Stage 2

Learning From Home

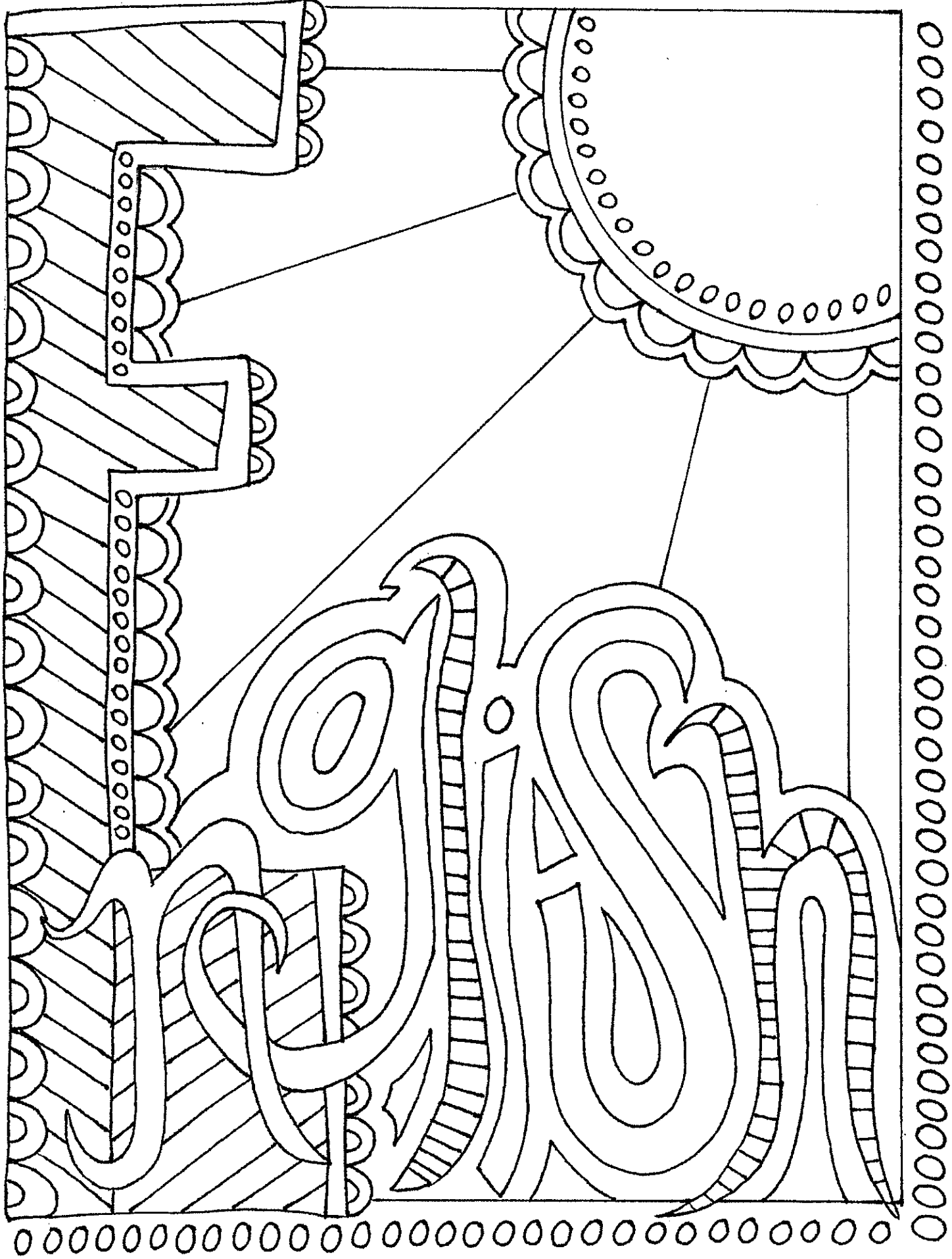
Term 3 Week 9

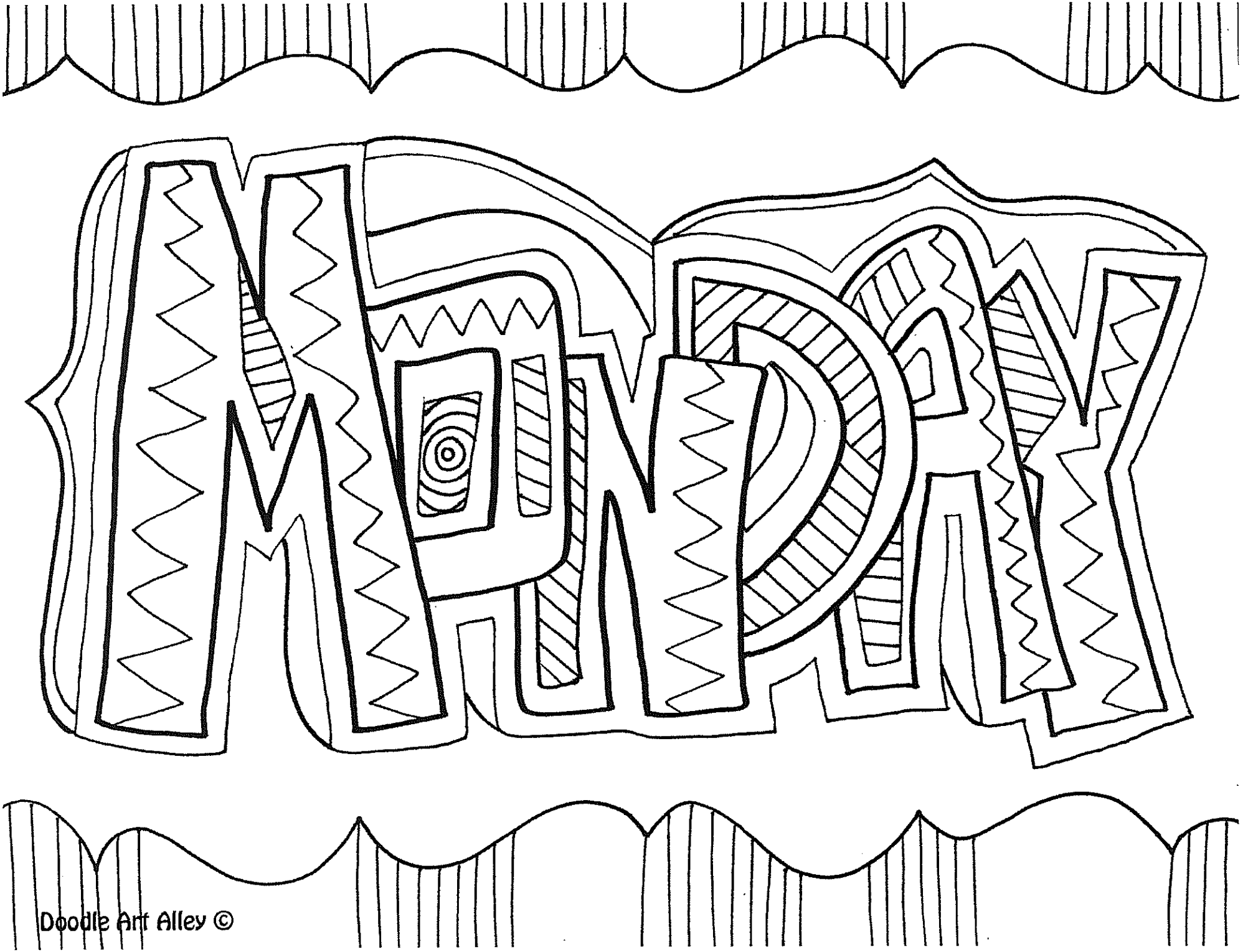
Year 3

Stage 2 Home Learning Term 3, Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**English** Reading Spend some time reading a book. How to Make Spaghetti Identify the verbs, adverbs and adverbial phrases in the 'How to Make Spaghetti' procedure Informative Writing Using the template provided, write a procedure about how to make something of your choice. Use the stimulus in your booklet to give you some ideas.	**English** Reading Spend some time reading a book. Reading Comprehension Complete the comprehension activities about Spring in Australia. Spelling Brainstorm and record some words containing the o, ore, a, aw and au graphemes around the template.	**English** Reading Spend some time reading a book. Spelling Complete the first page of your spelling sheet Handwriting Complete the handwriting sheets	**English** Reading Spend some time reading a book. Reading Comprehension Complete the reading comprehension activities about silkworms. Spelling Complete the second page of your spelling sheet	**English** Reading Spend some time reading a book. Editing Edit the passages for spelling and punctuation. Make sure you correct the mistakes. Informative Writing Write a procedure about how to play a game of your choice.
Break					
Middle	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position	**Mathematics** Fractions Complete worksheets on position Complete 20 minutes of Mathletics on Position

Break					
Afternoon	**Creative Arts**	**Science** Interactive Zoo	**PD/H/PE** **<u>8 Minute Workout Challenge</u>** Start your day off with a healthy breakfast then find a nice spot either outside or inside Do a 5 minute stretch Complete the 8 minute workout challenge Table your results and see how you go, Send your results to Mrs Barrett Have Fun :)	**Geography** Complete the worksheets about why it is helpful to know who lives in a place.	**Zones of Regulation** **Lessons via zoom on Fridays**




MONDAY
Doodle Art Alley ©

Name _____ Date _____

How to Make Spaghetti

Find and underline these language features in the following procedure text:

- action verbs (red). Action verbs express action by describing the behaviour of a person, place or thing eg eat, run.
- adverbs (blue). An adverb is a word that describes how an action is carried out eg quickly, carefully.
- adverbial phrases telling where, when or how (green). An adverbial phrase is like an adverb, it adds more information to the sentence, but it uses more than one word to describe the verb.

Materials

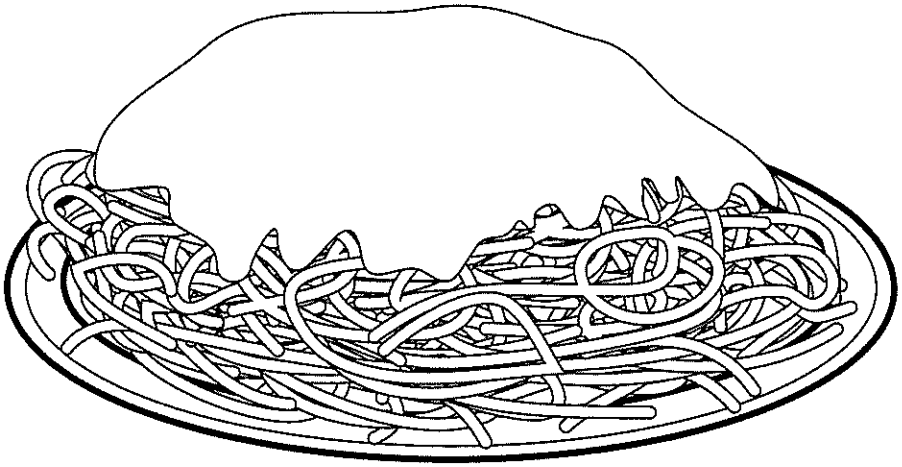
Spaghetti Pasta

sauce Large

saucepan

Colander Plate

Fork



Method

1. Carefully place a large saucepan of water on the stove top. Set the heat to a high temperature.
2. Once the water is boiling, reduce the heat. Place a large handful of spaghetti into the water.
3. Cook the spaghetti until it is soft. Stir the spaghetti so it does not clump together.
4. Drain the spaghetti thoroughly with a colander. Avoid the steam rising up from the boiling water as it can burn.
5. Return the spaghetti to the empty saucepan. Pour the pasta sauce generously over the spaghetti. Stir it evenly through the pasta.
6. Carefully tip the spaghetti onto a plate. Enjoy your meal!

PROCEDURE

The purpose of a procedure is to provide instructions about how to achieve a goal by following a series of steps. Examples of procedures include:

- recipes
- instruction manuals.

Procedures use:

Present tense

Action verbs or commands

Adverbs

Subject-specific vocabulary

Short, clear sentences

Title

How to Wash your Dog

Materials

What you will need:

- a large basin
- dog shampoo
- a small bucket
- a large towel
- a dog brush
- a dog treat

Sequence of steps

What to do:

1. Gently take off your dog's collar and place it somewhere safe.
2. Fill up a large basin or sink with warm water.
3. Carefully place your dog into the water.
4. Scoop some water into the small bucket and pour it over your dog.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog.
8. When your dog is dry, carefully brush your dog's hair until it feels soft.
9. Give your dog a dog treat as a reward for having a bath.

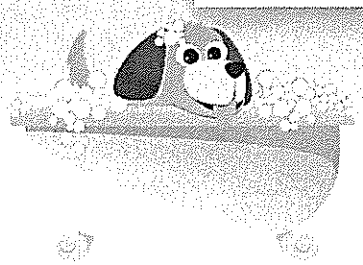
Subject-specific vocabulary

Present tense

Adverbs

Commands

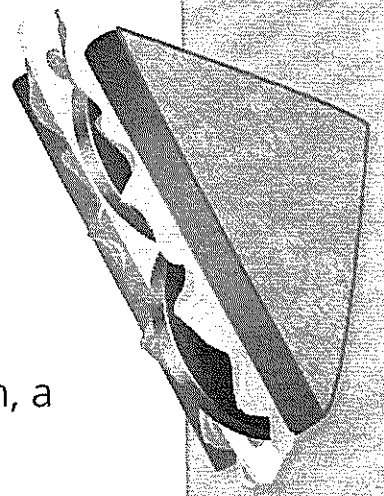
Short, clear sentences



How to Make...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Make...".



Think:

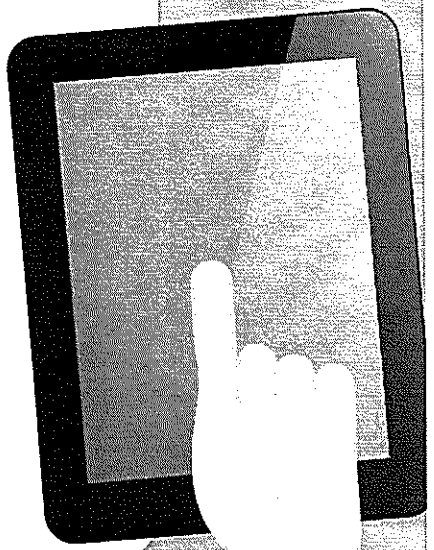
What are you going to explain how to make?

Think of something you know how to make well. This could be a food item, a drink, something made out of craft, a computer program or an app.

Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.



Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.

Name _____ Date _____

Procedure Text Writing Scaffold

Title: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Name _____ Date _____

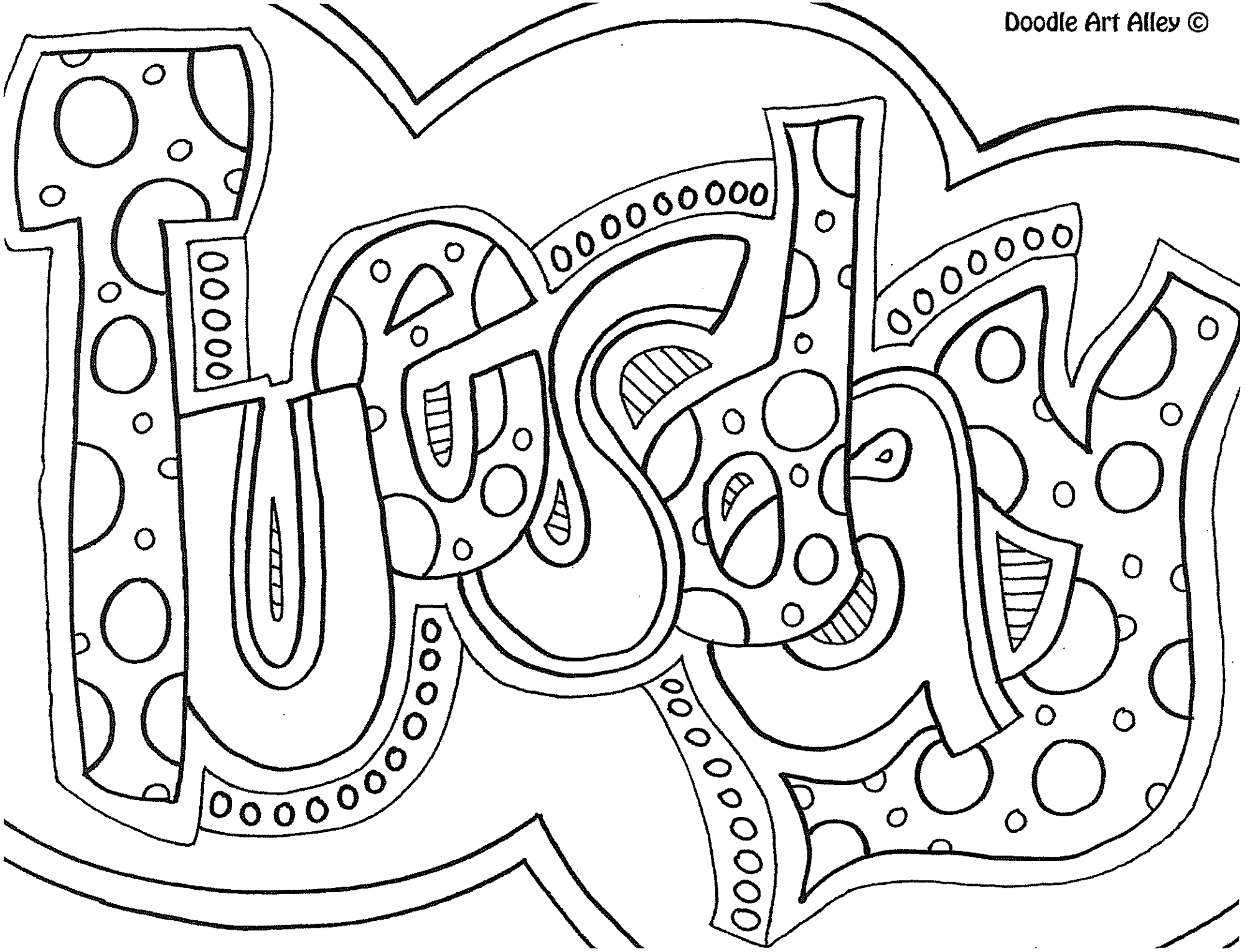
Procedure Text Checklist

Structure

- ☐ My procedure has a relevant title which begins with "How to".
- ☐ My procedure has a list of the required materials/equipment/ingredients.
- ☐ My procedure has a series of ordered steps which explain how to successfully complete the task.

Language and Visual Features

- ☐ I have used a formal tone when writing.
- ☐ I have written clear and precise sentences.
- ☐ I have used present tense.
- ☐ I have used action verbs.
- ☐ I have used 'ly' adverbs to describe verbs.
- ☐ I have used adverbial phrases to show when, where and how things happen.
- ☐ I have used common nouns.
- ☐ I have used adjectives.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Spring in Australia

Seasons in Australia

Most people in Australia refer to the European four seasons: summer, autumn, winter and spring. Each season lasts for three months. However, there are six different climate zones in Australia. This means that the seasons vary across the country. In the tropical areas of Australia, particularly those closest to the equator, many people refer to the wet and dry season, which each last six months. Indigenous communities have their own descriptions of seasons based on the weather and the impact each season has on the animals, plants and land. Some communities have five or six seasons, which are more precise and detailed compared to the four standard seasons.

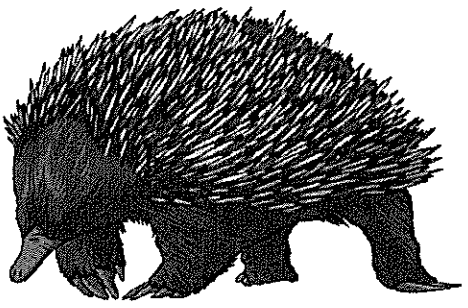
The Weather in Spring

During spring, there is more daylight, which increases on a daily basis. In spring the weather can vary dramatically. Although there may be some warmer weather, it can also be a wet season as frost, wind, rain, sun and even snow can be experienced.

Animals in Spring

In Spring, many animals and birds reproduce. There is an abundance of food and the days are longer for the parents to find their food. Animals may also start to shed their winter coat in preparation for the warmer weather. Creatures that hibernate will start to wake up and become active. Hibernation is the way some animals survive during the colder months by lowering their body temperature, not moving or eating. Native Australian animals that hibernate are some types of possums, bats and echidnas.

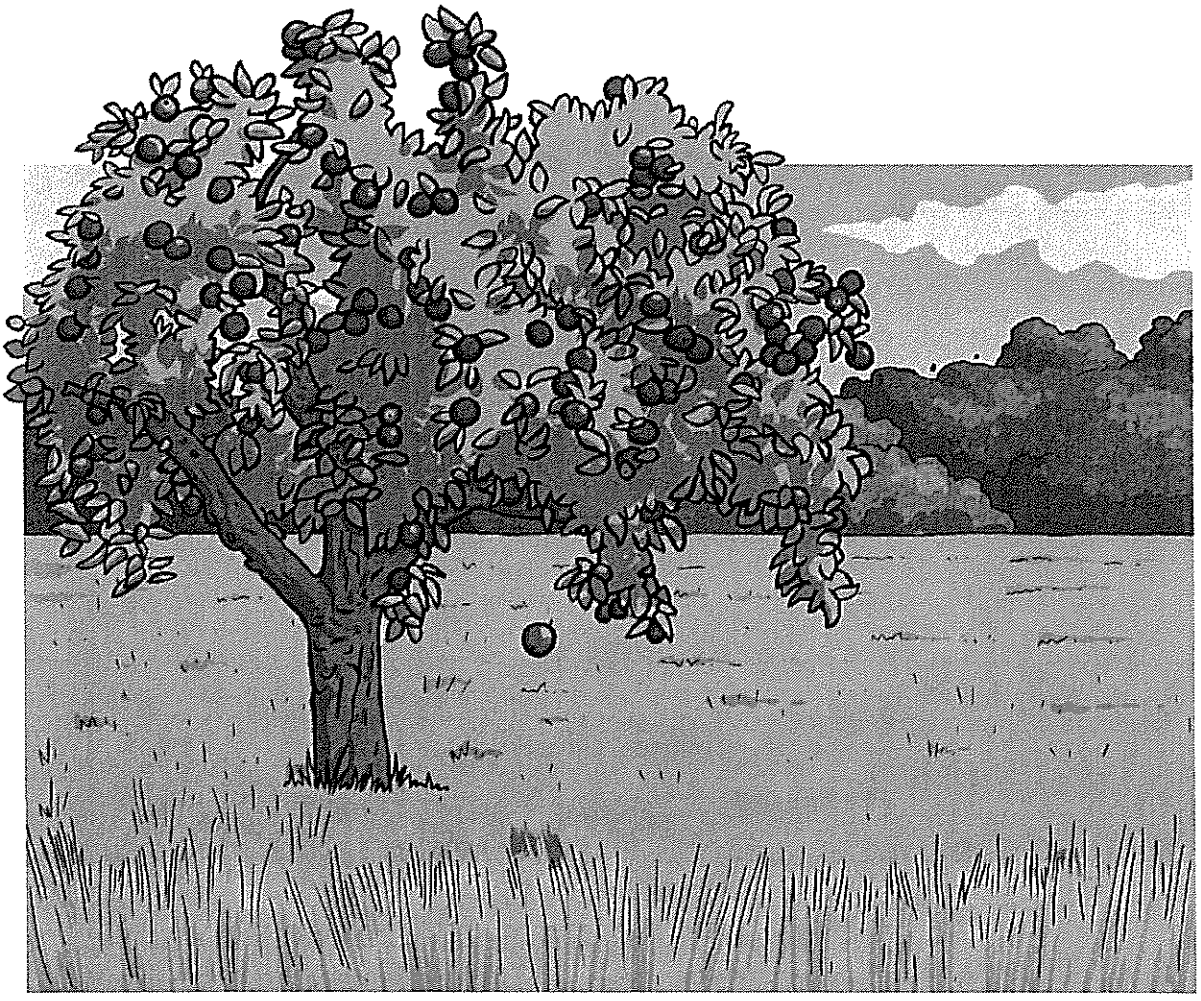
Plants in Spring



Plants need water and sunlight to grow. Spring provides the perfect environment for new growth. The rain provides the water and the increased sunshine gives plants the required energy to grow. Deciduous trees (trees that lose their leaves for winter) will grow their leaves back. Almost all native trees in Australia are evergreens – they keep their leaves throughout the year. Flowers may also start to bloom due to the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, begin to grow.

Why Do the Seasons Happen?

Seasonal changes are caused by the tilt of the Earth's axis as it orbits the Sun. When the Earth orbits around the giant star, each place on the Earth gets a slightly different amount of sunlight. For six months of the year, Antarctica is tilted towards the Sun. During this time, spring occurs in the southern hemisphere. In Australia, spring happens during September, October and November. When Antarctica is tilted away from the Sun, it is springtime in the northern hemisphere.



Questions

1. How long is spring?

2. Thinking about where you live, which way of describing seasons suits your home best? Why?

3. Describe the weather in spring.

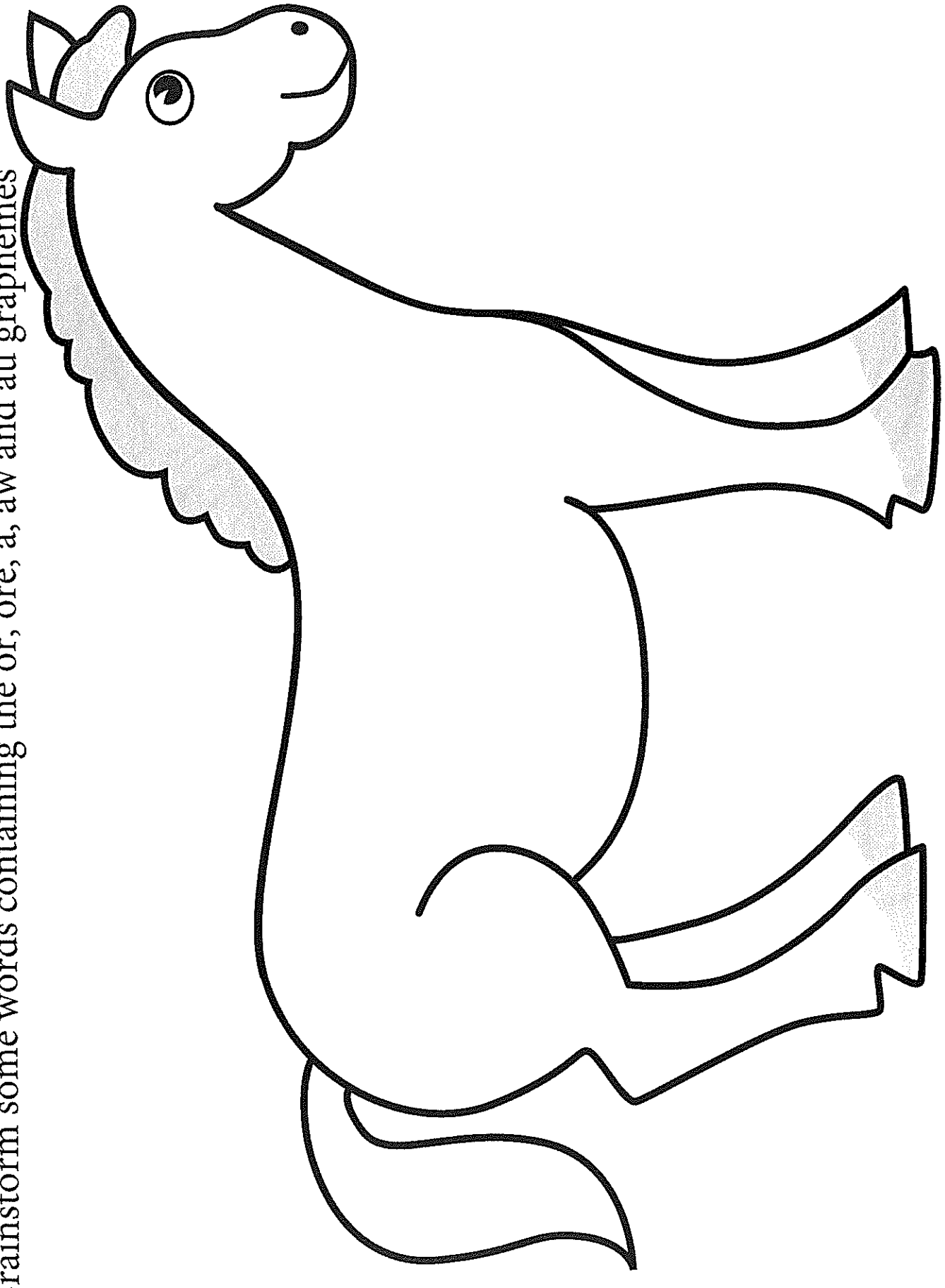
4. Why is spring an important season for animals?

5. Why does spring provide a perfect environment for new growth?

6. What is the difference between a deciduous and an evergreen tree?

7. Why do we have seasons?

Brainstorm some words containing the or, ore, a, aw and au graphemes



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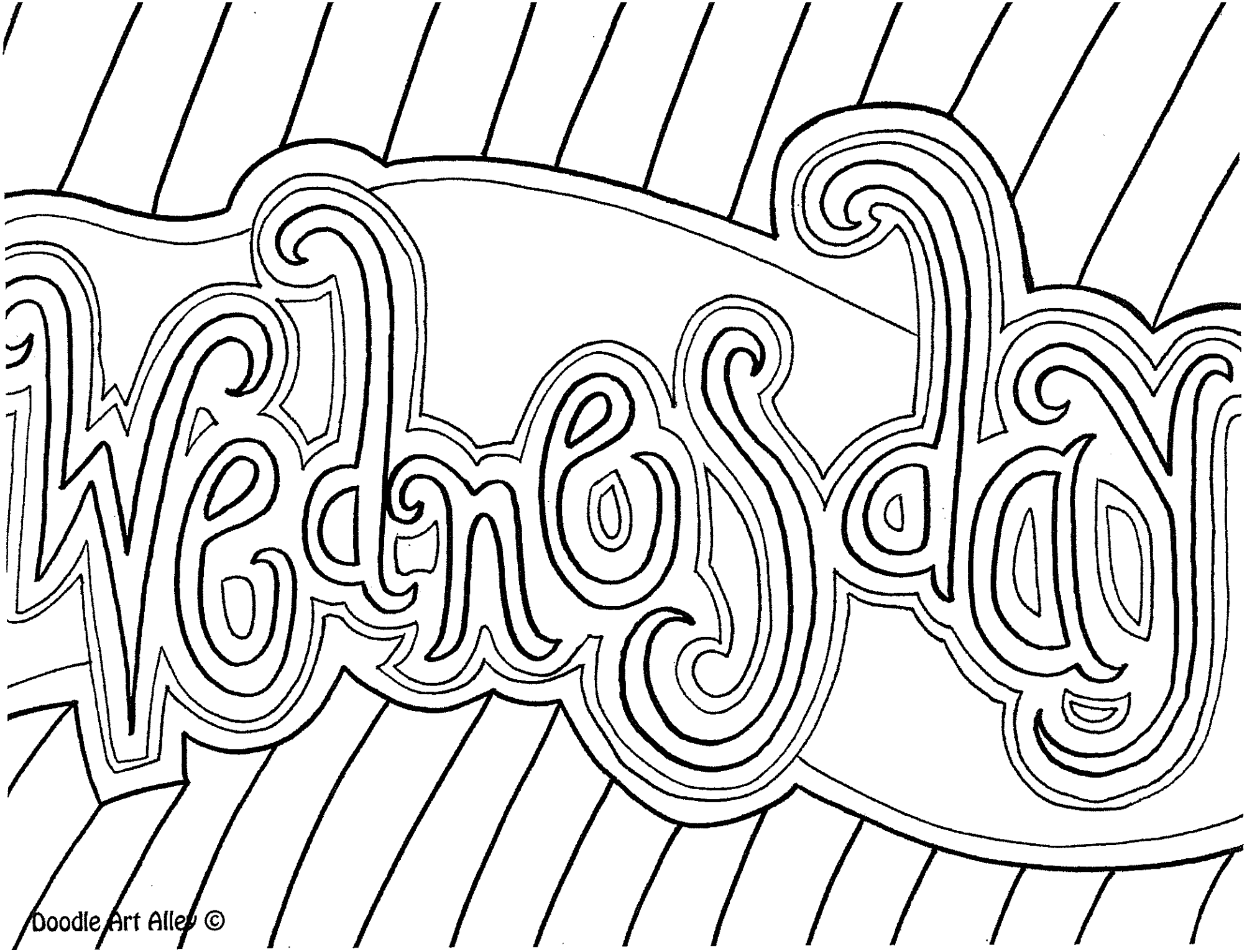
Wednesday
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Unit 25

or ore a aw au horse core ball paw sauce

List Words

saw _____
small _____
fall _____
more _____
morning _____
talk _____
fourteen _____
forty _____
horse _____
born _____
form _____
door _____
poor _____
short _____
story _____
sport _____
water _____
sure _____
warm _____
draw _____
north _____
caught _____
bought _____
autumn _____
August _____

1 **Circle** the letters that represent or ore a aw au in the List Words.

2 **Write** any other letters that can represent or ore a aw au 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 **Read** the clues. **Finish** the words. **Write** the words you have made on the lines.

_ or _ _	an animal	_ _ or _	opposite of tall
_ _ or _	football, netball	_ ore	opposite of less
_ or _ _	four tens	_ or _ _ _ _	opposite of evening

_____

_____

5 **Read** the clues. **Finish** the words. **Write** the words you have made on the line.
★ Sometimes letters our and oor represent or ore a aw au.

_ our	double two	_ oor	entry to a house
_ our _ _ _ _	ten and four	_ oor	opposite of rich

_____

6 **Complete** the List Words in each sentence. **Write** the words you have made on the horseshoe.

The season after summer is au _ _ _ _. _____
The month after July is Au _ _ _ _. _____
I like to _ _ aw pictures of horses. _____ _____
I _ aw a _ _ a _ _ boy _ a _ _ over. _____ _____
Please give her a glass of _ a _ _ _. _____

7 Find a List Word where:

augh represents or ore a aw au _____
ough represents or ore a aw au _____
ure represents or ore a aw au _____

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Name: ______________________ Date: ______________

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

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oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

Horizontal Joins to Ascenders

Writing Time 5

Name: ____________________ Date: ____________

ob ob of of oh ok ol ot rb rh rk rl rt wb wh xh xt

ob ob of of oh ok ol ot rb rh rk rl rt wb wh xh xt

ob ob of of oh ok ol ot rb rh rk rl rt wb wh xh xt

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Firefly Education ISBN 978 1 74135 304 4


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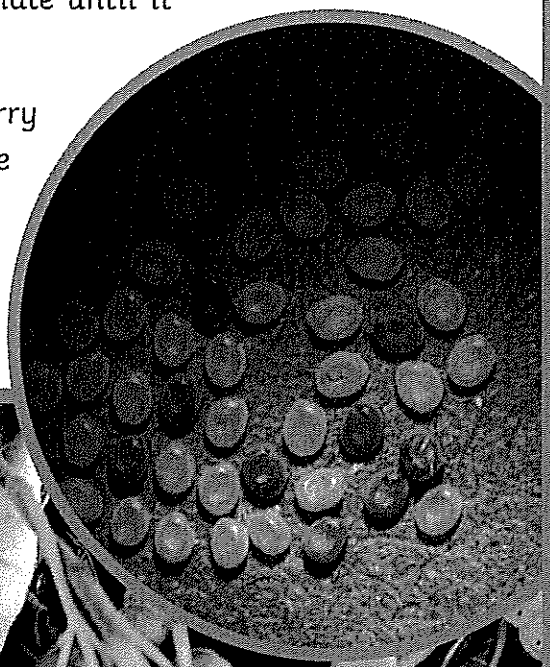
Silkworm Life Cycle

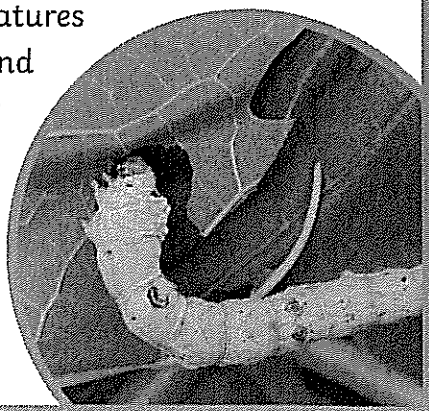
Silkworms are an important insect as they create silk which is used for clothing, furniture and art. The scientific name for the silkworm is Bombyx mori. Like other insects, there are four stages in a silkworm's life cycle.

Silkworms are native to Africa and Asia, however, they are extinct in the wild and are only found in silk factories and in homes as pets. Silkworms prefer a warm climate and if it is too cold, the eggs can hibernate until it becomes warmer.

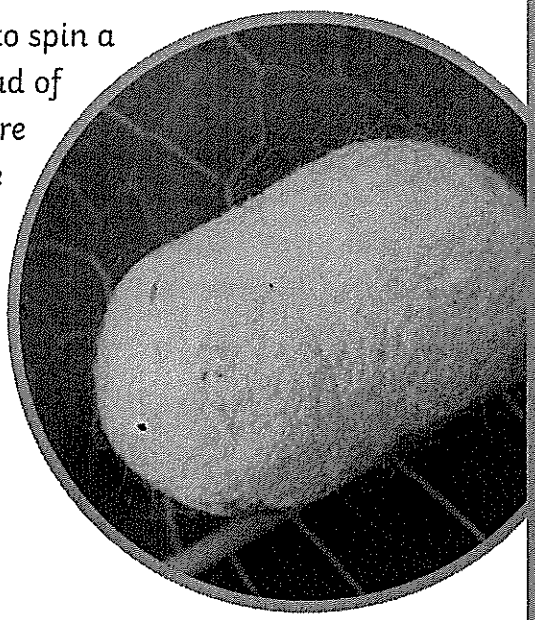
Silkworms start as tiny sticky eggs laid on mulberry leaves. Three hundred to five hundred eggs can be laid by the female moth. The eggs are a yellowish colour but turn black before hatching. It takes about fourteen days until silkworms begin to hatch.

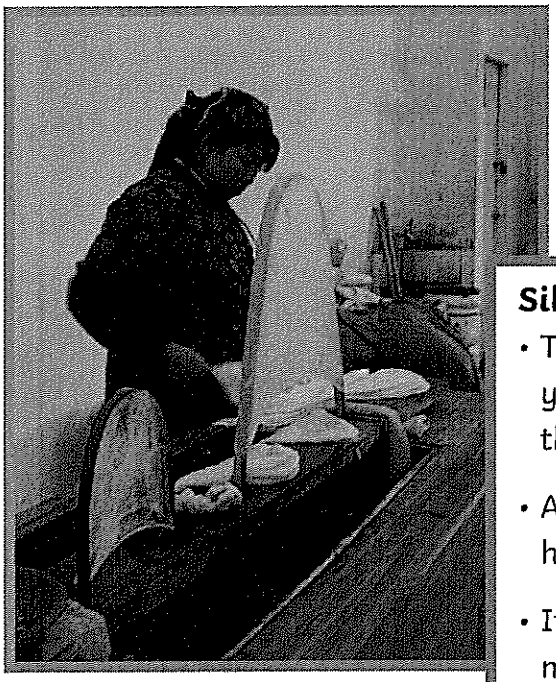


Silkworms are the larvae (caterpillars) that hatch from the eggs. They are a creamy colour, and have the three recognisable parts of an insect: a head, thorax and abdomen. Interestingly, these creatures are born with six real legs and six false legs at the end of their body. For a period of around thirty days after hatching, the silkworm continuously eats mulberry leaves. During this time, the silkworm grows rapidly to become around 8cm long. As the larvae grows so quickly, they will shed their skin four times over a month.



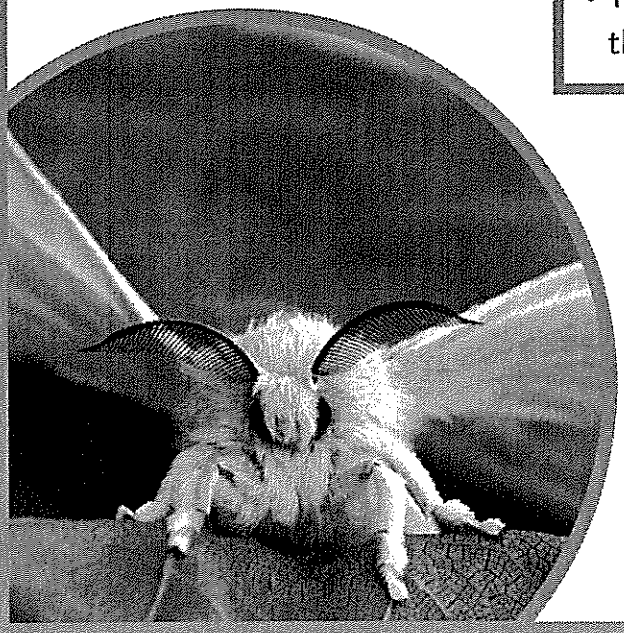
About a month after they have hatched, they start to spin a cocoon around themselves with one long, thin thread of silk. If unravelled, the thread of silk would measure between 300-900 metres. The silk cocoon will take them two days to make. Once the cocoon has been made, the larva will then turn into a brown, hard pupa.





Silk Facts

- The art of making silk began over 5000 years ago in China. It was kept secret for thousands of years.
- Around 2,500 silkworms are used to make half a kilo of silk.
- It takes around 150 silkworm cocoons to make one single tie.
- The cocoons are boiled in water to extract the silk.



After about seven days, the pupa becomes an adult moth. The moth makes a tiny hole in the cocoon and climbs out. The adult moth cannot fly because its body is too heavy for its thin wings. As the moth does not eat, it will only live for a period of five to ten days. Before they die, the male and female moth will mate to continue the silkworm life cycle.

Questions

1. Fill in the length of each stage of the silkworms' life cycle.

Egg	Larva	Pupa	Moth

2. Before they became extinct in the wild, where did the silkworm live?

_____

_____

3. A silkworm is an insect. How do you know?

_____

_____

_____

4. Why does the adult moth not live for very long?

_____

_____

5. Why does the silkworm life cycle continue?

_____

6. How many silkworms would be needed to make a kilo of silk?

_____

7. Draw and label the life cycle of the silkworm.

8. Why do you think people keep silkworms as pets?

8 **Write** a List Word to rhyme with each word.

form _____ daughter _____ walk _____

warning _____ sauce _____ fourth _____

9 **Change** the tense of the <u>underlined</u> verbs (doing words). **Write** the new words to finish the sentences.
Go to Helpful Hint 8.

Today I can <u>see</u> a rainbow. Yesterday Jordan _____ one.

Today I will <u>catch</u> the ball. Yesterday Laura _____ it.

Today I will _____ a picture. Yesterday Paul <u>drew</u> one.

Today I will not _____ over. Yesterday I <u>fell</u> on the cement.

Today I will <u>buy</u> lunch. Yesterday Rory _____ it.

10 **Finish** the sentences with the homophones.
Go to Helpful Hint 13.

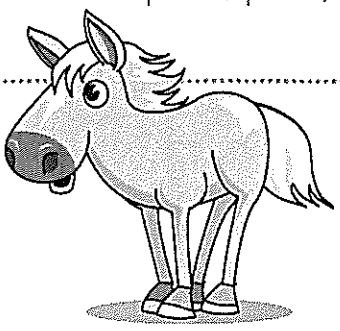
This corn is _____ the _____ horses. (for, four)

Are you _____ this is the way to the sea_____? (shore, sure)

The boy on the netball _____ _____ the ball. (caught, court)

We _____ the dog with the _____ paw. (saw, sore)

Please _____ some milk for the _____ puppy with the sore _____. (poor, pour, paw)

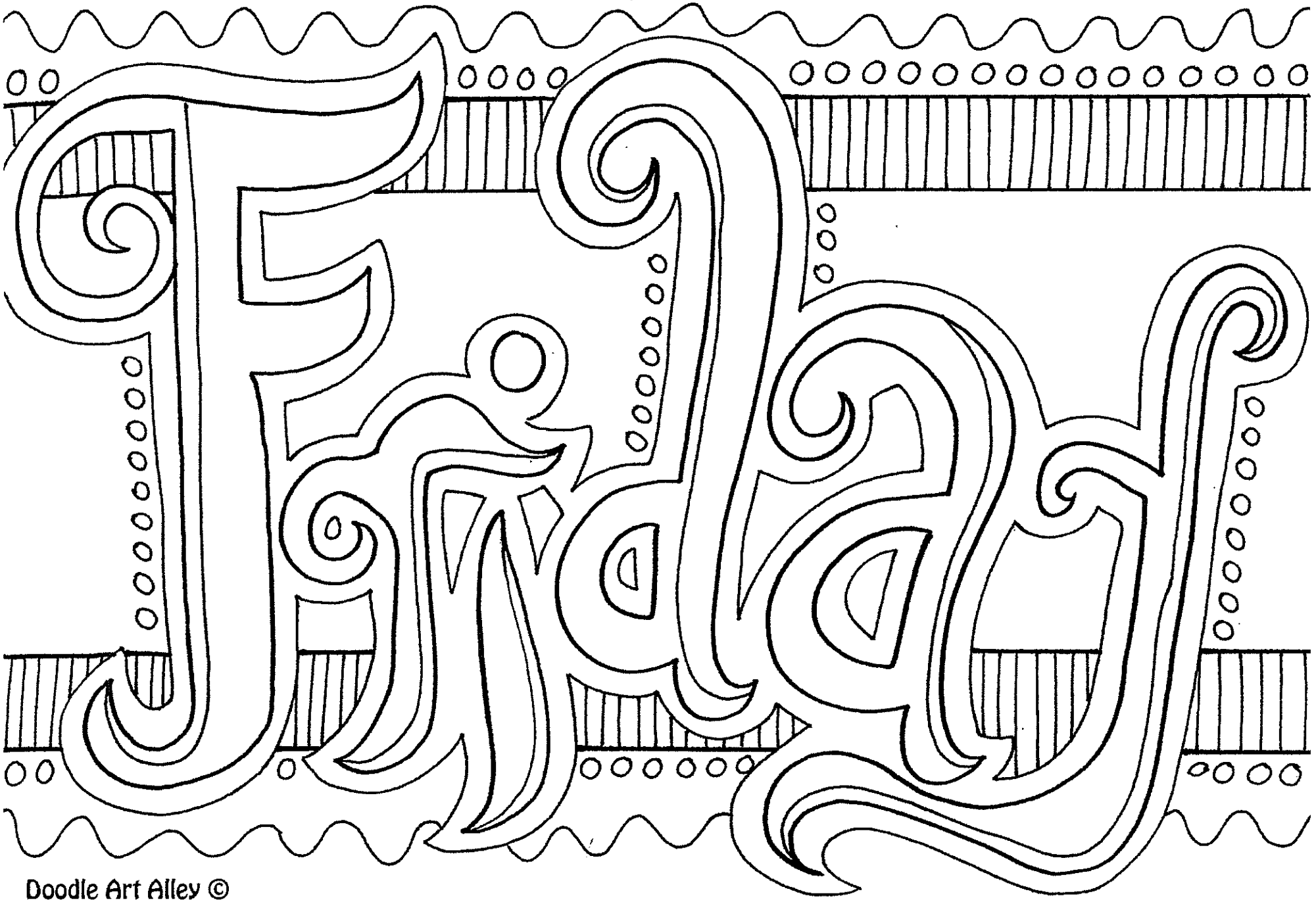


Challenge

Which sound wins?
Put X on the ir ur or er words.
Put O on the or ore a aw au words.
The winner will have 3 in a row.

sure	hurt	talk	warm	wall	worth	word	form	north
water	poor	early	learn	forty	horse	born	worm	storm
dirt	learn	earth	term	draw	circle	story	world	work

Winner is _____. Winner is _____. Winner is _____.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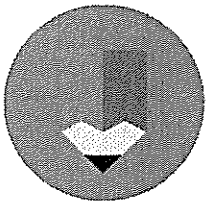
15 Sundials

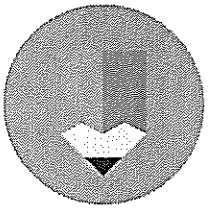
a sundile is a way of telling the thyme using the position of the Sun in the sky the Sun will cast a shadow on the sundial the rotateon of the Earth changes the shadow of the Sun this shows the time of day on the sundial



Find 3 spelling mistakes.
Add 4 capital letters and 4 full stops.

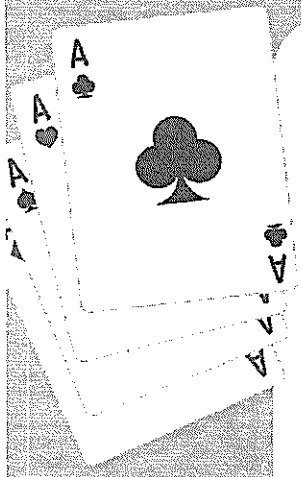
16 Kangaroos

kangaroos are mammels native to australia they are a special tipe of mammal called a marsupial marsupials carry their babys in a special pouch koalas possums and wombats are also marsupials



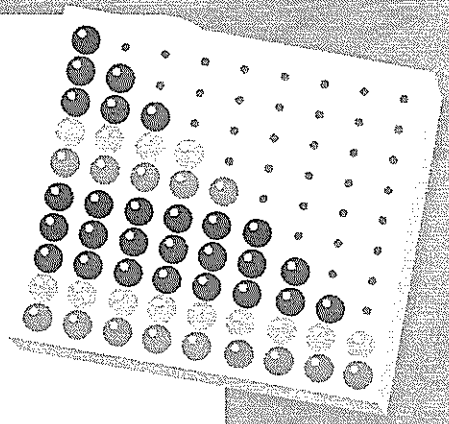
Find 3 spelling mistakes.
Add 5 capital letters, 4 full stops and 1 comma.

How to Play...



Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Play...".



Think:

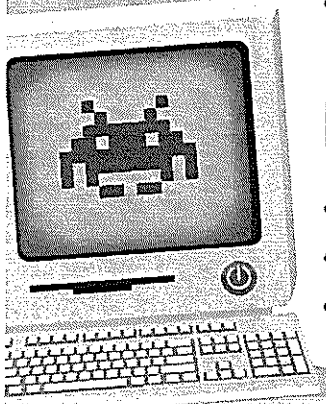
What game are you going to explain how to play?

Think of a game you know how to play well. This could be a board game, a game you play with your friends at lunch time, a computer game or a card game.

Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.



Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.

Name _____ Date _____

Procedure Text Writing Scaffold

Title: _____

Materials/Equipment/Ingredients

Method

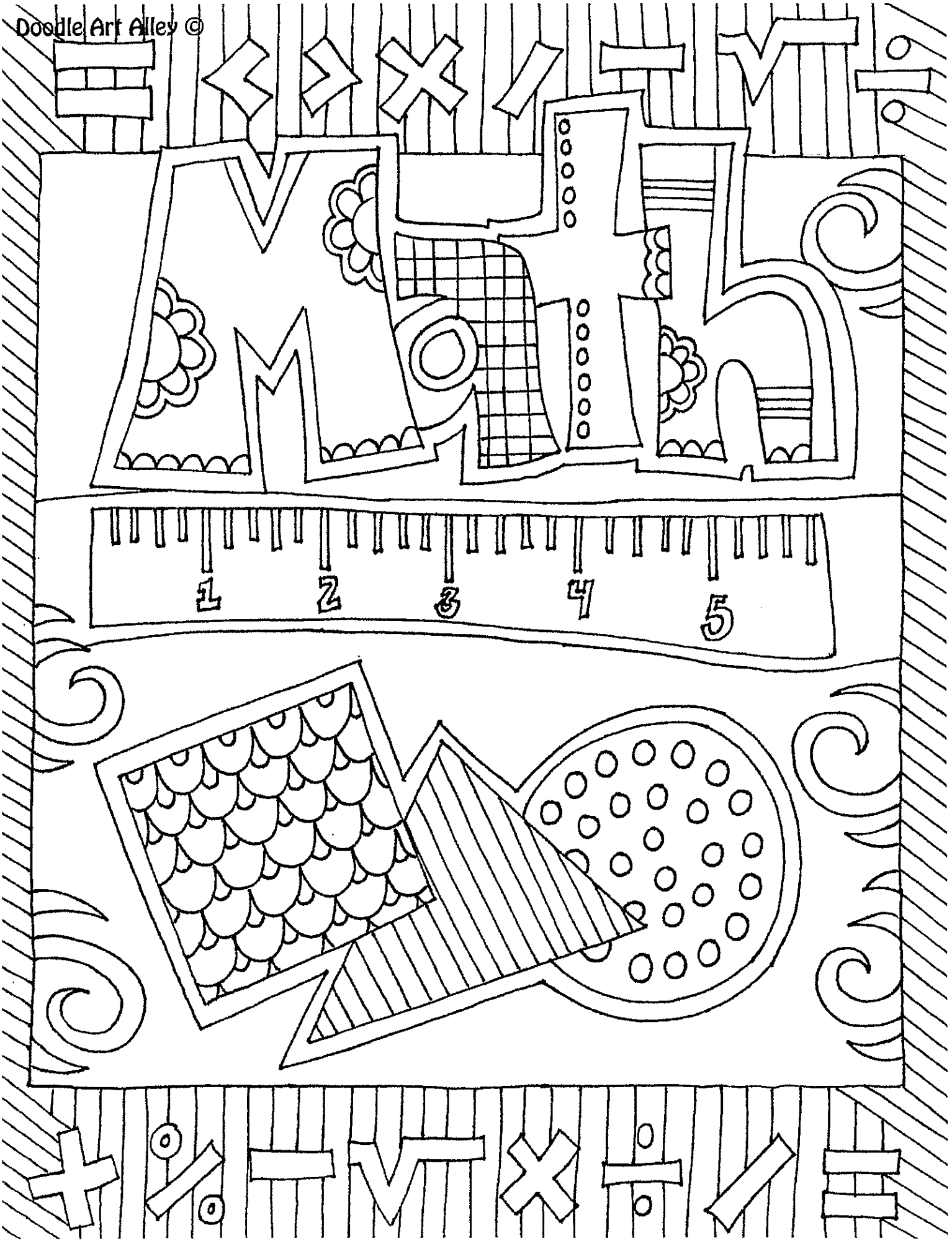
Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____



Introducing fractions – modelling fractions

Here we are going to explore fractions.

You will need: ■ a copy of this page ■ scissors ■ a paper bag ■ coloured pencils (blue, red, yellow and orange)

Instructions:

a Colour this strip blue. Cut it out. Label it 1 whole.

b Colour this strip red. Cut it out. Fold it in half along the line and label each part $\frac{1}{2}$.

c Colour this strip yellow. Cut it out. Fold it in half and half again along the lines and label each part $\frac{1}{4}$.

d Colour this strip orange. Cut it out. Fold it in half three times and label each part $\frac{1}{8}$.

e Cut them carefully along the folded lines and place the pieces inside your paper bag. This is your fraction kit!

Introducing fractions – modelling fractions

You will need: ■ your fraction kit ■ a die

Number on die	Fraction piece from kit
1 or 6	$\frac{1}{2}$ red
2 or 5	$\frac{1}{4}$ yellow
3 or 4	$\frac{1}{8}$ orange

Game 1

The aim of this game is get as close to one whole as possible by placing pieces from your fraction kit on top of the whole.

Each player starts the game with the blue piece of paper from the kit. This is 1 whole.

Player 1 rolls the die and places a matching fraction piece on their whole.

Player 2 rolls the die and places a matching fraction piece on their whole.

Continue taking turns placing fraction pieces on top of the whole.

The winner is the player who is the closest to one whole without going over.

Game 2

The aim of this game is to be the first to reveal the whole piece of paper from your fraction kit.

Each player starts the game with the whole covered with 2 halves.

Player 1 rolls the die and takes off that fraction. Players may need to swap pieces first. For example, if you roll $\frac{1}{4}$ first, you need to swap $\frac{1}{2}$ for $\frac{2}{4}$ then you can take off $\frac{1}{4}$.

Player 2 rolls the die and takes off that fraction, swapping pieces if needed.

The winner is the player who is the first to reveal the whole piece of paper.

Introducing fractions – modelling fractions

1 **Show one half in a different way on each rectangle:**

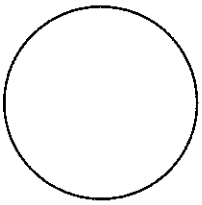
a 

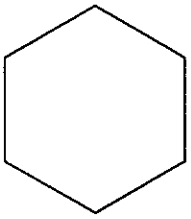
b 

c 

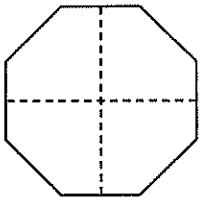
2 **Show how each shape can be divided into quarters:**

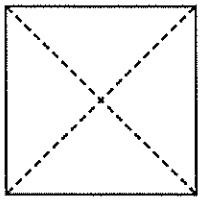
a 

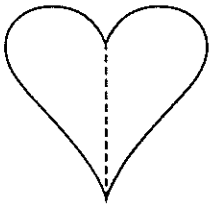
b 

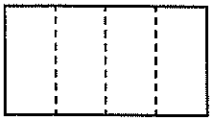
c 

3 **Colour the fractions of each shape:**

a two quarters 

b three quarters 

c one half 

d three quarters 

4 **Answer these sharing problems. Draw a picture to match:**

a I have 10 lollies and I have to share them with my brother. How many do we each get?

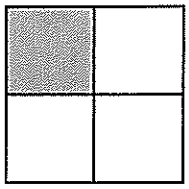
☐ out of ☐

b There are 12 biscuits to be shared among 3 people. How many does each person get?

☐ out of ☐

Introducing fractions – modelling fractions

Fractions are written like this:



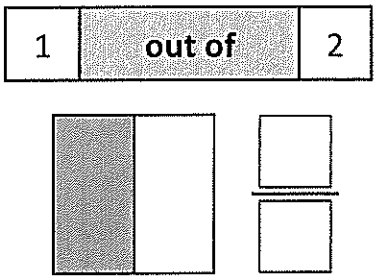
$\frac{1}{4}$

The number on the top is the numerator and shows the number of parts.

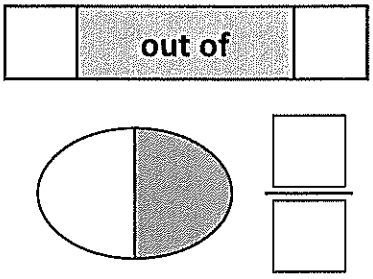
The number on the bottom is the denominator and shows the number of parts in the whole.

5 **Look at these fraction diagrams and label them.**

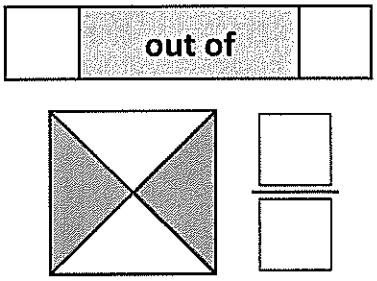
a



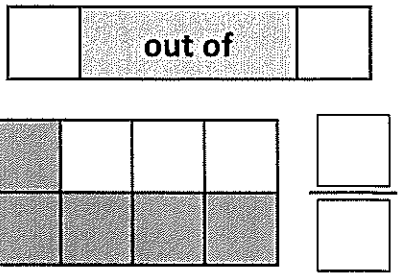
b



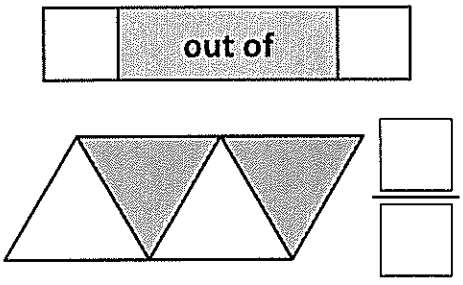
c



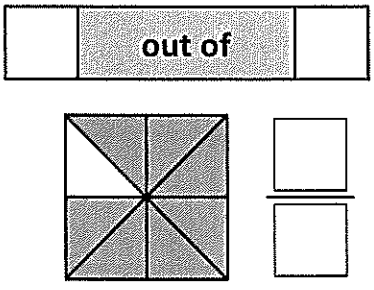
d



e



f

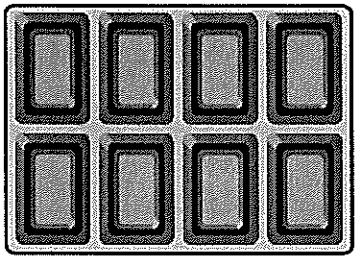


6 **Share this chocolate bar among 4 kids:**

a Draw lines to show how you will break it.

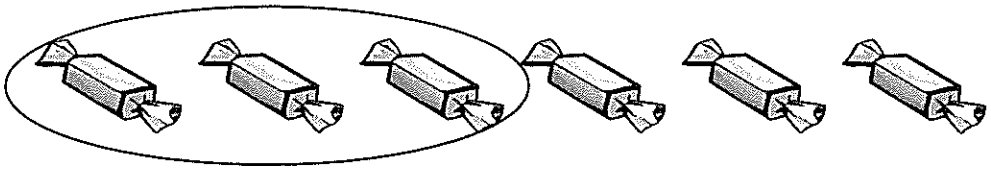
b How many pieces will each kid get? ☐

c Show this as a fraction. $\frac{\square}{\square}$



Introducing fractions – fractions of a collection

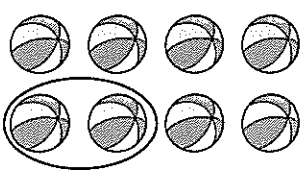
Fractions can show part of a collection. 3 out of 6 lollies are circled.



$\frac{3}{6}$

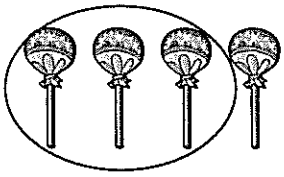
1 **What fraction of each group is circled?**

a ☐ out of ☐



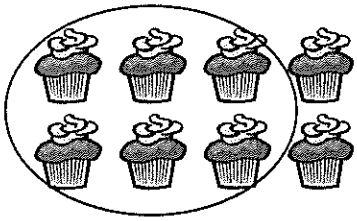
$\frac{\square}{\square}$

b ☐ out of ☐



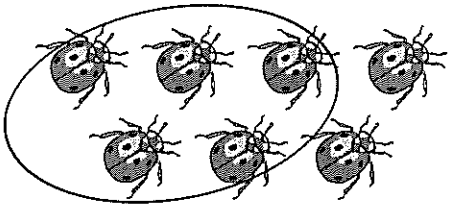
$\frac{\square}{\square}$

c ☐ out of ☐



$\frac{\square}{\square}$

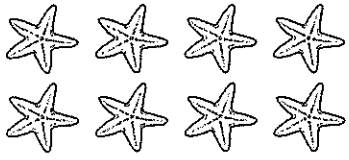
d ☐ out of ☐



$\frac{\square}{\square}$

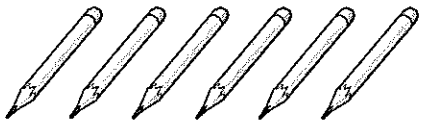
2 **Circle the fraction shown:**

a 6 out of 8



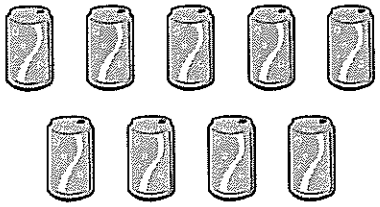
$\frac{6}{8}$

b 4 out of 6



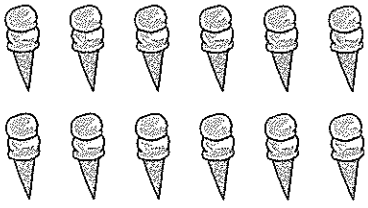
$\frac{4}{6}$

c 3 out of 9



$\frac{3}{9}$

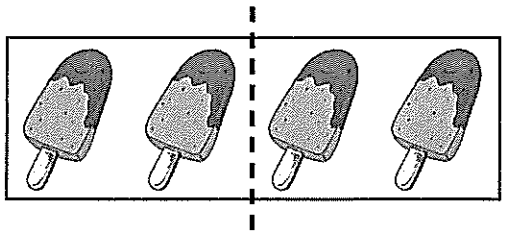
d 4 out of 12



$\frac{4}{12}$

Introducing fractions – fractions of a collection

Finding a fraction of different amounts is like division. Look at this tray of 4 ice creams. We can see that $\frac{1}{2}$ of this group is 2. This is the same as dividing 4 by 2.

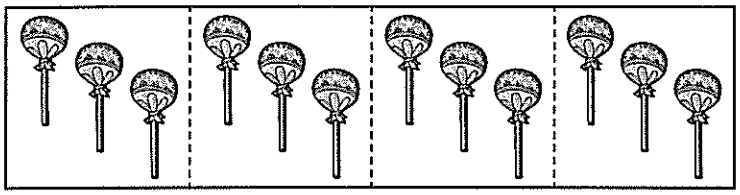


$4 \div 2 = 2$

$\frac{1}{2}$ of $4 = 2$

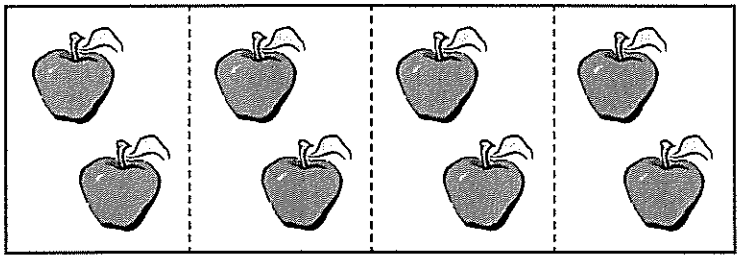
3 **Look at these fraction pictures. They have been divided into groups to help you. Complete the boxes to show how division and fractions are related. The first one has been done for you.**

a



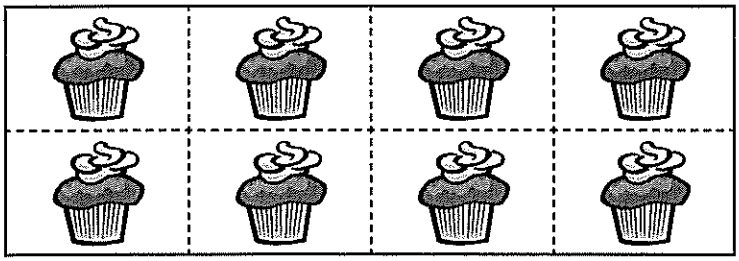
12	÷	4	=	3		
$\frac{1}{4}$	of	12	=	3		

b



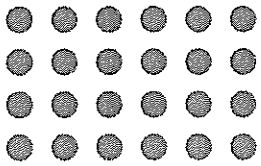
	÷	4	=			
$\frac{1}{4}$	of		=			

c

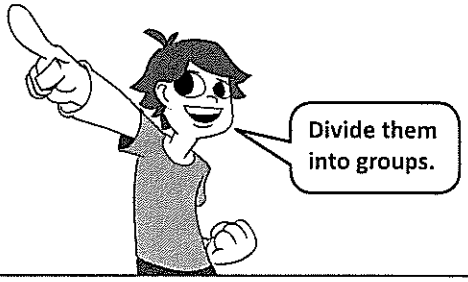


	÷	8	=			
$\frac{1}{8}$	of		=			

4 **Find $\frac{1}{4}$ of these amounts:**

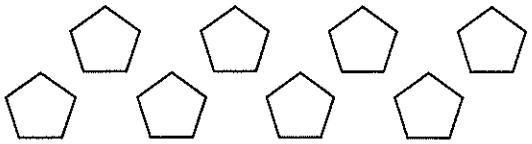


$\frac{1}{4}$ of 24 = ☐

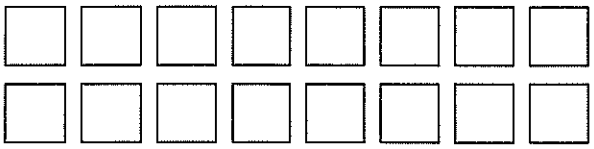


Introducing fractions – fractions of a collection

5 **Shade the fraction of these amounts:**

a 

$\frac{1}{4}$ of 8 = 2

b 

$\frac{1}{2}$ of 16 = 8

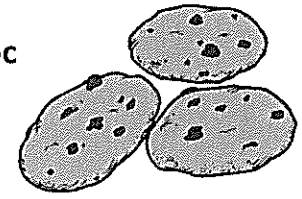
6 **Find these amounts. Use counters to help you.**

a How many sweets did I get if I was allowed $\frac{1}{4}$ of 24? _____ sweets

b $\frac{1}{3}$ of all the kids in my class have a pet dog.
How many have a dog if there are 30 kids in my class? _____ kids

c $\frac{1}{5}$ of all the kids in my class ate an apple at recess.
How many apples were eaten if there were 30 kids in my class? _____ apples

7 **Jackson loves to bake cookies. He is famous for his triple choc chip delights. Work out how many each person received if Jackson baked a batch of 24 triple choc chip delights.**



a His best friend Hamish got $\frac{1}{4}$. Hamish got _____ triple choc chip delights.

b He gave $\frac{1}{2}$ away to the teachers in the staff room.

The teachers got _____ triple choc chip delights.

c He gave the rest to his next door neighbour Mr Wallis.

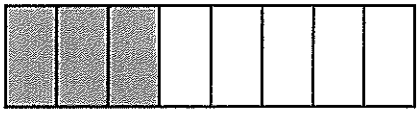
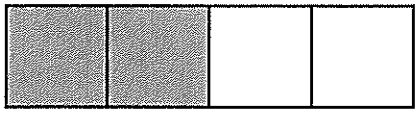
Mr Wallis got _____ triple choc chip delights.

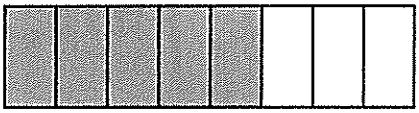
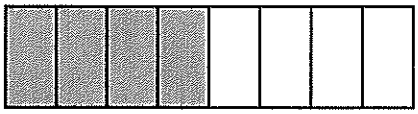
Introducing fractions – comparing and ordering fractions

This fraction wall is just like your fraction strips laid out side by side.

1 whole								
$\frac{1}{2}$				$\frac{1}{2}$				halves
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		quarters
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	eighths

1 **Label the following fractions:**

a  **b** 

c  **d** 

e What do you notice with the fractions shown in b and d?

_____

2 **Use the fraction wall at the top of this page to decide which fraction is larger and circle it:**

a $\frac{1}{4}$ or $\frac{3}{8}$ **b** $\frac{2}{8}$ or $\frac{1}{2}$ **c** $\frac{3}{4}$ or $\frac{4}{8}$

d $\frac{1}{2}$ or $\frac{5}{8}$ **e** $\frac{5}{8}$ or $\frac{3}{4}$ **f** $\frac{2}{4}$ or $\frac{3}{8}$

3 **Put these fractions in order from smallest to largest:**

a $\frac{4}{8}, \frac{1}{8}, \frac{3}{4}, \frac{7}{8}$ ☐ ☐ ☐ ☐ **b** $\frac{7}{8}, \frac{1}{2}, \frac{1}{4}, \frac{5}{8}$ ☐ ☐ ☐ ☐

Introducing fractions – comparing and ordering fractions

Each player will need: ■ to cut out the fraction cards below

copy

This is a game for 2 players. Choose one player to be the dealer.

Each player cuts out their own set of fraction cards.

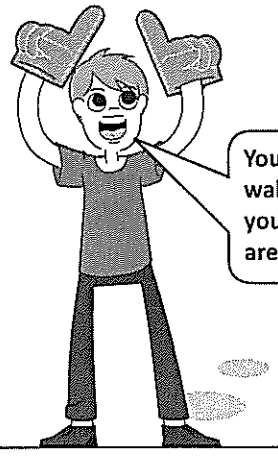
The dealer shuffles the cards well and places them in one stack in the centre.

Player 1 draws 3 cards, one at a time and places them from left to right in each box, from smallest to largest. If they are in the correct order, the player scores 5 points. If they are not in the correct order, they do not score any points. Player 2 then has their turn.

The winner is the player with the largest score after 3 turns each.

$\frac{1}{2}$	$\frac{1}{4}$	$\frac{5}{8}$	$\frac{3}{4}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{3}{8}$

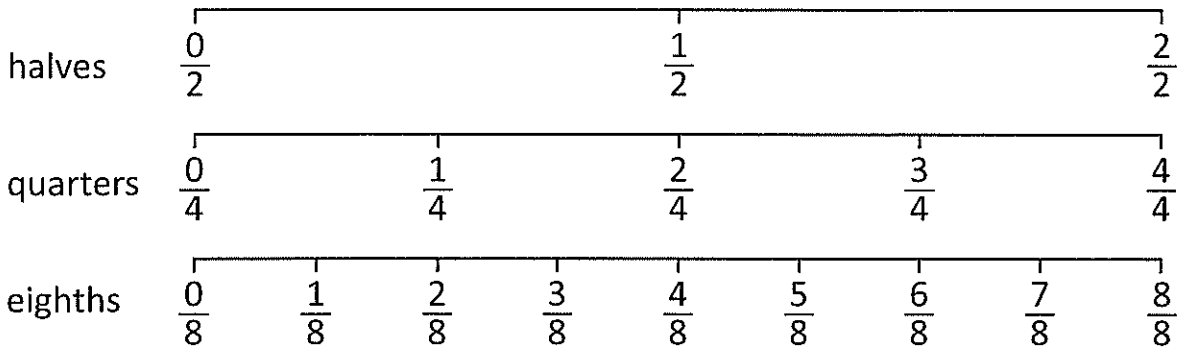
Smallest to largest



	Player 1	Player 2
1		
2		
3		
Total		

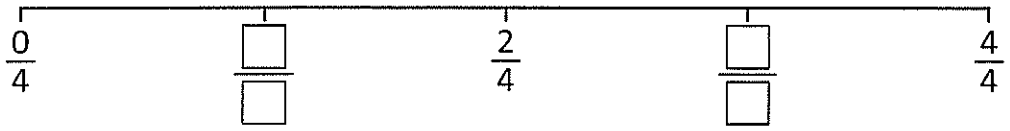
Introducing fractions – comparing and ordering fractions

Let us now look at placing fractions on number lines.

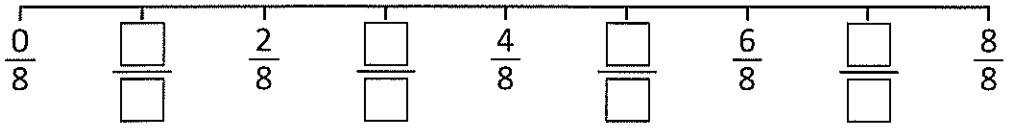


4 **Label the missing fractions on these number lines:**

a

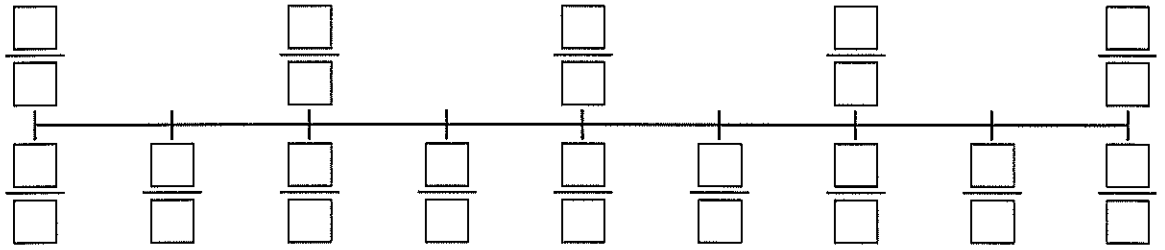


b



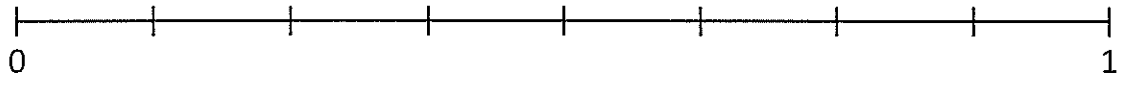
c What do you notice about $\frac{2}{4}$ and $\frac{4}{8}$?

5 **Label this number line with quarters above the line and eighths below the line:**



6 **Draw a line to match each of these fractions to the correct positions on the number line. Use the number lines at the top of the page to help you.**

$\frac{7}{8}$ $\frac{3}{4}$ $\frac{1}{4}$ $\frac{3}{8}$ $\frac{1}{1}$ $\frac{1}{2}$



Fraction bingo

apply

Getting ready

This is a game for 3 to 4 players. Each player will need the fraction board below and some counters. You will also need to cut out one copy of the flash cards on page 12.

C copy

What to do

Choose one player to be the caller. The rest of the players fill their fraction boards with any of the following fractions:

$\frac{1}{2}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}, \frac{1}{8}, \frac{2}{8}, \frac{3}{8}, \frac{4}{8}, \frac{5}{8}, \frac{6}{8}, \frac{7}{8}, \frac{8}{8}$

The caller chooses a flash card from the pile and shows the players.

If a player has the fraction, they place a counter over it.

The winner is the first player to cover 3 in a row.

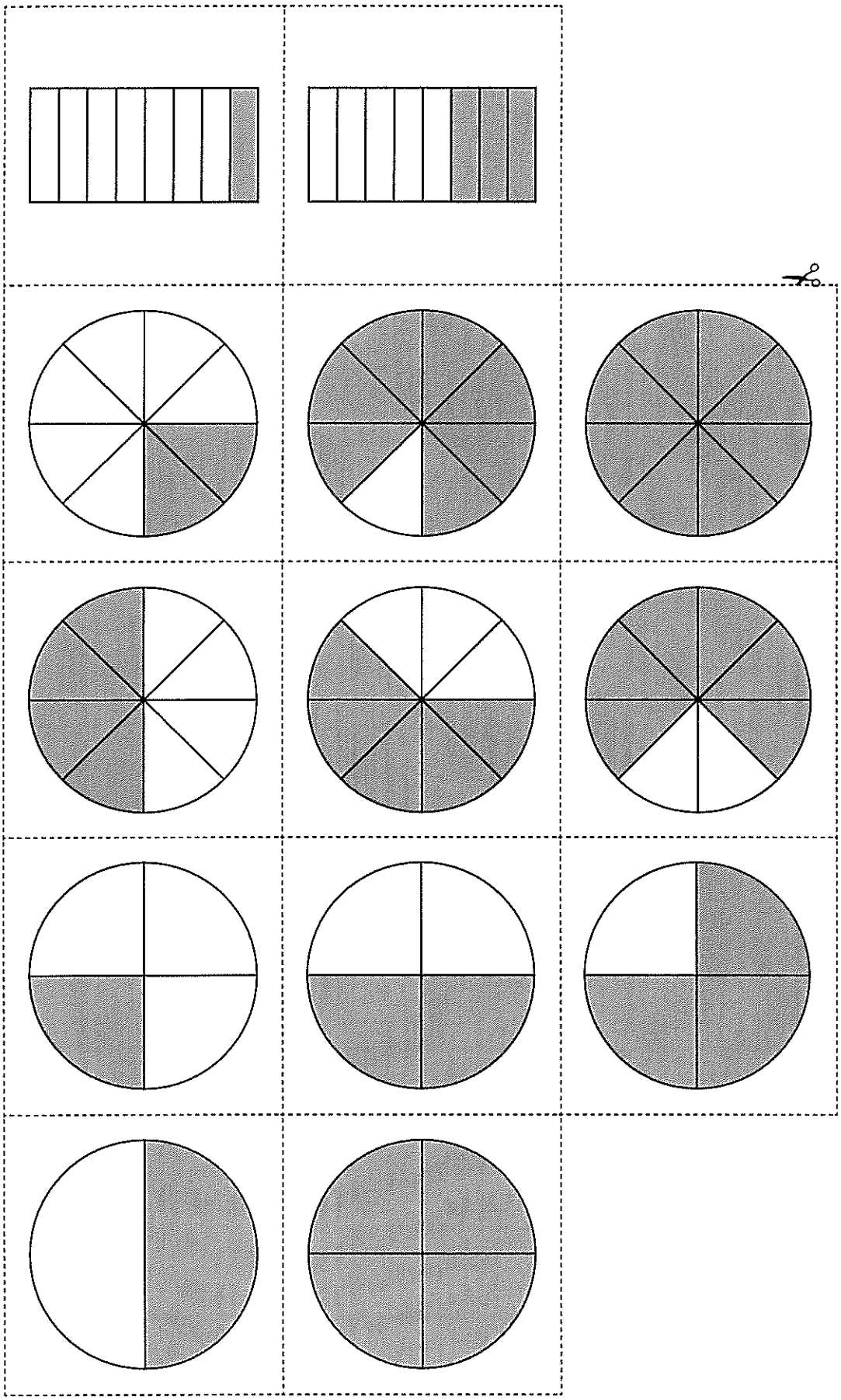
Swap roles and play again until everyone in the group has been the caller.

FRACTION BINGO

Fraction bingo

apply

copy



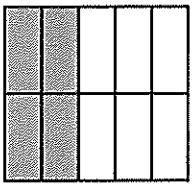
Types of fractions – fifths and tenths

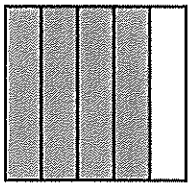
These fraction strips show fifths and tenths.

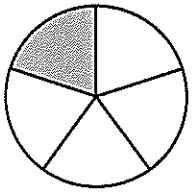
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

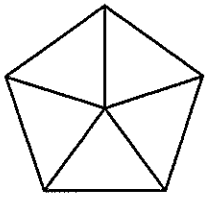
1 **Label these fractions:**

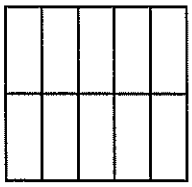
a  ☐/☐

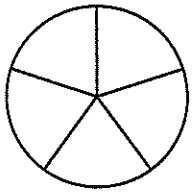
b  ☐/☐

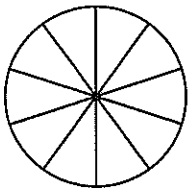
c  ☐/☐

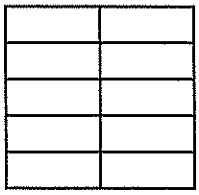
2 **Show fifths and tenths on these shapes:**

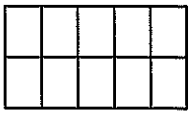
a  2/5

b  5/10

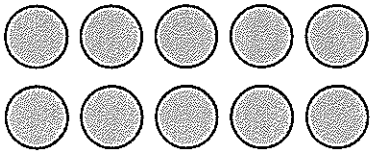
c  4/5

d  3/10

e  10/10

f  6/10

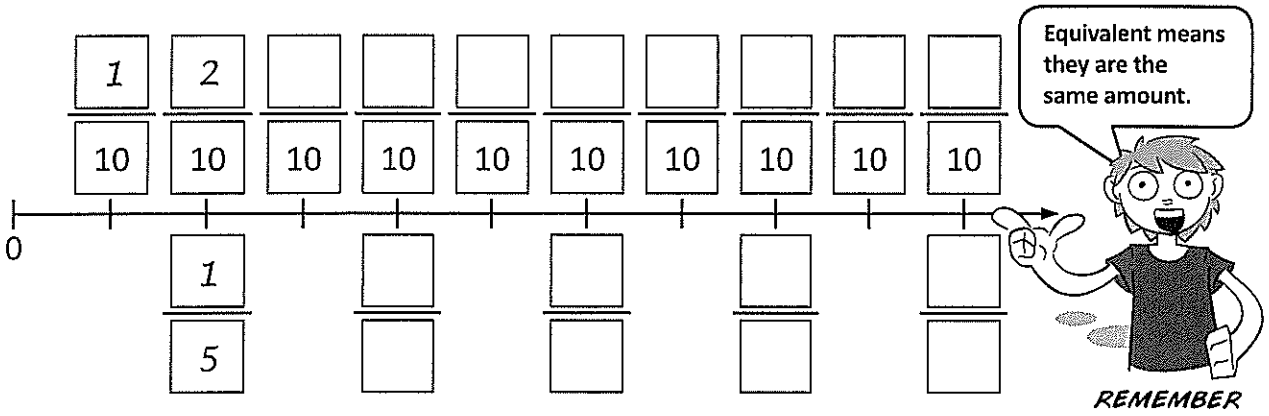
3 **Circle the correct amounts shown in these fractions:**

a  3/10

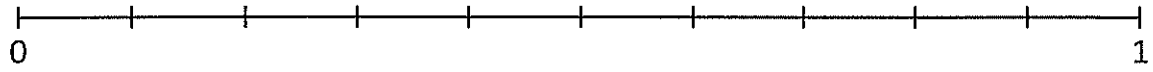
b  1/5

Types of fractions – fifths and tenths

4 **Complete this equivalent fraction number line. The first two have been done for you.**

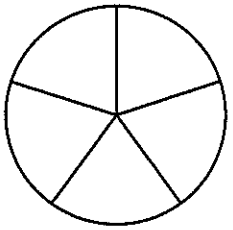


5 **Place these fractions on the number line: $\frac{2}{5}, \frac{1}{2}, \frac{3}{10}, \frac{7}{10}, \frac{1}{5}$**

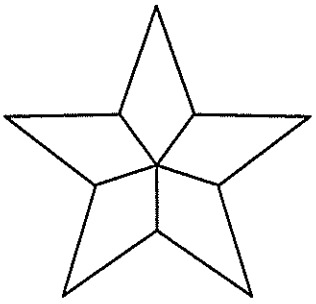


6 **Colour these shapes according to the directions. The equivalent fraction line above will help you.**

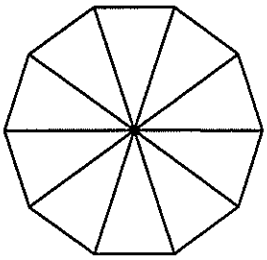
a Colour $\frac{1}{5}$ blue and $\frac{6}{10}$ red and leave the rest blank.

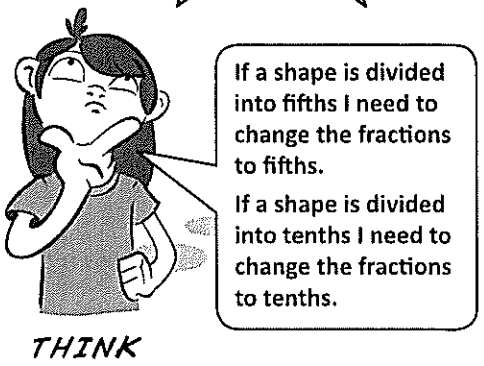


b Colour $\frac{2}{10}$ orange and $\frac{3}{5}$ green and leave the rest blank.



c Colour $\frac{3}{5}$ blue and $\frac{2}{10}$ red and leave the rest blank.





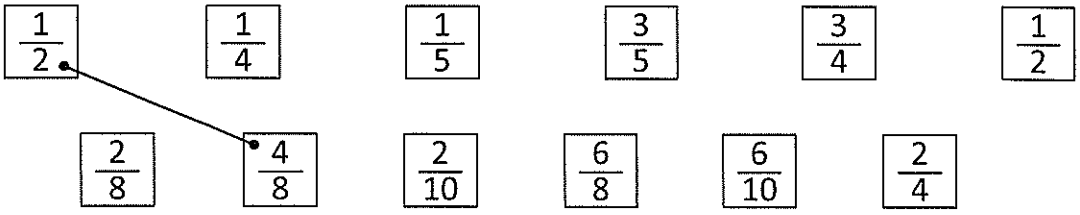
Types of fractions – equivalent fractions

This fraction wall shows fractions that are equivalent. Equivalent fractions are fractions that are the same amount. How many equivalent fractions can you find?

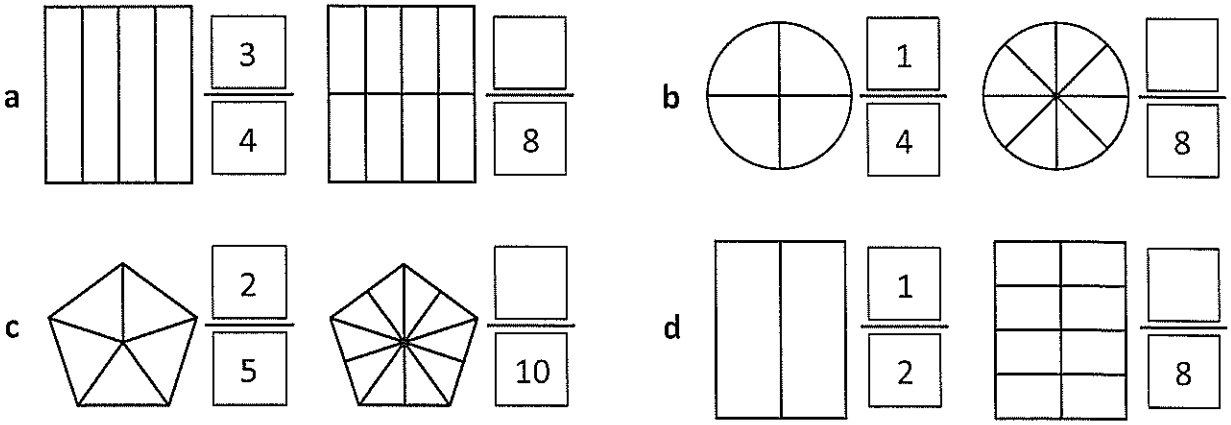
1 **Label each row of the fraction wall and colour each strip a different colour. The first one has been done for you.**

1 whole										halves
$\frac{1}{2}$				$\frac{1}{2}$						
$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$			
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	

2 **Match the equivalent fractions in the top row with the fractions underneath by drawing a line to connect them. The first one has been done for you.**



3 **Complete these equivalent fraction models by shading and writing the equivalent fraction:**



Types of fractions – equivalent fractions

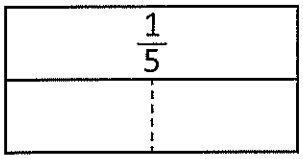
4 **Rewrite these fractions in order from smallest to largest:**

$\frac{4}{5}$	$\frac{9}{10}$	$\frac{7}{10}$	$\frac{2}{5}$	$\frac{3}{10}$

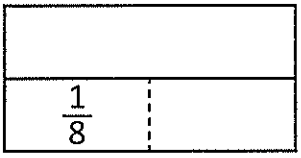
$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$

5 **Here is a fraction wall that has been broken up into pieces. Label the pieces:**

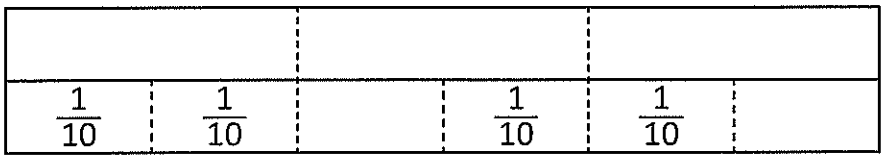
a



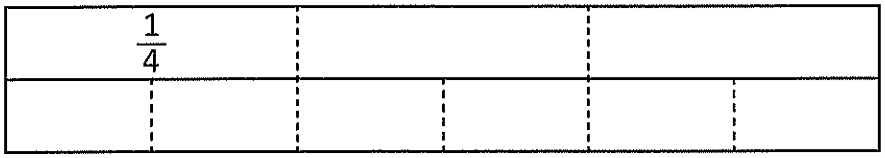
b



c



d



6 **Match the equivalent fractions to find out an interesting animal fact:**

Q: What is something that a rat can do for longer than a camel?

First word: A = $\frac{2}{4}$ T = $\frac{3}{4}$ L = $\frac{1}{5}$ S = $\frac{4}{10}$

Second word: U = $\frac{1}{5}$ H = $\frac{8}{10}$ I = $\frac{4}{10}$ W = $\frac{1}{2}$ T = $\frac{6}{8}$ O = $\frac{2}{8}$

Third word: A = $\frac{2}{10}$ T = $\frac{1}{5}$ E = 1 R = $\frac{8}{10}$ W = $\frac{1}{2}$

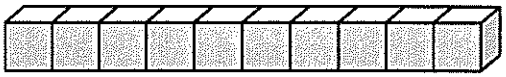
.....	.....	.....	.....
$\frac{2}{10}$	$\frac{1}{2}$	$\frac{2}{5}$	$\frac{6}{8}$

.....	.....	.....	.....	.....	.....	.....
$\frac{4}{8}$	$\frac{2}{5}$	$\frac{3}{4}$	$\frac{4}{5}$	$\frac{1}{4}$	$\frac{2}{10}$	$\frac{3}{4}$

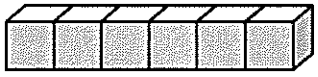
.....	.....	.....	.....	.....
$\frac{5}{10}$	$\frac{1}{5}$	$\frac{2}{10}$	$\frac{10}{10}$	$\frac{4}{5}$

Types of fractions – tenths as decimals

Fractions can be written as decimals.
This row of multilink cubes shows 10 tenths:



$\frac{6}{10}$ can be shown like this:



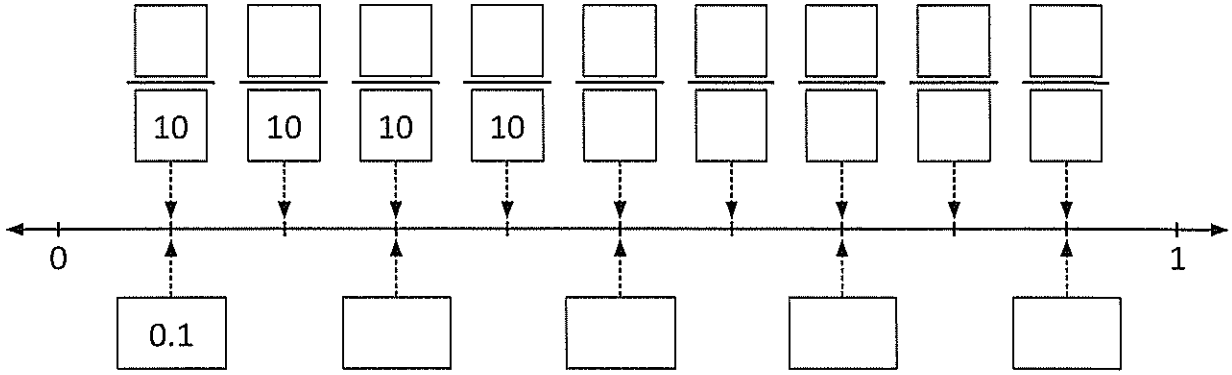
$\frac{6}{10}$ as a decimal is 0.6

Units	•	Tenths
0		6

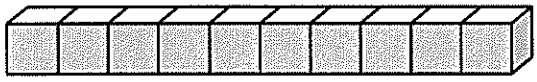
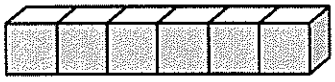
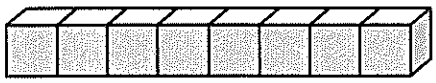
The decimal point separates the whole number from the decimal.

We would write 1 or $\frac{10}{10}$ as 1.0

1 **Complete this number line showing equivalent tenths and decimals:**

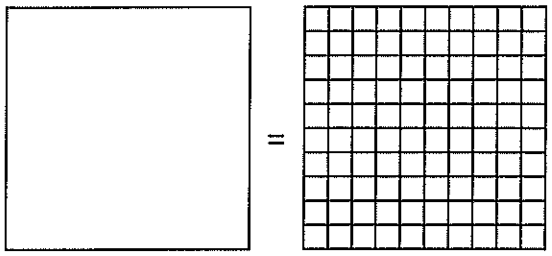


2 **If a row of 10 multilink cubes is 1 whole, then label the other rows with a fraction and decimal:**

		Fraction	Decimal
a			
b			
c			

Types of fractions – introducing hundredths

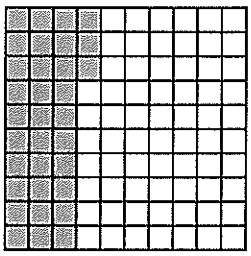
We can divide a whole into one hundred parts. These are called hundredths.



1 whole = 100 hundredths

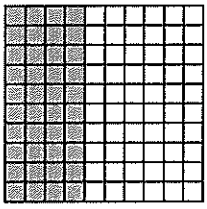
This hundred grid shows 33 out of 100.

As a fraction it is $\frac{33}{100}$

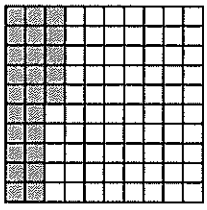


1 **Write what each grid shows part out of 100 that is shaded and record it as a fraction:**

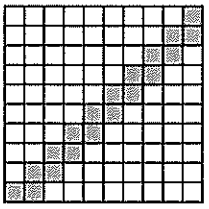
a ☐ out of ☐



b ☐ out of ☐

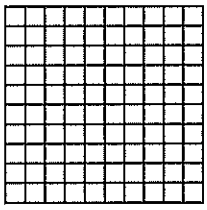


c ☐ out of ☐



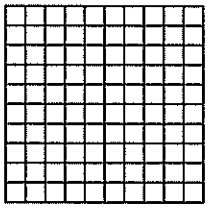
2 **Shade these grids according to the fraction:**

a



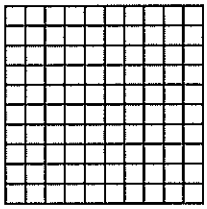
$\frac{26}{100}$

b



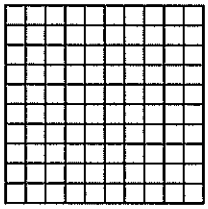
$\frac{37}{100}$

c



$\frac{75}{100}$

d



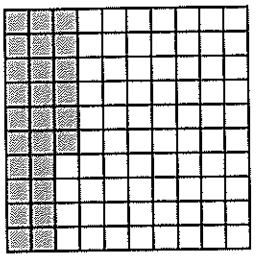
$\frac{95}{100}$

3 **Order the fractions from question 2 from smallest to largest:**

☐/☐ ☐/☐ ☐/☐ ☐/☐

Types of fractions – hundredths as decimals

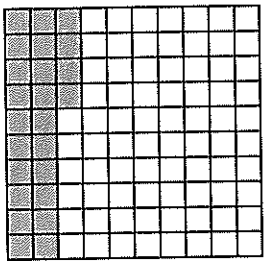
This diagram shows 26 hundredths shaded or $\frac{26}{100}$



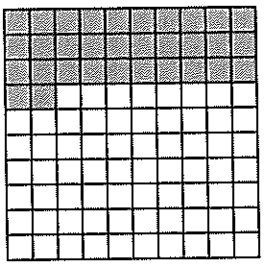
Fractions can be written as decimals. As a decimal, this amount is written as:

Units		Tenths	Hundredths
0	•	2	6

1 **Label each hundredth grid picture with the fraction and decimal:**



a $\frac{\square}{\square}$ ☐



b $\frac{\square}{\square}$ ☐

2 **Colour this grid of stars according to the directions below:**

a Orange $\frac{22}{100}$

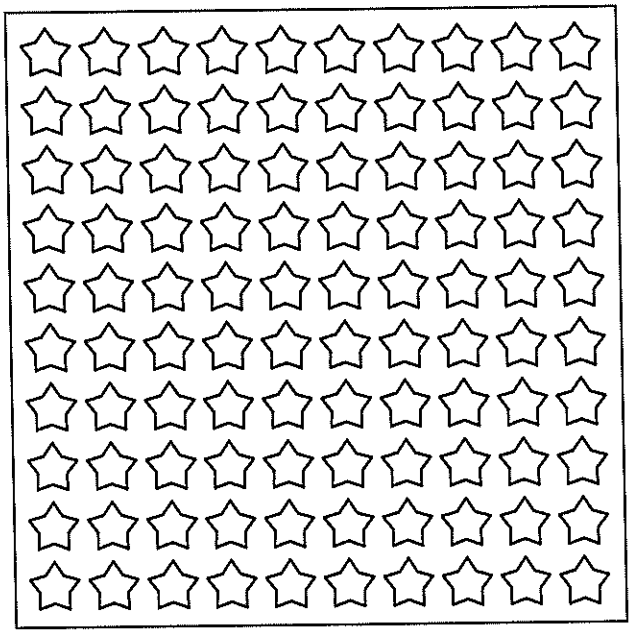
b Blue $\frac{12}{100}$

c Green $\frac{9}{100}$

d Pink $\frac{25}{100}$

e Yellow 0.15

f Red 0.17



100 hundredths

apply

Getting ready

This is a game for 2 players. Each player will need a copy of this page and a copy of the playing cards on page 21.

copy

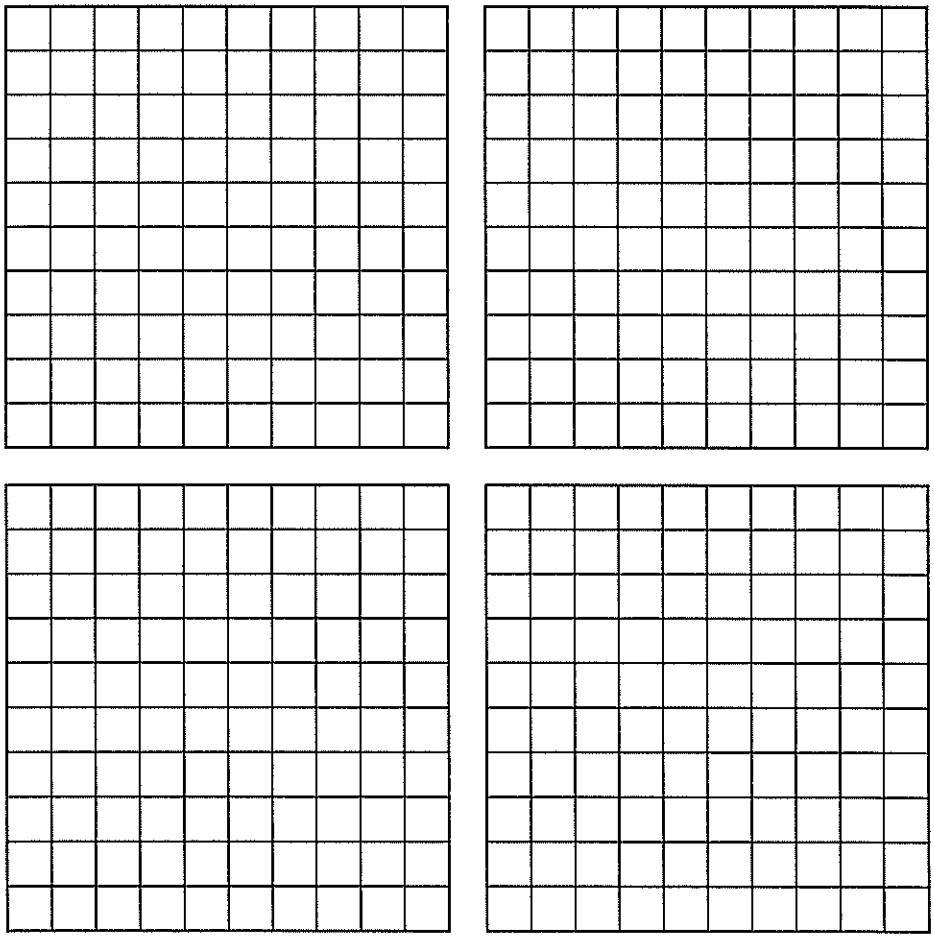
What to do

The object of this game is to be the first player to colour a whole grid. Each player cuts out the playing cards. The 2 players join the cards and shuffle them. There will be 24 cards. Lay 4 cards out in a row, ensuring both players can see them. The rest of the cards go face down in a pile.

Player 1 takes a card from the row of 4 and colours in that amount on one of their hundred grids. Then they put that card at the bottom of the pile and replace the card with one from the top of the pile.

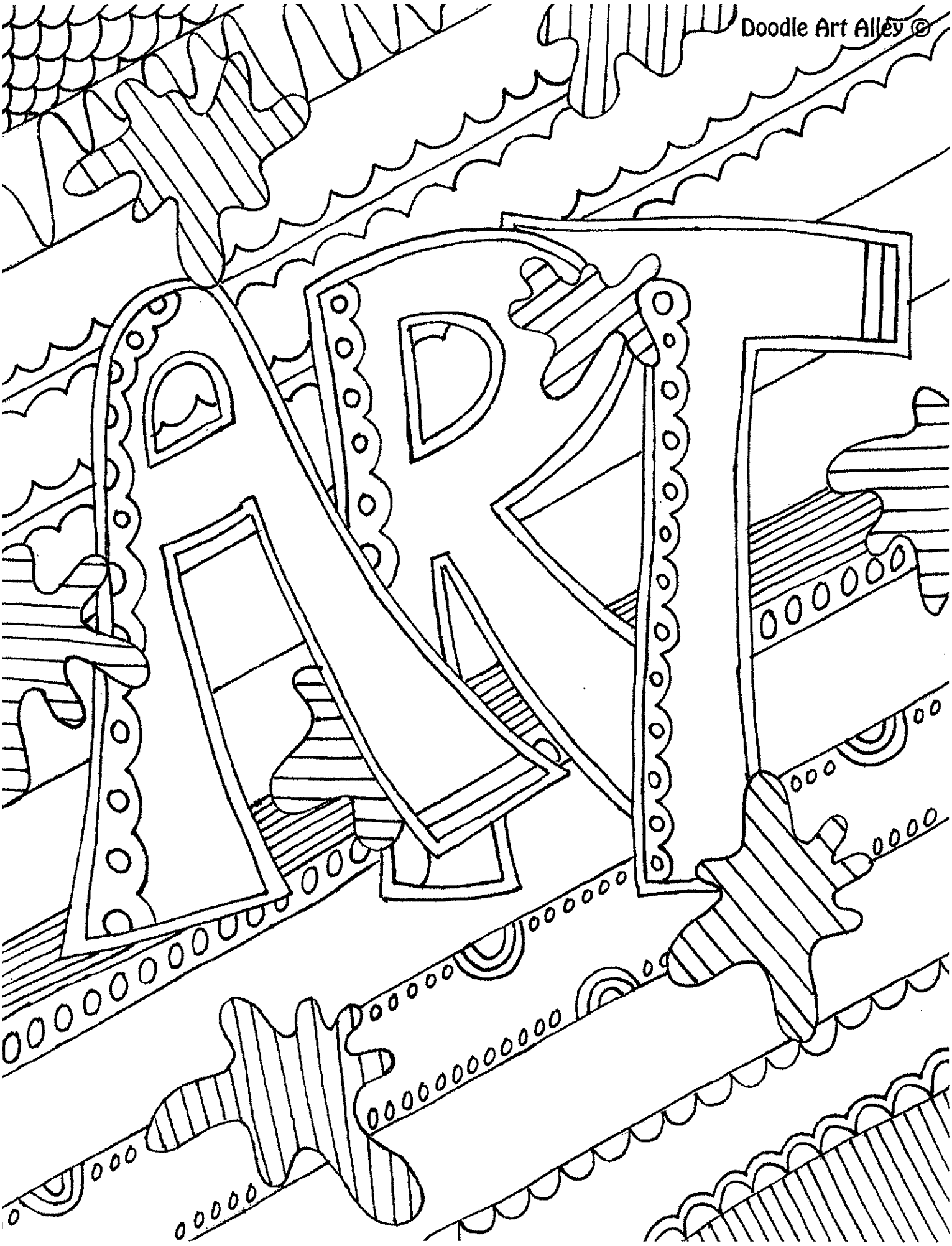
Player 2 repeats this process.

Players take turns until 1 player has filled in 100 hundredths or 1 whole. (If you go over 100 hundredths or 1 whole, it does not count as a win. You must reach exactly 1 whole.)



C copy

$\frac{1}{10}$	$\frac{20}{100}$	$\frac{3}{10}$
$\frac{40}{100}$	$\frac{1}{2}$	0.6
0.7	$\frac{80}{100}$	$\frac{9}{10}$
0.25	$\frac{75}{100}$	$\frac{60}{100}$


Doodle Art Alley ©

Name _____ Date _____

Colourful Chameleon Art

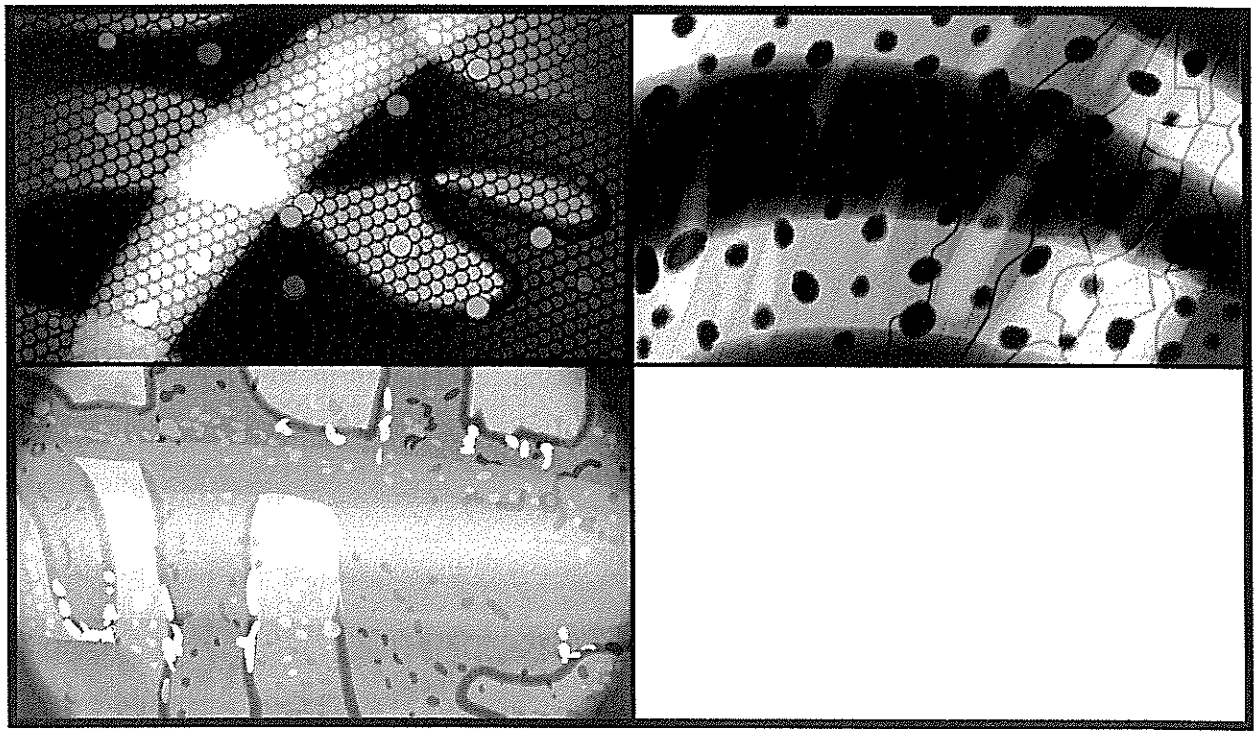
Chameleons are a type of reptile and are part of the lizard family. They have special coloured pigment cells under their skin that allow some chameleon species to change their skin colour. These spectacular lizards are able to create and combine patterns of blue, pink, red, green, orange, black, brown, purple and yellow.

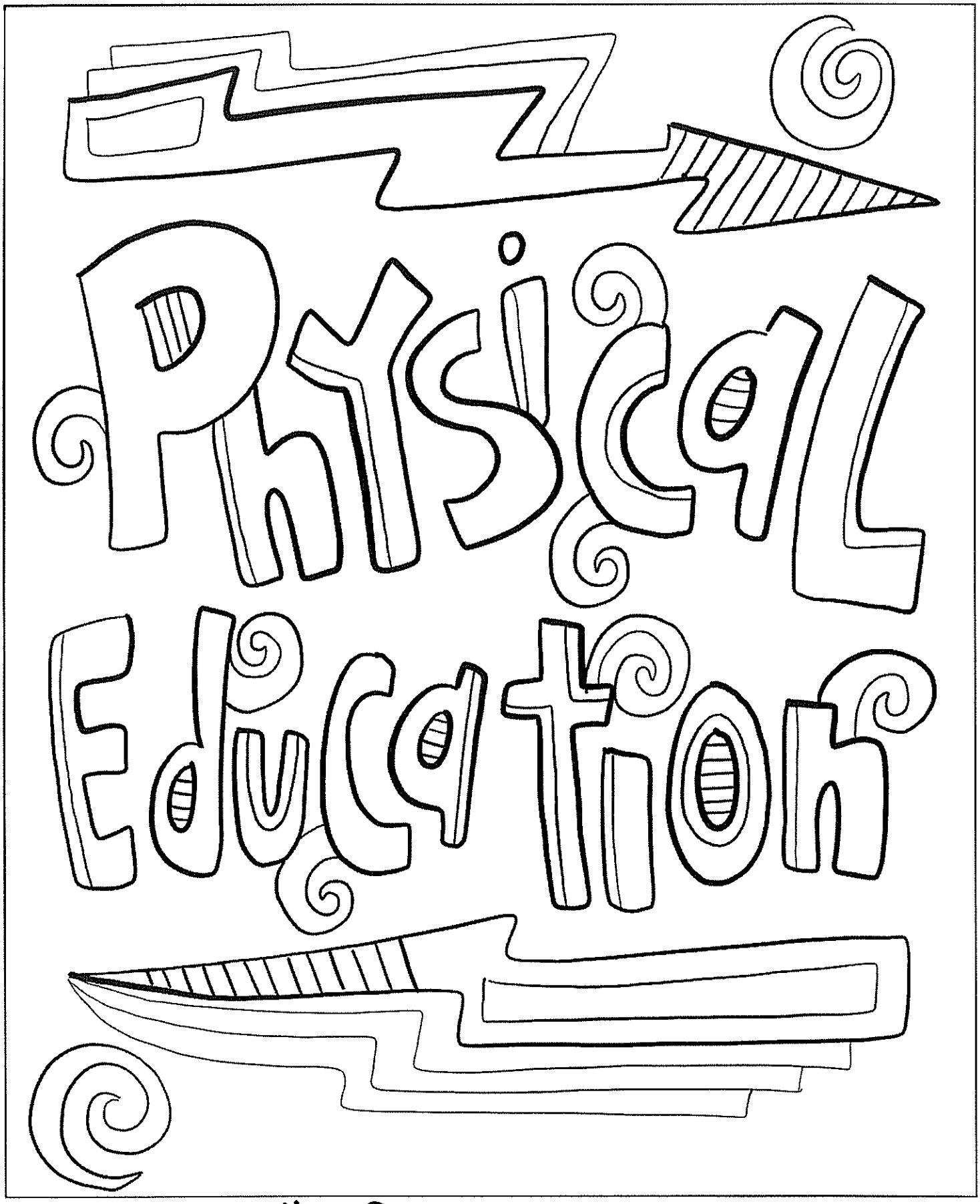
Chameleons change colour for camouflage. They also change colour to show how they are feeling. Some show darker colours when they are angry or when they are trying to scare others. Male chameleons show light multi-coloured patterns when they are trying to get the attention of females. Desert chameleons change their colour to light grey to reflect heat and to keep cool. During the cold nights, they turn black to absorb heat and to warm up.

Task

The grid below shows some examples of colours, textures and patterns that can be found on the skin of a chameleon.

Find an image of a chameleon. Look closely at the colours, textures and patterns on its skin. In the blank square of the grid, draw and colour what you see on the chameleon image you have chosen.



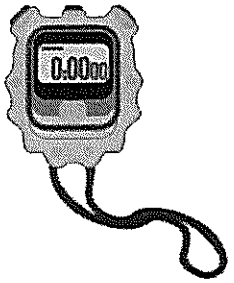


8 Minute Work out Challenge!

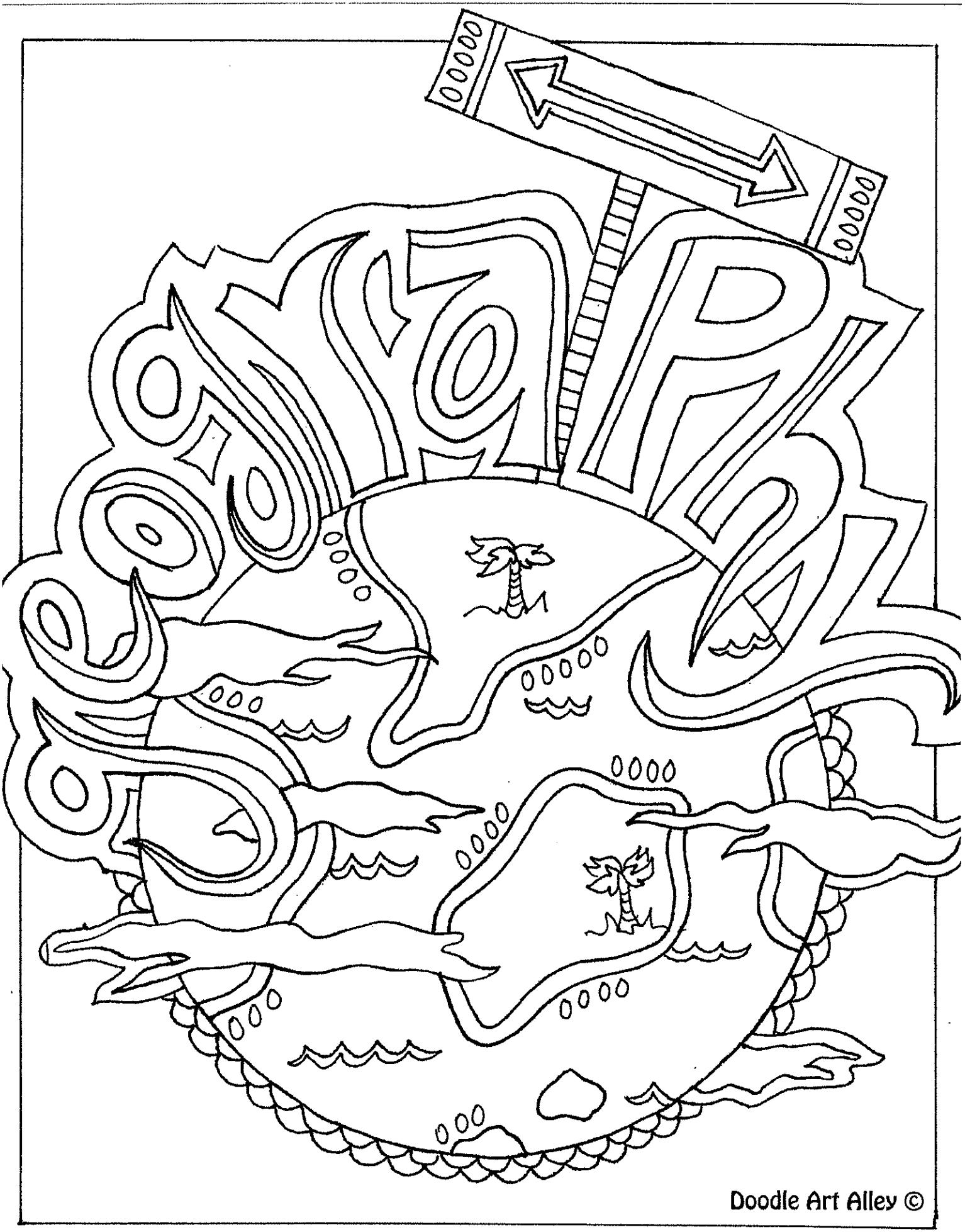
Each exercise is performed for 35 seconds, with a 25-second rest in-between. The cards can be used with or without the video to support you

https://youtu.be/uqLNxJe4L2I

Remember to have fun



Number 1: SQUATS 1. Start with your feet a bit wider than shoulder-width apart. 2. Squat down as if you're sitting on a chair. 3. Stand up tall again. 4. Keep a straight back	**Number 3: BACKWARDS LUNGES** 1. Start with your feet together. 2. Step backwards with one foot and touch the ground with your hand at the same time. 3. Return to a standing position. 4. Repeat with the other foot stepping back and the other hand touching the ground.	**Number 5: KNEE TO ELBOW** 1. Imagine you are marching on the spot. 2. Lift up one knee and bring it towards the opposite elbow. 3. Repeat with the other knee and the opposite elbow. 4. Keep a straight back.	**Number 7: MOTION BURPEES** 1. Start with your feet shoulder-width apart. 2. Bend your knees and place your hands down on the floor in front of you. 3. Step back with one leg and then the other so that they are both straight. 4. Step forwards with one leg and then the other leg. 5. Stand up tall, stretching your arms above your head.
Number 2: RUNNING ON THE SPOT 1. Run as fast as you can on the spot. 2.Remember to pump your arms as you are running. 3. Try facing different compass directions, such as north, south, east and west.	**Number 4: CLIMBING THE ROPE** 1. Imagine a rope is hanging down from the ceiling. 2.Reach up with one hand and pull the rope down towards your tummy. 3.Reach up with your other hand and pull it down towards your tummy. 4.Run on the spot and climb the rope at the same time	**Number 6: FROG JUMPS** 1.Start with your feet a bit wider than shoulder-width apart. 2.Squat down and touch the ground with both hands – bend from the knees not from the back. 3.Jump up high with your hands in the air. **Can you jump like a frog?**	**Number 8: SQUAT HOLD WITH PUNCHES** 1. Start with your feet a bit wider than shoulder-width apart. 2.Squat down as if you're sitting on a chair. 3. Hold the position and punch forwards with your arms one at a time. **Can you feel it in your legs?**


Doodle Art Alley ©

Is it helpful to know who lives in a place?

Information about places can help people to know what special things the people who live there might like. For example, if a place has a lot of families living in it the people may like to have parks for the children to play in. Information about places is collected in a census.

1. From the words below can you name the types of things that are counted in a census? Write the things in the list.

2. Talk about where you live and the people who live there. What would be important to the place where you live?

3. Answer the questions about where you live.

a	**Where were your parents born?**	
b	**How many people in your family?**	
c	**Number of bedrooms in your house?**	
d	**Language spoken at home?**	
e	**Number of cars at your home?**	

7 A census is held in Australia every five years. The census tells us about our way of life and helps us plan for the future. The last census was in 2016. You can find out about the census from the website "QuickStats".

2016 Census QuickStats

Australia | New South Wales | State Suburbs

Kellyville

Code SSC12088 (SSC)

Search for a Community Profile

People	**27,971**
Male	49.2%
Female	50.8%
Median age	35
Families	**7,675**
Average children per family	
for families with children	2
for all families	1.3
All private dwellings	**8,714**
Average people per household	3.4
Median weekly household income	$2,564
Median monthly mortgage repayments	$2,600
Median weekly rent	$630
Average motor vehicles per dwelling	2.2

Look at the census for Kellyville. Write three sentences about Kellyville.

8 Using QuickStats

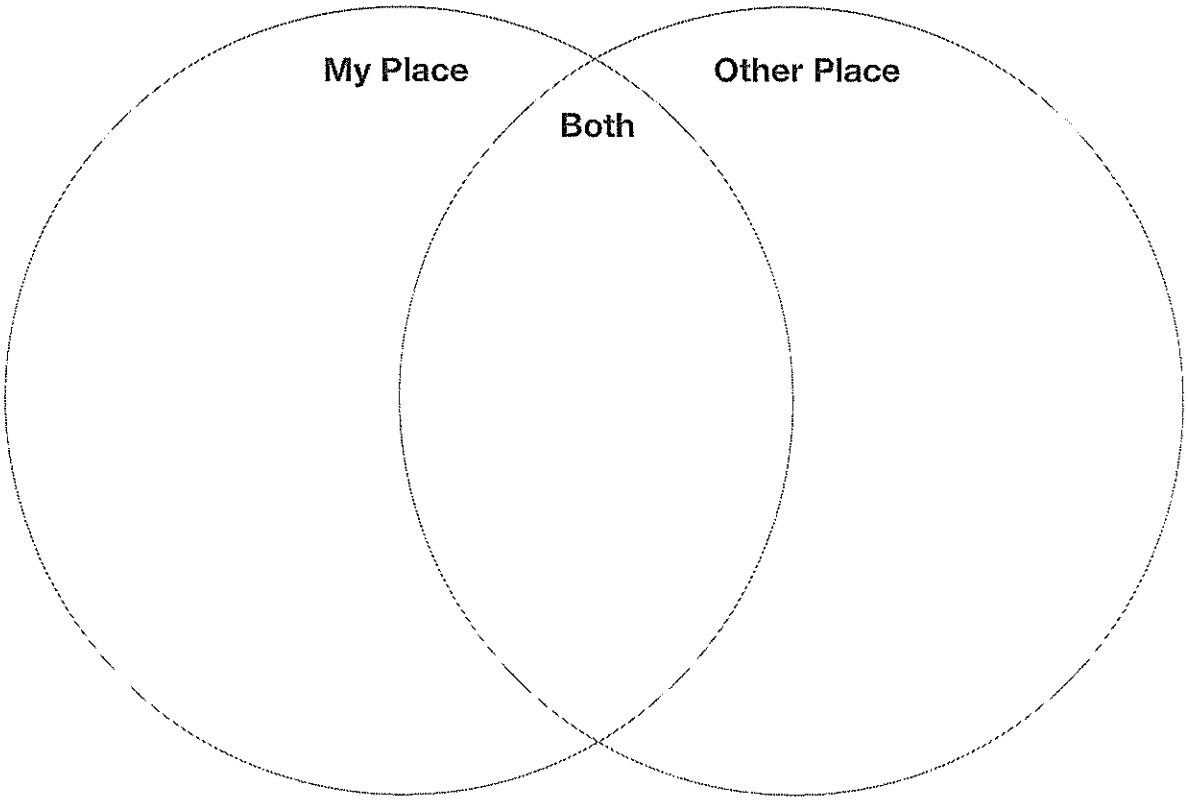
a You can find out about where you live in QuickStats. Just type the name of where you live in the search box and click GO.

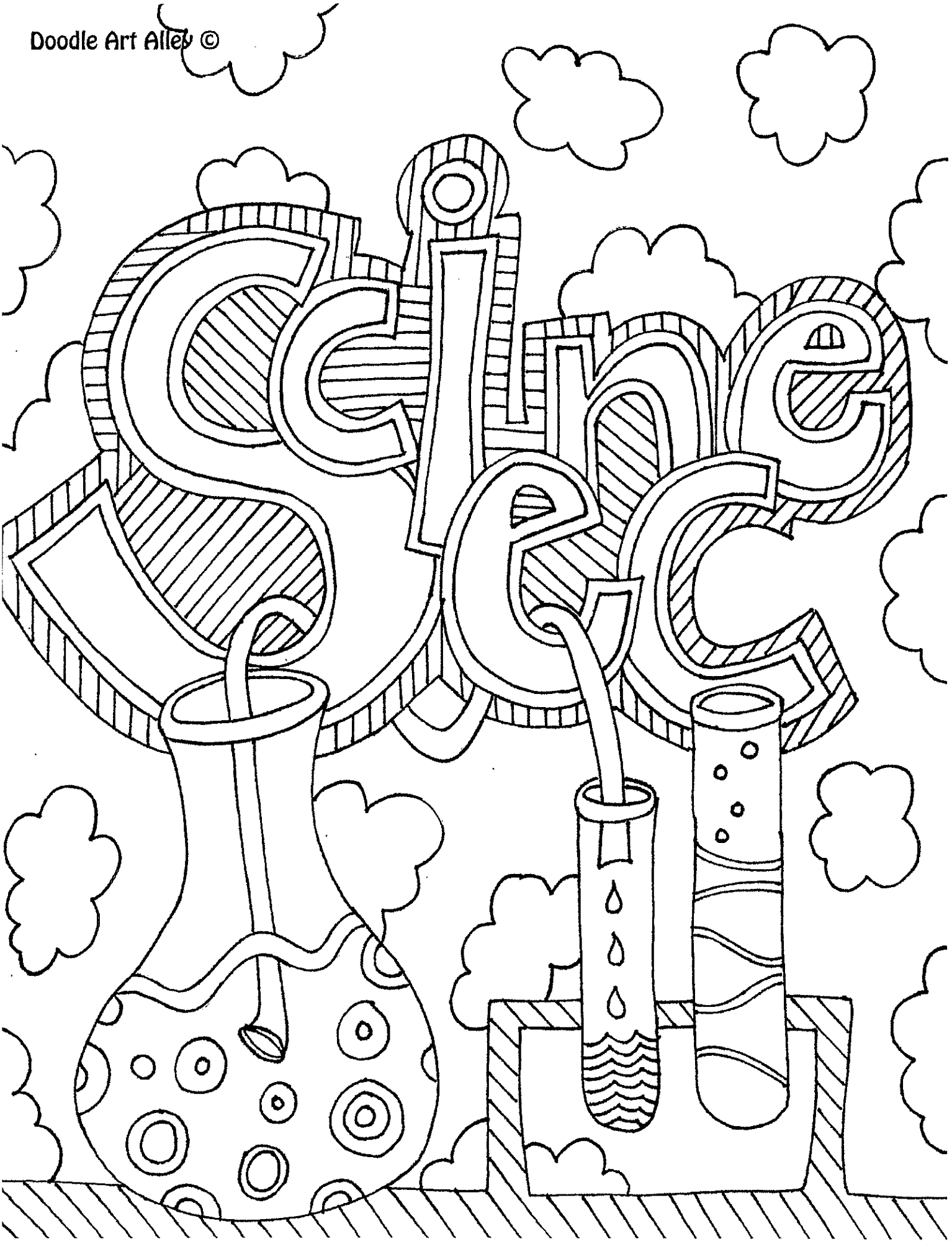
https://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats?opendocument&navpos=220

b Write three interesting facts from the census about where you live.

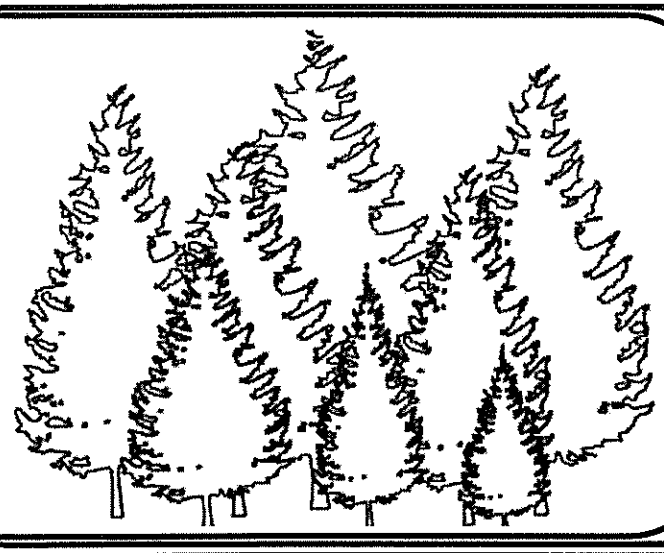
c If you were in charge of planning for the future what suggestions would you have for your place based on the facts from the census?

d Choose a different place than where you live and compare the census information in the Venn Diagram.





Habitat: _____



Description of Habitat
(temperature, rainfall, plants, animals)

Choose one animal that lives in this habitat.

_____

Draw. Label the features it has that help it survive in this habitat.

How does this habitat help the animal survive?