Stage 2

Learning From Home

Term 4 Week 2
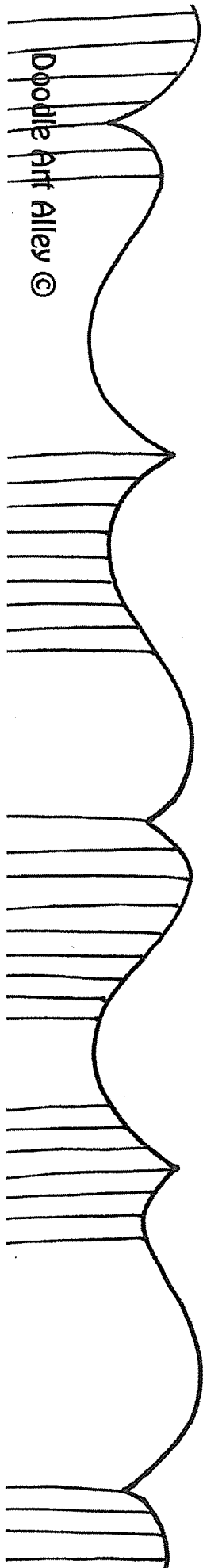
Year 3

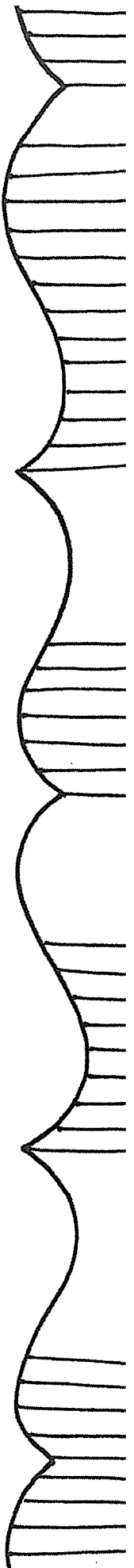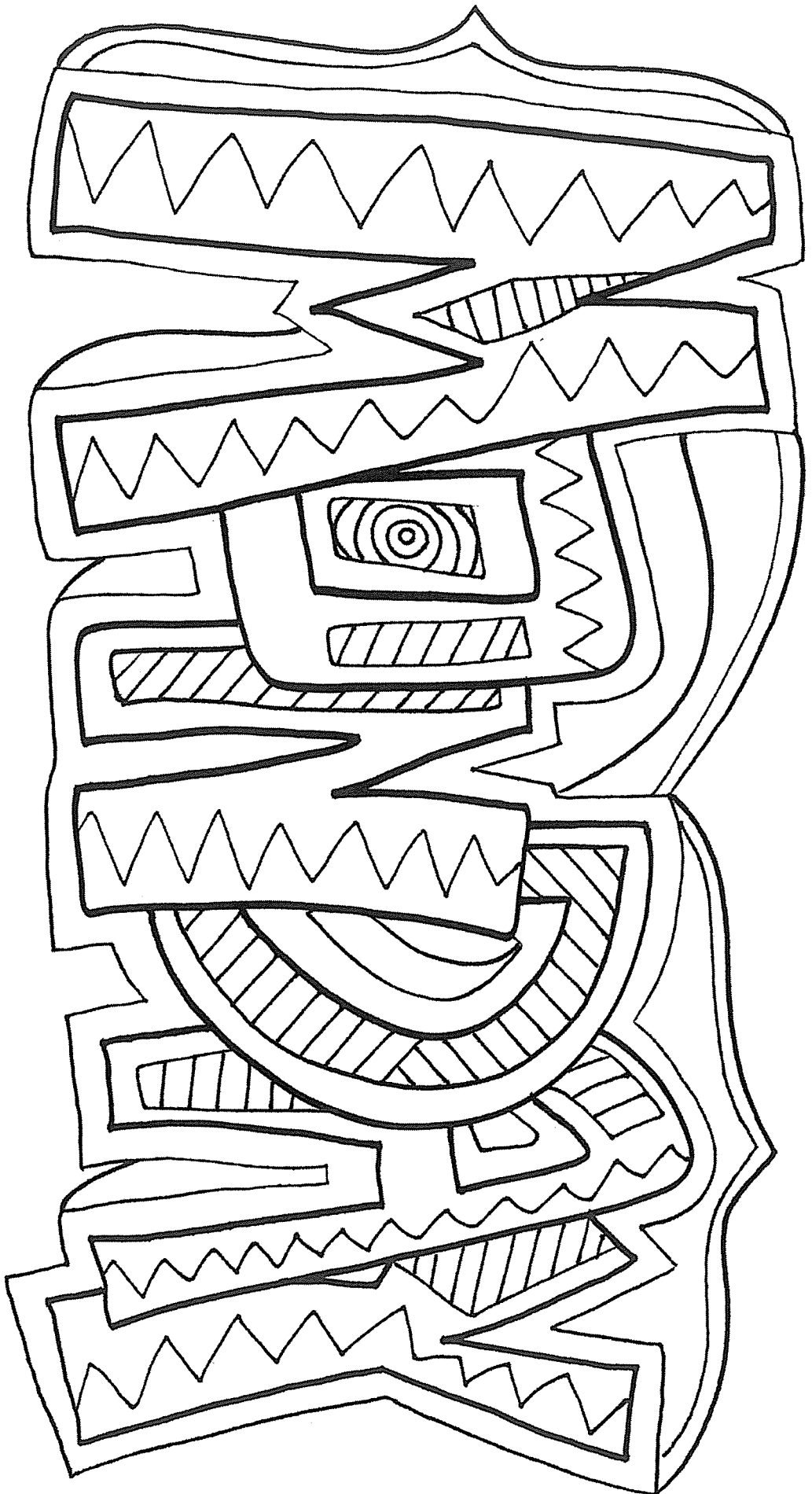Name :

Class:

Stage 2   Home Learning   Term 4, Week 2

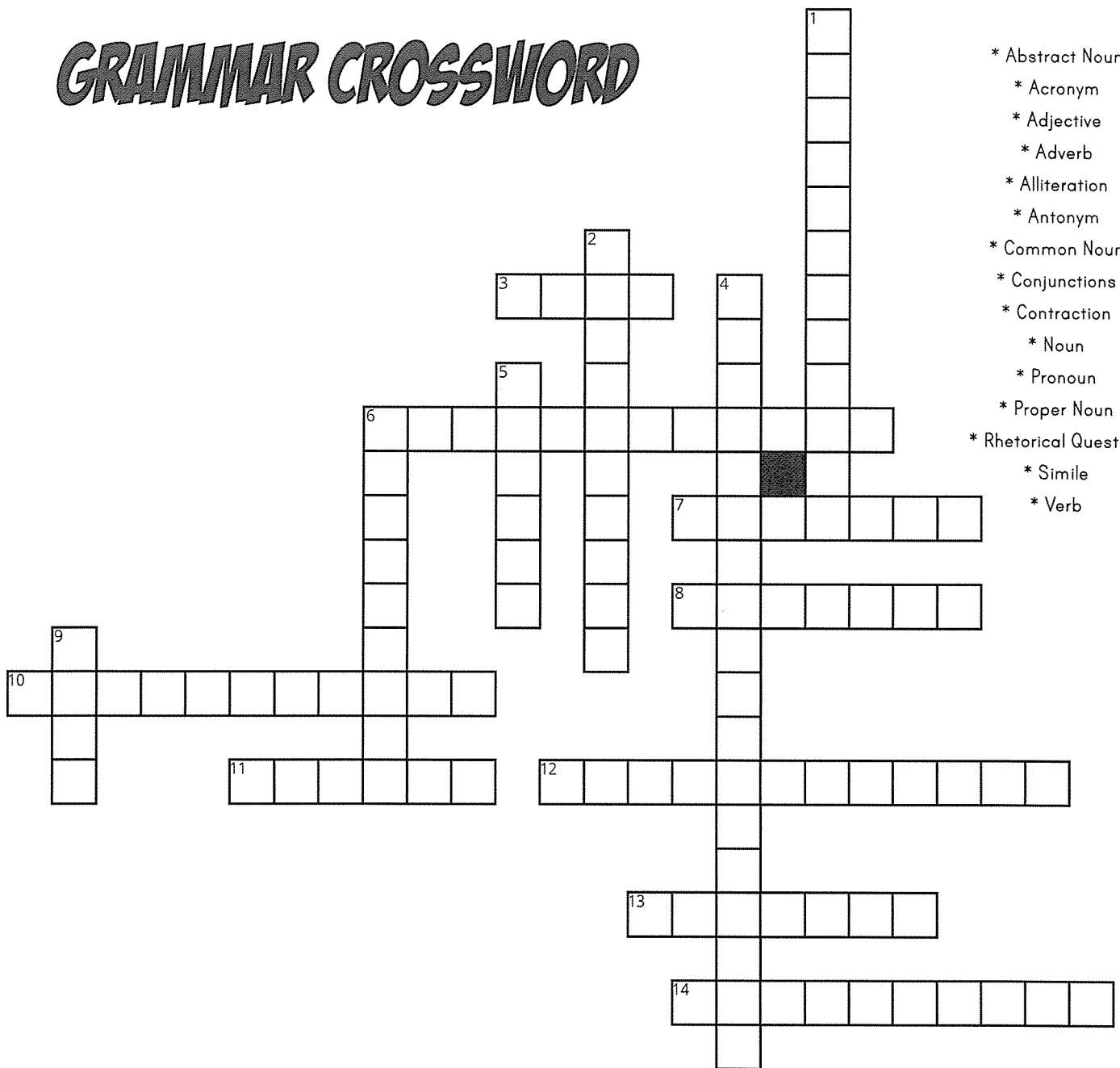|	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**English** Reading Spend some time reading a book. Grammar Complete the Grammar Crossword. Fruit or Vegetable Description Find a piece of fruit or a vegetable in your house. Answer the questions to about it using the worksheet in your booklet	**English** Reading Spend some time reading a book. Writing - Description Write a description of the piece of fruit or a vegetable using the questions you answered yesterday and your senses to help you. Spelling Brainstorm and record some words containing the y, u (yoo), ew (yoo), eau (yoo), u_e (yoo), u e(yoo), iew (yoo) graphemes	**English** Reading Spend some time reading a book. Spelling Complete the first page of your spelling sheet. Handwriting Complete the handwriting sheet.	**English** Reading Spend some time reading a book. Reading Comprehension Complete the reading comprehension, 'The Park'. 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. Reading Comprehension Complete the reading comprehension about Roald Dahl.
Break					
Middle	**Mathematics** Whole number Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Whole number Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Whole number Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Whole number Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Whole number Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication
Break					

Afternoon	Creative Arts	Science	PD/H/PE	Geography	Zones of Regulation
	DISCO DANCING Follow the instructions in the Creative Arts section to learn about creating a dance with a disco inspired theme. Don't forget to send Mrs Cooper a video of your final performance. There are some videos to watch, however you can also just follow along with the printed instructions. The activity can be found here: https://sites.google.com/education.nsw.gov.au/tau-cc-disco-dancing	Life cycles: Life cycle of a lion	**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=EVH9qHhlB4E	Complete the worksheet about the climate of places.	Lesson will be via Zoom on Friday

GRAMMAR CROSSWORD

* Abstract Noun
* Acronym
* Adjective
* Adverb
* Alliteration
* Antonym
* Common Noun
* Conjunctions
* Contraction
* Noun
* Pronoun
* Proper Noun
* Rhetorical Question
* Simile
* Verb

ACROSS CLUES

3. A doing word.

6. The repetition of the same sound at the beginning of words.

7. Words standing in place of a noun – I, she, we, us.

8. A word formed from the initial letters of other words – ANZAC.

10. Shortened word or words – it is and it's.

11. Words that add meaning to the verb on how, when, where or for how long something is happening.

12. Joining words – and, because, so.

13. Words that are opposite in meaning – hot and cold.

14. Names of everyday things – chair, car, shoes.

DOWN CLUES

1. Something you cannot taste, touch, hear, smell or see – honesty or courage.

2. The given name of people, places, objects and events – James, Australia.

4. A question where an answer is not expected.

5. A phrase that shows the likeness between two things.

6. Describing words for a person, place or thing.

9. Names a person, animal, place or thing.

teachstarter

Find a piece of fruit or a vegetable in your house. Look at it carefully and answer the following questions:

Name of the fruit or vegetable	
Where does it grow?	
What shape is it?	
What colour is it?	
Does it have a smell?	
Is it hard or soft?	
Is it ripe, unripe or overripe?	
Is its skin smooth, rough or hairy?	
Is it light or heavy?	
Does it have any seeds?	
Can you cook it?	
Any other interesting details?	

Looking at whole numbers – reading and writing numbers to 999

We read and write numbers in the order that we say them.

Hundreds	Tens	Units
7	1	5

seven hundred   and fifteen

1 **Match the numbers with the words.**

a 848   nine hundred and ninety three

b 327   eight hundred and forty eight

c 901   three hundred and twenty seven

d 993   nine hundred and one

2 **Create a table of 3 digit numbers by rolling a die 3 times. For example if you rolled a 4 then a 5 then a 2 you would write it in the table like this:**

Hundreds	Tens	Units
4	5	2
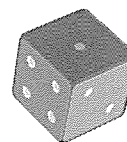
a What was the largest number that you made?

b What was the smallest number that you made?

c Write each of these numbers in words:

_____

_____

_____

3 **Figure out the number from the clues:**

a There is a 6 in the hundreds column, a 2 in the tens column and a 1 in the units column.

b There is an 8 in the tens column, a 3 in the hundreds column and a zero in the units column.

4 Are the following statements true or false (T or F)?

| Statement	True/False
a six hundred and twenty one = 621	
b five hundred and two = 520	
c eight hundred and fifty two dollars = $852	
d two hundred and three dollars = $230	
e nine hundred and ninety nine = 991	
f one hundred and five = 105	

5 Complete this crossword by writing the digits:
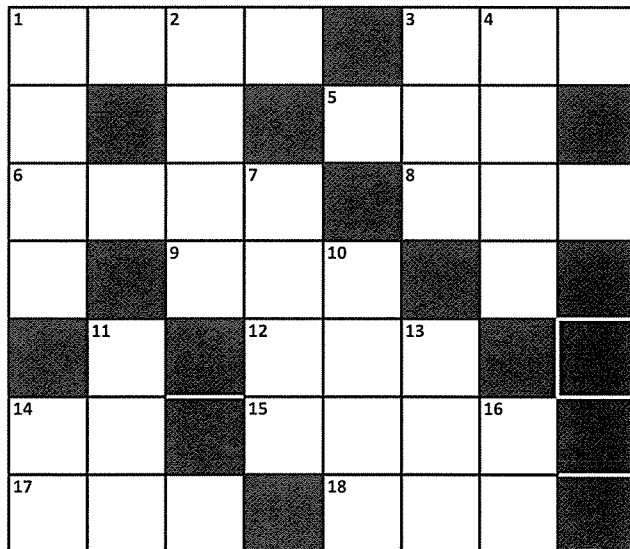
Across
1 Four thousand, six hundred and eighty two
3 Number before 926
5 Seven hundred and thirty two
6 Three thousand, one hundred and forty four
8 Add 6 to 600
9 Nine hundred and forty three
12 1 less than 530
14 Thirteen
15 Six thousand, four hundred and sixty three
17 7 less than 700
18 Five hundred and twenty four

Down
1 Four thousand, eight hundred and thirty six
2 1 less than 8 650
3 Nine hundred and thirty six
4 2 200 plus 9
7 Four thousand, four hundred and fifty six
10 Three thousand, two hundred and forty five
11 1 less than six hundred and forty
13 Nine hundred and sixty two
16 Thirty four

Some of these clues are about 4 digit numbers. 4 digit numbers are in the thousands.
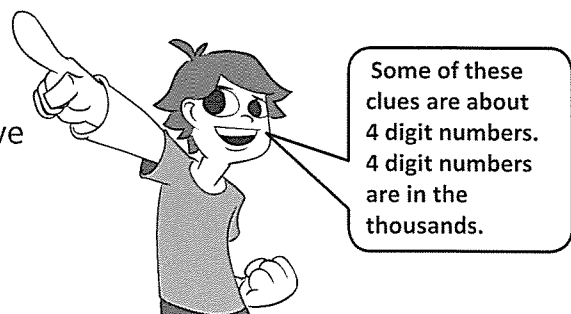
Looking at whole numbers – ordering numbers

When we place numbers in order, we need to look carefully at the position and the value of each digit. Are these numbers in the right order?

345, 354, 453, 534

We are now going to practise working with numbers up to 1 000.

1 Here is a section of a hundred chart. Complete the missing numbers:

221	222	223		225	226	227	228	229	230
231	232		234	235	236		238		240
241		243	244	245	246		248	249	250
251	252	253	254		256	257	258	259	260
	262		264	265	266	267	268	269	270

2 Imagine this chart continued into the 300s. Complete the missing numbers from these parts:

a [ ] [362] [ ]   b [ ] [378] [ ]

c
[ ]
[351]
[ ]

d
[ ] [332] [ ]

e
[ ]   [ ]
[ ] [311] [ ]
[ ]   [ ]

3 Create these numbers:
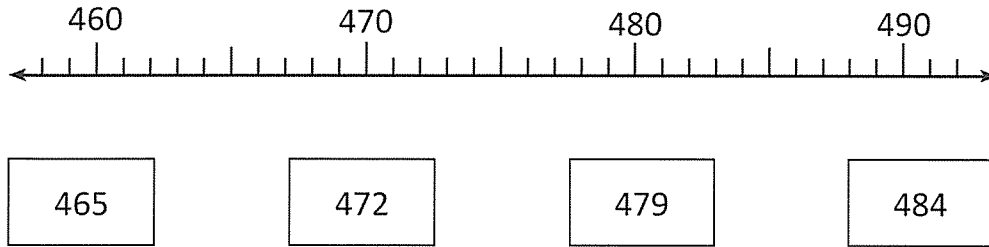
351
one more → [ ]
one thousand more → [ ]
one hundred less → [ ]
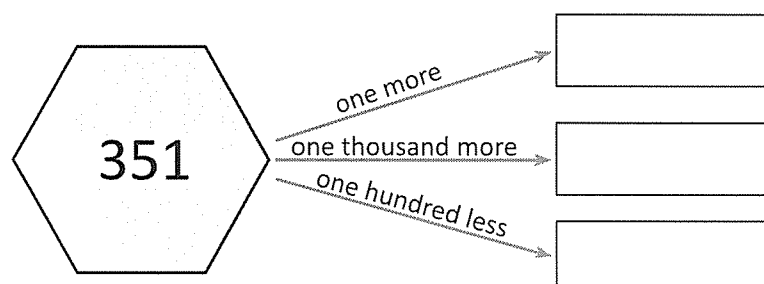
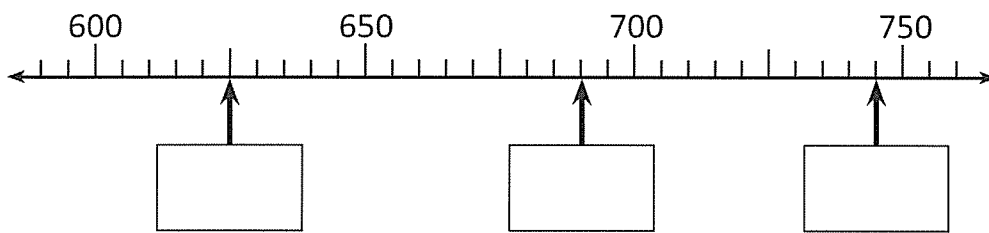# Looking at whole numbers – ordering numbers

4 **Think about the position of the numbers on the number lines.**

a Draw a line to connect the number in the box to where it sits on the number line:

460   470   480   490

| 465 | 472 | 479 | 484 |

Check the scale carefully on these number lines.

b Write the numbers in the blank boxes:

600   650   700   750

CHECK

....

5 **Label the weight of each tin using a number from the box:**
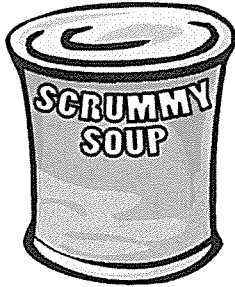
a

220 g

420 g

110 g

b

140 g

825 g

400 g

Reading and Understanding Whole Numbers
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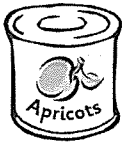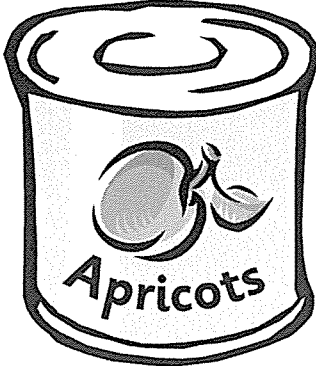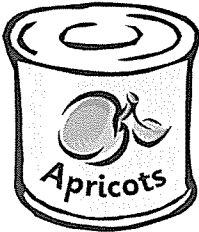
@The Arts Unit Creative Classes

Disco dancing

· What will I learn?

Today we are heading to the disco for some 1970s-inspired dancing fun!

You will be learning from choreographer **Virginia Ferris.** She likes to be called Gin. A **choreographer** is a person who creates dance.

You will:

- **learn** movement sequences to create a dance

- **develop** locomotor and non-locomotor movement skills, disco-style shapes and expressive qualities

- **explore** the elements of dance to vary movement sequences

- **perform** dance sequences to music.

Welcome to the class

Duration: 00:26

Video full screen - Welcome to the class

· Before you begin

Set up your dance space so you have lots of room to move and dance safely.

Make sure there is nothing on the floor to get in your way.

If you are dancing with others, make sure you have enough room so you don't run into each other.

· 1. Warm-up

Are you ready to have some fun?

Before we dance, we always warm up to get our heart pumping and our bodies ready for action.

Watch the video and join in with Gin as she gets us warmed up.

Warm-up

Duration: 03:12

Video full screen - Warm-up

· 2. Body percussion

Let's get inspired for disco dancing!

Watch this video of John Travolta dancing in 'Saturday Night Fever'. This movie was a 1970s hit that created many classic disco moves.

Look at the groovy dance moves, disco shapes and expressive qualities as he performs his dance.

Which dance shapes did you like the most?

Pose in your 4 favourite disco dance shapes from the video.

Make sure you remember your poses as you will use these in the disco dance you are about to learn!

John Travolta - You Should be Dancing
Duration: 02:25
https://youtu.be/IMZ9_yrCIqU

3. Learn

Now it's time to head to the disco!

Are you ready to learn some fun disco moves?

Watch the video and join in with Gin as she teaches us the movements.

Be sure to listen to Gin's instructions as she will give you great tips and ideas to allow you to make each move your own.
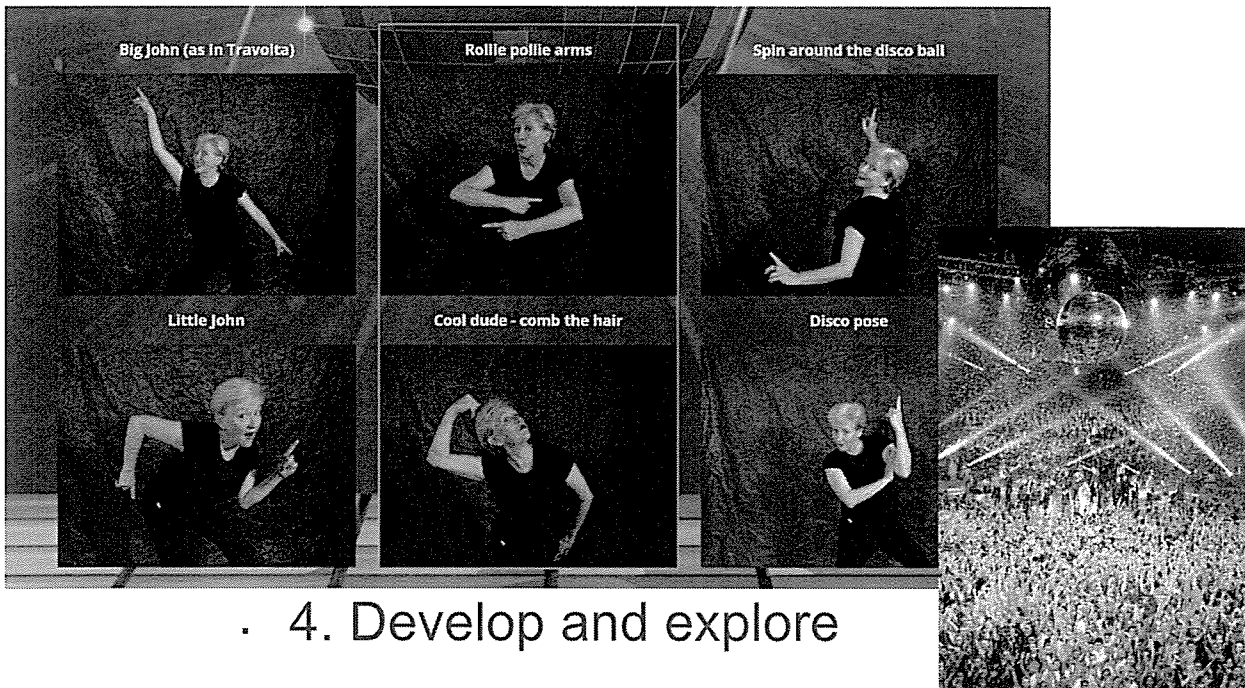
You can also look at the images below to help you.

Learning the movements

Duration: 03:17

Video full screen - Learning the movements

Big John (as in Travolta) | Rollie pollie arms | Spin around the disco ball
Little John | Cool dude - comb the hair | Disco pose

4. Develop and explore

Now let's **combine the movements** and try doing them all together. This is called a **movement sequence.**

Watch the video and copy Gin as she takes us through the actions.

Putting it together
Duration: 01:47

Fantastic! You are a great dancer. Are you ready to dance it out?

Dance it out
Duration: 01:34

Watch the video as Gin explains how the same movement sequence can be changed by adding other variations to our movements.

You could:

- **face a partner** – do your movements facing a partner. You could mirror each other

- **use travelling sequences** – you could do a groovy walk, skip, boogie or travel in your wheelchair. Change direction or make a conga formation (follow the leader)

- **use levels** – use different levels such as high or low to make your poses and movements

- **change tempo** – move in slow motion or at a very fast speed

- **change shape sizes** – make movements bigger or smaller

- **use emotions** – use facial expressions to explore emotions as you dance.

Adding elements
Duration: 00:58

· 5. Perform

Are you ready to perform your dance to some new music?

Watch the videos below and dance along to the music. Perhaps you will find some new moves to add to your routine!

Peanuts Gang singing 'Stayin' Alive' by Bee Gees
Duration: 04:40
https://youtu.be/Wsr-TiZ2wPQ

Despicable Me – You Should Be Dancing
Duration: 01:36
https://youtu.be/s4sLZOmrvEs

Trolls (2016) – 'The Light Festival'
Duration: 02:57
https://youtu.be/vtjwN70OWlQ

'Can't Stop The Feeling' Official Movie Clip – Trolls
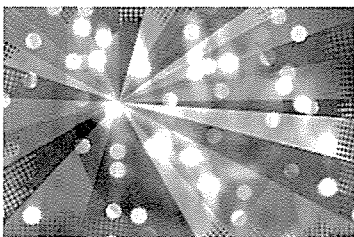Duration: 02:24
https://youtu.be/oWgTqLCLE8k

· 6. Appreciate

Enjoy watching this video of students from the D'Arts workshop dancing with Gin to the disco dance.

D'Arts student workshop
Duration: 01:01
Video full screen - D'Arts student workshop

Wow!
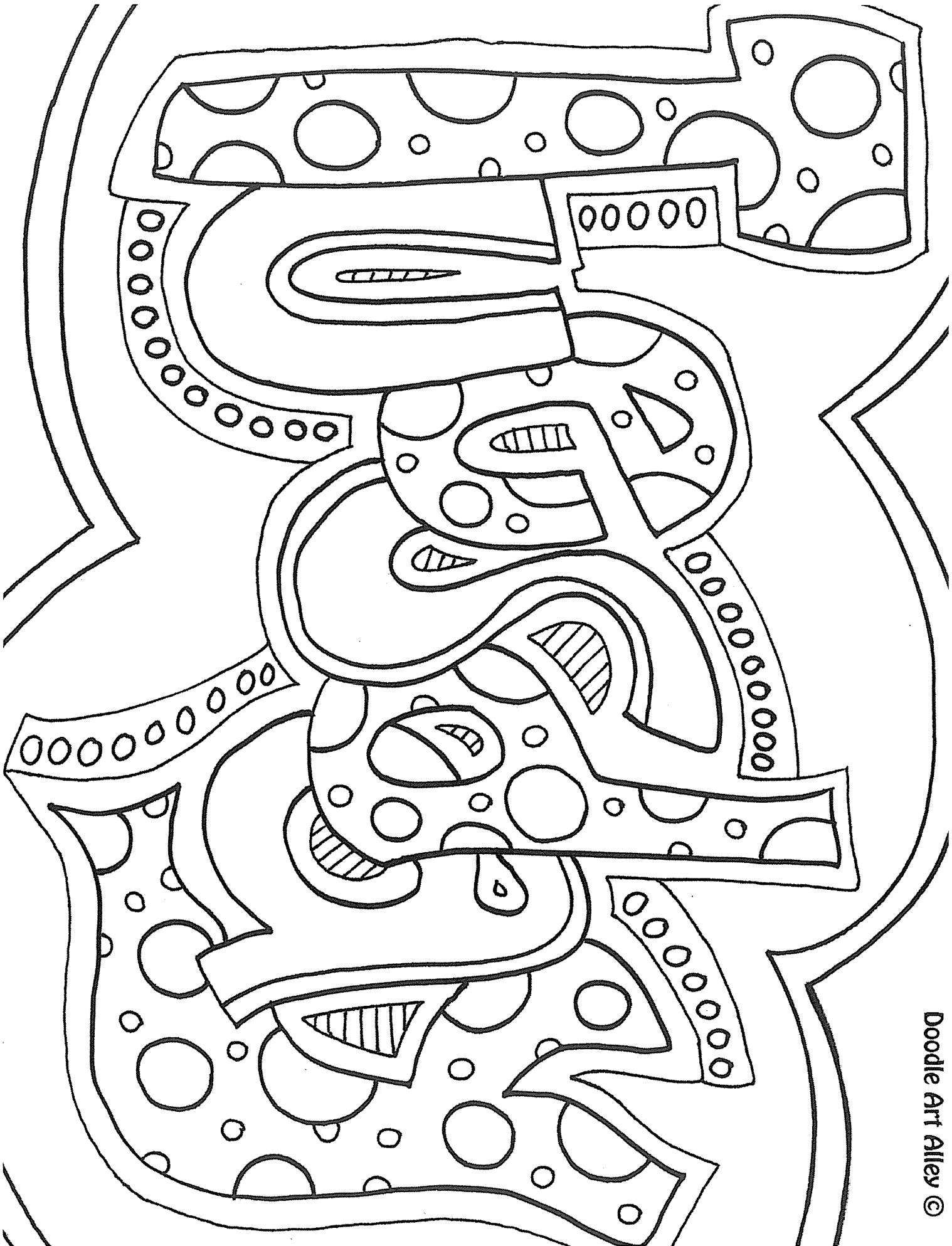
You were a disco dancing superstar!

You have completed this @The Arts Unit Creative Class.

Third-party content attributions

Descriptive Writing

A descriptive text uses senses such as sight, touch and sound to give the reader a mental image of an object or event.

Use descriptive language in your writing, be specific and use adjectives.

Provide sensory details:

- **Smell** - aromas in the air
- **Sound** - what would the reader be able to hear?
- **Sight** - what can you see - colours, shapes, sizes etc?
- **Touch** - what does the object feel like?
- **Taste** - describe its taste.

My Dad's Truck

When I was young, my Dad drove a truck to work.

His truck was yellow with a clear, rectangular window. The truck had two tyres at the front and four tyres at the back. They were all black with silver rims.

My Dad's truck made a low, rumbling noise and when he went faster, it roared like a lion.

His truck shook lightly whenever we stopped, but as soon as we started to move, the truck jumped and bounced all the way down the road.

The truck smelt like dust, petrol and oil.

I loved going for a ride in my Dad's yellow, rumbly, smelly truck.

- Title relating to description
- Introduction — Setting the scene
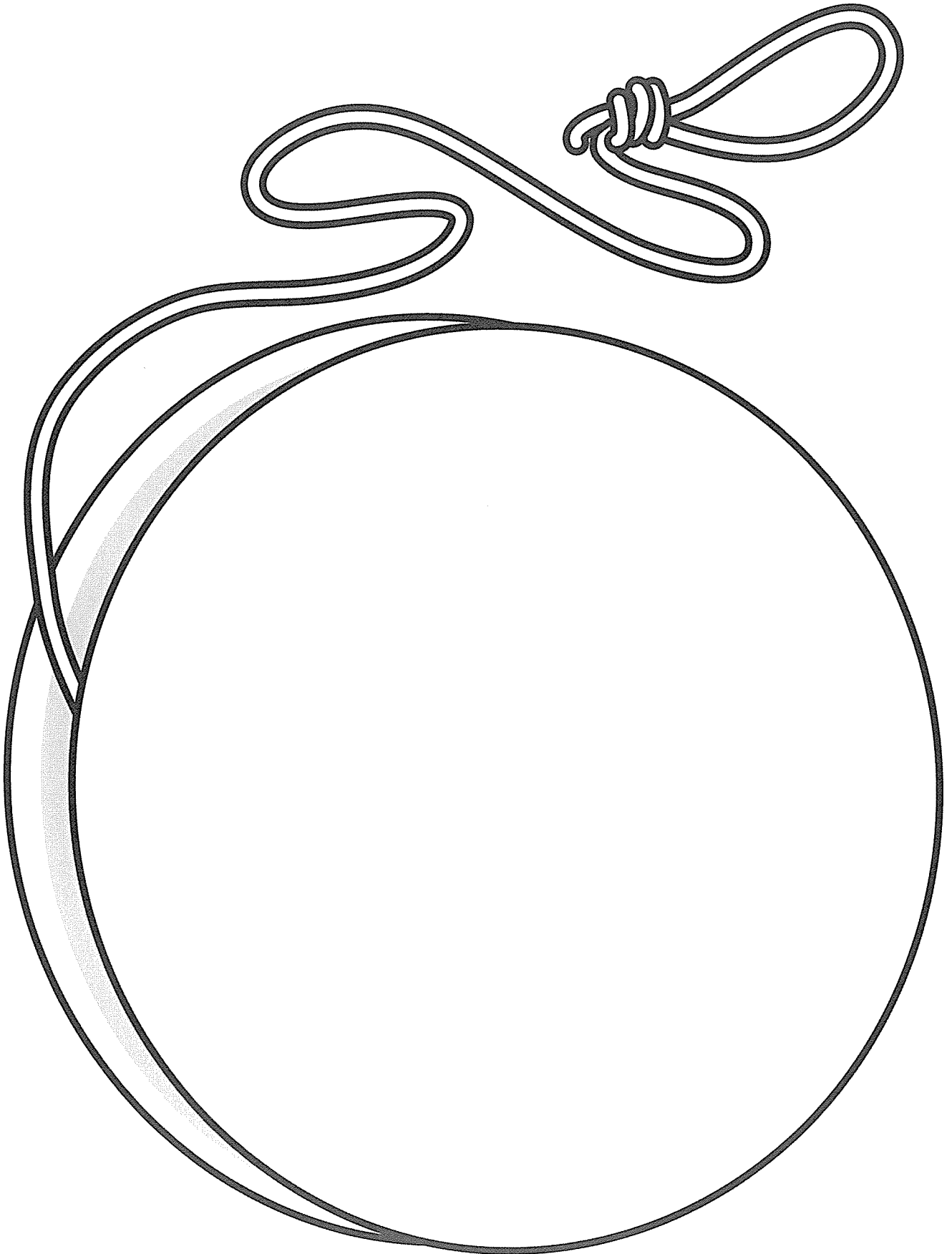- Sights
- Sounds
- Figurative Language
- Smells
- Conclusion — Summing up the story

Brainstorm some words containing the following graphemes:
y, u(yoo), ew(yoo), eau(yoo), u_e(yoo), ue(yoo), iew(yoo)

When we compare numbers we use these symbols:

>

This symbol means is greater (more) than   This symbol means is less than

An easy way to remember this is to think of Crandall the crocodile who is always hungry and will always eat the BIGGER number! We always read the number sentence from left to right.

| 5 | | 54 |

5 is less than 54
5 is < 54

| 124 | | 92 |

124 is greater than 92
124 is > 92

1 **Use the correct < or > symbol to connect these numbers:**

a 26 ☐ 41   b 94 ☐ 89   c 104 ☐ 106   d 962 ☐ 991

e 397 ☐ 372   f 722 ☐ 728   g 442 ☐ 440   h 87 ☐ 266

2 **Mitch wrote these number sentences. Are they correct? Tick or cross them.**

a 614 > 687   b 61 < 90   c 703 > 54

d 532 < 888   e 889 > 999   f 206 < 260

3 **Use these numbers to write some number sentences following the directions. Use the symbols < or >:**

(314)   (250)   (720)   (567)   (412)
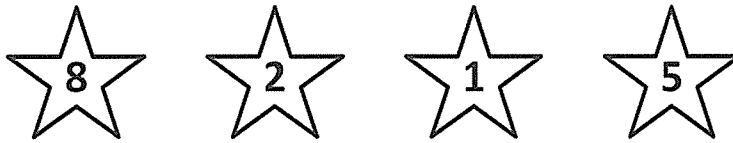
a Write three *greater than* number sentences:

b Write three *less than* number sentences:

4 **Use these digits to create the following numbers:**

☆8 ☆2 ☆1 ☆5

a A 3 digit number with a 5 in the tens place. ☐

b A 3 digit number that has an even number in the units place. ☐

c As many numbers as possible that fall between 500 and 800.

_____

d The smallest 3 digit number. ☐

e The largest 3 digit number. ☐

f As many numbers as you can where the thousands digit is smaller than the hundreds digit and the hundreds digit is greater than the units digit.

_____

5 **Fill in the empty boxes with the correct numbers:**

a 406 > ☐

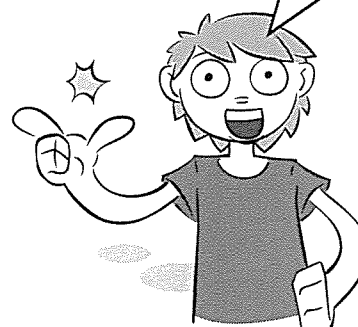b 973 < ☐

c ☐ < 973 but > than 106

d 973 < ☐ by 20

e ☐ > 106 by 300

f ☐ > 106 < 973

⬡ 973   ⬡ 106   ⬡ 993   ⬡ 406

Remember the hint about Crandall the crocodile!

REMEMBER

D **1**

SERIES   TOPIC

Reading and Understanding Whole Numbers
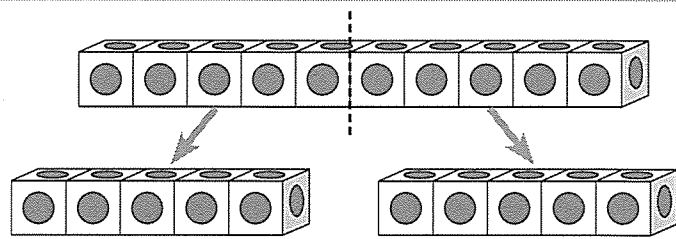
Looking at whole numbers – odd and even numbers

Even numbers can be divided equally into 2 groups.

Odd numbers cannot.

1 **Colour the even number squares orange and the odd number squares green:**

0	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

2 **Complete these statements:**

a   Even numbers have a _____, _____, _____, _____ or _____ in the units place.

b   Odd numbers have a _____, _____, _____, _____ or _____ in the units place.

3 **Place any even numbers in the boxes and add:**

a ☐☐
+ ☐☐
_____

b ☐☐
+ ☐☐
_____

How should I share an odd number of lollies?

THINK

4 **Place any odd numbers in the boxes and add:**

a ☐☐
+ ☐☐
_____

b ☐☐
+ ☐☐
_____

5 **Place even numbers in the top row of boxes and odd numbers in the bottom rows of boxes and add:**

a ☐☐
+ ☐☐
_____

b ☐☐
+ ☐☐
_____

c ☐☐
+ ☐☐
_____

6 Circle one answer in each sum:

a Even + even = odd / even

b Even + odd = odd / even

c Odd + odd = odd / even

d What did you discover about adding odd and even numbers?

_____

_____

_____

7 Colour a path from start to finish. You must move through one hexagon to a touching hexagon and they must add to an even number.

8 This game was played by children in ancient times.

You don't need any equipment, just your hands!

Each player declares if they will be either 'odds' or 'evens'.
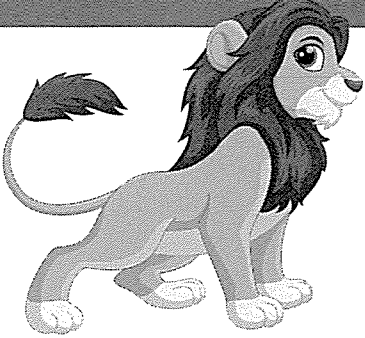
After the count of 3, at the same time, each player opens one hand and holds out 1 or more fingers.

If the total number of fingers is equal to an odd number, the player who is odds wins.

If the total number of fingers is an even number than the player who is even wins.

4 Look at the infographic of a lion's life cycle. There are key ages in the lion's life cycle that are significant. Compare these ages with what you were doing at a similar age. Record your thinking on the timeline below.

Lion	Me

6 months – 1 year old	6 months – 1 year old

3–4 years old	3–4 years old

5–6 years old	5–6 years old
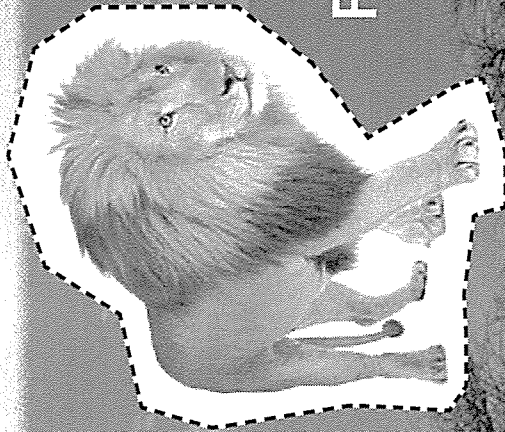
The Life Cycle of a Lion

BIRTH

10 DAYS Starts walking

4-6 WEEKS Introduced to the pride

6-12 MONTHS Weaned

11 MONTHS Learns to hunt

3-4 YEARS Can reproduce

5-6 YEARS Fully grown
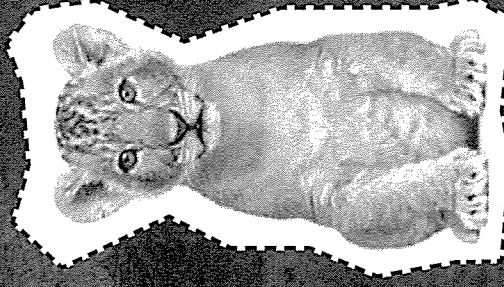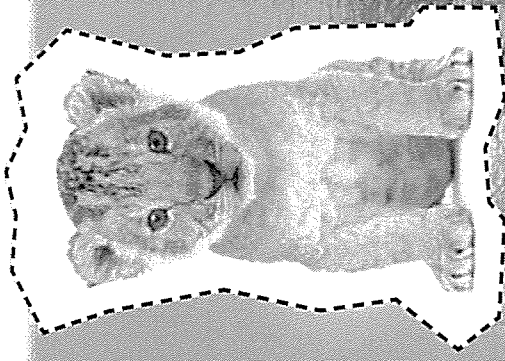
inquisitive
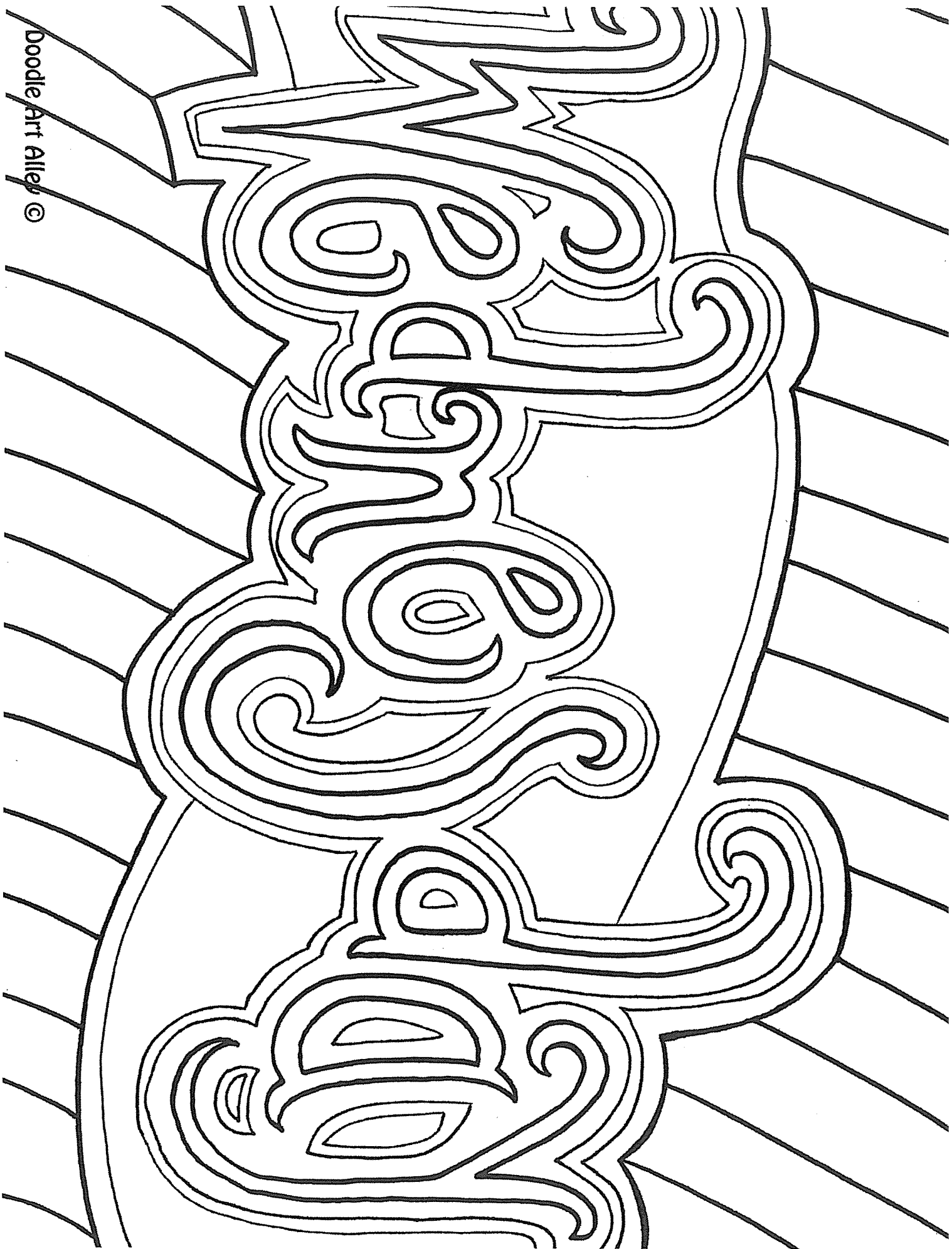
y u(yoo) yoyo computer

List Words

you	_____
your	_____
year	_____
few	_____
new	_____
knew	_____
yellow	_____
yard	_____
use	_____
using	_____
used	_____
useful	_____
during	_____
young	_____
beautiful	_____
million	_____
computer	_____
music	_____
tune	_____
yesterday	_____
yourself	_____
you'll	_____
you're	_____
you'd	_____
you've	_____

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

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

3 Write one stroke for every sound in each List Word.
★ Read the green text message in Activity 5 to help you.

Grapheme Chart

letters	words

4 Write the word from the box if letter **y** represents **y u**(yoo) in the word.

easy	busy
holiday	year
goodbye	young
yesterday	key
enjoy	yellow
why	yourself

_____
_____
_____
_____
_____

5 Colour the shapes *yellow* if you hear **yoo** in the words. Colour the others *blue*.
★ Letters u_e, u, ew and eau can represent the blend of two sounds **yoo**, as in *computer*.

knew	music	grew	stew	new	use	tube	tub
few	useful		beautiful	used	cube	during	
us	huge		computer		you	using	tune
					cub		
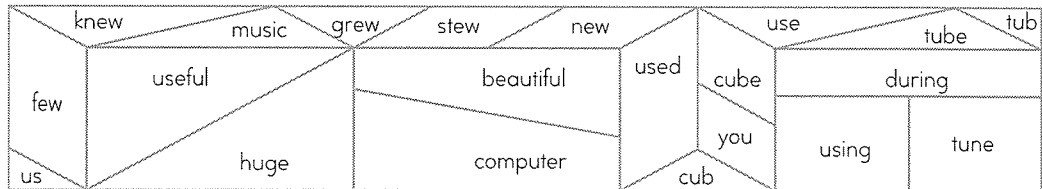
6 Write List Words in the columns to show where you hear **y u**(yoo).

first	second	fourth
_____	_____	_____
_____	_____	_____ fifth
_____	_____	_____

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

Yesterday I _____ your yoyo. (use)

This morning I _____ a kitten. (rescue)

The other day I _____ the answer. (know)

A while ago I _____ my guitar. (tune)

Spacing to Fit: Trace and complete this postcard to Sam using the 'Aussie' words below. Focus on fitting the words neatly into the spaces provided.

spáce
correct spacing

spăce
incorrect spacing .

Aussie   barramundi   G'day   barbie   goanna   snags   scrub

Sam

My weekend camping out

in the _____ was great!

We caught

in the river and cooked

them with some

on the _____ We saw

a huge

climbing a tree too

Your _____ mate

Don't forget to sign your name.

To:

Sam Smith

56 Kennedy Drive

Los Angeles

Trace and copy these words from other cultures.

Getting ready

This is a game for 2 players. All you need is some paper and a pencil.
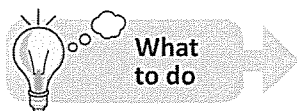
What to do

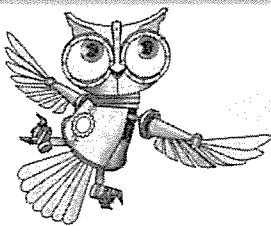Students take turns writing a number sentence with an answer that is odd or even. Each correct number sentence scores 5 points. Player 1 plays for odd numbers and Player 2 plays for even numbers.

Player 1 must use any of the numbers between 1 and 11 and any of the 4 operations to get an answer that is an even number. Cross out used numbers so you can see what is left. Here is an example:

Player 1 who is playing for evens: $2 \times 3 =$ **6**

Player 2 then uses Player 1's answer (6) and unused numbers to get their odd number: **6** + 5 = 11

Player 1 who is playing for evens uses Player 2's answer:
11 + 7 = 18 and so on until all the numbers have been used.

$$\langle 1 \rangle\langle 2 \rangle\langle 3 \rangle\langle 4 \rangle\langle 5 \rangle\langle 6 \rangle\langle 7 \rangle\langle 8 \rangle\langle 9 \rangle\langle 10 \rangle\langle 11 \rangle$$
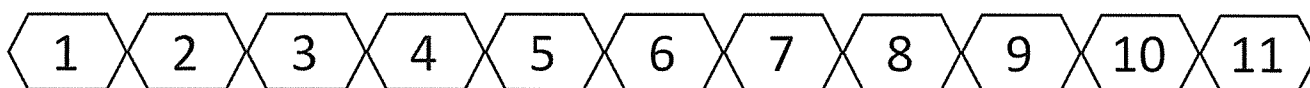
Player 1	Odds	Points

Player 2	Evens	Points

Odd and even race   apply

This is a game for 2 players. You need the game board below, 2 markers and a die.

Each player places their marker at Start. Player 1 follows Odd Street and Player 2 follows Even Street. Take turns rolling the die. If the number is odd, the player on Odd Street moves one space. If the number is even, the player on Even Street moves one space.

The winner is the first to reach the other player's starting point!

Even Street

Odd Street

Player 1
START
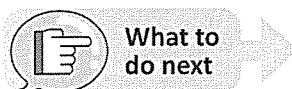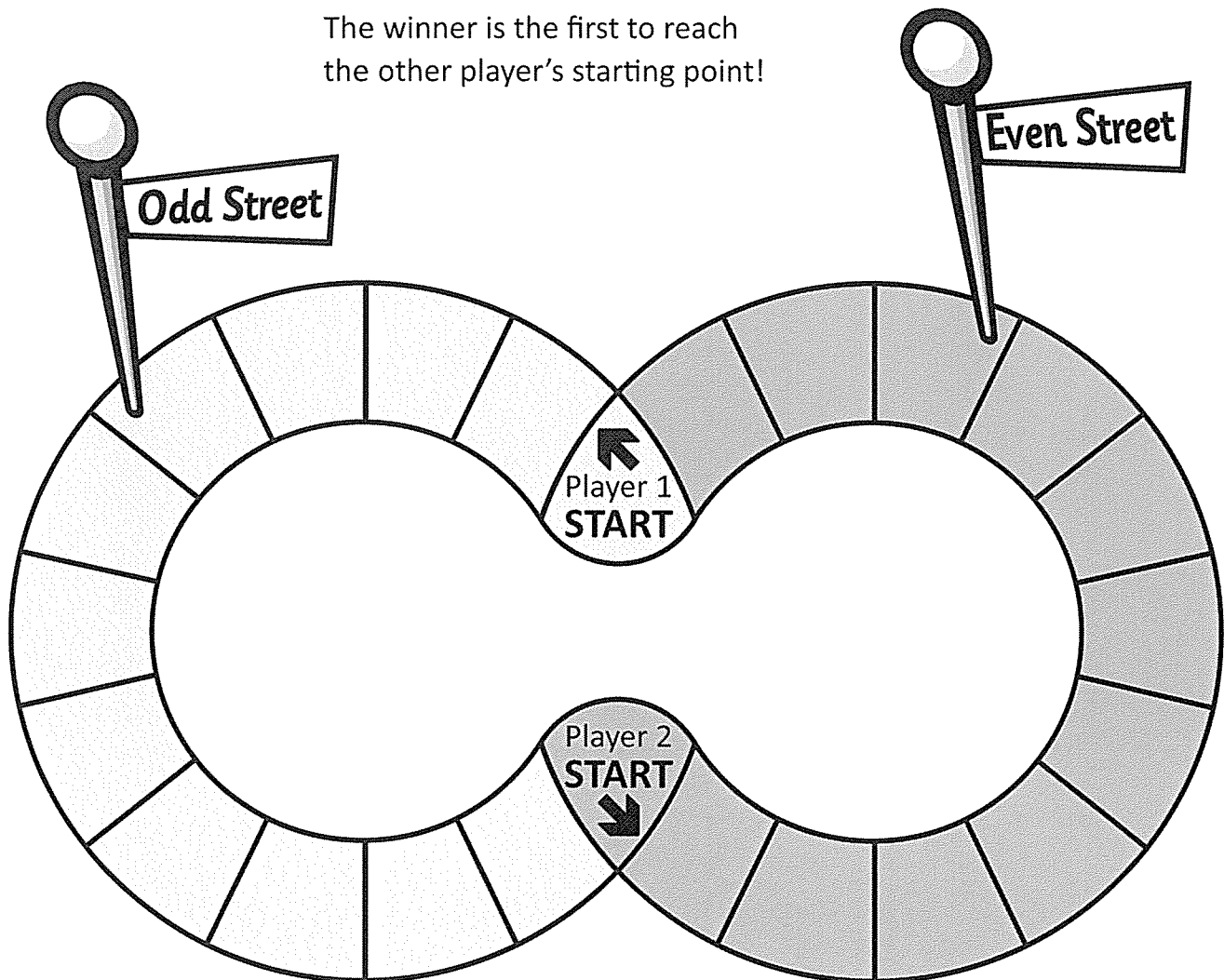
Player 2
START

Play again with 2 dice and add the numbers.

Reading and Understanding Whole Numbers

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Place value of whole numbers – place value to 4 digits

We can show the value of a 4 digit number on an abacus and also with base ten blocks.

| Th | H | T | U |
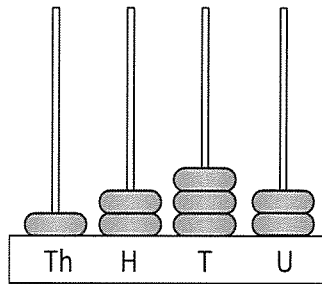
1 is worth 1 000 or one thousand.

2 is worth 200 or two hundreds.

3 is worth 30 or three tens.

2 is worth 2 or two units.

1 **Below are 4 different numbers written in 3 different ways. Find the 3 that match and colour them the same:**

Thousands	Hundreds	Tens	Units
5	4	3	2
5	3	4	3
4	5	2	4
4	3	8	8

Five thousand, four hundred and thirty two

Four thousand, five hundred and twenty four

Five thousand, three hundred and forty three

Four thousand, three hundred and eighty eight

4 524

5 432

4 388

5 343

2 **Write the number shown on each abacus:**

a

| Th | H | T | U |

b

| Th | H | T | U |

c

| Th | H | T | U |

d

| Th | H | T | U |

e

| Th | H | T | U |

f

| Th | H | T | U |

Place value of whole numbers – expanded notation

Expanded notation is when we write out each digit in full. Numeral expanders are a handy way of showing the value of each digit.
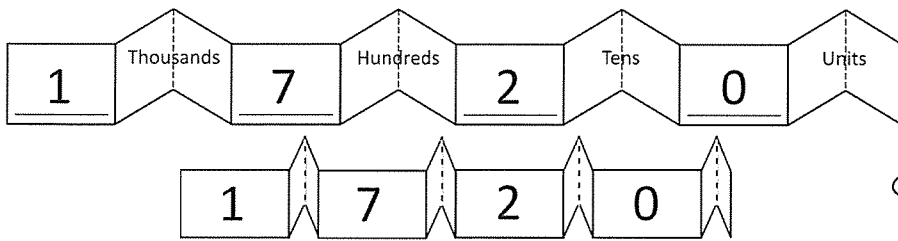
Remember that the cube represents 1 000.

| 1 | Thousands | 7 | Hundreds | 2 | Tens | 0 | Units |

| 1 | 7 | 2 | 0 |

1 Which number is each set of base 10 blocks representing?
Write this number in the box and show it as expanded notation:
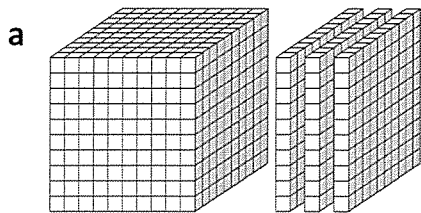
REMEMBER

a

| | Thousands | | Hundreds | | Tens | | Units |

b

| | Thousands | | Hundreds | | Tens | | Units |

c
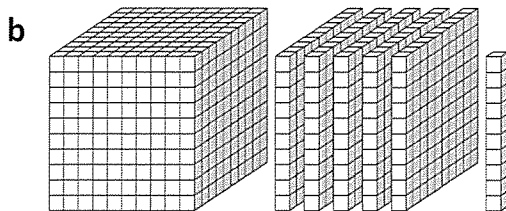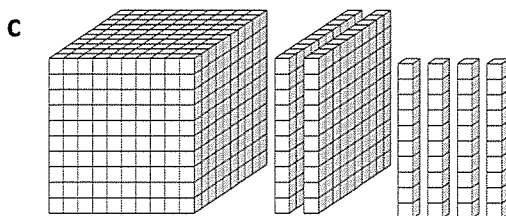
| | Thousands | | Hundreds | | Tens | | Units |

2 Draw a line to match the numbers in expanded notation to the numerals.

a	4 thousands 6 hundreds 1 ten 2 units		4 254
b	4 thousands 6 hundreds 8 tens 0 units		4 361
c	4 thousands 4 hundreds 1 ten 1 unit		4 680
d	4 thousands 3 hundreds 6 tens 1 unit		4 612
e	4 thousands 2 hundreds 5 tens 4 units		4 411

Reading and Understanding Whole Numbers
Copyright © 3P Learning
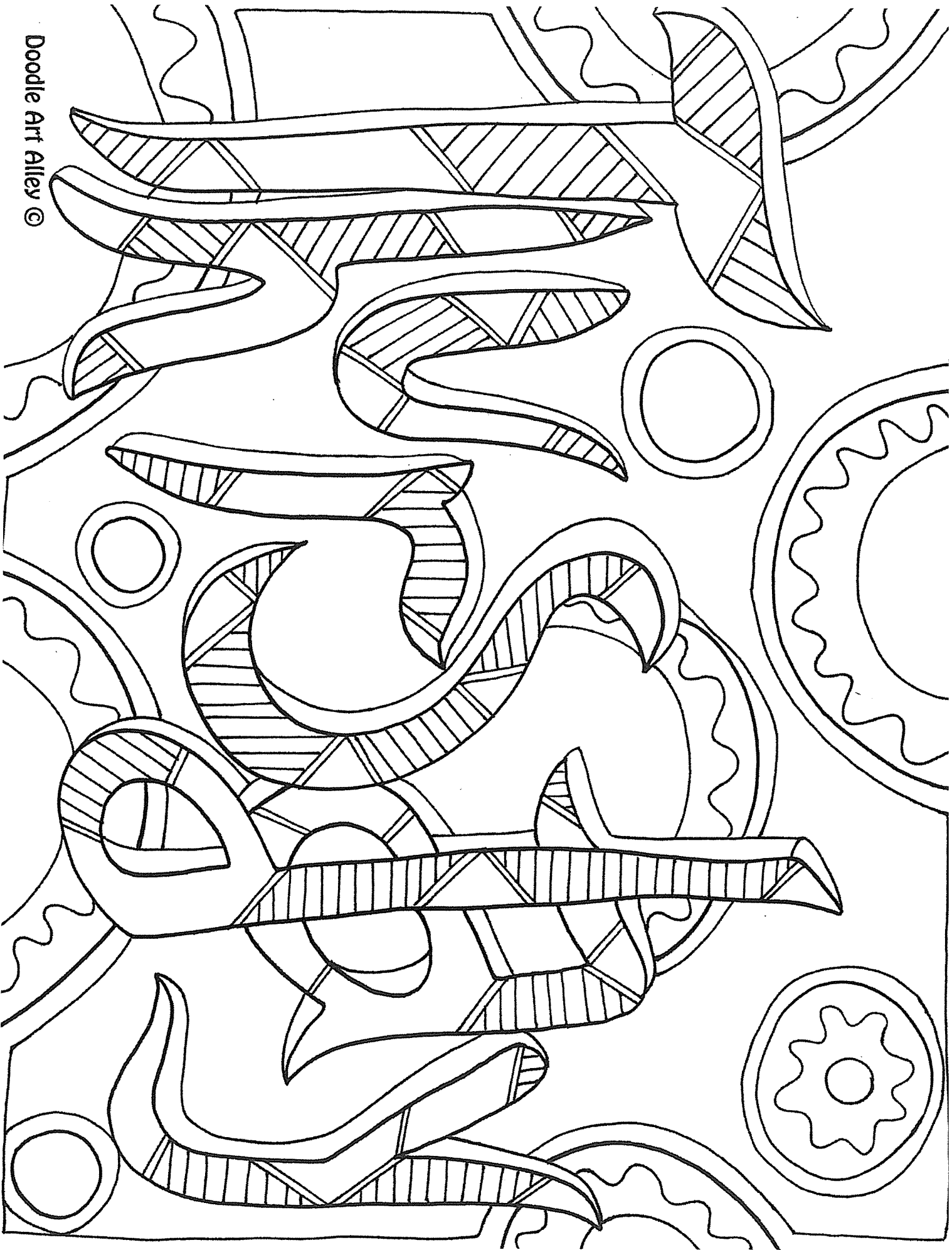
THE PARK

I went for a walk to the park one day,
And what do you think I found?
A busy bee stuck up in a tree,
And a bee hive down on the ground!

I bravely walked up to that bee hive,
And what do you think I did?
I poked that hive and it came alive,
So I ran away and I hid!

I quickly peeked out from my shelter,
And what do you think I saw?
Bees everywhere, over here and there,
Now I don't like the park anymore!

I ran back to my home to my mother,
And what do you think I said?
"No park for me, it's scary, you see,
I think I'll stay home in bed!"
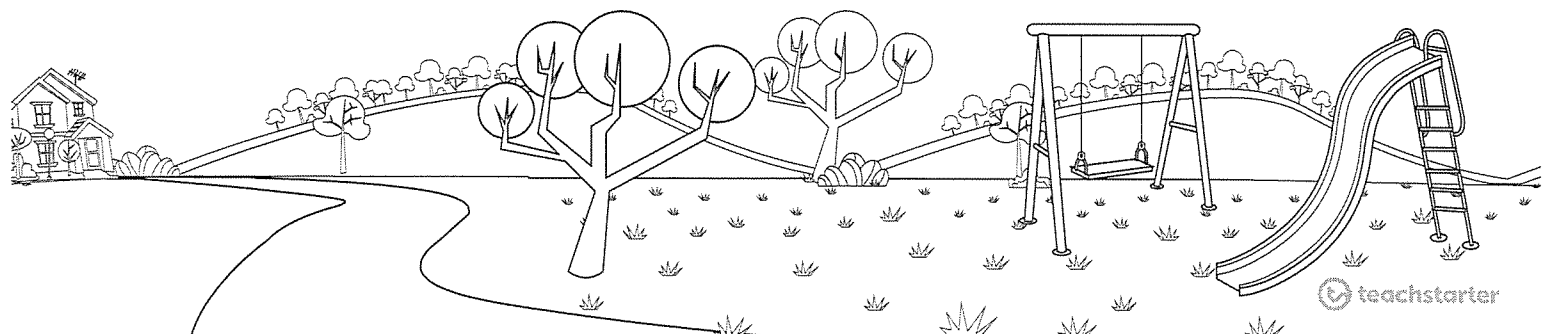
Name _____ **Date** _____

Comprehension Questions

1. Write what happens in this poem in your own words.

   _____

   _____

   _____

2. Why do you think the bee hive was on the ground?

   _____

   _____

   _____

3. Why did the person in the poem run away and hide?

   _____

   _____

4. On the lines below, write down some pairs of rhyming words from the poem.

   _____

   _____

5. What did they say to their mother?

   _____

   _____

   _____

6. Do you think this poem is imaginary or real life? Why?

   _____

   _____

   _____

7. Write down how many syllables are in each line in the first verse.

Line 1:	
Line 2:	
Line 3:	
Line 4:	

8. Do you like this poem? Why/why not?

_____

_____

_____

_____

9. Draw a picture to illustrate this poem.

8 Write the pairs of words for these contractions.

you've _____ _____

you'll _____ _____

you'd _____ _____

you'd _____ _____

9 Write the contractions from Activity 8 to finish these sentences.
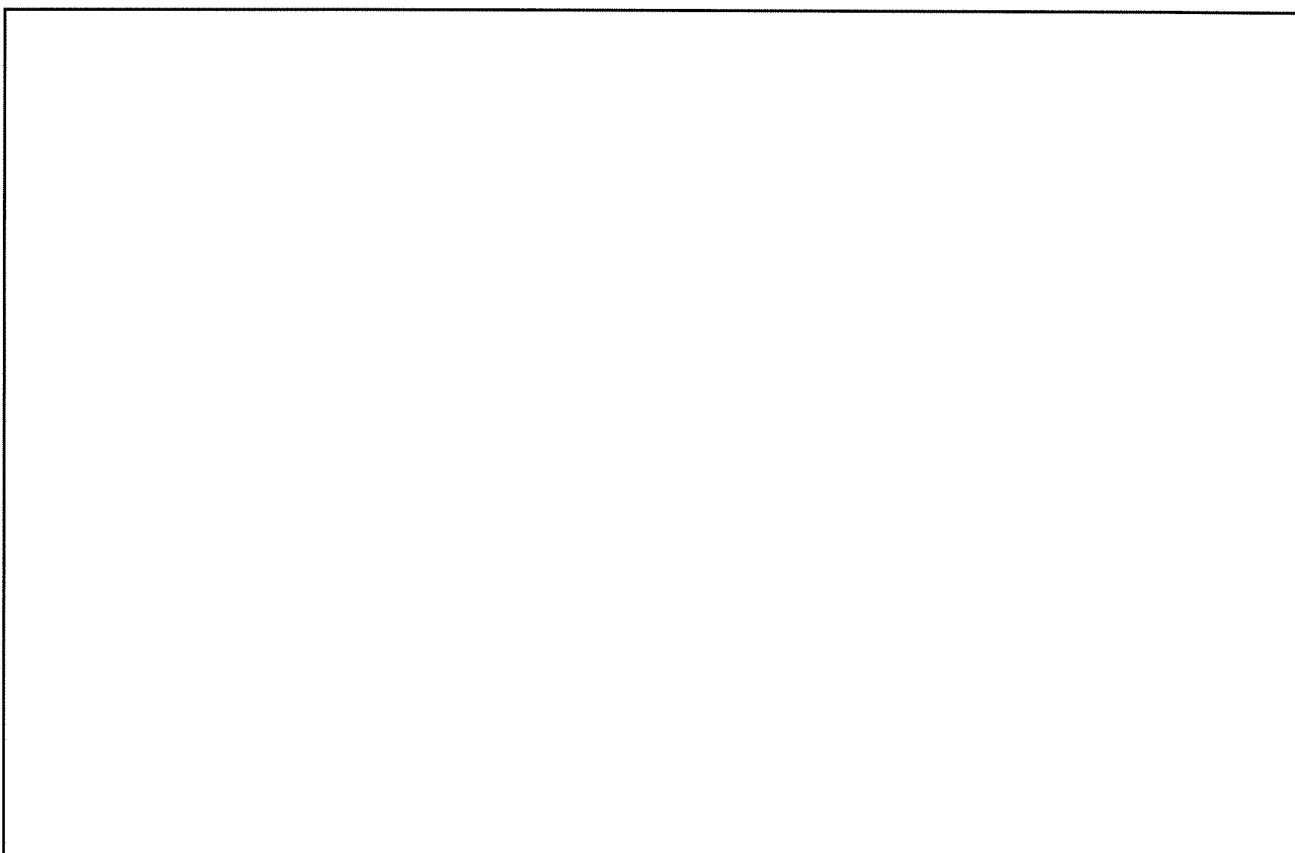★ Use each contraction (with a capital letter) once only.

_____ had your turn on the computer.

_____ like my new, yellow yacht.

_____ also like my new plane.

_____ better return my yoyo later.

10 Write these List Words in alphabetical order.

| million |
| computer |
| beautiful |
| music |
| during |
| knew |
| new |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

| yourself |
| year |
| yesterday |
| used |
| useful |
| young |
| yard |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

11 Add the suffixes from the box to the words below to make new words.

| ful | let | ling | less | en | ent | ant | ist |

wood_____   youth_____   pig_____   use_____   art_____

year_____   tube_____   assist_____   stud_____   attend_____

12 Finish the sentences with *your* or *you're*.
★ *Your means belonging to and you're is short for you are.*

_____ late for _____ music lesson.

_____ computer will be very useful when _____ doing projects.

Challenge

The following sets of letters are in alphabetical order. **Write** the missing letters on the first line.
Unjumble them to make a List Word on the second line.

e f __ h __ j k l m __ o p q r __ t __ v w x y z   _____ _____

c d e f __ h i j k l m __ __ p q r s t __ v w x __ z   _____ _____

b __ d e f g h __ j k l __ n o p q r __ t __ v w x y z   _____ _____

a b __ d __ f g h i j k l __ n __ __ q __ s __ __ v w x y z _____   _____

3 Here is a numeral expander folded up at different places. Fill in the blank spaces to show all the different ways of naming this number:

1 576   One thousand five hundreds and seventy six

Thousands	Hundreds	Tens	Units
1	5	7	6

= 1 thousand + 5 hundreds + 7 tens + 6 units

1	5	Hundreds	Tens	Units

= _____ hundreds + 7 tens + 6 units

1	5	7	Tens	Units

= _____ tens + 6 units

			Units

= _____ units

4 Put each of these numbers in a numeral expander.

a   [ ] [ ] [ ] [Tens] [Units]   1 567

b   [ ] [ ] [Hundreds] [Tens] [Units]   2 567

c   [ ] [ ] [Hundreds] [Tens] [Units]   5 789

d   [ ] [ ] [ ] [Tens] [Units]   7 624

e   Which number has 25 hundreds, 6 tens and 7 units? _____

5 Complete each row of the table like the first row:

Numeral	Expanded notation in numbers	Expanded notation in words
592	500 + 90 + 2	59 tens and 2 units
	600 + 70 + 8	
		7 hundreds and 14 units
6 703		67 hundreds and ___ units
		46 hundreds and 6 units
2 018		2 thousands and 18 units

> 83 could also be described as 83 units and 540 could be called 54 tens.

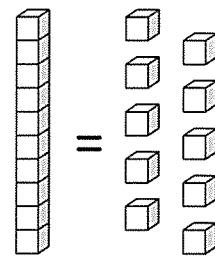*THINK*

Place value of whole numbers – trading
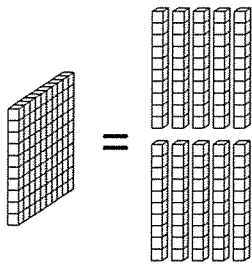
These place value boards show us how trading works. If we have 10 units, we should trade them for a ten. If we have 10 tens, we should trade them for a hundred. This is how our number system works.

Hundreds	Tens	Units	Hundreds	Tens	Units

1 Practise trading by adding the amount to each place value board. Draw the amount to be added on the first board and show it regrouped on the next board. Write the answer in the top box. The first one has the amount to be added drawn on to show you.

a 17 more ☐

Hundreds	Tens	Units	Hundreds	Tens	Units

b 80 more ☐

Hundreds	Tens	Units	Hundreds	Tens	Units

c 27 more ☐

Hundreds	Tens	Units	Hundreds	Tens	Units

Reading and Understanding Whole Numbers

Place value of whole numbers – trading

2 Balance the scales by writing the digits that make both sides the same:

a [26] tens [6] units   [ ] units

b [90] tens [100] units   [ ] tens
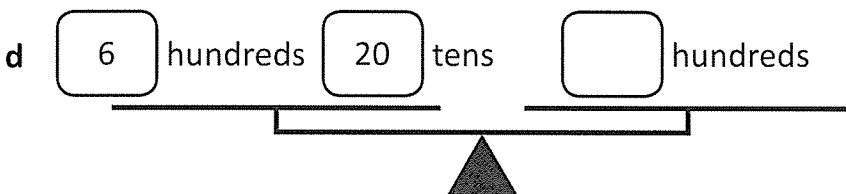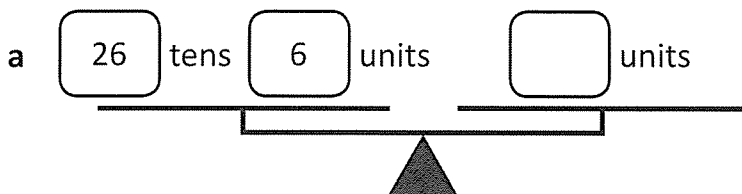
> These are the same amounts but are given different names. Remember 22 tens is 220.

c [20] tens [200] units   [ ] hundreds

REMEMBER

d [6] hundreds [20] tens   [ ] hundreds

....

3 Which number am I?

a   I have 4 hundreds and 36 tens and 23 units.   [   ]

b   I have 14 hundreds and 20 tens.   [   ]

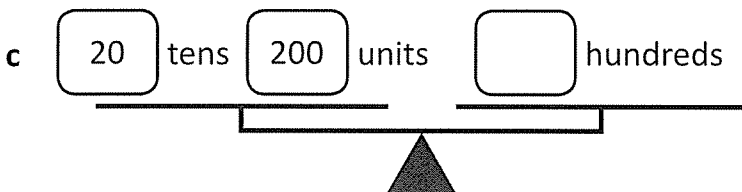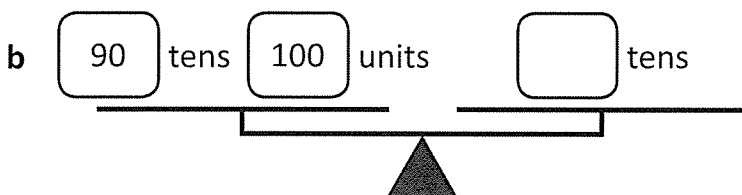c   I have 50 tens and 200 units.   [   ]

Place value of whole numbers – calculator work

1 Use your calculator to change these numbers. Write what you did under each one:

a Change 567 to 507 by taking away one number.

b Change 2 093 to 2 100 by adding one number.

> Use what you know about place value to change numbers just by adding and subtracting.

c Change 760 to 60 by taking away one number.

d Turn 997 into a 4 digit number.

DISCOVER

2 Use a calculator to follow these steps and write the number you end up with.

a Enter the number 1 hundred less than 3 415. Subtract 15 and add 700.

b Enter the 84 tens. Add 16 tens.

c Enter the number 1 before 4 400. Subtract 99. Add 700.

d Enter the number 3 hundred more than 2 579. Make it 1 000 more. Add 1 unit then 20 units. Now add an amount to make this number 4 000. What did you add?

(D) (2)

Reading and Understanding Whole Numbers

SERIES **TOPIC**

Look at the Climate Averages Map. http://www.bom.gov.au/climate/averages/tables/cw_061087.shtml

1a   What is the highest average temperature for Gosford? _____

b   What is the lowest average temperature for Gosford? _____

2   Facts about weather and climate are often given in a graph. A Climate Graph shows the high and low temperature, and the rainfall over a long time.

Look at the Climate Graph for Sydney. The columns are the rainfall. The lines are the temperature.
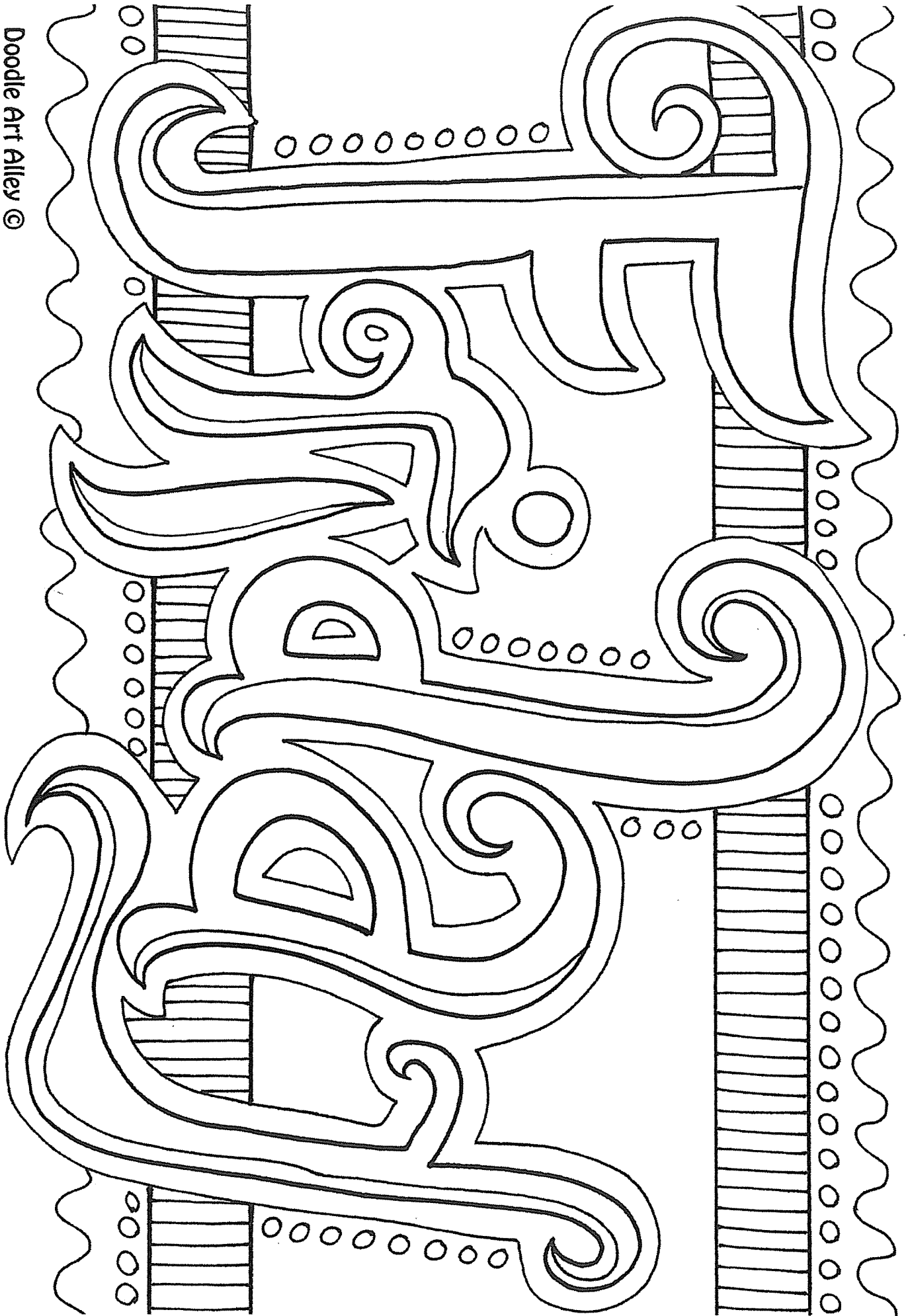

Sydney
30-year period
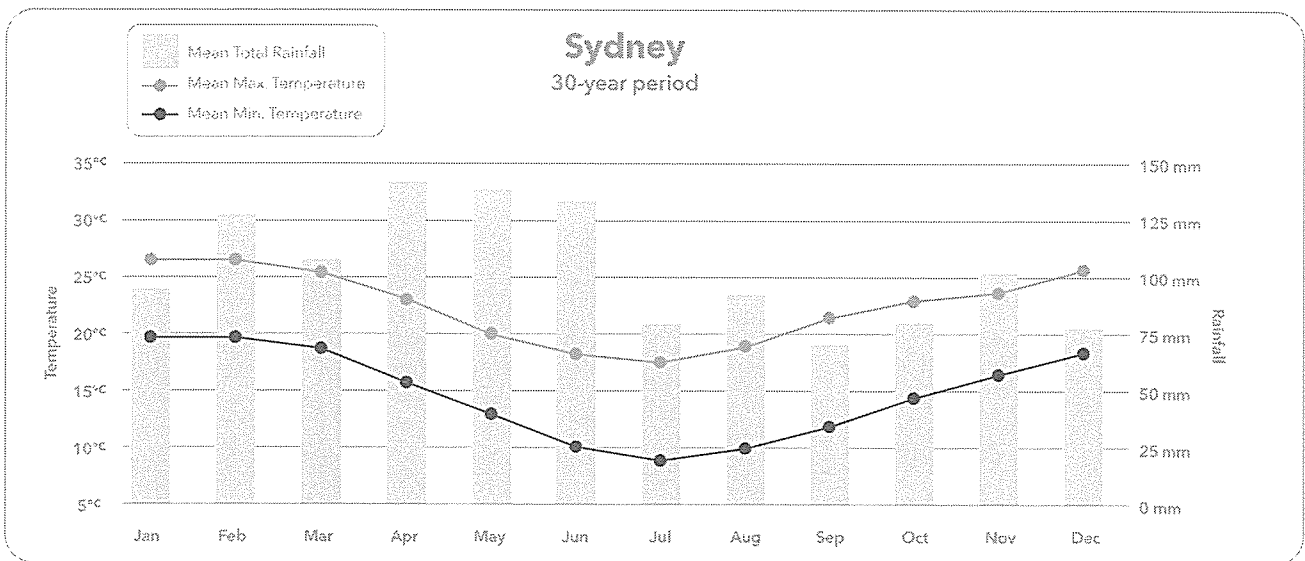
3a   Which month had the most rain? _____

b   Which month had the least rain? _____

c   What are the two hottest months? _____

d   What are the two coldest months? _____

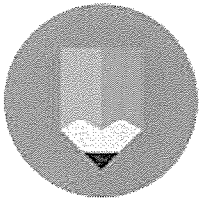## 5. Wise Old Owl

the wise old owl sat on the branch of a tall oke tree. he was watching his pray below. the tiny little mouse scatted into the safety of the long green grass. the disappointed owl flew gracefully onto the next tree
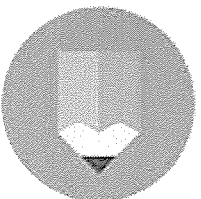
Find 3 spelling mistakes.
Add 4 capital letters and 1 full stop.

teachstarter

6. Energetic Puppy

the energetic puppy returned the big blue ball to his proud owner. he waited patiantly for his biscute treat. the puppy lessons are helping to transform this little puppy into a talented show dog

Find 3 spelling mistakes.
Add 3 capital letters and 1 full stop.

teachstarter

ROALD DAHL

Roald Dahl is known as one of the most popular children's authors of all time. He started writing children's books in 1943 and continued writing for the rest of his life.

Roald Dahl was born in Wales in the United Kingdom on September 13, 1916. His father died when he was only three years old, so he was raised by his mother. She used to tell Roald lots of imaginative stories during his childhood, which he always loved hearing.

When Roald became a father himself, he started to tell his own children stories. He would sneak into their bedroom after they had gone to bed and make up wonderful tales about all sorts of interesting characters. Eventually, he wrote many of these stories down. They were published into books, so children all around the world could read and enjoy them.

Some of Dahl's most famous books include James and the Giant Peach, Charlie and the Chocolate Factory, Fantastic Mr. Fox and The Witches. Many of his books have been made into movies. One of his later books, Matilda, has even been made into a musical performed on stage.

Roald Dahl died in Oxford, England on November 23, 1990. He will live on through his wonderful stories, which will be enjoyed by children for generations to come.
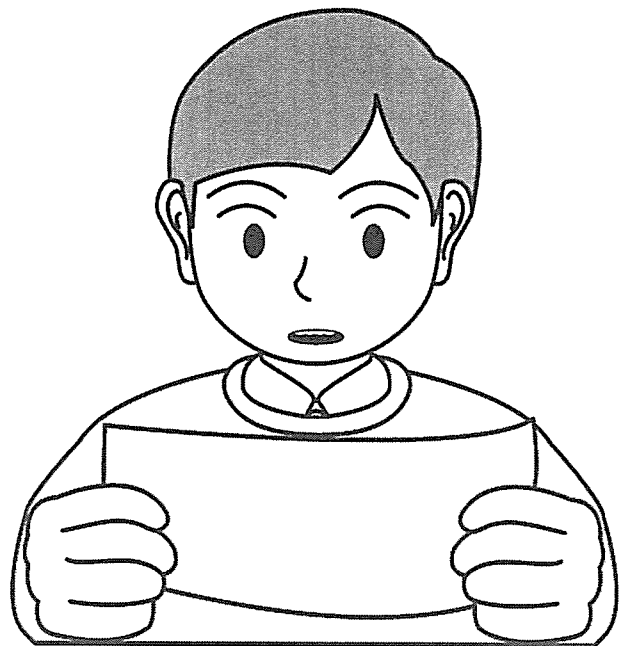
Comprehension Questions

1) Write down the events that happened in these years.

1916	
1943	
1990	

2) What happened when Roald Dahl was only three years old?

_____

_____

3) Where do you think Roald Dahl's love for children's books began?

_____

_____

4) What did Roald Dahl do once his children were in bed?

_____

_____

_____

5) What did Roald Dahl decide to do with all the stories he told his children?

_____

_____

_____

Comprehension Questions

6) List some of the famous books that Roald Dahl wrote.

_____

_____

_____

_____

7) Which of Roald Dahl's famous books is now a musical?

_____

_____

8) Why do you think Roald Dahl chose to write books for children?

_____

_____

_____

_____

Getting ready

This is a game for 2 to 4 players. Your group will need a die and some MAB blocks. Each player will need a copy of the game board below.

copy

What to do

Each player rolls the die to see how many shorts they may take from the pile in the centre. Take turns rolling the die and collecting shorts. When you have 10 shorts you can trade them for 1 long. When you have 10 longs you can trade them for a flat. The winner is the first person to get a flat on their game board.

	Hundreds (flats)
	Tens (longs)
	Units (shorts)

Place value bingo

Getting ready

This is a game for 3 to 6 players. You need to copy this page and cut out the cards below.

copy

What to do

Choose a player to be the caller. The rest of the players each write a list of six 4 digit numbers. The caller calls out one card at a time and declares which column the number is in. For example, the caller might draw a card with 8 on it and say, "8 in the hundreds place". If a player has an 8 in the hundreds place in one of their numbers, they circle that digit. The caller keeps drawing cards and saying the digit's place value until one of the players has circled all of the digits in one of their numbers. This player wins the round. Swap roles and play again until each person has had a turn at being the caller.
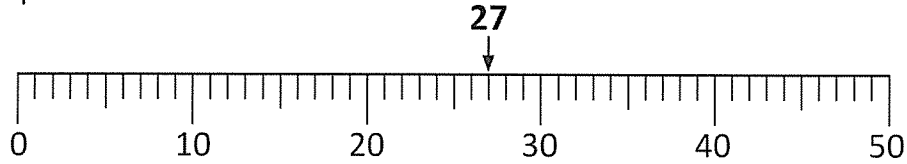
1	2	3	4	5
6	7	8	9	1
2	3	4	5	6
7	8	9	1	2

D **2**

SERIES   TOPIC

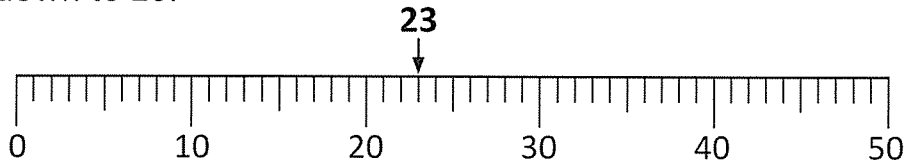Reading and Understanding Whole Numbers

Round and estimate – rounding to 10 and 100

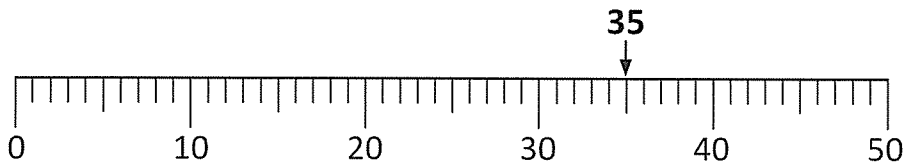Rounding makes big numbers easier to work with. Look at these examples of rounding to the nearest 10.

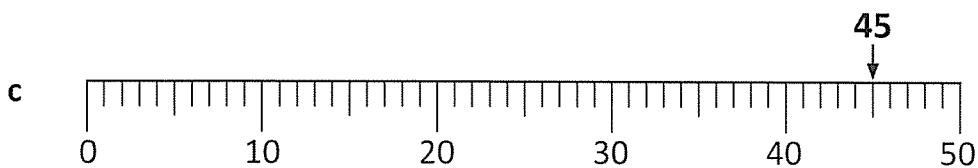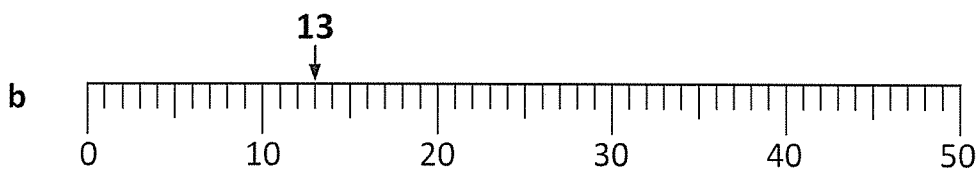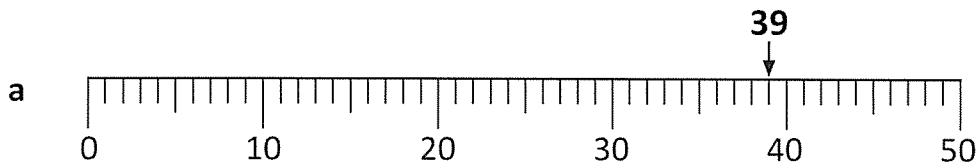We round up if the number is over the halfway mark:
27 rounds up to 30.

27

```
|ıııııııı|ıııııııı|ıııııııı|ıııııııı|ıııııııı|
0        10       20       30       40       50
```

We round down if the number is under the halfway mark:
23 rounds down to 20.

23

```
|ıııııııı|ıııııııı|ıııııııı|ıııııııı|ıııııııı|
0        10       20       30       40       50
```

We round up if the number is exactly halfway:

35

```
|ıııııııı|ıııııııı|ıııııııı|ıııııııı|ıııııııı|
0        10       20       30       40       50
```

1 **Round these numbers to the nearest 10:**

39

a
```
|ıııııııı|ıııııııı|ıııııııı|ıııııııı|ıııııııı|
0        10       20       30       40       50
```

13

b
```
|ıııııııı|ıııııııı|ıııııııı|ıııııııı|ıııııııı|
0        10       20       30       40       50
```

45

c
```
|ıııııııı|ıııııııı|ıııııııı|ıııııııı|ıııııııı|
0        10       20       30       40       50
```

2 Round these numbers to the nearest 100:

190
↓
a [number line from 0 to 500]

0   100   200   300   400   500

[ ]

450
↓
b [number line from 0 to 500]

0   100   200   300   400   500

[ ]

3 Complete these rounding wheels:

a

459 | 673
867 | Nearest 10 | 112
109 | | 99
35 | 15

b

298 | 823
976 | Nearest 100 | 198
103 | | 67
38 | 92
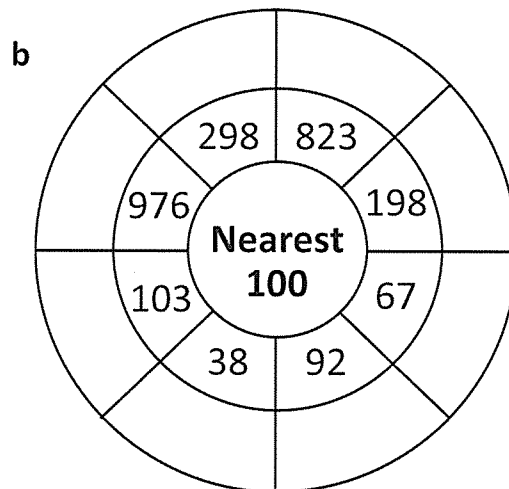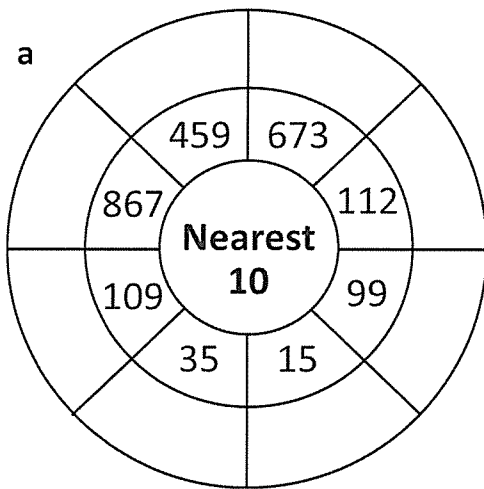
4 Choose 2 colours. Use colour 1 to colour the numbers that round to 600.

Use colour 2 to colour the numbers that round to 700.

		591		
672	634	606	620	670
601	748	608	665	578

570	643	603	654	565	612	641

623	699	590	687	615
730	602	649	636	720
		599		

D SERIES **3** TOPIC

Reading and Understanding Whole Numbers
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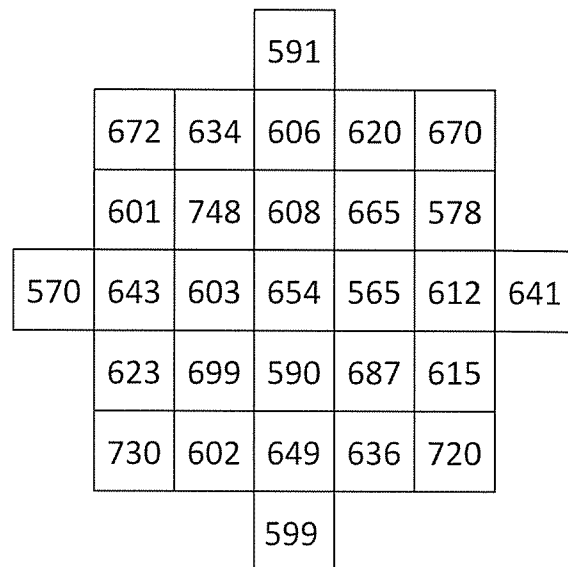
Round and estimate – estimating

When we estimate, we are making a sensible guess. Estimation is very handy when you want to check your work. Look at these cakes. We can estimate the total number of cakes by circling a sample group of cakes and counting the groups.
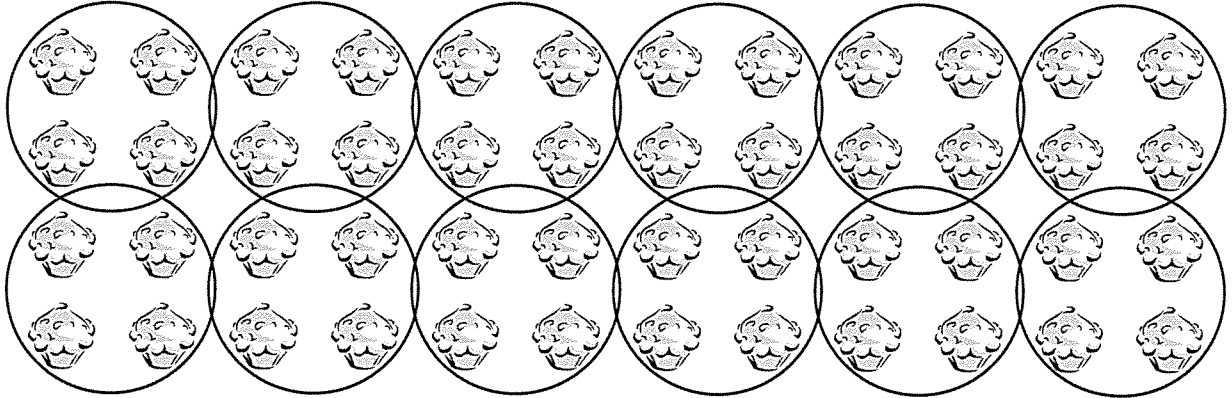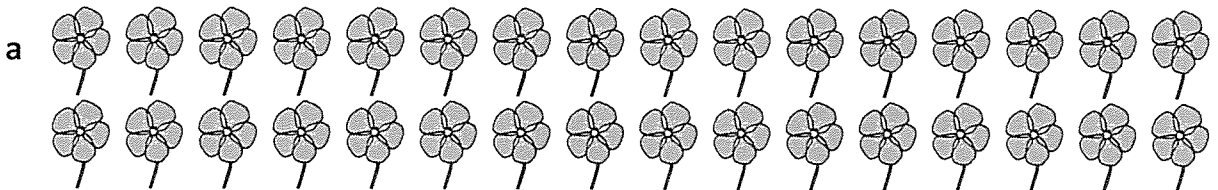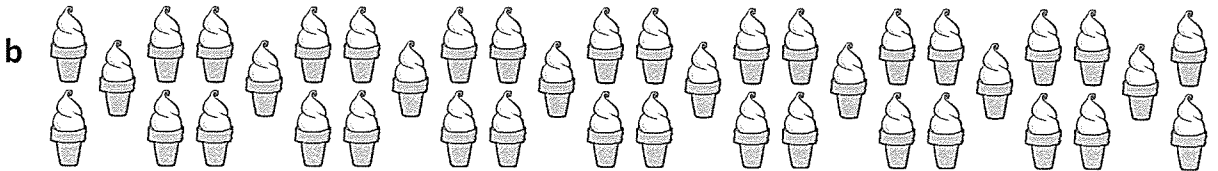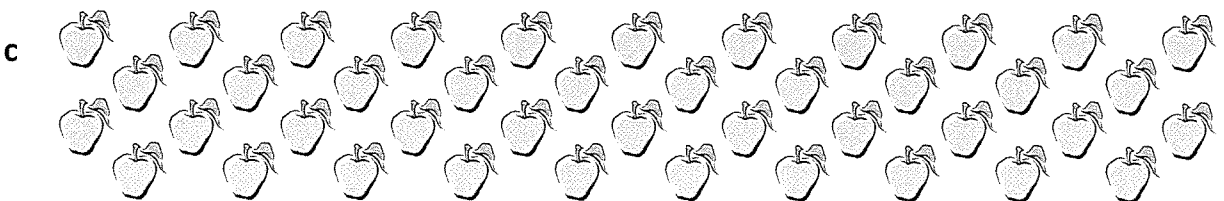
1 Estimate the number of objects in each set below. Circle a sample group and count the groups.

a

Total ____

b

Total ____

c

Total ____

Round and estimate – estimating

2 Estimate how many pots will be needed for this pile of pencils. Count the number of pencils in the pot. Use this number as the sample to estimate.
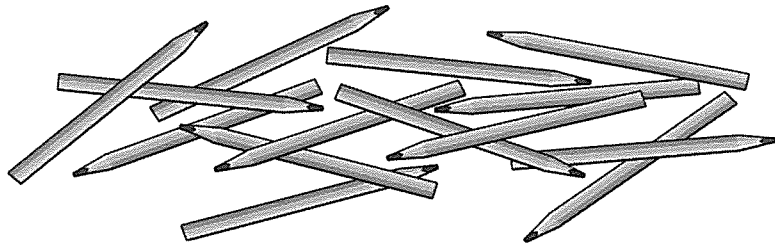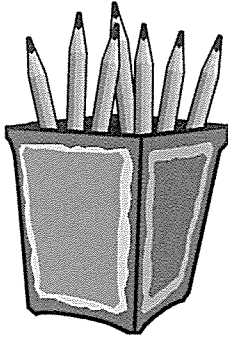
Estimated number of pots needed ☐

3 Estimate how many holes you make using a hole punch. Fold a piece of A4 paper in half and in half again. Punch some holes a few times. Unfold the paper. Estimate the number of holes.

a Write this number here: ☐

b How did you make this estimate?

_____

_____

> Remember a good estimate does not have to be the exact amount. It just needs to be reasonable.

c How close were you?

_____

REMEMBER

4 Estimate the numbers that could be located at the marked points:

0   50   100

Round and estimate – rounding to estimate

Rounding is a very useful skill when we want an estimate. An answer that is an estimate, is not exact, but is reasonable which means it is very close to the exact answer.

Round down to 10

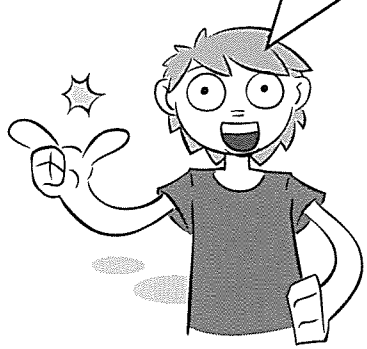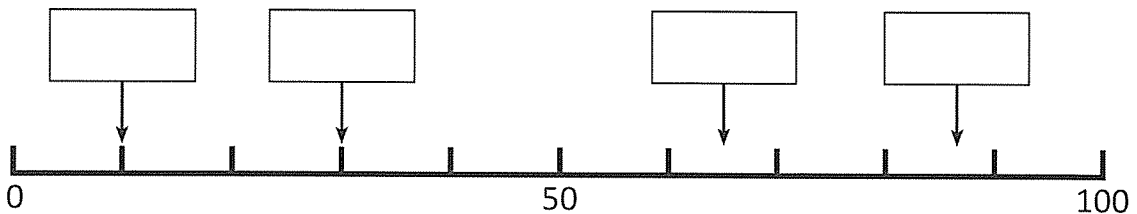| 12 | + | 39 | is about | 50 |

Round up to 40

1 Draw a line to connect each sum to the most reasonable answer by rounding:

[90]   [60]   [40]   [20]

7 + 12   22 + 19   34 + 29   27 + 59

2 Look at what each person ordered from the menu and how much they paid. Decide and circle whether their estimate is reasonable or not. An estimate is reasonable if both amounts are rounded correctly.

		Estimate of bill	Reasonable?
a	Dylan bought stir-fry noodles and an orange juice.	$6	Yes / No
b	Michelle bought a muffin and sushi rolls.	$6	Yes / No
c	Julia bought a bottle of water and souvlaki.	$9	Yes / No
d	Stef bought a salad sandwich and a piece of fruit.	$4	Yes / No
e	Marco bought hot chips and a slurpee.	$4	Yes / No

Laura's Lunches

Salad sandwich	$4.25
Sushi rolls	$2.20
Hot chips	$1.95
Souvlaki	$7.35
Fruit	$ .60
Stir-fry noodles	$4.95
Slurpee	$1.55
Orange juice	$1.95
Bottle of water	$2.15
Choc or banana muffin	$1.85

3 Colour the best answer in each addition:

a	56 + 31 =	60	45	99	86	107
b	88 + 61 =	200	148	130	500	340
c	123 + 45 =	138	198	165	118	579
d	760 + 52 =	810	800	900	780	761

Round and estimate – rounding to estimate

4 Omar has just finished some work on addition using a calculator. Check his answers to see which ones are correct by rounding each number to the nearest 100 to get an estimate:

Addition calculation	Estimate by rounding
292 + 102 = 394	
399 + 212 = 711	
98 + 803 = 901	
310 + 201 = 511	
99 + 291 = 390	
404 + 403 = 907	

Remember an approximate answer is reasonable.

REMEMBER

5 Use rounding to estimate the answers to these problems:

a 98 children went on an excursion to the zoo. If tickets cost $9.90 each, estimate how much it cost altogether.

b Year 6 bought food, drinks and decorations for the end of year farewell. They spent $596 on food, $217 on drinks and $116 on decorations. Estimate how much they spent altogether.
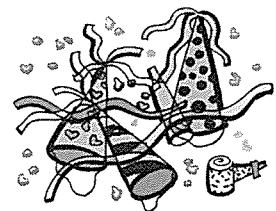
c Talia spent about $19.80 a day on her holidays. Estimate how much she spent on her 10 day trip.

d Belle runs $4\frac{3}{4}$ km every day for a week. How far does she run after 1 week?

Reading and Understanding Whole Numbers
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Getting ready

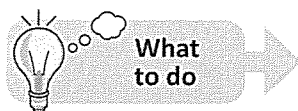This is a game for 2 players. You will need: a coin, 3 dice, counters in 2 different colours, scrap paper and this page.

What to do

1 Roll 3 dice and using the numbers as digits write down the largest number you can.

2 Toss a coin. If it lands on heads, round to the nearest 10. If it lands on tails, round to the nearest 100.

3 Place your counter if you see it on the grid.

The winner is the person with the most counters after 10 turns each.

200	700	620	410	700	630	650	220
100	670	440	500	600	200	640	610
560	520	300	640	250	510	540	160
630	320	240	700	530	200	110	650
250	550	660	650	310	640	430	640
660	210	670	640	540	210	600	220
500	400	640	420	630	670	550	600
300	540	530	300	400	360	520	500
620	520	700	650	620	660	550	330

Getting ready

This is a game for 2 players. You and your partner will need a copy of this page and 3 dice. Also you will each need a calculator to keep score and a marker.
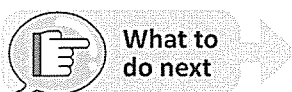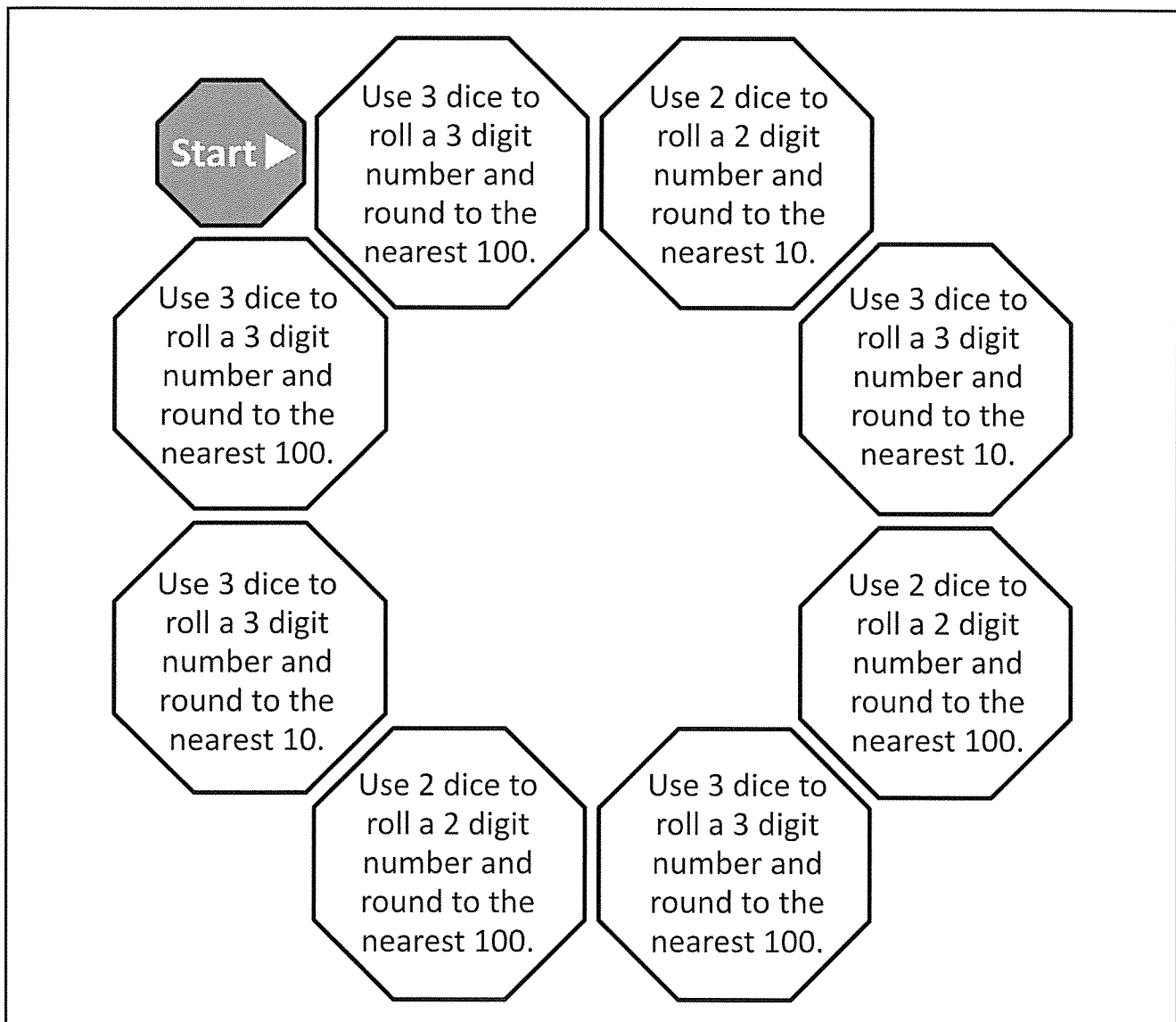
copy

What to do

Decide who will go first. Roll a die and move that number to the next octagon. Follow the directions and record your number. Take turns and keep track of your score on your calculator by adding the number you make on each turn. The winner is the first one to reach 1 000.

Start ▶

Use 3 dice to roll a 3 digit number and round to the nearest 100.

Use 2 dice to roll a 2 digit number and round to the nearest 10.

Use 3 dice to roll a 3 digit number and round to the nearest 100.

Use 3 dice to roll a 3 digit number and round to the nearest 10.

Use 3 dice to roll a 3 digit number and round to the nearest 10.

Use 2 dice to roll a 2 digit number and round to the nearest 100.

Use 2 dice to roll a 2 digit number and round to the nearest 100.

Use 3 dice to roll a 3 digit number and round to the nearest 100.

What to do next

Play again. This time, make it the best out of three.

D SERIES   3 TOPIC

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