St James' Primary School
MUSWELLBROOK

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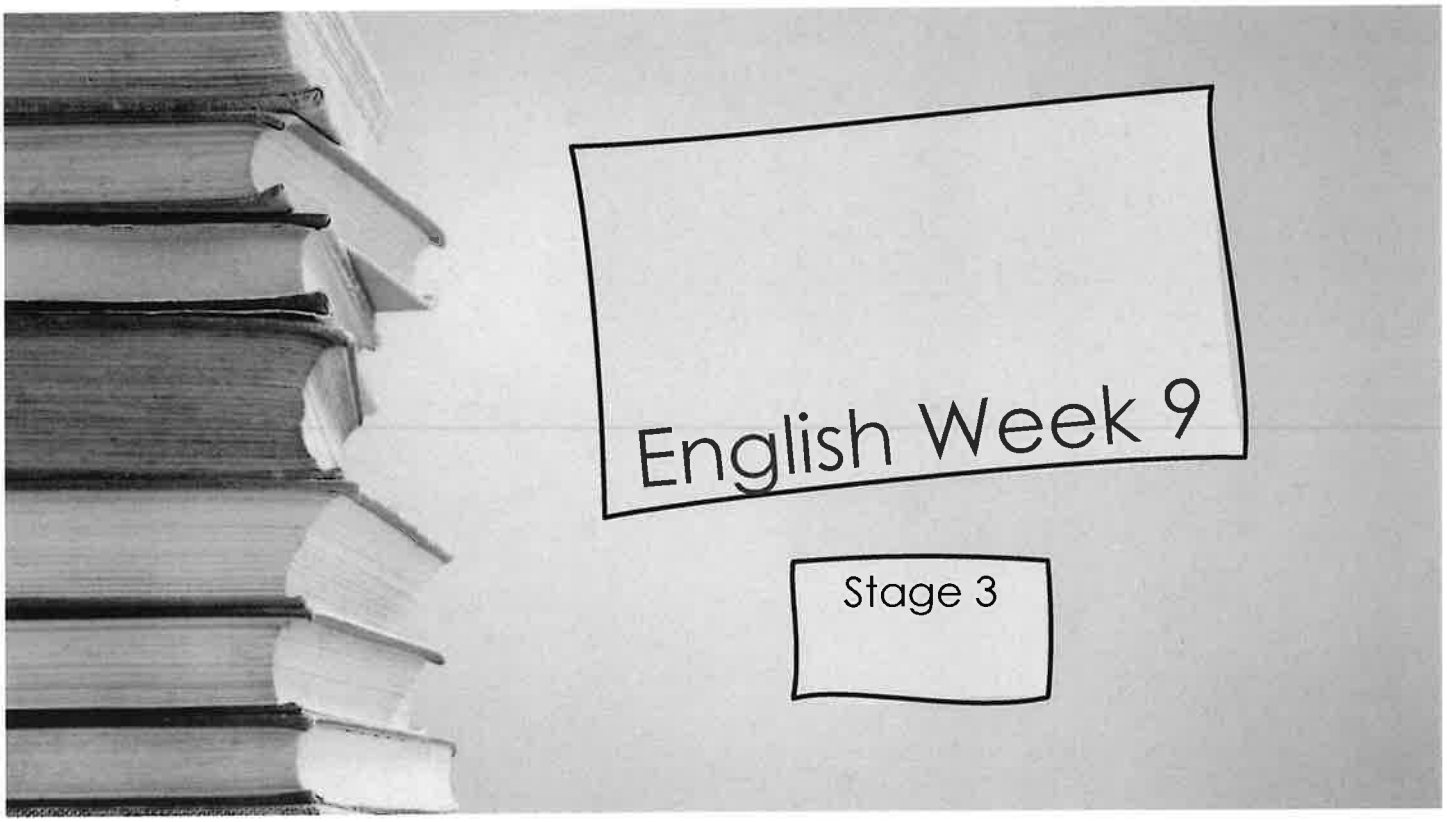
P (02) 6543 3094 **E** admin@muswellbrook.catholic.edu.au ABN 79 469 343 054

5/6J – MRS COLLETT
5/6G – MISS OSBORNE
5/6M – MRS HARROD
5/6M – MRS HARRIS

LEARNING FROM HOME

MONDAY 6 SEPTEMBER TO FRIDAY 10 SEPTEMBER

NOTE – You are asked to do these worksheets in conjunction with the SJM Home Learning site (http://www.sjmhomelearning.weebly.com)



English Week 9

Stage 3

➢ Monday

- Write out spelling words (5mins)
- Select 2 activities to complete from the spelling grid (25mins)
- Complete Misery Guts 'Author's Purpose' activity (20mins)
- Photo creative task (10-15mins)

➢ Spelling Words

Spelling Week 9 & 10 Term 3 ~Group 1~	Tuesday	Wednesday	Thursday
sign			
blood			
engine			
science			
cloth			
clothe			
breath			
breathe			
knife			
knives			
shelf			
shelves			

➢Spelling Words

Spelling Week 9 & 10 Term 3 ~Group 2~	Tuesday	Wednesday	Thursday
permanent			
capital			
imagine			
annual			
benefit			
foreign			
cloth			
clothe			
breath			
breathe			
bath			
bathe			
eventually			
magically			
tragically			
typically			
alphabetically			
logically			
monotone			
monologue			

➢Spelling Words

Spelling Week 9 & 10 Term 3
~Group 3~

	Tuesday	Wednesday	Thursday
critically			
initially			
apparently			
adequately			
annually			
formally			
famished			
nourishment			
detrimental			
amateur			
embarrass			
gracious			
'Wonder Words'			

Spelling Grid

1 star/ 2 star/ 3 star- Complete one spelling task.

Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Words Group your spelling words according to the number of syllables. Date:_____	**Working Out Words** Group your spelling words into nouns, adjectives, verbs, adverbs etc. Date:_____	**Spelling Search** Search for spelling words or words within words in your class novel/book you are currently reading. Date:_____	**Sell Your Words** Write a TV commercial for a product of your choice using as many spelling words as you can. Date:_____	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can. Date:_____
Spelling Bee Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence. Date:_____	**Define It!** List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly. Date:_____	**Lie Detector** Write a true or false statement explaining/ relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false. Date:_____	**Script** Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word. Date:_____	**Scrambled** Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet. Date:_____
Editing Expert In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words. Date:_____	**Texting Words** Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word. Date:_____	**Word Worth** Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least. Date:_____	**Crossword** Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word. Date:_____	**Spelling Search** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out. Date:_____

stay positive

Misery Guts

AUTHOR'S PURPOSE

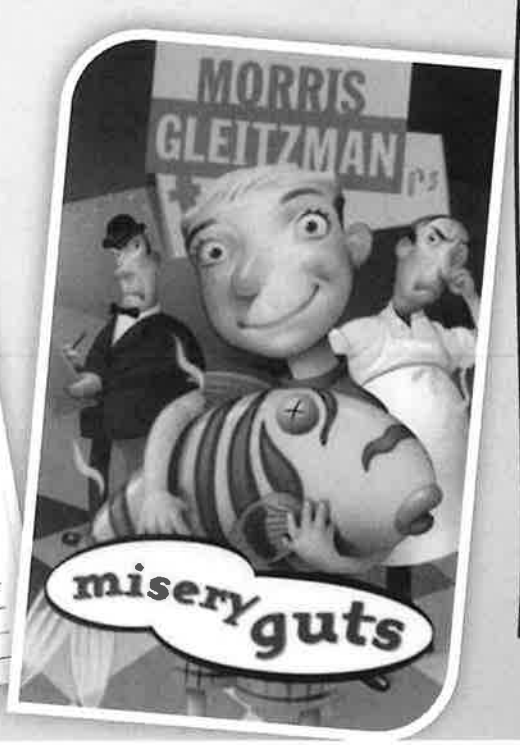
Think about the message behind Morris Gleitzman's book *Misery Guts*. Why do you think the author wrote the book? Answer the following questions.

What is the main theme or idea of this story?

Why do you think the author chose this theme?

What message do you think the story has for the reader?

How did the story get you thinking about your own behaviour?



Now we have finished reading Misery Guts!
We can now look further at the author's purpose. Look through the following questions analysing the book and its messages. If you need to look back through the chapters to revise, please do so.

Creative Photo Task

- Your task is to create a photo using your shadow. Feel free to utilise any items around your home and backyard to incorporate into your photograph. If you can relate this back to a character in 'Misery Guts' that would be even better! Think about the characters within the book and HAVE FUN!!
- Mr Naylor
- Keith
- Mum
- Dad
- Nan
- Grandpa
- Tracy
- Mrs Shipley
- And lots of others...

Spelling Week 9 & 10 Term 3

~Group 1~

	Tuesday	Wednesday	Thursday
sign			
blood			
engine			
science			
cloth			
clothe			
breath			
breathe			
knife			
knives			
shelf			
shelves			

Spelling Week 9 & 10 Term 3 ~Group 2~			
	Tuesday	Wednesday	Thursday
permanent			
capital			
imagine			
annual			
benefit			
foreign			
cloth			
clothe			
breath			
breathe			
bath			
bathe			
eventually			
magically			
tragically			
typically			
alphabetically			
logically			
monotone			
monologue			

Spelling Week 9 & 10 Term 3 ~Group 3~			
	Tuesday	Wednesday	Thursday
critically			
initially			
apparently			
adequately			
annually			
formally			
famished			
nourishment			
detrimental			
amateur			
embarrass			
gracious			
'Wonder Words'			

Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

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Editing Expert In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words. Date:_____	**Texting Words** Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word. Date:_____	**Word Worth** Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least. Date:_____	**Crossword** Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word. Date:_____	**Spelling Search** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out. Date:_____

Name: _____ Date: _____

Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

Name: _____ Date: _____

Working Out Words

Noun

Adjective

Verb

Adverb

Name: _____ Date: _____

Cartoon Connection

Name: _____ Date: _____

Spelling Bee

Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____
Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____

Name: _____ Date: _____

Define It

Name: _____ Date: _____

Texting Words

T e x t i n g
8+3+9+8+4+6+4 = 42

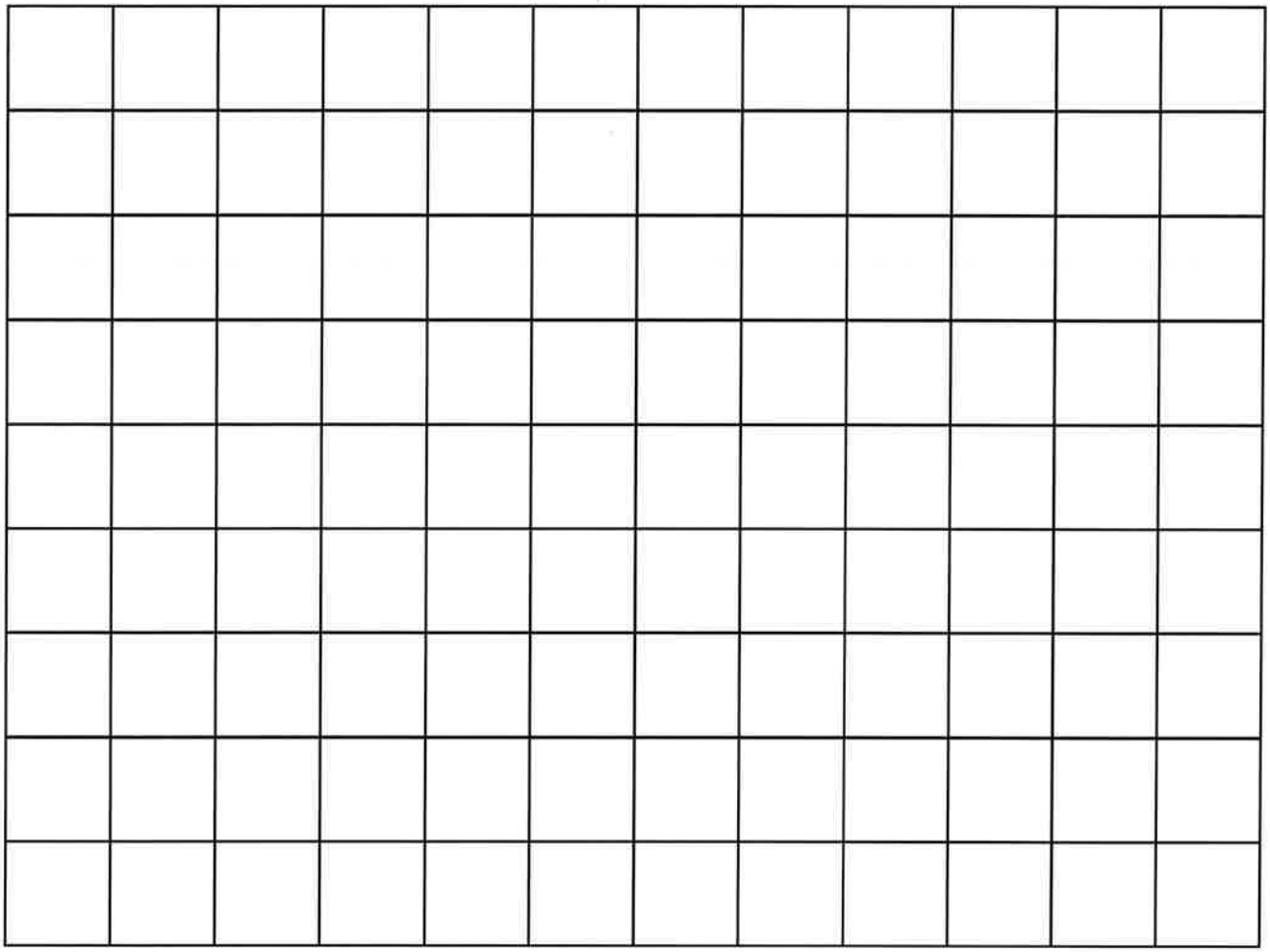
Name: _____ Date: _____

Word Worth

A_1	B_3	C_3	D_2	E_1	F_4	G_2
H_4	I_1	J_6	K_5	L_3	M_3	N_1
O_1	P_3	Q_{10}	R_2	S_1	T_1	U_1
	V_4	W_4	X_8	Y_4	Z_{10}	

Name: _____ Date: _____

Crossword



_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Name _____

Worksheet 29

AUTHOR'S PURPOSE

Think about the message behind Morris Gleitzman's book *Misery Guts*. Why do you think the author wrote the book? Answer the following questions.

What is the main theme or idea of this story?

_____

_____

_____

Why do you think the author chose this theme?

_____

_____

_____

What message do you think the story has for the reader?

_____

_____

_____

_____

How did the story get you thinking about your own behaviour?

_____

_____

_____

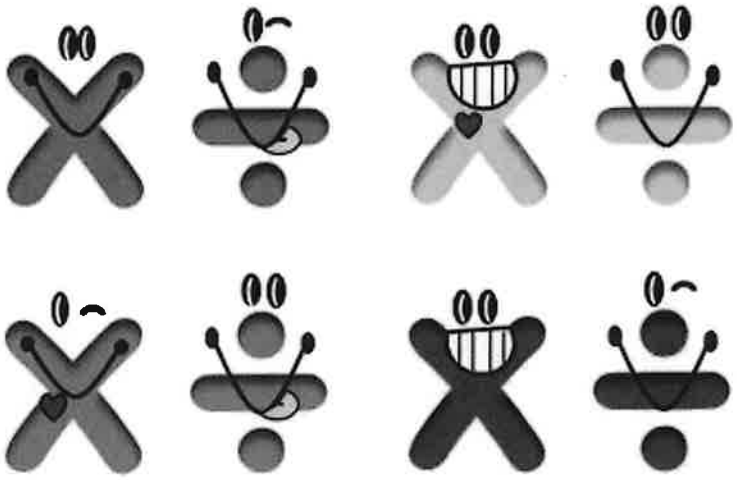
_____

MONDAY WEEK 9 MATHS

Multiplication and Division

LEARNING INTENTION:

- I am learning to select and apply appropriate strategies for multiplication and division.



SET UP OF WEEK 9 MATH'S

- Hi Stage 3, we have tried to set up your math's work this week a little differently.
- You will notice each slide has a star

Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you to continue to learn and grow.

- Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.
- If you feel the 2 star activity is too hard, please attempt the 1 star activity. If you feel the 2 star activity is to easy, please try and complete the 3 star activity.

NAPLAN QUESTION:

Stef's book has more than 324 pages but less than 342 pages.

Which of these could be the number of pages in Stef's book?

322	326	344	346
○	○	○	○

SET YOUR TIMER FOR 10 MINUTES AND COMPLETE THE MULTIPLICATION FACT SHEET. SEE IF YOU CAN BEAT YOUR PB (TIME AND SCORE)

Basic Multiplication

1.	8 x 7 = _____	**2.**	2 x 7 = _____	**3.**	3 x 5 = _____
4.	5 x 11 = _____	**5.**	5 x 8 = _____	**6.**	7 x 11 = _____
7.	6 x 6 = _____	**8.**	4 x 2 = _____	**9.**	9 x 7 = _____
10.	11 x 6 = _____	**11.**	11 x 3 = _____	**12.**	4 x 3 = _____
13.	4 x 9 = _____	**14.**	3 x 9 = _____	**15.**	4 x 7 = _____
16.	5 x 10 = _____	**17.**	5 x 9 = _____	**18.**	10 x 10 = _____
19.	10 x 12 = _____	**20.**	8 x 3 = _____	**21.**	5 x 5 = _____
22.	5 x 6 = _____	**23.**	8 x 6 = _____	**24.**	6 x 11 = _____
25.	12 x 9 = _____				

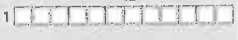
Time: _____ minutes **Score:** _____ out of 25

Factors & Multiples

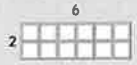
Find the different factors of a number by working out which numbers divide into it evenly.

What are all the factors of 12?

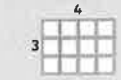
12 ÷ 1 = 12



12 ÷ 2 = 6



12 ÷ 3 = 4



The factors of 12 are:

1, 2, 3, 4, 6, 12

Remember:

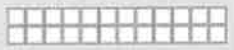
A factor is a number that when multiplied with another, produces a given number.

Multiples appear in the number's multiplication table. You can calculate them by counting on by that number.

What are all the multiples of 12?

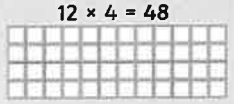
12 × 1 = 12

12 × 2 = 24



12 × 3 = 36

12 × 4 = 48



The multiples of 12 include:

12, 24, 36, 48...

Remember:

A multiple is a number that may be divided by another, a certain number of times, without a remainder.

IDENTIFYING FACTORS

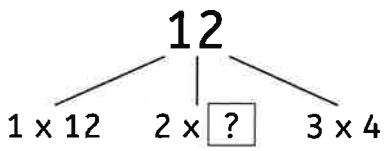
- Log into Studyladder and complete the 'Identifying factors'

- Tutorial

-Practice

-factors tree activity

Which number is missing from the factor tree?

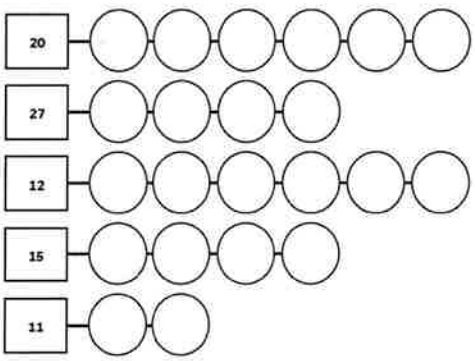


OPTIONAL WORKSHEET

Finding Factors

I can find factors of numbers.

To find the **factors** of a number, you need to find all the pairs of numbers that multiply together to make a **product**.
2 × 5 = 10
2 and 5 are **factors**. 10 is the **product**.
Fill in the missing factors for these products:



Now list the factors of these numbers:

1. 16
2. 21
3. 23

IDENTIFYING FACTORS

Log into Study ladder and complete the assigned tasks in the 'week 9 maths pod'.
Identifying Factors
- Tutorial
- Practice
- Worksheet (see attached on next slide

Factors

Tutorial

Identifying factors

Practice

Identifying factors

Practice

IDENTIFYING FACTORS- WORKSHEET

Finding Factors

I can find factors of numbers

To find the factors of a number, you need to find all the pairs of numbers that multiply together to make a product.
2 × 5 = 10
2 and 5 are factors. 10 is the product.

List the factors of these numbers:

1. 16
2. 21
3. 24
4. 48
5. 64

List the factors of these numbers:

6. 7
7. 11
8. 23
9. 13
10. 5

What do you notice about these numbers?

_____

These numbers are called prime numbers.

Can you find three more prime numbers? _____, _____, _____

IDENTIFYING FACTORS

Log into Study ladder and complete the assigned tasks in the 'week 9 maths pod'.
Identifying Factors
- Tutorial
- Practice
- Worksheet (see attached on next slide

Factors
Tutorial

Identifying factors
Practice

Identifying factors
Practice

FINDING FACTORS- WORKSHEET

Finding Factors

I can find factors of numbers.

To find the factors of a number, you need to find all the pairs of numbers that multiply together to make a product.
2 × 5 = 10
2 and 5 are factors. 10 is the product.

List the factors of these numbers.

1. 64
2. 48
3. 24
4. 36
5. 72

List the factors of these numbers:

6. 11
7. 17
8. 23
9. 29
10. 61

What do you notice about these numbers?

_____

These numbers are called prime numbers.

Can you find three more prime numbers? _____, _____, _____

Stef's book has more than 324 pages but less than 342 pages.

Which of these could be the number of pages in Stef's book?

322	326	344	346
⬭	⬭	⬭	⬭

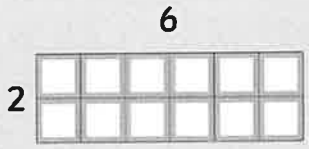
Factors & Multiples

Find the different factors of a number by working out which numbers divide into it evenly.

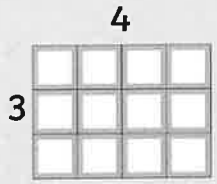
What are all the factors of 12?

$12 \div 1 = 12$

$12 \div 2 = 6$



$12 \div 3 = 4$



The factors of 12 are:

1, 2, 3, 4, 6, 12

Remember:

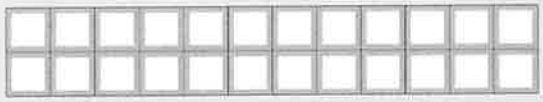
A factor is a number that when multiplied with another, produces a given number.

Multiples appear in the number's multiplication table. You can calculate them by counting on by that number.

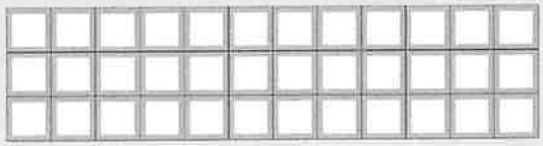
What are all the multiples of 12?

$12 \times 1 = 12$

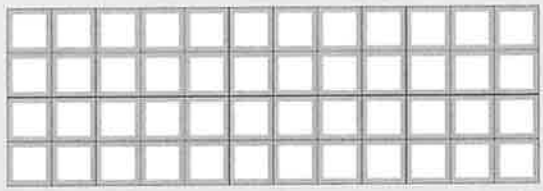
$12 \times 2 = 24$



$12 \times 3 = 36$



$12 \times 4 = 48$



The multiples of 12 include:

12, 24, 36, 48...

Remember:

A multiple is a number that may be divided by another, a certain number of times, without a remainder.

Finding Factors

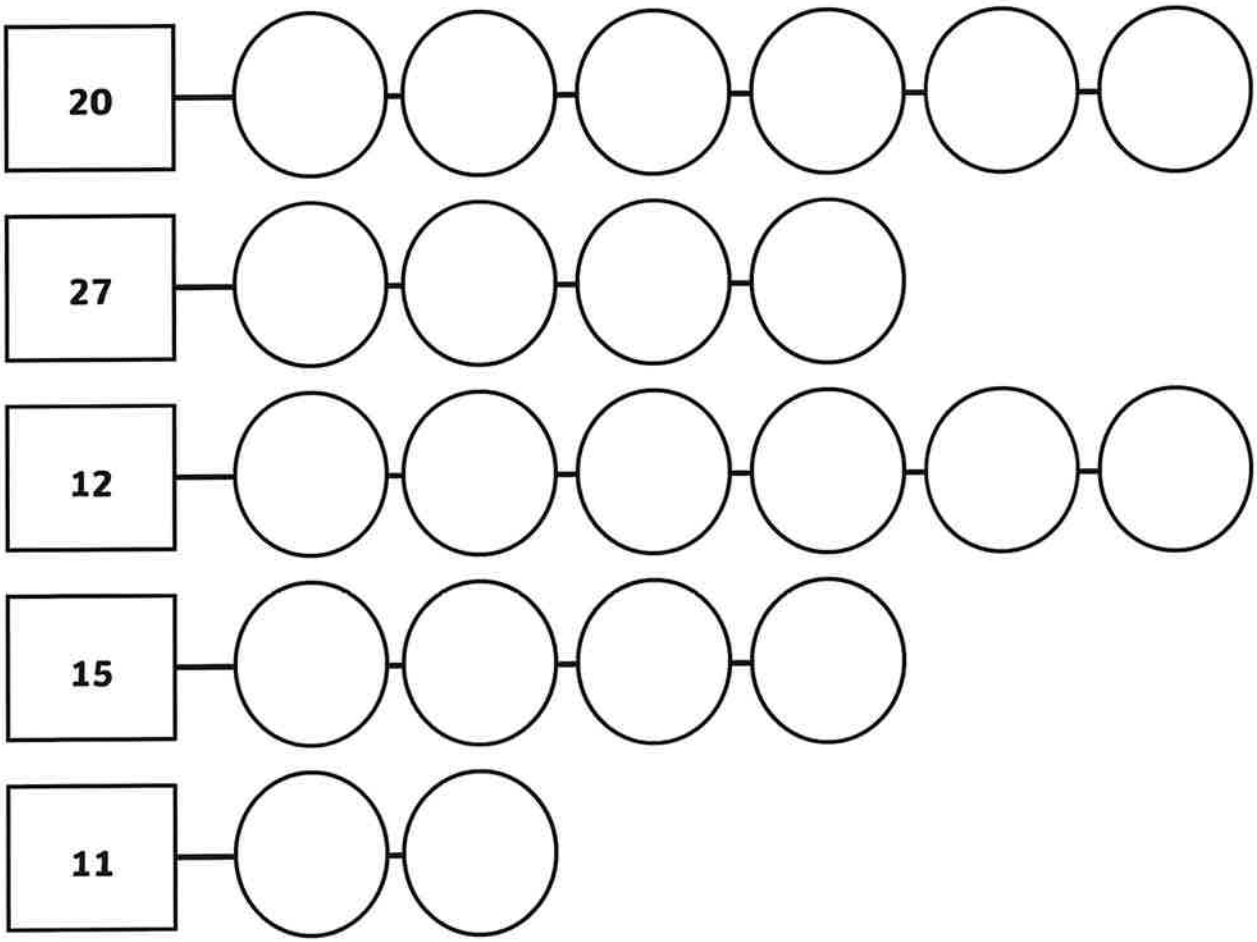
I can find factors of numbers.

To find the **factors** of a number, you need to find all the pairs of numbers that multiply together to make a **product**.

2 × 5 = 10

2 and 5 are **factors**. 10 is the **product.**

Fill in the missing factors for these products:



Now list the factors of these numbers:

1. 16
2. 21
3. 23

Finding Factors

I can find factors of numbers.

To find the **factors** of a number, you need to find all the pairs of numbers that multiply together to make a **product**.
2 × 5 = 10
2 and 5 are **factors**. 10 is the **product**.

List the factors of these numbers:

1. 16
2. 21
3. 24
4. 48
5. 64

List the factors of these numbers:

6. 7
7. 11
8. 23
9. 13
10. 5

What do you notice about these numbers?

_____

These numbers are called prime numbers.

Can you find three more prime numbers? _____, _____, _____

Finding Factors

I can find factors of numbers.

To find the **factors** of a number, you need to find all the pairs of numbers that multiply together to make a **product**.

$2 \times 5 = 10$

2 and 5 are **factors**. 10 is the **product**.

List the factors of these numbers:

1. 64
2. 48
3. 24
4. 36
5. 72

List the factors of these numbers:

6. 11
7. 17
8. 23
9. 29
10. 61

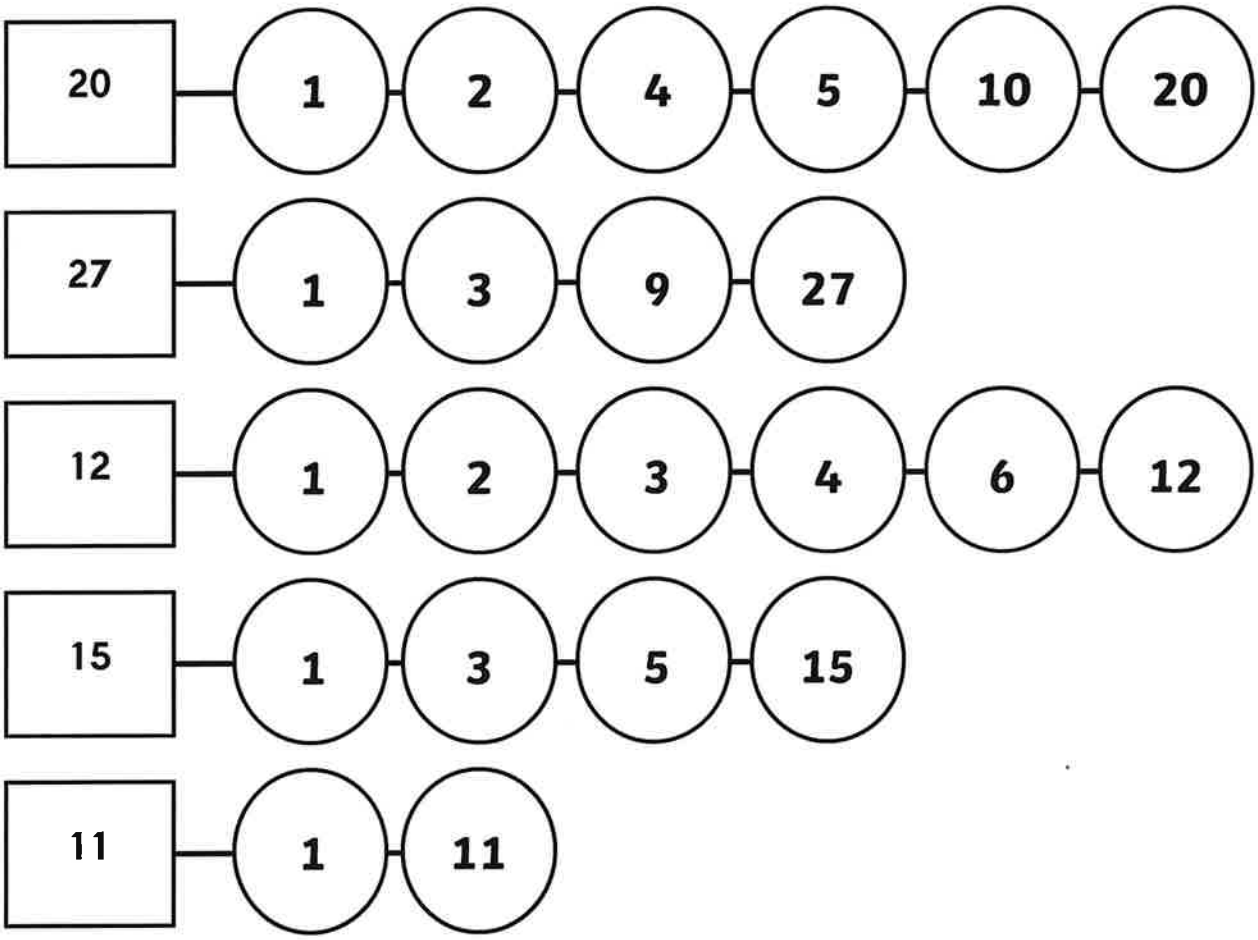
What do you notice about these numbers?

_____

These numbers are called prime numbers.

Can you find three more prime numbers? _____, _____, _____

Finding Factors **Answers**



Now list the factors of these numbers:

1. 16 **1, 2, 4, 8, 16**
2. 21 **1, 3, 7, 21**
3. 23 **1, 23**

Finding Factors **Answers**

List the factors of these numbers:

1. 16 **1, 2, 4, 8, 16**
2. 21 **1, 3, 7, 21**
3. 24 **1, 2, 3, 4, 6, 8, 12, 24**
4. 48 **1, 2, 3, 4, 6, 8, 12, 16, 24, 48**
5. 64 **1, 2, 4, 8, 16, 32, 64**

List the factors of these numbers:

6. 7 **1, 7**
7. 11 **1, 11**
8. 23 **1, 23**
9. 13 **1, 13**
10. 5 **1, 5**

What do you notice about these numbers?

They only have 1 and the number itself as factors

These numbers are called prime numbers.

Can you find three more prime numbers? **Multiple answers possible**

Finding Factors **Answers**

List the factors of these numbers:

1. 64 **1, 2, 4, 8, 16, 32, 64**
2. 48 **1, 2, 3, 4, 6, 8, 12, 16, 24, 48**
3. 24 **1, 2, 3, 4, 6, 8, 12, 24**
4. 36 **1, 2, 3, 4, 6, 9, 12, 18, 36**
5. 72 **1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72**

List the factors of these numbers:

6. 11 **1, 11**
7. 17 **1, 17**
8. 23 **1, 23**
9. 29 **1, 29**
10. 61 **1, 61**

What do you notice about these numbers?

They can be divided evenly only by 1 or itself.

These numbers are called prime numbers.

Can you find three more prime numbers? ***Multiple answers possible***

Basic Multiplication

1.	8 x 7 = _____	**2.**	2 x 7 = _____	**3.**	3 x 5 = _____
4.	5 x 11 = _____	**5.**	5 x 8 = _____	**6.**	7 x 11 = _____
7.	6 x 6 = _____	**8.**	4 x 2 = _____	**9.**	9 x 7 = _____
10.	11 x 6 = _____	**11.**	11 x 3 = _____	**12.**	4 x 3 = _____
13.	4 x 9 = _____	**14.**	3 x 9 = _____	**15.**	4 x 7 = _____
16.	5 x 10 = _____	**17.**	5 x 9 = _____	**18.**	10 x 10 = _____
19.	10 x 12 = _____	**20.**	8 x 3 = _____	**21.**	5 x 5 = _____
22.	5 x 6 = _____	**23.**	8 x 6 = _____	**24.**	6 x 11 = _____
25.	12 x 9 = _____				

Time: _____ minutes **Score:** _____ out of 25

RELGION MONDAY STAGE 3 WEEK 9

ONE ASSESSMENT – OVER ONE WEEK

Each day you will be required to complete small parts of the Religion assessment (slide 2) and at the end of the week, you will collate your findings, edit and then submit your work.

Task 1: Find 4 definitions of "dignity of the human person" (use search engines such as *google* to help you).

Task 2: Create your own definition using the ideas from the definitions in task 1.

Assessment

- Write a brief summary of the main beliefs of Catholics about the dignity of the human person. Give some examples of what dignity looks like in everyday situations today. Use at least one account from scripture where Jesus challenged a situation where a person was not treated with dignity and how he responded to the situation.

HIGH	MEDIUM	LOW
Summary details the main beliefs of the dignity of the human person **(6 or more)**	Summary details the main beliefs of the dignity of the human person **(between 3-5)**	Summary details the main beliefs of the dignity of the human person **(less than 3)**
Provided **4 or more** examples of what dignity looks like in everyday situations today	Provided **3** examples of what dignity looks like in everyday situations today	Provided **less than 3** examples of what dignity looks like in everyday situations today
Used **more than 2** accounts from scripture where Jesus challenged a situation, as an example.	Used **at least 1** account from scripture where Jesus challenged a situation, as an example.	**Did not use** an account from scripture where Jesus challenged a situation, as an example.

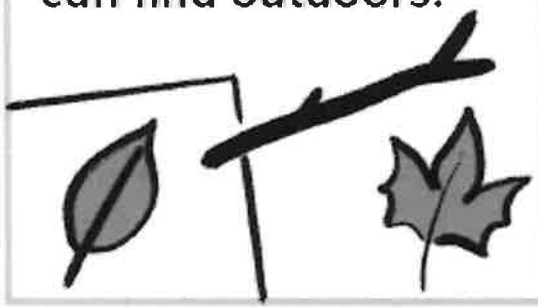
MONDAY
HSIE
WEEK 9
STAGE 3

STAGE 3 TASK

1) Watch the following clip on human rights (slide 2).
2) Write a brief summary of the clip (1/2 - 1 page).
3) Where there any surprises? Anything new? What did you already know? Write down your findings.

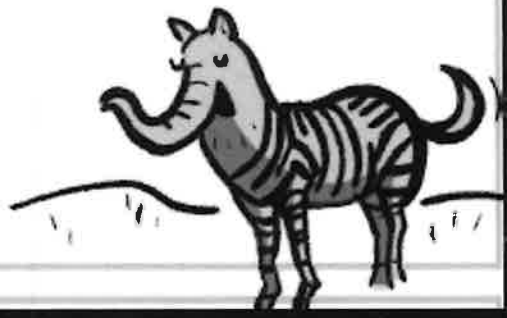
CHOOSE 1 CREATIVE ACTIVITY TO COMPLETE TODAY

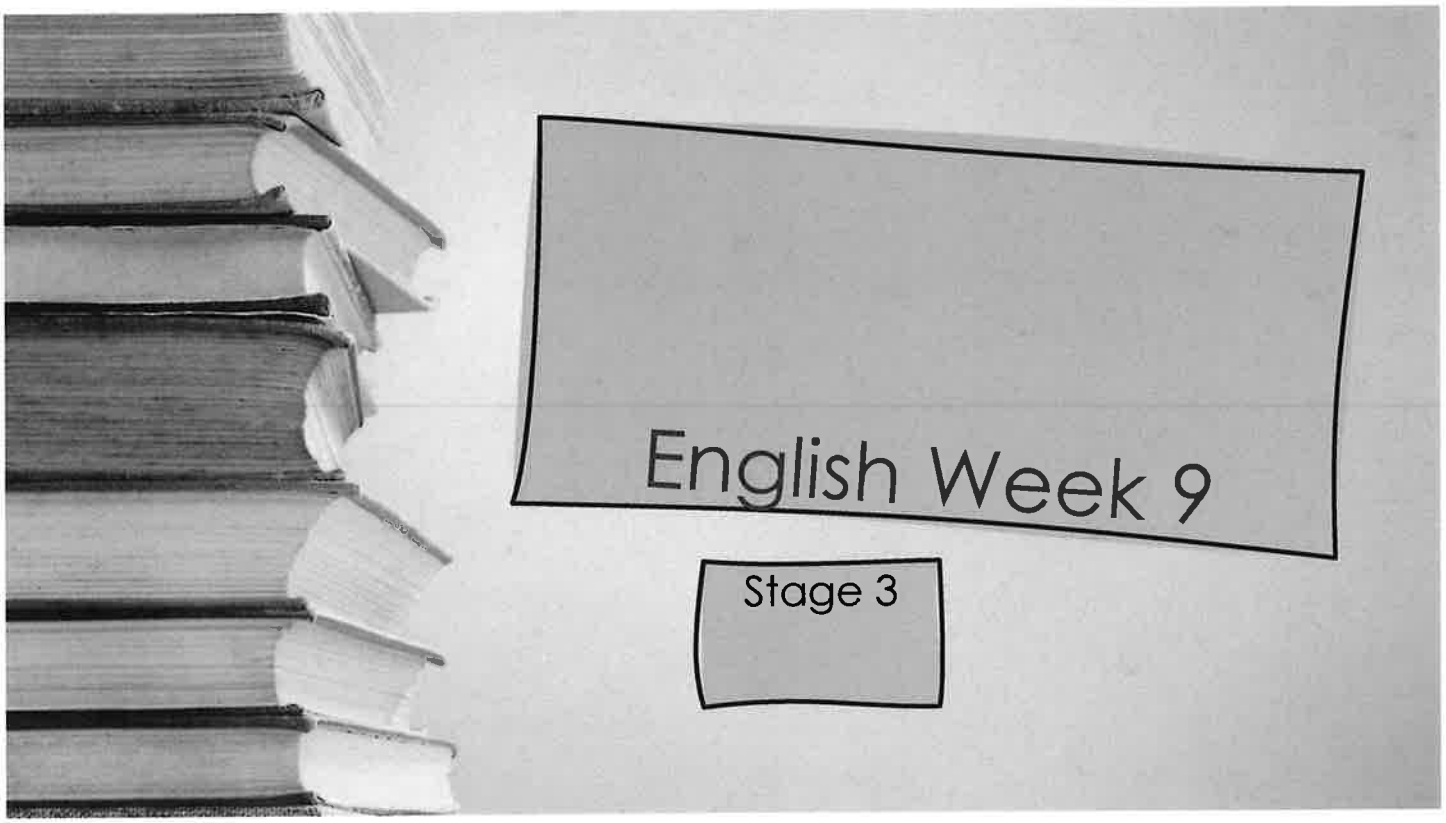
Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.



Fingerprint art! Use only your fingertips and paint to create a picture.

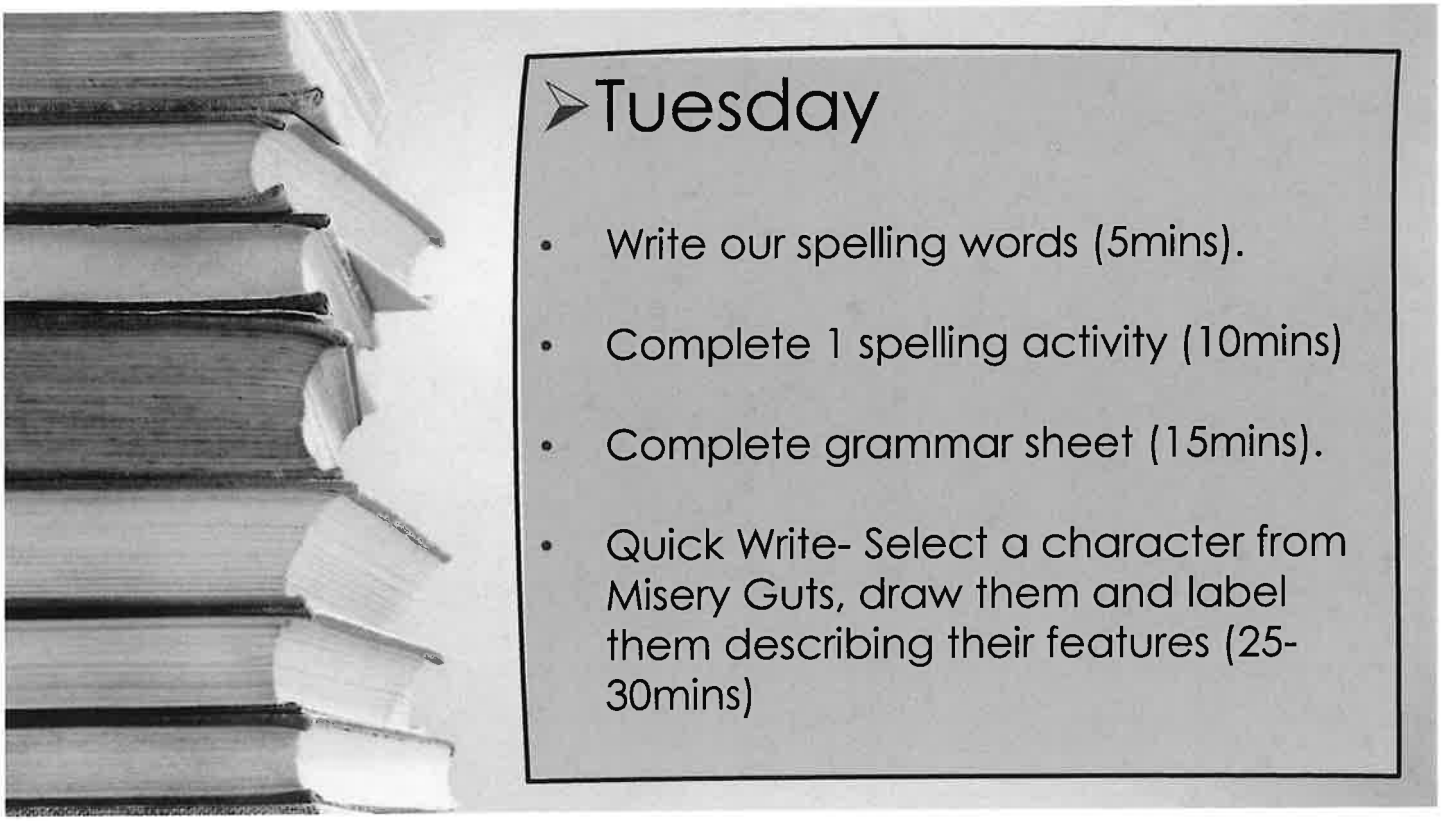
Create your own animal. Could you combine two of your favourites? What will you call it?





English Week 9

Stage 3



Tuesday

- Write our spelling words (5mins).
- Complete 1 spelling activity (10mins)
- Complete grammar sheet (15mins).
- Quick Write- Select a character from Misery Guts, draw them and label them describing their features (25-30mins)

Spelling

- Write out spelling words.
- Complete 2 spelling activities.

1 star- write out spelling words
2 star- Write out spelling words and 1 activity
3 star- Write out spelling words and 2 activities.

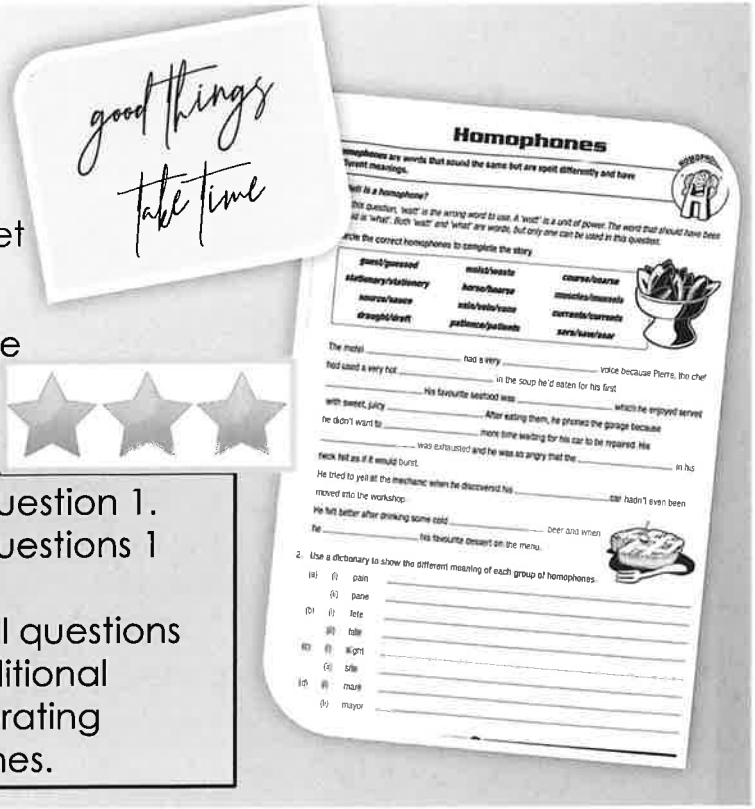
Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Words Group your spelling words according to the number of syllables. Date:_____	**Working Out Words** Group your spelling words into nouns, adjectives, verbs, adverbs etc. Date:_____	**Spelling Search** Search for spelling words or words within words in your class novel/book you are currently reading. Date:_____	**Sell Your Words** Write a TV commercial for a product of your choice using as many spelling words as you can. Date:_____	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can. Date:_____
Spelling Bee Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence. Date:_____	**Define It!** List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly. Date:_____	**Lie Detector** Write a true or false statement explaining/ relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false. Date:_____	**Script** Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word. Date:_____	**Scrambled** Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet. Date:_____
Editing Expert In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words. Date:_____	**Texting Words** Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word. Date:_____	**Word Worth** Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least. Date:_____	**Crossword** Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word. Date:_____	**Spelling Search** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out. Date:_____

Grammar

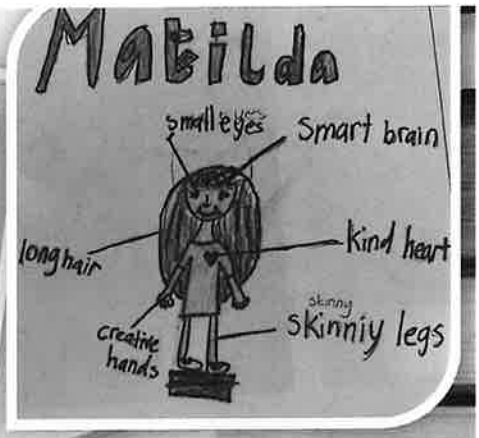
- Please complete grammar sheet on homophones.
- Take your time to ensure you are aware of the words meaning within the sentence.



1 star- Complete question 1.
2 star- Complete questions 1 and 2.
3 star- Complete all questions and create an additional paragraph incorporating multiple homophones.

Quick Write

- Select a character from the text 'Misery Guts' and draw in the centre of your page.
- Brainstorm around your picture describing some of the features including: physical, social, emotional and general personality traits.



1 star- Complete picture and 4 features describing.
2 star- Complete picture and 5- 10 features describing.
3 star- Complete picture and 15 or more features decribing.

Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Words Group your spelling words according to the number of syllables. Date:_____	**Working Out Words** Group your spelling words into nouns, adjectives, verbs, adverbs etc. Date:_____	**Spelling Search** Search for spelling words or words within words in your class novel/book you are currently reading. Date:_____	**Sell Your Words** Write a TV commercial for a product of your choice using as many spelling words as you can. Date:_____	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can. Date:_____
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Name: _____ Date: _____

Syllable Words

1 Syllable
2 Syllables
3 Syllables
4 Syllables
5 Syllables

Name: _____ Date: _____

Working Out Words

Noun
Adjective
Verb
Adverb

Name: _____ Date: _____

Cartoon Connection

Name: _____ Date: _____

Spelling Bee

Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____
Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____

Name: _____ Date: _____

Define It

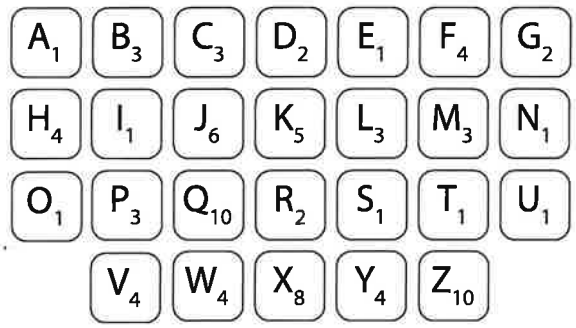
Name: _____ Date: _____

Texting Words

T e x t i n g
8+3+9+8+4+6+4 = 42

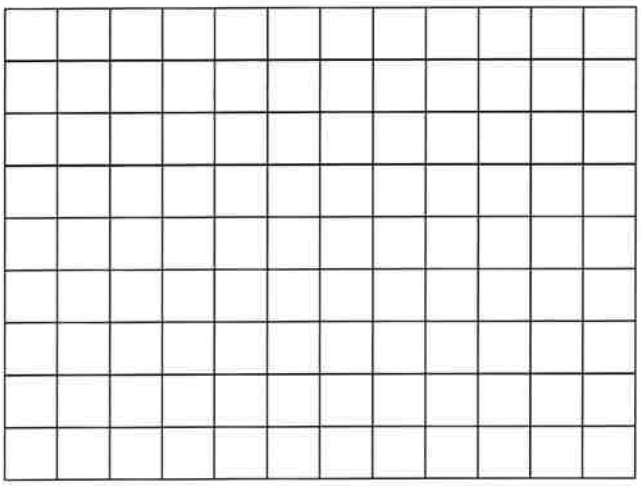
Name: _____ Date: _____

Word Worth



Name: _____ Date: _____

Crossword



_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Homophones

Homophones are words that sound the same but are spelt differently and have different meanings.

Watt is a homophone?

In this question, 'watt' is the wrong word to use. A 'watt' is a unit of power. The word that should have been used is 'what'. Both 'watt' and 'what' are words, but only one can be used in this question.

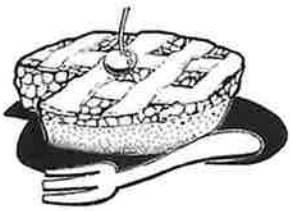
1. **Circle the correct homophones to complete the story.**

guest/guessed	***waist/waste***	***course/coarse***
stationary/stationery	***horse/hoarse***	***muscles/mussels***
source/sauce	***vain/vein/vane***	***currants/currents***
draught/draft	***patience/patients***	***sore/saw/soar***

The motel _____ had a very _____ voice because Pierre, the chef had used a very hot _____ in the soup he'd eaten for his first _____. His favourite seafood was _____ which he enjoyed served with sweet, juicy _____. After eating them, he phoned the garage because he didn't want to _____ more time waiting for his car to be repaired. His _____ was exhausted and he was so angry that the _____ in his neck felt as if it would burst.

He tried to yell at the mechanic when he discovered his _____car hadn't even been moved into the workshop.

He felt better after drinking some cold _____ beer and when he _____ his favourite dessert on the menu.



2. **Use a dictionary to show the different meaning of each group of homophones.**

(a) (i) pain _____

(ii) pane _____

(b) (i) fete _____

(ii) fate _____

(c) (i) sight _____

(ii) site _____

(d) (i) mare _____

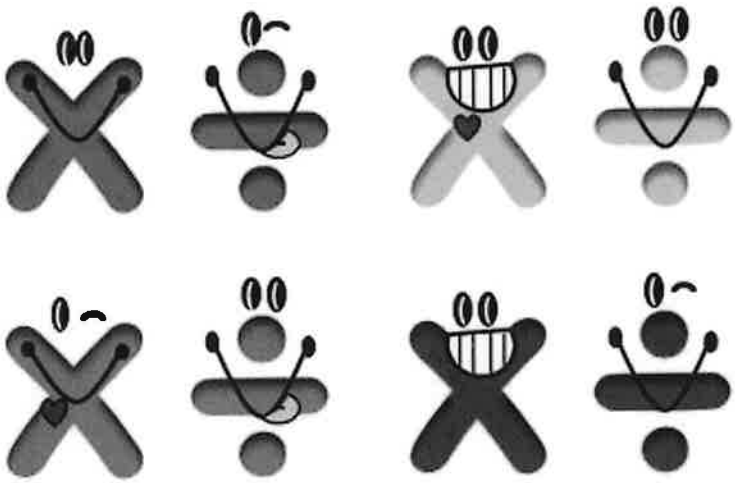
(ii) mayor _____

TUESDAY WEEK 9 MATHS

Multiplication and Division

LEARNING INTENTION:

- I am learning to select and apply appropriate strategies for multiplication and division.



SET UP OF WEEK 9 MATH'S

- Hi Stage 3, we have tried to set up your math's work this week a little differently.
- You will notice each slide has a star

Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you to continue to learn and grow.

- Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.
- If you feel the 2 star activity is too hard, please attempt the 1 star activity. If you feel the 2 star activity is to easy, please try and complete the 3 star activity.

NAPLAN QUESTION:

17 There are 61 guests at a party.

There are 17 more men than women.

How many women are at the party?

21	22	39	44
○	○	○	○

SET YOUR TIMER FOR 10 MINUTES AND COMPLETE THE MULTIPLICATION FACT SHEET. SEE IF YOU CAN BEAT YOUR PB (TIME SCORE)

Basic Multiplication

1.	5 x 8 = _____	**2.**	5 x 5 = _____	**3.**	11 x 10 = _____
4.	10 x 11 = _____	**5.**	4 x 4 = _____	**6.**	11 x 4 = _____
7.	2 x 5 = _____	**8.**	2 x 9 = _____	**9.**	8 x 12 = _____
10.	4 x 5 = _____	**11.**	12 x 10 = _____	**12.**	5 x 7 = _____
13.	8 x 8 = _____	**14.**	6 x 8 = _____	**15.**	10 x 7 = _____
16.	7 x 10 = _____	**17.**	3 x 9 = _____	**18.**	10 x 12 = _____
19.	10 x 9 = _____	**20.**	6 x 2 = _____	**21.**	12 x 6 = _____
22.	2 x 11 = _____	**23.**	9 x 8 = _____	**24.**	7 x 11 = _____
25.	9 x 2 = _____				

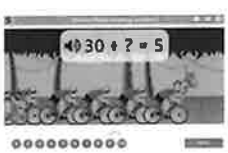
Time: _____ minutes **Score:** _____ out of 25

Division facts (missing numbers)

Remember you can have a timetable chart in front of you for extra help.

Log into Study ladder and complete the assigned tasks. Division facts (missing numbers)

- Practice
- Worksheet (see attached on next slide



Division facts (missing number)

Practice

Name:

Division facts (missing number)

Division facts (missing number)

1) 49 ÷ ____ = 7	11) 30 ÷ ____ = 10
2) 40 ÷ ____ = 10	12) 20 ÷ ____ = 4
3) 25 ÷ ____ = 5	13) 24 ÷ ____ = 4
4) 32 ÷ ____ = 4	14) 60 ÷ ____ = 6
5) 27 ÷ ____ = 9	15) 48 ÷ ____ = 6
6) 49 ÷ ____ = 7	16) 48 ÷ ____ = 6

DIVISION FACTS (MISSING NUMBERS)- WORKSHEET

Name:

Division facts (missing number)

Division facts (missing number)

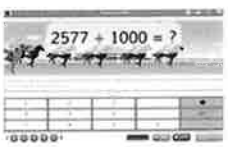
1) 49 ÷ _____ = 7
2) 40 ÷ _____ = 10
3) 25 ÷ _____ = 5
4) 32 ÷ _____ = 4
5) 27 ÷ _____ = 9
6) 49 ÷ _____ = 7
7) 36 ÷ _____ = 9
8) 80 ÷ _____ = 10
9) 45 ÷ _____ = 9
10) 56 ÷ _____ = 7
11) 30 ÷ _____ = 10
12) 20 ÷ _____ = 4
13) 24 ÷ _____ = 4
14) 60 ÷ _____ = 6
15) 48 ÷ _____ = 6
16) 48 ÷ _____ = 6
17) 100 ÷ _____ = 10
18) 42 ÷ _____ = 6
19) 54 ÷ _____ = 6
20) 9 ÷ _____ = 3

DIVISION- LARGER NUMBERS WITH NO REMAINDERS

- Log into Study ladder and complete the assigned tasks. Division
- Tutorial
- Practice
- Worksheet (see attached on next slide)

Dividing whole numbers by 1000

Tutorial



Dividing whole numbers by 1000

Practice

Division (no remainders)

Practice

DIVISION- LARGER NUMBERS WITH NO REMAINDERS (WORKSHEET)

Name: Division (no remainders)

Division (no remainders)

1) 5622 ÷ 6 =	11) 8595 ÷ 9 =
2) 5040 ÷ 7 =	12) 8190 ÷ 9 =
3) 4952 ÷ 8 =	13) 4968 ÷ 6 =
4) 6461 ÷ 7 =	14) 3432 ÷ 8 =
5) 5508 ÷ 9 =	15) 4470 ÷ 5 =
6) 5319 ÷ 9 =	16) 7256 ÷ 8 =
7) 764 ÷ 4 =	17) 3940 ÷ 4 =
8) 2274 ÷ 6 =	18) 3915 ÷ 5 =
9) 4865 ÷ 5 =	19) 1330 ÷ 5 =
10) 836 ÷ 4 =	20) 2985 ÷ 5 =

DIVISION PROBLEMS

- Log into Study ladder and complete
- Practice
- Worksheet using problem solving

Division (problem solving)

Practice

1) Alice wants to share $4880 between her four children. How much will each child get?	
2) 4 full jugs of water are poured into a bowl. The amount of water in the bowl is 2612 ml. What is the capacity of each jug?	
3) Carol borrowed $6548 to buy a car. She needs to repay the amount in six, equal monthly payments. What will Carol pay each month?	
4) The combined mass of 8 identical items is 544 kilograms. What is the mass of each item?	
5) The purchase price for 6 guitars is $2172. What is the price of each guitar?	
6) The total cost of a shared meal between 4 people is $184. If the bill is split equally, how much does each person pay?	
7) There are 410 balls. If you try to place an equal number of balls in each of 7 boxes some will be left over. How many balls will be left over?	
8) Each of the 8 shows at a school concert are sold out. If in total 5704 tickets were sold, how many tickets were available for each show?	
9) Lena scored a total of 752 points in 8 rounds. What was Lena's average score per round?	
10) 527 people need buses for a day trip to the beach. If each bus can carry a maximum of 65 people, what is the minimum number of buses needed to transport all of the people?	

Division Strategies

Dividing by 10

Use place value to work out how to divide in 10s

674 ÷ 10 = ?

If you divide a number by 10, the digits move one place value to the right.

Hundreds	Tens	Units	Tenths	Hundredths
6	7	4		

Hundreds	Tens	Units	Tenths	Hundredths
	6	7	4	

674 ÷ 10 = 67.4

If you divide a number by 100, the digits will move two places to the right.

Hundreds	Tens	Units	Tenths	Hundredths
6	7	4		

Hundreds	Tens	Units	Tenths	Hundredths
		6	7	4

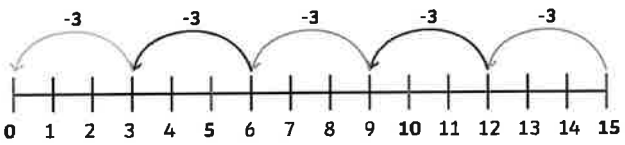
674 ÷ 100 = 6.74

Division Strategies

Repeated Subtraction

You can use repeated subtraction to see how many times a smaller number goes into a bigger one.

15 ÷ 3 = ?



The number of times you can take 3 from 15 is 5.

15 - 3 - 3 - 3 - 3 - 3 = 0

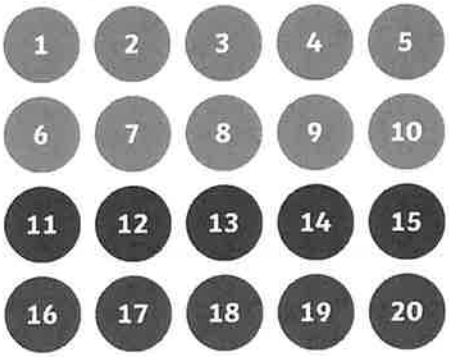
15 ÷ 3 = 5

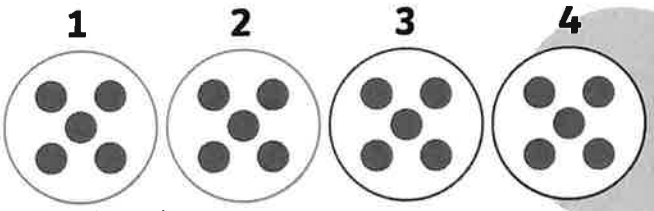
Division Strategies

Grouping

20 ÷ 5 = ?

20 divided by 5 gives 4 groups.





Grouping using arrays.

Division Strategies

Repeated Addition

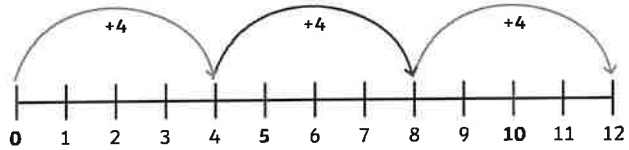
28 ÷ 4 = 7

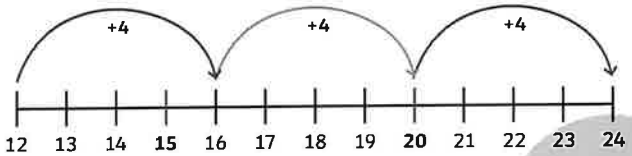
Draw a number line starting at 0.

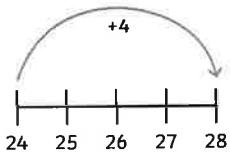
Count on in 4s until you reach 28.

Count how many hops it took.

28 divided by 4 is 7.







Division Strategies

Repeated Addition (with remainders)

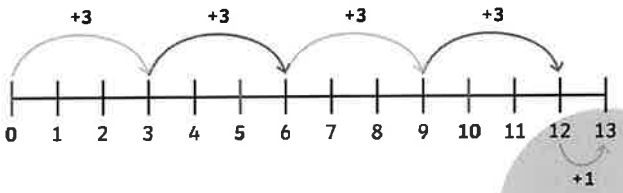
13 ÷ 3 = 4 r1

Draw a number line starting at 0.

Count on in 3s getting as close to 13 as you can but not going past it.

Count your hops to get the answer.

Any left over is the remainder.



Division Strategies

Partitioning

84 ÷ 4 = ?

8	0	÷ 4	=	2	0
	4	÷ 4	=		1
				2	1

Partition the number into tens and ones.

Divide the tens and ones.

Combine your totals.

84 ÷ 4 = 21

Division Strategies

Inverse

Use multiplication tables to work out a division question.

63 ÷ 9 = ?

You can work this out by knowing...

7 x 9 = 63

So using the inverse, we know that...

63 ÷ 9 = 7

Division Strategies

Halving

Sometimes you can use halving to divide into 2s, 4s, and 8s.

120 ÷ 2 = 60

We can use this to divide by 4 by halving twice.

120 ÷ 2 = 60

then

60 ÷ 2 = 30

so

120 ÷ 4 = 30

We can use this to divide by 8 by halving 3 times.

120 ÷ 2 = 60

then

60 ÷ 2 = 30

then

30 ÷ 2 = 15

so

120 ÷ 8 = 15

Division Strategies

Short Division two digit numbers

84 ÷ 6 = ?

Partition 84 into tens and ones.

Work out how many 6s divide into 80 so that the answer is a multiple of 10.

In this case the highest multiple of 10 divisible by 6 is 60.

Partition 84 into 60 and 24 then divide each number by six

Combine your totals.

$$10 + 4 = 14$$

$$6\overline{)60 + 24}$$

This method can be shortened to:

$$\begin{array}{r} 14 \\ 6\overline{)8^{2}4} \end{array}$$

Division Strategies

Short Division three digit numbers

434 ÷ 7 = ?

Work out how many 7s go into 430. (The answer must be a multiple of 10.)

In this case 7 goes into 430 sixty times leaving a remainder of 10.

Add this 10 to the remaining 4 from the original 434 to make 14.

Divide 14 by 7 to get 2.

Combine 60 and 2 to get the answer.

$$7\overline{)430 + 4} = \begin{array}{r} 60 + 2 \\ 7\overline{)420 + 14} \end{array}$$

This method can be shortened to:

$$\begin{array}{r} 62 \\ 7\overline{)43^{1}4} \end{array}$$

Division Strategies

Long Division

399 ÷ 15 = ?

First partition the number.

Divide 300 by 15. Write this on the answer line above the correct units.

Divide 99 by 15.

Write any remainders as a fraction as simplified as possible.

$$
\begin{array}{r}
26\ \frac{3}{5} \\
15\overline{)399} \\
-300 \\
\hline
99 \\
-90 \\
\hline
r\ 9
\end{array}
$$

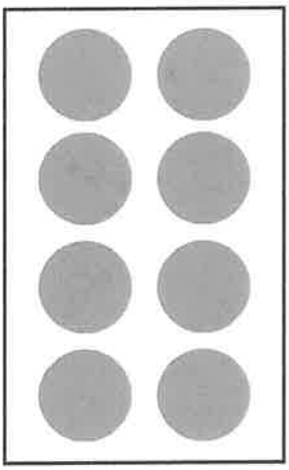
$\frac{9}{15} = \frac{3}{5}$

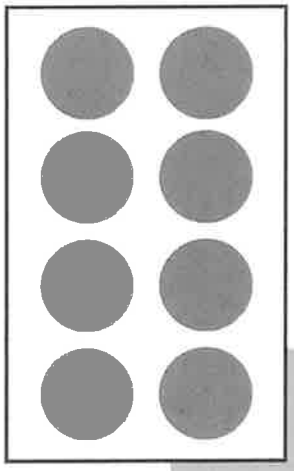
Division Strategies

Sharing

16 ÷ 2 = 8

16 shared equally between 2 gives you 8.





17 There are 61 guests at a party.

There are 17 more men than women.

How many women are at the party?

21	22	39	44
○	○	○	○

Basic Multiplication

1.	5 x 8 = _____	**2.**	5 x 5 = _____	**3.**	11 x 10 = _____
4.	10 x 11 = _____	**5.**	4 x 4 = _____	**6.**	11 x 4 = _____
7.	2 x 5 = _____	**8.**	2 x 9 = _____	**9.**	8 x 12 = _____
10.	4 x 5 = _____	**11.**	12 x 10 = _____	**12.**	5 x 7 = _____
13.	8 x 8 = _____	**14.**	6 x 8 = _____	**15.**	10 x 7 = _____
16.	7 x 10 = _____	**17.**	3 x 9 = _____	**18.**	10 x 12 = _____
19.	10 x 9 = _____	**20.**	6 x 2 = _____	**21.**	12 x 6 = _____
22.	2 x 11 = _____	**23.**	9 x 8 = _____	**24.**	7 x 11 = _____
25.	9 x 2 = _____				

Time: _____ minutes **Score:** _____ out of 25

Name:

Division facts (missing number)

1) **49 ÷ _____ = 7**

2) **40 ÷ _____ = 10**

3) **25 ÷ _____ = 5**

4) **32 ÷ _____ = 4**

5) **27 ÷ _____ = 9**

6) **49 ÷ _____ = 7**

7) **36 ÷ _____ = 9**

8) **80 ÷ _____ = 10**

9) **45 ÷ _____ = 9**

10) **56 ÷ _____ = 7**

11) **30 ÷ _____ = 10**

12) **20 ÷ _____ = 4**

13) **24 ÷ _____ = 4**

14) **60 ÷ _____ = 6**

15) **48 ÷ _____ = 6**

16) **48 ÷ _____ = 6**

17) **100 ÷ _____ = 10**

18) **42 ÷ _____ = 6**

19) **54 ÷ _____ = 6**

20) **9 ÷ _____ = 3**

Answers, fold under: Mark your work when you have finished.

1) **7**
2) **4**
3) **5**
4) **8**
5) **3**
6) **7**
7) **4**
8) **8**
9) **5**
10) **8**
11) **3**
12) **5**
13) **6**
14) **10**
15) **8**
16) **8**
17) **10**
18) **7**
19) **9**
20) **3**

Name:

Division (no remainders)

1) **5622 ÷ 6 =**

2) **5040 ÷ 7 =**

3) **4952 ÷ 8 =**

4) **6461 ÷ 7 =**

5) **5508 ÷ 9 =**

6) **5319 ÷ 9 =**

7) **764 ÷ 4 =**

8) **2274 ÷ 6 =**

9) **4865 ÷ 5 =**

10) **836 ÷ 4 =**

11) **8595 ÷ 9 =**

12) **8190 ÷ 9 =**

13) **4968 ÷ 6 =**

14) **3432 ÷ 8 =**

15) **4470 ÷ 5 =**

16) **7256 ÷ 8 =**

17) **3940 ÷ 4 =**

18) **3915 ÷ 5 =**

19) **1330 ÷ 5 =**

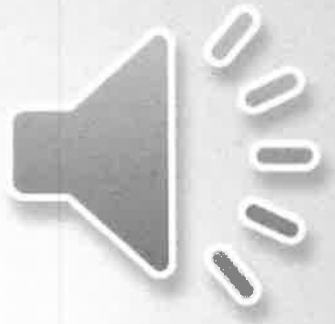
20) **2985 ÷ 5 =**

Answers, fold under: Mark your work when you have finished.

1) **937**
2) **720**
3) **619**
4) **923**
5) **612**
6) **591**
7) **191**
8) **379**
9) **973**
10) **209**
11) **955**
12) **910**
13) **828**
14) **429**
15) **894**
16) **907**
17) **985**
18) **783**
19) **266**
20) **597**

Name: Division	
1) Alice wants to share $4880 between her four children. How much will each child get?	
2) 4 full jugs of water are poured into a bowl. The amount of water in the bowl is 2612 mL. What is the capacity of each jug?	
3) Carol borrowed $1518 to buy a car. She needs to repay the amount in six, equal monthly payments. What will Carol pay each month?	
4) The combined mass of 8 identical items is 544 kilograms. What is the mass of each item?	
5) The purchase price for 6 guitars is $1272. What is the price of each guitar?	
6) The total cost of a shared meal between 6 people is $384. If the bill is split equally, how much does each person pay?	
7) There are 410 balls. If you try to place an equal number of balls in each of 7 boxes some will be left over. How many balls will be left over?	
8) Each of the 8 shows of a school concert are sold out. If in total 3704 tickets were sold, how many tickets were available for each show?	
9) Lena scored a total of 752 points in 8 rounds. What was Lena's average score per round?	
10) 527 people need buses for a day trip to the beach. If each bus can carry a maximum of 65 people, what is the minimum number of buses needed to transport all of the people?	

RELGION TUESDAY STAGE 3 WEEK 9



ONE ASSESSMENT – OVER ONE WEEK (continued)

Each day you will be required to complete small parts of the Religion assessment (slide 2) and at the end of the week, you will collate your findings, edit and then submit your work.

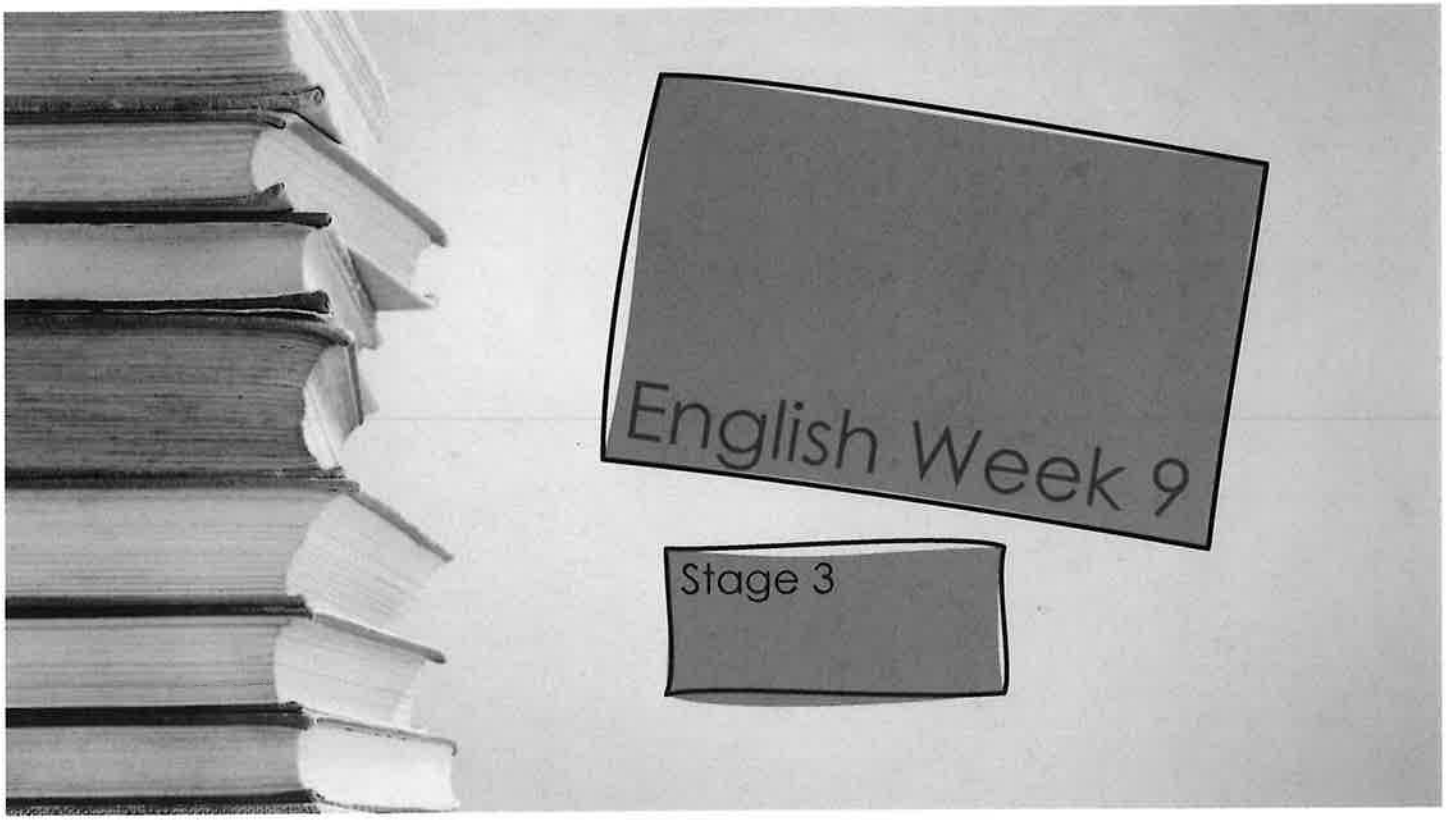
Task 1: What does dignity look like in everyday situations? Find 4 or more Catholic examples.

Task 2: What do Catholics believe when it comes to human dignity? Find 6 or more examples.

TUESDAY
HSIE
WEEK 9
STAGE 3

STAGE 3 TASK

1) **Watch the *The Stolen Generation* (slide 2)**
    1) **How did it make you feel?**
    2) **Write a reflection (1/2 - 1 page) on how being taken from your home for no apparent reason might affect your way of life. Are there any positives to this?**
2) **Watch *Kevin Rudd's Speech* (slide 3)**
    1) **What was the speech about?**
    2) **How did it make you feel?**



Wednesday

- Complete grammar worksheet on homographs (15mins).
- Complete writing BTN- 'A moment in time' activity (40mins)
- Write out spelling words (5mins)

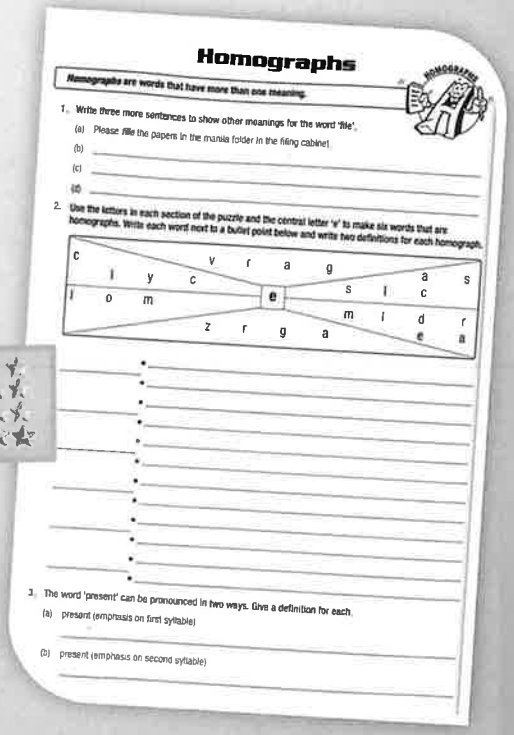
Grammar

- Complete the worksheet on homographs.
- Use a dictionary to check meaning before writing sentences.

1 star- complete questions 1.

2 star- complete questions 1 and 2.

3 star- complete all questions



Homographs

Homographs are words that have more than one meaning.

1. Write three more sentences to show other meanings for the word 'file'.
   (a) Please file the papers in the manila folder in the filing cabinet.
   (b) _____
   (c) _____
   (d) _____
2. Use the letters in each section of the puzzle and the central letter 'e' to make six words that are homographs. Write each word next to a bullet point below and write two definitions for each homograph.

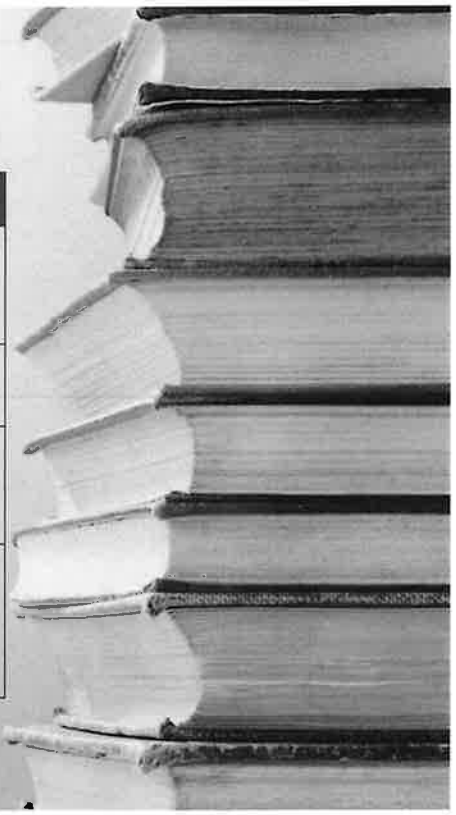
3. The word 'present' can be pronounced in two ways. Give a definition for each.
   (a) present (emphasis on first syllable)
   _____
   (b) present (emphasis on second syllable)
   _____

BTN

- Students watch this weeks BTN episode: https://www.abc.net.au/btn/classroom/20210831-ep25-btn/13513822
- Complete 'A moment in Time Activity' (20mins)
- After watching the BTN episode select a story you are going to write about (not the Fast Fashion story).
- Complete the template like the one on the next slide using only a sentence or two for each section.

1 star- Complete I heard and I saw.
2 star- Complete I heard, I saw and I felt.
3 star- Complete I heard, I saw, I felt and I wondered with additional detail.

Example of 'A moment in time' activity:



A moment in time- 'Paralympics- We the 15'	
I heard...	The voices of countless passionate individuals wanting to be considered equals.
I saw...	The bike accelerate past as it made its way around the track.
I felt...	I felt the splash of the water as the swimmer dove into the pool.
I wondered...	How can each person make a change in their life to ensure that people with disabilities feel included in everything?

A moment in time-	
I heard...	
I saw...	
I felt...	
I wondered...	

Homographs

Homographs **are words that have more than one meaning.**

1. **Write three more sentences to show other meanings for the word 'file'.**

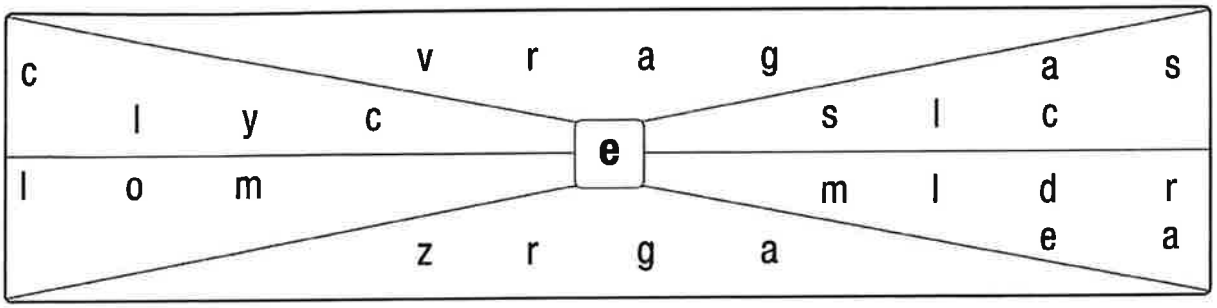
   (a) Please ***file*** the papers in the manila folder in the filing cabinet.

   (b) _____

   (c) _____

   (d) _____

2. **Use the letters in each section of the puzzle and the central letter 'e' to make six words that are homographs. Write each word next to a bullet point below and write two definitions for each homograph.**



_____
- _____
- _____

_____
- _____
- _____

_____
- _____
- _____

_____
- _____
- _____

_____
- _____
- _____

3. **The word 'present' can be pronounced in two ways. Give a definition for each.**

   (a) present (emphasis on first syllable)

   _____

   (b) present (emphasis on second syllable)

   _____

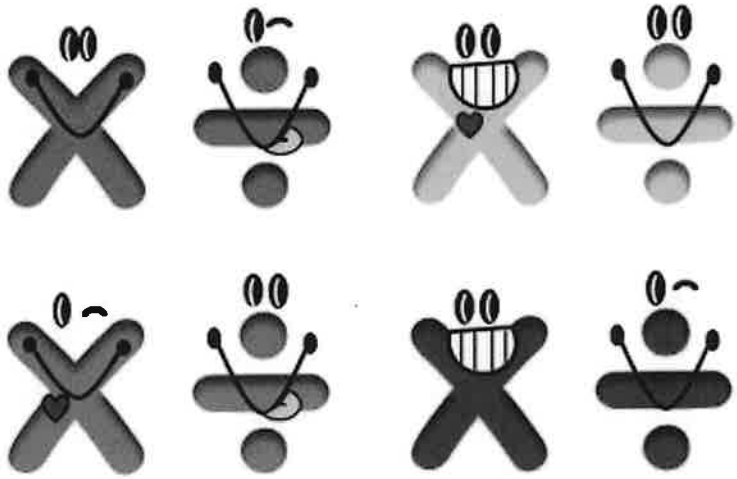
A moment in time-		
I heard...		
I saw...		
I felt...		
I wondered...		

WEDNESDAY WEEK 9 MATHS

Multiplication and Division

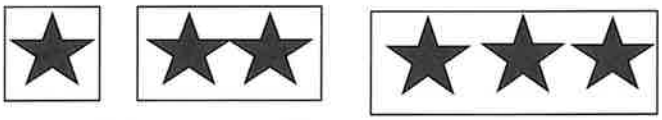
LEARNING INTENTION:

- I am learning to select and apply appropriate strategies for multiplication and division.



SET UP OF WEEK 9 MATH'S

- Hi Stage 3, we have tried to set up your math's work this week a little differently.
- You will notice each slide has a star



Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you to continue to learn and grow.

- Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.
- If you feel the 2 star activity is too hard, please attempt the 1 star activity. If you feel the 2 star activity is to easy, please try and complete the 3 star activity.

NAPLAN QUESTION:

26 John and Bella get pocket money each week.

John gets $4.

Bella gets $7.

After 11 weeks, Bella will have received more pocket money than John.

How much more?

$ ☐

SET YOUR TIMER FOR 10 MINUTES AND COMPLETE THE MULTIPLICATION FACT SHEET. SEE IF YOU CAN BEAT YOUR PB (TIME AND SCORE)

Basic Multiplication

1.	4 x 6 = _____	**2.**	5 x 9 = _____	**3.**	3 x 5 = _____
4.	8 x 10 = _____	**5.**	2 x 8 = _____	**6.**	9 x 9 = _____
7.	9 x 8 = _____	**8.**	5 x 8 = _____	**9.**	11 x 8 = _____
10.	4 x 10 = _____	**11.**	6 x 4 = _____	**12.**	4 x 11 = _____
13.	11 x 9 = _____	**14.**	5 x 11 = _____	**15.**	9 x 12 = _____
16.	7 x 5 = _____	**17.**	12 x 7 = _____	**18.**	12 x 3 = _____
19.	2 x 3 = _____	**20.**	3 x 4 = _____	**21.**	5 x 4 = _____
22.	11 x 7 = _____	**23.**	3 x 12 = _____	**24.**	7 x 2 = _____
25.	8 x 12 = _____				

Time: _____ minutes **Score:** _____ out of 25

DIVISION

- Watch the PowerPoint on short division of 2-digit numbers and then complete the worksheet

Short Division Without Remainders

Complete the calculations below

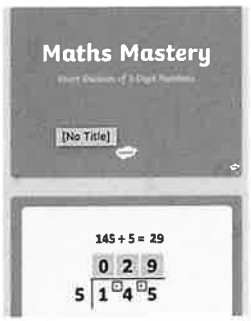
1. 7 | 7 7
2. 7 | 9 8
3. 4 | 8 4
4. 7 | 9 1
5. 7 | 1 5 4
6. 3 | 2 0 4

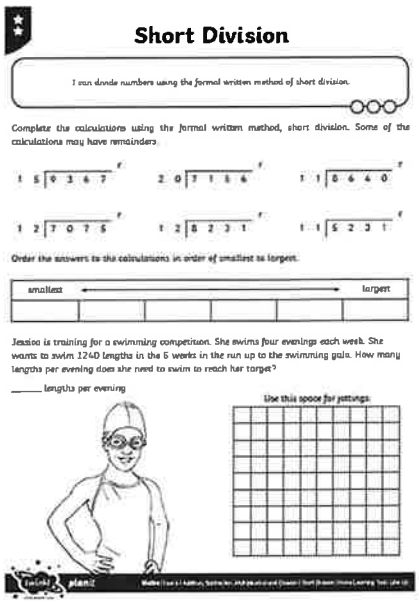
7. 138 ÷ 6 =
8. 217 ÷ 7 =

9. Connor had 91 marbles. He shared them out equally between 7 bags. How many marbles were in each bag?

SHORT DIVISION

- Watch the PowerPoint on short division of 3-digit numbers and then complete the worksheet





Short Division

I can divide numbers using the formal written method of short division.

Complete the calculations using the formal written method, short division. Some of the calculations may have remainders.

1 5 | 9 3 6 7 =

2 0 | 7 1 5 6 =

1 1 | 8 6 4 0 =

1 2 | 7 0 7 5 =

1 2 | 8 2 3 1 =

1 4 | 5 2 3 1 =

Order the answers to the calculations in order of smallest to largest.

smallest ← → largest

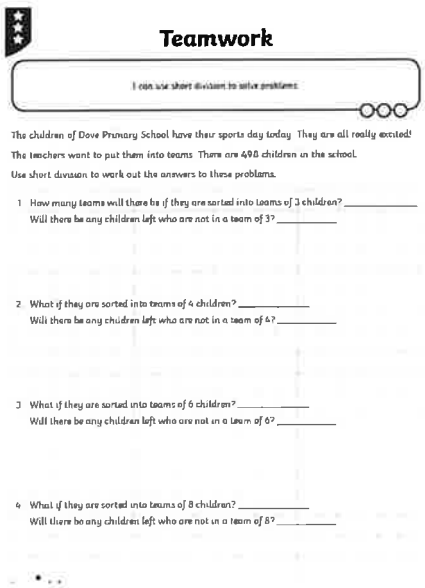
Jessica is training for a swimming competition. She swims four evenings each week. She wants to swim 1240 lengths in the 6 weeks in the run up to the swimming gala. How many lengths per evening does she need to swim to reach her target?

_____ lengths per evening

Use this space for jottings:

Short Division- word problems

COMPLETE 2 STAR ACTIVITIES AND THEN SOLVE THE ATTACHED DIVISION WORD PROBLEMS.



Teamwork

I can use short division to solve problems

The children of Dove Primary School have their sports day today. They are all really excited!
The teachers want to put them into teams. There are 498 children in the school.
Use short division to work out the answers to these problems.

1 How many teams will there be if they are sorted into teams of 3 children? _____
Will there be any children left who are not in a team of 3? _____

2 What if they are sorted into teams of 4 children? _____
Will there be any children left who are not in a team of 4? _____

3 What if they are sorted into teams of 6 children? _____
Will there be any children left who are not in a team of 6? _____

4 What if they are sorted into teams of 8 children? _____
Will there be any children left who are not in a team of 8? _____

26 John and Bella get pocket money each week.

John gets $4.

Bella gets $7.

After 11 weeks, Bella will have received more pocket money than John.

How much more?

$ ☐

Basic Multiplication

1.	4 x 6 = _____	**2.**	5 x 9 = _____	**3.**	3 x 5 = _____
4.	8 x 10 = _____	**5.**	2 x 8 = _____	**6.**	9 x 9 = _____
7.	9 x 8 = _____	**8.**	5 x 8 = _____	**9.**	11 x 8 = _____
10.	4 x 10 = _____	**11.**	6 x 4 = _____	**12.**	4 x 11 = _____
13.	11 x 9 = _____	**14.**	5 x 11 = _____	**15.**	9 x 12 = _____
16.	7 x 5 = _____	**17.**	12 x 7 = _____	**18.**	12 x 3 = _____
19.	2 x 3 = _____	**20.**	3 x 4 = _____	**21.**	5 x 4 = _____
22.	11 x 7 = _____	**23.**	3 x 12 = _____	**24.**	7 x 2 = _____
25.	8 x 12 = _____				

Time: _____ minutes **Score:** _____ out of 25

Short Division Without Remainders

Complete the calculations below.

1. $7\overline{)77}$

2. $7\overline{)98}$

3. $4\overline{)64}$

4. $7\overline{)91}$

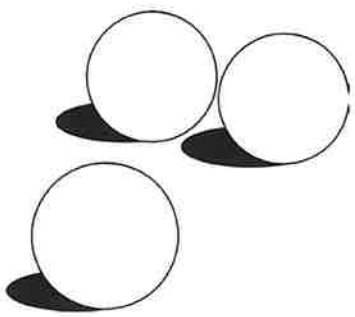
5. $7\overline{)154}$

6. $3\overline{)204}$

7. 138 ÷ 6 =

8. 217 ÷ 7 =

9. Connor had 91 marbles. He shared them out equally between 7 bags. How many marbles were in each bag?



Short Division Without Remainders

Complete the calculations below.

1. 3 | 8 1

2. 4 | 7 2

3. 6 | 1 7 4

4. 4 | 2 7 2

5. 8 | 3 4 4

6. 7 | 4 3 4

7. 294 ÷ 6 =

8. 744 ÷ 3 =

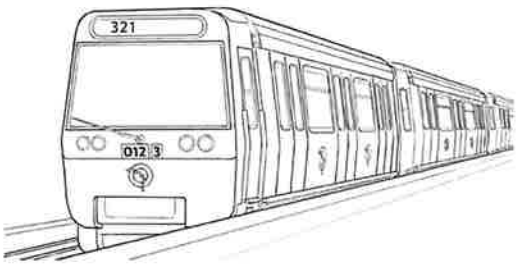
9. 1256 ÷ 8 =

10. 1076 ÷ 4 =

Short Division Without Remainders

11. Grandma Jones had £378 which she shared equally between her 7 grandchildren. How much money did each grandchild receive?

12. 1134 train passengers are given tickets to sit in 9 different carriages. How many passengers are in each carriage?



Short Division Without Remainders

Complete the calculations below.

1. $261 \div 3$

2. $4204 \div 4$

3. $6138 \div 6$

4. $1472 \div 4$

5. $5232 \div 8$

6. $5768 \div 7$

7. $5094 \div 6 =$

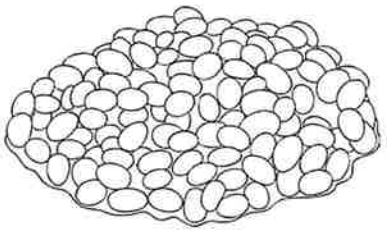
8. $2253 \div 3 =$

9. $6072 \div 8 =$

10. $3996 \div 4 =$

Short Division Without Remainders

11. A factory packs 5232 cans of beans into 8 crates. How many cans will be in each crate?

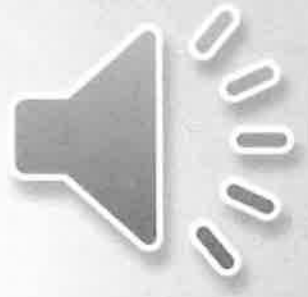


12. Giles plans to cycle a distance of 1098 miles for charity. He decides to split the journey equally over 9 days. How many miles will he need to travel each day to reach his target?

13. 6713 seven-year-old children in a town near Liverpool are allocated one of 7 schools. If the children are split amongst the schools equally, how many children will go to each school?

14. Charlie has £8652 in savings. He decides to put the money in 4 different savings accounts. How much money will he put in each account?

RELGION WEDNESDAY STAGE 3 WEEK 9



ONE ASSESSMENT – OVER ONE WEEK (continued)

Each day you will be required to complete small parts of the Religion assessment (slide 2) and at the end of the week, you will collate your findings, edit and then submit your work.

Task 1: Find two accounts from scripture where Jesus challenged a situation where a person was not treated with dignity.

Task 2: What did Jesus do? How did he deal with the situation? Remember to include the Bible reference.

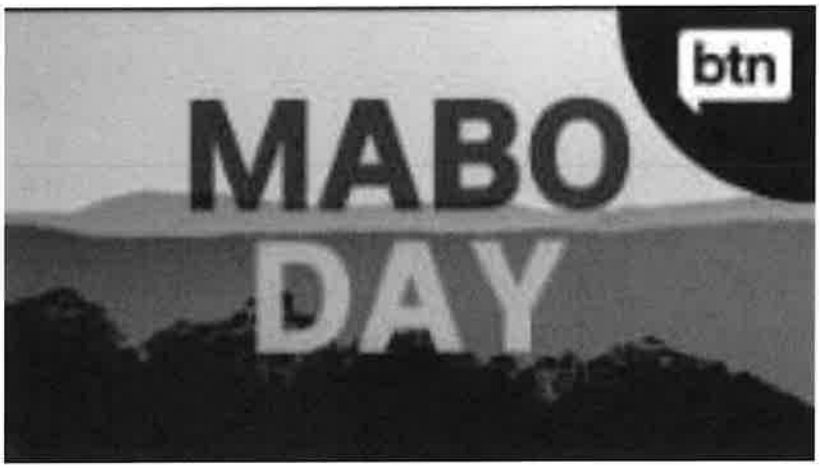
WEDNESDAY
HSIE
WEEK 9
STAGE 3

STAGE 3 TASK

1) Watch the *1967 Referendum Information* (slide 2)
    1) What was the outcome of the 1967 Referendum?
    2) Was it successful?
2) Watch *Mabo Day (slide 3)*
    1) Why is it called Mabo Day?
    2) What changes have been made since that day?
3) *Read the information on Eddie Koiki Mabo (slide 4)*
    1) *Write down one interesting fact about him.*

https://youtu.be/pz7hrwgczPg

https://youtu.be/jBJ_OjnPgYA



Eddie Koiki Mabo

Eddie Koiki Mabo was born on 29 June 1936, in the village named Las on the island of Mer in the Torres Strait. Not long after his birth, Eddie's mother passed away. He was then adopted by his uncle and auntie, as this is the custom for Torres Strait Islander Peoples.

Having been born in Mer, Eddie's first language was Meriam. From a young age, Eddie grew up learning about his Meriam culture and was taught about the importance of respecting other people's land.

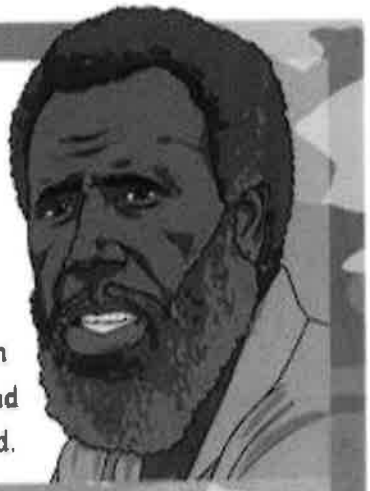
In the year 1959, Eddie moved to Townsville in Queensland, where he worked a variety of different jobs, including a railway fettler, cutting cane and also working on pearling boats. In addition to these, Eddie was also a talented performer and teacher of Meriam song and dance.

While in Queensland, Eddie involved himself in politics and became a notable and important leader for Aboriginal and Torres Strait Islander Peoples in Queensland. He gave a speech at a land rights conference explaining the traditional land ownership and inheritance system that his community followed on Mer. It was this speech that became a turning point for Eddie when a lawyer, who had been in the audience, recognised the significance of his words and suggested that he take the case to court.

Greg McIntyre, a Perth based solicitor, agreed to represent Eddie in the case that would later be known as the 'Mabo Case'. It began on 20 May 1982. Eddie, along with his fellow Mer Islanders, Reverend David Passi, Celuia Mapo Salee, Sam Passi and James Rice, made their legal claim in the High Court of Australia for ownership of their lands on the island of Mer. Sadly, before this case was decided, Eddie Koiki Mabo passed away in January 1992, almost ten years after beginning his legal journey.

On 3 June 1992, the High Court of Australia decided in favour of Eddie and his team, determining that the lands of Australia were not 'terra nullius' (land belonging to no one). This ruling recognised, for the first time in Australian law, the rights of Aboriginal and Torres Strait Islander Peoples to their lands, based on their traditional connection to, and custodianship of, their Country. In the years since this infamous case, Eddie Koiki Mabo has been rightfully acknowledged for his landmark work. Unfortunately, this recognition only came after his death.

Eddie Koiki Mabo



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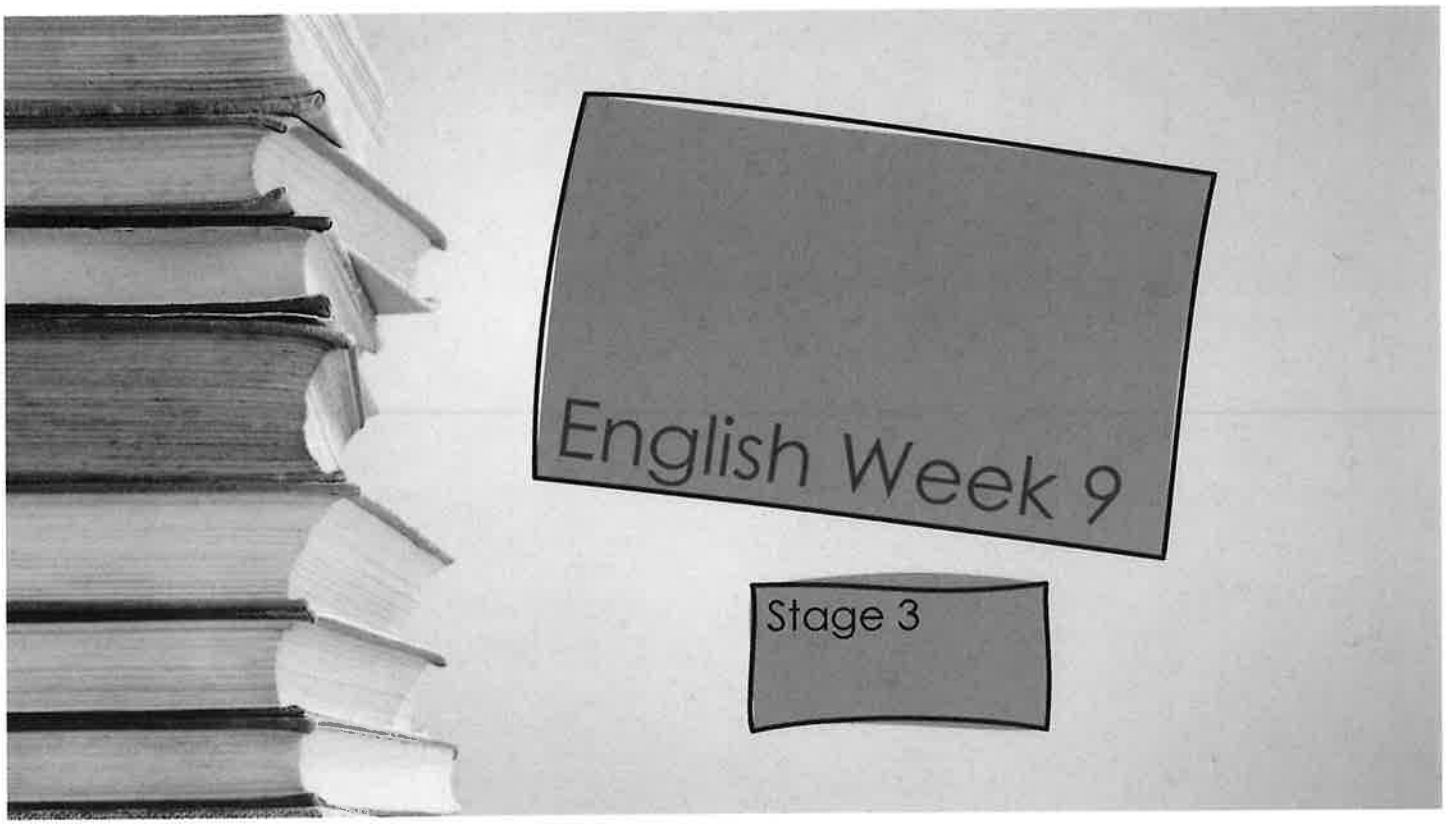
In the year 1959, Eddie moved to Townsville in Queensland, where he worked a variety of different jobs, including a railway fettler, cutting cane and also working on pearling boats. In addition to these, Eddie was also a talented performer and teacher of Meriam song and dance.

While in Queensland, Eddie involved himself in politics and became a notable and important leader for Aboriginal and Torres Strait Islander Peoples in Queensland. He gave a speech at a land rights conference explaining the traditional land ownership and inheritance system that his community followed on Mer. It was this speech that became a turning point for Eddie when a lawyer, who had been in the audience, recognised the significance of his words and suggested that he take the case to court.

Greg McIntyre, a Perth based solicitor, agreed to represent Eddie in the case that would later be known as the 'Mabo Case'. It began on 20 May 1982. Eddie, along with his fellow Mer Islanders, Reverend David Passi, Celuia Mapo Salee, Sam Passi and James Rice, made their legal claim in the High Court of Australia for ownership of their lands on the island of Mer. Sadly, before this case was decided, Eddie Koiki Mabo passed away in January 1992, almost ten years after beginning his legal journey.

On 3 June 1992, the High Court of Australia decided in favour of Eddie and his team, determining that the lands of Australia were not 'terra nullius' (land belonging to no one). This ruling recognised, for the first time in Australian law, the rights of Aboriginal and Torres Strait Islander Peoples to their lands, based on their traditional connection to, and custodianship of, their Country. In the years since this infamous case, Eddie Koiki Mabo has been rightfully acknowledged for his landmark work. Unfortunately, this recognition only came after his death.



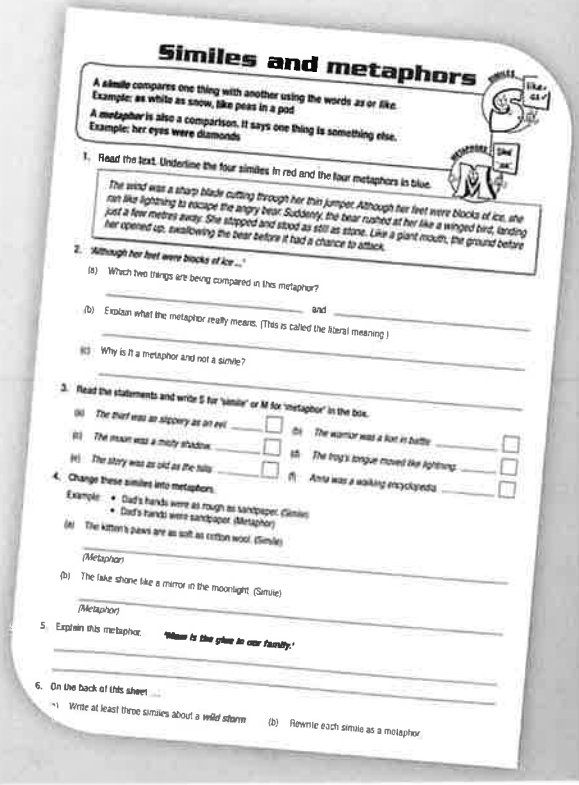
Thursday

- Complete grammar activity on Similes and Metaphors (20mins).
- Write out spelling words (5mins).
- Writing: Persuasive texts (35mins).

Grammar

- Complete similes and metaphors activity sheet.
- Remember to take note of the differences between similes and metaphors.

1 star- Complete questions 1 and 2.
2 star- Complete questions 1, 2, 3 and 4.
3 star- Complete all questions.



Similes and metaphors

A simile compares one thing with another using the words *as* or *like*.
Example: as white as snow, like peas in a pod

A metaphor is also a comparison. It says one thing is something else.
Example: her eyes were diamonds

1. Read the text. Underline the four similes in red and the four metaphors in blue.

The wind was a sharp blade cutting through her thin jumper. Although her feet were blocks of ice, she ran like lightning to escape the angry bear. Suddenly, the bear rushed at her like a winged bird, landing just a few metres away. She stopped and stood as still as stone. Like a giant mouth, the ground before her opened up, swallowing the bear before it had a chance to attack.

2. *'Although her feet were blocks of ice ...'*
   (a) Which two things are being compared in this metaphor?
   _____ and _____
   (b) Explain what the metaphor really means. (This is called the literal meaning.)
   _____
   (c) Why is it a metaphor and not a simile?
   _____

3. Read the statements and write S for 'simile' or M for 'metaphor' in the box.
   (a) *The thief was as slippery as an eel* ☐ (b) *The warrior was a lion in battle* ☐
   (c) *The moon was a misty shadow* ☐ (d) *The frog's tongue moved like lightning* ☐
   (e) *The story was as old as the hills* ☐ (f) *Anna was a walking encyclopedia* ☐

4. Change these similes into metaphors.
   Example: • Dad's hands were as rough as sandpaper. (Simile)
   • Dad's hands were sandpaper. (Metaphor)
   (a) The kitten's paws are as soft as cotton wool. (Simile)
   _____
   (Metaphor)
   (b) The lake shone like a mirror in the moonlight. (Simile)
   _____
   (Metaphor)

5. Explain this metaphor. ***'Blaze is the glue in our family.'***
   _____
   _____

6. On the back of this sheet ...
   (a) Write at least three similes about a *wild storm*. (b) Rewrite each simile as a metaphor.

Spelling Words

- Students are to write out spelling words.

1, 2 and 3 star- Write out spelling words.

Writing

Students are going to write a persuasive discussion on the topic, **It is OK to Keep Animals in Cages**. Think about arguments for this topic where your position is **for** keeping animals in cages. Think also about arguments **against** this statement and any reasons you can think of for why animals should not be kept in cages.

Before you start writing think about:

- How you will write your introduction so that it clearly states the issue presenting both sides of the argument.
- Different people or groups that have different views and opinions such as scientists and environmentalists.
- Organising your arguments into structured paragraphs.
- Series of arguments for the topic including what different people or groups think and why they think this way- give examples.
- Series of arguments against the topic including what different including what different people or groups think and why they think this way- give examples.
- The persuasive words and language you will use.
- How you will sum up and conclude your argument, with a possible recommendation for one side or the other.

Be sure to:

- Use some scrap paper to plan your writing before you begin.
- Use nouns and pronouns.
- Write in present tense or past tense.
- Start a new paragraph for every point or argument you present.
- Use words to link your arguments such as: 'firstly', 'secondly' and 'finally'.
- Check and edit your writing and make sure you have put forward a strong case and persuasive argument.

Watch the following clip to revise the purpose of persuasive writing: https://www.youtube.com/watch?v=hD9arWXIddM

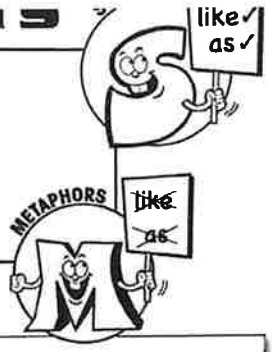
A few more clips to help with understanding:

https://www.youtube.com/watch?v=6bbWJKlvl2c (developing reasons)

https://www.youtube.com/watch?v=1O2FjJ4Eolg

Use the hamburger writing scaffold to help assist you in planning your arguments.

Similes and metaphors



A *simile* compares one thing with another using the words *as* or *like*.
Example: as white as snow, like peas in a pod

A *metaphor* is also a comparison. It says one thing is something else.
Example: her eyes were diamonds

1. **Read the text. Underline the four similes in red and the four metaphors in blue.**

> *The wind was a sharp blade cutting through her thin jumper. Although her feet were blocks of ice, she ran like lightning to escape the angry bear. Suddenly, the bear rushed at her like a winged bird, landing just a few metres away. She stopped and stood as still as stone. Like a giant mouth, the ground before her opened up, swallowing the bear before it had a chance to attack.*

2. ***'Although her feet were blocks of ice ...'***

   (a) Which two things are being compared in this metaphor?

   _____ and _____

   (b) Explain what the metaphor really means. (This is called the literal meaning.)

   _____

   (c) Why is it a metaphor and not a simile?

   _____

3. **Read the statements and write S for 'simile' or M for 'metaphor' in the box.**

   (a) *The thief was as slippery as an eel.* ..... ☐ (b) *The warrior was a lion in battle.* ..... ☐

   (c) *The moon was a misty shadow.* ..... ☐ (d) *The frog's tongue moved like lightning.* ..... ☐

   (e) *The story was as old as the hills.* ..... ☐ (f) *Anna was a walking encyclopedia.* ..... ☐

4. **Change these similes into metaphors.**

   Example:
   - Dad's hands were as rough as sandpaper. (Simile)
   - Dad's hands were sandpaper. (Metaphor)

   (a) The kitten's paws are as soft as cotton wool. (Simile)

   _____

   (Metaphor)

   (b) The lake shone like a mirror in the moonlight. (Simile)

   _____

   (Metaphor)

5. **Explain this metaphor.** ***'Mum is the glue in our family.'***

   _____

   _____

6. **On the back of this sheet ...**

   (a) Write at least three similes about a ***wild storm***. (b) Rewrite each simile as a metaphor.

Persuasive Writing

Name: _____

Introduction (give your opinion): _____

_____

_____

Reason why you think this: _____

_____

_____

Elaborate (tell me more): _____

_____

Reason why you think this: _____

_____

_____

Elaborate (tell me more): _____

_____

Reason why you think this: _____

_____

_____

Elaborate (tell me more): _____

_____

Conclusion (restate your opinion): _____

_____

_____

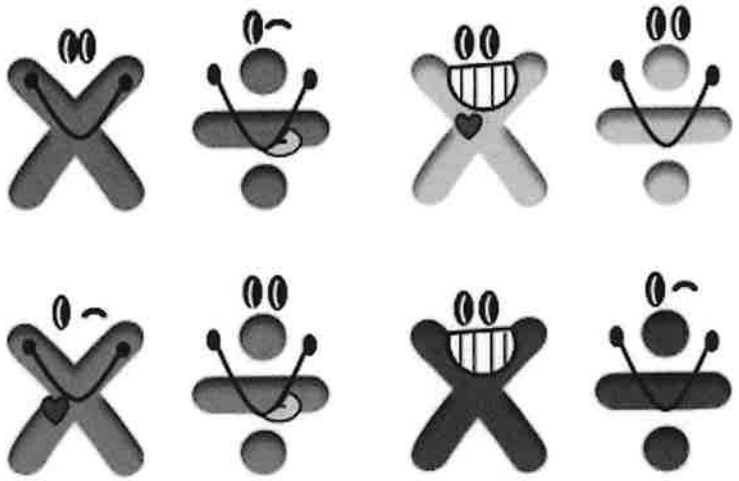
_____

THURSDAY WEEK 9 MATHS

Multiplication and Division

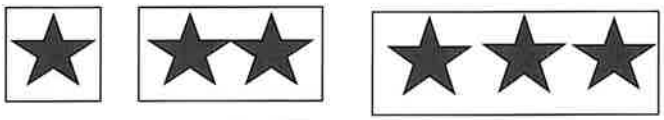
LEARNING INTENTION:

- I am learning to select and apply appropriate strategies for multiplication and division.



SET UP OF WEEK 9 MATH'S

- Hi Stage 3, we have tried to set up your math's work this week a little differently.
- You will notice each slide has a star



Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you to continue to learn and grow.

- Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.
- If you feel the 2 star activity is too hard, please attempt the 1 star activity. If you feel the 2 star activity is to easy, please try and complete the 3 star activity.

NAPLAN QUESTION:

18 Ethan used this rule to make a number pattern.

Start with 3.
To get the next number add 3 and then double.

The first four numbers in his pattern were 3, 12, 30, 66.

What was the **sixth** number in his pattern?

138	144	273	282
○	○	○	○

SET YOUR TIMER FOR 10 MINUTES AND COMPLETE THE MULTIPLICATION FACT SHEET. SEE IF YOU CAN BEAT YOUR PB (TIME AND SCORE)

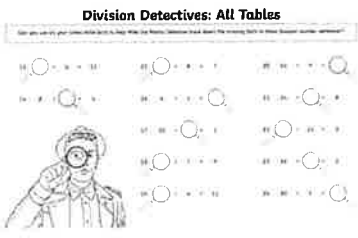
Basic Multiplication

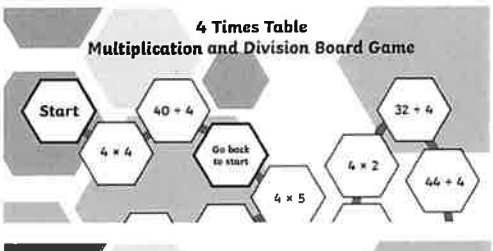
1.	8 x 4 = _____	**2.**	11 x 8 = _____	**3.**	6 x 12 = _____
4.	5 x 7 = _____	**5.**	3 x 2 = _____	**6.**	3 x 7 = _____
7.	12 x 5 = _____	**8.**	4 x 5 = _____	**9.**	6 x 8 = _____
10.	7 x 8 = _____	**11.**	4 x 8 = _____	**12.**	4 x 12 = _____
13.	9 x 6 = _____	**14.**	7 x 10 = _____	**15.**	10 x 5 = _____
16.	8 x 7 = _____	**17.**	3 x 10 = _____	**18.**	2 x 12 = _____
19.	12 x 4 = _____	**20.**	8 x 10 = _____	**21.**	11 x 7 = _____
22.	12 x 2 = _____	**23.**	2 x 6 = _____	**24.**	2 x 10 = _____
25.	10 x 6 = _____				

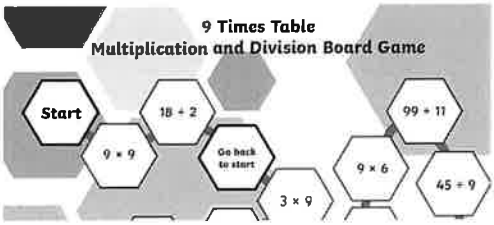
Time: _____ minutes **Score:** _____ out of 25

DIVISION AND MULTIPLICATION REVISION

- Complete the following activities as revision for multiplication and revision
- Division detectives
- Multiplication and division board game



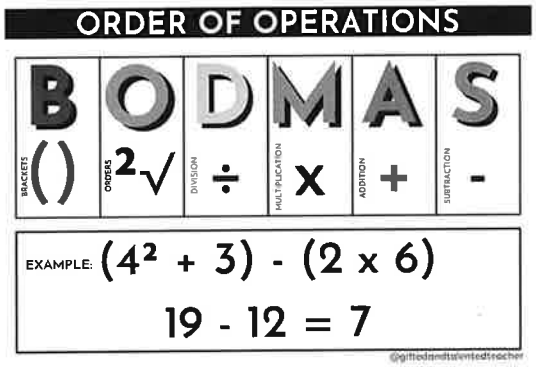


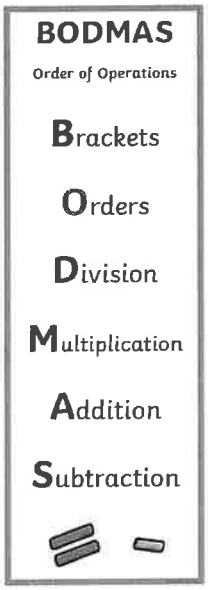


BODMAS

- Open the order of operations PowerPoint and carefully read each slide. Once you have had a chance to answer the practice questions on the slides complete the attached worksheet.

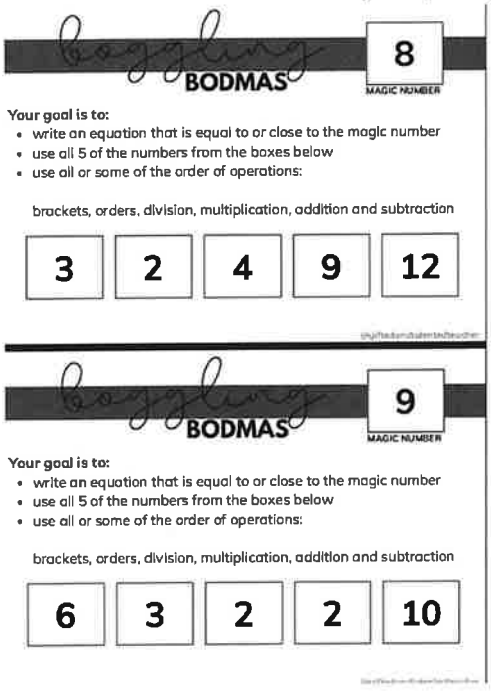
- We have also included a BODMAS bookmark to help you remember the order to solve your problem.





BODMAS

- Complete 2 star activities and then try to complete this BODMAS challenge question



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○	○	○	○

Basic Multiplication

1.	8 x 4 = _____	**2.**	11 x 8 = _____	**3.**	6 x 12 = _____
4.	5 x 7 = _____	**5.**	3 x 2 = _____	**6.**	3 x 7 = _____
7.	12 x 5 = _____	**8.**	4 x 5 = _____	**9.**	6 x 8 = _____
10.	7 x 8 = _____	**11.**	4 x 8 = _____	**12.**	4 x 12 = _____
13.	9 x 6 = _____	**14.**	7 x 10 = _____	**15.**	10 x 5 = _____
16.	8 x 7 = _____	**17.**	3 x 10 = _____	**18.**	2 x 12 = _____
19.	12 x 4 = _____	**20.**	8 x 10 = _____	**21.**	11 x 7 = _____
22.	12 x 2 = _____	**23.**	2 x 6 = _____	**24.**	2 x 10 = _____
25.	10 x 6 = _____				

Time: _____ minutes **Score:** _____ out of 25

Division Detectives: All Tables

Can you use all your times table facts to help Mike the Maths Detective track down the missing facts in these division number sentences?

1. 28 ÷ 7 = ☐

2. ☐ ÷ 3 = 7

3. 20 ÷ ☐ = 2

4. 27 ÷ 9 = ☐

5. 32 ÷ ☐ = 8

6. 22 ÷ 2 = ☐

7. ☐ ÷ 11 = 12

8. 45 ÷ ☐ = 9

9. ☐ ÷ 6 = 10

10. 72 ÷ ☐ = 6

11. 32 ÷ 8 = ☐

12. 12 ÷ 1 = ☐

Division Detectives: All Tables

Can you use all your times table facts to help Mike the Maths Detective track down the missing facts in these division number sentences?

13. ◯ ÷ 6 = 12

14. 8 ÷ ◯ = 4

15. ◯ ÷ 8 = 7

16. 6 ÷ 1 = ◯

17. 10 ÷ ◯ = 1

18. ◯ ÷ 7 = 9

19. ◯ ÷ 4 = 11

20. 45 ÷ 9 = ◯

21. 24 ÷ ◯ = 8

22. ◯ ÷ 11 = 3

23. 24 ÷ ◯ = 2

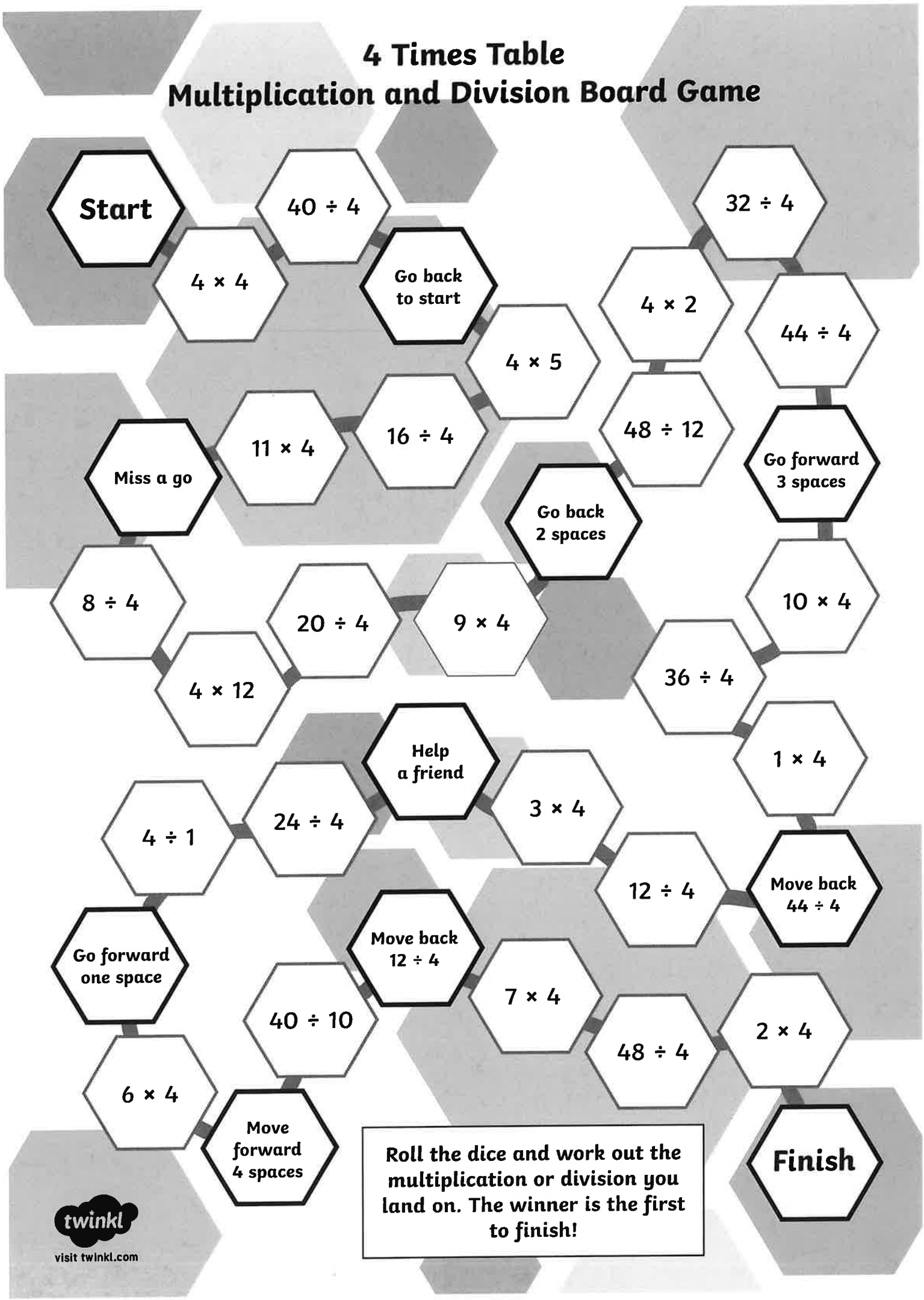
24. 30 ÷ 5 = ◯

Division Detectives: All Tables **Answers**

Question	Answer
1.	28 ÷ 7 = **4**
2.	**21** ÷ 3 = 7
3.	20 ÷ **10** = 2
4.	27 ÷ 9 = **3**
5.	32 ÷ **4** = 8
6.	22 ÷ 2 = **11**
7.	**132** ÷ 11 = 12
8.	45 ÷ **5** = 9
9.	**60** ÷ 6 = 10
10.	72 ÷ **12** = 6
11.	32 ÷ 8 = **4**
12.	12 ÷ 1 = **12**

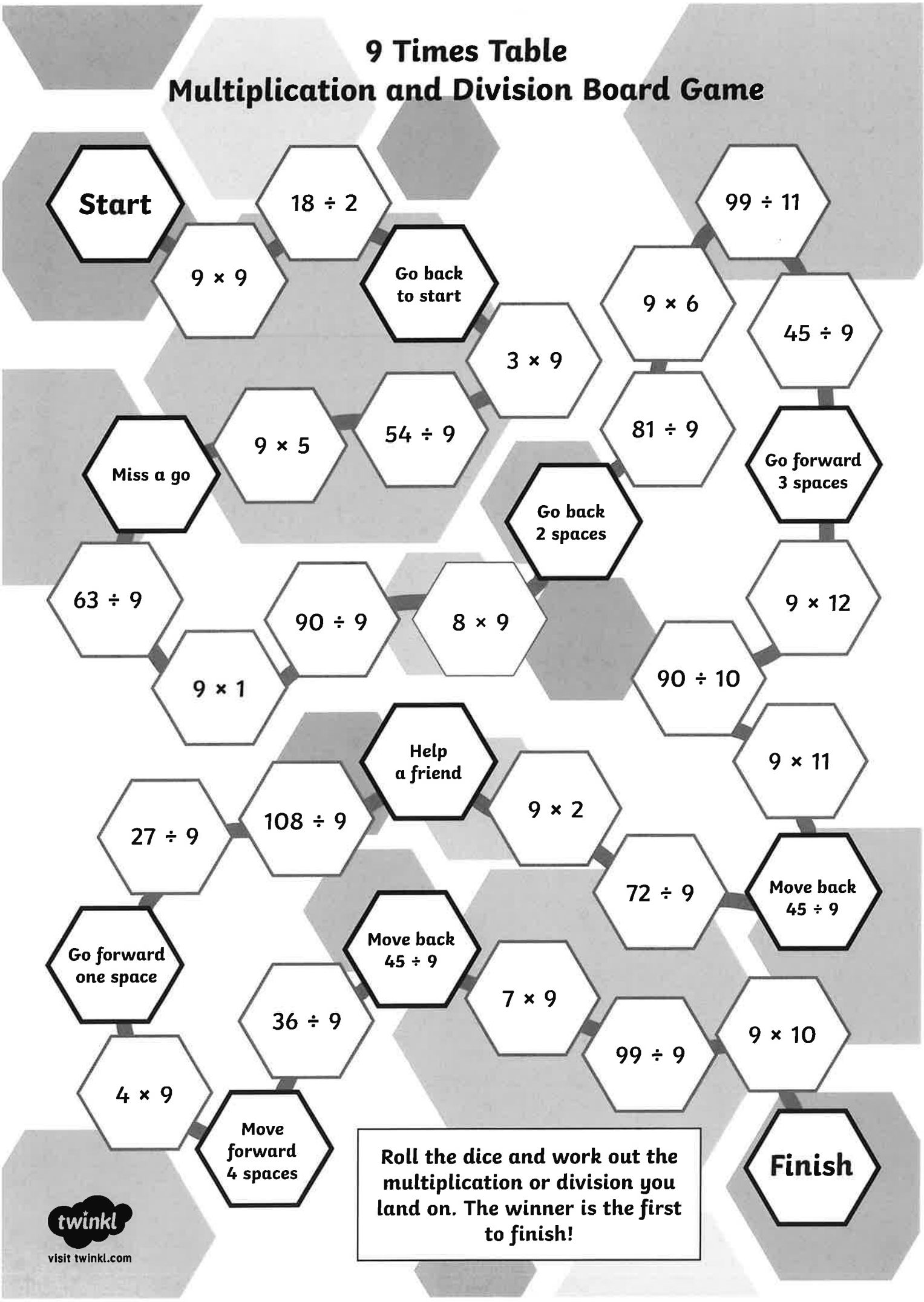
Question	Answer
13.	**72** ÷ 6 = 12
14.	8 ÷ **2** = 4
15.	**56** ÷ 8 = 7
16.	6 ÷ 1 = **6**
17.	10 ÷ **10** = 1
18.	**63** ÷ 7 = 9
19.	**44** ÷ 4 = 11
20.	45 ÷ 9 = **5**
21.	24 ÷ **3** = 8
22.	**33** ÷ 11 = 3
23.	24 ÷ **12** = 2
24.	30 ÷ 5 = **6**

4 Times Table
Multiplication and Division Board Game



Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!

9 Times Table
Multiplication and Division Board Game



Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!

BODMAS

Order of Operations

Brackets

Orders

Division

Multiplication

Addition

Subtraction

ORDER OF OPERATIONS

B	O	D	M	A	S
BRACKETS ()	ORDERS $2\sqrt{}$	DIVISION ÷	MULTIPLICATION x	ADDITION +	SUBTRACTION -

EXAMPLE: $(4^2 + 3) - (2 \times 6)$

$19 - 12 = 7$

Order of Operations

I can correctly use the order of operations to carry out calculations.

Use the order of operations to complete the following calculations. Once completed, switch your activity sheet with another member of your group and check their work.
Did your partner get their calculations correct?

a) $(483 \times 54) \div 100 =$ _____

b) $154 \times 112 \div 7 =$ _____

c) $14 + 12^2 - 81 =$ _____

d) $583 - (43 \times 4) =$ _____

e) $4 \times 67 \div 5 =$ _____

f) $15^2 \times 3 + 325 =$ _____

g) $583 - 54 \times 6 =$ _____

h) $52.7 + 538 \div 10 =$ _____

i) $235 \times 45 \div 5 =$ _____

j) $684.67 + 385.75 \times 3 =$ _____

boggling BODMAS

8

MAGIC NUMBER

Your goal is to:

- write an equation that is equal to or close to the magic number
- use all 5 of the numbers from the boxes below
- use all or some of the order of operations:

  brackets, orders, division, multiplication, addition and subtraction

3	2	4	9	12

boggling BODMAS

9

MAGIC NUMBER

Your goal is to:

- write an equation that is equal to or close to the magic number
- use all 5 of the numbers from the boxes below
- use all or some of the order of operations:

  brackets, orders, division, multiplication, addition and subtraction

6	3	2	2	10

RELGION THURSDAY STAGE 3 WEEK 9

ONE ASSESSMENT – OVER ONE WEEK (continued)

Task 1: Collate the work that you have completed over the past three days. Read the assessment and the assessment criteria again and start using your information to write a draft copy of your assessment task.

Assessment

- Write a brief summary of the main beliefs of Catholics about the dignity of the human person. Give some examples of what dignity looks like in everyday situations today. Use at least one account from scripture where Jesus challenged a situation where a person was not treated with dignity and how he responded to the situation.

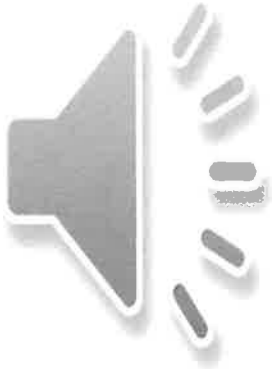
HIGH	MEDIUM	LOW
Summary details the main beliefs of the dignity of the human person **(6 or more)**	Summary details the main beliefs of the dignity of the human person **(between 3-5)**	Summary details the main beliefs of the dignity of the human person **(less than 3)**
Provided **4 or more** examples of what dignity looks like in everyday situations today	Provided **3** examples of what dignity looks like in everyday situations today	Provided **less than 3** examples of what dignity looks like in everyday situations today
Used **more than 2** accounts from scripture where Jesus challenged a	Used **at least 1** account from scripture where Jesus challenged a	**Did not use** an account from scripture where Jesus challenged a

Assessment

- Write a brief summary of the main beliefs of Catholics about the dignity of the human person. Give some examples of what dignity looks like in everyday situations today. Use at least one account from scripture where Jesus challenged a situation where a person was not treated with dignity and how he responded to the situation.

HIGH	MEDIUM	LOW
Summary details the main beliefs of the dignity of the human person **(6 or more)**	Summary details the main beliefs of the dignity of the human person **(between 3-5)**	Summary details the main beliefs of the dignity of the human person **(less than 3)**
Provided **4 or more** examples of what dignity looks like in everyday situations today	Provided **3** examples of what dignity looks like in everyday situations today	Provided **less than 3** examples of what dignity looks like in everyday situations today
Used **more than 2** accounts from scripture where Jesus challenged a situation, as an example.	Used **at least 1** account from scripture where Jesus challenged a situation, as an example.	**Did not use** an account from scripture where Jesus challenged a situation, as an example.

THURSDAY
HSIE
WEEK 9
STAGE 3



STAGE 3 TASK

1) **Read the information on Reconciliation Week (slide 2)**
2) **You have been asked to organise Reconciliation Week for your school - this is due to your knowledge of Mabo and the 1967 Referendum.**
    1) **Part A - Design a timetable of events to celebrate this event over two days. For example, you might have a history talk at 9am and/or Aboriginal Dot Painting at 10:30am etc...**
        1) **Remember to date it any two days between 27th May - 3rd June (they are the chosen dates to celebrate these significant events.**
        2) **Remember to include lunch breaks and think about the length of the activities in a school day.**
        3) **Be as creative as you can! Use the information from this week to help you 😉**

National Reconciliation Week

What is National Reconciliation Week?

National Reconciliation Week is a time for all Australians to discover more about the shared histories, cultures, and achievements of our wonderful country. It is a chance for us to find out how we can contribute towards the goal of achieving reconciliation in Australia as we build connections and to learn to truly value the histories, cultures and futures of Aboriginal and Torres Strait Islander Peoples.

When does National Reconciliation Week take place?

Each year, National Reconciliation Week falls on the week of 27th May to 3rd June. These dates were chosen to celebrate and remember two significant events in the reconciliation journey of our nation:

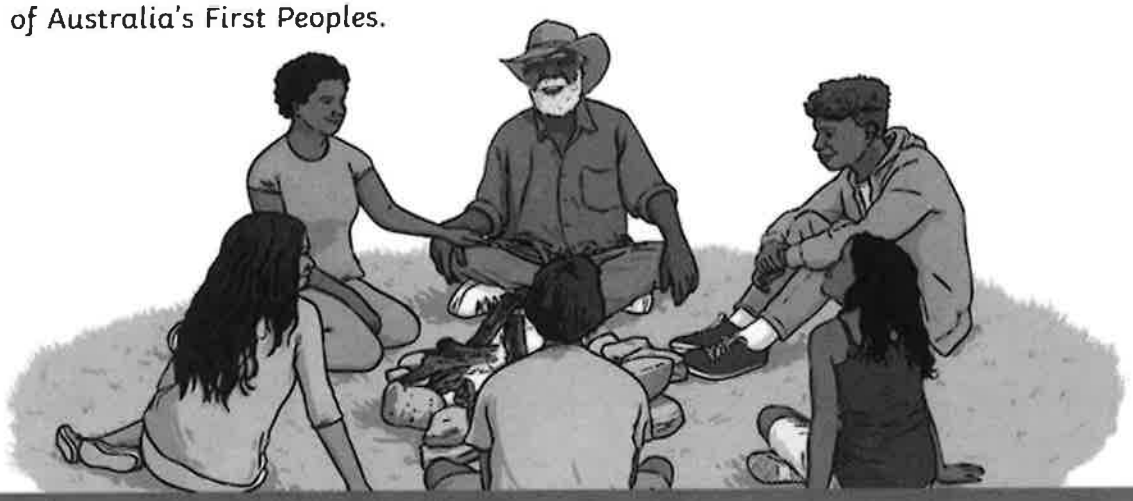
- the successful 1967 referendum, on 27th May and
- the High Court Mabo decision, on 3rd June.

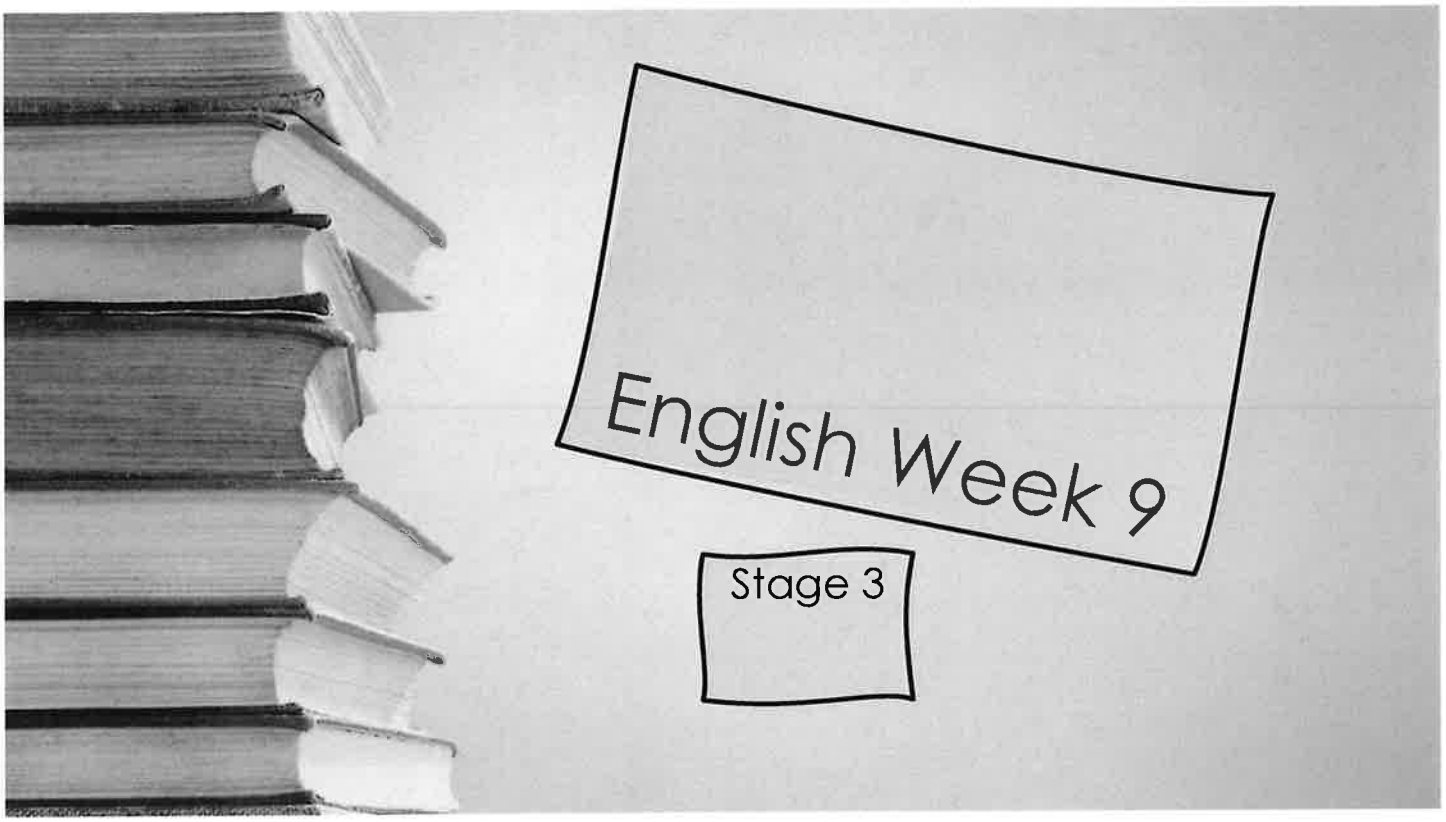
Why do we have a National Reconciliation Week?

National Reconciliation Week provides us with the opportunity to find out how we can contribute towards the goal of achieving reconciliation in Australia, as well as building on positive and respectful relationships between Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians.

How can I participate and become involved in National Reconciliation Week?

National Reconciliation Week is celebrated by businesses, schools, early learning services, organisations, and individuals right across Australia. There are hundreds of events held at this time each year, including walking tours, picnics and much more. Each event aims to help celebrate and bring awareness to a movement for action, upholding and strengthening the voices of Australia's First Peoples.





Friday

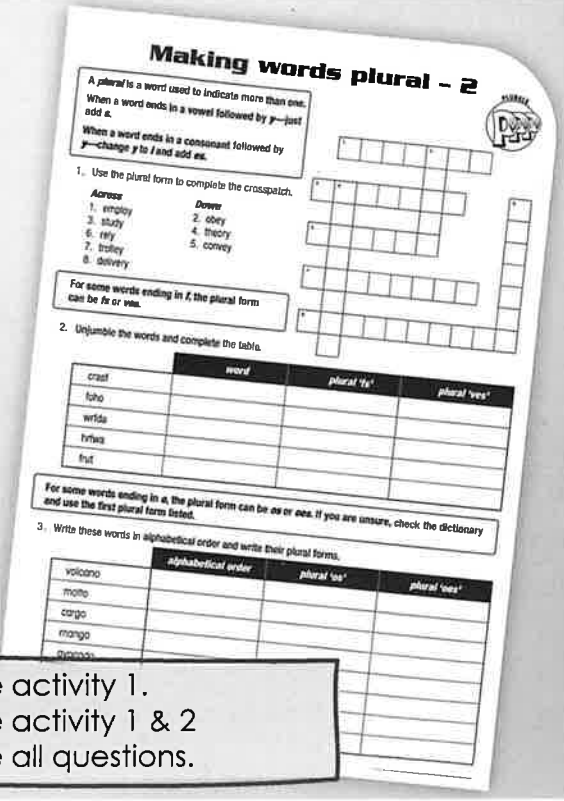
- Write out spelling words (5mins)
- Spelling test (5mins)
- Grammar- Making plurals (20mins)
- Writing- Book Review for 'Misery Guts' (30mins)

Spelling

- Write out spelling words.
- Spelling test- Get a sibling to read out your words. Please email a photo of your test and score to your classroom teacher.

Grammar

- Complete the sheet on plurals.


Making words plural – 2

A plural is a word used to indicate more than one.
When a word ends in a vowel followed by y—just add s.
When a word ends in a consonant followed by y—change y to i and add es.

1. Use the plural form to complete the crosspatch.

Across
1. employ
3. study
6. rely
7. trolley
8. delivery

Down
2. obey
4. theory
5. convey

For some words ending in f, the plural form can be fs or ves.

2. Unjumble the words and complete the table.

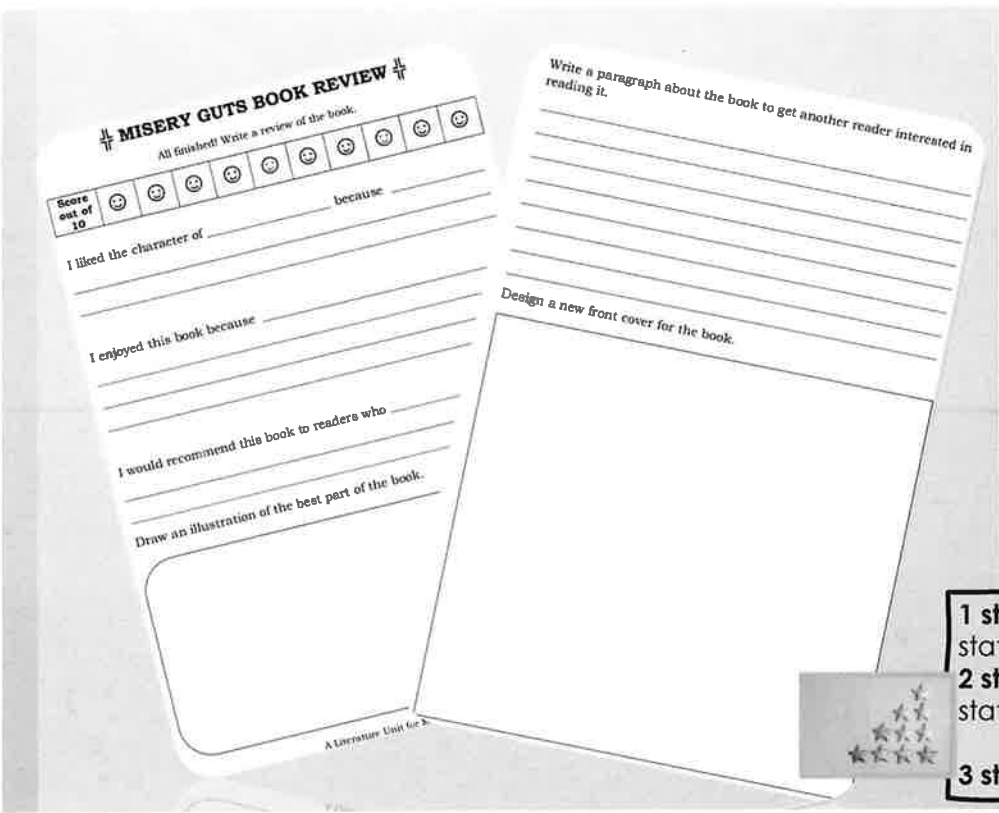
	word	plural 'fs'	plural 'ves'
craif			
foho			
wrida			
hrfwa			
fnut			

For some words ending in o, the plural form can be os or oes. If you are unsure, check the dictionary and use the first plural form listed.

3. Write these words in alphabetical order and write their plural forms.

	alphabetical order	plural 'os'	plural 'oes'
volcano			
motto			
cargo			
mango			

1 star- complete activity 1.
2 star- complete activity 1 & 2
3 star- complete all questions.



- Complete the book review on 'Misery Guts'
- Remember: the amount of lines are a reminder of how much writing is expected for each statement.
- Take time with your illustrations and be sure to add colour!

1 star- complete score and statements 1 & 2.
2 star- complete score and statements 1, 2, 3 and illustration.

3 star- complete all questions

Making words plural – E

A *plural* is a word used to indicate more than one.

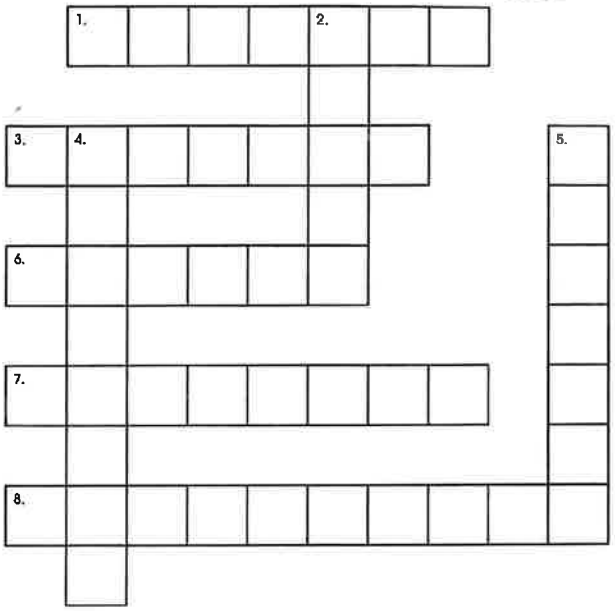
When a word ends in a vowel followed by *y*—just add *s*.

When a word ends in a consonant followed by *y*—change *y* to *i* and add *es*.

1. Use the plural form to complete the crosspatch.

Across
1. employ
3. study
6. rely
7. trolley
8. delivery

Down
2. obey
4. theory
5. convey



For some words ending in *f*, the plural form can be *fs* or *ves*.

2. Unjumble the words and complete the table.

	word	*plural 'fs'*	*plural 'ves'*
crasf			
foho			
wrfda			
hrfwa			
frut			

For some words ending in *o*, the plural form can be *os* or *oes*. If you are unsure, check the dictionary and use the first plural form listed.

3. Write these words in alphabetical order and write their plural forms.

	alphabetical order	*plural 'os'*	*plural 'oes'*
volcano			
motto			
cargo			
mango			
avocado			
zero			
mosquito			
domino			

Name _____

Worksheet 30

MISERY GUTS BOOK REVIEW

All finished! Write a review of the book.

Score out of 10	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺

I liked the character of _____ because _____

_____

_____

I enjoyed this book because _____

_____

_____

_____

I would recommend this book to readers who _____

_____

_____

Draw an illustration of the best part of the book.

Write a paragraph about the book to get another reader interested in reading it.

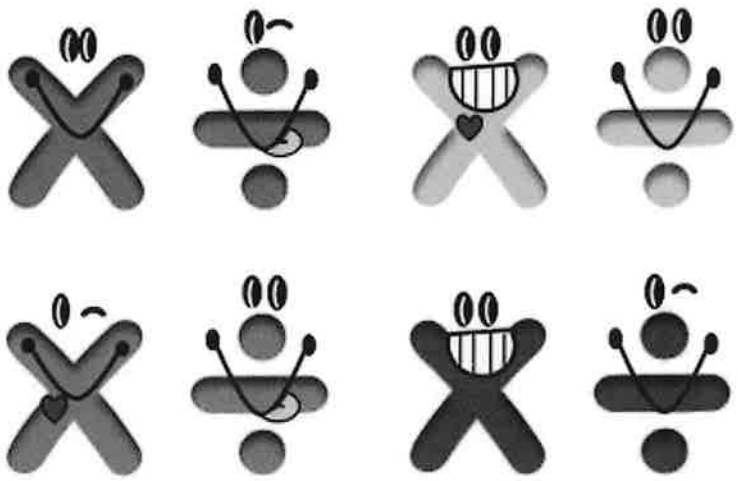
Design a new front cover for the book.

FRIDAY WEEK 9 MATHS

Multiplication and Division

LEARNING INTENTION:

- I am learning to select and apply appropriate strategies for multiplication and division.



SET UP OF WEEK 9 MATH'S

- Hi Stage 3, we have tried to set up your math's work this week a little differently.
- You will notice each slide has a star

Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you to continue to learn and grow.

- Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.
- If you feel the 2 star activity is too hard, please attempt the 1 star activity. If you feel the 2 star activity is to easy, please try and complete the 3 star activity.

NAPLAN QUESTION:

17 There are 61 guests at a party.

There are 17 more men than women.

How many women are at the party?

21	22	39	44
○	○	○	○

SET YOUR TIMER FOR 10 MINUTES AND COMPLETE THE MULTIPLICATION FACT SHEET. SEE IF YOU CAN BEAT YOUR PB (TIME AND SCORE)

Basic Multiplication

1.	4 x 9 = _____	**2.**	6 x 5 = _____	**3.**	4 x 3 = _____
4.	12 x 10 = _____	**5.**	8 x 4 = _____	**6.**	11 x 4 = _____
7.	4 x 5 = _____	**8.**	3 x 11 = _____	**9.**	5 x 6 = _____
10.	5 x 12 = _____	**11.**	11 x 10 = _____	**12.**	2 x 5 = _____
13.	10 x 12 = _____	**14.**	8 x 11 = _____	**15.**	3 x 12 = _____
16.	5 x 8 = _____	**17.**	8 x 2 = _____	**18.**	6 x 12 = _____
19.	5 x 4 = _____	**20.**	6 x 11 = _____	**21.**	8 x 9 = _____
22.	6 x 9 = _____	**23.**	4 x 12 = _____	**24.**	4 x 10 = _____
25.	11 x 6 = _____				

Time: _____ minutes **Score:** _____ out of 25

DIVISION AND MULTIPLICATION

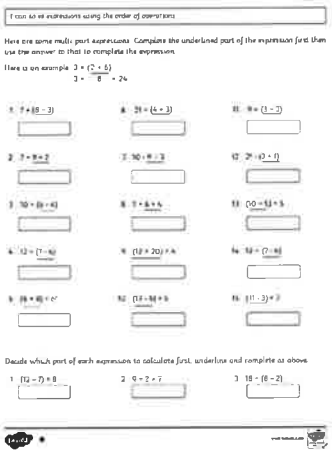
- Revise Multiplication and Division activities from this week.
- Complete the attached multiplication and division problem solving task .

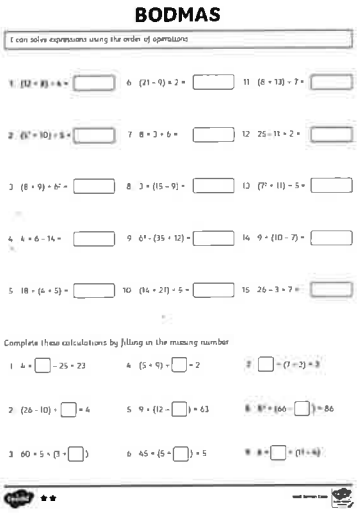
Multiplication and Division Word Problems

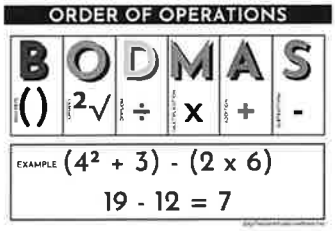
1. How many wheels would 11 motorbikes have? 	2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once? 	3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?
4. All four judges gave the dancer a score of 10. How many did she score altogether? 	5. 12 people came to the show and they paid $5 each. How much were the ticket sales altogether?	6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot? 
7. Sam is sharing biscuits between himself and his four brothers. If there are 25 in the pack, how many will they each get? 	8. A machine making sweets puts 10 in each packet. If the machine has produced 70 sweets, how many packets can it fill? 	9. Carol gives half of her owl collection to her sister. She has 35 owls remaining. How many did she have to start with? 

BODMAS

- Revise the PowerPoint from yesterday looking at BODMAS. See if you can continue working on these BODMAS questions.







BODMAS

Order of Operations

Brackets

Orders

Division

Multiplication

Addition

Subtraction

BODMAS

- Complete 2 star activities and then try to complete this BODMAS challenge question

boggling BODMAS

MAGIC NUMBER **62**

Your goal is to:

- write an equation that is equal to or close to the magic number
- use all 5 of the numbers from the boxes below
- use all or some of the order of operations:

brackets, orders, division, multiplication, addition and subtraction

6	6	8	2	3

boggling BODMAS

MAGIC NUMBER **6**

Your goal is to:

- write an equation that is equal to or close to the magic number
- use all 5 of the numbers from the boxes below
- use all or some of the order of operations:

brackets, orders, division, multiplication, addition and subtraction

8	2	2	6	7

17 There are 61 guests at a party.

There are 17 more men than women.

How many women are at the party?

21	22	39	44
○	○	○	○

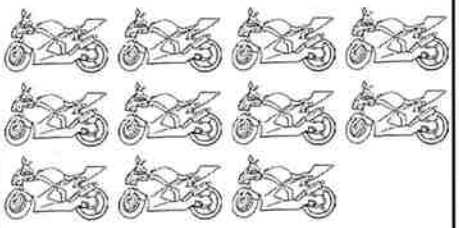
Basic Multiplication

1.	4 x 9 = _____	**2.**	6 x 5 = _____	**3.**	4 x 3 = _____
4.	12 x 10 = _____	**5.**	8 x 4 = _____	**6.**	11 x 4 = _____
7.	4 x 5 = _____	**8.**	3 x 11 = _____	**9.**	5 x 6 = _____
10.	5 x 12 = _____	**11.**	11 x 10 = _____	**12.**	2 x 5 = _____
13.	10 x 12 = _____	**14.**	8 x 11 = _____	**15.**	3 x 12 = _____
16.	5 x 8 = _____	**17.**	8 x 2 = _____	**18.**	6 x 12 = _____
19.	5 x 4 = _____	**20.**	6 x 11 = _____	**21.**	8 x 9 = _____
22.	6 x 9 = _____	**23.**	4 x 12 = _____	**24.**	4 x 10 = _____
25.	11 x 6 = _____				

Time: _____ minutes **Score:** _____ out of 25

Multiplication and Division Word Problems

1. How many wheels would 11 motorbikes have?



2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?

3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?

4. All four judges gave the dancer a score of 10. How many did she score altogether?

5. 12 people came to the show and they paid $5 each. How much were the ticket sales altogether?

6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?

7. Sam is sharing biscuits between himself and his four brothers. If there are 25 in the pack, how many will they each get?

8. A machine making sweets puts 10 in each packet. If the machine has produced 70 sweets, how many packets can it fill?

9. Carol gives half of her owl collection to her sister. She has 35 owls remaining. How many did she have to start with?

Multiplication and Division Word Problems **Answers**

Question	Answer
1	22 wheels
2	35 guests
3	45
4	40 points
5	$60
6	16 children
7	5 biscuits
8	7 packets
9	70 owls

BODMAS

I can solve expressions using the order of operations.

Here are some multi-part expressions. Complete the underlined part of the expression first then use the answer to that to complete the expression.

Here is an example: $3 \times \underline{(2 + 6)}$

$3 \times \quad 8 \quad = 24$

1. $7 \times \underline{(8 - 3)}$ ☐
2. $7 + \underline{9 \times 2}$ ☐
3. $10 \div \underline{(6 - 4)}$ ☐
4. $12 \div \underline{(7 - 4)}$ ☐
5. $\underline{(8 + 9)} + 6^2$ ☐
6. $21 \div \underline{(4 + 3)}$ ☐
7. $10 - \underline{9 \div 3}$ ☐
8. $7 + \underline{6 \times 4}$ ☐
9. $\underline{(12 + 20)} \div 4$ ☐
10. $\underline{(13 - 6)} \times 5$ ☐
11. $9 \times \underline{(3 + 3)}$ ☐
12. $2^3 - \underline{(3 + 1)}$ ☐
13. $\underline{(10 + 5)} \div 5$ ☐
14. $12 \div \underline{(7 - 4)}$ ☐
15. $\underline{(11 - 3)} \times 7$ ☐

Decide which part of each expression to calculate first, underline and complete as above.

1. $(12 - 7) \times 8$ ☐
2. $9 + 2 \times 7$ ☐
3. $18 \div (8 - 2)$ ☐

BODMAS

I can solve expressions using the order of operations.

1. $(12 + 8) \div 4 =$ ☐
2. $(5^2 + 10) \div 5 =$ ☐
3. $(8 + 9) + 6^2 =$ ☐
4. $4 \times 6 - 14 =$ ☐
5. $18 \div (4 + 5) =$ ☐
6. $(21 - 9) \times 2 =$ ☐
7. $8 \times 3 + 6 =$ ☐
8. $3 \times (15 - 9) =$ ☐
9. $6^3 - (35 + 12) =$ ☐
10. $(14 + 21) \div 5 =$ ☐
11. $(8 + 13) \div 7 =$ ☐
12. $25 - 11 \times 2 =$ ☐
13. $(7^2 + 11) \div 5 =$ ☐
14. $9 \div (10 - 7) =$ ☐
15. $26 - 3 \times 7 =$ ☐

Complete these calculations by filling in the missing number.

1. $4 \times$ ☐ $- 25 = 23$
2. $(26 - 10) \div$ ☐ $= 4$
3. $60 = 5 \times (3 +$ ☐ $)$
4. $(5 + 9) \div$ ☐ $= 2$
5. $9 \times (12 -$ ☐ $) = 63$
6. $45 = (5 +$ ☐ $) \times 5$
7. ☐ $\div (7 - 2) = 3$
8. $8^2 + (66 -$ ☐ $) = 86$
9. $6 =$ ☐ $\div (11 - 4)$

boggling BODMAS

62

MAGIC NUMBER

Your goal is to:

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- use all 5 of the numbers from the boxes below
- use all or some of the order of operations:

  brackets, orders, division, multiplication, addition and subtraction

6	6	8	2	3

boggling BODMAS

6

MAGIC NUMBER

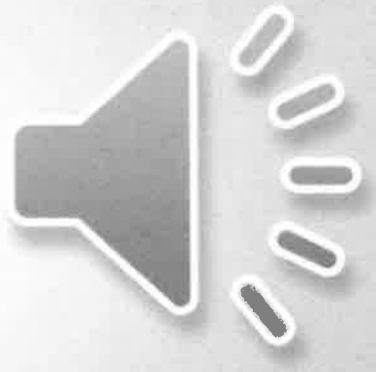
Your goal is to:

- write an equation that is equal to or close to the magic number
- use all 5 of the numbers from the boxes below
- use all or some of the order of operations:

  brackets, orders, division, multiplication, addition and subtraction

8	2	2	6	7

RELGION
FRIDAY
STAGE 3
WEEK 9



ASSESSMENT HAND IN DAY!

Task 1: Complete your assessment

a) Check for punctuation errors etc...

b) Add a relevant picture

c) E-mail your final copy to your teacher.

FRIDAY
HSIE
WEEK 9
STAGE 3

STAGE 3 TASK

1) **Read the information on Reconciliation Week (slide 2)**
2) **You have been asked to organise Reconciliation Week for your school - this is due to your knowledge of Mabo and the 1967 Referendum.**
    1) **Part B - Choose one of the activities that you included in your timetable (from yesterday) and write out an activity plan eg if you put "history talk" in your timetable, you could write out the speech or if you put "dot painting" in your timetable, you could write out instructions such as what you'll need (equipment such as paint and a canvas) and how to dot paint etc...**

Your task:
Create a decision making tree to identify these animals

Step 1: Research these eight animals
Step 2: Record your results (table)
Step 3: Decide questions
Step 4: Draw a decision making tree
Step 5: Photograph and submit to teacher

Step 1: Research the eight animals

a) Answer these questions about each animal

- Does it fly?
- Does it have 2 or 4 or no legs?
- Does it have fur or feathers?
- Does it live on land?
- Does it live in water?
- Does it have a pouch?

You might need to research each animal using books or the Internet.

b) Now, practise describing each animal to a family member. Can they guess which animal you are describing?

Step 2: Record your results in this table.

If the animal has the feature, add a tick. If the animal does not have a feature, add a cross. Emu has been done for you.

Classification table for animals

Species	Scales?	Feathers?	Lives in trees?	Has legs?	Lives in water?	Breathes underwater?
Emu	X	✓	X	✓	X	X
Kookaburra						
Frog						
Snake						
Lizard						
Fish						
Koala						
Echidna						

This table can be printed out (please see attachments)

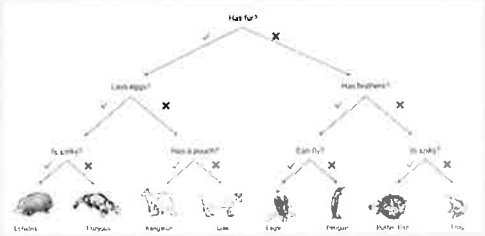
Step 3: Decide questions

Now write some questions for your decision making tree.

A good question to start with could be 'Can it live in trees?'

Think carefully about which questions need to be asked first.

You can ask the same question at different times in the tree, and end up with very different results.



Step 4: Draw a decision making tree.

You might need to experiment with you decision making tree and redraw it several times
until you are happy with it.

Step 5: Take a photo of your decision making tree and send it to your teachers.

Here are the email addresses of your teachers:

Mrs Collett – clare.collett@mn.catholic.edu.au
Miss Osborne – lauren.osborne@mn.catholic.edu.au
Mrs Harrod – rebecca.harrod@mn.catholic.edu.au
Ms Harris - jane.harris@mn.catholic.edu.au

Emu

Kookaburra

Frog

Snake

Lizard

Fish

Koala

Echidna

Complete this table

Species	Scales?	Feathers?	Lives in trees?	Has legs?	Lives in water?	Breathes underwater?
Emu	X	✓	X	✓	X	X
Kookaburra						
Frog						
Snake						
Lizard						
Fish						
Koala						
Echidna						