Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on Google Classroom. You are also able to access your Mathletics account. You can complete activities in your Homework book or an exercise book, some maybe submitted through your google classroom. Don't forget to write the date on your activities to keep track. Resources/worksheets/spelling words can be found at the end of this document under resources.

T3 Wk 6	Morning Session	Middle Session	Afternoon
Monday	**English -** **Yr 5 Spelling with Miss Deathe** Success Criteria: I can use plurals in my writing Open the Term 3 Wk 6 Spelling PowerPoint (this can be found on your Google Classroom) and follow the prompts. **Activity 1:** Fold your page into four columns, labelling each Monday-Thursday with the short date under each. Copy out your spelling words for the week. **Activity 2: Highlight the Spelling Pattern** Use a highlighter to trace over the spelling pattern in each of your words (excluding sight words). Can you find other words in a book or dictionary that use the digraph /ss/ to make the same "s" sound? List these in your book. **Year 6 Spelling** **Activity 1: Look, Cover, Write, Check** Fold your page into four columns, labelling each Monday-Thursday with the short date under each. Copy out your spelling words for the week. **Activity 2: Highlight the Spelling Pattern** Use a highlighter to trace over the spelling pattern in each of your words **Activity 3: Word meanings-** review your words and write the meaning in your own words for at least 10 of your words. Make sure you do the words you don't know first. **Writing:** Refer to your Information report you started last week on the Australian animal. We will continue to edit your report. Paragraphs - It is important for your writing to be set out correctly and to include paragraphs. See the week 5-6 for more information. Task- complete the lizard worksheet - finding topic sentences. Read your writing to make sure it contains topic sentences at the beginning of your paragraph. Edit your writing now.	**Maths - Probability** What is the chance of you completing all of your work this week? This week we are looking at probability. This means we are looking at ways of how to work out the chance of something happening. Below is a link to a great youtube video to help you understand this concept. **Math Antics - Basic Probability - Bing video** If you can not get the link to work do a google search for **Maths Antics - basic probability**. There are lots of videos but i think this one explains it well. This week we have created a work booklet that is for the entire week. Keep the pages together and work through at your pace. Make sure you are checking in with your teacher in google classroom regularly so that they know where you are up to. Year 5 - Chance and Probability Booklet Year 6 - Chance and Probability Booklet Week 6 Mathletics activities Are you ready? Introductory Probability Find the Probability Mathroo activities – Have a go at some from every page and work through them at your own pace throughout the week. E p.2 – Ordering events	**Library** Challenge yourself to trivia from World Book Online How good are you at Trivia? Go to this World Book website and you can choose from a number of different topics to challenge yourself. https://www.worldbook.com.au/educators/worksheets/trivia-quizzes/ 1.Log in to Mrs Burke's Library Google Classroom. 2.Log in to World Book Online - https://www.worldbookonline.com ID – scps1 Password – scps1 **PRC is due 20th August**

T3 Wk 6	Morning Session	Middle Session	Afternoon
Tuesday	**English** - **Spelling with Miss Deathe** Success Criteria: I can use plurals in my writing Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Tuesday' column. *Activity 2:* *Spelling Points* Say the word aloud and write it by separating the *sounds*. How many points is each word worth if a; - Graph = 2 points - Digraph = 5 points - Trigraph = 10 points au d i o Digraph Graph Graph Graph **Year 6 Spelling** **Activity 1 Look, Cover, Write, Check** method to copy out your spelling words under your 'Tuesday' column. **Activity 2 Spelling Points** as above and activities 1-4 on the worksheet. **English- Handwriting** **WALT:** - Write using cursive - Explore joins that facilitate fluency and legibility **Core Task:** Review the five S's - slope, shape, size, spacing and style Review correct pen/cil grip, book and sitting position/posture *Tuesday 17th August 2021* - Practice writing your spelling words for the week in cursive writing. - Write a letter to your teacher using your cursive writing	This week we are looking at probability. This means we are looking at ways of how to work out the chance of something happening. Below is a link to a great youtube video to help you understand this concept. **Math Antics - Basic Probability - Bing video** If you can not get the link to work do a google search for **Maths Antics - basic probability**. There are lots of videos but i think this one explains it well. Continue to work through your booklets checking in with your teacher. Year 5 - Chance and Probability Booklet Year 6 - Chance and Probability Booklet	**Science:** Learning Intention: Investigate the properties of matter and identify when they are changed. Activity 1: Watch the video *States of Matter* and note down the information it gives you about the behaviour of matter in a solid, liquid and gas. https://www.youtube.com/watch?v=21CR01rlmv4 Activity 2: Look at the images of chocolate, ice and a kettle found below your framework. In your book (or on the sheet) explain what you think is happening scientifically and why. Think about the particle discussed in the video if you are unsure. Are they changing? If so, why do you think this? OPTIONAL EXPERIMENT: You will need: - 3 sheets of paper towel - Water - Hair Dryer - Glass jar Wet two sheets of paper towel. Place #1 outside in the sun to dry, leave #2 inside to dry with a hair dryer. Time how long it takes for each to dry and reflect on your findings. Is there a reason why? What change of state do you think is occurring? Wet #3 sheet of paper towel, and place it in the sun with a glass jar facing downwards in the middle of the paper. Describe what you notice happening and why.

T3 Wk 6	Morning Session	Middle Session	Afternoon
Wednesday	**English - Spelling with Miss Deathe** Success Criteria: I can use plurals in my writing Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Wednesday' column. *Activity 2: Complex Sentences* Choose 5 words from your spelling list to write into complex sentences using known joiner words. You may like to challenge yourself by using dialogue. however although whereas though since because while unless **Year 6 Spelling** Same as year 5 and complete activities 4-8 on the worksheet. **English: Reading Comprehension** Activity 1: Read the attached text *Dangerous Dreams* and answer the multiple-choice questions in your book. **Writing** Animal information report - continued Technical language- See the outline for greater detail. Read your report and highlight all the technical language that you have used. Complex sentences. Use the skills you have been practicing in spelling to add complex sentences in your writing. Look for the word **AND,** it should not appear more than once in your sentence. Underline the joining words you have used. Look at the above spelling task for joining word examples. Read your work, include some complex sentences to make your writing sound amazing. Do not forget to use descriptive language as well.	Maths This week we are looking at probability. This means we are looking at ways of how to work out the chance of something happening. Below is a link to a great youtube video to help you understand this concept. **Math Antics - Basic Probability - Bing video** If you can not get the link to work do a google search for **Maths Antics - basic probability**. There are lots of videos but i think this one explains it well. Continue to work through your booklets checking in with your teacher. Year 5 - Chance and Probability Booklet Year 6 - Chance and Probability Booklet **Music** **Choose an activity from Mrs Ruzzays** **Home Learning Music Activities K-6** 	**PD/Health** **Learning Intention:** Students identify strategies for maintaining mental health 1. Read over your last few health lessons. Ask yourself and write down: 2. What is your understanding of mental health? Has it changed? Why is it important? - These are really good discussion questions. Is there someone you can chat to about this? Can you discuss this with your teacher on Google classroom or a family member? 3. Ask a parent or grandparent or an elder family member how has "mental health" changed since they were a child? Are the changes around mental health changing for the better? 4. What strategies can be used for maintaining mental health? 5. Assemble your 'toolbox' (Work Sheet attached). and then cut out each heart with a strategy on it for maintaining mental health and write down an explanation for what it is. Place the strategies in your toolbox. Keep in a safe place. It's always good to have a tool box handy. 6. End the day doing something kind for someone else.

T3 Wk 6	Morning Session	Middle Session	Afternoon
Thursday	**English** - **Spelling with Miss Deathe** Success Criteria: I can use plurals in my writing Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Thursday' column. *Activity 2: Dictionary Meanings* Choose 5 words from your spelling list to locate in the dictionary to find the meaning. Write it in your own words. **Year 6 Spelling** **Activity 1:** Use the Look, Cover, Write, Check method to copy out your spelling words under your 'Thursday' column. **Activity 2: Worksheet** complete remaining activities. **Writing** Seven steps, see the writing overview for more information on each step. ● Sizzling start ● Tightening tension ● Ban the boring ● Show don't tell ● Dynamic dialogue ● Ending with an impact These are skills we have been learning in class. Have you included using your senses, describing words and technical language? Task - rewrite your edited animal information report and submit it to your teacher. Look at the runbic to see how well you scored. If you still have your original task from week 5, re-read it and see how it has evolved.	**Online video challenge** https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/lets-get-magical This week we are looking at probability. This means we are looking at ways of how to work out the chance of something happening. Below is a link to a great youtube video to help you understand this concept. **Math Antics - Basic Probability - Bing video** If you can not get the link to work do a google search for **Maths Antics - basic probability**. There are lots of videos but i think this one explains it well. Continue to work through your booklets checking in with your teacher. Year 5 - Chance and Probability Booklet Year 6 - Chance and Probability Booklet	**Key Inquiry Question:** Do other continents have similar environments to Australia? - Revise previous lesson - What do students remember about North America and the biomes that are found there? Students work in pairs to study either Europe or South America. Identify the biomes found in Europe Mark the main countries of Europe on the map What biome is not in Europe but is a large part of Australia and North America? What impact would this have on settlement patterns (where people choose to live)? Worksheets in resources.

T3 Wk 6	Morning Session	Middle Session	Afternoon
Friday	**English - Spelling with Miss Deathe** Success Criteria: I can use plurals in my writing **Year 5 and 6** Have a member of your household test you on your words for the week. _Activity 2:_ Complete your Spelling Word Search for the week (find below framework) **Comprehension-** Drawing conclusions and making inferences. Do you know how many times a day you make conclusions and inferences without even realising you are doing it? What to wear for the day? If the food tastes sweet, people's moods etc. You use clues around you to help you make meaning and draw conclusions. Have a look at the people around you and what they are wearing? What does that tell you about the weather? Can you make any inferences about what they will be doing for the day? What are the clues that helped you come to those conclusions? We do this when we are reading- we use the details the author gives us and sometimes we have to figure things out for ourselves. Look at the following sentences, write them in your book, record your conclusions and inferences. The sun is setting. The evening star can be seen. The sky was full of dark grey clouds. Henry is moving away and leaving his friends and family behind. She was drenched and shaking, her lips were blue and her teeth couldn't stop chatting. We use this in our writing too, think" show don't tell"- Seven Steps. In your book write 5 sentences "showing" me 5 different moods without telling me the characters mood. Her brow was furrowed, her hands were clenched, she was wearing a trail in the carpet with her pacing. - What am I trying to say?? **Grammar** Have you ever wondered where words come from? **Etymology** Etymology is the study of the origins of words and how they evolved. Many English words come from other languages such as Latin or Greek. Check out the video to get a better understanding of how this happens. Where do new words come from?	The Kid Should See This Work through the worksheets in the resource section.	Maths Complete any outstanding worksheets. BFTM – Extension activity for Year 5 and 6 **Yoga -** Today you are to find a quiet peaceful warm spot, play some relaxing music and try your hand at yoga! You can use the yoga cards to design a sequence or you can use the link below to follow the routine. Sonic The Hedgehog	A Cosmic Kids Yoga Adventure! - Bing video **Go on, give it a go, what have you got to lose??**	**Art - Winter Theme** Today's art lesson is based on a winter theme using different shades of blue. Using poster paint, mix 6-8 different shades of blue using white paint. Using an A4 piece of paper (portrait) , paint a white moon in the top half of the page and circle the moon with a very light shade of blue (a tone or two up). Then create another circle of paint around the previous circle using a slighter darker blue. Continue radiating out until the last circle is dark blue and the page is completely painted. You can flick white paint onto your picture using the tip of your paint brush to create the effect of snow if you wish but be careful. Practice this method first. Wait until the paint dries and then using a lead pencil draw between 2-5 trees with no leaves starting at the bottom of your page.. Paint the tree with black paint using finer paint brushes as you work your way up the tree. You can trim your artwork and paste it onto a black A4 sheet of paper or cardboard as a finishing touch. Click on the link below to assist you How to draw a tree silhouette

T4 Wk 6 Spelling Words - Year 5			
Spelling Focus Words		**Challenge Words**	**Sight Words**
leaves	lives	holidays	average
knives	thieves	libraries	census
loaves	calves	properties	culture
halves	echoes	mangoes	economy
shelves	potatoes	journeys	employment

Year 6 T3 Wk6 Spelling Words				
Spelling Focus Words			**Challenge Words**	**Phonics**
similar	invalid	exporter	frenzied	science
electric	salmon	irregular	intriguing	patience
original	removal	intention	systematic	audience
particular	trousers	treatment	decomposed	obedience
interesting	peculiar	celebration	acquaintance	impatience

Phonics	Basic list / High frequency			Difficult	Own words
science	similar	invalid	exporter	frenzied	
patience	electric	salmon	irregular	intriguing	
audience	original	removal	intention	systematic	
obedience	particular	trousers	treatment	decomposed	
impatience	interesting	peculiar	celebration	acquaintance	

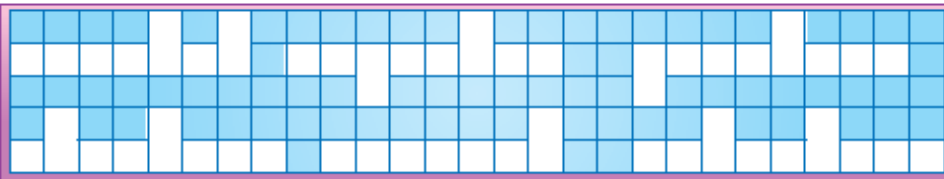## Words in context

1. Choose a list word to complete these sentences.

a Matt was too tall and his _____ were too short.

b The _____ is a fish that can swim up small waterfalls.

c The _____ clapped loudly at the end of the performance.

d Thomas received _____ for his injured leg.

e Mum used an _____ frypan to cook the salmon.

Word shapes

2. Select list words to match the word shapes.

Wrong spelling

3. Correct the spelling mistakes.

a It was his (intension) to be intriguing. _____

b The frenzied performance was (similar) to the original. _____

c Tony received systematic (treetment) for his wounds. _____

d That (partecular) acquaintance is interesting. _____

e The (removeal) of the deadly waste has begun. _____

Syllables

4. Break these words into syllables. (All syllables must contain a vowel sound.)

a	invalid			
b	trousers			

c	electric			
d	similar			

Word meanings

5. Choose a word from the lists to match the clues below.

a Odd or strange _____

b Of the same kind or alike _____

c A person you have met but don't know well _____

d Not regular _____

e Not boring or dull _____

f A group of people watching a performance _____

6. Complete these words by adding the *missing letters*.

a s i m __ __ l __ r

b e l __ __ c t __ __ __ c

c __ __ a l __ __ o n

d i n __ __ a l i __ __

e o __ __ __ __ __ __ n __ l

f i __ __ __ e g __ __ l __ __ __ __

g r __ __ __ __ o v a __ __

h p __ __ c u l __ __ __ __ r

7. Finger spell the five high-frequency words.

8. Find four words that have these letter patterns. You may need a *dictionary*.

a invalid, intriguing, intention _____

b audience, audible, audio _____

9. Write one meaning for each of these words. Use a *dictionary*.

a peculiar _____

b exporter _____

c acquaintance _____

10. Use the word (celebration) in a sentence.

_____

Grammar – Correct word

11. Use *your* or *you're* in these sentences.

a I see that _____ familiar with the details.

b _____ pen is on the desk.

c _____ too particular about it.

d _____ an explorer, aren't you?

e Is it _____ intention to hold a celebration?

13. If 1 = A and Z = 26, what words do these numbers stand for?

a 9, 14, 20, 5, 14, 20, 9, 15, 14, 1, 12 _____

b 16, 1, 18, 20, 9, 3, 21, 12, 1, 18, 12, 25 _____

Suffixes

12. Add a suffix from the box to these base words.

ly	ing

a personal _____

b innocent _____

c different _____

d hinder _____

e enter _____

14. Use the *base word* given to develop three more words.

obey			

Week 6 Spelling

The SMART Spelling Sequence

Teachers use the SMART Spelling sequence to teach spelling in a sensible and systematic way.

S ay
Say the word aloud and students repeat.

M eaning
The teacher says it in a sentence.

A nalyse
Analyse it by breaking it up.
"The sounds are...__" and then "The letters are...__"

Syllables
(if it's a long word)
Sounds
Letters

R emember
"Which part of the word do you have to remember?"

T each
"Teach it to me"
The students spell the word aloud using letter names with clustering.

www.smartspelling.com.au

Follow the SMART Spelling Sequence through the next slides and look for the prompts on each page.

Learning Intention:
To use a range of strategies to spell high frequency and difficult words.

To understand graphs, digraphs, trigraphs and quadgraphs and how to use them to spell words.

Success Criteria:
I can use plurals in my writing.

I can use visual memory to spell irregular words

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

Say the word

leaves

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

What does the word mean?

Leaves are found on trees and trap energy from the sun.

SAY> MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

What are the sounds I can hear in this word?

l | ea | v | es

SAY> MEANING > ANALYSE >REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

What part of this word do I need to remember?

leaves

SAY> MEANING> ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

Spell the word on your whiteboard

SAY> MEANING> ANALYSE > REMEMBER > **TEACH**

T3 Week 6 Spelling Words

Success Criteria:
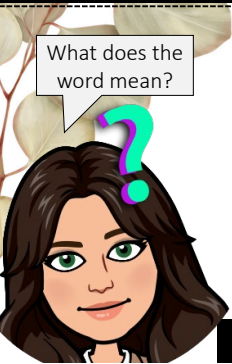I can use plurals in my writing.

Say the word

halves

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

What does the word mean?

The boy cut the sandwiches in halves (two equal parts)

SAY> **MEANING** > ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

What are the sounds I can hear in this word?
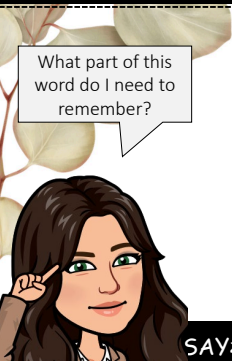
h|al|v|es

SAY> MEANING > **ANALYSE** >REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

What part of this word do I need to remember?

halves

SAY> MEANING> ANALYSE > **REMEMBER** > TEACH

T3 Week 6 Spelling Words

Success Criteria:
I can use plurals in my writing.

Spell the word on your whiteboard

SAY> MEANING> ANALYSE > REMEMBER > **TEACH**

T3 Week 6 Spelling Words

Say the word

calves

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

What does the word mean?

The farmer delivered fresh grass for his herd of calves (baby cows).

SAY> MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

What are the sounds I can hear in this word?

c | al | v | es

SAY> MEANING > ANALYSE >REMEMBER > TEACH

T3 Week 6 Spelling Words

What part of this word do I need to remember?

calves

SAY> MEANING> ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Spell the word on your whiteboard

SAY> MEANING> ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Say the word

shelves

SAY > MEANING > ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria: I can use plurals in my writing.

> What does the word mean?

The man built new shelves in his house to store all of his tools.

SAY> **MEANING** > ANALYSE > REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria: I can use plurals in my writing.

> What are the sounds I can hear in this word?

sh | e | l | v | es

SAY> MEANING > **ANALYSE** >REMEMBER > TEACH

T3 Week 6 Spelling Words

Success Criteria: I can use plurals in my writing.

> What part of this word do I need to remember?

shelves

SAY> MEANING> ANALYSE > **REMEMBER** > TEACH

T3 Week 6 Spelling Words

Success Criteria: I can use plurals in my writing.

Spell the word on your whiteboard

SAY> MEANING> ANALYSE > REMEMBER > **TEACH**

Activity 1:
Fold your page in half and rule up two columns front and back. Label each column Monday-Thursday with the short dates.

Activity 2: - Highlight the Pattern
After copying out your spelling words, use a highlighter to trace over the spelling pattern focus in each word (excluding sight words)

EXTENSION: Use a dictionary or another book to find other words that use the same digraph /ss/ to make the same sound. Make a list of these in your book.

T3 Week 6 Spelling Words

Spelling Focus	Challenge words	Sight Words
leaves	holidays	average
knives	libraries	census
loaves	properties	culture
halves	mangoes	economy
shelves	journeys	employment
lives		
thieves		
calves		
echoes		
potatoes		

SMART!

Overview - Information Reports

During week 5 and 6 you will be working on 1 information report. The outline of each lesson has been included below. Stick to the lessons on separate days rather than completing in 1 go.

Lesson 1:

You will need to choose an Australian animal, write the name of the animal in the middle of the circle.

On the top of the planning page write down all the points that you already know.

Then start to research your chosen animal, you can use the framework website or research your own way. On the bottom of the paper write down points that you didn't know, any of your points that were incorrect just cross them out. Look at all the new information you have learned. Group your ideas that are similar – what it eats or how it moves. You can do this with coloured markers or highlighters. These groups will be your paragraphs.

Lesson 2:

Follow the proforma to set out your report. You will probably have more

than 3 paragraphs in the middle. This is just a guide.

Lesson 3:

Paragraphs Focus

Each of your paragraphs will need a topic sentence. This is the main idea of the paragraph. Then it will have 3-4 more sentences using the information you researched.

Read the Lizard information sheet and highlight the topic sentences that would be the beginning of a new paragraph.

Read your information report. Highlight your topic sentences, if you have not included a topic sentence then redo the first sentence in each paragraph. You will be making other changes over this week so do not re-write your report every day. Make the changes on your page. Good authors do this, they make changes where they need to. At the end you will have a lesson to publish your work.

Lesson 4:

Technical language/ Complex sentences.

Read through your report, underline or highlight any technical language you have used. These are special words used to describe details. A butterfly mouth = proboscis.

Eg- The butterfly drinks the nectar.

The butterfly uncurls its long proboscis to drink sweet nectar from the flowers it feeds on.

If you can include any new technical words to make your writing sound great make the changes now.

Lesson 5:

Incorporating the seven steps. (The second Apple information report from week 2 writing includes the seven steps refer back if you need to.)

Sizzling start – Engage your reader instantly by grabbing their interest and making them want to know more

Tightening tension- Build momentum and maintain the reader's interest. Start strong and gradually build to a high point just before the Ending with Impact.

Dynamic dialogue- Support your facts and give vibrancy to your writing using dialogue from real or imaginative characters.

Show don't tell- Show the story behind the facts by bringing the information and facts to life

Ban the Boring: Keep the reader focused on what's really important. Edit out parts that distract the reader from the critical information to ensure it's remembered.

Ending with impact: Information soon forgotten isn't much use to anyone. Make your ending powerful to leave a lasting impression.

Once you have made the corrections to your report, re-read and make any corrections.

Publish your writing and submit to your teacher.

# INFORMATION REPORT.

Name: _____

Information Reports are paragraphed. Each paragraph focuses on one aspect of the person, place, object or animal being reported upon. These paragraphs begin with a topic sentence to inform the reader of the aspect to be elaborated. The following Information Report has not been paragraphed. Underline the topic sentences to identify each new paragraph.

Blue-Tongue Lizards.

Blue-tongued lizards are long, squat-looking lizards found only in Australia. They have legs that are far too short to lift their bodies and so they must crawl along the ground to move. They certainly can't climb. They have a scaled skin with distinctive patterns across their backs and a bright blue tongue. Blue-tongued lizards do not hatch from eggs. Females give birth to litters of between four and ten lizards in summer. These young lizards must fend for themselves from the day that they are born. Blue-tongued lizards usually forage during the day for their varied diet of fruit, flowers, insects, snails, eggs and even carrion (the flesh of dead animals). They usually hide among the long grass or leaf litter, hidden from predators such as hawks, snakes, goannas, foxes and cats. Blue-tongued lizards often shelter in burrows made by other animals. One kind of blue-tongued, the pygmy blue-tongued lizard, lives in spider holes, eating the spider before moving in. The blue-tongued lizard uses its tongue in defence. When threatened, and when there is no obvious escape, a blue-tongued lizard will face its attacker, open its mouth and poke out its fleshy tongue all the while. Blue-tongued lizards also use their tongues to smell. When a lizard pokes out its tongue, chemicals in the air stick to the tongue. The lizard then pulls its tongue into its mouth where a special organ, called Jacobson's organ, tells the lizard that smells are in the air. Blue-tongued lizards are harmless. Because they eat snails and because they are interesting animals, they should be welcome in any garden. The garden they would most likely be attracted to is one that has undergrowth, water and one that is safe from cats and dogs.

Information Reports often use headings to alert the reader to the topic of each paragraph or group of paragraphs. What headings would you use in the Information Report above to separate the information?

1._____

2._____

3._____

4._____

5._____
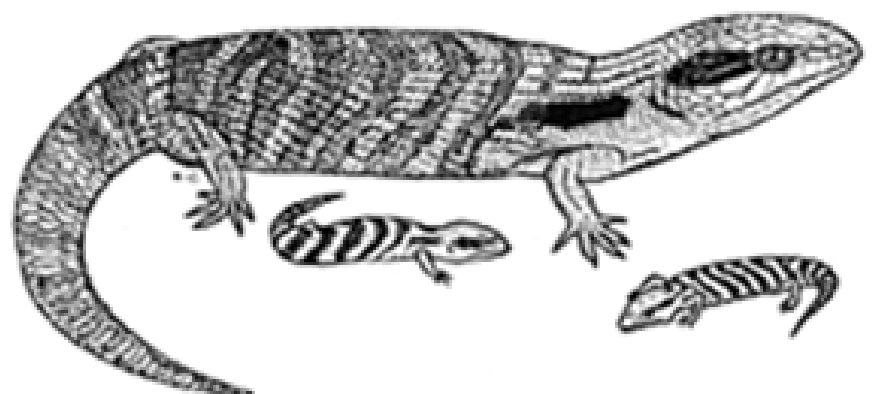
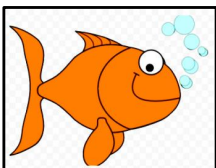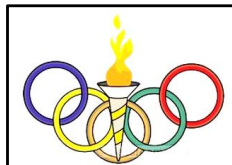**Student Name:** _____

Grade:_____   Date:_____

1. Bluey, the Dog talks slowly. It usually takes a person 2½ seconds to say "Happy Birthday". It takes Bluey twice as long. So, how long would it take Bluey to say "Happy Birthday"?

2. Pedro's parents watched the Olympics for 3 hours on Monday, 2 hours on Tuesday and 3 hours on Friday. For how many hours did they watch the Olympics on those 3 days?

3. There were 22 goldfish in Jacqui's pond. But 5 of them died due to the very cold weather. How many were still alive in her pond?

4. Gigi's class went to the park to collect leaves. Gigi found 5 types, Corrie found 3 types and Josephine found 9 types. No leaves were the same type. How many types of leaves did they find altogether?
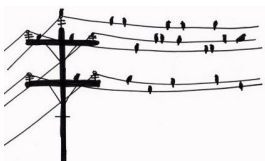
5. There were 37 birds sitting along power lines. (They don't get hurt!). 24 of them were finches. The rest were blue wrens. How many blue wrens were there?

6. A taxi driver drove 85 km on Monday, and twice that distance on Tuesday. How far did he drive on Tuesday?

Student Name: _____

Grade:_____   Date:_____

1. By last Thursday, Australia had won 6 Gold, 1 Silver and 9 Bronze medals at the 2021 Olympics in Tokyo. Japan had won 11 Gold, 4 Silver and 8 Bronze medals. How many **MORE** medals had Japan won than Australia?

2. The children's movie "LUCA" reminds us that better holiday times are ahead. It runs for 95 minutes. How many hours and minutes is that?

3. An animal hospital in an inner-city suburb sees an average of 5,250 animals each month of the year. How many animals, then, do they usually see in a full year?
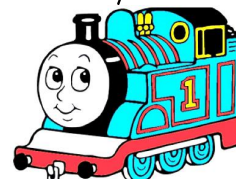
4. A "**Thomas, the Tank Engine**" toy made completely from recycled plastic is now on sale for $33.98. Can Guy's dad buy 3 of these for their cousins with $100? If so, how much change would he get from the $100?

5. The "**LITTLE SHOP**" collections that one supermarket had promoted is now finished forever. That makes complete collections of those models more valuable. If they **WERE** being sold on eBay for $15 per entire collection, but their value now goes up 15 times, what would their new selling price then be?

6. Petrol prices suddenly increased last week in some states around Australia. Petrol **WAS** selling at $1.39 per litre in many places. The price suddenly increased by 49 cents per litre. What was the new, higher price per litre?

7. The top-selling children's books across Australia last week had the following prices: $18, $20 and $15. If a library bought 2 copies of each of these books, how much would that purchase cost?
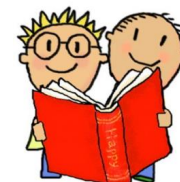
8. The Salvation Army provided 1,594,912 hot meals to people in need during the past 12 months. Write that number down **IN WORDS**.

9. Open-ended Question: 18 children in Sarah's class were doing folk dancing. The teacher said they must dance in groups, but no-one must be left out. How many different **EQUAL-SIZED** groups can they create? How many in each?

M A T H A R O O
helping kids jump into maths

1. Aussie Gold Medal swimmer Ariarne Titmus won the 200 metre freestyle event with the following lap times: 27.04 seconds; 28.81 seconds; 28.85 seconds and 28.80 seconds. What was her **AVERAGE (MEAN)** lap time in that event, correct to 2 decimal places? Also, find her total race time in that event.

2. Australian competitors won 3 gold medals in one day last week at the Tokyo Olympics. They were in the 200 metre women's freestyle swimming, the women's four (rowing) and the men's four (rowing). What **PERCENTAGE** of those 3 gold medals were awarded in rowing events? Give your answer correct to 2 decimal places.

3. Soccer star Lydia Williams has released a children's book about the importance of teamwork, persistence and friendship in our lives. The book, called "GOAL!!!", sells in shops for $20. But the online price is $18.60, including postage. What **PERCENTAGE REDUCTION** is the online price of this book?
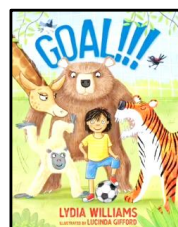
4. The new movie "STUNT MAN", which runs for 90 minutes, comes with a warning: "DO NOT TRY THESE STUNTS AT HOME!". If that movie is run **CONTINUOUSLY** by a cinema for a full 24 hours, how many times would it be run in that time?

5. Time spent on remote learning at home has varied across the country. Some secondary schools are offering 5 **HOURS** per day of "Zoom lessons", while others are offering just 30 **MINUTES** per day. What **FRACTION** of 5 hours is 30 minutes?

6. It takes Terry 2 minutes per shoe to tie his shoelaces on his school shoes. How long does he spend tying his shoes each school morning in a fortnight, if he's at school 5 days per week in that time?

7. Three new Lego boxed sets have recently gone on sale for $15.99 per box. Jez has saved up $66, and wants to buy each of these Lego sets. If he does so, how much money will he have left after the purchase?

8. Open-ended Question: A **FRACTION** of Sadie's class at school were away, with colds. If there are 24 children in the class, what **MIGHT** that fraction be?

M A T H A R O O
helping kids jump into maths

1. Aussie champion Jess Fox won Gold in the Tokyo Olympics in kayaking. Her time in the final was 105.4 seconds. She won the event by 1.28 seconds. What was the Silver medallist's time?

2. Last Friday, Japan was leading the medal tally board with 15 gold, 4 silver and 8 bronze medals. 2nd place went to China with 14 gold, 6 silver and 9 bronze medals. Japan has more gold medals, but China has more silver and bronze medals than Japan. Which nation is *REALLY* winning here, in your opinion? Can you come up with some scoring for gold, silver and bronze that helps compare them? Write down your formula! Compare it with the formulae of your friends.

3. The weights of the top-selling 3 towing vehicles are as follows: Toyota Land Cruiser – 2,740 kg; Land Rover Discovery – 2,362 kg; Toyata Prado Kakadu – 2,350 kg. Find the **AVERAGE** weight of these 3 vehicles, in tonnes and kilograms.

4. A recent study has found that many children play actively outside for 1½ hours per day, 5 hours per day in light physical activity and 7 hours per day sitting still. Show these figures on a graph. Be sure to label the graph, and use an accurate scale to clearly show the differences in these figures.

5. Estate agents are predicting that house prices in some areas of Australia are likely to increase by 20% over the next 12 months. If Rex's family home has been recently valued at $675,000, at that rate, what **MAY** its selling price be in a year's time?

6. Some people are quite impatient! They love their 2-minute noodles, but only cook them for 75% of the 2-minutes advised. How much total time do they **SAVE** by doing this, if they have them 3 times a week for a fortnight?

7. Evaluate this Year 7 expression: $16 \div (21 - 11 - 6) + 20 \times 2 =$ _____

8. OPEN-ENDED QUESTION: A **SQUARE** has an area **LESS** than 400 square centimetres. The length of each side is an **EVEN, WHOLE** number. What **MAY** be the **PERIMETER** of this square? Give 3 possible answers.

Science - Tuesday

_____

_____

_____

_____

_____

_____

_____

Reaching Comprehension- Wednesday

<u>Learning Intention:</u>
Use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

<u>Success Criteria:</u>
- I can find the main idea/theme of a text
- I am able to recall important facts and details to answer questions about a text

<u>Guided/Independent Learning:</u>
Students read the text *'Dangerous Dreams'* and answer the following multiple choice questions.

1. How does Filbert most likely feel about hunting a wild dragon?
    a. Terrified
    b. Unsure
    c. Excited
    d. Worried

2. What does the title of the passage suggest?
    a. That Filbert is upset about being unable to hunt
    b. That Filbert's father will no let his son hunt
    c. That Filbert's plans could lead to problems
    d. That Filbert thinks about dragons too much

3. What is Filbert's main problem in the passage?
    a. He is not old enough to hunt
    b. He does not understand that dragons are harmful
    c. He cannot find a dragon
    d. He does not want his father to hunt

4. Filbert says that he is going to be a dragon hunter if it's the last thing he does. Why did the author most likely include this detail?
    a. To forewarn that Filbert will not be successful
    b. To emphasise how determined Filbert feels
    c. To indicate that Filbert will need to train hard first
    d. To suggest that Filbert will be harmed

5. Explain how you can tell that the passage does not describe events that really happened. Use details from the passage to support your answer.

Dangerous Dreams

Filbert the elf sat and stared into the pond.

"I wish I was a grown up," he sighed. "Then I too could hunt with a bow and arrow."

Filbert had always sat and enjoyed watching his father on hunting trips. He looked forward to the day when he could hunt too.

"One day I'm going to hunt a wild dragon!" Filbert told his father.

His father chuckled. "Oh, Filbert! I think you're aiming a bit too high," he said.

Filbert's brow furrowed. "I'm going to be a dragon hunter if it's the last thing I do," Filbert said.

His father smiled and rocked in his chair.

"Yes, son," he said.

KEY SKILLS PRACTICE

How do you think Filbert's father feels about Filbert's plans to hunt a dragon? Use details from the passage to support your answer.
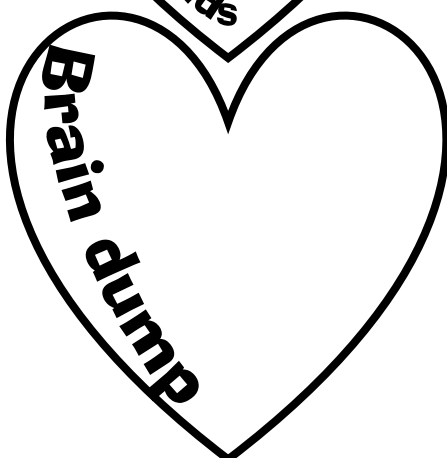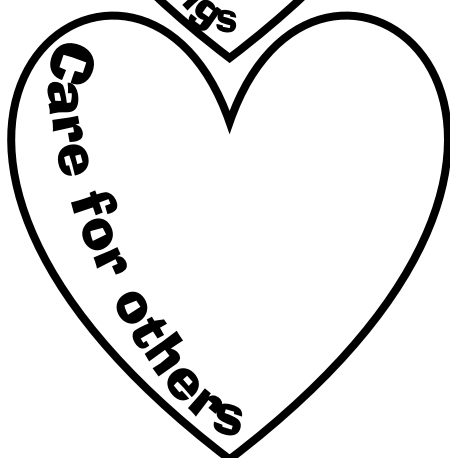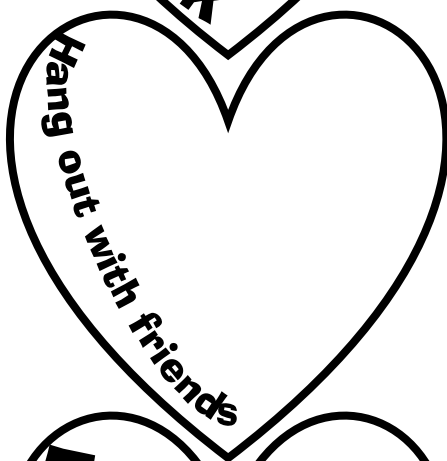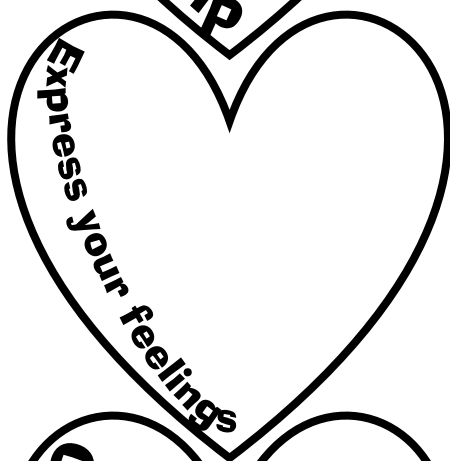
_____

_____

_____

_____

_____

Mindfulness

Exercise

Talk

Eat well

Join a team

Walk

Ask for help

Take a break

Reframe thoughts

Express your feelings

Hang out with friends

Do a hobby

Care for others

Brain dump

Gratitude journal
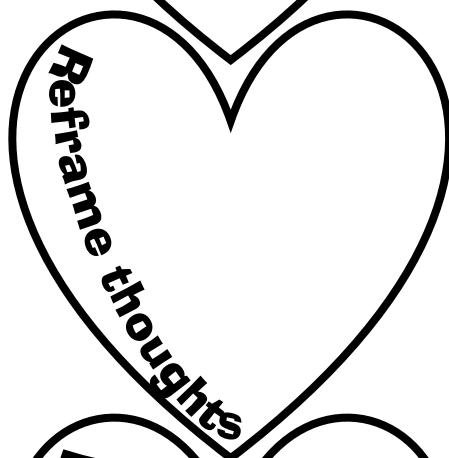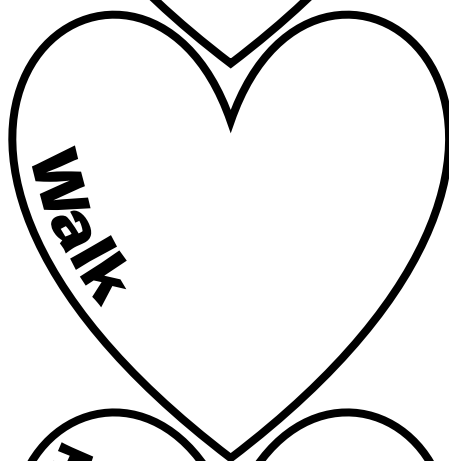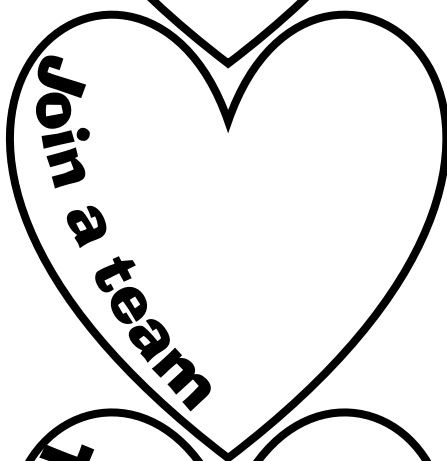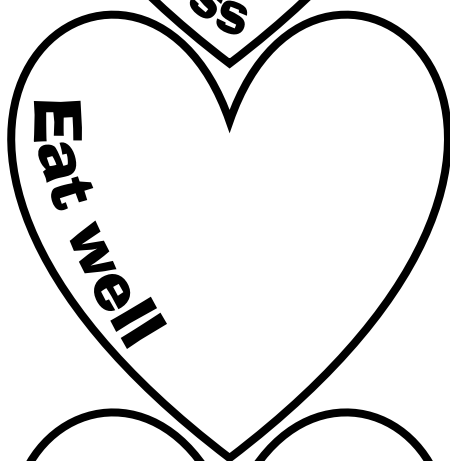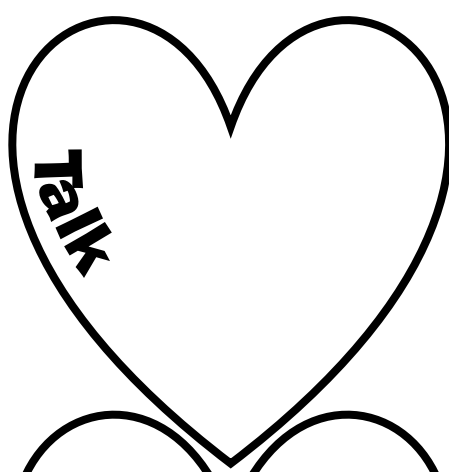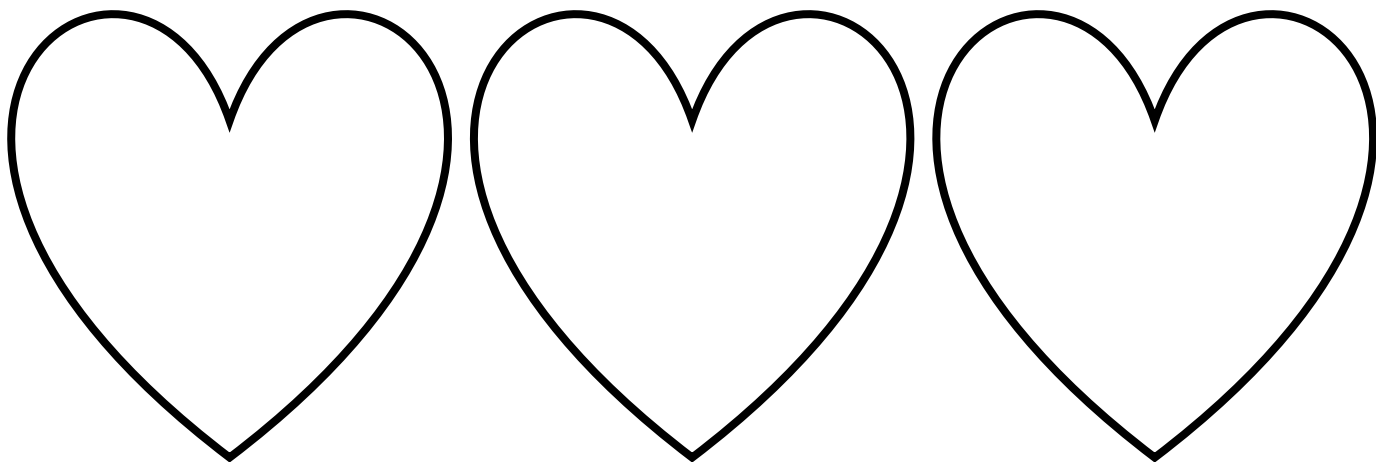
YEAR 5

Week 6

Probability

Worksheets

Probability measures how likely something is to happen.
An event that is **certain** to happen has a probability of 1.
An event that is **impossible** has a probability of 0.
An event that has an **even** or **equal** chance of occurring has a probability of $\frac{1}{2}$ or 50%.

```
0                    1/2                    1
|--------------------|--------------------|
impossible   unlikely   even chance (50%)   likely   certain
```

1 **Are these events impossible, certain or an even chance? Complete this table. The first one has been done for you.**

```
0              1/2              1
|--------------|--------------|
impossible  even chance (50%)  certain
```

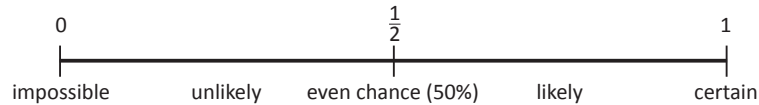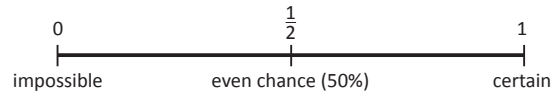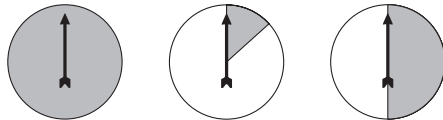| Event	Probability
The month after June will be February.	*impossible*
You will get an odd number when you roll a single die.	
The year after 2010 will be 2007.	
When you flip a coin it will land on tails.	
The day after Saturday will be Sunday.	

2 **Draw a line to match each spinner with the correct statement:**
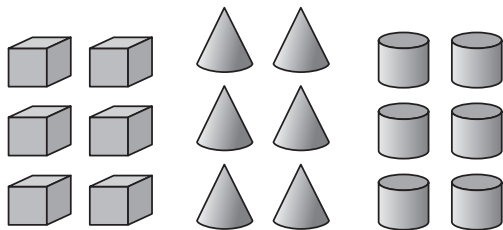
It is **unlikely** that this spinner will stop on grey.	It is **certain** that this spinner will stop on grey.	There is an **even chance** that this spinner will stop on grey.

**3** **Matilda has these blocks:**

cubes   cones   cylinders

Matilda is going to put 9 blocks in a bag using some of each type and then ask a friend to choose one without looking. If she wants to make it more likely that a cylinder is chosen and less likely that a cube is chosen, how many of each block should she place in the bag? Circle the blocks she could choose.
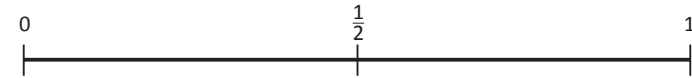
4 **Show the probability of each event by placing a, b, c and d on the probability scale below:**

Spinner 1   Spinner 2

```
0                    1/2                    1
|--------------------|--------------------|
```
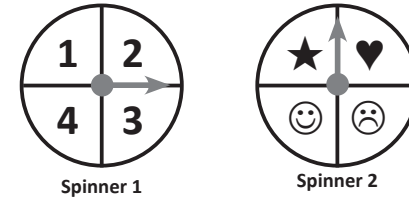
a You will get an even number when you spin Spinner 1.

b You will get an odd number when you spin Spinner 2.

c You will get a number when you spin Spinner 1.

d You will get a face when you spin Spinner 2.

5 **This gumball machine dispenses a random gumball each time its button is pressed. Of the 40 gumballs in the machine, 2 are blueberry flavour, 6 are strawberry, 13 are lime and 19 are orange flavour.**

a Which flavour is most likely to be dispensed? _____

b Which flavour is least likely to be dispensed? _____

c Charlie loves lime flavour but hates strawberry. Adrian loves strawberry but hates orange. Who is more likely to get what they want, Charlie or Adrian? Why?

_____

d Write the flavours in order, from the most likely to the least likely to be dispensed:

_____

6 **Use red, yellow, green and blue pencils to shade these spinners:**
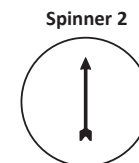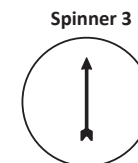
Spinner 1   Spinner 2   Spinner 3   Spinner 4

a Shade Spinner 1 so there is an equal chance of the arrow landing on red or yellow.

b Shade Spinner 2 so the arrow is most likely to land on yellow.

c Shade Spinner 3 so there is no chance of the arrow landing on blue.

d Shade Spinner 4 so the arrow is least likely to land on blue or red.

Chance and probability – relating fractions to likelihood

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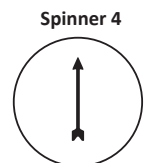
$$\text{chance} = \frac{\text{likelihood of event occurring}}{\text{number of possible outcomes}}$$

1 There are 20 chocolates in a box that all look the same. There are 6 milk, 4 caramel, 3 mint and 7 dark chocolates.

a If you choose one chocolate without looking, which chocolate are you most likely to get? _____

b Which chocolate are you least likely to get? _____

c Show the chance of selecting each type of chocolate as a fraction:

milk = $\frac{6}{20}$ caramel = ☐   dark chocolate = ☐   mint = ☐

d Colour the word that best describes the chance of selecting a mint chocolate:

| certain | even | unlikely | impossible |

2 Use this table to work out all the possible totals for a pair of five-sided spinners. Colour match the totals. Make all the 6s yellow, all the 4s blue and so on.
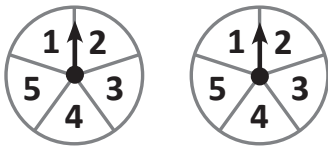
Spinner 1

Spinner 2	1	2	3	4	5
1	2				6
2	3				
3	4		6		
4	5				
5	6				10

3 Look at the table above.

a Which total is most likely? _____

b What is the likelihood of this total occurring? Express your answer as a fraction: ☐

c Which total is least likely? _____

d Express its likelihood as a fraction. ☐

Chance and probability – relating fractions to likelihood

4 Complete these tables to show the probability that this die will land on the following numbers:

> Write the probability as a fraction.

Event	Probability
1	
An odd number	
A number greater than 2	
4	

Event	Probability
3	
5	
7	
An even number	

REMEMBER

5 Tamsin is playing a game where she is given a choice of how the die should land to signal that it is her turn. Which option gives her the best chance of getting a turn?

☐ When a number less than 4 is rolled   ☐ When a number greater than 4 is rolled

6 Tilly and Bec were playing a game with these 5 cards. They laid all the cards face down and then took turns turning 2 over. If the 2 cards turned over were the least likely pair of cards, then they scored 100 points. Which two cards do you think scored 100 points? Let's work it out.

☺ A ♥ X ★

20 Possible Pair Combinations

☺A	A☺	♥☺	X☺
☺♥	A♥	♥A	XA
☺X	AX	♥X	X♥
☺★	A★	♥★	X★
★☺	★A	★♥	★X

a How many possible combinations are there?

_____

b Look closely at the table. Colour in the pairs in the following manner:
symbol/letter   – blue
letter/symbol   – red
letter/letter   – yellow
symbol/symbol – orange

c Count how many of each colour there are in the table:

blue _____   yellow _____

red _____   orange _____

d What fraction shows the chance of choosing 2 cards with letters only? ☐

e What fraction shows the chance of choosing 2 cards with symbols only? ☐

f Circle the correct ending to this sentence: The pair of cards that should score 100 points because they are the least likely to be turned over are:

symbol/letter   letter/symbol

letter/letter   symbol/symbol

Chance and Probability
Copyright © 3P Learning

F 1
SERIES TOPIC
3

4 F 1
SERIES TOPIC

Chance and Probability
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Before we conduct a chance experiment, we need to work out what all the possible outcomes are. This helps us to look at how likely a particular outcome is and if the results are surprising or not.
To do this, we can use a tree diagram. We count the boxes at the end of the diagram to find the total number of options.

1 **Lisa is ordering her lunch from the canteen. She has a choice of white bread or brown bread, lettuce or tomato, tuna or ham.**

a Complete this tree diagram to show all of her options:

white bread — lettuce — tuna / ham
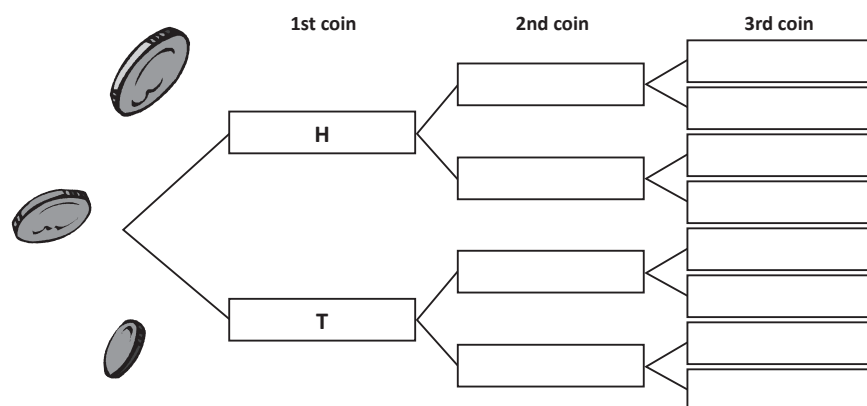
brown bread
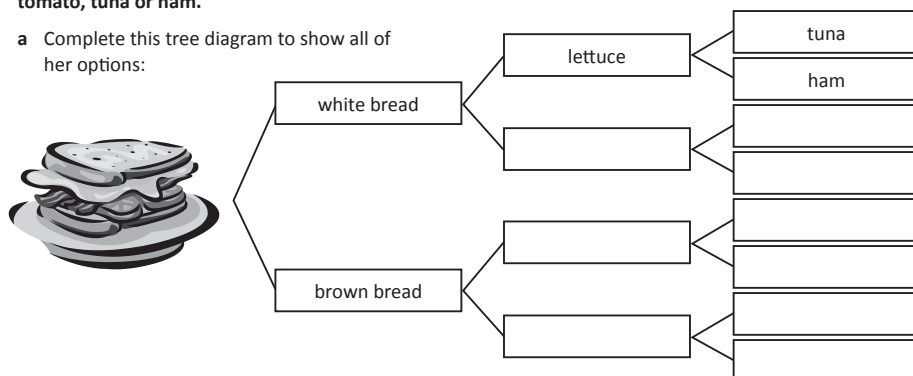
b How many different sandwich combinations does Lisa have to choose from? _____

2 **3 coins are tossed together.**

a Fill in this tree diagram to work out all the combinations that are possible when 3 coins are tossed.

1st coin | 2nd coin | 3rd coin

H

T

b Follow the tree branches to find out the possibility of throwing:

3 heads ☐ ☐   3 tails ☐ ☐   2 heads, 1 tail ☐ ☐   1 head, 2 tails ☐ ☐

In the last activity, you completed a tree diagram showing all the possible outcomes of a toss of 3 coins. There are 8 different ways that the coins can land.

This is known as theoretical probability. Sometimes we refer to this as 'the odds' as in, 'the odds were against them' or 'he beat the odds'. Theoretical probability is what we expect to happen on paper, but in real life, events don't always occur that way.

The theoretical probability of the 3 coins landing on HHH is 1 out of 8. So if I toss 3 coins 8 times, I can say I should get HHH once and only once. But does this really happen?

3 **Fill in the sentences to show the theoretical probability:**

a If I toss 3 coins in the air **8 times**, HHH should appear _____*once*_____ . $\frac{1}{8}$ of 8 = _____

b So if I toss 3 coins in the air **16 times**, HHH should appear _____ . $\frac{1}{8}$ of 16 = _____

c If I toss 3 coins in the air **24 times**, HHH should appear _____ . $\frac{1}{8}$ of 24 = _____

4 **Now try it out. Work with a partner and throw 3 coins in the air, 24 times. Record your results:**

Possibility:
H H H
H H T
H T T
H T H
T T T
T T H
T H H
T H T

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

Throws

5 **What happened? How many HHH landed? Was it the same as the theoretical possibility?**

6 **Try it again. Are your results the same or different?**

Possibility:
H H H
H H T
H T T
H T H
T T T
T T H
T H H
T H T

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

Throws

When everyone has the same chance of winning a game or competition, it is **fair**.
It is **unfair** when everyone does not have the same chance of winning.

☺ ☺ ♥ ♥ ☺

For example look at the cards above. Jack wins if he draws a card with a smiley, Jo wins if she draws a card with a heart shape on it.
Do both players have the same chance of winning?
Circle the correct statement:

Yes this is fair   No this is unfair

1 Jess and Sam play a game with spinners where they each spin their spinner 5 times and add up all the numbers. The person with the biggest total wins.
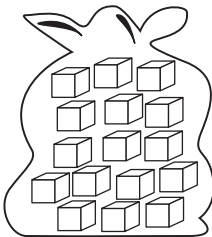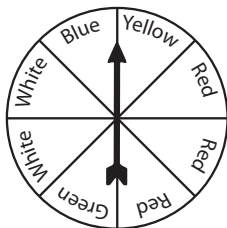
Jess' spinner (2, 8, 3, 7, 1, 4, 6, 5)
Sam's spinner (10, 8, 11, 6, 9, 3, 5, 7)
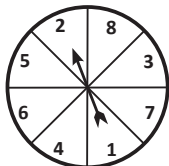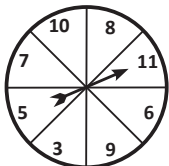
a Is this fair or unfair? _____

b Explain why:

2 You are playing a game using a spinner and cubes. You are given a cube randomly and then the spinner is spun. If it lands on your colour cube, you are out. Colour the cubes to make the game fair.
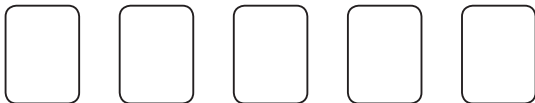
(Spinner colours: Blue, Yellow, Red, Red, Red, Green, White, White)

3 Matty invented a card game for 2 players where each player has 5 cards and turns them over face down. Players then draw a card at the same time. If it has 5 dots you win a point. What should Player 2's cards look like to make the game fair?

Player 1's cards

Player 2's cards

A game of chance for two players

You will need:
Two six-sided dice and two counters.

How to play:
1 Each player places a counter on their own Start space.

2 The players take it in turns to roll both dice and calculate the difference between the two numbers they roll.
Player 1 moves UP a space when the difference is 0, 1 or 2.
Player 1 moves DOWN a space when the difference is 3, 4 or 5.
Player 2 moves DOWN a space when the difference is 0, 1 or 2.
Player 2 moves UP a space when the difference is 3, 4 or 5.

3 The players keep taking turns.
The first player to get to Home is the winner.

	Home	
	Player 1 Start	Player 2 Start

4 Use this grid to work out the pairs of numbers that could be rolled using two dice and the differences between them.
Colour the 0, 1 and 2 differences. Circle the 3, 4 and 5 differences.

–	1	2	3	4	5	6
1	0	1	2			
2	1	0	1			
3	2	1	0			
4	3			0		
5					0	
6						0
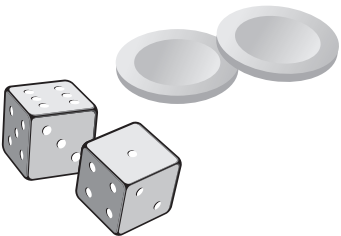
a Is the game above fair? What did you notice?
_____
_____

b How could this game be improved?
_____
_____

The Mathletics Cup create

Getting ready

You and a partner will use this game board to create a game. In your game, each player will choose to be 1 character. There needs to be at least 4 players. The players will take turns rolling two dice, adding the faces together. If the answer matches the number of their character, they move forward one space. The first person to the finishing line, wins.

What to do

Your job is to create a fair game by assigning the numbers 2 to 12 to the characters. Write the number clearly in the circle next to the character. How will you decide which number to place where? You may use each number once and only once.

For example, you can make Marcia '7'. If you choose to be Marcia, everytime you roll a 7, you can move. If you roll any other number, you will have to sit.

Marcia
Mike
Jan
Bobby
Cindy
Peter
Alice
Greg
Susan
Sam
Carol

FINISHING LINE
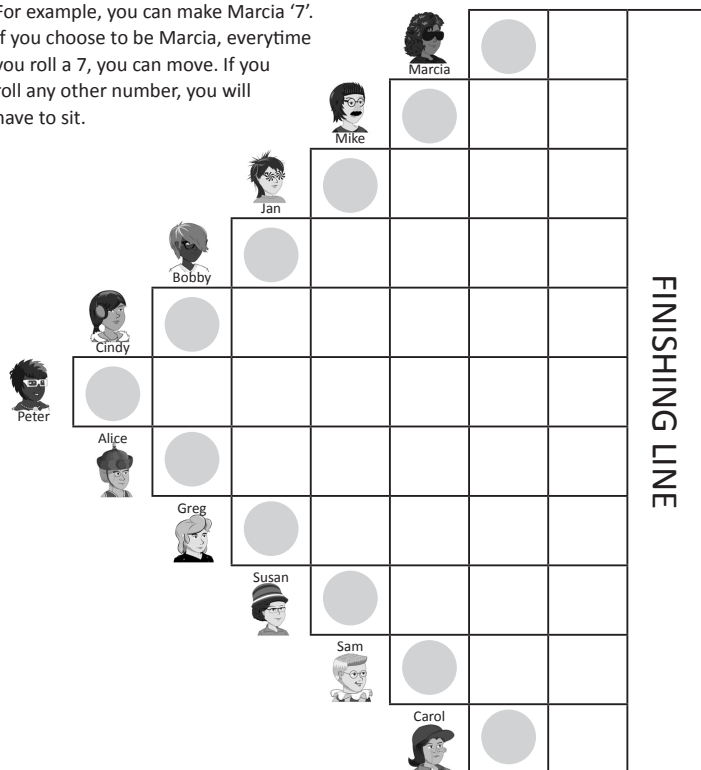
What to do next

Play your game with another pair. Does it work? Is it fair? Does the other pair agree with you?

Now play their game. Have them set it up differently. Is one game fairer than the other? Choose one game board and play best out of three games.

Greedy pig solve

Getting ready

This is a famous game. It's played with the whole class. Your teacher will need a die and you will need your own tally board set up like this:
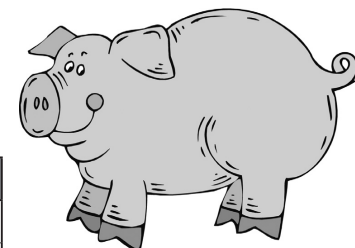
Game	Numbers	Score
1		
2		
3		
4		
5		
Total		

What to do

Everyone in the class stands up. Your teacher will roll the die 10 times. You write down the numbers as they are rolled – these will count towards your score.

The trick is that if a 2 is rolled, you lose all your points and you are out of the game. You may sit down at any stage and keep your points but you may not stand up again in the same game. The choice is up to you! The game goes on until the die has been rolled 10 times or everyone is sitting down.

Play 5 games. What is your total score? Did you develop a strategy as the games went on?

What to do next

Discuss your strategy with the class. When do you choose to sit down and why?

After listening to the strategies of others, play 5 games again. Does your score improve?

The theoretical probability of rolling a 2 is 1 in 6. How does that pan out in real life? Is a 2 rolled once every 6 throws? Why or why not?

YEAR 6

Week 6

Probability

Worksheets

Probability measures how likely something is to happen.

| impossible | | | | | even | | | | certain |

$\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$
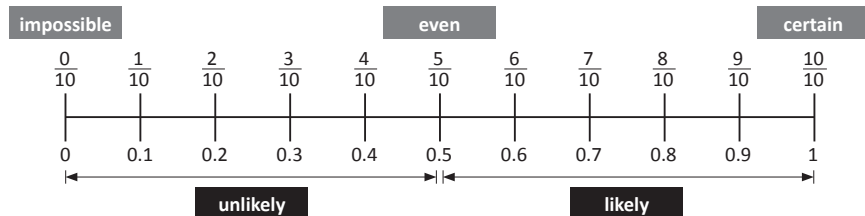
0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1

unlikely   **likely**

1 Probability measures how likely something is to happen. Events that are certain to happen are given a probability of 1. Events that will never happen are given a probability of 0. Events that could happen are rated between 0 and 1.

Event	Probability as a fraction	Probability as a decimal
When you flip a coin, it will land on heads.		
You will grow wings and fly today.		
A spinner with 10 even segments with the numbers 1 to 10 will land on 3.		
5 people are lined up and every second person in the line has gloves on. What is the chance that one person is not wearing gloves?		
You have 20 cards. 5 have hearts, 5 have stripes and the rest are blank. What is the chance you will choose a blank card?		

2 What is the probability of spinning a striped segment on each of these wheels? Write your answer as a rating between 0 and 1 using decimals.

a   b   c   d
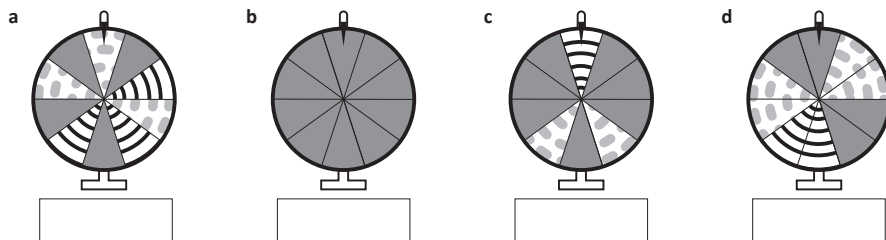
3 Reuben is going to put ten blocks in a bag and ask a friend to choose one without looking. Circle the blocks he could put in the bag to make the probability of choosing a cube $\frac{2}{10}$.

4 100 guests each buy a ticket for a raffle at a fundraising dinner. The winning ticket will be selected at random. This table on the right shows the colours of all of the tickets in the raffle.

Red	10
Purple	40
Orange	50
Total	**100**

What is the probability of the winning ticket being red, purple or orange? Draw arrows on this probability scale to show the probability of each colour and write the colour beneath the arrow.

0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1
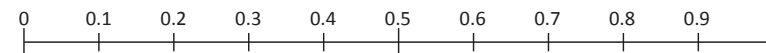
5 Inside a box there are 3 rectangles, 2 triangles and 5 squares. Without looking, Ellie chooses one shape from the box.
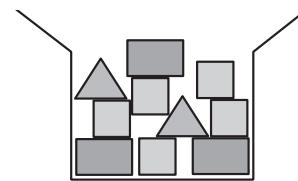
a   Draw each shape on this probability scale to show the probability of Ellie choosing each type of shape.

0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1
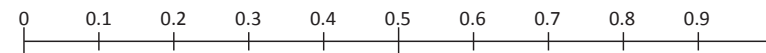
b   3 more rectangles, 2 more triangles and 5 more squares are added to the same box. Draw each shape on this probability scale to show the probability of Ellie choosing each shape from the box.

0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1
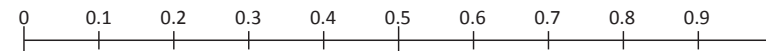
c   What do you notice? _____

6 Sam did an experiment with 10 cubes that were either red, white or blue. She took a cube from a jar without looking, tallied which colour it was then put it back in the same jar. She repeated the process 20 times. After tallying her results, she created this pie chart to show the results of the experiment.

a   How many times did Sam take each colour out of the jar? Remember she performed the experiment 20 times.

Red

White

Blue
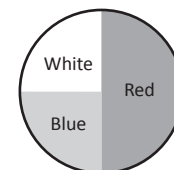
b   Draw the combination of cubes there could have been inside the jar. Remember there are only 10 cubes.

White
Red
Blue
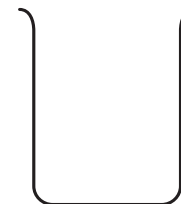
Chance and probability – using samples to predict probability

Surveys are used to collect data about certain topics or questions. Once the data is collected, it is presented in a table so it is easy to understand. Surveys can be conducted to ask all kinds of questions.

We can use probability to see an even bigger picture than the survey tells us.
This table shows the data collected when 50 people were surveyed to find their favourite milkshake flavour.

Chocolate	Strawberry	Vanilla	Banana
19	16	8	7

We can use probability to predict the number of people who will choose each flavour in a larger survey.
When 100 people are surveyed, it is likely that chocolate will be the favourite milkshake flavour of 38 people.
When 1 000 people are surveyed, it is likely that chocolate will be the favourite milkshake flavour of 380 people.

1 Faisal has had enough of selling clothes. If one more woman asks him, "Do I look fat in this?", he will scream. He holds a crazy closing down sale and sells the following items in 1 hour:

Shirts	Jackets	Skirts	Dresses
18	14	7	3

Predict how many:

a jackets would sell in 2 hours ☐

b skirts would sell in 2 hours ☐

c shirts would sell in 3 hours ☐

d dresses would sell in 4 hours ☐

e shirts and jackets would sell in 4 hours ☐

f items of clothing would sell in 8 hours ☐

2 Here is a table showing the results from a survey of 50 boys and 50 girls who were asked, "Which fruit do you like best?" Rate the probability that a person selected randomly will be:

a a boy ☐

b a girl who likes apples ☐

c someone who likes pears ☐

	Girls	Boys
Apple	17	11
Banana	8	14
Orange	13	16
Pear	12	9

d Is the probability of someone choosing a banana greater than or less than $\frac{1}{2}$? _____

Chance and probability – tree diagrams

Tree diagrams are used to display all possible outcomes in a simple chance experiment. Here is an example:
Matilda's father is making her lunch and has given her the following choice: white or brown bread, lettuce or sprouts, tuna or egg. We can then follow each branch along to see the different options.

sandwich
- white bread
  - lettuce — tuna, egg
  - sprouts — tuna, egg
- brown bread
  - lettuce — tuna, egg
  - sprouts — tuna, egg
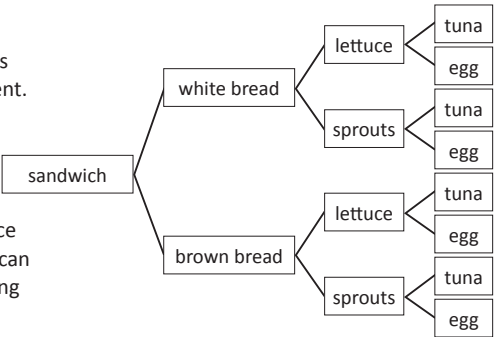
By using a tree diagram, we can see that Matilda has 8 different options for her sandwich.

1 When customers buy a new car from Joe's Motors they can pay an additional cost for each of these optional extras:
- Alloy wheels instead of standard wheels
- Automatic transmission instead of manual transmission
- Metallic paint instead of standard paint
- Leather seats instead of standard seats

a Complete this tree diagram to work out all the possible combinations that customers can choose:

Automatic transmission

Manual transmission
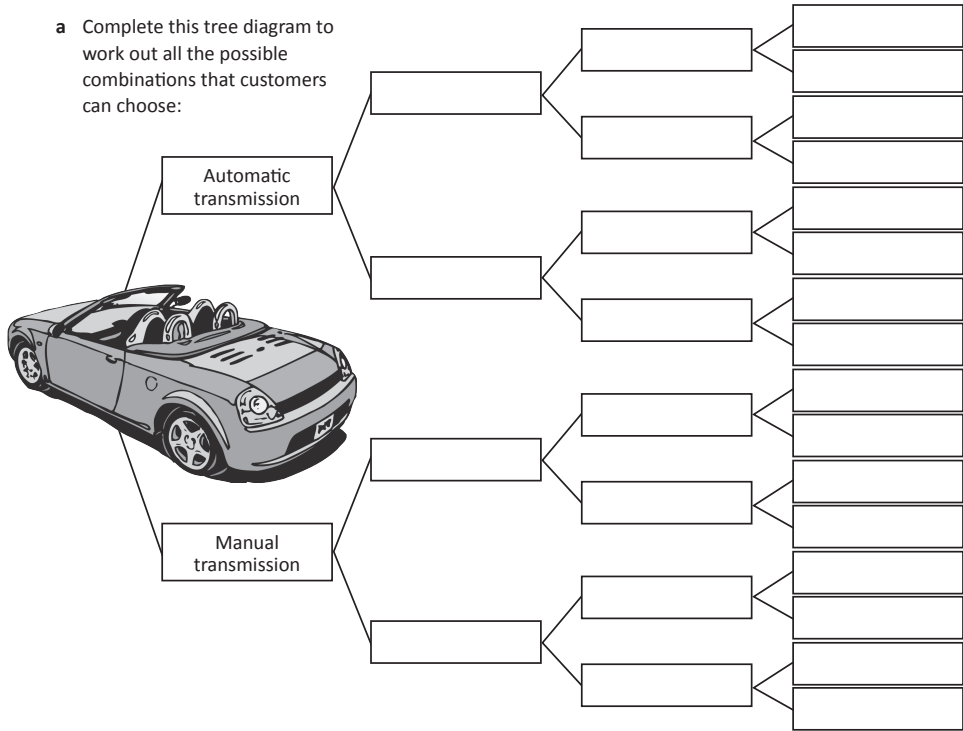
b How many possible combinations are there? _____

Chance and probability – tree diagrams

2 You have an after school job at the local ice-cream shop. Your boss has asked you to run a special on the strawberry and banana ice-cream flavours as she mistakenly ordered far too much of each.

You decide to offer a double scoop special – customers can choose 2 scoops and a topping for the price of a single scoop cone. As all ice-cream connoisseurs know, it matters which flavour goes on top so customers may choose a strawberry-banana combo, a banana-strawberry combo or 2 scoops of the same flavour.

Work out the different combinations customers could order if they could choose from 2 cone types, the 2 flavours and 2 different toppings. Decide which cones and toppings you will offer.

3 Think about this:

a How many different combinations are there in total?

b If a customer hates banana ice-cream flavour, how many options do they have?

c What would be your pick?

Chance and probability – chance experiments
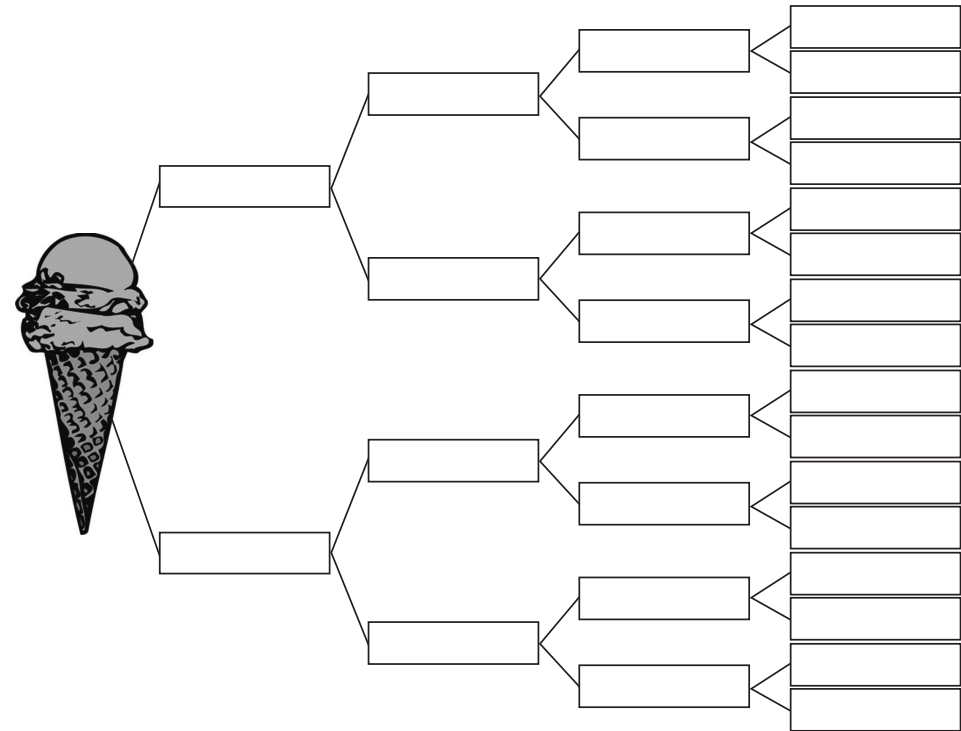
1 Complete the tree diagram to show all the possible outcomes when you spin Spinner 1 and then Spinner 2. The first one is done for you.

Spinner 1

Spinner 2
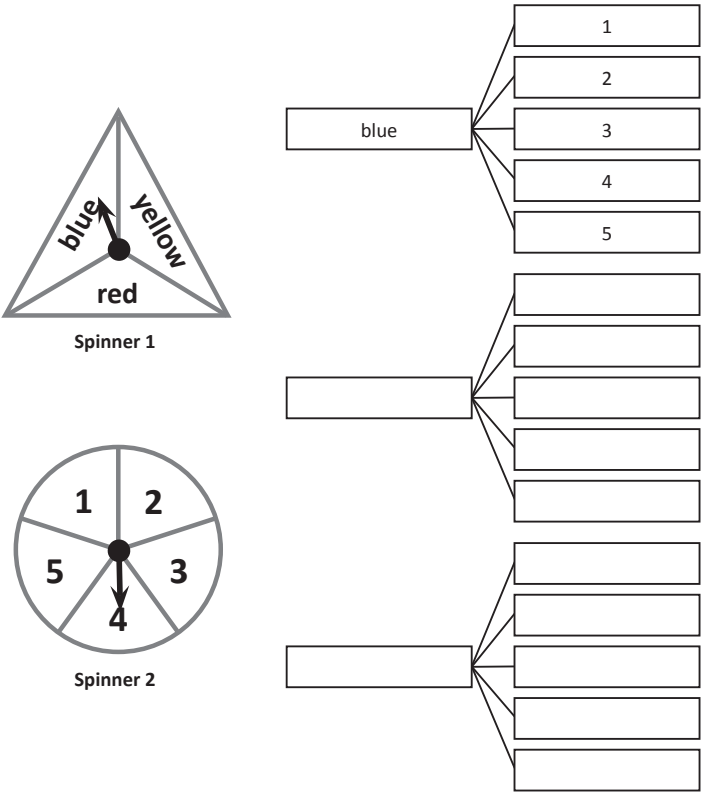
2 What is the probability of landing on:

a a yellow

b blue and 1

c a 4

d yellow and 3

> There were 15 possible outcomes in Question 1. 60 is 4 × 15, so I would expect each number to be 4 times greater.

3 If you did this 60 times, how many times would you expect to get:

a blue and 4

b a red

c a 1

d a 5

THINK

Chance and Probability
Copyright © 3P Learning

G 1
SERIES TOPIC

5

6 G 1
SERIES TOPIC

Chance and Probability
Copyright © 3P Learning

10 Do either Europe or South America

a   Europe

🖼 This map shows the major biomes in Europe.
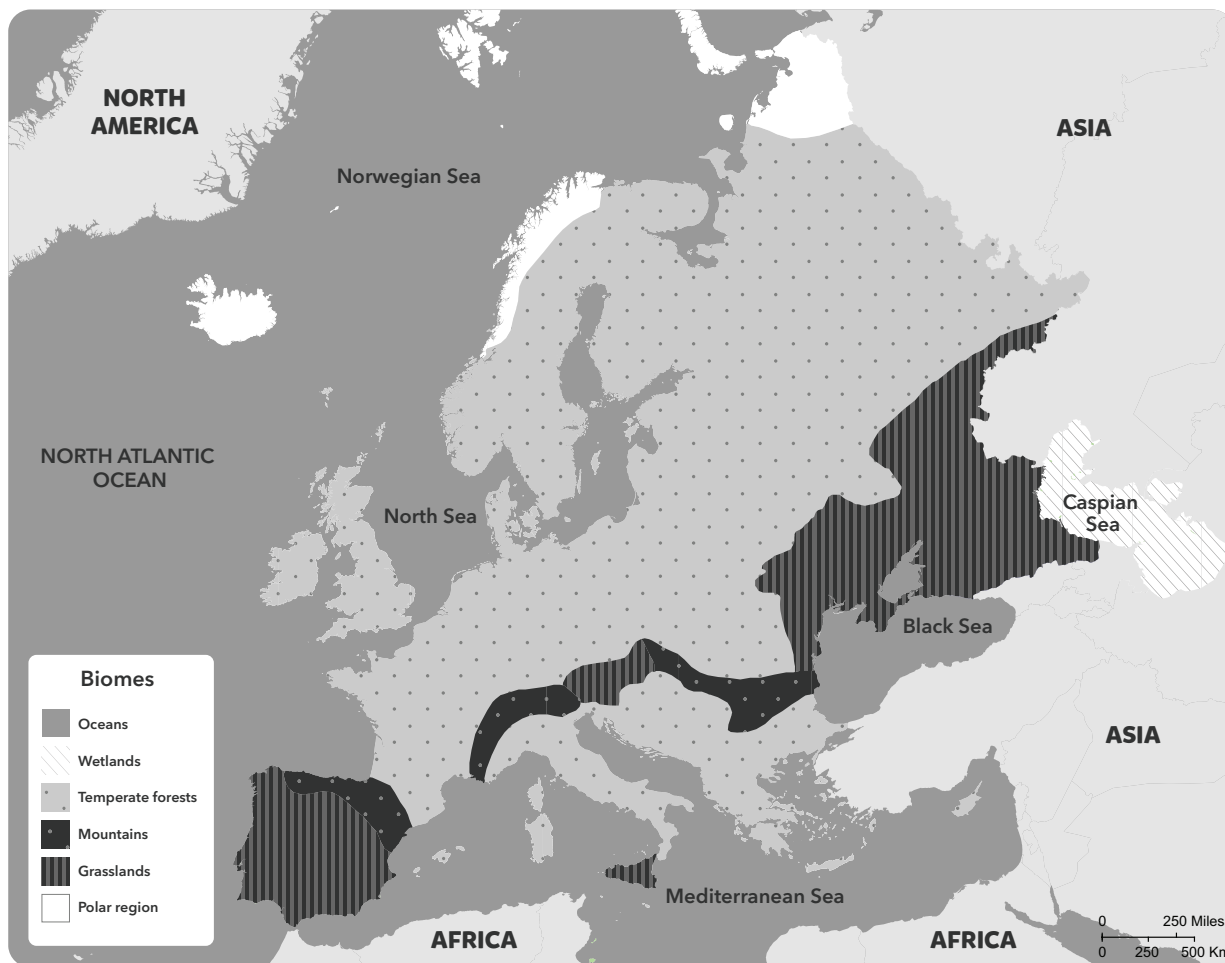
Identify the biomes found in Europe.

_____

_____

Mark the main countries of Europe on the map.

What biome is not in Europe but is a large part of Australia and North America?

_____

What impact would this have on settlement patterns (where people choose to live)?

_____

_____

_____

_____

_____

b   **South America**

This map shows the major biomes in South America.

Biomes
- Wetlands
- Temperate forests
- Tropical forests
- Mountains
- Grasslands
- Desert

...... Country boundry

ATLANTIC OCEAN

PACIFIC OCEAN
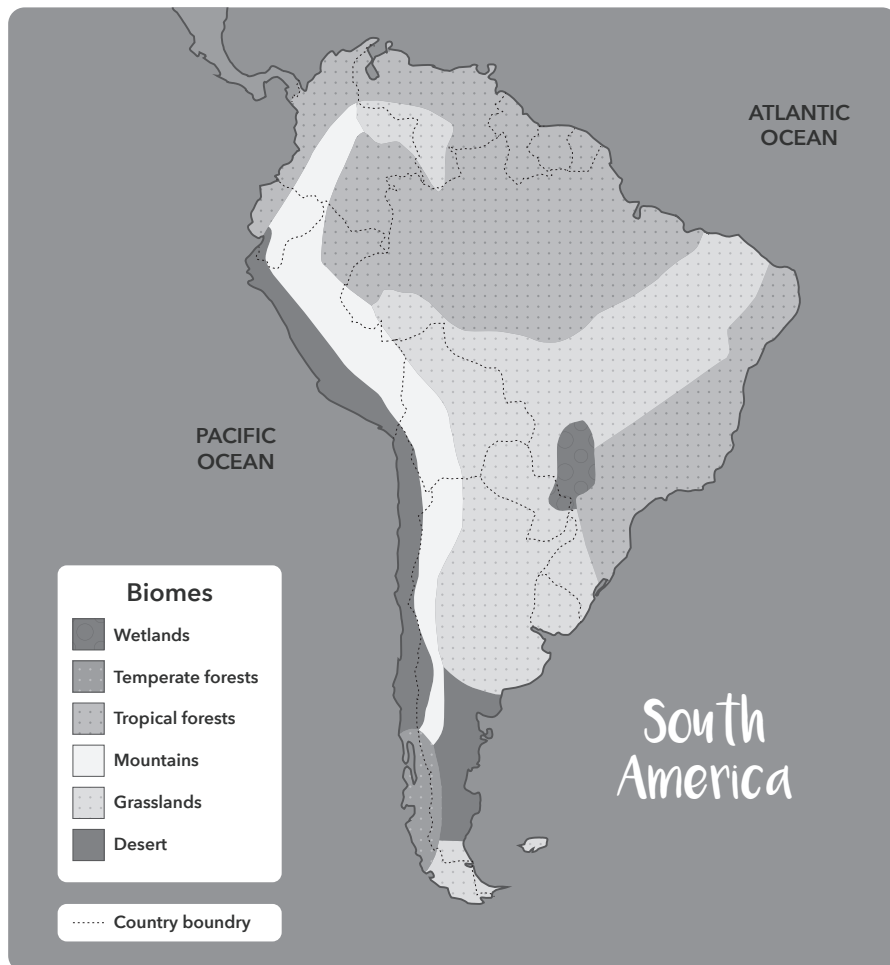
South America

Identify the biomes found in South America.

_____

_____

Mark the countries of South America on the map.

What are the two most common biomes in South America?

_____

_____

What impact would the biomes have on settlement patterns?

_____

_____

_____

_____

_____

Year 5 Week 6 Spelling Word Search

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

PROPERTIES   EMPLOYMENT   LIBRARIES
POTATOES   JOURNEYS   HOLIDAYS
THIEVES   SHELVES   MANGOES
AVERAGE   CULTURE   ECONOMY
CALVES   ECHOES   KNIVES
HALVES   LOAVES   CENSUS
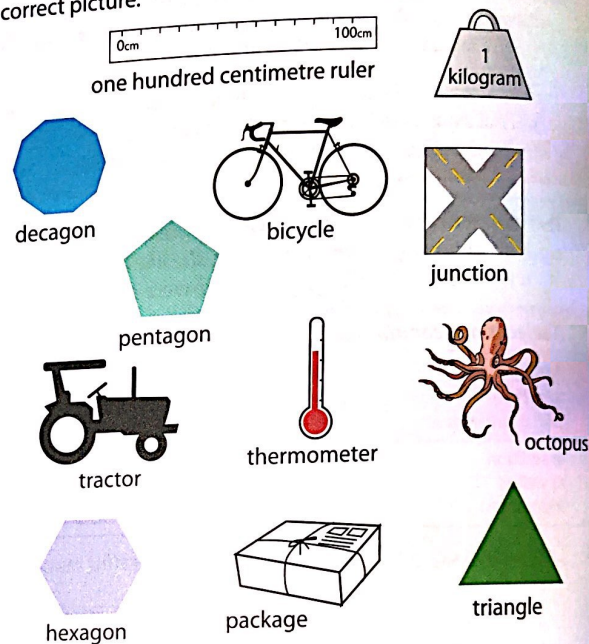LEAVES   LIVES

Unit 20 — Etymology

Etymology is the study of the origins of words and how they evolved. Many English words come from other languages such as Latin or Greek.

1 Look at the words or word parts from other languages and their meanings.
Draw a line from each meaning to its correct picture.

	Word	Meaning
a	bi	two
b	cent	one hundred
c	deca	ten
d	therme	hot
e	penta	five
f	tract	pull or draw
g	junctio	cross
h	hexa	six
i	octa	eight
j	pack	bundle, parcel
k	tri	three
l	kilo	one thousand

one hundred centimetre ruler
1 kilogram
decagon
bicycle
junction
pentagon
octopus
tractor
thermometer
hexagon
package
triangle

Below are some words derived from the Ancient Greek language.

tele - meaning far off
micro - (micros) meaning small
phone - (phonetos) meaning speak
scope - (skopien) meaning look

2 Use the clues above to complete the words.

a _____ phone

b micro _____

c tele _____

d _____ scope

3 Match the words on the left to their meanings. Use the word meanings above to help you.

a telephone
b microphone
c telescope
d microscope

a small device used to make you sound louder
a device used to look at small things
a device used to speak over a long distance
a device used to look over a long distance

Etymological Dictionary

alphabet	From the first two words of the Greek alphabet, 'alpha' and 'beta'.	**Canberra**	Aboriginal word meaning 'meeting place'.
angel	Comes from the Greek word *angelos*, meaning 'messenger'.	**comet**	The Greek word *kometes* means 'long haired'. This refers to the long tail that trails the comet.
athlete	The Greek word *athlon* means 'prize'. The word athlete means 'someone who competes for a prize'.	**diet**	Influenced by the Greek word *diatita*, meaning 'way of life'.
beautiful	The Latin word *bellus* means 'beautiful'.	**elf**	Elves were once thought of as evil. Elf comes from the German word *Alp*, meaning 'nightmare'.
bicycle	*Bi* means 'two', and the Greek word *kyklos* means 'circle, wheel'.	**first**	From the Old English *irst*, which was a variant of fore (front).
brilliant	The French word *brillant* means 'shining'.	**garage**	Comes from the French word *garer*, meaning 'to shelter'.

4 Use the dictionary above to help you answer the following questions.
Shade True (T) or False (F) for each statement.

a The word alphabet comes from the first two words of the Greek alphabet. (T) (F)

b The word angel comes from the Greek word *athletes*. (T) (F)

c In Latin, the word *bellus* means beautiful. (T) (F)

d The word brilliant has a French origin. (T) (F)

e The word diet has a Greek origin. (T) (F)

f The word garage has a Greek origin. (T) (F)

g Canberra is an Aboriginal word meaning 'meeting place'. (T) (F)

5 Words with new meanings are continually being added to the English language.
Circle the words below that may not have been commonly used fifty years ago.

byte   laptop   book   wiki   automobile
internet   blog   yuppie   handsome
twitter   DVD   telephone   google
spam   letter   bedroom   bachelor

6 Research to find the origins of the following words.

a	rhinoceros	
b	octopus	
c	hippopotamus	
d	January	
e	feline	

Garland Pose

Triangle Pose

Dead Body Pose

Downward Dog Pose

Cobra Pose

Child's Pose

Easy Pose

Mountain Pose

Tree Pose

Warrior Pose