Erina Heights Public School
Learning from Home - Stage 3

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	5B Zoom Link	5/6R Zoom Link	6S 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				

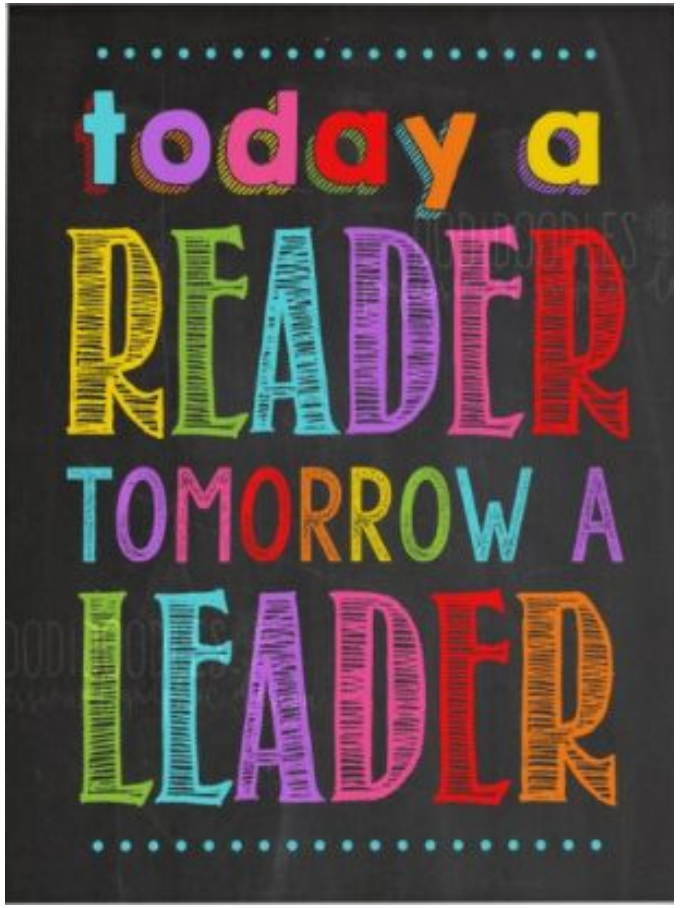
Literacy Activities

Stage 3 – 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.

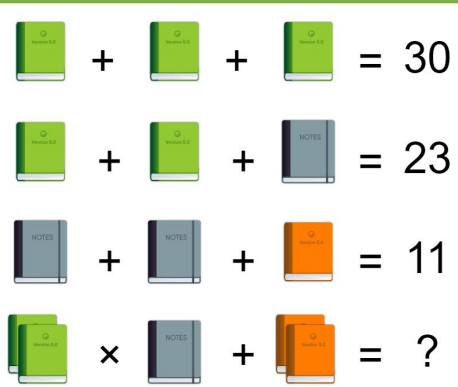
If you would like to try a different tutorial, you can find more here

Monday's Ignition Activity

PUZZLE ID: 54458

ID: 54458 EASY Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS



Solvemoji.com

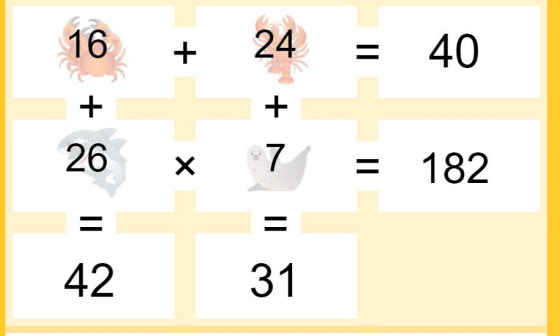
11/58 (18%)

Revealed

SOLUTION ID: 54460

ID: 54460 MEDIUM Next Level

EMOJI PUZZLES FOR DEVELOPING MINDS



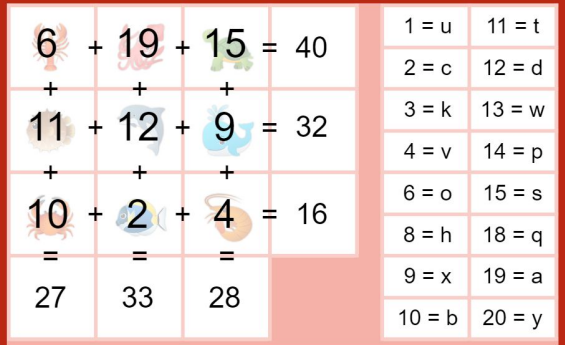
Solvemoji.com

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

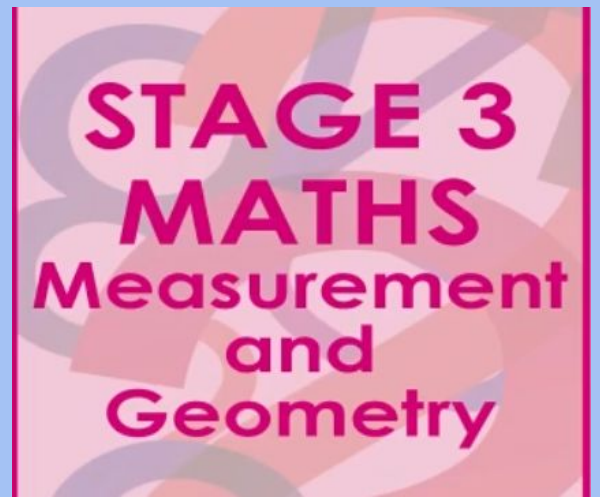
Maths Instructions:

1. Watch the instructional videos before beginning the tasks. You may need to watch these more than once.

1. 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

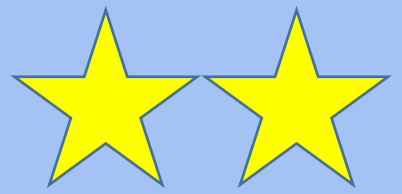


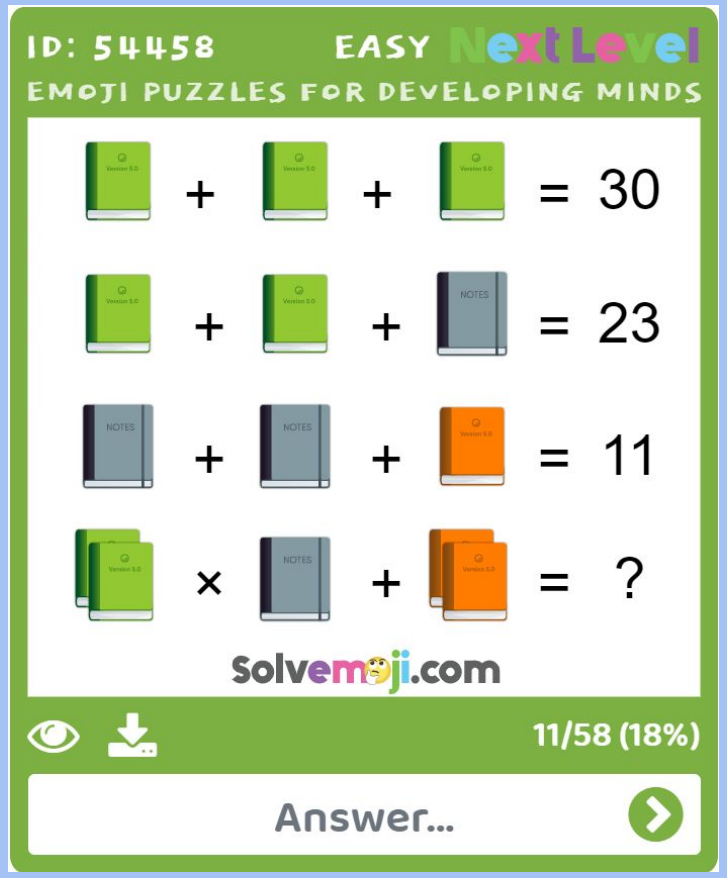
Whole Number

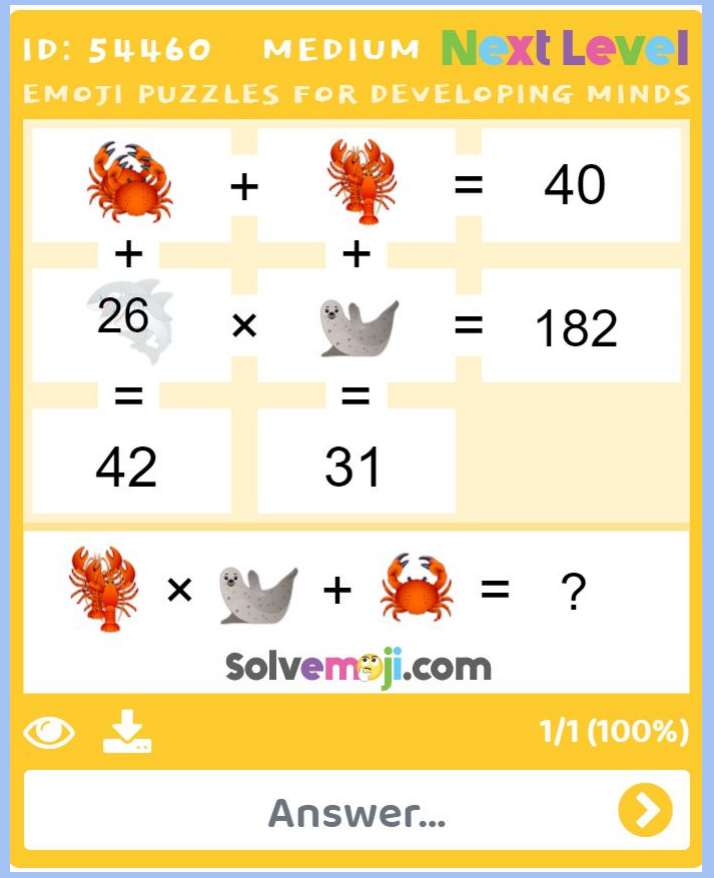
Monday

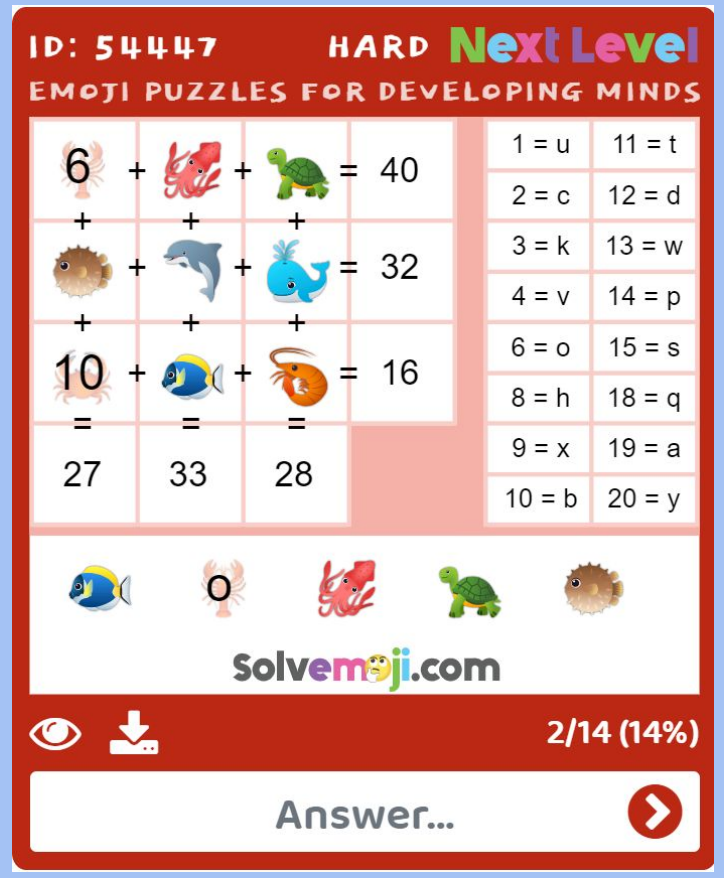
Ignition Activity - choose your level

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









Activity 1

In the previous lesson, we looked at how to partition numbers in non-standard form to help with mental calculations.

Let's look at how we can use this to help solve real-life number problems. Read the example below.

Mr Simms built a granny flat, including a kitchen and bathroom, at the back of his house for $63 300.

He also renovated his house for $61 650 and landscaping cost $2000.

How much did the building, renovating and landscaping project cost Mr Simms?

To solve this problem, non-standard partitioning can be used when adding the costs.

63 300 + 61 650 + 2000

3300 1650

= 60 000 + 60 000 + 6 950

= 120 000 + 6 950

= 126 950

This project will cost Mr Simms **$126 950**.

Activity 1

Solve the following word problems using non-standard partitioning. Use the space provided to show your working.

a. The Thruxton Lions softball team is travelling to the national championships in Western Australia. Airfares cost $15 960 for the whole team and support staff. Accommodation for 10 days, van hire, and other expenses will cost another $12 230. How much will the trip cost?	
b. Lily is going travelling, starting from Sydney, stopping at Dubai and then going to New York. It is 12 042 km from Sydney to Dubai and 11 001 km from Dubai to New York. How many kilometres will Lily travel altogether?	

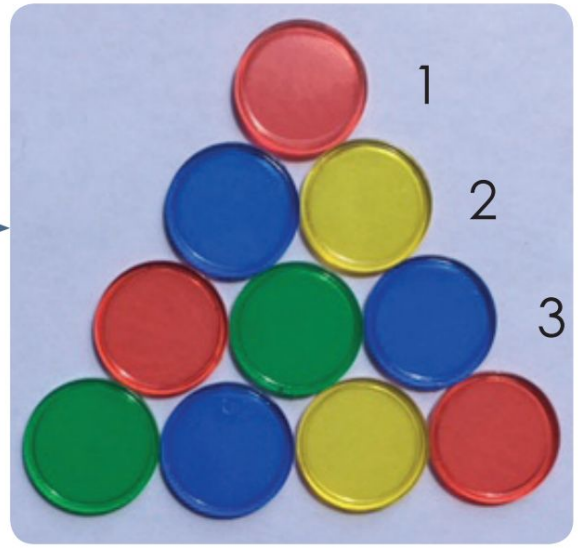
Activity 2

Exploring Triangular Numbers

Look at this example of a triangular number. This equilateral triangle is made up of **10** counters.

Each row contains one more counter than the previous row.

Triangular number: **10**



1. Using the counters in your maths kit, make the first 6 triangular numbers like the image above.

Complete the table below as you go!

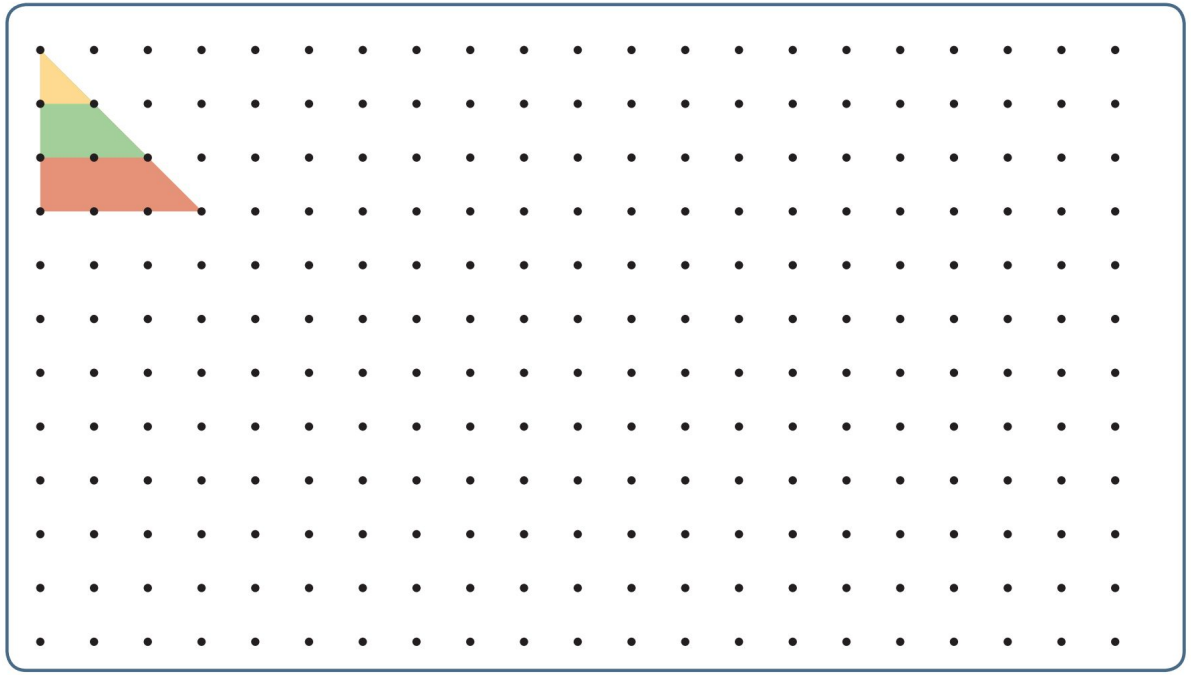
Triangular number	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Number of counters	1	3	6					

Activity 2

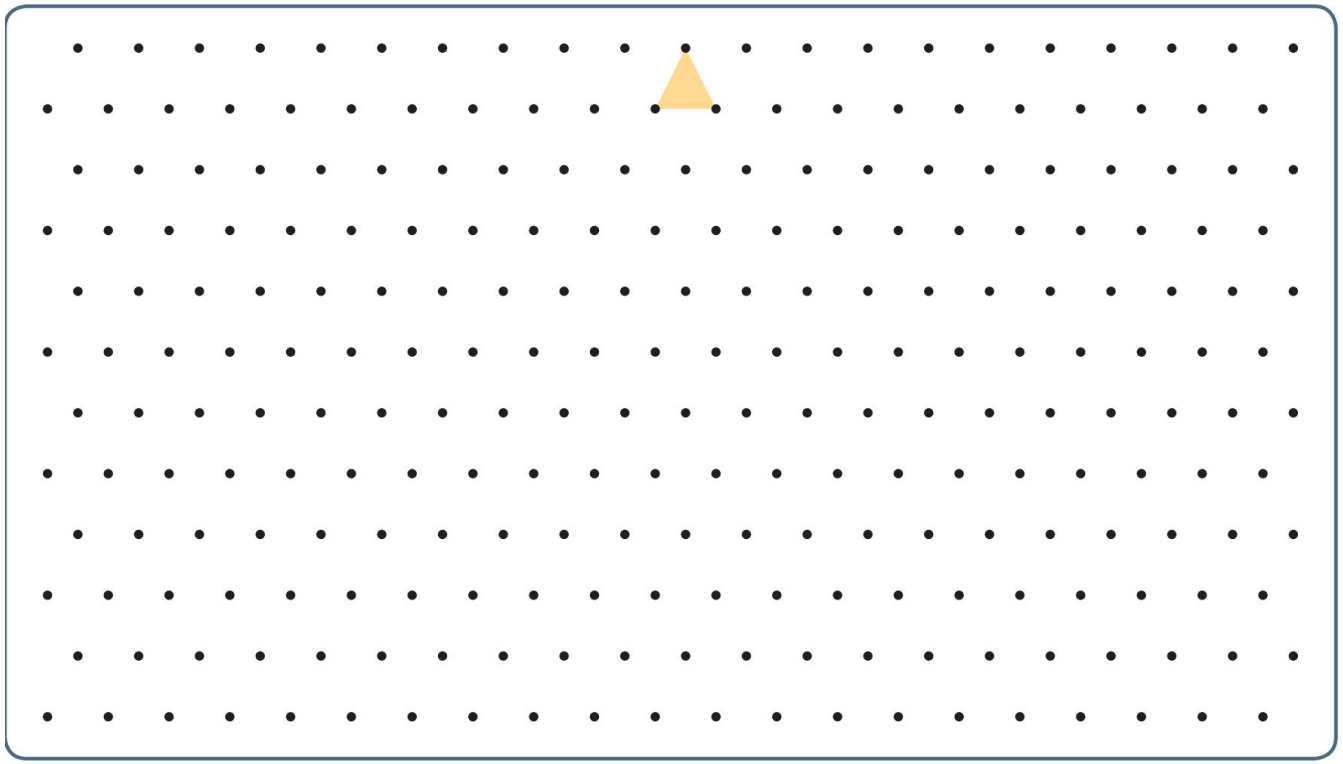
3. Using the grid below to help you, draw and shade the next 8 **right-angled** triangles to show how triangular numbers increase. Add a row each time which is one dot longer than the one above. Use a different colour for each new triangular number. The first three have been shaded for you.

Right-angled triangular numbers

Triangular numbers can also be formed using right-angled and isosceles triangles.



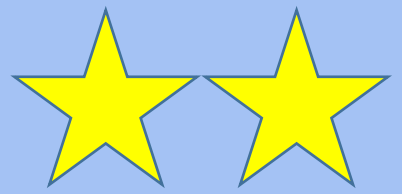
4. Draw the next 8 **equilateral** triangular numbers on the isometric paper below. Shade each triangle with a different colour. The first triangle has been shaded for you.

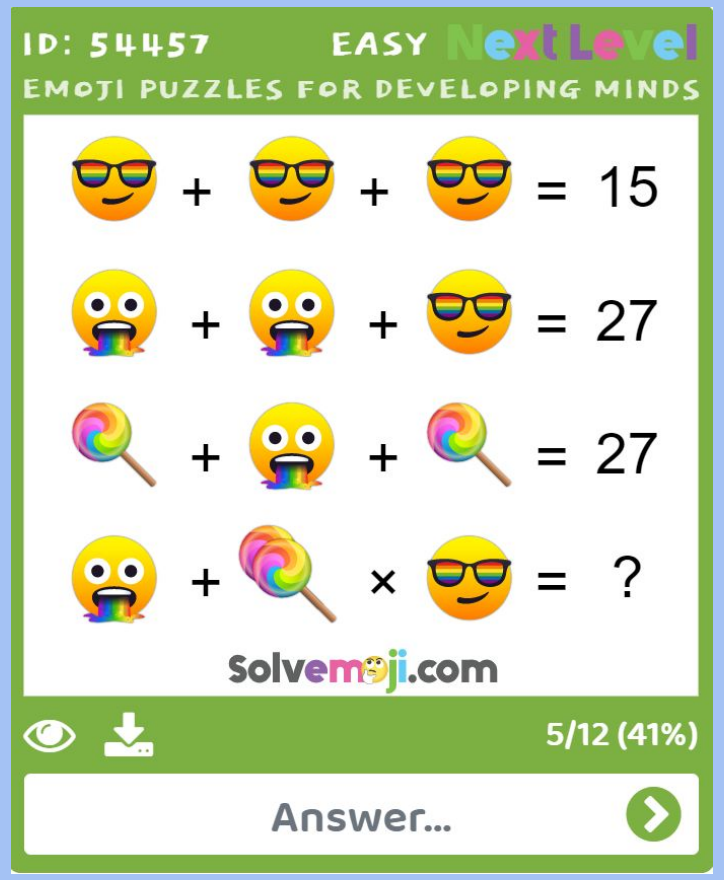


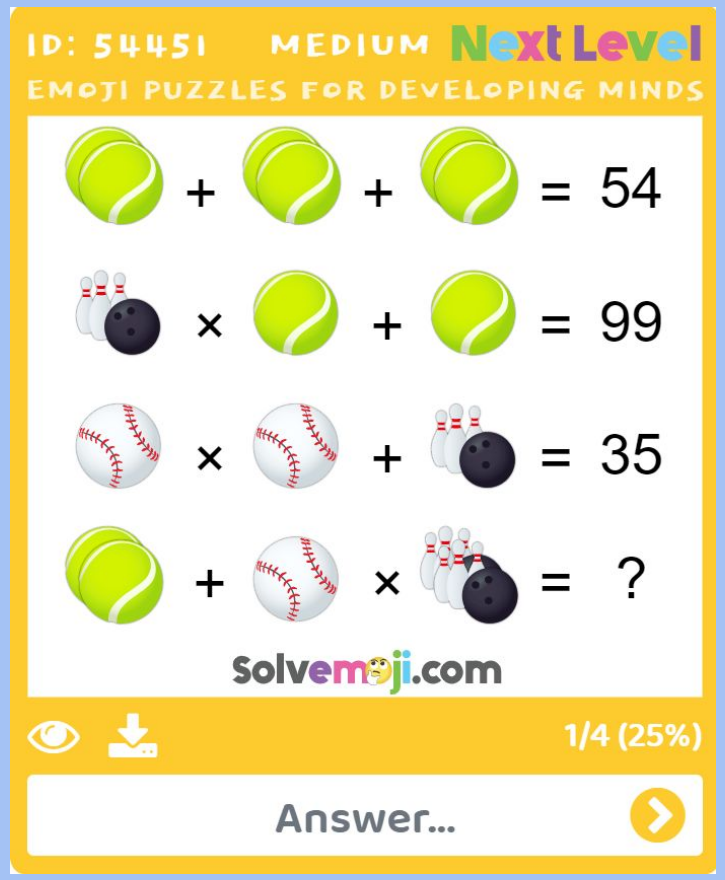
Tuesday

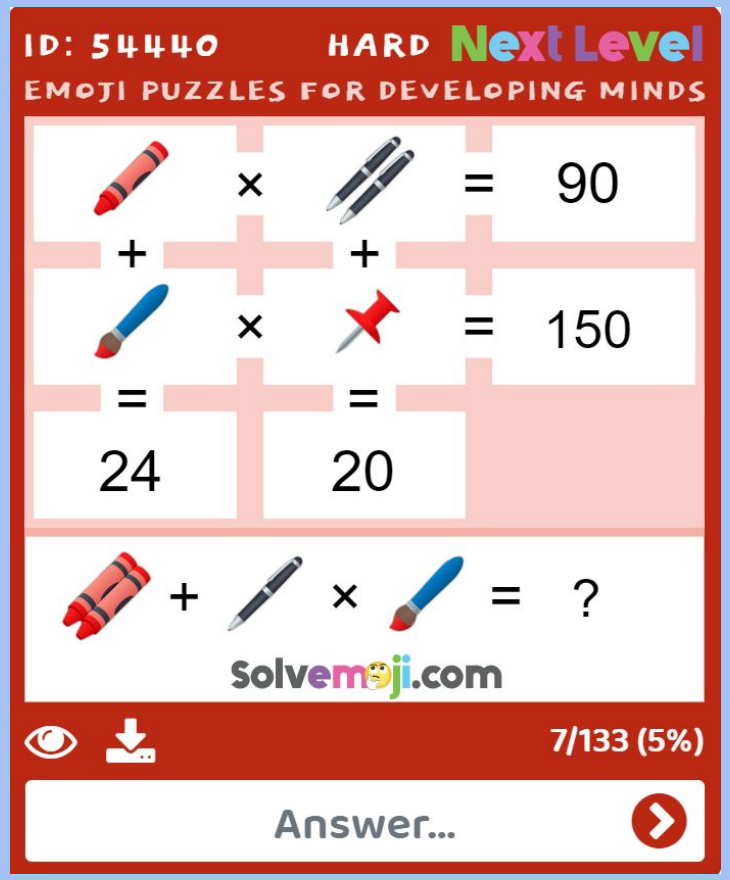
Ignition Activity - choose your level

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









Activity 1

1. Complete the sentences by adding in an abbreviation for a unit of measurement in the box. Think carefully about the size of the item or the distance of a race to work out the correct unit of measurement.

km **m** **cm** **mm**

a. The City to Surf race is held every year in Sydney and covers a distance of 14 _____ .

b. Spikes on sprinter's shoes for track events should be no more than 7 _____ .

c. The longest discus throw is 74.08 _____ .

d. The cycling race, which is about 3500 _____ and lasts for 23 days, is known as the Tour de France.

e. A table that is 2.84 _____ by 1.42 _____ is used for billiards.

f. A table tennis net is 15.25 _____ high.

g. The highest diving board is 10 _____ .

h. Participants swim 19.7 _____ in the Rottnest Channel Swim from Cottesloe Beach to Rottnest Island off the coast of Perth.

Activity 1

Triathlon

A triathlon is an event made up of 3 different activities - cycling, swimming and running.

Each stage of a triathlon is different in length.

swim	1.5 km
bicycle	40 km
run	10 km

2. Answer the following questions based on the distances of a triathlon.

a. How many more kilometres is cycling than running in a triathlon? _____

b. How many fewer metres do you have to swim than run in a triathlon? _____

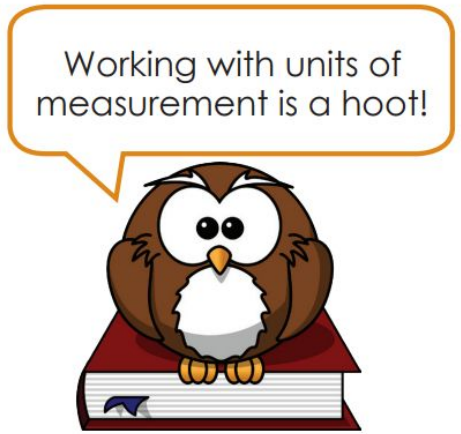
c. How many kilometres are covered altogether in a triathlon? _____

d. Stan was unable to complete the last leg of the triathlon, which was the 10 km run. He only managed to run a quarter of the way. Altogether, how many kilometres did he complete of the triathlon?

Activity 2

4. Complete the table below. The first answer has been completed for you.

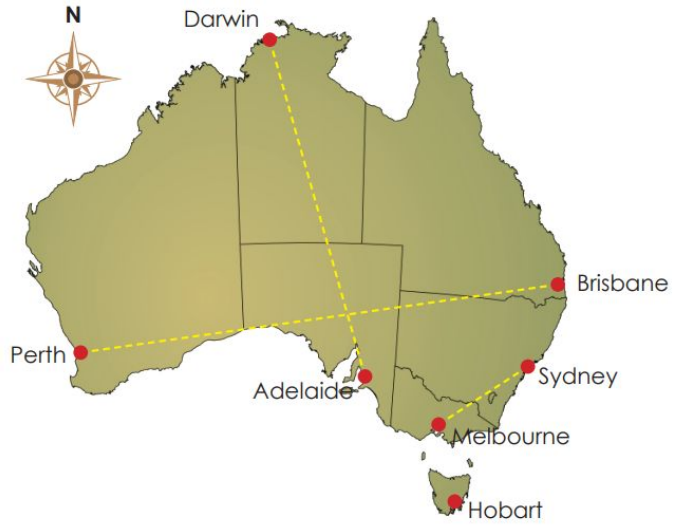
a. one centimetre and six millimetres	=	1 cm 6 mm	=	1.6 cm
b. two centimetres and eight millimetres	=		=	
c. four metres and thirty-five centimetres	=		=	
d.	=	2 m 68 cm	=	
e.	=		=	3.75 m
f. seven hundred and twenty-eight millimetres	=		=	
g.	=	390 cm	=	
h. eighty-five centimetres	=		=	0.85 m
i. five hundred and fifty centimetres	=		=	



Activity 2

5. Below are flight paths between some cities in Australia. The distances are shown in kilometres.

Flight path	Darwin to Adelaide	Perth to Brisbane	Sydney to Melbourne
Distance	2617.26 km	3605.96 km	713.33 km



Convert each distance to kilometres and metres and then metres. **Hint:** think about the place value of the digits. For example: 3427.18 km = 3427 km and 180 m, not 3427 km and 18 m.

a. Darwin to Adelaide: **2617.26 km** = _____ km and _____ m = _____ metres

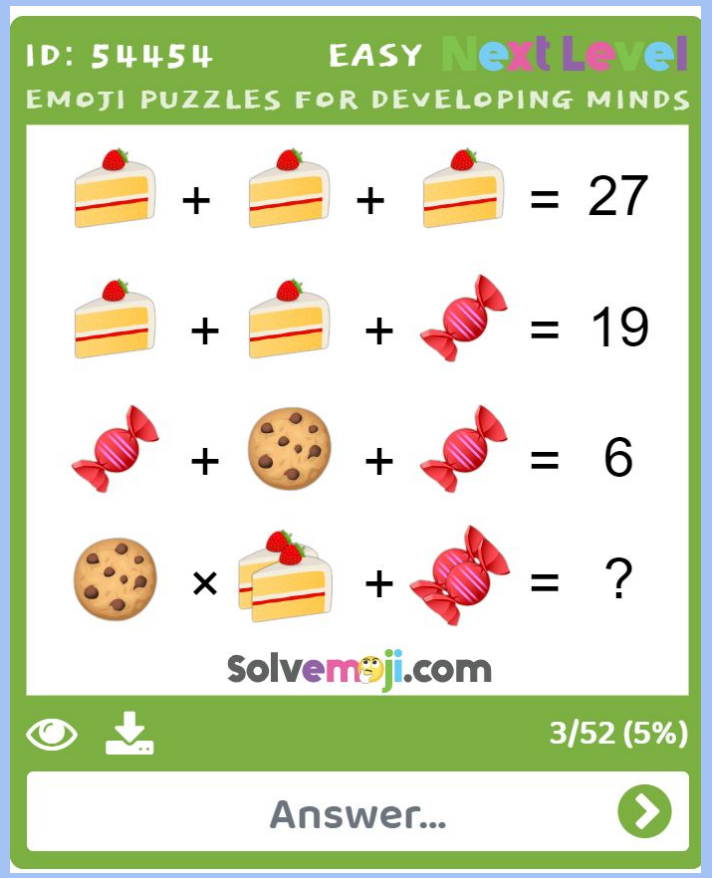
b. Perth to Brisbane: **3605.96 km** = _____ km and _____ m = _____ metres

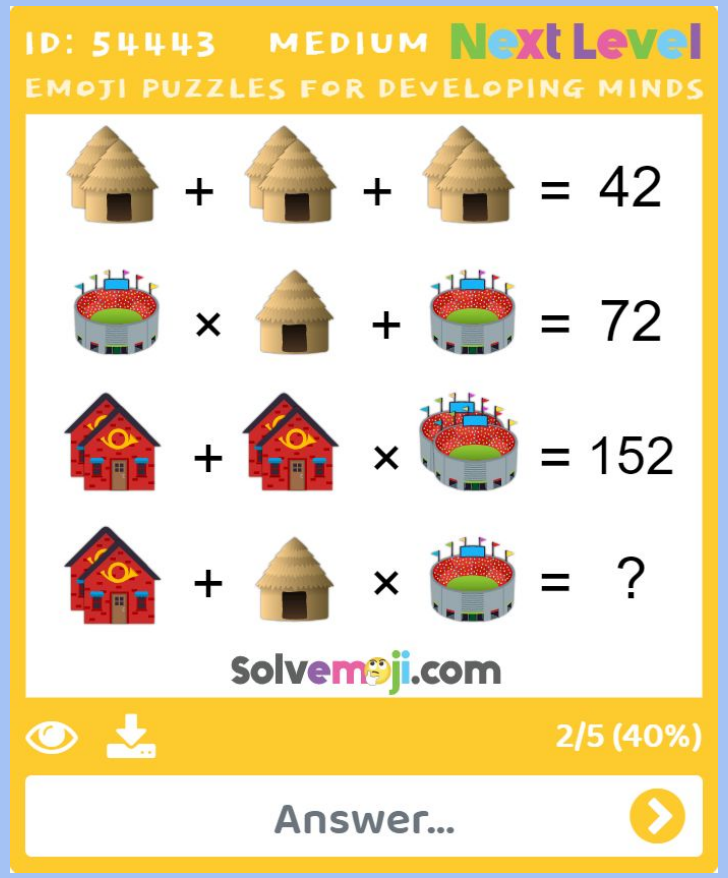
c. Sydney to Melbourne: **713.33 km** = _____ km and _____ m = _____ metres

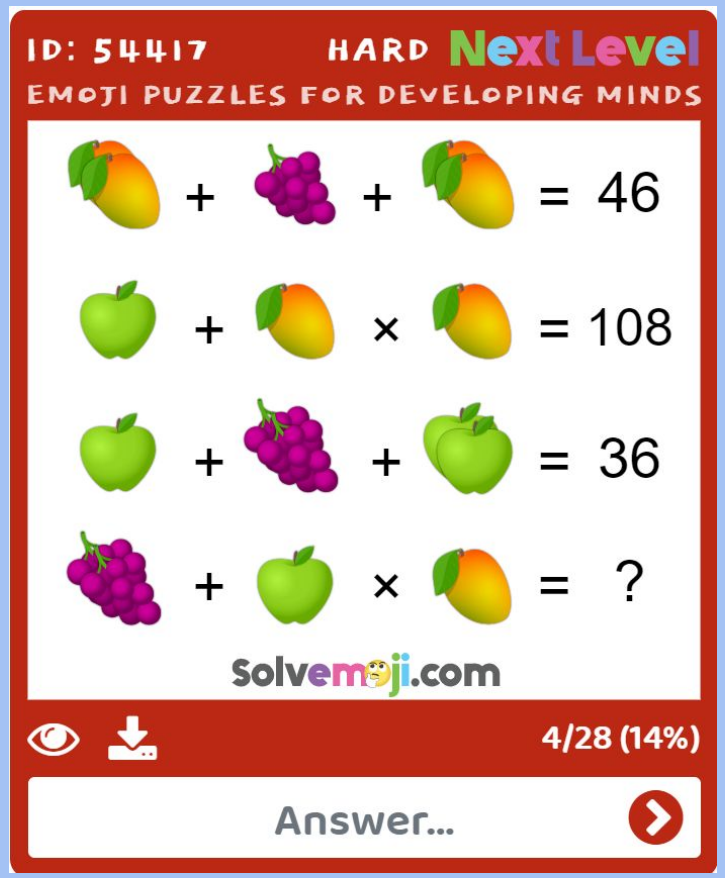
Wednesday

Ignition Activity - choose your level

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







Activity 1

Imagine you are buying a memory stick to store your digital schoolwork. Look at the memory sticks below.

The abbreviations on each memory stick will help you understand how much information they can store. These abbreviations are explained below.

Approximately :

1000 (one thousand) bytes = 1 kilobyte (KB)

1 000 000 (one million) bytes = 1 megabyte (MB)

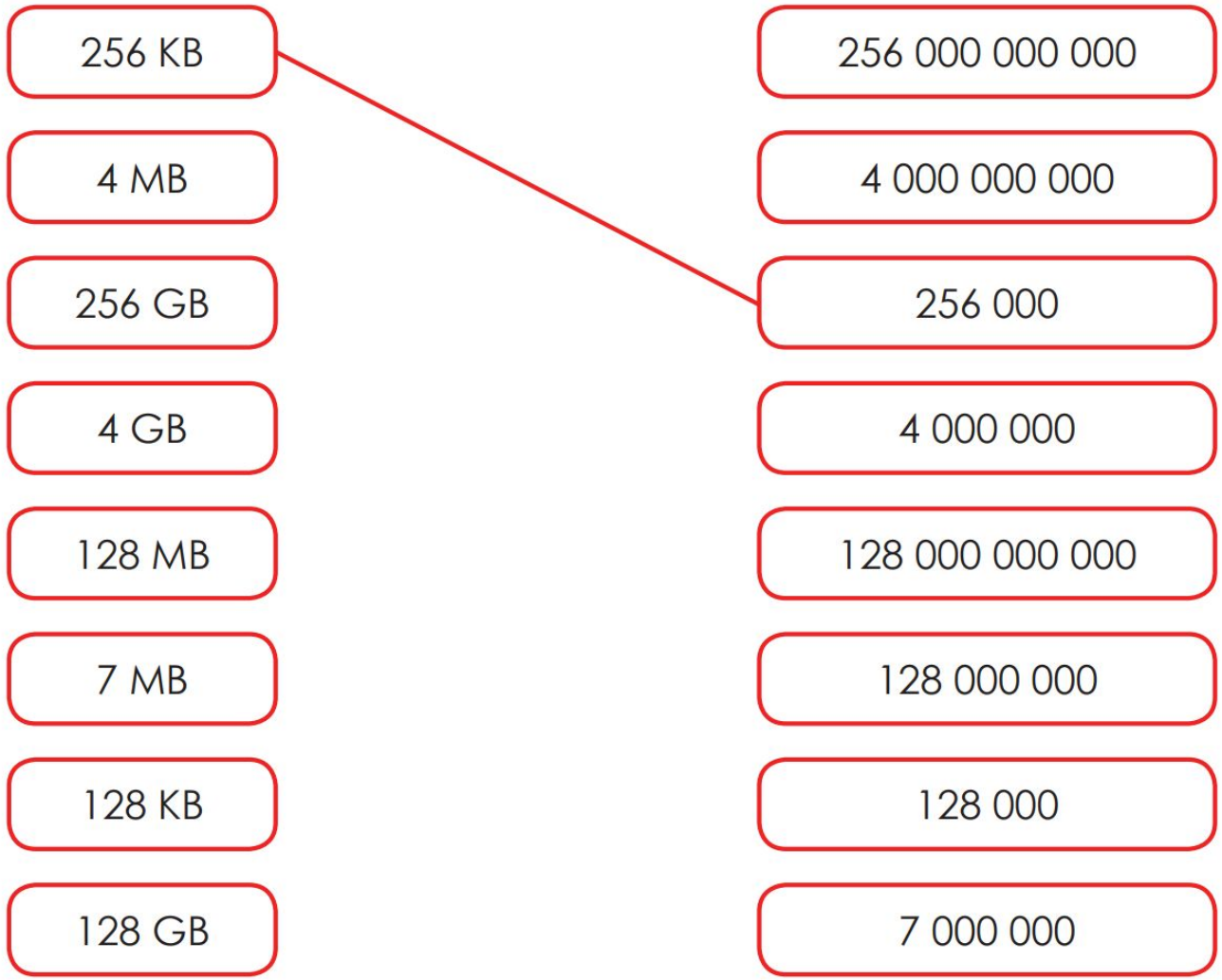
1 000 000 000 (one billion) bytes = 1 gigabyte (GB)

256 000 000 or 256 million bytes can be abbreviated to **256 MB**.

16 000 000 000 or 16 billion bytes can be abbreviated to **16 GB**.

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.

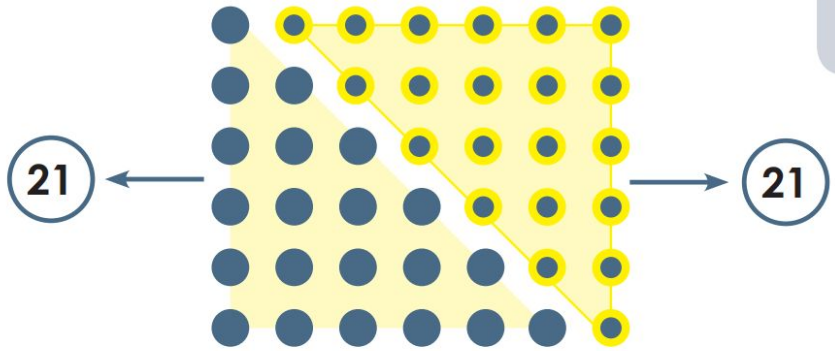
X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	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. How may triangular numbers are in the times tables grid? _____

Activity 2

Have A Go!

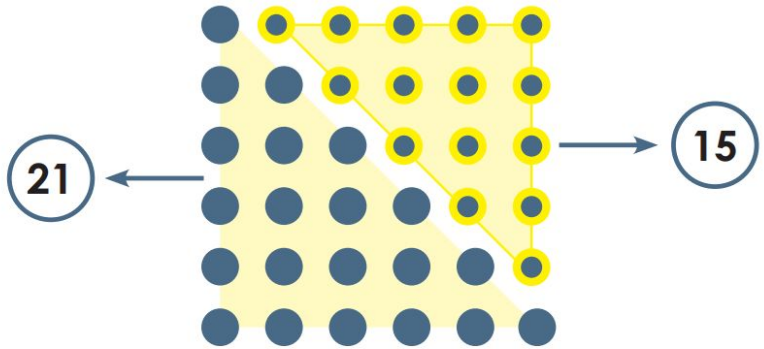
Look at the pictures below which show what happens when you add two right-angled triangular numbers together.



Same triangular numbers

21 + 21 = 42

The answer is **NOT** a square number



Consecutive triangular numbers

15 + 21 = 36

The answer is a square number

Activity 2

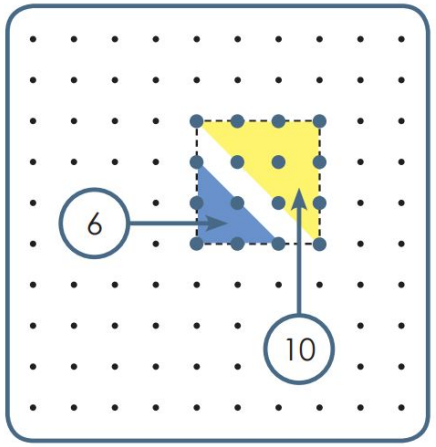
1. The diagram above shows that when you add two consecutive triangular numbers together, a square number is formed.

Think of why two identical triangular numbers added together do not make a square number? Write your ideas here.

2. Prove the statement to be true that adding two consecutive triangular numbers gives a square number.

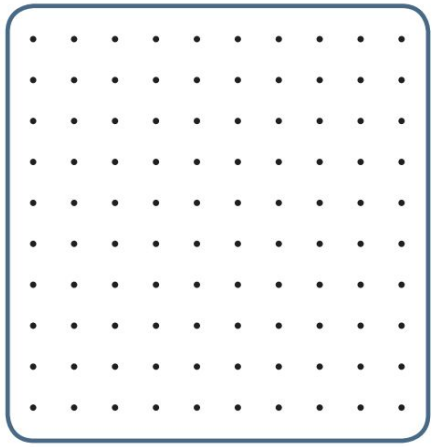
Show two examples by drawing a diagram then writing the number sentence underneath.

a.

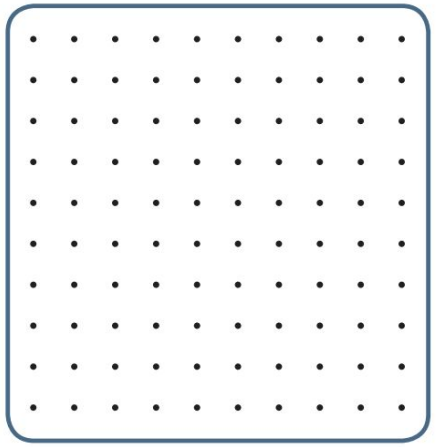


6 + 10 = 16

b.



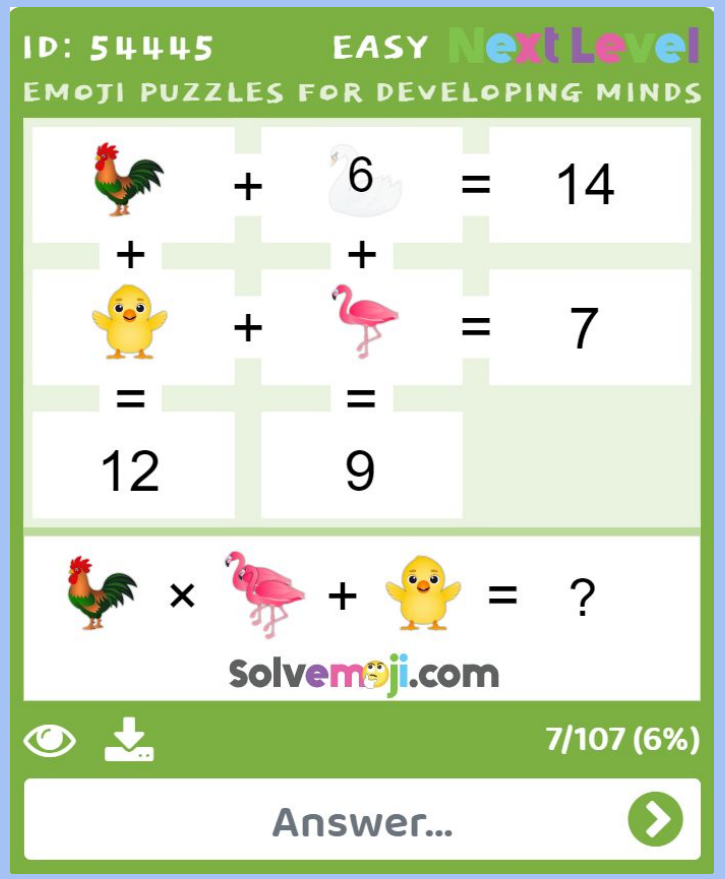
c.

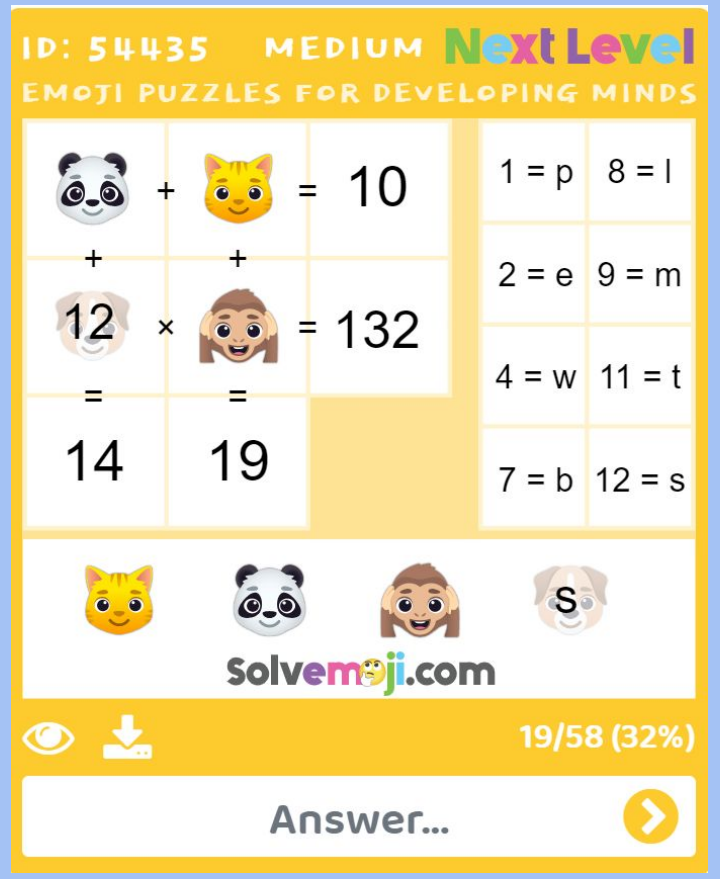


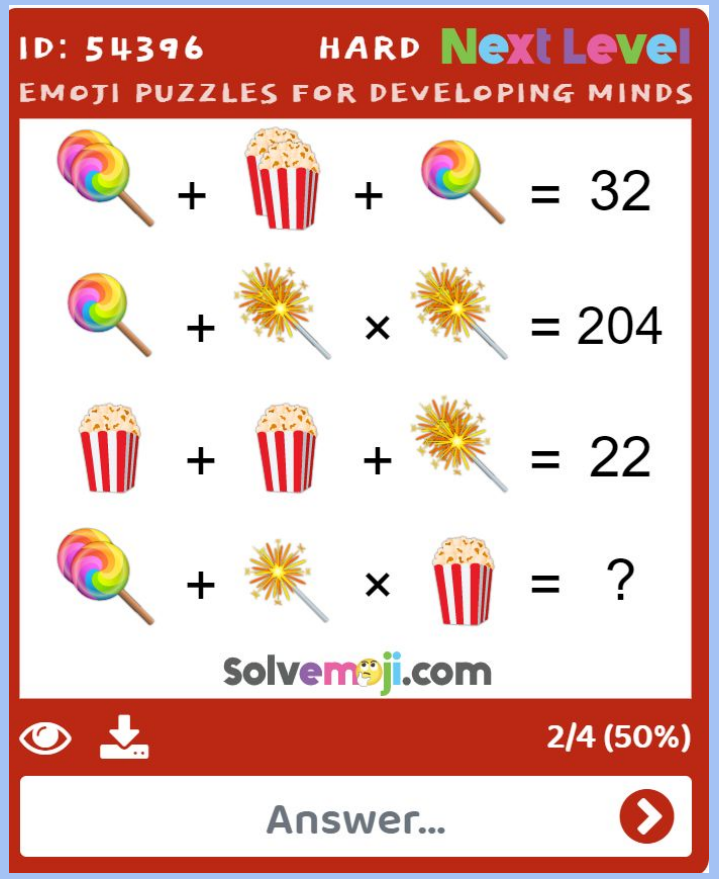
Thursday

Ignition Activity - choose your level

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







Activity 1

3. Many people are fascinated by high mountains and some join expeditions to climb them.

a. Which unit is used to measure the height of mountains? _____

Use the Internet or library books to find out the highest mountains in the world, such as the K2.

Use the table on the next page to list at least ten mountains, with the name of each, its location, its height in metres and its height in kilometres and metres. For example:

Mountain	Location	Height in m	Height in km
Dhaulagiri	Nepal	8 167 m	8 km 176 m

Think about two questions to return with the table to your teacher. They should be questions that other students or your teacher can answer using your information about the highest mountains. (For example, which mountain is more than 200 m higher than K2?)

Write your questions below.

b. _____

c. _____

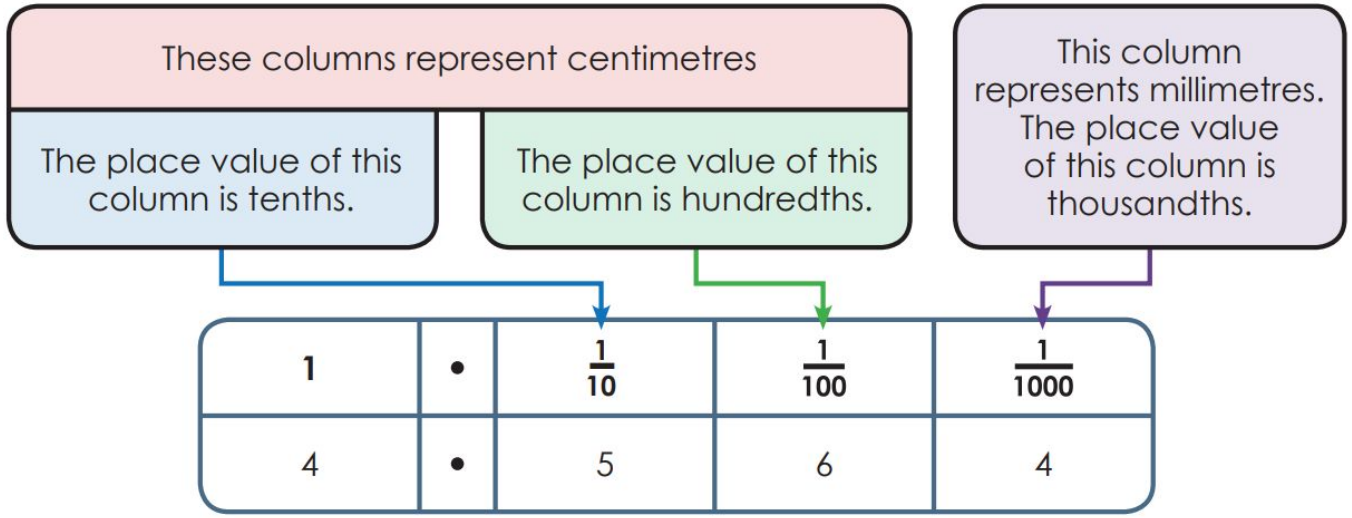
Activity 1

d.

Mountain	Location	Height in m	Height in km

Activity 2

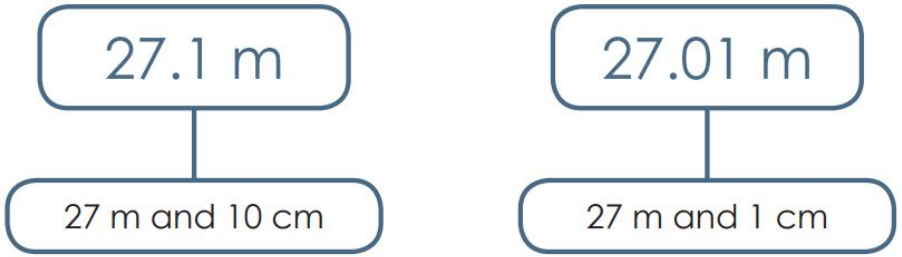
Sam's paper aeroplane flew a distance of 4 metres, 56 centimetres and 4 millimetres. Look at his result converted to metres and represented on a place value chart below.



1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
4	•	5	6	4

It is important to remember what each place value column represents when converting units of measurement.

Zero plays an important part in numbers as it holds the place of digits. When a number is in its decimal form, a zero maybe left off the end as it is not needed. Look at the examples below and the role of the zero.



Activity 2

3. Look at the results below for the Northlakes Primary School finals in long jump. Convert them to metres with up to three decimal places.

a. 4 metres, 21 centimetres and 6 millimetres	
b. 4 metres, 98 centimetres and 1 millimetre	
c. 5 metres, 9 centimetres and 3 millimetres	
d. 4 metres, 98 centimetres and 4 millimetres	
e. 5 metres, 3 centimetres and 8 millimetres	
f. 4 metres, 4 centimetres and 9 millimetres	

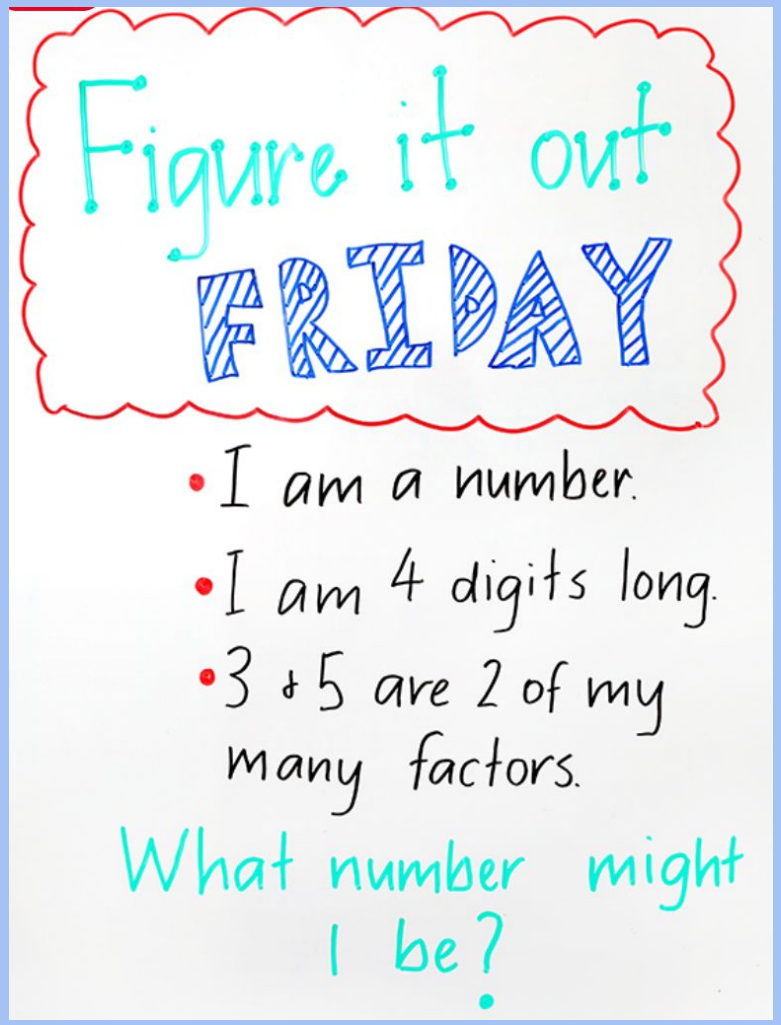
4. Challenge: measure and record lengths and distances of things around you. Write your measurements with up to three decimal places. **Hint**: the length of a car, your longest jump, the distance to the local park.

what you are measuring	length or distance

Friday

Ignition Activity – choose your level

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



Activity 1

The table below shows the number **7 341 863** rounded to the nearest 10 000, 100 000 and 1 000 000. The digits in **red** indicate the number to look at when rounding to the nearest 10 000, 100 000 or 1 000 000.

M	H Th	T Th	Th	H	T	O	
7	3	4	**1**	8	6	3	
7	3	**4**	0	0	0	0	← rounded to the nearest 10 000
7	**3**	0	0	0	0	0	← rounded to the nearest 100 000
7	0	0	0	0	0	0	← rounded to the nearest 1 000 000

When rounding to the nearest 10 000, look at the **thousands** digit to know whether to round up or down.

When rounding to the nearest 100 000, look at the **tens of thousands** digit to know whether to round up or down.

When rounding to the nearest 1 000 000, look at the **hundreds of thousands** digit to know whether to round up or down.

Activity 1

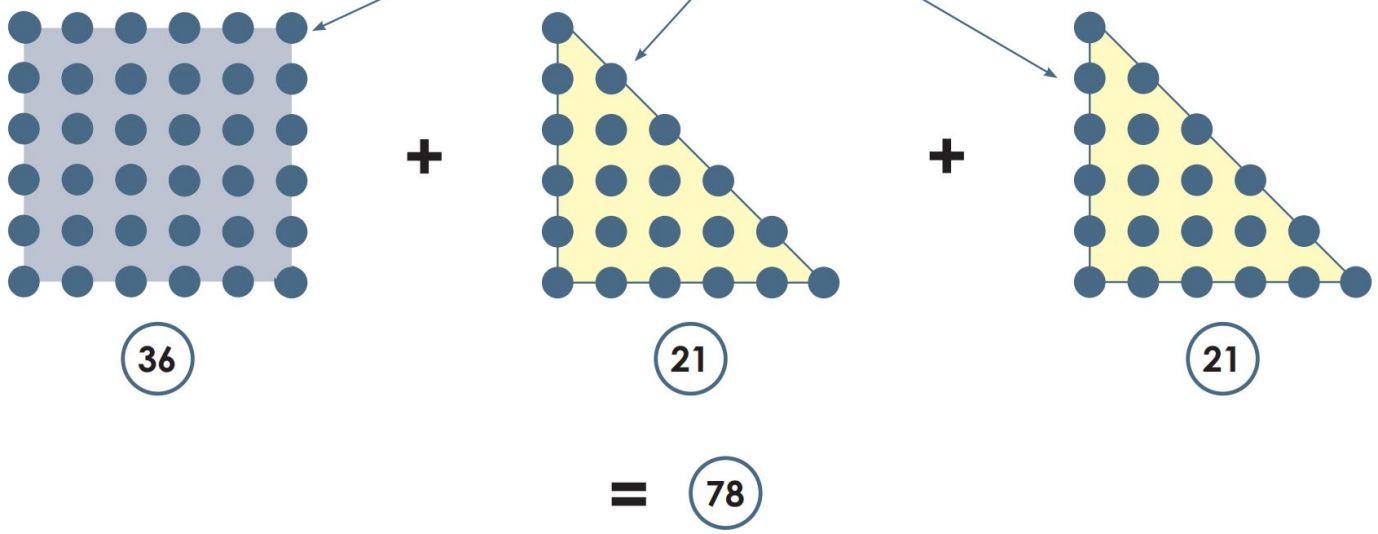
Look at the numbers below. Underline the digit that tells you whether to round up or down and then round the numbers. The first one has been done for you.

1. round to the nearest 10	2. round to the nearest 100	3. round to the nearest 1000
a. 6<u>3</u> = 60	**a.** 72<u>1</u>4 = 7200	**a.** 5<u>3</u>91 = 5000
b. 537 =	**b.** 4828 =	**b.** 9478 =
c. 4285 =	**c.** 15 671 =	**c.** 53 482 =
d. 377 =	**d.** 26 328 =	**d.** 23 496 =
e. 9572 =	**e.** 74 319 =	**e.** 543 861 =
f. 1735 =	**f.** 124 653 =	**f.** 318 729 =
4. round to the nearest 10 000	**5. round to the nearest 100 000**	**6. round to the nearest 1 000 000**
a. 4<u>1</u> 784 = 40 000	**a.** 6<u>4</u>9 243 = 600 000	**a.** 4 <u>4</u>83 342 = 4 000 000
b. 83 163 =	**b.** 253 798 =	**b.** 7 564 231 =
c. 65 325 =	**c.** 268 512 =	**c.** 1 674 825 =
d. 745 043 =	**d.** 6 754 321 =	**d.** 5 424 565 =
e. 153 972 =	**e.** 2 947 388 =	**e.** 3 987 654 =
f. 428 425 =	**f.** 9 654 567 =	**f.** 8 297 312 =

Activity 2

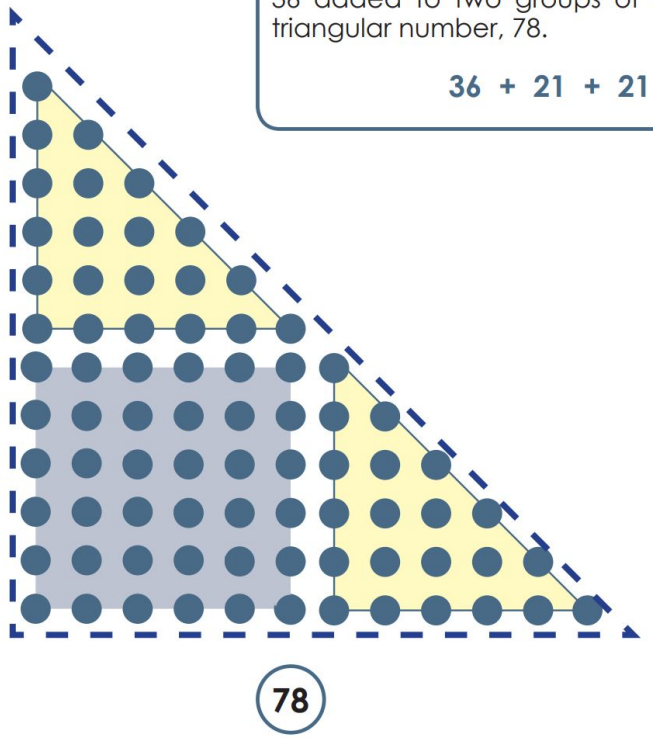
The diagrams below and on the next page show that doubling any triangular number and adding it to its matching square number in the sequence forms another triangular number.

Group number	1	2	3	4	5	6	7	8	9	10	11	12
Square number	1	4	9	16	25	36	49	64	81	100	121	144
Triangular number	1	3	6	10	15	21	28	36	45	55	66	78



36 added to two groups of 21 gives the twelfth triangular number, 78.

36 + 21 + 21 = 78

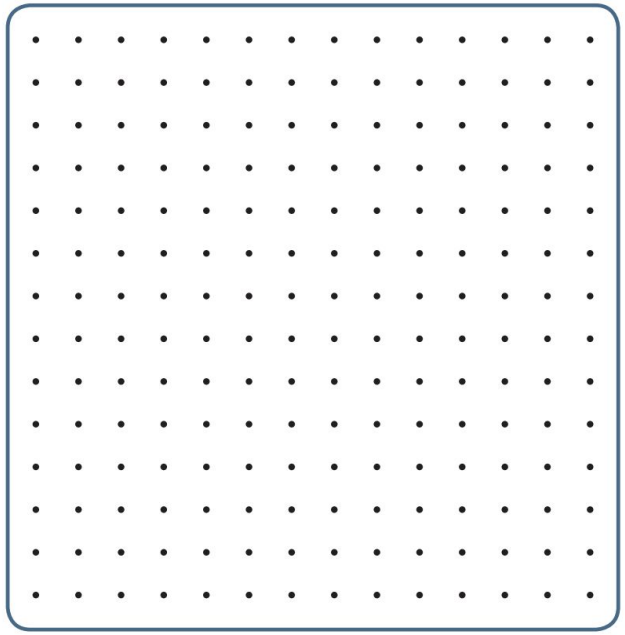


Activity 2

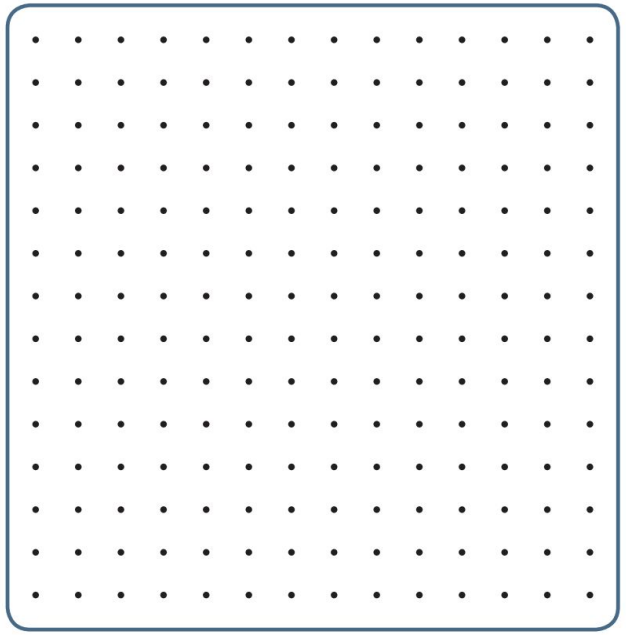
3. Prove the statement that doubling any triangular number and adding it to its matching square number in the sequence forms another triangular number is true.

Show two examples by drawing a diagram then writing the number sentence underneath.

a.



b.



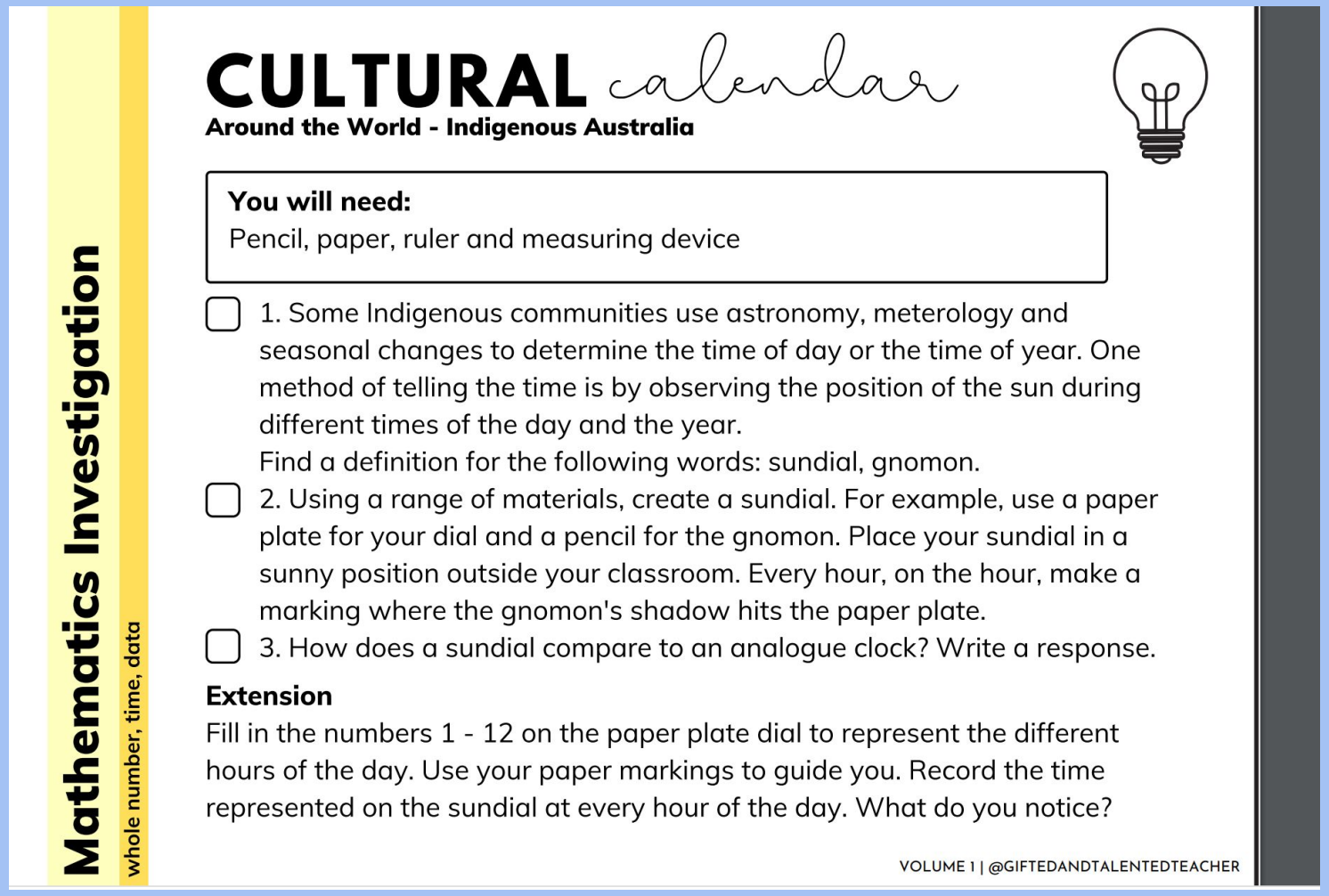
Investigate!

Prove or disprove the following statement.

> The **square numbers** 16, 36, 81 and 100 have an **odd** number of factors, while the **non-square** numbers 28, 32, 48 and 90 have an **even** number of factors.

Show your working and write whether you agree or disagree with the statement.

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.

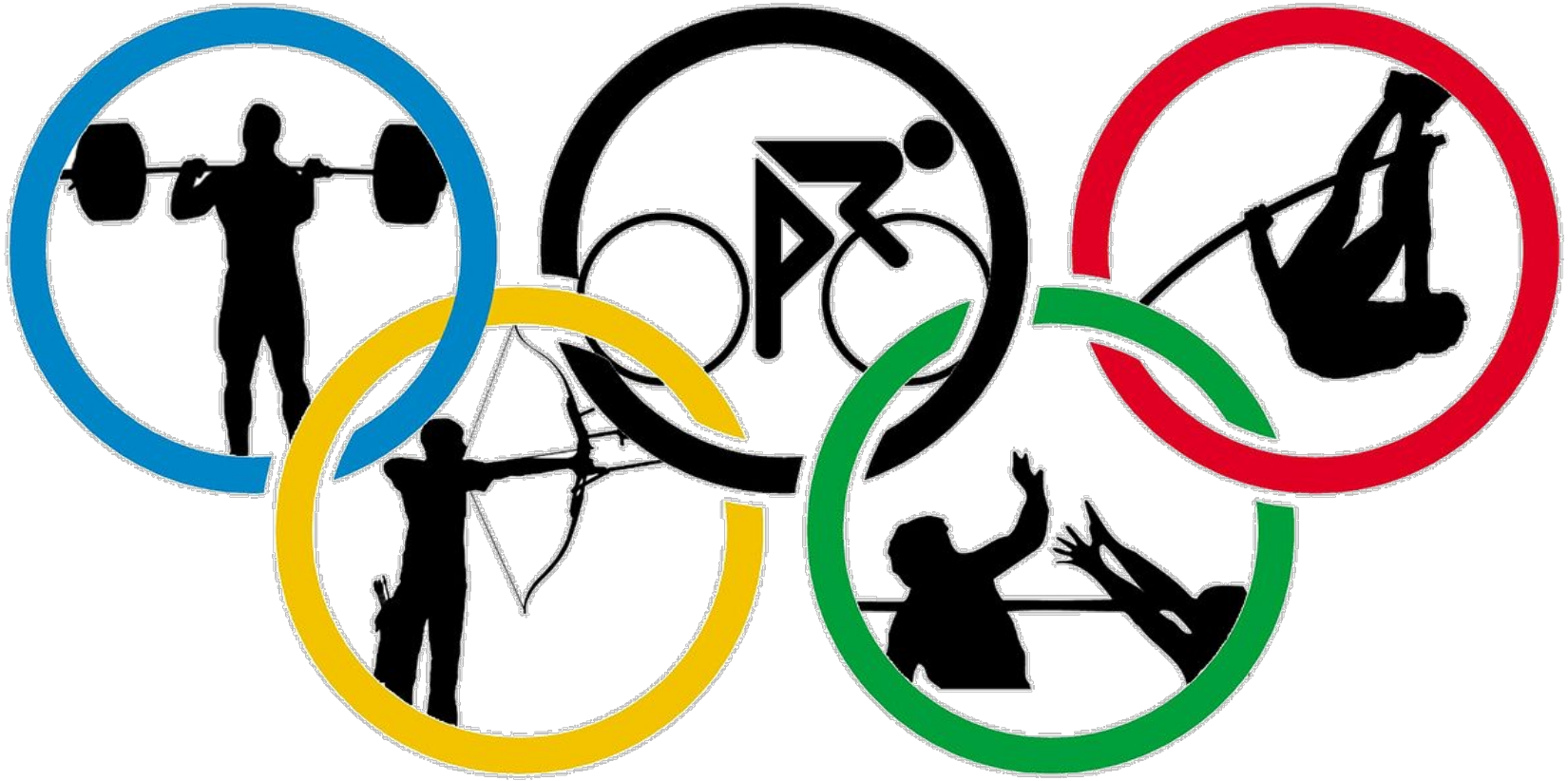
Once you have been given your country of study, this will be your country for the next 2 weeks, and all activities will based on your allocated country.

Stage 3 Expectations

Please Note: These tasks are the same as Stage 2, however, our expectation is that as a Stage 3 student, you will be providing more detailed and extended answers, justifying your reasons and giving examples.

Do your very best work -be creative, add links, colour and show your skills. Be like an Olympic Athlete and GO FOR GOLD!

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

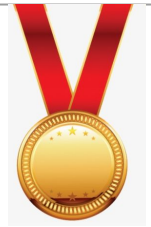
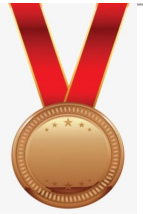
Click on the globe and search National Geographic for your country's fascinating facts

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

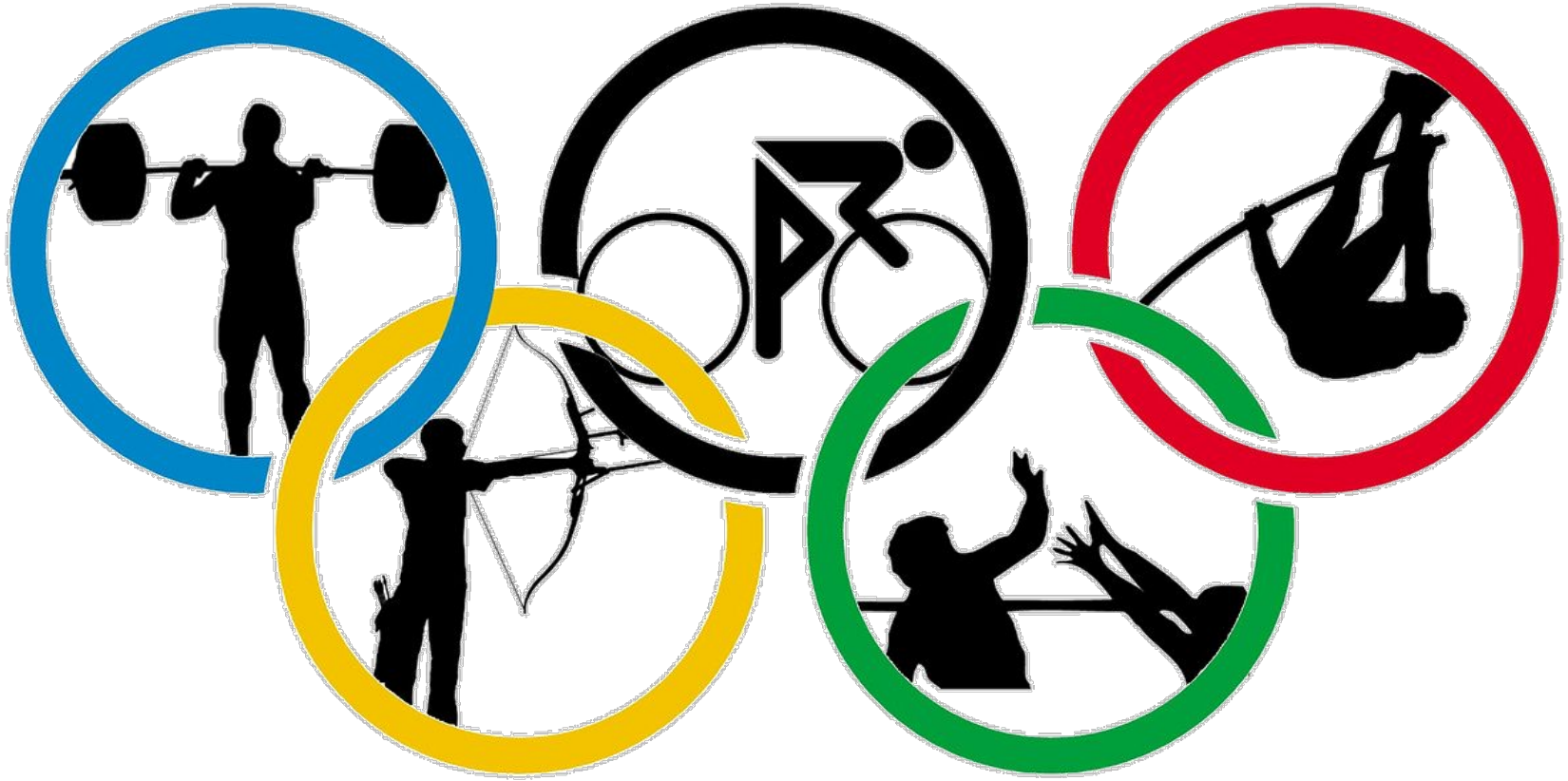
Select an athlete from your allocated country in a sport of your choice.

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

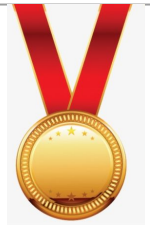
What are your athletes greatest achievements?

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

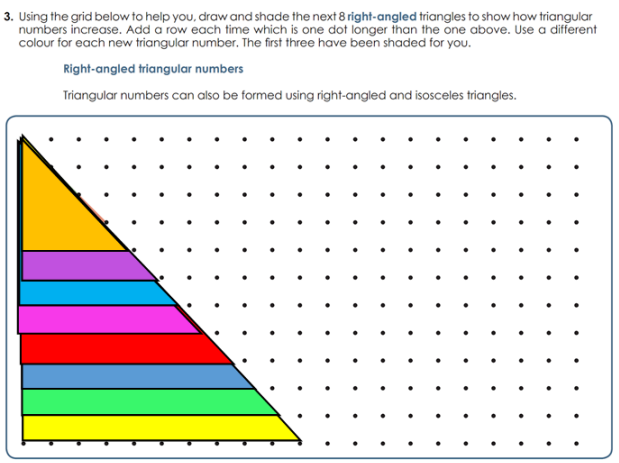
In five words, describe your athlete.

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

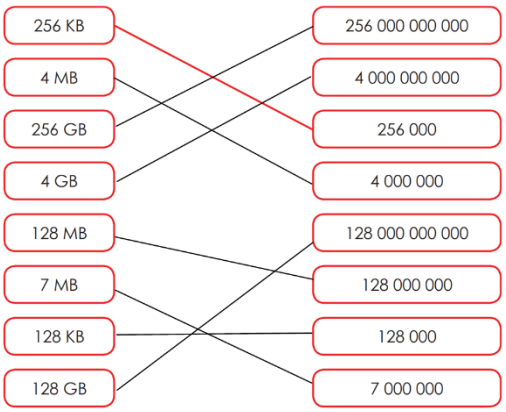
<table>
<tr><td>Monday</td><td>Answers</td></tr>
<tr><td>Activity 1</td><td>Working out may vary (You must have $ and km after your answers)
a) 15 000 + 12 000 + 1190= $28 190
b) 12 000 + 11 000 + 43= 23 043km</td></tr>
<tr><td>Activity 2</td><td>
<table>
<tr><td>Triangular number</td><td>1</td><td>2</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.
Right-angled triangular numbers
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.

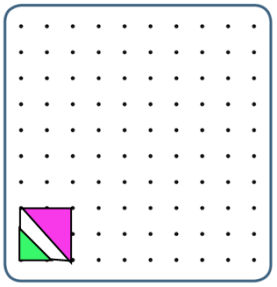
X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4		8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	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

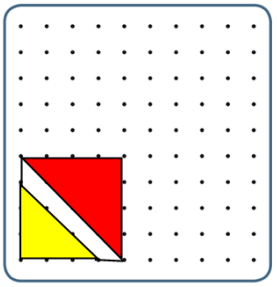
2. Answers will vary- Consecutive triangular numbers could be 3 and 6, 10 and 15, 21 and 28 etc Here is an example.

b.



3 + 6= 9 (3 Squared)

c.



10 + 15 = 25 (5 Squared)

Thursday	Answers
Activity 1	
Activity 2	

Friday	Answers
Activity 1	
Activity 2	