






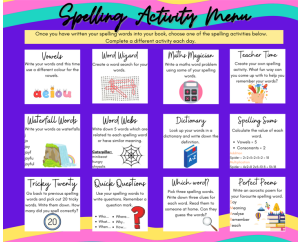



## Week 2 Term 4 Weekly Framework Stage 2

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>

T4 Wk 2	Morning Session		Middle Session	Afternoon	
Monday	<b>English - Spelling:</b> <b>Year 3 Learning Intention:</b> I can use the digraph /oi/ making the sound "oi" as in coin. <b>Year 4 Learning Intention:</b> I can use the graph /a/ making the sound "a" as in ant. <b>Activity 1:</b> Click on the link to watch a mini spelling lesson, see the words for the week and the spelling activity menu.  <b>Year 3:</b> <a href="https://www.canva.com/design/DAEp2-XN9HU/pEgxrMM2qS2FrD482W_6g/view?utm_content=DAEp2-XN9HU&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink">https://www.canva.com/design/DAEp2-XN9HU/pEgxrMM2qS2FrD482W_6g/view?utm_content=DAEp2-XN9HU&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink</a>  <b>Year 4:</b> <a href="https://www.canva.com/design/DAEp20M5enw/zPF0BHCSTqWciD1Sb35glw/view?utm_content=DAEp20M5enw&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink">https://www.canva.com/design/DAEp20M5enw/zPF0BHCSTqWciD1Sb35glw/view?utm_content=DAEp20M5enw&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink</a>  <b>Activity 2:</b> Complete one activity from the Spelling Activity Menu.  <b>10am:</b> Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. <b>Click the link below:</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a>	<b>English - Writing:</b> <b>WALT:</b> Use the technique 'show don't tell' to describe what a character looks like. <b>Success Criteria:</b> I can use indirect characterisation to describe a character's appearance. <b>5 minute Warm up:</b> Brainstorm what you can see, hear, smell, touch, taste and feel at the snow. <b>Lesson:</b> Characterisation is the way an author describes what a character is like. It helps to make the characters seem believable.  <b>Direct characterisation:</b> The writer directly provides information about a character's appearance, personality and tells the reader what the character is like. E.g <i>Kelly has long blonde hair and long legs.</i> <b>Indirect characterisation:</b> The writer uses the character's thoughts, words and actions to reveal information about them. . E.g <i>With her long blonde hair flying with the wind, Kelly ran down the road. She pumped her long legs. She had to beat her brother to the yogurt shop. He wasn't going to beat her again</i> <b>Click on this link to play the game</b> to guess whether the statement is direct (telling) or indirect (showing) characterisation. Click on the worksheet to describe the physical appearance of a character using 'show don't tell'. <a href="https://docs.google.com/document/d/18gqRIDWNWlp_aSuo1b0TPB_anF09XTIV2/edit?usp=sharing&amp;ouid=114022284492852251759&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/18gqRIDWNWlp_aSuo1b0TPB_anF09XTIV2/edit?usp=sharing&amp;ouid=114022284492852251759&amp;rtpof=true&amp;sd=true</a>	<b>Mathematics:</b> <b>WALT:</b> I can solve addition and subtraction problems using money <b>Warm-up:</b> For Theo's 9th birthday, he received an electric scooter. His mum and dad only let him ride it at up to 20 kilometres per hour. If he rides it at that speed for 15 minutes, how far would he travel in that time? *Review the provided slideshow that explains today's task. *Complete the worksheet.  <b>Worksheet - Yr 3</b> <a href="https://drive.google.com/file/d/1YpLKpTBzWzAoqhYyQlsvf1JVkse3N2/view?usp=sharing">https://drive.google.com/file/d/1YpLKpTBzWzAoqhYyQlsvf1JVkse3N2/view?usp=sharing</a> <b>Worksheet - Yr 4</b> <a href="https://drive.google.com/file/d/1D3_I4XBYmHfjzGxFTmk-SV2VqCkO-dD/view?usp=sharing">https://drive.google.com/file/d/1D3_I4XBYmHfjzGxFTmk-SV2VqCkO-dD/view?usp=sharing</a>  <b>Money - guide:</b> <a href="https://drive.google.com/file/d/1zO2scXUks0ZvDES1wHFuNWUccfsoWTQ9/view?usp=sharing">https://drive.google.com/file/d/1zO2scXUks0ZvDES1wHFuNWUccfsoWTQ9/view?usp=sharing</a>  <b>Extension/Challenge:</b> <a href="https://drive.google.com/file/d/1b12_8WHGHLQXTDjdtklStzXLfous7ez/view?usp=sharing">https://drive.google.com/file/d/1b12_8WHGHLQXTDjdtklStzXLfous7ez/view?usp=sharing</a>	<b>English - Reading:</b> <b>Author's Purpose</b> <b>WALT:</b> Identify if an Author's Purpose is to persuade, inform, entertain, explain or describe. Revisit Author's Purpose - <i>The purpose of a text is the reason why it was written. An author may write a text to persuade, to inform, to entertain, to explain something or to describe something.</i>  <div><b>Identify Author's Purpose</b>  The purpose of a text is the reason why it was written. An author may write a text to persuade, to inform, to entertain, to explain something or to describe something.  <div><b>Persuade</b> To convince the reader to agree with a certain viewpoint on an particular issue or topic. </div><div><b>Inform</b> To teach or provide information to the reader on a particular topic using facts. </div><div><b>Entertain</b> To engage and provide enjoyment for the reader through imaginative writing or storytelling. </div><div><b>Explain</b> To tell the reader how to do something or to show how something works. </div><div><b>Describe</b> To portray to the reader the characteristics of a person, place, thing or experience. </div></div> <b>Click on the link to watch the slideshow about this week's lessons:</b> <a href="https://docs.google.com/presentation/d/1hqlRPSPWFCA4sTbvBay8RodXZ8Az-z6TeutAZd7-bE/present">https://docs.google.com/presentation/d/1hqlRPSPWFCA4sTbvBay8RodXZ8Az-z6TeutAZd7-bE/present</a>  <b>Complete the worksheet:</b> <a href="https://docs.google.com/document/d/11sk8eoMbzaaKNoiRNGc8adLOHqWs6SruA2hOnFapGk/copy">https://docs.google.com/document/d/11sk8eoMbzaaKNoiRNGc8adLOHqWs6SruA2hOnFapGk/copy</a>	<b>CAPA - Drama</b>  Lesson 2 'Exploring Mime'  <a href="https://docs.google.com/presentation/d/13176GnqWgJzrxtBfBlqphaSQ6Av7qqmzUgLL2L70Ub1g/present">https://docs.google.com/presentation/d/13176GnqWgJzrxtBfBlqphaSQ6Av7qqmzUgLL2L70Ub1g/present</a>  Lesson "Exploring Mime"  Follow the instructions in the PowerPoint  <div>Don't forget to click on the links and watch the videos.</div> <b>Task – students design and perform a 30 – 60 second mime. You could upload it to your GoogleClassroom or send it to your teacher on Seesaw.</b>
	<p>*All links will be posted in your GoogleClassroom by your teacher.</p> <p>*Resources/ worksheets/ spelling words can be found at the end of this document under resources - you access all documents online or print the resources.</p> <p>*If you cannot print the worksheets simply write the answers in your workbook.</p>				

T4 Wk 2	Morning Session		Middle Session	Afternoon
Tuesday	<p><b>English - Spelling:</b> <b>Year 3 Learning Intention:</b> I can use the digraph /oi/ making the sound “oi” as in coin.</p> <p><b>Year 4 Learning Intention:</b> I can use the graph /a/ making the sound “a” as in ant.</p> <p><b>Lesson Activity:</b> Write your spelling words in your workbook</p> <p>Complete one activity from the Spelling Activity Menu. Aim to complete a different activity each day</p> 	<p><b>English - Writing:</b> <b>WALT:</b> Use the technique ‘show don’t tell’ to describe a character’s personality and feelings. <b>Success Criteria:</b> I can describe a character’s personality and feelings using actions. <b>5 minute Warm up:</b> “The girl had black hair”. Improve this description. Can you add more details? Can you ‘show’ the same information without ‘telling’? <b>Lesson:</b> Good authors use indirect characterisation to paint a picture of the character’s personality and their emotions. For example, <b>E.g</b> John makes people laugh wherever he goes. As the reader we can infer that John is funny without being told. Telling is: <i>She was tired.</i> Showing is: <i>She yawned.</i> Telling is: <i>She is hungry.</i> Showing is: <i>Her stomach rumbles.</i> Click on the link to play the game - match the characters emotions to their actions. This game will give you some ideas about what actions SHOW emotions rather than tell. <a href="https://docs.google.com/presentation/d/1n7bDt1x4zb-oTF6OFUamjiyvB-lkgP9n/copy">https://docs.google.com/presentation/d/1n7bDt1x4zb-oTF6OFUamjiyvB-lkgP9n/copy</a> You need to make a copy of the slides, click file,click download, click PowerPoint and open it in PowerPoint to play. Alternatively, this is the paper version of the game. <a href="https://drive.google.com/file/d/1J3RBbLqIA3z4hszdPX-zmJNHZOWgzCVQ/view?usp=sharing">https://drive.google.com/file/d/1J3RBbLqIA3z4hszdPX-zmJNHZOWgzCVQ/view?usp=sharing</a> Complete the worksheet to bring a character to life using the technique ‘show don’t tell’. <a href="https://docs.google.com/document/d/1GFMRlharGufar1G9bKeusd4mj5IOQAmx/copy">https://docs.google.com/document/d/1GFMRlharGufar1G9bKeusd4mj5IOQAmx/copy</a> *Keep this planning in a safe place because we will use it next lesson .</p>	<p><b>Mathematics:</b> <b>WALT:</b> <b>Year 3:</b> I can solve addition and subtraction word problems using efficient strategies. <b>Year 4:</b> I can calculate change rounding to the nearest five cents <b>Warm-up:</b> Race to 100 Use the template provided to play this game. Start at the number ‘1’. Roll a dice and whatever the dice lands on, you need to move that many times across the board. E.g. ‘5’ = move 5 places <a href="https://drive.google.com/file/d/11X4_UITlqGwyEkJzOmb9baHZROlw214/view?usp=sharing">https://drive.google.com/file/d/11X4_UITlqGwyEkJzOmb9baHZROlw214/view?usp=sharing</a> <b>Online dice (if you don’t have a dice at home)</b> <a href="https://www.online-stopwatch.com/chance-games/roll-a-dice/">https://www.online-stopwatch.com/chance-games/roll-a-dice/</a> <b>Topic:</b> Calculating ‘change’ by adding and subtracting amounts of money <b>Problem:</b> You need to post 4 letters to your friends and 1 parcel to your grandparents. *One stamp is \$1.10 *One parcel is \$9.30 You have \$15.20 in your wallet. How much change should you receive? <b>Activity :</b> *Review the provided slideshow that explains today’s task. *Complete the worksheet. <b>Worksheet - Yr3</b> <a href="https://drive.google.com/file/d/17oYwRYdK_JQGgFKvCB3zzWGQSHOFIG3/view?usp=sharing">https://drive.google.com/file/d/17oYwRYdK_JQGgFKvCB3zzWGQSHOFIG3/view?usp=sharing</a> <b>Worksheet - Yr4</b> <a href="https://drive.google.com/file/d/1CTT3BUHq3iLUzjoShvOZmvMPIJxRoqOL/view?usp=sharing">https://drive.google.com/file/d/1CTT3BUHq3iLUzjoShvOZmvMPIJxRoqOL/view?usp=sharing</a> <b>Money - guide: (If you need assistance)</b> <a href="https://drive.google.com/file/d/1zO2scXUks0ZvDESJwHFuNWUccfsoWTQ9/vjew?usp=sharing">https://drive.google.com/file/d/1zO2scXUks0ZvDESJwHFuNWUccfsoWTQ9/vjew?usp=sharing</a></p>	<p><b>English - Grammar &amp; Punctuation:</b> <b>WALT:</b> Understand and use idioms. <b>Success Criteria:</b> I can match the exact to the understood meanings of idioms. <b>Core Task:</b> Idioms <i>*Students can copy this into their books.</i> An idiom is the everyday use of colourful expressions special to a particular country or its language. Phrases or groups of words that have a hidden meaning which isn’t clear when reading the words literally. Using <i>idioms</i> from time to time in conversations helps you to fit in. <b>Examples:</b> Piece of cake (slice of cake...it’s so simple that it’s as easy as eating cake) Break a leg (this is the total opposite of what it seems to mean...wishing the person good luck) Blow off steam (no blowing steam from above the kettle...doing something or taking a break to help get rid of the stress)</p> <p><b>Activity:</b></p> <div><p>Underline the idiom in the quote below: In <i>Prototypes and Partnerships</i>, Mr Sharp is described as ‘a mischievous teacher who liked to pull the legs of his students.’</p><p>What is the literal (the exact) meaning of the idiom?</p><p>What is the understood meaning of the idiom?</p></div> <p><b>Library: Lesson from Mrs Burke</b> <b><i>Design a book cover</i></b> If you were an Author what would you like to write a book about. Draw the front cover and don’t forget to put your name at the bottom. <i>Post them on Mrs Burke’s Google Classroom. It is an assignment on there.</i> <i>If you are not already a member use this code to join – 3if22ps</i></p> <p>Remember to use these as an extra activity anytime you would like to - Take a look at a quiz on World Book Online - <a href="https://www.worldbook.com.au/educators/worksheets/trivia-quizzes/">https://www.worldbook.com.au/educators/worksheets/trivia-quizzes/</a></p> <p><b>Music: Lesson from Mrs Ruzay</b> 2-Introduce the concept of rhythm and how it is different from beat. *Can you find out the difference between beat and rhythm? <a href="https://www.youtube.com/watch?v=gHMDOOHJwyM">https://www.youtube.com/watch?v=gHMDOOHJwyM</a> Music Lesson Beat VS Rhythm</p> 

Wellbeing  
Wednesday

## WELLBEING WEDNESDAY

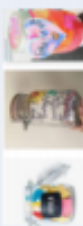
Week 2

1

**Activity:**

Make a Gratitude Jar

Take a jar, get slips of paper. Write or draw something that makes you happy. Place it in the jar. When you are feeling sad, take a paper out and remind yourself something you are happy for.



2

**Activity:**

Give someone a Remote Hug

Place a sign in your window that will make someone's day.

Maybe a positive word or phrase that will make someone smile.



3

**Activity:**

Eat at least one meal today with your family.

When you do, choose a question:

What is your favourite type of cereal?

What do you like better: Skittles or M&M's



4

**Activity:**

Listen to your favourite song/s while you colour in



5

**Activity:**

Draw a family portrait OR

Write a letter to a family member or a friend who you haven't seen during your time at home



OR Last  
Term!



BE KIND TO  
YOUR MIND

## Student Reflection

Write two ways you have grown this term, and identify an area you want to work on.




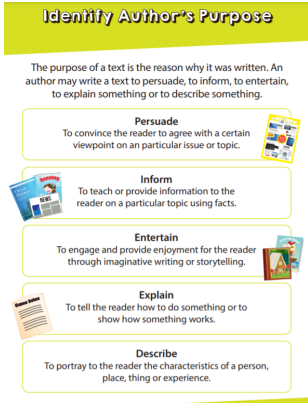
glow




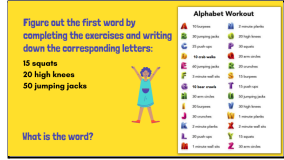
glow



grow

T4 Wk 2	Morning Session		Middle Session		Afternoon
Thursday	<p><b>Year 3 Learning Intention:</b> I can use the digraph /oi/ making the sound “oi” as in coin.</p> <p><b>Year 4 Learning Intention:</b> I can use the graph /a/ making the sound “a” as in ant.</p> <p><b>Lesson Activity:</b> Write your spelling words in your workbook</p> <p>Complete one activity from the Spelling Activity Menu. Aim to complete a different activity each day</p>  <p><b>10am:</b> Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. <b>Click the link below:</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></p>	<p><b>English - Writing:</b> <b>WALT:</b> Use ‘dynamic dialogue’ in our writing. <b>Success Criteria:</b> *I can use dynamic dialogue to reveal a character’s personality *I can use dynamic dialogue to reveal a character’s feelings *I can use dynamic dialogue to move the plot <b>Vocabulary Warm up:</b> Find and write the definition of the words ‘dynamic’ and ‘dialogue’.</p> <p>Real life conversations can sound boring with lots of ‘umms’ and ‘ers’ and half-finished sentences. Writers skip straight to the good parts to keep things interesting. <a href="#">Click here to look at examples of dynamic dialogue.</a></p> <p><a href="#">Click here to find synonyms to replace ‘said’</a> and think about the impact these words have on the character's emotions.</p> <p>E.g if words are shouted, they might feel angry. if words are whispered, they might feel scared. <b>Complete the worksheet:</b> <a href="https://docs.google.com/document/d/1X7Lymr8pFrgInK1CIP9oiNrRkInG3FEF/copy">https://docs.google.com/document/d/1X7Lymr8pFrgInK1CIP9oiNrRkInG3FEF/copy</a></p>	<p><b>Mathematics:</b> <b>WALT:</b> I can organise numbers from ascending to descending and descending to ascending order. <b>Warm-up:</b> <u>Exactly one hundred years ago</u>, Australian poet C.J. Dennis released his book of poems for children, called <b>“A BOOK FOR KIDS”</b>. In what <b>YEAR</b> was that book published? <b>Topic:</b> Organising numbers in ascending to descending and descending to ascending order. <b>Activity:</b> *Review the provided slideshow that explains today’s task. *Complete the worksheet. <b>Worksheet - Yr 3</b> <a href="https://drive.google.com/file/d/1sLAunTZDBcub0Dkk9zO4OuBIf8DZZzJQ/view?usp=sharing">https://drive.google.com/file/d/1sLAunTZDBcub0Dkk9zO4OuBIf8DZZzJQ/view?usp=sharing</a> <b>Worksheet - Yr 4</b> <a href="https://drive.google.com/file/d/1TzblJk7uiocrNPY-Aa1K13HV-8dC4tDg/view?usp=sharing">https://drive.google.com/file/d/1TzblJk7uiocrNPY-Aa1K13HV-8dC4tDg/view?usp=sharing</a></p> <p><b>Extension/Challenge:</b> See worksheet for Extension/Challenge Questions</p>	<p><b>English - Reading:</b> <b>Author’s Purpose</b> <b>WALT:</b> Identify if an Author’s Purpose is to persuade, inform, entertain, explain or describe. Revisit Author’s Purpose - <i>The purpose of a text is the reason why it was written. An author may write a text to persuade, to inform, to entertain, to explain something or to describe something.</i></p>  <p><b>Click on the link to watch the slideshow about this week’s lessons:</b> <a href="https://docs.google.com/presentation/d/1hqleRPsPWFCa4sTbvBav8RodXZ8Az-z6TeutAZd7-bE/presentation">https://docs.google.com/presentation/d/1hqleRPsPWFCa4sTbvBav8RodXZ8Az-z6TeutAZd7-bE/presentation</a></p> <p><b>Complete the worksheet:</b></p> <p><b>YR 3:</b> The Bird House/ Easy Bird Feeder / My Window/ The Rainbow Lorikeet: <a href="https://docs.google.com/document/d/1k-OI_9CrLNxCx9G4WnTFW7tWrg-V98ZgDKxDWchGgEw/copy">https://docs.google.com/document/d/1k-OI_9CrLNxCx9G4WnTFW7tWrg-V98ZgDKxDWchGgEw/copy</a></p> <p><b>YR 4:</b> Come One, Come All/ Just for Laughs/ Sand Art /Quicksand - <a href="https://docs.google.com/document/d/1EE7443BfoF4EY8KB15_i9JIGQ7zd76pYXpvEVIC30nc/copy">https://docs.google.com/document/d/1EE7443BfoF4EY8KB15_i9JIGQ7zd76pYXpvEVIC30nc/copy</a></p>	<p><b>CAPA - Art:</b> <b>Learning Intention:</b> To talk and write about the meaning of artworks in terms of how subject matter realistically represents things in the world. <b>What you need:</b> scrap paper (or coloured paper) that you can colour in flower colors of your choice Blank paper or background such as a cereal box, piece of cardboard to glue flowers onto coloured pencils scissors <b>For the flower petals:</b> you will cut paper into strips as thick and as long as you like (watch the video) <b>For the stems:</b> cut green strips of paper (or paper that you coloured in green) different lengths (watch the video) <b>For the grass on the bottom of the page:</b> create your own template and cut out green paper (or paper that you have coloured in green) *On each flower stem, write a word along the stem (in black marker).</p> <p>The word or words should be something that you have <u>enjoyed or appreciated</u> during this period of learning that has been a little different!</p> <p><b>Example:</b> <b>If you have been at home:</b> Family time Finding rocks Playing outside <b>If you have been at school:</b> Playing with different friends Helping Kindergarten Having different teachers</p> <p><b>VIDEO DEMONSTRATION:</b> <a href="https://drive.google.com/file/d/1OY_zk-2f2ucDDUcFB4vyMgvgBYedKiK8/view?usp=sharing">https://drive.google.com/file/d/1OY_zk-2f2ucDDUcFB4vyMgvgBYedKiK8/view?usp=sharing</a></p> <p><b>EXAMPLE:</b> <a href="https://www.pinterest.com.au/pin/1020276490551677303/">https://www.pinterest.com.au/pin/1020276490551677303/</a></p>



T4 Wk 2	Morning Session		Middle Session		Afternoon
Friday	<p><b>English - Spelling:</b>  <b>Year 3 Learning Intention:</b>            I can use the digraph /oi/ making the sound "oi" as in coin.</p> <p><b>Year 4 Learning Intention:</b>            I can use the graph /a/ making the sound "a" as in ant.</p> <p><b>Activity 1:</b>            Option a)            Have a family member quiz you on this week's spelling words</p> <p>Option b)            Quiz yourself using the look, cover, write, check method.</p> <p><b>Activity 2:</b>            Put the dictation words into sentences.</p> <p><b>Dictation Words Yr 3</b></p> <ol style="list-style-type: none"> <li>boil</li> <li>foil</li> <li>noisy</li> </ol> <p><b>Dictation Words Yr 4</b></p> <ol style="list-style-type: none"> <li>accent</li> <li>gravel</li> <li>planet</li> </ol>	<p><b>English - Handwriting:</b>  <b>WALT:</b>            - Write using cursive.            - Explore joins that facilitate fluency and legibility.</p> <p><b>Core Task:</b>  <b>Write the long date and underline. Review the five S's - slope, shape, size, spacing and style.</b>  <b>Diagonal joins</b>            A diagonal join goes from one letter's exit flick up to meet the next letter. Most letters join at the top body line.            Write the date and model handwriting.            Friday 1st November 2021            he hi hu hy ie im in ir he hi hu hy ie im in ir            ke ki kn kr ku ky le li lm ke ki kn kr ku ky            le li lm lu ly me mi mm mn le li lm lu ly            af uf ef if lf mf nf uf af uf ef if lf mf nf uf            hip, lip, my, me, him, fluffy, life, leaf</p> <p><b>Friday 1st November 2021</b>  <i>he hi hu hy ie im in ir he hi hu hy ie im in ir</i>  <i>ke ki kn kr ku ky le li lm ke ki kn kr ku ky</i>  <i>le li lm lu ly me mi mm mn le li lm lu ly</i>  <i>af uf ef if lf mf nf uf af uf ef if lf mf nf uf</i>  <i>hip, lip, my, me, him, fluffy, life, leaf</i></p>	<p><b>Mathematics: Whole Numbers</b>  <b>WALT:</b>  <b>Year 3:</b> I can identify a number's place value and I can represent it through expanded formation.  <b>Year 4:</b> I can identify a number's place value and represent it in a place value chart.</p> <p><b>Warm-up:</b> Number of the day  <a href="https://drive.google.com/file/d/1HNxtVPNiD1-NXgxMlzBG5WZplMW-2Cft/view?usp=sharing">https://drive.google.com/file/d/1HNxtVPNiD1-NXgxMlzBG5WZplMW-2Cft/view?usp=sharing</a></p> <p><b>Problem:</b> Carlos orders some basketball equipment online. His receipt gets crumpled up and he cannot see the total cost of his items. Carlos checks his email and sees that he has spent 'one thousand, two-hundred and thirty-four cents' on his basketball equipment. Represent this in numerical form.</p> <p><b>Activity:</b>            *Review the provided slideshow that explains today's task.            *Complete the worksheet.</p> <p><b>Worksheet - Yr 3</b>  <a href="https://drive.google.com/file/d/1R RsLTHYoYPAwzvzB3138pKJixuBzzzPX/view?usp=sharing">https://drive.google.com/file/d/1R RsLTHYoYPAwzvzB3138pKJixuBzzzPX/view?usp=sharing</a></p> <p><b>Worksheet - Yr 4</b>  <a href="https://drive.google.com/file/d/1sfkDTD5ExNEyzF0_J9_nqJjWlxRqIVsX/view?usp=sharing">https://drive.google.com/file/d/1sfkDTD5ExNEyzF0_J9_nqJjWlxRqIVsX/view?usp=sharing</a></p> <p><b>Extension/Challenge:</b>            See worksheet for Extension/Challenge Questions</p>	<p><b>English - Grammar &amp; Punctuation:</b>  <b>WALT:</b> Understand the use of nonsense words.  <b>Success Criteria:</b> I can determine real and nonsense words.  <b>Core Task:</b> Nonsense Words</p> <p>Nonsense words are words used in literature for poetic or humorous effect. Sometimes referred to as <i>gibberish</i>.</p> <p><b>Examples:</b>            Supercalifragilisticexpialidocious Iggily            biggily Gollygoops Pigglywiggly            Coochie coo Zowzy Woospiedoo            Bazinga</p> <p><b>Activity:</b>            Roald Dahl loves to use nonsense sentences in his books. Can you guess which books these sentences came from? Circle the book.</p> <ol style="list-style-type: none"> <li>One of the biggest chatbags is the cattlepiddlers...They is argying all the time about who is going to be the prettiest butterfly. (<i>Esio Trot, The Witches, The Twits, The BFG</i>)</li> <li>The greatest moment of my life is coming up now! I mustn't bish it. I musn't bosh it! I must keep very calm. (<i>Esio Trot, The Witches, The Twits, The BFG</i>)</li> <li>Here I come, you grizzly old grunion! You rotten old turnip! You filthy old frumpet! (<i>Esio Trot, The Witches, The Twits, The BFG</i>)</li> <li>I am having a giganticus plan for getting rrrrid of every single child in the whole of Inkland! (<i>Esio Trot, The Witches, The Twits, The BFG</i>)</li> </ol> <p><b>Challenge:</b></p> <p>Can you spot which words are real and which are nonsense below?            Fill in your key with a different colour for real words and nonsense words and then colour in the correct boxes below.</p> <div> <div>Real Words</div> <div>Nonsense Words</div> </div>	<p><b>PE - Sport:</b>  <b>Introduction:</b> Stretch your muscles before exercising. Follow the stretching song:  <a href="https://www.youtube.com/watch?v=EpdkgVIsNPY">https://www.youtube.com/watch?v=EpdkgVIsNPY</a></p> <p><b>Lesson:</b> Find an open space for an Alphabet Workout with a twist:  <a href="https://drive.google.com/file/d/1i o8zm17VfytsH3REb_DmnBTGaHrB ORZf/view?usp=sharing">https://drive.google.com/file/d/1i o8zm17VfytsH3REb_DmnBTGaHrB ORZf/view?usp=sharing</a></p> <p>Figure out the hidden message by completing the different exercises and write the letters/words down as you go! Don't forget to post your message on Google Classroom once complete!</p> <div>   </div> <p><b>Remember to take breaks when you need to.</b>  <b>Differentiation:</b> You can halve the amount of exercises if you need to, e.g. 60 jumping jacks = 30 jumping jacks.</p> <p><b>Conclusion:</b> Once complete, stretch it out with cosmic kids:  <a href="https://www.youtube.com/watch?v=dnwHDN6Dw7Q">https://www.youtube.com/watch?v=dnwHDN6Dw7Q</a></p> <p><b>Have fun and stay safe!</b></p>

Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
spoil point joint moist hoist	joined pointed invoice rejoice poison	turmoil disjoint avoiding android asteroid	generalisation grandeur humanitarian inconsequential inconsolable

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
animal answer batch packet slack	family happen magazine mammal balance	adjective accidental adjacent uncanny anguish	generalisation grandeur humanitarian inconsequential inconsolable

# MONDAY - WRITING



## SHOW DON'T TELL: CHARACTER APPEARANCE

**WALT:** Use the technique 'show don't tell' to paint a picture of a character.

'The boy has orange hair' 'The boy has hair the colour of flames.'

'He was blushing.' 'Red hot lava began to fill his cheeks as he sang to the crowd.'

---

**Describe the physical appearance of a character using 'show don't tell'.**

- What adjectives can you use to describe the character? [\\*Click here to expand your vocabulary using vivid adjectives.](#)
- How is the character dressed? Maybe they wear a uniform for work!
- What is the character's posture like?
- What is the character's facial expression?
- Can you describe your character whilst they are in the middle of action?

**Challenge:** Can you use a simile to give a more in depth description of your character. (\*Remember a simile compares to things usually using like or as). E.g His hair was curly like a packet of 2 minute noodles.



# Addition and Subtraction -Money-

*Hint. Hint. Use the efficient strategies (split and/or jump strategies) to work out the answers throughout the worksheet.*

1) \$15 + \$7 = \_\_\_\_

2) \$68 + \$46 = \_\_\_\_

3) \$256 + \$172 = \_\_\_\_

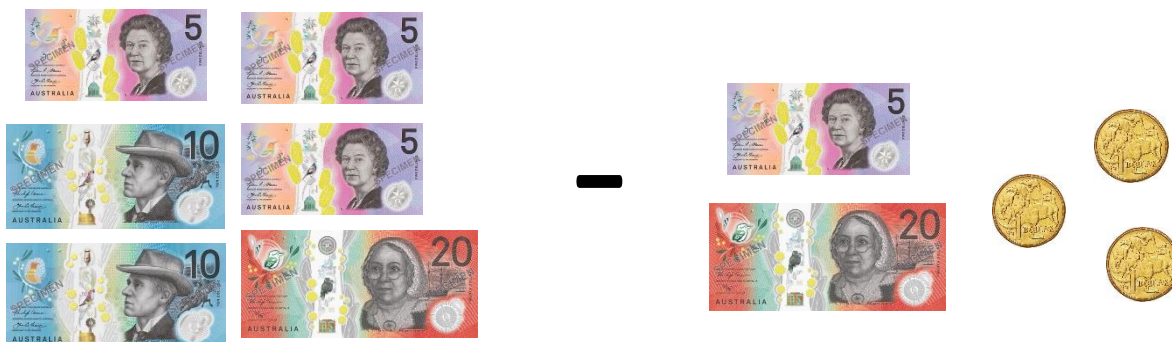
4) \$17 - \$5 = \_\_\_\_

5) \$57 - \$35 = \_\_\_\_

6) \$573 - \$252 = \_\_\_\_

*Hint. Hint. Add the first group of money and then the second group, then subtract.*

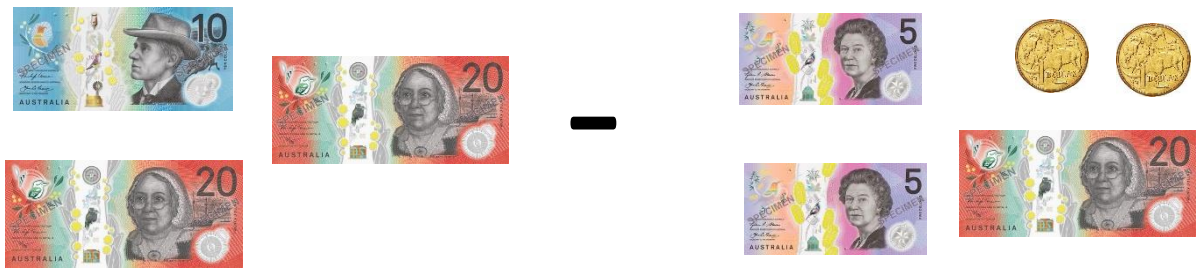
7)



Workout the answer here:



8)



Workout the answer here:

9)



Workout the answer here:

# Challenge

Menu			
Hot Foods		Drinks	
Hot chips	\$2	Juice Box	\$2
Beef Pie	\$3	Water	\$2
Lamb Pie	\$3	Soft drink (can)	\$2
Chicken Pie	\$3	Bottled drinks	\$3.50
Sausage Roll	\$4	Snacks and lollies	
Veggie Roll	\$4	Lollipop	\$1
Egg and Bacon Roll	\$6	Freddo's Choc	\$1
Egg, Bacon and Sausage Roll	\$8	Lolly bag	\$1
		JJ's chips	\$2
		Jumpy's chips	\$2

10) While Gemma was waiting for her soccer game, she went to the Kiosk to buy snacks and food for her and her parents. She has \$25 dollars. If she wants to buy Jumpy's chips, a juice box, 2 bottles of water, 3 lolly bags, a Sausage Roll and 2 Egg and Bacon Rolls.

a) How much would be the total?

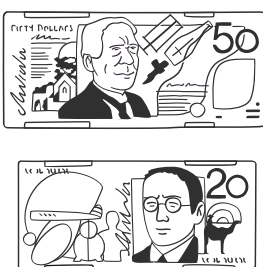
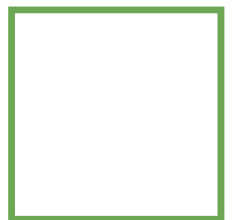
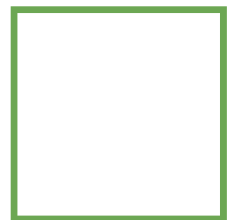
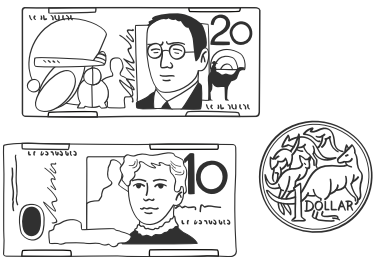
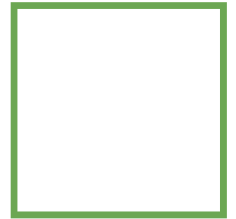
b) How much change would Gemma have?

**WALT:** I can solve addition and subtraction problems using money

**My learning goal is:**







# Adding and Subtracting Money

Add and Subtract the money below.



Complete the questions below by adding and subtracting the money.




1.

Alicia purchased a ring for  and earrings for      How much was Alicia's jewellery altogether?

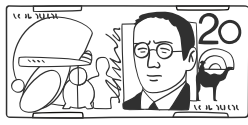
















2.

Malcolm bought an ice-cream for   and some strawberries for    How much was Malcolm's shopping?

3.

Sarah has  she wants to purchase a chocolate bar for   How much change should she receive?

4.

Malacai has  he purchases a burger for     a drink for     and hot chips for         How much was Malacai's lunch?

5. How much change should Malacai receive after buying lunch?



# Extension/Challenge

You will need to refer to the 'Coffee Club' Menu below.  
Show your working out and make sure you mention what food and drink item you have selected.

Aussie Kids' **FLAT GRILL™** 🌱🍷

Vegemite & cheese, side of cucumber

NUTELLA® & Banana **FLAT GRILL™** 🌱🍷

Cheesy Ham **FLAT GRILL™** 🍷

Side of cucumber

Kids' Pizza

Tortilla base, tomato relish, ham, cheese

Cheeky Chicken Nuggets & Chips 🍗🍷

Side of cucumber, tomato sauce

Kids' Lemon Pepper Calamari & Chips

Side of cucumber, tomato sauce

Crispy Fish & Chips 🍷

Side of cucumber, tomato sauce

7<sup>5</sup>

7<sup>5</sup>

9<sup>9</sup>

9<sup>9</sup>

9<sup>9</sup>

9<sup>9</sup>

9<sup>9</sup>

Aussie Kids' **FLAT GRILL™** 🌱🍷

Vegemite & cheese, side of cucumber

NUTELLA® & Banana **FLAT GRILL™** 🌱🍷

Cheesy Ham **FLAT GRILL™** 🍷

Side of cucumber

Kids' Pizza

Tortilla base, tomato relish, ham, cheese

Cheeky Chicken Nuggets & Chips 🍗🍷

Side of cucumber, tomato sauce

Kids' Lemon Pepper Calamari & Chips

Side of cucumber, tomato sauce

Crispy Fish & Chips 🍷

Side of cucumber, tomato sauce

7<sup>5</sup> 14<sup>4</sup>

7<sup>5</sup> 17<sup>1</sup>

9<sup>9</sup> 17<sup>1</sup>

9<sup>9</sup> 18<sup>1</sup>

9<sup>9</sup> 30<sup>1</sup>

9<sup>9</sup> 36<sup>1</sup>

9<sup>9</sup> 3291kJ

## Topped Toast

Bruschetta 🌱🍷🍷

14<sup>9</sup> 2460kJ

Basil pesto, cherry tomatoes, haloumi,  
poached egg, rocket, balsamic glaze

Mediterranean Veggie 🍷🍷

11<sup>9</sup> 2206kJ

Hommus, garlic mushrooms, spinach,  
Kalamata olives, tomato, mint, dukkah,  
tomato relish, rocket, balsamic glaze

Add feta +2 | chorizo +4

Smashed Avo 🌱🍷

11<sup>9</sup> 1590kJ

Feta, pumpkin seeds, dukkah, lemon,  
cherry tomatoes, rocket, balsamic glaze

Add egg +2 🍷 | bacon rasher +3 |

haloumi +3 | smoked salmon +5

Make it vegan 🍷

1470kJ

## Kids' Drinks

Babycino Free w/ any purchase

Kids' Juice +2 w/ any kids' meal

3<sup>5</sup>

Kids' Hot Chocolate

4<sup>0</sup>

Kids' Milkshake

4<sup>0</sup>

Chocolate | salted caramel |  
strawberry | vanilla

Kids' Mango Smoothie 🍷

4<sup>0</sup>

Greek yoghurt, banana, milk

# You have \$20...

Select a drink and food option. Add the total cost for your items but make sure you receive change that is between \$5 to \$6.50

Choose two food options. Make sure your change is less than \$1.

Order one 'Topped Toast' meal and a 'Kids Hot Chocolate'. What is your change?

## The Cat and the Whale

A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

***Moral: Those who lie and boast may end up in trouble.***

## Monday - Reading

### Identifying Author's Purpose - The Cat & The Whale

1. What is the author's purpose in this text?

- a) entertain
- b) persuade
- c) inform
- d) other

2. Explain in your own words the moral of this story.

3. *The whale knew that the island was empty and that nobody lived there. Why did the author include this sentence?*

4. How do you think the author feels about the cat?

### CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- How many characters are there?
- What do the characters say?
- How do they act, move and speak?

# TUESDAY - WRITING

## SHOW DON'T TELL: CHARACTERISATION

Turn these 3 sentences into showing sentences through their actions.

She was sad.	
He was scared.	
John was thirsty.	

### Brainstorm ways to bring your character to life. This is a character of your choice.

Remember we don't just want you to tell us 'Tim feels sad' *show* us how he feels sad. For example, Derek's voice shakes as he begins to hide back his tears.

#### \*You might find these links useful for when you're brainstorming.

Appearance: <https://drive.google.com/file/d/15Ev91UL8BXjc503zMLTxOiRV9YJt78z4/view?usp=sharing>

Personality:

<https://drive.google.com/file/d/1huTACMWOLocIXHrelJFIYDvkART9bTw6/view?usp=sharing>

Emotions:: <https://drive.google.com/file/d/14Sg7OD45avYJ7UHth24lDDUXzmX7pwS/view?usp=sharing>

Appearance	Personality	Emotions
Use adjectives and similes to describe your character.	Use actions to show the personality of your character.	Choose how your character feels and brainstorm the different ways to show that emotion.
• • •	• • •	• • •

\*Keep this planning in a safe place because we will use it next lesson.

**Challenge:** Draw a picture of your character.



# Race to 100!

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>

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You can play this game in pairs or in a group.

1. One person rolls the dice
2. whatever number it lands on, that person needs to move across the board, that many times
3. This step is repeated for all players
4. When everyone has had a turn, the beginning person rolls again.
5. This is continued until one person gets to 100

# Addition and Subtraction

## -Money-

*Hint. Hint. Do not forget to use the efficient strategies to work out the answers.*

1) Jake has \$21 in his savings. Over the weekend, he had a garage sale to earn money to add to his savings. By the end of the garage sale, he earned \$55.

How much does he have altogether?

Work out the answer here:

2) Miss Afeich is shopping online for new books; her cart is already at \$77. If she buys a book collection for \$35, how much will Miss Afeich pay altogether?

Work out the answer here:

3) Jonathan wants to buy a BMX bike that costs \$243 and a skateboard for \$118.

If he buys both, how much will he pay altogether?

Work out the answer here:

4) Jane has \$36. She goes to the shops and buys a T-shirt for \$15.

How much change will Jane get?

Work out the answer here:

5) James wants to buy a birthday present for his mum. He has saved up \$98. He goes to the shops and buys his mum a purse for \$43.

How much money will James have left?

Work out the answer here:

6) Genevieve has \$358. She wants to donate \$126 to a Charity.

How much will Genevieve have left?

Work out the answer here:

## Challenge

Q7) Sheena has her mother and grandma's birthday coming up. She has saved \$155. She went shopping and bought her mother her favourite perfume for \$77 and bought her grandmother a purse for \$65.

- a) How much did she spend on the presents altogether?
- b) How much money will she have left?

Work out the answer here:



**WALT:**

**My learning  
goal is:**

Tuesday - Maths Yr 4

## Come dine with me

To complete this activity, you will need to refer to the 'The Toast' Menu.  
Show working out if you need to.

<p><b>1.</b> On the menu, you decide on the 'bacon and eggs' and 'orange juice'. How much will your meal be?</p>	<p><b>2.</b> Dad orders a 'Coffee- Large' and you order a banana smoothie. How much will your drinks cost?</p>
<p><b>3.</b> Alice orders 'Avocado on Toast' and adds on 'sliced tomatoes' and 'hash browns'. She has \$20. How much change should Alice receive?</p>	<p><b>4.</b> Josh has \$10. He orders a 'coffee - small'. How much change should Josh receive?</p>
<p><b>5.</b> Sophia orders 'orange juice', an 'ice tea' and 'pancakes with fruit' to share with her mum. She has \$20.90. How much change should she receive?</p>	<p><b>6.</b> Aaron has \$50. He orders 'Big Brekky', 'Family fries', 'cheese wrap' and 3 'teas'. How much change should Aaron receive?</p>

Solve these problems below. Round the change to the nearest five cents.

Tuesday - Maths Yr 4

**Example:**

Juliette orders 'Granola and Yoghurt' with 'Iced Coffee'. She has \$20.60. How much change should she receive?

$$\begin{array}{r} 7.41 + \\ 4.95 \\ \hline 12.36 \end{array}$$

$$\begin{array}{r} 20.60 + \\ 12.36 \\ \hline 08.24 \end{array}$$

\$8.24

\$8.25

Make sure the decimal points are align and you carry the '1' to the hundreds column.

Once you have added the products. Subtract the cash (\$20) from the total of the food and drink.

Remember the '\$' (dollar sign)

'24' is closer to '25'. Rounding to the nearest 5 cents = 25 rather than 20

<p><b>1.</b> Sally orders one 'coffee - small' and one 'coffee large'. She has \$10. How much change will she receive? <b>Round to the nearest five cents.</b></p>	<p><b>2.</b> Matt has \$15.50. He orders 'Pancakes with fruit'. How much change will Matt receive? <b>Round to the nearest five cents.</b></p>
<p><b>3.</b> Savannah orders 'Bacon and Eggs' and a side of 'Sliced Tomatoes'. She has \$25. How much change should she receive? <b>Round to the nearest five cents.</b></p>	<p><b>4.</b> Steven has ordered a 'Breakfast Bun' with a side of 'Salad'. If he has \$20.50, how much change should Steven get back? <b>Round to the nearest five cents.</b></p>
<p><b>5.</b> Bianca orders 'French Toast' and a 'Banana Smoothie'. How much change should she receive if she gives \$15.50. <b>Round to the nearest five cents.</b></p>	<p><b>6.</b> Alex ordered 'Family fries' and two 'Coffee- Large'. He gives \$22. How much change should he receive? <b>Round to the nearest five cents.</b></p>



# SCPS Cafe

## Menu

### Breakfast

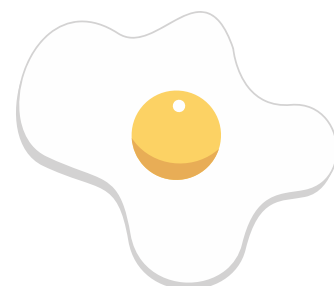
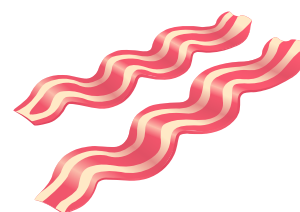
Bacon and Eggs	\$10.25
Avocado on Toast	\$8.50
Big Brekky	\$15.51
Scrambled Eggs and Sausages	\$9.52
Breakfast bun	\$6.23
Pancakes with fruit	\$13.30
Granola and Yoghurt	\$7.41

### Beverages

Coffee - Small	\$3.20
Coffee - Large	\$4.62
Orange Juice	\$5.50
Ice Tea	\$4.92
Banana Smoothie	\$6.84
Tea	\$3.00
Iced Coffee	\$4.95

### Side orders

Family Fries	\$8.75
Baked Potatoes	\$9.50
Sliced Tomatoes	\$3.22
French Toast	\$8.59
Salads	\$7.31
Cheese Wrap	\$5.40
Toast	\$1.50
Hash Browns	\$2.03



# Money Guide:

## Coins:



5 cents



10 cents



20 cents



50 cents



\$1



\$2

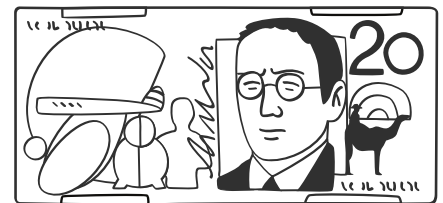
## Notes:



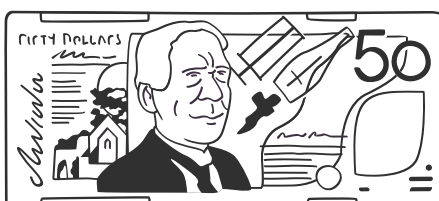
\$5



\$10



\$20



\$50



\$100

# THURSDAY - WRITING

## DYNAMIC DIALOGUE: CHARACTERISATION

**Task:** Using your character from the last lesson you are going to write a fight scene between two characters.

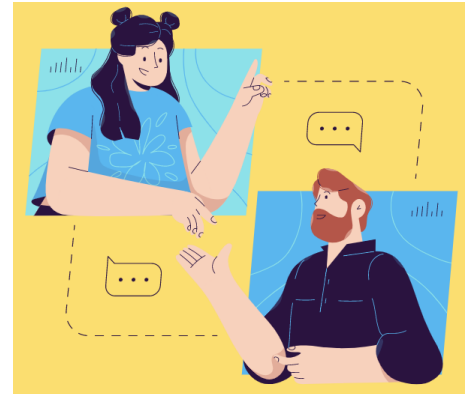
### Things to consider?

\*What is the personality of your character and how can you show this through their words?

\*What do other characters think of them? What will their replies be?

\*How is your character feeling?

\*What is your character doing? Remember it should be action packed!



### Writing Task

The character you created yesterday is in a fight with their bestfriend.

Choose from one of the three topics to write about or create your own!

1. "Why did you post that to social media?"
2. "If you have something to say, say it to my face!"
3. "Don't take my things without asking... that is stealing!"

### Fight Scene:



# Ascending and Descending Order

Make the largest and smallest number with these 3 digits:

**Example:** 6 – 8 – 4

**Smallest number:** 468 (*small to large*)

**Largest number:** 864 (*large to small*)

Ascending

Descending

Remember ascending order is organising the numbers from smallest to largest. Descending is organising the numbers from largest to smallest.

**Example:** 23, 55, 18, 37, 33, 11.

**Ascending:** 11, 18, 23, 33, 37, 55.

**Descending:** 55, 37, 33, 23, 18, 11.

*Hint, Hint. The numbers will be ascending for smallest and descending order largest.*

1) With these 2 digits, make the largest number and the smallest number.

7 – 3

Smallest number: \_\_\_\_\_

Largest number: \_\_\_\_\_

2) With these 3 digits, make the largest number and the smallest number.

5 – 2 – 8

Smallest number: \_\_\_\_\_

Largest number: \_\_\_\_\_

3) With these 4 digits, make the largest number and the smallest number.

3 – 6 – 5 – 2

Smallest number: \_\_\_\_\_

Largest number: \_\_\_\_\_

4) Organise these numbers: 27, 11, 23, 34, 41, 15

Ascending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

Descending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

5) Organise these numbers: 77, 54, 29, 93, 88, 61

Ascending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

Descending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

6) Organise these numbers: 133, 154, 131, 127, 165, 145

Ascending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

Descending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

7) Organise these numbers: 234, 315, 163, 286, 411, 531

Ascending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

Descending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

### Challenge Question

8) Organise these numbers: 1543, 3543, 1643, 2752, 5542, 4578.

Ascending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

Descending order: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .

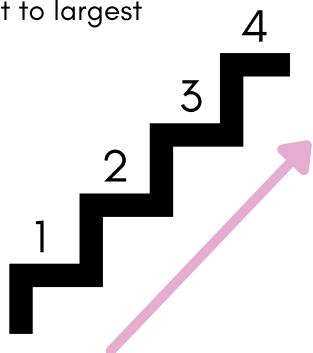
# Ascending and Descending Order

WALT:

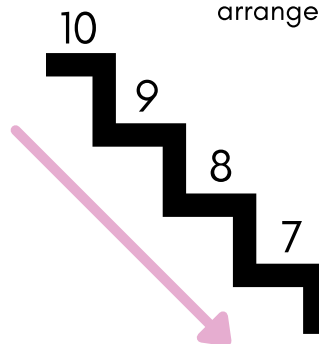
My learning goal:

Date:

**Ascending** order is when numbers are arranged from smallest to largest



**Descending** order is when numbers are arranged from largest to smallest



Select a group of numbers below. Organise the numbers from ascending to descending order

**Set 1:** 54, 76, 12, 90, 33, 17

**Set 2:** 21, 65, 431, 177, 83, 98

**Set 3:** 143, 651, 592, 841, 614, 553

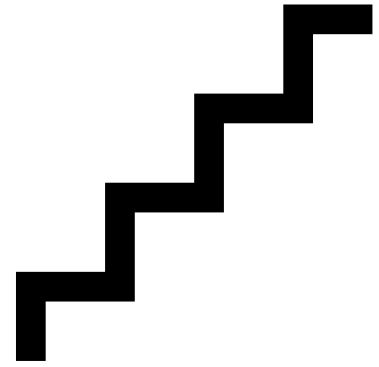
**Set 4:** 315, 2156, 781, 7359, 188, 2375

Set: \_\_\_\_\_



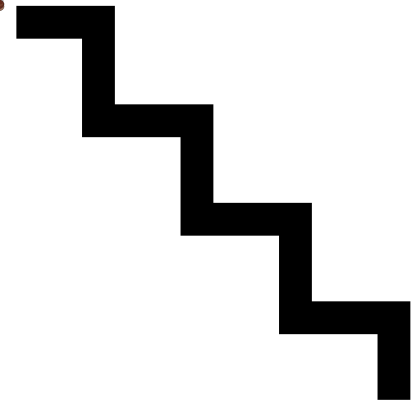
Organise the numbers below from ascending order so Mandy can get upstairs.

231, 67, 22, 19,



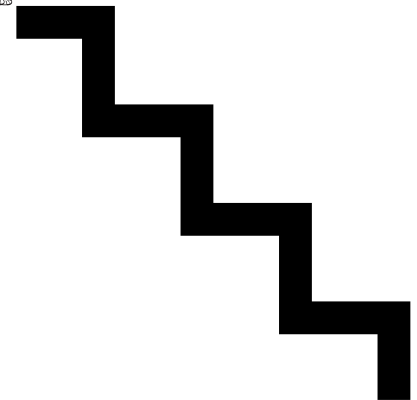
Organise the numbers below from descending order so Scott can walk downstairs.

70, 44, 81, 513, 444



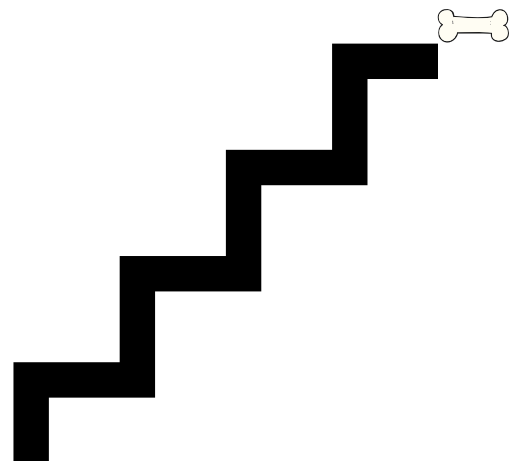
Help Milly run away from Patch the dog. Arrange these numbers from descending order.

456, 971, 510, 863



Patch sees a bone upstairs. Help Patch arrange the numbers from ascending order so he can get the bone.

7142, 952, 473, 1200



# Extension/Challenge

Thursday - Maths Yr 4

What happens if I rearrange the digits in the number 1234?

How can I rearrange the digits to make the largest number?

How can I rearrange the digits to make the smallest number?



# Thursday Reading- Yr 3

## Author's Purpose

The Bird House/ Easy Bird Feeder / My Window/ The Rainbow Lorikeet

### Before reading the text:

What do you predict the text is going to be about based on the title and pictures?

Read each passage. Then answer the questions.

<p><b>The Bird House</b> <b>28 Main St, Groton</b></p> <p>We have the largest selection of birdseed, birdbaths and feeders in town. We also have the lowest prices! Come see us today!</p>	<p><b>Easy Bird Feeder</b></p> <p>First, find a large pinecone. Then fill all the open spaces with peanut butter. Next, roll the pinecone in birdseed. Add a string to hang your bird feeder from a tree. Now sit back and wait for the birds to arrive!</p>
<p><b>My Window</b></p> <p>I have a bird feeder on the outside of my window. One day, a little bird was trying to eat, but a bigger bird kept chasing him away. I was worried about the little bird. So I got an idea. I put a picture of my cat on the window. The next time the big bird came, he flew away. And he's never come back!</p>	<p><b>The Rainbow Lorikeet</b></p> <p>The Rainbow Lorikeet is enjoyed by many bird-watchers. It is found in eastern Australia. They have very bright colours. Each part of the bird is a different bright colour. They are some of the most colourful birds you will ever see.</p>

### After reading the text:

- What type of text?/What is the Author's Purpose?
- What are the main points from the text?

5. The author's main purpose in *The Bird House* is to

- (A) describe.                      (C) entertain.  
(B) explain.                        (D) persuade.

6. The author's main purpose in *My Window* is to

- (A) describe.                      (C) entertain.  
(B) explain.                        (D) persuade.

7. The author's main purpose in *Easy Bird Feeder* is to

- (A) describe.                      (C) entertain.  
(B) explain.                        (D) persuade.

8. The author's main purpose in *The Rainbow Lorikeet* is to

- (A) describe.                      (C) entertain.  
(B) explain.                        (D) persuade.


# Thursday Reading - Yr 4

## Author's Purpose

Come One, Come All/ Just for Laughs/ Sand Art /Quicksand

### Before reading the text:

What do you predict the text is going to be about based on the title and pictures?

<p><b>Come One, Come All</b></p> <p><b>Who:</b> Anyone who is a kid at heart <b>What:</b> Sand Castle Contest <b>Where:</b> Sunset Beach <b>When:</b> 8 August <b>Why:</b> To win a trip to Fiji! <b>How:</b> Bring buckets and shovels, and let your imagination go!</p> 	<p><b>Just for Laughs</b></p> <p>What do you call a grouchy person at the beach? <i>A sand crab.</i></p> <p>What did the ocean say to the sand? <i>Nothing; it just waved.</i></p>
<p><b>Sand Art</b></p> <p>Gather spoons, a paintbrush, a glass jar and bags of coloured sand. Then spoon thin layers of sand into the jar. Spread each sand layer evenly with the paintbrush. Work carefully to avoid mixing colours. To vary the design, press the wooden end of the paintbrush against the jar wall and push down. The sand will move down, forming a pattern with points.</p>	<p><b>Quicksand</b></p> <p>Quicksand is loose, wet sand. It can be found near the mouths of rivers and along beaches. Quicksand forms when water flows upward from deep in the ground. The bubbling water pushes the sand grains apart so that they flow like water. Contrary to what most people believe, quicksand does not pull things down into it. The best thing to do if caught in quicksand is to float on top of it.</p>

### After reading the text:

- What type of text?/What is the Author's Purpose?
- What are the main points from the text?

5. The author's main purpose in *Come One, Come All* is to

- (A) describe.                      (C) entertain.  
(B) explain.                        (D) persuade.

6. The author's main purpose in *Sand Art* is to

- (A) describe.                      (C) entertain.  
(B) explain.                        (D) persuade.

7. The author's main purpose in *Just for Laughs* is to

- (A) describe.                      (C) entertain.  
(B) explain.                        (D) persuade.

8. The author's main purpose in *Quicksand* is to

- (A) describe.                      (C) entertain.  
(B) explain.                        (D) persuade.

Today's  
number is...

159

EVEN or ODD

Place Value

Hundreds	Tens	Ones

More and Less

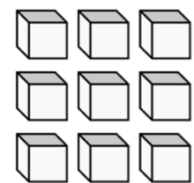
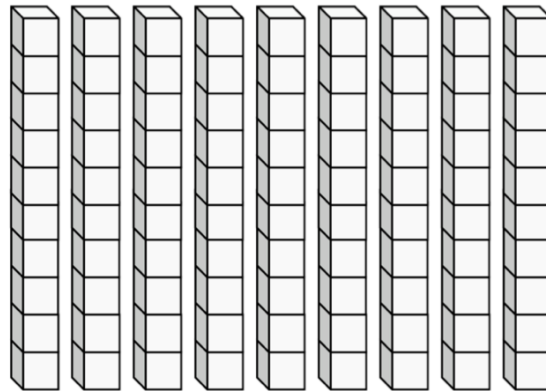
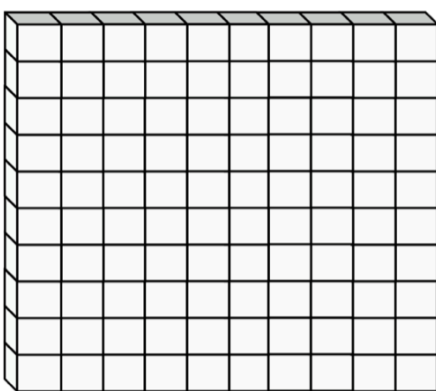
	10 less (-10)	
1 less (-1)		1 more (+1)
	10 more (+10)	

Word Form

Expanded Form

+  +  =  Half of \_\_\_\_\_ is \_\_\_\_\_

Show with Place Value Blocks



Use the digits to make the smallest number \_\_\_\_\_

Use the digits to make the largest number \_\_\_\_\_

# Place Value

Place Value is the worth (value) of a number. For example, 123.

123		
H	T	O
1	2	3

**1** in the number **123** is the value of 100 (one group of a hundred)

**2** in the number **123** is the value of 20 (two groups of ten)

**3** in the number **123** is the value of 3 (three ones)

An **expanded form** of 123 is  $100 + 20 + 3$   $\therefore$  123

1) Choose from the numbers below to place the numbers next to the appropriate question.

$$32 - 45 - 67 - 153 - 786 - 549$$

	<b>Example:</b> 2 in the ones	<b>32</b>
a)	5 in the ones	
b)	7 in the hundreds	
c)	6 in the tens	
d)	5 in the hundreds	
e)	1 in the hundreds	

Place the numbers in the place value chart and write the expanded form.

2) 27

Expanded form:

T	O

3) 56

Expanded form:

T	O

4) 78

Expanded form:

T	O

5) 94

Expanded form:

T	O

6) 139

Expanded form:

H	T	O

7) 258

Expanded form:

H	T	O

8) 463

Expanded form:

H	T	O

9) 730

Expanded form:

H	T	O



# Challenge

Q10) 5 hundreds and 6 tens

Place the number on the Place Value Chart:

H	T	O

Expanded form:

What number am I? \_\_\_\_\_

My learning goal:

# Place Value

Partition these numbers into their hundreds, tens and ones place value.

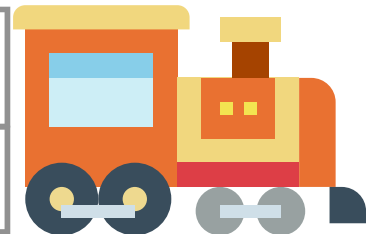
**1** 52

Hundreds	Tens	Ones



**2** 79

Hundreds	Tens	Ones



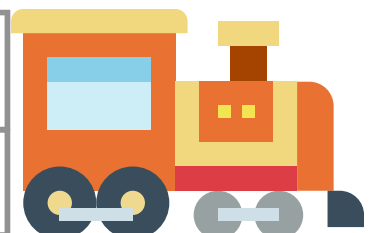
**3** 904

Hundreds	Tens	Ones



**4** 356

Hundreds	Tens	Ones



**5** 1234

Thousands	Hundreds	Tens	Ones



To complete this activity, you will need a dice. If you do not have a dice, click on the link below. You will need to roll the dice. Write the number of the dice in the place value chart. Continue to roll until the chart is filled. Repeat this until there are 5 rows of 3-digit or 4-digit numbers. If you want to challenge yourself, try rolling 4-digit numbers :)

<https://www.online-stopwatch.com/chance-games/roll-a-dice/>



### 3-digit numbers

HUNDREDS	TENS	ONES

### 4-digit numbers

THOUSANDS	HUNDREDS	TENS	ONES

Using the numbers from the table, plot them from ascending to descending order.

**Ascending:** From the smallest number to biggest

**Descending:** From the biggest number to the smallest

e.g. 1452, 9810, 2134, 1376



## Extension/Challenge

Complete the number trains using the given numbers.

DP= Decimal Point

**1** 134.90

Hundreds	Tens	Ones	DP	Tenths	Hundreths



**2** 781.63

Hundreds	Tens	Ones	DP	Tenths	Hundreths



**3** 309.18

Hundreds	Tens	Ones	DP	Tenths	Hundreths



**4** 867.46

Hundreds	Tens	Ones	DP	Tenths	Hundreths



**Represent this number:** eight-hundred and twenty-six point thirty-nine

Hundreds	Tens	Ones	DP	Tenths	Hundreths

**Represent this number:** four-hundred and seventy point eleven

Hundreds	Tens	Ones	DP	Tenths	Hundreths