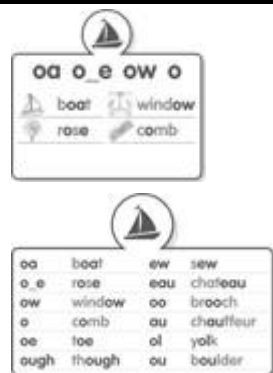




Teaching and Learning Activities – Stage 1

2021 Term 3 Week 1

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|-----------------------------------|---|--|---|--|
| Task | Staff Development Day | Can you organise and tidy a space in your room e.g. toy box or book shelf? | Can you learn how to load and put the dishwasher on? | Can you do some stretches today? | Can you sit outside and have a 'mindful minute' and see what you notice? |
| Morning | Enjoy the last day of your break! | <p>English Practise your Magic Words if you have any. Please email the school if you need the next level sent to you.</p> <p><i>Spelling</i> Sound Waves kids online Year 1: sit375 Year 2: stone880</p> <p>Unit 19 - Long 'o' Chant: Row the boat oa oa oa You can listen to the sound of the week by clicking on "sound info kit".</p> | <p>English Practise your Magic Words if you have any.</p> <p><i>Spelling</i> Brainstorm rhyming words that <u>end</u> in these word endings: Year 1 - old, ose (e.g. told, rose). Complete Sound Waves activity 5 & 7</p> <p>Year 2 - oad, ow, oat (e.g. toad, low, boat). Complete Sound Waves activities 3, 4 & 5.</p> <p>Play one of the spelling games in Sound Waves kids.</p> | <p>English Practise your Magic Words if you have any.</p> <p><i>Spelling</i> Complete weekly segmenting of your spelling words using either the Sound Waves website or the attached worksheet.</p> <p><i>Reading</i> Read a book on Wushka. Answer the comprehension quiz questions at the end. Get a phone, tablet or computer and film yourself giving a retelling of what happened at the beginning, middle and end of the story (fiction) or</p> | <p>English Practise your Magic Words if you have any.</p> <p><i>Spelling</i> Play one of the spelling games in Sound Waves kids. Finish off any spelling activities on your weekly worksheet. There are also some additional cut and paste activities and a game in the pack if you would like some extra tasks.</p> <p><i>Reading</i> Read a book on Wushka or a book you have at home. Write a short blurb for the book to convince</p> |



Extension

Brainstorm at least ten words that have the long “o” sound in them.

Read your spelling list words for the week.

Complete Activity 1 & 2 - see pages from the Sound Waves book below for Years 1 & 2.

Reading

Read a book on Wushka or a book you have at home. After you have read the book, write at least 3 ‘I remember’ sentences about the book.

Reading

Choose a fiction book to read from Wushka or a book you have at home. Write about the problem in the story and how the problem is resolved. You may like to use these sentence starters.

The problem in the story was...

It was resolved when...

Writing

Refer to the arguments in the worksheets below that ‘listening to audio books is better than reading books’.

Complete the cut and paste activity to sort the arguments into the correct column.

Extension: Pick one of the reasons and write a paragraph to explain this argument.

Complete the text editing task attached below ‘A Day at the Beach’.

some interesting facts you learned (non fiction). You might like to start by telling your teacher what the book is called whether it is fiction or nonfiction.

Upload your video to Google Classroom.

Writing

Find examples of persuasive advertisements - on television, in pamphlets, newspapers, magazines. Pick three and write down what the advertisement is about - what is it trying to sell, how does it try and convince you to buy its product.

Extension: Pick one of your toys to sell. Design an advertisement to sell your toy to a friend. You can write an ad jingle, design a poster, make a video.

someone to read the story.

Writing

Complete the text editing task attached below ‘Fantastic Fruit’

Write down as many reasons as you can to agree with the following topic.

Reading books is better than watching TV.

Write or type your reasons into a word document and upload your work to Google Classroom.

Extension: Pick one of your reasons and justify your argument in a paragraph to convince your teacher that reading books is better than watching TV.

| | | | | | |
|-------|-------|--|-------|-------|-------|
| | | <p><i>Writing</i> Have a look at the picture of the gorilla in the attached documents. Write some sentences to describe what you see in the picture. See if you can use a sizzling start and some descriptive language.</p> <p>Google Classroom If needed, get an adult to help you follow the instructions to login to google classroom. If you need further assistance, please email the school and someone will call you back. Type a hello message into the chat to let your teacher know you have accessed the classroom. You can write a sentence to tell them about something fun you did at home during the holidays. Keep an eye out for a reply from your teacher.</p> | | | |
| Break | Break | Break | Break | Break | Break |

| | | | | | |
|--------|--|---|---|--|---|
| Middle | | <p>Mathematics Using a deck of cards you have at home, choose and play a card game activity listed in the attached document “Card Games” or teach your parents/siblings your favourite TEN card game.</p> <p>Practise skip counting by 5s forwards and backwards. Year 1: start at 5 Year 2: start at 105</p> <p><i>Problem of the Day</i> Year 1: What numbers can you make that are below 100 and have a 6 in the tens place? Year 2: What numbers can you make that are above 200 and have a 6 in the tens place?</p> <p>Using dice, (printable dice template below if you don't have any, make 2 for Year 1, 3 for Year 2) roll them to make a number Eg. 3 and 6 could make 36 - record this in your book and then write the number that comes before AND after. Do this for 10 different</p> | <p>Mathematics Using a deck of cards you have at home, choose and play a card game activity listed in the attached document “Card Games” or teach your parents/siblings your favourite TEN card game.</p> <p>Practise skip counting by 10s forwards and backwards. Year 1: start at 20 Year 2: start at 83</p> <p><i>Problem of the Day</i> Year 1: A girl has taken 2 tens and 3 ones blocks out of a bucket. What other blocks could she use to build this number? Year 2: A boy has taken 3 hundreds, 4 tens and 13 ones blocks out of a bucket. What number does this make and what other blocks could be used to build this number?</p> <p>Complete the Mathematics worksheets attached Year 1: Place value to 99 - using numeral</p> | <p>Mathematics Using a deck of cards you have at home, choose and play a card game activity listed in the attached document “Card Games” or teach your parents/siblings your favourite TEN card game.</p> <p>Practise skip counting forwards and backwards. Year 1: 1s - start at 45 Year 2: 3s - start at 3</p> <p><i>Problem of the Day</i> Year 1: How many ways can you make the number 79? Year 2: How many ways can you make the number 679?</p> <p>Using the ‘Pandora’s Party Palace’ shopping brochure in the pack, answer the following questions:-</p> <ol style="list-style-type: none"> 1. How much would 15 party hats cost? 2. How much money would I need to buy 12m of bunting? | <p>Mathematics Using a deck of cards you have at home, choose and play a card game activity listed in the attached document “Card Games” or teach your parents/siblings your favourite TEN card game.</p> <p>Practise skip counting forwards and backwards. Year 1: 2s - start at 9 Year 2: 4s - start at 4</p> <p><i>Problem of the Day</i> Year 1: How many different two-digit numbers can you make using these numbers 5, 7, 8, 9 Year 2: How many different three-digit numbers can you make using these digits 1, 4, 6, 7, 8</p> <p>Addition Using dice or the numeral cards (1-9) in the pack to make 1, 2 or 3 digit numbers, complete at least 15 addition number sentences. Depending on</p> |
|--------|--|---|---|--|---|

| | | | | | |
|-------|-------|---|--|---|--|
| | | <p>numbers. A 100 grid has been attached if you need some help.</p> <p>Write the ten numbers you made in order from smallest to largest.</p> <p>Extension: Make 4 or 5 digit numbers.</p> <p>Log on to Mathletics https://login.mathletics.com/ Complete 2-3 tasks that your teacher has set.</p> | <p>expanders and comparing and sequencing.</p> <p>Year 2: Place Value to 999 - matching numbers to amounts & zero as a place holder</p> <p>Extension: Place value of whole numbers - place value to 4 digits & expanded notation</p> <p>Log on to Mathletics https://login.mathletics.com/ Complete 2-3 tasks that your teacher has set.</p> | <p>3. You have a budget of \$20. What could you buy? Give at least three different shopping lists. Did you spend the exact amount, or did you need change? If so, how much?</p> <p>Extension: You have \$50 to spend. Use your multiplication skills to buy multiple packs. Give three different lists.</p> <p>Log on to Mathletics https://login.mathletics.com/ Complete 2-3 tasks that your teacher has set.</p> | <p>your ability, you can choose to add: one-digit plus one-digit eg: $6+5 =$ Two-digits plus one-digit eg: $12+5 =$ Two-digits plus two-digits eg: $23+16 =$ Three-digits plus two-digits eg: $125+43 =$</p> <p>or challenge yourself to add three or four-digits. Try and explain to an adult which strategy you are using to add your numbers.</p> <p>Log on to Mathletics https://login.mathletics.com/ Complete 2-3 tasks that your teacher has set.</p> |
| Break | Break | Break | Break | Break | Break |

| | | | | | |
|-------------------------|--|--|---|---|--|
| <p>Afternoon</p> | | <p>PE <i>Please encourage your child to undertake 1hr of physical activity a day. Here are some online resources that are available to get you moving through the day. Choose an activity to complete below.</i></p> <p>PE with Joe: Every weekday Joe will do a PE lesson that goes for 30mins. Search YouTube for past days lessons. https://youtu.be/-8o8wMgAT-Y</p> <p>Cosmic Yoga: Search Cosmic Yoga on YouTube and choose one to do. They range from 5 mins to 30 mins https://www.youtube.com/watch?v=R-BS87NTV5I</p> <p>Family Fun Cardio Work Out https://youtu.be/5if4cjO5nxo</p> | <p>PDH Visit the Safety Town website at www.safetytown.com.au</p> <p>Click on the student section and activities for Year 1 & 2. Click on the interactive map or select list view to explore some of the videos and stories.</p> <p>Discuss with an adult some of the things you learnt. Make a poster, a powerpoint, a video or write some sentences about what you learnt.</p> <p>If you are unable to access the website you can talk to an adult about the ways to be safe when crossing the road, riding in a car, using public transport etc.</p> <p>Upload a copy of your work to Google Classroom.</p> | <p>Geography There are many special places in our community which are designed to help us be happy, healthy and safe. Some of these places are sports parks, natural bushland and playgrounds.</p> <p>Think of a place that is special to you and complete the My Special Place activity.</p> <p>Science Find a household object and see how many different kinds of sounds you can create. Does the quality of the sound change when you strike it? Scrape it? Shake it? Roll it? Experiment with using different items to strike it, or using more or less force to strike. Count how many different sounds you can make from one item.</p> <p>If you like, you can upload a short video of your musical exploration to the Google Classroom.</p> | <p>NAIDOC activity Aboriginal and Torres Strait Islander women make beautiful traditional bush jewellery from natural materials such as seeds, nuts, shells and flowers. They gather these materials themselves from the bush and the land around them. In this activity, you will create your own bracelet from the natural materials you find when exploring your area.</p> <p>Go to the Nature Walk Bracelet activity at the back of your learning pack and follow the instructions to make your own.</p> <p>If you like, upload a photo of your bracelet to your Google Classroom.</p> |
|-------------------------|--|--|---|---|--|

| | | | | | |
|--|--|---|--|--|--|
| | | Exercise for kids https://youtu.be/oc4QS2USKmk Home exercise for kids https://youtu.be/aHVR2FnTpdk | | | |
|--|--|---|--|--|--|

Optional extra challenge task: Research the animal you were most looking forward to seeing at the zoo or that you were interested in learning more about after our virtual zoo tour. Find out some interesting facts about where it lives, what it eats, how it grows, how long it lives etc. Write an information report about your chosen topic. You could make a poster, powerpoint, book, video or choose your own way to present your information.

5 A Day at the Beach

my famliy were going to the beach. mum asked me to pack my bag the night befor. i packed a towel, sunscreen, a ball and a bottle of water



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.



Picture prompt - Tuesday

6 Fantastic Fruit

you should be eating fruit evryday. pears, apples and bananas are great to take to skool in your lunchbox



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.



Super Sentence Checklist

☐ My sentence is a COMPLETE THOUGHT.

☐ It starts with a CAPITAL LETTER.

☐ It has END PUNCTUATION.

☐ There are SPACES between words.

☐ My sentence has WOW WORDS.

www.teachstarter.com

Thursday text editing

Listening to Audio Books is Better Than Reading Books

Cut out the for and against statements below arguing why listening to audio books is or is not better than reading books. Paste each statement under the correct heading on the next page.

Audio books develop good listening skills.

Listening to an audio book is more interesting than reading.

Audio books require batteries.

Real books can be taken anywhere.

Audio books are more expensive to buy than books.

Real books help to develop important reading skills.

Audio books can be listened to whilst doing other activities.

Audio books uses a persons imagination to picture a story.



Listening to Audio Books is Better Than Reading Books

FOR

AGAINST





List Words

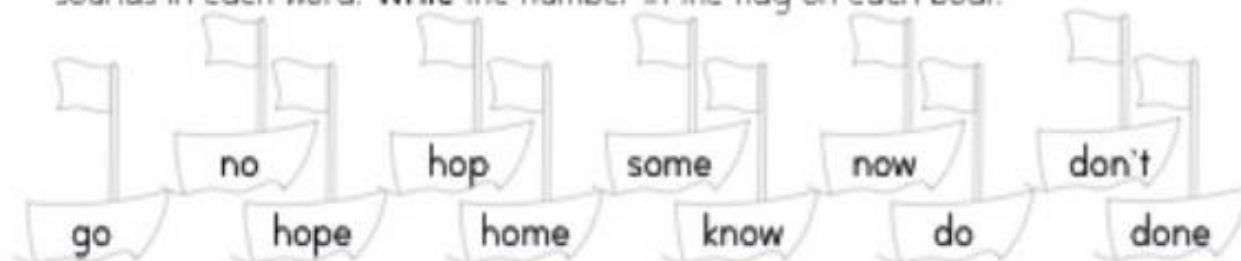
| | | | |
|------|---------|--------|------|
| road | hope | low | ago |
| coat | cone | grow | only |
| boat | stone | know | most |
| load | close | throw | open |
| soap | closing | yellow | both |

Letters Words

| | |
|--|--|
| | |
| | |
| | |
| | |

1 Underline the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 Colour the boat if you hear in the word. Count the number of sounds in each word. Write the number in the flag on each boat.



3 Write oa in the spaces. Join each word to its clue. ★ We sometimes write oa for as in boat.

s _ _ p • • keeps you warm
c _ _ t • • a warty animal
r _ _ d • • helps you keep clean
t _ _ d • • cars drive on this

4 Write ow in the spaces. Join each word to its clue. ★ We sometimes write ow for as in window.

gr _ _ • • the wind can _
l _ _ • • become bigger
bl _ _ • • toss a ball
thr _ _ • • opposite of high

5 Read the words. Cross out the ones that don't make sense.

| | | | | | |
|------|------|------|------|------|-------|
| boat | hoat | coat | poat | goat | float |
| road | toad | doad | foad | load | poad |
| blow | clow | slow | glow | plow | flow |

6 Write a letter in each space to make an **oa o_e ow o** word.

★ We sometimes write **o_e** for **oa o_e ow o**, as in *rose*.

no_e ho_e bo_e spo_e
co_e ro_e bro_e smo_e
sto_e jo_e dro_e clo_e



7 Finish the words by writing the letter or letters for **oa o_e ow o**.

Use **o**, **o_e**, **oa** or **ow**. Write one of these words for each picture.

kn____ r____d h_p____ _pen yell____
ag____ b_th r_s____ m_st wind____



8 Circle the **prefix** in each word. Write the prefix in the top of the boat, and the base word in the bottom of the boat. Write a word for each clue.

➡ Go to Helpful Hint (17)

unknown

overcoat

regrow

reload

presoak



not known

load again

9 Make compound words by joining a word from the first boat to a word from the second boat. Use each word only once. Cross out the words as you use them.

➡ Go to Helpful Hint (14)



overcoat



oo o_e o



boat



rose



comb

List Words

| | | | |
|-------|------|------|------|
| go | old | home | road |
| no | cold | nose | boat |
| so | told | rode | goes |
| going | hold | also | know |

Letters

Words

| | |
|--|--|
| | |
| | |
| | |

1 Underline the letter or letters for oo o_e o in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 Colour the boat if you hear oo o_e o in the picture name. Count the sounds in each picture name. Write this number in the smoke.



3 Colour the letter or letters for oo o_e o in the words in the box. Finish the sentences with these words.

| |
|-------|
| go |
| goes |
| going |

He will _____ on the road.

She _____ on the boat.

We are _____ home.



4 Write o_e to finish the words. Join the pictures to the correct words.

★ We sometimes write o_e for oo o_e o, as in rose .


| | | | | | |
|---------|--|---------|---------|--|---------|
| n _ t _ | | r _ s _ | r _ p _ | | n _ s _ |
|---------|--|---------|---------|--|---------|

| | | | | | |
|---------|--|---------|---------|--|----------|
| b _ n _ | | r _ d _ | h _ m _ | | th _ s _ |
|---------|--|---------|---------|--|----------|

5 Make real words with the letters in the boats.



6 Finish the sentences with the words in the brackets.

Colour all the  o o e e words yellow.



I _____ there will be _____ rain today. [no know]

He _____ his bike on the _____. [rode road]

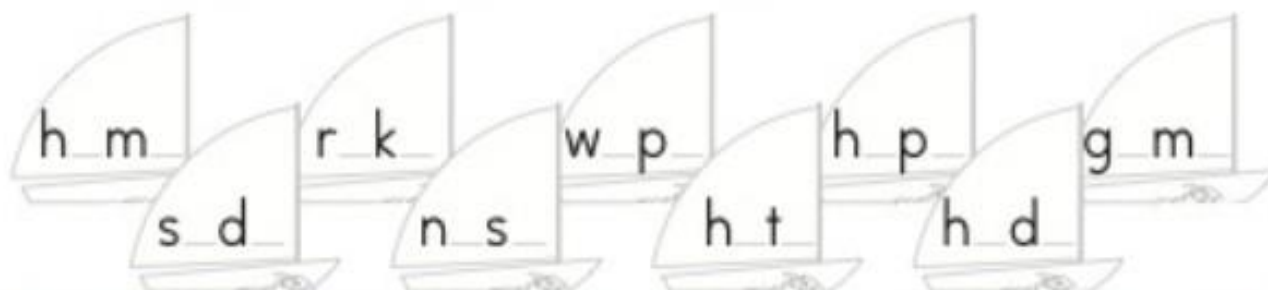
She _____ that her _____ is red. [knows nose]

7 Read the words. Cross out the ones that don't make sense.

| | | | | | |
|------|------|------|------|-------|-------|
| nose | vose | hose | rose | those | close |
| bone | sone | cone | pone | brone | stone |
| cold | hold | nold | fold | told | zold |

8 Finish the words with a_e, i_e or o_e.

Colour a_e parts yellow, i_e parts red and o_e parts green.



| | | | | | | | | | | |
|-------|--|--|--|--|--|--|--|--|--|--|
| go | | | | | | | | | | |
| no | | | | | | | | | | |
| so | | | | | | | | | | |
| going | | | | | | | | | | |
| old | | | | | | | | | | |
| cold | | | | | | | | | | |
| told | | | | | | | | | | |
| hold | | | | | | | | | | |
| home | | | | | | | | | | |
| nose | | | | | | | | | | |
| rode | | | | | | | | | | |
| also | | | | | | | | | | |
| road | | | | | | | | | | |
| boat | | | | | | | | | | |
| goes | | | | | | | | | | |
| know | | | | | | | | | | |

go

no

so

going

old

cold

told

hold

home

nose

rode

also

road

boat

goes

know

| | | | | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|--|--|--|
| almost | | | | | | | | | | | |
| approach | | | | | | | | | | | |
| donate | | | | | | | | | | | |
| drove | | | | | | | | | | | |
| fellow | | | | | | | | | | | |
| hello | | | | | | | | | | | |
| known | | | | | | | | | | | |
| lonely | | | | | | | | | | | |
| moment | | | | | | | | | | | |
| mostly | | | | | | | | | | | |
| narrow | | | | | | | | | | | |
| ocean | | | | | | | | | | | |
| own | | | | | | | | | | | |
| shown | | | | | | | | | | | |
| suppose | | | | | | | | | | | |
| telephone | | | | | | | | | | | |
| though | | | | | | | | | | | |
| tomato | | | | | | | | | | | |
| tomorrow | | | | | | | | | | | |
| window | | | | | | | | | | | |



2 ▲ GM62

coat

2 ▲ GM62

boat

2 ▲ GM62

yellow

2 ▲ GM62

over

2 ▲ GM62

open

2 ▲ GM62

close

2 ▲ GM62

throw

2 ▲ GM62

slow

2 ▲ GM62

crow

2 ▲ GM62

road

2 ▲ GM62

goat

2 ▲ GM62

stone



2 ▲ GM63

opposite
of *under*

2 ▲ GM63

cars
go on it

2 ▲ GM63

opposite
of *close*

2 ▲ GM63

toss
a ball

2 ▲ GM63

keeps
you warm

2 ▲ GM63

opposite
of *fast*

2 ▲ GM63

colour of
the sun

2 ▲ GM63

a small
rock

2 ▲ GM63

floats
on water

2 ▲ GM63

a black
bird

2 ▲ GM63

opposite
of *open*

2 ▲ GM63

an
animal



BLM GM66

1079 GM65

1079 GM66

Snake Board Game Cards

| | | | |
|--------------------|-------------------|-------------------|-------------------|
| 1079 GM66 t_k_ | 1079 GM66 n_m_ | 1079 GM66 j_k_ | 1079 GM66 n_c_ |
| 1079 GM66 b_n_ | 1079 GM66 s_d_ | 1079 GM66 r_k_ | 1079 GM66 n_n_ |
| 1079 GM66 m_d_ | 1079 GM66 f_n_ | 1079 GM66 n_s_ | 1079 GM66 h_d_ |
| 1079 GM66 sn_k_ | 1079 GM66 g_m_ | 1079 GM66 r_d_ | 1079 GM66 h_m_ |
| 1079 GM66 t_m_ | 1079 GM66 f_v_ | 1079 GM66 m_t_ | 1079 GM66 h_p_ |
| 1079 GM66 l_k_ | 1079 GM66 c_n_ | 1079 GM66 b_k_ | 1079 GM66 h_s_ |

1079 GM66

Snake Game – A game for 2 to 4 students.

Use BLMs GM65 and GM66

- 1 Place the word cards face down beside the board.
- 2 Each student puts a counter on the start.
- 3 Students take turns to pick a card and decide upon the missing letters in the word. Then the student moves to the next space with those letters. If there is more than one possible answer, move to the letters of your choice, for example pick up the *t_m_* card then move to the next *a_e* or *i_e* space.
- 4 After a student's turn the card is returned face down and the cards are mixed up.
- 5 Continue play until a student reaches the finish.



Card games



These card games use the cards 1 (Ace) to 10

| Stage | Why play this game? | Game |
|----------------------|--|--|
| Kinder Year 1 - 2 | Recognising numbers. Numbers before and after a given number. Combinations to 10 | <p>Snap</p> <p>Divide the cards amongst the players. Snap the cards that are the same. Snap the cards that come after the one played. Snap the cards that come before the one played. Snap the cards that add up to 10.</p> |
| Kinder Year 1 - 2 | Recognising numbers | <p>Fish</p> <p>Deal out seven cards to each player. Each player finds pairs of numbers from their hand and places them down in front of them. The game begins when player 1 asks the player sitting to their left if they have a card that matches one of theirs so that they can make a pair. If they do have the card, they give it to player 1. If they do not have the card they say "fish" and player 1 picks a card from the pack. Play continues in this way. After all the deck has been used, players count the number of pairs they made. The winner is the one with the most number of pairs.</p> <p>Variation</p> <ul style="list-style-type: none"> Players collect cards that add to 10 instead of pairs |
| Year 1 - 4 | Addition and subtraction using mental strategies | <p>24</p> <p>Deal out all the cards, an equal number to each player. The person to the dealer's left goes first and the game continues clockwise. The first person turns over a card and places it face up in the centre of the play area. The next player turns over a card and adds it to the card already played, says the sum out loud, and places the card on top of the previously played card. The next player turns over a card and adds the card to the sum of the first two cards. Play continues in this way until someone adds a card that makes 24 or more. If the sum is exactly 24 that player wins. If the sum is over 24 the value of the card is taken away from the previous total. Play continues until someone gets a total of exactly 24.</p> |

1

2

3

4

5

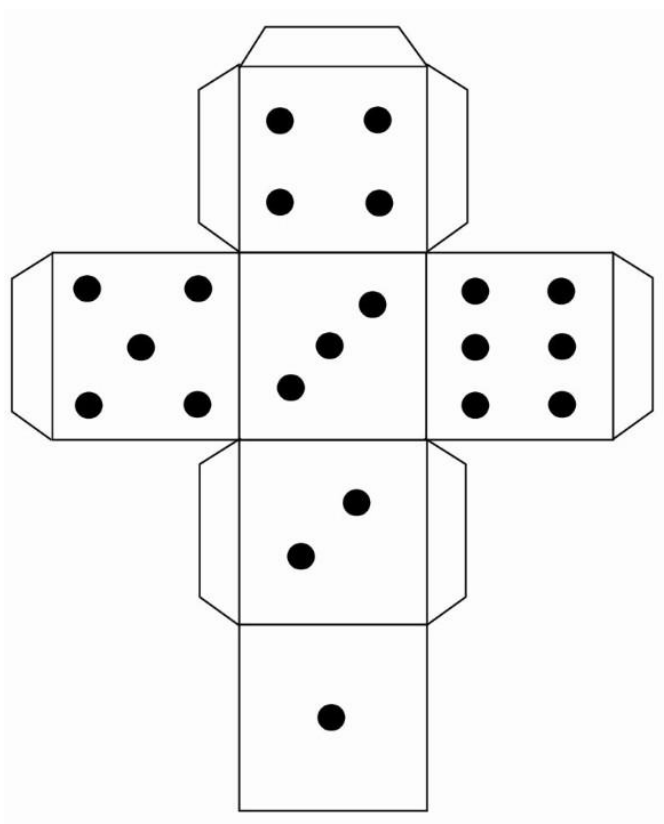
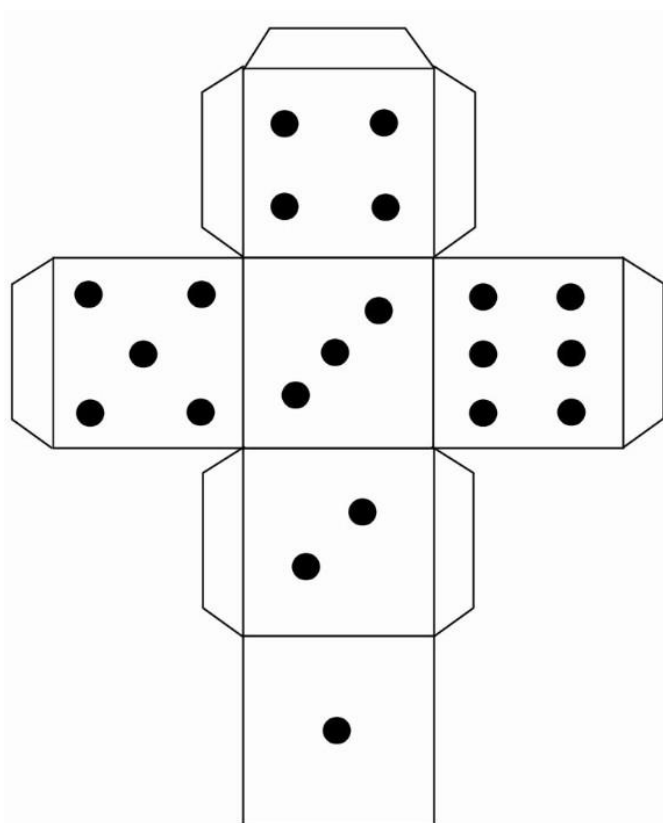
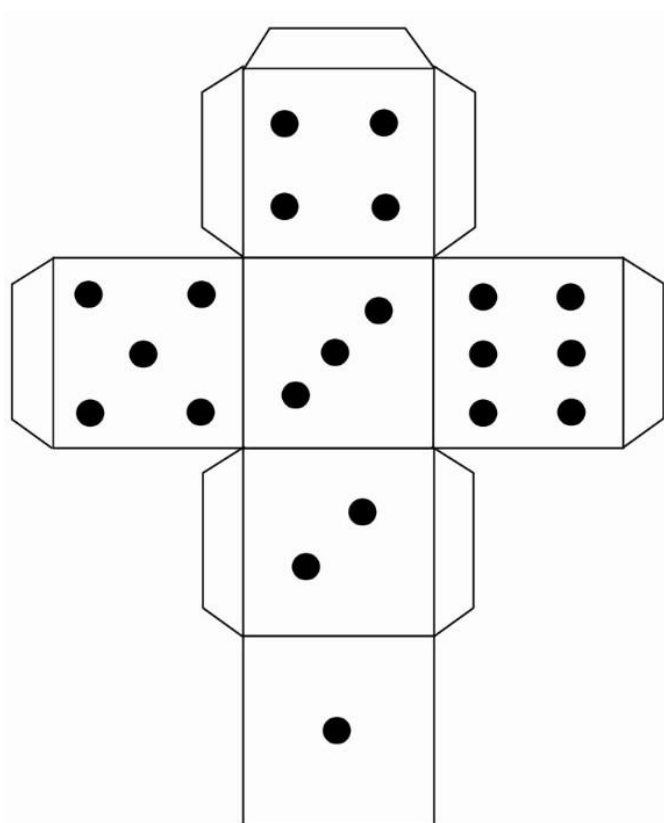
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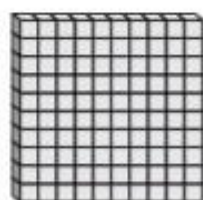
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10



Place value to 999 – matching numbers to amounts

We can use base-10 blocks like these to make and show amounts.



hundred



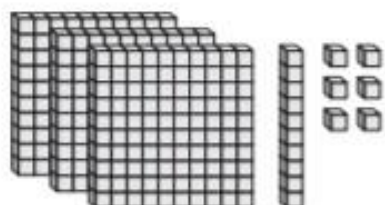
ten



one

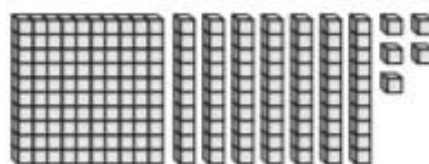
1 How many? Write the number to match the amount.

a

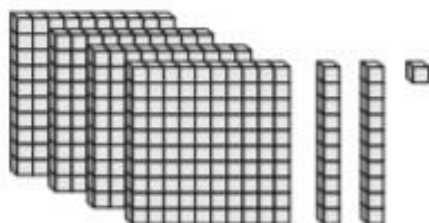


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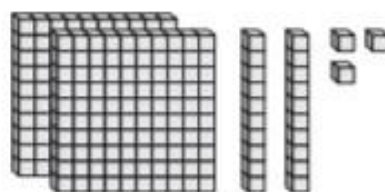
b



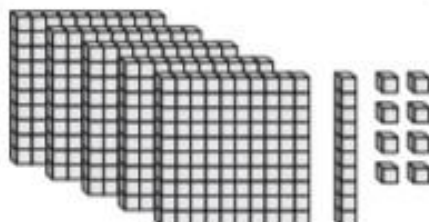
c



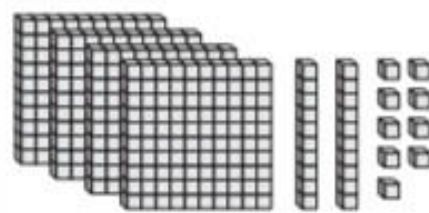
d



e

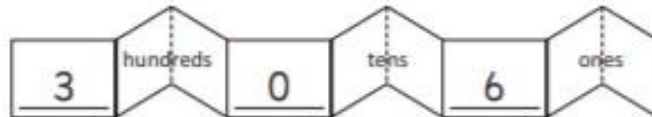
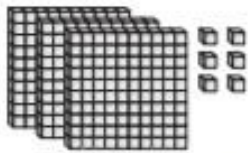


f



Place value to 999 – zero as place holder

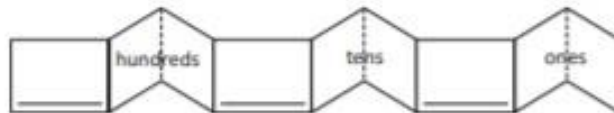
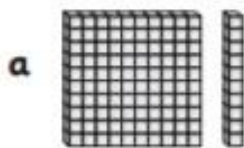
We use a zero to record when there are no tens or units in a number.



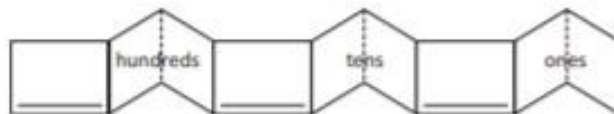
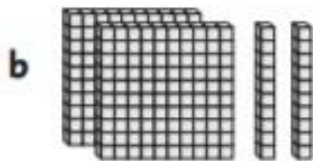
306

There are 3 hundreds 0 tens and 6 ones.

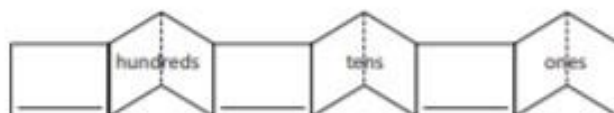
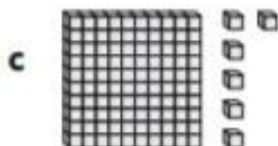
- 1 Write the number and fill in the numeral expander. Make sure you put in the zero if you need to!



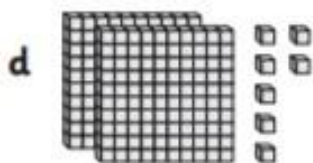
110



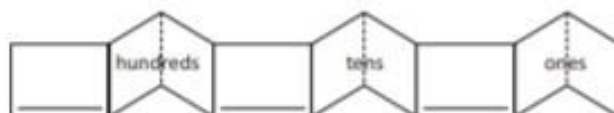
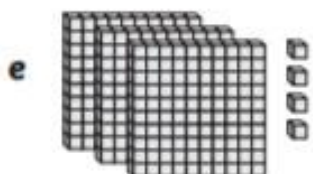
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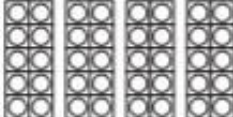
Place value to 99 – using numeral expanders

1 How many tens? How many ones? Write the answer and show the amounts in the tens frames.

a

| | |
|---|---|
| 1 | 7 |
|---|---|

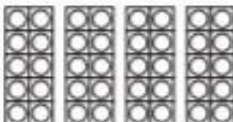
| | | | |
|--|------|--|------|
| | tens | | ones |
|--|------|--|------|



b

| | |
|---|---|
| 2 | 2 |
|---|---|


| | | | |
|--|------|--|------|
| | tens | | ones |
|--|------|--|------|



c

| | |
|---|---|
| 3 | 0 |
|---|---|


| | | | |
|--|------|--|------|
| | tens | | ones |
|--|------|--|------|



d

| | |
|---|---|
| 3 | 2 |
|---|---|


| | | | |
|--|------|--|------|
| | tens | | ones |
|--|------|--|------|



e

| | |
|---|---|
| 3 | 9 |
|---|---|

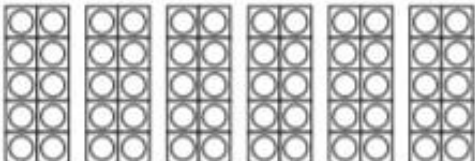
| | | | |
|--|------|--|------|
| | tens | | ones |
|--|------|--|------|



2 A number has one 5 in it. Show what the number could be.

| | |
|--|--|
| | |
|--|--|

| | | | |
|--|------|--|------|
| | tens | | ones |
|--|------|--|------|



Place value to 99 – comparing and sequencing

1 Write both numbers. Circle the bigger number.

a

b

2 Write the number to match the blocks. Then think of a bigger number and write it. How will you know it is bigger?

a

number

bigger number

b

number

bigger number

c

number

bigger number

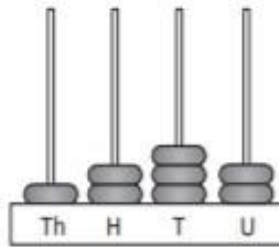
d

number

bigger number

Place value of whole numbers – place value to 4 digits

We can show the value of a 4 digit number on an abacus and also with base ten blocks.



1 is worth 1 000 or one thousand.

2 is worth 200 or two hundreds.

3 is worth 30 or three tens.

2 is worth 2 or two units.

- 1** Below are 4 different numbers written in 3 different ways. Find the 3 that match and colour them the same:

| Thousands | Hundreds | Tens | Units |
|-----------|----------|------|-------|
| 5 | 4 | 3 | 2 |
| 5 | 3 | 4 | 3 |
| 4 | 5 | 2 | 4 |
| 4 | 3 | 8 | 8 |

Five thousand, four hundred and thirty two

Four thousand, five hundred and twenty four

Five thousand, three hundred and forty three

Four thousand, three hundred and eighty eight

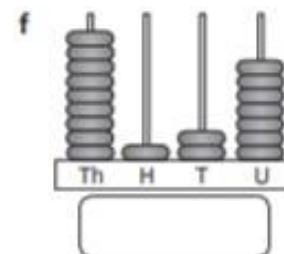
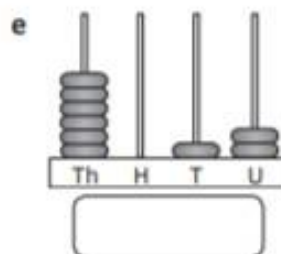
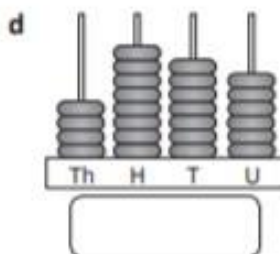
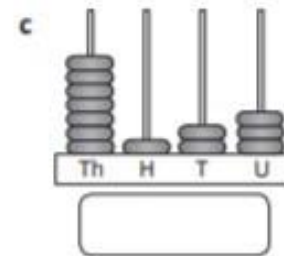
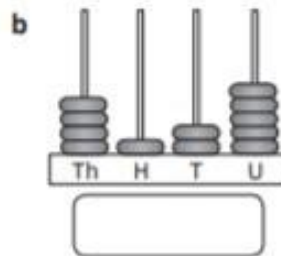
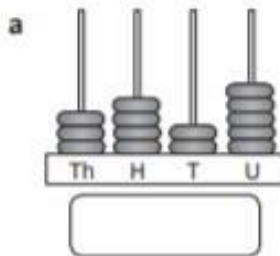
4 524

5 432

4 388

5 343


- 2** Write the number shown on each abacus:

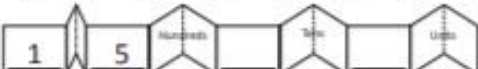


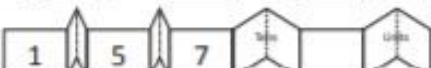
Place value of whole numbers – expanded notation


- 3 Here is a numeral expander folded up at different places. Fill in the blank spaces to show all the different ways of naming this number:

1 576 One thousand five hundreds and seventy six



 = 1 thousand + 5 hundreds + 7 tens + 6 units



 = _____ hundreds + 7 tens + 6 units



 = _____ tens + 6 units



 = _____ units

- 4 Put each of these numbers in a numeral expander.

a  1 567

b  2 567

c  5 789

d  7 624

- e Which number has 25 hundreds, 6 tens and 7 units? _____

- 5 Complete each row of the table like the first row:

| Numeral | Expanded notation in numbers | Expanded notation in words |
|---------|------------------------------|----------------------------|
| 592 | $500 + 90 + 2$ | 59 tens and 2 units |
| | $600 + 70 + 8$ | |
| | | 7 hundreds and 14 units |
| 6 703 | | 67 hundreds and ____ units |
| | | 46 hundreds and 6 units |
| 2 018 | | 2 thousands and 18 units |

83 could also be described as 83 units and 540 could be called 54 tens.



THINK

Hundred Chart

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|----|----|----|----|----|----|----|----|-----|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

PANDORA'S PARTY PALACE

Decorations

\$2.00

Party Hats
5 hats
per pack



\$3.00

Balloons
20 per pack



\$1.00

Streamers
2 rolls per pack



\$4.00

Bunting
1 x 3 m pack



\$5.00

Party Poppers
10 per pack



\$1.00

Party Blowers
10 per pack



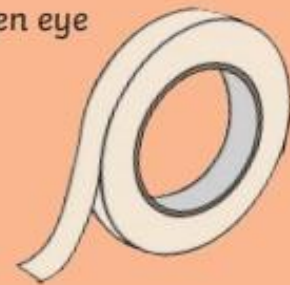


How to Make a Nature Walk Bracelet

Aboriginal and Torres Strait Islander women make beautiful traditional bush jewellery from natural materials such as seeds, nuts, shells and flowers. They gather these materials themselves from the bush and the land around them. In this activity, you will create your own bracelet from the natural materials you find when exploring your area.

You will need:

- masking tape
- a keen eye




Instructions:

1. Measure around your wrist with a piece of masking tape and cut it so that it is long enough to fit over your hand. Join the ends together, making a bracelet. Make sure the tape is sticky side out.
2. Go for a wander! Look for feathers, leaves, flowers, seedpods, shells... anything that you think would be a nice addition to your bracelet. Stick it on to your bracelet as you go.


When your masking tape is full of beautiful natural materials, you have finished!




My Special Place



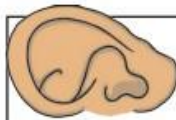
In my special place, I can feel...



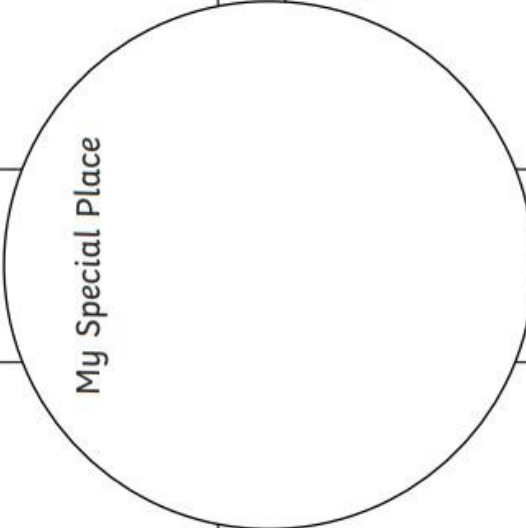
In my special place, I can see...



In my special place, I can smell...



In my special place, I can hear...



My Special Place



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