Stage 2

Learning From Home

Term 4 Week 1

Year 3

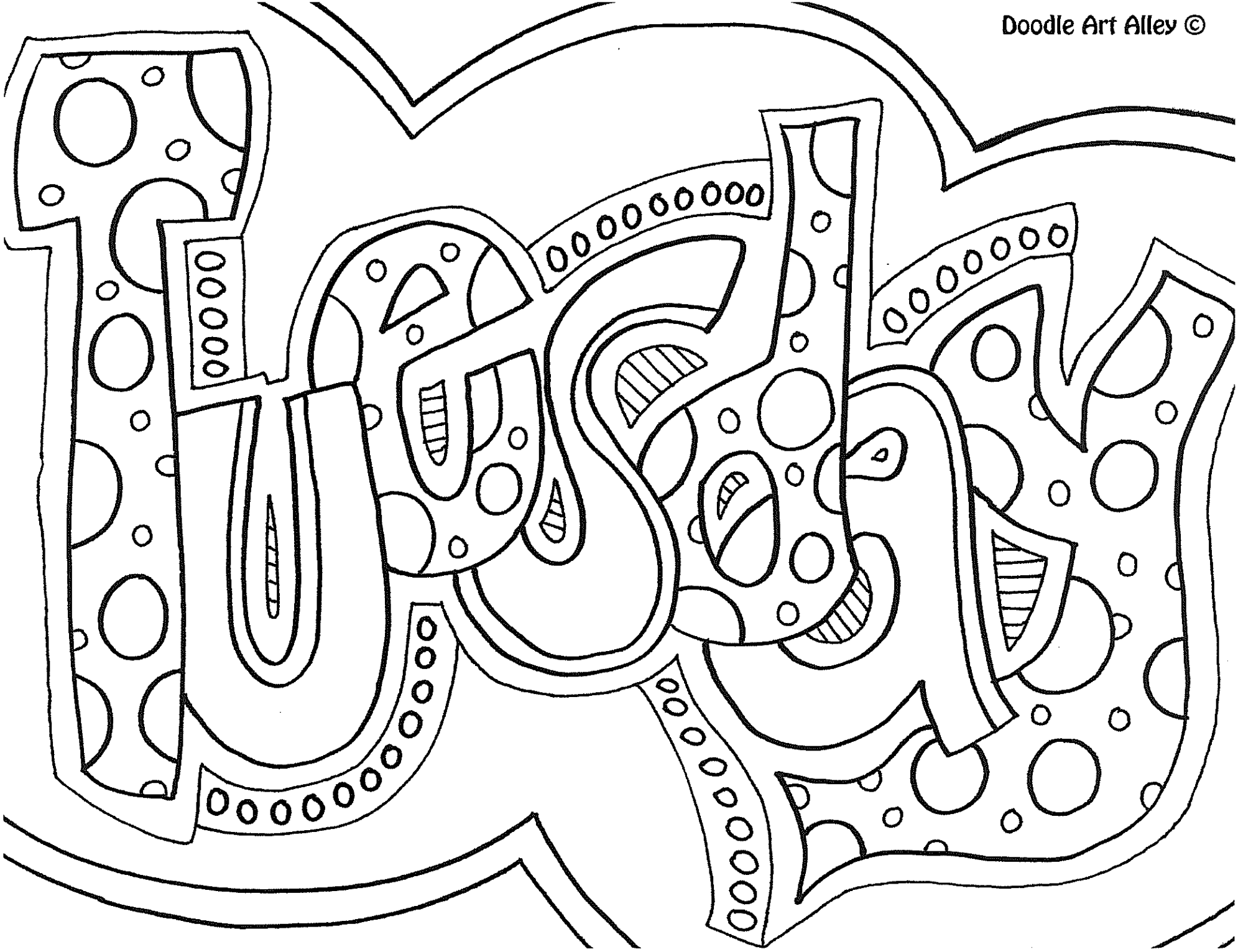
Name :

Class:

Stage 2 Home Learning Term 4, Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Public Holiday	**English** Reading Spend some time reading a book. Recount Write a recount detailing what you did during the school holidays. Remember to include an orientation (who, what, when, where), a sequence of events and a conclusion. Don't forget to edit your work. Spelling Brainstorm and record some words containing the 'oo' and 'u' graphemes.	**English** Reading Spend some time reading a book. Spelling Complete the first page of your spelling sheet. Handwriting Complete the handwriting sheets. Grammar Use the PowerPoint or booklet to revise personal pronouns. Complete the pronoun worksheet.	**English** Reading Spend some time reading a book. Reading Comprehension Complete the reading comprehension about Little Red Riding Hood. Spelling Complete the second page of your spelling sheet.	**English** Reading Spend some time reading a book. Editing Edit the passages for spelling and punctuation. Make sure you correct the mistakes. Writing Plan, write and edit a story using the stimulus for inspiration.
Break					
Middle		**Mathematics** Revision Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Revision Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Revision Complete worksheets from your booklet	**Mathematics** Revision Complete worksheets from your booklet

				Complete 20 minutes of Mathletics on Multiplication	Complete 20 minutes of Mathletics on Multiplication
Break					
Afternoon	**PUBLIC HOLIDAY**	**Science** **<u>Life Cycles.</u>** Complete lesson 1 A Lions Story The links and resources will be put on Dojo.	**PD/H/PE** **<u>Health and Physical Education Task Cards</u>** Choose (3) activities from the cards and complete the activities. Complete 5 minutes of physical education. Use this link to help you. You can do this as many times as you want. <u>https://www.youtube.com/watch?v=SbFqQarDM50</u> or Complete some fun yoga <u>https://www.youtube.com/watch?v=EVH9qHhlB4E</u>	**Geography** Use everything you know about Geography to design your dream home.	**Creative Arts** **<u>DANCE</u>** Follow the instructions in the creative arts section to learn about storytelling through dance. This unit has some video links you will need to access if you can. If not you can do any movements for the warm up and cool down. Remember to send a video of your movements to Mrs Cooper for review! Have fun and enjoy. The unit can be accessed here: <u>https://sites.google.com/education.nsw.gov.au/tau-cc-storytelling-through-da/student?authuser=0</u>



Writing A Recount

- [ ] Title
- [ ] Orientation
  - [ ] Who?
  - [ ] When?
  - [ ] Why?
  - [ ] What?
  - [ ] Where?
- [ ] Events in Order
- [ ] Ending
- [ ] A Personal Opinion

Name _____ Date _____

Recount Writing — Planning Template

Orientation: What is the event? When and where did it happen? Who was involved?

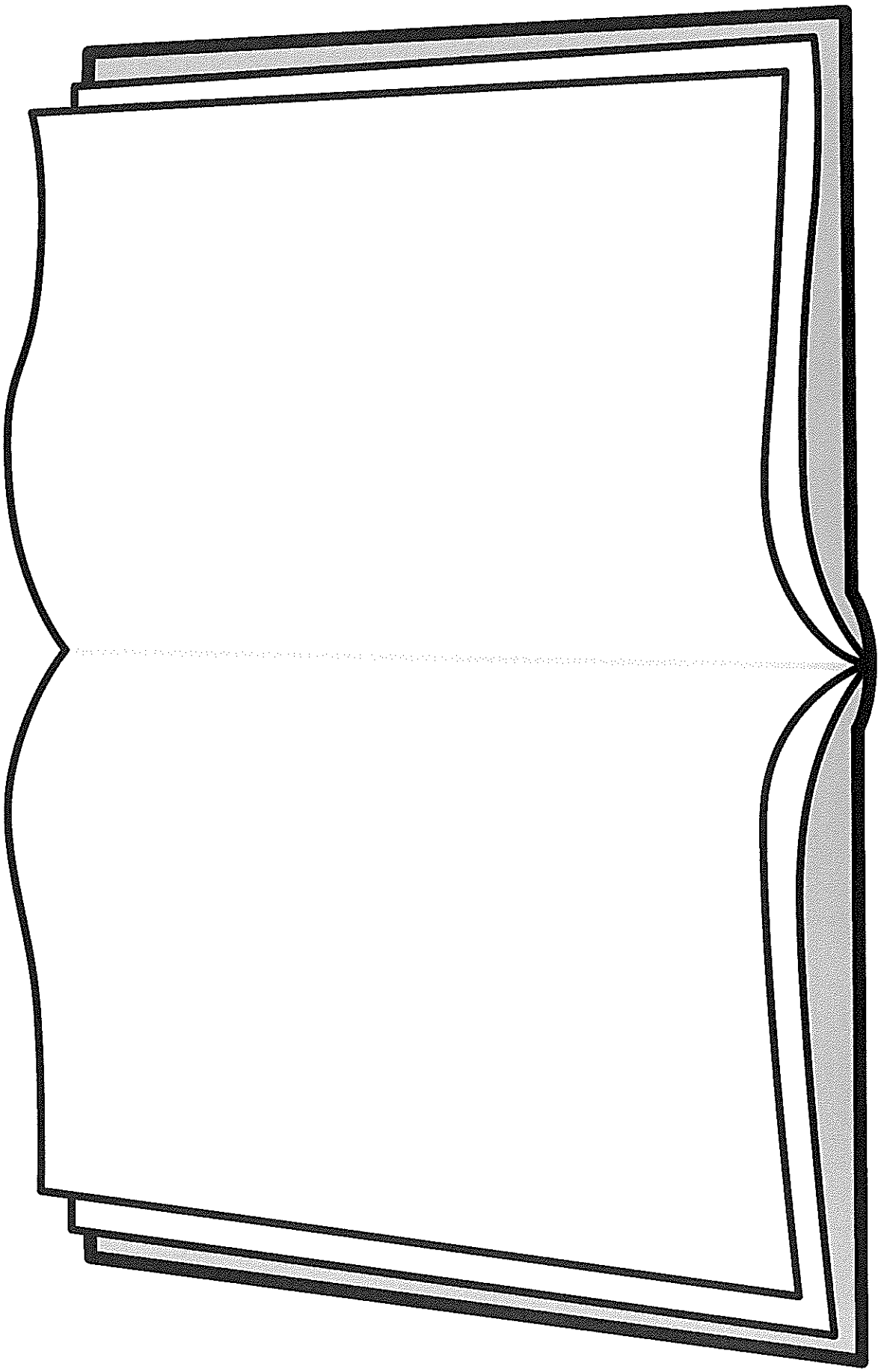
Series of Events in Chronological Order: What was the time sequence of the event?

Event 1	Event 2	Event 3

Conclusion: What is the significance of the event?

BLM A30 oo u

Brainstorm some words containing the oo and u graphemes



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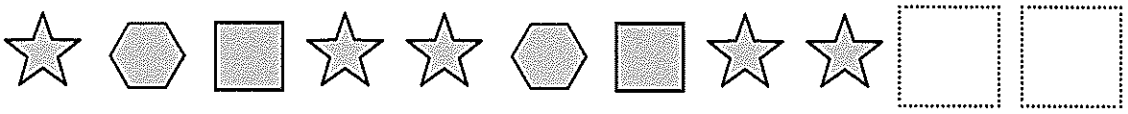
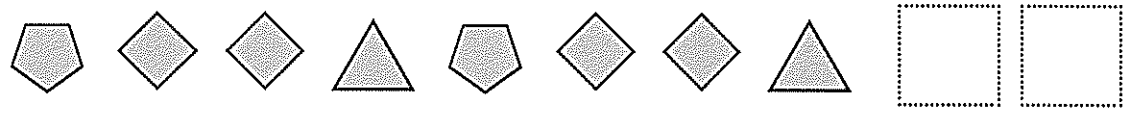
Patterns and functions – identifying and creating patterns

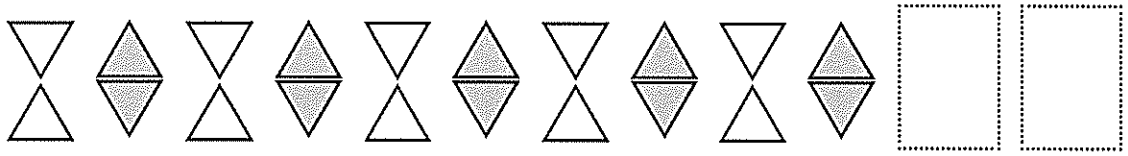
Look around you, can you see a pattern? A pattern is an arrangement of shapes, numbers or colours formed according to a rule. Patterns are everywhere, you can find them in nature, art, music and even in dance! Patterns can grow or repeat depending on the rule.

Recognising number patterns is an important part of feeling confident in maths. In this topic we will look at different number patterns but first let's look at shape patterns.

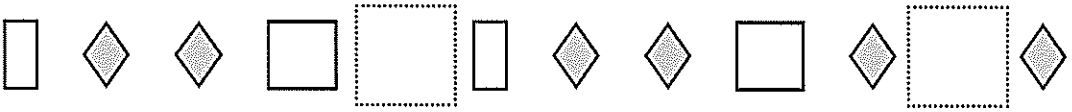
1 **Look at these repeating shape patterns. Draw the last two shapes:**

a 

b 

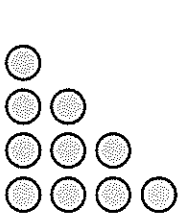
c 

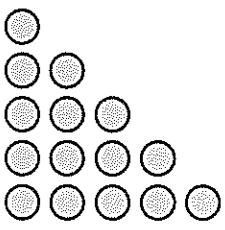
2 **In these repeating shape patterns, draw the missing shapes:**

a 

b 

3 **Complete what comes next in this growing pattern:**





4 **Look at these repeating shape patterns. Draw the next two shapes:**

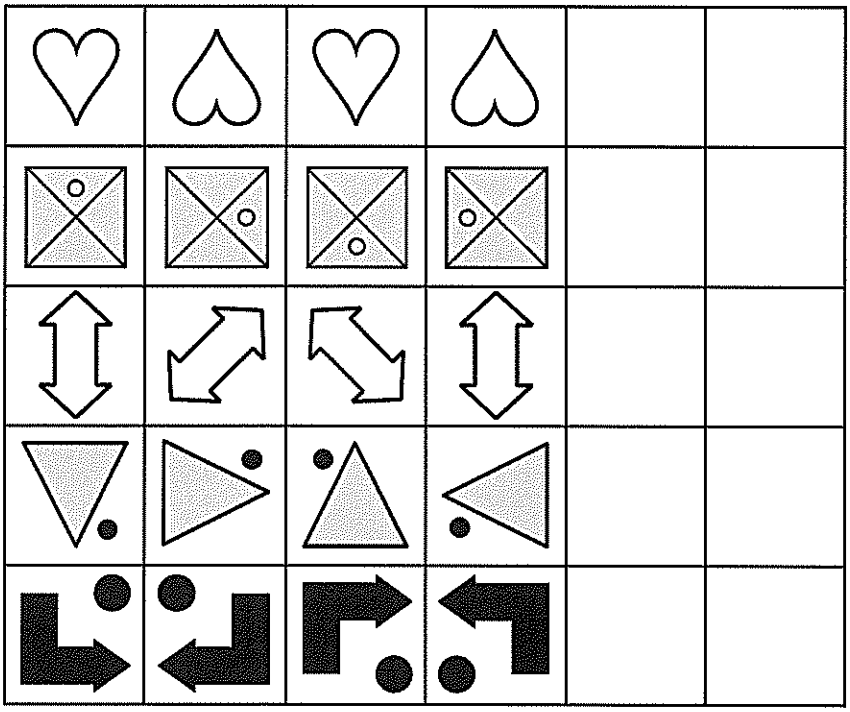
a

b

c

d

e



5 **If the patterns (above) continued, what would the 10th shape be on each row:**

a ☐ b ☐ c ☐ d ☐ e ☐

6 **Write your name by putting each letter in the grid as a repeating pattern. For example, if your name is Ben, you would write:**

1	2	3	4	5	6	7	8	9	10
B	E	N	B	E	N	B	E	N	B

1	2	3	4	5	6	7	8	9	10

a Which letter of your name will be under the letter 32? ☐

b How did you work this out?

Patterns and functions – skip counting

There are many skip counting patterns to discover on a hundred grid.

1 **Colour the skip counting pattern on each hundred grid:**

a Show the 4s pattern.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

b Show the 3s and 6s pattern. Shade the 3s and circle the 6s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

c Show the 11s pattern.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

d Shade the 9s pattern, then put a circle around all the numbers 5 less than numbers ending in 9.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2 **Complete these number patterns by looking for skip counting patterns.**

a	6			24	30			
b	9	18		36		54		
c	32			20			8	

Patterns and functions – skip counting

3 **Colour the skip counting pattern for 3s up to 30. If you kept going on a complete hundred grid, would 52 be coloured in?**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

How can you tell without using a whole hundred grid?

_____

4 **Only 3 numbers are shaded in each of the skip counting patterns below. Work out the pattern and complete the shading:**

a

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

This shows a skip counting pattern of: ☐

b

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

This shows a skip counting pattern of: ☐

5 **Shade these sequences on the hundred grid:**

Sequence 1: start at 1 and show a skip counting pattern of 11.

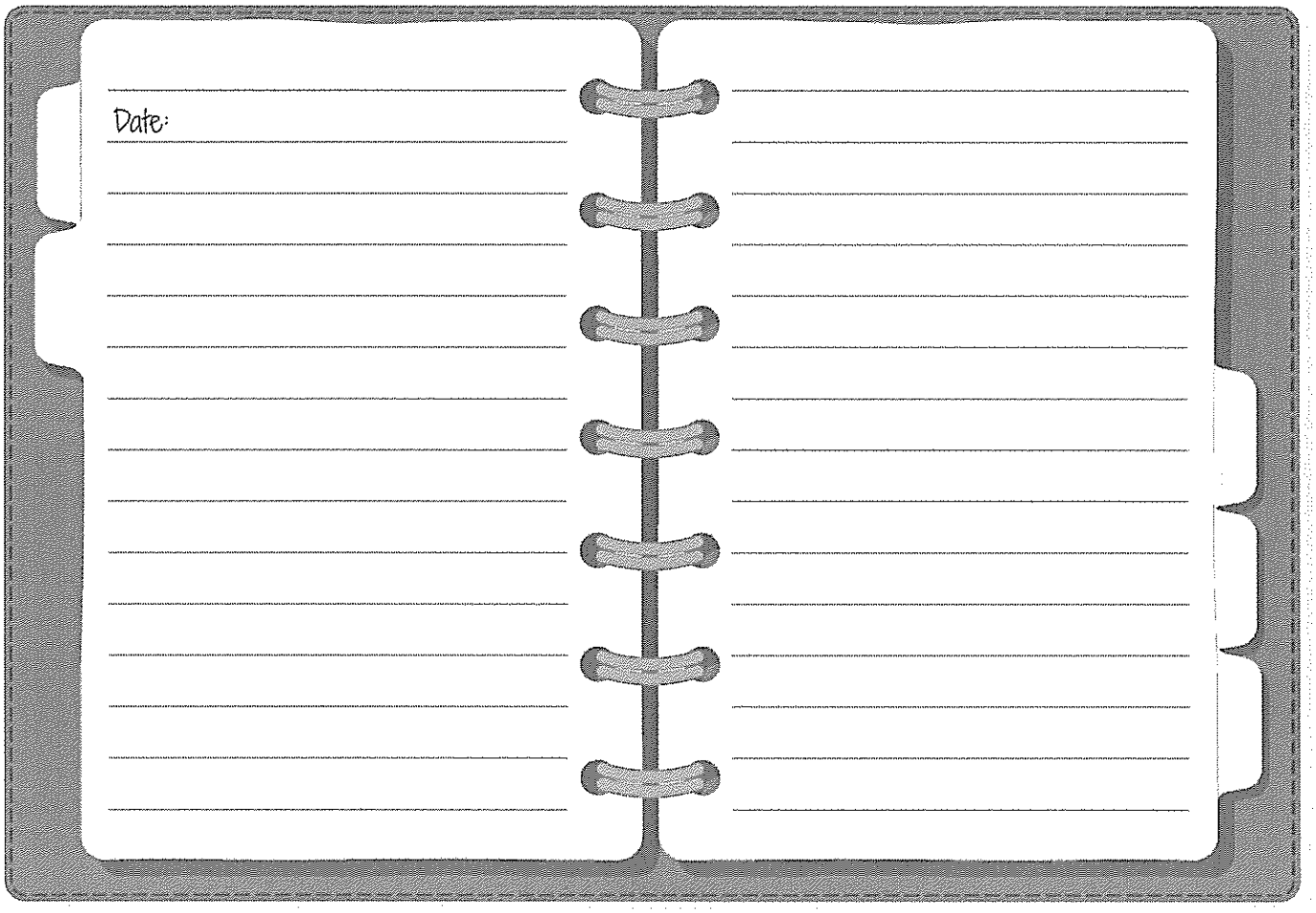
Sequence 2: start at 1 and show a skip counting pattern of 9.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Watch the video about a day in the life of a lion cub.

2. What does this video tell us about the lion cub's story? Think, pair, share your ideas.

3. Imagine you are the lion cub in the video and you are writing in your diary at the end of the day. Write two events that happened to you on this day.



In the video, we see the lion cub and her siblings being introduced to her **pride** for the first time. This is one of the stages in a lion's life cycle. All living things have life cycles. A life cycle is a series of stages that a living thing goes through during its life.

Pride

A **pride** is a group or family of lions.

Doodle Art Alley ©

Unit 27

oo u book bush

List Words

look _____
good _____
took _____
book _____
put _____
pull _____
full _____
foot _____
could _____
would _____
should _____
push _____
bush _____
putting _____
goodbye _____
woman _____
wood _____
hook _____
shook _____
stood _____
couldn't _____
wouldn't _____
shouldn't _____
unhook _____
wooden _____

1 **Circle** the letters that represent (oo u) in the List Words.

2 **Write** any other letters that can represent (oo u) on the Grapheme Chart.
Write one word example for each.

3 **Write** one stroke for every sound in each List Word.

Grapheme Chart

letters	words

4 **Unjumble** the letters to make (oo u) words.

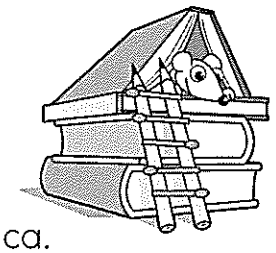
odow _____ ohok _____ odog _____
kloo _____ todos _____ toof _____
obok _____ koot _____ ksoho _____

5 **Colour** the letter **u** if it represents (oo u) in the word.

full gull pull bull cut put shut bush rush push

6 **Write** contractions for the following pairs of words. **Select** the best contraction to finish each sentence.
Go to Helpful Hint 9.

could not _____ would not _____
should not _____



You _____ run across the road.
You _____ drive a car to the moon.
You _____ be able to swim to America.

7 **Write** the past tense of the verbs (doing words) in the brackets to complete the sentences.
Go to Helpful Hint 8.

Yesterday I _____ when I was cold. (shake)
Yesterday I _____ my sister on the swing. (push)
Yesterday I _____ the sled up the hill. (pull)
Yesterday I _____ over there. (stand)

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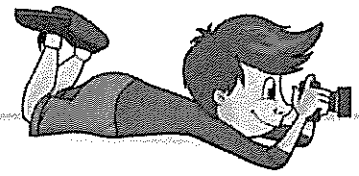
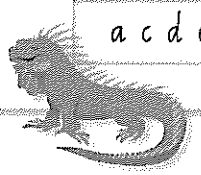
Extend the exit hook to the start of the next letter. Most of these letters join at the neckline.

neckline

ai → ai → ai

a c d e h i k l m n t u + i j m n p r u v w x y and e





Trace and complete this pattern.

Trace. Remember, don't lift your pencil.

Trace and copy.

Trace and copy.

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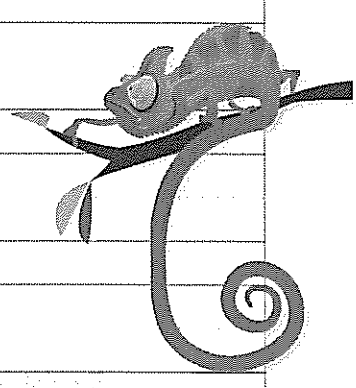
Extend the exit hook to the start of the letter e.

ae → ae → ae

Trace and copy.

Trace and copy.

Trace and copy.



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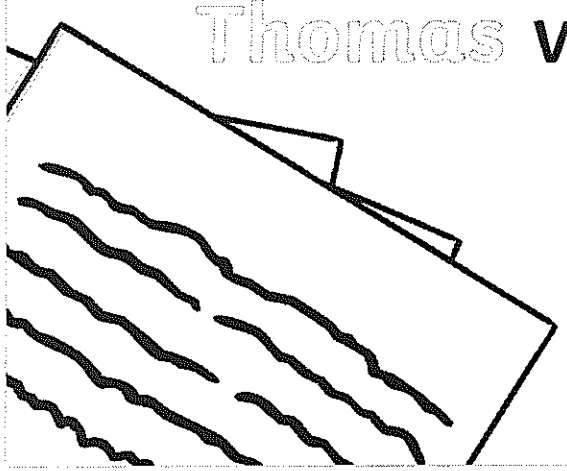
Pronoun

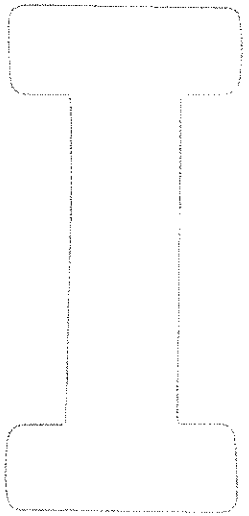
A word that can be used instead of a noun is called a pronoun.

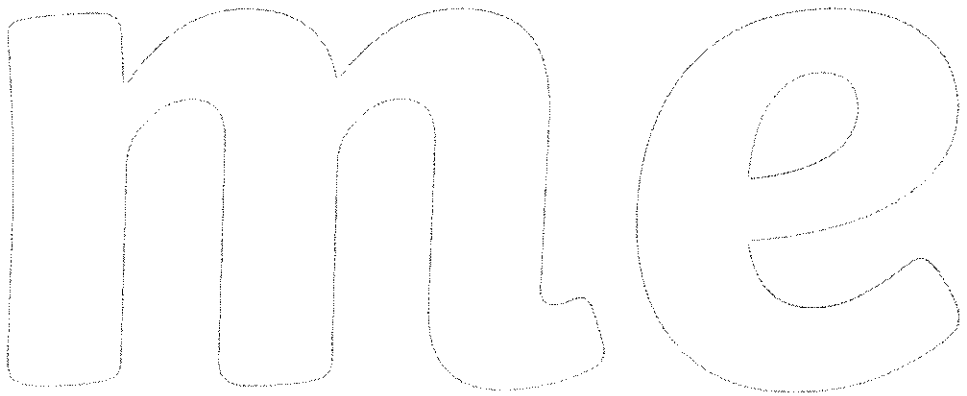
Example:

Thomas went to bed because Thomas was tired.

Thomas went to bed because he was tired.







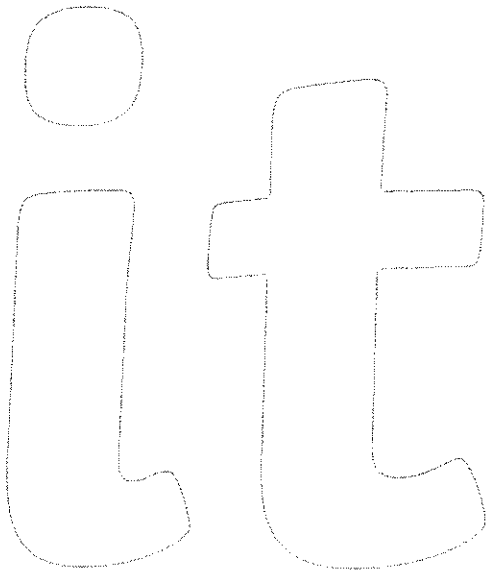
you

he

she

him

her



we

us

they

them

Pronoun-Noun Agreement
Complete the Sentences

Add the correct pronoun to the sentences below. Remember, your pronoun must agree with the noun in regards to gender and number.

1. Katie smiled as _____ ate _____ apple.
2. Henry and Todd played on the grass with _____ trucks.
3. The ice cream man parked the van and waited for _____ customers.
4. James said that _____ all like to go to soccer on the weekends.
5. The three dogs enjoyed _____ biscuits this afternoon.
6. Jake rode _____ horse past _____ old school building.

Fix the Sentences

Read the sentences below and rewrite them using the correct pronouns to make the sentence more cohesive.

1. Kirk ate Kirk's hotdog at Kirk's school fete.

_____

_____

2. Stephanie and Joanne went to Stephanie and Joanne's local shops to buy some milk for Stephanie and Joanne's parents.

_____

_____

3. Harriet the cat slept soundly in Harriet's basket.

_____

_____

4. Joel asked if Joel could catch the bus to the swimming pool so Joel could go for a swim.

_____

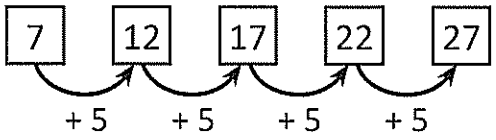
_____

Patterns and functions – completing and describing patterns

So far we have looked at skip counting patterns that begin at zero.
Here is a skip counting pattern of 5s that begins at 7.

This pattern starts at 7.

The rule is: add 5.



1 **Continue the pattern from the starting number:**

a	Add 10	11							
b	Add 5	55							
c	Subtract 4	40							

2 **Practise counting backwards by 10 and 100.**

Backwards by 10:

a	112				
b	219				
c	583				

Backwards by 100:

a	673				
b	798				
c	1 010				

3 **Look carefully at these number pattern grids. There are four rules: across, down, and along each diagonal.**

a

15			
	26	27	
			38
		47	

b

32			41
	41	44	
	47		53
50		56	

4 **Figure out the missing numbers in each pattern and write the rule.**

a 72 63 ☐ 45 36 ☐

Rule: _____

b 81 73 65 ☐ ☐ ☐

Rule: _____

c ☐ 49 54 ☐ 64 ☐

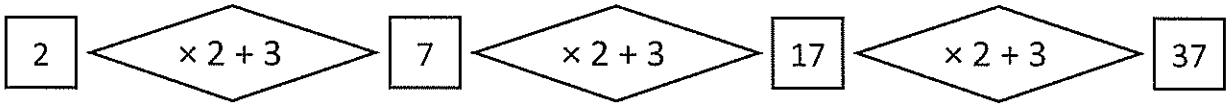
Rule: _____

d 28 35 ☐ 49 56 ☐

Rule: _____

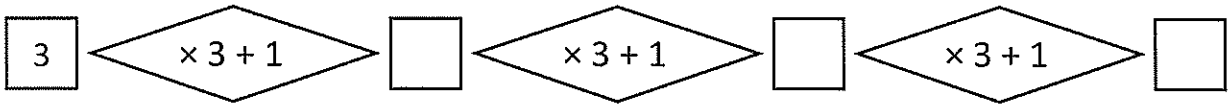
Some number patterns can be formed with two operations each time.

For example:



The rule is to multiply by 2 and add 3 each time.

5 **Complete these number patterns, by following the rules written in the diamond shapes. Describe the rule underneath.**



The rule is _____

6 **Roll a die to make the starting number. Continue the sequence by following the rule:**

a Rule: × 1 + 3 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

b Rule: × 2 + 1 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

c Rule: × 2 + 4 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Patterns and functions – predicting repeating patterns

When we use number patterns in tables, it can help us to predict what comes next. Look at the table below and how we can use it to predict the total number of sweets needed for any number of children at a party.

This table shows us that 1 sweet bag contains 8 sweets and 2 bags contain 16 sweets. We can see that the rule for the pattern is to multiply the top row by 8 to get the bottom row each time.

Number of sweet bags	1	2	3	4	5	10
Number of sweets	8	16	24	32	40	80

× 8

To find out how many sweets are in 10 bags, we don't need to extend the table, we can just apply the rule.

10 × 8 = 80. So, 10 bags contain 80 sweets. This helps us plan how many sweets are needed for a party.

1 **Complete the table for each problem:**

a Tom receives $5 a week pocket money as long as he does all his chores. How much pocket money does Tom get after 10 weeks?

Weeks	1	2	3	4	5	10
Pocket money	5	10				

b A flower has 7 petals. How many petals are there in a bunch of 10 flowers?

Flowers	1	2	3	4	5	10
Number of petals	7	14				

c A flag has 6 stars. How many stars are there on 10 flags?

Flags	1	2	3	4	5	10
Number of stars	6	12				

d At a pizza party, each person eats 3 pieces of pizza. How many pieces of pizza do 10 people eat?

Guests	1	2	3	4	5	10
Pizza pieces			9	12		

2 **Each of these kids wrote the first 3 numbers of a skip counting pattern of 6, starting at different numbers. Each kid's sequence goes down the column. Imagine the sequence continues.**

Mel	Brianna	Brad	Gen	Jo	Kate
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18

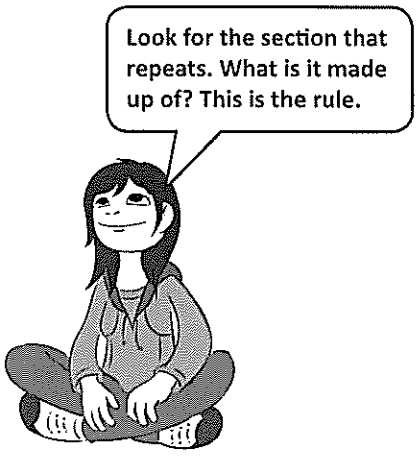
a Who had the number 42 in their column? _____

b Who had the number 50 in their column? _____

3 **Look at each pattern of shapes and complete the table below:**

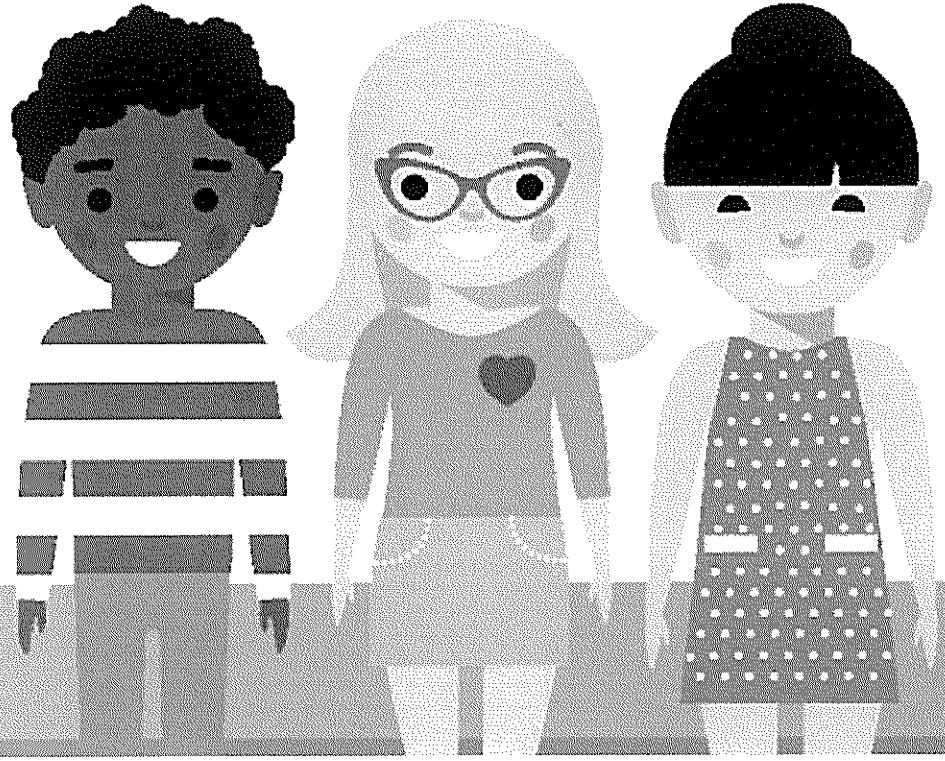
Repeat section	1	2	3	4	5	10
Number of circles	2	4	6	8	10	20
Number of triangles	1	2	3	4	5	10

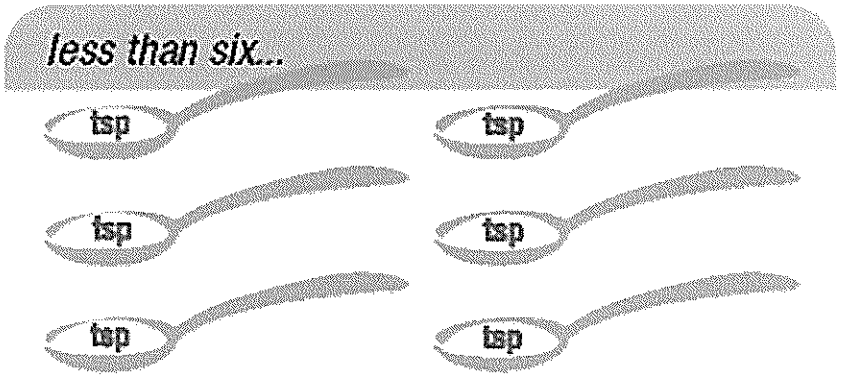
a Show what this entire sequence would look like with 10 repeat sections:



HEALTHY KIDS ARE SWEET ENOUGH

Kids age 2-18 should have **LESS THAN 25 GRAMS** or **SIX TEASPOONS** of **ADDED SUGARS DAILY** for a healthy heart.





Source: American Heart Association statement, Added Sugars and Cardiovascular Disease Risk in Children

American Heart Association.
life is why

Think Before You Drink Experiment

Lots of drinks have hidden sugar contents. Use the labels from different juice bottles or cartons and find the sugar content.

Draw the bottle below and write down the sugar content. Order the pictures from the least sugary drink to the drink with the highest sugar content. Remember that larger sized containers may have more sugar, so you might arrange the drinks by the amount of sugar per 100ml instead.

Were you shocked at any of your findings?

Name of drink	Name of drink	Name of drink	Name of drink
Sugar content	Sugar content	Sugar content	Sugar content

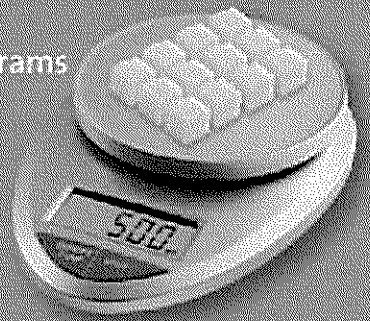
A healthy diet should include no more than

10%

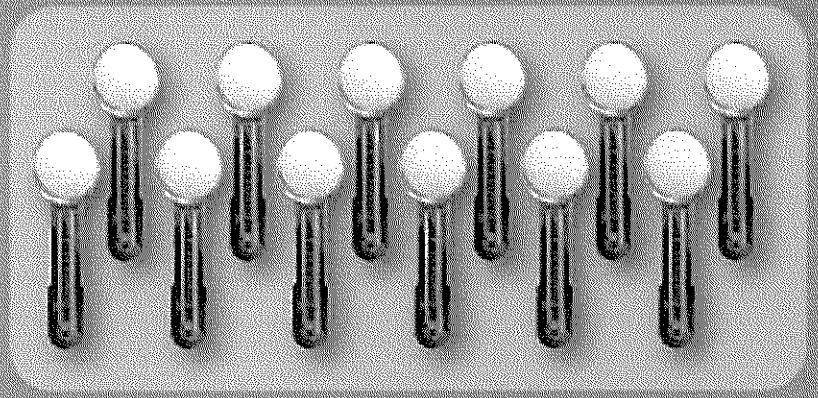
of calories from added sugars

This is about 200 calories for the average person

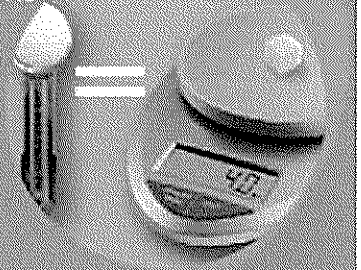
...or 50 grams



50 grams is about 12 teaspoons

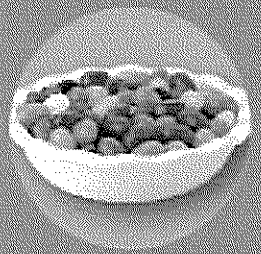


4 grams = 1 teaspoon about

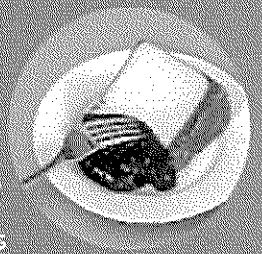


It can add up quickly from...

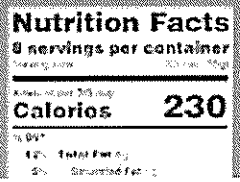
Beverages
33 grams



Candy
27 grams

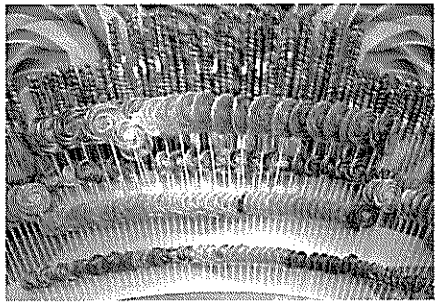


Desserts
27 grams

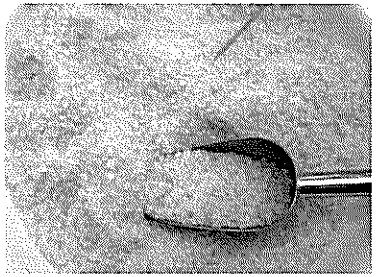


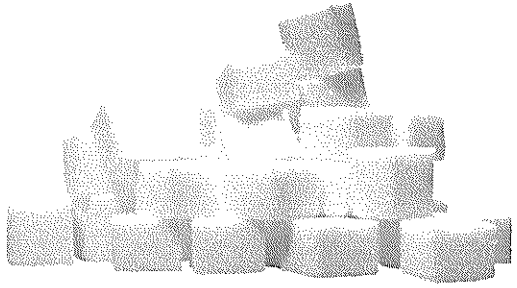
How to find added sugar:

Look on the packages of foods that have added sugar as the top three ingredients and then read the food label. While the food label includes foods that have naturally-occurring sugars, if the sugar is the top three



SUGAR





We should be only having 6 teaspoons of sugar a day. Did you know that this…

6 Teaspoons of sugar is the same as…

Six teaspoons is not very much sugar. Roughly equivalent to 25 grams or 100 calories, you can find 6 teaspoons of added sugars in...

Almost 1 cup of vanilla ice cream

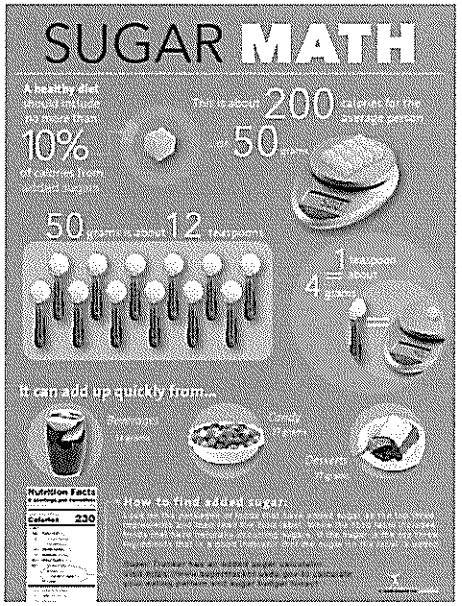
Half a large bottle of a typical sports drink

Just under 2 cups of cereal

Roughly one traditional chocolate bar

Just over two apple cereal bars

Also tell Mrs Barrett how much sugar is in her coke?



Lets see how much sugar we actually consume?

Attached is a worksheet, we will be focusing on DRINKS with sugar, lets see how much sugar is in our drinks?


Doodle Art Alley ©

Little Red Riding Hood

Once upon a time, there was a dear little girl who was loved by everyone, but most of all by her grandmother. There was nothing that she would not have given to the child. One day, she gave her a little riding hood of red velvet, which suited her so well that she would never wear anything else; so she was always called, 'Little Red Riding Hood.'

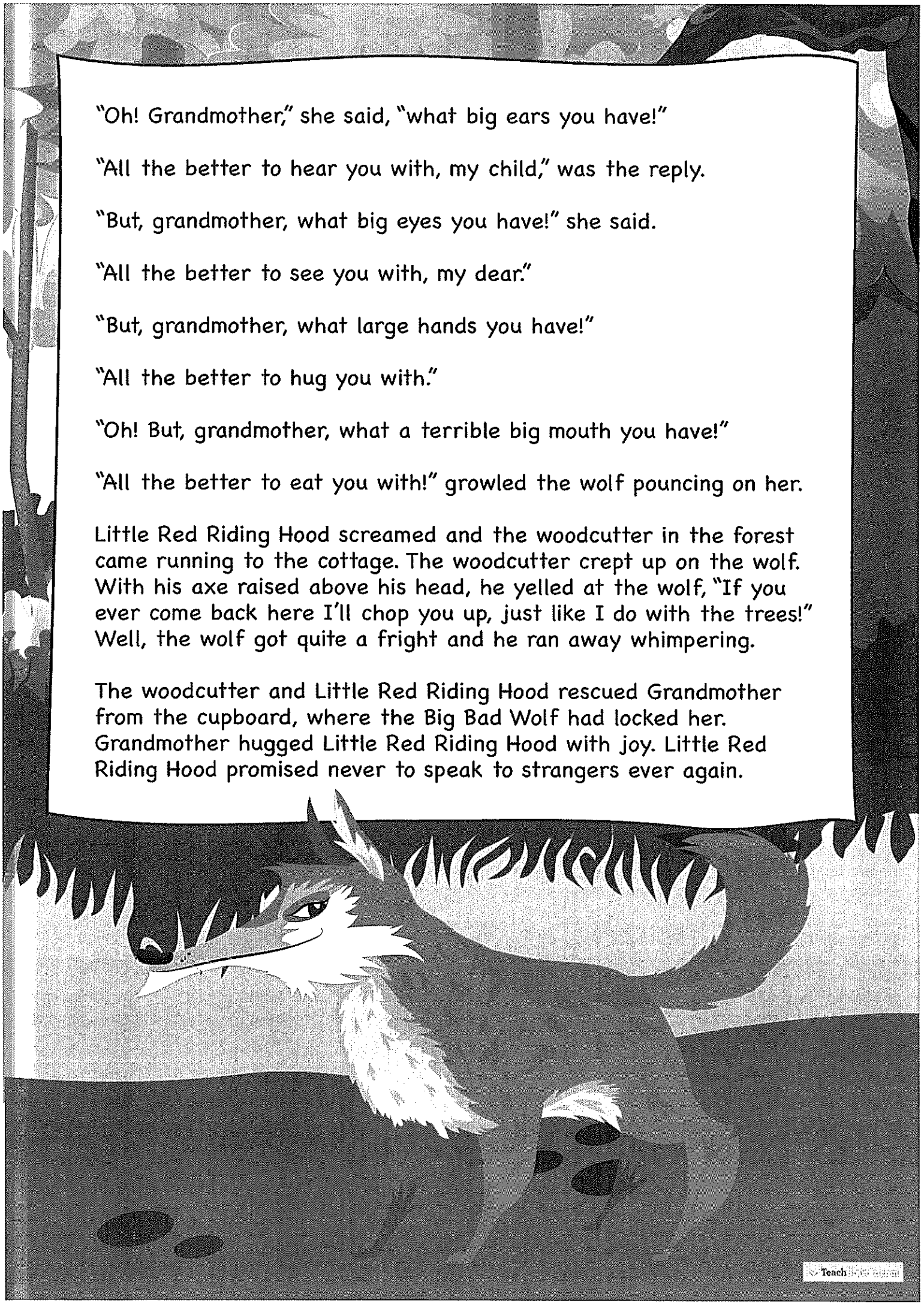
One day her mother said to her, "Take this basket of goodies to your grandmother's cottage, but don't talk to strangers on the way!" Promising not to, Little Red Riding Hood skipped off into the woods where her grandmother lived.

On her way, she met the Big Bad Wolf who asked, "Where are you going, little girl?"

"To my grandmother's. She is ill," Little Red Riding Hood replied.

As Little Red Riding Hood continued on her way to her grandmother's house, she saw some beautiful flowers. She decided her grandmother would like some fresh flowers, so she ran from the path into the woods to pick some flowers. Meanwhile the wolf ran straight to the grandmother's house. Once inside, The Big Bad Wolf put grandmother into the broom cupboard and dressed up as grandmother. Little Red Riding Hood, however, had been running about picking flowers, when she met a woodsman. He told her to hurry on her way to grandmother's house, because he was hunting a big bad wolf who was scaring the village.

Red Riding Hood ran off to her grandmother's house. She was surprised to find the cottage-door open, and when she went into the room, she had a strange feeling. She called out: "Good morning," but received no answer; so she went to the bed and drew back the curtains. There lay her grandmother, with her cap pulled far over her face, and looking very strange.



"Oh! Grandmother," she said, "what big ears you have!"

"All the better to hear you with, my child," was the reply.

"But, grandmother, what big eyes you have!" she said.

"All the better to see you with, my dear."

"But, grandmother, what large hands you have!"

"All the better to hug you with."

"Oh! But, grandmother, what a terrible big mouth you have!"

"All the better to eat you with!" growled the wolf pouncing on her.

Little Red Riding Hood screamed and the woodcutter in the forest came running to the cottage. The woodcutter crept up on the wolf. With his axe raised above his head, he yelled at the wolf, "If you ever come back here I'll chop you up, just like I do with the trees!" Well, the wolf got quite a fright and he ran away whimpering.

The woodcutter and Little Red Riding Hood rescued Grandmother from the cupboard, where the Big Bad Wolf had locked her. Grandmother hugged Little Red Riding Hood with joy. Little Red Riding Hood promised never to speak to strangers ever again.

Name: _____ Date: _____

Comprehension Questions

1) Who are the main characters in this story?

_____

_____

2) Where is the story set?

_____

3) What is the problem in this story?

_____

_____

_____

_____

4) What is the solution to the problem?

_____

_____

_____

_____

5) Who did Little Red Riding Hood meet on the path?

_____

Name: _____ Date: _____

Comprehension Questions

6) What did she do that she wasn't supposed to do? Why might this be dangerous?

_____

_____

_____

7) Why did the wolf want to know where she was going?

_____

_____

8) Who was in her grandmother's bed when Little Red Riding Hood arrived?

_____

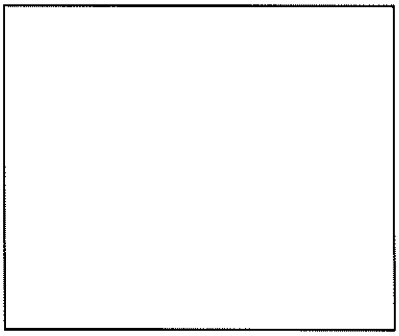
9) How did the woodcutter get the wolf to run out of the house?

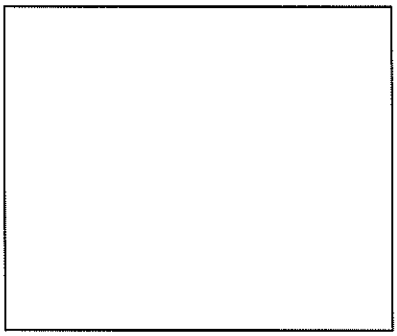
_____

_____

_____

10) Draw a picture of Little Red Riding Hood and her grandmother.





8 **Finish** the sentences with words from the book.

wood
would
wouldn't

_____ you like to chop the _____?

_____ you like to know how I made it?

You _____ be able to chop through a log in five seconds.

9 **Select** words from the box that can have the suffix **ful** added to make sensible words.
Write the words on the lines, for example *play – playful*.
★ The suffix **ful** can mean *full of*.

care	card	held	help
hose	hope	thank	think
jog	joy	colour	collar

_____ _____

_____ _____

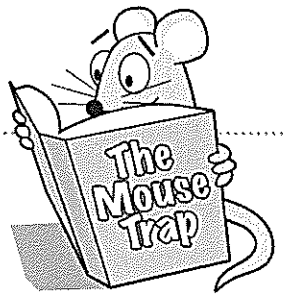
_____ _____

10 **Count** the sounds in these words. **Write** the letter or letters for each sound in a separate box.
Find the book title by writing the letters from the shaded boxes in the boxes with matching numbers.

thankful	1						8	bull	2			
joyful		3	9					could	5			
woman	7	4						stood				6

What is the title of my book?

1	e		2	3											
Wh	4		5	r	ie	6		7	4	8	9				



Challenge

Unjumble the words to make titles of books. **Design** a book cover for one of the books.
Include the title on the book cover.

het lulb how okot het obko

_____

het rokoc hiwt eth rose toof

_____

het nam hwo olnctud' okco

_____

teh yob ohw shedpu eht llub

_____

teh manow how todos no a ohok

_____

Patterns and functions – predicting growing patterns

Number patterns in tables can help us with problems like this. Mia is making this sequence of shapes with matchsticks and wants to know how many she will need for 10 shapes.

Shape 1 **Shape 2** **Shape 3**

Shape number	1	2	3	4	5	10
Number of matchsticks	3	6	9	12	15	30

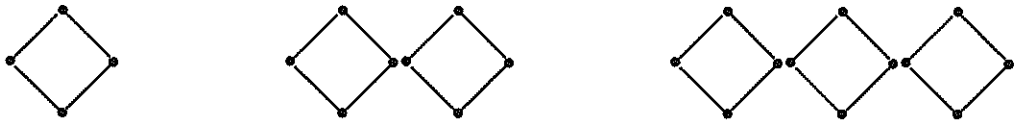
× 3

To find out how many matchsticks are needed for 10 triangles, we don't need to extend the table, we can just apply the function rule:

Number of matchsticks = Shape number × 3

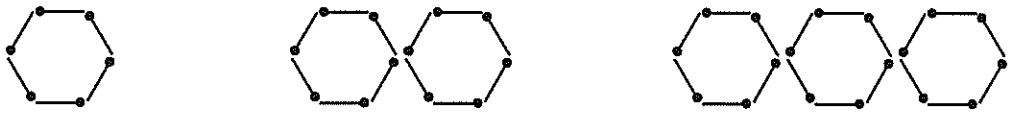
1 **Complete the table for each sequence of matchstick shapes and find the number of matchsticks needed for the 10th shape.**

a Shape 1 Shape 2 Shape 3



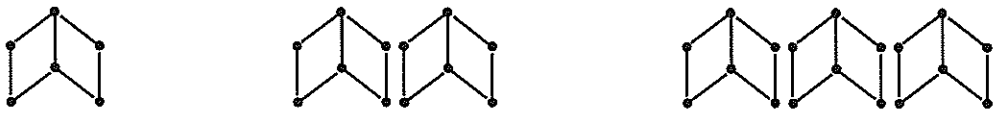
Shape number	1	2	3	4	5	**10**
Number of matchsticks	4					

b Shape 1 Shape 2 Shape 3



Shape number	1	2	3	4	5	**10**
Number of matchsticks	6					

c Shape 1 Shape 2 Shape 3



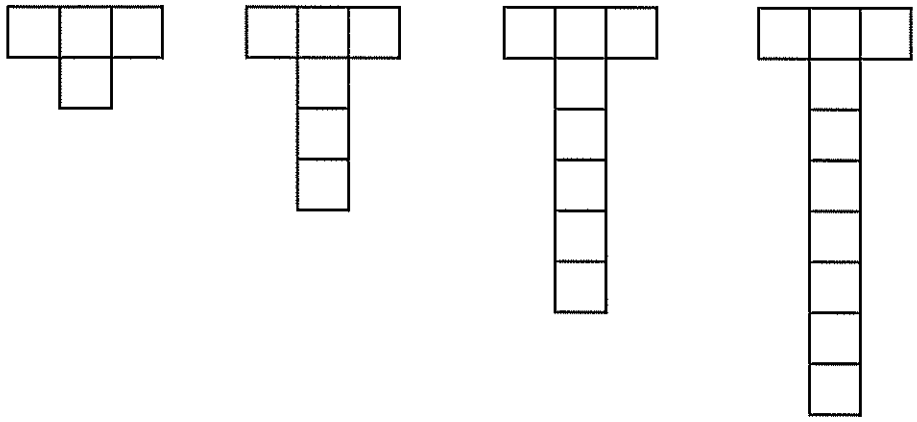
Shape number	1	2	3	4	5	**10**
Number of matchsticks	7					

2 **Look at these growing patterns. Complete the table and follow the rule to draw Picture 5:**

a Picture 1 Picture 2 Picture 3 Picture 4 Picture 5

Picture number	1	2	3	4	5
Number of dots	1	3	5	7	
Rule	Picture number × 2 − 1 = Number of dots				

b Picture 1 Picture 2 Picture 3 Picture 4 Picture 5



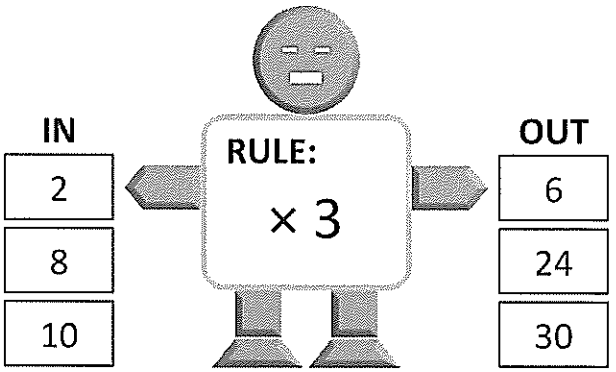
Picture number	1	2	3	4	5
Number of squares	4	6	8	10	
Rule	Picture number × 2 + 2 = Number of squares				

How many squares will Picture 8 have?

Patterns and functions – function machines

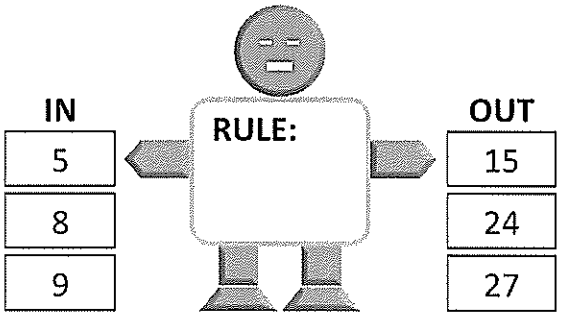
This is a function machine.

Numbers go in, have the rule applied, and come out again.

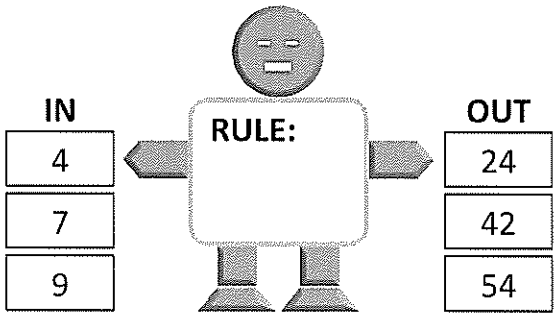


1 **Look carefully at the numbers going *in* these function machines and the numbers coming out. What is the rule?**

a

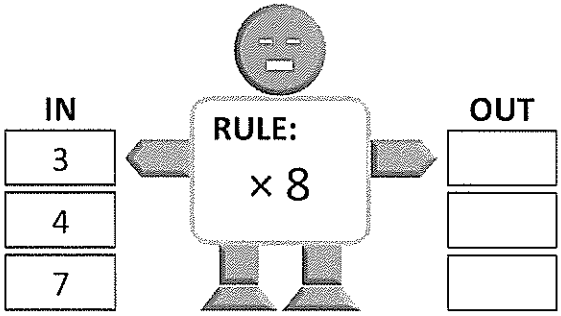


b

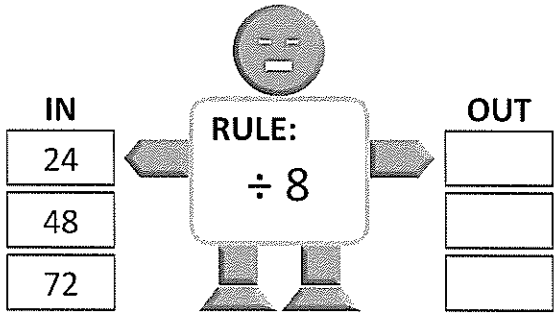


2 **What numbers will come *out* of these function machines?**

a

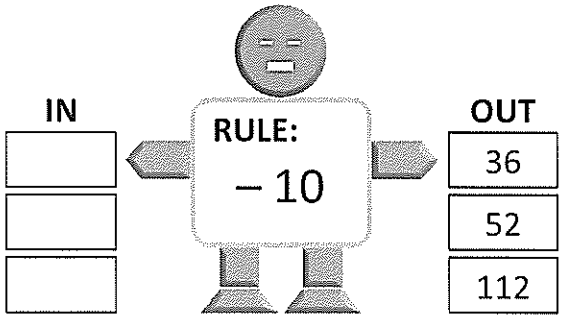


b

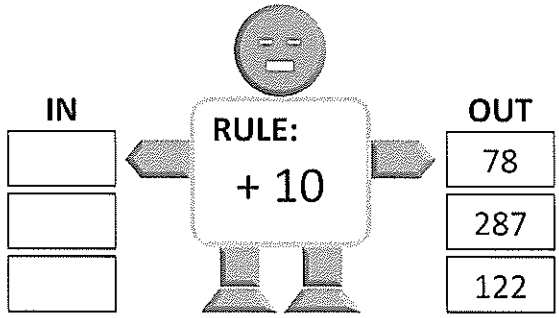


3 **What numbers go *in* to these number function machines?**

a



b



That's my number! apply

This is a game for 2 players. You will need some transparent counters each in 2 different colours and 2 dice.

Player 1 rolls 2 dice. The first die shows the starting number and the second die shows the skip counting pattern. Player 1 writes down the first 4 numbers of their sequence.

For example, if Player 1 rolls a 2 and a 6, the starting number is 2 and the rule is + 6. So Player 1 writes 2, 8, 14, 20 and chooses one of these numbers to cover with their counter.

Player 2 has their turn, following the same steps as above. They choose 1 number to cover with their counter. If the number is already covered, they can't put down a counter. Continue with Player 1 and Player 2 rolling again until there is a winner. The aim is to be the first to have their counters in a group of 4 (2 × 2).

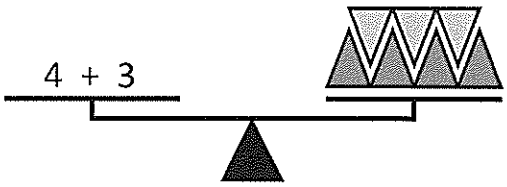
1	2	3	4	5	6	7	8	9	10
7	8	9	10	15	16	17	18	19	20
21	22	23	24	1	2	3	4	5	6
7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	1	2
3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22
23	24	1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	1	2	3	4

Equations and equivalence – understanding equivalence

Look at these balanced scales.

On one side there is the sum 4 + 3 and on the other side there is a total of 7 triangles. This makes sense because it shows the equation 4 + 3 = 7.

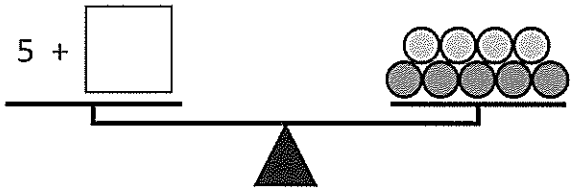
Equation is another word for a sum. With equations, both sides must be equal.



4 + 3 = 7

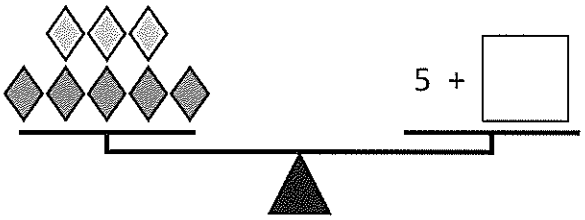
1 **Balance each set of scales by writing a number in the box that is equivalent to the total number of shapes. Then write the matching equation.**

a



□ + □ = □

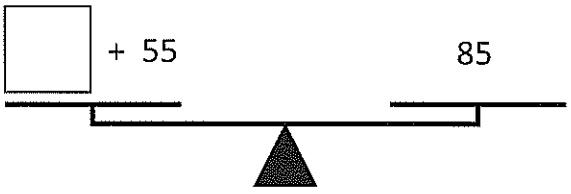
b



□ + □ = □

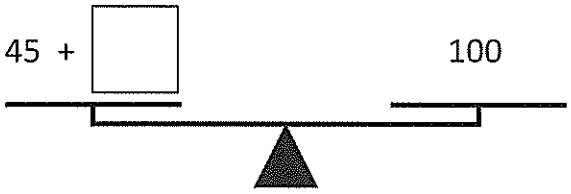
2 **Balance each set of scales by writing a number in the box. Then write the matching equation.**

a



□ + □ = □

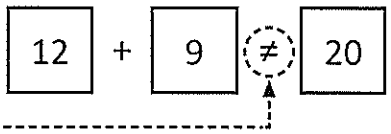
b



□ + □ = □

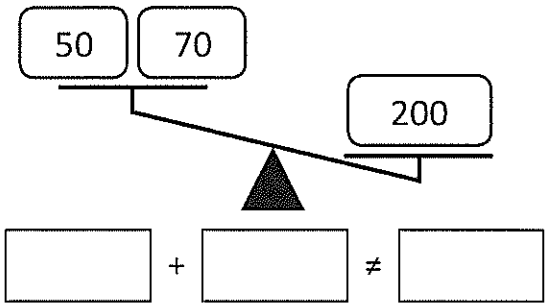
Equations and equivalence – not equal to symbol

When two sides of an equation are not balanced, it means that they are not equal. To show that an equation is not equal, we use the not equals symbol like this:

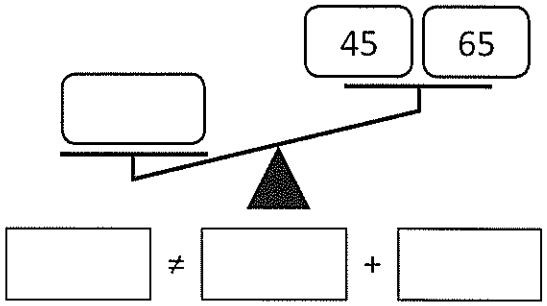


1 **Write numbers in each box to show equations that are not balanced:**

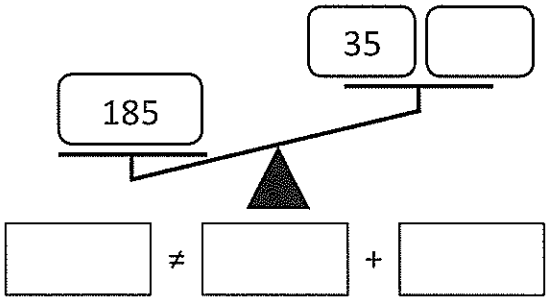
a



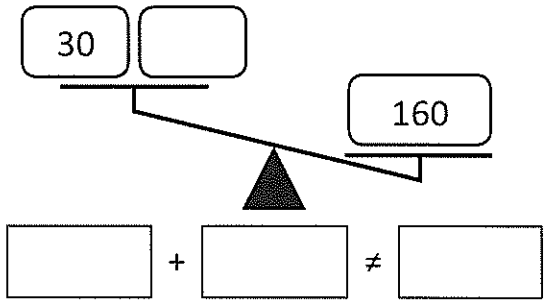
b



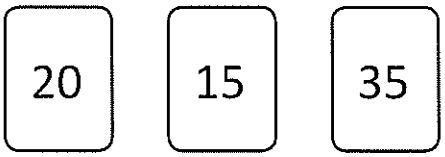
c



d



2 **Complete the equations below by using only the numbers in the cards. Look carefully to see whether it is an = or ≠ symbol.**



a ☐ + ☐ = 50

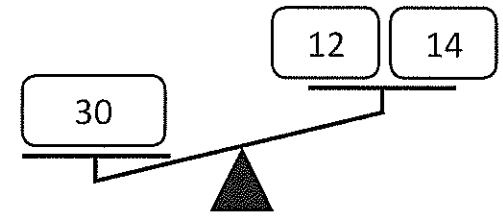
b ☐ + ☐ ≠ 50

c ☐ + ☐ = 35

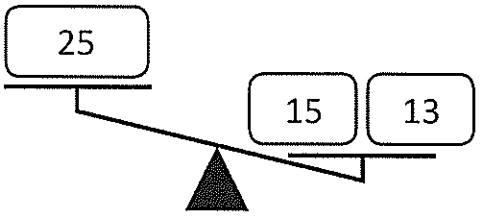
d ☐ + ☐ ≠ 35

Equations and equivalence – greater than and less than

When two sides of an equation are not balanced, one side is greater than the other. We can show this with greater than (>) and less than (<) symbols like this:



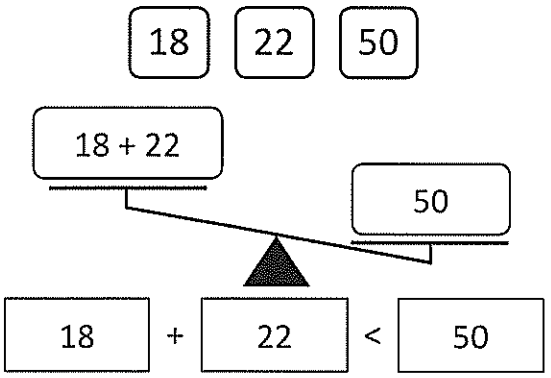
12 + 14 < 30



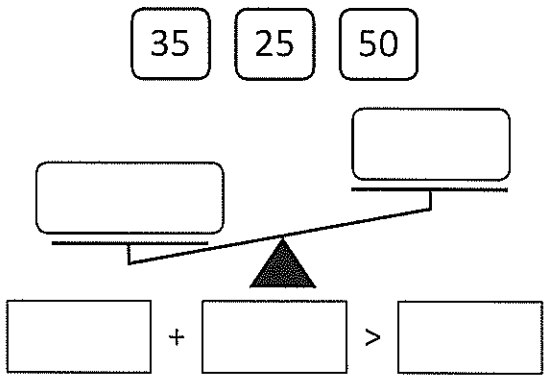
15 + 13 > 25

1 **Complete the equations below by using only the numbers in the cards. Look carefully to see whether it is an > or < symbol. The first one has been done for you.**

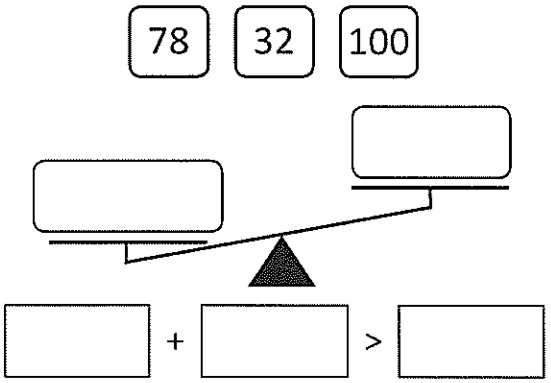
a



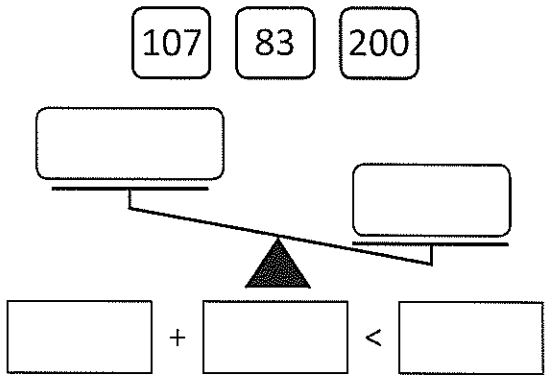
b



c



d



2 **Alex is older than Gilly but younger than Taylor. Their ages could be described as:**

16 > 12 > 9

How old is each person? Alex is _____ Gilly is _____ Taylor is _____

Dream Designs

1 Watch the video about **Dream Designs.** (Mrs. Mallarky will post this on ClassDojo).

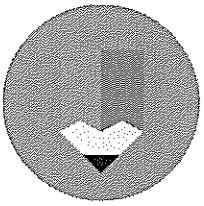
	Questions	Answers	How will you plan for this in your design?
a	Where will you build your home?		
b	What type of settlement is it in?		
c	What country, state or region is it in?		
d	What natural features are nearby?		
e	What human features are nearby?		
f	What is the climate type?		
g	What are the owner's needs?		

Use everything you know about Geography to design and build your dream home. You can use pencil and paper to draw it or use a computer simulation. The choice is yours!

Doodle Art Alley ©

19 The Friendly Frog

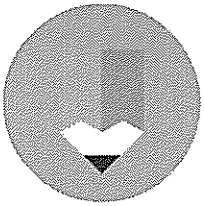
what did you see hiding in the grass near a little pond could you see it hoping up and down would it be slimey if you tuched it could it possibly be a friendly frog



Find 3 spelling mistakes.
Add 4 capital letters and 4 question marks.

20 The Zippy Zebra

which animal did you like best when you visitord africa did it look like a horse does it have black and wite strips all over its body is it a zippy zebra



Find 3 spelling mistakes.
Add 5 capital letters and 4 question marks.

Imaginative Writing

Using the stimulus picture below as inspiration, write a narrative about the adventures of the girl and the dragon.

Some things to think about:

- Where are the girl and the dragon? What are they looking at?
- Why are they there?
- Are they friends? Does the girl own the dragon as a pet? Or does the dragon own the girl as *its* pet?
- Is the dragon friendly?
- Does anyone else know that they're up here? What might other people say about their friendship?

Give yourself:
- 5 minutes to plan
- 30 minutes to write
- 5 minutes to edit

Narrative Planning Template

Title _____

Orientation

Setting	Characters	Mood
		

Complication

Events and Climax

Resolution

Equations and equivalence – greater than and less than

3 **Complete the number sentences below by writing numbers in the blank boxes:**

a [38] + [ ] > [100]

b [29] + [ ] < [100]

c [ ] > [243] + [257]

d [500] < [460] + [ ]

e [ ] + [ ] > [1 000]

f [ ] + [ ] < [1 000]

g [ ] + [ ] > [ ]

h [ ] + [ ] < [ ]

4 **Sam and Will's mother is trying to work out how much to budget for her children's daily lunch orders. She is wondering if $50 is enough for both Sam and Will. Add up the cost of each child's lunch order for the week and then complete a matching number sentence.**

When you add these amounts, look for bonds to $1. For example:

$1.40 + $1.60 = (40c + 60c) + $1 + $1 = $3

THINK

Sam's lunch orders	Monday	Tuesday	Wednesday	Thursday	Friday
	$4.60	$5.40	$7.30	$3.70	$6

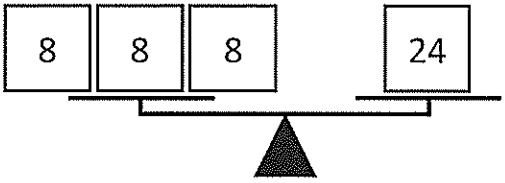
Will's lunch orders	Monday	Tuesday	Wednesday	Thursday	Friday
	$5.20	$3.80	$5.90	$6.10	$5

[ ] + [ ] ◯ [$50]

Sam's total Will's total

Equations and equivalence – balanced equations using + and ×

There are 2 different equations we could write for one set of balanced scales.

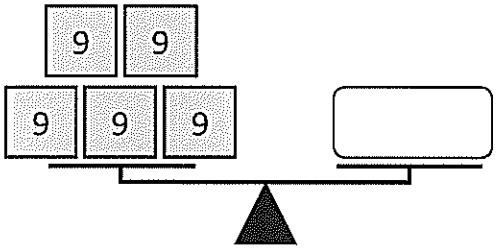


8 + 8 + 8 = 24

3 × 8 = 24

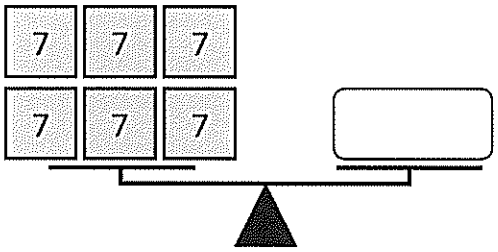
1 **Work out the values of the symbols in each problem:**

a



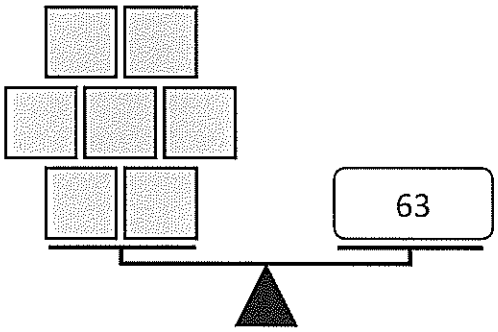
5 × 9 = ☐

b



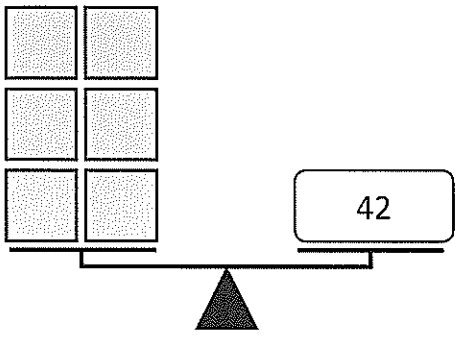
6 × ☐ = ☐

c



7 × ☐ = 63

d

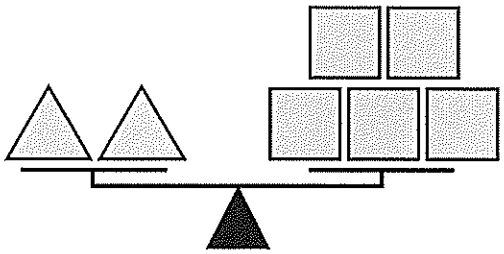


6 × ☐ = 42

Equations and equivalence – balanced equations using + and ×

2 **Find the values of these symbols:**

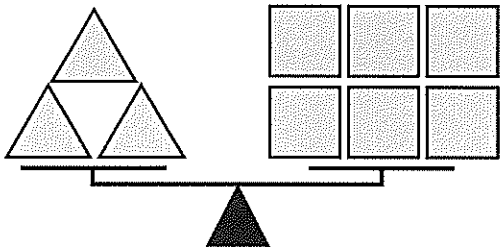
a If △ is 5, what is the value of □?



2 × 5 = 5 × □

□ = □

b If △ is 8, what is the value of □?

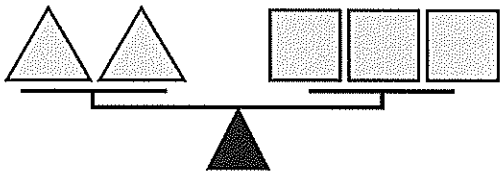


3 × 8 = 6 × □

□ = □

3 **Find the values of both symbols from the clues:**

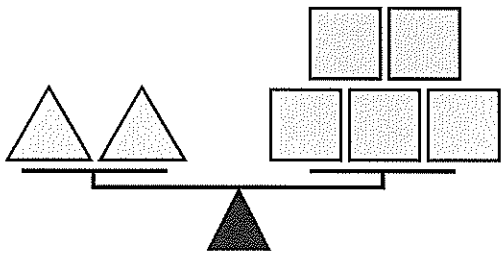
a If both sides are equal to 36, what is the value of each symbol?



2 × □ = 3 × □

△ = □ ■ = □

b If both sides are equal to 10, what is the value of each symbol?



2 × 5 = 5 × □

△ = □ ■ = □

Equations and equivalence – using symbols for unknowns

1 **Write an equation for these word problems. Write an equation using a △ for the unknown number.**

a Bec collects stickers. She has 48 bumper stickers, 12 glitter stickers and 15 smiley face stickers. How many stickers does Bec have in her collection?

48 + 12 + 15 = △ △ = ☐

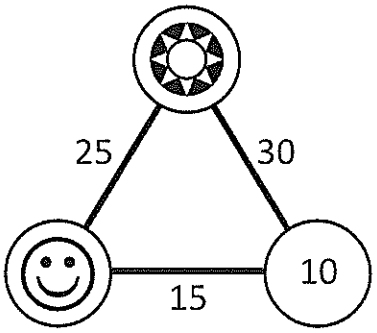
b Charlie saved $5 a week of his pocket money over 8 weeks but then spent $15. How much did Charlie have at the end of 8 weeks?

△ = ☐

c 5 000 people are spectators at a football match. 2 700 are there to support Team A while the rest are there to support Team B. How many spectators support Team B?

△ = ☐

2 **In this triangle, the numbers on the sides are the totals.**



So 10 + ☼ = 30

Work out the value of the other symbols:

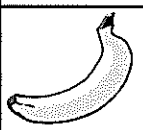
☼ = 20 ☺ = ☐

Fruit values

solve

What to do

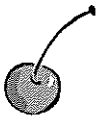
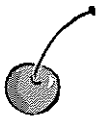
Work out the value of each type of fruit:

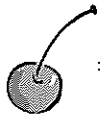
			37
			45
			33
35	39	41	

 =

 =

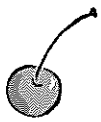
 =

			14
			33
			22
15	23	31	

 =

 =

 =

			18
			38
			33
48	13	28	

 =

 =

 =

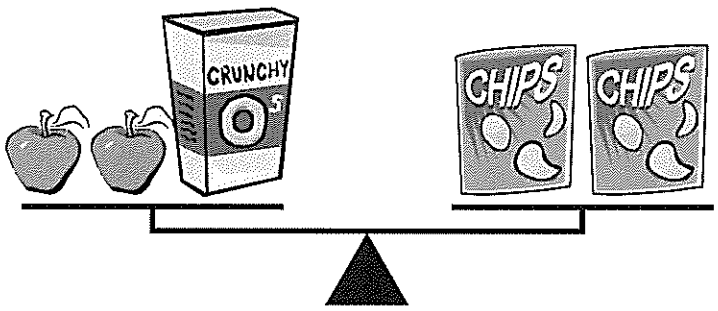
Mystery snacks

solve

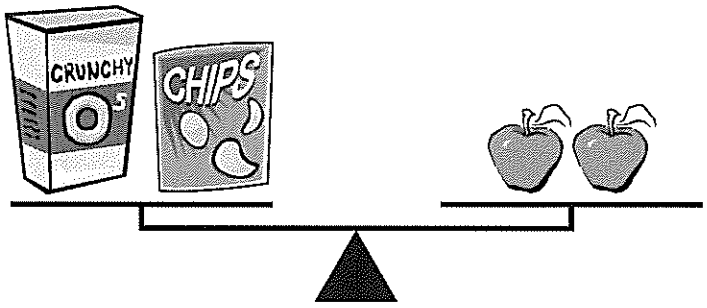
What to do

Work out what is the snack box from the clues.

Clue 1

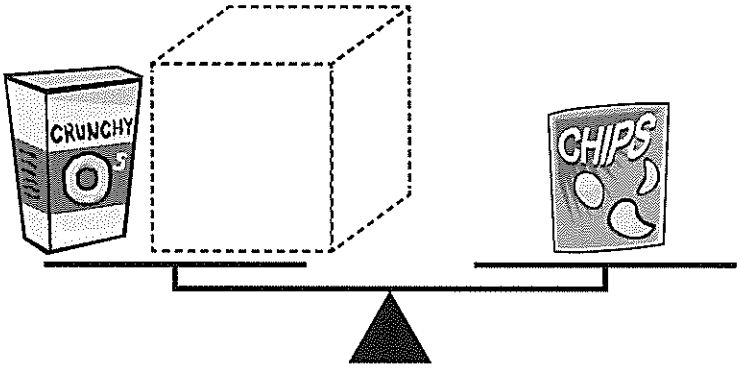


Clue 2



Hint: Keep the scale balanced by adding Crunchy Os to each side in Clue 2. Then work out what else 2 packets of chips is equal to. From there, you can work out your answer.

DISCOVER



@The Arts Unit Creative Classes

Storytelling through dance

- You can access this unit of work online which will have all the video links included. Go here: https://sites.google.com/education.nsw.gov.au/tau-cc-storytelling-through-da/student?authuser=0
- Alternatively you can find the links to each video listed on the following pages.
- Once you have finished this unit please send dance videos to Mrs Cooper for review.

- **Learn how visual images can inspire dance**
- **Student dance resource developed by The Arts Unit**
- **Years 3 to 6 dance**

What will I learn?

You will:

- **explore** and **develop** movement combinations in relation to an idea
- **create** a movement narrative by looking at visual images
- **perform** and **communicate** intent using a range of expressive qualities
- **reflect** on the process of making dance.

Welcome to the class
Duration: 00:29
Video full screen - Welcome to the class

https://vimeo.com/426117161/45d575fb50

Before you begin

You will need:

- space to move around and dance safely
- writing equipment.

1. Warm up

Watch the video of the warm-up and follow the teacher's instructions.

Warm-up video

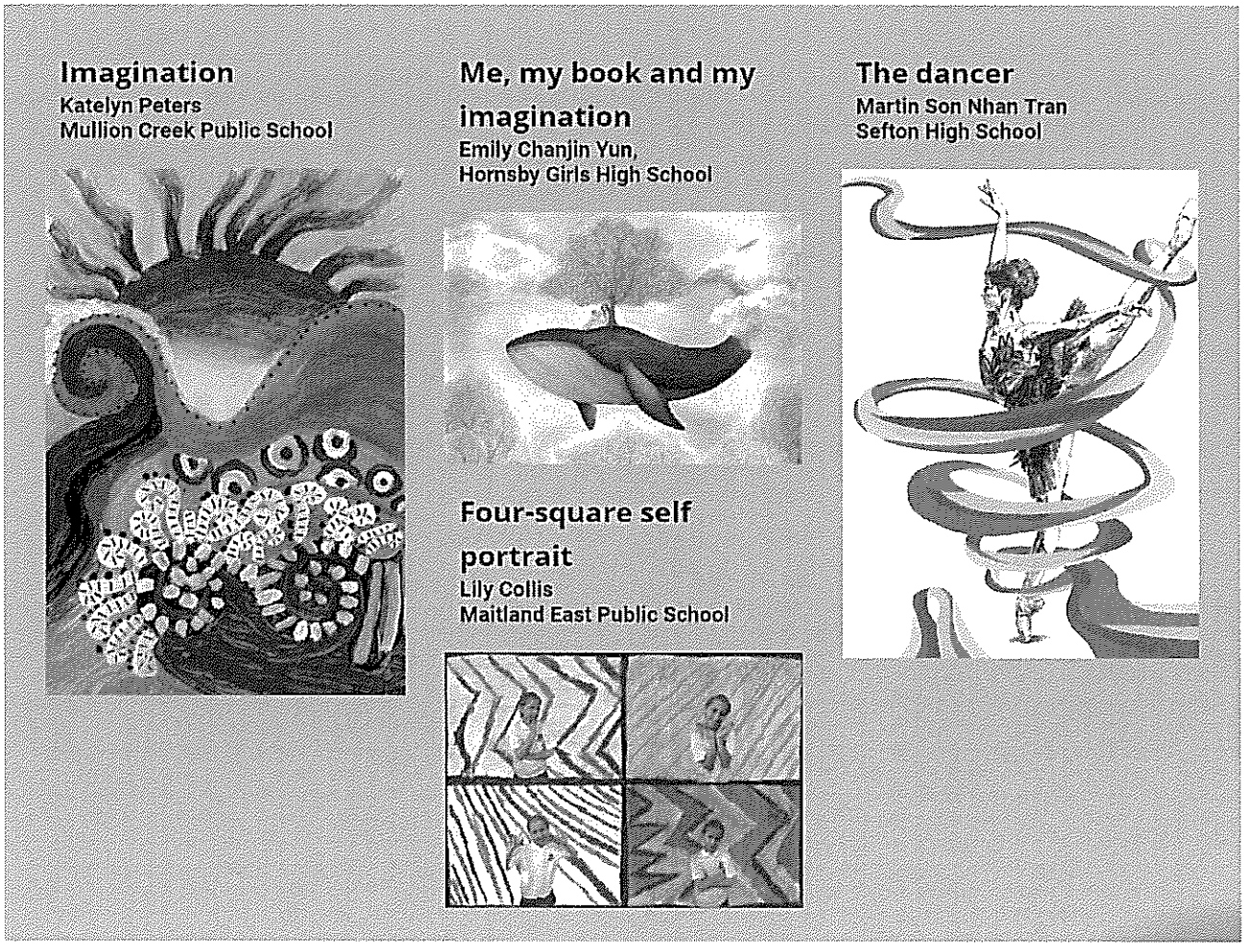
Duration: 02:58

Video full screen - Warm-up

https://vimeo.com/427578748/f76116bfbb

2. Explore

- **Look** at the artworks created by students as part of the Operation Art program.
- **Choose** the artwork that you like best.
- **Brainstorm** the ideas the artwork is trying to communicate.
- **Write a short story** about what is going on in the artwork. This only needs to be **2-3 sentences**.



- Create your own movement sequence

Create some movement ideas that you could use to **communicate your story**.

Use these steps to help you:

1. **Improvise 1 gesture** (a movement of part of the body, especially a hand or the head, to express an idea or meaning) that you believe could represent the artwork and your story.
2. **Embellish** (add detail to) each gesture, making the gesture smaller or larger, adding levels, or changing the direction of each gesture.
3. Place them in an **8-count sequence** where you hit the pose and hold on count **8**.
4. **Repeat steps 1-3** to create a second movement sequence.

3. Perform

Perform and record your movement sequence and **share** it with your teacher.

Repeat steps 1- 4 from Activity 2 above to create a new movement sequence.

Join your 2 movement sequences together using a transition. A transition could include: run, walk, melt, travel or turn.

Perform and record your movement sequences and **send it to MRS COOPER ON CLASS DOJO** for review.

Watch the video of the cool-down and follow the teacher's instructions.

Cool-down video
Duration: 02:58

https://vimeo.com/427580362/db4245ffbd

4. Reflect

Reflect on your dance-making process.

Write down your thoughts.

- What was the most challenging part?
- How did you feel creating movement inspired by an artwork?
- Describe the movement that you created. What levels did you use? What shapes did you use? Was the movement fast or slow? What emotions were you trying to communicate to the audience?
- What would you do differently next time?

Well done!

You have finished this @The Arts Unit Creative Class.

We hope you enjoyed learning how visual images can inspire dance, and creating a movement narrative of your own.

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