



Stage 2

TERM 3

Week 4, 2021





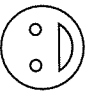




LEARN-FROM-HOME PACK

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- Read Ch 6 | Fantastic Mr Fox- Read Ch 6 | Fantastic Mr Fox- Read Ch 7 | Fantastic Mr Fox- Read Ch 7 | Fantastic Mr Fox- Read Ch 8 |
| Fantastic Mr Fox- Comprehension | Fantastic Mr Fox- Comprehension | Fantastic Mr Fox- Comprehension | Fantastic Mr Fox- Comprehension | Fantastic Mr Fox- Comprehension |
| Writing DRAFT- Sizzling Start | Writing DRAFT- Fact Section 1 | Writing DRAFT- Fact Section 2 | Writing DRAFT- Fact Section 3 | Writing DRAFT- Ending With Impact |
| Number of the day | Number of the day | Number of the day | Number of the day | Number of the day |
| Maths- Chance | Maths- Position | Maths-Angles | Maths-Volume and Capacity | Maths-Money |
| PE: Bat Juggling | PE: Cricket Golf | PE: Scoring Zones | PE: Knock 'em Down, Build 'em Up | PE: Clever Catches |
| Science | Science | PDH: Emotions | PDH: Emotions | Foxy Art |
| | | | | |
|    |    |    |    |    |

Monday



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.pmeollection.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 6 – The Race

Online: TED ed (link). Make sure you log in through YOUR class link. Read along with the e-book

Chapter 6 – The Race

Monday: Chapter 6

3P: <https://ed.ted.com/on/xu8z8jqA>

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

4H: <https://ed.ted.com/on/diUmd5Of>

4L: <https://ed.ted.com/on/f1MnWunL>

Paper: Read Chapter 6 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 – The farmers saw Mr Fox when they were digging with the machine.
 - a) true
 - b) false
2. When it was lunchtime
 - a) the farmers did not stop because they wanted to finish the job
 - b) each farmer went home to eat their favourite foods
 - c) the foxes ate what little food they had left
 - d) both the farmers and the foxes gave up
3. What is the definition of the word PROWLING?
 - a) move about sneakily
 - b) to run very fast
 - c) to make a hole or tunnel
 - d) feeling excited

4. People from the villages came to look. They thought

- a) that the farmers had a good idea
- b) the farmers were trying to dig a pond
- c) that the farmers were mad and crazy
- d) that they should help the farmers



Activity 4: Writing

This week you will DRAFT your writing, based on the animal research you did in Week 2 (Fox, Chicken, Badger or Rat). Another blank PLAN sheet is attached in case you've lost your original. Remember you are writing an informative piece. Do NOT change words or worry about spelling at this stage – you can fix all this when you revise and edit. The important thing is to get the information from your head onto paper.

The blank PLAN and the DRAFT PAGES are in a separate writing pack.
Do not hand these in at the end of the week. You will need to use these pages next week.

Today write your Sizzling Start using the matching page, following what was written on your plan. Aim for 5 or 6 sentences.

Include:

- onomatopoeia This is a word you can 'hear'. Use one word only eg *Splat!*
Extension: any literary device eg personification, simile, hyperbole
- dialogue This is a thought or speaking. In informative writing, you can also include *statistics* instead of dialogue (this is where you can use number or graph information) eg *100% of foxes in Australia are feral.*
- ACTION This is making your writing *exciting*. Your character should be *doing* something that builds suspense eg *The moon disappeared behind a thick cloud bank. Now was her chance to escape the farm. The vixen dashed across the open ground as the spotlights criss-crossed the paddock searching in vain. What can your character hear, see, smell, touch, feel?*

Activity 5: Number of the Day

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

23 or 223 or 3723 or 37 723

Activity 6: Chance

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

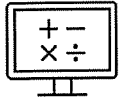
Paper: Complete the following activity



Certain and Uncertain Events

Every day we encounter events that are likely and unlikely to happen. Here is your mathematical challenge for the day! Make two predictions about the cars that drive pass your house. Firstly, which colour car will drive by the most and what colour will the first to go by.

Here are the guidelines:



- You only have 15 mins
- If you can see a car moving from your window you can count it
- Tally each colour car as you see it
- Write your predictions before you begin

Things to think about



- What are the most common car colours? (What are the chances of seeing a rainbow car?)
- What time is the busiest for cars on your street? (For me it's 10am and 4pm)

Predictions

| | |
|--|--|
| The first car to go by is most likely going to be: | The colour car that I will see the most will be: |
| | |

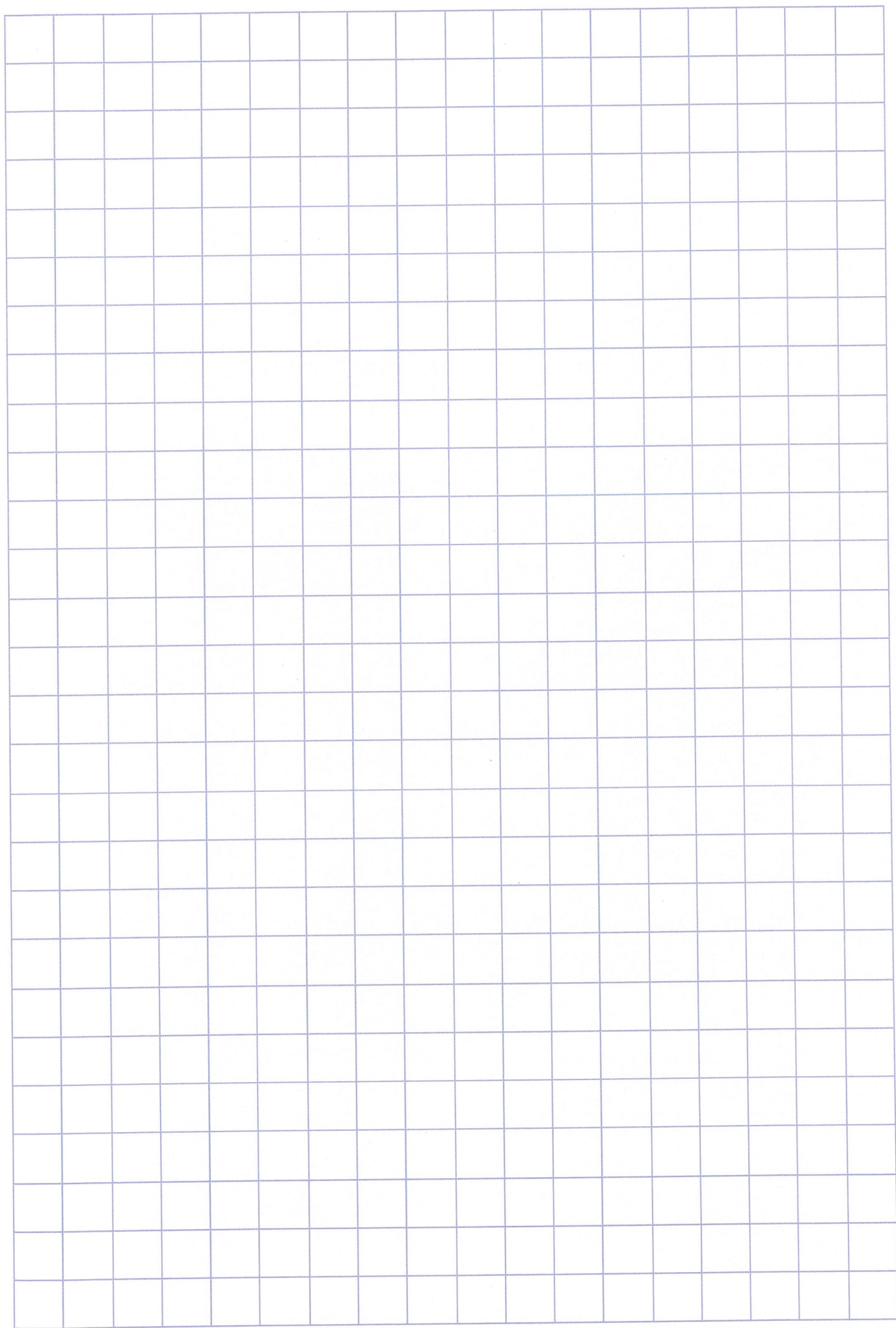


Observation table

| | |
|---|--|
|  White | |
|  Black | |
|  Red | |
|  Silver | |
|  Blue | |
|  Other | |

How accurate were your predictions?

Extension: Turn your tally into a graph (use the grid paper on the next page).



10 more

100 more

1000 more

Number of the Day

10 less

100 less

1000 less

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 (Bat Juggling)



| | |
|---------------------------------------|--|
| Description | <ul style="list-style-type: none">You will need a bat and a ballThe aim of the game is to keep control of the ballTap the ball on your bat as many times and you can before it hits the ground |
| Daily Challenges | <p>What is your highest score?</p> <p>Can you hit the ball to yourself 15 times, before then hitting it between two cones?</p> |
| Change it up (EQUIPMENT/AREA) | <ul style="list-style-type: none">Use different equipment, e.g., rake, broom, tennis racket, book, socks |
| Change it up (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none">Hit it to your partner - how many times you can do it without the ball hitting the ground? |
| Change it up (SKILL) | <ul style="list-style-type: none">Hit it on the side of the batTry to hit all surfaces of the bat, one by one – face, side, back, sideHit, then catch |
| Video Link | https://www.community.cricket.com.au/coach/resources/cricket-blast-bat-juggling/VbuP_pwFEkCqJbEqOqHDOg |

Activity 8: Science (Hidden Forces)



Today's goal: Choose a topic

Over the last two weeks you have investigated erosion, gravity, magnetism, and friction.

Think about which of those topics you found the most interesting. Maybe you enjoyed the activities? Maybe you wanted to know more about it?

Now you're in control! Pop on your imaginary lab coat and investigate **one** of the forces!

The assignment sheet will help guide you, however, you may choose to present your work anyway you would like to (project, poster, video, or a speech). You will need to talk to an adult before deciding which assignment to complete.

Please note you will be working on your assignment during home learning. It does not need to be handed in until the end of the term. There will be a goal at the top of each science day to help you stay on task. You may move ahead or spend more time on one goal. That is okay!

My topic is: _____

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 6 – The Race

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 6

3P: <https://ed.ted.com/on/xu8z8jqA>

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

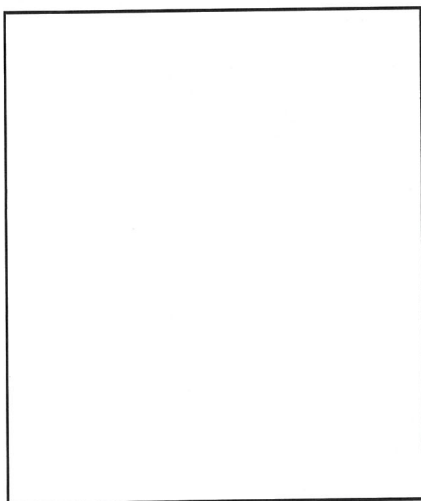
4H: <https://ed.ted.com/on/diUmd5Of>

4L: <https://ed.ted.com/on/f1MnWunL>

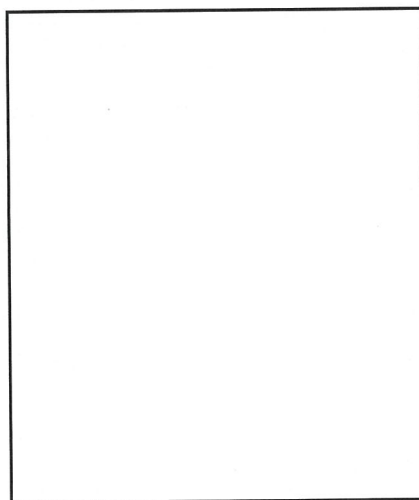
Paper: Read Chapter 1 of Fantastic Mr Fox again (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

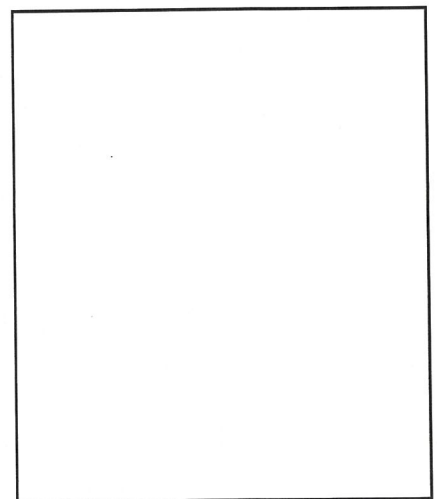
Draw the hill at various stages throughout the day:



start



lunchtime



5 o'clock

Activity 4: Writing



Today write your Fact Section 1 paragraph in your writing pack. Don't forget to follow what was written on your plan. You should write a minimum of 5 sentences.

Include:

○onomatopoeia

○dialogue

○ACTION

Use Show Don't Tell – When you are writing your Action, think about what your character can see, hear, touch, feel (emotions), smell. This helps the reader (your teacher) be able to visualise (imagine) what is happening in the writing.

Activity 5: Number of the Day

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

99 or 499 or 8499 or 18 499

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

It's Time to Track Your Steps!

You must move from one place to another. There's only one catch – you must describe how you got there. Seems simple, right? This can be done inside, outside, or even a mixture of both. For example, you might be travelling from:

- The front door to the bathroom
- The bedroom to the fridge

Using the table tracker below, pick a starting position, e.g., front door. Then, write where you will finish, e.g., bathroom. From here, you must write down the directions you followed to reach your destination, e.g., seven steps forward, quarter turn to the right, three steps forward, quarter turn to the left, four steps forward. You have arrived at your destination.

Do your best to use positional language. Some key terms that might help you include:

- Forward
- Rotate
- Quarter turn **OR** 45° (use whatever you are familiar with)
- Left
- Right

You can also add additional information to your directions. For example:

- Be careful going down the stairs
- Watch out for the corner of the table



Extension:

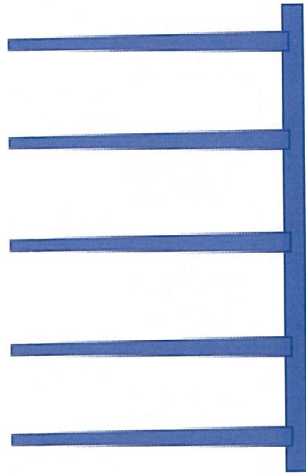
- Have a family member follow your directions and see if they end up at the right location. If they do, you know your directions are accurate.
- Time how long it takes to get from place to place. Can you improve your directions to make it more efficient?

****EXAMPLES:**

| Starting Position: | Directions | End Location |
|---------------------------|--|---------------------|
| Front door | <ul style="list-style-type: none">- 7 steps forward- quarter turn to the right- 5 steps forward (be careful going down the stairs)- quarter turn to the left- 4 steps forward <u>You have arrived.</u> | Bathroom |
| Bedroom | <ul style="list-style-type: none">- 4 steps forward- rotate right 45°- 9 steps forward (watch out for the table)- rotate left 45°- 5 steps forward- rotate right 45° <u>You have arrived.</u> | Fridge |

| Starting Position | Directions | Object Location |
|-------------------|------------|-----------------|
| | | |
| | | |
| | | |

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 (Cricket Golf)



| | |
|---------------------------------------|--|
| Description | <ul style="list-style-type: none"> You will need a bat and a ball (per player) Players choose a target to be the hole. This could be a tree, bin, washing basket or a shopping bag etc From a chosen starting position, players hit their ball, aiming for it to land in or hit the hole in the fewest shots possible Get creative. Design holes that go under objects, around corners or through tight gaps |
| Daily Challenges | How many shots does it take you to complete the course? |
| Change it up (EQUIPMENT/AREA) | <ul style="list-style-type: none"> Change the size of the ball to make it easier or harder Change the distance you are trying to hit Do it inside or outside The ball doesn't have to be big. Use a marble, a rolled-up pair of socks... Be creative Use anything to hit the ball e.g., stick, stump, broom |
| Change it up (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none"> See who can win the most holes See who requires the fewest hits to finish the whole course |
| Change it up (SKILL) | <ul style="list-style-type: none"> Throw or bowl instead of hitting Throw the ball in the air and hit it whilst moving |
| Video Link | https://www.community.cricket.com.au/coach/resources/cricket-blast-cricket-golf/CWQcTkoelUeRK555YBYceg |

Activity 8: Science (Hidden Forces)

Personal Interest Project

Yesterday you chose your topic. Now you need to pick a model (parachute, maze, balloon hovercraft etc). Write a list of all the items you will need.



| What are you making? | What will you need? |
|----------------------|---------------------|
| | |

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 7 – 'We'll Never Let Him Go'

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

Wednesday: Chapter 7

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

3B: <https://ed.ted.com/on/2EtlrQO7>

4H: <https://ed.ted.com/on/ga2qAl5W>

4L: <https://ed.ted.com/on/X0EcLQBq>

Paper: Read Chapter 7 of Fantastic Mr Fox (or ask someone at home to read it to you).

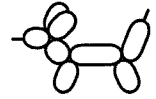
Activity 3: Fantastic Mr Fox - Comprehension

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

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

1. True or False – Boggis would go back to the farm and let Bunce and Bean continue digging:
 - a) True
 - b) False
2. What is the synonym for the word RAGE?
 - a) angry
 - b) happy
 - c) sad
 - d) excited
3. What is the definition of the word MISERABLE?
 - a) very unhappy
 - b) to show anger
 - c) feeling frightened
 - d) very enthusiastic

4. The three farmers had a plan
- to fill in the hole
 - to throw poison into the foxhole
 - that all three farmers crawl into the hole
 - to starve the foxes



Activity 4: Writing

Today write your Fact Section 2 paragraph in your writing pack. Don't forget to follow what was written on your plan. You should write a minimum of 5 sentences.

Include:

- onomatopoeia
- dialogue
- ACTION

Use Show Don't Tell – When you are writing your Action, think about what your character can see, hear, touch, feel (emotions), smell. This helps the reader (your teacher) be able to visualise (imagine) what is happening in the writing.

Activity 5: Number of the Day

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

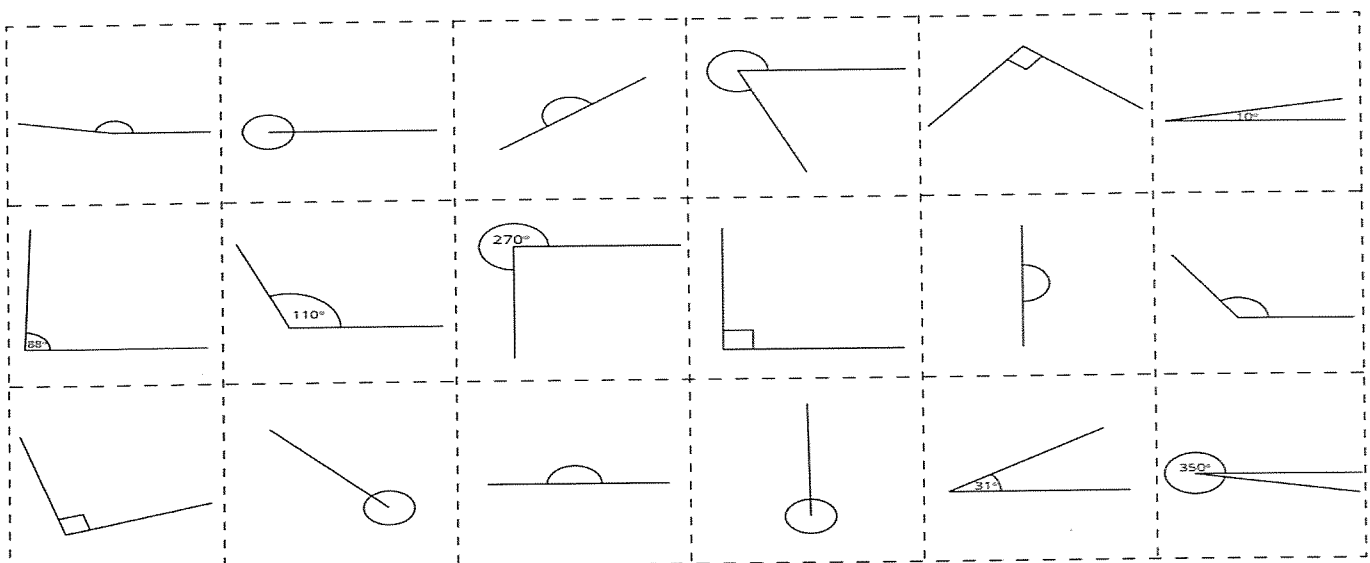
89 or 789 or 4789 or 64 789

Activity 6: Angles

Online: StudyLadder – log in and complete the Angles activity in the pod

Paper: Complete the following activity

Cut out the angles then glue the acute, right and obtuse angles into the following table:



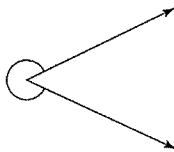
| Acute Angle (smaller than a right angle) | Right angle (exactly 90 degrees, like the corner of a ruler) | Obtuse angle (larger than a right angle, but smaller than a straight line) |
|---|---|--|
| | | |

Use the following guide to sort the angles you have left over and match them to the following angle types:

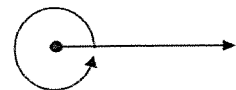
Straight angle = 180 degrees
which makes a straight line



Reflex angle = larger than
a straight angle

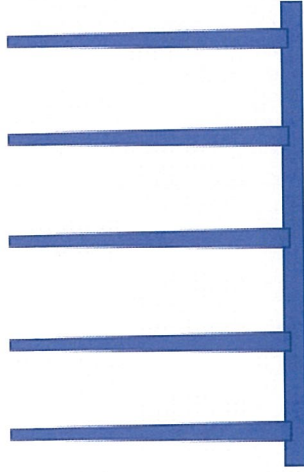


Revolution = 360 degrees
which makes one lap around



| Straight angle (exactly 180 degrees) | Reflex angle (larger than a straight angle) | Revolution (360 degrees) |
|---|--|-----------------------------|
| | | |

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 (Scoring Zones)



| | |
|---------------------------------------|--|
| Description | <ul style="list-style-type: none"> You will need a ball, bat and something to use as markers Set up different "scoring zones" in your playing field Each scoring zone is worth a certain number of points. The higher the points, the more difficult the scoring zone should be For example, in between shopping bags on the grass (3 points), through the tiny gap in the tree (10 points) You can have someone bowl to you, or you can just hit it yourself |
| Daily Challenges | <p>Give yourself a score to achieve - how many shots does it take to get that score?</p> <p>See how many points you can score using three shots</p> <p>Set up a zone and try to get the ball to stop inside that zone</p> |
| Change it up (EQUIPMENT/AREA) | <ul style="list-style-type: none"> Change up the location and size of the scoring zones as required Can be done indoors using a pair of socks No cricket bat? Use alternative equipment e.g., can of spray, drink bottle, boogie board, tennis racquet No partner? Throw it to yourself using a wall |
| Change it up (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none"> Challenge the other people in your house Who can score the most runs? |
| Change it up (SKILL) | <ul style="list-style-type: none"> Stationary hitting using something to prop the ball up Moving ball - throw it to yourself, bounce the ball Get someone to roll or throw it to you |
| Video Link | https://www.community.cricket.com.au/coach/resources/cricket-blast-scoring-zones/pLqJ6b5zmk-yrp1HhJbmDg |

Activity 8: Personal Development & Health (Emotions)

Identifying Other People's Emotions

We can look at facial expressions and body language to help us understand people's feelings.

Look at these images. What emotions might these people be feeling? Complete the table.



| | What emotions might they be feeling? E.g. happy, sad, worried, angry, nervous | How do you know? What clues could you see? E.g. facial expression, body language |
|------------------------|--|--|
| Jenni (top left) | | |
| Meg (top right) | | |
| Brian (bottom left) | | |
| Kyle (bottom right) | | |

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 7 – 'We'll Never Let Him Go'

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

Wednesday: Chapter 7

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

3B: <https://ed.ted.com/on/2EtlrQO7>

4H: <https://ed.ted.com/on/ga2qAl5W>

4L: <https://ed.ted.com/on/X0EcLQBq>

Paper: Read Chapter 7 of Fantastic Mr Fox (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension



What does this quote mean:

“We’re not going home till we’ve strung you up dead as a dingbat!”

Activity 4: Writing

Today write your Fact Section 3 paragraph in your writing pack. Don't forget to follow what was written on your plan. You should write a minimum of 5 sentences.

Include:

- onomatopoeia
- dialogue
- ACTION

Use Show Don't Tell – When you are writing your Action, think about what your character can see, hear, touch, feel (emotions), smell. This helps the reader (your teacher) be able to visualise (imagine) what is happening in the writing.

Activity 5: Number of the Day

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

77 or 777 or 7777 or 77 777

Activity 6: Volume and Capacity

Online: StudyLadder – log in and complete the Volume and Capacity activity in the pod

Paper: Complete the following activity

Comparing Volume (Liquids)

Make sure you have permission to raid your pantry or fridge before you start this activity.



Choose 6 different items that show *liquid* measures (it will say mL or L somewhere on the label). Do not choose items that are labelled g or kg (this indicates *weight*, not volume).

Draw or drop a photo of your items into the table in *ascending* order (start at the smallest and get bigger). What is the total volume of your items?



Extension (optional): convert your measurements from mL to L or L to mL.

Example:

| Item | Volume | Conversion |
|---|--------|------------|
|  olive oil | 500 mL | 0.5 L |
|  long life milk | 1 L | 1000 mL |

Activity 7: PE (Knock ‘em Down, Build ‘em Up)

| | |
|---------------------------------------|---|
| Description | <ul style="list-style-type: none"> You will need a ball and something to use as a rebuildable target From a starting position, bowl the ball, aiming to knock down the target If you successfully knock the target down, quickly rebuild it and run back to the starting position Once you feel comfortable or are hitting the target consistently, move the starting position back |
| Daily Challenges | How long does it take to hit the target 6 times? Race against someone else - who can Knock em’ Down and Build em’ Up first? |
| Change it up (EQUIPMENT/AREA) | <ul style="list-style-type: none"> Use a wall: put some tape or chalk on it to make stumps Move nearer or closer to the target if needed If you don’t have rebuildable target, hit the target as many times as you can Make your own target by using household or backyard materials |
| 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 Bowl instead of throw Opposite hand |
| Video Link | https://www.community.cricket.com.au/coach/resources/knock-em-down-build-em-up/rAWxCaf4UkKa0Sd07lbM-w |

Remember to list your items in order of *ascending* volume.

| Item | Volume | Conversion |
|---------------------------|--------|------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| What is the total volume? | | |

10 more

100 more

1000 more

Number of the Day

10 less

100 less

1000 less

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 8: PDH (Emotions)



In order to build positive and respectful relationships, we must be able to identify other people's emotions and understand why they're feeling that way. Have you ever heard the saying 'put yourself in someone else's shoes'? This is one way of understanding how another person is feeling. This is also called 'Empathy'. Read these scenarios and compare your feelings with an adult's feelings:

| Scenario | How might a child feel? | How might an adult feel? | Are these feelings . . . |
|---|-------------------------|--------------------------|---|
| You are getting on an elevator to go to the top of a very tall building. | | | <input type="checkbox"/> Same <input type="checkbox"/> Different |
| There is a big storm outside, and you have to stay at home from school or work. | | | <input type="checkbox"/> Same <input type="checkbox"/> Different |
| You are asked to introduce a new person at school or work to everyone else. | | | <input type="checkbox"/> Same <input type="checkbox"/> Different |
| You are listening to ghost stories. | | | <input type="checkbox"/> Same <input type="checkbox"/> Different |
| You are invited to go to the circus. | | | <input type="checkbox"/> Same <input type="checkbox"/> Different |

2) Did you have the same feelings as the adult? Circle one.

Not at all

Sometimes

Most of the time

3) How many times were your feelings the same? _____

4) How many times were your feelings different? _____

5) Do you think it is ok for people to feel differently about the same thing? Why?

Online activity: Play the Feelings Game on this website:
<https://www.do2learn.com/games/feelingsgame/index.htm>

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 8 – The Foxes Begin to Starve

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

Friday: Chapter 8

3P: <https://ed.ted.com/on/1xnMhXTR>

3B: <https://ed.ted.com/on/2NiRMpLq>

4H: <https://ed.ted.com/on/HMZ4GZF>

4L: <https://ed.ted.com/on/CB8ot8fK>

Paper: Read Chapter 8 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 is the definition of the word WAFTED?
 - a) to crawl
 - b) to pass gently through the air
 - c) to run after something
 - d) to eat something
2. True or False – The three farmers planned to take runs watching all through the night:
 - a) True
 - b) False
3. How many men did the farmers get to come to the farm?
 - a) 35
 - b) 36
 - c) 37
 - d) 108

4. Why did they get the men from their farms to come?

- a) to give them some idea of what to do
- b) to surround the hill in case Mr Fox dug out
- c) to have them dig out the hole with their shovels
- d) because the farmers like having an audience watch them work



Activity 4: Writing Plan

Today write your Ending With Impact paragraph in your writing pack. Don't forget to follow what was written on your plan. You should write a minimum of 5 sentences.

Include:

○ onomatopoeia

○ dialogue

○ ACTION

Use Show Don't Tell – When you are writing your Action, think about what your character can see, hear, touch, feel (emotions), smell. This helps the reader (your teacher) be able to visualise (imagine) what is happening in the writing.

Activity 5: Number of the Day

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

14 or 814 or 9814 or 19 814

Activity 6: Money

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

Paper: Complete the following activity (write down all the number sentences you use to work out the problems).

Extension (optional): What is the cost of 10 items? What is the change of the total from \$10.00?













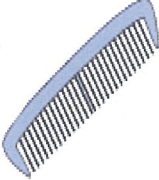

Making Change

Sheet 1

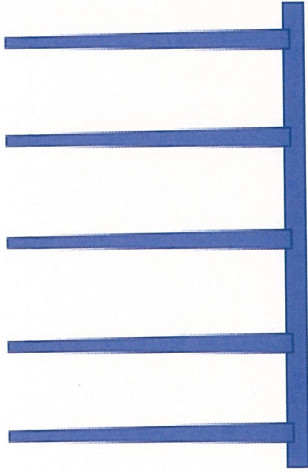
What is the
cost of 10
items?

What is the
change from
\$10.00?

Count the coins and write the change for each purchase.

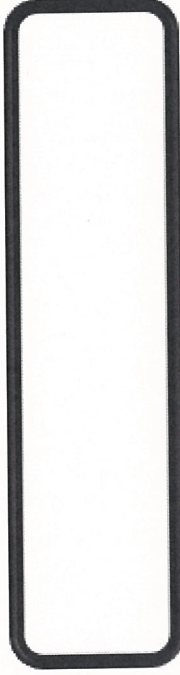
| | | | |
|----|---|---|---------|
| 1) |  55c |  | _____ c |
| 2) |  90c |  | _____ c |
| 3) |  30c |  | _____ c |
| 4) |  95c |  | _____ c |
| 5) |  80c |  | _____ c |
| 6) |  70c |  | _____ c |
| 7) |  45c |  | _____ c |

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 7: PE (Circuit Crushers)



| | |
|---------------------------------------|---|
| Description | <ul style="list-style-type: none"> Set up a fun obstacle course using a variety of equipment Some possible ideas: hurdling over cones, weaving through sticks, throwing a ball into a bucket. Add as many as you can! Work your way around the obstacle course |
| Daily Challenges | <p>How many times can you get through the course in one minute?</p> <p>How long does it take for you to complete each challenge in the course?</p> |
| Change it up (EQUIPMENT/AREA) | <ul style="list-style-type: none"> Make the course as big or small as you have room for Add household furniture as part of the course e.g., crawl under the table, hop from tile to tile Use whatever you have around the house/yard to make the circuit |
| Change it up (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none"> Race a partner or set challenges for the whole family |
| Change it up (SKILL) | <ul style="list-style-type: none"> Utilise one-legged movements Go in reverse Do it blind-folded (only with adult supervision) |
| Video Link | https://www.community.cricket.com.au/coach/resources/cricketblast-captains-circuit/re-H4RIDD0mKDxW1-1PIQQ |

Activity 8: Foxy Art

You have two foxes to colour in to use as bookmarks (on the next page). Here's what they can look like:

Colour in – you can keep it 'real' or go wild with decorations

Glue onto thin cardboard (thin, so you don't ruin your books) OR you could glue it onto another piece of paper (double-thickness)

Cut out around the outside (carefully)

To cut out the paws so they hang over the edge of the page, you may have to ask an adult to help (an adult may find it easier to use a stanley knife for this part)

Voila! Bookmarks!



