

Week 3 - Package 1 - Year 3 & 4

English/literacy - Alliteration Part 1

Things your child will need

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

Ideal

- [Alliteration Part 1 video](#)
- Activity sheet 1: Tongue twisters
- Activity sheet 2: I don't want a pet snake
- Activity sheet 3: Ice cream flavours
- Pens and highlighters

Back up

- Printed version of the [Alliteration Part 1 Powerpoint presentation](#)
- Paper

Before your child starts

What are literary devices?

This lesson is the first in a series of two lessons about the literary device alliteration. 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 alliteration?

Your child will learn that alliteration is when a consonant sound is repeated in close succession. The repeated sound is usually found at the beginning of the words. In 'ripe, red raspberry', the repetition of the 'r' sound creates a rich sound effect and helps the reader visualise the fruit.

What your child needs to do

Your child will watch the [Alliteration Part 1 video](#). The teacher will guide your child as they learn how to identify, explain and use alliteration in a text. Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets for the lesson.

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

- I can explain what alliteration is
- I can find examples of alliteration in texts
- I can explain why an author might use alliteration
- I can create my own examples of alliteration

What your child can do next

Your child will be able to complete the next series of activities in Learning Package 2.

Options for your child

Activity too hard?

Work with your child to create simple two or three word alliterative phrases such as 'slippery snakes slither'. Your child might then put this into a sentence and illustrate.

Activity too easy?

Research other poems and compare them with I Don't Want a Pet SNAKE. Do many other poems use alliteration? What other sorts of literary devices do poets regularly use? Research simile, metaphor and analogy. What examples of those devices can your child find?

Extension/Additional activity

There are lots of alliteration examples in advertising and product names. Your child might like to hunt for examples of alliteration in magazines, in catalogues and on television advertisements.

Activity Sheet 1: Tongue twisters

Instructions

1. Read the following tongue twisters.
2. Highlight the examples of alliteration in the tongue twisters.
3. Write a sentence to explain what alliteration is.
4. Choose one of the tongue twisters to practise over the next few days. How fast can you say it ten times in a row?
 - Three thin thinkers thinking thick thoughtful thoughts
 - Blue bluebird
 - Which witch is which?
 - Round the rough and rugged rock, the ragged rascal rudely ran
 - She sells seashells by the seashore
 - Betty Botter bought some butter
 - But she said the butter's bitter
If I put it in my batter, it will make my batter bitter
But a bit of better butter will make my batter better
So 'twas better Betty Botter bought a bit of better butter
 - Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?¶¶

Alliteration is:

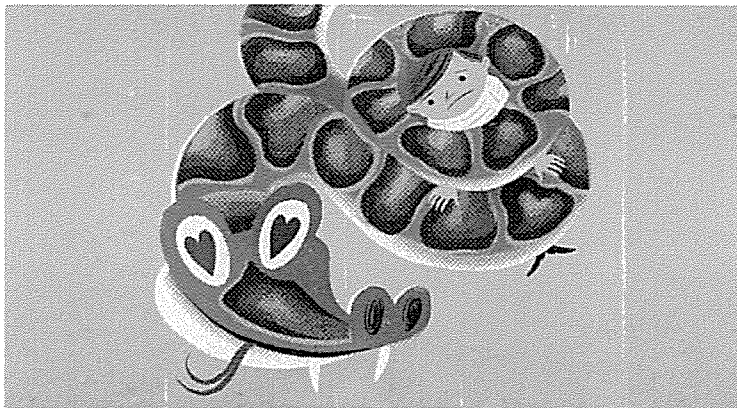
Challenge: Research some more tongue twisters and challenge your family and friends to a tongue twister competition. Can you write your own tongue twister?

Activity Sheet 2: I don't want a pet SNAKE

Instructions

1. Read the poem on the next page.
2. Highlight the examples of alliteration in the poem.
3. Write a sentence to explain why you think the author might have used this alliteration.

I Don't Want a Pet SNAKE by Kathryn Apel



I Don't Want a Pet SNAKE

poem by Kathryn Apel, illustrated by Christopher Nielsen

Snakes slither and make me shiver.

They squeeze too tight,

have a dangerous bite,

and sleep in winter, day ... and night.

If there's one thing I would NEVER do

it's keep a snake as a pet—would you?

Snakes aren't cosy like a kitty,

curled and furry-purry pretty.

They twist and tie you up in turns

then squeeze you tight—like Chinese burns.

In winter, snakes are always ssssnoozing. (Yawn)

They're much too cool to be amusing!

I want a pet that likes to run.

A pouncing pup is much more fun!

What if my pet snake bit ME?

I'm sure that you would all agree

that it would be a tragedy,

if a snake should spell 'The End' for me.

It's true, that experts milk some snakes;

the thought of which gives me the shakes.

The serum they mix might be WOW—

but I'd much rather milk a cow!

In conclusion, I will never buy

a snake to pet, and this is why:

They squeeze too tight,

have a dangerous bite,

and sleep all winter

day and night.

I most definitely am not sssssmitten,

have certainly never—won't ever be bitten

by the pet snake bug!

The author used alliteration because...

Challenge:

Read another poem from The School Magazine such as 'Dragon in the sky'. Compare the use of alliteration between the two poems.

Activity Sheet 3: Ice cream flavours

Instructions

1. Add some more ice cream flavours to the list.
2. Brainstorm adjectives to describe ice cream using the headings: taste, texture, look, feel.
3. Create a range of ice cream flavours that use alliteration such as: Creamy caramel crunch or Rockin' ripe raspberry.

Flavour

Coconut, strawberry, blueberry, toffee, raspberry

Taste

Texture

Look

Feel

Alliteration ice cream flavours:

Challenge:

Create a new ice cream shop. Think of an interesting name for your shop that uses alliteration. Think of some unusual flavour combinations and make a menu for a new ice cream shop.

Week 3 - Package 2 - Year 3 & 4

English/literacy - Alliteration - Part 2

Things your child will need

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

Ideal

- [Alliteration Part 2 video](#)
- Activity sheet 4: Alliterative sentence
- Activity sheet 5: Alliterative experiences
- Activity sheet 6: Animal alliteration
- Pens and highlighters

Back up

- Printed version of the [Alliteration Part 2 PowerPoint presentation](#)
- Blank paper

Before your child starts

This lesson is the second in a series of two lessons about the literary device alliteration.

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 alliteration?

Your child will learn that alliteration is when a consonant sound is repeated in close succession. The repeated sound is usually found at the beginning of the words. In 'ripe, red raspberry', the repetition of the 'r' sound creates a rich sound effect and helps the reader visualise the fruit.

What your child needs to do

Your child will watch the [Alliteration Part 2 video](#). The teacher will guide your child as they learn how to identify, explain and use alliteration in a text. Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets for the lesson.

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

- I can explain what alliteration is.
- I can find examples of alliteration in texts.
- I can explain why an author might use alliteration.
- I can create my own examples of alliteration.

What your child can do next

Your child will watch the video and pause throughout to complete the following activities:

Activity 4: Alliterative sentences

Activity 5: Alliterative experiences

Activity 6: Animal poems

Options for your child

Activity too hard?

Work with your child to complete the brainstorming activities. Have your child orally complete the sentence writing and poem activity.

Activity too easy?

Write a picture book for a young friend, family member or student. Try to think of an animal for every letter of the alphabet. Write a poem for the animal using alliteration to create a humorous description. Illustrate your picture book and share it with the person you wrote it for.

Extension/Additional activity

There are lots of alliteration examples in books and poems. Your child might like to hunt for examples of alliteration in books and poems.

Activity sheet 4: Alliterative sentences

Instructions:

1. Choose a focus sound.
2. Write a list of each of the following types of words that begin with that sound: nouns, adjectives and verbs.
3. Choose one of your nouns and write an alliterative sentence using some of the nouns and verbs.

Example: The prickly pineapple poked my poor pinkie finger.

Challenge: Write a paragraph that includes as many of the nouns, adjectives and verbs as you can!

Nouns

Adjectives

Verbs

Sentence using one of the nouns

Activity sheet 5: Alliterative experiences

Instructions:

1. Use the picture provided or think of a scene that is familiar to you.
2. Brainstorm a list of nouns that you would see and hear if you were in the scene.
3. Choose one of the nouns you would see and one you would hear.
4. Write an adjective, verb and adverb that would match each noun but make sure it starts with the same sound.
5. Write a paragraph that uses alliteration to describe what you would see and hear.

Example: I see the sacred sun setting silently over the water. I hear the wild waves waiting wishfully for the surfers.

Challenge: Turn your paragraph into a diary entry for yourself or someone who is in the scene.



Nouns I see:

Nouns I hear:

Table 1: Identify a noun, adjective, verb and adverb for what you could see and hear in the image.

Action	Noun	Adjective	Verb	Adverb
I see				
I hear				

Write your paragraph below:

Activity 6: Animal alliteration

Instructions:

1. Think of an animal.
2. Think of an adjective, location and verb that start with the same sound as your animal.
3. Write a sentence about your animal (remember that the last word in the sentence will need to rhyme with the last word in the next sentence).
4. Repeat the process with a new animal.
5. Read your poem to make sure it flows, includes alliteration and has a rhyme.

Example:

Slippery snakes are sliding silently through Samoan streets.

While ten terrifying tigers in Turkey are telephoning for their treats.

Challenge: Write and illustrate a picture book about animals using alliteration to make humorous poems about each animal.

First animal

Adjective

Location

Verb

Rhyming word

Second animal

Adjective

Location

Verb

Rhyming word

Write your poem

Week 3 - Package 3 - Year 3 & 4 English/literacy - Poetry - Part 1

Things your child will need

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

Ideal

- [The Muttaborrasaurus Chorus - Part 1 video](#)
- Activity sheet 1: I see, I think, I wonder
- Activity sheet 2: Poem
- Activity sheet 3: Frayer model
- Activity sheet 4: Definitions
- Pens and highlighters

Back up

- Printed version of the [The Muttaborrasaurus Chorus - Part 1 PowerPoint presentation](#)
- Blank paper

Before your child starts

This lesson focuses on reading and thinking about the language choices in a poem called The Muttaborrasaurus by Colin Varney and illustrated by Peter Sheehan.

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 do

Your child will watch [The Muttaborrasaurus Chorus - Part 1 video](#) which is based on the poem. The teacher will guide your child as they learn how to identify some of the language choices made by the poet.

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

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

- explore language choices in the poem.

What your child can do next

Your child will watch the video and pause throughout to complete the following activities:

- Activity 1: I see, I think, I wonder
- Activity 2: Poem
- Activity 3: Frayer model
- Activity 4: Definitions

Options for your child

Activity too hard?

Your child might complete the activities for the first two stanzas rather than the whole poem.

Work with your child to explore the vocabulary. The [Collin's Online Dictionary](#) can be helpful for students when exploring vocabulary.

Activity too easy?

Research other poems and compare them with The Muttaborrasaurus Chorus. What sorts of literary devices can you identify? What other sorts of literary devices do poets regularly use? Research and find examples of simile, metaphor and analogy in a range of poems.

Extension/additional activity

Researching and using new vocabulary can help support your child with both reading and writing. With your child, decide on a 'Word of the week' using one of the focus vocabulary words from the poem. See how many times you and your child can use the word in a sentence or spot it when reading.

Activity sheet 1: I see, I think, I wonder

Instructions

Look at the illustration that accompanies the poem *The Muttaborrasaurus Chorus* by Colin Varney, illustrated by Peter Sheehan. 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.

I see...

I think...

I wonder...

Activity sheet 2: Poem

Instructions

Read the poem *The Muttaborrasaurus Chorus* by Colin Varney, illustrated by Peter Sheehan on the next page. Use the following ideas to help you think about the words and language choices in the poem.

Ideas

Underline words if you are unsure of their meaning or unfamiliar with them.

Use a highlighter to highlight words or parts of the poem that you like.

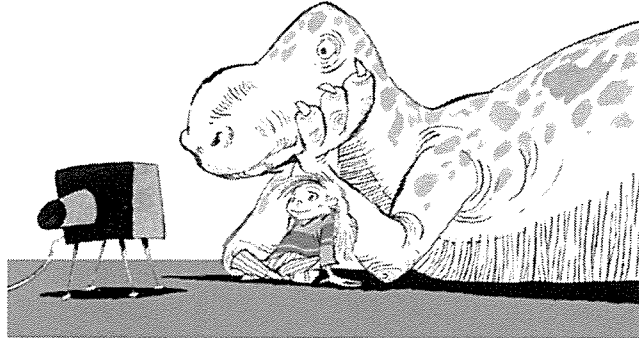
Draw a box around rhyming words.

Challenge

Read another poem from *The School Magazine* such as 'Dragon in the Sky'. Compare the use of language choices and literary devices used in the two poems.

The Muttaburrasaurus Chorus

Poem by Colin Varney, illustrated by Peter Sheehan



Text and image acknowledgment: Used with permission from The School Magazine.

My family has a pet and she really does adore us,

You'd know that we were happy if you ever ever saw us.

She is not a kangaroo, a platypus or a walrus.

She's a prehistoric creature called a muttaburrasaurus.

When she starts to growl you know she's really rather raucous.

In the middle of the night, the neighbours quite abhor us.

Mr Smith next door says he'll have to call his lawyers.

So try to keep it quiet, noisy muttaburrasaurus.

Her skin is brown and very tough and not the least bit porous.

Her feet are large and spiky, but she never tries to claw us.

Her tail is large and swishy, but she never tries to floor us.

She won a cup at obedience school, our muttaburrasaurus.

People say, 'I'll guess its name, I bet that it's called Horace,
Or Rex, or is it Rover? Or do you call it Morris?'

'No,' I say, 'you are quite wrong. My pet's name is Dolores.

You see, he's a she—a female muttaburrasaurus.

When I take her for a walk she sniffs at trees and foyers.

When she sleeps at night she is the loudest of the snorers.

When she cleans herself she is particular and thorough.

She's a neat and tidy dinosaur that hails from Muttaborra.

She played a game of footy. She was one of the best scorers.

A fortune teller said she had the shiniest of auras.

She was born in early May—hey, that makes her a Taurus.

She must be pretty old by now, that muttaburrasaurus.

An artist from the college said she'd really like to draw us.

We stood as still as statues, with smiles large and joyous.

We stayed stock-still for hours, till it began to bore us.

Then the canvas wasn't big enough, poor muttaburrasaurus.

My song is finished, nearly done, I hope you found it glorious.

We're at the end, there is no more, although you may implore us.

Around about three hundred words: eight verses, not one chorus,

About a large and friendly pet, my muttaburrasaurus.

Activity sheet 3: Poem

Instructions

Complete the Frayer model for the focus vocabulary word - raucous.

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)
Example in a sentence	Non-example in a sentence

Word:
raucous

Activity sheet 4: Definitions

Instructions

This poem uses many descriptive words to describe character actions and features. Use an [online dictionary](#) to write a definition of each word below.

Challenge

Brainstorm synonyms and antonyms for the words you have just defined.

Table 1: In the table below, write the definition of the words from the poem.

Word	Definition
raucous	
abhor	
porous	
joyous	
implore	
adore	

Week 3 - Package 4 - Year 3 & 4 English/literacy - Poetry - Part 2

Things your child will need

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

Ideal

- [The Muttaborrasaurus Chorus Part 2 video](#)
- Activity sheet 5: Imagery
- Activity sheet 6: Main idea
- Activity sheet 7: Personal response
- Pens and highlighters

Back up

- Printed version of the [The Muttaborrasaurus Chorus Part 2 PowerPoint presentation](#)
- Paper

Before your child starts

This lesson focuses on reading and thinking about the imagery and main ideas within a poem called The Muttaborrasaurus by Colin Varney and illustrated by Peter Sheehan.

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 do

Your child should watch [The Muttaborrasaurus Chorus Part 2 video](#). The teacher in the video will guide your child as they learn how to identify some of the imagery in the poem and the main ideas of the poem.

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

By the end of the lesson, your child will have activities to support them to be able to explain the main idea of the poem.

What your child can do next

Your child will watch the video and pause throughout to complete the following activities:

- Activity 5: Imagery
- Activity 6: Main idea
- Activity 7: Personal response

Options for your child

Activity too hard?

Your child might write about or orally record thoughts about the main idea of the first two stanzas rather than the whole poem.

Activity too easy?

Have your child write a humorous poem about a unique pet that they would like to own.

Extension/Additional activity

What unusual or unique pet would your child like to own? Have your child write a persuasive letter explaining what pet they would like to own and how they would look after it.

Activity sheet 5: Imagery

Imagery is used by the writer to get the reader to connect to his or her piece. By getting the reader to think about the poem using their senses (sight, smell, taste, touch, and feel), there is a deeper connection to the poem. Imagery makes the reader feel like they are actually in the poem.

Instructions

1. Read the stanza from the poem which is written below.
2. Highlight the words that help you use your senses to imagine what is going on.
3. Draw a for each line of the stanza.

Challenge

Explain how the poet helped you use your senses to understand what was happening in the stanza.

Excerpt from The Muttaborrasaurus

by Colin Varney and illustrated by Peter Sheehan. Used with permission from The School Magazine.

“When I take her for a walk she sniffs at trees and foyers.

When she sleeps at night she is the loudest of the snorers.

When she cleans herself she is particular and thorough.

She’s a neat and tidy dinosaur that hails from Muttaborra.”

Activity 6: Main idea

Instructions

1. Read each stanza of the poem.
2. Highlight the important words that help you know the main idea of the stanza.
3. Write one sentence at the end of each stanza to summarise the main idea.

The Muttaburrasaurus

by Colin Varney and illustrated by Peter Sheehan. Used with permission from The School Magazine.

My family has a pet and she really does adore us,

You'd know that we were happy if you ever ever saw us.

She is not a kangaroo, a platypus or a walrus.

She's a prehistoric creature called a muttaburrasaurus.

- Write the main idea of this stanza below:

When she starts to growl you know she's really rather raucous.

In the middle of the night, the neighbours quite abhor us.

Mr Smith next door says he'll have to call his lawyers.

So try to keep it quiet, noisy muttaburrasaurus.

- Write the main idea of this stanza below:

Her skin is brown and very tough and not the least bit porous

Her feet are large and spiky, but she never tries to claw us.

Her tail is large and swishy, but she never tries to floor us.

She won a cup at obedience school, our muttaburrasaurus.

- Write the main idea of this stanza below:

People say, 'I'll guess its name, I bet that it's called Horace,
Or Rex, or is it Rover? Or do you call it Morris?'
'No,' I say, 'you are quite wrong. My pet's name is Dolores.
You see, he's a she—a female muttaburrasaurus.

- Write the main idea of this stanza below:

When I take her for a walk she sniffs at trees and foyers.
When she sleeps at night she is the loudest of the snorers.
When she cleans herself she is particular and thorough.
She's a neat and tidy dinosaur that hails from Muttaborra.

- Write the main idea of this stanza below:

She played a game of footy. She was one of the best scorers.
A fortune teller said she had the shiniest of auras.
She was born in early May—hey, that makes her a Taurus.
She must be pretty old by now, that muttaburrasaurus.

- Write the main idea of this stanza below:

An artist from the college said she'd really like to draw us.
We stood as still as statues, with smiles large and joyous.
We stayed stock-still for hours, till it began to bore us.
Then the canvas wasn't big enough, poor muttaburrasaurus.

- Write the main idea of this stanza below:

My song is finished, nearly done, I hope you found it glorious.

We're at the end, there is no more, although you may implore us.

Around about three hundred words: eight verses, not one chorus,

About a large and friendly pet, my muttaburrasaurus.

- Write the main idea of this stanza below:

Activity 7: Personal response

Instructions

Write a paragraph about your personal response to the poem. You could include details about what you liked or disliked from the poem. You could also talk about whether you made a personal connection to the poem and why.

Challenge

Write about something or someone you have a special connection with. This might be a pet or a friend.

Week 3 - Package 1 - Year 3 and 4 Mathematics - Sam's money challenge

Things you need

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

Ideal

- Pencils or markers
- Mathematics workbook
- Play money

Back up

- Piece of paper

Before you start

Gather the materials you need for the lesson.

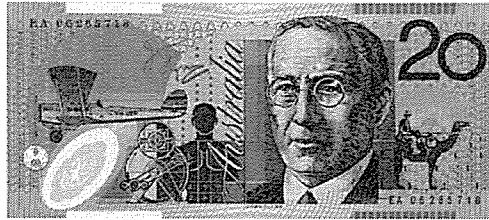
What your child needs to know and do

This task is a written word problem.

What to do next

The Problem

Sam bought some lunch for his family which cost \$13.65. He paid using this note:



How much change will he receive?

- a. \$6.35
- b. \$6.45
- c. \$7.35
- d. \$7.45

Investigate

As Sam put his change in his pocket, he realised he had been given 1 note and 4 coins.

He wondered ... what other quantities could I make with one \$5 note and 4 more coins?

- What's the smallest amount of money I might have?
- What's the largest amount of money I might have?
- How many possibilities are there?

Options for your child

Activity too hard?

Use money to help them work through the problem.

Activity too easy?

Ask your child to work out all of the possible solutions to the investigation task.

Extension/Additional activity

Write your own problem involving money where there can be more than 1 possible answer.

Week 3 - Package 2 - Year 3 and 4 Mathematics - Two handfuls - Part 1

Things you need

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

Ideal

- Watch the video [Two Handfuls Part 1](#)
- Pencils or markers
- Mathematics workbook
- Pasta, counters, marbles or dried beans

Back up

- Piece of paper

Before you start

Gather the materials required.

What your child needs to know and do

This activity will require your child to estimate. Talk with them about how an estimate does not mean 'the right answer'. Rather, it means using information you have to think about what the answer could be.

What to do next

- Watch the [Two Handfuls Part 1](#) video.
- Take two handfuls of your chosen objects and estimate how many you think you might have.
- Organise the collection so that someone can see how many there are without having to count everything by ones.
- Determine how many items you have by 'looking and thinking'.
- Draw a picture of your work and use words and symbols to describe your thinking.
- Is there another way you could arrange your object?
- Arrange them in a different way so you can see how many you have by looking and thinking.
- Draw a picture of your work and use words and symbols to describe your thinking.

Options for your child

Activity too hard?

Use fewer counters by taking only one handful

Activity too easy?

Use a larger number of objects.

Play with a sibling and take four handfuls.

Extension/Additional activity

Compare the different ways you can arrange the collections:

- Write down 3 things that are the same about the way you organised your collections.
- Write down 3 things that are different?
- Complete Learning Package 3: Two handfuls Part 2 available on the Learning Packages page.

Week 3 - Package 3 - Year 3 and 4 Mathematics - Two handfuls - Part 2

Things you need

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

Ideal

- Watch the video [Two Handfuls Part 2](#)
- Pencils or markers
- Mathematics Workbook
- Pasta, counters, marbles or dried beans

Back up

- Piece of paper

Before you start

Gather the materials required.

What your child needs to know and do

Ensure you have played [Two Handfuls Part 1](#).

What to do next

- Watch [Two Handfuls Part 2](#)
- Take 36 objects
- Form them into a rectangular structure so that you have equal rows and columns. We call this an array. Draw and describe your array using words and symbols
- Re-organise your pasta pieces so it forms a different rectangle. Draw and describe your array using words and symbols.

- Keep re-organising your pasta pieces until there are no more arrays you can make. Draw and record all of your arrays.
- Pick your favourite array and describe it using both multiplication and division. Record your thinking in your notebook

Options for your child

Activity too hard?

Use less objects.

Activity too easy?

Use more objects.

Extension/Additional activity

Play Multiplication Toss again.

Week 3 - Package 4 - Year 3 and 4

Mathematics - Multiplication toss

Things you need

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

Ideal

- Watch the video [Multiplication Toss](#).
- 1cm grid paper in student mathematics book
- Different coloured pencils or markers
- Two spinners (mathematics workbook)
- Paper clip for spinner

Back up

- Small table drawn on piece of paper

Before you start

Gather the resources you require.

What your child needs to know and do

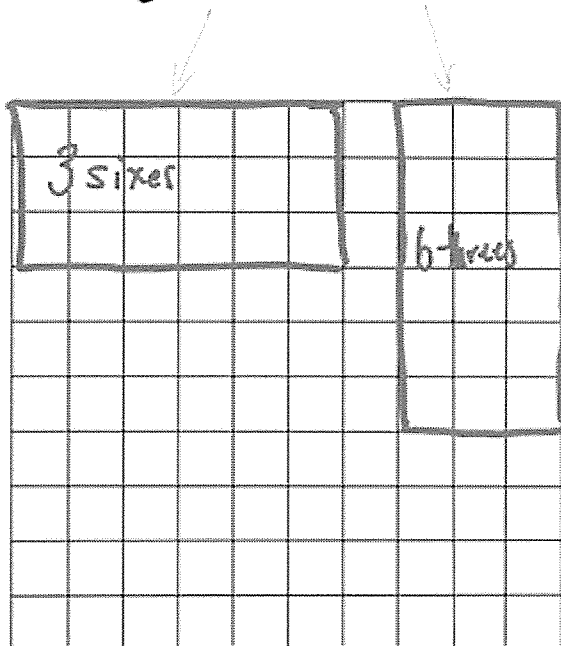
This will help build knowledge of multiplication facts. It will build on your child's understanding of arrays. An array is when items are structured into lines and columns to help visually understand how many items there are.

Watch the [Multiplication Toss](#) video to learn how to play the game.

What to do next

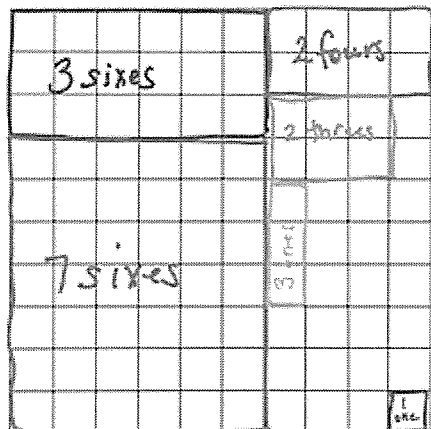
- Players take turns to spin the spinners. If a 3 and 6 are spun, players can enclose either a block out of 3 rows of 6 (3 sixes) or 6 rows of 3 (6 threes)

My 3 and a 6 could be:
3 sixes or 6 threes



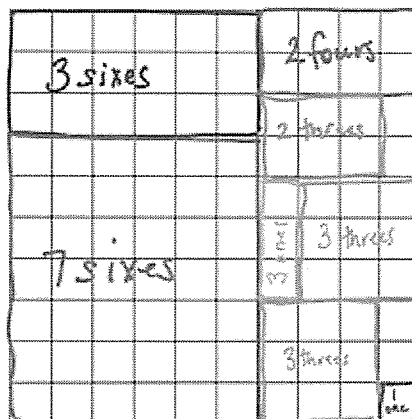
- The game continues with no overlapping areas
- The winner is the player with the largest area blocked out after 10 spins
- Eventually the space on the grid paper gets really small
- Then you have to think:
 - What if my 3 sixes won't fit as 3 sixes or as 6 threes?
 - Players can partition (pull apart) the number to help them. For example, I can rename 6 sixes as 2 sixes and 1 six (if that helps me fit the block into my game board.)

I rolled a 3 and a 6 again...but I don't have space so I can partition (split my move) so 6-threes becomes 3-threes + 3-threes...



$$\begin{aligned}
 3 \text{ sixes} &= 3 \times 6 = 18 \\
 2 \text{ fours} &= 2 \times 4 = 8 \\
 7 \text{ sixes} &= 7 \times 6 = 42 \\
 2 \text{ threes} &= 2 \times 3 = 6 \\
 3 \text{ ones} &= 3 \times 1 = 3 \\
 1 \text{ one} &= 1 \times 1 = 1
 \end{aligned}$$

I rolled a 3 and a 6 again...but I don't have space so I can partition (split my move) so 6-threes becomes 3-threes + 3-threes...



$$\begin{aligned}
 3 \text{ sixes} &= 3 \times 6 = 18 \\
 2 \text{ fours} &= 2 \times 4 = 8 \\
 7 \text{ sixes} &= 7 \times 6 = 42 \\
 2 \text{ threes} &= 2 \times 3 = 6 \\
 3 \text{ ones} &= 3 \times 1 = 3 \\
 1 \text{ one} &= 1 \times 1 = 1 \\
 6 \text{ threes} &= 3 \text{ threes} + 3 \text{ threes} = 3 \times 3 + 3 \times 3 = 18
 \end{aligned}$$

Week 3 - Package 5 - Year 3 and 4 Mathematics - Measuring muffins

Things you need

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

Ideal

- Ingredients for blueberry muffin recipe (available below)
- Sieve, large bowl, wooden spoon, spoon, oven, 12 hole muffin tin, skewer ,wire rack
- Measuring jug, weighing scales
- Oven gloves
- Paper and pencil
- Counter, coins or other small set of countable objects such as Lego bricks

Back up

- If your child has allergies or does not like blueberries use one of your own recipes for muffins or biscuits. The recipe should be in metric measurements – grams, millilitres.
- See your own recipe for requirements.
- Conversion measurements if needed.

Before you start

This is a fun activity that is also an opportunity to spend some time being creative with your child. It is important to allow enough time for the practical activity so that it doesn't become stressful. Also, you may want to decide ahead of time who is going to be responsible for cleaning the dishes and who will clean the workspace.

Remember this is a shared activity and you will be using a hot oven. If you prefer, you could take charge of putting things in and taking things out of the oven.

Make sure you have all of the ingredients and equipment ready for your activity and a damp cloth or two for if things get messy.

You and your child are going to be working with metric measurements. It will be useful before you start the activity to check that your child can read the scale on your measuring jug in millilitres and on your weighing scale in grams.

What your child needs to know and do

Your child is going to help you bake muffins or another recipe of your choice that makes muffins or biscuits.

Blueberry muffin recipe

295 grams self-raising flour

90 grams salted butter

150 grams brown sugar

125 grams fresh blueberries

250 millilitres milk

2 eggs, lightly beaten

Method

1. Preheat the oven to 180 degrees C (160 degrees fan forced) and grease a 12-hole muffin tin.
2. Sift the flour into the large bowl. Using fingertips, rub the butter into the flour until the mixture looks like fine breadcrumbs. Stir in the sugar.
3. Make a well in the centre of the flour mixture and pour in the blueberries, milk and lightly beaten eggs. Gently stir until just combined.
4. Carefully spoon the mixture into the greased tin.
5. Bake for 25 minutes or until a skewer inserted in the centre of 1 muffin comes out clean.
6. Leave the muffins in the tin for 5 minutes before turning out onto a wire rack to cool.



What to do next

Before the muffins are shared and eaten, but after the washing up has been done ask your child to consider the following questions.

- Imagine that the muffins have been baked for a family of four. How many would each person in the family get?
- What other sized groups of people could you divide the muffins between and ensure that everyone got at least 1 muffin?
- Ask your child if they would like to bake the muffins for their class at school when everyone is able to go back. The recipe gives the ingredients to make enough batter for 12 muffins. How many batches of the recipe would they have to make in order to make sure everyone in their class (and the teacher of course) gets at least one whole muffin?

Activity too hard?

- If you think this is going to be tricky for your child, stick to whole multiples, for example, they might double the recipe for 24 or triple for 36.
- Ask your child then to rewrite the recipe so there is enough of each ingredient to make 2 or 3 batches.
- On completion ask your child if this is a practical way of baking. Would all of the ingredients fit into the bowl? Do you have another muffin tin?

Activity too easy?

- For students who are confident with decimals and fractions they could rewrite the recipe to make exactly 30 muffins.
- On completion ask your child if this is a practical way of baking. Would all of the ingredients fit into the bowl? Do you have another muffin tin? Would it be better to bake the batches one after the other and leave the recipe as written?

Eat, and enjoy, the muffins!