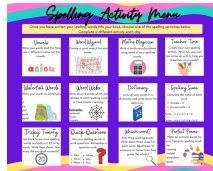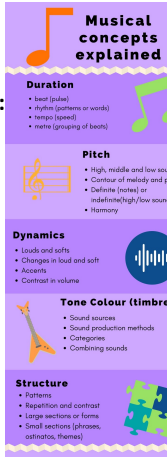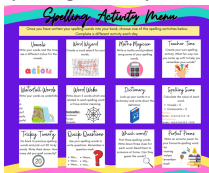# Week 10 Term 3 Weekly Framework Stage 2

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. 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 10	Morning Session		Middle Session		Afternoon

Monday

*All links will be posted in your GoogleClassroom by your teacher.

*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 cannot print the worksheets simply write the answers in your workbook.

Morning Session

English - Spelling:
This week you will be revising words that you have been using throughout the term. These words have come from different Key Learning Areas (KLA's)

Lesson Powerpoint:
https://www.canva.com/design/DAFocEGhDGA/D_GDgwk6G6I-oacoFCJ6nw/view?utm_content=DAFocEGhDGA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Activity 1:
Play a game of Kahoot! to practice your words. You can access the link through the powerpoint
Game pin: **08339181**

Activity 2:
Complete one activity from the Spelling Activity Menu.

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

Reading Assessment:
Throughout this term we have focused on 3 comprehension rules/strategies which help us to get a better understanding of the text we are reading:

*Finding word meaning in context
*Drawing conclusions & making inference
Fact & opinion

*You are going to read two different passages and answer 6 questions for each. There is 1 GoogleForm Assessment sheet for both passages - the passages are included in the GoogleForm to help you.
(If you would like to print off a separate copy to help you while you are answering the questions please see the links below.)

GoogleForm Assessment:
Yr 3:
https://forms.gle/LdeunJy9v1J5vJK4A
Yr 4:
https://forms.gle/vaDbKLdRN6F1q7E97

Reading passages:
Yr 3:
https://drive.google.com/file/d/1YsrWNOUsQUAxNMXg9h07_cSLisMYpyr6/view?usp=sharing

Yr 4:
https://drive.google.com/file/d/1eZ45gU-xaKsxkdntUgFNEkAMUsekHXxR/view?usp=sharing

Middle Session

Mathematics: Maths:
WALT: Use different strategies to workout answers by using inverse operations.
Warmup: 'Number busting' Please complete and follow the instructions on the worksheet.
https://drive.google.com/file/d/1jiEUc9UF5HfqNfS2fSeVzRgmMUuas0ol/view?usp=sharing
Topic: Addition and subtraction (inverse operations)
1. **Watch the video:**
https://www.youtube.com/watch?v=VP1ZmJUtB6I&t=94s
2. Complete the worksheets
3. Glue worksheets into your book
Worksheet - Yr 3
https://drive.google.com/file/d/1Qn5To4J7tK0eCs01YHy3h3s3dBdT1vYn/view?usp=sharing
Worksheet - Yr 4
https://drive.google.com/file/d/1d-yhbRhZfhhKlLBrOg_eVPfGMgJlWWJO/view?usp=sharing
Extension/Challenge:
Workout the missing number:
5942 - _____ = 2161
_____ + 7444 = 8920
32 456 - _____ = 6345

Library/RFF: Lesson from Mrs Burke
*Read the poem by Kenn Nesbitt – 'Let me out of the Classroom' and complete the activity on Mrs Burke's Google Classroom.

Let Me out of the Classroom
(sing to the tune of "Take Me out to the Ballgame")
From the book *Revenge of the Lunch Ladies*
Let me out of the classroom.
Let me out of the school.
I'm not so good at geography.
I would rather be watching T.V.

It's still twenty minutes till recess.
Lunch is hours away.
Won't you please, please, please get me out of the class today?

Someone's here with a note now.
Teacher's calling my name.
He says my mother is right outside.
I should go and she'll give me a ride
to my yearly dentist appointment.
I forgot it's today!
Teacher please, please, please help me out.
Won't you let me stay?
— Kenn Nesbitt

*Can you name the books using the Emojis? The answers will be on Mrs Burke's Google Classroom.
https://drive.google.com/file/d/1PQRttOFFHli0gBafCTrpoRqsE2FwU7vn/view?usp=sharing

Afternoon

CAPA Music -

Some examples of musical concepts are:
*pitch (high and low sounds)
*dynamics (volume of sound)
*tone colour (quality of the sound produced such as gentle or harsh)
*structure (how a piece of music is constructed such as verse or chorus).

Think of your favourite song from the radio, a movie or musical. Sing it with a recording. Listen to the lyrics (words) of the song.
*Who are the characters in the song?
*What is happening to the characters?
*How do the characters move and interact in the song?
*How could you change the musical concepts of the song? Experiment with singing it and changing dynamics or adding instruments.

T3 Wk 10	Morning Session		Middle Session		Afternoon
Tuesday	**English - Spelling:** This week you will be revising words that you have been using throughout the term. These words have come from different Key Learning Areas (KLA's) **Activity 1:** Write your spelling words into your book **Activity 2:** Complete one activity from the Spelling Activity Menu. **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 adverbs of modality, degree or opinion. **Success Criteria:** I can write a sentence that contains an adverb and has a capital letter and full stop. **Core Task:** *Adverbs that say how, are adverbs of manner.* *Adverbs that say when, are adverbs of time.* *Adverbs that say where, are adverbs of place.* *Modal Adverbs* *Adverbs can also tell us how* certain we are about something. If we say, that is definitely true, we are much more certain than if we say, that is possibly true. Adverbs that show how certain we are, are called modal adverbs. **Activity:** **https://docs.google.com/document/d/1oE6NFjaokAgJzJdNU5FuB1Gbfqidx GLeXVey8xZnF2k/copy** Choose one of these modal verbs to complete each of these sentences – you can use each one more than once if you need to. | might	will	should	can
can't	mightn't	won't	shouldn't | 1. Pasha ____ try her hardest at school. 2. He is so tired, he ____ keep his eyes open. 3. Tom is a great soccer player. He ____ even play in goal! 4. If she keeps trying hard, she ____ just have a chance. 5. He is still learning. He ____ do his shoe laces up just yet. 6. You ____ hurt people or steal things. 7. When you have finished eating, you ____ wash your plate. 8. When they get there, they ____ find it waiting for them. 9. The cold makes it likely there ____ be icy roads tomorrow. 10. When I am older, I ____ be a millionaire.	**Mathematics:** **WALT:** Using Inverse Operations to check and find the solutions to word problems **Warmup:** *Write two different word problems using addition where the answer is 47.* **Topic:** Addition and Subtraction (Inverse Operations) **Problem:** You are at ToyMate and see that your favourite toy can be won. In order to win this toy, you need to solve a math word problem. The number sentence is 508 + ? = 535. What number does the **'?'** represent? ● What does 'Inverse Operation' mean? ● How can subtraction be used to solve this problem? **Lessons:** 1. Complete the worksheet 2. Glue the worksheet into your book *Watch this video for extra guidance and further explanation: https://www.youtube.com/watch?v=D695SVFf8As **Worksheet - Yr3** **https://drive.google.com/file/d/1dG5QfexgUp-3f0551QywFfSfLXoeD9Fq/view?usp=sharing** **Worksheet - Yr4** **https://drive.google.com/file/d/1hDvE6IetYSfF-yfghRdMQ6kcTmnPh4JG/view?usp=sharing** **Extension/Challenge:** Jamie and Kerry want to buy plane tickets to Alaska. Both plane tickets cost $7386 together. Jamie offered to pay more than Kerry. *If Jamie paid $4560, how much did Kerry pay?	**English/Geography: Writing:** *This term we have been learning about Australia. We have:* *Located Australia's states, territories and major cities on a map. *Discusses different perspectives regarding the importance of Significant Places in Australia. *Brainstormed what can be done to protect Significant Places in Australia. *Investigated Australia's major natural and human features. *Written descriptions about natural features of Australia. *Investigated how the protection of places is influenced by people's perception of places. Complete the **Kahoot Geography assessment**: We want to see what you know - not anyone else! It is ok if you are unsure. Please do not race through the questions - we want your best effort. *Your teachers will use this information to help them plan Geography activities for next term. **You have until 3pm on Thursday afternoon to complete your Kahoot assessment.** ***YOU MUST USE YOUR FULL NAME NOT A NICKNAME!** **https://kahoot.it/challenge/03410942?challenge-id=611e0569-0d88-4e59-8899-84cc9e808fb0_1630547085056** **Game PIN: 03410942**	**Fitness:** How many rotations can you complete of the following circuit? Time each round of 4 - can you improve your time? Don't forget a short rest between each round. 25 High Knees 40 Second Plank 15 Burpees 12 Pushups 15 Sit ups

Wellbeing Wednesday!

Complete activities on the matrix.
Tick off as you go.
Don't forget to join our Stage 2 Zoom at 12pm

Get Active

Complete the activities that match the letters of your first and last name OR create your own fitness challenge to complete.

Letter	Activity	Letter	Activity
A	run on the spot for 2 minutes	N	sit down and stand up
B	10 star jumps	O	nominate someone to do 5 sit ups
C	run on the spot with high knees for 1 minute	P	10 sit ups
D	4 somersaults	Q	1 somersault
E	jump as high as you can 6 times	R	5 push ups
F	walk to every room in the house	S	2 somersaults
G	10 squats	T	walk to the front door and back
H	nominate someone to do 20 star jumps	U	run on the spot with high knees for 2 minutes
I	touch your toes 10 times	V	15 lunges
J	20 star jumps	W	run on the spot for 1 minute
K	20 squats	X	sit down and stand up 6 times
L	2 star jumps, 2 squats and 2 sit ups	Y	nominate someone to do 10 star jumps
M	30 jumps	Z	10 push ups

@giftedandtalentedteacher

Write an acrostic poem about how you feel at the moment.

Create a challenging word search. Get creative – use colour and decorate with a boarder. Hide any words that you like.

Create an obstacle course.

Organise your books into alphabetical order.

Sit down for 10 minutes and listen to relaxing music.

Create an artwork using materials from outside.

Go for a walk or a bike ride.

Draw a happy and positive chalk drawing on your driveway or nearby footpath.

Create a bookshelf scavenger hunt.

Do a special job around the house for someone in your family. Choose something that you wouldn't normally do.

Use recycled items to make a time capsule about how you spent Father's Day 2021. Fill it put it away somewhere safe.

Sort out the laundry for your family – can you match all of your family's socks!

Play a board game.

Water the garden.

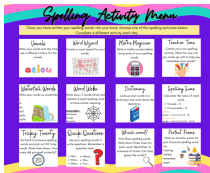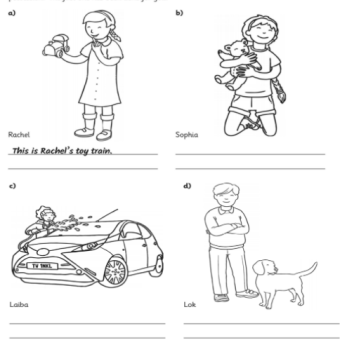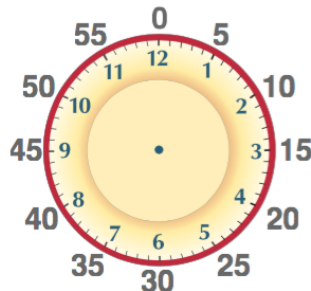Create a Pop-Up card for a special loved one.

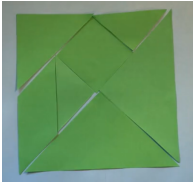Create your own book based around you and your life at the moment.

Draw a picture or portrait of a family member.

Tear up paper into small pieces and then glue together to make your name.

Build a for using sheets, blankets or chairs. When you are done read a book inside your fort.

Design and make a game based around your favourite book or favourite theme.

T3 Wk 10	Morning Session		Middle Session		Afternoon
Thursday	**English - Spelling:** This week you will be revising words that you have been using throughout the term. These words have come from different Key Learning Areas (KLA's) **Activity 1:** Write your spelling words into your book **Activity 2:** Complete one activity from the Spelling Activity Menu**.** **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 & Punctuation:** WALT: Understand the use of apostrophes to show possession. Success Criteria: I can write a sentence using apostrophes to show possession. Core Task: Apostrophes are used to show that something belongs to someone or something. The placement of the apostrophe can be tricky, but the simple rule is that it is placed after the last letter of the owner or owners. **Activity:**https://docs.google.com/document/d/1uXHxBScM3-03l5UgCGaGJdd6vFrPc87fFBkKvy0hq9w/copy a) Rachel This is Rachel's toy train. b) Sophia c) Laiba d) Lok	**Mathematics:** **WALT:** Count the amount of minutes between two analog clocks. **Warmup:** Try and solve the mystery numbers. Complete the worksheet: **https://drive.google.com/file/d/1hn3-7BpS03XvT4yTiXkoVCc0J3VekVUj/view?usp=sharing** **Topic:** Time **Lesson (Y3):** **https://drive.google.com/file/d/18_hP7WJmwiEIDLNp46oZbHln-D2uAfeq/view?usp=sharing** **Lesson (Y4):** **https://drive.google.com/file/d/1Rg65AO-2Jei9kFHwUBsKMfMfNbmKtHZL/view?usp=sharing** **Use the analog clock with the 5-minute intervals as an indicator of the minute-hand* **Extension/challenge:** On question 3 (the left clock) Add 1 hour and 17 minutes. Write down the time you have worked out.	**CAPA:** Abstract Picasso Art **You will need:** 1. 2 pieces of paper 2. Lead pencil 3. Black marker/texta 4. Crayons, coloured pencils, textas (choose any) **Lesson:** 1. Place your paper portrait style. 2. **Drawing:** on a scrap piece of paper, practise drawing shapes that you may like to use for the head. Think of unusual shapes. Once you have chosen a shape, use a black marker to draw it on your paper. Try and make it take up most of the page. 3. Add two different shapes with details for eyes; they don't need to be in their regular places. 4. Add other facial features by using simple geometric shapes and lines. Don't forget to add a neck. 5. Add some hair to fill in the rest of the space. 6. Begin colouring the face and neck with oil pastel (or whatever you have). The trick here is to colour each shape using two shades, a light and a dark. 7. Repeat the colouring process with the other shapes, remembering to blend two shades within each shape. Use bright colours that will grab attention. 8. Blend a dark and light shade to complete the background. Try to use a colour that you have not used on the face to make the face stand out.	**Fitness:** Directions: Roll two dice and add the numbers together. The sum of the dice determines the exercise movement. Roll a 2 – 5 pushups Roll a 3 – 15 sit-ups Roll a 4 – 15 squats Roll a 5 – 20 mountain climbers (10 each side) Roll a 6 – 10 Burpees Roll a 7 – 25 jumps (with or without a rope) Roll an 8 – 20 lunges (10 each leg) Roll a 9 – 30 side jumps Roll a 10 – 20 plank shoulder touches Roll an 11 – 50 jumping jacks Roll a 12 – 30 high knees (15 each leg) *How many number combinations did you roll? Did you roll every number? What numbers did you roll to get each sum?

T3 Wk 10	Morning Session		Middle Session		Afternoon
Friday	**English - Spelling:** This week you revised words that you had been using throughout the term. These words came from different Key Learning Areas (KLA's). **Lesson Activity:** **Option a)** Have a family member quiz you on this week's spelling words **Option b)** Quiz yourself using the look, cover, write, check method.	**SPORT:** **Find an open space for a Cosmic Kids Yoga adventure!** *Pick which one you would like to try. It is your choice: **Bees and Bugs:** https://www.youtube.com/watch?v=IaL-duZP0lA **Fierce Females:** https://www.youtube.com/watch?v=SKKb1B5JBeE **Sonic The Hedgehog:** https://www.youtube.com/watch?v=QM8NjfCfOg0 *Yoga, mindfulness and relaxation for kids. Interactive adventures which build strength, balance and confidence.*	**Mathematics** **WALT:** Reads and records time using simple notation in one-minute intervals. **Warmup:** Time game- **Time tools: 12-hour to the minute: time challenge** **Topic:** Time (Addition and subtraction) **Problem:** Anthony woke up late for school. He woke up at 8:32 am. It takes Anthony 11 minutes to get ready. If he waits for the next bus which arrives at 8:56 am, how long will Anthony have to get to the bus stop on time? *Remember the correct notation (am or pm)* *Recording time in one-minute intervals* *How is addition used to solve this problem?* **Lessons:** 1. Complete the worksheet 2. Glue the worksheet into your book **Worksheet - Year 3** https://drive.google.com/file/d/1TeL3adEeXRkoMowOTjjX_TmfzqBgwkTW/view?usp=sharing *Extension/Challenge: On question 4. Take away 38 minutes from the total. What will the time be? **Worksheet - Year 4** https://drive.google.com/file/d/1_kZS92J_coDNtWKg3wFtBs2lcHG-fnB6/view?usp=sharing	**Science/STEM:** Let's make a tangram. **You will need:** ■ paper ■ scissors. Watch the clip to learn how to make a tangram. **Video :** https://vimeo.com/420479865 For those who like a challenge… *Select a puzzle and have fun creating different pictures from the seven tangram pieces. *Draw your favourite tangram creations in your workbook.	Dear Stage 2 Parents & Carers, THANK YOU. Thank you for your patience. Thank you for printing & downloading frameworks, worksheets & everything else in between. Thank you for your technology support and continued troubleshooting efforts. Thank you for understanding that sometimes a link doesn't work. Thank you for watching our videos. Thank you for asking questions. Thank you for your ongoing support. Home learning has looked different in every household, on a daily basis however, you have all done a fabulous job and we are so grateful. We are so proud of all of your efforts and so proud of what students have achieved this term. Continue to reach out to us if you need any support as we start Term 4. We cannot wait to be back together again in our classrooms. Until then, please don't forget that we are all in this together. Take care, stay safe and have a great holiday break. Stage 2 teachers To all of our Stage 2 students - Enjoy a well earned Holiday early mark. We survived a whole term learning at home!

Year 3 Spelling Words

RED	ORANGE	GREEN	PERSONAL
believe	angle	equator	subjectivity
should	organise	auxiliary	apostrophe
probably	wellbeing	appearance	modality
acute	future	segment	celsius
obtuse	opinion	histogram	thermometer

Year 4 Spelling Words

RED	ORANGE	GREEN	PERSONAL
believe	angle	equator	subjectivity
should	organise	auxiliary	apostrophe
probably	wellbeing	appearance	modality
acute	future	segment	celsius
obtuse	opinion	histogram	thermometer

APPENDIX/RESOURCES

Spelling Activity Menu

Once you have written your spelling words into your book, choose one of the spelling activities below.
Complete a different activity each day.

Vowels
Write your words and this time use a different colour for the vowels.

aeiou

Word Wizard
Create a word search for your words.

Maths Magician
Write a maths word problem using some of your spelling words.

Teacher Time
Create your own spelling activity. What fun way can you come up with to help you remember your words?

Waterfall Words
Write your words as waterfalls
j
jo
joy
joyf
joyfu
joyful
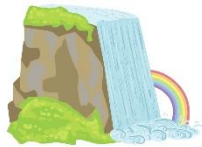
Word Webs
Write down 5 words which are related to each spelling word or have similar meaning.

Caterpillar:
minibeast
hungry
chrysalis
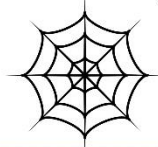
Dictionary
Look up your words in a dictionary and write down the definition.

Spelling Sums
Calculate the value of each word.
- Vowels = 5
- Consonants = 2

Addition
Spider = 2+2+5+2+5+2 = 18
Multiplication
Spider = 4x2=8 2x5=10 8 + 10=18

Tricky Twenty
Go back to previous spelling words and pick out 20 tricky words. Write them down. How many did you spell correctly?

20

Quick Questions
Use your spelling words to write questions. Remember a question mark.

- Who...
- What...
- When...
- Where...
- Why..
- How...

Which word?
Pick three spelling words. Write down three clues for each word. Read them to someone at home. Can they guess the words?

Perfect Poems
Write an acrostic poem for your favourite spelling word.
Say
Meaning
Analyse
Remember
Teach

Andrew Fisher was born in Scotland in 1862. He was one of seven children. His father was a coalminer. Fisher only finished primary school. At ten he became a coalminer himself. The rest of his education came from reading books and night school. Coalminers faced prejudice and terrible conditions. Fisher felt this wasn't right. It was here that Fisher first started to fight for worker's rights. He was still a coalminer when he moved to Queensland at the age of twenty-three.

Fisher would be Prime Minister three times. He was also Treasurer each time. This meant he was leader of the country while also being in charge of its money. These are big jobs even for two people!

Australia was still a new country. Fisher set up the Navy, planned the capital city and laid the way for a train line from one side of Australia to the other. These are just a few of the many things he did while in office. Along with Alfred Deakin, Andrew Fisher is the Prime Minister who most helped to create the Australian nation. In his third and final term he took office just after the First World War had broken out.

Andrew Fisher did not just look at a problem. He always worked hard to find a solution. This remarkable man was someone to be admired.

Like Master, Like Servant

One day long ago, a master decided to go out for a walk. Now, this master was the silliest man in the land. He was such a noodlehead that when he put on his boots, he never noticed that they were two different boots. One boot had a thick sole, and the other had a thin sole.

The master set off on his walk, with his servant following behind him. But the master soon found it difficult to walk. One foot was always sinking more deeply than the other.

A stranger passed by and saw what trouble the master was having.

"Excuse me," the stranger said, smiling. "You are having trouble walking because one of your boots has a thick sole and the other has a thin one. Put on two boots with the same kinds of soles, and you will have no more trouble walking."

The master turned to his servant and said, "Return to the house and bring me my other boots."

The servant ran back to the house and quickly found the other boots. He looked at them carefully. One boot had a thick sole, and the other had a thin sole.

"These are no better than the boots my master has on now. There's no reason to bring these to him. They are as uneven as the boots he is wearing."

So the servant ran back to his master, who had been waiting for him. When the master saw his servant return empty-handed, he asked, "Where are the boots I asked you for?"

"Master," said the servant, "the boots at home also had one thick sole and one thin sole. They are no better than the ones you are wearing!"

What do you think the master said to his servant then?

"How fortunate I am to have such a wise servant. Today, my walk must be a hard one." And the two men continued down the road.

Year 4: TEXT ONE - Journal Entry.

Monday, 13 October

Today was the best day! A new boy joined our class. His name is Paul, and I've never met a nicer kid. Our teacher had told us last week that Paul was coming from a place very far away.

I thought he would probably have very different customs. When Paul walked into our classroom, though, he looked just like any other boy in the class. He wore a T-shirt and jeans. His sneakers were just like the ones I was wearing.

Then Paul spoke. Although he used English, I had trouble understanding him. Paul has the most unusual accent, and he uses expressions that I've never heard before.

When Paul introduced himself to the class, he said "Good day" for "G'day". Paul told us that he liked many of the same sports as Australian boys and girls or as Paul says, "guys" and "chicks". He has a younger brother in year one and Paul told us that the little "tyke" is the biggest pest. Paul also explained that his family's flight to Sydney was the bumpiest plane ride ever. He felt "like barfing" during the entire flight.

Finally, I asked Paul the question everyone wanted answered.

"Where are you from?"

"I'm from the States," answered Paul.

"Yeah," someone called out, "but which one? South Australia?"

Everyone laughed, including Paul. "I must be nuts!" he exclaimed. "What I meant to say is that I'm from America."

Joseph Benedict Chifley was the sixteenth Prime Minister of Australia. But everyone just called him "Ben". Ben Chifley was a likeable, easy-going man who got on well with both sides of politics. He was a train driver before he entered politics. He actually left school at fifteen. Working for the railways gave Chifley an insight into politics and the plight of the average man. He would never forget what it taught him.

Chifley became Prime Minister after the death of John Curtin. He had been Treasurer in Curtin's government up until then. This was during World War Two. While the war went on, and Curtin was busy taking care of Australia's role in it, Chifley had more or less run the country at home.

Chifley was Prime Minister for just over four years. His government made lots of changes to the way Australia worked. Many of them are still around today. His government was a bold one. Some thought it was reckless. But Chifley was a quiet, likeable man who didn't believe in putting on airs and graces.

He knew all his staff by their first names. Everyone called him "Ben". For the entire time he was Prime Minister he lived in a hotel near Parliament House in Canberra. The Prime Minister usually lives in a mansion called the Lodge. Chifley didn't think this place suited him and instead lived in a room at the Hotel Kurrajong. He also never really used the official car that was his right as Prime Minister. Chifley preferred to walk! He walked to Parliament House every day.

A famous story about Ben Chifley shows what Chifley was really like. At the time he was Prime Minister the phone on his desk had a number that was only one digit different to the local butcher's shop. Chifley would be at work in his office and get a call from a local woman wanting to order some food. Rather than tell her she had the wrong number, Chifley would write down the order. Then he would phone it through to the butcher's shop himself!

Ben Chifley's government was voted out in December 1949. He had tried one too many reforms. In 1951, Chifley died. The news was broken while the man who had defeated him, Prime Minister Robert Menzies, was at a ball. With tears in his eyes he announced the death of the Opposition Leader. Even though they had been political opponents, the two men were the best of friends.

NUMBER BUSTING

Instructions:

Choose one number to number bust out of these numbers: 54, 320, 8,672 **OR** 34,234. Try to write down more than 5 ways to work out the number. Try to use all 4 operations of +, -, x and division, in each way that you try and find the answer. For example, to find the number 320:

200 + 100 = 300 300 + 20 = 320 OR 60 x 2 = 120 120 + 200 = 320	1200 divided by 2 = 600 600 − 300 = 300 300 + 20 = 320

Highlight or circle the number you will Number Bust:

54	320	8,672	34,234

Show your working out:

INVERSE OPERATIONS

An inverse operation is to reverse an operation. For example, for these 3 numbers: 62 45 17, can be reversed.

45 + 17 = 62   AND   17 + 45 = 62   AND   62 − 45 = 17   AND   62 − 17 = 45

18 31 49	12 8 4	74 44 30
125 350 475	741 255 996	867 547 350

Workout the missing numbers:

87 - ___ = 16	____ - 14 = 33	___ + 74 = 142
____ - 326 = 621	874 + ____ = 1389	____ - 679 = 265

INVERSE OPERATIONS

Inverse operations are opposite operations that can reverse each other. You will be focusing on the operations, Addition and Subtraction.

* The opposite of subtraction is addition
* The opposite of addition is subtraction

Examples:

+	18 + 9 = 27 9 + 18 = 27	65 + 81 = 146 81 + 65 = 146	555 + 870 = 1425 870 + 555 = 1425	1064 + 2345= 3409 2345 + 1064= 3409
-	27 - 18 = 9 27 - 9 = 18	146 - 65 = 81 146 - 81 = 65	1425 - 870 = 555 1425 - 555 = 870	3409 - 2345= 1064 3409 - 1064= 2345

In these examples, we are reversing the operation (addition and subtraction) and position of the numbers to make the number sentences true. The answer to these inverse operation sentences will always be within the three numbers.

Activity:

Use the numbers below to create inverse operation number sentences.

40, 67, 107   59, 85, 144

178, 541, 897   211, 610, 821

222, 543, 765   389, 874, 1263

5676, 1234, 6910   2121, 3492, 5613

5890, 4123, 10013   13452, 72951, 86403

Extension:

1. Ava and Lucille have 68 marbles. Lucille has 25 marbles. What number sentence can be used to show how many marbles Ava has?

☐ 68 + 25 = 93
☐ 93 - 25 = 68
☐ 68 - 25 = 43
☐ 25 + 68 = 93
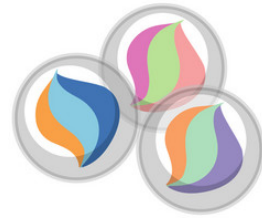
2. How many marbles did Ava have?

=

3. How did you get that answer? Show working out if you need to.

Monday - Library extension

Can you name the books using the Emoji pictures?

1. 🌈🐟

2. 🐈➡️🎩

3. ☝️🐟, ✌️🐟, 🔴🐟, 🔵🐟

4. 🕷️🕸️🐷

5. 🐷🐷🐷🐺

6. 👱‍♀️🐻🐻🐻

7. 🟢🍳🥓

8. ☝️🏃🐇

9. 👦🍑

10. 🐛🍎🍐🍊🍭🍦🦋

11. 🪄. 🌳

12. 🥷👶

13. ❓🟢🐑

14. 🐍🦈🐺🐡

15. 🟤🍞🍯

16. 🗑️🐓

English – Grammar & Punctuation Tuesday

WALT: Understand and use adverbs of modality, degree or opinion.
Success Criteria: I can write a sentence that contains an adverb and has a capital letter and full stop.

Core Task:
Adverbs that say how, are adverbs of manner.
Adverbs that say when, are adverbs of time.
Adverbs that say where, are adverbs of place.
Modal Adverbs
Adverbs can also tell us how certain we are about something. If we say, that is definitely true, we are much more certain than if we say, that is possibly true. Adverbs that show how certain we are, are called modal adverbs.
Activity:

Choose one of these modal verbs to complete each of these sentences – you can use each one more than once if you need to.

might	will	should	can
can't	mightn't	won't	shouldn't

1. Pasha _____ try her hardest at school.

2. He is so tired, he _____ keep his eyes open.

3. Tom is a great soccer player. He _____ even play in goal!

4. If she keeps trying hard, she _____ just have a chance.

5. He is still learning. He _____ do his shoe laces up just yet.

6. You _____ hurt people or steal things.

7. When you have finished eating, you _____ wash your plate.

8. When they get there, they _____ find it waiting for them.

9. The cold makes it likely there _____ be icy roads tomorrow.

10. When I am older, I _____ be a millionaire.

INVERSE OPERATIONS

Workout the following worded problems.

In each question there is an inverse operation implemented in the problem.

1) I am a number. Subtract 56 from me and I will equal to 42. What number am I?

2) I am a number. Add 25 to me and I will equal to 57. What number am I?

3) Adam went to the Takeaway shop for lunch. He ordered a fish and chips box and a can of Coke. There was too much noise in the background, that he could not hear what the total of his lunch was. He gave the person serving him $15 and received $6 change. He knew that the can of coke was $2.

How much was the fish and chips box? And what was the total of his lunch?

4) Ben has a huge collection of 150 mini dinosaurs and decided to share them with his best friend. Ben invited his best friend Jim over. He told Jim that he can borrow as many dinosaurs as he wants. Once Jim left, Ben counted 63 dinosaurs.

How many dinosaurs did Jim borrow?

5) Jake and Anna together want to buy a swing and seesaw play set to put in their backyard. The play set costs $432 dollars. Jake paid $255.

How much did Anna pay?

6) Tina went to Costco to buy two bikes, one for herself and one for her brother. She chose a regular pink bike for her, that costs $225 and a blue mountain bike for her brother, but the price is missing. Tina went to the cash register to purchase both the bikes. The total came to $582.

What was the price of her brother's mountain bike?

Inverse Operations

Find the value of '?' in each word problem. You will be focusing on addition and subtraction. To answer these questions, you will need to use the 'Inverse Operation' strategy to complete these questions.

*Opposite of subtraction is addition
*Opposite of addition is subtraction

EXAMPLE:

15 - ? = 11
15 - 11 = 4
? = 4

QUESTIONS:
1.

Abiha wrote the sentence
'11 - 6 = ?'

What is the value of '?'
=

2.

If Ellyra wrote the sentence?
'? - 8 = 11'.

What is the value of '?'
=

3.

What is the value of '?' if Spencer wrote the sentence '? - 9 = 16' ?
=

4.

Peighton and Senaya wrote number sentences. What is the value of '?' if this was their number sentence '25 - ? = 8'.
=

EXAMPLE:
Jesse started with ? pears. Polly ate 4 of the pears. Now Jesse is left with 12 pears.

*The easiest way to solve this problem is to turn it into a number sentence.

? - 4 = 12

4 + 12 = 16

? = 16

QUESTIONS:

5.

Charli-Rose had 17 marbles. Teagan borrowed a few. How many (?) did Teagan borrow, if Charli-Rose was left with 7?

=

6.

Joel started with ? amount of apples. Joel and Mehtab ate 5 apples. Joel is now left with 14.

What is the value of '?'

=

7.

Ruby started with ? amount of rings. Sienna and Jia borrowed 6. Now Ruby is left with 9.

What is the value of '?'

=

EXAMPLE:

You need to solve the completed number equation to find '?'

E.g. 42 + ? = 70 - 20

70 - 20 = 50
50 - 42 = 8
? = 8

QUESTIONS:

8.

Levi and Archer want to find out if these number sentences are of equal value. What number will make the number sentence true?

38 + ? = 60 - 5

=

9.

Isaac and Ashton want to find out the value of ? in this number sentence: ? + 36 = 70 – 6

What is the value of '?'

=

10.

Rocco and Jahmarley wrote a sentence

'9 + ? = 21'

In which of these does the '?' have the same value?

- 21 - 9 = ?
- 21 + 9 =
- ? - 21 = 9
- 9 - ? = 21

11.

Gemma's sentence looked like this: '? - 3 = 4'

Indiana wrote some sentences too. In which of these does the '?' have the same value?

- 3 + 4 = ?

- ? + 3 = 4
- 4 - ? = 3
- 4 - 3 = ?

EXAMPLE:

To complete these questions, you need to add together the two problems.

11	+	19	=	22	+	9	?	?

Step 1: 11 + 19 = 30
Step 2: 22 + 9 = 31

Step 3: After solving the two problems, you need to subtract the smaller sum from the bigger sum:

31 - 30 = 1

Step 4: The answer is 1 because there is only 1 difference between the two sums

11	+	19	=	22	+	9	-	1

QUESTIONS:

12.
Eli, Justin and John created a number sentence with some cards.

22	+	15	=	22	+	19	?	?

What OPERATION and NUMBER will make this sentence true?

=

13.

Eden, Sarah and Karanveer created a number sentence with some cards.

43	+	26	=	43	+	30	?	?

What OPERATION and NUMBER will make this number sentence true?

=

English – Grammar & Punctuation Thursday

WALT: understand the use of apostrophes to show possession.

Success Criteria: I can write a sentence using apostrophes to show possession.

Core Task: Apostrophes are used to show that something belongs to someone or something. The placement of the apostrophe can be tricky, but the simple rule is that it is placed after the last letter of the owner or owners.

. Look at the pictures. Can you write a sentence to describe each using an apostrophe to show possession? The first one has been done for you.

a)

Rachel

This is Rachel's toy train.

b)

Sophia

_____

_____

c)

Laiba

_____

_____

d)

Lok

_____

_____

$$\text{acorn} = 4$$

$$\text{clock} = 7$$

$$\text{button} = 5$$

What number is the baby shirt?

$$\text{acorn} + \text{baby shirt} + \text{button} = 18$$

What number is the apple?

$$\text{baby shirt} + \text{apple} + \text{clock} = 29$$

What number is the apple?

$$\text{apple} - \text{apple} = 3$$

$$\text{apple} + \text{baby shirt} + \text{clock} - \text{button} = ?$$

Time

EXAMPLE:

Hour hand

Seconds hand
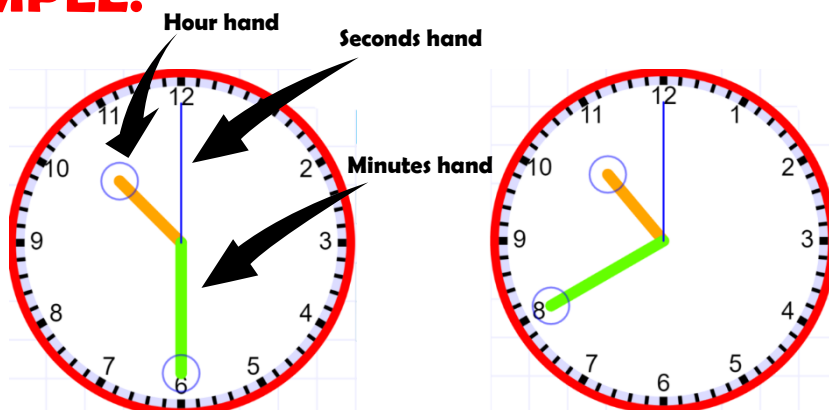
Minutes hand

How many minutes did the minutes hand move? 10 minutes

1)
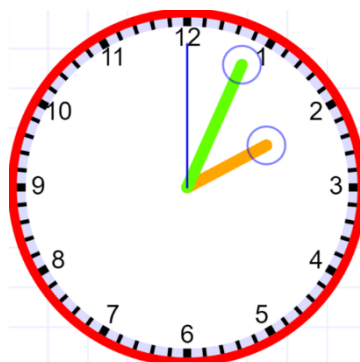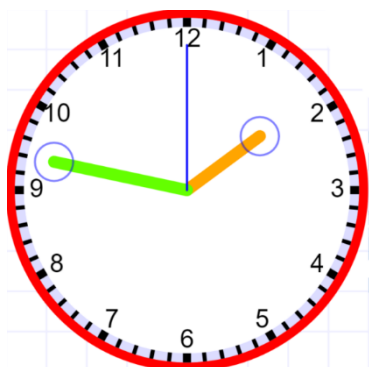
How many minutes did the minutes hand move? _____

2)
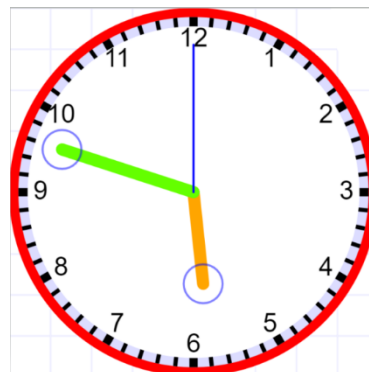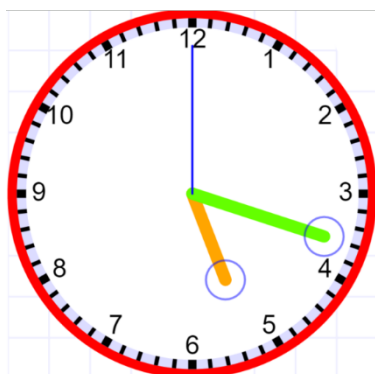
How many minutes did the minutes hand move? _____

3)
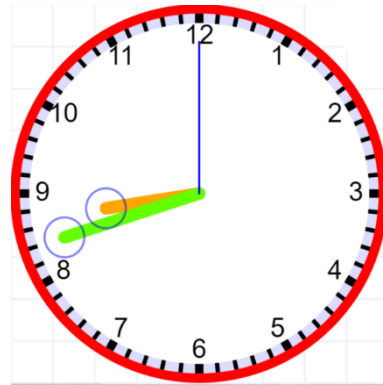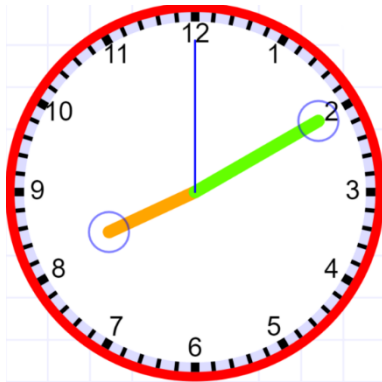
How many minutes did the minutes hand move? _____

4)
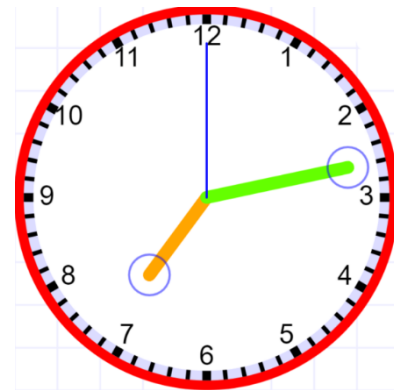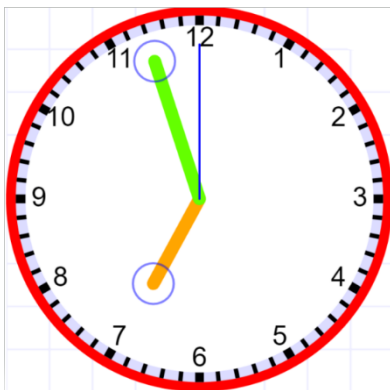
How many minutes did the minutes hand move? _____

5)
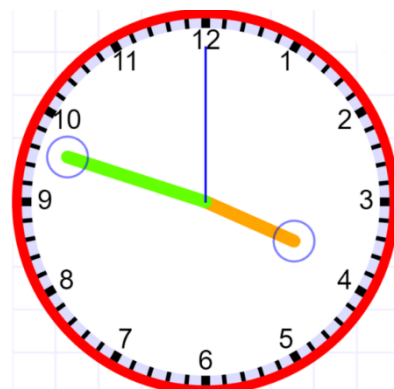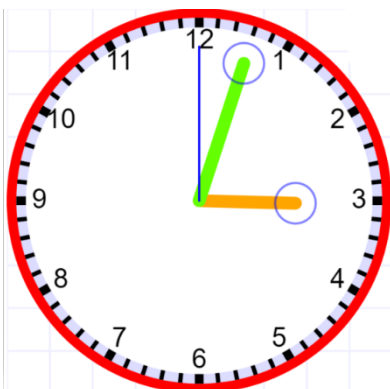
How many minutes did the minutes hand move? _____

6)
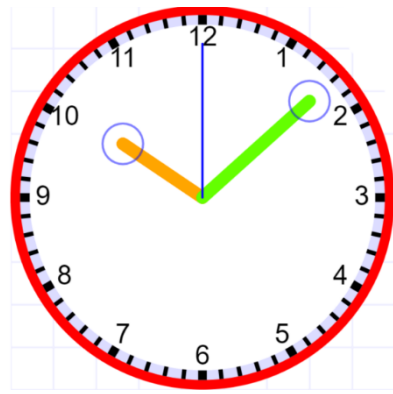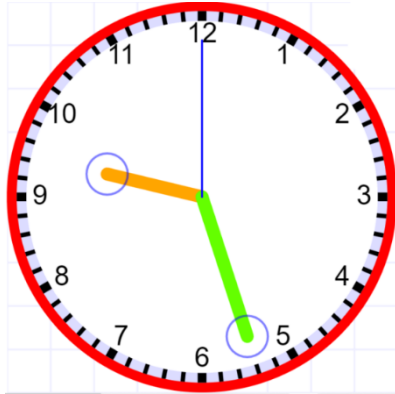
How many minutes did the minutes hand move? _____

7)
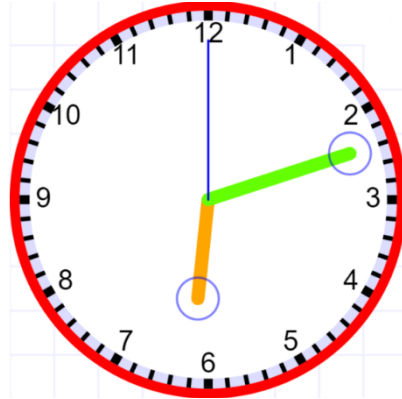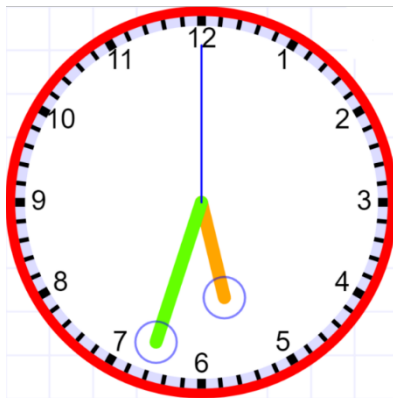
How many minutes did the minutes hand move? _____

8)
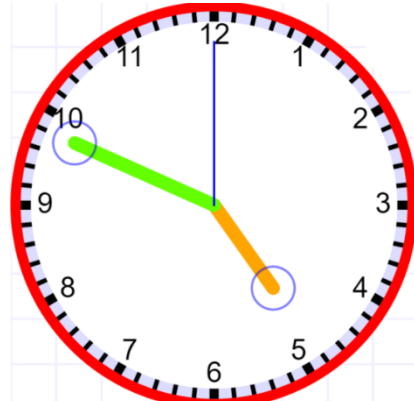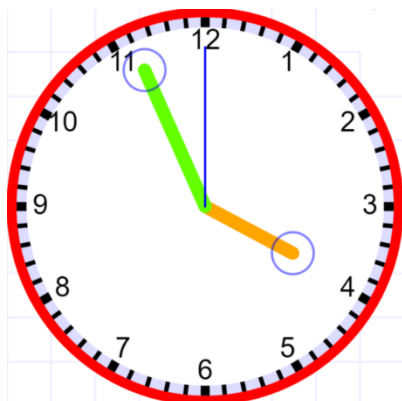
How many minutes did the minutes hand move? _____

What time is it?

ACTIVITY 1

This activity requires you to show the given
time on the digital clock and analog clock.
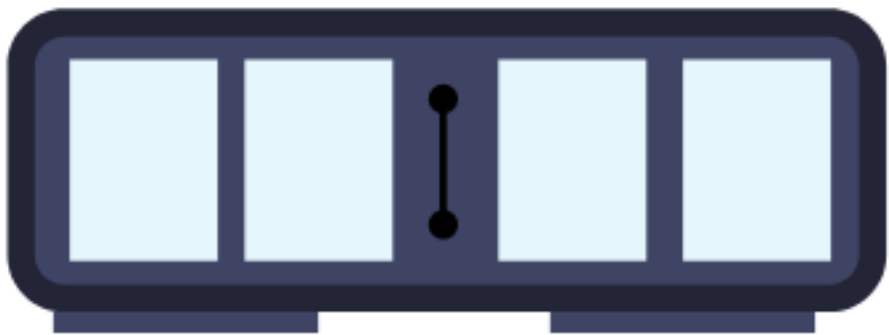
8am
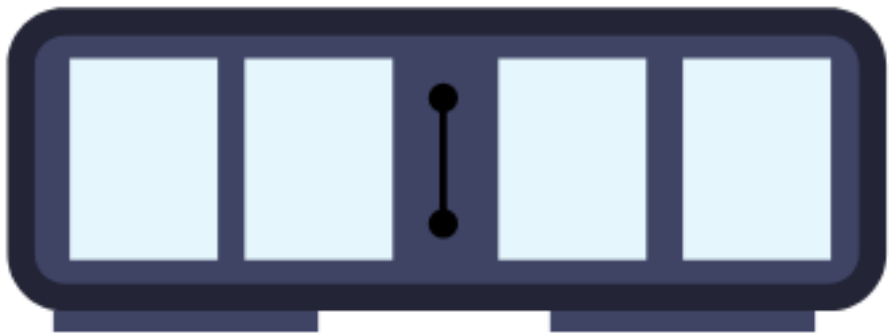
9pm
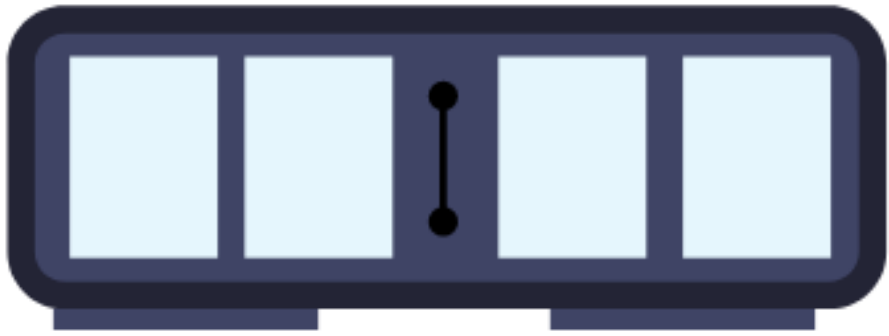
6:22 am
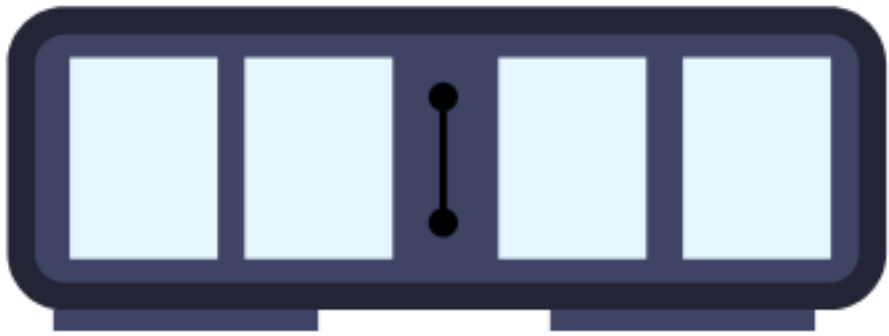
11:39 pm

ACTIVITY 2

Questions 1-4 has two sets of time. You need to represent the given times on the analog clocks.

Questions 5-6 require to work out what the other time is.

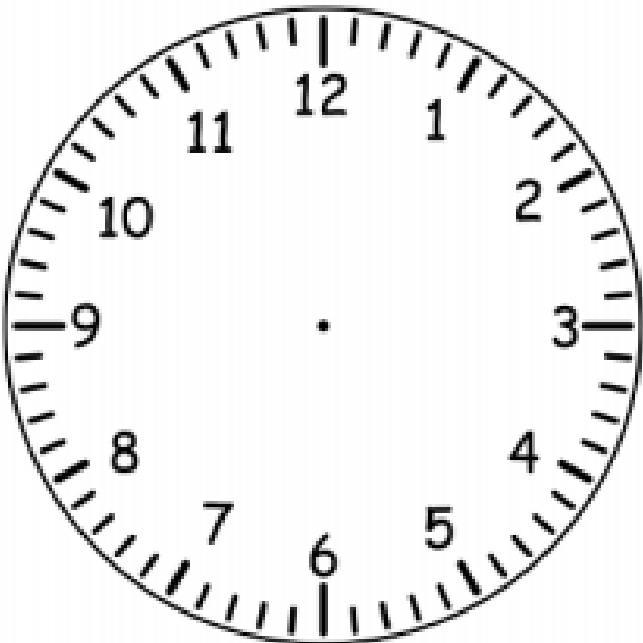Sally arrived at school at 8:20 am. School starts at 8:45 am
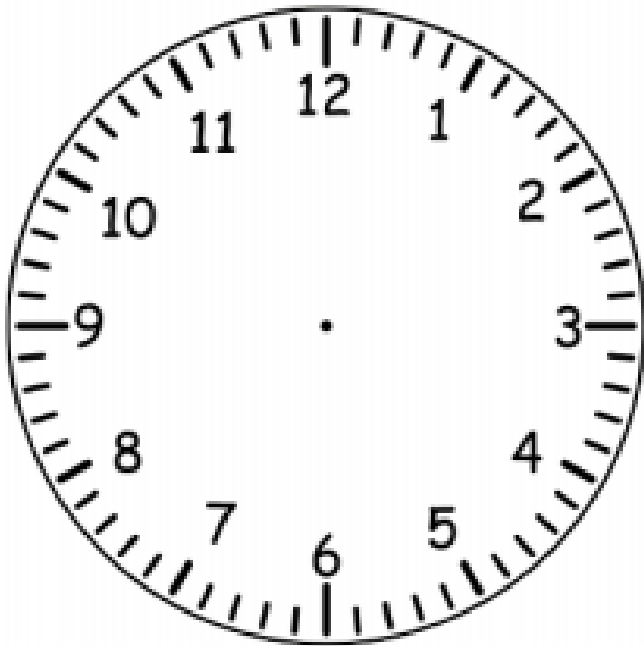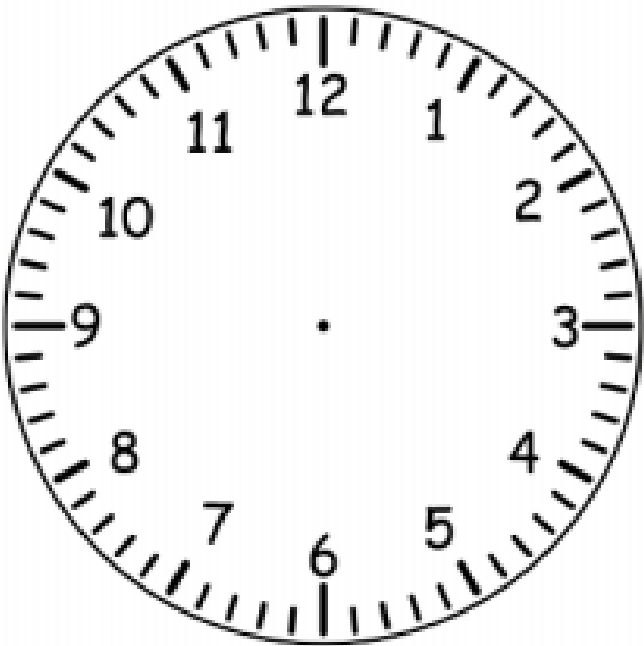
Joel's soccer game finished at 5:30 pm. He needs to be home by 6:25 pm for dinner.
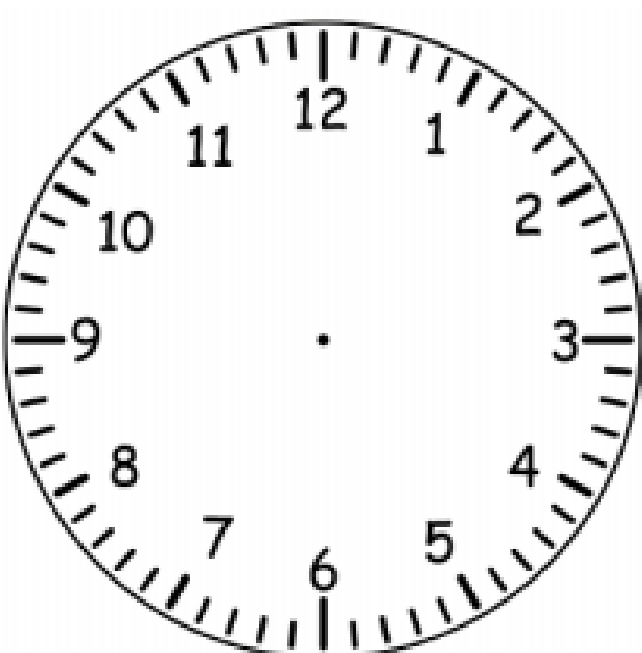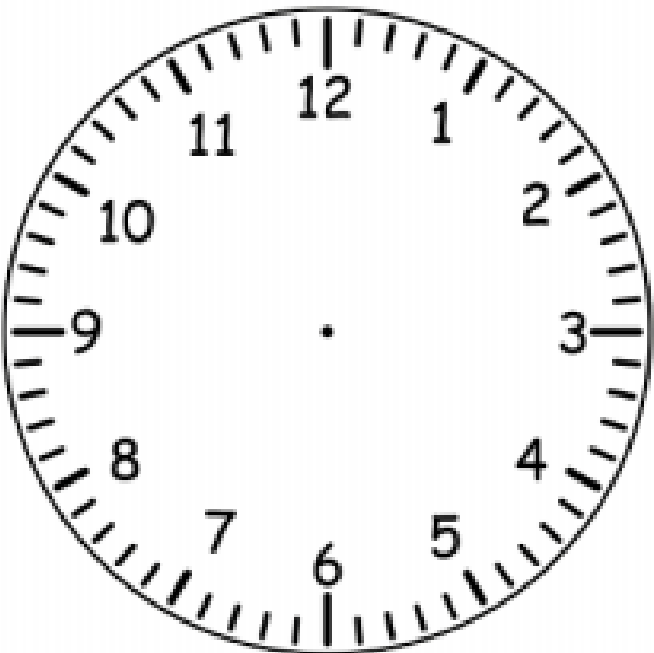
Bella has tutoring at 5:20 pm after school. It finishes at 6:05 pm.
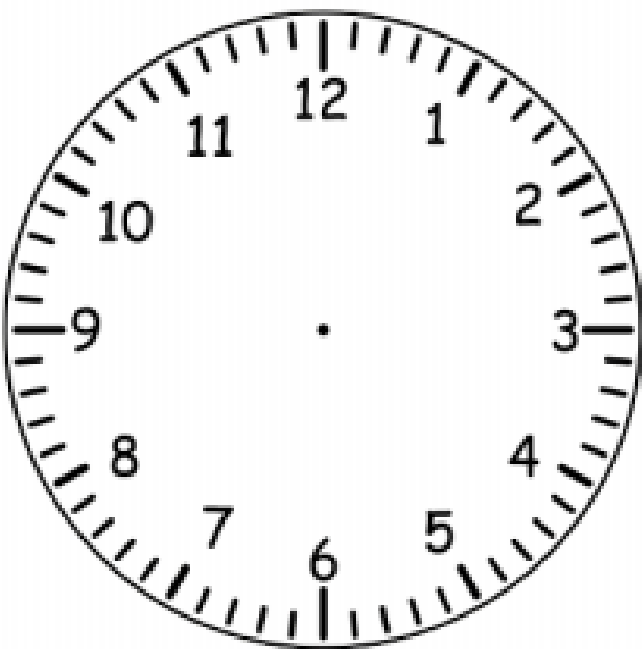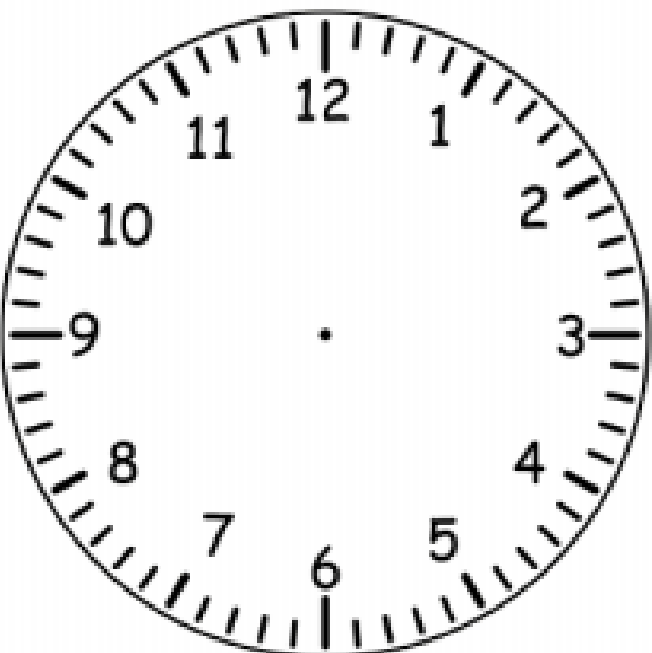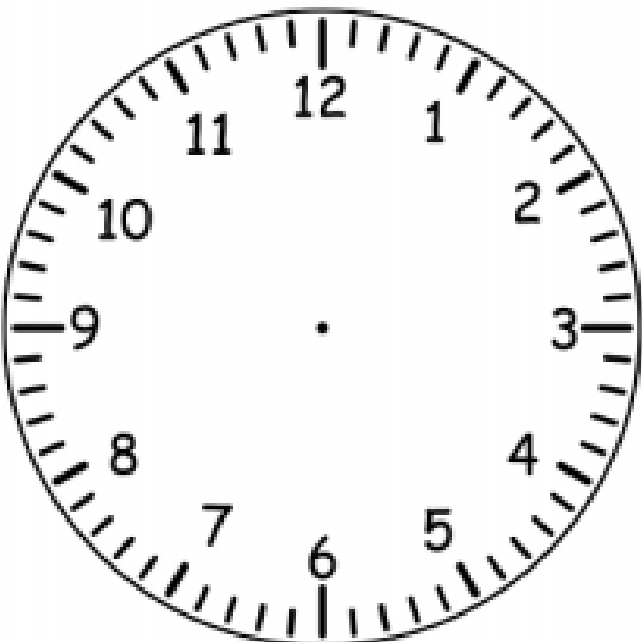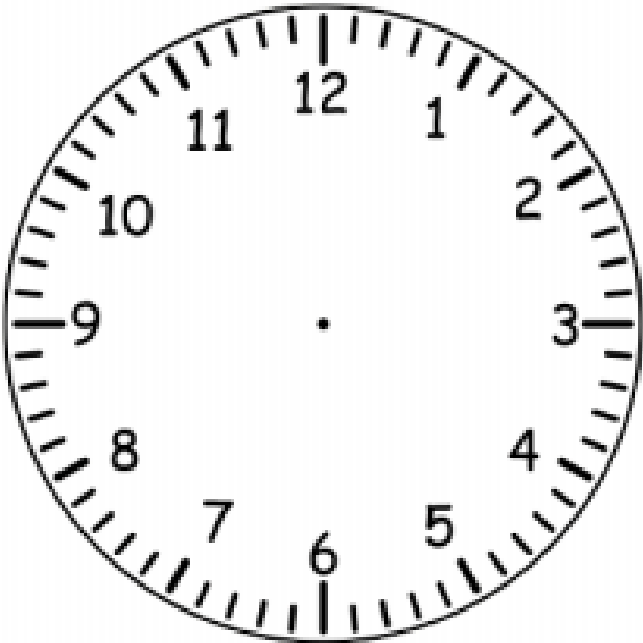
Malcolm started to bake a cake. He began preparing at 8:19 am and finished at 10:23 am
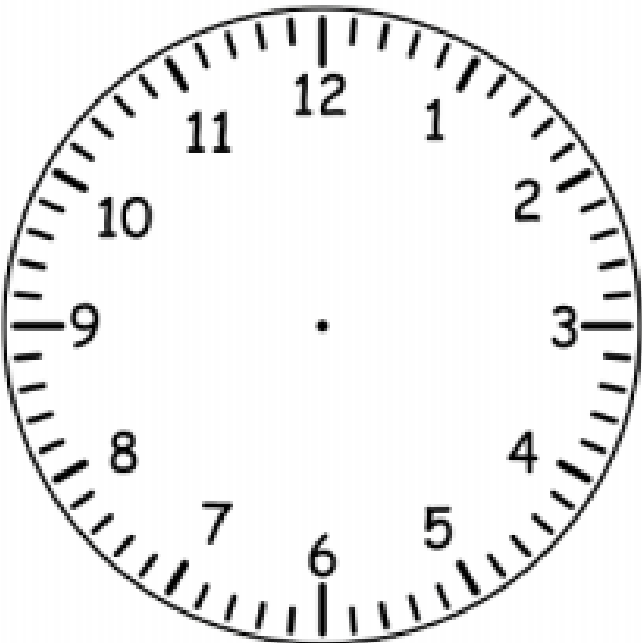
Catalina's hair appointment is scheduled at 11:15 am. It is scheduled to be finished in 3 hours. What time will Catalina's hair appointment be finished?
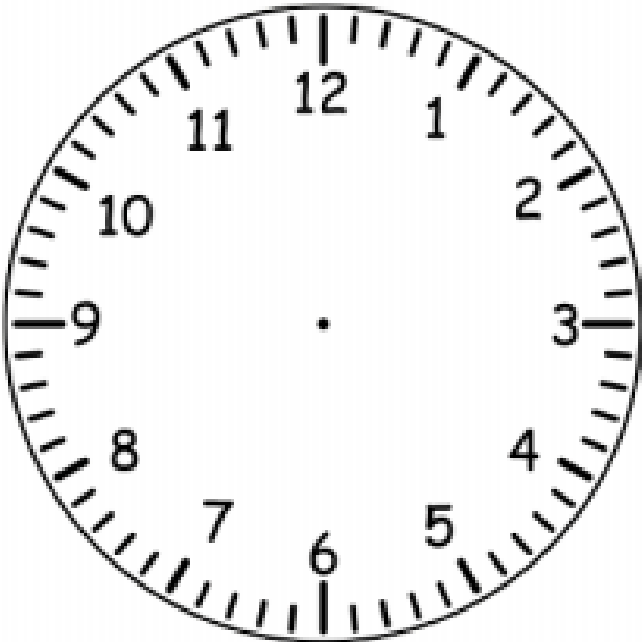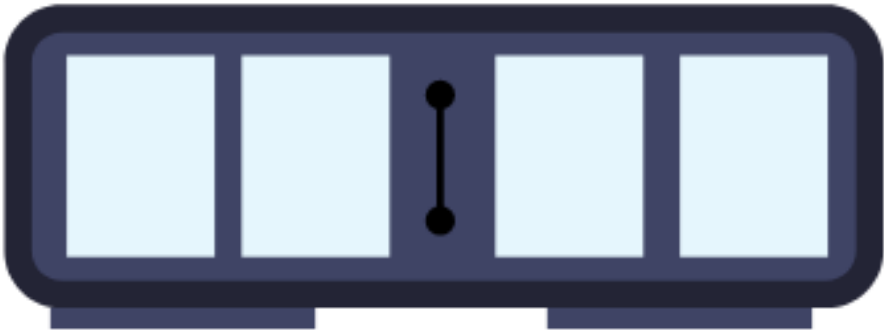
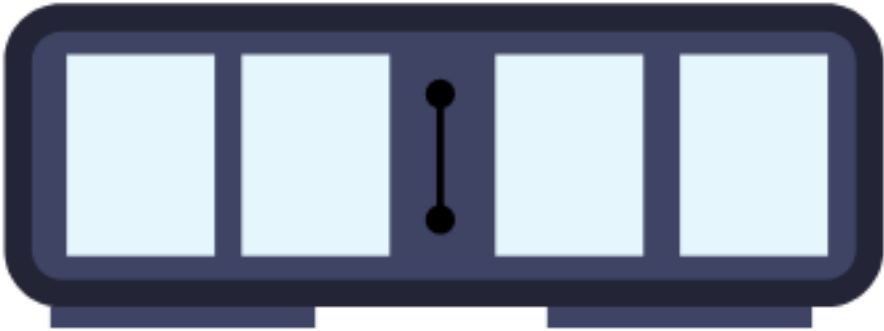Brad timed his pasta for 7 minutes. He put the pasta in at 6:24 pm. What time will the pasta be cooked?

EXTENSION/CHALLENGE

Write the time in 24-hour time

8:17 pm

2:52 pm

11:46 pm

9:01 pm

4:04 pm

Time

1) Sally started her bike ride at 9:10am. She went for a quick 15-minute bike ride around her town.

What time did Sally finish from her bike ride?

2) Lucas started playing Fortnite at 6:37pm. He played for 45 minutes.

What time did Lucas finish playing?

3) Jemma skipped for 10 minutes straight. She had a 5-minute break and skipped 5 more minutes.

If she started at 2:25pm, what time would she have finished?

4) Terry baked a chocolate cake. The time she started was 10am. It took her 3 minutes to prepare all the ingredients, 10 minutes to put all the ingredients together and mix it and 30 minutes to bake. Once the cake had finished, she waited for the cake to rest for 20 minutes before decorating it, which took her 11 minutes.

What time did Terry finish from the time she started?

5) The lunch bell rings at 12:50pm. Joseph eats for 7 minutes and then goes plays soccer with his friends for 15 mins. After playing soccer he decides to rest for 7 minutes and then continues playing soccer for the next 11 minutes until the bell rings to go back into class.

How long did lunch go for and what time did lunch end?

6) It is 3:35pm and Stephanie needs to be at the train station by 4pm. Stephanie goes to the Woolworths across the station, which is a 1-minute walk, to do some quick shopping. If Stephanie spends 15 minutes at Woolworths, 2 minutes at the cash register and walks to the train station.

How much time does Stephanie have to get to the train station and what will be the time that Stephanie arrives to the train station?

What's the time, Mr Wolf?

Mr Wolf is counting on you to prepare a scrumptious afternoon tea for you and your friends. To prepare this afternoon tea, you need to complete some questions that focus on **TIME**.

You will need to use the correct notation (am and pm) and read and record the time to the nearest minute.

Q1.

This clock shows you what time you have woken up. What is the time?

Q2. You need to leave the house at 8:15. From the time that you woke up, to the time you need to leave the house, how much time do you have to get ready?

Q3.

Read the Bus Timetable. What bus should you catch if you left your house at 8:15?

Q4. You arrive at Penrith Plaza at 9:52. What time do you arrive at Woolworths if it takes you 11 minutes to walk there?

Q5. Shopping takes you 35 minutes. What is the time now if you arrived at Woolworths at _____ : _____ ?

Q6. You feel a little thirsty so you order a hot chocolate from San Churros. Your drink will take 4 minutes to make. If it is 10:57 am, at what time will your hot chocolate be ready?

Friday Lesson – UoW Week 10

Q7.

Penrith Stand C	Glenmore Park
10:36 am Real-time data unavailable	**11:04 am** 797
Penrith Stand C	Glenmore Park
11:36 am Real-time data unavailable	**12:04 pm** 797
Penrith Stand C	Glenmore Park
12:36 pm Real-time data unavailable	**1:04 pm** 797
Penrith Stand C	Glenmore Park
1:36 pm Real-time data unavailable	**2:04 pm** 797

Read the Bus Timetable. What time will the next bus arrive if you are at the bus stop at 11:14 am?

Q8. The bus drops you off. From the bus stop, it is a 7-minute walk to your house. If it is 12:12 pm, what time will you arrive home?

Q9. You bought cupcake mix to make for dessert. Start making the cake at 12:32 pm. According to the 'Preparation Time' and 'Baking Time', what time will the cake be cooked?

Jamie Oliver RECIPES   DISCOVER   NUTRITION   VIDEO   SUMMER RECIPES   SIGN UP / LOG IN

Basic pizza
SIMPLY DELICIOUS DOUGH & TOPPING

VEGETARIAN

"Trust me, once you see how simple and tasty this pizza dough recipe is, want takeaways"

SERVES **8**   COOKS IN **1 HOUR 20 MINUTES**   DIFFICULTY **NOT TOO TRICKY**

Bread, Italian, Mains

NUTRITION PER SERVING

Calories	Fat	Saturates	Sugars	Salt	Protein	Carbs	Fiber
481	4.9g	1.8g	5.1g	1.5g	17.6g	92.9g	4.2g
24%	7%	9%	6%	25%	35%	38%	-

OF AN ADULT'S REFERENCE INTAKE

Q10. You've decided to make pizza while the cake is cooking. The recipe says the pizza will take 1 hour and 20 minutes to cook. It's now 1:19 pm. What time will the pizzas be ready?

Q11. *Ring ring, ring ring* - Mr Wolf calls and says he is coming over now. It will take him 47 minutes to get to your house. It's now 1:26pm. What time will he arrive?

Q12. All your friends have had an amazing time! It is now 5:28 pm and your friends start to say goodbye. Your friends arrived at 2:32 pm. How long did they stay?

Q13. It's time to clean up! You clean for 26 minutes. It's now 6:17 pm. What time did you start cleaning?

After cleaning, you get ready for bed... THE END.

2