Teaching & Learning Activities – Stage 2

2021 Term 3 Week 2

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

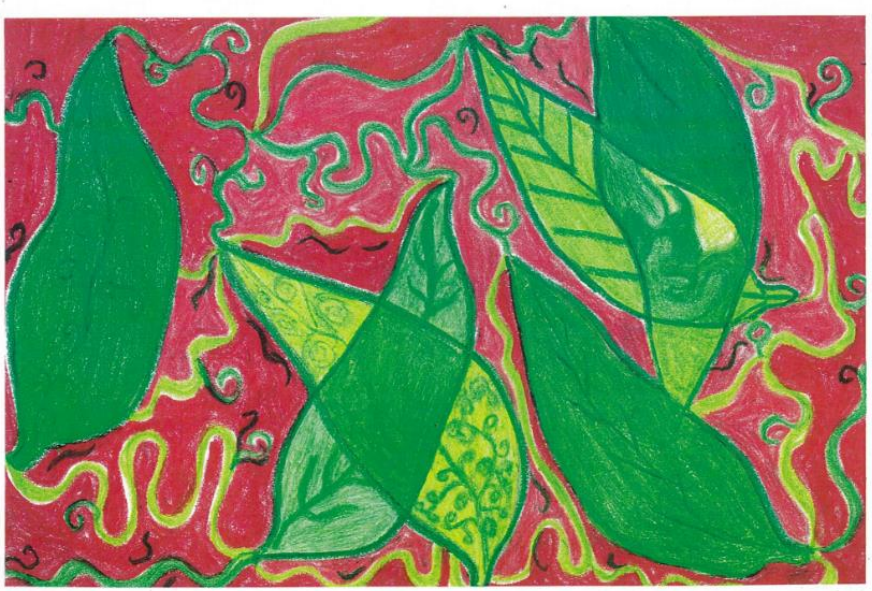
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**English-**Read Episode 1 of 'The Barber shop' comic. How are the characters and plot creating an interesting narrative? How have the main character/s changed? What/who is responsible for this? What do you think will happen next? Any other comments or thoughts. **Writing-Magic Biscuits** Brainstorm some ideas and answers using the following questions- What had happened when Brian fed the biscuits to his dogs?	**English-**Read Episode 2 Invent your own 'hairstyle'. Draw it and write a descriptive paragraph describing it. **Writing** – Today write the beginning of your story. For example: Brian had often bought things from the market that had turned out to be the most outrageous, disappointing fakes. He had presumed that the magic biscuits would have been exactly the same. How wrong he had been...	**English-**Read Episode 3 Interview a character- see sheet following. **Writing** –Continue your story…use your planning from Monday to help you.	**English-**Create your own Episode 4 including solving the mystery! **Writing** –Finish your story today, How is the problem solved? These sentences are 'sick' and need your help to get better. Can you help? The dogs ate the biscuits. They started to grow really fast. Now they are big. They need to eat a lot of food.	**English-**Write and/or draw a poster advertising 'The Barber Shop' . **Writing**- Edit your story today. Remember to check punctuation, spelling and 'fix' any sick sentences! Publish it on Google Classrooms for your class to read and enjoy!

	Monday	Tuesday	Wednesday	Thursday	Friday
	How quickly did they grow to this size do you think? Did Brian give the biscuits to anything/anyone else? How will Brian keep them as pets? What are the benefits/problems with having such enormous pets? Is there a way for Brian to restore his animals to their original size? **Spelling**: This week-'p pp' and 'r rr' Complete the matching beginnings with their endings sheet following. Use the soundwaves login to access this week's games and sound activities. Soundwaves password: Year 3: moss245 Year 4: king731	**Watch** 'Behind the News' on ABC. Choose your favourite story. Write a summary of the story. **Spelling**: Complete the activity sheets following.	**Spelling:** Use at least 10 words from your list to write in alphabetical order. Write down the meanings of at least five.	**Spelling**: Complete the matching past and present sheet following.	**Spelling**: Use a magazine or book to find words that contain this week's sound, write down the most interesting ones you can find!

	Monday	Tuesday	Wednesday	Thursday	Friday
Break	Break	Break	Break	Break	Break
Middle	**Mathematics** **This week we are looking at angles and place value in particular expanded notation. Complete the attached sheets over the week.** Number busting: our number for today is 17. Draw and write everything you know about 17 (you can use any operation you like). Find a partner to play **'Strike it out'**. You need to draw a number line from 0-20. First person writes a number sentence, such as: 5+12=17. They cross out the 5 and 12 on the number line and draw a circle around 17. Next person uses 17 in their number sentence, such as 17-10=7. They cross out 17 and 10 and draw a circle around 7. The game continues till a player is unable to write a	**Mathematics** Continue working on the worksheets. Play snakes and ladders with a family member...or another round of 'Strike it out'.	**Mathematics** Continue working on the worksheets. Our number for today is 64. Draw and write everything you know about 64 (you can use any operation).	**Mathematics** Continue working on the worksheets. Play ten questions with a member of your family to guess a number (up to 1,000). One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?	**Mathematics** Continue working on the worksheets. Kate needs to take 24 cupcakes to school for her birthday. She is using cupcake boxes that can hold 6 cupcakes in each box. How many boxes will Kate need for her 24 cupcakes?

	Monday	Tuesday	Wednesday	Thursday	Friday
	number sentence with the numbers left or there are no numbers available. **Mathletics-** Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities. **PDHPE** **Fitness-Get Active@home** https://www.youtube.com/watch?v=gh-hk7G_M2c The activity log pages are following if you wish to use them.	**Mathletics-** Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities. **PDHPE** **Bike Safety-**Complete the sheets following. a.Cut and paste the parts of the bike onto the picture b.Bike Riding is awesome	**Mathletics-** Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities. **Brain Break** Balance a pencil horizontally on your index finger. Then go for a walk! How long before the pencil falls!	**Mathletics-** Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities. **PDHPE** **Hit the Target** Use the card following to set up your own target game. Use what you have around the house that is similar to the card, remember to ask first!	**Mathletics-** Log on and try to complete 2-3 activities set by your teacher per day. Have a go at the game and other online activities. **PDHPE** **Bike Safety- Helmets** Complete the sheets following designing a helmet and 'Helmets are Cool!' statements.

	Monday	Tuesday	Wednesday	Thursday	Friday
Break	Break	Break	Break	Break	Break
Afternoon	**Creative Arts-Scribbly Gum** Find some leaves in your backyard. Choose one that best suits the activity. Trace the leaf onto a page at least 5 times, moving it after each tracing to create overlapping forms and new shapes. The leaves should still be recognisable. Using different greens, colour the shapes created individually. Add leaf veins. Add flowing scribbly gum patterns in the background in different coloured greens. Colour or paint the background using different reds. Up-load your artwork to Google Classroom.	**Science and technology** **Do materials have jobs?** Teapots are often made from ceramic or glass materials. What would happen if it was made from…. Complete the PMI chart following. Complete the table of what materials an object is made from and Why? Share your thoughts on Google Classroom.	**Geography** Continuing your mapping work from last week complete the sheet following identifying the mystery icons. *When you have finished select one to complete a research project about.* Up-load your project onto google classroom.	**Science and technology** **Do materials have jobs?** Complete the repurposing table. Can you think of other ways to repurpose things? Write your own list of materials that can be repurposed.	**Creative Arts** If you are able to have a go at completing the seascape art activity on the website. https://sites.google.com/education.nsw.gov.au/tau-cc-inspire-me/seascape-art

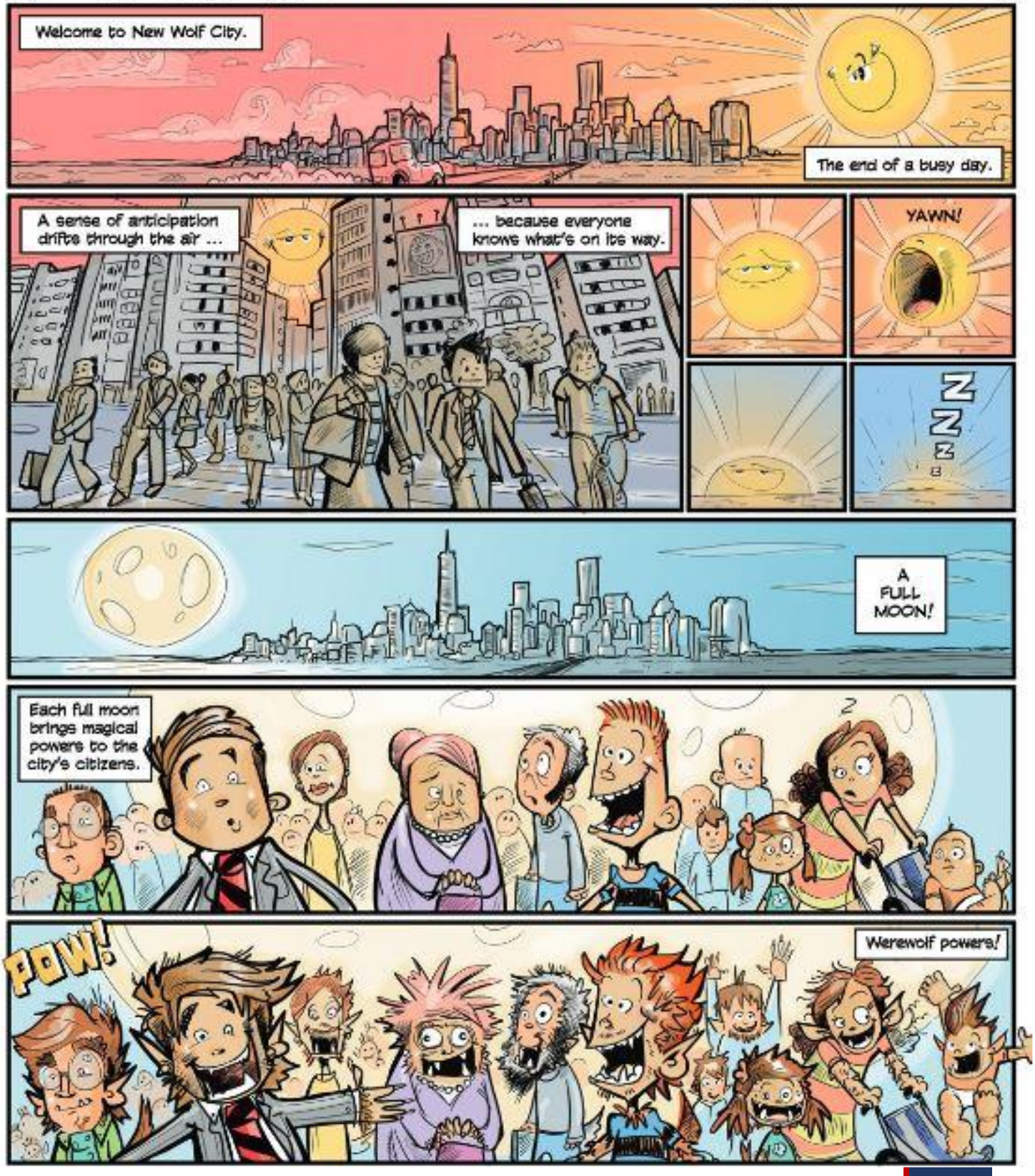
Monday	Tuesday	Wednesday	Thursday	Friday
				

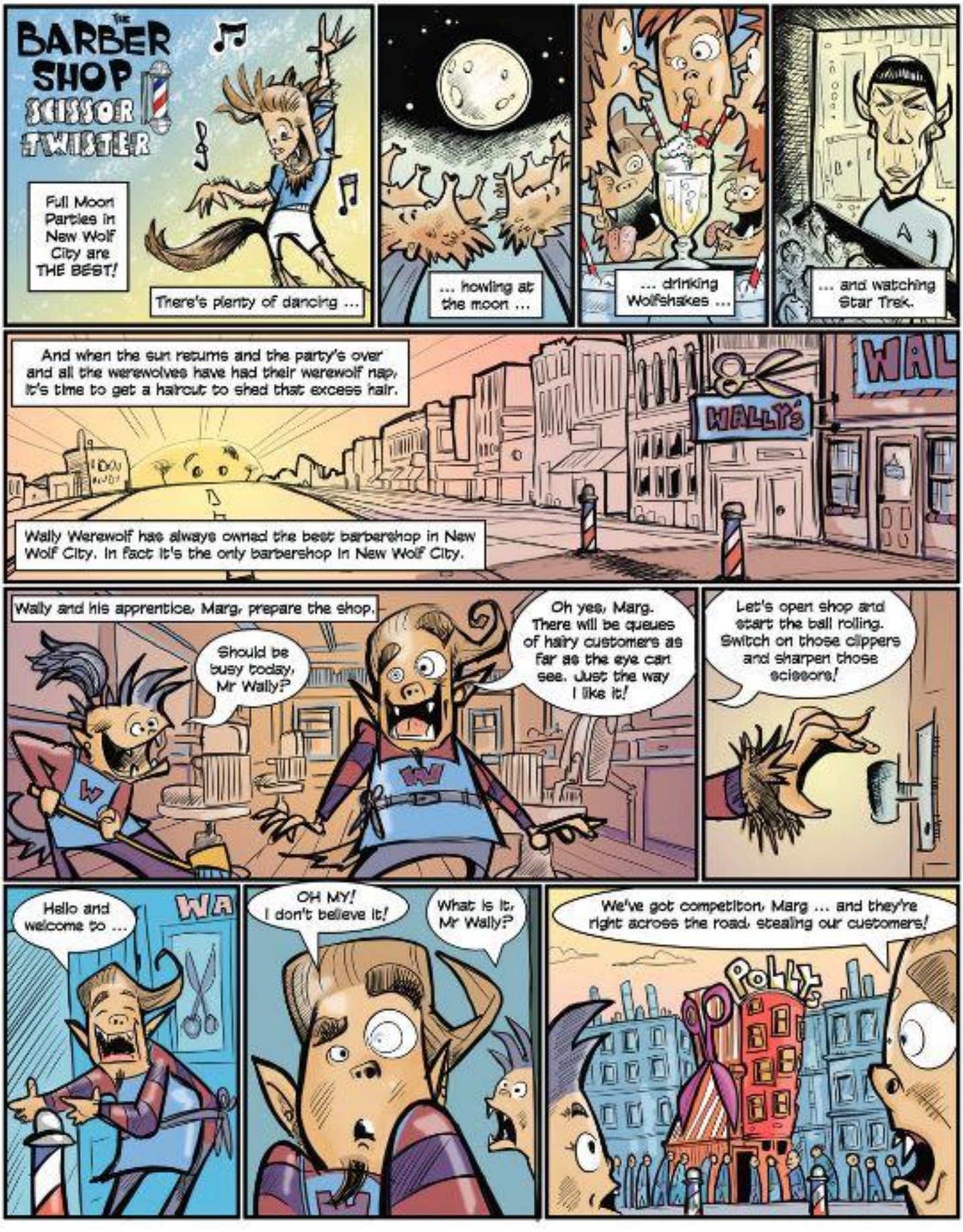
Don’t let what you cannot do interfere with what you can do- John Wooden

THE BARBER SHOP SCISSOR TWISTER

ANDREW BY CRANNA

EPISODE 1
THE UNDERCUT




THE BARBER SHOP SCISSOR TWISTER
Full Moon Parties in New Wolf City are THE BEST!
There's plenty of dancing ...
... howling at the moon ...
... drinking Wolfshakes ...
... and watching Star Trek.
And when the sun returns and the party's over and all the werewolves have had their werewolf nap, it's time to get a haircut to shed that excess hair.
WALLY'S
Wally Werewolf has always owned the best barbershop in New Wolf City. In fact it's the only barbershop in New Wolf City.
Wally and his apprentice, Marg, prepare the shop.
Should be busy today, Mr Wally?
Oh yes, Marg. There will be queues of hairy customers as far as the eye can see. Just the way I like it!
Let's open shop and start the ball rolling. Switch on those clippers and sharpen those scissors!
Hello and welcome to ...
OH MY! I don't believe it!
What is it, Mr Wally?
We've got competition, Marg ... and they're right across the road, stealing our customers!
Polly's

THE BARBER SHOP SCISSOR TWISTER

ANDREW BY CRANNA

EPISODE 2
NEW WOLF CITY. POLLY'S HAIRWORLD HAS STOLEN EVERY WEREWOLF CUSTOMER FROM WALLY ... AND HE'S NOT HAPPY!

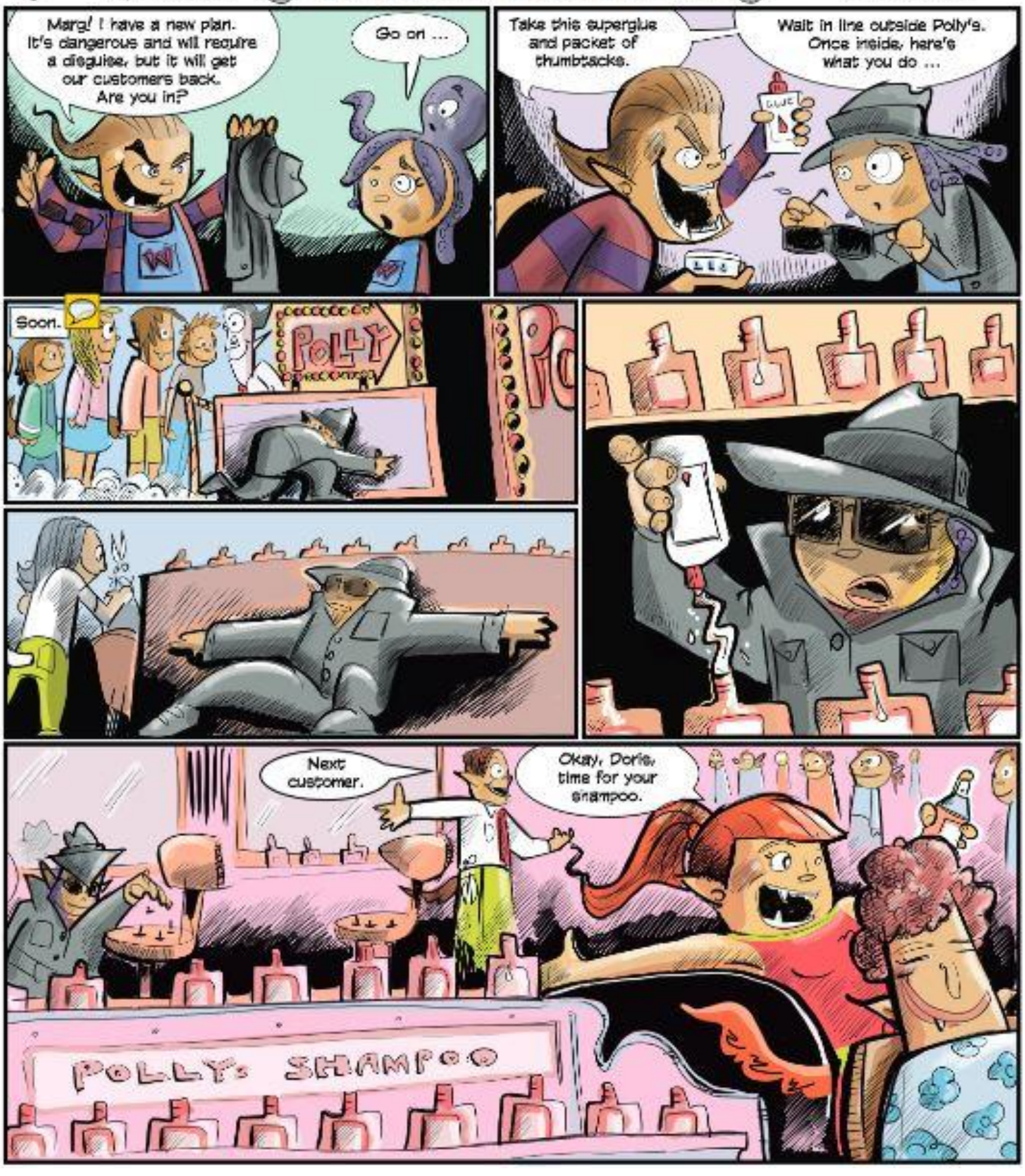
The BARBER SHOP SCISSOR TWISTER
The shop is so gleamy ...
The hairdressers are so dreamy ...
The haircuts not cheesy.
I've discovered the owner, Polly Werewolf, recently graduated top of her class at the Wolfgang Diamond Dog School of Hair. She's an amazing talent!
Okay, Marg. Get back here and tell me EVERYTHING!
Soon.
... and that's everything.
Good work. Um ... Marg, why are you wearing that hat?
Hat? Um ... What hat, Boss?
What did you do?
Take off that hat at once, Marg!
I just couldn't help it, Boss.
Isn't it AMAZING?
THE OCTOPUS!
Oh my! I didn't think the Octopus cut was even possible! We're in trouble. This Polly means business!

THE BARBER SHOP SCISSOR TWISTER

ANDREW BY CRANNA

EPISODE 5

CRAZY DISCOUNTS HAVE LEFT BARBERSHOP CUSTOMERS CONFUSED. BUT THERE ARE MORE SHENANIGANS WHERE THAT CAME FROM.



THE BARBER SHOP SCISSOR TWISTER
Doris, you'll love our special shampoo. It's made right here on the premises, using only the finest natural materials.
Feel free to run your fingers through your hair. How good does the shampoo feel?
Um ... I can't move my hands.
AHHHAAAAA
Um ... I'll be with you in a moment. Please sit down.
OSCS
NO! COME BACK!
WALLY'S
Someone's been tampering with the shampoo ... and I found these on all the seats.
Someone's been sabotaging our equipment ... and I know who!
THIS MEANS
WAR!

Name _____ Date _____

Book Title _____

Interview a Character

Choose a character to interview. In the speech balloons on the left, write questions for that character. In the speech balloons on the right, write what you think the character might answer. You might ask why the character acted a certain way or how the character felt at different times in the story.

Question:

_____

_____

_____

_____

Answer:

_____

_____

_____

_____

Question:

_____

_____

_____

_____

Answer:

_____

_____

_____

_____

Magic Biscuits

Unit 20

p pp pig slipper

List Words

keep _____
kept _____
hope _____
hoping _____
stopping _____
leap _____
leapt _____
asleep _____
slept _____
spring _____
sprang _____
upstairs _____
prepay _____

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

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

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

Grapheme Chart

letters	words

4 **Write** the letters **spl** or **spr** to finish the words. **Colour** the word that is the synonym in the row beside each one.
Turn to 11 page 79.

_____ash
_____ead
_____ang

spring	squeak	squirt	splint
scratch	stretch	strap	sprout
slept	kept	leapt	wept

5 **Write** the past tense of the verbs (doing words) in the brackets to complete the sentences.
Turn to 8 page 79.

Mum _____ all my school pictures. (keep)
When we were babies we _____ in cots. (sleep)
The frightened cat _____ over the fence. (leap)
Yesterday we all _____ for rain. (hope)
Last night the buses _____ at midnight. (stop)
Yesterday my dog _____ up on our table. (spring)

6 **Write** words from the box to match the meanings.
The prefix **pre** can mean *before*. For example, **prearrange** means *to arrange before an event*.
The prefix **up** can mean *up* or *upwards*. For example, **uphill** means *up the hill*.

pay before actually going to an event _____
before the actual date _____
letters before or in front of a word _____
up the stairs _____
move up a grade _____
the right way up _____

predate
prefix
prepay
upgrade
upstairs
upright

r rr wr robot carrot wrist

List Words

cried _____
scrap _____
right _____
write _____
riding _____
free _____
rich _____
hurry _____
front _____
arrive _____
scrape _____
rewrite _____

1 **Circle** the letters that represent (r rr wr) in the List Words.

2 **Write** any other letters that can represent (r rr wr) on the Grapheme Chart.
Write one word example for each.

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

Grapheme Chart

letters	words

4 **Write** List Words that are antonyms for the following words.
Turn to 10 page 79.

wrong _____ back _____ leave _____
caged _____ poor _____ laughed _____

5 **Complete** the table below. Turn to 1, 2 and 3 page 78.

start word	add **s**	add **ed**	add **ing**
cry			
	hurries		
		arrived	
			scraping
	scraps		

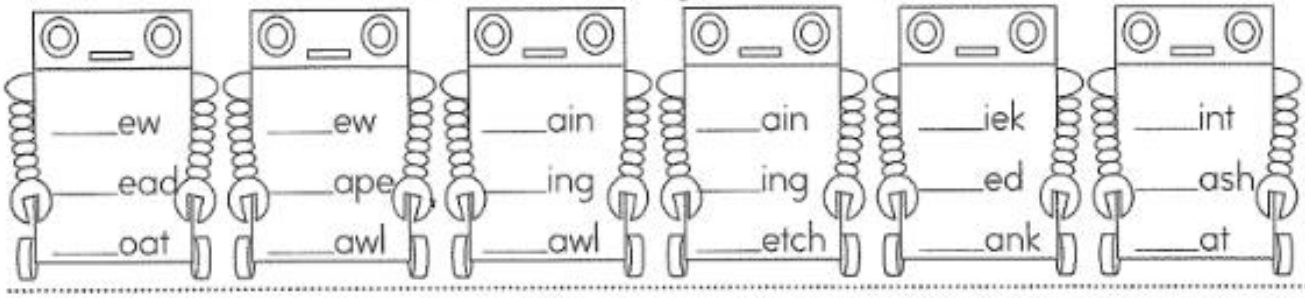
6 **Write** words from the box to match meanings.
The prefix **re** can mean *back* or *again*. For example, **redo** means *to do again*.

write again _____ paint again _____
try again _____ build again _____

rewrite
rebuild
retry
repaint

Challenge

Write the blends **spl, spr, scr, str, shr** or **thr** in the robots to finish the words.
The words in each robot must all begin with the same blend.



For the Extra Challenge turn to page 83.

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Unit 20

p pp pig slipper

Year 4

List Words

splash _____
apple _____
spray _____
please _____
planet _____
poor _____
piece _____
explain _____
proud _____
probably _____
opposite _____
approach _____
appear _____

_____
_____
_____

Grapheme Chart

letters	words

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

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

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

4 **Unjumble** the letters to make List Words containing **pl** or **pr**.

uropd _____ lsapee _____ ybborpal _____

lnepat _____ inxalep _____ pcrpoaah _____

5 **Write** a homophone for each underlined word to finish the sentences.
Turn to 14 page 79.

Poor Pam made a mess trying to _____ the paint.

The bus passed you before it drove _____ me.

The plans on this _____ of paper will help to make peace in the world.

_____ shot up my arm when my hand hit the window pane.

6 **Rewrite** these List words adding **p** or **pp** to represent p pp.

roud _____ oor _____ slash _____ robably _____

sray _____ ale _____ oosite _____ exlain _____

aear _____ iece _____ lanet _____ aroach _____

7 **Join** the prefixes to their meanings. **Write** words from the box to match the clues.
Turn to pages 13, 19, 21, 27 and 38.

fore	not
im	out of
ex	before
under	two
bi	beneath

paid beneath correct pay _____

vehicle with two wheels _____

not possible _____

speak out about ideas _____

see before an event happens _____

foresee
underpaid
explain
impossible
bicycle

r rr wr robot carrot wrist

List Words

rich _____
shrub _____
stretch _____
thread _____
scream _____
wrong _____
written _____
writing _____
narrow _____
remember _____
rectangle _____
terrible _____

1 **Circle** the letters that represent r rr wr in the List Words.

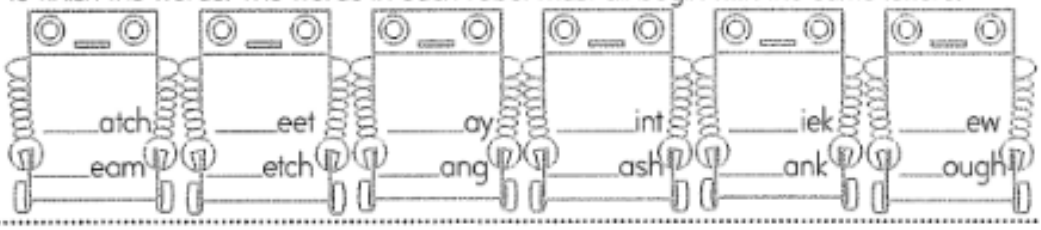
2 **Write** any other letters that can represent r rr wr on the Grapheme Chart.
Write one word example for each.

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

Grapheme Chart

letters	words

4 **Write scr, str, spr, spl, shr** and **thr** in the robots to finish the words. The words in each robot must all begin with the same letters.



5 **Follow** the pattern in each column. **Finish** the sentences with your words.
Some describing words are used to compare people – *kind, kinder, kindest* and things – *fresh, fresher, freshest*. We can add **er** to compare two and **est** to compare three or more people or things. For example, *I am tall. Rob is taller. Brooke is tallest.*

Describing 1	Comparing 2	Comparing 3 or more
green	greener	greenest
rough		
rich		

My hands are rough, yours are _____ but Mum's are the _____.

Red is a rich colour, scarlet is even _____ but ruby is the _____ of all.

Challenge

Colour each word block in the top rectangle and its matching antonym block in the rows below the same colour.
Use a different colour for each pair.

poor	right	jog	curl	leave	fake	back	false	forget	wide	wonderful	whisper
rich	sprint	stretch	terrible	carry	sorry	ready	thread				
writing	prize	roof	rule	written	arrive	scream	front	true			
remember	narrow	wrong	real	rectangle	graph	shrub	rectangle	reach			

Finish the 2 List Words that describe the shapes above. n _ _ _ _ _ _ r _ _ _ _ _ _ _ _ _ s

▶ For the Extra Challenge turn to page 83

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BLM GM51 — Match Up: List Word Beginnings and Endings

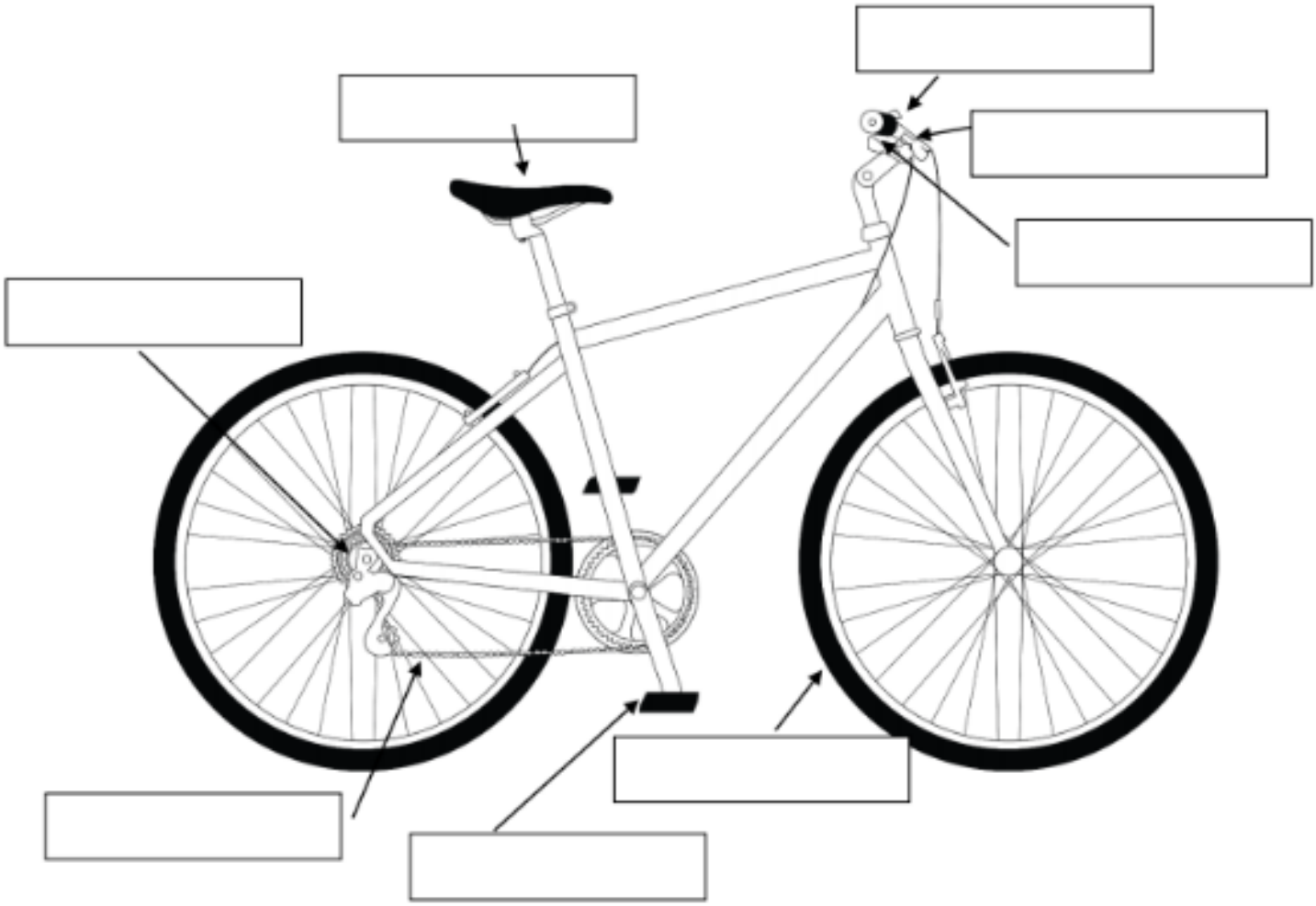
k	ho	ring	eap
pre	sp	eep	pe
l	hop	sleep	rang
up	stop	ept	eapt
k	l	ing	ping
sp	g	stairs	pay

BLM GM52 — Match Up: Past and Present Tense Verbs

keep	cry	leapt	sprang

Bike Parts

Cut and paste the parts of the bike onto the picture.



bell	brake lever	seat	tyre
pedal	chain	gears	handlebar

Bike Riding is Awesome!

Fill in the missing words.

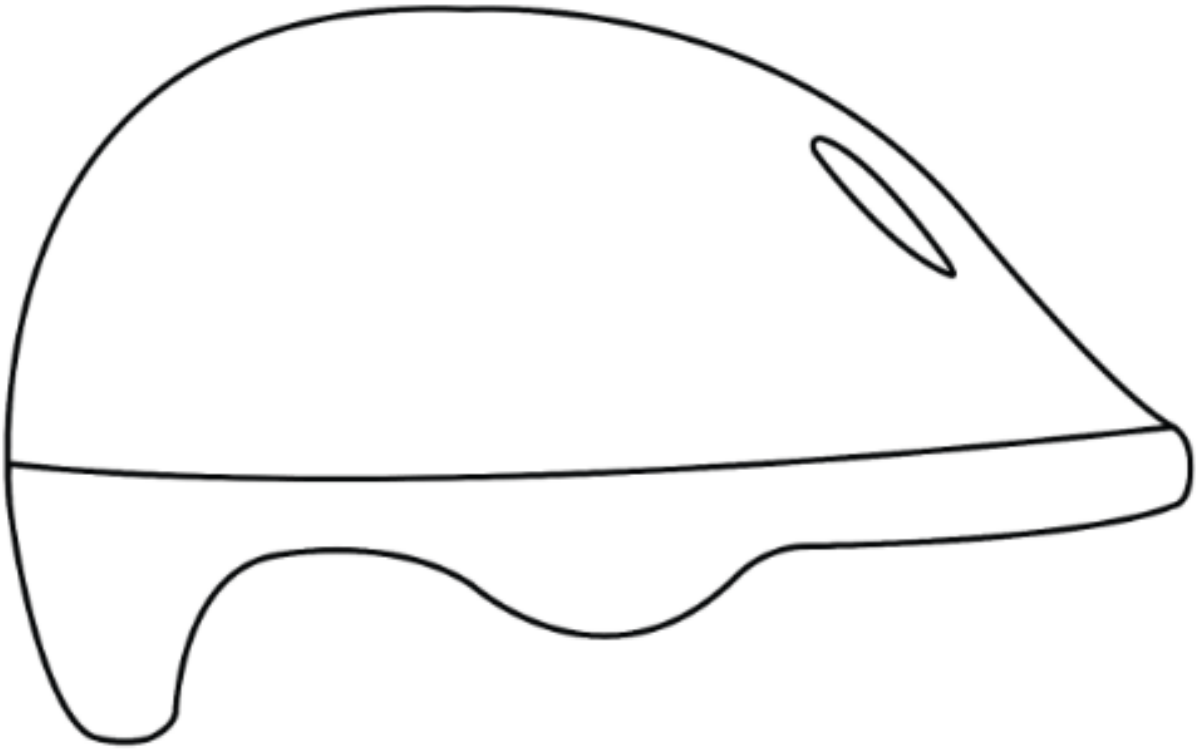
brain	exercise	riding
fitness	bones	energy

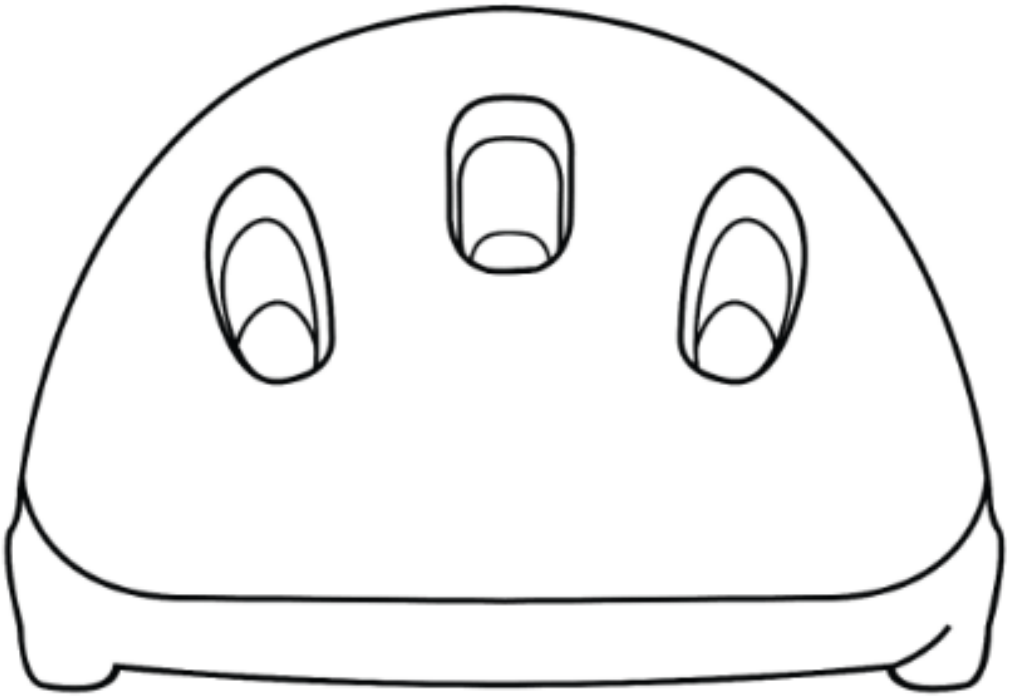
Bike riding strengthens the heart, lungs and lower body muscles and _____. It helps develop strength, balance and overall _____. Bike _____also helps with your coordination. Bike riding is a good form of _____which helps your _____to work at its best. Exercise also puts you in a good mood and gives you more _____. Bike riding is a great way to have fun with your friends and family.

Draw a picture of where you like to go bike riding. Write a sentence about your picture

Design your own Helmet

Using bright colours, design your own helmet pattern.





Helmets are Cool!

Cut and paste the sentences into true and false headings.

True	False

Wearing a helmet reduces your risk of serious injury.	Your helmet should be comfortable, not too tight or loose
You should wear a cap or hat underneath your helmet.	You should be able to fit two fingers between your eyebrows and the rim of your helmet.
You should be able to fit one finger under the strap beneath your chin.	It is ok for your straps to be twisted.
It is ok to leave your helmet out in the direct sunlight.	Wear your helmet whenever you get on your bike.

Science activities- What would happen if the teapot was made of ...chocolate!

3 Complete the Plus, Minus, Interesting thinking routine about teapots being made of chocolate.

P M I

Plus	Minus	Interesting

When you are making something, it is important to think about the properties of different materials, so that you can choose the best ones for the job. Teapots are often made from clay because, when fired, clay becomes a hard, durable (long lasting) and heat-resistant material.

4 Look at the images below. What material is the product made from and why has this material been chosen for the purpose?

gumboots

Made from: _____

Why? _____

_____

_____

a window pane

Made from: _____

Why? _____

_____

_____

walls of this house

Made from: _____

Why? _____

_____

_____

a towel

Made from: _____

Why? _____

_____

_____

5 Sometimes materials get a new job after their old one finishes. They are used for a new purpose. We call this repurposing. Complete the table for the images below.

Image 1

Image 2

Image 3

	Main Material	Old purpose	New purpose	Properties of the material which make it suitable for the new purpose
Image 1	glass	a bottle to hold liquids	a photo frame	Glass is transparent and waterproof.
Image 2				
Image 3				

GetActive@Home

Activity Logbook

MONDAY

SKILL	CHALLENGE	MEGA CHALLENGE

TUESDAY

SKILL	CHALLENGE	MEGA CHALLENGE

WEDNESDAY

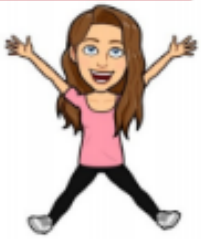
SKILL	CHALLENGE	MEGA CHALLENGE

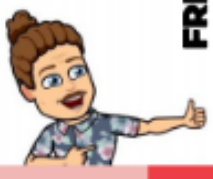
THURSDAY

SKILL	CHALLENGE	MEGA CHALLENGE

FRIDAY

SKILL	CHALLENGE	MEGA CHALLENGE





NSW GOVERNMENT Education

GetActive@Home

Activity logbook

MONDAY

HOW DID YOU GET ACTIVE TODAY?

TUESDAY

HOW DID YOU GET ACTIVE TODAY?

WEDNESDAY

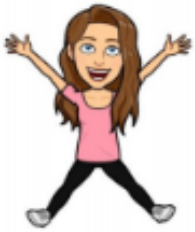
HOW DID YOU GET ACTIVE TODAY?

THURSDAY

HOW DID YOU GET ACTIVE TODAY?

FRIDAY

HOW DID YOU GET ACTIVE TODAY?



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

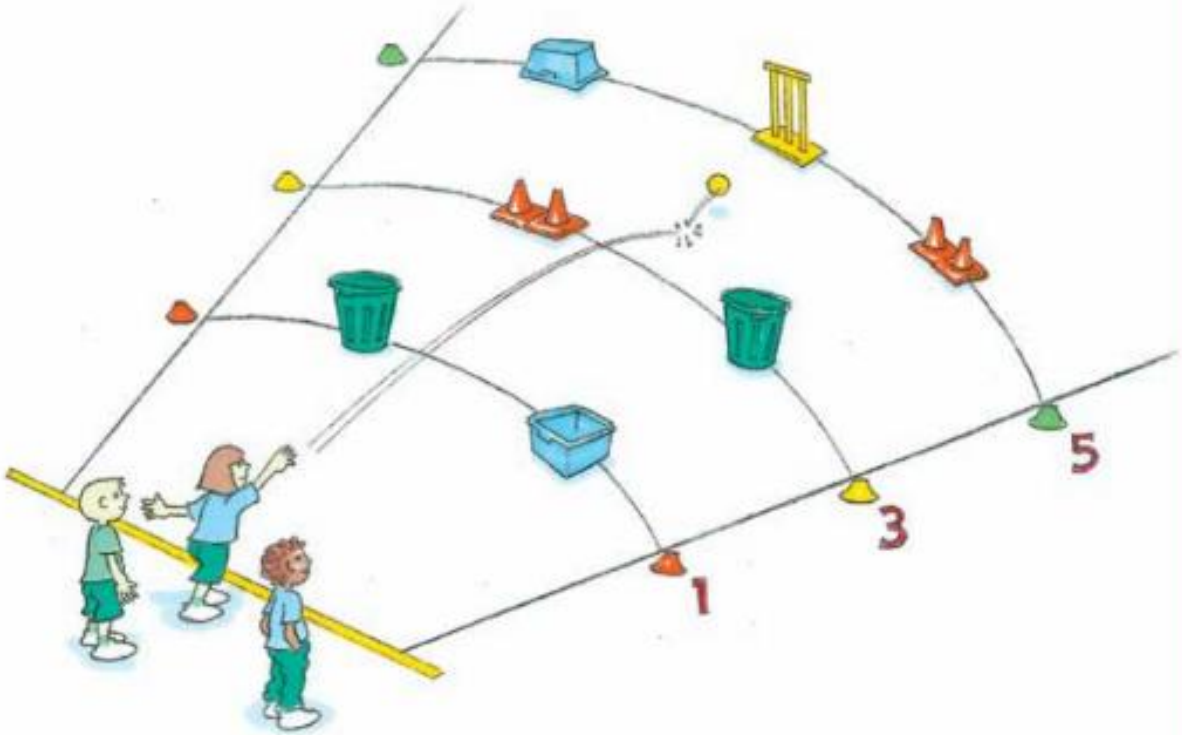
NSW GOVERNMENT Education

SPORTAUS

F-2 3-4 5-6 SKILL DEVELOPMENT

Hit the target

Targets are set up away from a throwing line. Players score points by throwing, kicking or rolling a ball at the targets. Play in small groups, 3–4 per group.



What you need

- A variety of targets – such as 2-litre (or larger) plastic bottles with a little sand in the bottom, cricket wickets or buckets
- Objects to throw – softballs, beanbags, tennis balls, soccer balls – 2 per player

What to do

- Players throw, roll or kick a ball to hit or land in targets.
- Each player has a set number of throws (e.g. 2).
- Play is stopped to re-position targets that have been knocked over.

Scoring

- Consider a bonus point if a ball lands inside a target.
- Set a target (e.g. 15). The team with the smallest number of throws or the most points in a set time (e.g. 45 seconds) wins.
- Have students set an individual goal and try to beat their score in 3 to 5 attempts.

LEARNING INTENTION

Hit the target supports students to develop their shot placement, accuracy and strategy in relation to scoring zones in target games.

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Timor Sea
Coral Sea
Indian Ocean
South Pacific Ocean
Southern Ocean
Tasman Sea
DARWIN
ARNHEM LAND
KAKADU
Cape York
GULF OF CARPENTARIA
DAINTREE
Cairns
GREAT BARRIER REEF
Broome
Katherine
Halls Creek
Northern Territory
THE KIMBERLEY
Port Hedland
THE OLGAS
Queensland
Mount Isa
GREAT SANDY DESERT
Alice Springs
Rockhampton
GIBSON DESERT
SIMPSON DESERT
ULURU
SHARK BAY
Western Australia
GREAT VICTORIA DESERT
MONKEY MIA
Lake Eyre
Coober Pedy
Sunshine Coast
BRISBANE
Gold Coast
South Australia
NEXT 96 km
Kalgoorlie
NULLARBOR PLAIN
New South Wales
Port Augusta
Broken Hill
Coffs Harbour
PERTH
Fremantle
HUNTER VALLEY
MARGARET RIVER
GREAT AUSTRALIAN BIGHT
BAROSSA VALLEY
Newcastle
ADELAIDE
SYDNEY
Wollongong
ACT
Canberra
Victoria
Mt. Kosciuszko
MT. GAMBIER
MELBOURNE
TWELVE APOSTLES
Launceston
Tasmania
HOBART
Port Arthur
N
W
E
S
AUSTRALIA
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9 Look at these eleven mystery icons on the map.

a Find and circle them on the map. Tick each one off as you find it.

b Draw a line to connect the icon with its name. Use the clues in the brackets to help you.

- ☐ Blue Hole (on the coast/in the ocean)
- ☐ Dinosaur Fossils (in outback Queensland)
- ☐ Underground Fire (the only icon in NSW)
- ☐ Painted Cliffs (the icon that is the furthest south)
- ☐ Fraser Island (near the Sunshine Coast)
- ☐ Fairy Circles (in the northwest of WA)
- ☐ The Pinnacles (in WA)
- ☐ The Devils Marbles (north of Alice Springs)
- ☐ Umpherston Sinkhole (the only one in SA)
- ☐ The Horizontal Falls (the icon closest to the Timor Sea)
- ☐ Wave Rock (east of Fremantle)

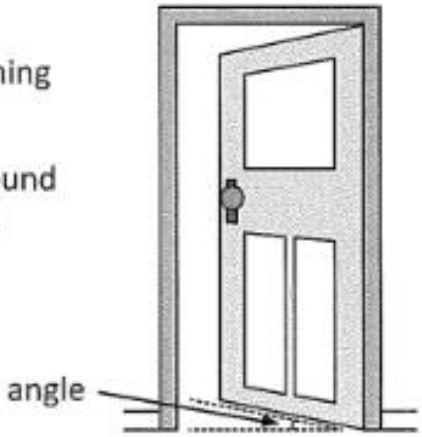
Lines and angles – angles

Year 3

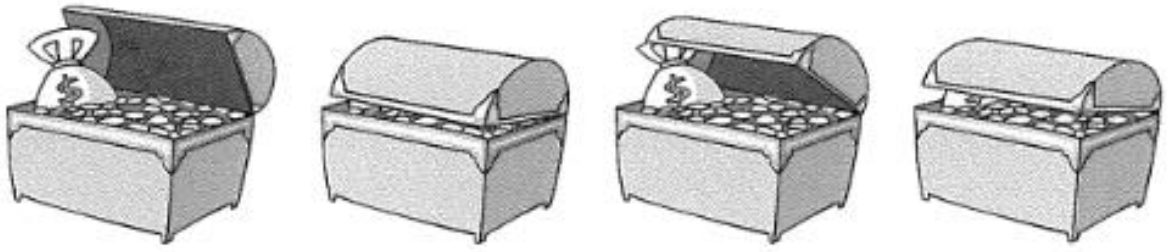
An angle is the amount of turning between two lines that meet.

There are lots of angles all around us. You have probably noticed many already.

Here are two examples of angles in your classroom:



1 **Look at the angle on each open chest lid. Trace the angle and then order the treasure chests' lids from the smallest to largest angle.**



2 **Follow the directions about angles.**

a Tick the pair of scissors that has the largest angle.

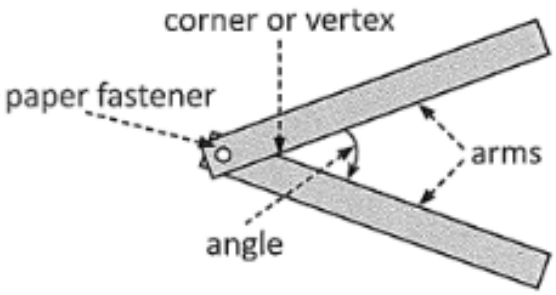
b Place a circle around the pair of scissors that has the smallest angle.

c Find something in your classroom the has an angle larger than anything on this page and draw it below:

Lines and angles – angles

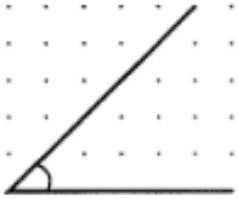
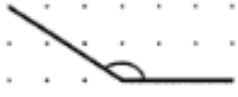
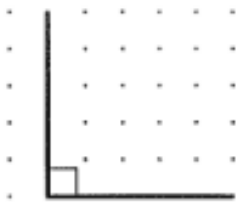
An angle is the amount of turning between two lines that meet.

Make an angle tester with two straight pieces of cardboard joined with a paper fastener.



3 **Use your angle tester to measure and compare these angles. Order them smallest to largest by writing 1 to 4 under each one.**

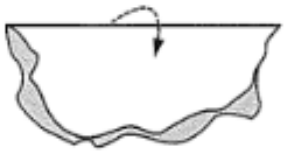
4 **For this activity you will need a ruler and a sharp pencil. Follow the directions for each angle.**

		Copy the angle	Draw a smaller angle	Draw a larger angle
a				
b				
c				

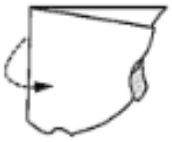
Lines and angles – angles

A right angle is an angle where two lines meet at a square corner.

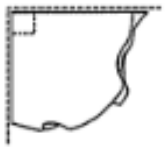
Make a right angle tester by folding a piece of paper like this:



Step 1: Fold a piece of paper in half.

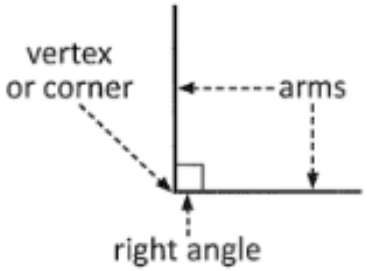


Step 2: Fold the same piece of paper in half again.

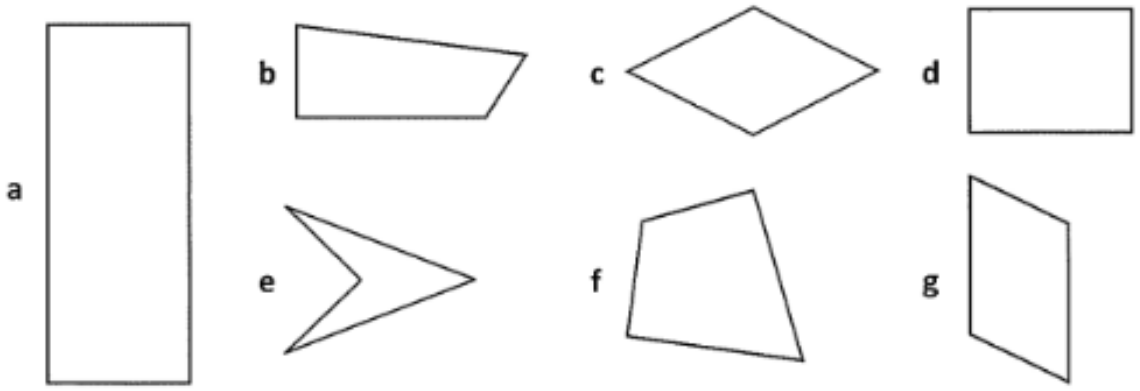


Step 3: Make sure that the creases are pressed down firmly.

You have made the corner of a square which is a right angle. A right angle is 90 degrees (90°).



5 **For each shape, circle the corners that are right angles. Write the number of right angles inside each shape.**



6 **Find some right angles in your classroom and list them here:**

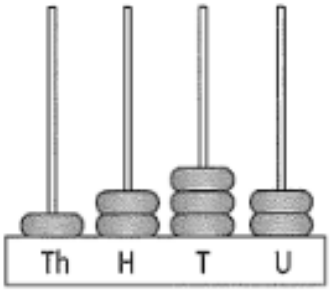
_____

_____

_____

Place value of whole numbers – place value to 4 digits

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



1 is worth 1 000 or one thousand.
2 is worth 200 or two hundreds.
3 is worth 30 or three tens.
2 is worth 2 or two units.

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

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

Five thousand, four hundred and thirty two

Four thousand, five hundred and twenty four

Five thousand, three hundred and forty three

Four thousand, three hundred and eighty eight

4 524

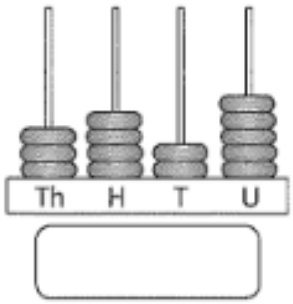
5 432

4 388

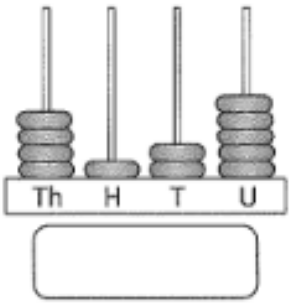
5 343

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

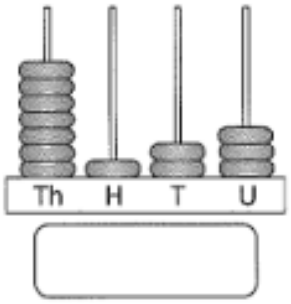
a



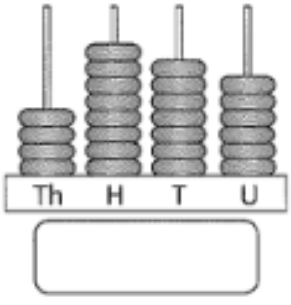
b



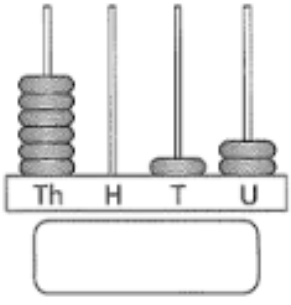
c



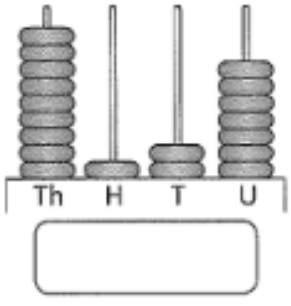
d



e



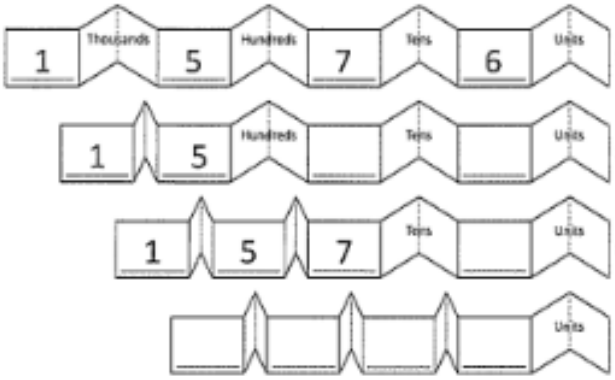
f



Place value of whole numbers – expanded notation

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

1 576 One thousand five hundreds and seventy six



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

= _____ hundreds + 7 tens + 6 units

= _____ tens + 6 units

= _____ units

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

a 1 567

b 2 567

c 5 789

d 7 624

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

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

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

For both Year 3 and 4

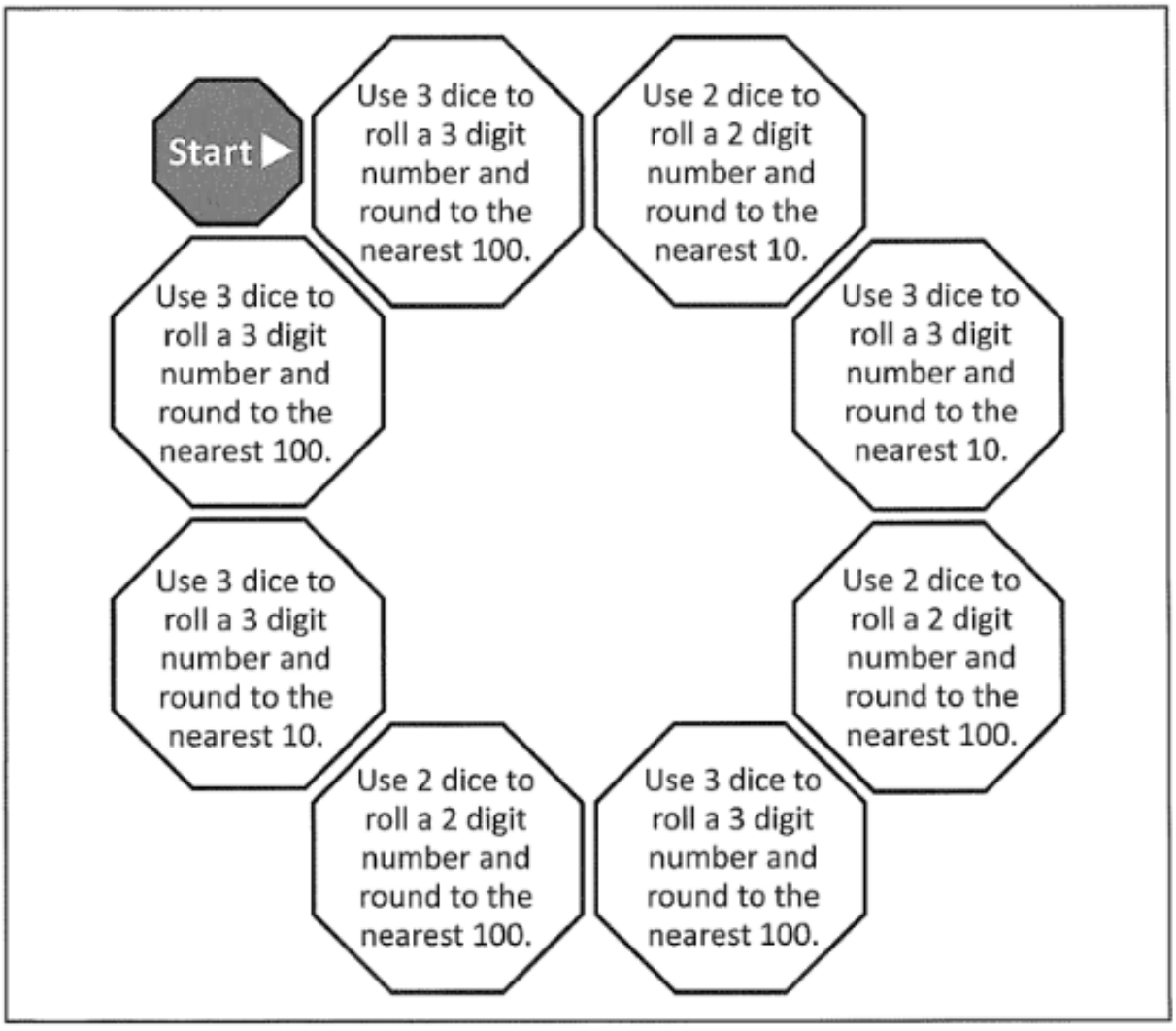
Round and score — apply

Getting ready

This is a game for 2 players. You and your partner will need a copy of this page and 3 dice. Also you will each need a calculator to keep score and a marker.

What to do

Decide who will go first. Roll a die and move that number to the next octagon. Follow the directions and record your number. Take turns and keep track of your score on your calculator by adding the number you make on each turn. The winner is the first one to reach 1 000.



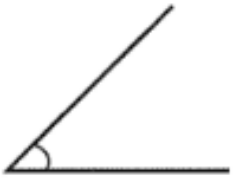
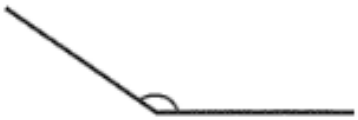
What to do next

Play again. This time, make it the best out of three.

Lines, angles and shapes – angles

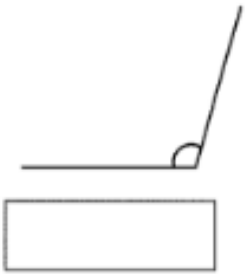
An angle is the amount of turning between two lines that meet.

There are three classifications of angles depending on their size.

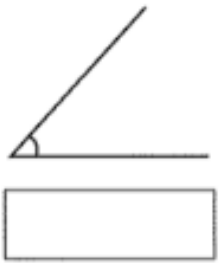
A right angle is 90° (degrees).	An acute angle is smaller than a right angle.	An obtuse angle is larger than a right angle.
		

1 **Classify each angle as right, acute or obtuse.**

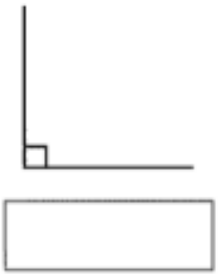
a



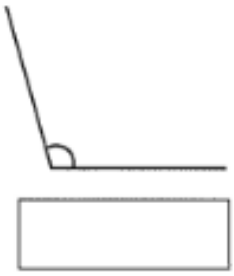
b



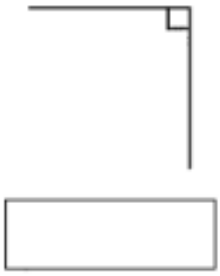
c



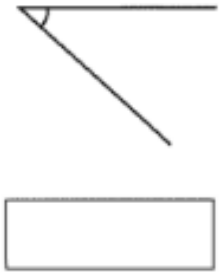
d



e

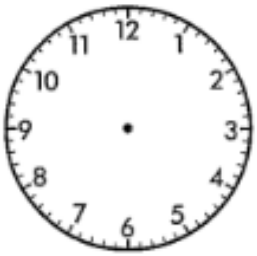


f

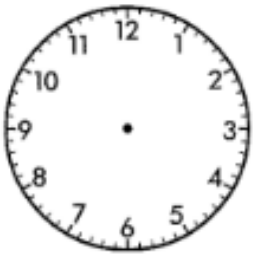


2 **Draw hands on each clock that show a time for each type of angle.**

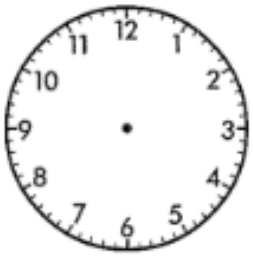
a Right angle



b Obtuse angle



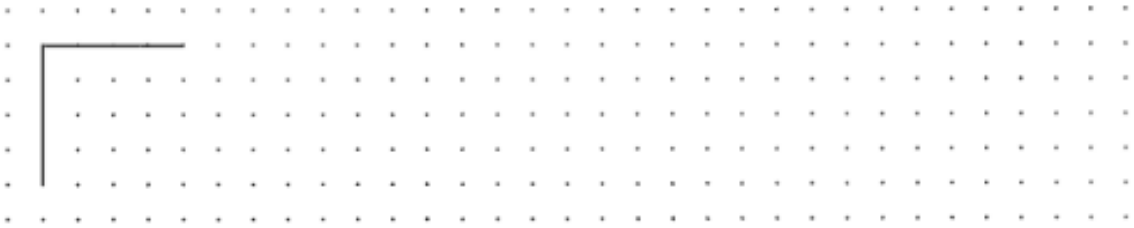
c Acute angle



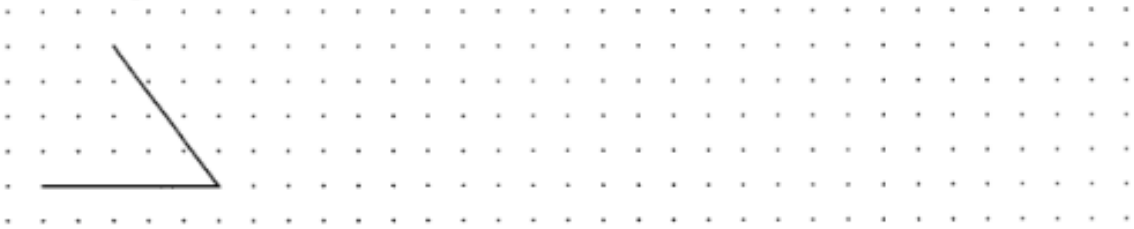
Lines, angles and shapes – angles

3 **Use your ruler to draw three more examples of each type of angle.**

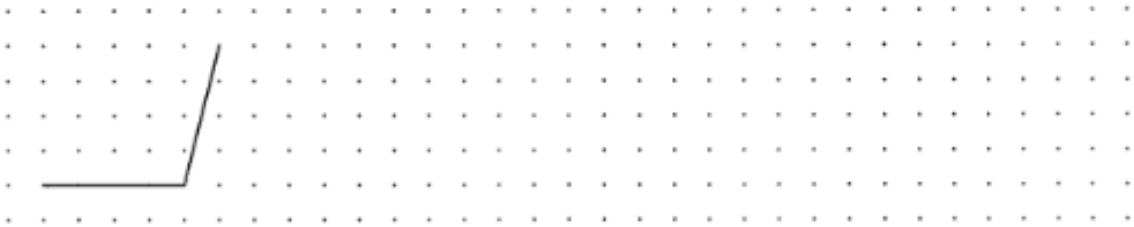
a Right angles



b Acute angles



c Obtuse angles

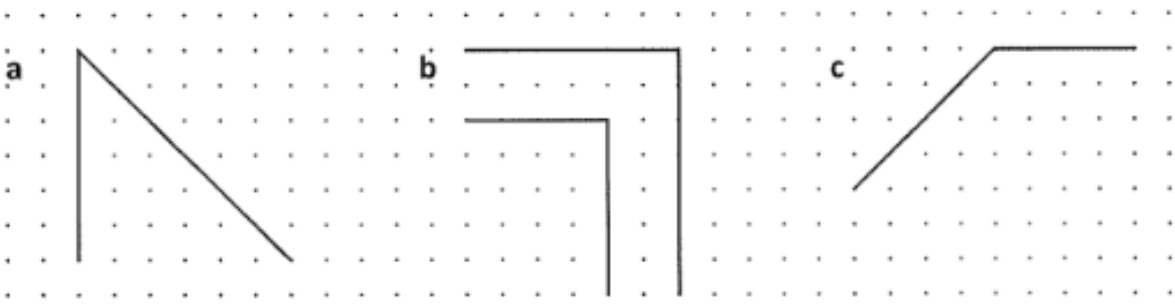


4 **Complete each closed shape according to the directions:**

Shape **a** has 2 acute angles.

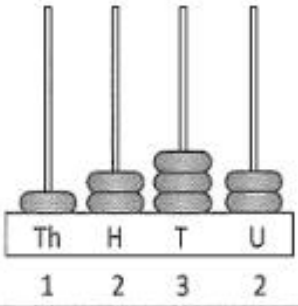
Shape **b** has 5 right angles.

Shape **c** has 2 acute and 2 obtuse angles.



Place value of whole numbers – place value to 4 digits

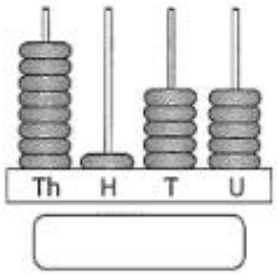
We can show the value of a 4 digit number on an abacus and also with base ten blocks.



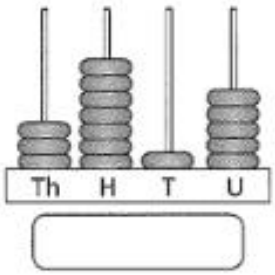
1 is worth 1 000 or one thousand.
2 is worth 200 or two hundreds.
3 is worth 30 or three tens.
2 is worth 2 or two units.

1 **Write the number shown on each abacus:**

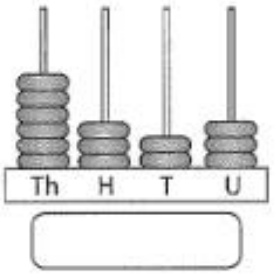
a



b

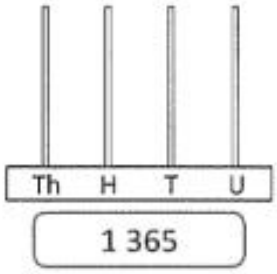


c

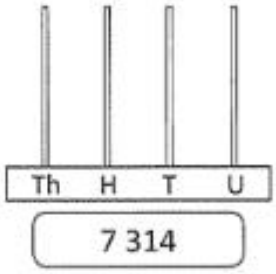


2 **Draw the beads to show the numbers:**

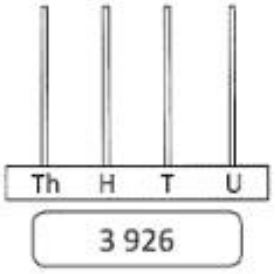
a



b



c



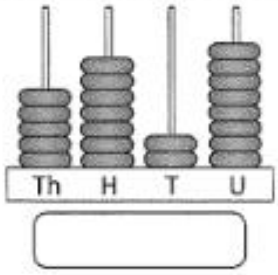
3 **Circle the digit that matches the place value:**

a tens: 2 330 **b** units: 4 322 **c** hundreds: 9 218

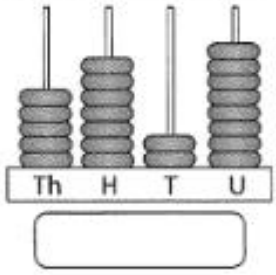
d units: 5 661 **e** tens: 8 754 **f** thousands: 6 845

4 **Add a bead to each abacus anywhere you like and write the new number:**

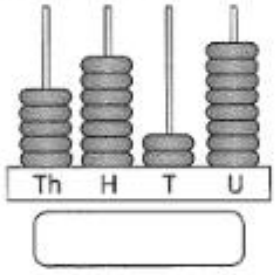
a



b



c



Place value of whole numbers – place value to 4 digits

5 **In the table below, write as many 4 digit numbers as you can where the digit in the hundreds column is greater than the digit in the thousands column and the digit in the units column is smaller than the digit in the tens column:**

Thousands	Hundreds	Tens	Units

6 **Record the steps you follow to wipe out each digit and turn it into a zero:**

8 439

a Wipe out the 3 _____

b Wipe out the 9 _____

c Wipe out the 8 _____

d Wipe out the 4 _____

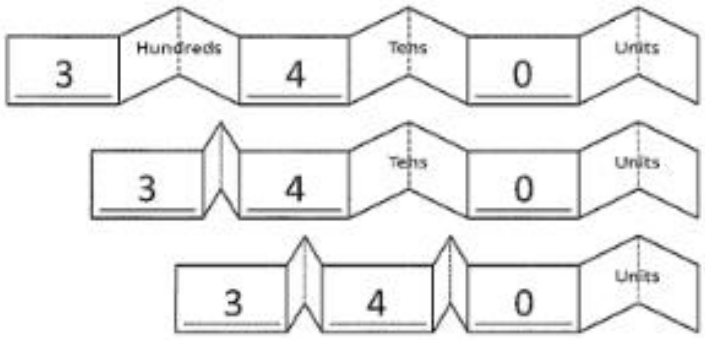
7 **Now play this game with a partner:**

First choose a 4 digit number and write it here:

Enter this number in your calculator and then take turns subtracting any digit 1 to 9 from this number. This time you must avoid wiping out any digits (changing any to zero). If you do wipe out a digit on your turn, you are out.

Place value of whole numbers – expanded notation

Numeral expanders show how a number can be expressed in different ways. Look at this example:



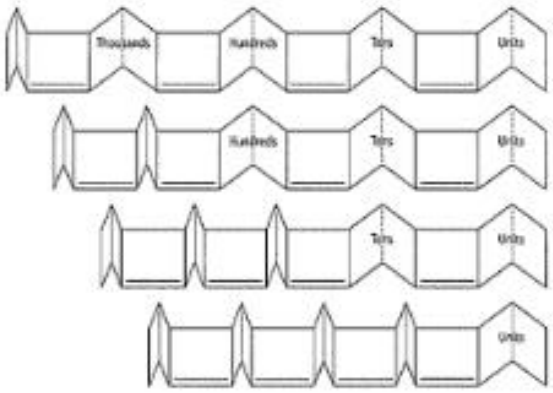
By folding the numeral expander it shows that 340 is made up of 34 tens or 340 units. This makes sense because:

$34 \times 10 = 340$ and

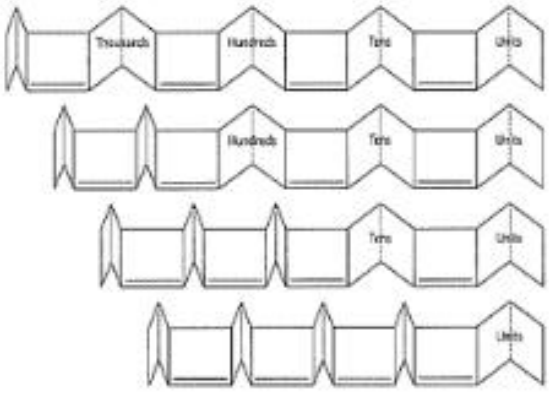
$340 \times 1 = 340$

1 **Write the number shown on each numeral expander:**

a 1 576



b 5 485



2 **Complete each row of the table like the first row:**

Numeral	Expanded notation in numbers	Expanded notation in words
4 672	4 000 + 600 + 70 + 2	46 hundreds, 7 tens and 2 units
	5 000 + 200 + 30 + 9	
		61 hundreds, 4 tens and 2 units
3 180		31 hundreds and _____ tens
		35 hundreds and 6 units
	8 000 + 200 + 50 + 8	

Place value of whole numbers – expanded notation

3 **Rename the following numbers in hundreds:**

a 4 100 _____ **b** 9 800 _____

c 6 700 _____ **d** 4 500 _____

4 **Rename the following numbers in tens:**

a 5 560 _____ **b** 8 880 _____

c 4 570 _____ **d** 8 970 _____

5 **Write the following amounts as numerals from the box:**

a 32 hundreds, 9 tens and 2 units ☐

b 4 thousands, 6 hundreds, 1 ten and 2 units ☐

c 8 thousands, 67 tens and 2 units ☐

d 41 hundreds and 7 units ☐

4 107

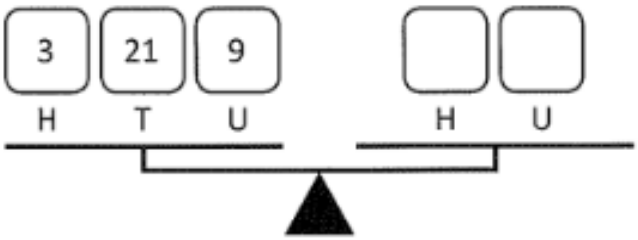
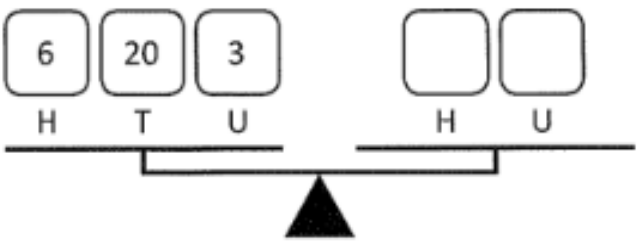
8 672

4 612

3 292

6 **Balance the scales by writing the digits that make both sides the same:**

a



b