Learning From Home

Suggested Daily Timetable

Suggested Times	Online Activities	Offline Activities
9.00	Comprehension and Grammar	Comprehension and Grammar
9.20	Activity 1 - Reading	Activity 1 - Reading
9.50	Activity 2 - Spelling	Activity 2 - Spelling
10.05	Fruit Break and Storyline Online	Fruit Break and listen to someone read
10.20	Activity 3 - Writing	Activity 3 - Writing
11.00	Recess break and play outside (if possible)	
11.50	Maths Challenge of the Day	Maths Challenge of the Day
12.10	Maths lesson	Maths lesson
1.00	Prodigy/Online activity	Maths game/Hands on activity
1.25	Lunch break and play outside (if possible)	
2.05	KLA Matrix Activity	KLA Matrix Activity
3.00	End of school day	End of school day

Literacy Booklet

Weeks 5-6

Stage 3

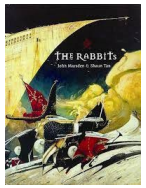
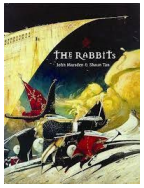
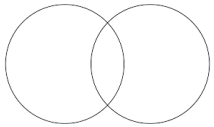
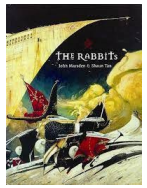
Stage 3 Literacy – Week 5

Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
All Learners				
Complete the Monday Section of both your Literacy and Numeracy booklet If you are going to be doing online learning from next week please make sure you login to Google Classroom and join the class available for you if you haven't already.	Complete the Tuesday Section of both your Literacy and Numeracy booklet If you are going to be doing online learning from next week please make sure you login to Google Classroom and join the class available for you if you haven't already.	Complete the Wednesday Section of both your Literacy and Numeracy booklet If you are going to be doing online learning from next week please make sure you login to Google Classroom and join the class available for you if you haven't already.	Complete the Thursday Section of both your Literacy and Numeracy booklet If you are going to be doing online learning from next week please make sure you login to Google Classroom and join the class available for you if you haven't already.	
				Online Learning
				<u>Activity 1 (Reading):</u> Read a book of your choice for 20 minutes. Write a summary of what you have read. Cut and paste pictures to add to your work. Post it to the corresponding Google Classroom activity.
				<u>Activity 2 (Spelling):</u> Write out your spelling words from this week's booklet in alphabetical order and post to the corresponding Google Classroom activity.

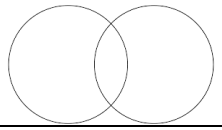
				Fruit Break and Storyline Online: Eat something fresh and enjoy 'The Elves and the Shoemaker' - https://storylineonline.net/books/the-elves-and-the-shoemaker/
				Activity 3 (Writing): Write/Type a story with the title "It must be magic." Once you have written it make sure your read over it and edit it. Then attach it to the corresponding Google Classroom activity. Use this picture to help you write. 

				Offline Learning
				Activity 1 (Reading): Read a book of your choice for 20 minutes. Write a summary of what you have read in your workbook. Draw a picture to go with it.
				Activity 2 (Spelling): Write out your spelling words from this week's booklet in alphabetical order in your workbook.
				Fruit Break and Storyline Online: Eat something fresh and listen to someone read a short story to you.
				Activity 3 (Writing): Write a story with the title "It must be magic" in your workbook. Once you have written it make sure your read over it and edit it. Use this picture to help you write. 

Stage 3 Literacy – Week 6

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Online Learning				
Comprehension and Grammar Find the daily comprehension and grammar activity on Google Classroom. Read or view the text provided and complete the questions.				
Activity 1 (Reading): Read "The Rabbits" by John Marsden and Shaun Tan, online. https://www.youtube.com/watch?v=mHH28N7LgGw Write a summary in the posted Google Classroom activity or in your workbook.  	**Activity 1 (Reading):** Read a book of your choice for 20 minutes. Write a summary of what you have read. Cut and paste pictures to add to your work. Post it to the corresponding Google Classroom activity.	**Activity 1 (Reading):** Read "The Rabbits" by John Marsden and Shaun Tan, online. https://www.youtube.com/watch?v=mHH28N7LgGw Draw a Venn Diagram and complete a compare and contrast between the rabbits and the bandicoots. Post a photo of your work to our Google Classroom.  	**Activity 1 (Reading):** Read a book of your choice for 20 minutes. Write about the main character in the book. What do they look like? What is their personality like? Make sure you use interesting vocabulary. Post it to the corresponding Google Classroom activity.	**Activity 1 (Reading):** Read "The Rabbits" by John Marsden and Shaun Tan, online. https://www.youtube.com/watch?v=mHH28N7LgGw Complete the comprehension activity for this book which is posted on Google Classroom. 
Activity 2 (Spelling): Write out your spelling words for this week twice in your workbook. 1. fat 2. kick 3. jump 4. dive 5. race	**Activity 2 (Spelling):** Place your spelling words in alphabetical order in your workbook.	**Activity 2 (Spelling):** Using Google's dictionary or another online dictionary, look up your words and write them with their meanings in your workbook.	**Activity 2 (Spelling):** Make a word cloud of your spelling words using Word It Out online: https://worditout.com/word-cloud/create	**Activity 2 (Spelling):** Complete your online spelling test in Google Classroom.

6. won 7. price 8. air 9. throw 10. watch 11. high 12. dance 13. sugar 14. swinging 15. action				
Fruit Break and Storyline Online: Eat something fresh and enjoy 'As Fast as Words Could Fly' - https://storylineonline.net/books/fast-words-fly/	**Fruit Break and Storyline Online:** Eat something fresh and enjoy 'Catching the Moon' - https://storylineonline.net/books/catching-the-moon-the-story-of-a-young-girls-baseball-dream/	**Fruit Break and Storyline Online:** Eat something fresh and enjoy 'Here comes the Garbage Barge' - https://storylineonline.net/books/garbage-barge/	**Fruit Break and Storyline Online:** Eat something fresh and enjoy 'How I Learned Geography' - https://storylineonline.net/books/how-i-learned-geography/	**Fruit Break and Storyline Online:** Eat something fresh and enjoy 'Thank you Mr Falker' - https://storylineonline.net/books/thank-you-mr-falker/
Activity 3 (Writing): Head to Google Classroom and find the task titled 'Strange Town'. Complete just the section titled 'Question Time'. Make sure you answer all questions using full sentences. Do not complete the Story Starter section yet. 	**Activity 3 (Writing):** Write a letter to someone who may read it in the future. Tell them what has been going on, what you have been doing and how your schoolwork has changed. Upload your letter to Google Classroom.	**Activity 3 (Writing):** Continue the story using the story starter from Monday's 'Strange Town'. You should be writing close to a page using the included starter. Remember to edit your work when you are done. 	**Activity 3 (Writing):** Call a relative or a friend, otherwise ask a family member the following questions; How are you feeling today? What are you having for dinner tonight? What are you planning on doing this weekend? Write down their responses and submit them on Google Classroom without naming the person.	**Activity 3 (Writing):** Finish writing your story for the week called 'Strange Town' When you've finished writing, edit and publish your story. Then submit it on Google Classroom. Bonus points if you draw and attach a picture to go with your story. 

Offline Learning				
Comprehension and Grammar Complete the daily comprehension and grammar activity in your booklet. Read or view the text provided and complete the questions.				
Activity 1: Read a book of your choice for 20 minutes. Write a summary of what you have just read in your workbook.	**Activity 1:** Read a story of your choice for 20 minutes. Write a summary of what you have read in your workbook. Illustrate your work.	**Activity 1:** Read a book of your choice for 20 minutes. Use a Venn Diagram to compare the main character in this book to a main character that you know in another book. 	**Activity 1:** Read a book of your choice for 20 minutes. Write about the main character in the book. What do they look like? What is their personality like? Make sure you use interesting vocabulary.	**Activity 1:** Read a book of your choice for 20 minutes. Write about your favourite part of the story and why it is your favourite part of the story. Illustrate your work.
Activity 2 (Spelling): Write out your spelling words for this week twice in your workbook. 1. fat 2. kick 3. jump 4. dive 5. race 6. won 7. price 8. air 9. throw 10. watch 11. high 12. dance 13. sugar 14. swinging 15. action	**Activity 2 (Spelling):** Place your spelling words in alphabetical order in your workbook.	**Activity 2 (Spelling):** Using a dictionary (or ask an adult), find the meaning of your words and write them with their meanings in your workbook.	**Activity 2 (Spelling):** Write each of your words using rainbow writing in your workbook.	**Activity 2 (Spelling):** Ask an adult to give you your spelling test.

Fruit Break and Storyline Online:	**Fruit Break and Storyline Online:**	**Fruit Break and Storyline Online:**	**Fruit Break and Storyline Online:**	**Fruit Break and Storyline Online:**
Eat something fresh and get a family member in your home or over the phone to read you a story.	Eat something fresh and get a family member in your home or over the phone to read you a story.	Eat something fresh and get a family member in your home or over the phone to read you a story.	Eat something fresh and get a family member in your home or over the phone to read you a story.	Eat something fresh and get a family member in your home or over the phone to read you a story.
Activity 3 (Writing): Your writing task today is 'Strange Town'. Complete the questions below in your workbook. Make sure you answer all questions using full sentences. 1. Do you think the inhabitants of Strange Town are like you or I? 2. They certainly look different, but does that really make them different? How might they be similar to us? 3. What do you think each of the buildings in Strange Town are used for? 4. How many different lights can you see in the picture? Can you identify what each light might be used for? 5. One of the characters in the picture is the Mayor of Strange Town. Who do you think it is? 6. If you met one of the inhabitants of Strange Town, what 5 questions would you ask them? 	**Activity 3 (Writing):** Write a letter to someone (in your workbook) who may read it in the future. Tell them what has been going on, what you have been doing and how your schoolwork has changed.	**Activity 3 (Writing):** Using the story starter below for 'Strange Town', write a story to go with the picture from Monday. Your story should be about a page in length. You also have Friday to work on this. Remember to edit your work when you are done. It was an ordinary night but this was no ordinary town. This was Strange Town. During the day, everything was quiet. It came alive at night. Now that darkness had fallen and a silvery, pale crescent moon and millions of twinkling stars gazed down from above, people gradually began to emerge from their houses. But…were they people at all? They certainly didn't look like people. They were like their houses: all sorts of shapes and sizes. Irregular. Odd. Passers-by always 'tut-tutted' as they passed Strange Town, not understanding its ways or its inhabitants. One thing could be said of the goings on in Strange Town, however: there was never a dull moment…	**Activity 3 (Writing):** Call a relative or a friend, otherwise ask a family member the following questions; How are you feeling today? What are you having for dinner tonight? What are you planning on doing this weekend? Write down their responses in your workbook without naming the person.	**Activity 3 (Writing):** Finish writing your story for the week called 'Strange Town' When you've finished writing, edit and publish your story. Bonus points if you draw and attach a picture to go with your story.

Grammar

1. **A preposition makes a link between two words. The preposition in this sentence is:**

   The people at the entrance moved back.

   (a) at
   (b) the
   (c) moved

2. **Each word in *The Amazing Phillips's Family Circus* starts with a capital letter because:**

   (a) it's the name of that circus
   (b) it's the start of a sentence
   (c) it's a circus

3. **Adjectives can tell more about nouns; e.g. an *upset* animal keeper. The adjective in this sentence is:**

   They had fallen from a high trapeze.

   (a) fallen
   (b) from
   (c) high

4. **Some verbs can show action; e.g. Phil *told* the clowns. The verb in this sentence is:**

   He ran out of the big top fast.

   (a) out
   (b) top
   (c) ran

5. **Which conjunction (joining word) best joins these two sentences?**

   Phil Phillips was screaming.

   So many awful things had happened.

   (a) until
   (b) although
   (c) because

6. **What does the apostrophe in this sentence show?**

   He ran into The Bearded-Lady's tent.

   (a) that the tent belonged to The Bearded Lady
   (b) that someone was speaking
   (c) that the word is a contraction of the words lady and is

7. **Which word from the text is a collective noun for the group of people working at a place?**

   (a) keeper
   (b) staff
   (c) acrobat

SOMETHING EXTRA

- Plan an April Fools' Day trick to play on a friend or teacher. Make sure it is safe and will not hurt anyone (or anyone's feelings!).
- If you could be in a circus, which act would you like to do? Write which performer you would like to be and what kind of acts you would do.

Peach 1

THE BEST CIRCUS TRICK

1. It started as a normal morning at The Amazing Phillips's Family Circus. The animal keepers were feeding the animals. The general hands, mostly young men, were cleaning the circus grounds: sweep, sweep.
2. Suddenly, a loud scream cut through the cool morning air. It came from The Bearded Lady's tent.
3. Phil Phillips was the owner of the circus. He woke up with a start and rushed to The Bearded Lady's tent, still in his pyjamas.
4. By the time he got there a few of the circus staff were gathered around the open entry of The Bearded Lady's tent. Phil pushed his way inside. What he saw made him stop and stare. The Bearded Lady had no beard! Oh no, no, NO! What was he going to do? She was one of the star attractions! He was so worried about how much money he would lose, he forgot to ask the beardless lady what had happened.
5. Another scream filled the air. The people at the entrance moved back as Phil Phillips fled outside. He stopped, turning his head this way and that, trying to find where the scream was coming from.
6. It was coming from the big top, the huge tent where the acts took place. Phil ran, pyjamas flapping. He found his three best acrobats lying on the floor, groaning. The scream had come from a clown, who said, through sobs, that the acrobats had all fallen down from the high trapeze and could not move.
7. All at once there was a loud yell in the animal pens. Phil told the clowns to sort out the problem as he ran out of the big top, looking very worried. When he arrived, an upset animal keeper told him the ponies had all escaped!
8. Oh no, no, no, NO! His circus would have to close! This last bit of news was too much! There was another scream, this time from Phil, as he freaked out.
9. The circus staff smiled. They loved April Fools' Day. Each year they played a trick on Phil and this year's was the best ever. The Bearded Lady pulled the skin-coloured cover off her beard, the acrobats stood up unhurt, and the ponies were led out of their hiding place. The circus staff went back to their jobs as Phil ran in circles, screaming … still in his pyjamas!

Comprehension

1. **What did the animal keepers do before they told Phil the ponies had escaped ?**
   - (a) *They led the ponies out of their hiding place.*
   - (b) *They hid the ponies.*
   - (c) *They made Phil freak out.*

2. **How did The Bearded Lady hide her beard?**
   - (a) *under her chin*
   - (b) *with a skin-coloured cover*
   - (c) *in her shirt*

3. **What is April Fools' Day?**
   - (a) *A day in April for people to run around screaming.*
   - (b) *A day when circus workers scare their bosses.*
   - (c) *A day in April when people play tricks on each other.*

4. **Which ending makes this sentence a fact?**

   Some circuses .....
   - (a) *have ponies*
   - (b) *are really cool*
   - (c) *are really expensive*

5. **What caused Phil Phillips to *freak out*?**
   - (a) *The Bearded Lady losing her beard and screaming*
   - (b) *the acrobats hurting themselves by falling to the ground*
   - (c) *all the bad events making Phil think his circus would have to close*

6. ***The ponies had escaped* is the main idea of which paragraph?**
   - (a) *Paragraph 7*
   - (b) *Paragraph 8*
   - (c) *Paragraph 9*

7. **Which answer best summarises Paragraph 9?**
   - (a) *It was all a trick.*
   - (b) *The circus was closing.*
   - (c) *Phil kept screaming.*

8. **You can conclude Phil was very upset because he was:**
   - (a) *running in circles*
   - (b) *screaming*
   - (c) *in his pyjamas*

9. **What will probably happen next? Phil will:**
   - (a) *go back to bed.*
   - (b) *go to hospital.*
   - (c) *find out it was a trick.*

10. **Phil was different from other circus staff in that he didn't:**
    - (a) *have a beard*
    - (b) *know about the trick*
    - (c) *work at the circus*

All about words

1. **Which word is spelt incorrectly?**
   - (a) *ponies*
   - (b) *pony's*
   - (c) *ponys*

2. **What is the correct spelling for a bar hanging by two ropes high in the air that acrobats swing on?**
   - (a) *trapeez*
   - (b) *trapeze*
   - (c) *trapese*

3. **Which word uses the spelling rule '*e* goes away when *ing* comes to stay'?**
   - (a) *enjoying*
   - (b) *screaming*
   - (c) *coming*

4. **If something *takes place* it:**
   - (a) *happens*
   - (b) *comes first, second etc.*
   - (c) *moves in front*

5. **Which word has the same *u* sound as in *run*?**
   - (a) *loud*
   - (b) *put*
   - (c) *young*

6. **Alliteration is where two or more words starting with the same letter are written together. Which words below best show alliteration?**
   - (a) *pyjamas flapping*
   - (b) *by the time*
   - (c) *Phil Phillips fled*

7. **In a circus, what is the name of the tent where the acts take place?**
   - (a) *big tip*
   - (b) *big top*
   - (c) *bog tip*

8. **A metaphor compares two things without using the words *like* or *as*. Which sentence uses a metaphor?**
   - (a) *she was like a man*
   - (b) *a scream cut the air*
   - (c) *as big as a horse*

9. **Which word uses the spelling rule of doubling the last consonant when adding *ing* (as in *stop-stopping, tap-tapping*)?**
   - (a) *feeding*
   - (b) *hiding*
   - (c) *flapping*

10. **If someone *freaks out*, he/she:**
    - (a) *panics, loses control*
    - (b) *is a bit scared*
    - (c) *is sort of sad*

Grammar

1. **The best verb for this sentence is:**

   A baobab's trunk ..... between seven and 11 metres in diameter.

   (a) grew

   (b) is growing

   (c) grows

2. **Which sentence is punctuated correctly?**

   (a) Its bark can be used to make string, rope and cloth.

   (b) It's bark can be used to make string, rope and cloth.

   (c) Its bark can be used to make string rope and cloth.

3. **Capital letters are used for the words *Africa* and *Australia* because they:**

   (a) both begin with the first letter of the alphabet.

   (b) are common nouns (naming words).

   (c) are proper nouns (name a particular person, place or thing).

4. **A simile compares one thing to another usually using *as* or *like*. Which sentence uses a simile?**

   (a) The baobab's bark soaks up water like a sponge.

   (b) Would you like to see a baobab tree in Africa?

   (c) Its gum can be used as glue.

5. **Which word joins two smaller sentences to make this longer sentence?**

   The baobab tree is called the *dead rat tree* because its hanging fruit look like dead rats.

   (a) its

   (b) because

   (c) hanging

6. **Adjectives can tell more about pronouns; e.g. They are *large*. The adjective in this sentence is:**

   It is beautiful after it has been raining.

   (a) after

   (b) raining

   (c) beautiful

7. **The best word to complete this sentence is:**

   A baobab looks very odd because ..... hanging fruit look like dead rats.

   (a) their

   (b) its

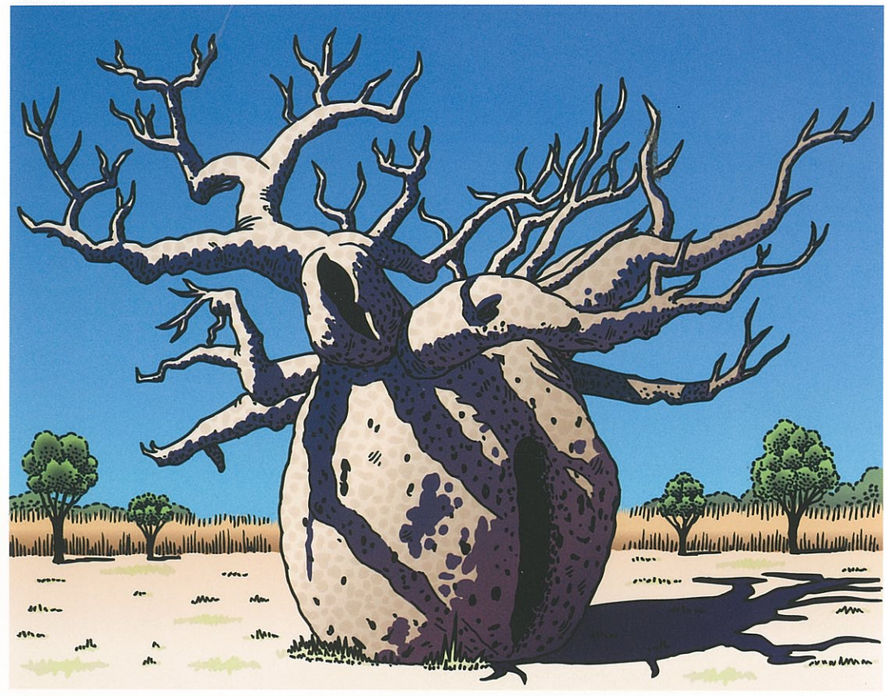
   (c) our

Something extra

- **Draw a baobab during the warm, wet season. Label each part, adding examples of what each is used for.**
- **Make a list of the baobab's nicknames mentioned in the text. Add four more of your own.**

Peach 2

The upside-down tree



1. Look closely at the tree. Don't you think it looks as if it was planted upside down with its roots in the air?
2. This strange looking tree is most commonly called a baobab tree. It grows in places like Africa and Australia in areas where there is a hot, dry season and a warm, wet season.
3. The baobab looks most like an upside down tree during the dry season. This is because it sheds all its leaves then. During the wet season it is covered with dark green leaves.
4. Trees can grow from five to 30 metres high. The trunk, which is shaped like a bottle, can grow from seven to 11 metres in diameter. The baobab can store thousands of litres of water inside its trunk. It uses this water during the dry season.
5. Did you know that a baobab can live for thousands of years? One reason for this is because its bark soaks up water like a sponge. This protects the tree from fire.
6. The baobab is very useful to humans. Almost every part can be used in some way. Its bark can be used to make string, rope and cloth. Its gum can be used as glue. The leaves and roots can be used to make medicines and its fruit and seeds have more vitamin C than oranges.
7. The baobab's hollow trunk is also useful. Some trees have a natural doorway or a hole can be carved in the trunk. The hollows have been used as shelters, to store grain and water supplies, and used as burial places. A very large baobab in Australia was once used as a jail!
8. Besides being known as 'the upside-down tree', the baobab has other names. One is the 'bottle tree'. Another is 'the tree of life' as it is so useful. An odd name is 'the dead rat tree'. This is because its large, long fruit look like dead rats hanging from its branches! Which name do you like best?

Comprehension

1. **The baobab tree looks most like a tree that has been planted upside down:**
   - (a) *during the wet season.*
   - (b) *after all its leaves have fallen off.*
   - (c) *when it is covered in green leaves.*

2. **This text was written:**
   - (a) *because the writer likes baobab trees.*
   - (b) *to entertain the reader.*
   - (c) *to give a report.*

3. **It is an opinion, not a fact, that a baobab tree:**
   - (a) *is strange to look at.*
   - (b) *sheds its leaves.*
   - (c) *stores water.*

4. **If a bushfire occurred in an area where baobabs live, they would most likely:**
   - (a) *burn down.*
   - (b) *survive.*
   - (c) *disappear.*

5. **A baobab's trunk and a sponge are similar because they:**
   - (a) *are used for washing up.*
   - (b) *live in water.*
   - (c) *soak up water.*

6. **Which paragraph summarises what a baobab's hollow trunk can be used for?**
   - (a) *Paragraph 4*
   - (b) *Paragraph 6*
   - (c) *Paragraph 7*

7. **The pronoun *it* in Paragraph 2 means:**
   - (a) *a baobab tree*
   - (b) *Africa*
   - (c) *Australia*

8. **The baobab tree used as a jail would have had to have been large so it could:**
   - (a) *hold water.*
   - (b) *fit in several prisoners.*
   - (c) *burn easily.*

9. **What is the main idea of the last paragraph?**

   Baobab trees:
   - (a) *are useful.*
   - (b) *have long fruit.*
   - (c) *have several nicknames.*

10. **The effect of having spongy bark means the baobab:**
    - (a) *is protected from fire.*
    - (b) *can be squashed.*
    - (c) *has holes in it.*

All about words

1. **Which two words in the text are synonyms (words with a similar meaning)?**
   - (a) *hot, wet*
   - (b) *strange, odd*
   - (c) *fruit, roots*

2. **The word *natural* in Paragraph 7 means made by:**
   - (a) *humans.*
   - (b) *animals.*
   - (c) *nature.*

3. **Which word follows the spelling rule to make words plural that says: *change the y to i and add es*?**
   - (a) *supplies*
   - (b) *oranges*
   - (c) *places*

4. **Which homophone will make this sentence correct?**

   Baobab trees do not grow in places ..... there is snow and ice.
   - (a) *wear*
   - (b) *we're*
   - (c) *where*

5. **Which word has the most number of syllables?**
   - (a) *commonly*
   - (b) *Australia*
   - (c) *Africa*

6. **Which word is not a compound word (word made from two smaller words)?**
   - (a) *hanging*
   - (b) *doorway*
   - (c) *upside*

7. **Which sentence is spelt correctly?**
   - (a) *In the dry seeson, baobabs dont have leaves.*
   - (b) *In the dry season, baobabs don't have leaves.*
   - (c) *In the dry seasin, baobabs don't have leafs.*

8. **Which word means *empty inside*?**
   - (a) *hollow*
   - (b) *trunk*
   - (c) *sponge*

9. **Say all these words to work out which one does not belong in the group.**

   inside like dry life
   - (a) *upside*
   - (b) *give*
   - (c) *five*

10. **Which word does not belong in this group of words about numbers and measurements?**

    seven metres thousands
    - (a) *five*
    - (b) *litres*
    - (c) *large*

Grammar

1. **Which verb is in the future tense?**
   - (a) *is preparing*
   - (b) *will murder*
   - (c) *were impressed*

2. **Which verb is not in the present tense?**
   - (a) *lost*
   - (b) *tolerate*
   - (c) *shuffles*

3. **Which adjective is used in this sentence to describe the son?**

   She'll be so mad at her precious son?
   - (a) *precious*
   - (b) *mad*
   - (c) *her*

4. **The two nouns naming things in this sentence are:**

   Taj shuffles into the room and drops his bag.
   - (a) *his, bag*
   - (b) *shuffles, into*
   - (c) *room, bag*

5. **Which sentence does not have an adverb of place?**
   - (a) *Look what he's got here.*
   - (b) *She glances up.*
   - (c) *We'll sort it out tomorrow.*

6. **Some verbs are called command verbs because they tell you what to do. Two of the command verbs in these sentences are:**

   Trust me.

   Give it back.

   Shut up and you'll be okay.

   Give us a look.
   - (a) *Trust and look*
   - (b) *Give and be*
   - (c) *Give and Trust*

7. **There is an apostrophe in … *how good's that?* because the letter:**
   - (a) *'s' is missing.*
   - (b) *'i' is missing.*
   - (c) *'a' is missing.*

Something extra

- Think about Taj's parents visiting the school the next day. What do you think they will say to the teacher and what will the teacher say to them? What do you think he/she should do about it? Draw a cartoon strip with pictures and speech bubbles.
- What do you think Sean and Sam did with the PSP? Draw a picture to show your ideas.

You'll be dead meat

Scene 1.

(Outside the school grounds. Two big tough boys approach a smaller one in an extremely aggressive manner.)

Sam: What's in your bag?

Taj: Nothing, nothing much.

Sean: Give us a look then.

Taj: No. I've got to go home.

Sam: Poor baby, wants to go home to his mummy. Grab his bag, Sean.

Sean: Look what he's got here. A new PSP, how good's that? I've always wanted to have one of these.

Taj: Give it back. It's mine. (wipes tears from his eyes with his sleeve)

Sam: Just go away cry baby. Go tell your mum you lost it. (laughs) She'll be so mad at her precious son.

Sean: Yes, that's a brilliant idea. Just remember—it's all your fault you lost it. But, if you dob on us, you're dead meat. Shut up and you'll survive.

Scene 2.

(Taj's home. Mum is preparing dinner in the kitchen. She glances up as Taj shuffles in and drops his bag.)

Mum: Have a good day?

Taj: Okay, I guess.

Mum: Did everyone like your birthday present? I guess they must have been very impressed with it. You're very fortunate. It was a really expensive gift.

Taj: Eh … yes.

Mum: What's up? You look as miserable as a month of wet Sundays.

Taj: I … I … um … I lost it.

Mum: You what? I don't believe it! How?

Taj: I just, I just like lost it.

Mum: No you didn't. What really happened, Taj? Be honest. Tell me the whole truth.

Taj: Well, some boys borrowed it … and they've still got it.

Mum: What boys? Who has it?

Taj: Sam and Sean, they … um, took it. But if you tell anyone they'll murder me.

Mum: No they won't! You don't have to tolerate such nasty bullies. No-one does. The school will sort it out.

Taj: No! No, they'll get me. I know they will! Please, Mum, don't! They're really huge and really mean. I'll save up and buy another one. Please, Mum, don't!

Mum: It'll be okay. I'll discuss it with Dad. We'll sort it out tomorrow. Trust me.

Taj: (walks slowly away muttering to himself) I feel sick; really, really sick.

Comprehension

1. **The bullies were similar to Taj because they:**
   - (a) *both owned a PSP.*
   - (b) *were the same size.*
   - (c) *went to the same school.*

2. **Taj was wiping tears from his eyes because he:**
   - (a) *wanted his PSP back.*
   - (b) *was hurt.*
   - (c) *was lost.*

3. **You could predict that the next morning the bullies would be most likely:**
   - (a) *to hurt Taj as they said they would.*
   - (b) *to be asked to explain what happened.*
   - (c) *take Taj's PSP to school to play with.*

4. **Before Taj told his mum what had really happened,**
   - (a) *he said he'd save up and buy himself a new PSP.*
   - (b) *his mum told his dad.*
   - (c) *he said that he'd lost his PSP.*

5. **It is an opinion, not a fact, that:**
   - (a) *bullying must be stopped.*
   - (b) *the bullies took Taj's PSP.*
   - (c) *Taj told his mum what happened.*

6. **You could conclude that Taj felt sick because he:**
   - (a) *ate too much.*
   - (b) *was worried.*
   - (c) *lost his PSP.*

7. **Taj said the boys borrowed his PSP, but you know this is wrong because they:**
   - (a) *just looked at it.*
   - (b) *gave it back.*
   - (c) *kept it.*

8. **Sam said Taj's mum would be so mad because:**
   - (a) *he'd lost his birthday present.*
   - (b) *she hated bullies.*
   - (c) *Taj was crying.*

9. **The author probably believes that:**
   - (a) *bullying is okay.*
   - (b) *it's better if parents don't know if their children are being bullied.*
   - (c) *people who are bullied should tell others about it.*

10. **Mum said, *'You what? I don't believe it!'* The pronoun *it* she used means:**
    - (a) *the PSP*
    - (b) *Taj's story*
    - (c) *what really happened*

All about words

1. ***If you dob on us, you're dead meat* means:**
   - (a) *If you dab something on us, we won't let you live.*
   - (b) *If you tell anyone what we did, we'll kill you.*
   - (c) *If you are friends with us, we won't hurt you.*

2. ***The school will sort it out* means the teachers at his school will:**
   - (a) *fix the problem.*
   - (b) *work out who was wrong.*
   - (c) *growl at him.*

3. **Which two words both have three syllables?**
   - (a) *kitchen, tomorrow*
   - (b) *everyone, remember*
   - (c) *miserable, birthday*

4. **A *simile* compares one thing with another, usually using *as* or *like*. Which sentence uses a simile?**
   - (a) *You look as miserable as a month of wet Sundays.*
   - (b) *Did everyone like your birthday present?*
   - (c) *She looks up as Taj walks in and drops his bag.*

5. **The correct homophones in this sentence are:**
   In (seen/scene) (two/too) Taj tells his mum he'll (by/buy) a new PSP.
   - (a) *seen, two, buy*
   - (b) *scene, two, buy*
   - (c) *scene, to, by*

6. **The word that belongs in this sound group is:**
   nothing tough trust another
   - (a) *does*
   - (b) *okay*
   - (c) *laugh*

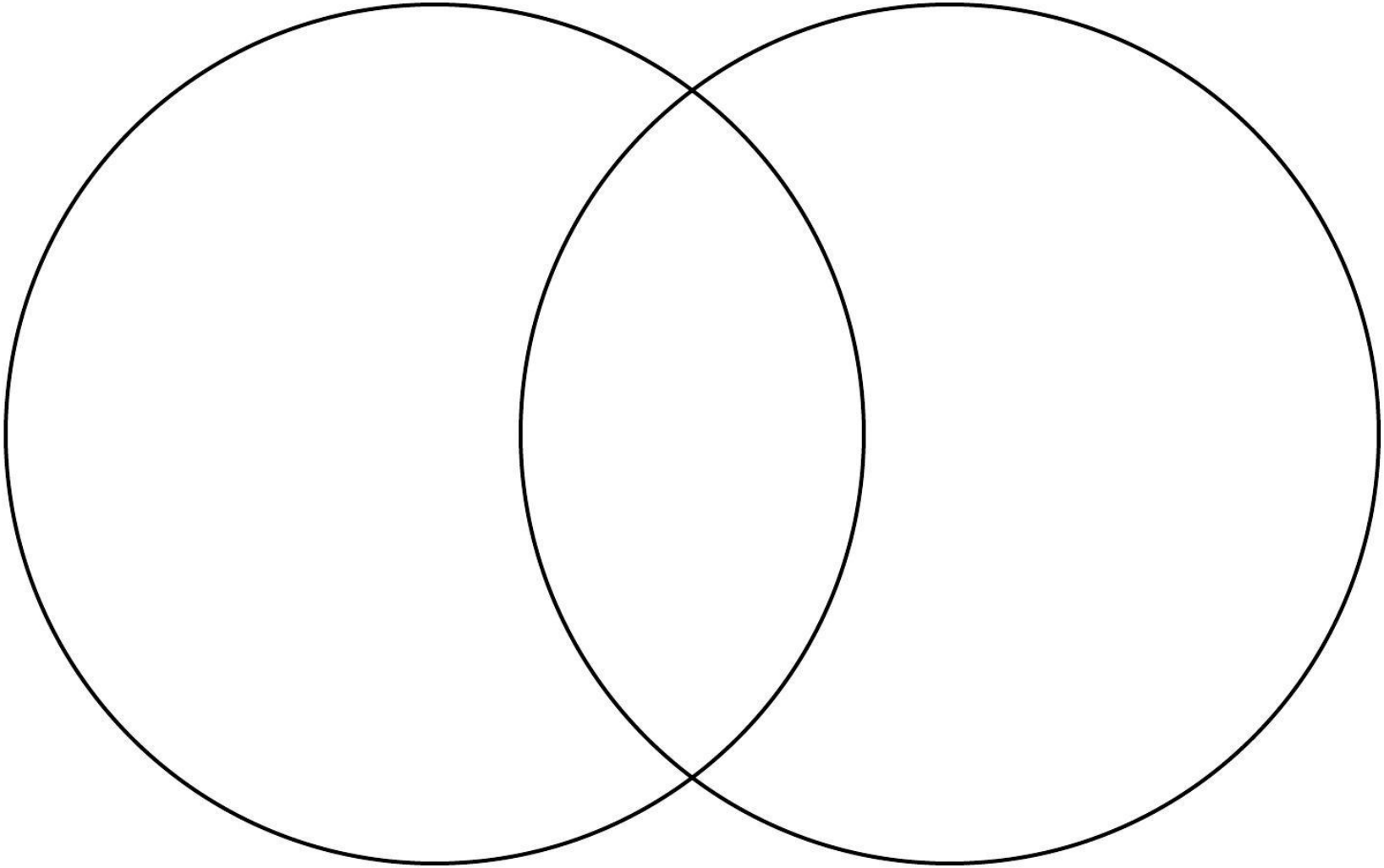
7. **These words all belong in the same group because they have:**
   know don't okay go
   - (a) *two syllables*
   - (b) *a long 'o' sound*
   - (c) *the same long 'o' sound*

8. **Two words which do not both have a *f* as in *fish* sound are:**
   - (a) *laugh, fault*
   - (b) *tough, floor*
   - (c) *birthday, light*

9. **Say the words to work out which two have the same sound.**
   - (a) *borrow, how*
   - (b) *tough, you*
   - (c) *how, outside*

10. **Which word is spelt correctly?**
    - (a) *allways*
    - (b) *always*
    - (c) *orlways*

Venn Diagram



Grammar

1. **Which word in the sentence is an adverb telling where something happened?**

   His mum took the keys and went outside.

   (a) went

   (b) took

   (c) outside

2. **Which pronoun fits into this sentence?**

   He got ..... some toast.

   (a) himself

   (b) he

   (c) herself

3. **The two nouns in this sentence are:**

   She stood up and grabbed a pile of letters.

   (a) she, stood

   (b) grabbed, pile

   (c) pile, letters

4. **In Paragraph 8, what does the pronoun *this* refer to?**

   (a) the way the mother was acting

   (b) the mother's breakfast

   (c) the box of tissues

5. **Abstract nouns are words naming things such as feelings that we cannot see, hear, smell, taste or touch. Which word in the sentence is an abstract noun?**

   His dad saw the confusion on his face.

   (a) dad

   (b) his

   (c) confusion

6. **The verb group in this sentence is:**

   I haven't had the chance to tell you.

   (a) I haven't

   (b) haven't had

   (c) tell you

7. **Which conjunction could connect these two sentences?**

   The boy was confused.
   He found out what was wrong.

   (a) until

   (b) when

   (c) finally

Something extra

- **Spoonerisms are named after the Reverend William Archibald Spooner. Find out why they are named after him.**
- **Make up some of your own spoonerisms.**

Peach 4

A case of Spooneritis

1. Do you know what a spoonerism is? I didn't—until last week. But now I know. A spoonerism happens when the first sounds of two words get swapped. For example, jelly beans becomes 'belly jeans'.

2. So how did I find out about spoonerisms? It happened like this. I got up last Thursday and stumbled into the kitchen to have breakfast. Mum was there, making toast.

3. 'Can I have some toast?' I asked halfway through a big yawn.

4. 'You have very mad banners today', Mum replied. 'Play seas.'

5. Mad banners? Play seas? What did she mean? Maybe she was going crazy.

6. 'Where's Dad?' I asked.

7. 'He's shaking a tower', said Mum. 'He'll be shout of the hour soon.'

8. I wasn't sure what was going on with Mum. She always was a bit strange but this was totally weird. Was she pranking me? She looked serious as she sat finishing her breakfast. Suddenly I sneezed, and she got up to get me a tissue.

9. 'Here, know your blows', she said. 'Now. You'll have to batch the cuss today. My car has a bat flattery. I'll cake Dad's tar to most this pail', she said, standing up and grabbing a pile of letters and the keys to Dad's car.

10. Just then Dad came out of the bathroom. He'd had a shower and was dressed.

11. 'Eye ball', said Mum, waving as she left. I looked at Dad, totally confused.

12. 'Sorry, son', said Dad, seeing my confused look. 'I haven't had the chance to tell you. Your mum has Spooneritis. It's a virus, like a cold. It's making her talk in spoonerisms, but she should be back to normal soon. You just have to swap the first sounds of any words she gets wrong. You'll get used to it.'

13. 'She said you were '**sh**aking a **t**ower'—so she meant taking a shower? And she meant **bl**ow your **n**ose, not '**kn**ow your **bl**ows'! And... I have to **c**atch the **b**us, because her car has a **f**lat **b**attery? She's **t**aking your **c**ar to **p**ost some **m**ail! I get it now!' I said, relieved. She wasn't crazy, after all.

14. She did get better, and I learned what a spoonerism is—the hard way!

Comprehension

1. **Which of these events happened first?**
   - (a) *The author's mother left, saying 'Eye ball'.*
   - (b) *The author's dad explained what was wrong with Mum.*
   - (c) *The author got out of bed.*

2. **When does the author say this event happened?**
   - (a) *a long time ago*
   - (b) *last Thursday*
   - (c) *last month*

3. **What was the main feeling the author had during the event described?**
   - (a) *anger*
   - (b) *confusion*
   - (c) *sleepiness*

4. **Why did the author *stumble* into the kitchen?**
   - (a) *He had a virus.*
   - (b) *He had only just woken up.*
   - (c) *He was confused.*

5. **What is the main idea of Paragraph 5?**
   - (a) *The author sneezed and needed a tissue.*
   - (b) *The author didn't know what was wrong with his mother.*
   - (c) *The author's mother was always strange.*

6. **In Paragraph 4, who does the pronoun *you* refer to?**
   - (a) *the author*
   - (b) *the author's mum*
   - (c) *the author's dad*

7. **Which of the following is a fact not an opinion?**
   - (a) *The author's mother was crazy.*
   - (b) *Some viruses can make people very ill.*
   - (c) *Spooneritis would be really awful to catch.*

8. **Next time someone starts using spoonerisms, the author will probably:**
   - (a) *be confused.*
   - (b) *be able to understand.*
   - (c) *catch a virus.*

9. **What was the effect of the virus on the author's mother?**

   She became:
   - (a) *very sick.*
   - (b) *hard to understand.*
   - (c) *a virus.*

10. **Which paragraph gives us information about what a spoonerism is?**
    - (a) *Paragraph 12*
    - (b) *Paragraph 1*
    - (c) *Paragraph 13*

All about words

1. **What word has a middle *or* sound as in *torch* and *lawn*?**
   - (a) *serious*
   - (b) *yawn*
   - (c) *sorry*

2. **Which word is spelt correctly?**
   - (a) *weerd*
   - (b) *weird*
   - (c) *wierd*

3. **What does it mean to *prank* someone (Paragraph 8)?**
   - (a) *To help them choose and put on all their best clothes.*
   - (b) *To play a trick or practical joke on a person.*
   - (c) *To jump and dance around like a clown.*

4. ***Eye ball* is a spoonerism for which words?**
   - (a) *'Bye all'*
   - (b) *'Eye ball'*
   - (c) *'Buy ball'*

5. **What is the meaning of the word *virus* in Paragraph 12?**
   - (a) *a computer program that changes the computer's operating systems*
   - (b) *a tiny organism that can infect people and make them unwell*
   - (c) *a speech problem where people confuse first sounds*

6. **Which sound does the *a* make in the word *swap*?**
   - (a) ***a*** *as in* ***map***
   - (b) ***o*** *as in* ***mop***
   - (c) ***u*** *as in* ***cup***

7. **Which word is an antonym (opposite) for *relieved*?**
   - (a) *relaxed*
   - (b) *worried*
   - (c) *sleepy*

8. **Which word from Paragraph 2 means *walked unsteadily*?**
   - (a) *spoonerism*
   - (b) *making*
   - (c) *stumbled*

9. **In which word do the letters *er* make the same sound as in *better* and *shower*?**
   - (a) *there*
   - (b) *very*
   - (c) *tower*

10. **In which word do the letters *ow* make the same sound as *ou* in *house*?**
    - (a) *blow*
    - (b) *know*
    - (c) *shower*

Grammar

1. **Which adverb in this sentence tells *where* something happened?**

   Dad dropped his newspaper and took me outside.

   (a) took
   (b) newspaper
   (c) outside

2. **Which adverb in this sentence tells *when* something happened?**

   Writing down 20 things for Mum took forever.

   (a) down
   (b) forever
   (c) things

3. **Which word is a conjunction joining two smaller sentences?**

   Dad told me to fill the bucket after I finished vacuuming his car.

   (a) told
   (b) after
   (c) finished

4. **Prepositions make links between things. The preposition in this sentence is:**

   I went inside and flopped on the sofa.

   (a) on
   (b) inside
   (c) sofa

5. **Adjectives tell more about nouns and pronouns; e.g. my *big* mouth. The adjective in this sentence is:**

   I told my mother it was a stupid idea.

   (a) stupid
   (b) idea
   (c) told

6. **Which sentence is correctly punctuated?**

   (a) The boy said, 'I'm bored, there's nothing to do'.
   (b) The boy said I'm bored, 'there's nothing to do'.
   (c) The boy said, 'I'm bored,' there's nothing to do.

7. **The two nouns in this sentence are:**

   I started off with things like riding my bike.

   (a) with, things
   (b) like, riding
   (c) things, bike

Something extra

- Think about a time when you felt bored. What did you say or do? Why do you think you felt like this? Draw a picture to show what you did about it.
- Make a list of 10 exciting things you could do outside. Put a tick next to any that would need some imagination to do.

I'm bored! There's nothing to do

1. Have you ever said,'I'm bored! There's nothing to do?' I did. I said it yesterday and what a mistake that was! My advice is, if you feel those words about to come out of your mouth just close it. And keep it closed.

2. Dad was the first to say or do anything. He jumped out of his chair, dropped his newspaper and took me outside. He showed me a bucket and told me I could fill it with water after I'd finished vacuuming the inside of his car. He took all the car cleaning stuff off the shelves and went back inside. I tried to complain, but he just shut the door and left me to it. I don't clean cars and I don't want to learn. Believe me, you don't ever want to say, 'I'm bored'.

3. When I finally went inside and flopped on the sofa, Mum brought me a pad and a pencil and told me I had to write two lists. One was all the things I could do inside and the other was all the things I could do outside. I told her it was a stupid idea. But she picked up the pencil and told me I could stop when I had 20 things in each list. I started off with things like riding my bike, skateboarding, playing with my dog and reading, television and a lot of computer things like games, and emails. Writing 10 would have been okay but 20 took forever. Believe me, just don't say those words … they're dangerous.

4. I'd just finished Mum's silly lists when my grandmother came over and sat next to me for a little chat. She told me the trouble with children today is they can't think for themselves and don't use their imagination. In her day they didn't have toys and games like we do. She said they had to 'make their own fun'. They were lucky if they even had a ball to play with. But they were never bored. After they'd done all their jobs, they raced outside and made up exciting things to do. She went on and on about it. She said I had to ask myself, was I bored or was I boring? Oops! Why did I open my big mouth?

5. Take my advice. It's just not a good thing to say. But … now there's something I'm just a bit worried about. *Am* I'm boring?

Comprehension

1. **Grandmother talked to the boy:**
   - (a) *before Dad did.*
   - (b) *after Dad did.*
   - (c) *before Mum did.*

2. **The boy's parents were similar because they:**
   - (a) *gave him something to do.*
   - (b) *wanted him to work outside.*
   - (c) *thought he was naughty.*

3. **You could conclude from the text that the boy's parents were:**
   - (a) *very kind.*
   - (b) *very grumpy.*
   - (c) *quite strict.*

4. **The text doesn't say, but which statement is most likely to be true?**
   - (a) *Dad usually washes his own car.*
   - (b) *The boy always washes Dad's car.*
   - (c) *Dad has his car washed at a car wash.*

5. **It is a fact not an opinion that:**
   - (a) *children shouldn't say they're bored.*
   - (b) *people who are bored are boring.*
   - (c) *the boy wrote two lists.*

6. **You could predict that next time he feels bored, the boy will:**
   - (a) *find something he wants to do.*
   - (b) *tell his mum.*
   - (c) *wash his dad's car.*

7. **The person who wrote the story about the boy in this text would be most likely to think children should:**
   - (a) *do whatever they want.*
   - (b) *keep busy.*
   - (c) *not help at home.*

8. **The boy made up some lists of things to do because:**
   - (a) *he was bored.*
   - (b) *Mum told him to.*
   - (c) *he thought it was a good idea.*

9. **The main idea of Paragraph 4 is that Grandmother:**
   - (a) *didn't have lots of toys.*
   - (b) *thinks children have lots of things to play with today.*
   - (c) *wants children to think and use their imagination more.*

10. **The pronoun *that* in *what a mistake that was* in Paragraph 1 means:**
    - (a) *my advice*
    - (b) *saying, 'I'm bored'*
    - (c) *the mistake*

All about words

1. **The words *in her day* in Paragraph 4 mean:**
   - (a) *one day*
   - (b) *when she was young*
   - (c) *a long time ago*

2. **When the boy said his grandmother *went on and on*, he meant she:**
   - (a) *went a long way*
   - (b) *did exciting things*
   - (c) *kept talking about it*

3. **Which sentence uses the correct homophones?**
   - (a) *The teacher told them too write there for spelling words on the bored.*
   - (b) *The teacher told them to write their four spelling words on the board.*
   - (c) *The teacher told them too right there four spelling words on the bored.*

4. **Which sentence is spelt correctly?**
   - (a) *I won't go home yet because I want to know what is in the water.*
   - (b) *I won't go home yet because I want to know whot is in the woter.*
   - (c) *I wont go home yet because I wont to know whot is in the water.*

5. **An antonym for *finally* is (antonyms have opposite meanings):**
   - (a) *lastly*
   - (b) *beginning*
   - (c) *firstly*

6. **Which word is a synonym for *mistake* (synonyms have similar meanings)?**
   - (a) *error*
   - (b) *minding*
   - (c) *not understanding*

7. **Say all the words to work out which one belongs in this group:**

   mistake email okay raced games
   - (a) *said*
   - (b) *finally*
   - (c) *complain*

8. **Which word follows the same spelling rule as: *skating, writing, boring*?**
   - (a) *exciting*
   - (b) *cleaning*
   - (c) *skateboarding*

9. **Which word does not follow the spelling rule to make words plural that says 'Change *f* to *v* and add *es*'?**
   - (a) *nerves*
   - (b) *shelves*
   - (c) *themselves*

10. **Say all these words to work out which one belongs in the group.**

    come nothing shut worried
    - (a) *mouth*
    - (b) *about*
    - (c) *trouble*

Stage 3 Mathematics – Friday Week 5 and Week 6

Friday 13/8	***Monday***	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
Online learning					
Activity 1 (Challenge of the Day): *Maths for Love Challenge* *Squares*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *Triangles*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *2 digit times 1 digit*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *Cross Product Challenge*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *Blockout Boxes* Blockout – Polypad – Mathigon	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *Fill the stairs*
Activity 2: Time See Google Classroom for your activity details Extra challenge: Can you find a local bus/train timetable and create some questions related to it? Post the timetable & questions on Google Classroom for your classmates to solve.	**Activity 2:** Factor trees See Google Classroom for your activity details	**Activity 2:** Addition and Subtraction See Google Classroom for your activity details	**Activity 2:** Multiplication See Google Classroom for your activity details	**Activity 2:** Mass See Google Classroom for your activity details	**Activity 2:** Mass See Google Classroom for your activity details
Activity 3: Prodigy	**Activity 3:** Factor Trees (transum.org) Times tables practice Fast Factors (transum.org)	**Activity 3:** Add Two Numbers Up to 5000000 - Year 6 - Practice with Math Games Open the Scratch Pad to show your working out	**Activity 3:** Prodigy	**Activity 3:** Estimate mass (grams and kilograms) (practice) | Khan Academy	**Activity 3:** Word problems with mass (practice) | Mass | Khan Academy
Activity 4: Offline/Hands on Write down the equivalent 24- and 12-hours for time. For example: Midnight = 0000 1am = 0100	**Activity 4:** Offline/Hands on Time yourself practicing writing down your times tables. Do it again, can you beat your time?	**Activity 4:** Offline/Hands on Practice your addition and subtraction skills by rolling a dice to create 3-9 digit numbers.	**Activity 4:** Offline/Hands on Play a board game with your family.	**Activity 4:** Offline/Hands on Help a family member/carer cook a meal. Take note of the measurements you're using and whether it is in grams/teaspoons etc. When	**Activity 4:** Offline/Hands on Help a family member/carer cook a meal. Take note of the measurements you're using and whether it is in grams/teaspoons etc. When

2am = 0200				you empty a can into your recipe, was the gross mass the same as the net mass? Can you use kitchen scales to measure the mass of items? I Have Who Has game	you empty a can into your recipe, was the gross mass the same as the net mass? Can you use kitchen scales to measure the mass of items? I Have Who Has game

Stage 3 Mathematics – Friday Week 5 and Week 6

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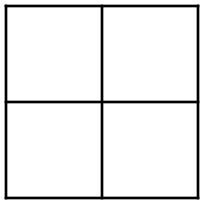
Activity 1 (Challenge of the Day): *Maths for Love Challenge* *Squares*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *Triangles*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *2 digit times 1 digit*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *Cross Product Challenge*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *Blockout Boxes*	**Activity 1 (Challenge of the Day):** *Maths for Love Challenge* *Fill the stairs*
Activity 2: Time See home learning booklet	**Activity 2:** Factor trees See home learning booklet	**Activity 2:** Addition and Subtraction See home learning booklet	**Activity 2:** Multiplication See home learning booklet	**Activity 2:** Mass See home learning booklet	**Activity 2:** Mass See home learning booklet
Activity 3: Write down the equivalent 24- and 12-hours for time. For example: Midnight = 0000 1am = 0100 2am = 0200	**Activity 3:** Time yourself practicing writing down your times tables. Do it again, can you beat your time?	**Activity 3:** Practice your addition and subtraction skills by rolling a dice to create 3-9 digit numbers.	**Activity 3:** Play a board game with your family.	**Activity 3:** Help a family member/carer cook a meal. Take note of the measurements you're using and whether it is in grams/teaspoons etc. When you empty a can into your recipe, was the gross mass the same as the net mass? Can you use kitchen scales to measure the mass of items? I Have Who Has game	**Activity 3:** Help a family member/carer cook a meal. Take note of the measurements you're using and whether it is in grams/teaspoons etc. When you empty a can into your recipe, was the gross mass the same as the net mass? Can you use kitchen scales to measure the mass of items? I Have Who Has game

Friday

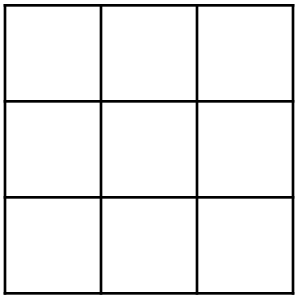
Name_____

Math for Love
Challenge Problems

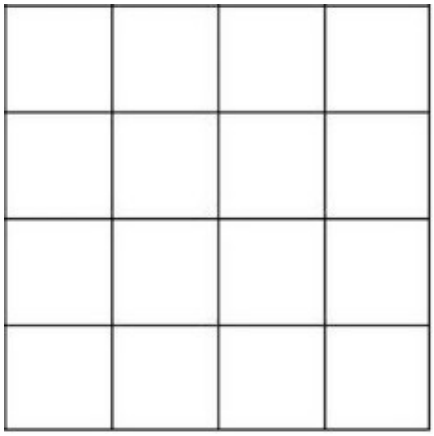


1. Can you find all 5 squares in the 2 by 2 grid?

_____



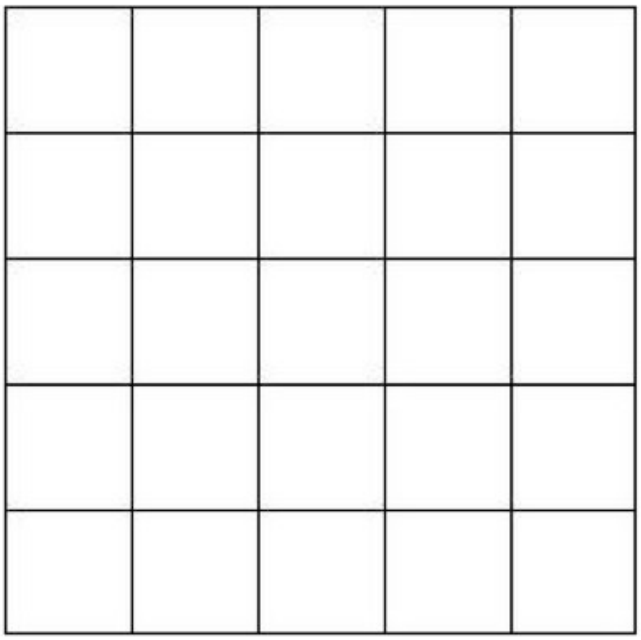
2) Can you find all 14 squares in the 3 by 3 grid?



3) How many squares in the 4 by 4 grid?

Name_____

4) How many squares in a 5 by 5 grid?



6) How much farther can you go?

Time

Look at the below Newcastle Ferry timetable for Monday to Friday. The ferry goes back and forth between Stockton and Queens Wharf. The timetable is presented in 24-hour time. 24-hour time refers to the hours and minutes since midnight.

For example: Midnight is shown as 00:00 as there have been no hours since midnight.

Midday is shown as 12:00 as there has been 12 hours since midnight.

10:30am is 10:30 in 24-hour time because there has been 10 hours and 30 minutes since midnight.

10:30pm is 22:30 in 24-hour time because it has been 22 hours and 30 minutes since midnight.

Monday to Friday

map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	05:15	05:40	06:10	06:40	07:05	07:22	07:37	07:52	08:07	08:22	08:37
B	Newcastle, Queens Wharf *arrive*	05:20	05:45	06:15	06:45	07:10	07:27	07:42	07:57	08:12	08:27	08:42

Monday to Friday (continued...)

map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	08:52	09:07	10:10	10:30	10:50	11:10	11:30	11:50	12:40	13:00	13:20
B	Newcastle, Queens Wharf *arrive*	08:57	09:12	10:15	10:35	10:55	11:15	11:35	11:55	12:45	13:05	13:25

Monday to Friday (continued...)

map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	13:40	14:00	14:30	14:50	15:10	15:30	15:50	16:07	16:22	16:37	16:52
B	Newcastle, Queens Wharf *arrive*	13:45	14:05	14:35	14:55	15:15	15:35	15:55	16:12	16:27	16:42	16:57

Monday to Friday (continued...)

map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	17:07	17:22	17:37	17:52	18:07	18:22	18:37	19:45	20:15	20:45	21:15
B	Newcastle, Queens Wharf *arrive*	17:12	17:27	17:42	17:57	18:12	18:27	18:42	19:50	20:20	20:50	21:20

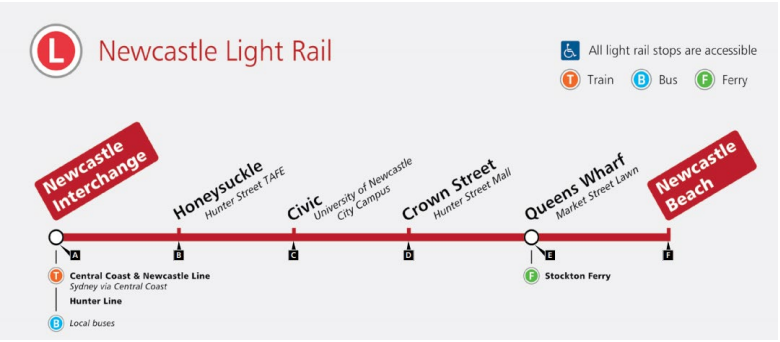
Monday to Friday (continued...)

map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	21:45	22:22	22:45	23:05	F23:45	F00:05
B	Newcastle, Queens Wharf *arrive*	21:50	22:27	22:50	23:10	F23:50	F00:10

Look at the above timetable and answer the following questions:

1. How long does it take to travel from Stockton Wharf to Newcastle's Queens Wharf? _____
2. What time does the ferry begin each day (Monday to Friday)? _____
3. What time does the ferry end on a Friday (F)? _____
4. How many trips per day does the ferry do back and forth between the two wharfs? _____
5. If I was to get on the ferry at 15:10 at Stockton Wharf, what time would I arrive at Queens Wharf? _____
6. If I was to get on the ferry at 10:15 at Queens Wharf, what time would I arrive at Stockton Wharf? _____
7. If I was to arrive at Stockton Wharf at 18:07, what time did I depart from Queens Wharf?
8. If the ferry only takes 5 minutes to travel across the Harbour, why do you think the times are longer getting back to Stockton Wharf? _____

The Newcastle Light Rail travels from Newcastle Train Station (Interchange) to Newcastle Beach and back again. Below is a timetable for the Newcastle Beach to Newcastle Interchange trip.



Saturday							
map ref	Route Number	NLR	NLR	NLR	NLR		NLR	NLR
F	**Newcastle Beach,** Newcastle	05:30	06:00	06:30	07:00		00:15	00:45
E	**Queens Wharf,** Newcastle	05:33	06:03	06:33	07:03	every 15 mins.	00:18	00:48
D	**Crown Street,** Newcastle	05:35	06:05	06:35	07:05		00:20	00:50
C	**Civic,** Newcastle	05:37	06:07	06:37	07:07		00:22	00:52
B	**Honeysuckle,** Newcastle	05:40	06:10	06:40	07:10		00:25	00:55
A	**Newcastle Interchange,** Wickham	05:42	06:12	06:42	07:12		00:27	00:57

Sunday & Public Holidays												
map ref	Route Number	NLR	NLR	NLR	NLR		NLR	NLR	NLR	NLR	NLR	NLR
F	**Newcastle Beach,** Newcastle	05:30	06:00	06:30	07:00		19:15	19:45	20:15	20:45	21:15	21:45
E	**Queens Wharf,** Newcastle	05:33	06:03	06:33	07:03	every 15 mins.	19:18	19:48	20:18	20:48	21:18	21:48
D	**Crown Street,** Newcastle	05:35	06:05	06:35	07:05		19:20	19:50	20:20	20:50	21:20	21:50
C	**Civic,** Newcastle	05:37	06:07	06:37	07:07		19:22	19:52	20:22	20:52	21:22	21:52
B	**Honeysuckle,** Newcastle	05:40	06:10	06:40	07:10		19:25	19:55	20:25	20:55	21:25	21:55
A	**Newcastle Interchange,** Wickham	05:42	06:12	06:42	07:12		19:27	19:57	20:27	20:57	21:27	21:57

Sunday & Public Holidays (cont...)							
map ref	Route Number	NLR	NLR	NLR	NLR	NLR	NLR
F	**Newcastle Beach,** Newcastle	22:15	22:45	23:15	23:45	00:15	00:45
E	**Queens Wharf,** Newcastle	22:18	22:48	23:18	23:48	00:18	00:48
D	**Crown Street,** Newcastle	22:20	22:50	23:20	23:50	00:20	00:50
C	**Civic,** Newcastle	22:22	22:52	23:22	23:52	00:22	00:52
B	**Honeysuckle,** Newcastle	22:25	22:55	23:25	23:55	00:25	00:55
A	**Newcastle Interchange,** Wickham	22:27	22:57	23:27	23:57	00:27	00:57

Look at the above timetables and answer the following questions:

1. If I was to catch the Saturday light rail at 06:00 from Newcastle Beach what time would I expect to arrive at Newcastle Interchange? _____
2. On average, how long does the trip from Newcastle Beach to Newcastle Interchange take? _____
3. On average, how long does the trip from Civic to Newcastle Interchange take? _____
4. If I was to catch the light rail on a Public Holiday from Civic at 22:22 what time would I arrive at Honeysuckle? _____
5. Can you convert the above time into 12-hour notation (time)? _____
6. If I wanted to arrive at Crown Street at 07:05 what time would I need to leave Newcastle Beach at? _____
7. If I missed the light rail at Queens Wharf at 00:18 what time would I need to wait for the next light rail to arrive? _____
8. After 07:12 on Saturday, Sunday and Public Holidays the light rail travels every 15 minutes, why do you think this is?

_____

Ferry timetable

Monday to Friday												
map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	05:15	05:40	06:10	06:40	07:05	07:22	07:37	07:52	08:07	08:22	08:37
B	Newcastle, Queens Wharf *arrive*	05:20	05:45	06:15	06:45	07:10	07:27	07:42	07:57	08:12	08:27	08:42

Monday to Friday (continued...)												
map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	08:52	09:07	10:10	10:30	10:50	11:10	11:30	11:50	12:40	13:00	13:20
B	Newcastle, Queens Wharf *arrive*	08:57	09:12	10:15	10:35	10:55	11:15	11:35	11:55	12:45	13:05	13:25

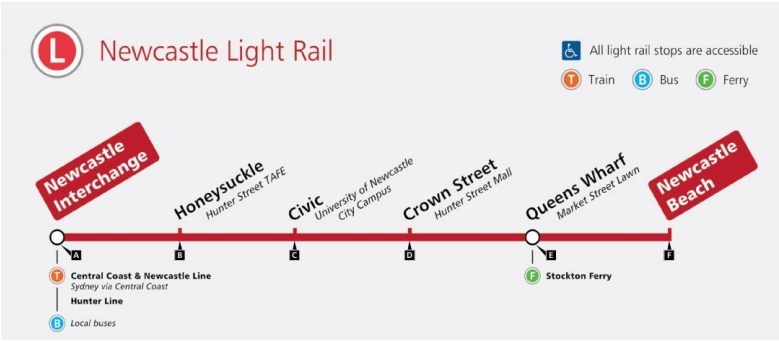
Monday to Friday (continued...)												
map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	13:40	14:00	14:30	14:50	15:10	15:30	15:50	16:07	16:22	16:37	16:52
B	Newcastle, Queens Wharf *arrive*	13:45	14:05	14:35	14:55	15:15	15:35	15:55	16:12	16:27	16:42	16:57

Monday to Friday (continued...)												
map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	17:07	17:22	17:37	17:52	18:07	18:22	18:37	19:45	20:15	20:45	21:15
B	Newcastle, Queens Wharf *arrive*	17:12	17:27	17:42	17:57	18:12	18:27	18:42	19:50	20:20	20:50	21:20

Monday to Friday (continued...)							
map ref	Ferry Route Code	STKN	STKN	STKN	STKN	STKN	STKN
A	Stockton Wharf *depart*	21:45	22:22	22:45	23:05	F23:45	F00:05
B	Newcastle, Queens Wharf *arrive*	21:50	22:27	22:50	23:10	F23:50	F00:10

Light rail timetable

Monday to Friday									
map ref	Route Number	NLR		NLR		NLR	NLR		NLR	NLR
F	Newcastle Beach, Newcastle	05:20		07:05		19:13	19:30		00:15	00:45
E	Queens Wharf, Newcastle	05:23	every	07:08	every	19:16	19:33	every	00:18	00:48
D	Crown Street, Newcastle	05:25	15	07:10	7.5	19:18	19:35	15	00:20	00:50
C	Civic, Newcastle	05:27	mins.	07:12	mins.	19:20	19:37	mins.	00:22	00:52
B	Honeysuckle, Newcastle	05:30		07:15		19:23	19:40		00:25	00:55
A	Newcastle Interchange, Wickham	05:32		07:17		19:25	19:42		00:27	00:57



Looking at the above timetables, answer the following questions:

1. If I was to get on the ferry at Stockton at 05:15, what time would I need to be at the Queens Wharf light rail stop at in order to get the first available light rail to Newcastle Interchange? _____
2. If I was to get on the ferry at Stockton at 6:37pm, what time does the next light rail leave from the Queens Wharf light rail stop (in 12-hour time)? _____
3. If I was to arrive on the Ferry at Queens Wharf at 00:10 on Friday, what time could I arrive at Honeysuckle on the light rail? _____
4. If I was to arrive at the Newcastle Interchange on the light rail at 07:17 what time was the latest ferry I could have caught from Stockton? _____

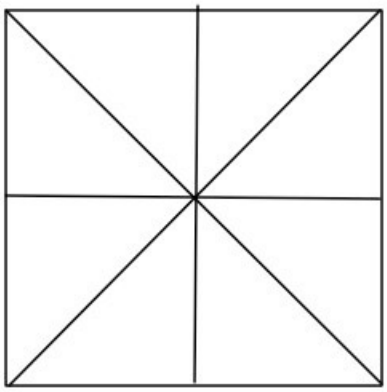
Monday

Name_____

Math for Love
Challenge Problems

How many triangles can you find in this picture?

]



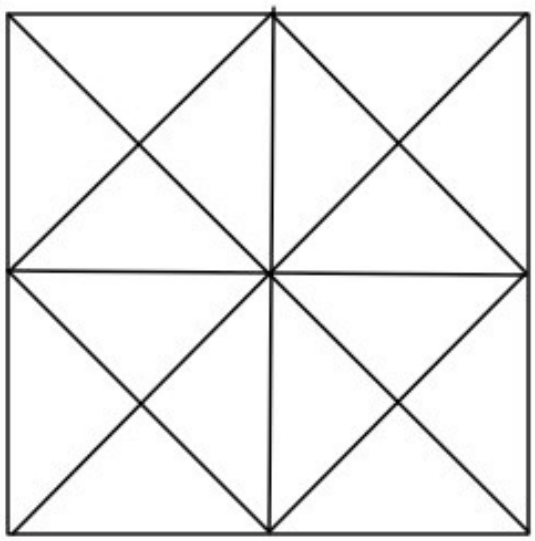
1 - 8	Fair
9 - 12	Good
13 -14	Excellent
15 and higher	Amazing!

Name_____

Math for Love
Challenge Problems

How many triangles can you find in this picture?

]



1 - 16	Fair
16 - 32	Good
33 - 40	Excellent
41 and higher	Amazing!

Factor Trees

Prime and composite numbers

A **prime number** is any number greater than 1 that has only two factors (it is only divisible by 1 and itself).
The number 7 is a prime number because its only factors are 1 and 7.

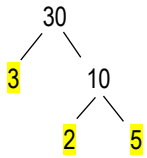
A **composite number** is any number greater than 1 that has more than 2 factors (or is divisible by more than 2 numbers).
The number 9 is a composite number because its factors are 1, 3 and 9.

Prime numbers between 1-100 are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89 and 97.

Factor trees

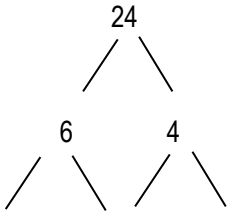
A factor tree is a diagram used to break down a number by dividing it by it's factors until all numbers that are left are prime numbers!

1. Write the number you want to factor at the top, for example 30.
2. Find 2 whole numbers that multiplied together equal the number up the top (30).
3. Keep splitting each factor in this way until you reach a prime number. Once a prime number is reached, we circle/highlight it.
4. The prime circled/highlighted numbers multiply together to make the number at the top of the tree eg 30 = 3 x 2 x 5



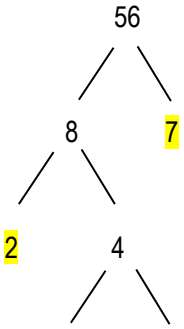
30 = 3 x 2 x 5

(a)



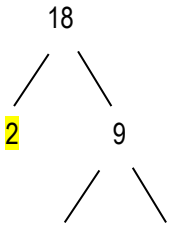
24 = 3 x 2 x 2 x 2

(b)



56 = 2 x 2 x 2 x 7

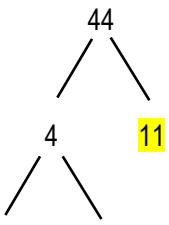
(c)



18 = 2 x

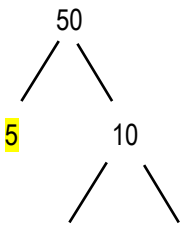
	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

(d)



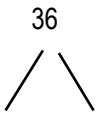
44 =

(e)



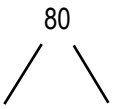
50 =

(f)



36 =

(g)

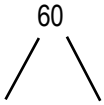


80 =

(h)

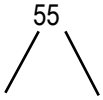
28 =

(i)



60 =

(k)



55 =

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

List all of the multiples for the following numbers:

Eg 12 <u>1, 2, 3, 4, 6, 12</u>

(a) 20 _____

(b) 32 _____

(c) 42 _____

(d) 40 _____

(e) 70 _____

(f) 100 _____

(g) 120 _____

Tuesday

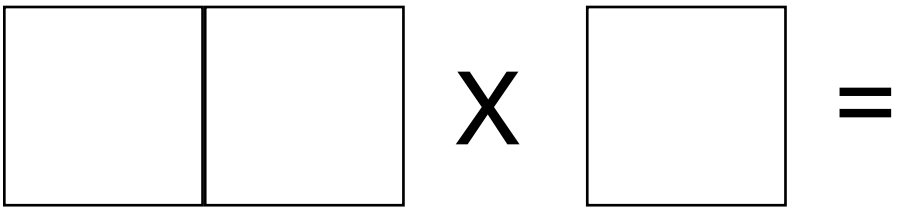
Name_____

Math for Love
Challenge Problems

1-**digit times 2-digit**

Put three of the digits 1 to 4 in the blanks below to make the largest possible product.

Over 50 - good
Over 100 - great
128 = perfect!



Name_____

Math for Love
Challenge Problems

1-**digit times 2-digit**

Put three of the digits 1 to 4 in the blanks below to make the largest possible product.

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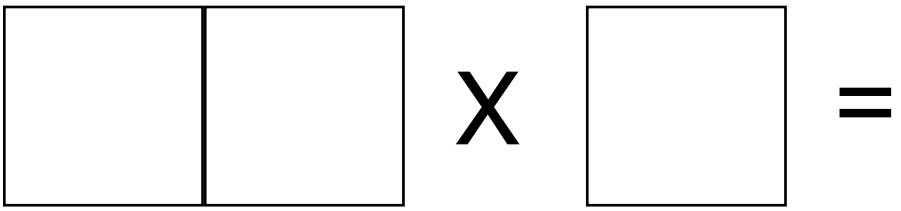
128 = perfect!



1 Add the 4-digit numbers with trading in the ones.

a
$$\begin{array}{r} 4238 \\ +\ 2724 \\ \hline \end{array}$$

b
$$\begin{array}{r} 4325 \\ +\ 3565 \\ \hline \end{array}$$

c
$$\begin{array}{r} 7526 \\ +\ 1357 \\ \hline \end{array}$$

d
$$\begin{array}{r} 3726 \\ +\ 5238 \\ \hline \end{array}$$

e
$$\begin{array}{r} 3505 \\ +\ 4327 \\ \hline \end{array}$$

2 Add the 4-digit numbers with trading in the ones or tens.

a
$$\begin{array}{r} 7357 \\ +\ 2126 \\ \hline \end{array}$$

b
$$\begin{array}{r} 1084 \\ +\ 365 \\ \hline \end{array}$$

c
$$\begin{array}{r} 3483 \\ +\ 2341 \\ \hline \end{array}$$

d
$$\begin{array}{r} 6607 \\ +\ 406 \\ \hline \end{array}$$

e
$$\begin{array}{r} 5897 \\ +\ 78 \\ \hline \end{array}$$

3 Add the 4-digit numbers with trading in the ones, tens or hundreds.

a
$$\begin{array}{r} 3574 \\ +\ 2380 \\ \hline \end{array}$$

b
$$\begin{array}{r} 6836 \\ +\ 1706 \\ \hline \end{array}$$

c
$$\begin{array}{r} 3579 \\ +\ 3550 \\ \hline \end{array}$$

d
$$\begin{array}{r} 2674 \\ +\ 4638 \\ \hline \end{array}$$

e
$$\begin{array}{r} 3586 \\ +\ 1557 \\ \hline \end{array}$$

Entrée		*Main*		*Dessert*	
Prawns	$6.50	Fish	$8.50	Apple Pie	$2.50
Oysters	$7.50	Fillet Steak	$12.00	Ice Cream	$1.50
Soup	$5.50	Chicken	$9.50	Strawberries	$4.50
Mushrooms	$6.00	Lobster	$21.00	Pavlova	$3.50
		Steak Diane	$12.50		
		Chicken Nuggets	$6.50		
		Hamburger	$7.00		

4 How much did each person spend? (You may need a calculator.)

a Mr Barton had an entrée of prawns, a main meal of fish and an apple pie for dessert. $

b Mrs Hill had oysters, steak diane and pavlova. $

5 Make up a meal consisting of an entrée, main and dessert that costs between $23 and $26.

Food Items	Cost
Total Cost	

Addition and Subtraction Practice

A. 35789 +
7 8 9 5 1

b. 8 7 5 3 2 1 +
1 3 2 5 8 9

c. 8 4 0 0 6 +
3 6 8 0 3

d. 9 5 4 0 8 9 +
5 5 8 9 2 1

e. 6 7 4 3 2 1 +
2 6 8 4 9

f. 9 8 1 9 4 5 +
8 4 2 5 9

g. 8 9 4 6 7 -
2 3 1 6

h. 9 6 4 3 1 -
3 1 0 1

i 9 4 5 6 7 9 -
3 4 1 7 9

j. 8 9 3 4 7 9 -
9 4 7 3 1

Addition and Subtraction Word Problems

LO: to solve word problems using addition and subtraction

Solve the following problems:

1) There are 167 books in one classroom and 392 books in the other.
   How many books are there altogether in both classrooms?

2) Jay has a collection of 263 football cards. His brother has 189.
   How many more football cards does Jay have?

3) A family drive 208 kms from London to Manchester, and then 213 kms on to Glasgow.
   How far did they travel altogether?

4) A cricket team score 456 in the first innings and 249 in the second innings.
   How many runs did they score altogether?

5) Jenny has $5.67. She spends $2.85 on a present for her brother.
   How much money does she have left?

6) Abi collects stamps. She has 351 in a box and 456 in a book.
   How many does she have altogether?

7) A lorry driver has a 561 km journey. He stops for a break after 314 km. How much further has he to travel?

8) A pack of Christmas cards costs $5.49.
   How much change would there be from $10.00?

9) A packet of lentils weighs 450g and a packet of kidney beans weighs 385g.
   How much do they both weigh altogether?

10) A shopkeeper has 367 bottles of lemonade.
    He orders 480 more. How many bottles of lemonade will he have now?

Challenge

Two children have 720 marbles between them.
Jay has 126 more than Abi.
How many does Abi have?

Addition and Subtraction Word Problems

LO: to solve word problems using addition and subtraction

Solve the following problems:

1) There are 167 books in one classroom and 392 books in the other.
   How many books are there altogether in both classrooms? 559

2) Jay has a collection of 263 football cards. His brother has 189.
   How many more football cards does Jay have? 74

3) A family drive 208 miles from London to Manchester, and then 213 miles on to Glasgow.
   How far did they travel altogether? 421

4) A cricket team score 456 in the first innings and 249 in the second innings.
   How many runs did they score altogether? 705

5) Jenny has £5.67. She spends £2.85 on a present for her brother.
   How much money does she have left? £2.82

6) Abi collects stamps. She has 351 in a box and 456 in a book.
   How many does she have altogether? 807

7) A lorry driver has a 561 mile journey. He stops for a break after 314 miles.
   How much further has he to travel? 247

8) A pack of Christmas cards costs $5.49.
   How much change would there be from $10.00? $4.51

9) A packet of lentils weighs 450g and a packet of kidney beans weighs 385g.
   How much do they both weigh altogether? 835g

10) A shopkeeper has 367 bottles of lemonade. He orders 480 more.
    How many bottles of lemonade will he have now? 847

Challenge

Two children have 720 marbles between them.
Jay has 126 more than Abi.
How many does Abi have? 297 (360 – 63)

Addition and Subtraction Word Problems

Step 1: Highlight/underline the numbers and the important information.

Step 2: Write an algorithm to solve the word problem.

Step 3: Use the inverse (opposite) operation to check your answer.

1. Maria saved $37 000 to buy a new car. The basic model costs $25 999 and she added tinted windows for $890 and Bluetooth connectivity for $1345. What is the total cost of the car?

   Does she have enough money to buy the car? Why/why not?

   _____

   _____

2. Billy pays $390 000 for a unit, he also needs to pay $32 060 in stamp duty and $3 500 in fees. How much does Billy pay altogether for the unit?

3. Sara buys a car for $22 590. She also pays $1000 for car insurance and $500 to register the car. How much does Sara pay altogether?

4. On Monday, Jose had 198 apples, 139 oranges, and 5 pears available at his shop. That day, he sold 15 apples, 22 oranges, and 18 pears. How many pieces of fruit were remaining on Tuesday.

5. A book stand sold 978 magazines in the first month and 36 less than that in the second month. How many magazines did they sell altogether in these two months?

6. A car's tank had 10.2 L of fuel remaining. It used 2.8 L driving to the supermarket and 3.4 L driving to the beach. If it needs 4 L to travel to the petrol station, will it make it without running out of fuel?

7. John's family fly 8 432 km to arrive at their favourite holiday destination. They are in mid-air and have flown 6 212 km. If the plane's tank of fuel can allow it to fly for 12 000 km, how much further could they fly from their current location?

8. A total of 45 239 fans attended the grand final of the NRL. If 26 829 supported the Newcastle Knights and 18 293 supported the Melbourne Storm, how many neutral supporters were in the stadium?
Hint: Add the two teams attendees together. Then take away that number from the total.

9. Neil decided to train for cross-country. On the first day of training he ran 3.2 km. On the second day he ran 5.4 km. On the 3rd and 4th day he ran a total of 8.9 km. If he ran 22 km in total after five days of training, how far did he run on the fifth day?
Hint: add the total amount he ran on the first day, second day and combined 3/4th day…. Subtract this total from the 22km

10. The children in Year 6 were picking which activities to take part in on a school trip. There are 60 children in Year 6. Half the class chose canoeing. 18 children chose abseiling. The rest of the children chose rock-climbing. How many children chose rock-climbing?

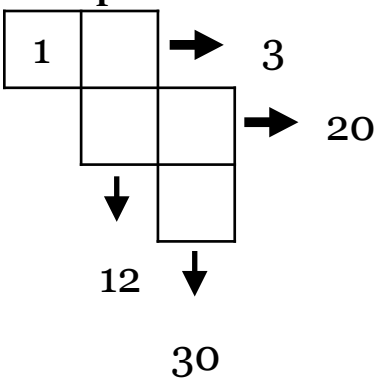
Wednesday

Name_____

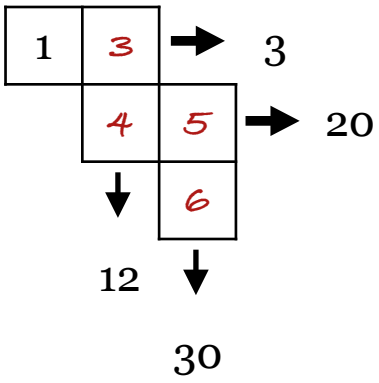
Cross-Product Challenges

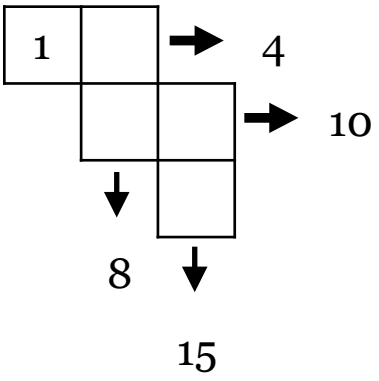
Fill in the missing spaces so that the numbers in every row and column multiples to the number indicated by the arrow.

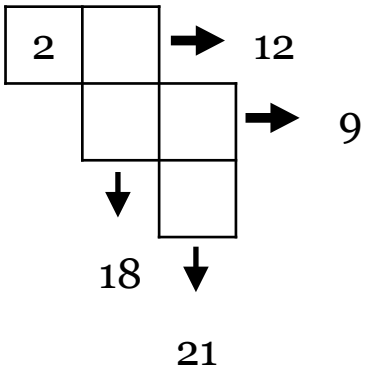
Example

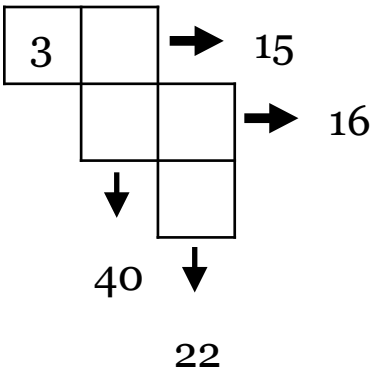


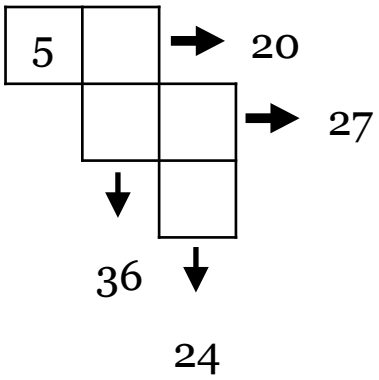
Filled In





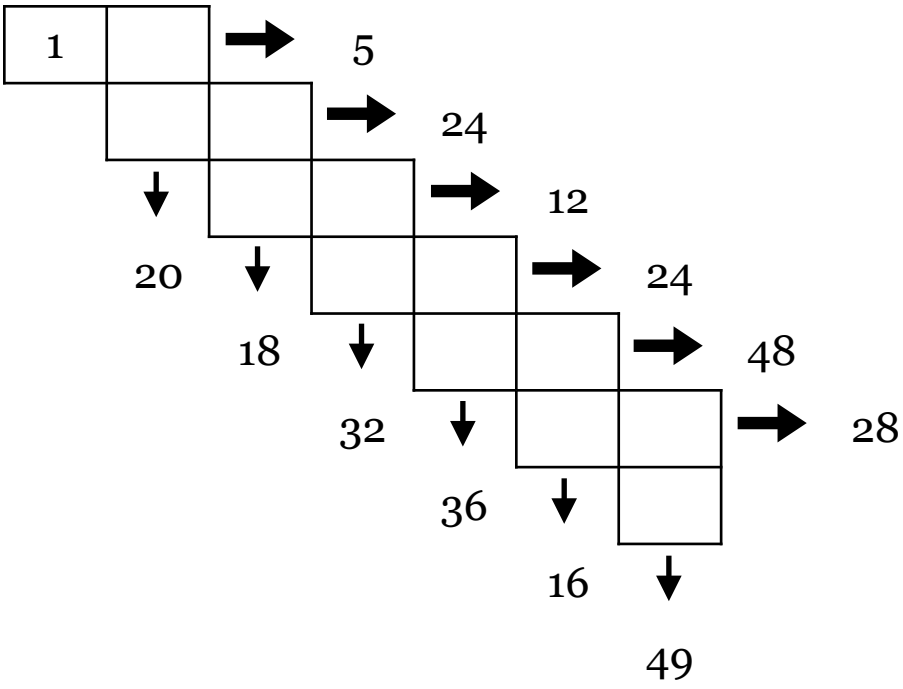


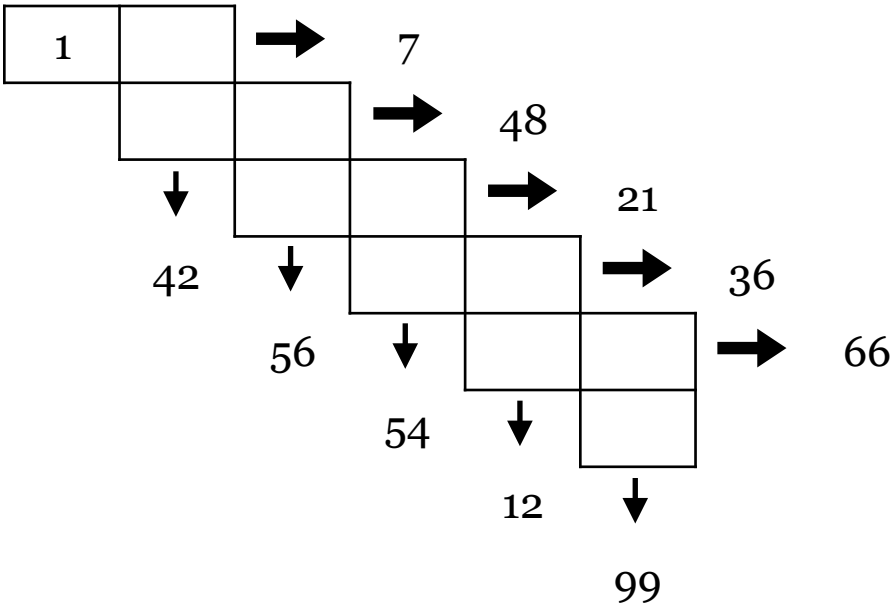




Name_____

Cross-Sum Challenges





Hund	Tens	Ones
	$^{2}5$	3
x		9
4	7	7

$9 \times 3 = 27$ Write the 7 in the ones column and trade the 2 to the tens column.

9×5 tens $= 45$ plus the 2 tens traded $= 47$ tens. Write a 7 in the tens column and a 4 in the hundreds column.

1 Solve the multiplications using the contracted form.

a

Hund	Tens	Ones
	2	5
x		3

b

Hund	Tens	Ones
	2	7
x		4

c

Hund	Tens	Ones
	3	3
x		3

d

Hund	Tens	Ones
	4	4
x		5

e

Hund	Tens	Ones
	3	6
x		4

f

Hund	Tens	Ones
	5	4
x		4

g

Hund	Tens	Ones
	3	7
x		5

h

Hund	Tens	Ones
	4	5
x		6

i

Hund	Tens	Ones
	2	6
x		7

j

Hund	Tens	Ones
	1	9
x		8

2 Calculate how much each worker would save.

a

Bank Book
How much would Pedro save in 5 weeks if he saved $27 each week?

Hund	Tens	Ones
x		
$		

b

Bank Book
How much would Maria save in 6 weeks if she saved $35 each week?

Hund	Tens	Ones
x		
$		

c

Bank Book
Billy saved $45 each week for 5 weeks. What was his total savings?

Hund	Tens	Ones
x		
$		

d

Bank Book
Jean saved $36 each week for 7 weeks. What was her total savings?

Hund	Tens	Ones
x		
$		

e

If John saved $34 each week for 7 weeks, would he have enough to buy a stereo for $250?

Yes No

Hund	Tens	Ones
x		
$		

f

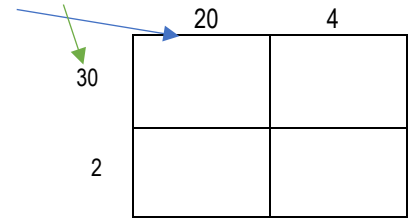
If Jim saved $48 each week for 5 weeks would he have saved more than Maria?

Yes No

Hund	Tens	Ones
x		
$		

Area model for multiplication

Sometimes it is easier to split a number into smaller parts when we multiply larger numbers together. We draw a rectangle and split both numbers (that we are multiplying) into expanded notation.
For example:
24 x 32 =



You then multiply the numbers on the left with those on top of the rectangle, the answers to this go in the smaller rectangles.
30 x 20 = 600
2 x 20 = 40
30 x 4 = 120
2 x 4 = 8

24 x 32 =

	20	4
30	600	120
2	40	8

We then add the numbers in each of the smaller rectangles together:
600 +
120
40
8
768

24 x 32 = 768
You can then check your answer using a formal algorithm.

a. 24 x 12 =

	20	4
10	200	40
2	40	8

Step 1: Break 24 and 12 into expanded notation (24 becomes 20 + 4) and 12 becomes 10 + 2). Write those around the outside of the rectangle.
Step 2: Multiply the numbers up the top of the rectangle with those on the side of the rectangle (10 x 20) (2 x 20) (10 x 4) and (2 x 4).
Step 3: Put those totals inside each of the smaller rectangles
Step 4: Add those totals inside the smaller rectangles together (200 + 40 + 40 + 8)
Step 5: Check your answer using a formal algorithm or calculator

200 +
40
40
8

24 x
12

b. 35 x 17 =

	30	5
10	300	50
7	210	35

Step 1: Break 35 and 17 into expanded notation (35 becomes 30 + 5) and 17 becomes 10 + 7). Write those around the outside of the rectangle.
Step 2: Multiply the numbers up the top of the rectangle with those on the side of the rectangle (10 x 30) (7 x 30) (10 x 5) and (7 x 5).
Step 3: Put those totals inside each of the smaller rectangles
Step 4: Add those totals inside the smaller rectangles together
Step 5: Check your answer using a formal algorithm or calculator

c. 52 x 20 =

	50	2
20		
0		

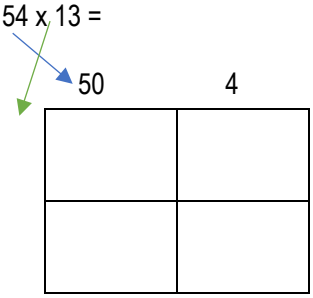
Step 1: Break 52 and 20 into expanded notation (52 becomes 50 + 2) and 20 becomes 20 + 0). Write those around the outside of the rectangle.
Step 2: Multiply the numbers up the top of the rectangle with those on the side of the rectangle (50 x 20) (0x50) (20x2) (0x2) Remember 0 x any number = 0
Step 3: Put those totals inside each of the smaller rectangles
Step 4: Add those totals inside the smaller rectangles together
Step 5: Check your answer using a formal algorithm or calculator

d. 33 x 42 =

	30	3
40		
2		

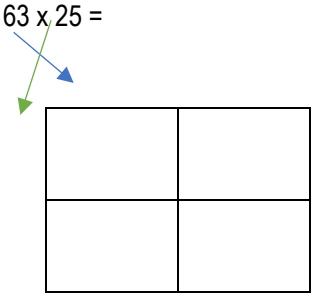
Step 1: Break 33 and 42 into expanded notation (33 becomes 30 + 3) and 42 becomes 40 + 2). Write those around the outside of the rectangle.
Step 2: Multiply the numbers up the top of the rectangle with those on the side of the rectangle
Step 3: Put those totals inside each of the smaller rectangles
Step 4: Add those totals inside the smaller rectangles together
Step 5: Check your answer using a formal algorithm or calculator

e. 54 x 13 =



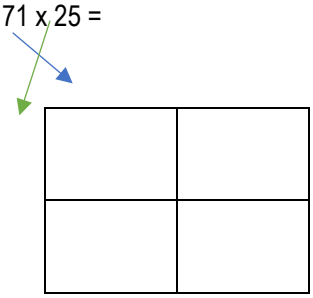
Step 1: Break 54 and 13 into expanded notation (54 becomes 50 + 4) and 13 becomes 10 + 3). Write those around the outside of the rectangle.
Step 2: Multiply the numbers up the top of the rectangle with those on the side of the rectangle
Step 3: Put those totals inside each of the smaller rectangles
Step 4: Add those totals inside the smaller rectangles together
Step 5: Check your answer using a formal algorithm or calculator

f. 63 x 25 =



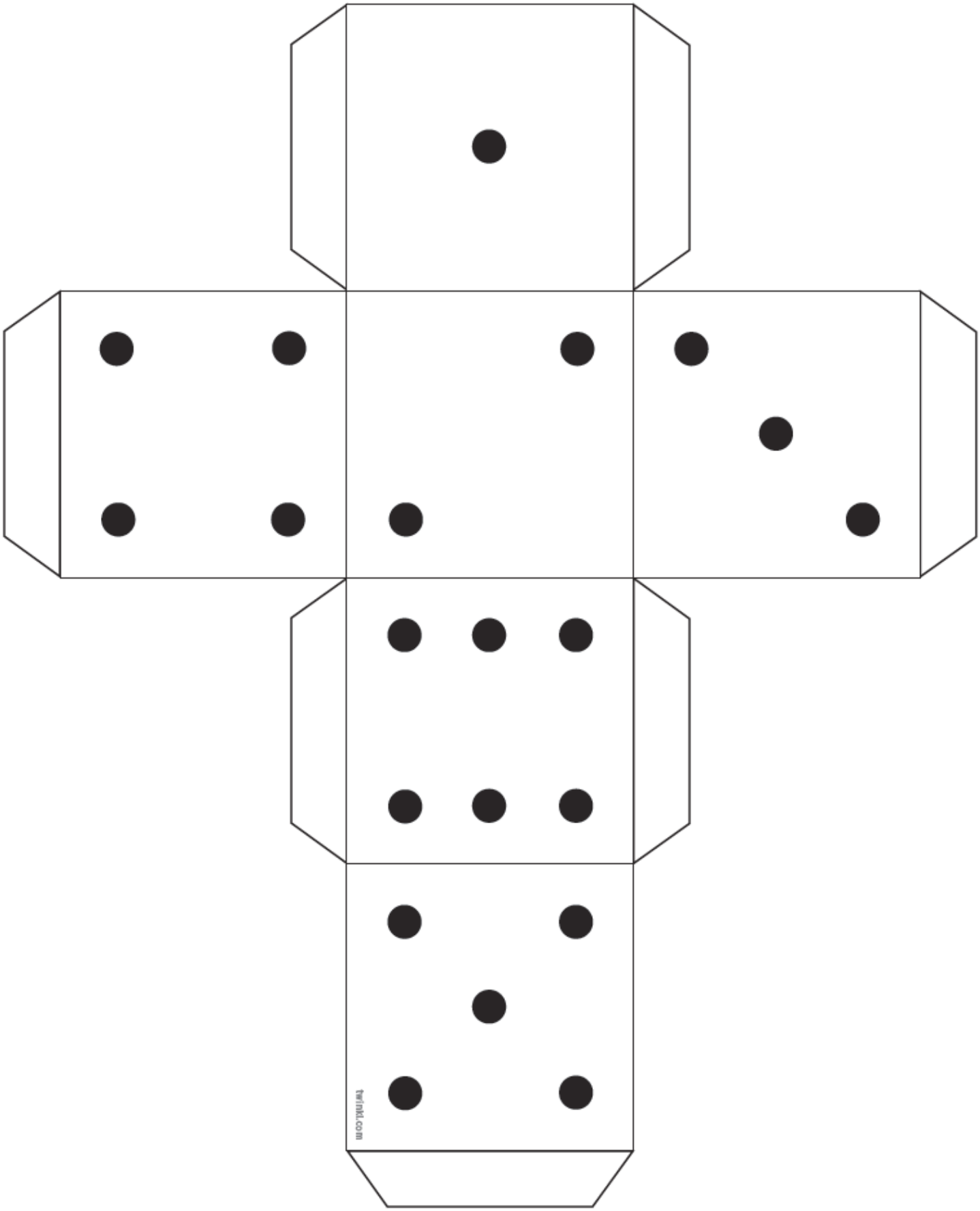
Step 1: Break 63 and 25 into expanded notation (63 becomes 60 + 3) and 25 becomes 20 + 5). Write those around the outside of the rectangle.
Step 2: Multiply the numbers up the top of the rectangle with those on the side of the rectangle
Step 3: Put those totals inside each of the smaller rectangles
Step 4: Add those totals inside the smaller rectangles together
Step 5: Check your answer using a formal algorithm or calculator

g. 71 x 25 =



Step 1: Break 71 and 25 into expanded notation (71 becomes 70 + 1) and 25 becomes 20 + 5). Write those around the outside of the rectangle.
Step 2: Multiply the numbers up the top of the rectangle with those on the side of the rectangle
Step 3: Put those totals inside each of the smaller rectangles
Step 4: Add those totals inside the smaller rectangles together
Step 5: Check your answer using a formal algorithm or calculator

Thursday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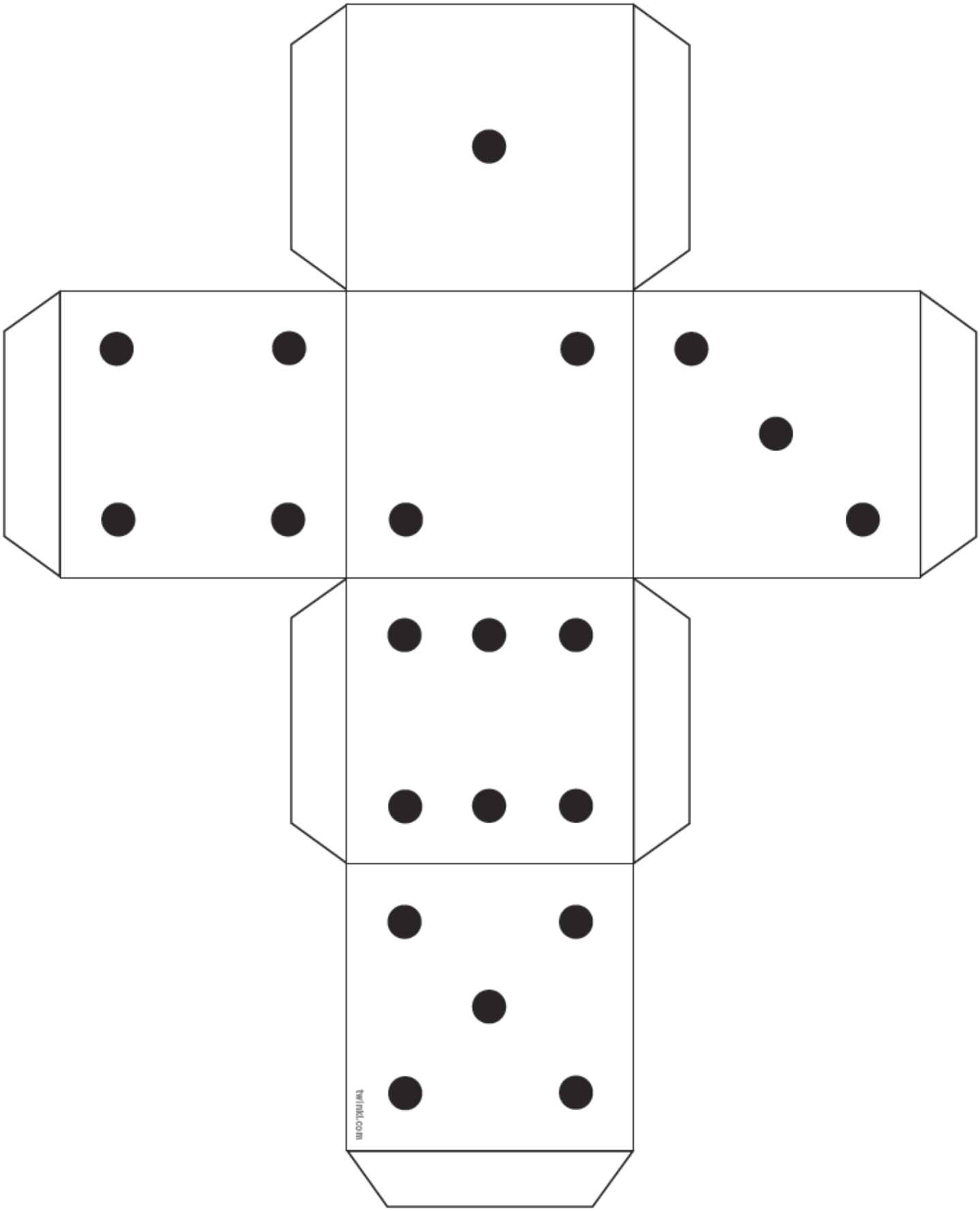
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Blockout

For 2 players.

Rules. Players take turns rolling two dice, and drawing a rectangle on the game board with side lengths given by the two numbers they rolled. For example, if you rolled a 3 and a 6, you would draw a 3 by 6 rectangle, placed horizontally or vertically on the board.

Your rectangle cannot intersect or be contained in any previously drawn rectangles. If you cannot add a rectangle to the board on your turn, pass the dice to the next player. If all players pass in a row, the game is over. So Player 1 doesn't get too great an advantage, their first rectangle must be drawn in the corner. After that, rectangles may be drawn in any open spot.

Players get a point for each square they've drawn a rectangle around. For example, a 3 by 4 rectangle is worth 12 points. Whoever boxes the most squares wins.

Player 1 Start Here											

Blockout

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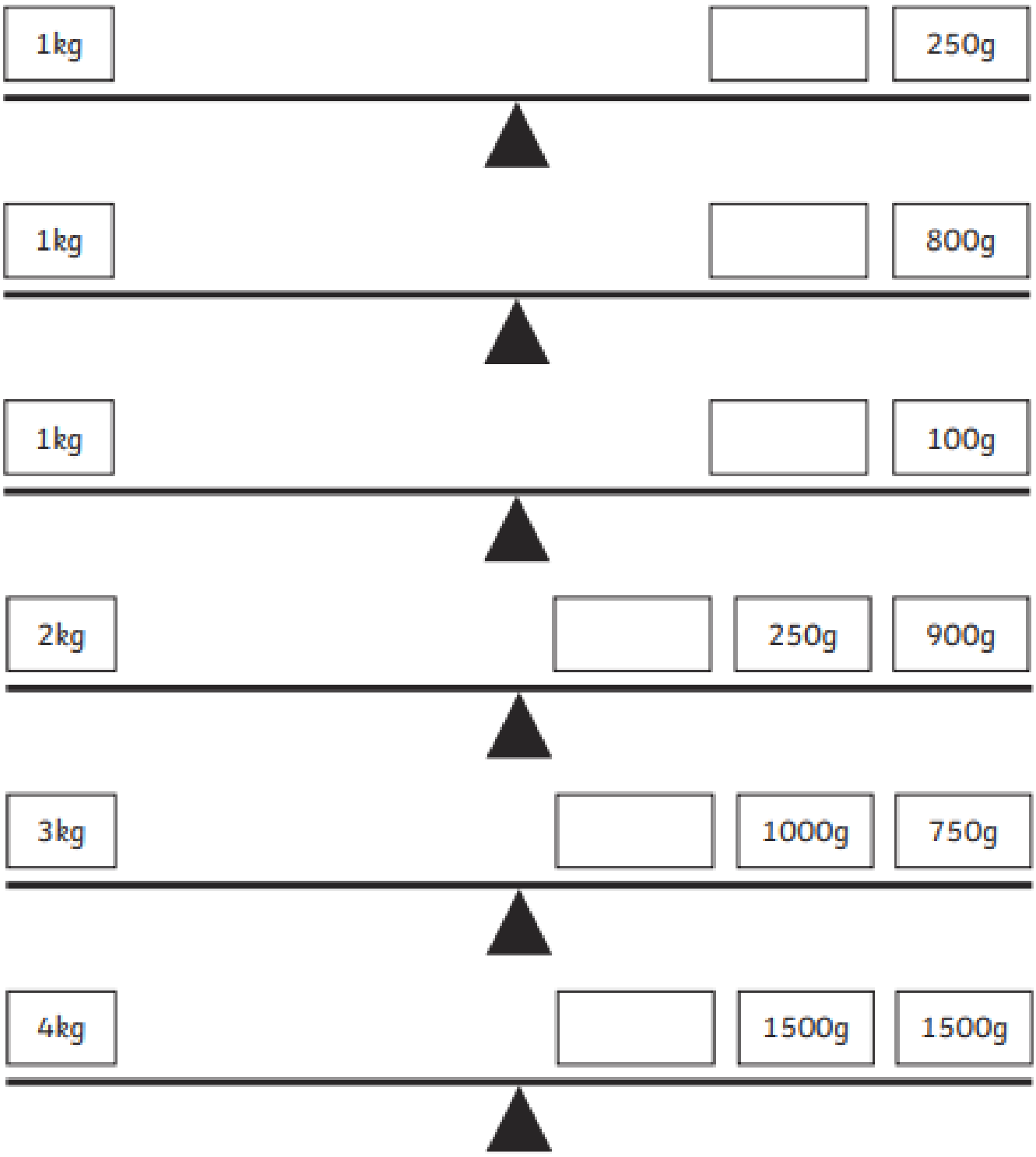
Players get a point for each square they've drawn a rectangle around. For example, a 3 by 4 rectangle is worth 12 points. Whoever boxes the most squares wins.

Player 1 Start Here											

Mass

Mass is the measure of the amount of matter in an object.

Balance the scales, by adding the correct weight to the empty box. There are 1,000 grams (g) per 1 kilogram (kg).



Mass Investigation

Mass is measuring the matter in an object. We usually measure mass using weight. Find eight objects that are located in your kitchen cupboard. Predict the mass of each of the objects before checking their packaging (don't cheat) 😉 You may need to calibrate your guess by holding an item that is 1kg.

Measure the correct mass using kitchen scales or by checking the packaging and record the result. Remember to write the type of measurement, whether grams or kilograms. You may need to take into consideration as to whether some of the product has been used.

Object	Prediction	Result
	600g	Full pack is estimated at 805g

Adding mass together

We can add mass together when the mass is given in kilograms or grams. If we have both kilograms and grams separately we firstly convert the kilograms into grams noting 1kg = 1000g.
For example 2kg + 30g + 450g > we convert the 2kg into grams. 2kg = 2000g

2,000 +
450
30
2480g

If we are adding items together that are measured in both kilograms and grams we can add them as they are. 5.25kg is the same as 5kg and 250g. 2.08kg is the same as 2kg and 80g.
For example, 5.25kg + 1.3kg + 1.67kg =
In this instance, it is extremely important the decimal point stays where it is.
5.25 +
1.30
1.67
8.22kg

380g


3kg

180g

1kg

469g


500g

Find the total mass of at least 3 objects! You can use the items above, the ones from your own cupboard or from a grocery catalogue/website.

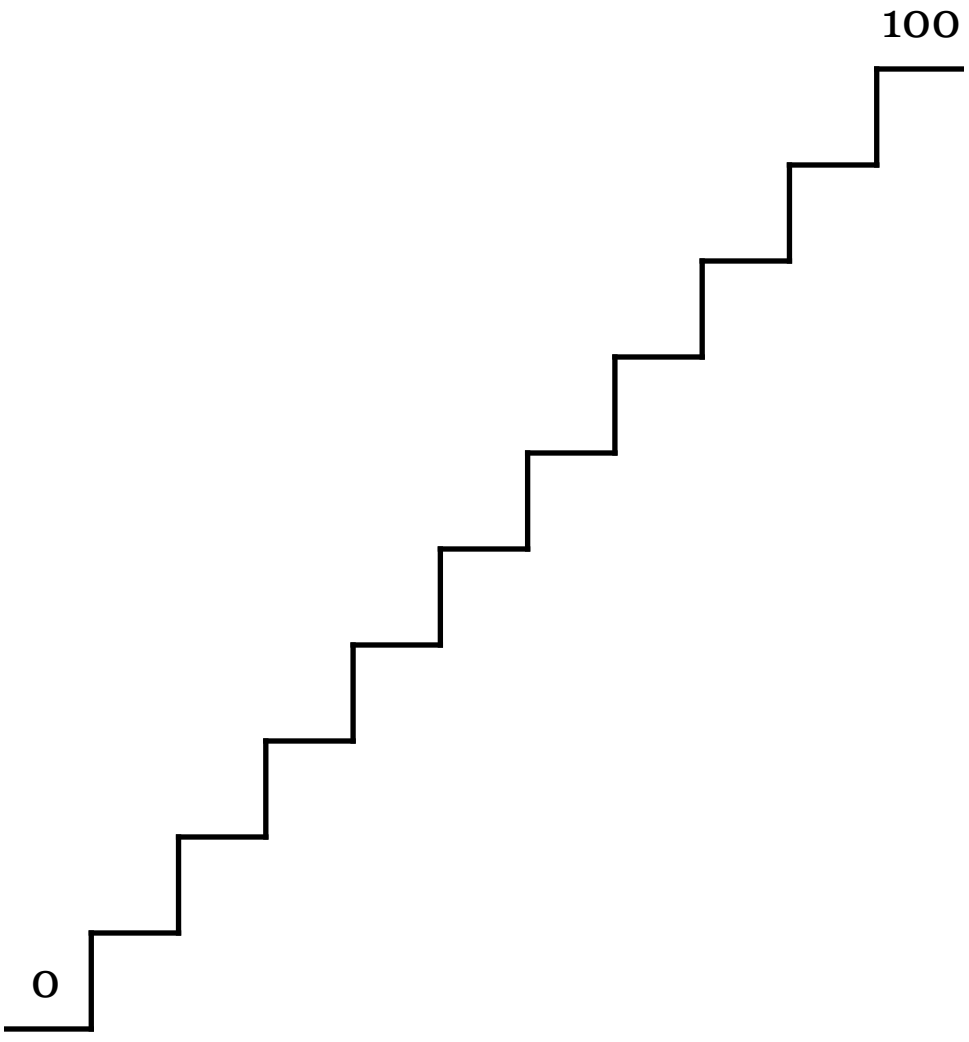
Objects	Addition algorithm	Convert into kilograms (divide the grams by 1,000). You may want to use a calculator.
	Carrots 1kg = 1000g Oranges 3kg = 3000g Apples = 500g 1000 + 3000 500 3500g	3500 ÷ 1000 = 3.5 3500g = 3.5kg
	Doritos = 380g Chocolate = 180g Muesli Bars = 469g 380 + 180 469 1029g	1029 ÷ 1000 = 1.029 1029g = 1.029kg

Friday

Fill the Stairs

Roll the dice to make a two-digit number, and write it in on one of the stairs. Each number you write in must be bigger than all the numbers below it, and smaller than all the numbers above it. If you can't use a number, write down the number under the stairs, and skip your turn.

The game is over if someone fills in all the steps in their staircase.



Fill the Stairs

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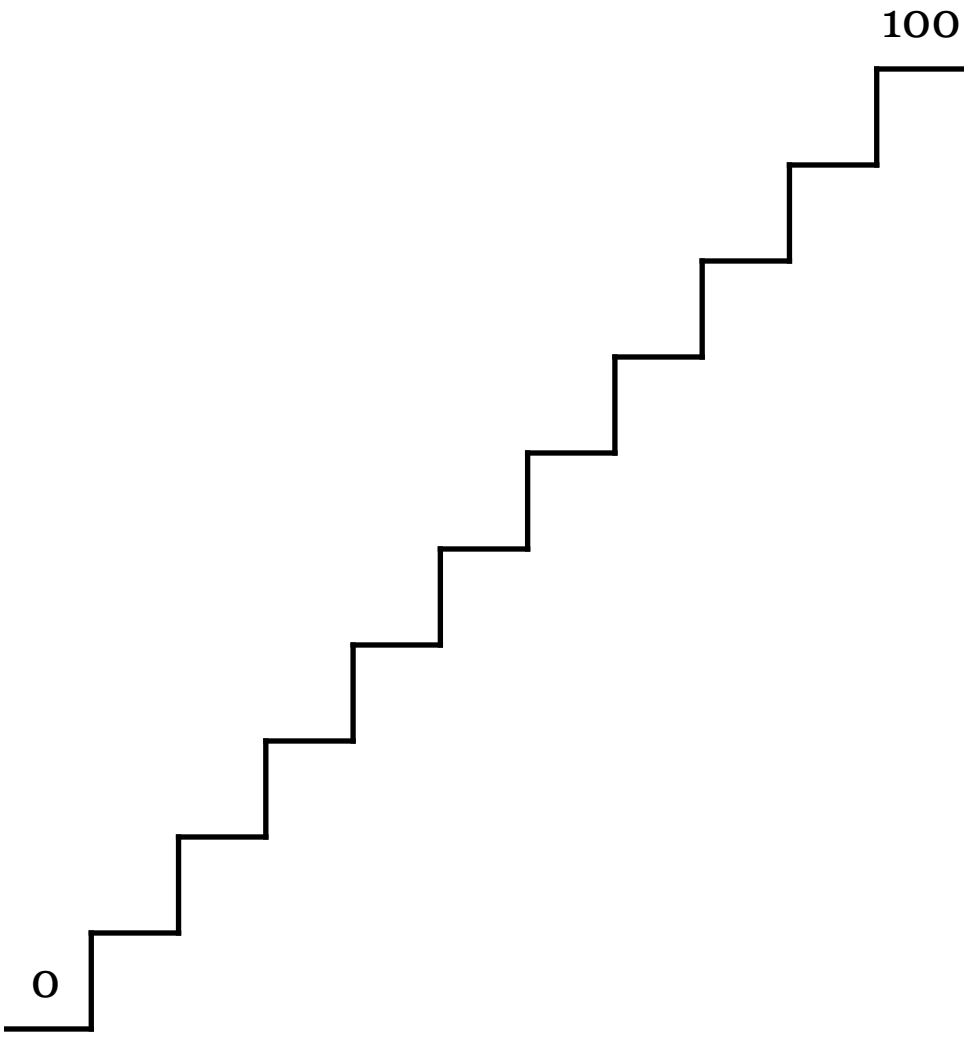
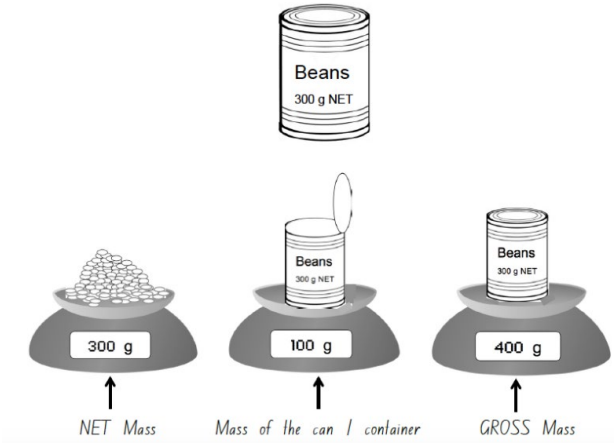


Gross mass and net mass

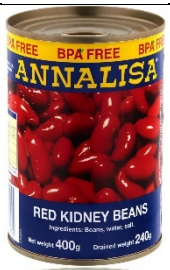
Gross mass is the total weight of a product plus its packaging.
Net mass is the weight of the product without its packaging.



Calculate the gross mass of the following items if the box has a mass of 45g:

Object	Net mass of the cereal	Gross mass (Net mass + 45g)
	660g	660g + 45g = 660 + 45 705g Gross mass = 705g
	790g	
	500g	
	1.2kg	
	1kg	

Calculate the net mass of the following items if the mass of the can is100g.

Object	Gross mass (the total mass of the product and can)	Net mass (the gross mass minus the 100g for the can)
	400g	400g-100g = 300g Net mass of the baked beans is 300g
	450g	
	375g	
	435g	
	285g	
	400g	
	410g	

Estimate the Mass

Draw a ring around the correct mass of each item.

 Apple	5g
	100g
	1kg

 Baby	10g
	500g
	3.5kg

 Doll	2g
	100g
	325g

 Dog	25kg
	50kg
	100kg

 Egg	1g
	60g
	1kg

 Bag of Sugar	10g
	75g
	1kg

 Man	85kg
	200kg
	1,000kg

 Car	1,600g
	1,600kg
	5,000kg

I HAVE, WHO HAS?

MEASURING MASS WITH SCALES

How to play

1. Print, cut and adhere the cards to thick cardboard.

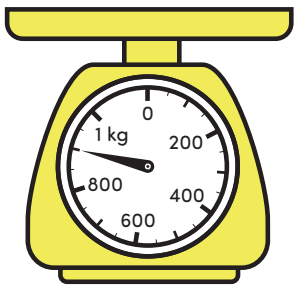
2. Students sit at their desks, or in a circle on the floor.

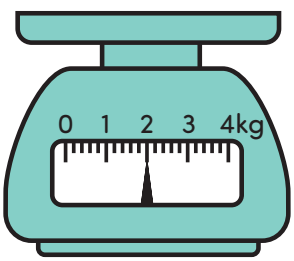
3. Give each student a card. Some students may need to be given two cards, depending on class size.

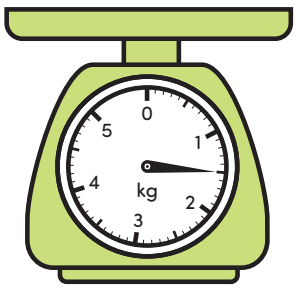
4. The student that has the sentence 'I am the start' begins the game by standing up and reading their card.

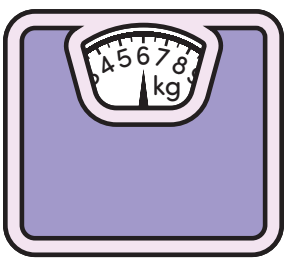
5. Once they have read the clue, the student who has the card with scales showing the correct mass must stand up and read their card.

6. The game continues until the last person reads out 'I am the finish'.







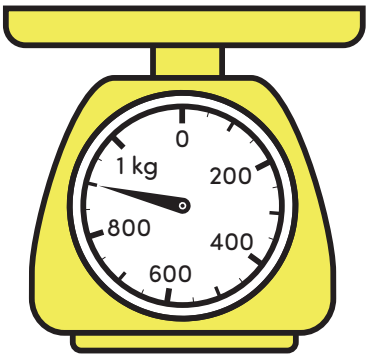


I HAVE, WHO HAS?

MEASURING MASS WITH SCALES

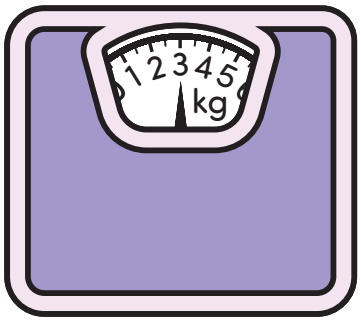
★

I am the start.
I have



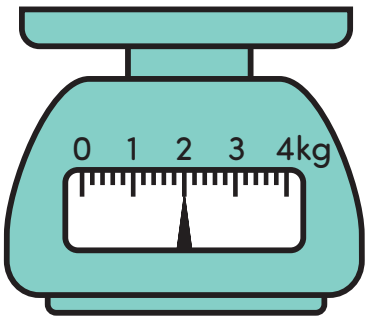
Who has 3 kg?

I have



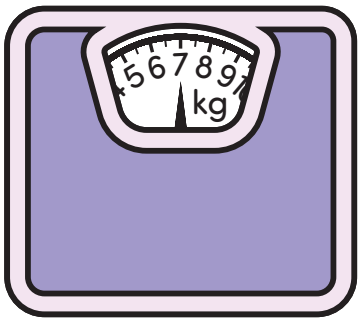
Who has 2 kg?

I have



Who has 7 kg?

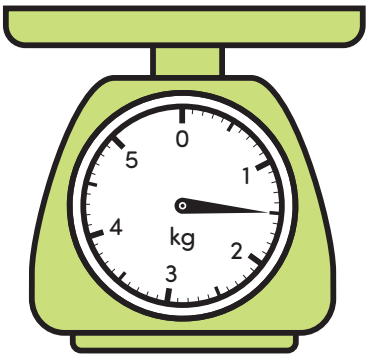
I have



Who has $1\frac{1}{2}$ kg?

teachstarter

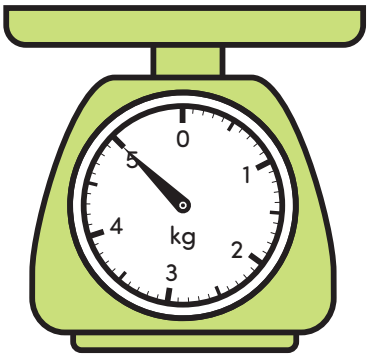
I have



Who has 5 kg?

teachstarter

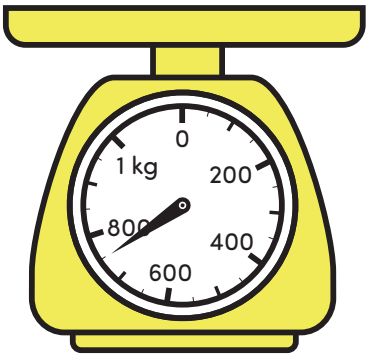
I have



Who has 750 g?

teachstarter

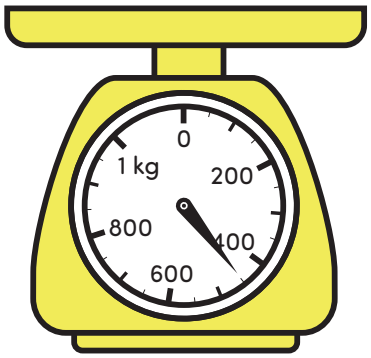
I have



Who has 450 g?

teachstarter

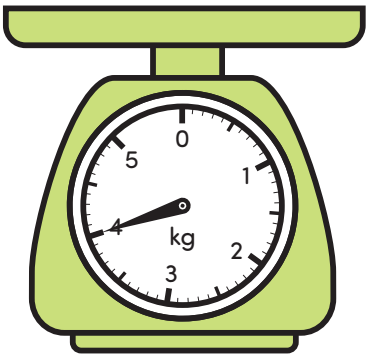
I have



Who has 4 kg?

teachstarter

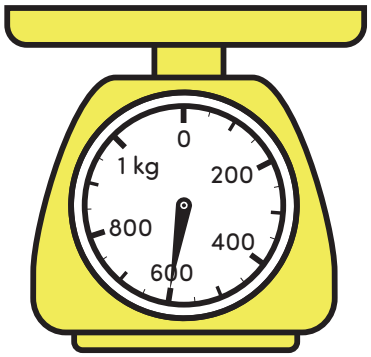
I have



Who has 600 g?

teachstarter

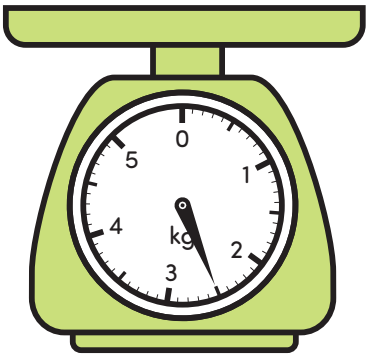
I have



Who has $2\frac{1}{2}$ kg?

teachstarter

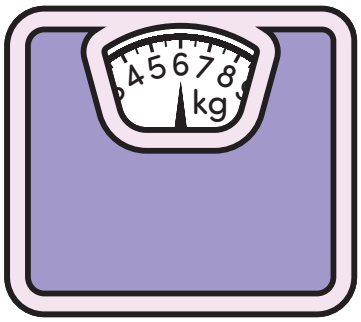
I have



Who has 6 kg?

teachstarter

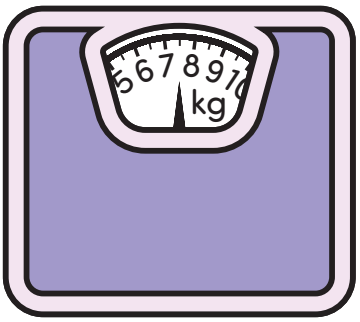
I have



Who has 7 $\frac{1}{2}$ kg?

teachstarter

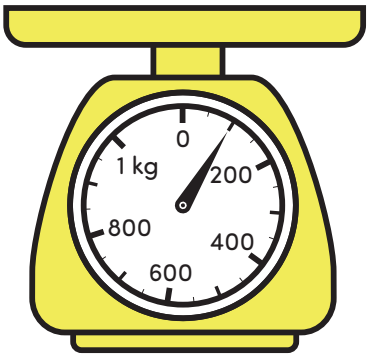
I have



Who has 100 g?

teachstarter

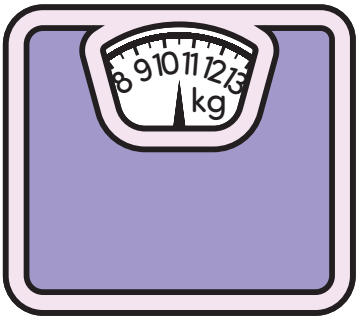
I have



Who has 10 $\frac{1}{2}$ kg?

teachstarter

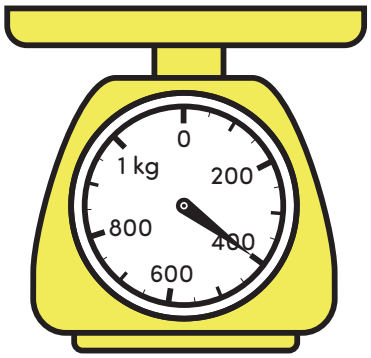
I have



Who has 400 g?

teachstarter

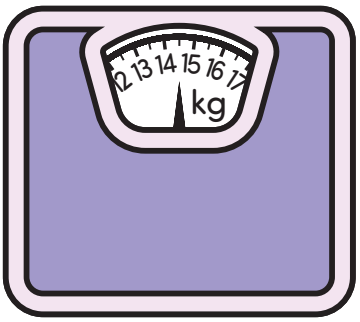
I have



Who has 14 $\frac{1}{2}$ kg?

teachstarter

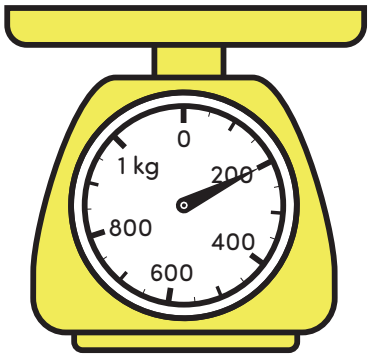
I have



Who has 200 g?

teachstarter

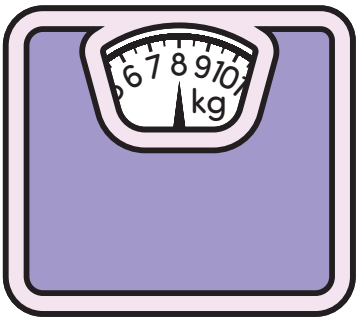
I have



Who has 8 kg?

teachstarter

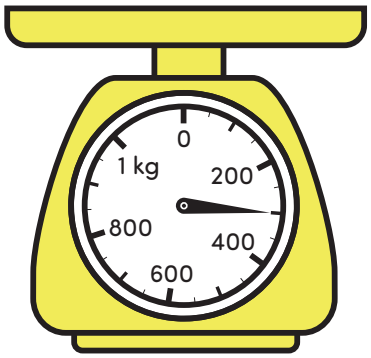
I have



Who has 300 g?

teachstarter

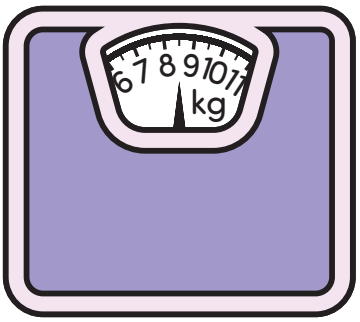
I have



Who has 8 $\frac{1}{2}$ kg?

teachstarter

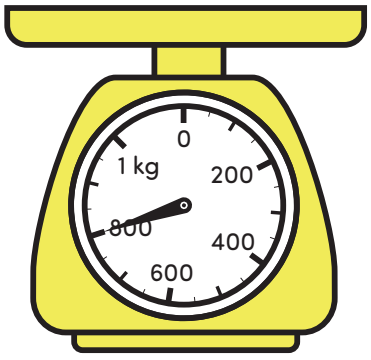
I have



Who has 800 g?

teachstarter

I have



Who has 10 kg?

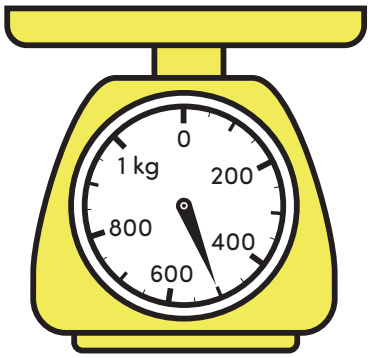
teachstarter

I have

Who has 500 g?

teachstarter

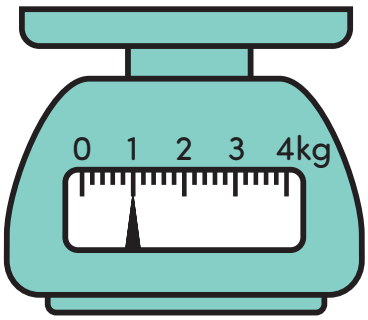
I have



Who has 1 kg?

teachstarter

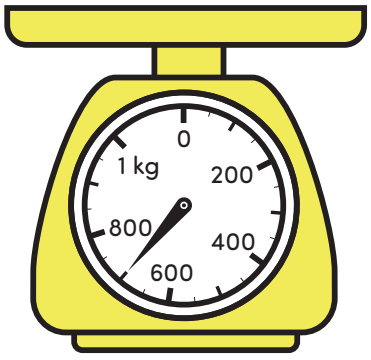
I have



Who has 700 g?

teachstarter

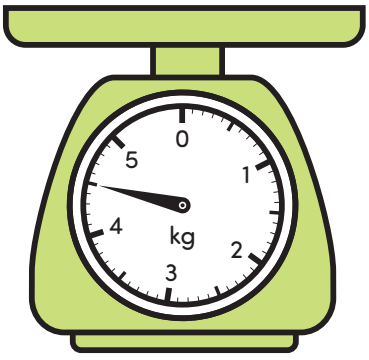
I have



Who has $4\frac{1}{2}$?

teachstarter

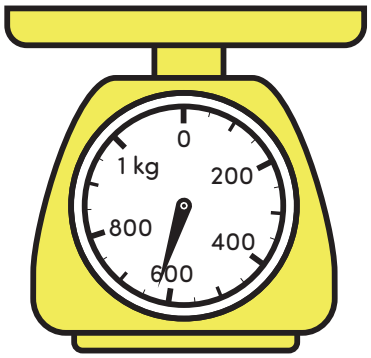
I have



Who has 625 g?

teachstarter

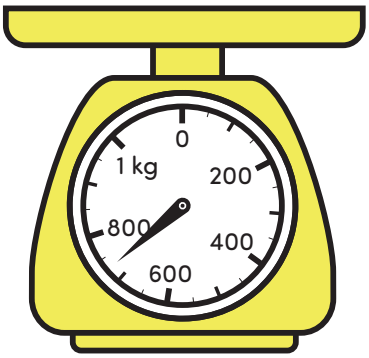
I have



Who has 725 g?

teachstarter

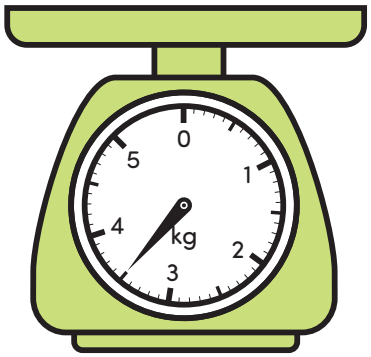
I have



Who has $3\frac{1}{2}$ kg?

teachstarter

I have



And I am the finish!

teachstarter

I HAVE, WHO HAS?

MEASURING MASS WITH SCALES

Key Learning Area Matrix

Choose a selection from the grid below each day to keep your mind and creativity flowing in a variety of ways during learning from home.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
CREATIVE ARTS	Create a self-portrait artwork using natural materials from your garden, recyclable items from around the home, or a toy such as Lego.	Listen to a song or discuss with a family member a song that makes you feel happy and why, using the elements of music (see appendix).	Come up with a dance to one of your favourite songs, thinking about the elements of dance (see appendix).	Play a 'Theatre Sport' drama improvisation game with your family from the list in the appendix.
PDHPE	Choose or Make up an active game to play with your family that uses at least two of these fundamental movement skills: throwing and catching, hopping, skipping, galloping, kicking	Create your own family competition with a variety of challenge events such as a running race, obstacle course, long jump, skipping, goal scoring, and go for the win!	Keep active by yourself with these exercises: -20 star jumps -15 leg raises -10 push ups -5 burpees	Do some simple stretches or yoga poses to loosen your muscles. Try some shoulder rolls and gentle neck stretches.
GEOGRAPHY	Record the weather for the day and estimate or check the temperature and how it compares to the climate for this time of year.	List all the continents and then as many countries in Asia as you can remember.	Write a TEEC paragraph about 1 feature of Asia.	Identify 5 differences between the life of a child in Australia and the life of a child in Japan.
SCIENCE AND TECH	Offline coding challenge: write a set of instructions for another person to do a simple task e.g. make a sandwich. Have the person follow the instructions exactly as written. See if they can follow your 'code'.	Write down as many space facts as you can	Draw what the moon looks like tonight. Draw the phases of the moon below, and try to identify what phase it is in right now.	List all of the planets in our Solar System.


Busy Bee Friday
STEM Challenge
Create a bridge out of materials you have around the home. Think outside of the box with what you could use! Test how much weight your bridge can hold by using objects from around your house e.g. books, toys, cutlery. Share a photo in our Google Classroom on Friday so we can see who made the strongest bridge!

Theatre Sports – Drama Improvisation Games

Typewriter

One member of the team sits on a chair and pretends to be typing on a typewriter, telling a story. As they tell the story, the rest of the team begins to act it out (For example, they say: "Once upon a time, there was a beautiful princess named Sally. Sally had long golden hair that she brushed all day long. One day, her mother the Queen, decided that Sally's hair was too long and that it must be cut immediately…". As Person 1 tells the story, another member of the team takes centre stage and begins to act out the part of Sally who is a Princess and who likes to brush her hair. When they mention the Queen who wants to cut Sally's hair, another member of the team also comes onto centre stage). The actors are not able to speak. Like any story, there must be a clear beginning, middle and end.

Alphabet

Two people are having a conversation with one another, but each new part of the conversation needs to begin with the next letter of the alphabet. (For example: **"I** can't believe that you bought a monkey!"; Person 2: "**J**eez, well you weren't going to buy it for me, so I had to get it myself."; Person 1: "**K**eep it up! Blame me for all of your stupid decisions!"). The game can be started on any letter but must go through all 26 letters of the alphabet. If one of the people cannot think of something to say, another member of the team must come on stage and pick up the conversation where it last took place (same letter, same theme etc). The conversation must make sense (for example, you can't be talking about how your brother stole your shoes and then randomly mention a zebra).

Space Jump

The first person acts out a scenario on their own (for example, eating an ice cream cone, milking a cow etc). At any point someone else calls out "Space Jump!", at which point they must freeze in place. The next person comes on stage and interprets how they have frozen. Choosing a scenario *that makes sense* from how the first person is frozen, the second person begins a new action that involves 2 people, and the first person must follow along. This continues until someone calls "Space Jump" and the process begins again. All 4 members of the team eventually end up on stage participating.

Park Bench

Two chairs are set up at the front-centre part of the stage space. One of the people sits and doesn't know what character they are; it is up to the other person to determine who their partner is and to convey it to them when they approach. (For example, Person 2: "Oh my gosh! It's the Cookie Monster!") It is then up to Person 1 to accept the situation and continue on with it (Person 1: "Me want cookies! Nom, nom, nom!"). It is up to Person 1 to convey that character with their voice, movement, and language that they use. The two people have a conversation, and one or both characters must come up with a legitimate reason to leave.

The elements of dance

Space

• level – high, medium, low

• direction – forward, backward, sideways, diagonal, up, down

• shape – the positioning of the body or group of bodies in space, e.g., curved, straight, angular, twisted, symmetrical, asymmetrical

Time

• tempo – the relative speed at which a dance phrase or composition is to be performed: slow, medium, fast; accelerating, decelerating

• accent – an emphasis or stress, a strong movement or gesture

• rhythmic patterns – the variety and pattern of the beat: simple, complex, regular, irregular, natural rhythms

• stillness – is not inaction, rather a waiting.

Dynamics

• weight/force/time – how the movement is performed utilising body weight, degree of force in time

• qualities of movement – how force is used: sustained, percussive, suspended, swinging, Collapsing.

Relationships

Relationships refer to the way the body relates to individuals, groups, and objects.

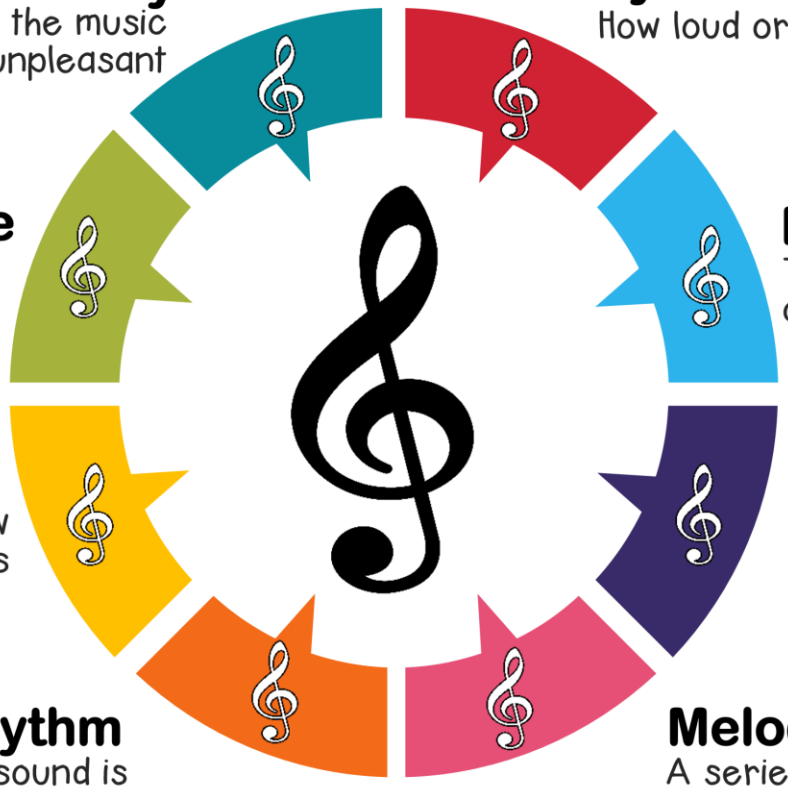
Aspects of relationships include:

• grouping – connected, apart; solo, duet, ensemble; formations/group shape

• spatial relationships – over, under, around, side-by-side, supported, near, far

• interaction between and to other dancers – leading, following, mirroring.

The 8 Elements of Music



Tonality
The overall sound of the music as pleasant or unpleasant

Dynamics
How loud or soft the music is

Timbre
The unique sound quality of an instrument or sound

Form
The order and arrangement of the parts of the music

Texture
The layers of sound, how sparse or dense the music is

Harmony
The instruments that support the melody with chords

Rhythm
How long or short a sound is

Melody
A series of pitches that makes a tune