

Framework for Teaching – Stage 2 Term 4 – Week 3

Additional tasks are available at:

www.studyladder.com

www.seesaw.com

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><u>Mathematics</u> <u>Introducing Decimals</u></p> <p>Match the fractions to their decimal equivalents using a place value chart to assist with your understanding of decimal place value.</p>	<p><u>Mathematics</u> <u>Number Patterns</u></p> <p>Use the stated rule to continue number patterns/sequences based on addition and subtraction</p>	<p><u>Mathematics</u> <u>Number Patterns</u></p> <p>Examine the relationship between terms in a number sequence to identify the common rule and complete the sequence.</p>	<p><u>Mathematics</u> <u>Warm up</u></p> <p>Round the Garden</p> <p>Watch the video that explains how to play the game. This game is best played with another person, but you can play it by yourself if you have no one else to play with.</p> <p><u>3D Space</u></p> <p>Investigate the net of a 3D object and match nets to the appropriate 3D object.</p>	<p><u>Mathematics</u> <u>Warm up</u></p> <p>Round the Garden</p> <p>Watch the video that explains how to play the game. This game is best played with another person, but you can play it by yourself if you have no one else to play with.</p> <p><u>3D Space</u></p> <p>Examine and sketch 3D objects from different viewpoints including top, front and side.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
				Construct 3D objects using nets.	
Break	Break	Break	Break	Break	Break
Middle	<p><u>English</u></p> <p><u>Secrets of a Schoolyard Millionaire - CH4 Zoom</u></p> <p>Join our Stage Zoom at 11:30am to listen to the chapter being read aloud. Engage with the discussion based on this chapter. The activities linked to this chapter will also be explained.</p> <p><u>Vocabulary</u></p> <p>Refer back to chapter 4 of the novel. Complete the vocabulary tasks.</p> <p>There are two levels:</p> <p>Level 1 – Complete Level 1</p> <p>Level 2 – Complete Level 1 + 2</p>	<p><u>English</u></p> <p><u>Novel Study – Reading Response</u></p> <p>Refer back to Chapter 4 and respond to the three tasks on visualising and predicting.</p> <p><i>Offline: Create a competition poster where the prize is money.</i></p> <p><u>Spelling</u></p> <p>Read your spelling words for the week.</p> <p>Choose one activity from the Spelling Contract and complete it. <i>(This is a new contract so you may choose any activity.)</i></p> <p>Remember to write the title of your activity.</p> <p><u>Reading Fluency</u></p>	<p><u>English</u></p> <p><u>Secrets of a Schoolyard Millionaire - CH5 Zoom</u></p> <p>Join our Stage Zoom at 11:30am to listen to the chapter being read aloud. Engage with the discussion based on this chapter. The activities linked to this chapter will also be explained.</p> <p><u>Comprehension - Questioning</u></p> <p>Refer to chapter 2 of the novel again and complete the comprehension tasks. There are two levels:</p> <p>Level 1 – Complete Level 1</p> <p>Level 2 – Complete Level 1 + 2</p> <p><u>Handwriting</u></p>	<p><u>English</u></p> <p><u>Novel Study</u></p> <p>Refer to chapters 1-5 of the novel and list the 5 tips that Tess gives. Write a paragraph in response to what you have learnt from these and making connections to your life experiences.</p> <p><u>Spelling Rule</u></p> <p>Watch the video about this week's spelling rule before changing the nouns into their plural form.</p>	<p><u>English</u></p> <p><u>Comprehension - Summarising</u></p> <p>Refer to chapter 4 and 5 of the novel again and complete the summarising tasks for these chapters.</p> <p>There are 2 levels for this activity.</p> <p><u>Grammar</u></p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>Goal Setting</u></p> <p>Choose some goals for yourself that you can work towards for the remainder of the term.</p>	<p>Use the success criteria to help you remember how to read fluently out aloud. Record yourself reading fluently.</p> <p><i>Offline: Practice reading a text you have at home out aloud fluently.</i></p>			
Break	Break	Break	Break	Break	Break
Afternoon	<p>Science</p> <p>Gravity</p> <p>What is gravity? Watch the video and follow the instructions.</p>	<p>Science</p> <p>Gravity Experiment</p> <p>Watch the video and do ANY 1 of the experiments</p>	<p>CAPA</p> <p>Drawing In Circles</p> <p>Miniature portraits and landscapes have a long tradition in visual art. Follow the instructions to do some of your own</p> <p><i>Offline</i></p> <p>Follow the instructions on the printable to complete the activity.</p>	<p>Welcome Back Story</p> <p>Read along with the welcome back story and record what you are looking forward to when we return to school.</p>	<p>PDHPE</p> <p><u>Warm Up</u></p> <p><u>Sport</u></p>
ILSP Support	<p>Support with Ms Naji- Which Array? (Wk 3, L1)</p> <p>Arrange the items on</p>	<p>Support with Ms Naji- Arrays (Wk 3, L2)</p> <p>Support with Ms Naji- LEVEL 1 Arrays (Wk 3,</p>	<p>Support with Ms Naji- LEVEL 2 Division as sharing and grouping (Wk 3, L3)</p> <p>Support with Ms Naji-</p>	<p>Reading Support</p> <p><u>Group 1</u></p>	

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>your screen in rows and columns to make arrays. Just like in the video on slide one and the example, show present 2 different arrays.</p>	<p><u>L2)</u> Complete the number sentences by using arrays to help you.</p>	<p><u>LEVEL 1 Division as sharing and grouping (Wk 3, L3)</u> Using the images create groups to help solve the division problems.</p>	<p>Zoom- 11:30- 12:00</p> <p><u>Group 2-</u> Zoom: 12:00- 12:30pm</p> <p><u>Group 3-</u> Zoom: 12:30-1pm</p>	

Tuesday Week 3 Novel Study – Read chapter 4

1. Read the passages from the text below.
2. Visualise what you think the poster would look like eg. 'bright yellow block letters'
3. Use a piece of paper (do not use the Seesaw tools) and recreate the poster.
4. Place a photo of your completed poster on the next page.

1.

But this day, Mr Deery stopped me on the way out. 'Hey, Tess, I saw something that I thought you might be interested in.' He handed me a flyer. Plastered across the top in bright yellow block letters was *Kids Business*. 'It's a competition for primary school kids to come up with a business idea. I know you're really into that sort of thing. Always reading those "how to be a success" books. I thought you could enter.'

2.

I tried my best not to roll my eyes. Mr Deery is nice, but he has no clue. 'Maybe you could do a cake stall. Or do some chores for people in the neighbourhood.' 'Don't roll, eyes. Don't roll!' 'And there's prize money for the best business idea. Look!' Mr Deery poked his finger at the flyer. 'Ten dollars!' I looked at his beaming face. Seriously. No idea. 'Awesome, Mr Deery, thanks! Sounds great.' I looked to Toby, who was nodding along like one of those bobble heads on a car dashboard. *Too much fake enthusiasm, Toby!* 'I thought it would be right up your alley, Tess.' Mr Deery looked awfully proud of himself. 'You're such a little go-getter. You'll be running this country one day.' I smiled my biggest smile back at him. 'You bet, Mr Deery. Thanks! Gotta go.' 'Absolutely, Tess. And if you need any help coming up with ideas, just let me know. See if we can't win you that ten dollars.'

Your poster needs to have -
* Title
* Competition details
Prize money \$

Poster:

Answer the questions below in full sentences.

1. What business idea would you submit to the competition and why?

1. Answer:

2. Predicting - Read the last sentence of the chapter - 'Then in February, something happened that changed everything.' Make a prediction about what you think is going to happen in the next chapter. What do you think happened in February?

2. Answer:

Monday Week 3 Novel Study

Level 1 and 2 - Match the colloquialism with its definition.

She looks knackered.

She is very touchy.

He is going around the bend.

You are a little go-getter.

It is not just chump change.

Move the red meaning next to the colloquial language that it matches.

Going crazy.

A person that goes after what they want.

Very tired.

A bit angry.

It is not a lot of money.

Level 2 - Write what you think the definition of these examples are:

'face the music'

A-

'turn a blind eye'

A-

'I'm all ears'

A-

'hit the nail on the head'

A-

What is Gravity?

Gravity is the force that attracts a body towards the centre of the earth, or towards any other physical body having mass.

Do an experiment taking 2 different object with different mass. Drop them from the same height and at the same time.

What will happen and why?

Questions:

1. Which object will land first?
2. Why do you think it is first?
3. Do you think the size is the reason?
4. What other reasons could there be?
5. Compare the objects with each other?



Mr Filpi

October 13, 2021



Monday Week 3 Term 4 - Introducing Decimals

1. WATCH the following videos carefully to learn about decimal place value.

<https://www.youtube.com/watch?v=yWcNQkmpYVvk&t=130s>

<https://www.youtube.com/watch?v=BQn3FHqH6WU>

<https://www.youtube.com/watch?v=ZwBoig-ACOG>

https://www.youtube.com/watch?v=ibR_iBxnITE

2. Complete the activity levels up to and including your chosen or given level.

3. Use the Place Value chart on each page to help you place the digits in the correct column when thinking of how decimals represent fractions.



Level 1

Drag the decimals to their matching fractions.

Tenths and Hundredths Place Value Grid

Hundreds	Tens	Ones	Tenths	Hundredths

$$\frac{2}{10} = \square$$

$$\frac{16}{100} = \square$$

$$\frac{8}{10} = \square$$

$$\frac{68}{100} = \square$$

$$\frac{5}{10} = \square$$

$$\frac{3}{100} = \square$$

0.5 0.68 0.16

0.03 0.8 0.2



Level 2

Drag the decimals to
their matching
fractions.

$$\frac{3}{10} = \square$$

$$\frac{9}{100} = \square$$

$$\frac{7}{100} = \square$$

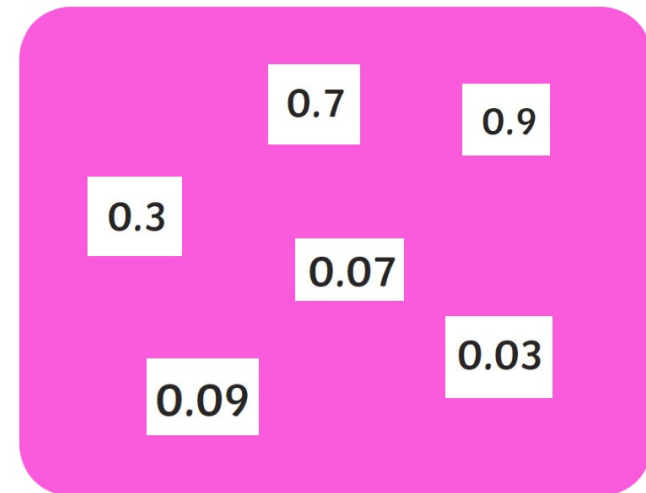
$$\frac{3}{100} = \square$$

$$\frac{9}{10} = \square$$

$$\frac{7}{10} = \square$$

Tenths and Hundredths Place Value Grid

Hundreds	Tens	Ones	Tenths	Hundredths





Level 3

Write the decimal
to match the given
fractions

Tenths and Hundredths Place Value Grid

Hundreds	Tens	Ones	Tenths	Hundredths

$$\frac{24}{100} = \square$$

$$\frac{75}{100} = \square$$

**Bonus question
(It's tricky!)**

$$\frac{5}{100} = \square$$

$$\frac{44}{100} = \square$$

$$\frac{93}{100} = \square$$

$$\frac{4}{100} = \square$$

$$\frac{2}{1000} = \square$$



Extension

Write the fraction to match the given decimals.

$0.15 = \square$

$0.006 = \square$

$0.01 = \square$

$1.23 = \square$

$0.42 = \square$

$3.07 = \square$

Tuesday Week 3 Novel Study – Read chapter 4

1. Read the passages from the text below.
2. Visualise what you think the poster would look like eg. 'bright yellow block letters'
3. Use a piece of paper (do not use the Seesaw tools) and recreate the poster.
4. Place a photo of your completed poster on the next page.

1.

But this day, Mr Deery stopped me on the way out. 'Hey, Tess, I saw something that I thought you might be interested in.' He handed me a flyer. Plastered across the top in bright yellow block letters was *Kids Business*. 'It's a competition for primary school kids to come up with a business idea. I know you're really into that sort of thing. Always reading those "how to be a success" books. I thought you could enter.'

2.

I tried my best not to roll my eyes. Mr Deery is nice, but he has no clue. 'Maybe you could do a cake stall. Or do some chores for people in the neighbourhood.' 'Don't roll, eyes. Don't roll!' 'And there's prize money for the best business idea. Look!' Mr Deery poked his finger at the flyer. 'Ten dollars!' I looked at his beaming face. Seriously. No idea. 'Awesome, Mr Deery, thanks! Sounds great.' I looked to Toby, who was nodding along like one of those bobble heads on a car dashboard. *Too much fake enthusiasm, Toby!* 'I thought it would be right up your alley, Tess.' Mr Deery looked awfully proud of himself. 'You're such a little go-getter. You'll be running this country one day.' I smiled my biggest smile back at him. 'You bet, Mr Deery. Thanks! Gotta go.' 'Absolutely, Tess. And if you need any help coming up with ideas, just let me know. See if we can't win you that ten dollars.'

Your poster needs to have -
* Title
* Competition details
Prize money \$

Poster:

Answer the questions below in full sentences.

1. What business idea would you submit to the competition and why?

1. Answer:

2. Predicting - Read the last sentence of the chapter - 'Then in February, something happened that changed everything.' Make a prediction about what you think is going to happen in the next chapter. What do you think happened in February?

2. Answer:

What is Gravity?

Gravity is the force that attracts a body towards the centre of the earth, or towards any other physical body having mass.

Do any ONE experiment

Make a parachute and see how long you can keep it in the air.

Explain how you made your parachute and Record your findings

Or

- Experiment 2: Drip Drop Bottle Experiment <https://drive.google.com/file/d/1H-S7NdWaSOQH50TRHYp6MvtIqNIhy-1/view>

Explain why the water stops flowing from the hole in the bottle.






Mrs Kukucka

October 10, 2021



Spelling - Tuesday Week 3 Term 4

- * Read through the weekly spelling words on Page 1. You can read along with Mrs. Kukucka or ask an adult to help you if you find some of the words tricky!
- * Choose one or two activities from the Grid on Page 2 to complete using the spelling words.
- * Be sure to choose an activity that you haven't already completed.
- * Remember to write the TITLE of your activity on your work.
- * Use the  to upload a photo of your work on Page 5. (If you don't have a device with a camera you can use the **T** to work directly on the page.)
- * REORDER the pages so that your work becomes Page 1
- * Please DO NOT use the  to complete your work.
- * Press  to submit your work.



Use the spelling words for this week to complete an activity from the contract on page 2.

Listen

Sight	Phonological	High Frequency		Morphemic	Etymological/Difficult/Theme
kind small clean floor picture	bless lessons useless tireless worthless	kiosk large moist nephew plough	operate science thousand underline varnishes	happy happily happier unhappy happiness	chihuahua padlock combination gravity direction



<p><u>SYLLABLE COUNT</u> Divide 10 of your spelling words into syllables, eg. pea/nut, or/der.</p>	<p><u>Vowels</u> Choose 10 words. Write your words but make the vowels (a, e, i, o, u) a different colour.</p>	<p><u>Word Hunt</u> Use a grid to create a find a word using your spelling words. Get a friend to do it.</p>	<p><u>Acrostic Poem</u> Choose a spelling word. Write it down the left side of your page. Write words to describe your word using the letters.</p>
<p><u>Jumbled Words</u> Choose 5 of your spelling words. Use the letters from each word to create new words.</p>	<p><u>Alphabetical Order</u> Write your sight, phonological and difficult words in alphabetical order.</p>	<p><u>Plurals</u> Choose 10 of your spelling words. Write them, then rewrite them as a plural.</p>	<p><u>Compound Words</u> Choose words in your spelling list. Create compound words using the single word.</p>
<p><u>Letter Shapes</u> Write 10 spelling words using frames according to their letter shapes, long, short or tall.</p>	<p><u>Word web</u> Choose a spelling word. Add prefixes and/or suffixes to make new words.</p>	<p><u>Words in a Code</u> Create a code using all letters, eg. a = 1, b = 2. Write 10 of your spelling words using the code.</p>	<p><u>Cursive</u> Print 10 of your spelling words. Next to each word, rewrite the word using cursive handwriting.</p>
<p><u>Fractions</u> Write 10 of your spelling words as fractions based on the number of vowels and consonants.</p>	<p><u>RAINBOW WORDS</u> Write 10 of your spelling words using 4 different colours over them repeatedly.</p>	<p><u>Sentences</u> Write 3-5 interesting sentences using two spelling words in each sentence.</p>	<p><u>Crossword</u> Create a crossword using your spelling words, remember to have clues for across and down.</p>
<p><u>Small to Large</u> Write your spelling words from smallest amount of letters to largest.</p>	<p><u>LETTERS</u> Pick 5 words and use the letters to make a sentence, eg. light - Larry is getting heavy trucks.</p>	<p><u>Paragraphs</u> Write a descriptive paragraph using as many words from your spelling list as you can.</p>	<p><u>Bubbles</u> Write 10 of your spelling words in bubble letters.</p>
<p><u>Big and Tall</u> Write 10 of your words in capital letters. Next to each word, write them in lowercase letters.</p>	<p><u>HIDDEN WORDS</u> Choose a long spelling word. Write as many hidden words as you can in the word.</p>	<p><u>Questions</u> Write a question for 4-6 spelling words. Answer the question using the spelling word.</p>	<p><u>Poster</u> Use as many words as you can to design a colourful poster.</p>



**Share your work on this page.
Please write the TITLE of your task/s.**

**Make this
Page 1 😊**



Mr Filpi

October 13, 2021



Tuesday Week 3 Term 4 Maths - Number Patterns

1. For each level, use the rule to work out what the next three numbers in the sequence will be. (Your teacher will advise you of which level to work at - make sure you complete all the levels up to and including yours.)
2. Pay attention to the operation sign in each rule.
3. Check your answers before posting.
4. The Extension level is quite challenging but give it a go if you're feeling confident.



Level 1

Use the stated rule to find the next three numbers in these patterns

Add 3

a.

3

6

9

12

Add 5

b.

5

10

15

20

Subtract 2

c.

20

18

16

14



Level 2

Use the stated rule to find the next three numbers in these patterns

+4

a.

6

10

14

+7

b.

8

15

22

-3

c.

45

42

39



Level 3

Use the stated rule to find the next three numbers in these patterns

x2

a.

6

12

24

+ 0.5

b.

2

2.5

3

Divide by 2

c.

1024

512

256



Extension

Use the stated rule to find the next three numbers in these patterns

$$\times 2 + 1$$

a. 3 7 15

$$+ 0.25$$

b. 1.5 1.75 2

$$- 0.4$$

c. 12.6 12.2 11.8

Name: _____

Date: _____

Reading Response: Visualising

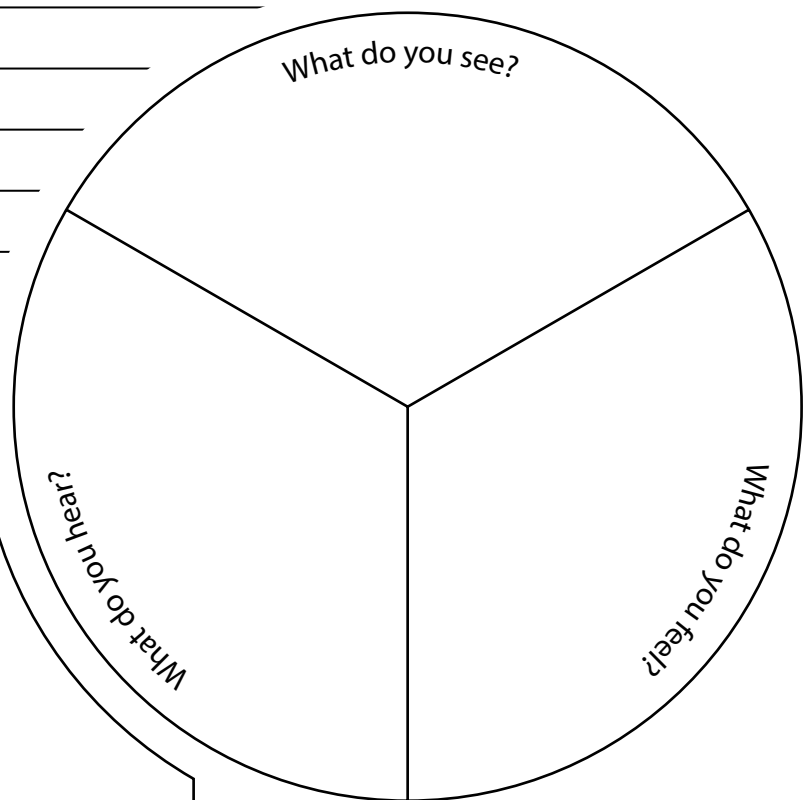
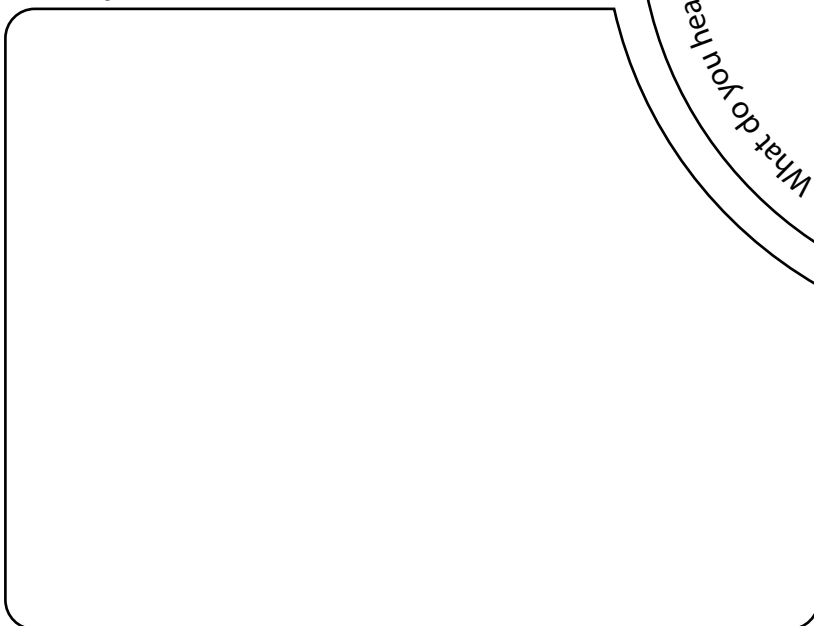
What is it?

Visualising is when you can see the ideas you are thinking about inside your head. This often happens when you read, remember, think, or listen to someone talking to you about something they saw or did.

Choose a part of the text that was most important to you. Re-read that part again and focus on visualising what is happening.

Describe or quote it.

Draw your visualisation.



What is Gravity?

Gravity is the force that attracts a body towards the centre of the earth, or towards any other physical body having mass.

Do any ONE experiment

Make a parachute and see how long you can keep it in the air.

Explain how you made your parachute and Record your findings

Or

- Experiment 2: Drip Drop Bottle Experiment <https://drive.google.com/file/d/1H-S7NdWaSOQH50TRHYp6MvtIqNIhy-1/view>

Explain why the water stops flowing from the hole in the bottle.






Mrs Kukucka

October 10, 2021



Spelling - Tuesday Week 3 Term 4

- * Read through the weekly spelling words on Page 1. You can read along with Mrs. Kukucka or ask an adult to help you if you find some of the words tricky!
- * Choose one or two activities from the Grid on Page 2 to complete using the spelling words.
- * Be sure to choose an activity that you haven't already completed.
- * Remember to write the TITLE of your activity on your work.
- * Use the  to upload a photo of your work on Page 5. (If you don't have a device with a camera you can use the **T** to work directly on the page.)
- * REORDER the pages so that your work becomes Page 1
- * Please DO NOT use the  to complete your work.
- * Press  to submit your work.



Use the spelling words for this week to complete an activity from the contract on page 2.

Listen

Sight	Phonological	High Frequency		Morphemic	Etymological/Difficult/Theme
kind small clean floor picture	bless lessons useless tireless worthless	kiosk large moist nephew plough	operate science thousand underline varnishes	happy happily happier unhappy happiness	chihuahua padlock combination gravity direction



<p><u>SYLLABLE COUNT</u> Divide 10 of your spelling words into syllables, eg. pea/nut, or/der.</p>	<p><u>Vowels</u> Choose 10 words. Write your words but make the vowels (a, e, i, o, u) a different colour.</p>	<p><u>Word Hunt</u> Use a grid to create a find a word using your spelling words. Get a friend to do it.</p>	<p><u>Acrostic Poem</u> Choose a spelling word. Write it down the left side of your page. Write words to describe your word using the letters.</p>
<p><u>Jumbled Words</u> Choose 5 of your spelling words. Use the letters from each word to create new words.</p>	<p><u>Alphabetical Order</u> Write your sight, phonological and difficult words in alphabetical order.</p>	<p><u>Plurals</u> Choose 10 of your spelling words. Write them, then rewrite them as a plural.</p>	<p><u>Compound Words</u> Choose words in your spelling list. Create compound words using the single word.</p>
<p><u>Letter Shapes</u> Write 10 spelling words using frames according to their letter shapes, long, short or tall.</p>	<p><u>Word web</u> Choose a spelling word. Add prefixes and/or suffixes to make new words.</p>	<p><u>Words in a Code</u> Create a code using all letters, eg. a = 1, b = 2. Write 10 of your spelling words using the code.</p>	<p><u>Cursive</u> Print 10 of your spelling words. Next to each word, rewrite the word using cursive handwriting.</p>
<p><u>Fractions</u> Write 10 of your spelling words as fractions based on the number of vowels and consonants.</p>	<p><u>RAINBOW WORDS</u> Write 10 of your spelling words using 4 different colours over them repeatedly.</p>	<p><u>Sentences</u> Write 3-5 interesting sentences using two spelling words in each sentence.</p>	<p><u>Crossword</u> Create a crossword using your spelling words, remember to have clues for across and down.</p>
<p><u>Small to Large</u> Write your spelling words from smallest amount of letters to largest.</p>	<p><u>LETTERS</u> Pick 5 words and use the letters to make a sentence, eg. light - Larry is getting heavy trucks.</p>	<p><u>Paragraphs</u> Write a descriptive paragraph using as many words from your spelling list as you can.</p>	<p><u>Bubbles</u> Write 10 of your spelling words in bubble letters.</p>
<p><u>Big and Tall</u> Write 10 of your words in capital letters. Next to each word, write them in lowercase letters.</p>	<p><u>HIDDEN WORDS</u> Choose a long spelling word. Write as many hidden words as you can in the word.</p>	<p><u>Questions</u> Write a question for 4-6 spelling words. Answer the question using the spelling word.</p>	<p><u>Poster</u> Use as many words as you can to design a colourful poster.</p>



**Share your work on this page.
Please write the TITLE of your task/s.**

**Make this
Page 1 😊**



Mr Filpi

October 13, 2021



Tuesday Week 3 Term 4 Maths - Number Patterns

1. For each level, use the rule to work out what the next three numbers in the sequence will be. (Your teacher will advise you of which level to work at - make sure you complete all the levels up to and including yours.)
2. Pay attention to the operation sign in each rule.
3. Check your answers before posting.
4. The Extension level is quite challenging but give it a go if you're feeling confident.



Level 1

Use the stated rule to find the next three numbers in these patterns

Add 3

a.

3

6

9

12

Add 5

b.

5

10

15

20

Subtract 2

c.

20

18

16

14



Level 2

Use the stated rule to find the next three numbers in these patterns

+4

a.

6

10

14

+7

b.

8

15

22

-3

c.

45

42

39



Level 3

Use the stated rule to find the next three numbers in these patterns

x2

a.

6

12

24

+ 0.5

b.

2

2.5

3

Divide by 2

c.

1024

512

256



Extension

Use the stated rule to find the next three numbers in these patterns

$$\times 2 + 1$$

a.

3

7

15

$$+ 0.25$$

b.

1.5

1.75

2

$$- 0.4$$

c.

12.6

12.2

11.8

Name: _____

Date: _____

Reading Response: Visualising

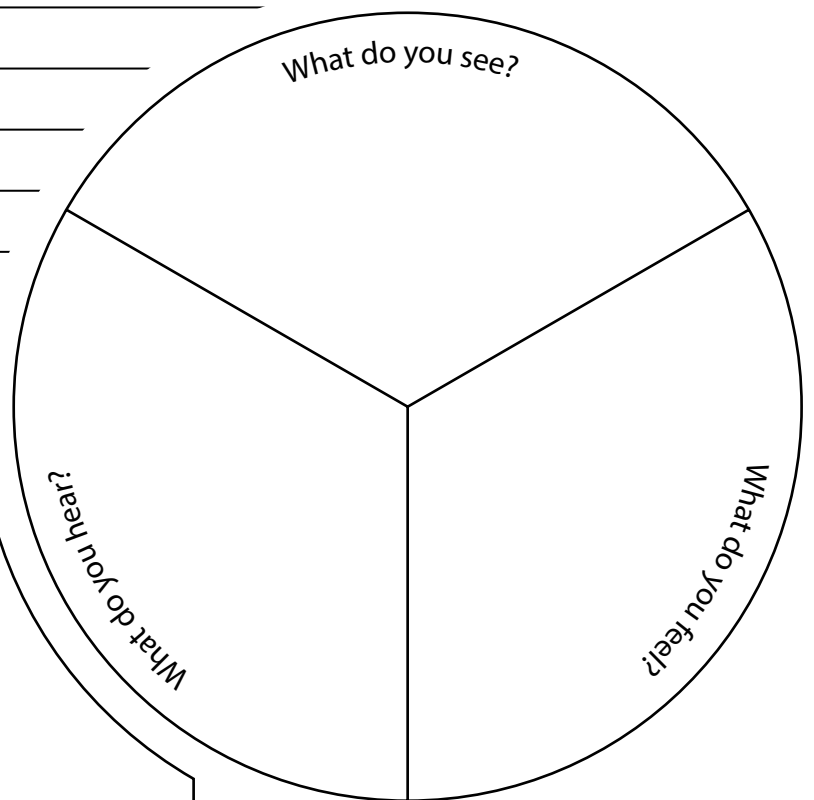
What is it?

Visualising is when you can see the ideas you are thinking about inside your head. This often happens when you read, remember, think, or listen to someone talking to you about something they saw or did.

Choose a part of the text that was most important to you. Re-read that part again and focus on visualising what is happening.

Describe or quote it.

Draw your visualisation.



Drawing in Circles

Art in a roundabout way!

Materials: Black markers, coloured pencils, textas, crayons, scissors, paper

Time: 1 hour

Visual
Arts
Activities
Year 3-4

Find more resources at artslive.com

Make

Step 1: Drawing the circles

Find a circular shaped object such as a roll of tape, glass or jar and trace around the edge with marker. Draw 2 circles.



Step 2: Drawing inside the circles

With grey lead pencil, create patterns, landscape scenes, people or portraits to fill the circles.



Drawing in Circles

Art in a roundabout way!

Materials: Black markers, coloured pencils, textas, crayons, scissors, paper

Time: 1 hour

Visual
Arts
Activities
Year 3-4

Find more resources at artslive.com

Step 3: Trace with marker

Use a black marker to carefully trace the drawing inside the circle.

Step 4: Add colour

Use pens, markers, textas, coloured pencils to colour the circle drawings.



Drawing in Circles

Art in a roundabout way!

Materials: Black markers, coloured pencils, textas, crayons, scissors, paper

Time: 1 hour

Visual
Arts
Activities
Year 3-4

Find more resources at artslive.com

Step 5: Cut circles and display

Carefully cut around the circles and display.





Mr Filpi

October 13, 2021



Wednesday Week 3 Term 4 Maths - Number Patterns: Find the Rule

1. Use the number pattern to work out the rule in each pattern.
2. Write the rule for each number pattern in the space provided.
3. Finish each pattern by adding the missing numbers.
4. Work on all levels up to and including your chosen or given level.
5. The Extension Level is particularly tricky, but if you're up to the challenge.



Level 1

1. Work out the rule for each pattern.
2. Write it in the space provided.
3. Finish the patterns by adding the missing numbers.

Rule:

a. 10 12 14 20 24

Rule:

b. 90 80 70 50

Rule:

c. 2 7 12 17 32



Level 2

1. Work out the rule for each pattern.
2. Write it in the space provided.
3. Finish the patterns by adding the missing numbers.

Rule:

a. 12 20 28 60

Rule:

b. 5 10 20 160

Rule:

c. 52 46 40 10

Level 3

1. Work out the rule for each pattern.
2. Write it in the space provided.
3. Finish the patterns by adding the missing numbers.

Rule:

a. 5.1 5.6 6.1 8.1

Rule:

b. 152 136 128 104

Rule:

c. 16,000 8,000 1,000

Extension

1. Work out the rule for each pattern.
2. Write it in the space provided.
3. Finish the patterns by adding the missing numbers.

Rule:

This one has two steps. There are two different operations to perform.

a. 2 3 5 9 33

Rule:

b. 13.7 13.1 12.5 11.9 11.3

Rule:

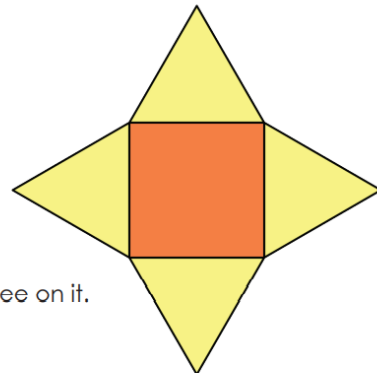
c. 23 11 -1 -7

Nets of 3D objects

A model of a 3D object can be made using a 2D **net**.

Net

A two-dimensional (2D) shape that can be folded to make a three-dimensional object. You can think of a net as a **plan** for building a 3D object.



Example of a net

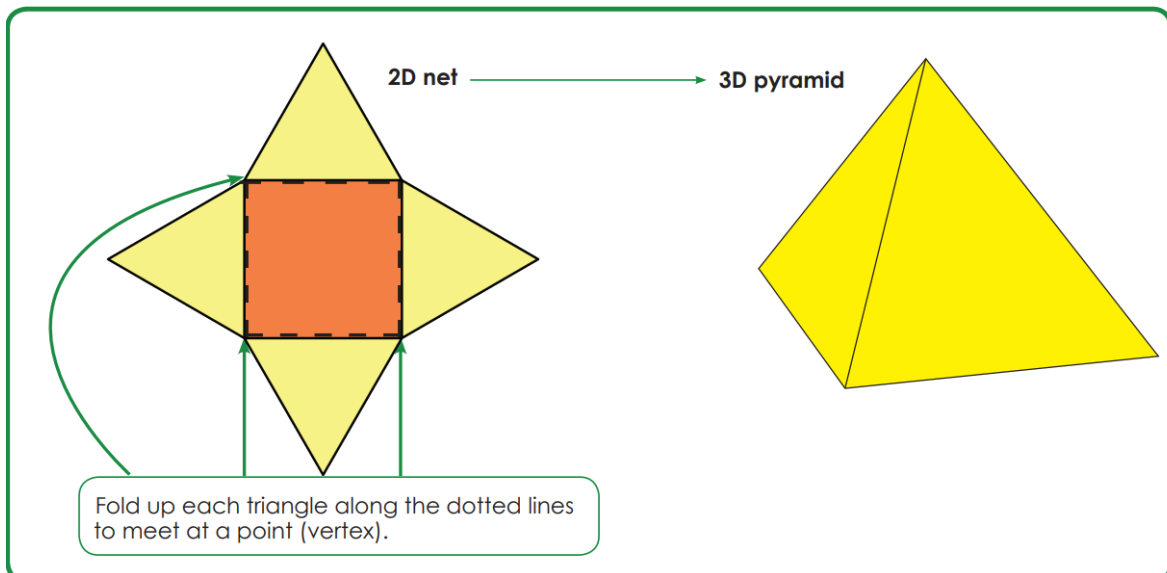
Look at the example of a net. Think about the 2D shapes that you can see on it.

- What 3D object do you think it could make?
- How would you fold it to make a particular 3D object?

This net has 4 triangles and 1 square.

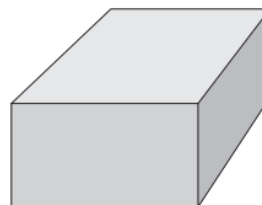
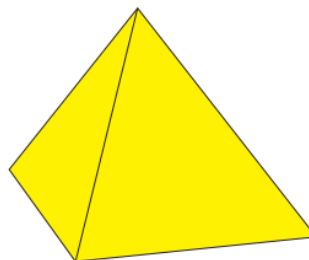
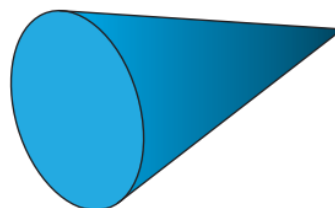
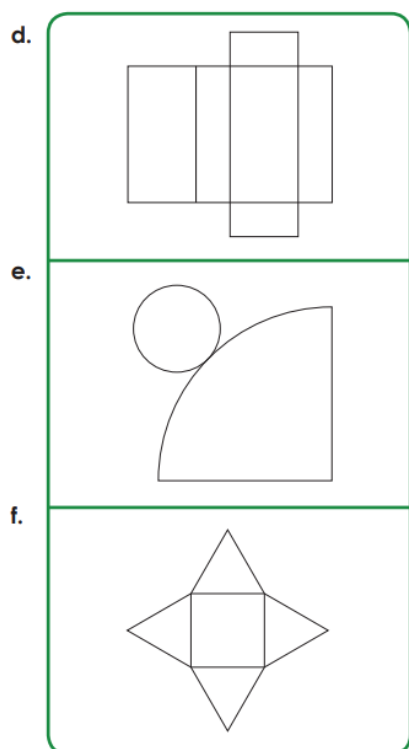
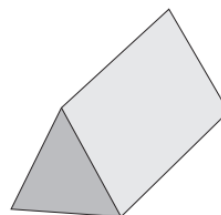
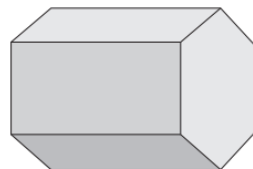
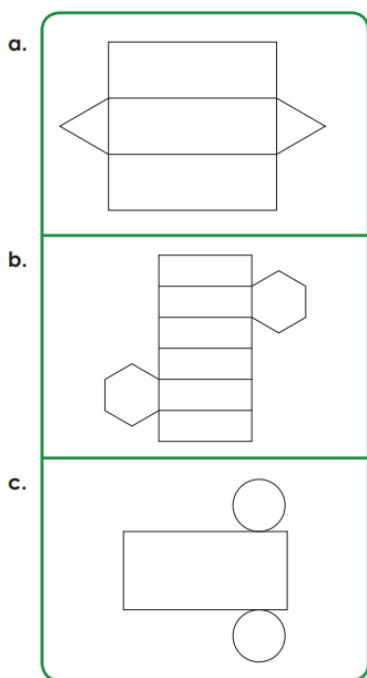
You can see that the triangles on the 2D shape are all connected to the square. If you fold up each of the triangles then they would meet at a point (vertex). The square would form the base of the object.

You now have a 3D square-based pyramid.



2. Match each net to the 3D object that it makes.

Clue: When folded, each face must be connected to at least one other face.








Mrs Kukucka

October 10, 2021



Irregular Plurals Thursday Week 3 Term 4

1. Tap  Add.
2. Tap **T** and type the name of the singular nouns. Then, type the name of the irregular plural noun.
3. Use **”** and type some sentences using the irregular plural nouns
4. Do you know other irregular plural nouns? Use  and tell the ones you know!
5. Tap  and upload to your journal.



NOUNS













A decorative horizontal line with a central diamond-shaped ornament.

PART 4: IRREGULAR
PLURAL NOUNS

Example 1 of 1



Listen

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____



*Returning to school at
GPS...*

The world changed a little, so we acted together...



...though we had to stay home, we knew it wasn't forever.

We still laughed, learnt and had fun...



...and staying at home helped everyone.

And now, it's time to go back to school!



Your parents and family will have to wait at the gate.



*You will be greeted by your teachers friendly faces.
At the end of the day, Stage Two will use the back gate to leave.*

Students will be learning in their own classrooms.



Teachers and staff will be wearing face masks to protect me and you.



Some students will be wearing them too.

There will only be some parts of the playground you will be able to use.

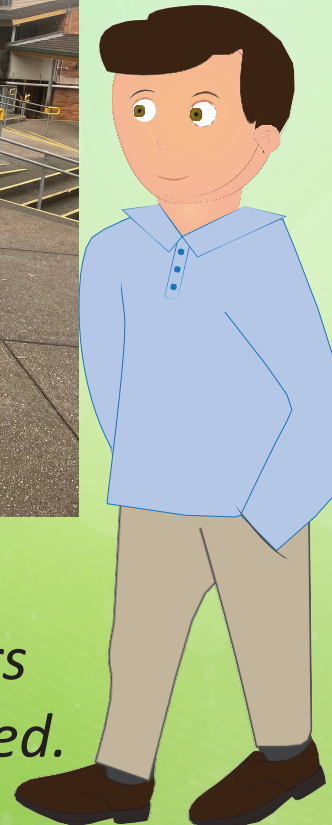


You can play at the field when you arrive at school until the bell. The teachers will show you, so you won't get confused.

Different stages will have different recess and lunch breaks.



You can play at the fake grass and passive play area at recess and lunch. The teachers will show you, so you won't get confused.



You will be able to use these toilets during our break times.



*Let's wash our
hands often and
use plenty of
soap because on
squeaky clean
hands the virus
can't cope.*



Cough into your elbow and sneeze into a tissue, then throw it away and it won't be an issue. Then wash your hands.

If you get sick, find an adult to tell. We want to make sure everybody is well.



These times are a little tough, you might be worried or nervous, but those feelings are normal and better when shared.

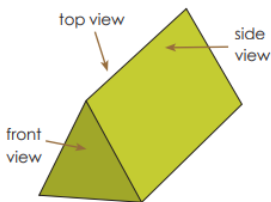
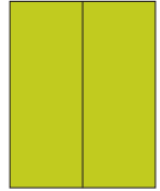


We cannot wait to welcome you back!

From all of your Stage Two Teachers.



Sketching 3D objects from different viewpoints

Here is a triangular prism. If you **view** the prism directly from the top, you will see the outline of the rectangular bottom face. The front view shows the shape of the triangular base. The side view shows the shape of the rectangular side face.

3D Object	Top View	Front View	Side View
			

1. Complete the table below by sketching the 3D objects from their top, front and side views. Use 3D objects in your maths kit to help you.

3D Object	Top View	Front View	Side View
