



# Stage 2

TERM 3

*Week 7, 2021*

## LEARN-FROM-HOME PACK

**Name:**

**Class:**



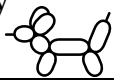

















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**Class:**

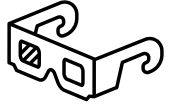
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# INSTRUCTIONS

- 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-<br>Read Ch 13   |  | Fantastic Mr Fox-<br>Read Ch 14   |  | Fantastic Mr Fox-<br>Read Ch 14  |  | Fantastic Mr Fox-<br>Read Ch 15   |  | Fantastic Mr Fox-<br>Read Ch 15   |  |
| Fantastic Mr Fox-<br>Read   |  | Fantastic Mr Fox-<br>Comprehension  |  | Fantastic Mr Fox-<br>Comprehension   |  | Fantastic Mr Fox-<br>Comprehension  |  | Fantastic Mr Fox-<br>Comprehension  |  |
| Writing – PUBLISH<br>Sizzling Start +<br>illustration   |  | Writing – PUBLISH<br>Fact Section 1 +<br>illustration   |  | Writing – PUBLISH<br>Fact Section 2 +<br>illustration  |  | Writing – PUBLISH<br>Fact Section 3 +<br>illustration   |  | Writing – PUBLISH<br>Ending With Impact +<br>illustration   |  |
| 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<br>Capacity   |  | Maths: Money  |  |
| PE: Hopscotch   |  | PE: Fielding Fanatics   |  | PE: Bucket Bowling   |  | PE: Bowling<br>Battleships  |  | PE: H-0-W-Z-A-T   |  |
| Science: Project  |  | Science: Project  |  | PDH Making<br>Friends  |  | PDH Making<br>Friends   |  | Art: Illustrations  |  |
|    |  |    |  |    |  |    |  |    |  |

# 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>;

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

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

OR

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

Paper: Read a book aloud

## Activity 2: Fantastic Mr Fox – Read

### Chapter 13 – Bunce's Giant Storehouse

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

Monday: Chapter 13

3P: <https://ed.ted.com/on/nHOSXfK5>

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

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

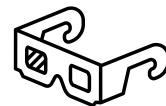
4L: <https://ed.ted.com/on/u41SaiLc>

Paper: Read Chapter 13 of Fantastic Mr Fox again (or ask someone at home to read it to you).

## Activity 3: Fantastic Mr Fox - Comprehension

Draw and label your favourite dinner.

## Activity 4: Writing



You have a separate publishing booklet at the back of your pack.

Hand in your publishing booklet, along with your draft writing booklet, when you collect your Week 8 pack. The publishing booklet will be for your finished informative writing work and will be stored in your Publishing Folder back at school.

This week you will PUBLISH your revised and edited informative writing. Each day, write out your finished paragraph (from your draft writing booklet into your publishing booklet). Copy your writing carefully (including your revisions and edits – if this is too tricky, you might like to write out your paragraph onto a spare piece of paper first, then copy the finished product into your publishing booklet. Use your very best handwriting).

Your ART activities this week will be to illustrate a scene to match each of your published paragraphs. You have space to do this in your publishing booklet. Sketch your illustration first using lead pencil, then colour (coloured pencils preferred). Think about perspective (whose eyes are you looking through?) and interesting angles before you start.

Today, publish your Sizzling Start then illustrate.

## Activity 5: Number of the Day

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

51                      or                      251                      or                      3251                      or                      43 251

## Activity 6: Chance

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

Paper: Complete the following activity

Grab It Game

Equipment: Game sheet (in colour at the back of your pack)  
18 pieces of paper all the same colour (scrumple them into little balls with the colour on the outside)  
18 pieces of paper all the same colour (but different to the first batch, also scrumpled)  
A container to store the scrumpled papers (make sure you can't see through it!)

Instructions: Follow the instructions on the game board.

You have an even chance of beating your partner (because there are the same number of papers in the container for each of you). Before you begin, predict who will win. After 18 balls have been drawn out, revise your prediction. Did you change your prediction? Why or why not?

10 more

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

100 more

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

1000 more

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

10 less

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

100 less

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

1000 less

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Number of the Day

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

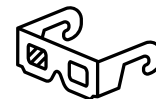
Number Sentences (using different operations + - x ÷)

=

=

Number Story

# Activity 7: Addition Strategies



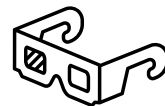
Use the link to remind you of how each strategy works. Write the steps along with Mr Walter or have a go by yourself at solving the problems using the strategies.

Extension: watch the 2-digit additive strategy videos <http://mrw1.weebly.com/two-digit-additive-strategies.html>

<http://mrw1.weebly.com/>

|  |         |                    |         |
|--|---------|--------------------|---------|
| Bridge to 10   | $8 + 6$ | Doubles            | $7 + 9$ |
|  |         |                    |         |
| Compensation   | $7 + 8$ | Partitioning       | $9 + 4$ |
|  |         |                    |         |
| Extension: What do you know about . . . ?  |         |                    |         |
| <p><b>15 is</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• odd</li> <li>• 1 ten and 5 ones</li> <li>• <math>14 + 1</math></li> <li>• number of players in a rugby union team</li> <li>• <math>3 \times 5</math></li> <li>• 3 human hands</li> <li>• made up of factors being 1, 3, 5 and 15</li> <li>• a composite number</li> <li>• 5 less than 20</li> <li>• a multiple of 45</li> <li>• 2 more than half the students in 4L</li> <li>• a 2 digit number</li> </ul> |         | <p><b>9 is</b></p> |         |

# 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) (same as last week):

<http://mrw1.weebly.com/>

|   |  |
|---|--|
| Back Through 10 <b>17 - 8</b>   | Up Through 10 <b>17 - 8</b>                      |
|   |  |
| Fact Families <b>16 - 7</b>   | Think Addition <b>14 - 6</b>                     |
|   |  |
| Extension: Write a word problem.  |  |
| <p style="text-align: center;"><b>14 - 6</b></p> <p>Example:</p> <p>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?</p> <p>Show the strategy to work this out:</p> | <p style="text-align: center;"><b>17 - 8</b></p> |

## Activity 9: PE (Clever Catches 2.0)



|   |  |  |
|---|--|--|
| <b>Description</b>  | <ul style="list-style-type: none"> <li>You will need a bouncy ball, something to mark with (eg chalk) and a flat playing surface (eg driveway)</li> <li>Using your marking item, divide the playing area into two sections. You can also create boundaries with pavers, or mark the ground using some chalk</li> <li>Players must throw the ball underarm into the other player's side of the court</li> <li>If the ball lands inside the other player's court before the ball bounces, then the thrower gets the point</li> </ul> |  |
| <b>Daily Challenge</b>  | <ul style="list-style-type: none"> <li>Experiment with spin – a tactic that may be used to confuse your opponent</li> </ul>  |  |
| <b>Change it up/ (EQUIPMENT/AREA)</b>   | <ul style="list-style-type: none"> <li>No chalk or lines to make a court? Use cones or cone alternatives, such as shoes to make boundaries</li> <li>No bouncy ball? Use socks. Instead of bouncing a ball, make sure the socks don't hit the ground</li> <li>Make the squares bigger or smaller</li> <li>Change the size of the ball to suit the area</li> </ul>   |  |
| <b>Change it up/ (NUMBER OF PARTICIPANTS)</b>   | <ul style="list-style-type: none"> <li>If you do not have a partner to play against, use a wall to rebound and catch the ball before it hits the ground</li> <li>If you want to play with more than two players at a time, just add extra sections (make sure the sections are evenly spaced)</li> </ul>   |  |
| <b>Change it up (SKILL)</b>   | <p>Select the skill/s you attempted by ticking the boxes below:</p> <p><input type="checkbox"/> Catch with one hand</p> <p><input type="checkbox"/> Catch with opposite hand only</p> <p><input type="checkbox"/> Let the ball bounce twice before catching</p> <p><input type="checkbox"/> Clap before catching</p>   | <b>Video Link</b><br>  |
| <b>Feedback – What did you enjoy about this activity? Any additional comments?</b><br><br>.....<br><br>.....<br><br>..... |  |  |

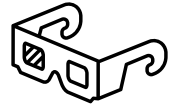
## Activity 10: Science (Personal Interest Project)

### Test Your Model

Last week you began building your model. This week you are going to test it and make any changes you believe it needs. If you haven't built your model, you might also spend time building it today.



One way to know if something is true or not is to develop a way to test it. By testing something, we can see if an idea is correct, incorrect, or perhaps even partly correct. I will use a parachute as an example.



Here are the steps to testing your model

1. Name the problem- Is there something that isn't working on your model?  
*The parachute isn't opening.*
2. Make a guess (hypothesis) about why the problem is happening-  
*I think the parachute isn't opening because it needs a spill hole*
3. Test your guess  
*Create a spill hole and then test the model*
4. Write your findings down  
*The spill hole fixed the problem.*



**Sometimes there might be more than one problem and other times your first guess won't be the solution. Scientific investigation may take some time.**

Things to remember:

- It might take a few tries to fix a problem
- Try not to cut away at your model (you might not be able to fix it)
- If your model does work you can always try improving it (make it go faster, slower etc)
- Research your problem (chances are someone has had the same problem and may have already found a solution)
- If you are doing erosion, you might measure the growth (if any) of your plants (do they need more water? More sunlight?)

# 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 14 – Badger Has Doubts

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

Tuesday: Chapter 14

3P: <https://ed.ted.com/on/FrR3CxPb>

3B: <https://ed.ted.com/on/C2lfrnci>

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

4L: <https://ed.ted.com/on/8RAT49lq>



Paper: Read Chapter 14 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 – They hadn't been to Bean's place yet.
  - a) True
  - b) False
2. What was the wall made of?
  - a) Stone
  - b) Brick
  - c) Straw
  - d) Mud
3. What is Badger worried about?
  - a) that they will starve to death
  - b) stealing the farmers' chickens
  - c) that Mr Fox doesn't like him
  - d) that they won't be able to get to Bean's place
4. Why was there a wall built under the ground?
  - a) to keep Fox away
  - b) it was the wall of the underground cellar
  - c) it was the side of Farmer Bunce's pool
  - d) it was the bottom of the house

## Activity 4: Writing

You will need your WRITING pack and your PUBLISHING booklet.

Publish your Fact Section 1 then illustrate.

*Write out your finished paragraph (from your draft writing booklet into your publishing booklet). Copy your writing carefully (including your revisions and edits – if this is too tricky, you might like to write out your paragraph onto a spare piece of paper first, then copy the finished product into your publishing booklet. Use your very best handwriting).*

## Activity 5: Number of the Day



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

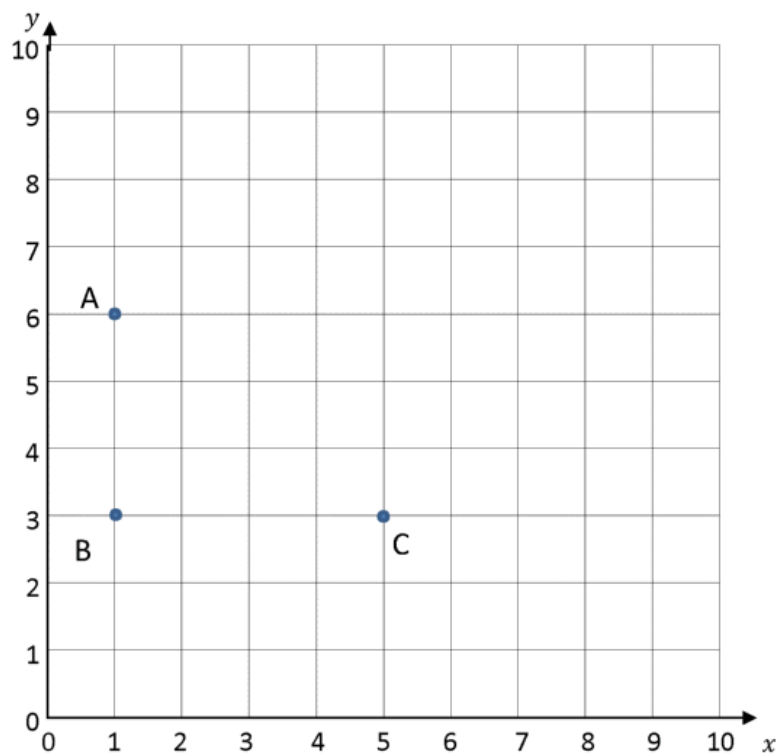
49                      or                      349                      or                      8349                      or                      21 349

## Activity 6: Position

### Plotting Coordinates

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

Paper: Complete the following activity



1) What are the coordinates of points A, B and C?

A ( \_\_, \_\_ )                      B ( \_\_, \_\_ )                      C ( \_\_, \_\_ )

2) Plot point D so that the four points make a rectangle.

3) What are the coordinates of point D? ( \_\_, \_\_ )

4) On the same coordinate grid, plot these coordinates:

E (7,6)                      F (7,8)                      G (9,8)                      H (9,6)

5) Join the coordinates together. What shape do they make? \_\_\_\_\_

### CHALLENGE

Draw an isosceles triangle on the grid and write down the 3 coordinates you used.

### 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 (Bucket Bowling 2.0)



|   |  |  |
|---|--|--|
| <b>Description</b>  | <ul style="list-style-type: none"> <li>You will need a ball and a bucket/wheelie bin (any item that has some depth that can be used as a goal)</li> <li>Select a starting position (you can move your starting point further away as you improve)</li> <li>Bowl the ball. Make sure you aim to land the ball in the goal.</li> </ul>                             |  |
| <b>Daily Challenge</b>  | <ul style="list-style-type: none"> <li>Number the targets from 1 to however many you have. You cannot move on until each target is hit.</li> </ul>   |  |
| <b>Change it up/ (EQUIPMENT/AREA)</b>   | <ul style="list-style-type: none"> <li>No ball? Use a rolled-up pair of socks or a ball of foil</li> <li>No bucket or wheelie bin? Paint your targets on pieces of paper or draw them on a wall outside using chalk</li> <li>Start with a big target and progress to smaller ones</li> <li>Try experimenting with different sized balls and distances</li> </ul> |  |
| <b>Change it up/ (NUMBER OF PARTICIPANTS)</b>   | <ul style="list-style-type: none"> <li>Challenge a partner by giving each bucket/target a score from 1 – 10</li> <li>See how many throws it takes to get to 25 points</li> </ul>   |  |
| <b>Change it up (SKILL)</b>   | Select the skill/s you attempted by ticking the boxes below:<br><input type="checkbox"/> Stationary bowling<br><input type="checkbox"/> Bowling with a run-up<br><input type="checkbox"/> Change to throwing<br><input type="checkbox"/> Ball must bounce before hitting the target or must hit on the full  | <b>Video Link</b><br>  |
| <b>Feedback – What did you enjoy about this activity? Any additional comments?</b><br>.....<br>.....<br>..... |  |  |

## Activity 8: Science (Personal Interest Project)

### Draw Your Model

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

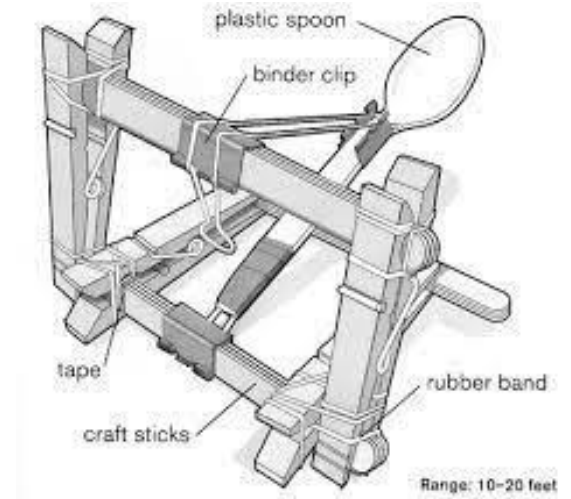
Once you are happy with your model you can begin drawing it. Science drawings are not the same as artistic drawings. Instead, science drawings represent a model of a real object or even an idea that both scientists and engineers rely heavily upon. The visual representation can help you understand how something works (or doesn't work). A scientific drawing should be labelled.

Use pencil when you do your drawings, so you can erase any mistakes.

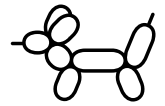


#### Things to remember

- Use pencil
- Label your drawing
- It does not need to be a work of art (as long as you have labelled and tried your best)



# 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 14 – Badger Has Doubts

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

Wednesday: Chapter 14

3P: <https://ed.ted.com/on/FrR3CxPb>

3B: <https://ed.ted.com/on/C2lfrnci>

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

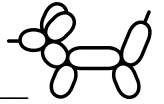
4L: <https://ed.ted.com/on/8RAT49lq>

Paper: Read Chapter 14 of Fantastic Mr Fox again (or ask someone at home to read it to you).

## Activity 3: Fantastic Mr Fox - Comprehension

People often have different opinions. How do these characters feel about stealing chickens (and why)?

Badger:



Mr Fox:

Farmers:

## Activity 4: Writing

You will need your WRITING pack and your PUBLISHING booklet.

Publish your Fact Section 2 then illustrate.

*Write out your finished paragraph (from your draft writing booklet into your publishing booklet). Copy your writing carefully (including your revisions and edits – if this is too tricky, you might like to write out your paragraph onto a spare piece of paper first, then copy the finished product into your publishing booklet. Use your very best handwriting).*

## Activity 5: Number of the Day

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

32            or            732            or            4732            or            64 732

## Activity 6: Angles

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

Paper:    Complete the following activities

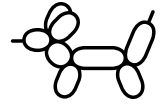
### Identifying Angles

You will be identifying the angles in your own name. You can use your:

- First name
- Surname
- Middle name
- Or, if you still can't decide, just do them all!

Not all letters are made up of straight lines. To resolve this, we have created a straight-lined alphabet purely for the purpose of this activity. The spectacular 'buffalphabet' can be found on the next page.

Once you have drawn the letters for your name on the provided grid paper, you must identify the acute, right, and obtuse angles within it.



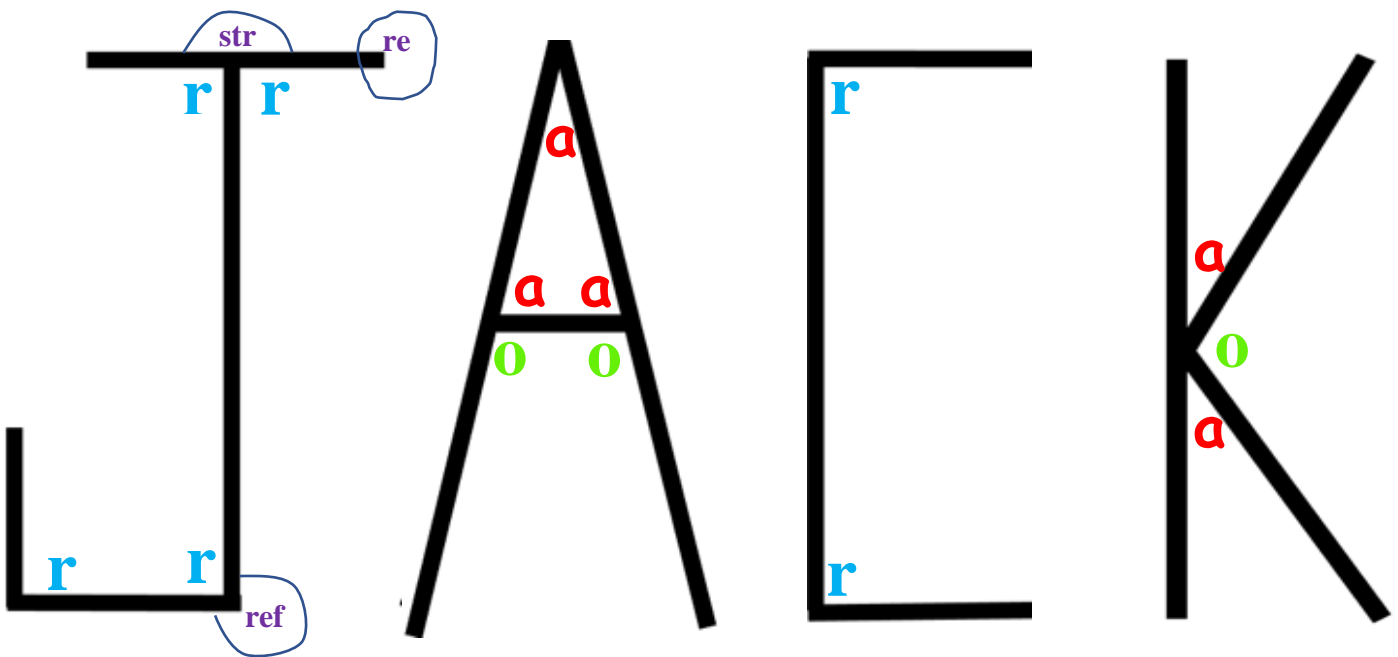
You can choose any colour or symbol to represent each type of angle. For example:

**a** = acute angle

**r** = right angle

**o** = obtuse angle

**EXAMPLE:**



**Extension:** Can you identify any reflex, straight or revolution angles in the letters of your name? Indicate this by drawing the arc of the angle and a symbol of the angle's name e.g., reflex = ref, str = straight, revolution = rev

\*\*This is demonstrated on the letter J in the example



# BUFFALPHABET

Capital letters from our alphabet that  
only contain straight lines  
(A,E,F,H,I,K,L,M,N,T,V,W,X,Y,Z)

Capital letters from our alphabet that  
have been adapted for the purposes  
of this activity ONLY  
(B,C,D,G,J,O,P,Q,R,S,U)

A E F

H I K

L M N

T V W

X Y Z

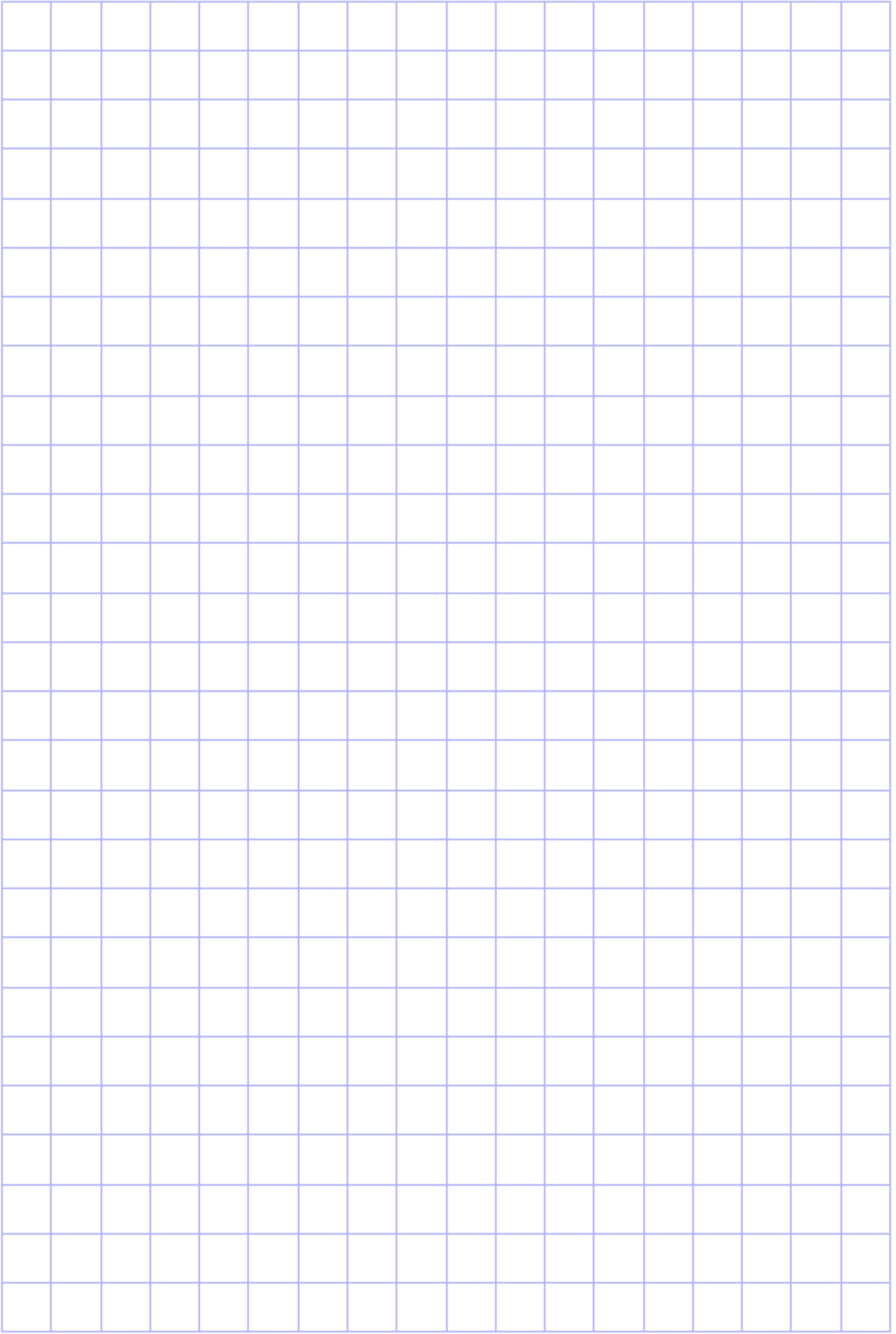
B C D

G J

O P

Q R S

U



## 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 =

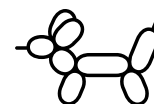
Add 564 =



Subtract 5 =

Subtract 42 =

Subtract 137 =

## Activity 7: PE (Penalty Shootout 2.0)



|   |   |  |
|---|---|--|
| <b>Description</b>  | <ul style="list-style-type: none"> <li>You will need a ball and some items to use as markers</li> <li>Create a goal for each player. The size and distance can depend on what each person agrees upon</li> <li>Take it in turns by rolling the ball underarm</li> <li>Your aim is to score points by getting the ball through the other player's goal</li> <li>The player who is not throwing must defend their own goal by any means possible</li> </ul> |  |
| <b>Daily Challenge</b>  | <ul style="list-style-type: none"> <li>Experiment with a fake or "dummy" shot</li> </ul>  |  |
| <b>Change it up/ (EQUIPMENT/AREA)</b>   | <ul style="list-style-type: none"> <li>No cones to mark goals? Use sticks, rocks, shopping bags, shoes etc</li> <li>No ball? Use a rolled-up pair of socks</li> <li>Change the size of the goal</li> <li>Use multiple balls</li> </ul>  |  |
| <b>Change it up/ (NUMBER OF PARTICIPANTS)</b>   | <ul style="list-style-type: none"> <li>If you do not have a partner to play against, use a wall to try and stop the ball from rebounding into your own goal</li> <li>If you want to play with more than two players at a time, add extra goals (just make sure each goal is equally distanced)</li> </ul>   |  |
| <b>Change it up (SKILL)</b>   | Select the skill/s you attempted by ticking the boxes below:<br><br><input type="checkbox"/> Use only one hand to stop the ball<br><br><input type="checkbox"/> the ball must not touch the ground before going through the goals<br><br><input type="checkbox"/> Start away from the goals then run across and try to stop the ball when it is released  | <b>Video Link</b><br><br>  |
| <b>Feedback – What did you enjoy about this activity? Any additional comments?</b><br>.....<br>.....<br>..... |   |  |

## Activity 8: PDH (Making Friends)

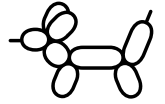
An important skill to develop is listening carefully to others and learning how to make conversation with others. This will help you make friends and get along better with people.

### Chat Chain

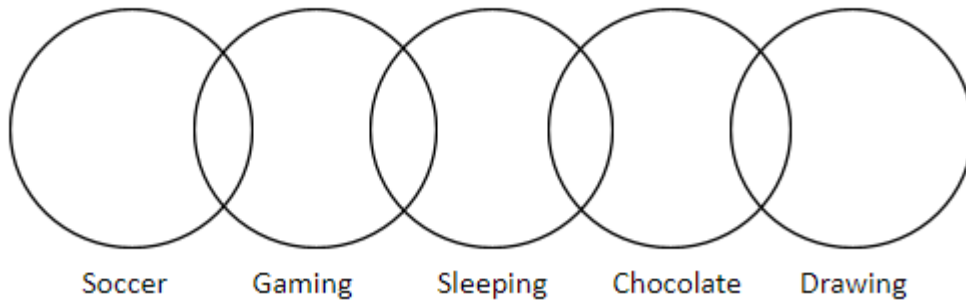
You are going to practise making conversation with someone in your household. You will draw connected circles to create a chat chain.

Think of something you like to do such as playing soccer and say, "I like to play soccer," while drawing a small circle. Your partner will listen carefully and make a comment about your topic such as, "I like playing soccer too," or, "I prefer basketball."

Take turns adding a circle to the chain for every new topic that comes up in the conversation. You might like to label your circles to see how many topics you were able to talk about.



Example:



See if you can make a longer chain (draw your own conversation chain in the space below):

# 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 15 – Bean’s Secret Cider Cellar

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

Thursday: Chapter 15

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

3B: <https://ed.ted.com/on/MJuuReS0>

4H: <https://ed.ted.com/on/cF215dgg>

4L: <https://ed.ted.com/on/C2g2Zs5E>

Paper: Read Chapter 15 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. Who appeared out of the hole in the cellar?
  - a) Farmer Bean
  - b) Badger
  - c) Mrs Fox
  - d) Rat
2. What did Mr Fox get from Farmer Bean’s house?
  - a) Cakes and desserts
  - b) Several turkeys
  - c) Jars of cider
  - d) Dishes and cups
3. What does Badger say about the cider?
  - a) He hates cider
  - b) He takes it as medicine
  - c) Cider is his favourite drink
  - d) He wants cider for the feast

4. What made the animals in the cellar freeze?

- a) Someone was coming down the stairs
- b) It was very cold
- c) They saw a huge rat in the corner
- d) They heard a loud noise upstairs



## Activity 4: Writing

You will need your WRITING pack and your PUBLISHING booklet.

Publish your Fact Section 3 then illustrate.

*Write out your finished paragraph (from your draft writing booklet into your publishing booklet). Copy your writing carefully (including your revisions and edits – if this is too tricky, you might like to write out your paragraph onto a spare piece of paper first, then copy the finished product into your publishing booklet. Use your very best handwriting).*

## Activity 5: Number of the Day

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

18                      or                      418                      or                      9418                      or                      41 418

## Activity 6: Volume and Capacity

Online: **StudyLadder** – log in and complete the Volume and Capacity activity in the pod Capacity Countdown <https://ictgames.com/mobilePage/capacity/index.html>


Paper: Complete the following activity

### Volume vs Capacity

Today you are going to compare the capacity of a container with its volume.

Ask for adult permission before you start this activity.

1. Look for containers in your home that are measured in L or mL eg milk carton, juice box, coke bottle.
2. Check the label (if it has one) to find the **capacity** of the container.
3. Measure what is left in the container with a measuring cup or jug to determine the **volume** (Extension - if you are confident to calculate this without pouring the liquid into a measuring jug, that's okay: just subtract the volume from the capacity).
4. Use the table on the next page to record your results. Remember to include the unit of measurement in your answers (mL or L).

| <b>Container</b><br>That uses L or mL<br><i>Draw or insert photo</i>             | <b>Capacity</b><br>What can it hold when it is full? | <b>Volume</b><br>What is left in the container?<br><i>Draw or insert photo</i>   | <b>EXTENSION</b><br><b>Capacity – Volume =</b><br>amount used |
|--|--|--|---|
| <b>Example</b>   |  |  |   |
|  | 750mL<br><br><i>The label tells us the capacity.</i> | 400mL left in the container.<br><br><i>Checked with a measuring jug.</i> | $750\text{mL} - 400\text{mL} = 350\text{mL}$                  |
|  |  |  |   |
|  |  |  |   |
|  |  |  |   |
|  |  |  |   |



10 more

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

100 more

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

1000 more

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

10 less

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

100 less

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

1000 less

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

*Number of the Day*

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Sentences (using different operations + - x ÷)

=

=

Number Story

\_\_\_\_\_

\_\_\_\_\_


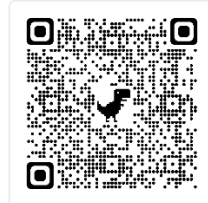
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity 7: PE (Bowling Battleships 2.0)



|   |  |  |
|---|--|--|
| <b>Description</b>  | <ul style="list-style-type: none"> <li>You will need a ball and some things to use as targets, such as water bottles, buckets, chairs etc</li> <li>Place your targets around a playing area – these are your battleships</li> <li>Select a starting point and bowl the ball at the battleships</li> <li>If the bowler hits the battleship, they collect that ship</li> <li>The winner is the bowler who collects the most battleships</li> </ul> |  |
| <b>Daily Challenge</b>  | <ul style="list-style-type: none"> <li>Instead of taking turns, play “Winner Stays”. Keep bowling until you miss. Can you collect all of the battleships without a single miss?</li> </ul>   |  |
| <b>Change it up/ (EQUIPMENT/AREA)</b>   | <ul style="list-style-type: none"> <li>No ball? Use a rolled-up pair of socks or ball of foil</li> <li>Be creative with your targets. Include some that are bigger (easier to hit) and smaller (harder to hit)</li> <li>Instead of using objects, do it on tiles and see who can claim the most squares</li> </ul>   |  |
| <b>Change it up/ (NUMBER OF PARTICIPANTS)</b>   | <ul style="list-style-type: none"> <li>Challenge a partner by seeing how many “ships” you can collect in one minute</li> </ul>   |  |
| <b>Change it up (SKILL)</b>   | Select the skill/s you attempted by ticking the boxes below:<br><input type="checkbox"/> Stationary bowling<br><input type="checkbox"/> Bowling with a run-up<br><input type="checkbox"/> Change to throwing<br><input type="checkbox"/> Must bounce before hitting the target or must hit on the full   | <b>Video Link</b><br>  |
| <b>Feedback – What did you enjoy about this activity? Any additional comments?</b><br>.....<br>.....<br>..... |  |  |

## Activity 8: PDH (Making Friends)

### Yosef and Cheng

Yosef and Cheng are waiting for the school bus. Cheng only started catching Yosef’s bus last week. The boys don’t know each other very well. Yosef thinks Cheng seems nice. Think carefully about how Yosef can make friends with Cheng.



Yosef decides to start a conversation with Cheng, but he's not sure what to talk about. Do you think they have anything in common? If yes, what?



Yosef notices that he and Cheng are both reading the same book. Do you think this a good topic to start a conversation with? Why?

Speaking in a friendly way helps start a meaningful conversation. How can Yosef show friendliness? (think about body language, eye contact and tone of voice).

Yosef introduces himself in a friendly way and tells Cheng that he's reading the same book. Yosef asks Cheng if he has read other books in the series. Soon enough, they are making great conversation about their most and least favourite books.

When the bus comes, they can't find two seats together. What is a friendly way that Yosef can end the conversation? What could he say?

**Extension:** practise giving a friendly introduction to someone in your household (pretend you are strangers).

# Friday



## 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 15 – Bean’s Secret Cider Cellar

- Online: Go to TED ed (link). Read along again with the e-book
- Thursday: Chapter 15
- 3P: <https://ed.ted.com/on/ICipmhbt>
- 3B: <https://ed.ted.com/on/MJuuReS0>
- 4H: <https://ed.ted.com/on/cF215dgg>
- 4L: <https://ed.ted.com/on/C2g2Zs5E>
- Paper: Read Chapter 15 again of Fantastic Mr Fox (or ask someone at home to read it to you).

# Activity 3: Fantastic Mr Fox - Comprehension

Bean’s favourite drink was cider. Choose the favourite drink you have access to at home.

What is it? \_\_\_\_\_

Describe what drinking it is like. Use feel, hear, taste, smell, observation in your writing. Eg:

Coffee:  
Steam rises from its hot, dark molasses-looking depths and soothes me with its unmistakable rich aroma. I blow the surface then sip, enjoying the mildly bitter tang.

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# Activity 4: Writing

- You will need your WRITING pack and your PUBLISHING booklet.
- Publish your Ending With Impact then illustrate.
- Write out your finished paragraph (from your draft writing booklet into your publishing booklet). Copy your writing carefully (including your revisions and edits – if this is too tricky, you might like to write out your paragraph onto a spare piece of paper first, then copy the finished product into your publishing booklet. Use your very best handwriting).*

## Activity 5: Number of the Day



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







75 or 975 or 6975 or 16 975

## Activity 6: Money

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

Paper: Complete the following activity

Use the menu information to answer the questions:



|  |  |  |  |   |  |
|--|--|--|--|---|--|
| \$3.00   | \$1.50   | \$2.25   | \$5.00   | \$0.50  | \$6.00   |
|  |  |  |  |  |  |

| Question   | Working out and answer |
|--|------------------------|
| How many drinks can you buy with \$12.00?  |                        |
| Miss Phillips has \$10.00, if she buys 2 apples how much change will she get?          |                        |
| Mrs Lenton has \$18.00 and needs to buy 4 pieces of pizza. Does she have enough money? |                        |
| You have \$10.00. You need to make a delicious fruit salad. What can you buy?          |                        |

*\*Extension: Purchase a meal for 10 people. What would you buy? How much would it cost altogether?*



## Activity 7: PE (Scoring Zones 2.0)

|   |  |   |
|---|--|---|
| <b>Description</b>                            | <ul style="list-style-type: none"> <li>You will need a ball, a bat and something to use as markers</li> <li>Set up different “scoring zones” in your playing field</li> <li>Each scoring zone is worth a certain number of points. The higher the points, the more difficult the scoring zone should be eg between shopping bags on the grass (3 points), through the tiny gap in the tree (10 points)</li> <li>You can have someone bowl to you, or you can just hit it yourself</li> </ul> |   |
| <b>Daily Challenge</b>                        | <ul style="list-style-type: none"> <li>Set up a special “zone” and try to get the ball to stop completely within it</li> </ul>   |   |
| <b>Change it up/ (EQUIPMENT/AREA)</b>         | <ul style="list-style-type: none"> <li>No bat? Use alternative equipment eg broom, drink bottle, boogie board, tennis racquet</li> <li>No partner? Throw the ball to yourself using a wall</li> <li>Change up the location and size of the scoring zones as required</li> <li>Can be done indoors using a pair of socks and a book (ask permission from an adult first!)</li> </ul>  |   |
| <b>Change it up/ (NUMBER OF PARTICIPANTS)</b> | <ul style="list-style-type: none"> <li>Challenge the other people in your house by seeing who can score the most points in 3 shots</li> <li>If you’re playing on your own, give yourself a score to achieve – eg how many shots does it take to get that score?</li> </ul>   |   |
| <b>Change it up (SKILL)</b>                   | <p>Select the skill/s you attempted by ticking the boxes below:</p> <p><input type="checkbox"/> Stationary hitting using something to prop up the ball (like in T-ball)</p> <p><input type="checkbox"/> Moving ball – have someone throw it to you or throw it to yourself before hitting the ball</p> <p><input type="checkbox"/> Close one eye (this will put your coordination to the test)</p>   | <p><b>Video Link</b></p> <div style="display: flex; justify-content: space-around;">   </div> |

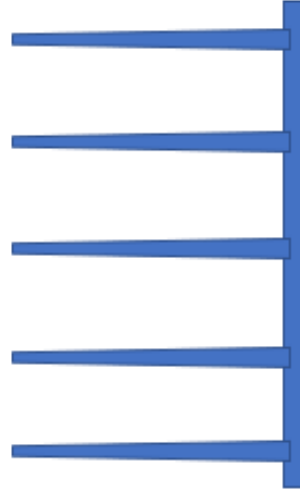
Feedback – What did you enjoy about this activity? Any additional comments?

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.....

.....

### 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

Spelling

### Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

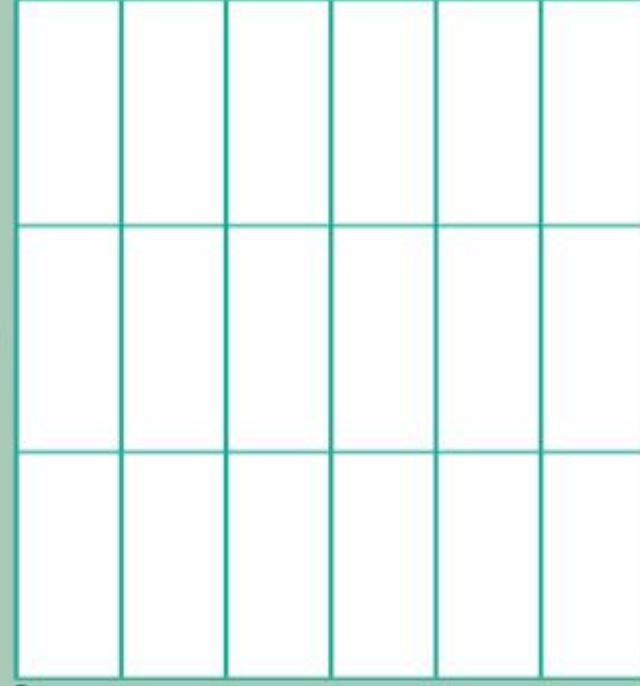
Subtract 137 =

### Number Line

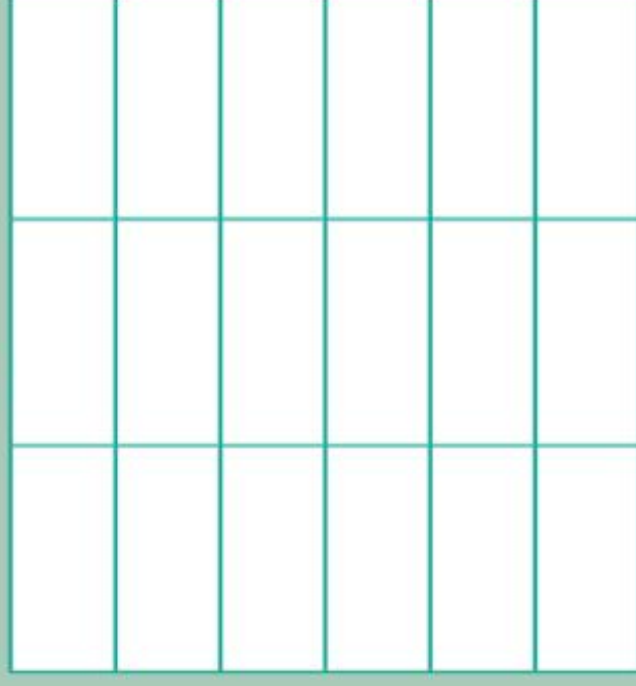


# Grab It! A Game of Chance

Player 1



Player 2



## How to Play

1. You will need a bag containing two different coloured counters.
2. Each player chooses a colour.
3. Take turns picking counters from the bag. If you pick a counter that is your chosen colour, place it on your board.
4. If you pick a counter that is not your chosen colour, put it back in the bag.
5. The winner is the first player to cover all the squares on their board.