



















Stage 3 Term 3 Week 10 Learning Activities (Monday 13 – Friday 17 September)

You will need access to a digital device and help from a parent/carer to complete some of the following activities. If you are unable to access a device, please record and complete work in a notebook/ workbook of your choice. Keep a copy at home to bring in to your teacher when face to face learning resumes. You may also take a photo and email your teacher. Work through what you can and just do your very best.  This symbol indicates that the work can be completed on Google Classroom.






	Monday 13/9	Tuesday 14/9	Wednesday 15/9	Thursday 16/9	Friday 17/9
M o r n i n g	<p>Reading: Choose a text of your choice, enjoy reading it. Then choose an activity from the Reading Log Jamboard. Complete your chosen activity and add it to the Jamboard. </p> <p>9.30 -10.00am Class Zoom </p> <p>Writing: Writing Grid Pick a topic from the writing grid to write about. </p> <p>Spelling: Free Choice - complete any activities you like using your list words.  You might like to complete these on paper then post a photo on GC, get creative with how you present them!</p>	<p>Reading: Choose a text of your choice, enjoy reading it. Then choose an activity from the Reading Log Jamboard. Complete your chosen activity and add it to the Jamboard. </p> <p>9.30 -10.00am Class Zoom </p> <p>Writing: Writing Grid Pick a topic from the writing grid to write about. </p> <p>Spelling: Free Choice - complete any activities you like using your list words.  You might like to complete these on paper then post a photo on GC, get creative with how you present them!</p>	<p>Wellbeing Wednesday </p> <p>9.30 -10.00am Class Zoom </p> <p>Wellbeing Wednesday #3 Once again today you will have your normal Wednesday zoom with your teacher, then spend the rest of the day choosing activities from the grid. Choose as many as you like. Try different ones to weeks 6 & 8. We hope you have fun doing them. You can even do them together with your sisters/brothers. Please take photos and upload them to your Google Classroom or email them to your teacher Happy Wednesday!</p>	<p>Reading: Choose a text of your choice, enjoy reading it. Then choose an activity from the Reading Log Jamboard. Complete your chosen activity and add it to the Jamboard. </p> <p>9.30 -10.00am Class Zoom </p> <p>Writing: Writing Grid Pick a topic from the writing grid to write about. </p> <p>Spelling: Free Choice - complete any activities you like using your list words.  You might like to complete these on paper then post a photo on GC, get creative with how you present them!</p>	<p>Reading: Choose a text of your choice, enjoy reading it. Then choose an activity from the Reading Log Jamboard. Complete your chosen activity and add it to the Jamboard. </p> <p>9.30 -10.00am Class Zoom </p> <p>Spelling: Free Choice - complete any activities you like using your list words.  You might like to complete these on paper then post a photo on GC, get creative with how you present them!</p> <p>Mr Killingworth PE Indoor bocce Ask a sibling or a parent / carer to be your opponent in indoor bocce.</p> <p>The aim is for one team to get as many of their socks closer to the ball than your opponents. Place a small ball on the ground in a safe area inside your house. Make a starting 'line' where all throws must be behind. Take turns with your throws. Only the player with the socks closest</p>



				<p>to the ball scores points that round.</p> <p>Each sock that is closer than the opponent's sock counts as one point. Only one team scores per round.</p> <p>First to 15 wins</p> <p>Equipment needed:</p> <p>Tennis ball or small similar small sized ball</p> <p>4 pairs of black socks</p> <p>4 pairs of white socks</p>
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10:00 Education Live: NSW Department of Education Live Stream Access it [HERE](#)

Break

M i d d l e	<p>Learning Activity </p> <p>Year 5: 3 Digit Division.</p> <p>Year 6: Dividing 5-digit numbers</p>	<p>Learning Activity </p> <p>Year 5: Division By Ten.</p> <p>Year 6: Dividing large numbers</p>	<p>Wellbeing Wednesday</p> 	<p>Learning Activity </p> <p>Year 5: Division Escape Room</p> <p>Year 6: Division Escape Room</p>	<p>Learning Activity </p> <p>Year 5: Mathsercise</p> <p>Year 6: Mathsercise</p>
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Break

Indigenous Literacy

The Indigenous Literacy Foundation presents Indigenous Literacy Day. It is a celebration of song, stories and language. Enjoy this video.

<https://www.youtube.com/watch?v=qEuzclQd7vY>

Library with Miss Compton

Watch this video from Miss Compton

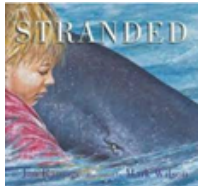
Stranded by Jan Ramage

Answer the questions about the video on the google doc attached.

Email your work to Miss Compton

clare.compton@det.nsw.edu.au

https://youtu.be/1tGPx0_0Q7Q

**Music: Mr Stevens**

Quick March Get up and sing with [Drill Sergeant Stevens](#)

Structure of a Yo-Yo

What is the structure of the yo-yo song? Do you think it was a verse and chorus? If yes, which lyrics go with the chorus? Are there any other elements to the song?

Composition Corner On an instrument of your choice (or find some objects around the house that make sound) compose a rhythmic ostinato (repeated pattern) that fits with Yo-Yo. Can you perform the ostinato at the same time as singing it?

**Wingaru:**

Cultural Burning - Land Management Using Fire.

Follow the link below and log into Wingaru Kids using your personal login details. If you need your details, please ask your teacher. Watch the video and complete the multiple choice, crossword and unjumble activities.

<https://www.wingarukids.com.au/m/163>

Wellbeing Wednesday**Art/Science:**

Choose a space object, this could be a planet or a celestial object e.g. comet, meteoroid etc. You might even choose a moon or a dwarf planet.

Explain why you chose this object and tell us 5 facts about it.

Then it is time to create, you can choose how you would like to create your object. You might want to sketch it, paint it, oil pastel it, you might even want to make it out of objects at home or even collage it.

Once you have created your object take a photo and add it so we can see your fabulous artwork. Tell us why you chose to create it this way e.g. I chose to use oil pastels because it blends well and I wanted to be able to blend the flames of a comet.

Little bit stuck, check out the page below for some ideas.

Space Object:

Five Facts:

My Art:

Why I created it using...

PE: Mr Killingworth's PE

Week 10 challenges

This is the link

Watch the video link above.

Exercise Circuit**Warm up**

20 x Star jumps
20 x Slow star Jumps
30 x Heel flicks running on the spot
Get a drink of water
Repeat x 2

Circuit

60 Seconds running on the spot
10 x Burpees
30 Seconds high knees running on the spot
10 x Body weight squats
10 x Reverse lunges
10 x Push ups
10 x Sit ups
50 x Shadow boxing punches
Get a drink of water
Repeat x 3

WRITING GRID

Pick a different topic from the writing grid to write about.

Describe the most difficult thing about being your age.

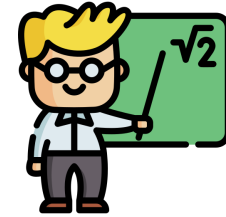


Slowly and cautiously, he raised his small, curious face above the ground, just as he did every morning...

I wish there was no more...



Imagine yourself as a teacher. What parts of the job would you like and what parts do you think you would find difficult?



Write a text to explain something of interest to you.



Free choice



It was an ordinary night but this was no ordinary town. This was Strange Town...

Write a newspaper report about a recent event.



Hulk's Day Off
Life was tough being the Incredible Hulk.

If you could change one law, what would it be and how would you change it?



What is the best advice you ever received?



Write a historical recount about a significant event.



List Words - Unit 27

Your focus phoneme for the week is:



Spelling - Week 10

Free Choice - complete any activities you like using your list words.

You might like to complete these on paper then post a photo on GC, get creative with how you present them!

Soundwaves.com log in codes: Year 5 - [read094](#) Year 6 - [blue290](#)

Level 1	Level 2	Level 3	Sneaky Spelling Test	Contractions	Suffixes	Corrections
look	soot	bullies	Look, cover, write and check your words OR get someone to give you a test to see how well you know your words.	Identify contractions using the 'oo u' phoneme. What are the two words that have been contracted together?	Brainstorm words with the suffix "ful". Find the meaning of the words and the meaning of the "ful" suffix. Display this in a creative way!	Rewrite the incorrectly spelled sentences with correct spelling and punctuation.
good	sugar	bullying	Grapheme Finder Highlight the focus grapheme in each of your list words. Remember, there are two focus phonemes this week!	Letter Lingo Write a letter to a friend or your teacher! Use as many spelling words in your letter as you can.	Word Search Create your own word search or crossword using all the words on your spelling list.	Word Worth Using the letter values from Scrabble, calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least.
took	woollen	bushranger				
book	woolly	cushioned	Code Breaker Use the code guide (a = 1, b = 2 etc) to make a code for each of your spelling words. See if you can get someone to crack your code.	Wacky Words Write your spelling words in different directions, filling up the WHOLE page. Use different colours and fonts. You might like to do this on paper or on Canva.com	Compound Words Compound words are two or more words joined together, e.g. understood . How many can you find in the spelling list? Can you think of other compound words with the 'oo u' phoneme?	Sort Them Out Sort the words on your spelling list into three different categories of your choice. For example, alphabetical order, shortest to longest.
put	wolf	ebullience				
pull	couldn't	ebullient				
full	would've	ebulliently				
foot	shouldn't	footlights				
could	crooked	fulfilling				
would	fully	livelihood				
should	bully	misunderstood				
push	pulley	penpusher				
bush	bullet	pulleys				
putting	bullock	swoosh				
goodbye	fullness	wolverine				

**Spelling -
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		

Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

Incorrect Passages

Level 1	Level 2	Level 3
<p>Jimmy shood not poush the cooshion with your fewt.</p> <p>The boolldozer culd crush the foutpath like a boollet.</p>	<p>I had to add 8 cups of shoogar into the chocolate puding, but I sholdn't add that much</p> <p>The whoulen jumper was to small and woodnt fit</p>	<p>jeremy droped the poollies and the log went swoush past the boosh ranger.</p> <p>the children were acussed of being bullys but they where just missunderstoud.</p>

unit
19 3-digit division

573 paint brushes were shared among 4 schools ...



Share out the hundreds, with each school getting 1. One hundred is left over.

$$\begin{array}{r} 1 \\ 4 \overline{)573} \end{array}$$

Trade the 1 hundred left over for 10 tens. Now share the 17 tens. Each school gets 4.

$$\begin{array}{r} 14 \\ 4 \overline{)573} \end{array}$$

Trade the 1 ten left over for 10 ones. Now share out the 13 ones. Each school gets 3. That leaves a remainder of 1.

$$\begin{array}{r} 143\frac{1}{4} \\ 4 \overline{)573} \end{array}$$

1 Complete these divisions.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a $5 \overline{)765}$ | b $6 \overline{)864}$ | c $4 \overline{)652}$ | d $7 \overline{)945}$ | e $4 \overline{)752}$ |
| f $3 \overline{)555}$ | g $4 \overline{)708}$ | h $6 \overline{)750}$ | i $5 \overline{)920}$ | j $8 \overline{)992}$ |
| k $3 \overline{)445}$ | l $4 \overline{)777}$ | m $5 \overline{)841}$ | n $6 \overline{)739}$ | o $7 \overline{)917}$ |
| p $8 \overline{)951}$ | q $4 \overline{)667}$ | r $6 \overline{)977}$ | s $8 \overline{)946}$ | t $7 \overline{)979}$ |

2 Calculate the solutions to these.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a $3 \overline{)222}$ | b $5 \overline{)375}$ | c $4 \overline{)308}$ | d $6 \overline{)396}$ | e $7 \overline{)441}$ |
| f $8 \overline{)675}$ | g $9 \overline{)763}$ | h $7 \overline{)397}$ | i $8 \overline{)366}$ | j $6 \overline{)291}$ |
| k $4 \overline{)375}$ | l $6 \overline{)455}$ | m $5 \overline{)493}$ | n $3 \overline{)322}$ | o $7 \overline{)599}$ |
| p $3 \overline{)307}$ | q $4 \overline{)404}$ | r $7 \overline{)706}$ | s $5 \overline{)502}$ | t $6 \overline{)607}$ |
| u $3 \overline{)609}$ | v $4 \overline{)528}$ | w $5 \overline{)777}$ | x $6 \overline{)367}$ | y $7 \overline{)897}$ |

3 Write a problem to reflect this division $3 \overline{)693}$.

unit
24 Division by ten



575 nails were shared among 10 carpenters.

Divide 57 tens by 10. Each carpenter gets 5.

$$\begin{array}{r} 5 \\ 10 \overline{)575} \end{array}$$

Trade the 7 tens for 70 ones. Now share the 75 ones. Each carpenter gets 7. That leaves a remainder of 5.

$$\begin{array}{r} 57\text{ r}5 \\ 10 \overline{)575} \end{array}$$

1 Complete these divisions.

- | | | | | |
|------------------------|------------------------|------------------------|------------------------|------------------------|
| a $10 \overline{)860}$ | e $10 \overline{)810}$ | i $10 \overline{)780}$ | m $10 \overline{)325}$ | q $10 \overline{)685}$ |
| b $10 \overline{)750}$ | f $10 \overline{)700}$ | j $10 \overline{)860}$ | n $10 \overline{)777}$ | r $10 \overline{)797}$ |
| c $10 \overline{)480}$ | g $10 \overline{)980}$ | k $10 \overline{)654}$ | o $10 \overline{)511}$ | s $10 \overline{)874}$ |
| d $10 \overline{)900}$ | h $10 \overline{)390}$ | l $10 \overline{)357}$ | p $10 \overline{)974}$ | t $10 \overline{)789}$ |

2 Estimate an answer to each division by rounding the larger number. Check if the answer supplied is reasonable or unreasonable. The first one is done for you.

Question	Answer	Estimate	Reasonable	Unreasonable
a $388 \div 4$	97	100	✓	
b $318 \div 6$	53			
c $776 \div 4$	194			
d $1590 \div 8$	198 r6			
e $2417 \div 4$	404 r1			

3 Find the averages.

- a John has 7 cards, Ava 6, Leanne 5, Toula 7 and Leo 30. What is the average number of cards per child? _____
- b Linh scored 17 runs, 6 runs, 10 runs and 11 runs in 4 innings. What was her average? _____
- c Sam is 127 cm high, Jilly 140 cm, Tom 153 cm, Soula 133 cm and Tim 147 cm. What is the average height of the group? _____

Averages are found by totalling the scores, then dividing by the number of scores.



4 Carter said that the average amount of money saved was \$8. If there were between 5 and 10 children, how much money could have been saved?

1 Use your division skills to divide these. Record any remainders as a fraction.

- a $3 \overline{)18969}$ b $4 \overline{)12848}$ c $5 \overline{)75255}$ d $6 \overline{)38747}$
 e $4 \overline{)57092}$ f $7 \overline{)60354}$ g $8 \overline{)80562}$ h $8 \overline{)81246}$
 i $7 \overline{)63196}$ j $9 \overline{)45064}$ k $10 \overline{)58762}$ l $10 \overline{)35972}$
 m $8 \overline{)85742}$ n $10 \overline{)86430}$ o $4 \overline{)55092}$ p $6 \overline{)62364}$

$$\begin{array}{r} 1 \\ 2333 \\ 3 \overline{)700} \end{array}$$



2 Solve the problems.

- a The team scored 564 runs in 6 innings. What is the average number of runs per innings?
 b Divide 258 m² of land into 6 equal paddocks.
 c 3600 mL of water was poured into 8 jugs of equal size. How much water in each jug?
 d How many scouts attended the camp if $\frac{1}{4}$ of the 3000 scouts were there?
 e Divide 5648 km into 8 equal sections.



3 Crack the secret code by substituting the division answers for the letters and writing them in the numbered grid below. You may use your calculator.

R	I	X	G	L	V	O	M	N	D	I	P
906	377	104	2450	903	8356	288	107	554	873	567	281

- 1 $3 \overline{)864}$ 2 $3 \overline{)1701}$ 3 $2 \overline{)1134}$ 4 $5 \overline{)1440}$
 5 $5 \overline{)2835}$ 6 $8 \overline{)4432}$ 7 $3 \overline{)2619}$ 8 $9 \overline{)7857}$
 9 $7 \overline{)58492}$ 10 $8 \overline{)19600}$ 11 $6 \overline{)14700}$ 12 $4 \overline{)3492}$

Secret words

11	1	4	8
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12	3	9	2	7	5	6	10
----	---	---	---	---	---	---	----



1 Use your division skills to divide these large numbers.

$$\begin{array}{r} 59571\frac{2}{6} \\ 6 \overline{)3573428} \end{array}$$

- a $3 \overline{)35728}$ b $4 \overline{)29535}$ c $5 \overline{)65425}$
 d $4 \overline{)25963}$ e $6 \overline{)28927}$ f $5 \overline{)85026}$ g $6 \overline{)36927}$
 h $7 \overline{)86742}$ i $8 \overline{)35967}$ j $9 \overline{)45628}$ k $10 \overline{)29738}$
 l $8 \overline{)874356}$ m $7 \overline{)859744}$ n $6 \overline{)667834}$ o $8 \overline{)259376}$
 p $6 \overline{)888643}$ q $7 \overline{)976543}$ r $8 \overline{)263457}$ s $9 \overline{)198765}$

Using a calculator to divide

Larger divisions with divisors larger than 10 can be done with a calculator.

$$27 \overline{)89748}$$

2 Use your calculator to do these.

- a $13 \overline{)1157}$ b $15 \overline{)1485}$ c $17 \overline{)1462}$ d $22 \overline{)11022}$ e $14 \overline{)91210}$
 f $15 \overline{)340.5}$ g $17 \overline{)605.2}$ h $13 \overline{)176.8}$ i $22 \overline{)706.2}$ j $14 \overline{)250.6}$
 k $86 \overline{)612.32}$ l $92 \overline{)475.64}$ m $74 \overline{)778.48}$ n $35 \overline{)339.5}$ o $26 \overline{)2249}$
 p $47 \overline{)691.37}$ q $80 \overline{)5770}$ r $132 \overline{)3465}$ s $129 \overline{)38700}$ t $177 \overline{)99651}$

To calculate how long a journey takes, divide the total distance by the average speed.

3 How many hours does it take for:

- a a train to travel 300 km at an average speed of 75 km/h? _____ hr
 b a truck to travel 720 km at an average speed of 80 km/h? _____ hr
 c a bike to travel 207 km at an average speed of 23 km/h? _____ hr
 d a car to travel 520 km at an average speed of 65 km/h? _____ hr
 e a bus to travel 765 km at an average speed of 85 km/h? _____ hr
 f a train to travel 1449 km at an average speed of 63 km/h? _____ hr



Wellbeing activity grid

Design a body fitness circuit of 8 activities outside. Get your family participate in it	Design and make a new home for your pet/toy	Write a thank you note to a grandparent	Make a medal for your parents/carer to say well done!	Make your own kite
Collect some leaves and make a picture with them	Graph the family's favorite ice cream flavor	Listen to some relaxing music	Draw a picture of yourself doing something kind	Make a friendship bracelet for a family member with wool/beads
Paint a watercolor sunset over the ocean	Create a trivia quiz of 10 questions for your family	Make up a dance to perform for the family	Have some relay races with your siblings	Draw how you filled someone's bucket today
Make a fruit salad or smoothie	Tidy a cupboard or room in your house.	Play charades - Topics- people, animals, movies etc and put them in a jar to choose.	Create a coat of arms for your family	Watch your favourite movie
Go through toys you don't need. Make a pile to donate to charity	Make a pasta necklace	Draw a rainbow. Colour it and write 7 nice words in each colour	Put on a play - come up with a story, find costumes and props!	Skipping (learn how to do skipping rope tricks)



Wellbeing activity grid

Help cook dinner tonight	Write the alphabet down a page. Write a boy or girl's name next to each letter	Surprise your family by tidying your room	Stand outside for 15 minutes so you can see your road. Do a tally of how many trucks, red cars, bikes go past	Go for a bike ride with an adult/sibling
Play a board game with someone in your family	Write a letter to a friend and post it	Do some gardening, maybe weeding or planting spring flowers	Read quietly outside in the sun	Make a marble run from recycling boxes
Design a beach-themed board game	Build an obstacle course outside. Time how long it takes you to go through it.	Use any scrap paper/magazine to make a collage for your fridge	Design and make a paper aeroplane. Fly it and measure how far or aim for a target	Draw a treasure map and have a sibling find the treasure
Play a game outside in the sun	Learn how to juggle using bundled up socks	Make a musical instrument using items from the kitchen. Be creative!	Stand outside. What can you see, hear, smell, taste and touch?	Design and label a water park for our oval
Free drawing	Design and label a sandcastle	Make a phone call to a friend to see how they are	Make a jar of courage! Fill it with positive quotes	Enjoy a picnic outside in your garden



MUSEUM HEIST!

The National Museum has just been broken into! Priceless artefacts could be lost forever, unless the thieves are stopped!

The only way to secure the perimeter of the museum and ensure the thieves cannot escape, is to follow the clues and find the 4 lock down codes.

The National Museum is relying on you, so make sure you read all the instructions carefully!

MUSEUM HEIST!

1. In this online file, you will have all of the instructions and puzzles needed to uncover 4 secret codes. Type your answers onto the slides, or move the pieces provided so you can keep track of your answers.

2. Read all instructions carefully to solve the problems accurately and uncover the correct codes.

3. When you finish a task, the code must be typed into a Google Form you can access here:

<https://forms.gle/cKeyrwzY9HBhJhNc7>

4. If your code is incorrect you will be prompted to 'try again'. If your code is correct, continue to the next task!

TASK ONE

Supplies needed:

- ✓ Task 1 answer sheet

Directions:

- Solve the division problems on each card
- Move the squares on the grid by matching the division clues
- Record the letters on the code line, from left to right and top to bottom
- Type your code in CAPITAL letters into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK ONE CARDS

$100 \div 5 =$ D $20 \div 4 =$ $7 \div 95 =$	$12 \div 2 =$ B $9 \div 021 =$ $90 \div 3 =$	$12 \div 2 =$ W $36 \div 6 =$	$63 \div 7 =$ L $39 \div 3 =$ $8 \div 96 =$
$21 \div 12 =$ K $100 \div 25 =$ $60 \div 12 =$ $5 \div 59 =$	$42 \div 7 =$ S $156 \div 13 =$	$60 \div 2 =$ A $3 \div 21 =$	$72 \div 9 =$ G $8 \div 84 =$ $8 \div 8 =$

TASK TWO

Supplies needed:

- ✓ Task 2 puzzle

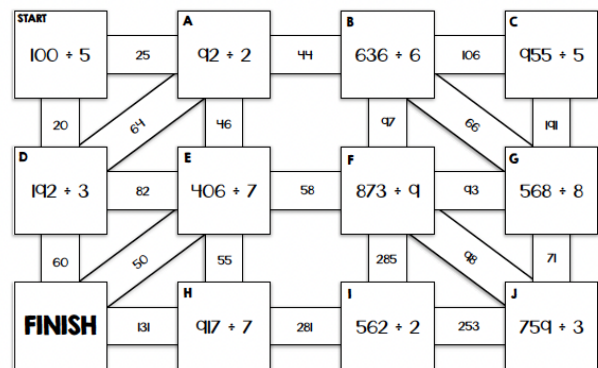
Directions:

- Navigate through the maze from start to finish
- In the maze, the answer will lead you to the next problem. Hint: Use the arrows on the side to keep track of your path.
- Type your code into the Google Form in CAPITAL letters with no spaces. If the code is correct, progress to the next task.

TASK ONE ANSWER SHEET

CODE: _ _ _ _ _

TASK TWO QUESTION SHEET



CODE: _ _ _ _ _

TASK THREE

Supplies needed:

- ✓ Task 3 answer sheet

Directions:

1. Solve the division problems on the division cards
2. Sort the cards into 2 groups - with remainders and without
3. Organise the cards on the number line in ascending order
4. Type your code in CAPITAL letters from left to right, and top to bottom with no spaces. If the code is correct, progress to the next task.

The Sydney Teacher

TASK THREE CARDS

$5 \overline{)586}$ A	$3 \overline{)963}$ B	$7 \overline{)847}$ C	$2 \overline{)837}$ D	$9 \overline{)816}$ E
$4 \overline{)928}$ F	$6 \overline{)576}$ G	$8 \overline{)452}$ H	$5 \overline{)324}$ I	$2 \overline{)848}$ J

TASK FOUR

Supplies needed:

- ✓ Task 4 question sheet
- ✓ Task 4 decoder

Directions:

1. Solve the word problems
2. On the decoder page, use the answers from the word problems to find the secret message
3. Type the secret message in CAPITAL letters into the Google Form with no spaces. If the code is correct, you have made it out!

The Sydney Teacher

TASK FOUR DECODER

QUESTION 1 DECODER									
0	1	2	3	4	5	6	7	8	9
A	F	B	O	K	Y	L	U	E	T

QUESTION 1

QUESTION 2 DECODER									
0	1	2	3	4	5	6	7	8	9
A	S	D	C	O	W	M	U	G	R

QUESTION 2

QUESTION 3 DECODER									
0	1	2	3	4	5	6	7	8	9
R	S	G	L	P	U	N	X	E	I

QUESTION 3

QUESTION 4 DECODER									
0	1	2	3	4	5	6	7	8	9
A	O	E	R	S	M	T	P	H	Q

QUESTION 4

CODE:

TASK THREE ANSWER SHEET

Without Remainders

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------

With Remainders

CODE:

The Sydney Teacher

TASK FOUR QUESTION SHEET

The Sydney Teacher

QUESTION 1

A group of 5 friends went out to dinner. If the bill cost a total of \$265, how much did each friend pay if they split the bill equally?

QUESTION 2

A school sold raffle tickets to raise money for new supplies. If the school raised \$5672, and the tickets were \$8 each, how many were sold?

QUESTION 3

After 6 months, Sally saved \$4920. If she saved the same amount of money each month, how much money did she put aside per month?

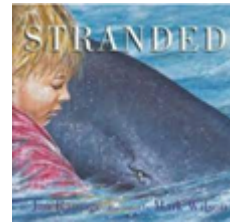
QUESTION 4

A group of 6 people shared in a prize of \$236. If the prize was shared equally, how much did they each receive?

Remember to check you answers using the link <https://forms.gle/cKeyrwzY9HBhJhNc7>

Week 10 Library Stage 3 Monday.

Email your work to Miss Compton clare.compton@det.nsw.edu.au



Watch the video of the story *Stranded* by Jan Ramage

https://youtu.be/1tGPx0_0Q7Q

If you are unable to view the video, here is a synopsis of the story. (It's OK, you will still be able to complete the activity without having seen the video.) Based on the true story of a town whose people saved 120 beached whales, *Stranded* is the story of one little whale, and the boy who risked his life to save it because of his unwillingness to give up in the face of seemingly hopeless odds. The following text is all about Dolphins, who are closely related to whales. Both are important species in The Great Southern Reef. Please read the following text and complete the tasks.

Delightful Dolphins

Dolphins have always fascinated people. The ancient Greeks put pictures of them on coins and painter their images on walls. Sailors believe that dolphins swimming next to their ships mean good luck on the voyage.

Dolphins are not fish; in fact, they eat fish. They are marine mammals. Marine mammals are classified into four different taxonomic groups: cetaceans (whales, dolphins, and porpoises), pinnipeds (seals, sea lions, and walruses), sirenians (manatees and dugongs), and marine fissipeds (polar bears and sea otters).

Fish have fins while whales have flippers. When fish swim they move their tail from side to side. When dolphins swim, they move their tails up and down. Fish breathe in water, but dolphins must regularly rise to the water's surface to take a breath.

Dolphins use sound to find things. They send out clicking sounds; the sounds strike an object and bounce back to the dolphin. They use sounds to tell where the object is located. This is called echolocation. They also use these sounds to communicate with one another.

Dolphins seem to be interested in humans. There have been numerous reports of dolphins coming to the rescue of swimmers who were drowning or who were encountering a shark. In 2007, a Great White Shark bit a surfer twice. Then a pod of dolphins surrounded the injured man, keeping the shark away so he could reach the shore.

Text Knowledge

What text type is this?

What is its purpose? Write down the one you think. (Persuade/inform/entertain)

Comprehension

· Literal Questions

Label the following statements as true or false.

- The ancient Greeks painted dolphins on their walls.
- Dolphins are fish.
- Sailors believe dolphins are good luck.
- Dolphins have flippers.
- Dolphins use sounds to find things.
- Dolphins seem to be interested in humans.

· Inference Questions

1. What is meant by a pod of dolphins?
2. What is the main idea of paragraph 3?
3. In this report dolphins don't appear to be afraid of sharks. What supports this claim?

Managing Information Focus

1. Compare and Contrast Patterns

- When you COMPARE, you consider how things are the same.
- When you CONTRAST, you focus on how they are different.

Use the information in the text to make notes that compare features of fish and dolphins.

Contrast (How are they different)	Compare (How are they the same)	Contrast (How are they different)
Fish · e.g., Have fins · · ·	Both · live in water · · ·	Dolphins · have flippers · · ·

Vocabulary development

Taxonomic groups is the biological classification system used by scientists to describe organisms, or living things. It is also known as scientific classification or taxonomy. To classify things means to place them in different categories, or groups. Scientists place living things in groups based on the features that the living things share.

- a. Which Taxonomic group do dolphins belong to? What other marine mammals belong in this group?
- b. Name another Taxonomic group of marine mammals named in the text. What are some of the creatures that belong in that group?

Reading/ Viewing for Pleasure

Whales and dolphins appear in many stories, movies and TV shows. List any of these that feature dolphins that you can think of.