

# Teaching and Learning Activities – Stage 2



## 2021 Term 3 Week 8



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>This week can you</b>	<b>find the ‘ For Fun’</b>	<b>activities?!</b>		
<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><i>Post any questions about the fractions maths work for your teacher on Wednesday we will try to answer them for you.</i></p> <p><b>Writing-</b>Today you are researching..</p> <p style="text-align: center;"><b>Information Report- Wombats</b></p> <p>Read the information sheet about wombats. Start by underlining or highlighting the key words in the text. Write the words in the right place on the wombat illustration.</p>	<p><b>Reading</b> Choose a character from the story to complete the activity sheet following. Today fill in the ideas boxes with key words.</p> <p><b>Writing-</b>Today you are planning by writing your key words onto the planning sheet...</p> <p style="text-align: center;"><b>‘Wombats’</b></p> <p>Use the information sheet from yesterday to write the key words onto the Animal Fact File in the relevant sections.</p> <p><b>Watch ‘Behind the News’ on ABC.</b> Choose your favourite story. Write a summary of the story.</p>	<p><b>Reading</b> Today use the key words from yesterday and write some sentences about your character.</p> <p style="background-color: yellow;"><b>Stage 2 Zoom Lesson at 10 am-the focus is on fractions today. Have your pencils and worksheets ready.</b></p> <p><a href="https://nsweducation.zoo.m.us/j/65490432897?pwd=ejViMU5HSDBZTWxiempd2FuVEFjUT09">https://nsweducation.zoo.m.us/j/65490432897?pwd=ejViMU5HSDBZTWxiempd2FuVEFjUT09</a></p> <p><b>Writing-</b>Today you are using your planning to draft a piece of writing...</p> <p style="text-align: center;"><b>‘Wombats’</b></p> <p>Using your planning from the last 2 days to draft an information report about Wombats.</p>	<p><b>Reading</b> Write a conversation between you and the main character in the book. Remember to write detailed responses for the character.</p> <p><b>Writing-</b>Today you are editing to improve your draft.</p> <p style="text-align: center;"><b>‘Wombats’</b></p> <p>Edit and publish the information report you wrote yesterday.</p> <p><b>Interest spot:</b> Ozzie chats with wheelchair Paralympian Ella Sabljak</p> <p><a href="https://www.youtube.com/watch?v=qy9WobHg46s">https://www.youtube.com/watch?v=qy9WobHg46s</a></p>	<p><b>Reading</b> Design a ‘wanted’ poster for a character in the story.</p> <p style="color: red;"><b>3M Class Zoom this morning at 10am.</b></p> <p><a href="https://nsweducation.zoo.m.us/j/66928838861?pwd=bngwaHRleUZzdIZOU24vcnlaeUxWZz09">https://nsweducation.zoo.m.us/j/66928838861?pwd=bngwaHRleUZzdIZOU24vcnlaeUxWZz09</a></p> <p><b>Writing-Father’s Day</b> Write a poem or paragraph about your dad. Publish it in the centre of your Father’s Day Card.</p>

	<p><b><u>Spelling</u></b>-Unit 26- 'v' and 'w,wh,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</p> <p>Read your spelling list words for the week. Complete sheet GM66- Matching the contractions.</p>	<p><b><u>Spelling</u></b></p> <p>Unit 26, today's sound – 'v'and 'w,wh,u' Complete the activity sheets for your grade following.</p> <p><b>3/4G Class Zoom this morning at 11.40am.</b> <a href="https://nsweducation.zoom.us/j/4842532232?pwd=RHFiVVU1U01rbjJ6WjY0RDF5S09nZz09">https://nsweducation.zoom.us/j/4842532232?pwd=RHFiVVU1U01rbjJ6WjY0RDF5S09nZz09</a></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 sheet GM67- Matching the singular-plural words and GM62- cut up and put the word chain together correctly.</p>	<p><b><u>Spelling</u></b></p> <p><b>For Fun-Invent your own spelling activity!</b></p> <p>We'd love to see your ideas!</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>This week we are looking at fractions, post questions on google classroom if you need help with anything.</p> <p>Watch the Math Antics clip below for more information about fractions:- <a href="https://www.youtube.com/watch?v=CA9XLJpQp3c">https://www.youtube.com/watch?v=CA9XLJpQp3c</a></p> <p><b>Problems</b></p> <p>Maddie bought a pie and cut it into 8 equal pieces. If Maddie ate 2 pieces of the pie, how many slices would be left? Show your answer as a fraction.</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p>Watch the Math Antics clip about turning fractions into decimals:- <a href="https://www.youtube.com/watch?v=_jcW-ZgpRbM">https://www.youtube.com/watch?v=_jcW-ZgpRbM</a></p> <p><b>Problems</b></p> <p>At a party there are 10 children. Half of the children are boys? How many of the children are boys?</p>	<p><b>Mathematics</b></p> <p><b>For Fun:-Find the maze and picture puzzle sheet!</b></p> <p>Riddle me this???</p> <p>It belongs to you, but your friends use it more. What is it?</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Your name!</div>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p>Watch Math Antics clip- What are percentages?:- <a href="https://www.youtube.com/watch?v=JeVSmq1Nrpw">https://www.youtube.com/watch?v=JeVSmq1Nrpw</a></p> <p><b>Problems</b></p> <p>Laurice's father wanted to have citrus cream pie and so he bought one from the baker's corner. If they consumed 5 of the 8 equal slices of the citrus cream pie, what part of the pie was left?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p><b>Don't forget to complete the Mathletics activities set by your teacher over the week.</b></p> <p><b>Problems</b></p> <p>Diego sorted his bag of marbles and found that 4 of his 24 marbles are blue. What fraction of Diego's marbles is blue?</p>
<b>Break</b>	Break	Break	Break	Break	Break

<p><b>Afternoon</b></p>	<p><b>Fitness- Athletics Lesson- Long Jump Skills</b>  <a href="https://www.youtube.com/watch?v=NJohP4SBE4k">https://www.youtube.com/watch?v=NJohP4SBE4k</a></p> <p><b>PDH-</b>          Watch the NRL Inspire clip about Resilience and complete the sheet following.</p> <p><a href="https://www.youtube.com/watch?v=ORnflFrHJ7w">https://www.youtube.com/watch?v=ORnflFrHJ7w</a></p> <p><b>For Fun-Paralympic Scavenger Hunt</b>  <i>Can you find the athletes?</i></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://www.education.nsw.gov.au/parents-learning-at-home">education.nsw.gov.au/parents-learning-at-home</a></p>	<p><b>Science For Fun Experiments-</b></p> <p><i>Try one of the experiments following. The links to below the instructions show how to do the experiments. If you can post some pictures on google classroom of your results!</i></p> <p><b>Are you interested in entering a drawing competition?</b>          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 <a href="https://www.cityofsydney.nsw.gov.au/cultural-support-funding/sydney-lunar-festival-2022-year-of-the-tiger-drawing-competition">https://www.cityofsydney.nsw.gov.au/cultural-support-funding/sydney-lunar-festival-2022-year-of-the-tiger-drawing-competition</a></p> <p>We'd love to see what you came up with!</p>	<p><b>Creative Arts -</b>          Colour one of the Father's Day Cards following.</p>  <p><b>Brain Break-Elbow to Knee</b>          Touch your right elbow to our left knee 10 times. Now do the same with your left elbow and right knee.          Or <b>Yoga- this weeks Yoga.</b></p> <p><a href="https://www.youtube.com/watch?v=KRpUfHBREis">https://www.youtube.com/watch?v=KRpUfHBREis</a></p> 	<p><b>Geography-For Fun- Paralympic Cities-label the cities on the world map.</b></p> <p><b>Interest Spot:</b></p> <p>Fill in the blank Paralympic activity sheet. What was the hidden message?</p> <p><b>Fitness-Catching Challenge</b>          Try some of the activities on the card, use whatever you have around the house and backyard.</p>	<p><b>Visual Arts- For Fun- Pattern Power</b>  <i>Have a go at completing the activity following.</i></p> <p><b>Aboriginal Education- The Earth's environment - GE2-2 - 'Natural healing and medicines' cont'd</b>          The Emu Berry Bush used to treat boils, stings or skin infections.          What to do:          View: <a href="#">Kuyiamara -- Emu bush - YouTube</a>          Use the words below to create a wordsearch. Swap with a friend if you can.</p> <p>boil sting cut          tropical bark berry          pulp bacteria          poultice berry          leaves beach          morning vine          potatoes</p> <p>Use a dictionary to find the meaning of 2 words you aren't sure of.</p>
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Unit  
26

**v ve** vase sleeve

List Words

- loving \_\_\_\_\_
- even \_\_\_\_\_
- we've \_\_\_\_\_
- river \_\_\_\_\_
- move \_\_\_\_\_
- drive \_\_\_\_\_
- arrive \_\_\_\_\_
- drove \_\_\_\_\_
- leave \_\_\_\_\_
- video \_\_\_\_\_
- believe \_\_\_\_\_
- favourite \_\_\_\_\_
- November \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

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

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

4 Colour the rhyming words in each row.

- love above glove move shove dove
- hive drive arrive thrive give dive
- cove drove prove stove rove grove
- leave brave weave weave we've receive believe
- river shiver driver liver quiver sliver

5 Write contractions for these pairs of words.



we have \_\_\_\_\_ you have \_\_\_\_\_ they have \_\_\_\_\_

6 Underline two pairs of words that could be made into contractions in the sentence. Rewrite the sentence changing the underlined words to contractions.

We have invited visitors and they have just arrived.

7 Rewrite these words adding **s**.

✦ We often change **f** or **fe** on the end of word to **ve** and add **s**.

wife knife half shelf loaf scarf

8 Write all the List Words starting with letters from **a** to **n** in alphabetical order.

- 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_
- 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

Grapheme Chart

letters

words









w wh u web whale queen



### List Words

wish \_\_\_\_\_  
 which \_\_\_\_\_  
 while \_\_\_\_\_  
 walk \_\_\_\_\_  
 white \_\_\_\_\_  
 window \_\_\_\_\_  
 quit \_\_\_\_\_  
 quiz \_\_\_\_\_  
 swish \_\_\_\_\_  
 twist \_\_\_\_\_  
 wonderful \_\_\_\_\_  
 Wednesday \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 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 Read the clues. Finish the words.  
 ★ Your dictionary will help you.

qu \_\_\_\_\_ no noise      qu \_\_\_\_\_ to argue  
 qu \_\_\_\_\_ a test      qu \_\_\_\_\_ cover for a bed  
 qu \_\_\_\_\_ to stop      squ \_\_\_\_\_ 4-sided plane shape  
 squ \_\_\_\_\_ scrunch up      squ \_\_\_\_\_ spray water  
 squ \_\_\_\_\_ mice noise      squ \_\_\_\_\_ creature with tentacles

- 5 Write letters wh, sw or tw to finish these words.  
 ★ Your dictionary will help you.

\_\_\_\_\_ite \_\_\_\_\_elve \_\_\_\_\_enty \_\_\_\_\_ile \_\_\_\_\_ist \_\_\_\_\_itch \_\_\_\_\_ich \_\_\_\_\_ag  
 \_\_\_\_\_ept \_\_\_\_\_ung \_\_\_\_\_inkle \_\_\_\_\_ift \_\_\_\_\_ice \_\_\_\_\_itch \_\_\_\_\_ish \_\_\_\_\_ap

- 6 Match words from the box with the prefixes to make new words. Use each word once only.

fix      ward  
 wind      head  
 winter      market  
 understand      write

un \_\_\_\_\_ mid \_\_\_\_\_  
 up \_\_\_\_\_ mis \_\_\_\_\_  
 over \_\_\_\_\_ pre \_\_\_\_\_  
 super \_\_\_\_\_ re \_\_\_\_\_

### Challenge

Crack the code to read the riddle.


a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Question    \_\_\_\_\_ung    unf    \_\_\_\_\_rvtug    yrftf    ba    n    \_\_\_\_\_pbzchgre?    \_\_\_\_\_?

Answer    N    fcvqre    ybbxvat    sbe    n    arj    jro    fvgr    \_\_\_\_\_.

### Grapheme Chart

letters	words

 **v ve** vase sleeve

## List Words

never \_\_\_\_\_  
 eleventh \_\_\_\_\_  
 seventh \_\_\_\_\_  
 seventeen \_\_\_\_\_  
 heavy \_\_\_\_\_  
 heavier \_\_\_\_\_  
 evening \_\_\_\_\_  
 invite \_\_\_\_\_  
 travel \_\_\_\_\_  
 lovely \_\_\_\_\_  
 knives \_\_\_\_\_  
 believe \_\_\_\_\_  
 favourite \_\_\_\_\_  
 themselves \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 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 Follow the pattern to finish the columns. **Finish** the sentences with your words. **#** If a word ends with a consonant and **y**, we usually change **y** to **i** before we add **er** or **est**.

 Go to Helpful Hint **17**.

Describing 1	Comparing 2	Comparing 3 or more
funny	funnier	funniest
lovely		
heavy		

The daisies are lovely. The roses are even \_\_\_\_\_.

The orchids are the \_\_\_\_\_ of all.

My bag is heavy. Yours is even \_\_\_\_\_. Kevin's bag is the \_\_\_\_\_ of all.

- 5 Write the pairs of words that have been contracted into these words.

 Go to Helpful Hint **8**.

I've \_\_\_\_\_ we've \_\_\_\_\_ you've \_\_\_\_\_  
 you're \_\_\_\_\_ they've \_\_\_\_\_ haven't \_\_\_\_\_

- 6 Circle the 5 pairs of words that can shorten to contractions. **Rewrite** the sentences changing the circled words to contractions.

We have invited our favourite friends to visit this evening. They have travelled by themselves to places you have visited. You are invited too. I have never travelled by myself.

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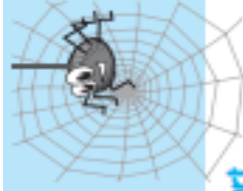
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w wh u web whale queen



### List Words

water \_\_\_\_\_  
 which \_\_\_\_\_  
 weekend \_\_\_\_\_  
 sandwich \_\_\_\_\_  
 won't \_\_\_\_\_  
 without \_\_\_\_\_  
 woman \_\_\_\_\_  
 towards \_\_\_\_\_  
 upwards \_\_\_\_\_  
 square \_\_\_\_\_  
 question \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Today I	Yesterday I	I have	I am
water	watered	watered	watering
go	went		
wind		wound	
win	won		
wake		woken	

5 Write words ending with the suffix **ward** or **wards** that have the following meanings.

✦ The suffix **ward** or **wards** can mean *towards* or *in the direction of*. For example, *backwards* means *towards the back*.

towards north \_\_\_\_\_

toward the wind \_\_\_\_\_

in the direction up \_\_\_\_\_

in the direction of down \_\_\_\_\_

**Challenge** Colour all the singular words in the list and the plural forms of those words in the Word Search.

Some words share letters. The words go ← → ↓ ↑ ↗ ↘. Go to Helpful Hints **9**, **5a**, and **5c**.

Singular

Plural

self \_\_\_\_\_  
 question \_\_\_\_\_  
 knife \_\_\_\_\_  
 sandwich \_\_\_\_\_  
 loaf \_\_\_\_\_  
 square \_\_\_\_\_  
 thief \_\_\_\_\_  
 woman \_\_\_\_\_  
 life \_\_\_\_\_

w	o	m	a	n	w	o	e	f	i	n	k	s	s	w	f	t	
s	e	h	c	i	w	d	n	a	s	!	e	e	e	e	w	h	
s	e	r	a	u	q	s	h	l	a	r	v	t	i	l	a	i	
l	o	a	v	e	s	c	i	h	a	l	a	h	m	p	f	e	
s	e	v	i	l	!	f	q	u	e	s	t	i	o	n	s	v	
n	o	i	t	s	e	u	q	q	s	a	n	d	w	i	c	h	e
k	n	i	v	e	s	s	f	a	o	l	n	e	m	o	w	s	



Hidden Words \_\_\_\_\_

### Grapheme Chart

letters	words

BLM GM66

3   GM66

Match Up:   Pairs of Words to Contractions



3   GM66

we've

3   GM66

couldn't

3   GM66

would have

3   GM66

I have

3   GM66

we'll

3   GM66

would've

3   GM66

that is

3   GM66

they have

3   GM66

haven't

3   GM66

won't

3   GM66

have not

3   GM66

she has

3   GM66

don't

3   GM66

she's

3   GM66

you have

3   GM66

we have

3   GM66

that's

3   GM66

I've

3   GM66

will not

3   GM66

could not

3   GM66

they've

3   GM66

you've

3   GM66

we will


3   GM66

do not



BLM GM67



Match Up:   Singular to Plural Words



3  GM67

calf

3  GM67

half

3  GM67

wives

3  GM67

halves

3  GM67

wife

3  GM67

life

3  GM67

shelves

3  GM67

lives

3  GM67

knife

3  GM67

leaf

3  GM67

scarves

3  GM67

knives

3  GM67

shelf

3  GM67

wolf

3  GM67

calves

3  GM67

leaves

3  GM67

loaf

3  GM67

chief

3  GM67

wolves

3  GM67

reefs

3  GM67

scarf

3  GM67

reef

3  GM67

chiefs

3  GM67

loaves

## BLM GM62

### Word Chain

4 4 4 4 GM62 selves	4 4 4 4 GM62 hea	4 4 4 4 GM62 lieve	4 4 4 4 GM62 eve	4 4 4 4 GM62 ly	
4 4 4 4 GM62 nev	4 4 4 4 GM62 vy	4 4 4 4 GM62 love	4 4 4 4 GM62 ite	4 4 4 4 GM62 trav	4 4 4 4 GM62 vite

4 4 4 4 GM62 seve	4 4 4 4 GM62 ier	4 4 4 4 GM62 seven	4 4 4 4 GM62 es	4 4 4 4 GM62 them	4 4 4 4 GM62 enth
4 4 4 4 GM62 be	4 4 4 4 GM62 er	4 4 4 4 GM62 favour	4 4 4 4 GM62 ning	4 4 4 4 GM62 in	4 4 4 4 GM62 el

4 4 4 4 GM62 heav	4 4 4 4 GM62 nth	4 4 4 4 GM62 kniv	4 4 4 4 GM62 teen	4 4 4 4 GM62 elev
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### 4 4 4 4 GM62

#### 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.

# All About the Main Character?

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

Draw a picture of the main character. Then fill in the boxes with words that describe the character.

Character Name:

A central oval is connected by lines to eight surrounding rectangular boxes with dashed borders. The boxes are arranged in two rows of four. The top row has three boxes, and the bottom row has five boxes. The central oval is empty, and the surrounding boxes are also empty, intended for drawing and writing.

Use some of your words and write a sentence about the character on the back of this page.

# Fact File - Animals

Classification

Habitat and Lifestyle

Topic

Size and Appearance

Diet and Eating Habits



# Wombat

Wombats are native only to Australia. They are mammals and marsupials. Wombats are small and look like a cross between a bear, a pig and a gopher.



Their bodies are built for digging, with short legs, a compact head, short broad feet and strong claws. There are two kinds of wombats, the bare-nosed wombat and the hairy-nosed wombat. The hairy-nosed wombat are nocturnal grazers, which means they hunt for their food at night.

Wombats mainly eat grass and roots. They live in burrows up to 30 metres long. The burrows are made mainly from roots of fallen trees, compacted soil, leaves and rocks.

They are extremely strong and proficient diggers. Wombats can be anything from sandy coloured to brown or black, to grey. The average wombat is about 1 metre long and weighs about 25kg. Wombats are generally solitary, which means they are unsociable and like to be alone.



## Did you know...?

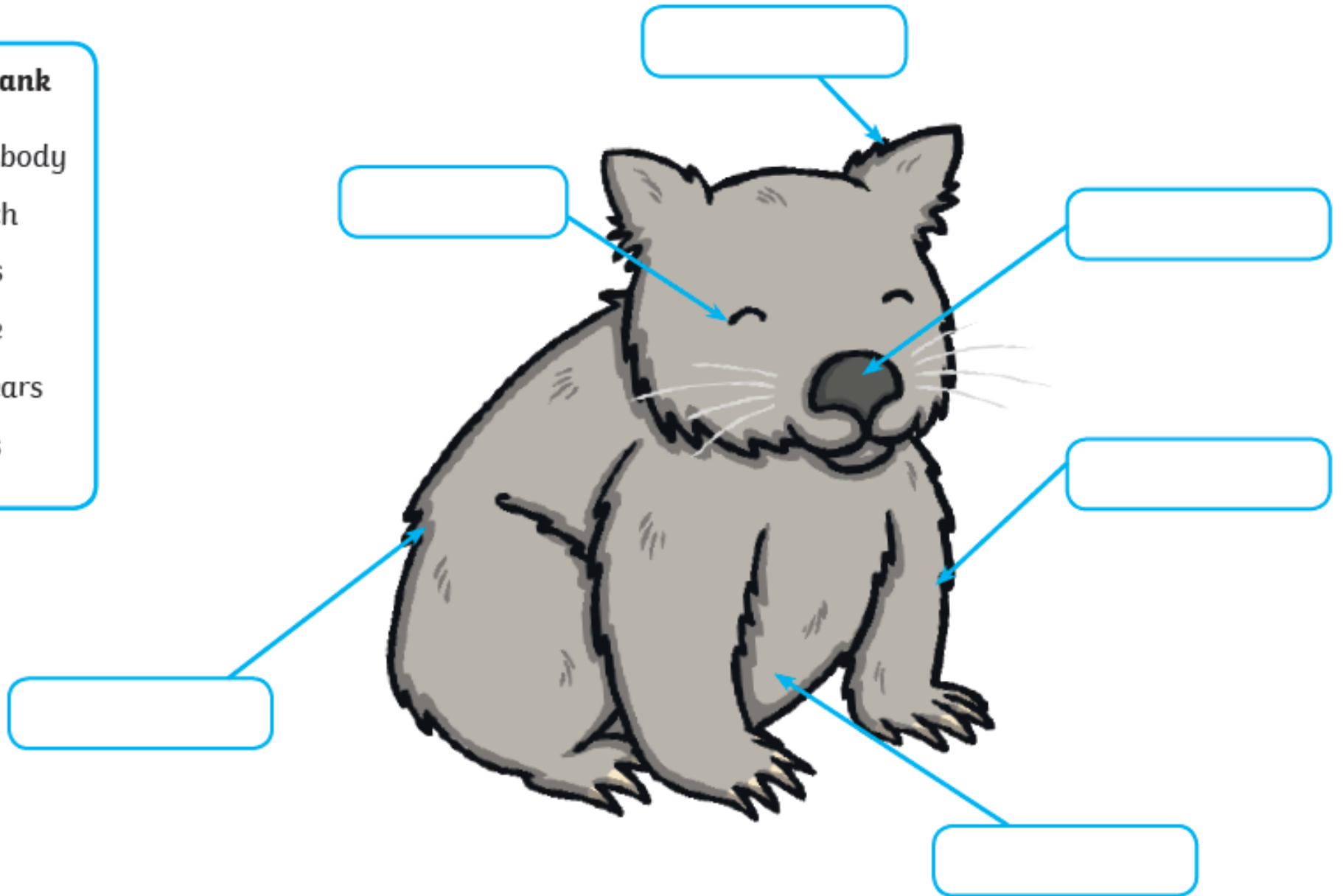
A wombat's pouch is backwards and their poo is cube-shaped.



# Parts of a Wombat

## Word Bank

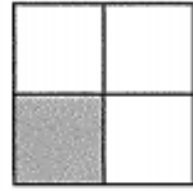
rounded body  
pouch  
legs  
nose  
small ears  
eyes



# Introducing fractions – modelling fractions

Year 3

Fractions are written like this:

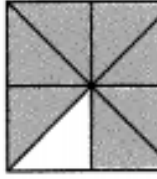
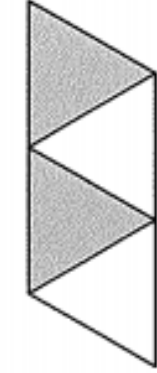
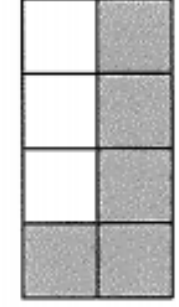
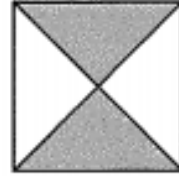
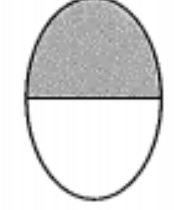
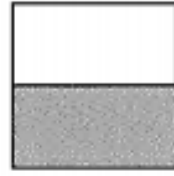
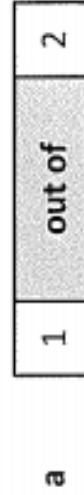


$$\frac{1}{4}$$

The number on the top is the numerator and shows the number of parts.

The number on the bottom is the denominator and shows the number of parts in the whole.

5 Look at these fraction diagrams and label them.

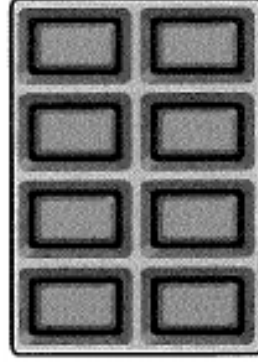


6 Share this chocolate bar among 4 kids:

a Draw lines to show how you will break it.

b How many pieces will each kid get?

c Show this as a fraction.

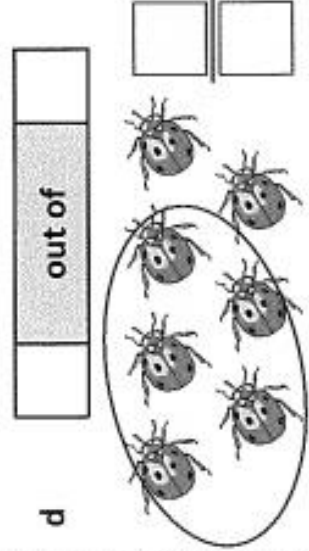
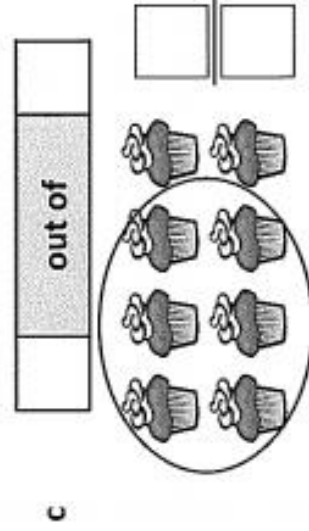
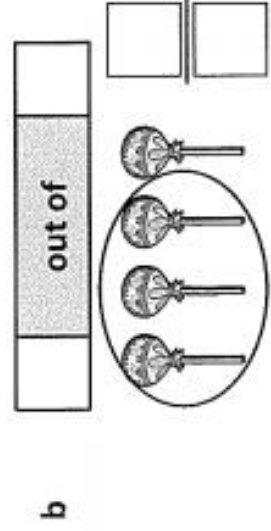
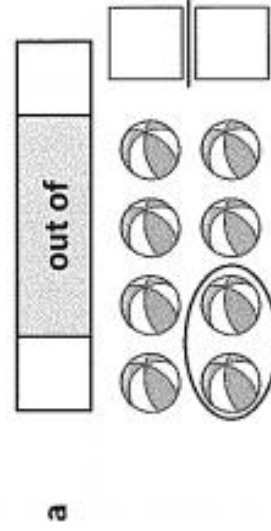


## Introducing fractions – fractions of a collection

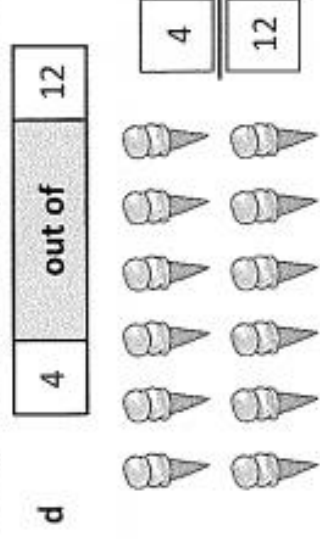
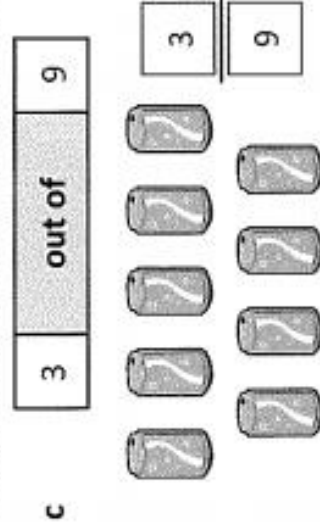
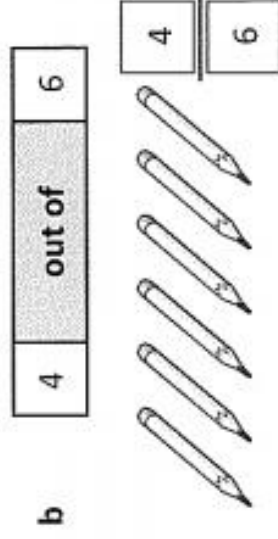
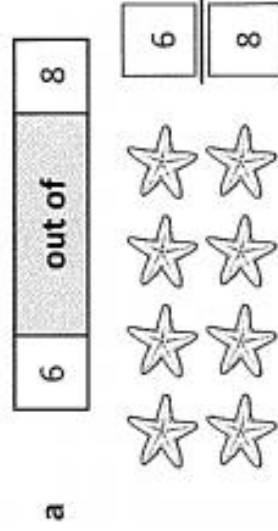
Fractions can show part of a collection. 3 out of 6 lollies are circled.



1 What fraction of each group is circled?



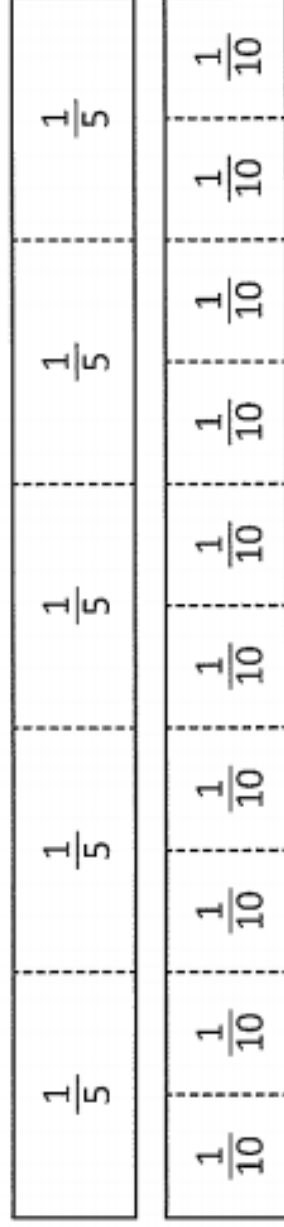
2 Circle the fraction shown:



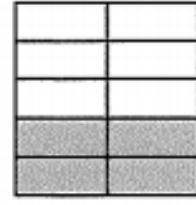


## Types of fractions – fifths and tenths

These fraction strips show fifths and tenths.



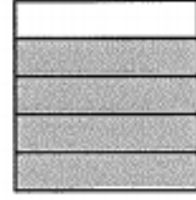
1 Label these fractions:



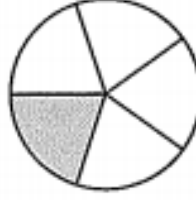
a



b



c

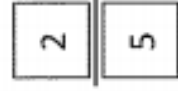


d

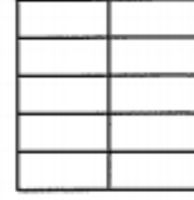
2 Show fifths and tenths on these shapes:



a



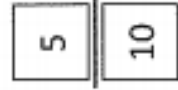
b



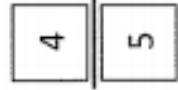
c



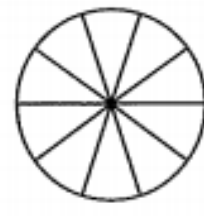
d



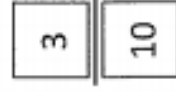
e



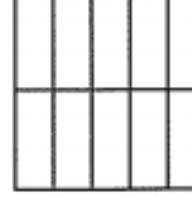
f



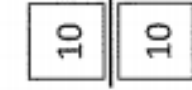
a



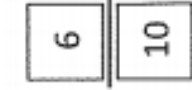
b



c

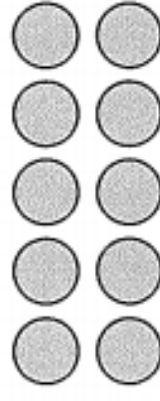


d

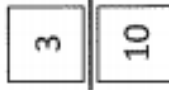


e

3 Circle the correct amounts shown in these fractions:



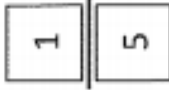
a



b



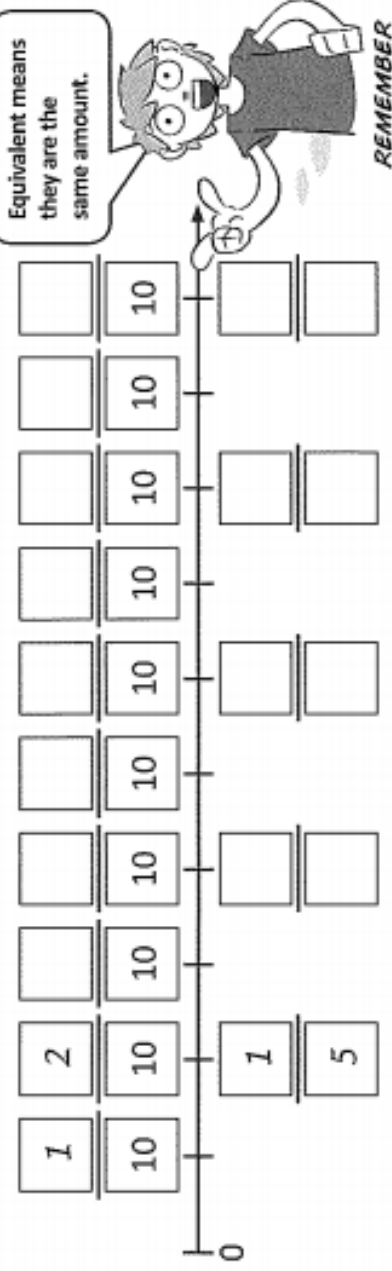
c



d

## Types of fractions – fifths and tenths

- 4 Complete this equivalent fraction number line. The first two have been done for you.

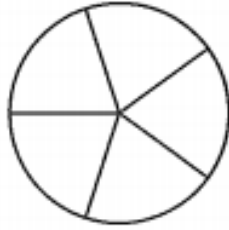


- 5 Place these fractions on the number line:  $\frac{2}{5}$ ,  $\frac{1}{2}$ ,  $\frac{3}{10}$ ,  $\frac{7}{10}$ ,  $\frac{1}{5}$

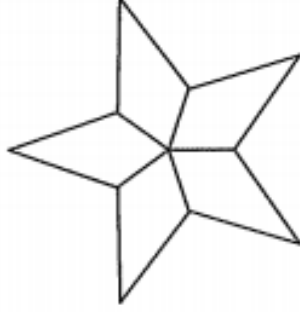


- 6 Colour these shapes according to the directions. The equivalent fraction line above will help you.

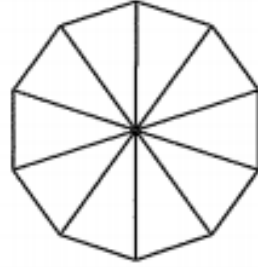
- a Colour  $\frac{1}{5}$  blue and  $\frac{6}{10}$  red and leave the rest blank.



- b Colour  $\frac{2}{10}$  orange and  $\frac{3}{5}$  green and leave the rest blank.



- c Colour  $\frac{3}{5}$  blue and  $\frac{2}{10}$  red and leave the rest blank.



If a shape is divided into fifths I need to change the fractions to fifths.

If a shape is divided into tenths I need to change the fractions to tenths.

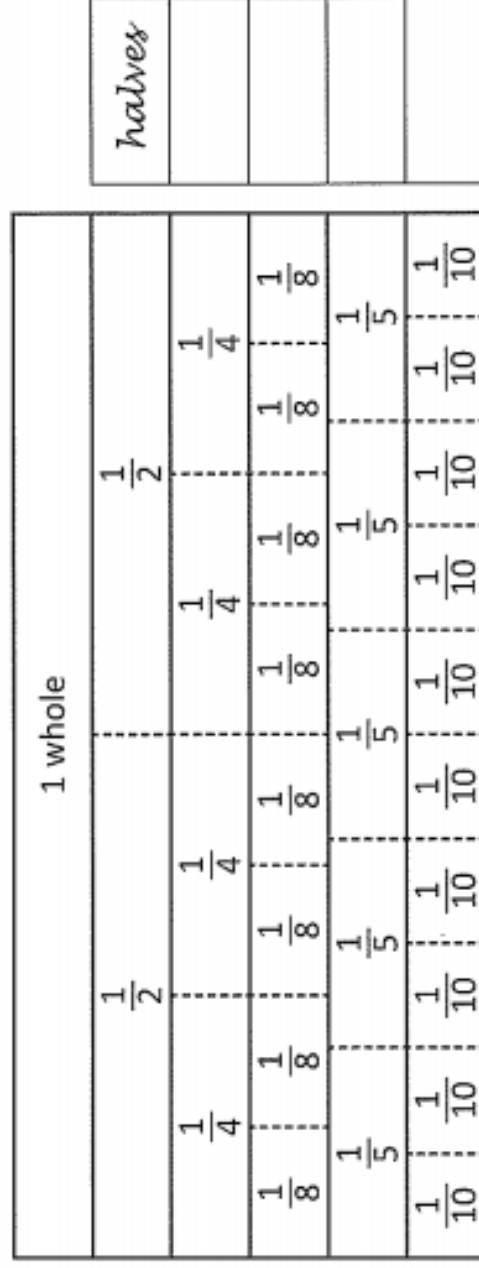


**THINK**

## Types of fractions – equivalent fractions

This fraction wall shows fractions that are equivalent. Equivalent fractions are fractions that are the same amount. How many equivalent fractions can you find?

- Label each row of the fraction wall and colour each strip a different colour. The first one has been done for you.



- Match the equivalent fractions in the top row with the fractions underneath by drawing a line to connect them. The first one has been done for you.

$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{3}{5}$	$\frac{3}{4}$	$\frac{1}{2}$
$\frac{2}{8}$	$\frac{4}{8}$	$\frac{2}{10}$	$\frac{6}{8}$	$\frac{6}{10}$	$\frac{2}{4}$	

- Complete these equivalent fraction models by shading and writing the equivalent fraction:

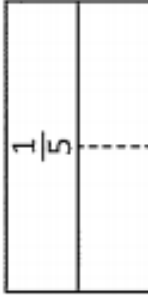
<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>
$\frac{3}{4}$	$\frac{1}{4}$	$\frac{2}{5}$	$\frac{1}{2}$
$\frac{3}{8}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{2}{5}$	$\frac{1}{2}$	$\frac{1}{10}$	$\frac{1}{8}$

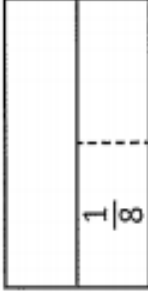
## Types of fractions – equivalent fractions

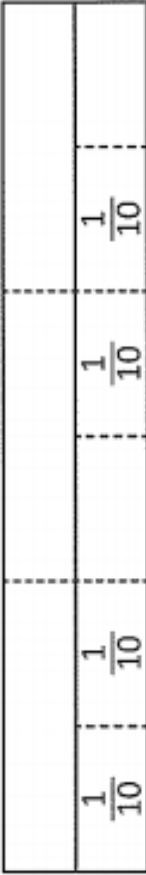
- 4 Rewrite these fractions in order from smallest to largest:


$\frac{4}{5}$	$\frac{9}{10}$	$\frac{7}{10}$	$\frac{2}{5}$	$\frac{3}{10}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$
$\frac{5}{10}$	$\frac{10}{10}$	$\frac{5}{5}$	$\frac{10}{10}$	$\frac{10}{10}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$

- 5 Here is a fraction wall that has been broken up into pieces. Label the pieces:

a 

b 

c 

d 

- 6 Match the equivalent fractions to find out an interesting animal fact:

Q: What is something that a rat can do for longer than a camel?

First word:  $A = \frac{2}{4}$     $T = \frac{3}{4}$     $L = \frac{1}{5}$     $S = \frac{4}{10}$

Second word:  $U = \frac{1}{5}$     $H = \frac{8}{10}$     $I = \frac{4}{10}$     $W = \frac{1}{2}$     $T = \frac{6}{8}$     $O = \frac{2}{8}$

Third word:  $A = \frac{2}{10}$     $T = \frac{1}{5}$     $E = 1$     $R = \frac{8}{10}$     $W = \frac{1}{2}$

$\frac{2}{10}$  .....  $\frac{1}{2}$  .....  $\frac{2}{5}$  .....  $\frac{6}{8}$

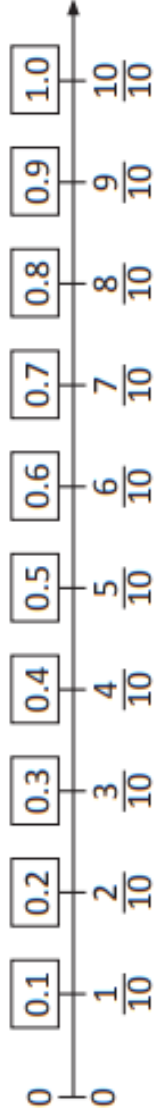
$\frac{4}{8}$  .....  $\frac{2}{5}$  .....  $\frac{3}{4}$  .....  $\frac{4}{5}$  .....  $\frac{1}{4}$  .....  $\frac{2}{10}$  .....  $\frac{3}{4}$

$\frac{5}{10}$  .....  $\frac{1}{5}$  .....  $\frac{2}{10}$  .....  $\frac{10}{10}$  .....  $\frac{4}{5}$



## Fractions, decimals and percentages – writing tenths as decimals

Tenths are written as decimals like this:



1 Shade the fraction strips so each one matches the fraction or the decimal:

a	0.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	$\frac{4}{10}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	0.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Order each set of fractions and decimals from smallest to largest:

a 0.8, 0.2,  $\frac{4}{10}$ ,  $\frac{9}{10}$

b  $\frac{9}{10}$ , 0.1, 1.0,  $\frac{5}{10}$

3 Show the place value of these decimals by writing them in the table:

	Units	Tenths
a	0.6	•
b	2.7	•
c	5.1	•



Units	Tenths
3	8

The decimal point signals the place value of numbers smaller than 1.  
This number is 3 and  $\frac{8}{10}$  or 3 and 0.8.

4 Connect the matching fractions and decimals:

$\frac{4}{10}$   $\frac{2}{10}$   $\frac{6}{10}$   $\frac{7}{10}$

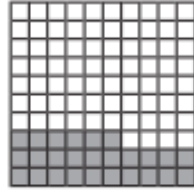
0.6  
0.7  
1.2  
0.4

$\frac{7}{10}$   $\frac{3}{10}$   $\frac{9}{10}$   $\frac{5}{10}$

3.5  
0.9  
4.3  
0.7

# Fractions, decimals and percentages – relating tenths, hundredths and decimals

This diagram shows  $\frac{26}{100}$  shaded or 26 hundredths shaded.



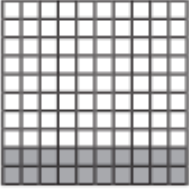
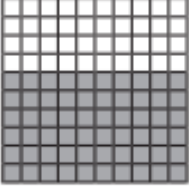
Fractions can be written as decimals.  
As a decimal, this amount is written as:

Units	Tenths	Hundredths
0	2	6

3 Complete this table to show the amounts as tenths, hundredths and decimals:

**a**

<input type="text"/>	<input type="text"/>	<input type="text"/>
Tenths	Tenths	Tenths
<input type="text"/>	<input type="text"/>	<input type="text"/>
Hundredths	Hundredths	Hundredths
<input type="text"/>	<input type="text"/>	<input type="text"/>
Decimals	Decimals	Decimals

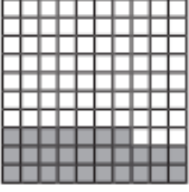
**c**

<input type="text"/>	<input type="text"/>
Hundredths	Decimals
<input type="text"/>	<input type="text"/>



**d**

<input type="text"/>	<input type="text"/>
Hundredths	Decimals
<input type="text"/>	<input type="text"/>



1.5 is same as 1.50.



THINK

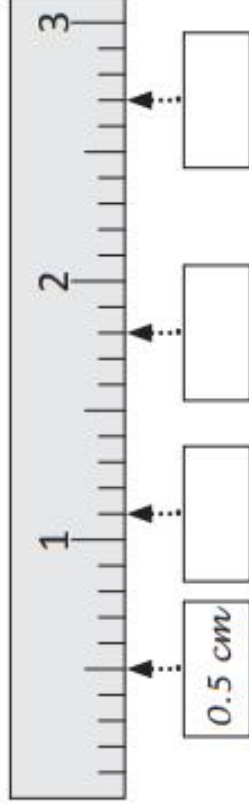
4 Show the place value of these decimals by writing them in the table:

<b>a</b>	2.6			
<b>b</b>	3.76			
<b>c</b>	112.6			
<b>d</b>	45.67			

Hundredths	Tenths	Units	Tens	Hundreds

## Fractions, decimals and percentages – writing tenths as decimals

- 5 Label this section of a ruler as centimetres in decimals. The first box has been done for you. (Note this diagram has been enlarged so you can see the lines clearly.)



- 6 These 3 cats were the finalists in the Fattest Cat Competition. Fill in the blanks below:



Felix – 12.2 kg



Leroy – 11.9 kg



Mosley – 11.5 kg

- a \_\_\_\_\_ is heavier than \_\_\_\_\_ by  $\frac{3}{10}$  of a kilogram.
- b \_\_\_\_\_ is heavier than \_\_\_\_\_ by  $\frac{4}{10}$  of a kilogram.
- c \_\_\_\_\_ is lighter than \_\_\_\_\_ by  $\frac{7}{10}$  of a kilogram.

- 7 Write the mass of each cat and  $<$  or  $>$  to make the sentence true.

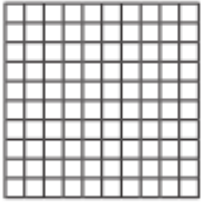
- a      Felix                      Leroy                      b      Mosley                      Felix
- 

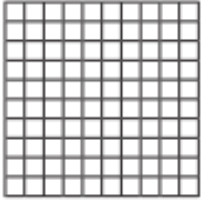
- 8 The combined weight of which two cats is 23.7 kg?

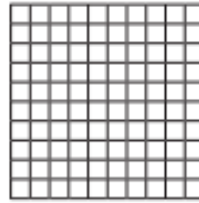


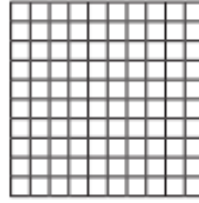
## Fractions, decimals and percentages – relating tenths, hundredths and decimals

5 Shade the fractions on the grid and show them as hundredths and decimals:

a  $\frac{1}{2}$   =  $\frac{\boxed{\phantom{00}}}{100}$  = 0.  $\boxed{\phantom{0}}$

b  $\frac{1}{4}$   =  $\frac{\boxed{\phantom{00}}}{100}$  = 0.  $\boxed{\phantom{0}}$

c  $\frac{1}{5}$   =  $\frac{\boxed{\phantom{00}}}{100}$  = 0.  $\boxed{\phantom{0}}$

d  $\frac{1}{10}$   =  $\frac{\boxed{\phantom{00}}}{100}$  = 0.  $\boxed{\phantom{0}}$

6 Express these common fractions as hundredths and as decimals:

a  $\frac{1}{2} = \frac{\boxed{\phantom{00}}}{100} = 0. \boxed{\phantom{0}}$

b  $\frac{4}{5} = \frac{\boxed{\phantom{00}}}{100} = 0. \boxed{\phantom{0}}$

c  $\frac{4}{10} = \frac{\boxed{\phantom{00}}}{100} = 0. \boxed{\phantom{0}}$

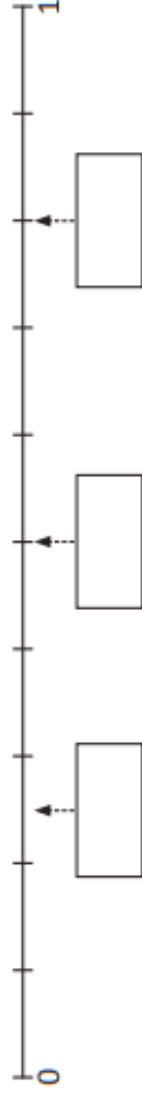
d  $\frac{3}{4} = \frac{\boxed{\phantom{00}}}{100} = 0. \boxed{\phantom{0}}$

e  $\frac{2}{4} = \frac{\boxed{\phantom{00}}}{100} = 0. \boxed{\phantom{0}}$

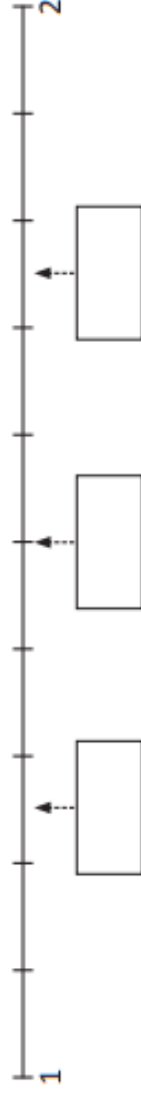
f  $\frac{5}{10} = \frac{\boxed{\phantom{00}}}{100} = 0. \boxed{\phantom{0}}$

7 Show where the decimals fit on the number lines:

a 0.5 0.25 0.8



b 1.5 1.25 1.75





# Writing Hundredths as Decimals - Review

Fill in the missing information in each of the questions below.

a) eighteen hundredths =  $\frac{\square}{100} = 0.\square$

e) twelve hundredths =  $\frac{\square}{100} = 0.\square$

b) sixty-one hundredths =  $\frac{\square}{100} = 0.\square$

f) thirty-one hundredths =  $\frac{\square}{100} = 0.\square$

c) forty-nine hundredths =  $\frac{\square}{100} = 0.\square$

g) sixty-nine hundredths =  $\frac{\square}{100} = 0.\square$

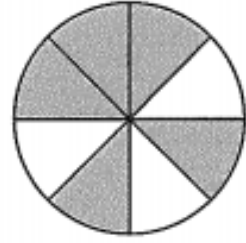
d) two hundredths =  $\frac{\square}{100} = 0.\square$

h) seven hundredths =  $\frac{\square}{100} = 0.\square$



## Working with fractions – modelling fractions

A fraction is a part of a whole. This circle had been divided into 8 pieces and has 5 pieces shaded.

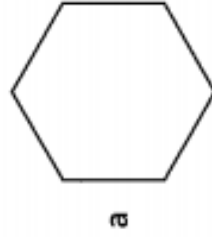


$$\frac{5}{8} = \frac{5 \text{ shaded parts}}{8 \text{ parts altogether}}$$

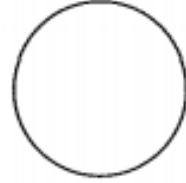


The top number is the numerator, the bottom number is the denominator.

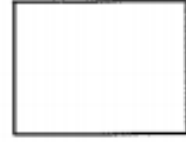
- 1 Divide each shape into quarters. Shade one quarter:



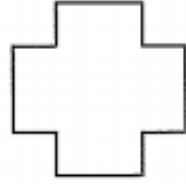
a



b

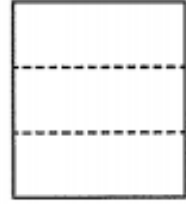


c

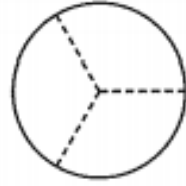


d

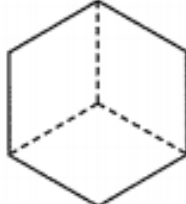
- 2 Shade one third on each shape:



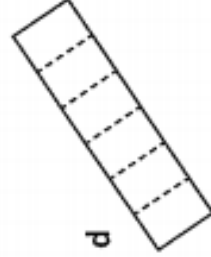
a



b

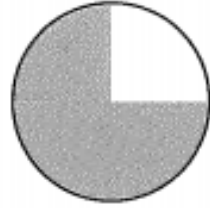


c



d

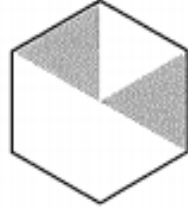
- 3 What fraction is shaded?



a



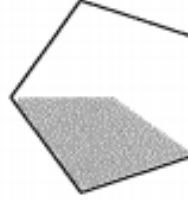
Fraction shaded



b



Fraction shaded

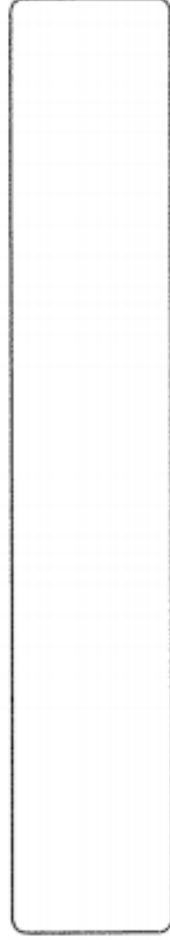


c



Fraction shaded

- 4 If this is  $\frac{1}{3}$  of a shape, what does the whole shape look like?



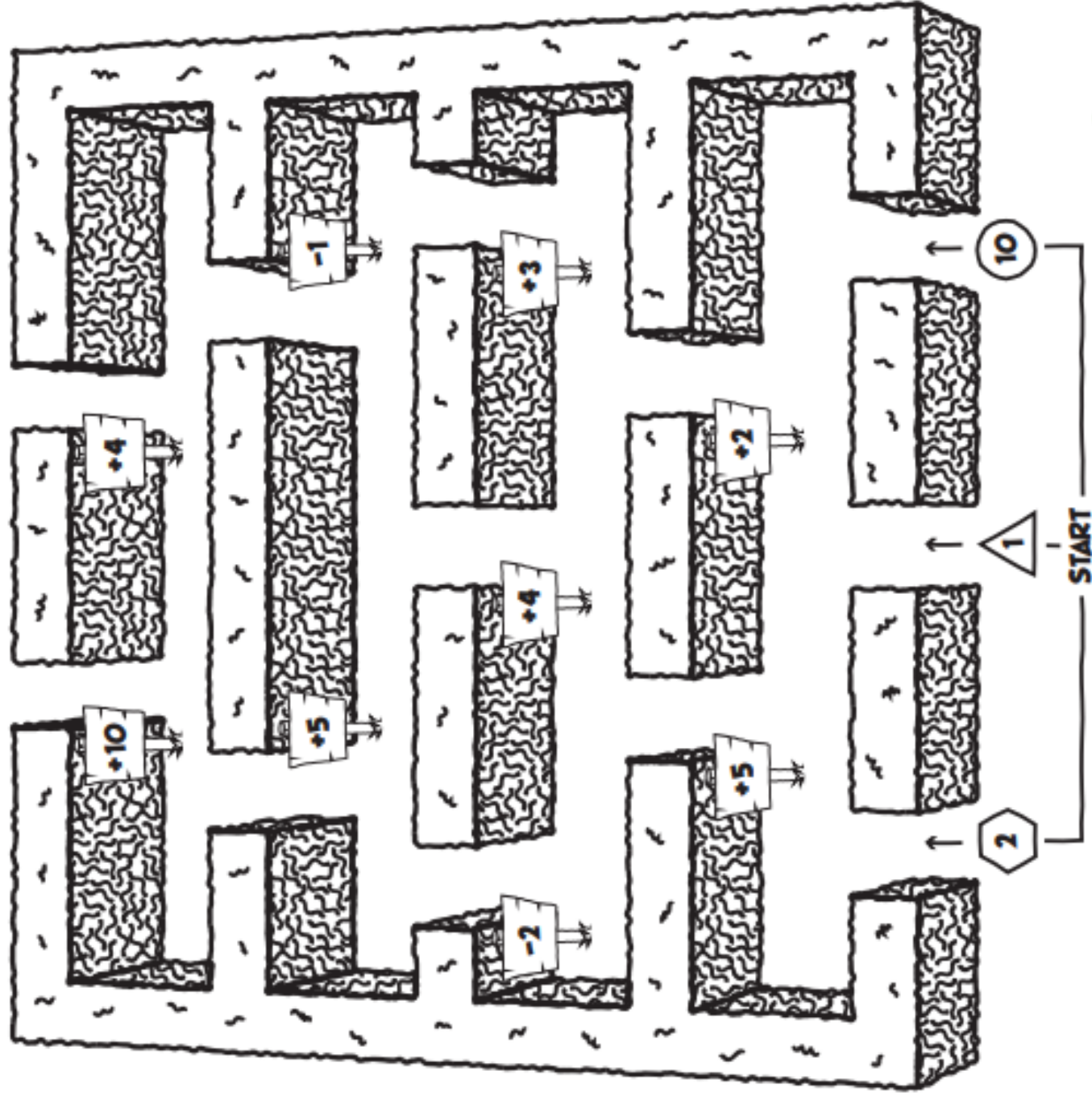
For Fun!

# MATHS MAZE ①

## ADDITION AND SUBTRACTION

The three shapes need to leave the maze with certain numbers. They can only move up towards the finish, no moving back towards the start. Each time they move through a narrow passage they will need to add or subtract the number listed on the sign.

Draw a path for each shape so they leave the maze with the numbers indicated below.

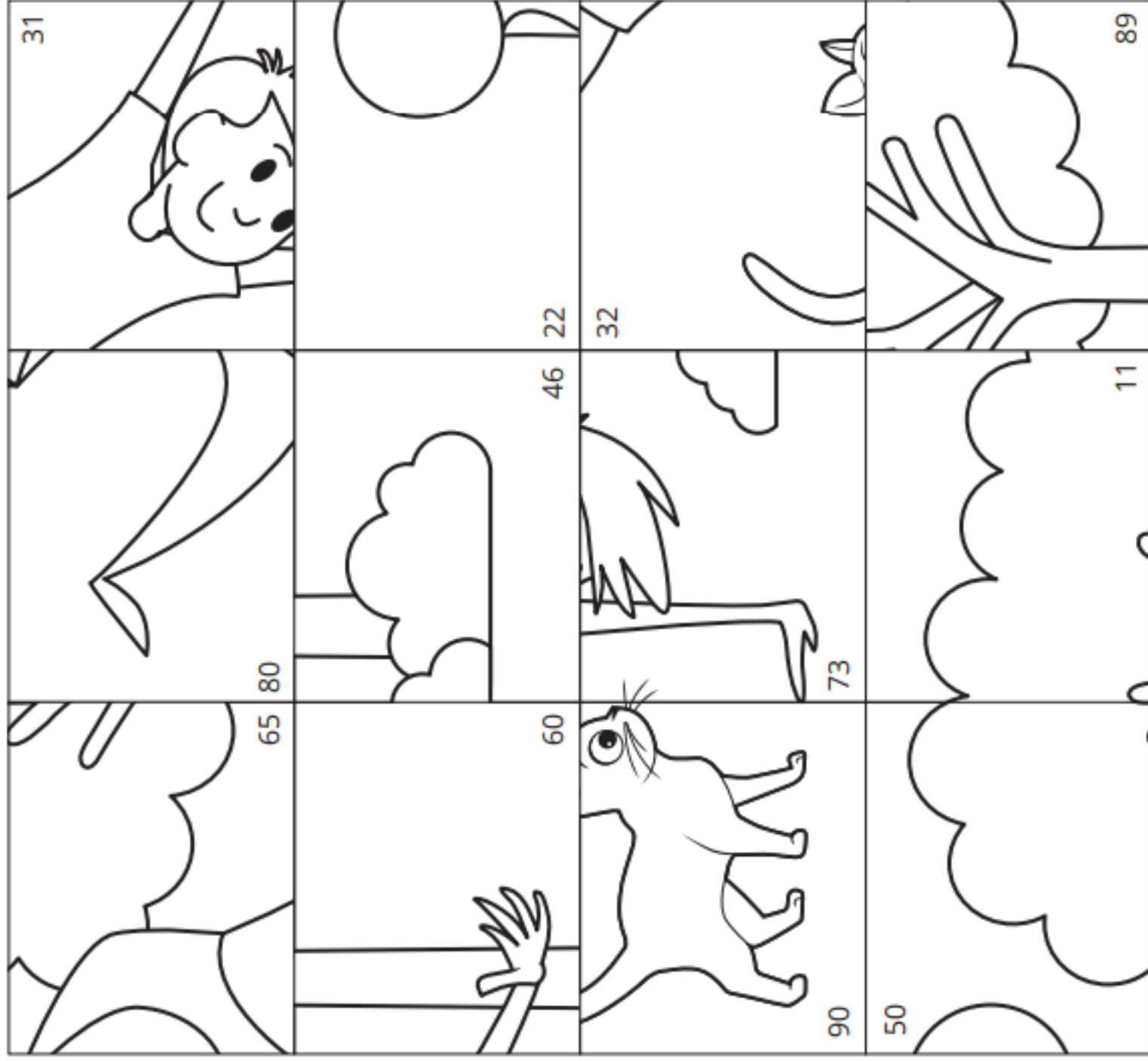


## Missing Addend Addition Picture Puzzle

Write the missing addends for each equation. Each puzzle piece has an answer on it. Cut out the puzzle pieces and match these to your answers on the grid. Colour and glue.

$\underline{\quad} + 6 = 28$	$\underline{\quad} + 38 = 88$	$\underline{\quad} + 11 = 22$
$50 + \underline{\quad} = 130$	$34 + \underline{\quad} = 99$	$11 + \underline{\quad} = 100$
$\underline{\quad} + 68 = 100$	$\underline{\quad} + 26 = 57$	$\underline{\quad} + 120 = 180$
$90 + \underline{\quad} = 180$	$5 + \underline{\quad} = 78$	$\underline{\quad} + 7 = 53$









# Paralympic Education Program

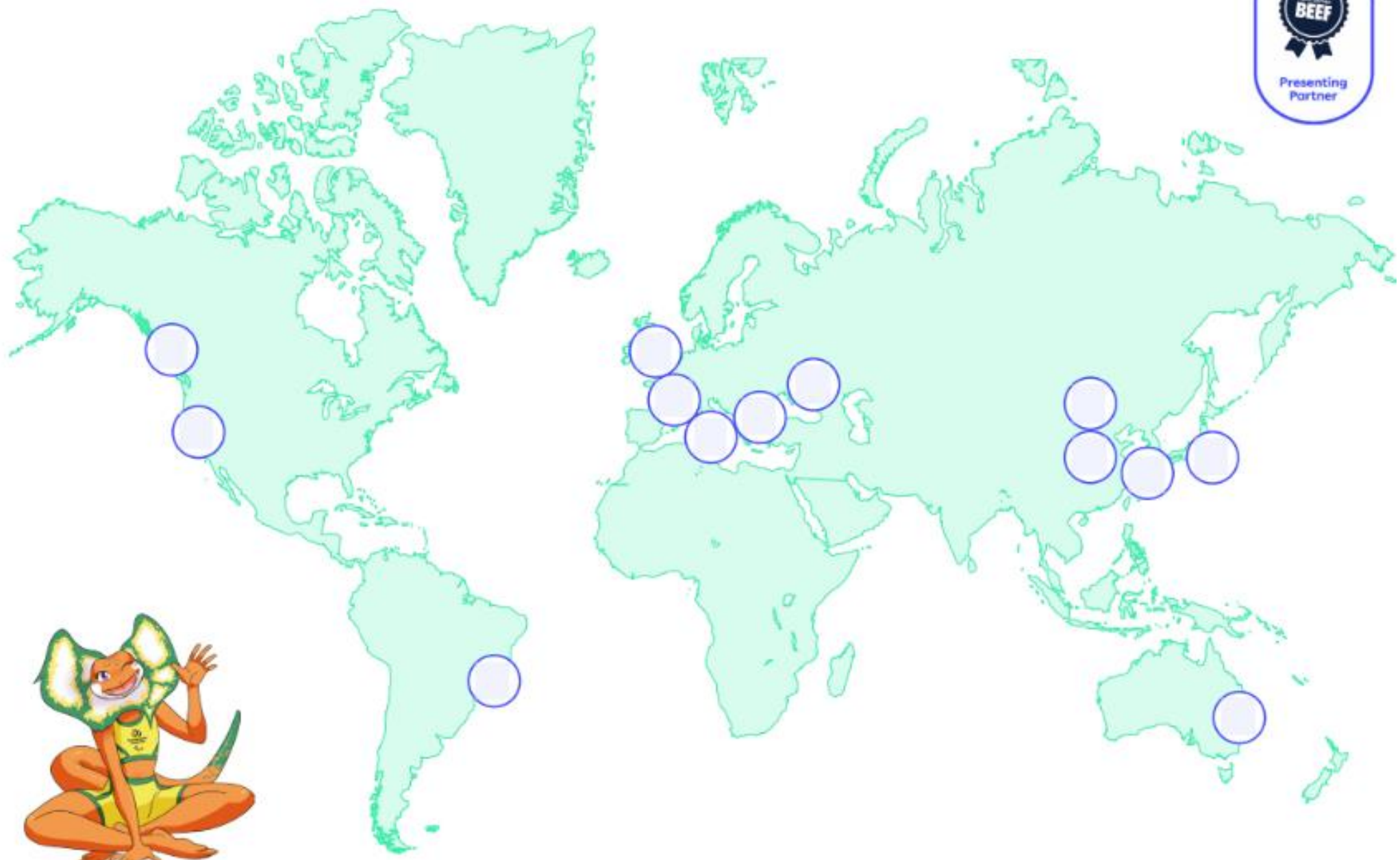
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## Paralympic Cities Matching Activity

Can you find these Paralympic Games host cities?  
Fill in the circles on the map with the correct letters!

Host Cities of the Paralympic Summer Games		Host Cities of the Paralympic Winter Games	
	2000	A	2010
Sydney, Australia	2000	A	2010
Athens, Greece	2004	B	2014
Beijing, China	2008	C	2018
London, United Kingdom	2012	D	2022
Rio De Janeiro, Brazil	2016	E	2026
Tokyo, Japan	2020	F	
Paris, France	2024	G	
Los Angeles, United States	2028	H	
			I
			J
			K
			L
			M



## Help Reggie become Resilient

Hi, my name is  
Reggie  
Resilience

How can Reggie respond when he is facing challenges?

Example: Try-Learn-Grow

---

---

---

Write down some people who can be on Reggie's support team

Example: Mum-Dad-Teammates-Teachers

---

---

---

Create a saying he can use to help inspire him through low times

Example: A setback is just an opportunity for a comeback

---

---

---

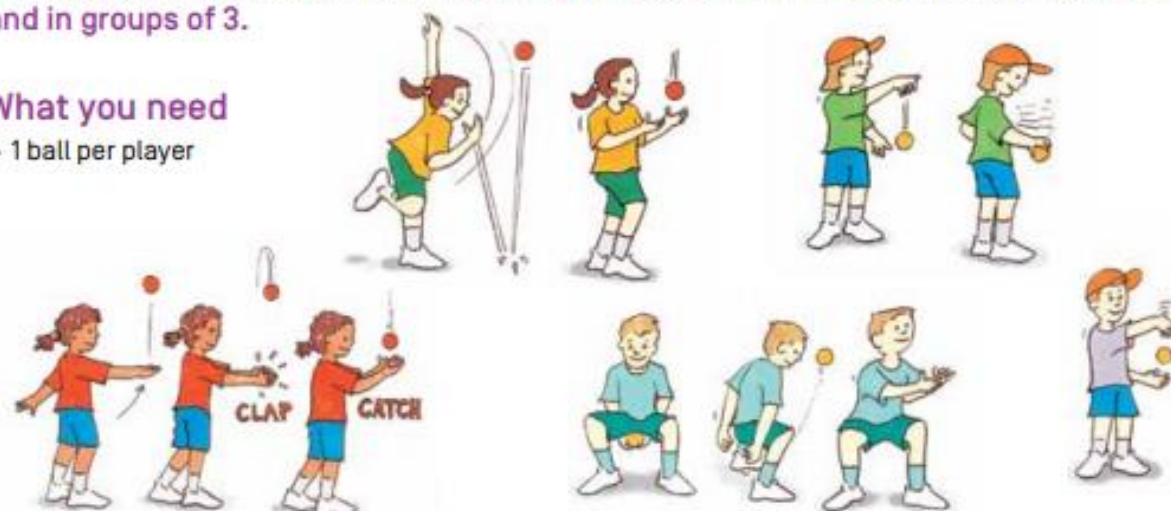




Players try progressively harder catching challenges and tricks on their own, in pairs and in groups of 3.

### What you need

- > 1 ball per player



### What to do

- > Players spread around the playing area with their ball.
- > On your call, issue different catching challenges such as:
  - how many times can you clap your hands while the ball is in the air?
  - throw the ball between your legs and catch it.
  - bowl the ball overarm into the ground and catch it after it bounces.
- > Ask players to come up with their own challenges.
- > Form pairs or groups of 3 and create new challenges.

### Change it

- > Vary the size and weight of the ball according to players' ability.
- > Act as a judge and give scores out of 10 for each trick.
- > Provide discrete coaching on the side.
- > Introduce different skills like hopping, jumping or clapping while players are throwing their balls.

### Safety

- > Check there is enough space between players and away from walls or other obstacles.

### Ask the players

- > How high can you throw the ball in the air and then catch it?
- > Where is the best place to aim to throw the ball to your partner so they can catch it?
- > How do you need to position your hands ready to catch the ball?
- > What is the best technique to use to throw the ball as high as possible?

### Teaching tips

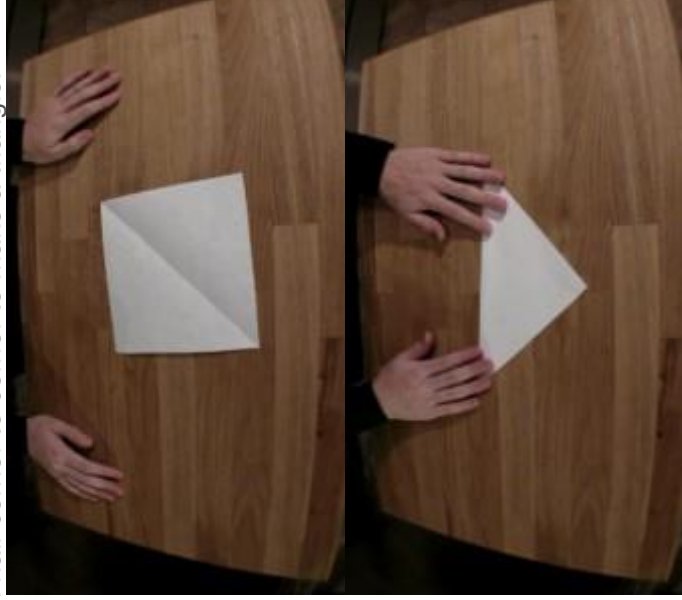
- > Keep your eyes on the ball when it is in the air.
- > Throw the ball using an underarm throw to get it as high as possible above your head.
- > When throwing to a partner aim for the ball to reach them at chest height to make it easier to catch.

### LEARNING INTENTION

*Catching challenge* is a fun cooperative activity that develops the fundamental movement skill of catching.

**Materials:**  
Square Paper

Start by folding the square in half corner to corner to make a triangle.



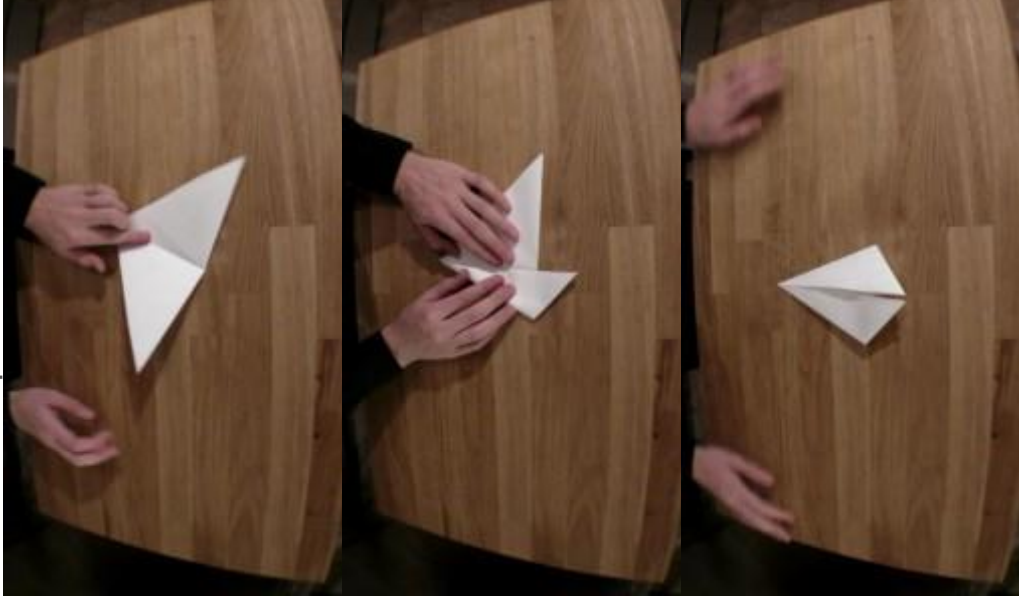
Fold that triangle in half corner to corner to form a smaller triangle.



[WATCH THE QUICK AND EASY VIDEO TUTORIAL](#)



Unfold the previous fold to get the larger triangle. Fold the edges of the triangle into the newly-made crease to form a kite shape.



Fold the inside edges of the kite shape toward the outside edges as shown.



Turn the paper upside down and blow gently into the open end. Your hovercraft should zoom

Turn the paper upside down and blow gently into the open end. Your hovercraft should zoom away!



<https://www.youtube.com/watch?v=VAidwarL118>

**Super Sound Popper** Learn how to make a fun and easy super sound popper in this sound science experiment.

**Materials:**

Cardboard tube  
Balloon  
Scissors  
Masking tape

**Instructions:**

Tie a knot in the neck of the balloon as if you were trying to keep air inside.  
Use the scissors to snip the other end off of the balloon.  
Stretch the balloon over one end of the cardboard tube. Centre the knot over the opening in the cardboard tube.  
Use the masking tape to secure the balloon in place.  
Pull back the knot and release to use your Super Sound Popper.

<https://www.youtube.com/watch?v=RQwthngc364>

## Super Easy Pan Flute

**Materials:**

Straws  
Tape  
Scissors

**Instructions:**

Use the scissors to cut the straws so they are all different lengths.  
Place the straws together from longest to shortest.  
Use the tape to hold the straws together.  
Try using your Super Easy Pan Flute by blowing across the top of the straws while moving the pan flute back and forth.  
Keep practicing and learn to play a song with your Super Easy Pan Flute.

<https://www.youtube.com/watch?v=larf1lk8Res&t=4s>

## Marbled Gift Wrap

### Materials:

computer paper  
shaving cream  
food colouring  
spoon, fork  
shallow pan, large enough for your paper  
paper towels

### Instructions:

Using a spoon, spread a thin layer of shaving cream in the bottom of the pan. All you need is a shallow coating. Dot the surface of the shaving cream with food colouring. Run the tines of a fork through the colours in a wavy fashion. Try not swirling your colours or else they will run together. Lay your paper on top of the coloured layer in the pan. Smooth the paper out over the shaving cream. Wait thirty seconds. Remove the paper and wipe the shaving cream off with a dry paper towel. If you do this carefully, none of your colours will run or be distorted. Allow your paper to dry. If it curls, you can have an adult iron it flat using low heat. Now you can wrap your holiday gifts with your own decorated wrapping paper.

<https://www.youtube.com/watch?v=SSTAOHBvrE0>



## Water Fireworks

### Materials:

Water  
Oil  
Food Colouring (Any colour of your choosing)  
500ml clear glass  
Another 500ml clear glass  
A Fork

### Instructions:

Fill the tall glass almost to the top with room-temperature water.  
Pour 2 tablespoons of oil into the other glass.  
Add 2 drops of food colouring to the glass with the oil.  
Stir the oil into the food colouring using a fork. Stop once you break the food colouring into smaller drops.  
Pour the oil and colouring mixture into the tall glass.  
Now watch! The food colouring will slowly sink in the glass, with each droplet expanding outwards as it falls. Looks like fireworks! Right?

### Extra Experiments:

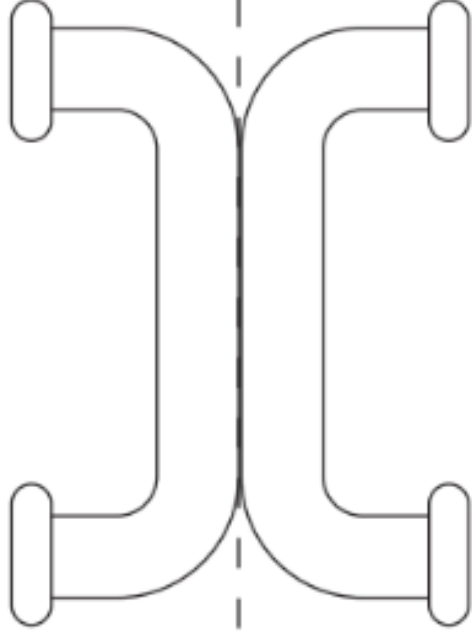
Try using red and blue as you food colouring, and do one drop of blue and one drop of red when you start to mix the oil and food colouring together.  
Try doing it without the oil and observe and record how the results are different.  
Try using a larger glass, does it change the results?

Love \_\_\_\_\_

**I'm nuts (& bolts)  
about you!**



FOLD



**Design  
& Drill**

**Happy  
Father's Day!**







HAPPY FATHER'S DAY FROM  
THANKSGIVING & CO.

# Father's Day Greeting Card

1. Fold the paper in half.
2. Cut along the dotted line.
3. Decorate and color your card!

Melissa & Doug®

FOLD



# PATTERN POWER



**OBJECTIVES:** To arrange and repeat shapes, lines and colours to create an interesting pattern design based on our initials.

To achieve an elaborate decorative quality in a design with the added effect of paper relief.

**MATERIALS:** Art paper  
Pencil  
Texta  
Scissors  
Glue

- LESSON:**
- Practise drawing your initials in capital letters on the back of the art paper.
  - When you are happy with the shape and design of your letters draw them on the front of the paper.  
Make sure that:
    - letters overlap and interlock
    - the whole space is filled
    - the arrangement is planned so that there is enough space for the relief letters.
  - Decide on at least two colours for each letter and two for the background. The patterns on each letter and the background **MUST** be different. Use colours to create visual variety and impact.
  - The background can be divided into seven circles, with concentric circles radiating out to the edges. Make this pattern as complicated as you can handle.
  - On another sheet of paper, draw separate letters and pattern the same as the design letters. Remember to make the letters the correct size to fill the space you have left on your design. Cut out.
  - Paste these little letters onto the design, making sure that they interlock and overlap so that a relief effect is achieved. Do not paste them down flat on the paper.









## Paralympic Education Program

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### Scavenger Hunt Worksheet

Log on to [www.paralympic.org.au/athletes/](http://www.paralympic.org.au/athletes/)  
Search the profiles of the athletes to complete the table.

Find an athlete who...      Answers

Has been the Paralympian of the Year.	
Plays wheelchair rugby.	
Has had their disability from birth. (This is called congenital)	



## Find an athlete who... Answers

Has an S8 classification.	
Plays goalball.	
Has competed in two Paralympic Games.	
Will compete at their first Paralympic Games in Tokyo.	
Uses a hand-cycle.	





## Paralympic Education Program

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### Fill-in-the-Blank Activity

Put your knowledge of the 2020 Paralympic Games to the test!  
Answer the questions and then use the circled letters to complete the phrase below.

Use the internet to research any questions you don't know yet.

1. The colours of the Japanese flag are white and \_\_\_\_?



2. What is the name of the Australian Paralympic mascot?



3. Kurt Fearnley, Madison de Rozario and Chad Perris compete in this sport.



4. Which athlete has won the most amount of Australian Paralympic medals?

___	___	___	___	___	___
___	___	___	___	___	___

5. Australia won the gold medal in this team sport at the London 2012 and Rio 2016 Paralympic Games.

___	___	___	___	___	___
___	___	___	___	___	___

6. What is the name of the table tennis player who has competed at both the Paralympic and Olympic Games?

___	___	___	___	___
___	___	___	___	___

7. The Australian Team colours are \_\_\_ and gold.

___	___	___	___
___	___	___	___

8. What is the name of the Tokyo 2020 Paralympic mascot?

___	___	___	___	___
___	___	___	___	___

9. The Tokyo 2020 Paralympic medals are made from recycled what?

___	___	___	___	___	___
___	___	___	___	___	___

10. What is the name of the team sport played exclusively at the Paralympic Games for athletes with a vision impairment?

11. How do you say 'hello' in Japanese?

12. In Para-triathlon athletes must run, swim and \_\_\_\_\_?

13. The four Paralympic values are: determination, equality, inspiration and \_\_\_\_\_?

Place all of the circled letters in order here!


Answers:  
1. Red, 2. Lizzie, 3. Athletics, 4. Matthew Cowdrey, 5. Wheelchair Rugby,  
6. Melissa Tappet, 7. Green, 8. Somerby, 9. Electronics, 10. Goalball,  
11. Konnichiwa, 12. Cycle, 13. Courage  
Final phrase: Ready Set Tokyo!

