# 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 | | | | |

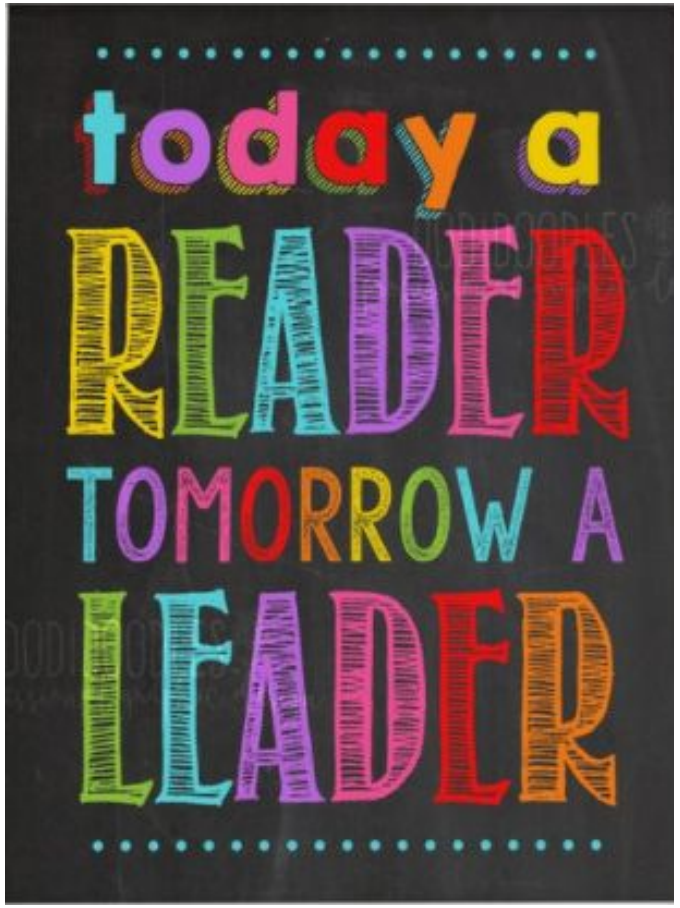
# Literacy Activities

Stage 2 – Week 3

# 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! ☺️



# TED Ed

## What makes a hero?

https://www.ted.com/talks/claudia_aguirre_what_would_happen_if_you_didn_t_sleep

**What to do?**

- Scan the QR code or click the link above to be taken to the website.
- Listen to the TED Ed video
- Take notes. about what you hear. You may pause the video if you need to.

**Your task:**

- Create a poster or new slide that outlines why sleep is important and what happens to our body when we don't sleep.
- You must include at least 5 facts.

**Other information**

- You may use Pic Collage if you have the app installed on your device, to create your poster. It will need to be submitted to Google classroom. Only choose this option if you know how to do it.

# SENTENCE STRUCTURE

It's important for sentences are structured well so they make sense.

**Choose from the conjunctions, adjectives and adverbs below to make each sentence more detailed.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| but | beautiful | young | because, | so | new | if | delicious |

1. The _____ children were going out to play _____ it rained.
2. The girl bought _____ flowers for her friend _____ she was sick.
3. I wanted to go running _____ I put on my _____ runners.
4. He will only eat the _____ cake _____ it is chocolate flavour.

**Write 5 sentences, each must have a conjunction, an adverb, an adjective, a verb and noun. Highlight or underline the conjunction in red, the adverb in green, the adjective blue, the verb purple and the noun yellow.**

# EDITING - *easy*

## Can you find the incorrect spelling and punctuation?

**Edit the following passages. You must look out for spelling mistakes and missing punctuation.**

were having a partie for my birthday today my partys today but my birthday was yesterday ive invited all my friends from skool to come were going to watch a moovie and make our own popcorn

**Clue: Find 3 spelling mistakes. Add 4 capital letters, 4 full stops and 4 apostrophes of contraction.**

i think dogs are just deliteful they are the most loyle and playful animals i think it would be wondaful to have a dog of my very own

**Clue: Find 3 spelling mistakes. Add 3 capital letters, 2 full stops and 1 exclamation mark.**

# EDITING - *harder*

## Can you find the incorrect spelling and punctuation?

**Edit the following passages. You must look out for spelling mistakes and missing punctuation.**

grandpa used dads new paintbrush to paint our dogs old kenal a brite blue to make it extra comfterble, he then put one of grandmas old quilts on the floor he placed a wind dile on the kennels roof for a bit of extra charm

**Clue: Find 4 spelling mistakes.**
**Add 5 capital letters, 3 full stops and 4 apostrophes of possession.**

there are so many countrys in the world that i would love to visit if my bags were packt i could jump on an aircraft and leave tomorow i could visit mountains vallies islands deserts and oases

**Clue: Find 4 spelling mistakes.**
**Add 5 capital letters, 3 full stops and 4 commas.**

# WRITING TASK

## Pobble 365

https://app.pobble.com/lessons/lesson/56c89223/

**You will need:**
- An iPad or laptop

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

**Do the following:**
- Work through the Pobble activity

**Answer the following question:**
- Scientists tell us that sports and exercise make us happy. Do you agree?
- Write a persuasive argument about how sport makes or does not make you happy?

# SPEAKING & LISTENING - coding

## Scratch tutorials

https://scratch.mit.edu/

Watch the following video and have a go at making a virtual town in Scratch.

When you have finished, write a description about the town you have created.

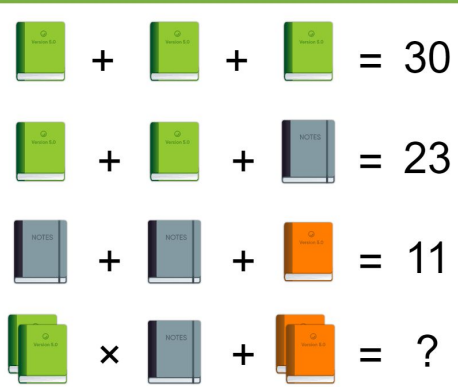
If you would like to try a different tutorial, you can find more here

# Monday's Ignition Activity

## PUZZLE ID: 54458

ID: 54458 EASY Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS




Solvemoji.com

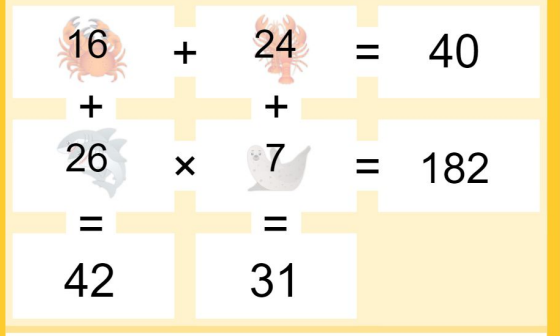
11/58 (18%)

Revealed

## SOLUTION ID: 54460

ID: 54460 MEDIUM Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS



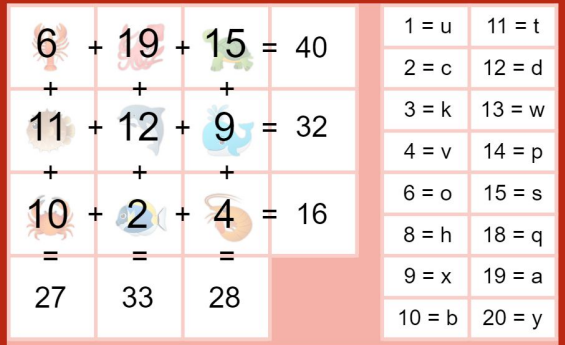

Solvemoji.com

4/14 (28%)

## SOLUTION ID: 54447

ID: 54447 HARD Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS




Solvemoji.com

2/14 (14%)

# Tuesday's Ignition Activity

## SOLUTION ID: 54457

ID: 54457 EASY Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

5 + 5 + 5 = 15

11 + 11 + 5 = 27

8 + 11 + 8 = 27

11 + 16 × 5 = 91

Solvemoji.com

5/12 (41%)

## SOLUTION ID: 54448

ID: 54448 MEDIUM Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

8 + 8 + 8 = 24

14 × 8 + 14 = 126

14 × 12 + 14 = 182

4 + 14 × 6 = 88

Solvemoji.com

2/25 (8%)

## SOLUTION ID: 54440

ID: 54440 HARD Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

| | | | |
|---|---|---|---|
| 9 | × 10 | = | 90 |
| + | + | | |
| 15 | × 10 | = | 150 |
| = | = | | |
| 24 | 20 | | |

18 + 5 × 15 = 93

Solvemoji.com

7/133 (5%)

# Wednesday's Ignition Activity

## SOLUTION ID: 54454

ID: 54454 EASY Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

9 + 9 + 9 = 27

9 + 9 + 1 = 19

1 + 4 + 1 = 6

4 × 18 + 2 = 74

Solvemoji.com

3/52 (5%)

## SOLUTION ID: 54443

ID: 54443 MEDIUM Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

14 + 14 + 14 = 42

9 × 7 + 9 = 72

8 + 8 × 18 = 152

8 + 7 × 9 = 71

Solvemoji.com

2/5 (40%)

## SOLUTION ID: 54417

ID: 54417 HARD Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

20 + 6 + 20 = 46

8 + 10 × 10 = 108

8 + 12 + 16 = 36

12 + 8 × 10 = 92

Solvemoji.com

4/28 (14%)

# Thursday's Ignition Activity

## SOLUTION ID: 54445

ID: 54445 EASY Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

| | | | | |
|---|---|---|---|---|
| 8 | + | 6 | = | 14 |
| + | | + | | |
| 4 | + | 3 | = | 7 |
| = | | = | | |
| 12 | | 9 | | |

8 × 6 + 4 = 52

Solvemoji.com

7/107 (6%)

## SOLUTION ID: 54435

ID: 54435 MEDIUM Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

| | | | | |
|---|---|---|---|---|
| 2 | + | 8 | = | 10 |
| + | | + | | |
| 12 | × | 11 | = | 132 |
| = | | = | | |
| 14 | | 19 | | |

| | |
|---|---|
| 1 = p | 8 = l |
| 2 = e | 9 = m |
| 4 = w | 11 = t |
| 7 = b | 12 = s |

l e t s

Solvemoji.com

19/58 (32%)

## SOLUTION ID: 54396

ID: 54396 HARD Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS

16 + 8 + 8 = 32

8 + 14 × 14 = 204

4 + 4 + 14 = 22

16 + 7 × 4 = 44

Solvemoji.com

2/4 (50%)

# Maths
## Week 3 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.

# Instructional Video Links

Length

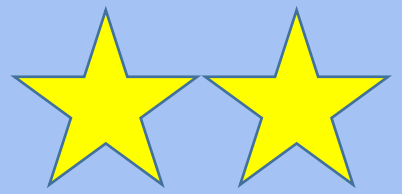
Whole Number

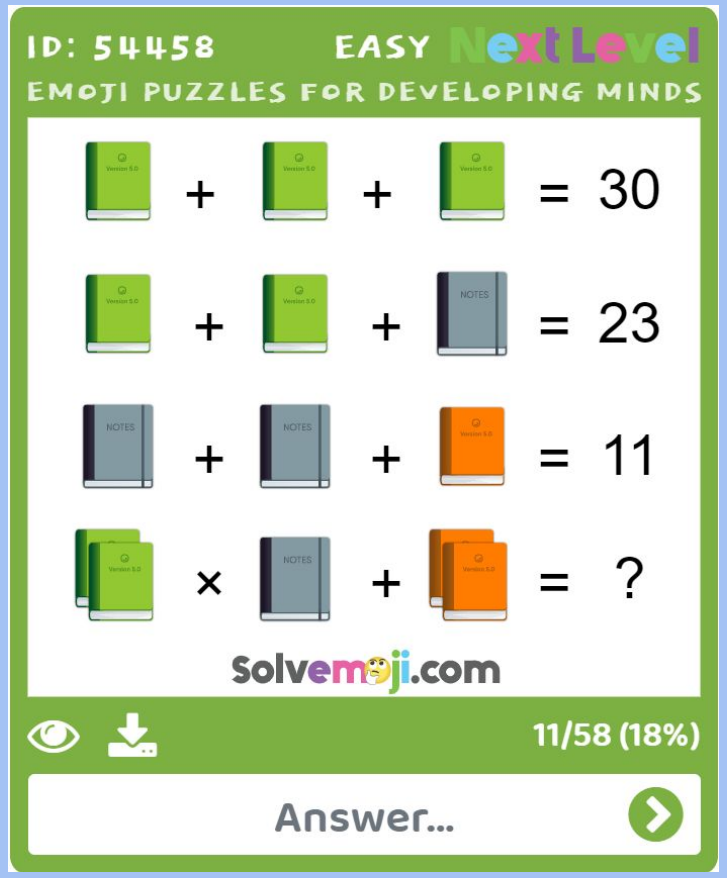
Whole Number

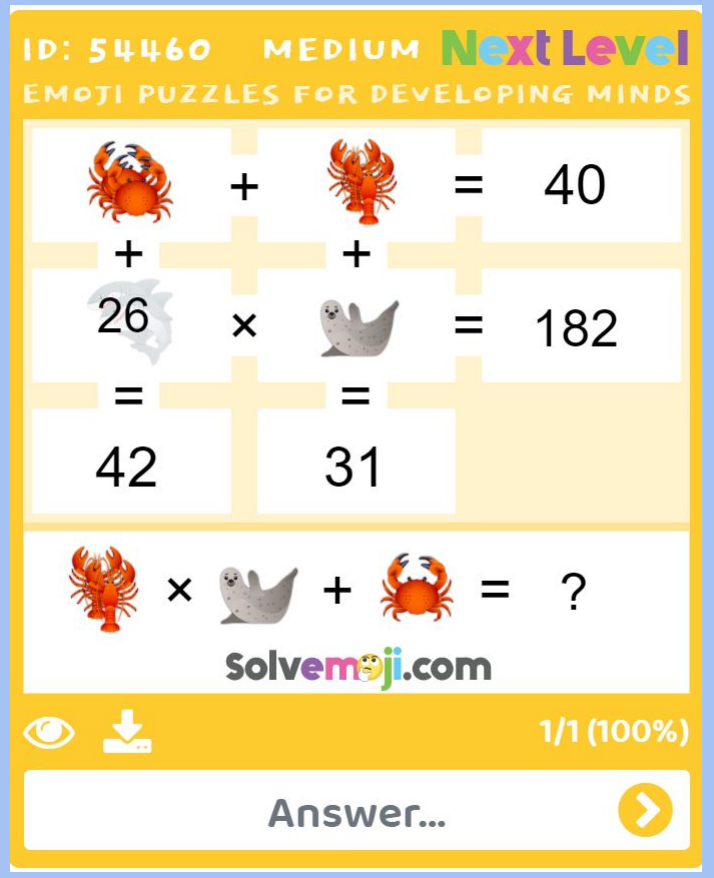
# Monday

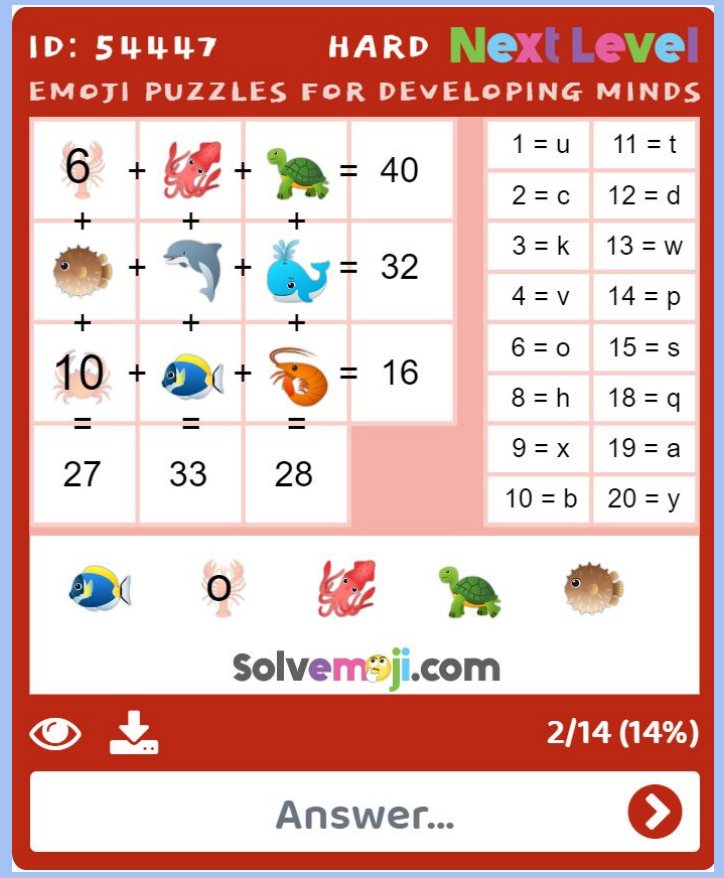
# Ignition Activity - choose your level

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





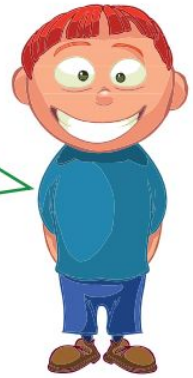



# Activity 1

Knowing the **place value** of each **digit** in a number is very important to help you understand what the total value of a number is. Bianca is still helping Zac with his homework and decides to test him to see if he understands **place value**.

What is the **place value** of each **digit** in the number 4257?

The **digit** 4 is four thousands. The **digit** 2 is two hundreds. The **digit** 5 is five tens and the **digit** 7 is seven ones.



Answer the following questions.

- Did Zac give the correct **place value** of each **digit**? Circle the correct answer. **Yes / No**
- Explain your answer. _____

_____

**A.** If Zac said that the place value of the digit **5** in the number 4257 is **five** then this is incorrect. The correct answer is five tens.

You are now going to be the teacher. You will be checking Zac's work to see if he remembers what the **place value** of each **digit** is. Remember to look out for Super Zero who is keeping digits in their place. Look at **Zac's answers** and tick the correct ones. If it is the wrong answer then write the **correct answer**.

**1.** What is each number below?

**a.**

| Number: | 2046 |
|---|---|
| Zac's answer: | Two thousand and four six. |
| Correct answer: | |

**b.**

| Number: | 6370 |
|---|---|
| Zac's answer: | Six hundred and thirty-seven. |
| Correct answer: | |

**2.** What is the **place value** of the digits that have been underlined in the numbers below?

**a.**

| Number: | 8<u>4</u>29 |
|---|---|
| Answer: | 400 or four hundreds |
| Correct answer: | |

**b.**

| Number: | <u>5</u>430 |
|---|---|
| Answer: | 500 or five hundreds |
| Correct answer: | |

**c.**

| Number: | 15<u>9</u>2 |
|---|---|
| Answer: | Nine |
| Correct answer: | |

**d.**

| Number: | 713<u>0</u> |
|---|---|
| Answer: | Nothing |
| Correct answer: | |

**B.** Complete the table below. The first answer has been done for you.

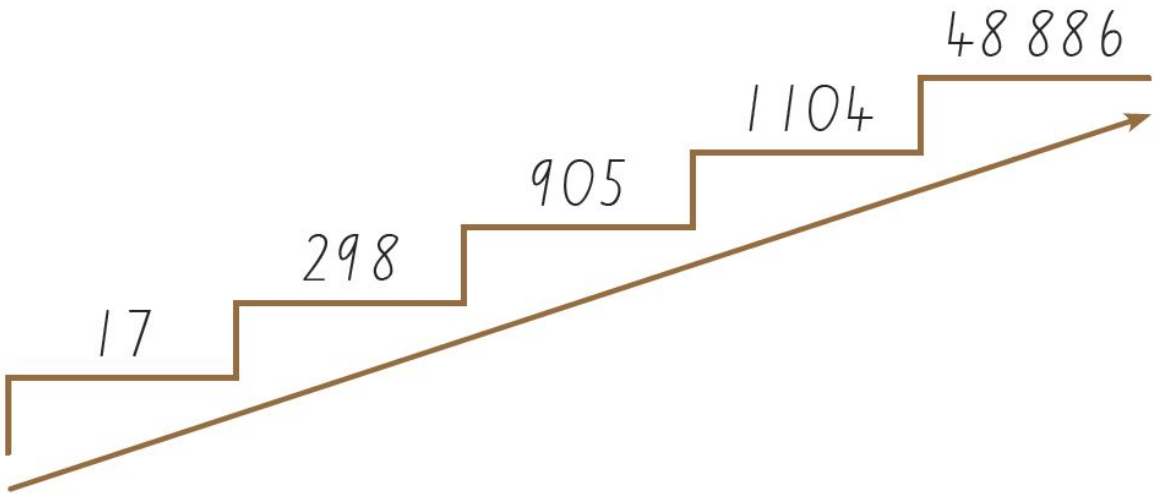
## Quick Quizzzzzz

| Question | Place Value | or | Place Value |
|---|---|---|---|
| **1.** In the number 1438, what is the place value of the digit **1**? | One thousand | | 1000 |
| **2.** In the number 9864, what is the place value of the digit **6**? | | | |
| **3.** In the number 6591, what is the place value of the digit **5**? | | | |
| **4.** In the number 7509, what is the place value of the digit **9**? | | | |
| **5.** In the number 2645, what is the place value of the digit **6**? | | | |
| **6.** In the number 4170, what is the place value of the digit **4**? | | | |

# Activity 2

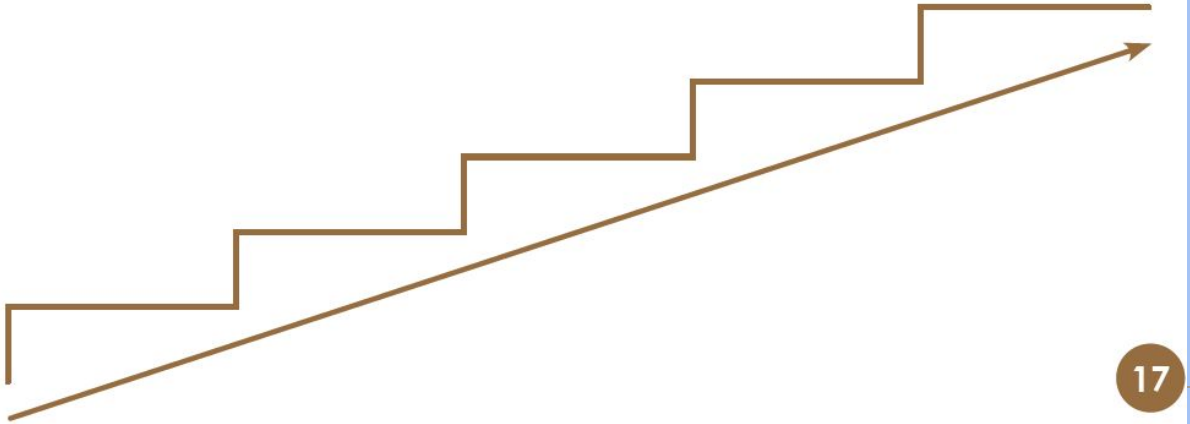
**1.** Read the definition for ascending order. The example shows numbers that are written in ascending order.

| Ascending Order | |
|---|---|
| arranged from smallest to largest ↑ ↑ ↑ | 298<br>48 886<br>1104<br>17<br>905 |



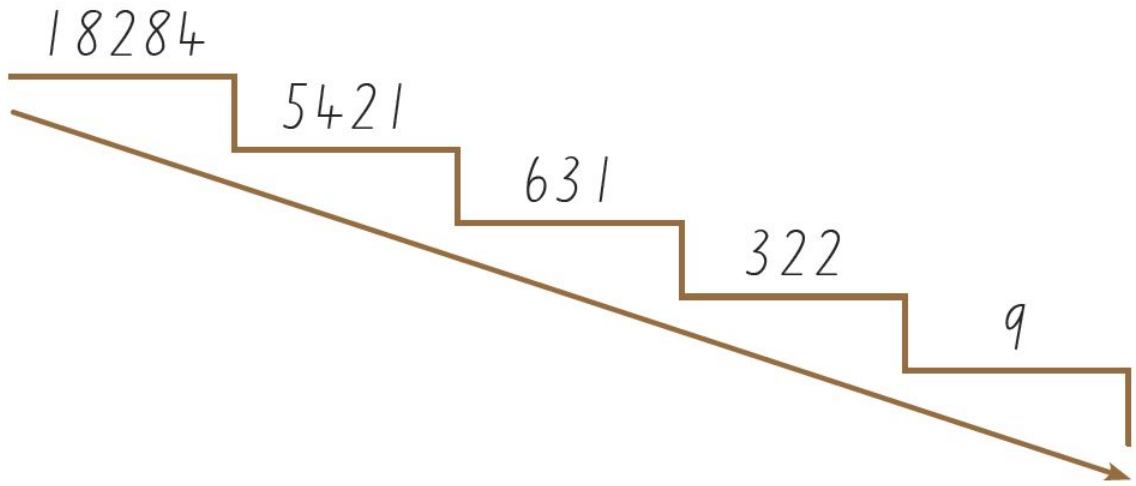

Put these 5-digit numbers in ascending order. Think about which place value in these numbers helps you to decide the ascending order of the numbers.

| |
|---|
| 287 |
| 1144 |
| 49 993 |
| 806 |
| 15 |



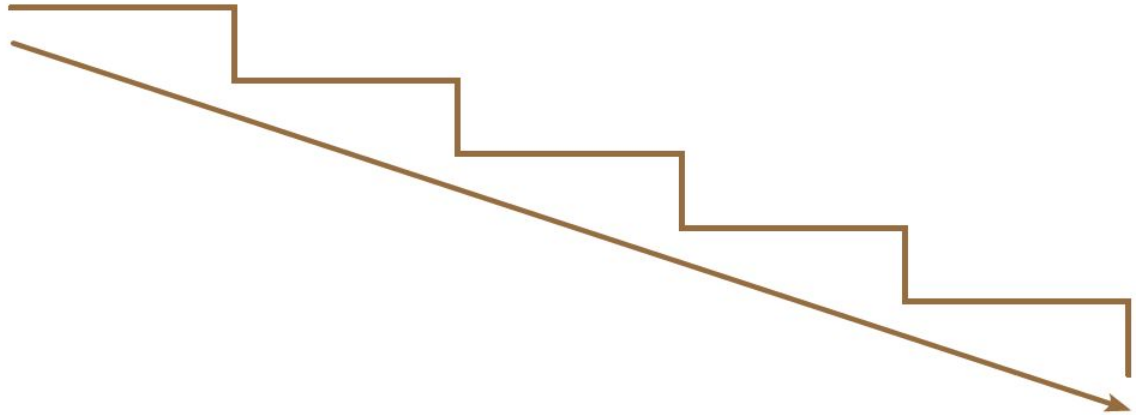
**2.** Read the definition for descending order. The example shows numbers that are written in descending order.

| **Descending Order** | 5421 |
|---|---|
| arranged from largest to smallest | 631 |
| | 18 284 |
| ↓ ↓ ↓ | 9 |
| | 322 |




Put these 5-digit numbers in descending order. Think about which place value in these numbers helps you decide the descending order of the numbers.

| |
|---|
| 53 246 |
| 42 388 |
| 94 291 |
| 19 403 |
| 55 197 |



**3.** Write the numbers in the boxes in ascending order on the lines provided.

| 2340 | 3497 | 16 749 | 89 | 26 543 |
|---|---|---|---|---|

**a.** _____ _____ _____ _____ _____

| 52 098 | 56 348 | 56 392 | 57 296 | 52 167 |
|---|---|---|---|---|

**b.** _____ _____ _____ _____ _____

**4.** Write the numbers in the boxes in descending order on the lines provided.

| 987 | 45 626 | 5902 | 40 165 | 76 |
|---|---|---|---|---|

**a.** _____ _____ _____ _____ _____

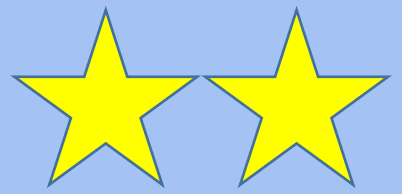
| 35 876 | 38 187 | 36 254 | 38 196 | 35 672 |
|---|---|---|---|---|

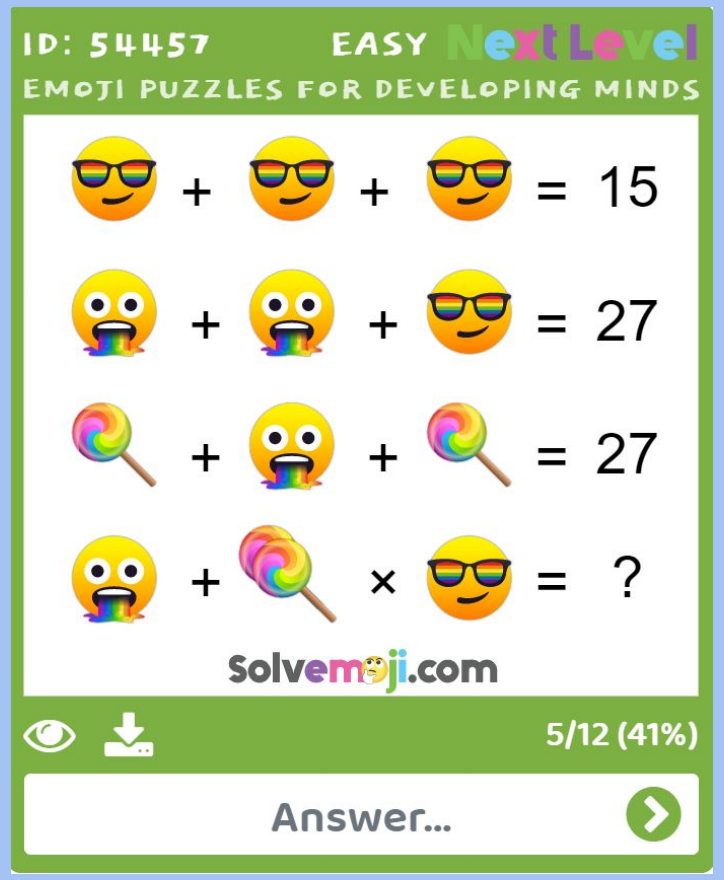
**b.** _____ _____ _____ _____ _____

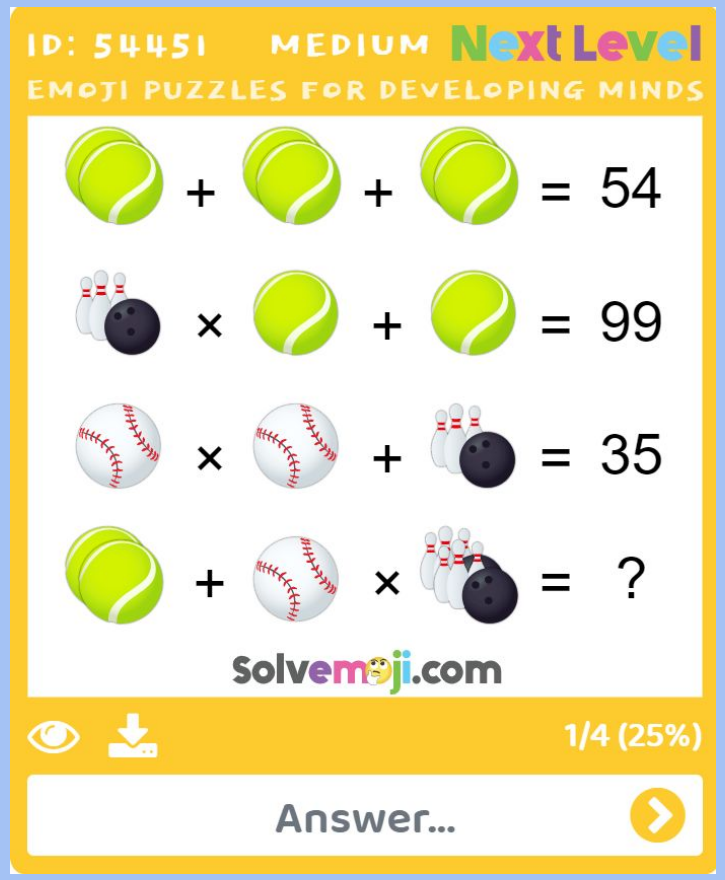
# Tuesday

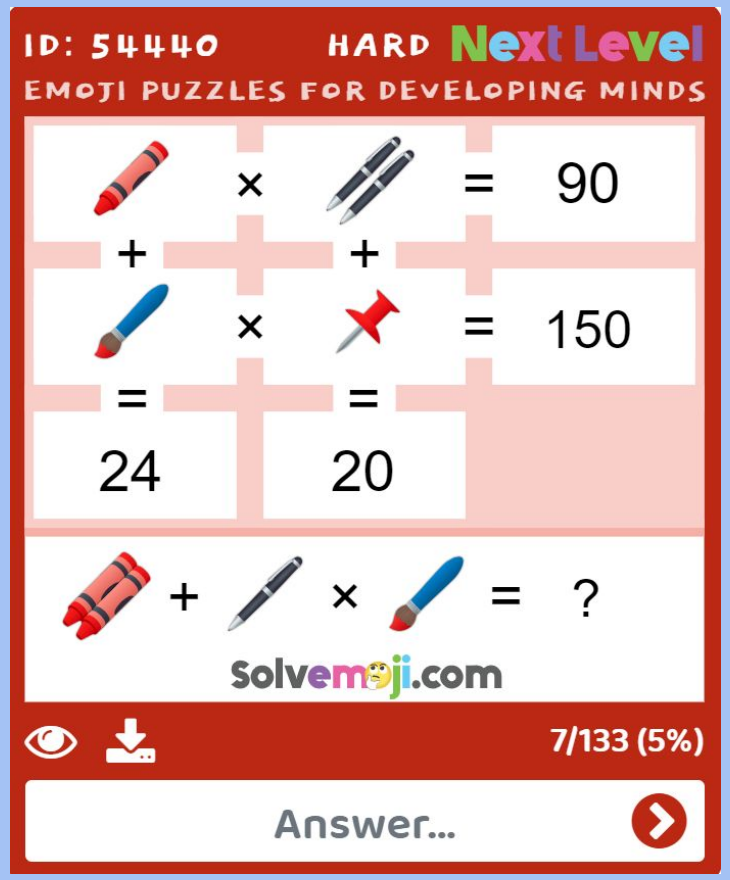
# Ignition Activity - choose your level

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





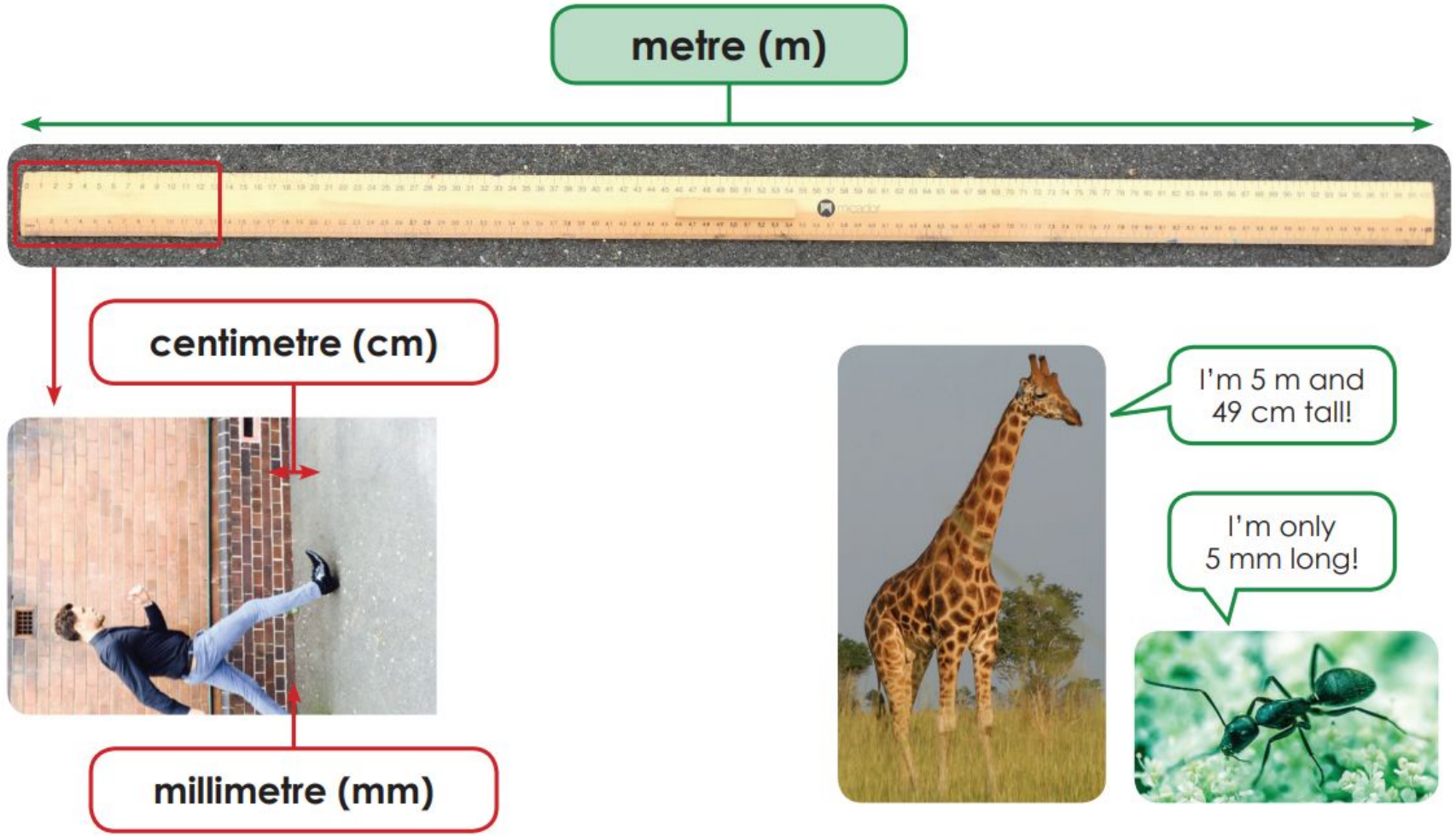



# Activity 1

You may remember the image below from unit 1.

A **centimetre** is **ten times bigger** than a millimetre.

A **metre** is **one hundred times bigger** than a centimetre.



When we measure the lengths of different objects, we have to use the most appropriate unit of measure.

For example:

We wouldn't measure a soccer field using centimetres because it would take too long and it would be easy to lose count.

We wouldn't measure the length of a safety pin using metres because the item is too small.

**1.** Study the pictures on the next page. Note that the pictures are not drawn to scale.

**a.** Think about the size of these objects in real-life and how you would measure them.

Complete the following.

- Circle the items that are measured in millimetres.
- Underline the objects which are measured in centimetres.
- Draw a cross (**X**) on the objects that are measured in metres.

**b.** Order the objects from the **shortest** to the **longest** based on their real-life sizes. Place a number in the circle next to each picture from 1 being the shortest length to 12 being the longest length.

**2.** Order the following lengths and objects from the shortest length to the longest length and write them on the lines below.

| | | | | |
|---|---|---|---|---|
| **a.** | 12 mm | 1 cm 3 mm | 40 mm | half a centimetre |
| **b.** | 510 cm | 501 cm | 105 cm | 150 cm |
| **c.** | 1 m 97 cm | 2m 25 cm | 88 mm | 1000 mm |
| **d.** | thirty-eight centimetres | 300 mm | 2 m | 60 cm |

We are now going to explore the wingspans of a variety of dragonflies and damselflies.

Read the text and use the facts about length to answer the questions that follow.

**Note:** Certain objects are only ever measured using one particular unit.

For example, the wingspans of these insects are recorded in millimetres only even the they are longer than one centimetre.

# Activity 2

Continued from p. 17

# The dragon and the damsel

## They may be small, but these pretty insects have stood the test of time.

They look similar and come from the same biological group, but damselflies and dragonflies are very different insects. How can you tell the difference between the two? Most damselflies hold their wings closed above their body when they're resting, while dragonflies spread theirs out. Damselflies are usually smaller and thinner than dragonflies, too.

That said, they have a lot in common. With their excellent flying skills and great vision, they're perfectly designed to hunt smaller insects like mosquitoes, and they both live in places with fresh water, where they lay their eggs.

There are 325 species of dragonfly and damselfly in Australia. The biggest one is the giant petaltail, which has an adult wingspan of up to 170 mm, but even that is tiny compared to the fossilised dragonflies that lived around 250 million years ago – their wingspan was up to 700 mm!

**COMMON BLUETAIL**
Common bluetail larvae live in slow-moving and even slightly salty water. They change colour to blend in with surrounding vegetation as they grow up.
**Wingspan:** About 40 mm
**Distribution:** Australia-wide

**EASTERN PYGMYFLY**
A diminutive dragonfly with a crimson tail that resembles a red-hot poker, the eastern pygmyfly lives in boggy, swampy areas.
**Wingspan:** About 40 mm
**Distribution:** Tasmania and coastal New South Wales, South Australia and Victoria

**AUSTRALIAN DUSKHAWKER**
This strong flyer can be found hunting for small insects at twilight.
**Wingspan:** About 80 mm
**Distribution:** Mainland Australia except most of Victoria and southern South Australia

**YELLOW-STRIPED FLUTTERER**
The slow-flying yellow-striped flutterer lives in the coastal areas of northern Australia, and is also found in parts of South-East Asia and the Pacific.
**Wingspan:** Up to 80 mm
**Distribution:** The north of the Northern Territory and Western Australia; coastal Queensland and New South Wales

**GIANT PETALTAIL**
The giant petaltail's common name refers to its distinctive, ornamental tail. One of the world's largest species, it is thought to have ancestry dating back almost 200 million years!
**Wingspan:** Up to 170 mm
**Distribution:** East coast of Queensland

**TAU EMERALD**
The larvae of the tau emerald are found in places as diverse as roadside ditches and suburban garden ponds. Large swarms of adults sometimes gather for mass feeding frenzies.
**Wingspan:** About 70 mm
**Distribution:** Australia-wide except Cape York peninsula and north-western Australia

**SWAMP BLUET**
Look for this bright blue insect around streams, river pools, lakes and ponds. It was first described by Sydney school teacher Robin John Tillyard in 1913.
**Wingspan:** Up to 40 mm
**Distribution:** Tasmania and coastal New South Wales and Victoria

Continued on p. 20

**TROPICAL ROCKMASTER**
The aggressive larvae of this damselfly are found among rocks in shaded rainforest streams. Like all dragonflies, it's armed with a heavily built, extendable food-capturing organ which can inflict devastating damage on its prey.
**Wingspan:** About 65 mm
**Distribution:** Coastal northern Queensland

**WANDERING PENNANT**
The wandering pennant is found in coastal Australia and the tropics and subtropics of some other countries. The males usually hunt by waiting at an observation point, dashing after their prey, then returning to the same perch to eat their meal.
**Wingspan:** Up to 75 mm
**Distribution:** Coastal Northern Territory, Western Australia, Queensland and northern New South Wales

Now that you have read the text about dragonflies and damselflies, answer the following questions:

1. From the dragonflies and damselflies listed in the article, which insect can grow the longest wingspan?

_____

2. Which species of dragonfly or damselfly has a wingspan of about 80 mm? _____

_____

3. What is the difference in wingspan between the Tau Emerald and the Common Bluetail? _____

_____

4. What is the combined wingspan of the Tropical Rockmaster and the Eastern Pygmyfly? _____

_____

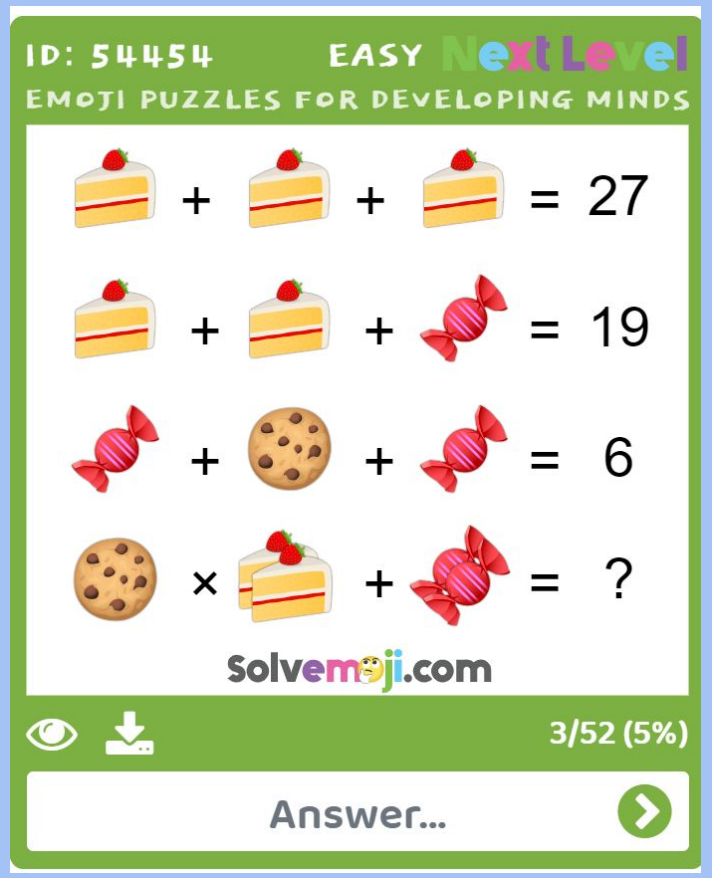
5. How many more **centimetres** would the Yellow-Striped Flutterer, with a wingspan of 80 mm, need to grow to be as large as a Giant Petaltail with a wingspan of 170 mm?

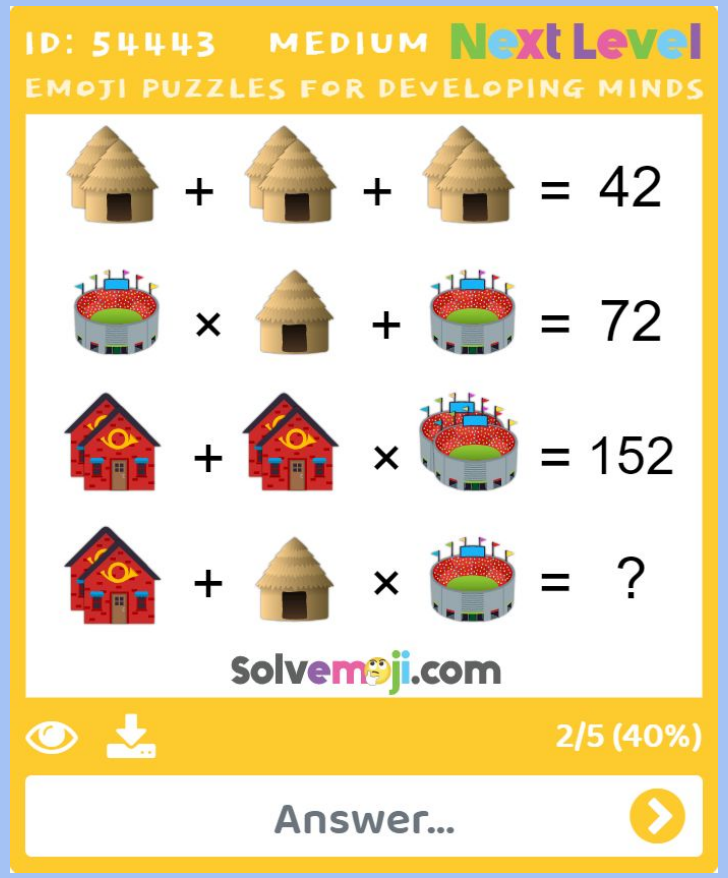
_____

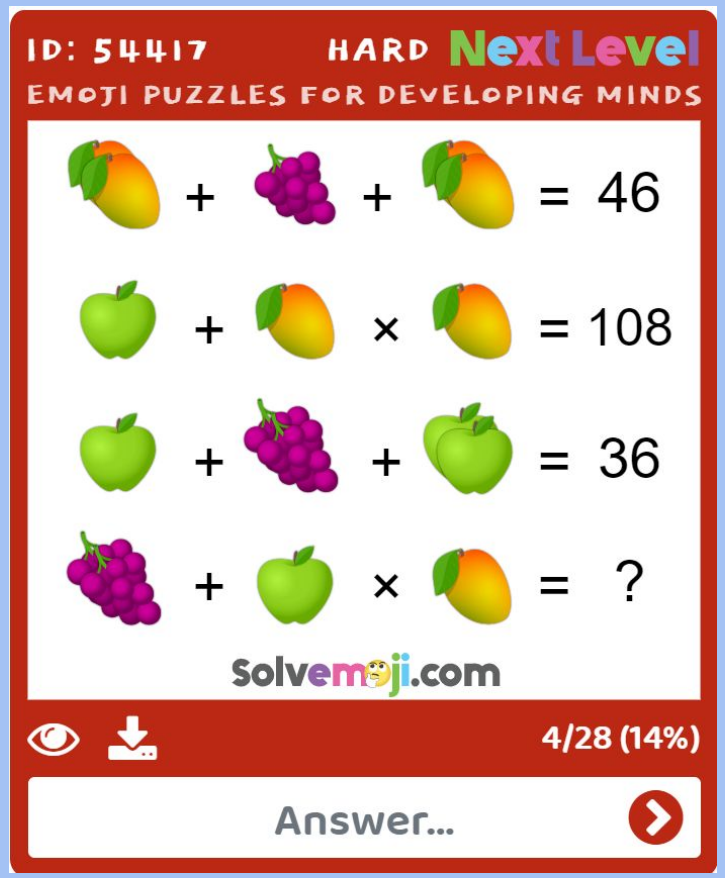
# Wednesday

# Ignition Activity - choose your level

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



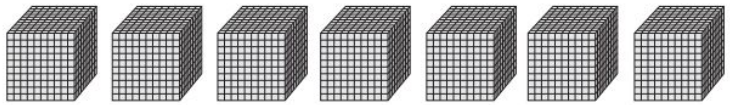



# Activity 1

Thanks to you and Bianca, Zac now understands **place value**. To prove he knows the value of digits in numbers, he shows Bianca examples of numbers and writes the **place value**. Look through the following pages and the numbers Zac shows you. Has he understood correctly? Tick each example if he is correct. If not, then **write the correct place value**.

**1.**


The place value of the **digit 7** on the cow's ear is **700** or **seven hundreds**.



Correct answer:

_____

**2.**


The place value of the **digit 3** in the number on the runner's vest is **30** and the **place value** is **three tens**.

Correct answer: _____

**3.**

The place value of the **digit 1** in the number circled on the departures board is **1** or **one one.**

Correct answer: _____

4.

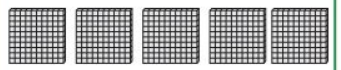
9976

The place value of the **digit 6** in this number is **6** or **6 ones**.

Correct answer:

3572

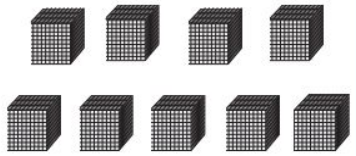
The place value of the **digit 5** in this number is **5** or **5 ones**.



Correct answer:

7293

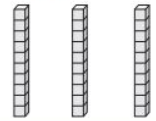
The place value of the **digit 9** in this number is **9000** or **9 thousands**.



Correct answer:

6230

The place value of the **digit 3** in this number is **30** or **3 tens**.



Correct answer:

1358

The place value of the **digit 1** in this number is **1000** or **1 thousand**.

Correct answer:

# Activity 2

Look at the 5 digits below.

| 6 | 9 | 2 | 4 | 8 |
|---|---|---|---|---|

**1.** Use all of the digits to make the following numbers.

| | |
|---|---|
| **a.** the largest number: _____ | **b.** the smallest number: _____ |
| **c.** the largest odd number: _____ | **d.** the largest even number: _____ |

**Odd numbers**

cannot be divided by 2, can end in 1, 3, 5, 7, 9

**Even numbers**

can be divided by 2, can end in 0, 2, 4, 6, 8

**2.** Use all of the digits to make the following numbers.

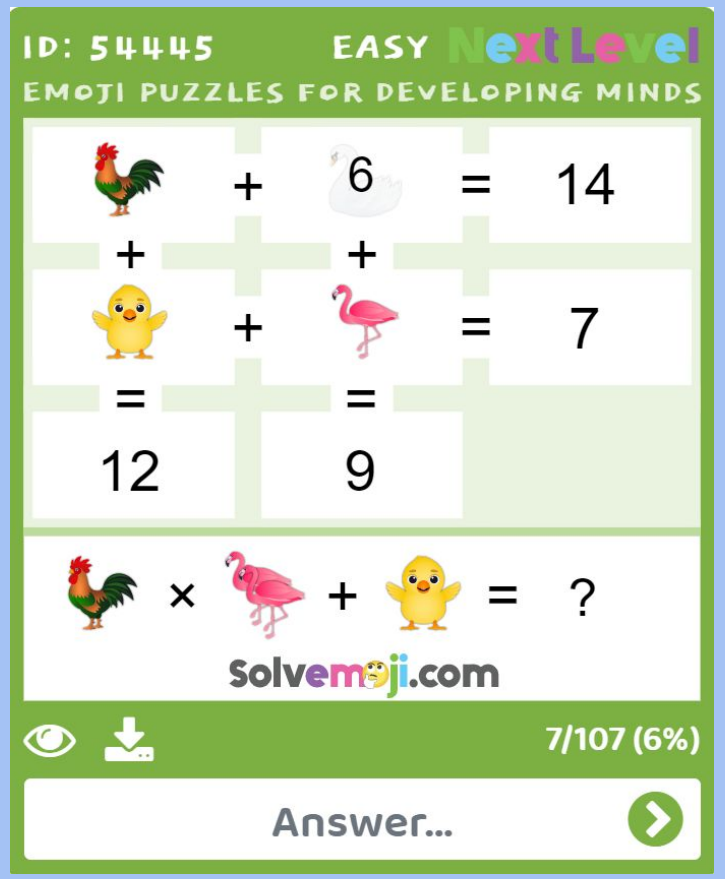
| 6 | 9 | 2 | 4 | 8 |
|---|---|---|---|---|

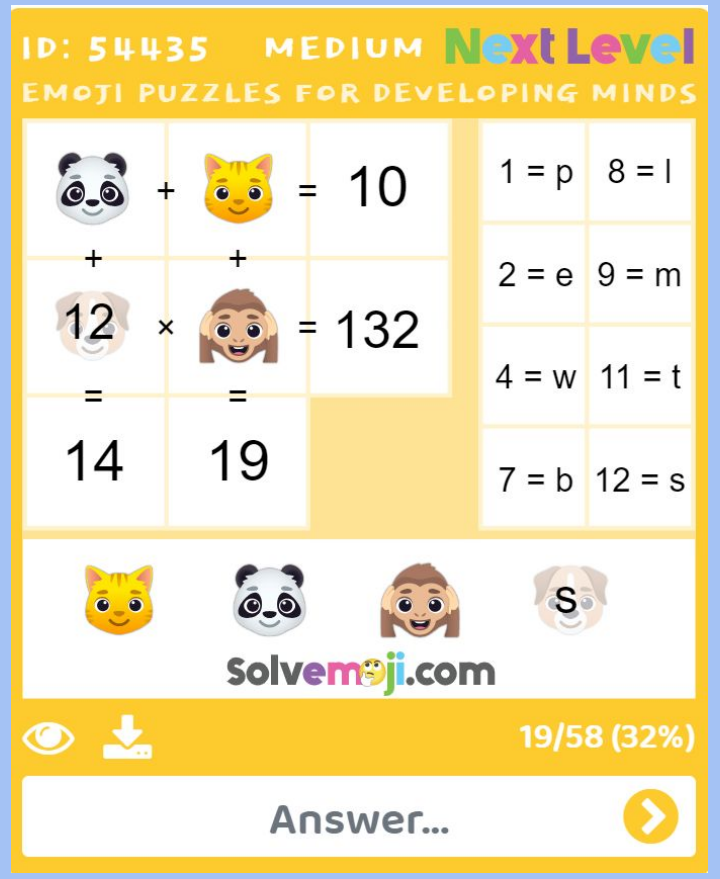
| | |
|---|---|
| **a.** the smallest odd number: _____ | **b.** the smallest even number: _____ |
| **c.** a number that has a larger digit in the tens place than the thousands: _____ | **d.** a number that has a larger digit in the hundreds place than the tens: _____ |
| **e.** a number where the ones digit is 2 more than the thousands digit: _____ | **f.** a number where the hundreds digit is 5 more than the tens digit: _____ |
| **g.** the number closest to 70 000: _____ | **h.** the number closest to 35 000: _____ |

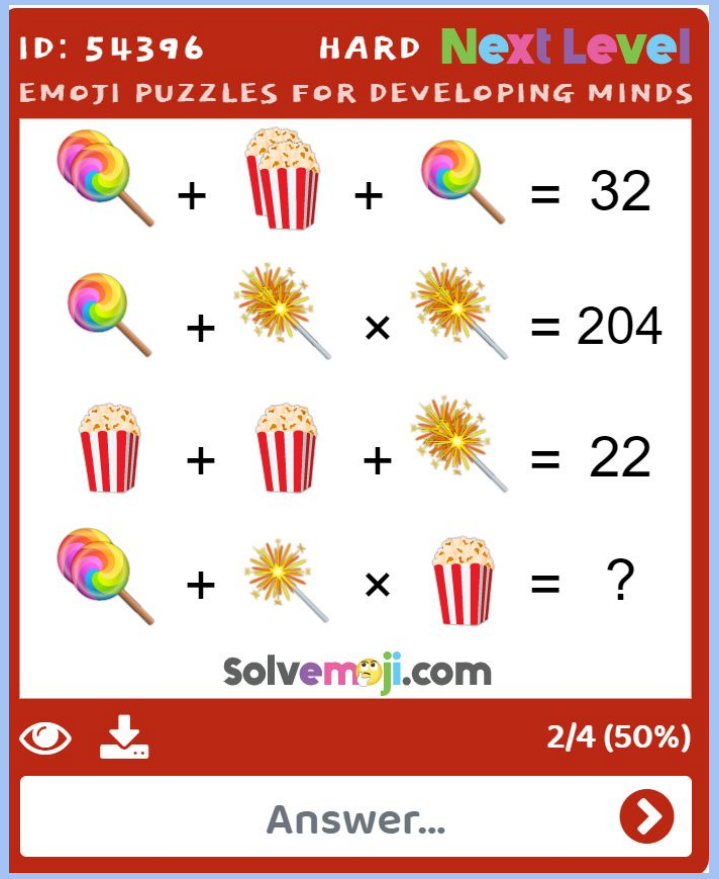
# Thursday

# Ignition Activity - choose your level

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



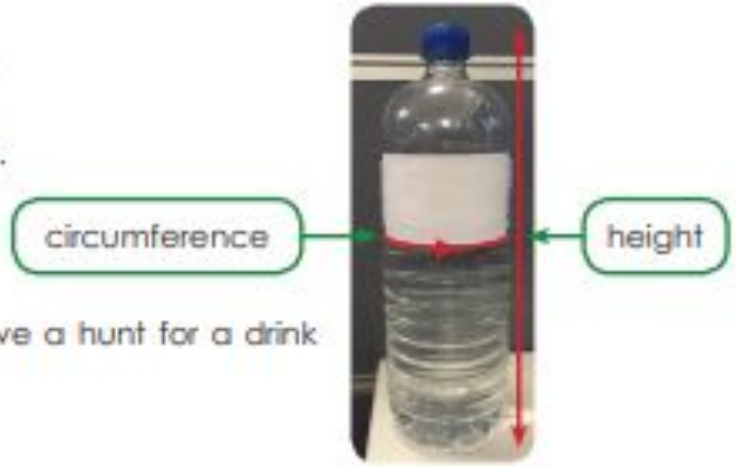
# Activity 1

In this lesson you will be learning to solve problems using length and measuring length to the nearest centimetre.

## Have A Go!

Look at the water bottle. Two lengths are marked with arrows.

- The height from the base to the top of the bottle.
- The **circumference**, which is the distance around the bottle.




In this lesson, you will need a cylinder. You may want to have a hunt for a drink bottle, tin can, jar or aerosol can.

Which length would be longer? How could you find out?

**1.** For this activity you will need a cylinder. You could use a drink bottle, can or even a tennis ball canister.

**a.** Draw your chosen cylinder in this box. →

**b.** Estimate the height and write your estimate in centimetres.

**c.** Estimate the length around the outside of the bottle in centimetres.

**d.** Now measure the height and label this on the diagram.

**e.** Decide what materials you could use to measure the circumference and the distance around the outside of the bottle.

The circumference is:

I worked this out by: _____

_____

# Activity 2

## 2. Rolling along a metre

We are now going to explore another way in which we can measure and calculate length. Follow the steps below. You will need a flat clear surface either a large table or the floor.

**Step 1:** Use a tape measure or a 30 cm ruler to mark the length of 1 metre on the ground using chalk. If you do not want to mark using chalk, you could use a piece of string or ribbon.

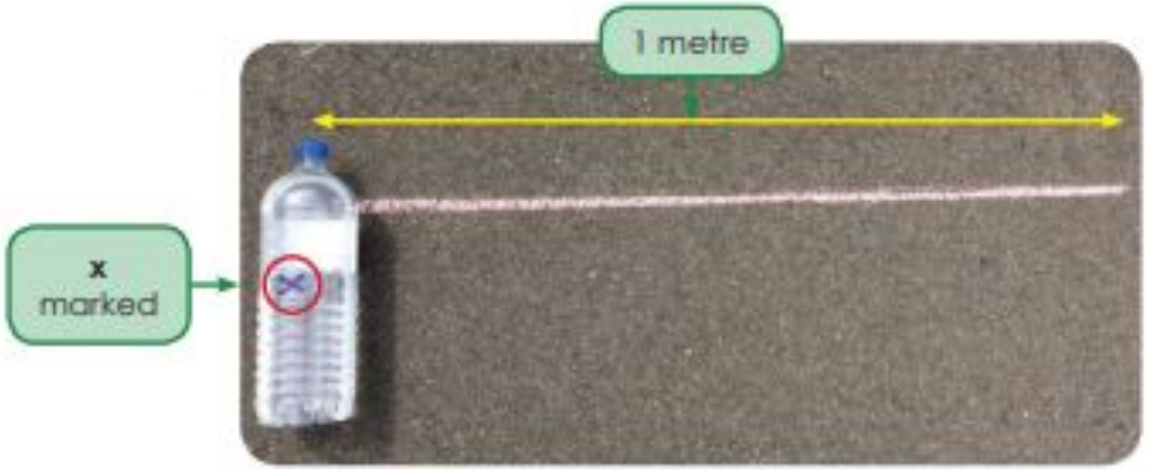
**Step 2:** Draw an **x** on one side of the bottle.

**Step 3:** Place the middle of the bottle in line with the end of the metre line.

**Step 4:** Predict how many times the bottle will roll along the metre length.

**Step 5:** Slowly roll the bottle and record how many times you see the marked cross appear on top. Stop when the bottle has rolled to the end of the one metre.

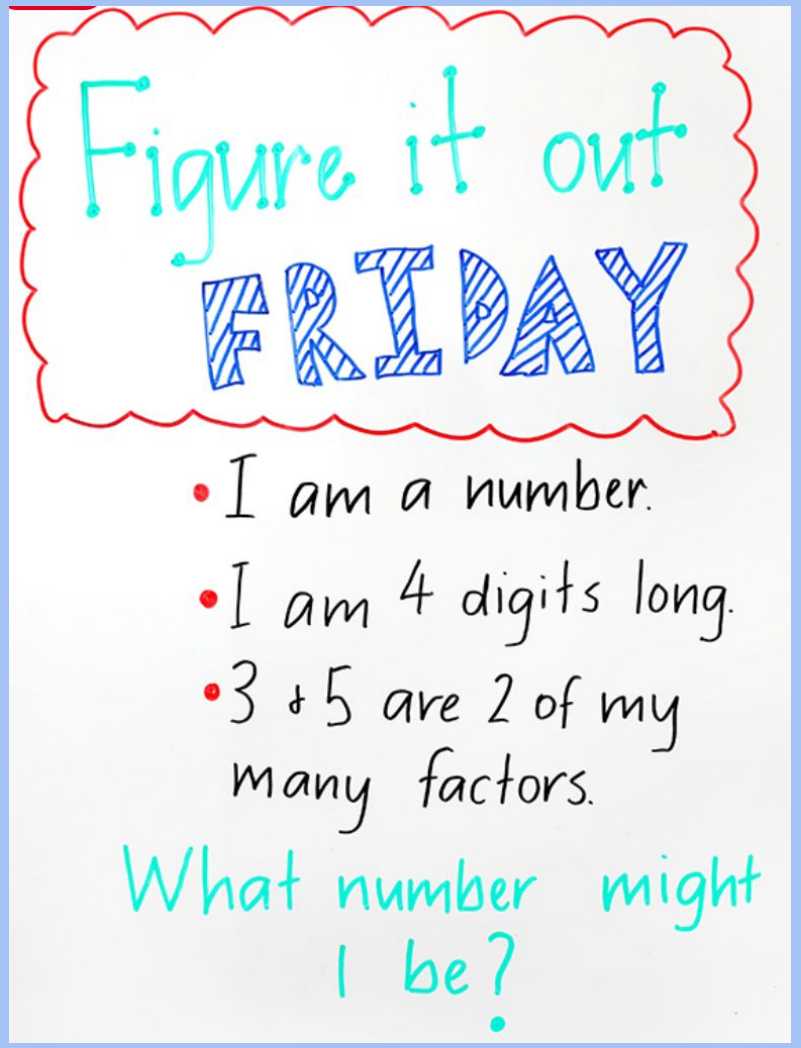
The photograph below shows what this looks like.




Trundle wheels work in a similar way to the rolling bottle except that each revolution of the wheel is equal to a 1-metre distance.

# Friday

# Ignition Activity



# Activity 1

5.


The place value of the **digit 6** in the circled number on the distance sign is **6 hundreds** or **6**.

Correct answer:

6.

The place value of the **digit 0** in the number on the sign showing the altitude of a town is **0** or **0 ones**.

Correct answer:

**7.** Harry's family go to an electronics shop to buy a new smart television. They find one they like and it costs $3795.

**a.** What is the place value of the **digit 3** in the price of the television?

**b.** What is the place value of the **digit 9**?


**8.** A week later the same television is on sale. It now costs $3075.

How much has the television been discounted by?

Write your answer and your answer in place value:

**Answer =**

**Place value =**

# Activity 2

**1.** Use the clues in the boxes below to work out the mystery number.

**a.**

1 is in the ones place.

2 is in the thousands place.

5 is in the ten thousands place.

7 is in the tens place.

9 is in the hundreds place.

The mystery number is _____ .

**b.**

3 is in the hundreds place.

4 is in the thousands place.

6 is in the ten thousands place.

8 is in the ones place.

There are no tens in this number.

The mystery number is _____ .

**2.** Now write your own clues for 5-digit mystery numbers and ask your supervisor to work out the number.

**a.**

The mystery number is _____ .

**b.**

The mystery number is _____ .

**Extra Challenge:**

If you are after some extra place value challenges then try the puzzles below. Make sure you use the working out space provided.

**1.** Mary typed a 5-digit number on her iPad. She gave 3 clues to her class to work out the mystery number.

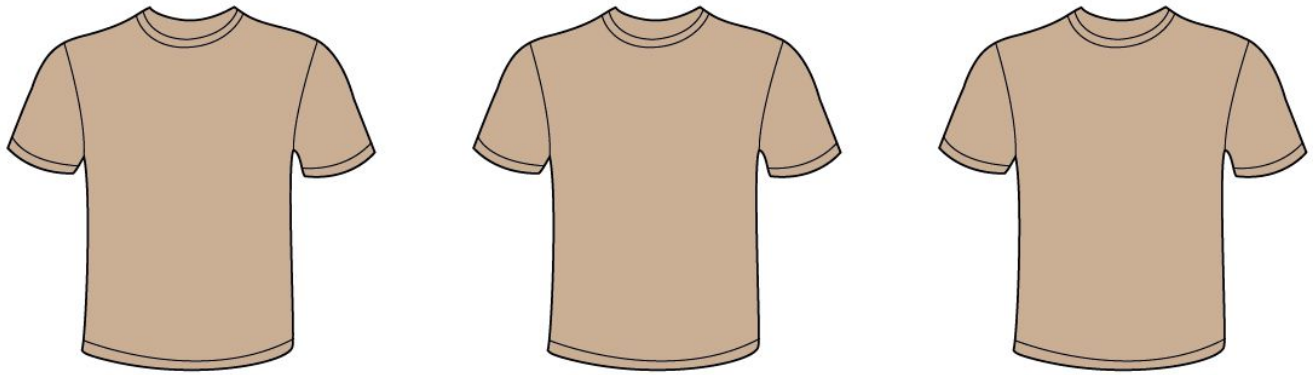
- the digit with the ten thousands place, the digit in the hundreds place and the digit in the ones place, all have the same number.
- the digit in the tens place is one less than the digit in the thousands place.
- the digit in the hundreds place is 6 more than the digit in the tens place.

What is Mary's number? Is there more than one possibility?

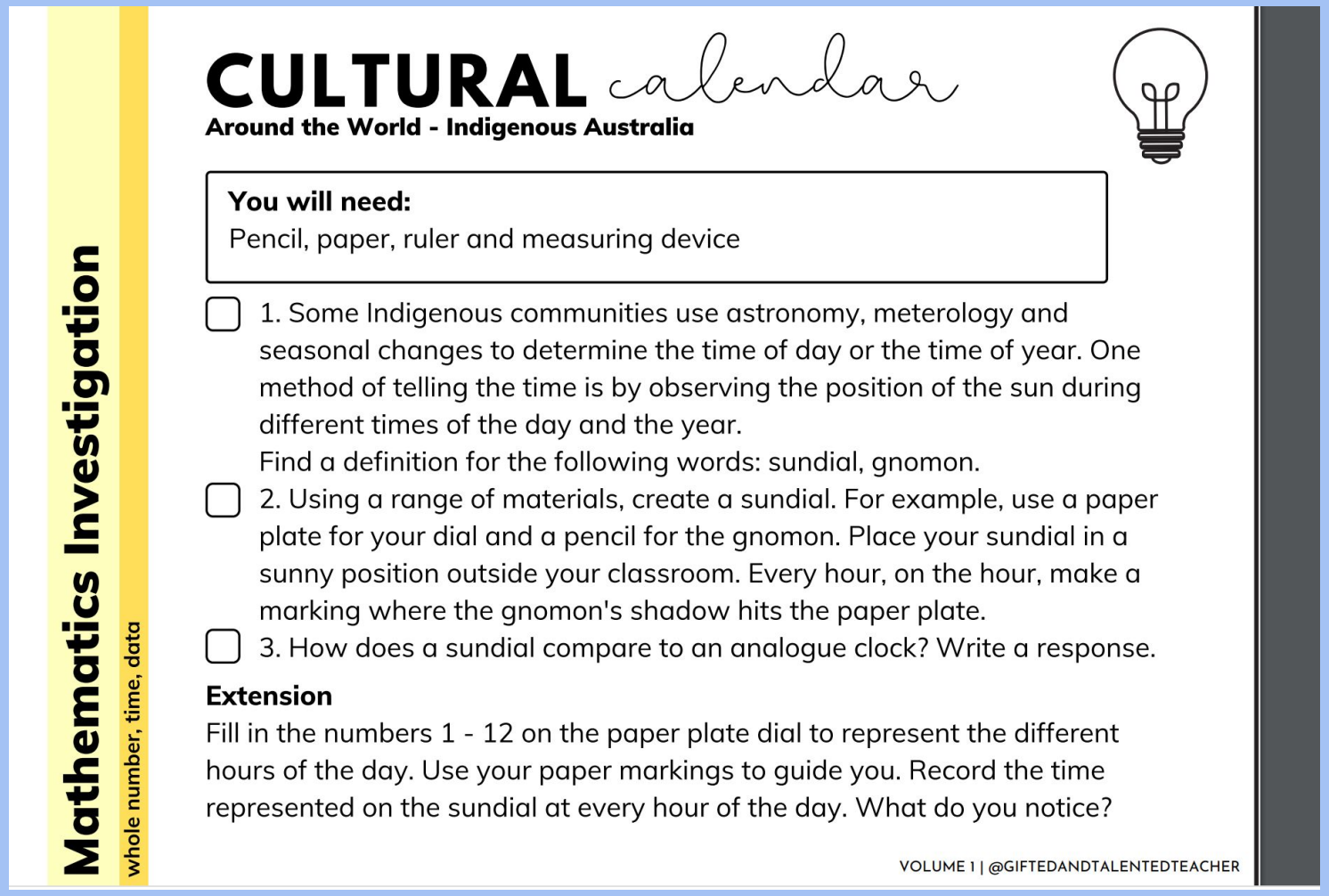
**2.** The Manager of a football team sees 3 of his players standing next to each other. He notices that the digits on their jerseys, left to right, form a 5-digit number. He also notices that the middle jersey has an odd number that is a factor of the sum of the other jersey numbers when added together. There is a zero on the far left jersey.

Helpful hint: There are 11 players on a soccer team. All the jerseys on the team are numbered 1 to 11. The middle jersey is higher than 5.

What possible numbers could be on the 3 players' football jerseys based on the information given above?



# Optional Weekly Challenge



Mathematics Investigation

whole number, time, data

## CULTURAL calendar

**Around the World - Indigenous Australia**

**You will need:**
Pencil, paper, ruler and measuring device

- [ ] 1. Some Indigenous communities use astronomy, meterology and seasonal changes to determine the time of day or the time of year. One method of telling the time is by observing the position of the sun during different times of the day and the year.
  Find a definition for the following words: sundial, gnomon.
- [ ] 2. Using a range of materials, create a sundial. For example, use a paper plate for your dial and a pencil for the gnomon. Place your sundial in a sunny position outside your classroom. Every hour, on the hour, make a marking where the gnomon's shadow hits the paper plate.
- [ ] 3. How does a sundial compare to an analogue clock? Write a response.

**Extension**

Fill in the numbers 1 - 12 on the paper plate dial to represent the different hours of the day. Use your paper markings to guide you. Record the time represented on the sundial at every hour of the day. What do you notice?

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## Want more Maths?

You can also go onto Mangahigh or Studyladder

Ask your teacher if you need your login details.

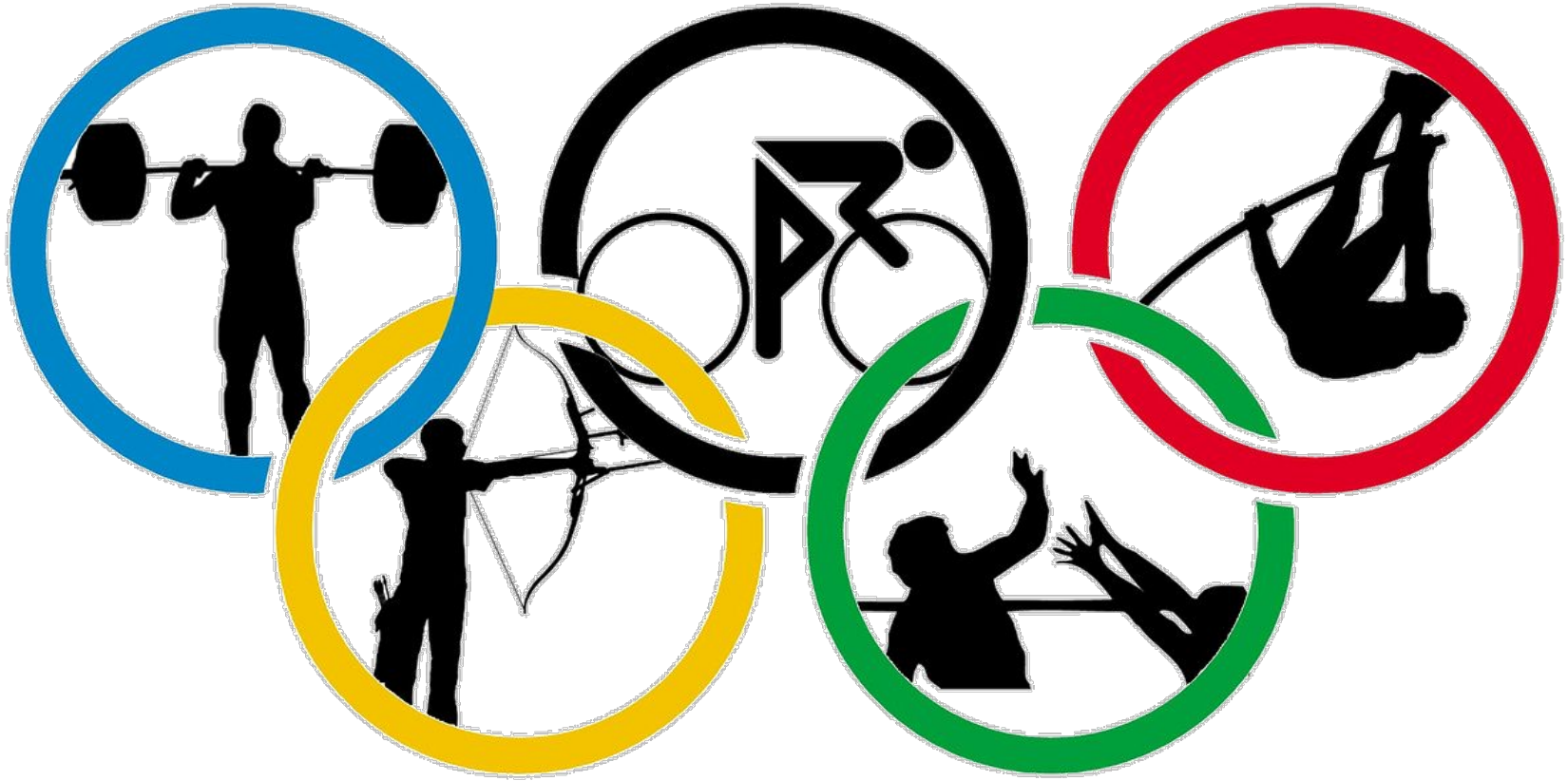
# Individual Olympic Games 2 Week Project

# 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

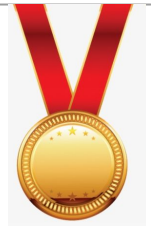
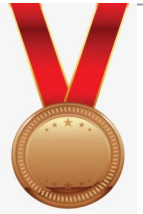
Click on the globe and search National Geographic for your country's fascinating facts

**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

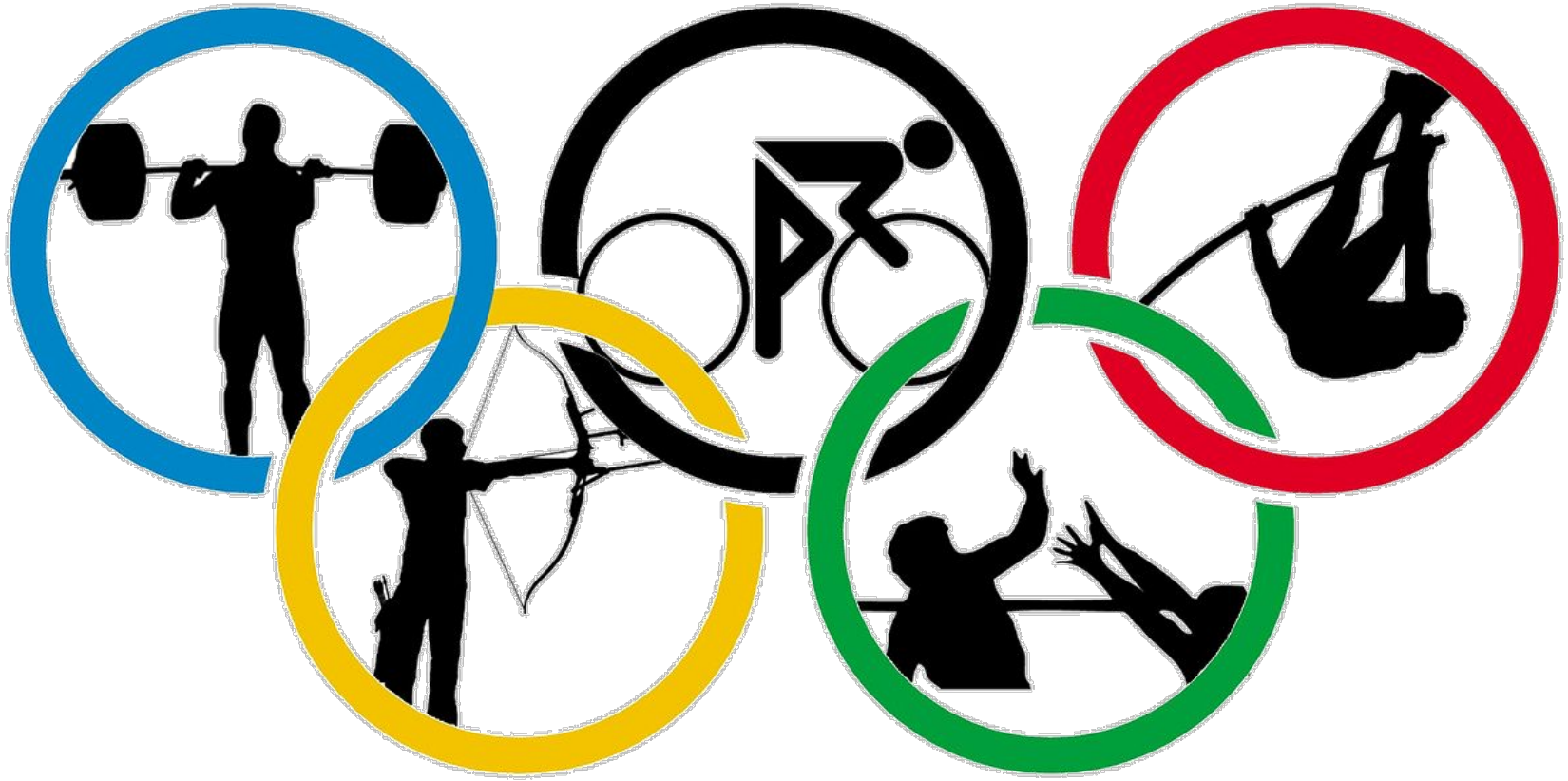

Select an athlete from your allocated country in a sport of your choice.

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

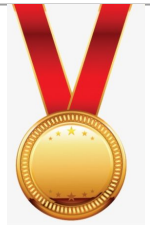
# What are your athletes greatest achievements?

# 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

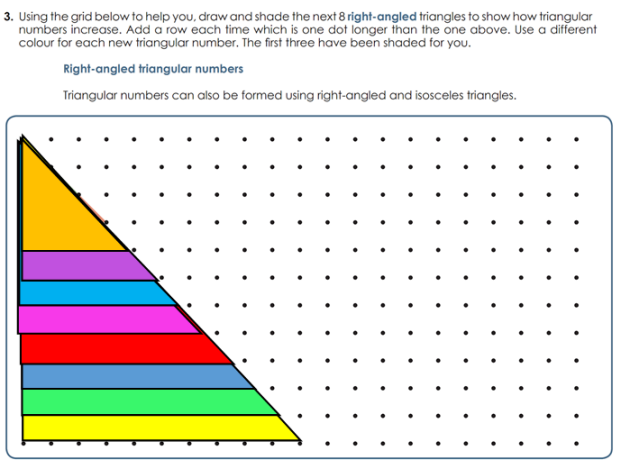
# In five words, describe your athlete.

# 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 3

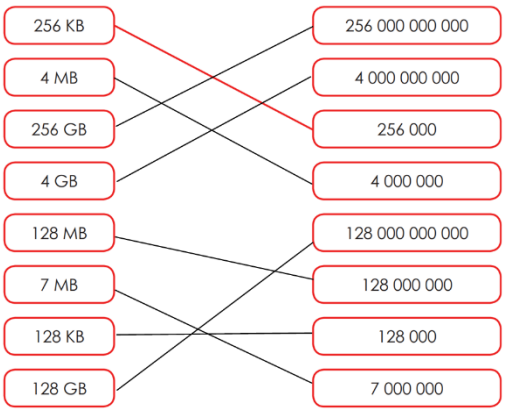
<table>
<tr><td>Monday</td><td>Answers</td></tr>
<tr><td>Activity 1</td><td>Working out may vary (You must have $ and km after your answers)<br>a) 15 000 + 12 000 + 1190= $28 190<br>b) 12 000 + 11 000 + 43= 23 043km</td></tr>
<tr><td>Activity 2</td><td>
<table>
<tr><td>Triangular number</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr>
<tr><td># of counters</td><td>1</td><td>3</td><td>6</td><td>10</td><td>15</td><td>21</td><td>28</td><td>37</td></tr>
</table>

3. Using the grid below to help you, draw and shade the next 8 right-angled triangles to show how triangular numbers increase. Add a row each time which is one dot longer than the one above. Use a different colour for each new triangular number. The first three have been shaded for you.<br>Right-angled triangular numbers<br>Triangular numbers can also be formed using right-angled and isosceles triangles.
</td></tr>
</table>

| Tuesday | Answers |
|---|---|
| Activity 1 | |
| Activity 2 | |

| Wednesday | Answers |
|---|---|

## Activity 1

**2.** Match the abbreviations with their values. The first one has been done for you.




## Activity 2

**5. a.** Colour all the triangular numbers that you know in the times table grid below.

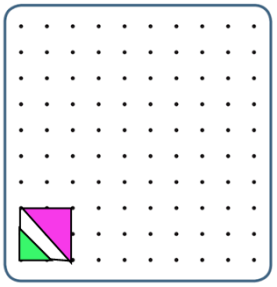
| X | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

b. 21

1. Written answers will vary

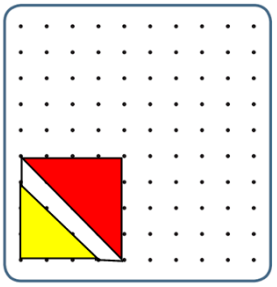
2. Answers will vary- Consecutive triangular numbers could be 3 and 6, 10 and 15, 21 and 28 etc  Here is an example.

b.



3 + 6= 9  (3 Squared)

c.



10 + 15 = 25  (5 Squared)

| Thursday | Answers |
|---|---|
| Activity 1 | |
| Activity 2 | |

| Friday | Answers |
| --- | --- |
| Activity 1 | |
| Activity 2 | |