

Stage 3 Booklet

Name: _____ Class: _____

Term 2 Week 1

Date: 29/04/20



Suggested Daily Timetable Week 1

	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9-11	• Spelling • Reading- ANZAC Day • Writing- Introduction to characterisation • Word of the Day - Excruciating • Grammar- Noun Groups • Silent Reading	• Spelling • Writing- Introduction to characterisation • Grammar- Noun Phrases • Word of the Day - Destitute • Silent Reading	• Spelling • Reading- ANZAC Day • Word of the Day • Writing- Introduction to characterisation • Grammar- Abstract Nouns • Silent Reading
	Supervised Exercise	Supervised Exercise	Supervised Exercise
11:30-1:30	• Problem of the Day • Math Mentals • Maths (Chance lesson 1) • Mathletics	• Problem of the Day • Math Mentals • Maths (Chance lesson 2) • Mathletics	• Problem of the Day • Math Mentals • Maths (Chance lesson 3) • Mathletics
	Free Time	Free Time	Free Time
2-3	• <i>Pathway to Success</i> - Answer the Social Skills Question	• <i>Pathway to Success</i> - Answer the Social Skills Question	• <i>Pathway to Success</i> - Answer the Social Skills Question

LOOK SAY COVER WRITE CHECK ... Please highlight the words in the lists so I can see what words you are learning to spell.

use	complete	advertise	participation	previously
change	gesture	analyse	persuasion	absolute
goes	difference	apologies	exhibition	temperature
equal	remember	surprise	ascending	calculated
friend	discuss	arise	evaluation	sufficient
laugh	enough	maximise	figurative	Autumn
wrong	require	minimise	paragraph	behaviour
take	opinion	recognise	apostrophe	requirement
surely	although	utilise	definitely	business
much	sequence	advise	inverse	incredible

Thursday's Spelling

Use the **dictionary link** to make sure you are matching the word to the right meaning!

<https://kids.wordsmyth.net/we/>

Match the Word To Its Meaning

Lists 1,2 and 3

use	complete	advertise
change	gesture	analyse
goes	difference	apologies
equal	remember	surprise
friend	discuss	arise
laugh	enough	maximise
wrong	require	minimise
take	opinion	recognise
surely	although	utilise
much	sequence	advise

1. to bring into service -
2. to make different; alter the content or form of -
3. not true, or correct -
4. certainly, without fail -
5. not true, or correct -
6. having all of the necessary parts; whole -
7. to bring back into the mind from memory; recall -
8. as much or as many as needed or required -
9. a pattern or process in which one thing follows another -
10. a movement of one's body or face that shows feeling or thought -
11. to separate into parts for close study; examine and explain -
12. to increase or enlarge as much as possible -
13. to identify someone or something -
14. to make as small as possible -
15. to catch someone off guard; act upon without giving any warning -

Thursday's Spelling

Use the **dictionary link** to make sure you are matching the word to the right meaning!

<https://kids.wordsmyth.net/we/>

Match the Word To Its Meaning.

Lists 4 and 5

- | | | |
|---------------|-------------|---|
| participation | previously | 1. a public showing of art, crafts, products, or skills - |
| persuasion | absolute | 2. opposite or reversed in position, order, direction, nature, or effect - |
| exhibition | temperature | 3. difficult or impossible to believe; amazing; astonishing - |
| ascending | calculated | 4. to find out by using Mathematics; compute - |
| evaluation | sufficient | 5. precise; exact - |
| figurative | Autumn | 6. something that is needed or necessary - |
| paragraph | behaviour | 7. a part of something written made up of one or more sentences that develop a certain idea - |
| apostrophe | requirement | 8. the typical actions of a person, animal, thing, or group; the way a person acts - |
| definitely | business | 9. opposite or reversed in position, order, direction, nature, or effect - |
| inverse | incredible | 10. represented by means of a symbol, figure, or image - |
| | | 11. enough; as much as needed - |
| | | 12. the season of the year between summer and winter - |
| | | 13. the act of convincing someone to believe something or do something - |
| | | 14. the degree of heat or cold of an object or an environment - |

Friday's Spelling

Create a short story...

Using as many
spelling words
that you can!

Imogen was the first winner! Imogen used 30 spelling words to create an entertaining short story.

When writing your story,
underline, **highlight** or write the
spelling words in a different colour.

use	complete	advertise	participation	previously
change	gesture	analyse	persuasion	absolute
goes	difference	apologies	exhibition	temperature
equal	remember	surprise	ascending	calculated
friend	discuss	arise	evaluation	sufficient
laugh	enough	maximise	figurative	Autumn
wrong	require	minimise	paragraph	behaviour
take	opinion	recognise	apostrophe	requirement
surely	although	utilise	definitely	business
much	sequence	advise	inverse	incredible

...

Find-a-Word

previously
absolute
participation
wrong
arise
much
take
gesture
friend
goes
opinion
temperature
autumn
exhibition
discuss
use
maximise
equal
minimise
business

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

Crossword

Click on each square and fill the squares with missing letters!

Down

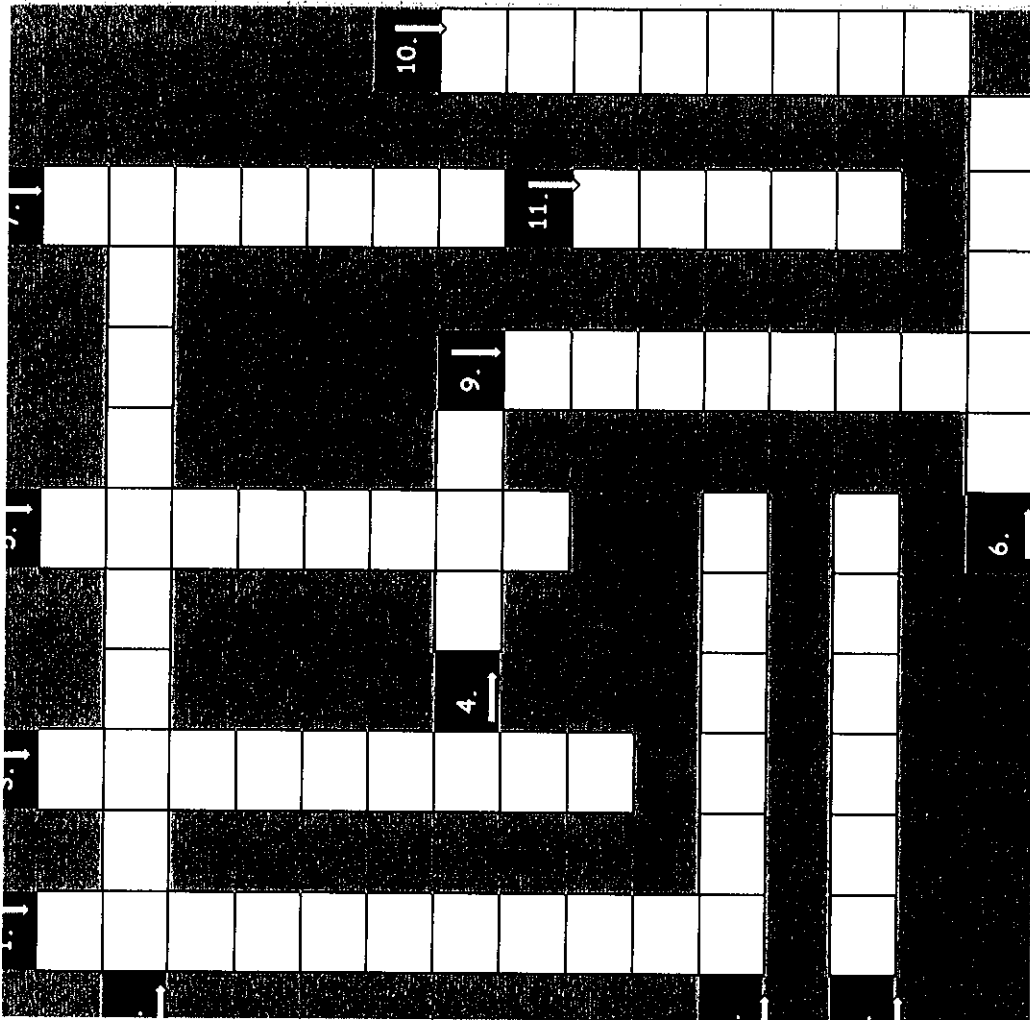
1. The degree of heat or cold of an object or environment -
3. A part of something written or made up of one or more sentences -
5. To increase or enlarge as much as possible -
7. To separate into parts for close study, examine and explain -
9. To bring back into the mind from memory -
10. A pattern or process in which one thing follows another -
11. To get up from sitting, to move upward -

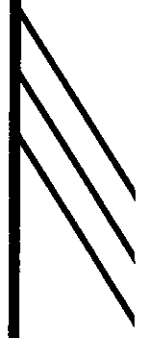
Across

2. A report that tells the value or quality of something -
4. To bring into service
6. Not true, or correct -
8. To make different; alter the content or form of -

<https://kids.wordsmyth.net/we/>

Check the word first on a piece of paper. Make sure it has the right number of letters!
Use the dictionary link to help work out the words



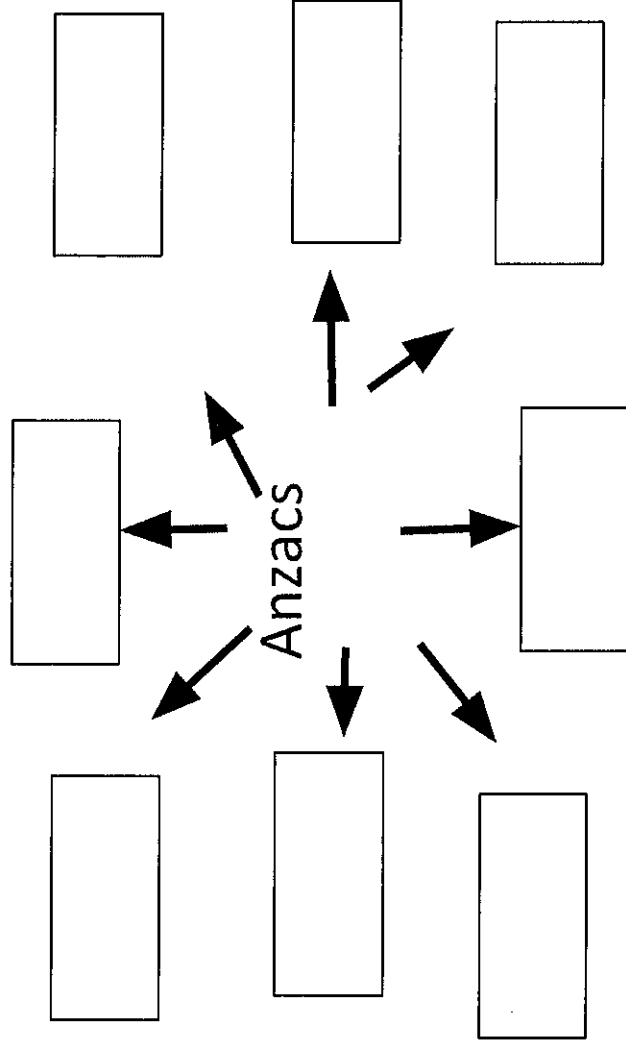


Reading Strategies Term 2 Making Connections



Week 1: Far From Home

Write down what you already know about the ANZACS in the boxes?



You will need a copy of the school magazine: **Blast Off April 2020**

If you didn't get one with this pack, you can collect a copy from school.

Please turn your school magazine to page 28 **Will Wonders Never Cease? Far From Home**

Don't read the article yet. Just look at the picture. What can you see in this picture?
What does it remind you of? Write it down below.

I can see

It reminds me of

Now predict what you think this article will be about.

I think that

Vocabulary

deployed: moved troops into military action

recent: not long ago

serving overseas: time spent in the armed forces in another country

encourage: support someone

postcard: a message written on a card posted without an envelope

Vocabulary Match UP!

Match the meaning of the word to the word you have just learnt.

Eg remembered something: memorised

support someone:

a message written on a card posted without an envelope:

time spent in the armed forces in another country:

not long ago:

Making Connections

As we read we make connections with the story.

We:

- connect the story to our own **personal experiences** such as something which has happened to us or our family or friends (**Text to Self**)
- compare the text to other **similar texts** such as reading two different books about turtles or reading the Harry Potter Series (**Text to Text**)
- connect what we are reading to things that really happen in the **world** like when we commemorate Anzac Day (**Text to World**)

Far From Home

You will need a copy of the school magazine: **Blast Off April 2020**

If you don't get one with this pack, you can collect a copy from school.

*Please turn your school magazine to page 28 **Will Wonders Never Cease? Far From Home***

Read the article through twice.



Will Wonders Never Cease?

Far From Home

article by Zoë Disher | photo by Alamy

Serving Australia

Nearly 60 000 men and women serve Australia in the Army, Navy and Air Force. In recent years, thousands of them have been deployed overseas to places such as Afghanistan and the Middle East. They can be away from their family for months at a time as they work to protect Australia.

Keeping in touch

Families back in Australia stay in touch with their sons, daughters, mums and dads, using phone calls and the internet. But at times this technology isn't available, so they send lots of letters and parcels as well. In fact, letters are such a good way to keep in touch that they can be sent to troops for free.

Messages of support

Even if you don't know anyone serving overseas, you can still write to them.



The Defence Force encourages people to email Aussie troops, especially around ANZAC Day. Or you can get creative and write or decorate a postcard to send. These emails and postcards are seen by many Defence Force members. They're a message of support from Australia—the country they serve. ■

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story by

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cheek
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nibble
But
cold b
let go
throbb
all so
first b
then j
chalk

When you have read this story fill in the boxes below

Does this article remind you of something you have done on Anzac Day?

--

Does this story remind you of another article about the Anzacs? Write down what you remember reading and if it was like this text?

--

Does this story remind you of something you have heard on the news or on a documentary?

--

Word of the Day Week 1

Tuesday - Thursday

One day's activity to be completed each day and returned to teacher. It will then be marked and sent back to you for the next day's activity.

Word of the Day Wednesday

Word of the day is: **destitute**

Put an 'x' next to the correct category - Noun Verb Adjective Adverb

Number of Vowels - Number of Consonants -

Find and type the meaning of the word:

destitute=

Type the word in a compound or complex sentence:

Compound Sentence (extra information in a sentence that doesn't make sense by itself) -

Compound Sentence (2 sentences joined together by a conjunction) -

Word of the Day Thursday Week 1

Word of the day is: **reluctant**

Put an 'x' next to the correct category - Noun Verb Adjective Adverb

Number of Vowels - Number of Consonants -

Find and type the meaning of the word:

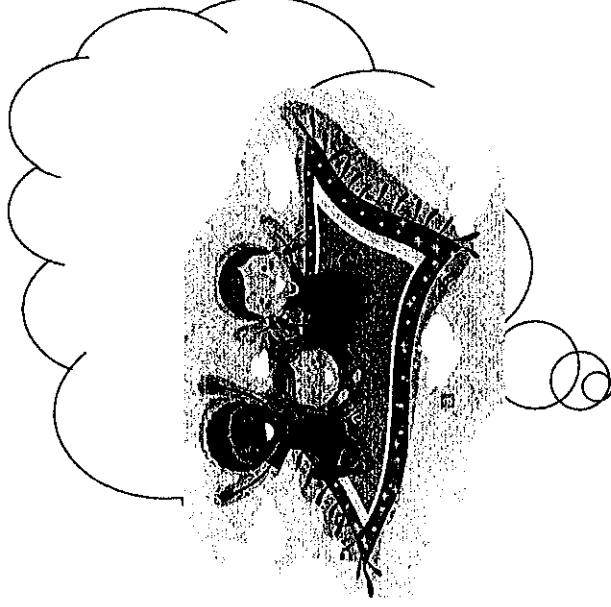
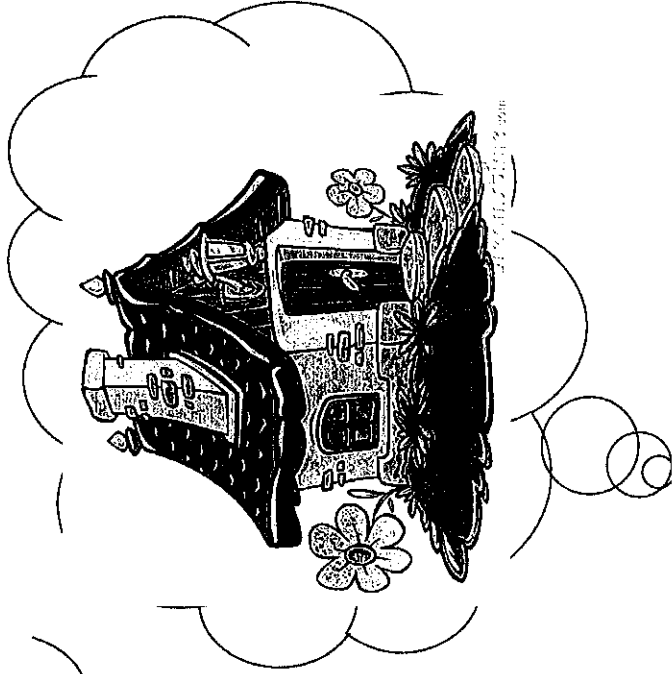
reluctant =

Type the word in a compound or complex sentence:

Complex Sentence (extra information in a sentence that doesn't make sense by itself) -

Compound Sentence (2 sentences joined together by a conjunction) -

Narrative Writing



Where do I begin?

Narrative texts are fiction stories which are read for enjoyment, interest or entertainment. They have:

- **characters:** Who is the main person/thing in the story? Who else is involved in the story?
- **setting:** Where and when will the story take place?
- a **plot** which includes the problem/s: What is going to happen?
- a **sequence of events** - beginning, middle, end
- **ending** or resolution of the problem/s





Characters have

- **appearance**...what they look like
- **actions**...how they behave
- **feelings**...eg happy, confused
- **speak words** to other characters in the text
- **abilities** eg super powers, sporty
- **personality**...who they are as a person

* *Characters can be:*

- **people**
- **animals**
- **robots**
- **objects**
- **Aliens**



When you decide on a character (or characters), you need to explain that character to the reader.

Who is your character? eg a wicked wolf

What do they look like ? eg tall, black fur and a blue top hat

How do they behave? Eg go out looking to take baskets of food

How are they feeling? hungry

How do they get on with other characters in your story? Not well, they frighten everyone except the woodcutter.

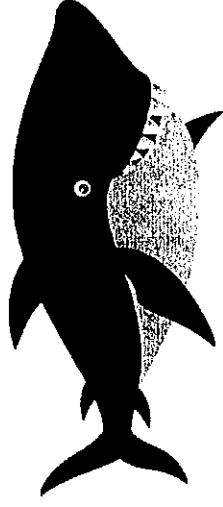


Shark!

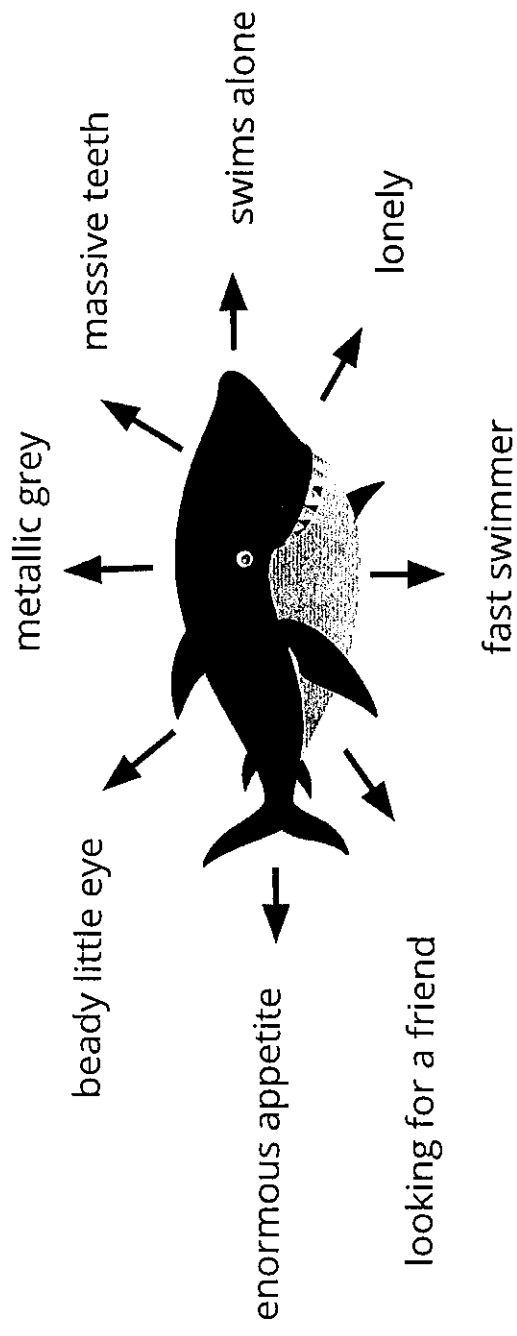
One way to help is to do a character wheel.

Write the name of your character inside the wheel and fill in the boxes. This will give you ideas to write about.

An example is done on the next page.



Shark!



Shark!

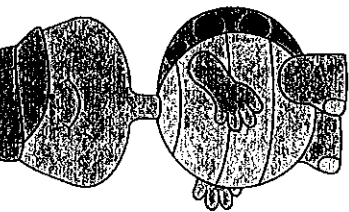
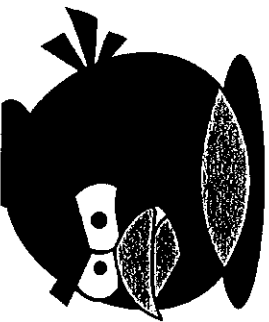
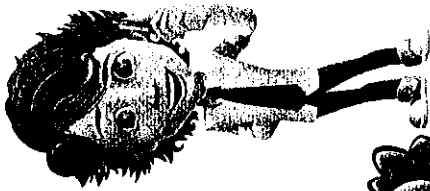
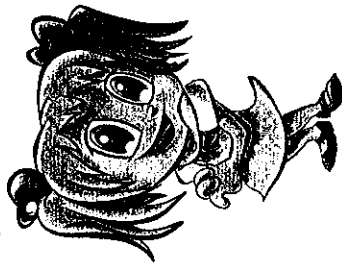
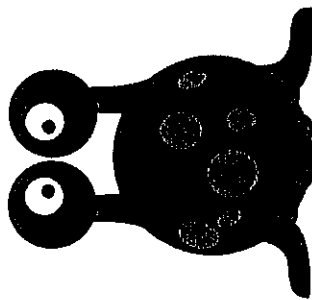
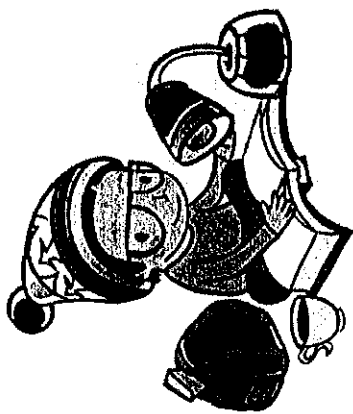
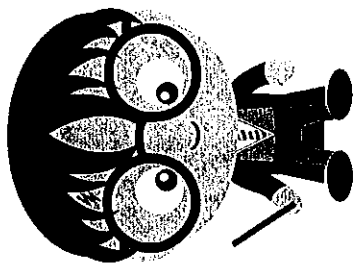
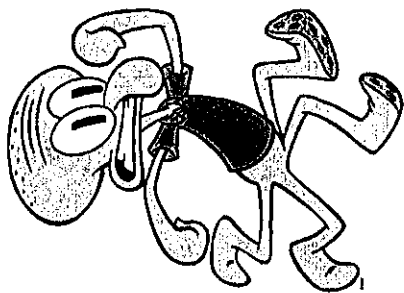
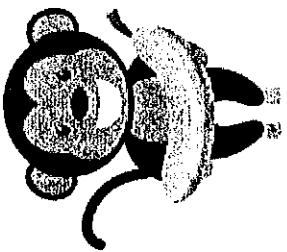
Write a paragraph below about the shark with the information given in the last slide.
You should write at least 5 sentences.

Character Wheel

Now it is time to create your own character wheel.

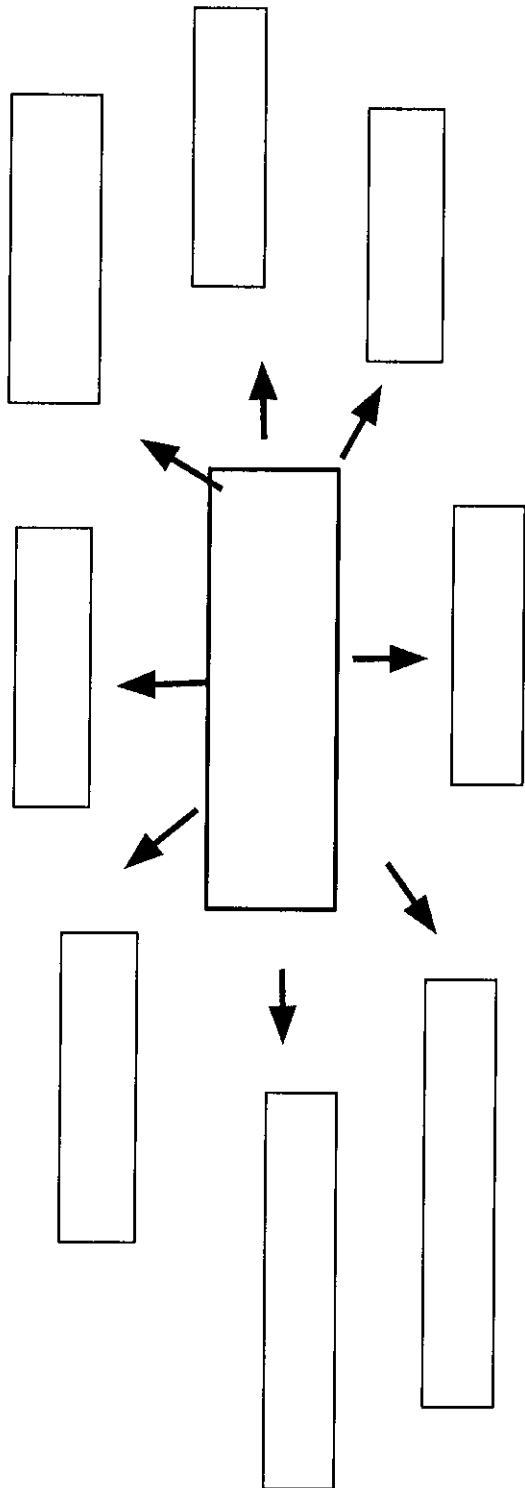
Ideas for your character could be a:

- child at school
- an animal
- robot
- ghost
- pirate
- parrot
- koala
- turtle
- cat
- dog
- lion
- alien
- lighthouse keeper
- racing car driver
- sport hero
- feather



Ideas for Characters

Character Wheel



Characters

Write a paragraph of no less than 6 sentences about your own character using what you wrote on the character wheel.'

Characters



Write about this character on the next slide...

What kind of animal can you see in the photograph?

How is the animal similar/different to a human?

Who are Dylan's companions, and where have they gone?

Why does Dylan like it when it rains?

What do you think it's like to live in the rainforest?

How is the weather in a rainforest different to where you live?

How old do you think Dylan is?

Dylan

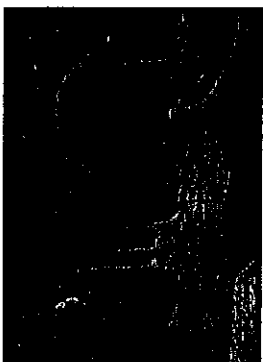
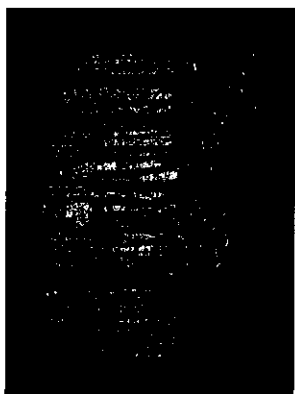
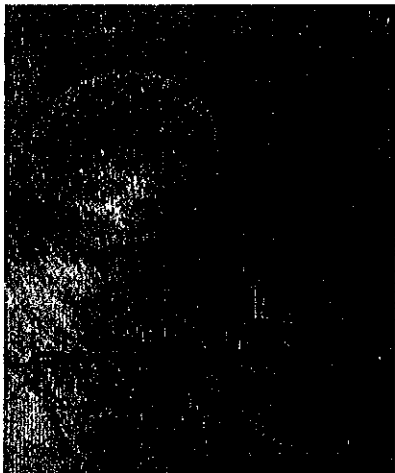
SETTING

The setting of your story is

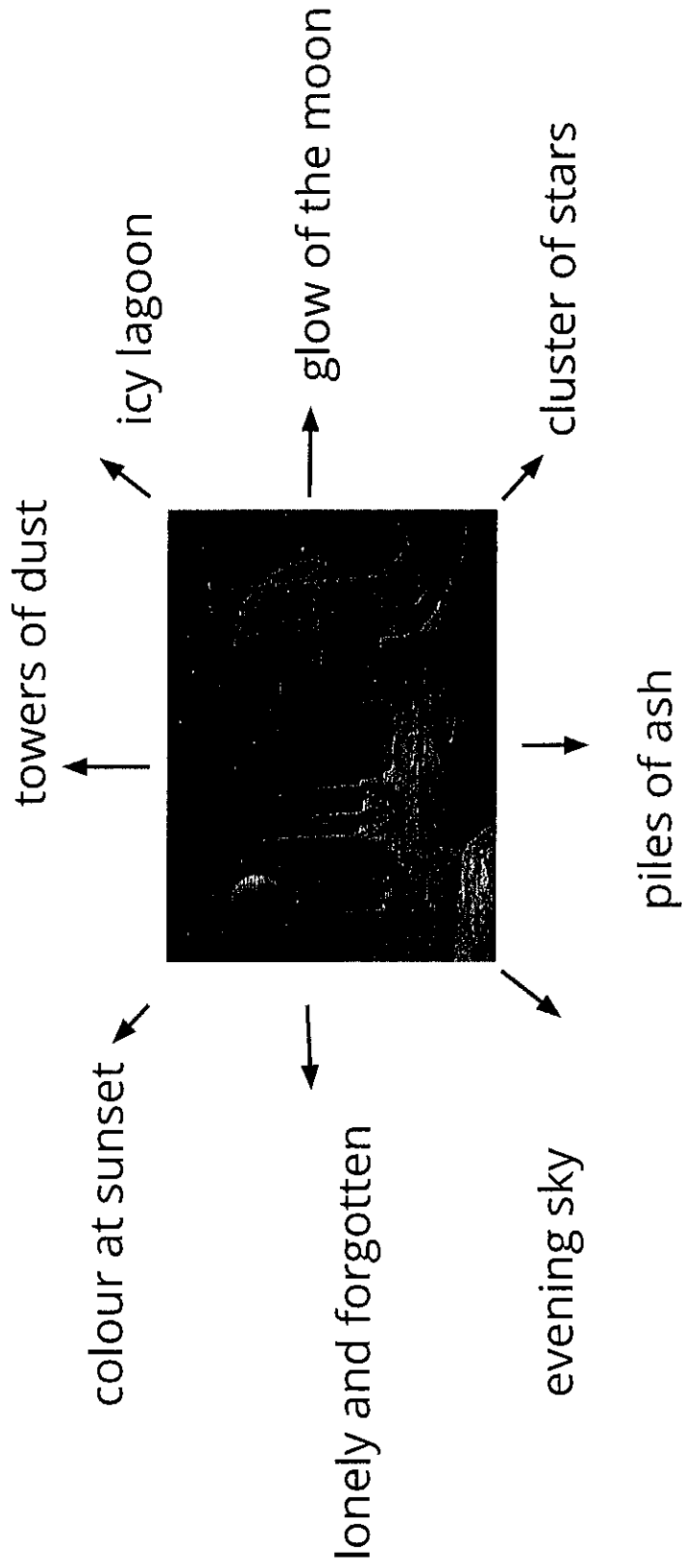
- The place your character is in
- The time of day or season in the year

Eg The haunted house in the dark, gloomy woods looked particularly scary at midnight.

Setting



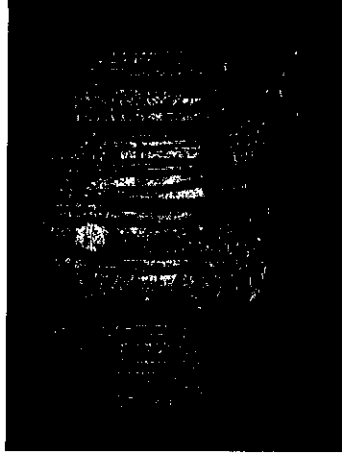
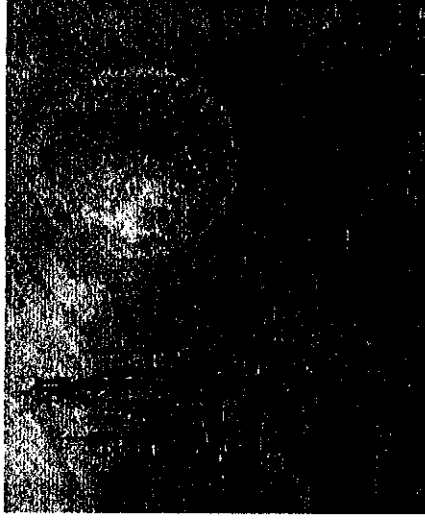
Moon City



Moon Town

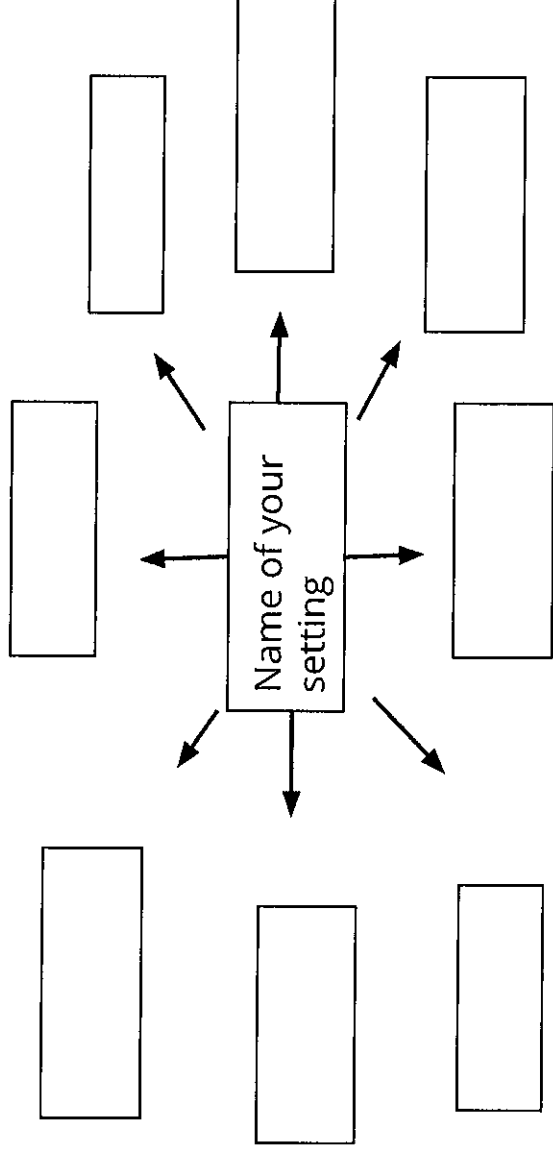
The sky was dark at night as the moon glowed over Moon Town. The stars began shining down onto the icy lagoon behind the towers of dust at sunset. The piles of ash scattered everywhere lay still. It felt lonely and forgotten. Clouds of mist enclosed the town, wrapping it up as if in blanket of thin fog. Two small children stood on a steep cliff watching, just watching. They wondered if they should go any further.

Setting



Setting

Choose from one of the images in the previous slide and fill in a setting wheel.



Title of your setting

Write a paragraph of at least 5 sentences about your setting below.

• **Carl** went to the shop to buy

person

place

bones for his dog.

thing

animal

Different nouns have different jobs to do.

Common nouns name the everyday things around us.

e.g. cup, horse, tree, arm, cheese, book, parrot, basket, clock, pie, pencil, car, rabbit, bridge, computer, soup

Proper nouns give people, places, objects and events their given or special names.

They are easily recognised because they always begin with a capital letter.

e.g. Jane, Mary, Olympic Games, Sydney K-mart, Ayres Rock, Sunday, Christmas, April, Swan River, India

Compound nouns are made by joining two words together.

e.g. snowflake, heartbeat, tablecloth, sandwich, penknife, butterscotch, basketball

Possessive nouns show ownership. An apostrophe is always used.

e.g. Jack's horse; children's shoes; the teacher's book; Dad's board; the cat's whiskers; six hen's eggs

Collective nouns are names given to groups of persons or things.

e.g. flock (of birds); herd (of cows); crowd (of people);

mob (of kangaroos); swarm (of bees)

Verbal nouns are present participles used as nouns.

e.g. Skating is a winter sport. Let's go bowling. Skating on thin ice is dangerous. Seeing is believing.

Abstract nouns give names to the thoughts and feelings within our hearts and minds.

e.g. love, hope, despair, gratitude, anger, joy, beauty, greed

Nouns may be singular or plural.

Singular nouns name one thing.

e.g. box, train, football, flower, match, rose

Plural nouns name more than one thing.

e.g. boxes, trains, footballs, flowers, matches, roses

Most plural nouns are formed by adding 's' or 'es' to the singular noun.

Some plural nouns are formed by changing the vowels or adding 'en'.

e.g. foot - feet; man - men; child - children

Some words, French in origin, form their plural by adding 'x'.

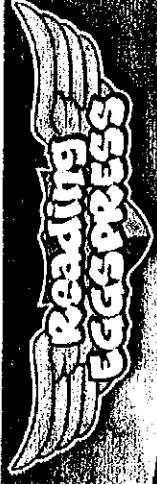
e.g. gazeau - gazeaux; plateau - plateaux

Some nouns are both singular and plural.

e.g. sheep, fish, deer

Some nouns are only plural.

e.g. trousers, scissors, cutlery, crockery

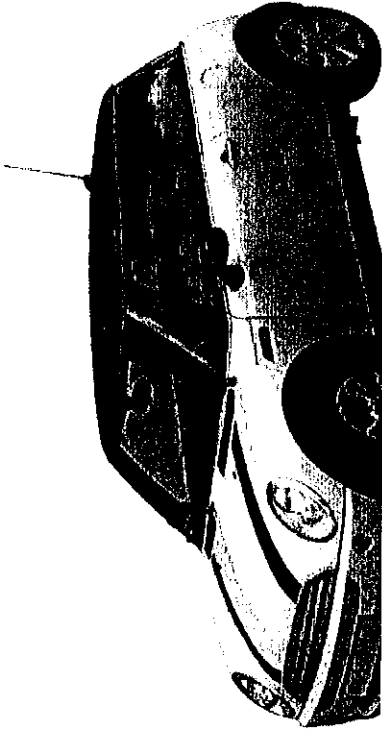


What are noun groups?

Wednesday Week 1

A noun group is the group of words built around a noun. Noun groups make your writing more interesting because they give extra information about the things you want to write about.

a very small, quick sports car



This is the head
word of the
noun group.

Add words to the head word to make
a noun group for each picture.



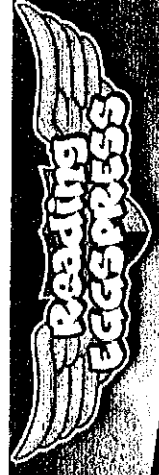
a confused student



an old, rainbow-painted bicycle



a green wheelbarrow full of branches



- A noun is a naming word. A noun group is the group of words built around a noun, which is the head word.
- A noun group might include articles, adjectives, clauses or linked nouns.
- In the following sentence, the noun groups are red. ***Early winter snow dusted the uniforms of Her Majesty's finest soldiers.***



A noun group might include articles, adjectives, clauses or linked nouns. What are the noun groups in these sentences?

The threat of punishment hung over Digby like a wet towel. Would he ever escape? Would the evil Dr Turnpike fulfil his cruel plans for world control? Digby reached across the table next to his prison bed. The secret key was missing! Now, read on, loyal and gentle friend, to discover our hero's fate and enjoy the adventures of Digby Diddledithwaite.

Packing in Meaning with Noun Groups

A noun group is a group of words built around a noun (head word). A noun group gives us more information about a person, place, thing or idea. Using noun groups helps us to communicate a lot of information quickly.

Look at the example below.



There is a frog in the pond.

There is a green frog in the pond.

There is a speckled green frog in the pond.

There is a small, speckled green frog in the pond.

1. Use adjectives (descriptors) to create a noun group by filling in the blanks in the sentences below.



The truck is on the road.

The red truck is on the road.

The _____ red truck is on the road.

The _____ red truck is on the road.

2. Expand the noun (head word) in these phrases to create a noun group.

a) the _____ car

b) the _____ dog

- c) the _____ girl
- d) a _____ hat
- e) a _____ giraffe

3. Choose a noun group from Question 2 and use it in a sentence.

4. Underline the noun groups in the sentences below.

a) The bright, white full moon shone in the sky.

b) A huge, fierce brown dog barked.

c) Two red spotty frogs jumped onto the lily pad.

d) The friendly, tired old man sat on the bench.

e) A large modern brick house is being built.

5. Choose three nouns (head words) from the box below. Write three sentences that each contain a noun group with your chosen nouns as the head word.

rocket	flower	teacher	town
bus	school	city	restaurant

1. _____

2. _____

3. _____

Noun Groups

Noun groups are a group of words built around a noun.

A noun group includes a noun and some extra information.

Adjectives are often used in noun groups to describe the noun.

Create some noun groups by adding two adjectives to each of the following nouns. An example has been done for you.

Example:	The bright and speedy car
Noun:	car
Adjectives:	bright, speedy
The	_____ and _____ fish
A	_____ and _____ spider
My	_____ and _____ sister
His	_____ and _____ teacher
The	_____ and _____ cave
My	_____ and _____ house
The	_____ and _____ robot
Her	_____ and _____ raincoat
Our	_____ and _____ friendship

Nouns Groups

A group of words built around a noun is called a **noun group**. They more clearly identify the 'things' we want to speak and write about, for example: *a clock, a grandfather clock, the clock in my bedroom, an old, wind-up clock.*

1 Complete the noun groups with nouns of your own choice.

- the long and dusty _____
- a brown, leather _____
- our favourite _____
- a quiet and peaceful _____
- an isolated, country _____
- a wet and windy _____
- a new, multicoloured _____
- an old and wise _____



2 Select three of the noun groups above. Build sentences around them.

3 Use the ideas listed below to form a noun group.

For example: *cave, damp, dark, underground* – the dark and damp underground cave
book, old, faded, leather – an old book with faded leather binding

- a day, windy, wet, cold _____
- b dress, red, new, pretty _____
- c bike, old, rusty, blue _____
- d explorers, brave, adventurous _____
- e rocks, granite, rough, grey _____

4 Box the noun groups in these sentences.

- a The Year 7 class watched an interesting television program about global warming.
- b A white, shining angel was placed on top of the green Christmas tree.
- c A mean, old fox was prowling around the farmer's henhouse.



Use the line button to underline

Fill in your answers in the spaces provided.

Use the zoom magnifying glass to make the sheet larger for you



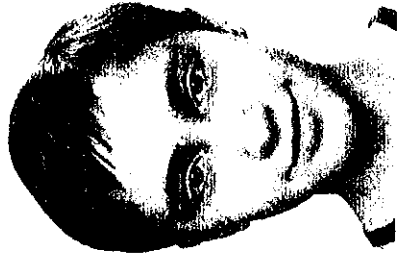


What are abstract nouns?

Friday Week 1

Something abstract is not physical —
we cannot see or touch it.

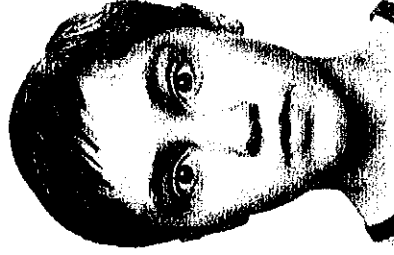
An abstract noun names a thought or
feeling that we can't see, hear or touch.



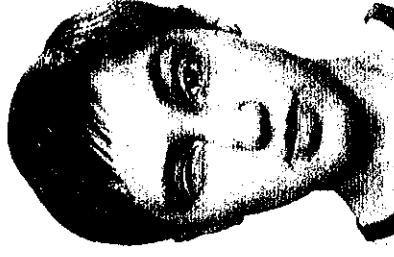
happiness



determination



surprise

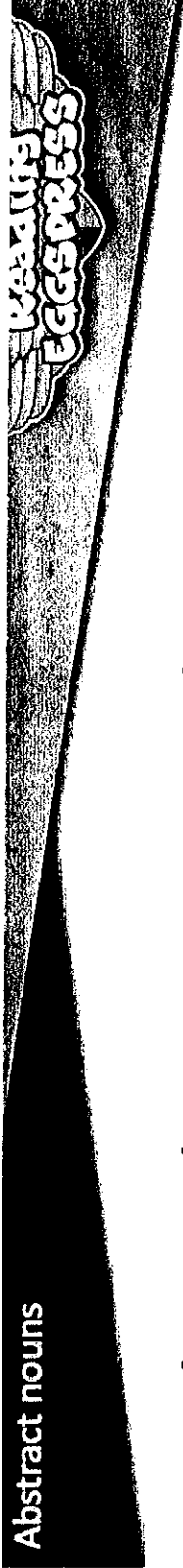


doubt

Which words are abstract nouns?

Ask yourself if you can see or touch it.

<u>justice</u>	<u>encyclopedia</u>	<u>garage</u>	<u>love</u>
<u>hope</u>	<u>sorrow</u>	<u>beauty</u>	<u>dignity</u>
<u>humour</u>	<u>traffic</u>	<u>help</u>	<u>information</u>
<u>coffee</u>	<u>expectation</u>	<u>boredom</u>	<u>confusion</u>
<u>hunger</u>	<u>despair</u>	<u>happiness</u>	<u>house</u>
<u>emu</u>	<u>embarrassment</u>	<u>park</u>	<u>symphony</u>
<u>grief</u>	<u>longing</u>	<u>harbour</u>	<u>honesty</u>
<u>pickle</u>	<u>confidence</u>	<u>pride</u>	<u>pit</u>
<u>photograph</u>	<u>trust</u>	<u>ledge</u>	<u>gutter</u>



- A noun is a naming word. An abstract noun names a thought, feeling or something else that we can't see, hear or touch (e.g space).
- In the following sentence, the abstract nouns are red. *The story tells of great joy and happiness.*

Abstract nouns are ideas or concepts - things that you feel or think about.

Circle the abstract noun(s) in each sentence.

We need to think about the importance of friendship.

You can see the love this father has for his son.

Bradley looked at the chocolate cake with greed in his eyes.

After Thanksgiving dinner everyone patted their full stomachs with satisfaction.

Here eyes were full of hope as she opened her report card.

We would like to see justice served.

My childhood memories are a source of great joy for me.



Use the line button to underline

Concrete and Abstract Nouns

Concrete nouns are words to name a person, animal, place or thing.

Abstract nouns are words to name our thoughts and feelings.

Decide whether each of the following nouns is abstract or concrete. Write the noun in a sentence.	
fun	abstract / concrete
tree	abstract / concrete
dream	abstract / concrete
school	abstract / concrete
love	abstract / concrete
lunchbox	abstract / concrete
dog	abstract / concrete
playground	abstract / concrete

Abstract Nouns 1

Nouns that name our thoughts and feelings are called abstract nouns, for example *hope, anger, love, disappointment, greed, beauty, tolerance*.

- 1 You cannot see or touch abstract ideas – they exist in your thoughts and in your feelings.

Circle only the nouns that name abstract ideas.

sorrow porcupine glamour clarinet chieftain
hope anger lantern container tolerance
happiness laundry despair chalk grief



- 2 Find and circle the abstract nouns in these sentences.

- a We watched in despair as the dam levels dropped lower and lower.
b It was such a disappointment when our team lost the match.
c The story tells of great moments of sadness and of happiness.
d The searchers gave up all hope of finding the missing boy before nightfall.
e With longing in his heart, the puppy watched the people passing the pet shop.

- 3 Write three sentences beginning with these abstract feelings.

- a In a fit of anger _____
b In a voice filled with fear, _____
c With great excitement, _____

- 4 Write three sentences about these abstract thoughts:

honesty confidence solitude

Fill in your answers in the spaces provided.

Use the zoom magnifying glass to make the sheet larger for you

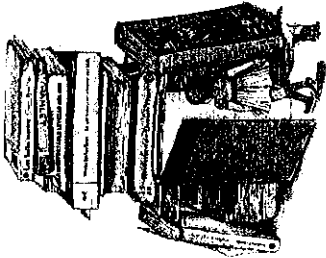


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Use the line button to underline



Reading LogTerm 2



Day	Name of Book	Time Read
Wednesday		
Thursday		
Friday		

Wednesday...

Thursday...

Friday...

PROBLEM OF

THE DAY

STAGE 3 WEEK 1-2

TERM 2

WEEK ONE

WEDNESDAY

Find the quotient of 270
and 2.

THURSDAY

Farmer Rick has 8260 cattle spread evenly across 5 paddocks. How many in each paddock?

FRIDAY

Option one: Yearly
subscription for \$232

Option two: Monthly
subscription for \$34

Which is better value?
Why?

Week 1 - Term 2

Complete each day's math mental and return to your teacher each day.

2 x 7 =	6 x 5 =	9 x 4 =	4 x 6 =	3 x 4 =
1 x 7 =	10 x 5 =	6 x 6 =	3 x 5 =	8 x 6 =
6 x 5 =	9 x 6 =	3 x 5 =	4 x 5 =	10 x 7 =
1 x 5 =	10 x 6 =	8 x 4 =	2 x 7 =	3 x 6 =
6 x 5 =	3 x 6 =	9 x 5 =	7 x 7 =	8 x 7 =
3 x 5 =	7 x 7 =	1 x 4 =	2 x 6 =	6 x 5 =
2 x 7 =	5 x 5 =	10 x 4 =	1 x 7 =	4 x 4 =

$6 \times 6 =$	$1 \times 2 =$	$2 \times 5 =$	$5 \times 5 =$	$4 \times 4 =$
$2 \times 2 =$	$6 \times 6 =$	$1 \times 5 =$	$4 \times 5 =$	$5 \times 4 =$
$5 \times 5 =$	$10 \times 5 =$	$4 \times 5 =$	$6 \times 3 =$	$9 \times 2 =$
$2 \times 2 =$	$9 \times 3 =$	$5 \times 7 =$	$4 \times 3 =$	$8 \times 2 =$
$8 \times 6 =$	$2 \times 6 =$	$7 \times 4 =$	$3 \times 2 =$	$5 \times 4 =$
$2 \times 4 =$	$5 \times 2 =$	$1 \times 4 =$	$7 \times 5 =$	$3 \times 3 =$
$8 \times 6 =$	$2 \times 7 =$	$9 \times 5 =$	$4 \times 3 =$	$7 \times 3 =$

$2 \times 4 =$

$6 \times 5 =$

$10 \times 7 =$

$3 \times 2 =$

$4 \times 5 =$

$8 \times 6 =$

$4 \times 7 =$

$5 \times 6 =$

$10 \times 5 =$

$9 \times 4 =$

$9 \times 5 =$

$7 \times 4 =$

$1 \times 7 =$

$5 \times 6 =$

$10 \times 6 =$

$6 \times 7 =$

$1 \times 2 =$

$7 \times 4 =$

$8 \times 3 =$

$3 \times 4 =$

$4 \times 7 =$

$6 \times 5 =$

$10 \times 6 =$

$5 \times 3 =$

$1 \times 5 =$

$9 \times 6 =$

$1 \times 4 =$

$6 \times 3 =$

$10 \times 6 =$

$5 \times 4 =$

$6 \times 4 =$

$9 \times 6 =$

$5 \times 2 =$

$7 \times 6 =$

$3 \times 6 =$



Chance

Week One

Lesson One

Wednesday



Chance of number being drawn- Experiment #1



What you'll need:

- Random number generator (Random Number Generator) or Dice
- Pen/Paper or Slides (these ones) to record results

Your Task:

Prediction:



- In this task you will be required to predict what number (1-6) will be rolled the most frequently after 20 rolls.
- **Before rolling**, predict in the box to the right what number you believe will be the most frequently rolled and why it will be the most rolled.
- On the following slide, record your results in the table provided.
- Comment on the results that you found.

Results

	How many times rolled
1	
2	
3	
4	
5	
6	

What number was rolled the most?

What number was rolled the least?

Do you think a friend would have the same results as you?
Why/Why not?

If you were to re-do the task, would your results be the same? Why/Why not?



Lesson Two

Thursday



Chance of number being drawn- Experiment #2



What you'll need:

- Random number generator ([Random Number Generator](#)) or piece of paper cut into slips and numbered one to ten.
- If you're not on a computer, you'll need a hat/bag to draw from.
- Pen/Paper or Slides (these ones) to record results

Your Task:

Prediction:



- In the previous lesson, we saw that the ‘randomness’ of a number being drawn or rolled on a dice is always even chance.
- This task will see you use 10 numbers instead of 6.
- Repeat the same process (put the numbers back in the hat as you go if you’re not using a random number generator) as the previous lesson.
- On the box on the right, record your prediction on how you think the results of this experiment will be different.

Results



What number was rolled the most?

What number was rolled the least?

How is this task different to the previous lesson?

What are the chances of rolling a 6 in this task in comparison to the previous task.

	Times rolled	Times rolled
1	6	
2	7	
3	8	
4	9	
5	10	

Lesson Three

Friday



Chance of a colour being drawn- Experiment #3



What you'll need:

- A piece of paper cut into 20 squares.
 - Colour 13 **blue**
 - Colour 5 **green**
 - Colour 3 **red**
 - Colour 2 **black**
- A hat or bag that you cannot see into.

Your Task:

Prediction:



- In the previous lessons, we saw that the 'randomness' of a number being drawn or rolled on a dice is always even chance. If we have 6 colours, this principle will remain the same.
- In this task, the chance of you drawing a given colour will change dramatically.
- Put all 20 coloured slips of paper into the hat/bag. Ensure you cannot see in.
- Draw 10 slips of paper out of the bag. **Put the paper back in once you have drawn it.** Predict what colour will be drawn the most/least.
- Record your results using the table.
- Answer the questions.

Results



What colour was drawn the most? Were you surprised by this?

What number was drawn the least? Were you surprised by this?

What are the chances of pulling out a yellow piece of paper?

How would this experiment change if you were to leave the coloured paper out of the hat each time you drew the paper?

Colour	Chance of being drawn	Times drawn
Blue	1/20	
Green	1/20	
Red	1/20	
Black	1/20	

Wednesday Week 1
Term 1

Write what you would do here

With Friends 1

Your best friend has a new toy that
you really like. You ask to see it and
they say no.

What do you do?

Write what you would do here

With Friends 2

You see your friend whispering to
someone else and looking at you.
When you come over, they stop
talking.

What do you do?

Write what you would do here

With Family 1

Your brother or sister borrowed
something important from you and
hasn't given it back.

What do you do?