sections. 2. Proofread and edit your work, ready for publishing tomorrow. Access: Writing Enrichment Learning Grid (choose 1 activity)	**Writing** **Week 6** Using your art scrapbook, publish your Family Tree. Don't forget to be creative. Use coloured pencils, textas or water coloured paints. Include a small drawing of each person next to their name to add more detail to your tree. **Week 7** 1. Begin Publishing your Autobiography in your workbook. Access: Writing Enrichment Learning Grid (choose 1 activity)	**Writing** **Week 6** 1. Write a Narrative in your workbook that includes you and at least 2 other family members from your tree. 2. Don't forget to proofread and edit your work and include a detailed picture. 3. Publish your Narrative on the computer. **Optional:** Record yourself reading your story on Seesaw for your teacher to listen to. **Week 7** 1. Finish Publishing your Autobiography in your workbook. Include a detailed sketch of yourself. Access: Writing Enrichment Learning Grid (choose 1 activity)
Access: Brain Breaks Enrichment Learning Grid					
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

	Day 1	Day 2	Day 3	Day 4	Day 5
	Number of the Day On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)	**Number of the Day** Your number for today is **414** (week 5) and **1151** (week 6). Use words and pictures to show as much information about the number as you can.	**Number of the Day** On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)	**Number of the Day** Your number for today is **999** (week 5) and **5213** (week 6). Use words and pictures to show as much information about the number as you can in your maths book.	**Number of the Day** On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)
	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.	**Times Tables** 1. Write out your 3x and 4x tables in your maths book to 12. 2. Write out the inverse (division) facts for the 3x and 12x tables. e.g. 12 ÷ 4 = 3 Ask a parent/carer to quiz you randomly on them.	**Times Tables** 1. Write out your 6x and 7x tables in your maths book to 12. 2. Write out the inverse (division) facts for the 4x and 9x tables. e.g. 18 ÷ 3 = 6 Ask a parent/carer to quiz you randomly on them.	**Times Tables** 1. Write out your 8x and 9x tables in your maths book to 12. 2. Write out the inverse (division) facts for the 6x and 7x tables. e.g. 56 ÷ 7 = 8 Ask a parent/carer to quiz you randomly on them.	**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. Try to beat your Monday time! Record this time in your maths book.
	Patterns & Algebra 1. Read and record the WALT for the corresponding week/day. (Appendix 7) 2. Record the key information and examples into your book. 3. Complete the activities for the corresponding week/day in your maths book. (Appendix 7) Access: Mathematics Enrichment Learning Grid (choose 1 activity)	**Patterns & Algebra** 1. Read and record the WALT for the corresponding week/day. (Appendix 7) 2. Record the key information and examples into your book. 3. Complete the activities for the corresponding week/day in your maths book. (Appendix 7) Access: Mathematics Enrichment Learning Grid (choose 1 activity)	**Chance** 1. Read and record the WALT for the corresponding week/day in your maths book. (Appendix 8) 2. Complete the tasks for the corresponding week/day. (Appendix 8) Access: Mathematics Enrichment Learning Grid (choose 1 activity)	**Data** 1. Read and record the WALT for the corresponding week/day in your maths book. (Appendix 9) 2. Complete the tasks for the corresponding week/day. (Appendix 9) Access: Mathematics Enrichment Learning Grid (choose 1 activity)	**Data** 1. Read and record the WALT for the corresponding week/day in your maths book. (Appendix 9) 2. Complete the tasks for the corresponding week/day. (Appendix 9) Access: Mathematics Enrichment Learning Grid (choose 1 activity)

	Day 1	Day 2	Day 3	Day 4	Day 5
	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	**Science** Access: PDHPE Enrichment Learning Grid (choose 1 activity)	**PDHPE** Access: PDHPE Enrichment Learning Grid (choose 1 activity)	**Creative Arts** Access: Creative Arts Enrichment Learning Grid (choose 1 activity)	**History/Geography** Access: History/Geography Enrichment Learning Grid (choose 1 activity)	**Family Time or Free Play** Enjoy an activity with your family or have some free play.
	Hands on Learning Access: Hands on Enrichment Learning Grid (choose 1 activity)	**Hands on Learning** Access: Hands on Enrichment Learning Grid (choose 1 activity)	**Hands on Learning** Access: Hands on Enrichment Learning Grid (choose 1 activity)	**Hands on Learning** Access: Hands on Enrichment Learning Grid (choose 1 activity)	**Hands on Learning** Access: Hands on Enrichment Learning Grid (choose 1 activity)

Appendix 1 - Spelling Sounds and Suffixes

Week 6

• = single sound
__ = digraph
U = split digraph

Phonics Focus: Long 'e' sound
ee, e, ea, y, ey as in bee, me, seat, baby, money

Pink	Yellow	Blue	Green	Orange	Purple	Red
me	week	street	agreeing	cheap	stream	celebrity
she	street	eighteen	knee	repeating	breathe	ecstasy
three	green	weekend	between	creature	retreating	prophecy
been	weak	pleasing	dreaming	underneath	guarantee	mediocre
tree	meat	beach	teacher	slowly	speech	deceitful
sea	beach	leaving	story	truly	achieve	alleviated
eat	quickly	season	aunty	scene	scenery	esteemed
beach	early	metre	believe	piece	difficulty	medieval
read	sixty	money	kilometre	niece	naughty	retrieve
many	these	eighty	millimetre	employee	necessity	subterranean

Suffix: -ing

Activity – add 'ing' to the words below:

hope _____ write _____
shine _____ slide _____
make _____ like _____
dance _____ come _____
joke _____ use _____

What is the rule we follow when adding 'ing'?

Week 7

• = single sound
__ = digraph
U = split digraph

Phonics Focus
ir, ur, or, er as in bird, nurse, world, fern

Pink	Yellow	Blue	Green	Orange	Purple	Red
her	girl	thirteen	thirteen	further	murmur	attorneys
were	thirty	birthday	circle	purchase	surgeon	certifiable
girl	circle	circle	service	suburban	occurred	interpretation
third	burn	were	observe	dessert	recurring	perpetrator
circle	purse	herd	vertical	earliest	disturbance	persecute
turn	early	world	world	observant	interpreter	reverberate
hurt	word	worth	worthwhile	germinate	university	circulation
surf	world	church	church	worse	emergency	skirmish
work	fern	purple	Thursday	circumnavigate	circular	murmuring
word	weren't	return	turtle	circumstance	circumnavigate	taciturn

a	m	b	i	t	i	o	n	t	j	k	l
g	n	e	p	q	p	p	t	r	v	n	n
g	z	a	b	c	o	p	f	a	h	a	o
r	n	u	n	o	l	r	r	n	t	i	i
e	o	t	n	a	l	e	d	s	f	c	t
s	i	i	o	m	u	s	p	l	r	i	a
s	s	c	i	y	t	s	b	a	d	t	n
i	u	i	s	k	i	i	n	t	p	i	i
o	l	a	a	w	o	o	z	i	b	l	m
n	c	n	c	i	n	n	l	o	n	o	a
q	x	s	c	n	o	i	s	n	e	p	x
n	e	g	o	t	i	a	t	i	o	n	e

Suffix: -tion

Activity: Find 12 words that have the suffix 'tion' in the word search. Record these in your workbook.

Appendix 2 - Grammar and Punctuation

Week 6 – Compound Words

Write the key information in your workbook

Compound words are made when **two** or **more** words are combined to create a word with a different meaning.

Directions: Make a compound word from each pair of words below. The first one has been done for you.

Word #1	Word #2	Compound Word
1. *time*	*life*	*lifetime*
2. work	home	_____
3. pack	back	_____
4. stream	up	_____
5. hopper	grass	_____
6. ground	under	_____
7. market	super	_____
8. dog	under	_____
9. fire	back	_____

Week 7 – Colons and Semi Colons

Write the key information in your workbook

Colon or Semi-Colon?

:

A colon can be used to:
- introduce a list
- separate two independent clauses when the second clause explains or illustrates the first clause

;

A semi-colon can be used to:
- separate items in a list
- separate two **closely related** independent clauses instead of using a conjunction

1. Where should the semi-colons be in the following sentences to separate the two independent clauses?

James enjoys playing tennis he doesn't like football.

I enjoyed my swim this morning I felt exhausted afterwards.

2. Where should the colons be in the following sentences to separate the two independent clauses?

He was late for school his alarm clock hadn't gone off.

I have very little time to learn French the school trip is in a few weeks.

Appendix 3 – Reading

Goats Don't Fly

story by Michael Pryor | illustrated by Stephen Axelsen

PHIL HAD RUN out of money, and that was bad news. No money meant he had to come up with a scheme to get some.

And that's usually when I got involved.

Like his idea to sell pet slugs. After he'd collected two hundred, I was the one who had to convince him that slugs weren't very cuddly.

So when he rang up and said, 'Lawn mowing,' I was relieved. It was a reasonably normal idea. 'Lawn mowing's a sure-fire winner,' he said enthusiastically. 'Everyone wants their lawn mowed, and they'll pay heaps of money!'

'Right. But it's hard work,' I pointed out.

'Don't worry about that,' he said. 'It's all under control.'

I shuddered when I heard that. 'Under control' for Phil meant something like riding a tiger bareback while trying to juggle a dozen razor-sharp knives.

'I'll see you tomorrow, outside the Carlson place!' he shouted, and I was left staring at the phone with an awful feeling in my stomach. You see, the Carlsons' lawn was the worst lawn in the world to mow. It was big enough to land small airliners on it, for one thing.

But that wasn't all. It was on the side of a hill, and it sloped so much that a lawnmower would either try to run away from you, or run you over. And if that wasn't enough, there was a tall, spindly tree right in the middle of the lawn, so you'd have to swerve around it all the time.

It was the nightmare lawn of the century, and Phil planned to mow it.

• • •

The next morning, I leant against the tall red-brick wall outside the Carlson place. In my mind I practised what I'd say to try to talk Phil out of it.

But I forgot everything when Phil rolled up ... with three ropes in his hand ... with three goats on the other ends of the ropes.

The goats were white and shaggy, and rolled their eyes when I looked at them. I figured Phil must be trying to make some money by goat-sitting or something.

'Hi!' said Phil brightly.

'Phil,' I said calmly. I ignored the goats. It seemed like the best thing to do. 'Where's the lawnmower?'

Phil smiled. 'Right here, my friend. Right here.'

'Goats?' I said, stunned.

'You bet. They're my masterstroke! The key to fame and fortune!'

'Phil, are you feeling okay?'

'Look, all we have to do is tie these goats up to the tree in the middle of the Carlsons' lawn. Then we leave them for a couple of hours while we take it easy! Snooze, watch TV, anything we like! What a way to make money!'

'Phil,' I said desperately. 'The slope! They'll hate it.'

'Haven't you ever heard of mountain goats?' he grinned. 'Trust me.'

Three hours later, we came back and found the whole front yard was a Goat-Free Zone, with the grass as tall as when we'd left it.

The goats had vanished!

Phil stood at the gate, staring wide-eyed at the vacant lawn. 'The goats!' he moaned. 'I've got to get them back to Uncle Don before he notices they've gone!'

I sighed. 'I wondered where they'd come from.'

'Come on,' he said, pleading. 'We've got to find them!'

We scooted over to the tree in the middle of the lawn. It didn't look like a great hiding place, but there wasn't anywhere else.

As we got closer, we could see that the goats' ropes were still tied to the trunk. The trouble was that the other ends of the ropes seemed to go straight up.

We peered up through the branches. 'They're up in the tree,' Phil said as the goats bleated sadly down at him. And that was when the Monster came around the corner of the house.

We found out later that the Monster was the Carlsons' dog, a Bullmastiff-Rottweiler cross. He was the size of a small bus, and he had more teeth than a dental museum. When we'd tied up the goats, the Monster must have been asleep. Luckily.

But as he charged at us, howling like a hundred demons, he didn't look sleepy at all. And he didn't look like a pet either. Phil and I looked at each other. Then we looked at the wall. It seemed to be a thousand kilometres away.

So we scrambled up the trunk of the tree.

And that's how Phil and I found ourselves next to three goats, high up in a tree with a berserk dog down below ready to bite our legs off.

It was the sort of thing that happened to Phil all the time.

He sat there, studying the goats. 'I didn't know that goats could climb trees,' he said.

I pointed down at the Monster. 'I suppose they learned really fast when that thing appeared.'

'Yeah, I suppose so,' Phil said, and scratched his head. The Monster howled down below, and tried to bite the tree in half.

'Okay, you have all the good ideas,' I said to Phil. 'What are we going to do?'

'Wait until dark?' he suggested.

'Right. And then we'll climb down and won't be able to see where that dog is. Bad idea. When are the Carlsons coming home?'

'I dunno. They're on holidays. The beach or something.'

I started untying the goats. 'No point having rope around their necks. They could fall.'

'Hmm,' said Phil. 'You haven't got a bone? Maybe we could bribe that dog thing.'

'I think you'd need a whole skeleton rather than just a bone. Maybe a dinosaur skeleton.'

The goats seemed comfortable, perched up in the tree.

I was happy enough on my branch, but Phil kept fidgeting.

'We can't go down,' he said slowly, and he had that awful look on his face that meant he was thinking. 'So there's only one way we can go.' He pointed up.

The tree was tall and thin, but it had plenty of branches right up to the top. 'If we both climb up high enough and keep on the same side,' Phil continued, 'we can make the tree bend over.'

I looked up. 'And then?'

'Well, if we can bend it over in that direction, it'll get close to the wall. Then we let go and land on the other side. Simple and safe.'

I looked at the wall, and then at the top of the tree. I nearly said that it was a ridiculous idea, but I was interrupted by the sound of teeth on wood. It was the Monster attacking the tree. 'Okay,' I sighed. 'I've got nothing better to do.'

As Phil scrambled up past the goats, they stared at him as if he were crazy. I shrugged and followed him.

The tree started to sway as we climbed higher. 'Phil,' I called. 'Stop moving around so much.'

'Me?' he squawked. 'I thought it was you!'

I clutched a branch and looked down. 'The goats!' I screeched. 'They're coming after us!'

'Good,' said Phil. 'More weight! Look, we're bending already!'

He was right. Slowly, the tree was leaning towards the wall while the Monster raged and raged.

'Okay, okay,' Phil said. 'We're nearly there. Steady.' The wall was getting closer, and when it was only a metre away, Phil called, 'Jump!'

When I let go, I heard an enormous *SPROING!* as the tree snapped back up. I landed on something soft. When it said, 'Get off!' I realised it was Phil. Then I saw the goats.

'Flying,' I said.

'Pardon?' Phil said, as he dusted himself off.

'Goats. Flying goats.'

'Goats don't fly,' Phil began, and then he saw what I was looking at. His jaw dropped open. When the tree had snapped back, the goats had been hurled off!

High through the air they sailed, over the house, over the neighbours' house, bleating excitedly as they sailed up and away.

'Quick!' cried Phil. 'We've got to save them!'

Around the corner he ran, and up the street. Phil was counting houses as he went, and he darted into one behind a picket fence.

We hurtled around the side of the house and nearly ran into a man who was staring at the three goats in his swimming pool.

He looked stunned. He turned to us and said, 'What are those goats doing in my swimming pool?'

Phil squinted. 'I'm not sure. I think it's the backstroke.'

Phil eventually got the goats out of the pool and apologised to the pool owner. I thought they'd be glad to get out, but they seemed to like swimming. One tried to butt Phil before he dragged them away.

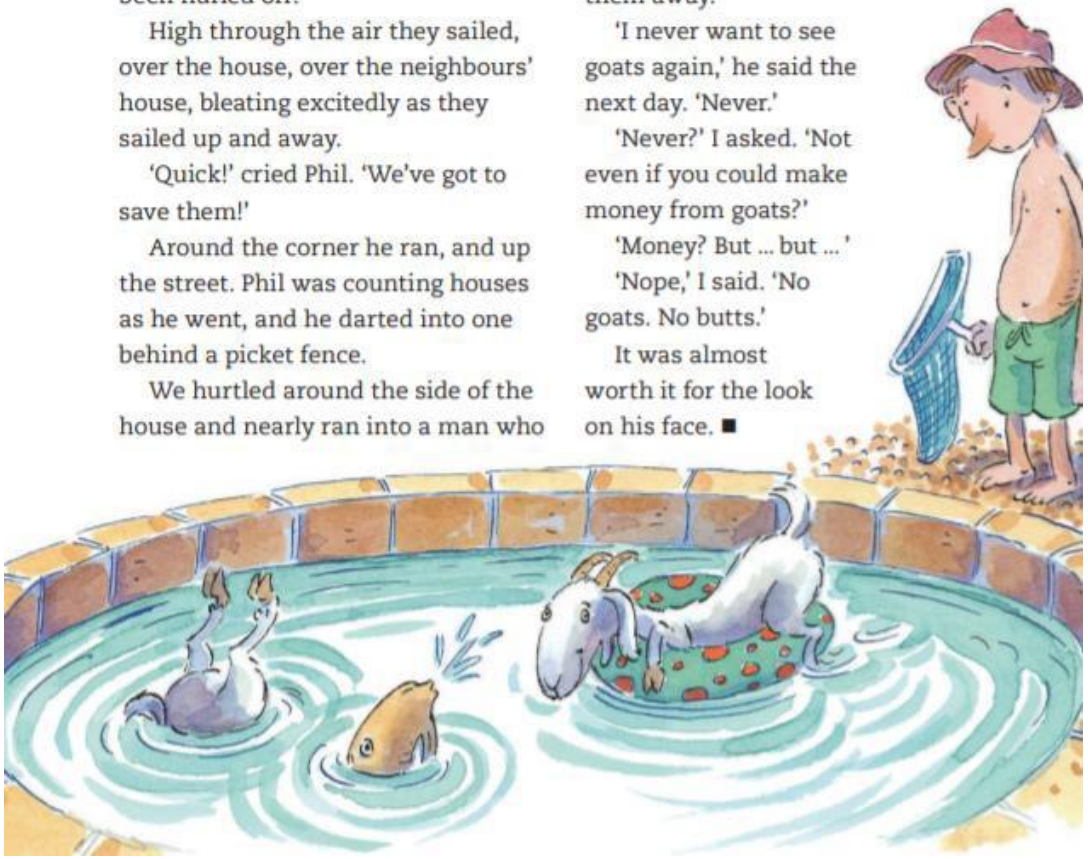
'I never want to see goats again,' he said the next day. 'Never.'

'Never?' I asked. 'Not even if you could make money from goats?'

'Money? But ... but ... '

'Nope,' I said. 'No goats. No butts.'

It was almost worth it for the look on his face. ■



Nature's Magic—How Trees Change Colour

article by Kate Walker | photo by Dreamstime

No matter what colour they are, trees are the best friends a sprite can have!

Most trees are green. Then, suddenly, in autumn some turn blistering yellow, shimmering gold or fire-engine red. It's one of nature's most dazzling shows.

Trees are green because their leaves contain *chlorophyll*. This green-coloured pigment creates food for the tree by using sunlight to turn carbon dioxide and water into sugars and starch. Green, however, is not the only coloured pigment in leaves. There are yellow and orange pigments too. These remain hidden most of the year because the green colour is so very strong.

Then autumn comes. Days get shorter and colder, and many cold-climate trees stop making chlorophyll. There's not enough sunlight for food-making now. So the trees draw the chlorophyll out of their leaves and store it as food in their trunks and roots. Once the green pigment is gone from the leaves, the yellow and orange pigments show, and the trees change colour.

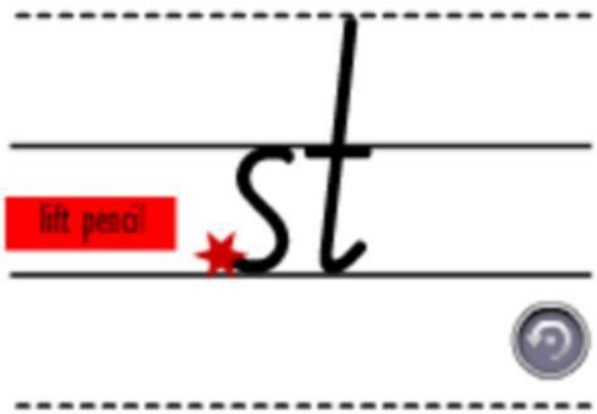
At that point, some maple trees turn fiery red. The red pigment never showed before because it wasn't there. Maple trees produce red pigment only at the end of summer. Scientists are puzzled about why they bother doing this. The answer could be sunscreen.

Too much sunlight can damage leaves. Green chlorophyll absorbs sunlight, but once that green pigment is gone, the leaves could be at risk. Perhaps maple trees produce this blazing red pigment to protect their leaves from sunburn. ■

Appendix 4 – Handwriting

Targeting Handwriting Interactively – Blake Education

Week 6 - Letters that end in a clockwise direction don't join to the next letter - s

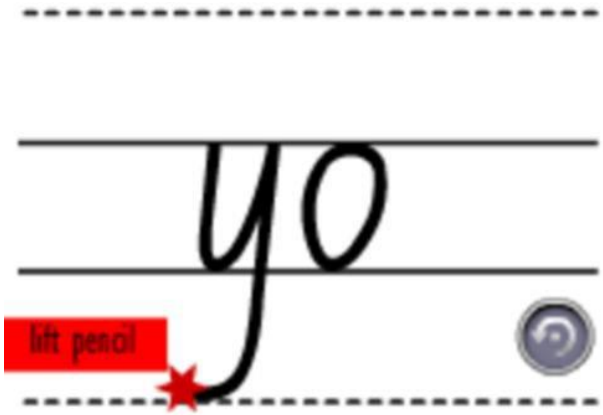


sa se si sl so sr st su

sat sea sled soap oyster

insist season stepsister

Week 7 - Letters that end in a clockwise direction don't join to the next letter - y



ya ye yi yl yo yr yu

eye yak byte tyre gym

yo-yo lyrics voyage

Appendix 5 – Writing

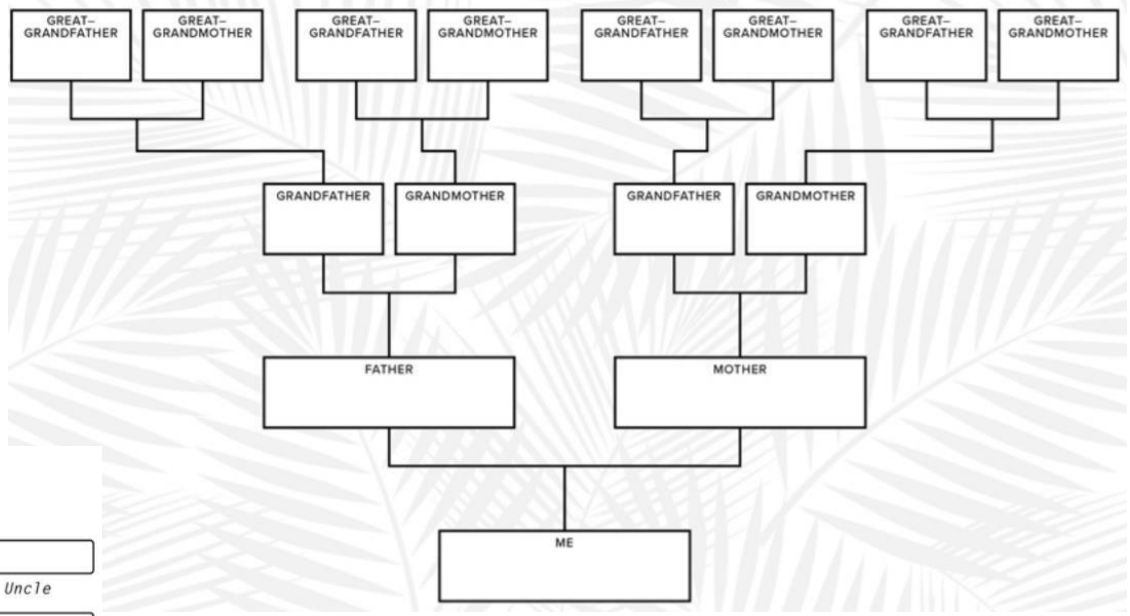
Week 6 – My Family Tree

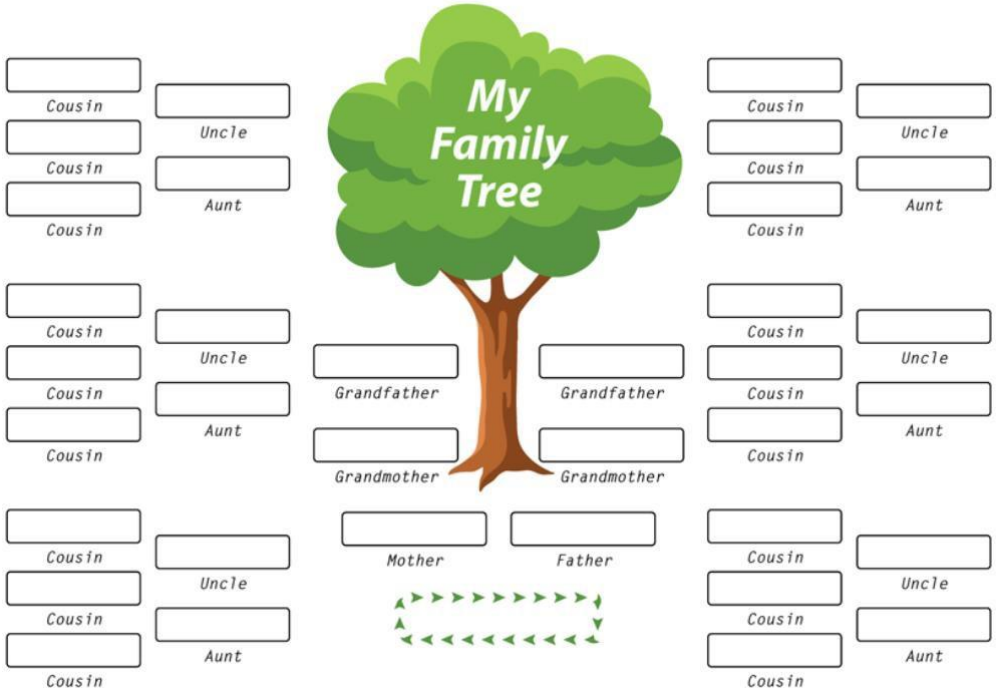
A family tree is a way of displaying the relationship between a number of people within a family. A family tree helps us to tell our family story and share information about our past.

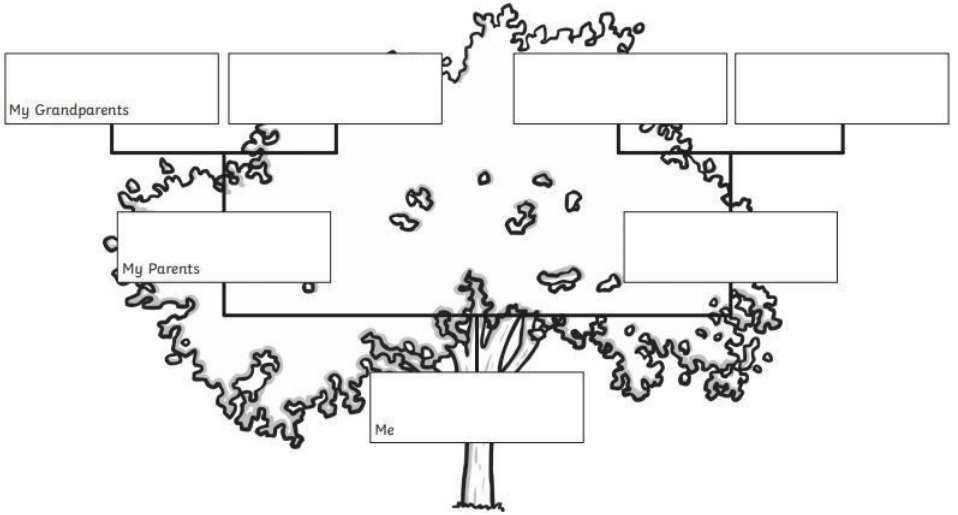
ACTIVITY

Here are some examples of what your Family Tree may look like. Everyone has different types of families and therefore their trees might look different. Use these examples to draft your Family Tree. You may need to add more spots for more family members or you may need less. Once you have completed a draft, use your creativity to publish your family tree in your art scrapbook.

Don't forget to take a photo of the finished product and upload to Seesaw so your teacher can see your amazing work!







Name:

Date:

Writing an Autobiography

Date and Place of Birth:

Early Childhood and Family Information:

My Passions and Talents:

My Traits, Challenges and Accomplishments:

Future Plans and Dreams:

Note: If you need more space, continue on a blank piece of paper.

Appendix 6 – Number of the Day

https://mathsstarters.net/numoftheday

Week 6

Day 1

Today's number is **228**

1. In words
2. 5 more
3. 20 less
4. Add 19.
5. Round to nearest 10
6. Odd or even?
7. Complete the pattern, add **3**: 228, ___, ___, ___
8. Prime or composite?
9. Divisible by 10?
10. Half it.

Day 3

Today's number is **473**

1. In words
2. 5 more
3. 20 less
4. Add 26.
5. Round to nearest 10
6. Odd or even?
7. Complete the pattern, add **2**: 473, ___, ___, ___
8. List some factors
9. Divisible by 10?
10. Half it.

Day 5

Today's number is **3971**

1. In words
2. 5 more
3. 20 less
4. Add 24.
5. Round to nearest 10
6. Odd or even?
7. Complete the pattern, add **2**: 3971, ___, ___, ___
8. Prime or composite?
9. Divisible by 10?
10. Half it.

Week 7

Day 1

Today's number is **42 843**

1. In words
2. 5 more
3. 20 less
4. Add 24.
5. Round to nearest 10
6. Odd or even?
7. Complete the pattern, add **2**: 42843, ___, ___, ___
8. List some factors
9. Divisible by 10?
10. Half it.

Day 3

Today's number is **3987**

1. In words
2. 10 more
3. 15 less
4. Subtract 19.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **5**: 3987, ___, ___, ___
8. List some factors
9. Divisible by 2?
10. Double it.

Day 5

Today's number is **475**

1. In words
2. 10 more
3. 15 less
4. Subtract 29.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **4**: 475, ___, ___, ___
8. List some factors
9. Divisible by 2?
10. Double it.

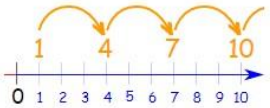
Appendix 7 – Patterns & Algebra

Week 6

Day 1

WALT - Create simple number patterns involving addition and subtraction

Number Pattern more ...



A list of numbers that follow a certain sequence or pattern.

Example: 1, 4, 7, 10, 13, 16, ... starts at 1 and jumps 3 every time.

Another Example: 2, 4, 8, 16, 32, ... doubles each time

Number patterns can increase (up) and decrease (down). To complete a number pattern, you need to work out what the pattern is increasing or decreasing by.

Activity 1

Continue each pattern and write down what the rule is. The first one has been done for you!

Whole Number Patterns:

1. 20, 42, 64, 86, 108, **130**, **152**, **174** Rule = **the pattern is add 22**
2. 109, 124, ☐, 154, 169, ☐, ☐ Rule = ☐
3. 120, 108, ☐, ☐, 72, 60, ☐, ☐ Rule = ☐

2. $1\frac{1}{2}$, 2, $2\frac{1}{2}$, ☐, $3\frac{1}{2}$, 4, ☐, 5, $5\frac{1}{2}$, ☐, ☐, ☐

What is the rule? _____

3. 1, 1.1, 1.2, ☐, ☐, 1.5, 1.6, 1.7, ☐, ☐, ☐

What is the rule? _____

Day 2

WALT - Complete simple number sentences involving multiplication and division

Multiplication and Division Number Sentences

Example 1:

3 x___ = 9

To complete this sentence the answer would be 3 x **3** = 9

Example 2:

___ ÷ 5 = 2

To complete this sentence the answer would be **10** ÷ 5 = 2

Activity 1

Complete the following number sentences:

a)____ x 5 = 45

b) 70 ÷___ = 10

c)____ ÷ 2 = 7

d)____x___ = 30

e) 9 x___ = 81

f) 99 ÷___ = 9

Challenge:

7 x___ = 7.7

Create 5 more decimal number sentences and complete them.

Week 7

Day 1

WALT - Complete number sentences that involve more than one operation

A **balanced equation or number sentence** is where both sides are equal to the same amount. The answer to the equation on the left side of the equals sign (=) should be equal to the value on the right side of the equals sign.

5 x___= 30 – 10

Is the same as 5 x **4** = 30 – 10

because 5 x 4 = 20 and

30 – 10 = 20

Now you try!

1. 8 + ☐ = 17 + 3

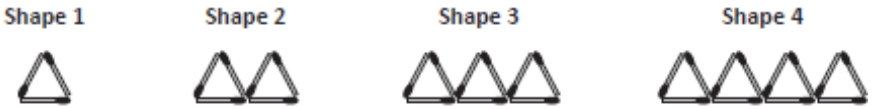
2. 42 + ☐ = 99 - 13

3. 87 - ☐ = 22 + 45

Day 2

WALT - Complete a table of values for a geometric pattern

Use the function rule to predict geometric patterns with matchsticks. Here is an example.
Mia made this sequence of shapes with matchsticks:



If Mia followed this sequence, how many matchsticks will she need for shape 20?

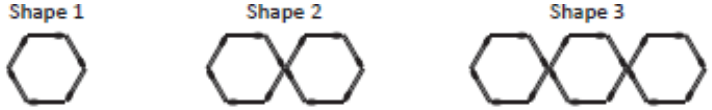
Shape number	1	2	3	4	5	20
Number of matchsticks	3	6	9	12	15	60
Function rule	Number of matchsticks = Shape number × 3					

Complete the table for each sequence of matchstick shapes. Use the function rule for finding the number of matchsticks needed for the shape in the 20th position.

a

Shape number	1	2	3	4	5	20
Number of matchsticks	4	8	12			
Function rule	Number of matchsticks = Shape number × _____					

b



Shape number	1	2	3	4	5	20
Number of matchsticks	6	12	18			
Function rule	Number of matchsticks = Shape number × _____					

Appendix 8 – Chance

Week 6

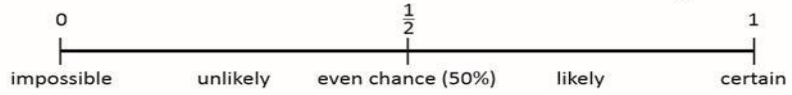
Day 3

WALT – Order commonly used chance words on a number line from zero ('impossible') to one ('certain').

1. Copy the information below into your maths book:

Chance refers to the likelihood of something happening. It is often also referred to as probability or possibility.

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%.



2. Order the chance words below on a number line and record in your maths book.

- Unlikely - Might - Likely - Impossible - Fifty-fifty
- Certain - Possible - Probably - Equal

3. Describe the likelihood of each event occurring as either: impossible (I), unlikely (U), likely (L), certain (C) or even-chance (E)

1. Christmas Day will fall on December 25 this year
2. It will rain somewhere in Australia tomorrow
3. The sun will still be visible at midnight tonight in Sydney
4. An Australian golfer will win all major championships this year
5. A second moon the same size will be discovered orbiting Earth
6. You will eventually buy your own house or unit
7. A card is chosen from a pack of 52 playing cards and is either red or black
8. A coin is tossed and the result is tails
9. Every student in our class likes Brussel Sprouts

Week 7

Day 3

WALT – Represent probabilities using fractions and determine the likelihood of winning simple games.

1. Read the information below and copy the highlighted information into your workbook.

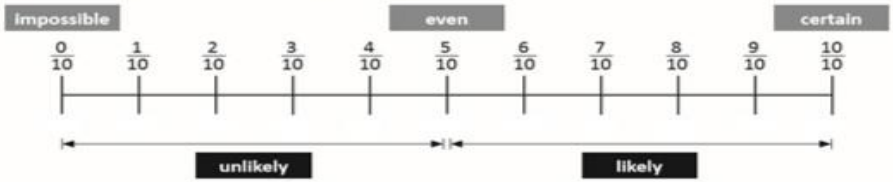
Chance and probability – relating fractions to likelihood

So far we have looked at the language of chance and outcomes either being at 0 (impossible), $\frac{1}{2}$ (even) or 1 (certain). But what is the likelihood of outcomes in the unlikely range or the likely range? Outcomes in these ranges can be expressed as either fractions, decimals or %. Remember that when finding the chance or likelihood of an event occurring, we must look at all possible outcomes.

$$\text{chance} = \frac{\text{likelihood of event occurring}}{\text{number of possible outcomes}}$$

2. Read the information below relating to representing probability as fractions. Copy into your workbook and list events that would match each probability fraction.

Probability measures how likely something is to happen.



3. Roll a dice and complete the questions below.

1. List all the likely outcomes when rolling a dice
2. What is the possibility (in fraction format) that you will roll a three?
3. What is the possibility (in fraction format) that you will roll an odd number?
4. What is the probability (in fraction format) that you will roll an even number?
5. Roll a dice 10 times and record each number shown as a tally mark. Once you have completed your rolls write each number total as a fraction.

Appendix 9 – Data

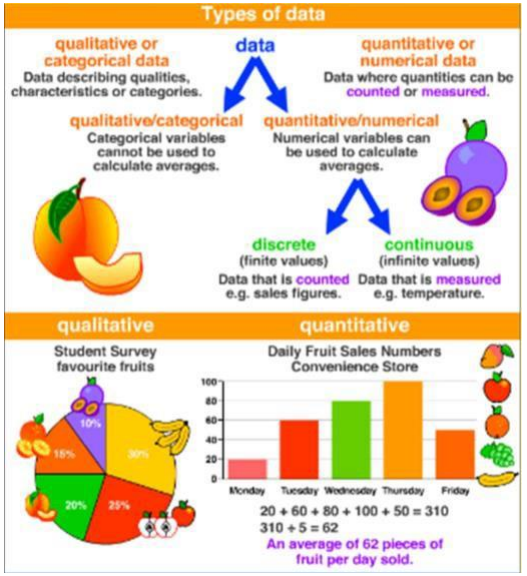
Week 6

Day 4

WALT – Collect data through observation or by conducting surveys.

1. Read the poster below on 'Data' and record key information in your maths book.

Data is a collection of information which may include facts, numbers, measurements or other information



2. Answer the questions below in your book.

a. What other types of categorical data could we collect?

b. How can we collect different types of data?

3. Make a list of various items of food in your pantry and collect data on how many of each item you have. In your workbook, draw a table and record the amount for each item using tally marks. Eg.

Item	Amount
Tinned tomato	III
2 Minute Noodles	IIII
Boxes of Biscuits	II

4. Write a question you could gather data on in your family. Survey the people in your family/class and record their answers in a table using tally marks.

E.g. 'Favourite colours of my family members.'

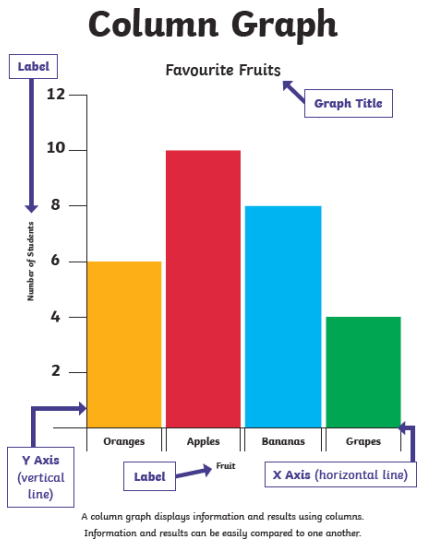
Yellow	////	4
Red	////	5
Blue	//// /	6
Green	/	1
Pink	////	4

Day 5

WALT – Construct column graphs to represent data using a scale and interpret information.

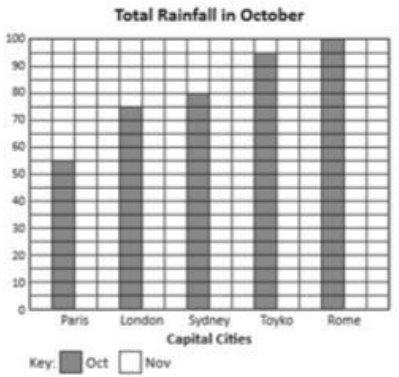
1. Read the information below and copy the example on the poster into your maths book.

Column Graphs are used when we want to easily compare data. All column graphs must be drawn using a ruler, have a title, an evenly spaced scale and correctly labelled Y and X Axis.



2. Have a look at the column graph 'Total Rainfall in October' below and answer the following questions.

1. Which city had the highest rainfall in October?
2. What was the city's rainfall?
3. Which cities had a rainfall between 70mm and 90mm?
4. How many more millimetres of rain did Rome have than Paris?



3. Collect data on the colour of cars that drive past your house/school within a half hour. In your maths book, create a Column Graph to display your data. Remember, your graph must be drawn using a ruler, have a title, an even spaced scale and correctly labelled Y and X axis.

Week 7

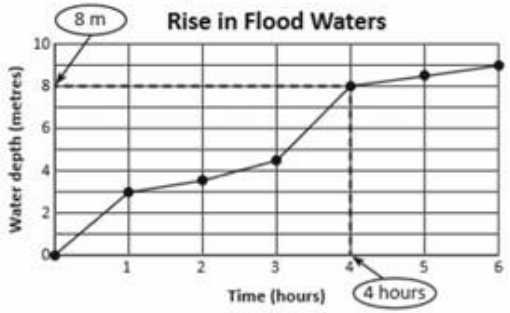
Day 4

WALT – Construct line graphs to represent data using a scale

1. Read the information below and copy key points into your workbook.

Line graphs show how something changes over time in relation to something else. In this topic, we'll look at different examples of line graphs. Look at the line graph below. See how the more time passed, the higher the water got?

In which hour was the water 8 metres deep? Look below for how we read this information:



2. Rockstar Jim's music album has just been released. The number of fan followers from a leading social networking site for the first ten days are noted. Read the data and draw a line graph.

Remember, you must use a ruler, have a title and correctly label the Y and X axis.

Day	Number of Fans
1	300
2	500
3	550
4	800
5	600
6	700
7	850
8	600
9	450
10	300

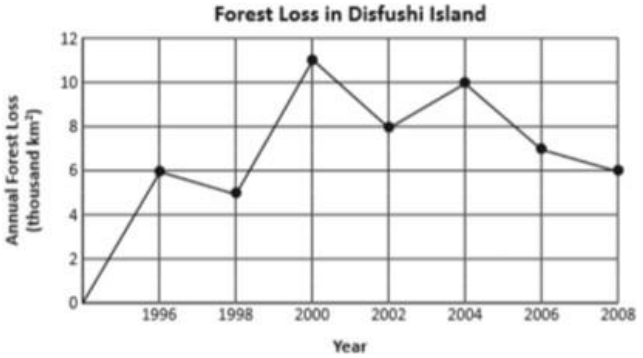
3. Kim and her family often watch movies at home. The data in the table shows the number of movies watched by them from 2008 to 2012. Draw a line graph to represent the data.

Year	Number of Movies
2008	8
2009	12
2010	10
2011	14
2012	18

Day 5

WALT – Describe and interpret data presented in tables and line graphs

1. Read the line graph below and interpret the data presented to answer the following questions.



1. How many square kilometres of forest was lost in 1996?
2. How many square kilometres of forest was list in 2000?
3. In which year were 7000 square kilometres of forest lost?
4. How much more forest was list in 2000 than in 2008?
5. Use the graph to estimate the forest loss in 1999.
6. Use the graph to estimate the forest loss in 2003.

2. Look at the table 'Biking to School' and interpret the data presented to answer the following questions.

a. How many girls were surveyed?

b. What is the total boys and girls that can ride to school?

c. How many boys can't bike to school?

d. How many more girls than boys were surveyed?

e. How many boys and girls were surveyed in total?

Biking to School			
	Can Bike	Can't Bike	Total
Boys	7	4	11
Girls	9	10	19
Total	16	14	30