



# 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

A white spiral notebook graphic with a black outline and a black spiral binding on the left and right sides. The notebook is centered on a light blue background with large red ovals scattered throughout.

# Literacy Booklet

Week 7

Stage 3

# Stage 3 Literacy – Week 7




Monday	Tuesday	Wednesday	Thursday	Friday
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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.

<p><b><u>Activity 1 (Reading):</u></b></p> <p>Listen to the audiobook of 'Wunderpants' online.</p> <p><a href="https://www.youtube.com/watch?v=TZXXFTQBkQ">https://www.youtube.com/watch?v=TZXXFTQBkQ</a></p>	<p><b><u>Activity 1 (Reading):</u></b></p> <p>Complete the comprehension activity based on the book 'Wunderpants' that you listened to yesterday. You will find this in your Google Classroom.</p>	<p><b><u>Activity 1 (Reading):</u></b></p> <p>Write a summary for the book 'Wunderpants' that you listened to on Monday. Post this to the corresponding activity in your Google Classroom.</p>	<p><b><u>Activity 1 (Reading):</u></b></p> <p>Create a movie poster for 'Wunderpants – the movie'. Cast real actors in the main roles. Have a look at some movie posters online for inspiration. Take a photo of your creation and upload it to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 1 (Reading):</u></b></p> <p>Complete a review of the story 'Wunderpants'. Make sure you give it a rating out of ten and explain why you gave it this rating.</p>
<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write out your spelling words for this week TWICE in your workbook.</p> <ol style="list-style-type: none"> <li>1. stew</li> <li>2. sleep</li> <li>3. grew</li> <li>4. sport</li> <li>5. threw</li> <li>6. choose</li> <li>7. school</li> <li>8. heart</li> <li>9. loose</li> <li>10. diet</li> <li>11. catching</li> <li>12. aerobics</li> <li>13. exercise</li> <li>14. smoking</li> <li>15. muscles</li> </ol>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write each word out in your workbook split into its syllables e.g. cat/ching = 2</p> <p>Take a photo and post to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Using Google's dictionary or another online dictionary, look up your words and write them with their meanings in your workbook.</p> <p>Take a photo and post to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Make a word cloud of your spelling words using Word It Out online: <a href="https://worditout.com/word-cloud/create">https://worditout.com/word-cloud/create</a></p> <p>Screenshot your created word cloud and post to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Complete your online spelling test in Google Classroom.</p>


<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'White Socks Only' - <a href="https://storylineonline.net/books/white-socks-only/">https://storylineonline.net/books/white-socks-only/</a></p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'A Bad Case of Stripes' - <a href="https://storylineonline.net/books/a-bad-case-of-stripes/">https://storylineonline.net/books/a-bad-case-of-stripes/</a></p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'Carla's Sandwich' - <a href="https://storylineonline.net/books/carlas-sandwich/">https://storylineonline.net/books/carlas-sandwich/</a></p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'The Case of the Missing Carrot Cake' - <a href="https://storylineonline.net/books/missing-carrot-cake/">https://storylineonline.net/books/missing-carrot-cake/</a></p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'The Coal Thief' - <a href="https://storylineonline.net/books/the-coal-thief/">https://storylineonline.net/books/the-coal-thief/</a></p>
<p><b><u>Activity 3 (Writing):</u></b></p> <p>Head to Google Classroom and find the task titled 'Fuzzle'. Complete just the section titled 'Question Time'. Make sure you answer all questions using full sentences. Do not complete the Story Starter section yet.</p> 	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Write what your most epic birthday celebration would look like. Where would you go? Who would you be with? What would you eat? Write your Birthday plan down. Upload your plan to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Continue the story using the story starter from Monday's 'Fuzzle'. You should be writing close to a page using the included starter. Remember to edit your work when you are done.</p> 	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Write a paragraph beginning with the sentence "If I could talk to anyone in the world it would be....., and I would ask them.....". Upload your paragraph to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Finish writing your story for the week called 'Fuzzle'. 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.</p> 

## 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.

<p><b><u>Activity 1:</u></b></p> <p>Read a book of your choice for 20 minutes.</p> <p>Write a summary of what you have just read in your workbook.</p>	<p><b><u>Activity 1:</u></b></p> <p>Read a story of your choice for 20 minutes.</p> <p>Write a review of your book using the proforma provided.</p>	<p><b><u>Activity 1:</u></b></p> <p>Read a book of your choice for 20 minutes.</p> <p>Draw a story board of the story. Make it like a comic strip, include words and illustrations.</p>	<p><b><u>Activity 1:</u></b></p> <p>Read a book of your choice for 20 minutes.</p> <p>Write about what could come next in the story, including at least 3 paragraphs.</p>	<p><b><u>Activity 1:</u></b></p> <p>Read to a family member.</p> <p>Discuss the book with them, including the main events and different ways you could finish the story.</p>
<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write out your spelling words for this week twice in your workbook.</p> <ol style="list-style-type: none"><li>1. stew</li><li>2. sleep</li><li>3. grew</li><li>4. sport</li><li>5. threw</li><li>6. choose</li><li>7. school</li><li>8. heart</li><li>9. loose</li><li>10. diet</li><li>11. catching</li><li>12. aerobics</li><li>13. exercise</li><li>14. smoking</li><li>15. muscles</li></ol>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write each word out in your workbook split into its syllables e.g. cat/ching = 2</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Using a dictionary (or ask an adult), find the meaning of your words and write them with their meanings in your workbook.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write each of your words using your fanciest writing in your workbook.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Ask an adult to give you your spelling test.</p>

<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>
<p><b><u>Activity 3 (Writing):</u></b></p> <p>Your writing task today is 'Fuzzle'. Complete the questions below in your workbook. Make sure you answer all questions using full sentences.</p> <p>What kind of creature do you think a fuzzle is?</p> <p>Is it similar to any other animals you know?</p> <p>What do you think fuzzles eat?</p> <p>Are they friendly towards humans?</p> <p>How big do you think they are?</p> <p>What are fuzzles good at?</p> <p>What are their homes like?</p> 	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Write what your most epic birthday celebration would look like.</p> <p>Where would you go?</p> <p>Who would you be with?</p> <p>What would you eat?</p> <p>Write your Birthday plan down.</p>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Using the story starter below for 'Fuzzle', 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.</p> <p>Remember to edit your work when you are done.</p> <p>Far away from here, in a distant land that few people have heard the name of before (let alone visited), there lives a fuzzle. Well, fuzzles, to be exact. You see, there is a family of them!</p> <p>Shy and elusive creatures, fuzzles keep themselves to themselves, and therefore are rarely seen by human beings. Their fuzzlets (young fuzzles) are even shyer, but have been spotted occasionally clinging onto their mother's back.</p> <p>As you have probably guessed, this is a story all about fuzzles. You are about to find out what extraordinary creatures they really are...</p>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Write a paragraph beginning with the sentence "If I could talk to anyone in the world it would be....., and I would ask them....."</p>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Finish writing your story for the week called 'Fuzzle'.</p> <p>When you've finished writing, edit and publish your story. Bonus points if you draw and attach a picture to go with your story.</p>

# BOOK REVIEW

All finished! Write a review of the book.

<b>Score out of 10</b>										
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I liked the character of \_\_\_\_\_ because \_\_\_\_\_

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I enjoyed this book because \_\_\_\_\_

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I would recommend this book to readers who \_\_\_\_\_

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Draw an illustration of the best part of the book.



Fuzzle





1. What is the collective noun for a group of polar bears?
  - (a) pack
  - (b) flock
  - (c) caravan
2. The three verbs in this sentence are: The troll saw the bear but he thought it was a cat.
  - (a) saw, thought, was
  - (b) saw, but, thought
  - (c) he, thought, was
3. The adverb giving information about the verb opened is: The bear opened its eyes slightly.
  - (a) bear
  - (b) slightly
  - (c) eyes
4. Which punctuation marks go between the underlined adjectives? They were bad nasty greedy ugly little trolls.
  - (a) apostrophes
  - (b) commas
  - (c) quotation marks
5. Which adjectives were used in the text to describe the polar bear? It was such a fine, friendly bear he decided to give it to the king.
  - (a) fine, friendly
  - (b) such, decided
  - (c) give, king

6. Which sentence needs quotation marks for direct speech?
  - (a) *Who is it? called a voice from inside the cottage.*
  - (b) *The farmer told the hunter that his family was attacked every year.*
  - (c) *The hunter told the farmer his good idea.*
7. What does the apostrophe in bear's (the bear's nose) show?
  - (a) *The nose belongs to the bear.*
  - (b) *There is more than one bear.*
  - (c) *It is a contraction of the words 'bear' and 'was'.*

Something extra

- ✦ Hans Christian Andersen was a famous author from Denmark who wrote many fairytales and poems. Do an internet search to find out what these stories and poems were. Make a list of those that you have already read.
- ✦ Find out if polar bears live in Denmark and, if so, whether they can still be hunted.

The polar bear and the trolls

1. Once there was a hunter in Denmark who caught a very big polar bear. It such was a fine, friendly bear, the hunter decided to give it to the king of Denmark as a gift.
2. The way to the king's palace was long and, as night fell, the hunter needed somewhere to stay. He saw a cottage and knocked on the door.
3. 'Who is it?' called a scared voice from inside. 'If it's you trolls again, go away, GO AWAY!'
4. The hunter told the voice who he was, and the door opened. The voice belonged to a farmer. He told the hunter that his family was attacked every year, at about this time, by a group of mountain trolls. The trolls came in, ate all their food, smashed their furniture, and drank their wine.
5. The hunter had a good idea. He told it to the farmer, who agreed to let the bear stay in his cottage that night. The bear went to sleep in front of the fire, while the others slept in the bedroom.
6. When all was quiet and still, the trolls came bursting in. They crashed down the door and smashed the window. They then started eating the food, drinking the wine, and destroying the cottage. Finally, feeling full and drunk, one of them saw the polar bear, and thought it was a big cat.
7. 'Here puss, puss, puss, hic!' said the troll.
8. 'There's a nice cat', mumbled another troll, thumping the bear's head with his hand.
9. The bear opened its eyes slightly. One of the trolls came over to give the nice 'cat' a pickled herring. But having had too much wine, he was a bit clumsy, and pushed the fish up the bear's nose by mistake!
10. 'GRRROWL!' roared the bear, and jumped up, teeth bared. It chased the frightened trolls out through the broken door and back to the mountains. The trolls ran screaming from the giant angry cat with a fish in its nose. They ran and ran and never came back to the cottage and bothered them again.



## Comprehension

- 1. What is a troll?**
  - (a) a small, ugly, naughty monster from Danish and Swedish myths
  - (b) a kind of monster that hates polar bears
  - (c) an animal found in the snowy mountains of Denmark
- 2. What is a pickled herring?**
  - (a) a kind of fish that has been soaked in salty water or vinegar
  - (b) a fish that trolls like to eat
  - (c) another name for a nasty troll
- 3. Where does this story take place?**
  - (a) in Denmark
  - (b) on a snowy mountain
  - (c) at the North Pole
- 4. What was the effect of the bear being in the cottage and scaring the trolls?**
  - (a) The trolls were scared.
  - (b) The trolls never came back to the cottage.
  - (c) The bear chased the trolls into the mountains.
- 5. The trolls attacked the farmer's home each year is the main idea of:**
  - (a) Paragraph 4.
  - (b) Paragraph 6.
  - (c) Paragraph 9.
- 6. Just before the polar bear jumped up, one of the trolls:**
  - (a) felt frightened.
  - (b) put a fish up its nose.
  - (c) ran to the mountains.
- 7. Which of the following is a fact, not an opinion?**
  - (a) Some cottages have fires.
  - (b) Trolls think cats are nice.
  - (c) Trolls are greedy.
- 8. What does the word *them* (Paragraph 6) refer to?**
  - (a) the farmer's family
  - (b) the polar bear
  - (c) the trolls
- 9. Because the hunter helped the farmer, and didn't kill the bear, we can infer he might have been:**
  - (a) good at hunting.
  - (b) a kind person.
  - (c) a vegetarian.
- 10. Which paragraph tells us why the farmer was scared?**
  - (a) Paragraph 3
  - (b) Paragraph 4
  - (c) Paragraph 6



## All about words

- 1. Which letter in the word *knocked* is silent?**
  - (a) the letter *n*
  - (b) the first *k*
  - (c) the letter *d*
- 2. Which word in the sentence sounds like what it is describing?**

He patted the bear's head, thump, thump.

  - (a) *thump*
  - (b) *patted*
  - (c) *head*
- 3. The word *saw* in Paragraph 2 means:**
  - (a) a thin blade of metal with sharp teeth used as a tool for cutting.
  - (b) to move something from side to side like a saw.
  - (c) looked at and observed with the eyes.
- 4. What happens when an animal *bares its teeth*?**
  - (a) It loses one or more of its teeth.
  - (b) It shows its teeth.
  - (c) It makes its teeth look like a bear's teeth.
- 5. Which word means a *small country house*?**
  - (a) *palace*
  - (b) *house*
  - (c) *cottage*
- 6. Which word has a middle or sound as in *roar*?**
  - (a) *caught*
  - (b) *curled*
  - (c) *troll*
- 7. What is another word for *bothered* (Paragraph 10)?**
  - (a) *tried*
  - (b) *annoyed*
  - (c) *button*
- 8. Which word is spelt correctly?**
  - (a) *queit*
  - (b) *quiet*
  - (c) *qite*
- 9. Which word uses the spelling rule 'e goes away when *ing* comes to stay'?**
  - (a) *running*
  - (b) *screaming*
  - (c) *having*
- 10. Which word from Paragraph 6 means to *appear or rush in suddenly*?**
  - (a) *bursting*
  - (b) *destroying*
  - (c) *crashed*



Grammar

1. **Command verbs are used to give instructions; e.g. *Beat* egg whites.**

Which verb could not be used as a command verb.

- (a) mix (b) turn (c) made

2. **Unnecessary words such as *a* and *the* are left out in the *Method* section of a recipe.**

Which step in the method has been written correctly?

- (a) *Tip the mixture onto a baking tray lined with baking paper.*  
 (b) *Tip mixture onto baking tray lined with baking paper.*  
 (c) *Tip mixture onto a baking tray lined with baking paper.*

3. **Words which tell more about nouns are called adjectives. Which word is an adjective?**

Strawberries and whipped cream are put on top.

- (a) *strawberries*  
 (b) *cream*  
 (c) *whipped*

4. **The adverb *lightly* in this sentence tells ..... something is done.**

Mix lightly with wooden spoon until just mixed in.

- (a) *how (manner)*  
 (b) *where (place)*  
 (c) *when (time)*

5. **Which preposition tells the relationship between spreading and the wooden spoon?**

Spread mixture with wooden spoon to about the size of a dinner plate.

- (a) *to* (b) *with* (c) *of*

6. **Which word is a conjunction joining two ideas in this sentence?**

Beat egg whites until stiff peaks form.

- (a) *form* (b) *stiff* (c) *until*

7. **Which words are adjectives in this sentence?**

It is light and airy like Anna's beautiful dancing.

- (a) *airy, beautiful*  
 (b) *like, beautiful*  
 (c) *light, dancing*

Something extra

◆ **Three fruits are listed in the text—strawberries, kiwifruit and passion fruit. Write the 26 letters of the alphabet in a column on a sheet of paper. Fill in the three fruits next to the letters s, k and p. Then see if you can think of other fruits that begin with the rest of the alphabet.**

◆ **Find out more about Anna Pavlova—when and where she was born, when she died and facts about her career as a ballerina.**

Perfect pavlovas

1. **Have you ever made a dessert called a pavlova? It is made of meringue—crisp on the outside and soft in the middle. Whipped cream and chopped fruit are put on top. Read the recipe to find out how to make this delicious dessert.**



Equipment

- large bowl
- egg beater
- wooden spoon
- measuring cup
- tablespoon
- teaspoon
- baking tray
- baking paper

Ingredients

- 4 egg whites (room temperature or they will not beat well)
- ¾ cup caster sugar
- ¼ cup caster sugar mixed with 1 tablespoon cornflour
- 1 teaspoon white vinegar
- whipped cream
- strawberries, kiwifruit, passion fruit

Method

1. Beat egg whites until stiff peaks form.
2. Add ¾ cup sugar bit by bit. Beat well until sugar is dissolved.
3. Tip in sugar and cornflour mixture. Tip in vinegar.
4. Mix lightly with wooden spoon until just mixed in.
5. Tip mixture onto baking tray lined with baking paper.
6. Spread mixture with wooden spoon to about the size of a dinner plate. Leave a slight dip in the middle.
7. Place in 130 °C oven for 30 minutes.
8. Turn off oven. Leave pavlova to cool inside. (It will sink if it cools too quickly.)
9. Add whipped cream, chopped strawberries, chopped kiwifruit and passion fruit on top.

2. **Did you know?** A pavlova is also called a **pav** for short. It is named after Anna Pavlova, who was a famous ballerina. The dessert is light and airy, just like Anna's beautiful dancing.

## Comprehension

1. Paragraph 1 is mainly about:  
(a) a dessert  
(b) a description of a pavlova  
(c) ingredients
2. How many items of equipment are needed?  
(a) six (b) eight (c) ten
3. The word *slight* in Step 6 of the Method means:  
(a) small (b) large (c) deep
4. What happens before the sugar and cornflour mixture is added?  
(a) Vinegar is added.  
(b) It is mixed with a wooden spoon.  
(c) The egg whites are beaten.
5. If egg whites were taken from eggs straight out of the fridge they would:  
(a) be a funny colour.  
(b) not beat properly.  
(c) not crack open.
6. It is an opinion, not a fact, that pavlovas:  
(a) are a dessert.  
(b) are delicious.  
(c) use egg whites.
7. Most of this text is written as a:  
(a) narrative.  
(b) report.  
(c) procedure.
8. The pavlova has a slight dip in the middle so that:  
(a) eggs can be put on top.  
(b) the cream and fruit won't slide off.  
(c) it looks fancy.
9. You can conclude that a pavlova that has sunk:  
(a) will taste awful.  
(b) will have been taken out of the oven too soon.  
(c) will weigh a lot.
10. Which sentence best summarises Paragraph 2?  
(a) A pavlova is called a **pav** for short.  
(b) A pavlova is like a ballerina.  
(c) A pavlova, or **pav**, is named after the famous ballerina, Anna Pavlova.



## All about words

1. The letters in the word *pav* make an abbreviation of the word *pavlova*. Which letters are an abbreviation of the word *tablespoon*?  
(a) *spn*  
(b) *tbsp*  
(c) *ta*
2. The word *crisp* in Paragraph 1 means:  
(a) crunchy  
(b) spongy  
(c) burnt
3. Which word follows the spelling rule to make words plural that says 'change the *y* to *i* and add *es*'?  
(a) *whites*  
(b) *beaters*  
(c) *strawberries*
4. Which sentence is spelled correctly?  
(a) A pavlova is a light and aery dessert which tastes delicious.  
(b) A pavlova is a lite and airy desert which tastes delicious.  
(c) A pavlova is a light and airy dessert which tastes delicious.
5. The letters *ea* in *cream* have a long *e* sound. In which word do the letters *ea* not have a long *e* sound?  
(a) *beaters*  
(b) *spread*  
(c) *teaspoon*
6. The word *cornflour* is a compound word (word made from the two smaller words *corn* and *flour*). Which word is not a compound word?  
(a) *wooden*  
(b) *tablespoon*  
(c) *strawberries*
7. The word *dip* is a homograph (a word with more than one meaning). Which definition is not a correct meaning for *dip*?  
(a) to drink slowly  
(b) to slope downwards  
(c) to dunk quickly in water
8. Which word does not have three syllables?  
(a) *kiwifruit*  
(b) *temperature*  
(c) *delicious*
9. Which word is a synonym (has a similar meaning) for *dissolved*?  
(a) *solved*  
(b) *drained*  
(c) *melted*
10. Which word does not belong in this group of words?  
meringue      sugar      vinegar  
cornflour      kiwifruit  
(a) *oven*  
(b) *strawberries*  
(c) *pavlova*

Grammar

1. The comma in *I was born at St John's, too!* is used because it:
  - (a) separates extra information.
  - (b) is part of a list.
  - (c) is used instead of an exclamation mark.
  
2. Which sentence shows the correct use of quotation marks for direct speech?
  - (a) *Lara sat down and 'ordered a chicken sandwich'.*
  - (b) *'Are you sure you were born at St John's?' asked Lara.*
  - (c) *Lara asked Mrs Kline 'how old she was?'*
  
3. Prepositions can tell the relationship between things. Which preposition shows the relationship between what Lara did and the door?
 

Lara turned and walked through the door.

  - (a) turned
  - (b) walked
  - (c) through
  
4. Which person does the word *her* (a determiner) refer to (Paragraph 11)?
  - (a) Mrs Kline
  - (b) Lara
  - (c) Mrs Lee
  
5. Which conjunction could be used to connect these two sentences?
 

Lara was cheeky. Lara was rude.

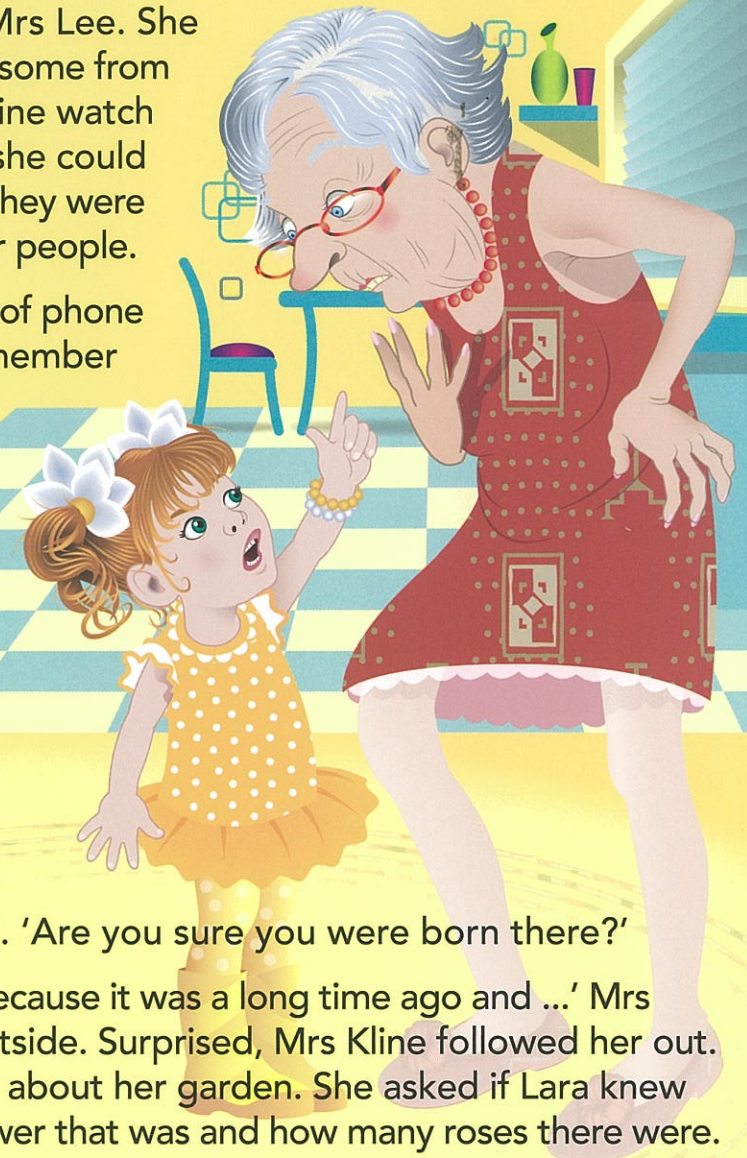
  - (a) but
  - (b) however
  - (c) and
  
6. The word *Lara* always has a capital letter in the text because it is:
  - (a) the first word in a sentence.
  - (b) a common noun (naming word).
  - (c) a proper noun (naming a particular person, place or thing).
  
7. Which verb group means to be completely used up, to have no more?
  - (a) run away
  - (b) run down
  - (c) run out

Something extra

- ◆ Write the events from Lara's point of view.
- ◆ Talk about any elderly people you have spent time with, and how they are similar to, or different from, Mrs Kline.

Looking after Lara

1. One fine afternoon there was a knock at elderly Mrs Kline's door. It was her new neighbour, Mrs Lee. She had run out of milk and had to quickly get some from the shops before they shut. Could Mrs Kline watch little Lara for a while? Mrs Kline thought she could manage. She knew a bit about little girls. They were innocent, sweet, quiet and respected older people.
2. Mrs Lee handed over a small girl and a list of phone numbers, rattled off a list of things to remember (which Mrs Kline quickly forgot), then rushed off, leaving Lara and Mrs Kline alone in the kitchen.
3. 'Well, hello little Lara. I'm Mrs Kline', she said. 'Now. How old are you, dear?'
4. 'I'm not little. I was born at St John's hospital five years ago. I'm five. That's the oldest I've ever been, you know.'
5. 'Fancy that! I was born at St John's, too!' said Mrs Kline.
6. 'Well, I didn't see you there', she replied. 'Are you sure you were born there?'
7. 'Well, yes, dearie, but you didn't see me because it was a long time ago and ...' Mrs Kline stopped, because Lara had gone outside. Surprised, Mrs Kline followed her out. To make conversation, she started talking about her garden. She asked if Lara knew what colour this tree was, what kind of flower that was and how many roses there were.
8. 'You know,' said Lara, after answering the questions, 'you need to learn to work these things out for yourself. I won't always be here to help you'.
9. 'But I was only trying to ... of course I know the answers, I just ...' But once again, Lara had walked away. Mrs Kline frowned and followed her inside.
10. 'You have a lot of grey hair', said Lara, stopping to stare at Mrs Kline. 'And your skin doesn't seem to fit your face. It's quite saggy. You must be very old. Old people die, you know. How old are you? If you don't know, just look at the tag on your undies. Mine say five. Want me to check yours?'
11. Mrs Kline, bewildered, wondered when little girls had become so cheeky and rude. She would never have talked to an adult like that when she was a child. As Lara sat down in front of the television and ordered a chicken sandwich on rye bread with avocado, sprouts and a splash of lime, Mrs Kline could only hope her mother came back soon.



## Comprehension

1. Which word in Paragraph 1 means *young, simple and free of evil*?

- (a) manage
- (b) sweet
- (c) innocent

2. Where did Lara live?

- (a) near Mrs Kline
- (b) in a city
- (c) with Mrs Kline

3. Why did Mrs Kline agree to look after Lara?

- (a) She was good friends with Mrs Lee and Lara.
- (b) She was being helpful and thought Lara would be sweet and quiet.
- (c) She was lonely and wanted some company.

4. Why did Mrs Kline hope Lara's mother came back soon?

- (a) because she thought Lara would be missing her mother
- (b) because she didn't want to spend more time with the rude girl
- (c) because she had to go to the shops to get some milk

5. In Paragraph 7, why did Mrs Kline go outside?

- (a) because it was a nice day
- (b) because Lara had gone outside
- (c) because she wanted to show Lara her garden

6. What is the main idea of paragraph 11?

Mrs Kline thought that Lara was:

- (a) rude and cheeky.
- (b) hungry.
- (c) going home soon.

7. Which of the following is a fact, not an opinion?

Mrs Kline is:

- (a) an elderly lady.
- (b) boring and grumpy.
- (c) slow and wrinkly.

8. Who does the word *she* in *She had run out of milk* (Paragraph 1) refer to?

- (a) Mrs Kline
- (b) Mrs Lee
- (c) Lara

9. We can conclude that Mrs Kline:

- (a) enjoyed the afternoon.
- (b) was sad.
- (c) did not enjoy looking after Lara.

10. The next time Mrs Kline is asked to look after Lara, Mrs Kline will probably:

- (a) be happy to help.
- (b) say no.
- (c) get angry.



## All about words

1. Which meaning of the word *fine* does the word have in Paragraph 1?

- (a) money to be paid for doing something wrong (e.g. parking fine)
- (b) sunny and dry (weather)
- (c) very small or thin

2. Which word from Paragraph 11 means *confused or puzzled*?

- (a) bewildered
- (b) cheeky
- (c) rye

3. Which words used by Mrs Kline would not often be used by a young person?

- (a) little, now, cheeky
- (b) dearie, fancy, dear
- (c) rude, well, hello

4. What does *wondered* mean in Paragraph 11?

- (a) to be very surprised by something
- (b) to move around without any real purpose
- (c) to think about something

5. Which homophone fits into the sentence?

Mrs Kline ..... Lara go outside.

- (a) sore
- (b) soar
- (c) saw

6. Which two words have been joined and shortened to make the word *won't*?

- (a) would, not
- (b) will, not
- (c) what, not

7. What is another word for *saggy* (Paragraph 10)?

- (a) soft
- (b) droopy
- (c) tight

8. Which word does not have an *oo* sound as in *new* and *zoo*?

- (a) door
- (b) knew
- (c) you

9. Which word is an antonym (opposite) for *answer*?

- (a) reply
- (b) question
- (c) undies

10. Which word does not have the same vowel sound as the words *off*, *not* and *cold*?

- (a) watched
- (b) stopped
- (c) front



1. An adverb tells more about a verb. Which word in this question is an adverb that tells more about the verb *sniff*?

Have you noticed you often sniff to smell something better?

- (a) something
- (b) noticed
- (c) often

2. The adverb *suddenly* in this sentence tells ..... something happens.

Suddenly, you smell burning toast!

- (a) when (time)
- (b) where (place)
- (c) how (manner)

3. Which sentence is punctuated correctly?

- (a) Does your nose help you to breathe smell and taste?
- (b) Does your nose help you to breathe smell and taste.
- (c) Does your nose help you to breathe, smell and taste?

4. Which words are adjectives describing a pronoun?

It is warm and moist before it goes into your lungs.

- (a) before, it
- (b) your lungs
- (c) warm, moist

5. The correct adverb to complete this sentence is:

The odour molecules reach the cilia ..... when you sniff.

- (a) better
- (b) best
- (c) well

6. Which verb is in the past tense?

- (a) sneezing
- (b) noticed
- (c) take

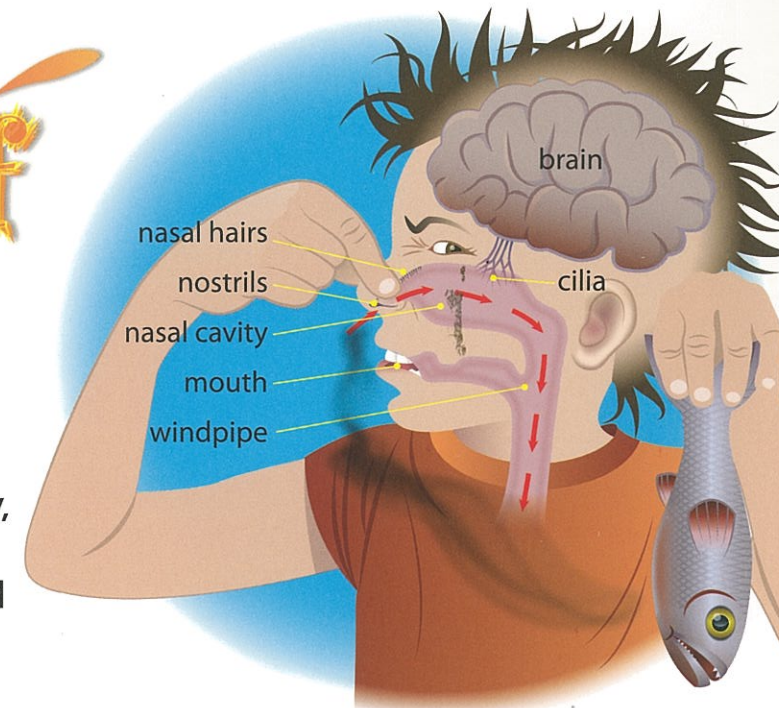
7. The best verb group to complete this sentence is:

Odour molecules ..... very tiny hairs called cilia.

- (a) go passed
- (b) go past
- (c) go pass



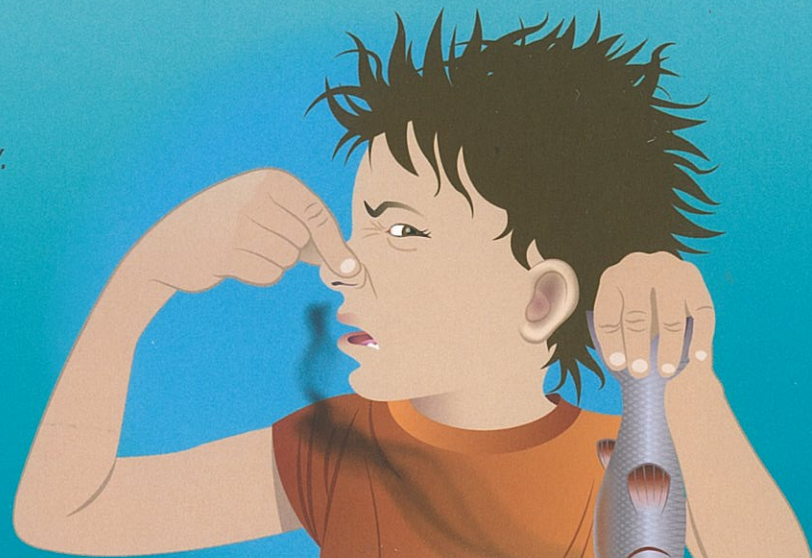
- ✦ Use separate bullet points to briefly describe five things you learnt about noses from the text.
- ✦ Some animals' noses are not called by that name. Draw two animals: one that has a trunk for a nose and one that has a snout.



1. Imagine you put a piece of bread in the toaster. While waiting for it to toast, you go to your bedroom to get your shoes. You can't find them there so you go looking in the study. Suddenly, you smell burning toast! You run into the kitchen to turn off the toaster and stop the awful smell. But how did you smell the toast burning?
2. Your nose told you, of course! If you look in a mirror you can see your nose right in the middle of your face. (Try looking at it without a mirror! Shut one eye and look at your nose. Then do the same with the other eye. You should see a bit of each side and the tip.) Besides helping you to smell, your nose helps you to breathe. Did you also know that it plays a part in helping you to taste?
3. How does your nose work? Your nose has two holes called nostrils. You breathe air in through your nostrils. The air travels through the nostrils and into a space called the nasal cavity. From there, it travels down the back of your throat through your windpipe. Then it reaches your lungs.
4. Inside your nostrils are tiny hairs called 'nasal hairs'. As air comes in, the hairs catch dust so the dirt doesn't go down into your lungs. If you breathe in something that irritates your nasal hairs, you get rid of it by sneezing!
5. The inside of your nose has warm, wet slippery stuff called 'mucus'. This traps dirt and germs. Mucus also makes the air warm and moist before it goes into your lungs.
6. When you breathe in air, you also breathe in very tiny particles with different smells on them. They are called 'odour (smell) molecules'. These molecules go past very tiny hairs called 'cilia'. The cilia trap the odour molecules. Then special odour receptors send messages along nerves to your brain. Your brain then tells you about these smells.
7. Have you noticed that when you smell something you often sniff to smell it better? Sniffing helps the odour molecules reach the cilia better.
8. Your nose helps you to taste. If you pinch your nose when you take a bite of food you can't taste it as well. Try it and see!

## Comprehension

- 1. The word *irritates* in Paragraph 4 means:**
  - (a) annoys
  - (b) interests
  - (c) pleases
- 2. The odour molecules are trapped by very tiny hairs called:**
  - (a) mucus
  - (b) nasal hairs
  - (c) cilia
- 3. The main idea of Paragraph 4 is to explain:**
  - (a) how we breathe.
  - (b) what nasal hairs do.
  - (c) how we sneeze.
- 4. It is an opinion, not a fact, that:**
  - (a) your nose helps you to smell.
  - (b) you have two nose holes.
  - (c) burnt toast smells awful.
- 5. Mucus, nasal hair and cilia are similar because they:**
  - (a) make you sneeze.
  - (b) trap particles.
  - (c) are warm, wet and slippery.
- 6. What happens first? Air reaches your:**
  - (a) nasal hair.
  - (b) cilia.
  - (c) windpipe.
- 7. The purpose of this text is to give:**
  - (a) instructions.
  - (b) information.
  - (c) enjoyment.
- 8. You can conclude that if you had a blocked nose from a cold you would have:**
  - (a) a better sense of smell and taste.
  - (b) a worse sense of smell and taste.
  - (c) no change to your sense of smell and taste.
- 9. What action helps improve your sense of smell?**
  - (a) sneezing
  - (b) breathing
  - (c) sniffing
- 10. Nasal hair:**
  - (a) helps you breathe in more air.
  - (b) helps you smell.
  - (c) prevents dirt from entering your lungs.



## All about words

- 1. Which word is a synonym (word with a similar meaning) for cavity in Paragraph 3?**
  - (a) cave
  - (b) gravity
  - (c) hole
- 2. Which word is not a compound word (word made from two smaller words)?**
  - (a) waiting
  - (b) windpipe
  - (c) without
- 3. The word *slippery* follows the spelling rule: 'double the consonant to keep the vowel sound short'. Which word also follows this rule?**
  - (a) sniffing
  - (b) looking
  - (c) food
- 4. Which homophone will make this question correct?**

Air travels from ..... and down the back of your throat into your windpipe.

  - (a) they're
  - (b) there
  - (c) their
- 5. Which word has a different number of syllables?**
  - (a) messages
  - (b) suddenly
  - (c) sneezing
- 6. Which word does not belong in this group of words?**

eye      nose      throat  
windpipe      hair

  - (a) nostril
  - (b) smell
  - (c) brain
- 7. Which sentence is spelt correctly?**
  - (a) The air you breathe travells threw the nostrils to the nosal cavity.
  - (b) The air you breath travels through the nostrils to the nasal cavity.
  - (c) The air you breathe travels through the nostrils to the nasal cavity.
- 8. Say all these words to work out which one does not belong in the group.**

toaster      go      know      toast

  - (a) shoe
  - (b) noticed
  - (c) odour
- 9. Which word is spelt correctly?**
  - (a) suddennly
  - (b) suddenly
  - (c) suddenly
- 10. The two words with c making an s sound as in *ice* are:**
  - (a) mucus, can't
  - (b) receptor, noticed
  - (c) space, special



Grammar

1. The adverb *quietly* in this sentence tells ..... something happened.

They spoke quietly as the ship moved closer to the glacier.

- (a) *how (manner)*
- (b) *where (place)*
- (c) *when (time)*

2. Which word in this sentence is an adverb and tells about the verbs?

Suddenly, they're all talking and pointing.

- (a) *all*
- (b) *Suddenly*
- (c) *they*

3. Which word is a conjunction joining two smaller sentences to make this longer sentence?

The ship slows until you're hardly moving through the water.

- (a) *hardly*
- (b) *until*
- (c) *slows*

4. Which prepositions are used to link the bear with other things in this sentence?

A bear was with its cub on the shore.

- (a) *cub, on*
- (b) *with, shore*
- (c) *with, on*

5. Which is the best adjective to use in this sentence?

As the ship moved further into the bay the ice was becoming .....

- (a) *thick*
- (b) *thicker*
- (c) *thickest*

6. Which sentence is correctly punctuated?

- (a) *Youd better come and watch it now or you'll be too late to see it.*
- (b) *You'd better come and watch it now or you'll be too late to see it.*
- (c) *Yo'ud better come and watch it now or youll be too late to see it.*

7. A pronoun is used instead of a noun. Which word is not a pronoun?

I love it and I know you will love it too.

- (a) *it*
- (b) *you*
- (c) *too*

Something extra

- ✦ Draw a picture of your favourite holiday destination.
- ✦ Prepare a poster to persuade people to visit your favourite holiday destination.

Go Alaska!

1. I think Alaska is the best place in the world for a holiday. Everyone just has to visit Alaska at least once. There is no other place like Alaska. It is wonderful, different and exciting. I love it and I know you will too.
2. Just imagine being on a beautifully comfortable ship as you make your way slowly into Glacier Bay, Alaska. As you enter this very special wilderness area, it's easy to think no-one has ever been there before. There's just water and snow, silence and great peace. What a rare, magical place!
3. As you glide further into the bay, the sea water looks thicker and you can see it's full of ice. These tiny icebergs multiply and grow. Then you realise why it's so quiet. Everyone is out on deck with you in the cold. But they're all very quiet, just staring at the water in wonder or whispering softly. Then someone sees a bird, a whale, a seal or a bear with its cubs on the shore. Suddenly, everyone is pointing and they're all talking at once. I know you'd just love seeing some of these rare and wonderful animals of Alaska too.
4. The ship slows until you're hardly moving through water that's thick with ice. Then more magic, a glacier! Everyone on the ship gasps as they watch a huge piece of ice break off the moving glacier and splash into the water. Holding their cameras, they stand and stare. They're all just watching and waiting for it to happen again.
5. The people in Alaska are friendly. They welcome the visitors who start coming into their towns every spring. Things have been very quiet for them during their long, frozen winter. It's not easy living with snow and ice. But when you hear about the gold rushes of the past, you understand how much harder life must have been for those miners. They had to walk through the icy mountain passes carrying everything they needed to live there and to dig for gold.
6. So, do all you can to visit Alaska. You'll enjoy this beautiful place, its delightful parks and its plants and animals, its exciting history and its friendly people.
7. Go Alaska!

## Comprehension

- 1. The main idea of Paragraph 4 is:**
  - (a) *The ship went slowly.*
  - (b) *People took photos.*
  - (c) *The glacier was amazing.*
- 2. What happened last?**
  - (a) *Ice broke off the glacier.*
  - (b) *The water was thick with ice.*
  - (c) *They entered Glacier Bay.*
- 3. You could conclude from the text that the writer:**
  - (a) *cares about the environment.*
  - (b) *has lots of holidays.*
  - (c) *enjoys swimming.*
- 4. What caused everyone on the ship to gasp?**
  - (a) *They saw a whale.*
  - (b) *Ice broke off the glacier.*
  - (c) *It was so cold.*
- 5. It is a fact, not an opinion, that:**
  - (a) *Alaska is a wonderful place.*
  - (b) *Glacier Bay is cold and uncomfortable.*
  - (c) *Glacier Bay is in Alaska.*
- 6. Glacier Bay is different from other places in Alaska because:**
  - (a) *it's cold.*
  - (b) *ships can visit.*
  - (c) *people don't live there.*
- 7. The person who wrote the text is trying to persuade people to:**
  - (a) *want to go to Alaska.*
  - (b) *travel on a ship.*
  - (c) *care about animals.*
- 8. As you travelled further into Glacier Bay, the temperature would be:**
  - (a) *increasing.*
  - (b) *decreasing.*
  - (c) *staying the same.*
- 9. What information would not be included in a summary of Paragraph 5?**
  - (a) *Winters in Alaska are hard because they're long and cold.*
  - (b) *There are many places covered with ice and snow in winter.*
  - (c) *Gold miners had a difficult life in Alaska.*
- 10. The pronoun it in ... watching and waiting for it to happen in Paragraph 4 means:**
  - (a) *taking a photo*
  - (b) *watching and waiting*
  - (c) *ice to break off*

## All about words

- 1. Which word has the most syllables?**
  - (a) *wilderness*
  - (b) *beautifully*
  - (c) *whispering*
- 2. Which word has three syllables?**
  - (a) *through*
  - (b) *happen*
  - (c) *area*
- 3. Which word doesn't follow the same rule for making plurals?**
  - (a) *cameras*
  - (b) *watches*
  - (c) *rushes*
- 4. Which sentence uses the correct homophones?**
  - (a) *Are you sure you know how many bear cubs are there too?*
  - (b) *Are you shore you know how many bear cubs are they're to?*
  - (c) *Are you sure you no how many bear cubs are their too?*
- 5. Which is the best definition of the word glacier?**
  - (a) *a moving river of ice*
  - (b) *ice and snow*
  - (c) *ice that looks like glass*
- 6. The word gasps means:**
  - (a) *breathes in suddenly*
  - (b) *chokes*
  - (c) *grabs something*
- 7. Say all the words to work out which one does not belong in this group.**

they            again            place

  - (a) *great*
  - (b) *break*
  - (c) *least*
- 8. The two words with c making an s sound are:**
  - (a) *welcome, glacier*
  - (b) *magic, exciting*
  - (c) *peace, once*
- 9. Which word follows the same spelling rule as moving, living and exciting?**
  - (a) *staring*
  - (b) *whispering*
  - (c) *pointing*
- 10. Which word is not spelt correctly?**
  - (a) *full*
  - (b) *wonderfull*
  - (c) *delightful*

## Stage 3 Mathematics – Week 7

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Offline learning</b>				
<b>Activity 1 (Challenge of the Day):</b> <i>Toy Sale</i>	<b>Activity 1 (Challenge of the Day):</b> Broken Calculator	<b>Activity 1 (Challenge of the Day):</b> Spinkies	<b>Activity 1 (Challenge of the Day):</b> Hidden Triangles	<b>Activity 1 (Challenge of the Day):</b> Bean Bag Target
<b>Activity 2:</b> Place Value  See home learning booklet	<b>Activity 2:</b> Addition  See home learning booklet	<b>Activity 2:</b> Subtraction  See home learning booklet	<b>Activity 2:</b> Multiplication  See home learning booklet	<b>Activity 2:</b> Division  See home learning booklet
<b>Activity 3:</b> Roll a dice three times to make a 3-digit number. Do this 3 times. Order your numbers in ascending order (smallest to largest). If you did this easily, try it now with 4-digits to challenge yourself.	<b>Activity 3:</b> Flip 2 cards from a deck of playing or UNO cards or have a family member give you 2 random numbers. Write those down as a 2-digit number. Flip or ask for another 2-digit number and write it down. Add your numbers together. If you did this easily, try it again with 3-or 4-digits to challenge yourself!	<b>Activity 3:</b> Flip 2 cards from a deck of playing or UNO cards or have a family member give you 2 random numbers. Write those down as a 2-digit number. Flip or ask for another 2-digit number and write it down. Put the larger number on top and subtract the smaller number. If you did this easily, try it again with 3-or 4-digits to challenge yourself!	<b>Activity 3:</b> Play with a family member if possible. Each of you flip a card or write a number on a piece of paper or whiteboard and then turn it around. You have to call out the product of the two numbers (what they are multiplied together). Start with times tables you are familiar with like 2s and 5s and then try to challenge yourself with 6s, 7s, 8s or 9s.	<b>Activity 3:</b> Speed Sharing – Find a collection of something around your home e.g. dice, counters, craft sticks, toothpicks, pencils, small toys and put them in a pile. When someone says 'Go' start to count the objects in the collection and then call out a number of groups you could share them into and have each person have an equal amount. For example, if you count 12 Lego Mini-Figs, you could shout out 6 (2 in each group) or 2 (6 in each group). Check that your answer worked, and then try again with more of the objects!

**Monday**

# Monday Think Tank

14

## Toy Sale



How much change would you receive from **\$100** if you bought

- a. the keyboard?
- b. the board game?
- c. the plane?
- d. the doll and the plane?

Computation and Number Sense

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Purple Tank



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Place Value to Thousands (A)

① Place these numbers on the number lines provided.

a) 4800



b) 1500



c) 6999



② Write these numbers in words.

a) 2300

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) 5750

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) 9002

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

③ Write these expanded notations as numerals.

a)  $1000 + 600 + 30 + 1 =$  \_\_\_\_\_

b)  $7000 + 50 + 8 =$  \_\_\_\_\_

c)  $6000 + 80 + 2 =$  \_\_\_\_\_

d)  $9000 + 900 + 90 + 9 =$  \_\_\_\_\_

e)  $4000 + 300 + 70 =$  \_\_\_\_\_

**Place Value to Thousands (B)**

① Place these numbers on the number lines provided.

a) 5916



b) 2461



c) 7099



② Write these numbers in numerals.

a) One thousand, five hundred

\_\_\_\_\_

b) Four thousand, six hundred and fifty

\_\_\_\_\_

c) Eight thousand and six

\_\_\_\_\_

③ Write these numerals as expanded notations.

a) 2723

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

b) 8069

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

c) 7092

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

d) 1599

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### Place Value (A)

① What is the place value of each underlined digit?

a) 38 562

b) 71 087

c) 96 032

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d) 77 124

e) 93 192

f) 65 604

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

② Record the value indicated.

a) How many ones are in 36 234? \_\_\_\_\_

b) How many tens are in 24 567? \_\_\_\_\_

c) How many hundreds are in 86 592? \_\_\_\_\_

d) How many thousands are in 45 671? \_\_\_\_\_

③ Write a number that is equal to the following amounts.

a) 4 tens \_\_\_\_\_

b) 30 tens \_\_\_\_\_

c) 2 hundreds \_\_\_\_\_

d) 80 hundreds \_\_\_\_\_

e) 7 thousands \_\_\_\_\_

f) 5 tens of thousands \_\_\_\_\_



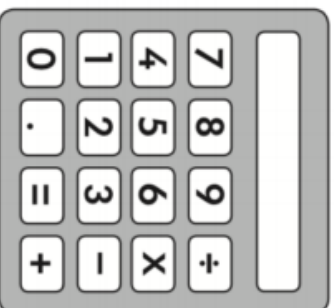
Tuesday

## Tuesday Think Tank

8

Pretend the **5** key on your calculator is broken.  
Write how you could use your calculator to find the answer to this number sentence.

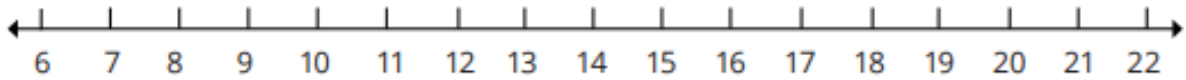
$$450 + 38 = \underline{\hspace{2cm}}$$



## Addition Strategies (A)

- ① Use the number line to show how you would apply the jump strategy to solve these additions.

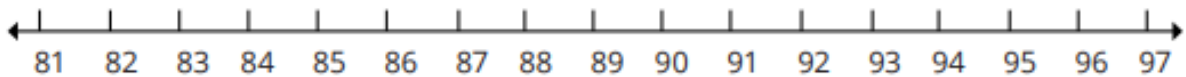
a)  $7 + 12$



b)  $45 + 14$



c)  $83 + 11$



- ② Apply the split strategy by adding the tens part first and then adding the ones.

a)  $23 + 42$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

b)  $33 + 21$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

c)  $56 + 43$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

- ③ Mentally calculate the answers to these double and near double additions.

a)  $8 + 8$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

b)  $70 + 70$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

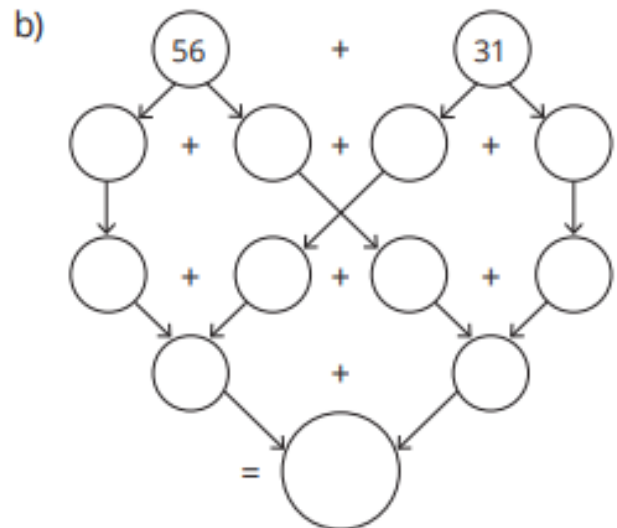
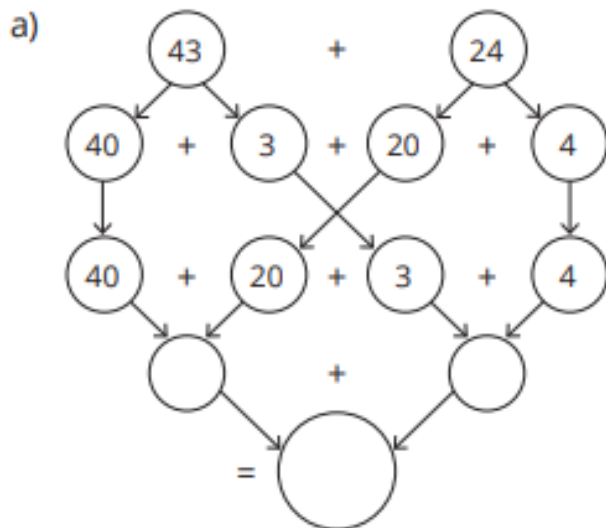
c)  $68 + 70$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

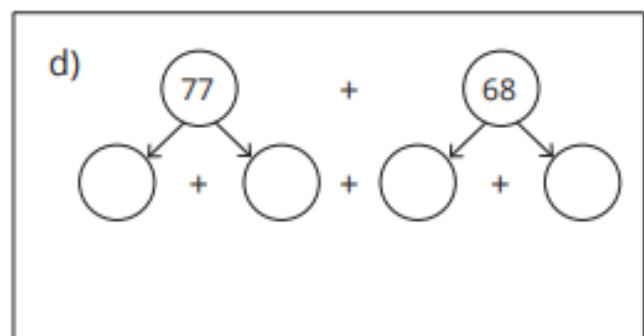
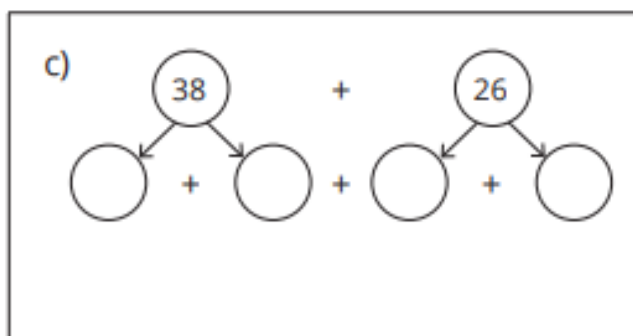
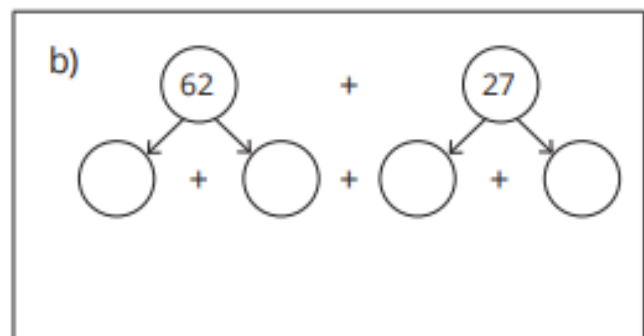
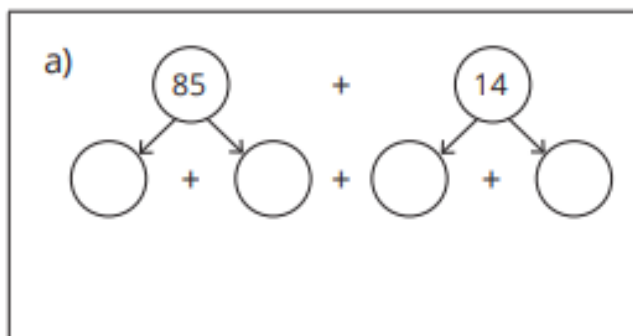
# Split Strategy

## Two-Digit Numbers

1. When using the *split strategy* for two-digit numbers, we break the number apart into tens and ones. Use the circles and arrows as a guide to help split the numbers before adding.



2. Use the split strategy to solve the following problems. Space has been left to show your working out.

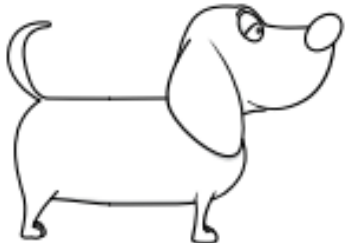



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Addition Maze – Dog and Bone

Your goal is to help the dog find her way to the bone. Throw a 10-sided die and then correctly complete any equation that uses the number you have thrown. For many equations, you will need to form a double-digit number, so throw the die twice (a 7 and a 9 can be used as either 79 or 97). To find the path for the dog, solve equations that sit on top of or alongside each other on the grid. Colour each equation that you solve.

		$\_ + 7 = 29$	$\_ + 80 = 130$	$60 + \_ = 120$	$31 + 64 = \_$
		$57 + \_ = 66$	$\_ + 57 = 100$	$30 + \_ = 75$	$14 + 23 = \_$
$\_ + 37 = 48$	$99 + \_ = 101$	$\_ + 8 = 46$	$24 + \_ = 100$	$\_ + 6 = 51$	$29 + 8 = \_$
$9 + \_ = 17$	$\_ + 81 = 84$	$\_ + 9 = 51$	$40 + \_ = 62$	$\_ + 14 = 23$	$2 + 9 = \_$
$\_ + 13 = 19$	$7 + \_ = 11$	$40 + \_ = 110$	$23 + \_ = 73$	$\_ + 2 = 97$	$\_ + 8 = 16$
$50 + \_ = 120$	$\_ + 18 = 23$	$2 + 7 = \_$	$13 + \_ = 56$		
$\_ + 45 = 52$	$29 + \_ = 32$	$\_ + 39 = 100$	$\_ + 90 = 150$		

Wednesday

# Wednesday Think Tank

**2**

All of these are spinkies.



None of these are spinkies.



a. Which of these are spinkies?



*A*

*B*

*C*

*D*

b. Describe a spinkie.



**Prickly Problems**

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Subtraction Strategies

1. Find the answer.

a)  $28 - 3 =$

b)  $39 - 35 =$

c)  $40 - 6 =$

d)  $18 - 9 =$

e)  $57 - 10 =$

f)  $30 - 7 =$

2. Aim for a Zero-Tail (Make Tens)

a)  $43 - 6$

$$43 - \square - \square = \square$$

b)  $54 - 7 =$

$$54 - \square - \square = \square$$

3. Think 'Addition' to Subtract

a)  $36 - \square = 5$

*Fact Family*

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square - \square = \square$$

$$\square - \square = \square$$

b)  $\square - 35 = 6$

*Fact Family*

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square - \square = \square$$

$$\square - \square = \square$$



### 3-DIGIT SUBTRACTION SHEET 3



Have a go at these subtraction problems with regrouping from hundreds or tens.

$$\begin{array}{r} 1) \quad 362 \\ - 148 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 417 \\ - 253 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 706 \\ - 322 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 741 \\ - 128 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 564 \\ - 134 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 817 \\ - 452 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 173 \\ - 67 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 453 \\ - 327 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 330 \\ - 216 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 753 \\ - 419 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 609 \\ - 263 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 386 \\ - 255 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 517 \\ - 374 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 682 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 714 \\ - 173 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 860 \\ - 154 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 671 \\ - 356 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 738 \\ - 295 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 674 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 879 \\ - 774 \\ \hline \end{array}$$

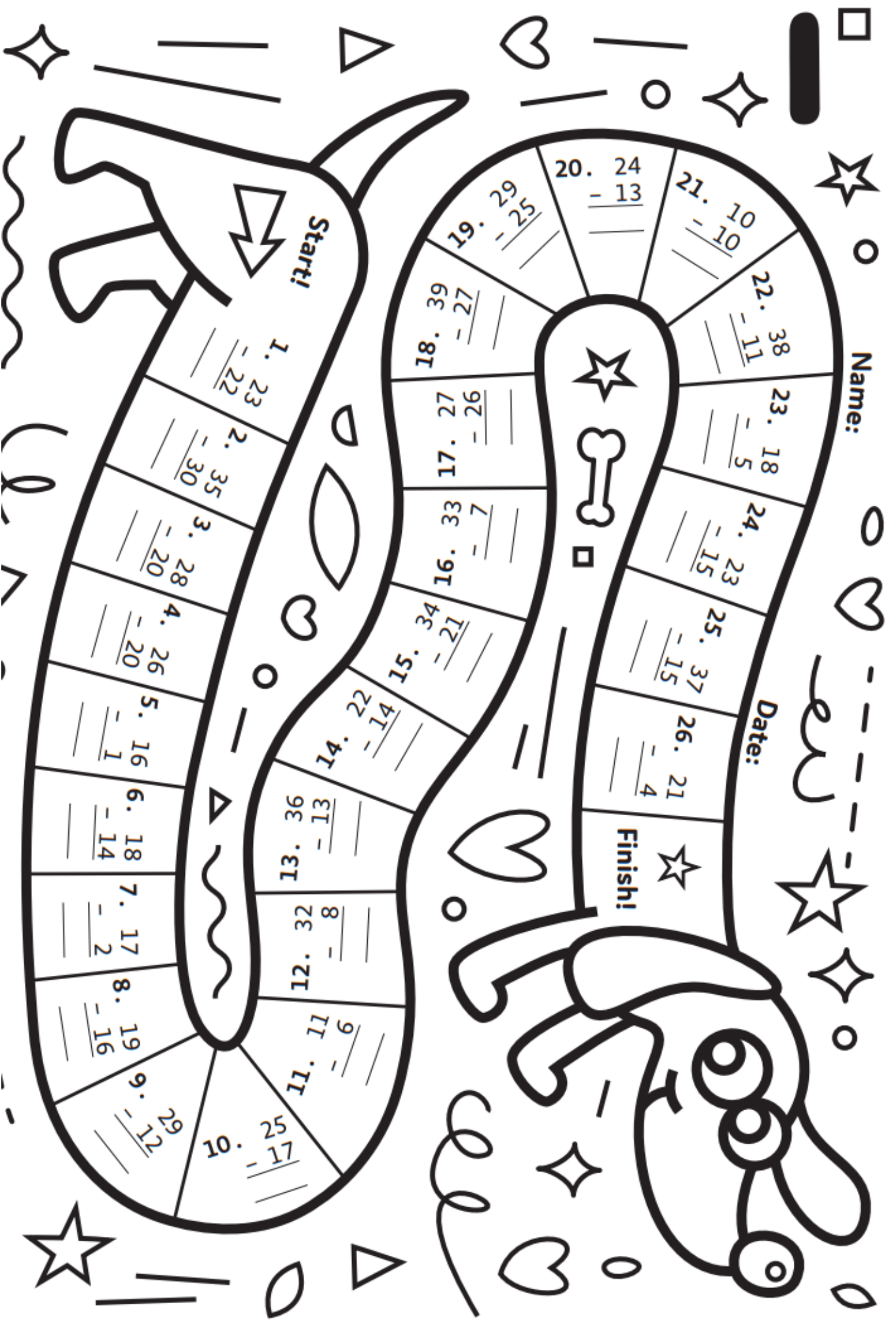
Remember to subtract the ones first, then the tens and finally the hundreds.



Name: \_\_\_\_\_



Date: \_\_\_\_\_



Starti

1.  $23 - 22$

2.  $35 - 30$

3.  $28 - 20$

4.  $26 - 20$

5.  $16 - 1$

6.  $18 - 14$

7.  $17 - 2$

8.  $19 - 16$

9.  $22 - 12$

10.  $25 - 17$

11.  $11 - 6$

12.  $32 - 8$

13.  $36 - 13$

14.  $22 - 14$

15.  $34 - 21$

16.  $33 - 7$

17.  $27 - 26$

18.  $39 - 27$

19.  $52 - 25$

20.  $24 - 13$

21.  $10 - 10$

22.  $38 - 11$

23.  $18 - 5$

24.  $23 - 15$

25.  $37 - 15$

26.  $21 - 4$

27. \_\_\_\_\_

28. \_\_\_\_\_

29. \_\_\_\_\_

30. \_\_\_\_\_

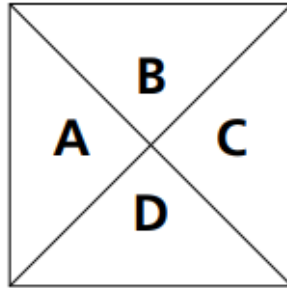
Finishi

Thursday

# Thursday Think Tank

5

"I can see 8 triangles hidden in the square."



- a. Use the letters to write a list of the triangles that you can see. You can use more than one letter.
- b. Is Sara right?



a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

## Multiplication and Division Facts – 2s and 5s (A)

① Complete these multiplication and division facts (2s).

a)  $5 \times 2 = \square$



b)  $18 \div 2 = \square$



c)

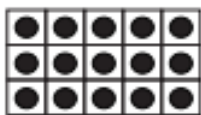
x	4	6	8	10
2				

d) Mary bought 7 chocolates for \$2 each.  
How much did she spend?

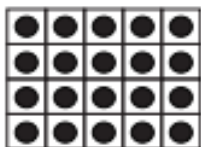
e) A bag of 10 marbles was divided equally into 2 groups.  
How many marbles were in each group?

② Complete these multiplication and division facts (5s).

a)  $3 \times 5 = \square$



b)  $20 \div 5 = \square$



c)

x	3	5	7	9
5				

d) Jason trains 5 days a week, running 8 km per day.  
How far does he run each week?

e) Tom divided 15 toys equally into 5 groups.  
How many toys were in each group?

## 2-Digit by 1-Digit Multiplication (A)

① Complete these multiplication problems by using the extended form.

a) 

H	T	O
	2	6
x		2

b) 

H	T	O
	3	5
x		5

c) 

H	T	O
	2	4
x		3

d) 

H	T	O
	3	1
x		5

e) 

H	T	O
	2	3
x		5

f) 

H	T	O
	3	7
x		3

g) 

H	T	O
	2	8
x		2

h) 

H	T	O
	3	9
x		2

② Solve these multiplication problems by using the pictures and prices provided. Record your answers in the spaces below.

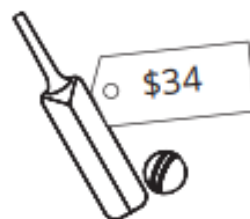
- a) Sally bought 4 chairs.  
How much did it cost  
Sally altogether?



- b) Bill bought 6 beach balls.  
What was the total cost?



- c) Elly bought 3 bat and ball  
sets. How much did it cost  
Elly altogether?



- d) Mike bought 2 digital  
cameras. What was the  
total cost?





## Multiplication (Missing Factors)

Directions: Write the missing factors for each set.



$$\square \times 5 = 20$$

$$4 \times \square = 16$$

$$\square \times 2 = 10$$

$$4 \times \square = 36$$

$$\square \times 8 = 24$$

$$5 \times \square = 30$$

$$\square \times 3 = 18$$

$$7 \times \square = 35$$

$$\square \times 3 = 27$$

$$7 \times \square = 21$$



$$\square \times 4 = 24$$

$$6 \times \square = 0$$

$$\square \times 6 = 36$$

$$7 \times \square = 42$$

$$\square \times 5 = 40$$

$$7 \times \square = 49$$

$$\square \times 3 = 0$$

$$3 \times \square = 12$$

$$\square \times 3 = 15$$

$$5 \times \square = 25$$



$$\square \times 6 = 60$$

$$4 \times \square = 40$$

$$\square \times 2 = 20$$

$$4 \times \square = 16$$

$$\square \times 2 = 14$$

$$9 \times \square = 36$$

$$\square \times 5 = 20$$

$$6 \times \square = 30$$

$$\square \times 6 = 54$$

$$10 \times \square = 100$$

Friday

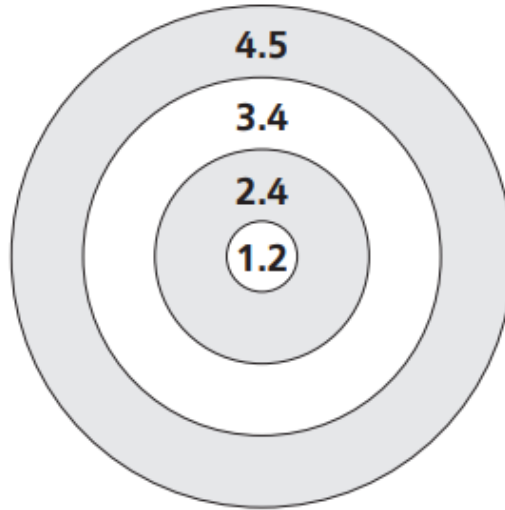


# Friday Think Tank

**7**

Dan threw 3 beanbags.  
The 3 bags landed in  
2 different rings.  
His score was 12.4.

Erika threw 3 beanbags.  
The 3 bags landed in  
2 different rings.  
Her score was 8.0.



- Which ring did neither of them hit?
- Write how you figured it out.

Thinking Mathematically and Problem Solving

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Green Tank

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## DIVISION – 2 DIGITS BY 1 DIGIT SHEET 1

### (WITH REMAINDERS)

Divide these 2 digit numbers by 2, 3, 4 or 5.

1)  $5 \overline{) 27}$

2)  $3 \overline{) 16}$

3)  $4 \overline{) 19}$

4)  $3 \overline{) 22}$

5)  $2 \overline{) 17}$

6)  $5 \overline{) 29}$

7)  $2 \overline{) 14}$

8)  $3 \overline{) 26}$

9)  $4 \overline{) 23}$

10)  $5 \overline{) 33}$

11)  $3 \overline{) 28}$

12)  $4 \overline{) 26}$

---



## DIVISION PROBLEMS 3.1

Work out the answers to these division problems involving sharing and grouping.

1) Divide 15 children into teams of 3.  
How many teams?



2) Share out 20 cards between 5 people.  
How many cards each?



3) Divide 18 eggs into boxes of 6 eggs.  
How many boxes can I fill?



4) Share 24 chocolates between 4 children.  
How many chocolates each?



5) Divide 20 pencils into packs of 4.  
How many packets will I make?



6) Share out 14 bones between 2 dogs.  
How many bones will each dog get?



Solve the equation.

1.  $3 \overline{)369}$

2.  $4 \overline{)844}$

3.  $2 \overline{)628}$

4.  $5 \overline{)575}$

5.  $3 \overline{)672}$

6.  $4 \overline{)528}$

7.  $6 \overline{)462}$

8.  $5 \overline{)825}$

9.  $4 \overline{)124}$

10.  $7 \overline{)504}$

11.  $3 \overline{)825}$

12.  $6 \overline{)384}$

13.  $5 \overline{)877}$

14.  $8 \overline{)649}$



15.  $7 \overline{)185}$

# National Science Week

This year's theme is *Food: Different by Design*

Here are a range of activities to engage your students this week, particularly for those remote learning.

This a STEM | ED Magazine x MoAD Learning Collab

<p>Use a seed from a fruit you have eaten and <b>replant</b> it in your backyard. Use the regrown fruit in a fruit salad!</p>		<p><b>Book a Digital Workshop</b> with <a href="#">MoAD</a>. <i>You, Me, and Sustainability</i>, to consider impact of single use plastics in lunchboxes.</p>	<p>Design and create a <b>worm farm</b> for your food scrapes. Here is an <a href="#">composting activity by Phillip Bunting</a>.</p>
<p><b>Host an eco-picnic.</b> Plan your event, create recycled invites, pick a location and present a picnic spread with no plastics.</p>	<p>Draw and make a <b>sustainability mascot</b>. What special powers do they have? How can they create change? Record your mascot giving a speech empowering others.</p>	<p><b>Design a meal</b> using ingredients entirely found in the garden. Draw a picture of it.</p>	<p>Research, write and produce a <b>short news report</b> explaining how others can be more sustainable in their food choices.</p>
<p><b>Design a water filter</b> to help clean the water used for drinking.</p>	<p>Use <b>leftover egg shells as planters</b> for seeds in your backyard. <a href="#">Explore the benefits</a> of reusing the egg shells.</p>	<p>Design, make and write a procedure for a <b>3D food animal</b>. Use toothpicks and a variety of fruit and veggies to create your character.</p>	<p>Design a <b>vegetable or pot garden</b> for your backyard. What are the best plants to grow for where you live?</p>
<p>Make a <b>vegetarian pizza</b>. Place the veggies in a pattern or make a face.</p>	<p>Conduct a <b>food scrap and rubbish audit</b>. Develop an implement a plan to reduce the amount of rubbish going in the bin.</p>		<p><b>Replant</b> celery, potatoes or shallots in the garden. What other vegetables can you do this with?</p>