



# Stage 2

TERM 3

Week 5, 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 8	Fantastic Mr Fox- Read Ch 9	Fantastic Mr Fox- Read Ch 9	Fantastic Mr Fox- Read Ch 10	Fantastic Mr Fox- Read Ch 10
Fantastic Mr Fox- Comprehension	Fantastic Mr Fox- Comprehension	Fantastic Mr Fox- Comprehension	Fantastic Mr Fox- Comprehension	Fantastic Mr Fox- Comprehension
Writing REVISE- Sizzling Start	Writing REVISE - Fact Section 1	Writing REVISE - Fact Section 2	Writing REVISE - Fact Section 3	Writing REVISE - 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: Balancing Act	PE: Catches Win Matches	PE: Scoring Zones	PE: Roll It Under	PE: Jump Over the Bat
Science	Science	PDH: Emotions	PDH: Emotions	Art – Quentin Blake
  	  	  	  	  

# 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.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

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

### Chapter 8 – The Foxes Begin to Starve

Monday: Chapter 8

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

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

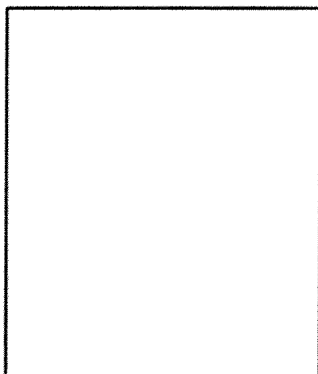
4H: <https://ed.ted.com/on/HMZ4GZF>

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

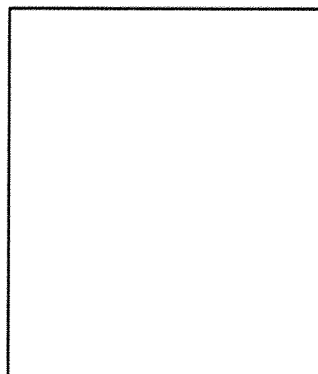
Paper: Read Chapter 8 of Fantastic Mr Fox (or ask someone at home to read it to you).

## Activity 3: Fantastic Mr Fox – Comprehension

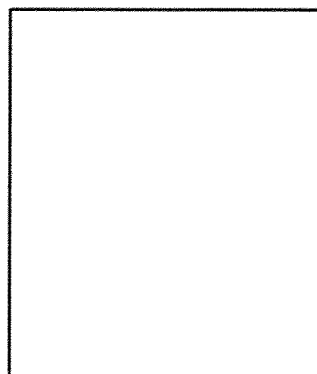
“One hundred and eight men formed a tight ring around the bottom of the hill. They were armed with sticks and guns and hatchets and pistols.” Draw what the men were armed with.



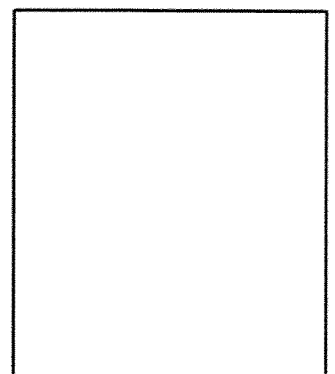
stick



gun



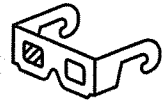
hatchet



pistol

## Activity 4: Writing

This week you will REVISE your writing draft from last week (in your writing booklet). Use ARMS to help you revise. DO NOT EDIT (this will be next week). If you can, revise your work using a green pencil.



# REVISE

# VS.

# EDIT

A.R.M.S

**Add** - sentences and words

**Remove** - words or sentences you don't need

**Move** - change a word or placement of a sentence

**Substitute** - trade words or sentences for new ones

C.U.P.S

**Capitalize** - names, places, titles, months, etc.

**Usage** - nouns and verbs are correctly used

**Punctuation** - periods, commas, colons, apostrophes, etc.

**Spelling** - check all words, look for homophones, use a dictionary

## Activity 5: Number of the Day

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

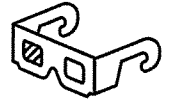
34                      or                      334                      or                      4334                      or                      44 334

## Activity 6: Chance

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

Paper: . Complete the following activity

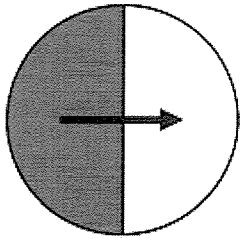
### Show Likelihood



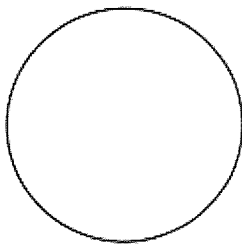
Have a look at the spinner activity below. Use your coloured pencils/textas/crayons (if you have them) or label the colours with a lead pencil to show how each spinner would look. Use a ruler to mark straight lines on your blank spinners. 50% is an even chance; 100% is a certainty.

Colour in the spinners to show each possible outcome.

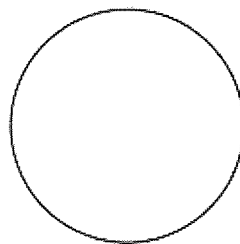
Example: 50% chance of spinning black.



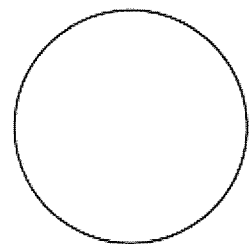
Certain to land on blue.



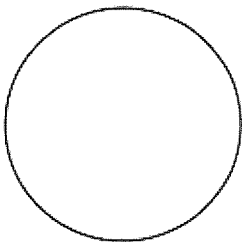
Unlikely to land on yellow.



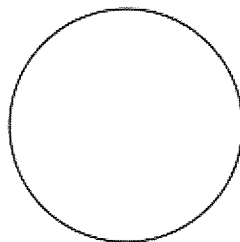
Even chance of getting green.



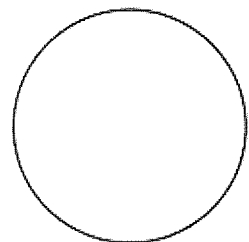
No chance to land on pink.



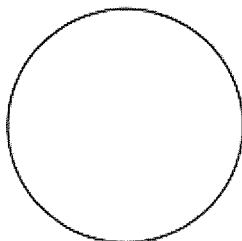
100% chance to land on brown.



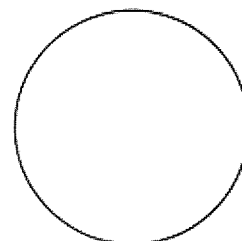
Likely chance of getting red.



50% chance to land on orange.



Very unlikely chance to land on purple.



---

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

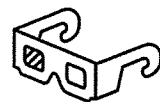
Number Sentences (using different operations + - x ÷)

=

=

Number Story

## Activity 7: PE (Balancing Act)



Description	<ul style="list-style-type: none"><li>• The task is simple – how many objects can you balance using different parts of your body?</li><li>• Players will use different body parts to balance the objects, such as palm or back of their hand, their knee, foot, elbow, chin, or forehead</li></ul>
Daily Challenges	How long can you balance an object on your foot? Can you walk back and forth between two spots without having the object fall off?
Change it up (EQUIPMENT/AREA)	Balancing objects may include: <ul style="list-style-type: none"><li>• balancing poles (made from rolled up newspaper and sticky tape)</li><li>• feathers</li><li>• shoes</li><li>• baseball cap</li><li>• It can be anything you like!</li></ul>
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"><li>• Challenge a partner - who can balance the same object for the longest period of time?</li><li>• Work as a team - pass balancing objects to each other using the 'jump' method (explained below)</li><li>• See who can walk the furthest distance balancing each object</li><li>•</li></ul>
Change it up (SKILL)	<ul style="list-style-type: none"><li>• Change the object shape, size or weight</li><li>• Try walking or lying down and getting back up again while trying to balance the object</li><li>• JUMP METHOD: players 'jump' the balancing object from one body part to another (e.g. one hand to the other)</li></ul>
Video Link	No video link

## Activity 8: Science (Hidden Forces)

Today's goal: Investigate your model, find a space and collect your items

***Last week you chose a force and made a list of items you might need.***

Today you are going to investigate different ways to build your model and add any items you may have forgotten to your list.

You will also need to find a place to neatly store your science assignment (ask an adult). It might be in a box, or the corner of the garage.

Keeping your work in one place will help you stay on task and keep organised.



Finally, you will start collecting the items you need over the week and placing them neatly in your workspace, box, or bag.

Detach the science planning sheet and keep it with your assignment.

Scan the QR codes below for some inspiration.



**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 9 – Mr Fox Has a Plan**

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 9

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

3B: <https://ed.ted.com/on/2gnNPAJ5>

4H: <https://ed.ted.com/on/NAB1vpD4>

4L: <https://ed.ted.com/on/ovNPLf2o>

Paper: Read Chapter 9 of Fantastic Mr Fox again (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. It had been 3 days. What did one of the small foxes want?
  - a) a duck for supper
  - b) to go home
  - c) a sip of water
  - d) to go outside and play
2. True or False – One of the small foxes wanted to make a dash for it and Mrs Fox agreed:
  - a) True
  - b) False
3. Mr Fox had been thinking of a plan, but it required
  - a) everyone running out of the tunnel
  - b) a stick of dynamite
  - c) two foxes staying behind in the tunnel
  - d) more digging
4. While Mr Fox and the small Foxes were digging, what was Mrs Fox doing?
  - a) staying put in the tunnel
  - b) going to get food
  - c) finding another way out of the tunnel
  - d) helping Mr Fox

## **Activity 4: Writing**

Today revise your Fact Section 1 paragraph in your writing pack. Follow each step of ARMS to help you.

## **Activity 5: Number of the Day**

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

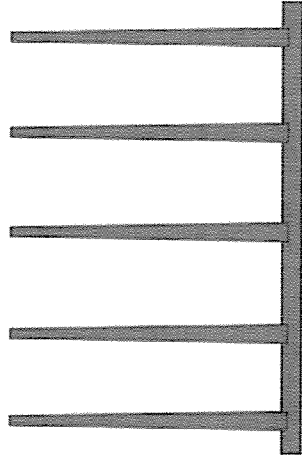
89                      or                      589                      or                      9 589                      or                      29 589

## **Activity 6: Position**

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

Paper: Complete the following activity

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 =

## The Compass

Introduction video to the Compass Rose -

<https://www.youtube.com/watch?v=FdSr0SzGZ2Y>

More about the Compass Rose - [https://www.youtube.com/watch?v=OByx\\_Nva2pw](https://www.youtube.com/watch?v=OByx_Nva2pw)



What is a compass?

The compass is a tool which points out directions, such as North, South, East and West. These are also known as the cardinal directions.

More specifically, it's a magnetised piece of metal that will turn towards the Earth's magnetic north pole. The compass can look similar to a watch

and when held in your hand will point out the Northern direction.

How does a compass work?

The Earth is a giant magnet that has two centres of force; the North and South Poles. The core of the planet, which is mainly molten iron, creates a magnetic field as it spins around. This is what makes the north and south magnetic poles and how compasses are able to work. The needle in a compass is made of magnetised metal, usually iron, placed on a pivot or pin, and suspended in a special type of liquid so it can turn easily. The compass' needle can detect the magnetic field of the Earth and faces the Magnetic North, when held level in your hand. When you have found North with your compass you can then work out all the other directions.

Have a go at the activity. Your map is on the next page; use the compass rose as your guide. Write your answers here:

### Compass Directions – The Town

1. From the Start, go north 4 squares. Where are you now? \_\_\_\_\_

2. Go east 3 squares. Where are you now? \_\_\_\_\_

3. Go south 3 squares. Where are you now? \_\_\_\_\_

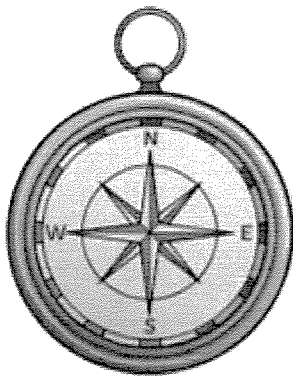
4. Go west 3 squares. Where are you now? \_\_\_\_\_

5. Go east 2 squares. Where are you now? \_\_\_\_\_


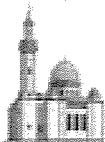


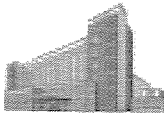


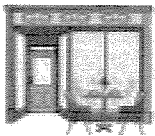

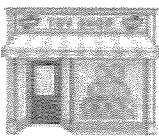



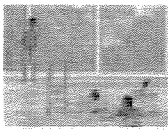
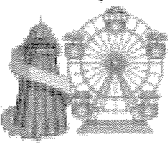

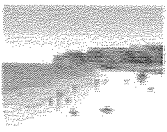



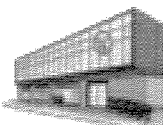
6. Start at the school. How do you get to the taxi rank? \_\_\_\_\_

7. Give directions from the dentist to the toy shop. \_\_\_\_\_





# Compass Directions

		bakery 			mosque 	
church 		park 		hospital 		
	taxi rank 		postbox 			cafe 
fire station 		toy shop 		airport 		
	school 		vet 		pool 	
theme park 		police station 				beach 
bus stop 		dentist 	Start 		supermarket 	

## Activity 7: PE (Catches Win Matches)



Description	<ul style="list-style-type: none"><li>You will need a ball of any size, or a pair of rolled up pair of socks</li><li>You have one minute for each activity (four in total)</li></ul>
Daily Challenges	<p>Challenge 1: throw the ball up in the air with one hand. Whilst it's in the air, draw a circle around the ball with your index finger, before then catching it with one hand</p> <p>Challenge 2: drop and catch. Hold the ball with your fingers facing down. Drop the ball and quickly catch it again</p> <p>Challenge 3: with one hand, throw the ball underneath one leg and catch it with the other hand</p> <p>Challenge 4: Put the ball between your feet, bend your knees and jump. This will release the ball. You must then catch the ball using one or two hands</p>
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"><li>Rolled up pair of socks instead of a ball</li></ul>
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"><li>Challenge a partner - who can perform the most catches in one minute?</li><li>Work together – go back and forth without dropping the ball. How long can you keep it going for?</li></ul>
Change it up (SKILL)	<ul style="list-style-type: none"><li>Non-dominant hand</li><li>One eye closed</li></ul>
Video Link	<a href="https://players.brightcove.net/1479191975001/rkINJhxR_default/index.html?videoId=6193652290001">https://players.brightcove.net/1479191975001/rkINJhxR_default/index.html?videoId=6193652290001</a>

## Activity 8: Science (Hidden Forces)

### Today's Goal: Define Your Force

Begin researching your force. What is it? What causes it? **Use the Science Planning Sheet at the back of the pack.**

Top tips:

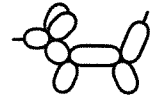
- You might use a dictionary, a video, ask an adult or access a kid-friendly website to help you.
- You can use your own words from the last two weeks' lessons.
- Your definition only needs to be 2-4 sentences long.
- Use the planning sheet to help keep your research together!
- Don't forget to write where you found your definition (this will be part of your bibliography).

Erosion is the process by which the surface of the Earth gets worn down

Gravity is an invisible force that pulls objects toward each other

Magnetism is the force made by magnets when they attract or repel each other.

Friction is a force between two surfaces that are sliding, or trying to slide, across each other



## **Activity 1: Reading**

Online: PM Reader online: <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 9 – Mr Fox Has a Plan**

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 9

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

3B: <https://ed.ted.com/on/2gnNPAJ5>

4H: <https://ed.ted.com/on/NAB1vpD4>

4L: <https://ed.ted.com/on/ovNPLf2o>

Paper: Read Chapter 9 of Fantastic Mr Fox again (or ask someone at home to read it to you).

## **Activity 3: Fantastic Mr Fox - Comprehension**

“For three days and nights this waiting-game went on.” If the waiting started on Tuesday night, what day of the week is the third day?

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## **Activity 4: Writing**

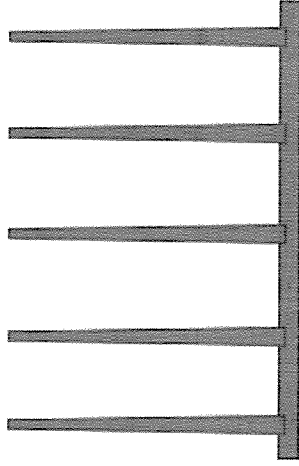
Today revise your Fact Section 2 paragraph in your writing pack. Follow each step of ARMS.

## **Activity 5: Number of the Day**

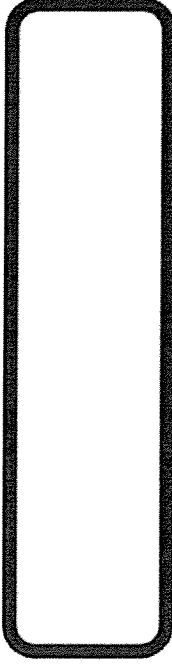
Complete the Number of the Day page (see separate sheet). Today's number (choose one):

77            or            777            or            7777            or            77 777

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 =

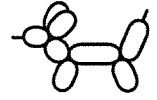
Subtract 5 =

Subtract 42 =

Subtract 137 =



## **Activity 6: Angles**



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

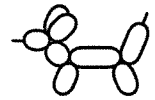
Paper: Complete the following activity

Creating Art with Angles

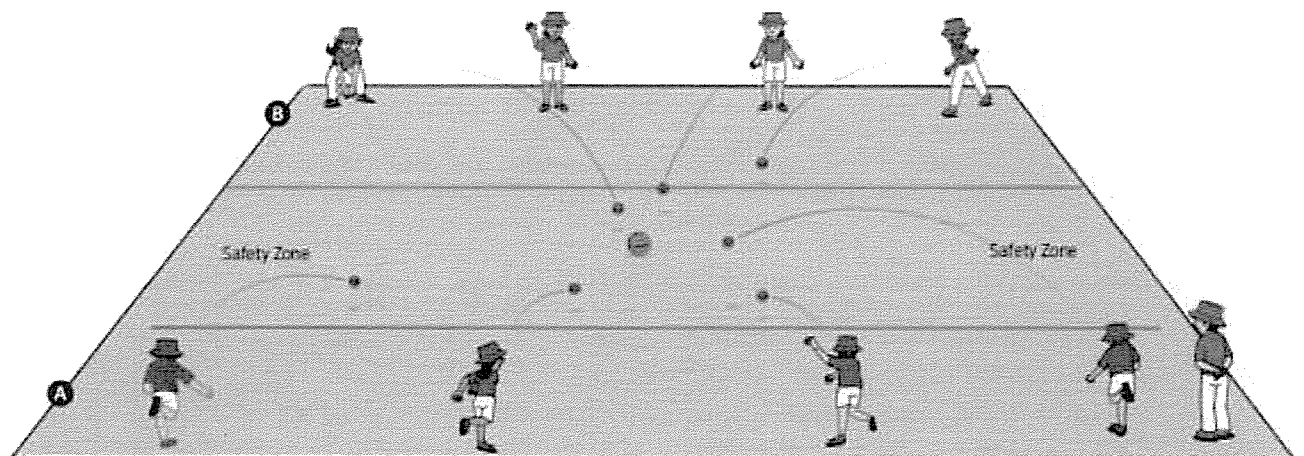
See colour sheet at the back of the pack for instructions. Use the next (blank) page to draw your art.



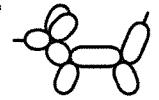
## Activity 7: PE (Scoring Zones)



Description	<ul style="list-style-type: none"> <li>You will need a large ball and many small balls, plus items to mark out each end of the playing area</li> <li>Using your markers, mark out the two ends that are roughly 3 metres apart (refer to the diagram below)</li> <li>Place the larger ball in the middle of the playing area</li> <li>From here, throw your balls at the larger ball, attempting to move it towards the opposing player's line</li> <li>Every time the ball crosses the line, you get a point</li> </ul>
Daily Challenges	How quickly can you get the ball to cross the line?
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"> <li>Substitute the items with what you have e.g., smaller balls – rolled up socks, bigger ball - milk carton</li> <li>Increase the distance of the playing area.</li> <li></li> </ul>
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> <li>If you do not have a partner, position your playing area up against a wall</li> <li>Challenge a family member – who can win the most times in a row?</li> <li>Work as a team and see how quickly you can get the bigger ball to cross the line</li> <li></li> </ul>
Change it up (SKILL)	<ul style="list-style-type: none"> <li>Experiment with different throwing techniques: underarm, overarm</li> <li>Use your non-dominant hand</li> <li></li> </ul>
Video Link	<a href="https://players.brightcove.net/1479191975001/rkINJhxR_default/index.html?videoId=6193629669001">https://players.brightcove.net/1479191975001/rkINJhxR_default/index.html?videoId=6193629669001</a>






## Activity 8: Personal Development & Health (PDH)



### Differing Feelings and Opinions

It is important to recognise that people may have different feelings about different topics. Everyone is entitled to their own feelings and opinions!

Colour the 'thumbs up' or 'thumbs down' icons for each of the activities listed. Complete the 'You' column and ask another person to complete the 'Someone else' column. Then colour the 'ticks' or 'crosses' to show whether you agreed or disagreed on the activity. An example has been provided to help you.

Activity	You feel...	Someone else feels...	Same?
<b>EXAMPLE:</b> Sleeping in			
Playing soccer			
Writing a story			
Digging in dirt			
Being alone			
Staying up late			
Baking a cake			
Doing puzzles			
Petting a cat			
Braiding hair			
Sorting laundry			

1) How many times did you have the same preference? \_\_\_\_\_

2) What did you have in common? \_\_\_\_\_

\_\_\_\_\_



## **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 10 – Boggis' Chicken House Number One**

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

Thursday: Chapter 10

3P: <https://ed.ted.com/on/HXYJW6EQ>

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

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

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

Paper: Read Chapter 10 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 synonym for the word COURAGE?
  - a) bravery
  - b) cowardly
  - c) patient
  - d) confused
2. What is the definition of the word MURKY?
  - a) bright and sunny
  - b) long and tall
  - c) short and fat
  - d) dark and gloomy
3. What did Mr Fox tell the four children to do first when they reached the hen house?
  - a) get a drink of water
  - b) kill a chicken
  - c) go get their mother
  - d) corral the chickens into a corner

4. What did Mr Fox tell the small fox to do?
- a) help out Mr Fox with the rest of the arrangements
  - b) dig another tunnel
  - c) run back with the hens to their mother
  - d) find another hen house



## **Activity 4: Writing**

Today revise your Fact Section 3 paragraph in your writing pack. Follow each step of ARMS.

## **Activity 5: Number of the Day**

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

65                      or                      665                      or                      4665                      or                      34 665

## **Activity 6: Volume and Capacity**

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

Paper: Complete the following activity

### **Understanding Volume and Capacity**

In your own words, what do you think is the difference between volume and capacity?

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Use the following numbers to fill the approximate capacity of each container:

5                                      15                                      180                                      250

- a) A water glass holds \_\_\_\_\_ mL .
- b) A bottle cap holds \_\_\_\_\_ mL .
- c) A sink holds \_\_\_\_\_ L .
- d) A bathtub holds \_\_\_\_\_ L .


## Extension Activity



Solve these word problems – show how you work them out:


Capacity Challenge Cards

6. Conor needs to take 4ml of medicine, 3 times each day. How much medicine will he take in a week?



Capacity Challenge Cards

9. If a cup holds 250ml, how many cups would it take to fill a 5l bottle?



## Activity 7: PE (Roll It Under)

Description	<ul style="list-style-type: none"><li>You will need a chair and a ball of any size</li><li>To get started, stand on either side of the chair</li><li>Your goal is to roll the ball underneath the chair without hitting it</li><li>Every time you successfully roll the ball underneath the chair, challenge yourself by taking a step back</li></ul>
Daily Challenges	How many times can you roll the ball underneath the chair in one minute?
Change it up (EQUIPMENT/A REA)	<ul style="list-style-type: none"><li>No ball? Roll up a pair of socks</li><li>No chair? Find an object that you can roll something underneath/ through e.g., table</li></ul>
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"><li>Work together as a team – how many times can you roll the ball under the chair without making a mistake</li><li>If you do not have a partner, use a wall. See if you can roll the ball under the chair, hit the wall and have it come back to you</li></ul>
Change it up (SKILL)	<ul style="list-style-type: none"><li>Over unders – roll it under the chair and then throw it over the chair.</li><li>Use your non-dominant hand</li><li>Close one or both eyes</li></ul>
Video Link	<a href="https://players.brightcove.net/1479191975001/rkINJhxR_default/index.html?videoId=6193629668001">https://players.brightcove.net/1479191975001/rkINJhxR_default/index.html?videoId=6193629668001</a>

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

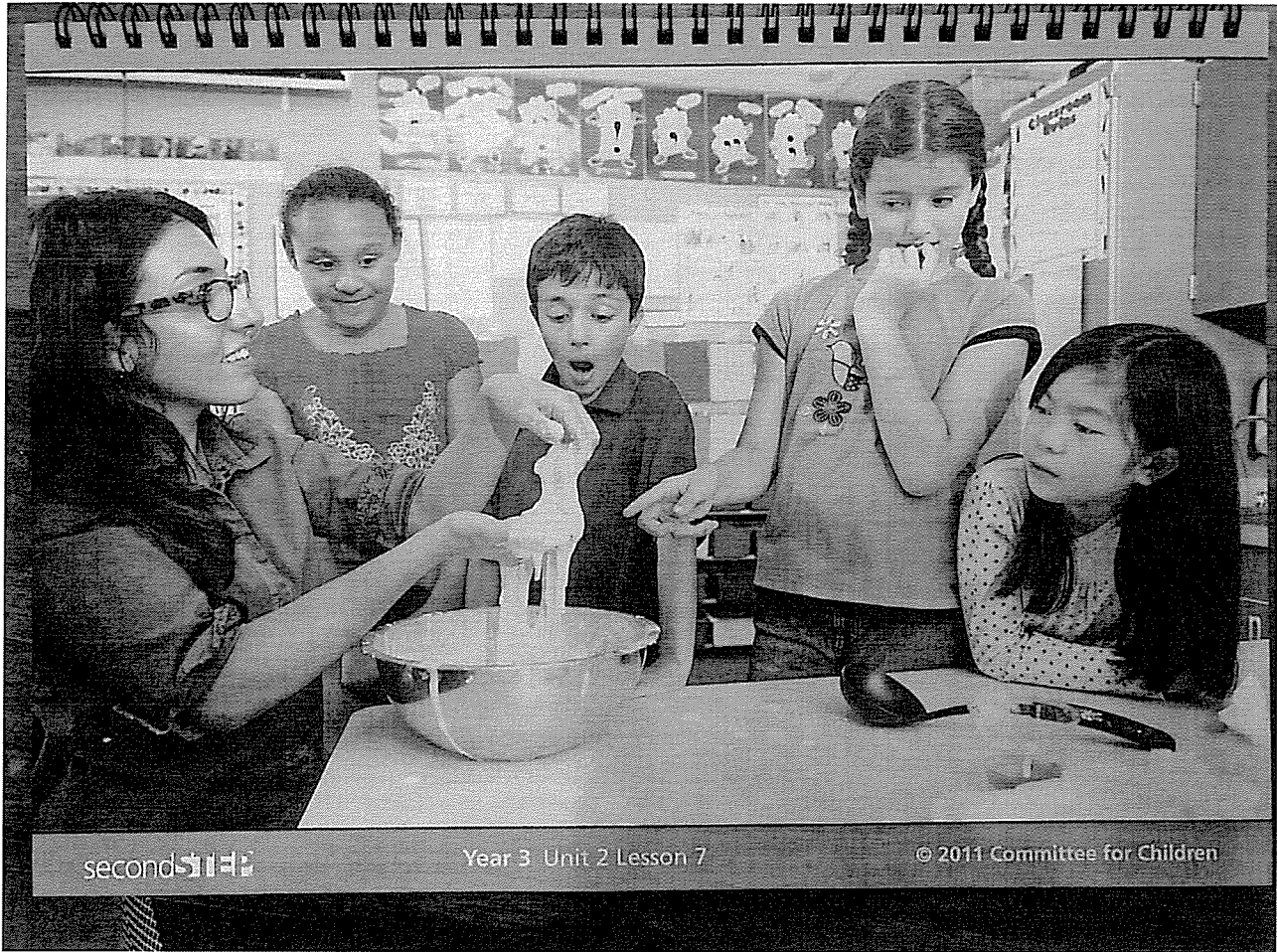


## Activity 8: PDH



It is important to understand that you can feel more than one emotion at the same time. We call these feelings 'conflicting feelings'.

Look very carefully at this picture.



secondSTEP

Year 3 Unit 2 Lesson 7

© 2011 Committee for Children

*This is a picture of a teacher showing her students some slime during a science lesson. She is offering her students a chance to touch the slimy substance. Amy is the tallest student in the picture and it is her turn to touch the slime. She has some conflicting feelings about touching the slime. Her body language and facial expressions are giving us some clues...*

1) List some emotions or feelings that Amy might be experiencing:

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2) Why do you think she is feeling this way? (Think about her facial expressions and body language)

---

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3) How would you feel if you were in Amy's position?

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Optional: Watch the story called Double-Dip Feelings and share your experiences in the Discussion section - <https://ed.ted.com/on/QS1dW3AC>

# Friday



## **Activity 1: Reading**

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

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

Paper: Read Chapter 10 of Fantastic Mr Fox (or ask someone at home to read it to you).

## **Activity 3: Fantastic Mr Fox - Comprehension**

Draw a map showing where the foxes have travelled.

## **Activity 4: Writing Plan**

Today revise your Ending With Impact paragraph in your writing pack. Follow each step of ARMS.

## Activity 5: Number of the Day



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

25      or      725      or      8725      or      18 725

## 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).

Use a different colour to match the notes and coins to the correct amount.

- Make it easier      -      add up the coins only and write the total next to the picture
- Make it harder      -      write the change from \$30.00 in the margin next to the amount

WORKSHEET 25

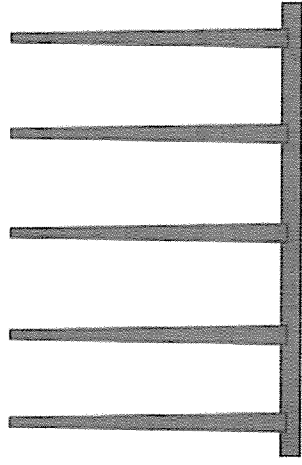
### Money Matching

Match the coins to the written amount by drawing a line.

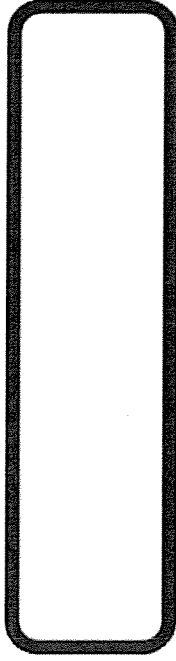
1.	• \$8.10
2.	• \$22.25
3.	• \$12.55
4.	• \$3.10
5.	• \$12.65
6.	• \$9.50
7.	• \$3.50
8.	• \$7.35
9.	• \$18.05
10.	• \$15.50

Bee Happy 2015

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 =

## Activity 7: PE (Jump Over the Bat)

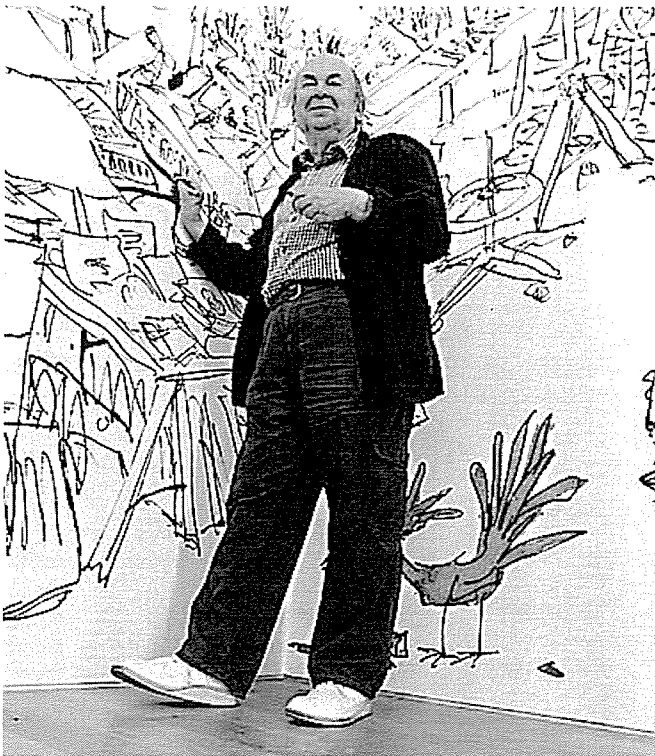


Description	<ul style="list-style-type: none"><li>You will need a bat, or something you can safely jump over</li><li>To get started, place the bat on your right hand side</li><li>Bend your knees, move your arms, and move yourself up in the sky</li><li>Focus on taking off and landing with bent knees on the other side of the bat</li></ul>
Daily Challenges	How many times can you jump over the bat in 30 seconds?
Change it up (EQUIPMENT/AREA)	<ul style="list-style-type: none"><li>Don't have a bat? Use any object that you can safely jump over e.g., broom, shoes, hat</li></ul>
Change it up (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"><li>Challenge a partner to see who can perform the most jumps in a set time-frame</li></ul>
Change it up (SKILL)	<ul style="list-style-type: none"><li>Jumping with one leg only</li><li>Bringing your knees to your chest before hitting the ground</li><li>Throw an object up in the air and try and catch it before you land on the other side</li></ul>
Video Link	<a href="https://players.brightcove.net/1479191975001/rkINJhXR_default/index.html?videoId=6193624710001">https://players.brightcove.net/1479191975001/rkINJhXR_default/index.html?videoId=6193624710001</a>

## Activity 8: Quentin Blake

### Fantastic Mr Fox Illustrator

Quentin Blake was born in London in 1932 and has been drawing for as long as he can remember. While he was growing up, he illustrated for his school magazine and a variety of community magazines. He went to university at Downing College to study English and illustrated his first children's book in 1960.

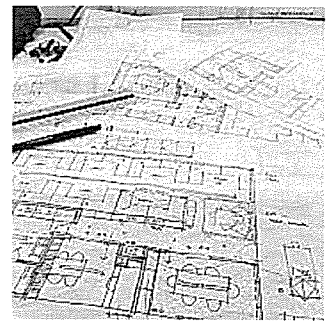
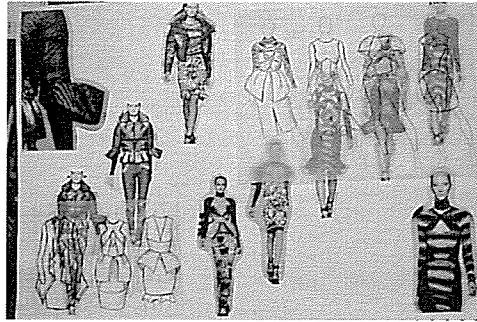
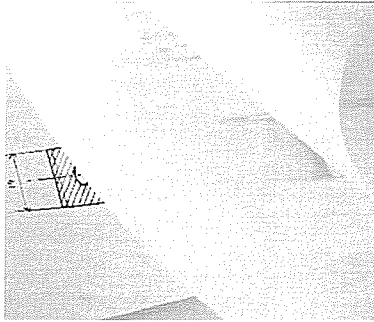


After graduating college, Quentin went to the London Institute of Education to train to be a teacher. He began teaching at the Royal College of Art in 1965 and taught there for over twenty years. During this time, he illustrated for various authors such as Russell Hoban, Lewis Carroll, George Orwell, and Roald Dahl. In 1978 he became head of the Illustration department at the Royal College of Art. He has continued illustrating for many authors over the years and has won numerous prizes and awards for his brilliant work.

*Quentin Blake describes his drawing technique as "a freewheeling sort of drawing that looks as though it is done in the spur of the moment."*

One of Quentin's favourite drawing techniques is to complete his drawings on tracing paper or baking paper where he will layer his drawings on top of each other to use a guide, just like tracing. He explains that he usually does a rough drawing first. Then he refines the lines in a second drawing of the same thing. His final drawing is done using

ink and a variety of dip pens. The baking paper technique is used by many artists and designers such as architects, town planners and fashion designers.



For more information about Quentin Blake and his drawing techniques, visit his website:  
<https://www.quentinblake.com/>

### Your task:

Create a character using three pieces of baking paper. You can draw a character from Fantastic Mr Fox or you can create your own.

You will need:

- a pencil and a black marker
  - 3 sheets of baking paper
1. On the first layer of baking paper, draw a rough sketch of your character using pencil.
  2. Then place a second sheet of baking paper on top to trace and refine the lines you made.
  3. Then place a third sheet of baking paper on top and use a black marker to neatly trace your character.

