

# Teaching and Learning Activities – Stage 2


## 2021 Term 3 Week 6



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>Morning</b>	<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><b>Writing-</b><i>Today you are brainstorming..</i> <b>Look at the illustration following.</b> <b>‘HERO’</b> Start brainstorming answers to these questions:- Do you know any stories about superheroes? Which is your favourite? Why? What does it take to be a hero? If you were a superhero:- What would your superhero name be? What special powers would you have? What would make you unique?</p>	<p><b>Reading</b> Complete 2 activities on the reading contract.</p> <p><b>Writing-</b><i>Today you are planning by developing your ideas into sentence/s....</i> <b>‘HERO’</b> Select from your answers yesterday to start developing your ideas into sentences about you as a superhero. You could write about yourself as a superhero or an adventure you might have as a superhero.</p> <p><b>Watch ‘Behind the News’ on ABC. Choose your favourite story. Write a summary of the story.</b></p>	<p><b>Reading</b> Continue completing the reading contract.</p> <p><b>Writing-</b><i>Today you are using your planning to draft a piece of writing...</i> <b>‘HERO’</b> Using your planning from the last 2 days to draft a story about yourself as a superhero and/or an adventure you have.</p> <p><b>Interest spot:</b> <i>You might like to watch ‘Superheros at Madame Tussauds Sydney with Ozzie!’ using the link : <a href="https://www.youtube.com/watch?v=z7mAZRDCaB0">https://www.youtube.com/watch?v=z7mAZRDCaB0</a></i></p>	<p><b>Reading</b> Start completing the story map. It might be a different story or the same one you used previously.</p> <p><b>Writing-</b><i>Today you are editing to improve your draft.</i> <b>‘HERO’</b> Edit and publish the story you wrote yesterday on to Google Classroom or drop it into the school!</p>	<p><b>Reading</b> Finish the story map.</p> <p><b>Writing-</b><i>Today we are drawing ourselves as a superhero!</i> <b>‘HERO’</b> Draw/design yourself as a superhero. Use colours and labels to identify your superpowers and special equipment you might have.</p>

	<p><b><u>Spelling</u></b>-Unit 24- 't tt'</p> <p>Use the soundwaves login to access this week's games and sound activities.</p> <p><i>Sound Waves online</i> Year 3: water231 Year 4: nose192</p> <p>Read your spelling list words for the week. Cut and match the plurals(GM63) and then the suffixes(GM62)</p>	<p><b><u>Spelling</u></b></p> <p>Unit 24, today's sound - 'ir ur or er'</p> <p>Complete the activity sheets for your grade following.</p>	<p><b><u>Spelling</u></b></p> <p>Use at least 10 words from your list to write in alphabetical order. Write down the meanings of at least five.</p>	<p><b><u>Spelling</u></b></p> <p>Complete EX27-A totally new animal. Share your creation on google classroom for the class to enjoy!</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 continuing to look at multiplication and division. Complete the attached sheets that you can over the week. Look at the video on google classroom by Mrs McCarthy for further assistance.</p> <p><b>Problems</b> Alison sold 10 tickets in the raffle. If they cost \$2 each how much money did she raise?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p><b>Problems</b></p> <p>There are 10 children in each line. How many children are there in 6 lines?</p> <p>If there were 3 people in each car, how many people were there altogether in 5 cars?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p><b>Problems</b></p> <p>Steven bought 12 fish at the pet shop. The shopkeeper divided them equally into 3 bags. How many fish were in each bag?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p><b>Problems</b></p> <p>Jenna, Kristy and Andrew are going to split the cost of a present equally. How much will each person pay if the gift costs \$18?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p><b>Play Multiplication Toss</b></p> <p>You could use a dice or playing cards instead of a spinning wheel. Here is the link:- <a href="https://vimeo.com/400490263">https://vimeo.com/400490263</a></p>
<b>Break</b>	Break	Break	Break	Break	Break

<p><b>Afternoon</b></p>	<p><b>Fitness- Shot-put Lesson</b> Use the link below to learn how to throw a shot-put properly-with a pair of socks to help!!</p> <p><a href="https://www.youtube.com/watch?v=CuhsIEiWapA">https://www.youtube.com/watch?v=CuhsIEiWapA</a></p> <p><b>PDH-Road Safety</b> Crossing the Road Complete the sheet following-sequencing and writing about the pictures about crossing the road safely.</p> <p>Play the road safety games using the board game following, you'll need to cut out the question cards and/or explore the road safety online activities <a href="https://www.safetytown.com.au/town/student/stage-2/#list">https://www.safetytown.com.au/town/student/stage-2/#list</a></p>	<p><b>Science -</b> Complete the Materials for a Purpose sheets following.</p> <p>a)Activity 1.2 Uses of materials</p> <p><b>For Fun</b> Complete the Challenge Card. Post photos on google classroom showing your creation!</p> <p><b>Fitness-</b></p> <p><b>'Bat Tapping'</b></p> <p>Try some of the activities on the card. Adapt to suit your environment –Eg .If you don't have any bats use your hand.</p> <p><b>Interest Spot:</b> You might like to watch 'Ozzie and the paralympics!' using the link : <a href="https://www.youtube.com/watch?v=v_gacocLBRU">https://www.youtube.com/watch?v=v_gacocLBRU</a></p>	<p><b>Creative Arts - Movement</b> The art of tutting</p> <p><a href="https://publish.viostream.com/play/w9i3zgn4uzoeg">https://publish.viostream.com/play/w9i3zgn4uzoeg</a></p>  <p><b>Brain Break</b> Notice what you can hear..close your eyes Take a moment to listen, and note three things that you hear in the background.</p> <p>Or <b>Yoga-Have a go at Yoga this week.</b></p> <p><a href="https://www.youtube.com/watch?v=-uKEuikMrRo">https://www.youtube.com/watch?v=-uKEuikMrRo</a></p>	<p><b>Geography</b> <i>Places are similar and different. Complete the activities following.</i></p> <p>Natural features;</p> <p>a)If you don't have an atlas an online map would do to locate the places mentioned.</p> <p>b)Natural Features</p> <p><b>Who's speaking today?</b> <i>Each day at 10am the education department have guest speakers and presentations about writing, science, art, singing and many more topics at :-</i></p> <p><a href="https://education.nsw.gov.au/parents-learning-at-home">education.nsw.gov.au/parents-learning-at-home</a></p>	<p><b>Visual Arts-</b> Miro's Marvellous Monsters instructions following.</p> <p><b>Aboriginal Education- 'Native Vegetation'</b> *Australia has very different types of native plants (vegetation) that can't be found anywhere else in the world.</p> <p>*Create a T-chart on the template following to compare the native plants found in Australia with native plants of a country in Asia. If you can, include some photos or drawings of the plants.</p> <p>*Under your T-chart, explain why you think the native vegetation in your chosen country is so different to Australia's native vegetation</p> <p>Support resources – additional resources for Asia continent <a href="#">Asia -destination world-</a> <a href="#">Nat Geo kids</a> <a href="#">Continent of Asia- Kids Learning Tube</a></p>
<p align="center">“Always do your best. What you plant now, you will harvest later.”</p>					








† †† tiger button

## List Words

soft \_\_\_\_\_  
 sent \_\_\_\_\_  
 don't \_\_\_\_\_  
 tried \_\_\_\_\_  
 write \_\_\_\_\_  
 street \_\_\_\_\_  
 twenty \_\_\_\_\_  
 ninety \_\_\_\_\_  
 fifty \_\_\_\_\_  
 kitten \_\_\_\_\_  
 haven't \_\_\_\_\_  
 that's \_\_\_\_\_  
 letter \_\_\_\_\_  
 wait \_\_\_\_\_  
 seat \_\_\_\_\_  
 east \_\_\_\_\_  
 Easter \_\_\_\_\_  
 teeth \_\_\_\_\_  
 toe \_\_\_\_\_  
 tidy \_\_\_\_\_  
 tiny \_\_\_\_\_  
 story \_\_\_\_\_  
 bottle \_\_\_\_\_  
 artist \_\_\_\_\_  
 Australia \_\_\_\_\_

## Grapheme Chart

letters	words

- Circle the letters that represent  in the List Words.
- Write any other letters that can represent  on the Grapheme Chart.  
Write one word example for each.
- Write one stroke for every sound in each List Word.
- Colour the letters t or tt if they represent  in the word.  
tried watch picture letter street question story  
catch bottle station ninety thirty write soften
- Finish the List Words with the following letter patterns.  
st \_\_\_\_\_ st \_\_\_\_\_ st \_\_\_\_\_  
tr \_\_\_\_\_ tw \_\_\_\_\_ str \_\_\_\_\_ str \_\_\_\_\_  
\_\_\_\_\_ft \_\_\_\_\_nt \_\_\_\_\_ty \_\_\_\_\_ety
- Write ff, gg, ll, nn, pp, rr, ss, tt or zz to finish the words.  
 tra \_\_\_\_\_ ed le \_\_\_\_\_ er li \_\_\_\_\_ le bo \_\_\_\_\_ le cu \_\_\_\_\_ y  
ca \_\_\_\_\_ ot ye \_\_\_\_\_ ow ki \_\_\_\_\_ en sto \_\_\_\_\_ er stru \_\_\_\_\_ le  
ja \_\_\_\_\_ y te \_\_\_\_\_ is sti \_\_\_\_\_ en to \_\_\_\_\_ es pu \_\_\_\_\_ et
- Finish the sentences by adding **ing** to the words in the box.  
 Turn to **1**, **2** and **3** page 78.  
I am \_\_\_\_\_ letters to my friends in Australia.  
The teacher is \_\_\_\_\_ the classroom for the party.  
We got tired of \_\_\_\_\_ for the late train.  
It was hard \_\_\_\_\_ to count the rolling bottles.  
The little boy kept \_\_\_\_\_ to look for Easter eggs.

write tidy try  
 stop wait

- 8 Write the contractions for the underlined words next to each sentence.  
 Turn to **9** page 79.

Most little children do not know how to write their names.

We have not sent our Easter cards and letters yet.

I wonder if that is a kitten for me for my birthday.

- 9 Underline two words that can form a contraction in each sentence. Write the contraction.

The story about Australian artists was not very long.

There were not enough seats for everyone at the concert.

We could not find a house with number twenty on it.

- 10 Write a word from the box to match each meaning.

- ✚ The suffixes **ant**, **ent** and **ist** can mean one who. For example, **attendant** means one who attends, **student** means one who studies and **artist** means one who creates art.

servant
assistant
typist
cyclist
opponent
specialist

one who opposes \_\_\_\_\_

one who specialises \_\_\_\_\_

one who assists \_\_\_\_\_

one who types \_\_\_\_\_

one who cycles \_\_\_\_\_

one who serves \_\_\_\_\_



- 11 Write the plural words below these singular words.

- ✚ Singular means one, for example one cat. Plural means more than one, for example several cats.

Singular (one)	seat	toe	tooth	foot	man	child
Plural (more than one)						

## Challenge

Colour the blocks with plural words to find a path to the river.

streets	artists	bottles	sent	tooth	bottle	woman
seats	tidy	stories	cent	tiny	town	child
teeth	write	toes	bottle	story	teo	artist
toe	wait	kittens	letters	Easter	light	seot
tried	soft	that's	women	letter	kitten	men
east	don't	haven't	children	feet	geese	mice





t t t tiger button

Grapheme Chart

letters	words



List Words

spent \_\_\_\_\_  
 twelve \_\_\_\_\_  
 twenty \_\_\_\_\_  
 teeth \_\_\_\_\_  
 fight \_\_\_\_\_  
 meat \_\_\_\_\_  
 mate \_\_\_\_\_  
 talk \_\_\_\_\_  
 store \_\_\_\_\_  
 stir \_\_\_\_\_  
 written \_\_\_\_\_  
 bottom \_\_\_\_\_  
 can't \_\_\_\_\_  
 doesn't \_\_\_\_\_  
 won't \_\_\_\_\_  
 wasn't \_\_\_\_\_  
 twice \_\_\_\_\_  
 twelfth \_\_\_\_\_  
 computer \_\_\_\_\_  
 together \_\_\_\_\_  
 between \_\_\_\_\_  
 parents \_\_\_\_\_  
 Australia \_\_\_\_\_  
 October \_\_\_\_\_  
 pattern \_\_\_\_\_

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 Cross out the words with the sound. Answer the question that is left.

Are the meat words *listen*, *fight*, *talk*, *feather*, *stretch* and *future* all in the F store section in the computer dictionary? \_\_\_\_\_

5 Rewrite these List Words adding t or tt to represent .

eeh \_\_\_\_\_ mae \_\_\_\_\_ sir \_\_\_\_\_ wrien \_\_\_\_\_  
 wice \_\_\_\_\_ poern \_\_\_\_\_ between \_\_\_\_\_  
 Australia \_\_\_\_\_ Ocober \_\_\_\_\_ boom \_\_\_\_\_

6 Write tr, tw, st, nt, ct or ft to finish the words. Arrange each set in alphabetical order.

_____elve	1. _____	spe_____	1. _____
_____avel	2. _____	breakfa_____	2. _____
_____ore	3. _____	swi_____	3. _____
_____ir	4. _____	pare_____	4. _____
_____elfth	5. _____	O_____ober	5. _____

7 Finish these sentences with List Words. Use your dictionary to help you.

You need \_\_\_\_\_ items to make a dozen.  
 You need \_\_\_\_\_ items to make a score.  
 Tom was born on the \_\_\_\_\_ day in the month of October.  
 The visitor had to ring the doorbell \_\_\_\_\_ before I heard it.  
 The reserve player in a cricket team is the \_\_\_\_\_ man.

8 Choose a word part from each column and join them together to make a List Word.

part	ents
par	ern
both	en
writt	tween
be	n't
does	om

Oc	trol	ber
Aus	to	ia
to	put	ther
com	ge	er

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9 Write contractions for the pairs of words in the box. Finish the conversation with your words.

The underlined word in each sentence is a clue for the missing word in the reply.

Turn to **8** page 79.

do not \_\_\_\_\_

can not \_\_\_\_\_

does not \_\_\_\_\_

was not \_\_\_\_\_

will not \_\_\_\_\_

1. I can make a meat pie.
2. Mum does the pastry first.
3. Next the meal was cooked.
4. Mine will be a lovely pie.
5. Well, you don't have to eat any.

1. No you \_\_\_\_\_.
2. No she \_\_\_\_\_.
3. No it \_\_\_\_\_.
4. No it \_\_\_\_\_.
5. Yes I \_\_\_\_\_.



## Challenge

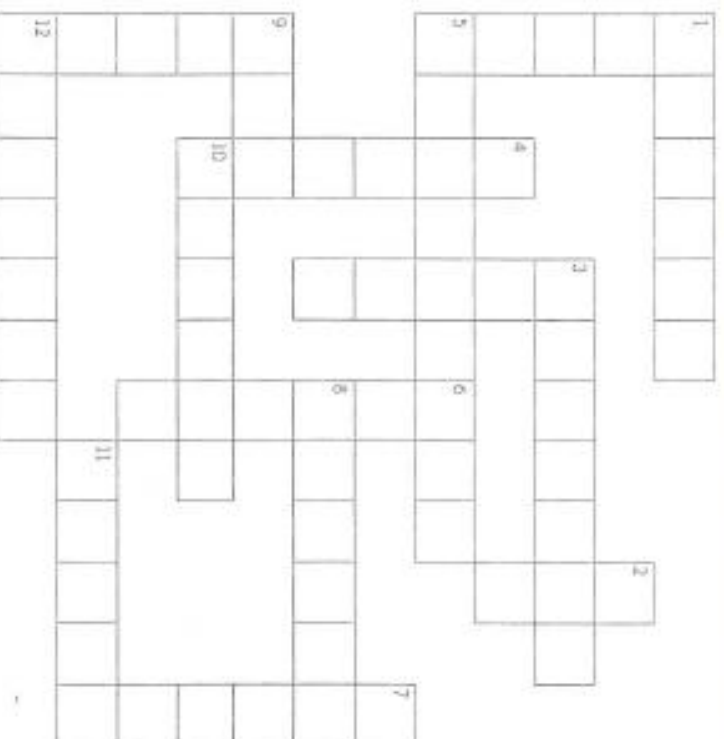
The Crossword answers are the past tense of the verbs listed, for example, Today | *count*. Yesterday | *counted*.

Across

- buy
- stir
- travel
- fight
- eat
- dust
- try
- dirty

Down

- build
- meet
- spend
- talk
- lift
- store
- ask



## BLM GM62

## 3 GM62 Match Up: Word Beginnings to Suffixes

3 GM62 assist	3 GM62 pian	3 GM62 ant	3 GM62 ent
3 GM62 account	3 GM62 cycl	3 GM62 ant	3 GM62 ent
3 GM62 stud	3 GM62 typ	3 GM62 ant	3 GM62 ist
3 GM62 oppon	3 GM62 respond	3 GM62 ant	3 GM62 ist
3 GM62 attend	3 GM62 resid	3 GM62 ent	3 GM62 ist
3 GM62 contest	3 GM62 special	3 GM62 ent	3 GM62 ist



BLM GM63

Match Up: Singular to Plural Words



street	mouse	women	feet
tooth	knife	geese	toes
man	goose	children	streets
child	toe	stories	mice
woman	story	teeth	potatoes
foot	potato	knives	men

# A Totally New Animal Never Before Seen on Planet Earth

What is its covering - skin, hair, scales, fur, shell or something else?

What is its head shape and size?

What is its body shape and size?

Does it have anything else like a tail or antennae?

How does it move?

How does it see, hear and smell?

Where does it live?

What does it eat?

Draw, label and describe your  
amazing creation for all to see.



# Book Review

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Fiction or Non-fiction: \_\_\_\_\_

Who would you recommend the book to? Why?

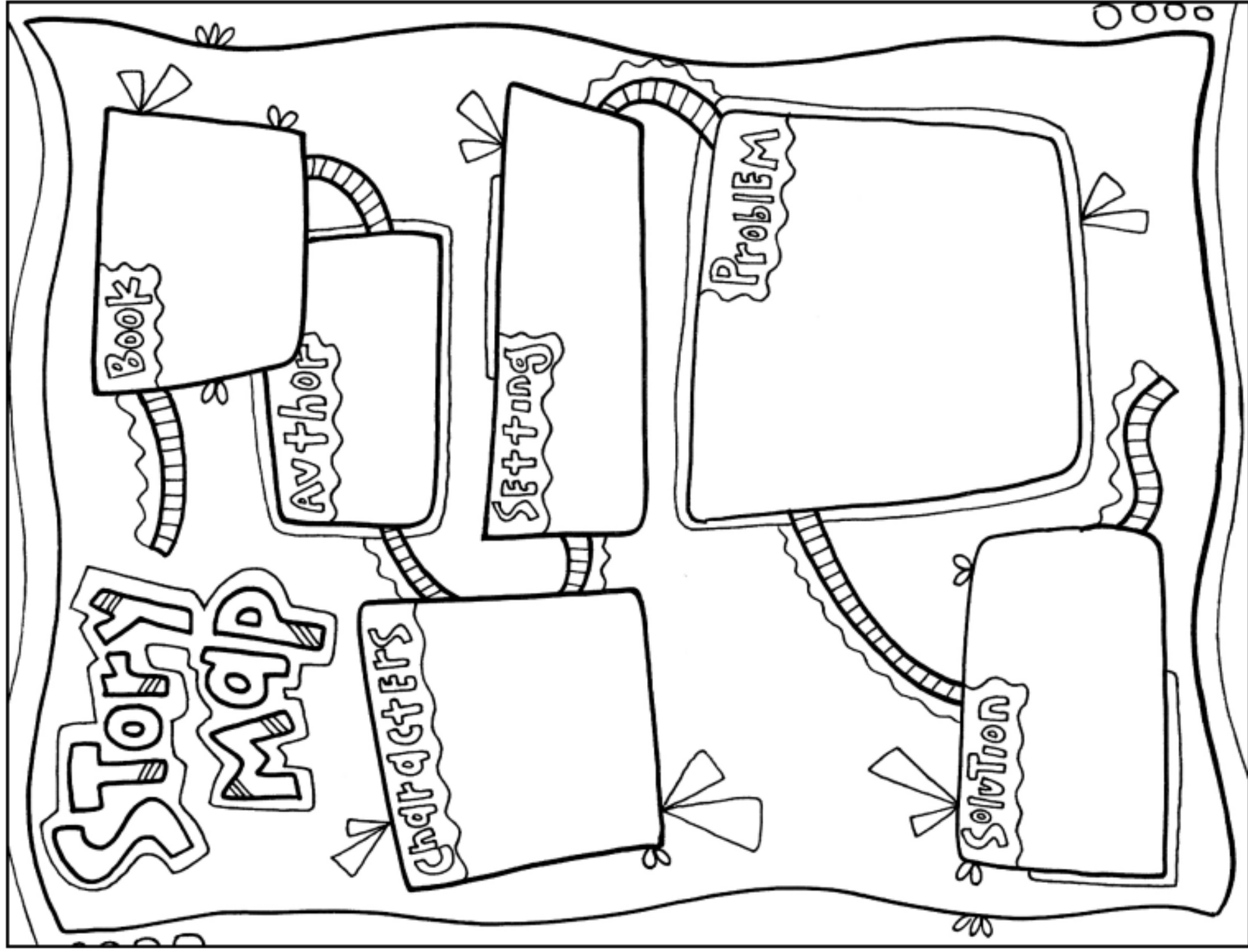
What is the book about?

Book  
Illustration

Rating: ★ ★ ★ ★ ★

Can you write three facts you have learnt or three things you have learnt about one of the characters?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



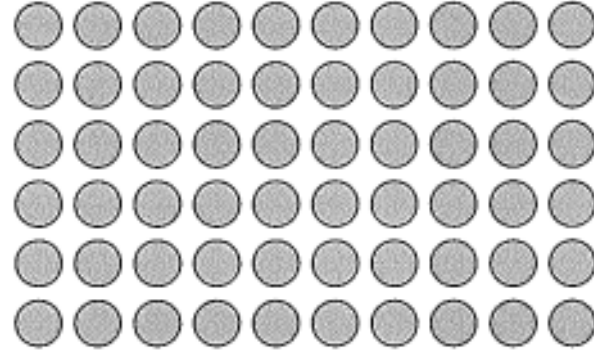
HERO



## Multiplication facts – 6 times table

Practise your 6 times table. Did you know that we can use  $\times 6$  for short? So  $\times 6$  just means 6 times table, just as  $\times 3$  means 3 times table.

- 1 Use this array to complete the 6 times table:



$1 \times 6 = \square$

$2 \times 6 = \square$

$3 \times 6 = \square$

$4 \times 6 = \square$

$5 \times 6 = \square$

$6 \times 6 = \square$

$7 \times 6 = \square$

$8 \times 6 = \square$

$9 \times 6 = \square$

$10 \times 6 = \square$

- 2 Fill in the missing numbers:

a  $\square \times 6 = 54$

b  $\square \times 6 = 36$

c  $\square \times 6 = 18$

d  $\square \times 6 = 24$

e  $\square \times 6 = 60$

f  $\square \times 6 = 12$

g  $\square \times 6 = 48$

- 3 Complete this table by recalling the 3 times table. Then complete the 6 times table. Can you see how the 3 times table helps with the 6?

	$\times 3$								
3	8	2	5	9	10	6			

- 4 Solve these problems.

- a I saved \$7 every week over 6 weeks.

How much did I save in total?

$\square \times \square = \square$

- b 8 pencil cases had 3 blue pens in each.

How many blue pens are there in total?

$\square \times \square = \square$

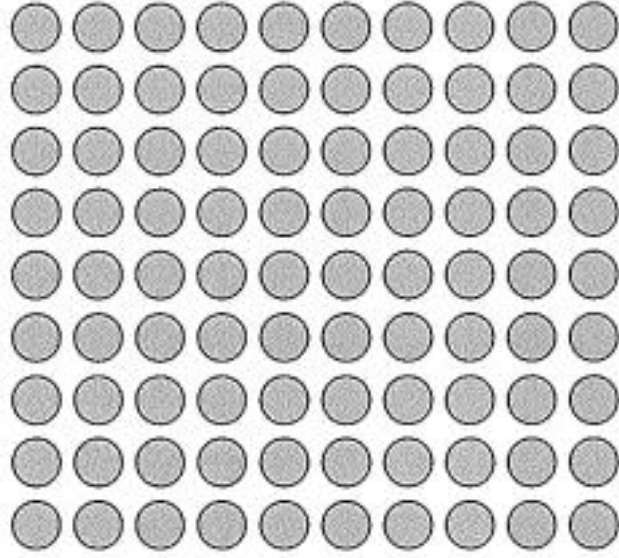
- c 9 classes each baked 6 cakes for the school fundraiser. How many cakes were baked in total?

$\square \times \square = \square$

# Multiplication facts – 9 times table

Practise your 9 times table.

- 1 Use this array to complete the 9 times table:



$1 \times 9 =$

$2 \times 9 =$

$3 \times 9 =$

$4 \times 9 =$

$5 \times 9 =$

$6 \times 9 =$

$7 \times 9 =$

$8 \times 9 =$

$9 \times 9 =$

$10 \times 9 =$

- 2 Complete these  $\times 9$  facts. Look out for turnarounds.

a  $3 \times 9 =$

b  $9 \times 4 =$

c  $6 \times 9 =$

d  $2 \times 9 =$

e  $9 \times 5 =$

f  $1 \times 9 =$

- 3 Find the cost of these items:

a 6 fruit salads =

b 4 banana splits =

c 3 mango juices =

d 5 fruit salads =

e 3 banana splits =

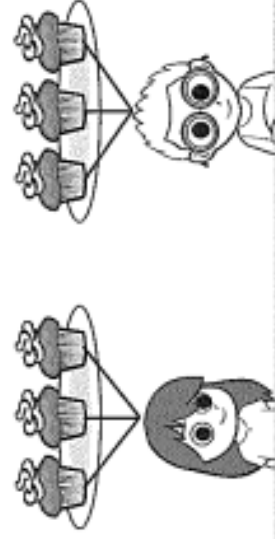
f 7 mango juices =



## Division – sharing and grouping

Division is when we make fair shares.

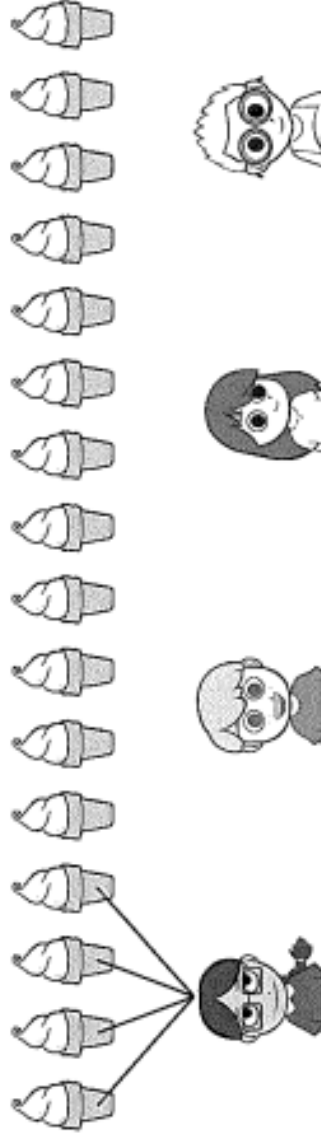
If we share these 6 cakes equally between 2 kids, they each get 3 cakes. We call these fair shares because each share is equal.



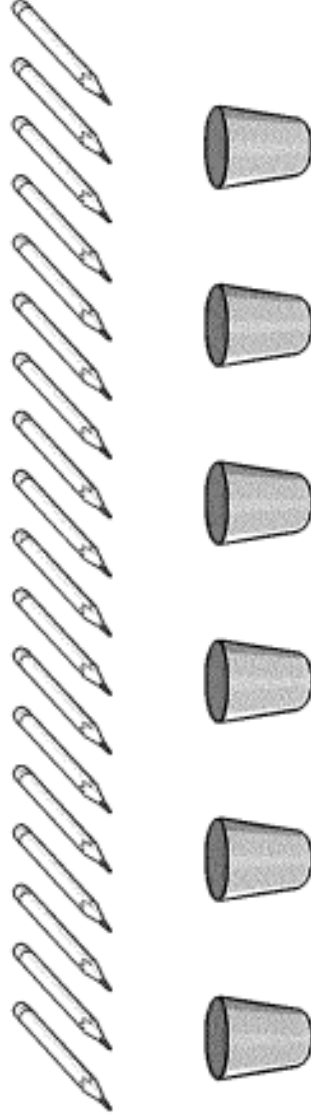
- 1 Share the items equally in each picture by drawing lines to connect them.

Write how many are in each share.

- a Share these 16 ice creams between 4 kids. 4 equal shares = \_\_\_\_\_ each



- b Share these 18 pencils between 6 pots. 6 equal shares = \_\_\_\_\_ each



- c Share these 9 eggs between 3 baskets. 3 equal shares = \_\_\_\_\_ each

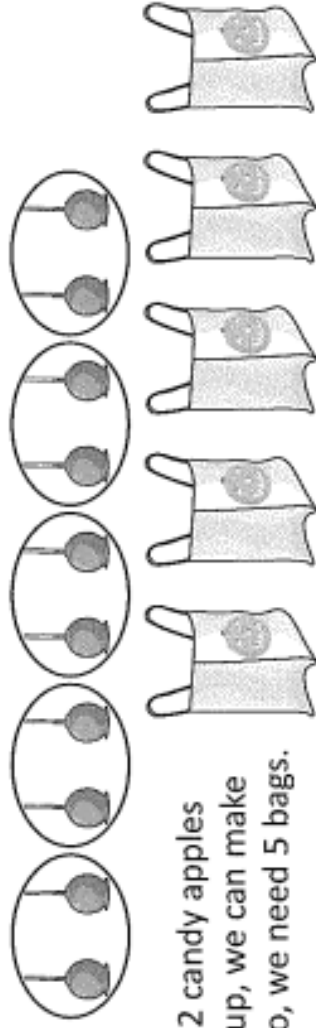




## Division – sharing and grouping

Division is also when we make equal groups.

Here are 10 candy apples. How many bags do we need if we put 2 in each bag?



If we circle 2 candy apples in each group, we can make 5 groups. So, we need 5 bags.

**2** Circle equal groups in each picture and write how many are in each share:



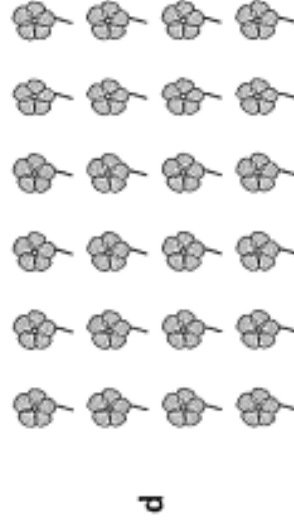
Out of 9 strawberries, how many groups are there if there are 3 in each group?



Out of 16 paper clips, how many groups are there if there are 4 in each group?



Out of 36 fish, how many groups are there if there are 6 in each group?



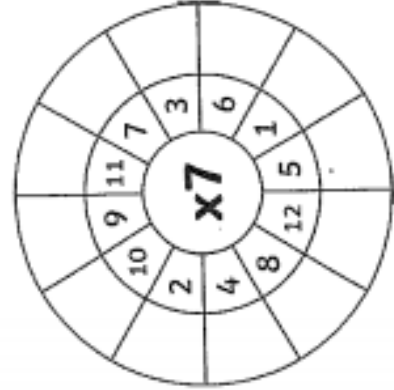
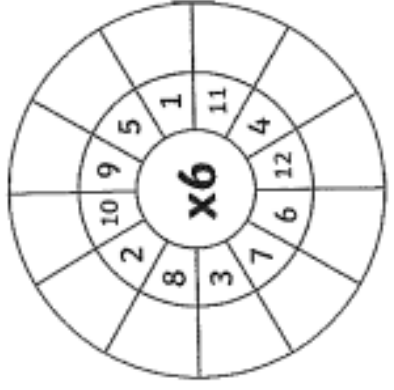
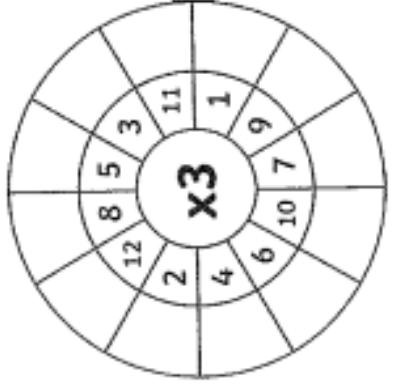
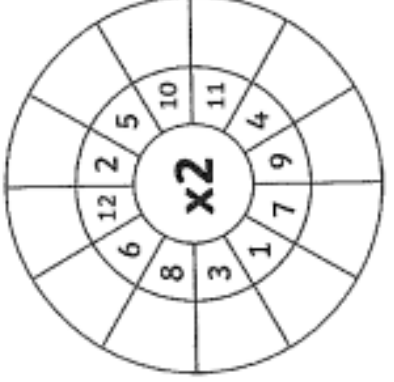
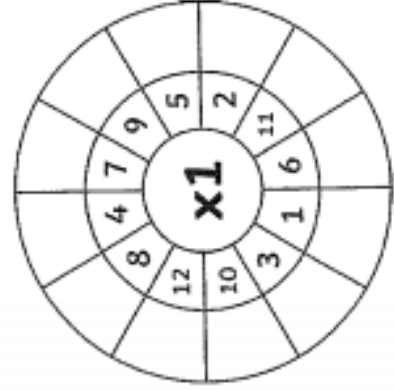
Out of 24 flowers, how many groups are there if there are 4 in each group?

**3** Draw a picture to show 7 groups with 5 in each share.

How many in total?

# Multiplication Wheels

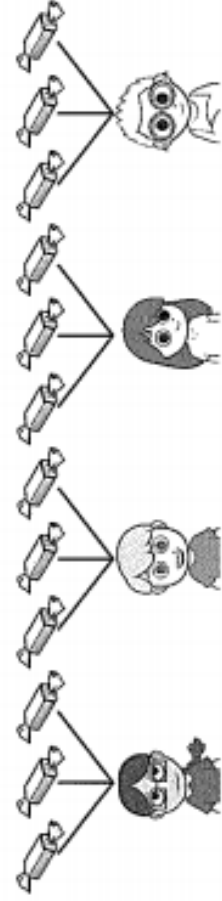
Multiply the numbers by the middle number.



## Division – division is sharing and grouping

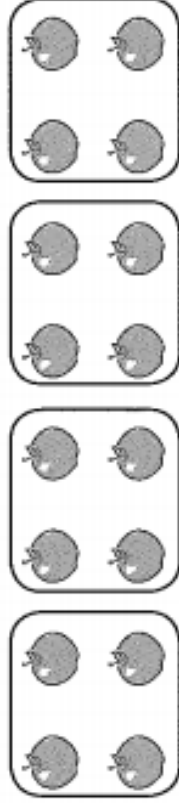
Division can mean sharing or grouping.

There are 12 lollies shared between 4 kids. How many are in each share?



$$12 \div 4 = 3$$

There are 16 apples and 4 go into each basket. How many baskets do I need?



$$16 \div 4 = 4$$

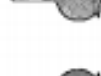
### 1 Solve these sharing and grouping questions:

- a There are 9 cupcakes and 3 kids are sharing. How many are in each share?



$$\square \div \square = \square$$

- b 10 lollies are shared between a group of kids so they each get 2. How many kids are sharing?



$$\square \div \square = \square$$

- c There are 24 pencils and 6 pencil pots. How many pencils go into each pencil pot?



$$\square \div \square = \square$$



## Division – division is sharing and grouping



- 2 Draw pictures to show these division questions. Then write the division fact and decide whether it is a sharing or a grouping question.

If you need to find out how many items there are in each share, it's a sharing question. If you need to find out the number of equal shares, it's a grouping question.

**CHECK**

- a Divide 16 lollies between 4 girls. How many does each girl get?

$$\square \div \square = \square$$

sharing / grouping

- b From a packet of 24 pencils, each person will get 6. How many people are sharing the pencils?

$$\square \div \square = \square$$

sharing / grouping

- c 48 eggs are laid by 6 hens. If they all laid the same amount, how many did each hen lay?

$$\square \div \square = \square$$

sharing / grouping

# Multiplication facts – 8 times table

Year 4

Here is the 8 times table. You can double the 4 times table to get the 8 times table.

1 Complete the

4 times table as quickly as you can. Then after you have checked them, double them to complete the 8 times table facts:

1	$\times 4 =$	<input type="text"/>
2	$\times 4 =$	<input type="text"/>
3	$\times 4 =$	<input type="text"/>
4	$\times 4 =$	<input type="text"/>
5	$\times 4 =$	<input type="text"/>
6	$\times 4 =$	<input type="text"/>
7	$\times 4 =$	<input type="text"/>
8	$\times 4 =$	<input type="text"/>
9	$\times 4 =$	<input type="text"/>
10	$\times 4 =$	<input type="text"/>

1	$\times 8 =$	<input type="text"/>
2	$\times 8 =$	<input type="text"/>
3	$\times 8 =$	<input type="text"/>
4	$\times 8 =$	<input type="text"/>
5	$\times 8 =$	<input type="text"/>
6	$\times 8 =$	<input type="text"/>
7	$\times 8 =$	<input type="text"/>
8	$\times 8 =$	<input type="text"/>
9	$\times 8 =$	<input type="text"/>
10	$\times 8 =$	<input type="text"/>

2 Use double, double and double again for these problems:

a  $6 \times 8 =$

b  $4 \times 8 =$

c  $9 \times 8 =$



If you get stuck on the 8s, think double, double and double again.

For example,  $3 \times 8$   
Think: double 3 is 6  
double 6 is 12  
double 12 is 24

3 On Mia's calculator, the 8 key is broken. Show her the steps she could follow to find the answer to  $16 \times 8$ . Use a calculator to test the steps.

## Multiplication facts – 3 and 6 times tables

Here are the 3 times and 6 times tables together. Can you think of why it's better to learn these facts together?



**1** Use the picture of the dice above to complete both the 3 times table and the 6 times table:

$$\begin{array}{l} 1 \times 3 = \square \\ 2 \times 3 = \square \\ 3 \times 3 = \square \\ 4 \times 3 = \square \\ 5 \times 3 = \square \\ 6 \times 3 = \square \\ 7 \times 3 = \square \\ 8 \times 3 = \square \\ 9 \times 3 = \square \\ 10 \times 3 = \square \end{array}$$

$$\begin{array}{l} 1 \times 6 = \square \\ 2 \times 6 = \square \\ 3 \times 6 = \square \\ 4 \times 6 = \square \\ 5 \times 6 = \square \\ 6 \times 6 = \square \\ 7 \times 6 = \square \\ 8 \times 6 = \square \\ 9 \times 6 = \square \\ 10 \times 6 = \square \end{array}$$

**2** Now try these mixed up:

$$\begin{array}{l} \text{a } 3 \times 6 = \square \\ \text{b } 4 \times 3 = \square \\ \text{c } 8 \times 3 = \square \\ \text{d } 9 \times 6 = \square \\ \text{e } 4 \times 6 = \square \\ \text{f } 5 \times 3 = \square \\ \text{g } 8 \times 6 = \square \\ \text{h } 9 \times 3 = \square \\ \text{i } 5 \times 6 = \square \end{array}$$

**3** Fill in the missing digits to make these times table facts complete:

$$\begin{array}{l} \text{a } 3 \times 3 = \square \\ \text{b } \square \times 2 = 6 \\ \text{c } \square \times 3 = 18 \\ \text{d } 6 \times \square = 36 \\ \text{e } 3 \times \square = 24 \\ \text{f } \square \times 6 = 60 \\ \text{g } \square \times 9 = 27 \\ \text{h } 6 \times \square = 42 \\ \text{i } 9 \times \square = 54 \\ \text{j } 5 \times \square = 30 \\ \text{k } \square \times 6 = 48 \\ \text{l } 7 \times \square = 21 \end{array}$$

## Multiplication facts – 3 and 6 times tables

- 4 Match the answers to the questions. Each answer has two matching questions.

$4 \times 6$

$16 \times 3$

$3 \times 8$

$3 \times 10$

$8 \times 6$



$3 \times 4$

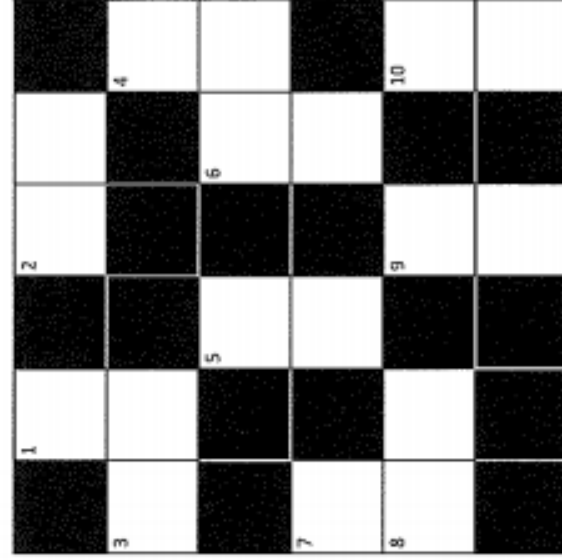
$2 \times 3$

$5 \times 6$

$6 \times 2$

$1 \times 6$

- 5 Complete the cross number puzzle:



Across

- $9 \times 3$
- $3 \times 6$
- $5 \times 6$
- $7 \times 6$

Down

- $8 \times 6$
- $10 \times 6$
- $9 \times 6$
- $6 \times 6$
- $4 \times 6$
- $6 \times 3$
- $7 \times 3$

- 6 What number am I? I am in the 3 times table, 4 times table and 6 times table. I'm not 12.

I am







## Written methods – contracted multiplication

H	T	U
	1	5
		4
x		
	3	
1	6	2

Start with the units.  $4 \times 3 = 12$  units.

Rename this as 1 ten and 2 units. Put the 2 in the units column and regroup the 1 to the tens column.

$3 \times 5$  plus the regrouped 1 is 16 tens.

Rename this as 1 hundred and 6 tens.

### 1 Practise these problems:

**a**

H	T	U
	4	2
x		
	9	

**b**

H	T	U
	3	8
x		
	7	

**c**

H	T	U
	2	5
x		
	4	

**d**

H	T	U
	2	6
x		
	4	

**e**

H	T	U
	5	5
x		
	8	

**f**

H	T	U
	6	2
x		
	7	

### 2 Use contracted multiplication to solve these word problems:

**a** On a farm, 6 lambs were born every day over 25 days. How many lambs were born in total?

H	T	U
x		

**b** For my school fete day, I baked 9 trays of cupcakes. If there are 14 cupcakes on each tray, how many did I bake in total?

H	T	U
x		

## Written methods – extended multiplication

H	T	U
	3	4
		3
x		
	1	2
	9	0
	1	0
		2

In extended multiplication, we multiply the units and tens separately, then add the answers together.

$$\leftarrow (3 \times 4)$$

$$\leftarrow (3 \times 30)$$

### 1 Practise these problems:

a

H	T	U
	2	3
		4
x		

$$\leftarrow (4 \times 3)$$

$$\leftarrow (4 \times 20)$$

b

H	T	U
	3	6
		5
x		

$$\leftarrow (5 \times 6)$$

$$\leftarrow (5 \times 30)$$

c

H	T	U
	7	4
		6
x		

$$\leftarrow ( \quad \times \quad )$$

$$\leftarrow ( \quad \times \quad )$$

d

H	T	U
	5	2
		7
x		

$$\leftarrow ( \quad \times \quad )$$

$$\leftarrow ( \quad \times \quad )$$

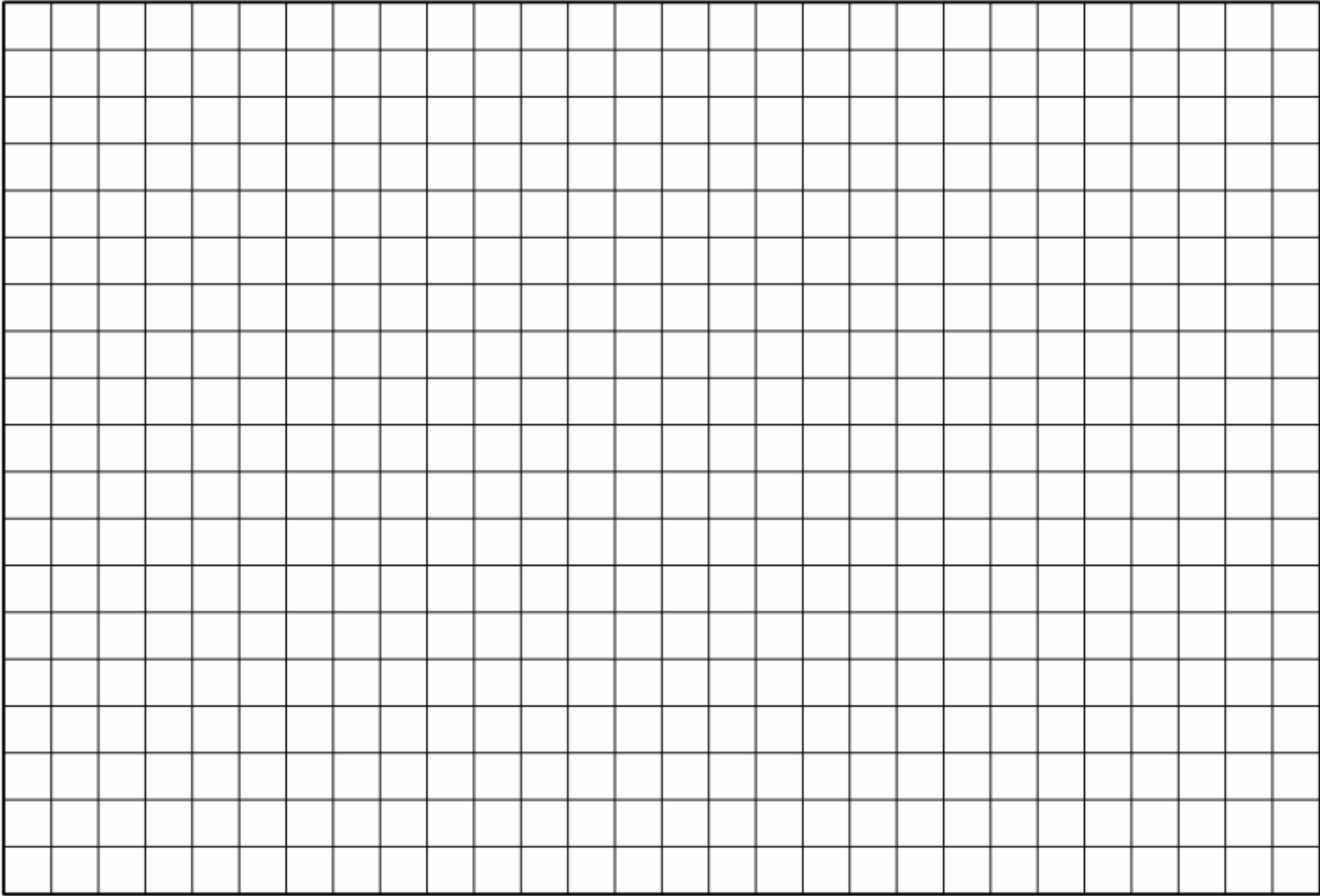
### 2 Use extended multiplication to solve this word problem:

In a pet store, there are 7 tanks of tropical fish with 14 fish per tank.  
How many fish are there altogether?

H	T	U
x		

$$\leftarrow ( \quad \times \quad )$$

$$\leftarrow ( \quad \times \quad )$$



# Natural Features

5

Look in your atlas and find any map. Find the key or legend that goes with the map. Draw the symbols for river, lake and mountain. Find and draw two more.

river	lake	mountain

6

Use the atlas to find a map of Australia and answer these questions:

a Why is **AUSTRALIA** written in capital letters?

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---

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b What are the dotted lines used for?

---

---

---

c Why is **Victoria** in bold?

---

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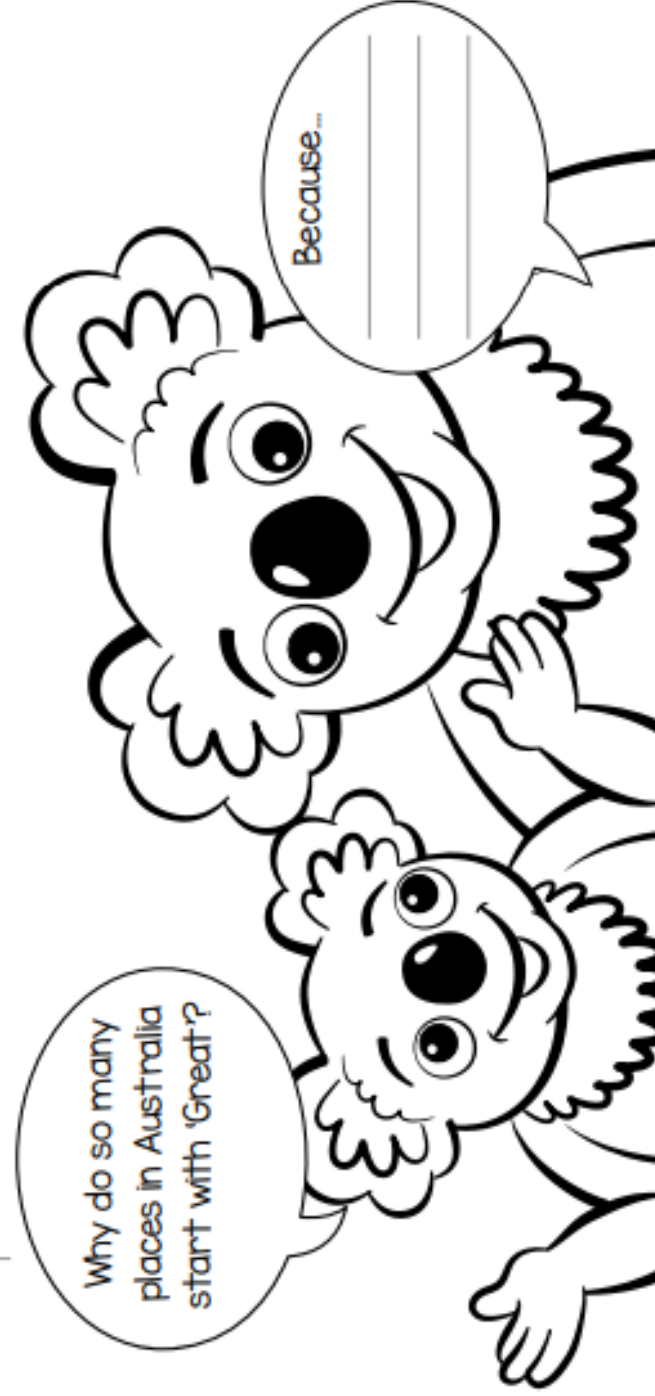
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d How do you find the capital cities?

---

---

---



# Natural Features

4

For this activity you will need an atlas.

Use the index at the back of an atlas to find the page number and grid reference for these places. Write them in the space below. Turn to each page and then use different coloured pencils to mark the places on your map.

- Great Barrier Reef \_\_\_\_\_
- Great Victoria Desert \_\_\_\_\_
- Simpson Desert \_\_\_\_\_
- Shark Bay \_\_\_\_\_
- Great Victoria Desert \_\_\_\_\_
- Kati Thanda/Lake Eyre \_\_\_\_\_
- Kangaroo Island \_\_\_\_\_
- Darling River \_\_\_\_\_
- Great Dividing Range \_\_\_\_\_
- Murray River \_\_\_\_\_
- Uluru \_\_\_\_\_



## Activity 1.2 – uses of materials

During this activity you will explore why materials are used for particular purposes.



The properties of different materials make them suitable for specific purposes. Answer these questions.

Question	Answer
What if bed sheets were made of aluminium foil?	
What if pillows were made of gold?	
Why are windows made of glass?	
Why are bricks used to make houses?	
What if plastic had never been invented?	

## STEM Challenge Cards

Make a structure which you can fit completely inside and are then hidden from the outside world.

**Competitions – Which structure covers most of a body? Who can get into their structure in the fastest time?**





# Miro's Marvellous Monsters

Create your own creatures!

**Materials :** Black markers, coloured textas, crayons, coloured pencils

**Time:** 1 hour

Find more resources at [artslive.com](https://www.artslive.com)

Visual  
Arts  
Activities  
Year 3-4

## Examine

This activity extends on the learning and exposure to Miro's art work in the [Data Drawing in Isolation](#) activity.

Joan Miro was a Spanish painter who lived between 1893 and 1983.

Using Miro's original artworks as inspiration on the following pages, start to consider the features of a Miro inspired monster.

Look at the following works by Miro and see if you can see any common features. Make notes of them below.

## Lines

How would you describe the lines that are used in these pieces?

.....  
.....

## Shapes

What shapes does Miro commonly use? Are they regular shapes or more organic?

.....  
.....

## Colour

How would you describe the range of colours in these pieces?

.....  
.....

## Miro's Marvellous Monsters

Create your own creatures!

**Materials:** Black markers, coloured textas, crayons, coloured pencils

**Time:** 1 hour

Visual  
Arts  
Activities  
Year 3-4

Find more resources at [artsive.com](https://www.artsive.com)



**Joan Miro**

*Hirondelle Amour*  
1933-1934



**Joan Miro**

*Untitled from Black  
and Red series*  
1938  
Etching

## Miro's Marvellous Monsters

Create your own creatures!

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**Time:** 1 hour

Visual  
Arts  
Activities  
Year 3-4

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### Draw

Thinking about the common features of Miro's work, use a black marker to draw the outline of the monster.

Think about the types of lines and shapes that you saw in the other works.

Choose a palette of colours to colour your monster.

Don't forget to add text to your work as well!!!

**Consider the following:** Shapes: circles.



## Miro's Marvellous Monsters

Create your own creatures!

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Visual  
Arts  
Activities  
Year 3-4

Find more resources at [artslive.com](https://www.artslive.com)



**Joan Miro**

*Figure, dog, birds*  
1946

Gouache and watercolor on paper



**Joan Miro**

*Dutch Interior II*  
1928

Oil on canvas





# Hazard cards

**You are walking along the footpath and you can hear a car engine. Where should you look?**

A: Down driveways, laneways and the road.

**You are about to walk onto the crosswalk. What should you do?**

A: Stop, look, listen and think. Make sure that all traffic has stopped. Make eye contact with the drivers.

**You are walking along the footpath and a cyclist rings their bell behind you. What should you do?**

A: Move to the left of the path.

**You are waiting at the traffic lights to cross. You see your friend on the other side of the road waving and calling to you. What should you do?**

A: Wait until the green walk sign is flashing and check that all traffic has stopped before you cross.

**You want to cross the road. What should you do?**

A: Stop, look, listen and think before you cross with an adult.

**You are walking in the rain. What should you do to make sure that drivers can see you?**

A: Wear light or bright coloured clothing.

**You want to cross the road. Where should you cross?**

A: On a straight stretch of road – not on a curve, at a crosswalk, traffic signals, school crossing, overpass or underpass.

**You want to cross the railway lines. Where should you cross?**

A: At an underpass, overpass, train level crossing or straight stretch of track – not on a curve.

**You are waiting for the bus. Where should you stand?**

A: At least three steps back from the kerb or edge of the road.

**You are walking along a road that doesn't have a footpath. What should you do?**

A: Walk well away from the edge of the road facing the traffic so they can see you and you can see the traffic.

**You are going to cross at the school crossing. What should you do?**

A: Stop back from the kerb or edge of the road. Wait until the traffic warden stands in the middle of the road, with their flags out and has blown the whistle. Check that all traffic has stopped then walk across.

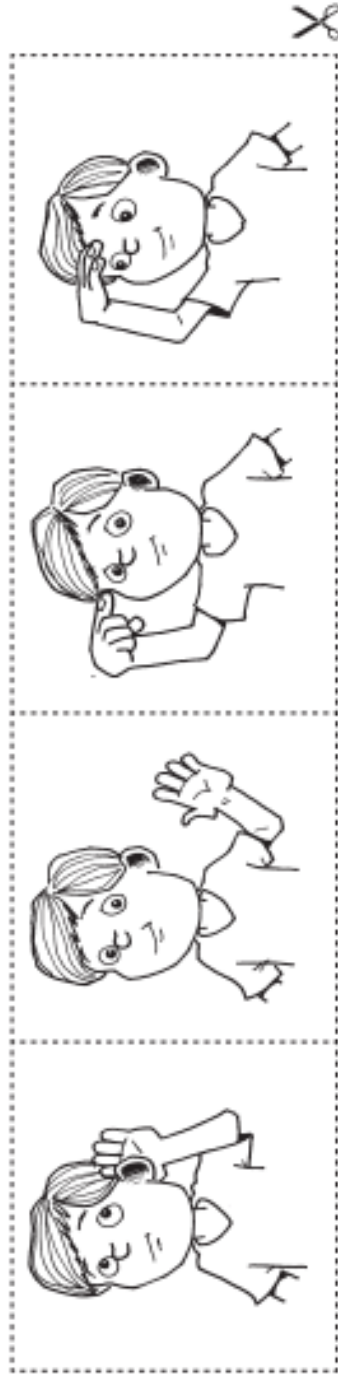
**You are in a car park and hear a beeping sound. What should you do?**

A: Stop, look in all directions and listen. Trucks and some cars have a beeper to let pedestrians know that they are reversing.



# Cross the road

Cut out each picture. Paste the pictures in order to show the correct way to safely cross a road.



--	--	--	--

Write why it is important to:

STOP

---

---

---

---

LOOK

---

---

---

---

LISTEN

---

---

---

---

THINK

---

---

---

---

Each player has a suitable batting implement and ball. The aim is to keep tapping the ball into the air with the bat for as long as possible. Many variations are possible.

### What you need

- > 1 ball and batting implement per player (suitable to player ability)



### What to do

- > Players tap their ball up and down on their bat, and count the number of consecutive taps they get.
- > If a player drops their ball, they start counting from the beginning.

### Change it

- > Vary the bat and ball.
- > Play cooperatively in pairs or groups of 3 and vary the distance between players according to ability.
- > See how many times players can tap the ball on different parts of the bat.
- > Players try to hop/jump as many times as they can while the ball is in the air.
- > Allow players one bounce on the ground in between taps.



### Safety

- > Check there is enough space between players and away from walls or other obstacles.
- > Bats must not be swung around or raised more than chest high.

### Scoring

- > Award 1 point per successful hit.

### Ask the players

- > How do you persist with a task when at first you aren't successful?
- > How many taps can you get in a row? Ask players to set a goal and try to reach it.
- > Which part of the bat do you need to hit the ball with so that it will go straight up in the air?
- > What technique did you find was the best for making the most consecutive hits?
- > How high did you need to hit the ball in the air to make sure you had time to get ready for the next hit?
- > Which bats/balls make this easier/harder?

### Teaching tips

- > Keep your eyes on the ball.
- > Keep the face of the bat parallel to the ground so that you can hit it straight up in the air.
- > Hold the bat at the bottom of the handle to have greater control and accuracy.

### LEARNING INTENTION

*Bat tapping* supports students to develop hand-eye coordination and striking skills.



# GetActive@Home



## Activity logbook

**MONDAY**

HOW DID YOU GET ACTIVE TODAY?



A cartoon illustration of a man in a light blue suit holding a soccer ball.

**TUESDAY**

HOW DID YOU GET ACTIVE TODAY?



A cartoon illustration of a woman in a black jacket and blue pants running.

**WEDNESDAY**

HOW DID YOU GET ACTIVE TODAY?



A cartoon illustration of a woman in a red top and pants jumping or dancing.

**THURSDAY**

HOW DID YOU GET ACTIVE TODAY?



A cartoon illustration of a woman in a white jacket and black pants using a hula hoop.

**FRIDAY**

HOW DID YOU GET ACTIVE TODAY?



A cartoon illustration of a woman in a pink top and black pants jumping.



For ideas on how to GetActive visit:  
<https://app.education.nsw.gov.au/sport/participation/getactive>



Education

[getactive@det.nsw.edu.au](mailto:getactive@det.nsw.edu.au)

# T-Chart

Name: .....

Date: .....

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