Stage 2

Term 3

Week 6, 2021

Learn-from-home Pack

Name: _____

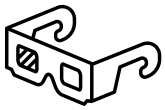
Class: _____

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 11		Fantastic Mr Fox- Read Ch 11		Fantastic Mr Fox- Read Ch 12		Fantastic Mr Fox- Read Ch 12		Fantastic Mr Fox- Read Ch 13	
Fantastic Mr Fox- Comprehension		Fantastic Mr Fox- Comprehension		Fantastic Mr Fox- Comprehension		Fantastic Mr Fox- Comprehension		Fantastic Mr Fox- Comprehension	
Writing EDIT- Sizzling Start		Writing EDIT- Fact Section 1		Writing EDIT - Fact Section 2		Writing EDIT - Fact Section 3		Writing EDIT - Ending With Impact	
Number of the day		Number of the day		Number of the day		Number of the day		Number of the day	
Maths Strategies		Maths Strategies		Maths Strategies		Maths Strategies		Maths Strategies	
Maths- Chance		Maths- Position		Maths-Angles		Maths-Volume and Capacity		Maths-Money	
PE: Bowl in the River		PE: Batting Adventure		PE: Goalies		PE: Minute to Win it		PE: Handball Havoc	
Science		Science		PDH: Emotions		PDH: Emotions		Art – Pantry Pop 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.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 11 – A Surprise for Mrs Fox

Monday: Chapter 11
3P: https://ed.ted.com/on/pYpu42va
3B: https://ed.ted.com/on/Sm7ZgQws
4H: https://ed.ted.com/on/2kWmqUeR
4L: https://ed.ted.com/on/DbrivHNc

Paper: Read Chapter 11 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. When Mrs Fox saw what her biggest child had brought, she first thought

   a) she was dreaming.
   b) it was a joke.
   c) how wonderful it would taste.
   d) that it was a feather pillow.

2. What is the definition of the word MURMURED?

   a) mumbled
   b) shouted rudely
   c) spoke politely
   d) say something in anger

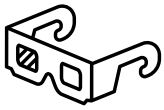
3. Meanwhile, Mr Fox had the other children who were with him

   a) carry water into the tunnel.
   b) stay in the chicken house.
   c) dig another tunnel.
   d) go to get help.

4. What did Mrs Fox ask the small fox to do?

   a) Start plucking the chickens.
   b) Go back to Mr Fox and keep digging.
   c) Bring back more chickens.
   d) Bring her some water.

Activity 4: Writing



This week you will EDIT your writing draft from last Week 4 (in your writing booklet). Use CUPS to help you edit. If you can, edit your work using an orange pencil.

Today, revise your Sizzling Start.

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

Number of the Day

10 more

_____, _____, _____

100 more

_____, _____, _____

1000 more

_____, _____, _____

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

_____

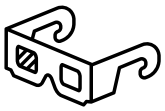
_____

_____

_____

_____

Activity 6: Addition Strategies



Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below). You will use the same number sentences each day this week to get you used to how the strategies work. Next week, we will mix it up!
If you 'get it', see if you can write the steps to each strategy by yourself (without Mr Walter's help).

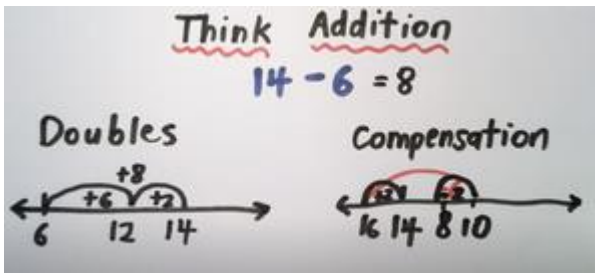
http://mrw1.weebly.com/

Bridge to 10 $9 + 7$	Doubles $6 + 8$
Compensation $6 + 8$	Partitioning $7 + 8$
Extension: What do you know about . . . ?	
15 is Examples: • odd • 1 ten and 5 ones • 14 + 1 • number of players in a rugby union team • 3 x 5 • 3 human hands • made up of factors being 1, 3, 5 and 15 • a composite number • 5 less than 20 • a multiple of 45 • 2 more than half the students in 4L • a 2 digit number	16 is

Activity 7: Subtraction Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below):

http://mrw1.weebly.com/

Back Through 10 17 - 8	Up Through 10 17 - 8
Fact Families 16 - 7	Think Addition 14 - 6
Extension: Write a word problem for one of the above.	
14 – 6 Example: Bob sold a giant watermelon for $14.00. He then had to pay a bill of $6.00 which he owed to a farmer for a kilo of chillies. How much did Bob have left? *Show the strategy to work this out:*  	17 - 8

Activity 8: Chance

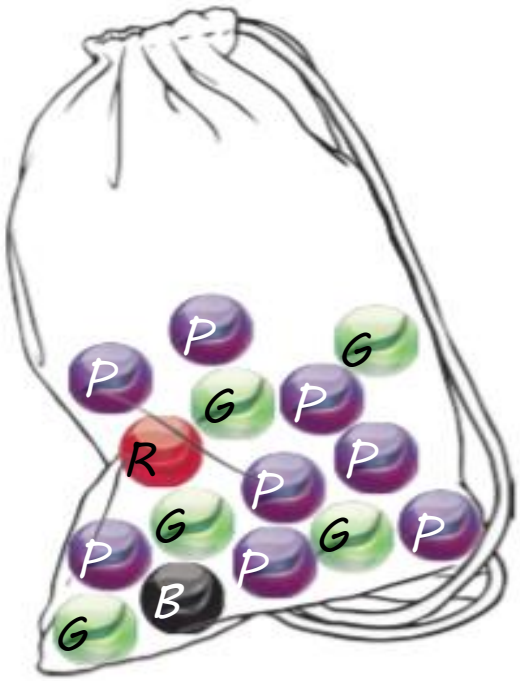
Online: StudyLadder – log in and complete the Chance activity in the pod
Online activity - https://mrnussbaum.com/probability-fair-online-game

Paper: Complete the following activity

Marble Bag Probability

I can identify the probability of a chance experiment. (ACMSP067)

Here is a bag of different coloured marbles:



What is the likelihood of pulling out a red marble?

Is there an even chance of pulling out both a purple and red marble?

What is the chance of pulling out a green marble?

Is it possible to pull an orange marble out of the bag?

Is it unlikely that a purple marble will be pulled out of the bag?

What is the probability of not picking a black marble?

Activity 9: PE (Bowl in the River)

Description	• You will need a ball of any size and items that can be used to mark out each side of the river • Place two items (roughly two metres apart) on the ground. This is to mark out each end of the river. • The aim is to bowl the ball overarm, trying to keep your arm straight, and bounce the ball in the river Once you can consistently land the ball in the river, add a target at the end to hit, e.g., chair, rubbish bin
Daily Challenges	How many times can you bowl the ball in the river in one minute?
Change it up (EQUIPMENT/ AREA)	• Don't have a ball? Use a rolled-up pair of socks • Common items to mark out the area: milk carton, rope, canned food • Size of the ball • Width of the river • Bowling distance
Change it up (NUMBER OF PARTICIPANT	• Challenge a partner – who can bowl the ball in the smallest river? • Work together – perform a relay. One person bowls, the other stand at the other end of the river. Rotate • If you do not have a target at the end, use a wall
Change it up (SKILL)	• One step bowl • Run up and bowl • Opposite arm bowl
Video Link	https://players.brightcove.net/1479191975001/rklNJhxR_default/index.html?videoId=6192977200001
QR Code	

Activity 10: Science (Hidden Forces)

Personal Interest Project
Today's goal: Explain the impact your force has on everyday life
Last week you started researching your force. If someone asked you what it was you might be able to explain it in a sentence.

Today you are going to develop your understanding of your force by continuing with your research. Scientists use everyday examples to help explain how something works. It makes it easier for people to understand when they can see it for themselves. If you are writing a speech or creating a video, images and examples are a great way to engage your audience!

Include as many of these into your assignment as you would like:

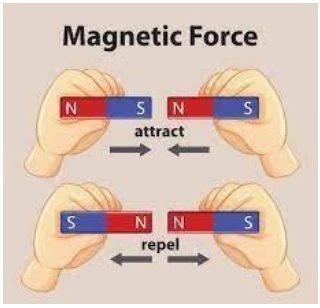
- Diagrams of your force (from online or hand drawn)
- Examples (when can they see the force happening)
- Pictures (example of items, actions, or events)

You might:

- Use the planning sheet provided
- Use a blank piece of paper
- Type it into a word document and save it
- Print out your pictures

Don't forget to write down the names of the websites you use for your bibliography. (You can keep all your websites on the planning sheet provided).

Example: Magnets

Diagram	Examples	Pictures
 Magnets can pull and push objects without touching them.	Magnets can be found in speakers. They help to make vibrations. Magnets are used in MRI machines used in hospitals. Vacuum cleaners, fridges, blenders and washing machines all use magnets.	

Example Bibliography:

- https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/science/continuum/Pages/magnetism.aspx
- https://sciencing.com/uses-magnets-daily-life-8056272.html

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 11 – A Surprise for Mrs Fox

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 11
3P: https://ed.ted.com/on/pYpu42va
3B: https://ed.ted.com/on/Sm7ZgQws
4H: https://ed.ted.com/on/2kWmqUeR
4L: https://ed.ted.com/on/DbrivHNc

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

Where does Mr Fox want to dig the next tunnel? _____

_____

Why? _____

_____

Activity 4: Writing

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

Activity 5: Number of the Day

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

88 or 588 or 9588 or 29 588

Activity 6: Position

Online: StudyLadder – log in and complete the Position activity in the pod
Online activity ; https://au.mathgames.com/skill/3.94-coordinate-graphs-review

Paper: Complete the following activity

Location Treasure Island Game

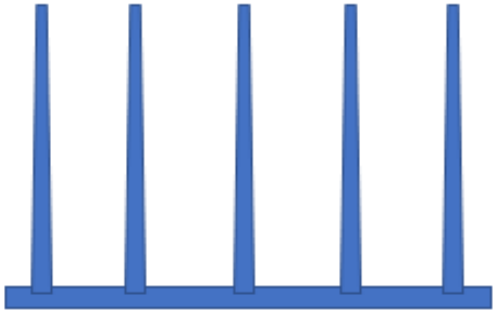
At the back of your pack you will find two separate colour sheets so you can complete this activity.

Here are the instructions:

- Cut out the pictures and use the numbered, step-by-step location instructions to place different things on the Treasure Island map.
- Read all the instructions first.
- Place all your cut-outs onto your map BEFORE you glue them to check they are in the correct position.

1. Put the compass in the bottom right hand corner of the map with NORTH at the top of the page.
2. Place a palm tree in the middle of the island.
3. Put the bridge across the water at the bottom leftb hand side of the island at Skull River.
4. Put the pirate ship on the edge of the land in the middle of Island Cove.
5. Put the whale in the middle of the water on the right hand side of the island.
6. Put the volcano in the middle left hand side of the island at Volcano Alley.
7. Put the pirate flag underneath the pirate ship on the island.
8. Put a plam tree above the volcano on the left hand side.
9. Put the tribal statue on the left hand side of Treasure Point at the top of the island.
10. Put the shark on the opposite side of the map to the whale.
11. Put the cave next to the palm tree, above the volcano.
12. Put the hut at the bottom of the island next to the right hand side of the bridge.
13. Put the treasure below Doom Lake.
14. Put the red X on top of the treasure.
15. Put the pirate next to the treasure with the red X on the left hand side.
16. Put the waterfall above Doom Lake.

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

Base 10

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =

Spelling

Number Line

Activity 7: Addition Strategies

Use the link to remind you of how each strategy works. Write the steps along with Mr Walter or have a go by yourself at solving the problems using the strategies.

http://mrw1.weebly.com/

Bridge to 10 $9 + 7$	Doubles $6 + 8$
Compensation $6 + 8$	Partitioning $7 + 8$
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Activity 8: Subtraction Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below):

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Back Through 10 17 - 8	Up Through 10 17 - 8
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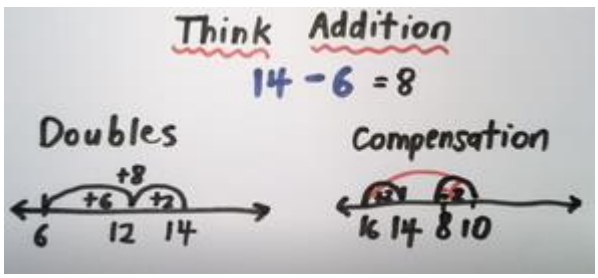
14 – 6 Example: Bob sold a giant watermelon for $14.00. He then had to pay a bill of $6.00 which he owed to a farmer for a kilo of chillies. How much did Bob have left? *Show the strategy to work this out:*  	17 - 8

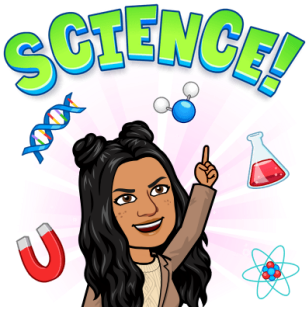
Activity 9: PE (Batting Adventure)

Description	• You will need a bat, a ball of any size, plus an item that can be used as a target • Set up a variety of targets, grab a bat (or whatever you have) and a ball • Your aim is to hit the ball into the different targets • Practise pushing the ball around with your striking device before hitting it towards the target • The more difficult the target is to hit, the more points you can score
Daily Challenges	Come up with your own points system. How many points can you score in one minute?
Change it up (EQUIPMENT/AREA)	• Size of the bat (smaller is more difficult) • Size of the ball (smaller is more difficult) • No bat? Use a stick, broom, book • No ball? Use rolled up pair of socks • Target ideas: chair, bin, wall
Change it up (NUMBER OF PARTICIPANTS)	• Challenge a partner – who can score the most points in one minute? • Work together – how many points can you score together as a team?
Change it up (SKILL)	• Use one hand only • Use your opposite hand
Video Link	https://www.community.cricket.com.au/coach/resources/cricket-blast-cricket-golf/CWQcTkoelUeRK555YBYceg
QR Code	

Activity 10: Science (Hidden Forces)

Personal Interest Project
Today's Goal: Build your model

You have started researching your force now you are going to build your model.



Scientific models help to make complex ideas easy to understand. They can help scientists explain, predict and test different ideas. For your assignment your model will help you to explain how your force works. The soil model shows that with the support of plants soil erosion can be minimised.

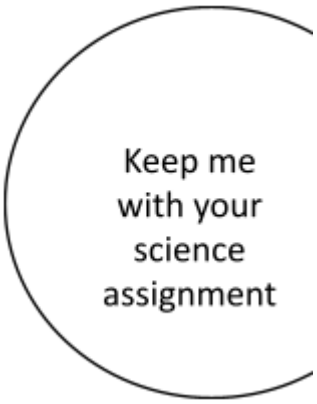
As you build your model think to yourself, what does this model tell me about my force?

Today you are going to begin building your model. Depending on the size and complexity of your design you may need to spend more than today's science session building it.

If you are not creating a model, you might practice acting out your force or drawing.

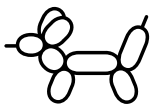
If you have already built your model spend today trying to improve it (faster, slower, higher etc).

When you have finished or partly finished your model, place it back into your designated area. This will help you stay organised.



When you begin building try to follow the instructions carefully first and then adjust.

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 12 - Badger

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

Wednesday: Chapter 12
3P: https://ed.ted.com/on/K8OMx9sC
3B: https://ed.ted.com/on/pchxLkRt
4H: https://ed.ted.com/on/aRajGxki
4L: https://ed.ted.com/on/x35NGuUx

Paper: Read Chapter 12 of Fantastic Mr Fox (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

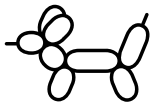
Online: answer the online questions (in your class TED ed link)

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

1. What was happening to all of the animals that were 'diggers'?
   a) The farmers shot them.
   b) They were being caught in traps.
   c) They were staying in their holes and starving.
   d) They were lost.

2. Mr Fox said, “The mess you’re in is . . .

   a) all my fault.”
   b) all the farmers’ faults.”
   c) not a big deal.”
   d) almost over.”



3. Fox sent Badger’s son to

   a) go to the chicken house.
   b) spread the good news to the others.
   c) help prepare a feast.
   d) bring him another chicken.

4. What is the synonym for SCRAMBLED?

   a) climbed
   b) ran
   c) walked
   d) jumped

Activity 4: Writing

Today edit your Fact Section 2 paragraph in your writing pack. Follow each step of CUPS to help you.

Activity 5: Number of the Day

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

78 or 678 or 3678 or 53 678

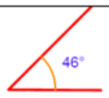
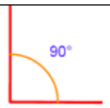
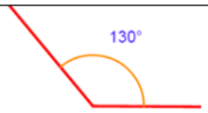
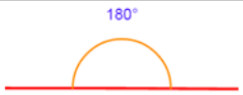
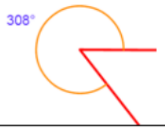
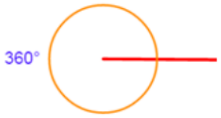
Activity 6: Angles

Online: StudyLadder – log in and complete the Angles activity in the pod
Online activity - Types of angles - https://www.youtube.com/watch?v=dqg1DQCJa-E
Activity - https://www.smashmaths.com.au/measurement-and-geometry/geometric-reasoning/angles

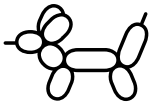
Paper: Complete the following activity

Clock Hand Angle Sort

Here is a guide to remind you of the angles:

Type of Angle	Description	Example
Acute Angle	An angle that is less than 90°	
Right Angle	An angle that is exactly 90°	
Obtuse Angle	An angle that is greater than 90° and less than 180°	
Straight Angle	An angle that is exactly 180°	
Reflex Angle	An angle that is greater than 180° and less than 360°	
Full Angle	An angle that is exactly 360°	

Instructions:

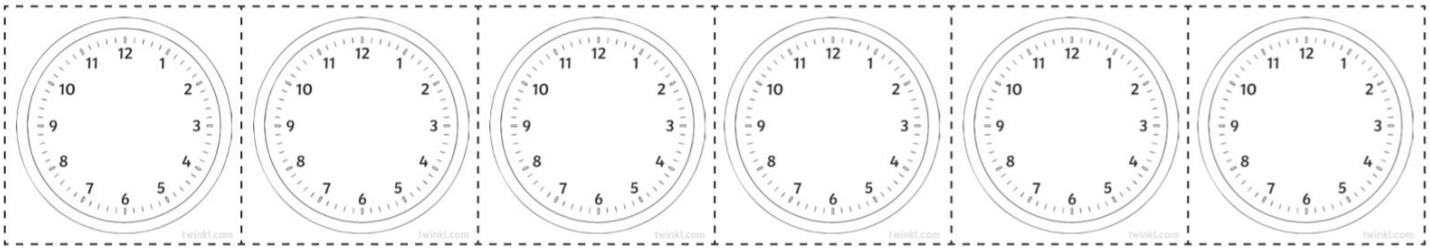


1. Draw the minute and hour hand on each clock face to show an angle. (This can be a right angle, an acute, obtuse, straight, reflex or revolution angle)
2. Cut and paste the clock faces in order of biggest to smallest angles

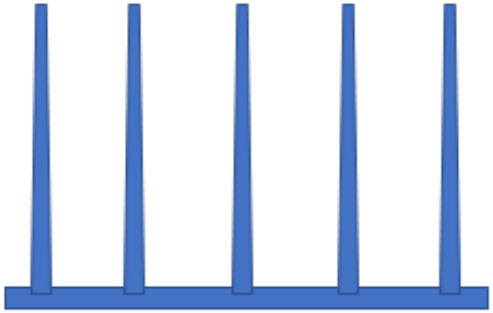
**Remember an angle is made when two straight lines meet at a point.*

Glue your clock angles in *descending* order here:

Use a ruler to mark your clock angles, then cut out and glue into the grid above.



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

Base 10

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

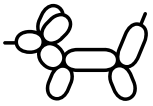
Subtract 42 =

Subtract 137 =

Spelling

Number Line

Activity 7: Addition Strategies



Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below):

http://mrw1.weebly.com/

Bridge to 10 $9 + 7$	Doubles $6 + 8$
Compensation $6 + 8$	Partitioning $7 + 8$
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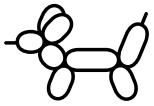
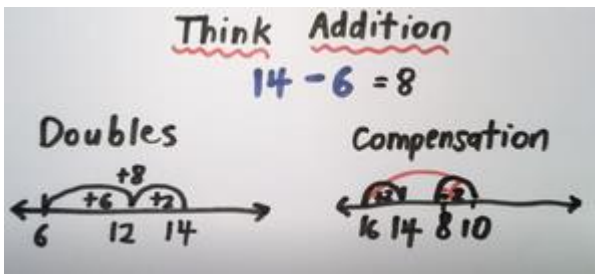
15 is Examples: • odd • 1 ten and 5 ones • 14 + 1 • number of players in a rugby union team • 3 x 5 • 3 human hands • made up of factors being 1, 3, 5 and 15 • a composite number • 5 less than 20 • a multiple of 45 • 2 more than half the students in 4L • a 2 digit number	16 is

Activity 8: Subtraction Strategies



Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below):

http://mrw1.weebly.com/

Back Through 10 17 - 8	Up Through 10 17 - 8
Fact Families 16 - 7	Think Addition 14 - 6
Extension: Write a word problem for one of the above.	
14 – 6 Example: Bob sold a giant watermelon for $14.00. He then had to pay a bill of $6.00 which he owed to a farmer for a kilo of chillies. How much did Bob have left? *Show the strategy to work this out:* 	17 - 8

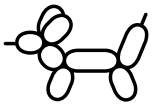
Activity 9: PE (Goalies)

Description	• You will need a ball of any size • Stand 2-3 metres apart. Make sure your feet are wider than shoulder-width apart to provide a big enough goal for the opposition • Your aim is to try and roll or underarm-throw the ball between your partner's feet • You must also stop the ball from passing through your feet • Each time you successfully get the ball through your partner's feet you will score one point
Daily Challenges	How many points can you score in one minute?
Change it up (EQUIPMENT/ AREA)	• No ball? Use a rolled-up pair of socks • Play inside or outside
Change it up (NUMBER OF PARTICIPANTS)	• Challenge a partner – who can score the most points without the ball going through their legs? • If you do not have a partner, play up against a wall. The ball will bounce back and you must stop it from going through your legs
Change it up (SKILL)	• Open legs wider or close them to make it easier or harder • Increase or decrease the distance of the playing area • Step forward with the opposite foot every time you throw • Use your non-dominant hand • Roll or underarm throw
Video Link	https://players.brightcove.net/1479191975001/rklNJhxR_default/index.html?videoId=6193625827001
QR Code	

Activity 10: PDH (Accepting Differences)

Here are Yasaman and Olivia. Yasaman recently moved to Olivia's school and is in her Year 3 class.

2) Look at the picture and write down ways that Yasaman and Olivia appear different i.e. clothing, ethnicity.



_____

Yasaman comes from Iran. She wears different clothing to Olivia. English is not her first language. Sometimes other students tease and laugh at Yasaman for being different. '

3) How do you think Yasaman feels when students tease and laugh at her?

_____

4) Look carefully at the picture again and write down some ways that Yasaman and Olivia are similar.

_____

_____

5) What are some ways that Olivia could get to know Yasaman better?

_____

_____

6) What do you think Olivia could say to other students if they tease or laugh at Yasaman again?

_____

_____

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 12 - Badger

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

Wednesday: Chapter 12
3P: https://ed.ted.com/on/K8OMx9sC
3B: https://ed.ted.com/on/pchxLkRt
4H: https://ed.ted.com/on/aRajGxki
4L: https://ed.ted.com/on/x35NGuUx

Paper: Read Chapter 12 of Fantastic Mr Fox (or ask someone at home to read it to you).

Activity 3: Fantastic Mr Fox - Comprehension

List five characteristics of a badger:

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 4: Writing

Today edit your Fact Section 3 paragraph in your writing pack. Follow each step of CUPS to help you.

Activity 5: Number of the Day

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

99 or 999 or 9999 or 99 999

Activity 6: Volume and Capacity

Online: StudyLadder – log in and complete the Volume and Capacity activity in the pod
Definition/ reminder of volume and capacity - https://getsmarts.weebly.com/volume--capacity2.html

Paper: Complete the following activity

Comparing Volume (Liquids)

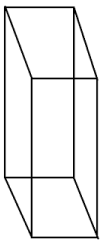
Volume - Volume is the space taken up by the amount of liquid that is in the container. A two-litre lemonade bottle that is half full of liquid has a volume of 1 litre.
Capacity - Capacity is the total amount of fluid that can be contained in a container. It is the word we use when we are measuring liquids.

Why do we need formal units (eg; L and mL) to measure the volume and capacity of 3D objects?

_____

_____

Have a look around your home and notice what items you have that measure in litres or millilitres and fill out the table below. You could draw or add a picture as well if you like. Notice the example in the first box…

Item	Name the 3D object Extension: draw the 3D object
Milk (1 litre) 	Rectangular prism 

Did you notice a common shape or type of shape? Yes / No (circle your answer)

Explain why you think this is. _____

_____

Number of the Day

10 more

_____, _____, _____

100 more

_____, _____, _____

1000 more

_____, _____, _____

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: Addition Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below):

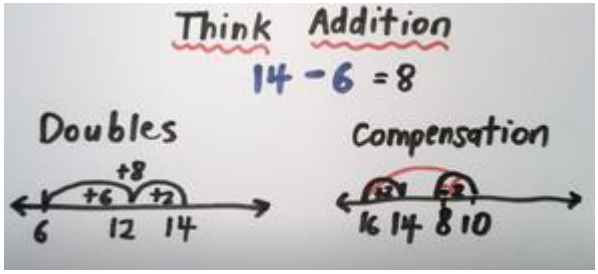
http://mrw1.weebly.com/

Bridge to 10 $9 + 7$	Doubles $6 + 8$
Compensation $6 + 8$	Partitioning $7 + 8$
Extension: What do you know about . . . ?	
15 is Examples: • odd • 1 ten and 5 ones • 14 + 1 • number of players in a rugby union team • 3 x 5 • 3 human hands • made up of factors being 1, 3, 5 and 15 • a composite number • 5 less than 20 • a multiple of 45 • 2 more than half the students in 4L • a 2 digit number	16 is

Activity 8: Subtraction Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below):

http://mrw1.weebly.com/

Back Through 10 17 - 8	Up Through 10 17 - 8
Fact Families 16 - 7	Think Addition 14 - 6
Extension: Write a word problem for one of the above.	
14 – 6 Example: Bob sold a giant watermelon for $14.00. He then had to pay a bill of $6.00 which he owed to a farmer for a kilo of chillies. How much did Bob have left? *Show the strategy to work this out:*  	17 - 8

Activity 9: PE (Minute to Win it - Catching Edition)

Description	• You will need a ball of any size • It is a series of catching activities to see how many times you can complete a catch in 60 seconds
Daily Challenges	**Challenge 1**: Throw the ball up with one hand, allow it to bounce, then catch it with 2 hands ** Make sure you move your body to meet the ball **Challenge 2**: Throw the ball up and clap as many times as you can before catching it again ** Make sure you keep your eyes on the ball throughout the entire motion **Challenge 3**: Find a wall with no windows. Throw the ball underarm and catch it with one hand ** Make sure you step forward with your opposite foot to your throwing hand **Challenge 4**: Throw the ball under your leg with one hand and catch it with two
Change it up (EQUIPMENT/AREA)	• No ball? Use a rolled-up pair of socks • Play inside or outside
Change it up (NUMBER OF PARTICIPANTS)	• Challenge a partner – pick a challenge (from the list or make your own) and see who can make the most catches with their opposite hand • Work together – How many successful catches can you make in a row?
Change it up (SKILL)	• Swap hands • Bigger or smaller ball • Close one eye
Video Link	https://players.brightcove.net/1479191975001/rklNJhxR_default/index.html?videoId=6193627577001
QR code	

Activity 10: PDH (Showing Compassion)

This week we are learning about compassion. Compassion is a way of feeling or showing sympathy and concern for others. When we are being compassionate, we feel sympathy for someone and help them where we can.

1) Look at the picture. Think about what is happening.

2) Now read these scenarios and write down something kind or compassionate you could do to help:

Scenario	Compassionate Act(s)
You see your neighbour unloading bags and bags of heavy groceries.	
Your sister scraped her knee on the footpath and she is crying.	
You see a kindergarten student slip and fall down in front of you on the way to school.	
Your friend is sitting next to his favourite toy and it's broken.	
Your mum is setting the table for dinner and your little brother needs help tying his shoelaces.	

3) What is something kind or compassionate you've done for someone else before?

_____

_____

_____

_____

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 13 – Bunce's Giant Storehouse

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

Friday: Chapter 13
3P: https://ed.ted.com/on/nHOSXfK5
3B: https://ed.ted.com/on/oMFFtMtK
4H: https://ed.ted.com/on/WoocjavK
4L: https://ed.ted.com/on/u41SaiLc

Paper: Read Chapter 13 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 Mr Fox need from Badger?
   a) some food
   b) for Badger to go get some help
   c) a drink of water
   d) help digging a tunnel

2. Where did Mr Fox's second tunnel lead?
   a) to the tunnel where Mrs Fox was
   b) to the lake at the bottom of the hill
   c) to Farmer Bunce's storehouse of prepared food and geese
   d) to where the farmers were sitting and waiting

3. Why did the three small foxes want some carrots?
   a) they liked to each crunchy foods
   b) to feed the rabbits
   c) for their mother to cook into a stew
   d) because it was one of their favourite foods

4. How did two of the small foxes carry all of the geese, ducks and hams back to their mother?

a) they used trollies
b) they took turns carrying it
c) they wrapped it up and dragged it
d) they made two trips

Activity 4: Writing Plan

Today edit your Ending With Impact paragraph in your writing pack. Follow each step of CUPS to help you.

Activity 5: Number of the Day

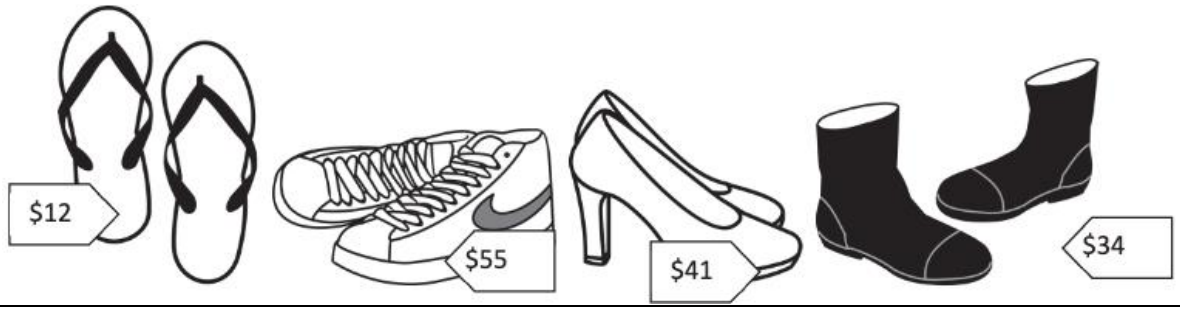
Complete the Number of the Day page (see separate sheet). Today's number (choose one):

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).

Mr Buffon bought two pairs of shoes. They cost $46 altogether. Which pairs did he buy?



Working out

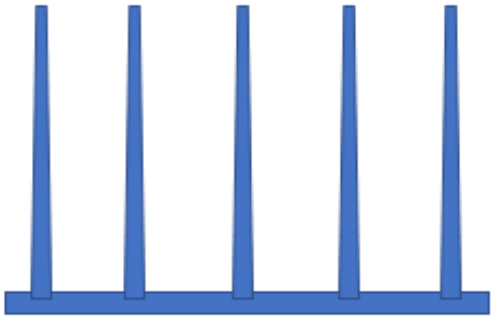
Mrs Walker had 5 coins in her pocket. They made a total of $1.55. What combination of coins did she have in her pocket?

Working out (You can draw or write the combination)

Mrs Horton buys some apples for $6.50. She pays with the money below and buys a total of 10 apples. How much change will she get? How much was each apple?

Working out

Place Value Stacks



Number of the Day

Base 10

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: Addition Strategies

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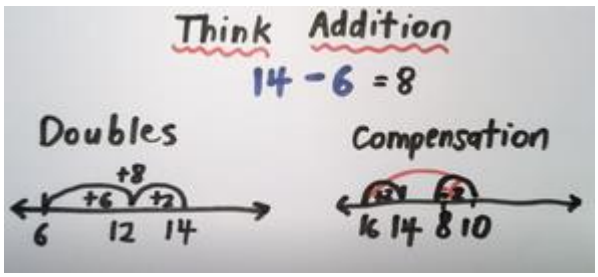
14 – 6 Example: Bob sold a giant watermelon for $14.00. He then had to pay a bill of $6.00 which he owed to a farmer for a kilo of chillies. How much did Bob have left? *Show the strategy to work this out:* 	**17 - 8**

Activity 9: PE (Handball Havoc)

Description	• 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, making sure it then bounces 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? • How many times can you hit the ball without making a mistake?
Change it up (EQUIPMENT/AREA)	• No chalk or lines to make a court? Use cones or cone alternatives to make boundaries • No bouncy ball? Use socks. Instead of bouncing the sock ball to another square, make sure it doesn't hit the ground at all • Make squares bigger or smaller
Change it up (NUMBER OF PARTICIPANTS)	• No partner? Use a wall or target to hit the ball against
Change it up (SKILL)	• Alternate hands when hitting • Try doing some tricks eg 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
QR Code	

Activity 10: Pantry Pop-Art

Andy Warhol was a successful magazine and advertisement illustrator who became a leading artist of the 1960s Pop Art movement. When he graduated from college with his Bachelor of Fine Arts degree in 1949, Warhol moved to New York City to pursue a career as a commercial artist. He landed a job with Glamour magazine in September 1949 and went on to become one of the most successful commercial artists of the 1950s. He won frequent awards for his uniquely whimsical style, using his own techniques and rubber stamps to create his drawings.

Campbell's Soup Cans

In the late 1950s, Warhol began devoting more attention to painting, and in 1961, he debuted the concept of "pop art" — paintings that focused on mass-produced everyday items. In 1962, he exhibited his paintings of Campbell's soup cans. These small canvas works of everyday products created a major stir in the art world, bringing both Warhol and pop art into the national spotlight for the first time. Warhol's other famous pop paintings depicted Coca-cola bottles, vacuum cleaners and hamburgers.

See the colour sheet at the back of your pack for this week's art task. Write your name on the back.

Pantry Pop Art

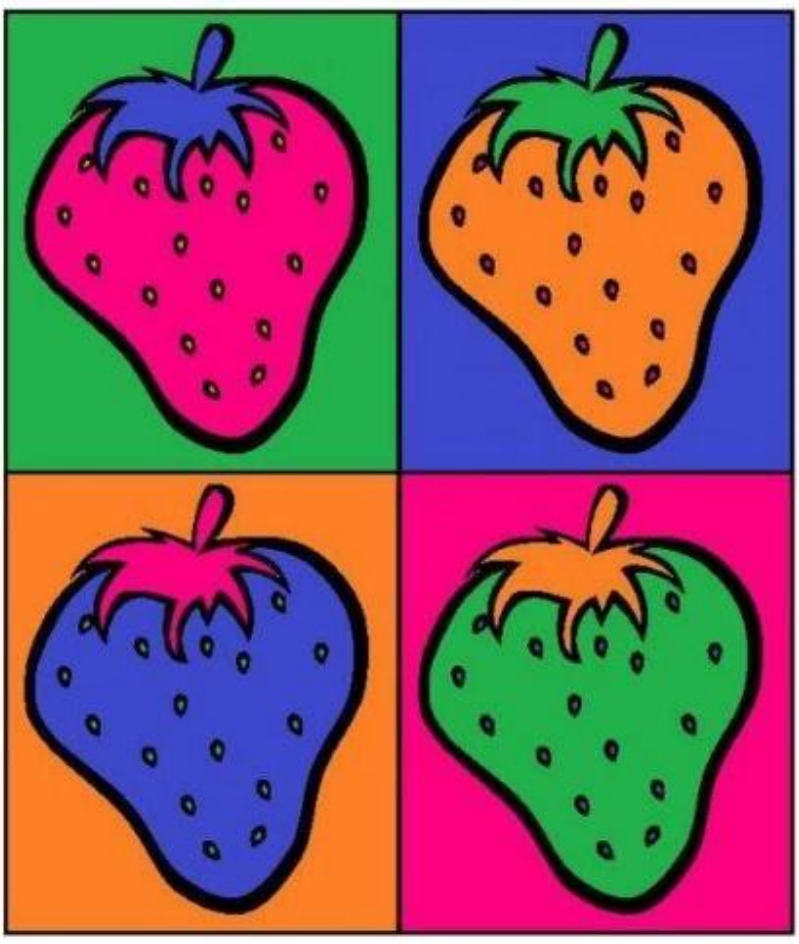
Your Task

With permission, open the cabinet, pantry, or fridge, and choose an interesting item to draw. Use bold outlines and bright colours like Andy Warhol did in his Campbell's Soup Cans series (see colour sheet in your pack).

On the next page, use a pencil to draw the item four times. Remember the drawings don't have to be exactly the same!

Then use a different set of colours for each drawing so that each picture is different to the rest. You may use coloured pencils, textas or crayons. Then outline with a black marker.

Hand in your Pantry Pop Art with your completed pack or take a photo and email it to the school.







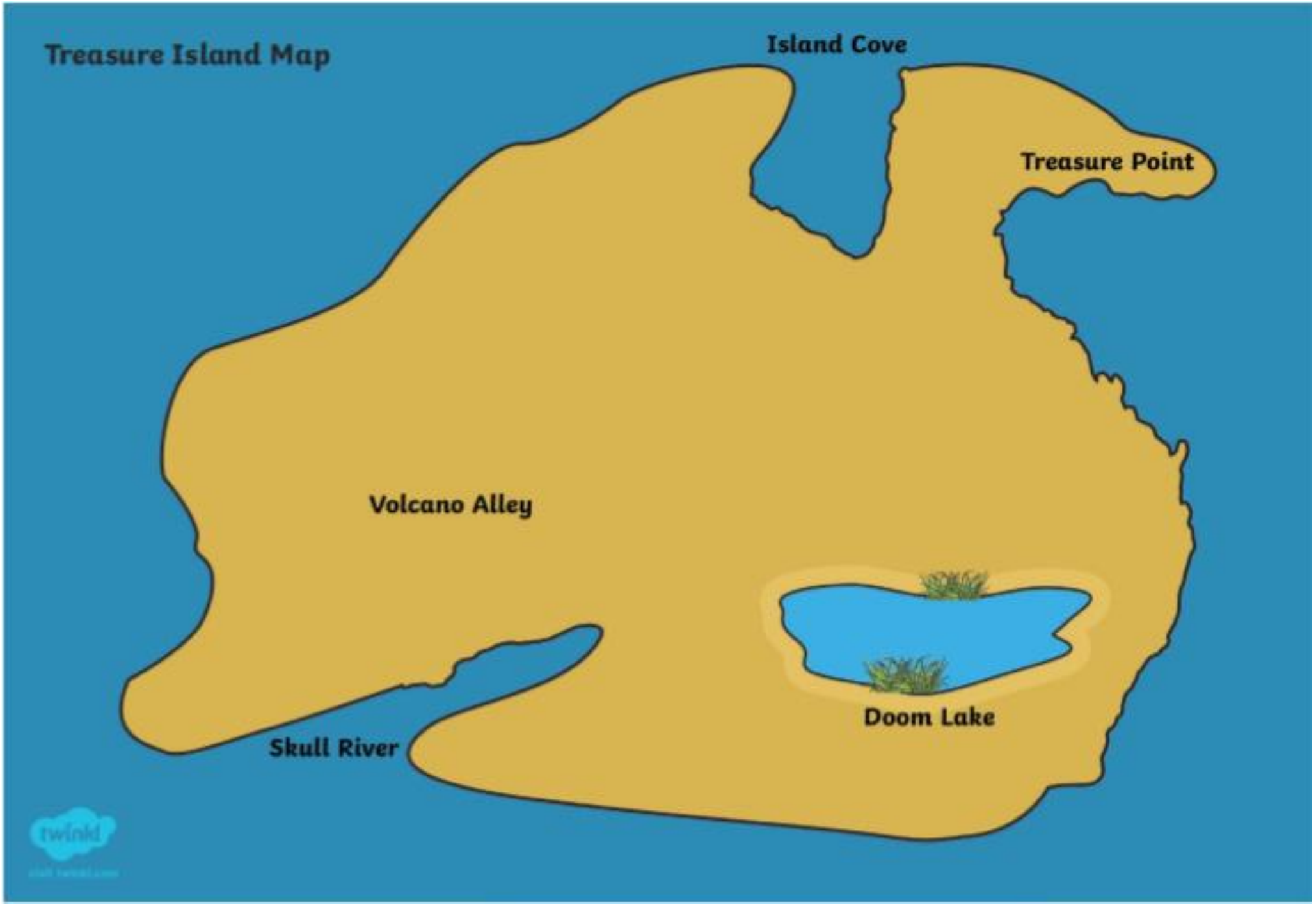











Treasure Island Map
Island Cove
Treasure Point
Volcano Alley
Doom Lake
Skull River