Home Learning – Stage 3 – Term 3 – Week 10

You will need access to a digital device to complete some of the following activities. You may need some support from a parent/carer to complete/ reflect on tasks. Any resources required will be linked or located (L.) in the Google Classroom. Activities that require access to technology will have the following symbol next to them.  The following timetable provides the necessary tasks for students to complete to remain up to date with following their learning. Tasks highlighted green **should** be submitted through the Google Classroom to receive feedback and support teachers in tracking student learning. Any tasks highlighted yellow **must** be submitted to the Google classroom to contribute to student assessment. We ask that these tasks are prioritised. The Google Classroom will have the comment feature enabled from 9:00am – 1:00pm which will allow students to ask questions and engage in discussions with their peers. It is essential that this feature is used respectfully and responsibly so that students can be effectively supported at home. This fortnight's smiling mind meditation and focus is empathy https://app.smilingmind.com.au/sessions/327/762/

Smiling Mind Lesson 15 – Acts of Kindness

Can you think of examples of when someone has been kind to you or when you have been kind to someone else? Have you ever been kind to a stranger or someone you don't know well?
Explain

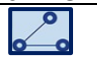
- ✓ Kindness is a natural quality of the heart, expressed through an act of goodwill and reflecting care for self and others
- ✓ Acts of kindness are good deeds, gestures of generosity or sharing; They are actions intended to help another living thing.
- ✓ Acts of kindness can also help the community, both small (i.e., your family, your class, your sports team) and large (your school, town, state, even country!)
- ✓ Being kind to others makes us happier; it makes us feel good about ourselves, and more positive about life.

Attendance - Please make sure that children check in **daily** by 10am. This can be done through the attendance question on Google Classroom or by emailing the school on sutton-p.school@det.nsw.edu.au.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Complete a 'Body Coach' workout. https://www.youtube.com/watch?v=YIB2SJnBHBQ&t=5s	Complete a task from the 'acts of kindess' grid	Complete a 'Body Coach' workout. https://www.youtube.com/watch?v=16FIVgWUklY	Complete a task from the 'acts of kindness' grid	Complete a 'Body Coach' workout. https://www.youtube.com/watch?v=TUp2_VAHIrI&t=1s
Morning	**English** Spelling Read through your spelling list (L. Google Classroom). Use the SMART strategy to go through your words (S- Say, M- Meaning/context, A- Analyse sounds and letters, R- what do you need to Remember and T- reteach the word. Choose 10 spelling words to work on for the week. Copy the words for the day and complete the segmenting sheet. Reading Read a novel of your choice for 20 minutes	**English** Spelling Copy the words for the day. Use something physical to spell your words. E.g. lego, sand, playdough, leaves. Take a photo and post it on the Google stream this afternoon **(between 2pm-3pm)** Reading Read a novel of your choice for 20 minutes Writing Letter Watch the following video about letter writing. https://youtu.be/y2d-0dIimgY Some people choose to write letters to people	**English** Spelling Copy the words for the day. Writing Procedure Watched the procedure writing video. https://www.youtube.com/watch?v=xvGeBcfysDo Write a procedure or recipe for a friend to follow (think about something they could create easily at home). Make sure to use all the features outlined in the video. Email your procedure to a friend so that they can use it later in the week	**English** Spelling Copy the words for the day and jumble the letters. You could choose to get a sibling or friend to solve them. Reading – Main Idea Topics- All texts all have a topic and at least one main idea. It is important to be able to identify the topic to then be able to determine the main idea. Look at this weeks BTN report. Looking at the title of the report and the description identify what you think the topic is e.g. I can see the text says that it is International Mother Language Day and	**English** Spelling Complete the spelling test (L. Google Classroom) and Miss Eggleton's dictation. Reading – Main Idea Look at the headlines (L.Google Classroom). Think about or discuss answers to the following questions: • What do you think this headline is about? • What questions do you have about this headline? Look at the text, 'The honey bee mystery', Predict what the text might be about. Use headings, subtitles and captions. Highlight or circle any

	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>Writing</u> Letter Watch the following video about letter writing. https://youtu.be/y2d-0dIimgY Write a letter to a friend. You can choose what the body of your letter will include. It might be an update on what you have been up to, it might be thanking them for being fabulous or it might be organising an event (e.g. Zoom catch up). Make sure to use all the correct features of a letter. Deliver your letter. You may choose to post your letter through the mail, send it as an email or deliver it on your daily walk. No matter which you choose, make sure you deliver it to the intended person.	they idolise e.g. sporting figures, singers or actors. Choose someone you idolise to write a letter to. The body of your letter might focus on thanking the person for setting a good example or asking a question about their achievements. With parent permission you may choose to post or email your letter to the celebrity using their public contact information.	(you can always send it to multiple people). **Mathematics** <u>Warm up</u> Write your 8 times tables and record your time. **Task – Assessment 2** <u>Independent</u> Complete the assessment task on Maths Online.	Tiyana is helping to protect the Kaurna language. I can see the **topic** of this text is about protecting the Kaurna language. Watch the BTN report and see if you were correct. <u>Grammar</u> Complete comma task 5, "the rules activity'. You may choose to arrange a Zoom with a friend at home so you can work together. Upload your work to the Google Classroom. <u>Writing</u> Continue working on your book writing entry**.**	repeated terms. Underline any key words. <u>Writing</u> Letter Write a letter to someone who has helped you while you have had to stay at home. This could be someone who has helped you with your learning or helped you stay happy. Deliver your letter. You may choose to post your letter through the mail, send it as an email or deliver it on your daily walk. No matter which you choose, make sure you deliver it to the intended person **Science and technology** <u>Coding</u> Log into code.org and engage in some problem solving to achieve new outcomes and debug coding errors.

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
Middle	**Mathematics** Warm up Write your 6 times tables and record your time. **Task – Chance Experiments** Video  Watch the 'Chance Experiments' on Maths Online Independent Complete the online questions suggested or the appropriate question sheet marked 'L1', 'L2' or 'L3' with level 3 being the most challenging (L. Google Classroom). If you are completing your work on paper, focus on laying out your work neatly.	**Mathematics** Warm up Write your 7 times tables and record your time. **Task – Assessment 1** Independent  Complete the assessment task on Maths Online	**Library** This time would usually be spent in the library, please work on your book writing entries. **150 Years of Sutton Public School** Please view the tasks Mrs Walker has made available in the history topic (L. Google Classroom).	**Mathematics** Warm up Write your 8 times tables and record your time. **Task – Observed and Expected Frequencies** Video  Watch the 'Observed and Expected Frequencies' video on Maths Online Independent Complete the appropriate question sheet marked 'L1', 'L2' or 'L3' with level 3 being the most challenging (L. Google Classroom). If you are completing your work on paper, focus on laying out your work neatly.	**Mathematics** Warm up Write your 12 times tables and record your time. **Task – Cartesian Plane** Video  Watch the 'Cartesian Plane' video on Maths Online. Independent Complete the appropriate question sheet marked 'L1', 'L2' or 'L3' with level 3 being the most challenging (L. Google Classroom). If you are completing your work on paper, focus on laying out your work neatly. You may also choose to complete some of the other Cartesian Plane activities on Google Classroom.
Break					

	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	**Geography** Inquisitive - http://inq.co/class/6AHU4 (password - 3553)  Lesson – Independent Research Please complete pages 3 - 5. Upload your work from page 5 to the task (L. Google Classroom)	**PDHPE** Create an obstacle course in your house/ backyard. Film yourself completing it and post it to the Google Stream between **2:30pm – 3:00pm <u>tomorrow</u>.**	**Sustainable Garden** Complete the lessons set by Ms Croser. Go to Ms Crosers classroom to find out about the amazing Book Creator activity.	**Science and technology** Inquisitive - http://inq.co/class/6AHU4 (password - 3553)  Lesson – Let it Grow Please complete pages 8 - 10. Upload your work from page 8 to the task (L. Google Classroom)	**English** Follow the procedure sent by your friend or find a recipe online that you can create at home. Take a picture of what you have made and upload it to the Google stream between 2:00pm and 3:00pm. Happy Holidays!!

Rule	Explanation	Example	Own examples
Rule 1: Use commas to separate items written in a series such as separate items or words, phrases and subordinate clauses and short independent clauses in a series.	The conjunction '**and**' for the last item in a series does not need a comma as the comma in a series actually functions as a conjunction. Use a comma before the conjunction to avoid confusion with series of long phrases.	The mountains, the creeks, the shrubbery and the wildlife should be protected in this area.	
Rule 2: Use a comma to separate two or more adjectives (descriptive words) **before** a noun if the word order of the two could be reversed and the word "and" could be substituted for the comma.	Note: Do not put a comma between the last adjective and the noun. Wrong: The lazy, rebellious**,** boy was suspended. (Microsoft Word does not pick this up.)	The weary, emaciated man collapsed. The emaciated and weary man collapsed.	
Rule 3: Direct address - use commas to set off direct address. (When you write a situation where one character speaks directly to another person and uses their name.		Examples of introductory words and interrupters: yes, no, well, indeed, nevertheless, however, I believe, in fact , of course, in my opinion, on the other hand, to tell the truth, on the contrary.	
Rule 4: Interrupters - Use commas to set off introductory words and expressions which interrupt the sentence. These expressions are often called parenthetical expressions because the words themselves are not essential to the sentence and could be placed in parentheses.			

Rule 5: Addresses and dates - Use commas to separate and enclose the separate items in dates and addresses.		Bucket Creek Public School, located at 902 Old Highway, Strathfield 2135, started school this year February 4, 2013.	
Rule 6: Appositives and appositive phrases (provides more information about a noun) - use commas to set off and enclose an appositive (a word or phrase which can be substituted for a name - do not confuse this rule for renaming a noun with merely describing a noun.)	Appositives and appositive phrases most often appears directly after the noun it identifies or renames Note: Short or one word appositives are not set off with commas such as my friend Bill or my sister Mareea.	Bill Williams, the captain of the rugby team, is in my English class.	
Rule 7: Non-essential phrases or clause use commas to set off and enclose nonessential phrases or clauses (participial phrases or dependant clauses which are not essential to the meaning of the sentence.) Generally, nonessential phrases or clauses serve to provide extra information or clarification.	Note: Some nonessential clauses begin with who, whom, which or that and include a verb.	The zebra, *scenting the air and carefully scanning the path ahead of her*, cautiously entered the water. The clown of our class, *who has a wicked sense of humour*, made us all laugh.	
Rule 8: Essential Clauses = No Commas!		The adolescent who is wearing colours looks suspicious. (If you dropped the essential clause "who is wearing colours," you wouldn't know which young man looks suspicious.	

Rule 9: Introductory clause or phrases - Use a comma after an introductory clause or more than one phrase at the beginning of a sentence.	Note: No comma is used when the clause is at the end of the sentence.	After we won the game, we celebrated at Sizzlers.	
Rule 10: Letters - use a comma after the greeting in a friendly letter and after the closing expression		Dear Mum, Your loving daughter,	

Appendix 3

Headlines

Example headlines
Man on the Moon
Animals Terrorised by Bossy Donkey
We Shall Overcome
Soda Ban Goes Flat
So, there was this squirrel…
Cows lose their jobs

Appendix 3

Headlines

Man on the Moon

What do you think this headline is about?

What questions do you have about this headline?

Appendix 3

Headlines

Animals Terrorised by Bossy Donkey

What do you think this headline is about?

What questions do you have about this headline?

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Headlines

We Shall Overcome

What do you think this headline is about?

What questions do you have about this headline?

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Headlines

Soda Ban Goes Flat

What do you think this headline is about?

What questions do you have about this headline?

Appendix 3

Headlines

So, there was this squirrel…

What do you think this headline is about?

What questions do you have about this headline?

Appendix 3

Headlines

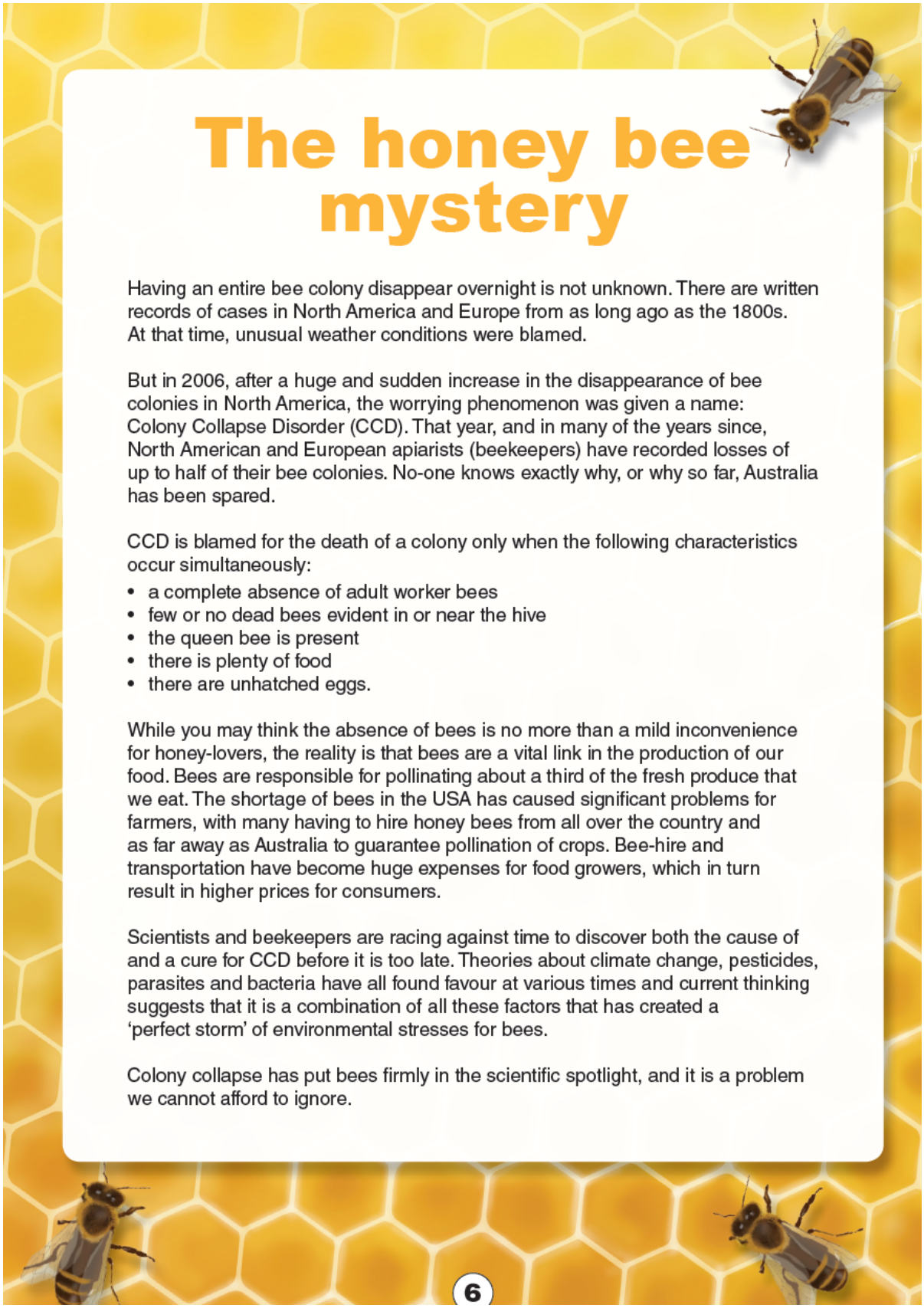
Cows lose their jobs

What do you think this headline is about?

What questions do you have about this headline?

Appendix 4

The Honey Bee Mystery – Whole text



The honey bee mystery

Having an entire bee colony disappear overnight is not unknown. There are written records of cases in North America and Europe from as long ago as the 1800s. At that time, unusual weather conditions were blamed.

But in 2006, after a huge and sudden increase in the disappearance of bee colonies in North America, the worrying phenomenon was given a name: Colony Collapse Disorder (CCD). That year, and in many of the years since, North American and European apiarists (beekeepers) have recorded losses of up to half of their bee colonies. No-one knows exactly why, or why so far, Australia has been spared.

CCD is blamed for the death of a colony only when the following characteristics occur simultaneously:

- a complete absence of adult worker bees
- few or no dead bees evident in or near the hive
- the queen bee is present
- there is plenty of food
- there are unhatched eggs.

While you may think the absence of bees is no more than a mild inconvenience for honey-lovers, the reality is that bees are a vital link in the production of our food. Bees are responsible for pollinating about a third of the fresh produce that we eat. The shortage of bees in the USA has caused significant problems for farmers, with many having to hire honey bees from all over the country and as far away as Australia to guarantee pollination of crops. Bee-hire and transportation have become huge expenses for food growers, which in turn result in higher prices for consumers.

Scientists and beekeepers are racing against time to discover both the cause of and a cure for CCD before it is too late. Theories about climate change, pesticides, parasites and bacteria have all found favour at various times and current thinking suggests that it is a combination of all these factors that has created a 'perfect storm' of environmental stresses for bees.

Colony collapse has put bees firmly in the scientific spotlight, and it is a problem we cannot afford to ignore.

6

Year 5 NAPLAN Reading Magazine, 2015 ACARA

The **SMART** Spelling Grid

Write, say, sound, count, write.

1. Write the word.
2. Say the word.
3. Sound it out.
4. Count the sounds.
5. Write the letters then write the tricky part again.

Write the word Say the word	How many sounds	Write the letters broken up into graphs, digraphs, trigraphs, etc.												Tricky Part
Fork	**3**	**F**	**or**	**k.**										

Weekly SMART Spelling Name

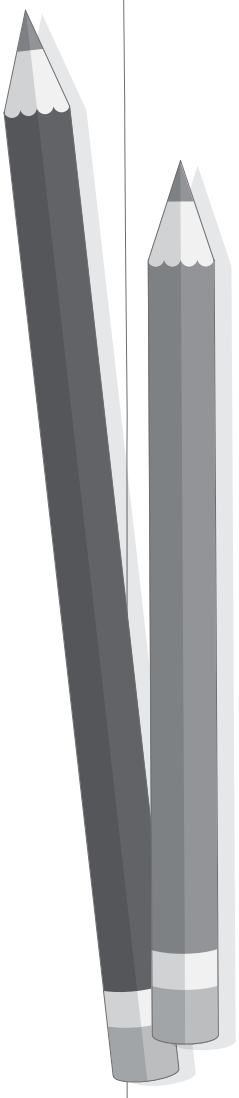
Focus: Past tense

Write on the lines.	Say the word, write the word on Monday	Say the word, write the word on Tuesday	Say the word, write the word on Wednesday	Say the word, write the word on Thursday
Red Words				
throw/ threw				
catch/ caught				
teach/ taught				
buy/ bought				
break/ broke				
hang/ hung				
Orange Words				
think/ thought				
fly/ flew				
hold/ held				
drink/ drank				
fight/ fought				
speak/ spoke				
Green Words				
know/ knew				
shake/ shook				
shrink/ shrank				
understand/ understood				
mean/ meant				
lie/ lay				
BOB Words (My own words)				

What more can I learn about a country in Asia?

2 Reflect on the work you have done in the last few lessons. Think of facts you have learnt about particular countries and write these around the page. Colour in the country that each fact relates to.

3 Looking back at the map of Asia in Question two, choose a country that you have not coloured yet and conduct your own research about this place. Present your country study as an eBook, using a program such as Power Point, Tellagami, Skitch or Book Creator Free. Be sure to include interesting information on things such as culture (festivals, traditional dress, religious customs, traditions), geography (latitude and longitude, natural features of land and sea, climate, native animals), lifestyle (popular jobs, industries, housing, recreation) and numbers (population, density, life expectancy, average income).



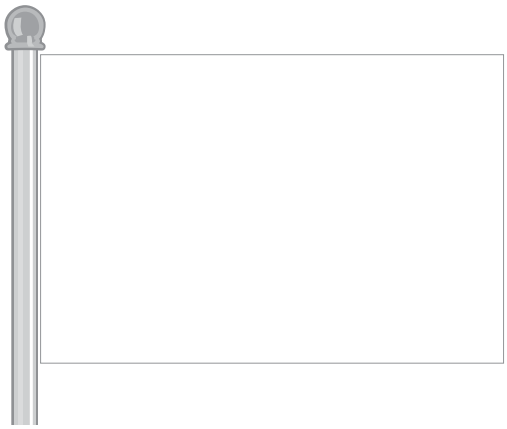
Inquiry planning

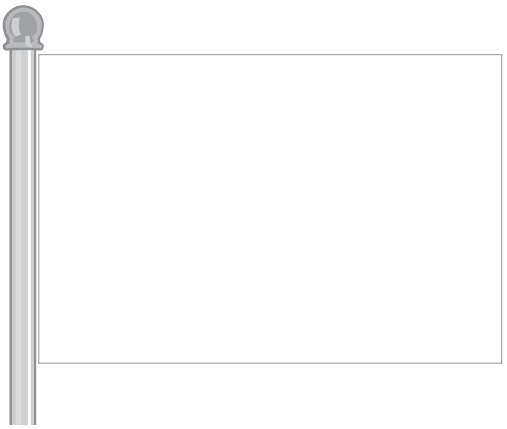
Questions:

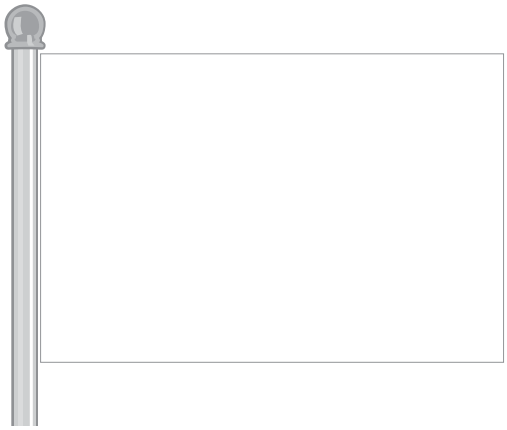
Notes:

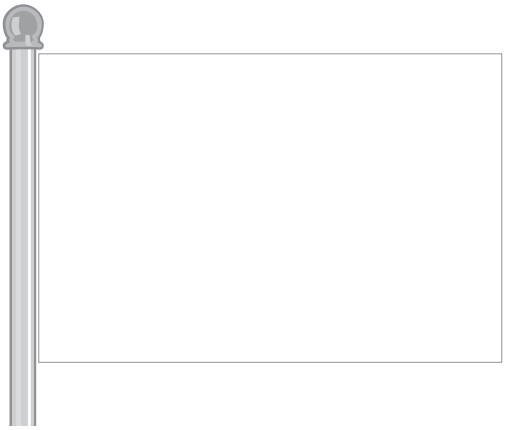
Vexillology is the study of flags. Each country in the world has its own unique flag. The colours and symbols on the flags are symbolic and have been selected to represent the people and the place. Flags can include symbols that represent geography, history, religion, science, human spirit, war, peace, bloodshed or culture. Some colours represent different things on different flags.

4 Choose four flags of Asian countries and research their meaning. Draw the flags in the spaces below and include a description of what the symbols and colours mean.





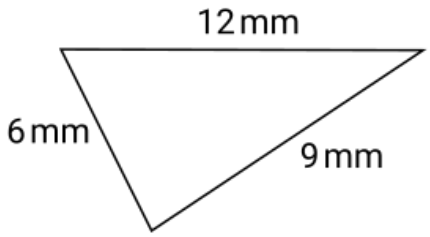




Assessment Term 3 M&G and S&P

Q1

Find the perimeter. ☐ mm



Q2

Area = ☐ cm^2

Q3

A coin is tossed.
What is the chance it lands on tails?

- ○ fifty-fifty
- ○ certain
- ○ three chances in four
- ○ one chance in three

Q4

A fair die is rolled. Find the probability of throwing a six.

$\frac{\square}{\square}$

Q5

Use pen and paper to work out the long multiplication.

$412 \times 211 =$ ☐

Q6

4 cm = ☐ mm

Q7

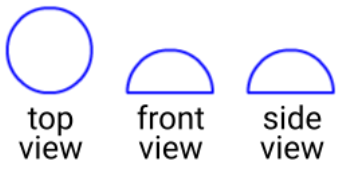
4 km + 700 m = ☐ km

Q8

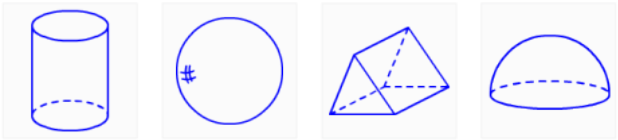
Area = ☐ m^2

Q9

The top, front and side views of a solid are shown.
Which solid is it?

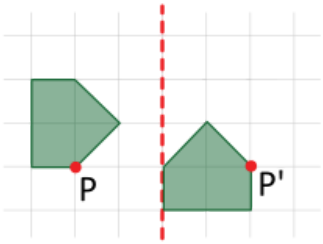


solid



Q10

Which shows a reflection in the line, then a rotation 90° anti-clockwise about P?



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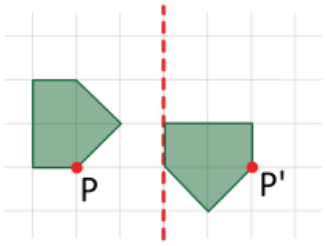

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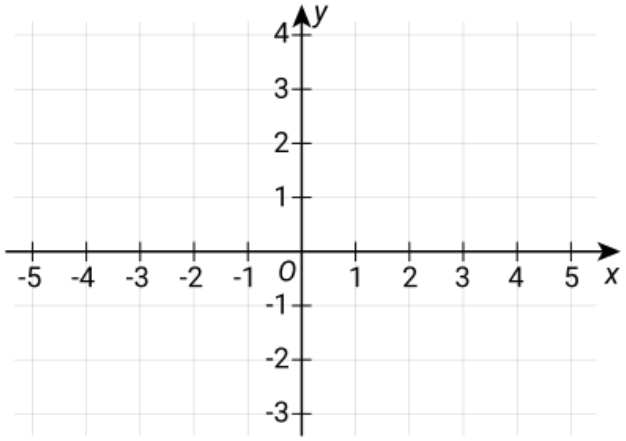
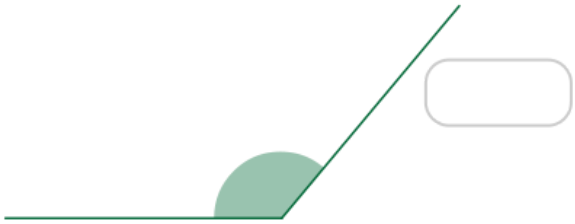
Q11



Plot the points: (1,4) (4,3) (-1,2)

Q12

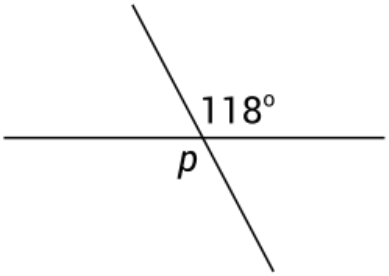
What type of angle is this?



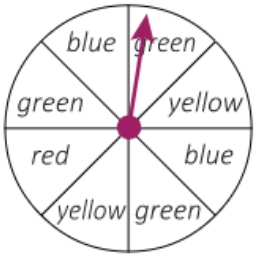
acute right obtuse straight reflex

Q13

Find the value of p. ____ °



Q14

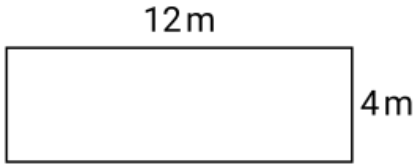


The chance the arrow lands on blue is

- ○ 20%
- ○ 33%
- ○ 25%
- ○ 40%

Q15

Find the perimeter. ____ m

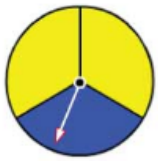


Q16

Area = ____ mm²

Q17

What is the chance the arrow on the spinner will land on yellow?



- ○ certain
- ○ impossible
- ○ two chances in three
- ○ one chance in three

Q18

A letter is chosen at random from the word CANOWINDRA.

What is the probability of choosing C?

$\frac{\square}{\square}$

What is the probability of choosing a consonant?

$\frac{\square}{\square}$

What is the probability of choosing a vowel?

$\frac{\square}{\square}$

Q19

Use pen and paper to work out the long multiplication.

$224 \times 183 =$ ☐

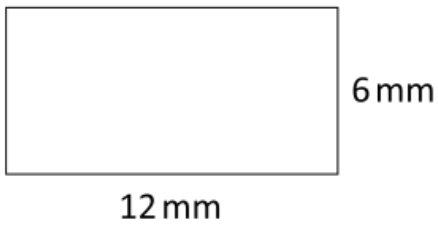
Q20

$1.53\,\text{km} =$ ☐ m

Q21

$3\,\text{cm} - 28\,\text{mm} =$ ☐ mm

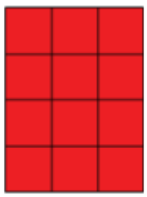
Q22

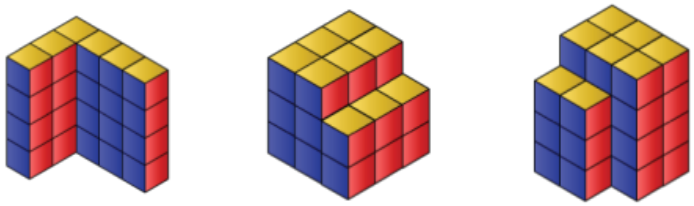


Area = ☐ mm^2

Q23

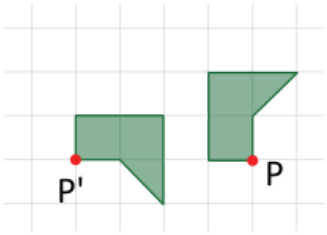
Which solid has the given side view?





Q24

Which shows a slide 4 units left, then a rotation 90° clockwise about P?



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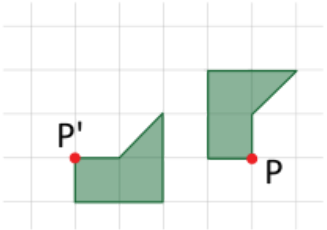
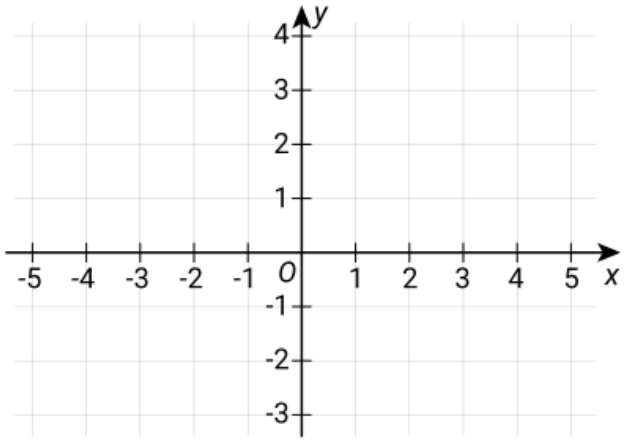


○

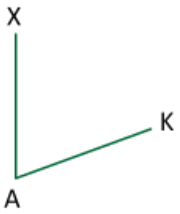
Q25



Plot the points: (0,0) (0,-2) (-1,-3)

Q26

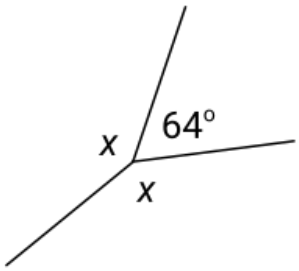
Name the angle (using letters) below.



$\angle$ ☐

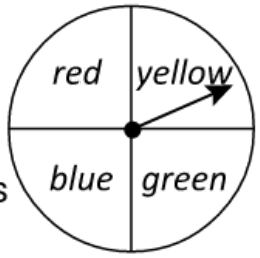
Q27

Find the value of x. ☐°



Q28

This arrow is spun once.
Choose ALL of the true statements.



- ☐ The 4 colour outcomes are each equally likely.
- ☐ The probability it lands on red is 50%.
- ☐ The probability it lands on blue is 25%.
- ☐ The probability it lands on green is 33%.

Q1

In ascending order, write the first six multiples of 8.

Q2

Write all the factors of 10.

Q3

$$\begin{array}{r} \square\square 43 \\ \times \quad 77 \\ \hline \square\square\square\square \\ +\ \square\square\square\square \\ \hline \square\square\square\square \end{array}$$

Q4

$17 \div 3 =$ ☐ r ☐

Q5

$$5\overline{)456} \quad \square\square \text{ r } \square$$

Q6

Which is largest?

○ $\frac{1}{4}$ ○ $\frac{1}{6}$ ○ $\frac{1}{5}$

Q7

Change to an improper fraction.

$4\frac{1}{3} \rightarrow \frac{\square}{\square}$

Q8

$\frac{2}{9} + \frac{3}{9} = \frac{\square}{\square}$

Q9

Select the **smallest** number.

1.9 2.1 1.6 1.7

Q10

$13 +$ ☐ $= 22$

Q11

Click on the **composite** numbers.

6 7 8

Q12

Find the highest common factor.

The **HCF** of **7** and **4** = ☐

Q13

$12 - 4 + 6 =$ ☐

Q14

Use pen and paper to work out the long multiplication.

$412 \times 211 =$ ☐

Q15

$$5\overline{)308} \quad \square\square\frac{\square}{\square}$$

Q16

Use pen and paper to work out the long division.

$3034 \div 41 =$ ☐

Q17

Complete: $\frac{15}{25} = \frac{\square}{5}$

Q18

$0.6 \times 8 =$ ☐

Q19

$28.8 \div 4 =$ ☐

Q20

Write the decimal as a fraction.

$0.87 = \frac{\square}{\square}$

Q21

Write as a decimal.

$\frac{17}{100} =$ ☐

Q22

Change to a percentage.

$0.7 =$ ☐ %

Q23

What is the 11th multiple of 4?

☐

Q24

From the numbers below, choose ALL the factors of 15.

24	16	1	2	20
4	3	6	10	5

Q25

$$\begin{array}{r} \square\square\square \\ \times \quad 28 \\ \hline \square\square\square\square \\ + \square\square\square\square \\ \hline \square\square\square\square\square \end{array}$$

Q26

$26 \div 3 =$ ☐ r ☐

Q27

$$3\overline{)1\,2\,1\square7\square0}$$

☐☐☐☐ r ☐

Q28

Arrange from **smallest** to **largest**.

☐ ☐ ☐

$\frac{1}{6}$ $\frac{1}{3}$ $\frac{1}{5}$

Q29

Change to an improper fraction.

$3\frac{5}{12} \rightarrow \frac{\square}{\square}$

Q30

$\frac{10}{12} + \frac{1}{12} = \frac{\square}{\square}$

Q31

Arrange in ascending order.

$\square$ $\square$ $\square$ $\square$

0.87 0.9 0.6 0.95

Q32

$85 - \square = 15$

Q33

Click on the **composite** numbers.

28 31 33 37 39

Q34

Find the highest common factor.

The **HCF** of **81** and **36** = $\square$

Q35

$18 + 42 \div 6 = \square$

Q36

Use pen and paper to work out the long multiplication.

$224 \times 183 = \square$

Q37

$3\overline{)2714}$ $\square\square\square\frac{\square}{\square}$

Q38

Use pen and paper to work out the long division.

$3687 \div 45 = \square$ r $\square$

Q39

Complete: $\frac{12}{66} = \frac{\square}{11}$

Q40

$30.53 \times 7 = \square$

Q41

$6.75 \div 9 = \square$

Q42

Write the decimal as a fraction over 100, then **simplify** the fraction.

$0.22 = \frac{\square}{\square}$

$= \frac{\square}{\square}$ (simple fraction)

Q43

Write as a decimal.

$\frac{2}{5} = \square$

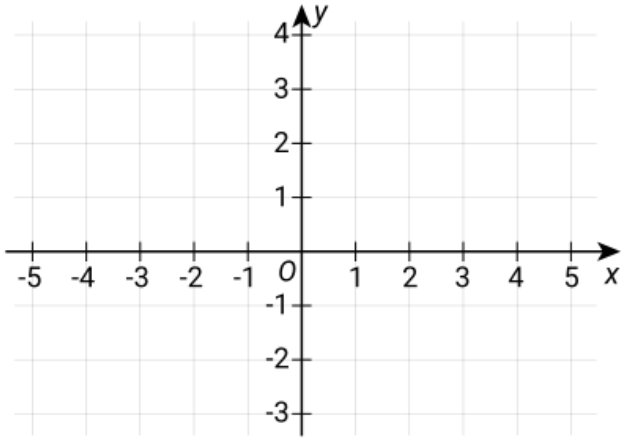
Q44

Change to a percentage.

$\frac{24}{50} = \square\%$

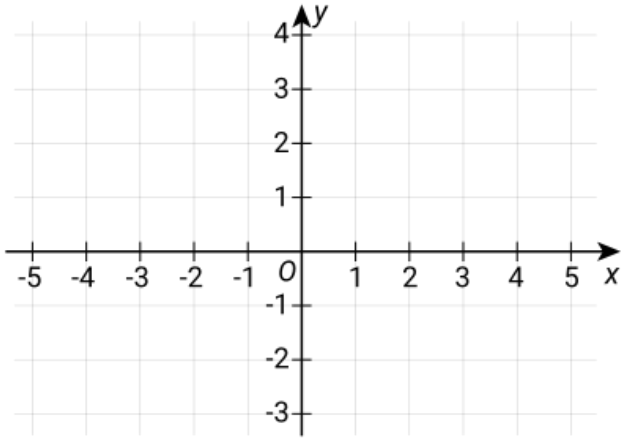
Cartesian Plane L1

Q1



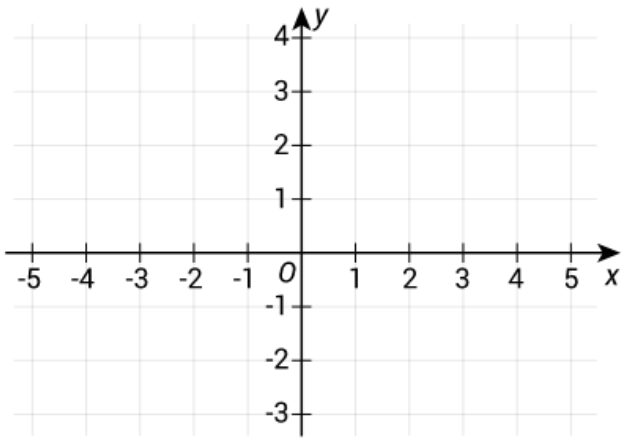
Plot the points: (1,4) (1,3) (-1,3)

Q2



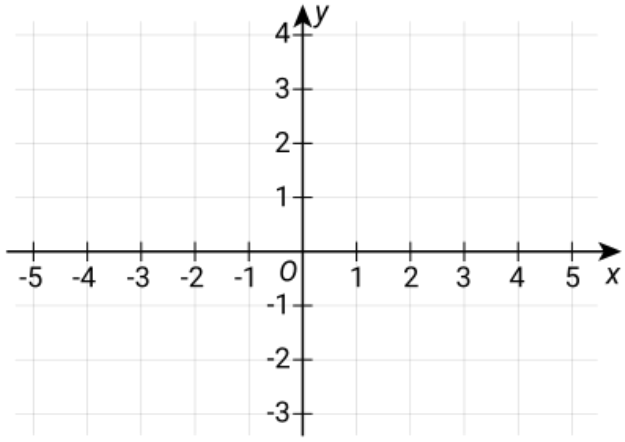
Plot the points: (2,3) (1,2) (-2,4)

Q3



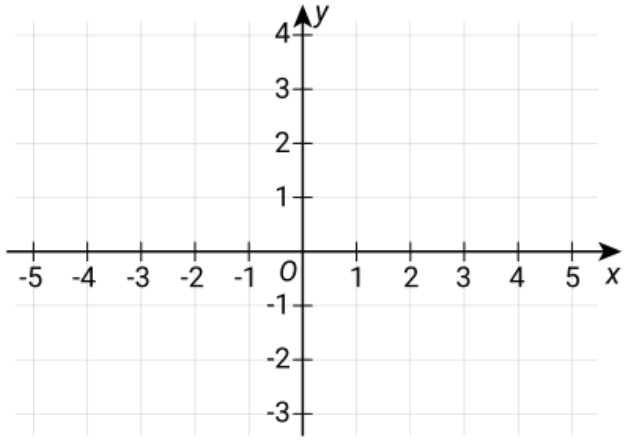
Plot the points: (4,3) (1,4) (-4,1)

Q4



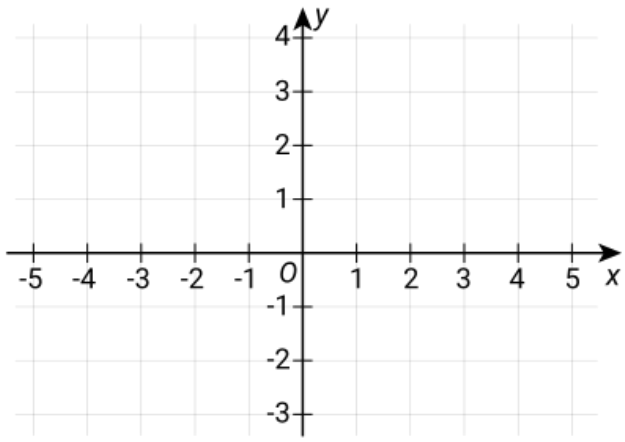
Plot the points: (4,2) (3,1) (-4,2)

Q5



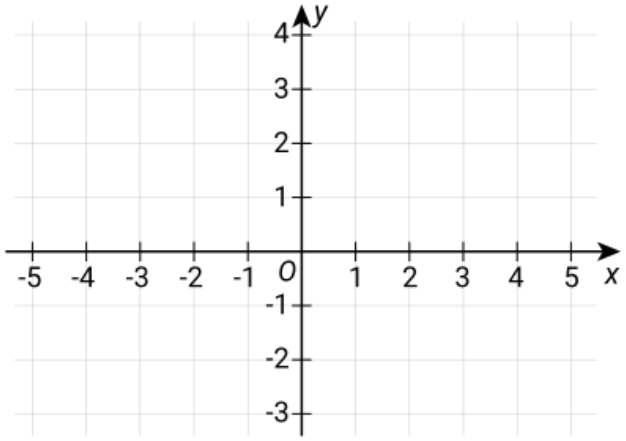
Plot the points: (3,1) (2,0) (-3,3)

Q6



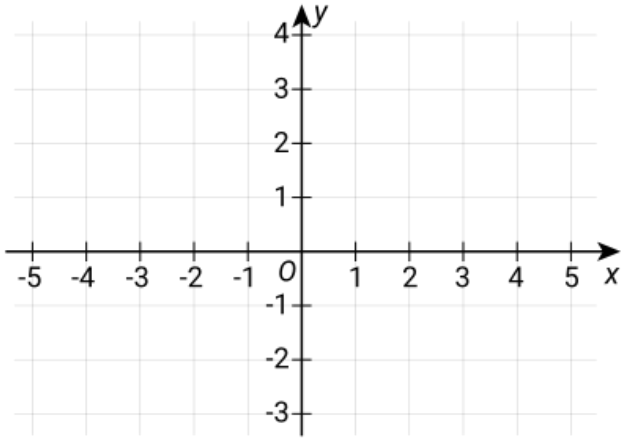
Plot the points: (3,1) (5,0) (-3,4)

Q7



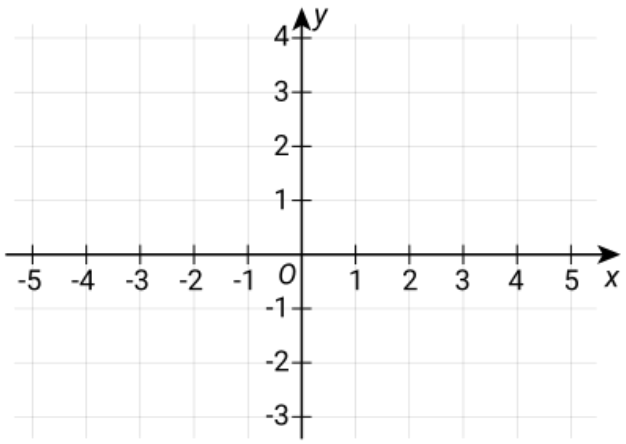
Plot the points: (2,3) (5,2) (-2,1)

Q8



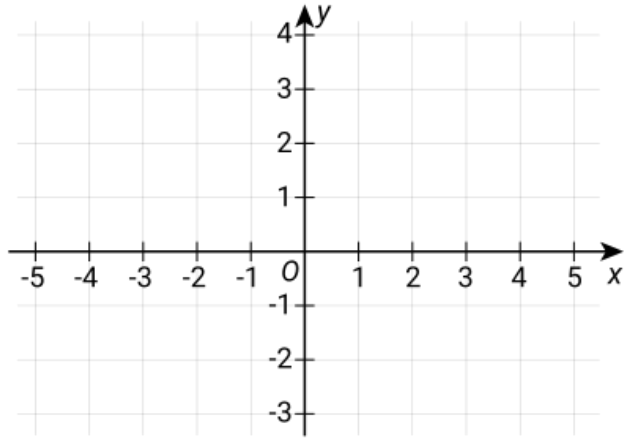
Plot the points: (1,4) (4,3) (-1,2)

Q9



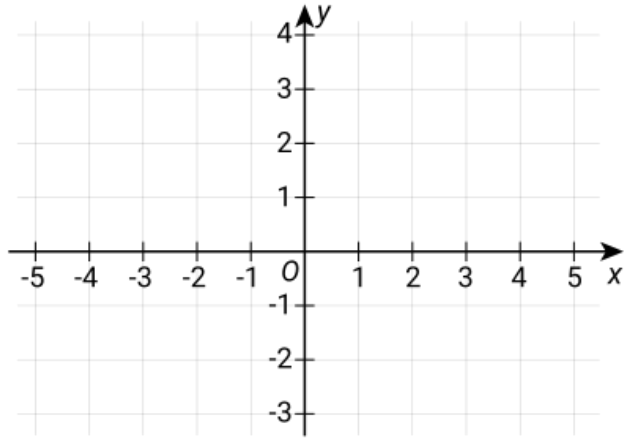
Plot the points: (5,3) (4,2) (-5,4)

Q10



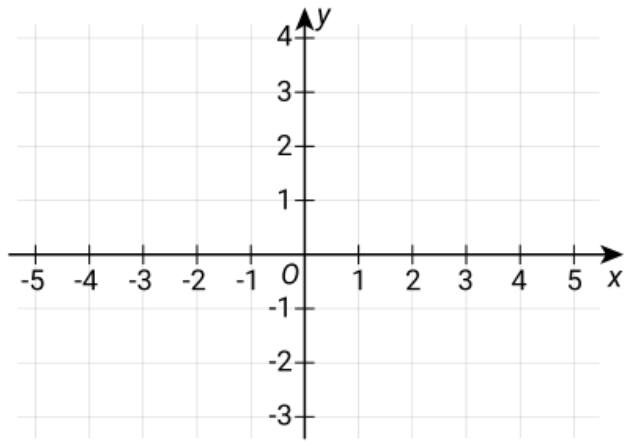
Plot the points: (5,1) (3,0) (-5,4)

Q11



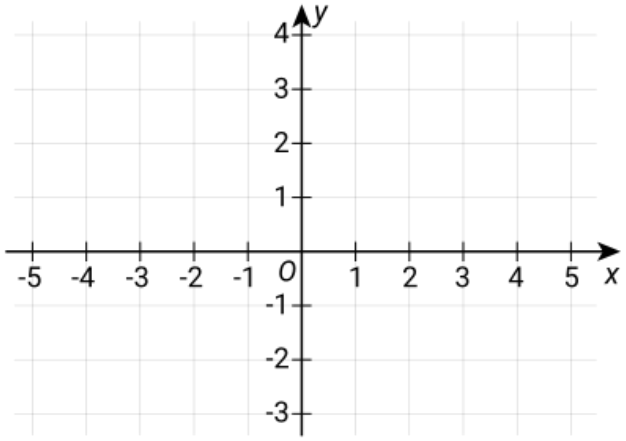
Plot the points: (2,3) (4,-1) (-5,3)

Q12



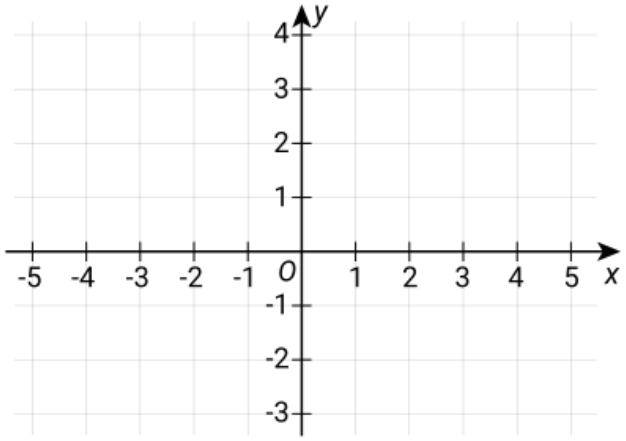
Plot the points: (3,4) (3,-2) (-4,2)

Q13



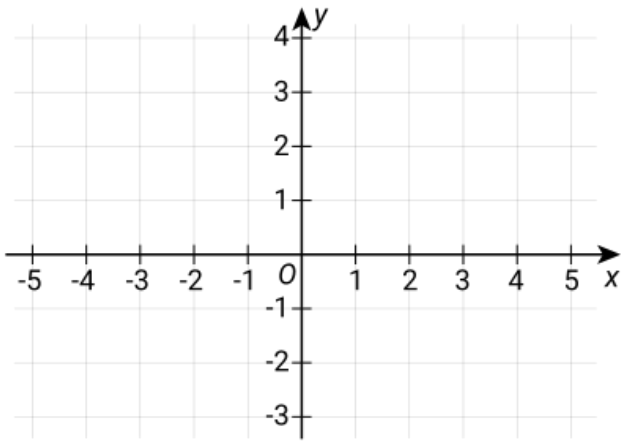
Plot the points: (4,1) (2,-2) (-4,1)

Q14



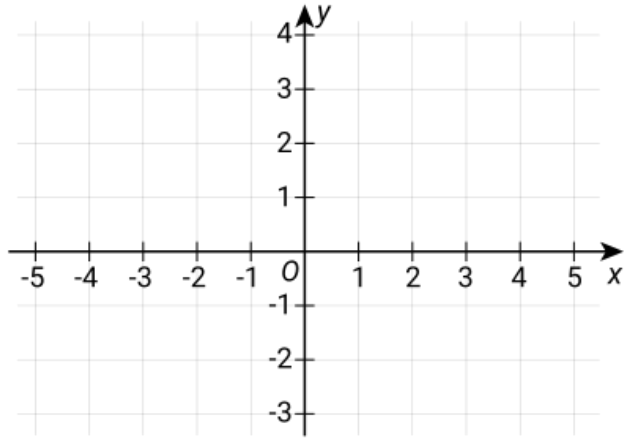
Plot the points: (2,4) (4,-1) (-2,2)

Q15



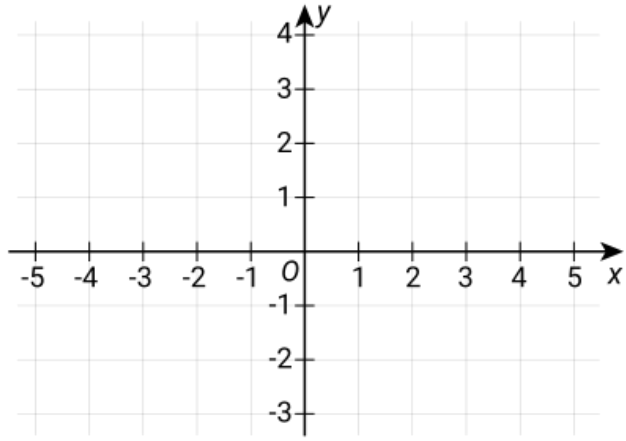
Plot the points: (4,2) (2,-2) (-1,4)

Q16



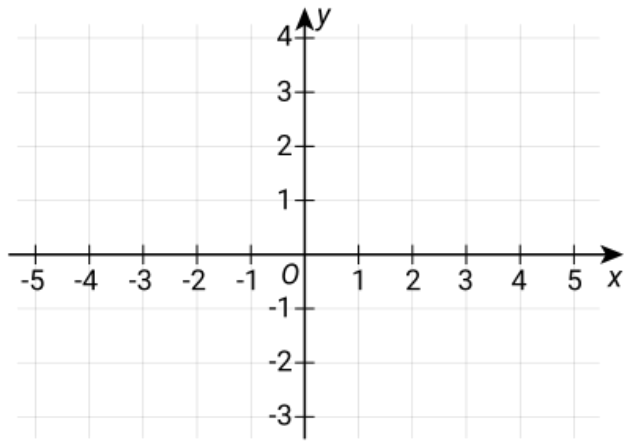
Plot the points: (5,3) (1,-2) (-1,3)

Q17



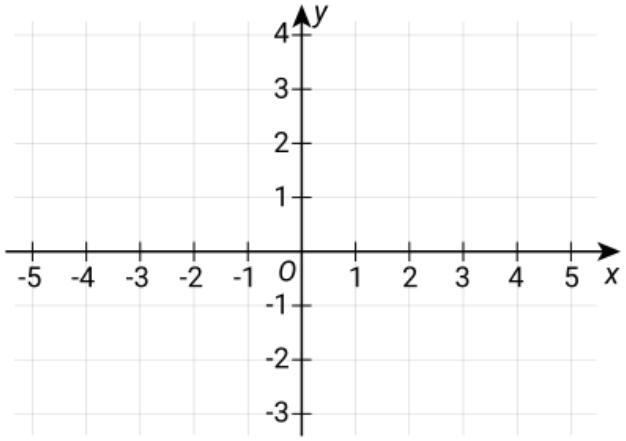
Plot the points: (0,1) (1,-2) (-4,-1)

Q18



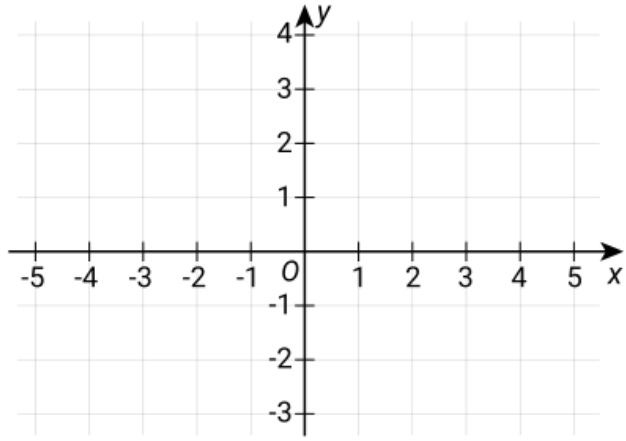
Plot the points: (4,0) (4,-3) (-3,-3)

Q19



Plot the points: (2,0) (2,-1) (-2,-1)

Q20



Plot the points: (1,0) (1,-2) (-1,-2)

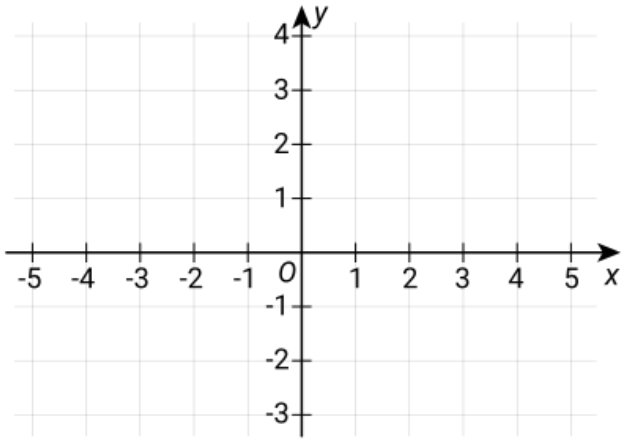
Cartesian Plane L2

Q1

Choose **ALL** the true facts.

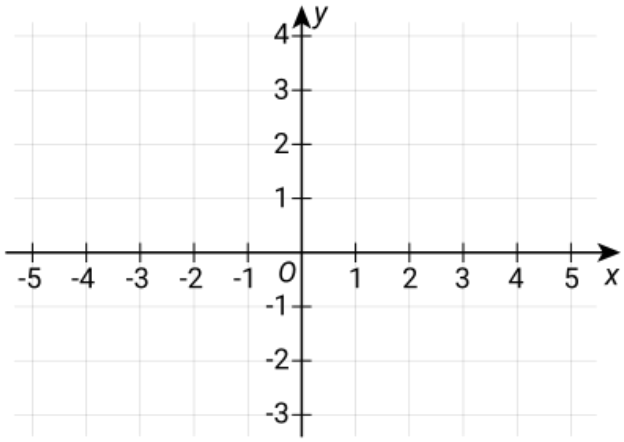
- ☐ (1,2) lies in the 1st quadrant.
- ☐ (-7,4) lies in the 4th quadrant.
- ☐ (-1,2) lies in the 2nd quadrant.

Q2



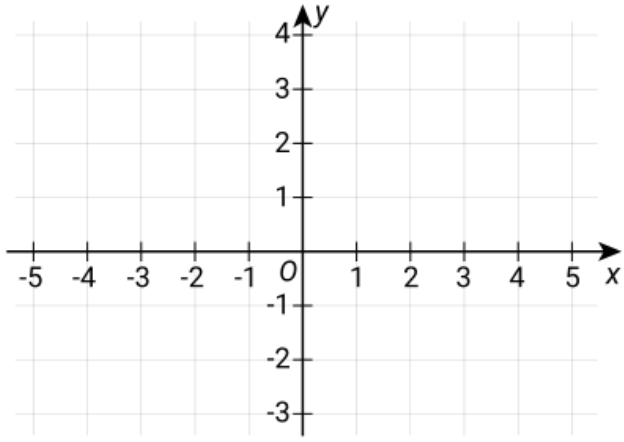
Plot the points: (3,0) (3,-1) (-2,-2)

Q3



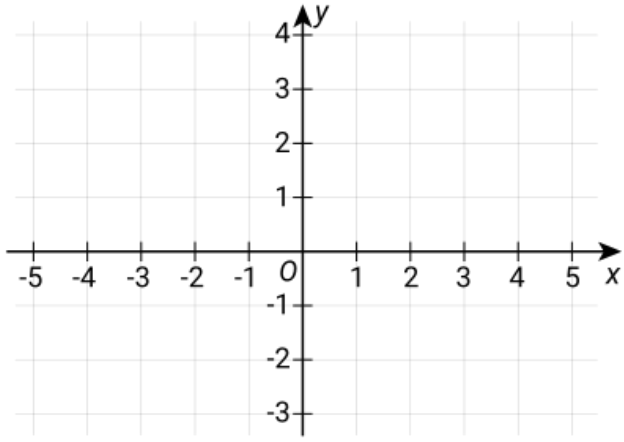
Plot the points: (0,0) (0,-2) (-1,-3)

Q4



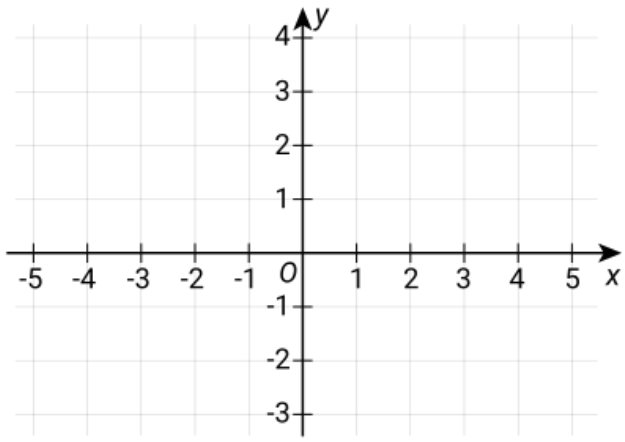
Plot the points: (1,3) (5,-3) (-3,3)

Q5



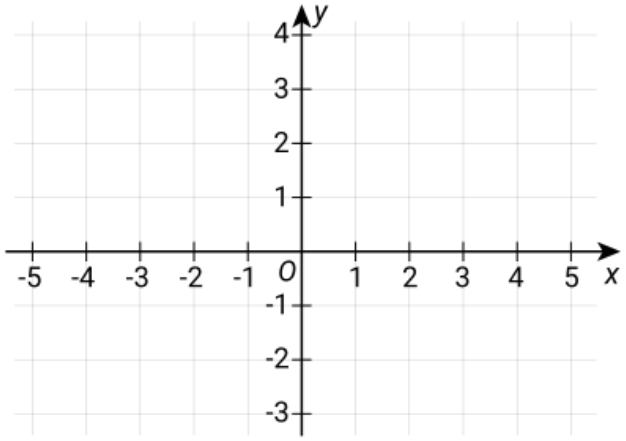
Plot the points: (4,1) (2,-2) (-4,1)

Q6



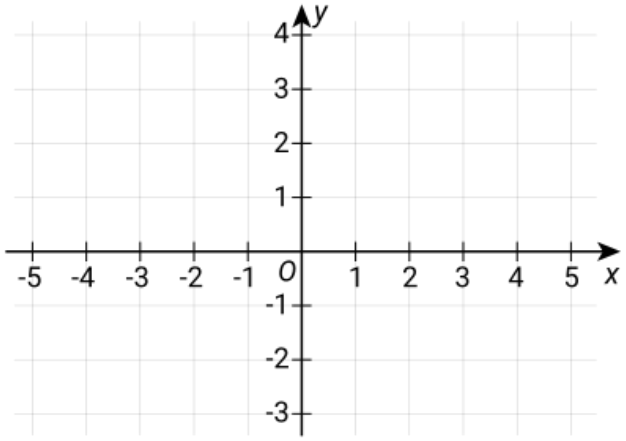
Plot the points: (1,4) (1,3) (-1,3)

Q7



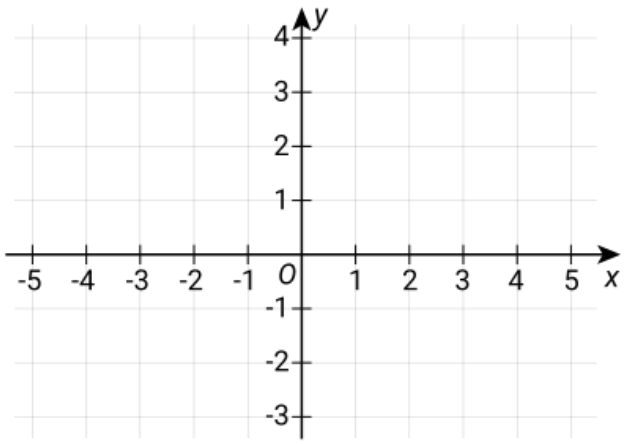
Plot the points: (3,1) (5,0) (-3,4)

Q8



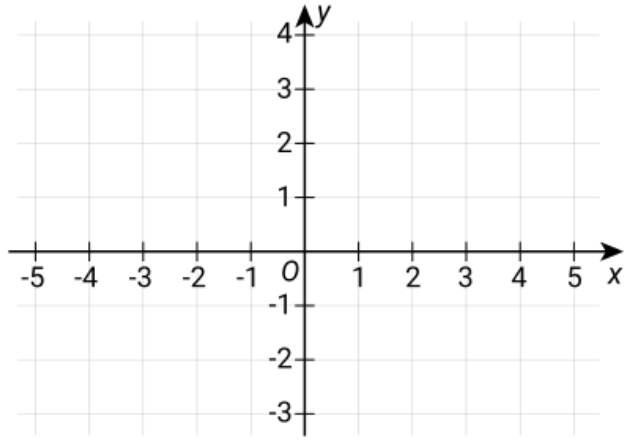
Plot the points: (2,3) (1,2) (-2,4)

Q9



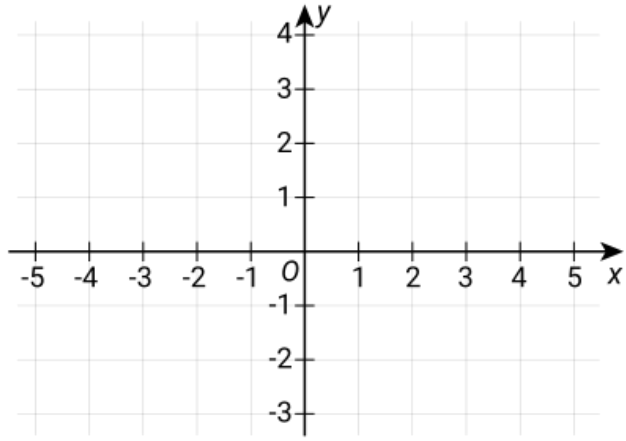
Plot the points: (2,3) (5,2) (-2,1)

Q10



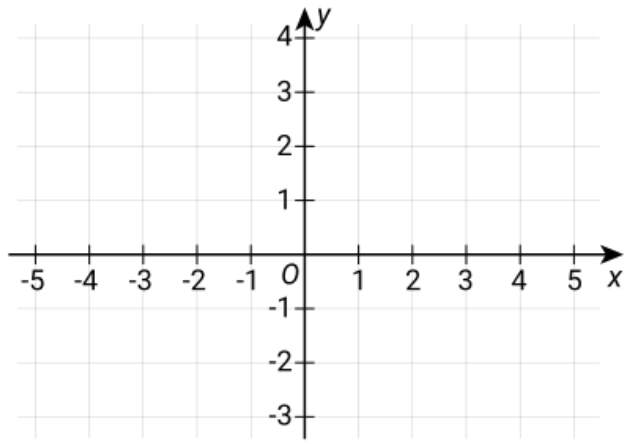
Plot the points: (1,4) (4,3) (-1,2)

Q11



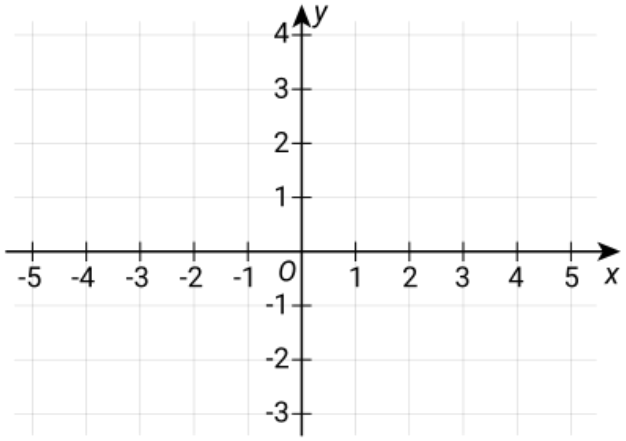
Plot the points: (5,3) (4,2) (-5,4)

Q12



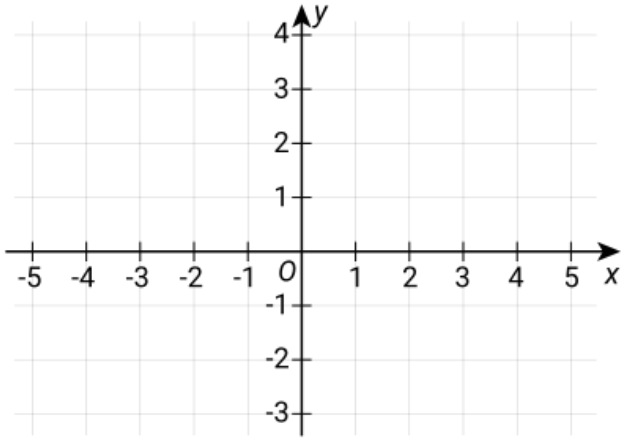
Plot the points: (5,1) (3,0) (-5,4)

Q13



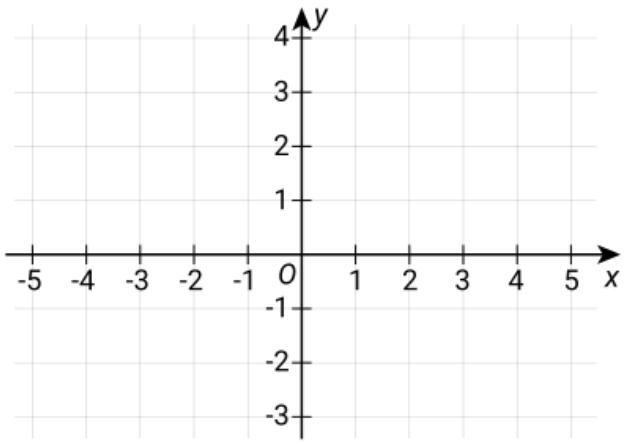
Plot the points: (1,2) (5,-1) (-5,4)

Q14



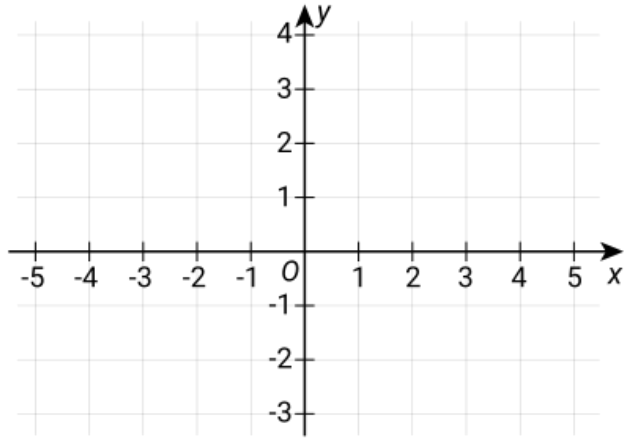
Plot the points: (2,3) (4,-1) (-5,3)

Q15



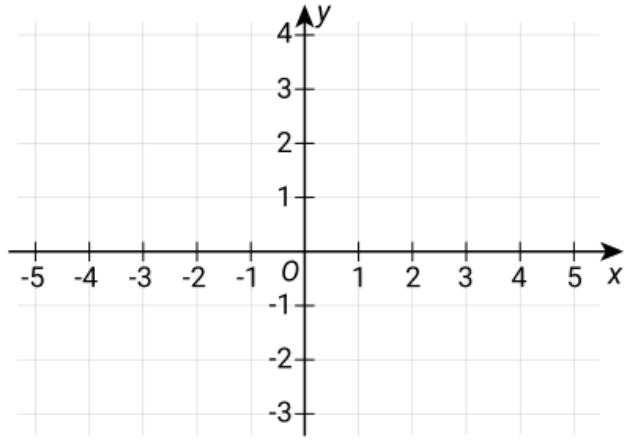
Plot the points: (3,4) (3,-2) (-4,2)

Q16



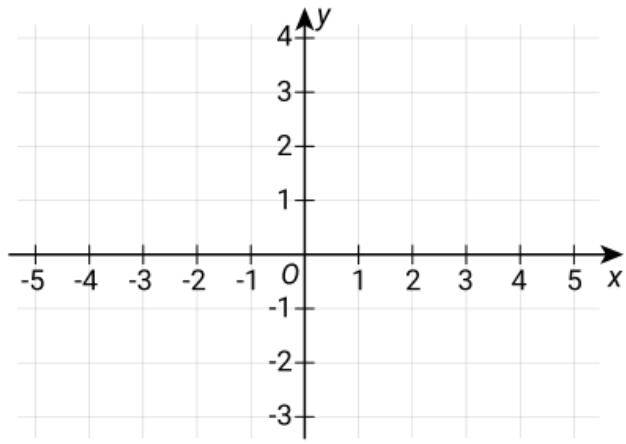
Plot the points: (5,2) (1,-3) (-3,4)

Q17



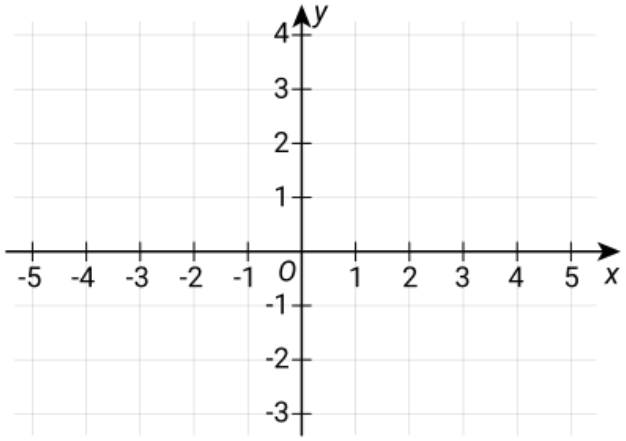
Plot the points: (2,4) (4,-1) (-2,2)

Q18



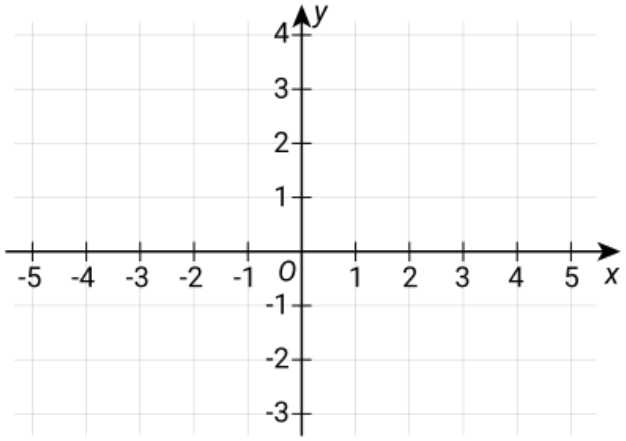
Plot the points: (3,1) (3,-1) (-2,1)

Q19



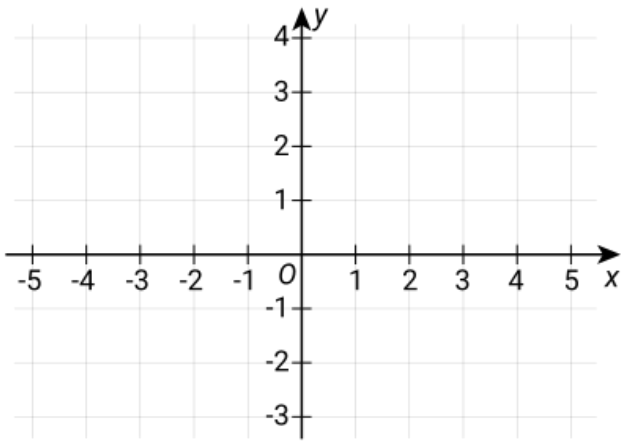
Plot the points: (4,2) (2,-2) (-1,4)

Q20



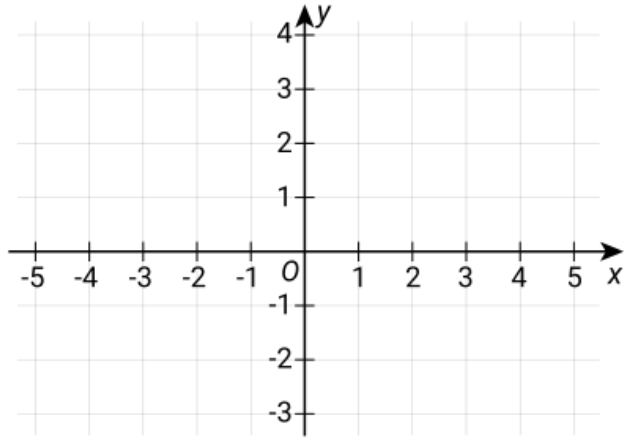
Plot the points: (5,3) (1,-2) (-1,3)

Q21



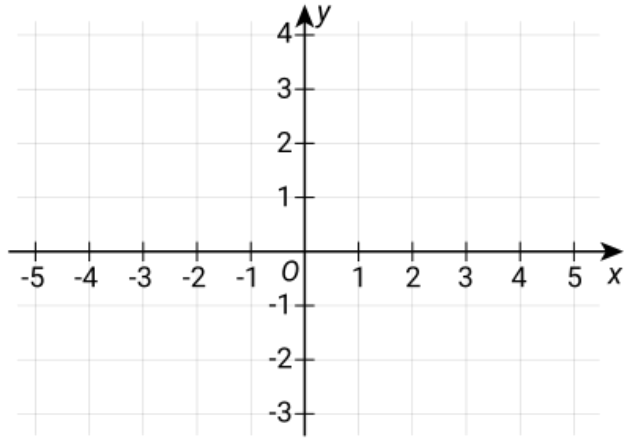
Plot the points: (0,4) (4,-1) (-5,-2)

Q22



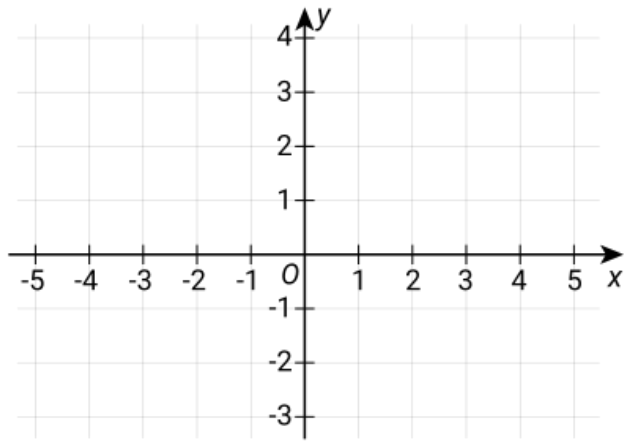
Plot the points: (0,3) (3,-1) (-5,-3)

Q23



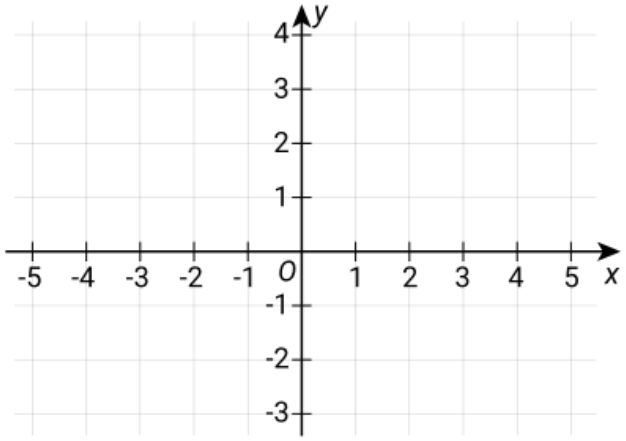
Plot the points: (0,2) (2,-2) (-4,-2)

Q24



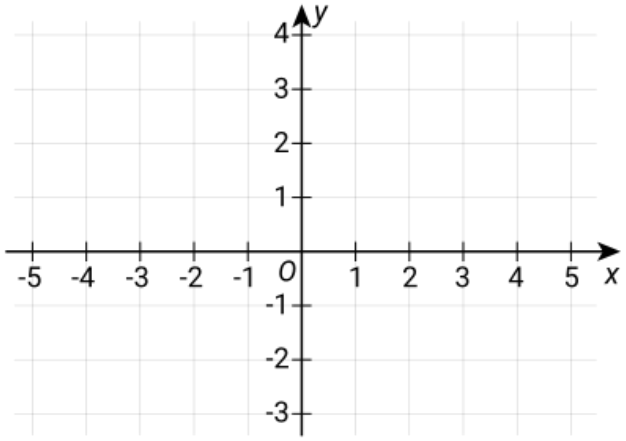
Plot the points: (0,1) (1,-2) (-4,-1)

Q25



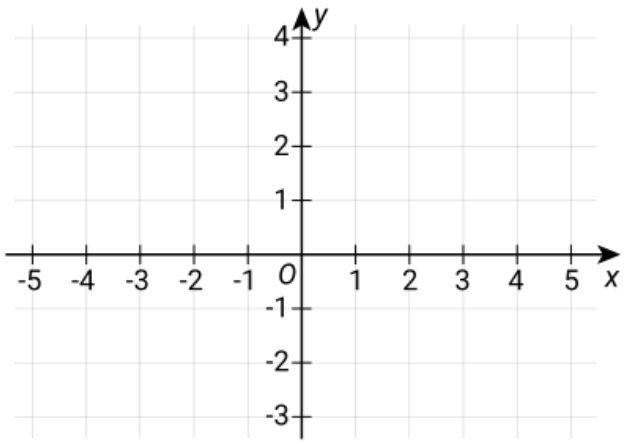
Plot the points: (0,0) (0,-3) (-3,-3)

Q26



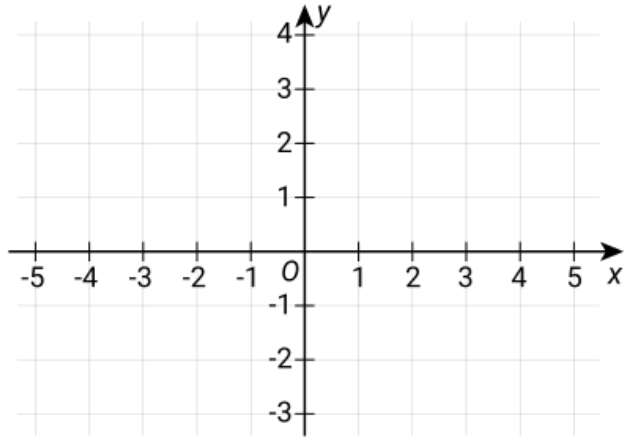
Plot the points: (4,0) (4,-3) (-3,-3)

Q27



Plot the points: (2,0) (2,-1) (-2,-1)

Q28



Plot the points: (1,0) (1,-2) (-1,-2)

Q29

Choose **ALL** the true facts.

- ☐ (0,-5) lies on the *y*-axis.
- ☐ (0,2) lies on the *x*-axis.
- ☐ (-4,-4) lies in the 3rd quadrant.

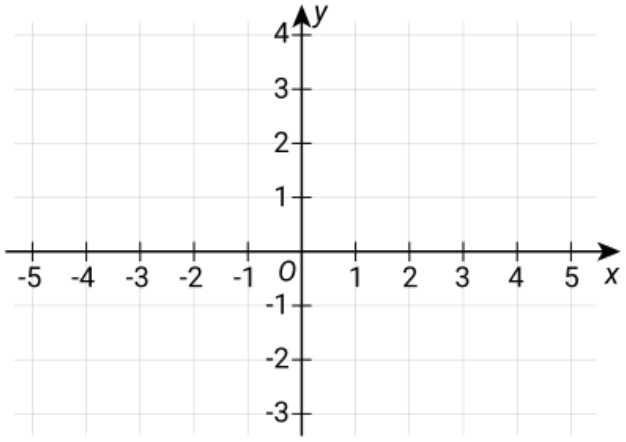
Q30

Choose **ALL** the true facts.

- ☐ (-7,-4) lies in the 3rd quadrant.
- ☐ (-2,-8) lies in the 4th quadrant.
- ☐ (0,-2) lies on the *y*-axis.

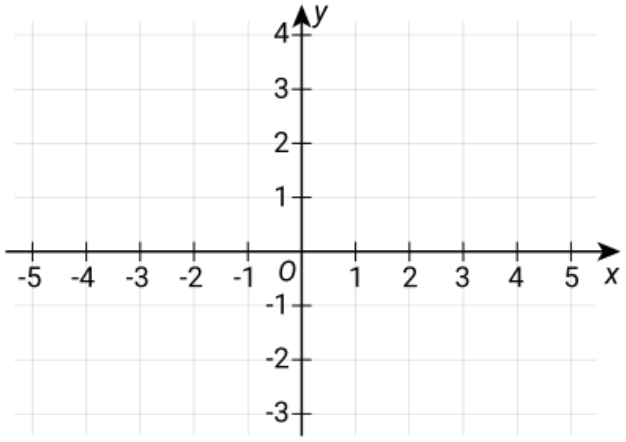
Cartesian Plane L3

Q1



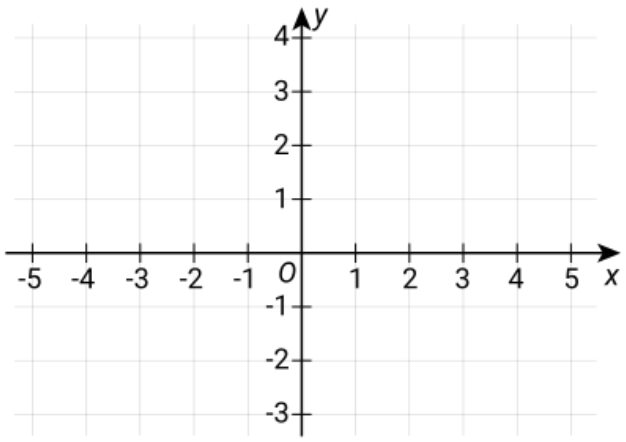
Plot the points: (4,2) (2,-2) (-1,4)

Q2



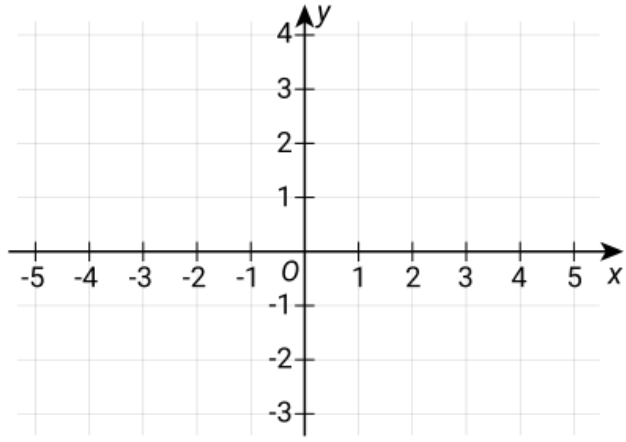
Plot the points: (3,4) (3,-2) (-4,2)

Q3



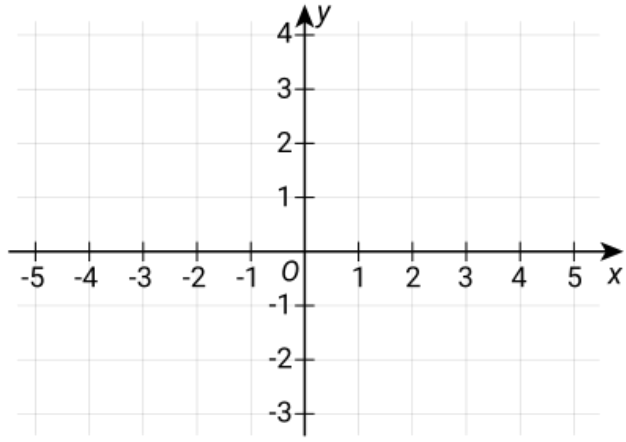
Plot the points: (2,3) (4,-1) (-5,3)

Q4



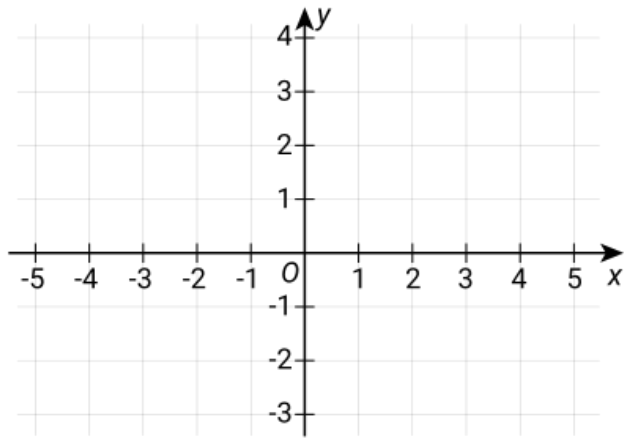
Plot the points: (1,2) (5,-1) (-5,4)

Q5



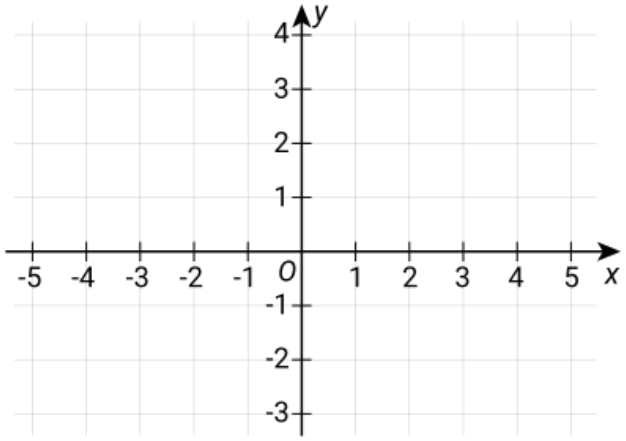
Plot the points: (4,1) (2,-2) (-4,1)

Q6



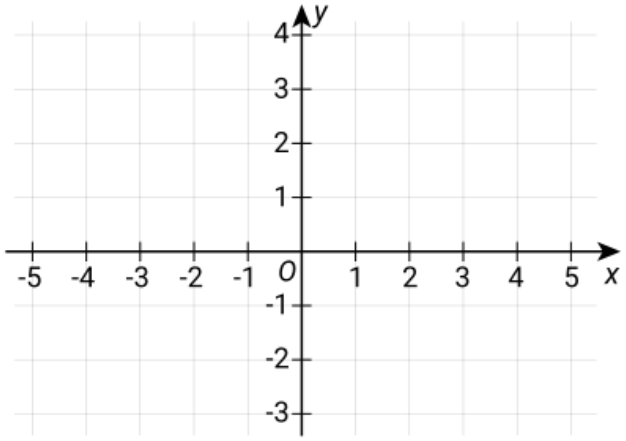
Plot the points: (5,2) (1,-3) (-3,4)

Q7



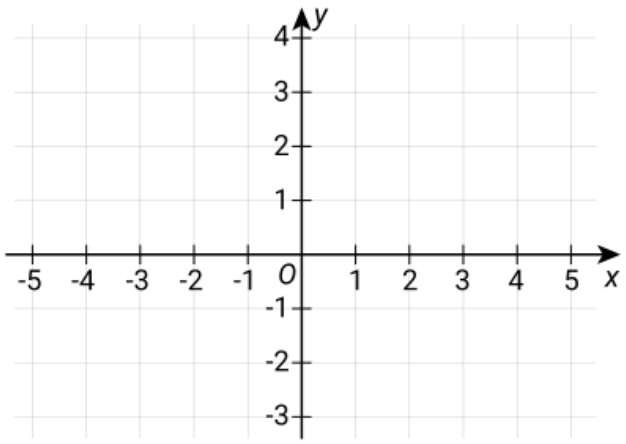
Plot the points: (1,3) (5,-3) (-3,3)

Q8



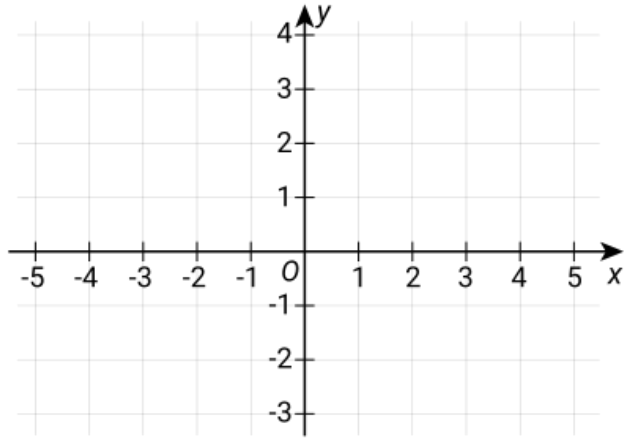
Plot the points: (2,4) (4,-1) (-2,2)

Q9



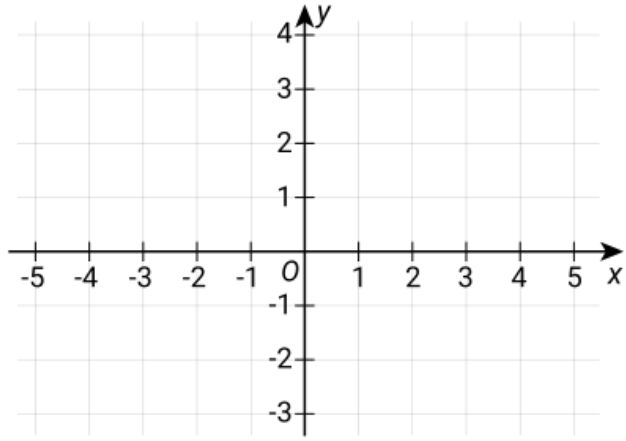
Plot the points: (3,1) (3,-1) (-2,1)

Q10



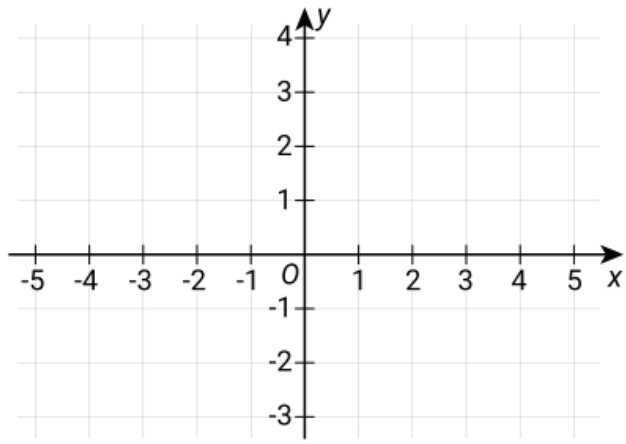
Plot the points: (5,3) (1,-2) (-1,3)

Q11



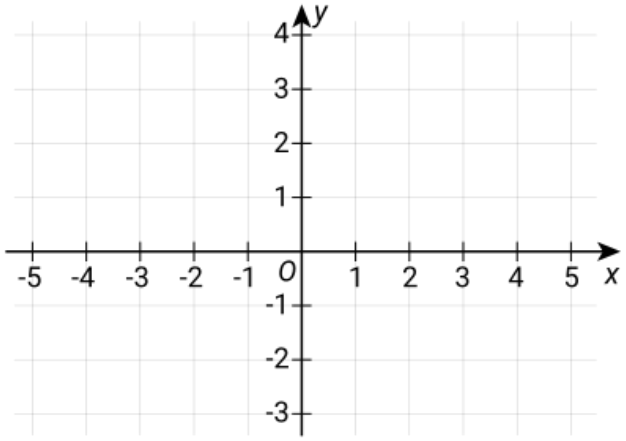
Plot the points: (0,4) (4,-1) (-5,-2)

Q12



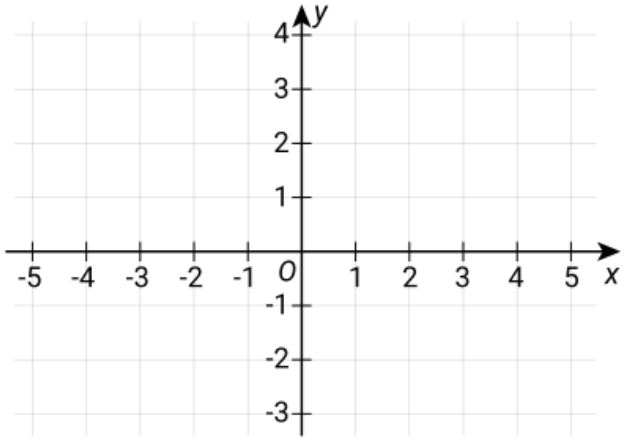
Plot the points: (0,3) (3,-1) (-5,-3)

Q13



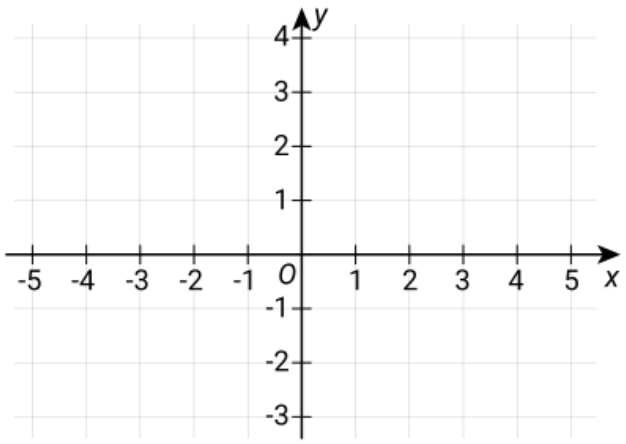
Plot the points: (0,2) (2,-2) (-4,-2)

Q14



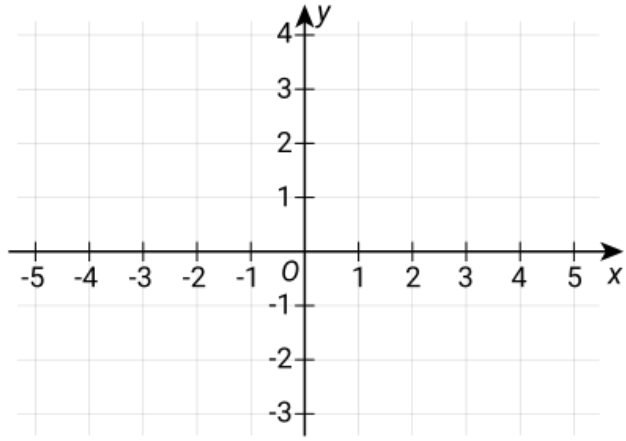
Plot the points: (0,1) (1,-2) (-4,-1)

Q15



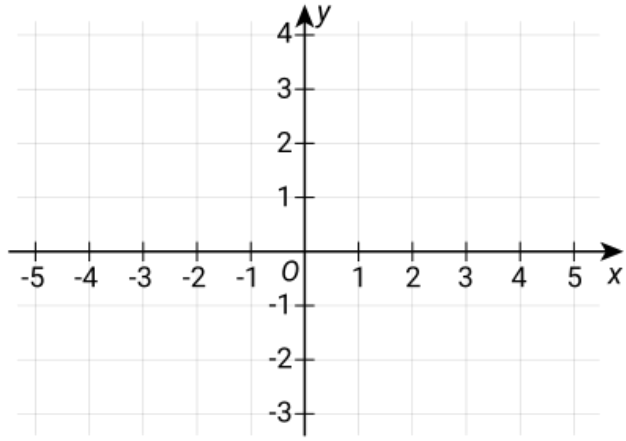
Plot the points: (0,0) (0,-3) (-3,-3)

Q16



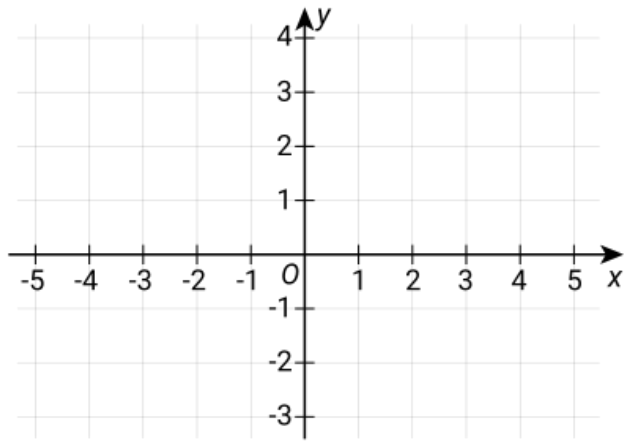
Plot the points: (4,0) (4,-3) (-3,-3)

Q17



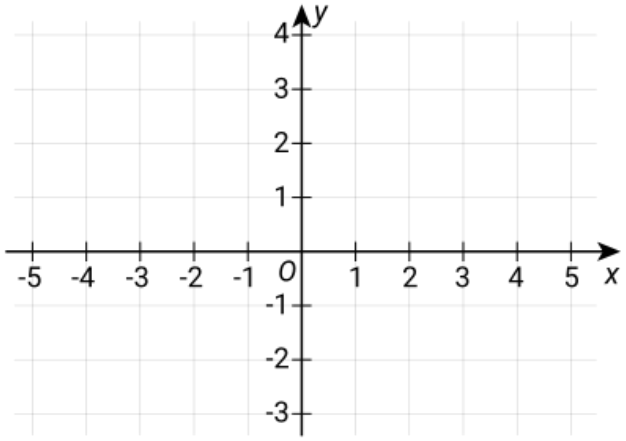
Plot the points: (3,0) (3,-1) (-2,-2)

Q18



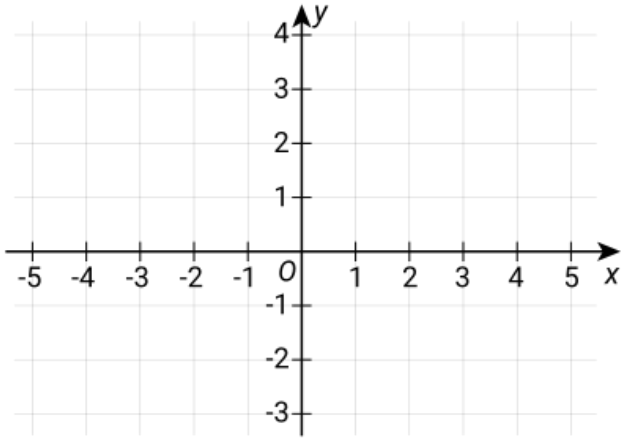
Plot the points: (2,0) (2,-1) (-2,-1)

Q19



Plot the points: (1,0) (1,-2) (-1,-2)

Q20



Plot the points: (0,0) (0,-2) (-1,-3)

Q21

Choose **ALL** the true facts.

- ☐ (1,2) lies in the 1st quadrant.
- ☐ (-7,4) lies in the 4th quadrant.
- ☐ (-1,2) lies in the 2nd quadrant.

Q22

Choose **ALL** the true facts.

- ☐ (2,5) lies in the 1st quadrant.
- ☐ (-1,-2) lies in the 3rd quadrant.
- ☐ (6,-3) lies in the 2nd quadrant.

Q23

Choose **ALL** the true facts.

- ☐ (3,0) lies on the *y*-axis.
- ☐ (6,3) lies in the 1st quadrant.
- ☐ (2,-5) lies in the 4th quadrant.

Q24

Choose **ALL** the true facts.

- ☐ (-6,3) lies in the 2nd quadrant.
- ☐ (0,4) lies on the *x*-axis.
- ☐ (5,-1) lies in the 4th quadrant.

Q25

Choose **ALL** the true facts.

- ☐ (5,1) lies in the 3rd quadrant.
- ☐ (-2,5) lies in the 2nd quadrant.
- ☐ (1,0) lies on the *x*-axis.

Q26

Choose **ALL** the true facts.

- ☐ (7,4) lies in the 1st quadrant.
- ☐ (3,0) lies on the *x*-axis.
- ☐ (-5,1) lies in the 3rd quadrant.

Q27

Choose **ALL** the true facts.

- ☐ (-6,8) lies in the 4th quadrant.
- ☐ (0,2) lies on the *y*-axis.
- ☐ (-5,-1) lies in the 3rd quadrant.

Q28

Choose **ALL** the true facts.

- ☐ (0,-5) lies on the *y*-axis.
- ☐ (0,2) lies on the *x*-axis.
- ☐ (-4,-4) lies in the 3rd quadrant.

Q29

Choose **ALL** the true facts.

- ☐ (-2,0) lies on the *y*-axis.
- ☐ (4,0) lies on the *x*-axis.
- ☐ (-6,8) lies in the 2nd quadrant.

Q30

Choose **ALL** the true facts.

- ☐ (-7,-4) lies in the 3rd quadrant.
- ☐ (-2,-8) lies in the 4th quadrant.
- ☐ (0,-2) lies on the *y*-axis.

Q1

An arrow was spun 100 times and the results recorded. Which colour was the arrow **most likely** to land on?

Result	Frequency
green	24
red	68
blue	8
	100

○ green
○ red
○ blue

Q2

An arrow was spun 100 times and the results recorded. Which colour was the arrow **most likely** to land on?

Result	Frequency
green	50
red	22
blue	28
	100

○ green
○ red
○ blue

Q3

An arrow was spun 100 times and the results recorded. Which colour was the arrow **most likely** to land on?

Result	Frequency
green	32
red	24
blue	44
	100

○ green
○ red
○ blue

Q4

An arrow was spun 100 times and the results recorded. Which colour was the arrow **most likely** to land on?

Result	Frequency
green	26
red	55
blue	19
	100

○ green
○ red
○ blue

Q5

An arrow was spun 100 times and the results recorded. Which colour was the arrow **most likely** to land on?

Result	Frequency
white	39
red	30
green	31
	100

○ white
○ red
○ green

Q6

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
green	24
red	68
blue	8
	100

○ green
○ red
○ blue

Q7

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
green	50
red	22
blue	28
	100

○ green

○ red

○ blue

Q8

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
green	32
red	24
blue	44
	100

○ green

○ red

○ blue

Q9

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
green	26
red	55
blue	19
	100

○ green

○ red

○ blue

Q10

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
white	20
red	39
green	41
	100

○ white

○ red

○ green

Q11

Lisa tosses two coins and records the results.

Result	Frequency
2 heads	22
1 head	52
0 heads	26
	100

Using these results, the chance of getting 2 heads is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q12

Lewis tosses two coins and records the results.

Result	Frequency
2 heads	23
1 head	52
0 heads	25
	100

Using these results, the chance of getting 1 head is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q13

Maria tosses two coins and records the results.

Result	Frequency
2 heads	26
1 head	50
0 heads	24
	100

Using these results, the chance of getting 0 heads is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q14

Oscar tosses two coins and records the results.

Result	Frequency
2 tails	28
1 tail	50
0 tails	22
	100

Using these results, the chance of getting 2 tails is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q15

Gracie tosses two coins and records the results.

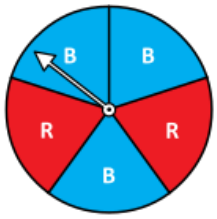
Result	Frequency
2 tails	23
1 tail	49
0 tails	28
	100

Using these results, the chance of getting 1 tail is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q16

The arrow was spun 100 times.



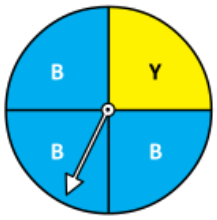
Result	Frequency
blue	62
red	38
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 75%

Q17

The arrow was spun 100 times.



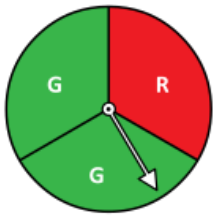
Result	Frequency
yellow	24
blue	76
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 75%

Q18

The arrow was spun 100 times.



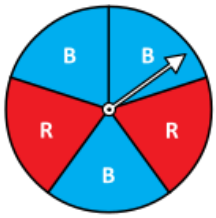
Result	Frequency
red	33
green	67
	100

Using these results, the chance it lands on green is closest to

○ 33% ○ 50% ○ 66% ○ 75%

Q19

The arrow was spun 100 times.



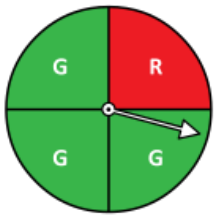
Result	Frequency
red	42
blue	58
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 80%

Q20

The arrow was spun 100 times.



Result	Frequency
red	26
green	74
	100

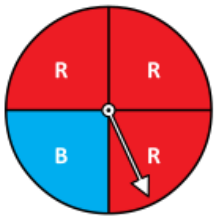
Using these results, the chance it lands on green is closest to

○ 33% ○ 50% ○ 66% ○ 75%

Chance Experiments L2

Q1

The arrow was spun 100 times.



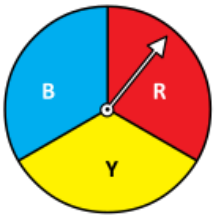
Result	Frequency
red	68
blue	32
	100

Using these results, the chance it lands on red is closest to

○ 30% ○ 50% ○ 60% ○ 70%

Q2

The arrow was spun 100 times.



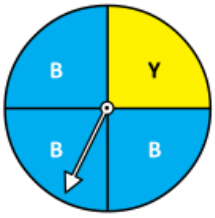
Result	Frequency
yellow	33
red	32
blue	35
	100

Using these results, the chance it lands on red is closest to

○ 10% ○ 25% ○ 33% ○ 50%

Q3

The arrow was spun 100 times.



Result	Frequency
yellow	24
blue	76
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 75%

Q4

Maria tosses two coins and records the results.

Result	Frequency
2 heads	26
1 head	50
0 heads	24
	100

Using these results, the chance of getting 0 heads is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q5

An arrow was spun 100 times and the results recorded. Which colour was the arrow **most likely** to land on?

Result	Frequency
green	26
red	55
blue	19
	100

○ green

○ red

○ blue

Q6

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
green	24
red	68
blue	8
	100

○ green

○ red

○ blue

Q7

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
green	50
red	22
blue	28
	100

○ green

○ red

○ blue

Q8

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
green	32
red	24
blue	44
	100

○ green

○ red

○ blue

Q9

An arrow was spun 100 times and the results recorded. Which colour was the arrow **least likely** to land on?

Result	Frequency
green	26
red	55
blue	19
	100

○ green

○ red

○ blue

Q10

Lisa tosses two coins and records the results.

Result	Frequency
2 heads	22
1 head	52
0 heads	26
	100

Using these results, the chance of getting 2 heads is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q11

Lewis tosses two coins and records the results.

Result	Frequency
2 heads	23
1 head	52
0 heads	25
	100

Using these results, the chance of getting 1 head is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q12

Oscar tosses two coins and records the results.

Result	Frequency
2 tails	28
1 tail	50
0 tails	22
	100

Using these results, the chance of getting 2 tails is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q13

Gracie tosses two coins and records the results.

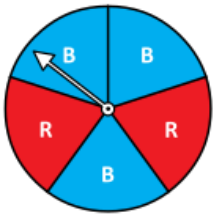
Result	Frequency
2 tails	23
1 tail	49
0 tails	28
	100

Using these results, the chance of getting 1 tail is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q14

The arrow was spun 100 times.



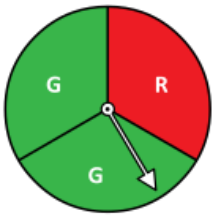
Result	Frequency
blue	62
red	38
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 75%

Q15

The arrow was spun 100 times.



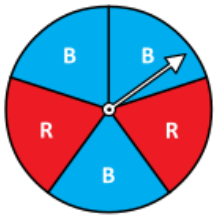
Result	Frequency
red	33
green	67
	100

Using these results, the chance it lands on green is closest to

○ 33% ○ 50% ○ 66% ○ 75%

Q16

The arrow was spun 100 times.



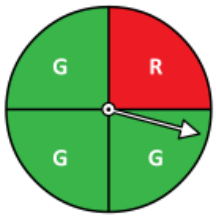
Result	Frequency
red	42
blue	58
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 80%

Q17

The arrow was spun 100 times.



Result	Frequency
red	26
green	74
	100

Using these results, the chance it lands on green is closest to

○ 33% ○ 50% ○ 66% ○ 75%

Q18

Fred tosses three coins and records the results.

Result	Frequency
3 tails	12
2 tails	36
1 tail	38
0 tails	14
	100

Using these results, the chance of getting 3 tails is closest to

○ 10% ○ 25% ○ 33% ○ 50%

Q19

Rosie tosses three coins and records the results.

Result	Frequency
3 tails	12
2 tails	38
1 tail	36
0 tails	14
	100

Using these results, the chance of getting 2 tails is closest to

○ 10% ○ 25% ○ 37.5% ○ 50%

Q20

Aiden tosses three coins and records the results.

Result	Frequency
3 tails	16
2 tails	36
1 tail	34
0 tails	12
	100

Using these results, the chance of getting 1 tail is closest to

○ 10% ○ 25% ○ 37.5% ○ 50%

Q21

Lacey tosses three coins and records the results.

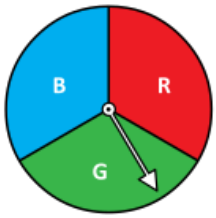
Result	Frequency
3 heads	28
2 heads	30
1 head	32
0 heads	10
	100

Using these results, the chance of getting 0 heads is closest to

○ 10% ○ 25% ○ 40% ○ 50%

Q22

The arrow was spun 100 times.



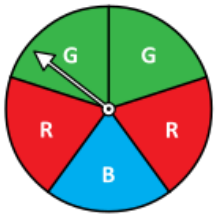
Result	Frequency
green	31
red	35
blue	34
	100

Using these results, the chance it lands on green is closest to

○ 10% ○ 25% ○ 33% ○ 50%

Q23

The arrow was spun 100 times.



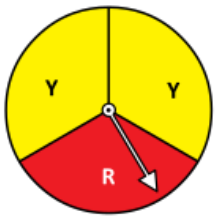
Result	Frequency
green	41
red	37
blue	22
	100

Using these results, the chance it lands on yellow is closest to

○ 0% ○ 25% ○ 33% ○ 50%

Q24

The arrow was spun 100 times.



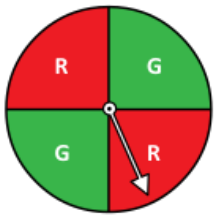
Result	Frequency
red	32
yellow	68
	100

Using these results, the chance it lands on red is closest to

○ 33% ○ 40% ○ 60% ○ 67%

Q25

The arrow was spun 100 times.



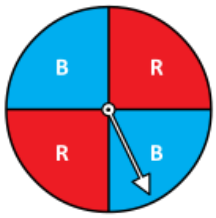
Result	Frequency
red	54
green	46
	100

Using these results, the chance it lands on red is closest to

○ 25% ○ 33% ○ 40% ○ 50%

Q26

The arrow was spun 100 times.



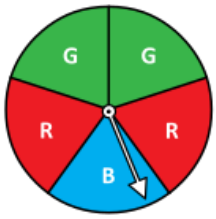
Result	Frequency
red	44
blue	56
	100

Using these results, the chance it lands on blue is closest to

○ 25% ○ 33% ○ 50% ○ 75%

Q27

The arrow was spun 100 times.



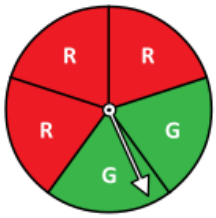
Result	Frequency
green	41
red	37
blue	22
	100

Using these results, the chance it lands on blue is closest to

○ 10% ○ 20% ○ 33% ○ 40%

Q28

The arrow was spun 100 times.



Result	Frequency
red	63
green	37
	100

Using these results, the chance it lands on blue is closest to

○ 25% ○ 33% ○ 66% ○ 0%

Q29

The arrow was spun 100 times.

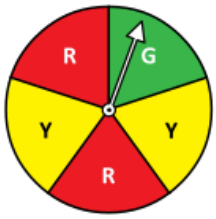
Result	Frequency
green	35
red	39
blue	26
	100

Using these results, the chance it lands on yellow is closest to

○ 10% ○ 0% ○ 33% ○ 50%

Q30

The arrow was spun 100 times.



Result	Frequency
green	23
red	41
yellow	36
	100

Using these results, the chance it lands on green is closest to

○ 10% ○ 20% ○ 33% ○ 40%

Chance Experiments L3

Q1

Lisa tosses two coins and records the results.

Result	Frequency
2 heads	22
1 head	52
0 heads	26
	100

Using these results, the chance of getting 2 heads is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q2

Lewis tosses two coins and records the results.

Result	Frequency
2 heads	23
1 head	52
0 heads	25
	100

Using these results, the chance of getting 1 head is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q3

Maria tosses two coins and records the results.

Result	Frequency
2 heads	26
1 head	50
0 heads	24
	100

Using these results, the chance of getting 0 heads is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q4

Oscar tosses two coins and records the results.

Result	Frequency
2 tails	28
1 tail	50
0 tails	22
	100

Using these results, the chance of getting 2 tails is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q5

Gracie tosses two coins and records the results.

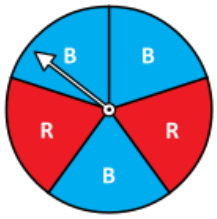
Result	Frequency
2 tails	23
1 tail	49
0 tails	28
	100

Using these results, the chance of getting 1 tail is closest to

○ 10% ○ 25% ○ 50% ○ 33%

Q6

The arrow was spun 100 times.



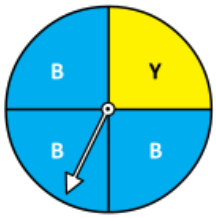
Result	Frequency
blue	62
red	38
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 75%

Q7

The arrow was spun 100 times.



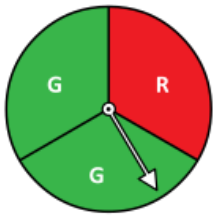
Result	Frequency
yellow	24
blue	76
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 75%

Q8

The arrow was spun 100 times.



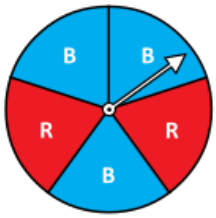
Result	Frequency
red	33
green	67
	100

Using these results, the chance it lands on green is closest to

○ 33% ○ 50% ○ 66% ○ 75%

Q9

The arrow was spun 100 times.



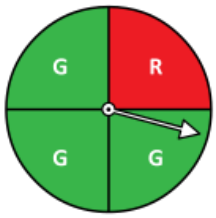
Result	Frequency
red	42
blue	58
	100

Using these results, the chance it lands on blue is closest to

○ 33% ○ 50% ○ 60% ○ 80%

Q10

The arrow was spun 100 times.



Result	Frequency
red	26
green	74
	100

Using these results, the chance it lands on green is closest to

○ 33% ○ 50% ○ 66% ○ 75%

Q11

Fred tosses three coins and records the results.

Result	Frequency
3 tails	12
2 tails	36
1 tail	38
0 tails	14
	100

Using these results, the chance of getting 3 tails is closest to

○ 10% ○ 25% ○ 33% ○ 50%

Q12

Rosie tosses three coins and records the results.

Result	Frequency
3 tails	12
2 tails	38
1 tail	36
0 tails	14
	100

Using these results, the chance of getting 2 tails is closest to

○ 10% ○ 25% ○ 37.5% ○ 50%

Q13

Aiden tosses three coins and records the results.

Result	Frequency
3 tails	16
2 tails	36
1 tail	34
0 tails	12
	100

Using these results, the chance of getting 1 tail is closest to

○ 10% ○ 25% ○ 37.5% ○ 50%

Q14

Lacey tosses three coins and records the results.

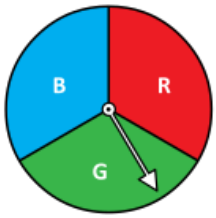
Result	Frequency
3 heads	28
2 heads	30
1 head	32
0 heads	10
	100

Using these results, the chance of getting 0 heads is closest to

○ 10% ○ 25% ○ 40% ○ 50%

Q15

The arrow was spun 100 times.



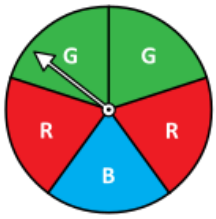
Result	Frequency
green	31
red	35
blue	34
	100

Using these results, the chance it lands on green is closest to

○ 10% ○ 25% ○ 33% ○ 50%

Q16

The arrow was spun 100 times.



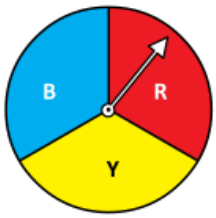
Result	Frequency
green	41
red	37
blue	22
	100

Using these results, the chance it lands on yellow is closest to

○ 0% ○ 25% ○ 33% ○ 50%

Q17

The arrow was spun 100 times.



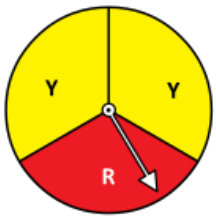
Result	Frequency
yellow	33
red	32
blue	35
	100

Using these results, the chance it lands on red is closest to

○ 10% ○ 25% ○ 33% ○ 50%

Q18

The arrow was spun 100 times.



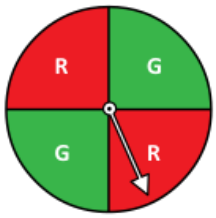
Result	Frequency
red	32
yellow	68
	100

Using these results, the chance it lands on red is closest to

○ 33% ○ 40% ○ 60% ○ 67%

Q19

The arrow was spun 100 times.



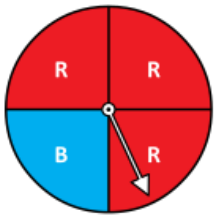
Result	Frequency
red	54
green	46
	100

Using these results, the chance it lands on red is closest to

○ 25% ○ 33% ○ 40% ○ 50%

Q20

The arrow was spun 100 times.



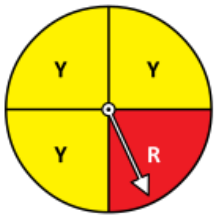
Result	Frequency
red	68
blue	32
	100

Using these results, the chance it lands on red is closest to

○ 30% ○ 50% ○ 60% ○ 70%

Q21

The arrow was spun 100 times.



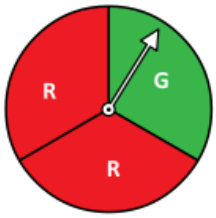
Result	Frequency
red	27
yellow	73
	100

Using these results, the chance it lands on red is closest to

○ 15% ○ 25% ○ 50% ○ 75%

Q22

The arrow was spun 100 times.



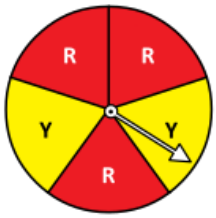
Result	Frequency
green	35
red	65
	100

Using these results, the chance it lands on green is closest to

○ 33% ○ 50% ○ 66% ○ 75%

Q23

The arrow was spun 100 times.



Result	Frequency
red	64
yellow	36
	100

Using these results, the chance it lands on yellow is closest to

○ 25% ○ 40% ○ 50% ○ 75%

Q24

The arrow was spun 100 times.

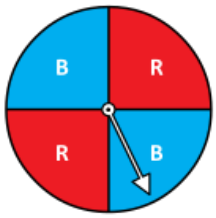
Result	Frequency
green	69
yellow	31
	100

Using these results, the chance it lands on green is closest to

○ 15% ○ 25% ○ 50% ○ 75%

Q25

The arrow was spun 100 times.



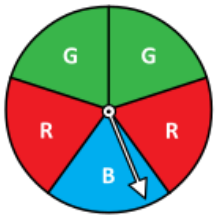
Result	Frequency
red	44
blue	56
	100

Using these results, the chance it lands on blue is closest to

○ 25% ○ 33% ○ 50% ○ 75%

Q26

The arrow was spun 100 times.



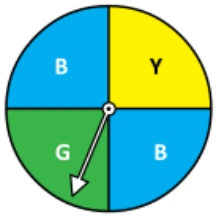
Result	Frequency
green	41
red	37
blue	22
	100

Using these results, the chance it lands on blue is closest to

○ 10% ○ 20% ○ 33% ○ 40%

Q27

The arrow was spun 100 times.



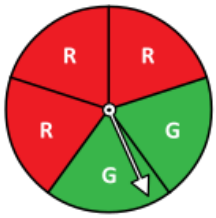
Result	Frequency
green	22
yellow	27
blue	51
	100

Using these results, the chance it lands on green is closest to

○ 25% ○ 33% ○ 50% ○ 75%

Q28

The arrow was spun 100 times.



Result	Frequency
red	63
green	37
	100

Using these results, the chance it lands on blue is closest to

○ 25% ○ 33% ○ 66% ○ 0%

Q29

The arrow was spun 100 times.

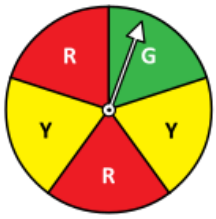
Result	Frequency
green	35
red	39
blue	26
	100

Using these results, the chance it lands on yellow is closest to

○ 10% ○ 0% ○ 33% ○ 50%

Q30

The arrow was spun 100 times.



Result	Frequency
green	23
red	41
yellow	36
	100

Using these results, the chance it lands on green is closest to

○ 10% ○ 20% ○ 33% ○ 40%

Observed and Expected Frequencies L1

Q1

A coin is tossed 40 times. How many times would you expect it to land on heads?

○ 10 ○ 13 ○ 20 ○ 28

Q2

A coin is tossed 50 times. How many times would you expect it to land on tails?

○ 12 ○ 25 ○ 29 ○ 35

Q3

A coin is tossed 60 times. How many times would you expect it to land on heads?

○ 15 ○ 20 ○ 30 ○ 42

Q4

A coin is tossed 80 times. How many times would you expect it to land on tails?

○ 20 ○ 40 ○ 47 ○ 57

Q5

A coin is tossed 100 times. How many times would you expect it to land on heads?

○ 25 ○ 33 ○ 50 ○ 71

Q6

A coin is tossed 120 times. How many times would you expect it to land on tails?

○ 30 ○ 60 ○ 70 ○ 85

Q7

A dice is rolled 80 times. How many times would you expect it to get an even number?

○ 20 ○ 26 ○ 40 ○ 57

Q8

A dice is rolled 100 times. How many times would you expect it to get an odd number?

○ 25 ○ 50 ○ 58 ○ 71

Q9

A dice is rolled 120 times. How many times would you expect it to get an even number?

○ 30 ○ 40 ○ 60 ○ 85

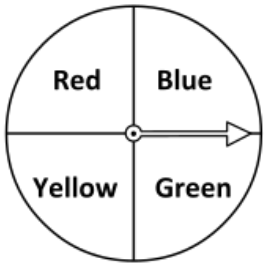
Q10

A dice is rolled 200 times. How many times would you expect it to get an odd number?

○ 50 ○ 100 ○ 117 ○ 142

Q11

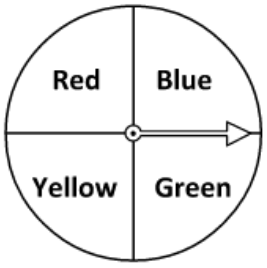
In 100 spins, how many times would you expect to get red?



○ 30
○ 35
○ 25
○ 40

Q12

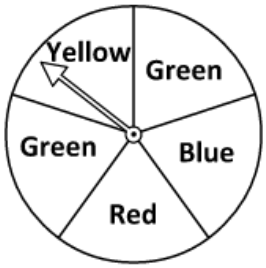
In 80 spins, how many times would you expect to get blue?



○ 15
○ 10
○ 30
○ 20

Q13

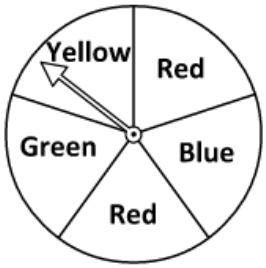
In 100 spins, how many times would you expect to get green?



- ○ 60
- ○ 40
- ○ 30
- ○ 50

Q14

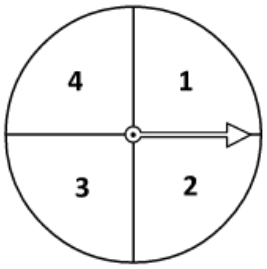
In 100 spins, how many times would you expect to get yellow?



- ○ 20
- ○ 25
- ○ 30
- ○ 35

Q15

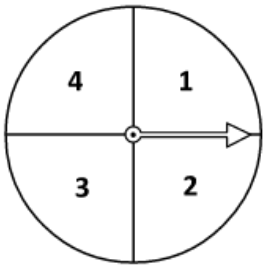
In 80 spins, how many times would you expect to get a 4?



- ○ 25
- ○ 18
- ○ 24
- ○ 20

Q16

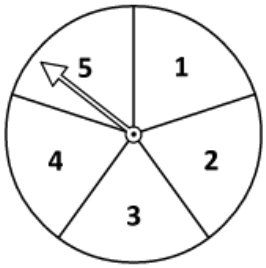
In 120 spins, how many times would you expect to get a 2?



- ○ 30
- ○ 34
- ○ 38
- ○ 25

Q17

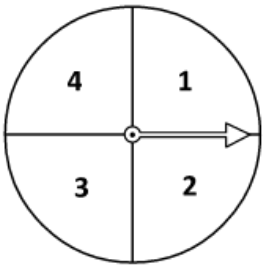
In 100 spins, how many times would you expect to get 3?



- ○ 30
- ○ 20
- ○ 16
- ○ 25

Q18

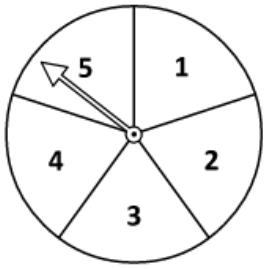
In 100 spins, how many times would you expect to get an even number?



- ○ 40
- ○ 25
- ○ 50
- ○ 60

Q19

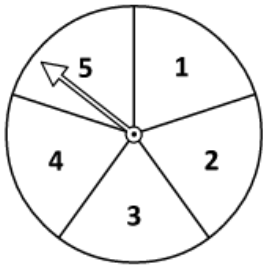
In 200 spins, how many times would you expect to get an even number?



- ○ 70
- ○ 90
- ○ 100
- ○ 80

Q20

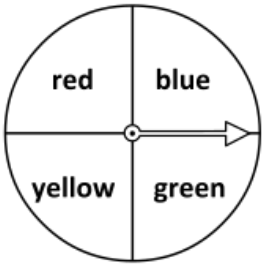
In 100 spins, how many times would you expect to get an odd number?



- ○ 75
- ○ 40
- ○ 60
- ○ 50

Q21

The arrow was spun 80 times. Which set of results would be most surprising?



red	23
blue	22
green	17
yellow	18
TOTAL	**80**

○

red	19
blue	21
green	22
yellow	18
TOTAL	**80**

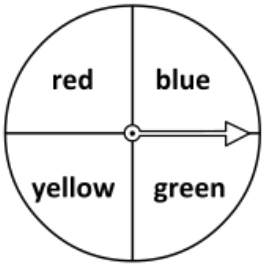
○

red	21
blue	9
green	33
yellow	17
TOTAL	**80**

○

Q22

The arrow was spun 80 times. Which set of results would be most surprising?



red	21
blue	17
green	23
yellow	19
TOTAL	**80**

○

red	7
blue	22
green	35
yellow	16
TOTAL	**80**

○

red	20
blue	20
green	22
yellow	18
TOTAL	**80**

○

Q23

A coin was tossed 80 times and the results recorded. Which set of results would be most surprising?

Heads	40
Tails	40
TOTAL	80

○

Heads	39
Tails	41
TOTAL	80

○

Heads	21
Tails	59
TOTAL	80

○

Q24

A coin was tossed 100 times and the results recorded. Which set of results would be most surprising?

Heads	32
Tails	68
TOTAL	100

○

Heads	48
Tails	52
TOTAL	100

○

Heads	51
Tails	49
TOTAL	100

○

Q25

A coin was tossed 80 times and the results recorded. Which set of results would be most surprising?

Heads	41
Tails	39
TOTAL	80

○

Heads	20
Tails	60
TOTAL	80

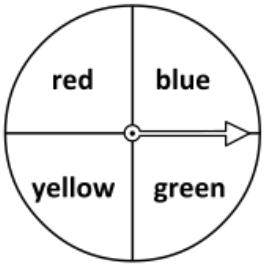
○

Heads	39
Tails	41
TOTAL	80

○

Q1

The arrow was spun 120 times. Which set of results would be most surprising?



red	27
blue	33
green	29
yellow	31
TOTAL	**120**

○

red	31
blue	29
green	28
yellow	32
TOTAL	**120**

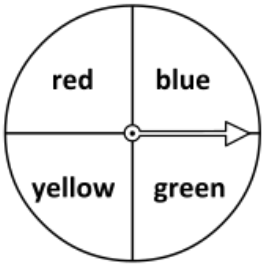
○

red	29
blue	21
green	52
yellow	18
TOTAL	**120**

○

Q2

The arrow was spun 80 times. Which set of results would be most surprising?



red	23
blue	22
green	17
yellow	18
TOTAL	**80**

○

red	19
blue	21
green	22
yellow	18
TOTAL	**80**

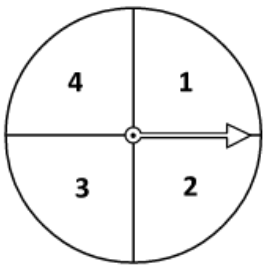
○

red	21
blue	9
green	33
yellow	17
TOTAL	**80**

○

Q3

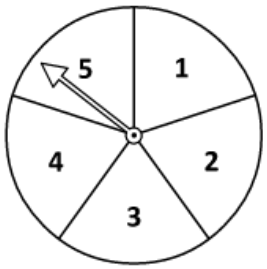
In 120 spins, how many times would you expect to get a 2?



○ 30
○ 34
○ 38
○ 25

Q4

In 200 spins, how many times would you expect to get an even number?



○ 70
○ 90
○ 100
○ 80

Q5

A dice is rolled 100 times. How many times would you expect it to get an odd number?

○ 25 ○ 50 ○ 58 ○ 71

Q6

A dice is rolled 80 times. How many times would you expect it to get an even number?

○ 20 ○ 26 ○ 40 ○ 57

Q7

A coin is tossed 120 times. How many times would you expect it to land on tails?

○ 30 ○ 60 ○ 70 ○ 85

Q8

A dice is rolled 120 times. How many times would you expect it to get an even number?

○ 30 ○ 40 ○ 60 ○ 85

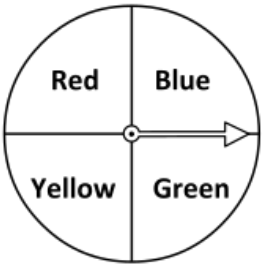
Q9

A dice is rolled 200 times. How many times would you expect it to get an odd number?

○ 50 ○ 100 ○ 117 ○ 142

Q10

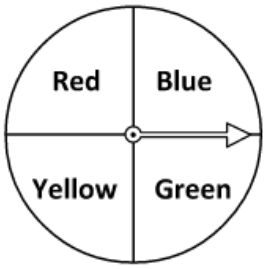
In 100 spins, how many times would you expect to get red?



- ○ 30
- ○ 35
- ○ 25
- ○ 40

Q11

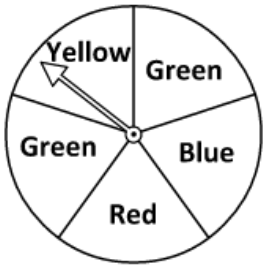
In 80 spins, how many times would you expect to get blue?



- ○ 15
- ○ 10
- ○ 30
- ○ 20

Q12

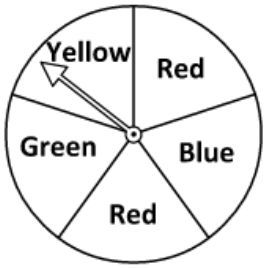
In 100 spins, how many times would you expect to get green?



- ○ 60
- ○ 40
- ○ 30
- ○ 50

Q13

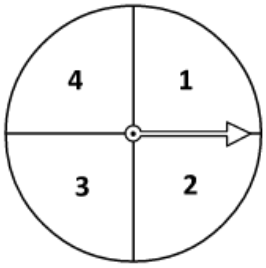
In 100 spins, how many times would you expect to get yellow?



- ○ 20
- ○ 25
- ○ 30
- ○ 35

Q14

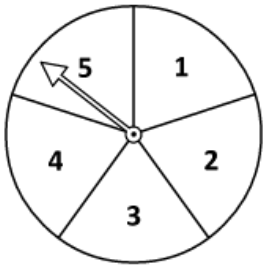
In 80 spins, how many times would you expect to get a 4?



- ○ 25
- ○ 18
- ○ 24
- ○ 20

Q15

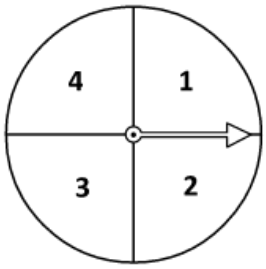
In 100 spins, how many times would you expect to get 3?



- ○ 30
- ○ 20
- ○ 16
- ○ 25

Q16

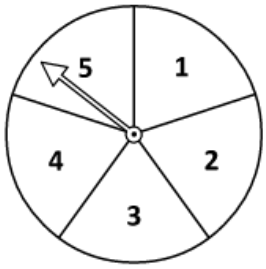
In 100 spins, how many times would you expect to get an even number?



- ○ 40
- ○ 25
- ○ 50
- ○ 60

Q17

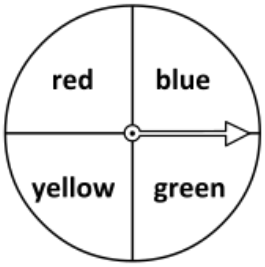
In 100 spins, how many times would you expect to get an odd number?



- ○ 75
- ○ 40
- ○ 60
- ○ 50

Q18

The arrow was spun 100 times. Which set of results would be most surprising?



red	25
blue	24
green	28
yellow	23
TOTAL	**100**

○

red	13
blue	46
green	28
yellow	13
TOTAL	**100**

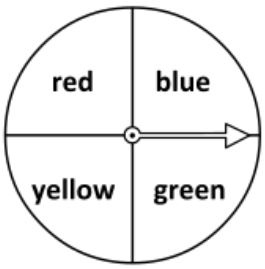
○

red	25
blue	22
green	22
yellow	31
TOTAL	**100**

○

Q19

The arrow was spun 100 times. Which set of results would be most surprising?



red	33
blue	24
green	7
yellow	36
TOTAL	**100**

○

red	23
blue	22
green	27
yellow	28
TOTAL	**100**

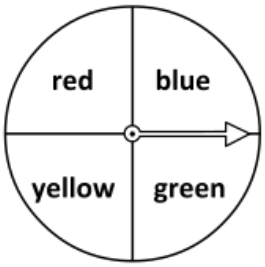
○

red	25
blue	27
green	22
yellow	26
TOTAL	**100**

○

Q20

The arrow was spun 80 times. Which set of results would be most surprising?



red	21
blue	17
green	23
yellow	19
TOTAL	**80**

○

red	7
blue	22
green	35
yellow	16
TOTAL	**80**

○

red	20
blue	20
green	22
yellow	18
TOTAL	**80**

○

Q21

A coin was tossed 80 times and the results recorded. Which set of results would be most surprising?

Heads	40
Tails	40
TOTAL	80

○

Heads	39
Tails	41
TOTAL	80

○

Heads	21
Tails	59
TOTAL	80

○

Q22

A coin was tossed 100 times and the results recorded. Which set of results would be most surprising?

Heads	32
Tails	68
TOTAL	100

○

Heads	48
Tails	52
TOTAL	100

○

Heads	51
Tails	49
TOTAL	100

○

Q23

A coin was tossed 80 times and the results recorded. Which set of results would be most surprising?

Heads	41
Tails	39
TOTAL	80

○

Heads	20
Tails	60
TOTAL	80

○

Heads	39
Tails	41
TOTAL	80

○

Q24

A coin was tossed 100 times and the results recorded. Which set of results would be most surprising?

Heads	51
Tails	49
TOTAL	100

○

Heads	49
Tails	51
TOTAL	100

○

Heads	32
Tails	68
TOTAL	100

○

Q25

A coin was tossed 200 times and the results recorded. Which set of results would be most surprising?

Heads	60
Tails	140
TOTAL	200

Heads	104
Tails	96
TOTAL	200

Heads	94
Tails	106
TOTAL	200

Q26

A coin was repeatedly tossed and the results recorded. Which set of results would be most surprising?

Heads	78
Tails	42
TOTAL	120

Heads	42
Tails	38
TOTAL	80

Heads	51
Tails	49
TOTAL	100

Q27

A coin was repeatedly tossed and the results recorded. Which set of results would be most surprising?

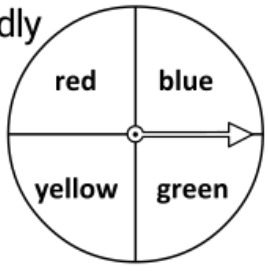
Heads	97
Tails	103
TOTAL	200

Heads	70
Tails	30
TOTAL	100

Heads	38
Tails	42
TOTAL	80

Q28

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



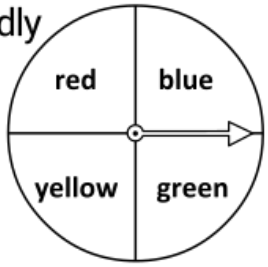
red	23
blue	21
green	18
yellow	18
TOTAL	**80**

red	23
blue	23
green	24
yellow	30
TOTAL	**100**

red	30
blue	19
green	36
yellow	35
TOTAL	**120**

Q29

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



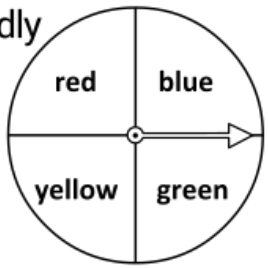
red	23
blue	21
green	19
yellow	17
TOTAL	**80**

red	24
blue	24
green	27
yellow	25
TOTAL	**100**

red	27
blue	13
green	43
yellow	37
TOTAL	**120**

Q30

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



red	18
blue	12
green	10
yellow	40
TOTAL	**80**

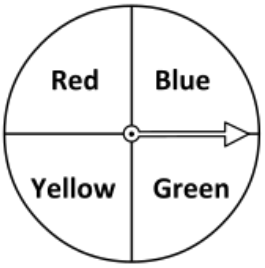
red	27
blue	25
green	23
yellow	25
TOTAL	**100**

red	28
blue	30
green	31
yellow	31
TOTAL	**120**

Observed and Expected Frequencies L3

Q1

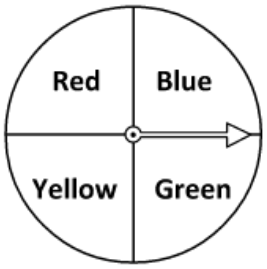
In 100 spins, how many times would you expect to get red?



- ○ 30
- ○ 35
- ○ 25
- ○ 40

Q2

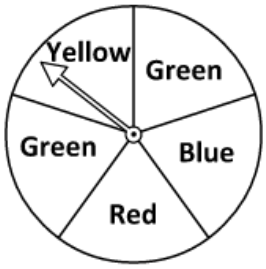
In 80 spins, how many times would you expect to get blue?



- ○ 15
- ○ 10
- ○ 30
- ○ 20

Q3

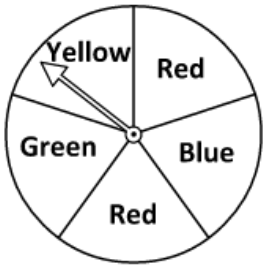
In 100 spins, how many times would you expect to get green?



- ○ 60
- ○ 40
- ○ 30
- ○ 50

Q4

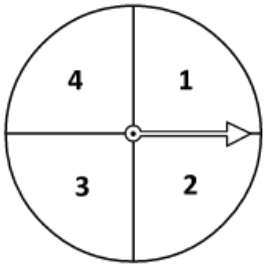
In 100 spins, how many times would you expect to get yellow?



- ○ 20
- ○ 25
- ○ 30
- ○ 35

Q5

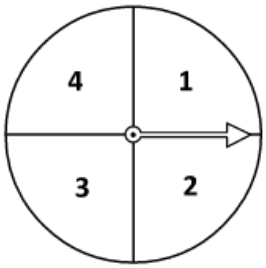
In 80 spins, how many times would you expect to get a 4?



- ○ 25
- ○ 18
- ○ 24
- ○ 20

Q6

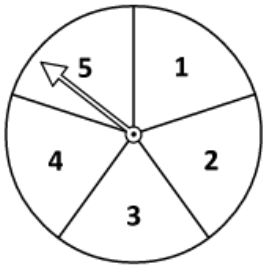
In 120 spins, how many times would you expect to get a 2?



- ○ 30
- ○ 34
- ○ 38
- ○ 25

Q7

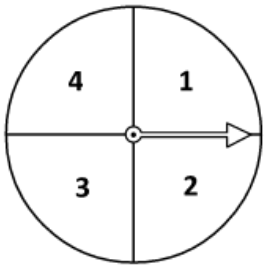
In 100 spins, how many times would you expect to get 3?



- ○ 30
- ○ 20
- ○ 16
- ○ 25

Q8

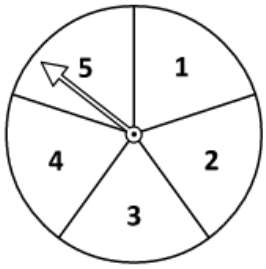
In 100 spins, how many times would you expect to get an even number?



- ○ 40
- ○ 25
- ○ 50
- ○ 60

Q9

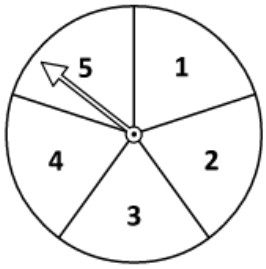
In 200 spins, how many times would you expect to get an even number?



- ○ 70
- ○ 90
- ○ 100
- ○ 80

Q10

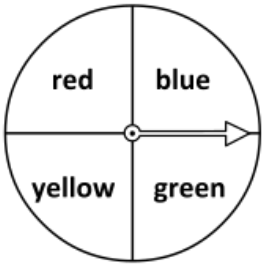
In 100 spins, how many times would you expect to get an odd number?



- ○ 75
- ○ 40
- ○ 60
- ○ 50

Q11

The arrow was spun 100 times. Which set of results would be most surprising?



red	25
blue	24
green	28
yellow	23
TOTAL	**100**

○

red	13
blue	46
green	28
yellow	13
TOTAL	**100**

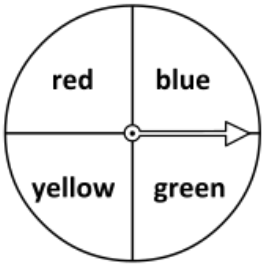
○

red	25
blue	22
green	22
yellow	31
TOTAL	**100**

○

Q12

The arrow was spun 100 times. Which set of results would be most surprising?



red	33
blue	24
green	7
yellow	36
TOTAL	**100**

○

red	23
blue	22
green	27
yellow	28
TOTAL	**100**

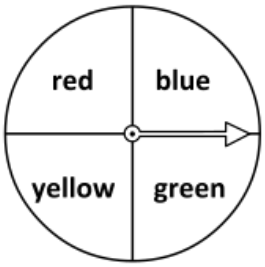
○

red	25
blue	27
green	22
yellow	26
TOTAL	**100**

○

Q13

The arrow was spun 80 times. Which set of results would be most surprising?



red	23
blue	22
green	17
yellow	18
TOTAL	**80**

○

red	19
blue	21
green	22
yellow	18
TOTAL	**80**

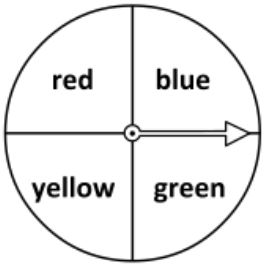
○

red	21
blue	9
green	33
yellow	17
TOTAL	**80**

○

Q14

The arrow was spun 80 times. Which set of results would be most surprising?



red	21
blue	17
green	23
yellow	19
TOTAL	**80**

○

red	7
blue	22
green	35
yellow	16
TOTAL	**80**

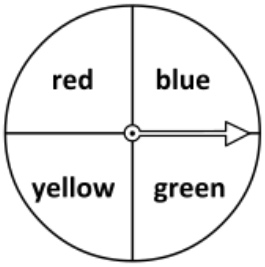
○

red	20
blue	20
green	22
yellow	18
TOTAL	**80**

○

Q15

The arrow was spun 120 times. Which set of results would be most surprising?



red	27
blue	33
green	29
yellow	31
TOTAL	**120**

○

red	31
blue	29
green	28
yellow	32
TOTAL	**120**

○

red	29
blue	21
green	52
yellow	18
TOTAL	**120**

○

Q16

A coin was tossed 80 times and the results recorded. Which set of results would be most surprising?

Heads	40
Tails	40
TOTAL	80

○

Heads	39
Tails	41
TOTAL	80

○

Heads	21
Tails	59
TOTAL	80

○

Q17

A coin was tossed 100 times and the results recorded. Which set of results would be most surprising?

Heads	32
Tails	68
TOTAL	100

○

Heads	48
Tails	52
TOTAL	100

○

Heads	51
Tails	49
TOTAL	100

○

Q18

A coin was tossed 80 times and the results recorded. Which set of results would be most surprising?

Heads	41
Tails	39
TOTAL	80

○

Heads	20
Tails	60
TOTAL	80

○

Heads	39
Tails	41
TOTAL	80

○

Q19

A coin was tossed 100 times and the results recorded. Which set of results would be most surprising?

Heads	51
Tails	49
TOTAL	100

○

Heads	49
Tails	51
TOTAL	100

○

Heads	32
Tails	68
TOTAL	100

○

Q20

A coin was tossed 200 times and the results recorded. Which set of results would be most surprising?

Heads	60
Tails	140
TOTAL	200

○

Heads	104
Tails	96
TOTAL	200

○

Heads	94
Tails	106
TOTAL	200

○

Q21

A coin was repeatedly tossed and the results recorded. Which set of results would be most surprising?

Heads	38
Tails	42
TOTAL	80

○

Heads	79
Tails	41
TOTAL	120

○

Heads	52
Tails	48
TOTAL	100

○

Q22

A coin was repeatedly tossed and the results recorded. Which set of results would be most surprising?

Heads	39
Tails	41
TOTAL	80

○

Heads	102
Tails	98
TOTAL	200

○

Heads	68
Tails	32
TOTAL	100

○

Q23

A coin was repeatedly tossed and the results recorded. Which set of results would be most surprising?

Heads	78
Tails	42
TOTAL	120

○

Heads	42
Tails	38
TOTAL	80

○

Heads	51
Tails	49
TOTAL	100

○

Q24

A coin was repeatedly tossed and the results recorded. Which set of results would be most surprising?

Heads	97
Tails	103
TOTAL	200

○

Heads	70
Tails	30
TOTAL	100

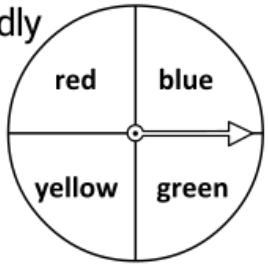
○

Heads	38
Tails	42
TOTAL	80

○

Q25

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



red	20
blue	22
green	20
yellow	18
TOTAL	**80**

○

red	26
blue	24
green	24
yellow	26
TOTAL	**100**

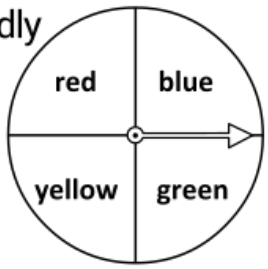
○

red	31
blue	20
green	34
yellow	35
TOTAL	**120**

○

Q26

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



red	19
blue	9
green	10
yellow	42
TOTAL	**80**

○

red	25
blue	26
green	28
yellow	21
TOTAL	**100**

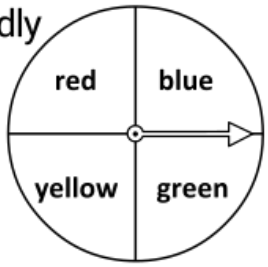
○

red	32
blue	29
green	28
yellow	31
TOTAL	**120**

○

Q27

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



red	23
blue	21
green	18
yellow	18
TOTAL	**80**

○

red	23
blue	23
green	24
yellow	30
TOTAL	**100**

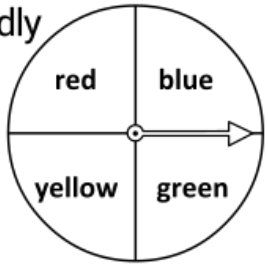
○

red	30
blue	19
green	36
yellow	35
TOTAL	**120**

○

Q28

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



red	22
blue	11
green	6
yellow	41
TOTAL	**80**

○

red	22
blue	28
green	23
yellow	27
TOTAL	**100**

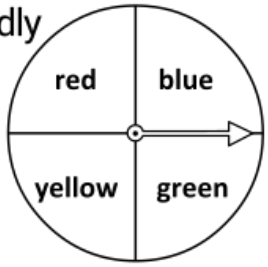
○

red	33
blue	27
green	33
yellow	27
TOTAL	**120**

○

Q29

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



red	23
blue	21
green	19
yellow	17
TOTAL	**80**

○

red	24
blue	24
green	27
yellow	25
TOTAL	**100**

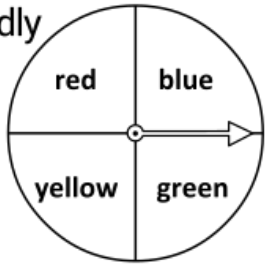
○

red	27
blue	13
green	43
yellow	37
TOTAL	**120**

○

Q30

The arrow was repeatedly spun and the results recorded. Which set of results would be most surprising?



red	18
blue	12
green	10
yellow	40
TOTAL	**80**

○

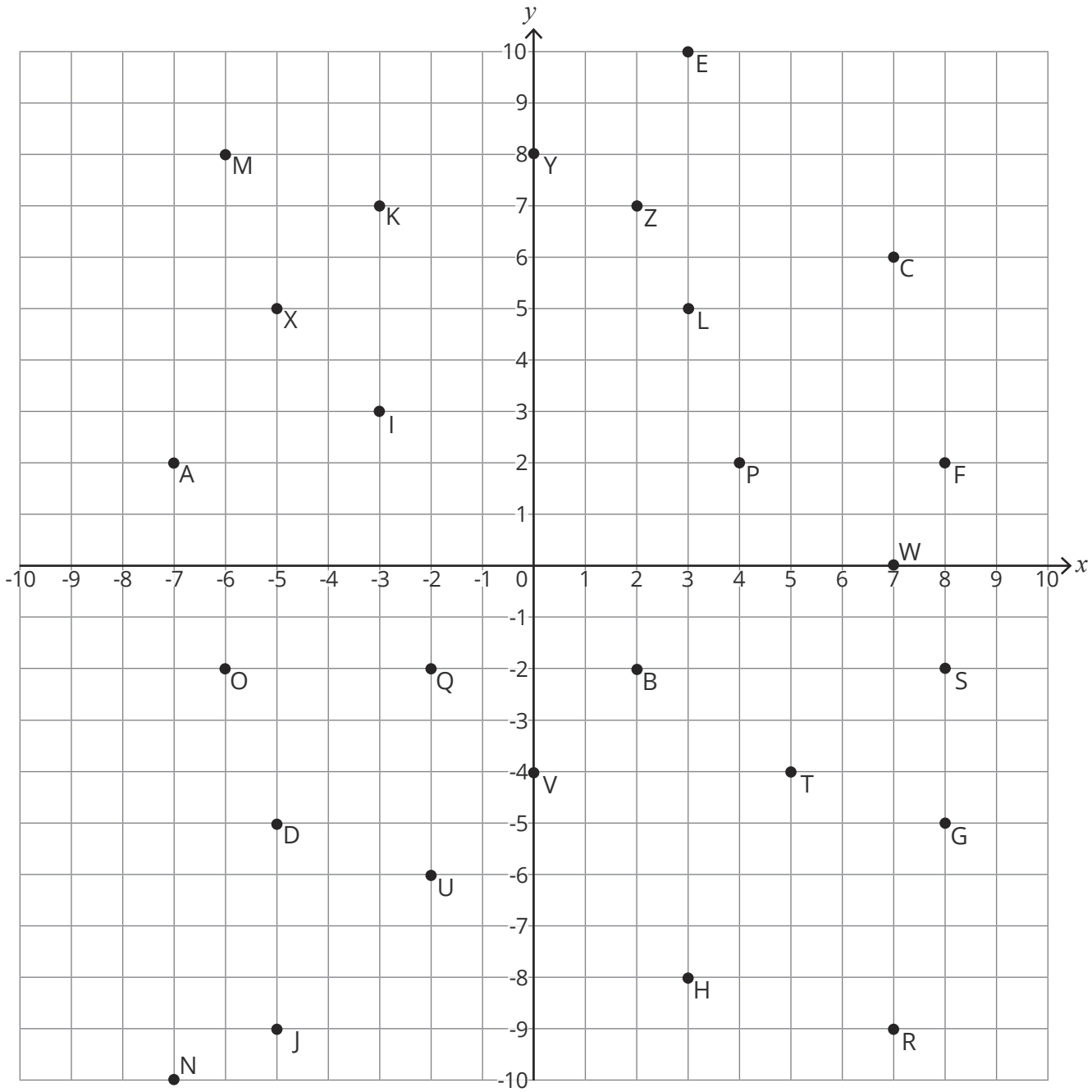
red	27
blue	25
green	23
yellow	25
TOTAL	**100**

○

red	28
blue	30
green	31
yellow	31
TOTAL	**120**

○

Secret Messages - **Coordinates in 4 Quadrants**



1. List the coordinates that spell out your first and last names.

First Name										
Coordinates	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)

Last Name										
Coordinates	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)

2. What does this secret message say?

(7, 0)	(3, -8)	(3, 10)	(-7, -10)		(0, 8)	(-6, -2)	(-2, -6)		(3, -8)
(-7, 2)	(0, -4)	(3, 10)		(7, 6)	(7, -9)	(-7, 2)	(7, 6)	(-3, 7)	(3, 10)
(-5, -5)		(5, -4)	(3, -8)	(-3, 3)	(8, -2)		(7, 6)	(-6, -2)	(-5, -5)
(3, 10)		(-2, -6)	(8, -2)	(3, 10)		(5, -4)	(3, -8)	(3, 10)	
(7, 6)	(-6, -2)	(-6, -2)	(7, -9)	(-5, -5)	(-3, 3)	(-7, -10)	(-7, 2)	(5, -4)	(3, 10)
(8, -2)		(5, -4)	(-6, -2)		(7, 0)	(7, -9)	(-3, 3)	(5, -4)	(3, 10)
	(-7, 2)		(8, -2)	(3, 10)	(7, 6)	(7, -9)	(3, 10)	(5, -4)	
(-6, 8)	(3, 10)	(8, -2)	(8, -2)	(-7, 2)	(8, -5)	(3, 10)		(8, 2)	(-6, -2)
(7, -9)		(-7, 2)		(8, 2)	(7, -9)	(-3, 3)	(3, 10)	(-7, -10)	(-5, -5)
	(5, -4)	(-6, -2)		(8, -2)	(-6, -2)	(3, 5)	(0, -4)	(3, 10)	

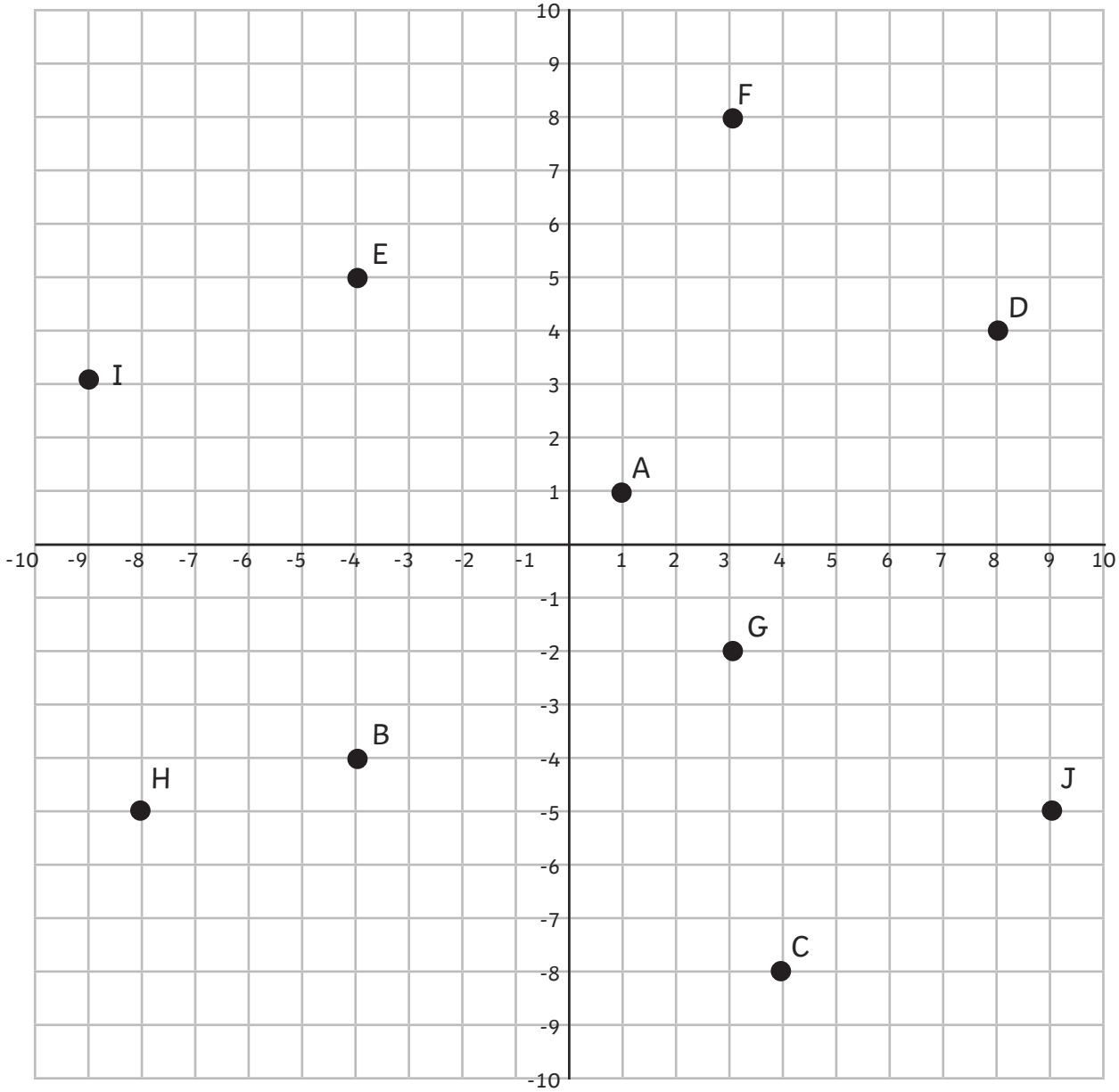
3. Follow the instructions given in part 2.

(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)
(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)
(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)
(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)
(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)
(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)
(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)	(__,__)

BEYOND MATHS

What Are the Coordinates?

Write the coordinates of each point that is plotted in the grid. One has been done for you.



A = (1, 1)

F = (___,___)

B = (___,___)

G = (___,___)

C = (___,___)

H = (___,___)

D = (___,___)

I = (___,___)

E = (___,___)

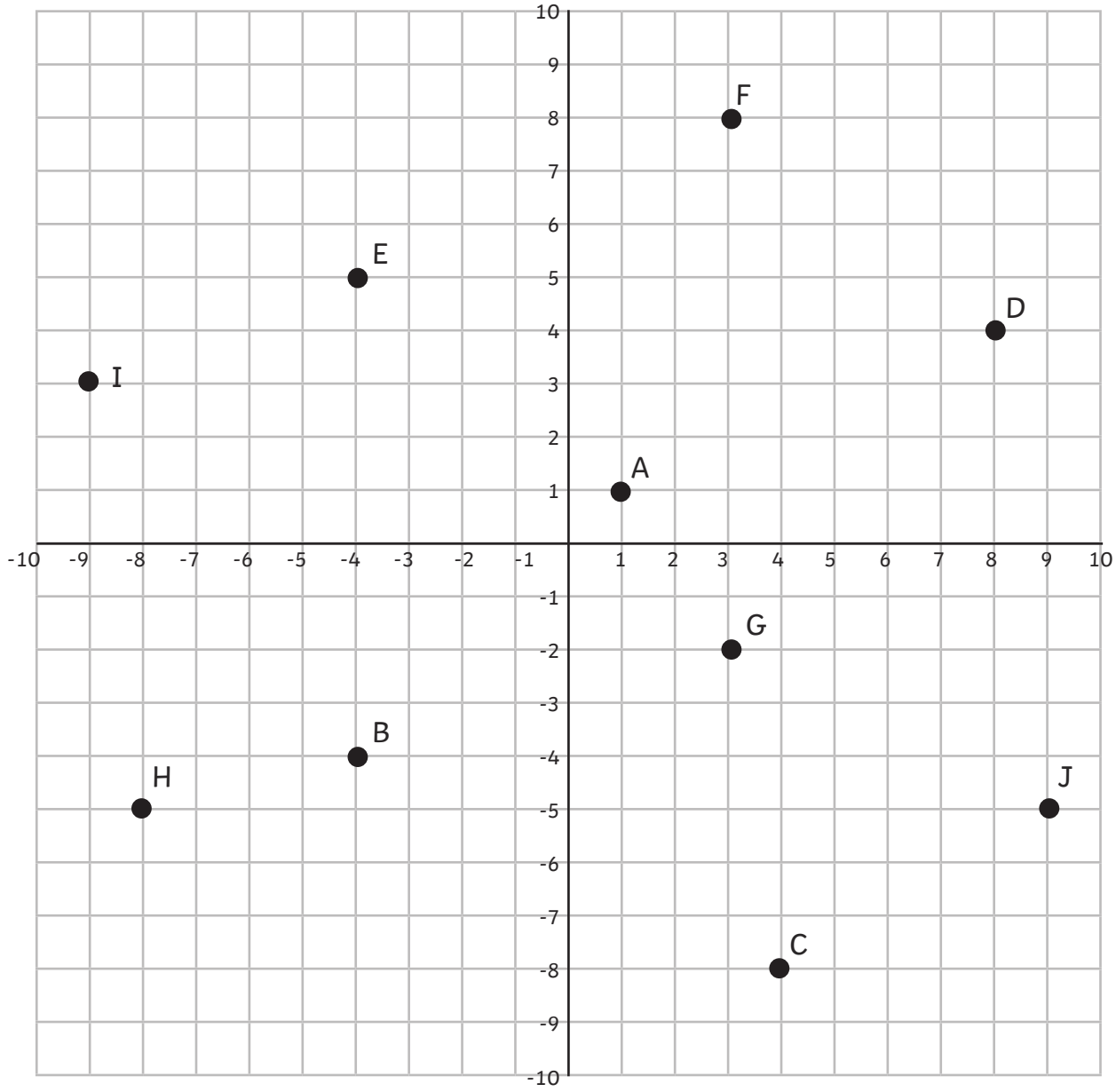
J = (___,___)

Challenge:

Point E moves 6 spaces to the right and 5 places down. What are its new coordinates?

(___,___)

What Are the Coordinates? **Answers**



A = (1, 1)

B = (-4, -4)

C = (4, -8)

D = (8, 4)

E = (-4, 5)

F = (3, 8)

G = (3, -2)

H = (-8, -5)

I = (-9, 3)

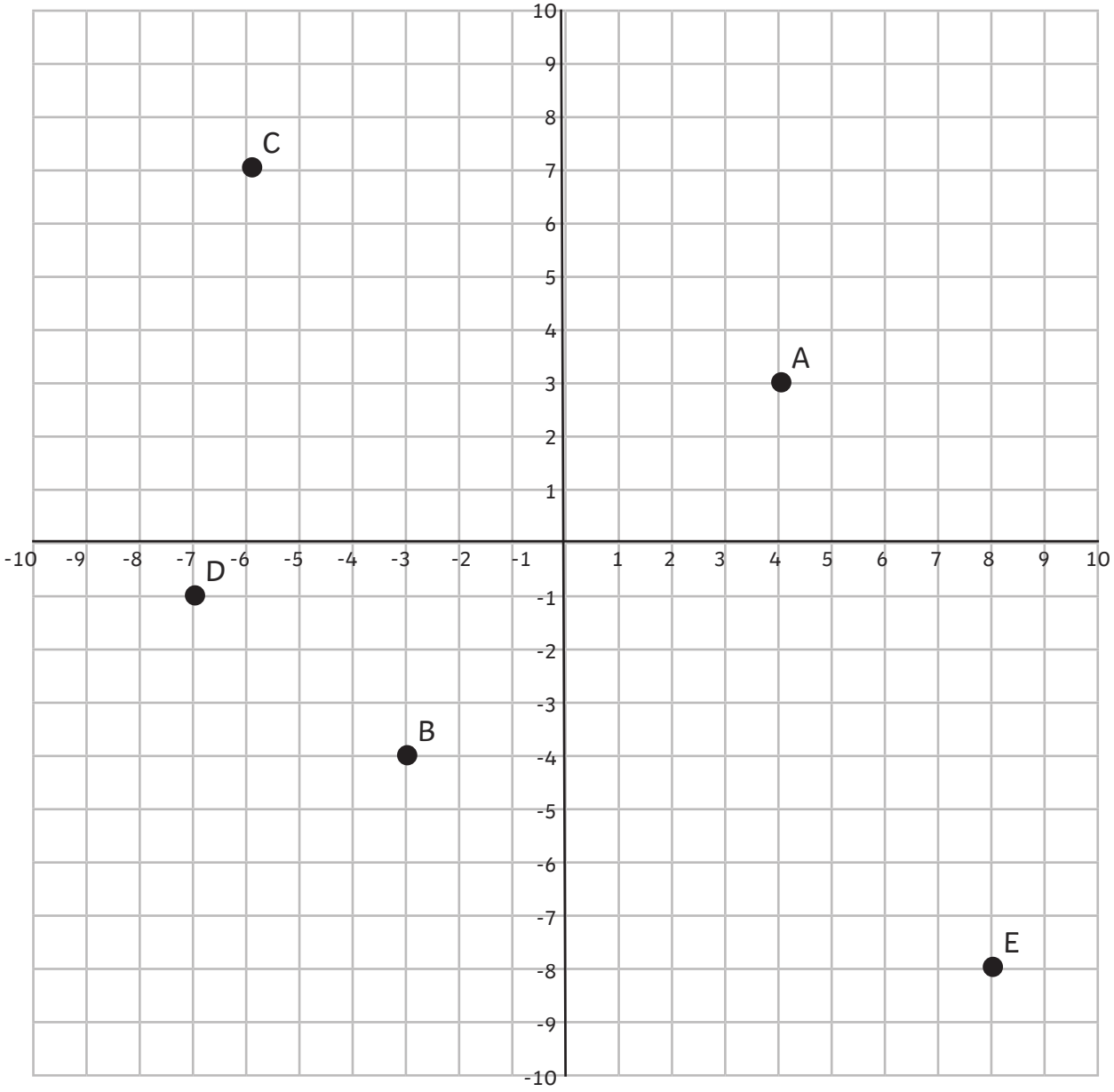
J = (9, -5)

Challenge:

Point E moves 6 spaces to the right and 5 places down. What are its new coordinates?

(2, 0)

What Are the Coordinates?



Write the coordinates of each point.

A = (___,___)

B = (___,___)

C = (___,___)

D = (___,___)

E = (___,___)

Now, plot these new points on the grid.

F = (7, -3)

G = (-7, -7)

H = (2, 1)

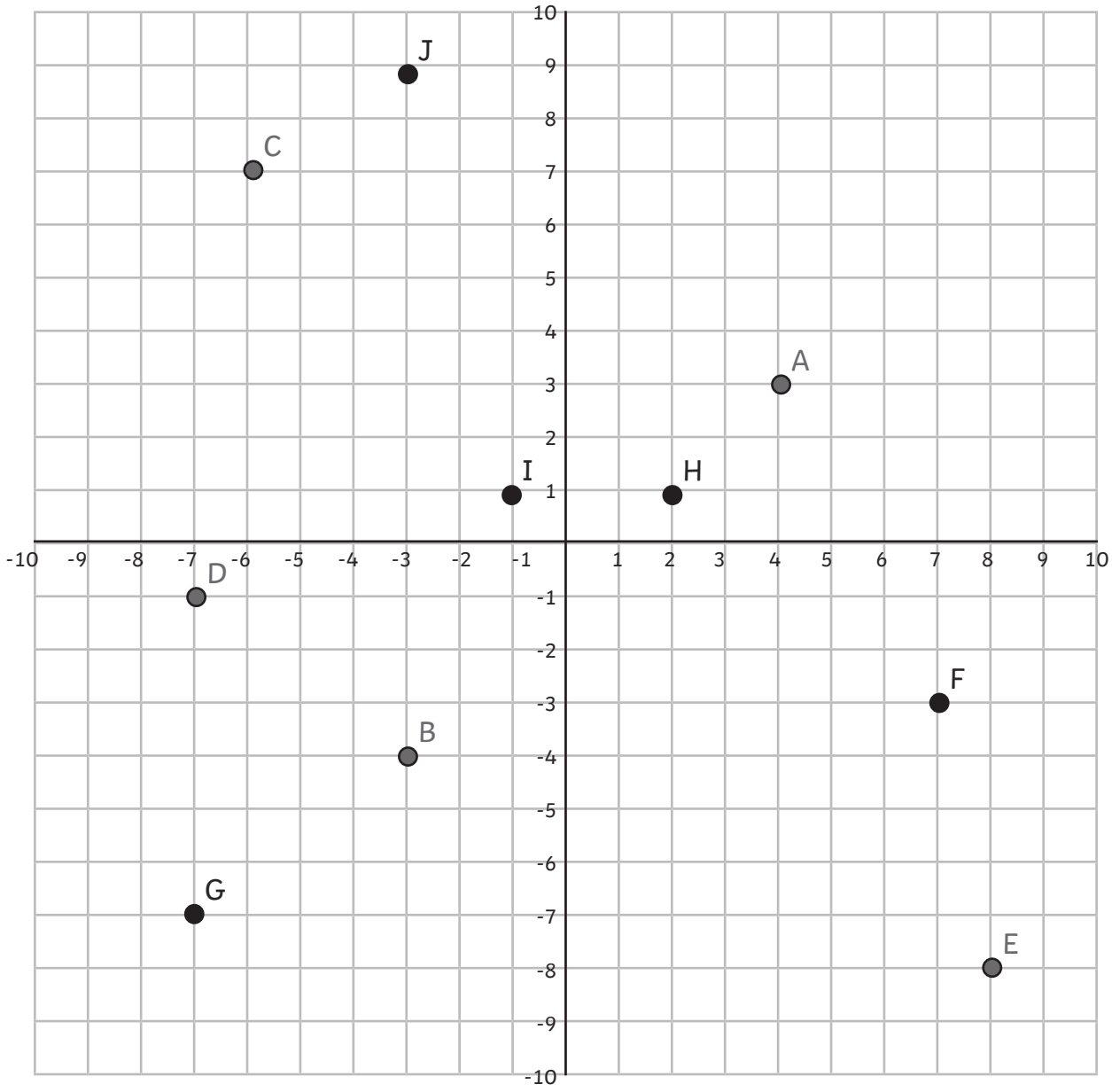
I = (-1, 1)

J = (-3, 9)

Challenge:
Point B translates to the coordinates (-8, 6). What directions has it moved

(___,___)

What Are the Coordinates? **Answers**



Write the coordinates of each point.

A = (4, 3)

B = (-3, -4)

C = (-6, 7)

D = (-7, -1)

E = (8, -8)

Now, plot these new points on the grid.

F = (7, -3)

G = (-7, -7)

H = (2, 1)

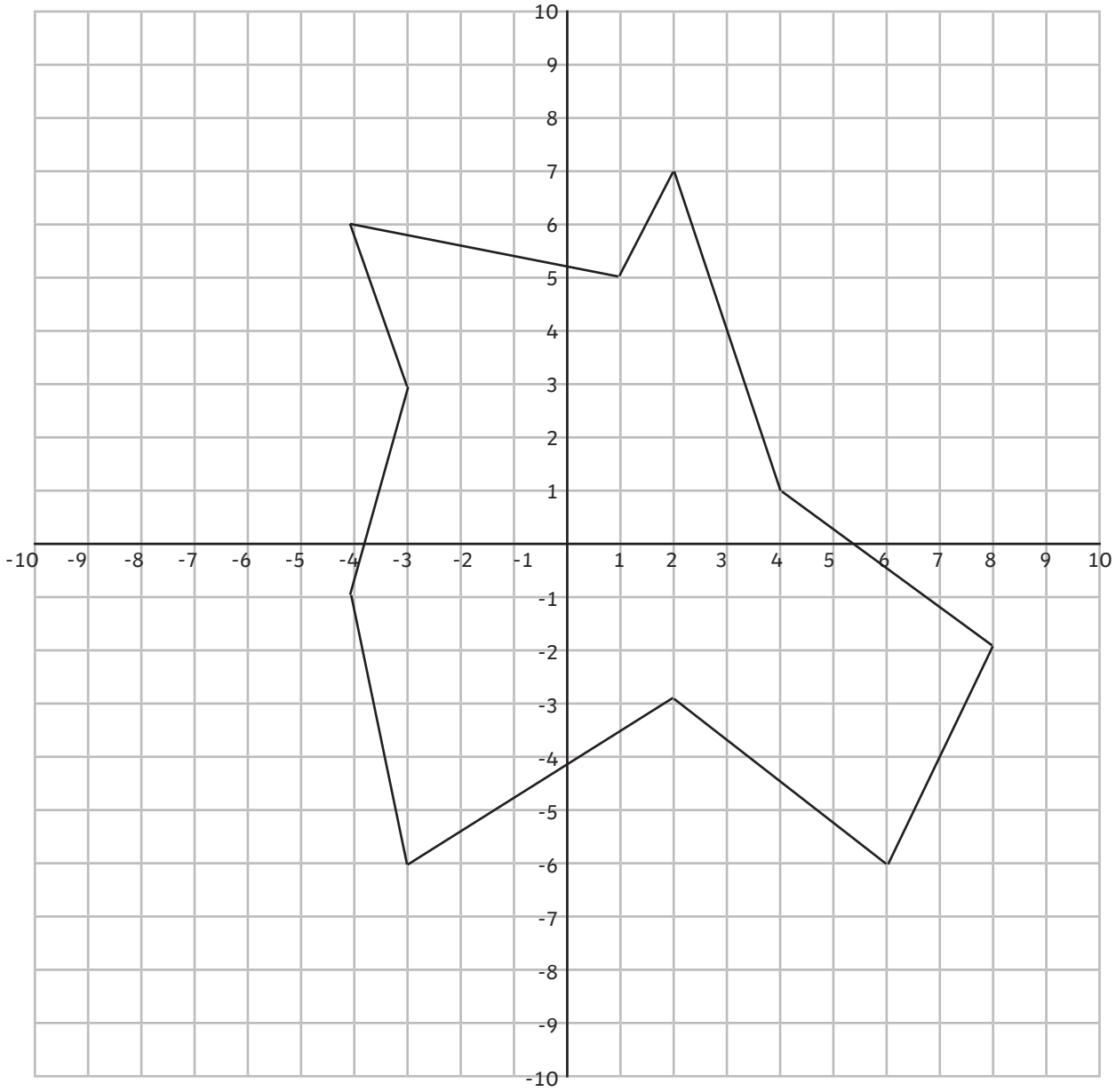
I = (-1, 1)

J = (-3, 9)

Challenge:
Point B translates to the coordinates (-8, 6). What directions has it moved?

5 left, 10 up.

What Are the Coordinates?



Moving clockwise around the shape, write the coordinates of the points on the shape. The first one has been done for you.

(1, 5) (___,___) (___,___)

(___,___) (___,___) (___,___)

(___,___) (___,___) (___,___)

(___,___)

Now, draw your own 6-sided shape and write the coordinates of its points below.

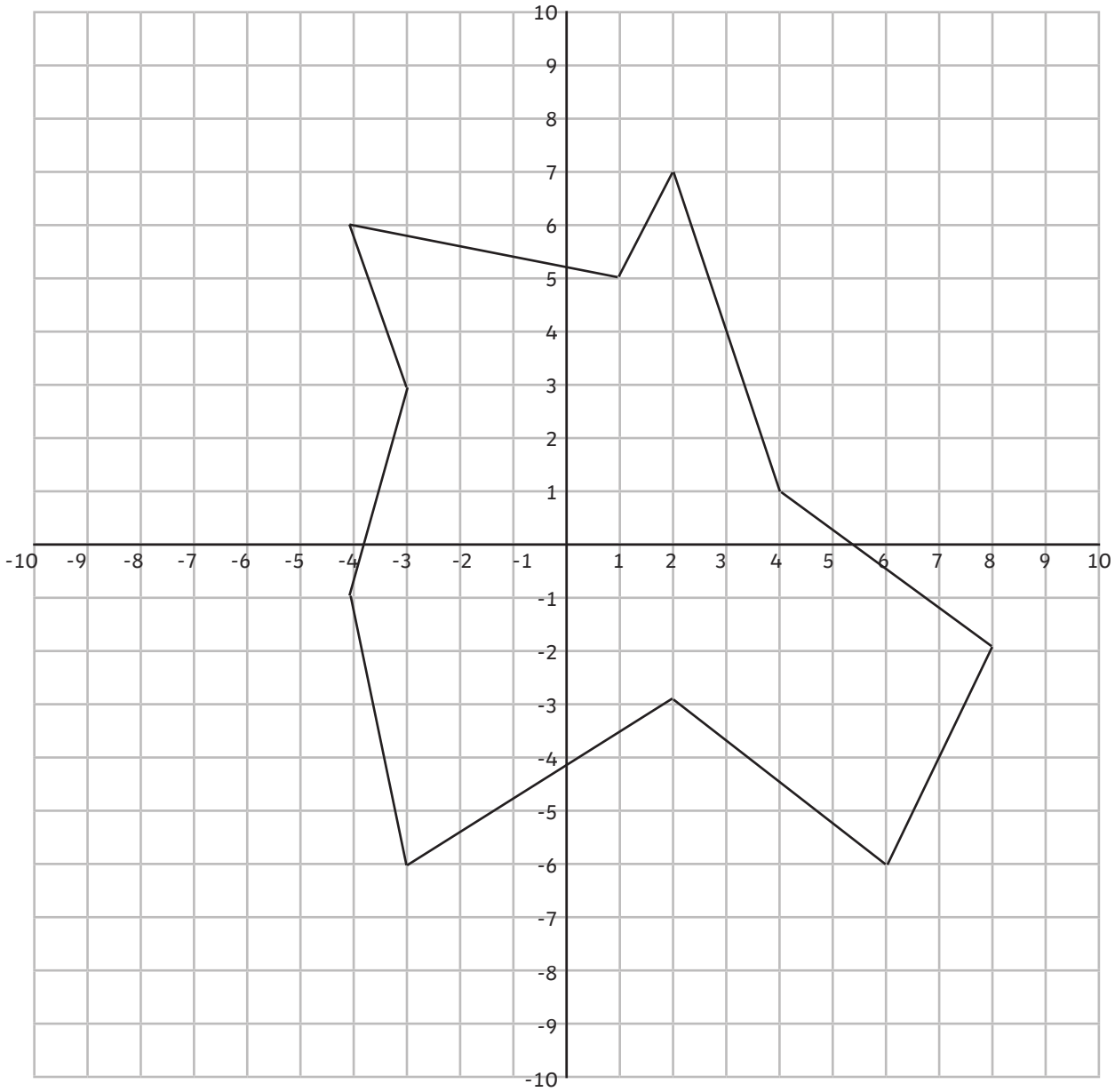
(___,___) (___,___) (___,___)

(___,___) (___,___) (___,___)

Challenge:
One of the coordinates can be moved 7 spaces right and 2 down to be in the same place as another coordinate. Which coordinate is this and where does it move to?

It is coordinate (___,___) and it moves to (___,___)

What Are the Coordinates? **Answers**



Moving clockwise around the shape, write the coordinates of the points on the shape. The first one has been done for you.

(1, 5)

(2, 7)

(4, 1)

(8, -2)

(6, -6)

(2, -3)

(-3, -6)

(-4, -1)

(-3, 3)

(-4, 6)

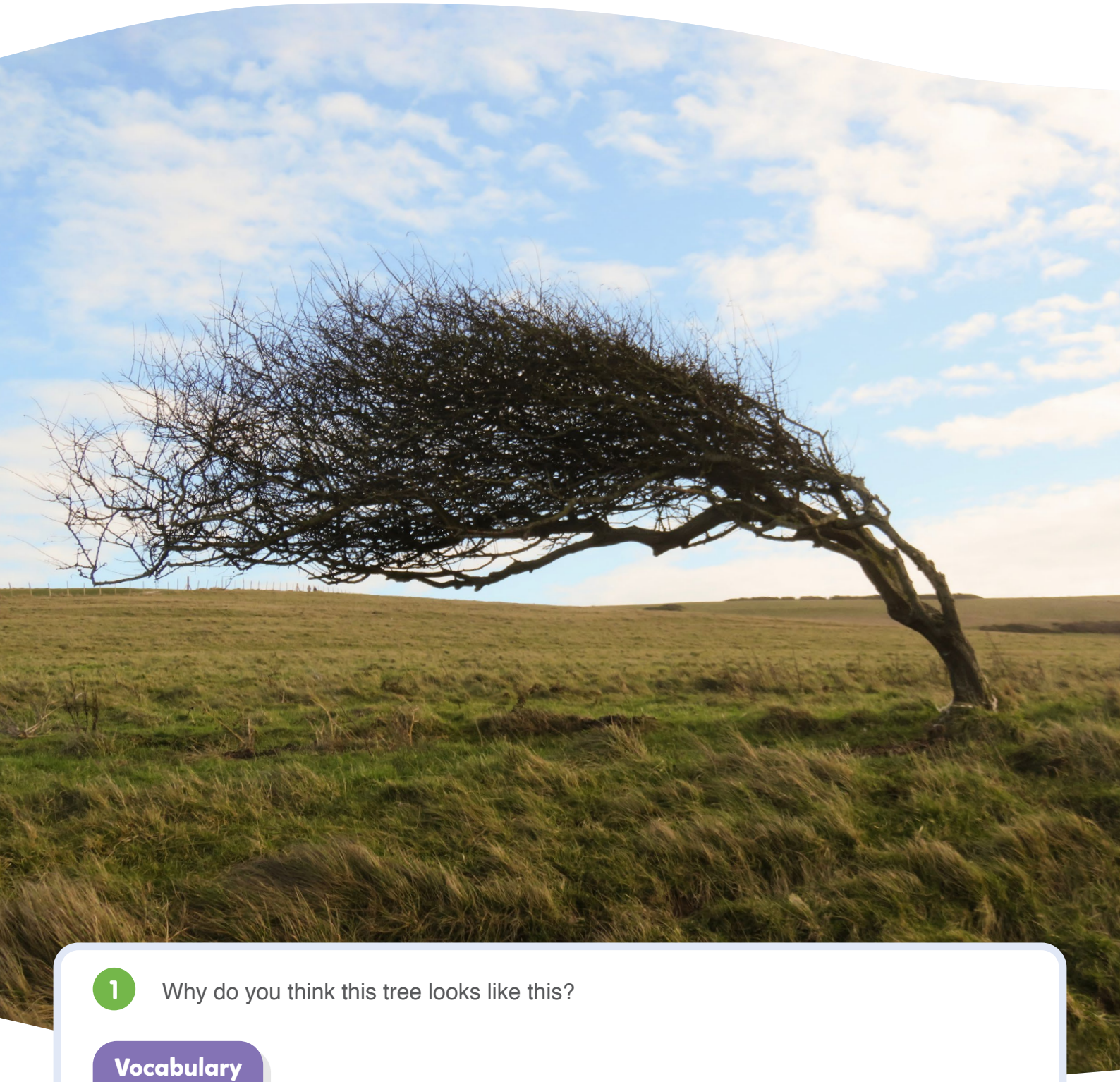
Now, draw your own 6-sided shape and write the coordinates of its points below.

Answers will vary

Challenge:
One of the coordinates can be moved 7 spaces right and 2 down to be in the same place as another coordinate. Which coordinate is this and where does it move to?

(-3, 3) can be moved to (4, 1)

Why do plants live or die?



1 Why do you think this tree looks like this?

Vocabulary

plants	acidity	nutrients	cool burn
soil	fertiliser	salinity	

For thousands of years, Aboriginal and Torres Strait Islander Peoples have been using their knowledge and understanding of the physical conditions around them to care for country.

8 Watch the video *Burning Off: Fire Law.*

9 A concept map shows connections between pieces of information.

Using information from the video and these websites, complete the Who? What? Where? Why? How? concept map about cool burning.

Cool burn

Who does it?

What is it?

Where is it done?

Why is it done?

How does it affect plant growth and survival?

10 Plants don't just grow on the land.

Open the interactive The Dead Sea. Scroll down to watch and read about Tasmania's underwater forest.

Use the **Unveiling Stories** routine to organise what you saw, heard and read.

11 The oldest living single organism on Earth is thought to be a 5000-year-old Bristlecone Pine Tree.

How have I survived?

Write a creative tale for how I have survived this long and how I will continue to survive.

Random Acts of Kindness Grid

How many random acts of kindness can you complete this week?

Clean your room without being asked. 	Give an extra hug to your parents. 	Write a note to someone in your house thanking them for something they do for you. Leave it under their pillow. 	Give someone a compliment. 
Make someone laugh. 	Help make dinner or lunch. 	Do a chore without being asked. 	Write a thank-you note to the postie and tape it to the letterbox. 
Write a nice letter or email to a friend. 	Teach someone something new. 	Draw a picture for someone. 	Smile and say 'thank you' to someone. 
Play a game with someone. Let them choose the game. 	Make someone else's bed (as well as your own). 	Do the washing. 	Wash the car. 
Add your own	Add your own	Add your own	Add your own