# Home Learning Pack 7: Stage 3



# Digital resources to support learning at home.

Students can access their accounts for the following programs:

- Prodigy (Maths activities) <u>https://sso.prodigygame.com/login</u>
- CARS and STARS (Reading and comprehension)- https://app.carsandstars.com.au/

The following are websites that have stage appropriate activities.

- Maths Magician (Timed Multiplication) <u>https://coolsciencelab.com/math\_magician.html</u>
- The Squiz (podcast approx. 10 minutes of news and current affairs) -<u>https://www.thesquiz.com.au/podcast/</u>
- BTN (Behind the News) https://www.abc.net.au/btn/
- Kids News (literacy resource) https://www.kidsnews.com.au/
- Everyday Maths Hub -<u>https://education.nsw.gov.au/campaigns/mathematics/everyday-maths</u>
- Education Live Stream, 10am every weekday-<u>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</u>



# Home Learning – Stage 3 – Pack 7 - 2021

The following activities will be based on the Guided Learning Packages from the Department of Education – Week C. We have included support material to guide the completion of activities for students without access to technology. You may need help from a parent/carer and the resource pack from your teacher. All video links for today can be found at:

https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-3/monday



# Home Learning – Stage 3 – Pack 7 - 2021

All video links for today can be found at:

https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-3/tuesday

	Day 2
Morning	English - <u>Read to Self</u> : Spend 15 – 20 minutes reading. <u>Word Work</u> : No spelling list this week
	<ol> <li>Category Challenge</li> <li>Listening - ABC kids news or Squiz Kids</li> <li>Reading &amp; Viewing – Mr Erasmus does the tango</li> <li>Reading - Identifying and Analysing Similes</li> </ol>
	BRAIN BREAK
	Let's watch Education Live! This will start at <b>10am each day</b> . Don't worry if you miss it, you'll be able to re-watch it at any time.
	https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-hom e
Middle	Mathematics – Ninja Maths: Use a timer to see how many you get done in 5 minutes <i>or</i> see how long you take to complete each column.
	Matharoo Word Problems: Work through the Matharoo Word Problems at your level. Complete as many as you can by the end of the week.
	Mathematics –
	<ol> <li>Super Shapes</li> <li>Strike it out!</li> </ol>
Afternoon	HISTORY - Democracy, Key Figures and Events



# Things you need

Activity	You will need	
Most activities	Workbook, pen or lead pencil, Optional: iPad, phone, or computer	
Brain Break	Choose some items from around the house to balance (e.g., cards, rocks, a broom)	
Strike it out	Coloured pencils or textas	
HSIE	Highlighter	

During the day make sure you take time to

- 1. do a care and connect
- 2. take a brain break
- 3. do some physical activity

### Care and connect – Category challenge

For this challenge you need a timer, a piece of paper and pencil.

Do you remember you time for yesterday's category challenge? Let's see if you can beat it.

Press the timer. Challenge yourself to write down your responses as quickly as possible that starts with each letter of TUESDAY.

An ice-cream flavour – T

Something you can wear - U

Someone you know – E

Something you buy at the supermarket – S

Something you pack in a suitcase – D

Something you can do to feel better - A

A three-letter word – Y

#### Brain break - Balancing objects



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- Collect some items from around your house you could balance (e.g., a deck of cards, some rocks, or a broom).
- 2. See if you can stack them up to balance.
- 3. Can you make a tower of cards? Or a tall pile of rocks?

Challenge: Can you balance a broom to stand on its own?

#### English – Activity 1 – Listening: ABC KidsNews

Scan the QR code to listen to 'Kids News' (ABC). If you can't listen to these stories, listen to, or read a different story. You could ask a family member to tell you a story, or you could listen to an audio book of your choice.

After listening to or reading each story, tell somebody something new you have learnt.

In your workbook, write down the interesting facts you heard or read.

"Listening cat" by naobim is licensed under <u>CC BY 4.0</u>

#### Challenge

Research more facts about one of the stories.

List anything you would like to know more about from the stories you heard.







# English – Activity 2 – Reading and viewing: Mr Erasmus does the tango



Scan the QR code to listen to the story 'Mr Erasmus does the tango' by Geoffrey McSkimming. If you are unable to listen to this story, choose your own imaginative text to read.

As you listen to the text, or read your own story, think about the language the author has used to create a detailed picture in your mind of the characters and events.

In your workbook, record examples of

- adjectives (describing words e.g., sunlit, high-walled),
- interesting verbs (e.g., tucked, nestled, soared),
- adverbs (words that tell us more about a verb e.g., gracefully, swiftly)



"Mr Erasmus" by The School Magazine is licensed under CC BY 4.0

# English – Activity 3 – Reading: Identifying and analysing similes in text



Scan the QR code to listen to today's lesson or read the following information.

Today we will be exploring similes in texts.

"How clever he looked! How quick and sharp and full of life! He kept making quick jerky little movements with his head, cocking it this way and that, and taking everything in with those bright twinkling eyes. He was like a squirrel in the quickness of his movements, like a quick clever old squirrel from the park."

Charlie and the Chocolate Factory by Roald Dahl (1964)

Can you find the simile? What two things is the author comparing in this simile?



Your task Highlight or underline any similes you find. Circle the two things being compared. Find whether the author has used "as…as" or "like."

#### Text example 1

Floating freely Her wings spread apart-As quick as a flash She dives straight like a dart!

#### Text example 2

Jack knew that the tide was coming in, he knew he would have to move quickly. The sand gave way beneath his feet as he marched like an army approaching.

#### Text Example 3

It wouldn't be long now. The doctor's surgery had a queue a mile long – like a never-ending piece of string. He sat nervously, waiting for his name to be called. His mother was as calm as the smooth water that he had been so looking forward to swimming in. He sat with his wrist that was as limp as a rotten banana – he hoped it wasn't broken!

# Activity 2: Impact of similes

Similes help readers to visualise what is happening in a text. They also help readers to become engaged and enjoy what they are reading.

Look at the text below. Highlight the similes you can find. What impact do the similes have on the story? Record your answer in your workbook.

All at once, as fast as the airborne golf ball, a memory shot into Mr Erasmus's mind. He reached into his pocket and pulled out his great-uncle's journal.

Sylphie grinned and then darted, like a flash of mercurial lightning, out from under the branches and into the garden, where she scooped something up from the grass. She was back under the willow branches with Mr Erasmus before he had a chance to blink thrice.

They both watched as another golf ball, airborne like a missile, shot across the garden. It fell onto the roof and bounced down-Knock! Knock! Knock! —onto the ground.

'Mr Erasmus Does The Tango' by Geoffrey McSkimming. Published in The School Magazine Orbit 8, 2020



This task requires a LOT of mathematical reasoning. You must analyse problems so you can think about using what you already know to solve what you do not know yet.

- 1. Can you discover the value of each of the shapes in each of the problems?
- 2. Record your thinking in your workbook to share your thinking with your teacher.
- 3. If you need some suggestions try watching the video by scanning the QR code.



# Super shapes

#### (From NRICH maths)

Each of the following shapes has a value:



The value of the red shapes changes in each of the following problems.

Can you discover its value in each problem, if the values of the shapes are being added together?





This activity is an easy one to do on your own or you could take turns with a partner. It comes from Nrich maths. You can watch the game being played by using the QR code or reading the instructions



#### Instructions

Start by drawing a number line from zero to 20.



You are now going to use a maths strategy of addition or subtraction to make up a question. In this game below they used 5 + 10 =15.

- 1. Cross out the numbers used for the algorithm in this one it was 5 and 10.
- 2. Circle the sum or difference of the numbers (15) and record the calculation below the number line.

For example, in the demonstration video, the first go looked like this:



- 3. The next move must start by crossing out the number circled by the first player.
- 4. Then think of another algorithm you can create and then cross out a second number that not already used.
- 5. Then circle the sum or difference of the numbers and record the calculation.

For example, in the demonstration video, the second go looked like this: (orange)



The goal is to see if you can use up all the numbers. **Remember** that you can't use a number again once it is crossed off.



If you were playing the game below, is there another move you can make? Can you see a move you could make next? If you can, write it below. If not, what could you have done differently in the game?



### HSIE – Activity 1 – Democracy

Scan the QR code to watch the teaching video on Democracy or read the instructions below.



Today we will be learning what the term democracy means and what it means in Australia.



What is democracy? In your workbook - write down what you think democracy is. At the end you will come back to this and see if your understanding has changed.

#### <u>Activity:</u>

Read this information and highlight some of the values of democracy

#### Information:

Long, long ago in ancient Greece, the people of Athens were in danger. The Persians were planning an attack. Some people in Athens wanted to have a war but not everyone in the city wanted to. To give the people more of a say on big decisions, the Greeks came up with something they called democracy. Democracy is a mashup of two Greek words, demos, meaning people and cratos meaning power or rule. So together it basically means - rule of the people (people make decisions). They let people vote on issues so they could have a say on what affects them. Unfortunately, they didn't really mean everyone. Women, slaves, and the poor (people who were poor) were not allowed to vote. That still left thousands of men and all of them were allowed to attend meetings and vote on any issues that were important to them. The ancient Greeks were some of the first people to experiment with better ways of leading their people. While their system was far from fair, it was a pretty revolutionary idea while it lasted.

As time went on, new rulers took over. Things changed and democracy kind of died out for a while. By the Middle Ages, monarchies had become popular. That's where Kings and Queens rule and the people don't get a say. But an important document called Magna Carta evened things up a little by promising people some very basic rights. Slowly over the next few hundred years the idea of democracy started to take hold again.

Fast forward to today and democracy is the most popular form of government around the world. But it works very differently to how it did in ancient Greece. In Australia we have something called a representative democracy. That means that unlike ancient Greece where everyone went to meet and vote on laws, we elect a representative to do that for us. They're our politicians and they represent us in Parliament. It's their responsibility to keep in touch with their voters and make sure their voices are heard on a national level.

Some really important values also form the basis of our democracy here in Australia. We're guaranteed the freedom to express our views without getting into trouble. Equal rights for people from all different backgrounds and the right to justice, and a fair and independent trial. That's democracy in Australia.

Well done and I hope you have a clearer understanding of what democracy means.

#### Some democracy value key words you may have highlighted:

- Freedom
- Equality
- Fairness
- Justice
- Freedom of election and being elected
- Freedom of assembly and political participation
- freedom of speech
- rule of law

#### <u>Reflection:</u>

What is democracy? In your workbook you wrote down what you thought democracy was at the start of the lesson. Has your understanding has changed? Write a new definition for Democracy

# HSIE – Activity 2 – Key figures and events

Scan the QR code to watch the teaching videos on Key figures and events Part 1 and Part 2 or read the instructions below.



Part 2

The Parliamentary Education Office Video can be accessed through the website: <u>https://edu.nsw.link/vjz9ye</u> or you can read the information below.

In this activity we will be continuing to learn about democracy. You will be learning to understand the process of, and the people who contributed to, the Federation of Australia.

#### () Information:

On 1 January 1901 Australians celebrated not only a new year but the birth of our new nation.

100 000 people gathered in Centennial Park to watch as Queen Victoria's representative, the Governor-General Lord Hopetoun, proclaimed the Commonwealth of Australia. They cheered as Edmund Barton was sworn in as Australia's first Prime Minister.

Before 1901 Australia was not a nation. Rather, it was 6 separate British colonies. They were like 6 different countries. Each one had its own parliament, laws, and small defence force. They each taxed goods brought in from the other colonies. They also issued their own stamps, and even built different railway systems, which made travel across the continent very difficult.

The people living in these colonies began to identify themselves as 'Australians' and started to think that the colonies would work better if they united as a nation. They felt a national government should look after things like defence, trade, immigration, and foreign policy.

During the 1890s, representatives from each colony met to create a set of rules for how this new nation would work. These rules are known as the Constitution.

In 1899 and 1900 the people in each colony agreed to the Constitution by voting in referendums. It was the first time in history that a group of people voted to create a new nation.

But the colonies were still under the law-making power of Britain. Before they could unite, they needed the approval of the British Parliament.

In July 1900, the British Parliament passed a law—the Commonwealth of Australia Constitution Act. The 6 colonies became the 6 states of Australia and federal Parliament was created. This is known as federation.

On 1 January 1901 federation was celebrated across Australia with parades, street parties, picnics, and fireworks.

The first federal Parliament met later that year in Victoria's Parliament House. Australians were ready to unite as 'one people', under 'one flag' with 'one destiny'.

Many people made significant contributions to the Federation of Australia

# Research task:

<u>Option1</u>: Choose to research one person, or more if you wish from this list:

- Sir Henry Parkes
- Edmund Barton
- Louisa Lawson
- Vida Goldstein
- Alfred Deakin

In your workbook – your notes should include the name of the key person and an explanation of their contribution in the development of Australian democracy.

Key questions for your research:

- Who was the person?
- What was their viewpoint on Federation?
- What was their contribution to the establishment of Federation?

<u>Option 2:</u> If you are unable to research, make notes using the information provided above and create a presentation about Federation

#### Present your work:

Think of a creative way you could present your work for others to view.

You might use your workbook or piece of paper and present your research as a report.

You could use a computer or device. You could create a Google Slides or PowerPoint presentation, a poster or written answers to the questions.

You could choose to do a video. You could do a news report or record your voice reading your research.

Make sure you send your finished product to your teacher.

# Home Learning – Stage 3 – Pack 7 - 2021

All video links for today can be found at:

https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-3/wednesday

	Day 3
Morning	English - <u>Read to Self</u> : Spend 15 – 20 minutes reading. <u>Word Work</u> : No spelling list this week.
	<ul> <li>English –</li> <li>1. Category Challenge</li> <li>2. Speaking and Vocabulary - Sandcastles</li> <li>3. Reading - Creating Similes</li> <li>4. Writing - First Time Simile Event</li> </ul>
	BRAIN BREAK
	Let's watch Education Live! This will start at <b>10am each day</b> . Don't worry if you miss it, you'll be able to re-watch it at any time. <u>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-hom</u> <u>e</u>
Middle	Mathematics – Ninja Maths: Use a timer to see how many you get done in 5 minutes <i>or</i> see how long you take to complete each column.
	Matharoo Word Problems: Work through the Matharoo Word Problems at your level. Complete as many as you can by the end of the week.
	Mathematics –
	<ol> <li>Same and Different</li> <li>Hit it!</li> </ol>
	PDH - Why should we be active? How can we be active?
Afternoon	PE - Obstacle Golf - Opposite Hand



# Things you need

Activity	You will need	
Most activities	Workbook, pen or lead pencil, Optional: iPad, phone or computer	
Brain Break	Timer	
Same and different	Coloured pencils or textas	
Hit it	0-9 dice or playing card Ace to 9 or numeral cards.	
PD/H/PE	a soft object to throw (for example, socks, soft toy, scrunched-up paper) 3 objects to create targets for objects to hit (for example, bucket, a long piece of string laid in a circle, an 'X' formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree) 3 or more different unbreakable objects to act as an obstacle	

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Category Challenge

Challenge yourself to write down your responses as quickly as possible that starts with each letter of W E D N E S D A Y. Press the timer. GO!

Something that you can wear – W

Something that you can eat for breakfast - E

Something people are afraid of - D

Something you love – N

Something physical you can do - E

Something in the sky – S

Somewhere you can go on holidays - D

A country – A

A four-letter word – Y

#### Brain break - Balance on one leg



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Can you balance on one leg and count to 30?

Next, try to balance on your other leg for 30 seconds?

Which one was easier?

How long can you balance without putting your foot down?

# English – Activity 1 – Speaking and vocabulary: Sandcastles



"Sandcastle" by FabianZepeda is licensed under CC BY 4.0

Look at the picture of the sandcastle. In your workbook, brainstorm words that you could use to describe the sandcastle. You could include adjectives (describing words, for example rough, crystallised), adverbs (a word that describes a verb, for example, majestically) and figurative language (for example, similes – rough as sandpaper).

Don't forget to include descriptions about colour, size and shapes. Remember to use your five senses. What can you see, hear and smell? What are the textures you can feel? Would the sandcastle be fragile or strong?

If you can, describe the sandcastle to someone in your home. You may also like to record your description on a recording app on a phone or computer. Sandcastle Description - remember to include lots of details.

### Challenge

Describe the sandcastle to someone else and see if they can draw your description in the space below.



# English – Activity 2 – Reading: Creating similes

Scan the QR code for today's lesson, or read the following information.

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was <u>as slow as a snail who was running on an empty battery.</u>
- The kite took flight <u>as if</u> an albatross launching with the wind from the highest peak.



In your workbook, create your own descriptive similes to help your reader imagine exactly what you are seeing.

- The saucepan bubbled....
- He was as quick as...
- She ran....

Similes can bring characters to life! We'll begin with a brainstorm of a character. This is Miss Trunchbull from the book 'Matilda' by Roald Dahl.

	Looks like tank brick wall thick eyebrows wiry hair dirt encrusted bulging stomach	Sounds like • foghorn • loudspeaker • rough • screeching bird
And the	<ul> <li>Smells like</li> <li>moth balls</li> <li>dust</li> <li>musty leather</li> </ul>	<ul><li>Feels like</li><li>oily face</li><li>scaly legs</li></ul>

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.



Choose one of the descriptive words from the above table and create your own similes. Remember the simile needs to compare two things. For "Looks like", we have compared her stomach to a tightly strung ham. Finish the other three quadrants.

Looks like	
Her stomach bulged like a tightly-strung ham	Sounds like
	Her voice boomed
Smells like	

Now choose your own character from a story. Write descriptive words for your character. Choose one of your descriptive words from each quadrant and create a simile.

	Looks like	
		Sounds like
My character is:		
	Smells like	
		Feels like
My similes		

# English – Activity 3 – Writing: First time simile event



Scan the QR code for today's lesson or read the following information.

We are going to write a description using similes. For this task, you need to think of an activity you did for the first time and describe this event. Let's look at an example of how you might be feeling when you go on a skiing trip for the first time.

	Feeling	Simile
How were you feeling before the event?	Excited	I was as excited as a dog when he sees a large bone.
How were you feeling during the event?	Nervous	I was feeling as nervous as an acrobat on a trapeze.
How were you feeling after the event?	Exhilarated	I was feeling as exhilarated as an athlete winning a medal at the Olympics.



Think of something you are doing for the first time. In the table, record your feelings. Think of a simile that compares your feeling to something else. Remember to use "like", "as...as" or "as if".

	Feeling	Simile
How were you feeling before the event?		
How were you feeling during the event?		
How were you feeling after the event?		

### Mathematics – Activity 1 – Same and different

Numbers and patterns are interesting things. They are in the world around us everywhere. We all see things differently and notice different things.

Look closely at the picture with all the circles. Can you see they are the numbers 1-20? Can you see any patterns that interest you?

Colour in the numbers to 20 and show some of the patterns you can see. You can do it here on the picture.



Can you explain some of the patterns and why you coloured things in a certain way?

Now let's look at the coloured numbers. Why do you think they have used different colours in different numbers?



Write here some of the things you notice.

#### What is some of the mathematics here?

We can see that bigger numbers are made up of smaller numbers, and these visuals help us see the composition of numbers.

Some numbers can be partitioned into equal groups in different ways, and other numbers can't be partitioned into equal groups at all.

Numbers can have the exact same value, but look quite different. Just look at these two ways of representing 8.

If you have time, why not try the next page which has numbers up to 50. What patterns can you see?



Scan the QR code to see what the Maths team found interesting when they looked at this.





You will need:



This is a two-player game.

- You need to come up with a target number, which is the same number for both of you. It needs to be a multiple of 100 (for example 200 or 500).
- Each player, on their own piece of paper, put three dashes (\_ \_ \_). This is where they will write their numbers on to.
- Player one will roll their dice and think about one of the dash's to put their number into. The goal is to get as close to the target number as possible.
   If I roll a 7 I can put it as 7\_\_ so 7 hundreds or \_ 7 \_ for 7 tens or \_ \_ 7 for 7 ones.
- Keep rolling, filling in your dashes till you and your partner have a three-digit number. Explain to your partner how close you are. Whoever is closest wins.
- Play again with the same target number or maybe try a bigger number (still a multiple of 100) but with four digits like 5000.





#### What does the word active mean?

Being active means moving your body.

You can be active both inside and outside your home.

Being active can include actively playing with your family and friends, playing a sport or other exercise such as skipping.

#### What are the benefits of being active?

- Stronger bones and muscles
- Feeling happy
- Better sleep
- Improved balance, coordination and skills
- Improved concentration
- Meeting new people

#### How do different environments help us to be active?

We can use different natural and built environments to be active. Examples of natural environments include the beach, national park, river and bushland. Examples of built environments include a playground, gym, stadium, backyard, home and school play space.

# Complete the activity:

Choose a natural or built environment that you have access to. Once you choose your environment you need to explain how you can be active in the space. For example, in your workbook you might write a letter to a friend explaining how they could be active in the environment, you might create a map that shows someone how they could be active in the environment, or you might record a list of activities and explain how you could do them in the environment.



#### advanced

Scan the QR code to watch the teaching video on Obstacle Golf advanced or read the instructions below.

1. Create 3 targets that you can safely throw a soft object towards. Choose a 'starting point' where you will throw the object from. Place each target at different distances from the 'starting point'. Where possible, create targets that are different to ones created in previous lessons (if you completed previous weeks). Consider the size, shape and whether the object to be thrown needs to hit it or land inside it.

2. Choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the 'starting point' and the target.



Your challenge is to create an inclusive learning environment by modifying rules and scoring systems. To do this you will play 'Obstacle golf – advanced – opposite hand'. An inclusive environment is where everyone can participate.

Imagine your preferred throwing hand is representing you while your opposite hand is representing one of your peers. In other words, your right hand is versing your left hand.

Your preferred hand is the one you use to throw most of the time while your opposite hand is the hand you don't usually use.

Consider how your throwing may be more accurate when using your preferred hand and any differences in technique and success to when you use your opposite hand.

Create rules and a scoring system that will allow both hands to be fairly evenly matched.

**In your workbook** - record the rules and scoring system you have developed or modified to make the game of 'Obstacle golf – advanced – opposite hand' inclusive and evenly matched.

#### Example rules include:

Preferred hand

- must take 3 steps back to the first throw
- uses the object that has many corners in many different directions
- has first attempt so the opposite hand can evaluate their strategies and use them to plan their own strategies.

#### Example scoring systems include:

Opposite hand

- receives one bonus throw that is not counted to the score
- scores a bonus throw if they can get the object to rebound off the obstacle
- scores bonus points when throwing overarm because it is more difficult than underarm.

#### Play 'Obstacle golf – advanced – opposite hand'

1. Throw the object towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.

2. Repeat the challenge 5 times for each of the 3 targets.

3. Draw the table into your workbook and record how many throws it took to hit each target.

How many throws did it take to hit the target?	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Target 1 – preferred hand					
Target 1 – opposite hand					
Target 2 – preferred hand					
Target 2 – opposite hand					
Target 3 – preferred hand					
Target 3 – opposite hand					

#### **Reflection**

Reflect upon your performance in the game of 'Obstacle golf – advanced – opposite hand' and record your responses in your workbook.

Explain how you refined your strategy and throwing technique during the game Obstacle golf to effectively use the rules and scoring system.

Explain any changes you would suggest to make the game more inclusive.

# Home Learning – Stage 3 – Pack 7 - 2021

All video links for today can be found at:

https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-3/thursday

	Day 4
Morning	English - <u>Read to Self</u> : Spend 15 – 20 minutes reading. <u>Word Work</u> : No spelling list this week.
	English – 1. Category Challenge 2. Vocabulary - Word Cline 3. Reading and Viewing - The Sea (Part 1) 4. Writing - Simile Poems (All About Me)
	BRAIN BREAK
	Let's watch Education Live! This will start at <b>10am each day</b> . Don't worry if you miss it, you'll be able to re-watch it at any time.
	https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-hom e
Middle	<b>Mathematics – Ninja Maths:</b> Use a timer to see how many you get done in 5 minutes <i>or</i> see how long you take to complete each column.
	Matharoo Word Problems: Work through the Matharoo Word Problems at your level. Complete as many as you can by the end of the week.
	Mathematics –
	1. reSolve Bakery 1
	3. reSolve Bakery 3
	GetActive@Home - Striking
Afternoon	SCIENCE & TECHNOLOGY -
	Representing Numbers and Representing Letters



# Things you need

Activity	You will need	
Most activities	Workbook, pen or lead pencil, Optional: iPad, phone or computer	
Brain Break	Ball (inside options – teddy bear, rolled up socks or rolled up piece of paper)	
Physical Activity	6 small soft balls (or 6 pairs of socks or similar small soft objects) Tennis or squash racquet (or similar) A washing basket or bucket	
Science and Technology	Cardboard to make 6 cards. (size, approximately 10x15cm).	

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Category Challenge

Can you beat your previous times? You know the rules – one word for each letter of T H U R S D A Y. Here we go. Press the timer. GO!

Something you wear on your feet – T

Something in your house – H

A four letter word – U

Something that tastes nice – R

Something fun you do on a school day - S

Something you take to the beach – D

A vegetable – A

Something that is yellow - Y

## Brain break – Throw and Clap



If you're outside: use a tennis ball (make sure you have plenty of space around you).

If you're inside: use a teddy, a rolled-up pair of socks or a scrunched up piece of paper (make sure you have plenty of space around you).

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Throw the ball up in the air and catch. Throw the ball up, clap while it's in the air and catch. Throw the ball up, clap twice while it's in the air and catch.

Challenge: What is the most number of claps you can do before you catch the ball?





Scan the QR code to watch the Physical Activity video or read the instructions below.

- 1. Collect the items you need (see the things you need list)
- 2. Warm up your body Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds. Spend 3 minutes stretching your muscles.
- 3. Using your racquet pick up 1 ball and do 10 little hits up then pick up the next ball and do 10 little hits. How many balls can you get through in 30 seconds?
- 4. Stand side on. Hold your racquet and practice slowly swinging your racket in the forehand motion (see picture) and pretending to hit a ball.
- 5. Using a ball of socks and your basket or bucket practice standing side on and hitting the socks gently towards the basket or bucket. How many times can you hit the basket or bucket with the socks in 30 seconds?
- 6. Turn and face the other side. Hold your racquet in the same hand and practice slowly swinging your racket in a backhand motion and pretending to hit a ball.
- 7. Repeat step 5 doing your backhand with
- 8. If you don't have a racquet you could do these activities using your hand
- 9. Challenge: How far away can you have the basket or bucket and still hit your socks into it?



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# English – Activity 1 – Vocabulary: Word cline



Scan the QR code for today's lesson or read the following information.

A word cline shows words that have a similar meaning. The words are placed on a 'cline' (or along a line) in the order of their strength.

For example:



In this example, happy is in the middle. If you are feeling happier than happy, you might be feeling delighted. That word goes higher on the cline. If you are feeling content, you can still be happy, but you are not necessarily cheery. That word will go lower on the cline. Use these five words and put them in order. Strong has been placed on the cline for you. What word means the strongest? Put that at the top of the cline. What word means the least strong? That word goes at the bottom.



Complete the task for words that mean fragile. Which word means the most fragile? Which word means the least fragile?



## English – Activity 2 – Reading and vocabulary: The Sea – Part 1



Scan the QR code for today's lesson or read about the activity below.

#### The Sea by Paula Stevenson

I can smell it first the salty air, feel it crusting my skin, stiffening my hair.

Then I can hear it the engine of the sea roaring, churning.

I race across the stinging sand to the cool fringes of the waves.

My toes disappear footless I stand like a statue on a strange shore.

The waves unroll then retreat exposing my feet on corrugated ridges.

Above me gulls shriek diving like arrows, piercing the skin of the sea.

I trace a trail past glowing bluebottles and beaded seaweed. On the sandy floor of the rock pool three red starfish gaze at the sky above





As you read the poem, sketch the images that come into your head. Add some nouns, adjectives and verbs to describe your sketch. Use a thesaurus to find other words to help you describe what this poem helps you to see in your mind.



39



A "Frayer model" helps us to look at words closely. We have completed an example for you, focusing on the word "crusting".



Choose a different word from the poem 'The Sea' by Paula Stevenson that you are unfamiliar with or one that you would like to investigate further. Write the word in the circle.

Complete the Frayer model for the word you chose. You might like to use an online dictionary to help you.



## English – Activity 3 – Writing: Simile poem -'All about me'



Scan the QR code for today's lesson or read the instructions below.

If someone described you, what are five words that they would use to describe you? For example, you might be busy, creative, hardworking, happy and sleepy.



Write your five words that describe you.



For each word, you are going to write a simile. For example,

l'm as busy as a timer,

As creative as a stained-glass window,

As hardworking as an elephant,

As happy as a well-loved dog,

And as sleepy as a pillow.





Write your own poem and draw or create an image of yourself using the objects from your simile poem.

### Mathematics – Activity 1 – reSolve bakery 1

Today we will be looking at delicious cupcakes and assisting Charlie the baker work out how many cupcakes he bakes a day.

Charlie is a baker who has his own cupcake shop. It is a small shop but very popular. Each day he bakes fresh cupcakes to be sold and this is the tin he uses.

- How many cakes can be baked at one time in this tin?
- How do you know?

Each day, eight different flavours of cupcakes are made. One full tray of cupcakes for each flavour. There is one tray of chocolate, one of vanilla and one of red velvet. There is one tray of strawberry, white chocolate, raspberry, and peppermint-choc. There is even a tray of chocolate marshmallow and one of salted caramel. Don't they look delicious?

> Charlie bakes 8 trays of different flavoured cupcakes each day.

 How many cupcakes does Charlie bake a day?

Now it is your turn to create a poster to show how you solve the problem. You might like to use a copy of the cupcake array to help explain how your strategy works.



ک 😂

222 222222 222222

222 **222222** 







## Mathematics – Activity 2 – reSolve bakery 2

How hungry are you after that last activity? If you have a device to scan the QR code, you can see several different strategies to solve the problem. There is also a new challenge for Charlie, and he needs your help.



AMY orange Jaffa
2 trays of Orange & Cream
2 trays of Coonic
Zational
BARRY sh of the 8 origina
2 trays each
flavours
Lo ingl
DEMI Lof the 8 origina
of 1 tray each of
Gavours Jaffa
trays of Orange & Cream
a braus of Cookies
a 2 this
CHARLIE'S SHO
a tray each of the
cho recurs
flavour

- Amy has put in a special order. She would like Charlie to bake 2 special flavours for a very special birthday celebration. Orange Jaffa and cookies and cream. She would like 2 trays of each.
- Barry has ordered two trays of original flavour for his school's fate.
- Demi has ordered cupcakes to serve after a show in the Town Hall. She has ordered one tray of each original flavour. She would like to try Orange Jaffa and Cookies and Cream and so she has ordered two trays of these as well.
- Charlie also needs to make an extra tray of the 8 original flavours to be sold in his shop. That is 4 trays of each flavour. Four trays of 10 flavours.

How could we look at this problem? One way is that we could use a grid. On the next page you will see how this could be done.



40 trays of cakes can be represented as a grid.

Each large rectangle represents one tray of cupcakes, each small grid square is that rectangle in that rectangle represents an individual cake.

How many cakes does Charlie need to bake?

Create a poster to show how you solve the problem. You might like to use a copy of the grid array to help explain how your strategy works. You might also like to think about the strategies used in the cupcakes example and how we could use those to help you solve this. Think about if you could partition, use equivalent values, double, skip count.



The QR code on the next activity reSolve bakery 3 has some answers once you have tried it. Does one of your ideas match or did you have another strategy?



### Mathematics – Activity 3 – reSolve bakery 3

Charlie has a box that has twelve cakes and he has a box that holds ten cakes.

Inside each box is a flat cardboard tray.

The tray fits snugly in the boxes and has circles cut out of it so the cakes have places to safely sit



28cm



Charlie was folding up boxes for ten and twelve cakes. He put the tray into the box for ten cupcakes. He noticed that the packaging said one side of the tray was twenty five centimetres and the other side was also twenty five centimetres. It was a square.

He looked at the tray for twelve cupcakes. It measured twenty two centimetres on one side and twenty eight centimetres on the other.

#### Both sets of side lengths added to fifty. Charlie was surprised.

- Does this mean that both trays would be the same size? Surely, he thought the tray that holds twelve cupcakes would have a bigger area than the tray that held ten cupcakes.
- Do you think the trays have the same area? If not, which tray do you predict has the biggest area? Select an efficient strategy to determine which area is larger. Remember to show your working out.

# Science and Technology – Activity 1 – Representing numbers



Before the video, make your data cards in one of 2 ways:

- 1. Cut 6 rectangles of approximately 10cm x 15cm from cardboard
- 2. Draw dots and a matching number on one side of each card in the following ways:

Card 1 (1 dot), card 2 (2 dots), card 3 (4 dots), card 4 (8 dots), card 5 (16 dots), card 6 (32 dots).



- 3. On the backs of the cards write a capital N in the middle of each card and the number from the front on the bottom of the cards
- 4. On the dots side of the card write a capital Y in the top right corner of each card

Scan the QR code to watch the teaching video on representing numbers or read the instructions below.



This lesson is the first step to understand the type of information used by computers.

Computers process information to 'decide' how to display pictures, transmit our voices through phones, operate traffic lights and much more. In this lesson we will represent numbers in a way that can be changed to a "yes" or a "no".

#### Activity:

We will now represent the numbers 3 and 19 together

Complete steps 1-7 with your cards:

 Lay the cards out in order with the dots side up. Did you notice the pattern? The dots on each card increase by multiplying by two. Card 1 - one dot. Card 2 (1X2) has 2 dots. Card 3 (2x2) has 4 dots. Card 4 (4 x 2) has 8 dots. Card 5 (8 x 2) has 16 dots. Card 6 (16 x 2) has 32 dots.

2. Today's lesson is about how to represent numbers with a combination of Y and N letters. We can represent numbers by turning the cards over or not turning the cards over. The Y means "yes, we turned the card over". The N means "No, we did not turn the card over".

3. Turn the cards over so the dots are facing up.

4. How do we represent the number 3? The number three only needs three dots. They are card 1 (1 dot) and card 2 (2 dots). Turn all of the rest of the cards over so the N is facing up. N means no and the Y on the dots side means yes.

5. Instead of writing "3", or writing "3 dots", we will represent 3 by writing either a Y or an N for the 6 cards. So the number 3 is written as



6. Turn all cards over so the dots are facing down.

7. How do we represent 19? The card with 32 dots is too high. What about the card with 16 dots? 16 is less than 19 so let's use that card. We cannot use the card with 8 dots because 16 + 8 is more than 19. The next card has 4 dots. 16 + 4 is still higher than 19. We won't use the card with 4 dots. Is 16 + 2 less than 19? Yes. We will turn over the card with 2 dots. Now, 16+2 = 18. We will need to turn over the card with 1 dot. Checking: 16+2+1 = 19.

8. Let's write 19 with a Y or N: Remember, if you turned a card over to show the dots, use Y. If you left the card facing down and not showing the dots, use N.



We have represented numbers 3 and 19 with a Y or N. You can see this in the table below.



	1	2	4	8	16	32
3	Y	Y	N	Ν	Ν	Ν
19	Y	Y	Ν	Ν	Y	Ν
21						
35						

# Science and Technology – Activity 2 – Representing letters and numbers



For this activity we are exploring how letters can be represented by using numbers (dots), and then we will convert the numbers to a yes or a no.

Computers process this information to 'decide' how to display words, which letters to print on a page and how messages are transmitted and received as texts.

This lesson will introduce us to how letters are represented in a way that computers can use.

Use the cards from the previous activity or make them now (see activity 1 for card instructions)

#### Scan the QR code to watch the teaching video on Representing letters and numbers or read the instructions below.



Today you're going to learn how to change the alphabet into a

number system and then change the number system into a series, or a row of, yes's and no's.

Computers use that type of information to process the data that we enter.

Computers don't actually use a yes and a no, they actually use a one and a zero, but we're not talking about that today.

Today you will learn how to convert letters into something that is either a yes or no.

Use the table to see which number corresponds to which letter. (E.g. Q = 17)

	_					_	-					
1	2	3	4	5	6	7	8	9	10	11	12	13
А	В	С	D	E	F	G	Η		J	Κ	L	М

14	15	16	17	18	19	20	21	22	23	24	25	26
Ν	0	Ρ	Q	R	S	Т	U	V	W	Х	Y	Z

1. How do we represent the letter A? The letter A = 1. How do I represent number one? The number one only needs one dot. We only need card 1 (1 dot). Turn all of the rest of the cards over so the N is facing up. N means no and the Y on the dots side means yes.

2. Instead of writing "1", or writing "1 dot", we will represent by writing either a Y or an N for the 6 cards. So the number 1 is written as



3. Turn all cards over so the dots are facing down.

4. How do we represent G? G = 7. The card with 32 dots is too high. 16 and 8 are also too high. The next card has 4 dots. 4 is less than 7. We can use 4. Turn 4 so the dots are facing up. Is 4 + 2 less than 7? Yes. Turn over the card with 2 dots. Now, 4 + 2 = 6 which is less than 7. We will need to turn over the card with 1 dot. Checking: 4 + 2 + 1 = 7.

5. Let's write 7 with a Y or N: Remember, if you turned a card over to show the dots, use Y. If you left the card facing down and not showing the dots, use N.



6. We have represented numbers 3 and 19 with a Y or N. You can see this in the table below.

7. Draw this table in your workbook. Solve letters D (4), O (15), T (20) and S (19). As an extra challenge you could add empty rows to choose your own numbers.

	1	2	4	8	16	32
A=1	Υ	Ν	Ν	Ν	Ν	Ν
G=7	Υ	Υ	Y	Ν	Ν	Ν
D=4						
O=15						
T=20						
S=19						

## Home Learning – Stage 3 – Pack 7 - 2021

All video links for today can be found at: https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-3/friday

	Day 5
Morning	English - <u>Read to Self</u> : Spend 15 – 20 minutes reading. <u>Word Work</u> : No spelling list this week.
	<ul> <li>English –</li> <li>1. Category Challenge</li> <li>2. Vocabulary – Synonyms and antonyms</li> <li>3. Reading and Viewing - The Sea (Part 2)</li> <li>4. Writing - 'Waiting' poem</li> </ul>
	BRAIN BREAK
	Let's watch Education Live! This will start at <b>10am each day</b> . Don't worry if you miss it, you'll be able to re-watch it at any time. <u>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-hom</u>
Middle	<ul> <li>Mathematics – Ninja Maths: Use a timer to see how many you get done in 5 minutes <i>or</i> see how long you take to complete each column.</li> <li>Matharoo Word Problems: Work through the Matharoo Word Problems at your</li> </ul>
	level. Complete as many as you can by the end of the week.
	Mathematics – 1. Pentominoes 2. Pentominoes - Area vs Perimeter
Afternoon	STEM - Build a Bridge Challenge



## Things you need

Activity	You will need					
Most activities	Workbook, pen or lead pencil, Optional: iPad, phone or computer					
Brain Break	A stick					
Pentominoes	Coloured pencils Paper to make 4 squares all of equal size.					
Area and perimeter	Pentomino pieces and thinking from Activity 1					
STEM	paper 2 stacks of books to act as bridge piers at the ends of the bridge weights such as bolts, pebbles, or flat steel washers					

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect – Category challenge

Last day of the challenge. Will this be your quickest time? One word for each letter of the word F R I D A Y. Press your timer and GO!

An animal – F

Something you can do – R

Something that is cold – I

Something that tastes terrible – D

Something nice that someone can say to you - A

A word you say a lot – Y

#### Brain break – Make a stick puzzle



- 10. Collect a stick from outside.
- 11. Break the stick twice to make 3 even pieces.
- 12. Mix up the pieces.
- 13. Can you put all the pieces back together?

Alternative: If you do not have a stick you could use a biscuit instead (then eat it at the end).

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## English – Activity 1 – Antonyms and synonyms

Synonyms are words that are similar in meaning. Words that have opposite meanings are called antonyms.

## Task – Complete the synonym/ antonym table

Similar (synonym)	Word	Opposite (antonym)
scorching	hot	cold
start	begin	finish
	finish	
	glad	
	wrong	
	hard	
	dirty	

Once completed, challenge yourself to add more words in the middle column of the table. Write down the synonyms and antonyms for each of the words.

# English – Activity 2 – Reading and vocabulary: The Sea – Part 2



Scan the QR code for today's lesson, or read on for information about the task.

A Venn diagram compares two ideas. Today, we will use a Venn diagram to compare two texts. Refer to yesterday's lesson and re-read the poem we read, "The Sea" by Paula Stevenson.

We are going to compare that text to today's text, "The Sea" by John Banville.

Read the following excerpt.

"They departed, the gods, on the day of the strange tide. All morning under a milky sky the waters in the bay had swelled and swelled, rising to unheard-of heights, the small waves creeping over parched sand that for years had known no wetting save for rain and lapping the very bases of the dunes. The rusted hulk of the freighter that had run aground at the far end of the bay longer ago than any of us could remember must have thought it was being granted a relaunch. I would not swim again, after that day. The seabirds mewled and swooped, unnerved, it seemed, by the spectacle of that vast bowl of water bulging like a blister, lead-blue and malignantly agleam. They looked unnaturally white, that day, those birds. The waves were depositing a fringe of soiled yellow foam along the waterline. No sail marred the high horizon. I would not swim, no, not ever again.

Someone has just walked over my grave. Someone."

Excerpt from The Sea by John Banville



<u>"sea"</u> by Cristina Gottardi is licensed under <u>CC BY 4.0</u>

Below is a Venn diagram. In the left circle we are going to write information presented to us in the poem from yesterday. What did the author see, smell and feel?

In the right circle, we are going to write information we have learnt from today's text. How does the author feel about the sea? What can the author see?

You can see that the two circles overlap. This is where we write the ideas that are common for both texts.



The Venn diagram has been started for you. Try to add more ideas from the two texts.



### Writing your own poem

We are going to use the structure of the poem "The Sea" by Paula Stevenson as inspiration to write our own poem. Our poem will be based on the perspective of the character in John Banville's text - the text from today.

Have a look at our example below.

"The Sea" by Paula Stevenson Stanza 1	Our version of Stanza 1 from "The Sea" by John Banville
I can smell it first	I can smell it first,
the salty air, feel it	the smell of fear, feel it
crusting my skin	engulfing me
stiffening my hair.	crushing my lungs.



"The Sea" by Paula Stevenson Stanza 2 and 3	Your version of Stanza 2 and 3 from "The Sea" by John Banville
Then I can hear it—	
the engine of the sea	
roaring, churning.	
l race across	
the stinging sand	
to the cool fringes	
of the waves.	



Continue the poem with the remaining stanzas. You can then publish your work.

## English – Activity 3 – Writing: 'Waiting' poem

Scan the QR code to listen to the poem. Alternatively, you can read the poem below. Think about what you would hear, see and feel if you were riding a wave.

### Waiting by Val Nuebecker

I'm waiting with the swell bobbing up dipping down as I'm waiting eyes scouring the waves

a likely one turn my board to the shore look back get ready I'm off wave lifts me up paddle fast chasing wave surges ahead curls away missed it slide off paddle back

I'm waiting

here's another I'm ready ahead this time zipping along glance back hold breath wave billows behind looms curls over behind my head rises upward pauses crashes down and it's WIPE OUT!

leg rope pulls me up from the depths gasp and splutter water up nose sand in eyes grope for board scramble up paddle back

I'm waiting another looking good concentrate judge the move feel the rise—and we're away surging together the wave and I crouch stand up exhilaration soar on crest angle across foam race towards shore what a feeling time stands still body floats heart sings pure bliss

so worth waiting for.





If you were riding the wave, imagine what you would hear, see, smell, feel and wonder. Record your ideas in the table.

l heard	
l saw	
l smelt	
l felt	
I wondered	

You are going to take your ideas and turn them into a poem. Here is an example for you.

## 'Waiting'

- I heard waves crashing on top of each other.
- I saw white water above my head.
- I smelt salt...lots of salt
- I felt like the wave was impossible to ride.



- 'Wailing' illustrated by Malt Ottley The School Magazine, Touchdown Issue 1, 2020
- I wondered if I could do all of this again tomorrow.





Write your own version of the poem.

# Mathematics – Activity 1 – Pentominoes part 1

#### and 2

A pentomino is a made when we connect 5 squares. They **must** touch edge to edge. Have a look at the picture below.



The first thing you need to do is make 5 squares which you can then arrange into pentominoes. Here is a picture of someone arranging 5 squares and then drawing them onto their paper.



- Your challenge is to use your squares to make as many pentominoes as you can.
- Then record these on the grid paper on the following page

Remember that it can't be the same shaped rotated around. Each shape needs to be unique.

Can you make 12 unique shapes? That is your challenge.

Now colour them in and cut them out you will need them for a few activities. Can you then join them together to rectangles? What is the smallest perimeter and largest perimeter you can make? Can you make up one using all 12 Pentominoes?



In this activity we are looking at the pentominoes from our last activity challenge. How did you go?



Here's one rectangle I could have made using all 12 pentomino pieces.



It forms a rectangle with boundaries of 6 + 10 + 6 + 10 making the perimeter 32 squares long. The area inside the rectangle is 60 squares.

Here's a different rectangle I could have made using all 12 pentomino pieces.



20 squares long

It forms a rectangle with boundaries of 3 + 20 + 3 + 20 making the perimeter 46 squares long. The area inside the rectangle is 60 squares.

	Challenge:
Drawing conclusions:	
Do they both have the same area?	Can you make a rectangle using pentominoes which has an area of 24 square?
Do they both have the same perimeter?	What is the perimeter?





### STEM – Activity – Build a bridge

#### challenge

Scan the QR code to watch the teaching video for the Build a bridge challenge or read the instructions below.

#### Challenge

Design and build the strongest bridge you can from only 2 sheets of A4 paper. The bridge must span (go across) a gap of 15 centimetres.

#### Rules

- 1. The bridge must be span (go across) a gap between 2 stacks of books
- 2. The gap must be at least 15 cm
- 3. The bridge must be able to hold weights (start small and see how much your bridge can hold)
- 4. Paper can be folded or twisted
- 5. The ruler cannot be used in the bridge structure

#### Build a bridge out of paper

This section includes the design thinking process, instructions, and helpful hints

Identify and define the challenge

- Read all the rules below before you begin
- Collect materials and think about how they could be used for the challenge
- Keep a notebook or STEM journal to record your ideas and discoveries
- Brainstorm and design your bridge
- Think about the different bridge designs you have seen
- What do you notice about bridges? What shapes can you see in bridge designs?
- Experiment with the paper by folding it into different shapes. Are some shapes stronger than others?
- Sketch a few bridge design ideas in your STEM journal
- Remember, you are building out of paper. How will you make your paper strong?
- Does your design meet the challenge rules?

#### Time to build!

- Make and test your bridge
- Set up 2 stacks of books 20 cm apart
- Make your bridge and place a light weight on top. Slowly add more weights.
- Draw or take a photo of your design
- Why do you think it did/did not work? How can you make your bridge stronger?
- What else could you try?

#### Test, improve and present

- Redesign your bridge. What improvements did you make? Note this on your drawing
- How many times did you test your design?
- Did you meet the challenge?



## Extra Challenge: Want to build a super strong bridge out of straws?

Follow the steps on this video from ABC iview to <u>build a strong</u> <u>bridge using straws</u>.



#### You will need

- 17 straws
- scissors
- Tape
- 2 stacks of books

### MATHAROO Worksheets will be posted on Monday <u>4/10/21</u>

#### **NINJA Maths Answers from Week 29**

	Mental Strategies Answers	;	(NK	Mental Strategies Answe	rs
Q	Question	Answer	Q	Question	Answer
1	10 = 🗆 + 1	9	1	□ + 6 = 10	4
2	What is double 8?	16	2	Double 2	4
3	What is half of 51?	25.5	3	Halve 52	26
4	15 + 80 = 🗆	95	4	188 + 30 = 🗆	218
5	133 - 60 = 🗆	73	5	115 - 70 = 🗆	45
6	12 + 🗆 = 20	8	6	186 + 🗆 = 190	4
7	68 + 70 =	138	7	68 + 70 = 🗆	138
8	51 + 18 = 51 + 9 + 🗆	9	8	$41 + 14 = 41 + 9 + \Box$	5
9	1 + 871 = 🗆	872	9	9 + 529 = []	538
h	Week 29 Session 1 Timestables Answers		(NK	Week 29 Session 2 Timestables Answers	
9	Question	Answer		Question	Answer
1	21 ÷ □ = 7	3	1	3 × □ = 6	2
2	□ × 10 = 100	10	2	10 × 5 = 🗆	50
3	□ ÷ 10 = 3	30	3	10 × 3 = □	30
	49 ÷ □ = 7	7	4	7 × □ = 14	2
4			-	$40 \pm \Box = 5$	•
4 5	8 × 8 = 🗆	64	5	40 : 🗆 = 5	0
4 5 6	8 × 8 = □ □ ÷ 6 = 4	64 24	6	40 · 1 = 5 □ ÷ 6 = 8	48
4 5 6 7	$8 \times 8 = \square$ $\square \div 6 = 4$ $45 \div \square = 5$	64 24 9	6 7	$\Box \div 6 = 8$ $18 \div \Box = 2$	48
4 5 6 7 8	$8 \times 8 = \square$ $\square \div 6 = 4$ $45 \div \square = 5$ $6 \times 6 = \square$	64 24 9 36	6 7 8	$ \begin{array}{c}                                     $	48 9 6
4 5 7 8 9	$8 \times 8 = \square$ $\Box \div 6 = 4$ $45 \div \square = 5$ $6 \times 6 = \square$ $\Box \times 6 = 54$ $90 \div 10 = \square$	64 24 9 36 9 9 9	5           6           7           8           9           10	$ \begin{array}{c} 10 \\ \hline 10 \\ 10 \\ \hline 10 $	48 9 6 90 10
4 5 7 8 9 10	8 × 8 = + 6 = 4 45 + = 5 6 × 6 = × 6 = 5 90 + 10 = Week 29 Session 1 Key Skills Answers	64 24 9 36 9 9	5 6 7 8 9 10	0+6=8         18+0=2         x7=42         9×10=0         40÷0=4	48 9 6 90 10
4 5 6 7 8 9 0	8 × 8 = + 6 = 4 45 + = 5 6 × 6 = × 6 = 54 90 + 10 = Week 29 Session 1 Key Skills Answers Question	64 24 9 36 9 9		Week 29 Session 2         Key Skills Answers         Question	48 9 6 90 10
	8 × 8 = + 6 = 4 45 + = 5 6 × 6 = × 6 = 54 90 + 10 = Week 29 Session 1 Key Skills Answers Question 612 + 9 =	64 24 9 36 9 9 9	3           6           7           8           9           10	40: 10 - 5         □ + 6 = 8         18 + □ = 2         □ × 7 = 42         9 × 10 = □         40 ÷ □ = 4         Week 29 Session 2         Key Skills Answers         Question         657 ÷ 9 = □	48 9 6 90 10 10
4 5 6 7 8 9 0	8 × 8 = + 6 = 4 45 + = 5 6 × 6 = × 6 = 54 90 + 10 = Week 29 Session 1 Key Skills Answers Cuestion 612 + 9 = 10 + 2 + 4 10 + 2 + 4	64 24 9 36 9 9 9 	3         6           7         8           9         10	40: 10 - 5         10: 40 = 8         18: + 10 = 2         10: 7 = 42         9 × 10 = 10         40: 7 = 4         Week 29 Session 2         Key Skills Answers         Question         657 ÷ 9 = 115 ÷ 3 + 2	48 9 6 90 10 10 8 8 8 7 7 7
4 5 6 7 8 9 0	8 × 8 = □         □ ÷ 6 = 4         45 + □ = 5         6 × 6 = □         □ × 6 = 54         90 ÷ 10 = □         Week 29 Session 1         Key Skills Answers         Question         612 ÷ 9 = □         10 + 2 + 4         40.32 ÷ 0.5	64 24 9 36 9 9 9 9 	3         6           7         8           9         10           10         10	40: 10 - 5         10: 40 = 8         18: 10 = 2         18: 10 = 1         40: 10 = 1         40: 10 = 1         40: 10 = 1         40: 10 = 1         Week 29 Session 2         Key Skills Answers         Question         657: 49 = 1         15: 4: 3 + 2         136.29: 7	48 99 6 90 10 10 7 73 7 19.47
4 5 6 7 8 9 0	8 × 8 = □         □ ÷ 6 = 4         45 + □ = 5         6 × 6 = □         □ × 6 = 54         90 ÷ 10 = □         Week 29 Session 1         Key Skills Answers         Question         612 ÷ 9 = □         10 ÷ 2 + 4         40.32 ÷ 0.5         0.13 × 10	64 24 9 36 9 9 9 9 8 68 9 80.64 1.3	3         6           7         8           9         10           10         10           11         2           3         4	40: 10 - 5         10: 40 = 8         18: 10 = 2         18: 10 = 1         40: 10 = 1         40: 10 = 4         Week 29 Session 2         Key Skills Answers         Question         657: 9 = 1         15: 3: 4: 2         136:29: 7         7.5 × 100	48 99 6 90 10 10 7 73 7 19.47 750
4 5 6 7 8 9 0	8 × 8 = □         □ ÷ 6 = 4         45 + □ = 5         6 × 6 = □         □ × 6 = 54         90 ÷ 10 = □         Week 29 Session 1         Key Skills Answers         Question         612 ÷ 9 = □         10 + 2 + 4         40.32 ÷ 0.5         0.13 × 10         (-100) ÷ (-10)	64 24 9 36 9 9 9 9 8 6 8 6 8 9 80.64 1.3 10	3         6           7         8           9         10           10         10           11         2           3         4           5         5	$40 \div 10 = 3$ $10 \div 6 = 8$ $18 \div 10 = 2$ $18 \div 10 = 2$ $9 \times 10 = 10$ $40 \div 10 = 10$ $57 \div 9 = 10$ $15 \div 3 + 2$ $136.29 \div 7$ $7.5 \times 100$ (-18) ÷ (-6)	48 99 6 90 10 10 7 73 7 19.47 750 3
4 5 6 7 8 9 0 0	8 × 8 = □         □ ÷ 6 = 4         45 ÷ □ = 5         6 × 6 = □         □ × 6 = 54         90 ÷ 10 = □         Week 29 Session 1         Key Skills Answers         Question         612 ÷ 9 = □         10 ÷ 2 ≠ 4         40.32 ÷ 0.5         0.13 × 10         (-100) ÷ (-10)         If α = 5 b = 9 and c = 3, what is the value of 2α         + b/c ₹	64 24 9 36 9 9 9 9 9 80.64 1.3 10 13	3         6           7         8           9         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10	Week 29 Session 2         Key Skills Answers         Question $657 \div 9 = 0$ $15 \div 3 + 2$ $136.29 \div 7$ $7.5 \times 100$ (-18) ÷ (-6)         If $a = 1 b = 2$ and $c = 4$ , what is the value of $4b^3 ?$	Answer 73 7 19.47 750 3 2
	8 × 8 = $\Box$ $\Box \div 6 = 4$ 45 ÷ $\Box = 5$ 6 × 6 = $\Box$ $\Box × 6 = 54$ 90 ÷ 10 = $\Box$ Week 29 Session 1         Key Skills Answers         Question         612 ÷ 9 = $\Box$ 10 ÷ 2 ± 4         40.32 ÷ 0.5         0.13 × 10         (-100) ÷ (-10)         If $a = 5 b = 9$ and $c = 3$ , what is the value of $2a + b/c$ ? $v = b/c$ ?	64 24 9 36 9 9 9 9 9 80.64 1.3 10 10 13 15	3         6           7         8           9         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           11         2           12         3           4         5           6         7           7         2	$1 + 6 = 8$ $1 + 6 = 8$ $18 + 1 = 2$ $1 \times 7 = 42$ $9 \times 10 = 1$ $40 \div 1 = 4$ Week 29 Session 2 $40 \div 1 = 4$ Week 29 Session 2         Key Skills Answers         Question         657 ÷ 9 = 1 $15 + 3 + 2$ $136.29 \div 7$ $7.5 \times 100$ (-18) ÷ (-6)         If $a = 1 = 5 = 2$ and $c = 4$ , what is the value of $4b^{3}$ ?         (-8) - (-5)         Lit H det to the 20"	Answer 73 7 19.47 750 3 22 -3
	8 × 8 = □         □ ÷ 6 = 4         45 ÷ □ = 5         6 × 6 = □         □ × 6 = 54         90 ÷ 10 = □         Week 29 Session 1         Key Skills Answers         Question         612 ÷ 9 = □         10 ÷ 2 ± 4         40.32 ÷ 0.5         0.13 × 10         (-100) ÷ (-10)         If a = 5 b = 9 and c = 3, what is the value of 2a + b/c ?         5 - (-10)         What is the highest common factor of 27 and 10?	64 24 9 36 9 9 9 9 80.64 1.3 10 13 13 15 1	3         6           7         8           9         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           10         10           11         2           3         4           5         6           7         8           0         7	$13 + 6 = 8$ $13 + 6 = 8$ $18 + 1 = 2$ $1x + 7 = 42$ $9 \times 10 = 1$ $40 \div 1 = 4$ Week 29 Session 2 $40 \div 1 = 4$ Week 29 Session 2         Key Skills Answers         Question         657 ÷ 9 = 1         15 + 3 + 2         136.29 ÷ 7         7.5 × 100         (-18) ÷ (-6)         If a = 1 b = 2 and c = 4, what is the value of 4b <sup>3</sup> ?         (-8) (-5)         List all the factors of 20         Water to the value of (12) warm 2 <sup>3</sup>	Answer 73 7 19.47 750 3 32 -3 1, 2, 4, 5, 10, 20

## NINJA Maths Answers from Week 29

Wental Strategies Answers       Montal Strategies Answers         Deside // 0 = 1 + □       0		29 Session 3		<b>D</b> 00	Week 29 Ses	sion 4
Outstien       Answer $10 = 1 + \Box$ 9         Double 6       12         Work half 602       40         13 = 20 = □       70         74 = 60 = □       28         64 = 0 = 72       1         94 = □ = 70       1         94 = □ = 70       1         94 = □ = 70       1         94 = □ = 70       1         94 = □ = 10       91         22 + 12 = 24 + 8 + 1       4         38 + 97 = □       144         38 + 15 = 30 + 10 + □       11         9       Week 29 Session 3         Timestables Answers       0 $0 \times 0 = 20$ 2 $10 + 0 = 20$ 2 $10 + 0 = 20$ 3 $24 + 0 = -2$ 6 $7 + 0 = 42$ 6 $0 \times 0 = 20$ 2 $10 + 0 = 20$ 3 $44 + 0 = 0$ 3 $5 + 0 = 2$ 10 $10 + 0 = 10$ 10 $0 \times 0 = 20$ 3 $4 + 0 = 2$ 12 $4 + 0 = 2$ 13 $6 + 6 = 0$ 3 <td< th=""><th>Mental</th><th>Strategies Answe</th><th>rs</th><th></th><th>Mental Strate</th><th>gies Answers</th></td<>	Mental	Strategies Answe	rs		Mental Strate	gies Answers
10       1       1       1       1       1       1       0       9         Deable 6       12       4       4       1       1       1       1       1       0       9         18 + 20 = □       170       1       9       0       1	Question		Answer	Q	Question	Answer
Deade 0       12         Wear heat 607       40         130 + 20 = 0       170 $72 - 50 = 0$ 170 $22 + 12 - 32 + 2 + 0$ 4 $32 + 12 - 32 + 2 + 0$ 4 $1 + 127 - 0$ 1 $32 + 12 - 32 + 2 + 0$ 4 $1 + 127 - 0$ 1 $32 + 12 - 32 + 2 + 0$ 4 $1 + 127 - 0$ 1 $32 + 12 - 32 + 2 + 0$ 4 $1 + 127 - 0$ 1 $32 + 12 - 32 + 2 + 0$ 4 $1 + 127 - 0$ 1 $32 + 12 - 32 + 2 + 0$ 1 $1 + 127 - 0$ 1 $32 + 12 - 30 + 10 + 0$ 1 $10 - 20 - 0$ 2 $27 - 0 - 0$ 3 $10 - 20 - 0$ 2 $2 + 20 - 0$ 3 $3 + 2 - 0$ 3 $3 + 2 - 0$ 3 $4 + 0 - 0$ 3 $7 - 8 - 2$ 12 $4 + 0 - 0$ 3 $5 + 2 - 0$ 7 $4 + 0 - 0$ 3 $6 \times 8 - 0$ 3 $6 \times 8 - $	10 = 1 + 🗆		9	1	1 + 🗆 = 10	9
Week ball of dP2       40         130 + 20 = $\Box$ 170         24 - 30 = $\Box$ 28         40 + (1 - 70)       1         40 + (2 - 70)       1         94 + 77 = $\Box$ 105         24 + 12 - 22 + 8 + $\Box$ 4         11 + 147 = $\Box$ 148         36 + 15 = 30 + 10 + $\Box$ 11         Week 29 Session 3       Week 29 Session 4         Timestables Answers       Constin       Answer         27 + $\Box = 0$ 3         10 × $\Box = 20$ 2         40 + $\Box = 42$ 6 $= 4 + 22$ 6 $= 4 + 22$ 8 $= 4 + 22$ 8 $= 4 + 22$ 8 $= 4 + 22$ 8 $= 4 + 22$ 12 $= 4 + 22$ 12 $= 4 + 22$ 12 $= 4 + 22$ 12 $= 4 + 22$ 12 $= 4 + 22$ 12 $= 4 + 22$ 13 $= 4 + 22$ 12 $= 4 + 22$ 12 $= 4 + 22$ 12 $= 4 + 22$ 12 $= 10$	Double 6		12	2	Double 2	4
190       20 - □       170 $76 - 50 - □$ 28       4 $6 + 67 - □$ 1 $2 + 12 - 22 + 8 + □$ 1 $1 + 147 - □$ 185 $22 + 12 - 22 + 8 + □$ 4 $1 + 147 - □$ 148 $36 + 15 = 30 + 10 + □$ 11         Week 29 Session 3       Immestables Answers $27 + 07 - 0$ 2 $10 \times 0 - 20$	What is half of	80?	40	3	Halve 13	26
$7 - 49 - \Box$ $29$ $69 + \Box$ $70$ $1$ $69 + \Box$ $105$ $3$ $94 + \Box$ $105$ $3$ $23 + 12 - 32 + 8 + \Box$ $4$ $91$ $1 + 147 = \Box$ $144$ $91$ $2 + 47 = \Box$ $98$ $38 + 15 = 30 + 10 + \Box$ $11$ Week 29 Session 3 <b>Week 29 Session 4</b> $27 - \Box = 9$ $3$ $27 - \Box = 4$ $10$ $7 \times \Box = 20$ $2$ $4 - \Box = 2$ $12$ $10$ $28 - 72$ $8$ $6$ $4 - 2 - \Box = 10$ $10$ $10^{-1}$ $8 - 4 - \Box = 30$ $8$ $4 - 2 - \Box = 10$ $10^{-1}$ $8 - 2 - \Box = 10$ $10^{-1}$ $10 - \Box = 10$ $10^{-1}$ $10^{-1}$ $10 - \Box = 10$ $10^{-1}$	150 + 20 = 🗆		170	4	31 + 30 = 🗆	61
g = 0 $g = 0$	78 - 50 = 🗆		28	5	62 - 20 = 🗆	42
9 + 97 = $\Box$ 195         22 + 12 - 22 + 8 + $\Box$ 4         1 + 147 - $\Box$ 6         23 + 15 = 30 + 10 + $\Box$ 11         Week 29 Session 3       Week 29 Session 4         Timestables Answers       7         27 + $\Box$ = 0       3         10       29 + 37 = 29 + 30 + $\Box$ 7       Week 29 Session 4         7       10       29 + 37 = 29 + 30 + $\Box$ 7       10       29 + 37 = 29 + 30 + $\Box$ 7         8       03 + 13 = 83 + 7 + $\Box$ 6       94         10       29 + 37 = 29 + 30 + $\Box$ 7       944         10       29 + 37 = 29 + 30 + $\Box$ 7       944         10       29 + 37 = 29 + 30 + $\Box$ 7       97         10 + 2 = 20       2       10 + $\Box$ 10       7         10 + 2 = 20       2       10 + $\Box$ 10       3         10 + 2 = 20       2       10 + $\Box$ 20       10 + $\Box$ 20         10 + 2 = 20       2       12       4       27 + $\Box$ 28       28         10 + 2 = 20       2       10       2       2       10       2       2       10       2	69 + 🗆 = 70		1	6	85 + 🗆 = 90	5
22       12       22       8 $8 + 13 = 83 + 7 + \Box$ 6         1 + 13 - □       148         26 + 15 - 30 + 10 + □       11         Week 29       Session 3       7         Timestables Answers       Week 29       Session 4 $27 + \Box = 9$ 3 $27 + \Box = 9$ 3 $40 + \Box = 4$ 10 $7 \times \Box = 42$ 6 $2 \times 9 - 72$ 8 $4 + \Box = -5$ 9 $6 \times 2 - \Box$ 12 $9 \times 2 - \Box$ 12 $9 \times 2 - \Box$ 12 $9 \times 4 - \Box$ 10 $10 + \Box = 10$ 10         Week 29 $8 \times 2 - \Box$ 12 $9 \times 2 - \Box$	98 + 97 = 🗆		195	7	44 + 47 = 🗆	91
1 + 1 + 47 = $\Box$ 148         20 + 15 = 30 + 10 + $\Box$ 11         Week 29 Session 3       Week 29 Session 4         Timestables Answers       Mumer         27 + $\Box = 9$ 3         10 $\simeq 29 - 37 = 29 + 30 + \Box$ 7         Week 29 Session 3       Mumer         27 + $\Box = 9$ 3         10 $\simeq 2 - 20$ 2         40 + $\Box = 4$ 10         7 × $\Box = 42$ 6 $\Box + 48 = 3$ 8         4 - $\Box - 7\pi = 4$ 28         28 + 9 = $\Box$ 7         10 - $\Box = 10$ 10	32 + 12 = 32 +	+ 8 + 🗆	4	8	83 + 13 = 83 + 7 + 🗆	6
2 2+ 15 = 30 + 10 + $\Box$ 11         Week 29 Session 3 Timestables Answers       Week 29 Session 4 Timestables Answers         Question       Answer         27 - $\Box$ 9         10 × $\Box$ = 20       2         40 + $\Box$ 10 $2 \times \Box$ 2         10 × $\Box$ = 20       3         10 × $\Box$ = 20       2         10 × $\Box$ = 20       2         10 × $\Box$ = 20       3         10 × $\Box$ = 20       12         40 + 7 - 4       28         10 × $\Box$ = 80       8         10 × $\Box$ = 80       9         6 × 0 = $\Box$ 63         9 × 2 + $\Box$ 12         9 × 2 + $\Box$ 12         9 × 2 + $\Box$ 10         100 + $\Box$ = 10       10         100 - $\Box$ = 10       10         100 - $\Box$ = 5       9         6 × 0 = $\Box$ 28         100 - $\Box$ = 20 + $\Box$ 30         10	1 + 147 = 🗆		148	9	7 + 977 = 🗆	984
Week 29 Session 3 Timestables Answers       Week 29 Session 4 Timestables Answers $27 + 0 = 9$ 3 $10 + 3 = 9$ 27 $10 + 3 = 9$ 27 $10 + 3 = 9$ 27 $27 + 0 = 9$ 3 $10 + 3 = 9$ 27 $27 + 0 = 9$ 3 $10 + 3 = 9$ 27 $21 + 3 = 9$ 27 $21 + 3 = 9$ 27 $21 + 3 = 9$ 3 $2 + 4 = 0$ 3 $0 + 3 = 2$ 6 $0 + 3 = 2$ 12 $45 + 0 = 2$ 13 $0 + 4 = 0$ 36 $7 + 7 = 0$ 35 $8 + 9 = 0$ 7 $10 - 0 = 10$ 10 $10 - 0 = 10$ 10 $10 - 0 = 10$ 10 $10 - 0 = 10$ 10 $10 - 0 = 0 = 0$ 30 $10 - 0 = 0 = 0$ 30 $10 - 0 = 0 = 0$ 30 $10 - 0 = 0 = 0$ 30 $10 - 0 = 0 = 0$ 30 $10 - 0 = 0 = 0$ 30 $10 - 0 = 0 = 0$ 30	0 36 + 15 = 30 +	+ 10 + 🗆	11	10	29 + 37 = 29 + 30 + 🗆	7
Question       Answer         27 - $\Box = 9$ 3         10 × $\Box = 20$ 2         40 · $\Box = 4$ 10         7 × $\Box = 42$ 6 $\Box * 9 = 22$ 8 $\Box + 6 = 2$ 12         45 · $\Box = 5$ 9         6 × $\Box = 44$ 8         6 × $\Box = 44$ 8         6 × $\Box = 44$ 8         6 × $\Box = 10$ 7         9 $\lor 4 = \Box$ 36         100 + $\Box = 10$ 10         10       × 8 = 80       10         100 - $\lor 0 = 5$ 96         67.32 + 9       7.48         7.28 + 10       92.8         7.48       7.48         7.42 + 10       51         9.28 × 10       92.8         7.44       5         7.48       7.7 - (-6)         2.6 - (-10)       -7         H = $-7.6$ 3         H = $-7.6$ 3         13.16 + 10       13.16         2.5 (-10)       -7         H = $-7.6$ 3         H = $-7.6$ 3         H = $-7.6$ 3         H = $-7.6$ <th>Week 2 Timeste</th> <th>29 Session 3 ables Answers</th> <th></th> <th><b>NR</b></th> <th>Week 29 Ses Timestables</th> <th>sion 4 Answers</th>	Week 2 Timeste	29 Session 3 ables Answers		<b>NR</b>	Week 29 Ses Timestables	sion 4 Answers
Understand       Answer         27						
Image: Second State Secon			Answer			Answer
10 A $\Box = 40$ 10         7 x $\Box = 42$ 6 $\Box$ x $\Theta = 72$ 8 $\Box$ x $\Theta = 30$ 8 $\Delta$ x $\Box = 40$ 8 $\Delta$ x $\Box = 40$ 8 $\Delta$ x $\Theta = \Box$ 7 $\Delta$ x $\Theta = \Box$ 7 $\Delta$ x $\Theta = \Box$ 7 $\Delta$ x $\Theta = \Box$ 10 $D$ 10	27 ÷ □ = 9		3		10 × □ = 20	2/
Norm			10	2	10 × □ = 30	
Week 29 Session 3         Week 29 Session 3         Key Skills Answers         Question         Answer         288 + 9 =         32         100 - 20 + 5         96         67.32 + 9         70         70         70         90         81         92.810         70 + (-10)         92.810         70 + (-10)         92.810         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         92.8         70 + (-10)         70 + (-10)         70 + (-10)         70 + (-10)         70 + (-10)         70 + (-10)	<b>7</b> × □ = 42		6	4	$\Box \div 7 = 4$	28
$\Box + 6 = 2$ 12 $45 + \Box = 5$ 9 $6 \times \Box = 48$ 8 $63 + 9 = \Box$ 7 $100 + \Box = 10$ 10         100 + $\Box = 10$ 10         Week 29 Session 3       8         Key Skills Answers       8 $288 + 9 = \Box$ 32         100 - 20 + 5       96 $67.22 + 9$ 7.48         9.28 × 10       92.8         70 + (-10)       -7         If $a = 7b = 10$ and $c = 9$ , what is the value of $c$ 3         (-2) (-9)       7         What is the bighted common factor of 21 and 28?       7			8	5	□ ÷ 8 = 2	16
$45 + \Box = 5$ 9 $6 \times \Box = 48$ 8 $63 \div 9 \equiv \Box$ 7 $(33 \div 9 \equiv \Box)$ 7 $(100 + \Box = 10)$ 10         Week 29 Session 3       8         Key Skills Answers       8         Question       Answer         288 + 9 = \Box       32         100 - 20 ÷ 5       96         67.32 ÷ 9       7.48         9.28 × 10       92.8         70 ÷ (-10)       -7         If $a = 7 b = 10$ and $c = 9$ , what is the value of $c$ 3         (-2) - (-9)       7         What is the highest common factor of 21 and 288       7	$\Box \times 9 = 72$		12	6	6 × 6 = 🗆	36
$6 \times \square = 48$ 8       8 $6 \times 2 = \square$ 12 $63 \div 9 = \square$ 7       9 $9 \times 4 = \square$ 36 $100 \div \square = 10$ 10       10       10       10         Week 29 Session 3       Week 29 Session 4       Key Skills Answers       Key Skills Answers         Question       Answer       288 + 9 = □       32       100 - 20 + 5       96         100 - 20 + 5       96       7.48       9.28 + 10       131.6 + 10       131.16         9.28 + 10       92.8       70 + (-10)       -7       7       5       (-10) + (-5)       2         16 - 0.8       10 - 27       7       7       2       6       H a = 5 b = 3 and c = 10, what is the value of b c / a?       6         17 - (-9)       7       7       7       8       List all the factors of 4       1, 2, 4	$\Box \times 9 = 72$ $\Box \div 6 = 2$					
$63 \div 9 = \Box$ 7 $100 \div \Box = 10$ 10         Week 29 Session 3       10         Key Skills Answers       Week 29 Session 4         Question       Answer         288 ÷ 9 = □       32         100 - 20 ÷ 5       96         67.32 ÷ 9       7.48         9.28 × 10       92.8         70 ÷ (-10)       -7         If $a = 7 b = 10$ and $c = 9$ , what is the value of $c$ 3         (-2) - (-9)       7         What is the highest common factor of 21 and 28?       7	$\Box \times 9 = 72$ $\Box \div 6 = 2$ $45 \div \Box = 5$		9	7	9 × 7 = 🗆	63
100 $\div$ $\square$ = 10       10	$\Box \times 9 = 72$ $\Box \div 6 = 2$ $45 \div \Box = 5$ $6 \times \Box = 48$		9 8	8	9 × 7 = □ 6 × 2 = □	63 12
Week 29 Session 3 Key Skills Answers       Week 29 Session 4 Key Skills Answers         Question       Answer         288 ÷ 9 = $\Box$ 32         100 - 20 ÷ 5       96         67.32 ÷ 9       7.48         9.28 × 10       92.8         70 ÷ (-10)       -7         If a = 7 b = 10 and c = 9, what is the value of c (/b - a)?       3         (-2) - (-9)       7         What is the highest common factor of 21 and 28?       7	$\Box \times 9 = 72$ $\Box \div 6 = 2$ $45 \div \Box = 5$ $6 \times \Box = 48$ $63 \div 9 = \Box$		9 8 7	7 8 9	9 × 7 = □ 6 × 2 = □ 9 × 4 = □	63 12 36
Key Skills AnswersQuestionAnswer $288 \div 9 \equiv \square$ $32$ $100 - 20 \div 5$ $96$ $67.32 \div 9$ $7.48$ $9.28 \times 10$ $92.8$ $70 \div (-10)$ $-7$ If $a = 7b = 10$ and $c = 9$ , what is the value of c $3$ $(-2) - (-9)$ $7$ What is the highest common factor of 21 and 288 $7$	$\Box \times 9 = 72$ $\Box \div 6 = 2$ $45 \div \Box = 5$ $6 \times \Box = 48$ $63 \div 9 = \Box$ $0  100 \div \Box = 10$		9 8 7 10	7           8           9           10	$9 \times 7 = \square$ $6 \times 2 = \square$ $9 \times 4 = \square$ $\square \times 8 = 80$	63 12 36 10
288 ÷ 9 = □       32         100 - 20 ÷ 5       96         67.32 ÷ 9       7.48         9.28 × 10       92.8         70 ÷ (-10)       -7         If a = 7 b = 10 and c = 9, what is the value of c / (b - a) ?       3         (-2) - (-9)       7         What is the highest common factor of 21 and 28?       7	$ \begin{array}{c}   \times 9 = 72 \\ \hline + 6 = 2 \\ 45 + - = 5 \\ 6 \times - = 48 \\ 63 + 9 = - \\ \hline 100 + - = 10 \end{array} $ Week 2	29 Session 3	9 8 7 10		9 × 7 = □ 6 × 2 = □ 9 × 4 = □ □ × 8 = 80 Week 29 Ses	63 12 36 10
	□ × 9 = 72         □ ÷ 6 = 2         45 ÷ □ = 5         6 × □ = 48         63 ÷ 9 = □         100 ÷ □ = 10	29 Session 3 ills Answers	9 8 7 10			sion 4
	□ × 9 = 72         □ ÷ 6 = 2         45 ÷ □ = 5         6 × □ = 48         63 ÷ 9 = □         100 ÷ □ = 10    Week 2 Key Sk        Question         288 ÷ 9 = □	29 Session 3 ills Answers	9 8 7 10 10		9 × 7 = □         6 × 2 = □         9 × 4 = □         □ × 8 = 80         Week 29 Ses         Key Skills An         Question         720 ÷ 9 = □	63       12       36       10
		29 Session 3 ills Answers	9 8 7 10 8 10 8 8 8 8 8 8 9 6		9 × 7 = □         6 × 2 = □         9 × 4 = □         □ × 8 = 80         Week 29 Sess         Key Skills An         Question         720 ÷ 9 = □         59 - 2 ÷ 1	63       12       36       10   sistem 4  Iswers       80       57
		29 Session 3 ills Answers	9 8 7 10 10 4 nswer 32 96 7.48	7 8 9 10	9 × 7 = □         6 × 2 = □         9 × 4 = □         □ × 8 = 80         Week 29 Ses         Key Skills An         Question         720 ÷ 9 = □         59 - 2 ÷ 1         131.6 ÷ 10	ssion 4  Second State  Second State
	□ × 9 = 72         □ ÷ 6 = 2         45 ÷ □ = 5         6 × □ = 48         63 ÷ 9 = □         100 ÷ □ = 10         Week 2         Key Sk         Question         288 ÷ 9 = □         100 - 20 ÷ 5         67.32 ÷ 9         9.28 × 10	29 Session 3 ills Answers	9 8 7 10 8 7 10 8 8 8 9 8 7.48 92.8	7         8           9         10	9 × 7 = □         6 × 2 = □         9 × 4 = □         □ × 8 = 80         Week 29 Sess         Key Skills An         Question         720 ÷ 9 = □         59 - 2 ÷ 1         131.6 ÷ 10         5.42 × 10	63       12       36       10   sistem 4  swers       Sistem 4         Iswers         80       57       13.16       54.2
(-2) - (-9)         7         7 - (-8)         15           What is the highest common factor of 21 and 20?         7         8         List all the factors of 4         1, 2, 4	□ × 9 = 72         □ ÷ 6 = 2         45 ÷ □ = 5         6 × □ = 48         63 ÷ 9 = □         100 ÷ □ = 10         Week 2         Key Sk         Question         288 ÷ 9 = □         100 - 20 ÷ 5         67.32 ÷ 9         9.28 × 10         70 ÷ (-10)	29 Session 3 ills Answers	9 8 7 10 10 8 8 7 10 10 10 10 10 10 10 10 10 10 10 10 10	7 8 9 10	9 × 7 = □         6 × 2 = □         9 × 4 = □         □ × 8 = 80         Week 29 Sess         Key Skills An         Question         720 ÷ 9 = □         59 - 2 ÷ 1         131.6 ÷ 10         5.42 × 10         (-10) ÷ (-5)	63 12 36 10 10 10 10 10 10 10 10 10 10
What is the highest common factor of 21 and 28?         7         8         List all the factors of 4         1, 2, 4		29 Session 3 ills Answers	9 8 7 10 10 8 8 7 10 10 10 10 10 10 10 10 10 10 10 10 10	7 8 9 10 10 10 10 11 2 3 4 5 6	9 × 7 = □         6 × 2 = □         9 × 4 = □         □ × 8 = 80         Week 29 Ses         Key Skills An         Question         720 ÷ 9 = □         59 - 2 ÷ 1         131.6 ÷ 10         5.42 × 10         (-10) ÷ (-5)         If a = 5 b = 3 and c = 10, bc / a?	63           12           36           10   sistion 4  swers           Iswers         Answer       80       57       13.16       54.2       2       what is the value of           63
	$ \begin{array}{c}    \times 9 = 72 \\    + 6 = 2 \\ \hline 45 +    = 5 \\ \hline 6 \times    = 48 \\ \hline 63 \div 9 =    \\ \hline 100 +    = 10 \\ \hline \end{array} \\ \hline \end{array} \\ \hline \begin{array}{c} Week 2 \\ \hline Key Sk \\ \hline \\ \hline \\ \hline \\ 88 + 9 =    \\ \hline 100 - 20 \div 5 \\ \hline 67.32 \div 9 \\ \hline 9.28 \times 10 \\ \hline 70 \div (-10) \\ \hline \\ fo = 7 b = 10 \\ \hline / (b - o) ? \\ \hline \\ (-2) - (-9) \\ \hline \end{array} $	29 Session 3 ills Answers	9 8 7 10 10 8 7 10 10 10 10 10 10 10 10 10 10 10 10 10	7         8           9         10           10         11           2         3           4         5           6         7	9 × 7 = □         6 × 2 = □         9 × 4 = □         □ × 8 = 80         Week 29 Ses         Key Skills An         720 ÷ 9 = □         59 - 2 ÷ 1         131.6 ÷ 10         5.42 × 10         (-10) ÷ (-5)         If a = 5 b = 3 and c = 10, bc / a?         7 - (-8)	63           12           36           10   sistion 4  swers           Iswers         Answer       80       57       13.16       54.2       2       what is the value of           63           15
	$ \begin{array}{c} \bigcirc & \lor & \lor & = 72 \\ \hline & \ominus & \diamond & \diamond & = 2 \\ \hline & 45 \div \bigcirc & = 5 \\ \hline & 6 \times \bigcirc & = 48 \\ \hline & 63 \div & 9 = \bigcirc \\ \hline & 100 \div \bigcirc & = 10 \\ \hline \end{array} \\ \hline \\$	29 Session 3 ills Answers and c = 9, what is the value of c st common factor of 21 and 28? ue of 82?	9 8 7 10 10 8 7 10 10 10 10 10 10 10 10 10 10 10 10 10	7         8           9         10           10         10           10         10           11         10           11         10           11         10           11         10           11         10           11         10           11         10           11         10           11         10           11         10           11         10           12         13           14         15           15         16           16         17           17         18           10         10	9 × 7 = $\Box$ 6 × 2 = $\Box$ 9 × 4 = $\Box$ $\Box$ × 8 = 80         Week 29 Sess         Key Skills An $\Box$ × 9 = $\Box$ 59 - 2 ÷ 1         131.6 ÷ 10         5.42 × 10         (-10) ÷ (-5)         If a = 5 b = 3 and c = 10, bc / a ?         7 - (-8)         List all the factors of 4         What is the value of 6²?	63           12           36           10           ssion 4           Iswers           80           57           13.16           54.2           2           what is the value of           6           15           1, 2, 4           36

### **NINJA Maths Answers from Week 29**

	Week 29 Session 3	
ขแ แ	Montal Stratogics Answer	-
	Menial Silalegies Answer	>
Q	Question	Answer
1	10 = 9 + 🗆	1
2	Double 5	10
3	What is half of 52?	26
4	43 + 20 = □	63
5	108 - 50 = 🗆	58
6	174 + 🗆 = 180	6
7	26 + 27 = 🗆	53
8	23 + 9 = 23 + 7 + 🗆	2
9	7 + 724 = 🗆	731
10	82 + 61 = 82 + 60 +	1
	Week 29 Servier 5	
	Week 27 Session 5	
3121		
	Timostables Answers	
	Timesiables Answers	
•	Question	A
• •		Answer
1		3
2	$\Box \div 10 = 6$	60
3	$\Box \div 5 = 6$	30
4	□ × 10 = 70	7
	8 × 10 = 🗆	80
5		4
5	$\Box \times 5 = 30$	0
5 6 7	$\Box \times 5 = 30$ $63 \div 9 = \Box$	7
5 6 7 8	$   \times 5 = 30$ $63 \div 9 =   $ $   \times 10 = 60$	7 6
5 6 7 8 9	$ \begin{vmatrix} x & s &= 30 \\ 63 \div 9 &= \Box \\ \Box & x & 10 &= 60 \\ 9 \times 7 &= \Box  $	7 6 63
5 6 7 8 9 10	$ \begin{array}{c}   \times 8 = 30 \\ 63 \div 9 = \Box \\   \times 10 = 60 \\ 9 \times 7 = \Box \\ 90 \div \Box = 9 \end{array} $	7 6 63 10
5 6 7 8 9 10	$ \begin{vmatrix} x & b & = 30 \\ b & 3 \div 9 & \Box \\ \hline x & 10 & = 60 \\ 9 & x & 7 & \Box \\ 90 \div \Box & = 9 \\ \end{vmatrix} $	7 6 63 10
5 6 7 8 9 10	$ \begin{vmatrix} x & b &= 30 \\ 63 \div 9 &= \Box \\ \hline x & 10 &= 60 \\ 9 \times 7 &= \Box \\ 90 \div \Box &= 9 \end{vmatrix} $	7 6 63 10
5 6 7 8 9 10	$\begin{vmatrix} x & b &= 30 \\ 63 \div 9 &= \Box \\ \Box & x & 10 = 60 \\ 9 & x & 7 &= \Box \\ 90 \div \Box &= 9 \end{vmatrix}$	7 6 63 10
5 6 7 8 9 10	□ x 5 = 30 63 ÷ 9 = □ □ x 10 = 60 9x 7 = □ 90 ÷ □ = 9	7 6 63 10
5 6 7 8 9 10	$\begin{array}{c} \square \times 8 = 30 \\ 63 \div 9 \square \\ \square \times 10 = 60 \\ 9 \times 7 = \square \\ 90 \div \square = 9 \end{array}$	7 6 63 10
5 6 7 8 9 10	$\Box \times S = 30$ $63 \div 9 \Box$ $\Box \times 10 = 60$ $9 \times 7 = \Box$ $90 \div \Box = 9$	7 6 63 10
5 6 7 8 9 10	$\begin{array}{c} \square \times 8 = 30 \\ 63 \div 9 = \square \\ \square \times 10 = 60 \\ 9 \times 7 = \square \\ 90 \div \square = 9 \end{array}$	7 6 63 10
5 6 7 8 9 10	U × 5 = 30 63 ÷ 9 = □ □ × 10 = 60 9∨ 7 = □ 90 ÷ □ = 9 Week 29 Session 5	7 6 63 10
5 6 7 8 9 10	U × 5 = 30 63 ÷ 9 = □ □ × 10 = 60 9 × 7 = □ 90 ÷ □ = 9 Week 29 Session 5	7 6 63 10
5 6 7 8 9 10	U × 8 = 30 63 ÷ 9 = □ □ × 10 = 60 9 × 7 = □ 90 ÷ □ = 9 Week 29 Session 5	7 6 63 10
5 6 7 8 9 10	U × 8 = 30 63 ÷ 9 = □ □ × 10 = 60 9 × 7 = □ 90 ÷ □ = 9 Week 29 Session 5 Key Skills Answers	7 6 63 10
5 6 7 8 9 10	Week 29       Session 5         Key Skills Answers	7 6 63 10
5 6 7 8 9 10	U × 5 = 30 63 ÷ 9 = □ □ × 10 = 60 90 ÷ □ = 9 Week 29 Session 5 Key Skills Answers Question	7 6 63 10
5 6 7 8 9 10	U × 5 = 30 63 ÷ 9 = □ □ × 10 = 60 9× 7 = □ 90 ÷ □ = 9 Week 29 Session 5 Key Skills Answers Question 624 ÷ 8 = □	7 6 63 10 10
5 6 7 8 9 10	U × 8 = 30 63 ÷ 9 = □ □ × 10 = 60 9 × 7 = □ 90 ÷ □ = 9 Week 29 Session 5 Key Skills Answers Question 624 ÷ 8 = □ 8 + 20 ÷ 5	0         7           6         63           10         10
5 6 7 8 9 10	U × 8 = 30 63 ÷ 9 = □ □ × 10 = 60 9 × 7 = □ 90 ÷ □ = 9 Week 29 Session 5 Key Skills Answers Question 624 ÷ 8 = □ 8 + 20 ÷ 5 37.66 ÷ 7	7 6 63 10 10 8 8 78 12 5.38
5 6 7 8 9 10 10 10 10 1 2 3 4	U × 8 = 30 63 ÷ 9 = □ □ × 10 = 60 9 × 7 = □ 90 ÷ □ = 9 Week 29 Session 5 Key Skills Answers Question 624 ÷ 8 = □ 8 + 20 ÷ 5 37.66 ÷ 7 67.384 × 1000	0         7           6         63           10         10
5 6 7 8 9 10 10 10 10 10 10 10 10 10 10 10 10 10	U × 8 = 30 63 ÷ 9 = □ □ × 10 = 60 9 × 7 = □ 90 ÷ □ = 9 Week 29 Session 5 Key Skills Answers Question 624 ÷ 8 = □ 8 + 20 ÷ 5 37.66 ÷ 7 67.384 × 1000 ((-16) ÷ 2	0         7           6         63           10         10           10         10           5.38         12           5.38         67 384           -8         8
5 6 7 8 9 9 10 10 10 10 11 2 3 3 4 5	Week 29       Session 5 $63 \div 9 = \Box$	Answer           78           12           5.38           67 384
5 6 7 8 9 10 10 10 10 11 2 3 4 5 6	□ × 8 = 30         63 ÷ 9 □         □ × 10 = 60         9 × 7 = □         90 ÷ □ = 9         Week 29 Session 5         Key Skills Answers         Question         624 ÷ 8 = □         8 + 20 ÷ 5         37.66 ÷ 7         67.384 × 1000         (-16) ÷ 2         If a = 4 b = 10 and c = 2, what is the value of 2abc - c² ?	0         7           6         63           10         10           7         78           12         5.38           67 384         -8           156         156
5 6 7 8 9 10 10 10 1 2 3 4 5 6 7	□ × 8 = 30         63 ÷ 9 □         □ × 10 = 60         9 × 7 = □         90 ÷ □ = 9         Week 29 Session 5         Key Skills Answers         Question         624 ÷ 8 = □         8 + 20 ÷ 5         37.66 ÷ 7         67.384 × 1000         (r16) ÷ 2         If a = 4 b = 10 and c = 2, what is the value of 2abc - c² ?         4 - (-8)	0         7           6         63           10         10           78         12           5.38         67 384           -8         156           12         12
5 6 7 8 9 10 10 2 3 4 5 6 7 8	Week 29       Session 5         Session 5       Session 5 <td>7         6           63         10           10         12           5.38         67 384           -8         156           12         1, 2, 3, 6</td>	7         6           63         10           10         12           5.38         67 384           -8         156           12         1, 2, 3, 6
5 6 7 8 9 10 10 10 1 2 3 4 5 6 7 7 8 9	□ × 8 = 30         63 ÷ 9 □         □ × 10 = 60         9 × 7 = □         90 ÷ □ = 9    Week 29 Session 5          Key Skills Answers             Question         624 ÷ 8 = □         8 + 20 ÷ 5         37.66 ÷ 7         67.384 × 1000         (-16) ÷ 2         If a = 4 b = 10 and c = 2, what is the value of 2abc - c²?         4 - (-8)         List all the factors of 6         What is the value of (-7) squared?	7           6           63           10           7           8           12           5.38           67 384           -8           156           12           1, 2, 3, 6           49
5 6 7 8 9 10 10 10 10 10 10 10 10 10 10 10 10 10	Week 29       Session 5 $63 \div 9 = \Box$ 90 ÷ $\Box$ = 9         90 ÷ $\Box$ = 9       90 ÷ $\Box$ = 9 <b>Question</b> 624 ÷ 8 = $\Box$ 8 + 20 ÷ 5       37.66 ÷ 7         67.384 × 1000       (-16) ÷ 2         If a = 4 b = 10 and c = 2, what is the value of 2abc - c² ?       4 - (-8)         List all the factors of 6       What is the value of (-7) squared?	3         7           6         63           10         10           10         5.38           67 384         -8           156         12           1, 2, 3, 6         49           £45         54



#### WEEK 30 SESSION 1 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES do these in your head TIMESTABLES do these in your head KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer	Q	Question	Answer	Q	Question	Answer
1	20 = 11 + 🗆		1	🗆 × 6 = 42		1	9951 + 6530	
2	What is double		2	🗆 ÷ 8 = 8		2	(1 + 48) ÷ 7	
3	198 + 10 = 🗆		3 4	72 ÷ □ = 9 24 ÷ 8 = □		3	Write 51923 in words. Use the opposite page for your answer	
4	57 + 90 = 🗆		5	64 ÷ □ = 8		4	22 ÷ 10	
5	35 - 30 = 🗆		6	□÷5-7		-	2.3 ÷ 10	
6	19 + 17 = 🗆		7	72 - 0 - 0		-	Simplify 8/12	
7	3 = 2 + 🗆		8	72 ÷ □ = 9 10 ÷ □ = 2		6	Which is the highest number, -10 or -3?	
8	31 − 6 = 31 − 1 - □		9	□ ÷ 3 = 2		7	Value of the dot	
9	□ × 8 = 8 + 8		10	35 ÷ □ = 5			25	
10	What time is shown on the clock?	am		Total out of 10		8	What is the lowest common multiple of 7 and 8?	
	Total out of 10		1		1	9	What is the value of (-5) cubed?	
			-9	• • • • •	1	10	5/9 = 🗆/72	
			X	· · · ·			Total out of 10	
What's your NINIX Score? Fill in your scores in the boxes and calculate it now!								
1		V					KEY SKILLS	* 🗌 +
		MY MI	顶家	BELT:		ŀ		

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#### WEEK 30 SESSION 2 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES do these in your head TIMESTABLES do these in your head KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer	Q	Question	Answer	Q	Question	Answer	
1	□ + 2 = 20		1	42 ÷ 🗆 = 6		1	575 + 728		
2	What is double		2	64 ÷ 8 = 🗆		2	10 – 8 × 2		
-	21:		3	🗆 × 2 = 16		3	Write Four Hundred		
3	65 + 10 = []		4	40 ÷ 8 = 🗆			Thousand, Two		
4	67 + 50 = 🗆		5	56 ÷ 🗆 = 7			Hundred and Ten in		
5	126 - 80 = 🗆		6	🗆 × 9 = 45			294 914 ÷ 1000		
6	65 + 68 = 🗆		7	8 × 10 = 🗆		-	200.714 ÷ 1000		
7	7 = 2 + 🗆		8	40 ÷ 🗆 = 8		5	Simplify 16/48		
8	11 − 10 = 11 − 1 − □	-	9	6 ÷ 3 = 🗆		6	Which is the highest number, 5 or –7?		
9	□×3=3+3	-	10	□ × 6 = 42		7	Value of the dot		
	+3+3			Total out of 10			, , , , , , , , , , , , , , , , , , ,		
10	Draw hands on the clock face showing 2:30		/	11 12 1	]	8	List the first 4 multiples of 8		
	am		[	10 2		9	What is the value of		
	Total out of 10		ſ				∛27?		
			1	2:2		10	5/7 = 🗆/14		
			-		_		Total out of 10		
	(	What's y	/ou	r <b>NINJA</b> S	Score?	)	MENTA		
		Fill in yo and	d ca	scores in the b loulate it now!	ocxes	J	TIMESTABLES		
,		MY <b>NIN</b>	底	BELT:	-			D	
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WEEK 30 SESSION 3 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES do these in your head

TIMESTABLES do these in your head KEY SKILLS - you may use written calculations for these questions

Q	Question	Answer	٥	Question	Answer	Q	Question	Answer
1	20 = 🗆 + 1		1	🗆 ÷ 7 = 10		1	1183 + 4515	
2	Double 25		2	🗆 × 10 = 80		2	(6 – 5)² + 4 × 4	
3	49 + 10 = 🗆		3	8 × 5 = 🗆		3	Write Seventy Five	
4	150 + 90 = 🗆		4	24 ÷ 🗆 = 3			Thousand, Three Hundred and Thirteen	
5	78 - 30 = 🗆		5	8 × 🗆 = 24			in digits	
6	40 + 38 = 🗆		6	🗆 ÷ 5 = 8		4	5717.71 ÷ 1000	
7	5 = 2 + 🗆		7	🗆 × 10 = 80		5	Simplify 6/18	
8	68 - 16 = 68 -		8	5 × 2 = 🗆		6	(-10) + 6	
	8 – 🗆		9	18 ÷ 🗆 = 6		7	Value of the dot	
9	7 + 7 + 7 = 🗆 × 7		10	🗆 ÷ 7 = 7			25 75	
10	Draw hands on			Total out of 10		8	What is the lowest	
	showing 8:40		-				and 8?	
	am		1	10 2		9	What is the value of 2	
	Total out of 10 (-9 • • 3-)					10	1/2 - 0/16	
						Total out of 10		
							Total out of 10	
What's your NINDA Score? Fill in your scores in the boxes and calculate it now!						)	MENTAL STRATEGIES:	
							KEY SKILLS	* 🗌 +
MY NINIX BELT:								D

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WEEK 30 SESSION 4 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES do these in your head TIMESTABLES do these in your head KEY SKILLS - you may use written calculations for these questions



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#### WEEK 30 SESSION 5 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES do these in your head TIMESTABLES do these in your head KEY SKILLS - you may use written calculations for these questions



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Grade: Date:

1. Two new ABBA songs have just been released. They will be on ABBA's new album, which has 10 tracks. How many other song tracks

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are yet to be released on that album?

Find the SUM of all the ODD numbers between. 10 and 15.

> At the traffic lights there were 2 trucks with 6. wheels each, and 4 ordinary cars. How many wheels were there on the road at those lights?

4.Ben had 18 coloured pencils. Max had half the number of coloured pencils that Ben had. How many pencils did Max have?

> 5. Popular children's TV shows at the moment are "Bluey", "Spongebob Squarepants, and "Blaze and the Monster Machines". Which letter of the alphabet is the most used in those TV show titles?

6. Julia gave her dad a box of 50 chocolates for his birthday. The family helped him by eating half of the chocolates. How many were left for her dad?

> Open-ended Question: Look at your fingers. Guess the length of your middle finger, and of your little finger, in centimetres. Now measure them using your ruler. Were your guesses close? How close?

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# MATHAROO Worksheet MP – 29 21

Student Name:

Grade: \_\_\_ Date:



1. In the 2020 Paralympics, Australia won 21 Gold medals, 29 Silver and 30 Bronze medals. How many medals is that in total?



TV shows this week include "THE MASKED SINGER". "QUESTION EVERYTHING", and "MAKING IT", What FRACTION of ALL the letters in those titles is the letter "T"?

A recent survey found that each Australian will, on average, spend 27 years of his / her entire life online. In each week, some Aussies spend 55 hours online. At that rate, how many hours per week are those people NOT spending online?





AMAZING! In readiness for Halloween, one potato chip maker has created 2 new glow-in-the-dark packages. They are labelled "Sour SCREAM & Onion" and "OOOORIGINAL". If each package holds 138 grams of chips, what would be the total weight of chips in 3 tubes. of EACH chip type?

On the TV show "THE BLOCK", one team was. caught cheating. They <u>could</u> have been awarded 10 points, but, due to poor workmanship, they last 3. points. THEN, because of their cheating, they lost another 2 points. How many points did they get for that week's renovation?





6. In the word "midnight", what FRACTION of the letters are SILENT LETTERS?

An ABBA TV special ran for an hour last week. 22. minutes of that time was spent on TV commercials. So, how many minutes of ACTUAL program were there?



Last week, strawberries were selling for \$2.79 per punnet. This week, they are cheaper: a punnet costs \$1.99. How much cheaper are strawberries this week than last week?

9. Open-ended Question: Someone was heard to say, "Everyone in Australia is watching 'THE VOICE'." Could that be true? If Australia's population is clase to 26 million people at the moment, what **MIGHT** the actual figure be? Give 3 possible answers.



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### MATHAROO Worksheet UP – 29 21

Student Name:

Grade: Date:

 If the ages of the 4 judges in the "The MASKED SINGER" TV program are 34, 27, 42 and 38, find the MEAN (average) age of those judges.

> Singer Kylie Minogue sold her Aussie house. earlier this year for AU\$1.71 million. She had

originally bought it in 1990 for \$185,000. If we IGNORE effects of inflation, find the DIFFERENCE between her purchase price. and her selling price. (Can we REALLY ignore inflation? Why?)

One supermarket has lounched a "green toy" campaign, with mini-supermarket shelves, doors, promos, etc. To make it environmentally friendly, they claim that 80% of the plastics used in these toys is made from recycled materials. If so, what weight of *non-recycled* materials would there be in their toys weighing a total of 121/2 kilograms?

> 4. New Facebook "smart glasses", released last week, feature dual comeros, speakers and a 3-microphone audio array. They sell for \$449 RRP. This compares to some other sunglasses on sale for just \$2.50 a pair. How many of the CHEAPER sunalasses could be bought for the price of one pair of the Facebook specs?

TV programs beginning this weekend are "The Masked Singer". "Making It" and "Gogglebox". Of ALL the words in those titles, what FRACTION of those words are ADJECTIVES? Express your answer in simplest terms.

> 6. Over what distance would an aircraft travel in 5½ hours, if its average speed was 780 kilometres per hour?

7. Emma's dad bought a new suit at a Spring Sale. The usual price of the suit was \$198, but the store gave him a 5% discount. What did the suit actually cost her dad?

> 8. Stephen eats 125 grams of Weeties each morning. How many kilograms of Weeties will he eat in Spring, in total?

<u>Open-ended Question:</u> Two MIXED NUMBERS add up to 8<sup>3</sup>/4. What MAY those mixed numbers be? Give 3 possible answers.

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FOR SALE





# MATHAROO heiping kics jo<sup>m</sup>p into moths

# MATHAROO Worksheet EXT – 29 21

Student Name: \_\_\_\_

Grade: \_\_\_\_ Date: \_\_\_\_



1. A model of a 1966 Volkswagen Beetle is being advertised for \$149.97 plus \$14.99 postage. The model has a scale of 1:24. The model's actual length is 17.8 cm. At that rate, what is the actual LENGTH of the REAL-LIFE CAR?



2. **\*WE WERE WRONG**<sup>\*</sup>, said one supermarket, when they accidentally advertised a 750 gram packet of frozen fish for \$20 per kilogram. They **MEANT** to advertise a price of \$20 per 750 gram box. Find the **DIFFERENCE** in those two prices, for 1 kilogram of fish.

3. Six vegetables that have earned "superfood" status recently are red capsicum, spinach, beetroot, carrot, tomatoes and cauliflower. Some people love them all. Others, not so much. Which are YOUR favourites? Give EACH of these veggies YOUR score out of 10. Then calculate YOUR mean, median and mode scores. Are you surprised?





4.In the recent Belgian Grand Prix, bad weather caused the event to be stopped after just 2 laps of the 7.004 km long track. The race would NORMALLY be over 44 laps. Therefore, what FRACTION of the "normal" distance did the winner of this 2021 Belgian Grand Prix cover?

5. To prove how strong one brand of mattress is, a road roller weighing 15 tonnes is driven over that mattress. If the ACTUAL weight of that roller can vary by 5% over or under the 15 tonnes, find the possible minimum and maximum weight of that vehicle.





6. Look carefully at the diagram o the left. Count the number of <u>rectangles</u> in the diagram. (Remember, they may not all be the same size!) How many rectangles do you see?

- 7. Zach has a collection of 400 postage stamps. Three-fifths of them are Australian, while the rest are British stamps and New Zealand stamps. One eighth of the stamps that are not Australian, are British. How many New Zealand stamps does Zach have in his collection?
- 8. <u>OPEN-ENDED QUESTION</u>: The PERIMETER of a SCALENE- shaped triangular paddock is 296.407 metres. What MAY be its side lengths?

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