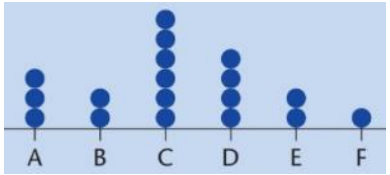
St Johns Park Public School - Year 5, Term 3, Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**FITNESS:** • 15 jumping jacks • Side to side step for 30 seconds • Sprint on the spot for 40 seconds • 20 arm circles **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** This week we are learning to use a range of texts to locate and interpret stated information. We will identify key words to answer literal questions, make connections to answer inferential questions and evaluate the texts we've read and viewed. Literal questions and answers can be directly found in the text. Use the blurb below to help you. Read the text	**FITNESS:** • 15 jumping jacks • Side to side step for 30 seconds • Sprint on the spot for 40 seconds • 20 arm circles **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** Literal questions and answers can be directly found in the text. Use yesterday's 5W blurb to help you. Read the text Bilbo Baggin's Hobbit Hole: The Hobbit by JRR Tolkien. Highlight or underline the sentence for each question. The first one has been completed for you.	**Device Down Day** After so many weeks of learning from home for our students, families and staff, we recognise the amount of time everyone has been spending on devices and accessing technology each day. So, we are declaring all of **Wednesday, 15th September as "Device Down Day".** This will mean for all of Wednesday, 15th September… • NO Zoom • NO Lessons • NO Seesaw • NO Google Classroom • NO Emails • NO Messaging • NO Phone Calls	**FITNESS:** • 15 jumping jacks • Side to side step for 30 seconds • Sprint on the spot for 40 seconds • 20 arm circles **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** Inferential thinking requires you to use the clues in the text as well as your background knowledge to answer the question. Use this poster to help you. Look at the image below, what do you infer? Complete the sentence starters below. 	**FITNESS:** • 15 jumping jacks • Side to side step for 30 seconds • Sprint on the spot for 40 seconds • 20 arm circles **Repeat these steps 3 times** **ENGLISH:** **Reading & Viewing** When reading and viewing texts, it is important to evaluate the accuracy of sources. Today, we are going to revise our learning of the author's purpose and how they achieve that. Complete the colour coding activity.

	Fishing from the rocks and fill out the **Who, Where, When, What, How and Which** section. **Who** - Who is the main character? **Where** - Where is the story set? **When** - When did he go to the concert? On what day did the event occur? **What** - What did they take on their trip? **How** - How did they do it? How far did they go? **Which** - Which character chose to do that? **<u>Writing & Representing</u>** Due to the reduced length of the current unit of work, you will be creating a mini culminating task this week. The task will require you to create a poster (no more than 1 x A4 page in length) which will be due on **<u>Tuesday by 3:30pm.</u>** Please refer to the attached sheet for further details. **<u>Spelling</u>** Copy your words and practice them daily using the 'Look, Cover, Write & Check' method.	**<u>Speaking & Listening</u>** Which genre (type) of books do you enjoy reading and why? Possible genres could include: fiction, non-fiction, novels, mystery, adventure, science etc. **<u>Writing & Representing</u>** Use this time to complete your culminating task. Final submissions are due at **<u>3:30pm today.</u>** **<u>Spelling</u>** Choose 5 words that you would like to expand your vocabulary knowledge on. Define each using a dictionary in your own words and then use them in sentences. Pay particular attention to the part of speech (verb, adjective etc.) the words belong to ensure your sentences make sense. Use this link for ideas: https://sentence.yourdictionary.com	Instead, we would like our students and families to connect with each other and the environment around them. If you need ideas, we have listed a range of activities you might like to try. Do as many or as little as you like. You may even have some other ideas. Below is a checklist of suggested activities. Tick them off as you complete them and add your own. You can then wait for Thursday, 16th September and upload your checklist for your teacher to see.	**The evidence in the picture is….** **My background knowledge tells me…** **I infer that…**  **<u>Writing & Representing</u>** Write an imaginative text to go with the image above. Remember to include an appropriate orientation, complication/climax and resolution. **<u>Spelling</u>** Choose 5 words that you would like to expand your vocabulary knowledge on. Define each using a dictionary in your own words and then use them in sentences. Use this link for ideas: https://sentence.yourdictionary.com	**<u>Speaking & Listening</u>** <u>Thinker's Keys:</u> <u>The Variation Key</u> List 3 creative ways you could clean up an oil spill. Try to consider the properties of oils when approaching this task. Record and post responses. **<u>Writing & Representing</u>** Use the ARMS strategy to revise your writing from Thursday. A - Add words or phrases R - Remove unnecessary or repeated words. M - Move sentences or phrases. S - Substitute existing words with more precise ones. **<u>Spelling</u>** Use the 10 words you have selected to define this week to write a short story. Try to incorporate the strategies and improvements you made in the writing task to improve your word selections in this text.

Break	Break	Break	Break	Break	Break
Middle	**MATHEMATICS** Complete - Maths Mentals Log in to *Mangahigh* and complete the assigned activity. **Constructing Number Sentences** To continue revising our knowledge from last week, complete the worksheet 'Constructing number sentences'. After completing question 5, play a game of celebrity heads with someone in your home. Choose a number between 1 and 1000. Provide 3 clues to begin for your number. Your family member can ask yes or no questions until they correctly solve the number.	**MATHEMATICS** Complete - Maths Mentals **Street Directories** Street directories help us to locate features such as streets, schools, churches, parks etc. They help us to find the route from one point to another. We can use the legend which provides grid references to help pinpoint certain locations. Complete the worksheet 'Street directories' by taking a close look at the map and grid references to help answer the questions.	□ Phone a friend or loved one and have a long chat □ Make and decorate a cake □ Play a board game □ Put together a jigsaw puzzle □ Go for a walk or jog □ Think up an invention and draw a design for it □ Do some gardening □ Make a mini garden □ Water the garden □ Teach your pet a new trick □ Have lunch in your backyard □ Help mum and dad with some jobs around the house □ Clean up and reorganise your room □ Make up a crossword puzzle. □ Watch a movie with your family □ Make a nice card for someone □ Put together a dance routine to your favourite song	**MATHEMATICS** Complete - Maths Mentals **Making a Map** Brainstorm different terms that we use to associate with maps. You might think of coordinates, compass points, axis… etc. A few weeks ago you were asked to create a map of your school. On the worksheet 'Making a map' you need to complete the map of the Hilltop Primary School and answer the questions.	**MATHEMATICS** Log in to *Mangahigh* and complete the assigned activity. Ensure all of your Mangahigh activities have been completed for the term! **Dot Plots** A dot plot is a number line that uses dots to record the frequency of events. E.g. in this survey, 6 people selected C  Take a look at the dot plots on the worksheet 'Dot plots' and answer the questions.

	HSIE – GEOGRAPHY	DRAMA		SCIENCE	SPORT
	LI: To recognise the positive and negative impacts humans have on the environment **SC: Identify the different environmental changes caused by humans.** Use the footprint calculator to determine the way your lifestyle impacts on the environment. **Footprint Website** **https://www.footprintcalculator.org/signup**	**LI: To use movement, voice and elements of drama to sustain a character role.** **SC: Describe your alien character. Move and perform as an alien.** Write a short character description of an alien. Describe their appearance, size, colour, interesting features and how they move. View the video and think about how the robotic alien moves, talks and show emotions. https://www.youtube.com/watch?v=QHH3iSeDBLo Drama: Act out the following movements as your alien say - Hello and goodbye - Walk - Look around Show emotions as your alien trying to be - Happy - Scared - Confused - Surprised Record yourself doing the above actions as your alien. Make sure you stay in character the whole time! Optional: You can use props		☐ Clean out your wardrobe and put any unwanted items in a box ready to donate ☐ Paint a rock and leave it for someone to find ☐ Colour-in ☐ Do a random act of kindness ☐ Read a book ☐ Make a paper plane and see how far you can make it fly ☐ Have a paper plane competition with your family ☐ Make a list of all the things you are grateful for ☐ Put together any exercise circuit in your yard ☐ Design a future city ☐ If raining, go outside and jump in a puddle ☐ Go for a walk in the rain	***Inquiry Focus: How do scientists explore the planets in our solar system?*** **Activity 3: Locate information from the video and text to record key events for the dates listed (refer to the worksheet).** Crashing Into Saturn: This Cassini Mission https://www.youtube.com/watch?v=68vxYRAony8 Cassini-Huygens https://kids.britannica.com/kids/article/Cassini-Huygens/544855 **Activity 4 (optional): Visit this website to discover how scientists have used the rover, 'Curiosity', to explore the surface of Mars.** Where our Curiosity took us https://www.abc.net.au/news/2017-08-05/mars-curiosity-rover-five-year-anniversary/8750588?nw=0	Keeping active through physical activity and sport has many benefits for the body. Go outside and play a sport of your choice for at least 30 minutes.

Break	Break	Break	Break	Break	Break
Afternoon	**VISUAL ARTS** **A Seascape Artwork** There are three elements of a seascape artwork: • Foreground: the bottom third • Midground: the middle third • Background: the top third There are two steps: **Step 1:** Use a large sheet of paper and your pencils and follow the instructions to create your own seascape artwork. **Step 2:** Add plastic waste to your seascape representing objects that are not normally found in this environment, like the rubber ducks were in the ocean. You can use anything you can find that you are allowed to use as 'trash' to paste on top of your seascape. E.g. food wrappers, plastic items, old toys… You can use crayons, coloured pencils, textas, or paint to colour. When colouring, work from the background of your seascape forward to the foreground of your artwork as this makes it easier to join the sections of the composition by overlapping the colour. Watch the website below to understand more about what to do and follow the instructions https://tinyurl.com/xm5bwcpa Upload your artwork to Seesaw.	**SCIENCE** ***Inquiry Focus: How do scientists explore the planets in our solar system?*** **Activity 1: Watch the video and answer the questions in full sentences.** Space Probes https://www.nationalgeographic.org/media/space-probes/ 1. What are the three types of space probes? 2. What does each type of space probe do? 3. What are some examples of each type of space probe? 4. What are two examples of data that space probes gather? 5. How do scientists access the gathered data? **Activity 2: Watch the video and complete the cloze passage (refer to the worksheet).** ***Note: There is no word bank.*** Apollo 11 - The First Moon Walk https://www.youtube.com/watch?v=CbTaDOuSePk			**DANCE** Watch and complete the following: **www.youtube.com/watch?v=FHo9QaJ1DyI** **www.youtube.com/watch?v=OMZXoVMD6uA** Film yourself or describe your experience.	**PERSONAL DEVELOPMENT/HEALTH** **The Importance of WHO** **https://www.youtube.com/watch?v=p7liQk45fFk** Open the link below. On the top blue bar click on: About WHO and then - open the left tab titled, "People.' **https://www.who.int/** What does WHO stand for? What are the values of WHO? List the structure of WHO, including their leadership team. Draw the WHO logo in your book and upload to Seesaw. **FOOTSTEPS DISCO** You will receive a link from your teacher on Seesaw to participate in the Footsteps disco. Please use this link to join the disco and have fun! **Enjoy your school holidays!**

Fishing from the rocks

'Think I'll drop in a line.
Tide's out. Weather's mild.'
Then the flurry: the hopeful basket, the rod, the hook, the line and sinker.
'Guess you can come with me, but stay away from the edge.'

We're all following him
Across soft sand, past paddocks of cows, around the headland
To the threatening rocks, the swelling ocean.
To the promise of success, the flailing fish on the quivering line.

Three of us to the forbidden side of the beach.
And the long-eared dog, all excited at the daring.
'Never go further than the edge of the beach.
Stay in the safe sandy zone.'

Time begins. Fishing time extending hope.
The kids and the dog staying away from the ocean.
Watching the waves swell over the ledge
Swirling over the jagged rocks.

And in shallow pools, at least for the dog,
Something's in there, a matching goal.
'Where's the fish, Roxy, where's the fish?'
Dad and dog search the water in vain.

by Mia Gregson

What?

Where?

When?

Your turn!

Culminating Task: Term 3 – Week 10

Overview: We have been learning about how people change the environment for different purposes. These changes can have positive and negative impacts.

Task: Research the impacts of farming in Australia and sustainability strategies that can be put in place to protect the local environment.
Create an A4 poster to inform and educate foreign visitors about these local considerations (refer to marking criteria for further details).

Format: Word / PowerPoint / Publisher / Pencil and Paper (1 x A4 page limit).

Due Date: Wednesday, Week 10 by 3:30pm.

Working Towards Areas that Need Work	Achieving Standards for This Performance	Working Above Evidence of Exceeding Standards
	Receptive ● I can conduct research to gather relevant information about farming (agriculture) in Australia.	
	Productive ● I can provide background knowledge about farming in Australia. ● I can list the positive and negative impacts of farming in Australia. ● I can explain sustainable strategies that can reduce the negative impacts of farming on the Australian environment.	

Week 10 Spelling

1. certain
2. temper
3. industry
4. patient
5. sermon
6. vengeful
7. abscond
8. apparel
9. confetti
10. crouton.
11. agility
12. alphabetical
13. carrion
14. conundrum
15. delinquent
16. binoculars
17. camouflage
18. conspicuous
19. derogatory
20. dyslexia

Monday

1. 31 - 25 = _____

2. 57 + 47 = _____

3. 12 x 11 = _____

4. 48 ÷ 8 = _____

5. 7 x 5 = _____

6. Round 83408 to the nearest thousand. _____

7. Write these numbers in descending order:
38344, 39667, 86084, 66025, 30151, 41232.
_____

8. Complete this counting pattern:
57, 68, 79, 90, _____, _____, _____

9. Complete this counting pattern:
62, 69, 76, 83, _____, _____, _____

10. What is the sum of 42 and 67? _____

11. Divide 27 by 3. _____

12. 20 cents + 50 cents + $2.00 = _____

13. What is 1/2 of 872? _____

14. What is 1/8 of 24? _____

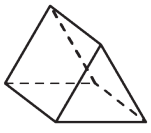
15. Write these decimals in ascending order: 0.15, 0.88, 0.12, 0.51 _____

16. Write these decimals in descending order:
0.37, 0.95, 0.42, 0.35 _____

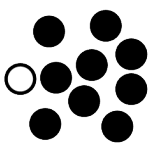
17. 192 hours = _____ days

18. The length of a square's sides are 2cm. What is its area? _____

19. How many faces does a triangular-based prism have? _____



20. Imagine these circles are in a bag. What is the probability of pulling out a black circle? _____



Tuesday

1. 26 - 15 = _____

2. 26 + 84 = _____

3. 30 ÷ 5 = _____

4. 8 x 7 = _____

5. 8 ÷ 8 = _____

6. Round 12795 to the nearest ten. _____

7. Write these numbers in ascending order:
90899, 65766, 17116, 57760, 585, 71991.
_____

8. Complete this counting pattern:
92, 103, 114, 125, _____, _____, _____

9. Complete this counting pattern:
15, 21, 27, 33, _____, _____, _____

10. If there were 103 fans at a softball game, 72 were wearing orange and the rest were wearing blue, how many were wearing blue? _____

11. If 8 metres costs $48, how much would 40 metres cost?

12. What is the price after taking 50% off $98?
_____

13. What is 1/11 of 44? _____

14. What is 1/6 of 18? _____

15. Write these decimals in descending order:
0.45, 0.14, 0.37, 0.19 _____

16. Write these decimals in ascending order: 0.61, 0.23, 0.38, 0.91 _____

17. What is the 24-hour time 7:09 in 12-hour time? _____

18. If a square has a perimeter of 64cm, what is the length of a side? _____

19. What type of angle is 124°? _____

20. Imagine these stars are in a bag. What is the probability of pulling out a white star? _____

Wednesday

1. 52 + 57 = _____

2. 74 - 72 = _____

3. 88 ÷ 11 = _____

4. 1 x 10 = _____

5. 410 ÷ 10 = _____

6. Round 56576 to the nearest thousand. _____

7. List the factors of 24: _____

8. Complete this counting pattern:
48, 60, 72, 84, _____, _____, _____

9. Complete this counting pattern:
85, 91, 97, 103, _____, _____, _____

10. What is the sum of 72 and 98? _____

11. If 6 kilograms costs $30, how much would 12 kilogram cost?

12. $2.00 + 10 cents + 20 cents = _____

13. What is 1/7 of 7? _____

14. What is 1/3 of 9? _____

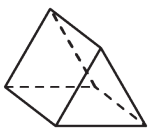
15. Write these decimals in descending order:
0.10, 0.18, 0.61, 0.27 _____

16. Write these decimals in ascending order: 0.19, 0.99, 0.20, 0.73 _____

17. 120 minutes = _____ hours

18. The length of a rectangle's sides are 58cm and 51cm. What is its perimeter? _____

19. How many edges does a triangular-based prism have?



20. Imagine these stars are in a bag. What is the probability of pulling out a white star? _____

Thursday

1. 41 + 92 = _____

2. 63 - 60 = _____

3. 350 ÷ 10 = _____

4. 3 x 11 = _____

5. 3 x 6 = _____

6. Round 6645 to the nearest hundred. _____

7. Write these numbers in ascending order: 39183, 15808, 54608, 61655, 78531, 89835.
_____

8. Complete this counting pattern:
44, 55, 66, 77, _____, _____, _____

9. Complete this counting pattern:
95, 99, 103, 107, _____, _____, _____

10. If there were 102 fans at a softball game, 47 were wearing silver and the rest were wearing pink, how many were wearing pink? _____

11. What is the product of 2 and 10? _____

12. What is the price after taking 50% off $43?
_____

13. What is 1/9 of 108? _____

14. What is 1/11 of 132? _____

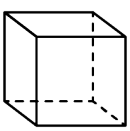
15. Write these decimals in descending order:
0.68, 0.37, 0.94, 0.83 _____

16. Write these decimals in ascending order: 0.39, 0.11, 0.76, 0.79 _____

17. What digital time does the clock show? _____

18. The length of a square's sides are 3cm. What is its area? _____

19. How many faces does a cube have? _____



20. Imagine these stars are in a bag. What is the probability of pulling out a white star? _____

Monday Mathematics

Constructing Number Sentences

4 Supply the missing number to make each number sentence equal.

a $6 + \square = 18 - 5$

b $9 + 6 = \square - 17$

c $4 \times 7 = \square - 22$

d $4 \times 6 = \square + 6$

e $\square + 7 = 20 - 8$

f $5 \times \square = 20 + 10$

g $\square \times 5 = 36 + 9$

h $100 \div 5 = 32 - \square$

i $9 + 8 = \square - 7$

j $3 \times 4 = 100 - \square$

k $\square \div 5 = 25 \times 2$

l $56 \div \square = 94 - 86$

5 **Celebrity heads.**

Read the number sentences and carry out the operations to find the missing numbers.

a If you multiply me by 2 and add 4 the answer is 10.

b If you halve me and halve me again the answer is 6.

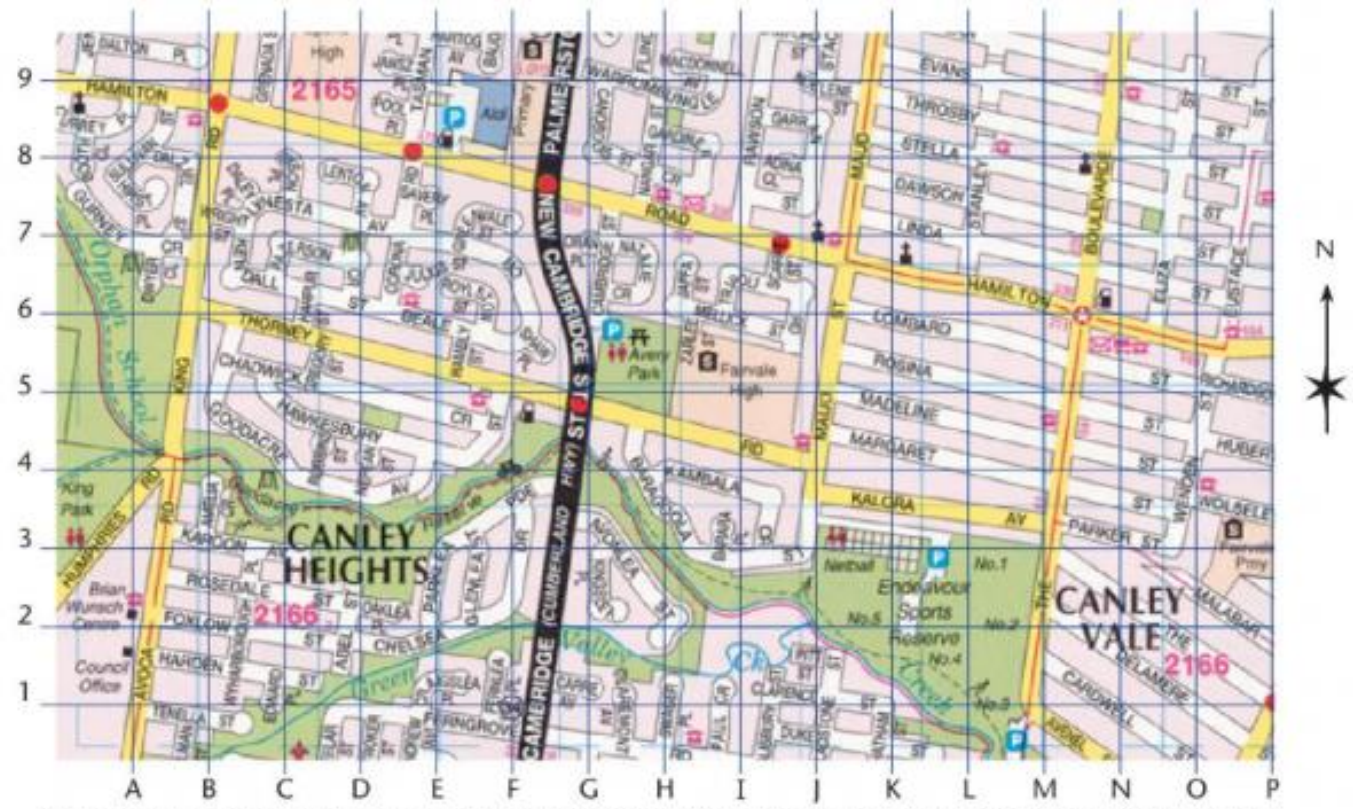
c If you add 2 and multiply by 4 the answer is 36.

Bilbo Baggins's Hobbit Hole: The Hobbit by JRR Tolkien (page 15-16)

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare sandy hole with nothing in it to sit down on or eat: it was a hobbit-hole, and that means comfort.	Who lived in the hole? What kind of hole did the hobbit live in?
It had a perfectly round door like a porthole, painted green with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs and lots and lots of pegs for hats and coats—the hobbit was fond of visitors.	What did the round door look like? Where were the hats and coats kept?
The tunnel wound on and on, going fairly but not quite straight into the side of the hill—The Hill, as all the people for many miles around called it—and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage.	Where did doors open? What are some of the features of hobbit holes?
The best rooms were all on the left-hand side (going in) for these were the only ones to have windows—deep-set round windows looking over his garden and meadows beyond, sloping down to the river.	Where were the best rooms and why were they the best?
This hobbit was a very well-to-do hobbit, and his name was Baggins. The Baggins had lived in the neighbourhood of The Hill for time out of mind.	What was the hobbit's name?

Tuesday Mathematics

Street Directories



Source: *Gregory's 1998 Street Directory, 62nd edition*, page 335. Copyright © Universal Press Ltd 1998. Reproduced with permission.

Legend

Parks or reserves	Streets	Petrol	Toilets
Schools	Main roads	Parking	
Church	Highway	Post office	

8 Put a cross on the following locations.

a Chadwick Cr (D5)
b Ferngrove Rd (D1)
c Thorney Rd (F5)
d The Boulevarde (M3)
e Throsby St (N8)
f Lombard St (K6)
g Evans St (L9)
h Hamilton Rd (E8)
i Gurney Cr (A7)

9 Use the legend to answer the questions.

a Is there a church near M8? _____
b Is there a toilet facility near J3? _____
c Is there a school near A1? _____
d Is Thorney Road a main road? _____
e How many parking stations are on the map? _____

10 Write a clear set of directions to describe how to get from Greenvale St (F7) to Delamere St (O1).

_____

_____

_____

11 Draw a path on the map to show how to get from Edward Pl (C1) to Hubert St (P4).

12 Use the scale to calculate the approximate length of these streets to the nearest 100 m.

a Thorney Rd (F5) _____
b Margaret St (K4) _____
c Linda St (K7) _____
d Eliza St (O9) _____

Scale 1 cm = 200 m

Activity 2 – The Moon Landing

On July 16, _____, the _____ Apollo 11 prepared to launch a crew of _____ astronauts into _____. _____ officials selected _____, _____, and _____ as the astronauts who would make the historic trip from _____ to the moon on _____. Just four days after launching from Kennedy Space Center in Florida, the spacecraft neared the _____ surface. _____ of people gathered around their televisions to watch the U.S. _____ do something no one had ever done before.

Before touching down, the three men split up. Collins boarded Apollo 11's _____ module, the _____, where he would remain in _____ around the moon. Armstrong and Aldrin boarded Apollo 11's _____module, the _____, and began to descend to the moon's surface. Armstrong and Aldrin looked out the windows of the _____ at the lifeless and barren lunar landscape.

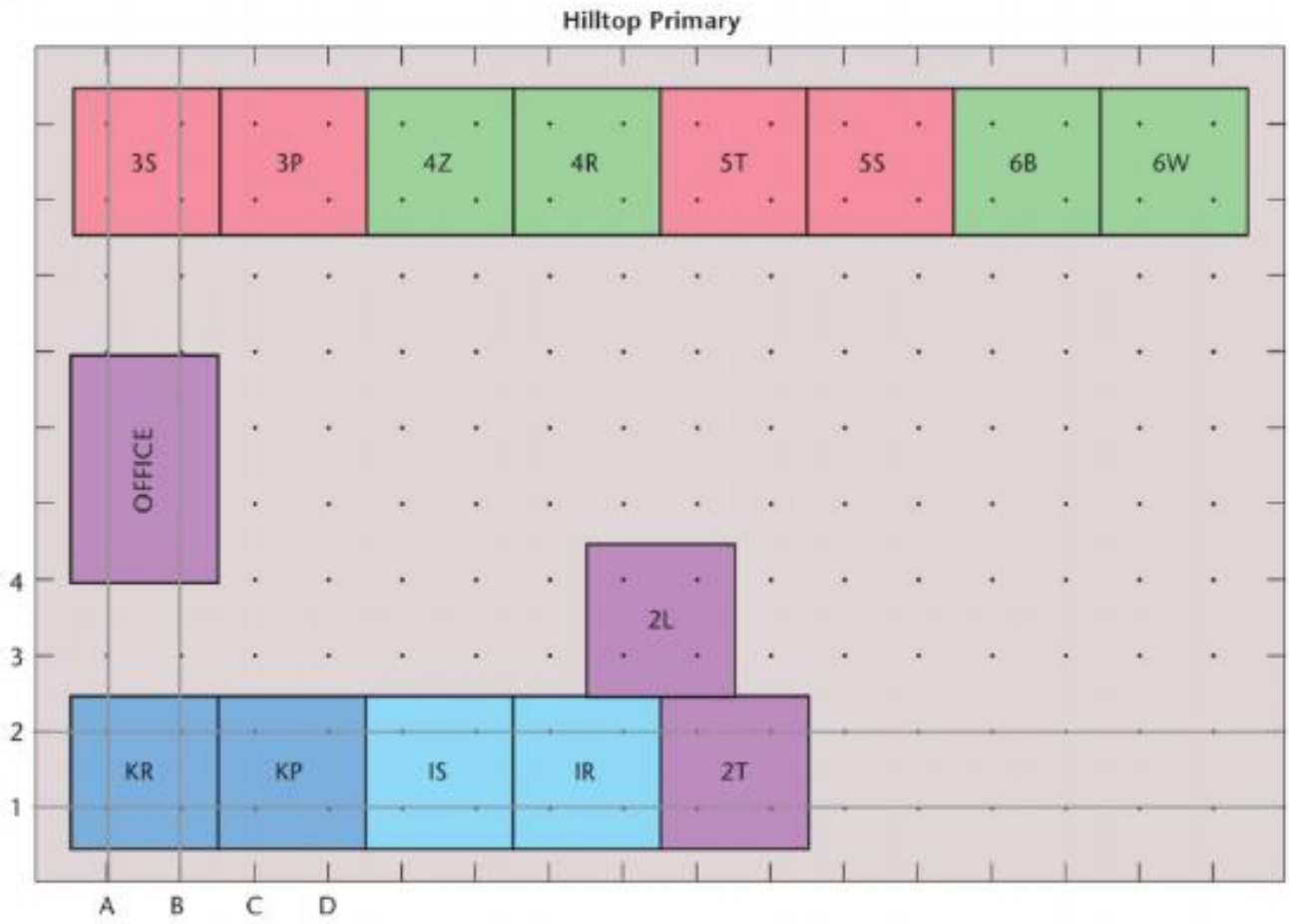
Wearing bulky _____ and backpacks of _____ to breathe, _____ and _____ became the first human beings to walk on the _____. After the two stepped onto the lunar surface, Armstrong proclaimed these famous words: "_____." The astronauts spent two hours collecting _____ of the moon to bring back to Earth. They left behind their _____, an American _____, a small gold _____ shaped like an olive branch and an Apollo 1 mission _____ before they got back on board to return home.

Activity 3 – Cassini Space Mission

October, 1997	
July, 2004	
January, 2005	
April, 2017	
September, 2017	

Thursday Mathematics

Making a Map



11 Complete the map.

a Use the marks on the map to draw vertical and horizontal lines to make a coordinate grid.

b Complete the labelling of the coordinates.

c Draw a shade area by joining the coordinate points C3, G3 and C7.

d Draw the school hall by joining the coordinates L5, L6, K6, K7, L7, L8, P8 and P5.

e Draw the toilets by joining the coordinates L1, L2, P2 and P1.

f Find a place for the canteen, draw it on the map and list its coordinate points. _____

g Draw any object you like on the map and give its coordinate points. _____

12 What can be found at these coordinate points?

a B2 _____ **b** G10 _____ **c** A5 _____ **d** D4 _____

13 Give a set of coordinate points for:

a Class 5S _____ **b** The hall _____ **c** Class KP _____ **d** Class 2L _____

14 If the school's office is 9 m long, make up a suitable scale for the map.

Scale 1 cm =

Colour coding persuasive and informative elements

1. Colour code what is factual
2. Colour code what is an opinion
3. What is the purpose of the text?

Some students are investigating how pollution affects the environment. They have researched the effects of plastic bags. This is what they have written.

Should we pay for plastic bags?

People should pay for the plastic bags they use for their shopping. According to experts from Clean Up Australia, Australians use over six billion plastic bags a year and many of these are used for carrying shopping home from supermarkets. Making people pay for these plastic bags would encourage them to use reusable bags.

Some plastic bags can last in the environment for up to 1000 years before they disintegrate (break down). Plastic bags are harmful to wildlife as they can kill animals, especially in the ocean.

Also, when plastic bags are made, dangerous gases are released that pollute the atmosphere. If we use fewer plastic bags there would be less air pollution, as well as less land and water pollution.

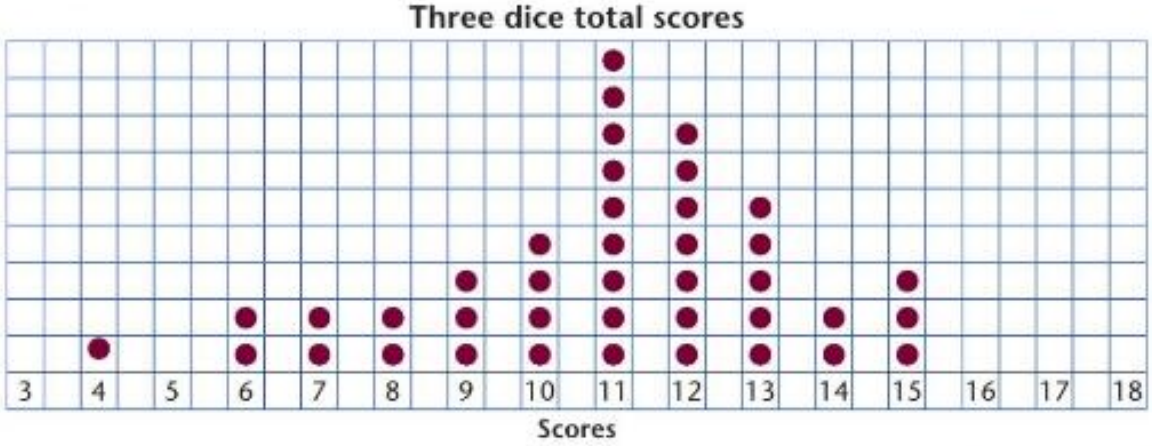
We need to reduce the number of plastic bags in the environment. Making people pay will help to stop them using plastic bags and force them to use reusable bags for their shopping!

Year 5 NAPLAN Reading, 2009 *ACARA*

Friday Mathematics

Dot Plots

9 Peter threw a set of three dice forty times and recorded the totals on a dot plot. Use his graph to answer the questions.



a Which score occurred most frequently? _____

b What was the frequency of the second most frequent score? _____

c Which scores occurred 2 times? _____

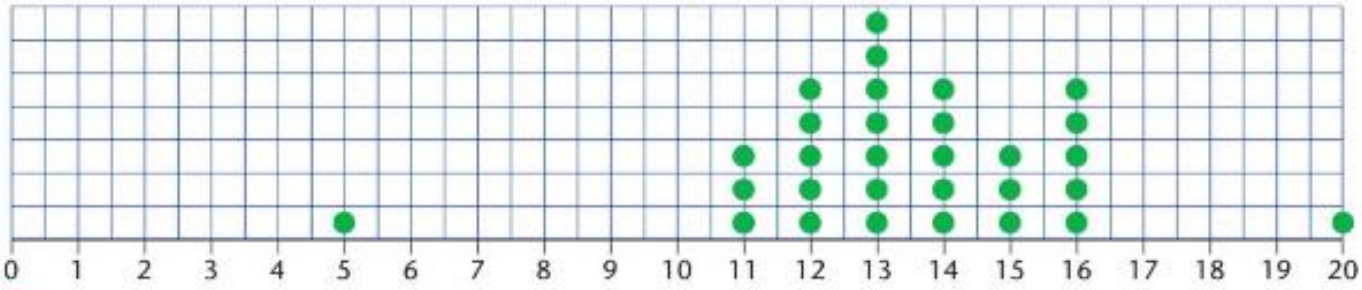
d Which scores did not appear at all in this sample? _____

e Explain why the scores 10, 11 and 12 account for 50% of the results. _____

f Why are the numbers 1 and 2 left off the graph? _____

_____

Class 5G were given a Quick Quiz about Australia last week. Madeliene and Grace recorded the scores on this dot plot.



10 Answer true or false to these statements.

a 13 correct answers was the most common score. _____

b Most scores were between 11 and 16. _____

c 5 and 20 were scores apart from the main cluster. _____

d 30 people participated in the quiz. _____