

Rozelle Public School Learning Framework – Year 6, Week 5

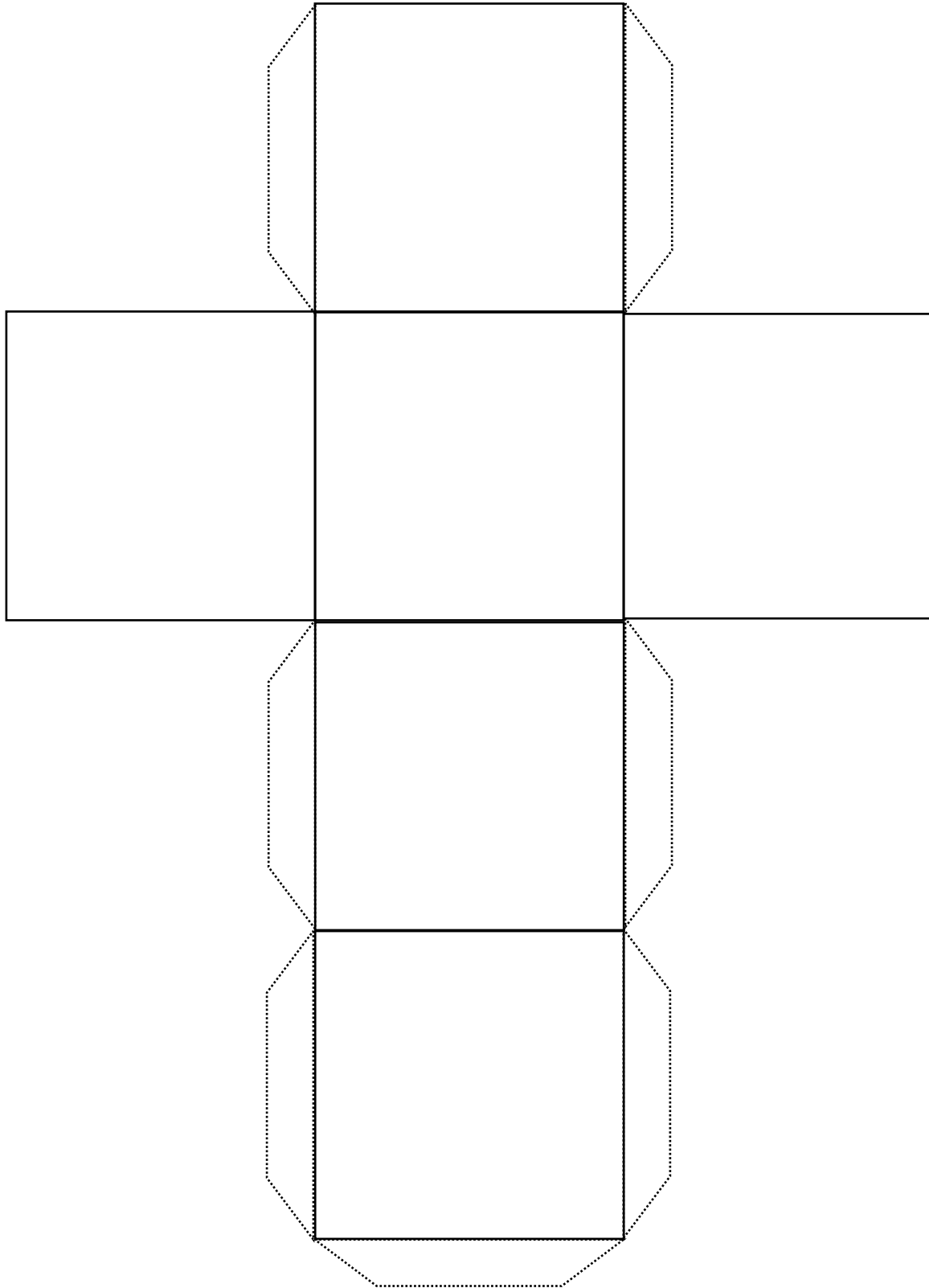
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Writing- Log onto Google Classroom, click on 'Classwork' and then 'Term 3 Week 4.' Find 'Monday- Writing' and open the Google Slides.</p> <p>Look at the quality examples of how to describe the hairyman and how the character is feeling. Think about what makes this piece of writing effective.</p> <p>Create your own hairyman shadow and take a photo.</p> <p>Today you are going to plan your hairyman writing that you will complete on Wednesday.</p> <p>Brainstorm: Literary devices including similes, personification and onomatopoeia</p> <p>Interesting adjectives and adverbs you could use</p> <p>Ways that you could 'show not tell' your fear</p> <p>Different pronouns you could use for the hairyman, rather than repeating.</p>	<p>History- Australian Colonies</p> <p>Log onto Google Classroom, head to 'Classwork' and then 'History - Week 5'.</p> <p>Go through the slides related to the Gold Rush.</p> <p>Complete the slides as you go. Turn In to your Google Classroom once complete.</p>	<p>Writing- Log onto Google Classroom, click on 'Classwork' and then 'Term 3 Week 4.' Find 'Wednesday-Writing' and open the Google Slides.</p> <p>Review the success criteria for the writing task.</p> <p>Using your writing plan from Monday, write your hairyman paragraphs. Make sure you look at the checklist so that you have included all elements.</p> <p>EDIT YOUR WORK and then Turn In your writing under the 'Classwork' tab on Google Classroom</p>	<p>Writing- Log onto Google Classroom, click on 'Classwork' and then 'Term 3 Week 4.' Find 'Thursday -Writing' and open the Google Slides.</p> <p>In your Zoom, you will be identifying and finding examples of literary descriptions in texts. You will learn how to identify, explain and create a literary description</p> <p>If you can't make the zoom, watch this video and it will take you through the lesson https://vimeo.com/420603399</p> <p>Pick 2 of the text extracts.</p> <p>Using the literary description puzzle to help you, colour-code, highlight and annotate the text extracts for key features.</p>	<p>Writing- Head to https://www.abc.net.au/btn/classroom/ and watch this week's BTN episode. Choose a story of interest and write a summary of the main ideas covered, and things you learned from it.</p> <p>Your written summary should include an introduction, and some idea of who, what, where, when, why and how - depending on the topic covered. Try to imagine you are writing your summary for somebody who missed this week's episode.</p> <p>Once you have completed your summary, Turn In on our Google Classroom under the 'Classwork' tab.</p>

<p>Spelling This week you have an assortment of activities centred around 'homophones'. Each task can be found on the Google Slides, named 'Spelling Week 5' found in the 'Classwork' tab on Google Classroom. Complete the Monday slide challenge</p> <p>Reading and Viewing Read your independent book for 20-30 minutes.</p>	<p>Spelling Today's task can be found on the Google Slides, named 'Spelling Week 5' found in 'Classwork'. Complete the Tuesday slide challenge</p> <p>Reading and Viewing <u>Book Recommendation</u> Have you read an awesome book this year? Your teacher has created a Google Jamboard for you to recommend a great book to the rest of your classmates. Head to 'Classwork' and then 'Term 3 Week 5.' Find 'Tuesday - Book Recommendation' and follow the link to your class Jamboard. Read the instructions on Page 1 to learn how to use the app. There is also an example recommendation on Page 2 for your reference. <i>Please be mindful when completing your work on Google Jamboard - it is important that you do not edit other students' pages; please respect their hard work and simply view, don't touch.</i></p>	<p>Spelling Today's task can be found on the Google Slides, named 'Spelling Week 5' found in 'Classwork'. Complete the Wednesday slide challenge</p> <p>Reading and Viewing <u>Reading Aloud</u> Read your independent book for 20-30 minutes. Try something different and read aloud (to yourself, to a family member, to your pet, or a toy!)</p>	<p>Spelling Today's task can be found on the Google Slides, named 'Spelling Week 5' found in 'Classwork'. Complete the Thursday slide challenge</p> <p>Reading and Viewing <u>Reading Aloud</u> Head to 'Classwork', then 'Term 3 Week 5' and find 'Thursday - Reading Aloud.' Open the Google Slides and have a listen to Miss Doyle's <i>attempt</i> at reading aloud. Your challenge is to improve on her effort! Can you record a better read aloud? Practise reading each passage a few times - experimenting with tone, volume and pitch, whilst responding to the punctuation. If you can, record yourself reading and give yourself some points for improvement.</p>	<p>Spelling Today's task can be found on the Google Slides, named 'Spelling Week 5' found in 'Classwork'. Complete the Friday slide challenge. Once complete, Turn In your spelling work for the week under the 'Classwork' tab</p> <p>Reading and Viewing Read your independent book for 20-30 minutes</p>
<p>Break</p>				

Middle	<p>Mathematics- Chance You will need dice to complete some of the activities for this week. If you don't have any at home, a cube net has been included in your learning pack and on Google classroom so that you can make your own.</p>				
Middle	<p>Language of Chance On your Google Classroom, head to 'Term 3 Week 5' and find 'Monday - Maths'. Open the Google Slides to find your learning activities for today.</p> <p>Watch this clip to refresh your memory on the language of chance. https://www.youtube.com/watch?v=HxGQGZzt6w</p> <p>Activity 1: On a separate piece of card or large paper create a probability line labelled from 0 (Impossible) to 1 (Certain)</p> <p>Step 1: Use the vocabulary found in your resource pack to plot where you think each term belongs. Start with Step 1 words, then add the vocabulary in Step 2.</p> <p>Step 2: Give each probability term a corresponding value (Fraction, decimal and percentage) Just do the ones you can as we will be refreshing our knowledge on this throughout the week.</p> <p>Activity 2: Find someone in your house to play 'Rock, Paper, Sixths.' with (or perhaps Facetime a friend and do it virtually) You will find a copy of this game in your learning pack or on Google Classroom.</p> <p>Take a photo of your probability scale and turn it in on Google Classroom.</p>	<p>Chance experiments Have you ever heard anyone say the chance of something happening is "50-50"? What does that actually mean? This phrase has something to do with probability. Probability tells you how likely it is that an event will occur. This means that for certain events you can actually calculate how likely it is that they will happen. In these activities, you will do these calculations and then test if your calculations hold true for reality!</p> <p>Activity: Today you will be conducting two chance experiments. You will find the activity sheet that explains the experiments in your learning pack or on Google Classroom.</p> <p>Take a photo showing the results of your experiments and turn it in on Google Classroom.</p>	<p>Probability using fractions, decimals and percentages On your Google Classroom, head to 'Term 3 Week 5' and find 'Wednesday - Maths'. Open the Google Slides to find your learning activities for today.</p> <p>Activity: You will find worksheets labelled 'Probability using Fractions, Decimals and Percentages.' in your learning pack or in Google Classroom. Complete either Option A or Option B- or both if you feel confident.</p> <p>Mark and turn in your work after 2pm.</p>	<p>'Roll me a Six' Investigation Part 1 - Collecting the data On your Google Classroom, head to 'Term 3 Week 5' and find 'Roll me a six! Maths Investigation.' Open the Google Slides which explain the activity for Thursday.</p> <p>Activity: Today you will conduct an investigation to prove or disprove this statement: "If you whisper Roll me a six! to the dice before rolling it, you have a higher chance of getting a six. Everyone knows that!"</p> <p>You will find the instructions for this investigation in your learning pack and on Google Classroom.</p> <p>Today you are conducting the investigation and recording your results. Tomorrow you will present those results.</p>	<p>'Roll me a Six' investigation Part 2- Presenting the results On your Google Classroom, head to 'Term 3 Week 5' and find 'Roll me a six! Maths Investigation.' Open the Google Slides which explain the activity for Friday.</p> <p>Activity: Time to present your results. Today you will use the frequency chart that you completed yesterday to display your results and then make your conclusions.</p> <p>Follow the slides on Google Classroom to make sure you remember all the important elements of a side-by-side column graph.</p> <p>Submit a photo of your graph on Google Classroom. Take a photo of your graph and turn it in on Google Classroom.</p>

Break					
Afternoon	<p>Science and Technology Materials</p> <p>Today you will look at the best materials for insulation. Read through the slides, <i>Science, Week 5</i>, and complete the activities and the experiment. Each slide will tell you what to do. Have fun! You can submit your sleeping bag design on to the Google Classroom.</p>	<p>Physical Education</p> <p>Complete 30 minutes of physical exercise. This website has some great strength, agility, balance and cardiovascular activities. https://www.dancefevermultisport.com/ondemand/</p>	<p>Wellbeing Wednesday</p> <p>This afternoon take a time out and focus on your well being. Turn off your devices, pack away your learning resources and do something that promotes positive emotions. There are a range of options to choose from in your learning pack, or you can do an activity of your own.</p>	<p>Visual Art</p> <p>Ms Cole will post your art activity on Google Classroom.</p>	<p>Music</p> <p>Ms Jessop has assigned a music task for this week. You can find it in your learning pack or on your Google Classroom under the 'Classwork' tab.</p>
Physical Education	<p>At points throughout the week, ensure that you are keeping physically active. Go for a run in your backyard, do a yoga session on youtube, play a ball game with your siblings/parents outside. If you are wanting to be inspired, Be Skilled Be Fit, have provided a range of videos accessed here. You can use these to guide you in doing some exercise!</p> <p>The dance / fitness / sport skill sessions / brain breaks & challenge videos can be found using the YouTube & Website links below.</p> <p>youtube channel - https://www.youtube.com/channel/UCPgYPIrnWPXbuR-C8asgXtw</p> <p>online learning website link - https://www.beskilldbefit.com.au/online-learning</p> <p>Looking for something else to do? Follow these links</p> <p><u>Loving Food in Lockdown?</u></p> <p>Create a short video/clip of your favourite recipe. Think Jamie Oliver style. Need some inspiration? Post it on your class's Google Classroom!</p> <p>https://www.youtube.com/watch?v=DqhqlfHww7g</p> <p>Don't forget to check out some of the great Education Live! Videos.</p> <p>Adam Spencer presented a great talk in maths tricks last week.</p> <p>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>				

CUBE



Directions: Cut out the net, fold along all black lines, glue or tape together with dotted flaps on the interior of the solid. Measure the appropriate dimensions and then calculate the surface area of the figure.

Set 1

impossible

even chance

fifty-fifty

certain

likely

unlikely

Set 2

often

might

never

equal chance

probably

mostly

sometimes

possible

always

Rock Paper Sixths



You will need:

- Game board
- Counters

How to Play...

1. Choose which result of rock, paper, scissors will be the most likely result. Place your counters at the top of your chosen column.
2. Now it's time to play rock, paper, scissors! Record the result of each game by placing a counter in the appropriate column.
3. The first column to fill up is the winner. Did you choose it? If not, better luck next time.
4. Now it's question time. Ask each other: Is each result an equally likely outcome? How can you affect the result? What is each result as a fraction?

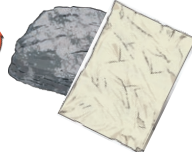
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

Number of turns

Rock/
Scissors



Rock/
Paper



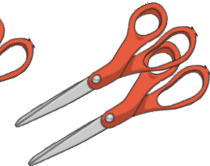
Rock/
Rock



Scissors/
Paper



Scissors/
Scissors



Paper/
Paper





GOLDFIELDS GUIDE

GOLD RUSH WORD SEARCH

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

ALLUVIAL
 BENDIGO
 CRUSHER
 DISCOVERY
 FORTUNE
 LUCK
 MILL
 NUGGET
 PANNING
 QUARTZ
 SLUICE
 TAILING

BALLARAT
 CASTLEMAINE
 DEPOSIT
 DREDGE
 GOLD
 MALDON
 MINERS
 ORE
 PAYDIRT
 REEF
 STOPE
 VEIN

BEDROCK
 CLAIM
 DIGGING
 EXCAVATION
 HISTORICAL
 MARYBOROUGH
 MINING
 OUNCE
 PROSPECTING
 SHAFT
 STRIKE

Chance Experiments

Tuesday

Activity 1- Coin Toss

Q: How many possible outcomes are there when you flip a coin?

A: The theoretical probability that you will toss a coin and it will land on heads is $\frac{1}{2}$ (even chance, 50/50 chance, 0.5) as there are only two possible outcomes.



Heads	Tails

Will this be the case in reality?

Out of 10 tosses, how often do you expect to get heads or tails?

You are going to test this and find out.

Step 1: Prepare a tally chart

Step 2: Toss a coin 10 times and record the results in your tally chart.

Step 3: Count how often you get heads and tails. Write your results in fraction form.

Count how often you got heads and how often you got tails. Write your results in fraction form. For example, 3 tails out of 10 tosses would be $\frac{3}{10}$ or 0.3. (The denominator will always be the number of times you toss the coin, and the numerator will be the outcome you are measuring, such as the number of times the coin lands on tails.) You could also express the same results looking at heads landings for the same 10 tosses. So that would be 7 heads out of 10 tosses: $\frac{7}{10}$ or 0.7.

Time to reflect

Do your results match your expectations?

If you tossed the coin another 10 times, would you expect the same results?

Conduct the test again

What conclusions can you form?

Activity 2- Scrap paper challenge

Scrunch up a piece of scrap paper and try to toss it into a recycling bin, cup or container.



Made it in	Missed

Step 1: Draw up a tally chart to record whether or not the paper makes it inside the bin or not.

Predict: What do you think the probability is that the paper will make it in? What is the difference when predicting this outcome compared to the coin toss?

Step 2: Make 20 attempts and record your results.

Are you the next LeBron James perhaps?

Step 3: Record your results as fractions.

For example: If I made the shot 8 times I would record that as $\frac{8}{20}$.

Step 4: (Optional) Record your results as a percentage and decimal.

For example: I made the shot $\frac{8}{20}$ times which I can simplify to $\frac{4}{10}$

This is equivalent to 40% or 0.4



Take a photo of your results for both activities and post them on your Google Classroom.

Name _____

Date _____

Probability using Fractions, Decimals and Percentages (A)

1 a) Colour the rectangles to represent the likelihood shown.

i) $\frac{1}{2}$ chance of blue

ii) 25% chance of green

iii) 0.25 chance of red

b) Colour the rectangles to represent the likelihood shown.

i) 20% chance of orange

ii) 10% chance of blue

iii) 0.5 chance of red

iv) $\frac{1}{5}$ chance of green

2 a) What is the likelihood of spinning a star?
Express your answer as a:

i) fraction _____

ii) decimal _____

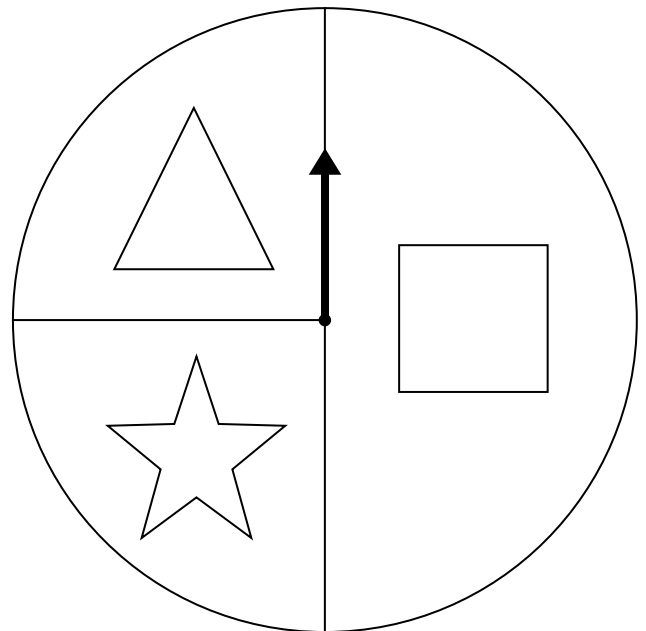
iii) percentage _____

b) What is the likelihood of spinning a square?
Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____



Name _____

Date _____

Probability using Fractions, Decimals and Percentages (B)

1 a) Colour the rectangles to represent the likelihood shown.

i) $\frac{1}{12}$ chance of purple

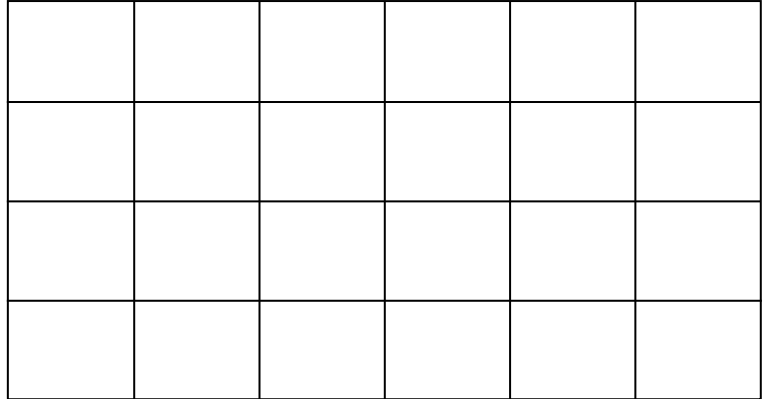
ii) 25% chance of red

iii) $\frac{1}{6}$ chance of green

iv) 0.25 chance of orange

v) $\frac{2}{24}$ chance of blue

vi) $\frac{2}{12}$ chance of yellow



2 a) What is the likelihood of spinning a banana?

Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____

b) What is the likelihood of spinning a cherry?

Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____

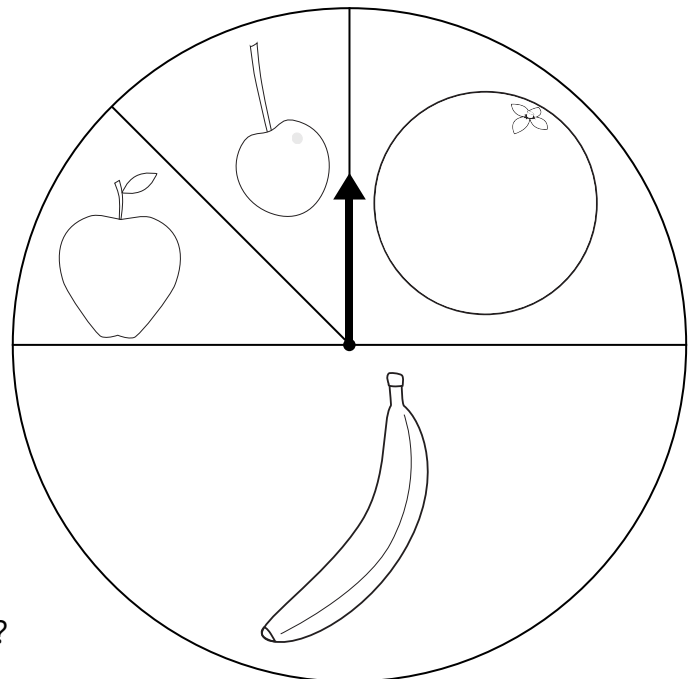
c) What is the likelihood of spinning an orange?

Express your answer as a:

i) fraction _____

ii) decimal _____

iii) percentage _____



wellbeing

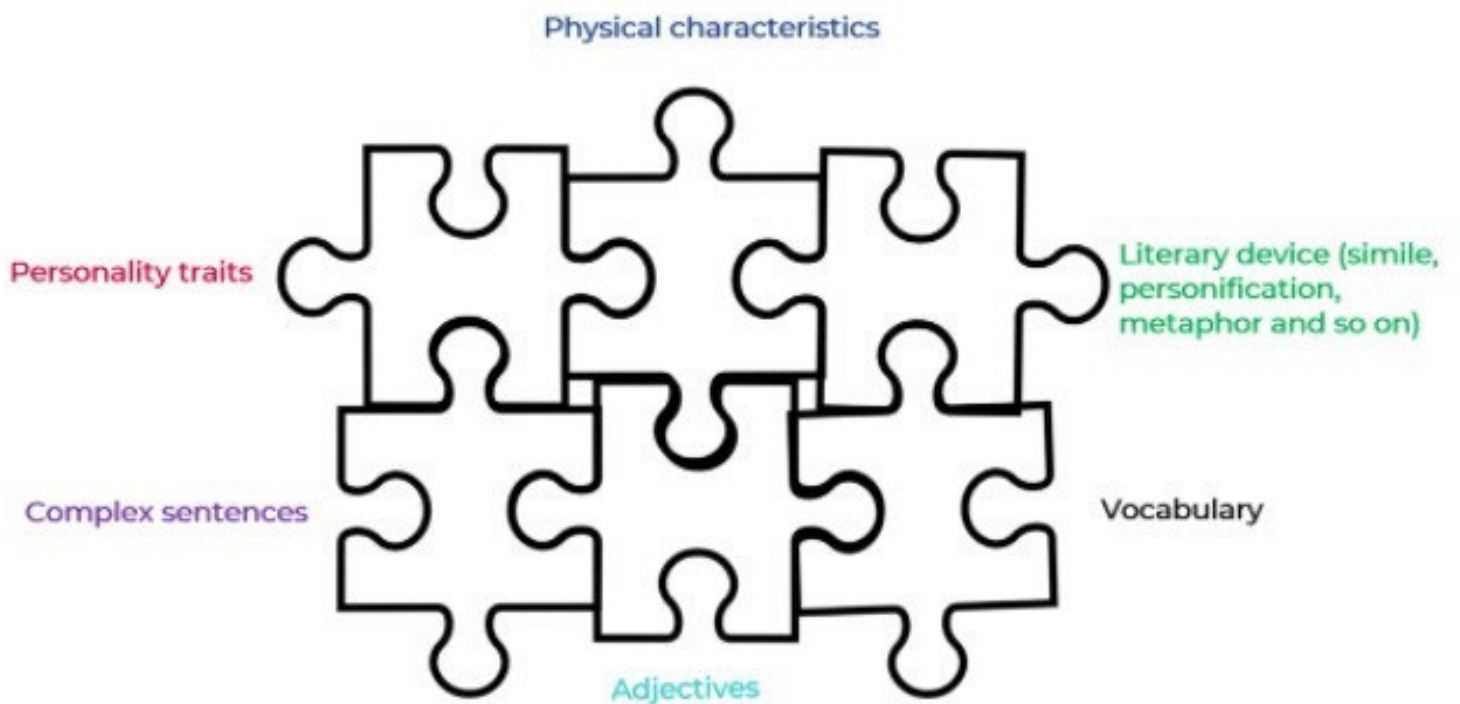
WEDNESDAY

<p>Go for a walk or a bike ride with your family with 4 things to spot: -someone smiling -a yellow door -an older person rollerblading -3 birds on a wire (make a wish, 'cos that's good luck). Or come up with your own list!</p>	<p>Make someone in your family laugh. Tell a joke, dress up, do something silly. You should try to laugh at least 3 times a day. Laughter is so good for you.</p>	<p>Write down 5 things that you love about each member of your family. Share them at dinner, or write them a note.</p>	<p>Play a game with someone in your family - a board game, card game, game of tips. Enjoy an afternoon free of screens with someone who cares about you.</p>	<p>Do something that you enjoy- it might be skateboarding, drawing, or dancing to your favourite song. Keep it screen free and make sure you take time to enjoy the experience.</p>
<p>Walk to the water - we're so lucky to live on or near a peninsula. There are so many gorgeous spots to explore. Go explore!</p>	<p>Unleash your inner mini Masterchef! Cook something to share with your family. Don't forget to clean up as you go. :)</p>	<p>Make a list of things that you are good at, ways you bring value to others, compliments you have received. Bask in that list for the rest of the afternoon.</p>	<p>Create a playlist of your favourite songs and dance around the house. Sing too- it will make you feel better.</p>	<p>Help someone with something. Try to find one thing that you can do for each member of your family to make their day a little brighter. You might clean your room or bring the washing in- help to lighten their load.</p>

Literary description puzzle

Your tasks

- Highlight key features in the two character descriptions.
- Use the puzzle to guide what you highlight.
- Write annotations around the text extracts.



Text extract 1

A black shadow dropped down into the circle. It was Bagheera the Black Panther, inky black all over, but with the panther markings showing up in certain lights like the pattern of watered silk. Everybody knew Bagheera, and nobody cared to cross his path, for he was as cunning as Tabaqui, as bold as the wild buffalo, and as reckless as the wounded elephant. But he had a voice as soft as wild honey dripping from a tree, and a skin softer than down.

Rudyard Kipling, *The Jungle Books*

Text extract 2

My brother Ben's face, thought Eugene, is like a piece of slightly yellow ivory; his high white head is knotted fiercely by his old man's scowl; his mouth is like a knife, his smile the flicker of light across a blade. His face is like a blade, and a knife, and a flicker of light: it is delicate and fierce, and scowls beautifully forever, and when he fastens his hard white fingers and his scowling eyes upon a thing he wants to fix, he sniffs with sharp and private concentration through his long, pointed nose...his hair shines like that of a young boy—it is crinkled and crisp as lettuce. (p. 135)

'Look Homeward, Angel' by Thomas Wolfe (Simon & Schuster, 1995, originally published 1929)

Text extract 3

This hobbit was a very well-to-do hobbit, and his name was Baggins. The Bagginses have lived in the neighbourhood of The Hill for time out of mind, and people considered them very respectable, not only because most of them were rich, but also because they never had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him. This is a story of how a Baggins had an adventure, and found himself doing and saying things altogether unexpected. He may have lost the neighbours' respect, but he gained – well, you will see whether he gained anything in the end.

The mother of our particular hobbit – what is a hobbit? I suppose hobbits need some description nowadays, since they have become rare and shy of the Big People, as they call us. They are (or were) a little people, about half our height, and smaller than the bearded dwarves. Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort which helps them to disappear quietly and quickly when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good-natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it). “

'The Hobbit' by J.R.R Tolkien

Text extract 4

Look, I didn't want to be a half-blood.

If you're reading this because you think you might be one, my advice is: close this book right now. Believe whatever lie your mom or dad told you about your birth, and try to lead a normal life.

Being a half-blood is dangerous. It's scary. Most of the time, it gets you killed in painful, nasty ways. If you're a normal kid, reading this because you think it's fiction, great. Read on. I envy you for being able to believe that none of this ever happened. But if you recognize yourself in these pages – if you feel something stirring inside – stop reading immediately. You might be one of us. And once you know that, it's only a matter of time before they sense it too, and they'll come for you.

Don't say I didn't warn you.

My name is Percy Jackson.

I'm twelve years old. Until a few months ago, I was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

Am I a troubled kid?

Yeah. You could say that.

- Percy Jackson and The Lightning Thief (Book 1) 2013 Penguin



The Scenario

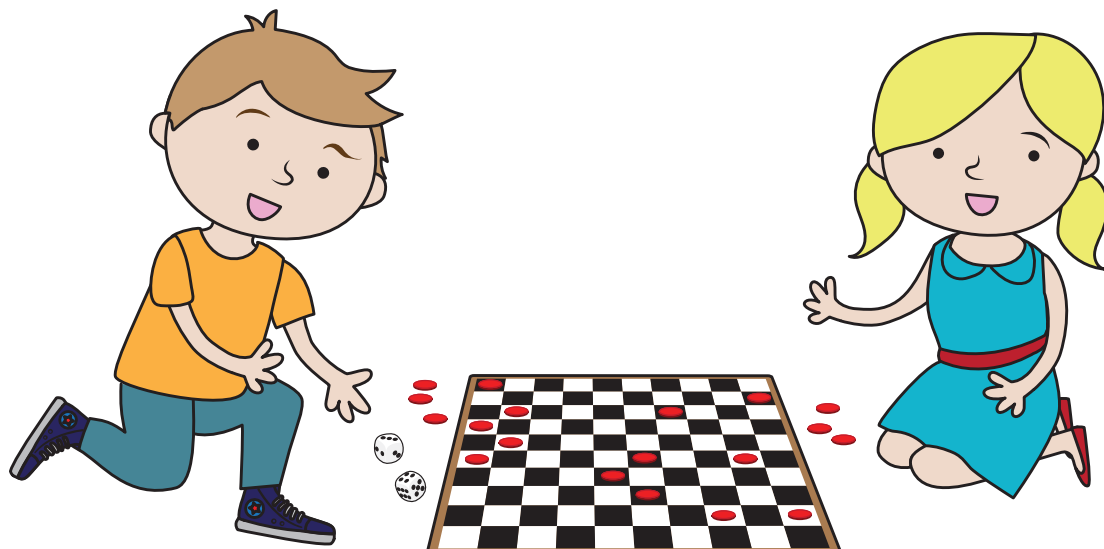
During a recent game of Snakes and Ladders, you noticed your friend whispering to the dice before each roll. You found this rather strange, so you asked your friend about it. Your friend replied, "If you whisper **Roll me a six!** to the dice before rolling it, you have a higher chance of getting a six. Everyone knows that!"

You have been thinking about this statement and wondering whether your friend is right. You have decided to conduct a detailed chance experiment to see whether whispering to the dice before rolling it increases the chance of getting a six.

The Task

Conduct a chance experiment to test the following statement:

If you whisper **Roll me a six!** to the dice before rolling it, you have a higher chance of getting a six.

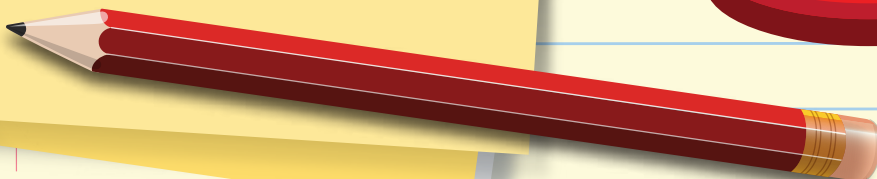


The Procedure

1. Predict what you think will happen during the experiment. Record your ideas on the Making Predictions Worksheet.
2. Conduct the experiment. Roll a dice 20 times, whispering **Roll me a six!** before each roll. Record what happens each time in the table provided on the Conducting the Experiment Worksheet. Then roll the dice 20 more times, without whispering. Record what happens each time in the second table.
3. Use the Recording Results Worksheet to show the frequency that each number was rolled during each part of the experiment as a number, as a fraction, as a decimal and as a percentage.
4. Draw a side-by-side column graph on the Displaying Results Worksheet to display the results of each part of the experiment.
5. Answer the questions on the Discussion and Conclusion Worksheet to compare the results of the experiment with your prediction.

The Materials

- Dice
- Worksheets



Name _____

Date _____

Making Predictions

1. Do you think that the statement you are testing in this experiment is true or false? Give reasons for your answer.

2. Out of 20 rolls, how many sixes do you think you might roll during the first part of the experiment (Whispering to the Dice)? Give reasons for your answer.

3. Out of 20 rolls, how many sixes do you think you might roll during the second part of the experiment (Rolling the Dice Normally)? Give reasons for your answer.

4. What will need to happen in this experiment to prove that the statement is true?

Name _____

Date _____

Conducting the Experiment

Part 1: Whispering to the Dice	
Roll	Outcome
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Part 2: Rolling the Dice Normally	
Roll	Outcome
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Name _____

Date _____

Recording Results

1. In the table below, record the frequency that each number was rolled for each part of the experiment.

	1	2	3	4	5	6
Part 1 (Whispering to the Dice)						
Part 2 (Rolling the Dice Normally)						

2. In the table below, record the frequency that each number was rolled as a fraction, as a decimal and as a percentage.

Part 1 (Whispering to the Dice)

	1	2	3	4	5	6
Fraction						
Decimal						
Percentage						

Part 2 (Rolling the Dice Normally)

	1	2	3	4	5	6
Fraction						
Decimal						
Percentage						



Name _____

Date _____

Displaying Results

In the box below, draw a side-by side column graph to show the frequency that each number was rolled during each part of the experiment. Don't forget to include:

- an appropriate title
- labels for the x and y axis
- a key.



Name _____

Date _____

Discussion and Conclusion

1. How did the results of Part 1 (Whispering to the Dice) compare with your prediction?

2. How did the results of Part 2 (Rolling the Dice Normally) compare with your prediction?

3. List any similarities you notice in the results of the two parts of the experiment.

4. List any differences you notice in the results of the two parts of the experiment.

5. If you whisper *Roll me a six!* to the dice before rolling it, you have a higher chance of getting a six.

Based on your results, is this a true statement? Why or why not?
