

# Teaching and Learning Activities – Stage 2

2021 Term 3 Week 10



Please complete the activities in your homework book or up-load to google classroom. Parents need to monitor the use of Youtube.

	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>PIRATE WEEK-</b>	<b>RAISING MONEY</b>	<b>TO FUND</b>	<b>RESEARCH INTO</b>	<b>KID'S CANCER.</b>
<p><b>Morning</b></p> <p><b>This week is about raising money to fund research into childhood cancers.</b></p>	<p><b>Use the sheet following to find your pirate name. Use it for the week!</b></p> <p><b>Reading</b> Select a book to read over the week. <i>It could be a book read by Mrs Bedingfield on Google Classroom.</i></p> <p><i>Post any questions about the work in the grid for your teacher and we will answer them in the stage Q&amp;A for you.</i></p> <p><b>Writing-Arrr Me Hearties Writing Topic Page.</b></p> <p>Toss a dice or turn over numbers on pieces of paper to find the paragraph description you will be writing about. Remember you only need to write a <b>paragraph</b>. Use the pirate word list to help you.</p>	<p><b>Reading</b> Start filling in the Pirate book Report.</p> <p><b>Writing-</b> Choose between-</p> <p>a) Inventing your own Pirate story planning on the page following. Or b) Toss the dice to write another paragraph using the Arr Me Hearties Page</p> <p><b>Watch 'Behind the News' on ABC and/or</b></p> <p><a href="http://ModernPirates-Classroom-BTN(abc.net.au)"><u>Modern Pirates - Classroom - BTN (abc.net.au)</u></a></p>	<p><b>Dress up as a Pirate Day!</b></p> <p>There are instructions for making a pirate hat and talking like a pirate following!</p> <p><b>Reading</b> Continue filling in your Pirate book Report.</p> <p><b>Writing-</b></p> <p>a) Draft a story from the planning you did yesterday on the Pirate story planning Or b) Write a how to guide about:- 'How to hide treasure'</p>	<p><b>Reading</b> Finish your Pirate book Report</p> <p><b>Writing-</b></p> <p>a) Edit the story you wrote yesterday Or b) One night, you walk onto the deck to find a mermaid. What do you do next?</p> <p><b>Interest spot: Maritime Museum Pirate Classroom</b> <a href="https://players.brightcove.net/6110393209001/tW0Wj5ZPo_default/index.html?videoId=6153027420001"><u>https://players.brightcove.net/6110393209001/tW0Wj5ZPo_default/index.html?videoId=6153027420001</u></a></p>	<p><b>Reading</b> Colour the different sections and put your Pirate book report together!</p> <p><b>Writing-</b></p> <p>a) Publish your Pirate story Or b) Explain how you got your pirate name!</p>

	<p><b><u>Spelling</u></b>-Unit 28- y &amp; u</p> <p>Use the soundwaves login to access this week's games and sound activities. You now also have access to the student worksheets.</p> <p><i>Sound Waves online</i>  Year 3: water231  Year 4: nose192  Read your spelling list words for the week.  Complete GM68.</p>	<p><b><u>Spelling</u></b></p> <p>Unit 28-y &amp; u</p> <p>Complete the activity sheets for your grade following.</p>	<p><b><u>Spelling</u></b></p> <p>Use some words from the Talk like a Pirate List to write some interesting sentences otherwise you might have to swab the deck me hearties!</p>	<p><b><u>Spelling</u></b></p> <p>Complete the Four in a Row Game GM 69-70</p>	<p><b><u>Spelling</u></b></p> <p>Use a magazine or book to find words that contain this week's sound, write down the most interesting ones you can find!</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>This week we are looking at patterns and algebra in maths, post questions on google classroom if you need help with anything.</p> <p><b>Don't forget to complete the Mathletics activities set by your teacher over the week.</b></p> <p><b>Problems</b>  3, 10, 17, 24, 31, 38, ...  What is the next number in the above pattern?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p><b>Problems</b>  25, 35, 45, _____, 65, 75.</p> <p>3, 6, 9, 12, _____, 18, 21.</p> <p>1, 2, 4, 8, _____, 32, 64.</p>	<p><b>Mathematics</b></p> <p><b>For Fun: Work on creating the map following the instructions on 'Blackbeard's Bounty'</b></p> <p><b>Up and Down Card Game</b></p> <p><b>Need:</b>A deck of cards 1 -10</p> <p>Each player is dealt four cards face up. The remaining cards are placed in a pack in the centre. The aim of the game is to be the first player to arrange the cards in ascending or descending order. Starting with play to the dealer's left, each player</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p><b>Problems</b>  What number is missing in the pattern, 3, 5, 8, 12, 17, ( ), and 30?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p><b>Problems</b>  Here is a number pattern. What is the missing number?</p> <p>11, 17, 23, ?, 35, 41</p>

			<p>takes turns to exchange cards from the pack or discard pile to arrange their four cards in order. The first player to arrange his/her cards in order is the winner of that round and receives a point.</p> <p>The first player to accumulate five points is the winner of the game.</p>		
<b>Break</b>	Break	Break	Break	Break	Break

Afternoon

**Fitness- Sprinting**

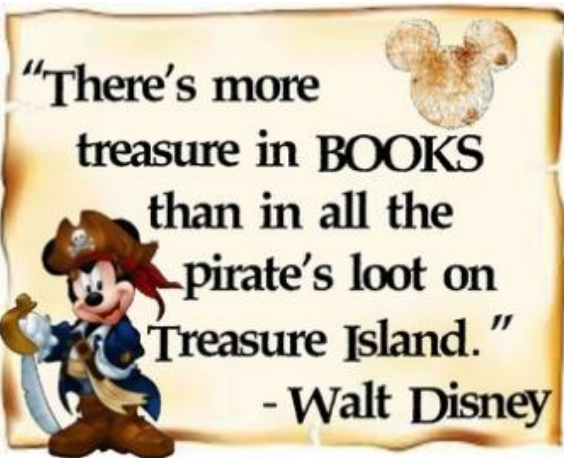
SIS-Sprinting Level 1-2  
[https://www.youtube.com/watch?v=Rn\\_09P1KUd4](https://www.youtube.com/watch?v=Rn_09P1KUd4)

**PDH- Help Pirate Nup solve some piratey problems and get better at things.**

**Who's speaking today?**

Each day at 10am the education department have guest speakers and presentations about writing, science, art, singing and many more topics at :-

[education.nsw.gov.au/parents-learning-at-home](http://education.nsw.gov.au/parents-learning-at-home)



**Science For Fun –**

Complete activity-2.3-  
Drawing your game  
Activity 2.3-Creating a proto type of your game.

A labelled drawing or picture of your game would be fine.  
We'd love to see what you came up with!

**Are you interested in entering a drawing competition?**

The City of Sydney is inviting budding young illustrators to submit their best Tiger drawings to be showcased as part of the Sydney Lunar Festival. Selected illustrations will be displayed throughout the City through its street banners, bus shelters, billboards and other advertising channels. For more information about the competition, you can visit <https://www.cityofsydney.nsw.gov.au/cultural-support-funding/sydney-lunar-festival-2022-year-of-the-tiger-drawing-competition>

**Creative Arts –**

Colour-in or find the pirate words on the sheets following.

**A Pirate Musical-**  
<https://www.youtube.com/watch?v=uJqAKF2md1k>



**Brain Break-Pirate swing**

Step forward onto your left leg and swing your bent right arm across your body-saying 'arghh' like a pirate! Swap over after a couple of swings-step forward with right leg and swing the left arm across your body-'arghh me hearties' Try a wink with one eye as you do it!  
Or **Yoga-** this week's Yoga focus is mindfulness.

[https://www.youtube.com/watch?v=Rn\\_09P1KUd4](https://www.youtube.com/watch?v=Rn_09P1KUd4)

**Geography-**

The hemispheres-  
complete the sheets following.

**Fitness-Hoop Stretch**

If you don't have a hoop, draw a circle or use a piece of rope to make one.

**For Fun-Make the pirate finger puppets.**

Act out a pirate scene you make up-*Eg. finding treasure, walking the plank!*

**Five fabulous facts about pirates:**

<https://www.bing.com/videos/search?q=btn+5+pirate+facts&&view=detail&mid=639F988F83BAF3C12E19639F988F83BAF3C12E19&&FOR>

**Visual Arts- Toilet Roll Pirate**

Use the instructions and template to make a pirate and/or a boat.




**Did you know?**

Wearing a mask helps keep COVID 19 germs from reaching others. It also can stop them from reaching you. If everyone wears a mask when they're out in public, fewer people will get sick.

Draw a mask on the pirate and his parrot!



Unit  
28


 **y u(yoo)** yoyo computer


List Words

you \_\_\_\_\_  
 your \_\_\_\_\_  
 year \_\_\_\_\_  
 few \_\_\_\_\_  
 new \_\_\_\_\_  
 knew \_\_\_\_\_  
 yellow \_\_\_\_\_  
 yard \_\_\_\_\_  
 use \_\_\_\_\_  
 using \_\_\_\_\_  
 used \_\_\_\_\_  
 useful \_\_\_\_\_  
 during \_\_\_\_\_  
 young \_\_\_\_\_  
 beautiful \_\_\_\_\_  
 million \_\_\_\_\_  
 computer \_\_\_\_\_  
 music \_\_\_\_\_  
 tune \_\_\_\_\_  
 yesterday \_\_\_\_\_  
 yourself \_\_\_\_\_  
 you'll \_\_\_\_\_  
 you're \_\_\_\_\_  
 you'd \_\_\_\_\_  
 you've \_\_\_\_\_

 Grapheme Chart

letters	words

1 Circle the letters that represent  in the List Words.

2 Write any other letters that can represent  on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.  
 ★ Read the green text message in Activity 5 to help you.

4 Write the word from the box if letter **y** represents  in the word.


easy busy  
 holiday year  
 goodbye young  
 yesterday key  
 enjoy yellow  
 why yourself



5 Colour the shapes yellow if you hear **yoo** in the words. Colour the others blue.

★ Letters **u, e, u, ew** and **eau** can represent the blend of two sounds **yoo**, as in **computer**.



6 Write List Words in the columns to show where you hear .

first second fourth fifth

7 Write the past tense of the verbs (doing words) in the brackets.  Go to Helpful Hint 8.

Yesterday I \_\_\_\_\_ your yoyo. (use)  
 This morning I \_\_\_\_\_ a kitten. (rescue)  
 The other day I \_\_\_\_\_ the answer. (know)  
 A while ago I \_\_\_\_\_ my guitar. (tune)



**8** Write the pairs of words for these contractions.

you've \_\_\_\_\_  
you'll \_\_\_\_\_  
you'd \_\_\_\_\_  
you'd \_\_\_\_\_

**9** Write the contractions from Activity 8 to finish these sentences.  
★ Use each contraction (with a capital letter) once only.

\_\_\_\_\_ had your turn on the computer.  
\_\_\_\_\_ like my new, yellow yacht.  
\_\_\_\_\_ also like my new plane.  
\_\_\_\_\_ better return my yoyo later.



**10** Write these List Words in alphabetical order.

million  
computer  
beautiful  
music  
during  
knew  
new

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_

yourself  
year  
yesterday  
used  
useful  
young  
yard

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_

**11** Add the suffixes from the box to the words below to make new words.

ful let ling less en ent ant ist

wood \_\_\_\_\_ youth \_\_\_\_\_ pig \_\_\_\_\_ use \_\_\_\_\_ art \_\_\_\_\_  
year \_\_\_\_\_ tube \_\_\_\_\_ assist \_\_\_\_\_ stud \_\_\_\_\_ attend \_\_\_\_\_

**12** Finish the sentences with *your* or *you're*.

★ *Your* means *belonging to* and *you're* is short for *you are*.

\_\_\_\_\_ late for \_\_\_\_\_ music lesson.

\_\_\_\_\_ computer will be very useful when \_\_\_\_\_ doing projects.

## Challenge

The following sets of letters are in alphabetical order. Write the missing letters on the first line.  
Unjumble them to make a List Word on the second line.

e f \_ h \_ j k l m \_ o p q r \_ t \_ v w x y z \_\_\_\_\_

c d e f \_ h i j k l m \_ \_ p q r s t \_ v w x \_ z \_\_\_\_\_

b \_ d e f g h \_ j k l \_ n o p q r \_ t \_ v w x y z \_\_\_\_\_

a b \_ d \_ f g h i j k l \_ n \_ \_ q \_ s \_ \_ v w x y z \_\_\_\_\_


 **y u(yoo)**    **yoyo**    **computer**


**List Words**

yard \_\_\_\_\_  
 yellow \_\_\_\_\_  
 knew \_\_\_\_\_  
 used \_\_\_\_\_  
 you'll \_\_\_\_\_  
 you've \_\_\_\_\_  
 you're \_\_\_\_\_  
 young \_\_\_\_\_  
 during \_\_\_\_\_  
 beautiful \_\_\_\_\_  
 yesterday \_\_\_\_\_  
 yourself \_\_\_\_\_  
 cube \_\_\_\_\_  
 tube \_\_\_\_\_  
 cute \_\_\_\_\_  
 rescue \_\_\_\_\_  
 usual \_\_\_\_\_  
 beauty \_\_\_\_\_  
 yearly \_\_\_\_\_  
 view \_\_\_\_\_  
 universe \_\_\_\_\_  
 yacht \_\_\_\_\_  
 youth \_\_\_\_\_  
 youthful \_\_\_\_\_  
 youngster \_\_\_\_\_

 **Grapheme Chart**

letters	words

**1** Circle the letters that represent  in the List Words.

**2** Write any other letters that can represent  on the Grapheme Chart.  
 Write one word example for each.

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

**4** Write words with the letter **y** representing .

you're    story    key    young    yellow    grey    yard    holiday  
 you'll    joyful    bicycle    yesterday    why    they    beauty

\_\_\_\_\_

\_\_\_\_\_

**5** Colour the blocks where you hear **yoo** in the word. Find out who owns the yacht, Hugh or Sue.

★ Sometimes the letters **u\_e, u, ue, ew, eau** and **iew** represent **yoo** as in **cube – joly/oo/bj**.



you're	flew	rule	chew	tube	knew
yard	yellow	yourself	view	screw	
universe	yesterday	used	yearly		
prune	rescue	beauty	during	flute	



**6** Write all the List Words with  as the second sound.

\_\_\_\_\_

\_\_\_\_\_

**7** Read the words at the top of each column to decide which verb to write.

Today	Yesterday	have	am
use			
rescue			
view			
tune			





**BLM GM68****Word Chain**

4 ● GM68 cht	4 ● GM68 your	4 ● GM68 th	4 ● GM68 young	4 ● GM68 verse
4 ● GM68 usu	4 ● GM68 self	4 ● GM68 uni	4 ● GM68 y	4 ● GM68 vly
4 ● GM68 res	4 ● GM68 ing	4 ● GM68 beauti	4 ● GM68 day	4 ● GM68 ya
4 ● GM68 you	4 ● GM68 al	4 ● GM68 beaut	4 ● GM68 ster	4 ● GM68 year
4 ● GM68 dur	4 ● GM68 cue	4 ● GM68 yester	4 ● GM68 ful	4 ● GM68 kn

**4 ● GM68****Word Chain** — a game for 2 to 4 students.

- 1 Students are dealt three cards each. The rest of the cards form a pick-up pile.
- 2 The first student places a card face up in the centre.
- 3 The next student joins on one of their cards to complete a **List Word**. If the student is unable to complete a word, they take a card from the pick-up pile.
- 4 When the pick-up pile finishes, any student who cannot complete a word misses a turn.
- 5 The first student to use all of their cards is the winner.

BLM GM69

4 ● GM69 4 ● GM70

Four in a Row: Words and Suffixes

4 ● GM69

beautiful

4 ● GM69

good

4 ● GM69

fame

4 ● GM69

argue

4 ● GM69

back

4 ● GM69

agree

4 ● GM69

fit

4 ● GM69

neighbour

4 ● GM69

boy

4 ● GM69

danger

4 ● GM69

usual

4 ● GM69

sick

4 ● GM69

to

4 ● GM69

amuse

4 ● GM69

north

4 ● GM69

child

4 ● GM69

girl

4 ● GM69

adventure

4 ● GM69

sweet

4 ● GM69

north

4 ● GM69

graceful

4 ● GM69

year

4 ● GM69

joy

4 ● GM69

enjoy

4 ● GM69 4 ● GM70

**Four in a Row** – a game for 2 to 4 students.

Each student requires a set of counters of the same colour.

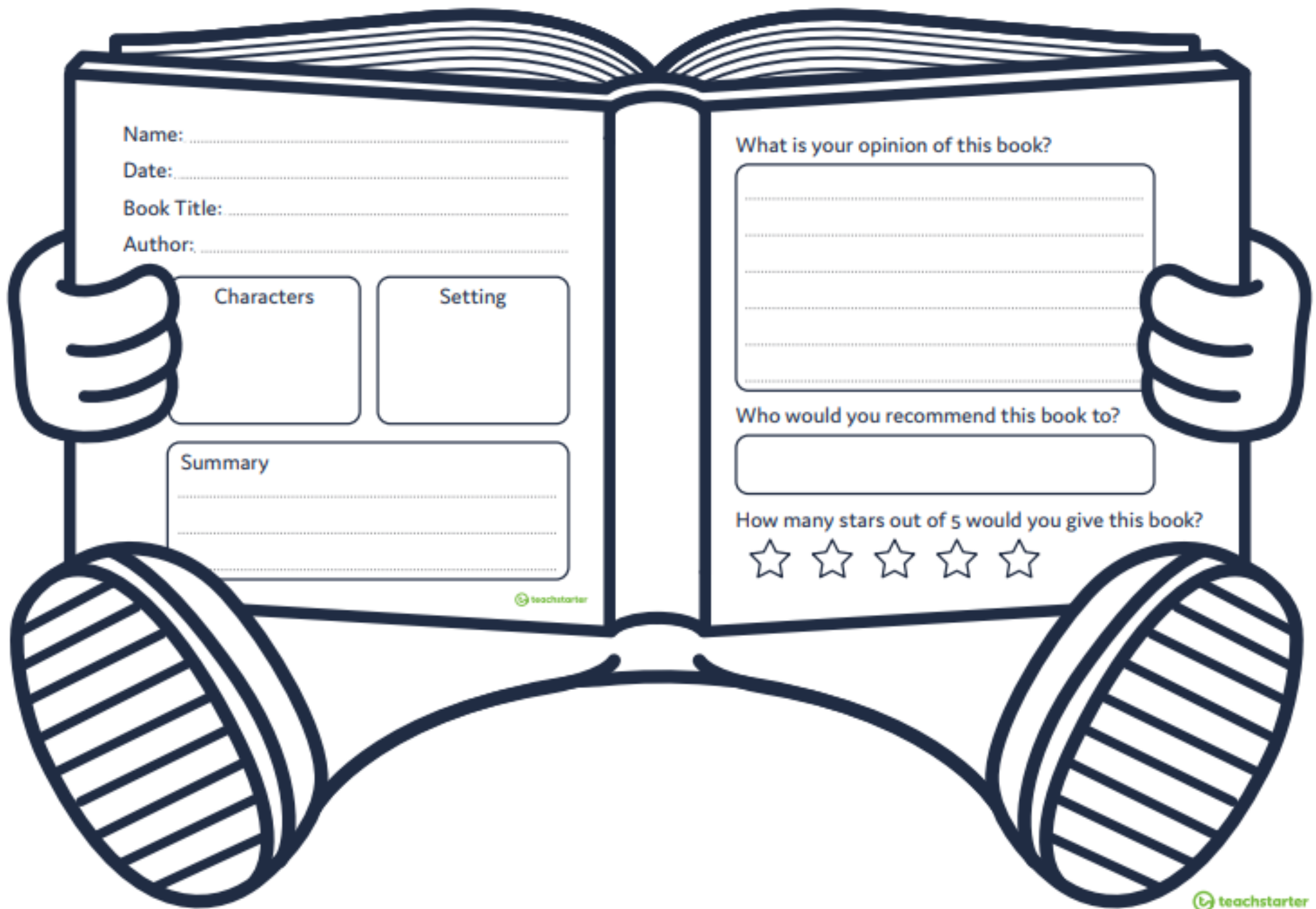
- 1 Stack the word cards face down beside the game board.
- 2 The first student takes a card from the top and decides on which suffix could be added.
- 3 The same student then covers that suffix on the game board with one of their counters. The card is then returned to the bottom of the pile and the next student has a turn.
- 4 Students continue to take turns until one of them has four counters in a row – horizontally, vertically or diagonally.

# Four in a Row: Words and Suffixes



ly	ment	ness	ous	ment	wards	hood	ly
hood	wards	hood	wards	ly	ment	ly	ous
ment	ly	ous	ness	ment	wards	ous	ly
ness	ous	wards	ous	hood	ness	wards	ous
ly	hood	ness	ly	ness	ous	wards	ment
ment	ness	hood	wards	ment	ness	hood	hood





Name: .....

Date: .....

Book Title: .....

Author: .....

Characters

Setting

Summary

What is your opinion of this book?

.....  
.....  
.....  
.....  
.....

Who would you recommend this book to?

.....

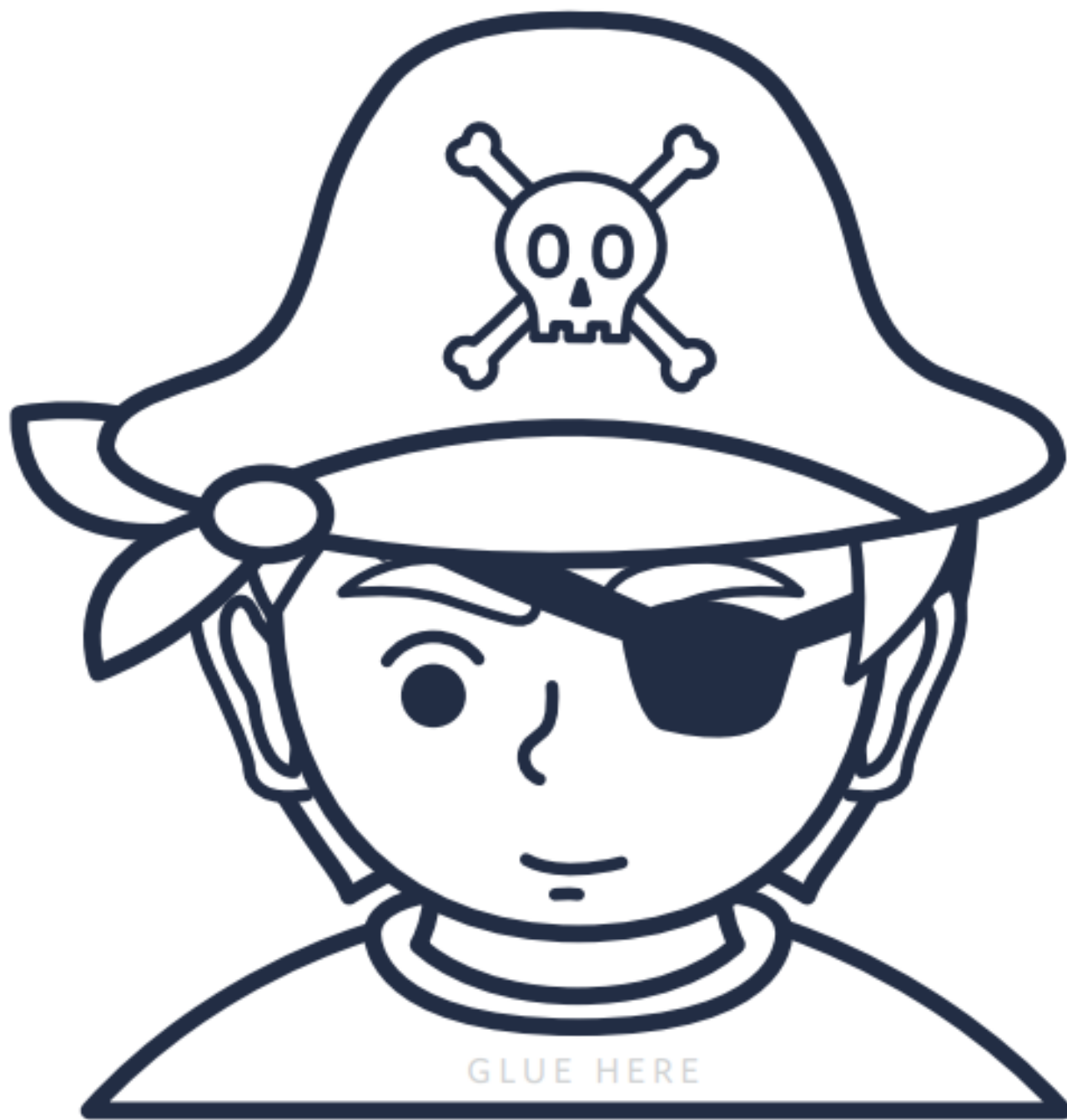
How many stars out of 5 would you give this book?





Cut out each part and  
glue together like this!





Cut out each part and  
glue together like this!



# ARR ME-HEARTIES!

## PIRATE NARRATIVE WRITING PROMPTS

Roll a dice and use the writing prompt to help you write a descriptive paragraph.



You edge along the wooden plank, preparing yourself to plunge in to the dark and deadly ocean below. Just when you're about to lose all hope, you hear a loud noise...  
Tell your story.



'X' marks the spot and after a treacherous 10 year voyage, you finally find the mysterious island, you've been searching for.  
Can you describe it?  
What will you find there?



Your shipmates have kicked you off your own ship! Stranded in the middle of nowhere, how will you get your revenge?  
Tell your story...



"Only boys can be pirates," my father told me. Well I'd show him!  
As I lifted the lid on the treasure chest, I couldn't wait to become the most famous girl-pirate that ever-lived.  
Tell my story.



A great pirate captain dies, leaving his ship and crew under the control of the 14 year old cabin boy. What happens next?



The lights go out for five seconds. When they turn on again, you see a map stuck to your window that says: "x marks the spot".



# Invent your own pirate story



Imagine you are telling a fictional story about a pirate.

Story  
Title: \_\_\_\_\_

What does your pirate look like?

What's their name?

(make sure it's a good scary name)

Where did they go on their pirate adventures?

Who is part of their pirate crew?

What kind of treasure does your pirate want to find?

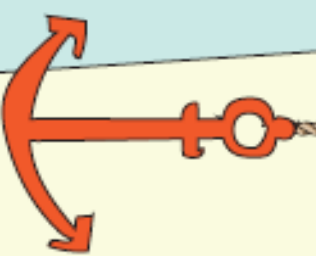
How did they get there?

Wicked  
Micked  
Red  
Cross-eyed  
Tuna-breath  
One-eyed  
Dirty  
Fisfy  
Scurry dog  
Squidlips  
Black  
Creepin'  
Treasure-lover  
Mad  
Hole-head  
Bootstuffed  
Matey  
Barnacle  
greedy  
old  
Stinky  
Lassie  
Stormface  
Patch-eyed  
Scar-faced  
Stuffbucker  
Biscuit Pater  
Squiggly  
Jolly  
Spotty  
Peg-leg

How do you speak like a pirate?

Just use more adjectives (describing words).

Like it's a great grand ship, you are a swashbuckling scallywag sailor, a fly-livered landlubber, this is some terrible treasure, these are sad wicked weapons. Try to use lots of describing words in your story.





# Talk like a Pirate!

## A Dictionary for Landlubbers

### Exclamations

**ahoy** - to get attention      **aye aye** - yes      **land ahoy** - to see land  
**avast** - to stop      **blimey** - to be surprised      **me thinks** - I believe

### Expressions

**batten down the hatches** - to prepare for rough seas      **sea legs** - the ability to balance on a moving ship, or to feel wobbly  
**fire in the hole** - a warning before a cannon is fired      **walking on land**  
**to have the collywobbles** - to be afraid      **scupper that** - throw that overboard  
**run a rig** - to play a trick      **shiver me timbers** - to be surprised  
      **swab the deck** - to clean the deck of a ship

### Germs

**boatswain** - officer in charge of the crew      **landlubber** - a person unfamiliar with the sea  
**booty** - treasure      **matey** - a friend  
**buccaneer** - a particularly nasty pirate      **marooned** - to be stranded  
**coffer** - a treasure chest      **me** - my  
**doubloon** - a Spanish gold coin      **parley** - a discussion during a fight  
**hearties** - friends      **port** - the left side of a ship  
**helm** - the steering wheel of a ship      **spyglass** - a telescope  
**lad** - a young male      **starboard** - the right side of a ship  
**lass** - a young female      **ye** - you

# Patterns and functions – skip counting

Year 3

4 Colour the skip counting pattern on each hundred grid:

a Show the 3s pattern.

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

b Show the 4s pattern.

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

5 Complete the missing numbers in these skip counting patterns:

a 36                      27                      24                     

b 12                      20                      24                      36                      40

c 50                      46                      44                      38

d 27                      57                      77                      87

6 How many objects altogether? Use skip counting.

a How many candles?



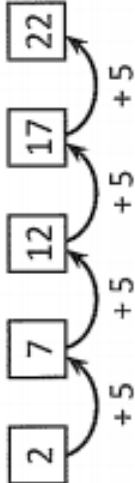
b How many legs?








## Patterns and functions – completing and describing patterns

Skip counting in the hundred grid starting at zero, is a good way to begin looking at number patterns. Now let's look at number patterns that start at numbers bigger than zero.

This pattern starts at 2.   
The rule is: Add 5.

1 Complete the missing numbers in each pattern:

- a Rule: Add 2 
- b Rule: Add 4 
- c Rule: Subtract 5 

2 Continue the pattern from the starting number:

- a 

11									
----	--	--	--	--	--	--	--	--	--
- b 

55									
----	--	--	--	--	--	--	--	--	--
- c 

40									
----	--	--	--	--	--	--	--	--	--

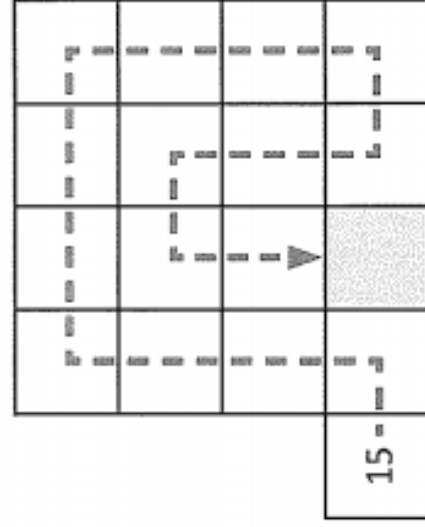
3 Finish each pattern and write the rule:

- a           Rule:
- b           Rule:
- c           Rule:

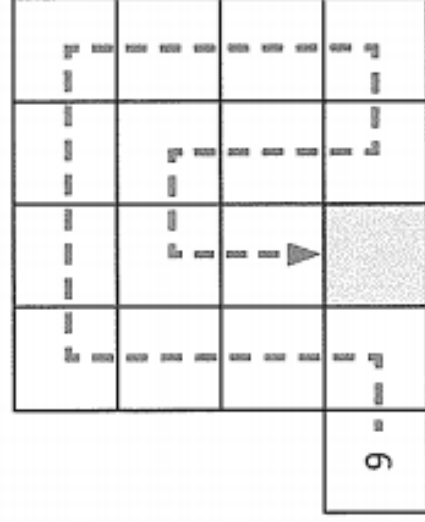
## Patterns and functions – completing and describing patterns

- 4 Fill these snail grids with these patterns. You can use a calculator.

a Skip count by 15:



b Skip count by 9:



- 5 Check these patterns with a calculator. They all have mistakes in them. Find the mistakes, circle them and write the corrections underneath.

a

12	50	88	126	164	204	242	280
----	----	----	-----	-----	-----	-----	-----

b

84	77	70	63	56	50	43	36
----	----	----	----	----	----	----	----

c

17	59	101	143	185	229	271	313
----	----	-----	-----	-----	-----	-----	-----

These 3 patterns have something in common. Can you discover what it is?



DISCOVER

- 6 Roll a set of dice to make a 2 digit number. This is the starting number. Write it in the first space. Then continue the sequence by following the rule.

a Rule: + 10

--	--	--	--	--	--	--	--

b Rule: + 3

--	--	--	--	--	--	--	--

c Rule: + 4

--	--	--	--	--	--	--	--

## Patterns and functions – number patterns in tables

When we use number patterns in tables it can help us to predict what comes next. Look at the table below. Once we work out how the pattern works, we can predict the total number of feet for any amount of students.

This table shows us that when there is 1 child there are 2 feet.

When there are 2 children there are 4 feet and so on.

We can see that the rule for the pattern is to multiply the top row by 2 to get the bottom row each time.

Number of children	1	2	3	4	5	20
Number of feet	2	4	6	8	10	40

$\times 2$

To find out how many feet 20 children would have, we don't need to extend the table, we can just apply the rule.

### 1 Try these number pattern tables.

At a party, one child receives 3 chocolates. Complete the table to show how many chocolates different numbers of students receive. Show how many 20 receive.

Number of children	1	2	3	4	5	20
Number of chocolates	3					

### 2 Alfred is a type of alien from the Planet Trampoline. The surface of Planet Trampoline is like walking on a trampoline. That is why Alfred and all his race of aliens need 3 legs – for extra balance. They also have 2 antennae and 4 fingers on each hand.

Complete the number pattern tables to show the number of different body parts for different amounts of aliens.

**a**

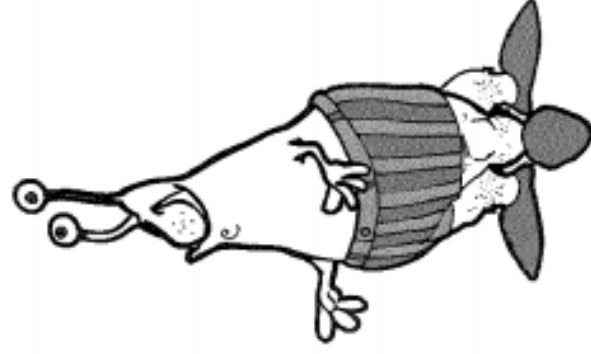
Number of aliens	1	2	3	4	20
Number of antennae	2				

**b**

Number of aliens	1	2	3	4	20
Number of fingers on each hand	4				

**c**

Number of aliens	1	2	3	4	20
Number of legs	3				

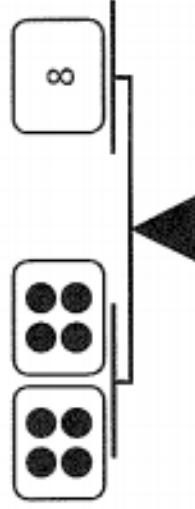


## Equations and equivalence – introducing equations

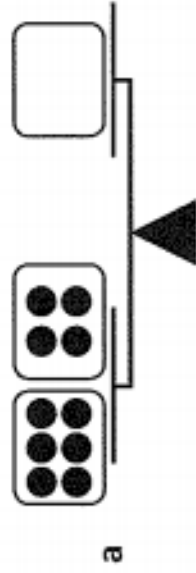
Look at these balanced scales.

In each box on the left there are 4 dots and on the other side is the number 8.

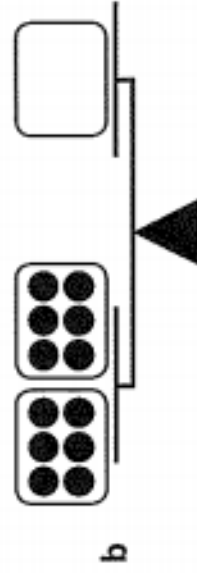
This makes sense because it shows the equation  $4 + 4 = 8$ . An equation is a sum with an equals symbol. One side must equal or balance the other just like these scales.



- 1 Balance each set of scales by writing a number in the box. Then write the matching equation:



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

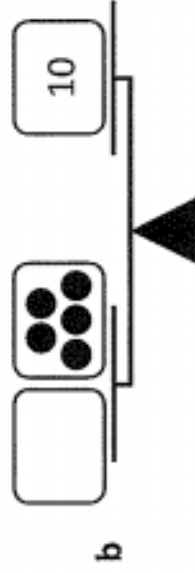


$$\square + \square = \square$$

- 2 Again, balance each set of scales but this time add the missing dots to the empty box:

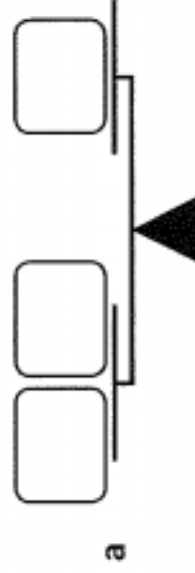


$$\square + \square = \square$$



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

- 3 This time, create your own equation and show it on the balanced scales:

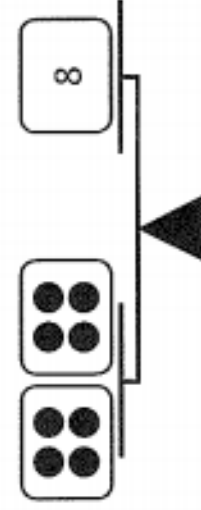


$$\square + \square = \square$$

## Equations and equivalence – introducing equations

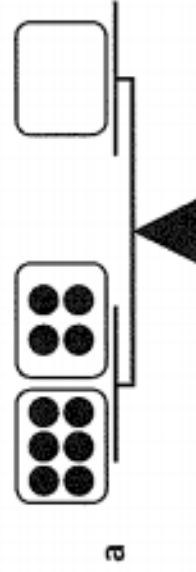
Look at these balanced scales.

In each box on the left there are 4 dots and on the other side is the number 8.

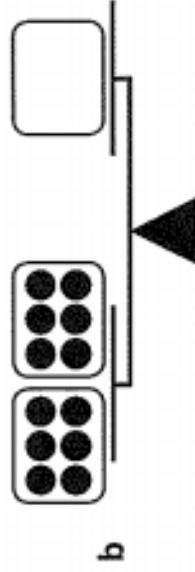


This makes sense because it shows the equation  $4 + 4 = 8$ . An equation is a sum with an equals symbol. One side must equal or balance the other just like these scales.

- 1 Balance each set of scales by writing a number in the box. Then write the matching equation:

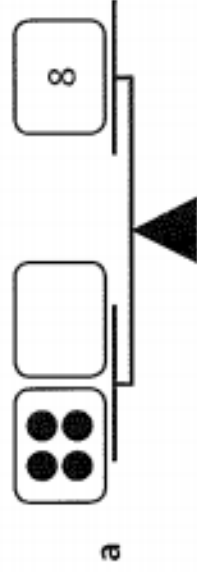


$$\square + \square = \square$$

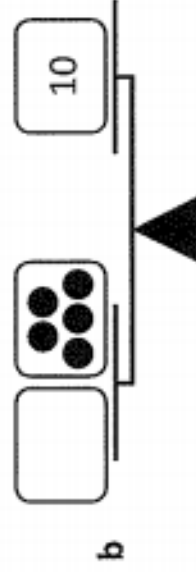


$$\square + \square = \square$$

- 2 Again, balance each set of scales but this time add the missing dots to the empty box:



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



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

- 3 This time, create your own equation and show it on the balanced scales:



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



# Patterns and functions – skip counting

Year 4

There are many skip counting patterns to discover on a hundred grid.

## 1 Colour the skip counting pattern on each hundred grid:

- a** Show the 4s pattern.  
**b** Show the 3s and 6s pattern. Shade the 3s and circle the 6s.

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

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

- c** Show the 11s pattern.

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

- d** Shade the 9s pattern, then put a circle around all the numbers 5 less than numbers ending in 9.

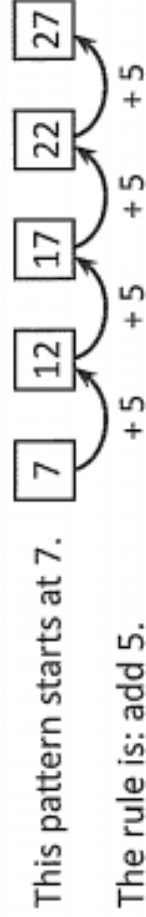
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## 2 Complete these number patterns by looking for skip counting patterns.

a	6			24	30		
b	9	18		36	54		
c	32			20		8	

## Patterns and functions – completing and describing patterns

So far we have looked at skip counting patterns that begin at zero. Here is a skip counting pattern of 5s that begins at 7.



1 Continue the pattern from the starting number:

a 

11					
----	--	--	--	--	--

b 

55					
----	--	--	--	--	--

c 

40					
----	--	--	--	--	--

2 Practise counting backwards by 10 and 100.

Backwards by 10:

a 

112					
-----	--	--	--	--	--

b 

219					
-----	--	--	--	--	--

c 

583					
-----	--	--	--	--	--

Backwards by 100:

a 

673					
-----	--	--	--	--	--

b 

798					
-----	--	--	--	--	--

c 

1 010					
-------	--	--	--	--	--

3 Look carefully at these number pattern grids. There are four rules: across, down, and along each diagonal.

a

15			
	26	27	
			38
			47

b

32			41
	41	44	
		47	53
50			56




## Patterns and functions – predicting repeating patterns

When we use number patterns in tables, it can help us to predict what comes next. Look at the table below and how we can use it to predict the total number of sweets needed for any number of children at a party.

This table shows us that 1 sweet bag contains 8 sweets and 2 bags contain 16 sweets. We can see that the rule for the pattern is to multiply the top row by 8 to get the bottom row each time.

Number of sweet bags	1	2	3	4	5	10
Number of sweets	8	16	24	32	40	80

$\times 8$  

To find out how many sweets are in 10 bags, we don't need to extend the table, we can just apply the rule.

$10 \times 8 = 80$ . So, 10 bags contain 80 sweets. This helps us plan how many sweets are needed for a party.

### 1 Complete the table for each problem:

- a Tom receives \$5 a week pocket money as long as he does all his chores. How much pocket money does Tom get after 10 weeks?

Weeks	1	2	3	4	5	10
Pocket money	5	10				

- b A flower has 7 petals. How many petals are there in a bunch of 10 flowers?

Flowers	1	2	3	4	5	10
Number of petals	7	14				

- c A flag has 6 stars. How many stars are there on 10 flags?




Flags	1	2	3	4	5	10
Number of stars	6	12				

- d At a pizza party, each person eats 3 pieces of pizza. How many pieces of pizza do 10 people eat?

Guests	1	2	3	4	5	10
Pizza pieces			9	12		

## Patterns and functions – predicting growing patterns

Number patterns in tables can help us with problems like this. Mia is making this sequence of shapes with matchsticks and wants to know how many she will need for 10 shapes.

	<b>Shape 1</b>	<b>Shape 2</b>	<b>Shape 3</b>	
				
Shape number	1	2	3	4
Number of matchsticks	3	6	9	12
				15
				10
				30

$\times 3$

To find out how many matchsticks are needed for 10 triangles, we don't need to extend the table, we can just apply the function rule:

$$\text{Number of matchsticks} = \text{Shape number} \times 3$$

- 1 Complete the table for each sequence of matchstick shapes and find the number of matchsticks needed for the 10th shape.

a Shape 1



Shape 2



Shape 3

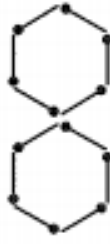


Shape number	1	2	3	4	5	10
Number of matchsticks	4					

b Shape 1



Shape 2



Shape 3



Shape number	1	2	3	4	5	10
Number of matchsticks	6					

c Shape 1



Shape 2



Shape 3








Shape number	1	2	3	4	5	10
Number of matchsticks	7					



## Patterns and functions – predicting growing patterns

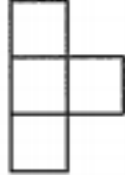
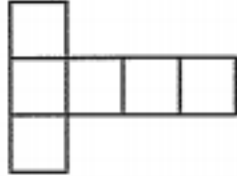
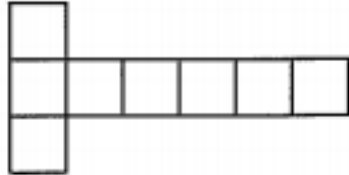
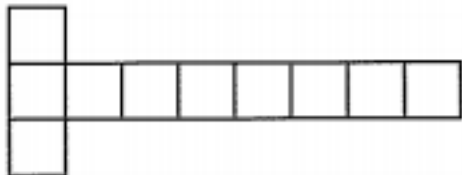

- 2 Look at these growing patterns. Complete the table and follow the rule to draw Picture 5:

a

Picture 1	Picture 2	Picture 3	Picture 4	Picture 5
				

Picture number	1	2	3	4	5
Number of dots	1	3	5	7	
Rule	Picture number $\times 2 - 1$ = Number of dots				

b

Picture 1	Picture 2	Picture 3	Picture 4	Picture 5
				

Picture number	1	2	3	4	5
Number of squares	4	6	8	10	
Rule	Picture number $\times 2 + 2$ = Number of squares				

How many squares will Picture 8 have?

For Fun!



## The Scenario

You are a famous pirate living in the year 1700. You have acquired many treasures during your pirating career, but there is one treasure you desire above all others - the infamous 'Blackbeard's Bounty'. Rumoured to be filled with riches beyond any pirate's wildest dreams, you are obsessed with making this treasure your own.

During a recent expedition in the Caribbean, you managed to obtain a map of the island where Blackbeard's Bounty is buried. Accompanying the map is a list of precise directions which lead to the exact location of the hidden treasure!

All you need to do is follow the map, locate Blackbeard's Bounty and retire from the pirating life for good!

## Map Features

Your map must include the following features:

- a title with the name of your island
- a compass point showing north
- an appropriate scale of your choice
- an outline of the island
- at least five landmarks, drawn on the map and represented by a legend
- an 'X' marking the location of Blackbeard's Bounty.

## The Task

Create a comprehensive map of the island where Blackbeard's Bounty is buried.

Write a list of numbered directions from a starting point on the island to the treasure's location.

Swap your map and list of directions with a friend. Do your directions lead them to the treasure?



## The Procedure

### 1. Check your understanding of the task

Carefully read through the task and the list of map features. If there are any instructions that you do not understand, ask your teacher to explain them to you.

### 2. Island map brainstorm

Brainstorm some ideas for your island map. Think about a name for your island, the shape of your island and the landmarks on your island.

### 3. Decide on a scale

Decide on a scale for your map. A scale represents the relationship between the distance on a map and the distance on the ground e.g. 1 cm = 10 m.

### 4. Draw and colour your island map

Use the grid paper provided to draw and colour your island map. Be sure to include all the necessary map features e.g. title, scale, legend.

### 5. Write a list of directions leading to Blackbeard's Bounty

On the scroll paper provided, write a list of precise, numbered directions from a specific starting point on the island to the location of Blackbeard's Bounty.

### 6. Swap maps and directions with a partner

Give your island map and list of directions to a partner. If your directions are accurate, your partner should land on the 'X' which marks the location of Blackbeard's Bounty.

## The Materials

- Lead pencil, coloured pencils or markers



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

## Island Map Brainstorm

What might the island be called?

Brainstorm some ideas in the box below. Circle your final choice.

What might the shape of the island look like?

Experiment with some different shapes in the box below. Circle your final choice.

What landmarks might there be on the island? How might these be represented on the map?

Brainstorm some ideas in the space below. Circle your final choices.



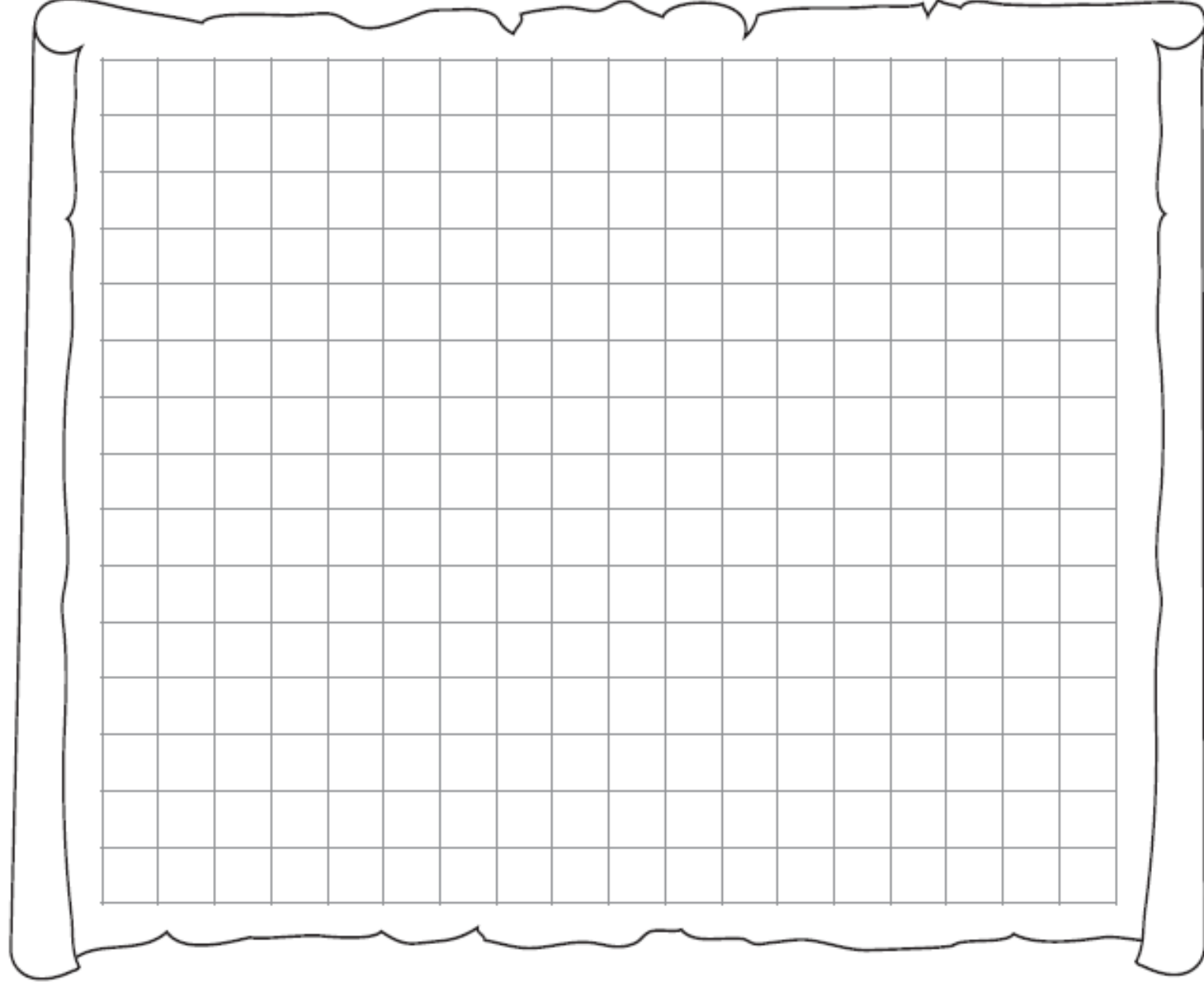


Name \_\_\_\_\_

Date \_\_\_\_\_

## Island Map

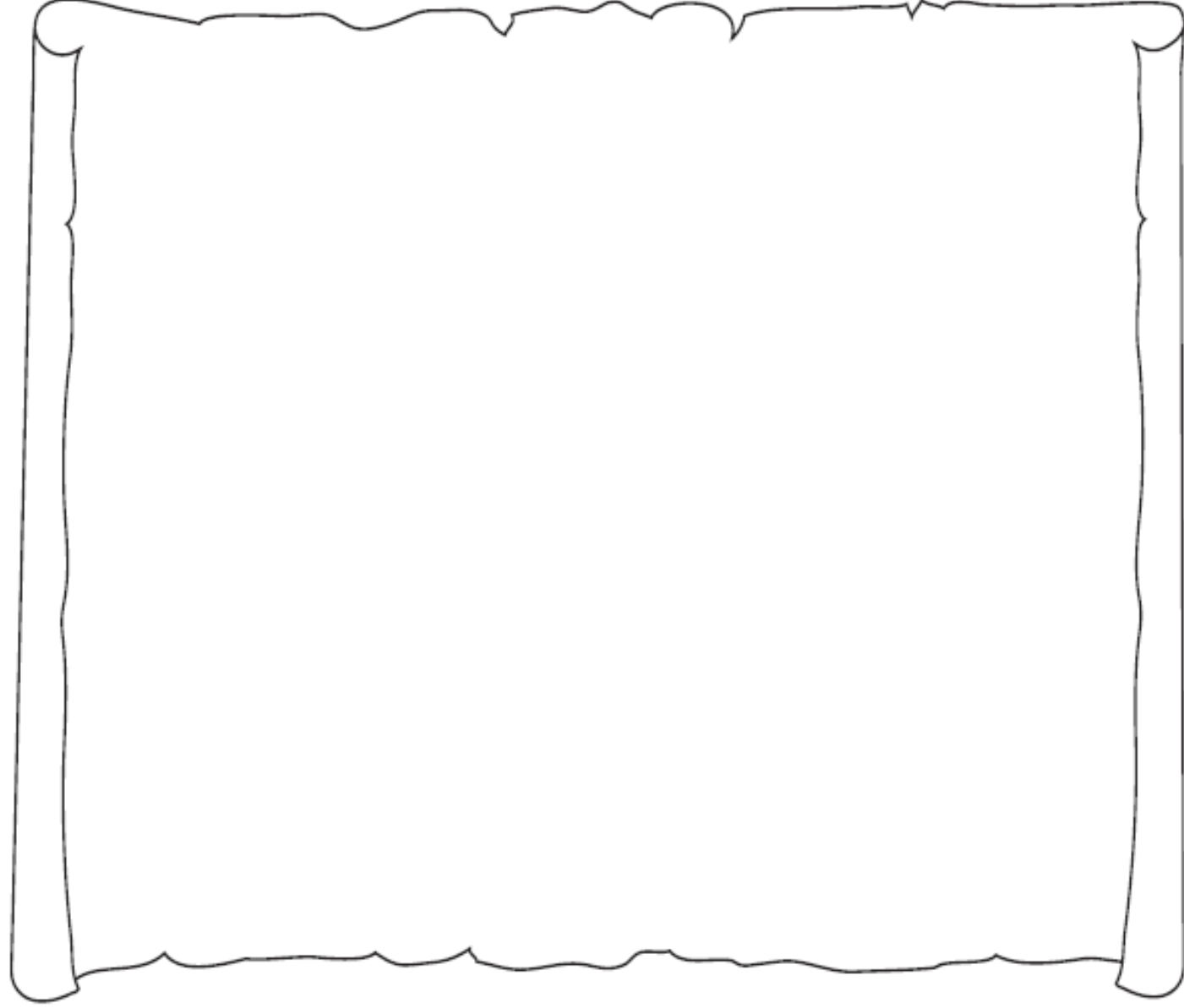
Use the grid below to draw and colour your map. Remember to include all the necessary map features.



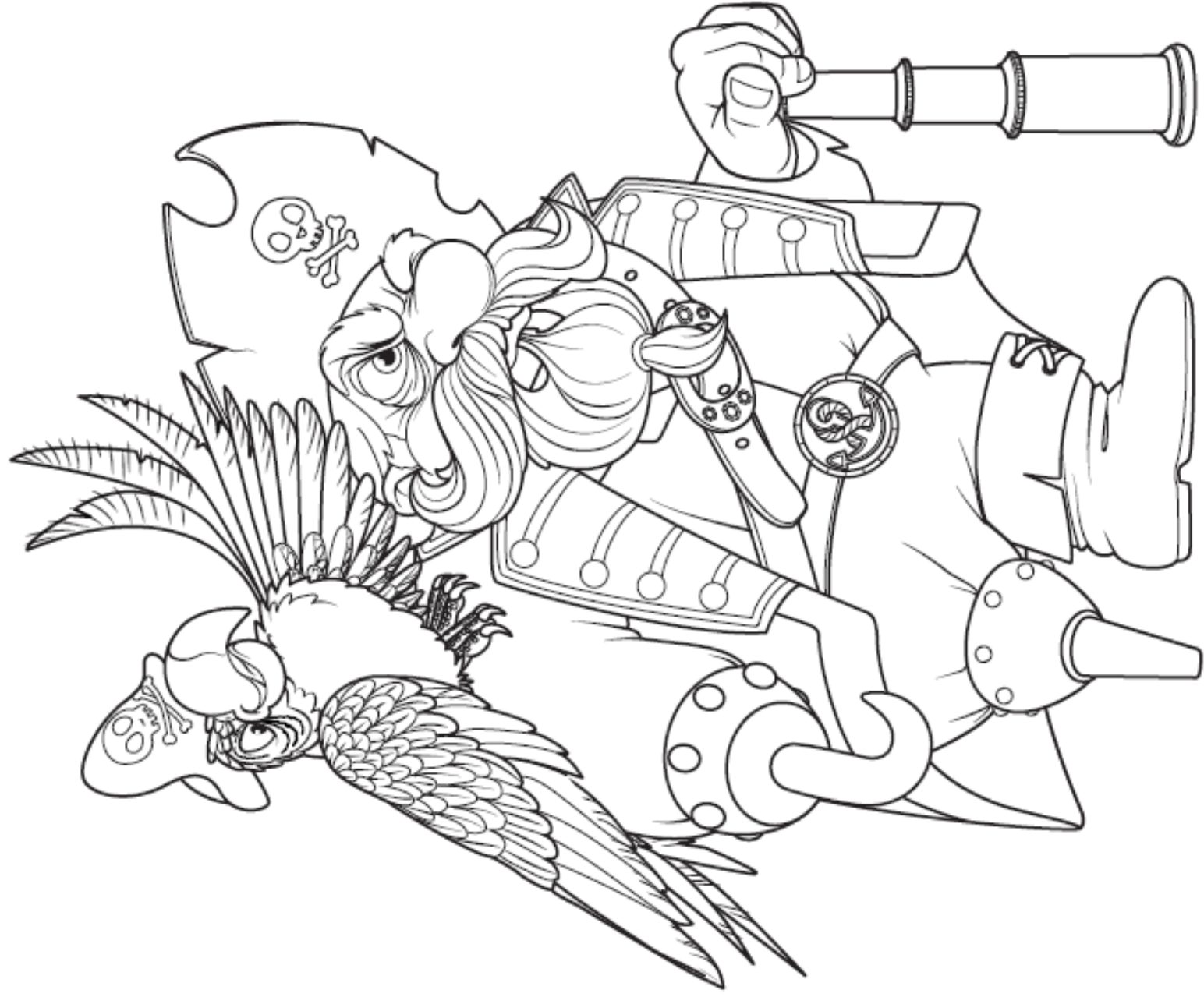
Name \_\_\_\_\_ Date \_\_\_\_\_

## List of Directions

Write a list of precise, numbered directions from a specific starting point on the island to the location of Blackbeard's Bounty. Remember to include the direction to travel, the distance to travel and a landmark as a point of reference e.g. Starting from the palm tree, walk 30 m west.

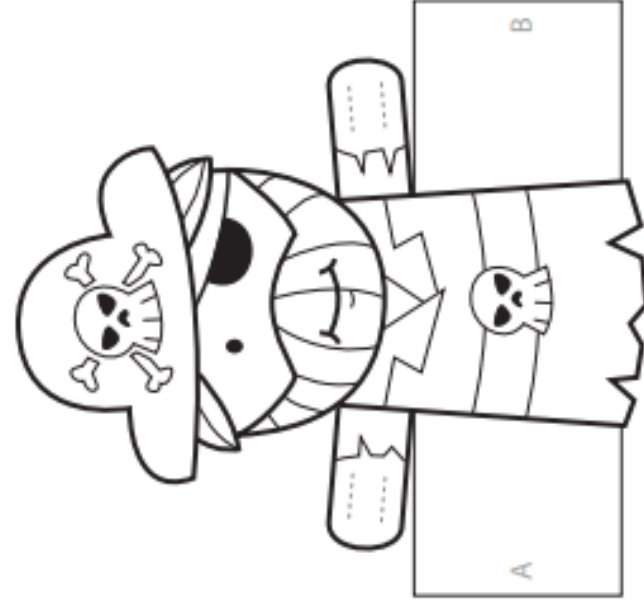
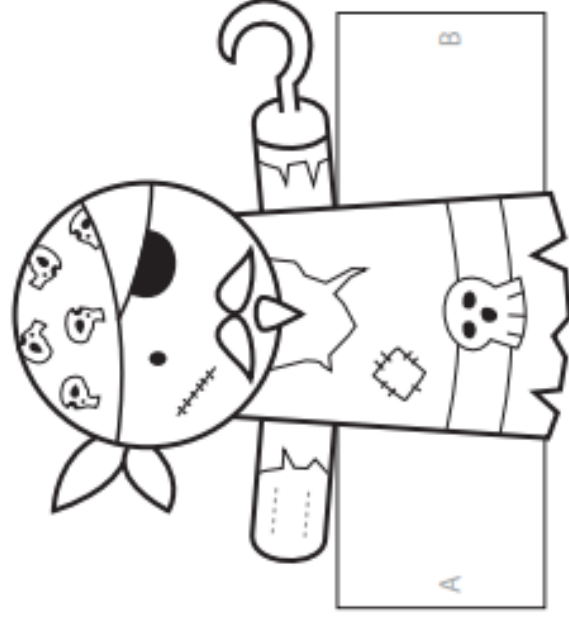
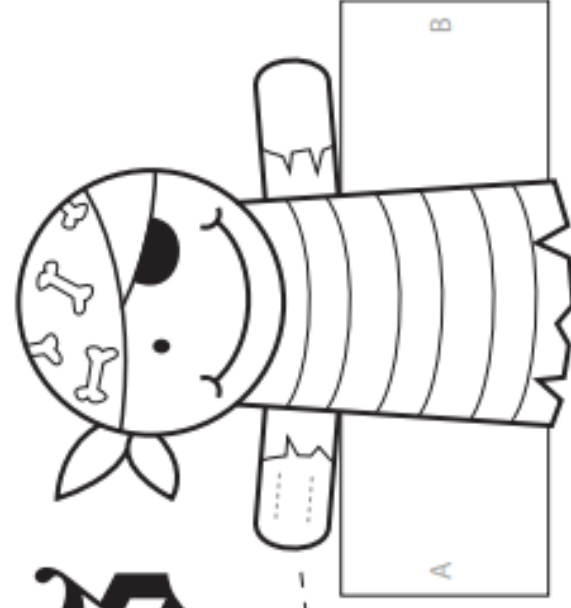






**CAPTAIN CALLOWAY**  
**AND**  
**SNEAKY PETE THE PARROT**

# Pirates

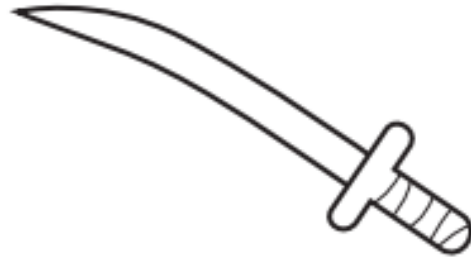


Sword



Dagger

Colour the pirates in and cut them out.  
Glue or tape tab 'A' to tab 'B' so it fits around finger.



Captain's sword



Captain's Parrot

---

## Activity 2.3 – planning

During this activity you will plan your game design.



Draw an annotated, labelled drawing of your idea to explain how it will work. This will help you visualise your design. Write a list of the materials you will need to collect to make your game. Circle the recycled materials you will use.

**Annotated drawing**

**Materials**

## Activity 2.4 – create and make

During this activity you will produce a sample model of your design idea.



It is important to make a sample model of your design before building the final product. This is called a prototype. You can test the prototype and make improvements, or modifications, before you make the final version of your game.

Collect the materials you will need to make your sample model.

Build a prototype (using suitable materials).

Remember when you make your game there are many ways to join pieces of cardboard without using sticky tape. Before you build the prototype, gather some bits of cardboard and practise different ways of joining them together such as cutting slots in the cardboard and sliding two pieces together, using fasteners (split pins), using a hole punch and string to tie cardboard pieces together or glue a stand to the back of a shape.



Test the prototype to see if it works the way you think it should. Make changes to improve your design if you need to.



Players explore balancing with different body positions while stretching from inside a hoop.



### What you need

- > 1 piece of chalk, skipping rope or hoop per player

### What to do

- > Players stand in a hoop or a marked circle.
- > Players make a body position with both feet inside the hoop and both arms outside of the hoop.
- > They hold the position for a set time, then stand up and repeat using a different position where feet are inside and hands outside the hoop.

### Change it

- > Have 2 hands on the floor and 1 foot off the floor.
- > Put 1 hand on the floor and 2 feet on the floor.
- > Have 1 hand off the floor and 1 foot off the floor.
- > Move a raised foot or hand.
- > Vary the length of time the position needs to be held for [e.g. 5-30 seconds].

### Safety

- > Check there is enough space between players.
- > Start with a short duration for balances and increase the holding time as the activity proceeds.
- > Do not bounce in any stretch position.

### Ask the players

- > How many different balances can you make from inside the hoop?
- > Which body parts are you stretching with each balance?
- > Does one limb feel more flexible than the other?
- > Which movements made it harder/easier to maintain balance?
- > How did your muscles feel when you held the balances for longer times?

### LEARNING INTENTION

*Hoop stretch* can be used as a warm up activity to develop balancing skills.

Write the words in the correct spaces.

South

North

December

January

February

June

July

August

water

land

### Northern Hemisphere

The Northern Hemisphere is \_\_\_\_\_ of the Equator.

Summer months are \_\_\_\_\_ .

The Northern Hemisphere has most of the \_\_\_\_\_ .

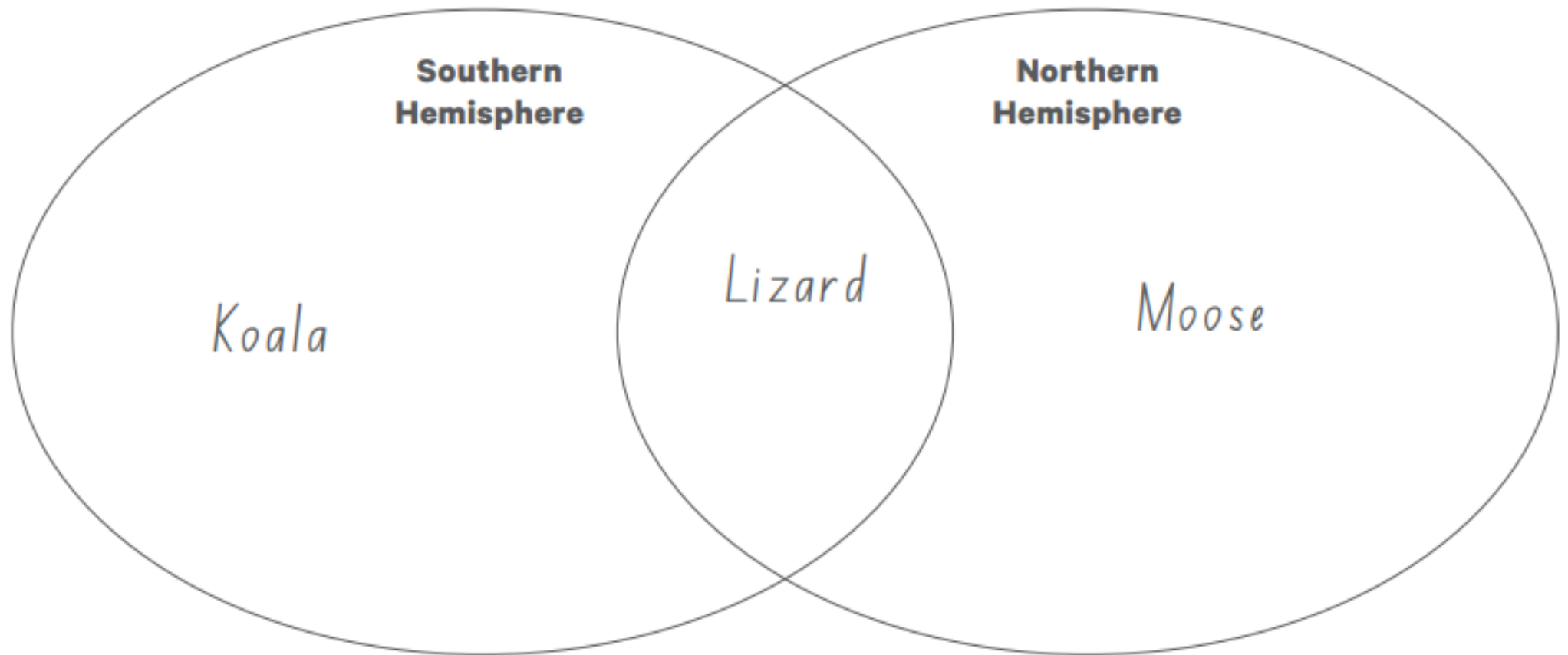
### Southern Hemisphere

The Southern Hemisphere is \_\_\_\_\_ of the Equator.

Summer months are \_\_\_\_\_ .

The Southern Hemisphere has most of the \_\_\_\_\_ .

Some animals live all over the world but some live only in the Northern or Southern Hemisphere. Write the animals in the correct places in the Venn Diagram. Find some more of your own.



Skunk  
Snake

Kangaroo  
Polar Bear

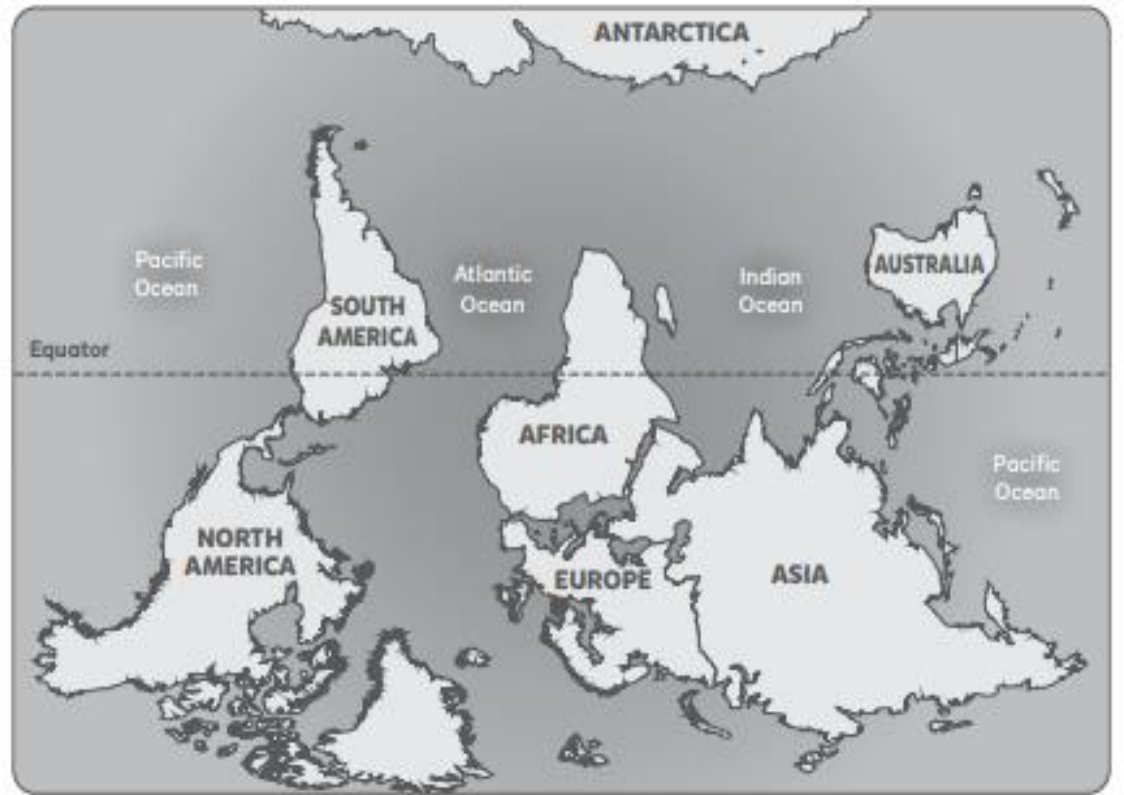
Emperor Penguin  
Owl

Squirrel  
Butterfly

Wolf  
Kiwi



There is really no up or down in space. What if Australia was at the top of the world? What would be different? What would be the same? Write your ideas below.



**If Australia was at the top of the World ...**

Blank space for writing ideas.

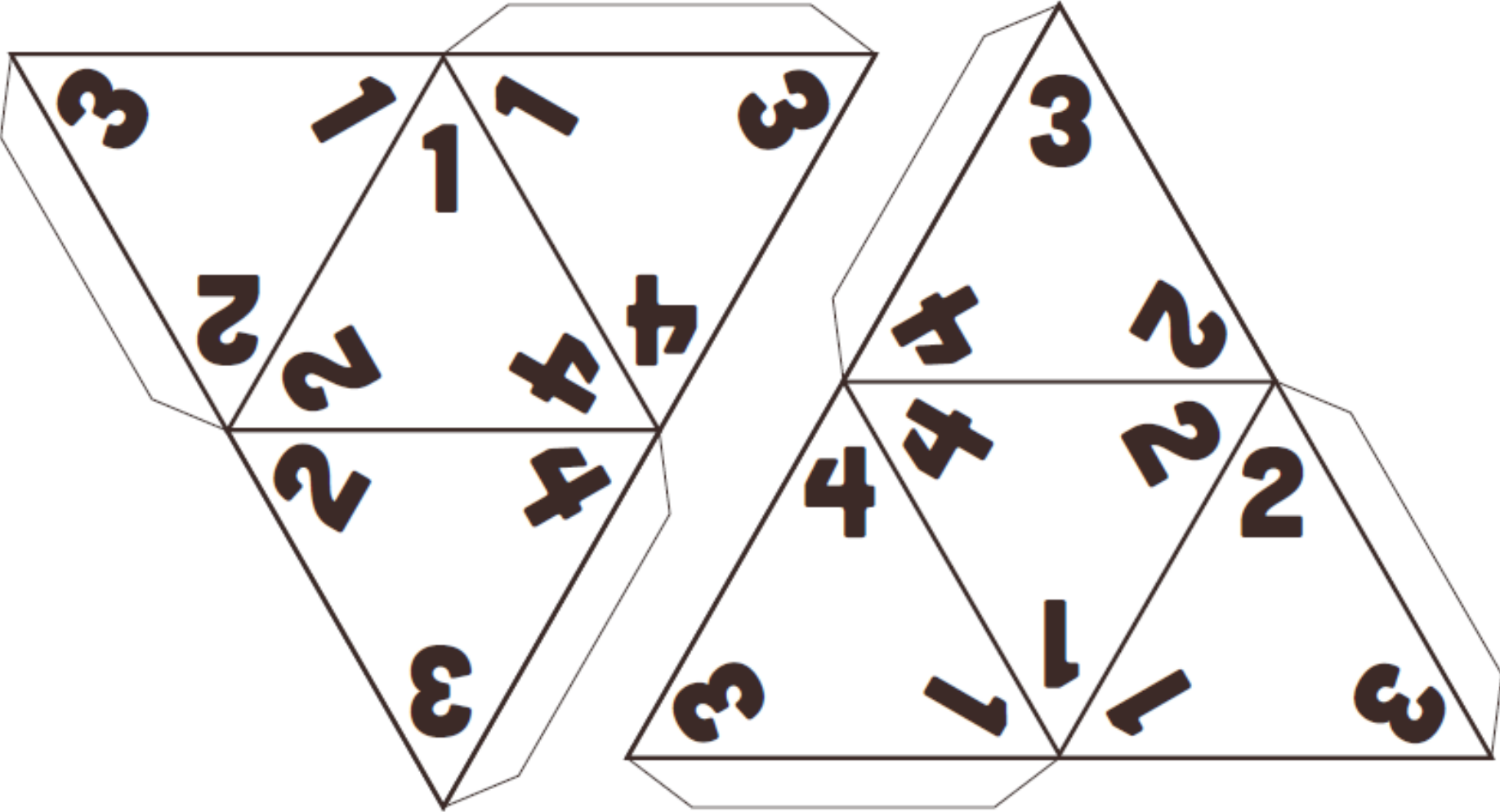
## Pirate Nup needs advice!

Can you help Pirate Nup overcome all fear and get better at things? Roll two dice (templates for four-sided dice are attached). Using the combination rolled, find a scenario where Pirate Nup hasn't yet found a solution for a problem. You can use the template or write this in your book.



	1	2	3	4
1	I can't do maths.	I don't want to do my homework.	This computer is not working.	My mum can do my homework for me.
2	I don't want to play that game.	I want a go now!	I am bored with this. When will it be my turn?	Writing neatly is too hard.
3	Why do I have to do this?	I don't like reading.	I have no friends.	I know I won't like doing that.
4	I can't be bothered.	I don't like that person. I will not talk to them or play with them.	I don't want to work with that person.	I can't concentrate.

# FOUR SIDED DICE



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

Play the dice game and find Pirate Nup's issue for the day. To help create a solution to Nup's problem, change your mindset to Captain Yet's way of thinking.

Pirate Nup's challenge today:

---

---

---

---

---

Captain Yet's advice for Pirate Nup would be:

---

---

---

---

---

---



# My Pirate Name

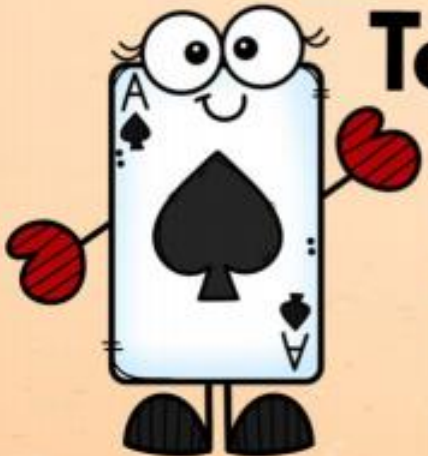


- 1.Sailor
- 2.Long
- 3.Blue
- 4.Jolly
- 5.Red
- 6.Cold
- 7.Green
- 8.One
- 9.Black
- 10.Stump

- 1.Eye
- 2.Boot
- 3.Belly
- 4.Bottom
- 5.Leg
- 6.Ear
- 7.Mouth
- 8.Tooth
- 9.Lip
- 10.Foot

- 1.Silver
- 2.Seadog
- 3.O'Fish
- 4.Puffypants
- 5.Rattlebones
- 6.Scallywag
- 7.Sandy Shores
- 8.Nightwind
- 9.Goldheart
- 10.Precious

## To find your pirate name:-



Have a deck of playing cards.  
You need the numbers 1 to 10.  
Draw three cards.  
The 1<sup>st</sup> card is the 1<sup>st</sup> word in your name.  
The 2<sup>nd</sup> card is the 2<sup>nd</sup> word in your name.  
The last card is the last word in your name.



Look at the number and then find the word that corresponds from each list



# Treasure Pirate

Color the pirate, the hat and the little parrot.

Cut out all three pieces. Take the pirate and cut around the arms but keep them attached to the body.

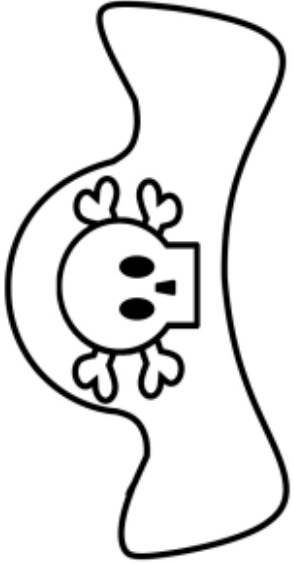
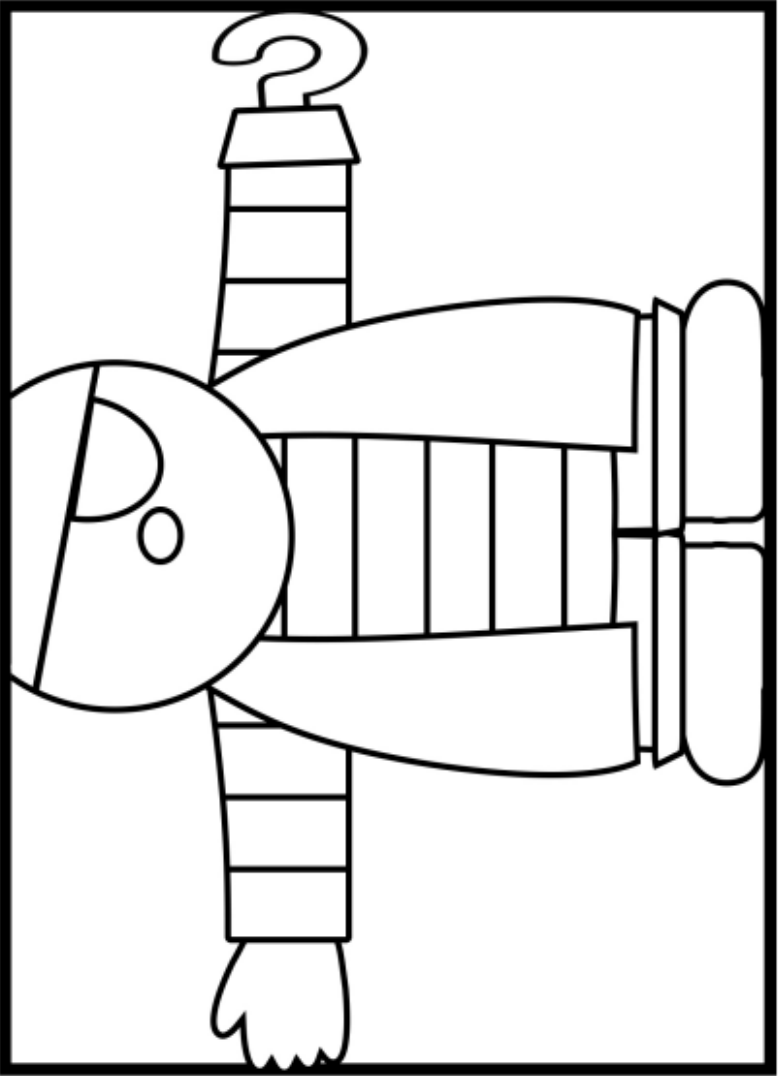
Next, stick the hat to the pirate's head and glue the parrot to the pirate's arm.

Pop on some google eyes and give the pirate a smile.

Finally glue the template to the paper tube/toilet roll or just glue the sections together, keeping the arms out.

The pirate craft is complete, you can store some 'treasure' in the tube/roll!





## BUILD YOUR OWN

# Pirate Ship

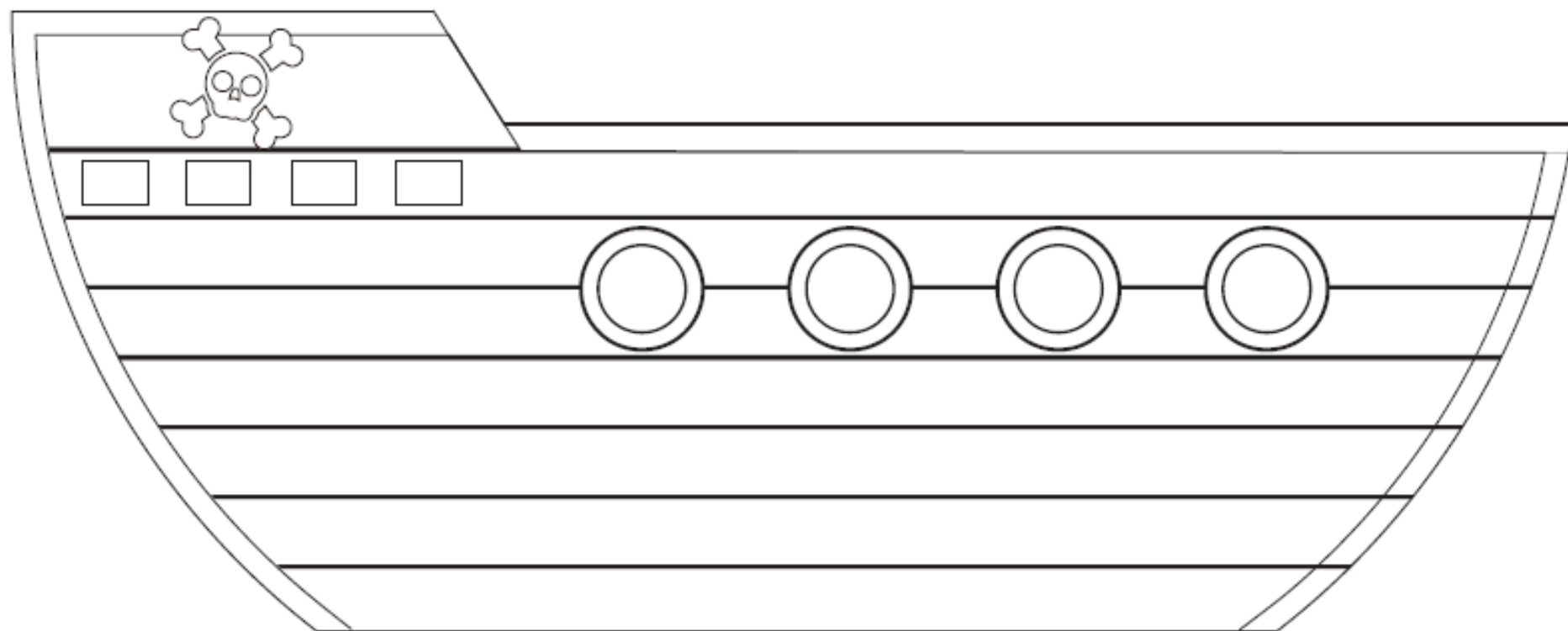
### EQUIPMENT PER STUDENT:

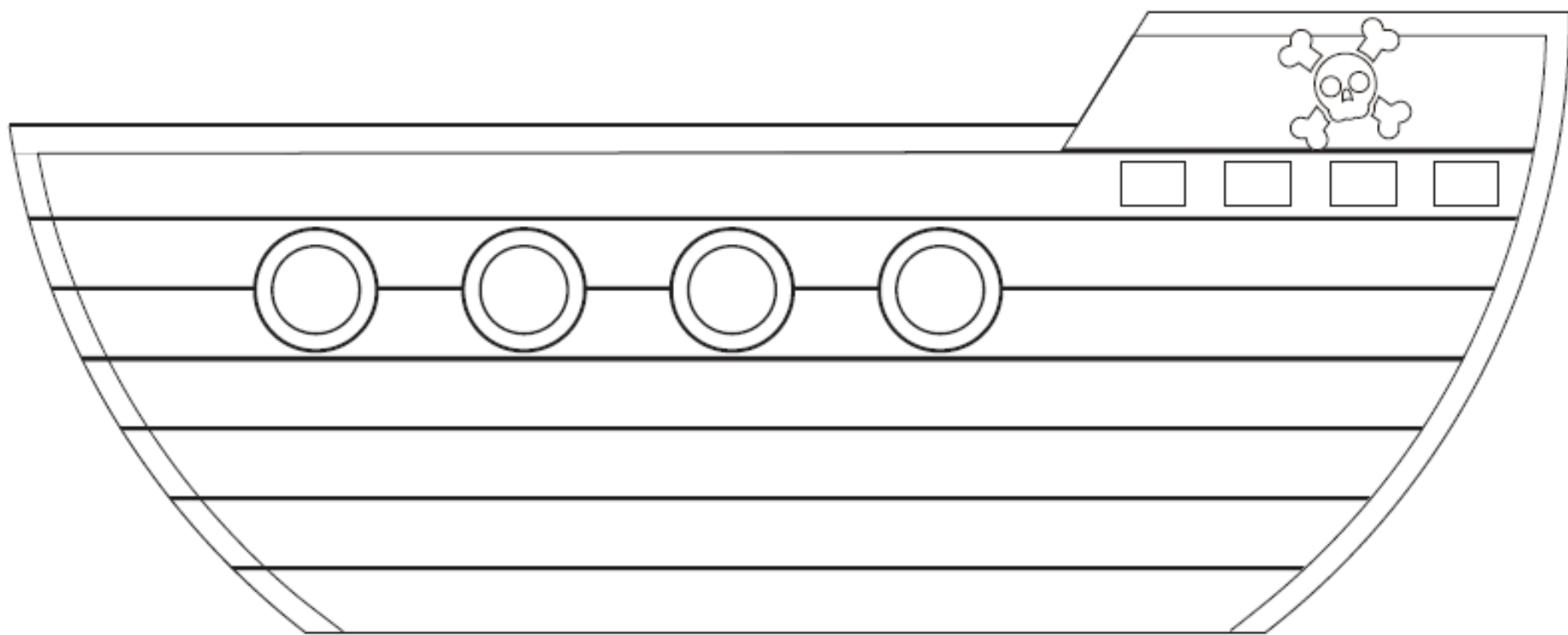
- 1 x paper plate
- Sticky-tack
- Adhesive tape
- 4 x bamboo skewers
- Scissors
- Templates

### INSTRUCTIONS:

1. Fold the paper plate in half.
2. Cut the paper plate along the folded line.
3. Put both top sides of the half plates together, facing each other. Ensure they are lined up along the edges.
4. Staple the sides of the plates together. Do not staple the bottom.
5. Cut out both ship templates.
6. Glue each ship template to each side of the plate.
7. Cut the remaining section of plate, below the ship, on each side. Do not throw away.
8. Use adhesive tape to attach the two smaller sections of the plate together to make an oval for the base of the ship.
9. Cut out the base template, then use adhesive tape to attach the base to the ship. Glue the base template to the bottom of the ship.
10. Roll four balls of sticky-tack or adhesive putty and place them inside the ship, at its base.
11. Cut out the sails and the flags.
12. Feed the bamboo skewers through the dots on the sails, then plant the skewers into the sticky-tack.
13. Use adhesive tape to attach the flags.

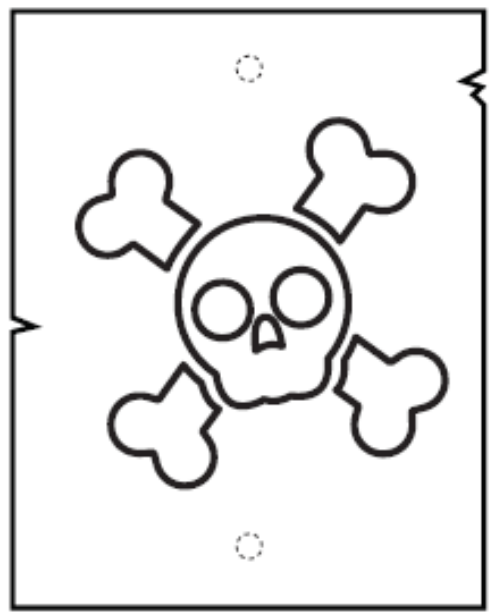
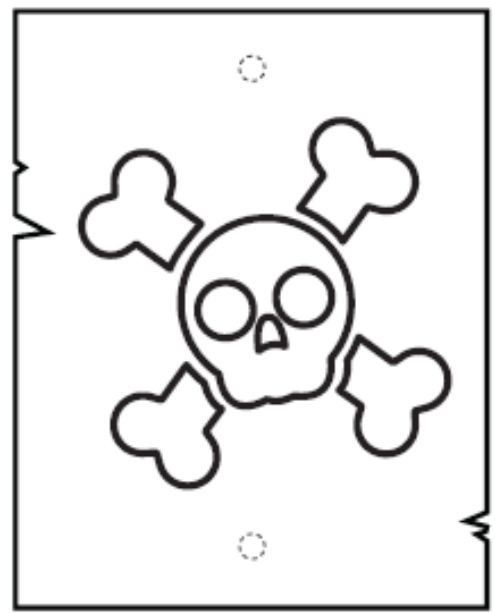




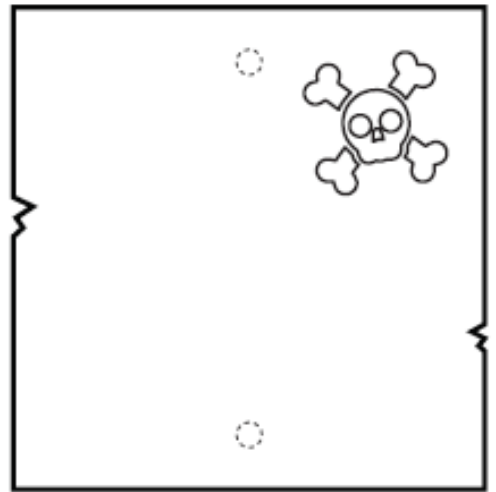
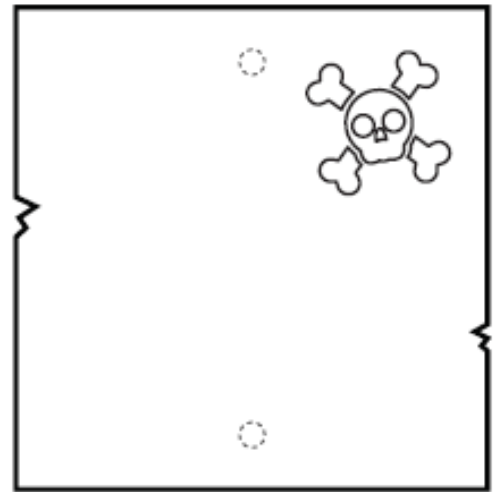




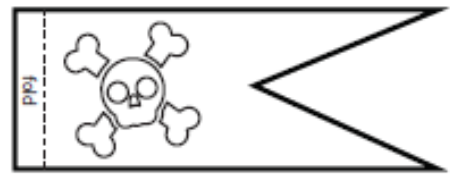
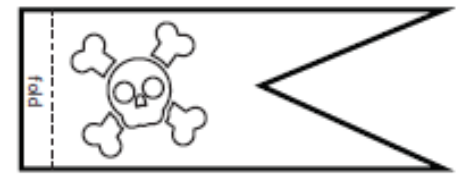
**LARGER SAILS**



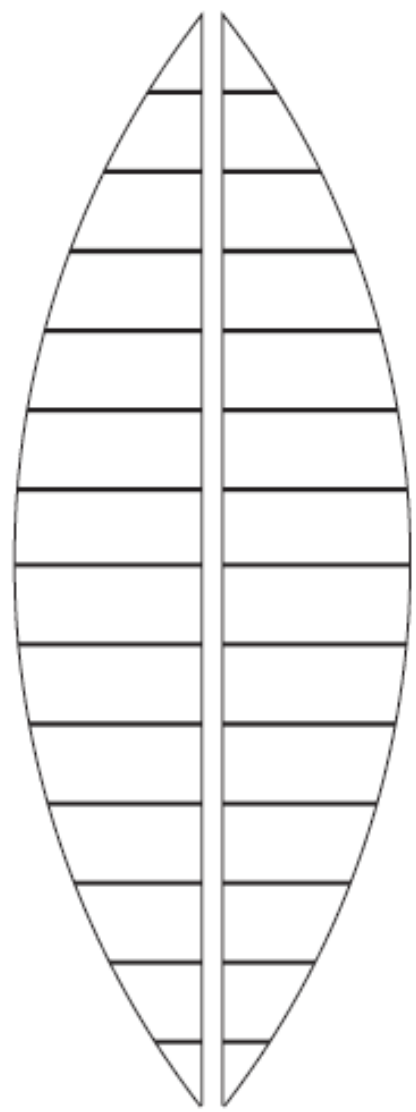
**SMALLER SAILS**



**FLAGS**



**BASE**



# HOW TO MAKE A NEWSPAPER PIRATE HAT CRAFT ACTIVITY

ARRT... me hearties! It's time to make a pirate hat to wear at sea.

## Materials

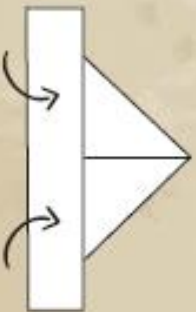
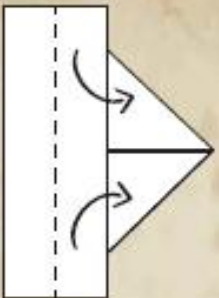
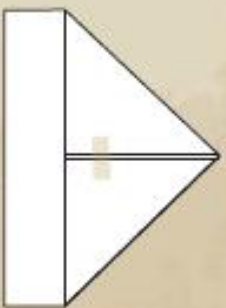
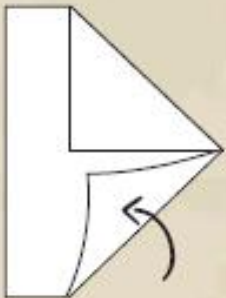
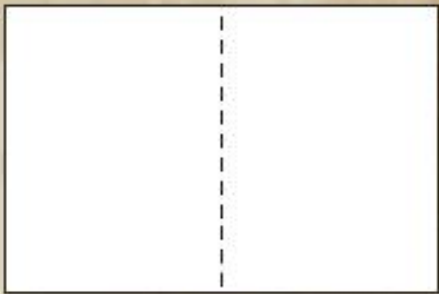
A rectangular sheet of newspaper  
Sticky tape

## Instructions

1. Place a rectangular sheet of newspaper on a flat surface in a portrait layout.
2. Fold the sheet of newspaper from top to bottom and create a crease.
3. Fold the folded sheet of newspaper from left to right, create a crease and unfold.
4. Fold the top left corner towards the middle crease to create a triangle.
5. Repeat the previous step with the right hand side.
6. Add a small piece of tape to hold the triangles together.
7. Take the top layer of paper from the bottom section of your hat and fold it upwards so that it covers the bottom section of the triangles.
8. Turn the paper over and repeat the previous step.
9. Avast ye! Open up your pirate's hat!



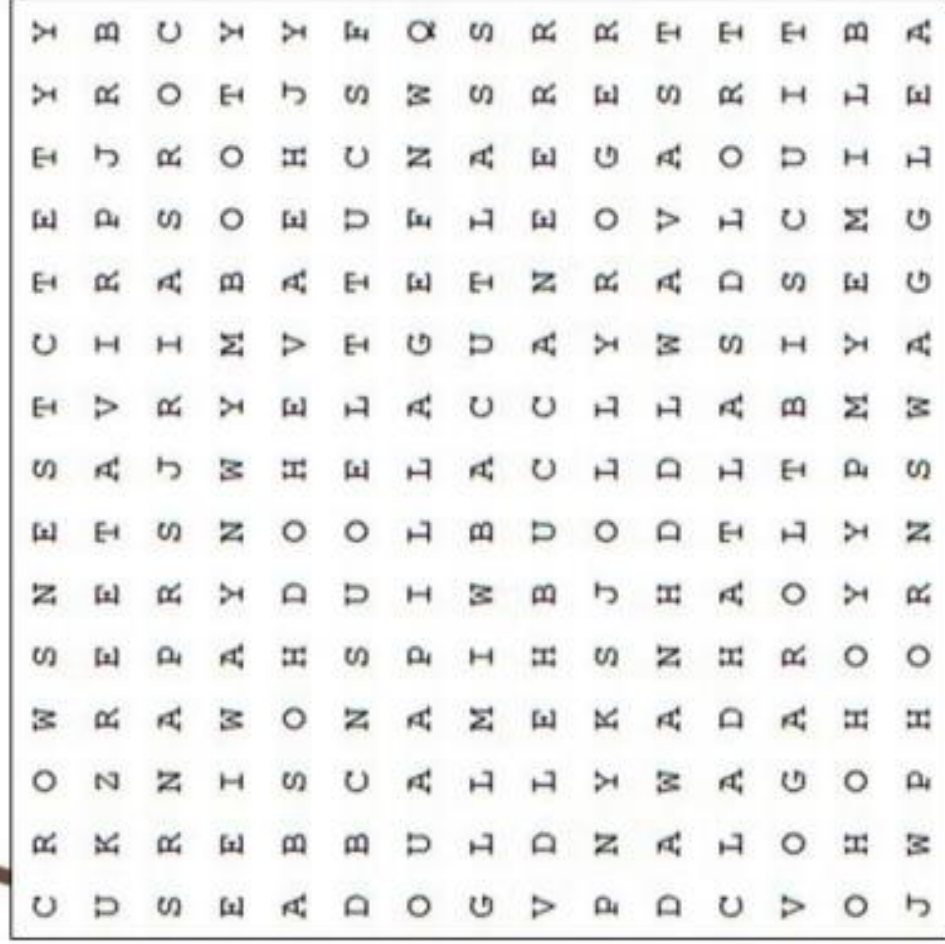
Follow the steps to make a newspaper pirate hat.







# PIRATE LINGO WORD SEARCH



AHOY  
ANCHOR  
AVAST  
AYE  
BISCUIT  
BLIMEY  
BOOTY  
BUCCANEER  
CORSAIR

CROW'S NEST  
CUTLASS  
DOUBLOONS  
HEAVE HO  
HORNSWAGGLE  
JOLLY ROGER  
LANDLUBBER  
MAN-O-WAR  
OLD SALT

PILLAGE  
PLANK  
PRIVATEER  
RUM  
SCALLYWAG  
SCUTTLE  
SEADOG  
SHIPSHAPE  
YO HO HO

