Remote Learning Grid - Week 8 Term 3 – YEAR 5

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional activities are highlighted in green. Students working online with Google Classroom will also be monitored every second day to ensure that work is being completed. If work is not completed parents will be contacted via Class Dojo. Feedback on activities will be provided in school hours only.

| | Monday 30/8/21 | Tuesday 31/8/21 | Wednesday 1/9/21 | Thursday 2/9/21 | Friday 3/9/21 |
|---------|---|--|---|---|--|
| Morning | Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video. English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions www.wushka.com.au https://readtheory.org/auth/login https://education.abc.net.au/home#I/ho me Spelling Soundwaves Unit 26 Year 5 took556 Pick Spelling words from your Soundwaves list to complete the activity Fun With Fonts Pick 16 words from the lists and type with different fonts. Reading: Detention Focus on Moral dilemma's. Respond to the questions on the choices Dan and his mum make after reading or listening to Chapter 29. | Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video. English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to Www.wushka.com.au https://readtheory.org/auth/login https://readtheory.org/auth/login https://education.abc.net.au/home#!/home Spelling Soundwaves Online Unit 26 Year 5 took556 Pick a word from this week's Soundwaves list to complete the activity Word of the Day Complete each section on your chosen word. Reading: Detention Focus on Perspective Complete the Feelings, Actions & Motivations table after reading or listening to Chapter 30. | Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video. English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to www.wushka.com.au https://readtheory.org/auth/login https://readtheory.org/auth/login https://education.abc.net.au/home#I/home Spelling Soundwaves Unit 26 Year 5 took556 Reading: Detention. Focus on Themes Reflect on the theme 'Opportunity and Privilege" and respond to the questions after reading or listening to Chapter 31. Canberra Virtual Excursion 10am: A virtual week in Canberra – Exploring the Australian War Memorial Sour, Kios Podcast, Simply listen to today's podcast. | Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video. English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to www.wushka.com.au https://readtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login https://eadtheory.org/auth/login Moral 26 Year 5 took556 Reading: Detention Moral Dilemma Respond to the questions on the moral choices people make when 'just doing their job' after reading or listening to Chapter 32. Canberra Virtual Excursion 10am: A virtual week in Canberra – Parliamentary Insider (PEO) | Morning Routine Google Classroom Answer the attendance question in the comments of your teacher's morning video. English DEAR Sustained silent reading for at least 30 minutes. You also have online reading subscriptions to www.wushka.com.au https://readtheory.org/auth/login https://education.abc.net.au/home#!/home Spelling Soundwaves Unit 26 Year 5 took556 BTN Watch this week's <u>BTN Episode</u> Write a summary of VIPs from your favourite story. Canberra Virtual Excursion 10am: A Virtual Week in Canberra – Tour of the Royal Australian Mint Reading: Catch up on Detention chapters and tasks. |

| Wellbeing break | Recreate an old photo of yourself. See Slide. | PLAY A PARTY GAME! BLOW UP A BALLOON AND SEE HOW LONG YOU CAN KEEP IT IN THE AIR! | Wellbeing Wednesday Take a break Take a pick from the 50 ways to take a break Infographic | Go for a walk and get some fresh air. How many steps can you do? | FURFRIDAY Watch today's Education Care Stream Erect |
|--------------------|--|--|--|--|---|
| Break | Break | Break | Break | Break | Break |
| Middle | Mathematics Read the attached Year 5 Google Slides Year 5 Monday, Watch the Videos on using the area method for multiplication explanations. Complete the questions on the slides as well as the calculator questions. Complete today's Numeracy Ninja session. Complete 3 Mathletics activities. | Mathematics Read the attached Year 5 Google Slides Presentation Tuesday and watch the video explanations for factorising. Complete the questions on the slides. Complete 3 Mathletics activities. Numeracy Ninja - Complete today's session. Revise multiplication and division facts | Mathematics Complete 3 Mathletics activities No Formal Maths today because of virtual excursions. Numeracy Ninja - Complete today's session. Revise multiplication and division facts | Mathematics Complete 3 Mathletics activities No Formal Maths today due to virtual excursions. Numeracy Ninja - Complete today's session Revise multiplication and division facts | Mathematics Read the Google Slides Friday Maths - Maths Challenge Complete 3 Mathletics activities. Revise multiplication and division facts |
| Wellbeing break | MOVING MONDAY Complete the activities that match the letters of your name | ZOOM CLASS WELLNESS CHECK IN Year 5: 1:30pm Your teacher will provide you with more information. | Wellbeing Wednesday Make your name in <u>Graffiti Art</u> | ZOOM CLASS BOOK WEEK PARADE. Year 5: 1:30pm Your teacher will provide you with more information. | Stand Strain Click the link for one minute microwave mug cakes! (Everything in moderation!) |
| Break | Break | Break | Break | Break | Break |
| Afternoon | Canberra Virtual Excursion 2pm: <u>A Virtual Week in</u> <u>Canberra – Democracy:</u> <u>Our House, Our Voices</u> - Museum of Australian Democracy | Canberra Virtual Excursion 2pm: <u>A Virtual Week in</u> <u>Canberra – Democracy: Our</u> <u>House, Our Voices</u> - National Film and Sound Archives | KLA Science Explore catapults and the forces which were used in medieval battles. Place answers onto Google Slides. | Canberra Virtual Excursion 2pm: <u>A Virtual Week in</u> <u>Canberra – Foldable</u> <u>Flight</u> (Questacon) | KLA Sport Sport With Mr Ellis |





Monday DEAR

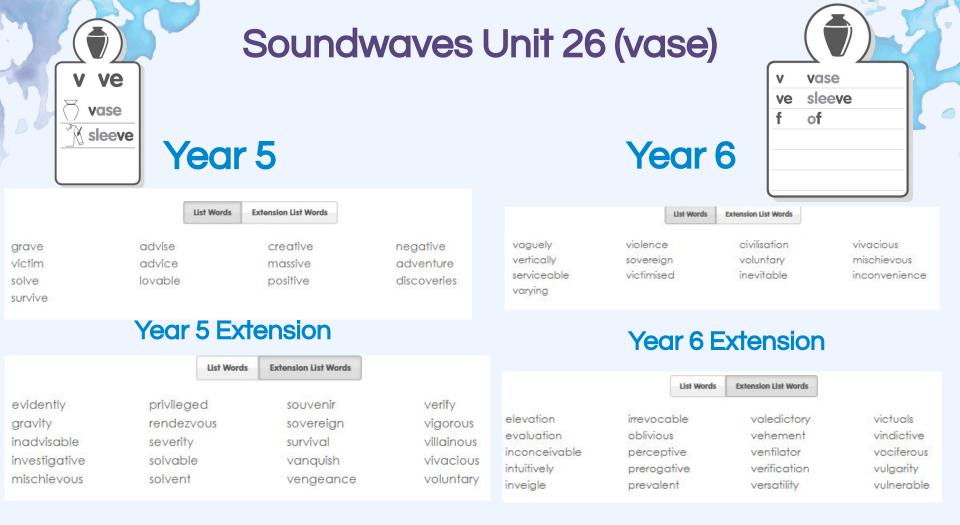
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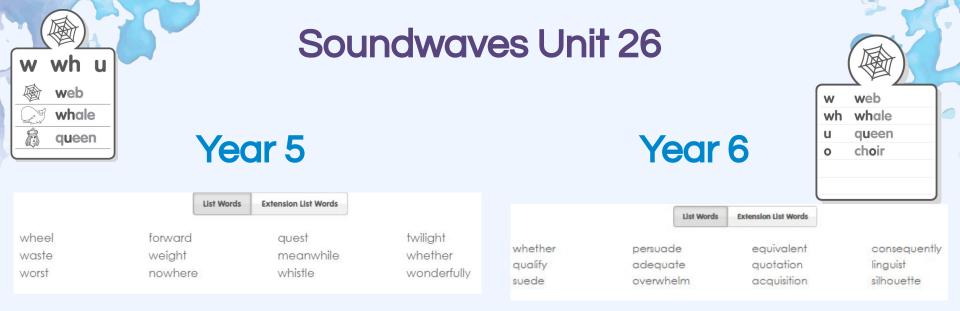
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Amount of Time

Type here







Year 5 Extension List

bequipped

extinguish

persuaded

List Words **Extension List Words** List Words **Extension List Words** acauaintance auadrant wasteful whisperi bequest dwindling quarantine wheelwright whistled bewildered soliloguy auarrellina weird equestrian whet wherewithal whittle coiffure inequity stalwart whingeing quintuplet overwhelmed waive whimsy wilderne colloquial iniquitous witticism warped whirlwind worship cuisine warrant obsequious unwieldy wheedle

Year 6 Extension List

Learning Intention: We are learning strategies to spell familiar and unfamiliar words.

Success Criteria

- I can identify the focus sound of the week in unfamiliar words.
- I can correctly spell my list words when typing

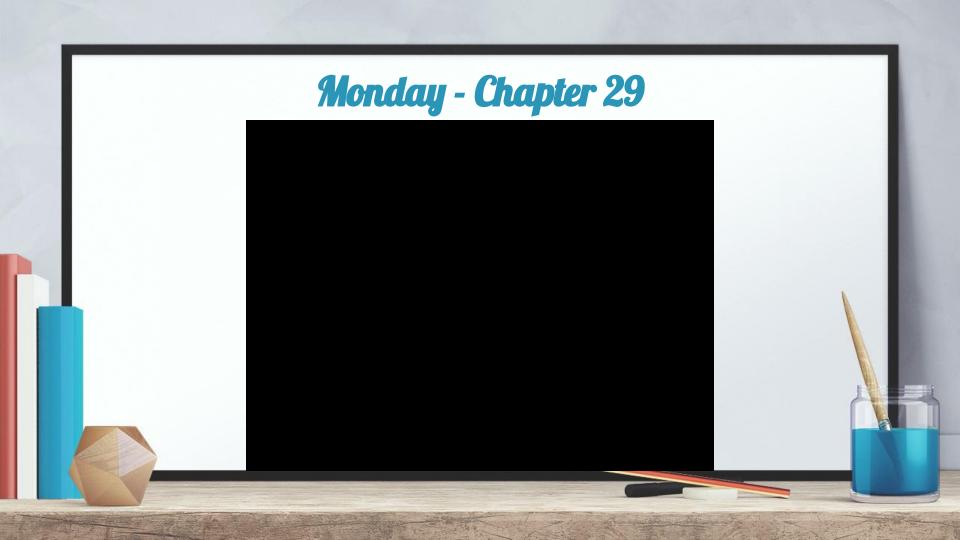


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| Type your s | spelling words using | different fonts. | |
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Detention Week 8

Monday - Chapter 29 Youtube link

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DAN'S MORAL DILEMMA

A *moral dilemma* is a situation in which a person is torn between right and wrong. The choice the person makes may leave them feeling burdened, guilty or relieved.

Read this excerpt from Ch.29 and answer the questions in complete sentences and paragraphs. Use the next slide for additional

If he tells Mum she'll lose it. But if he doesn't tell her, how will he ever get Sima out of here? He needs help. They have less then an hour till the bus goes. And then there's the cop car that went out by the front. It won't be long till they come looking. He either lets Mum take him back to school and leave Sima or he tells her. Dan says nothing as he walks towards 13B knowing he's doing the wrong thing but doing it anyway.... Betrayal. That's what she'll feel.

- 1. As readers, this is the first time we meet Dan's mum. What do we know about her that might influence our perspective of her and how we think she is likely to react?
- 2. Dan faces a moral dilemma. Do you think he makes the right 'choice' telling his mum about Sima although he thinks he's done the wrong thing and feels guilty? Why/Why not?
 - How do you think Dan's mum will react to seeing Sima?



Wellbeing Task

Recreating An Old Photo Of Yourself

Find an old photo of yourself from when you were young and attempt to recreate it! Try and take a Picture of yourself and match the old photo as close as you can! For example: .wear the same outfit (or as close as you can get). .have the same pose and expression. .have the same or similar setting, if not possible, just taking the photo in your house or garden is fine.



(,TVE THIS TASK A RATING OUT OF FIVE [COLOUR FILL THE STARS]

Then take a photo comparing your present self to the photo of yourself in the past. Can't wait to see the results! [XAMPLE:





MULTIPLICATION AND DIVISION

Week 8 - Monday



LEARNING INTENTION

We are learning to:



Solve problems involving multiplication of large numbers by one- or two digit numbers using efficient mental and written strategies

SUCCESS CRITERIA

I can:

- Use mental and written strategies to multiply three and four digit numbers
 - Use an area model for two-digit by two-digit multiplication
 - Factorise numbers
- Use extended form of the formal algorithm
 - Use digital technologies to multiply numbers of up to four digits
 - Apply and record strategies when solving multiplication word problems

Hint: when multiplying tens, Ignore the zeroes, multiply the first digits and all the zeroes back in.

AREA MODEL

The area model is a way to break down equations by their place value. We then multiply these numbers and add to reach an answer.

Let's start with the problem: $24 \times 32 =$ First we expand the numbers into their place value 24 = 20 + 4 and 32 = 30 + 2

Then we put these numbers into our box and then we work out the problem.

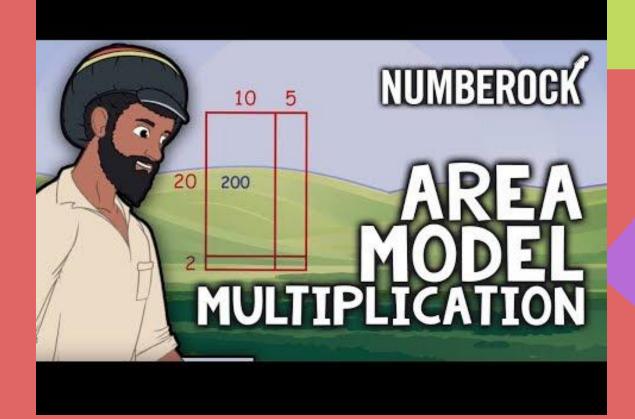
We multiply each top number by each side number.

Then we add up all of the numbers in the box.

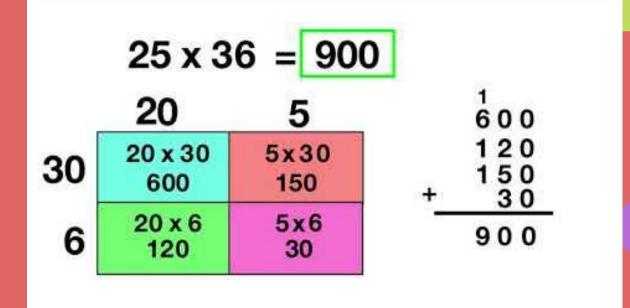
600 + 120 + 40 + 8 = 768 so 24 x 32 = 768

| х | 20 | 4 |
|----|-----------------------|------------------------|
| 30 | 30 x 20 = 600 | 30 x 4 = 120 |
| 2 | 2 x 20 = 40 | 2 x 4 = 8 |

AREA MODEL



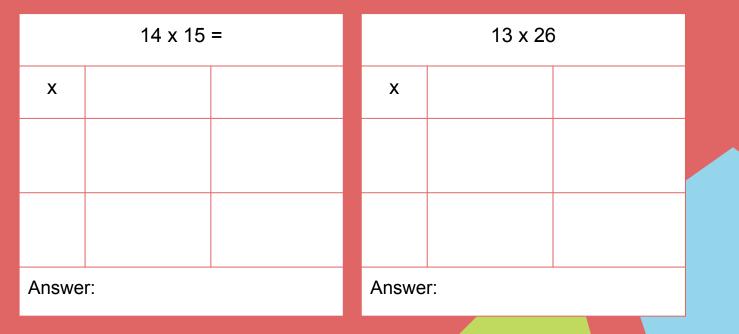
AREA MODEL



Hint: when multiplying tens, Ignore the zeroes, multiply the first digits and all the zeroes back in.

YOUR TURN

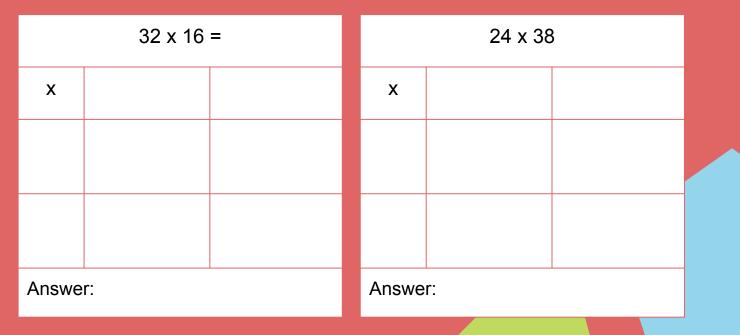
Use the area model to solve the following questions. We have drawn the box for you, complete the box and add the numbers to find your answer.



Hint: when multiplying tens, ignore the zeroes, multiply the first digits and all the zeroes back in.

YOUR TURN

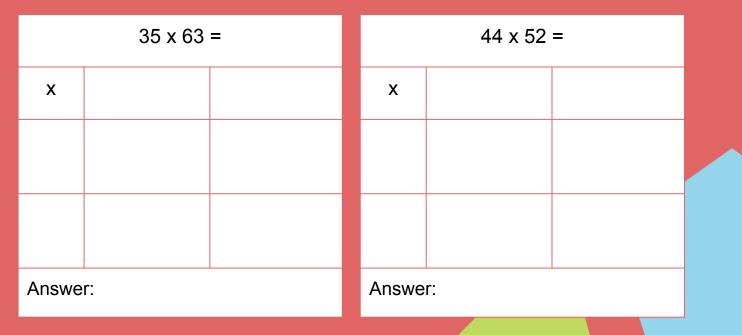
Use the area model to solve the following questions. We have drawn the box for you, complete the box and add the numbers to find your answer.



Hint: when multiplying tens, Ignore the zeroes, multiply the first digits and all the zeroes back in.

YOUR TURN

Use the area model to solve the following questions. We have drawn the box for you, complete the box and add the numbers to find your answer.



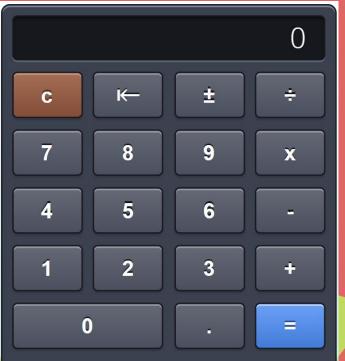
DIGITAL TECHNOLOGIES



Part of our learning in this topic is to use digital technology to multiply numbers. If you don't have a calculator at home, click on the image on the right to access an online calculator.

Use a calculator to answer the following questions:

| | 23 x 67 = | 1 |
|--|-----------|---|
| | 34 x 78 = | 2 |
| | 52 x 72 = | 3 |
| | 65 x 19 = | 4 |
| | 46 x 35 = | 5 |





WEEK 28 SESSION 1

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES do these in your head

| Q | Question | Answer |
|---|--------------------|--------|
| 1 | 3 + 🗆 = 5 | |
| 2 | □ + 32 = 100 | |
| 3 | What is half of 3? | |
| 4 | 23 – 10 = 🗆 | |
| 5 | 139 + 🗆 = 140 | |
| 6 | 52 = 42 + 🗆 | |

| 7 | 438 - 432 = 🗆 | |
|----|--|--|
| 8 | 4 × 7 = 28, so 28 ÷ 7 = □ | |
| 9 | What is 13:57 in 12 hour clock format? | |
| 10 | What time will it be 51 minutes after 7:13 pm | |
| | Total out of 10 | |

TIMESTABLES do these in your head

| Q | Question | Answer |
|---|------------|--------|
| 1 | 6 × 4 = 🗆 | |
| 2 | 18 ÷ 9 = 🗆 | |
| 3 | □ × 3 = 15 | |
| 4 | 36 ÷ 6 = □ | |
| 5 | 4 × 🗆 = 24 | |

8 × 🗆 = 48 6 7 8 × 3 = 🗌 8 24 ÷ 🗆 = 6 9 5 × 🗆 = 25 10 15 ÷ 5 = 🗆 Total out of 10

KEY SKILLS - you may use written calculations for these questions

| Q | Question | Answer |
|---|-------------------------------------|--------|
| 1 | 45 × 70 = □ | |
| 2 | 1012 – 791 | |
| 3 | 6.3 × 4.57 | |
| 4 | 5/5 = 🗆 % | |
| 5 | (-2) × 4 | |
| 6 | Round 8.1434 to 2 decimal places | |

| 7 | 8 + (-9) | |
|----|---|--|
| 8 | Round 1915 to 1 s.f. | |
| 9 | What is the letter at (0,-2)? A B C D E F G H I J K L M N P × Q R S T U V W X Y Z | |
| 10 | What is 5/6 of 42? | |
| | Total out of 10 | |





Week 28 Session 1

Mental Strategies Answers

| Q | Question | Answer |
|----|---|---------|
| 1 | 3 + □ = 5 | 2 |
| 2 | □ + 32 = 100 | 68 |
| 3 | What is half of 3? | 1.5 |
| 4 | 23 − 10 = □ | 13 |
| 5 | 139 + 🗆 = 140 | 1 |
| 6 | 52 = 42 + □ | 10 |
| 7 | 438 − 432 = □ | 6 |
| 8 | 4 × 7 = 28, so 28 ÷ 7 = □ | 4 |
| 9 | What is 13:57 in <u>12 hour</u> clock format? | 1:57 pm |
| 10 | What time will it be 51 minutes after 7:13 pm | 8:04 pm |



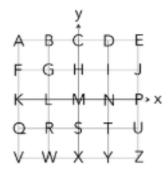
Week 28 Session 1

Timestables Answers

| Q | Question | Answer |
|----|------------|--------|
| 1 | 6 × 4 = □ | 24 |
| 2 | 18 ÷ 9 = □ | 2 |
| 3 | □ × 3 = 15 | 5 |
| 4 | 36 ÷ 6 = □ | 6 |
| 5 | 4 × □ = 24 | 6 |
| 6 | 8 × □ = 48 | 6 |
| 7 | 8 × 3 = □ | 24 |
| 8 | 24 ÷ □ = 6 | 4 |
| 9 | 5 × □ = 25 | 5 |
| 10 | 15 ÷ 5 = □ | 3 |



Week 28 Session 1



| Q | Question | Answer |
|----|----------------------------------|--------|
| 1 | 45 × 70 = □ | 3150 |
| 2 | 1012 – 791 | 221 |
| 3 | 6.3 × 4.57 | 28.791 |
| 4 | 5/5 = □ % | 100 |
| 5 | (−2) × 4 | -8 |
| 6 | Round 8.1434 to 2 decimal places | 8.14 |
| 7 | 8 + (-9) | -72 |
| 8 | Round 1915 to 1 s.f. | 2000 |
| 9 | What is the letter at (0,-2)? | x |
| 10 | What is 5/6 of 42? | 35 |

Key Skills Answers







Tuesday DEAR

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Pages Read Type here

Amount of Time

Type here



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| | List Words | Extension List Words | | | List Words | Extension List Words | |
| grave victim solve survive | advise advice lovable | creative massive positive | negative adventure discoveries | vaguely vertically serviceable varying | violence sovereign victimised | civilisation voluntary inevitable | vivacious mischievous inconvenience |
| | Year 5 Ex | dension | | | Year 6 E | Extensio | on |
| evidently gravity inadvisable investigative mischievous | List Wor privileged rendezvous severity solvable solvent | rds Extension List Words souvenir sovereign survival vanquish vengeance | verify vigorous villainous vivacious voluntary | elevation evaluation inconceivable intuitively inveigle | Ust words irrevocable oblivious perceptive prerogative prevalent | Extension List Word valedictor vehemen ventilator verificatio versatility | ry victuals t vindictive vociferous |



Year 6 Extension List

wheelwright

whingeing

witticism

unwieldy

whet

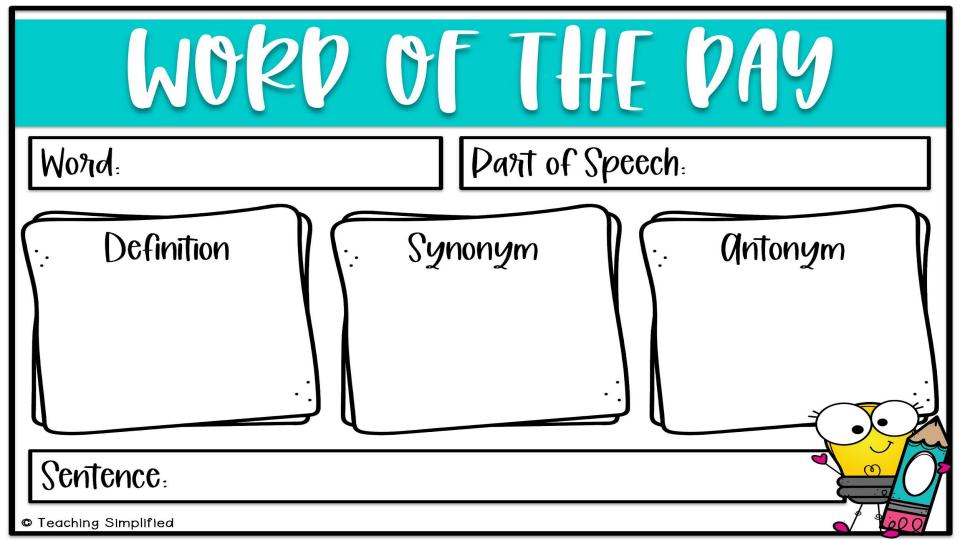
Year 5 Extension List

List Words **Extension List Words** List Words **Extension List Words** acauaintance auadrant wasteful whisperi bequest dwindling quarantine whistled bewildered soliloguy bequipped auarrellina weird equestrian extinguish wherewithal whittle coiffure stalwart quintuplet inequity overwhelmed waive whimsy wilderne colloquial iniquitous warped whirlwind worship cuisine persuaded warrant obsequious wheedle

Learning Intention: We are learning strategies to spell familiar and unfamiliar words.

Success Criteria

- I can identify the focus sound of the week in unfamiliar words
- I complete online Soundwaves activities
- I can define my words and identify their part of speech



Detention Week 8

Tuesday - Chapter 30 Youtube link

| Conception in the local division in the loca | | - a. s. |
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| | 1004 | |
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| | Bur what if the low's sering? Due take | |
| | The next up be year to decode | |
| | With ant? An orbit | |
| | Berbann 6 bigs to the pellers | |
| | Follow?" Des spectrums. The ite sheavy complements about julies. What sheat when they had y down user the anterway extrains and get | |
| 2-04 | people for speeding. Vee go off your brain | |
| | "The Co. & Allowed" | |
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| | saka'a taona kaikad ugi tao yeana | |
| | Marjin, nonetions, love make things rows, and better, he app. | |
| | Well, who don't not left the polices and polyre devide that suffer these at home st off kelf? | |
| | Sinna beinen. Dier Stern ganthen wittig swenel. If Disal's another slivets the period. Name will rear. Whe did his hering has have? Disc't frend complexi- | |
| | That's what Dad and. Maybe by war right | |
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| | "They well sould as hack house. My mother well be tertained, "Jame ways, Marthe thay well murder my family." | |
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| | ADDA SAM | |
| | DETENTION | |
| | Mum looks at Dan, at Sima, a deep double-crease between her brows. She shakes her head. "This is illegal." | |
| | Dan can hear the panic in her voice. He hates it when she gets panicky. | |
| | "What she's done is illegal. You can't just take the law into your own hands." | |
| | 'But what if the law's wrong?' Dan asks. | |
| | 'It's not up to you to decide.' | |
| | "Why not?" he asks. | |
| | 'Because it's up to the police.' | |
| | 'Police?!' Dan questions. 'You're always complaining about police. What about when they hide down near the motorway entrance and get | |
| 150 | people for speeding. You go off your brain –' | |
| | That's different.' | |
| | 'Or when Dad got locked up for that thing with the -' | |
| | 'Dan'' she warns, flicking a look to Sima as though his dad doing three months in jail for something he says he didn't do is going to worry a girl | |
| | who's been locked up for years. | |
| | 'Maybe, sometimes, laws make things worse, not better,' he says. | |
| | 'Well, why don't we let the police and judges decide that rather than a know-it-all kid?' | |
| | Sima tenses. Her face gushes with sweat. If Dan's mother alerts the police, Sima will run. Why did he bring her here? Don't trust anyone. | |
| | That's what Dad said. Maybe he was right. | |
| | T'm going to have to call someone,' Mum says. T'm not having you –' | |
| | Please, Sima says. And the way she says it with such despair, her eyes suddenly shiny, like two big bubbles, makes Mum stop and stare. | |
| | They will send us back home. My mother will be tortured, Sima says. 'Maybe they will murder my family.' | 2 |
| | Mum looks horrified that this might be true, but also a bit suss, like Sima might be lying. | |
| | Tears fall down Sima's cheeks. | |
| | Dan feels the emotion well up in him and he has to turn away so that he doesn't start bawling. | |
| | He could swear Mum's eves get a bit shiny, too. | |
| | 'Can we go?' Dan asks. | |
| | Mum looks at him for a long moment. Tm sorry, Dan. It's not the right thing.' | |
| | What?' he blurts. 'She has a little sister, a baby. She'll get hurt.' | |
| | Mum looks Sima in the eyes again. Mum's face is red and sweaty. She wipes her cheeks with the palm of her hand. | |
| | 'Please, Mum.' | |

UP CLOSE - 2 / 3

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Tuesday - Ch 30 - Perspective: Feelings, actions, motivation

Perspective is the way that people look at a situation. There are a number of factors that influence people's perspective such as: previous experiences, beliefs and knowledge of the situation.

Dan and his mum have different perspectives on whether to help Sima. Complete the following 'feelings, actions, motivations table' and reflect on the different perspectives. An example is provided.

| | What are they feeling? Use evidence from the text | Actions What did they do? Use evidence from the text | Motivation Why are they feeling this way? Use evidence from the text |
|--------------|--|--|---|
| Dan's mum | 1. Example: Panicked | States 'What's she's done is illegal' | Say's 'It's up to the police'. Is nervous about police. Dan's dad has been in jail. She doesn't trust police |
| Dan's mum | 2. | | A |
| | | | |

Perspective: Feelings, actions, motivation

| | What are they feeling? Use evidence from the text | Actions What did they do? Use evidence from the text | Motivation Why are they feeling this way? Use evidence from the text |
|------|--|--|--|
| Dan | 1. | | |
| | | | |
| | | | |
| Dan | 2. | | |
| | | | |
| | | | |
| - Fr | | | |

WHAT DO YOU THINK?

Do you think Dan's mum will help Sima? Why/Why not?



MULTIPLICATION AND DIVISION

Week 8 - Tuesday

LEARNING INTENTION

We are learning to:



Solve problems involving multiplication of large numbers by one- or two digit numbers using efficient mental and written strategies

SUCCESS CRITERIA

I can:

- Use mental and written strategies to multiply three and four digit numbers
 - Use an area model for two-digit by two-digit multiplication
 - Factorise numbers
- Use extended form of the formal algorithm
 - Use digital technologies to multiply numbers of up to four digits
 - Apply and record strategies when solving multiplication word problems

FACTORISING NUMBERS

Factors are numbers that divide exactly into other numbers.

For example: 15 The factors of 15 are 1, 3, 5, and 15, because 1x15 = 15and 3 x 5 = 15.

We can use this method to multiply because multiplying in smaller numbers can be easier than multiplying larger numbers in one go.

FACTORISING NUMBERS

Example: 3 x 24 = First, we break down 24 into smaller factors. 24 = 4 x 6

Then we multiply 3 by the factors. 3 x 4 x 6 = 3 x 4 = 12 and 12 x 6 = 72 So, 3 x 24 = 72



MULTIPLYING BY Factors





Rewrite the following multiplication questions using another multiplication fact.



Rewrite the following multiplication questions using another multiplication fact. You don't need to solve the problem, just rewrite it with smaller factors

| 9 x 6 = | is the same as | |
|-----------|----------------|--|
| 11 x 12 = | is the same as | |
| 8 x 15 | is the same as | |
| 3 x 18 | is the same as | |
| 4 x 32 | is the same as | |
| 6 x 24 | is the same as | |
| | | |

EXAMPLE

Let's solve the first question together:

4 x 16

| 4 : | x 16 |
|---|-------------|
| Rewrite the problem with smaller factors | 4 x 8 x 2 |
| Multiply the first two digits first | 4 x 8 = 32 |
| Now multiply the answer by the last factor. | 32 x 2 = 64 |
| Answer: 4 x 16 = 64 | |

YOUR TURN

| 6 x 13 | 7 x 14 |
|---|---|
| Rewrite the problem with smaller factors | Rewrite the problem with smaller factors |
| Multiply the first two digits first | Multiply the first two digits first`` |
| Now multiply the answer by the last factor. | Now multiply the answer by the last factor. |
| Answer: | Answer: |

YOUR TURN

| 15 x 8 | 4 x 18 |
|---|---|
| Rewrite the problem with smaller factors | Rewrite the problem with smaller factors |
| Multiply the first two digits first | Multiply the first two digits first`` |
| Now multiply the answer by the last factor. | Now multiply the answer by the last factor. |
| Answer: | Answer: |

CHALLENGE

| 12 x 24 | 11 x 15 |
|---|---|
| Rewrite the problem with smaller factors | Rewrite the problem with smaller factors |
| Multiply the first two digits first | Multiply the first two digits first`` |
| Now multiply the answer by the last factor. | Now multiply the answer by the last factor. |
| Answer: | Answer: |

DIGITAL TECHNOLOGIES



Part of our learning in this topic is to use digital technology to multiply numbers. If you don't have a calculator at home, click on the image on the right to access an online calculator.

Use a calculator to answer the following questions:

| 1 | 31 x 24 = | |
|---|-------------|--|
| 2 | 43 x 83 = | |
| 3 | 225 x 113 = | |
| 4 | 354 x 287 = | |
| 5 | 416 x 393 = | |





WEEK 28 SESSION 2

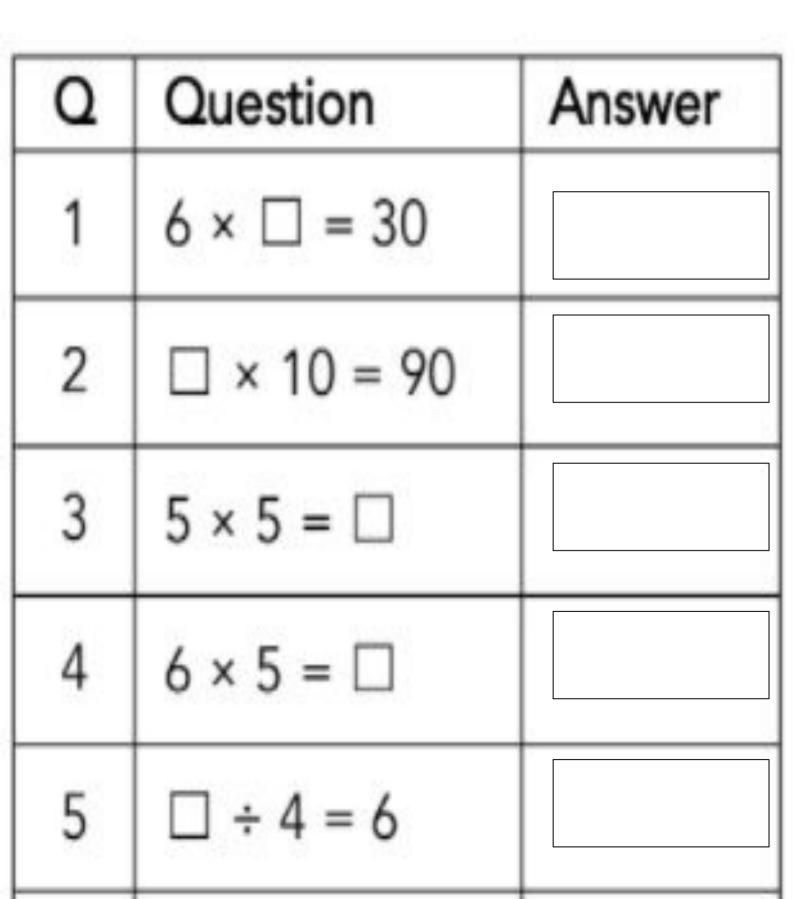
Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES do these in your head

| Q | Question | Answer |
|---|--------------------|--------|
| 1 | 5 = 2 + 🗆 | |
| 2 | 100 = 🗆 + 7 | |
| 3 | What is half of 2? | |
| 4 | 143 - 10 = 🗆 | |
| 5 | 11 + 🗆 = 20 | |
| 6 | 52 = 12 + 🗆 | |

| 7 | 8931 - 8924 = | |
|----|---|--|
| 8 | 1 × 4 = 4, so 4 ÷ 4 = □ | |
| 9 | What is 1:13 pm in 24 hour clock format? | |
| 10 | 12:10 am is how many minutes after 11:45 pm? | |
| | Total out of 10 | |

TIMESTABLES do these in your head



 $\Box \times 3 = 24$ 6 7 8 × 🗌 = 80 8 $\Box \times 6 = 24$ 9 5 × 🗆 = 30 $\Box \div 5 = 10$ 10 Total out of 10

KEY SKILLS - you may use written calculations for these questions

| Q | Question | Answer |
|---|------------------------------------|--------|
| 1 | 966 × 15 = □ | |
| 2 | 1202 - 684 | |
| 3 | 4.7 × 1.5 | |
| 4 | 1.42 = 🗆% | |
| 5 | (-6) × 6 | |
| 6 | Round 3.8213 to 1 decimal place | |

| 7 | 9 + (-2) | |
|----|---|--|
| 8 | Round 0.006133 to 3 s.f. | |
| 9 | What is the letter at (-2,-2)? y A B C D E F G H I J K L M N P→x Q R S T U V W X Y Z | |
| 10 | What is 3/8 of 80? | |
| | Total out of 10 | |





Week 28 Session 2

Mental Strategies Answers

| Q | Question | Answer |
|----|--|--------|
| 1 | 5 = 2 + 🗆 | 3 |
| 2 | 100 = 🗆 + 7 | 93 |
| 3 | What is half of 2? | 1 |
| 4 | 143 − 10 = □ | 133 |
| 5 | 11 + 🗆 = 20 | 9 |
| 6 | 52 = 12 + 🗆 | 40 |
| 7 | 8931 - 8924 = □ | 7 |
| 8 | 1 × 4 = 4, so 4 ÷ 4 = □ | 1 |
| 9 | What is 1:13 pm in 24 hour clock format? | 13:13 |
| 10 | 12:10 am is how many minutes after 11:45 pm? | 25 |



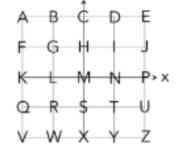
Week 28 Session 2

Timestables Answers

| Q | Question | Answer |
|----|-------------|--------|
| 1 | 6 × □ = 30 | 5 |
| 2 | □ × 10 = 90 | 9 |
| 3 | 5 × 5 = □ | 25 |
| 4 | 6 × 5 = □ | 30 |
| 5 | □ ÷ 4 = 6 | 24 |
| 6 | □ × 3 = 24 | 8 |
| 7 | 8 × □ = 80 | 10 |
| 8 | □ × 6 = 24 | 4 |
| 9 | 5 × □ = 30 | 6 |
| 10 | □ ÷ 5 = 10 | 50 |



Week 28 Session 2



Key Skills Answers

| Q | Question | Answer |
|----|---------------------------------|---------|
| 1 | 966 × 15 = □ | 14 490 |
| 2 | 1202 - 684 | 518 |
| 3 | 4.7 × 1.5 | 7.05 |
| 4 | 1.42 = □% | 142 |
| 5 | (−6) × 6 | -36 |
| 6 | Round 3.8213 to 1 decimal place | 3.8 |
| 7 | 9 + (-2) | 7 |
| 8 | Round 0.006133 to 3 s.f. | 0.00613 |
| 9 | What is the letter at (-2,-2)? | V |
| 10 | What is 3/8 of 80? | 30 |

- CANBERRA VIRTUAL EXCURSION -

EXPLORE

<u>A Virtual Week in Canberra – Democracy: Our</u> <u>House, Our Voices</u> - National Film and Sound Archives 2pm

Meeting ID: —Password:—

Link





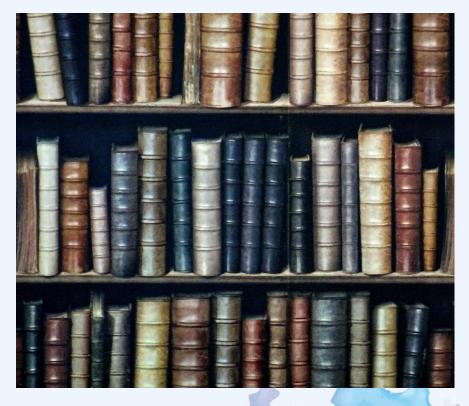
Wednesday DEAR

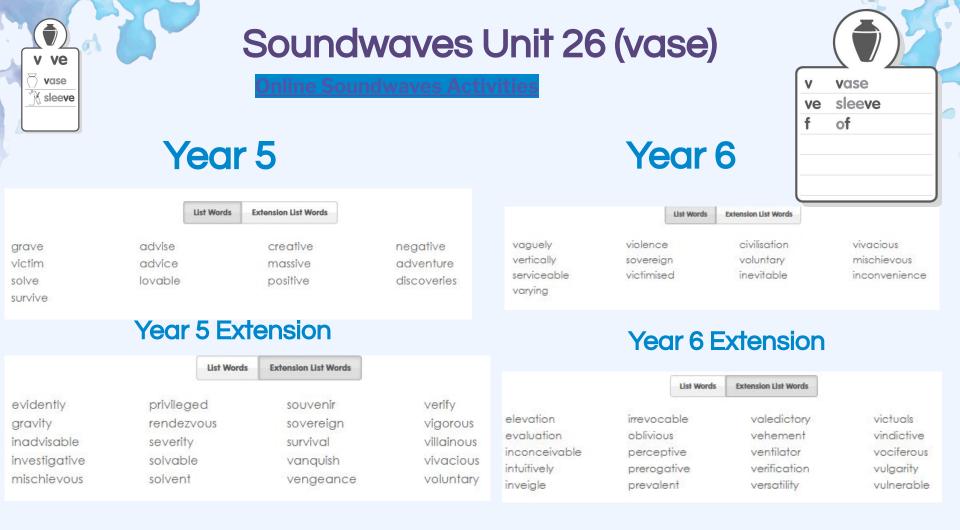
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Year 5 Extension List

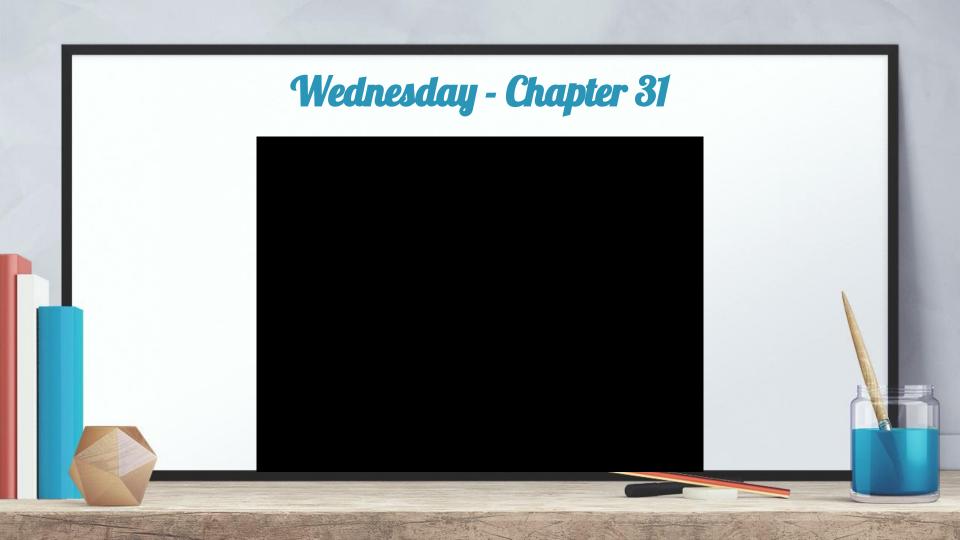
Year 6 Extension List

| | List Words | Extension List Words | | List Words | Extension List Words |
|--------------|-------------|----------------------|---------------------|------------|----------------------|
| acquaintance | quadrant | wasteful | whisperi bequest | dwindling | quarantine |
| quipped | quarrelling | weird | whistled bewildered | equestrian | soliloquy |
| xtinguish | quintuplet | wherewithal | whittle coiffure | inequity | stalwart |
| verwhelmed | waive | whimsy | wilderne colloquial | iniquitous | warped |
| persuaded | warrant | whirlwind | worship cuisine | obsequious | wheedle |

Detention Week 8

Wednesday - Chapter 31 Youtube link

| 104 | | |
|-----|--|-------|
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Wednesday - Chapter 31

A major theme in Detention is 'Opportunity and Privilege''.

Reflect on the following points:

- By virtue of being born in Australia, we are privileged and have opportunities that others do not. Thinking about the privileges and opportunities we have compared to others helps us to have empathy for others and to take into account how our own biases and worldviews may affect our views.
- The Latin phrase "Noblesse Oblige" suggests that if you are a lucky person with a
 fortunate life you should try to understand what it's like for other people who might
 not be so lucky."

Answer the questions on the following slide.

THEME - OPPORTUNITY & PRIVILEGE

Answer the questions in complete sentences. Use the additional slide for extra space.

1. What does privilege look like? What different forms might it take?

2. Dan's mum mentions privilege:

[•] If you've got money in this city your rights are protected and if you don't it's tough.'

What do you think she means by that? Do you agree with her comment?

3. Think about Noblesse Oblige. What should those who have, do about other children like Sima who are otherwise stuck in their countries of origin?



ECANBERRA VIRTUAL EXCURSION

Australian War Memorial A virtual week in Canberra Exploring the Australian War Memorial

\leftrightarrow **Meeting ID:** Password:



WEEK 28 SESSION 3

Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES do these in your head

| Q | Question | Answer |
|---|---------------|--------|
| 1 | □ + 1 = 5 | |
| 2 | 100 = 3 + 🗆 | |
| 3 | Halve 7 | |
| 4 | 140 - 10 = 🗆 | |
| 5 | 117 + 🗆 = 120 | |
| 6 | 170 = 80 + 🗆 | |

| 7 | 6075 - 6067 = | |
|----|--|--|
| 8 | 8 × 6 = 48, so 48 ÷ 6 = □ | |
| 9 | What is 4:44 pm in 24 hour clock format? | |
| 10 | 6:59 am is how many minutes after 6:48 am? | |
| | Total out of 10 | |

TIMESTABLES do these in your head

| Q | Question | Answer |
|---|------------|--------|
| 1 | 18 ÷ 6 = 🗆 | |
| 2 | 54 ÷ 🗆 = 6 | |
| 3 | 5 × 7 = 🗆 | |
| 4 | 48 ÷ 🗆 = 8 | |
| 5 | 4 × 6 = □ | |

6 $\Box \times 4 = 32$ 7 8 × 10 = 🗆 8 4 × 9 = 🗌 9 $\Box \div 5 = 7$ 10 $\Box \div 5 = 9$ Total out of 10

KEY SKILLS - you may use written calculations for these questions

| Q | Question | Answer |
|---|------------------------------------|--------|
| 1 | 546 × 12 = □ | |
| 2 | 1912 – 998 | |
| 3 | 4 × 3.4 | |
| 4 | 0.966 = 🗆% | |
| 5 | (-3) × 10 | |
| 6 | Round 0.7092 to 1 decimal place | |

| 7 | (-2) + (-8) | |
|----|---|--|
| 8 | Round 30.83 to 2 s.f. | |
| 9 | What is the letter at (-1,0)? A B C D E F G H I J K L M N P × Q R S T U V W X Y Z | |
| 10 | What is 2/6 of 30? | |
| | Total out of 10 | |





Week 28 Session 3

Mental Strategies Answers

| Q | Question | Answer |
|----|--|--------|
| 1 | □ + 1 = 5 | 4 |
| 2 | 100 = 3 + 🗆 | 97 |
| 3 | Halve 7 | 3.5 |
| 4 | 140 - 10 = 🗆 | 130 |
| 5 | 117 + 🗆 = 120 | 3 |
| 6 | 170 = 80 + 🗆 | 90 |
| 7 | 6075 - 6067 = 🗆 | 8 |
| 8 | 8 × 6 = 48, so 48 ÷ 6 = □ | 8 |
| 9 | What is 4:44 pm in 24 hour clock format? | 16:44 |
| 10 | 6:59 am is how many minutes after 6:48 am? | 11 |



Week 28 Session 3

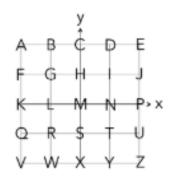
Times tables Answers

| Q | Question | Answer |
|----|------------|--------|
| 1 | 18 ÷ 6 = □ | 3 |
| 2 | 54 ÷ □ = 6 | 9 |
| 3 | 5 × 7 = □ | 35 |
| 4 | 48 ÷ □ = 8 | 6 |
| 5 | 4 × 6 = □ | 24 |
| 6 | □ × 4 = 32 | 8 |
| 7 | 8 × 10 = □ | 80 |
| 8 | 4 × 9 = □ | 36 |
| 9 | □ ÷ 5 = 7 | 35 |
| 10 | □ ÷ 5 = 9 | 45 |



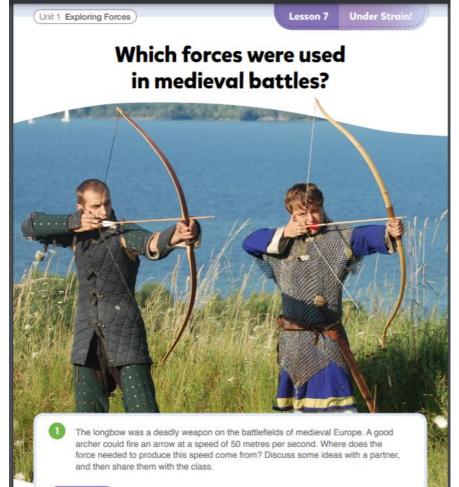
Week 28 Session 3





| Q | Question | Answer |
|----|---------------------------------|--------|
| 1 | 546 × 12 = □ | 6552 |
| 2 | 1912 – 998 | 914 |
| 3 | 4 × 3.4 | 13.6 |
| 4 | 0.966 = □% | 96.6 |
| 5 | (−3) × 10 | -30 |
| 6 | Round 0.7092 to 1 decimal place | 0.7 |
| 7 | (-2) + (-8) | -10 |
| 8 | Round 30.83 to 2 s.f. | 31 |
| 9 | What is the letter at (-1,0)? | L |
| 10 | What is 2/6 of 30? | 10 |

Science Week 8 Wednesday

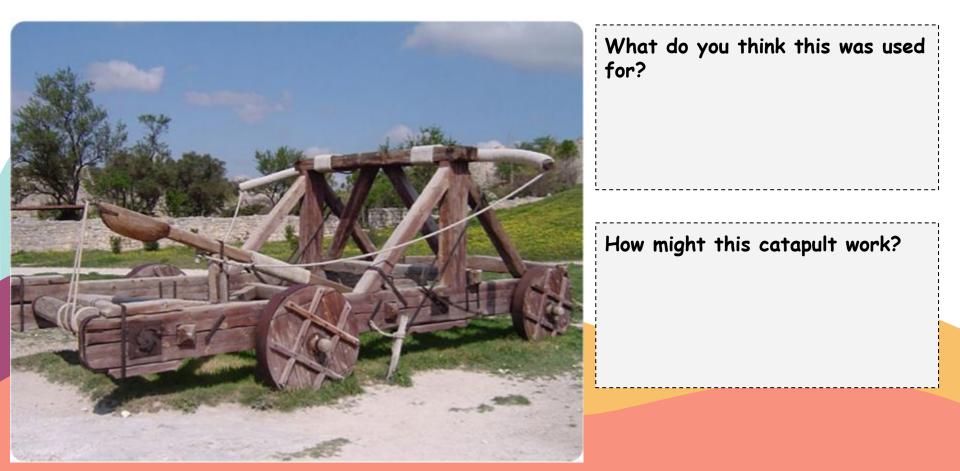


Vocabulary

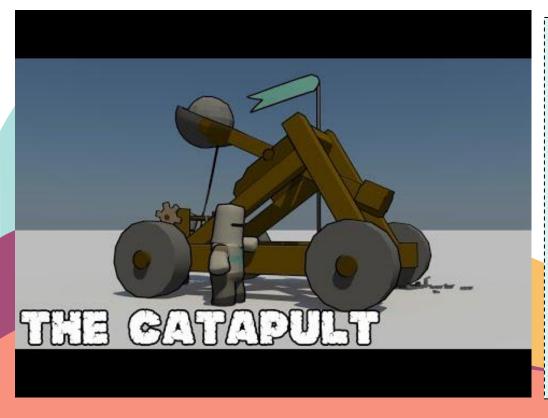
| tension force | compress | catapult | longbow | rope | 1 |
|---------------|----------|----------|---------|-------|---|
| elastic force | stretch | medieval | range | cable | |

| tension force | e compress | catapult | longbow | rope |
|---------------|----------------------|----------------------|-------------------|--------|
| elastic force | stretch | medieval | range | cable |
| Use a | a dictionary to writ | e the definitions of | each of the above | words. |
| Word | | Definitio | n | |
| | | | | |
| | | | | |
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Look at the image of the medieval catapult



What type of force do you think is being used in the video below?



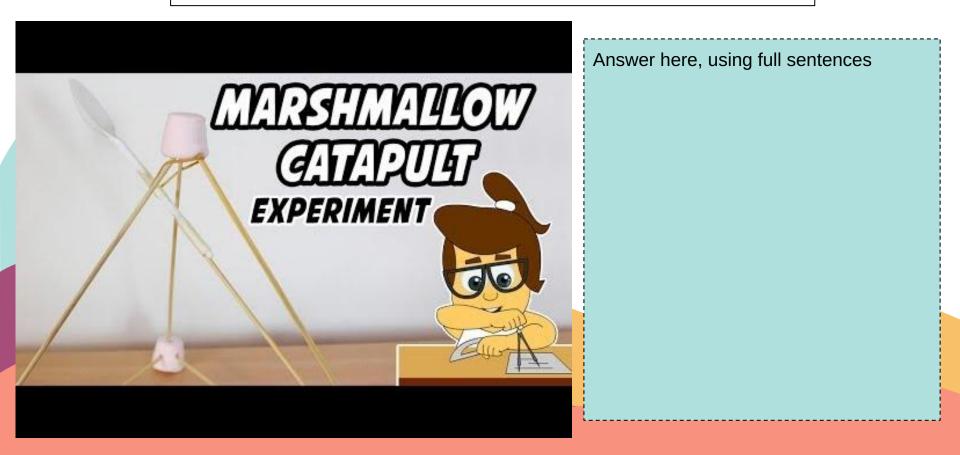
Answer here, using full sentences

Catapults use tension force

Tension force

- Tension is the pulling force that can be transferred along the length of a rope or cable when it is pulled tight.
- The catapult was used in medieval battles to launch large rocks at castle walls. The rock was placed in the spoon-shaped 'bucket' on the end of the arm, and the rope on the end was wound down around an axle. This put both the rope and the wood 'under tension'.
- When the rope was released, the arm shot upwards, launching the rock before being stopped by the cross bar.

What type of force do you think is being used in the video below?



The marshmallow catapult uses elastic force

Elastic force

The second marshmallow catapult is different from the first as it uses 'elastic force'. (The first uses tension force.)

 Elastic materials are ones that return to their original shape when stretched (pulled out) or compressed (pushed in). The elastic force is the force of resistance to the change in shape. The more the material is stretched or compressed, the greater the elastic force.





Thursday DEAR

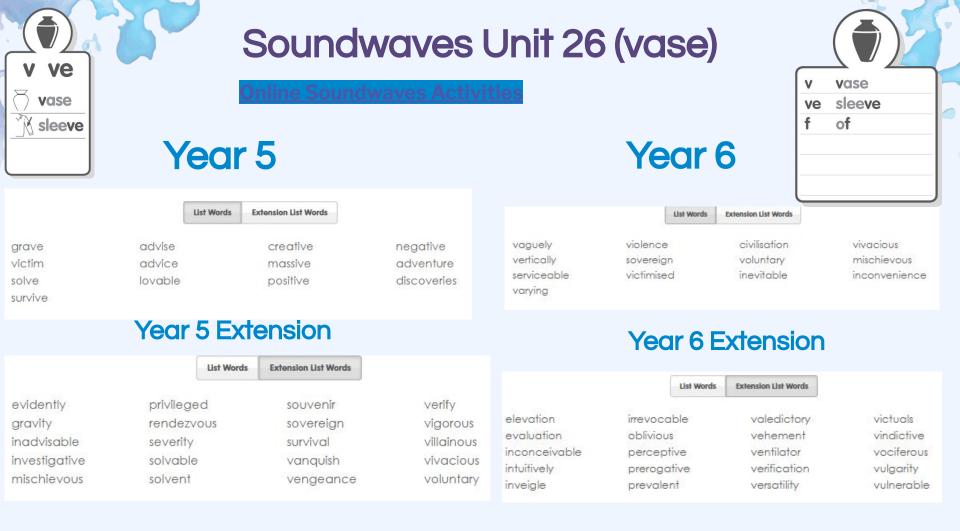
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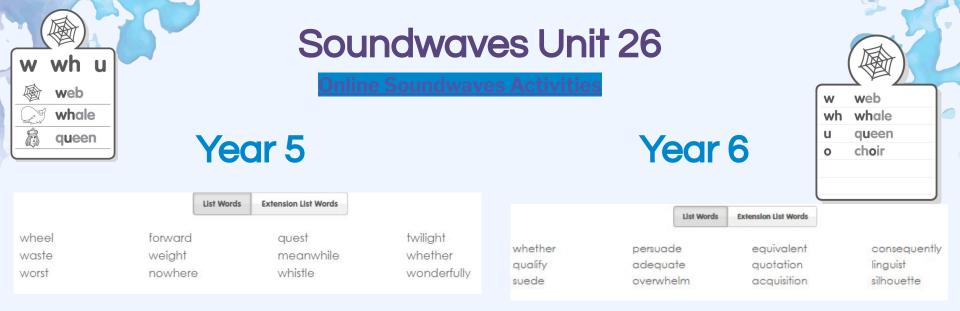
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Year 5 Extension List

bequipped

extinguish

persuaded

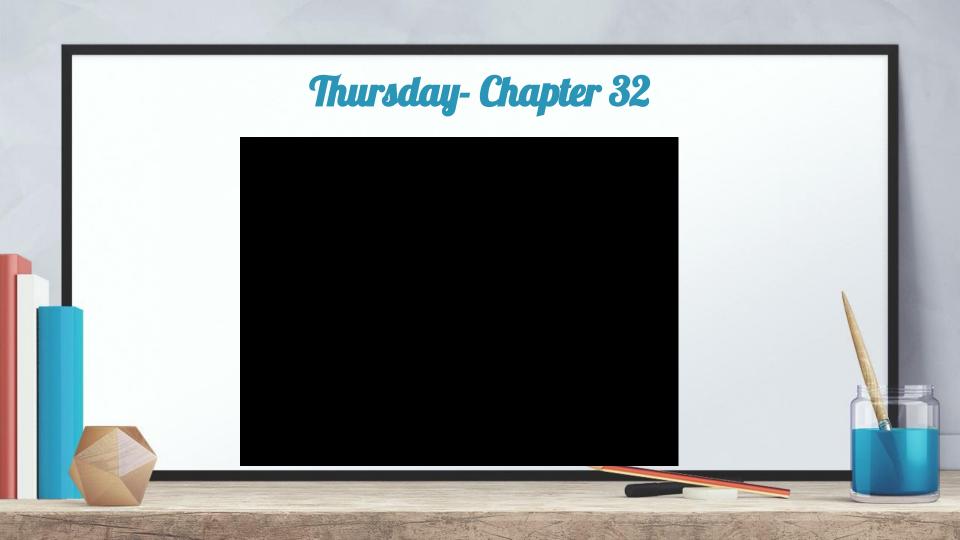
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Year 6 Extension List

Detention Week 8

Thursday - Chapter 32 Youtube link

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| tion, at tack boost at the planet when the rease billing pit the form out consistent has the response of the pitch of an effect of the form. More real field and table billing response to a work over and even an in the Life of a nature of the starbollar data. Advector late the real is provide your data the starbollar data in the real of the real of the starbollar data. The starbollar data is the real of the real of the starbollar point, the starbollar data. The form the real base is provide the real of the real of the real of the real of the starbollar point. Advector late the real of th | | . 이렇게 이렇지 않는 것 같은 것 같 | |
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| The next investe angle is the cheed due cannot complete This is used. Let the other are two legic to give an Soring two bands wight be the overest for holding has seen, and knowing this tasks the shell pain of the task legic to take its bad only the task and that with you induct the two back when they wave waiting and instrugthe a whole you in handwards replaced as to be proceed by Advision manged as | | 이 것 같은 것 같아요. 집에 가지 않는 것 같아요. 지수는 것 같아요. 가지 않는 것 같아. 것 같아요. 것 같아요. 것 같아요. 것 같아요. 것 같아요. 집에 가지 않는 것 같아요. 것 같아요. 가지 않는 것 같아요. 같아요. 것 같아요. ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? ? | |
| severit for basis give news, and incoming that makes the shell for and bags to hild had had been been annually the part of the out of the out of the out of the second of the theory of the test back where the theory and the test of the processed by Australian incompletion. | | 도 그는 그렇게 날에 여름해 있었던 회사 위험 장애에 정말한 그 같은 아름은 안 많다고 있는 것 같은 것 같은 것 같은 것 같은 것 같은 것 같이 많다. 한 것 같이 많은 것 같은 것 같은 것 같은 것 | |
| which the initial The initials when the wave eating and searing for a whole rear in infrasers for their application to be processed by advection. | | | |
| (minghlan) atta | | 그는 사람이 잘 잘 못했는 것 같아요. 이 것 같아요. 이 집에 집에 집에 있는 것 같아요. 이 집에 집에 집에 집에 집에 집에 있는 것 같아요. 집에 | |
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| | | w70 11 | |
| | | | |



Moral Dilemma - Just doing their job!

Answer the questions in complete paragraphs.

```
Sima doesn't blame the officers for doing their job.
```

These officers are just doing their job. And their job is to throw her back into detention, lock her up, even though she's a child, even though she'll be sent home and even bad things might happen to her tomorrow or in a week's time. But if everybody just does their job without thinking, people suffer. They may even die.

1. What is the author's perspective? What is he challenging you as a reader to question?

2. Do you think the officers are making a 'morally' correct decision carrying out their 'job'?

3. Do you think their opinion of Sima would be different if they actually knew why she is a refugee and what her family had been through?

Thursday Virtual Canberra Excursion

10am <u>A virtual week in Canberra –</u> <u>Parliamentary Insider</u> (PEO)

Meeting ID: Password:





WEEK 28 SESSION 4

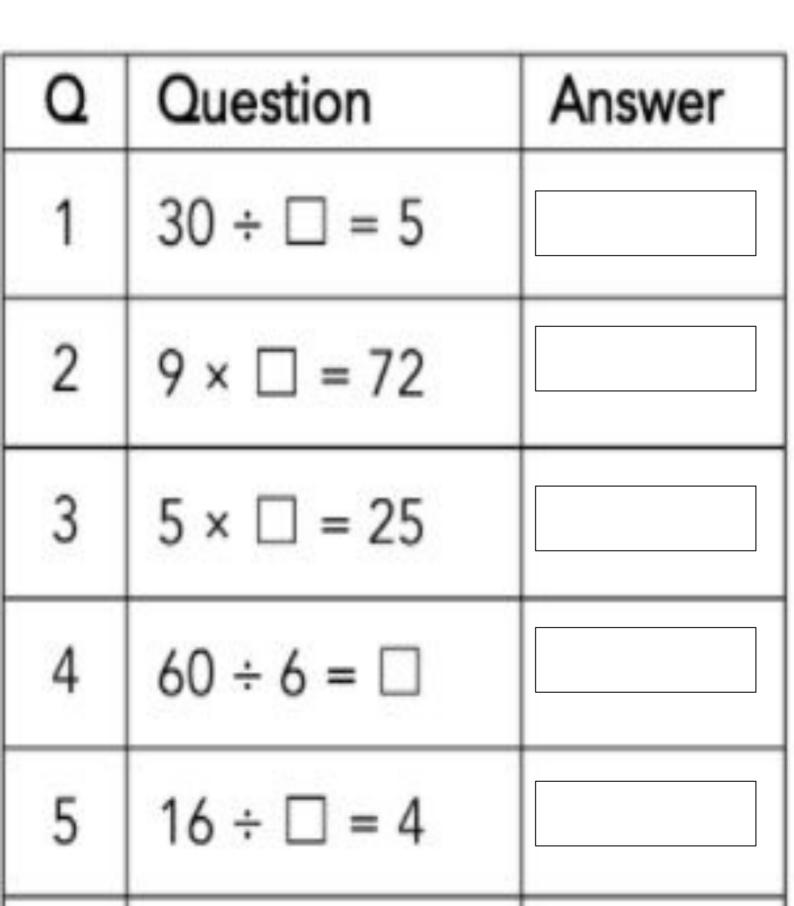
Answer as many questions as you can in 5 minutes

MENTAL STRATEGIES do these in your head

| Q | Question | Answer |
|---|--------------------|--------|
| 1 | 5 = 🗆 + 4 | |
| 2 | □ + 81 = 100 | |
| 3 | What is half of 3? | |
| 4 | 28 - 10 = 🗆 | |
| 5 | 93 + 🗆 = 100 | |
| 6 | 175 = 105 + 🗆 | |

| 7 | 2219 - 2212 = | |
|----|--|--|
| 8 | 6 × 7 = 42, so 42 ÷ 7 = □ | |
| 9 | What is 2:28 am in 24 hour clock format? | |
| 10 | From 8:29 pm, how many minutes until 9:24 pm? | |
| | Total out of 10 | |

TIMESTABLES do these in your head



24 ÷ 🗌 = 3 6 $16 \div \Box = 2$ 7 8 $20 \div 4 = \Box$ 9 40 ÷ 🗌 = 8 40 ÷ 5 = 🗆 10 Total out of 10

KEY SKILLS - you may use written calculations for these questions

| Q | Question | Answer |
|---|--------------------------------------|--------|
| 1 | 40 × 47 = □ | |
| 2 | 13043 - 7312 | |
| 3 | 9 × 3.47 | |
| 4 | 2/4 = 🗆 % | |
| 5 | (–7) × 3 | |
| 6 | Round 22.3996 to 3 decimal places | |

| 7 | (-2) + (-1) | |
|----|--|--|
| 8 | Round 6.3674 to 3 s.f. | |
| 9 | What is the letter at (1,0)? A B C D E F G H I J K L M N P × Q R S T U V W X Y Z | |
| 10 | What is 8/10 of 80? | |
| | Total out of 10 | |





Week 28 Session 4

Mental Strategies Answers

| Q | Question | Answer |
|----|---|--------|
| 1 | 5 = 🗆 + 4 | 1 |
| 2 | □ + 81 = 100 | 19 |
| 3 | What is half of 3? | 1.5 |
| 4 | 28 − 10 = □ | 18 |
| 5 | 93 + 🗆 = 100 | 7 |
| 6 | 175 = 105 + 🗆 | 70 |
| 7 | 2219 − 2212 = □ | 7 |
| 8 | 6 × 7 = 42, so 42 ÷ 7 = □ | 6 |
| 9 | What is 2:28 am in 24 hour clock format? | 02:28 |
| 10 | From 8:29 pm, how many minutes until 9:24 pm? | 55 |



Week 28 Session 4

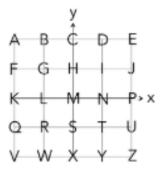
Times tables Answers

| Q | Question | Answer |
|----|------------|--------|
| 1 | 30 ÷ □ = 5 | 6 |
| 2 | 9 × □ = 72 | 8 |
| 3 | 5 × □ = 25 | 5 |
| 4 | 60 ÷ 6 = □ | 10 |
| 5 | 16 ÷ □ = 4 | 4 |
| 6 | 24 ÷ □ = 3 | 8 |
| 7 | 16 ÷ □ = 2 | 8 |
| 8 | 20 ÷ 4 = □ | 5 |
| 9 | 40 ÷ □ = 8 | 5 |
| 10 | 40 ÷ 5 = □ | 8 |



Week 28 Session 4

Key Skills Answers



| Q | Question | Answer |
|----|-----------------------------------|--------|
| 1 | 40 × 47 = □ | 1880 |
| 2 | 13043 – 7312 | 5731 |
| 3 | 9 × 3.47 | 31.23 |
| 4 | 2/4 = □ % | 50 |
| 5 | (-7) × 3 | -21 |
| 6 | Round 22.3996 to 3 decimal places | 22.400 |
| 7 | (-2) + (-1) | -3 |
| 8 | Round 6.3674 to 3 s.f. | 6.37 |
| 9 | What is the letter at (1,0)? | N |
| 10 | What is 8/10 of 80? | 64 |

Thursday 2pm Canberra Virtual Excursion

<u>A Virtual Week in Canberra –</u> <u>Foldable Flight</u> (Questacon)

Link to join: Meeting ID: Password:





Friday DEAR

Text Read Type here

Pages Read Type here

Amount of Time

Type here



| V Ve vase sleeve | | Soundw Online Sou | VOVES | | (vase) | | v vase ve sleeve f of |
|---|---|--|--|---|---|--|--|
| | Year | r 5 | | | Year 6 | 6 | |
| | List Words | Extension List Words | | | List Words | Extension List Words | |
| grave victim solve survive | advise advice lovable | creative massive positive | negative adventure discoveries | vaguely vertically serviceable varying | violence sovereign victimised | civilisation voluntary inevitable | vivacious mischievous inconvenience |
| | Year 5 Ex | ctension | | | Year 6 E | Extensic | n |
| evidently gravity inadvisable investigative mischievous | privileged rendezvous severity solvable solvent | rds Extension List Words souvenir sovereign survival vanquish vengeance | verify vigorous villainous vivacious voluntary | elevation evaluation inconceivable intuitively inveigle | Ust Words irrevocable oblivious perceptive prerogative prevalent | Extension List Word valedictor vehement ventilator verification versatility | ry victuals It vindictive vaciferous |



Year 5 Extension List

Year 6 Extension List

| | List Words | Extension List Words | | List Words | Extension List Words |
|-------------|-------------|----------------------|---------------------|------------|----------------------|
| cquaintance | quadrant | wasteful | whisperi bequest | dwindling | quarantine |
| quipped | quarrelling | weird | whistled bewildered | equestrian | soliloquy |
| xtinguish | quintuplet | wherewithal | whittle coiffure | inequity | stalwart |
| verwhelmed | waive | whimsy | wilderne colloquial | iniquitous | warped |
| persuaded | warrant | whirlwind | worship cuisine | obsequious | wheedle |

Learning Intention: We are learning strategies to spell familiar and unfamiliar words.

Success Criteria

- I can identify the focus sound of the week in unfamiliar words.
- I complete online Soundwaves activities

BTN EPISODE

FRIDAY 3RD SEPTEMBER

BTN Link https://www.abc.net.au/btn/classroom/

BTN SUMMARY

Episode for this week.

Write a summary about your favourite story.

Summarising

- What was the text about?
- Who was in the story?
- Where did the story take place?
- What was the author's purpose?
- What is the main message or moral of this text?
- Was there a problem to be resolved in the text?
- How was the problem resolved?
- · What are some keywords or key phrases from the text?
- How have your feelings about the topic changed?
- Were you surprised by the ending? Why? Why not?
- Did you enjoy the piece? Why? Why Not?
- How would you describe this text to another person?

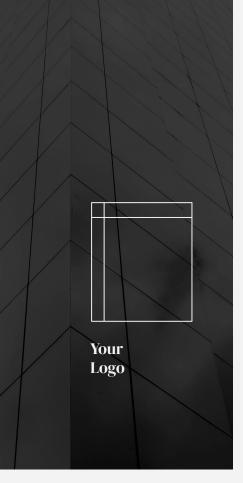
BTN SUMMARY - THURSDAY 3RD SEPTEMBER

Type your summary here

Canberra

Virtual Excursión

10am A <u>Virtual Week in Canberra</u> <u>Tour of the Royal Australian Mint</u>



Virtual Excursion Details

Meeting ID: Password:

FRIDAY Wellbeing Task

FRIDAY TREAT MAKE A ONE MINUTE MICROWAVE MUG CAKE

Click on the <u>link</u> Share your photo!

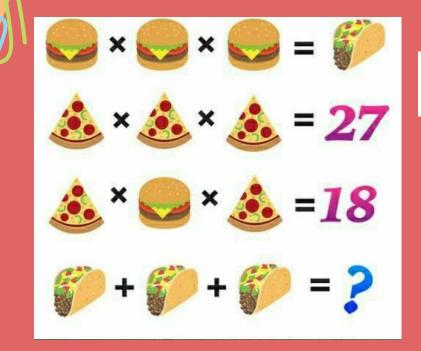
Insert a photo of your one minute microwave mug cake!



MATHS

CHALLENGE

Week 8 - Friday



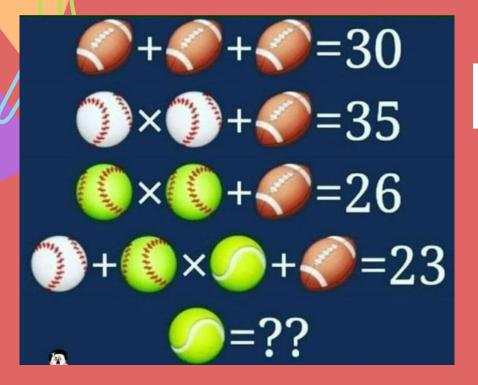
Answer:



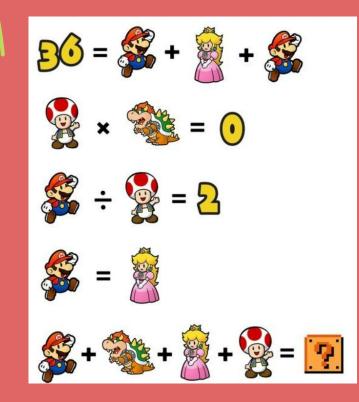
Answer:

| + | * | >> = 9 |
|---|-------------------|-------------------------|
| + | + | 🔀 = 15 |
| + | د_ > + | <mark>ප</mark> = 28 |
| + | 🥹 x | := ? |

| | A |
|--|---|



Answer:





ESCAPE ROOM

Can you complete the 4 tasks to help our school escape lockdown?



EMERGENCY PROTOCOL ACTIVATED!

The school security system has malfunctioned and now everyone is locked in!

The only way to bypass the school's emergency protocol is to follow the clues and find the 4 security codes.

The whole school is relying on you, so make sure you read all the instructions carefully and work together as a team!

The Sydney Jeacher

LET'S GET STARTED!

- I. 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 numbers provided, so you can keep track of your answers
- 2. Read all instructions carefully to solve the problems accurately and uncover the correct code
- 3. When you finish a task, the code must be typed into a Google Form you can access here:

https://forms.gle/AZ87LZATrpE8aTb37

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

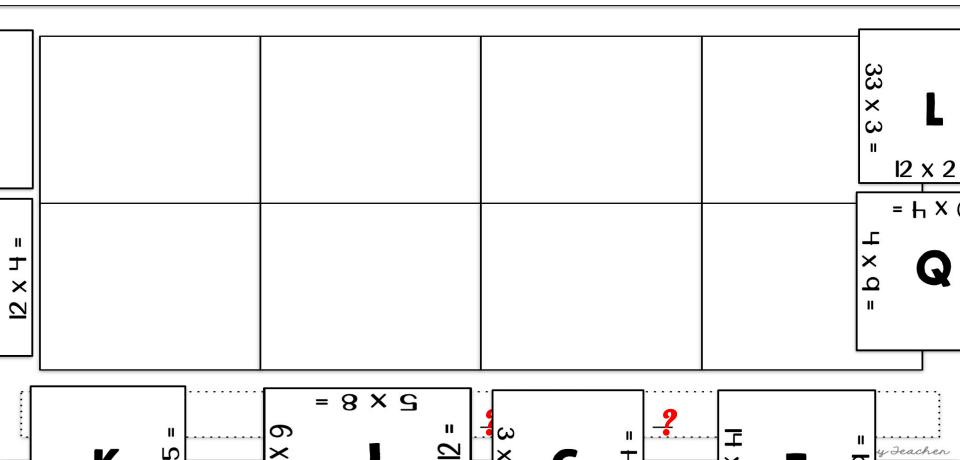
Supplies needed:

- ✓ Task1answer sheet
- ✓ Task1cards

Directions:

- 1. Solve the multiplication problems on each card
- 2. Move the squares and order them on the grid by matching the multiplication clues
- 3. Record the letters on the code line, from left to right and top to bottom
- 4. Type your code (in capitals) into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK ONE ANSWER SHEET



TASK TWO

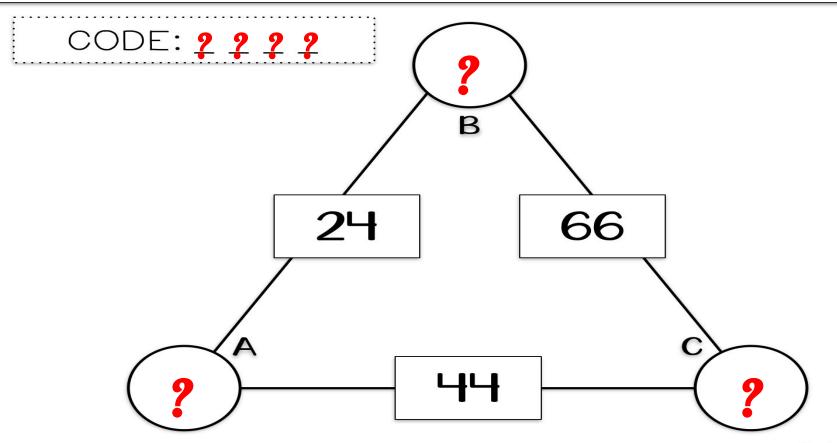
Supplies needed:

✓ Task 2 question sheet

Directions:

- 1. Find the 3 missing numbers
- 2. Numbers on the edge of the triangle are created by multiplying the corner numbers
- 3. Type the number sequence (in ABC order) into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK TWO QUESTION SHEET



TASK THREE

Supplies needed:

✓ Task 3 question sheet

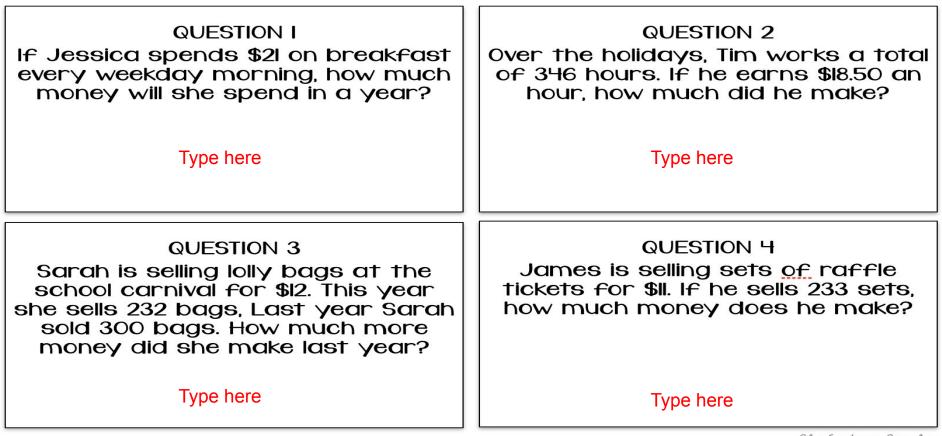
Directions:

- 1. Solve all multiplication algorithms on the question sheet
- 2. Add all digits of each answer, one at a time, then record this number on the code line below. Do this for all questions
- 3. Type your code into the Google Form with no spaces. If the code is correct, progress to the next task.

TASK THREE QUESTION SHEET

| 1. | 453 x 32 | 2. | 790 x 47 | З. | 346 x 85 | |
|----|-------------|---------|-------------|---------|-------------|--------------|
| | Type here | | Type here | · · · · | Type here | |
| 4. | 801 x 49 | 5. | 623 x 99 | 6. | 714 x 35 | |
| | Type here | | Type here | | Type here | |
| | | CODE: 🥊 | ?????? | ???? | | da au Jacaba |

TASK FOUR QUESTION SHEET



TASK FOUR DECODER

| QUESTION I DECODER | | | | | | | | | | | QUESTION 2 DECODER | | | | | | | | | |
|--------------------|------|-----|---|---|---|---|---|---|---|------------|---------------------------|---|---|---|---|---|---|---|---|---|
| 0 | I | 2 | 3 | ч | 5 | 6 | 7 | 8 | q | | 0 | Ι | 2 | 3 | 4 | 5 | 6 | 7 | 8 | q |
| D | F | К | Е | Ο | G | 0 | Α | В | Т | | R | Κ | q | Υ | Ο | Е | W | U | В | С |
| Q | JEST | ION | 1 | ? | | | | | | QUESTION 2 | | | | ? | | ? | ? | | ? | |

| QUESTION 3 DECODER | | | | | | | | | | | QUESTION 4 DECODER | | | | | | | | | |
|--------------------|------------------|---|---|---|---|---|---|---|---|--|--------------------|-----|-----|---|---|---|---|---|---|---|
| Ο | I | 2 | 3 | ч | 5 | 6 | 7 | 8 | q | | Ο | Ι | 2 | 3 | ч | 5 | 6 | 7 | 8 | q |
| G | 0 | р | L | н | Α | U | Ε | Υ | R | | Е | р | G | S | Т | U | Υ | к | J | D |
| QL | QUESTION 3 ? ? ? | | | | | | | | | | QU | EST | ION | 4 | ? | | | ? | | ? |



Visit the following link and enjoy a NSW **Education Live Stream Event:**

Link: Parents and carers

Sports Skills: Cricket & Rugby League

×

Got Game Home PE Week 8





Week 8 Lesson Video

Ahoy there Team! I hope you enjoyed last week's lesson on Soccer and Basketball and the Fundamental Movement Skills used in those particular sports. This week we move on to Rugby League and Cricket.

Rob, Wes and I had a lot of fun and laughs creating the active video for this week and we hope you do too! Click on the link below to access it.

Mr Ellis

Week 8 - Cricket and Rugby (Primary)

Extension Videos

Click on the links below to access more videos that will help you further practise your rugby league and cricket skills as well as a Kahoot to test your knowledge! If the Kahoot link you click on does not let you do that quiz then click on one of the other links.

<u>Cricket bowling with Michelle</u> <u>Cricket batting with Michelle</u> <u>Cricket fielding with Michelle</u> <u>Rugby footwork with Emily</u> <u>Rugby passing with Emily</u> <u>Rugby kicking with Emily</u>

Kahoot: https://kahoot.it/challenge/07736239?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629847855170

https://kahoot.it/challenge/09607627?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629847918576

https://kahoot.it/challenge/08038155?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629847950517

https://kahoot.it/challenge/02722534?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629847981150