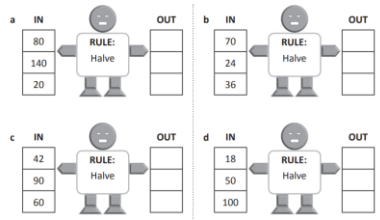
Week 2 Term 3 Weekly Framework Stage 2

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. Complete all activities in your Homework book or an exercise book you have at home. Don't forget to write the date on your activities to keep track. Resources/worksheets/spelling words can be found at the end of this document under resources - you access all documents online or print the resources.

If you complete all of the activities for the day you can: ***Mathletics tasks *Practice your typing skills** - https://www.typingclub.com/sportal/program-3.game ***Access activities on the learning HUB** - https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home

T3 Wk 2	Morning Session		Middle Session		Afternoon
Monday	**English - Spelling:** **Year 3 Learning Intention:** • I can use words ending in the suffix -less • I can use visual memory to spell irregular words. **Year 4 Learning Intention:** • I can use the graph /l/ making the sound "l" as in leg. • I can use visual memory to spell irregular words. **Watch the Spelling Powerpoint:** **Yr 3 -** https://www.youtube.com/watch?v=EwF7RBZhXzo **Yr 4 -** https://www.youtube.com/watch?v=0J6wpx-8Z3o **Activities Students Choose 1:** **Newspaper words -** Cut out letters from a magazine or newspaper to form 5-10 spelling words once. **Pyramid Words -** Write 5-10 spelling words once in the shape of a pyramid adding one letter to each line **ABC Order -** Write your spelling words in alphabetical order. **10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home	**English - Grammar:** WALT: Understand and use precise vocabulary. Success Criteria: I can write a sentence that contains precise vocabulary. My sentence has a capital letter and full stop. Core Task: Precise vocabulary A vocabulary of precise nouns and vivid verbs helps you create strong mental pictures and avoid wordiness. **Examples of precise nouns:** youth juvenile, teenager, child, adolescer woman lady, mistress, matron, femme fata house cabin, mansion, cottage, villa group horde, clan, team, committee **Examples of vivid verbs:** Lit up - ignited Leave behind - abandon Go back – return Get the audience involved - involve the audience Got to see that – realized Got better – improved **Activity:** Can you think of a word to use instead of these? Write them in your book. Got there – _ _ _ _ _ _ _ Put in – _ _ _ _ _ _ _ _ _ Said goodbye - _ _ _ _ _ _ _ _ _ _ Put off – _ _ _ _ _ Put into action – _ _ _ _ _ _ _ _ Not happy - _ _ _ _ _ _ _ Taken away - _ _ _ _ _ _ _ *(removed, annoyed, activate, arrived, delay, installed, farewelled)*	**Mathematics:** *Write the WALT at the top of your page.* **WALT:** Select and use an appropriate device to measure lengths **Warmup:**  **Topics: Length** **Problem:** *What instruments could you use to measure your head? How could you use the instrument to measure it? What do you think the distance will be?* **Lesson:** ○ What instruments could you use to measure your desk or a table at home? How could you use the instrument to measure it? What do you think the distance will be? ○ Find 10 objects around your house or classroom e.g. a toothbrush, a pen, a wooden spoon. ○ Before measuring each item, estimate how long each item will be. ○ Measure and record their lengths using a ruler. ○ Order the objects from shortest to longest. **Extension/Challenge:** If you added the length of the 10 objects together what would be length in total?	**English - Writing/Geography:** **WALT:** Describe the natural features of Australia eg deserts, rivers, mountains. **Success Criteria:** Describe the similarities and differences of Australian natural features and identify them on a map of Australia. **Warm up: Write a sentence for each:** *What is a natural feature? *What is a man made feature? *What are similarities and differences? Examples: The Blue Mountains, The Great Barrier Reef, The Harbour Bridge. *What else can you think of?  **Activity:** Watch the video and complete the first worksheet: **Video:** https://www.inquisitive.com/video/63-the-great-southern-land **Worksheet:** https://drive.google.com/file/d/1b9hWIAYs1e5xhguKs3KJY7LcFKmhFVg4/copy *Worksheet is also at the bottom of this document in resources.	**Library: (Lesson from Mrs Burke)** ***Choose one of the following activities that you did not complete last week:** **1.** Listen to the story Enemy Pie https://storylineonline.net/books/enemy-pie/ *Complete these questions:* *Is the story written to entertain us or inform us? *Is it a piece of fiction (Story Book) or Non Fiction (Information Book) *What message is the story giving us about friendships? *Would you recommend this book to someone else to read? Why? **2.** Watch the BTN story on the First Fleet https://www.abc.net.au/btn/classroom/first-fleet/10529128 *Choose one of the children. What was their name? What did they do and what were they found guilty of? How many ships were there in the First Fleet? Can you name 2? Name 1 place they stopped at on the way to New South Wales. What was the date they arrived? **3.** Log in to World Book Online - https://www.worldbookonline.com ID – scps1 Password – scps1 Search 'First Fleet'. Listen to or read the text regarding the First Fleet. ****** Students can add books to their Premiers Reading Challenge ******

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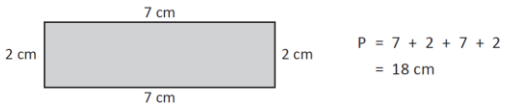
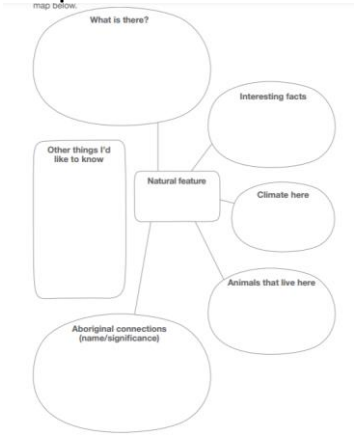
Tuesday	**English - Spelling:** **Year 3 Learning Intention:** • I can use words ending in the suffix –less • I can use visual memory to spell irregular words. **Year 4 Learning Intention:** • I can use the graph /l/ making the sound "l" as in leg. • I can use visual memory to spell irregular words. **Activities Students Choose 1:** **Circle Words-** Write 5-10 spelling words once in the shape of a circle **Crazy Words -** Write each spelling word once in really crazy letters **Spelling Story -** Write a brief story using 5-10 spellings words at least once. You may also illustrate a picture	**10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home **As you watch the live stream record as many VIP's.** (Very Important Points) **Extension**: Write a short summary. **Reading - Comprehension:** **Learning Intention:** We are going to find word meaning in context. Rules we use to help find word meaning in context: **Step 1: Reread and read ahead** Stop and reread the words that come before and after the unfamiliar word. **Step 2: Identify context clues** Think about the meaning of the words in the text that surround the unfamiliar word. **Step 3: Decide on a meaning** Use what you know from the context to make an educated guess about the meaning of the unfamiliar word. **Step 4: Check that meaning in the context** The meaning you decided on should make sense in the sentence and in relation to the main idea of the text. **Complete the worksheet:** https://docs.google.com/document/d/1qxQ-zZEvvQmQPtpAKVY3xrDW3Z0X15N9NfKP6Cxy9mo/copy	**Mathematics:** *Write the WALT at the top of your page.* **WALT:** Use the term 'perimeter' to describe the total distance around a two-dimensional shape **Warmup:** Race to 100: Roll a dice, write down the number. Roll the dice again and add to first number. Continue rolling the dice and adding until you get to 100. **Topic: Length, Addition & 2D shapes** **Lesson:** ○  ○ What is the distance around the rectangle? How do we find it? Explain your answer. ○ https://www.youtube.com/watch?v=AAY1bsazcgM ○ How can we find the perimeter of a shape? The perimeter is the total length around the outside of an enclosed space. To find the perimeter of this shape, we add the lengths of all the sides.  ○ Find the perimeter of the shapes on the worksheet: Click the link or you can find the sheets at the bottom of the document in Resources. **Yr 3:** https://drive.google.com/file/d/1UDEllnKUstLo43-3iy3PWTDCJDyk4B7D/copy **Yr 4:** https://drive.google.com/file/d/1XjiRNnINTfGvdt4pBS7N1T6dtwAYzk30/copy **Extension/Challenge:** Can you draw 2D shapes with specific perimeter. E.g. A square with the perimeter of 12cm. https://drive.google.com/file/d/1UDEllnKUstLo43-3iy3PWTDCJDyk4B7D/copy	**English - Writing/Geography:** **WALT:** Describe & summarise the natural features of the Blue Mountains. **Read through the slides below:** https://drive.google.com/file/d/1xQGLUkJtrt-5SKMWeElaTIUBVGe6MjYA/copy What did you learn that you didn't know before? **Answer the following questions:** **What is there?* **Interesting Facts* **Climate* **Animals that live there* **Aboriginal connections (name/significance)* **Other things I would like to learn* **You can write the answers next to each question.** **OR** **You can create a mindmap.** **OR** **You can create an informative Poster.** **Example:**  	**PD/Health:** **Learning Intentions:** How can we move our bodies to perform skills in different ways? **Success Criteria:** perform and refine movement skills in a variety of movement sequences and contexts **Introduction:** Body movement warm up: https://youtu.be/d3LPrhI0v-w **Body:** 1.Movement partner board game. *If you don't have a partner just play the game by yourself. *See Appendix for a larger version:  2.Answer these questions: ***How can we move our bodies to stay healthy?*** ***What are some reasons why moving our bodies is important?*** ***What are some specific skills you can do with your body?*** **Conclusion:** Watch BTN about why keeping active/moving is important and complete news review- On Your Feet - Classroom - BTN

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Wednesday	**English - Spelling:** **Year 3 Learning Intention:** • I can use words ending in the suffix -less • I can use visual memory to spell irregular words. **Year 4 Learning Intention:** • I can use the graph /l/ making the sound "l" as in leg. I can use visual memory to spell irregular words.irregular words. **Activities Students Choose 1:** **Spelling Word Search -** Create your own word search. Highlight or circle the words that are hidden. **Spelling Comic -** Write your own comic and use 5-10 spelling words at least once. **Block Letters -** Write 5-10 spelling words once with each letter inside of a box **English - Grammar & Punctuation** WALT: Use quotation marks to show direct speech. Success Criteria: I can write direct speech and use quotation marks correctly. Core Task: What is Direct Speech? Sentences can directly record the speech of one person to another. This is called *direct speech* or *dialogue*. In writing, direct speech is shown by placing *speech marks* around the spoken words. Speech marks may be called *inverted commas* or *quotation marks.* Example: "I went to Darwin last holidays," said Finn. "Was it hot there?" asked Amy. Activity: Add the speech marks to these sentences. 1.Will you sponsor me in my Walk-A-Thon? asked Todd. 2.Yes, said Mrs Jiggs, I'll give you $2 per kilometre. 3.Oh no, we are in Lockdown again! sighed Mrs Browne.	**10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home **English - Handwriting** **WALT:** Write the letters 'ff', 'tt' and ft by drawing the crossbar last, forming both letter strokes before adding the crossbar. **Success Criteria:** I can write legibly using NSW cursive writing and form the letters 'ff', 'tt' and ft by drawing the crossbar last, forming both letter strokes before adding the crossbar. **Core Task:** Students practice writing the letters 'ff', 'tt' and ft by drawing the crossbar last, forming both letter strokes before adding the crossbar. Practise joins to different letters. Write words and sentences that include these letters. Tuesday 20th July 2021 wh w txt ob rk Give your dogs need extra workouts. Provide both soft and hard food. Keep that drink bowl full. Wash and brush your dog regularly. Pat and Cuddle it too. **Extension:** Write a short narrative/persuasive/ informative text using cursive writing.	**Mathematics:** *Write the WALT at the top of your page.* **WALT:** Explain and check solutions to problems, including by using the inverse operation **Warmup:** Number of the day – 34. Can you write it, draw it, add 50 to it? **Topics: Addition & Subtraction** **Problem:** The answer is 4350. Write possible subtraction word problems. ○ We are going to find the solution and solve missing number sentences using the inverse operation. ○ How is subtraction used to solve addition problems and addition to solve subtraction problems? We looked at this topic last week. What can you remember? https://www.youtube.com/watch?v=D695SVFf8As **Yr 3:** https://drive.google.com/file/d/1PAefwtsgV5H2EokoRou-sJXGbC9NLm1k/copy **Yr 4:** https://drive.google.com/file/d/1cY4YG23aYMVGRtxeku3VT5PdV-lcS3Zj/copy **Extension/Challenge:** **Make your own inverse operation number sentences. Try and challenge yourself using two or three digit numbers OR have someone else challenge you.* **In my pocket I have $36. What notes and coins might I have?*	**English - Writing:**  *Imagine all of the technology in the world suddenly broke. How would you manage without ANY technology?* **Complete the writing activities:** ****You have three options:*** *1.You can click the link:* https://docs.google.com/document/d/1yt0jE1W69cHtQYBx4WnlgI-6OnE66z6RqTDzTJRUJ1o/copy *2. You can use the worksheet at the bottom of this document in resources* *3. You can write the answers in your book:* **Imagine all of the technology in the world suddenly broke… How would you manage without ANY technology?** *Think about all of the technology you use on a daily basis.* *1.How important is technology to you?* *2.How does technology affect our lives?* *3.What are the five most important pieces of technology, in your opinion?* *4.How would life be different without technology?* *5.Does technology make you happy? Explain.* *6.Write a set of instructions about how to survive a day without technology.*	**CAPA/Music: (Lesson from Mrs Ruzay)** Make an Instrument with materials from around the home. (Make sure you get permission to use things.) It needs to have at least 5 different pitches/sounds. Play and record your instrument. My favourite is a spannerphone. What can you create? 

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Thursday	**English - Spelling:** **<u>Year 3 Learning Intention:</u>** • I can use words ending in the suffix –less • I can use visual memory to spell irregular words. **<u>Year 4 Learning Intention:</u>** • I can use the graph /l/ making the sound "l" as in leg. • I can use visual memory to spell irregular words. **<u>Activities Students Choose 1:</u>** **Phone Words -** Write each spelling word once and the "number code" for each spelling word using a phone keypad. e.g. word = 9673 **Practice Spelling Test -** Students pair up with another student and practice the spelling test. Students quiz each other at least once. **Rainbow Words -** Write 5 - 10 spelling words once using a different colour for each letter.	**10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home **English - Reading:** **Finding word meaning in context:** *What strategies can we use when we come across a word that we don't know the meaning of?* **Step 1:** Reread and read ahead **Step 2:** Identify context clues **Step 3:** Decide on a meaning **Step 4:** Check that meaning in the context Read the text and answer the following questions: **What do you think the word ailing means?* **What words, phrases or clues help you work out what the word means?* **Use a dictionary to confirm that you are correct. Write the definition:* **How does it differ from yours?* **List 3 synonyms for the word ailing:* **Can you use it in an exciting sentence?* https://docs.google.com/document/d/17nVXfCPqx1I902AcrhWlHRK6iVsZkH78MyIXaerhe6k/copy	**Mathematics:** *Write the WALT at the top of your page.* **WALT:** Complete our timestables correctly **Topic: Multiplication** **Problem:** *The students in your grade or school need to be separated into houses for a sports carnival. If there are 4 houses how many students will be in each? Will it work? Is there a different number that would be better?* *(83 students in Yr 4)* *(75 students in Yr 3)* **Lesson:** Today we will practise our times tables. Try and complete as many answers as you can. Time yourself to see how long it takes you. Your aim over the next few weeks is to reduce the time it takes you to complete the grid while at the same time increasing the number of questions you get correct. *Check your answers using a calculator. **https://drive.google.com/file/d/1SXJiHgqisspo6NuwmYsgTNKIvbvd09hY/copy** If you would like a CHALLENGE, complete the Multiplication & Division Grid. **Extension/Challenge Questions:** **Chloe was tiling her bathroom. She needed 105 tiles to complete the job. They come in boxes of 14. How many boxes does she need to order to make sure she has enough to tile her bathroom? *How can we solve this question?* **You bought a 12 month gym membership for $288. How much do you need to pay per month?*	**Science:** **WALT:** Recognise that numbers, text, images, sounds, animations and videos are all forms of data when stored or viewed using a digital system. **Success Criteria:** I can collect, access and present different types of data using simple software to create information and solve problems. **Core Task: <u>Data</u>** *What is data? Write a sentence explaining your definition. https://drive.google.com/file/d/1UFSSHGJvpuWbZo2VGDVaa15NiERLXcZH/copy Activities: **1.Complete data hunt if you have access to a device. (If you do not move on to activity 2)** https://drive.google.com/file/d/1P6lFmmV2pbXB3SK4vSPD3uvEpxrhos4e/copy **2. Write as much data about yourselves as you can: (You can add more if you like)** *Full Name:* *Nick Name/s:* *Date of Birth:* *Age:* *Grade:* *Family:* *Height:* *Favourite Movie:* *Favourite T.V. Show:* *Favourite Singer:* *Things you like:* *Things you dislike:* *Pets:* *Favourite Foods:* *How could you present this collection of data and information for your teacher? *Examples: A poster, PowerPoint, Keynote, Book Creator, video etc.* Once you have completed it you can share it with your classmates on GoogleClassroom. **<u>Get Creative!!</u>**	**PE/Fitness** **Ninja Warrior** Create your own obstacle course around the backyard or in the house. You can use things like balls, skipping ropes, chairs, and tables. Think about things you might need to climb over/under, things to dodge, things to jump etc. Try to get someone to time you to complete this and record your times.

T3 Wk 2	Morning Session		Middle Session		Afternoon
Friday	**English - Spelling:** **Year 3 Learning Intention:** • I can use words ending in the suffix –less • I can use visual memory to spell irregular words. **Year 4 Learning Intention:** • I can use the graph /l/ making the sound "l" as in leg. • I can use visual memory to spell irregular words. **Activities:** 1. Friday spelling quiz 2. Dictation - add these challenge words to your spelling quiz. **Dictation Words Yr 3** 1. casually 2. measured 3. closures **Dictation Words Yr 4** 1. censor 2. tutor 3. narrator **10am:** Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. **Click the link below:** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home	**SPORT: Catching.** **You will need:** *Ball, soft toy and pair of socks.* **Follow the link below to watch the episode and join in the catching fun with Adam and Elissa.** **GetActive@Home – Episode** Challenges • Throw and catch. • Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball. • Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball. • Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball. Mega Challenges • Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other. • Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch. • Creative challenge - move in any way you can while throwing and catching the ball. Other variations Using a wall or with a partner try: • Two handed catching. • One handed (dominant/non-dominant) use a big ball/object to make it easier. 	**Mathematics:** *Write the WALT at the top of your page.* **WALT:** Investigate and generate number sequences involving multiples of 3, 4, 6, 7, 8 and 9 **Warmup:** Number of the day – 56 Write it. Draw it. Tallies. Add 10. How many tens? How many ones? Write an addition sum that equals it. Write a subtraction sum that equals it. **Topics: Patterns** **Problem:** Jared was saving money to buy a tennis racket. He saved two dollars every week. Work out how many weeks it would take to buy the racket. Write or draw the pattern to show how you worked it out. ○ Discuss patterns and using a rule. ○ Create number sequences that decrease by 4, 7 and 8. Make sure there are at least 10 numbers in each sequence. Roll the dice to give you a different number to begin with. **Extension/Challenge:** Create 3 sequences starting with the number 120.	**English - Grammar & Punctuation:** WALT: Understand paragraph structure. Success Criteria: I understand that paragraphs have a beginning, middle and end. I can write a paragraph correctly. Core Task: What is a Paragraph? A paragraph is like a very short story because it has a beginning, a middle, and an end. The first sentence in a paragraph (the beginning) is called a "topic sentence". Its job is to tell what the paragraph will be about. The sentences that follow are the "support" sentences (the middle). Think of them as the helper'' sentences. They explain what the topic sentence is about by giving more details of your story. The last sentence or two is your paragraph's conclusion (the ending). Here is where you tell the final details, or summary, of what you have explained. Example: Here is an example of a paragraph labelled for you: Topic sentence (beginning) 1 Supporting sentence (middle) 2 Concluding sentence (end) 3 (1) The kookaburra is a native Australian bird. (2) Its name comes from the Aboriginal word meaning "laughing bird". (3) It is the largest bird in the kingfisher family. Activity: Write a paragraph about an Australian animal or bird. Number the sections in your paragraph.	**CAPA/Art:** The Great Barrier Reef is one of the seven wonders of the natural world and contains the largest collection of coral reefs, with 400 types of coral, 1500 species of fish and 4000 types of mollusc. It is larger than the Great Wall of China and the only living thing on earth visible from space. **Create your own Great Barrier Reef artwork using pencils, crayons, textas or paint.** **Use the directed drawing video as a guide:** **https://www.youtube.com/watch?v=kX2g3AMmjHw** **What the Great Barrier Reef looks like - https://www.youtube.com/watch?v=3Gioc3QAJ7s**

Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
careless helpless cashless joyless faithless	clueless strapless baseless powerless childless	doubtless thoughtless ambitionless homeless colourless	dependency desperate disadvantageously discipline dramatically

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
lovely happily travel label enrol	pleasant general realistic religion model	development accomplish technical although marvel	dependency desperate disadvantageously discipline dramatically

APPENDIX/RESOURCES

What are the natural features of Australia?

1. Watch the video: **The Great Southern Land.**

2. Make a list of all the Australian things you heard about or saw.

3. Listen to the songs again and now add things to the table of natural features below.

Climate/weather	Landscape	Vegetation/plants

4. Think about your town, suburb or city. Draw sketches of all the natural places found there.

Finding Word Meaning in Context

Ultimate Frisbee

Ultimate Frisbee is a fun, fast-paced football-type game that uses a disc instead of a football. It consists of two teams with seven players on each team. It is played on a rectangular field that is divided into two zones. The only equipment required is a Frisbee! The aim of the game is to move the Frisbee disc down the field to score more goals than your opponent.

To start a game of ultimate Frisbee, both teams line up in their allocated zones. A player from the defensive team throws the Frisbee to the other end, like a 'kick-off' in football. This throw is known as a 'pull' and sends the Frisbee as far down the field as possible. This gives the offensive team poor field position.

When playing ultimate Frisbee, the disc can move around the field in any direction by passing it to a team-mate. When a player catches the disc, they only have ten seconds to pass it on. This period is called the 'stall'.

A point is scored when a player catches the disc in the end zone that their team is attacking.

**Don't forget capital letters, full stops <u>and</u> full sentence answers!*

1. In the text, the word means

a) an area of study.

b) all the participants in a contest.

c) a piece of land marked out for a game or sport.

2. *This period is called the stall.* Write a sentence using the word stall in another way.

3. *The defensive team throws the Frisbee to the other end.* What is another word that could have been used instead of throws?

4. *This gives the offensive team poor field position.* In your own words, explain who the offensive team is.

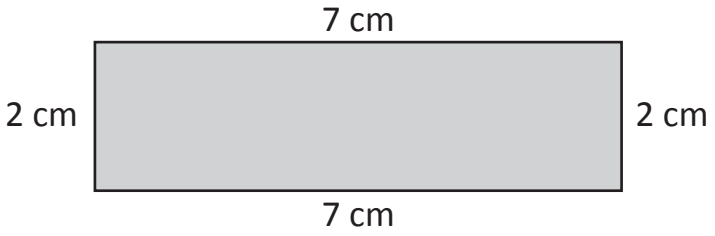
CRAZY CREATIVE CHALLENGE

Design and make your own Frisbee to play with at home.

- What will your Frisbee be made from?
- What design will be on it?

Units of length – perimeter **Year 3**

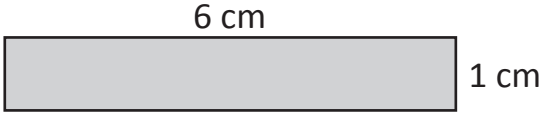
The perimeter is the total length around the outside of an enclosed space.
To find the perimeter of this shape, we add the lengths of all the sides.



P = 7 + 2 + 7 + 2
= 18 cm

1 **Find the perimeters of these shapes.**

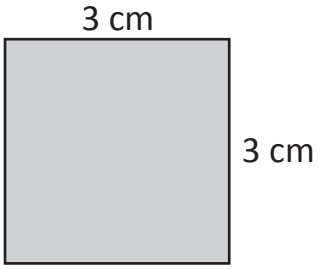
a



P = ____ + ____ + ____ + ____

= _____

b

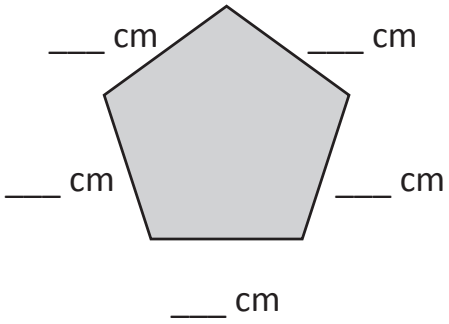


P = ____ + ____ + ____ + ____

= _____

2 **Measure these shapes and find the perimeter.**

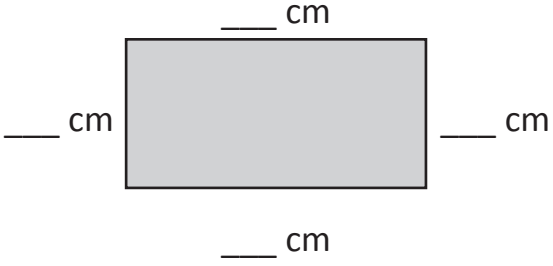
a



P = ____ + ____ + ____ + ____ + ____

= _____

b



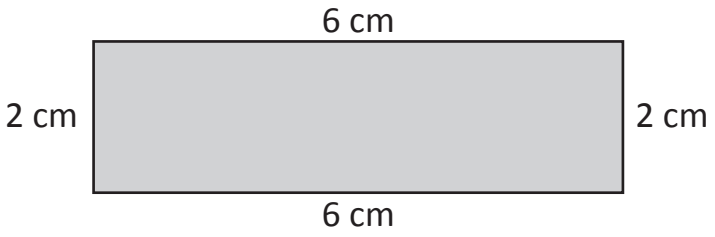
P = ____ + ____ + ____ + ____

= _____

Perimeter – measuring shapes **Year 4**

Perimeter is the total length around the outside of an enclosed space.

To find the perimeter of this shape, we add the lengths of all the sides.



P = 6 + 2 + 6 + 2

= 16 cm

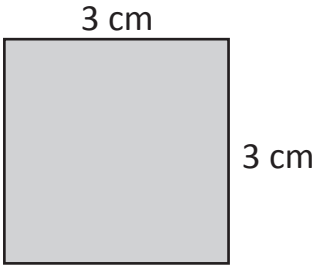
1 **Find the perimeters of these shapes:**

a

P = ___ + ____ + ____ + ____

= _____ cm

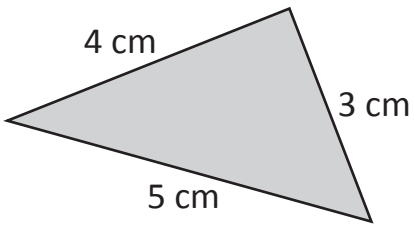
b



P = ___ + ____ + ____ + ____

= _____ cm

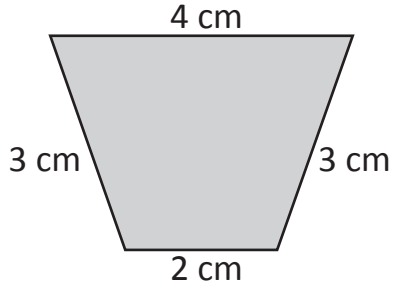
c



P = ___ + ____ + ____

= _____ cm

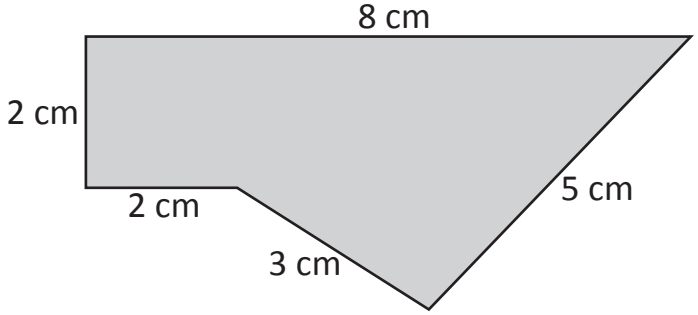
d



P = ___ + ____ + ____ + ____

= _____ cm

2 **Find the perimeter of this shape. Set your working out clearly.**

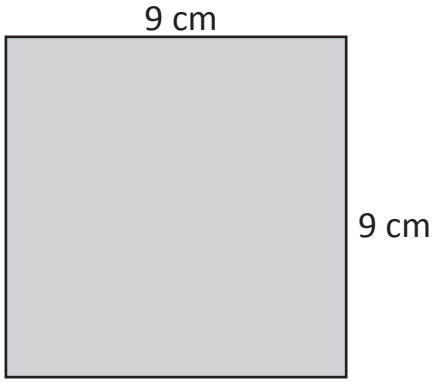


1 **Use what you know about squares and rectangles to work out the perimeter of these shapes. Measuring will not help because they are not to scale. Look carefully at the dimensions.**

a

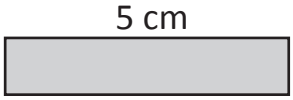
P = ☐ cm

b



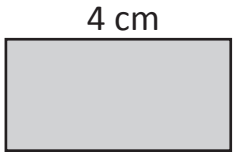
P = ☐ cm

c



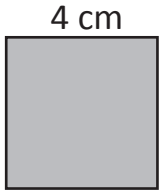
P = ☐ cm

d

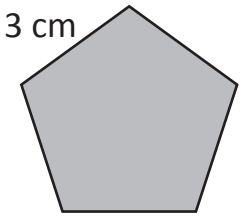


P = ☐ cm

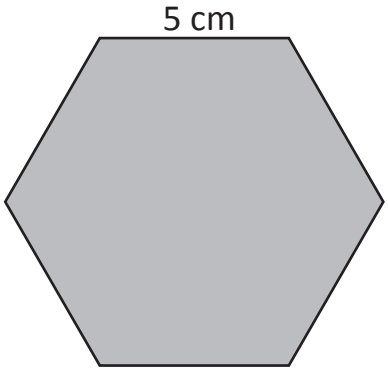
2 **Show how to find the perimeter of these shapes with an addition sentence and a multiplication sentence for each. Shape A has been done for you.**



Shape A



Shape B



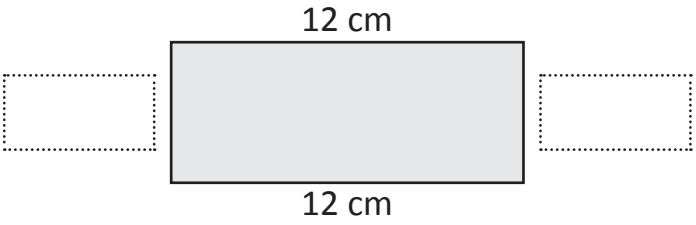
Shape C

Shape	Perimeter by addition	Perimeter by multiplication
A	4 + 4 + 4 + 4 = 16 cm	4 sides × 4 cm = 16 cm
B		
C		

Perimeter – perimeter word problems Extension

1 **Solve these perimeter problems:**

a Pablo drew a rectangle in his workbook. The perimeter of the rectangle was 34 cm. Two sides are 12 cm long. How long are the other two sides?



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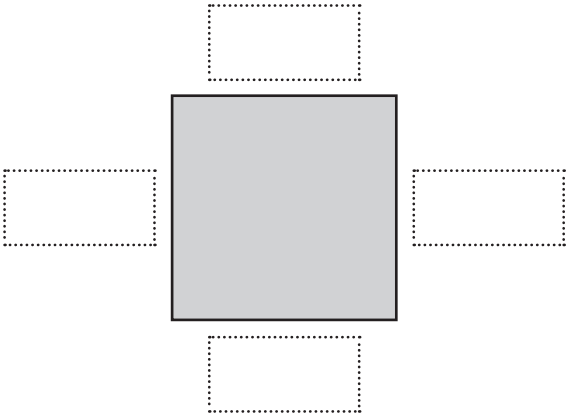
b The perimeter of a square shaped pool is 100 m. What are the measurements of the pool?



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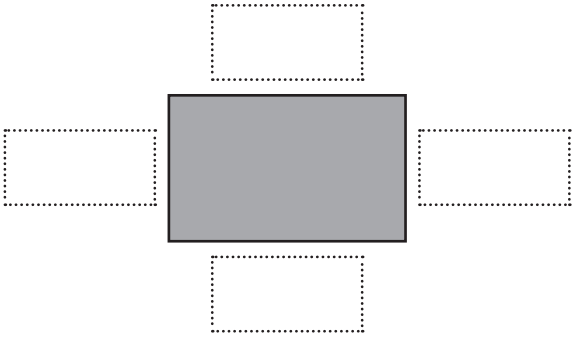
c West Thyme Primary School is adding a new fence around the outside of the playground. The playground is rectangular shaped. One length is 16 m. The perimeter is 52 m. What are all the measurements of the playground?



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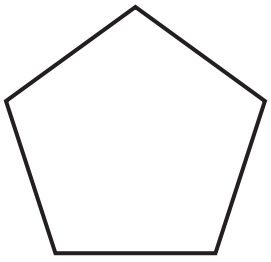
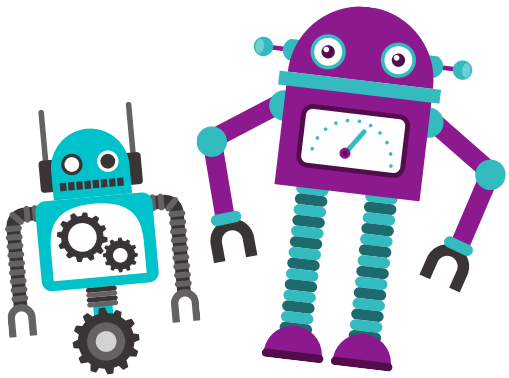
d Liam made a pentagon from magnetic sticks. If the perimeter of his shape is 55 cm, what is the length of one side?



Length of one side = ☐

Inverse Operations



Addition and subtraction are very closely related to each other. They are like members of a family. They are sometimes called 'inverse operations', which means they can reverse each other.
Example:

$9 + 8 = 17$ $17 - 8 = 9$

$8 + 9 = 17$ $17 - 9 = 8$

Complete addition and subtraction inverse operation sentences for the following numbers.

7, 8, 15

4, 8, 12

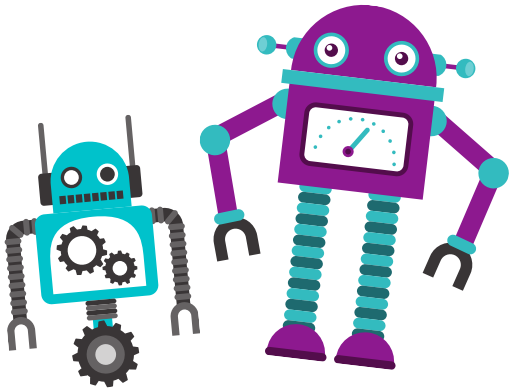
13, 7, 6

8, 13, 5

9, 4, 13

11, 4, 15

Inverse Operations



Complete addition and subtraction inverse operation sentences for the following numbers.

68, 25, 93

78, 65, 143

94, 41, 135

31, 53, 84

55, 75, 130

77, 56, 133

248, 170, 418

380, 100, 480

211, 344, 555

735, 122, 857

830, 144, 974

900, 129, 1029

Writing

Imagine all of the technology in the world suddenly broke...

How would you manage without ANY technology?

Think about all of the technology you use on a daily basis.

- How important is technology to you?
- How does technology affect our lives?
- What are the five most important pieces of technology, in your opinion?
- How would life be different without technology?
- Does technology make you happy? Explain.
- Write a set of instructions about how to survive a day without technology.

Extension: Draw a picture of one way that technology benefits us.

Finding Word Meaning in Context

Read this paragraph about Craig. As you read, think about the meaning of the word *ailing* in the second sentence.

It was supposed to be the first day of his new job, but Craig did not feel well. He had to call his boss to say that he was ailing. What a day to be ill! Craig couldn't believe his bad luck.

★What do you think the word ailing means?

★What words, phrases or clues help you work out what the word means?

★Use a dictionary to confirm that you are correct. Write the definition:

★How does it differ from yours?

★List 3 synonyms for the word ailing:

★Can you use it in an exciting sentence?

Name: _____

Data Hunt

Find the following pieces of data on a digital system.

Images – how many images are on your digital system? (look in the 'Pictures' folder).	**Document -** Find the name of a text document on your digital system.	**Sound-** Record you voice saying hello and who you are on a sound recording program.	**Numbers –** Create a spreadsheet in Excel or Numbers.
Images- Find the file size of one of the pictures (right click then look in properties).	**Document -** Pick a text document and find the file size (look under properties).	**Sound -** find the file size of the sound recording you made (look under properties).	**Numbers –** find the file size of the spreadsheet you made (look under properties).

MULTIPLICATION GRID

Complete the multiplication grid below.

Remember: When you are finished, mark your answers with a calculator or with an adult. Highlight in yellow any that are wrong.

X	2	3	4	5	6	7	8	9	10
2									
3									
4									
5									
6									
7									
8									
9									
10									

Time taken to complete: _____ minutes _____ seconds

MULTIPLICATION & DIVISION GRID

The grid below is the opposite of the multiplication grid. You need to work out the numbers that go in the blue row and column first. To figure these out you need to work out what numbers (factors) divide into the known numbers.
Once you have worked out the numbers in the blue row and column, then use these numbers to answer the rest of the grid.

Hint: The factors in the blue row and column DO NOT go in order from 0-10. They are mixed up!

Remember: When you are finished, mark your answers with a calculator or with an adult. Highlight in yellow any that are wrong.

X	2	3	4	5	6	7	8	9	10
2									
3									
4									
5									
6									
7									
8									
9									
10									

Time taken to complete: _____ minutes _____ seconds