Home Learning Pack

Week 7

Term 3, 2021

Year 4

Barramurra
Public School

HOME LEARNING

Home Learning Grid - Term 3 Week 7

Stage 2 - Book Week

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

Barramurra Public School

	Monday	Tuesday	Wednesday	Thursday	Friday
Video Meetings	9:30am - Michigan Speeches 10:30am – Penn State Speeches	9:30am - Michigan Speeches			9:30am - Michigan 2:00pm – Penn State
Good Morning	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				
Reading	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.	Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.	Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.
Literacy	**Spelling & Grammar:** Spelling Rule: If a word ends in ie, change the ie to y before adding ing eg lie - lying (verbs) **Barra Book Battle:** Write, publish and illustrate a short story **Barra Book Blog:** Complete the book review on a book you have read **Writing – Informative text:** Complete the activity on Seesaw. We are learning the paragraph structure for informative writing.	**Spelling & Grammar:** Spelling Rule: If a word ends in ie, change the ie to y before adding ing eg lie - lying (verbs) **Barra Book Battle:** Write, publish and illustrate a short story **Reading:** Choose an activity from the matrix to complete on a book of your choice. Make sure you choose an activity that you have not completed **Writing - Book Week:** Research an Australian author or illustrator and write five interesting facts about them.	**Spelling & Grammar:** Verbs **Barra Book Battle:** Write, publish and illustrate a short story **Reading:** Choose an activity from the matrix to complete on a book of your choice. Make sure you choose an activity that you have not completed **Writing – Informative text:** Complete the activity on Seesaw. We are learning to construct an informative paragraph.	**Spelling & Grammar:** Verbs **Barra Book Battle:** Write, publish and illustrate a short story **Reading:** Choose an activity from the matrix to complete on a book of your choice. Make sure you choose an activity that you have not completed **Writing - Book Week:** Write a letter to the author or illustrator of your favourite book.	**Spelling & Grammar:** Verbs **Barra Book Battle:** Write, publish and illustrate a short story **Reading:** Choose an activity from the matrix to complete on a book of your choice. Make sure you choose an activity that you have not completed **Writing – Informative text:** Complete the activity on Seesaw. We are learning how to use research skills and take appropriate notes from an informative text.
Outdoor Physical Activity	Outdoor Physical Activity and Play You could post a picture or video of yourself getting out and getting active				
Mathematics	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	**Maths** Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/
Other Key Learning Areas	**Science & Technology:** Complete the Stem – Paper chain challenge.	**Geography:** Complete the Seesaw activity on mud maps and geographical features	**Personal Development and Health:** Complete the Seesaw activity about mindfulness.	**Creative Arts:** Seesaw activity: Colour Theory 3D Portraits. Learn about Giuseppe Arcimboldo & Jane Perkins and then use colour theory to create your own portrait using found objects.	**Free Choice afternoon:** Complete any activity that interests you and upload a photo or video to Seesaw with an explanation of what you are doing and why you like to do this activity.
Additional <u>Optional</u> Activities	**PM e-collection/Reading Eggs (Online English)** Log on to PM e-collection or Reading Eggs https://app.pmecollection.com.au/login https://readingeggs.com.au/	**Mathematics** Log on to Prodigy and play https://sso.prodigygame.com/game/start?rid=61dd4d8f-92ea-4144-9098-ba040ac8d303 OR https://www.youcubed.org/ https://nrich.maths.org/		**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	

Week 7 –
Barra Book Battle

This week you are going to battle!

Your mission:
- write and publish a short story
- design an eye-catching book cover for your story

Due Date: Friday 27th August 2021 (Week 7)

Learning Intention: We are learning to write a story to entertain. We will be successful if we can publish an entertaining story with a matching book cover.

Don't Forget – A good story:
- hooks in its reader during the **introduction.**
- keeps the readers excited when things get **complicated**.
- **concludes** the story with a bang!

Remember to send a photo of your story and your book cover via Seesaw for your teacher to see.

Week 7 –
Barra Book Blog

Your Blog will be displayed in our library!

Your mission:
- Read a book of your choice! Any book you would like.

Due Date: Friday 27th August 2021 (Week 7)

Learning Intention: We are learning to review a book we have read.
We will be successful if we can write a short review about what we liked, disliked or found interesting about the book.

Getting Started:
- Read a book that interests you or you may want to review a book you have read recently.
- Use the template on the following page to create your book review.

Remember to send a photo of your book review via Seesaw for your teacher to see.

BOOK REVIEW
of

AUTHOR:

RATING: ☆ ☆ ☆ ☆ ☆

BOOK COVER (F/NF)

GENRE

Fantasy Fiction	Realistic Fiction	Historical Fiction
Traditional Fiction	Nonfiction	Poetry

AUTHOR'S PURPOSE

Persuade	Inform	Entertain

3 WORDS THAT BEST DESCRIBE THIS BOOK

❶ _____

❷ _____

❸ _____

IDEAS: imaginative surprising educational
touching serious interesting silly scary
funny sad exciting suspenseful informative

MY RATING

I rated this book _____ stars because:

_____

_____

_____

_____

_____

MY RECOMMENDATION

I would recommend this book to:

_____

_____

_____

_____

NAME: DATE:

teachertrap.com

Word of the Day - Week 7

	Monday	Tuesday	Wednesday
Word	SIGNIFICANCE	ORCHESTRATE	RECONCILIATION
Definition			
In a sentence			
Synonym			
Antonym			
Word Origin			
Words in word			

Word of the Day - Week 7

	Thursday	Friday
Word	CONSEQUENTIAL	UNFATHOMABLE
Definition		
In a sentence		
Synonym		
Antonym		
Word Origin		
Words in word		

Monday
Activities
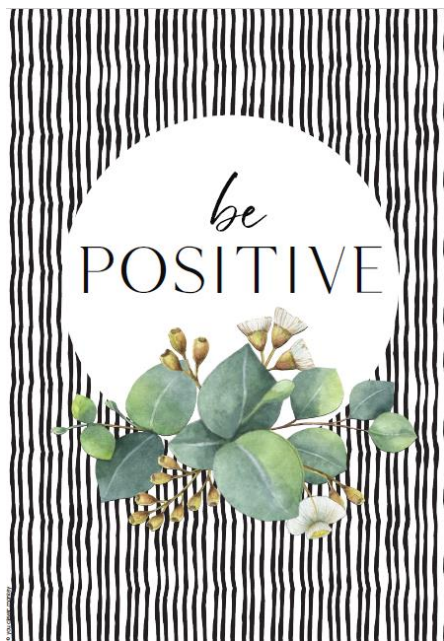
be
POSITIVE

Spelling Rule
If a word ends in **ie**, change the **ie** to **y** before adding **ing** *eg lie - lying*

Make sure your plants are not **dying!**

Rewrite the following words by adding ing.

Base word	ing
tie	
die	
vie	
lie	
write	
love	
circle	

Monday - Writing

Week 7 – Monday Informative Writing
Access pre-recorded lesson or read the information below.
Learning goal: We are learning the paragraph structure for informative writing.

Watch - Paragraph Structure for Information Reports:
https://www.youtube.com/watch?v=MPGhEJicbC4

Think about:
• What is a topic sentence?
• What is the purpose of a topic sentence within an informative paragraph?
• Why are paragraphs so important when writing informative texts?

Informative Texts - Paragraph Structure

To write an informative paragraph, follow these steps.
1. Introduce the subject using a clear topic sentence.
2. State facts about the subject in a logical order.
3. Describe the subject using appropriate technical vocabulary. 4. Conclude with a statement about the subject.

When writing an informative paragraph, it is important to focus on **one aspect of the subject**. When you are ready to move on to another aspect of the subject, it is time to begin a new paragraph. It is important to focus on only one aspect of the subject in each paragraph.

Informative Paragraph – Example

Topic sentence including the subject	Most turtles reproduce during the warmest months of the year.
Facts about the subject in logical order	The females will come ashore on a sandy beach to lay their eggs after mating. They then leave the eggs to hatch on their own. When they hatch, the hatchlings (baby turtles) scramble down into the water. They have to be quick to avoid being eaten by predators.
concluding statement about the subject	Most baby turtles will perish within their first year.

Monday - Writing

Activity:

1. **Reconstruct the informative paragraph about Uluru in the correct order.**

2. **Record and read out the reconstructed paragraph on Seesaw.**

Although Uluru's surface is covered in crevices, caves and valleys, it is straight and smooth enough for some people to attempt to climb to the top. However, this is strongly discouraged.

It is 1.6 kilometres high and 1.9 kilometres wide. It is almost as high as the Empire State Building!

Uluru is one of the greatest rock formations in the world.

Uluru is naturally comprised of sandstone. Its colour usually appears dusty red but it can vary in colour with the ever-changing angle of the sunlight shining on it. This aspect makes Uluru a popular tourist site at dusk.

Activity:

3. **Answer the questions after you have completed the activity:**

- **Does the order of this paragraph sound correct? Why or why not?**
- **Which words or phrases gave you clues about the correct order of the text?**
- **Why were these words or phrases helpful?**

Remember to upload your work to seesaw.

Monday - Maths

How to add with regrouping

Addition to 50 Set 1

27 + 4 =
33 + 12 =
42 + 5 =
28 + 9 =
21 + 8 =
4 + 28 =
24 + 19 =
15 + 27 =
19 + 19 =
29 + 13 =
Time:
Score:

Addition with Regrouping

Step 1: add the ones

6+4 =10, so I can regroup

$$346 + 254$$

(1 tens, 0 ones)

Step 2: add the tens

10+40+50=100, so I can regroup

$$346 + 254 = 00$$

Step 3: add the hundreds

100+300+200=600

$$346 + 254 = 600$$
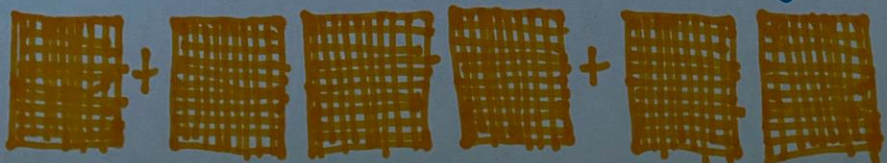
Monday - Maths

Have a go at adding these 3 digit numbers together.

3-Digit Column Addition (With Regrouping)

1.				2.				3.				4.			
	1	0	9		4	5	5		1	7	0		5	5	4
+	1	3	9	+	2	8	1	+	2	4	9	+	2	0	9

5.				6.				7.				8.			
	1	9	6		6	2	8		6	7	7		5	2	4
+	7	0	6	+	3	1	9	+	1	6	0	+	2	0	8

9.				10.				11.				12.			
	1	9	9		1	5	8		3	8	5		6	6	5
+	3	9	1	+	4	6	6	+	1	3	7	+	1	0	7

13.				14.				15.				16.			
	1	0	9		2	3	7		2	9	0		8	6	2
+	4	9	8	+		6	8	+	2	7	6	+		6	7

17.				18.				19.				20.			
	7	1	9		5	9	5		2	6	7		6	0	6
+	1	8	2	+	1	1	7	+	5	7	9	+	2	5	8

Monday - Maths

If you want a challenge, have a go at adding these 4-digit numbers

Adding 4-Digit Numbers with Regrouping

1
```
  4078
+ 7806
_____
```

2
```
  3020
+ 7033
_____
```

3
```
  8389
+ 2094
_____
```

4
```
  1938
+ 8398
_____
```

5
```
  8784
+ 9969
_____
```

6
```
  8580
+ 1887
_____
```

7
```
  9771
+ 8489
_____
```

8
```
  5602
+ 9250
_____
```

9
```
  2851
+ 2330
_____
```

10
```
  8976
+ 7249
_____
```

11
```
  6942
+ 3220
_____
```

12
```
  7238
+ 5733
_____
```

13
```
  4265
+ 8270
_____
```

14
```
  8811
+ 2787
_____
```

15
```
  1899
+ 8179
_____
```

16
```
  6073
+ 6379
_____
```

Challenge:

1
```
  2_32
+ 31_2
_____
  _28_
```

2
```
  96__
+ 6_80
_____
  __197
```

3
```
  25_7
+ _39_
_____
  7_65
```

4
```
  8_2_
+ _060
_____
  _08_1
```

Monday – Science & Technology

STEM – Paper Chain Challenge

Learning Goal:
We will be able to carry out the STEM engineering process to create a tall paper tower.

Success Criteria:

We have:
- ☐ Understood the question being asked
- ☐ Imagined some ideas to solve the challenge
- ☐ Created a plan to address the challenge
- ☐ Created a paper tower
- ☐ Measured and record the height of our first attempt
- ☐ Explain improvements and created a second tower
- ☐ Measure the new improved tower and record your findings

STEM ENGINEERING PROCESS

1. ASK — WHAT IS THE PROBLEM I NEED TO SOLVE?

My friends and I need to design a fast bike to ride to school!

2. IMAGINE — WHAT ARE SOME WAYS TO SOLVE THIS PROBLEM?

3. PLAN — WHAT ARE WE GOING TO DO TO SOLVE THE PROBLEM?

4. CREATE — LET'S BUILD IT!

5. TEST — HOW WELL DOES IT WORK?

6. IMPROVE — WHAT CAN WE DO TO MAKE IT BETTER?

If you have access to a device, scan or take photos of these worksheets and upload to Seesaw and include photos for each of the steps.

The tallest tower Ms Clark has seen completed by students in a Primary class was just over 1 m.

CHALLENGE ACCEPTED
SPACE RANGER LIGHT

1. What is the problem?
To create the tallest paper tower that you can only using 1 A4 piece of paper (if you don't have any, use a magazine page, half a newspaper etc.), scissors, ruler and 10 cm of sticky tape (if you don't have a ruler use 2 of your hand spans worth) or glue.

You will be repeating this with a second attempt with improvements and can use the same materials again, another A4 piece of paper, 10 cm of sticky tape (or glue), scissors and a ruler.

2. Imagine. What are some ways to solve this problem?

You can be as crazy or as simple as you like with your ideas (remember these are ideas not your plan, you might not end up using any of them).

3. Plan. What are you going to do to solve the problem?
You can: write or draw your plan.

4. Create your paper tower. You can only use 1 piece of paper. You may use 10 cm of sticky tape (or glue), a ruler and scissors as needed.
If you don't have access to A4 paper (new or scrap) you could use a magazine page, half a newspaper, etc.

Take a photo.

5. Test. How tall is it?

Stand your tower up freestanding (without assistance) and measure it. If you don't have a tape measure/ruler use an informal unit e.g. pens, spoons, etc. it just must be consistent.

Take a photo and record the length.

6. Improve. Describe what could be better and explain any changes you could make to improve your tower height.

7. Test again. How tall is this tower?

Use the same method of measurements as your first tower.

Take a photo and record the length.

Take a second photo of your towers standing side by side.

WINNER

Which tower was the tallest?

Monday – Science & Technology

REFLECTION:

Did you enjoy this STEM activity? Why/Why not?

_____

_____

_____

_____

_____

What was challenging about this activity?

_____

_____

_____

_____

_____

How did you overcome your challenges?

_____

_____

_____

_____

_____

Tuesday
Activities

be
HAPPY

Tuesday- Spelling and Grammar

Spelling Rule
If a word ends in **ie**, change the **ie** to **y** before adding **ing** *eg lie - lying*

Rewrite the following words adding **ing** to the end of them.

1. bump _____

2. rest _____

3. buy _____

4. tell _____

5. die _____

6. fly _____

7. help _____

8. cook _____

9. study _____

10. sing _____

11. lie _____

12. read _____

13. cry _____

14. sleep _____

15. eat _____

16. say _____

17. retie _____

18. laugh _____

19. hurry _____

20. trust _____

Tuesday – Reading

Reading Comprehension Matrix

Think about a book or story you have been reading this week. Choose at least one activity to complete from the below matrix. Make sure you share your completed activity on Seesaw.

You **must** choose a new activity to complete, you cannot choose an activity you have previously completed.

|			
Write a blurb for your book, telling the reader what the story is about (4-5 sentences).	Compare two characters in the story. Write down at least three ways they are similar and three ways they are different.	Make a cartoon strip showing an important part in your story. Include at least 5 pictures/frames.	Design a poster to advertise the book. Your poster should be persuading readers to buy the book.
Which character did you like the most? Why? Explain your reasons.	Write a letter to the author of the story and tell them why you did or didn't like the story.	Write a new opening paragraph for the book. (At least 4-5 sentences)	Design a Wanted poster for a character in the story. Remember to describe them well.
If you could be any character in the book, who would you be and why? (At least 4-5 sentences)	Draw a picture of your favourite part of the book and write what is happening in it.	Make a Find-A-Word based on important words and events in the book.	Design a new eye catching front cover for the book.
Pick a paragraph and rewrite it in future tense.	Write down 5 questions you would like to ask the author.	Choose at least 5 new or unfamiliar words you do not know the meaning of. Look up their meaning in a dictionary.	
Write about a memory of experience of your own that is similar to something that happened in the story.	Which character in the book would you most like to be friends with and why? (4-5 sentences)	Choose a key moment or event in the story and change it. What happens instead? (4-5 sentences)	Write a diary entry written by one of the characters in the story.

Week 7 – Book Week Writing

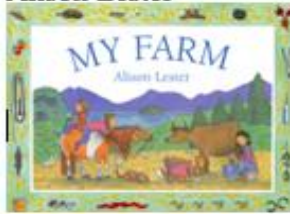Here is a list of some Australian authors and illustrators with one of their books:
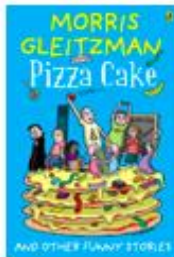
Mem Fox

Libby Gleeson
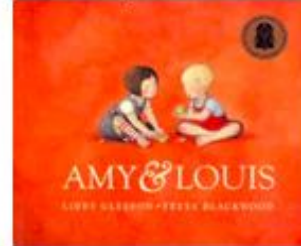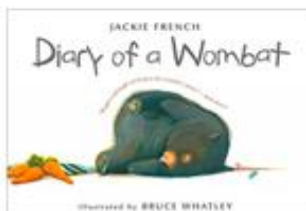
Alison Lester

Margaret Wild

Morris Gleitzman

Graeme Base

Jackie French

Jeannie Baker

Activity: Research an Australian author or illustrator and write five interesting facts about them. You can use one of the above authors or choose a favourite!

Tuesday - Maths

How to subtract with and without regrouping

Addition to 50 Set 2
36 + 14 =
18 + 22 =
33 + 16 =
37 + 11 =
5 + 39 =
4 + 26 =
29 + 19 =
13 + 21 =
2 + 34 =
11 + 8 =
Time:
Score:

78 ← More on TOP? No need to stop!
-26

More on the FLOOR? Go next door and get 10 more!

3 12
42
-26

35
-15
0

Numbers the SAME? Zero's the game!

Have a go at subtracting these 3-digit numbers

3 Digit Column Subtraction Worksheet

a.
```
    3  7  8
-      5  6
```

b.
```
    5  4  2
-      1  9
```

c.
```
    4  2  5
-      4  2
```

d.
```
    6  1  7
-      3  5
```

e.
```
    4  9  7
-   3  4  6
```

f.
```
    5  3  1
-   3  1  8
```

g.
```
    7  2  8
-   3  5  8
```

h.
```
    8  1  7
-   3  4  6
```

i. 372 - 146 =

j. 429 - 265 =

Read these word problems and write out the calculation as column subtraction in the space below.

k.

Sam had 218 trading cards, she gave 164 away. How many does she have left?

l.

Alice went to the shops with $8.65, she spent $3.42. How much money did she have left?

Tuesday – Maths

If you want a challenge, have a go at subtracting these 4-digit numbers

Subtracting 4-Digit Numbers With Exchanging

LO: I can subtract with 4-digit numbers

1. 7894
    − 3918
    _____

2. 7425
    − 6773
    _____

3. 9882
    − 6443
    _____

4. 6746
    − 5816
    _____

5. 6873
    − 5175
    _____

6. 7043
    − 5878
    _____

7. 7861
    − 7200
    _____

8. 9803
    − 1985
    _____

9. 7327
    − 5309
    _____

10. 7178
    − 2906
    _____

11. 5637
    − 4447
    _____

12. 2877
    − 2498
    _____

13. 7450
    − 3219
    _____

14. 7723
    − 6962
    _____

15. 6527
    − 4450
    _____

16. 5568
    − 2319
    _____

Challenge:

1. 9 _ 4 5
    − _ 5 _ 6
    _____
    1 7 1 _

2. 2 6 _ 5
    − 1 _ 6 _
    _____
    _ 3 6 8

3. _ 5 _ 7
    − 2 _ 2 _
    _____
    4 9 7 1

4. 2 _ _ 8
    − _ 6 3 _
    _____
    1 0 7 5

Tuesday – Geography

Why do we use maps?

LEARNING INTENTION:

I CAN:
●   Learn to use Grid Maps and apply the skill to locate major natural features in Australia.
●   Use standard cartographic conventions of symbols and naming conventions.

Success Criteria:

I CAN:
Locate geographical features on a grid map
Accurate draw a sketch map of my classroom

Tuesday – Geography

To outline directions to each other, when outback travellers met up by chance they used to draw maps in the dirt or in the mud after it had rained. These in turn became known as *mud maps*.

Often while sitting around a campfire at night fellow outback travellers would share stories, trade information and pass on the latest news. This news may have been the latest gold rush or possibly a recent flood and so the **map** drawn on the ground became the focal point for describing the event and where it was.

The term **mud map** has remained in the Australian language particularly with people from the bush. These days however the maps are usually hand drawn on paper.
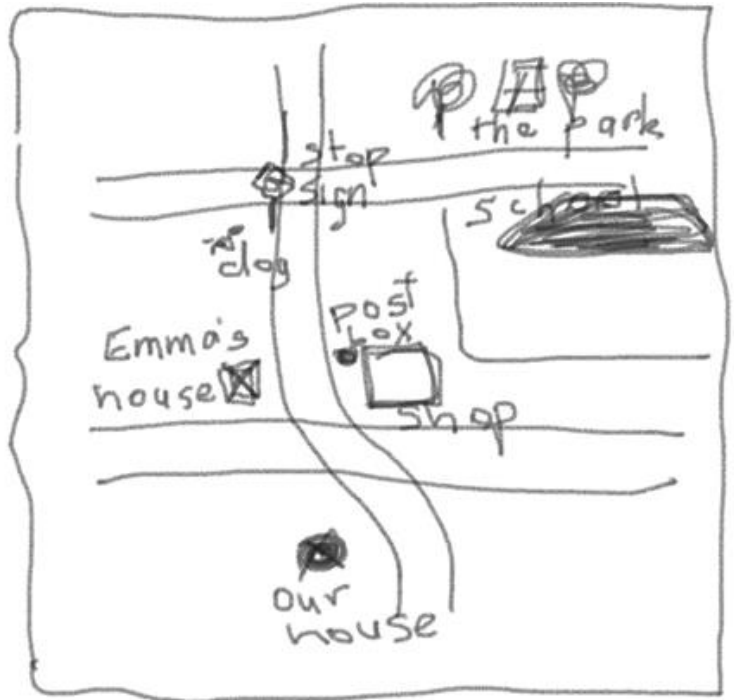
Tuesday – Geography

Draw your own 'mud map' of a geographical feature in your area and how to get there from your home.

Natural Features

Use an atlas or google earth to find the page number these places. Use different colours to mark the places on your map and label them.

- Great Barrier Reef _____
- Shark Bay _____
- Kati Thanda/Lake Eyre _____
- Darling River _____
- Murray River _____

- Simpson Desert _____
- Great Victoria Desert _____
- Kangaroo Island _____
- Great Dividing Range _____
- Uluru _____

Wednesday Activities

be
STRONG

Wednesday- Spelling and Grammar

Grammar- Verbs

Verbs are words that describe actions. They tell us what people or things do. They describe what the subject is doing. One clue to help you recognise a verb is its location compared to the subject.

Verbs almost always come after a noun or pronoun. These nouns and pronouns are referred to as the subject.

Eg. Mark **eats** his dinner quickly.
Mark is the subject and **eats** is the verb , and it comes straight after the subject Mark.

verb

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

run   jump   talk

VERB MATCH

The leaf [＿＿＿＿＿] in the wind.

The shark [＿＿＿＿＿] the fish.

The bird [＿＿＿＿＿] into the sky.

The sheep [＿＿＿＿＿] the grass in the field.

The scissors [＿＿＿＿＿] the paper.

The ball [＿＿＿＿＿] along the ground.

Write action verbs in the boxes to complete the sentences.

Wednesday– Reading

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If you could be any character in the book, who would you be and why? (At least 4-5 sentences)	Draw a picture of your favourite part of the book and write what is happening in it.	Make a Find-A-Word based on important words and events in the book.	Pick a paragraph and rewrite it in future tense.
Write about a memory of experience of your own that is similar to something that happened in the story.	Which character in the book would you most like to be friends with and why? (4-5 sentences)	Choose a key moment or event in the story and change it. What happens instead? (4-5 sentences)	Write down 5 questions you would like to ask the author.
			Write a diary entry written by one of the characters in the story.
			Choose at least 5 new or unfamiliar words you do not know the meaning of. Look up their meaning in a dictionary.

Wednesday – Writing

Week 7 – Wednesday Informative Writing
Access pre-recorded lesson or read the information below.
Learning goal: We are learning to construct an informative paragraph.

Watch - Informational Writing for Kids- Episode 5
https://www.youtube.com/watch?v=m0y_HvsIP_s&feature=emb_logo

Think about:
•What is another word that could be used instead of 'sections'?
•Why are headings so helpful in informative texts?
•Why are paragraphs so important when writing informative texts?

Looking at these topic sentences – What is each paragraph going to be about?
Zoos are special places where animals can be viewed by the public. -
Deserts are dry areas of land that experience very little rainfall. -
A force is a push or a pull that makes an object move. -
Uluru is one of the greatest rock formations in the world. -

Uluru is one of the greatest rock formations in the world

- 1.6 kilometres high and 1.9 kilometres wide

- It is as high as the Eiffel Tower in Paris

- Uluru covers almost 33.3 square kilometres.

- Made up of sandstone.

- If you walk right around the base of Uluru, you'll discover the rock has a circumference of 9.4 km.

- Dusty red rock

- The colour of Uluru can change depending on how the sun is shining on it.

- Uluru's surface is covered in crevices, caves and valleys.

Paragraphs in Informative Writing

1. **Introduce** the subject using a clear topic sentence.

2. **State** facts about the subject in a logical order.
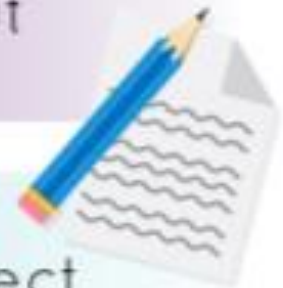
3. **Describe** the subject using appropriate technical vocabulary.

4. **Conclude** with a statement about the subject.

HINT **Focus** on only one aspect of the subject per paragraph.

Wednesday – Writing

Activity: Using the topic sentence and the facts from the brainstorm, construct an informative paragraph about ULURU. Remember to include appropriate language features, such as subject-specific vocabulary.

Informative Paragraph — Planning Template

Introductory sentence: Introduce the subject using a clear topic sentence.

Description: State facts about the subject in a logical order.

Fact 1

Fact 2

Fact 3

Concluding sentence: Conclude with a statement about the subject.

Wednesday - Maths

Continue using your knowledge of addition and subtraction algorithms to complete today's activities.

Addition to 50 Set 3

14 + 33 =

11 + 28 =

21 + 19 =

17 + 26 =

6 + 36 =

30 + 12 =

25 + 25 =

36 + 3 =

7 + 28 =

1 + 29 =

Time:

Score:

Maths: **Addition and Subtraction** Learning From Home Activity Booklet

Cars Column Addition

Mr and Mrs Vroom have gone to the garage to buy a new car each to get to work in. Below are some of the cars they could buy. Calculate the costs of different combinations of cars.

Red $3625	Blue $2814	Grey $4132	Silver $5892	White $3145	Black $3532

1 Silver & White

```
  $  5  8  9  2
+ $  3  1  4  5
  ─────────────
  $
  ─────────────
```

2 Black & Silver

```
  $  3  5  3  2
+ $  5  8  9  2
  ─────────────
  $
  ─────────────
```

3 Black & Grey

```
  $  3  5  3  2
+ $  4  1  3  2
  ─────────────
  $
  ─────────────
```

4 Grey & White

```
  $  4  1  3  2
+ $  3  1  4  5
  ─────────────
  $
  ─────────────
```

5 White & Blue

```
  $  3  1  4  5
+ $  2  8  1  4
  ─────────────
  $
  ─────────────
```

6 Grey & Blue

```
  $  4  1  3  2
+ $  2  8  1  4
  ─────────────
  $
  ─────────────
```

7 Silver & Red

```
  $  5  8  9  2
+ $  3  6  2  5
  ─────────────
  $
  ─────────────
```

8 Black & Blue

```
  $  3  5  3  2
+ $  2  8  1  4
  ─────────────
  $
  ─────────────
```

9 Blue & Silver

```
  $  2  8  1  4
+ $  5  8  9  2
  ─────────────
  $
  ─────────────
```

Mr and Mrs Vroom have a budget of $7000.
Which combinations of cars could they afford to buy?

_____

_____

Have a go at subtracting these 4-digit numbers

Transport Subtraction

Each of the vehicles below are on a journey. Each have completed part of the journey, but still have a long way to travel. Use column subtraction to calculate how much further each one has to travel to arrive at their destination.

Aeroplane
Journey: 3470 miles
Completed so far: 2140 miles

```
   3 4 7 0
-  2 1 4 0
  _____

  _____
```

Remaining distance: _____

Bus
Journey: 7845 miles
Completed so far: 3623 miles

```
   7 8 4 5
-  3 6 2 3
  _____

  _____
```

Remaining distance: _____

Truck
Journey: 7403 miles
Completed so far: 4189 miles

```
   7 4 0 3
-  4 1 8 9
  _____

  _____
```

Remaining distance: _____

Car
Journey: 6074 miles
Completed so far: 4638 miles

```
   6 0 7 4
-  4 6 3 8
  _____

  _____
```

Remaining distance: _____

Wednesday – Maths

Have a go at completing these problems.
Don't forget to show your working out as an algorithm.

Problem Solving

For each word problem, underline the key information, write down the calculations and work out the answers. The problems may involve adding, subtracting, multiplying or dividing.

1 On Sunday, I spent 98 minutes on my art project and 35 minutes on my numeracy homework. On Thursday evening I spent a total of 100 minutes on my homework. What is the difference between the amount of homework I did on Sunday and Thursday evening?

2 Dad drives a truck. Last week he drove 250 kilometres on Monday and 145 kilometres on Tuesday. This week Dad drove 150 kilometres in total. What is the difference in kilometres between this week and last week?

3 One watch costs 35c and I bought two. If I paid with a $5 note, how much change did I receive?

4 I need to buy enough whiteboards for 95 students and there are 10 in a pack. When the packs arrive, 4 whiteboards are damaged. How many whiteboards are undamaged?

Problem Solving

5 At the fabric shop, I bought 125 metres of orange fabric and 50 metres of yellow fabric. I have used 13 metres of the orange fabric and 12 metres of yellow fabric. How many metres of fabric do I have left in total?
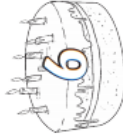
6 I got $35.00 for my birthday. I spent $10.00 on Saturday and $15.50 on Sunday. How much spending money have I got left?

7 Sally bought 3 photograph frames, each costing $2.50. She paid with $20.00. How much change did she get?

Wednesday – Maths

Have a go at these addition and subtraction problems. Don't forget to show your working out.

Addition and Subtraction Word Problems Activity Sheet

Learning Intention: To answer worded questions using addition and subtraction.

Success Criteria: I can use addition and subtraction skills to answer a range of question types. I can solve addition and subtraction problems using a range of mental and written strategies.

1. There are 6713 books in one classroom and 9231 books in the other. How many books are there altogether in both classrooms?

2. Jay has a collection of 2362 football cards, his brother has 1986. How many more football cards does Jay have?

3. A family drive 2618km from Canberra to Alice Springs, and then 1489km to Darwin. How far did they travel altogether?

4. A cricket team score 956 in the first innings and 209 in the second innings. How many runs did they score altogether?

5. Jenny has $15.65. She spends $8.75 on a present for her brother. How much money does she have left?

6. Abi collects stamps. She has 3501 in a box and 6548 in a book. How many does she have altogether?

7. A truck driver has a 1658km journey. He stops for a break after 432km. How much further has he to travel?

8. A pack of Christmas cards costs $8.45. How much change would there be from $12.55?

9. A packet of lentils weighs 455g and a packet of kidney beans weighs 885g. How much do they both weigh altogether?

10. A shopkeeper has 3167 bottles of lemonade. He orders 4809 more. How many bottles of lemonade will he have now?

Challenge:

Two children have 913 marbles between them. Jay has 167 more than Abi. How many does Abi have?

Wednesday – PD/H

Week 7 – Mindfulness/PDH

It is important we give our minds time to rest and recover in the same way we need to give our bodies time to rest and recover.

Use the link to watch a mindfulness and breathing technique video. Choose as many as you would like to complete.

On & Off - Flow | GoNoodle: https://www.youtube.com/watch?v=1ZP- TMr984s

Classroom Meditation: https://www.youtube.com/watch?v=vYQy8- 7Ut1E&t=24s

Mindfulness with Tim and Moby:
https://www.youtube.com/watch?v=0ZpZOD6h6kU

Strengthen Your Focus | GoNoodle:
https://www.youtube.com/watch?v=0vuaCHEAs-4

Activity: Mindfulness response
I really liked these 2 things about mindfulness today:
1.

2.

I would like to practice and improve my mindfulness techniques by...

Thursday Activities

be
INSPIRED

Thursday- Spelling and Grammar

Grammar- Verbs

Verbs are words that describe actions. They tell us what people or things do.

They describe what the subject is doing. One clue to help you recognise a verb is its location compared to the subject.

Circle the action verb in each sentence below.

1. Sal listens to his favorite song.

2. Craig hits the baseball over the fence.

3. The little pig grunts.

4. The roof of the house leaks.

5. The hunter searches for a deer.

6. Dr. Gold examines his patient.

7. The bluebird in the tree sings beautifully.

8. The football team dashes out of the locker room.

9. Paul reads The Adventures of Tom Sawyer.

10. Mrs. Gray buys a roll of paper towels at the store.

11. Judy solves the mystery.

12. Harold finds a purple crayon.

Thursday– Reading

Reading Comprehension Matrix

Think about a book or story you have been reading this week. Choose at least one activity to complete from the below matrix. Make sure you share your completed activity on Seesaw.

You **must** choose a new activity to complete, you cannot choose an activity you have previously completed.

Write a blurb for your book, telling the reader what the story is about (4-5 sentences).	Compare two characters in the story. Write down at least three ways they are similar and three ways they are different.	Make a cartoon strip showing an important part in your story. Include at least 5 pictures/frames.	Write an alternative for the story. (At least 4-5 sentences)	Design a poster to advertise the book. Your poster should be persuading readers to buy the book.
Which character did you like the most? Why? Explain your reasons.	Write a letter to the author of the story and tell them why you did or didn't like the story.	Write a new opening paragraph for the book. (At least 4-5 sentences)	Design a Wanted poster for a character in the story. Remember to describe them well.	Pick a paragraph and rewrite it in future tense.
If you could be any character in the book, who would you be and why? (At least 4-5 sentences)	Draw a picture of your favourite part of the book and write what is happening in it.	Make a Find-A-Word based on important words and events in the book.	Design a new eye catching front cover for the book.	Write down 5 questions you would like to ask the author.
Write about a memory of experience of your own that is similar to something that happened in the story.	Which character in the book would you most like to be friends with and why? (4-5 sentences)	Choose a key moment or event in the story and change it. What happens instead? (4-5 sentences)	Write a diary entry written by one of the characters in the story.	Choose at least 5 new or unfamiliar words you do not know the meaning of. Look up their meaning in a dictionary.

Thursday – Writing

Week 7 – Thursday Book Week

Write a letter to the author or illustrator of your favourite book.

Let him or her know the following:
• What you thought of the book – was it exciting? Boring? Make sure you give reasons for your answer.
• What your favourite part in the book was and why this was so.
• If you have read any of his or her other books.
• If you have any questions you would like to ask him or her about their writing. For example: Their future books or life experiences.

Use the paragraph prompts and letter labels to help you.

_____

_____

_____

Dear _____ ,

My name is _____ and I _____

_____

_____

_____

I thought your book was _____

_____

_____

My favourite part was when _____

_____

_____

I really liked that part because _____

_____

_____

Here are some questions I would like to ask you:

•

•

•

Best wishes,

_____

Thursday - Maths

Continue using your knowledge of addition and subtraction algorithms to complete today's activities.

Warm Up

Cavemen Column Addition

These cave people from the Stone Age have been collecting lots of food for their tribe to eat. For the entire month, Taruk and Renn have been collecting nuts and insects. Can you calculate how much they have collected of each item altogether? Use column addition to calculate your answers. Show your working out in the space below.

Item	Taruk	Renn	Total
Sunflower Seeds	5287	3142	
Hazelnuts	1438	2592	
Nettle Leaves	3584	1583	
Snails	1305	2358	
Caterpillars	468	967	
Mussels	2549	1348	
Juniper Berries	3462	2344	
Eggs	926	2051	

Show your working out here:
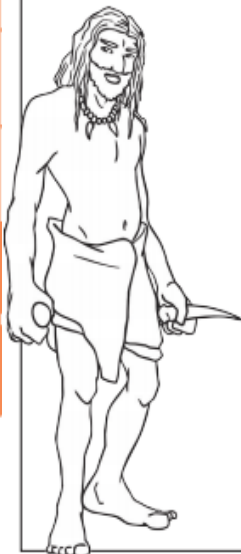
Have a go at these addition algorithms.

Henry's Homework

Oh dear! Henry's little brother has been playing with stickers and has stuck some stars on Henry's addition homework. Help Henry by calculating the missing numbers in the homework. The first one has been completed.

```
    1  3 ☆2 8          6  5  1  8          3  7  2 ☆
 +  3  6  2  3       + ☆  2  7  4        + 2 ☆  5  1
 ─────────────       ─────────────       ─────────────
    4  9  5  1          8  7  9  2          6  1  7  9
         1                    1                    1
```

```
    7  2 ☆  6          2  8  6 ☆          5 ☆  1  8
 + ☆  4  8  1       +     5 ☆  8        + 4  2  8  1
 ─────────────       ─────────────       ─────────────
    9  7  1 ☆          3  4  1  2          9  4  9 ☆
         1                 1  1  1
```

```
   ☆  2  6  7          3  8  2 ☆          2  7  4 ☆
 +  3  2 ☆  5       + 4 ☆  3  1        + 3 ☆  2  3
 ─────────────       ─────────────       ─────────────
    8  5  0  2          8  2  5  8          6  3  6  8
         1  1                 1                    1
```

Explore: Here is an answer. Calculate three ways to make the answer for this sum and fill in the calculations.

```
  ┌──┬──┬──┬──┐        ┌──┬──┬──┬──┐        ┌──┬──┬──┬──┐
  │  │  │  │  │        │  │  │  │  │        │  │  │  │  │
  ├──┼──┼──┼──┤        ├──┼──┼──┼──┤        ├──┼──┼──┼──┤
+ │  │  │  │  │      + │  │  │  │  │      + │  │  │  │  │
  └──┴──┴──┴──┘        └──┴──┴──┴──┘        └──┴──┴──┴──┘
   3  7  6  5           3  7  6  5           3  7  6  5
  ───────────          ───────────          ───────────
```

Have a go at these subtraction problems.

4-Digit Subtraction Activity Sheet Answers

a) 9572 - 4461 = 5111

b) 7491 - 6350 = 1141

c) 9576 - 8451 = 1125

d) 8849 - 6313 = 2536

e) 8462 - 8251 = 211

f) 9375 - 1272 = 8103

g) 9869 - 2537 = 7332

h) 6893 - 2681 = 4212

i) 9559 - 8415 = 1144

```
a)   4 7 6 4        b)   5 8 2 3
   - 2 6 3 0           - 1 6 1 1
   ---------           ---------
     2 1 3 4             4 2 1 2

c)   9 3 7 6        d)   8 7 5 9
   - 2 2 5 4           - 3 7 2 6
   ---------           ---------
     7 1 2 2             5 0 3 3

e)   7 5 3 9        f)   8 6 2 5
   - 5 4 1 8           - 3 5 1 5
   ---------           ---------
     2 1 2 1             5 1 1 0

g)   6 9 7 9        h)   6 9 7 9
   - 4 6 2 1           - 6 8 5 7
   ---------           ---------
     2 3 5 8             0 1 2 2
```

Thursday – Maths

Have a go at these worded problems. Don't forget to show your working out.

Addition and Subtraction 4-Digit Worded Calculations

Learning Outcome: I can use the correct calculation to solve the problems.

1. What number is 3006 more than 4695?

2. Subtract 6725 from 8053.

3. What number is 4340 more than 5060?

4. Calculate the difference between 3212 and 2046.

5. Add $23.71 to $78.46.

6. What number is 5002 less than 7001?

7. Increase $76.83 by $22.71.

8. What number is the sum of 6060 and 2413?

9. Decrease 2973 by 628.

10. What is added to $45.62 to make $87.00?

11. What number is 4612 minus 960?

12. Take $6712 from $8000.

13. If I increase a number by 2097 and get 4651, what number did I start with?

14. Add together 5892 and 3015, then subtract 6719.

15. How much smaller is 4237 than 5138?

Challenge
Using the digits 1-8, how many different ways can the digits be arranged to make 2 numbers whose sum is 9999?

Thursday – Creative Arts

Giuseppe Arcimboldo
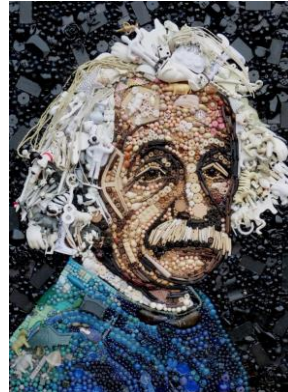
5 April 1526 - 11 July 1593
(428 years ago!)

Giuseppe Arcimboldo was an Italian painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books.

Scan to learn more.

Jane Perkins

Born in 1958 near London, UK.

Jane Perkins is a modern artist who makes artworks from recycled materials, "I use any materials of the right size, shape and colour: toys, shells, buttons, plastic cutlery, beads, broken jewellery, etc. No colour is added – everything is used 'as found'."

Scan to learn more.

Thursday – Creative Arts

Use your knowledge of the colour wheel and colour theory to create a visually pleasing portrait using found objects.

You can either place items (such as spoons and coins) down temporarily on a flat surface and take a photo or glue unwanted (make sure you ask!) items down to a piece of paper or cardboard. Feel free to make a mixed media portrait using material such as paint, pencil and collaging alongside your found objects.

PRIMARY COLORS
red, yellow, blue

SECONDARY COLORS
mix two primaries to make a secondary

TERTIARY COLORS
mix a primary and closest secondary

WARM COLORS
reds, oranges and yellows

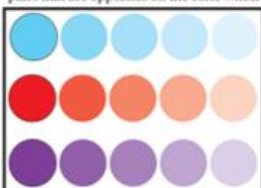**COLOR WHEEL**

COOL COLORS
purples, blues and greens

COMPLEMENTARY COLORS
pairs that are opposites on the color wheel

ANALOGOUS COLORS
next to each other on the color wheel

MONOCHROMATIC COLORS
tints and shades of one color

TINTS
add white to a hue (color)

SHADES
add black to a hue (color)

SATURATION
intensity of a hue (color)

© SKPGFineArts 2014   www.skpgfinearts.com

Upload a photo of your portrait to seesaw!

Thursday – Creative Arts
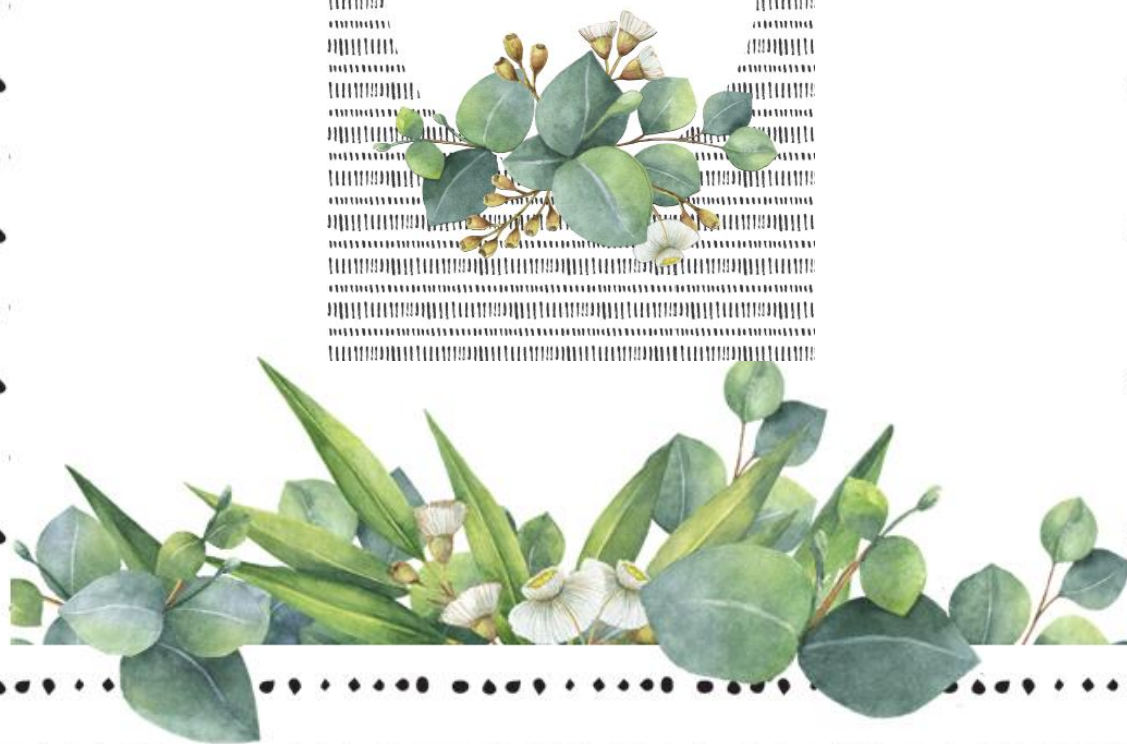
Record at least one more fact about Giuseppe Arcimboldo:

_____

_____

_____

_____

Record at least one more fact about Jane Perkins:

_____

_____

_____

_____

Which artist's work do you prefer? Why?

_____

_____

_____

_____

What have you learnt about how colours work together (colour theory)?

_____

_____

_____

_____

Friday Activities

be
THANKFUL

Friday- Spelling and Grammar

Grammar- Verbs

Verbs are words that describe actions. They tell us what people or things do.

They describe what the subject is doing. One clue to help you recognise a verb is its location compared to the subject.

Write a sentence with an action verb to describe each picture. Underline the action verb.

Remember: All sentences must begin with a capital letter and have punctuation at the end.

_____

_____

_____

_____

_____

_____

Friday– Reading

Reading Comprehension Matrix

Think about a book or story you have been reading this week. Choose at least one activity to complete from the below matrix. Make sure you share your completed activity on Seesaw.

You **must** choose a new activity to complete, you cannot choose an activity you have previously completed.

Design a poster to advertise the book. Your poster should be persuading readers to buy the book.	Write an alternative for the story. (At least 4-5 sentences)	Make a cartoon strip showing an important part in your story. Include at least 5 pictures/frames.	Compare two characters in the story. Write down at least three ways they are similar and three ways they are different.
Pick a paragraph and rewrite it in future tense.	Design a Wanted poster for a character in the story. Remember to describe them well.	Write a new opening paragraph for the book. (At least 4-5 sentences)	Write a letter to the author of the story and tell them why you did or didn't like the story.
Write down 5 questions you would like to ask the author.	Design a new eye catching front cover for the book.	Make a Find-A-Word based on important words and events in the book.	Draw a picture of your favourite part of the book and write what is happening in it.
Choose at least 5 new or unfamiliar words you do not know the meaning of. Look up their meaning in a dictionary.	Write a diary entry written by one of the characters in the story.	Choose a key moment or event in the story and change it. What happens instead? (4-5 sentences)	Which character in the book would you most like to be friends with and why? (4-5 sentences)
			Write a blurb for your book, telling the reader what the story is about (4-5 sentences).
			Which character did you like the most? Why? Explain your reasons.
			If you could be any character in the book, who would you be and why? (At least 4-5 sentences)
			Write about a memory of experience of your own that is similar to something that happened in the story.

Friday – Writing

Week 7 – Monday Informative Writing
Access pre-recorded lesson or read the information below.
Learning goal: We are learning how to use research skills and take appropriate notes from an informative text.

Snakes are cold-blooded reptiles that can make venom.

The words in red are known as 'informational words'. They provide the key information about the content of a sentence. When you are taking notes from informative texts, you should only write down the informational words, not the connector words.

When we look through the information it is important, we look at the title, subheadings, illustrations and repeated words for hints about the main idea. It is important to locate and define the subject-specific words (words that are related to the main idea).

Example of note taking and finding the main idea while doing research:

Sharks
What are sharks?
Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.
What do sharks look like?
Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.
Where do sharks live?
Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.
What do sharks eat?
Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

Main idea	Subject-specific vocabulary
- Type of fish - Over 450 species - Live for 20-30 years - Stream-lined body with tiny scales - Five different fins - Gills to help them breathe - Most live in the ocean and some live in freshwater - Live in groups (a school) - Carnivores (small fish, crabs, squid, turtles)	- Stream-lined body, fin, gills, scales - Ocean dwellers, freshwater - School (large group of sharks) - Carnivores - Prey

Friday – Writing

Example of note taking and finding the main idea while doing research:

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.

- Type of fish
- 450 Species
- Live for 20-30 years

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

- Stream-lined body and scales
- Fins to help move through water
- Gills allow them to breathe in oxygen

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

- Ocean dwellers.
- Some found in Freshwater
- Large groups called a school

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

- Carnivores
- Smaller fish and invertebrates
- Prey on weak animals

Activity:
1. Watch BTN video:
https://www.abc.net.au/btn/classroom/uluru-street-view/10522868
2. Read through the two websites.
- https://kids.kiddle.co/Uluru
- https://kids.britannica.com/students/article/UluruAyers-Rock/487521

3. Take down notes on the template, while researching about ULURU.

Friday – Writing

Note-Taking Graphic Organiser

Main Idea	Key Vocabulary

Important Information

Summary	Source

Friday - Maths

Have a go at these worded problems. Don't forget to show your working out.

Addition to 50 Set 5

14 + 27 =
14 + 28 =
4 + 28 =
9 + 33 =
26 + 18 =
18 + 11 =
3 + 45 =
20 + 21 =
23 + 25 =
16 + 26 =
Time:
Score:

Addition and Subtraction 4-Digit Worded Calculations

Learning Outcome: I can use the correct calculation to solve the problems.

1. What number is three thousand and six more than four thousand, six hundred and ninety-five?

2. Subtract 6725 from 8053.

3. What number is four thousand, three hundred and forty more than five thousand and seventy-six?

4. Calculate the difference between three thousand, two hundred and twelve, and two thousand and forty-six.

5. Add $23.71 to $78.46.

6. What number is 5002 less than 7001?

7. Increase $76.83 by $22.71.

8. What number is the sum of six thousand and sixty and two thousand, four hundred and thirteen?

9. Decrease 2973 by 628.

10. What is added to $45.62 to make $87.00?

11. What number is four thousand, six hundred and twelve minus nine hundred and sixty?

12. Take $6712 from $8000.

13. If I increase a number by 2097 and get 4651, what number did I start with?

14. Add together 5892 and 3015, then subtract 6719.

15. How much smaller is 4237 than 5138?

Challenge
Using the digits 1-8, how many different ways can the digits be arranged to make 2 numbers whose sum is 9999?

Friday – Maths

Have a go at these subtraction problems.

4-Digit Subtraction Activity Sheet

a)
```
    6 8̶ 3 9
-   3 7 4 9
  ---------
   □ □ □ □
```

b)
```
    5̶ 8 9 2̶
-   2 9 7 3
  ---------
   □ □ □ □
```

c)
```
    7 8 4 2
-   3 9 3 3
  ---------
   □ □ □ □
```

d)
```
    7 5 3 6
-   5 9 3 3
  ---------
   □ □ □ □
```

e)
```
    6 8 □ 4
-   2 □ 2 1
  ---------
     3 2 1
```

f)
```
    8 4 □ □
-   □ 2 5 1
  ---------
     3 □ 4 1
```

g)
```
    7 ⁸9̶ 3 7 ¹1
-   □ 3 7 □
  ---------
     2 1 □ 9
```

h)
```
    ⁷8̶ ¹⁶7 ¹³3 8
-   □ 2 9 7 1
  ---------
   □ □ □ □
```

a) A shop assistant buys 8572 chocolate bars for the week. At the end of the week, 1683 chocolate bars are left. How many chocolate bars were sold?

b) At a rugby match, 5726 people support the blue team and 2967 people support the yellow team. What is the difference in the number of supporters?

Friday – Maths

Have a go at these addition and subtraction challenge cards.

Maths Mastery Addition and Subtraction Challenge Cards

1. Fill in the missing digits.

1 ☐ 5 ☐ + 7 0 0 = 1959

5 ☐ 2 8 − 4 4 0 = 4788

1 ☐ 2 + 6 ☐ = 200

Maths Mastery Addition and Subtraction Challenge Cards

2. Use your maths skills to explain which of these signs should go in the boxes.

≥ ≤ =

2416 + 15 + 15 ☐ 2416 + 30

1904 − 904 ☐ 1914 − 924

2146 − 39 + 42 ☐ 2134 − 49 + 21

Maths Mastery Addition and Subtraction Challenge Cards

3. Use the digits 1 to 9 (once only) to make three 3-digit numbers. Your mission is to make the total as close to 1500 as you can.

☐ ☐ ☐
☐ ☐ ☐
+ ☐ ☐ ☐
‾‾‾‾‾‾‾‾
☐ ☐ ☐ ☐

Maths Mastery Addition and Subtraction Challenge Cards

4. Using these numbers in any order: 2, 3, 4
What is the largest answer you can get by adding them together?

Example: 24 + 3 = 27

Maths Mastery Addition and Subtraction Challenge Cards

5. How old is Grandad?
Sally asked her Grandad how old he was. This was his answer:

"I have 6 children, and there are 4 years between each child. I had my first child when I was 21. Now the youngest one is 21 himself. Can you work out my age?"

How old is Sally's Grandad?

Maths Mastery Addition and Subtraction Challenge Cards

6. Choose four digits. Put one digit in each box. Read the new two-digit numbers they make. Add all the four, 2-digit numbers together and see if they make 100.

2 6
4 8   26 + 24 + 48 + 68 = 166

Can you work your magic to show how the 4 2-digit numbers were created - reading left to right 26, 48 and up to down 24, 68?
Can you make 100 using your choice of digits?
Find four different digits that result in a total of 100.

Friday – Maths

**Have a go at these worded problems.
Don't forget to show your working out.**

Addition and Subtraction 4-Digit Worded Calculations

Learning Outcome: I can use the correct calculation to solve the problems.

1. What number is three thousand and six more than four thousand, six hundred and ninety-five?

2. Subtract 6725 from 8053.

3. What number is four thousand, three hundred and forty more than five thousand and seventy-six?

4. Calculate the difference between three thousand, two hundred and twelve, and two thousand and forty-six.

5. Add $23.71 to $78.46.

6. What number is 5002 less than 7001?

7. Increase $76.83 by $22.71.

8. What number is the sum of six thousand and sixty and two thousand, four hundred and thirteen?

9. Decrease 2973 by 628.

10. What is added to $45.62 to make $87.00?

11. What number is four thousand, six hundred and twelve minus nine hundred and sixty?

12. Take $6712 from $8000.

13. If I increase a number by 2097 and get 4651, what number did I start with?

14. Add together 5892 and 3015, then subtract 6719.
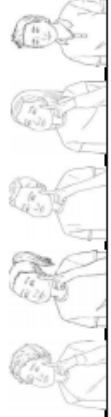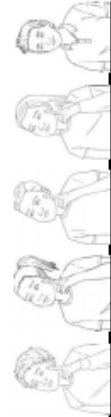
15. How much smaller is 4237 than 5138?

Challenge
Using the digits 1-8, how many different ways can the digits be arranged to make 2 numbers whose sum is 9999?

Friday – Maths

If you're ready for a bit of a challenge, try these 5-digit addition and subtraction algorithms.

Addition with 5 Digit Numbers

1.
$$
\begin{array}{r}
5\,6\,8\,3\,3 \\
+\ 4\,4\,1\,0\,5 \\
\hline
\end{array}
$$

2.
$$
\begin{array}{r}
6\,8\,6\,4\,0 \\
+\ 2\,8\,3\,6\,0 \\
\hline
\end{array}
$$

3.
$$
\begin{array}{r}
9\,2\,1\,9\,5 \\
+\ 1\,7\,7\,4\,2 \\
\hline
\end{array}
$$

4.
$$
\begin{array}{r}
2\,8\,4\,4\,6 \\
+\ 5\,5\,8\,2\,4 \\
\hline
\end{array}
$$

5.
$$
\begin{array}{r}
6\,8\,5\,8\,6 \\
+\ 7\,5\,0\,1\,9 \\
\hline
\end{array}
$$

6.
$$
\begin{array}{r}
9\,4\,9\,2\,9 \\
+\ 6\,8\,5\,6\,7 \\
\hline
\end{array}
$$

7.
$$
\begin{array}{r}
8\,4\,6\,5\,8 \\
+\ 8\,5\,8\,5\,8 \\
\hline
\end{array}
$$

8.
$$
\begin{array}{r}
7\,1\,7\,7\,8 \\
+\ 8\,8\,4\,1\,1 \\
\hline
\end{array}
$$

9.
$$
\begin{array}{r}
3\,4\,5\,2\,2 \\
+\ 4\,5\,8\,6\,1 \\
\hline
\end{array}
$$

10.
$$
\begin{array}{r}
9\,9\,3\,9\,4 \\
+\ 4\,6\,4\,5\,3 \\
\hline
\end{array}
$$

11.
$$
\begin{array}{r}
9\,8\,5\,8\,4 \\
+\ 5\,2\,4\,2\,6 \\
\hline
\end{array}
$$

12.
$$
\begin{array}{r}
1\,6\,3\,7\,3 \\
+\ 2\,6\,6\,1\,1 \\
\hline
\end{array}
$$

Subtraction with 5 Digit Numbers

1.
$$
\begin{array}{r}
7\,4\,3\,2\,1 \\
-\ 1\,3\,9\,3\,4 \\
\hline
\end{array}
$$

2.
$$
\begin{array}{r}
5\,2\,4\,1\,3 \\
-\ 2\,3\,1\,2\,0 \\
\hline
\end{array}
$$

3.
$$
\begin{array}{r}
8\,5\,2\,3\,2 \\
-\ 7\,1\,4\,0\,1 \\
\hline
\end{array}
$$

4.
$$
\begin{array}{r}
3\,2\,6\,5\,3 \\
-\ 1\,8\,3\,4\,1 \\
\hline
\end{array}
$$

5.
$$
\begin{array}{r}
5\,3\,1\,4\,5 \\
-\ 3\,2\,6\,1\,2 \\
\hline
\end{array}
$$

6.
$$
\begin{array}{r}
4\,6\,5\,8\,1 \\
-\ 1\,3\,6\,2\,3 \\
\hline
\end{array}
$$

7.
$$
\begin{array}{r}
8\,5\,9\,1\,3 \\
-\ 3\,3\,5\,7\,5 \\
\hline
\end{array}
$$

8.
$$
\begin{array}{r}
2\,9\,3\,1\,4 \\
-\ 1\,3\,0\,2\,3 \\
\hline
\end{array}
$$

9.
$$
\begin{array}{r}
2\,5\,5\,2\,1 \\
-\ 1\,2\,0\,1\,4 \\
\hline
\end{array}
$$

10.
$$
\begin{array}{r}
9\,1\,7\,8\,9 \\
-\ 5\,8\,8\,1\,6 \\
\hline
\end{array}
$$

11.
$$
\begin{array}{r}
7\,3\,4\,7\,1 \\
-\ 6\,4\,3\,4\,2 \\
\hline
\end{array}
$$

12.
$$
\begin{array}{r}
7\,6\,7\,4\,3 \\
-\ 6\,2\,1\,0\,2 \\
\hline
\end{array}
$$