

YEAR 3

WEEK 6

OFFLINE BOOKLET



Term 3 – Week 6- Year 3 OFFLINE VERSION

	Monday	Tuesday	Wednesday	Thursday	Friday FUN
9:00	<b>Spelling:</b> Complete the first page of unit 25 of your soundwaves book.	<b>Reading eggspress</b> Login and complete assigned comprehension activity Reading Eggspress: Lesson 87-Flowers	<b>Spelling:</b> Spelling Word chart. Students will be practicing their spelling words and the word formation.	<b>History</b> Today brings an investigation into Liverpool's past. Students will source information about a historical landmark - list provided and present a report.	<b>Edit Your Work</b> Go through your slides and find any mistakes. Change these with the colour red e.g. A story mistake, a math answer. You may use your teacher's feedback to help or may find things on your own.
9:30	<b>English:</b> Students review AFOREST (persuasive language techniques) and practice 3 techniques: alliteration, rhetoric questions and rule of 3.	<b>English:</b> Writing topic: 'If you fail at something, you should keep trying until you succeed'. Students will write on the topic and review their writing using the self assessment tool.	<b>English:</b> 'The Cautious Carnival' L.I. I can successfully use comprehension strategies to build literal and inferred meaning. Students will read the carnival poster and interpret the information by providing a response.	<b>English:</b> Spelling and/or vocabulary board game. Students will follow the instructions of the spelling board game using their spelling words.	<b>Stem</b> * Design a rube Goldberg machine <a href="https://www.youtube.com/watch?v=X3vXwWfEfGM">https://www.youtube.com/watch?v=X3vXwWfEfGM</a>
10.30-10.45	<b>FRUIT BREAK</b>				
	<b>PDHPE:</b> Road Safety - Bike Safety L.I. Students recall and identify safe bike riding behaviours, students explore the Helmets and safety gear. * Students will complete the matchup up task about bike safety. * Students will read the information and respond to the questions. * Experiment: Protect an egg	<b>History:</b> Students will examine two aspects of the local area that have a historical significance. The Liverpool Weir and the formation of Chipping Norton Lakes. They will consider the information presented and respond to questions.	<b>Premier's reading challenge:</b> Read a book and record it for the premier's reading challenge.	<b>Spelling:</b> Soundwaves complete the second page of unit 25 of your soundwaves book.	<b>STEM</b> <u>Continue with your Rube Golberg machine.</u> * Students will record the amount of attempts and changes that were made.
11.30-12.25	<b>LUNCH</b>				
	<b>Maths:</b> Warm up: Maths Mental  Students understand the different meaning of the = sign through equivalent number sentences in both addition and subtraction separately.	<b>Maths:</b> Warm up: Maths Mental  Students understand the different meaning of the = sign through equivalent addition and subtraction number sentences	<b>Maths:</b> Warm up: Maths Mental  Students complete problem solving questions in relation to equivalent number sentences.	<b>Maths:</b> Warm up: Maths Mental  Students complete emoji and maze maths activities.	<b>Visual Arts:</b> Select a Visual Art Lesson Activity you might like to complete today from the grid.
1.25-	<b>RECESS</b>				

1.45					
1:45-3:00	<b>Science:</b> Today you will explore two questions about shadows and plan your investigations.	<b>Science:</b> Over the next 3 weeks, you will construct a model of Indigenous peoples' traditional shelters.	<b>PDHPE:</b> Physical activity grid - Students can choose from the PDHPE physical activity to complete.	<b>Art:</b> <b>Warm up :</b> Value scale and shading exercises teach students how to create three-dimensional fruit using the element of value.  Modern Mona Lisa- Give the Mona Lisa artwork a makeover.	<b>PDHPE:</b> Physical activity grid - Students can choose from the PDHPE physical activity to complete. * Sing along to your favourite Karaoke song <a href="https://www.youtube.com/watch?v=R2t3zFy9Tt8">https://www.youtube.com/watch?v=R2t3zFy9Tt8</a>

### Term 3 – Week 6- Year 4 ONLINE VERSION

	Monday	Tuesday	Wednesday	Thursday	Friday FUN
9:00	<b>Spelling:</b> Complete the first page of unit 25 of your soundwaves book.	<b>Reading eggspress</b> Login and complete assigned comprehension activity Reading Eggspress: Lesson 87-Flowers	<b>Spelling:</b> Spelling Word chart. Students will be practicing their spelling words and the word formation.	<b>History</b> Today brings an investigation into Liverpool's past. Students will source information about a historical landmark - list provided and present a report.	<b>Edit Your Work</b> Go through your slides and find any mistakes. Change these with the colour red e.g. A story mistake, a math answer.  You may use your teacher's feedback to help or may find things on your own.
9:30	<b>English:.</b> Students review AFOREST (persuasive language techniques) and practice 3 techniques: alliteration, rhetoric questions and rule of 3.	<b>English:</b> Writing topic: 'If you fail at something, you should keep trying until you succeed'. Students will write on the topic and review their writing using the self assessment tool.	<b>English:</b> L.I. I can identify the elements of a story and what impact they have on the audience. Students will be watching the Disney Pixar short film 'Presto' and responding to the questions discussing the story Elements.. <a href="https://www.youtube.com/watch?v=D4Dnm6dkOVl">https://www.youtube.com/watch?v=D4Dnm6dkOVl</a>	<b>English:</b> Presto' - Disney Pixar film Part two: L.I. I can use evidence from a film to infer the feelings and emotions of the characters. Students will be watching the Disney Pixar short film 'Presto' and responding to the questions. <a href="https://www.youtube.com/watch?v=D4Dnm6dkOVl">https://www.youtube.com/watch?v=D4Dnm6dkOVl</a>	<b>Stem</b> * Design a rube Goldberg machine <a href="https://www.youtube.com/watch?v=X3vXwWfEfGM">https://www.youtube.com/watch?v=X3vXwWfEfGM</a>
10.30-10.45	<b>FRUIT BREAK</b>				

	<p><b>PDHPE:</b> Road Safety - Bike Safety L.I. Students recall and identify safe bike riding behaviours, students explore the Helmets and safety gear. Students will watch the video using the link provided and complete the slides on Google Classroom. <a href="https://youtu.be/D6mBF_P7Om0">https://youtu.be/D6mBF_P7Om0</a></p>	<p><b>History:</b> Students will examine two aspects of the local area that have a historical significance. The Liverpool Weir and the formation of Chipping Norton Lakes. They will consider the information presented and respond to questions.</p>	<p><b>Premier's reading challenge:</b> Read a book and record it for the premier's reading challenge.</p>	<p><b>Spelling:</b> Soundwaves complete the second page of unit 25 of your soundwaves book.</p>	<p><b>STEM</b> <u>Continue with your Rube Golberg machine.</u> * Students will record the amount of attempts and changes that were made.</p>
11.30-12.25	<b>LUNCH</b>				
	<p><b>Maths:</b> Warm up: Card game or maths playground</p> <p>Students understand the different meaning of the = sign through equivalent number sentences in both addition and subtraction separately.</p>	<p><b>Maths:</b> Warm up: Card game</p> <p>Students understand the different meaning of the = sign through equivalent addition and subtraction number sentences</p>	<p><b>Maths:</b> Warm up: Matching Activity</p> <p>Students complete problem solving questions in relation to equivalent number sentences.</p>	<p><b>Maths:</b> Students complete prodigy assigned activity</p>	<p><b>Visual Arts:</b> Select a Visual Art Lesson Activity you might like to complete today from the grid.</p>
1.25-1.45	<b>RECESS</b>				
1:45-3:00	<p><b>Science:</b> Today you will explore two questions about shadows and plan your investigations.</p>	<p><b>Science:</b> Over the next 3 weeks, you will construct a model of Indigenous peoples' traditional shelters.</p>	<p><b>PDHPE:</b> Physical activity grid - Students can choose from the PDHPE physical activity to complete.</p>	<p><b>Art:</b> <b>Warm up</b> :Value scale and shading exercises teach students how to create three-dimensional fruit using the element of value.</p> <p>Modern Mona Lisa- Give the Mona Lisa artwork a makeover.</p>	<p><b>PDHPE:</b> Physical activity grid - Students can choose from the PDHPE physical activity to complete. * Sing along to your favourite Karaoke song <a href="https://www.youtube.com/watch?v=R2t3zFy9Tt8">https://www.youtube.com/watch?v=R2t3zFy9Tt8</a></p>



# Unit 25



**or ore a aw au** horse core ball paw sauce

## List Words

- saw \_\_\_\_\_
- small \_\_\_\_\_
- fall \_\_\_\_\_
- more \_\_\_\_\_
- morning \_\_\_\_\_
- talk \_\_\_\_\_
- fourteen \_\_\_\_\_
- forty \_\_\_\_\_
- horse \_\_\_\_\_
- born \_\_\_\_\_
- form \_\_\_\_\_
- door \_\_\_\_\_
- poor \_\_\_\_\_
- short \_\_\_\_\_
- story \_\_\_\_\_
- sport \_\_\_\_\_
- water \_\_\_\_\_
- sure \_\_\_\_\_
- warm \_\_\_\_\_
- draw \_\_\_\_\_
- north \_\_\_\_\_
- caught \_\_\_\_\_
- bought \_\_\_\_\_
- autumn \_\_\_\_\_
- August \_\_\_\_\_

## Grapheme Chart

letters	words

1 Circle the letters that represent or ore a aw au in the List Words.

2 Write any other letters that can represent or ore a aw au on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Read the clues. Finish the words. Write the words you have made on the lines.

- \_\_ or \_\_ an animal
- \_\_ or \_\_ opposite of tall
- \_\_ or \_\_ football, netball
- \_\_ ore opposite of less
- \_\_ or \_\_ four tens
- \_\_ or \_\_ opposite of evening

5 Read the clues. Finish the words. Write the words you have made on the line.

★ Sometimes letters **our** and **oor** represent or ore a aw au.

- \_\_ our double two
- \_\_ oor entry to a house
- \_\_ our ten and four
- \_\_ oor opposite of rich

6 Complete the List Words in each sentence. Write the words you have made on the horseshoe.

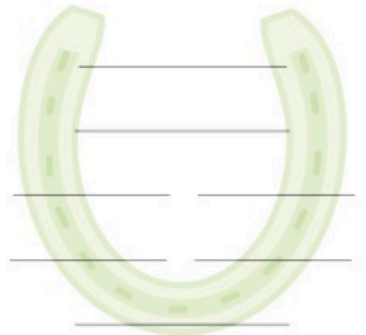
The season after summer is au \_\_\_\_\_.

The month after July is Au \_\_\_\_\_.

I like to \_\_ aw pictures of horses.

I \_\_ aw a \_\_ a \_\_ boy \_\_ a \_\_ over.

Please give her a glass of \_\_ a \_\_\_\_\_.



7 Find a List Word where:

**augh** represents or ore a aw au \_\_\_\_\_

**ough** represents or ore a aw au \_\_\_\_\_

**ure** represents or ore a aw au \_\_\_\_\_

8 Write a List Word to rhyme with each word.

form \_\_\_\_\_ daughter \_\_\_\_\_ walk \_\_\_\_\_  
 warning \_\_\_\_\_ sauce \_\_\_\_\_ fourth \_\_\_\_\_

9 Change the tense of the underlined verbs (doing words). Write the new words to finish the sentences.

➤ Go to Helpful Hint 8.

Today I can see a rainbow. Yesterday Jordan \_\_\_\_\_ one.

Today I will catch the ball. Yesterday Laura \_\_\_\_\_ it.

Today I will \_\_\_\_\_ a picture. Yesterday Paul drew one.

Today I will not \_\_\_\_\_ over. Yesterday I fell on the cement.

Today I will buy lunch. Yesterday Rory \_\_\_\_\_ it.

10 Finish the sentences with the homophones.

➤ Go to Helpful Hint 13.

This corn is \_\_\_\_\_ the \_\_\_\_\_ horses. (for, four)

Are you \_\_\_\_\_ this is the way to the sea \_\_\_\_\_? (shore, sure)

The boy on the netball \_\_\_\_\_ the ball. (caught, court)

We \_\_\_\_\_ the dog with the \_\_\_\_\_ paw. (saw, sore)

Please \_\_\_\_\_ some milk for the \_\_\_\_\_ puppy with the sore \_\_\_\_\_. (poor, pour, paw)

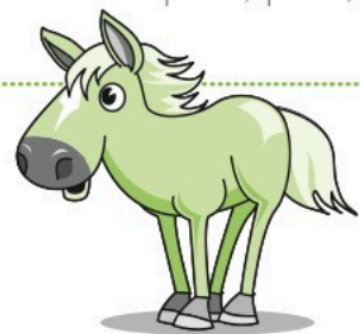
## Challenge

Which sound wins?

Put X on the **ir ur or er** words.

Put O on the **or ore a ow au** words.

The winner will have 3 in a row.



sure	hurt	talk	warm	wall	worth	word	form	north
water	poor	early	learn	forty	horse	born	worm	storm
dirt	learn	earth	term	draw	circle	story	world	work

Winner is \_\_\_\_\_. Winner is \_\_\_\_\_. Winner is \_\_\_\_\_.

8 Write a List Word to rhyme with each word.

form warm daughter water walk talk  
 warning morning sauce horse fourth north

9 Change the tense of the underlined verbs (doing words). Write the new words to finish the sentences.

➡ Turn to **8** on page 79.

Today I can see a rainbow. Yesterday Jordan saw one.

Today I will catch the ball. Yesterday Laura caught it.

Today I will draw a picture. Yesterday Paul drew one.

Today I will not fall over. Yesterday I fell on the cement.

Today I will buy lunch. Yesterday Rory bought it.

10 Finish the sentences with the homophones.

➡ Turn to **13** page 79.

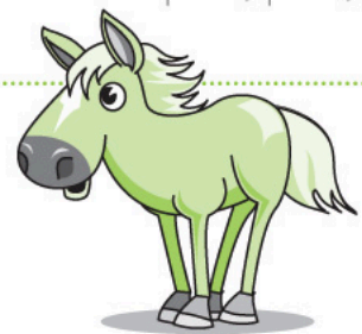
This corn is for the four horses. (for, four)

Are you sure this is the way to the sea shore? (shore, sure)

The boy on the netball court caught the ball. (caught, court)

We saw the dog with the sore paw. (saw, sore)

Please pour some milk for the poor puppy with the sore paw. (poor, pour, paw)



## Challenge

Which sound wins?

Put **X** on the **ir ur or er** words.

Put **O** on the **or ore a ow au** words.

The winner will have 3 in a row.

sure	hurt	talk	warm	wall	worth	word	form	north
water	poor	early	learn	forty	horse	born	worm	storm
dirt	learn	earth	term	draw	circle	story	world	work

Winner is **X**.

Winner is **O**.

Winner is **X**.

▶ For the Extra Challenge turn to page 83.





# AFOREST

Alliteration

Facts

Opinions

Repetition (and rhetorical questions)

Emotive language (and exaggeration)

Statistics

Three (rule of)

How many  
techniques can  
you use in your  
next persuasive  
writing?

Which techniques have you tried  
to use in your writing so far?



WALT use alliteration to create  
interest in our writing

*Remember: alliteration is about sounds, not always letters!*

**You are going to create a sentence using the alliteration rule. Use the first *sound* of your name and make a list of words that begin with that sound.**

**My sound is:**

**My words:**

**My sentence:**

# WALT use Rhetoric Questions to create interest in our writing

*Rhetoric questions encourage our readers to think critically and deeply about the facts and opinions in our persuasive writing.*

**We are going to create a rhetoric question for the topic of 'dogs'.**

- ✓ **Have you ever had a best friend with 4 legs and a body covered in fur?**
- ✓ **Would you consider adopting a slobber machine into your family?**

***Notice that I have used my opinions to form the questions....***

**My rhetoric questions:**

# WALT use Rule of 3 to create interest in our writing

*Why use the Rule of 3?*

*When we see 3 things we are more likely to:*

- *Feel satisfied*
- *See the humour*

**Today you are going to describe your favourite meal. We need to use the Rule of 3.**

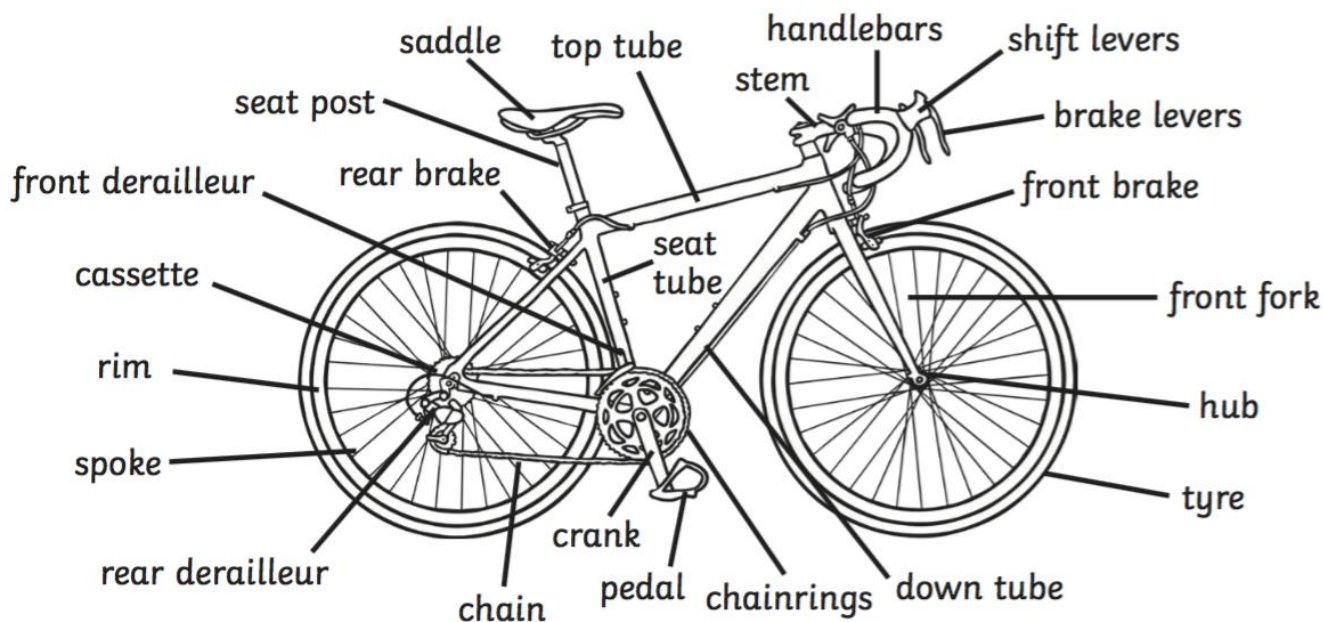
- ✓ **I love the drippy, salty, cheesy lasagne my mum makes!**
- ✓ **Have you tried my fruit salad? It is so colourful, super sweet and very delicious.**

**My Rule of 3 sentence:**



# Learn and Label Parts of a Bike

1. Study the diagram below and read the labels out loud. Which names have you heard before? Decide which labels you are going to use to label your own diagram and highlight them or underline them - you can choose to use the most simple labels or all 22.
2. Cut out your words from below and stick them down onto the black diagram on the next page. See if you can add arrows to match the right part of the bike with the word.
3. When all your labels are stuck down and your arrows are drawn, check back to this page and see if you were right.



## Protect an egg

1. Design and make a protective cover for your egg using the materials collected.
2. Drop the covered egg into a bucket of water, onto a tray of sand, onto a patch of grass and onto cement. What happened to the cover and to the egg each time it was dropped?
3. Remove the cover from the egg and repeat Step 2.
4. Record your findings in the table below.

Surface	What happened to the egg and cover?	What happened to the uncovered egg?
Water		
Sand		
Concrete		
Grass		

Why is wearing a helmet important?

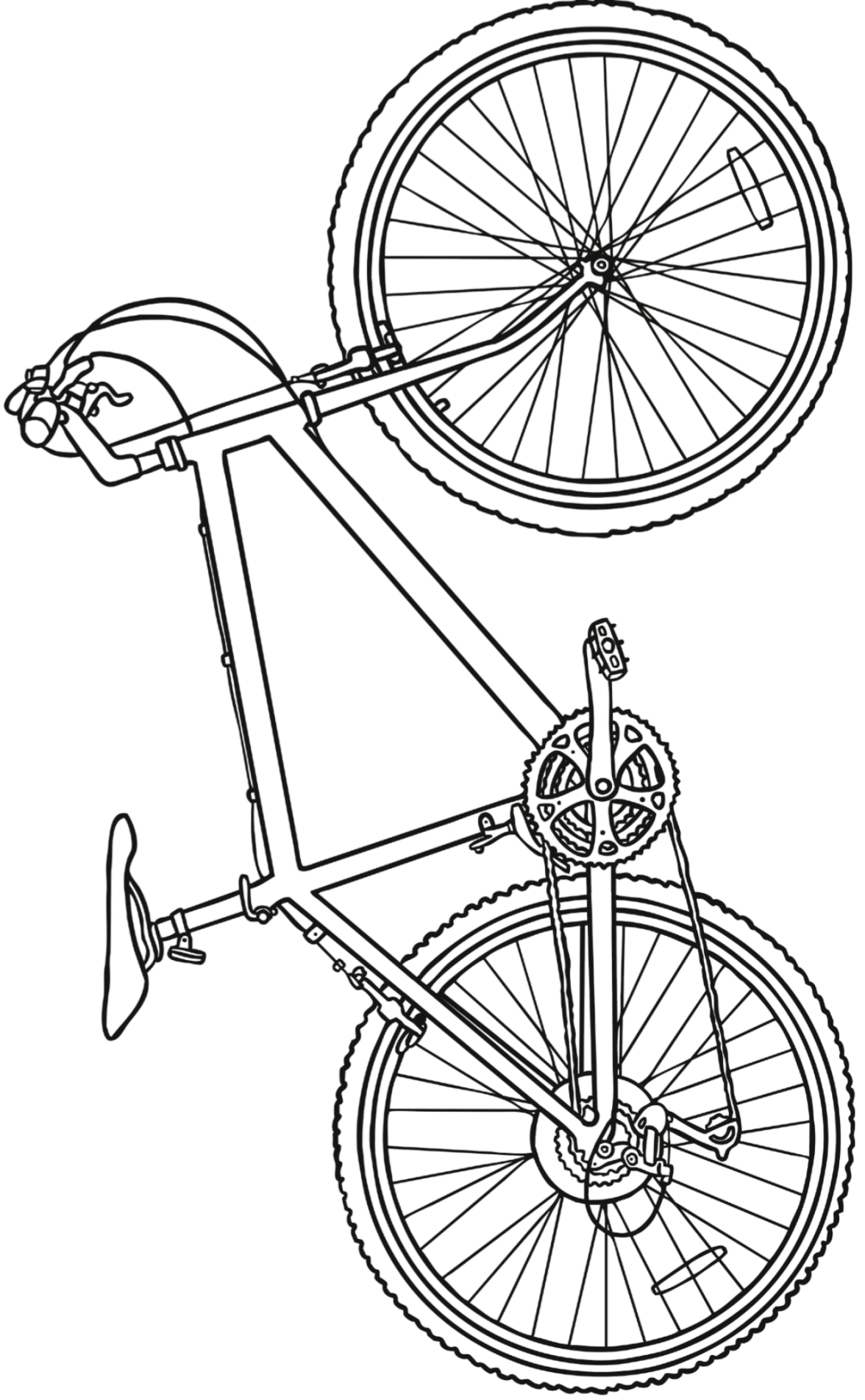
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# Ride to School Day

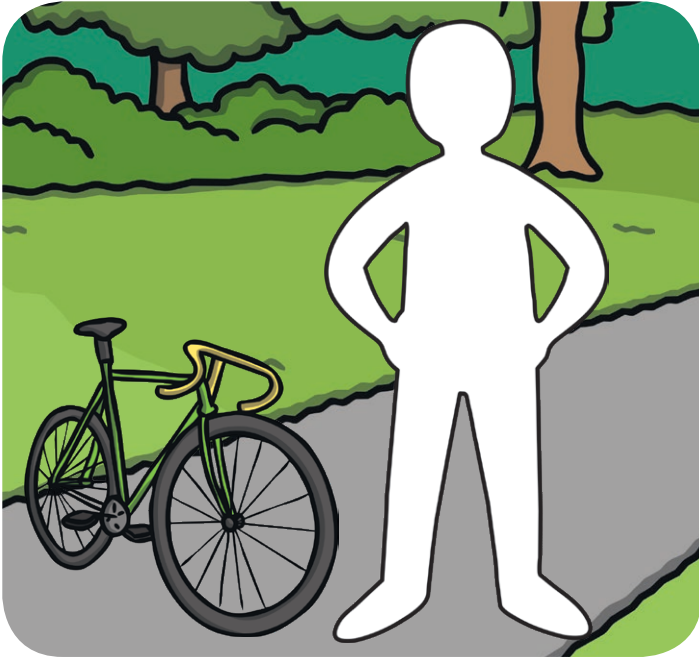
Decorate the picture of the bicycle in a theme of your choice.



# Clothes for Bike Riding

Draw the clothes, which are best for bike riding, on the person.

Cut and paste the clothes needed for bike riding.













Why did you choose those clothes?



visit [twinkl.com.au](https://www.twinkl.com.au)

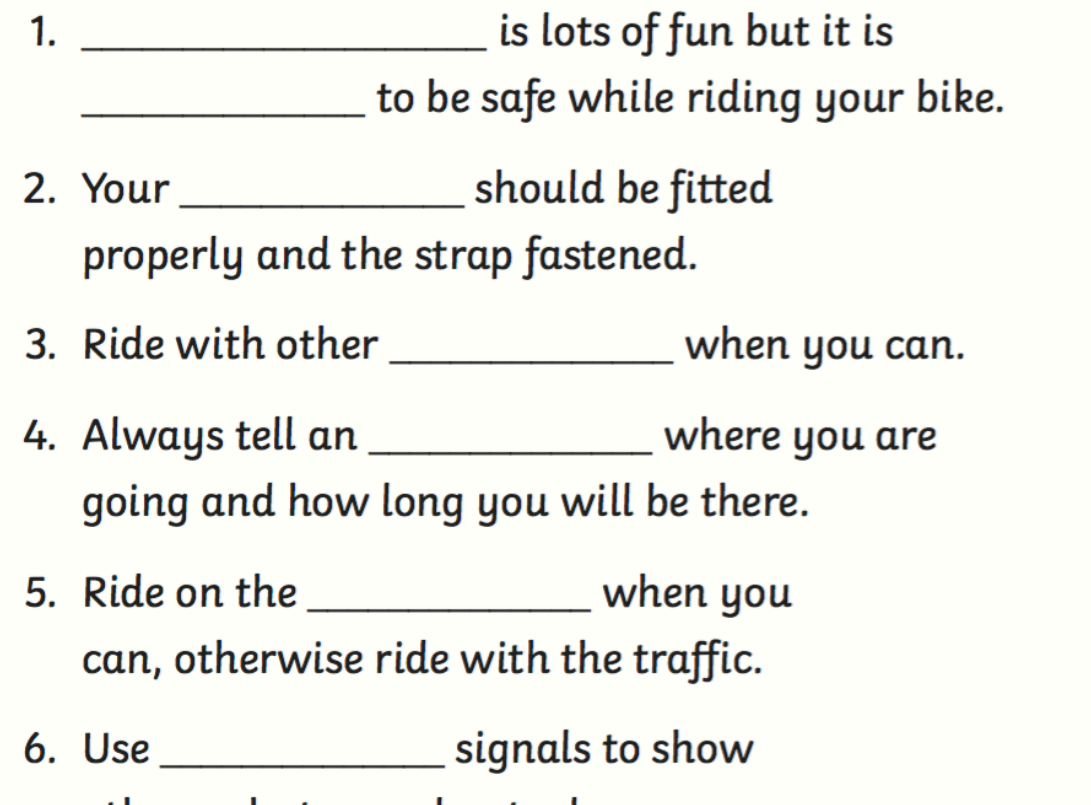


 pants	 goggles	 hard hat	 jumper	 shorts	 crown	 sneakers	 helmet	 sandals	 tshirt
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# Bike Safety

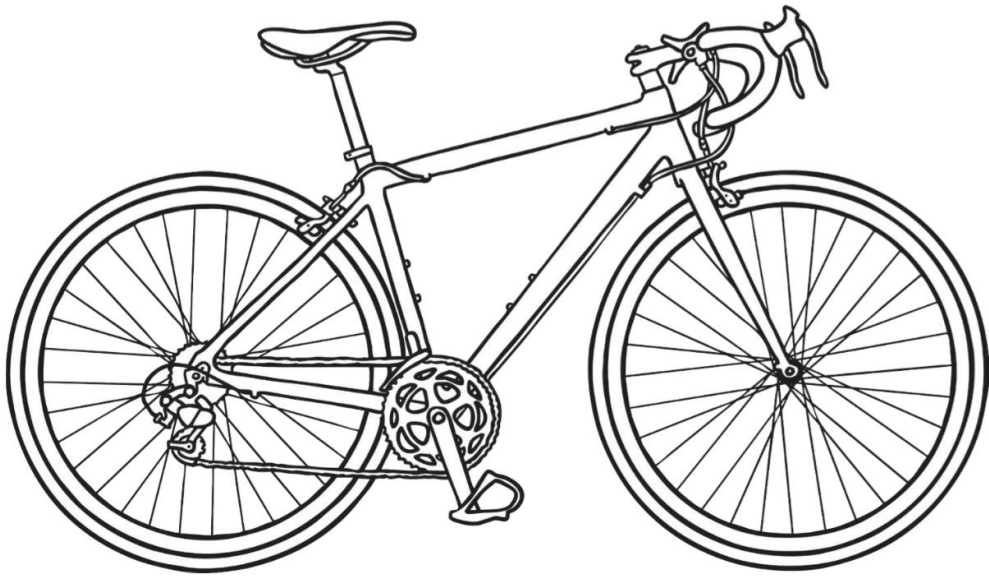
night	middle	adult
hand	helmet	pathway
people	Bike riding	hazards
signals	important	straight

- 
1. \_\_\_\_\_ is lots of fun but it is \_\_\_\_\_ to be safe while riding your bike.
  2. Your \_\_\_\_\_ should be fitted properly and the strap fastened.
  3. Ride with other \_\_\_\_\_ when you can.
  4. Always tell an \_\_\_\_\_ where you are going and how long you will be there.
  5. Ride on the \_\_\_\_\_ when you can, otherwise ride with the traffic.
  6. Use \_\_\_\_\_ signals to show others what you plan to do.
  7. Do not ride in the \_\_\_\_\_ of the road or swerve around cars. Ride in a \_\_\_\_\_ line.
  8. Reflectors, on your clothes and bike, will help you be seen, especially at \_\_\_\_\_.
  9. Be aware of \_\_\_\_\_ or obstacles around you.
  10. Always follow the traffic \_\_\_\_\_ and lights.

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cassette	handlebars	rim	spoke	rear derailleur
front fork	seat post	stem	tyre	front derailleur
rear brake	chainrings	saddle	crank	pedal
front brake	shift levers	spoke	chain	
brake levers	handlebars	seat tube	hub	

## My Labelled Bike



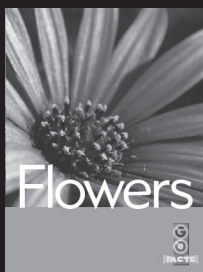
# Bike Safety Answers

1. **Bike riding** is lots of fun but it is **important** to be safe while riding your bike.
2. Your **helmet** should be fitted properly and the strap fastened.
3. Ride with other **people** when you can.
4. Always tell an **adult** where you are going and how long you will be there.
5. Ride on the **pathway** when you can, otherwise ride with the traffic.
6. Use **hand** signals to show others what you plan to do.
7. Do not ride in the **middle** of the road or swerve around cars. Ride in a **straight** line.
8. Reflectors, on your clothes and bike, will help you be seen, especially at **night**.
9. Be aware of **hazards** or obstacles around you.
10. Always follow the traffic **signals** and lights.



## Lesson 87 • Flowers

Name \_\_\_\_\_



### Making Connections

Linking a text to other texts you have read is a great way to build understanding. Look for key words and phrases in the texts to make the connections.

Many animals feed on the nectar from flowers. As a result, the animals carry pollen from flower to flower.

Many insects feed on flowers. Flowers have colour and perfume to attract insects. As insects feed on the nectar, they also pick up some pollen. The pollen catches a ride to the next flower. After being pollinated, flowers make seeds.

Birds, bats and even some lizards are also attracted to flowers.

#### Read the passage.

Circle the word in each text that tells us what insects feed on.

Underline the words in each text that tell us what attracts insects to certain flowers.

Highlight the word in each text that tells us what insects carry from flower to flower.

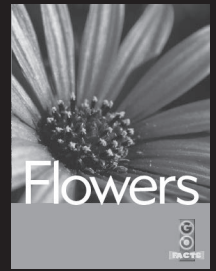
Colour the words in each text that tell us what flowers produce after they have been pollinated.

Pollination is an important part of the life cycle of plants. Insects such as bees, butterflies and ladybugs are attracted by the bright colours and smells of certain flowers. They know that these flowers contain the sweet nectar that they need to grow and lay eggs. While sucking the nectar, some of the pollen on the flowers sticks to their legs. This pollen gets transferred to the next flower they move to. The pollen fertilises the flower's egg cells to make seeds.

#### What do both texts tell us? Colour the correct answers.

- Many insects feed on the nectar from flowers.
- The bright colours and perfumes of plants help to attract insects.
- Insects lay their eggs in flowers.
- Insects play an important role in pollination.
- Bees and butterflies need nectar to grow and lay eggs.
- Some flowers grow into fruits.
- Insects carry pollen from flower to flower.
- Flowers make seeds after they have been pollinated.
- Birds and other animals also play a role in pollination.

# Lesson 87 • Flowers



Name \_\_\_\_\_

## Read the passage.

Flowering plants are able to live in many different parts of the world. Rainforests, deserts and cold mountains are all home to different flowering plants.

Rainforests get plenty of what plants need—rain, warmth and sunshine—so plants grow in great numbers. A huge variety of flowering plants, such as trees, vines and other tropical plants, grow in rainforests.

Underline all the words in both texts that refer to the climate in rainforests.

Highlight all the words in both texts that refer to the number of plants found in rainforests.

Rainforests cover about 6% of the earth's surface but contain more than half of the world's plant and animal species.

Rainforests have hot, humid climates. They also have a very high annual rainfall. That's why they are called rainforests!

At least two-thirds of the world's plant species grow in rainforests.

Use the information in the texts to write a short report about rainforests. Use the headings provided.

### Rainforests

Climate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Plants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you fail at something, you should keep trying  
until you succeed.  
*Planning template*

Point of View/Argument: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Body**

<p>Reason 1:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Reason 2:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Reason 3:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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### **Conclusion**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Example opening paragraph (not the same topic)

### Children Should Bring Technology To School

*title*

*Painting a word picture*

*alliteration*

Bored children sat like sleepy statues at their desks. They have been reading for what feels like days. Yesterday they only practiced for NAPLAN, completing past paper after past paper. Break times feel short and unfair. The teacher would not stop droning on and on. This is what classrooms are like if we don't have any technology. Students should bring in their own technology every single day.

*adjectives*

*simile*

*Past tense*

*Your opinion*

## Example argument paragraph (not the same topic)

The Higher School Certificate (HSC) is a critical part of growing up in Australia. It is the key to entering university and going on to complete a degree in a field of your desire. 98% of students that complete their HSC before the age of 20 will find exceptional employment in the field of their choice. If students leave high school early to compete in the olympics, their chances of accomplishing a degree and job in the field they want diminishes. This is why children should not compete in the olympics.

My opinion

Evidence  
(statistics)

Explaining  
the  
evidence

Back to the  
topic

Present tense

Blank lined writing area.



Blank lined writing area.

A series of horizontal lines for writing, consisting of 24 evenly spaced lines.





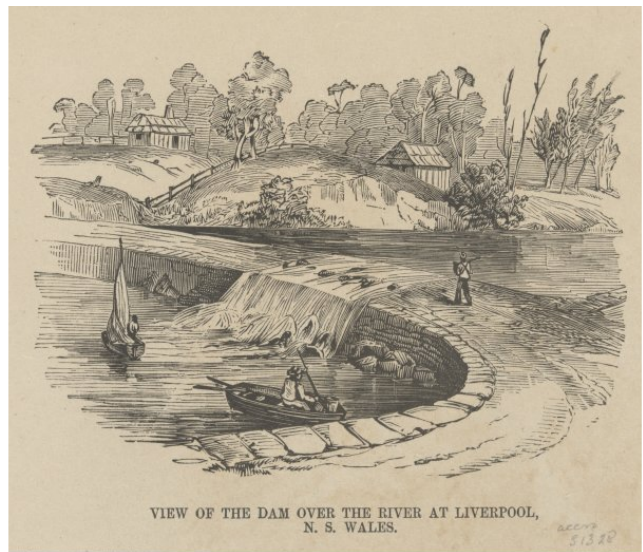
## Stage 2 Week 6 Liverpool History

A long time ago people could only cross the river by canoe or boat.



When the European people arrived in the area, they used the land around them for farming.

They used the water from the river for their needs and to water their crops. Eventually they built a WEIR which is like a dam that separated the freshwater from the salty water that came up from the sea.

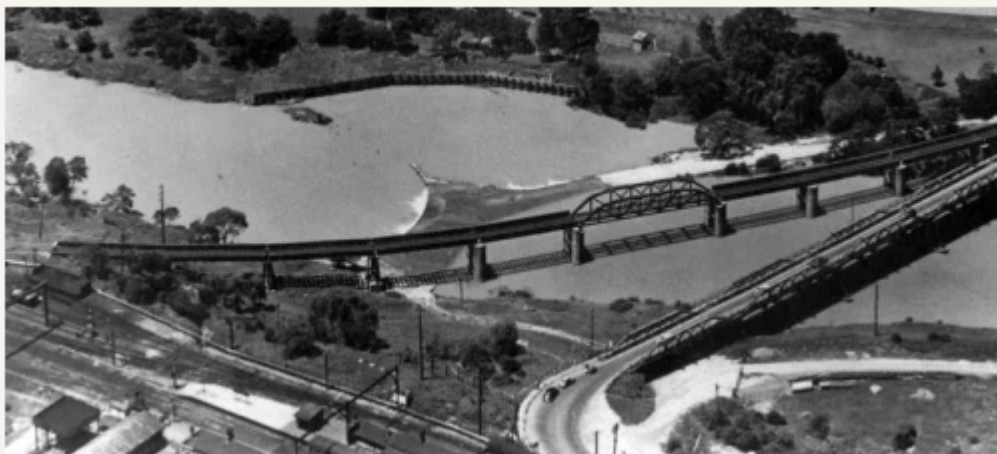


In the



photo you can see the first bridge that was built

across the river. You can see the new bridge as well. The photos are black and white because colour film was not invented





Chipping Norton Lakes - Look online and find information about this. Then answer the questions.

In your own words tell us why Chipping Norton lakes is important?

What are some things that you can do here?

How do you think we can protect the Chipping Norton Lakes?

What is the Liverpool Weir?

Why was it built?

# Science Term 3 Week 6

## L1: Investigation Shadows - Planning it out

### You will need:

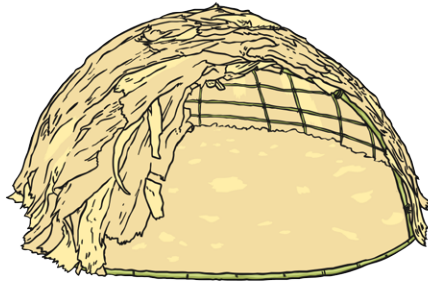
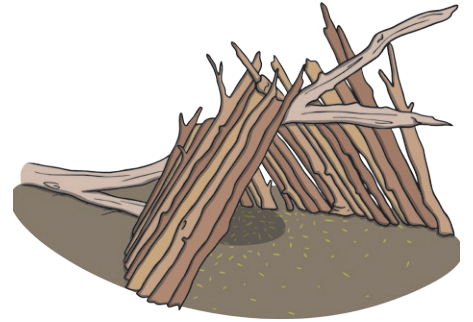
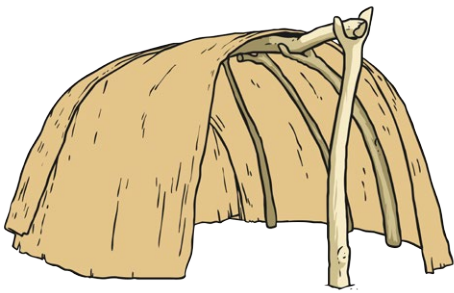
- a stick (Shadow stick) - you decide how long or short.
- A4 or A3 paper
- a timer or watch
- self-adhesive notes / small note pad
- an area that will be sunny throughout the day



### Lesson steps

- 1 You will investigate the questions:
  - **What happens to the length and direction of shadows during the day?**
  - **When are shadows at their longest and shortest?**
- 2 Use the 'Shadow stick investigation planner' (Page 1 of Resource sheet 3) and record the two questions above for investigation.
- 3 Make predictions and provide reasons for your predictions.
- 4 **How can you use the shadow stick to observe the shadow?** Possibly, place a large sheet of paper under your shadow stick. Place your shade stick on top. Mark out the length and position of the shadow every hour.  
Do you have your own way? .....
- 5 What **could affect** the length and direction of the shadow?  
On self-adhesive notes, make a list of factors/things that might affect the length and direction of shadows.
- 6 What are '**variables**'? Things that can be changed, measured or kept the same in an investigation.
- 7 **Why** do you think it is **important** to keep **some things** the **same** when you are measuring changes?  
.....  
.....
- 8 Using the answers on the self-adhesive notes, move them to the column: **Change, measure/observe or keep the same**. That means during the experiment, you are deciding what things you changed, what you have measured or observed and what you kept the same.
- 9 Complete the rest of the first page of the investigation planner. Next week you will be observing and measuring shadows.
- 10 What did you learn today? .....

# Australian Indigenous Shelters



Shelters are made using some of these things:



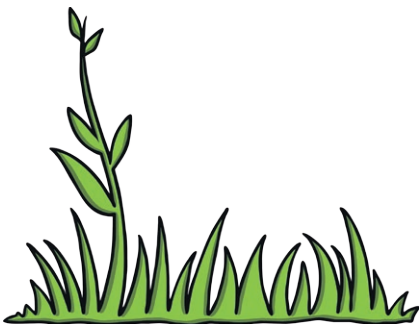
branches



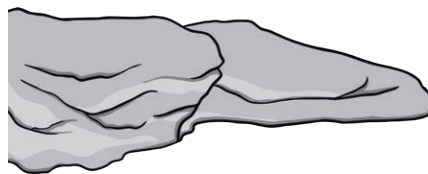
leaves



bark



grass



stones



mud

# Shadow stick investigation planner

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

Other members of your team: \_\_\_\_\_

<p>What are you going to investigate?</p>    <p><small>Can you write it as a question?</small></p>	<p>What do you predict will happen? Why?</p>    <p><small>Give scientific explanations for your prediction</small></p>
--	--

**To make this a fair test what things (variables) are you going to:**

<p>Change?</p>    <p><small>Change only one thing</small></p>	<p>Measure/Observe?</p>    <p><small>What would the change affect?</small></p>	<p>Keep the same?</p>    <p><small>Which variables will you control?</small></p>
---	--	--

<p>Describe how you will set up your investigation</p>    <p><small>Use drawings if necessary</small></p>	<p>What equipment will you need?</p>    <p><small>Use dot points</small></p>
---	--

**Write and draw your observations in your science journal**

## Recording and presenting results

Record your results in a table.

**Length of shadows at different times**

Time of observation	Length of shadow (cm)

Present your results in a graph.

My graph title:

Length of shadow (cm)


Time of day

## Explaining results

Review the results of your investigation to answer the following questions.

What happened to the length of the shadow during the day?

When was the shadow the shortest? When was it the longest?

Why did the length of the shadow change?

What happened to the direction of the shadow during the day?

What happened to the position of the Sun during the day?

Why did the direction of the shadow change during the day?

## Evaluating the investigation

What challenges did you experience doing this investigation?

How did you, or how could you, overcome them?

How could you improve this investigation (fairness, accuracy)?



## Language Meanings:

**Map the syllables and sounds** (1 box = 1 speech sound, / = a syllable break)

**Sounds** = A letter or group of letters that make one sound.

**Phoneme** = a sound.

**Grapheme** = a letter or letters that make the sound.

**Syllable** = part of a word that contains a single vowel sound.

### **Word Type**

**N** = noun (person, place thing)

**V** = verb (doing/action word)

**Adv** = adverb (word that describes a verb)

**Adj** = adjective (describing word)

**C** = conjunction (connects clauses/simple sentences together)

**Rhyming word** = a word with a similar sound in the final syllable

**Synonym** = a word that has a similar meaning

**Antonym** = a word that has the opposite meaning

**You won't need to fill each box for some spelling words!**





# **THE CAUTIOUS CARNIVAL**

We take your safety seriously, so you don't have to worry! The bumper cars have extra bumpers! Our giant slide is regular size! We've put additional brakes on the roller coaster! The only thing you need to be thinking about is having fun!

Visit sideshow alley and play our carnival games!\* We've got:

- Gone Fishin'
- Ball Toss
- Drop the Ball!
- Spin a Winner



Free  
bubblewrap  
jumpsuit on  
arrival!

## **RIDE TICKET PACKAGES**

### **SAFETY GOGGLE PACK**

10 ride tickets.  
One pair of safety goggles included.

**\$15**

### **HELMET PACK**

20 ride tickets.  
One helmet included.

**\$35**

### **HIGH-VIS VEST PACK**

35 ride tickets.  
One high-vis vest included.

**\$50**

\*We play all the games for you to minimise any risk of injury. Fictional event and products only.

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

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

# The Cautious Carnival

1. What carnival games are at The Cautious Carnival?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

2. How many ride tickets do you get in a Helmet Pack?

\_\_\_\_\_

3. What does 'cautious' mean?

\_\_\_\_\_

4. What makes you think that the carnival is being extra cautious?

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

5. Do you think you would have fun at The Cautious Carnival? Why or why not?

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

6. Design a new ride or attraction for The Cautious Carnival. Write an exciting description that makes people want to experience it.

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

## Answers

1. What carnival games are at The Cautious Carnival?

- a) **Gone Fishin'**
- b) **Ball Toss**
- c) **Drop the Ball**
- d) **Spin a Winner**

2. How many ride tickets do you get in a Helmet Pack? **20 ride tickets**

3. What does 'cautious' mean?

**The word 'cautious' means to be very careful to avoid danger.**

4. What makes you think that the carnival is being extra cautious?

**The carnival has added extra bumpers to the bumper cars, reduced the size of their slide, made the roller coaster go slow and they don't let anyone play the games themselves.**

5. Do you think you would have fun at The Cautious Carnival? Why or why not?

**Answers will vary.**

6. Design a new ride or attraction for The Cautious Carnival. Write an exciting description that makes people want to experience it.

**Answers will vary.**

**Answers will vary.**

## INDOOR PHYSICAL ACTIVITY GRID

<p><b><u>Clean-up race:</u></b> Put on a song and make sure your room is cleaned up before the end of the song.</p> <p><i>Equipment: Music, Untidy room</i></p>	<p><b><u>Hallway bowling:</u></b> Fill up water bottles and use any ball you have to bowl them over. If you don't have a ball for indoor use, use a pair of socks rolled up.</p> <p><i>Equipment: Containers/ Ball/socks</i></p>	<p><b><u>Popcorn pushups:</u></b> Put a small bowl of popcorn on the floor. Do a pushup and on the down and stick out your tongue to get a piece of popcorn.</p> <p><i>Equipment: bowl of popcorn</i></p>	<p><b><u>Exercise Jenga</u></b> Write some exercises onto jenga blocks. Perform that exercise when you remove the block.</p> <p><i>Equipment: Jenga blocks</i></p>
<p><b><u>Dance party:</u></b> Turn on the music and dance. If you have a Wii fit - then dance away.</p> <p><i>Equipment : Music</i></p>	<p><b><u>Marble Toe Race</u></b> Find two large bowls, and place some marbles inside. Pick up the marbles and place them in another bowl by using only your feet. The first one who can get all the marbles in the other bowl wins. Alternatively fill the bowls with water.</p> <p><i>Equipment: 2x Bowls, Marbles</i></p>	<p><b><u>Balance Beam</u></b> Roll out some tape that will not damage the floor to form a line. Walk only on that line. You can even stick the tape in a zigzag to make it more fun. If you fall off the line you need to do an exercise eg: Sit ups, star jumps etc.</p> <p><i>Equipment: Tape</i></p>	<p><b><u>Obstacle Course</u></b> Set up the room to form a makeshift obstacle course. "Crawl under the table." "Climb over the chair." etc. Time yourself trying to better your time each time you do the course.</p> <p><i>Equipment: Furniture, Timer</i></p>
<p><b><u>Penguin Waddle:</u></b> Place a balloon or ball between your knees and waddle across the room without dropping it. Make it more challenging by going around a few obstacles. If you drop it, you have to go back to the start.</p> <p><i>Equipment : Ball / Balloon</i></p>	<p><b><u>Balloon Taps:</u></b> Hang a balloon by a string from the doorway so it is a little bit higher than your arm reach. Try to tap it with your hand. Count how many you can do in a row without missing. Variation: jump and touch the balloon with the top of your head.</p> <p><i>Equipment : Balloon, string</i></p>	<p><b><u>Balloon Foot Balance:</u></b> Lie on the ground with your legs up in the air and try to balance the balloon on your feet.</p> <p><i>Equipment : Balloon</i></p>	<p><b><u>Backhand Balloon Balance:</u></b> Balance a balloon on the back of your hand, and see how long you can do it before it falls to the ground.</p> <p><i>Equipment : Balloon</i></p>
<p><b><u>Wall Bop</u></b> Write different point values on 12 post it notes and stick them on a door. Using a pair of rolled up socks you get 10 throws to try and hit as many points as you can. Take the points off the door when it has been hit.</p> <p><i>Equipment : Post it Notes , Socks</i></p>	<p><b><u>Floor Bop:</u></b> Write a different exercise on 6 pieces of paper and place them on the floor. Using a pair of rolled up socks you get 5 throws and need to perform the exercise when you land on the piece of paper. Take the paper off the floor when it has been hit.</p> <p><i>Equipment : A4 Paper , Socks</i></p>	<p><b><u>Ping Pong Ball Catch:</u></b> Use plastic cups and a few ping pong balls (or any small object that will fit in the cup) and toss the ball to a partner and try to catch it in the cup. Start out close together and then keep taking a step backwards to increase the challenge. For a single-player, they can simply throw the ball in the air and try to catch it.</p> <p><i>Equipment: Ping Pong Ball, Plastic Cups</i></p>	<p><b><u>Jumping Rope</u></b> Using a skipping rope see how many turns you can do in a minute. If you don't have a rope then just jump straight up and down for a minute.</p> <p><i>Equipment : Skipping Rope</i></p>
<p><b><u>Hula Hoop</u></b> Try to hula hoop for 20 seconds without the hoop touching the floor. Keep trying until you can reach it.</p> <p><i>Equipment : Hula Hoop</i></p>	<p><b><u>Laundry Netball</u></b> Using a laundry basket on a shelf and a pair of rolled up socks try to shoot the socks into the laundry basket.</p> <p><i>Equipment: Laundry Basket , Socks</i></p>	<p><b><u>Volley Up</u></b> Use either a balloon, blow up a beach ball or a pair of socks and see how many hits you can keep the balloon up in the air for a minute. Repeat and try to better your score.</p> <p><i>Equipment: Balloon / Beach Ball / Socks</i></p>	<p><b><u>Animal House Tour</u></b> Decide which animal walk to do in each room of the house. Walk around the house performing the selected animal walk. Repeat this activity and see if you can complete it in a faster time.</p> <p><i>Equipment : None</i></p>

## OUTDOOR PHYSICAL ACTIVITY GRID

<p style="text-align: center;"><b><u>Soccer</u></b></p> <p>Set up a goal and dribble and kick into the goal.</p> <p style="text-align: center;"><i>Equipment: Soccer ball</i></p>	<p style="text-align: center;"><b><u>Hills Hoist laps</u></b></p> <p>Run laps around the clothes line - vary the form eg: run, hop skip. Time how many laps you can do in 2 min. Try to improve on it the next day.</p> <p style="text-align: center;"><i>Equipment : Timer</i></p>	<p style="text-align: center;"><b><u>Tetherball</u></b></p> <p>Tie a ball or some socks to the clothes line and see how many times you can hit it before you miss. If you don't have a raquet, use your hands.</p> <p style="text-align: center;"><i>Equipment: Clothes Line, Ball, Racquet</i></p>	<p style="text-align: center;"><b><u>Laundry Stretches</u></b></p> <p>Do a squat to pick up some pegs and reach up to peg them onto the clothes line. See how many pegs you can hang in a minute. Try to improve your score.</p> <p style="text-align: center;"><i>Equipment: Clothes Line, Pegs, Timer.</i></p>
<p style="text-align: center;"><b><u>Ball Catch</u></b></p> <p>Toss the ball at a short distance and, with each catch, take a step back and continue tossing to see how far you can get before missing. If you're playing with water balloons, the first one to get wet loses.</p> <p style="text-align: center;"><i>Equipment: Balls / Water balloons</i></p>	<p style="text-align: center;"><b><u>Capture the Flag</u></b></p> <p>This game needs at least 4 people to play to make two teams who each defend their own flag (or some specific light object like a beach ball or even a stuffed animal) from home base. The object of the game is to capture the other team's flag and successfully return it to home base without getting tagged.</p> <p style="text-align: center;"><i>Equipment: Flag</i></p>	<p style="text-align: center;"><b><u>Paper Plate memory game</u></b></p> <p>Select 5 exercises. Write each exercise on the front of two paper plates /paper . Turn the plates over like a memory card game. Once you have made a match, perform that exercise.</p> <p style="text-align: center;"><i>Equipment : Paper Plates/ paper</i></p>	<p style="text-align: center;"><b><u>Cricket</u></b></p> <p>Use a pool noodle and balloons or balls to play a game of outdoor cricket. If not enough people for cricket throw and hit with a partner.</p> <p style="text-align: center;"><i>Equipment: Pool Noodles and balloons</i></p>
<p style="text-align: center;"><b><u>Naughts and Crosses</u></b></p> <p>You will need two people to play this game. Use tape or chalk to make an outdoor naughts and crosses grid. Use paper plates or towels for your naught or crosses. Pile them near a start place. You need to run from the start to place your naught or cross - run back to collect the next one. Continue until there are three in a row.</p> <p style="text-align: center;"><i>Equipment: Tape, Paper Plates / towels</i></p>	<p style="text-align: center;"><b><u>Bulls Eye</u></b></p> <p>Use chalk to draw 5 circles inside each other. Allocate points to each circle with the most going to the smallest circle, Use sponges to throw and score your points. Vary your starting position.</p> <p style="text-align: center;"><i>Equipment: Chalk, sponges.</i></p>	<p style="text-align: center;"><b><u>Egg and Spoon Race</u></b></p> <p>Using a ping Pong ball or hard boiled egg and a spoon. Run races around the backyard and time yourself. Try to better your time. Vary it by adding obstacles.</p> <p style="text-align: center;"><i>Equipment: Hardboiled egg/ping pong ball, spoon</i></p>	<p style="text-align: center;"><b><u>Kan Jam</u></b></p> <p>Throw a Frisbee, or disc into a garbage-can sized container or laundry basket. The goal is to score the most points.</p> <p style="text-align: center;"><i>Equipment: Frisbee, container</i></p>
<p style="text-align: center;"><b><u>Outdoor Checkers</u></b></p> <p>Using sidewalk chalk draw a giant square, then outline the horizontal and vertical lines to make up the board. Mark an "X" in the alternating boxes that should represent the white squares, Use paper plates as checkers.</p> <p style="text-align: center;"><i>Equipment: Chalk. Paper Plates</i></p>	<p style="text-align: center;"><b><u>Walk</u></b></p> <p>With your parents, go for a walk or take the dog for a walk.</p> <p style="text-align: center;"><i>Equipment: none</i></p>	<p style="text-align: center;"><b><u>Bean Bag Ladder Toss</u></b></p> <p>Use a ladder and label each rung with points. Throw bean bags/ balls/ rolled up socks between the rungs and try to get as many points as possible.</p> <p style="text-align: center;"><i>Equipment: Ladder, Paper, Beanbags</i></p>	<p style="text-align: center;"><b><u>Hula Blockers</u></b></p> <p>One person tosses their bean bags into the other hoop, while blocking bean bags from entering their hoop.</p> <p style="text-align: center;"><i>Equipment: Hoops, bean bags/ socks</i></p>

# THEN & NOW

## LIVERPOOL

Liverpool has an interesting history choose one of the following landmarks or one that you would like to research and present a

report



Choose one of these landmarks to research.

Collingwood House

Old Liverpool Hospital

Paper Mill

Powerhouse Museum Casula

St Luke's Church

Use the sheet provided to plan your report.

You can present it on paper or using technology.



# My Informative Prewriting Template

Fact

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Fact

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Topic

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Fact

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Fact

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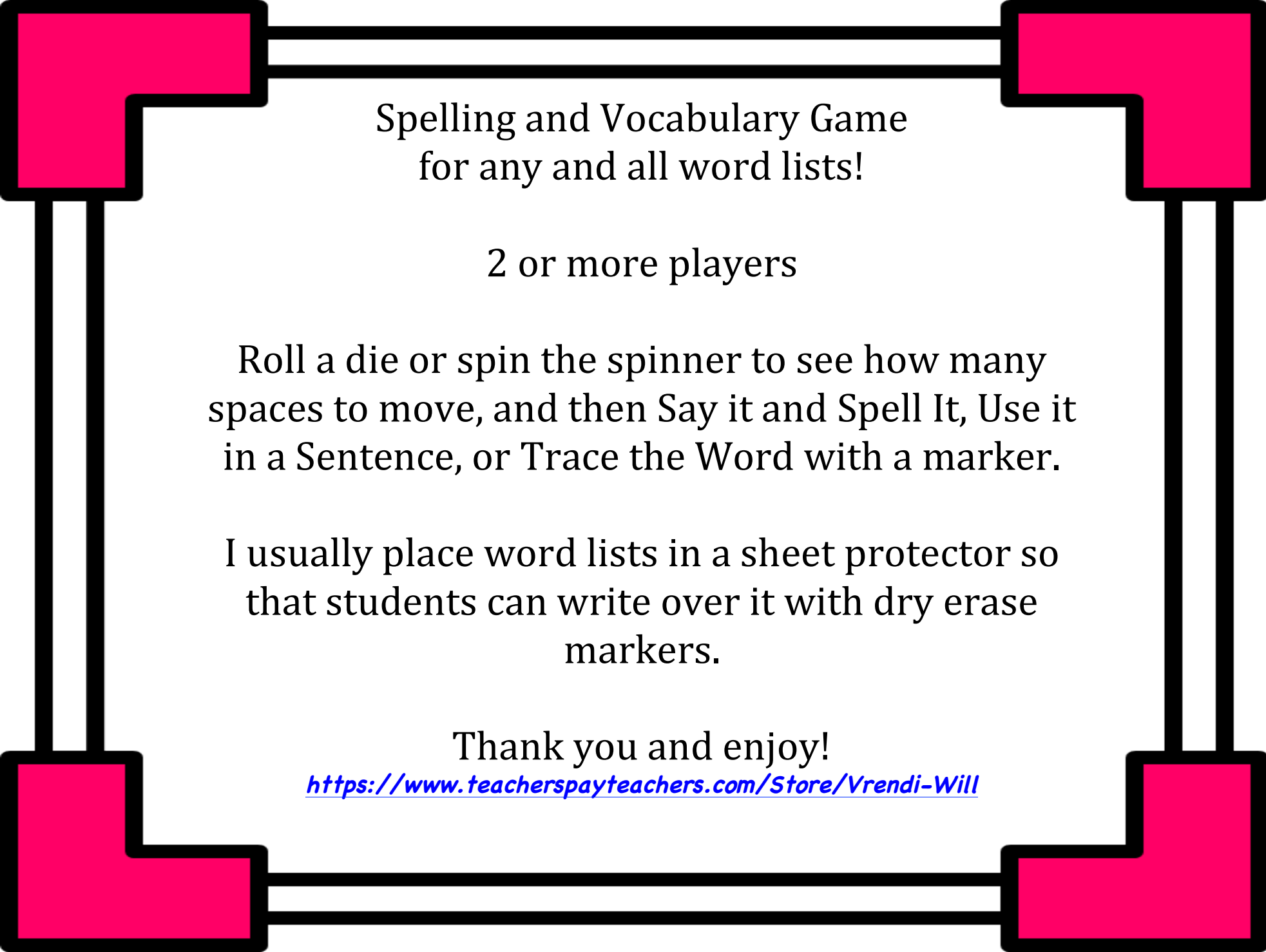
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## Spelling and Vocabulary Game for any and all word lists!

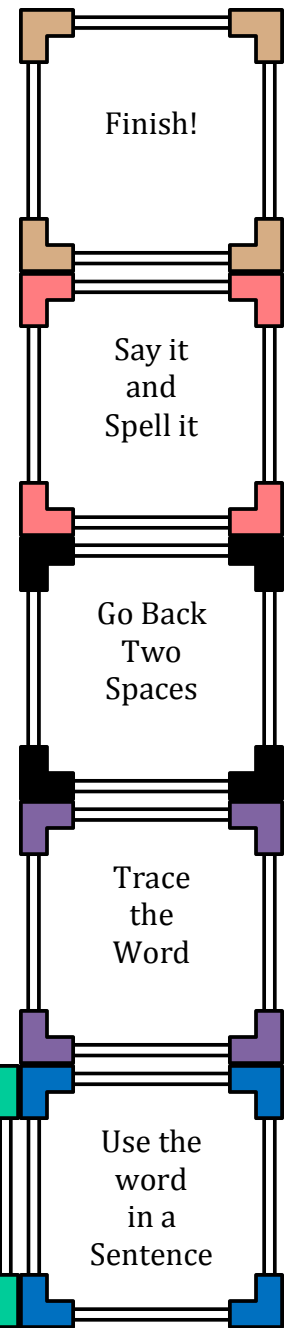
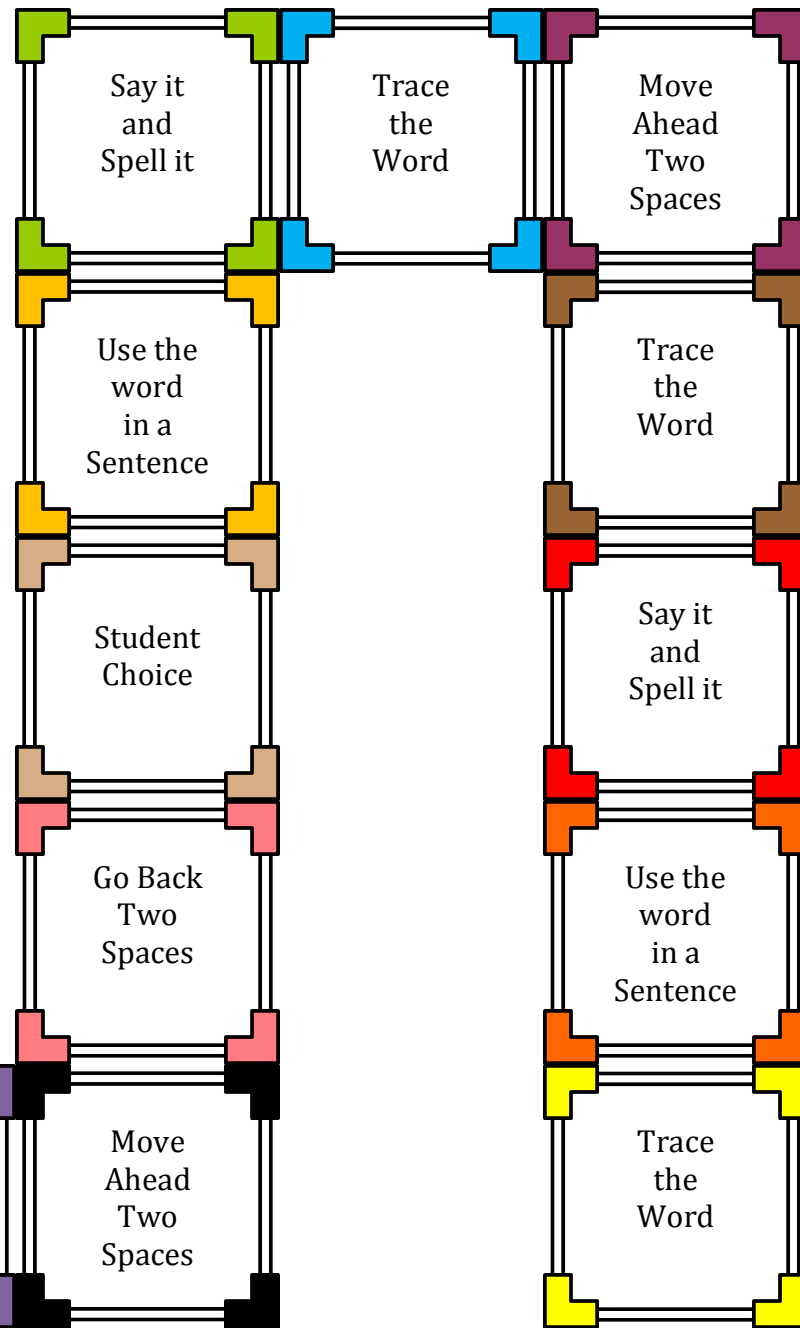
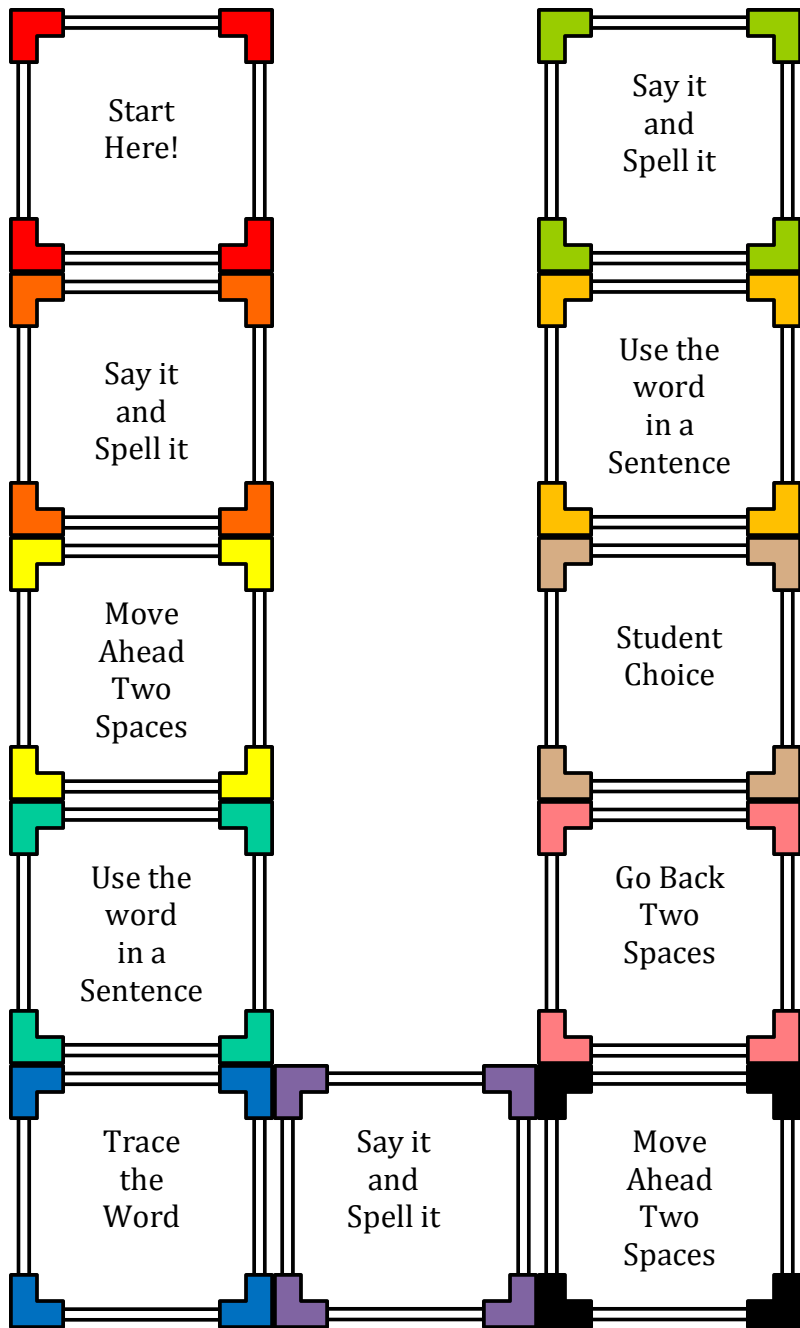
2 or more players

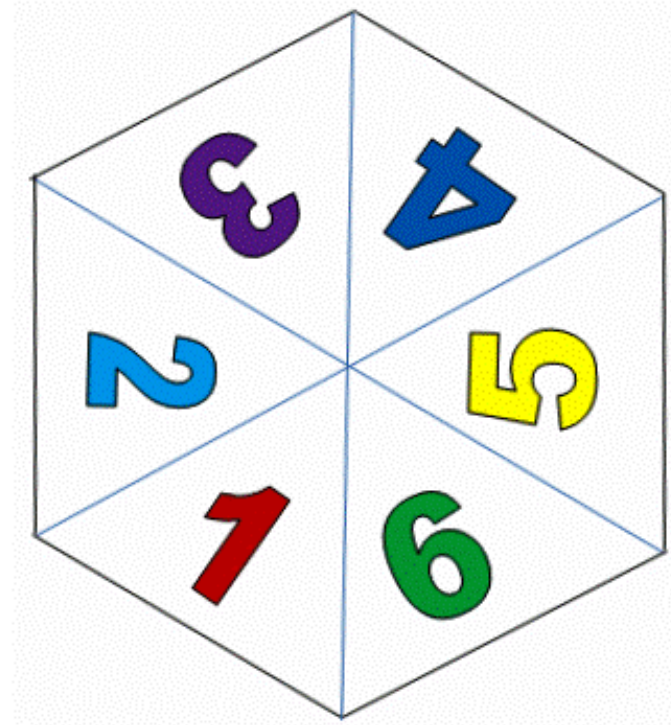
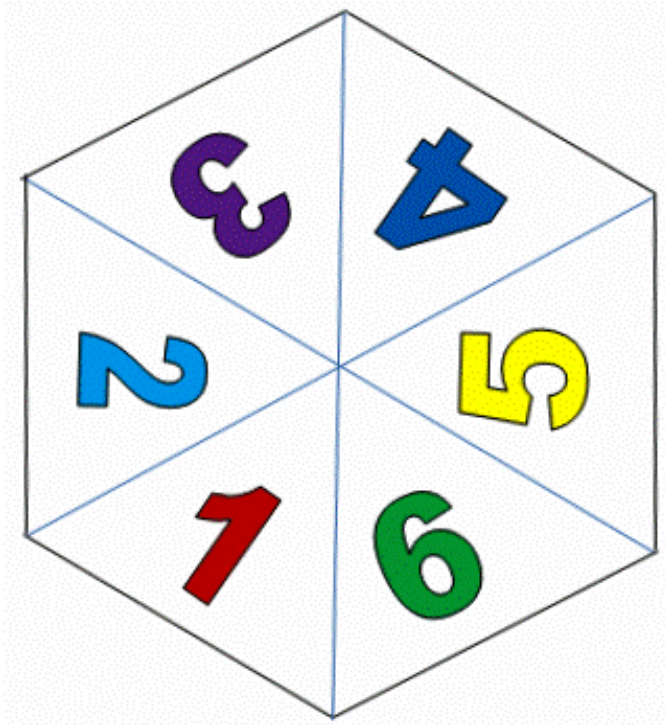
Roll a die or spin the spinner to see how many spaces to move, and then Say it and Spell It, Use it in a Sentence, or Trace the Word with a marker.

I usually place word lists in a sheet protector so that students can write over it with dry erase markers.

Thank you and enjoy!

<https://www.teacherspayteachers.com/Store/Vrendi-Will>





Game Spinners can be created by using a pencil tip and a paperclip!

Created by <https://www.teacherspayteachers.com/Store/Vrendi-Will>  
Using Word and Graphics from Ashley Hughes



## Value Worksheets

Value scale and shading exercises teach students how to create three-dimensional fruit using the element of value.

### *Included:*

#### ACTIVITY SHEETS:

Shade by Number Pear and Value Scale

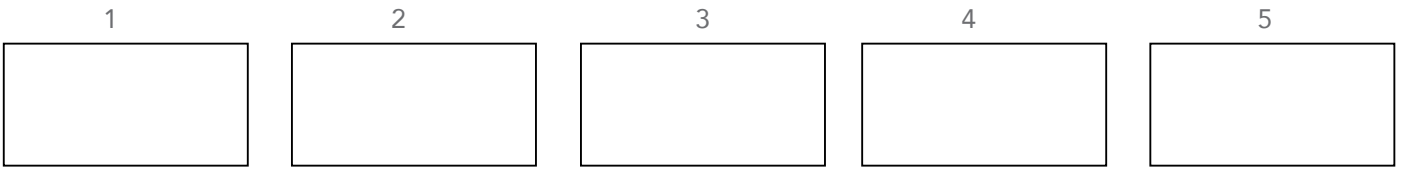
Shade Apple Worksheet

# VALUE

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

Value is the light to dark in an artwork and all the shades in between. A value scale is an exercise where you start with the lightest color and try to shade darker as you move across the scale. So on the scale below you start with white then shade across until you get to the far right, which will be very dark.

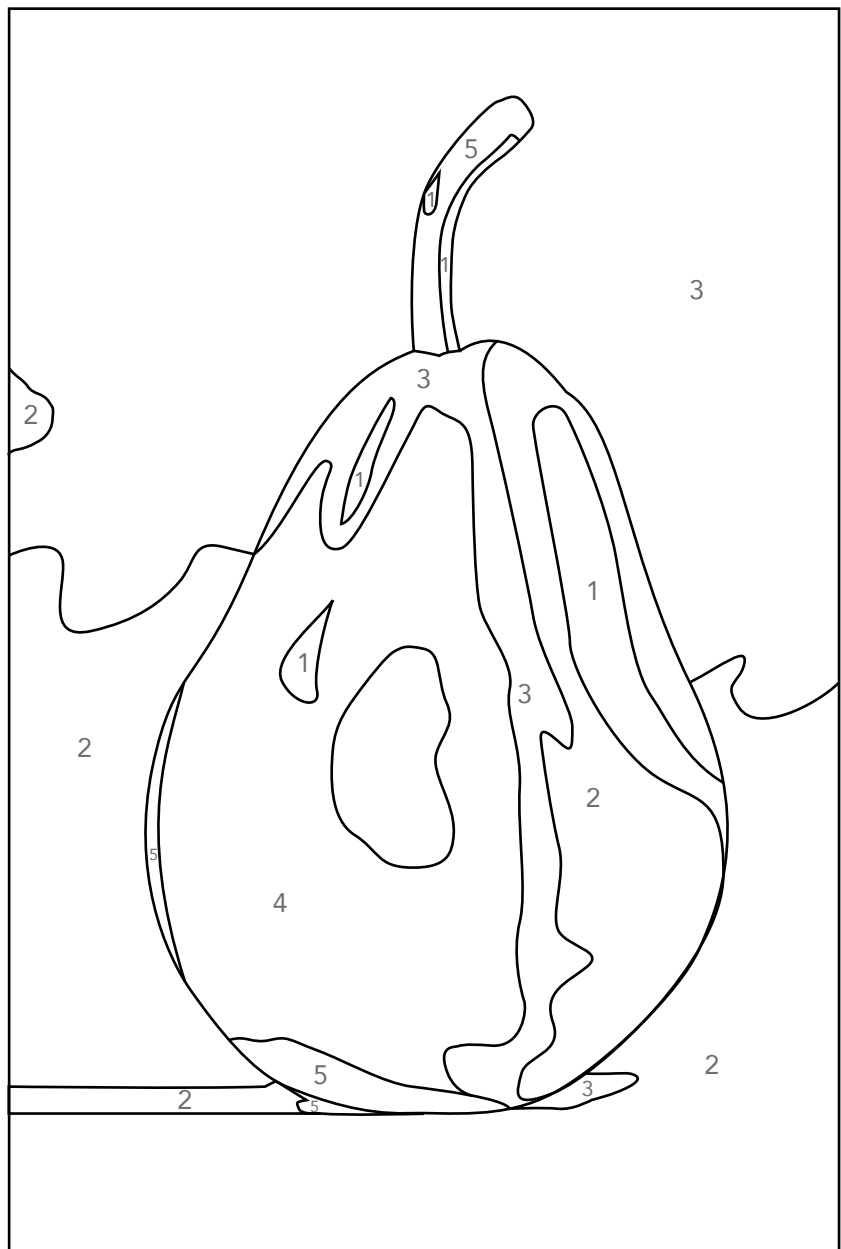
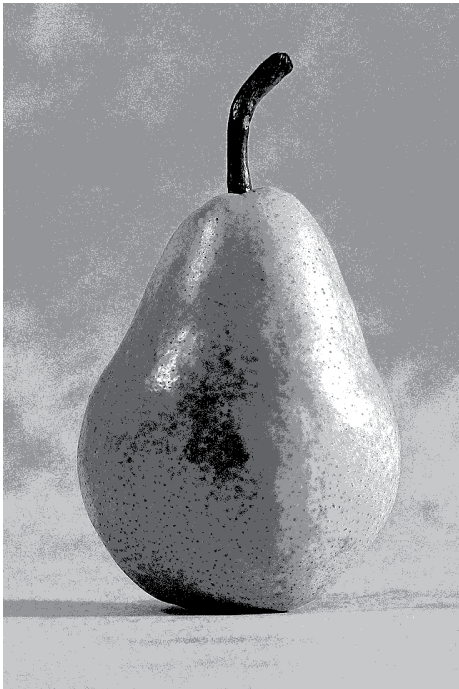
Use the side of a 2B pencil to shade from light to dark. Use a blending stump or paper towel as needed.



White

—————> Very Dark  
(Values should get darker as you go, you should be able to see difference in each value.)

Use the value scale and photo of pear below to shade the line drawing of the pear on the right.



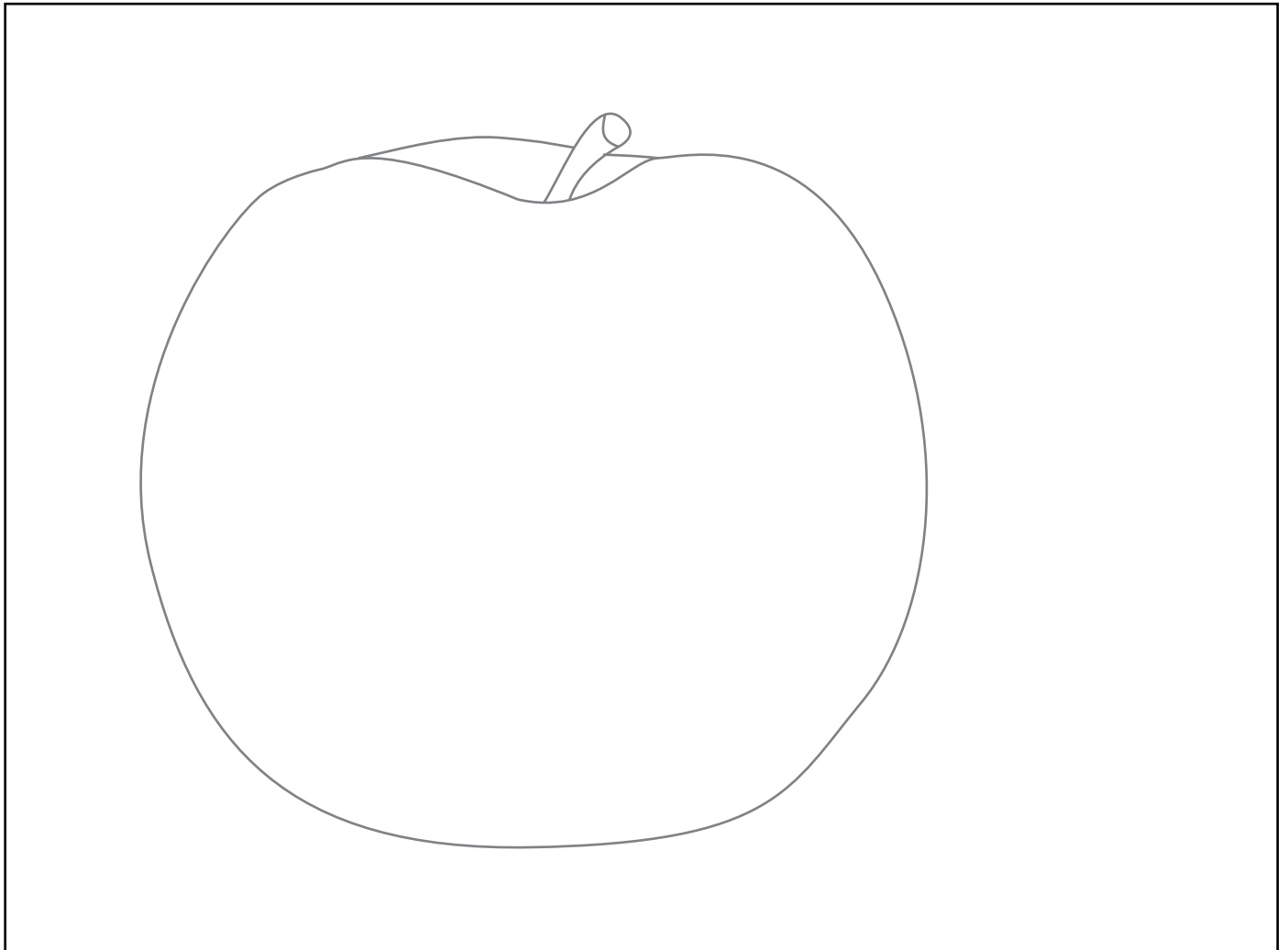
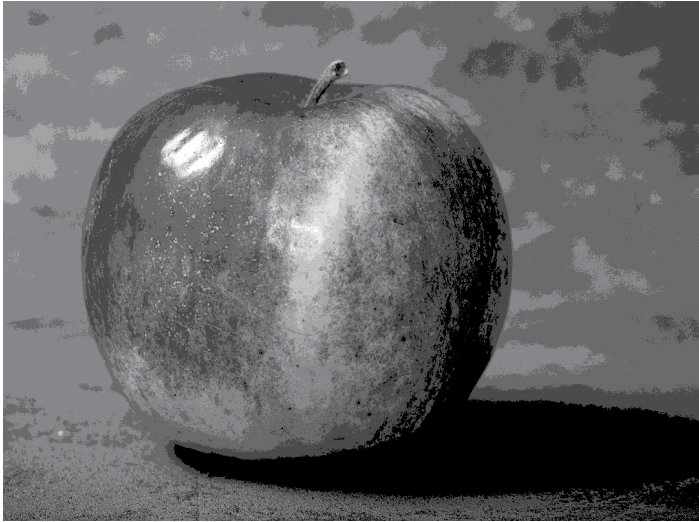
VALUE



# SHADING EXERCISE

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

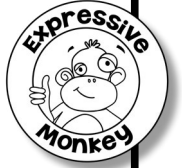
This time use only the contour line drawing and photographic reference below to shade the apple. Be sure to add the shadow and the background.



VALUE

# MODERN MONA

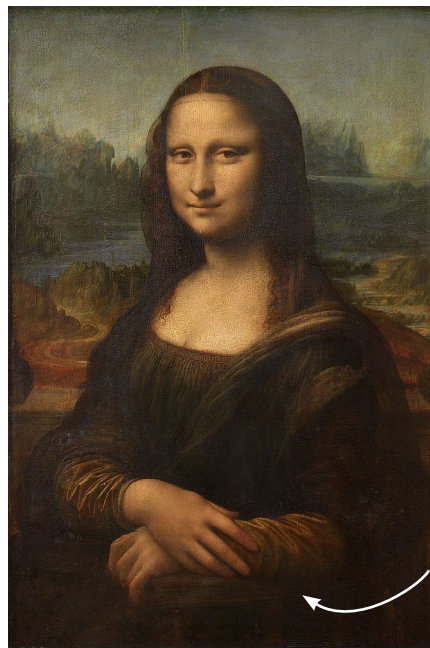
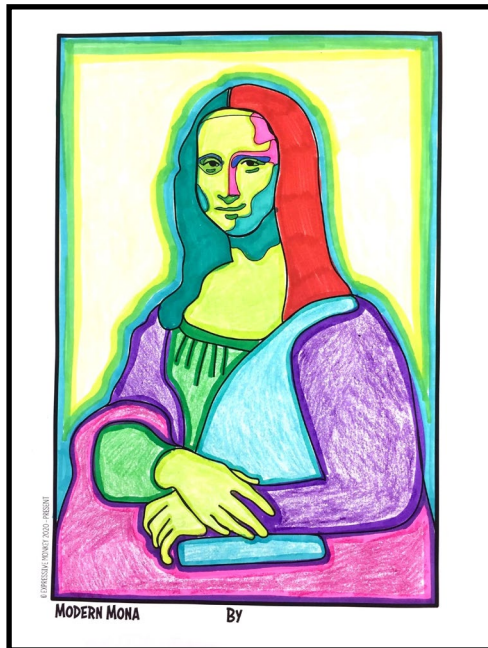
This is your chance to give Mona an update! You can see below what the real Mona Lisa looks like. It was painted by Leonardo da Vinci from 1503-1506. (But experts aren't really sure about the date.)



What can you do to make the Mona more modern?

Here are few ideas:

- Add a caption of what she might be saying.
- Let her attend your favorite kind of event. (Like a concert or game.)
- Add something flying in the sky.
- Make her inside a room.
- Add a hat or give her dress a new pattern.
- Make the colors brighter.
- Put something in her hand.
- Add a little makeup & jewelry.



What do you think is below  
her left hand?  
A book, a phone, a TV remote?  
What will you make it?

Once you've given Mona a modern makeover, go over any pencil lines with colored or black marker lines. Use a combination of markers and crayons to color her in. Even though I used crazy colors in my example, I tried to keep the value similar. For example, her skin is still light and her hair and clothes are darker than her skin or the background.



**MODERN MONA**

**BY**

## Visual Art Option Grid:

### Painting:

Mix some coffee or coloured spices in water and use it to paint a landscape, portrait, abstract, or still-life.

Find something else in the kitchen or bathroom that would make interesting paint.



### Printing:

Look for some interesting leaves and plants in your backyard. Push them into the dirt and see what patterns they make.

Use the 'paint' you made to make prints on a plate from the kitchen using your finger and hand prints. Wash the plate when you're done!



### Collage:

Make a landscape, portrait, still-life or abstract using:

- Things you find in your garden
- Bits of torn paper and cardboard from your recycling bin
- Newspaper or magazine



### Drawing:

Find a character from a book, TV show, comic or movie that you like.

Can you draw them?

Can you draw them in the same style as the artist who made them?

What can you see outside your window?

See if you can draw it.



### Sculpture:

Make some salt dough:

- 2 cups flour
- 1 ½ cups salt
- 1 ½ cups water

Mould the dough into a figure of your choosing. Put it in a sealed container in the fridge when you're done.



### Construction:

Collect and clean boxes and containers from your recycling and create a building, car, house, or something you can play with.

With sticks, leaves and interesting things from your garden, build a house for an imaginary creature to live in.



# MATHS WEEK 6 EQUIVALENT NUMBER SENTENCES

Monday:

WALT: Understand equivalent number sentences.

Warm Up: Maths Mental

Lesson: What is a number sentence?

A number sentence is a combination of numbers and operations that you are often required to solve.

Examples of number sentences include:

$$32 + 57 = ?$$

They will usually addition, subtraction, multiplication or division – or a combination of all four!

However, the = sign does not just mean total but can also mean the **same**.

For example,

$$(7) \quad (7)$$
$$5 + 2 = 4 + 3$$

$$(6) \quad (6)$$
$$10 - 4 = 9 - 3$$

Both the left and the right side have the same total

Many students see equal sign as just the answer. Later, in high school, when you're working with Algebra, and trying to balance equations, you will be confused if they don't realise equals also means the same. Students need to understand the different uses for the = sign.

Monday

1.  $48 - 7 =$  \_\_\_\_\_

2.  $56 + 89 =$  \_\_\_\_\_

3.  $66 + 96 =$  \_\_\_\_\_

4.  $4 \div 2 =$  \_\_\_\_\_

5.  $40 \div 10 =$  \_\_\_\_\_

6. Write these numbers in order from largest to smallest: 1053, 1843, 7374, 7981. \_\_\_\_\_

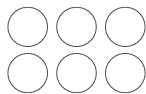
7. Complete this counting pattern:  
40, 45, 50, 55, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. Max has 11 peaches. Hailey has 2 pieces of watermelon. Layla has 1 orange. How many pieces of fruit do they have altogether? \_\_\_\_\_

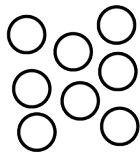
9. Divide 90 by 10. \_\_\_\_\_

10. 50 cents + 20 cents = \_\_\_\_\_

11. Colour in a third of these circles.



12. Colour in a quarter of these circles.



13. 1 minute = \_\_\_\_\_ seconds

14. A triangular-based prism has \_\_\_\_\_ corners.



15. Which star has the lowest chance of being selected? Black or white? \_\_\_\_\_



Tuesday

1.  $22 + 14 =$  \_\_\_\_\_

2.  $58 - 2 =$  \_\_\_\_\_

3.  $82 - 5 =$  \_\_\_\_\_

4.  $20 \div 10 =$  \_\_\_\_\_

5.  $88 \div 2 =$  \_\_\_\_\_

6. 5727 is an even number. True or false? \_\_\_\_\_

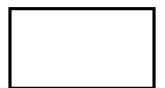
7. Complete this counting pattern:  
60, 63, 66, 69, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. I bought 62 toy racing cars and was given 49 more toy racing cars. How many toy racing cars do I now have? \_\_\_\_\_

9. Divide 55 by 5. \_\_\_\_\_

10. 5 cents + 20 cents = \_\_\_\_\_

11. Colour in a quarter of this shape:



12. Colour in a third of these stars.



13. How many minutes in an hour? \_\_\_\_\_

14. What is the name of this 3D object? \_\_\_\_\_



15. Which star has the lowest chance of being selected? Black or white? \_\_\_\_\_





Wednesday

1.  $42 + 72 = \underline{\quad}$

2.  $23 - 9 = \underline{\quad}$

3.  $68 + 35 = \underline{\quad}$

4.  $3 \div 3 = \underline{\quad}$

5.  $44 \div 2 = \underline{\quad}$

6. 5603 is an odd number. True or false?

7. Complete this counting pattern:

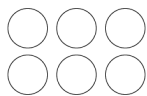
88, 93, 98, 103,     ,     ,     

8. I have 23 pieces of LEGO. Madelyn has some pieces of LEGO too. Together we have 34 pieces of LEGO. How many pieces of LEGO does Madelyn have?     

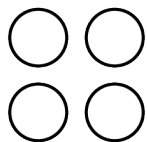
9. Divide 15 by 5.     

10. 5 cents + \$1.00 =     

11. Colour in a third of these circles.

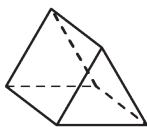


12. Colour in a quarter of these circles.



13. 1 fortnight =      days

14. A triangular-based prism has      corners.



15. Which star has the highest chance of being selected? Black or white?     



Thursday

1.  $62 + 80 = \underline{\quad}$

2.  $93 - 6 = \underline{\quad}$

3.  $88 - 7 = \underline{\quad}$

4.  $80 \div 2 = \underline{\quad}$

5.  $36 \div 3 = \underline{\quad}$

6. Is 3101 an odd or even number?     

7. Complete this counting pattern:

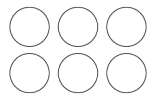
53, 55, 57, 59,     ,     ,     

8. Take 1 away from 84:     

9. Share 98 strawberries between 2 children.     

10.  $\$2.00 + 50 \text{ cents} + \$2.00 = \underline{\quad}$

11. Colour in a third of these circles.

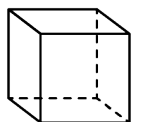


12. Colour in a quarter of this shape:

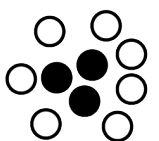


13. 1 minute =      seconds

14. What is the name of this 3D object?     



15. Which circle has the lowest chance of being selected? Black or white?     



Task:

Need help:	Task:	Extend:
<ol style="list-style-type: none"><li>1. Roll a dice to make 2 3-digit numbers and them together</li><li>2. Find an equivalent number sentence.</li></ol> <p>Complete 5 additions and 5 subtraction questions</p>	<ol style="list-style-type: none"><li>1. Roll a dice to make 2 3-digit numbers and them together</li><li>2. Find an equivalent number sentence.</li></ol> <p>Complete 5 additions and 5 subtraction questions</p>	<ol style="list-style-type: none"><li>1. Roll a dice to make 2 3-digit numbers and them together</li><li>2. Find an equivalent number sentence.</li></ol> <p>Complete 5 additions and 5 subtraction questions</p>
<p>Example:</p> <p><math>40+20= 30+30</math></p> <p><math>30-10 = 24-4</math></p>	<p>Example:</p> <p><math>563+640= 500+703</math></p> <p><math>150-140= 190-180</math></p>	<p>Example:</p> <p><math>6220+1030= 500+6750</math></p>

## Tuesday Day Two:

WALT: Create balanced equivalent number sentences with addition and subtraction

Warm Up: Maths Mental

Lesson: We have learnt that the equal sign can also mean the same. Today we are completing an addition sentence on one side and a subtraction on the left. They must both equal the same thing! For example,  $8+2=11-1$

$8+2=10$  and  $11-1$  is 10. Both sides have the same total and are balanced.

Need help:	Task:	Extend:
<ol style="list-style-type: none"><li><math>43-15=?</math></li><li><math>74+34=?</math></li><li><math>57+8=85- \underline{\quad}</math></li><li><math>23+22=100- \underline{\quad}</math></li><li><math>100-50=20+ \underline{\quad}</math></li></ol>	<ol style="list-style-type: none"><li><math>123+493=</math></li><li><math>485+563=</math></li><li><math>864-283=</math></li><li><math>573+213=800- \underline{\quad}</math></li><li><math>803-371=250+ \underline{\quad}</math></li></ol>	<ol style="list-style-type: none"><li><math>4321+3841=</math></li><li><math>6841+4810=</math></li><li><math>3216-2158=</math></li><li><math>1521+1259=5000 - \underline{\quad}</math></li><li><math>8431-3215=50+ \underline{\quad}</math></li></ol>
<p>Example:</p> $50+20=71-1$ <p>(Find the total of the left side and then make sure the left is the same)</p>		

Success Criteria:

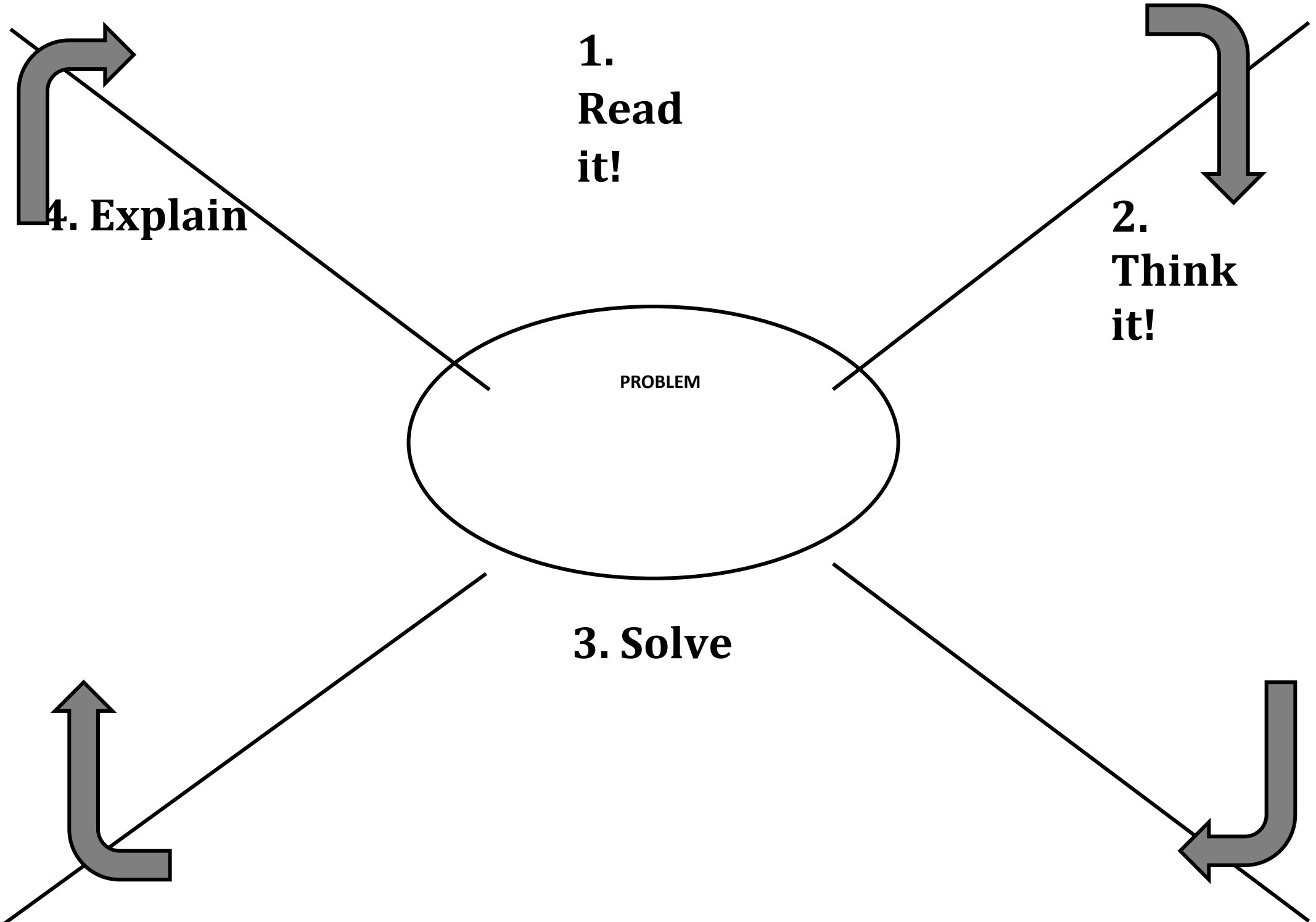
- Addition is on one side and subtraction is on the other
- They both equal the same amount
- I have chosen a level which challenges me
- I have marked my work with a calculator
-

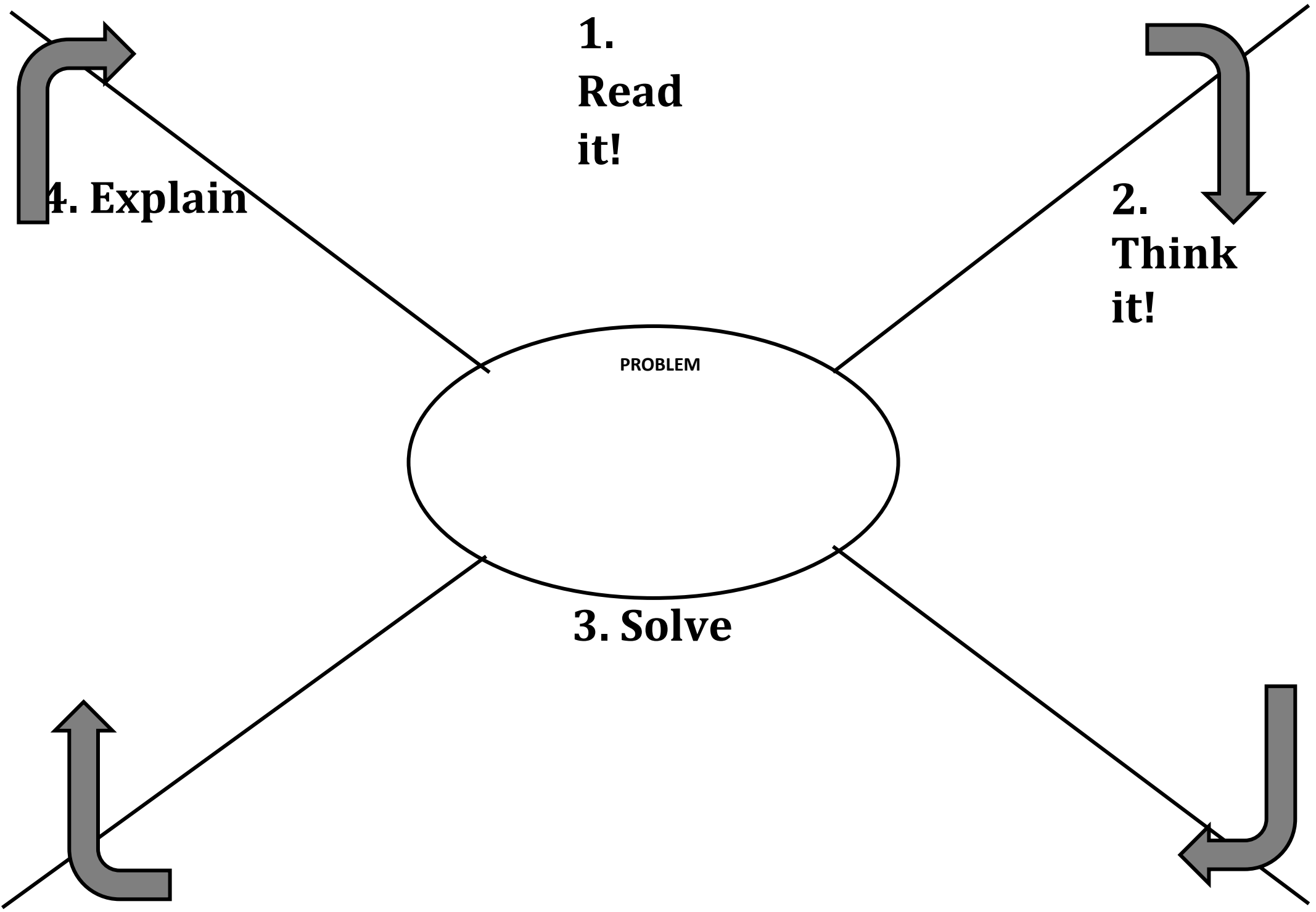
Wednesday: WALT use problem solving strategies

Warm Up: Maths Mental

Problem Solving Questions

- 1) Jerry recorded a true number sentence, then he forgot one of the numbers. What number could make this number sentence true.  $16 + \underline{\quad} = 24 - 3$
  
- 2) Alan and Betty have the same number of toys. Alan had 7 toy cards and 8 marbles and Betty had 9 toy cars and some Marbles. How many marbles does Betty Have?
  
- 3) Alan and Betty have the same number of toys. Alan has 37 toy cards and 58 marbles. Betty had 29 toy cards and some marbles. How many marbles does betty have
  
- 4) Alan and Betty have the same number of toys. Alan has 37 toy cars, 58 marbles and 28 toy animals. Betty had 29 toy cars, some marbled and 27 toy animals. How many marbles does Betty have?





**1.  
Read  
it!**

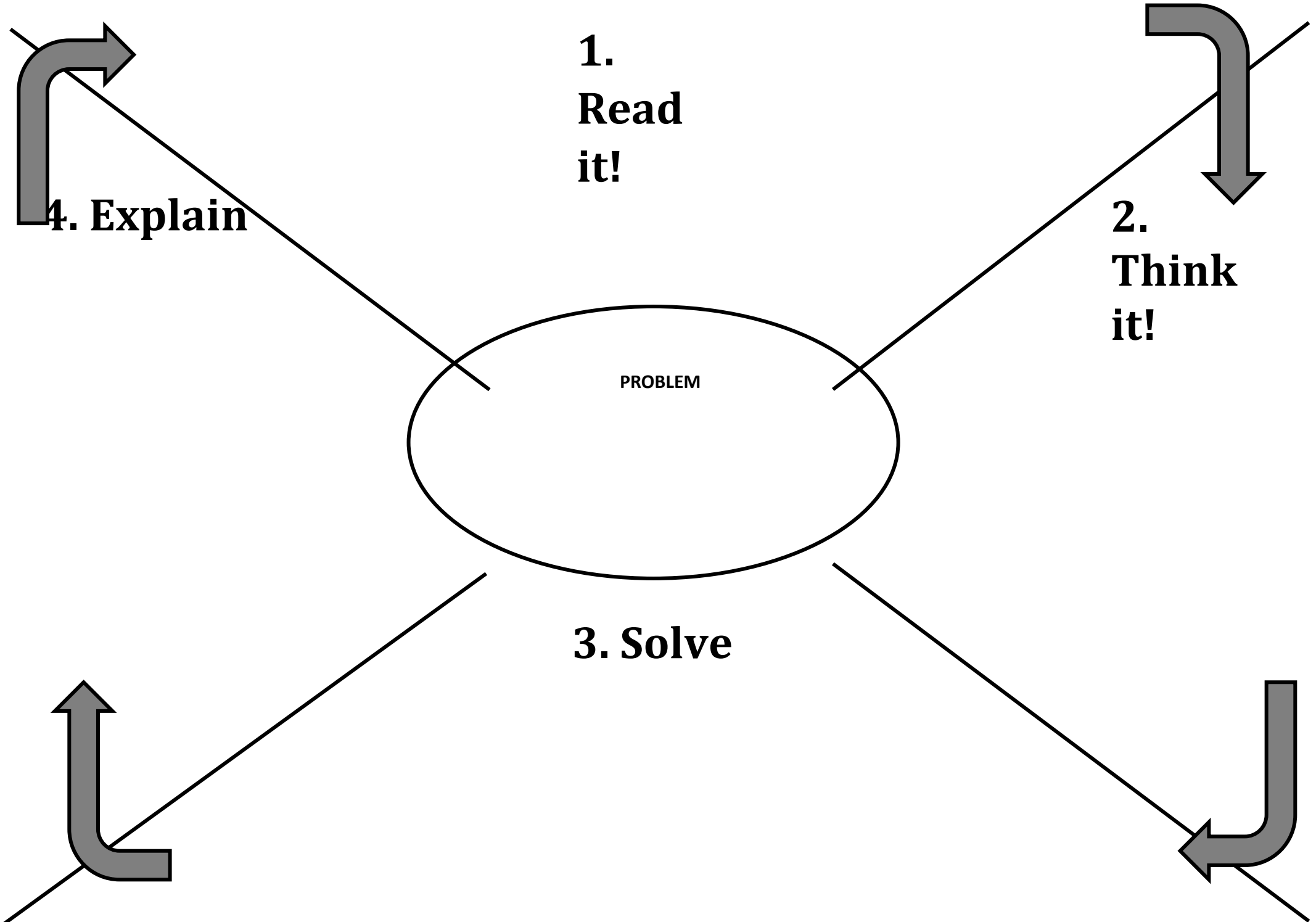
**2.  
Think  
it!**

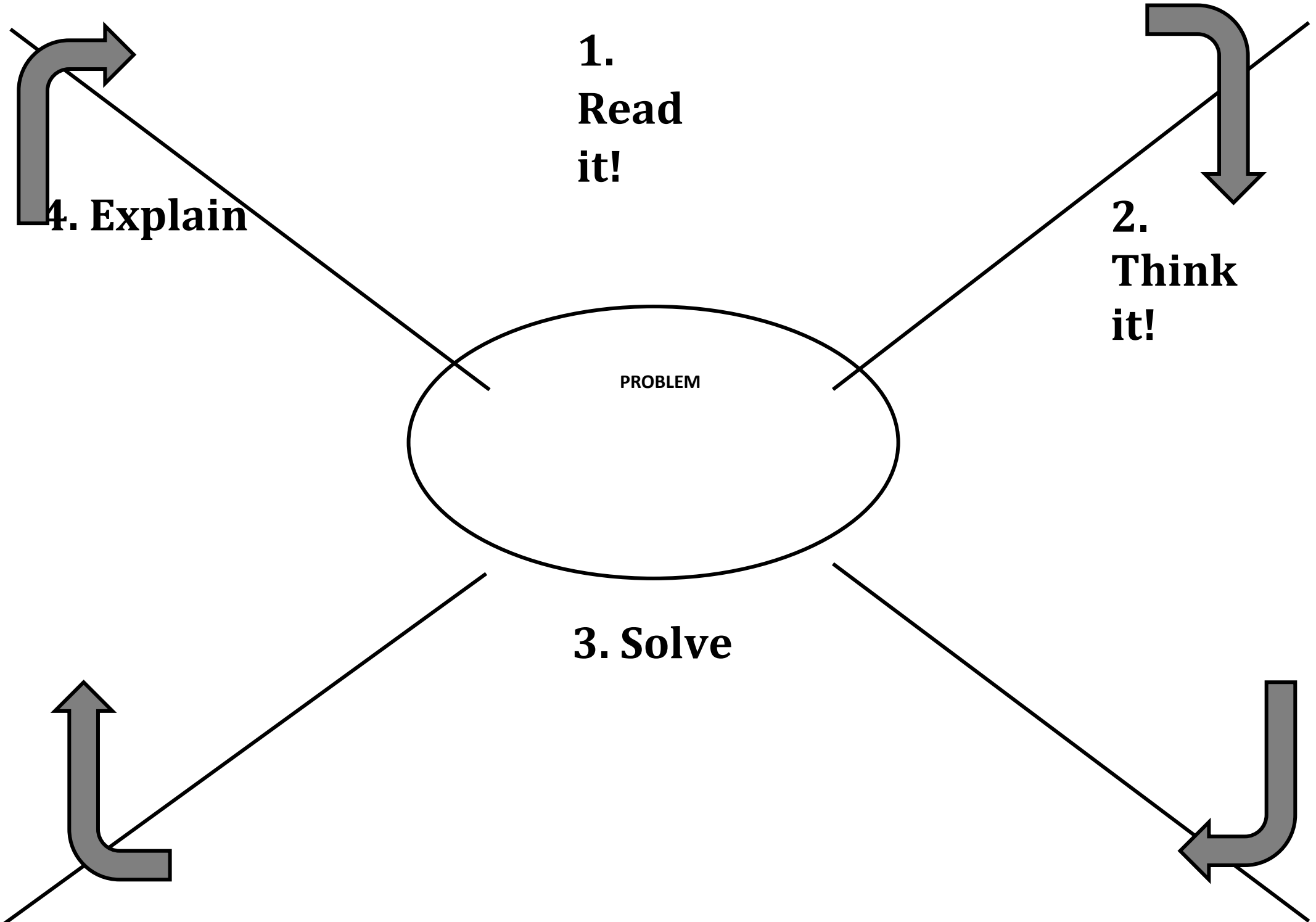
**3. Solve**

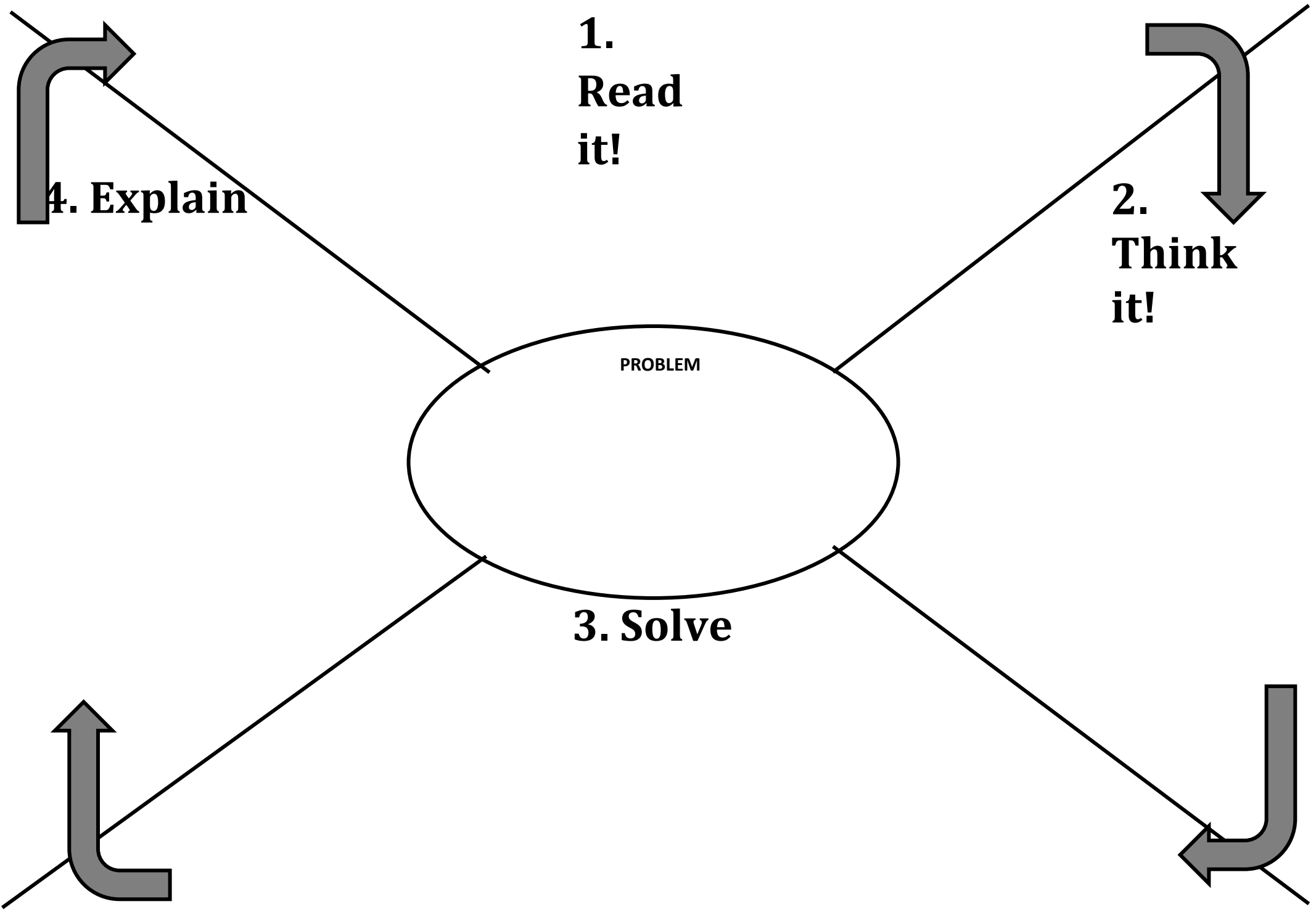
**4. Explain**

PROBLEM









**1.  
Read  
it!**

**2.  
Think  
it!**

**3. Solve**

**4. Explain**

PROBLEM

Thursday:

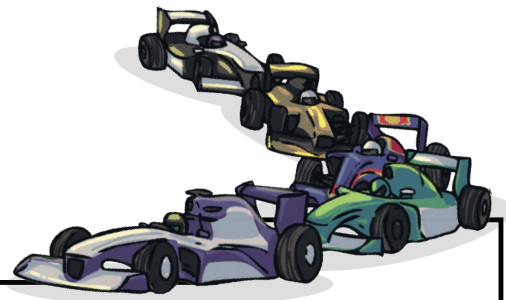
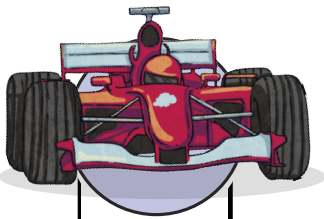
Warm Up: Maths Mental

Lesson:

- Equivalent Number Sentence Maze
- Emoji Code Breaking

# Equivalent Addition and Subtraction Maze

Calculate and find the equivalent result to move through the maze.



$3 + 7$

$16 - 6$

$2 + 4$

$9 - 3$

$20 - 3$

$16 + 3$

$15 - 11$

$12 + 5$

$19 - 5$

$5 + 8$

$7 + 7$

$2 + 17$

$11 + 1$

$7 + 4$

$18 - 6$

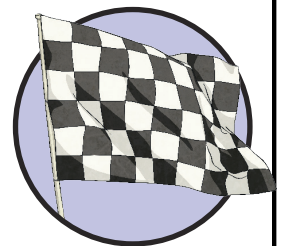
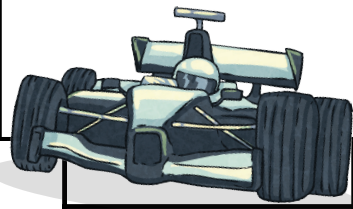
$16 - 4$

$18 - 7$

$18 - 9$

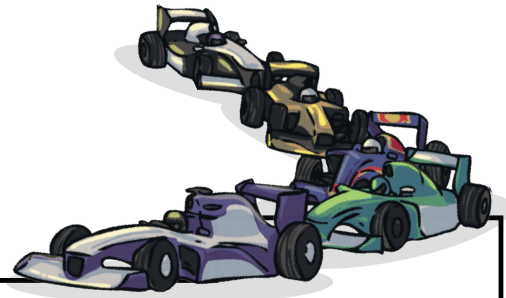
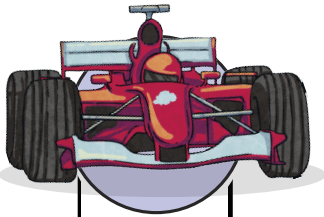
$16 - 8$

$16 - 9$



# Equivalent Addition and Subtraction Maze

Calculate and find the equivalent result to move through the maze.



$13 + 7$

$65 - 45$

$27 + 23$

$36 + 31$

$52 - 21$

$48 - 15$

$82 - 32$

$53 + 28$

$38 + 12$

$21 + 39$

$72 - 12$

$72 - 17$

$42 - 27$

$69 - 19$

$41 - 11$

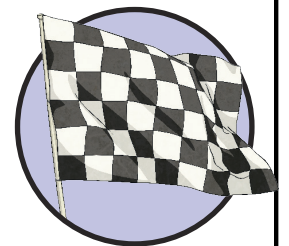
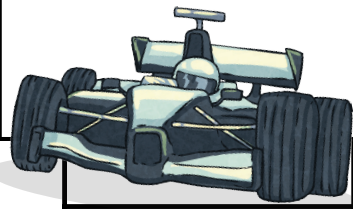
$38 + 60$

$76 - 25$

$25 + 26$

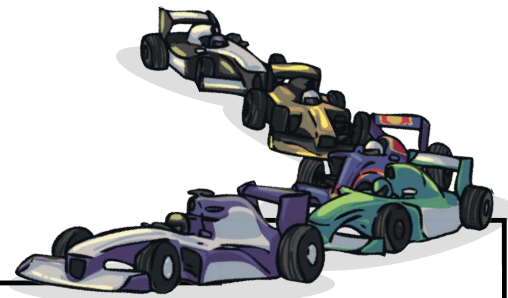
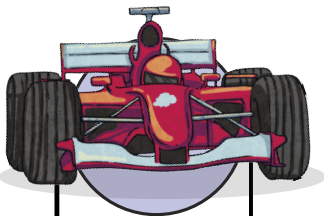
$105 - 73$

$12 + 20$



# Equivalent Addition and Subtraction Maze

Calculate and find the equivalent result to move through the maze.



$237 + 221$

$356 + 321$

$428 + 317$

$835 - 90$

$675 - 307$

$800 - 342$

$436 + 219$

$250 + 118$

$282 + 351$

$989 - 356$

$824 - 169$

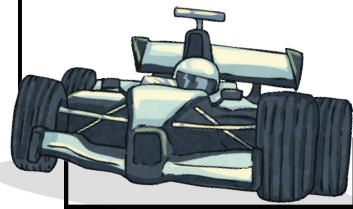
$502 + 211$

$550 + 782$

$448 + 315$

$503 - 280$

$1438 - 106$

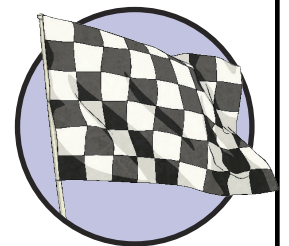


$621 - 291$

$242 + 327$

$881 - 227$

$638 + 600$



# Emoji Code Breaking

									
5	2	7	3	4	9	6	8	0	1

$$\text{Smiling Face with Smiling Eyes} + \text{Smiling Face with Heart Eyes} + \text{Crying Face} + \text{Mouse} = 97$$






























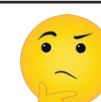

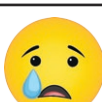






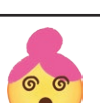



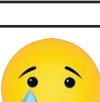
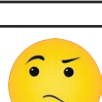



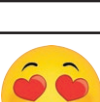
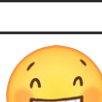



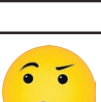
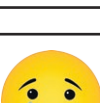

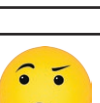
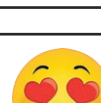


- $$\text{Grinning Face with Big Eyes} + \text{Mouse} + \text{Smiling Face with Heart Eyes} + \text{Sad Face} =$$
- $$\text{Woman with Open Mouth} + \text{Thinking Face} - \text{Smiling Face with Smiling Eyes} - \text{Crying Face} =$$
- $$\text{Squirrel} + \text{Smiling Face with Heart Eyes} - \text{Blue Face with Sweat Droplets} - \text{Crying Face} =$$
- $$\text{Smiling Face with Heart Eyes} + \text{Smiling Face with Smiling Eyes} + \text{Sad Face} + \text{Woman with Open Mouth} =$$
- $$\text{Mouse} + \text{Grinning Face with Big Eyes} + \text{Mouse} + \text{Thinking Face} =$$
- $$\text{Blue Face with Sweat Droplets} + \text{Crying Face} - \text{Woman with Open Mouth} - \text{Squirrel} =$$
- $$\text{Smiling Face with Smiling Eyes} + \text{Woman with Open Mouth} + \text{Grinning Face with Big Eyes} + \text{Squirrel} =$$
- $$\text{Crying Face} + \text{Sad Face} - \text{Smiling Face with Smiling Eyes} - \text{Blue Face with Sweat Droplets} =$$
- $$\text{Smiling Face with Heart Eyes} + \text{Grinning Face with Big Eyes} + \text{Mouse} + \text{Thinking Face} =$$
- $$\text{Squirrel} + \text{Thinking Face} - \text{Blue Face with Sweat Droplets} - \text{Sad Face} =$$




# Emoji Code Breaking

									
5	2	7	3	4	9	6	8	0	1

   +    = 935

-    +    =
-    -    =
-    -    =
-    +    =
-    +    =
-    -    =
-    +    =
-    -   =
-    +    =
-    -    =

# Emoji Code Breaking

									
5	2	7	3	4	9	6	8	0	1

$$\text{Smiling Face with Smiling Eyes} + \text{Thinking Face} + \text{Squirrel} + \text{Smiling Face with Heart Eyes} + \text{Crying Face} + \text{Woman with Pink Hair} + \text{Mouse} + \text{Sad Face} = 9725$$

- $$\text{Grinning Face with Big Eyes} + \text{Smiling Face with Smiling Eyes} + \text{Thinking Face} + \text{Mouse} + \text{Sad Face} + \text{Squirrel} + \text{Crying Face} + \text{Smiling Face with Heart Eyes} =$$
- $$\text{Blue Face with Sweat Droplets} + \text{Woman with Pink Hair} + \text{Smiling Face with Heart Eyes} + \text{Smiling Face with Smiling Eyes} - \text{Mouse} + \text{Thinking Face} + \text{Squirrel} + \text{Thinking Face} =$$
- $$\text{Squirrel} + \text{Mouse} + \text{Smiling Face with Heart Eyes} + \text{Sad Face} - \text{Blue Face with Sweat Droplets} + \text{Crying Face} + \text{Smiling Face with Smiling Eyes} + \text{Thinking Face} =$$
- $$\text{Smiling Face with Smiling Eyes} + \text{Smiling Face with Heart Eyes} + \text{Woman with Pink Hair} + \text{Squirrel} + \text{Grinning Face with Big Eyes} + \text{Sad Face} + \text{Grinning Face with Big Eyes} + \text{Woman with Pink Hair} =$$
- $$\text{Squirrel} + \text{Mouse} + \text{Woman with Pink Hair} + \text{Grinning Face with Big Eyes} + \text{Squirrel} + \text{Blue Face with Sweat Droplets} + \text{Mouse} + \text{Thinking Face} =$$
- $$\text{Blue Face with Sweat Droplets} + \text{Crying Face} + \text{Thinking Face} + \text{Smiling Face with Heart Eyes} - \text{Woman with Pink Hair} + \text{Blue Face with Sweat Droplets} + \text{Smiling Face with Smiling Eyes} + \text{Sad Face} =$$
- $$\text{Smiling Face with Heart Eyes} + \text{Squirrel} + \text{Smiling Face with Smiling Eyes} + \text{Woman with Pink Hair} + \text{Grinning Face with Big Eyes} + \text{Squirrel} + \text{Thinking Face} + \text{Grinning Face with Big Eyes} =$$
- $$\text{Crying Face} + \text{Thinking Face} + \text{Sad Face} + \text{Mouse} - \text{Mouse} + \text{Blue Face with Sweat Droplets} + \text{Grinning Face with Big Eyes} + \text{Smiling Face with Heart Eyes} =$$
- $$\text{Woman with Pink Hair} + \text{Smiling Face with Heart Eyes} + \text{Grinning Face with Big Eyes} + \text{Squirrel} + \text{Mouse} + \text{Thinking Face} + \text{Woman with Pink Hair} + \text{Thinking Face} =$$
- $$\text{Sad Face} + \text{Crying Face} + \text{Squirrel} + \text{Thinking Face} - \text{Smiling Face with Heart Eyes} + \text{Blue Face with Sweat Droplets} + \text{Sad Face} =$$