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	**Antarctica Project**	**Antarctica Project**	**Antarctica Project**	**Antarctica Project**	**Antarctica 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 5

EXPECTATIONS

‘Mistakes are proof that you are <u>trying</u>’

- 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.
- **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.
- Submit your work on Google Classroom.
- Do the best you can! 😊

TED Ed

The Ancient Origins of the Olympics

https://ed.ted.com/lessons/the-ancient-origins-of-the-olympics-armand-d-angour

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:

- Click on the 'Think' tab on the right hand side of the page and complete the quiz to show your understanding
- Imagine that you have travelled back in time. Your task is to create an advertisement poster to promote the upcoming 'Ancient Olympics'. Consider including:
  - Date
  - Location
  - Pictures of different events
  - Pictures of the logo and mascot

SCAN ME

Watch
Think
Dig Deeper
Discuss

SENTENCE STRUCTURE

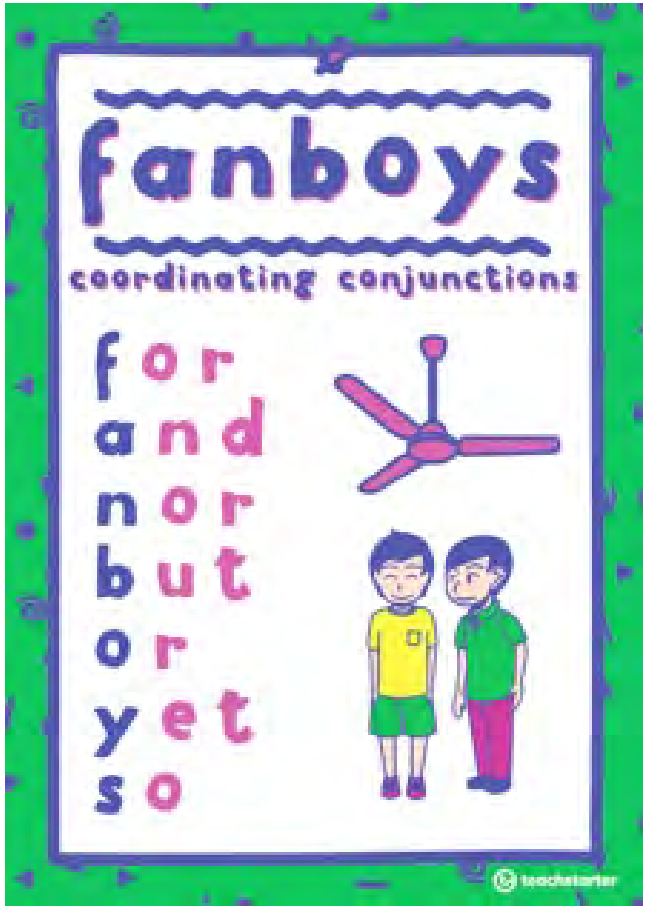
Compound Sentences - A compound sentence contains two independent clauses joined by a coordinating conjunction. Example: Scott was playing tennis **so** Mia went for a run.

compound sentence = main clause + conjunction + main clause

Task: Add a coordinating conjunction to these compound sentences:

for, and, nor, but, or, yet and so

1. I would like to come to the movie, _____ I don't have a ticket.
2. Molly is saving her pocket money, _____ she can buy a new dress.
3. Dad drove the car, _____ Mum gave directions.
4. Joshua can buy the book, _____ he can borrow it from the library.
5. Christina had stayed up late, _____ she didn't feel tired.
6. I put on my winter coat, _____ it was cold outside.
7. My brother does not like peas, _____ does he like carrots.



EDITING - *easy*

Can you find the incorrect spelling and punctuation?

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

i didnt brake the vase it couldnt possibly have been me i wasnt home from school it must have bean our cat ruby

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

today i went to play with my frend lisa it was so boaring she forced me to play silly games like hide and seak i hate playing hide and seek

Clue: Find 3 spelling mistakes. Add 6 capital letters, 2 full stops and 2 exclamation marks.

EDITING - *harder*

Can you find the incorrect spelling and punctuation?

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

solar power is a clean source of electricerty created from the Suns lite and heat. The Suns temperature is 7 million degrees Celsius, producing enormous amounts of enagy each day. the amount of solar energy that reaches the earth in one day could supply the planets power four up to a year

Clue: Find 4 spelling mistakes. Add 3 capital letters, 1 full stop and 3 apostrophes of possession.

melinda rayves about her chocolate milkshakes. she thinks theyre superior to any other milkshake in the entier world. She says that it would be impossoble not to like them. I think her milkshakes are nice, but I think she's going a bit to far. some people dont like milk. There are even people who dont like chocolate

Clue: Find 4 spelling mistakes. Add 3 capital letters, 1 exclamation mark and 3 apostrophes of contraction.

WRITING TASK

Pobble 365

https://www.pobble365.com/the-sky-journey

You will need:
- An iPad or laptop

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

Do the following:
- Read the 'Story starter!'
- Set a timer for 15 minutes and continue the story... the more creative you are, the better! Edit for spelling and missing punctuation when finished.
- Complete the 'Sentence challenge!', 'Sick sentences!' and 'Picture perfect'.

Do some research to answer the following question:

- What causes clouds? Can you make a cloud disappear?
- Do clouds weigh anything? Can you measure a cloud?

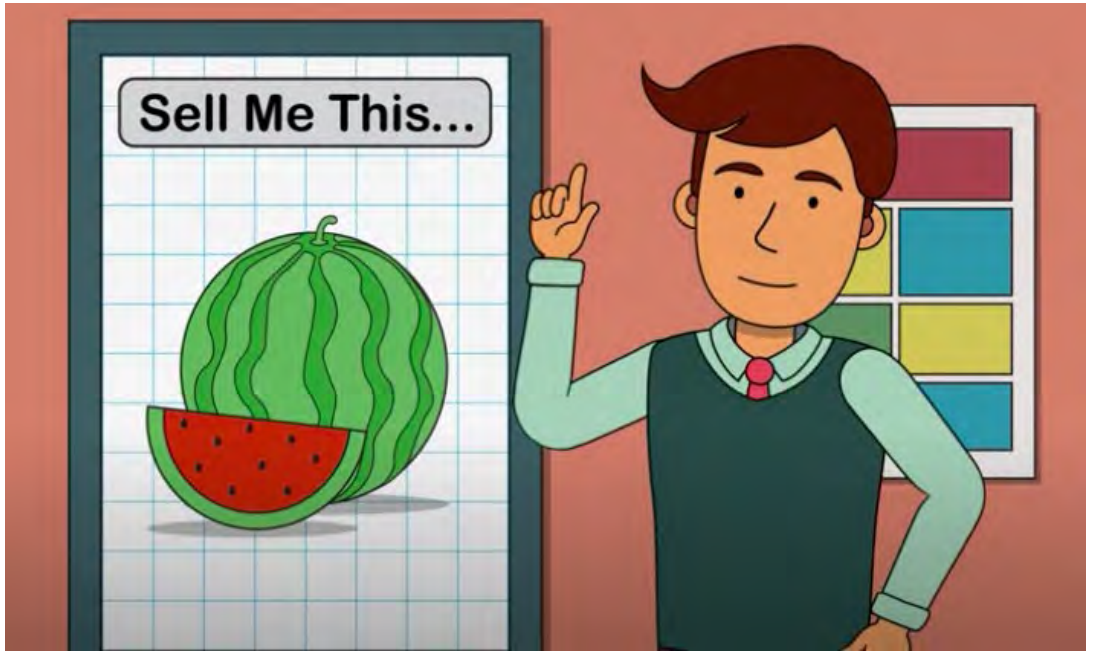
SCAN ME

SPEAKING & LISTENING

Sell Me This - Impromptu Speaking

You will need:
- An iPad or laptop

What to do:
- Watch the video. Click on the picture to access the link



Do the following:
- Have a family member select a ‘suggested product’ from list at the end of the video for you to try and ‘sell’ to them by using your persuasive skills.
- Once you know the product you are aiming to sell, think of the **features** and **benefits** that you could address in your speech.
- You might like 2-5 minutes of planning time for your first try. Then select a different topic and try again without any preparation.
- Aim - to speak (on topic) for as long as possible.

Maths

Week 5 Term 3

Maths Instructions:

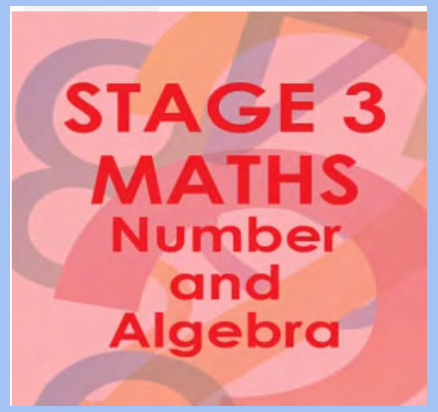
1. Watch the instructional videos before beginning the tasks. You may need to watch these more than once.

1. Complete 1 or both activities each day - activities can be completed on your slides or on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.

Instructional Video Links

Addition and Subtraction

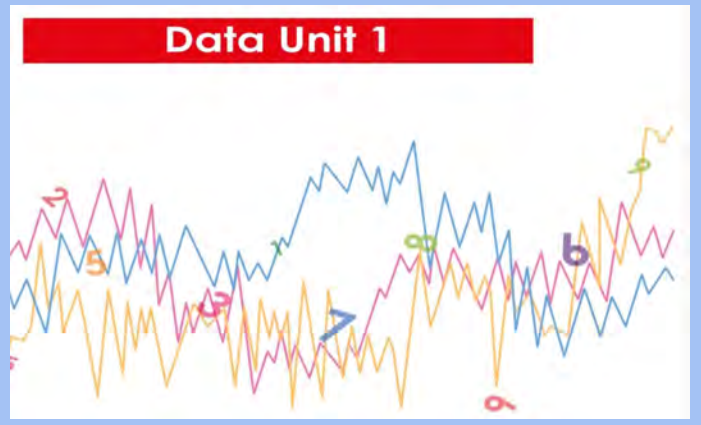
Activity 1 Video



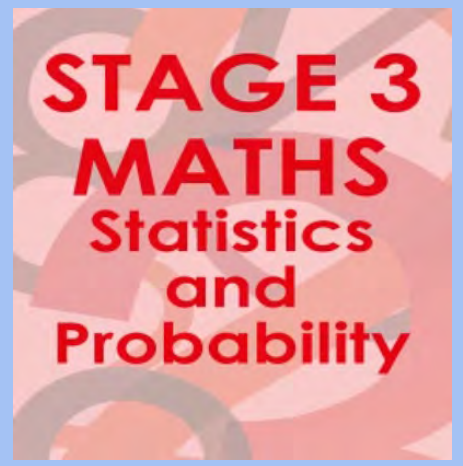
Activity 2 Video

Data

Activity 1 Video



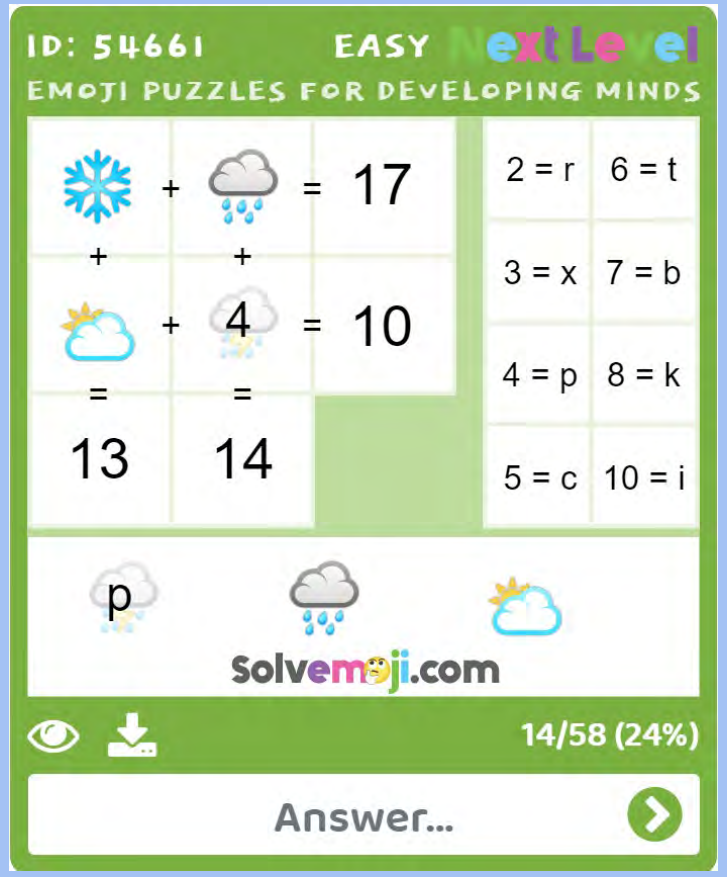
Activity 2 Video

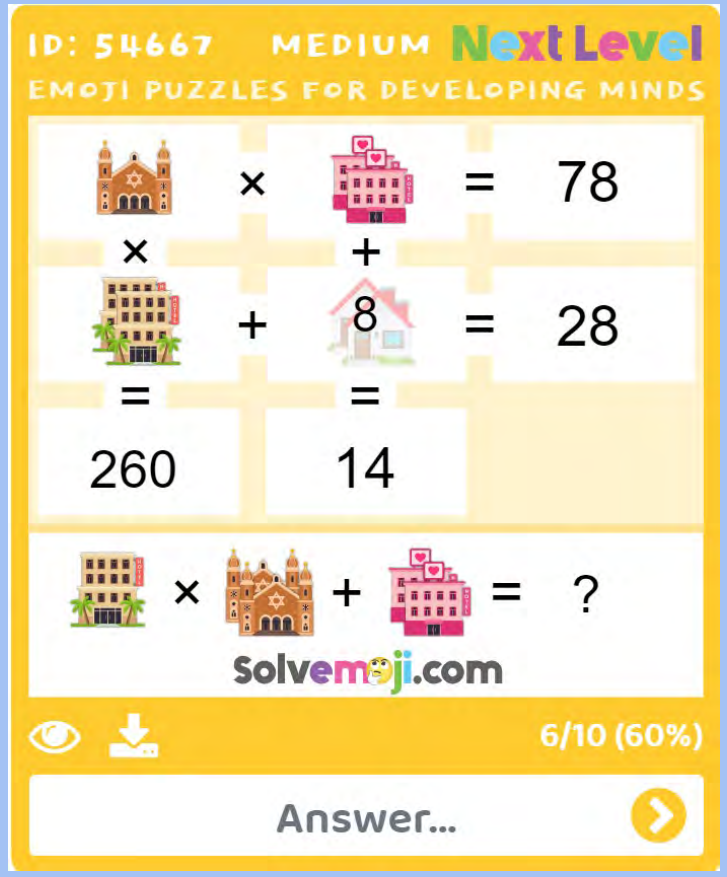


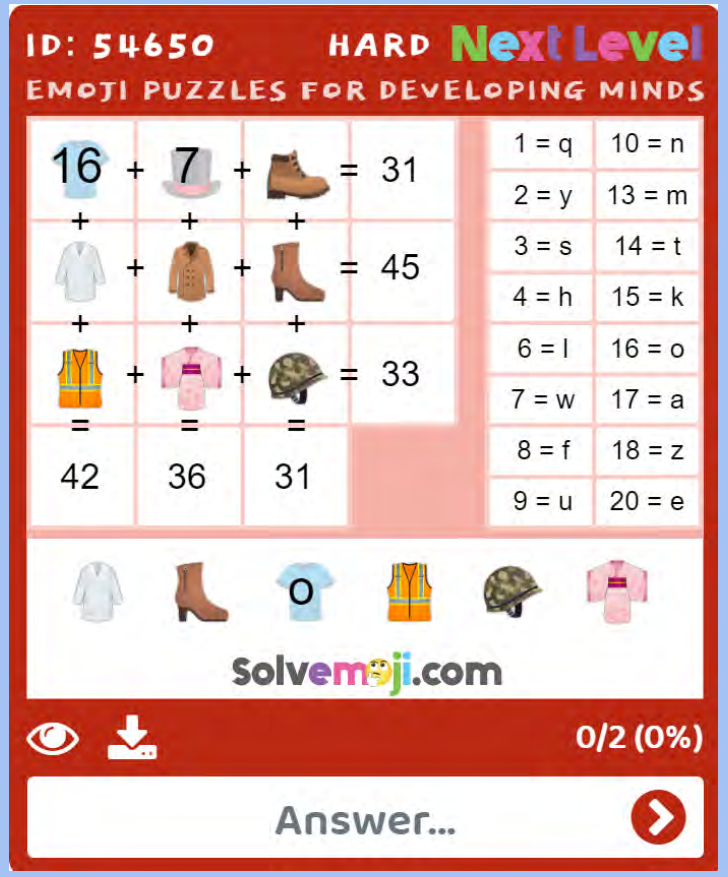
Monday

Ignition Activity - choose your level

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







Activity 1

4.

Changing Order Strategy

This strategy is used when you are adding more than two numbers. Reordering the numbers to form **multiples of 10 and 100** makes them easier to add.

27 + 46 + 3 + 54

= 54 + 46 + 27 + 3 =

= 54 and 46 make 100 **and**

27 and 3 make 30

Therefore: 100 + 30 = **130**

a. 23 + 19 + 67 = ☐

b. 73 + 8 + 27 + 12 = ☐

Activity 1

5.

Partitioning in Non-standard Form

This strategy breaks numbers apart so you can add to make multiples of 10. This can sometimes make it easier to add the numbers mentally.

1500 + 750

500 250

So, 1500 + 750 = 1500 + 500 + 250

Therefore: 2000 + 250 = **2250**

a. 2500 + 650 = ☐

b. 3500 + 850 = ☐

Activity 1

Solve the number problems below.

Choose two different strategies to answer each question and show your working for each. After you have shown your working and written the answer for each question, check your answers using a calculator.

1. 253 + 6472 + 23 738 = strategy 1	strategy 2
2. 63 037 + 5269 + 122 = strategy 1	strategy 2

Activity 2

Glossary

- **balance:** the difference between money received (credit) and money paid (debit)
- **budget:** a plan of expected income and expenses for a period of time; a plan for how a person will spend and save their income
- **credit:** a payment into a bank account
- **debit:** a payment out of a bank account
- **expenditure:** the amount of money spent
- **finances:** the management of money and assets owned by a person or organisation
- **income**: a form of payment from an employer to an employee, e.g. salary

Activity 2

A family trip to the theatre

Most things we do cost money. We need to think about how much money we have to spend on certain things that we need or want. We often use the term budget to indicate how we are going to spend our money. Look at the scenario below.

A family of four want to go on an outing to the theatre. The information below shows the pricing of admission and other costs, such has refreshments.

Activity 2

Using the information in the price list and your understanding of addition and subtraction, answer the questions below. Remember to show your working. Stalls, Dress Circle and Boxes are different areas you can choose to sit at the theatre.

1. Calculate the total cost of one adult and one child to attend the theatre and sit in the stalls. They would each like an ice-cream and a soft drink.

2. Calculate the total cost of the whole family (2 adults and 2 children) to attend the theatre and sit in the boxes. They would each like a popcorn and would like to buy a DVD for the family to share.

3. Based on question 2, imagine that the family only have $200 to spend. What changes would you make to their spending so they could still attend the theatre?

Activity 2

2. Using addition and/or subtraction, complete the missing balance details and the total balance remaining at the end of the statement. **Hint:** Add credits to the balance or subtract debits from the balance. Looking at the statement below, the balance was at $625.98, then a debit of $43.00 came out of the account, so this was subtracted from the balance resulting in a new balance of $582.98.

LEE JONES
13/56 RILEY STREET
ARMADALE NSW
ACCOUNT NUMBER: 26364-37494 9374

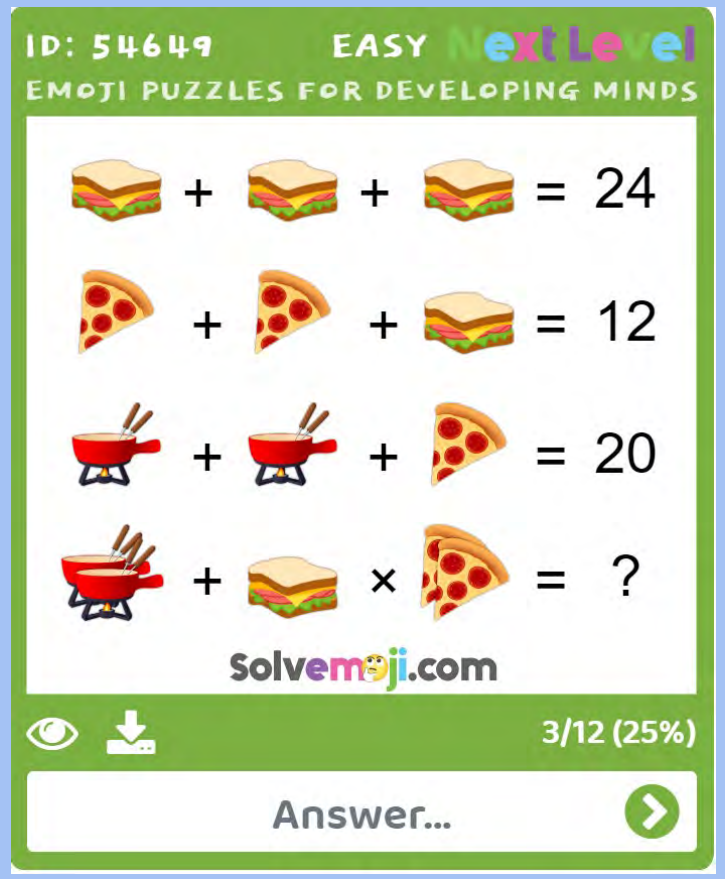
STATEMENT PERIOD: 13/6/16 - 13/7/16

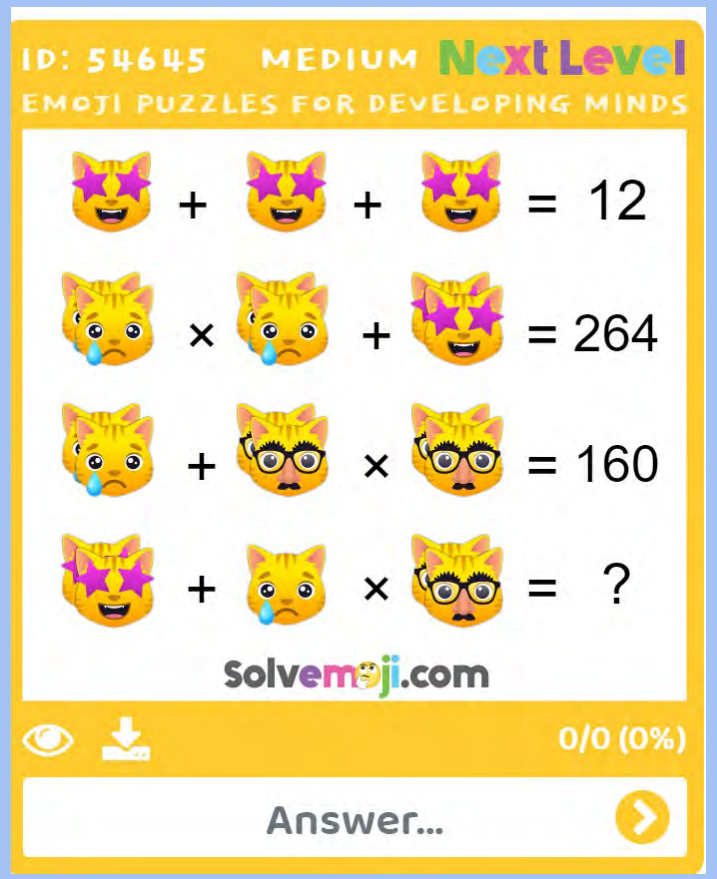
DATE	TRANSACTION DESCRIPTION	DEBIT WITHDRAWALS	CREDIT DEPOSITS	BALANCE
2016				
13 JUN	EFTPOS: SUPERMARKET	131.00		625.98
13 JUN	MISCELLANEOUS DEBIT	43.00		582.98
14 JUN	ATM	100.00		482.98
14 JUN	PAY/SALARY		2373.00	2855.98
15 JUN	EFTPOS: WATERSTONES	85.00		_____
16 JUN	INTERNET BPAY: LOMBARD	145.00		_____
17 JUN	INTERNET TRANSFER	64.99		_____
17 JUN	EFTPOS: CLOTHING WAREHOUSE		79.00	_____
18 JUN	PAYMENT TO JILL	176.99		_____
19 JUN	BPAY: ENERGY OZ PTY	187.39		_____
21 JUN	ACCOUNT FEES	7.50		_____
22 JUN	CHEQUE PAYMENT: DALE PETERS		250.00	_____
24 JUN	INTEREST		2.23	_____
25 JUN	ATM: NATWEST	150.00		_____
25 JUN	ATM FEE	2.50		_____
			Total	

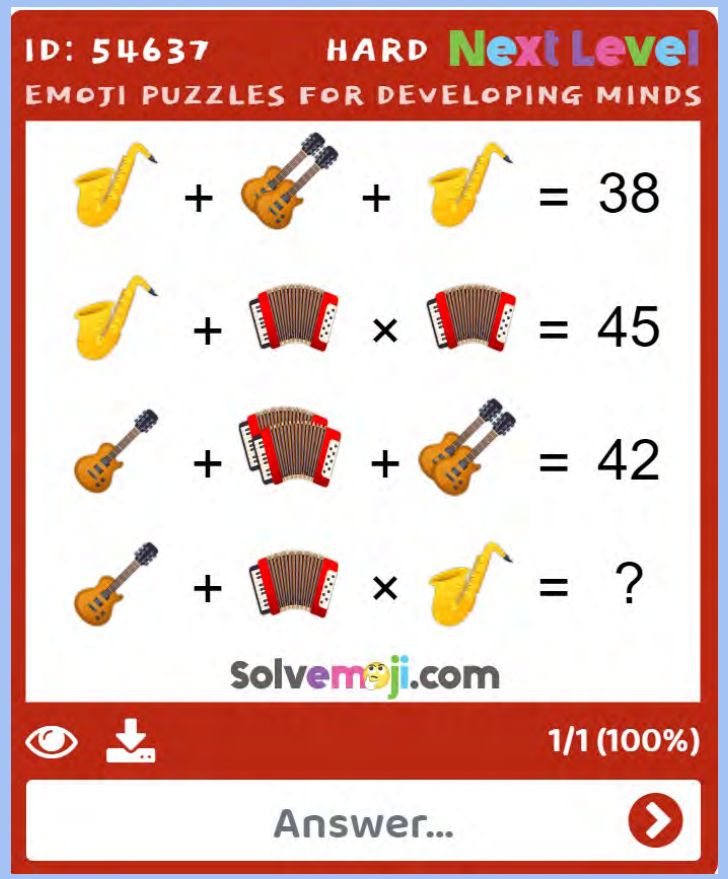
Tuesday

Ignition Activity - choose your level

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







Activity 1

Max is keeping track of his fitness by timing his 5 km training runs. He has displayed the data from his fitness tracker as a line graph. The graph not only tells us how far Max had run at any point in time, it also shows us when Max sped up and slowed down.

4. Use the information from his line graph to answer the questions below. The first one has been done for you.

a. How long did it take Max to run 4 km? 35 minutes

b. How far had Max run after 15 minutes? _____

c. How long did it take Max to run the last kilometre? _____

d. If Max had continued to run 2 km every 15 minutes, how far would he have run after 45 minutes? _____

e. Write you own question based on the data in the graph, and then answer it on the lines below.

Question: _____

_____

Answer: _____

Activity 1

5. Felicity asked **100** students what they liked more – team sports, individual sports or non-sporting leisure activities.

- 10 of the girls liked individual sports.
- 16 boys liked non-sporting activities.
- 24 of the 41 students who liked team sports are boys.
- The number of girls who prefer non-sporting leisure activities was half the number of boys.

Use this information to complete the table. Some information has been inserted for you.

Sporting Preferences of Lake Serenity Public School

		Girls
Team sports	24	
		10
Non-sports	16	

Complete the table then work out the total number of boys and girls.

boys: _____

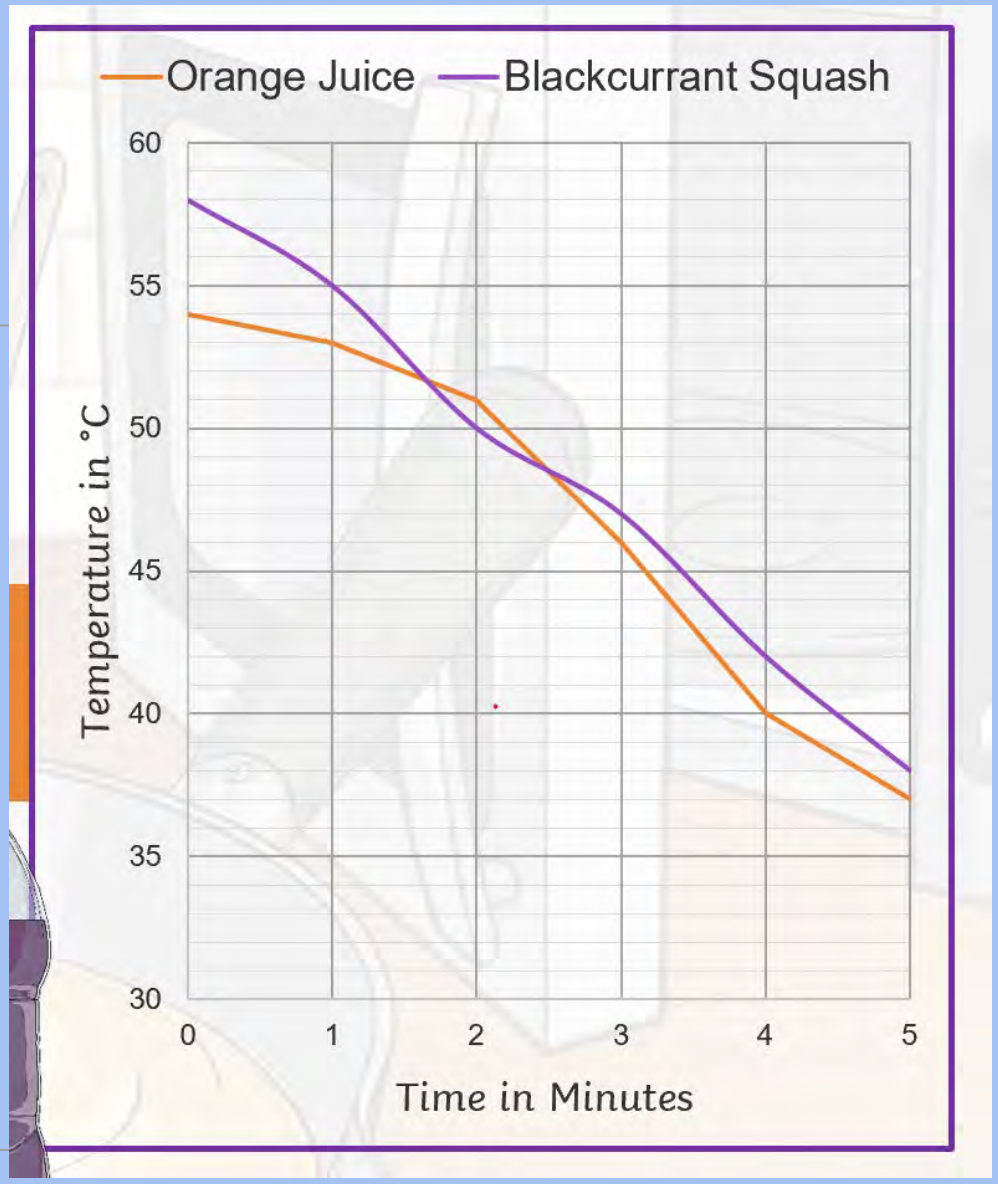
girls: _____

f. What could Felicity conclude based on the survey results? _____

_____

Activity 2

Miss White's class are investigating how quickly two different liquids cool over five minutes. They start their investigation by warming the two liquids in the microwave and then measure the temperature of each liquid every minute as they cool down.



QUESTIONS:

1. **What was the temperature of the Orange Juice after 2 minutes?**

1. **How many degrees did the temperature of the Orange juice cool between minute 2 and 3?**

1. **At which minute was the temperature of the Blackcurrant Squash 42 degrees celcius?**

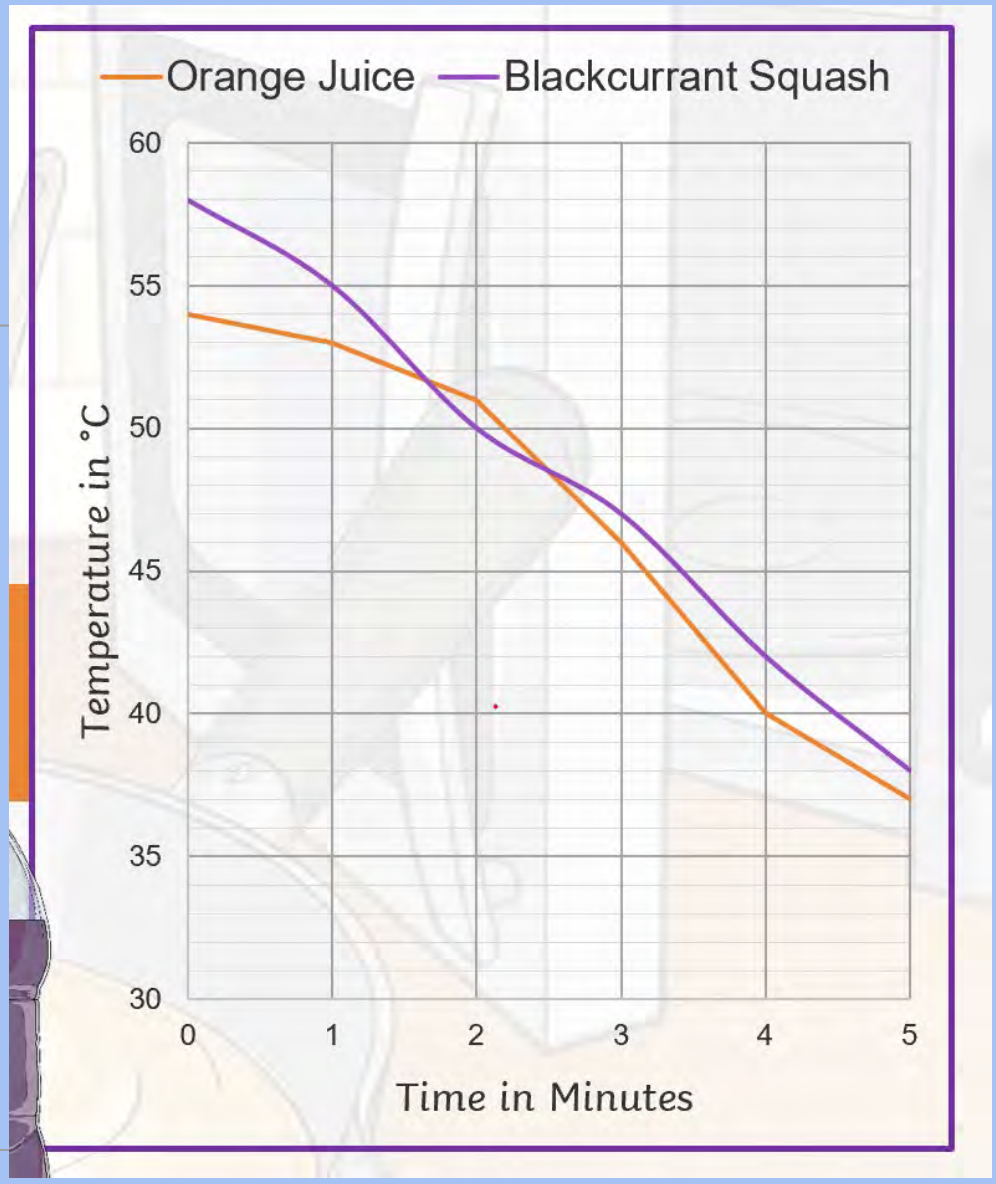
1. **What is the title of the x axis?**

Activity 2

Prove whether each statement is true or false. If you think the statement is false, explain the mistake you think the child has made when they read the line graph.

Statements: True OR False

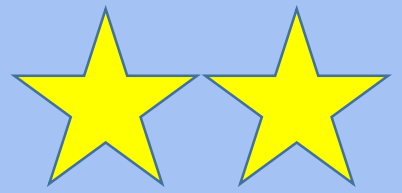
1. After approximately two and a half minutes, the temperature of the two drinks was the same.
2. The temperature of the blackcurrant squash dropped by 5°C between minute 2 and 3
3. After one minute, the difference in temperature between the two drinks is 1°C.
4. After 2.5minutes the temperature of both juices is the same.
5. After 4 minutes the temperature difference between the two juices is 4 degrees celsius.

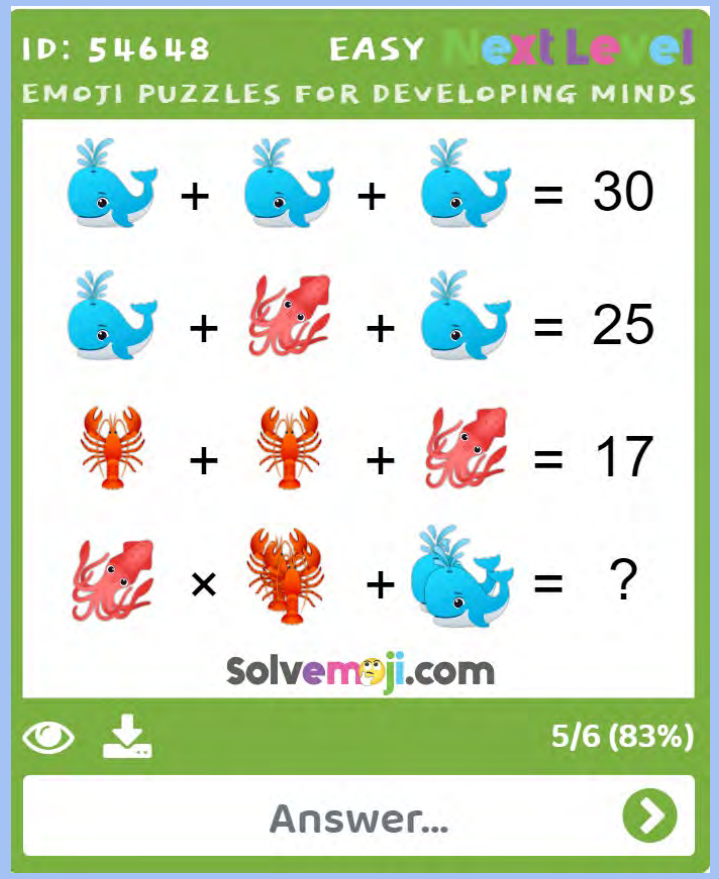


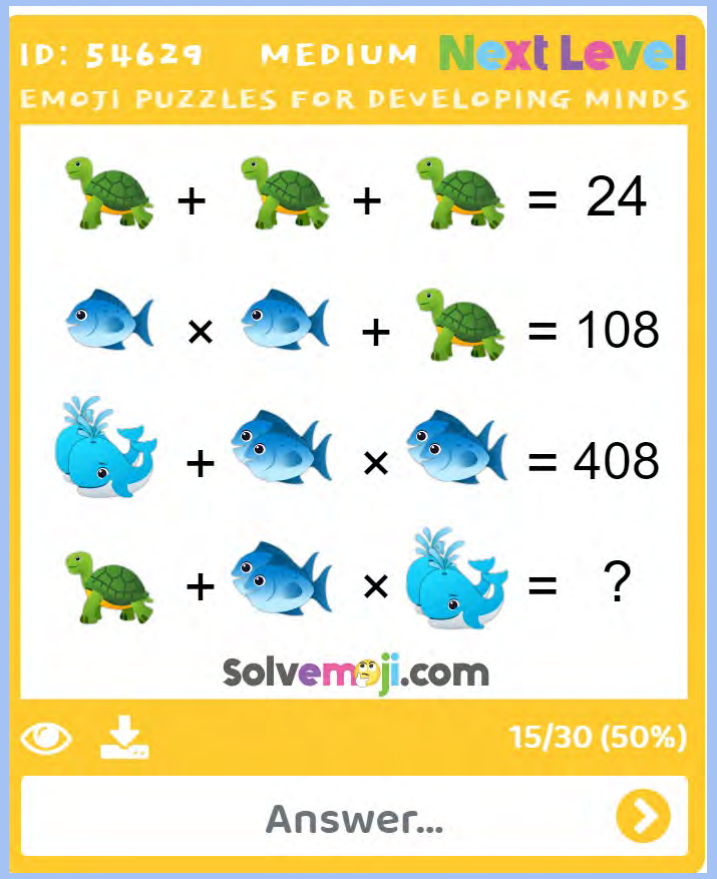
Wednesday

Ignition Activity - choose your level

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







Activity 1

The word **sum** is used to describe the result of adding two or more numbers together.

For example, the sum of 7 and 5 is 12.

6. Work out the answers to the following questions. Use a strategy that works best for you. Show your working and write the answer clearly.

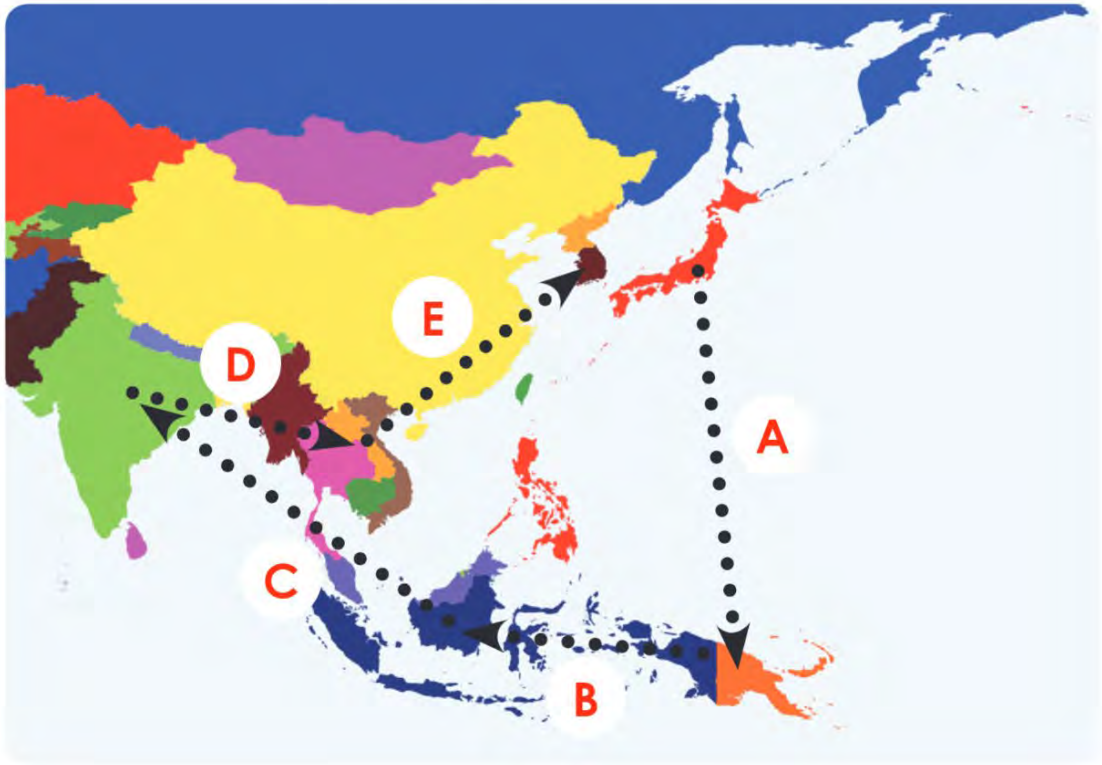
a. Sum of 489 and 945	**b.** Sum of 1348 and 3492
c. Sum of 2784 and 4673	**d.** Sum of 6293 and 3899

Activity 1

A trip around Asia

Look at map below. Millie and Rhiannon travelled around some countries in Asia for a holiday. The arrows show the journeys that they made by aeroplane.

Look at the table on the next page which shows the distances that they travelled.



Route	Countries visited	Journey in kilometres (km)
A	Japan to Papua New Guinea	4765
B	Papua New Guinea to Indonesia	3388
C	Indonesia to India	4485
D	India to Laos	2455
E	Laos to South Korea	3043

Activity 1

2. Use the information on the previous page to answer the questions below. Use your strategies for addition and subtraction when solving the problems.

a. How far did the girls travel on their trip from Japan to India?

Answer = _____

b. How much further was the distance between Japan and Papua New Guinea than the distance between India and Laos?

Answer = _____

c. What was the total distance that the girls travelled on their holiday?

Answer = _____

Activity 2

The term budget has two meanings.

1. A plan of expected **income** and **expenses** for a period of time.
2. A plan for how a person will spend and save their income.

Without a budget, we would find it difficult to manage our money. When creating a budget plan we need to consider the following:

- **Income**
- **Expenses (expenditure)**

The boxes below show the different forms of income and expenses.

Income

- Wages
- Salary
- Interest *(from savings accounts)*
- Pocket money

Expenses

- Mortgage repayments
- Entertainment costs
- Rent
- Clothes
- Games
- Food
- Bills

Activity 2

A family trip to the fun fair

Sam is going on a family day trip to the fun fair. His family has 2 adults and 2 children.

You need to work out roughly how much money it will cost them to go.

Use the information on the next page to help them prepare a budget to work out the total cost of the day.

Activity 2

FUN FAIR price list

Admission

Parking	$12.00
Adult	$12.00
Child	$10.00

Rides

Big rides = 4 coupons Small rides = 2 coupons

10 coupons	$24.00
20 coupons	$40.00
40 coupons	$65.00
Queue jump pass card	$15.00
Unlimited ride wristband	$99.00

Shop

Ride photograph	$25.00
T-shirt	$15.00
Balloons	$4.50
Mug	$6.00

Game Token

10 game tokens	$30.00
5 game tokens	$20.00
3 game tokens	$12.00
1 game token	$5.00

Snacks Menu

Burgers	$8.00
Sandwiches	$6.00
Hot chips	$7.00
Hot dogs	$6.00
Pies	$4.50
Churros	$4.00
Ice-cream	$5.00
Fairy floss	$6.00
Liquorice	$3.00

The table below is an unlimited budget for an ideal day at the funfair.

This column has the number of items.

Item	Number of Items	Cost
Adult ticket	2	2 × $12 = $24
Child ticket	2	2 × $10 = $20
40 coupons	2	2 × $65 = $130
Queue jump pass card	4	4 × $15 = $60
Ride photograph	1	$25
10 games	1	$30
Burgers	4	4 × $8 = $32
Hot chips	2	2 × $7 = $14
Total Cost		**$335**

This column has the cost of items.

For example: *4 burgers will cost* **$32**

Activity 2

1. Imagine that the family have a set money limit of **$250** that they can spend on their day at the fun fair.

Complete a new budget with any necessary amendments in the table below. Remember to include essentials like the cost of admission for the family. How close can you get the total cost to $250?

Item	Number of Items
Total Cost	

FUN FAIR price list

Admission	
Parking	$12.00
Adult	$12.00
Child	$10.00

Rides	
Big rides = 4 coupons *Small rides = 2 coupons*	
10 coupons	$24.00
20 coupons	$40.00
40 coupons	$65.00
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Shop	
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Ice-cream	$5.00
Fairy floss	$6.00
Liquorice	$3.00

Thursday

Ignition Activity - choose your level

Click on the link.

Treasure Quest Addition Chart

Canoe Puppies

Activity 1

1. Three of the data sets below measure something which changes over time. Which ones? Colour them in.

temperature of boiling water as it cools during 15 minutes

height of trees in an orchard

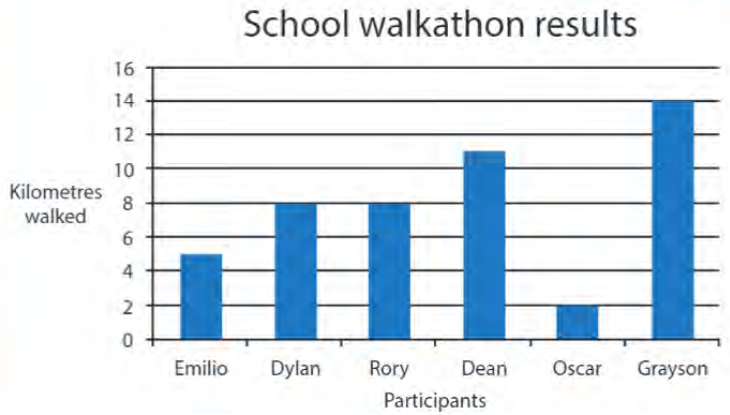
distance travelled over 6 hours

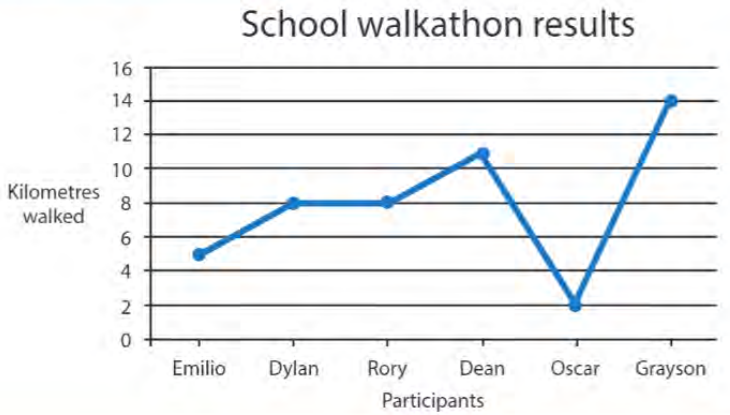
favourite food of each family member

Swains Road Primary School had a walkathon. Look at **Data Set A** below.

The distance walked by 6 children was recorded and displayed in graphs. Here are two displays of the same numerical data.

Data Set A - Participant results





2. Which graph do you think is a better display for the walkathon results? Why?

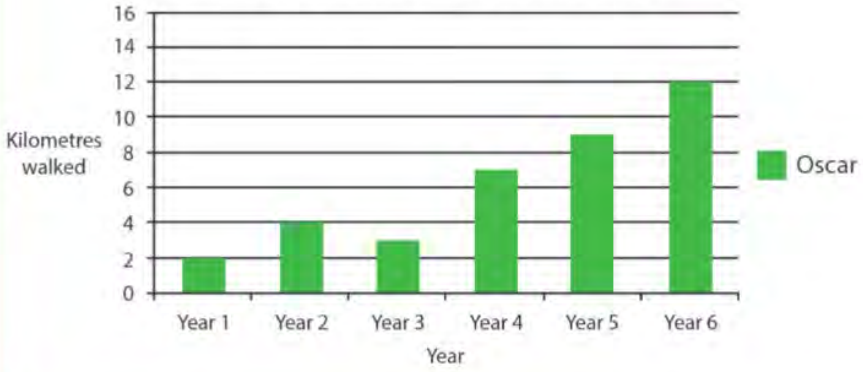
Activity 1

Both graphs display the information, but the column graph is better suited. Each piece of data used is for a separate child and does not change over time.

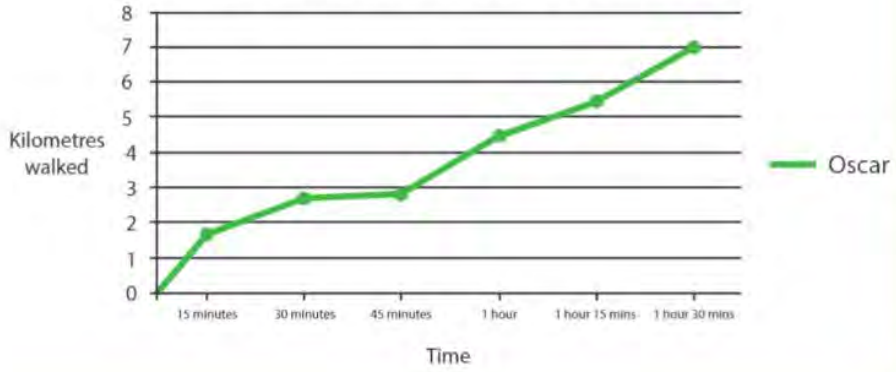
Look at **Data Set B** below.

Data Set B - Year results

School walkathon results



School walkathon results, Oscar Year 4



These graphs also display numerical data collected from the Swains Road Primary School walkathons over a 6-year period. The line graph displays the time it took Oscar to walk 7 km in year 4.

3. List the differences between **Data sets A** and **B**. (**Hint:** think about the period of time and the amount of people the data is gathered on).

_____

_____

Activity 2

1) This table shows the results from a survey which was done three times in a year to find out how many children either walked, cycled or travelled by car to get to school. The same children were asked each month.

	December	April	July
Walk	72	81	109
Cycle	25	32	46
Car	103	87	45

a) How many more children walked to school in December than travelled by car in July?

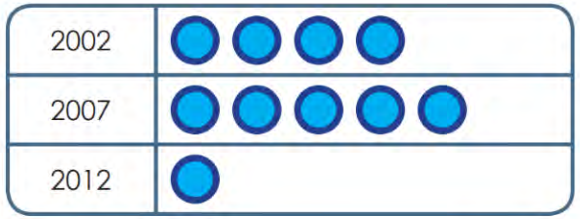
b) How many more children walked to school than cycled in April?

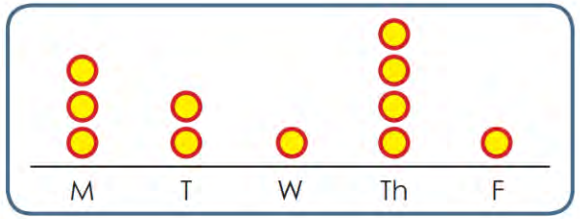
c) In December and April, how many more children travelled by car than bike?

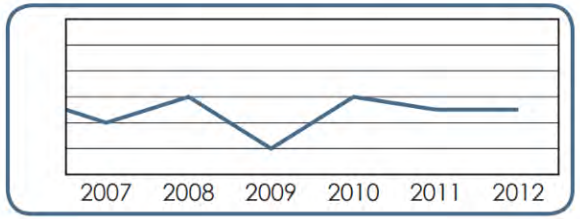
d) How many children were asked about how they travelled to school?

e) Did more children travel to school by car in certain months than others? Why do you think this is?

3. Match each of the following graphs to their corresponding reports.







State energy consumption
New South Wales consumes more energy than Queensland. There was a reverse in this trend for one year due to unseasonal warm weather causing...

Interest rates
The Australian dollar steadied against the US dollar and currency speculators heaved a sigh of relief after two torrid years of rises and falls.

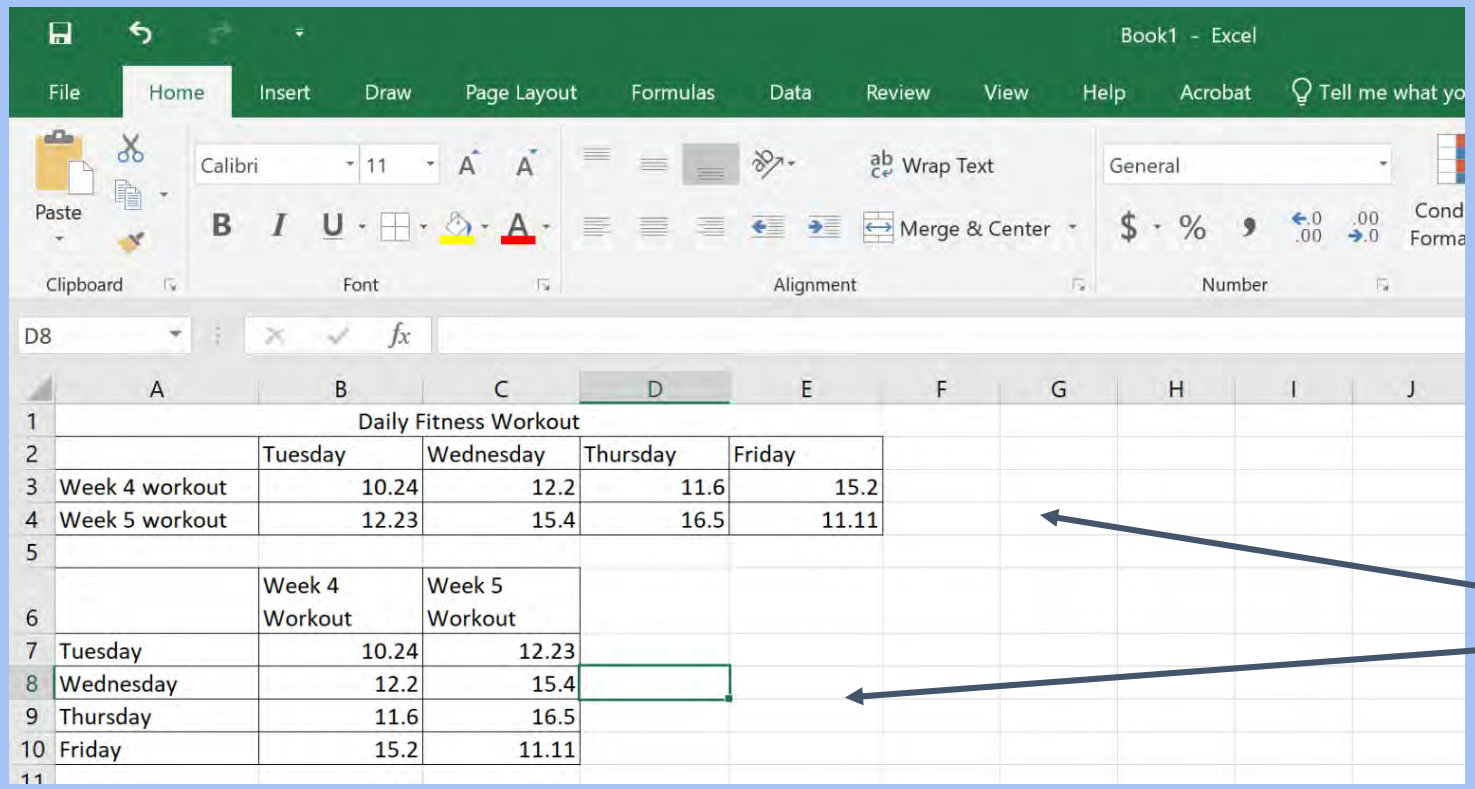
BioWarrior no longer lord of its domain
After years of strong sales due to an active online community, sales of the latest version of BioWarrior have slumped. Sales are down 40 000 from the peak...

6RW improves on tidiness
Class 6RW have worked very hard to keep their lunch area litter free. Only one piece of litter was found after lunch for two days last week.

Activity 2

Using your data that you have collected from the Daily Fitness workouts, you are going to create some graphs using Excel spreadsheet or your Google Sheets. Follow the instructions below to create your graphs. If you do not have access to Excel or Google Sheets, you can draw your graphs on a piece of paper.

1. Make sure you have completed your data for Weeks 4 and 5. See Below

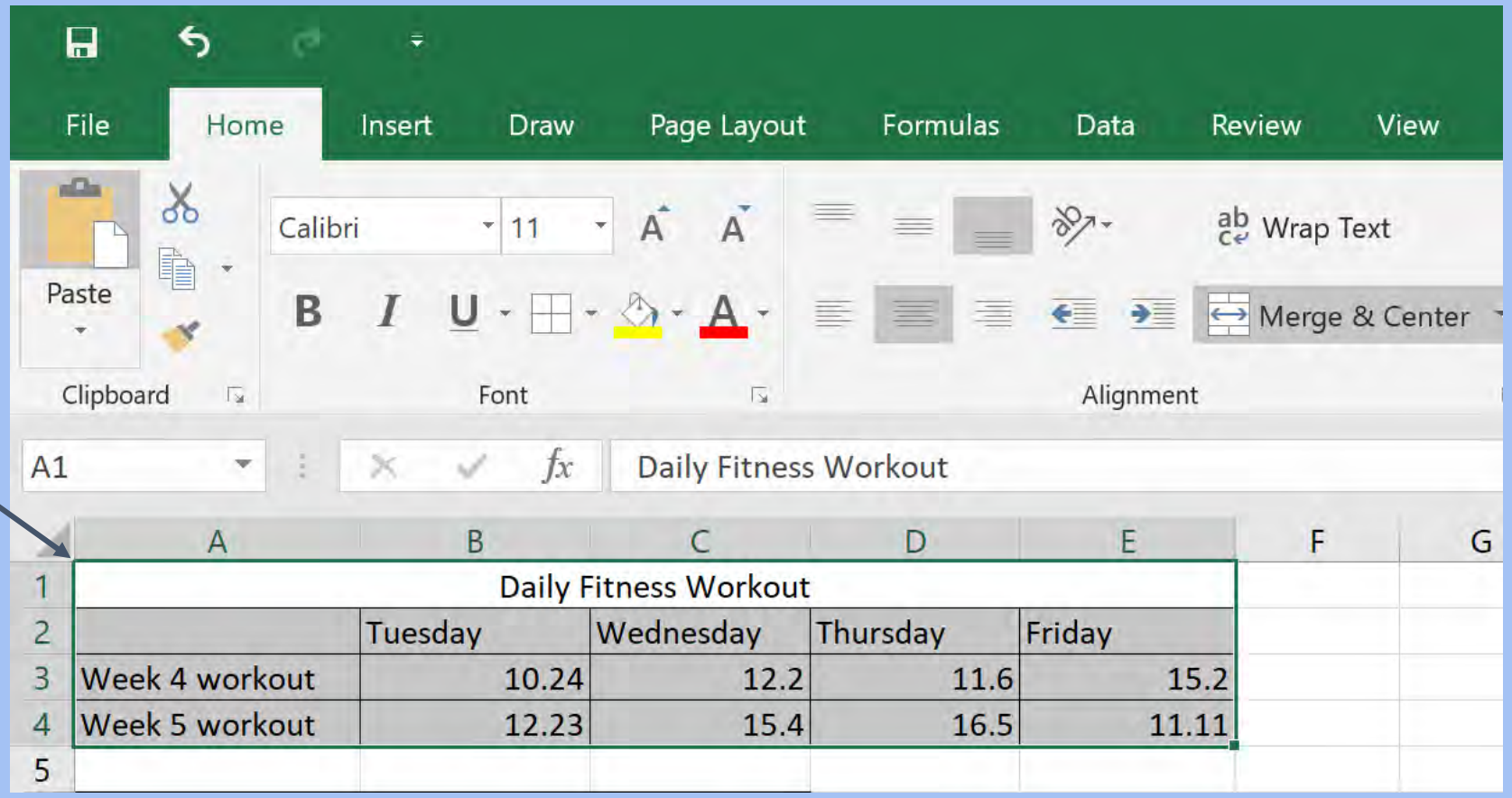


	A	B	C	D	E
1	Daily Fitness Workout				
2		Tuesday	Wednesday	Thursday	Friday
3	Week 4 workout	10.24	12.2	11.6	15.2
4	Week 5 workout	12.23	15.4	16.5	11.11
5					
6		Week 4 Workout	Week 5 Workout		
7	Tuesday	10.24	12.23		
8	Wednesday	12.2	15.4		
9	Thursday	11.6	16.5		
10	Friday	15.2	11.11		

You only need one of the Tables but here is an example of how you can enter your information vertically or horizontally.

Activity 2

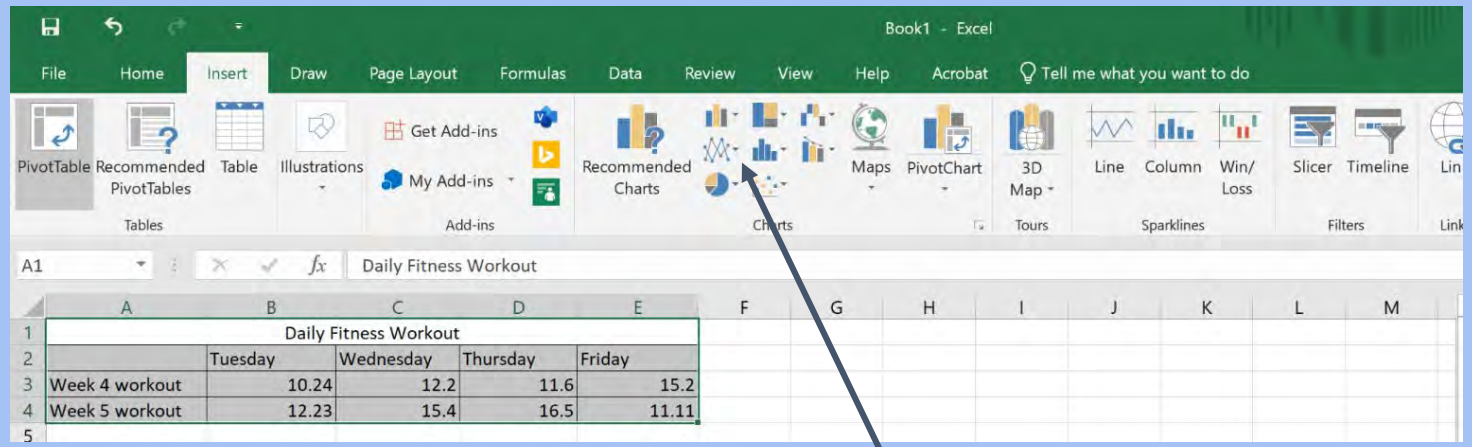
2. Highlight the information that will be entered into your graph.



Click and drag from A1 to the end of your information to highlight all of the text.

Activity 2

3. Click on the tab that says Insert and find the line graph symbol. Click on the drop down arrow and select the graph called ‘Line with Markers’ (4th one across the top)



	A	B	C	D	E
1	Daily Fitness Workout				
2		Tuesday	Wednesday	Thursday	Friday
3	Week 4 workout	10.24	12.2	11.6	15.2
4	Week 5 workout	12.23	15.4	16.5	11.11
5					

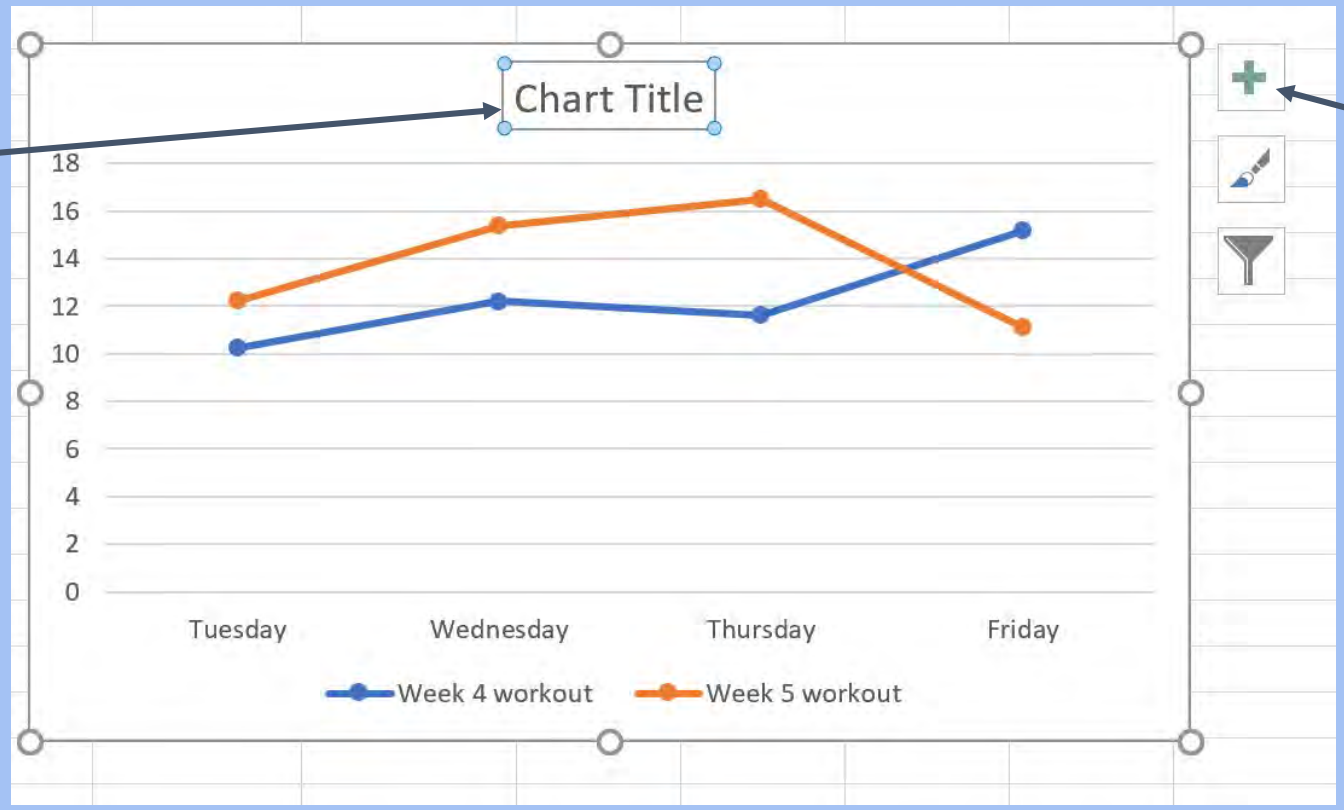
Line graph

Click on this to drop down the options for Line graphs.

Activity 2

4. Your chart should look like this. Now Add the titles to your Chart. You will need to click on ‘Chart title’ and then change your title to an appropriate title for your graph. To add titles to you axis you need to click on the plus button and select the 2nd button that says axis Titles

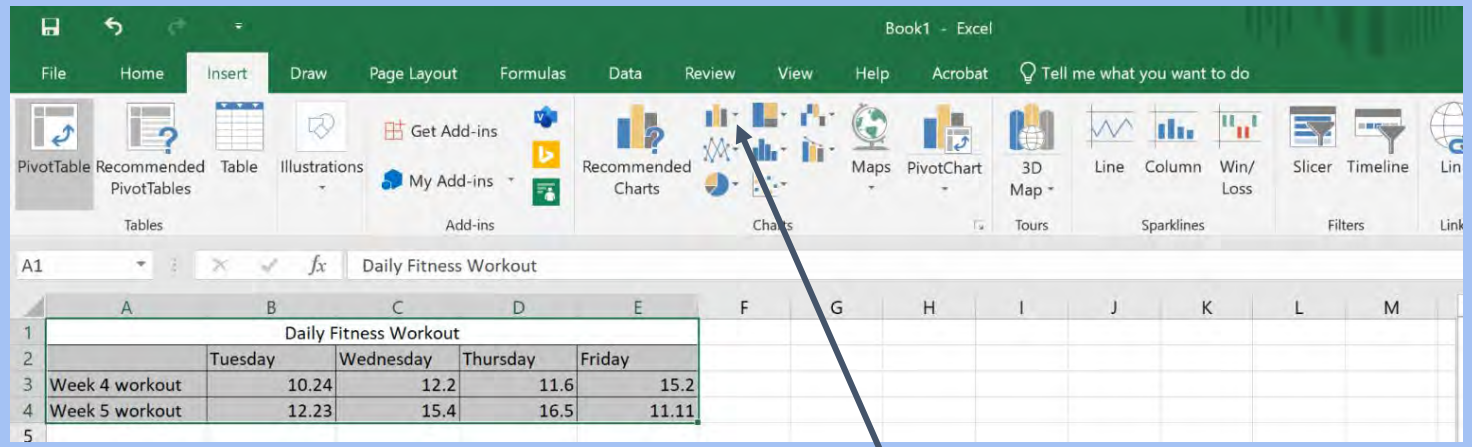
The text box will show up when you click on it and you can change the wording.



Click here to add Axis Titles.

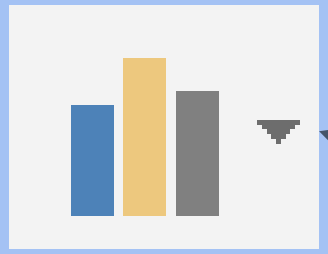
Activity 2

5. Repeat step 2 to Highlight the data and then click on the Column graphs tab and create a side by side Column graph.



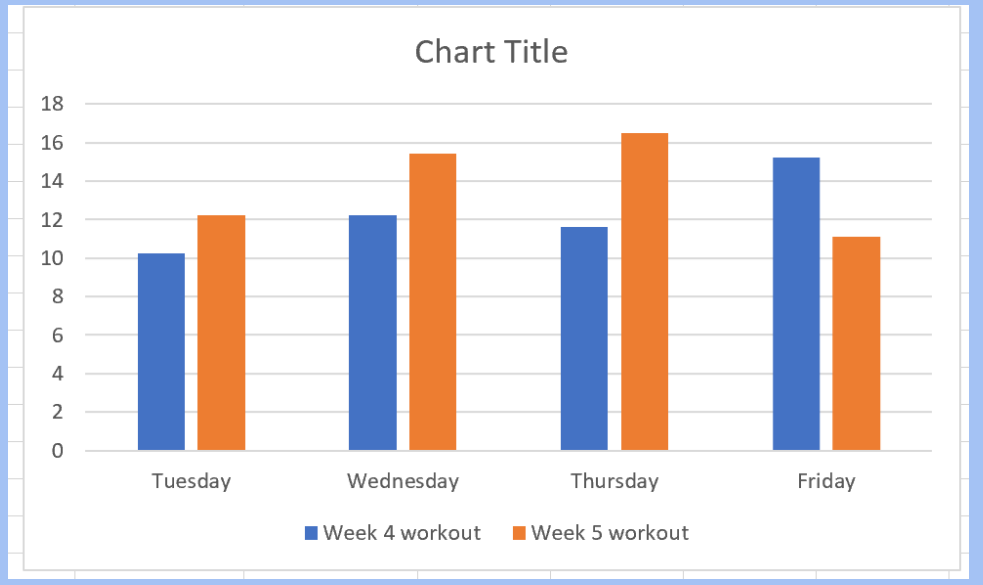
	A	B	C	D	E
1	Daily Fitness Workout				
2		Tuesday	Wednesday	Thursday	Friday
3	Week 4 workout	10.24	12.2	11.6	15.2
4	Week 5 workout	12.23	15.4	16.5	11.11
5					

Side-by-side column graph



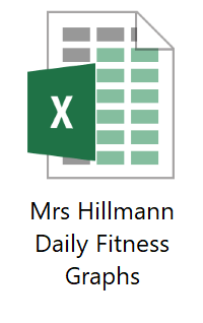
Click on this to drop down the options for Side-by-side column graphs.

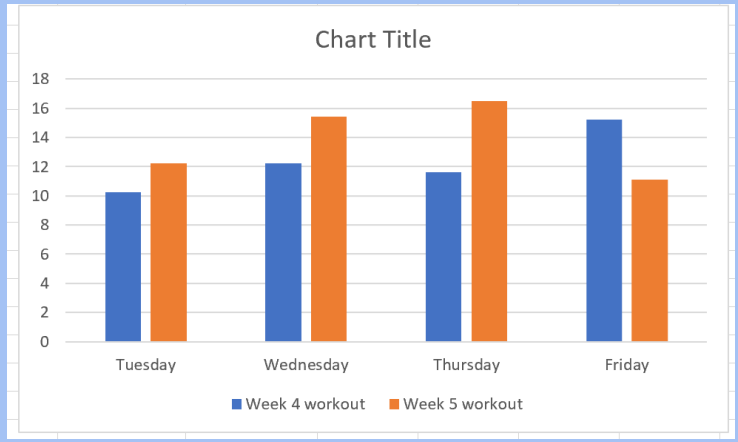
Your Side-by-side column graph should look similar to this.



Activity 2

6. Add the appropriate titles like you did on the line graph. **Optional**: Have a go at creating another type of graph.
Make sure you save your Excel spreadsheet or Google Sheet and upload it when you turn in your Maths work for Week 5.
Please save your work with your name in the title for example; Mrs Hillmann Daily Fitness graphs.





Questions about your graphs:

1. Is the data in your graph Primary or Secondary?
2. Which graph do you think displays your data the best? Why?
3. Write 3 questions about your graphs and give the answers.

Friday

Ignition Activity - Tug Harder!

This game is for two players.
You will need to draw a number line from -13 to 13 on a piece of paper, and find a counter and two 1-6 dice to use.

Decide who is **Positive** and who is **Negative**.
Positive moves the counter from left to right and **Negative** moves the counter from right to left.

Place the counter on 0 (the picture shows a red counter).

Take it in turns to throw the two dice and add the scores then move the counter that number of places in your direction.
If the counter reaches -13, **Negative** has won. If the counter reaches 13, **Positive** has won.

Is it better to play a game where you have to reach the end exactly, or where you can go over the end? What do you think and why?

Activity 1

1. Use the **jump strategy** to solve the following questions.

a. 1239 + 2834 =

b. 3263 - 1264 =

2. Use **partitioning in non-standard form** to help you solve the following questions.

a. 250 + 2750 =	**b.** 3550 + 2800 =

Activity 1

3. Use the **split strategy** to solve the following questions.

a. 3134 + 245 =	**b.** 4456 + 1223 =

4. Use the **compensation strategy** to solve the following questions.

a. 274 + 249 =	**b.** 293 - 178 =

Activity 1

5. Use the **changing the order strategy** to solve the following questions.

a. 184 + 53 + 36 + 47 =	**b.** 321 + 15 + 29 + 15 =

6. Use the **bridging the decade strategy** to solve the following questions.

a. 856 - 394 = ☐

b. 946 - 374 = ☐

Working Mathematically

6.

Dale's father is 60 years old. He is three times Dale's age and 28 years older than Dale's brother Paul. In how many years will the **sum** of Dale's age and Paul's age equal that of their father's age now?

Tip: A problem solving strategy could be to use a table/list to help you work systematically.

Activity 2

The table below shows Troy's expenses that he has to pay for in one month. Look carefully at the information and answer the questions that follow.

Expenses		Amount	Total
Home	• Rent • Insurance	$650 $20	$670
Car	• Loan repayment • Car insurance • Petrol • Maintenance	$200 $65 $100 $25	$390
Utilities	• Electricity bill • Water bill • Mobile phone bill • Internet	$40 $25 $99 $50	$214
Food	• Groceries • Restaurants	$280 $120	$400
Personal	• Clothes • Toiletries • Medical	$80 $45 $40	$165
Extras	• Gifts • Entertainment • Charity	$50 $85 $30	$165
Total expenses for the month			

Activity 2

Use your strategies for addition and subtraction to help you answer the following questions. Use the space provided for your working then write your answers.

1. What was the largest expense in Troy's monthly budget?

Answer: _____

2. How much in total does Troy spend on his home, car and utilities combined?

Answer: _____

3. How much more does Troy spend on groceries than he spends on entertainment?

Answer: _____

4. What is the total of Troy's expenses for the month? Calculate the answer and write it at the bottom of the table.

5. Approximately what fraction of Troy's total expenses go towards car, utilities and food? **Hint:** $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ or $\frac{1}{5}$.

Answer: _____

Activity 2

Troy's income per month: **$2600**

6. His total monthly expenses are: _____

Troy decided to put aside 10% of his monthly earnings as flexi money. This means that if he needed money for some unexpected reason or special occasion he has money saved to spend which doesn't affect his budget spending for that month.

Therefore his total flexi money for the month is **$260.**

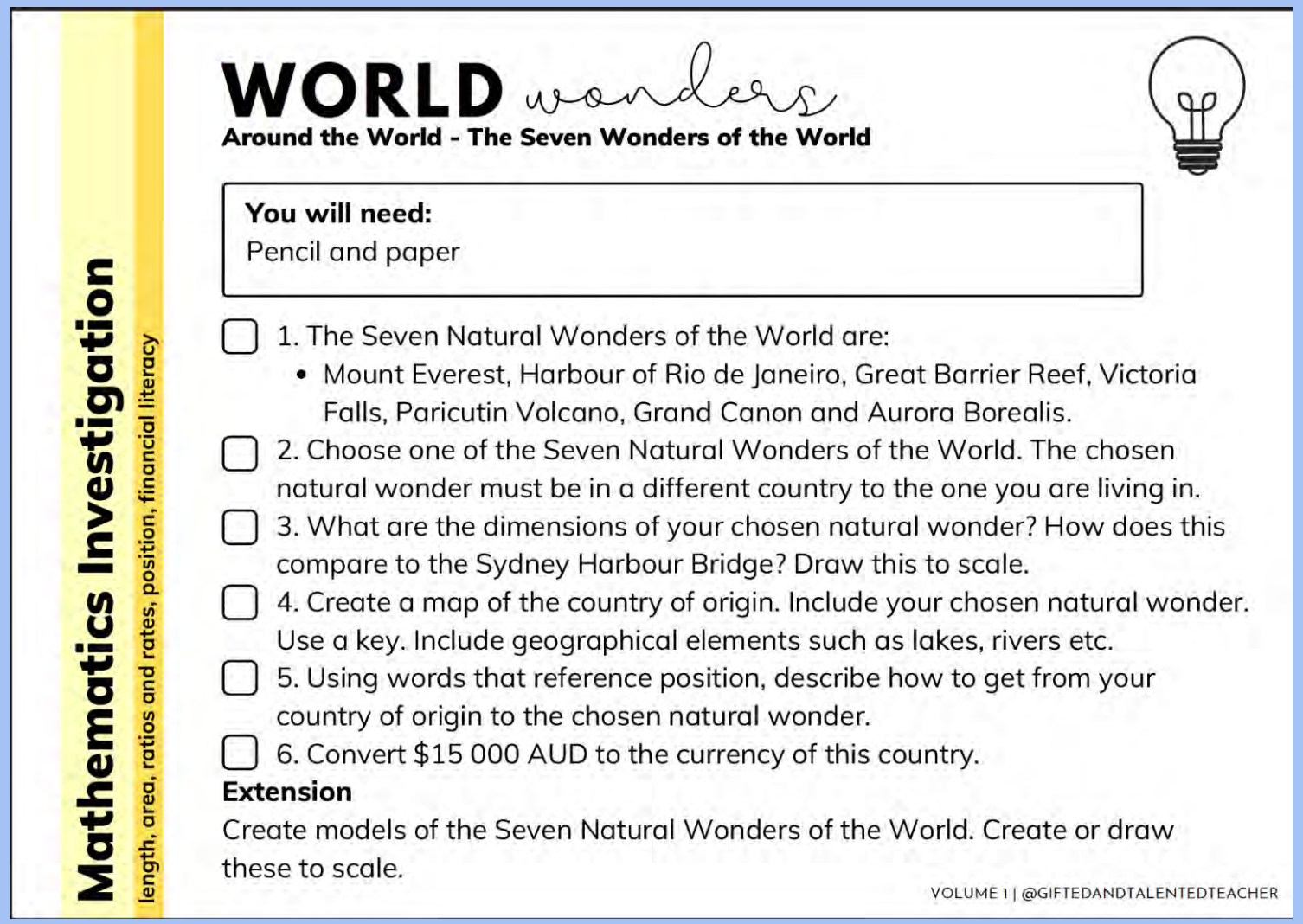
Troy also puts away 10% of his earnings into a savings account each month.

Therefore his savings for the month is **$260.**

7. Using the information above, **calculate** the total money that he has **left over** that he can spend as he wishes each month. To do this, **deduct** his total costs on the previous page, flexi money and savings from his income per month. Show your working and write the answer clearly in the box below.

Answer: _____

Optional Weekly Challenge



Mathematics Investigation

length, area, ratios and rates, position, financial literacy

WORLD wonders

Around the World - The Seven Wonders of the World

You will need:
Pencil and paper

- [ ] 1. The Seven Natural Wonders of the World are:
  - Mount Everest, Harbour of Rio de Janeiro, Great Barrier Reef, Victoria Falls, Paricutin Volcano, Grand Canon and Aurora Borealis.
- [ ] 2. Choose one of the Seven Natural Wonders of the World. The chosen natural wonder must be in a different country to the one you are living in.
- [ ] 3. What are the dimensions of your chosen natural wonder? How does this compare to the Sydney Harbour Bridge? Draw this to scale.
- [ ] 4. Create a map of the country of origin. Include your chosen natural wonder. Use a key. Include geographical elements such as lakes, rivers etc.
- [ ] 5. Using words that reference position, describe how to get from your country of origin to the chosen natural wonder.
- [ ] 6. Convert $15 000 AUD to the currency of this country.

Extension

Create models of the Seven Natural Wonders of the World. Create or draw these 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.

Week 5 Term 3

Exploring Antarctica

Here is the link that you will need to explore Antarctica each day.There will be a new feature of Antarctica to investigate each day this week. Use the blank slides provided to complete each task.

https://antarctic-explorer.au-syd.cf.appdomain.cloud/0

Monday

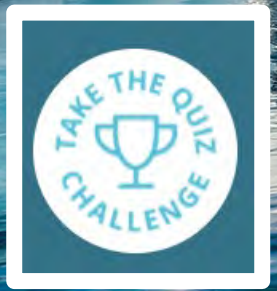
CLICK HERE

Early Explorers – Delve into the history of early Antarctic Explorers

- Explore the exhibition jobs that Mawson included in his team. Click on the job that interests you the most and write 3 interesting facts about this job. Remember you can ask a question in the question tab on the site too.

- Explore the rest of the explorers section of the Antarctica site, including Mawson's Main Bse Party of explorers.

- After you are familiar with the information on explorers, take the quiz of Early Explorers by clicking on the icon



Early Explorers Answers

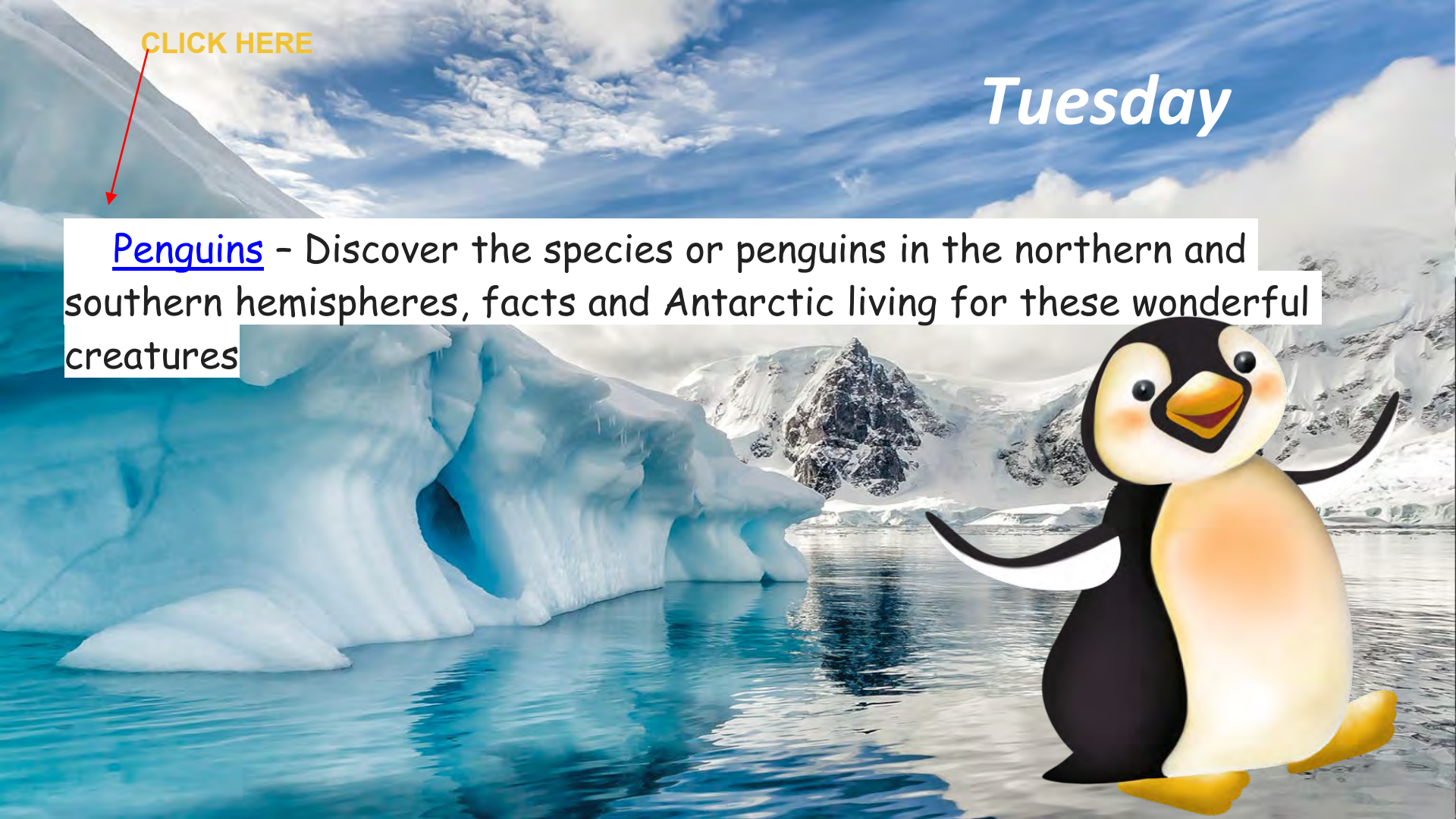
Write about the exhibition job that interests you most here:

How did you go in the quiz?

CLICK HERE

Tuesday

Penguins – Discover the species or penguins in the northern and southern hemispheres, facts and Antarctic living for these wonderful creatures



Answer the following questions here:

How many species of penguin are there and where do they all live?

How many of the 18 species set foot on Antarctica? Which species are these?

Click on your favourite species of Antarctic penguin. Create a poster of your penguin on the following slide using images, fun facts and interesting information.

Take the Penguin Quiz when you have finished exploring ALL the penguin information.

Complete your Penguin Poster Here

Wednesday

Antarctic Facts – Explore the incredible facts of Antarctica

CLICK HERE

Explore all the interesting facts about Antarctica and then answer the questions on the following slide.

Antarctica Facts

Choose 3 sections in the Interesting Facts section.

Use the information you have learnt to write a paragraph about Antarctica. It would be great to use some statistics from what you have read.

Take the Interesting Fact Quiz when you have finished exploring ALL the information.

Thursday

Watch this great video on Antarctica by clicking on the seal.

After watching the video, list 5 fantastic adjectives to describe Antarctica.

Phew! You have made it across the icy sea, but now it is getting late and you must seek shelter for the night to protect your team. Build an insulated shelter prototype that maintains a safe temperature inside and has a working door.

You can use any materials that you can find at home to create your Antarctica shelter.

Include a picture or video of your shelter on this slide.

The winning shelter will be awarded 5 Hoots. All students that participate will be awarded 2 Hoots.

Have fun!

DIRECTIONS: Find and circle the vocabulary words in the grid. Look for them in all directions including backwards and diagonally.

Antarctica

E	L	O	P	H	T	U	O	S	D	E	S	O	L	A	T	E	H	P
G	T	W	V	J	F	G	V	C	F	N	W	R	E	E	F	O	K	S
A	T	U	S	F	G	B	N	U	K	O	U	L	X	Y	T	Y	R	I
Q	O	U	L	T	R	L	Y	S	U	Z	I	P	P	C	H	M	G	A
P	C	N	F	R	A	O	A	S	V	O	O	P	L	I	S	P	C	J
M	S	T	Y	S	U	T	Z	C	K	K	N	Y	O	N	J	I	O	U
H	K	F	E	U	H	Q	I	E	I	S	S	D	R	A	T	S	N	X
S	H	A	C	K	L	E	T	O	N	E	L	P	E	C	Q	N	T	D
M	L	F	P	N	R	H	M	T	N	O	R	K	R	L	B	I	I	F
S	Z	L	H	P	Y	J	Q	M	C	Q	D	A	I	O	Q	U	N	H
H	G	W	L	T	L	P	H	X	H	M	T	S	B	V	U	G	E	C
T	S	Y	L	I	K	B	U	K	I	N	N	B	G	I	P	N	N	R
Z	A	I	X	B	R	S	G	S	A	I	D	C	M	N	L	E	T	A
D	R	M	F	Y	J	K	W	H	A	L	E	S	U	E	G	P	P	E
Y	Y	F	Q	R	R	N	W	T	W	D	X	L	U	R	D	Y	O	S
K	I	G	C	D	T	R	N	Q	J	I	R	R	S	R	P	P	M	E
I	C	K	C	A	M	U	N	D	S	E	N	O	Y	A	I	U	G	R
Z	E	P	K	U	O	Q	T	R	E	S	E	D	J	B	L	O	W	U
I	Y	X	F	M	A	U	X	I	V	Z	M	E	Y	F	Z	N	M	Q

Amundsen	Desolate	Ice	Seals
Antarctica	Dry	Krill	Shackleton
Barren	Explorer	Mountains	South Pole
Byrd	Fish	Ozone	Station
Cold	Fjord	Penguins	Volcanic
Continent	Frozen	Research	Whales
Desert	Glacier	Scott	Windy

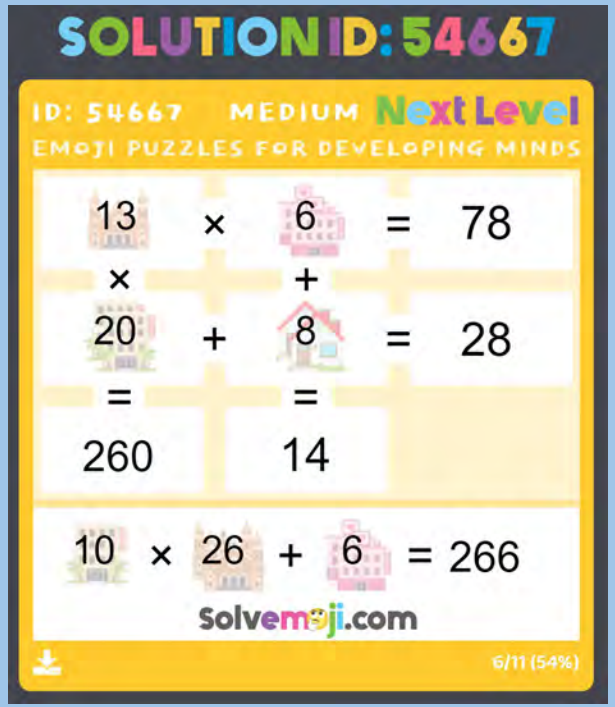
Friday

Use the formatting drawing or highlighting tools to underline, circle or highlight the Antarctica words.

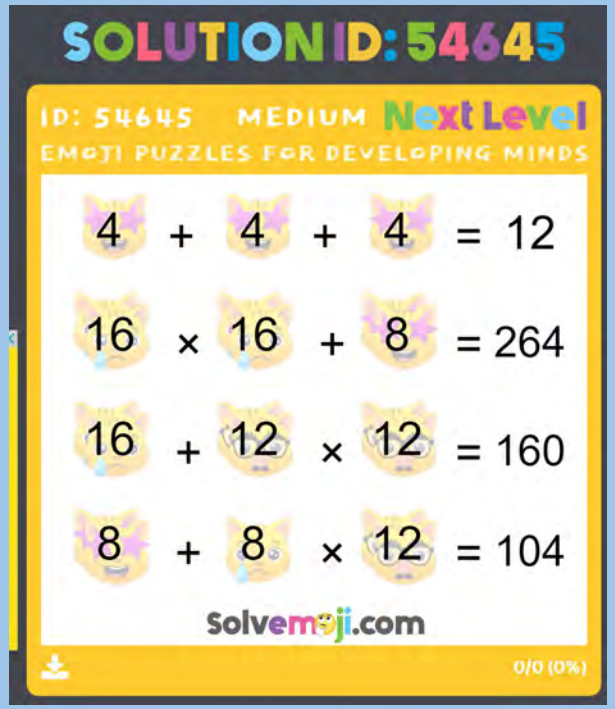
Test your overall knowledge of Antarctica here.

TAKE THE QUIZ CHALLENGE

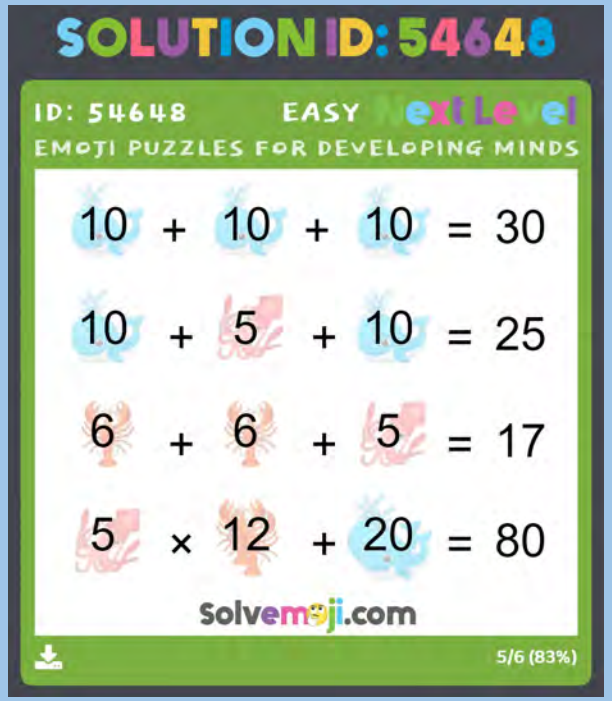
Monday's Ignition Activity

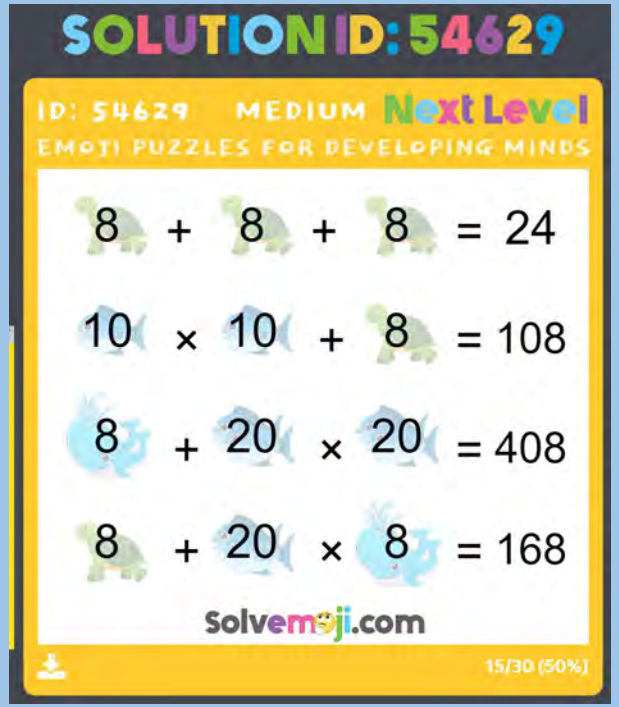


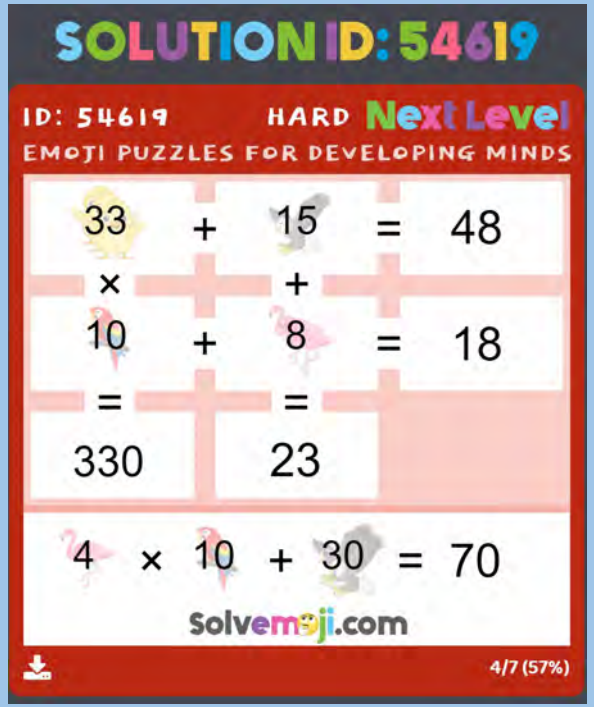
Tuesday's Ignition Activity



Wednesday's Ignition Activity







Thursday's Ignition Activity- Bingo

https://mathsstarters.net/bingo/

Friday's Ignition Activity- Tug Harder!

Is it better to play a game where you have to reach the end exactly, or where you can go over the end? What do you think and why?

Now change the game. This time, when you throw the dice, you can decide whether to add, subtract, multiply or divide the numbers on the dice. You must reach -13 or 13 exactly to win.

Does this make a better game? What do you think? Why or why not?

How else could you change the game?