Erina Heights Public School
Learning from Home - Stage 2

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	2/3L Zoom link	3A Zoom Link	3/4C Zoom Link	3/4C Zoom Link
Morning	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**
	Manga High	**Manga High**	**Manga High**	**Manga High**	**Manga High**
	Lunch Break				
Afternoon	**Olympics Project**	**Olympics Project**	**Olympics Project**	**Olympics Project**	**Olympics Project**
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

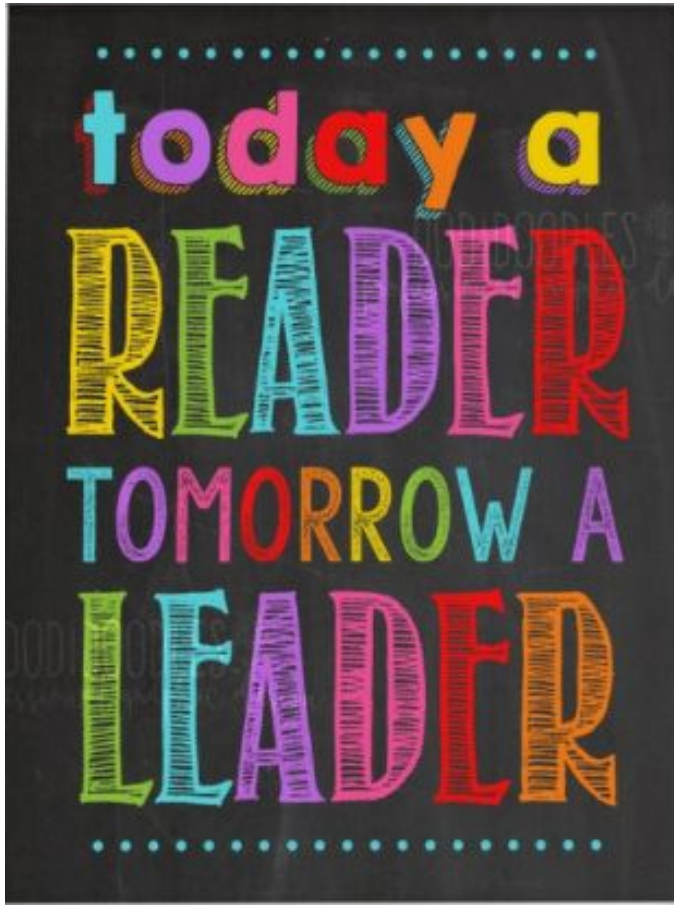
Literacy Activities

Stage 2 – Week 2

EXPECTATIONS

'All things are difficult before they become easy'

- Do one activity each day.
- If you get stuck, send your teacher a message on Google Classroom.
- You can add extra slides to do your answers, otherwise you can do your work in a Google doc or workbook at home.
- Submit your work on Google Classroom.
- Do the best you can! ☺️



WONDEROPOLIS

Why do Cicada's emerge every 17 years?

https://wonderopolis.org/wonder/Why-Do-Cicadas-Emerge-Every-17-Years

What to do?
- Scan the QR code or click the link above to be taken to the website.

Answer these questions:
- How loud are cicadas?
- Why do cicadas emerge every 17 years?
- What is the life cycle of the cicada?

Vocabulary
Take the wonder words challenge and match words to their meanings. You will find this on the right side of the website. See picture for clue

Test Your Knowledge
On the right hand side of the screen, you will see a green box that says 'Did you get it?' Click this button to test your knowledge. See picture for clue

ADVERBS

Adverbs describe the verb by adding more information.

What is an adverb you ask? Watch the YouTube clip for more information.

Use the highlight tool to highlight the adverbs in these sentences.

1. The child was happily playing with his friends.
2. She desperately wanted to eat chocolate cake for dessert.
3. The cat walked expertly along the window sill.
4. The questions were hard but I answered many correctly.
5. Mum crept quietly down the hall way so she didn't wake my baby brother.

Write 5 of your own sentences using adverbs. Highlight the adverbs in each sentence.

Change the adjectives below to make them adverbs. The first two have been done for you.

happy	happily	wild		careless		helpful	
crazy	crazily	active		lucky		terrifying	
lazy		terrible		normal		strange	

TYPING CLUB

Practise your typing skills - 20 minutes.

www.typingclub.com

You will need:
- An iPad or laptop and headphones if working in a group.

What to do:
- Scan the QR code or click the website above.

Do the following:
- Click the 'Get Started' button.
- Click on a lesson to begin. You may like to take the placement test but this is optional. The first lesson is just a video.
- Use the allocated time to practise your typing skills whilst working through the levels.

WRITING TASK 1

Tightening Tension

Tightening the Tension

How can you create nail-biting tension in your writing? It's simple. Fill your scene with detail to make the reader feel as if they were really there. Use the five senses as a guide.

Imagine a volcano erupting. Close your eyes and think what you would:

- See (Smoke, people running, fire spurting, ash floating in the air...)
- Hear (Rumblings, people crying out, animals squealing, sirens blasting...)
- Touch (Hot air, ash, scratches and bruises, people pushing you...)
- Taste (Sweat, blood, thirst, and the taste of fear...)
- Smell (Smoke, heat, sweat, burning...)

Go to the next slide for your activity

So what does it look like?

Before

Tim stood ready at the top of the run. His friends had already had their turn. Now it was Tim's go. He had to beat a time of two minutes. He went through the starting gates and down the slopes as fast as he could. It was all over. He had finished. He looked back to see the clock. One minute and 58 seconds. Tim had won!

After

Tim took a deep breath, dug his poles firmly into the snow and looked at the starter. 'Racer ready,' said the man. Tim gulped and tried to nod. 'Three. Two. One. Go.' With a heave, Tim hurled himself downhill. He pushed hard, heading for the first gate, working for speed. Past the gate, moving fast now, aiming for the second gate. He clipped it with his shoulder, taking it tight. The next gate coming fast - too fast. He felt his knees shudder, trying to keep the edge. Through somehow. He was nearly at the icy patch where people had spun out earlier in the day. Careful now. Careful. Past and clear! The finish line loomed ahead. He tucked. 'Go hard,' he could hear his own voice say. 'Go!' A cheer from the crowd. A pause. He shuddered to a halt and looked back to see the clock. One minute and 58 seconds. Tim had won!

WRITING TASK 1

Tightening Tension

1. Watch the following YouTube clip. PG

2. Describe the 'Pebble, Rock and Boulder' moments in this scene:

Pebble –

Rock –

Boulder –

3. How could you judge whether you used tension well in your story? *Think about how you felt watching the Youtube clip.*

WRITING TASK 2

Tightening Tension

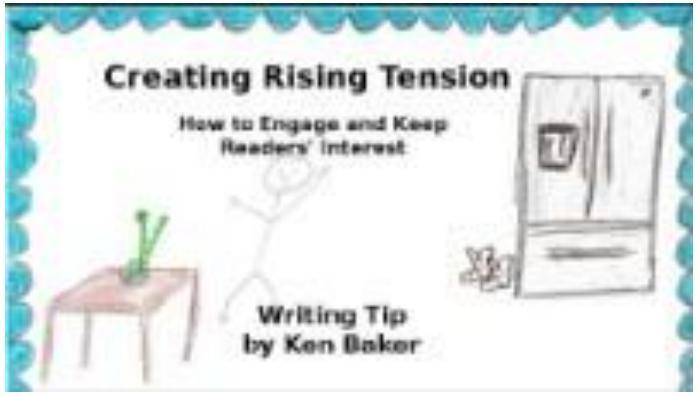
Read the sizzling start below and finish the story.

We raced around the corner. I could see the finish line, it seemed impossibly far away. My rival was right on my heels, I couldn't let him beat me, not this time. Sweating and puffed, we raced, side-by-side towards the finish line.

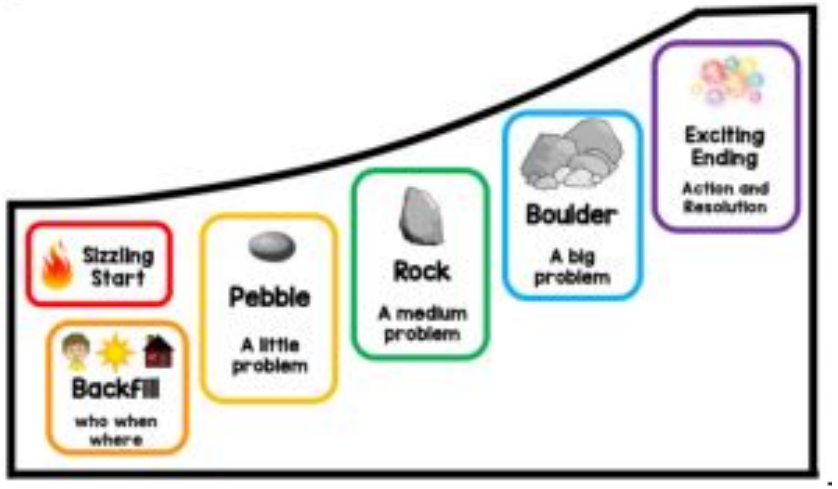
Your Goal

To create tension in your story by applying the 'Pebble, Rock, Boulder' approach to your writing.

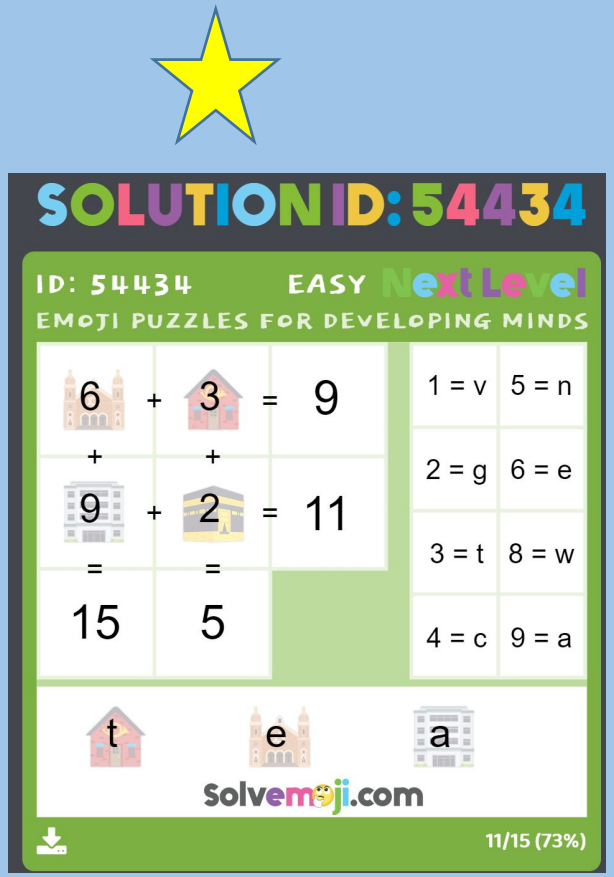
Pebble – The hero's problem gets worse
Rock – Things get even worse
Boulder – It looks as though things couldn't get any worse BUT the hero succeeds and all is well.

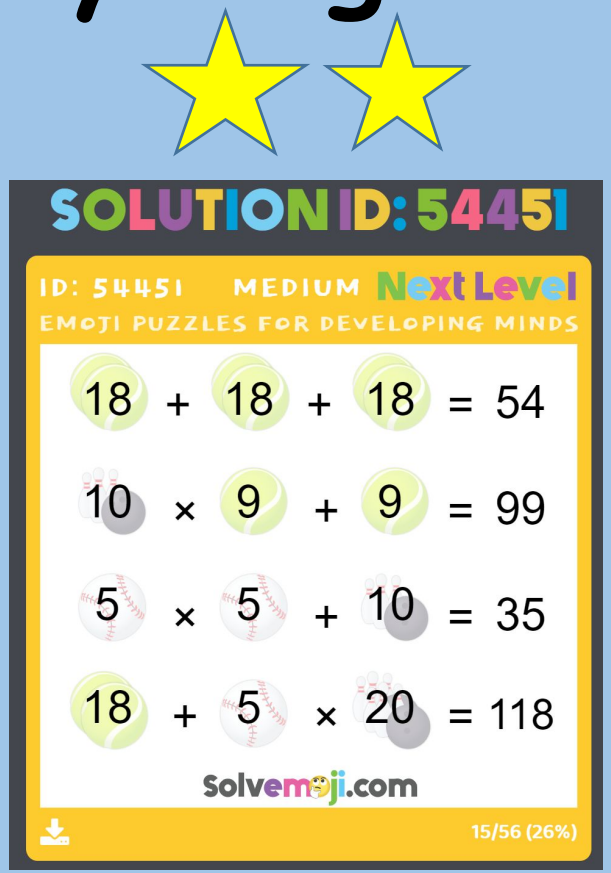


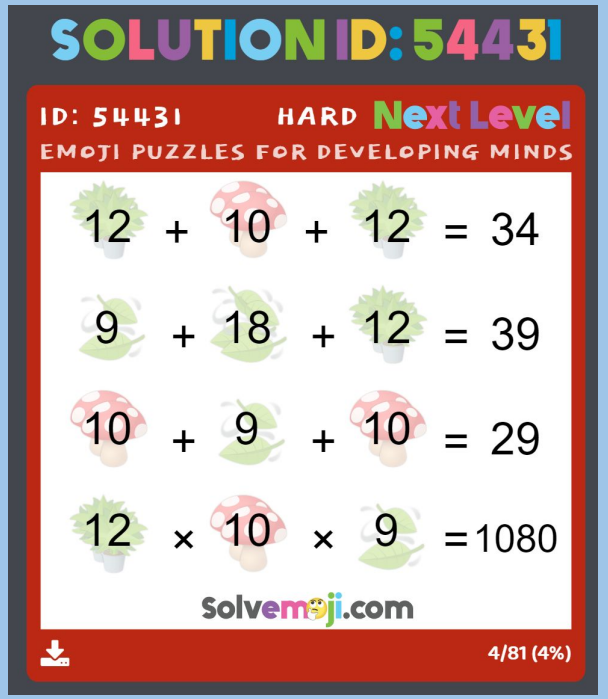
Watch this YouTube clip for more tips on creating tension in your story.



Monday's Ignition Activity







Tuesday's Ignition Activity

SOLUTION ID: 54411

ID: 54411 EASY Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

8 + 8 + 8 = 24

1 + 8 + 1 = 10

7 + 7 + 1 = 15

1 + 14 × 8 = 113

Solvemoji.com

10/57 (17%)

SOLUTION ID: 54426

ID: 54426 MEDIUM Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

20 + 20 + 20 = 60

20 + 20 × 12 = 260

6 + 6 × 7 = 48

10 + 14 × 12 = 178

Solvemoji.com

7/35 (20%)

SOLUTION ID: 54429

ID: 54429 HARD Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

12 + 20 × 12 = 252

12 + 12 + 22 = 46

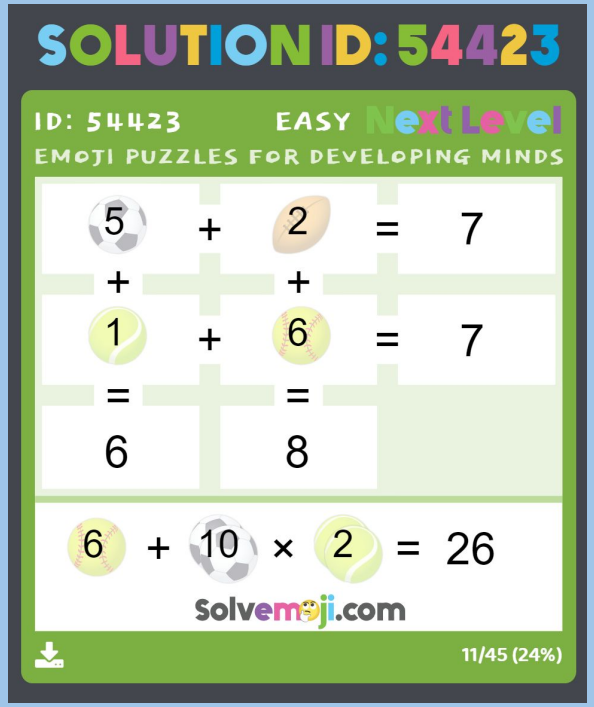
11 + 20 + 10 = 41

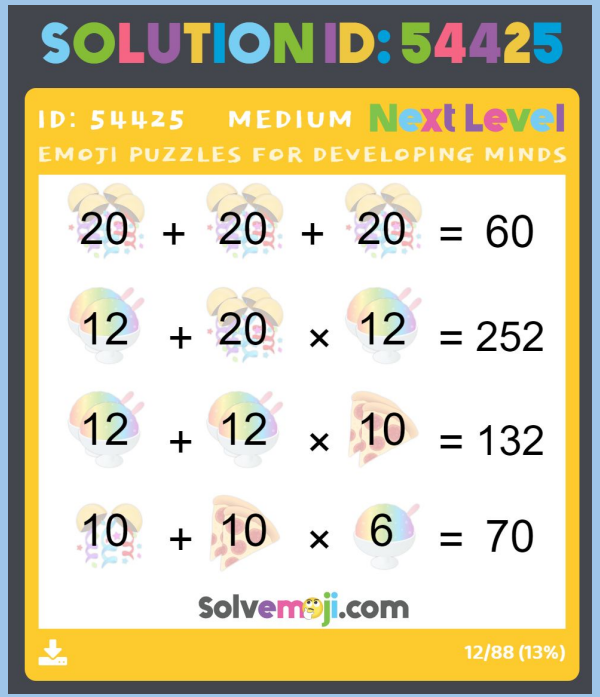
6 + 11 × 20 = 226

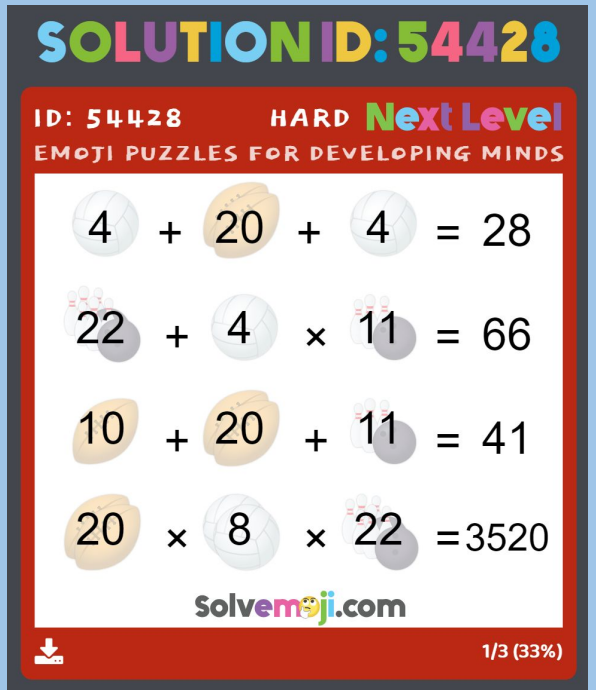
Solvemoji.com

2/3 (66%)

Wednesday's Ignition Activity







Thursday's Ignition Activity

SOLUTION ID: 54420

ID: 54420 EASY Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

3	+ 1	=	4
+	+		
9	+ 8	=	17
=	=		
12	9		

1 = d	5 = y
2 = i	8 = g
3 = o	9 = f
4 = k	10 = w

f o g

Solvemoji.com

24/218 (11%)

SOLUTION ID: 54408

ID: 54408 MEDIUM Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

9	+ 1	=	10
+	×		
7	× 8	=	56
=	=		
16	8		

1 = s	8 = a
4 = w	9 = t
5 = n	11 = x
7 = r	12 = f

s t a r

Solvemoji.com

24/57 (42%)

SOLUTION ID: 54412

ID: 54412 HARD Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

16 + 8 + 8 = 32

18 + 8 + 9 = 35

4 + 18 + 9 = 31

8 + 8 × 18 = 152

Solvemoji.com

2/5 (40%)

Maths

Week 2 Term 3

Maths Instructions:

1. Watch the instructional videos before beginning the tasks. You may need to watch these more than once.
2. Complete 1 or both activities each day - activities should be completed on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.
3. To make answering easier, can you please add a text box over the space for the answer which will allow you to edit the slide.

Instructional Video Links

Length

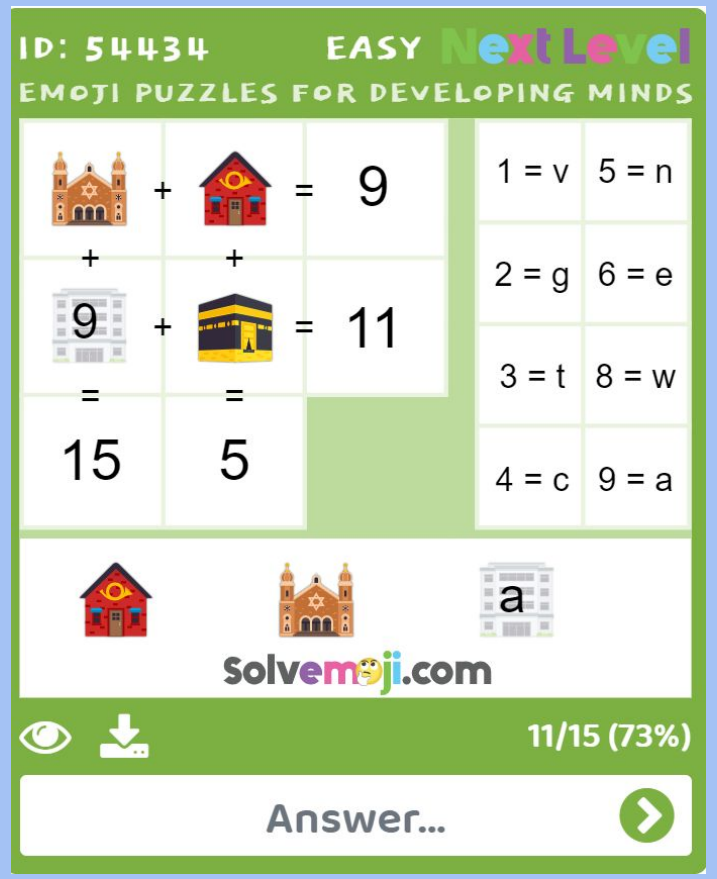
Whole Number

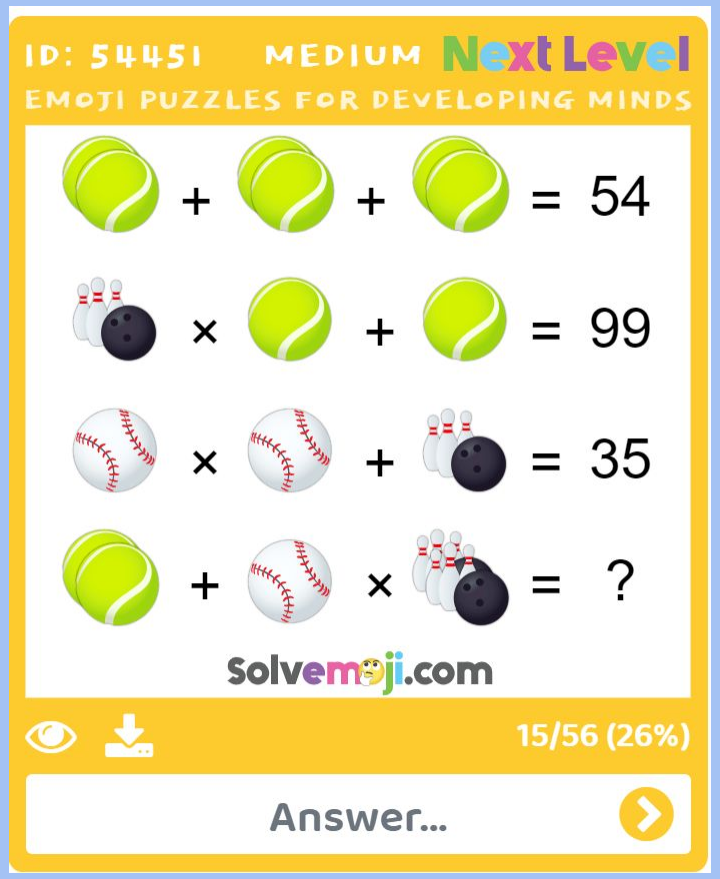
Whole Number

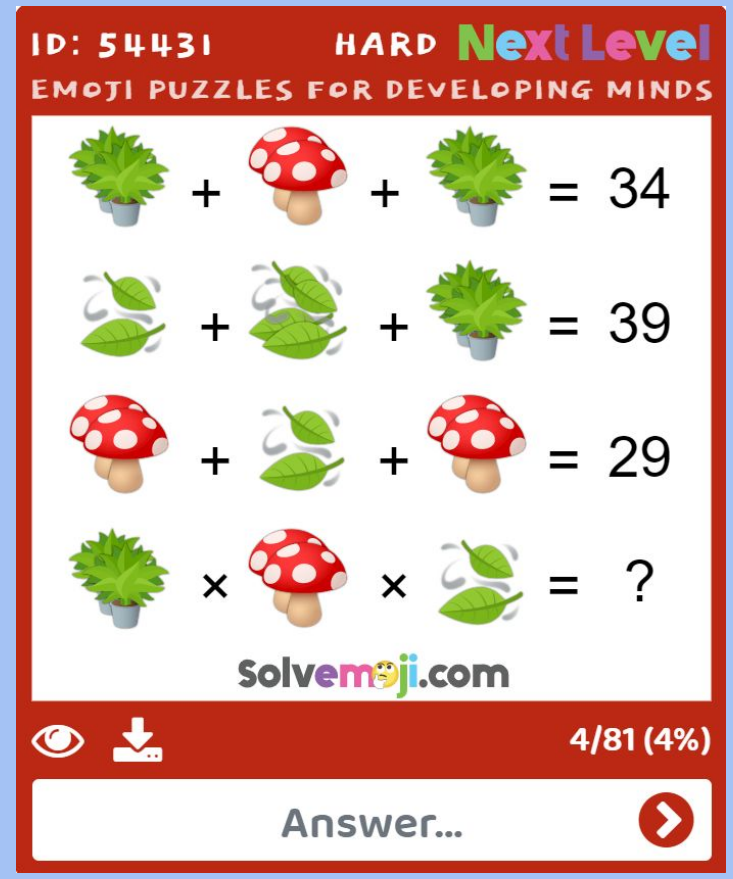
Monday

Ignition Activity - choose your level

Answers for today will be posted at the end of the week







Activity 1

1. Now it's you turn to measure objects that are less than, about the same as or longer than 1 m. Use a measuring device or a ruler to create a 1 m strip to help you measure objects around you. Record your findings in the table below. An example has been done for you.

Objects less than 1 m	Objects that are about 1 m	Objects longer than 1 m
a stick on the ground	the length of my desk	a wall in my room

2. Was your 1 m strip useful for measuring the length of objects? Why / why not?

_____

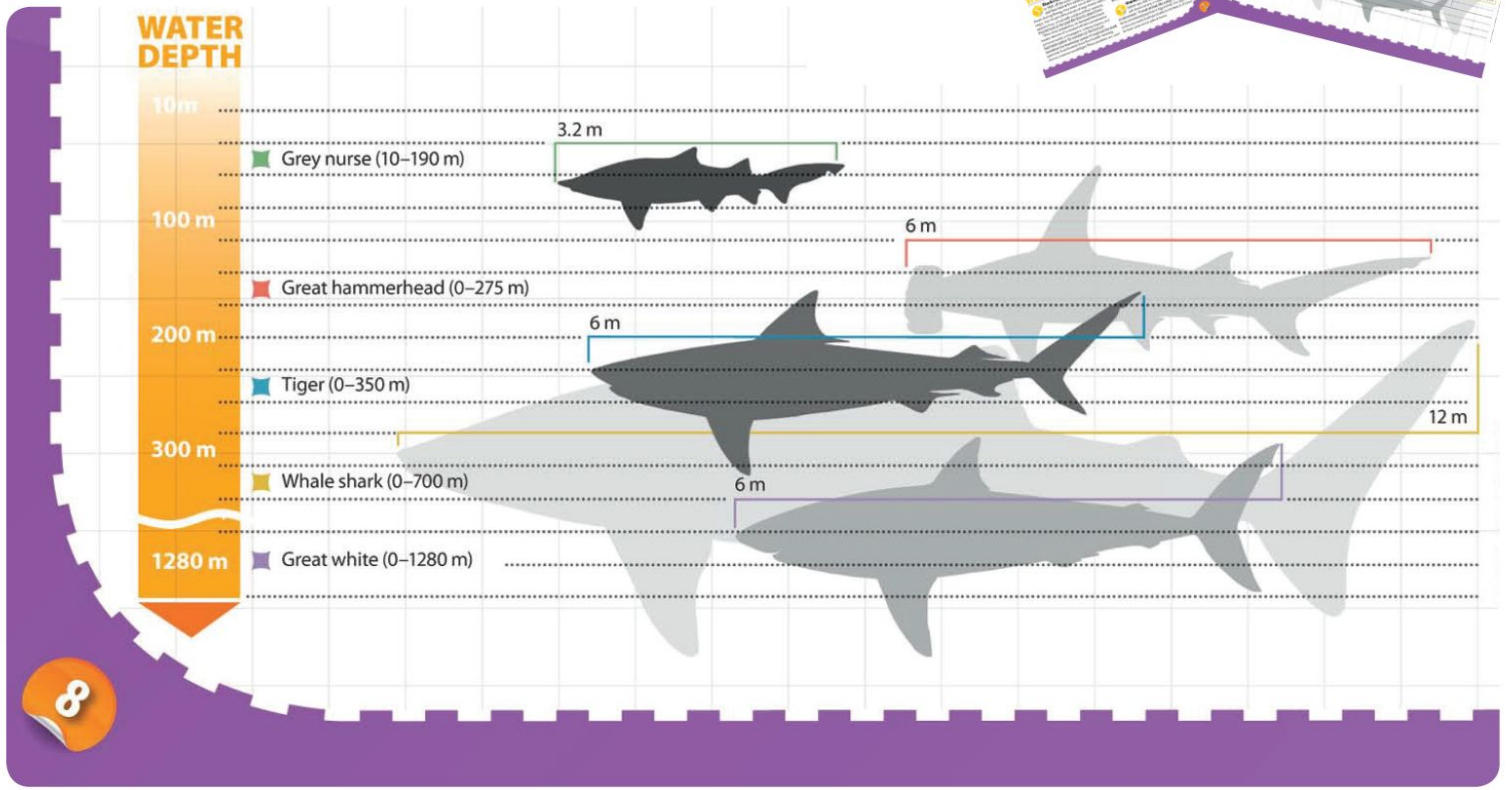
_____

Activity 2

The image below is an extract from an article about sharks.

The diagram shows the average length of different sharks and the depths in which they can be found.

Study the information and answer the questions on the following page.



1. What depth could you find Great White Sharks swimming?

_____

2. What type of shark swims between a depth of 10 m and 190 m? _____

3. What is the difference between the greatest depth that a Whale Shark and Tiger Shark can swim?

_____

4. How many times larger is the Whale Shark compared to the Great White Shark? _____

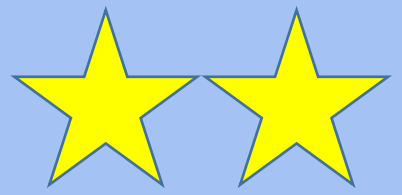
5. The Grey Nurse Shark can grow up to 3.2 m or 3 m 20 cm. How long can the Great Hammerhead Shark grow to?

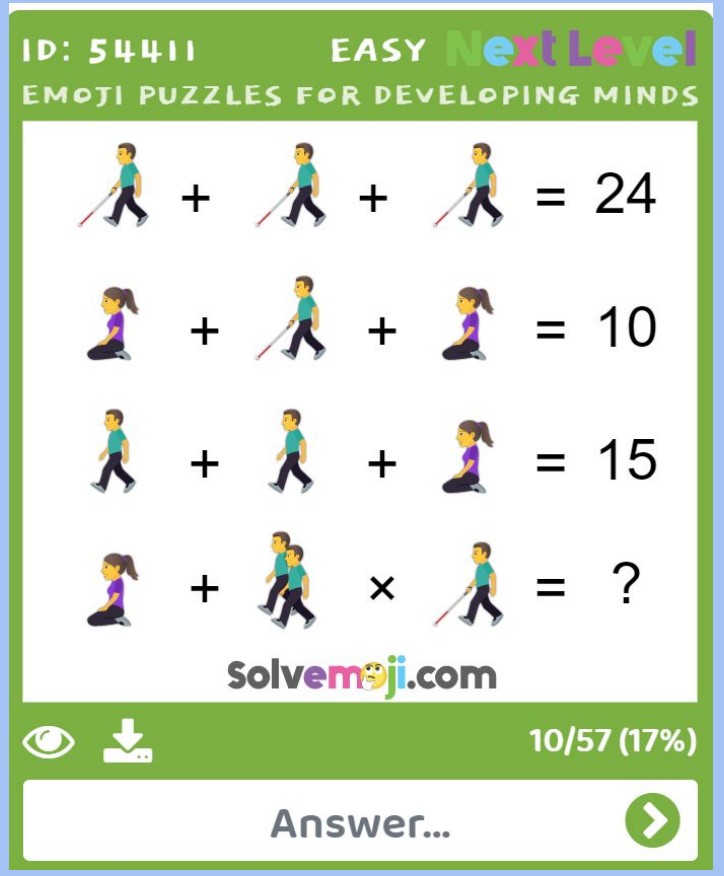
_____

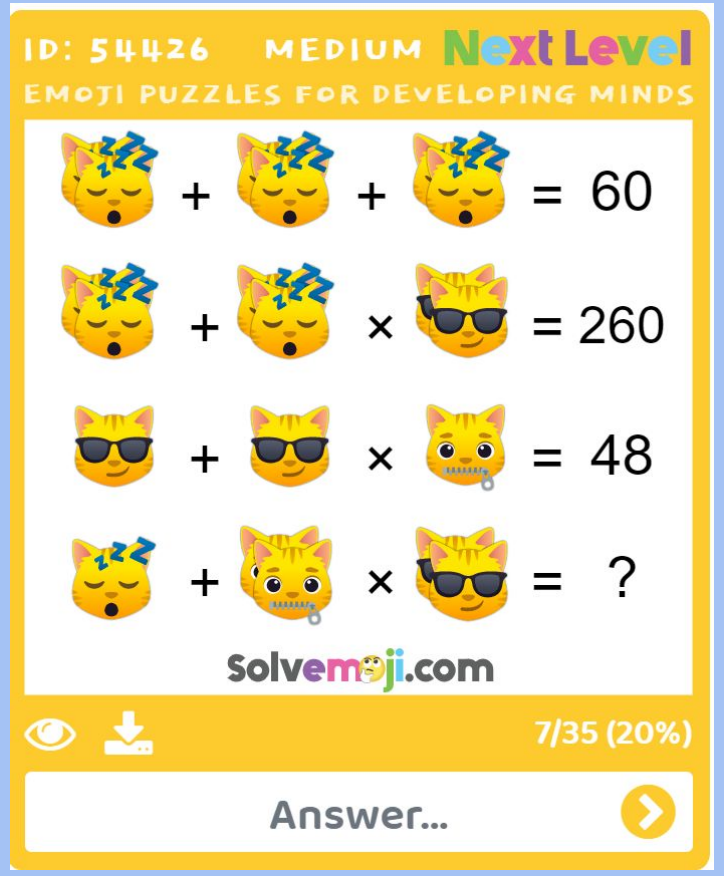
Tuesday

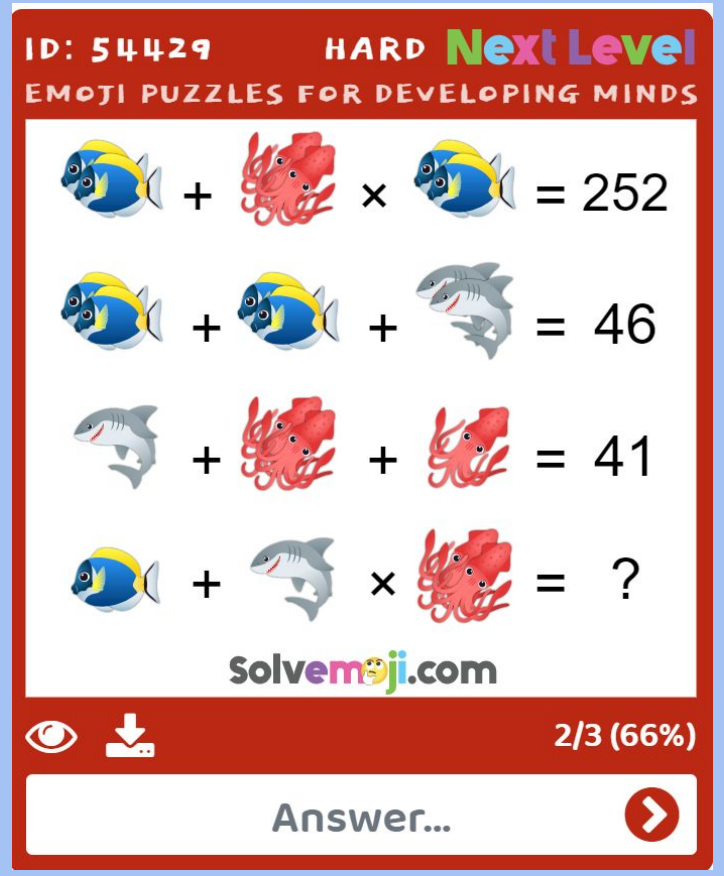
Ignition Activity - choose your level

Answers for today will be posted at the end of the week





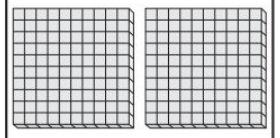
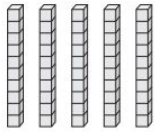




Activity 1

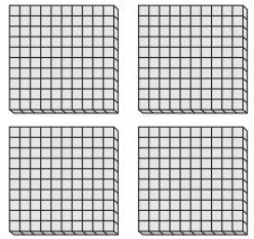
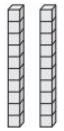
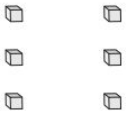
The numbers below have been represented using MABs. Write the numbers as a **numeral** and in words. The first one has been done for you.

1.

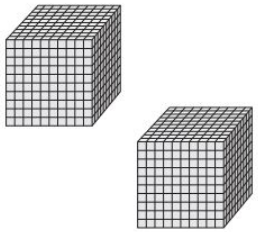
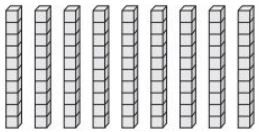
Hundreds	Tens	Ones
		
2	5	3

two hundred and fifty-three

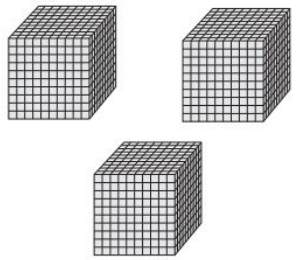
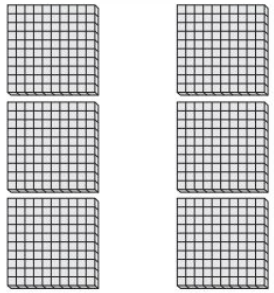
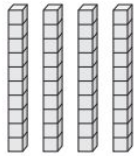
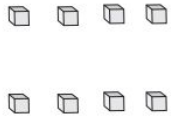
2.

Hundreds	Tens	Ones
		

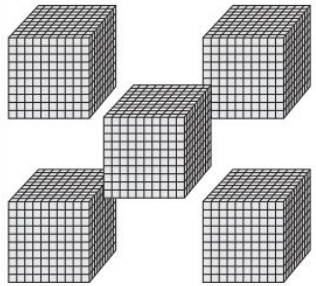
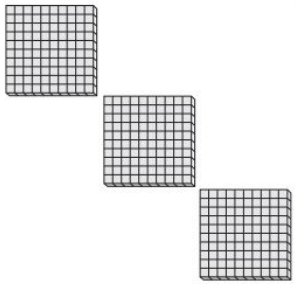
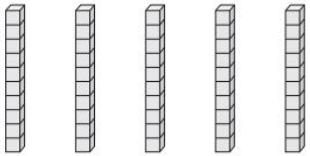
3.

Thousands	Hundreds	Tens	Ones
			

4.

Thousands	Hundreds	Tens	Ones
			

5.

Thousands	Hundreds	Tens	Ones
			

Activity 2

Circle all the numbers you can find on this Fast Facts sheet.

Fast Facts	
85% of Australians live within 50km of the coast.	The powerful owl is Australia's largest owl and can have a wingspan of 140cm. It even eats possums!
The Milky Way galaxy has up to 400 billion stars.	Australia's coastline is about 35,000km long.
It is thought that there are now more feral pigs than humans in Australia. Wild pigs are very destructive to the environment and can be dangerous.	The western most part of the Australian mainland is Steep Point, WA.
20% of Australians go fishing each year.	The first Australians to reach the summit of Mt Everest were Tim Macartney-Snape and Greg Mortimer, in 1984.
One of Australia's turtle species has a face like a pig! It's called the pig-nosed turtle, and it lives in some rivers in the Northern Territory, such as the Daly River.	

Complete the Number Hunt table below. The first one has been done for you.

Number Hunt

Number	Number of Digits	What it shows	Where would you find similar examples?
140	3	length, measurement	rulers, height chart

3. Answer the questions below about the Fast Facts sheet.

a. Which is the largest number on the Fast Facts sheet? _____

b. Which is the smallest number? _____

4. Look at the three numbers from the Fast facts sheet that each contain the **digit** 8.

85 **1984** **2228**

_____ _____ _____

a. What is the **place value** of the digit 8 in each of the numbers? See the glossary to help you.

b. In a whole number the place value of a digit is determined by its place in a number.

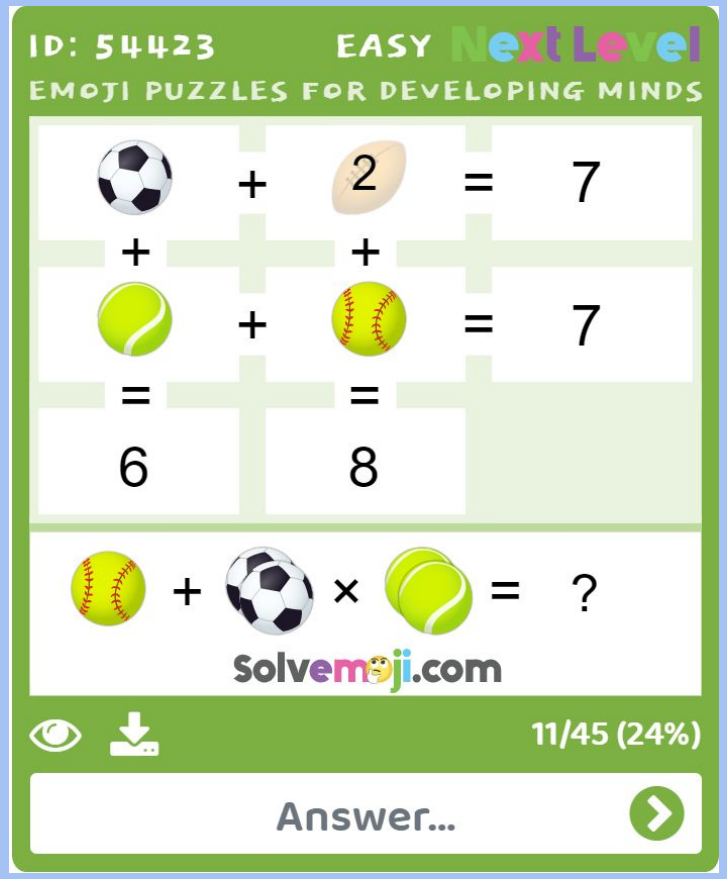
Write the three numbers above in the place value chart below. An example has been done for you.

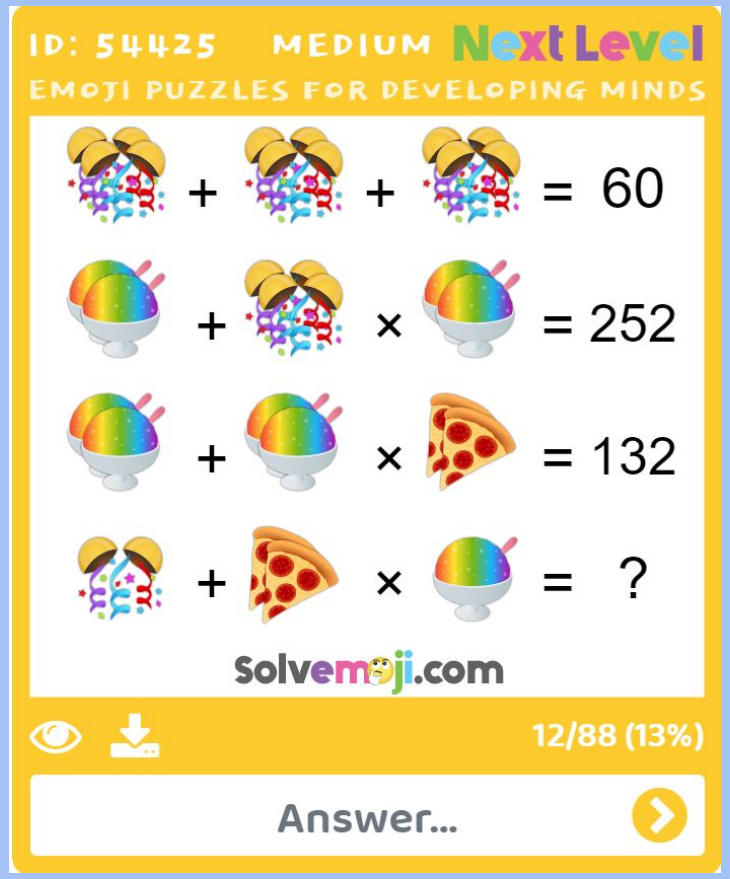
Thousands	Hundreds	Tens	Ones
		8	5

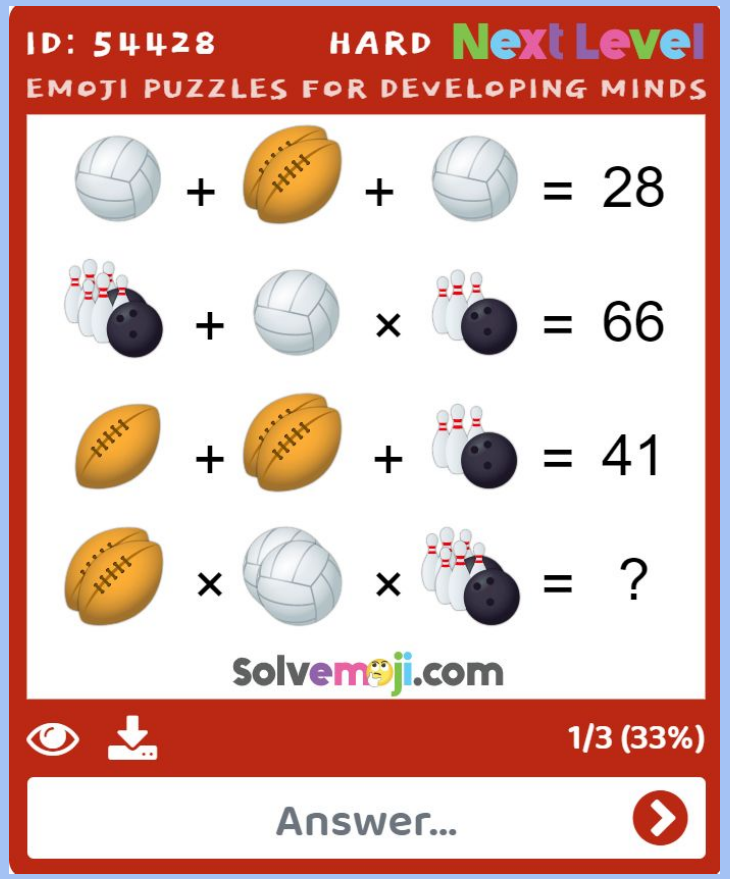
Wednesday

Ignition Activity - choose your level

Answers for today will be posted at the end of the week





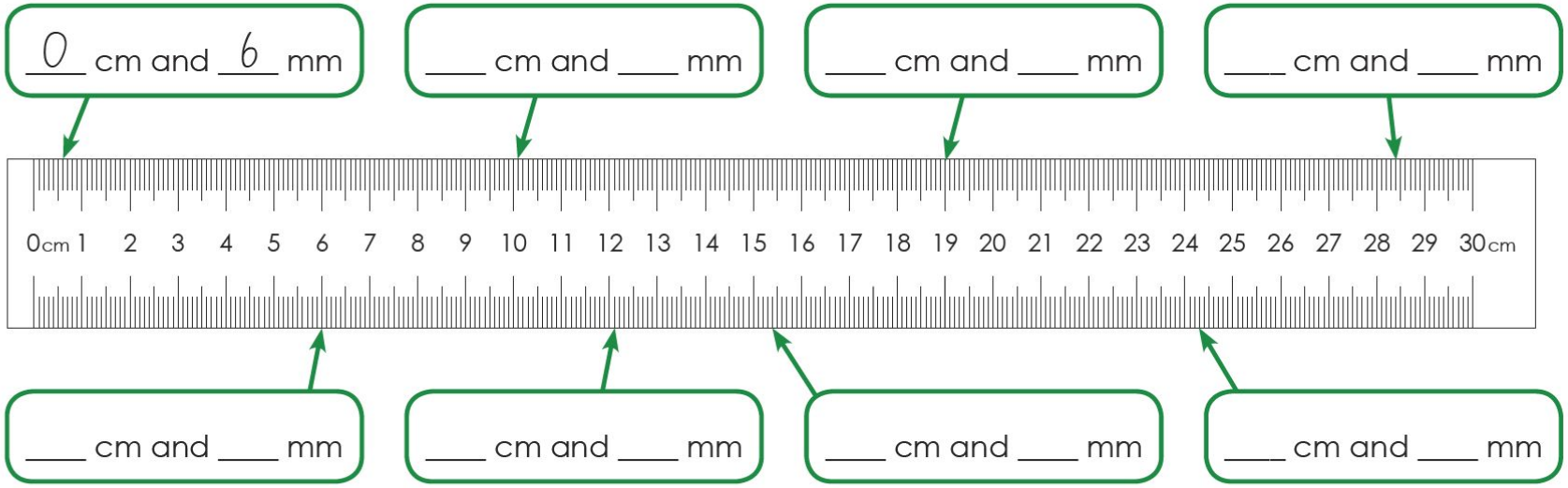


Activity 1

1. Use the ruler below.

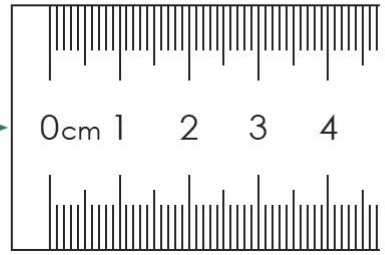
Fill in the boxes to show the lengths at certain points along the ruler. Write your answers using the abbreviations for centimetres (**cm**) and millimetres (**mm**) for example 12 cm and 2 mm.

Hint: Millimetres can be tricky to see, so count carefully.



Some rulers have the '0' marked at the edge of the ruler.

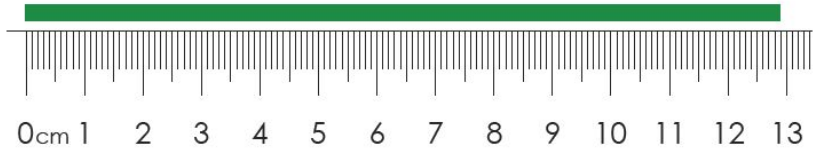
On this ruler you can see that the '0' starts slightly in from the edge of the ruler. Always check before measuring that you start at 0.



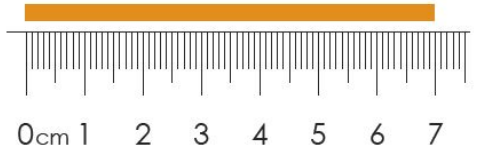
2. Look at the coloured lines below. Use the scale on the rulers beneath each line to measure their lengths.

Write your measurements in centimetres and millimetres in the boxes below.

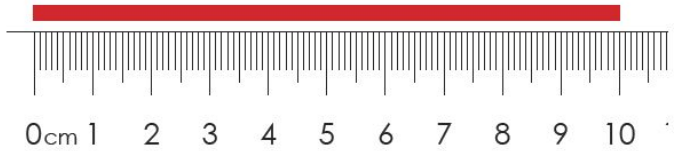
a.



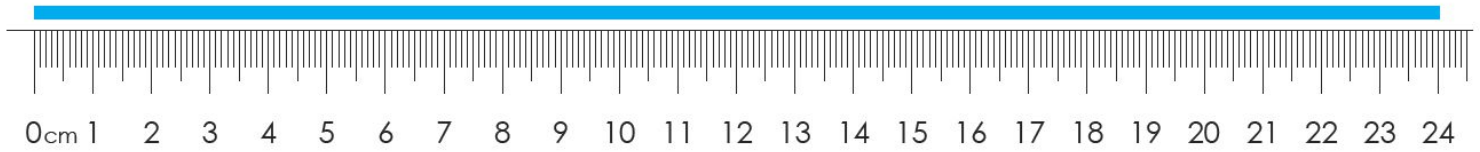
b.



c.



d.



Answers

Activity 2

Below is a selection of different trees from around the world.

1. Compare the heights and match each tree to its name by drawing a line.

Emerald Green: 6 m tall	Eucalyptus: 10 m tall	Fir: 15 m tall

Paper Birch: 12 m tall	Sweetgum: 20 m tall	Maple: 18 m tall

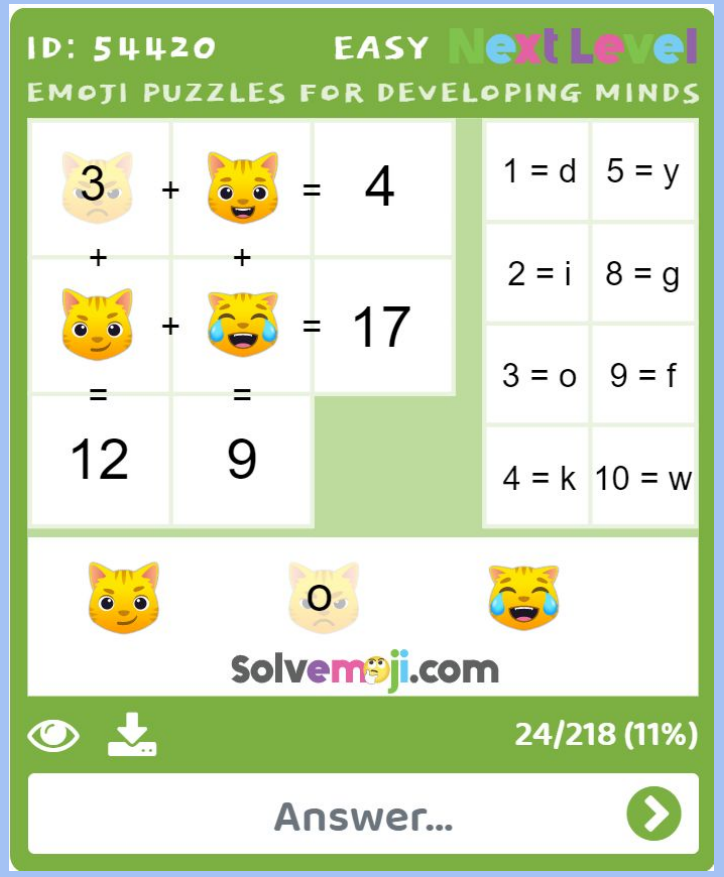
2. Write three **comparison facts** about the heights of the trees above. *For example, the Maple tree is* **three times taller** *than the Emerald Green.*

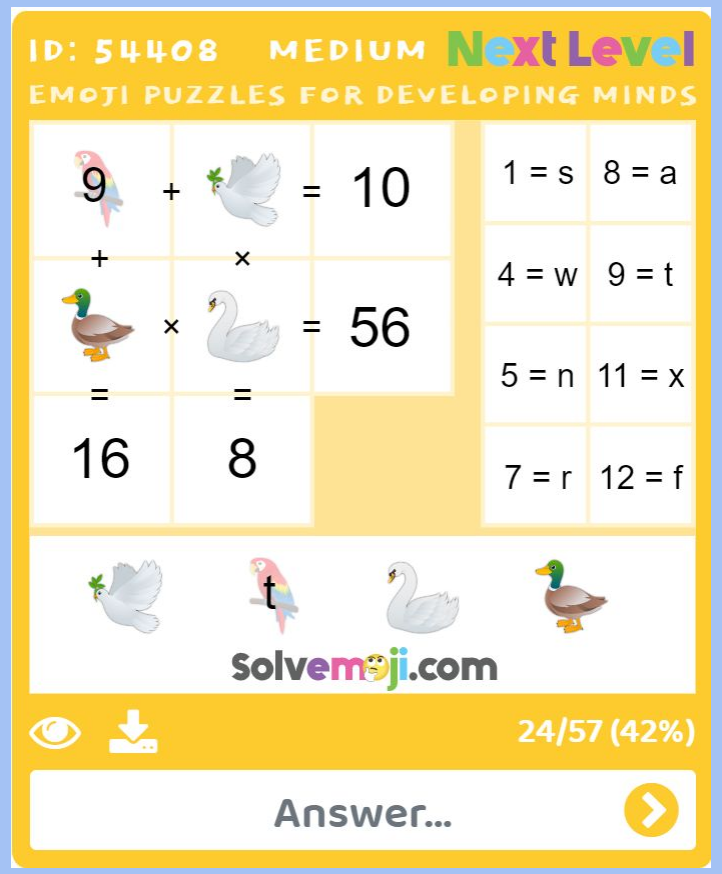
Answers

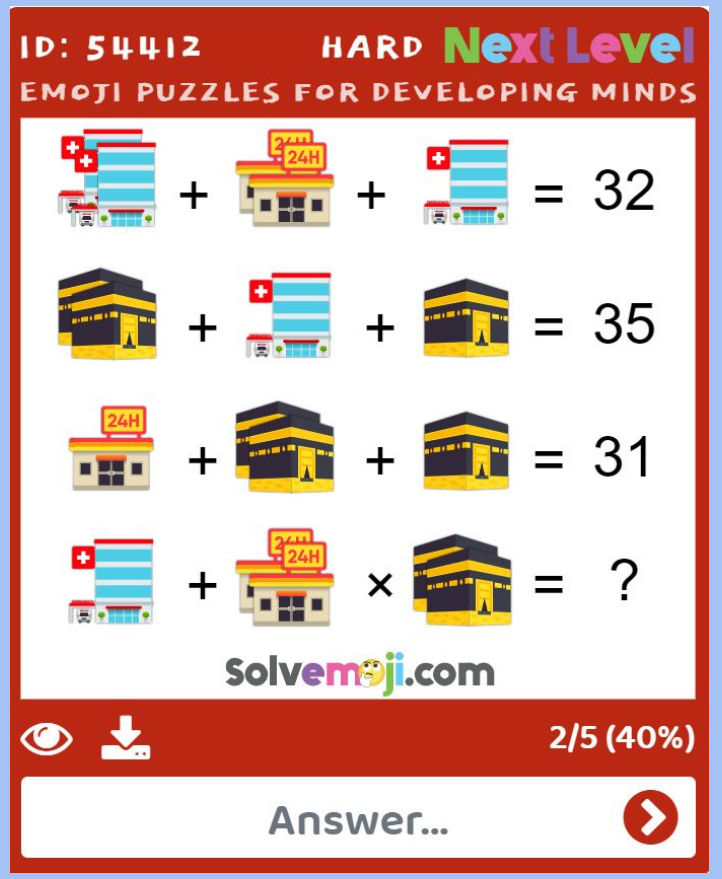
Thursday

Ignition Activity - choose your level

Answers for today will be posted at the end of the week



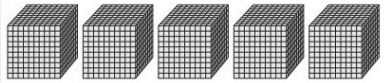
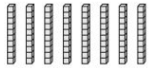




Activity 1

Look at the example of a four-**digit** number in the **place value** chart below.

Thousands	Hundreds	Tens	Ones
5	2	8	9

The **digit** in this column is worth 5000 or 5 groups of 1000. This is shown below with MAB materials.	The **digit** in this column is worth 200 or 2 groups of 100. This is shown below with MAB materials.	The **digit** in this column is worth 80 or 8 groups of 10. This is shown below with MAB materials.	The **digit** in this column is worth 9 or 9 groups of 1. This is shown below with MAB materials.
			

Look at the numbers below and write down the value of the digits that are underlined. The first one has been done for you.

1. 49<u>6</u>2

900 or 9 groups of 100

2. 16<u>3</u>8

_____ or ____ groups of _____

3. <u>7</u>525

_____ or ____ groups of _____

4. 938<u>1</u>

_____ or ____ groups of _____

5. <u>6</u>835

_____ or ____ groups of _____

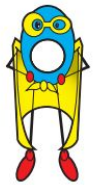
6. 3<u>6</u>69

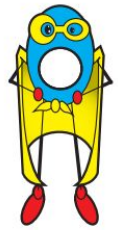
_____ or ____ groups of _____

Super Zero is a **place holder** which means that the **digit** 0 is not worth anything on its own, but it is important in a number. In a number it is used to keep the other digits in the correct **place value** columns. In the number 1306, there are zero tens, but if you wrote the number as 136, does each **digit** have the same **place value** as the digits in 1306?

Look at the diagrams below comparing the two numbers.

Thousands	Hundreds	Tens	Ones
1	3	0	6





Thousands	Hundreds	Tens	Ones
	1	3	6

The digits in both of the numbers above do not have the same **place value**. In the number 1306, Super Zero flies into the tens column. When used as a **place holder**, he makes sure that the **digit** 1 stays in the thousands column and the **digit** 3 stays in the hundreds column.

Look at the numbers below. Write the **place value** that Super Zero is holding.

1. 106
0 tens

2. 340
0 _____

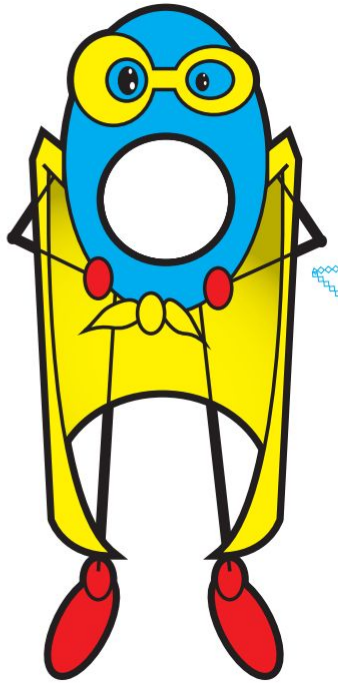
3. 2905
0 _____

4. 8036
0 _____

5. 7401
0 _____

6. 5730
0 _____

C.



Now you know how I help digits stay in the correct place in numbers. Look at the numbers below. Put them into the correct order from smallest to largest with **1.** being the smallest and **4.** being the largest. Write them in the boxes provided.

If the **digit** in the highest **place value** column is the same in two or more numbers, then you need to look at the **digit** in the next **place value** column when ordering numbers.

2001	2100	2010	1200

1.	2.	3.	4.
_____	_____	_____	_____

Think about the following questions.

- How did you know how to order these numbers?
- What role did Super Zero play in each number?

Activity 2

Let's look closely at 5-digit numbers. If you count forwards or backwards by one from a 5-digit number you will change the digit in the **ones** place.

For example: **14 562** ← -1 **14 563** +1 → **14 564**

1. Write the number one before (**-1**) and one after (**+1**) each 5-digit number in the shaded box.

	-1	Number	+1
a.		18 765	
b.		43 678	
c.		73 949	
d.		94 312	

2. If you count forwards or backwards by 10 from a 5-digit number then you will be changing the digit in the **tens** place.

For example: **14 553** ← -10 **14 563** +10 → **14 573**

Complete the table below by counting forwards and backwards by 10 from each 5-digit number in the shaded box.

	-10	Number	+10
a.		18 765	
b.		43 678	
c.		73 949	
d.		94 312	

3. If you count forwards or backwards by 100 from a 5-digit number then you will be changing the digit in the **hundreds** place.

For example: **14 463** ← -100 **14 563** +100 → **14 663**

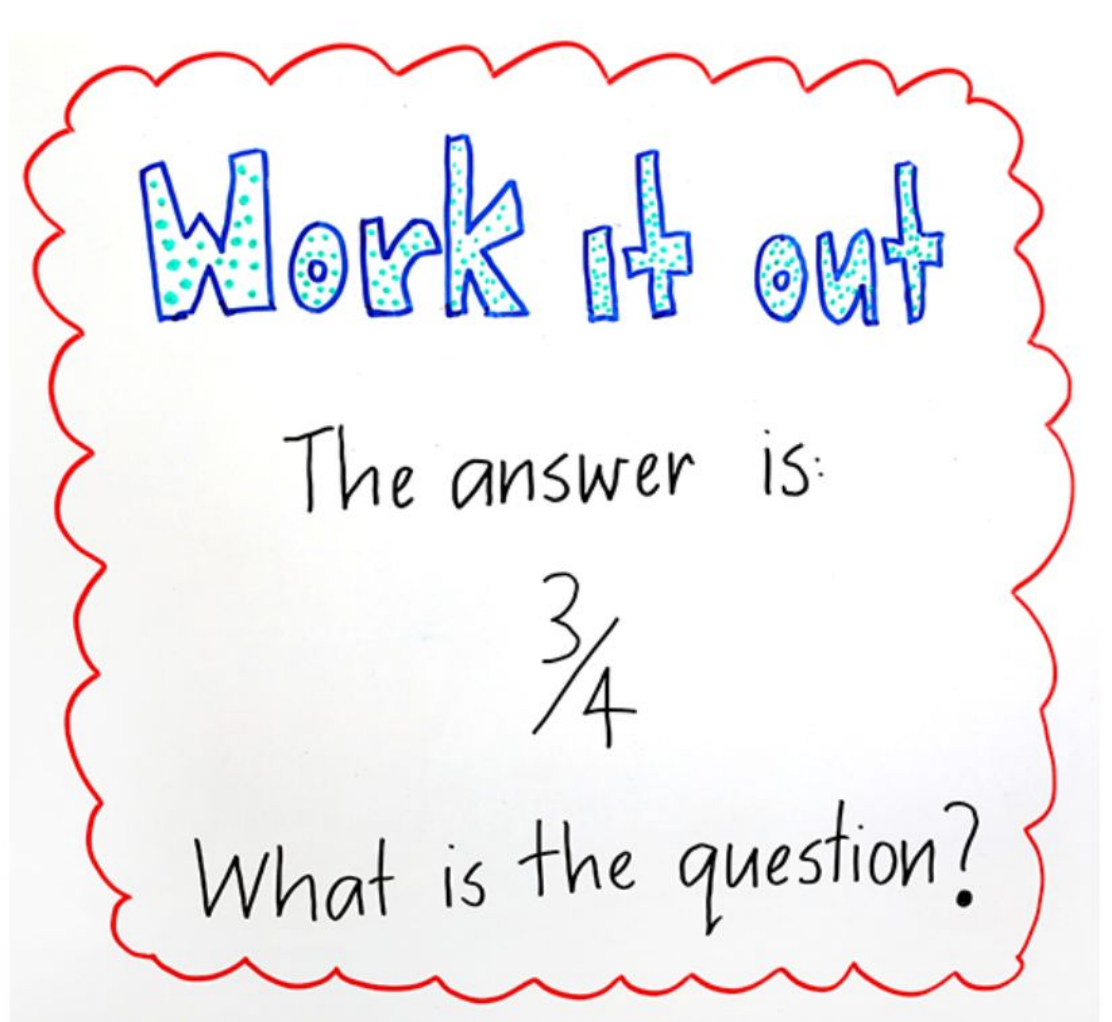
Complete the table below by counting forwards and backwards by 100 from each 5-digit number in the shaded box.

	-100	Number	+100
a.		18 765	
b.		43 678	
c.		94 312	
d.		73 949	

Was there a 5-digit number where you changed more than just the number in the hundreds column? What was the problem? How did you solve the problem?

Friday

Ignition Activity



Activity 1

In your maths kit, you will find a paddle pop stick. If you measure one stick from end to end you will notice that it measures 11 cm and 4 mm in length.

Can you use this length to estimate the width of the paddle pop stick?

Now have a go and measure. How close were you?

Please note: Any object similar to a paddle pop will work!

You are going to investigate the lengths of various objects around your home.

Using the length of the paddle pop stick as a guide, begin by estimating the length of each object in centimetres and millimetres. Record your estimates in the second column of the table on the following page.

You will then measure each object and record the length using the abbreviations **cm** and **mm**. Record these in column three of the table.

Choose objects that are no longer than your 30 cm ruler. Some of objects you could measure are listed below the table.

Object	Estimated Length (cm and mm)	Actual Length (cm and mm)

book	pencil	pen	post-it note	kitchen utensils
food packets	photograph	plant	ornament	shoe

Look the difference between your estimates and the actual lengths of the objects you measured. Did you become more accurate in your estimates each time?

Activity 2

In this lesson you will be learning to recognise and draw lines of different lengths to the nearest 5 millimetres.

Have A Go!

You are now going to practise drawing lines and shapes of certain lengths and dimensions in the space provided on the following page.

Follow the steps below.

- Use a ruler and a sharp pencil to draw your lines.
- Measure each line from the 0 mark on your ruler.
- Measure in centimetres first and then add on the remaining millimetres.
- Label each line or shape with the letters **a - h**.

a. 2 cm

b. 5 cm

c. 12 cm and 5 mm

d. 14 cm and 7 mm

e. 66 mm

f. 99 mm

g. square: each length = 4 cm

h. rectangle: length = 5 cm and width = 4 cm

Complete the following problem. Use the space below to record your working out.

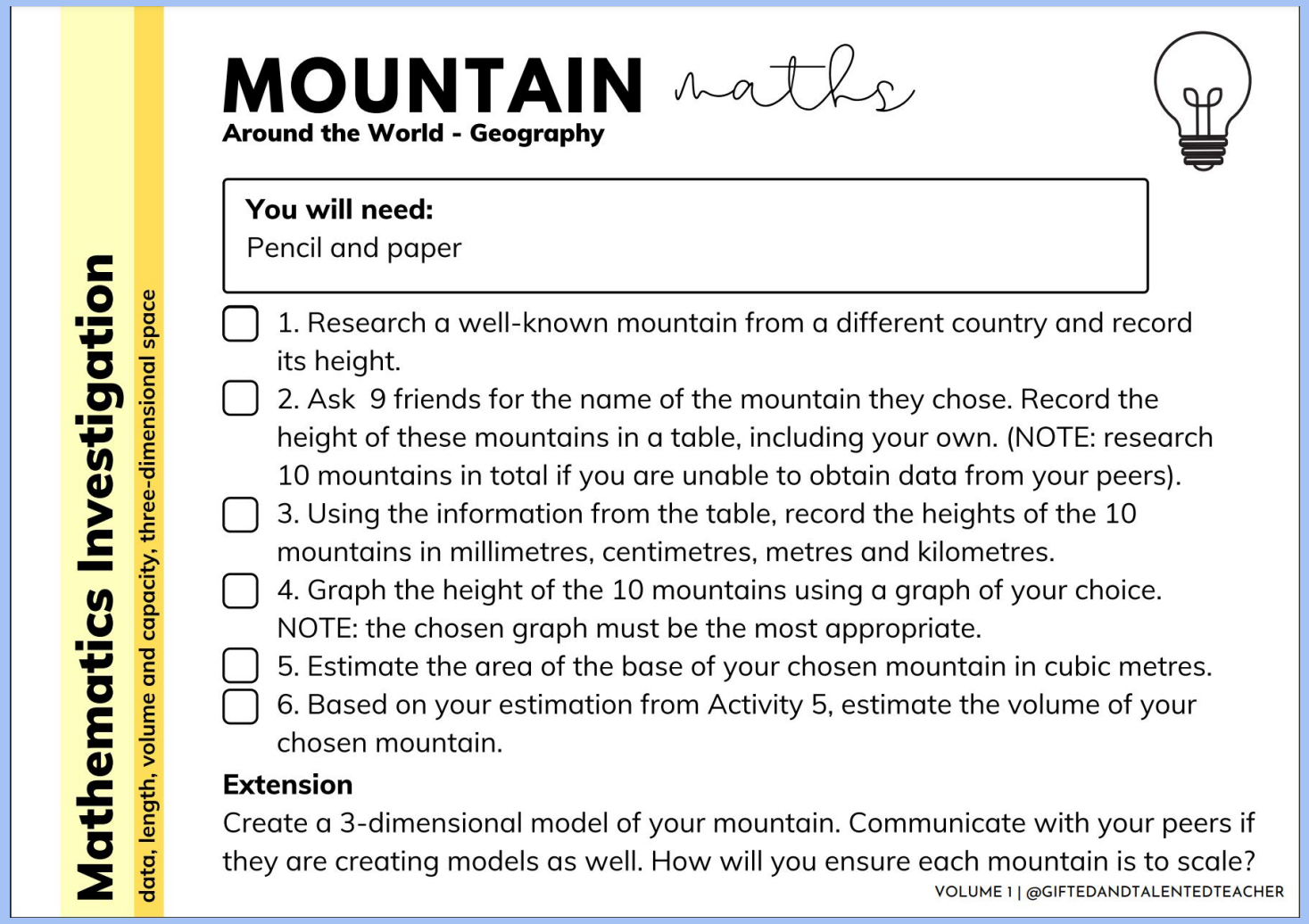
Problem Solving Challenge

A metre-long stick is cut up into 3 smaller sticks.
Two of the sticks are the same length and the other stick is 10 centimetres longer.
What is the length of each of the two equal sticks?

Tips:

- Look for important words in the question.
- You may wish to use a drawing.
- Try to think logically.

Optional Weekly Challenge



Mathematics Investigation

data, length, volume and capacity, three-dimensional space

MOUNTAIN maths

Around the World - Geography

You will need:
Pencil and paper

- [ ] 1. Research a well-known mountain from a different country and record its height.
- [ ] 2. Ask 9 friends for the name of the mountain they chose. Record the height of these mountains in a table, including your own. (NOTE: research 10 mountains in total if you are unable to obtain data from your peers).
- [ ] 3. Using the information from the table, record the heights of the 10 mountains in millimetres, centimetres, metres and kilometres.
- [ ] 4. Graph the height of the 10 mountains using a graph of your choice. NOTE: the chosen graph must be the most appropriate.
- [ ] 5. Estimate the area of the base of your chosen mountain in cubic metres.
- [ ] 6. Based on your estimation from Activity 5, estimate the volume of your chosen mountain.

Extension

Create a 3-dimensional model of your mountain. Communicate with your peers if they are creating models as well. How will you ensure each mountain is to scale?

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Want more Maths?

You can also go onto Mangahigh or Studyladder

Ask your teacher if you need your login details.

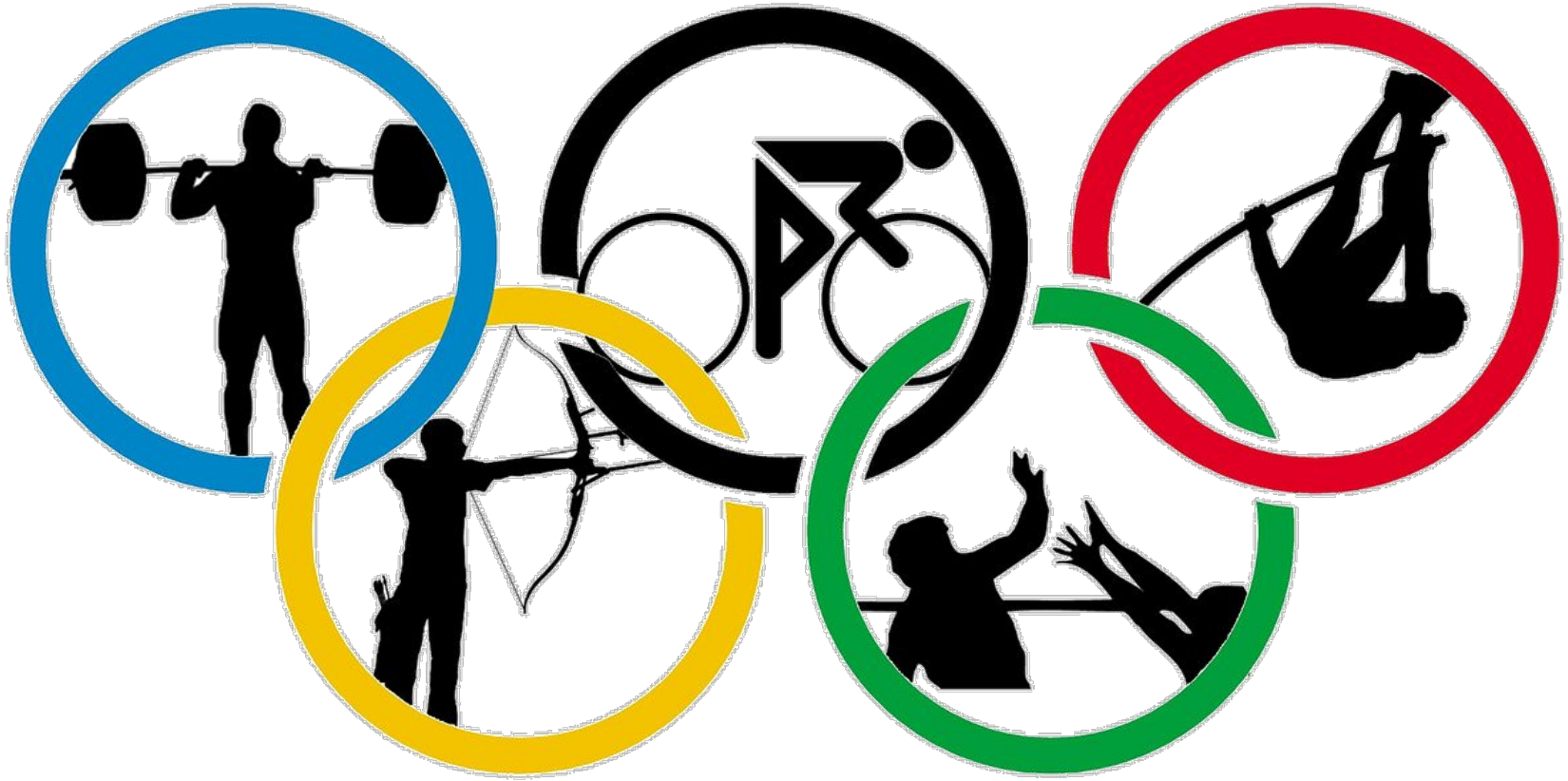
Individual Olympic Games 2 Week Project

Olympic Games Project

Today you will start a 2 week Olympic Games Project. Your teacher will allocate each student in your class a different participating country.

Once you have been given your country of study, this will be your country for the next 2 weeks, and all activities will based on your allocated country.

Week 2 Activities



Click on the link to the Jamboard and add your name to your allocated country. I put my name on Australia to show you how to set it out

National Flag and its Origin

Research your Country's flag and post a picture of it here.

Write a brief summary of what your flag means in terms of it's colours, symbols and emblems.

Country Fact File

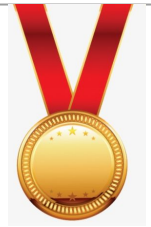
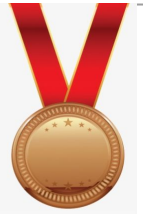
Click on the globe and search National Geographic for your country's fascinating facts

Research and find out the following about your country. Add slides and present your information in any way that you like.

- 5 exciting things to do/see in your allocated country - post pictures and descriptions
- Climate overview
- Currency
- Language
- Capital
- Population
- Past performance at Olympics – What sport is your country most famous for. Why?
- 3 interesting laws or cultural beliefs of your country that differ from Australia.

Your Country's Medal Tally

Here is where you will keep track of your country's medal tally

GOLD 	SILVER 	BRONZE 

Athlete Profile

"Athlete in the Spotlight" Biography

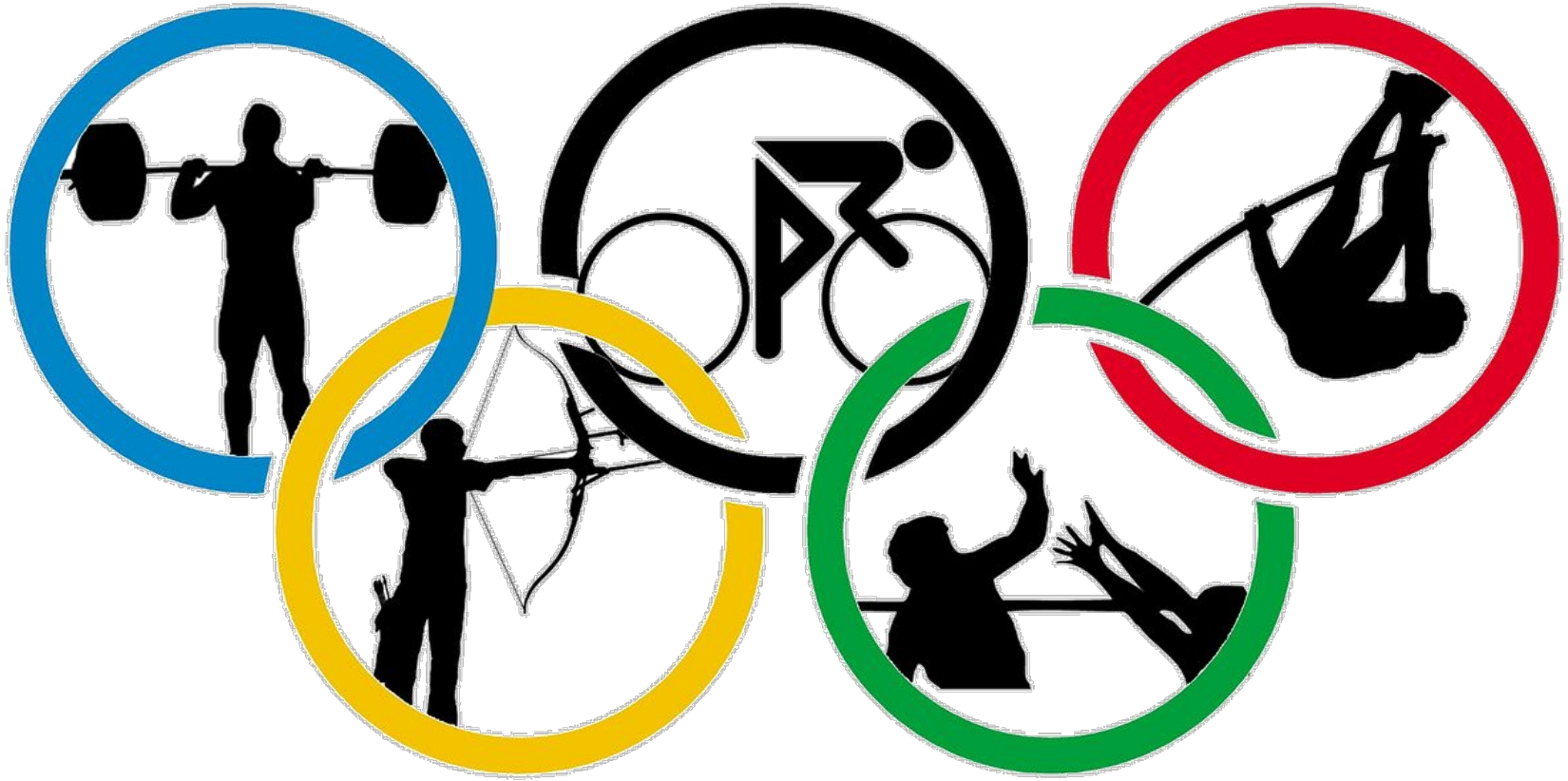
Select an athlete from your allocated country in a sport of your choice.

Answer the following questions about your athlete and present the information on additional slides in any way you like.

Pick 3 inspirational photos of your athlete and post them on this slide

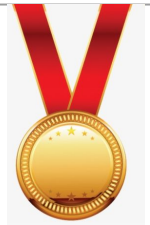
What are your athletes greatest achievements?

Week 3 Activities



Your Athlete's Medal Tally

Here is where you will keep track of your personal athlete's medal tally.
Remember to keep adding medal's to your country tally as well.

GOLD 	SILVER 	BRONZE 

Find an inspirational quote from your athlete and write about why it inspires you.

Can you find a news report or newspaper clipping about your athlete?

Post any news articles you find on your athlete and highlight any sections that describe what sort of person your athlete is.

If my Athlete's story was made into a movie, I would call the movie…….

You might like to come up with a movie poster advertising your athlete's movie

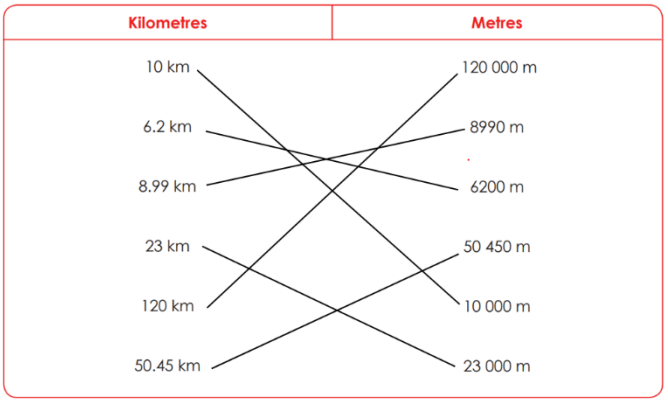
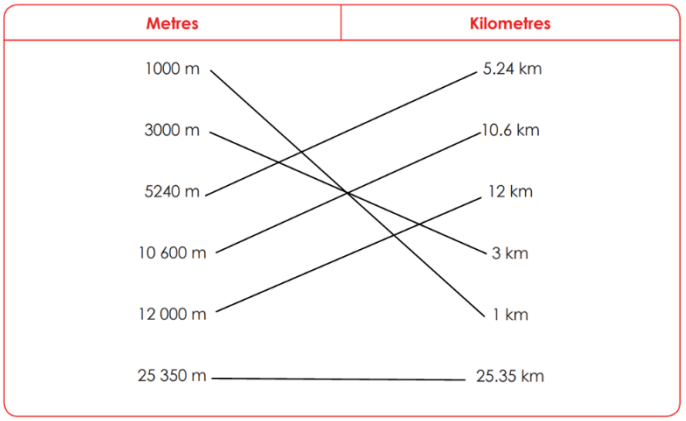
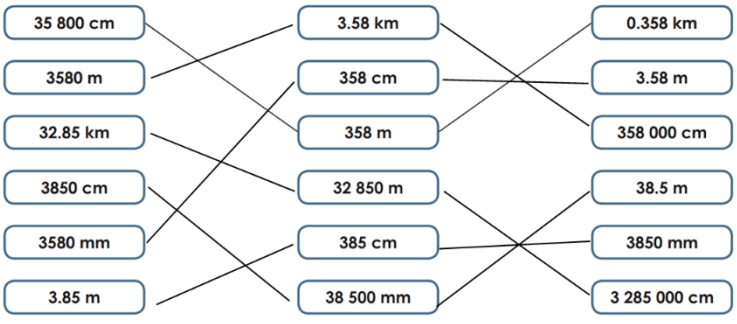
In five words, describe your athlete.

A day in the life of……

Describe an average day in the life of your athlete. You might like to set this out as a timetable.

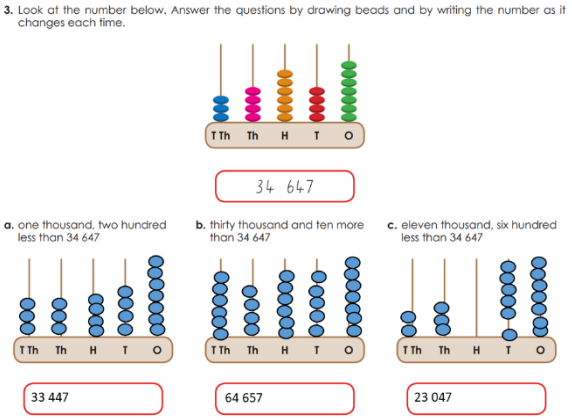
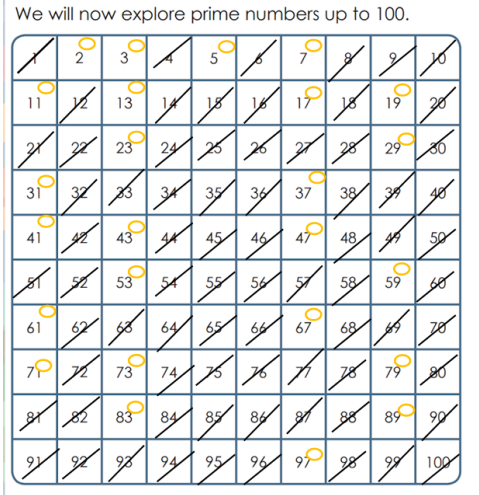
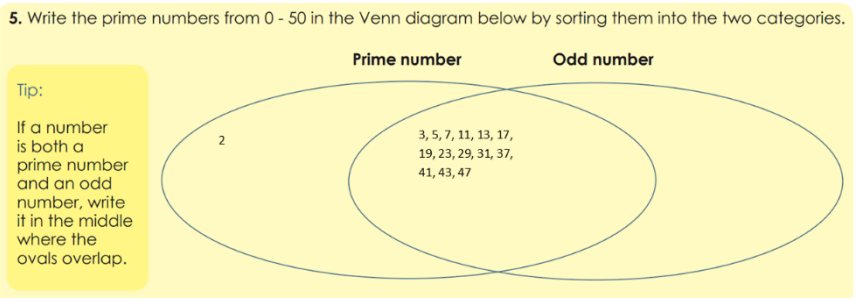
Learning From Home Maths Activities Answer sheet

Term 3 Week 2

Monday	Answers
Activity 1	**1.** Look at the following measurements in kilometres on the left. Draw a line to match the equivalent distance represented in metres on the right.  **2.** Look at the following measurements in metres on the left. Draw a line to match the equivalent distance represented in kilometres on the right. 
Activity 2	**3.** Find and match three measurements which are equivalent in the columns below. The first one has been done for you. 

Learning From Home Maths Activities Answer sheet

Term 3 Week 2

Tuesday	Answers
Activity 1	 4a. 700 4b. Thousands 4c. 0 tens 4d. 3 tens of thousands 5a. 1 224 122
Activity 2	 3) 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97 4) Answers will vary 

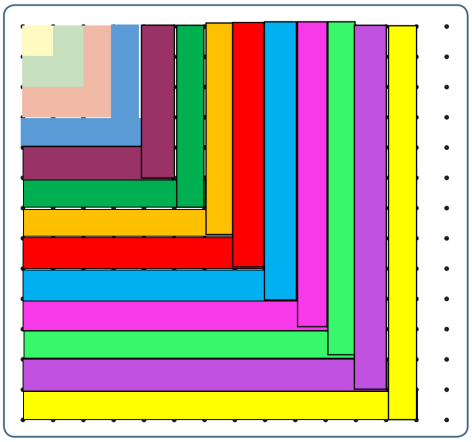
Learning From Home Maths Activities Answer sheet

Term 3 Week 2

Wednesday	Answers
Activity 1	3. a) 15km 70m b) 7km 48m c) 21km 602m d) 55km 437m e) 3km 201m f) 8km 750m g) 9km 208m h) 4km 55m i) 36km 758m 4. a) 620m x 2= 1.2km per day 1.2km x7 days = **8.4km** b) Lily- 8 x 400m = 3200m= 3.2km Adrian ran 5.55km Adrian ran the longest distance
Activity 2	5. a) 37.2km b) 14.6km c) 18.025km d) 97.004km e) 75.009km f) 43.1km g) 153.042km h) 374.001km 6. a) 61.07m b) 4.09m c) 9.1m d) 23.06m e) 14.4m f) 36.9m

Learning From Home Maths Activities Answer sheet

Term 3 Week 2

Thursday	Answers
Activity 1	Answers and working out will vary a) 11 000 + 14 000 + 556= 25 556 b) 13 000 + 12 000 + 162= 25 162 c) 15 000 + 17 000 + 599= 32 599 d) 130 000 + 120 000 + 555= 250 555 e) 160 000 + 120 000 + 7700 + 97 = 287 797 f) 400 000 + 578 000 + 539= 978 539
Activity 2	1. Written answers will vary 2. Hands on activity 4.  5. 5x5= 1+3+5+7+9= 25 6x6= 1+3+5+7+9+11= 36 7x7= 1+3+5+7+9+11+13= 49 8x8= 1+3+5+7+9+11+13+15= 64 9x9= 1+3+5+7+9+11+13+15+17=81 10x10= 1+3+5+7+9+11+13+15+17+19=100

Learning From Home Maths Activities Answer sheet

Term 3 Week 2

Friday	Answers
Activity 1	5. a) 38.97km b) 42.53km c) Ted d) 6.03km or 6030m e) 2500m f) Fred- 8km+10km+7km+6km+9km=40km Ted- 9km+ 8km+9km+8km+9km= 43km (Written answers may vary)
Activity 2	1. a) 15cm 7mm b) 7km 48m c) 21km 602m d) 55m 37cm e) 32m 1cm f) 87cm 5mm g) 9m 8cm h) 46km 304m 2. a) 1.27m b) 10.3m c) 5.85m d) 2.05m e) 0.91m f) 6.08m 3. a) 5cm 1mm b) 7cm 2mm c) 9cm 8mm d) 16cm 0mm e) 38cm 5mm f) 0cm 2mm g) 59cm 1mm

Learning From Home Maths Activities Answer sheet

Term 3 Week 2

	h) 12cm 4mm