



Turramurra North
PUBLIC SCHOOL – 1914

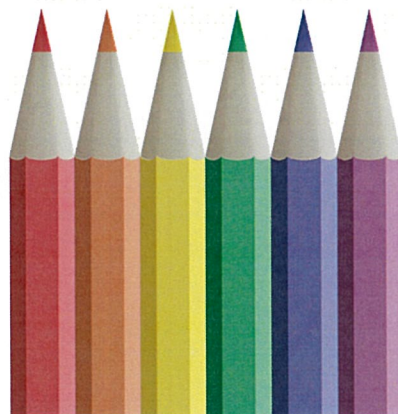
EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Package: 1

Stage 2

Year 3 and 4



Term 3 Week 1 2021



Turramurra North Public School

Experience today, Inspire tomorrow
237 Bobbin Head Road, North Turramurra 2074
Tel: 9144 4107

3/2R Class Catch Up and Check In Meetings ZOOM INFORMATION FOR TERM 3 2021

Dear Parents and Carers,

During Week 1 of Term 3, classroom teachers will offer students catch up and check in meetings via video conferencing using Zoom. The class catch up and check in will provide a teacher-directed opportunity for students to see their teacher and chat informally with one another. They will discuss, review and participate in activities and receive feedback as they learn from home. Students may use a computer, laptop or iPad to join the meetings.

The video conference room is like a classroom, and the same school behaviour and discipline policies apply to this environment. Students need to access Zoom via <https://nsweducation.zoom.us/> and are required to use their **DoE student portal login** to gain access. **Please note:** Students in Years 4-6 should be aware of their own DoE portal login details. A reminder of the DoE portal login details for K-3 students is included on each child's Learning from Home Package. If there are any issues, please email your child's teacher.

The Zoom meeting ID and passwords are:

Class	Zoom Meeting ID		Zoom Meeting Password	
2R	Morning am	Afternoon pm	Morning am	Afternoon pm
	621 2451 3884	644 3650 3051	283297	321748

Class	Zoom Meeting ID		Zoom Meeting Password	
3R	Morning am	Afternoon pm	Morning am	Afternoon pm
	618 2412 4666	693 0683 0950	290871	992235

While access to the Zoom class will be for students, parents and carers are encouraged to be in physical proximity.

Each class will have a Zoom meeting in the morning and another, with different content, in the afternoon. Each session will be approximately 30-45 minutes as indicated. Students are expected to attend both the morning and afternoon session each day.

TUESDAY 13 JULY, WEDNESDAY 14 JULY, THURSDAY 15 JULY and FRIDAY 16 JULY:

Time	Class
9.30am	KK & KW & 5T & 6B
10.30am	1F & 1W & 2M & 2R
11.30am	3R & 3H & 4H
12.15pm	KK & KW & 5T & 6B
1.30pm	1F & 1W & 2M & 2R
2.15pm	3R & 3H & 4H

Our protocols for using Zoom have been written in the interest of privacy, safety and well-structured online learning environments. The protocols, explained below, outline the responsibilities for parents and carers, our students and our teachers when using Zoom. The protocols align with our current technology agreement.

By having your child log into a Zoom class, you and your child acknowledge these protocols and agree to participate in video conferencing adhering to these guidelines.

Protocols for using Zoom

Zoom sessions delivered by teachers cannot be recorded or reproduced in any way.

Parents and Carers:

- Support student access to a Zoom class and be in physical proximity while the meeting occurs.
- Support student participation in a quiet space and have a distraction free background behind them or blurred Zoom background.
- Assist with the checking of a student's computer camera and speakers in advance of the meeting.
- Understand the student protocols below and support your child/ren with these.

Students:

- Ensure you speak and participate in a positive, respectful way, by turn taking and listening to others
- Do not enter the online room without a teacher present.
- Be ready to access the Zoom class on time.
- Check your computer camera and speakers in advance of the meeting.
- Make sure you have a distraction free background or blur your Zoom background.
- When you're using your name in Zoom, only use your correct first name and the initial of your surname.
- Don't invite anyone else into your Zoom class meeting.
- Ensure you are wearing appropriate clothing when participating in a Zoom class meeting.

Teachers / Turramurra North Public School:

- Provide students with a Zoom meeting time, meeting ID and password in advance.
- Only conduct whole class or small group meetings. One-on-one catch up meetings will not be held with students or parents/carers.
- Remove and/or mute participants as deemed necessary.
- Never allow students into or be left in a Zoom room without supervision.

Please read the instructions below and download Zoom in preparation for your child's class meetings.

Please contact the school on 9144 4107 if you need to arrange the loan of additional devices.

Kind regards,

K-6 Teachers
Turramurra North Public School

Michelle Verhagen
Principal

NSW Department of Education

How students can access Zoom meetings in NSW public schools

Sign into Zoom with a desktop browser

Chrome Edge Firefox Safari

1. Use a modern browser in Windows, MacOS or Linux
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>

3. Select **Sign in** at the bottom
4. Log in with your department credentials

5. For first time users, download and install the Zoom desktop client when prompted
6. Once signed in, Zoom will be ready for use!

Accessing Zoom using mobile apps

1. Download the Zoom app for your specific mobile device

iOS Download Android Download

2. Once installed, open Zoom, tap Sign in then tap SSO.
3. Type nsweducation and tap Continue

4. The DoE log on screen will appear. Sign in with your normal department credentials

5. Once signed in, Zoom will be ready for use!

Please note: If you are downloading the mobile app, you need to install Zoom Cloud Meetings.

Websites for Learning

- TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> where our learning From Home Packages are located.
- Department of Education *Learning from Home*: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

Should you need to contact your child's teacher please use the following emails:

3R	Alex Atterton	alexandra.redford1@det.nsw.edu.au
3H	Madi Hyde	Madison.hyde3@det.nsw.edu.au
4H	Alex Hahlos	alexander.hahlos1@det.nsw.edu.au

ENGLISH

- Reading Eggs <https://readingeggs.com.au/> login etc
- Pobble 365 <https://www.pobble365.com> - offers a range of ideas and prompts to use for imaginative writing
- Kidsnews <https://www.kidsnews.com.au> - offers kid friendly news articles
- Wonderopolis <https://wonderopolis.org> - Wonder of the Day!
- Typing club, each class have their own links and students use their school log ins <https://www.typingclub.com/>

MATHEMATICS

- Mathletics <https://www.mathletics.com/au/>
- Khan Academy <https://www.khanacademy.org/> tutorial videos and practice questions on all mathematical areas.
- Prodigy <https://www.prodigygame.com> - free to set up an account for maths games & activities
- Smash Maths <https://www.smashmaths.com.au> - offers maths games
- Topmarks <https://www.topmarks.co.uk> - offers maths games
- Times tables <https://www.timestables.com> - offers times tables activities

SCIENCE AND TECHNOLOGY

- Coding Activities for Kids <https://code.org/>
- ABC Splash Science <https://education.abc.net.au/home#!/resources/-/science> Features short videos that provide information with question prompts to guide discussion or lead to further research topics.
- <https://thekidshouldseethis.com/> for Years 2-10. A collection of 4,300+ kid-friendly videos, curated for teachers and parents to share meaningful media. Useful as a writing prompt for informative, persuasive and imaginative texts.
- Science Kids <http://www.sciencekids.co.nz>
- Fizzics Education <https://www.fizzicseducation.com.au/free-resources/>
- NASA Space Place <https://spaceplace.nasa.gov/>
- National Geographic Kids <https://www.natgeokids.com/au/category/play-and-win/games/>

HSIE – HISTORY AND GEOGRAPHY

- Kiddle https://kids.kiddle.co/History_of_Australia
- Kids World Travel Guide <https://www.kids-world-travel-guide.com/australia-facts.html>
- Ducsters <https://www.ducksters.com>

CREATIVE ARTS

- Art for Kids Hub <https://www.artforkidshub.com> - offers instructional videos for art lessons

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- Cosmic Kids Yoga <https://www.cosmickids.com>
- Smiling Minds - <https://www.smilingmind.com.au>
- Go Noodle - <https://www.gonoodle.com>



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4H Class Catch Up and Check In Meetings ZOOM INFORMATION FOR TERM 3 2021

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The Zoom meeting ID and passwords are:

Class	Zoom Meeting ID		Zoom Meeting Password	
4H	Morning am	Afternoon pm	Morning am	Afternoon pm
	677 3428 9842	646 3738 9800	422903	053735

While access to the Zoom class will be for students, parents and carers are encouraged to be in physical proximity.

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12.15pm	KK & KW & 5T & 6B
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Kind regards,

K-6 Teachers
Turramurra North Public School

Michelle Verhagen
Principal

NSW Department of Education

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3. Select **Sign in** at the bottom.
4. Login with your **department credentials**.

5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

Accessing Zoom using mobile apps

1. Download the **Zoom** app for your specific mobile device.

[iOS Download](#)
[Android Download](#)

2. Once installed, open **Zoom**, tap **Sign in** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**.

4. The **DoE log on screen** will appear. Sign in with your normal department credentials.

5. Once signed in, **Zoom** will be ready for use!

Please note: If you are downloading the mobile app, you need to install **Zoom Cloud Meetings**.

Week 1 Term 3 – Learning from Home

Stage 2 Year 3 and 4

You may need help from a parent/carer and possibly resources from your teacher.

One activity has been selected for feedback. This is in bold on the timetable.

	Tuesday	Wednesday	Thursday	Friday
Morning	Reading Spelling Writing	Reading Spelling Writing	Reading Spelling Writing	Reading Spelling Writing
Break	Break	Break	Break	Break
Middle	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics
Break	Break	Break	Break	Break
Afternoon	Art ZOOM 2:15pm	Library ZOOM 2:15pm	PDHPE ZOOM 2:15pm	Music ZOOM 2:15pm

The **writing feedback task** on Friday will be discussed in the 2:15pm ZOOM session. Please have your work completed to share with your teacher and classmates.



Week 1 Term 3 – Spelling

Stage 2 Year 3 and 4

Year 3 Spelling Words

oa o_e ow o boat rose window comb		based on weekly focus in other KLAS
Core: cold sold over low slow grow nose bone closing rode road load float throw own toe only broke hole window clothes tomato October although overboard	Extension: almost approach cooperate donation fellow loneliness moment mosquito motivated narrow noticeable obeyed ocean overdue photograph suppose telephone toaster tomorrow volcano	Theme star sun solar system energy temperature holidays fiery energy core centre Demon nomadic futon inferno omnivore opportunity ghost impromptu pantheon slalom affectionate

Year 4 Spelling Words

oa o_e ow o boat rose window comb		based on weekly focus in other KLAS
Core: goes only both close broke low own slow flow coat loaf pony toe clothes float drove alone awoke follow shown frozen moment though although volcano	Extension: approachable avocado avocados bouquet chauffeur coincide compose cooperate coordinate disown dominoes donation mauve mosquito motivated obedient plateau potatoes protein shoulder	Theme star sun solar system energy temperature holidays fiery energy core centre Demon prototype tuition supersonic hippopotamus scholarship tournament contemporary hollandaise seismograph crescendo

TUESDAY - English

Spelling

- Ask a family member to **pre-test** you from the weekly spelling lists.
- **Choose up to 15** spelling words to create your personal list from the words that you spelt incorrectly in the pre-test.
- **Brainstorm** as many words as possible that include the /o/ sound that you hear by the letters **oa o_e ow o**
e.g. **boat, rose, window, comb**
Optional: Give yourself 1 point for 3 letter words, 2 points for 4 letter words, 3 points for 5 letter words, 4 points for 6 or more letter words. How many points did you get?

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Optional:** *record a short video of yourself reading a paragraph of your book, then play back your recording. What do you notice about your reading? Could you add expression? Are you reading too quickly? Re-record yourself reading the same paragraph and listen for any improvements you have made.*

Writing

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** – The Escape Room
- **Once you have completed the activities**, revisit the learning intention and success criteria. Circle the smiley faces to indicate how confident you feel in achieving the goal

☹ = I found this difficult

☹ ☹ = I've got it, but could do with a bit more practise

☹ ☹ ☹ = I feel super confident and could teach a friend



Are you up for a challenge? Can you complete the activities before the 11:30am zoom!!!

Learning Goal:

- To revise English vocabulary from Term 1 and 2 and discuss holiday stories.

Success Criteria:

- I am able to complete the series of challenges and crack the code before the timer runs out.

Challenge 1: Two Truths and a Lie

Task Instructions:

Write two things that you did in the holidays and 1 thing that you didn't. Then, your class will see if they can guess which statement is a lie.



1.

2.

3.

Challenge 2: Physical Challenge

SPELL YOUR NAME *AND DO THE WORKOUT!*

A: 15 PUSHUPS	N: 10 PUSHUPS
B: 50 JUMPING JACKS	O: 20 LUNGES (TOTAL)
C: 20 CRUNCHES	P: 10 TRICEP DIPS
D: 10 BURPEES	Q: 20 JUMPING JACKS
E: 60-SECOND WALL SIT	R: 60-SECOND PLANK
F: 20 ARM CIRCLES	S: 30 BICYCLE CRUNCHES
G: 20 SQUATS	T: 60-SECOND WALL SIT
H: 30 JUMPING JACKS	U: 40 HIGH KNEES
I: 60-SECOND PLANK	V: 30 SQUATS
J: 20 MOUNTAIN CLIMBERS	W: 15 TRICEP DIPS
K: 40 CRUNCHES	X: 10 MOUNTAIN CLIMBERS
L: 12 BURPEES	Y: 12 JUMPING LUNGES
M: 15 JUMP SQUATS	Z: 30 CRUNCHES

Task Instructions:

This is a physical challenge which requires your strength. Spell out your name and complete the activity next to each letter! Move on to the next activity once you have proven your fitness.

~~~~~





K L W Q F K E D G H P A B D B  
 J W H U T R C S I M E I A E A  
 S P E L L I N G K H R Y T S K  
 A D J E C T I V E O S Y N Y V  
 V S Q A L R H R D L O N P N Y  
 N G B H W P L I C I N E K Z D  
 A U W P N X E E Q D I H N C U  
 R G J S P M M Y S A F L K T S  
 R S I W J L H Y I Y I B S U R  
 A M Z R N L X S M S C B F O E  
 T R U I W O R W I G A P S S A  
 I W V T S D B C L H T T W J D  
 V P Y I I D J V E S I Y V H I  
 E F O N O M A T O P O E I A N  
 G C O G F X N F Q C N W B E G

### Challenge 3: Find-a-word

#### Task Instructions:

Find these words

writing  
 onomatopoeia  
 simile  
 adjective  
 personification  
 narrative  
 holidays  
 reading  
 spelling



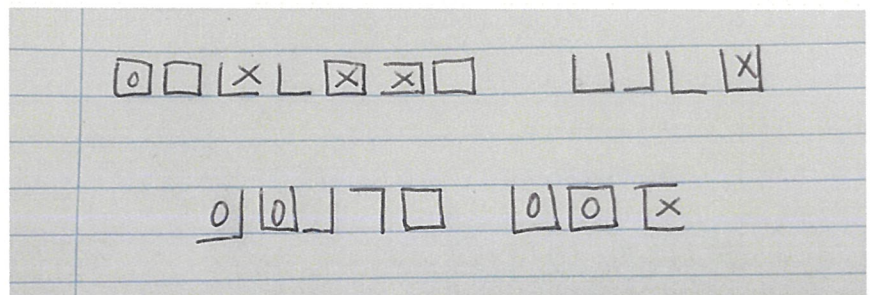
### Challenge 4: Final Challenge



|       |       |
|-------|-------|
| A = L | N = X |
| B = U | O = X |
| C = L | P = X |
| D = U | Q = X |
| E = U | R = X |
| F = U | S = X |
| G = L | T = X |
| H = U | U = X |
| I = L | V = X |
| J = X | W = X |
| K = X | X = X |
| L = X | Y = X |
| M = X | Z = X |

#### Task Instructions:

Your last challenge is to crack this  
 code. Bring the answer to your zoom  
 session.  
 Goodluck!



# TUESDAY - Mathematics

## Minute Maths

- Times tables: Time yourself while answering each column. Record your time and score below.

|     |                 | Check |  |
|-----|-----------------|-------|--|
| 1.  | $9 \times 2 =$  |       |  |
| 2.  | $4 \times 9 =$  |       |  |
| 3.  | $10 \times 9 =$ |       |  |
| 4.  | $9 \times 8 =$  |       |  |
| 5.  | $9 \times 1 =$  |       |  |
| 6.  | $7 \times 9 =$  |       |  |
| 7.  | $9 \times 6 =$  |       |  |
| 8.  | $9 \times 9 =$  |       |  |
| 9.  | $9 \times 0 =$  |       |  |
| 10. | $9 \times 5 =$  |       |  |
| 11. | $9 \times 3 =$  |       |  |

My score:

|     |                 | Check |  |
|-----|-----------------|-------|--|
| 1.  | $9 \times 0 =$  |       |  |
| 2.  | $9 \times 2 =$  |       |  |
| 3.  | $9 \times 9 =$  |       |  |
| 4.  | $7 \times 9 =$  |       |  |
| 5.  | $9 \times 6 =$  |       |  |
| 6.  | $9 \times 1 =$  |       |  |
| 7.  | $9 \times 5 =$  |       |  |
| 8.  | $9 \times 8 =$  |       |  |
| 9.  | $10 \times 9 =$ |       |  |
| 10. | $4 \times 9 =$  |       |  |
| 11. | $9 \times 3 =$  |       |  |

My score:

## Revision: Number and Algebra

Choose *one* task to complete and then check the answers at the back of the pack

**Split Strategy:** The numbers in the equation are split into tens and ones and added separately and then put back together.

Example:

$$\begin{array}{c} 56 + 33 = \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ 50 \quad 6 \quad 30 \quad 3 \end{array}$$

$$50 + 30 = 80$$

$$6 + 3 = 9$$

$$80 + 9 = 89$$

|                |                 |                 |
|----------------|-----------------|-----------------|
| Level 1:       | $37 + 42 =$     | $15 + 63 =$     |
| $22 + 35 =$    | $88 + 92 =$     | $56 + 77 =$     |
| Level 2:       | $118 + 213 =$   | $89 + 176 =$    |
| $225 + 372 =$  | $365 + 42 =$    | $468 + 723 =$   |
| Level 3:       | $4435 + 356 =$  | $5555 + 6232 =$ |
| $121 + 7678 =$ | $8981 + 8742 =$ | $3785 + 5689 =$ |

Answers at the back of booklet



## Whole Number: Zoom Lesson 11:30am – 12pm

Includes:

Holiday Stories

Information about the week ahead

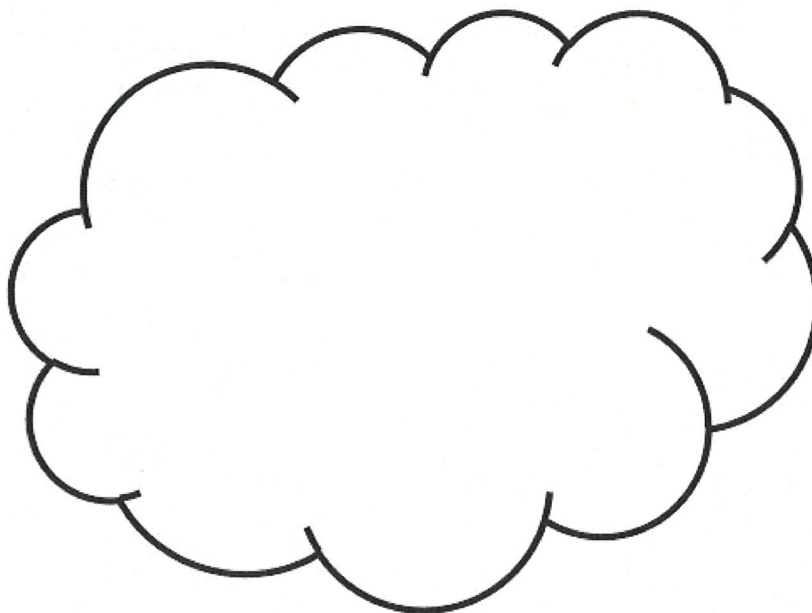
Introductory Math game

### Success Criteria

- I can explain the meaning of place value



**Brainstorm: What is place value?**



**Definition: Place value**

---

**Game: Place Value Jopardy**



## TUESDAY – Visual Arts

### The paintings of Joan Miro

As part of Education Week in week 3 the art room has chosen to focus on the country of Spain. Students are painting murals on the sliding glass doors of the art room.

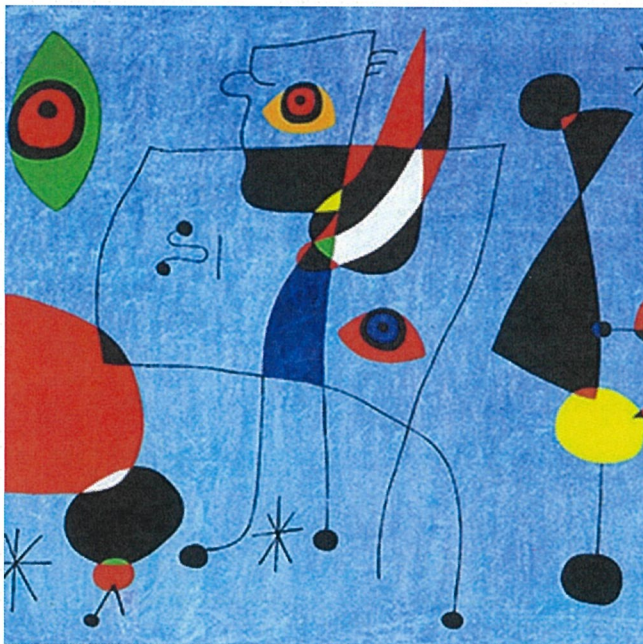
There are many famous Spanish Artists and one of them is Joan Miro. He was a surrealist painter and created interesting shapes

After looking at the images below create your own Miro like drawing. Your drawing could be the one voted by the students to be painted on the art room glass sliding doors. I have included some examples below for you to get ideas.

A few things to remember

- Your drawing needs to be original
- There needs to be several sections as many students will be painting it
- You don't need to colour yours in
- Use a black pen if you have it to create your drawing
- An A4 piece of paper should be used if possible
- Students will be painting colour inside black lines so make areas for this to happen
- Good luck!

Mrs Plasto



Draw your Artwork below:



## WEDNESDAY - English

### Spelling

- Ask a family member to **test** you on your spelling list.
- Using your personal list words **highlight** or **circle** the letters that make the /o/ sound and write how many sounds are in each word

e.g. goat = 3 sounds

**Research** and **record** the definition of any words that you are unfamiliar with.

### Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Optional:** "Attention, Attention the book shop needs your help!"  
*The local bookshop walls are looking empty, and they need your help to create a creative poster which advertises the book you are reading at home. On your poster, include:*
  - **The title, author, and illustrator**
  - **The main characters**
  - **A summary on what the book is about**

*You can make it colourful and add some illustrations to capture an audience's attention!*

### Writing

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** – Activity 1: *Show, don't tell* and Activity 2: *Character Emotions*
- **Once you have completed the activities**, revisit the learning intention and success criteria. Circle the smiley faces to indicate how confident you feel in achieving the goal

☹️ = I found this difficult

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😊 😊 😊 = I feel super confident and could teach a friend

#### Learning Intention

- To revise using show, don't tell in our writing to engage the reader ☹️ 😊 😊

#### Success Criteria

- I can write a descriptive paragraph using show, don't tell to excite the reader 😊 😊 😊
- I can use my 5 senses to show rather than tell 😊 😊 😊

## Daily Content

Learning how to **show don't tell** in your writing is one of the most important parts of writing to capture a reader's attention. This is a technique that writers use to create a clear picture in the reader's mind by showing a character's feelings using descriptive language.

- Think of any adjective or feeling and see if we/someone in your family can guess what you are trying to show.

**In our writing, we can express these emotions using show, don't tell.**

Look at the following example:

- **Telling sentence:** *Jack was afraid.*
- **Showing sentence:** *As the footsteps tapped closer and closer, Jack felt his stomach muscles tighten. He flattened himself to the wall, the gritty bricks against his cheek. Sweat chilled his palms.*

Notice in the **"telling"** sentence, we're given information, but in a way that doesn't paint a picture in our head. It's as if we're sitting in that movie theatre, staring at a black screen and feeling annoyed because we aren't able to see what's happening.

In the **"showing"** sentence, however, we live through the scene along with Jack. We hear the tap of footsteps. We feel the tension in his stomach, the cold dampness of his hands, and the grittiness of the brick. We live his fear, rather than being told about it.

You can use your 5 sense to help you show, rather than tell. **List your 5 senses below**

1. Hearing      2.      3.      4.      5.

When you are writing you can think about your characters 5 senses to help you 'show' rather than tell. **As a reader we need to know thoughts, feelings; we need to see, hear, feel, smell and taste your story.**

**For example:**

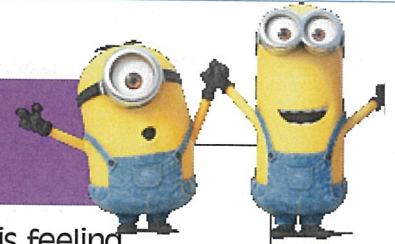
- **Telling sentence:** *The weather was bad.*
- **Showing sentence:** *A harsh wind whipped through the trees.  
Dark clouds poured buckets of rain that overran the gutters and spilled onto the footpath.*

**Complete** Activity 1 and Activity 2 below using the daily content to assist you.





## Show, don't tell



Improve these sentences to show how the character is feeling.

Hint: think about your 5 senses.

Extension: highlight the different senses you use in your sentence.

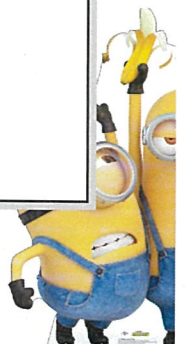
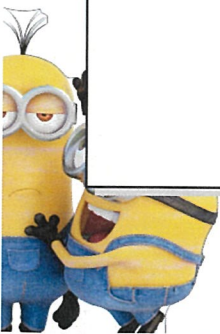
**He was angry**

E.g. His hands clenched into tight fists as he stormed across the playground

**The boy was sad**

**The girl was shocked**

**She was excited**



## Character Emotions

Use Show, Don't Tell to describe how these characters are feeling  
Hint: If you are feeling stuck, use one of the sentences you wrote above as a starting point or find a mirror and watch as you perform these emotions.  
Think about your senses and what your face/body is doing.



Tell

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Show

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Tell

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Show

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Optional: Use this page to create your book poster

# WEDNESDAY - Mathematics

## Minute Maths

### 9 Times Table Activities

Count in 9s and colour in the grid:

|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  |
| 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  |
| 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  |
| 41  | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49  | 50  |
| 51  | 52  | 53  | 54  | 55  | 56  | 57  | 58  | 59  | 60  |
| 61  | 62  | 63  | 64  | 65  | 66  | 67  | 68  | 69  | 70  |
| 71  | 72  | 73  | 74  | 75  | 76  | 77  | 78  | 79  | 80  |
| 81  | 82  | 83  | 84  | 85  | 86  | 87  | 88  | 89  | 90  |
| 91  | 92  | 93  | 94  | 95  | 96  | 97  | 98  | 99  | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

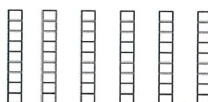
Work out these answers:

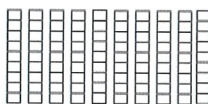
a)  $2 \times 9 =$  \_\_\_\_\_ d)  $8 \times 9 =$  \_\_\_\_\_

b)  $3 \times 9 =$  \_\_\_\_\_ e)  $12 \times 9 =$  \_\_\_\_\_

c)  $5 \times 9 =$  \_\_\_\_\_ f)  $9 \times 9 =$  \_\_\_\_\_

How many blocks are there?

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

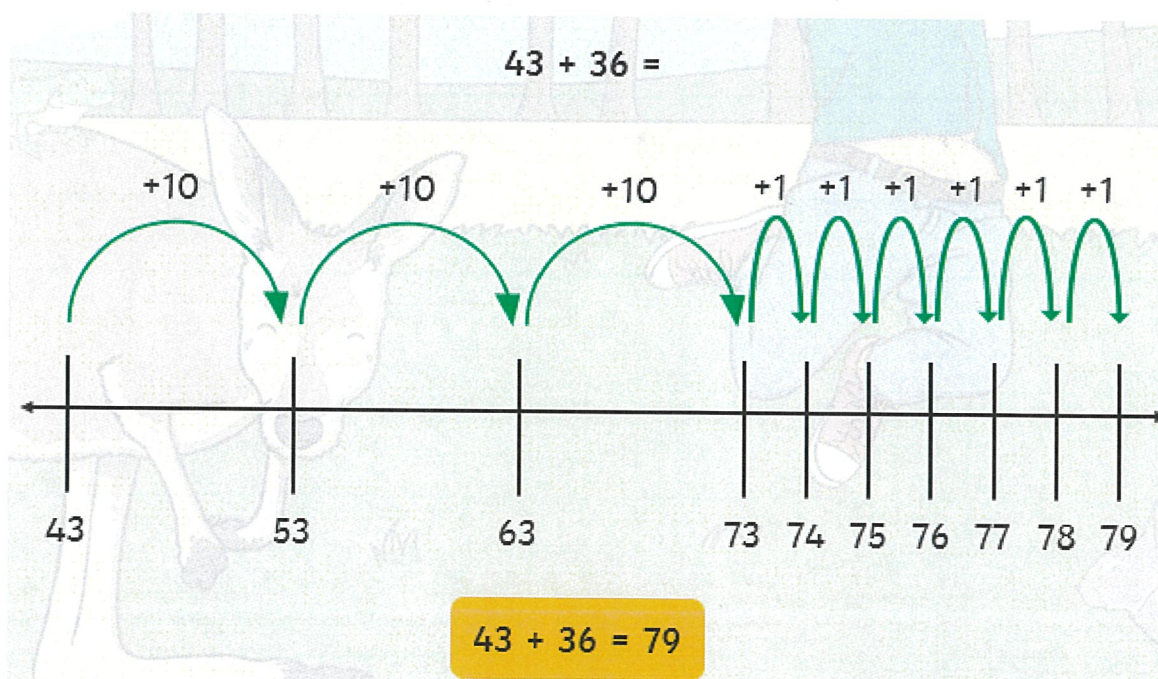
b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

### Revision: Number and Algebra

Choose *one* task to complete and then check the answers at the back of the pack

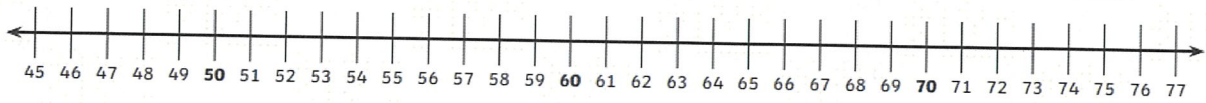
**The Jump Strategy:** The jump strategy is an addition or subtraction strategy in which you jump by tens and ones from the largest number to solve an equation.



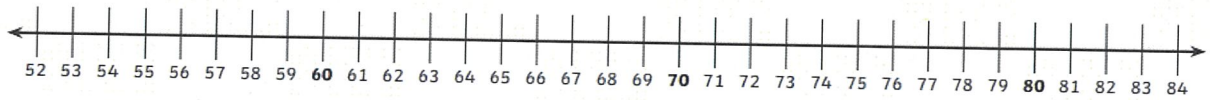


## Level 1

$45 + 27 =$

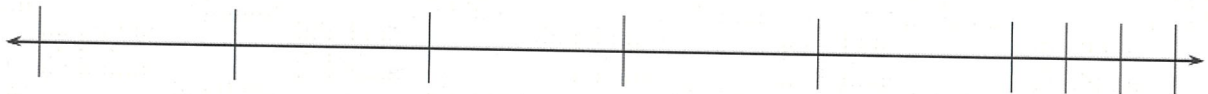


$52 + 31 =$

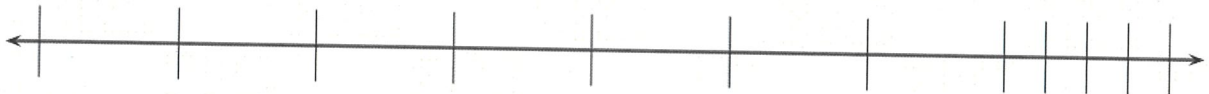


## Level 2:

$78 + 53 =$



$82 + 74 =$



## Level 3:

$69 + 61 =$



$82 + 91 =$



## Whole Number: Zoom Lesson 11:30am – 12pm

### Success Criteria

- I can explain the meaning of place value



- I can write numbers in Expanded Notation



- I can use value to create the largest and smallest number using multiple digits.



What is place value?

**Place value and expanded notation:**

Expanded **form** or expanded notation is a way of writing numbers to see the math value of individual digits.

|                           |  |  |  |  |
|---------------------------|--|--|--|--|
|                           |  |  |  |  |
|                           |  |  |  |  |
|                           |  |  |  |  |
| <b>Expanded Notation:</b> |  |  |  |  |
|                           |  |  |  |  |
|                           |  |  |  |  |
| <b>Expanded Notation:</b> |  |  |  |  |
|                           |  |  |  |  |
|                           |  |  |  |  |
| <b>Expanded Notation:</b> |  |  |  |  |

**The Role of Zero:** Does the Zero in 36099 have value? Why?

|                           |  |  |  |  |
|---------------------------|--|--|--|--|
|                           |  |  |  |  |
|                           |  |  |  |  |
| <b>Expanded Notation:</b> |  |  |  |  |



Using Place value to order numbers:

|                          |  |
|--------------------------|--|
| Number:                  |  |
| Largest                  |  |
| Smallest                 |  |
| 2 <sup>nd</sup> Largest  |  |
| 2 <sup>nd</sup> Smallest |  |

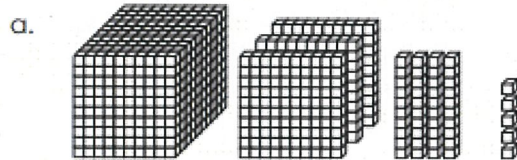
|                          |  |
|--------------------------|--|
| Number:                  |  |
| Largest                  |  |
| Smallest                 |  |
| 2 <sup>nd</sup> Largest  |  |
| 2 <sup>nd</sup> Smallest |  |

|                          |  |
|--------------------------|--|
| Number:                  |  |
| Largest                  |  |
| Smallest                 |  |
| 2 <sup>nd</sup> Largest  |  |
| 2 <sup>nd</sup> Smallest |  |

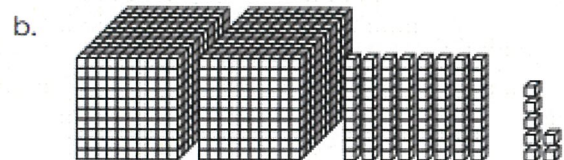
|                          |  |
|--------------------------|--|
| Number:                  |  |
| Largest                  |  |
| Smallest                 |  |
| 2 <sup>nd</sup> Largest  |  |
| 2 <sup>nd</sup> Smallest |  |

Independent Task:

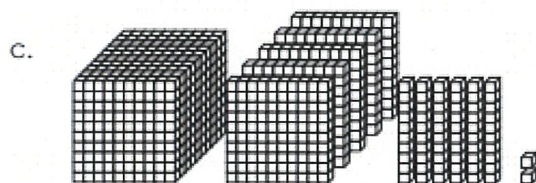
Write each number in standard form.



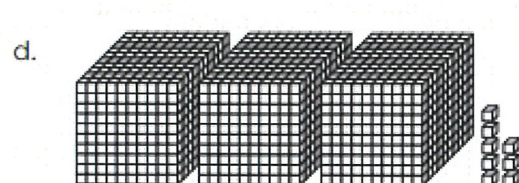
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

e.  $6,000 + 100 + 40 + 3$

\_\_\_\_\_

f.  $9,000 + 900 + 90 + 9$

\_\_\_\_\_

g.  $4,000 + 60 + 1$

\_\_\_\_\_

h.  $7,000 + 800$

\_\_\_\_\_

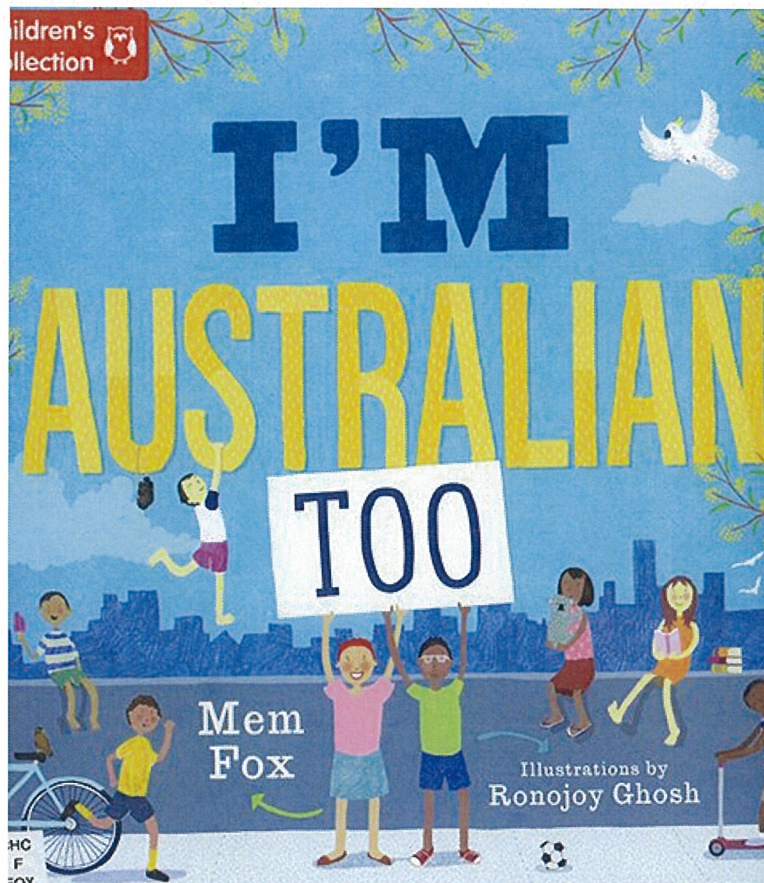
## WEDNESDAY – Library

Author: Mem Fox

### Step 1:

View the book 'I'm Australian Too' by Mem Fox at the below link

<http://www.viewpure.com/YAQ4lfxDxmU?start=0&end=0>



### Activity:

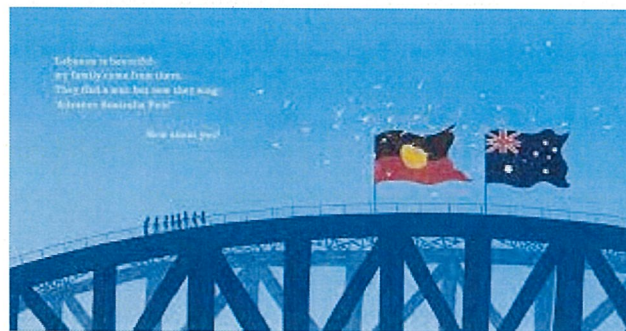
On the next page write a verse similar to the ones in the book, about you and where your family came from originally. If your family has lived in Australia for many generations, ask your parents where your family came from. Draw an illustration to go with your verse.

Enjoy the book!

Mrs Burnes



Write your verse below:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# THURSDAY - English

## Spelling

- Ask a family member to **test** you on your spelling list.
- Using the template below, create your own **spelling wordsearch** using your list words.
  - Fill in the boxes horizontally, vertically, and diagonally with your chosen list words. Once you have added all the words, fill the rest of the blank spaces with random letters and get searching. (Remember, if you are asking a family member/friend to find your words, use your manners when asking and try not to ask them when they are too busy!)
  - Have fun!

### \_\_\_\_\_ 's Word Search

Create a wordsearch using your own list words.

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Write your word list here

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |



## Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Optional: Are you an animal lover? Why not listen to 'Animal Tales with Tim Faulkner'**  
<https://www.reptilepark.com.au/educationhub/>  
"Our educational video collection, Animal Tales with Tim Faulkner, will educate your children about wildlife and connect them with nature from the comfort of your home!"



## Writing

- **Read** the learning intention and success criteria below, followed by the daily content.
- **Complete** – Activity 1: *Figurative Language Devices* and Activity 2: *Read and Respond*
- **Once you have completed the activities**, revisit the learning intention and success criteria. Circle the smiley faces to indicate how confident you feel in achieving the goal

☹ = I found this difficult

☹ ☹ = I've got it, but could do with a bit more practise

☹ ☹ ☹ = I feel super confident and could teach a friend

### Learning Intention

- To revise figurative language devices that can be used to engage a reader

### Success Criteria

- I can use onomatopoeia, personification, similes, and show don't tell in my writing ☹ ☹ ☹

## Daily Content

**Charlie and the Chocolate Factory by Roald Dahl** is a story about an ordinary boy's adventures in a magical, fantasy setting. Charlie Bucket, the main character, finds himself the lucky winner of a 'Golden Ticket' which takes him on an adventure through Willy Wonka's extraordinary Chocolate Factory.

Authors like Roald Dahl use **figurative language devices** to better express their ideas and make their creative writing more interesting. Some figurative language devices we have looked at this year include:

- **Similes**
- **Onomatopoeia**
- **Personification**
- **Alliteration**
- **Adjectives**
- **Emotive language**



**Yesterday**, you revised show, don't tell and how important it is to include description that mentions your 5 senses. **Today**, you are going to be going on an adventure with Roald Dahl to see how he uses figurative language to make his readers go "Wow!"





Review these language devices below:

## PERSONIFICATION

Giving human qualities  
to animals or objects.

Example:



The stars winked at me.

## Similes

A comparison of two things by using the words  
"like" or "as."

Example:



As tall as a giraffe.

## ONomatopoeia

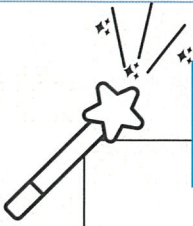
A word that imitates  
the sound it represents.

Example:



**Complete** Activity 1: Figurative Language Devices (on the next page)





# Figurative Language Devices

Roald Dahl uses figurative language devices to excite the reader.

Identify if the sentence is an example of onomatopoeia, personification or a simile by ticking the correct box.

1. The scent of chocolate danced around the factory

☐

Simlie

☐

Personification

2. The old mans teeth rattled like coins in a money box

☐

Simile

☐

Onomatopoeia

3. Click went the machine. The whizzer stopped whizzing

☐

Personification

☐

Onomatopoeia

4. He was hopping about around the lolly pops and machines like a child among his Christmas presents.

☐

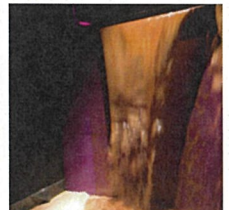
Personification

☐

Simlie



Write down some descriptive phrases that may be useful when describing a **chocolate-y adventure**. Use the pictures below to help you.



**Simlie**

**Onomatopoeia**

**Personification**



## THURSDAY - Mathematics

### Minute Maths

I can complete missing number calculations.

$9 \times \underline{\quad} = 18$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 9$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 54$

$9 \times \underline{\quad} = 54$

$9 \times \underline{\quad} = 0$

$9 \times \underline{\quad} = 45$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 9$

$9 \times \underline{\quad} = 18$

$9 \times \underline{\quad} = 18$

$9 \times \underline{\quad} = 72$

$9 \times \underline{\quad} = 0$

$9 \times \underline{\quad} = 45$

$9 \times \underline{\quad} = 27$

$9 \times \underline{\quad} = 54$

$9 \times \underline{\quad} = 72$

$9 \times \underline{\quad} = 45$

$9 \times \underline{\quad} = 63$

$9 \times \underline{\quad} = 0$

$9 \times \underline{\quad} = 81$

$9 \times \underline{\quad} = 81$

$9 \times \underline{\quad} = 27$

$9 \times \underline{\quad} = 36$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 63$

$9 \times \underline{\quad} = 27$

$9 \times \underline{\quad} = 36$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 9$

$9 \times \underline{\quad} = 0$

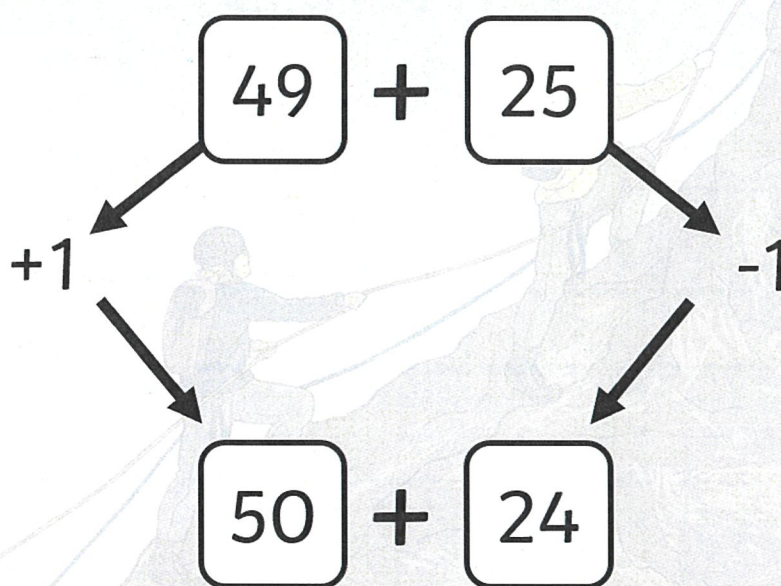
## Compensation Strategy

$$\boxed{49} + \boxed{25}$$

Let's make our numbers friendly by making one of the above numbers a whole ten.  
Which number is closest to a whole ten?

## Compensation Strategy

Now we need to balance the sum.  
Do the opposite to the other side.



## Compensation Strategy

Now we can add this in our head!



$$\boxed{50} + \boxed{24} = \boxed{74}$$



**Choose one** task to complete and then check the answers at the back of the pack. Show your working out using the compensation strategy.

**Level 1:**

|                |                |
|----------------|----------------|
| a. $39 + 25 =$ | b. $29 + 13 =$ |
| c. $15 + 19 =$ | d. $9 + 23 =$  |
| e. $39 + 15 =$ | f. $29 + 26 =$ |

**Level 2:**

|                |                |
|----------------|----------------|
| a. $59 + 35 =$ | b. $49 + 25 =$ |
| c. $64 + 29 =$ | d. $55 + 39 =$ |
| e. $69 + 35 =$ | f. $14 + 79 =$ |

**Level 3:**

|                 |                 |
|-----------------|-----------------|
| a. $89 + 45 =$  | b. $129 + 45 =$ |
| c. $44 + 129 =$ | d. $45 + 149 =$ |
| e. $99 + 75 =$  | f. $13 + 179 =$ |

## Whole number: Zoom Lesson 11:30am till 12pm

### Success Criteria

- I can write numbers up to five digits



- I can write numbers in Non- Standard Expanded Notation



**Warm up:** Write down the numbers read out by your teacher in the place value table below.

| T. Th | Th | H | T | O/U |
|-------|----|---|---|-----|
|       |    |   |   |     |
|       |    |   |   |     |
|       |    |   |   |     |
|       |    |   |   |     |
|       |    |   |   |     |

### Ascending and Descending Order:

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |



## Partitioning:

When working with numbers, especially larger numbers, it can be very helpful to break the number down into smaller parts. Breaking a number down using place value can help us to see each smaller part that the larger number is made from. The process of breaking a number into smaller parts is called **partitioning**.

## Using a Numeral Expander

A numeral expander is a helpful tool to use when partitioning numbers by place value. An open numeral expander can show the place value of each digit in the larger number.

|   |               |   |           |   |          |   |      |   |      |
|---|---------------|---|-----------|---|----------|---|------|---|------|
| 2 | ten thousands | 8 | thousands | 2 | hundreds | 4 | tens | 6 | ones |
|---|---------------|---|-----------|---|----------|---|------|---|------|

The numeral expander shows that the number 28 246 has **2 tens of thousands**, **8 thousands**, **2 hundreds**, **4 tens** and **6 ones**.

Using scissors cut out the below numeral expanders.

|  |                   |  |           |  |          |  |      |  |      |             |
|--|-------------------|--|-----------|--|----------|--|------|--|------|-------------|
|  | Tens of Thousands |  | Thousands |  | Hundreds |  | Tens |  | Ones | TeachStarte |
|  | Tens of Thousands |  | Thousands |  | Hundreds |  | Tens |  | Ones | TeachStarte |
|  | Tens of Thousands |  | Thousands |  | Hundreds |  | Tens |  | Ones | TeachStarte |
|  | Tens of Thousands |  | Thousands |  | Hundreds |  | Tens |  | Ones | TeachStarte |
|  | Tens of Thousands |  | Thousands |  | Hundreds |  | Tens |  | Ones | TeachStarte |

## Non-Standard Expanded Notation

|   |   |   |   |   |      |
|---|---|---|---|---|------|
| 2 | 8 | 2 | 4 | 6 | ones |
|---|---|---|---|---|------|

|   |   |   |          |   |   |      |
|---|---|---|----------|---|---|------|
| 2 | 8 | 2 | hundreds | 4 | 6 | ones |
|---|---|---|----------|---|---|------|

|   |   |           |   |   |      |   |      |
|---|---|-----------|---|---|------|---|------|
| 2 | 8 | thousands | 2 | 4 | tens | 6 | ones |
|---|---|-----------|---|---|------|---|------|

How many ways can you write the following numbers in Non-Standard Expanded Notation?

Q1: \_\_\_\_\_

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

Q2: \_\_\_\_\_

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

Q3: \_\_\_\_\_

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |



**Independent Task: To be completed during Zoom Lesson**

## Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 1234 and 2000:

2, 1, 8, 9

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

TH      H      T      O

2. Between 1306 and 1345:

0, 1, 4, 3

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

TH      H      T      O

3. Between 1278 and 1299:

2, 1, 8, 6

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

TH      H      T      O

4. Between 2300 and 2456:

3, 1, 8, 2

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

TH      H      T      O

5. Between 3000 and 3500:

2, 9, 3, 4

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

TH      H      T      O

6. Between 8764 and 9000:

2, 1, 8, 8

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

TH      H      T      O

7. Between 5600 and 5700:

6, 4, 5, 9

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

TH      H      T      O

8. Between 5426 and 9843:

2, 6, 8, 9

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

TH      H      T      O

9. Between 1234 and 1239:

2, 1, 3, 8

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

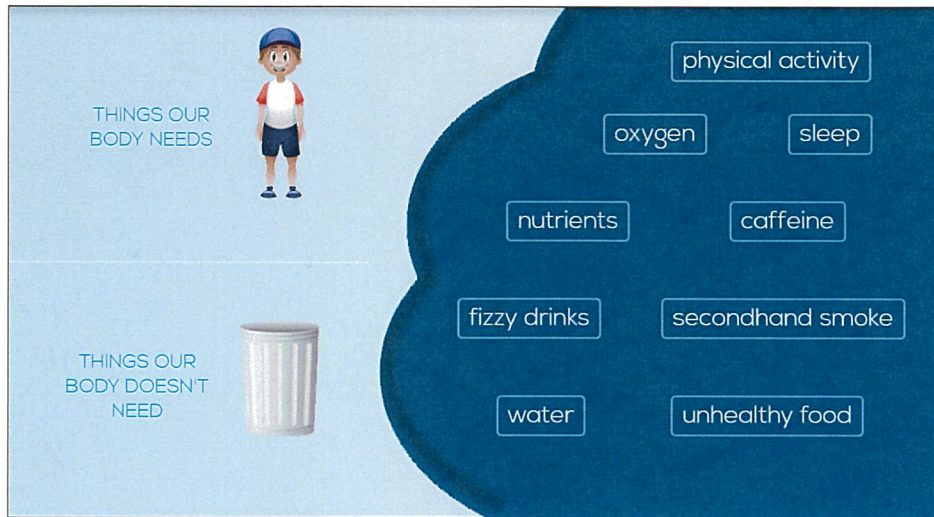
TH      H      T      O



# THURSDAY – PDHPE

## Lesson 1 – All Systems Go!

What do our bodies need to stay healthy Draw a line to the things that our body needs and draw a line to the things our body doesn't need.



1. What is different about the items in both lists?

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2. Why does the human body need these things?

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3. How would a person feel if they did not get enough nutrients, water, or fresh air?

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4. How would a person know if they were not getting enough nutrients, water or fresh air?

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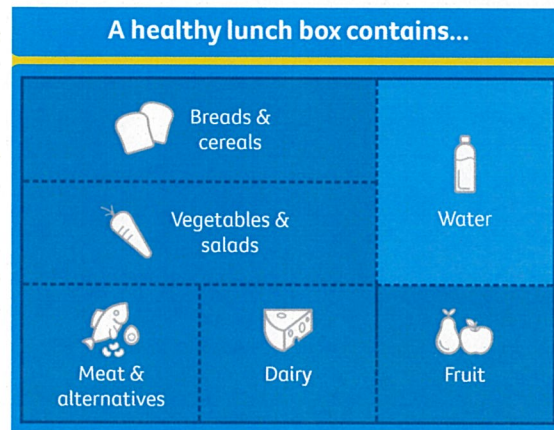
Eating healthy nutritious food is just one of the ways we can help our bodies stay healthy. Benefits of eating healthy food include:

- Building strong bones
- Protecting the heart
- Preventing disease
- Boosting mood

Go onto the Cancer Council Lunch Box Builder website at <http://healthylunchbox.com.au/healthy-lunch-box/> and design your own healthy lunchbox. It's got plenty of recipe ideas that you could try doing this lockdown period.

Happy cooking!!!

Mrs Deck





## FRIDAY - English

### Spelling

- Ask a family member to **test** you on your spelling list.

- **Spelling Fitness Circuit**

Let's get moving and be active whilst practising your spelling words! Your goal is to choose 1 or more activities that you can do in your backyard which include some form of movement.

For example:

- Bouncing a ball
- Jumping through a hula hoop
- Jogging on the spot
- Star jumping
- Kicking a ball to a parent/sibling/against the wall
- Lunging / Squatting

Whilst completing the physical activity, your job is to practise spelling your list words correctly out loud. For example: I am going to try to spell the word 'road.' Every time I bounce my ball, I am going to say a letter ... "r o a d, spells road."

You can use this website to help you with a few more ideas if required

<https://vimeo.com/317395148>

- Have fun and get moving!

### Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.

- **Optional: Are you an animal lover? Why not listen to 'Animal Tales with Tim Faulkner'**

<https://www.reptilepark.com.au/educationhub/>

*"Our educational video collection, Animal Tales with Tim Faulkner, will educate your children about wildlife and connect them with nature from the comfort of your home!"*

### Writing

- **Read the learning intention and success criteria below, followed by the daily content.**
- **Complete** – Activity 1: *Read and Respond*
- **Once you have completed the activities**, revisit the learning intention and success criteria. Circle the smiley faces to indicate how confident you feel in achieving the goal

😊 = I found this difficult

😊😊 = I've got it, but could do with a bit more practise

😊😊😊 = I feel super confident and could teach a friend

### Learning Intention

- To revise figurative language devices that can be used to engage a reader

### Success Criteria

- I can write an engaging description of Mr Wonka's Chocolate Room 😊😊😊



## Daily Content

**Yesterday**, Roald Dahl took you through some of his engaging figurative language examples that he uses to excite the reader. **Today**, Mr Wonka is going to be taking you to his... Chocolate Room. Prepare for mouth-watering chocolate waterfalls and every lasting gobstopper as you peer into his most treasured room in the whole factory.

*Optional: To get you into a chocolate-y mood, watch Michael Rosen Performs His Poem Chocolate Cake | Authors Live | BBC Scotland <https://www.youtube.com/watch?v=bY7AyGRct-E&t=2s>*

Can you write some words and phrases that might be useful when describing a chocolate-y adventure?

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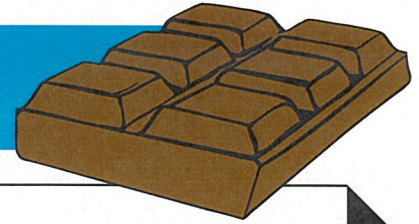
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- Read Chapter 15 of *Charlie and the Chocolate Factory* by Roald Dahl or follow along and listen to the chapter being read at *Charlie and the Chocolate Factory, Chapter 15*  
<https://www.youtube.com/watch?v=TpUtwdluDuI>



## Chapter 15



Mr Wonka opened the door. Five children and nine-grown-ups pushed their way in – and oh, what an amazing sight it was that now met their eyes! They were looking down upon a lovely valley. There were green meadows on either side of the valley, and along the bottom of it there flowed a great brown river. What is more, there was a tremendous waterfall halfway along the river – a steep cliff over which the water curled and rolled in a solid sheet, and then went crashing down into a boiling churning whirlpool of froth and spray.

Below the waterfall (and this was the most astonishing sight of all), a whole mass of enormous glass pipes were dangling down into the river from somewhere high up in the ceiling! They really were enormous, those pipes. There must have been a dozen of them at least, and they were sucking up the brownish muddy water from the river and carrying it away to goodness knows where. And because they were made of glass, you could see the liquid flowing and bubbling along inside them, and above the noise of the waterfall, you could hear the never-ending suck-suck-sucking sound of the pipes as they did their work.

Graceful trees and bushes were growing along the riverbanks – weeping willows and alders and tall clumps of rhododendrons with their pink and red and mauve blossoms. In the meadows there were thousands of buttercups.

'There!' cried Mr Wonka, dancing up and down and pointing his gold-topped cane at the great brown river. 'It's all chocolate!

Every drop of that river is hot melted chocolate of the finest quality. The very finest quality. There's enough chocolate in there to fill every bathtub in the entire country! And all the swimming pools as well! Isn't it terrific? And just look at my pipes! They suck up the chocolate and carry it away to all the other rooms in the factory where it is needed! Thousands of gallons an hour, my dear children! Thousands and thousands of gallons!

The children and their parents were too flabbergasted to speak. They were staggered. They were dumbfounded. They were bewildered and dazzled. They were completely bowled over by the hugeness of the whole thing. They simply stood and stared.

'The waterfall is most important!' Mr Wonka went on. 'It mixes the chocolate! It churns it up! It pounds it and beats it! It makes it light and frothy! No other factory in the world mixes its chocolate by waterfall! But it's the only way to do it properly! The only way! And do you like my trees?' he cried, pointing with his stick. 'And my lovely bushes? Don't you think they look pretty? I told you I hated ugliness! And of course they are all eatable!

All made of something different and delicious! And do you like my meadows? Do you like my grass and my buttercups? The grass you are standing on, my dear little ones, is made of a new kind of soft, minty sugar that I've just invented! I call it swudge! Try a blade! Please do! It's detectable!

Automatically, everybody bent down and picked one blade of grass – everybody, that is, except Augustus Gloop, who took a big handful.



### Activity 1: Read and Respond

- Choose to complete one of the activities below
  1. **Using your 5 senses, and figurative language devices** complete Activity 2 (on the next page) by describing Mr Wonka's Chocolate Room.
  2. **Write a descriptive paragraph** imagining you are Charlie Bucket walking into the Chocolate Room for the first time. Think about:
    - The sounds you would hear in the room. Are they familiar sounds or completely new?
    - The aromas/smells that would fill your nose. What are they? Is it a good smell?
    - The things that you see. Are objects giant or tiny? What is the room made of? What colours, shapes and patterns do you see?
    - Imagine the tastes of sweets. How would you feel tasting the most incredible sweet in the world? What is the texture like?
    - What does it feel like? The sweets. The temperature of the room. Your own feelings.**Then**, underline any figurative language devices you use in your paragraph.
    - You can publish your writing on the chocolate template.

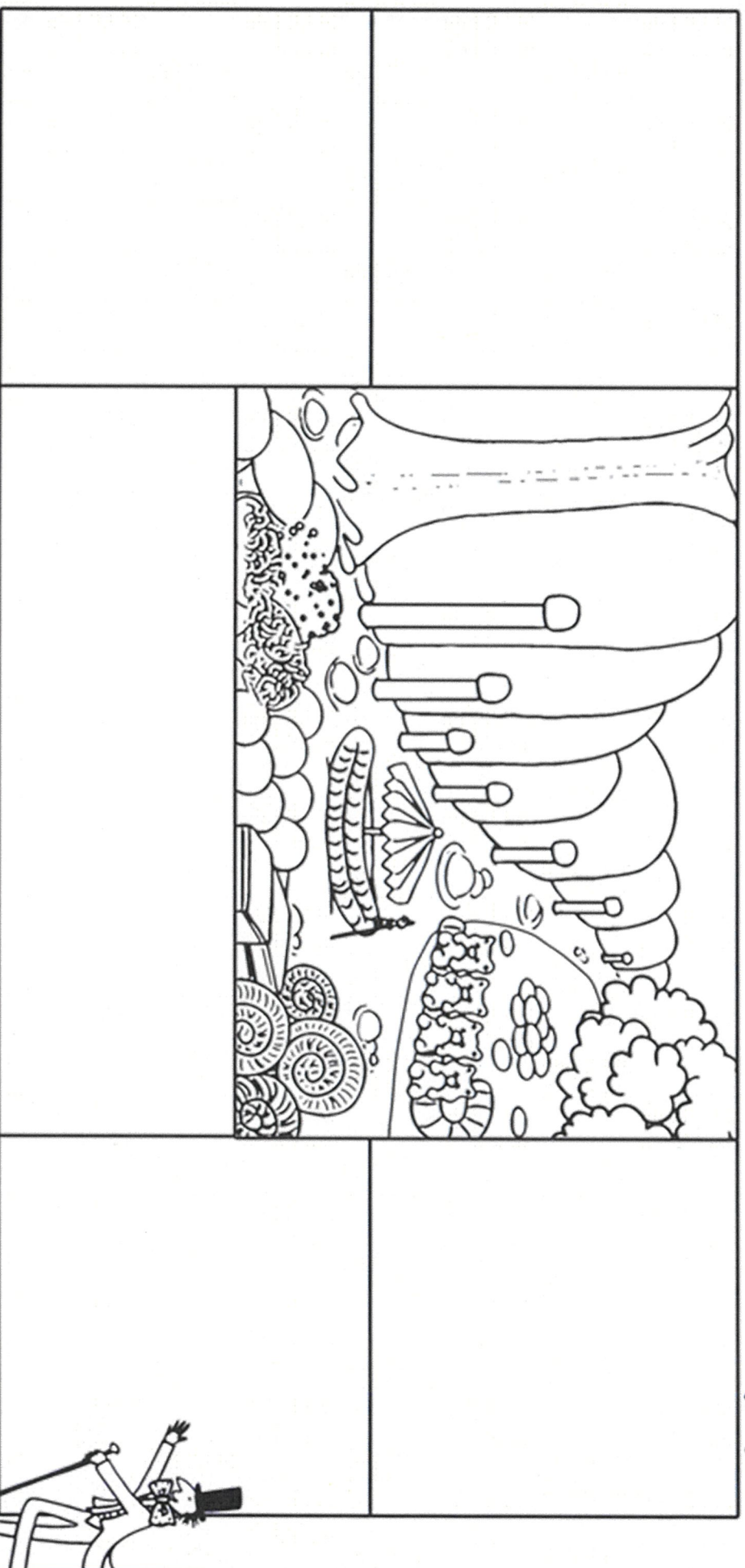
**Optional:** if you want to explore the Chocolate Room yourself, consider watching Charlie and the Chocolate Factory – Chocolate Room <https://www.youtube.com/watch?v=OMFQtY6655E>.  
Make sure you **ask a parent/caregiver** before watching.





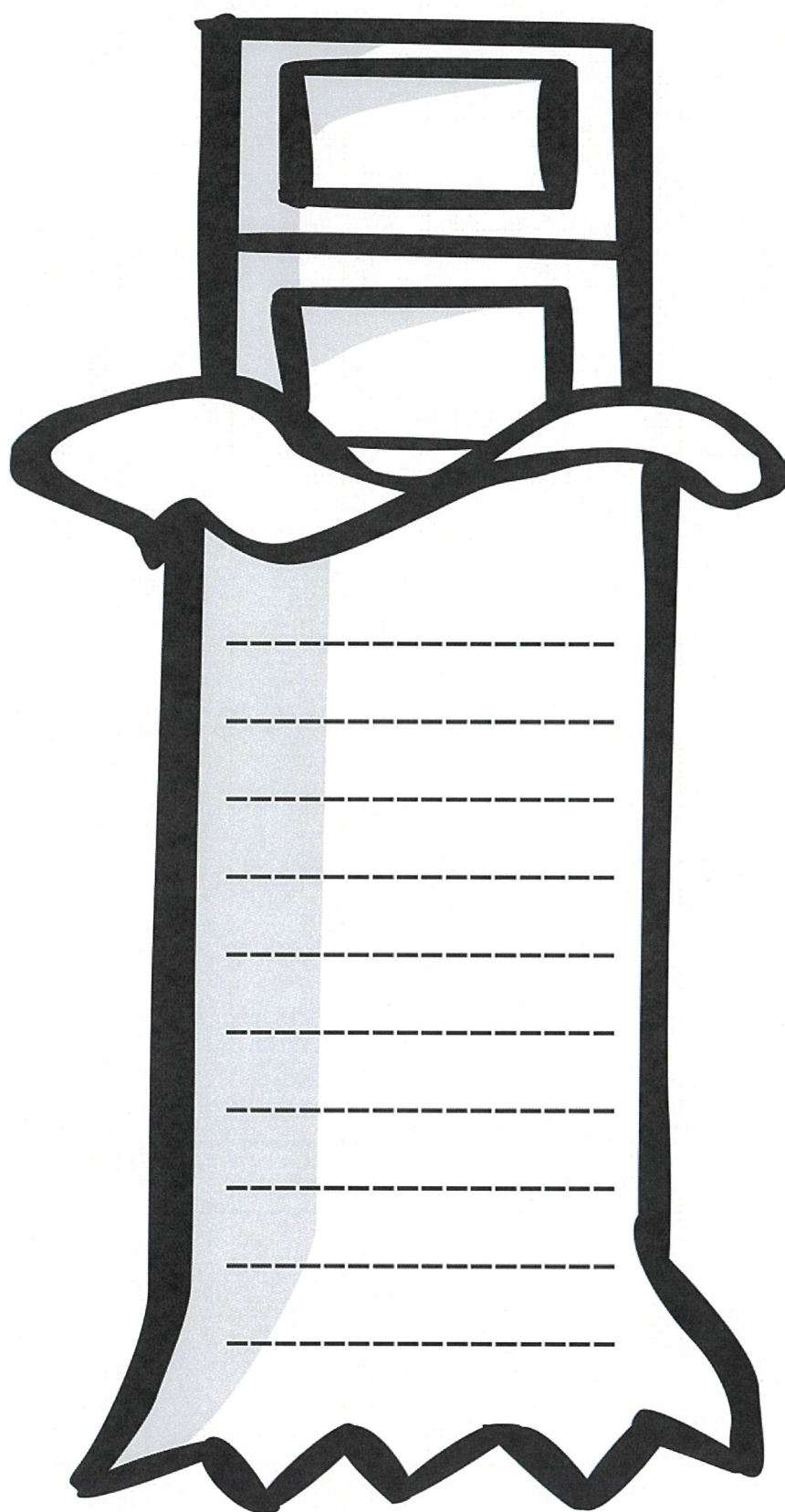
## Chapter 15: The Chocolate Room

This is the nerve centre of the whole factory, the heart of the whole business! And so beautiful! I insist upon my rooms being beautiful! (Willy Wonka)



Listen carefully to Chapter 15, or watch the Chocolate Room section of a film version.  
Use your senses to describe!





# FRIDAY - Mathematics

## Minute Maths

I can find the products of the 9 times table.  
Circle the products.

63  
35  
0  
9  
18  
45  
4  
12  
90  
21  
36  
72  
56  
27  
54  
28  
81  
18  
17



## Revision: Number and Algebra

Using the split strategy for subtraction:

$$93 - 62 =$$

$$\boxed{90} - \boxed{60} = \boxed{30}$$

$$\boxed{3} - \boxed{2} = \boxed{1}$$

$$\boxed{30} + \boxed{1} = \boxed{31}$$

**Choose** one task to complete and then check the answers at the back of the pack. Show your working out using the split strategy.

### Level 1:

**a)**  $56 - 33 =$

$$50 - 30 = 20$$

$$6 - 3 = 3$$

$$20 + 3 = 23$$

$$56 - 33 = 23$$

**b)**  $49 - 27 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$49 - 27 = \underline{\quad}$$

**c)**  $35 - 14 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$35 - 14 = \underline{\quad}$$

**d)**  $58 - 23 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$58 - 23 = \underline{\quad}$$

## Level 2:

a)  $77 - 44 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$77 - 44 =$  \_\_\_\_

b)  $81 - 41 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$81 - 41 =$  \_\_\_\_

c)  $97 - 62 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$97 - 62 =$  \_\_\_\_

d)  $87 - 34 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$87 - 34 =$  \_\_\_\_

## Level 3:

a)  $79 - 32 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$79 - 32 =$  \_\_\_\_

b)  $87 - 63 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$87 - 63 =$  \_\_\_\_

c)  $144 - 113 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ + \_\_\_\_ = \_\_\_\_

$144 - 113 =$  \_\_\_\_

d)  $239 - 127 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ + \_\_\_\_ = \_\_\_\_

$239 - 127 =$  \_\_\_\_



Round the following numbers to the nearest 10 showing your working out.

|     |     |     |
|-----|-----|-----|
| Q1: | Q2: | Q3: |
|     |     |     |
| Q4: | Q5: | Q6: |
|     |     |     |

### Rounding Down to the Nearest 100

1. Find the hundreds column. Circle the digit.
2. Look at the digit in the tens place. Underline it.
3. If the digit in the tens place is a **1, 2, 3 or 4**, the number will be rounded **down**. The digit in the hundreds place will stay the same and the tens and units digits will change to a 0.

$$\textcircled{2}\underline{1}3 \longrightarrow 200$$

### Rounding up to the Nearest 100

1. Find the hundreds column. Circle the digit.
2. Look at the digit in the tens place. Underline it.
3. If the digit in the tens place is a **5, 6, 7, 8 or 9**, the number will be rounded **up**. The digit in the hundreds place will increase by one and the tens and units digits will change to a 0.

$$\textcircled{2}\underline{7}6 \longrightarrow 300$$

**Round the following numbers to the nearest 100 showing your working out.**

|     |     |     |
|-----|-----|-----|
| Q1: | Q2: | Q3: |
|     |     |     |
| Q4: | Q5: | Q6: |
|     |     |     |

**Independent Task:**

- |                                                |          |
|------------------------------------------------|----------|
| a. What is 33 rounded to the nearest ten?      | a. _____ |
| b. What is 850 rounded to the nearest hundred? | b. _____ |
| c. What is 429 rounded to the nearest ten?     | c. _____ |
| d. What is 923 rounded to the nearest hundred? | d. _____ |
| e. What is 248 rounded to the nearest ten?     | e. _____ |
| f. What is 160 rounded to the nearest hundred? | f. _____ |
| g. What is 57 rounded to the nearest ten?      | g. _____ |

**Extension:**

Round each number to the nearest thousand.

**2,643** - \_\_\_\_\_      **9,099** - \_\_\_\_\_

**5,276** - \_\_\_\_\_      **7,500** - \_\_\_\_\_

**861** - \_\_\_\_\_      **4,467** - \_\_\_\_\_



## FRIDAY – Music

### Singing and Drumming

Hi everyone, welcome to the week's music lesson.

Below is a link to a module produced by the NSW Arts Unit. In the module you will learn a song and practice drumming along.

After you've learned the song in the first video you will see two more clips showing a man called Richard Gill giving tips on correct singing technique. He is trying to get the students in the videos to drop their jaws and make very correct, pure pronunciation, which is so important for singers.

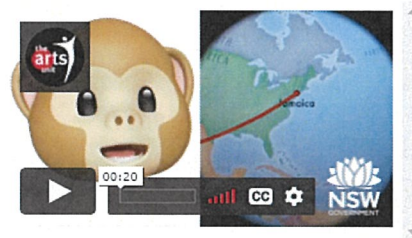
The words of the song are in the section titled Learn and it would be helpful to memorise them as quickly as possible.

You will:

- **learn** the lyrics to a Jamaican children's song
- **sing** a song, learning the lyrics and melody
- **explore** the song's rhythm by playing a game with the lyrics
- **draw** a papaya tree with some help
- **drum along** to the rhythm in time to the music.

Welcome to the class

Duration: 00:20



[Video full screen - Welcome to the class](#)

[Video transcript - Welcome to the class](#)

<https://sites.google.com/education.nsw.gov.au/tau-home-shake-the-papaya-tree>

Make sure you play the rhythm correctly and can keep going at a steady pace for the whole song without speeding up.

You may like to try the drawing activity as well.

Enjoy Mr Cronin

# Mathematics Revision Answers

Tuesday

## Split Strategy Addition Answers

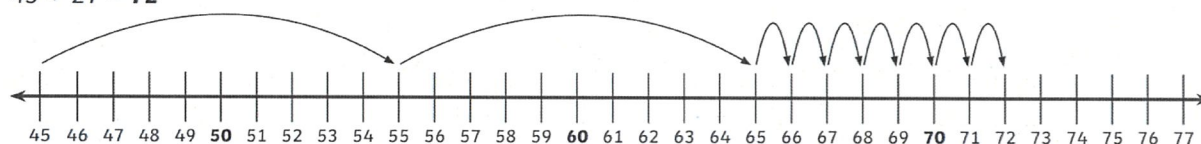
|                     |                        |                        |
|---------------------|------------------------|------------------------|
| Level 1:            | $37 + 42 = 79$         | $15 + 63 = 78$         |
| $22 + 35 = 57$      | $88 + 92 = 180$        | $56 + 77 = 133$        |
| Level 2:            | $118 + 213 = 331$      | $89 + 176 = 265$       |
| $225 + 372 = 597$   | $365 + 42 = 407$       | $468 + 723 = 1191$     |
| Level 3:            | $4435 + 356 = 4791$    | $5555 + 6232 = 11,787$ |
| $121 + 7678 = 7799$ | $8981 + 8742 = 17,723$ | $3785 + 5689 = 9474$   |

Wednesday

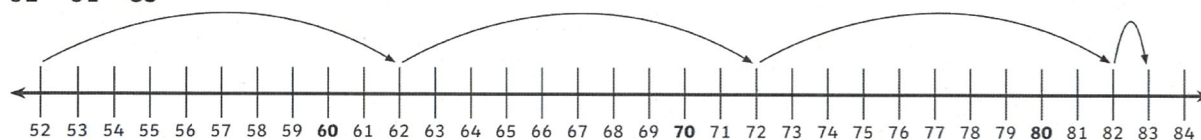
## Level 1: Jump Strategy Addition Answers

Use the jump strategy to find the answer to each question.

$$45 + 27 = 72$$

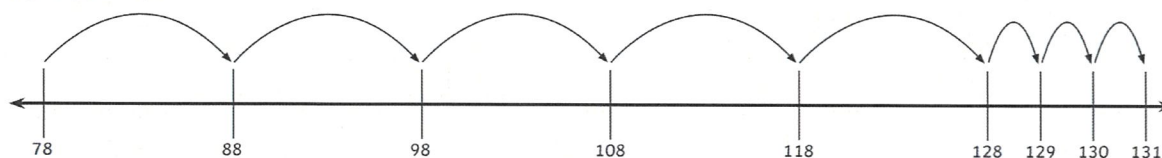


$$52 + 31 = 83$$

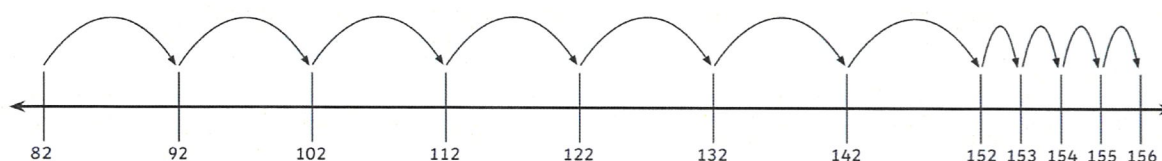


## Level 2:

$$78 + 53 = 131$$



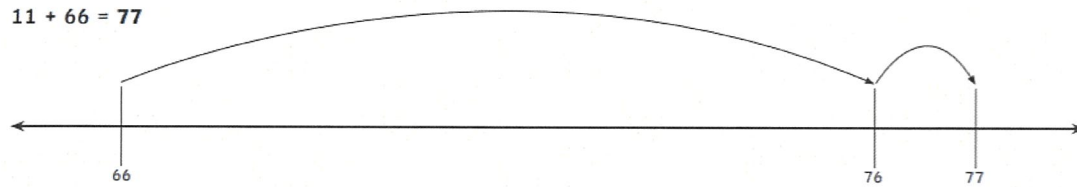
$$82 + 74 = 156$$



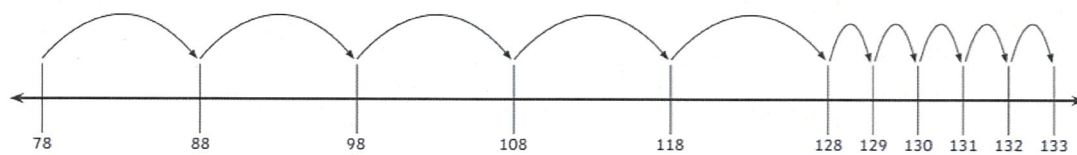


## Level 3:

$$11 + 66 = 77$$



$$55 + 78 = 133$$



Thursday

## Level 1:

### Compensation Strategy Addition **Answers**

Show how you got your answer using the compensation strategy.

|                                                   |                                                   |
|---------------------------------------------------|---------------------------------------------------|
| a. $39 + 25 =$<br>$40 + 25 = 65$<br>$65 - 1 = 64$ | b. $29 + 13 =$<br>$30 + 13 = 43$<br>$43 - 1 = 42$ |
| c. $15 + 19 =$<br>$15 + 20 = 35$<br>$35 - 1 = 34$ | d. $9 + 23 =$<br>$10 + 23 = 33$<br>$33 - 1 = 32$  |
| e. $39 + 15 =$<br>$40 + 15 = 55$<br>$55 - 1 = 54$ | f. $29 + 26 =$<br>$30 + 26 = 56$<br>$56 - 1 = 55$ |

## Level 2:

|                                                      |                                                   |
|------------------------------------------------------|---------------------------------------------------|
| a. $59 + 35 =$<br>$60 + 35 = 95$<br>$95 - 1 = 94$    | b. $49 + 25 =$<br>$50 + 25 = 75$<br>$75 - 1 = 74$ |
| c. $64 + 29 =$<br>$64 + 30 = 94$<br>$94 - 1 = 93$    | d. $55 + 39 =$<br>$55 + 40 = 95$<br>$95 - 1 = 94$ |
| e. $69 + 35 =$<br>$70 + 35 = 105$<br>$105 - 1 = 104$ | f. $14 + 79 =$<br>$14 + 80 = 94$<br>$94 - 1 = 93$ |

## Level 3:

|                                                        |                                                        |
|--------------------------------------------------------|--------------------------------------------------------|
| a. $89 + 45 =$<br>$90 + 45 = 135$<br>$135 - 1 = 134$   | b. $129 + 45 =$<br>$130 + 45 = 175$<br>$175 - 1 = 174$ |
| c. $44 + 129 =$<br>$44 + 130 = 174$<br>$174 - 1 = 173$ | d. $45 + 149 =$<br>$45 + 150 = 195$<br>$195 - 1 = 194$ |
| e. $99 + 75 =$<br>$100 + 75 = 175$<br>$175 - 1 = 174$  | f. $13 + 179 =$<br>$13 + 180 = 193$<br>$193 - 1 = 192$ |

## Friday

## Level 1:

a)  $56 - 33 =$

$50 - 30 = 20$

$6 - 3 = 3$

$20 + 3 = 23$

$56 - 33 = 23$

b)  $49 - 27 =$

$40 - 20 = 20$

$9 - 7 = 2$

$20 + 2 = 22$

$49 - 27 = 22$

c)  $35 - 14 =$

$30 - 10 = 20$

$5 - 4 = 1$

$20 + 1 = 21$

$35 - 14 = 21$

d)  $58 - 23 =$

$50 - 20 = 30$

$8 - 3 = 5$

$30 + 5 = 35$

$58 - 23 = 35$



## Level 2:

a)  $77 - 44 =$

$70 - 40 = 30$

$7 - 4 = 3$

$30 + 3 = 33$

$77 - 44 = 33$

b)  $81 - 41 =$

$80 - 40 = 40$

$1 - 1 = 0$

$40 + 0 = 40$

$81 - 41 = 40$

c)  $97 - 62 =$

$90 - 60 = 30$

$7 - 2 = 5$

$30 + 5 = 35$

$97 - 62 = 35$

d)  $87 - 34 =$

$80 - 30 = 50$

$7 - 4 = 3$

$50 + 3 = 53$

$87 - 34 = 53$

## Level 3:

a)  $79 - 32 =$

$70 - 30 = 40$

$9 - 2 = 7$

$40 + 7 = 47$

$79 - 32 = 47$

b)  $87 - 63 =$

$80 - 60 = 20$

$7 - 3 = 4$

$20 + 4 = 24$

$87 - 63 = 24$

c)  $144 - 113 =$

$100 - 100 = 0$

$40 - 10 = 30$

$4 - 3 = 1$

$0 + 30 + 1 = 31$

$144 - 113 = 31$

d)  $239 - 127 =$

$200 - 100 = 100$

$30 - 20 = 10$

$9 - 7 = 2$

$100 + 10 + 2 = 112$

$239 - 127 = 112$