

Stage 2

TERM 3

Week 2, 2021










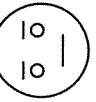
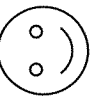
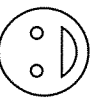



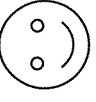


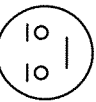
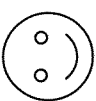


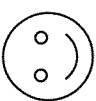

LEARN-FROM-HOME PACK

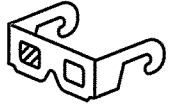
Name: _____

Class: _____

INSTRUCTIONS

- Complete your work each day
- Tick or colour each box when you complete the activity
- Ask an adult to sign next to the box when you have completed your daily reading if you can't find your Home Reading Log

Monday 	Tuesday 	Wednesday 	Thursday 	Friday 
Reading	Reading	Reading	Reading	Reading
Fantastic Mr Fox- Prediction	Fantastic Mr Fox- Read	Fantastic Mr Fox- Read	Fantastic Mr Fox- Read	Fantastic Mr Fox- Read
Fantastic Mr Fox- Read	Fantastic Mr Fox- Comprehension	Fantastic Mr Fox- Comprehension	Fantastic Mr Fox- Comprehension	Fantastic Mr Fox- Comprehension
Writing- Brainstorming	Writing- Research	Writing- Research	Writing- Research	Writing- Plan
Writing- Questions	Number of the day	Number of the day	Number of the day	Number of the day
Number of the day	Maths- Position	Maths-Angles	Maths-Volume and Capacity	Maths-Money
Maths- Chance	PE: Penalty shootout	PE: Handball	PE: Target Takedown	PE: Clever Catches
PE: Skipping	Science	Science	Art (Symbols)	Art Symbols
Science				
    	    	    	  	  



Activity 1: Reading

Online: **PM Reader online** at the level you have been set (this will be below the level you read with your teacher): <https://app.pmecollection.com.au/login>;

If you have a microphone on your device (laptop, phone, computer), please record 2 pages of your reading (your teacher will be able to listen to your recording automatically):

- 1) Select your book
- 2) Press orange 'Read' button
- 3) Click the 'Settings' button (3 white horizontal lines in bottom left of screen)
- 4) Click 'Record'
- 5) Choose a page to read and click microphone icon
- 6) Start reading
- 7) Press (square) stop button when complete

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

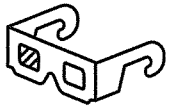
Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Prediction

Look at the cover of the book, *Fantastic Mr Fox*, (online or the book) and its title. What do you think that the story could be about?



Activity 3: Fantastic Mr Fox – Read



Chapter 1 – The Three Farmers

Online: Go to TED ed (link) – there is a separate link for each Stage 2 class. Make sure you log in through YOUR class link. Read along with the e-book (turn the sound off if you want to read it yourself)

Monday: Chapter 1

3P: <https://ed.ted.com/on/KPb89szR>

3B: <https://ed.ted.com/on/s3oY24eA>

4H: <https://ed.ted.com/on/ZjNTT6ga>

4L: <https://ed.ted.com/on/rn44x5Qq>

Paper: Read Chapter 1 of Fantastic Mr Fox (or ask someone at home to read it to you).

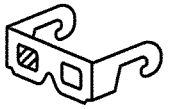
Activity 4: Fantastic Mr Fox - Comprehension

Online: answer the online questions (in your class TED ed link)

Paper: (circle the best answer for the question):

1. What best describes Farmer Bunce?
 - a) a turkey farmer who was very skinny
 - b) ate doughnuts and goose liver pate
 - c) a fat chicken farmer
 - d) never ate food, only drank cider
2. What is the synonym for the word RICH?
 - a) wealthy
 - b) altruistic
 - c) poor
 - d) weak
3. What is the definition of the word SHALLOW?
 - a) water that is very high
 - b) a short hallway
 - c) a very smart person
 - d) something that is not deep
4. What is the antonym (opposite) of the word HORRIBLE?
 - a) awful
 - b) sad
 - c) nice
 - d) huge

Writing



Informative writing classifies, describes and gives factual information about people, animals, things or phenomena using facts ... but no one said it had to be boring! The Seven Steps techniques can be applied to any of these types of informative text. You are going to write about one of the animals in *Fantastic Mr Fox* as an informative piece of writing. Over the next few days you will be researching your animal. *See the guideline and animal research sheets at the end of the pack for more help.*

Online: You can record your brainstorming (and your writing) in a Word document.

Paper: You can fill in the boxes in this pack.

Step 1 – Choose your animal: FOX, BADGER, RAT, CHICKEN

Step 2 – find out INTERESTING information about your animal.

a) Write down what you already know.

Eg Spiders spin webs and eat flies.

b) Now write a list of questions.

Eg What else do spiders eat?

c) For each question, ask “So what?”, “Why?” or flip the question.

Eg Why do spiders eat flies? What eats spiders?

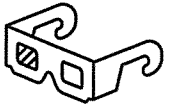
d) Choose the most interesting questions to research (tick or highlight these in your list).

Eg What eats spiders?

Activity 5: Brainstorm Animal: _____

Write down everything you know about your animal:

Activity 6: List Questions



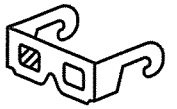
Write down the questions you'd like find out about:

Activity 7: Refine and Cull

Take the questions you've written in Activity 6 and ask deeper questions (What if? Why? Or flip):

Choose your best questions by double-ticking, ticking or leaving them unmarked.

Activity 8: Number of the Day



Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

32 or 156 or 2671 or 34 983

Activity 9: Chance

Online: **StudyLadder** – log in and complete the Chance activity in the pod
<https://www.free-training-tutorial.com/probability/machine/machine.html>

Paper: Complete the following activity

Certain and uncertain events

Have a look at the recording chart and cards on the following page describing a variety of events. Cut and paste each card to classify the events under the headings. **Extension:** Write down any activities that happen at home that would fit into any of the 3 columns.

<i>The event is certain</i>	<i>The event could happen</i>	<i>The event is impossible</i>

Jade chooses a red card from a bag of 20 black cards.	Tony chooses a red counter from a bag of 20 red counters.	Sara wins a raffle in which she has bought EVERY ticket.
A plane will take off in the next hour.	Janet throws a 9 with a normal die.	Allan wins a raffle in which he has NO ticket.
Bob plays handball at lunch time.	Peter will have a drink of water at lunch time.	It will hail tomorrow.
Christey will use the word "coffee" in the next 24 hours.	Jason buys washing powder from a store that only sells computer equipment.	Erin chooses a white marble from a bag containing only red marbles.
There will be a word with the letter 'e' in it in this sentence.	Wayne will throw a multiple of 5 using a 6-sided die.	Amy throws a number between 1 and 6 using a 6-sided die.
Tim chooses a black marble from a bag containing black and red marbles.		



10 more

100 more

1000 more

Number of the Day

10 less

100 less

1000 less

Total number of ones

Total number of hundreds

Expanded Notation

Total number of tens

Total number of thousands

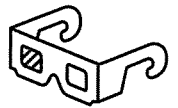
Number Sentences (using different operations + - x ÷)

=

=

Number Story

Activity 10: PE (Skipping/Hopping)



Description	<ul style="list-style-type: none"> • Hold the rope while keeping your hands at hip level. • Rotate your wrists to swing the rope and jump. • Jump with both feet at the same time, one foot at a time, alternating between feet, etc. <p><u>NOTE:</u> If you do not have a skipping rope, you can try hopping instead.</p>
Daily Challenges	How many skips/hops can you do without stopping? OR Give yourself 30 seconds; how many skips/hops can you get in?
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"> • If you do not have a skipping rope, use your imagination. Pretend that you have a rope and see how many skips you can do. • Ask an adult if for an alternative (hose, hula hoop, elastic)
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> • Challenge your family – who can do the most skips/hops in a row?
Change it up (SKILL)	<ul style="list-style-type: none"> • Skip/hop on one foot - Alternate feet • Skip/hop while moving around
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-skipping/h3vgnW4Z2kyPE0mFsMwx2A

Activity 11: Science (Forces)

Online: **Click on the hyperlinks to access online content**

This term in science we will be learning about forces.

What is a force?

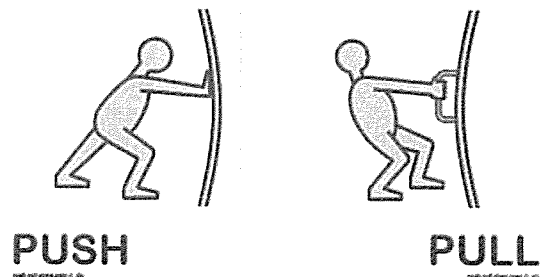
<https://www.youtube.com/watch?v=GmIMV7bA0TM>

A force is simply a push or a pull in a particular direction. Forces result from an object's interaction with another object.

In Physics, forces are illustrated by arrows. The direction of the force will be shown by an arrow in that same direction.

You will investigate three different forces and weather and erosion. Think about the one you find the most interesting because you will be investigating it in the future.

pushes and pulls – forces and motion








Forces can:

- **Change the direction of an object.** You can pull the leash of your dog to make it change direction.
- **Turn things.** A natural force like wind can turn the blades of a wind turbine to generate electricity.
- **Change the shape of something.**

Science Investigation

Circle the correct answer.

	push	pull
	push	pull
	push	pull
	push	pull
	push	pull

Is it easier to push or pull something with a rope?

Tuesday



Activity 1: Reading

Online: **PM Reader online:** <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Read

Chapter 1 – The Three Farmers

Online: Go to TED ed (link). Read along again with the e-book (turn the sound off if you want to read it yourself)

Tuesday: Chapter 1

3P: <https://ed.ted.com/on/KPb89szR>

3B: <https://ed.ted.com/on/s3oY24eA>

4H: <https://ed.ted.com/on/ZjNTT6ga>

4L: <https://ed.ted.com/on/rn44x5Qq>

Paper: Read Chapter 1 of Fantastic Mr Fox again (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

Cut out the descriptions (below) of the three farmers and glue them into the table on the next page to match their appearance, job and diet.

Turkey and apple farmer	Never ate food; he was skinny	Drank gallons of cider
Ate 3 boiled chickens at every meal	Chicken farmer	Duck and goose farmer
Fat man	Pot bellied dwarf	Ate doughnuts and goose liver pate





Farmer Boggis	Farmer Bunce	Farmer Bean
Job	Job	Job
Appearance	Appearance	Appearance
Diet	Diet	Diet

Activity 4: Writing Research

You will have 3 days to research your animal to find out the answers to your interesting questions. Record your notes on the following page (or in a Word document).

Online: Tip – be careful how to frame each search question to get the best answers. Read and watch videos to help you. Make sure you use ‘reliable sources’.

Step 2 – If your questions lead to more questions, that's great! Search to find the answers to those questions too.

Activity 5: Number of the Day



Complete the Number of the Day page (see separate sheet). Today's number (choose one):

59 or 367 or 8036 or 11 095

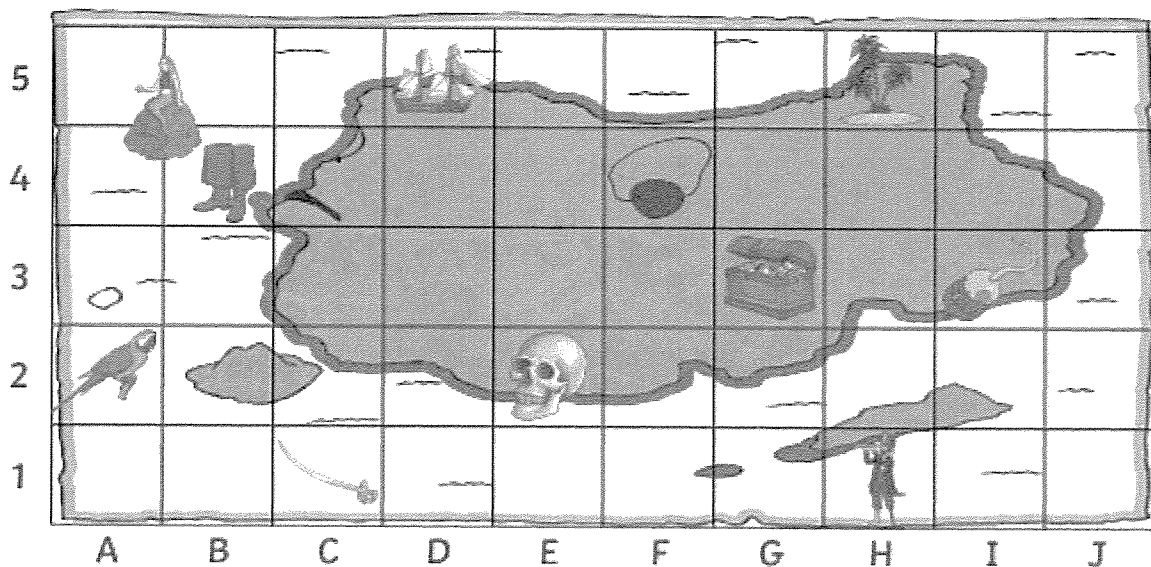
Activity 6: Position






Online: **StudyLadder** – log in and complete the Position activity in the pod
<https://mrnussbaum.com/coordinate-plane-online>

Paper: Complete the following activity

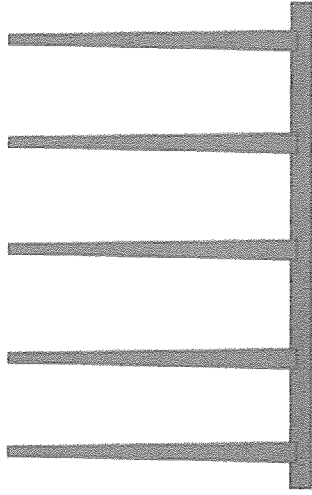
Pirate Map Grid Reference

Complete the activity below. Remember you have to crawl before you can walk so use the letters along the bottom then the numbers along the side to find the correct location.



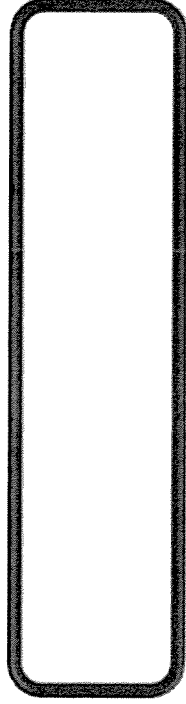
What object is at each of these grid references on the pirate map?	Write the grid reference for each of these items on the pirate map:	Plot the following grid references on the grid using a cross:
(E2) = _____	 = ()	(G1)
(H5) = _____	 = ()	(D3)
(A2) = _____	 = ()	(H4)
(H1) = _____	 = ()	(B5)
(C1) = _____	 = ()	(A1)

Place Value Stacks



Base 10

Number of the Day



Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Number Line



Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =

Activity 7: PE (Penalty Shootout)



Description	<ul style="list-style-type: none"> You will need a ball and something to use as markers. Create a goal for each player. The size and distance can depend on what each person agrees upon. Take it in turns by rolling the ball under arm, attempting to score points by getting the ball through the other player's goal. The other player acts as a fielder protecting their goal by intercepting the ball and rolling them back.
Daily Challenges	Who can get to 5 first? OR Each time you stop the ball, make your goal bigger. How many times in a row can you stop the ball?
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"> If you don't have cones to mark goals, use sticks, rocks, shopping bags, shoes etc. If you don't have a ball, use a pair of rolled up socks.
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Use a wall or object to throw the ball against if you don't have a partner. Try to stop the rebound.
Change it up (SKILL)	<ul style="list-style-type: none"> Use only one hand to stop the ball The ball must not touch the ground before going through the goals Start away from the goals then run across and try to stop the ball when it is released
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-penalty-shoot-out/P47kgsKmWkiuhUZtmpFyzQ

Activity 8: Science (Weathering and Erosion)

Online: **Click on the hyperlinks to access online content**

Weathering and erosion are natural occurrences.

Watch the video and complete the mini quiz.

<https://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/weathering-and-erosion.htm>

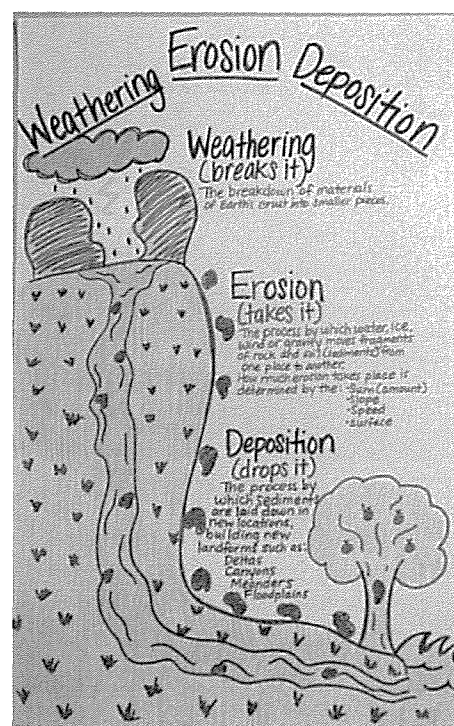
Still a bit confused? Here is a little more information: Weathering and Erosion: Crash Course Kids #10.2

<https://www.youtube.com/watch?v=R-lak3Wvh9c>

Weathering

Weathering is a natural process that slowly breaks apart or changes rock.

Heat, water, wind, living things, and other natural forces cause weathering. Over many years, weathering can shape rock into unusual formations.



Erosion

Erosion is the movement of sediment (broken pieces).



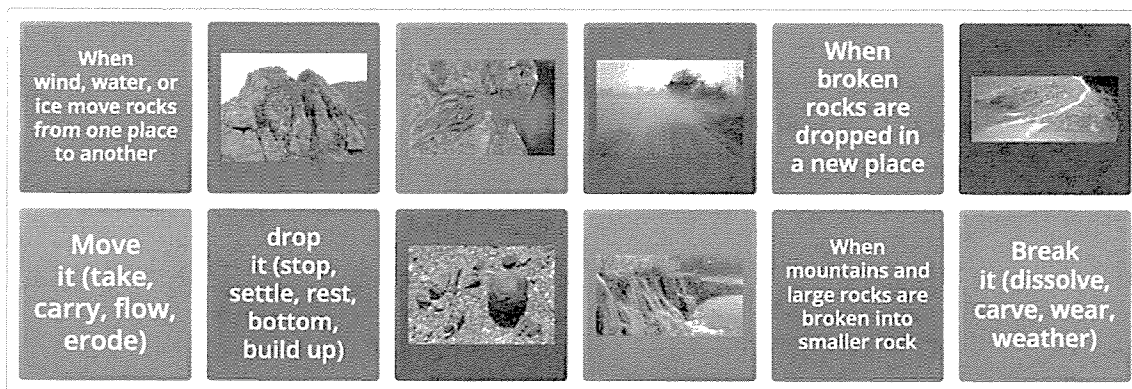
Deposition

The process where eroded sediment (broken pieces) is added to a landform.

Science Investigation

Choose one of the activities on the right-hand side of the page or cut and paste the pictures and definitions into the correct section.

<https://wordwall.net/resource/12800870>

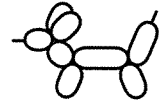


Weathering

Erosion

Deposition

Wednesday



Activity 1: Reading

Online: **PM Reader online:** <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Read

Chapter 2 – Mr Fox

Online: Go to TED ed (link). Read along with the e-book

Wednesday: Chapter 2

3P: <https://ed.ted.com/on/PPs7cHv3>

3B: <https://ed.ted.com/on/UA2Cqzl3>

4H: <https://ed.ted.com/on/qv1TJRDp>

4L: <https://ed.ted.com/on/hC0xq5VO>

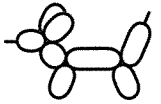
Paper: Read Chapter 2 of Fantastic Mr Fox (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

Online: answer the online questions (in your class TED ed link)

Paper: (circle the best answer for the question):

1. What did the farmers do hoping to catch the robber?
 - a) set small traps around the farms
 - b) hide in the dark with shot
 - c) set up video cameras to see him
 - d) set food in the middle of the yard to attract
2. What is the synonym for the word PLUMP?
 - a) round
 - b) slim
 - c) clever
 - d) happy



3. What is the definition of the word LURKING?
- a) move out of or away from something and become visible
 - b) lying in wait
 - c) sudden movement
 - d) low continuous sound
4. What is the antonym (opposite) of the word LOUSY?
- a) terrible
 - b) fast
 - c) crafty
 - d) creep

Activity 4: Writing Research

Continue your research task from Tuesday.

Activity 5: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

29 or 614 or 3897 or 58 726

Activity 6: Angles

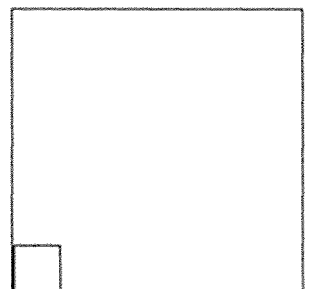
Online: **StudyLadder** – log in and complete the Angles activity in the pod
[Smashmaths - Angles - Interactive Learning for the Australian Mathematics Curriculum - Smash Maths](#)
[Mr. Nussbaum - Angle Invaders - Online Game \(mrnussbaum.com\)](#)
[Alien Angles | Math Playground](#)
[Classify Angles: StudyJams! Math | Scholastic.com](#)









Paper: Complete the following activity

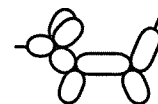
An angle is a measurement of a turn. They can be found where two lines meet.

A right angle is in the corner of a rectangle or square.

Look at the angles below. Decide whether each one is a **right angle**, **bigger than a right angle** or **smaller than a right angle**. Write down your answer on the line.



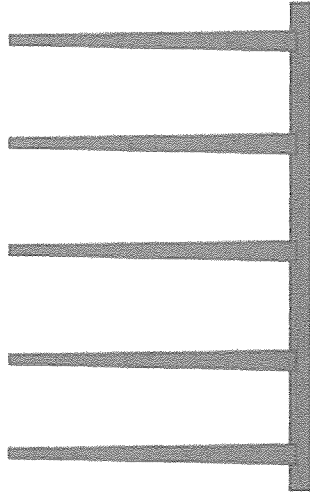
1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 



Activity 7: PE (Handball)

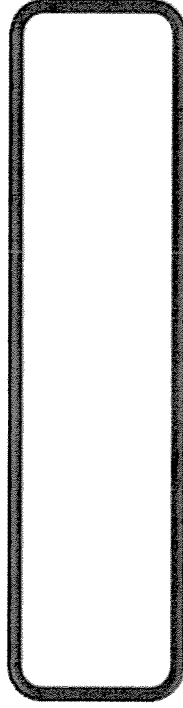
Description	<ul style="list-style-type: none"> You will need a ball and some chalk. With your chalk, draw a line to create two halves of the court. The game is played by bouncing the ball once in your side, to bounce it over the line to the other half of the court. Players create a scoring system and award points accordingly. The player with the largest number of points wins!
Daily Challenges	Who can get to 5 points first? OR How many times can you hit it without making a mistake?
Change it up (EQUIPMENT/ AREA)	<ul style="list-style-type: none"> No chalk or lines to make a court? Use cones or cone alternatives to make boundaries No bouncy ball? Use socks. And, instead of bouncing it in another square, make sure it doesn't hit the ground Make the squares bigger or smaller
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> No partner – use a wall or target to hit the ball up against it
Change it up (SKILL)	<ul style="list-style-type: none"> Alternate hands when hitting Try doing some tricks e.g., between your legs, using another part of your body or rebounding off another surface Use a smaller or larger ball
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-handball/jWoDCVb7ZEeL7HhBPtpYxg

Place Value Stacks



Base 10

Number of the Day



Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

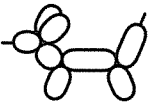
Subtract 137 =

Spelling

Number Line



Activity 8: Science (Gravity)



Online: **Click on the hyperlinks to access online content**

Today the force we will be focusing on is **gravity**. Gravity is an invisible force that pulls one object toward another. Anything that has mass (something that you can touch) also has a gravitational pull. The more massive an object is, the greater its mass and the stronger its gravitational pull is. Earth's gravity is what keeps you on the ground and what causes objects to fall. Trees, water, animals, buildings, and the air we breathe are all held here by gravity.

Watch the video below : Gravity: Crash Course Kids #4.1

<https://www.youtube.com/watch?v=IjRIB6TuMOU>

Science Investigation

Gravity is a hidden force that exists between objects that have mass. Have you ever wondered how fast a heavy object falls compared with a lighter one? Imagine if you dropped both of them at the same time. Which would hit the ground first? Would it be the heavier one because it weighs more?

Choose two objects in your house. (eg a book and a spoon)

--	--

Draw and label your items

Predict: Which object do you think will hit the floor first? _____

Conclusion: What happened? _____

Thursday



Activity 1: Reading

Online: **PM Reader online:** <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Read

Chapter 2 – Mr Fox

Online: Go to TED ed (link). Read along again with the e-book

Thursday: Chapter 2

3P: <https://ed.ted.com/on/PPs7cHv3>

3B: <https://ed.ted.com/on/UA2Cqzl3>

4H: <https://ed.ted.com/on/qv1TJRDp>

4L: <https://ed.ted.com/on/hC0xq5VO>

Paper: Read Chapter 2 of Fantastic Mr Fox again (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

Mr Fox was cunning; he was too clever for the farmers. Show how he was cunning by drawing how he got to the chicken house.

Activity 4: Writing Research



Continue your research task from Tuesday.

Activity 5: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

87 or 311 or 7940 or 38 212

Activity 6: Volume and Capacity



Online: **StudyLadder** – log in and complete the Volume and Capacity activity in the pod
<https://www.sheppardsoftware.com/math/geometry/volume-game/>

Paper: Complete the following activity

Today we are going to imagine we are witches and wizards, creating a magic potion. What sort of potion will you create? Some ideas are: Love potions, invisibility potions, truth potions, flying potions, strength potions etc...

Your challenge...

The potion you create will need to be 600 millilitres. If it is under or over 600 millilitres it will explode! You can use 6 ingredients in your potion. ONLY 6! How many millilitres might each ingredient be if our potion is to be 600 millilitres? What are some ingredients you might use? Examples: blood, unicorn hair, frog's skins, toe nails etc... On the following jug worksheet give your potion a name, write each ingredient down the bottom and write how many millilitres each one is. Then put each ingredient into your jug and colour it in.

Extra challenge (if you want to make it harder)...

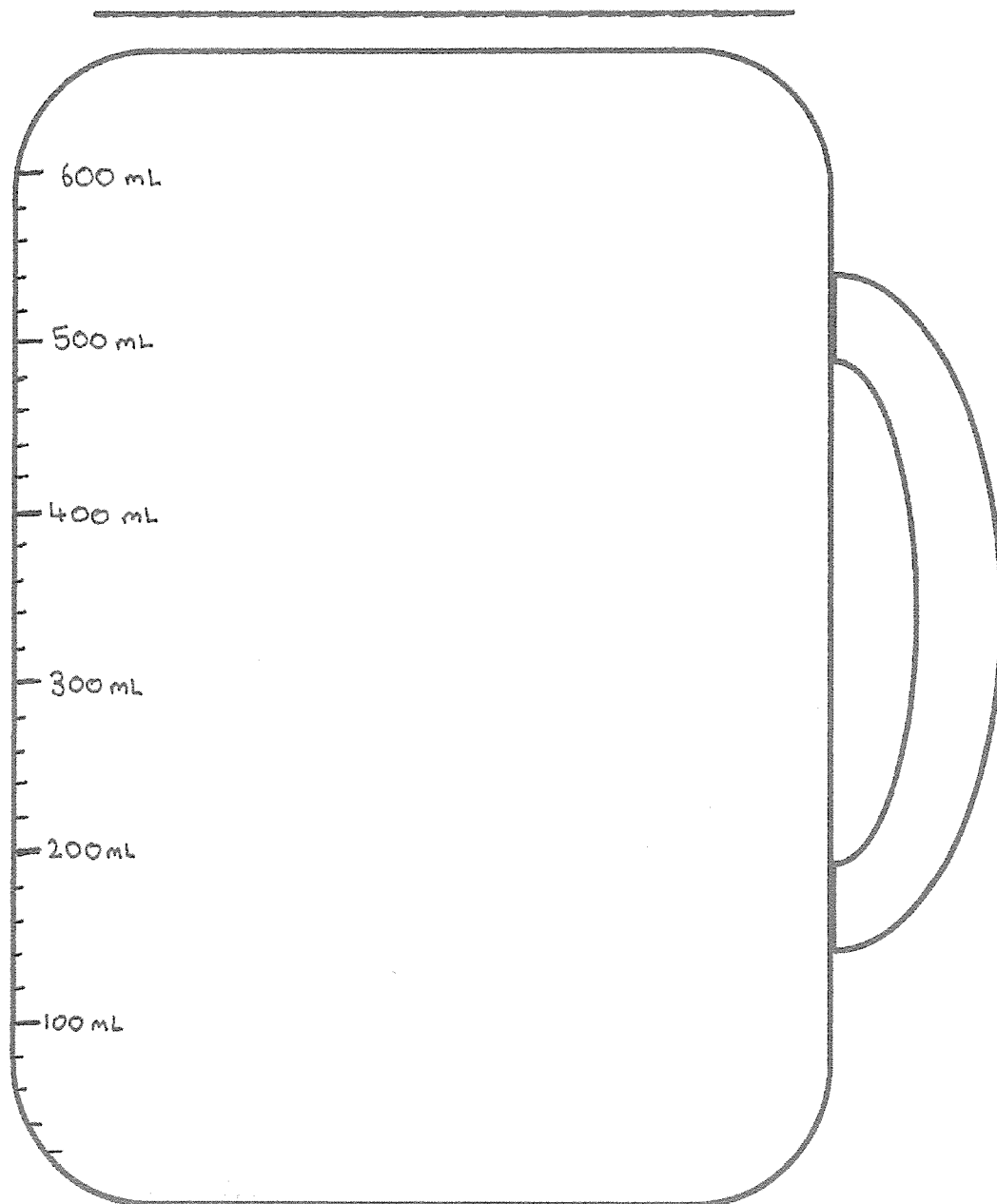
To make it trickier you cannot have any ingredient equalling 100 millilitres. If you do your potion will not work and will explode. Have a think of other numbers you could use to reach 600.

Extension activity

Upon completion, write a recipe for your potion. List ingredients, method, what happens when the potion is taken and how it can be reversed. (on the back of your worksheet)

Name: _____

Magic Potion



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

10 more

100 more

1000 more

10 less

100 less

1000 less

Number of the Day

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Sentences (using different operations + - x ÷)

=

=

Number Story

Activity 7: PE (Target Take Down)



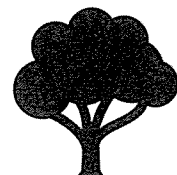
Activity	Target Take Down
Description	<ul style="list-style-type: none">• Give each player something to throw (preferably a ball) and a target to throw at (can be anything)• Each player must stand behind a designated line and throw their object towards the target.• Start with underarm throws and progress to overarm.• Try and direct your momentum towards the target.• Each time you hit the target, take a step back. If you miss, take a step forward.
Daily Challenges	How many times in a row can you hit the target? OR Each time you hit the target move a back a step. How long did it take to get 5 steps back?
Change it up (EQUIPMENT/ AREA)	<ul style="list-style-type: none">• Make the target bigger or smaller• Change the size of the throwing object• Move closer or further away from the target• Get creative and build your own structure. Try to knock it down!
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none">• Work with or race against a partner• If you don't have a partner, do it near a wall so the ball comes back to you
Change it up (SKILL)	<ul style="list-style-type: none">• Underarm throw• Overarm throw• Throw on the run• Bowl the ball instead of throwing -Opposite hand
Video Link	https://www.community.cricket.com.au/coach/resources/target-take-down/801_UU57UUOpcGKdf02VMw

Activity 8: Art (Symbols) – Water Painting

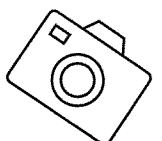
You will need:

- a container of water
- something to paint with

Go outside and look around your yard. Take notice of some things in your environment that you could create symbols for i.e. bird, pet, wind, tree.



Use your water and brush to paint your symbols onto a concrete area.



Online: Take photos of your symbols before they dry and/or copy your symbols neatly onto the following page titled 'My Water Painting Symbols'.



My Water Painting Symbols



Friday



Activity 1: Reading

Online: **PM Reader online:** <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox - Read

Chapter 3 – Mr Fox

Online: Go to TED ed (link). Read along with the e-book

Friday: Chapter 3

3P: <https://ed.ted.com/on/Ev7H2YbT>

3B: <https://ed.ted.com/on/bs7YVYVq>

4H: <https://ed.ted.com/on/OcwOYXpL>

4L: <https://ed.ted.com/on/QmEIHF0l>

Paper: Read Chapter 3 of Fantastic Mr Fox (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

Online: answer the online questions (in your class TED ed link)

Paper: (circle the best answer for the question):

1. TRUE or FALSE – Mr Bean knew where Mr Fox lived.
2. There was no chance of the farmers being 'smelled out' because:
 - a) they had taken a bath
 - b) Mr Fox had a cold and could not smell
 - c) the flowers bloomed and put off a sweet odour
 - d) the wind was not blowing towards Mr Fox

3. What was lying at the opening of the foxhole after the gun blasts?

- a) a dead fox
- b) the remains of a chicken
- c) shotgun shells
- d) the fox's tail



4. What is the synonym for the word TATTERED?

- a) torn
- b) new
- c) nasty
- d) handsome

Activity 4: Writing Plan

Use the following Informative Writing Graph to plan your writing for next week. Ordering your AMAZING, INTERESTING facts is similar to ordering your arguments in a persuasive text.

Activity 5: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose **one**):

44 or 392 or 4651 or 32 703

Activity 6: Money

Online: **StudyLadder** – log in and complete the Money activity in the pod

Paper: Complete the following activity

Mike spent \$5.00 on a pie and \$3.50 on a drink. How much did it cost Mike all together?

Aaron was paid \$100.00. If he bought a new deck for his skateboard for \$15.00, how much would he have left?

Activity 7: PE (Clever Catches)

Activity	Clever Catches
Description	<ul style="list-style-type: none">• You will need a ball and some chalk.• Create a playing area or court on a hard surface like a driveway• Create boundaries with pavers, or mark the ground using some chalk• Each player has one side of the court• Players underarm throw the ball into the other players side of the court• If the ball lands inside the other players court and that player doesn't manage to catch the ball before it bounces twice, then the thrower gets the point.• Players take turns throwing back and forth

Daily Challenges	Who can get to 5 points first? OR How many times can you go back and forth between two squares playing on your own without dropping the ball?
Change it up (EQUIPMENT/ AREA)	<ul style="list-style-type: none"> • Make the squares bigger or smaller to make it more or less challenging • Change the size of the ball to suit the area • No chalk or lines to make a court? Use cones or cone alternatives to make boundaries • No bouncy ball? Use socks and instead of bouncing in another square make sure it doesn't hit the ground
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> • Rebound the ball off a wall or object instead of playing against another player or compete against yourself using two squares
Change it up (SKILL)	<ul style="list-style-type: none"> • Catch with one hand • Catch with opposite hand only • Let the ball bounce twice before catching • The ball must not touch the ground
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-clever-catches/o_tzYDIuP0y37y88sZ-jTA

Activity 8: Art (Symbols) – Sculptures

Look carefully at this sculpture of 'Centrepont Tower' by Aboriginal artist Esme Timbery.

Esme Timbery is a Bidjigal artist whose family were shell workers from the Aboriginal mission community of La Perouse in Sydney.

What can you see? How do you think it was made?

The artist used natural materials such as shells and cardboard to create the sculpture of a modern building in Sydney.

If you would like to read more information about this artwork, go to this link: <https://www.artgallery.nsw.gov.au/collection/works/214.2010/>

Here is a picture of the real 'Centrepont Tower' in the Sydney CBD.



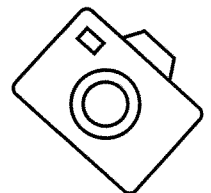
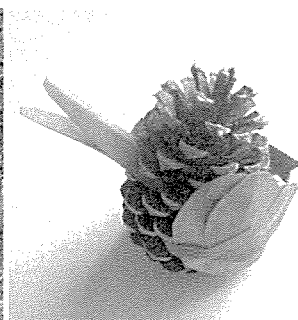
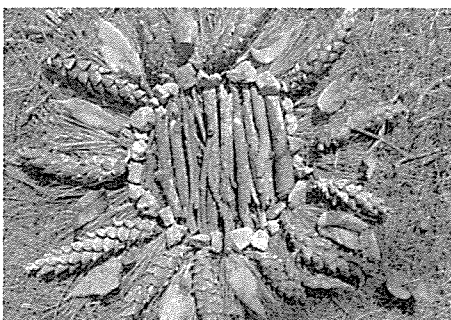
https://www.google.com/maps/@-33.876906151,2095953.3a,75y,308.19h,132.91t/data=!3m1!1e1!3m5!1s2FTLol_gk9fUyFh6G7Cx?w!2e0!6shltps:%2F%2Fstreetviewpixels-pa.googleapis.com%2Fv1%2C%2Fthumbnail%3Fpanoid%3D2FTLol_gk9fUyFh6G7Cx?w!2e0!6shltps:%2F%2Fclient%3Dmaps_sv.tactile.gps%26w%3D203%26h%3D100%26yaw%3D126.04319%26pitch%3D0%26thumbfov%3D100!1i6384!8i8192?hl=en

Symbols such as our school logo, the Australian, Aboriginal or Torres Strait Islander flags, the Coat of Arms, Sydney Harbour Bridge, Australian animals, or famous landmarks are some that first come to mind.

This collage features a variety of Australian-themed elements. On the left, there are three vertical panels: the top one shows the Australian national flag, the middle one shows the Aboriginal flag, and the bottom one shows the Torres Strait Islander flag. In the center is a large heart-shaped emblem filled with various Australian symbols such as a kangaroo, emu, koala, crocodile, and the Sydney Harbour Bridge. To the right of the heart are three horizontal panels: the top one shows the Sydney Harbour Bridge, the middle one shows the Sydney Opera House, and the bottom one shows Uluru (Ayers Rock).

Collect a variety of natural materials such as leaves, twigs, rocks, pine cones or bark and create an artwork or sculpture of an Australian symbol.

Here are some examples:

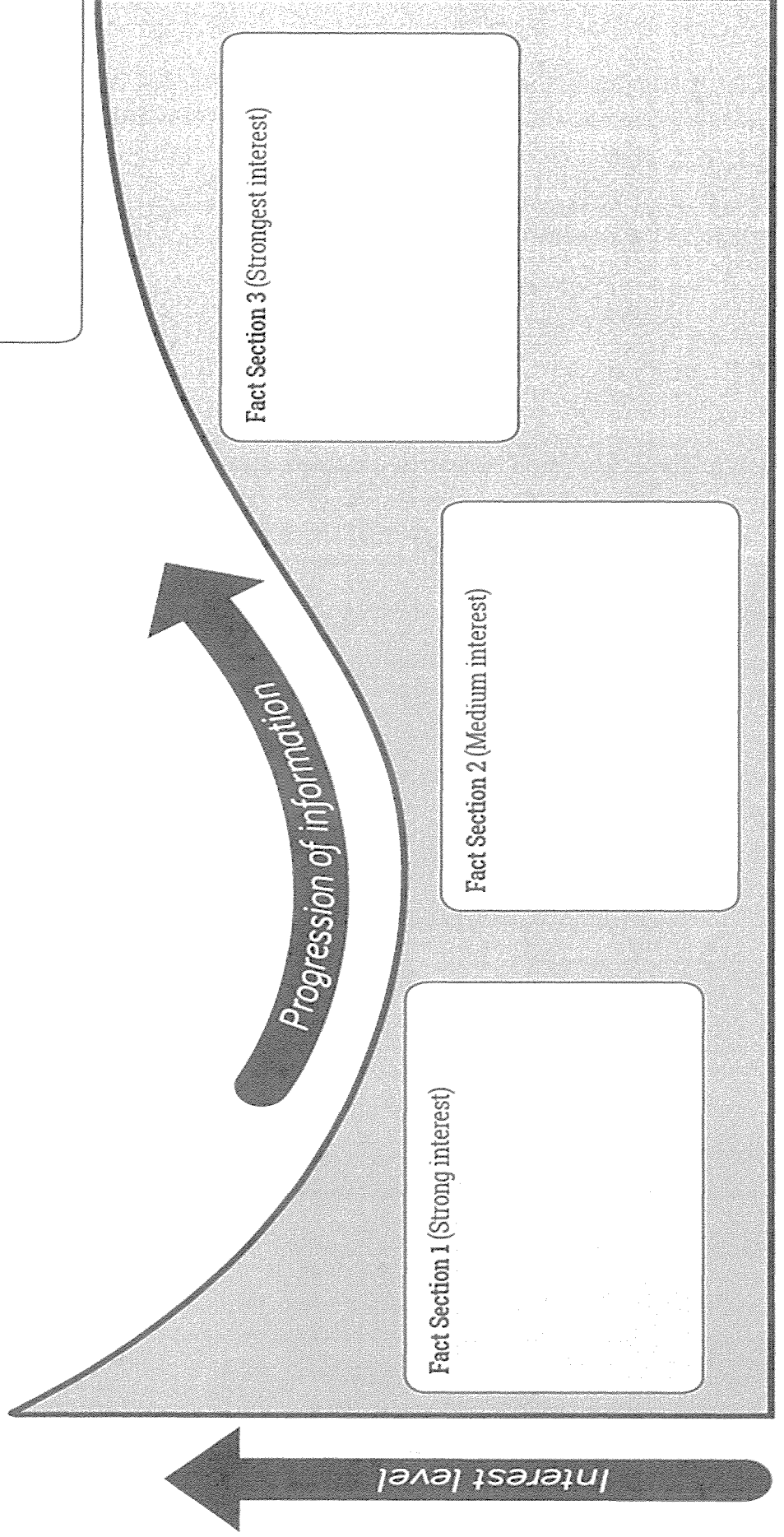


Informative Writing Graph

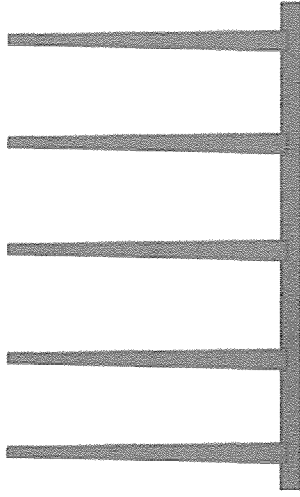
Topic: _____

Sizzling Start

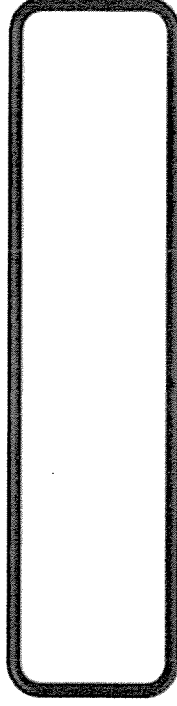
Ending with Impact



Place Value Stacks



Number of the Day



Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Number Line



Base 10

Spelling

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

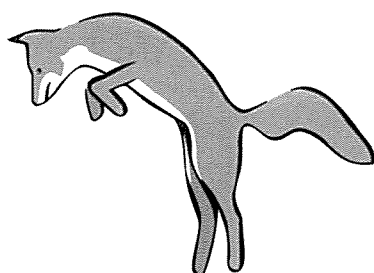
Subtract 137 =

Research: Generating Questions

The key to a strong, original piece of informative writing is great research. To find relevant and interesting facts you need to generate lots of great research questions. Make a list of questions and then flip, extend, and ask 'why' to generate more interesting questions.

Example Topic: Foxes

Initial list of questions – Use your prior knowledge to brainstorm a list of research questions.



- What is a fox?
 - What do foxes eat?
 - Are foxes dangerous to people?
 - Do foxes like to swim?
 - Where do foxes live?
-

We can expand these questions to make our research and writing more interesting. Try these different styles of questions!

Flipped questions – How can you turn the initial questions around to make new questions?

'What is a fox?' could become 'What are some unique features foxes have?'

Extended questions – Are there any follow-on question that you could ask?

A follow-on question to 'What does foxes eat?' could be 'What do foxes most/less frequently eat?'



Why questions – Are there any related 'why?' questions?

A related why question for 'Are foxes dangerous to humans?' could be 'Why are foxes dangerous?'

Fox

Foxes are small to medium-sized mammals with a typically orange-brown coat and a bushy tail. They have upright triangular ears (like a cat) and dark, slightly upturned noses.



They walk on their toes and have partially retractable claws. They have black whiskers on their face and legs to help them find their way through tall grass. They also use their big bushy tails to communicate messages with other foxes and to wrap up warm when they're sleeping!

They're small enough to effectively move, hunt and hide in the underbrush and other small spaces, but large enough to prey on animals smaller than them.

Foxes are primarily nocturnal animals, which means they are active during the night, but they are often seen during the day too.

Male foxes are known as dogs or tods and female foxes are called vixens.

Different species of foxes

There are 12 types of 'true foxes' and 47 subspecies of foxes!

Here are some other examples of foxes from around the world: Fennec, Arctic, Grey, Bat-eared and Kit.

What do foxes eat?

Foxes are an omnivorous (eat plants and other animals) species with a varied diet. They are predators that have evolved to be excellent hunters and they often hunt small animals and insects as their prey. Foxes eat rabbits, rodents, birds, worms, frogs, and rats. They also eat berries and fruits and will scavenge for leftover food in rubbish bins.

What is a fox's habitat?

Foxes have adapted to live in lots of different diverse habitats around the world. A fox's habitat is usually a forest habitat, but they can also live in mountainous areas, grasslands, woodlands, farmland, wetland, and deserts.

Foxes also adapt well to human environments, such as farms.

They also have long legs and slim bodies which help them to run fast so they can outrun potential predators and hunt prey.

Red foxes have also managed to adapt to colder habitats. They're covered in thick fur from their heads to their toes which keeps them warm, even in the freezing temperatures of the Arctic.

Badger

Badgers are small mammals with flat, wedge-shaped bodies and hair that can be black, brown, gold or white..

Badgers are related to otters, ferrets, minks, weasels and wolverines. They are the biggest land predator in the UK!



There are 11 species of badger that can be found across the globe. Such as Honey Badger American Badger, European Badger and Indonesian Stink Badger.

All species of badger are omnivores and they like to eat a variety of insects, frogs, birds, and lizards, plus fruits and nuts.

Where do badgers Live?

European badgers can be found in most of Europe, including countries such as Russia, and Ireland, and they're a well-known British animal. They can also be found in Japan, Mongolia, China and Tibet. They like to live in forests, open woodland and the countryside.

They live in a network of tunnels and burrows which they dig with their claws, known as a sett. These tend to be in areas of sheltered woodland to provide the badgers with a safe place to sleep and return to after foraging in meadows and fields.

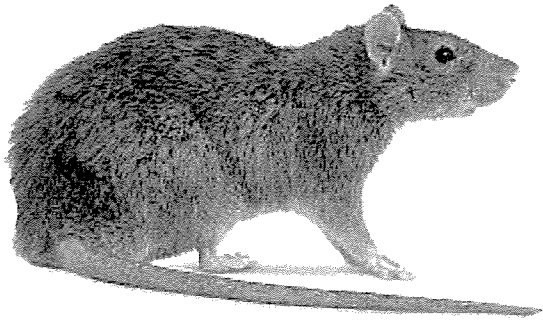
Black and white stripes: The striking black and white stripes on the badger's face are, in fact, an adaptation! They mimic the appearance of trees and branches in the dark and work as a form of camouflage.

Third eyelid: American badgers have a 'third eyelid', a layer of membrane across their eyes, which protects the eyes from sand grains.

Fun facts about badgers

Male badgers are called 'boars' and female ones are called 'sows'. Young badgers are called cubs.

Badgers don't bring food into their setts because they like to keep it clean. They even have something like communal toilets that are outside of the setts!



Rats

Rats are rodents, which are small animals with sharp front teeth. Rats have pointy noses, long, hairless tails and brown, grey, black or white fur, and they're known to

chew through things like concrete. They can cause a lot of damage and are usually considered pests.

Rats are found all over the world. For example, the rice-field rat is found in Southeast Asia, the Australian swamp rat is found in Eastern Australia, and the Norway rat, also called brown rats, is found on every continent of the world except Antarctica.

Rats are omnivores, but many prefer meat when they can get it. House and brown rats usually use humans for their primary food source. They will scavenge through trash or eat any food that is left unprotected. Rats have also been known to eat grain or kill insects, water creatures such as snails, fish and mussels, small birds, mammals and reptiles for food.

A group of rats is called a 'mischief'!

Rats are mainly nocturnal and live underground.

Rats' super-strong teeth never stop growing! They have to keep nibbling to wear them down – or eating would become impossible!

Their whiskers are more sensitive than human fingertips! Rats brush the long hairs against objects or the floor, helping them build up a detailed picture of their environment.

With eyes on either side of their head that can move in opposite directions, rats are even able to see what's happening *above* them. Very handy for spotting any rat-eating birds!

They wash by constantly licking their fur – sometimes they'll even 'comb' it into place with their teeth.

Rats' long tails are used for balance and to keep themselves cool – they can direct some of their body heat out through them! They're also great swimmers, able to hold their breath for several minutes.

A single rat can leave 25,000 droppings a year.

Brown rats can have up to 22 young at once, though eight or nine is more the average.

A rat's front teeth grow 11 to 14 cm each year

When happy, rats have been observed to chatter or grind their teeth. This is often accompanied by vibrating eyes.

Chicken



Chickens are domestic or farm birds. The life span of a chicken is about 10 to 15 years. The male is larger and more brightly coloured than the female. This is common feature in birds. The males show off their colourful feathers to

attract the females.

A chicken has a comb on the head and two wattles under the neck. The male has a larger comb compared to the female. The male is called a rooster. The female is called a hen while the young are called chicks. The female is usually ready to lay her first eggs when she is around six months old. The picture below is that of a rooster.

What Do Chickens Eat?

Chickens eat worms, insects, seeds, grains, snails, slugs, fruits, vegetables and many other foods. The gizzard which is a part of the stomach contains tiny stones to help grind up the food.

Predators

Animals like the snake, owl, fox and possum prey on chickens.

Breeds Of Chickens

There are approximately 175 varieties of chickens. They are grouped into 12 classes and approximately 60 breeds.

Fun Facts

Chickens are the closest living relative of the Tyrannosaurus Rex.

There are more chickens on earth than people – 25 billion. There are also more chickens than any other bird species.