Stage 2

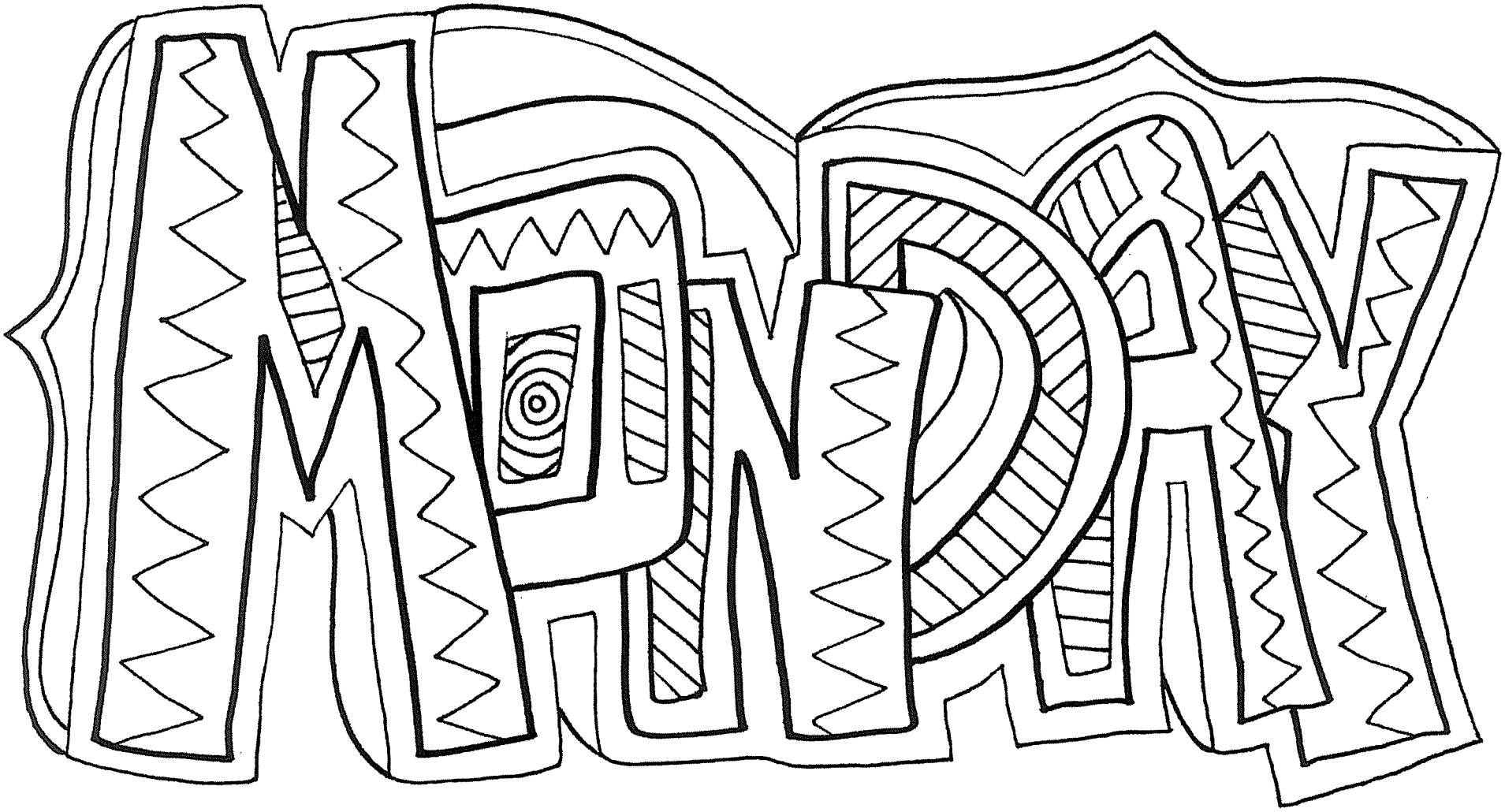
Learning From Home

Term 3 Week 4

Year 4

Stage 2 Home Learning Term 3, Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**English** Reading Spend some time reading a book. Writing Using the template provided, write an information report about your favourite sport Apostrophes and Contractions Complete the worksheet about apostrophes and contractions	**English** Reading Spend some time reading a book. Reading Comprehension Protecting Native Plants and Animals Spelling Brainstorm and record some words containing the p and pp graphemes	**English** Reading Spend some time reading a book. Spelling Complete the p and pp spelling sheet Handwriting Complete the handwriting sheet focusing on diagonal joins to neckline entries.	**English** Reading Spend some time reading a book. Reading Comprehension Sam's Birthday Spelling Complete the r, rr and wr spelling sheet	**English** Reading Spend some time reading a book. Editing Edit the passages for spelling and punctuation. Make sure you correct the mistakes. Writing - Narrative Plan, write and edit a story using the stimulus for inspiration.
Break					
Middle	**Mathematics** Multiplication Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Multiplication Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Multiplication Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Multiplication Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication	**Mathematics** Multiplication Complete worksheets from your booklet Complete 20 minutes of Mathletics on Multiplication
Break					
Afternoon	**STEM** Choose 2 activities from the Olympics Stem Challenges	**Science** Watch the video and complete the worksheet about types of rocks.	**PD/H/PE** **Healthy Eating Habits** Complete Questions and Students create a daily meal plan for themselves that aligns with the Healthy eating guidelines	**Geography** Complete the worksheet about special places in Australia	**Creative Arts** Follow the link to draw step by step



My Informative Prewriting Template

Fact

Fact

Topic

Fact

Fact

Name: _____ Date: _____

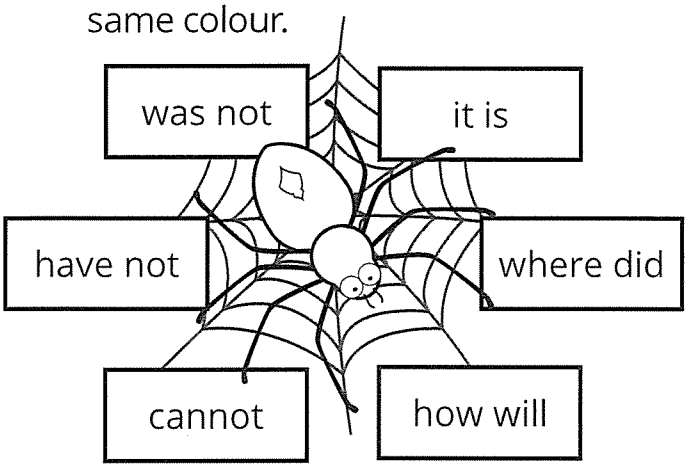
Apostrophes and Contractions

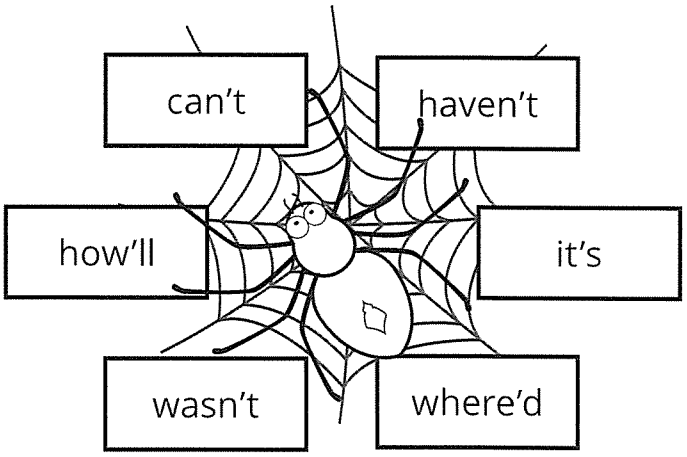
When combining two words, place an apostrophe to show the missing letter/s.

'

didn't | should've | they're | he'll

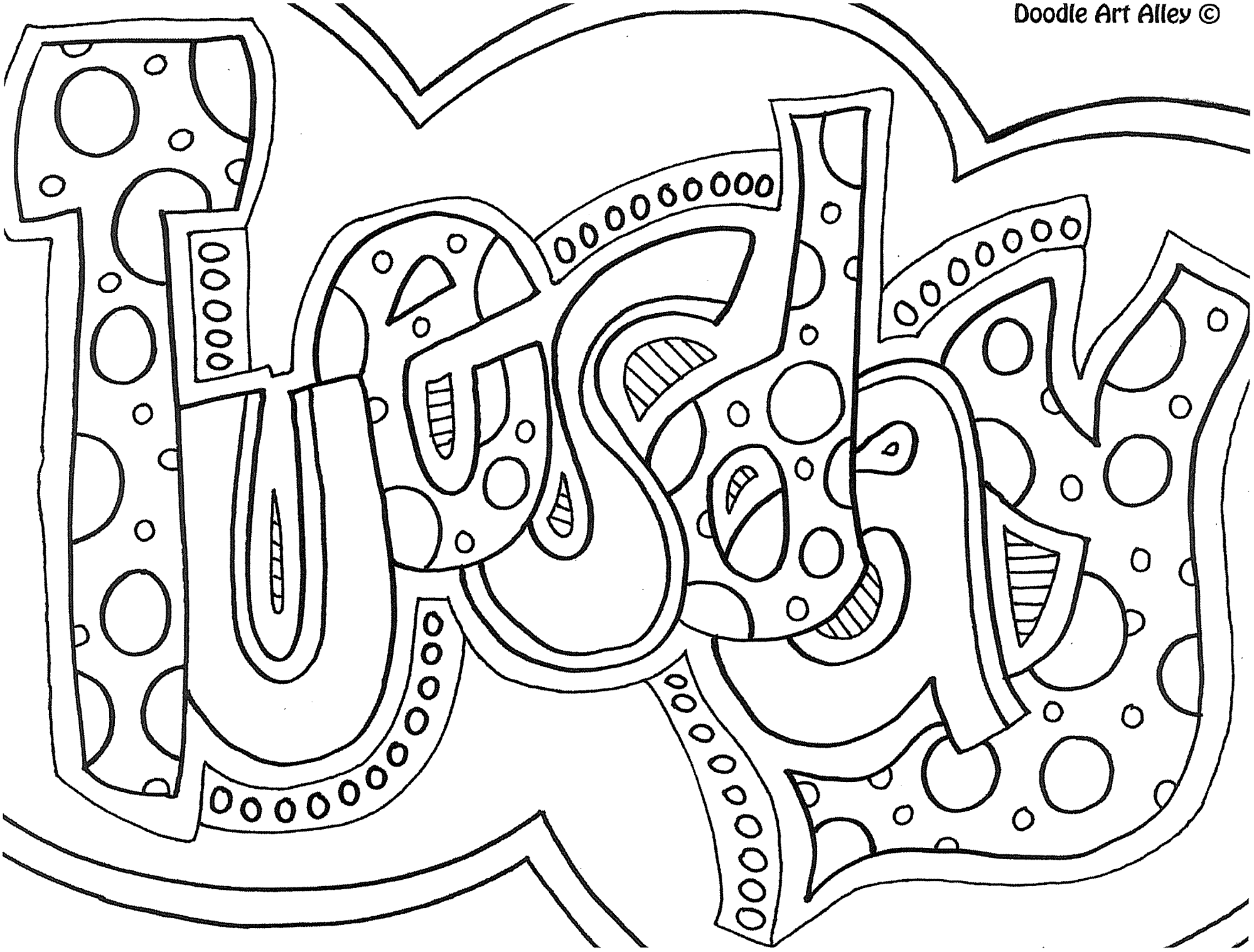
1. Match the words with their correct contractions by colouring them in the same colour.





2. Fill in the missing sections of the table.

Words	Contraction	Words	Contraction
you will			hasn't
they are		could have	
how has		we are	
how is			
are not			doesn't
	I'm	she would	
where did			that's



Earth Watch

PROTECTING NATIVE PLANTS AND ANIMALS

Quolls are native to Australia.

Animals come in all shapes, sizes and types. Most are very cute, but some harm the environment when they move to places they do not belong. When animals go to a new place, some of them spread too fast or hurt the other animals that live there.

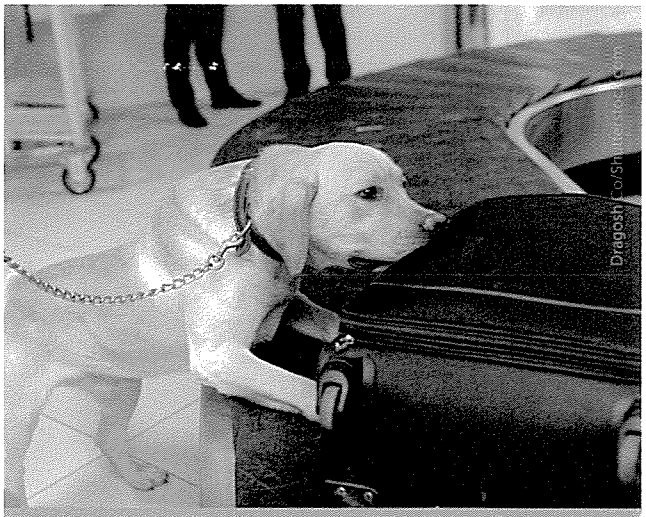
WHAT ARE PESTS?

Animals that belong in a country are called *native animals*. New species that cause trouble are called *pests*. Some pests are farm animals or pets gone wild (or *feral*). Others were taken to new areas by accident or on purpose as people explored the world.

Cane toads are from South America, but they were brought to Australia to eat beetles that were destroying sugar cane crops. They look like frogs, but their poison kills frog-eating native animals. Stoats (or weasels) from America cause problems in New Zealand. They eat the chicks of native kiwi birds, which are endangered. Some pests travel by accident. Rats and mice come on ships. Bats, birds and insects fly. Mites and ticks arrive in the fur of other animals.

European starlings are very pretty birds, but they are pests that steal nests from native birds.

Flowers, plants and fruits like blackberry bushes can spread to take over wild places.



Sniffer dogs are good at smelling for pests at airports. They sit down next to luggage if they sniff pests.

HOW DO PESTS SPREAD?

In the past, people did not know the dangers of bringing plants or animals to new countries.

Boats were not checked, so pests got a free ride around the world. Cats, dogs, birds and rabbits got loose or were set free. Pigs, goats, cows and horses also went feral. Their hooves can damage habitats, and they compete with native animals for food and water.

Customs and border control agents now carefully check planes and ships for pests. These days, pests mostly travel through careless packing of goods or by hitching a ride with humans when they travel to new places.

Now that you know how to stop the spread of pests, you can help protect Australia's native plants and animals.

5 WAYS TO STOP PESTS

1. Be careful not to order plant or animal products from overseas or post them from Australia.
2. After hiking, wash your boots clean of mud before you travel home.
3. Don't take any fruit, vegetables or plants with when you visit other states or countries.
4. Never remove native animals from their homes or release insects, pets, fish or farm animals into the wild where they don't belong.
5. Protect national parks by telling rangers about any pests that you see.

Name: _____ Date: _____

Earth Watch: Protecting Native Plants and Animals

Questions

1. What native animals and plants are found near your home?

_____

_____

2. Do you know of any introduced pests that are in your area?

_____

_____

3. How do pests in your area threaten the native environment?

_____

_____

4. What can you do to help reduce the risk to the native environment?

_____

_____

5. Draw the habitat of a native animal in your area.

BLM A21 p pp

Brainstorm and record some words that contain the p and pp graphemes

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Doodle Art Alley ©

Unit 20

p pp pig slipper

List Words

splash _____
apple _____
spray _____
please _____
planet _____
poor _____
piece _____
explain _____
proud _____
probably _____
opposite _____
approach _____
appear _____

_____

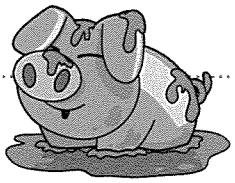
_____

_____

1 **Circle** the letters that represent p pp in the List Words.

2 **Write** any other letters that can represent p pp on the Grapheme Chart.
Write one word example for each.

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



Grapheme Chart

letters	words

4 **Unjumble** the letters to make List Words containing **pl** or **pr**.

uropd _____ lsapee _____ ybborpal _____

lnepat _____ inxalep _____ pcrpoaah _____

5 **Write** a homophone for each underlined word to finish the sentences.
Go to Helpful Hint 14.

Poor Pam made a mess trying to _____ the paint.

The bus passed you before it drove _____ me.

The plans on this _____ of paper will help to make peace in the world.

_____ shot up my arm when my hand hit the window pane.

6 **Rewrite** these List words adding **p** or **pp** to represent p pp.

roud _____ oor _____ slash _____ robably _____

sray _____ ale _____ oosite _____ exlain _____

aear _____ iece _____ lanet _____ aroach _____

7 **Join** the prefixes to their meanings. **Write** words from the box to match the clues.
Go to pages 13, 19, 21, 27 and 38.

fore	not
im	out of
ex	before
under	two
bi	beneath

paid beneath correct pay _____

vehicle with two wheels _____

not possible _____

speak out about ideas _____

see before an event happens _____

foresee
underpaid
explain
impossible
bicycle

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Diagonal Joins to Neckline Entries — Writing Time 4

Name: _____ Date: _____

ai	am
an	ap
aw	ay
ci	cr
ch	di
de	dr
ee	ei
em	en
ep	er
ew	he
hi	hu
ie	in
ip	ir
ki	le

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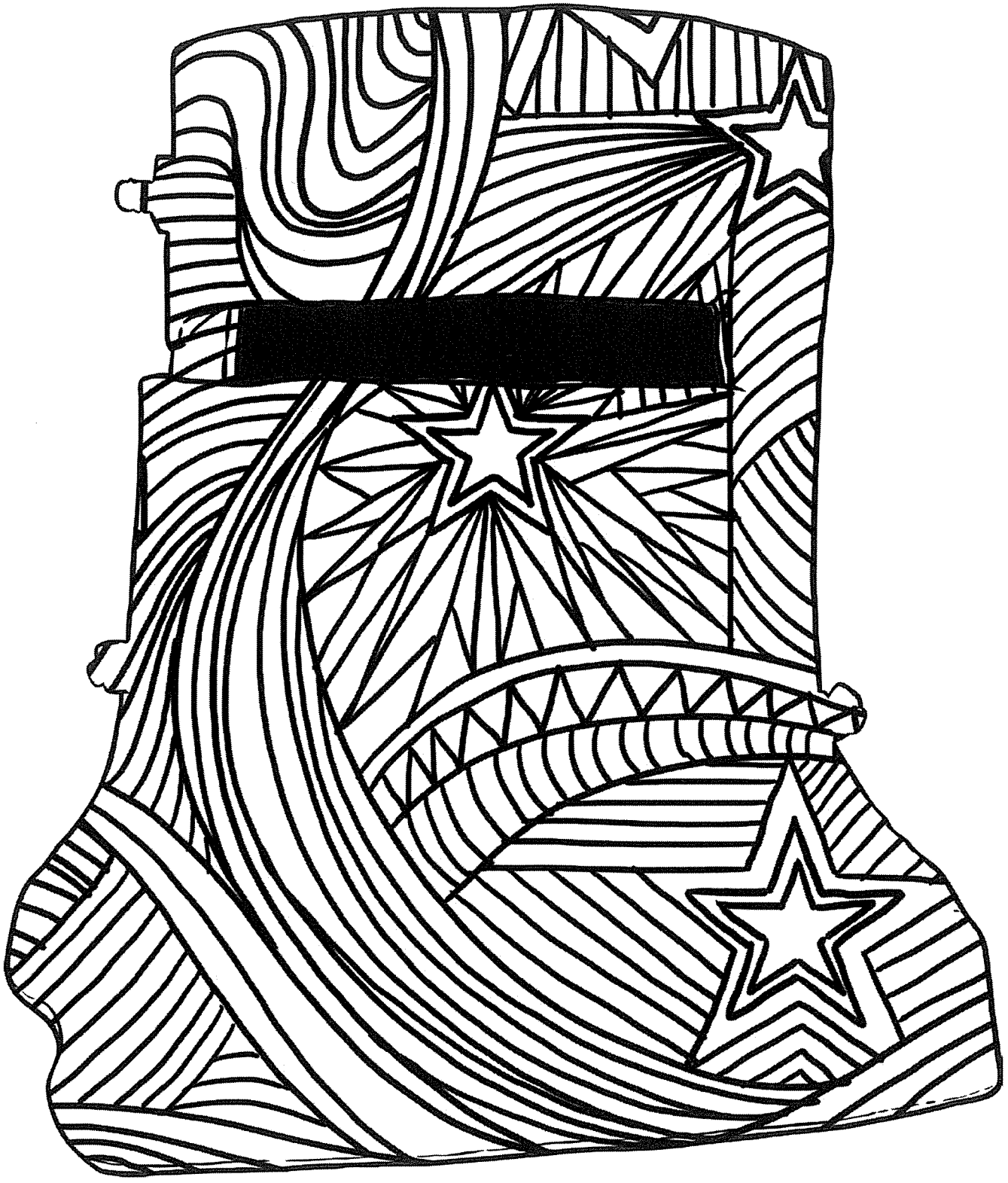
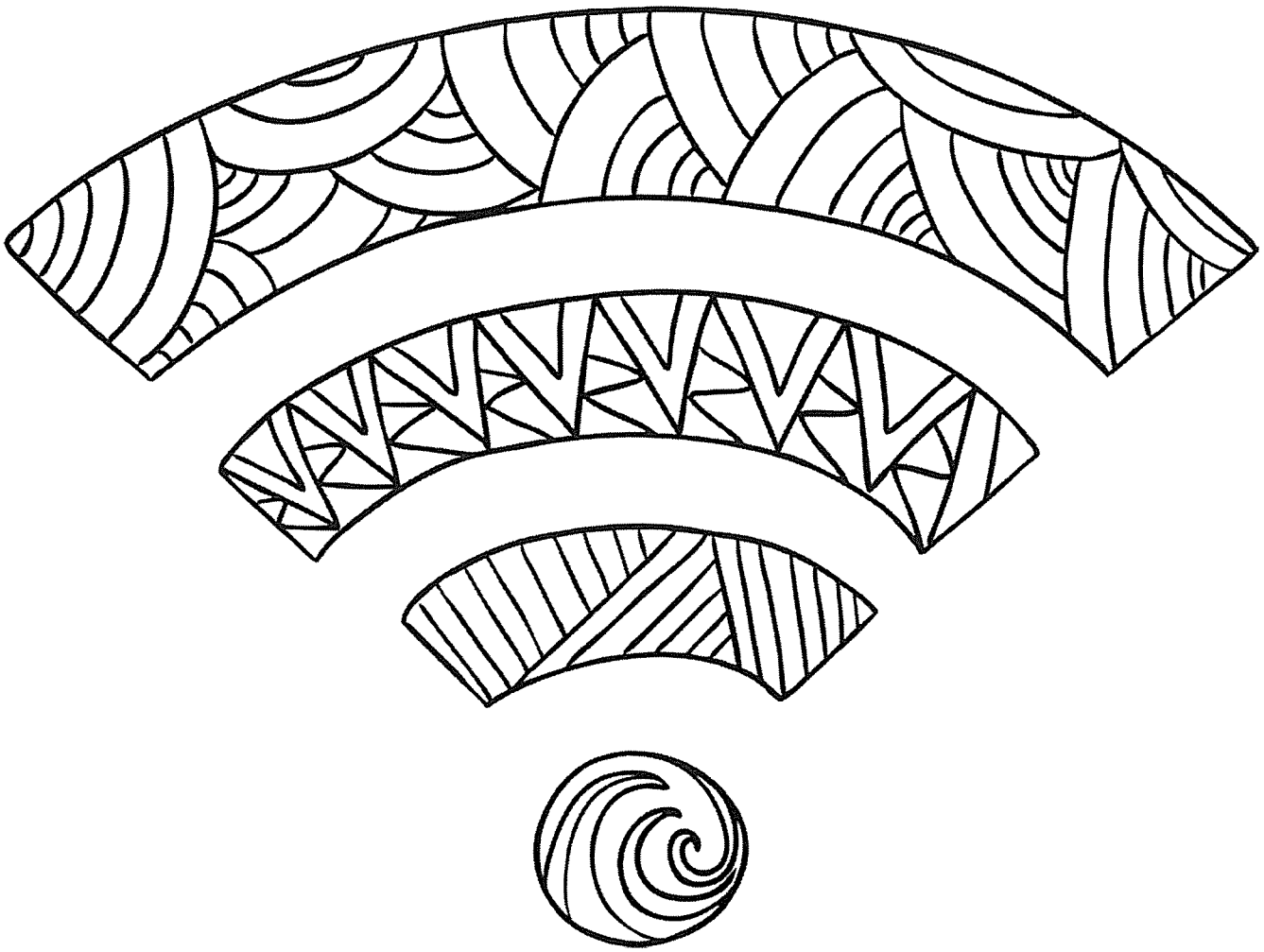
Handwriting
Famous Australians



Ned Kelly

Ned Kelly was a notorious Australian bushranger and bank robber, who lived in Victoria between 1855 and 1880. In 1876, he started stealing horses. In 1878, Ned was accused of assaulting a police officer and went into hiding with his brother and two friends. When the police attempted to arrest them, the gang shot and killed three police officers before going on the run. A two-day shoot-out in June 1880 ended with Ned's capture and he was sentenced to death for his crimes.

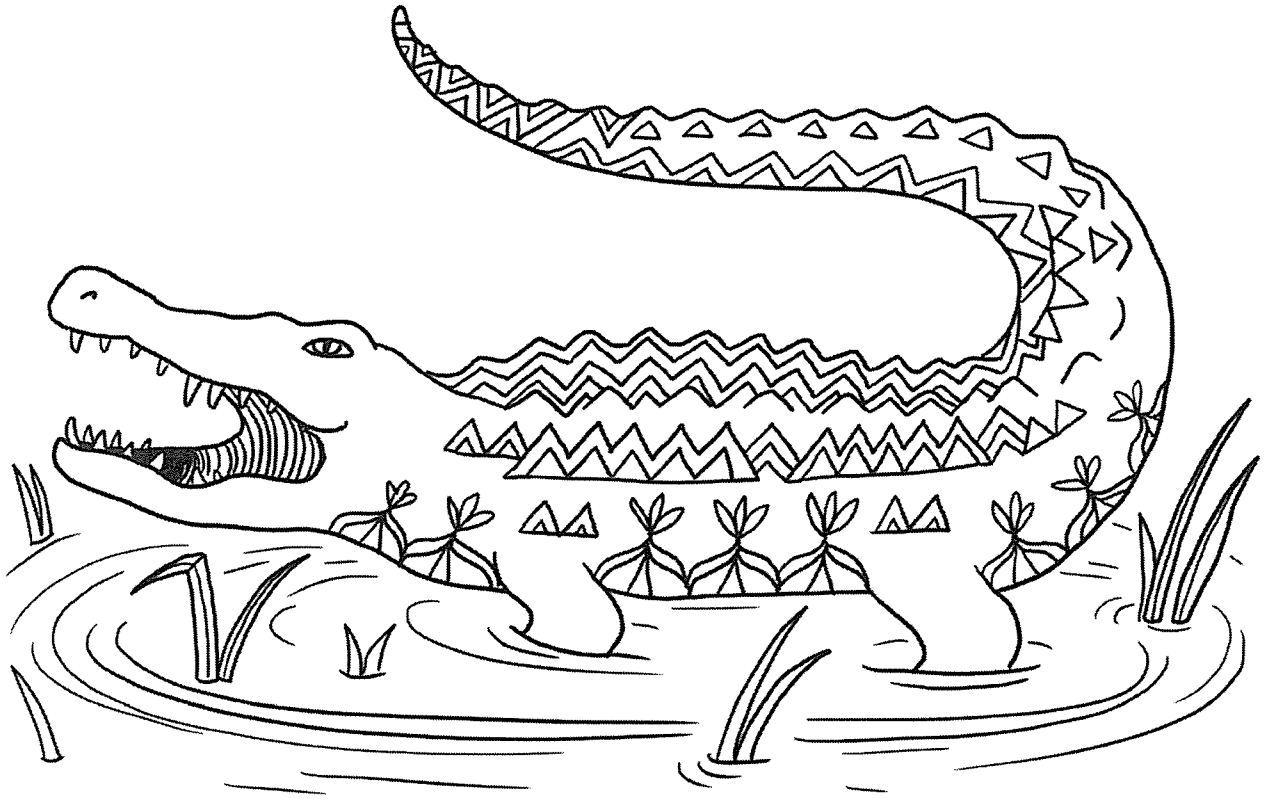


John O'Sullivan

John O'Sullivan is an Australian electrical engineer, who led the team that developed the first wireless network in 1992. This allows your computer or tablet to connect to the internet without wires. It allows people all over the world to access information, watch movies and play games. Today, almost half the world's population are connected to the internet – that's 3.2 billion people!

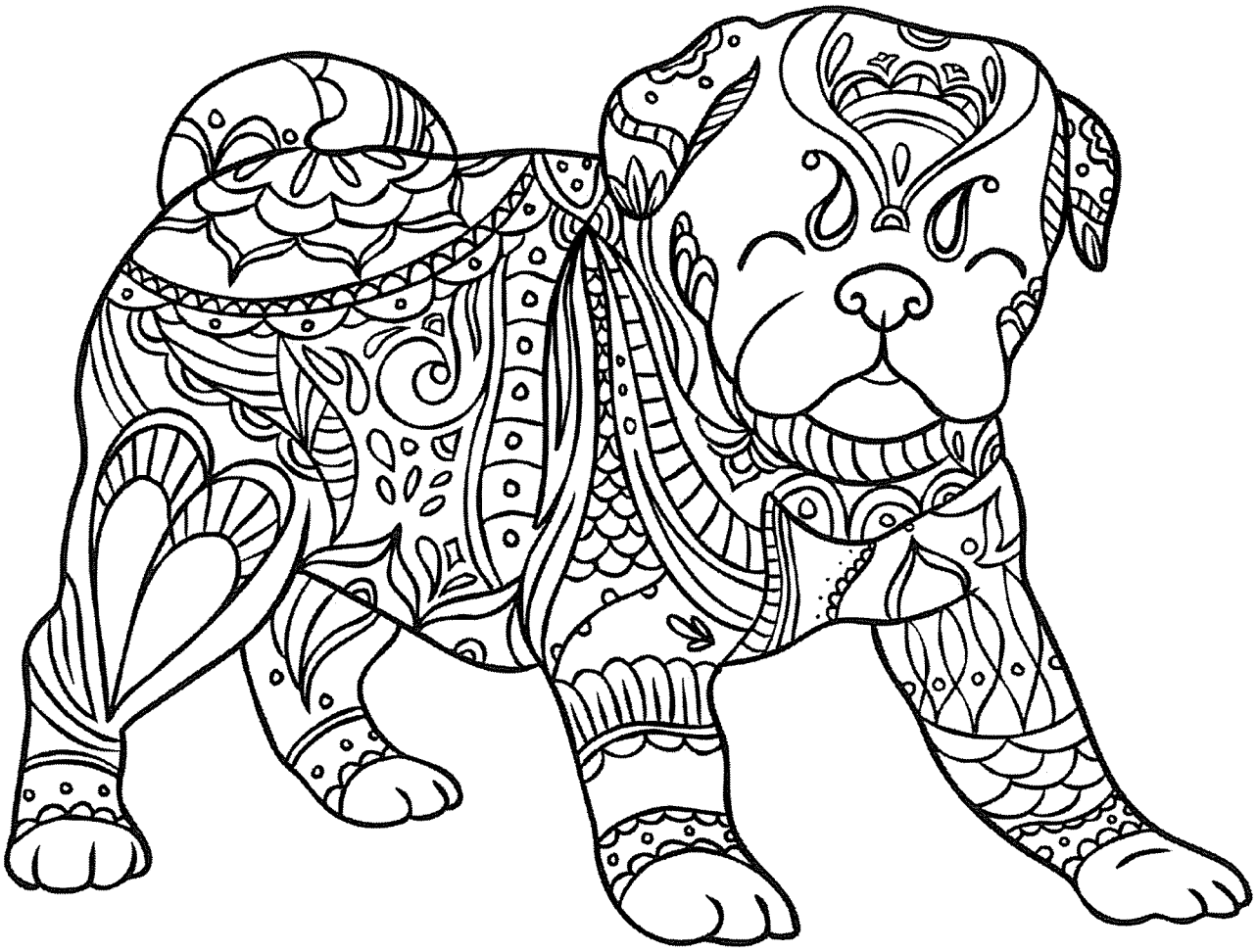
Chris Hemsworth

Chris Hemsworth is an Australian actor, who was born in Melbourne, Victoria in 1983. Chris got his big break playing Kim Hyde in 'Home and Away' from 2004 until 2007 but he is best known for playing the Norse god Thor in the 'Marvel Cinematic Universe'. He has two brothers, Luke and Liam, who are also actors. His brother, Liam, originally auditioned for the role of Thor but Chris got it in the end.



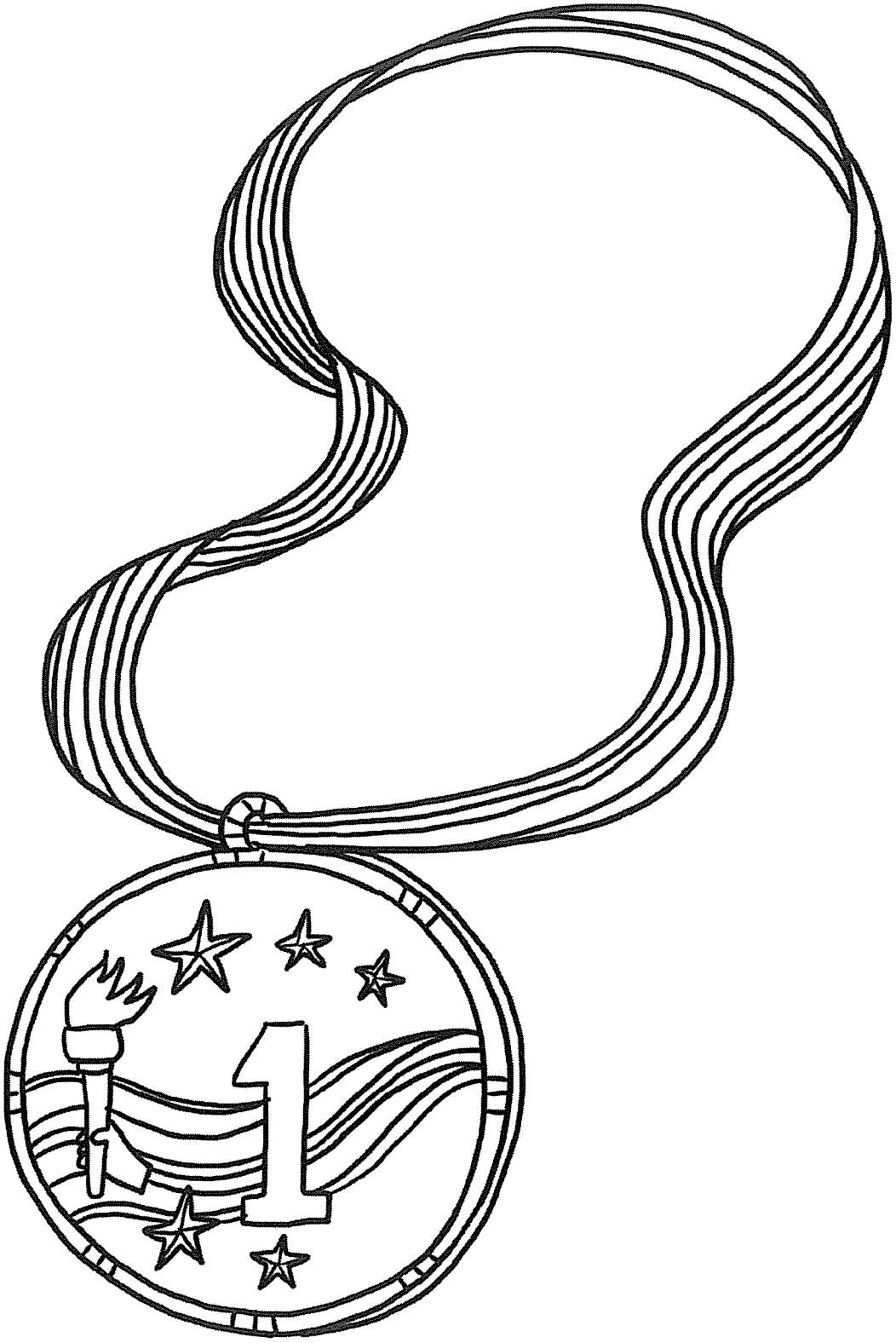
Steve Irwin

Steve Irwin was a famous television personality and conservationist, who was known as 'The Crocodile Hunter'. He shot to fame for his daring stunts in 'The Crocodile Hunter' TV series and became a pop-culture icon, even featuring in 'The Simpsons'. Steve died in 2006 after he was stung by a stingray. His legacy continues with his daughter, Bindi, who presents a show on television and with 'The Wildlife Warrior' program.



Aaron Blabey

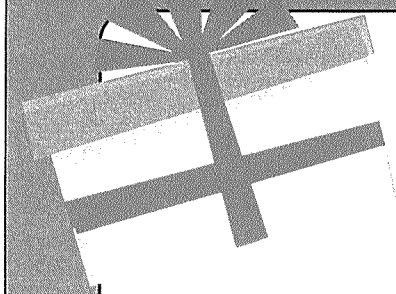
Aaron Blabey is a bestselling Australian children's author and illustrator, who has sold over five million books. Some of his work includes the award-winning 'Pig the Pug' series, 'Thelma the Unicorn', 'Pearl Barley and Charlie Parsley' and 'Piranhas Don't Eat Bananas'. He is also the author of 'The Bad Guys' series of graphic novels, which is being turned into a movie.



Cathy Freeman

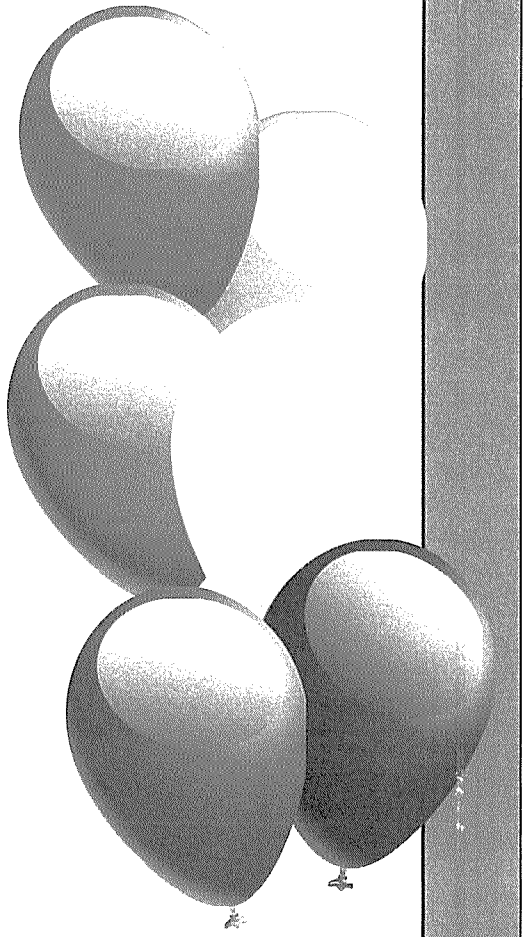
Cathy Freeman is an Australian athlete from Mackay, Queensland. She is best known for winning gold in the 400-metre sprint at the Sydney Olympics in 2000; however, her athletics career began as a teenager. In 1990, she became the first Indigenous Australian to win gold at the Commonwealth Games and, in 1992, she was the first Indigenous Australian athlete to compete at the Olympics. She has dedicated much of her life to Indigenous causes. In 2007, she founded the Cathy Freeman Foundation to support Indigenous students to succeed in school.


Doodle Art Alley ©



Sam is making a splash for his 8th birthday!

Come get soaked as we celebrate!



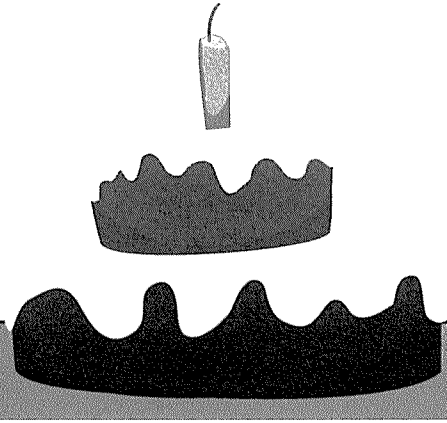
When: Saturday 20th October

Time: 2pm to 5pm

Food: Italian food

Bring: Everything you need to jump in and get wet!

Don't forget to put on sunscreen and wear a hat!



Name: _____ Date: _____

Making Inferences

Making inferences when reading is using what you already know in your head and clues from the text to figure out what will happen next.

1. *Sam is making a splash for his 8th birthday!*

   Come get soaked as we celebrate!

   What type of party is Sam having? How do you know?

   _____

   _____

   _____

2. *Food: Italian food*

   What food might Sam be serving at his party?

   _____

   _____

   _____

3. Sam's party is due to finish at 5 pm.

   Why do you think this end time was chosen?

   _____

   _____

   _____

r rr wr robot carrot wrist

List Words

rich _____
shrub _____
stretch _____
thread _____
scream _____
wrong _____
written _____
writing _____
narrow _____
remember _____
rectangle _____
terrible _____

_____

_____

_____

1 **Circle** the letters that represent r rr wr in the List Words.

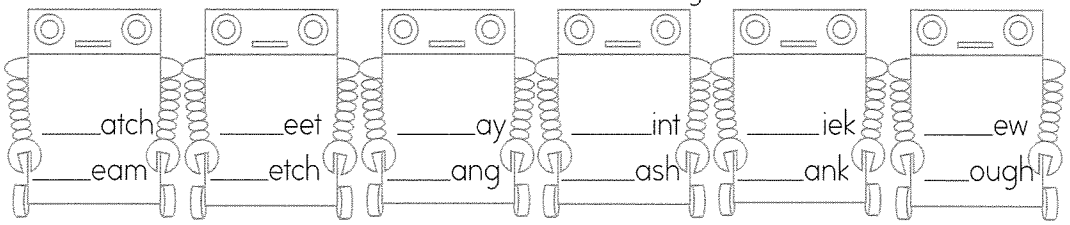
2 **Write** any other letters that can represent r rr wr on the Grapheme Chart.
Write one word example for each.

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

Grapheme Chart

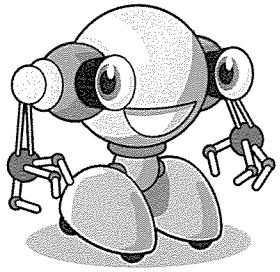
letters	words

4 **Write scr**, **str**, **spr**, **spl**, **shr** and **thr** in the robots to finish the words. The words in each robot must all begin with the same letters.



5 **Follow** the pattern in each column. **Finish** the sentences with your words.

Some describing words are used to compare people – *kind, kinder, kindest* and things – *fresh, fresher, freshest*. We can add **er** to compare two and **est** to compare three or more people or things. For example, *I am tall. Rob is taller. Brooke is tallest.*



Describing 1	Comparing 2	Comparing 3 or more
green	greener	greenest
rough		
rich		

My hands are rough, yours are _____ but Mum's are the _____.

Red is a rich colour, scarlet is even _____ but ruby is the _____ of all.

Challenge

Colour each word block in the top rectangle and its matching antonym block in the rows below the same colour. **Use** a different colour for each pair.

poor	right	jog	curl	leave	fake	back	false	forget	wide	wonderful	whisper
	rich	sprint	stretch	terrible	carry	sorry	ready	thread			
	writing	prize	roof	rule	written	arrive	scream	front	true		
remember	narrow	wrong	real	rectangle	graph	shrub	rectangle	reach			

Finish the 2 List Words that describe the shapes above. n _ _ _ _ _ r _ _ _ _ _ _ _ _ s

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Editing

Edit the following passage. You will need to:

- find 3 spelling mistakes

- add 6 capital letters

- add 2 full stops

- add 2 exclamation marks

Lisa's House

today i went to play with my frend lisa it was so boaring she made me play silly games like hide and seak I hate playing hide and seek

Edit the following passage. You will need to:

- find 3 spelling mistakes

- add 4 capital letters

- add 3 full stops

Robot Fun

my brother and i love rowbots we play fantastick games with them robots are so inturesting because they make strange noises and do funny actions

Narrative Writing

Write a narrative using the stimulus picture below as inspiration.

Some things to think about:

- How you'd feel if you walked into your kitchen and found an octopus in the sink?

-How did the octopus get in your house?

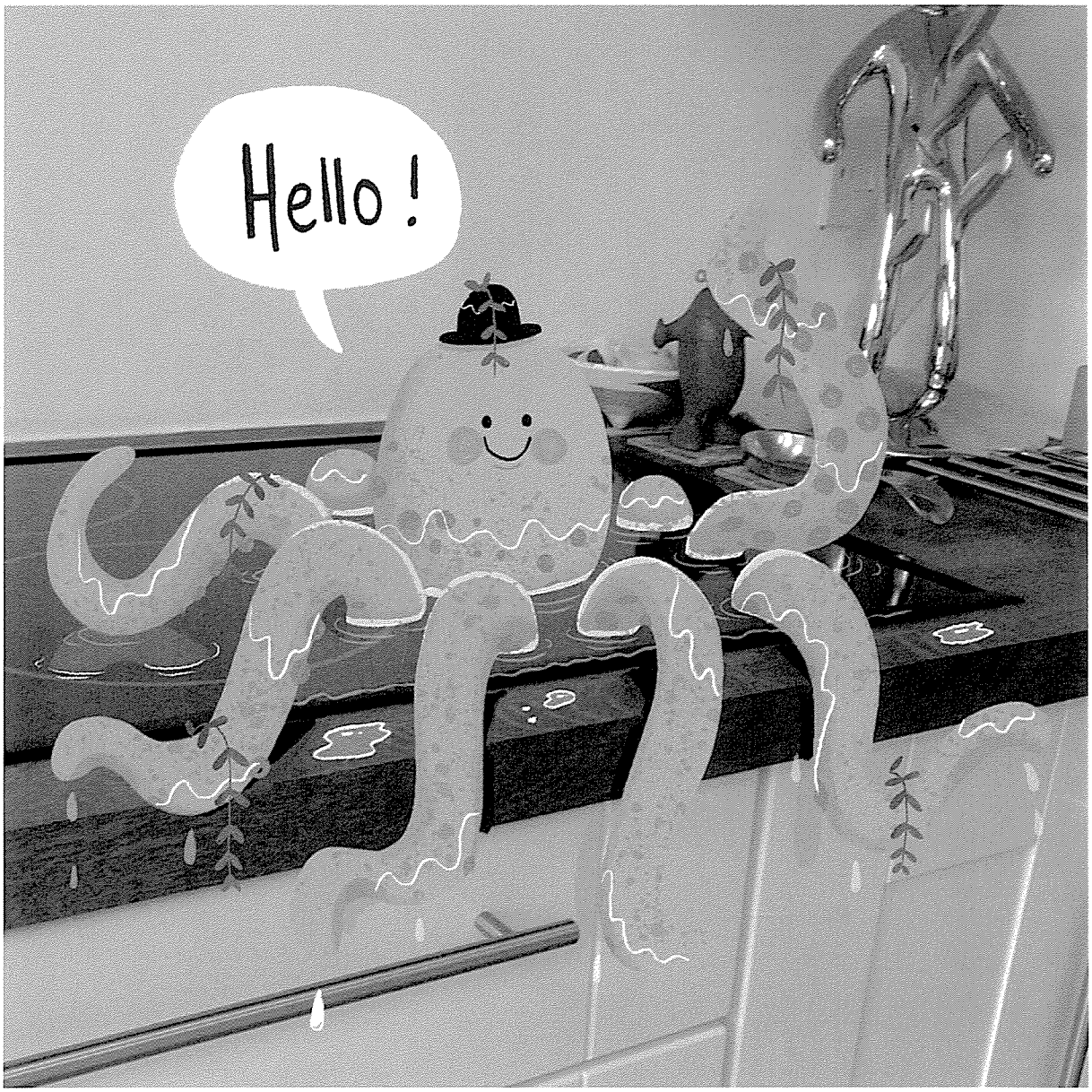
-Would you like the octopus to stay or leave?

Give yourself:

- 5 minutes to plan

- 30 minutes to write

- 5 minutes to edit



Narrative Planning Template

Title _____

Orientation

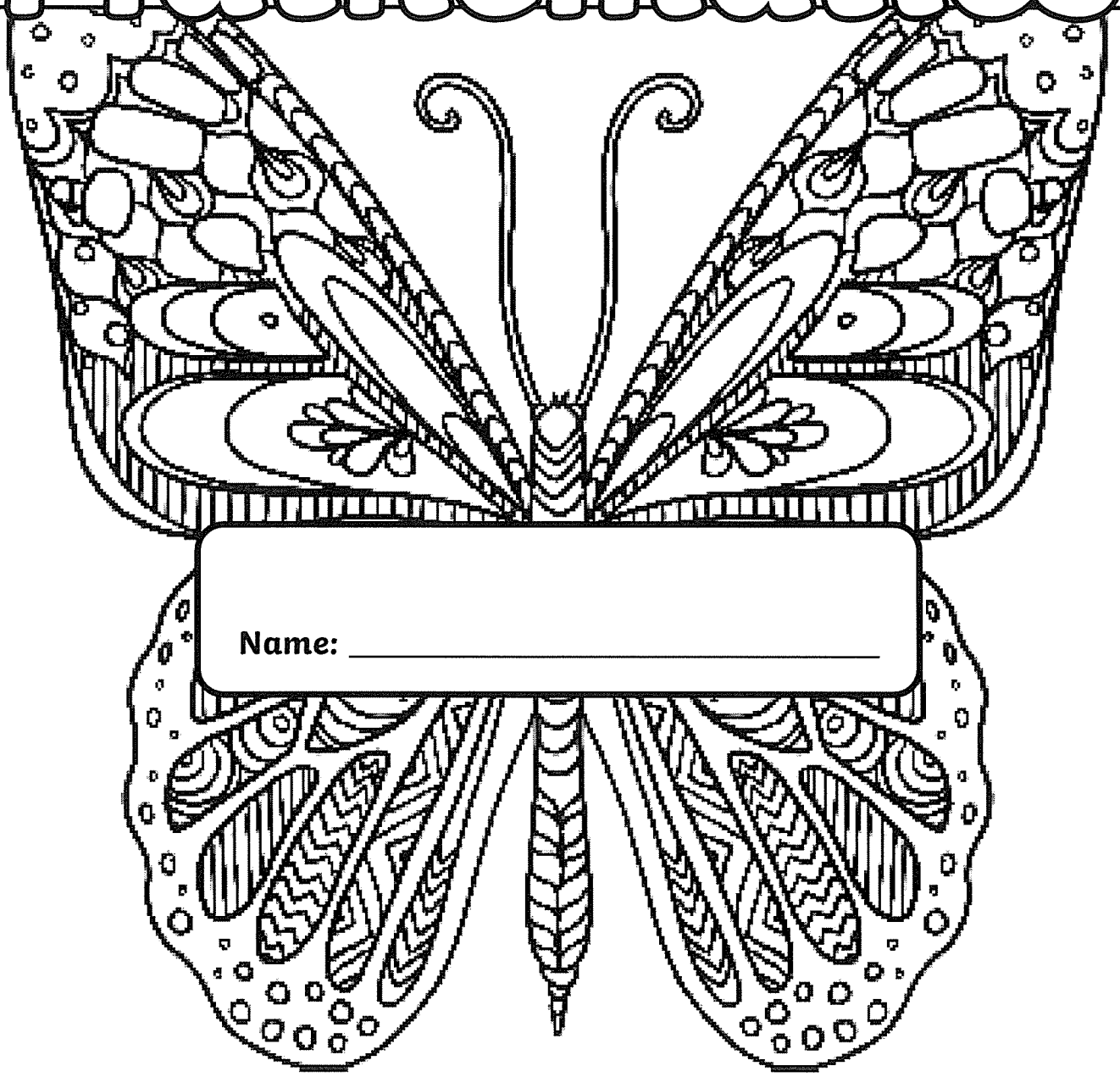
Setting	Characters	Mood
		

Complication

Events and Climax

Resolution

Mathematics



Name: _____

Mrs Barrett

Multiplication facts – 5 and 10 times tables

The 5 and 10 times tables are easier if you learn them together.

1 **Answer the 5 times table:**

1 × 5 = ☐

2 × 5 = ☐

3 × 5 = ☐

4 × 5 = ☐

5 × 5 = ☐

6 × 5 = ☐

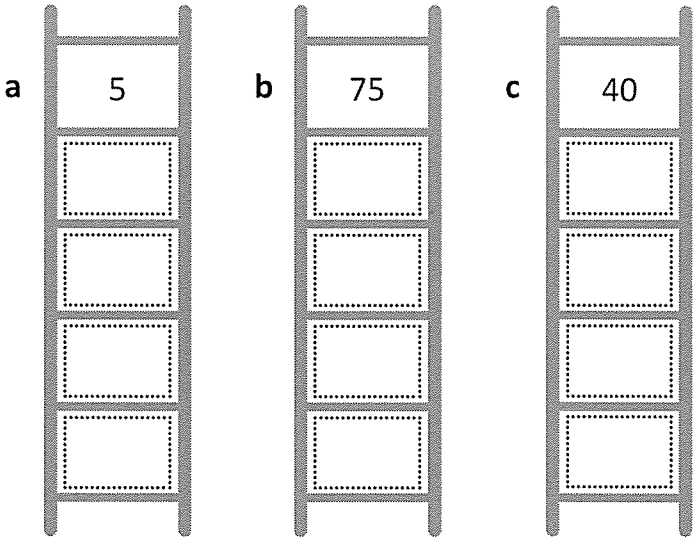
7 × 5 = ☐

8 × 5 = ☐

9 × 5 = ☐

10 × 5 = ☐

2 **Count in 5s down the ladders:**



3 **Fill in the missing number for each times table fact:**

a ☐ × 5 = 25

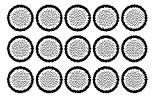
b ☐ × 5 = 45

c ☐ × 5 = 30

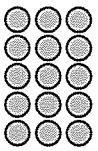
d ☐ × 5 = 50

e ☐ × 5 = 35

f ☐ × 5 = 40



3 × 5 = 15



5 × 3 = 15

4 **Complete the 5 times table turnarounds.**

a 5 × 8 = ☐

b 5 × 3 = ☐

c 5 × 10 = ☐

d 5 × 4 = ☐

Mrs Barrett

Multiplication facts – 5 and 10 times tables

5 **Answer the 10 times table:**

1 × 10 = ☐

2 × 10 = ☐

3 × 10 = ☐

4 × 10 = ☐

5 × 10 = ☐

6 × 10 = ☐

7 × 10 = ☐

8 × 10 = ☐

9 × 10 = ☐

10 × 10 = ☐

6 **Write the missing numbers for these 5 times table facts:**

a ☐ × 5 = 35

b 5 × 5 = ☐

c ☐ × 5 = 30

d 5 × ☐ = 45

e ☐ × 5 = 15

f 5 × ☐ = 10

g 5 × ☐ = 20

7 **Write the missing numbers for these 10 times table facts:**

a ☐ × 10 = 30

b 10 × 5 = ☐

c ☐ × 10 = 20

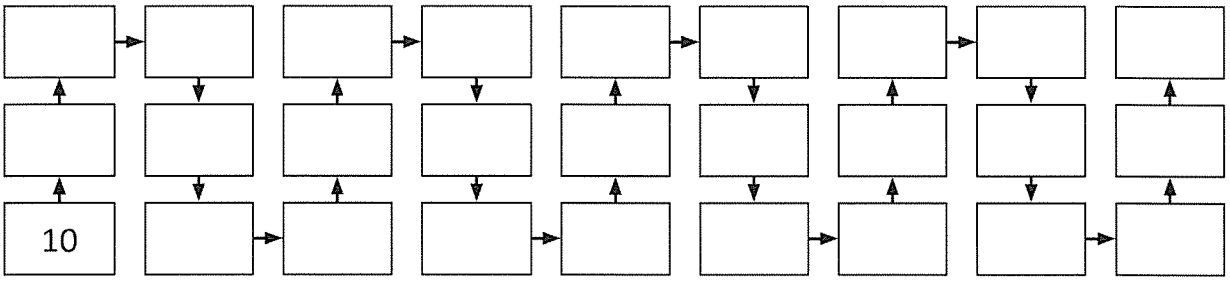
d 10 × 9 = ☐

e ☐ × 10 = 60

f ☐ × 10 = 70

g 10 × 10 = ☐

8 **Follow the arrows by counting up in 10s:**



9 **Multiply each number in the top row by 5 and then by 10:**

×	2	1	4	5	9	6	8	7	10	3
5										
10										

What do you notice? _____

Mrs Barrett

Multiplication facts – 2 and 4 times tables

The 2 and 4 times tables are good facts to learn together.

1 **Complete the skip counting pattern of 2:**

2 4 ○ ○ ○ ○ ○ ○ ○ ○

2 **Answer the 2 times table. One is in order, the other is mixed up.**

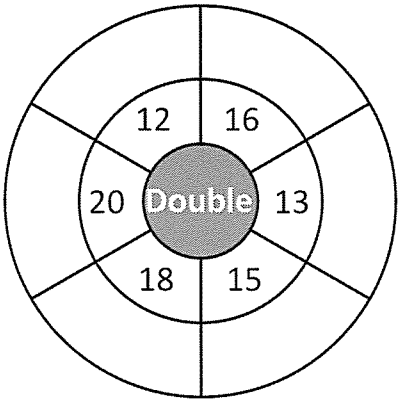
1 × 2 = ☐	7 × 2 = ☐
2 × 2 = ☐	10 × 2 = ☐
3 × 2 = ☐	6 × 2 = ☐
4 × 2 = ☐	8 × 2 = ☐
5 × 2 = ☐	1 × 2 = ☐
6 × 2 = ☐	9 × 2 = ☐
7 × 2 = ☐	4 × 2 = ☐
8 × 2 = ☐	3 × 2 = ☐
9 × 2 = ☐	2 × 2 = ☐
10 × 2 = ☐	5 × 2 = ☐

3 **It is useful to be able to multiply numbers above 10 by 2. Try these:**

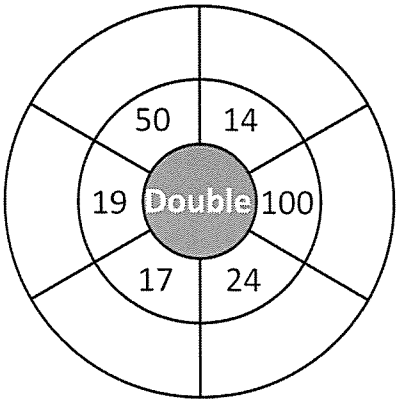
11 × 2 = ☐
12 × 2 = ☐
13 × 2 = ☐
14 × 2 = ☐
15 × 2 = ☐
16 × 2 = ☐
17 × 2 = ☐
18 × 2 = ☐
19 × 2 = ☐
20 × 2 = ☐

4 **Complete these doubling wheels as quickly as you can. Multiplying by 2 is the same as doubling.**

a



b



Mrs Barrett & Ms Moore

Mental multiplication strategies – compensation

Use the compensation strategy to make it easier to multiply 2-digit numbers that are close to a ten.

Look at 4 × 19.

19 is close to 20, so we can multiply by the next multiple of ten which is 20. Then we build down because we have an extra group of 4.

$$4 \times 19 \longrightarrow 4 \times 20 = 80 - 4$$

$$\text{So, } 19 \times 4 = 76$$

1 **Use the compensation strategy to answer these:**

a 5 × 29 ⟶ 5 × ☐ = ☐ − ☐

So, 5 × 29 = ☐

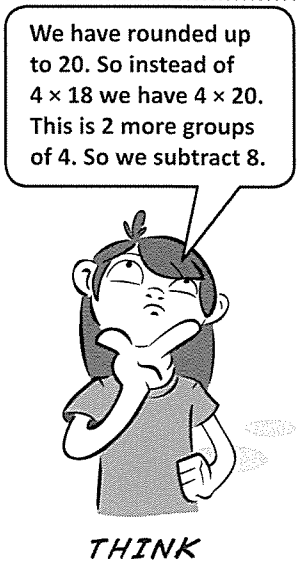
b 3 × 49 ⟶ 3 × ☐ = ☐ − ☐

So, 3 × 49 = ☐

c 4 × 39 ⟶ 4 × ☐ = ☐ − ☐

So, 4 × 39 = ☐

2 **Use the compensation strategy to answer these questions. This time you need to look for more than one extra group to subtract:**



a 4 × 18 ⟶ 4 × ☐ = ☐ − ☐

So, 4 × 18 = ☐

b 3 × 17 ⟶ 3 × ☐ = ☐ − ☐

So, 3 × 17 = ☐

Mental multiplication strategies – choose a strategy

Mrs Barrett & Ms Moore

1 **Roll a die to get the missing number, then use either the split or compensation strategy to get the answer. You can place the numbers rolled on the die in any question.**

a 25 × ☐ ⟶

So, 25 × ☐ = ☐

.....

b 36 × ☐ ⟶

So, 36 × ☐ = ☐

.....

c 49 × ☐ ⟶

So, 49 × ☐ = ☐

.....

d 58 × ☐ ⟶

So, 58 × ☐ = ☐

Mental multiplication strategies – doubling and halving

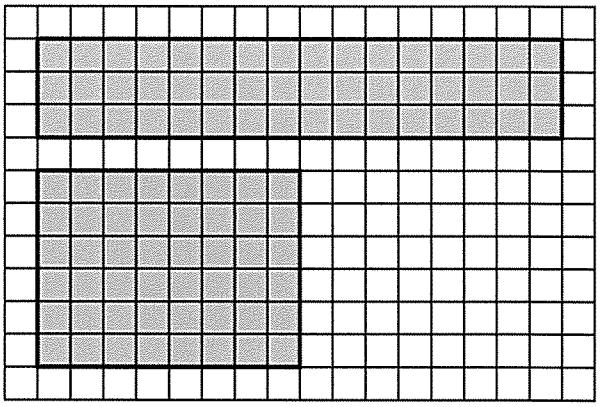
Mrs Barrett & Ms Moore

We can change the factors of a multiplication question to make it easier. Look at 16 × 3. If we halve the larger factor and double the smaller factor, we make an array on the grid that is the same size. Both arrays have the same amount of squares. Count the squares, are they equal to 8 × 6?

16 × 3

↓ Halve ↓ Double

8 × 6 = 48

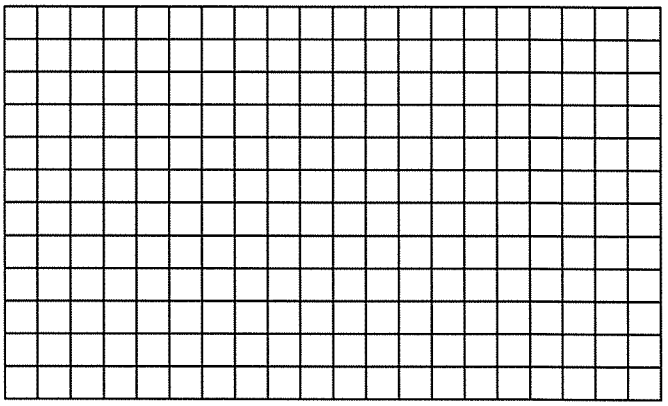


1 **Make these problems easier by using doubling and halving. Shade an array for each:**

a 18 × 3

↓ Halve ↓ Double

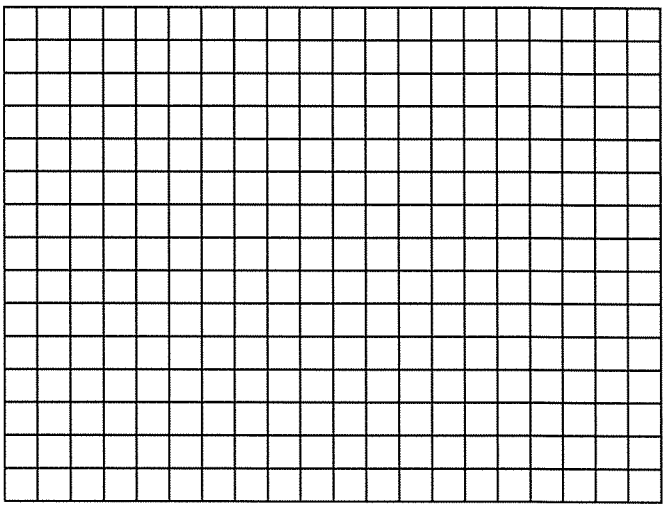
☐ × ☐ = ☐



b 14 × 4

↓ Halve ↓ Double

☐ × ☐ = ☐

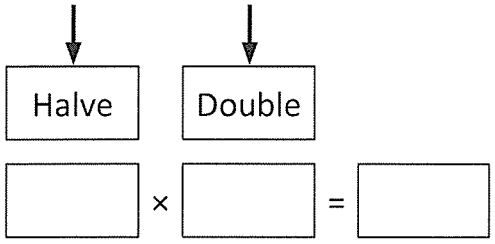


Ms Moore

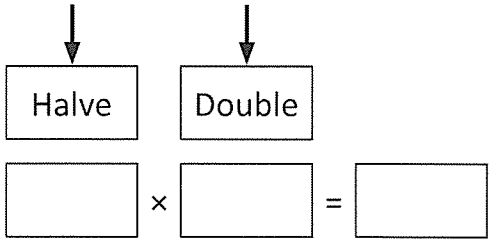
Mental multiplication strategies – doubling and halving

2 **Use the doubling and halving strategy to solve these:**

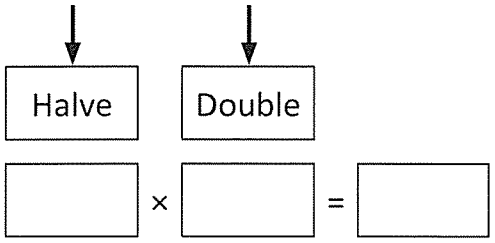
a 14 × 3



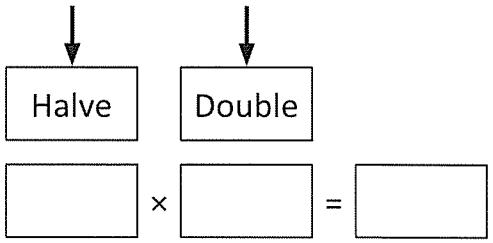
b 48 × 5



c 16 × 5



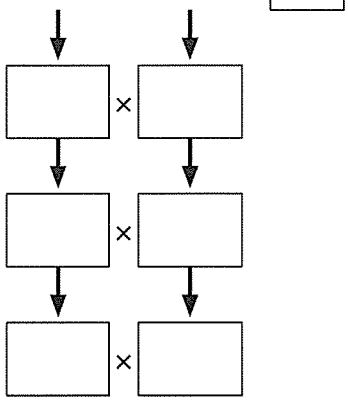
d 64 × 5



3 **Follow this doubling and halving trail through to the bottom:**

a Halve Double

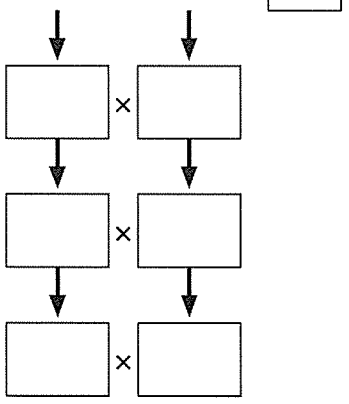
8 × 56 = ?



So, 8 × 56 = ☐

b Halve Double

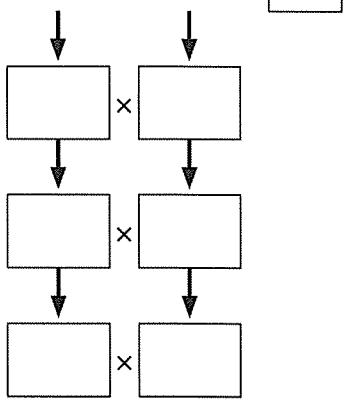
8 × 35 = ?



So, 8 × 35 = ☐

c Halve Double

8 × 45 = ?



So, 8 × 45 = ☐

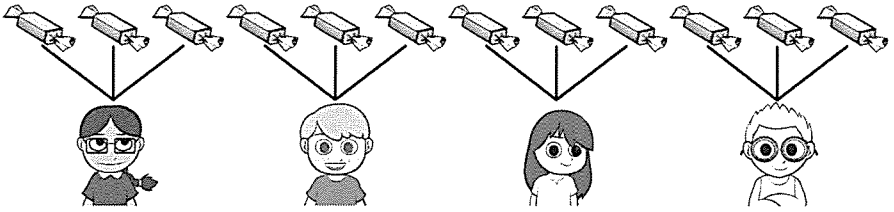
d What do you notice?

Division – division is sharing and grouping

Ms Moore

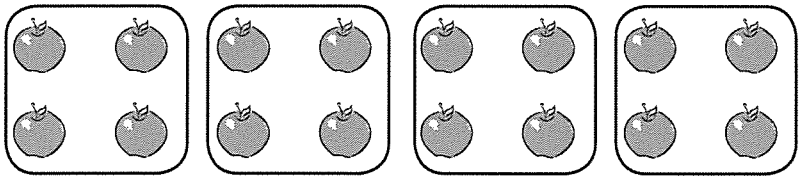
Division can mean sharing *or* grouping.

There are 12 lollies shared between 4 kids. How many are **in** each share?



12 ÷ 4 = 3

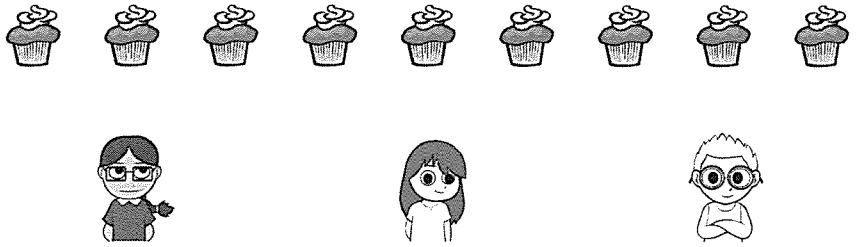
There are 16 apples and 4 go into each basket. How many baskets do I need?



16 ÷ 4 = 4

1 **Solve these sharing and grouping questions:**

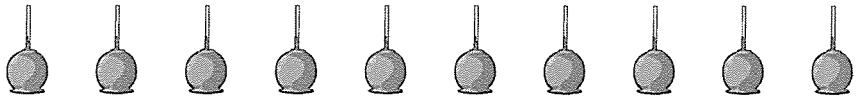
a There are 9 cupcakes and 3 kids are sharing. How many are in each share?



☐ ÷ ☐ = ☐

.....

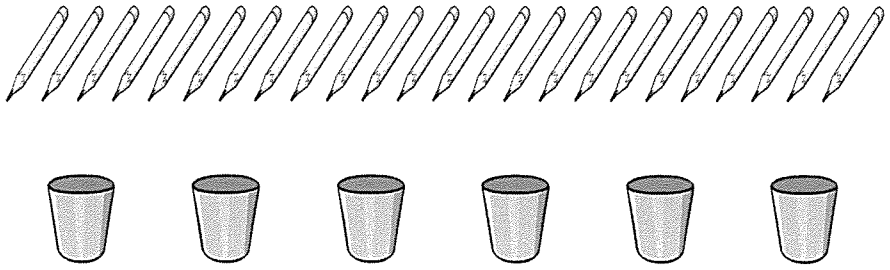
b 10 lollies are shared between a group of kids so they each get 2. How many kids are sharing?



☐ ÷ ☐ = ☐

.....

c There are 24 pencils and 6 pencil pots. How many pencils go into each pencil pot?



☐ ÷ ☐ = ☐

Mrs Barrett & Ms Moore

Division – division is sharing and grouping

2 **Draw pictures to show these division questions. Then write the division fact and decide whether it is a sharing or a grouping question.**

If you need to find out how many items there are in each share, it's a sharing question. If you need to find out the number of equal shares, it's a grouping question.

CHECK

a Divide 16 lollies between 4 girls. How many does each girl get?

☐ ÷ ☐ = ☐

sharing / grouping

b From a packet of 24 pencils, each person will get 6. How many people are sharing the pencils?

☐ ÷ ☐ = ☐

sharing / grouping

c 48 eggs are laid by 6 hens. If they all laid the same amount, how many did each hen lay?

☐ ÷ ☐ = ☐

sharing / grouping

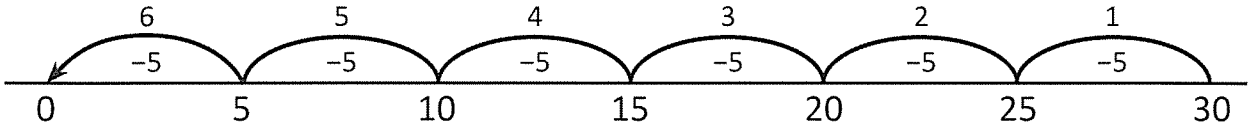
Division – division is repeated subtraction

MS Moore

Division can also be thought of as repeated subtraction.

Look at 30 ÷ 5 = ? This question is asking how many groups of 5 there are in 30.

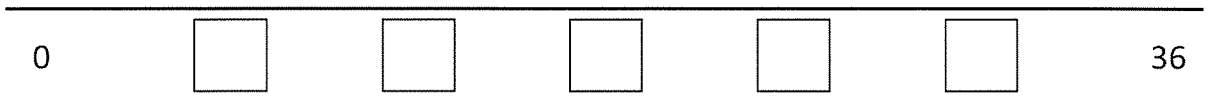
Jump in 5s along the number line and then count the jumps.



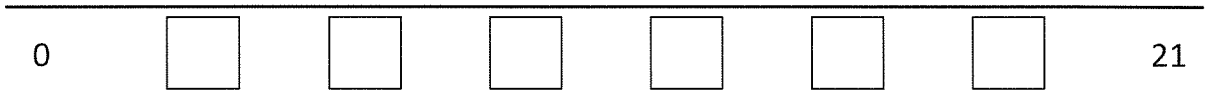
So, 30 ÷ 5 = 6

1 **Show these division facts as repeated subtraction. First label the number lines and then show the jumps.**

a 36 ÷ 6 = ☐



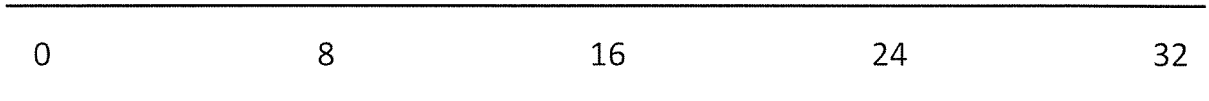
b 21 ÷ 3 = ☐



2 **Write a division fact to match these number lines. Show the jumps.**

a ☐ ÷ ☐ = ☐

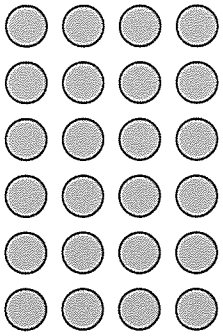
b ☐ ÷ ☐ = ☐



Division – linking multiplication and division facts

MJ Moore

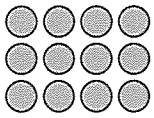
Knowing multiplication facts will help with division facts. This is because they are opposites. Look at how we can describe this array:



$6 \times 4 = 24$	6 groups of 4 is 24.
$4 \times 6 = 24$	4 groups of 6 is 24.
$24 \div 4 = 6$	24 divided into 4 shares is 6.
$24 \div 6 = 4$	24 divided into 6 shares is 4.

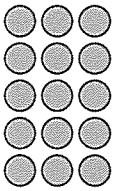
1 **Describe each of these arrays using two multiplication and two division facts:**

a



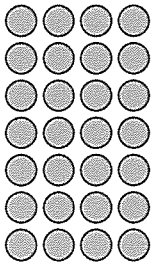
□ × □ = □
□ × □ = □
□ ÷ □ = □
□ ÷ □ = □

b



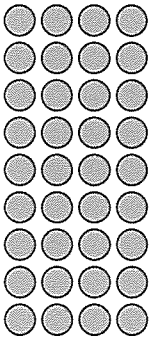
□ × □ = □
□ × □ = □
□ ÷ □ = □
□ ÷ □ = □

c



□ × □ = □
□ × □ = □
□ ÷ □ = □
□ ÷ □ = □

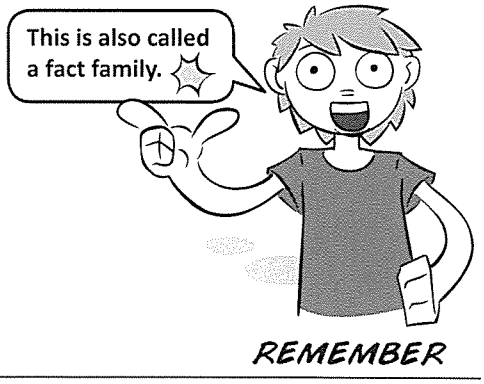
d



□ × □ = □
□ × □ = □
□ ÷ □ = □
□ ÷ □ = □

2 **Draw an array of 6 rows of 3 then describe it with multiplication and division facts.**

□ × □ = □
□ × □ = □
□ ÷ □ = □
□ ÷ □ = □



REMEMBER

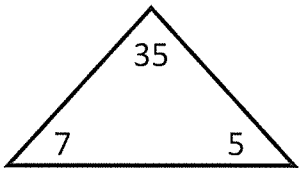
Division – linking multiplication and division facts

Ms Moore

3 **Write a fact family for each set of numbers in the triangle. The first one has been done for you.**

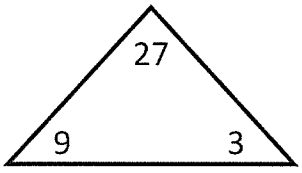
a

5	×	7	=	35			35	÷	5	=	7
7	×	5	=	35			35	÷	7	=	5



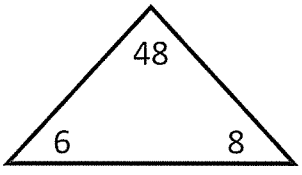
b

	×		=					÷		=	
	×		=					÷		=	



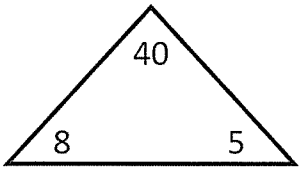
c

	×		=					÷		=	
	×		=					÷		=	



d

	×		=					÷		=	
	×		=					÷		=	



4 **For these problems, think of a multiplication fact to help write the division fact:**

a $25 is shared between 5 people. How much does each person get?

	×		=			÷		=	

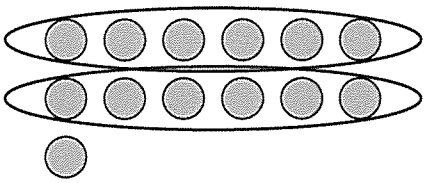
b 45 people get into 9 cars. How many people are in each car?

	×		=			÷		=	

Division – remainders

Ms Moore

Sometimes division is not exact.

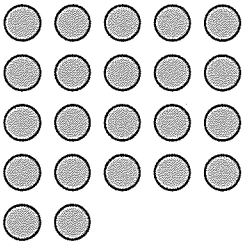


From 13, we can make 2 fair shares of 6 with 1 left over. We call the left over the remainder.

13 ÷ 6 = 2 remainder 1

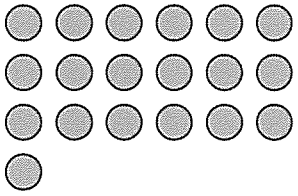
1 **In each array, ring the fair shares to see the remainder:**

a



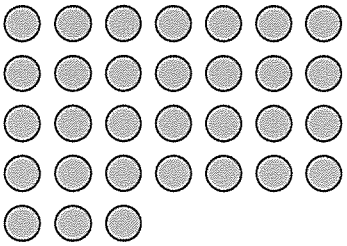
22 ÷ 5 = ☐ remainder ☐

b



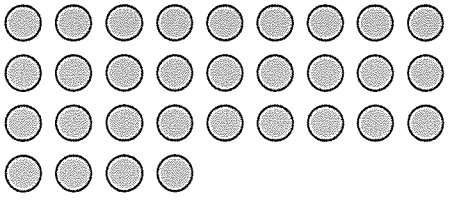
19 ÷ 6 = ☐ remainder ☐

c



31 ÷ 7 = ☐ remainder ☐

d



31 ÷ 9 = ☐ remainder ☐

Division – remainders

Ms Moore

Now use your multiplication facts.

25 ÷ 6 = ? Think 4 × 6 = 24 + 1 is 25

So, 25 ÷ 6 = 4 remainder 1

2 **Use your multiplication facts to write the division facts and the remainder:**

a 32 ÷ 10 = ? Think ☐ × ☐ = ☐ + ☐ is ☐

So, ☐ ÷ ☐ = ☐ remainder ☐

b 30 ÷ 4 = ? Think ☐ × ☐ = ☐ + ☐ is ☐

So, ☐ ÷ ☐ = ☐ remainder ☐

c 37 ÷ 9 = ? Think ☐ × ☐ = ☐ + ☐ is ☐

So, ☐ ÷ ☐ = ☐ remainder ☐

3 **Complete each word problem:**

a 39 pencils were shared between 6 kids. How many did each kid get?

☐ ÷ ☐ = ☐ remainder ☐

b 43 fish were divided between 6 tanks. How many fish are in each tank?

☐ ÷ ☐ = ☐ remainder ☐

c From 17 flowers, 5 flowers were arranged in each vase. How many vases were used?

☐ ÷ ☐ = ☐ remainder ☐

4 **Write in the missing digit to make this statement true:**

☐ ÷ 6 = 8 remainder 2

Mental division strategies – dividing by 10 and 100

Ms Moore.

When we divide any number by 10, we move the number one place value space to the right.

When we divide any number by 100, we move the number two place value spaces to the right.

Thousands	Hundreds	Tens	Units	
6	7	0	0	
	6	7	0	÷ 10
		6	7	÷ 100

1 **Use the place value tables to divide these numbers by 10 and 100.**

a

Th	H	T	U	
5	3	0	0	
				÷ 10
				÷ 100

b

Th	H	T	U	
4	1	0	0	
				÷ 10
				÷ 100

c

Th	H	T	U	
8	4	0	0	
				÷ 10
				÷ 100

d

Th	H	T	U	
2	4	0	0	
				÷ 10
				÷ 100

2 **Use patterns to solve these:**

a 1 400 ÷ 1 = ☐ 1 400 ÷ 10 = ☐ 1 400 ÷ 100 = ☐

b 5 600 ÷ 1 = ☐ 5 600 ÷ 10 = ☐ 5 600 ÷ 100 = ☐

c 3 500 ÷ 1 = ☐ 3 500 ÷ 10 = ☐ 3 500 ÷ 100 = ☐

3 **Use a calculator to solve these:**

a 270 ÷ 100 = ☐ **b** 49 ÷ 10 = ☐

Mental multiplication strategies – doubling strategy

Mr Brady

Doubling is a useful strategy to use when multiplying.

To multiply a number by four, double it twice.

15 × 4 double once = 30

double twice = 60

To multiply a number by eight, double it three times.

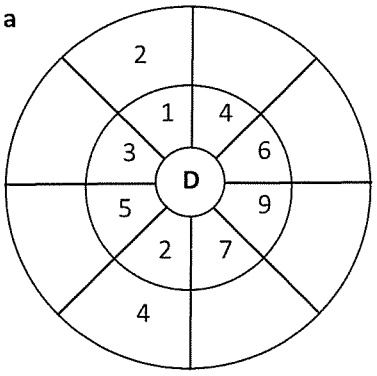
13 × 8 double once = 26

double twice = 52

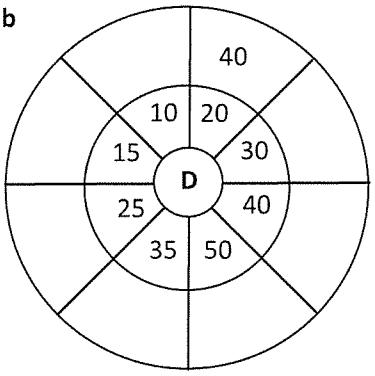
double three times = 104

1 **Warm up with some doubling practice:**

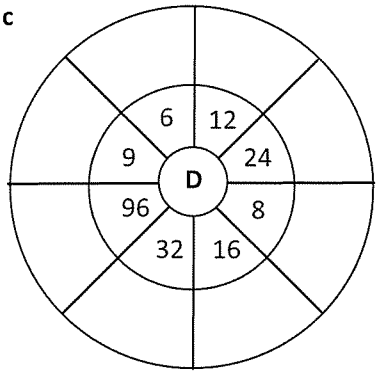
a



b



c



2 **Finish the doubling patterns:**

a 4	8	16		64	
b 3					96
c 5			40		
d 25	50				
e 7		28			224
f 75		300			

3 **Choose a number and create your own doubling pattern. How high can you go? What patterns can you see within your pattern?**

4 **Two sets of twins turn 12. They decide to have a joint birthday party with 1 giant cake but they all want their own candles. How many candles will they need?**

Mental multiplication strategies – multiply by 10s, 100s and 1,000s

Mr Brady

It is also handy to know how to multiply multiples of 10 such as 20 or 200 in our heads.

4 × 2 helps us work out 4 × 20: 4 × 2 = 8 4 × 20 = 80

We can express this as 4 × 2 × 10 = 80 How would you work out 4 × 200?

4 **Use patterns to help you solve these:**

a	5 × 2 _____	5 × 20	_____	5 × 200	_____
b	2 × 9 _____	2 × 90	_____	2 × 900	_____
c	6 × $4 _____	6 × $40	_____	6 × $400	_____
d	8 × 3 _____	8 × 30	_____	8 × 300	_____
e	3 × $7 _____	3 × $70	_____	3 × $700	_____
f	2 × 8 _____	20 × 8	_____	200 × 8	_____
g	3 × 9 _____	30 × 9	_____	300 × 9	_____

5 **Answer these problems:**

a Jock runs 50 km per week. How far does he run over 10 weeks?

b Huy earns $20 pocket money per week. If he saves half of this, how much will he have saved at the end of 8 weeks?

c The sum of two numbers is 28. When you multiply them together, the answer is 160. What are the numbers?

6 **Finish these counting patterns:**

a	10	20	30	_____	_____	60
b	20	40	_____	80	_____	_____
c	30	60	_____	_____	150	_____
d	40	80	_____	_____	200	240
e	50	100	150	_____	_____	_____
f	100	200	_____	400	_____	_____
g	200	400	_____	_____	_____	1 200

Mental multiplication strategies – split strategy

Mr Brady

Sometimes it's easier to split a number into parts and work with the parts separately.

Look at 64 × 8

Split the number into 60 and 4

Work out (60 × 8) and then (4 × 8)

Add the answers together 480 + 32 = 512

1 **Use the split strategy to answer the questions:**

a 46 × 4

(40 × 4) + (6 × 4)

_____ + _____

= ☐

b 74 × 5

(___ × ___) + (___ × ___)

_____ + _____

= ☐

c 48 × 4

(___ × ___) + (___ × ___)

_____ + _____

= ☐

d 37 × 7

(___ × ___) + (___ × ___)

_____ + _____

= ☐

e 62 × 8

(___ × ___) + (___ × ___)

_____ + _____

= ☐

f 91 × 5

(___ × ___) + (___ × ___)

_____ + _____

= ☐

2 **Use the split strategy to answer the questions. This time see if you can do the brackets in your head:**

a 48 × 8 = _____ + _____ = ☐

b 52 × 7 = _____ + _____ = ☐

c 9 × 43 = _____ + _____ = ☐

d 8 × 29 = _____ + _____ = ☐

e 86 × 7 = _____ + _____ = ☐

3 **These problems have been worked out incorrectly. Circle where it all went wrong.**

a 37 × 6

(30 × 6) + (7 × 6)

180 + 13

= 193

b 17 × 5

(10 × 5) + (7 × 5)

70 + 35

= 105

c 32 × 9

(30 × 9) + (2 × 9)

27 + 18

= 45

Mental division strategies – use multiplication facts

Mr Brady

Knowing our multiplication facts helps us with division as they do the reverse of each other. They are inverse operations.

$3 \times 5 = 15$ $\quad\quad$ $15 \div 5 = 3$

1 **Use your knowledge of multiplication facts to help answer these division questions:**

a $56 \div 7$ → $\_8\_ \times 7 = 56$ → $56 \div 7 =$ ☐

b $121 \div 11$ → $\_\_\_\_ \times 11 = 121$ → $121 \div 11 =$ ☐

c $72 \div 8$ → $\_\_\_\_ \times 8 = 72$ → $72 \div 8 =$ ☐

d $49 \div 7$ → $\_\_\_\_ \times 7 = 49$ → $49 \div 7 =$ ☐

e $36 \div 9$ → $\_\_\_\_ \times 9 = 36$ → $36 \div 9 =$ ☐

f $64 \div 8$ → $\_\_\_\_ \times 8 = 64$ → $64 \div 8 =$ ☐

g $108 \div 12$ → $\_\_\_\_ \times 12 = 108$ → $108 \div 12 =$ ☐

2 **Now try these:**

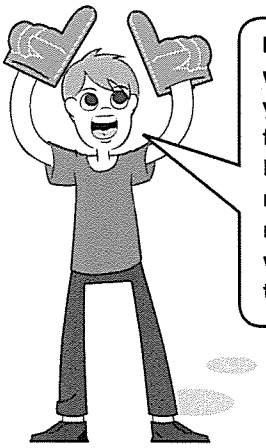
a $81 \div 9 =$ ☐ $\quad$ **b** $40 \div 5 =$ ☐

c $21 \div 3 =$ ☐ $\quad$ **d** $54 \div 6 =$ ☐

e $42 \div 7 =$ ☐ $\quad$ **f** $63 \div 9 =$ ☐

g $36 \div 4 =$ ☐ $\quad$ **h** $45 \div 9 =$ ☐

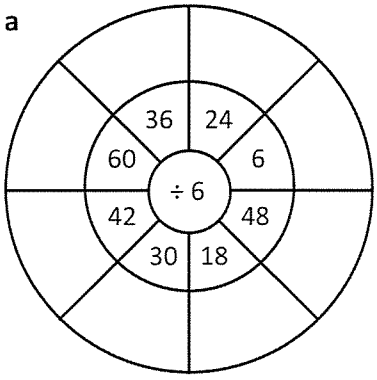
i $39 \div 3 =$ ☐ $\quad$ **j** $24 \div 6 =$ ☐



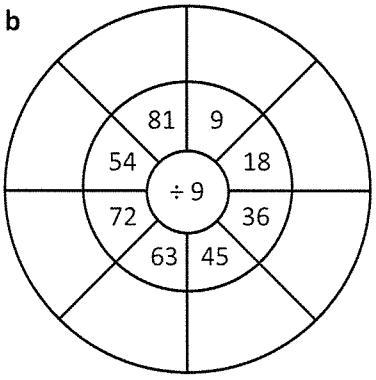
Doing maths without knowing your multiplication facts is hard. Learning them makes your life much easier. It's worth persevering to conquer them!

3 **Fill in the division wheels. Use multiplication facts to help you.**

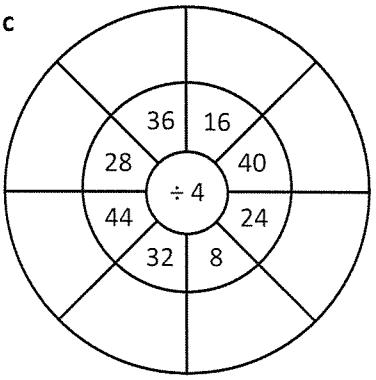
a



b



c



Mental division strategies – use multiplication facts

Mr Brady

Knowing our families of facts is also helpful.

3 × 5 = 15 5 × 3 = 15 15 ÷ 5 = 3 15 ÷ 3 = 5

4 **Complete the following patterns. How many more multiplication and division facts can you find, given the first fact?**

a 7 × 8 = 56

8 × 7 = ☐

56 ÷ ☐ = 8

☐ ÷ 8 = 7

b 8 × 9 = 72

9 × 8 = ☐

72 ÷ ☐ = 9

☐ ÷ 9 = 8

c 7 × 9 = 63

9 × 7 = ☐

63 ÷ ☐ = 9

☐ ÷ 9 = 7

5 **Write down another multiplication fact and two division facts for each question.**

a 6 × 7 = 42

b 5 × 9 = 45

c 9 × 6 = 54

d 17 × 8 = 136

e 12 × 8 = 96

f 11 × 21 = 231

6 **Look at these two division facts:** **20 ÷ 5 = 4** **and** **20 ÷ 4 = 5**

Imagine you're explaining to a younger child how they're related yet different. How would you do it? What would you say/write/draw?

Written methods – contracted multiplication

Mr Brady

	H	T	U
	$^{1}1$	$^{1}5$	6
×			3
	4	6	8

Contracted multiplication is one way to solve a multiplication problem.
First we use our mental strategies to estimate an easier problem:
3 × 150 = 450. The answer will be around 450.
We start with the units. 3 × 6 is 18 units. We rename this as 1 ten and 8 units.
We put 8 in the units column and carry the 1 to the tens column.
3 × 5 plus the carried 1 is 16 tens. We rename this as 1 hundred and 6 tens.
We put 6 in the tens column and carry the 1 to the hundreds column.
3 × 1 plus the carried 1 is 4 hundreds. We put 4 in the hundreds column.

1 **Solve these problems using contracted multiplication. Estimate first:**

a e: _____

	H	T	U
	3	2	7
×			3

b e: _____

	H	T	U
	2	4	7
×			4

c e: _____

	H	T	U
	1	5	4
×			5

d e: _____

	H	T	U
	3	1	5
×			3

e e: _____

	H	T	U
	2	8	6
×			2

f e: _____

	H	T	U
	1	9	4
×			5

2 **Solve these word problems. Show how you worked them out:**

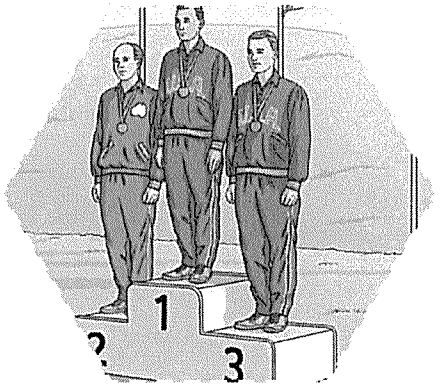
a Dan's dad has resorted to bribery to counteract Dan's PlayStation addiction. For every evening, Dan spends away from the PlayStation, his dad pays him $3. So far, Dan has racked up an impressive 27 nights (though he looks like breaking any day now). How much money does this equate to?

b Dan's mum thinks she might get in on the action too and pays Dan $4 for every week that he puts his dishes in the dishwasher and his dirty clothes in the basket. Dan is less keen on this plan but does manage 33 weeks in 1 year. How much has he made out of this scheme?

STEM: Olympic Challenges

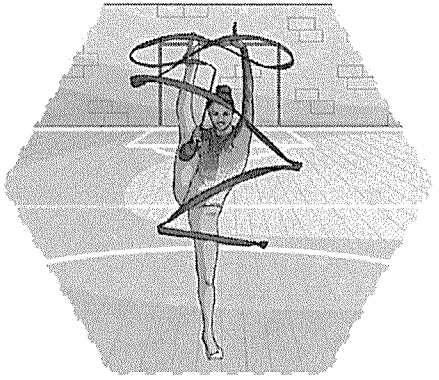
Challenge Cards

Build a winner's podium.



Design a new Olympic Mascot.

Design a new gymnastics apparatus.

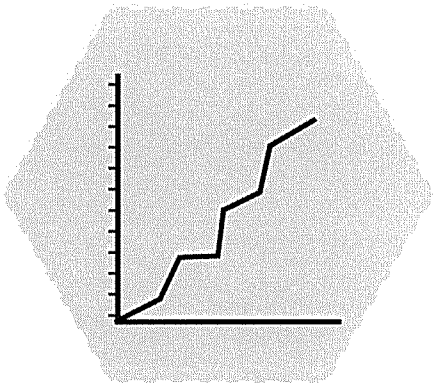


STEM: Olympic Challenges

Build an Olympic obstacle course.

STEM: Olympic Challenges

Create a graph of your classes' favourite Olympic sports.



STEM: Olympic Challenges

Design a new Olympic swimming pool.

STEM: Olympic Challenges

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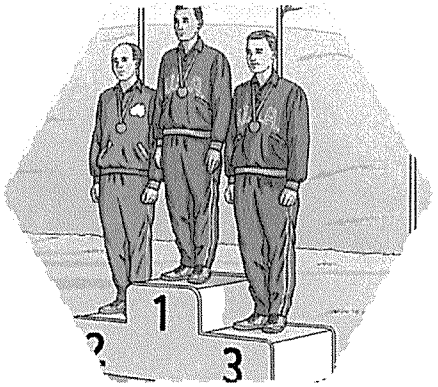

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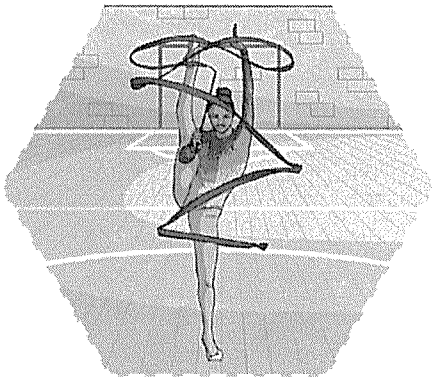

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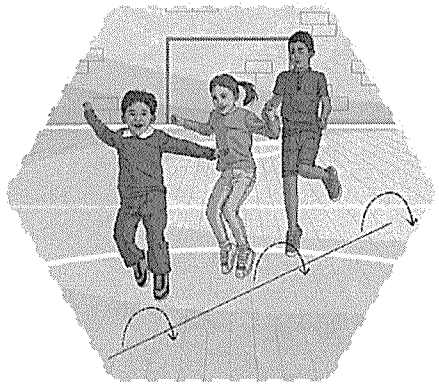

STEM: Olympic Challenges

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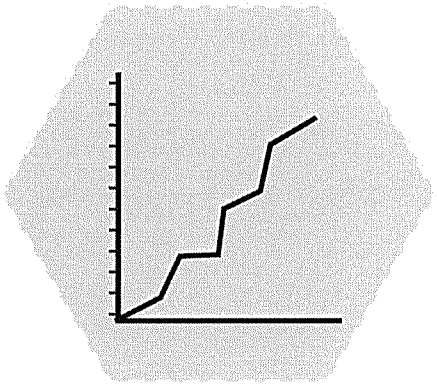

STEM: Olympic Challenges

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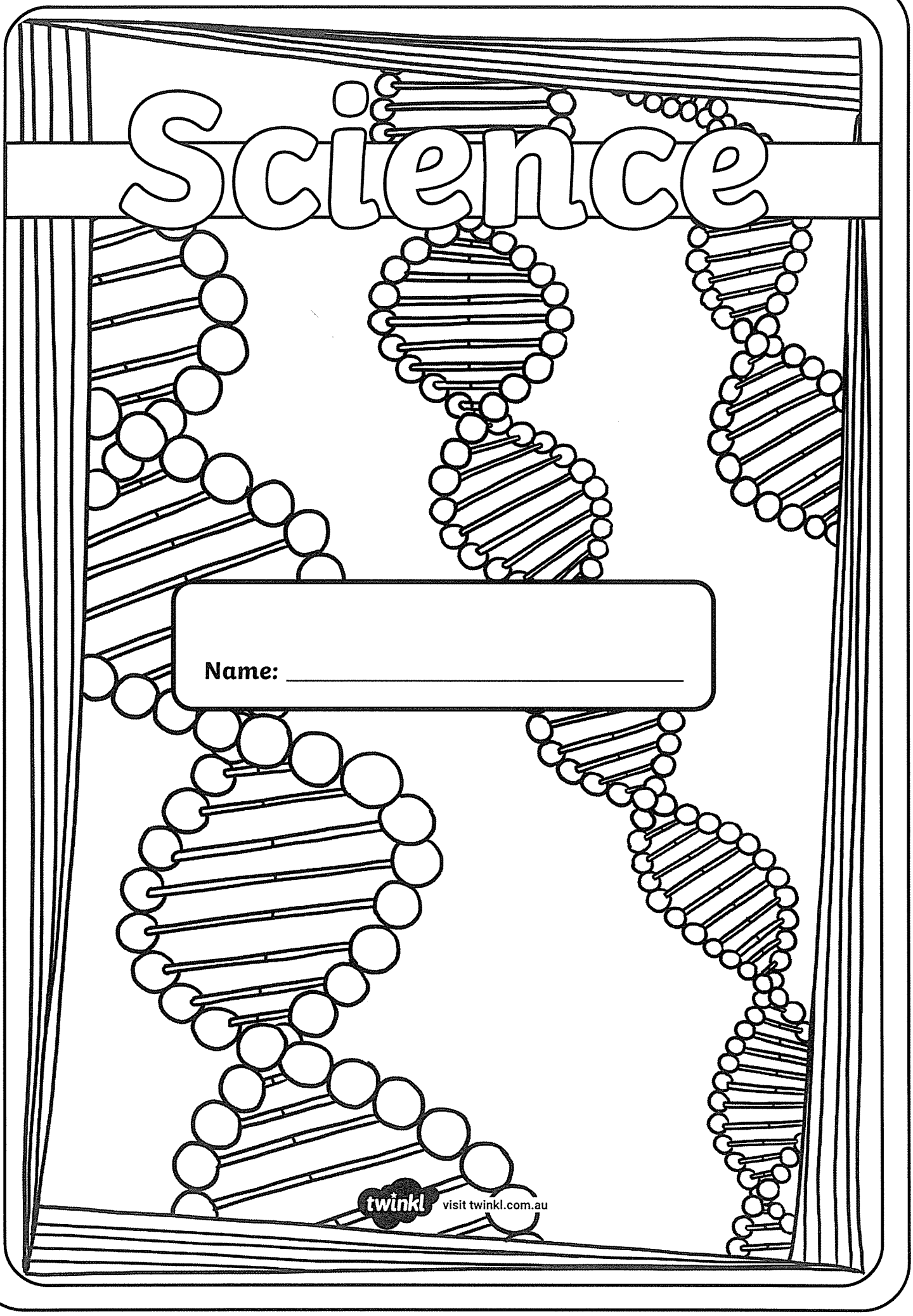

Science
Name:
twinkl
visit twinkl.com.au

Lesson 1

Learning Intention:	Identify different types of rocks and understand how they are formed.
Success Criteria:	• Define terms associated with the formation of each type of rock • Illustrate how the types of rocks cycles through the earth

Watch the following video 'Types of rocks and the rock cycle' to complete the sentences below:

https://safeYouTube.net/w/62wx

How many types of rock are there?

There are _____ types of rocks, these are:

1. _____. These are formed by _____

_____

2. _____. These are formed by _____

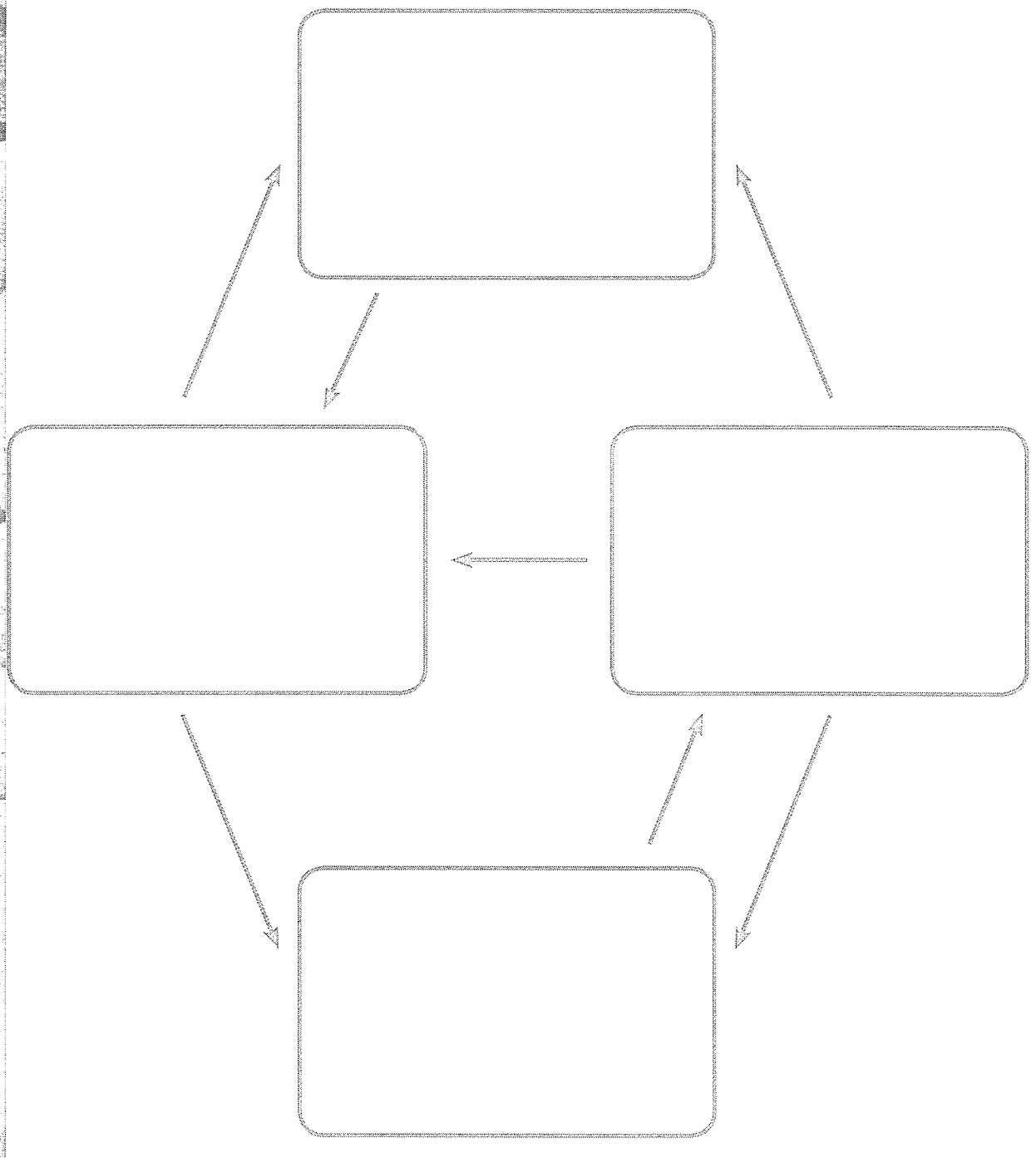
_____

_____

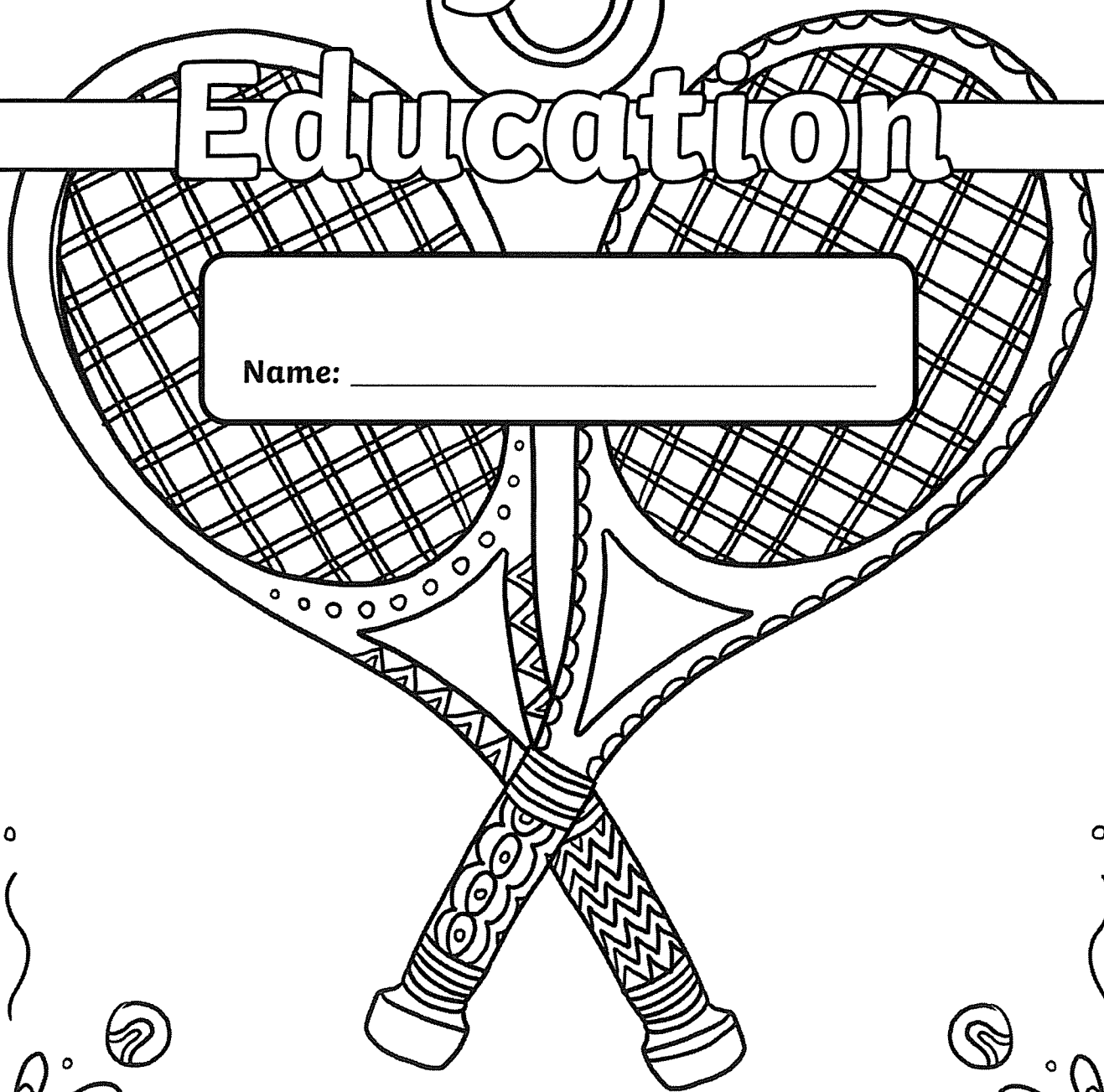
3. _____. These are formed by _____

_____

Draw and label the rock cycle



Health and Physical Education



Name: _____

Term 3 Week 4 Learning

Stage 2

HEALTHY EATING HABITS

We are going to be learning about creating healthy eating habits. You will be learning to create a daily meal plan including a range of foods from the 5 food groups.

Let's look at these questions?

- What does healthy eating look like?
- Should you eat the same thing every day?
- Have you heard the term 'an apple a day keeps the doctor away'? Discuss meaning.

Students look up the definitions of 'balance' and 'diet' using this information discuss the meaning of a balanced diet

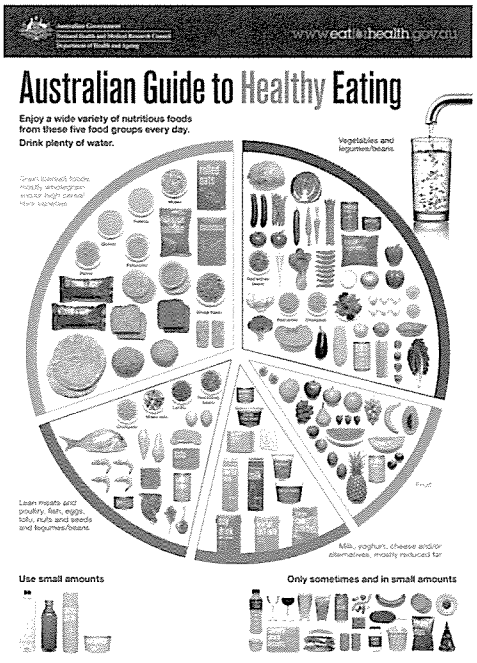
Guided:
Students are introduced to the Australian healthy eating guide, using this guide students are to answer the questions relating to it in their SISA workbook.

https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating

Independent:
Students will use the guide above to create a daily meal plan for themselves that aligns with the Healthy eating guidelines. Teachers may use the link below to model an example of a meal plan.

https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/adg_sample_meal_plan_child.pdf

Upload this to Mrs Barrett on Class Dojo: Students may share their plans with their teacher on Class Dojo



Australian Government
National Health and Medical Research Council
Department of Health and Ageing
www.eatforhealth.gov.au

EATFORHEALTH

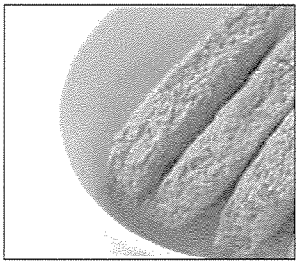
FOLLOWING THE RECOMMENDATIONS IN THE AUSTRALIAN DIETARY GUIDELINES

The sample meal plan outlined below provides the nutritional and energy requirements for a CHILD aged 9-11 years of average height, healthy weight and light activity

BREAKFAST

Wheat biscuit with milk and yoghurt

(1 wheat biscuit, ½ cup reduced fat milk, 100g yoghurt)



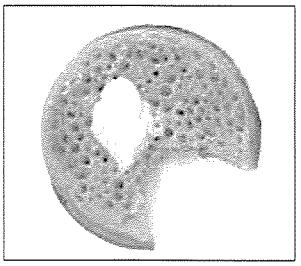
AFTERNOON BREAK

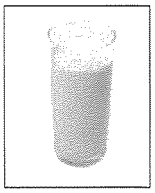
Crumpet

(1 crumpet with a light spread of margarine)

Glass of milk

(1 cup/250ml reduced fat milk)





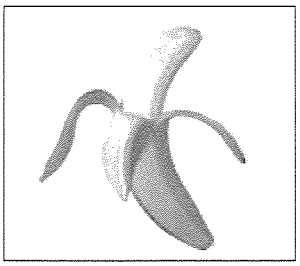
MORNING BREAK

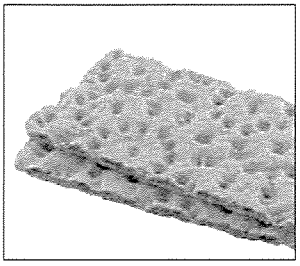
Banana

(1 medium banana)

Crispbreads with peanut butter spread

(3 crispbreads, 1T of peanut butter spread)





EVENING MEAL

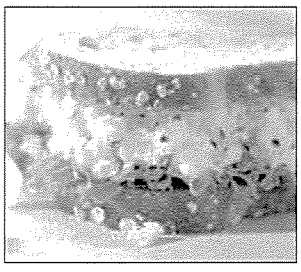
Lamb kebab with vegetables

(65g cooked lamb kebab, 1 small boiled potato, ½ cup cooked carrot, ½ cup cooked beans)

LUNCH

Egg, cheese and salad sandwich

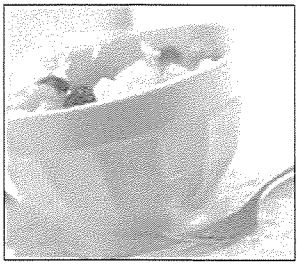
(2 x slices of wholemeal bread, 1 boiled egg, 20g/1 slice reduced fat cheese, 1 cup mixed salad)



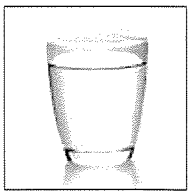
EVENING SNACK

Fruit salad (tinned or fresh) and reduced fat yoghurt

(1 cup mixed fruit plus small tub/100g yoghurt)



Drink plenty of water throughout the day



Australian Government
National Health and Medical Research Council
Department of Health and Ageing

www.eatforhealth.gov.au

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

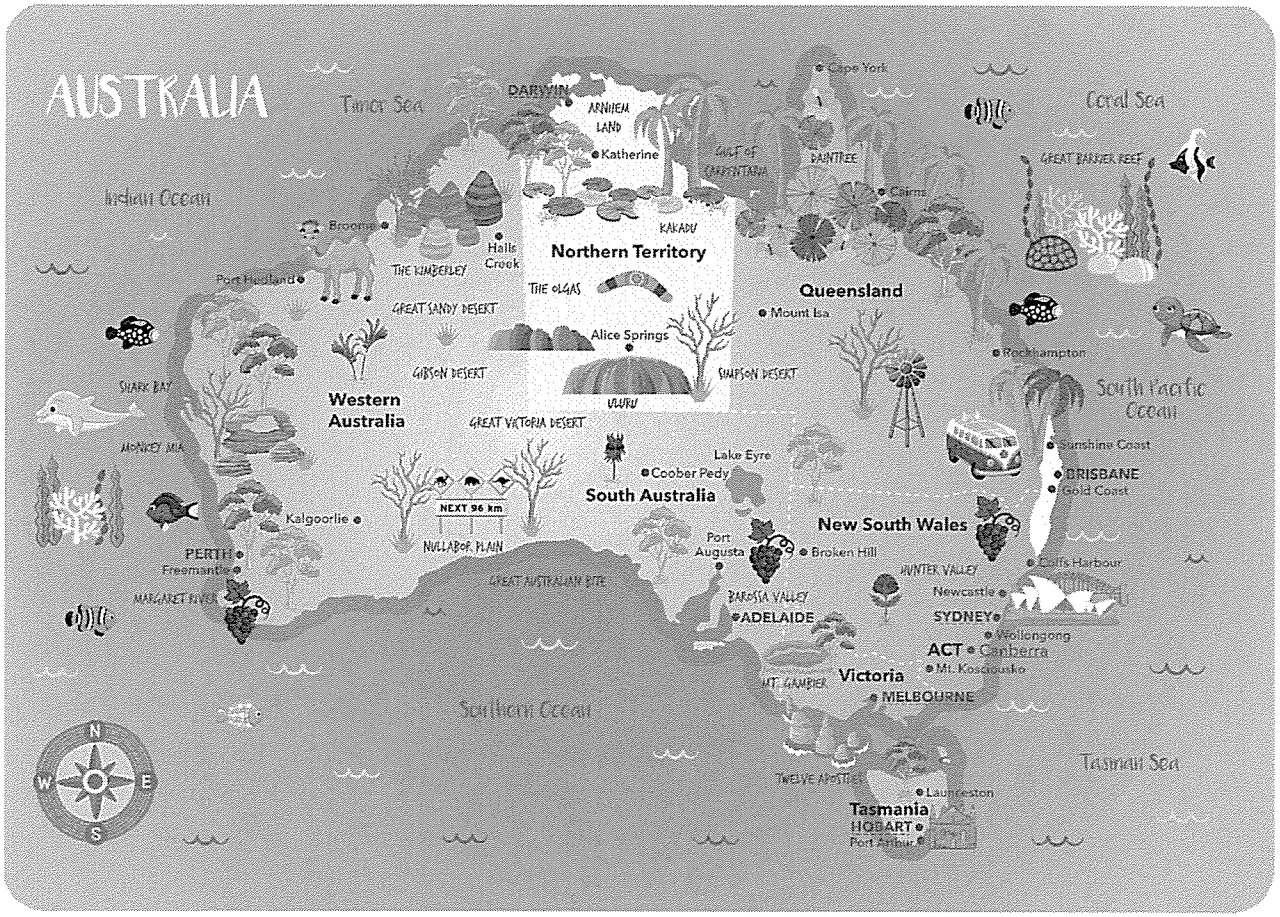
Use small amounts

Only sometimes and in small amounts

Geography

Name: _____

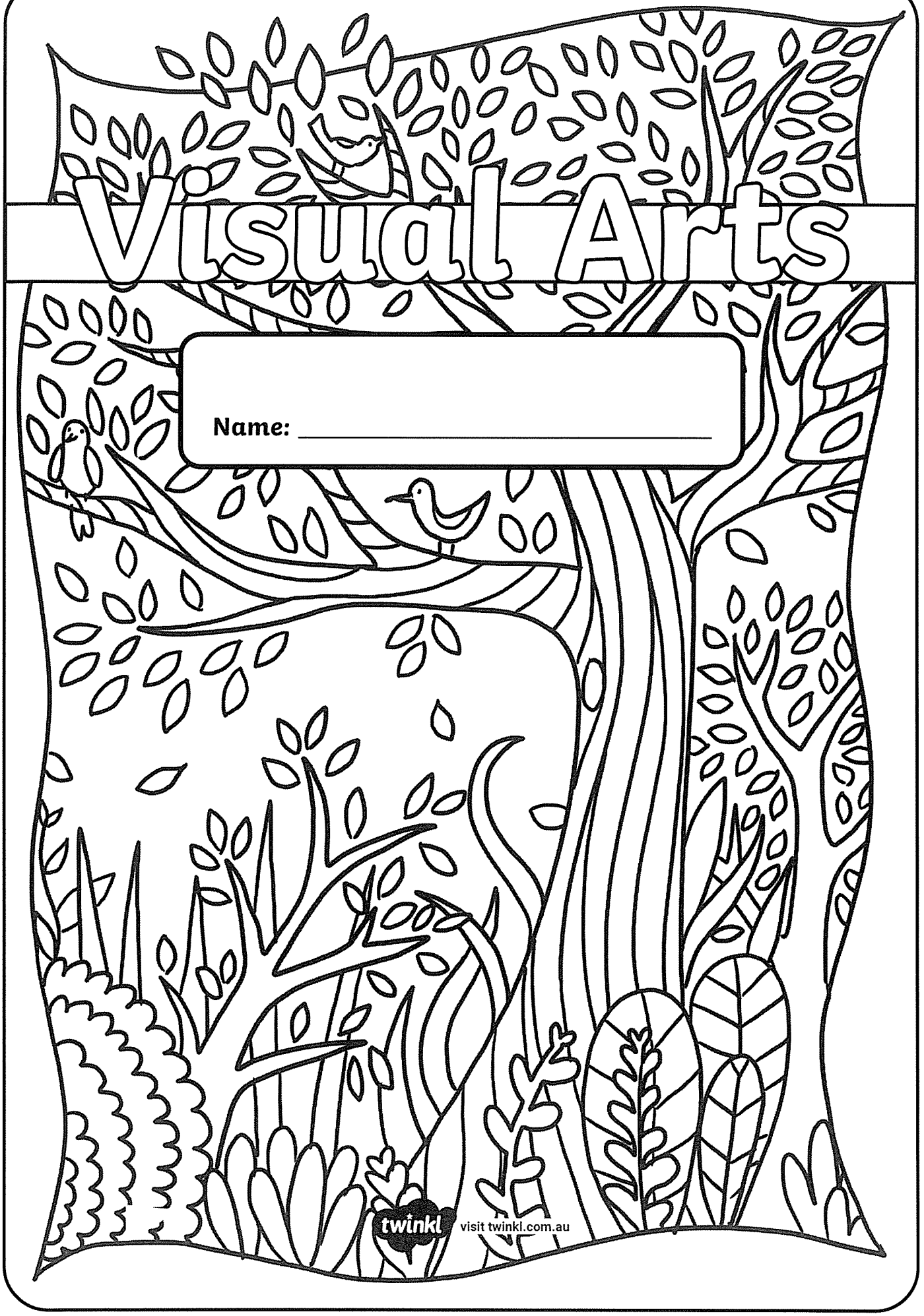
3 Look at the map of Australia, it shows many of the well known places in Australia. Mark the places you have visited on the map below.



4 Australia has many places which are special for different reasons.

a What do you think are the most special places in Australia?

b What do you think makes a place "special"?


Visual Arts
Name:
twinkl
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VISUAL ART ACTIVITIES

WEEK 4

How to draw a cartoon turtle – Kids' Art Hub -
https://www.youtube.com/watch?v=mvdq2ezQTsU

WEEK 5

INSTITUTE OF
POSITIVE
EDUCATION

WEEK
4

POSITIVE EDUCATION ENHANCED CURRICULUM

WEEKLY WELLBEING PHASE 3

Learn It!

Grit and Persistence

Watch 'Powerful Inspirational true story Never give up!' (3:14).

Think About: What are some of the traits/characteristics that Derek Redmond showed in the clip? Did he fail? What makes you say that?

_____

_____

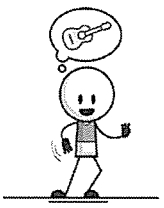
_____

Self-discipline helps us to achieve goals and try things that we haven't tried before. Tick the things you think are part of being self-disciplined:

- ☐ patience
- ☐ resist temptation
- ☐ practise
- ☐ failure
- ☐ keep the goal in mind
- ☐ concentration
- ☐ hard work
- ☐ persistence
- ☐ guidance

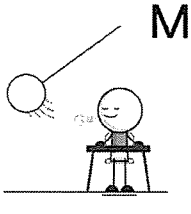
Get Crafty!

Test out your grit and persistence with this paper weaving craft.



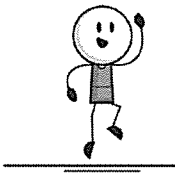
Music Time

'This Is Me' by Keala Settle



Mindful Moment

Engage in this Mindfulness activity from the Institute of Positive Education.

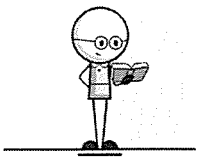


Move It!

Just Dance 2018: Waka Waka This Time For Africa.

Watch It!

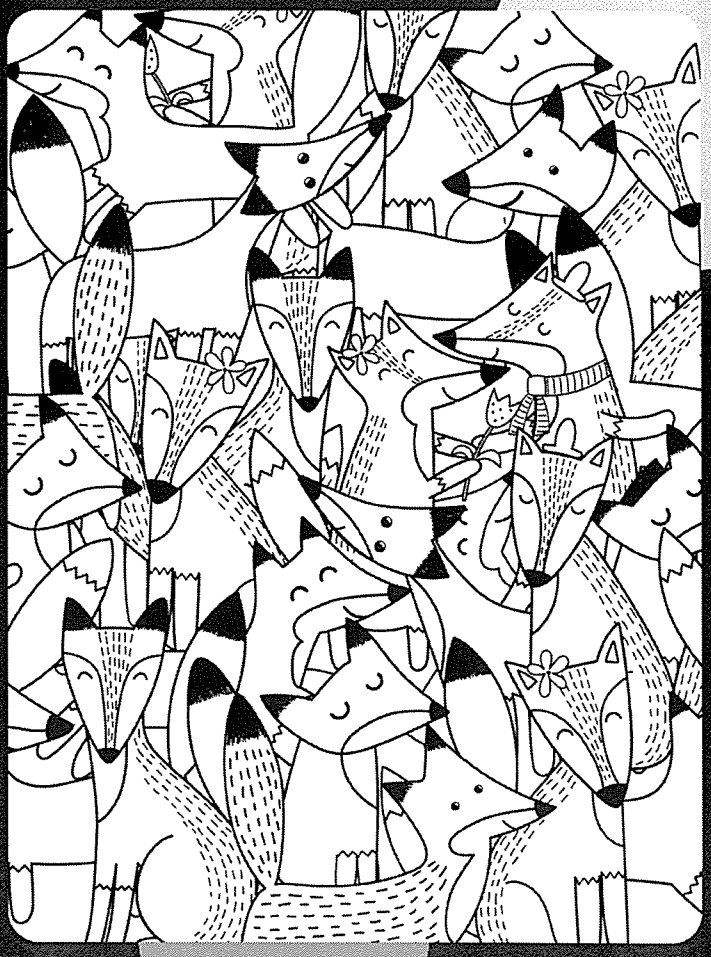
'Try Again Sally Jane' by Mary Diestel-Feddersen.



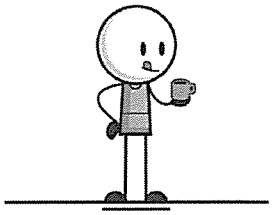
Quoteable Quote

'We all can dance... if we find the music that we love.'

– Giraffes Can't Dance, Giles Andrea



INSTITUTE OF POSITIVE EDUCATION



Try Something New!

Now is a great time to get creative in the kitchen!

- Make your own playdough
- Test out some different slime recipes
- Create some fruit rockets using skewers
- Bake some cookies
- Make a mug brownie
- Choose a new recipe for dinner
- Make some tasty protein balls
- Design your own tortilla pizza

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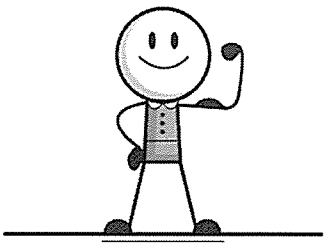


Stay Strong!

Top tips on staying healthy from the experts:

- Set up a daily routine
- Keep active
- Eat healthily
- Stay connected

INSTITUTE OF POSITIVE EDUCATION

Three good things that happened this week:

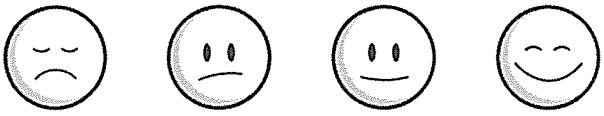
1. _____
2. _____
3. _____

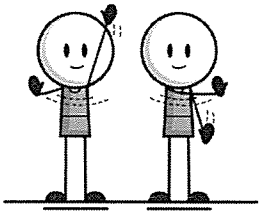
Sleep tracker:

How many hours of sleep did you get?

SUN MON TUE WED THU FRI SAT

Reflection - my week:





Hand Shake

Energy: Low
Equipment: None
Duration: 1 minute

Increase students' focus by engaging in an activity that requires concentration and coordination.

Students stand with their arms extended in front of them and their palms facing away from their body, as if gesturing for someone to stop.

Students simultaneously move their right hand left-to-right and their left hand up and down, then swap.

Challenge: Students see how quickly they can complete these movements or call out 'swap!' at random intervals.

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