



Stage 2

Learning From Home

Term 4 Week 1

Year 4

Name :

Class:

Stage 2 Home Learning Term 4, Week 1

Monday

Tuesday

Wednesday

Thursday

Friday

Morning

English
Reading

Spend some time reading a book.

English
Reading

Spend some time reading a book.

English
Reading

Spend some time reading a book.

English
Reading

Spend some time reading a book.

Public Holiday

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

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.

Spelling

Brainstorm and record some words containing the 'oo' and 'u' graphemes.

Break

Middle

Mathematics
Revision

Complete worksheets from your booklet

Complete 20 minutes of Mathematics on Multiplication

Mathematics
Revision

Complete worksheets from your booklet

Complete 20 minutes of Mathematics on Multiplication

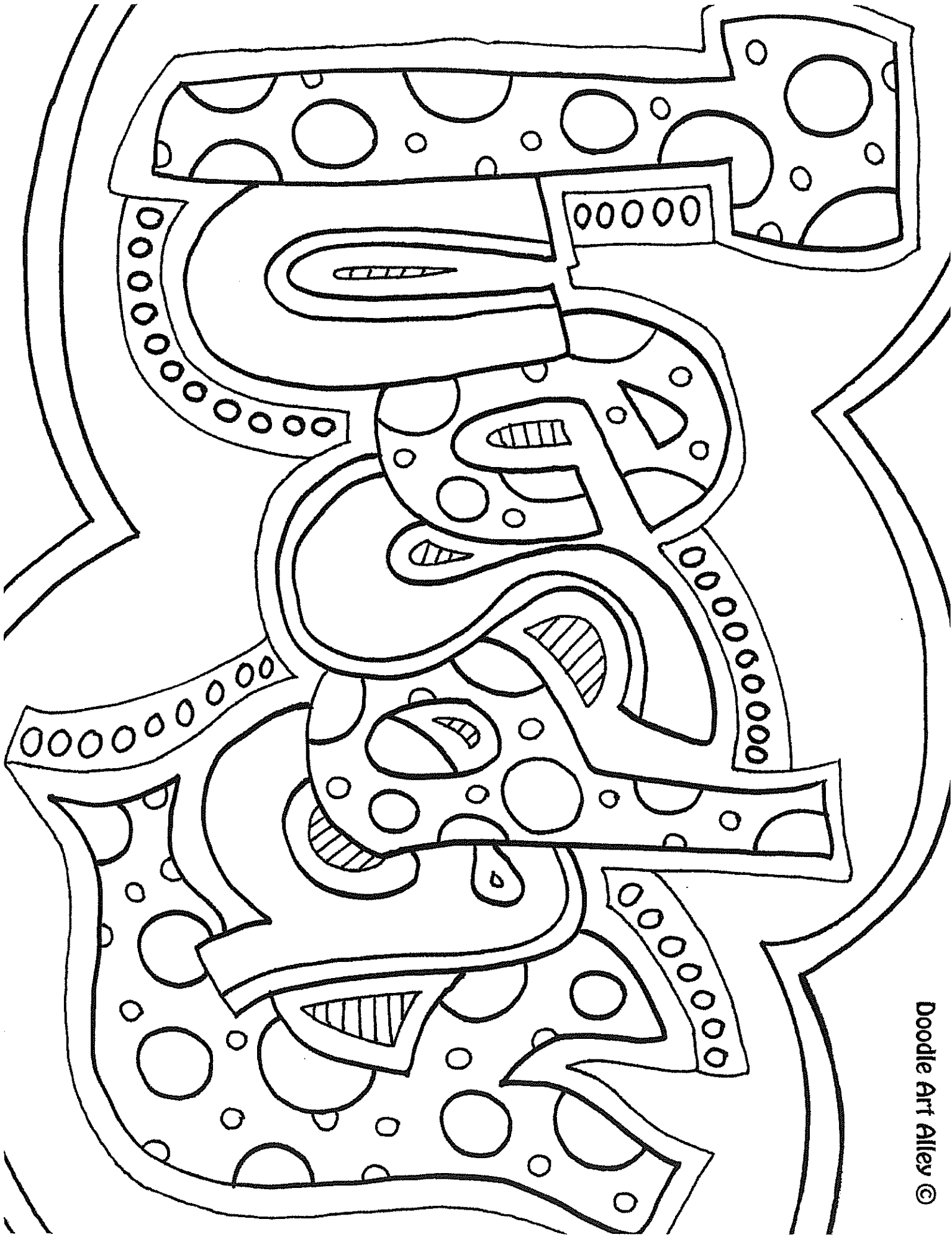
Mathematics
Revision

Complete worksheets from your booklet

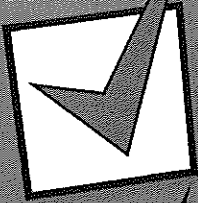
Mathematics
Revision

Complete worksheets from your booklet

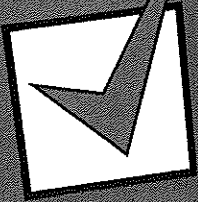
Break				Complete 20 minutes of Mathematics on Multiplication	Complete 20 minutes of Mathematics on Multiplication
Afternoon	PUBLIC HOLIDAY	Science <u>Life Cycles.</u> Complete lesson 1 A Lions Story The links and resources will be put on Dojo.	PD/H/PE Health and Physical Education Task Cards Choose (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. https://www.youtube.com/watch?v=SbFqQaRDM50 or Complete some fun yoga https://www.youtube.com/watch?v=EVH9qHhIB4E	Geography Use everything you know about Geography to design your dream home.	Creative Arts DANCE 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: https://sites.google.com/education.nsw.gov.au/rau-cc-site/telling-through-da/student?authuser=0



Writing A Recount



Title



Orientation

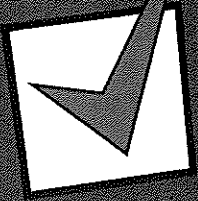
Who?

When?

What?

Where?

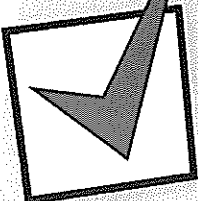
Why?



Events in Order



Ending



A Personal Opinion

Name _____

Date _____

Recount Writing — Planning Template

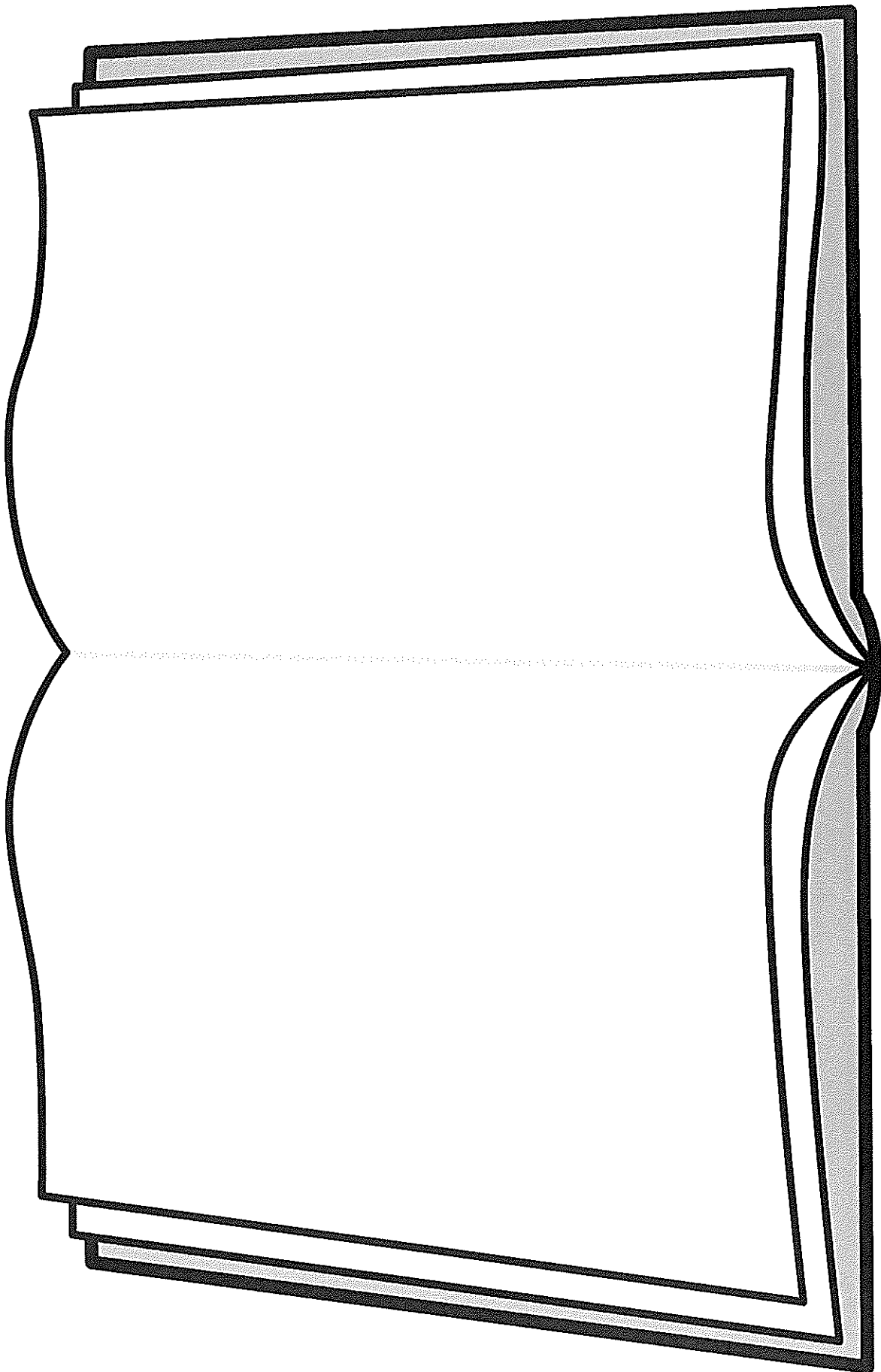
Orientation: What is the event? When and where did it happen? Who was involved?

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?

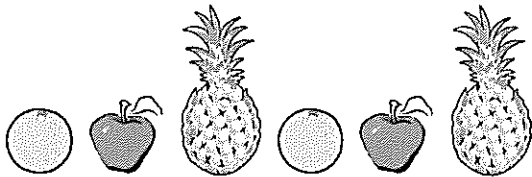
Brainstorm some words containing the oo and u graphemes



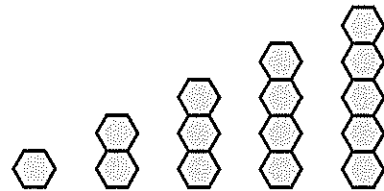
Patterns and functions – identifying and creating patterns

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! You can make a pattern out of anything. Patterns can grow or repeat.

Here is a pattern made out of fruit that repeats:



Here is a pattern made out of hexagons that grows:

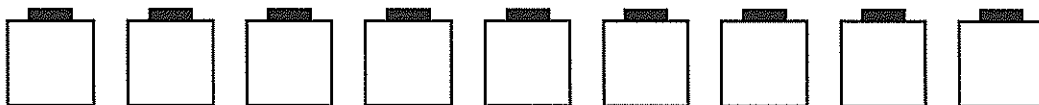


- 1 Look at this colour pattern made with cubes. What comes next? Write the letters on the blank cubes then colour them in.

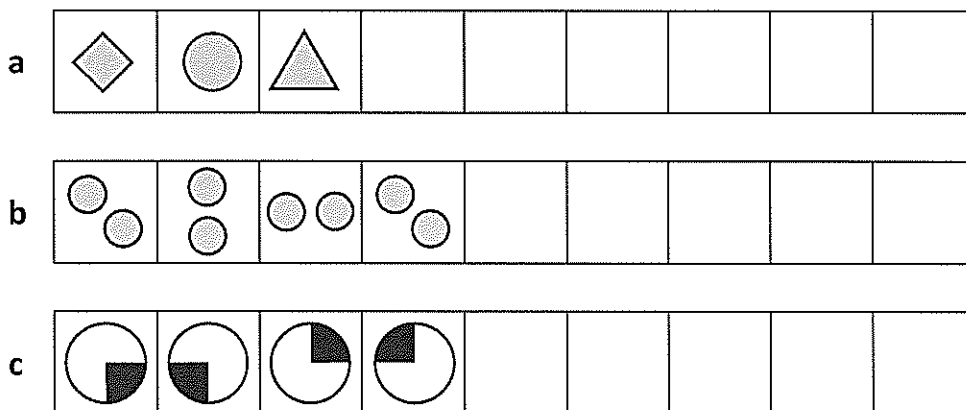


B – Blue
R – Red
G – Green
Y – Yellow

- 2 Make your own colour pattern with these cubes using colours from the box above. You can colour them or just write the letter.



- 3 In these shape patterns, draw the missing shapes.



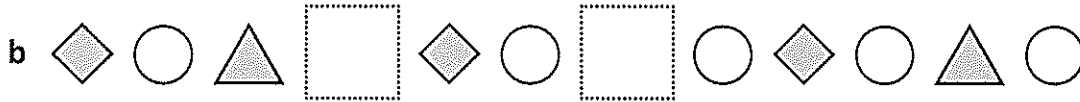
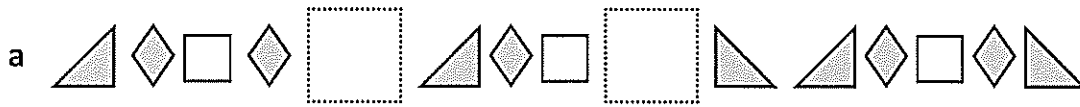
To work out what comes next, look out for the sequence of shapes that make up the rule.



THINK

Patterns and functions – identifying and creating patterns

4 Complete the shape patterns by drawing 2 missing shapes on each line:



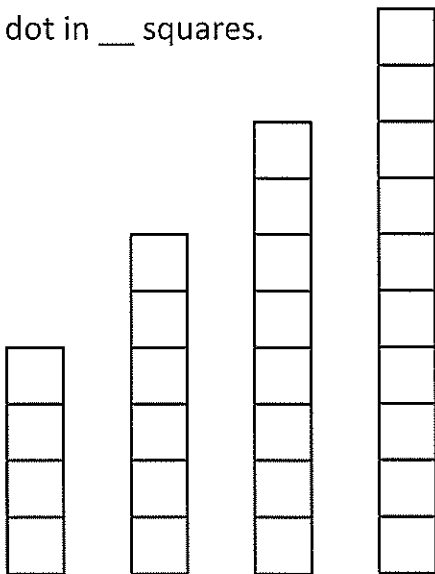
5 Look at the repeating letter pattern and write in the missing letters. You will see that each pattern is a word repeated.

a B I C _ _ C _ _ E B I _ _ Y _ _ L E B _ _ C Y C L _ _

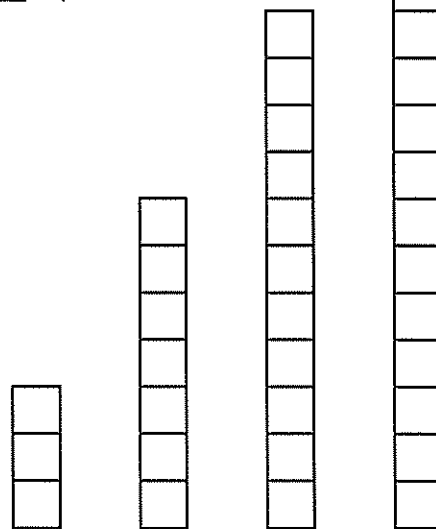
b C _ _ L O _ _ R S C O _ _ O U R _ _ C _ _ L _ _ U R S

6 Follow the directions to create 2 growing patterns:

a Tick 2 squares and put a dot in 2 squares.
 Tick 3 squares and put a dot in 3 squares.
 Tick 4 squares and put a dot in 4 squares.
 Tick _ squares and put a dot in _ squares.



b Colour 1 square yellow, 2 squares red.
 Colour 3 squares yellow, 4 squares red.
 Colour 5 squares yellow, 6 squares red.
 Colour _ squares yellow, _ squares red.



Patterns and functions – skip counting

Skip counting is a good skill to have because you can see number patterns more easily which makes you better at maths. You can also count things much faster!

This is a skip counting pattern of 2 on a hundred grid.

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 Colour the skip counting pattern on each hundred grid:

a Show the 5s 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 10s 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

c What do you notice?

2 Complete these skip counting patterns:

a

60	65	70			85		95
----	----	----	--	--	----	--	----

b

17	22	27		37		47	
----	----	----	--	----	--	----	--

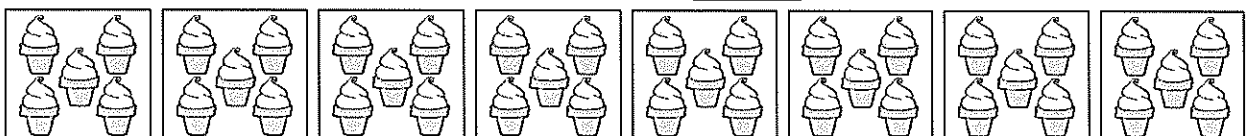
c

100	95			80		70	
-----	----	--	--	----	--	----	--

d

102	92			62			
-----	----	--	--	----	--	--	--

3 Count the ice creams. How many are there?



Patterns and functions – skip counting

4 Colour the skip counting pattern on each hundred grid:

a Show the 3s 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 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

5 Complete the missing numbers in these skip counting patterns:

a

36			27	24			
----	--	--	----	----	--	--	--

b

12		20	24			36	40
----	--	----	----	--	--	----	----

c

50		46	44			38	
----	--	----	----	--	--	----	--

d

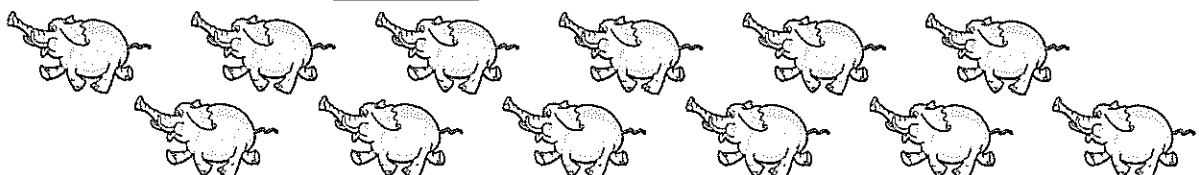
27			57		77	87	
----	--	--	----	--	----	----	--

6 How many objects altogether? Use skip counting.

a How many candles?

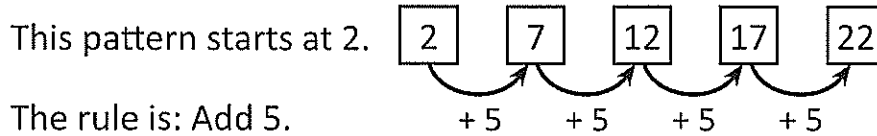


b How many legs?



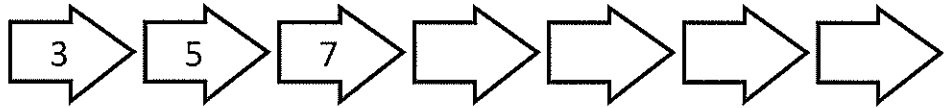
Patterns and functions – completing and describing patterns

Skip counting in the hundred grid starting at zero, is a good way to begin looking at number patterns. Now let's look at number patterns that start at numbers bigger than zero.



1 Complete the missing numbers in each pattern:

a Rule: Add 2



b Rule: Add 4



c Rule: Subtract 5

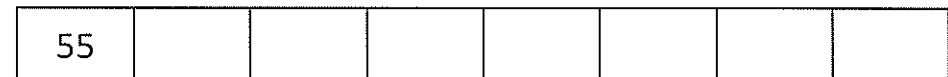


2 Continue the pattern from the starting number:

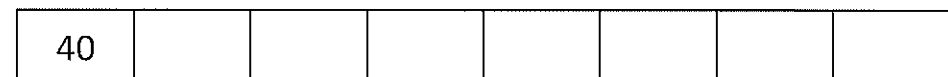
a Add 10



b Add 5



c Subtract 4



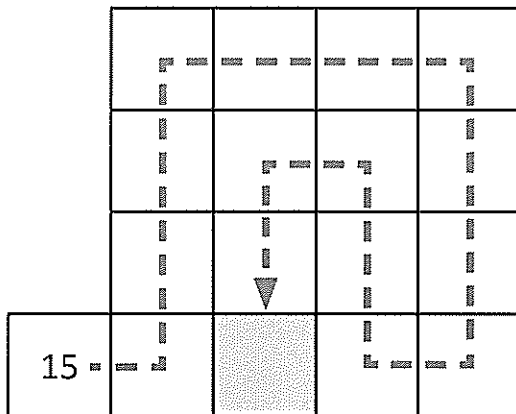
3 Finish each pattern and write the rule:



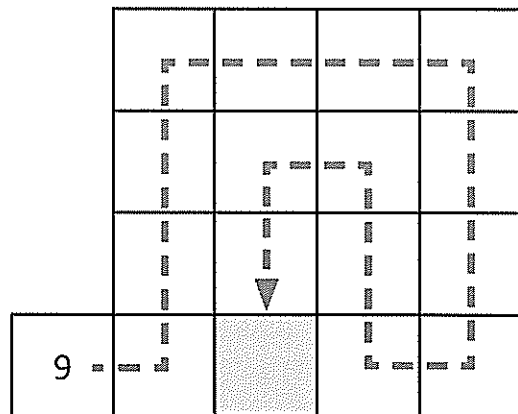
Patterns and functions – completing and describing patterns

4 Fill these snail grids with these patterns. You can use a calculator.

a Skip count by 15:



b Skip count by 9:



5 Check these patterns with a calculator. They all have mistakes in them. Find the mistakes, circle them and write the corrections underneath.

a

12	50	88	126	164	204	242	280
----	----	----	-----	-----	-----	-----	-----

b

84	77	70	63	56	50	43	36
----	----	----	----	----	----	----	----

c

17	59	101	143	185	229	271	313
----	----	-----	-----	-----	-----	-----	-----

These 3 patterns have something in common. Can you discover what it is?



DISCOVER

6 Roll a set of dice to make a 2 digit number. This is the starting number. Write it in the first space. Then continue the sequence by following the rule.

a Rule: + 10


--	--	--	--	--	--	--	--

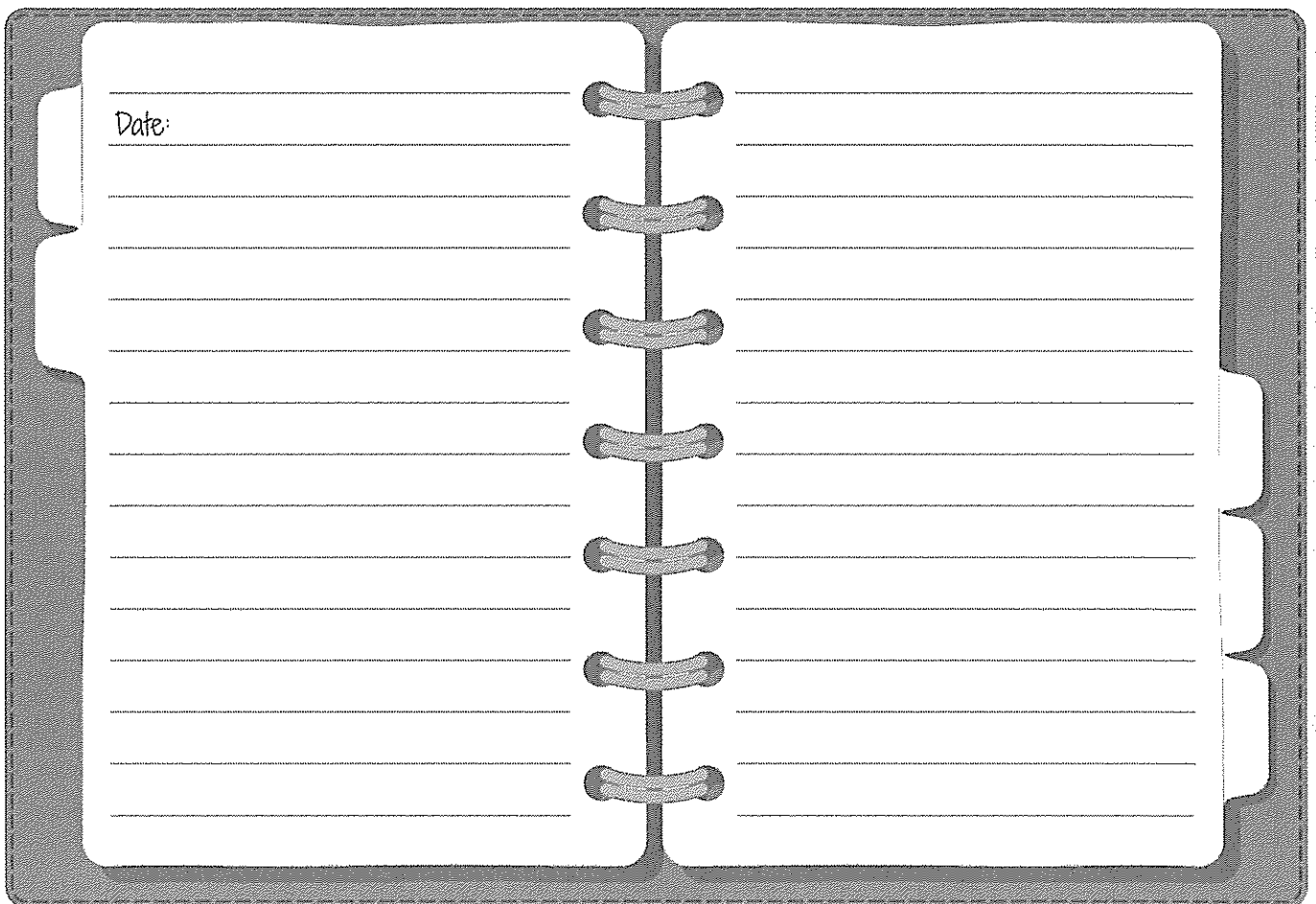
b Rule: + 3

--	--	--	--	--	--	--	--

c Rule: + 4

--	--	--	--	--	--	--	--

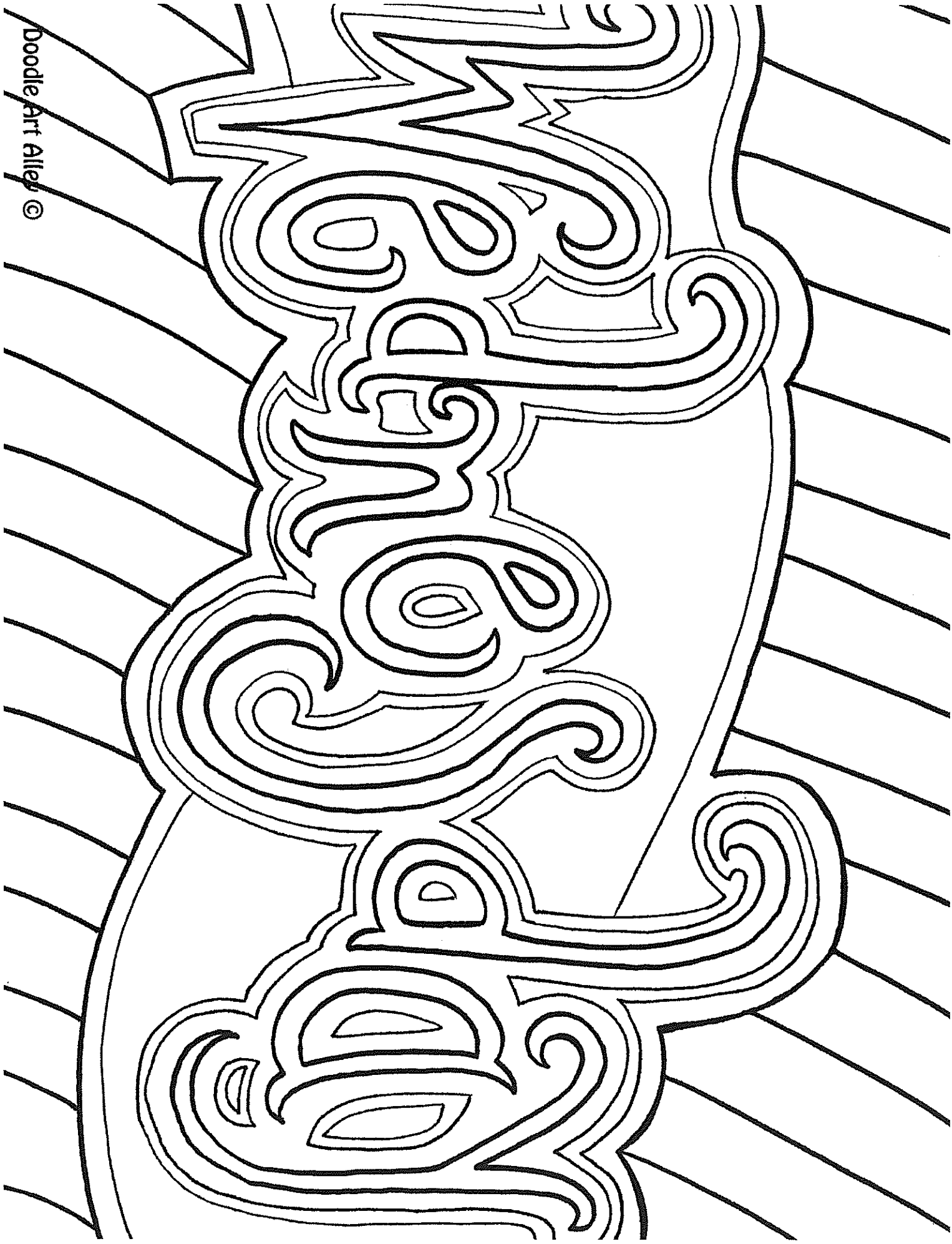
- 1  Watch the video about a day in the life of a lion cub.
- 2 What does this video tell us about the lion cub's story? Think, pair, share your ideas.
- 3 Imagine you are the lion cub in the video and you are writing in your diary at the end of the day. Write two events that happened to you on this 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.



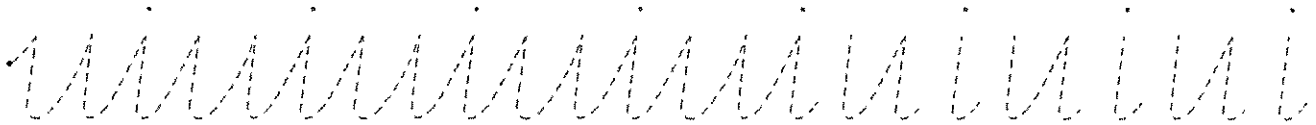
Extend the exit hook to the start of the next letter. Most of these letters join at the neckline.

neckline

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.

aa	ap	ar	as
ap	ar	at	au
ar	as	at	au
aa	ap	ar	as

Trace and copy.

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

ae → ae → ae

Trace and copy.

ae ae ae ae ae ae ae ae ae ae

Trace and copy.

tease dove mesa snake level

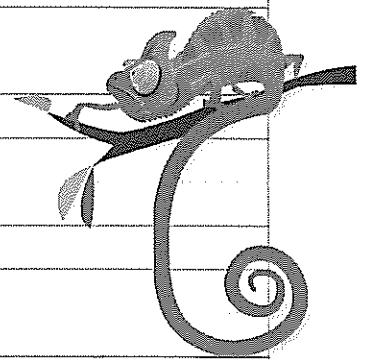
Trace and copy.

weave dove mesa snake level

weave dove mesa snake level

weave dove mesa snake level

weave dove mesa snake level



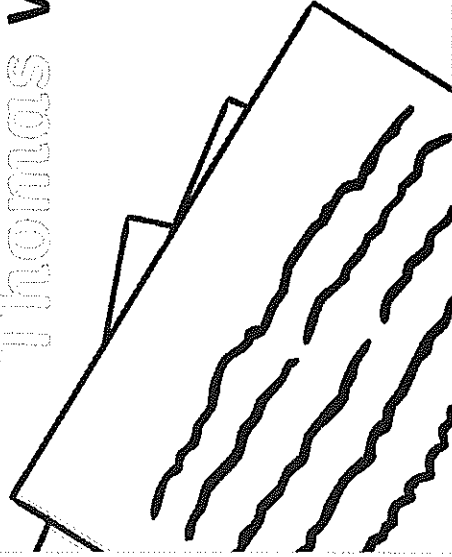
Pronoun

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

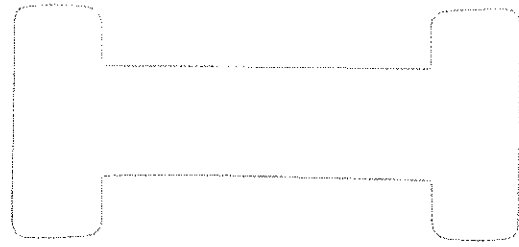
Example:

Thomas went to bed because Thomas was tired.

Thomas went to bed because he was tired.



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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 – number patterns in tables

When we use number patterns in tables it can help us to predict what comes next. Look at the table below. Once we work out how the pattern works, we can predict the total number of feet for any amount of students.

This table shows us that when there is 1 child there are 2 feet.

When there are 2 children there are 4 feet and so on.

We can see that the rule for the pattern is to multiply the top row by 2 to get the bottom row each time.

Number of children	1	2	3	4	5	20
Number of feet	2	4	6	8	10	40

↓ × 2

To find out how many feet 20 children would have, we don't need to extend the table, we can just apply the rule.

1 Try these number pattern tables.

At a party, one child receives 3 chocolates. Complete the table to show how many chocolates different numbers of students receive. Show how many 20 receive.

Number of children	1	2	3	4	5	20
Number of chocolates	3					

2 Alfred is a type of alien from the Planet Trampolon. The surface of Planet Trampolon is like walking on a trampoline. That is why Alfred and all his race of aliens need 3 legs – for extra balance. They also have 2 antennae and 4 fingers on each hand.

Complete the number pattern tables to show the number of different body parts for different amounts of aliens.

a

Number of aliens	1	2	3	4	20
Number of antennae	2				

b

Number of aliens	1	2	3	4	20
Number of fingers on each hand	4				

c

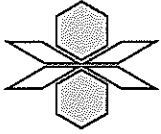
Number of aliens	1	2	3	4	20
Number of legs	3				



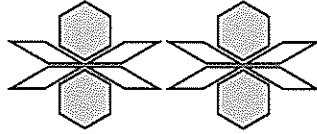
Patterns and functions – growing shape patterns

Let's look at this growing pattern:

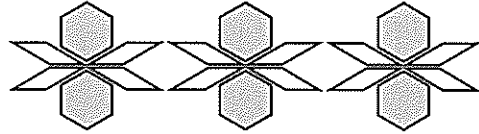
1 butterfly uses
2 hexagons.



2 butterflies use
4 hexagons.



3 butterflies use
6 hexagons.



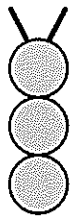
How many hexagons would 10 butterflies use?

There is a way we can do this without using pattern blocks.

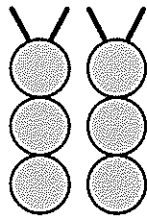
We just look for a pattern. The pattern is that you need to double the amount of hexagons for each butterfly. So for 10 butterflies, you would need 20 hexagons.

1 Here are some pictures made from shapes.

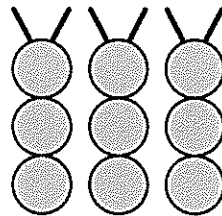
a Fill in the blanks for each part of the pattern and draw what comes next:



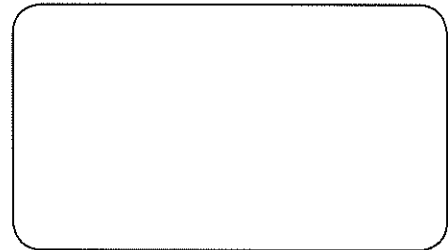
1 ant uses
3 circles.



2 ants use
_____ circles.



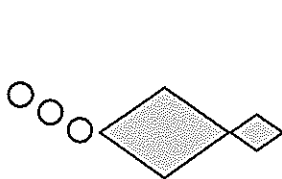
3 ants use
_____ circles.



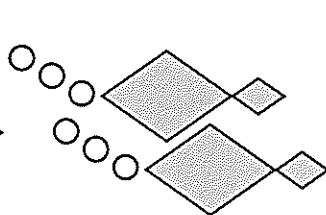
_____ ants use
_____ circles.

b How many circles would you use for 10 ants? _____

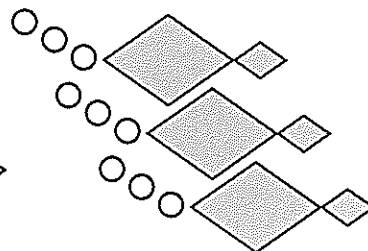
c The first fish is made up of 5 shapes. Fill in the boxes for 2 fish and 3 fish:



1 fish uses
5 shapes.



2 fish use
_____ shapes.



3 fish use
_____ shapes.

Try to make your own growing patterns from pattern blocks.

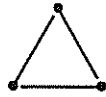


d How many shapes would you use for 10 fish? _____

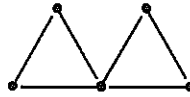
Patterns and functions – matchstick patterns

Number patterns in tables can help us with problems like this. Mia is making this sequence of shapes with matchsticks. How can she find out how many she needs for 10 shapes?

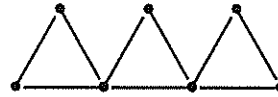
Shape 1



Shape 2



Shape 3



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

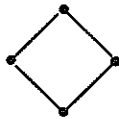
↓ × 3

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:

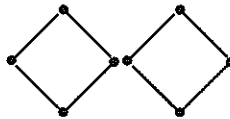
$$\text{Number of matchsticks} = \text{Shape number} \times 3$$

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

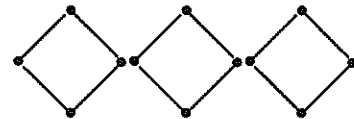
a Shape 1



Shape 2



Shape 3



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

b Shape 1



Shape 2



Shape 3



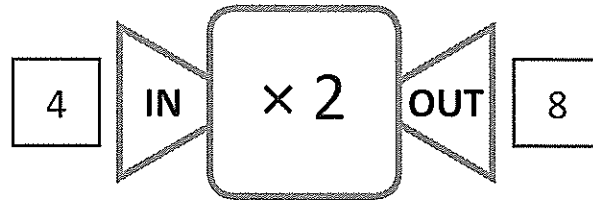
Shape number	1	2	3	4	5	10
Number of matchsticks	5					

c Draw the fourth shape in the sequence above:

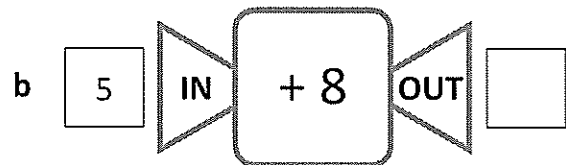
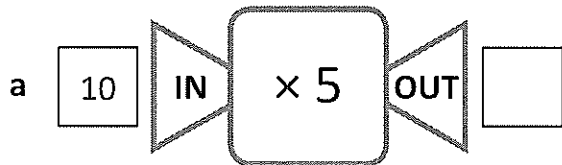
Patterns and functions – function machines

This is a function machine.

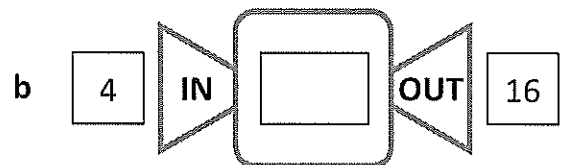
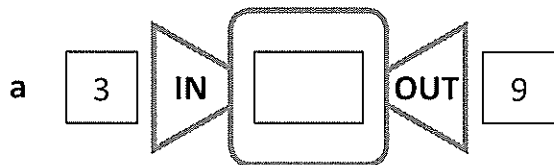
Numbers go in, have the rule applied, and come out again.



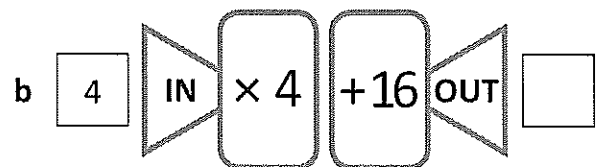
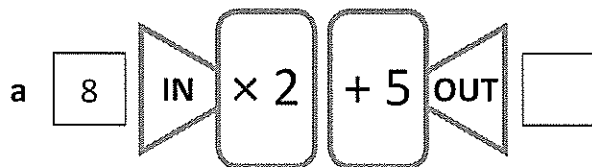
1 What number will come out of these function machines?



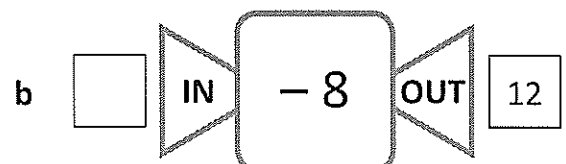
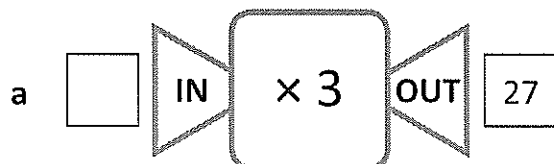
2 Write the rule on these function machines:



3 What number will come out of these double function machines?



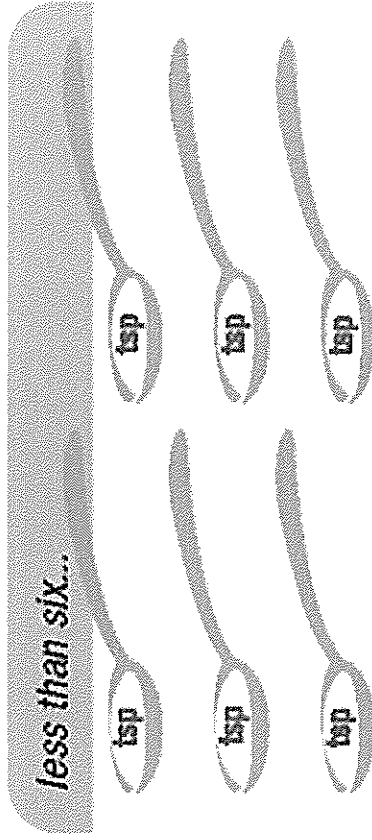
4 Write the number that went into these function machines:



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



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

Sugar content

--

Name of drink

Sugar content

--

Name of drink

Sugar content

--

Name of drink

Sugar content

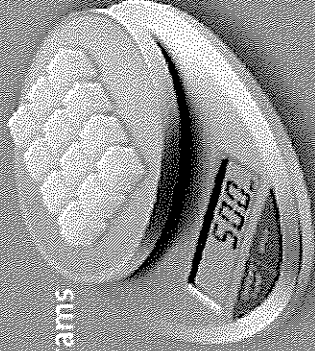
A healthy diet should include no more than

10%

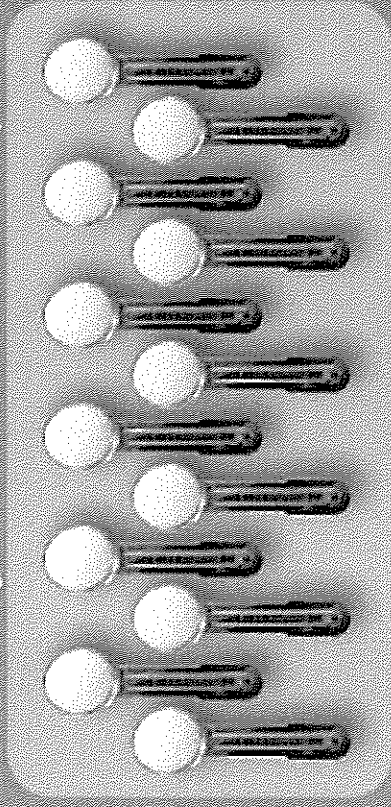
of calories from added sugars

This is about 200 calories for the average person

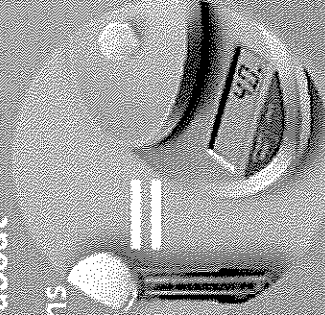
...or 50 grams



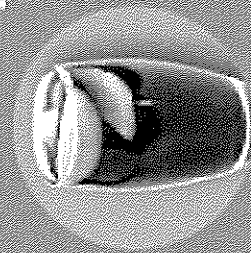
50 grams is about 12 teaspoons



1 teaspoon = about 4 grams

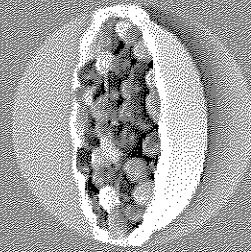


It can add up quickly from...



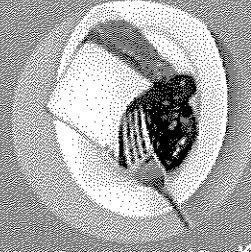
Beverages

33 grams



Candy

27 grams

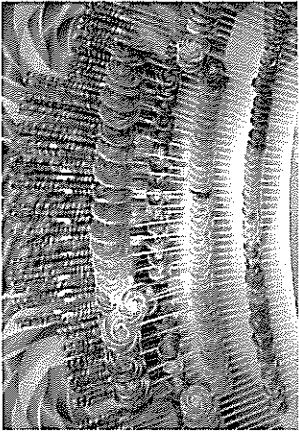


Desserts

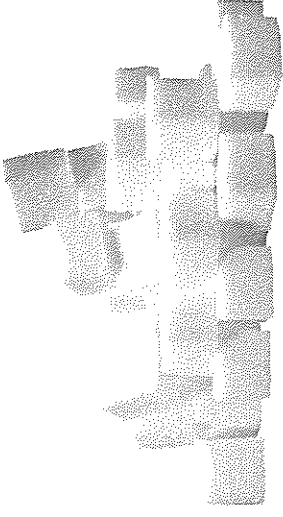
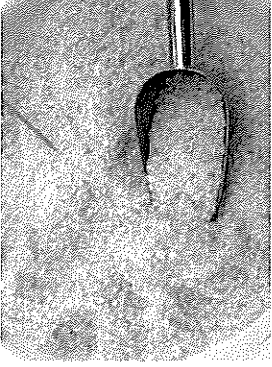
27 grams

Nutrition Facts
8 servings per container
Amount per 20g serving
Calories 230

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

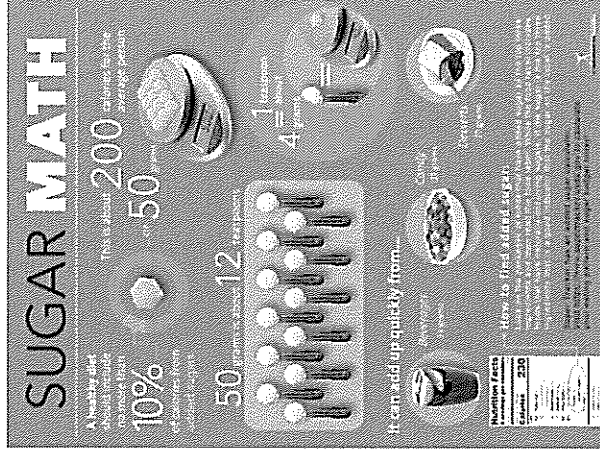
Just over two apple cereal bars

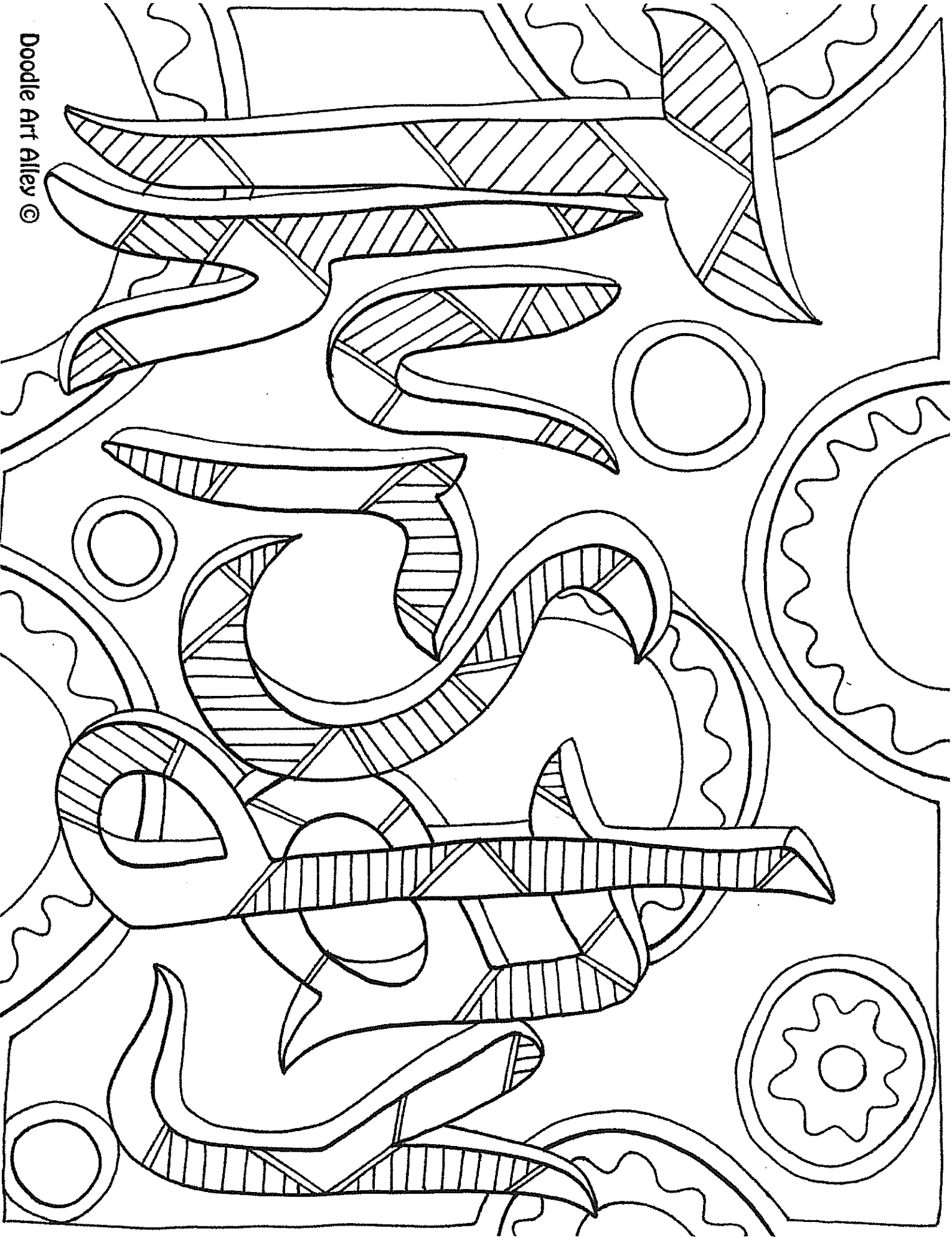
**Also tell Mrs Barrett
how much sugar is in
her coke?**



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?





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?

Comprehension Questions

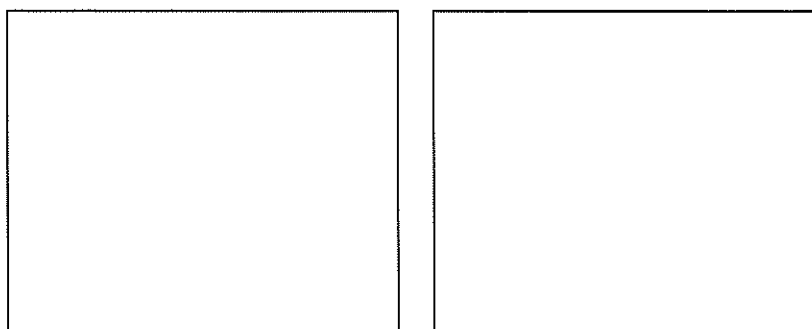
6) What did she do that she wasn't supposed to do? Why might this be dangerous?

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?

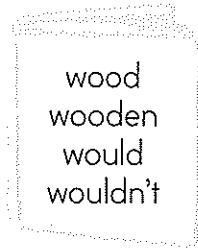
10) Draw a picture of Little Red Riding Hood and her grandmother.



7 Finish the sentences with words from the book.

We _____ like to see the _____ box that you made from recycled _____.

We _____ like it if a crook took our _____ toys.



8 Complete each sentence with a contraction built from the underlined word.

👉 Go to Helpful Hint (8).

I could read this chapter tonight but I _____ read the whole book tonight.

I would like to read this book but I _____ like to read that book.

I should read every day but I _____ read until midnight each night.

9 Make three compound words from each row by joining pairs of words. Use each word once only.

foot	book	good	cook	bye	ball	_____	_____	_____
path	book	foot	bush	mark	fire	_____	_____	_____
drift	foot	case	wood	book	print	_____	_____	_____

10 Choose a word from the box to describe the stage of life of each person.

👉 The suffix hood can mean *state of being*. For example, childhood means *the state of being a child*.

childhood babyhood womanhood manhood fatherhood motherhood

Tom is six months old. _____ Julie is a chemist. _____

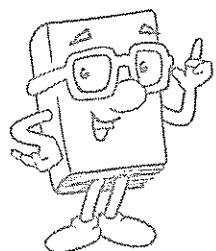
Ryan owns a bookstore. _____ Sam is in Year 3 at school. _____

Sarah has two sons. _____ David has a daughter. _____

Challenge

Write the missing letter in each word. Read down the shapes to find the name of my book.

s <input type="text"/> ould	couldn't <input type="text"/>	<input type="text"/> ookbook	<input type="text"/> hildhood
h <input type="text"/> od	manho <input type="text"/> d	wom <input type="text"/> nhood	bushfi <input type="text"/> e
<input type="text"/> oman		foo <input type="text"/> path	w <input type="text"/> uldn't
		book <input type="text"/> ase	sh <input type="text"/> uldn't
		bus <input type="text"/>	croo <input type="text"/>
			pu <input type="text"/> hed



My book is _____



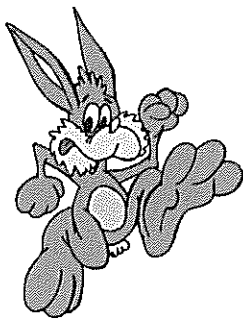
Read the problem below and use your knowledge of number patterns to solve the problem.



Harry and Tortista constantly argued over who was the faster runner out of the pair. To settle the dispute once and for all, they decided to race each other. Harry was so confident that he could beat Tortista, he gave Tortista a head start of 3 km.

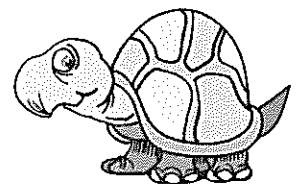
If Harry runs 1 km every 3 minutes and Tortista runs 1 km every 4 minutes, who will win the 12 km race?

Complete the table for Harry and Tortista to find out:



Harry	
km	mins
0	0
1	3
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Tortista	
km	mins
3	0
4	4
5	
6	
7	
8	
9	
10	
11	
12	





Getting ready

This is a game for 2 players. You will need 3 dice, this page and 12 counters each in 2 different colours.



What to do

Player 1 rolls all 3 dice, adds them together and puts this value in the first function rule. *For example, if they roll a 3, 5 and 2, they should add these and get 10. They put 10 into the first rule and get $10 + 5 = 15$. Player 1 places one of their counters on 15. Then Player 2 repeats these steps.*

Keep taking turns using a different function rule each time. If the answer is already taken, you lose a turn.

The winner is the first person to get rid of all their counters.

Function Rule 1
 $\diamond + 5$

Function Rule 2
 $2 \times \odot$

Function Rule 3
 $\blacksquare - 2$

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	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	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



What to do next

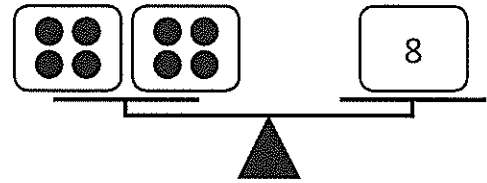
Change the object of the game. For example, the winner might be the person who has their counters on the most even numbers.

Equations and equivalence – introducing equations

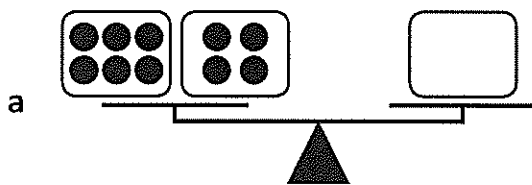
Look at these balanced scales.

In each box on the left there are 4 dots and on the other side is the number 8.

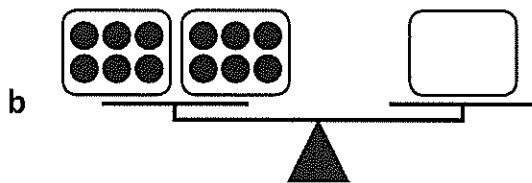
This makes sense because it shows the equation $4 + 4 = 8$. An equation is a sum with an equals symbol. One side must equal or balance the other just like these scales.



- 1 Balance each set of scales by writing a number in the box. Then write the matching equation:

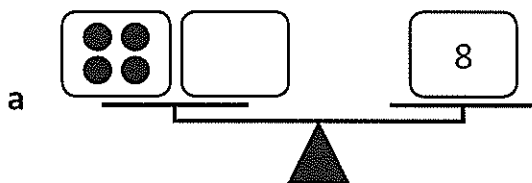


$$\square + \square = \square$$

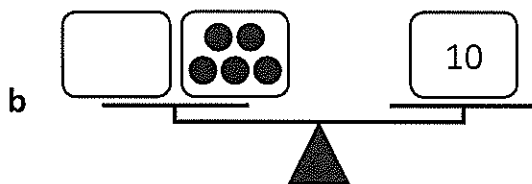


$$\square + \square = \square$$

- 2 Again, balance each set of scales but this time add the missing dots to the empty box:

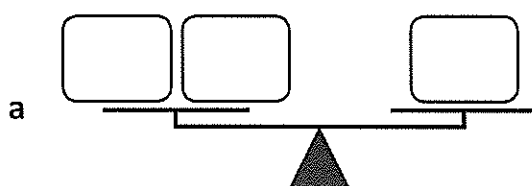


$$\square + \square = \square$$



$$\square + \square = \square$$

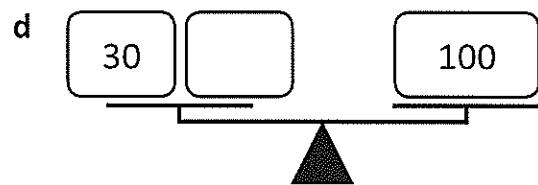
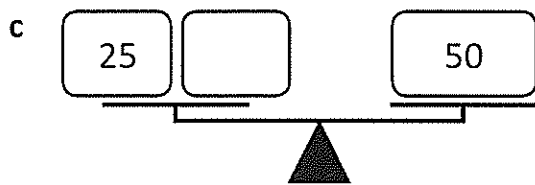
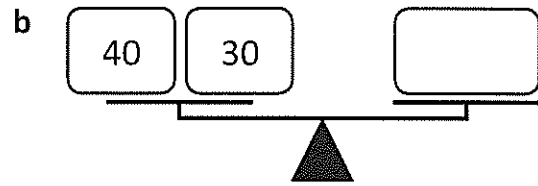
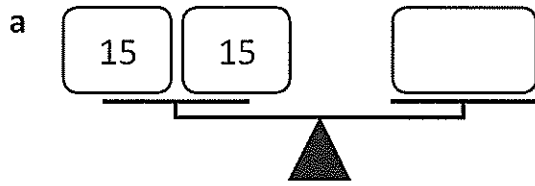
- 3 This time, create your own equation and show it on the balanced scales:



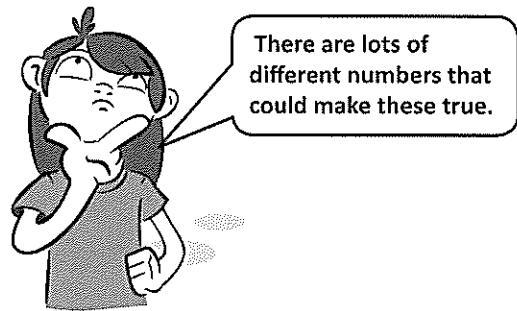
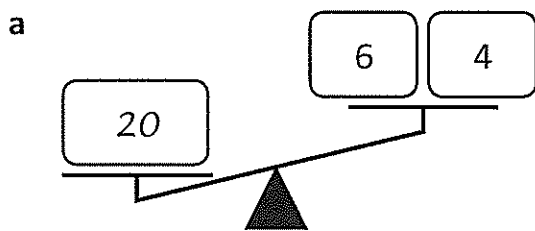
$$\square + \square = \square$$

Equations and equivalence – introducing equations

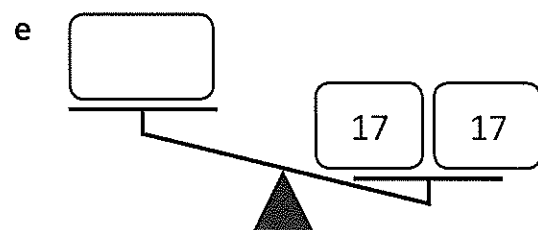
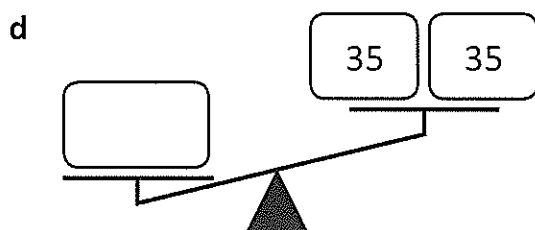
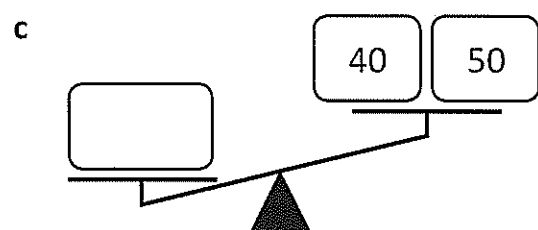
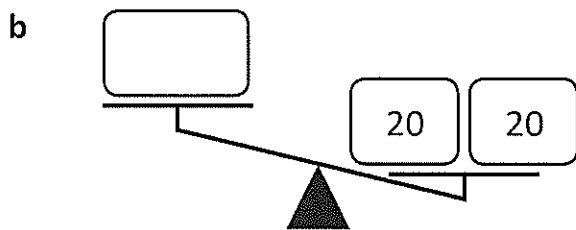
4 Balance each set of scales by writing the missing number in the box.



5 These scales are not balanced. This shows that the equation is not equal. One side is greater than the other. Write a number in the box to make these true. The first one has been done for you.



THINK



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:

$$\boxed{12} + \boxed{9} \neq \boxed{20}$$

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

a

$\boxed{12} + \boxed{12} \neq \boxed{}$

b

$\boxed{} + \boxed{} \neq \boxed{}$

c

$\boxed{} + \boxed{} \neq \boxed{}$

d

$\boxed{} + \boxed{} \neq \boxed{}$

e

$\boxed{} + \boxed{} \neq \boxed{}$

f

$\boxed{} + \boxed{} \neq \boxed{}$

g

$\boxed{} + \boxed{} \neq \boxed{}$

h

$\boxed{} + \boxed{} \neq \boxed{}$

Dream Designs

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

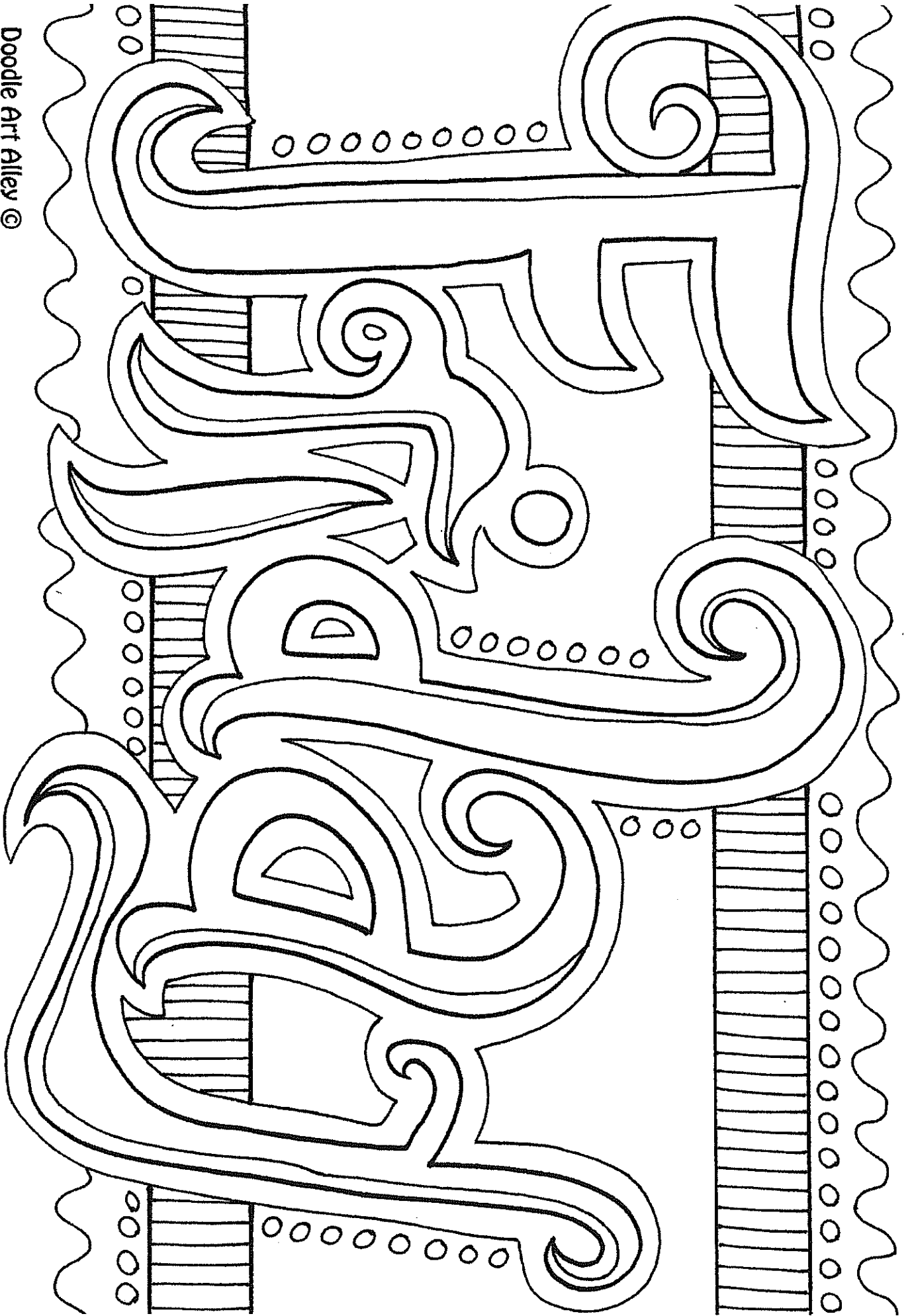
	Questions	Answers	How will you plan for this in your design?
a	Where will you build your home?		
b	What type of settlement is it in?		
c	What country, state or region is it in?		
d	What natural features are nearby?		
e	What human features are nearby?		
f	What is the climate type?		
g	What are the owner's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



My Dream House Design

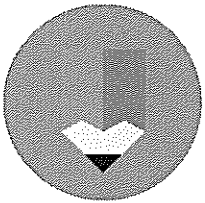
Doodle Art Alley ©



19

The Friendly Frog

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



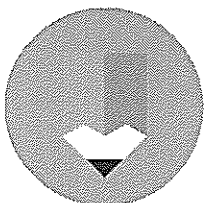
Find 3 spelling mistakes.
Add 4 capital letters and 4 question marks.

 teachstarter

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.

 teachstarter

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 – not equal to symbol

2 Practise using the *equals to* (=) or *not equals to* (≠) symbol in these problems. Roll 2 dice and write the number in each box. Then, make the equation true by either writing = or ≠ in the circle.

a + ○ 12

b + ○ 6

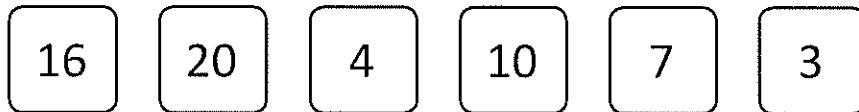
c + ○ 8

d + ○ 12

e + ○ 10

f + ○ 7

3 Complete the equations below only using the numbers in the cards. Look carefully to see whether it is = or ≠.



a + =

b + ≠

c + =

d + ≠

4 Roll a die and write the number in any star that balances the equation. Your aim is to balance as many equations as you can out of 6 rolls of the die. For numbers that do not balance the equations, use an ≠ symbol.

a 6 +  10

b 5 +  9

c 9 +  12

d 11 +  15

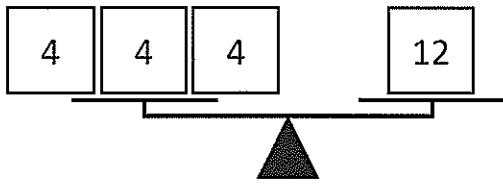
e 3 +  6

f 4 +  8

g How did you go? _____

Equations and equivalence – balanced equations using + and ×

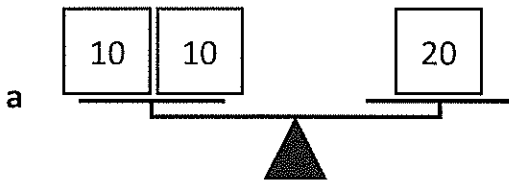
There are 2 different equations we could write for one set of balanced scales.



$$\boxed{4} + \boxed{4} + \boxed{4} = \boxed{12}$$

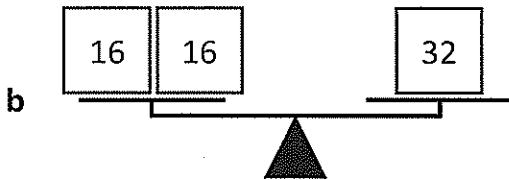
$$\boxed{3} \times \boxed{4} = \boxed{12}$$

1 Work out the values of the symbols in each problem.



$$\boxed{} + \boxed{} = \boxed{20}$$

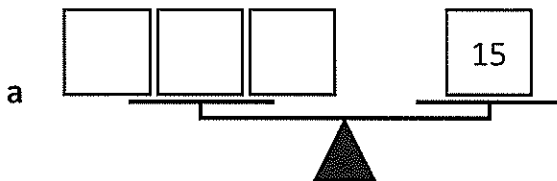
$$\boxed{2} \times \boxed{} = \boxed{20}$$



$$\boxed{} + \boxed{} = \boxed{32}$$

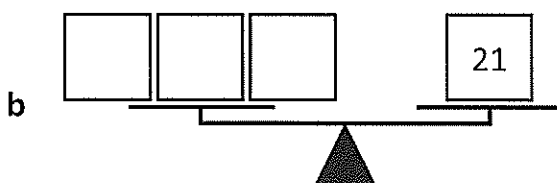
$$\boxed{2} \times \boxed{} = \boxed{32}$$

2 This time work out which number should go in the symbol.



$$\boxed{} + \boxed{} + \boxed{} = \boxed{15}$$

$$\boxed{} \times \boxed{5} = \boxed{15}$$

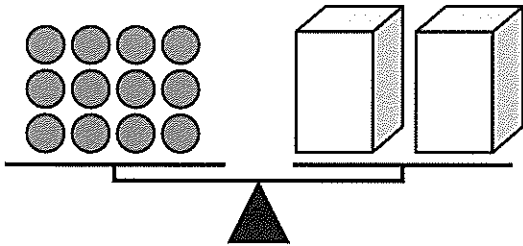


$$\boxed{} + \boxed{} + \boxed{} = \boxed{21}$$

$$\boxed{} \times \boxed{7} = \boxed{21}$$

Equations and equivalence – balanced equations using + and ×

How many dots are inside each box? On one side there are 12 dots and on the other side, there are 2 boxes. Because the equation is balanced, there must be 6 in each box.

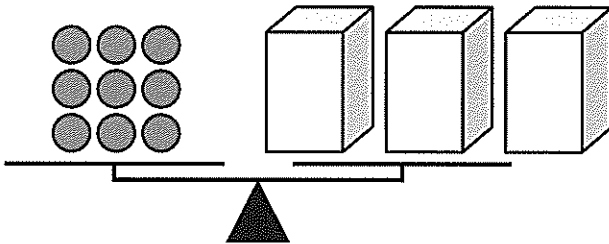


There are 2 different equations we could write for one set of balanced scales.

$$\boxed{6} + \boxed{6} = \boxed{12}$$

$$\boxed{2} \times \boxed{6} = \boxed{12}$$

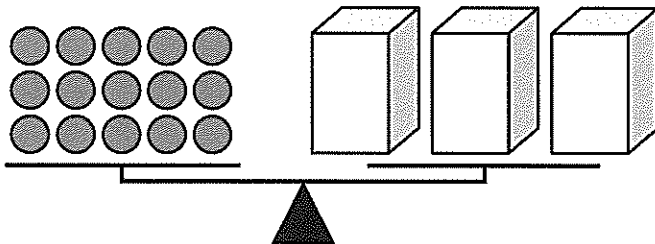
3 How many dots are inside each box?



$$\boxed{} + \boxed{} + \boxed{} = \boxed{9}$$

$$\boxed{3} \times \boxed{} = \boxed{9}$$

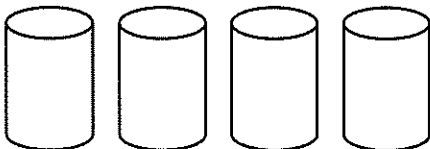
4 How many dots are inside each box?



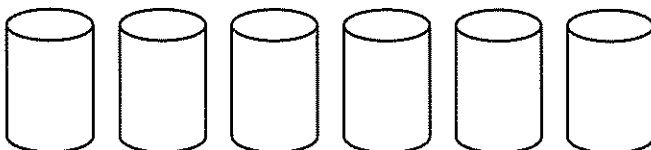
$$\boxed{} + \boxed{} + \boxed{} = \boxed{15}$$

$$\boxed{3} \times \boxed{} = \boxed{15}$$

5 If there are 16 dots in these 4 cylinders, how many dots are there in 6 cylinders? Show your working.



$$\boxed{4} \times \boxed{} = \boxed{16}$$



$$\boxed{} \times \boxed{} = \boxed{}$$

Equations and equivalence – writing equations for word problems

We can use symbols to stand for the unknown number in word problems. Read this word problem.

Jess and Jo went on an Easter egg hunt. Jess found 3 eggs and Jo found 7 eggs. How many did they find altogether?

The equation for this problem is: $\boxed{3} + \boxed{7} = \star$
 $\star = \boxed{10}$

Now read this problem:

Jess and Jo went on an Easter egg hunt. If 10 eggs were found altogether and Jo found 7 eggs, how many did Jess find?

The equation for this problem is: $\boxed{7} + \star = \boxed{10}$
 $\star = \boxed{3}$

1 Warm up with these. Find the value of the symbols in each equation.

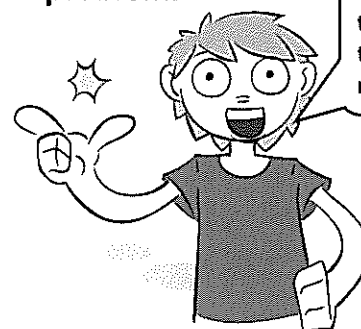
a $\boxed{3} \times \text{😊} = \boxed{9}$
 $\text{😊} = \boxed{}$

b $\boxed{9} \times \text{✧} = \boxed{36}$
 $\text{✧} = \boxed{}$

c $\boxed{50} - \text{⬡} = \boxed{25}$
 $\text{⬡} = \boxed{}$

d $\boxed{6} \times \text{♥} = \boxed{42}$
 $\text{♥} = \boxed{}$

2 Choose an equation from above and write a word problem.



Use a symbol to stand for the unknown number.

REMEMBER

Equations and equivalence – writing equations for word problems

3 Write an equation for these word problems. Write an equation using a \triangle for the unknown number.

a Mia did 6 push ups every day for 7 days. How many push ups did she do altogether?

$\triangle = \square$

b Josh saved \$5 of his pocket money over 8 weeks. How much did Josh save at the end of 8 weeks?

$\triangle = \square$

c There are 28 children in the class. 14 children have brown hair. How many children do not have brown hair?

$\triangle = \square$

Look at key words for a hint about the operation.

d Max has \$15 more than I do. If I have \$50, how much does Max have?

$\triangle = \square$



4 If the star is worth the same, what is it worth in this equation?

$$\star + \star + \star = 36$$

$$\star = \square$$

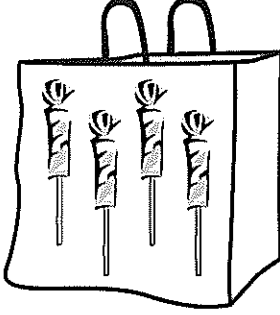
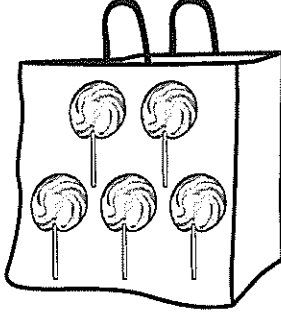
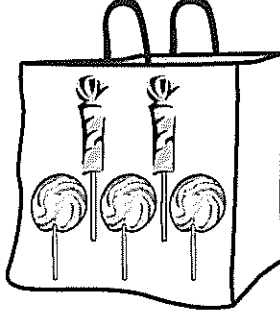


What to do

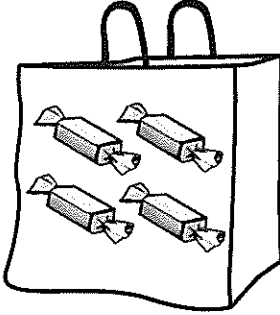

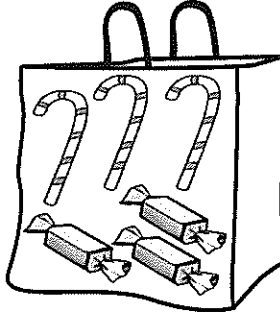
Work your way through these problems.

Work out what each lolly bag weighs:

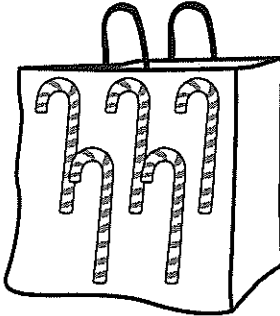
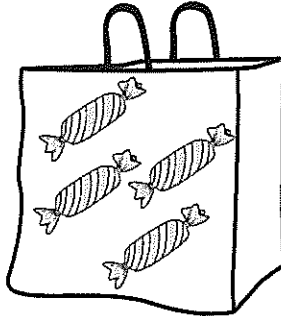
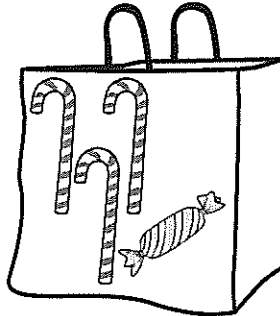
a

		
200 g	250 g	_____ g

b

		
280 g	320 g	_____ g

c

		
600 g	480 g	_____ g



What
to do

Work out the value of each symbol. If the symbol is repeated it is the same number.

$$\star + \star = 10$$

$$\star = \square$$

$$\heartsuit - \star = 30$$

$$\heartsuit = \square$$

$$\heartsuit - \smiley = \star$$

$$\smiley = \square$$

$$\star + \star = 14$$

$$\star = \square$$

$$\smiley - \heartsuit = \star$$

$$\smiley = \square$$

$$\heartsuit - 23 = \star$$

$$\heartsuit = \square$$

$$\star + \star + \star = 21$$

$$\star = \square$$

$$\star + \heartsuit = \smiley$$

$$\smiley = \square$$

$$\heartsuit + 2 = \star$$

$$\heartsuit = \square$$

$$\star \times \star = 36$$

$$\star = \square$$

$$\heartsuit - 6 = \star$$

$$\smiley = \square$$

$$\smiley \times \star = \heartsuit$$

$$\heartsuit = \square$$

@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-dance/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)

<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](#)

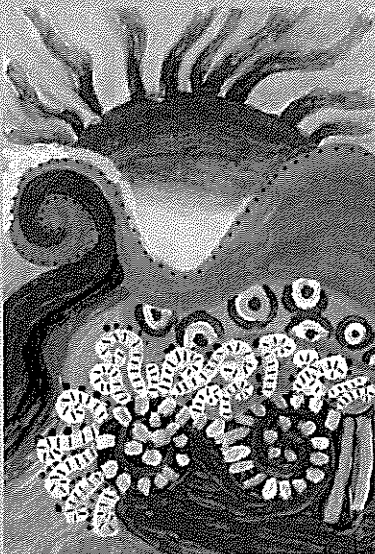
<https://vimeo.com/427578748/f76116bfbb>

. 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.

Imagination

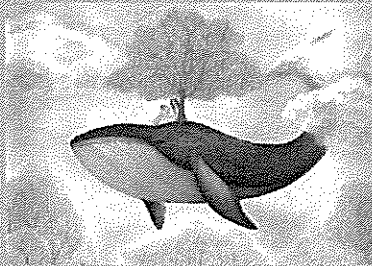
Katelyn Peters
Mullion Creek Public School



Me, my book and my

imagination

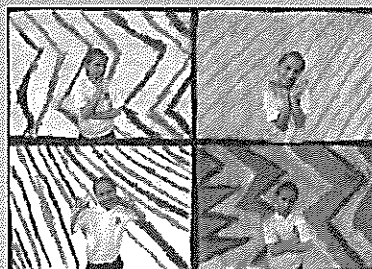
Emily Chanjin Yun,
Hornsby Girls High School



Four-square self

portrait

Lily Collis
Maitland East Public School



The dancer

Martin Son Nhan Tran
Sefton High School



- 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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