

Week 2 - Package 1 - Year 3 & 4 English - Onomatopoeia - Part 1

Things your child needs

Have these things available so your child can complete this task

Ideal	Backup
Device to watch the lesson video and Onomatopoeia lesson- Part 1	Onomatopoeia- Part 1 Power Point - printed
Onomatopoeia activity sheet 1- Water brainstorm	
Onomatopoeia activity sheet 2- Identifying onomatopoeia	
Pencil or pen	

Before your child starts

This lesson is the **first in a series of three lessons** about the literary device onomatopoeia.

What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

What is onomatopoeia?

Your child will learn that onomatopoeia is when a word imitates or mimics the sound of the object or action it refers to. Words like swoosh, plop and bam are examples of onomatopoeia. Your child will learn that authors use these words to emphasise the sounds of the object or action that is being described. Authors use onomatopoeia to enhance their text and impact what the reader thinks or feels as they read.

What your child needs to do

Your child will watch a video of a lesson about onomatopoeia. The teacher will guide your child as they learn how to identify onomatopoeia in a text.

Throughout the lesson, your child will be asked to pause the video to complete the activity sheets for the lesson.

By the end of the lesson, your child should be able to:

- explain what onomatopoeia is
- give some examples of onomatopoeia
- recognise the use of onomatopoeia in a text

Options for your child

Activity too hard?	Activity too easy?
Read the text examples to your child and have them identify the onomatopoeia orally. Work with your child to find examples of onomatopoeia in texts they are familiar with and able to read.	Have your child find examples of onomatopoeia in other texts. Have your child sort and classify different examples of onomatopoeia based on whether they are normally used to refer to humans, animals or objects.

Extension/Additional activity

Examples of onomatopoeia are everywhere! As you and your child notice examples of onomatopoeia in conversations, books, on television, radio or in other media, keep a list of the words, phrases or sentences.

Where to next?

Learning Package 2: Onomatopoeia- Part 2 of 3 is available on the Learning at Home website.

Onomatopoeia activity 1: Water brainstorm

1. Learning intention:

I am learning to identify, explain and use onomatopoeia in a text.

2. Success criteria:

- I can explain what onomatopoeia is.
- I can give some examples of onomatopoeia.

Instructions: List examples of onomatopoeia that are related to water.

Challenge: You might find a way to categorise your water words.

plop

Onomatopoeia activity 2: Identifying onomatopoeia

3. Learning intention:

I am learning to identify, explain and use onomatopoeia in a text.

4. Success criteria:

- I can recognise the use of onomatopoeia in a text.

Instructions: Highlight or underline the examples of onomatopoeia in each section of text.

Challenge: Find some more examples of text extracts that contain onomatopoeia. You might also like to think about why the author has used onomatopoeia in the text.

Text extract

“Chug, chug, chug. Puff, puff, puff. Ding-dong, ding-dong. The little train rumbled over the tracks.”

“The Little Engine That Could” by Watty Piper

“It went zip when it moved and bop when it stopped.
And whirr when it stood still.
I never knew just what it was and I guess I never will.”

“The Marvelous Toy” by Tom Paxton

Water plops into pond
splish-splash downhill
warbling magpies in tree
trilling, melodic thrill
whoosh, passing breeze
flags flutter and flap
frog croaks, bird whistles
babbling bubbles from tap
“Running Water” by Lee Emmett

And who tolling, tolling, tolling,
In that muffled monotone,
Feel a glory in so rolling
On the human heart a stone...
“The Bells” by Edgar Allan Poe

Over the cobbles he clattered and clashed in the dark inn-yard,
He tapped with his whip on the shutters, but all was locked and barred...
“The Highwayman” by Alfred Noyes

Week 2 - Package 2 - Year 3 & 4 English - Onomatopoeia - Part 2

Things your child will need

Have these things available so your child can complete this task

Ideal	Back up
Device to watch the lesson video	
Onomatopoeia lesson video- Part 2	Onomatopoeia - Part 2 PowerPoint - printed
Onomatopoeia activity sheet 3	Paper
Pencil or pen	

Before your child starts

This lesson is the second in a series of three lessons about the literary device onomatopoeia.

What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

What is onomatopoeia?

Your child will learn that onomatopoeia is when a word imitates or mimics the sound of the object or action it refers to. Words like swoosh, plop and bam are examples of onomatopoeia. Your child will learn that authors use these words to emphasise the sounds of the object or action that is being described. Authors use onomatopoeia to enhance their text and impact what the reader thinks or feels as they read.

What your child needs to do

Your child will watch a video of a lesson about onomatopoeia. The teacher will guide your child as they learn how to explain why an author might have used onomatopoeia in a text. Throughout the lesson, your child will be asked to pause the video to complete the activity sheet for the lesson.

By the end of the lesson, your child should be able to:

- explain why authors use onomatopoeia

Options for your child

Activity too hard?	Activity too easy?
Read the text examples to your child and have them explain why the author might have used onomatopoeia orally. Work with your child to find examples of onomatopoeia in texts they are familiar with and able to read. Have them explain why the author might have used these examples of onomatopoeia.	Have your child find examples of onomatopoeia in other texts. Encourage your child to record the examples and explain why the author might have used onomatopoeia.

Extension/Additional activity

“The Bells” by Edgar Allan Poe and “The Highwayman” by Alfred Noyes are two examples of classic poetry. Have your child read more of the poems and search for examples of onomatopoeia and other literary devices they may be familiar with. Have your child explain which poem they prefer and justify their opinion with examples from the poem.

Where to next?

Learning Package 3 Onomatopoeia- Part 3 of 3 is available on the Learning at Home website.

Onomatopoeia activity 3: Explaining onomatopoeia

1. **Learning intention:**

I am learning to identify, explain and use onomatopoeia in a text.

2. **Success criteria:**

- I can explain why authors use onomatopoeia.

Instructions: Write a sentence to explain why you think the author has used onomatopoeia in the text.

Challenge: Find another text extract that includes examples of onomatopoeia. Copy the text and highlight or underline the onomatopoeia. Explain why you think the author has used onomatopoeia in the text.

Text in [square brackets] identifies highlighted words that are examples of onomatopoeia.

**Text extract
onomatopoeia?**

Why has the author used

"[Chug, chug, chug. Puff, puff, puff.
Ding-dong, ding-dong]. The little train
[rumbled] over the tracks."
"The Little Engine That Could" by Watty Piper

It went [zip] when it moved and [bop] when it
stopped. And [whirr] when it stood still.
I never knew just what it was and I guess
I never will."
"The Marvelous Toy" by Tom Paxton

Water [plops] into pond
[splish-splash] downhill
[warbling] magpies in tree
[trilling], melodic thrill
whoosh, passing breeze
flags [flutter] and flap
frog [croaks], bird [whistles]
[babbling bubbles] from tap
"Running Water" by Lee Emmett

And who [tolling, tolling, tolling],
In that [muffled] monotone,
Feel a glory in so [rolling]
On the human heart a stone...
"The Bells" by Edgar Allan Poe

Over the cobbles he [clattered] and [clashed] in
the dark inn-yard, He [tapped] with his [whip] on
the shutters, but all was locked and barred...
"The Highwayman" by Alfred Noyes

Week 2 - Package 4 - Years 3 & 4 English- Beyond the Milky Way - Part 1

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Device to watch the lesson video and <u>Beyond the Milky Way- Part 1</u>	<u>Beyond the Milky Way- Part 1 PowerPoint - printed</u>
Activity sheet 1- I see, I think, I wonder	Paper
Activity sheet 2- Poem	
Activity sheet 3- Vocabulary	
Pencil or pen	

Before I start

This lesson focuses on reading and thinking about the language choices in a poem called Beyond the Milky Way by Chris Hogan.

Poetry is a way of expressing feelings, ideas and telling stories. Poems can be written in lots of ways with many different structures.

What my child needs to know and do

Your child will watch the [Beyond the Milky Way- Part 1](#) video and will complete a series of activities about the language choices in the poem. The teacher will guide your child through the activities as they learn new vocabulary.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- explore the language choices in the poem.

What to do next

Once your child has completed Beyond the Milky Way activities 1, 2, and 3 they can move on to the next lesson, Beyond the Milky Way- Part 2.

Options for your child

Activity too hard?	Activity too easy?
Your child might just complete the activities for the first two stanzas rather than the whole poem.	Your child might research and read other humorous poems written as ballads.

Extension/Additional activity

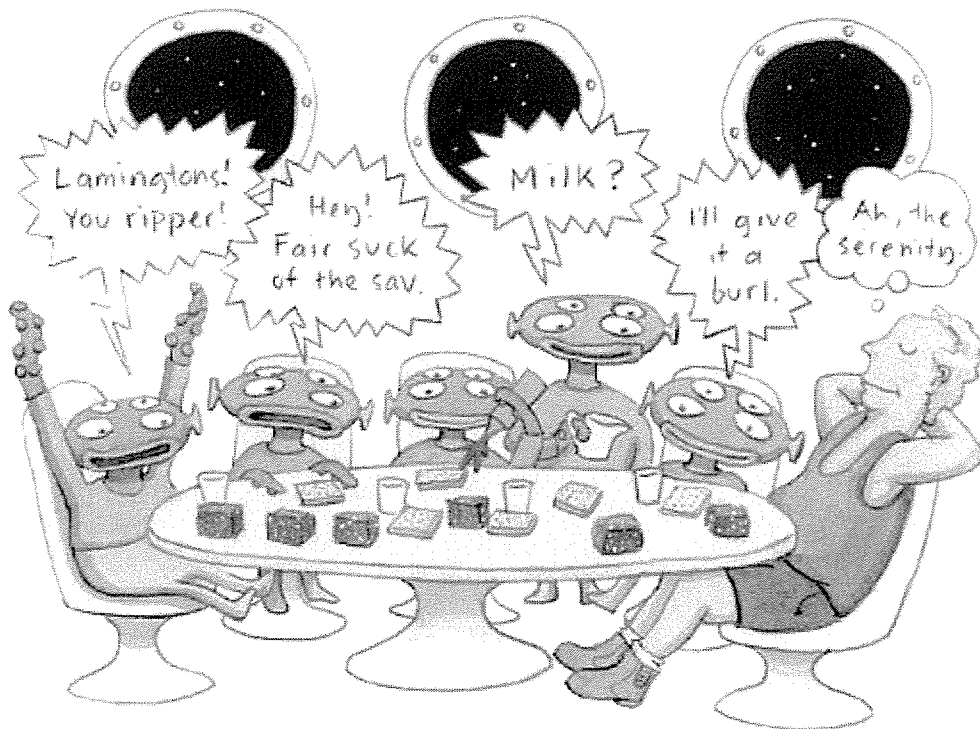
Your child might enjoy practising and reading the poem aloud to build their reading fluency including expression and rhythm. This could be performed for family or friends or recorded and shared with their teacher.

Beyond the Milky Way activity 1: I see, I think, I wonder

1. **Learning intention:**
2. I am learning to read, understand and respond to a poem.
3. **Success criteria:**
 - I can respond to an illustration.

Instructions: Look at the illustration that accompanies the poem *Beyond the Milky Way* by Chris Hogan, illustrated by Tohby Riddle. Write down the things you see, think and wonder about the illustration.

Challenge: Write a paragraph about what you predict the poem will be about.



Beyond the Milky Way

poem by Chris Hogan, illustrated by Tohby Riddle

Image acknowledgment: Sourced from [The School Magazine website](#)

I see...

I think...

I wonder...

Beyond the Milky Way activity 2: Poem

4. Learning intention:

5. I am learning to read, understand and respond to a poem.


6. **Success criteria:**

- I can explore the language choices in a poem.

Instructions: Read the poem *Beyond the Milky Way* by Chris Hogan, illustrated by Tohby Riddle. Use the following symbols to help you think about the words and story presented in the poem.

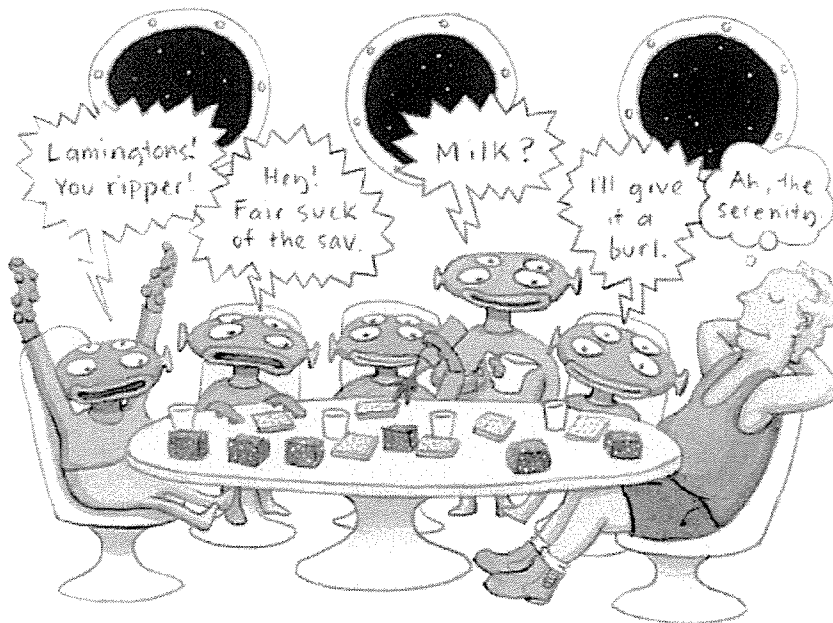
Key:

_____ = unsure or unfamiliar word

 = I like this

○ = onomatopoeia

Challenge: Imagine that Big Jim had to make a statement to the police about the events from the poem. Write the police statement making sure you include as many details as you can to assist the police.



Beyond the Milky Way

poem by Chris Hogan, illustrated by Tohby Riddle

Big Jim was truckin' cattle, down the highway, late at night,
When suddenly, the sky lit up, and blazed with purple light.
And then, from out of nowhere, while Jim scratched his puzzled head,
A strange, green disk materialised and hovered overhead.

'Good grief!' Jim gasped. He sat and froze, like he'd been thunderstruck.
And as he did, the green disk hummed, and laser-beamed the truck.
Bang! Rattle! Thump! The cabin shook! The airbags fizzed and POPPED!
Jim slammed the brake! He hit the roof! The old truck screeched! And stopped!

'Great cats alive!' the truckie cried, in gasps of disbelief.
He wiped his nose. He rubbed his eyes, and shivered like a leaf.
'I sure ain't stayin' here!' he said, and shuffled in his seat.
'I ain't no sardine in a can, for some alien to eat!'

So, with his fingers double-crossed, and courage in his soul,
Jim sprang out of the cabin, like a rabbit from a hole.
The laser beam sliced through the air, and flashed above his head,
And then, it shifted to the cows, and flashed on them instead.

The cows went moo, like milk cows do, when something takes their eye.
The beam went *ZAP!* And sucked them up, to the spaceship in the sky.
Big Jim cried, 'Stop, you thievin' lot! Them cows ain't yours to keep!'
The green disk hummed. The laser flashed. And Big Jim went to sleep.

Night turned to day. Day turned to night. And finally Jim woke.
He found himself tucked up in bed, surrounded by wee-folk.
'*Dweep Zuggle Nink! Splig Ding Kerdink!*' the largest wee-folk said.
Its four eyes blinked. Its ears went pink, and its tentacles glowed red.

'I'm sorry,' said the truckie, 'but ya lingo has me beat!
If only you spoke Aussie, like us truckies, she'd be sweet.'
The wee-folk wobbled up and down like jelly on a plate,
And snuffling through their blubber mouths, they cried, '*No worries mate!*'

Well! Ever since that moment, when two cultures spoke as one,
The truckie and his new-found friends have flown from sun to sun.
And every day, when tea is served, they have the same main course:
Sweet lamingtons! Milk freshly squeezed! And fairy bread with sauce!

Text and image acknowledgment: Used with permission from [The School Magazine](#)

Beyond the Milky Way activity 3: Vocabulary

7. Learning intention:

8. I am learning to read, understand and respond to a poem.

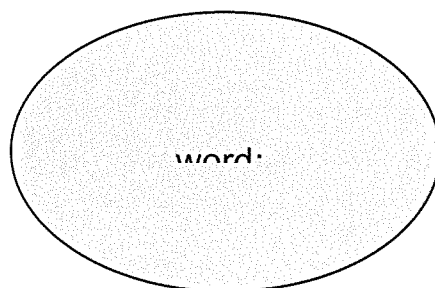
9. Success criteria:

I can explore the language choices in the poem.

Instructions: Complete the Frayer model for the focus vocabulary word-materialised.

Challenge: Choose another word from the poem and complete a Frayer model for the word.

Definition in your own words	Important features (synonyms, antonyms, syllables)
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Example in a sentence	Non-example in a sentence

Week 2 - Package 5 - Year 3 & 4 English - Beyond the Milky Way - Part 2

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Device to watch the lesson video and Beyond the Milky Way- Part 2	Beyond the Milky Way - Part 2 PowerPoint presentation - printed
Activity sheet 4- Action	Paper
Activity sheet 5- Theme	
Highlighters	
Pencil or pen	

Before you start

This is the second in a series of two lessons.

This lesson focuses on reading and thinking about the action and theme of a poem called *Beyond the Milky Way* by Chris Hogan.

Poetry is a way of expressing feelings, ideas and telling stories. Poems can be written in lots of ways with many different structures.

What your child needs to know and do

Your child will watch a video of a lesson about the poem and will complete a series of activities about the action and theme of the poem. The teacher will guide your child through the activities as they learn what is going on in the poem and what the poet was intending.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- explain what happened in the poem.
- explain the theme of the poem.

What to do next

Once your child has completed Beyond the Milky Way activities 4 and 5 they can complete the additional activities listed below.

Options for your child

Activity too hard?	Activity too easy?
Work with your child to identify the action and theme of the poem. Have them record their insights orally.	Your child might research and compare the action, characters and theme of 'Beyond the Milky Way' with the well-known Australian ballad <u>'The Man from Snowy River'</u> by Andrew Barton Paterson.

Extend the learning

Your child might like to read the poem to someone and explain what it is about and how they know. They also might like to draw a cartoon based on the poem by dividing an A4 page into 8 sections and drawing a picture for each stanza.

Beyond the Milky Way activity 4: Action

1. **Learning intention:**
2. I am learning to fluently read, understand and respond to a poem.
3. **Success criteria:**
 - I can draw and write to explain what happened in the poem.

Instructions: Read the poem *Beyond the Milky Way* by Chris Hogan, illustrated by Tohby Riddle.

Part 1- Use one colour to highlight the sections of the poem related to Big Jim. Note the details in the first column. Part 2- Use a different colour to highlight the sections of the poem related to the green disk, laser beam and wee-folk and note those details in the second column.

Challenge: In the second, third, fifth and seventh stanzas Big Jim the poet has used quoted speech to show us what Big Jim was thinking and said.

	Big Jim	Green disk, laser beam, wee-folk
Big Jim was truckin' cattle, down the highway, late at night, When suddenly, the sky lit up, and blazed with purple light. And then, from out of nowhere, while Jim scratched his puzzled head, A strange, green disk materialised and hovered overhead.		Green disk
'Good grief!' Jim gasped. He sat and froze, like he'd been thunderstruck. And as he did, the green disk hummed, and laser-beamed the truck. <i>Bang! Rattle! Thump!</i> The cabin shook! The airbags fizzed and POPPED! Jim slammed the brake! He hit the roof! The old truck screeched! And stopped!		Green disk
'Great cats alive!' the truckie cried, in gasps of disbelief. He wiped his nose. He rubbed his eyes, and shivered like a leaf. 'I sure ain't stayin' here!' he said, and shuffled in his seat.' 'I ain't no sardine in a can, for some alien to eat!'		
So, with his fingers double-crossed, and courage in his soul, Jim sprang out of the cabin, like a rabbit from a hole. The laser beam sliced through the air, and flashed above his		Laser beam

head, And then, it shifted to the cows, and flashed on them instead.		
The cows went moo, like milk cows do, when something takes their eye. The beam went <i>ZAP!</i> And sucked them up, to the spaceship in the sky. Big Jim cried, 'Stop, you thievin' lot! Them cows ain't yours to keep!' The green disk hummed. The laser flashed. And Big Jim went to sleep.		Laser beam Green disk
Night turned to day. Day turned to night. And finally Jim woke. He found himself tucked up in bed, surrounded by wee-folk. ' <i>Dweep Zuggle Nink! Splig Ding Kerdink!</i> ' the largest wee-folk said. Its four eyes blinked. Its ears went pink, and its tentacles glowed red.		Wee-folk
'I'm sorry,' said the truckie, 'but ya lingo has me beat! If only you spoke Aussie, like us truckies, she'd be sweet.' The wee-folk wobbled up and down like jelly on a plate, And snuffling through their blubber mouths, they cried, ' <i>No worries mate!</i> '		Wee-folk
Well! Ever since that moment, when two cultures spoke as one, The truckie and his new-found friends have flown from sun to sun. And every day, when tea is served, they have the same main course: Sweet lamingtons! Milk freshly squeezed! And fairy bread with sauce!		

Text acknowledgment: Used with permission from
The School Magazine



Beyond the Milky Way activity 5: Theme

4. **Learning intention:**

5. I am learning to read, understand and respond to a poem.

6. **Success criteria:**

- I can explain the theme of the poem.

Instructions: Write a paragraph about the theme of the poem *Beyond the Milky Way* by Chris Hogan, illustrated by Tohby Riddle. You should include a statement about what you think the theme of the poem is and details from the poem that support your thinking.

Challenge: Write about a time when you have formed a friendship with someone through a common language or shared passion.

Activity adapted with permission from [The School Magazine](#) learning resource.

Week 2- Package 3 -Year 3 & 4 English- Onomatopoeia Part 3

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Device to watch the lesson video	Printed version of the PowerPoint presentation
Onomatopoeia lesson video- Part 3	Onomatopoeia Part 3 PowerPoint - printed
Onomatopoeia student activity 4	Paper
Onomatopoeia student activity 5	Paper
Pencil or pen	

Before you start

This lesson is the third in a series of three lessons about the literary device onomatopoeia.

What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

What is onomatopoeia?

Your child will learn that onomatopoeia is when a word imitates or mimics the sound of the object or action it refers to. Words like swoosh, plop and bam are examples of onomatopoeia. Your child will learn that authors use these words to emphasise the sounds of the object or action that is being described. Authors use onomatopoeia to enhance their text and impact what the reader thinks or feels as they read.

What your child needs to know and do

Your child will watch the [Onomatopoeia Part 3 video](#). The teacher will guide your child as they learn how to use onomatopoeia in a text.

Throughout the lesson, your child will be asked to pause the video to complete the activities for the lesson.

By the end of the lesson, your child should be able to:

- create a text that uses onomatopoeia to enhance the description for the reader.

What to do next

Download the next student activity for this week titled 'Beyond the Milky Way- Part 1.' which is available on the Learning at Home website.

Options for your child

Activity too hard?	Activity too easy?
Have your child create two- or three-word phrases using onomatopoeia, for example, <i>the balloon went splat</i> . Work with your child to expand on their phrase to create a sentence. Have them orally record their examples of onomatopoeia.	Have your child expand on their sentence to create a paragraph or poem that uses onomatopoeia to enhance the experience of the reader.

Extension the learning

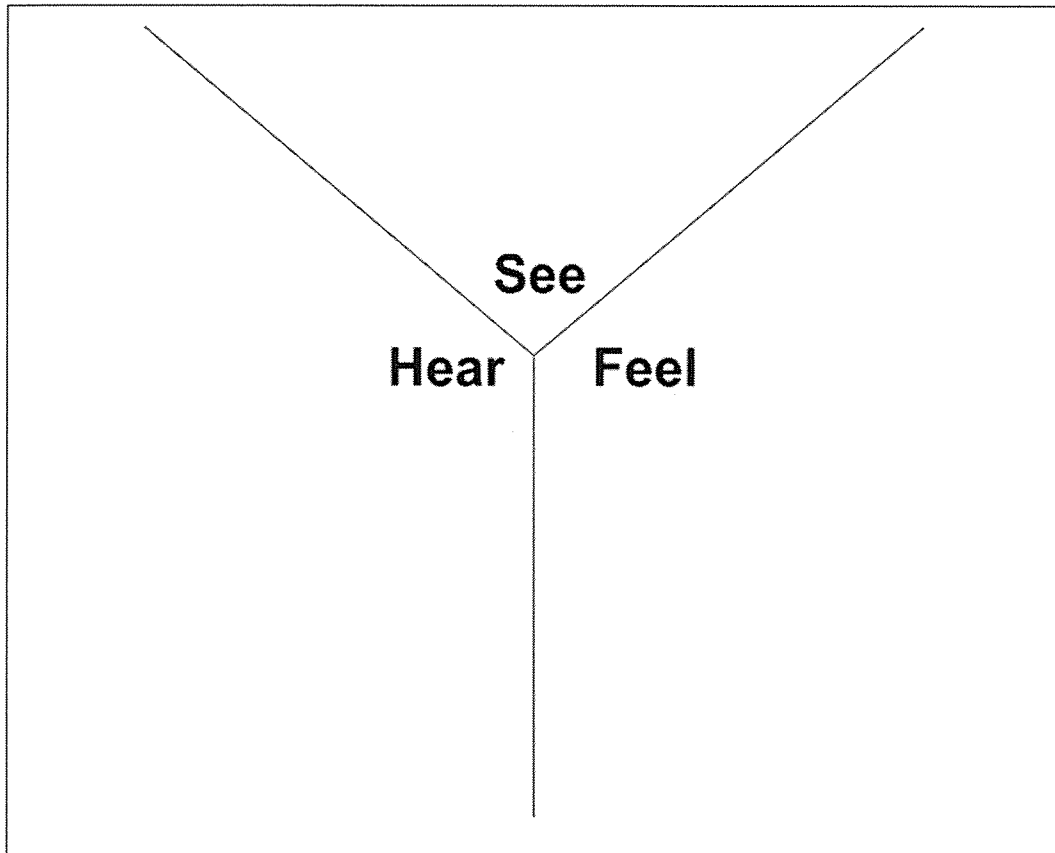
Have your child teach a family member or friend about onomatopoeia. Continue to hunt for examples of onomatopoeia in texts, conversations and digital media.

Onomatopoeia activity 4: Fireworks

Learning intention: I am learning to identify, explain and use onomatopoeia in a text.

Success criteria: I can create a text that uses onomatopoeia to enhance the description for the reader.

Instructions: Complete the Y-chart by listing words about what you might see, hear and feel if you were watching a fireworks display.



Instructions: Write a sentence about a fireworks display including examples of onomatopoeia.

Challenge: Write a paragraph by expanding on your sentence.

Onomatopoeia activity 5: Using onomatopoeia

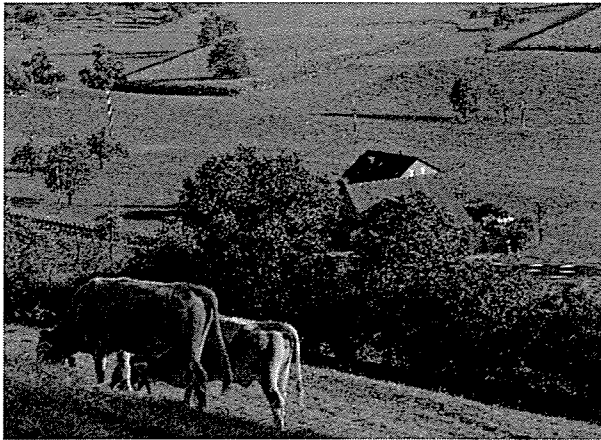
Learning intention: I am learning to identify, explain and use onomatopoeia in a text.

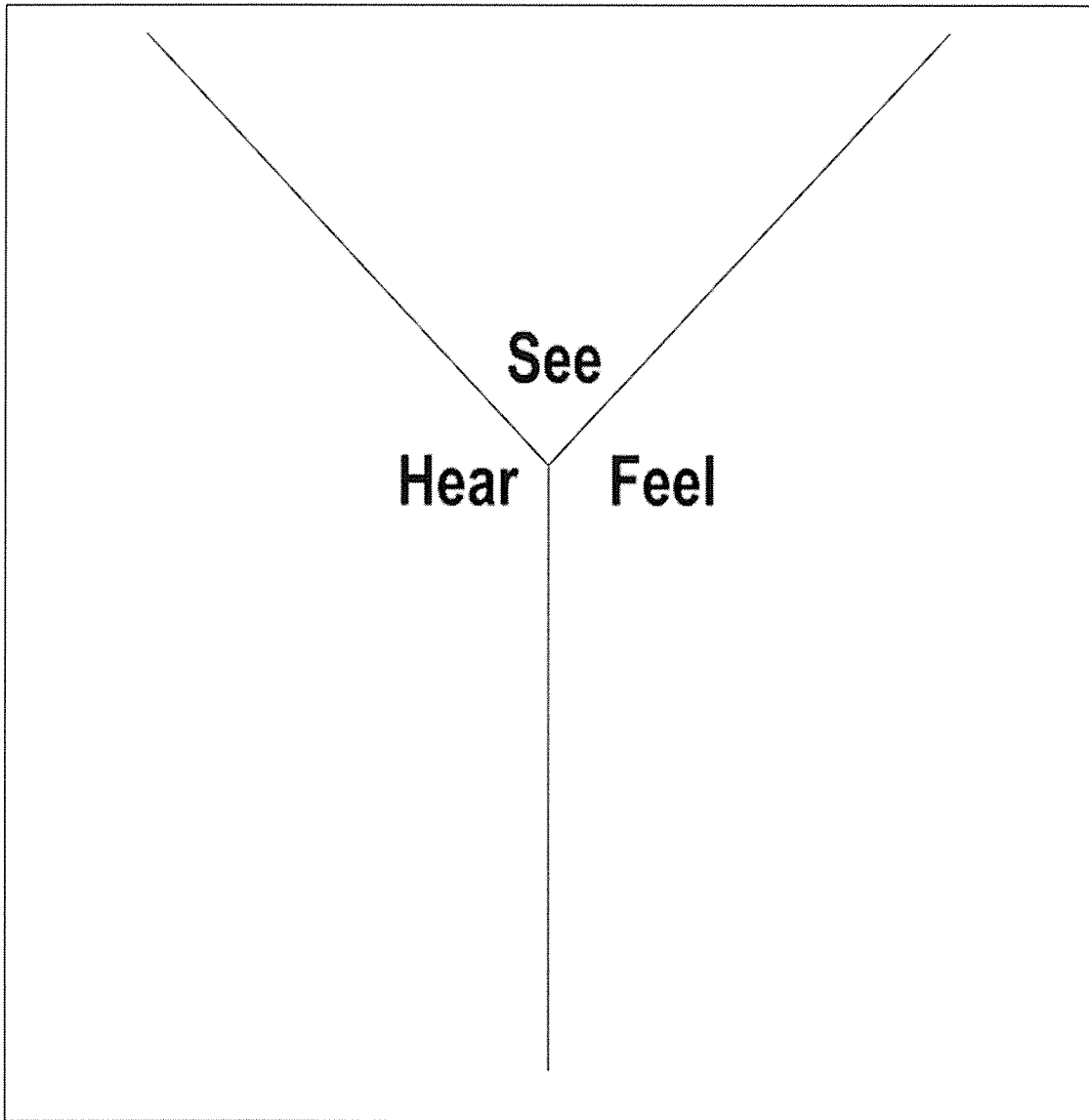
Success criteria: I can create a text that uses onomatopoeia to enhance the description for the reader.

Instructions:

1. Choose an image that you would like to write about from the page below.
2. Complete the Y-chart by listing words about what you might see, hear and feel if you were in the image.
3. Use the words from your Y-chart to write a sentence about your image. Don't forget to include examples of onomatopoeia.
4. Seek feedback about your sentence and try to improve your writing based on the feedback.







Instruction: Use the words from your Y-chart to write a sentence about your image

Challenge: Write a paragraph by expanding on your sentence.

Week 2 - Package 1 - Year 3 & 4

Mathematics - Strike it Out

Things you need

Have these things available so your child can complete this task

Ideal	Back up
3 coloured markers or pens	Coloured pencils
Plain Paper	

Why is this activity important?

This activity is a great activity to increase skills in reasoning, working collaboratively, and applying knowledge of strategies used to add and subtract. The game can easily be played with learners having different skill levels, also allowing you to investigate winning strategies and using all the numbers along the number line.

Before you start

The game requires mathematical thinking and the child should be given sufficient time to think during each turn.

- Gather the materials needed

What your child needs to know and do

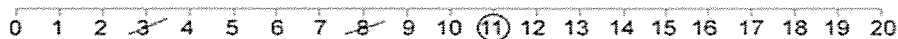
Watch the video [Strike it out](#).

What to do next

- Draw a number line 0 to 20.

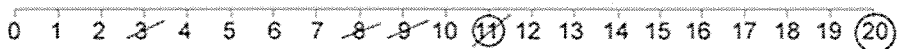


- The first player chooses a number on the line and crosses it out.
- The same player then chooses a second number and crosses that out too.
- Finally, he or she circles the sum or difference of the two numbers and writes down the calculation.
- For example, the first player's go could look like this:



$$3 + 8 = 11$$

- The second player must start by crossing off the number that player 1 has circled.
- He or she then chooses another number to cross out and then circles a third number which is the sum or difference of the two crossed-off numbers
- Player 2 also writes down their calculation.
- For example, once the second player has had a turn, the game could look like this:



$$3 + 8 = 11$$
$$11 + 9 = 20$$

- The winner of the game is the player who stops their opponent from being able to have a go.

Options for your child

Activity too hard?	Activity too easy?
Provide the child with counters / blocks to work out options.	Explore different number lines. Include multiplication and division.

Follow-up questions to ask your child

What could you have differently?

Is there a strategy you can use to make it harder for your opponent?

Is there another number sentence you could make with the same numbers? How would that change the game for your opponent?

Extension/Additional activity

They could play Strike it Out! Let's Investigate.

Week 2 - Package 2 - Year 3 & 4 Mathematics - Strike it Out! Let's Investigate

Things you need

Have these things available so your child can complete this task.

Ideal	Back up
3 coloured pencils or markers	
Paper	

Why is this activity important?

Strike it Out! Let's investigate is a great activity to enhance skills in reasoning, working collaboratively and applying knowledge of additive strategies. The game is easily adaptable for a broad range of learners, also allowing you to do some deep investigations around winning strategies and using all of the numbers along the number line.

Before you start

- Read the guiding questions below.
- Have all the required materials ready to go.
- Make sure the video link is working.

What your child needs to know and do

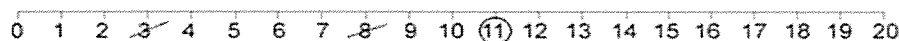
Watch the video [Strike it out](#). This video is the same video for Strike it Out! Let's Play

What to do next

- Play Strike it out! Again. (Instructions below)
- Draw a number line 0 to 20.

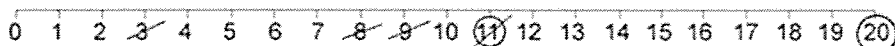


- The first player chooses a number on the line and crosses it out.
- The same player then chooses a second number and crosses that out too.
- Finally, he or she circles the sum or difference of the two numbers and writes down the calculation.
- For example, the first player's go could look like this:



$$3 + 8 = 11$$

- The second player must start by crossing off the number that player 1 has circled.
- He or she then chooses another number to cross out and then circles a third number which is the sum or difference of the two crossed-off numbers
- Player 2 also writes down their calculation.
- For example, once the second player has had a turn, the game could look like this:



$$3 + 8 = 11$$

$$11 + 9 = 20$$

- The winner of the game is the player who stops their opponent from being able to have a go.
- Now that you've had an opportunity to play a few games, choose a few questions to investigate more deeply.
 - What are some of the strategies you use to try to help you win?
 - Were you able to win every time you played?

- What different moves could have been done to have crossed out more numbers?
- Can all of the numbers on the number line be used in the same game?
- Did you notice anything about 0?
- What if the number line went from 0 – 19, or, from 1 – 20... could all the numbers be crossed out then? What could the game look like...what could the moves be?
- What if you could use multiplication and division... test it out and see how that changes the game.

Options for your child

Activity too hard?	Activity too easy?
<p>Provide the child with counters / blocks to work out options.</p> <p>Watch the videos again and play the game multiple times.</p>	<p>Use different number lines.</p> <p>Investigate using all four operations (addition, subtraction, multiplication and division).</p> <p>Ask your child to determine the ultimate game where all of the numbers on the number line are able to be crossed out.</p>

Follow-up questions to ask your child

- What are some of the strategies you use to try to help you win?
- Were you able to win every time you played?
- What different moves could have been done to have crossed out more numbers?
- Can all of the numbers on the number line be used in the same game?
- Did you notice anything about 0?
- What if the number line went from 0 – 19, or, from 1 – 20... could all the numbers be crossed out then? What could the game look like...what could the moves be?
- What if you could use multiplication and division... test it out and see how that changes the game.

Week 2 - Package 3 - Year 3 & 4

Mathematics - It's time to get magical

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Pencils or markers	
Paper	
Dice for additional activity	Numbered cards

Why is this activity important?

Magic tricks provide great opportunities for students to develop mathematical reasoning and practice their skills in mental computation. This trick is helpful for practising addition and subtraction facts. It also helps students develop skills in choosing efficient strategies for solving addition and subtraction problems. Practicing the magic trick multiple times helps students develop confidence, consolidate skills in mental computation and helps them see the maths underlying the magic.

Before you start

You need some pens and a piece of paper.
Dice are required for the optional activities.

What your child needs to know and do

Your child needs to be able to add 1 and 2-digit numbers.

What to do next

- Choose any number on the grid.
- Write it down.
- Write down a second number... BUT... it has to be a different row and different column to your first number
- Record a third number... it has to be a different row and different column to your first two numbers
- Write down a fourth number... it has to be a different row and different column to your first three numbers.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

YOUR SUM IS 34!

- We found out that
 $34 = 1 + 6 + 11 + 16$; and
 $34 = 13 + 12 + 6 + 3$
- Now we wonder... is the sum always 34?

1	2	3	4	1	2	3	4
5	6	7	8	5	6	7	8
9	10	11	12	9	10	11	12
13	14	15	16	13	14	15	16

Options for your child

Activity too hard?	Activity too easy?
<p>Try using a different strategy to do the calculations for the magic trick. For example, you might like to use a calculator. Then, work backwards to think about what mental strategies you could have used to solve the problem. Complete several times to practice using mental strategies with 2-digit numbers.</p>	<p>Investigate what happens with this magic trick if you created a 5 x 5 table.</p> <p>Work together to explore which mental computation strategies are the most efficient when adding and subtracting.</p> <p>You can also work together to investigate how this magic trick works!</p>

Follow-up questions to ask your child

If you had a grid with different numbers in it, does this trick work the same? What number do those numbers add up to? Is it 34?

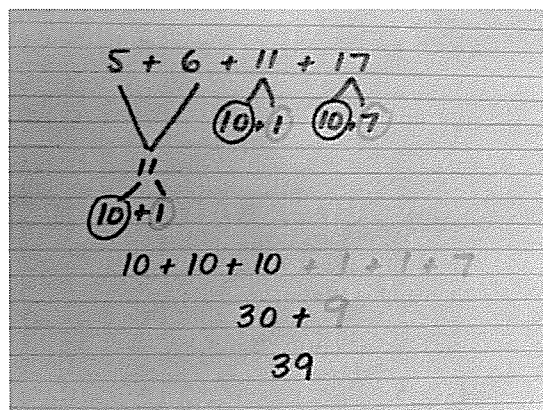
Extension/Additional activity

Try adding 4 numerals together. Eg. $5 + 6 + 11 + 17 = ?$

How can we add these numbers efficiently? What strategies did you use?

One strategy you might try is to add the tens first and then add the ones.

$$\begin{aligned}
 5 + 6 + 11 + 17 &= 10 + 10 + 5 + 6 + 1 + 7 \\
 &= 20 + 5 + 6 + 1 + 7 \\
 &= 20 + 10 + 1 + 1 + 7 \\
 &= 30 + 1 + 1 + 7 \\
 &= 39
 \end{aligned}$$



Week 2 - Package 4 - Year 3 & 4

Mathematics - The counting game: Multiples

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Pencils or markers	
Mathematics workbook	Piece of paper

Why is this activity important?

This is a great game that supports students in enhancing their reasoning skills whilst practising their knowledge of counting sequences. It is easily adaptable to suit a broad range of learners.

Before you start

Gather the resources required.

What your child needs to know and do

Watch the video [The counting game: Multiples](#).

What to do next

- Select a target number for example 85.
- Then, select a unit value for example fives.
- The goal is to be the player who says the target number. Players can count on by saying the next 1, 2 or 3 number words in the fives sequence. Players collect a counter (or a tally mark) if they say the target number.
- For example:
 - Target number 85

Player A: 5, 10

Player B: 15, 20, 25 ...

Player A: 30, 35, 40 ...

Player B: 45...

Player A: 50, 55...

Player B: 60

Player A: 65,

Player B: 70, 80, 85!

- Player B collects a counter (or tally mark!)
- A new target number is chosen and players play again.

Options for your child

Activity too hard?	Activity too easy?
<p>Use concrete materials (counter, blocks, LEGO) to help keep track of the count.</p> <p>Allow more 'think time'</p> <p>Use different numbers to start and finish the counting game. Count by ones.</p>	<p>Use different numbers to start and finish the counting game, including counting backwards. Count using different multiples, like threes, fours or sevens.</p> <p>Play the Extension Activity – The counting game: multiples Part 2 (see below)</p>

Follow-up questions to ask your child

Is there a way to play so you never lose?

Could Player A have changed their turn in any way to win? If so, how?

Extension/Additional activity

The Counting game: Multiples Part 2.

This game will test out your strategies!

- This time starting from a given number and counting back, trying to be the person who says zero. For example:
 - Target number 0 (starting at 110 and counting in tens)

Player A: 100...

Player B: 90, 80...

Player A: 70 ...

Player B: 60...

Player A: 50, 40...

Player B: 30, 20, 10...

Player A: zero!

Week 2 - Package 5 - Year 3 & 4 Mathematics - Basketball Toss

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Pair of socks	
Basket, bucket or container	
A clear space	
Pencils or markers	
Mathematics workbook / paper	

Why is this activity important?

This activity is important because it allows students to investigate using different methods to collect data, comparing results, interpreting data and evaluating.

It is also fun! They don't feel like it is Mathematics

Before you start

Gather equipment needed.

Ensure student has enough space to complete activity.

What your child needs to know and do

Watch the video [Basketball toss](#).

What to do next

- Mark a clear 'starting line' for your basketball toss
- Take 3 big steps from your starting line and place a basket, bucket or container at the end
- Stand at your starting line and throw your socks with your right hand.
- Throw your socks, aiming for the basket, 10 times with your right hand.
- Then, do the same thing 10 times with your left hand
- Graph your results in your workbook.

Options for your child

Activity too hard?	Activity too easy?
Move closer to the basket. Use a larger container.	Move the starting line. Ask students to throw the socks 20 times. Discuss with students whilst they are completing the activity, how many more. Have three throwing points all with different points for getting the socks in, students then tally up the points.

Follow-up questions to ask your child

Do you think these results will change with practice?

How many baskets did you get when you used your left hand?

How many baskets did you get when you used your right hand?

How many did you get altogether?

Extension/Additional activity

Students complete the same activity with 3 different starting lines.

Each line represents different points. For example, 3 points, 2 points, 1 point.

Student keeps a tally of how many points they score.

The student with the most points wins.