

Learning From Home 2021 Term 3 Week 8

Stage 3
Mon - Tues

WORKING FROM HOME SUGGESTED TIMETABLE

TUESDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Morning Session</u> - Zoom Meeting - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task	<u>Morning Session</u> - Zoom Meeting - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task	<u>Morning Session</u> - Zoom Meeting - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task	<u>Morning Session</u> - Zoom Meeting - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task	<u>Morning Session</u> - Zoom Meeting - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task
<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	<u>Middle Session</u> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities
<u>Afternoon Session</u> - PBL - Zoom Etiquette	<u>Afternoon Session</u> - PBL - Olympics Tasks	<u>Afternoon Session</u> - Healthy Eating	<u>Afternoon Session</u> - Getting Active	<u>Afternoon Session</u> - Creative Arts

Spelling Week 8

List	Monday	Tuesday	Wednesday	Thursday	Friday
tall					
team					
better					
little					
complete					
doubt					
pizza					
puddle					
clapping					
punch					
pivot					
particular					
tuberculosis					
omelette					
hippopotamus					
subpoena					
influences					
impacts					
connection					
ecology					
fraudulent					
antifraud					
fraudulently					
defrauder					

Spelling Activities

Name: _____ Date: _____

Word Work Grid

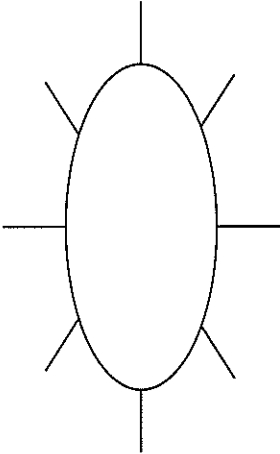
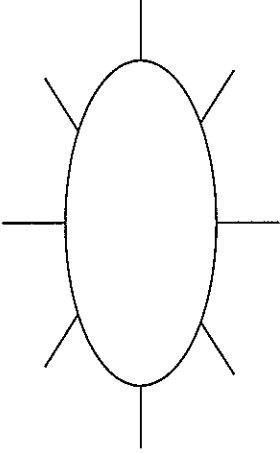
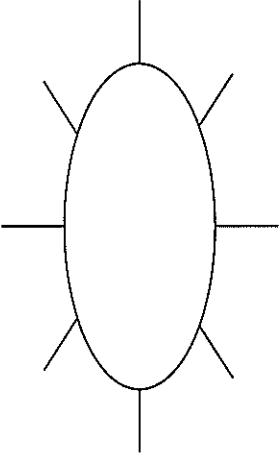
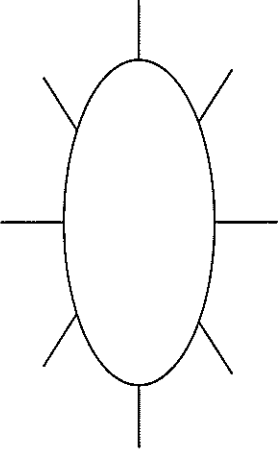
Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Sort Write your spelling words in order from least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date: _____	Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. Date: _____	Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. Date: _____	Word Detective Write three clues about four of your spelling words. Ask someone to try to guess your spelling words using your clues. Date: _____	Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words. Date: _____
Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date: _____	Alliteration Write a sentence for each of your spelling words using as much alliteration as possible. Date: _____	Sentence Smart Write a sentence for each of your spelling words. Date: _____	Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date: _____	Sort Them Out Sort the words on your spelling list into three different categories of your choice. Date: _____
Word Search Create your own word search using all the words on your spelling list. Date: _____	Handwriting Hero Write out your spelling words in your very best cursive handwriting. Date: _____	Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can. Date: _____	Words Within Words Make a list of as many smaller words you can find in the words on your spelling list. Date: _____	Code Breaker Use the code guide to make a code for each of your spelling words. Date: _____

Name: _____ Date: _____

Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.

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

Name: _____

Date: _____

Code Breaker

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

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

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

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

Name: _____

Date: _____

Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

Name: _____

Date: _____

Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit the other three, e.g. happy, joyful, angry, cheerful.

a)				
b)				
c)				
d)				
e)				
f)				
g)				
h)				
i)				
j)				
k)				
l)				
m)				
n)				
o)				

Name: _____

Date: _____

Sort Them Out

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

Category 1	Category 2	Category 3

Name: _____

Date: _____

Word Detective

Write three clues about four of your spelling words. Cover the answers and ask someone to try to guess your spelling words using your clues.

Word 1

- a) _____

- b) _____

- c) _____

Word 2

- a) _____

- b) _____

- c) _____

Word 3

- a) _____

- b) _____

- c) _____

Word 4

- a) _____

- b) _____

- c) _____

Answers

Word 1: _____
 Word 2: _____
 Word 3: _____
 Word 4: _____

Cut

Fold

Answer Cover



Name: _____

Date: _____

Word Search

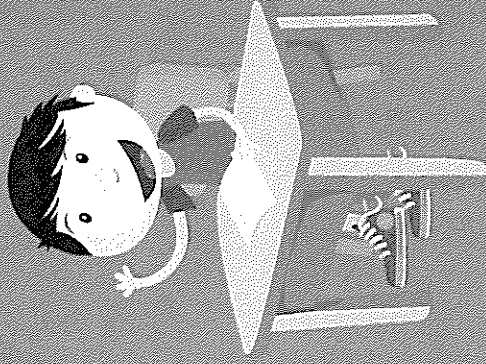
Monday

Parts of Speech

WARM UPS

UPPER YEARS INTERACTIVE POWERPOINT

Let's Get Started



Parts of Speech

Nouns

Nouns are words that represent people, places and things. There are common nouns (*girl*), proper nouns (*Amy*) and pronouns (*she*).

Noun Groups and Adjective Phrases

Noun groups and adjective phrases are the cluster of words around a noun and adjective that give more information about the person, place or thing.

Verbs

Verbs are words that describe an action (*run*), state of being (*be*) or an occurrence (*become*).

Adverbs

Adverbs are words that are used to describe a verb. Adverbs can tell us how (*loudly*), when (*always*), where (*outside*) and why (*cold*).

Adverbial Phrases

Adverbial phrases give information about the relationship between the object of the preposition and the verb. They are a group of two or more words, that act as an adverb, with an adverb used at the start of the phrase.



1



Question

The tired old moose, awake from his long nap to find that the soft white snow had melted away.

Which box shows a **noun group** from this text?

a

his long nap

Select

b

had melted away

Select

c

tired old moose

Select

d

to find that

Select

2



Question

The hungry malnourished convict was sentenced to transportation for stealing freshly baked bread.

Which box shows a **noun group** from this text?

a

was sentenced

Select

b

freshly baked bread

Select

c

to transportation

Select

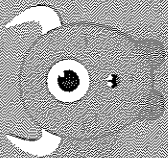
d

for stealing

Select



3



Question

The _____ was surprised to see humans flying around in outer space. Which box best matches the picture and shows the missing **noun group** from this text?

© teachstarter

a

curious human

Select

b

big red alien

Select

c

little green turtle

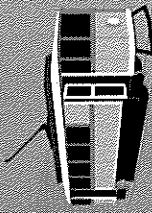
Select

d

little green alien

Select

4



Question

When Grandma was a little school girl, she had to catch a _____ into town. Which box best matches the picture and shows the missing **noun group** from this text?

© teachstarter

a

rattly yellow tram

Select

b

big yellow bus

Select

c

fast underground train

Select

d

horse and carriage

Select

5



Question

The big long blimp hovering above us in the sky was a lot more higher now than earlier in the day. Which box shows an **adjective phrase** from this text?

© teachstarter

a

big long blimp

Select

b

in the sky

Select

c

a lot more higher

Select

d

in the day

Select

7



Question

The _____ rabbit ran quickly towards the finish line so he could be the winner of the race. Which box best matches the picture and shows the missing **adjective phrase** from this text?

© teachstarter

a

sad old

Select

b

very slow

Select

c

scary little

Select

d

very fast

Select

8



Question

The little bee was about the new flowers that had been planted in the garden.
Which box best matches the picture and shows the missing **adjective phrase** from this text?

© teachstarter

a

so disappointed

Select

b

exceptionally happy

Select

c

extremely unhappy

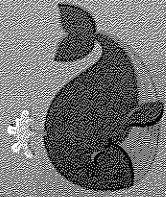
Select

d

very angry

Select

9



Question

As he reached the surface, the happy little whale sprayed water out of his blowhole.
Which box shows a **verb** from this text?

© teachstarter

a

sprayed

Select

b

surface

Select

c

blowhole

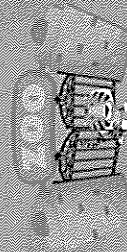
Select

d

whale

Select

10



Question

The clever little tiger opened the zoo gates and quietly crept out for a fun adventure.
Which box shows a **verb** from this text?

© teachstarter

a

clever

Select

b

adventure

Select

c

opened

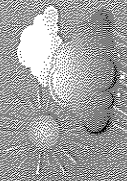
Select

d

tiger

Select

11



Question

Dark thunder clouds suddenly in the clear blue sky and heavy drops of rain started to fall.
Which box best matches the picture above and shows the missing **verb** from this text?

© teachstarter

a

walked

Select

b

appeared

Select

c

jumped

Select

d

crawled

Select

12



Question

Mike the magician a rabbit out of his hat but then, the rabbit ran away and he couldn't find it!

Which box best matches the picture above and shows the missing **verb** from this text?



a

pulled

Select

b

wished

Select

c

pushed

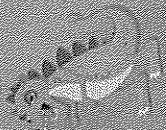
Select

d

whispered

Select

13



Question

The ferocious dragon roared loudly through the forest.

Which box shows an **adverb** from this text?



a

ferocious

Select

b

dragon

Select

c

roared

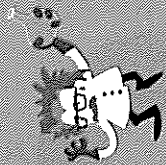
Select

d

loudly

Select

14



Question

Finally, the mad scientist created an antidote to counteract the witch's deadly poison.

Which box shows an **adverb** from this text?



a

finally

Select

b

created

Select

c

counteract

Select

d

poison

Select

15



Question

Lucy skated across the ice during her award winning performance.

Which box best matches the picture above and shows the missing **adverb** from this text?



a

noisily

Select

b

elegantly

Select

c

rapidly

Select

d

roughly

Select

16



Question

The little black kitten arched its back to make itself look bigger in front of the other cats.

Which box best matches the picture above and shows the missing **adverb** from this text?

© teachstarter

a

gently

Select

b

brightly

Select

c

quickly

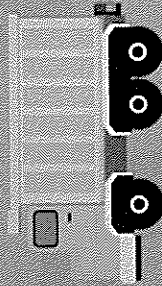
Select

d

loudly

Select

17



Question

Max drove his big yellow dump truck full of dirt through the city.

Which box shows an **adverbial phrase** from this text?

© teachstarter

a

Max drove

Select

b

yellow dump truck

Select

c

carefully

Select

d

through the city

Select

18



Question

In the middle of the night, a loud thump woke Mary up. It was her silly cat jumping down from the bookshelf.

Which box shows an **adverbial phrase** from this text?

© teachstarter

a

in the middle of the night

Select

b

loud thump

Select

c

silly cat

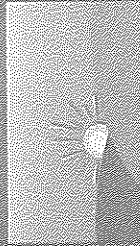
Select

d

the bookshelf

Select

19



Question

 , the sun rises over the horizon.

Which box best matches the picture above and shows the missing **adverbial phrase** from this text?

© teachstarter

a

In the middle of the day

Select

b

Early in the morning

Select

c

During the afternoon

Select

d

Late in the evening

Select



Question

Molly and her dad like listening to classic rock and roll music when they are _____.

Which box best matches the picture above and shows the missing **adverbial phrase** from this text?

a on the bus

Select

b at Grandma's house

Select

c in the car

Select

d at home

Select

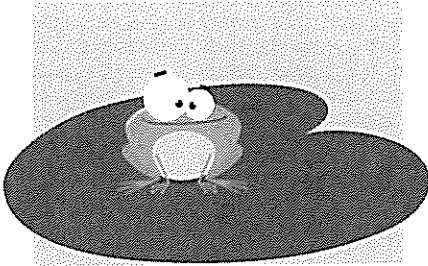
Name: _____

Date: _____

Packing in Meaning with Noun Groups

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

Look at the example below.



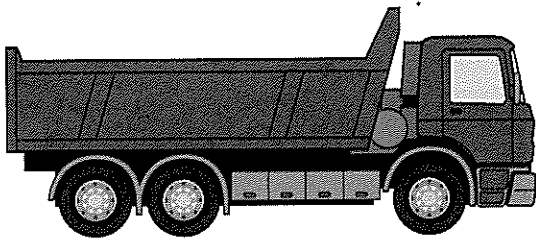
There is a frog in the pond.

There is a green frog in the pond.

There is a speckled green frog in the pond.

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

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



The truck is on the road.

The red truck is on the road.

The _____ red truck is on the road.

The _____, _____ red truck is on the road.

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

a) the _____, _____, _____ car

b) the _____, _____, _____ dog

Name: _____

Date: _____

c) the _____, _____, _____ girl

d) a _____, _____, _____ hat

e) a _____, _____, _____ giraffe

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

4. Underline the noun groups in the sentences below.

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

b) A huge, fierce brown dog barked.

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

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

e) A large modern brick house is being built.

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

rocket

flower

teacher

town

bus

school

city

restaurant

1. _____

2. _____

3. _____



Genre

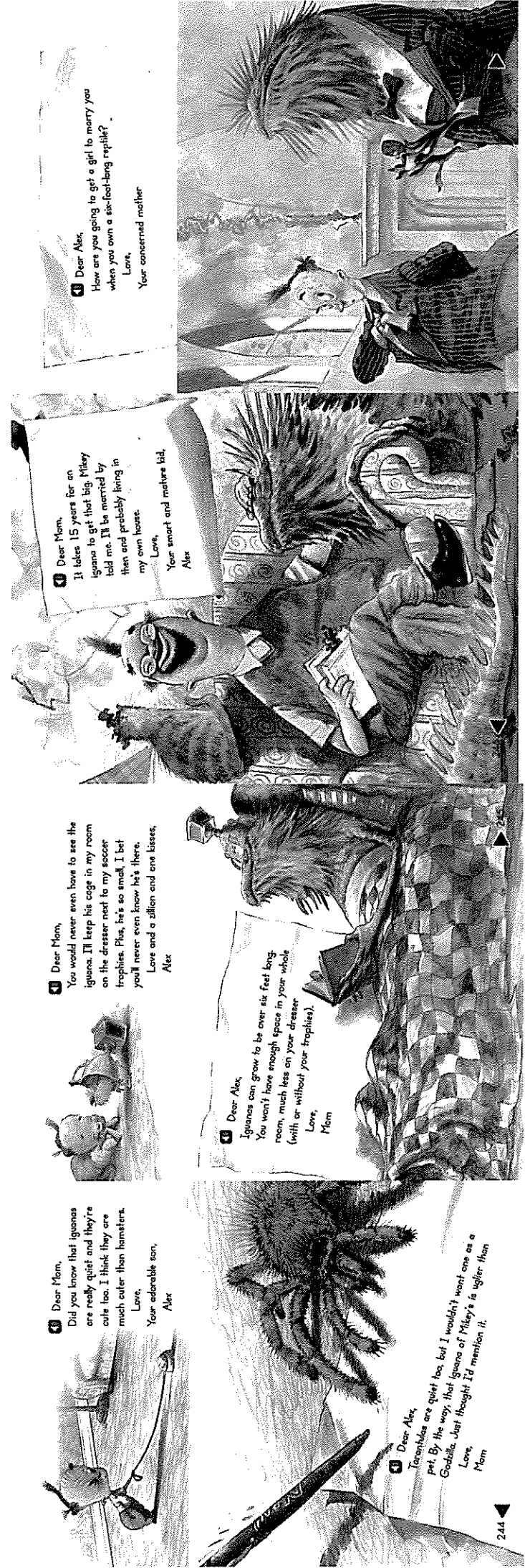
Realistic Fiction tells a made-up story that could really happen. Read this story to find out if Alex can persuade his mom to let him have an iguana.

BY ZAHN KAUFMAN ORLOFF
ILLUSTRATED BY DAVID CARROLL

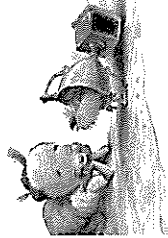
Question of the Week
How do you know if a solution is a good solution?

Q Dear Mom,
I know you don't think I should have Mikey Gulligan's baby iguana when he moves, but here's why I should. If I don't take it, he goes to Slinky and Slinky's dog, Lurch, will eat it.
You don't want that to happen, do you?
Signed,
Your sensitive son,
Alex

Q Dear Alex,
I'm glad you're so compassionate, but I doubt that Slinky's mother will let Lurch get into the iguana's cage.
Nice try, though.
Love,
Mom



Q Dear Mom,
Did you know that iguanas are really quiet and they're cute too. I think they are much cuter than hamsters.
Love,
Your adorable son,
Alex



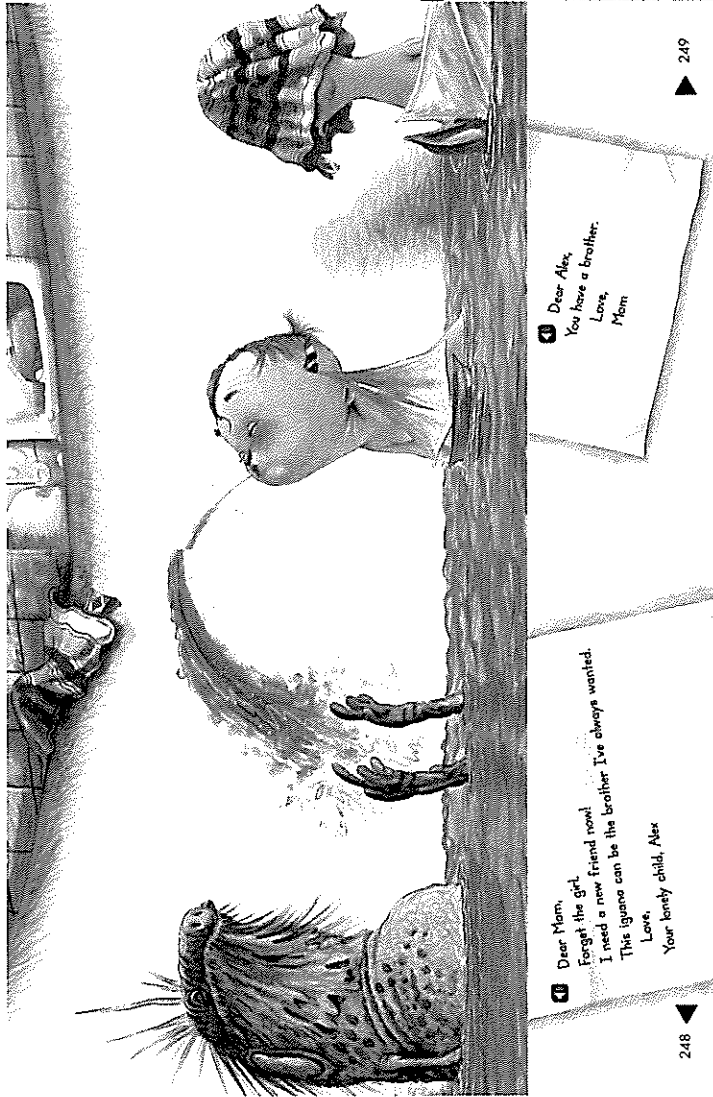
Q Dear Mom,
You would never even have to see the iguana. I'll keep his cage in my room on the dresser next to my soccer trophies. Plus, he's so small, I bet you'll never even know he's there.
Love and a zillion and one kisses,
Alex

Q Dear Alex,
Iguanas can grow to be over six feet long. You won't have enough space in your whole room, much less on your dresser (with or without your trophies).
Love,
Mom

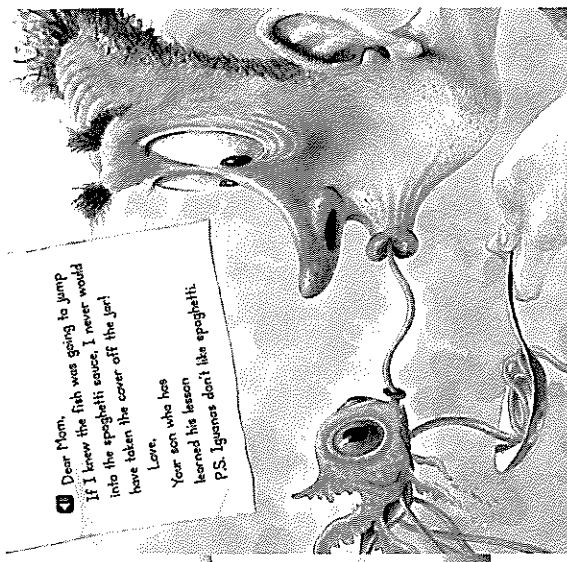
Q Dear Alex,
Tarantulas are quiet too, but I wouldn't want one as a pet. By the way, that iguana of Mikey's is uglier than a Godzilla. Just thought I'd mention it.
Love,
Mom

Q Dear Mom,
It takes 15 years for an iguana to get that big Mikey told me. I'll be married by then and probably living in my own house.
Love,
Your smart and mature kid,
Alex

Q Dear Alex,
How are you going to get a girl to marry you when you own a six-foot-long reptile?
Love,
Your concerned mother



248

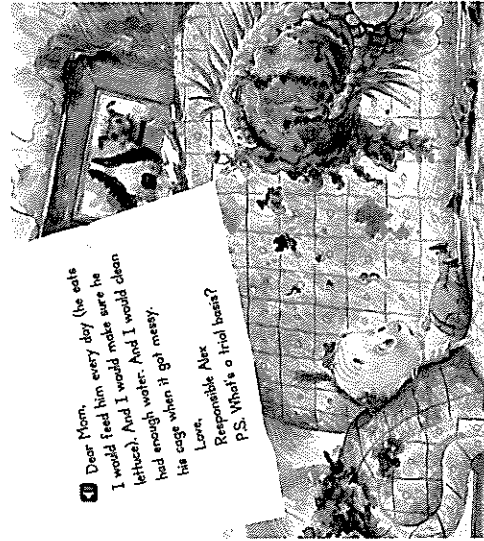


4 Dear Alex,
Let's say I let you have the iguana on a trial basis.
What exactly would you do to take care of it?
Love,
Mom

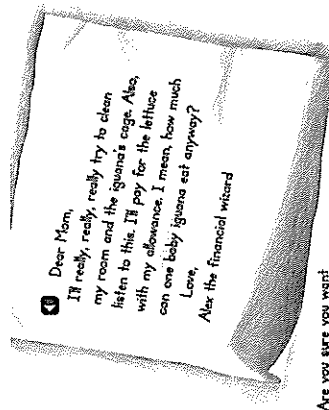
251



253



252



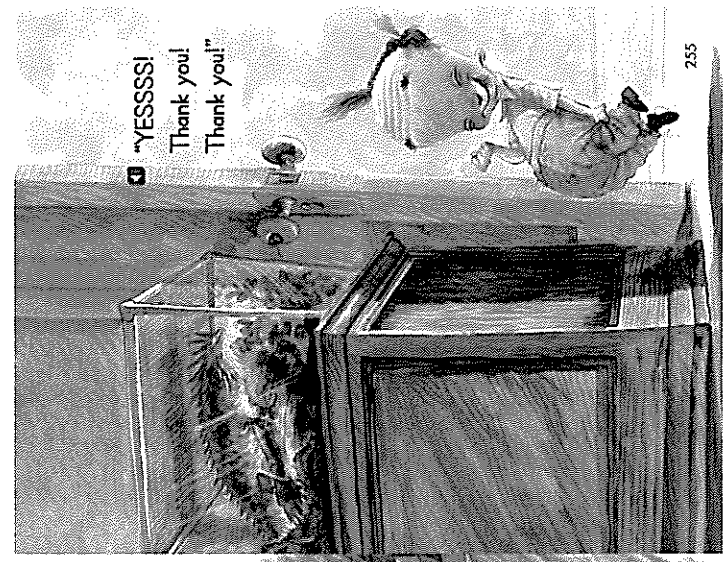
4 "Are you sure you want
to do this, Alex?"

"Yes, Mom!
I wanna iguana...
Please!"

253



254



255

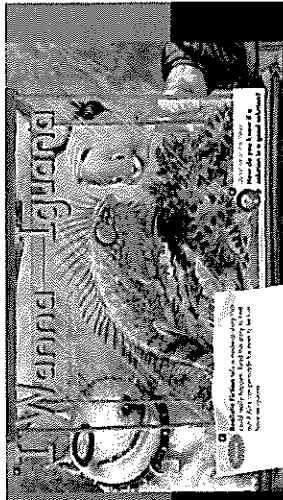
I Wanna Iguana by Karen Kaufman

Answer the following:

- What is the situation that Alex and his mother are discussing in their letters.

Points of View

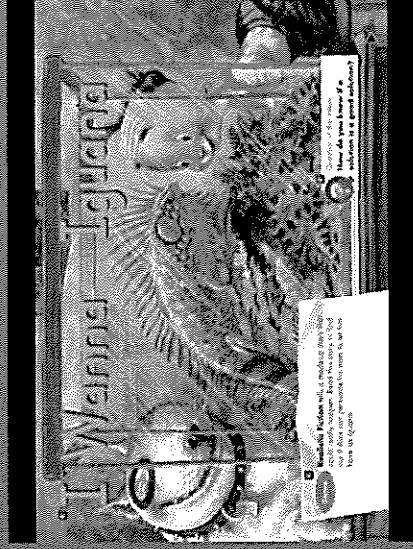
I Wanna Iguana by Karen Kaufman



I Wanna Iguana by Karen Kaufman

Answer the following:

- What is Alex's point of view about the situation?



People often have different points of view about certain situations or issues just like Alex and his mother in the story.

Task

Look at the following topic cards. Choose 1 topic and on the following slide state your opinion and give at least 3 reasons to support your point of view.



Write your topic here:

What is your opinion?

Justify your response:

Reason 1:

Reason 2:

Reason 3:

I Wanna Iguana by Karen Kaufman

Answer the following:

- Based on what happens at the end of the story, which character has been convinced by the other's point of view?
- How do you know this?

I Wanna Iguana by Karen Kaufman

Answer the following:

- Do you agree with Alex, or with his mother? Why?

Name: _____

Date: _____

Multiplication Facts of 6

1) $6 \times 5 =$	21) $6 \times 6 =$	41) $6 \times 7 =$	61) $6 \times 5 =$
2) $6 \times 3 =$	22) $7 \times 6 =$	42) $6 \times 6 =$	62) $6 \times 6 =$
3) $11 \times 6 =$	23) $12 \times 6 =$	43) $12 \times 6 =$	63) $1 \times 6 =$
4) $6 \times 6 =$	24) $6 \times 5 =$	44) $5 \times 6 =$	64) $6 \times 9 =$
5) $6 \times 1 =$	25) $9 \times 6 =$	45) $6 \times 8 =$	65) $6 \times 11 =$
6) $3 \times 6 =$	26) $3 \times 6 =$	46) $12 \times 6 =$	66) $6 \times 0 =$
7) $6 \times 9 =$	27) $10 \times 6 =$	47) $6 \times 2 =$	67) $6 \times 7 =$
8) $9 \times 6 =$	28) $4 \times 6 =$	48) $6 \times 0 =$	68) $0 \times 6 =$
9) $6 \times 10 =$	29) $2 \times 6 =$	49) $6 \times 11 =$	69) $2 \times 6 =$
10) $4 \times 6 =$	30) $9 \times 6 =$	50) $2 \times 6 =$	70) $6 \times 4 =$
11) $12 \times 6 =$	31) $5 \times 6 =$	51) $5 \times 6 =$	71) $0 \times 6 =$
12) $0 \times 6 =$	32) $6 \times 10 =$	52) $1 \times 6 =$	72) $6 \times 11 =$
13) $5 \times 6 =$	33) $6 \times 6 =$	53) $6 \times 12 =$	73) $6 \times 5 =$
14) $6 \times 4 =$	34) $6 \times 1 =$	54) $6 \times 0 =$	74) $6 \times 6 =$
15) $6 \times 6 =$	35) $2 \times 6 =$	55) $3 \times 6 =$	75) $1 \times 6 =$
16) $8 \times 6 =$	36) $7 \times 6 =$	56) $4 \times 6 =$	76) $4 \times 6 =$
17) $5 \times 6 =$	37) $6 \times 2 =$	57) $5 \times 6 =$	77) $10 \times 6 =$
18) $6 \times 11 =$	38) $4 \times 6 =$	58) $6 \times 9 =$	78) $6 \times 12 =$
19) $6 \times 8 =$	39) $8 \times 6 =$	59) $6 \times 3 =$	79) $6 \times 11 =$
20) $5 \times 6 =$	40) $6 \times 3 =$	60) $6 \times 8 =$	80) $6 \times 0 =$

Time: _____

Score: _____ / 80



Name: _____

Date: _____

Multiplication and Division Facts of 6

1) $30 \div 6 =$	21) $12 \div 6 =$	41) $24 \div 6 =$	61) $36 \div 6 =$
2) $5 \times 6 =$	22) $5 \times 6 =$	42) $54 \div 6 =$	62) $6 \times 4 =$
3) $66 \div 6 =$	23) $48 \div 6 =$	43) $24 \div 6 =$	63) $6 \times 2 =$
4) $6 \div 6 =$	24) $54 \div 6 =$	44) $30 \div 6 =$	64) $6 \div 6 =$
5) $6 \times 10 =$	25) $1 \times 6 =$	45) $2 \times 6 =$	65) $6 \times 1 =$
6) $6 \times 6 =$	26) $6 \times 11 =$	46) $36 \div 6 =$	66) $54 \div 6 =$
7) $4 \times 6 =$	27) $30 \div 6 =$	47) $6 \times 5 =$	67) $6 \times 5 =$
8) $60 \div 6 =$	28) $36 \div 6 =$	48) $6 \times 7 =$	68) $0 \times 6 =$
9) $12 \div 6 =$	29) $6 \times 6 =$	49) $6 \div 6 =$	69) $8 \times 6 =$
10) $12 \times 6 =$	30) $6 \div 6 =$	50) $6 \times 12 =$	70) $60 \div 6 =$
11) $6 \times 7 =$	31) $6 \times 7 =$	51) $60 \div 6 =$	71) $24 \div 6 =$
12) $48 \div 6 =$	32) $3 \times 6 =$	52) $66 \div 6 =$	72) $6 \times 5 =$
13) $24 \div 6 =$	33) $66 \div 6 =$	53) $72 \div 6 =$	73) $6 \times 10 =$
14) $12 \div 6 =$	34) $72 \div 6 =$	54) $42 \div 6 =$	74) $6 \div 6 =$
15) $18 \div 6 =$	35) $3 \times 6 =$	55) $48 \div 6 =$	75) $6 \times 4 =$
16) $6 \times 1 =$	36) $6 \times 12 =$	56) $6 \times 1 =$	76) $12 \div 6 =$
17) $6 \times 9 =$	37) $18 \div 6 =$	57) $18 \div 6 =$	77) $5 \times 6 =$
18) $60 \div 6 =$	38) $5 \times 6 =$	58) $42 \div 6 =$	78) $6 \times 7 =$
19) $30 \div 6 =$	39) $6 \times 2 =$	59) $1 \times 6 =$	79) $6 \times 9 =$
20) $6 \times 10 =$	40) $6 \times 6 =$	60) $7 \times 6 =$	80) $9 \times 6 =$

Time: _____

Score: _____ / 80



Australian Money

Coins

Five cents
5c

Ten cents
10c

Twenty cents
20c

Fifty cents
50c

One dollar
\$1

Two dollars
\$2

Notes

Five dollars
\$5

Ten dollars
\$10

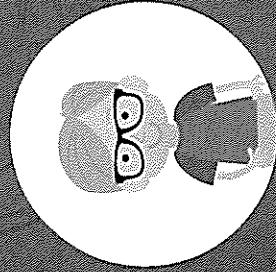
Twenty dollars
\$20

Fifty dollars
\$50

One hundred
\$100



1

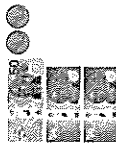


Question

James had \$96 in his wallet.
What combination of coins and notes did he have?

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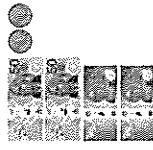
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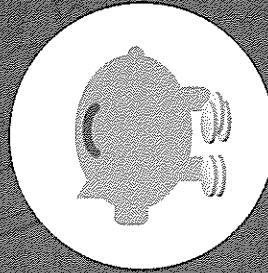
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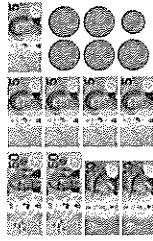


Question

Sam had \$152 in her piggy bank.
What combination of coins and notes did she have?

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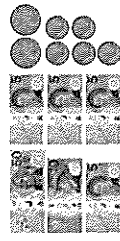
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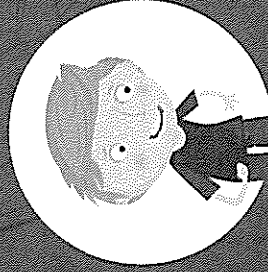
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3



Question

Aston was given a total of \$200 for his birthday.
What combination of notes did he have?

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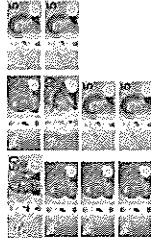
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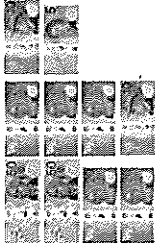
4



Maddie was given a total of \$180 for her birthday.
What combination of notes did she have?

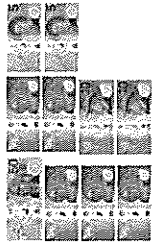
© teachstarter

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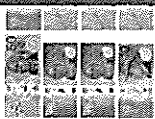
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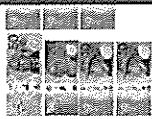
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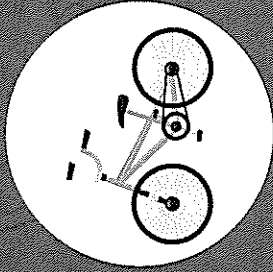
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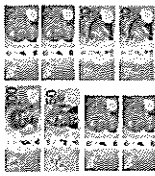
5



Billy bought a new bike for \$240.
What combination of notes did he use to make his purchase?

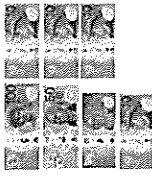
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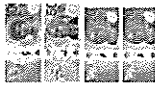
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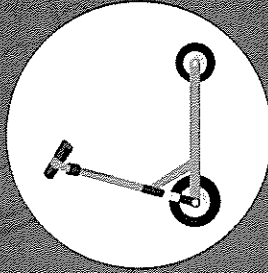
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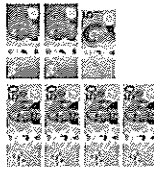
6



Chloe bought a new scooter for \$195.
What combination of notes did she use to make her purchase?

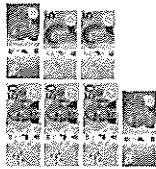
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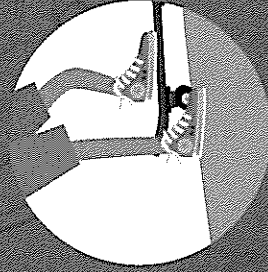
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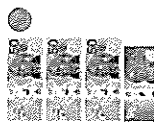
7



Dillon bought a new skateboard for \$178.
What combination of coins and notes did he use to make his purchase?

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a



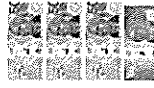
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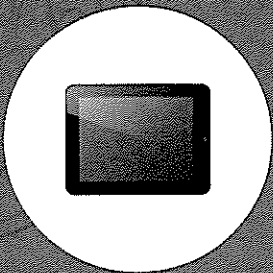
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8



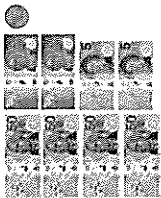
Question

Eloise bought a new tablet for \$249.

What combination of coins and notes did she use to make her purchase?

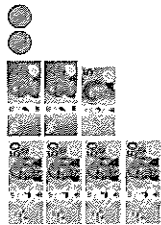
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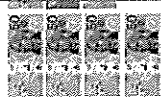
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9

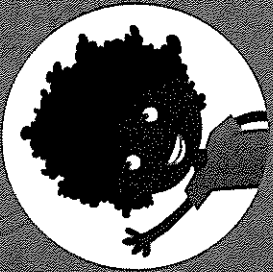


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Question

Phillip used a \$50 note to pay for two t-shirts at \$18 each.

How much change did Phillip receive?

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a



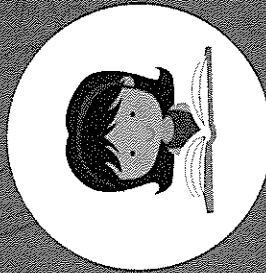
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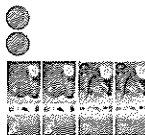
Question

Helen used two \$50 notes to pay for three books at \$22 each.

How much change did Helen receive?

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a



Select

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Select

11

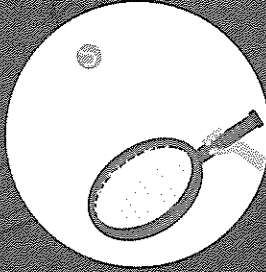


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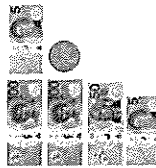
Question

Gus bought two tennis racquets for \$128 each.

How much was the total cost for both racquets?

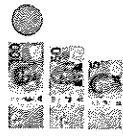
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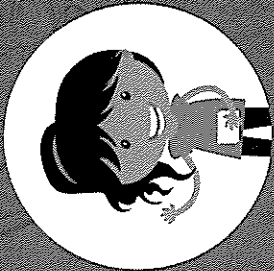
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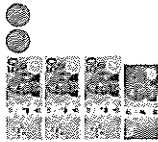


Question

Julie bought three tickets to a show for \$74 each. How much was the total cost for all three tickets?

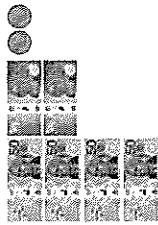
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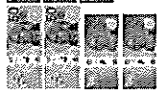
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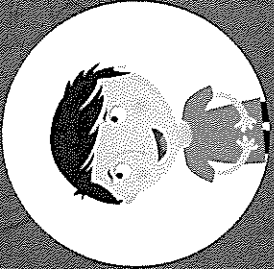


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Question

Tim earns \$20 pocket money each week. He saves 25% and spends the rest. How much does Tim save each week?

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a



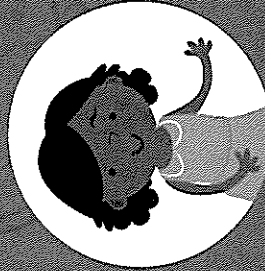
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14



Question

Leah earns \$30 pocket money each week. She saves 50% and spends the rest. How much does Leah save each week?

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a



Select

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15

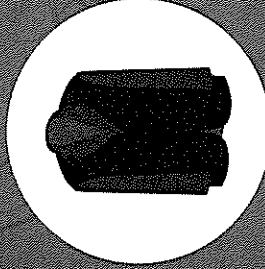


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Question

Jacob got a 50% discount off his new jacket. If Jacob paid \$43, what was the original price of the jacket?

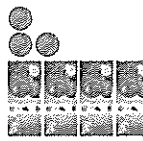
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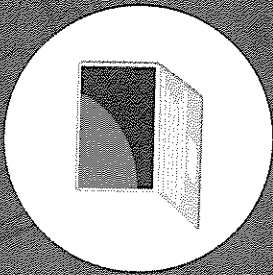
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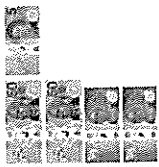


Question

Nicole got a **10%** student discount off her new laptop. If the original price was **\$1250**, how much was the discount?

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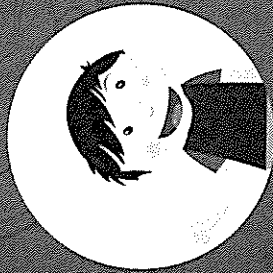
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17



Question

Tom got a **25%** student discount off his entry price to a theme park. If the original price was **\$60**, how much did Tom pay?

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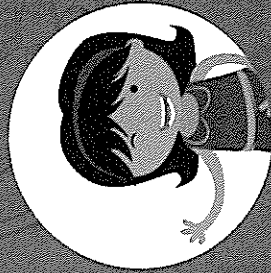
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18



Question

Lucy got a haircut for **\$25**. If the GST on Lucy's haircut was **10%**, how much did she pay in GST?

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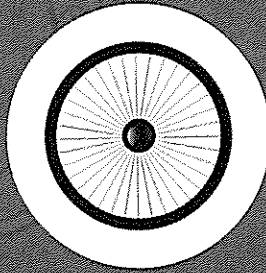
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19



Question

Charlie paid **\$69** to repair the tyres on his bike. If the GST for the new tyres was **10%**, how much did Charlie pay in GST?

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a



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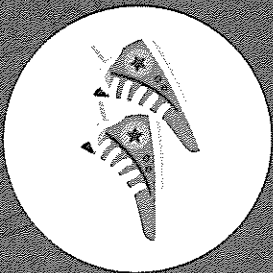


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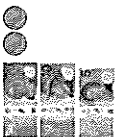


Question

Amy's mum agreed to go halves with her in a new pair of shoes. If the shoes cost \$78, how much does Amy have to pay?

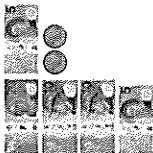
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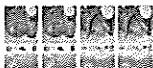
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Name _____

Date _____

Mixed Operations Word Problems - Money

- ① Tiana makes \$15 per hour when she works during the week. On the weekends, she gets \$18 per hour.
 - a) How much did Tiana earn in 1 week, if she worked 3 hours per day after school?

 - b) In that same week, Tiana also worked 5.5 hours on the weekend. How much did she earn altogether for the week?

- ② Thum Thai served 4 groups of friends for dinner. 2 groups chose the Belly Banquet, which was \$37 per person, 1 group chose the Big Banquet which was \$42 per person and the last group chose the Boppa Banquet which was \$53 per person.
 - a) How many people had the Belly Banquet if it made \$444?

 - b) How much money did the Big Banquet make if there were 11 people in the group?

 - c) How many people had the Boppa Banquet if Thum Thai made a total of \$1224 for the night?

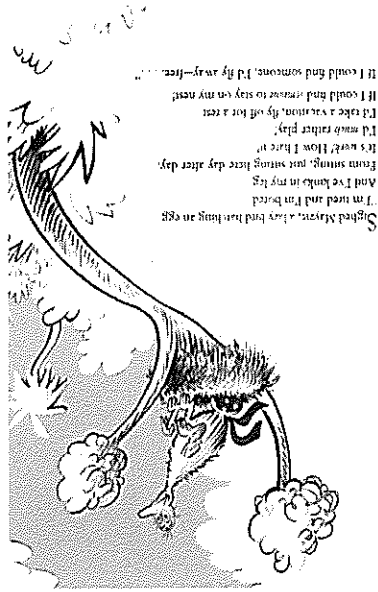




The elephant laughed.
 "If I'm of *all* our birds,"
 I haven't feathers and I haven't wings
 sit on your egg? Why, that doesn't make sense.
 Your egg is so small, my arm, and I'm so gigantic."
 "But no," answered Mayzie. "I know you're *not* small.
 But I'm *any* you can do it. No trouble at all.
 Just sit on it a while. You're gentle and kind.
 Come, be a good fellow. I know you won't mind."
 "I can't," said the elephant.
 "I can't," begged the bird.
 "I won't be gone long, or I give you my word.
 I'll keep right back. Why, I'll never be missed."



Then Horton, the Elephant, passed by her tree.
 "Hello," called the tiny bird, looking her face.
 "You've nothing to do and I'd *need* a rest.
 Would you like to sit on the egg in my nest?"



"I'm tired and I'm bored
 And I've hunk in my leg.
 From sitting here day after day.
 It's *weird*! How I hate it!
 I'd *much* rather play.
 I'd take a vacation, fly off for a rest.
 If I could find *someone* to stay on my nest!
 If I could find *someone*, I'd fly away—*here*..."



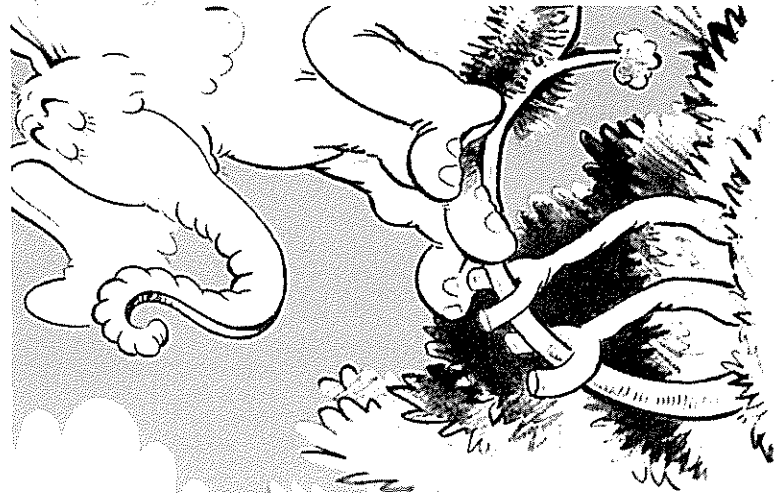
"Very well," said the elephant, "since you insist."
 You want a vacation. Go fly off and ride it.
 I'll sit on your egg and I'll try not to *back* it.
 I'll stay and be faithful. I mean what I say."
 "Toodle-oo!" sang our Mayzie and flattered away.



Then carefully,
Tenderly,
Gently he crept
Up the trunk to the nest where the little egg slept

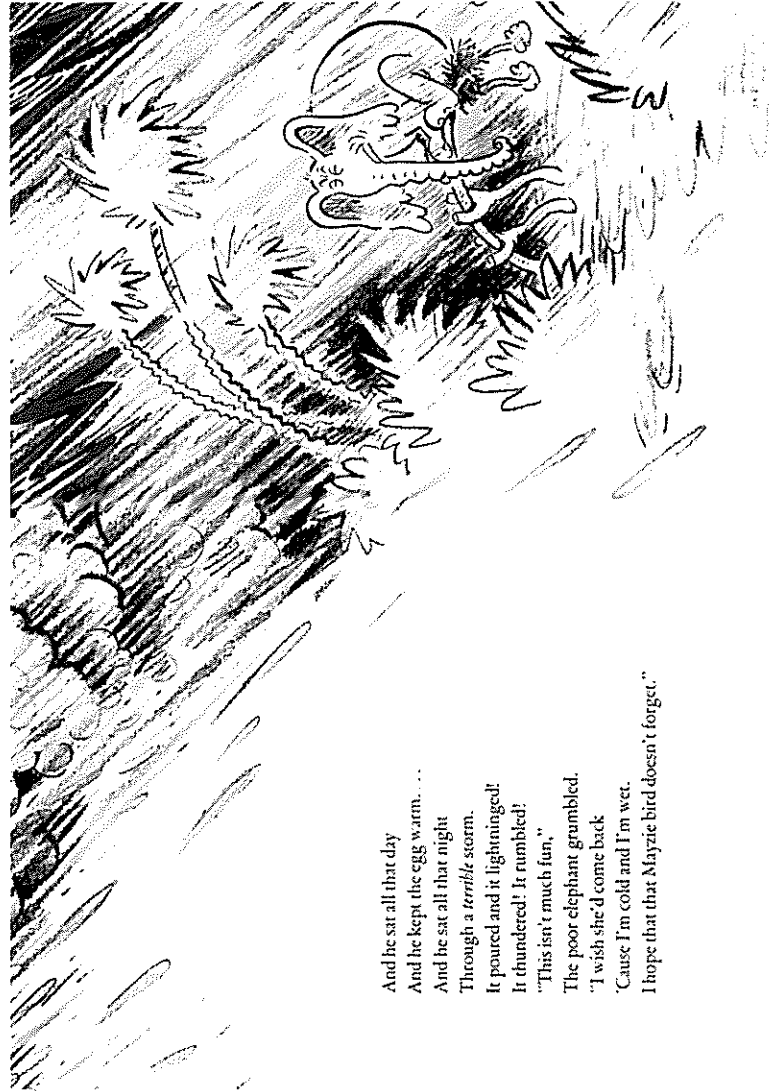


"It'm m m . . . the first thing to do," murmured Horton,
Let's see
The first thing to do is to prop up the tree
And make it much stronger. That can be done
Before I get on it. I must weigh a ton"

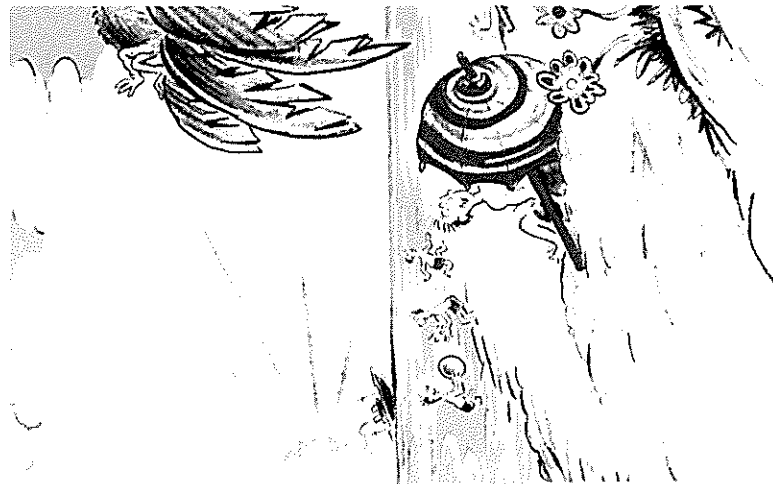


Then Horton the elephant smiled. "Now that's that. . . ."

And he sat
and he sat
and he sat
and he sat . . .



And he sat all that day
And he kept the egg warm. . . .
And he sat all that night
Through a *terrible* storm.
It poured and it lightninged!
It thundered! It rumbled!
"This isn't much fun,"
The poor elephant grumbled.
"I wish she'd come back
'Cause I'm cold and I'm wet.
I hope that that Mayzie bird doesn't forget."



But Mayzie, by this time, was far beyond reach,
Enjoying the sunshine way off in Palm Beach,
And having *such* fun, such a wonderful rest,
Decided she'd NEVER go back to her nest!



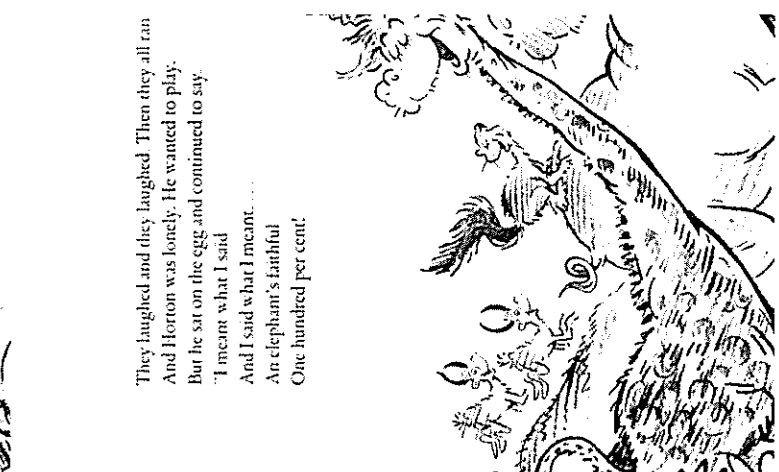
So Horton kept sitting there, day after day,
And soon it was Autumn. The leaves blew away.
And then came the Winter . . . the snow and the sleet!
And icicles hung
From his trunk and his feet.
But Horton kept sitting, and said with a sneeze,
"I'll *stay* on this egg and I *won't* let it freeze.
I meant what I said
And I said what I meant . . .
An elephant's faithful
One hundred per cent!"



So poor Horton sat there
The whole winter through . . .
And then came the springtime
With *treacle ants*!
His friends gathered round
And they shouted with glee.



"Look! Horton the Elephant's
Up in a tree!"
They taunted. They teased him.
They yelled, "How absurd!"
"Old Horton the Elephant
Thinks he's a bird!"



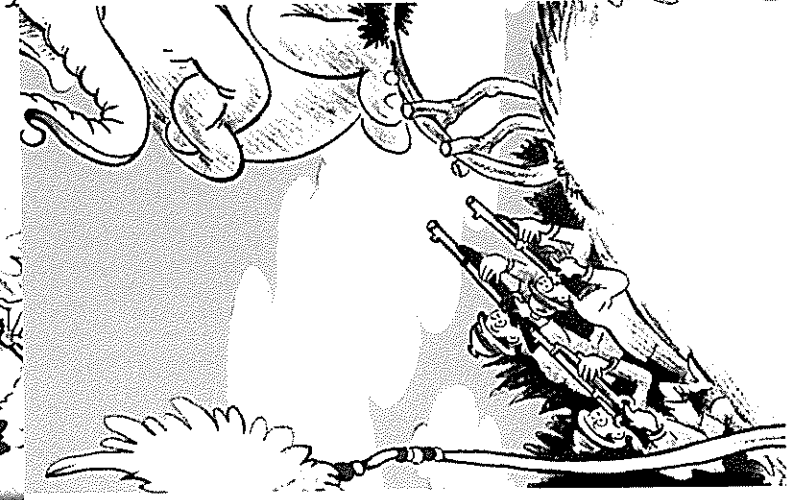
They laughed and they laughed. Then they all ran
And Horton was lonely. He wanted to play.
But he sat on the egg and continued to say.
"I meant what I said
And I said what I meant . . .
An elephant's faithful
One hundred per cent!"

"No matter what happens,
This egg must be tended!"
But poor Horton's troubles
Were far, far from ended.
For, while Horton sat there
So faithful, so kind,
Three hunters came sneaking
Up softly behind!"

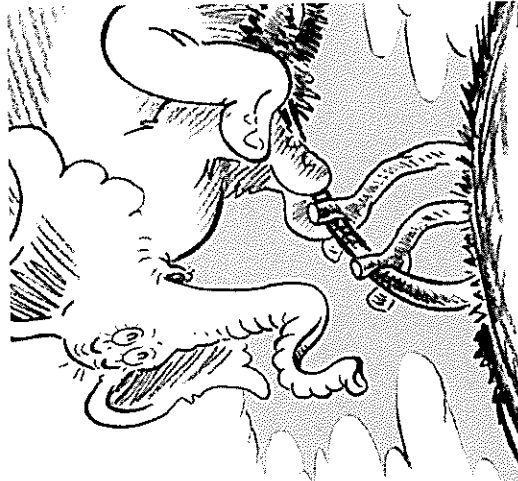


He heard the men's footsteps!
He turned with a start!
Three rifles were aiming
Right straight at his heart!

Did he run?
He did not!
HORTON STAYED ON THAT NEST!
He held his head high
And he threw out his chest
And he looked at the hunters
As much as to say:
"Shoot if you must
But I won't run away!"
I meant what I said
And I said what I meant....
An elephant's faithful
One hundred per cent!"



But the men *didn't* shoot!
Much to Horton's surprise,
They dropped their three guns
And they stared with wide eyes!
"Look!" they all shouted,
"Can such a thing be?
An elephant sitting on top of a tree...."



"It's strange! It's amazing! It's wonderful! New!
Don't shoot him. We'll catch him. That's just what
Let's take him alive. Why, he's terribly funny!
We'll sell him back home to a circus, for money!"

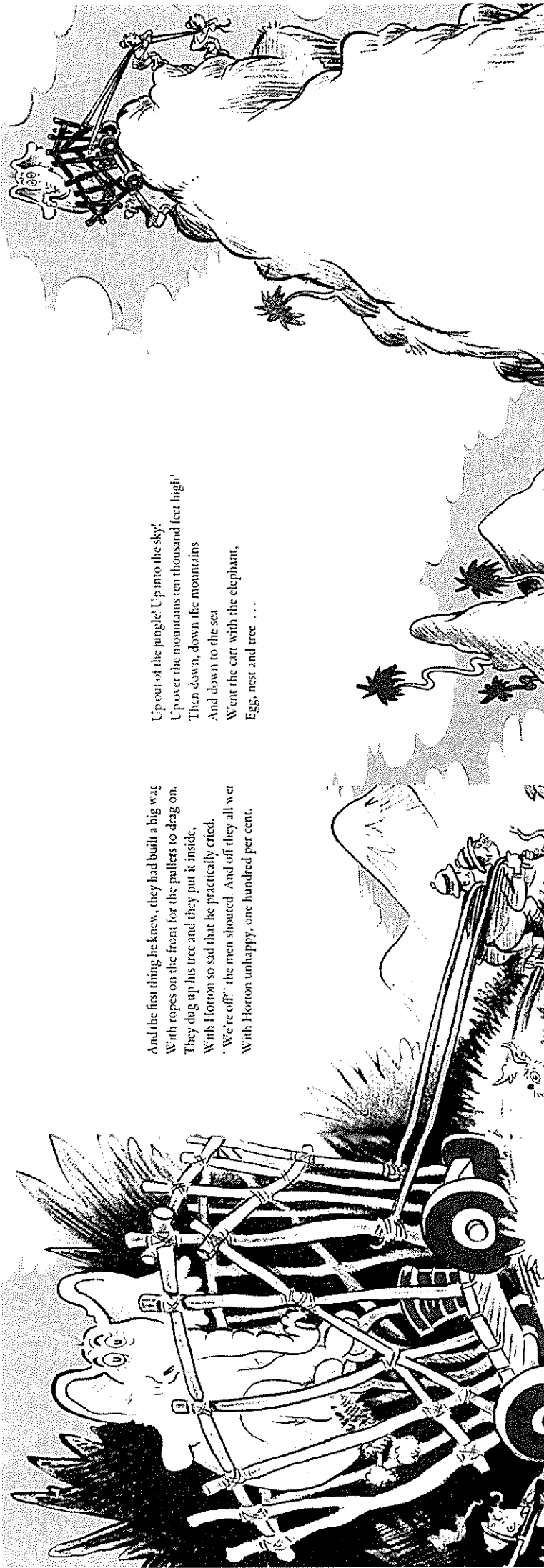
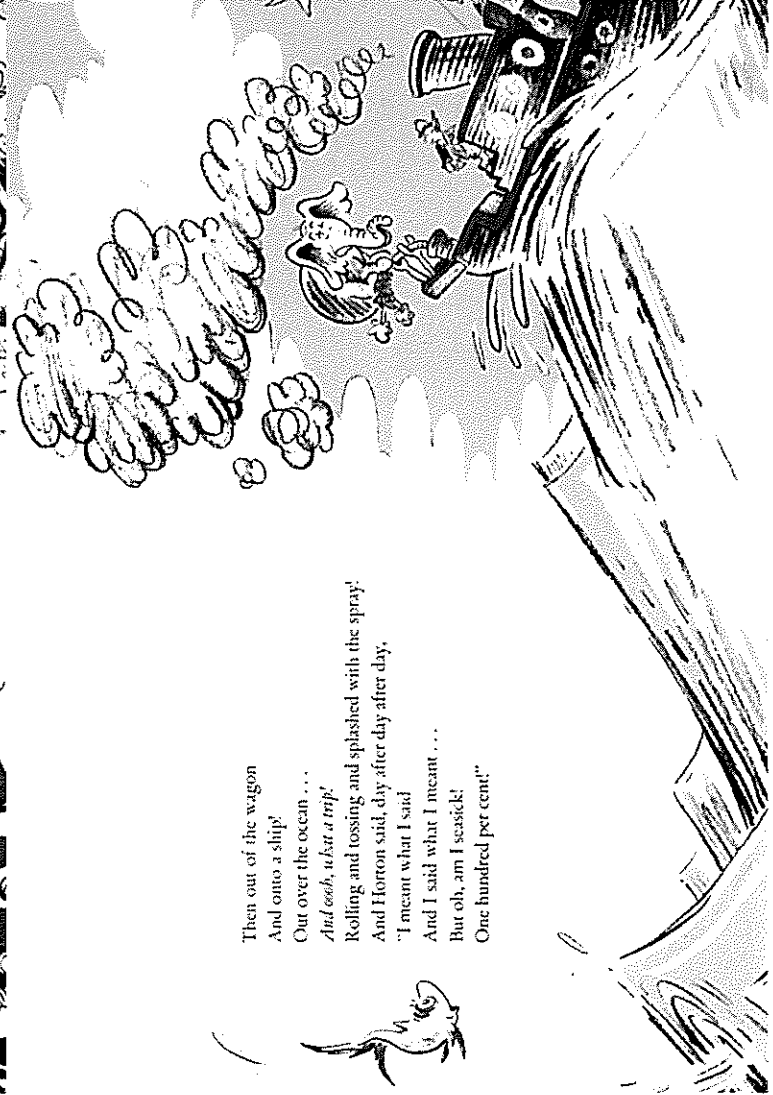
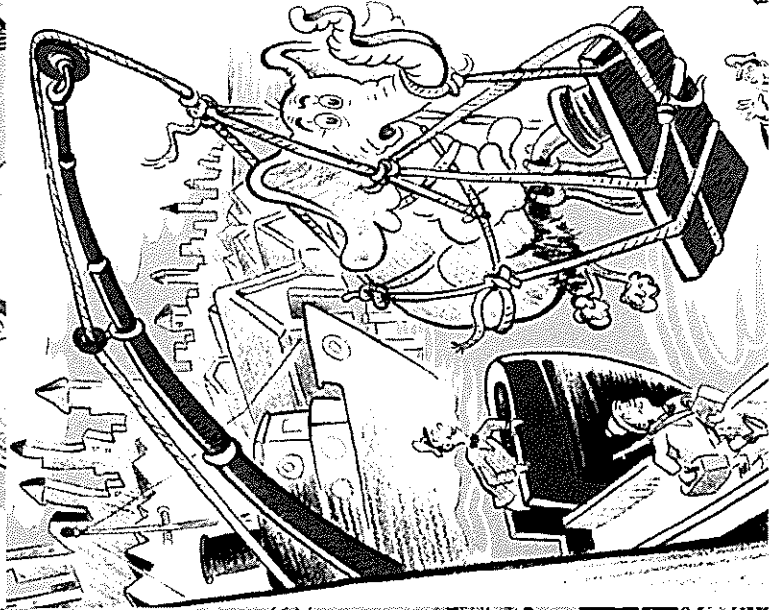


And the first thing he knew, they had built a big wag
With ropes on the front for the pullers to drag on.
They dug up his tree and they put it inside.
With Horton so sad that he practically cried.
"We're off!" the men shouted. And off they all went
With Horton unhappy, one hundred per cent.

Up out of the jungle! Up into the sky!
Up over the mountains ten thousand feet high!
Then down, down the mountains
And down to the sea
Went the cart with the elephant,
Egg, nest and tree ...

Then out of the wagon
And onto a ship!
Out over the ocean ...
And oooh, what a trip!
Rolling and tossing and splashed with the spray!
And Horton said, day after day after day,
"I meant what I said
And I said what I meant ...
But oh, am I seasick!
One hundred per cent!"

After bobbing around for two weeks like a cork,
They landed at last in the town of New York.
"All ashore!" the men shouted,
And down with a lurch
Went Horton the Elephant
Still on his perch,
Tied onto a board that could just scarcely hold hi
BUMP!
Horton landed!
And then the men said him:



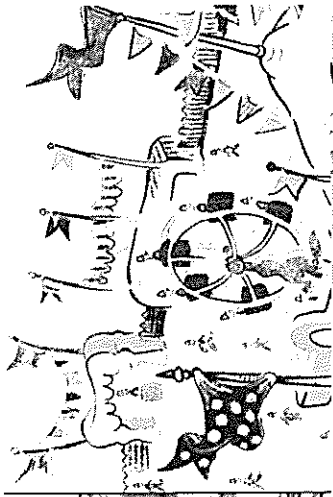
Sold to a circus! Then week after week
They showed him to people at ten cents a peek.
They took him to Boston, to Kalamazoo,
Chicago, Wheelawken and Washington, too;
To Dayton, Ohio; St. Paul, Minnesota;
To Wichita, Kansas; to Drake, North Dakota.
And everywhere thousands of folks flocked to see
And laugh at the elephant up in a tree.
Poor Horton grew sadder the farther he went,
But he said as he sat in the hot noisy tent:
"I meant what I said, and I said what I meant . . .
An elephant's faithful—one hundred per cent!"



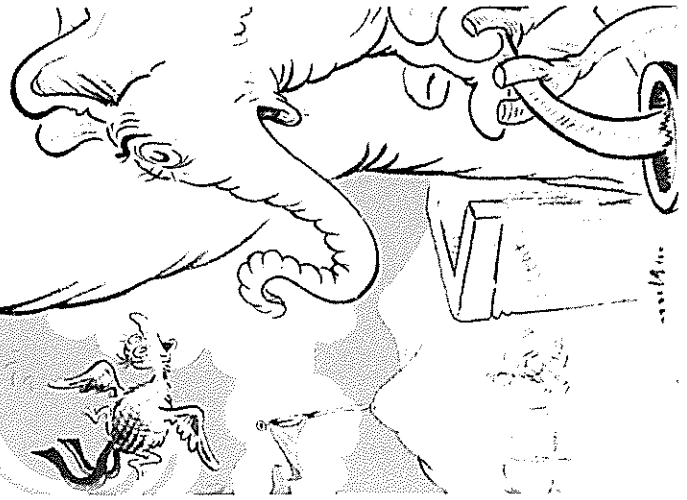
And she swooped from the clouds
Through an open tent door . . .
"Good gracious!" gasped Mayzie,
"I've seen YOU before!"

Poor Horton looked up with his face white as chalk;
He started to speak, but before he could talk . . .

Then . . . ONE DAY
The Circus Show happened to reach
A town way down south, not so far from Palm Bea.
And, dawdling along way up high in the sky,
Who *Ca! all people!* should chance to fly by
But that old good-for-nothing bird, runaway May
Still on vacation and still just as lazy.
And, spying the flags and the tents just below,
She sang out, "What fun! Why, I'll go to the sho-



There rang out the noisiest ear-splitting squeaks
From the egg that he'd sat on for fifty-one weeks!
A thumping! A bumping! A wild alive scratching!
"My egg!" shouted Horton. "My egg! WHY, IT'S HATCHING!"



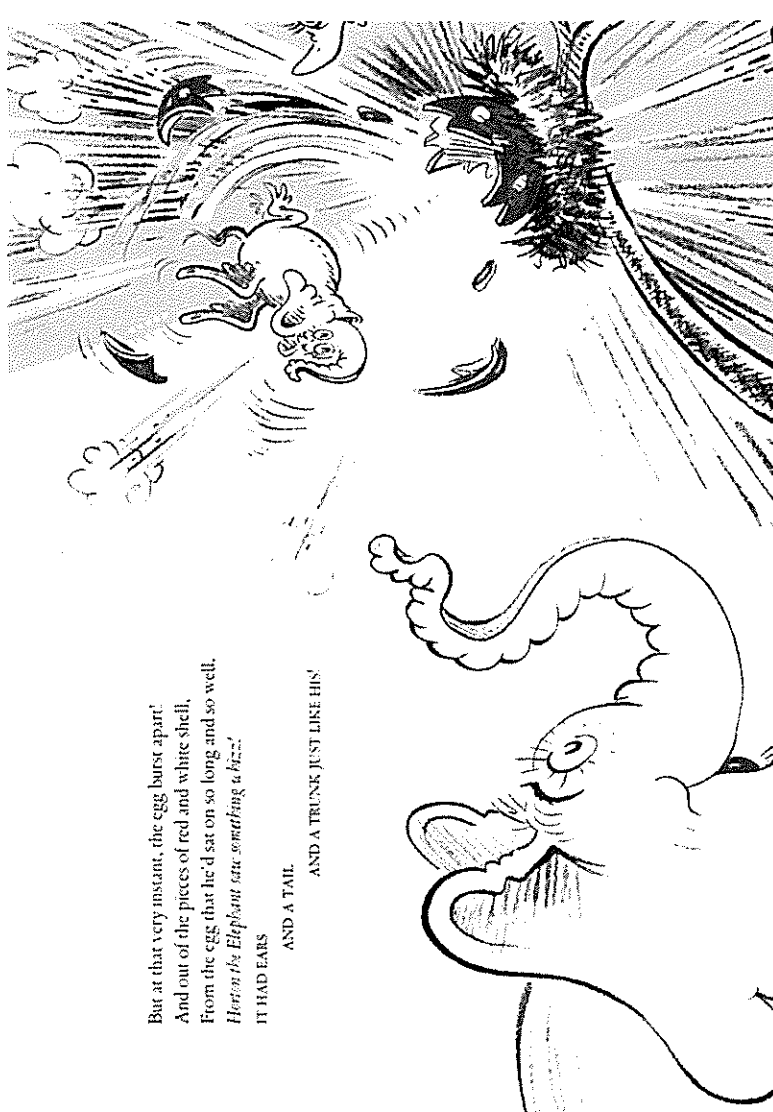
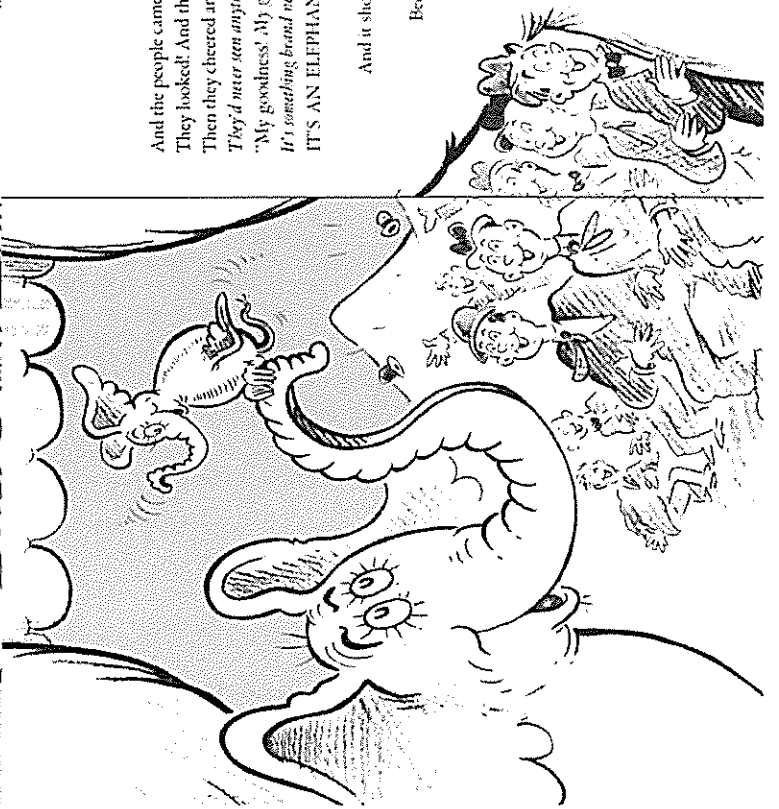


"But it's MINE!" screamed the bird, when she heard the egg (The work was all done. Now she wanted it back.)
 "It's MY egg!" she sputtered. "You stole it from me! Get off of my nest and get out of my tree!"

Poor Horton backed down

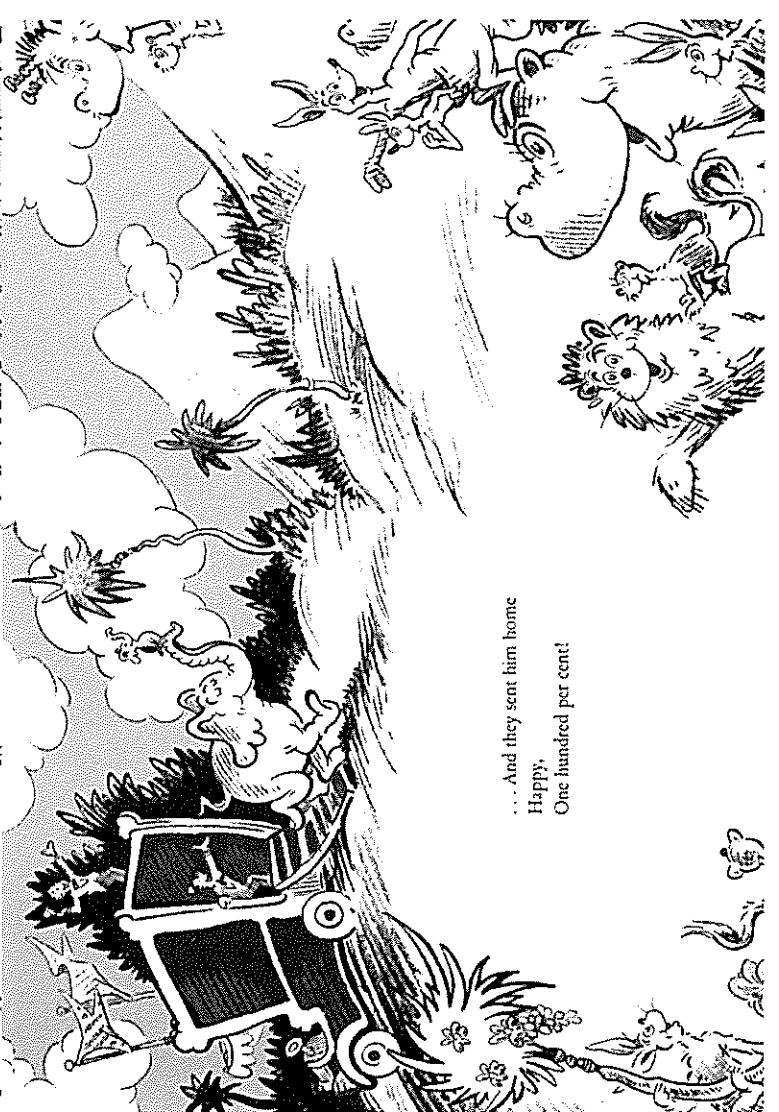
And the people came shouting, "What's all this about...?"
 They looked! And they stared with their eyes popping out!
 Then they cheered and they cheered and they CHEERED more!
 They'd never seen anything like it before!
 "My goodness! My goodness!" they shouted. "MY WORD!
 It's something brand new!
 IT'S AN ELEPHANT-BIRD!"

And it should be, it *should* be, it *SHOULD* be like
 Because Horton was faithful! He sat and
 He meant what he said
 And he said what he meant!



But at that very instant, the egg burst apart!
 And out of the pieces of red and white shell,
 From the egg that he'd sat on so long and so well,
Horton the Elephant saw something a-buzz!
 IT HAD EARS

AND A TAIL
 AND A TRUNK JUST LIKE HIS!



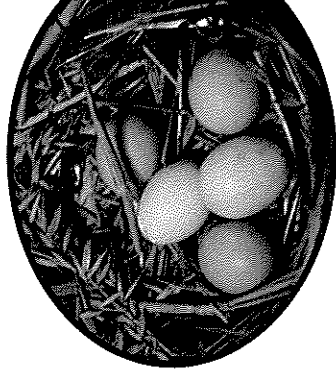
... And they sent him home
 Happy,
 One hundred per cent!

Responsibility

A lesson about character
based on the book,

Horton Hatches the Egg

by Dr. Seuss



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What is RESPONSIBILITY?

Do what you are supposed to do

Plan ahead

Persevere: keep on trying!

Always do your best

Use self-control

What is RESPONSIBILITY?

Be self-disciplined

Think before you act — consider the consequences

Be accountable for your words, actions,
and attitudes

Set a good example for others

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Horton Hatches The Egg

In the story by Dr. Seuss,

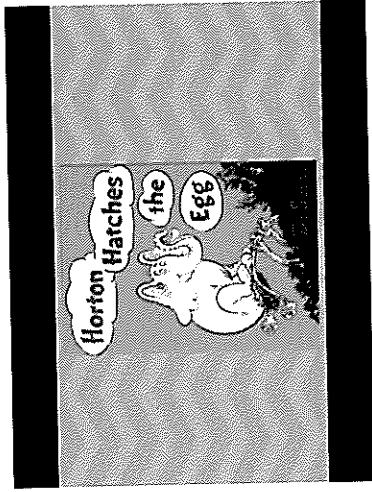
Horton Hatches The Egg,

Horton shows so very much responsibility.

He works very hard and is persistent
in making certain that he fulfills a promise,
even when it was not his job in reality.

Let's listen to the story.

What is RESPONSIBILITY?



Best practice is to review 30% (source price) to use in the classroom.
To view the resource, click on the link below.

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Horton Hatches the Egg

How did Horton show responsibility?
Who should get the egg?
Why?

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Responsibility In School

Was it Horton's job / responsibility
to take care of the egg?
Why do you think that he did it?
What is YOUR responsibility in school?

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School Expectations

Be Respectful
Be Responsible
Be your Best

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Responsibility In School

How do our school expectations apply to you?

How can you show responsibility at school?

What will happen if you show responsibility?

When you show responsibility,
you make your own good luck.

What does that mean?

Responsibility In Life

Think of the adults in your life.

How do they show that they are RESPONSIBLE?

What would happen if they were not

RESPONSIBLE?

What will happen to YOU

if you do not learn this character trait?

Showing YOUR Responsibility

Make a list of your plan

to show more responsibility in your life.

At school

At home

In sports or other activities

With your friends

Responsibility

We all have responsibilities in our lives. We show it in many different ways. How do you show responsibility in each area of your life? Write or draw how you're Responsible.

At Home

At School

With your Friends

In the activities you do

Tuesday

Name: _____

Date: _____

Identifying Descriptive Language – Nouns and Adjectives

- Common nouns are the names of people, places or things.
Underline the common nouns in blue.
- Adjectives are words used to describe nouns.
Underline the adjectives describing the common nouns in green.
- Remember, not every noun will have an adjective connected to it.

The Cat and the Whale

Many years ago, some ferocious pirates sailed the seas. One of the pirates decided to bring his adventurous cat along for the journey.

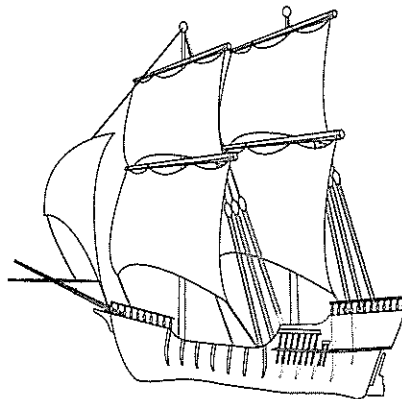
A terrible storm overturned the unlucky ship. The doomed pirates fell into the rocky ocean. The fearful cat thought that he would drown. A giant whale appeared and bravely rescued the cat.

The waterlogged cat and the heroic whale arrived at a tropical island. The cat jumped excitedly onto the golden sand. The curious whale asked the cat, "Do you know this island?" The confident cat replied, "Yes! The king of this beautiful island is my best friend, and I am a famous prince!"

The clever whale knew that this was a deserted island. He said to the cat, "You're a famous prince? How extraordinary! Well, now you can be king!"

The confused cat answered, "But how can I be king?"

The whale laughed. "Easy! There's no other living creature on this island. There is no one else who can be king!"

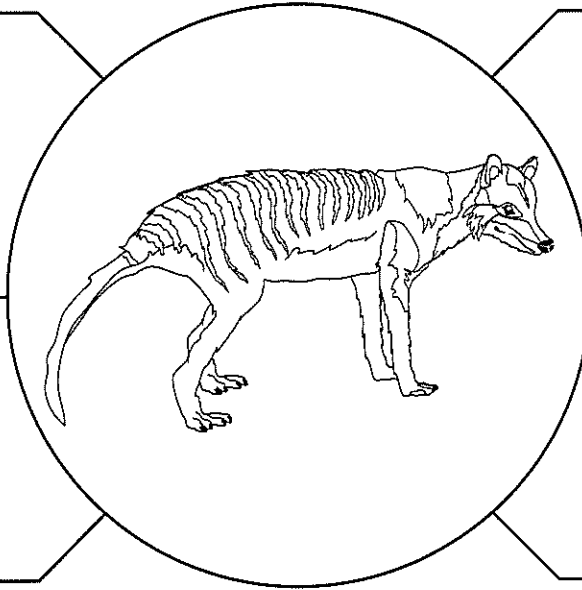


Name: _____

Date: _____

Tasmanian Tiger

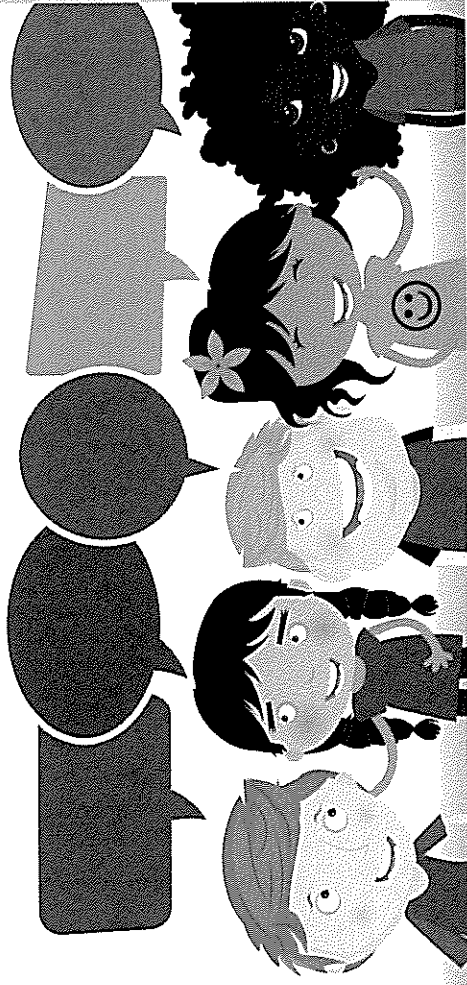
An adjective is a 'describing' word. It gives more information about the noun that goes with it. Write an adjective on each line to describe a Tasmanian tiger.



Use each of the adjectives in a sentence below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Writing Persuasive Texts



What Are Persuasive Texts?

The purpose of a persuasive text is to convince the reader or listener to agree with a particular viewpoint on a topic or issue.

Persuasive texts are written about topical issues that people might have varied opinions about e.g. whether or not homework is necessary.

There are many types of persuasive texts, such as:

- advertisements
- debates
- newspaper editorials
- election speeches.



Persuasive Texts - Structure

Title – the topic of the text, which may be presented as a ‘for’ or ‘against’ statement e.g. Homework is Unnecessary.

Opening Statement – the author introduces the topic of the text and outlines his or her viewpoint about the topic.

Series of Arguments – the author presents a number of arguments intended to convince the reader to support his or her viewpoint.

Concluding Statement – the author summarises the arguments presented and reinforces his or her viewpoint about the topic.



Persuasive Text - Example

Title

Stop Polluting the Ocean

Opening Statement

How would you feel if there were plastic bottles, chemicals, ripped fishing nets and other containers strewn all around your house? The state of many oceans around the world. It is vital that humans stop destroying our precious oceans with these careless acts of pollution.



Persuasive Text - Example

Series of Arguments

There are many things we can do in our everyday lives to help reduce this environmental disaster.

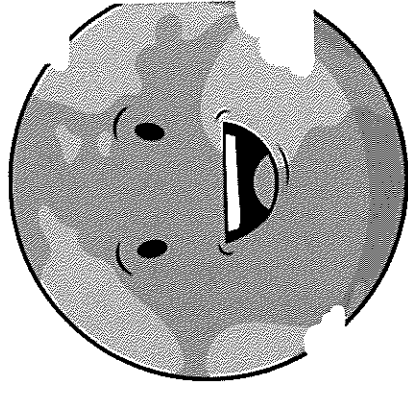
Drink water from the tap instead of from plastic bottles. Also, take reusable shopping bags to the supermarket instead of using plastic ones. Think about the amount of garbage you produce; don't waste unnecessarily. If you see rubbish while you are outdoors, you should pick it up and dispose of it responsibly.



Persuasive Text - Example

Concluding Statement

Ocean pollution is everyone's problem. We must work together to protect our oceans and save these precious environments for future generations.

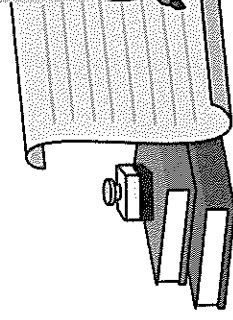


Persuasive Text Structure - Activity

As a class, read the persuasive text, *Childhood Obesity Must Be Prevented*. The text can be found on the next three slides.

As you are reading, identify the persuasive structure of the text, including:

- the **title** (Highlight bold)
- the opening statement (Highlight green)
- the series of arguments (Highlight red)
- the concluding statement. (Highlight Blue)



Persuasive Text Structure - Example

Childhood Obesity Must Be Prevented

It is estimated that around 10% of children around the world, aged 5-17 years, are overweight. This is a terrifying statistic. For the sake of their children, parents must force them to eat healthily and exercise regularly. This is our only choice if we are to reverse this frightening situation.



Persuasive Text Structure - Example

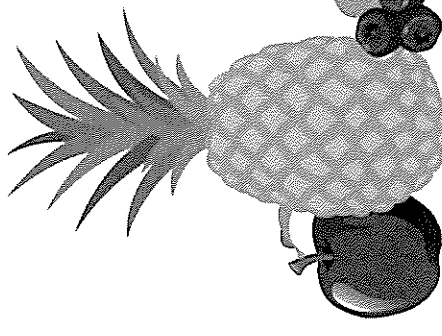
Firstly, children must consume foods that are low in fat, sugar and salt. When children eat a healthy diet, gaining excess weight is unlikely. Experts believe that water is the best choice of beverage for children. Sugary drinks such as sodas are a dangerous health hazard and should be avoided at all times.

Secondly, children must be physically active on a regular basis. This could mean playing a team sport, swimming, dancing or just running around with friends. Whilst screen time such as watching television or using a hand-held device can be enjoyable relaxation time, these activities must be limited to an hour or two a day.



Persuasive Text Structure - Example

In conclusion, parents must take action to improve childhood obesity statistics around the world. A balanced diet and regular exercise are extremely important to maintaining a healthy weight. These health messages must be followed if we are to keep our children safe, fit and healthy.



Name _____

Date _____

Sequencing Persuasive Texts (1)

Cut out and unjumble the persuasive text.

Glue the text into your workbook in the correct order.

Label the title, the introduction, the arguments and the conclusion.

Thirdly, dogs are very active animals. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.

Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can.

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.

Dogs Make the Best Pets

Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens.

When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.

Name _____

Date _____

Sequencing Persuasive Texts (2)

Cut out and unjumble the persuasive text.

Glue the text into your workbook in the correct order.

Label the title, the introduction, the arguments and the conclusion.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.

Homework is Unnecessary

In addition, students should have the time to participate in other activities after school. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework!

Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and just relaxing.

Finally, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.

Students already spend a great deal of their lives doing school work. It is not fair that students must spend extra time at home on tasks that could be done during school hours.

Name _____

Date _____

Sequencing Persuasive Texts (3)

Cut out and unjumble the persuasive text.

Glue the text into your workbook in the correct order.

Label the title, the introduction, the arguments and the conclusion.

Lastly, students will use their smart phone at times when they should be paying attention to their teacher. Students will miss important information and therefore perform poorly in the subject.

In conclusion, the dangers of smart phones in the classroom should not be ignored. For the sake of our children's education, we must ban smart phones from classrooms now and in the future.

Smart Phones Should Be Banned From Classrooms

In addition to this, if a student's smart phone was to ring during a lesson, other students could become very distracted. Who wants to listen to someone's private conversation in the middle of class?

Firstly, smart phones provide access to tools such as calculators. If students are allowed to have their smart phone with them in class, they will use these tools at inappropriate times, such as during exams.

The number of school-aged children with smart phones is rising. However, smart phones have no place in the classroom and should be banned. They are a huge distraction and are detrimental to learning.

Name: _____

Date: _____

Multiplication Facts of 7

1) $7 \times 5 =$	21) $7 \times 0 =$	41) $5 \times 7 =$	61) $7 \times 7 =$
2) $7 \times 3 =$	22) $7 \times 7 =$	42) $7 \times 1 =$	62) $2 \times 7 =$
3) $11 \times 7 =$	23) $12 \times 7 =$	43) $12 \times 7 =$	63) $1 \times 7 =$
4) $7 \times 6 =$	24) $7 \times 5 =$	44) $5 \times 7 =$	64) $7 \times 9 =$
5) $7 \times 5 =$	25) $9 \times 7 =$	45) $6 \times 7 =$	65) $7 \times 11 =$
6) $3 \times 7 =$	26) $7 \times 11 =$	46) $7 \times 9 =$	66) $8 \times 7 =$
7) $6 \times 7 =$	27) $10 \times 7 =$	47) $4 \times 7 =$	67) $2 \times 7 =$
8) $7 \times 6 =$	28) $7 \times 2 =$	48) $7 \times 0 =$	68) $0 \times 7 =$
9) $7 \times 10 =$	29) $2 \times 7 =$	49) $3 \times 7 =$	69) $7 \times 12 =$
10) $7 \times 12 =$	30) $9 \times 7 =$	50) $2 \times 7 =$	70) $7 \times 4 =$
11) $11 \times 7 =$	31) $1 \times 7 =$	51) $7 \times 4 =$	71) $7 \times 6 =$
12) $0 \times 7 =$	32) $7 \times 10 =$	52) $1 \times 7 =$	72) $3 \times 7 =$
13) $5 \times 7 =$	33) $7 \times 6 =$	53) $7 \times 12 =$	73) $7 \times 5 =$
14) $2 \times 7 =$	34) $0 \times 7 =$	54) $7 \times 10 =$	74) $7 \times 12 =$
15) $3 \times 7 =$	35) $2 \times 7 =$	55) $3 \times 7 =$	75) $1 \times 7 =$
16) $8 \times 7 =$	36) $7 \times 6 =$	56) $7 \times 5 =$	76) $4 \times 7 =$
17) $7 \times 7 =$	37) $10 \times 7 =$	57) $5 \times 7 =$	77) $10 \times 7 =$
18) $7 \times 11 =$	38) $8 \times 7 =$	58) $12 \times 7 =$	78) $7 \times 9 =$
19) $7 \times 8 =$	39) $7 \times 6 =$	59) $7 \times 3 =$	79) $7 \times 11 =$
20) $5 \times 7 =$	40) $7 \times 3 =$	60) $7 \times 8 =$	80) $7 \times 0 =$

Time: _____

Score: _____ / 80



Name: _____

Date: _____

Multiplication and Division Facts of 7

1) $35 \div 7 =$	21) $14 \div 7 =$	41) $84 \div 7 =$	61) $7 \div 7 =$
2) $8 \times 7 =$	22) $5 \times 7 =$	42) $56 \div 7 =$	62) $7 \times 4 =$
3) $77 \div 7 =$	23) $84 \div 7 =$	43) $28 \div 7 =$	63) $7 \times 2 =$
4) $7 \div 7 =$	24) $56 \div 7 =$	44) $77 \div 7 =$	64) $77 \div 7 =$
5) $7 \times 3 =$	25) $1 \times 7 =$	45) $2 \times 7 =$	65) $6 \times 7 =$
6) $8 \times 7 =$	26) $7 \times 10 =$	46) $35 \div 7 =$	66) $56 \div 7 =$
7) $4 \times 7 =$	27) $28 \div 7 =$	47) $6 \times 7 =$	67) $7 \times 5 =$
8) $70 \div 7 =$	28) $35 \div 7 =$	48) $7 \times 12 =$	68) $0 \times 7 =$
9) $14 \div 7 =$	29) $7 \times 7 =$	49) $14 \div 7 =$	69) $8 \times 7 =$
10) $2 \times 7 =$	30) $70 \div 7 =$	50) $7 \times 11 =$	70) $70 \div 7 =$
11) $12 \times 7 =$	31) $6 \times 7 =$	51) $70 \div 7 =$	71) $28 \div 7 =$
12) $42 \div 7 =$	32) $3 \times 7 =$	52) $56 \div 7 =$	72) $7 \times 11 =$
13) $49 \div 7 =$	33) $77 \div 7 =$	53) $63 \div 7 =$	73) $9 \times 7 =$
14) $21 \div 7 =$	34) $63 \div 7 =$	54) $42 \div 7 =$	74) $7 \div 7 =$
15) $7 \div 7 =$	35) $8 \times 7 =$	55) $49 \div 7 =$	75) $7 \times 4 =$
16) $7 \times 1 =$	36) $7 \times 12 =$	56) $7 \times 1 =$	76) $49 \div 7 =$
17) $7 \times 11 =$	37) $7 \div 7 =$	57) $21 \div 7 =$	77) $5 \times 7 =$
18) $70 \div 7 =$	38) $7 \times 10 =$	58) $42 \div 7 =$	78) $11 \times 7 =$
19) $35 \div 7 =$	39) $6 \times 7 =$	59) $7 \times 6 =$	79) $7 \times 7 =$
20) $7 \times 1 =$	40) $7 \times 7 =$	60) $7 \times 10 =$	80) $9 \times 7 =$

Time: _____

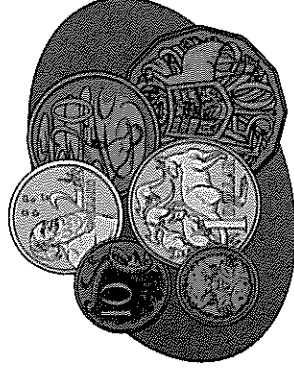
Score: _____ / 80



Money and Budgeting



Money



What is money?

What does it allow us to do?

Why does a currency work?

Money is:

a unit of account;
a store of value;
a method of exchange.

Do These Make Good Money?

Used in Arabia and Egypt as a sign of status.

Camels

Used in parts of Asia, Africa and Oceania until the 19th century.

Shells

Bottles of rum were used as a form of currency during the colonial period in Australia.

Rum

Used to exchange things online since 2009.

Bitcoin

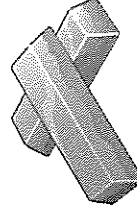
Does the value of something change depending on who is using it or where?



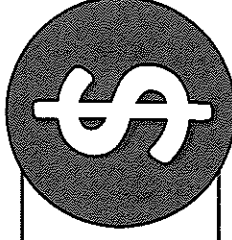
Notes and Coins

Why are these good?

What Makes Money Valuable?



Early money had intrinsic value – e.g. a gold coin. Under the gold standard, money was 'backed' by gold. This was used in Australia until 1915. You could, in theory, take a bank note to the Commonwealth Bank (now known as the Reserve Bank of Australia) and demand gold in exchange.



Now we have left the gold standard, and the value of the dollar is no longer tied to anything. It has no intrinsic value, it works on belief in the system. If enough people are willing to accept the dollar, it works as a currency.

How is Money Created?

Banks — control how much money is in circulation.



- Minting — making physical coins.

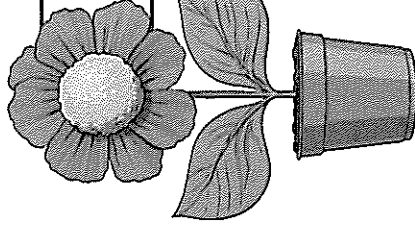
Key point: the bank doesn't keep all of the money put in all of the time — it lends it and grows it — so if everyone's trust in the bank broke down and everyone tried to withdraw their money at once, the system would break.

Example

If you give the bank \$100, then you have \$100 saved. But the bank does not keep all of it, it can lend some of it. If the bank then lends \$90 to someone else, then they have \$90 in addition to your \$100, so \$190 in total.

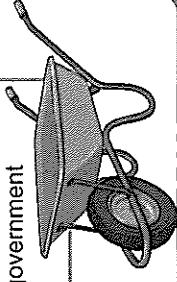
How is Money Created?

What would happen if everyone could create their own money?



Hyperinflation — there would be so much money that it would lose its value — and people's belief in it would break down.

For example, in Germany after the First World War people would take their wages home in wheelbarrows and children played with money because the government printed so much of it.

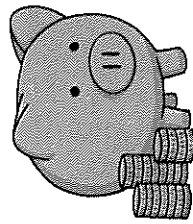


Budgeting

What is a budget?

A plan for what you will spend — with a timescale.

Why budget?

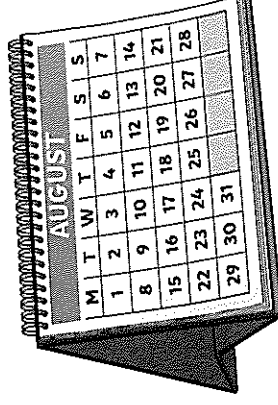
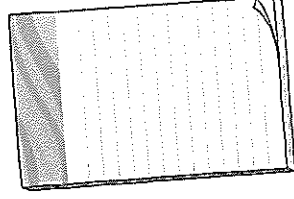


- Puts you in control.
- Understand your spending better.
- It allows us to save for the future.
- Provides financial security.
- You can buy more of the things you like.

How Do We Budget?

Set Your Goals

- Identify and list your sources of income.
- Identify and list your expenses.
- Adjust expenses, income or timescale to achieve your goal



Budgeting Exercise

- What will you spend your money on? (e.g. phone, car, house)
- How much do these things cost?
 - How much would you have to save to buy this?
 - How long would it take to save enough money?

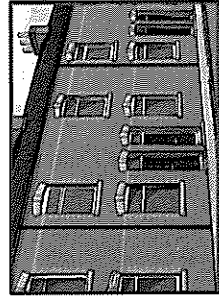


Example:

Item	Amount
income	+ \$2200
living	-\$750
food	-\$400
tax	-\$300
travel	-\$150
fun	-\$350
Leftover	\$250

- Income – from your job: \$2,200 per month
- Living – a shared house: \$750 per month
- Food – eating out once a week: \$400 per month
- Tax – council rates and utilities: \$300 per month
- Travel – public transport: \$150 per month
- Fun – hobbies & going out etc.: \$350 per month

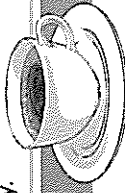
Budgeting Exercise



- How much per month in total?
- What's left over?
- How many months will it take to save up to your target?

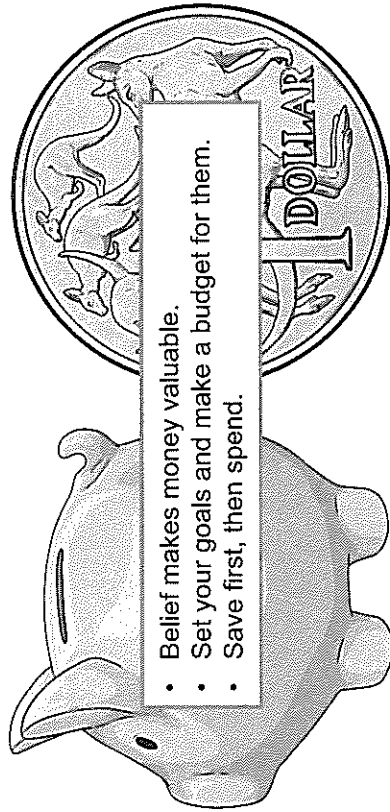
What kind of spender are you? Do you spend first and save later or save first and spend later?

Key point: you can adjust your income (harder), or how much you save and spend (easier) to achieve your targets more quickly.



We recommend saving 20% of what you earn.

Summary



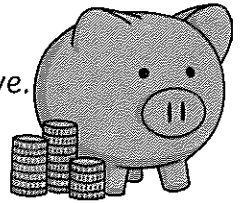
- Belief makes money valuable.
- Set your goals and make a budget for them.
- Save first, then spend.

twinkl



Plan Your Budget

Knowing your budgets and allowing room for savings is a very useful skill to have. One way to do this can be to estimate your monthly earnings and spendings.



1. Can you fill in how much money is leftover from the examples below?

Item	Amount
income	\$2000
living	-\$550
food	-\$300
tax	-\$150
travel	-\$150
fun	-\$280
Leftover	

Item	Amount
income	\$2500
living	-\$900
food	-\$350
tax	-\$200
travel	-\$250
fun	-\$480
Leftover	

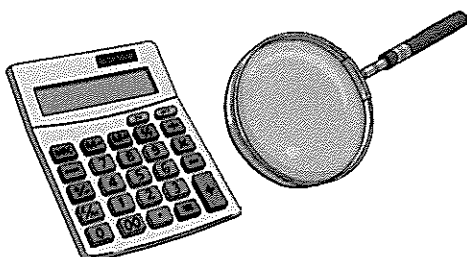
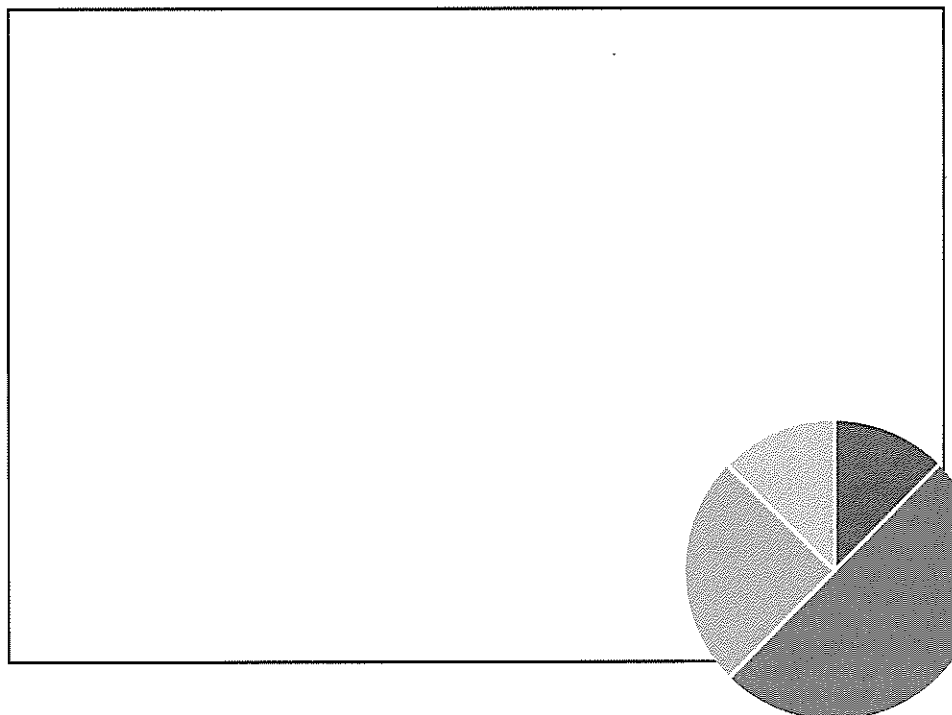
Item	Amount
income	\$4500
living	-\$1800
food	-\$550
tax	-\$250
travel	-\$350
fun	-\$700
Leftover	

One way of saving better is to plan where you spend. A friend is having some problems trying to budget their money because they want to buy a new laptop in 6 months but it will cost \$1500.

Item	Amount per month
income	\$1600
required costs, e.g. living, food, tax	-\$1000
going out	-\$200
meals out	-\$180
snacks	-\$30
take-away coffee	-\$40
clothes shopping	-\$150
Leftover	

2. How much will they need to save per month to afford the laptop?

3. Take a look at their spending on non-essential items, where can they make cuts to save more money?



Tuesday - Our Paralympic Athletes.

Meet Our Athletes!

Everyone has a story to tell. This is your chance to meet your paralympians and find out what drives them to keep on achieving their dreams. Use the following link <https://www.paralympic.org.au/athletes/> to research at least 5 different athletes from different sports. Are there any from our local area?

Task 1.

Research and complete the word puzzle.

Task 2

On the map of Australia template, plot the area they come from.

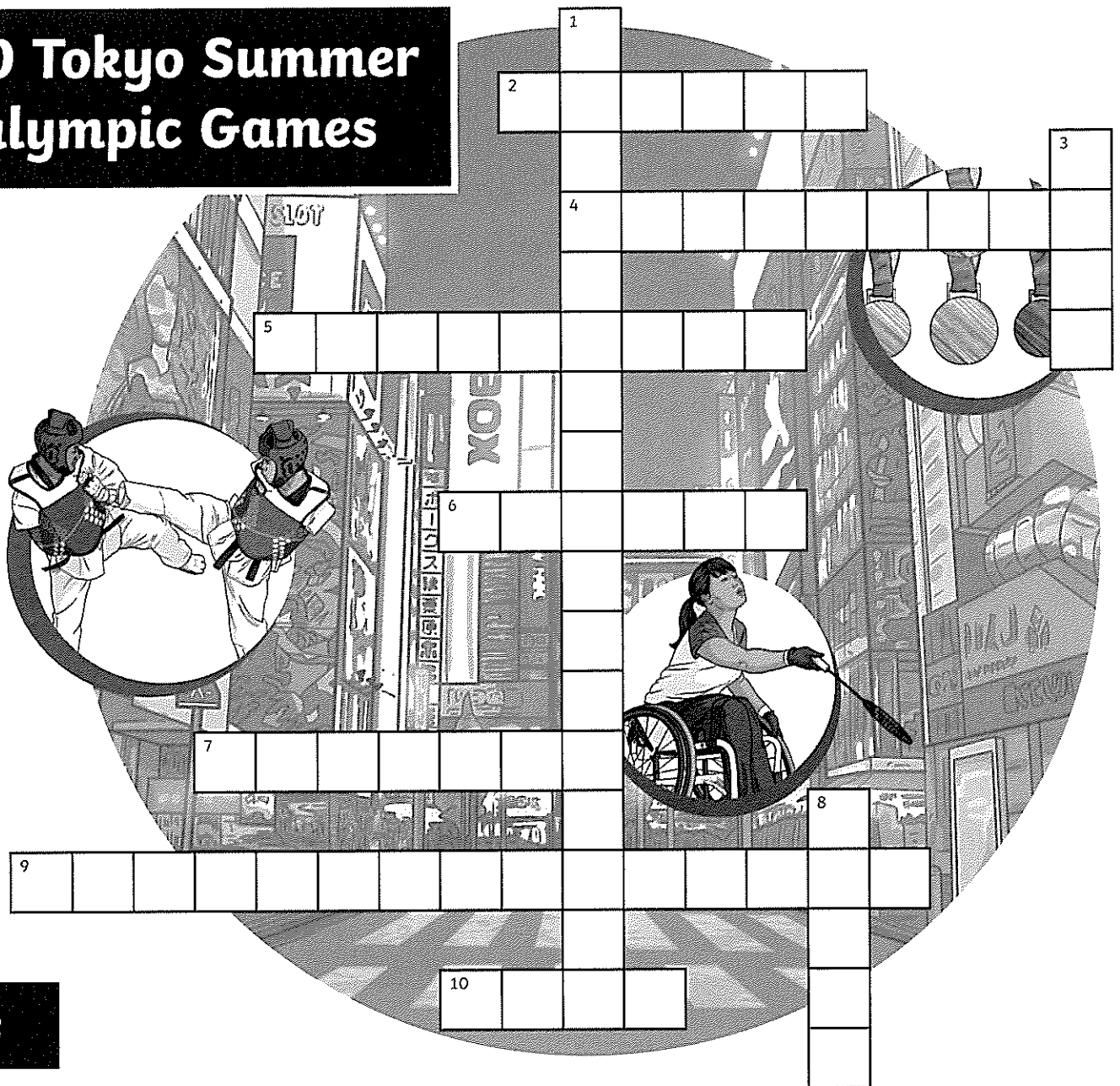
Task 3.

Create a fact file about each of the athletes you have selected. Your fact file should include information about:

- Name of athlete
- Sport they play
- An image (if you can)
- Where they live and interesting facts about the area they live in.
- Family
- Background information
- General information about their disability
- Interesting facts and information

Create a presentation within google classroom or upload a PPT to your teacher. If working in booklets, use the fact file templates to record your information. Don't forget to be creative!

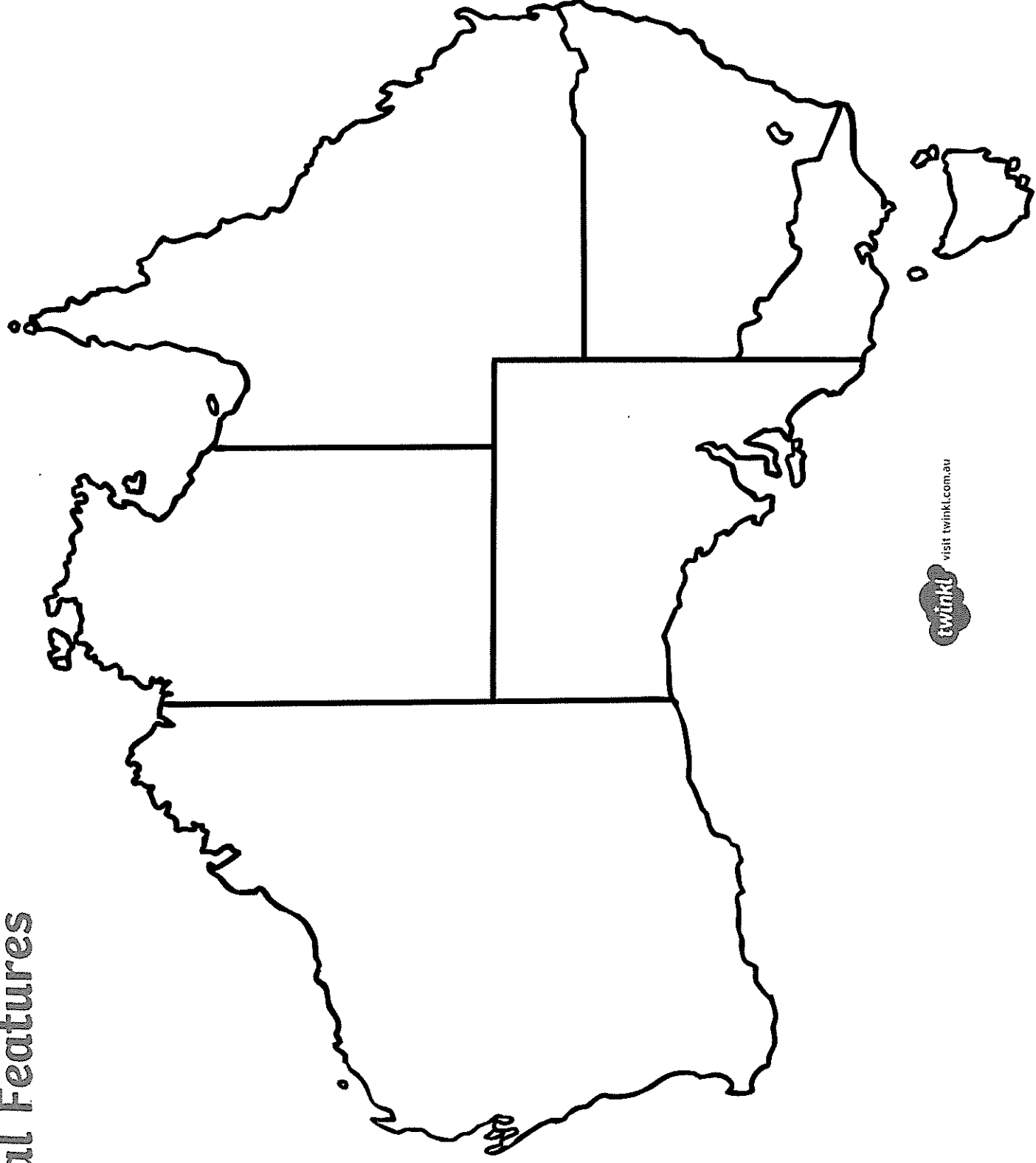
2020 Tokyo Summer Paralympic Games



Clues:

1. An adapted form of volleyball for athletes with disabilities.
2. The medal awarded to second place athletes.
3. The number of years between each Paralympic Summer Games.
4. A martial arts sport, recently added to the Tokyo Paralympic programme.
5. A new racket sport added to the Tokyo 2020 programme where players use a shuttlecock.
6. The medal awarded to third place athletes.
7. The name of the Tokyo 2020 Paralympic Games mascot.
8. The country where the Paralympic Summer Games are being held in 2020.
9. The athlete who won Britain's first ever Summer Paralympic gold medal.
10. The medal awarded to first place athletes.

Natural Features



Sports Star Fact File

Sports Star:

Sport:

Early Life

Born:

Family:

Education:

Image:

Interesting Facts and Information

General Information

Weight:

Height:

Age:

Nickname:

Achievements/Records:

I chose this sports star because...

Adam Deans Fact File

Name: Adam Deans

D.O.B.: June 16, 1988

Home town: Dianella, WA

Sport: Wheelchair Basketball

Disability: Physical Impairment - left leg limb loss (above knee)

First competed for Australia: 2009

Greatest career achievement: Gold medal at the 2014 IWBF World Wheelchair Basketball Championships

Life and Sporting Career:

Adam Deans always dreamed of becoming a professional sports person. He was especially passionate about a career in the AFL. Unfortunately, in 2005 Adam fell down the stairs whilst at school and broke his leg. Doctors then discovered a cancerous tumour in his left femur and he was required to undergo chemotherapy. As a result, less than three months later, his leg was amputated above the knee. Adam was not one to give up though, and the following year he began using a prosthetic leg.

Brant Garvey, a para-athlete and friend, encouraged Adam to attend wheelchair basketball training in 2009. It was after this that Adam decided to rediscover his sporting dream of becoming a professional athlete, and he began training and playing with the Perth Wildcats. Less than a year later, he was selected to represent Australia at the IWBF Under-23 World Wheelchair Basketball Championship in Paris, and was awarded Wheelchair Sports WA Rookie of the Year.

In 2010 Adam broke his wrist, but he overcame this set back and was granted a \$2000 'Dare to Dream' scholarship from Redkite to help him pursue his dream of winning a gold medal at the Paralympic Games.

After narrowly missing out on a place in the London 2012 Paralympic Games, Adam was selected for the 2016 Continental Clash, a multinational competition partly to prepare athletes for the Rio Olympics. At this event, the Australian team claimed silver.

During this time, Adam was employed as a Program Officer by the WA Wheelchair Sports Association branch. He was responsible for educating young people about physical disabilities. In 2014, he joined Basketball Australia as a motivational speaker and life coach, which includes personal training and nutritional guidance.

In 2016, he was selected for the 2016 Summer Paralympics in Rio de Janeiro. The team finished sixth.



Photo courtesy of Australian Paralympic Committee (@WikimediaCommons.org) - granted under creative commons licence - attribution

Angie Ballard Fact File

Name: Angie Ballard

D.O.B.: June 6, 1982

Home town: Camperdown, NSW

Sport: Athletics - 100m, 400m, 800m, 1500m, 4 x 400m relay

Disability: Paraplegia

First competed for Australia: 1998

Life and Sporting Career:

At the age of seven, Angie was involved in a near-fatal accident that paralysed her. After spending six weeks in hospital, she returned home, and commenced rehabilitation in Sydney the following year. As Angie's brother has spina bifida, she had been exposed to disability early, and quickly adapted to life in a wheelchair.

She tried a number of different sports after attending a Wheelchair Sports NSW Christmas camp, but she eventually decided on wheelchair racing after being encouraged by her PE teacher. She began competing soon after as a way of challenging herself and her new abilities.

Angie's first Paralympic Games were Sydney 2000, and she won her first bronze medal in the 100m final at the 2004 Games in Athens. In 2002 she competed in the 100m at the World Championships and won gold. She feels that this was her most rewarding moment as her hard work, and the effort she had put into training, finally aligned with her competition outcomes.

Her most successful Paralympic Games were in London, where she won two silver medals (200m and 400m) and a bronze in the 100m. In Rio, she earned 2 bronze and a silver to make her total of 8 medals. Tokyo will be her sixth Paralympic Games.

Angie Ballard is a world-class competitor with vast experience and a super coach in her mentor Louise Sauvage. Having already competed at three Paralympic Games, Angie is heading to Tokyo armed with the understanding of what it takes to be successful at the Games.



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