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	Stage 2	
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P	LEARN-FROM-HOME PACK	V)
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#### Instructions

00

- 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

K

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>  </u>	Reading	Reading	Reading	Reading	Reading
	Fantastic Mr Fox- Read Ch 16	Fantastic Mr Fox- Read Ch 16	Fantastic Mr Fox- Read Ch 17	Fantastic Mr Fox- Read Ch 17	Fantastic Mr Fox- Read Ch 18
1	Fantastic Mr Fox- Comprehension				
0	Writing Topic and Research	Writing Ideas and Plan	Writing Draft Fact Section 1	Writing Draft Fact Section 2	Writing Draft Fact Section 3
	Number of the day				
	Maths Strategies	Maths Strategies	Maths Strategies	Maths Strategies	Numbers In Our World
	Maths- Chance	Maths- Position	Maths-Angles	Maths-Volume and Capacity	Maths-Money
	PE: HOWZAT 2.0	PE: Hopscotch 2.0	PE: Target Take Down 2.0	PE: Skipping 2.0	PE: Bat Juggling 2.0
	Science: Personal Project	Science: Personal Project	PDH: Problem Solving	Art: Publicity Poster	Art: Publicity Poster
2	JAN P		TBISTIC		

# 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): <u>https://app.pmecollection.com.au/login;</u>

If you have a microphone on your device (laptop, phone, computer), please <u>record 2</u> <u>pages</u> 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: <u>https://readtheory.org/auth/login</u>

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

#### <u> Chapter 16 – The Woman</u>

Monday: Chapter 16

3P: <u>https://ed.ted.com/on/CAepvyB9</u>

- 3B: https://ed.ted.com/on/ByevYeU7
- 4H: https://ed.ted.com/on/gDj5pEgY
- 4L: https://ed.ted.com/on/pFLzOIsU

Paper: Read Chapter 16 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. Where did Badger, Fox and the smallest fox hide in the cellar?
  - a) on a shelf behind some cider jars
  - b) in the hole in the wall
  - c) under the blanket near the stairs
  - d) in the closet
- 2. The large woman yelled
  - a) when she saw Mr Fox.
  - b) to Mrs Bean upstairs, asking her a question.
  - c) when the grey mouse ran across the floor.
  - d) at Mr Bean in the cellar.

- 3. What did the woman in the cellar carry in her hand?
  - a) a basket of fruit
  - b) an empty jug
  - c) keys to the cellar door
  - d) a rolling pin



- 4. Who called Mr Fox a thief and a robber and a bandit as he took a jar of cider?
  - a) Mrs Bean
  - b) Mabel
  - c) Badger
  - d) Rat

# Activity 4: Writing

Over the next few weeks, you will use your informative writing knowledge and skills to compose one more text for your publishing folder. Follow the steps each day and record your work in your new writing pack. You will follow the same steps as your last writing task, but in a faster timeframe. You have free choice of topic – ask your teacher if you're not sure if your idea would work. Some ideas are:

your Science project topic (gravity, erosion, magnetism, friction)
an animal you did not write about already (fox, chicken, rat, badger)
a processed food (bread, chocolate, milk, cereal)

Today, choose your topic. What would you like to know? Write lots of questions that start with HOW or WHY; these questions will promote interesting answers. Use the NOTES pages in your Writing Booklet to write *exciting and interesting facts and questions* as you research your topic.

## Activity 5: Number of the Day

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





## 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). 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	8 + 6	Doubles	5 + 7
Compensation	5 + 9	Partitioning	6 + 7
Split	47 + 25	Jump	58 + 34
Compensation	63 + 29	Reconfiguring	52 + 36

# Activity 7: Chance



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

Paper: Complete the following activity

#### Dice Roll Investigation

(If you don't have any dice at home, cut out the template on the following page)

Roll one dice 12 times and record each roll as a tally mark.

#### Equipment I will need:

- 1 x dice
- Pencil
- Activity sheet

#### Instructions:

- 1. Roll the dice.
- 2. Record the number shown as a tally mark in the correct space in the table below.
- 3. Repeat steps 1 and 2 eleven more times (so that you have rolled the dice 12 times).

#### Dice Roll Results for 12 rolls:

Number		Tally
1	0	
2	0	
3		
4		
5		
6	0000	

You are now going to repeat the investigation but for 24 rolls. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/Why not?



_		
Nur	nber	Tally
1	0	
2		
3		
4		
5		
6	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again for 48rolls, do you think the results would be the same? Why/why not?

If you rolled the number 5 ten times, does this mean that the number 5 will be rolled the same number of times the next time you complete this activity? Why/why not?



Dice templates:





# Activity 8: PE (H-O-W-Z-A-T 2.0)

Description	<ul> <li>Grab a ball (or something similar)</li> <li>Choose several safe targets, such as trees, chairs, or rubbish bins</li> <li>A player chooses a target and bowls the ball. If they hit their target, they win the letter 'H' and get to choose the target for the next player</li> <li>If a player misses, the don't get a letter</li> <li>The first player to hit six targets and spell 'HOWZAT' is the winner</li> </ul>			
Daily Challenge	<ul> <li>Experiment with a bouncer – a bowl that is purposefully thrown short so that it bounces up high</li> </ul>			
Change it up/ (EQUIPMENT/AREA)	<ul> <li>Do it inside or outside</li> <li>No ball? Use a pair of socks or a ball of foil</li> <li>Paint your targets on pieces of paper or draw them on a wall outside using chalk</li> </ul>			
Change it up/ (NUMBER OF PARTICIPANTS)	<ul> <li>If you do not have a partner to play against, challenge yourself. How many bowls does it take for you to get all six letters?</li> <li>If you want to play with more than two players at a time, you can! (Make sure that each person gets the same number of throws so it's fair)</li> </ul>			
Change it up (SKILL)	Select the skill/s you attempted by ticking the boxes below:			
	<ul> <li>Stationary bowling (no run up)</li> <li>Bowl with a run up</li> <li>Must bounce before hitting the target OR must hit on the full</li> </ul>			
	Overarm/underarm throwing			
Feedback – What did you enjoy about this activity? Any additional comments?				

# Activity 9: Science (Hidden Forces)

#### <u>Personal Interest Project</u> <u>Today's goal: Investigate your force</u>

Last week you tested and drew your model. This week you are going to continue investigating.

A good scientist asks questions. They want to know how and why things work. During your investigation and building, did you ever wonder, "How does that work?" Or, "Why does it do that?" These are great questions to help guide your investigation.

Some suggestions

- 1. What are some interesting facts?
- 2. Where does this force occur in nature?
- 3. Do any animals or machines need to use it?
- 4. Is it dangerous?

Don't forget to write down any websites you access for your bibliography and to use your own words when you find information you like!



# Tuesday



## Activity 1: Reading

 

 Online:
 PM Reader online: <a href="https://app.pmecollection.com.au/login">https://app.pmecollection.com.au/login</a>; OR ReadTheory if you are reading at Independent level: <a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a>; Paper:

 Read a book aloud

# Activity 2: Fantastic Mr Fox - Read

#### Chapter 16 – The Woman

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 16 3P: <u>https://ed.ted.com/on/CAepvyB9</u> 3B: <u>https://ed.ted.com/on/ByevYeU7</u> 4H: <u>https://ed.ted.com/on/gDj5pEgY</u> 4L: https://ed.ted.com/on/pFLzOIsU

Paper: Read Chapter 16 of Fantastic Mr Fox again (or ask someone at home to read it to you).

## Activity 3: Fantastic Mr Fox - Comprehension

What emotions was Mr Fox feeling? \_

# Activity 4: Writing

Today, create a TITLE and PLAN your writing.'

On your IDEAS page in your Writing Booklet:

- o list your ideas
- o group similar ideas together
- o rank your ideas: ✓✓ for very strong ideas, ✓ for good ideas, no ticks for weaker ideas (cross these ideas off your list)
- $\circ$  number your ideas (1 5), 1 = strongest, 5 = least strong
- $\circ$  plot your ideas onto your PLAN
- $\circ~$  think of an attention-grabbing title (alliteration can help) and add this to your PLAN

# Activity 5: Number of the Day

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

77 or 477 or 8477 or 18477

# Activity 6: Position

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

Paper: Complete the following activity

#### Rocket Coordinates







Extension:







# 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 ID - 7	Think Addition 14 - 0
Think Addition (2 digit) 62 - 25	Jump (2 digit) 88 - 36
Compensation (2 digit) 69 - 47	Reconfiguring (2 digit) 56 - 28

# Activity 8: PE (Hopscotch 2.0)



	<ul> <li>You will need some chalk/ tape and something to use as a marker (bean bags, rocks)</li> <li>Use the chalk to make a hopscotch grid, numbering the squares 1, 2, 3, 4, 5, 6, 7 &amp; 8</li> <li>Before setting off, toss your marker onto the grid. Hop over the marker (single foot or both feet) and make your way to the end</li> </ul>			
Daily Challenge	<ul> <li>Complete the grid going backward</li> </ul>			
Change it up/ (EQUIPMENT/AREA)	<ul> <li>If you don't have room for a grid, have someone call the instructions out e.g., hop on the spot, forward, back, left, and right</li> <li>No chalk or tape to make the grid? Lay out sticks, rocks or even some rope</li> </ul>			
Change it up/ (NUMBER OF PARTICIPANTS)	<ul> <li>Challenge a partner by setting up two grids – who can complete it first?</li> <li>Individual: You have 30 seconds - how many times can you complete the grid without making a mistake?</li> </ul>			
Change it up (SKILL)	<ul> <li>Select the skill/s you attempted by ticking the boxes below:</li> <li>Do the entire grid on one foot</li> <li>Add in a bowl or throw at a target when you get to the end</li> <li>Throw a ball to yourself while completing the grid</li> </ul>	Video Link		
Feedback – What did yo	ou enjoy about this activity? Any additional co	mments?		

# Activity 9: Science (Hidden Forces)

#### <u>Personal Interest Project</u> <u>Today's Goal: Explain your force (Inquiry)</u>

Time to think outside the box!

Inquiry questions are questions that make you think. You should be familiar with your force, understand how it works and maybe even know some cool facts about it.

Think about what the world would be like if your force didn't exist.

You might choose to write a list of things that wouldn't exist, you might write a story about living in a world without the force or your could draw a picture of the world. The options are endless . . .



Things to remember:

- You will have to use a little bit of imagination but try to stick to the facts you know
- Read your work to yourself to check it makes sense
- Take your time with your illustrations (labels!)
- What activities could we no longer do? What things might not exist?

Wednesday



# Activity 1: Reading

 Online: PM Reader online: <u>https://app.pmecollection.com.au/login;</u>
 OR ReadTheory if you are reading at Independent level: <u>https://readtheory.org/auth/login</u>
 Paper: Read a book aloud

# Activity 2: Fantastic Mr Fox - Read

#### Chapter 17 – The Great Feast

Online: Go to TED ed (link). Read along with the e-book Wednesday: Chapter 17

- 3P: <u>https://ed.ted.com/on/dqryHol3</u> 3B: <u>https://ed.ted.com/on/cMYzJosQ</u> 4H: <u>https://ed.ted.com/on/Ba7LYVzH</u> 4L: https://ed.ted.com/on/nMCnh0WI
- Paper: Read Chapter 17 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 do after he climbed from the cellar into the tunnel?
  - a) He took a drink of the cider.
  - b) He rested for a while.
  - c) He bricked up the wall.
  - d) He laughed as well as Badger and Small Fox.
- 2. What was Mrs Fox doing when Mr Fox returned?
  - a) sleeping
  - b) eating with the other animals
  - c) giving the small foxes a bath
  - d) cleaning the tunnel
- 3. What did Mr Fox suggest all the animals do?
  - a) have a slumber party
  - b) stay in the tunnel forever
  - c) go get all of their food and bring it to the tunnel
  - d) attack Farmers Boggis, Bunce and Bean
- 4. True or False? Mr Fox suggested that they make an underground village with houses and streets.
  - a) True
  - b) False

## Activity 4: Writing

Today, DRAFT your Sizzling Start. You have a whole page for this so that you have room to revise and edit later. Today you will only DRAFT.

Include:

- o action make it exciting
- o a literary device (onomatopoeia, simile, personification, hyperbole etc)
- o a statistic (% or ratio) or dialogue (thought or speech keep it to one sentence)

Use:

- o perspective (of a character)
- senses to make your writing descriptive what can you or your character see, hear, smell, taste, touch and feel (emotions)

## Activity 5: Number of the Day

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

67	or	567	or	2567	or	42 567





## Activity 6: Addition Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter. If you 'get it', see if you can write the steps to each strategy by yourself (without Mr Walter's help). These numbers are different to the numbers on the videos.



|--|

Bridge to 10	7 + 9	Doubles	4 + 7
<b>2</b>	0 + 0	<b>-</b>	9 . 6
Compensation	8 + 3	Partitioning	8 + 6
Split	58 + 36	Jump	69 + 45
Compensation	74 + 38	Reconfiguring	63 + 25

## Activity 7: Angles

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

#### Finding Angles

The pentagram (not to be confused with a pentagon) used to be regarded as a symbol of good fortune.

The pentagram was also used by a secret society of mathematicians in ancient Greece (the Pythagoreans) as the way they recognised each other. They chose a regular pentagram that was perfectly symmetrical and inscribed in a circle.

We have been learning about angles this term, in particular right angles, obtuse angles and acute angles.

# What kinds of angles can you see in this pentagram? Why do you think it is called a "pentagram"?

Trace over any angles you see on this pentagram (you can use a different colour for each angle that you find.) Remember to show the arms and the vertex of each angle.



Draw and name the angles below that you found in the pentagram (use a ruler):



<u>Extension;</u> Look for reflex angles (angles larger than two right angles) and straight angles (180°) on the octagon below. Mark them using a key.



# Activity 8: PE (Target Take Down 2.0)



Description	<ul> <li>Give each player something to throw (preferably a ball) and a target to throw at (can be anything)</li> <li>Each player must stand behind a designated line and throw their object towards the target</li> <li>Start with underarm throws and progress to overarm</li> <li>Try and direct your momentum towards the target</li> <li>Each time you hit the target, take a step back. If you miss, take a step forward</li> </ul>				
Daily Challenge	How many times in a row can you hit the target?				
Change it up/ (EQUIPMENT/AREA)	<ul> <li>Make the target bigger or smaller</li> <li>Change the size of the throwing object</li> <li>Move closer or further away from the target</li> <li>Get creative and build your own structure. Try to knock it down!</li> </ul>				
Change it up/ (NUMBER OF PARTICIPANTS)	<ul> <li>If you do not have a partner to play against, do it near a wall so the ball comes back to you</li> <li>Work with or race against a partner - how long does it take for you to be 5 steps back?</li> </ul>				
Change it up (SKILL)	Select the skill/s you attempted by ticking the boxes below:	Video Link			
	□ Underarm/overarm throw				
	□ Throw on the run				
	□ Opposite hand				
Feedback – What did you enjoy about this activity? Any additional comments?					

# Activity 9: PDH (Problem Solving)

So far, you have learnt how to identify emotions, accept differences, show compassion, and make friends. Now we are going to focus on learning how to solve problems between friends and how to resolve conflict. We do this by following the Problem-Solving Steps. They are:

S – Say the problem

- T Think of solutions
  - **E** Explore consequences
    - P Pick the best solution

You may have seen this poster hanging in your classroom. We are going to use these steps to solve some problems.

# -\$\_{

#### Travis and Leo

This is Travis and Leo. Travis thinks Leo is hogging the swing and tries to pull the swing away from

Leo, but Leo got there first and is already sitting on the swing. They have a problem that needs solving. Look carefully at the picture and complete the table below.





How is Travis feeling?	How is Leo feeling?
How can you tell?	How can you tell?

We are going to follow the Problem-Solving Steps to solve the problem that Travis and Leo have.

S = say the problem	What is the problem that Travis and Leo are having? Circle the best answer.		
	Leo is teasing Travis about being short.		
	Travis and Leo both want to play on the swing but only one can at a time.		
	Travis is jealous of Leo's cool wristband.		

T = think of	What are some solutions they could choose? Circle the best answer.
3010110113	Travis could push Leo off the swing.
	Leo could push Travis away.
	They could take turns on the swing and share.
E = explore	Explore the consequences of each solution. Circle the best answer.
consequences	If Travis chose to push Leo off the swing, he could get a detention.
	They could both have a turn on the swing and share nicely.
	If Leo chose to push Travis away, he could get a detention.
P = pick the	Now pick a solution that has the best chance of solving the problem.
best solution	Write it here:





# Activity 1: Reading

T

Online:	PM Reader online: <a href="https://app.pmecollection.com.au/login">https://app.pmecollection.com.au/login</a> ;
	OR ReadTheory if you are reading at Independent level: <u>https://readtheory.org/auth/login</u>
Paper:	Read a book aloud

## Activity 2: Fantastic Mr Fox - Read

Chapter 17 – The Great Feast

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

Thursday: Chapter 17 3P: https://ed.ted.com/on/dgryHol3

- 3B: https://ed.ted.com/on/cMYzJosQ
- 4H: https://ed.ted.com/on/Ba7LYVzH

4L: https://ed.ted.com/on/nMCnh0WI

Paper: Read Chapter 17 of Fantastic Mr Fox (or ask someone at home to read it to you).

# Activity 3: Fantastic Mr Fox - Comprehension

Which animals attended the feast?

# Activity 4: Writing

Today, DRAFT your Fact Section 1. You have a whole page for this so that you have room to revise and edit later. Today you will only DRAFT.

Include:

- o action make it exciting
- o a literary device (onomatopoeia, simile, personification, hyperbole etc)
- a statistic (% or ratio) or dialogue (thought or speech keep it to one sentence)

Use:

- o perspective (of a character)
- senses to make your writing descriptive what can you or your character see, hear, smell, taste, touch and feel (emotions)

# Activity 5: Number of the Day

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

	11	or	111	or	1111	or	11 111
--	----	----	-----	----	------	----	--------





# 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 16 - 7	Up Through 10 <b>16 - 7</b>
45 0	47 0
Fact Families 15 - 8	Think Addition 17 - 8
Think Addition (2 digit) 73 - 36	Jump (2 digit) 99 - 47
Componentian (2 digit) 78 - 56	Perceptiquiting (2 digit) $45 - 27$

# Activity 7: Volume and Capacity



- Online: StudyLadder log in and complete the Volume and Capacity activity in the pod video link https://www.youtube.com/watch?v=wFDvgco13cM
- Paper: Complete the following activity

**Definition:** Volume and capacity are **properties of three-dimensional objects**. Volume is the space that a three-dimensional object occupies or contains. Capacity, on the other hand, is the property of a container and describes how much a container can hold. Finding the volume of an object can help us to determine the amount required to fill that object, like the amount of water needed to fill a bottle, an aquarium or a water tank. We have been measuring the volume and capacity of three-dimensional objects in Litres and Millilitres.

The volume of an object can also be measured in <u>cubic units</u> such as cubic centimetres and cubic metres. Today we are going to look for three-dimensional objects in our home that we could measure in cubic centimetres or cubic metres.

Here, the blocks and books take up space that would be measured in cubic units.





A cubic unit looks like this:



Write down what you find below (and draw a picture if you like).

For example, a fridge, box of cereal, box of tissues etc...

Object	Drawing of 3D object
Tissues	The second secon
Cereal	CORN FLAKES

Extension; fill a box with cubes

https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Cubes/

# Activity 8: PE (Skipping/Hopping 2.0)

Description	<ul> <li>You will need a skipping rope (or something you can hold or jump over)</li> <li>Hold the rope while keeping your hands at hip level</li> <li>Rotate your wrists to swing the rope and jump</li> <li>Jump with both feet at the same time, one foot at a time, alternating between feet, etc.</li> <li><u>NOTE:</u> If you do not have a skipping rope, you can try hopping instead.</li> </ul>			
Daily Challenge	<ul> <li>How many skips/hops can you do in a row?</li> <li>How many skips/ hops can you do in one minute?</li> </ul>			
Change it up/ (EQUIPMENT/AREA)	<ul> <li>If you do not have a skipping rope, use your imagination. Pretend that you have a rope and see how many skips you can do</li> <li>Grab something from the shed and improvise (with permission from an adult)</li> </ul>			
Change it up/ (NUMBER OF PARTICIPANTS)	<ul> <li>Challenge a partner by having an endurance skip off. Have one person do 25 skips. Then, swap over and have the next person do 25 skips. Go back and forth until one/ both participants have had enough</li> <li><u>NOTE:</u> the same exercise can be performed by hopping</li> </ul>			
Change it up (SKILL)	<ul> <li>Select the skill/s you attempted by ticking the boxes below:</li> <li>Skipping/hopping on one foot</li> <li>Skipping/hopping using alternate feet (left, right, left, right)</li> <li>Skipping/hopping while moving</li> </ul>	Video Link		
Feedback – What did y	ou enjoy about this activity? Any additional co	omments?		

# Activity 9: Visual Art (Fantastic Mr Fox Poster)

See your separate Visual Arts booklet for today's activity.

# Friday



# Activity 1: Reading

 Online: PM Reader online: <u>https://app.pmecollection.com.au/login;</u>
 OR ReadTheory if you are reading at Independent level: <u>https://readtheory.org/auth/login</u>
 Paper: Read a book aloud

# Activity 2: Fantastic Mr Fox - Read

Chapter 18 – Still Waiting

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

Friday: Chapter 18 3P: <u>https://ed.ted.com/on/OpYGiP1j</u> 3B: <u>https://ed.ted.com/on/W7VPW6hf</u> 4H: <u>https://ed.ted.com/on/tNf3B6kC</u> 4L: <u>https://ed.ted.com/on/y5Z2HssT</u>

Paper: Read Chapter 18 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 were the farmers doing?
  - a) founding up the other farmers
  - b) they had found Mr Fox
  - c) sitting beside their tents outside the foxhole
  - d) digging another tunnel
- 2. What is the definition of the word TRICKLING?
  - a) to flow slowly
  - b) to flow out of something in a rapid stream
  - c) to cut the surface of the skin
  - d) a burning or tingling feeling on the skin
- 3. Each of the farmers believed that
  - a) Mr Fox was dead
  - b) Mr Fox was starving
  - c) They could crawl in and get Mr Fox
  - d) They had seen Mr Fox running from the hole

**4.** True or False? After five days, the farmers went home even though they had not yet caught Mr Fox.



- a) True
- b) False

Have you ever persevered at something? Explain what you persisted with, even though it was difficult. What was the outcome?

## Activity 4: Writing Plan

Today, DRAFT your Fact Section 2. You have a whole page for this so that you have room to revise and edit later. Today you will only DRAFT.

Include:

- o action make it exciting
- o a literary device (onomatopoeia, simile, personification, hyperbole etc)
- a statistic (% or ratio) or dialogue (thought or speech keep it to one sentence)

Use:

- o perspective (of a character)
- senses to make your writing descriptive what can you or your character see, hear, smell, taste, touch and feel (emotions)

### Activity 5: Number of the Day

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





## Activity 6: Money



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

Imagine you are going shopping for some grocery items. Using the table below write down the items that you purchased and how much each one costs (if you're not sure – you can make it up). Use the printed money at the back of your pack to decide what coins/notes will you use to pay for your shopping and then work out how much change you will get back from your purchase.

Items purchased and their	Total cost of items	Money	How much change will you	Change
price		paid	receive?	received
		\$5.00		\$1.00
3L Milk \$3.00	\$3.00 +		\$5.00 -	
Bread \$0.99	\$0.99		\$4.00	
biedd 90.99	= \$3.99		= \$1.00	
	Rounded to \$4.00 (total)		\$1.00 change	
			yrioo enenge	

#### Let's go shopping

## Activity 7: Numbers In Our World

Think about all the <u>different</u> ways you could show this number, then write, draw or explain them.



Examples:

## 15 is

....

- 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



# Activity 8: PE (Bat Juggling 2.0)

Description	<ul> <li>You will need a bat (or something similar) and a ball</li> <li>The aim of the game is to keep control of the ball</li> <li>Tap the ball on your bat as many times and you can before it hits the ground</li> </ul>			
Daily Challenge	After 10 bounces, balance the ball on your bat for five seconds. Can you do this repeatedly for one minute?			
Change it up/ (EQUIPMENT/AREA)	<ul> <li>No bat? Use alternative equipment e.g., broom, drink bottle, boogie board, tennis racquet</li> <li>Can be done indoors using a pair of socks and a book</li> </ul>			
Change it up/ (NUMBER OF PARTICIPANTS)	<ul> <li>Challenge the other people in your house by seeing who can achieve the highest score</li> <li>If you're playing on your own, give yourself a score to achieve - how long does it take you to reach that score?</li> </ul>			
Change it up (SKILL)	Select the skill/s you attempted by ticking the boxes below: I Hit the ball on the side of the bat Hit, then catch Try to hit all surfaces of the bat in one sequence, one by one – face, side, back, side	Video Link		
Feedback – What did you enjoy about this activity? Any additional comments?				

# Activity 9: Visual Art (Fantastic Mr Fox Poster)

See your separate Visual Arts booklet for today's activity.

## **Australian Coins**



### **Australian Notes**







