

# “Single Unit of Work” 2/3F – 2G Week 3

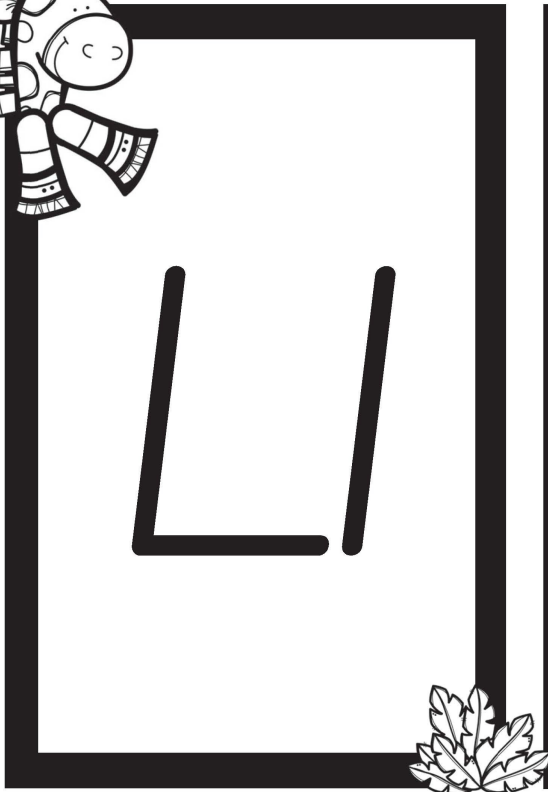


This is a large document. Please take care to read the Unit of Work before printing. (Activities have been attached for students without access to technology)

	Monday – 18.10.2021	Tuesday – 19.10.2021	Wednesday – 20.10.2021	Thursday – 21.10.2021	Friday – 22.10.2021
Morning	<b>Remember Zoom meetings at 9:45 – 10:30AM Monday, Wednesday and Friday! (No Zoom Tuesday and Thursday)</b>				
	<b>Reading Speaking and Listening Activities</b>				
	<a href="https://readingeggs.com.au/">https://readingeggs.com.au/</a> <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a> <a href="https://cengage.com.au/primary/browse-series/pm/pmecollection">https://cengage.com.au/primary/browse-series/pm/pmecollection</a>				
	1. Read your library book for 10 minutes. 2. Complete 15 minutes of <b>Reading Eggs</b> . 3. MONITORING Read & record your text (2 min) onto an ipad, phone or computer. Listen to it, how could you improve?	1. Read your library book for 10 minutes. 2. Complete 15 minutes of <b>Reading Eggs</b> . 3. SUMMARISING <i>BTN Classroom: Tuesday 10am on ABC me or online,</i> listen and record 3 main facts/ideas from the story.	1. PREDICTING Pick up a book and look at the cover. Think about what picture is saying. Predict what will happen. Draw a comic strip showing your ideas. 2. MONITORING Choose another person, listen to each other read, give feedback, how to improve.	1. Read your library book for 10 minutes. 2. Complete 15 minutes of <b>Reading Eggs</b> . 3. VISUALISING Draw your own page to the book you are reading. Make sure to think about what colours look best with the book's mood.	1. Read your library book for 10 minutes. 2. Complete 15 minutes of <b>Reading Eggs</b> . 3. Email one work sample from your Single Unit of Work to your teacher through your student portal.
	<b>Handwriting</b> Complete the <b>Handwriting 1 handout</b> .	<b>Comprehension</b> Complete the <b>Comprehension handout</b>	<b>Phonics</b> Complete the <b>Phonics handout</b> .	<b>Grammar</b> Complete the <b>Grammar practice handout</b> .	<b>Handwriting</b> Complete the <b>Handwriting 2 handout</b> .
	<b>Spelling Activities</b>				
	Complete today's activity in your <b>Weekly Spelling Revision handout</b> . Remember to complete a few words in your <b>Spelling Grid handout</b>	Complete today's activity in your <b>Weekly Spelling Revision handout</b> . Remember to complete a few words in your <b>Spelling Grid handout</b>	Complete today's activity in your <b>Weekly Spelling Revision handout</b> . Remember to complete a few words in your <b>Spelling Grid handout</b>	Complete today's activity in your <b>Weekly Spelling Revision handout</b> . Remember to complete a few words in your <b>Spelling Grid handout</b>	Complete today's activity in your <b>Weekly Spelling Revision handout</b> . Remember to finish the words in your <b>Spelling Grid handout</b>
	<b>Writing</b>				
	Pick a writing activity from the <b>Writing Choice Board handout</b>	Pick a writing activity from the <b>Writing Choice Board handout</b>	Pick a writing activity from the <b>Writing Choice Board handout</b>	Pick a writing activity from the <b>Writing Choice Board handout</b>	Pick a writing activity from the <b>Writing Choice Board handout</b>
<b>Break</b>					
Middle	<b>Math</b>				
	1. Complete today's <b>Math Handout</b> . 2. Complete the Mathletics. Or If you do not have technology complete one page of the <b>Number of the day handout</b> .	1. Complete today's <b>Math Handout</b> . 2. Complete the Prodigy below. Or If you do not have technology complete one page of the <b>Number of the day handout</b> .	1. Complete today's <b>Math Handout</b> . 2. Complete the <b>Number of the day handout</b> . 3. Complete the Wellbeing Wednesday activity below.	1. Complete today's <b>Math Handout</b> . 2. Complete the Mathletics. Or If you do not have technology complete one page of the <b>Number of the day handout</b> .	1. Practice your times tables. Complete the <b>Math Mosaic handout</b> . 2. Complete the Prodigy. Or If you do not have technology complete one page of the <b>Number of the day handout</b> .

	<b>Mathletics</b> Complete 20 minutes of <i>daily Math activities</i> . <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>	<b>Prodigy</b> Complete 20 minutes of <i>daily Math activities</i> . <a href="https://sso.prodigygame.com/game/start">https://sso.prodigygame.com/game/start</a>	<b>Wellbeing Wednesday</b> Complete the <i>Wellbeing Wednesday</i> <b>handout</b> .	<b>Mathletics</b> Complete 20 minutes of <i>daily Math activities</i> . <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>	<b>Prodigy</b> Complete 20 minutes of <i>daily Math activities</i> . <a href="https://sso.prodigygame.com/game/start">https://sso.prodigygame.com/game/start</a>
<b>Break</b>					
<b>Afternoon</b>	<b>Mixed Key Learning Areas</b>				
	<b>Science</b>	<b>Art</b>	<b>Wellbeing Wednesday</b>	<b>Art</b>	<b>PDHPE</b>
	Follow The <b><i>Magic Milk Handout</i></b> I love classic science experiments like this one! Any type of chemical reaction is fun to watch and makes for great hands-on learning!	Engage in the <i>Technology activities below</i> . Or Work on the <b><i>Mindful colouring handout</i></b> .	Try some Yoga poses from the <b><i>Wellbeing Wednesday Yoga handout</i></b>  Yoga and mindfulness have been shown to improve both physical and mental health in school-age children. Yoga improves balance, strength, endurance, and aerobic capacity in children. Yoga and mindfulness offer psychological benefits for children as well.  Yoga can improve focus, memory, self-esteem, academic performance, and classroom behaviour, and can even reduce anxiety and stress in children.	Engage in the <i>Technology activities below</i> . Or work on the <b><i>Mindful colouring handout</i></b> .	Grab a ball and gather some old bottles or something similar from your recycling (Make sure to pick something you can knock over). Set up the bottles so they are standing up making a triangle (like bowling). Place a marker at a good distance away and see how many you can knock down! You can throw, roll, kick or hit the ball with an object (like a hockey stick).
	<b>Geography</b>	<b>PDHPE</b>		<b>Music</b>	
	Complete the <b><i>Geography Handout</i></b>	Pick an activity from either <i>Go Noodle</i> , <i>Cosmic Kids</i> or <i>Body Coach</i> .  <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> <a href="https://www.cosmickids.com/">https://www.cosmickids.com/</a> <a href="https://www.youtube.com/channel/UCAXW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAXW1XT0iEJo0TYIRfn6rYQ</a>		Complete the <b><i>Music Handout</i></b>	
	<b>Optional Activities</b>				
	<b>Music Incredibox</b> <a href="https://www.incredibox.com/demo/">https://www.incredibox.com/demo/</a>	<b>Art For Kids</b> <a href="https://www.youtube.com/user/ArtforKidsHub">https://www.youtube.com/user/ArtforKidsHub</a>	<b>Coding</b> <a href="https://code.org/">https://code.org/</a>	<b>Science</b> <a href="https://www.youtube.com/user/TheRealBillNye/videos">https://www.youtube.com/user/TheRealBillNye/videos</a>	<b>Science</b> <a href="http://makemegenius.com/">http://makemegenius.com/</a>
	<b>Smiling Mind</b> <a href="https://www.youtube.com/user/SmilingMindTV">https://www.youtube.com/user/SmilingMindTV</a>	<b>Yoga</b> <a href="https://www.youtube.com/user/cosmickidsyoga">https://www.youtube.com/user/cosmickidsyoga</a>	<b>Typing</b> <a href="https://www.typing.com/">https://www.typing.com/</a>	<b>Learn a new language</b> <a href="https://www.duolingo.com/">https://www.duolingo.com/</a>	<b>Minecraft</b> Education Edition <a href="https://education.minecraft.net/en-us/get-started/download">https://education.minecraft.net/en-us/get-started/download</a>
	<b>Tim Faulkner</b> <a href="https://www.youtube.com/channel/UCNDpt09i49btEJmqmsti_lw">https://www.youtube.com/channel/UCNDpt09i49btEJmqmsti_lw</a>	<b>Behind The News</b> <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a>	<b>Podcasts (Squiz Kids)</b> <a href="https://tunein.com/podcasts">https://tunein.com/podcasts</a>	<b>Legoland Virtual Tour</b> <a href="https://www.visitorlando.com/things-to-do/virtual-tours/legoland-florida-resort/">https://www.visitorlando.com/things-to-do/virtual-tours/legoland-florida-resort/</a>	<b>Aquarium Baltimore</b> <a href="https://aqua.org/media/virtualtours/baltimore/index.html">https://aqua.org/media/virtualtours/baltimore/index.html</a>
	<b>Louvre Virtual Tour</b> <a href="https://www.louvre.fr/en/online-tours#tabs">https://www.louvre.fr/en/online-tours#tabs</a>	<b>Smithsonian Virtual Tour</b> <a href="https://naturalhistory2.si.edu/vt3/NMNH/">https://naturalhistory2.si.edu/vt3/NMNH/</a>	<b>Disney Street View</b> <a href="https://disneyparks.disney.go.com/blog/2018/03/disney-parks-launches-first-ever-360-degree-panoramas-on-google-street-view/">https://disneyparks.disney.go.com/blog/2018/03/disney-parks-launches-first-ever-360-degree-panoramas-on-google-street-view/</a>	<b>British Museum</b> Virtual Tour <a href="https://britishmuseum.withgoogle.com/">https://britishmuseum.withgoogle.com/</a>	<b>Vatican Virtual Tour</b> <a href="https://www.museivaticani.va/content/museivaticani/en/collezioni/musei/tour-virtuali-elenco.html">https://www.museivaticani.va/content/museivaticani/en/collezioni/musei/tour-virtuali-elenco.html</a>
	<b>If you would like some more work, be sure to check out the department guided learning packages</b>				
	<a href="https://education.nsw.gov.au/inside-the-department/leading-educational-continuity/guided-learning-packages">https://education.nsw.gov.au/inside-the-department/leading-educational-continuity/guided-learning-packages</a>				

# Handwriting Week 3

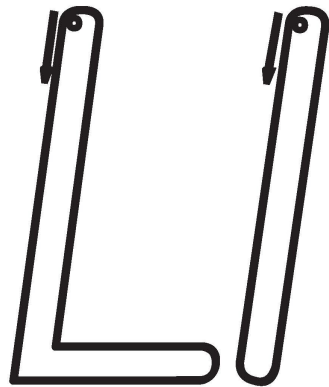
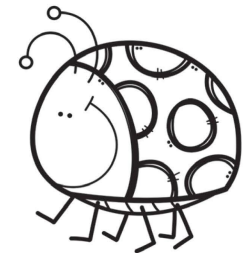
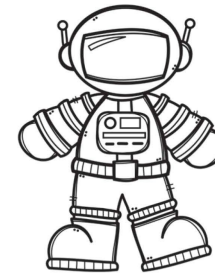
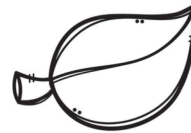


Sound it out:

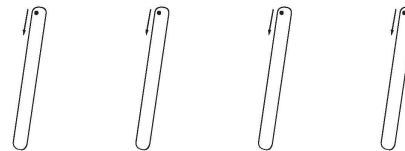
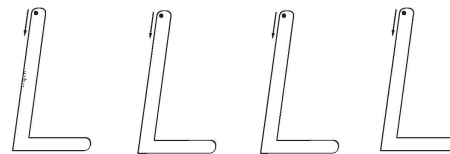
lot  
led  
lip  
let  
lid



Name the pictures and colour the 'l' objects:



Say the sound as you write it:



# Handwriting Week 3



Ff

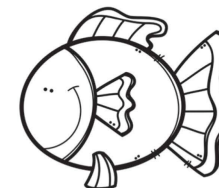
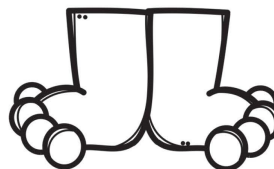
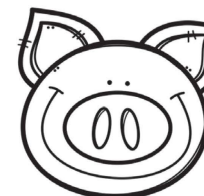
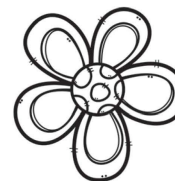
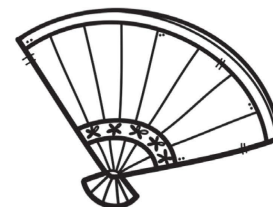
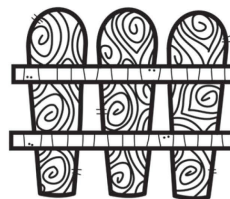


Sound it out:

if  
fit  
fun  
fan  
fin



Name the pictures and colour the 'f' objects:



Rainbow  
write it:

Ff



Say the sound as you write it:

F F F F

f f f f





## Week 3 Comprehension

**Title of your book:** \_\_\_\_\_

**Who were the characters in the book?**


**Where did the story take place?**


**What happened in the middle of the story? (the problem)**


**What happened at the end of the story?**


**Draw your favourite part**



**If you could ask one of the characters 3 questions, what would you ask them?**

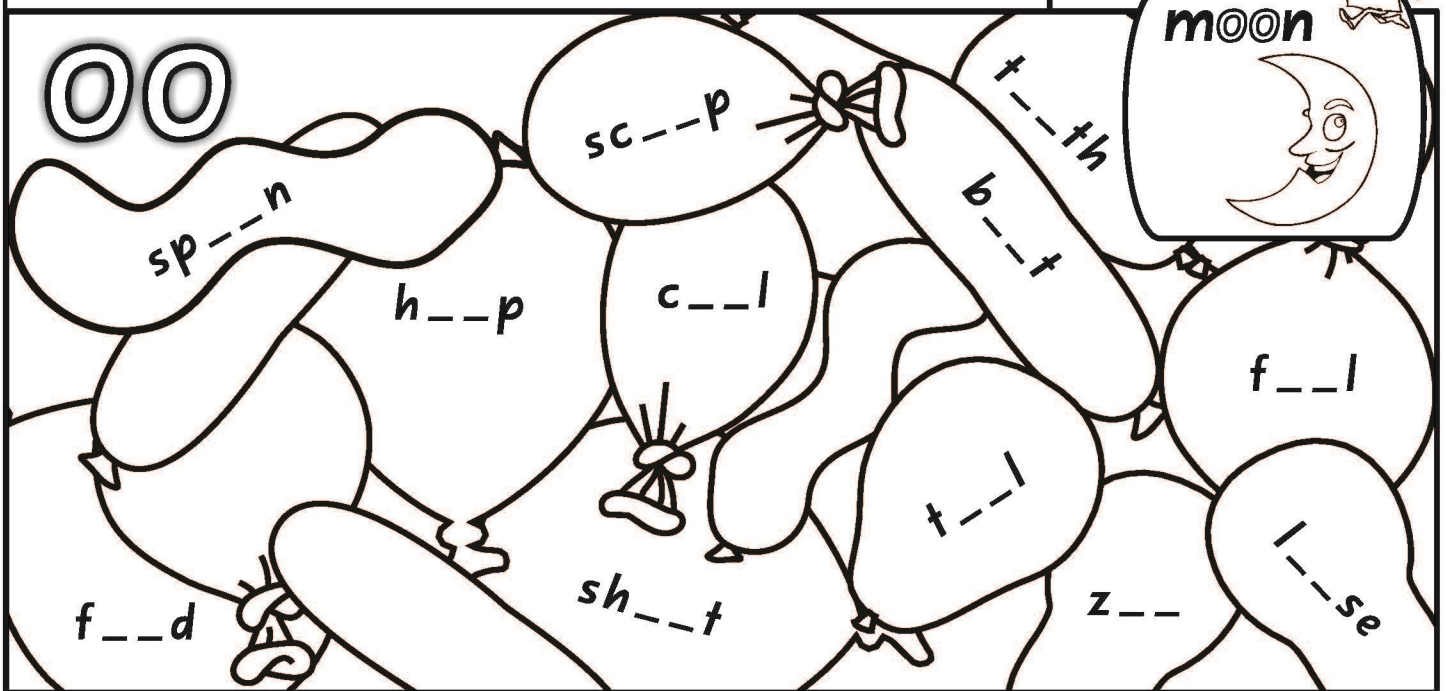

# Week 3 Phonics

Draw a rooster holding some cool balloons.

EXTRA STUFF



Write the missing 'oo' letters to make words in the balloons.



Write 'oo' words.

①

②

③

④

⑤

⑥

⑦

⑧

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

Find the 'oo' words in the puzzle.

← cool      ← broom  
 ← tool      ← snooze  
 ← shoot      ← goose  
 ← loose      ← scoop

Write the 'oo' words in their correct spaces.

food	boot	spoon	hoop

Print your name neatly!

## Week 3

# Grammar

practise!

Read and rewrite the sentence with the correct punctuation.

The movie woz really funny

Does it need a



Read the sentence. Write in the missing sight word.

what  
all  
were

1. They \_\_\_\_\_ going shopping.

2. \_\_\_\_\_ do you want to play?

3. We ate \_\_\_\_\_ the ice-cream.

Unjumble the sight words

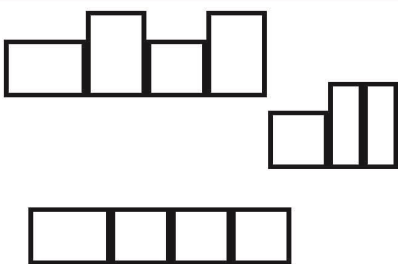
Write them in the boxes

Circle the vowels

lal \_\_\_\_\_

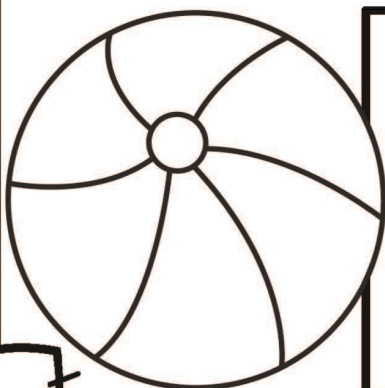
hwat \_\_\_\_\_

erew \_\_\_\_\_



what  
all  
were

Let's look at the picture!



What is the  
noun?

\_\_\_\_\_

Write  
adjectives  
to **describe** it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write  
verbs  
it can do. .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write, say, sound, count, write.**

1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

[illegible]



**Write, say, sound, count, write.**

1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

[illegible]

# Term 4 Week 3 Year 2 Weekly Spelling Revision

**Focus:** The digraph /oo/ making the sound "ooo" as in moon.

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

Say the word, write the word	<b>Monday</b> <i>Write your words</i>	<b>Tuesday</b> <i>Rainbow Words</i>	<b>Wednesday</b> <i>Vowel Consonant Colour Coding</i>	<b>Thursday</b> <i>Fancy Writing &amp; Sentences</i>	<b>Friday</b> Spelling Test
<b>Red Spelling Words</b>					
moon					
soon					
too					
spoon					
room					
hoot					
<b>Orange Spelling Words</b>					
spoonful					
root					
proof					
bloom					
groove					
scooped					
<b>Green Spelling Words</b>					
baboon					
honeymoon					
balloon					
gloomy					
Extension: make up 2 of own words					
Extension: make up 2 of own words					

**Word 1** \_\_\_\_\_  
**Word 2** \_\_\_\_\_  
**Word 3** \_\_\_\_\_  
**Word 4** \_\_\_\_\_  
**Word 5** \_\_\_\_\_

# Term 4 Week 3 Year 3 Weekly Spelling Revision

**Focus:** The digraph /aw/ making the sound "or" as in saw.

**Name:**

Say the word, write the word	<b>Monday</b> <i>Write your words</i>	<b>Tuesday</b> <i>Rainbow Words</i>	<b>Wednesday</b> <i>Vowel Consonant Colour Coding</i>	<b>Thursday</b> <i>Fancy Writing &amp; Sentences</i>	<b>Friday</b> Spelling Test
<b>Red Spelling Words</b>					
saw					
thaw					
jaw					
straw					
claw					
draw					
<b>Orange Spelling Words</b>					
lawn					
shawl					
prawn					
flawless					
brawl					
scrawl					
<b>Green Spelling Words</b>					
awkwardly					
withdraw					
scrawny					
squawk					
rikshaw					
sprawling					

**Word 1**

**Word 2**

**Word 3**

**Word 4**

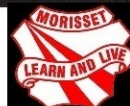
**Word 5**

# Writing Choice Board

## Informative Writing

<p>What is your favorite sport? Write an informative piece on how to play that sport.</p>	<p>Which famous person do you know a lot about or want to know more about? Write a biography about that person.</p>	<p>What are you an expert at doing? Write an informative piece telling all about your expertise.</p>	<p>Do you have a special talent? Is it something that not many people your age can do? Write an informative piece telling all about your talent.</p>	<p>What is your favorite animal? Write an informative piece telling all about your favorite animal.</p>
<p>What would you like to be when you grow up? Write an informative piece about that occupation.</p>	<p>Who is your favorite person? Write an informative piece telling all about that person.</p>	<p>Have you been anywhere famous such as a national monument? Write an informative piece telling about the place that you visited.</p>	<p>Choose a non-fiction text on a topic that you do not know much about. Write an informative piece telling about what you have learned.</p>	<p>Think about a game that you like to play. Write an informative piece telling someone else how to play that game.</p>
<p>Can you cook something? Write an informative piece telling someone how to cook that same thing.</p>	<p>Have you ever built a snowman? Write step-by-step directions telling someone who has never built a snowman, how to do it.</p>	<p>What are some safety rules that you know? Write an informative piece about how to be safe while you are at school.</p>	<p>What is something that is created or produced in your area? Write an informative piece to someone in another state telling them about it.</p>	<p>Do you have a pet? Write an informative piece telling how to care for your pet.</p>

# Week 3 Math



## Monday

Circle the biggest number:

92      91      89      19

Circle the smallest number:

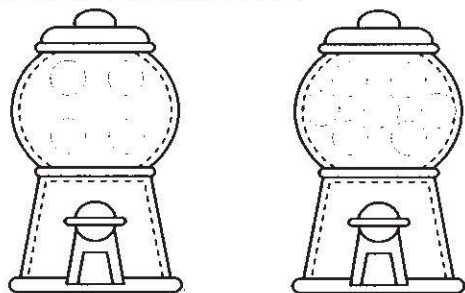
61      58      64      76

Count forwards:

68    \_\_\_\_\_

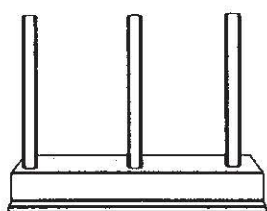
81    \_\_\_\_\_

Write the addition sum:



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Show 32 on the abacus:



Tens	Ones

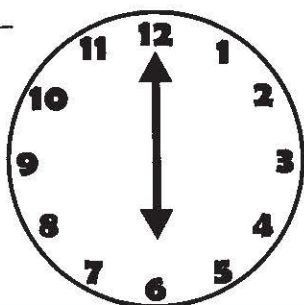
$63 = 60 + 3$  so

$49 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

$78 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

What time is on the clock?

\_\_\_\_\_ : \_\_\_\_\_



## Tuesday

Order these numbers from smallest to biggest:

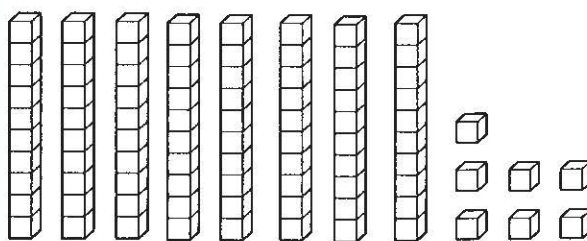
95      83      97      80      88

B						S
---	--	--	--	--	--	---

54      25      65      70      66

B						S
---	--	--	--	--	--	---

How many?



Tens	Ones

Write the expanded form

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Solve these number sentences:

$15 + 5 = \underline{\hspace{1cm}}$

$18 + 3 = \underline{\hspace{1cm}}$

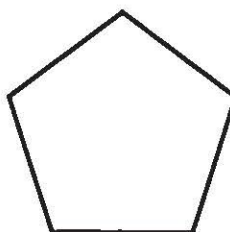
$12 - 6 = \underline{\hspace{1cm}}$

$9 - 7 = \underline{\hspace{1cm}}$

Fill in the missing numbers

48	49			
	54			57

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



sides	corners



# Week 3 Math



## Wednesday

What number is before?

\_\_\_\_ 90      \_\_\_\_ 87

\_\_\_\_ 73      \_\_\_\_ 102

What number comes after?

79 \_\_\_\_      99 \_\_\_\_

85 \_\_\_\_      43 \_\_\_\_

Double these numbers.

$$5 + 5 = \underline{\quad\quad} \quad 6 + 6 = \underline{\quad\quad}$$

$$4 + 4 = \underline{\quad\quad} \quad 3 + 3 = \underline{\quad\quad}$$

Fill in the missing addend:

$$4 + \underline{\quad\quad} = 12 \quad 7 + \underline{\quad\quad} = 11$$

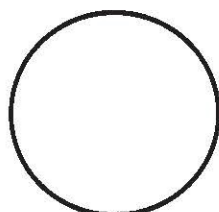
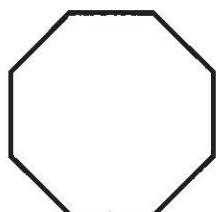
$$5 + \underline{\quad\quad} = 13 \quad 8 + \underline{\quad\quad} = 15$$

Order these numbers from the biggest to smallest:

98      39      55      47      41

B						S
---	--	--	--	--	--	---

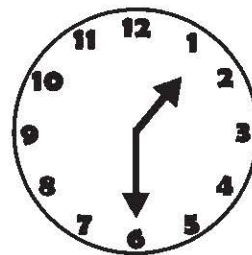
Shade half of each shape. Write half as a fraction.



\_\_\_\_\_

## Thursday

What time is shown on the clock?



\_\_\_\_ : \_\_\_\_

What day is after Friday?

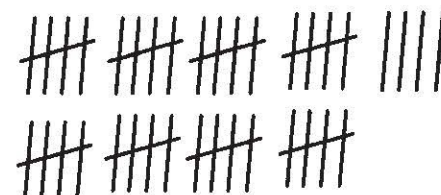
\_\_\_\_\_

Complete these 'friends of 10' sums.

$$1 + \underline{\quad\quad} = 10 \quad 6 + \underline{\quad\quad} = 10$$

$$7 + \underline{\quad\quad} = 10 \quad 2 + \underline{\quad\quad} = 10$$

How many does the tally show?



\_\_\_\_\_

Count backwards:

91 \_\_\_\_\_

63 \_\_\_\_\_

Write the expanded form for these numbers.

$$13 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$31 = \underline{\quad\quad} + \underline{\quad\quad}$$

Write these numbers in standard form:

$$3 \text{ tens} + 4 \text{ ones} = \underline{\quad\quad}$$

$$6 \text{ tens} + 1 \text{ one} = \underline{\quad\quad}$$

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

# Number of the Day

Directions: Complete problems below with the focus on the number 93.

93

Color it.

93

Trace it.

93

what's the underlined number worth?

93 = \_\_\_\_\_

$$\begin{array}{r} 93 \\ + 48 \\ \hline \end{array}$$

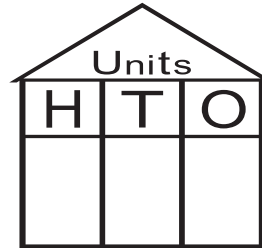
which word spells 93?

- (A) ninety-three
- (B) seventy-one
- (C) eleven

write the expanded form.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Place Value



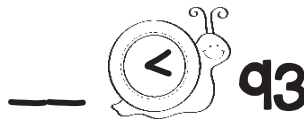
Round to closest...

Ten: \_\_\_\_\_

Show 2 ways to make 93¢

--	--

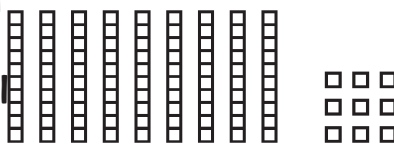
Fill in the blank..



More & Less.

$$\begin{array}{l} 93 + 10 = \\ 93 - 10 = \end{array}$$

Circle the least amount of blocks to equal 93.



Fill in the number puzzle (use your hundreds chart)

		93	

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

# Number of the Day

Directions: Complete problems below with the focus on the number 96.

96

Color it.

96

Trace it.

96

what's the underlined number worth?

96 = \_\_\_\_\_

$$\begin{array}{r} 96 \\ - 27 \\ \hline \end{array}$$

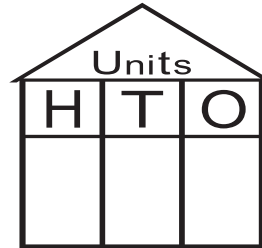
which word spells 96?

- (A) ninety-six
- (B) sixty-eight
- (C) ninety-one

write the expanded form.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Place Value



Round to closest...

Ten: \_\_\_\_\_

Show 2 ways to make 96¢

--	--

Fill in the blank..

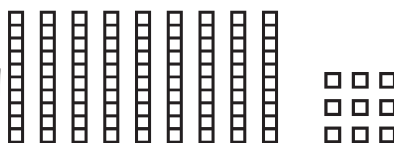
96  \_\_\_\_\_

More & Less.

$96 + 10 =$

$96 - 10 =$

Circle the least amount of blocks to equal 96.



Fill in the number puzzle (use your hundreds chart)

96		



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

# Number of the Day

Directions: Complete problems below with the focus on the number 98.

98

Color it.

98

Trace it.

98

what's the underlined number worth?

98 = \_\_\_\_\_

$$\begin{array}{r} 98 \\ + 37 \\ \hline \end{array}$$

which word spells 98?

- (A) thirty-seven
- (B) forty-two
- (C) ninety-eight

write the expanded form.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Place Value

Units		
H	T	O

Round to closest...

Ten: \_\_\_\_\_

Show 2 ways to make 98¢

--	--

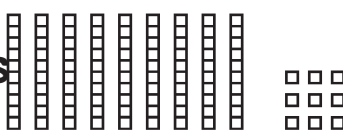
Fill in the blank..

98  \_\_\_\_\_

More & Less.

$$\begin{array}{l} 98 + 10 = \\ 98 - 10 = \end{array}$$

Circle the least amount of blocks to equal 98.



Fill in the number puzzle (use your hundreds chart)

		98

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

# Number of the Day

Directions: Complete problems below with the focus on the number 112.

# 112

Color it.

112

Trace it.

112

what's the underlined number worth?

112 = \_\_\_\_\_

$$\begin{array}{r} 112 \\ + 45 \\ \hline \end{array}$$

which word spells 112?

- (A) one hundred twenty
- (B) one hundred twelve
- (C) one hundred twenty-one

write the expanded form.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

Place Value

Units		
H	T	O

Round to closest...

Ten: \_\_\_\_\_

Hundred: \_\_\_\_\_

Show 2 ways to make \$1.12

--	--

Fill in the blank..

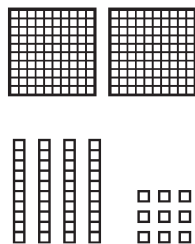


More & Less.

$$112 + 10 =$$

$$112 - 10 =$$

Circle the least amount of blocks to equal 112.



Fill in the number puzzle (use your hundreds chart)

	112		



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

# Number of the Day

Directions: Complete problems below with the focus on the number 125.

# 125

Color it.

125

Trace it.

125

what's the underlined number worth?

125 = \_\_\_\_\_

$$\begin{array}{r} 125 \\ + 34 \\ \hline \end{array}$$

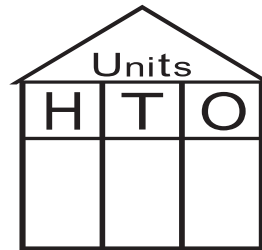
which word spells 125?

- (A) one hundred ten
- (B) one hundred twelve
- (C) one hundred twenty-five

write the expanded form.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

Place Value



Round to closest...

Ten: \_\_\_\_\_  
Hundred: \_\_\_\_\_

Show 2 ways to make \$.25

--	--

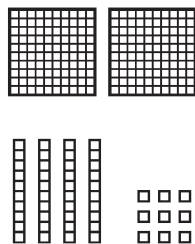
Fill in the blank..

125  \_\_\_\_\_

More & Less.

125 + 10 = \_\_\_\_\_  
125 - 10 = \_\_\_\_\_

Circle the least amount of blocks to equal 125.



Fill in the number puzzle (use your hundreds chart)

	125	

# **Week 3      2/3F**

## **Multiplication & Division Mosaic**

Solve the calculations to reveal the hidden picture. Each answer has a special colour.

white = 1 – 9      dark grey = 10 – 19      light green = 20 – 50      dark green = 51 – 75      light brown = 76 – 99      dark brown = 100 – 144

$20 \div 4$	$24 \div 8$	$56 \div 8$	$6 \times 5$	$7 \times 7$	$6 \times 12$	$81 \div 9$	$3 \times 3$	$49 \div 7$
$40 \div 8$	$8 \div 4$	$7 \times 7$	$8 \times 8$	$9 \times 4$	$7 \times 6$	$10 \times 2$	$56 \div 8$	$24 \div 3$
$1 \times 3$	$15 \div 3$	$9 \times 4$	$3 \times 7$	$4 \times 7$	$7 \times 9$	$8 \times 4$	$64 \div 8$	$72 \div 8$
$16 \div 8$	$8 \div 4$	$56 \div 8$	$4 \times 9$	$11 \times 10$	$8 \times 3$	$21 \div 3$	$24 \div 8$	$72 \div 9$
$16 \div 4$	$1 \times 4$	$24 \div 8$	$16 \div 4$	$12 \times 12$	$32 \div 4$	$64 \div 8$	$32 \div 8$	$56 \div 8$
$16 \div 8$	$20 \div 4$	$15 \div 3$	$32 \div 8$	$12 \times 10$	$16 \div 8$	$12 \div 3$	$24 \div 3$	$72 \div 8$
$6 \times 7$	$12 \times 6$	$4 \times 9$	$12 \times 4$	$3 \times 10$	$4 \times 12$	$8 \times 9$	$5 \times 6$	$9 \times 3$
$2 \times 8$	$108 \div 9$	$110 \div 11$	$36 \div 3$	$4 \times 4$	$99 \div 9$	$7 \times 2$	$8 \times 2$	$96 \div 8$
$11 \times 11$	$12 \times 7$	$9 \times 12$	$11 \times 11$	$12 \times 12$	$9 \times 11$	$10 \times 10$	$12 \times 12$	$8 \times 12$
$11 \times 10$	$11 \times 11$	$12 \times 12$	$7 \times 11$	$11 \times 12$	$11 \times 10$	$11 \times 11$	$8 \times 11$	$11 \times 11$

**Challenge:** Are these calculations true or false? Explain your reasoning.

$9 \times 8 > 12 \times 6$

$90 \div 9 > 56 \div 7$

# Magic Milk

## **Materials:**

- Full Fat Milk
- Food Colouring
- Dish Soap
- Cotton Swabs



## **Instructions:**

**STEP 1:** Start by pouring your milk into a baking dish or another flat bottom surface. You don't need a lot of milk just to cover the bottom and then some.

**STEP 2:** Next you want to fill the top of the milk with drops of colour! Go ahead and mix them all up. Go ahead and throw some glitter in there too, but that's optional.

**STEP 3:** Now pour a bit of your dish soap into a separate bowl, touch your cotton swab tip to the dish soap to coat it. Bring it over to your milk dish and gently touch the surface of the milk with the soapy cotton swab! What happens?

## **MAGIC MILK EXPLAINED**

Milk is made up of minerals, proteins, and fats. Proteins and fats are susceptible to changes. When the dish soap is added to the milk, those molecules run around and try to attach to the fat molecules in the milk.

You wouldn't see this without the food coloring! The food coloring looks like fireworks because it's getting bumped around!

The soap heads for the fats creating the cool bursting of color. When there is no more movement, all the fat molecules have been found. Are there any more hiding?

Try another cotton swab dipped in soap!

Mr. Osborn



# Week 3 Geography Handout

Look at the coloured map of Australia, it shows many of the well known places in Australia. Mark the places you have visited on the map below.



Australia has many places which are special for different reasons.

**a** What do you think are the most special places in Australia?


**b** What do you think makes a place “special”?


*Mindful*  
*Colouring*  
*Week 3*





# Week 3 Wellbeing Wednesday

## Glitter jar



This activity can teach children about how strong emotions can sometimes be overwhelming, and how to find calm when these strong emotions take over.

**Tip:** make sure an adult helps you with this exercise

### Materials:

- Jar or bottle that will not leak liquid
- Glitter and/or other small objects to add such as LEGO or beads
- Food colouring
- Clear glue
- Hot (not boiling) water
- Spoon or stick to mix



### Instructions

1. In the jar or bottle, mix the clear glue and hot water.
2. Add a very small amount of food colouring to the water and glue mixture.
3. Choose a glitter or object to add to the mixture.
  - Imagine the object or glitter represents a feeling such as sadness, anger, fear, happiness, love or anything else you feel.
4. Add that glitter or object to the mixture.
5. Keep adding glitter or objects and assigning feelings to them.
6. Fill the jar or bottle all the way to the top with the hot water.
7. Mix the contents together with the spoon or stick.
8. Make sure the lid is on tight!
9. Shake the jar or bottle and watch all the objects interact.

### Questions to think about

What sorts of things or events make the glitter and objects (emotions) in the jar swirl? Say them out loud as you shake the jar.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Distressing events</b><ul style="list-style-type: none"><li>• Losing a game</li><li>• Missing friends</li><li>• Getting frustrated with a parent or sibling</li><li>• Scary stories on the news</li><li>• Sick family members</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Positive events</b><ul style="list-style-type: none"><li>• Spending time with family</li><li>• Making a new friend</li><li>• Getting a good grade</li><li>• Learning a new skill</li><li>• Winning a game</li></ul></li></ul> |
|--|--|

Notice how it is hard to see through the jar with all these events going on.

Now, watch what happens when you keep the jar still. Does the water begin to clear?

The same thing happens in our mind when we stop for a little while and are mindful...bad or hard feelings start to go away and we can focus on other things that make us happy or calm.

# Wellbeing Wednesday Yoga Week 3

## twisty



'twisting my body calms  
my mind'

## how to be a butterfly

Stretch one leg out in front of you  
and place the sole of your foot  
into the side of your thigh.

Breathe in and stretch up high,  
as you breathe out reach for your  
toes. Swap sides.

## benefits

Calms the mind  
Releases stress  
Aids digestion

## half butterfly



'I am beautiful like a  
butterfly'

## how to twist

Sitting with your legs out in front  
of you bend one leg and place it  
over the other leg with the foot on  
the floor. Place the opposite  
elbow over the bended knee.

Twist and look behind you.  
Swap the legs and arms over.

## benefits

Strengthens & stretches spine  
releases muscle tension  
increases blood flow

# Week 3 Music Handout

Name .....

## Three Clefs



This is a **G** Clef

It is meant to look a little like a G

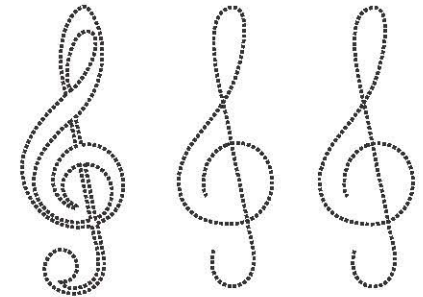
We usually refer to it as a 'Treble Clef'

Here are some more strange looking 'G's.



Can you see the shape of a 'G' in the G Clef?

Some tracing and colouring practice:



This is an **F** Clef

It is meant to look a little like a F

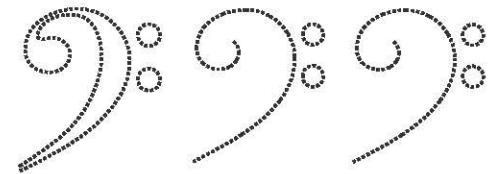
We usually refer to it as a 'Bass Clef'

Here are some more strange looking 'F's.



Can you see the shape of an 'F' in the F Clef?

Some tracing and colouring practice:



This is a **C** Clef

It is meant to look a little like a C

We usually refer to it as an 'Alto Clef'  
and sometimes a 'Tenor Clef'

Here are some more strange looking 'C's.



Can you see the shape of a 'C' in the C Clef?

Some tracing and colouring practice:

