

Home Learning Pack
Stage 2

Week 1, Term 4, 2021



Barramurra
Public School

HOME
LEARNING

Matrix - Week 1



Home Learning Grid - Term 4 Week 1 Stage 2 – Under the Sea

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wednesday	Thursday	Friday
Video Meetings	PUBLIC HOLIDAY				Michigan and Penn State Wellbeing check in @ 10am in the Stage 2 Team
Good Morning	<p>Answer the question given by your teacher on Seesaw and say good morning! Word of the Day - Complete the word of the day on Seesaw/Hard Copy and submit when complete</p>				
Reading		<p>Reading Eggs: Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.</p> <p>Spelling & Grammar: Nouns, verbs and adjectives</p> <p>Reading: Read the text 'Deep Sea Explorers' and answer the questions.</p> <p>Writing: Write a reflections about the holidays and how you're feeling about coming back to school</p>	<p>PM & Recording: Read a book from the PM e-collection for 20 minutes. Record yourself reading and enter the details in your reading log.</p> <p>Spelling & Grammar: Nouns, verbs & adjectives, list words relating to the picture.</p> <p>Reading: Read the text 'Shark fact file' and answer the questions.</p> <p>Writing: Use the picture prompt to plan and then write a story.</p>	<p>Reading Eggs: Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.</p> <p>Spelling & Grammar: Nouns, verbs and adjectives in 2 passages.</p> <p>Reading: Read the text 'The Great Barrier Reef' and answer the questions.</p> <p>Writing: Drop Everything and Write (DEaW) using paper and pen/pencil</p>	<p>PM & Recording: Read a book from the PM e-collection for 20 minutes. Record yourself reading and enter the details in your reading log.</p> <p>Spelling & Grammar: Nouns, verbs and adjectives</p> <p>Reading: Read the text 'Plastic Pollution in the Ocean' and answer the questions.</p> <p>Writing: BTN – Sea Creatures: write an informative text on a Southern Ocean sea creature.</p>
Literacy	PUBLIC HOLIDAY				
Outdoor Physical Activity	<p>Outdoor Physical Activity and Play You could post a picture or video of yourself getting out and getting active</p>				
Mathematics		<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/online-en/</p>	<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/online-en/</p>	<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/online-en/</p>	<p>Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/online-en/</p>
Other Key Learning Areas	PUBLIC HOLIDAY	<p>Geography: Learning about our neighbours</p>	<p>Personal Development and Health: Virtual Sport – Click on any of the images on the Seesaw activity to explore different sports activities.</p>	<p>Creative Arts: Seesaw activity: The Great Wave Be inspired by this famous painting when creating your own seascape.</p>	<p>Science & Technology: Cleaning Up The Oceans STEM Challenge</p>
Additional Optional Activities	<p>PM e-collection/Reading Eggs (Online English) Log on to PM e-collection or Reading Eggs https://apps.apple.com/au/app/reading-eggs https://www.seeingseggs.com.au/</p>	<p>Mathematics Log on to Prodigy and play https://www.prodigygame.com/online-en/ OR https://www.yousubed.org/ https://mich.maths.org/</p>	<p>Outdoor Physical Activity and Play Post a picture or video of yourself being active. Department of Education - Learning from Home Resources https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>		

Reading Log - Week 1

Reading Log - Week 1

Find a relaxing space in your house where you can read. Read a book, magazine or a book from the PM e-collection in your chosen space. Add the book you have read, a rating and a picture of where you read to your reading log. Be creative!

	Monday	Tuesday	Wednesday	Thursday	Friday
Book Title and Author	Title: Author:	Title: Author:	Title: Author:	Title: Author:	Title: Author:
Rating - give what you read a rating out of 5, where 1 is not very good and 5 is great!	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★
Where I read	Where: Photo:	Where: Photo:	Where: Photo:	Where: Photo:	Where: Photo:



Tuesday

Activities

You are kind

Grammar: Nouns, Verbs and Adjectives

noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly



dice



pirate



ball



girl



verb

Verbs are doing or action words.
(This includes 'to be' and 'to have').



run



jump



talk



adjective

Adjectives describe nouns or pronouns.



delicious
cake



sparkly
diamond



beautiful
flower



Read the following passages out loud.
Read it a second time and highlight
all the **nouns** in **red**, **verbs** in **green**,
and **adjectives** in **blue**.

Green Turtles

Description: Their shell can measure up to 120cm and can weigh 200kg.

Their shell is smooth and brown in colour, with some lightly coloured patches. It has a small head and a rounded beak.

Habitat: They live in shallow waters where they can eat seagrass and algae. They lay



their eggs deep in the sands of the UAE mainland and the surrounding islands.

They are known locally as 'Hamas' and 'Shiree'.

Loggerhead Turtles

Description: They are smaller than green turtles but bigger than hawksbill turtles. They grow to about 100cm, and weigh about 160kg. Their shell is flat, rather than rounded or domed, and is light brown in colour. Their skin is similar to leather and looks slightly orange.

Habitat: They eat crabs, molluscs and other small animals. They



prefer deeper waters in comparison to green and hawksbill turtles. They nest on the beaches of Oman in coarse sand.

Oman is home to the world's largest nesting population (about 30,000 loggerhead turtles).

Deep Sea Explorers

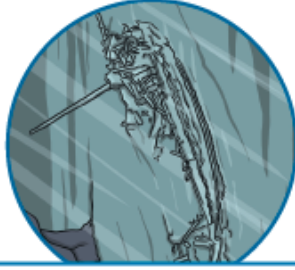
For thousands of years, people have been interested by the world's oceans. Read on to find out about three explorers and their missions to discover below the waves.

Jacques Cousteau

Jacques Cousteau was a well-known photographer who looked at habitats in the ocean. He was born 11th June 1910 in France.

Jacques loved to swim in the Mediterranean Sea using a pair of goggles that his friend had given him.

In 1948, Jacques was part of a mission to find a Roman shipwreck. This was the beginning of exploring sunken ships.



Sylvia Earle

Sylvia Earle is an American underwater photographer, explorer and author. She was born 30th August 1935 in New Jersey, USA.

She loves to teach people about overfishing and pollution in the world's oceans.

Sylvia hopes to protect 30% of the world's oceans by the year 2030 by creating areas called 'hope spots' where marine wildlife is protected.

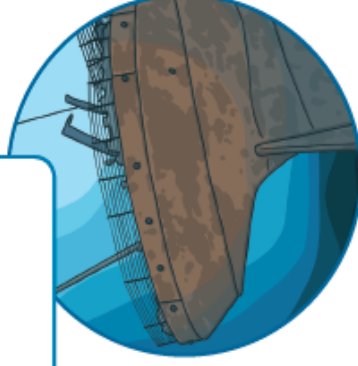


Robert Ballard

Robert Ballard is an American ocean photographer and explorer. He was born 30th June 1942 in Kansas.

Robert and a team of engineers built a robot that could send live video from the ocean floor. They called it 'Argo'.

In 1985, Robert was part of a huge mission to find the RMS Titanic shipwreck, a ship that had been missing since 1912.



Deep Sea Explorers Questions

1. When was Jacques-Yves Cousteau born? Tick **one**.

- 11th June 1933
- 11th June 1948
- 11th June 1910

2. What did Jacques's friend give him to swim in the Mediterranean Sea?

3. Draw lines to match these sentences.

She loves to teach people

world's oceans by the year 2030.

Sylvia hopes to protect 30% of the

in New Jersey, USA.

She was born 30th August 1935

about overfishing and pollution.

4. Circle **true** or **false** to show whether these sentences are correct.

Robert was part of a team to locate the RMS Titanic.	True/False
Robert was born in New Jersey, USA.	True/False
Robert and a team of engineers built a robotic sub.	True/False

5. What is the name of the robotic sub that could send live video from the ocean floor?

A moment of reflection

Today you are going to write a reflection.

You will need to reflect on your school holidays and most importantly how you are feeling about this term and coming back to school.

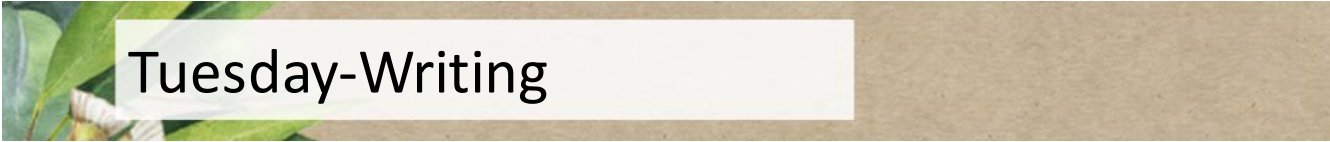
Answer each question in the space provided – you need to write at least 3 sentences for each question.

Were you successful today?

- You answered the questions on every slide
- You have checked that your sentences make sense
- You have checked for spelling errors
- You have used correct punctuation including capital letters and full stops
- You have written at least 3 sentences on each slide?

What was something you enjoyed doing during the school holidays? Why did you enjoy it?

What are you most looking forward to when you return to school?



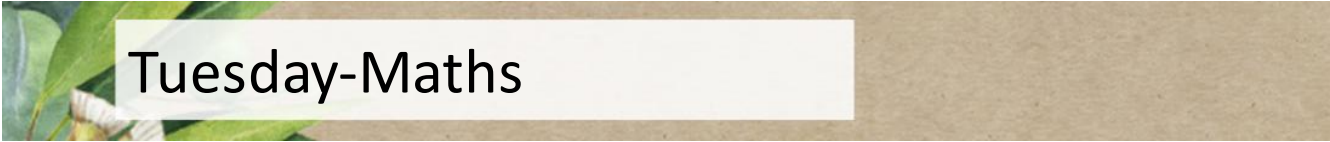
Tuesday-Writing

What are you worried or nervous about when you come back to school?
Why?

Which of your friends are you most looking forward to seeing when you get back to school? Which teacher are you most looking forward to seeing when you get back to school?

What lessons, activities and games would you like to do when we are back in the classroom?

What is 1 word that describes how you are feeling about coming back to school?



Tuesday-Maths

This lesson will be pre-recorded and available on Seesaw with additional explanations and examples.

Problem a Day:

- If two people met on 13 February and decided to meet again one week later, what will be the date of the second meeting?

Learning Intentions:

- We are learning to partition, rearrange and regroup numbers to at least 1000.

Success Criteria:

- I can use my knowledge of numbers to 1000 to solve mathematical problems.

Activities:

When looking at different numbers, we can **partition** them. **Partitioning** is a way of splitting numbers into smaller parts to make them easier to work with. It involves breaking numbers down into smaller parts.

For example:

3265= 3 groups of one thousand, 2 groups of one hundred, 6 groups of ten, and 5 groups of one.

4960= 4 groups of one thousand, 9 groups of one hundred and 6 groups of ten.

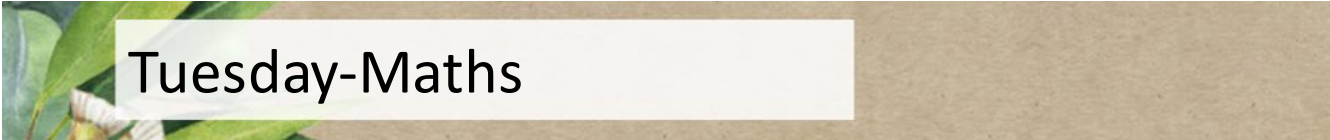
Partition the following numbers into their smaller parts.

2098=

7218=

8440=

8 377=



Tuesday-Maths

What is the value of the place value of the 4 in the following numbers?

374=

6546=

6401=

4689=

State the place value of the number in red.

6792=

7356=

670=

8625=

7994=

65 821=

Go to the following website and practise partitioning different numbers-

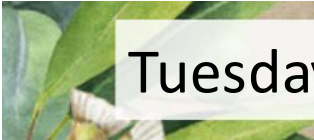
<https://www.bbc.co.uk/bitesize/topics/z69k7ty/articles/zyk8pbk>

Place Value to 4 Digits

Number	Words	Expanded Form	Picture
_____	___ thousands ___ hundreds ___ tens ___ ones	$1000 + 500 + 90 + 7$ $=$ _____	
_____	2 thousands 5 hundreds 7 tens 3 ones	_____ + _____ + _____ + _____ $=$ _____	
1574	___ thousands ___ hundreds ___ tens ___ ones	_____ + _____ + _____ + _____ $=$ _____	
2635	___ thousands ___ hundreds ___ tens ___ ones	_____ + _____ + _____ + _____ $=$ _____	
7354	___ thousands ___ hundreds ___ tens ___ ones	_____ + _____ + _____ + _____ $=$ _____	
_____	___ thousands ___ hundreds ___ tens ___ ones	$2000 + 600 + 40 + 3$ $=$ _____	
_____	5 thousands 5 hundreds 5 tens 5 ones	_____ + _____ + _____ + _____ $=$ _____	

Should we know our neighbours?





Tuesday-Geography

List some reasons why neighbours are important?

Did you know that countries have neighbours too? Who are Australia's neighbours? List all the countries you think might be neighbours to Australia.

Use an atlas or Google Earth to find Australia's neighbours. Write the name of each neighbouring country and write its direction from Australia.

If you are not sure about direction do the Masterclass on Compass Points first.

Country	Direction from Australia

Tuesday-Geography

Write the name for each country on the map (country names are usually in capitals). Some countries are small and include many islands. You can write the name beside the country. Colour each country a different colour.



Is Australia a good neighbour to other countries? Why or why not?



Wednesday

Activities

You are strong

Wednesday-Spelling & Grammar

Grammar: Nouns, Verbs and Adjectives

noun
Nouns are used to name people, animals, things, places, or ideas.



butterfly
dice
pirate
ball
girl

verb
Verbs are doing or action words.
(This includes 'to be' and 'to have').



run
jump
talk

adjective
Adjectives describe nouns or pronouns.



delicious
cake
sparkly
diamond
beautiful
flower

Look at the following picture. Make a list of the nouns, verbs and adjectives you can write about the picture.



Nouns	Verbs	Adjectives

Shark Fact File

Sharks are a type of fish but instead of having bones, their skeleton is made of cartilage. This is what your ears and the tip of your nose are made from. There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark and tiger shark. Scientists believe that sharks have been in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school or shoal.

Where do they live?

Sharks can be found in all of the Earth's five oceans: the Atlantic, Pacific, Indian, Arctic and Southern. Some sharks can even be found in freshwater lakes and rivers. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures though polar sharks prefer colder water.



What do they eat?

What a shark eats depends on its species and where it lives. Most sharks are carnivores because they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales. Smaller sharks eat smaller prey such as clams, crabs and squid.

Some types of shark can be deadly, but only about 12 species have ever attacked humans. In fact, shark attacks are not very common. More people die from bee stings and natural disasters such as earthquakes and volcanoes each year than from shark attacks.

Shark Senses

Sharks have all the senses that humans have; smell, sight, touch, taste and hearing. The strongest is their sense of smell. Sharks can smell a single drop of blood in the water from 400 metres away. They can also hear fish moving from around 500 metres away. Sharks have very good eyesight and they can see in low levels of light.

Amazing Fact!

Most shark species would die if they stopped moving. As long as they keep swimming, water keeps moving over their gills, which keeps them alive.

Did You Know...?

A baby shark is called a pup.



Sharks - Questions

1. What is a shark's skeleton made of? Tick **one**.

- bone
- muscle
- cartilage
- skin

2. How many species of shark are there? Tick **one**.

- more than 500
- less than 500
- less than 200
- more than 700

3. How long have sharks lived in our oceans?

4. Name two of the world's oceans.

5. Tick whether each statement is **true** or **false**.

	True	False
Sharks are a type of fish.		
Sharks only live in seawater.		
Shark attacks are very common.		
Sharks have a good sense of smell.		

6. What are Baby Sharks called? Tick **one**.

- pugs
- sharklets
- shells
- pups

7. Why are sharks such good hunters? Explain your answer.

Wednesday - Writing

Today you are going to plan and write a story that relates to the picture.

Look at the image – what do you see?



Spend 5-10 minutes planning your story using the questions on the following page to help you

Remember, your story needs:

- descriptive language and interesting vocabulary
- a setting and characters
- a complication and a resolution
- a range of punctuation
- similes, metaphors, alliteration and onomatopoeia
- paragraphs



Wednesday - Writing

Planning Questions:

What are the three people diving in from?

Why are they diving into the water?

Is it a sea, river or lake? What is the difference between each of these things?

What equipment are the people using? Why are they using it?


What other equipment might they have worn?

What might they see underwater?

Plan your story here – think about the questions,. You could plan using a mind map, 10x2 or a See, think, wonder to start you off

Wednesday - Writing

Were you successful today?

- You planned your story using the picture as a prompt
 - You have checked your sentences make sense
 - You have checked for spelling errors
 - You have used correct punctuation including capital letters and full stops
 - You have written in paragraphs
 - You have used descriptive language
 - You have included a range of devices (similes, metaphors, alliteration etc)
 - Your story has a complication
 - Your story has a resolution
- 



Wednesday-Maths

This lesson will be pre-recorded and available on Seesaw with additional explanations and examples.

Problem a Day:

- Benjamin earned \$60 but had to pay half in tax. How much tax did Benjamin pay?

Learning Intentions:

- We are learning to partition, rearrange and regroup numbers to at least 1000.

Success Criteria:

- I can use my knowledge of numbers to 1000 to solve mathematical problems.

Activities:

Yesterday we began looking at partitioning.

When looking at different numbers, we can **partition** them.

Partitioning is a way of splitting numbers into smaller parts to make them easier to work with. It involves breaking numbers down into smaller parts.

Record the following numbers using place value.

For example:

$$3790 = 3000 + 700 + 90$$

$$6093 = 6000 + 90 + 3$$

$$4591 =$$

$$3612 =$$

$$54\,790 =$$

$$98\,342 =$$

Partition the following numbers:

Number Partitioning

1. $\begin{array}{|c|c|c|c|} \hline 5 & 3 & 8 & 7 \\ \hline \end{array} = \begin{array}{|c|} \hline 5000 \\ \hline \end{array} + \begin{array}{|c|} \hline 300 \\ \hline \end{array} + \begin{array}{|c|} \hline 80 \\ \hline \end{array} + \begin{array}{|c|} \hline 7 \\ \hline \end{array}$

2. $\begin{array}{|c|c|c|c|} \hline 4 & 5 & 2 & 8 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$

3. $\begin{array}{|c|c|c|c|} \hline 1 & 3 & 9 & 2 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$

4. $\begin{array}{|c|c|c|c|} \hline 4 & 0 & 7 & 6 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline 0 \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$


5. $\begin{array}{|c|c|c|c|} \hline 6 & 2 & 3 & 7 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$

6. $\begin{array}{|c|c|c|c|} \hline 5 & 1 & 4 & 0 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$

7. $\begin{array}{|c|} \hline 3000 \\ \hline \end{array} + \begin{array}{|c|} \hline 200 \\ \hline \end{array} + \begin{array}{|c|} \hline 10 \\ \hline \end{array} + \begin{array}{|c|} \hline 4 \\ \hline \end{array} = \begin{array}{|c|c|c|c|} \hline & & & \\ \hline \end{array}$

8. $\begin{array}{|c|} \hline 9000 \\ \hline \end{array} + \begin{array}{|c|} \hline 400 \\ \hline \end{array} + \begin{array}{|c|} \hline 8 \\ \hline \end{array} = \begin{array}{|c|c|c|c|} \hline & & & \\ \hline \end{array}$

9. $\begin{array}{|c|} \hline 2000 \\ \hline \end{array} + \begin{array}{|c|} \hline 400 \\ \hline \end{array} + \begin{array}{|c|} \hline 90 \\ \hline \end{array} + \begin{array}{|c|} \hline 5 \\ \hline \end{array} = \begin{array}{|c|c|c|c|} \hline & & & \\ \hline \end{array}$



Wednesday-Maths

Roll a dice to create your own 4-digit numbers.

Record them below and then record them according to their place value.

1.

2.

3.

4.

5.

6.

7.

8.

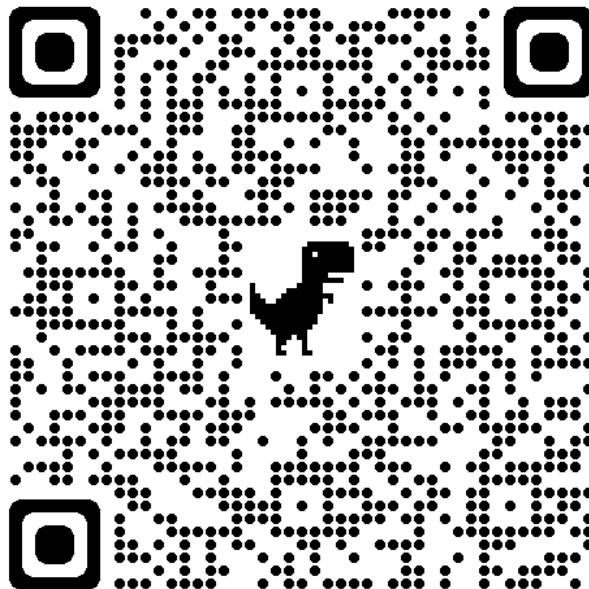
Wednesday-PD/H

To access your sports activity for today, you will need to scan this QR Code or use the link below.

Link: shorturl.at/glCT8



SCAN ME





Thursday

Activities

You are unique

Thursday-Spelling & Grammar

Grammar: Nouns, Verbs and Adjectives

noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly



dice



pirate



ball



girl



verb

Verbs are doing or action words.
(This includes 'to be' and 'to have').



run



jump



talk



adjective

Adjectives describe nouns or pronouns.



delicious
cake



sparkly
diamond



beautiful
flower



Read the following passages out loud.

Read it a second time and highlight all the **nouns** in red, **verbs** in green, a

Hawksbill Turtles

Description: They are smaller than green turtles. They only grow to 80cm long and weigh about 50kg. The name 'hawksbill' comes from their hooked beak.

Habitat: They live in shallow waters over reefs and coral. They eat soft coral, sponges and other small animals. Like the green turtles, they live on the



mainland and islands of the UAE.

Their numbers decreased as they were killed for their beautiful shell. Thankfully, it is now illegal to kill them.

Leatherback Turtles

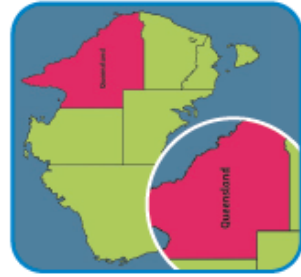
Description: These are the largest turtles. The biggest ever recorded weighed 1,000kg and measured 3m in length! However, the average leatherback weighs around 400kg. They do not have a shell like other turtles, but they have soft skin, which is where their name comes from. They are



black with white markings.

Habitat: They live in the open seas, where they hunt jellyfish and sea squirts. They have not been found to nest in the UAE or Oman unlike the other turtles. But they have been seen swimming.

The Great Barrier Reef



Where Is the Great Barrier Reef?

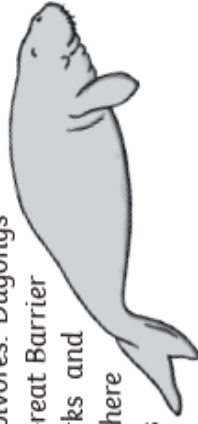
The Great Barrier Reef is a huge living formation in Australia. It has 2900 reefs and 900 islands. The Great Barrier Reef is in the Coral Sea, off the coast of Queensland, Australia. It runs along the Queensland coast, from near the southern town of Bundaberg to up past Cape York.

How Big Is the Great Barrier Reef?

The Great Barrier Reef is 2600 kilometres long. It is not only the world's largest reef but also the world's largest living structure. The Great Barrier Reef is bigger than Tasmania and Victoria put together. Astronauts can even see it from outer space!

Which Animals Live in the Great Barrier Reef?

The Great Barrier Reef is home to many animals, such as fish, sea turtles, giant clam, seahorses, sea snakes, sea turtles, stingrays, sharks and more. One of the most interesting is the dugong. These unusual animals are closely related to dolphins and whales. They are large mammals and are herbivores. Dugongs feed on the many plants of the Great Barrier Reef. They are hunted by sharks and saltwater crocodiles. Today, there are more than 50,000 dugongs living in Australian waters.



What Else Lives in the Great Barrier Reef?

Many other species live in the Great Barrier Reef, including corals and sponges. 360 species of hard coral grow there, including bottlebrush coral, bubble coral, brain coral, mushroom coral, staghorn coral, tabletop coral and needle coral. Hot weather and

warm water are bad for coral and cause 'coral bleaching'.

How Do Aboriginal People Use the Great Barrier Reef?

Aboriginal and Torres Strait Islander Peoples are the traditional owners of the Great Barrier Reef. Aboriginal and Torres Strait Islander Peoples have used the sea to give them food for thousands of years. Today, food from the sea is important to Aboriginal and Torres Strait Islander Peoples, who still collect food and prepare meals using their traditional foods.



Questions

1. Where is the Great Barrier Reef?

2. How long is the Great Barrier Reef?

3. From where can the Great Barrier Reef be seen?

4. Why is this possible?

5. In alphabetical order, list examples of animals that live in the Great Barrier Reef.

6. Are dugongs extinct? Give reasons for your answer.

7. What does 'herbivore' mean?

8. What do you think 'coral bleaching' means?

9. Using information from the text, draw a detailed and labelled picture of the Great Barrier Reef.

Drop Everything and Write (DEaW)

Drop Everything and Write is an opportunity for you to just write! You can choose the topic you want to write about and the type of text you would like to write. The purpose of you completing DEaW is to increase your writing stamina, that means the amount of time you can just write. This writing will not be marked but read to take the pressure off and you can take more risks and experiment in your writing. Since we have been on devices for a whole term, we are going to have Tuesday and Thursday dedicated to you writing on paper.

Some things to think about:

- Write using paper and a pencil/pen
- You need to write for 20 minutes (non-stop). Set a timer.
- If you need help with what to write visit this site for ideas (<https://www.pobble365.com/>)
- Focus on your writing and you can go back at the end to edit.
- You can write about an experience, a story, to persuade someone, an informative text, a review, a newspaper article.
- Keep your handwriting neat.
- Make sure you have a bit of a plan first before you write.
- Be mindful of your spelling.
- Use paragraphs.

What makes a good paragraph?

- Use different types and lengths of sentences
- Use different sentence beginnings
- Use varied and correct punctuation
- Use interesting vocabulary/words
- Use correct tense
- Organise your ideas so each sentence connects with the next and makes sense.

This lesson will be pre-recorded and available on Seesaw with additional explanations and examples.

Problem a Day:

- Anne's puppet is 35 centimeters high. How tall is Timothy's puppet if it is twice as high?

Learning Intentions:

- We are learning to round numbers.

Success Criteria:

- I can round numbers to the nearest ten, hundred or thousand.
- I can recognise when it is useful to round numbers.

Activities:

Today we are going to look at how to round numbers.

Sometimes, we just want numbers to be easy and simple!

One method of simplifying numbers is rounding. Rounding a number makes the number easier to work with, but keeps the value of the number close to what it originally was.

Simplifying a number to make it easier to work with is called

Rounding Down to the Nearest 10

- Find the tens column. Circle the digit.
- Look at the digit in the units place. Underline it.
- If the digit in the units place is a **1, 2, 3 or 4**, the number will be rounded **down**. The digit in the tens place will stay the same and the digit in the units place will change to a 0.

$$\textcircled{6}\underline{3} \longrightarrow 60$$

Rounding Up to the Nearest 10

- Find the tens column. Circle the digit.
- Look at the digit in the units place. Underline it.
- If the digit in the units place is a **5, 6, 7, 8 or 9**, the number will be rounded **up**. The digit in the tens place will increase by 1 and the digit in the units place will change to a 0.

$$\textcircled{6}\underline{7} \longrightarrow 70$$

Rounding Down to the Nearest 100

1. Find the hundreds column. Circle the digit.
2. Look at the digit in the tens place. Underline it.
3. If the digit in the tens place is a **1, 2, 3 or 4**, the number will be rounded **down**. The digit in the hundreds place will stay the same and the tens and units digits will change to a 0.

$$\textcircled{2}\underline{1}3 \longrightarrow 200$$

Rounding Up to the Nearest 100

1. Find the hundreds column. Circle the digit.
2. Look at the digit in the tens place. Underline it.
3. If the digit in the tens place is a **5, 6, 7, 8 or 9**, the number will be rounded **up**. The digit in the hundreds place will increase by one and the tens and units digits will change to a 0.

$$\textcircled{2}\underline{7}6 \longrightarrow 300$$

Rounding to 10 - Activity

Should these numbers round up or down to the nearest 10?
Draw lines from the speckled frogs to the correct logs.

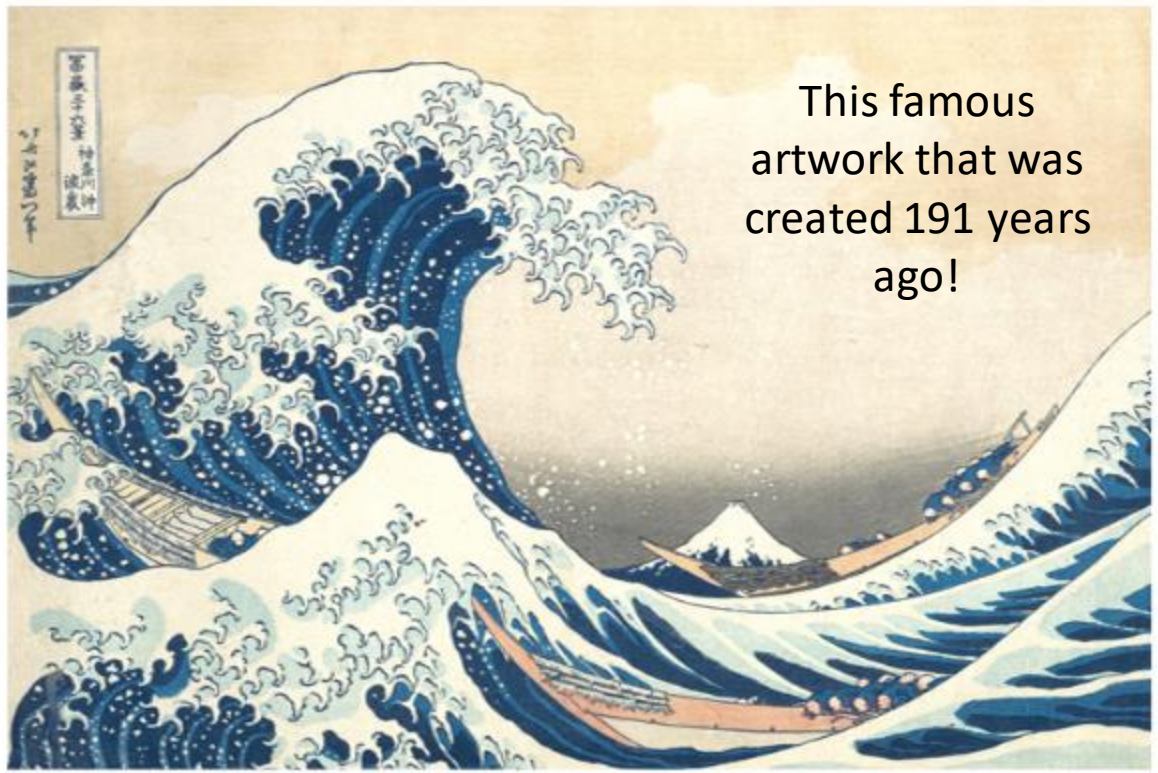


Thursday-Maths

Round the following numbers to the nearest 10 and nearest 100

nearest 10		nearest 100
	652	
	841	
	369	
	78	
	615	
	245	
	974	
	325	
	449	
	210	
	103	
	707	

Thursday - Creative Arts



This famous artwork that was created 191 years ago!

Under the Wave off Kanagawa

(also known as The Great Wave)

by Katsushika Hokusai. 1830-32



It is extremely well known and has inspired many other artists and products.



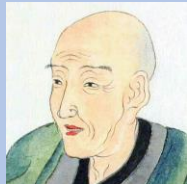
Thursday - Creative Arts



Hokusai called himself Old Man Crazy To Paint and made his best work in his 70s. His most celebrated print series was the Thirty-Six Views of Mount Fuji, including The Great Wave. Fuji was thought to hold the secret of immortality. It appears in the 36 artworks in many different guises, sometimes right in the centre and other times as a background detail



<https://qr.go.page.link/GERSp>



<https://qr.go.page.link/yCS6Y>

Scan or follow the links to find out more about Hokusai and The Great Wave.



— THIRTY-SIX VIEWS OF MOUNT FUJI BY HOKUSAI —

Thursday - Creative Arts

It is your turn!

Create an artwork inspired by The Great Wave.

Scan the QR code or follow the URL and watch the video as you create. Don't forget, you don't have to recreate the famous artwork exactly. Your artwork should just be **INSPIRED** by it. **Change the colours**, change the **Size** and/or position of the objects, remove, change or add some boats, add in clouds, a pirate ship or a whale. The only limit is your imagination!

Use paint, watercolours, crayons, pencils or anything you have at home. If you are using pencil or crayon for the outlining instead of a black permanent marker, make sure you are pressing really hard to get bold lines.

<https://qrgo.page.link/wKsei>



Don't forget to share your amazing artworks on Seesaw!





Friday

Activities

You are capable

Friday-Spelling & Grammar

Grammar: Nouns, Verbs and Adjectives

Write a descriptive sentence about each of the following images.





Plastic Pollution

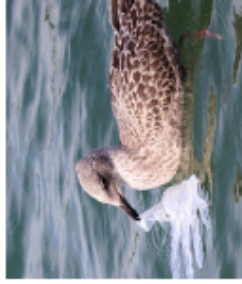
Plastics are a big problem for ocean life. It is thought that over eight million **tonnes** of plastic finds its way into the ocean every year. It can be anything from plastic bags to food wrappers and even glitter.

How Does It Get into the Ocean?

Plastic which is dropped on the ground can get blown into rivers and streams, which carry it to the sea. If plastic is thrown away properly but is not recyclable, it ends up on a **landfill**. From here, it can be blown into rivers, too. Worst of all, if plastic is flushed away down drains, it goes straight into the water.

Did You Know...?

- Plastic is very strong. It can take up to one thousand years for plastic to break down in the water.
- Plastic in the oceans can be mistaken for food by different creatures. Floating in the ocean, a plastic carrier bag can look a lot like a jellyfish, which is food for a leatherback turtle.



Plastic can look a lot like a jellyfish and could be eaten.

How Can We Help?

There is good news about what is being done and what you can do to help.

- Say 'no' to plastic bags – reuse old bags or carry a backpack.
- Refill and reuse – instead of buying bottled drinks, fill up your own bottles at home.
- Sort your rubbish – use recycling bins, don't put plastic down drains and never leave litter on the ground.

Although plastic is a threat to our world, there are good things happening. It's important to think, reuse and recycle.

Glossary

landfill – A place where non-recyclable rubbish is piled up and buried.
tonnes – A measurement that is about the mass of a small car.

To find out more about ocean pollution, read the eBook 'A Place for Plastic' [here!](#)

Questions

1. Which of the following are types of plastic pollution? Tick **two**.

- food wrappers
- tin foil
- glitter
- cereal boxes

2. How long can plastic take to break down in the water? Tick **one**.

- up to one thousand hours
- up to one thousand days
- up to one thousand months
- up to one thousand years

3. Number the sections from 1-4 to show the order that they appear in the text.

- Did You Know...?
- How Does It Get into the Ocean?
- Plastic Pollution
- How Can We Help?

4. Find and copy a word from the text which means 'animals'.

5. Fill in the missing words.

Floating in the ocean, a plastic _____ can look a lot like a _____, which is food for a leatherback _____.

6. Draw 3 lines to complete the sentences.

Instead of putting plastic down the sink...

...reuse old bags.

Instead of using new plastic bags...

...refill your own bottle at home.

Instead of buying bottled drinks...

...recycle it properly.

7. How do you think people's attitudes to plastic may change in the future?

BTN – Sea Creatures

Watch the following BTN clip about Sea Creatures.

<https://www.abc.net.au/btn/classroom/sea-creatures/10536490>

You are going to research a creature from the Southern Ocean. You can choose one of your own or you can choose the Sea Spider.

Use this link to read about the Sea Spider.

[Vampire sea spiders suck on prey › News in Science \(ABC Science\)](#)

What you need to include in your writing:

Structure

- ✓ My informative text begins with a general statement which introduces and classifies the subject.
- ✓ My informative text contains a series of factual paragraphs which describe the characteristics of my creature.

Language and features

- ✓ I have used a formal tone when writing.
- ✓ I have tried to sound like an expert on the topic.
- ✓ I have used subject-specific, technical vocabulary
- ✓ I have used present tense.
- ✓ I have used nouns and noun categories.
- ✓ I have used adjectives and adverbs to enhance descriptions
- ✓ I have used time connectives.
- ✓ I have used phrases showing cause and effect.
- ✓ I have used comparative language.

This lesson will be pre-recorded and available on Seesaw with additional explanations and examples.

Problem a Day:

- Each of the 9 workers was given a \$500 Christmas bonus. How much did this cost the business?

Learning Intentions:

- We are learning to round numbers.

Success Criteria:

- I can round numbers to the nearest ten, hundred or thousand.
- I can recognise when it is useful to round numbers.

Activities:

Read through the following information, about how to round numbers.

Rounding Down to the Nearest 10

- Find the tens column. Circle the digit.
- Look at the digit in the units place. Underline it.
- If the digit in the units place is a **1, 2, 3 or 4**, the number will be rounded **down**. The digit in the tens place will stay the same and the digit in the units place will change to a 0.

$$\textcircled{6}\underline{3} \longrightarrow 60$$

Rounding Up to the Nearest 10

- Find the tens column. Circle the digit.
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$$\textcircled{6}\underline{7} \longrightarrow 70$$

Rounding Down to the Nearest 100

1. Find the hundreds column. Circle the digit.
2. Look at the digit in the tens place. Underline it.
3. If the digit in the tens place is a **1, 2, 3 or 4**, the number will be rounded **down**. The digit in the hundreds place will stay the same and the tens and units digits will change to a 0.

$$\textcircled{2}\underline{1}3 \longrightarrow 200$$

Rounding Up to the Nearest 100

1. Find the hundreds column. Circle the digit.
2. Look at the digit in the tens place. Underline it.
3. If the digit in the tens place is a **5, 6, 7, 8 or 9**, the number will be rounded **up**. The digit in the hundreds place will increase by one and the tens and units digits will change to a 0.

$$\textcircled{2}\underline{7}6 \longrightarrow 300$$

Why do you think it is useful to round numbers? When might we round numbers? Make a list below.

S.T.E.M. Challenge

Term 4 Week 1

Cleaning Up The Oceans



Pollution in the Oceans

- Pollution is the introduction of harmful materials into the environment. Water pollution is when waste, chemicals, or other particles cause a body of water (e.g. oceans, rivers, lakes, wetlands, etc) to become harmful to the fish, animals, reefs, and plants that need the water to survive. Water pollution can also have damaging and disruptive impacts on the natural water cycle.
- A lot of water pollution comes from human activity. Some human causes include that which is washed into stormwater drains that lead to rivers and the sea. In the oceans, a lot of pollution comes from things that are thrown overboard from boats and by rubbish that washes into the ocean from the land and from rivers. Plastics, fishing line, fishing nets, and other wastes can affect the creatures living in our oceans. Plastic pollution is considered in the top three dangers to a continuing healthy ocean.

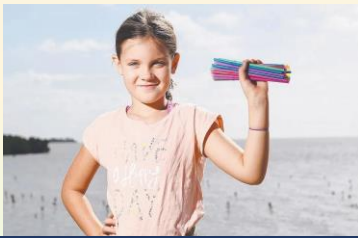


Your Challenge - Gathering Inspiration

- Your task is to help others understand the effects of pollution and waste in our oceans and design a way to help make the oceans healthy again.

Some Inspiration

- Meet Molly Steer, an 11 year old Australian student on a mission to encourage every school in Australia to stop using single-use plastic straws in their school tuckshops and canteens. Have a look at these four links to see Molly's work.



Straws No More
<https://www.strawnomore.org>



BTN Story - Straws No More
<https://youtu.be/ozadNbNT1Is>



TEDx - Molly Steer
<https://youtu.be/Rr5Py1r9xjw>



Plastic Oceans International
<https://youtu.be/otLUQR7YeCM>

Some More Inspiration



- Plastic Oceans International - <https://plasticoceans.org/>
- 9 Ways to Reduce Plastic Pollution - <https://youtu.be/Hu-fILevV40>



- Seabin Project - <https://seabinproject.com/about-us/>
- In-water Automated Marina Rubbish Collector - <https://youtu.be/tiy7WQYQyhY>



- Boyant Slat The Ocean Cleanup - <https://theoceancleanup.com/>
- BTN Story - Ocean Rubbish Clean-up - 18/09/2018
<https://www.abc.net.au/btn/classroom/ocean-rubbish-clean-up/10448624>

Your Challenge - Ideation

- Now that you have researched some ways people are attempting to make the oceans a healthier place, you need to develop your own approach to help others understand the effects of pollution and waste in our oceans.
- First Step: Think about the many possible solutions and ideas you might have to the pollution problems in our oceans. Write all your ideas in the box below.

Your ideas

Your Challenge - Organising

- Second Step: Have a look at your ideas and pick the most creative idea.
 - What materials, tools, equipment, people or ingredients will you need to make your solution a reality. List everything you need in the box below.

Your needs to make your idea a reality

Your Challenge - Prototyping

- Third Step: In the box below create your first prototype for your plan. If it is video, song or other multimedia presentation uploaded it here. If it is a physical item make a model, take photos and upload them. If it is a poster or infographic you can design it in the box.

Your Prototype

Your Challenge - Testing

- Fourth Step: Share your idea with someone else. This may be a family member, friend, class mate, etc. What are their thoughts about your idea? Do they think you might need to change anything? Were they empowered to do something about the oceans? Write down all the points that were discussed.

Your Sharing Points

Did they think you needed to change anything? If so, what was it and will you change it?

Reflection

- What did you enjoy the most about this challenge? _____

- What challenges did you have and how did you overcome them? _____

- What would you do differently next time? _____

