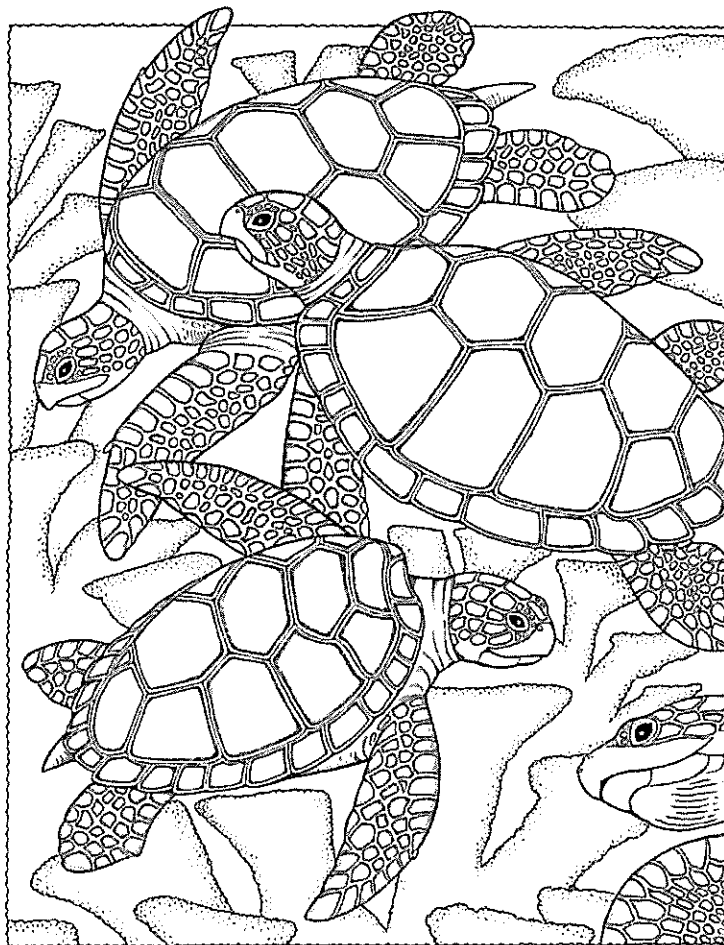


# Learning at Home

## Stage 2

### Term 4 Week 1



Sea turtles and Elkhorn coral

## Learning from Home Term 4 WEEK 1

There is NO pressure to finish every task, every day. As you complete each task take a photo and upload your work to Seesaw for your teacher to see! Bring your booklet if you are coming into school.



	Monday	Tuesday	Wednesday	Thursday	Friday
Task 1	PUBLIC HOLIDAY	Spelling - Homophone sentences	Spelling - Word Search	Practise spelling test	Spelling test
Task 2		Holiday Recount	Hermes' Hocus Pocus Part 1	Hermes' Hocus Pocus Part 2	Animal Adjectives – Tasmanian Tiger
Lunch		Make sure you have lunch, relax and enjoy some time outside.			
Task 3		Bonds to 10 Bonds to 20	Ordering 5-digit numbers	Adding 2-digit numbers	Subtracting 2-digit numbers
Task 4		Bonds to 100	Place value to 10 000	4-digit addition	Addition and subtraction wheels
Recess		Make sure you have some recess and enjoy some time outside.			
Task 5		<u><b>Drama</b></u> Fairy Tale Adaptation	<u><b>Geography</b></u> Stage 2 - Australian Vegetation Stage 3 - Housing	<u><b>Science</b></u> Stage 2 and 3 - Living and Non-Living Things Scavenger Hunt	<u><b>Art</b></u> Shadow Art  <u><b>Library</b></u>
		<u><b>Story Time</b></u> With Mr Newham			

## Stage 2 Spelling Rule – Term 4 – Week 1

### Spelling Rule

**When adding **–able** or **–ous** to words ending with **ge** or **ce**, keep the ‘e’**

Change + able = change + able = changeable ( keeping the e). Replace + able = replaceable Outrage + ous = outrageous ( keeping the e).

Word List	Monday	Tuesday	Wednesday	Thursday
<i>changeable</i>				
<i>manageable</i>				
<i>loveable</i>				
<i>outrageous</i>				
<i>replaceable</i>				

Homophone of the Week *ate/eight*

<i>ate</i>				
<i>eight</i>				

Prefix/Suffix of the Week

Prefix: - un = not

<i>unable</i>				
<i>unsure</i>				
<i>unfriendly</i>				

Name \_\_\_\_\_



Stage 2 **Blue** Spelling/Homework Term 4 Week 1

	Monday	Tuesday	Wednesday	Thursday
look	look	look	l__k	__o__
what	what	what	w__t	__a__
boy	boy	boy	__o__	b__
toy	toy	toy	t__y	__o__
look				
what				
boy				
toy				
look				
what				
boy				
toy				

Name \_\_\_\_\_

Stage 2 **Blue** Spelling/Homework Term 4 Week 1

	Monday	Tuesday	Wednesday	Thursday
what	what	what	wh__t	__at
very	very	very	v__y	__er__
does	does	does	d__s	__es
were	were	were	w__r__	we__
look	look	look	l__k	__o__
good	good	good	__od	g__
put	put	put	p__t	p__
what				
very				
does				
were				
look				
good				
put				

Name

Stage 2 Level 1 GREEN Spelling/Homework Term 4 Week 1

List	Monday	Tuesday	Wednesday	Thursday
<i>what</i>				
<i>very</i>				
<i>does</i>				
<i>fair</i>				
<i>were</i>				
<i>ate</i>				
<i>eight</i>				
<i>unable</i>				
<i>unsure</i>				
<i>unfriendly</i>				
<i>could</i>				
<i>bush</i>				
<i>woman</i>				
<i>goodbye</i>				
<i>wooden</i>				

Name

Stage 2 ORANGE level Spelling/Homework Term 4 Week 1

List	Monday	Tuesday	Wednesday	Thursday
<i>what</i>				
<i>very</i>				
<i>does</i>				
<i>fair</i>				
<i>were</i>				
<i>ate</i>				
<i>eight</i>				
<i>unable</i>				
<i>unsure</i>				
<i>unfriendly</i>				
<i>pull</i>				
<i>pushing</i>				
<i>would</i>				
<i>should</i>				
<i>stood</i>				
<i>crook</i>				
<i>couldn't</i>				
<i>cookbook</i>				
<i>bushfire</i>				
<i>childhood</i>				

Name

Stage 2 Yellow Spelling/Homework Term 4 Week 1

Spelling List	Monday	Tuesday	Wednesday	Thursday
<i>what</i>				
<i>very</i>				
<i>does</i>				
<i>fair</i>				
<i>were</i>				
<i>ate</i>				
<i>eight</i>				
<i>unable</i>				
<i>unsure</i>				
<i>unfriendly</i>				
<i>ambush</i>				
<i>butcher</i>				
<i>rookie</i>				
<i>understood</i>				
<i>kookaburra</i>				
<i>fulfilment</i>				
<i>cushion</i>				
<i>whoosh</i>				
<i>wolves</i>				
<i>likelihood</i>				



# Week 1

## Tuesday



Find the Differences!



## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# My Holiday Recount

Write a recount about what you did in the holidays. Include an introduction, at least 3 paragraphs detailing an activity you did in each paragraph, and a conclusion. Remember to write in chronological order (the order in which the events occurred) and include punctuation.

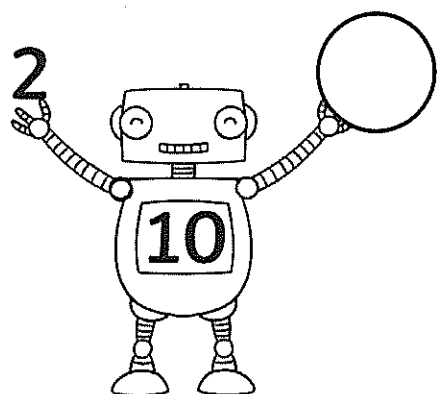
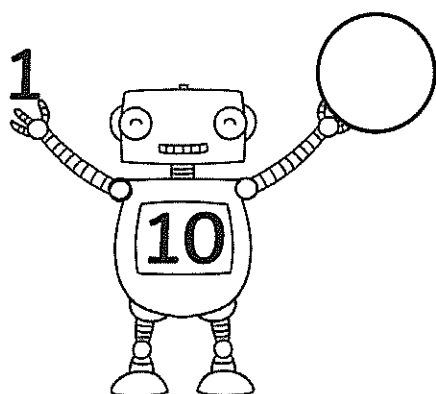
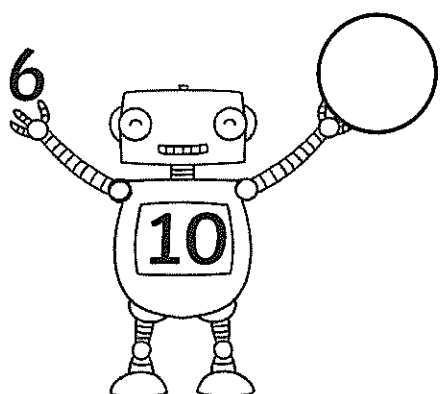
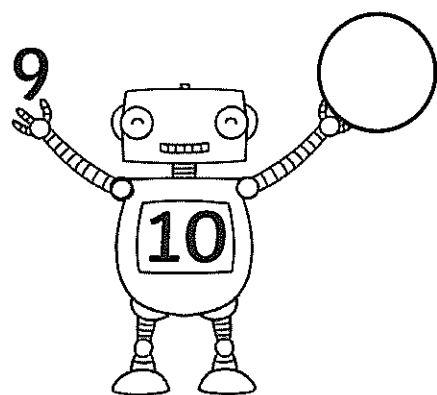
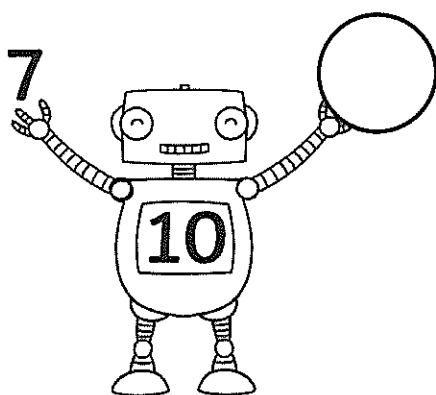
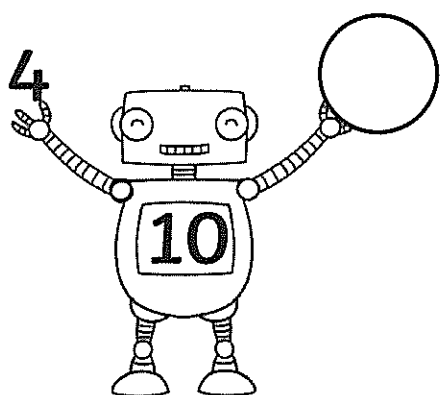
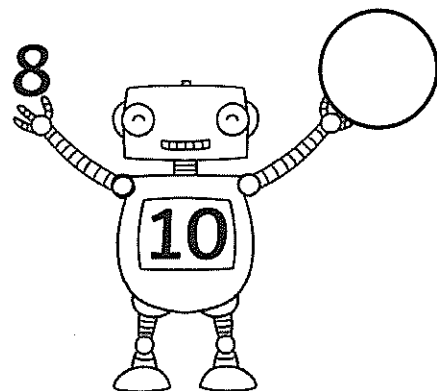
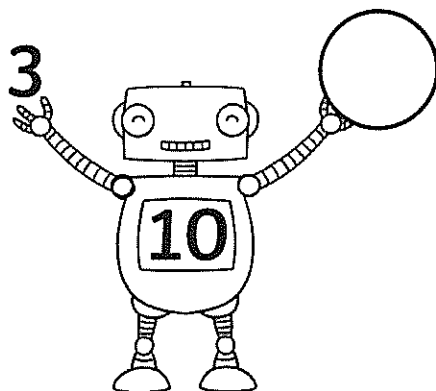
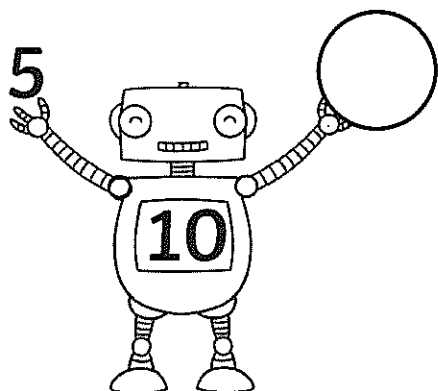
We are all in lockdown and understand that your activities probably won't be spectacular – we still want to hear about what you got up to!

**Illustration:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

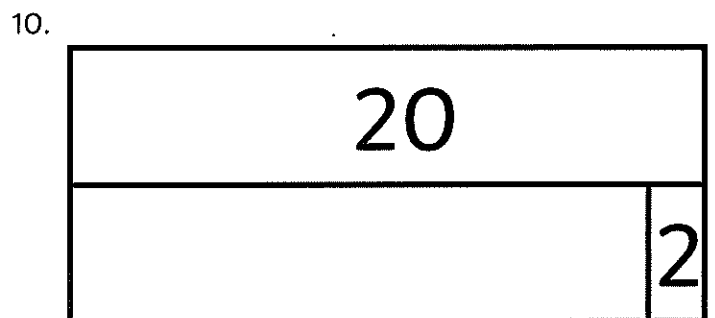
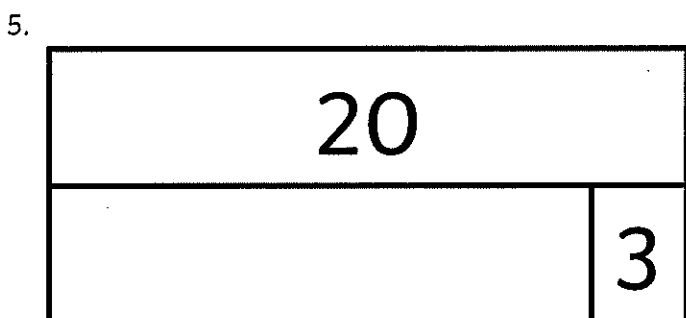
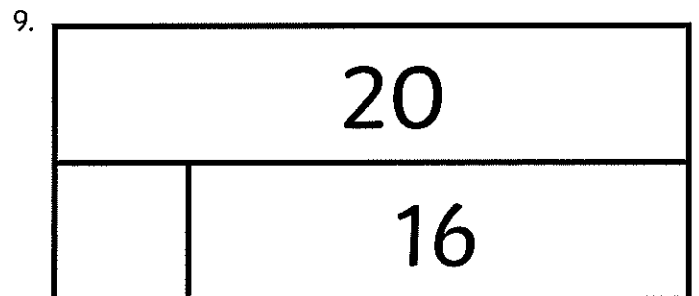
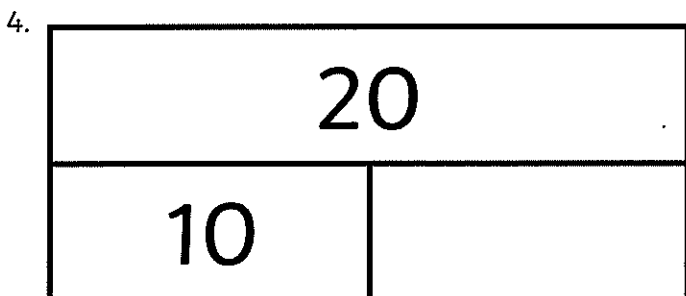
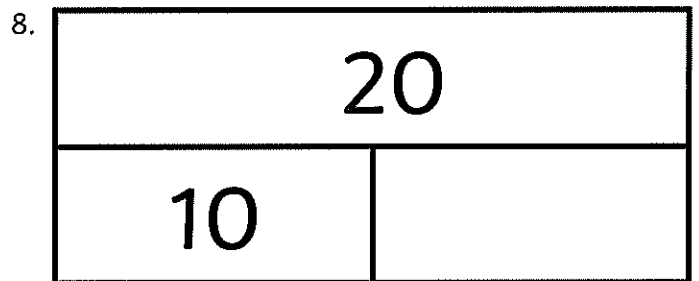
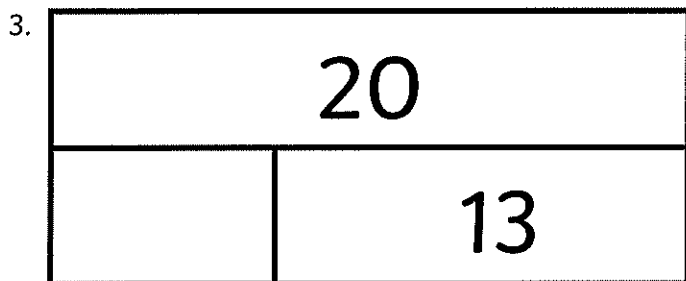
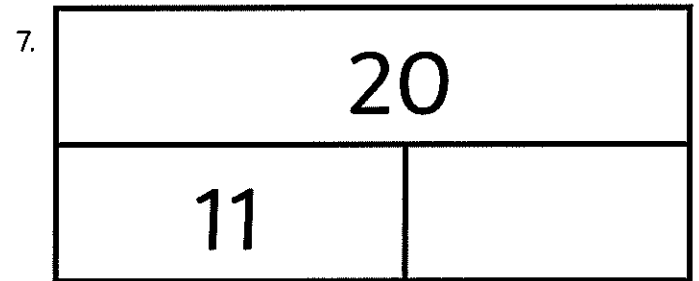
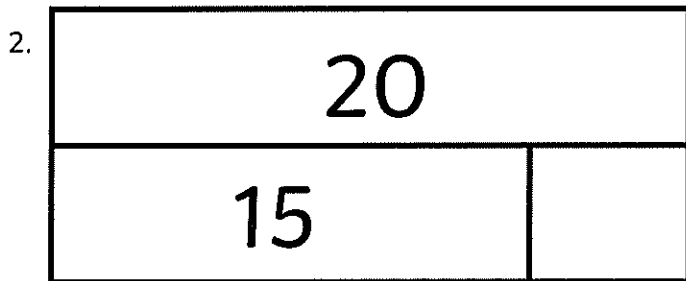
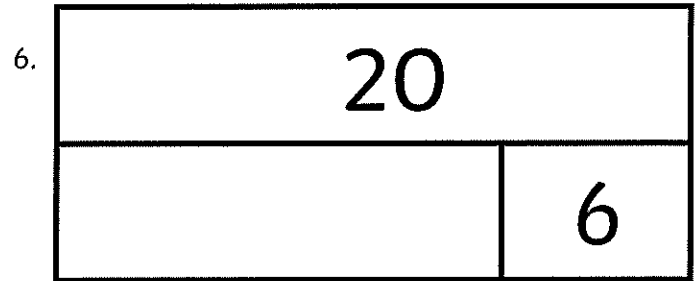
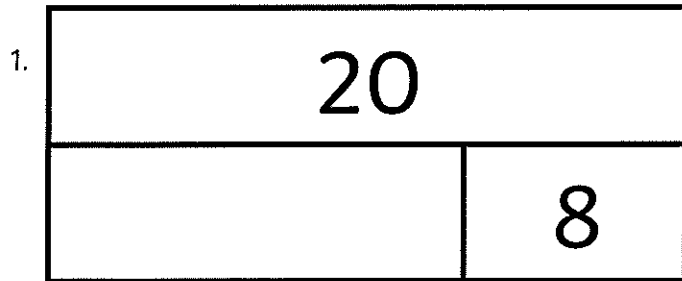
# Addition Facts to 10

Can you find the missing addition fact to make 10 in the robot's tummy?



# Addition Facts to 20

Use known number facts to fill in the missing numbers on these bar models.



# Ultimate Number Bonds to 100

Name:	Number Correct:
Time Taken:	Previous Score:

1 +	77 +	70 +	65 +	71 +
78 +	84 +	19 +	83 +	36 +
64 +	46 +	52 +	8 +	29 +
45 +	51 +	37 +	58 +	20 +
69 +	3 +	22 +	21 +	44 +
31 +	63 +	35 +	93 +	4 +
40 +	68 +	30 +	15 +	50 +
59 +	23 +	82 +	28 +	57 +
85 +	60 +	2 +	53 +	67 +
11 +	42 +	56 +	72 +	88 +
12 +	41 +	62 +	87 +	43 +
34 +	13 +	27 +	92 +	14 +
76 +	7 +	97 +	73 +	16 +
90 +	86 +	33 +	5 +	25 +
75 +	18 +	74 +	79 +	61 +
81 +	98 +	94 +	66 +	9 +
26 +	39 +	89 +	24 +	32 +
6 +	91 +	55 +	48 +	49 +
95 +	96 +	17 +	54 +	38 +
99 +	100 +	10 +	47 +	80 +

# Term 4 - Week 1 - 2021 - Stage 2

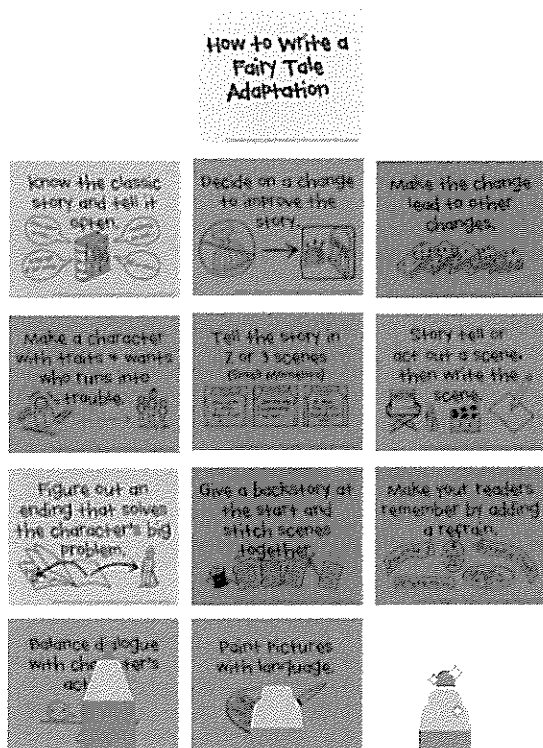
## Drama

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

### 'Fairy Tale Adaptation Story Telling.'

Adapt a classic fairy tale and make it your own!

Use what you know about fairy tales and keep the structure the same



Large empty box for drawing or writing.

Horizontal lines for writing.

## **Story Time with Mr. Newham – Stage 2 and 3**

### ***‘Making a Coolamon’*** (a traditional wooden dish/bowl)

#### **Task 1:**

A - Draw a Coolamon on some paper and add traditional Aboriginal inspired designs.

B - Using different types of craft materials, create your very own Coolamon (be creative)

(Tip: A traditional Coolamon is used to carry items. In your craft activity how will ensure your Coolamon will be able to carry items in it. What shape(s) will need to be considered?)

#### **Task 2:**

List ‘**Five Fun Facts**’ (The 3 F’s) about:

- Coolamons (wooden dishes/bowls)

#### **Task 3:**

A - In the video, what type of tree was Mr Newham cutting the Coolamon from?

C - What can the bark from this tree also be used for?

B - Can you find any near your home or local area?

#### **Task 4:**

List the different modern tools Mr Newham used to cut the Coolamon from the tree.

#### **Task 5:**

At the beginning of the video Mr Newham also showed us different traditional tools and weapons used by Aboriginal people.

A - List the items. What are some of their uses?

C - Can you think of other tools or weapons used by Aboriginal people?

D - What material(s) are needed to make them?

### **Extension**

#### **Task 6:**

In the video Mr Newham told us there were some important things he needed to do before he could start cutting the Coolamon from the tree.

A - What were they? (1-3 lines)

B - Why did he do this? (1-5 lines)





# Week 1

## Wednesday

### Characteristics of Living Things Word Search

D K Y W N B I R D S E D D A C N Y A U D N I Z O  
J K H M P N F Q M C A I K G I F L T B B O F U L  
A R O C A H R E S P I R A T O R Y S Y S T E M N  
F C P P I N V E R T E B R A T E M U F R Q T I S  
H I C F R V T F W W G P J Q Y G F M H C Z O B G  
N R G A E X W H Q K I R O F O J O E K X A O D V  
B C D V Z R F B W R I T X P I X J K M T A C I R  
Q U H G V E R T E B R A T E N A Y H T K J H N T  
I L F H E T F I D X C A W J M R W J Z V L A E L  
D A H L X P E G X B F O P U K P Z G J K N B R P  
I T W J C J R L C V I X R F H W R Z D I R S V M  
G O M G R H B H D C S P A K S S U C E L L S O U  
E R U H E N E M G N H N V M G O Q W C E R U U N  
S Y F A T J U J T G S I E M A M M A L S Z P S B  
T S E M O R E P T I L E S C F K P Y E S M P S N  
I Y V W R E P T A M P H I B I A N S W X G O Y K  
V S E C Y W Q Y S Y A M H A B E G I T S Y R S B  
E T I K S L U S H W Z J N H I M Z F K Q O T T T  
S E O C Y L P J J C O L D B L O O D E D C S E A  
Y M R Y S O R G A N S Y S T E M J P P Q L Y M I  
S A G R T M J E F F C E S Y S B H K N W C S J X  
T V A H E Y A W J M O M C U S L Z Q B C A T I Z  
E E N M M T K T H D T I S S U E P O D D X E M H  
M W A R M B L O O D E D L G K B O R R V M M V W

WARM-BLOODED	VERTEBRATE	TISSUE	SUPPORT SYSTEM
RESPIRATORY SYSTEM	REPTILES	ORGAN SYSTEM	ORGAN
NERVOUS SYSTEM	MAMMALS	INVERTEBRATE	FISH
EXCRETORY SYSTEM	DIGESTIVE SYSTEM	COLD-BLOODED	CIRCULATORY SYSTEM
CELL	BIRDS	AMPHIBIANS	

# Create Your Own Word Search


_____	_____
_____	_____
_____	_____
_____	_____



# Hermes'

# HOCUS POCUS

There were many rumours about the mansion in the centre of the black forest. Some said it was haunted; some said werewolves lived there. Children often dared each other to knock on the door. But no-one ever did. No-one was brave enough to get closer than eyesight of it.

The mansion was, in fact, a boarding school for wizards, who learned and practised their abilities and skills. The outside of it may have made it seem like a dark, cold and haunted place, but on the inside, it was well lit, warm and buzzing with intelligent, curious, happy people.

Hermes was one of the most enthusiastic students in his class. On one particular day, he had been trying to master an incredibly tricky potion. No matter how well he followed the recipe, it would not turn red. He read over the recipe twice, but could not figure out why it looked like a pot of boiling, green porridge.

Hermes decided to recheck all the instructions in the recipe. He stirred the pot clockwise and anticlockwise. Hermes tried using a whisk, a spatula, and even a cheese grater.

Next, he checked the temperature. It was definitely bubbling at 76.2 degrees Celsius like it was supposed to.

He looked across the room to his friend Athena. She was aching her potion! In fact, she looked like she was finished, with time to spare. Maybe Athena would have some time to help him, Hermes thought. "Hey, Athena, do you have a spare moment to take a look at my potion?"

"Sure, Hermes. My potion needs to cool for a few minutes before I bottle it, so I'm happy to help."

Hermes showed Athena his potion. "I have done as the recipe says, but all I get is lumpy, green porridge."

Athena looked at the potion carefully. "It does look a little thick. Maybe try adding some more nectar of bees. I added double in mine, and it seemed to make the potion much better. I learned that trick from my mother."

Hermes added more nectar of bees and waited for the potion to change.

Just when he thought it was working, it went... "Orange? I don't understand! I have done everything I can!" Hermes complained, feeling defeated.

Finally, despite his best efforts, he thought it was time to ask the Professor. The Professor took one glance and chuckled. "It seems like you have orange porridge."

"Please, Professor. I have tried everything. I have retraced my steps, tried different techniques and have asked an expert. What else is there to try?"

The Professor surveyed the potion. "Maybe start from the beginning, except this time, check each ingredient as you add it."

Hermes did not understand. He had done everything right the first time. But maybe he might have some second-chance luck. He started to measure his ingredients.

Once again, he filled the pot with melted snow; once again, he sprinkled the pickled toadstool while singing "We Are Family"; and once again, he correctly measured the brown freeze-dried strawberries... Wait! Freeze-dried strawberries were red. Hermes could not believe it. The packet he thought was freeze-dried strawberries, was, in fact, porridge. The packages of the two ingredients were so similar, Hermes had accidentally grabbed the wrong one.

After fixing his little mistake, the potion did not seem so difficult to make anymore. Now that the potion was well on its way, Hermes even decided to take Athena's advice and add double the nectar of bees. In no time, his potion was completed, cooled and bottled.

"Now," Hermes said with a cheeky look. "What should I test this potion on first?"

By Royce Styles



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

Date: \_\_\_\_\_

## Hermes' Hocus Pocus

1. Where was Hermes' school located?

\_\_\_\_\_

2. What problem did Hermes face?

\_\_\_\_\_

\_\_\_\_\_

3. What solutions did he try?

\_\_\_\_\_

\_\_\_\_\_

4. How did Hermes solve his problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Predict what the potion Hermes was making could have been used for.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Describe a time when you had a problem. What steps did you follow to solve it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_








\_\_\_\_\_

\_\_\_\_\_

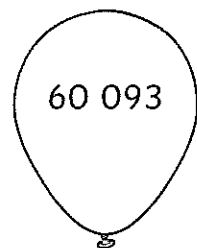
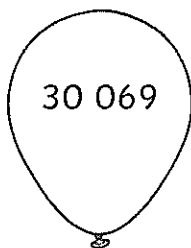
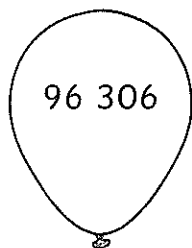
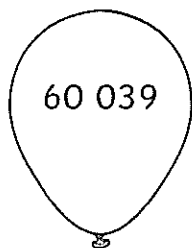
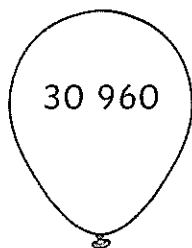
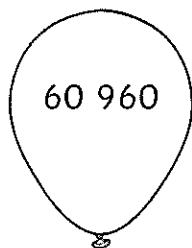
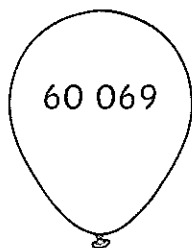


# Ordering 5-Digit Numbers

Fill in the space below with the numbers in ascending (smallest to largest) order.

 84 945	 91 504	 75 136	 94 054	 85 105	 93 405	 73 156
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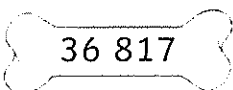
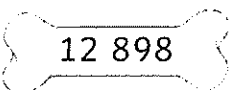
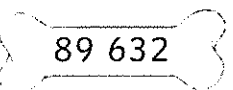
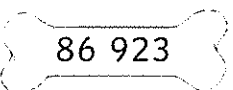
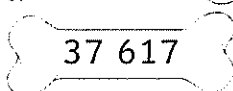
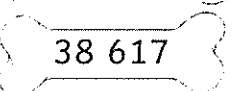
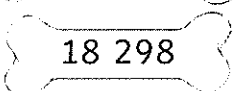
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 60 093	 30 069	 96 306	 60 039	 30 960	 60 960	 60 069
---	--	--	--	---	--	--

--	--	--	--	--	--	--

 46 827	 98 652	 12 896	 48 627	 12 698	 96 852	 96 528
---	--	--	--	---	--	--

--	--	--	--	--	--	--

 36 817	 12 898	 89 632	 86 923
 37 617	 38 617	 18 298	

--	--	--	--	--	--	--

Add your own numbers. Challenge a partner to place them in ascending order.

_____	_____	_____	_____
_____	_____	_____	_____

--	--	--	--	--	--	--

## Ordering 5-Digit Numbers

Fill in the space below with the numbers in descending (largest to smallest) order.

74 582	82 576	76 825	85 762	72 582	57 862	86 752

14 603	16 304	14 306	16 403	14 360	15 643	10 406

56 857	56 785	55 687	57 685	54 785	56 875	58 657

98 346	96 438	94 836	96 346
99 643	97 364	99 364	

Add your own numbers. Challenge a partner to place them in ascending order.


# Place Value to 10 000

Remember:

- digits have their place;
- each column gives a value;
- where a number is placed shows its value.

Thousands	Hundreds	Tens	Ones
<b>9</b>	<b>4</b>	<b>8</b>	<b>2</b>
9000	400	80	2

1. What is the value of each number underlined? Write the value as a number.

- |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| a. 9 <u>4</u> 82 = _____ | e. 422 <u>0</u> = _____  | i. 7 <u>8</u> 79 = _____ |
| b. 10 <u>2</u> 5 = _____ | f. 37 <u>7</u> 5 = _____ | j. 87 <u>5</u> 4 = _____ |
| c. 876 <u>3</u> = _____  | g. 2 <u>8</u> 42 = _____ | k. <u>2</u> 301 = _____  |
| d. 5438 = _____          | h. <u>6</u> 297 = _____  | l. <u>1</u> 007 = _____  |

2. Complete the following:

$$4352 = 4000 + 300 + 50 + 2$$

- |   |   |
|---|---|
| a. 3375 = _____ + 300 + _____ + _____   | e. 6867 = _____ + _____ + _____ + _____ |
| b. 2689 = _____ + _____ + 80 + _____    | f. 5422 = _____ + _____ + _____ + _____ |
| c. 3794 = _____ + _____ + _____ + _____ | g. 3720 = _____ + _____ + _____ + _____ |
| d. 6644 = _____ + _____ + _____ + _____ | h. 9462 = _____ + _____ + _____ + _____ |

3. Complete the following:

- |                                |                                |
|--------------------------------|--------------------------------|
| a. _____ = 1000 + 200 + 70 + 5 | e. _____ = 6000 + 800 + 60 + 7 |
| b. _____ = 5000 + 0 + 80 + 9   | f. _____ = 5000 + 0 + 0 + 1    |
| c. _____ = 3000 + 700 + 30 + 4 | g. _____ = 2000 + 700 + 90 + 0 |
| d. _____ = 6000 + 600 + 40 + 4 | h. _____ = 9000 + 900 + 90 + 9 |

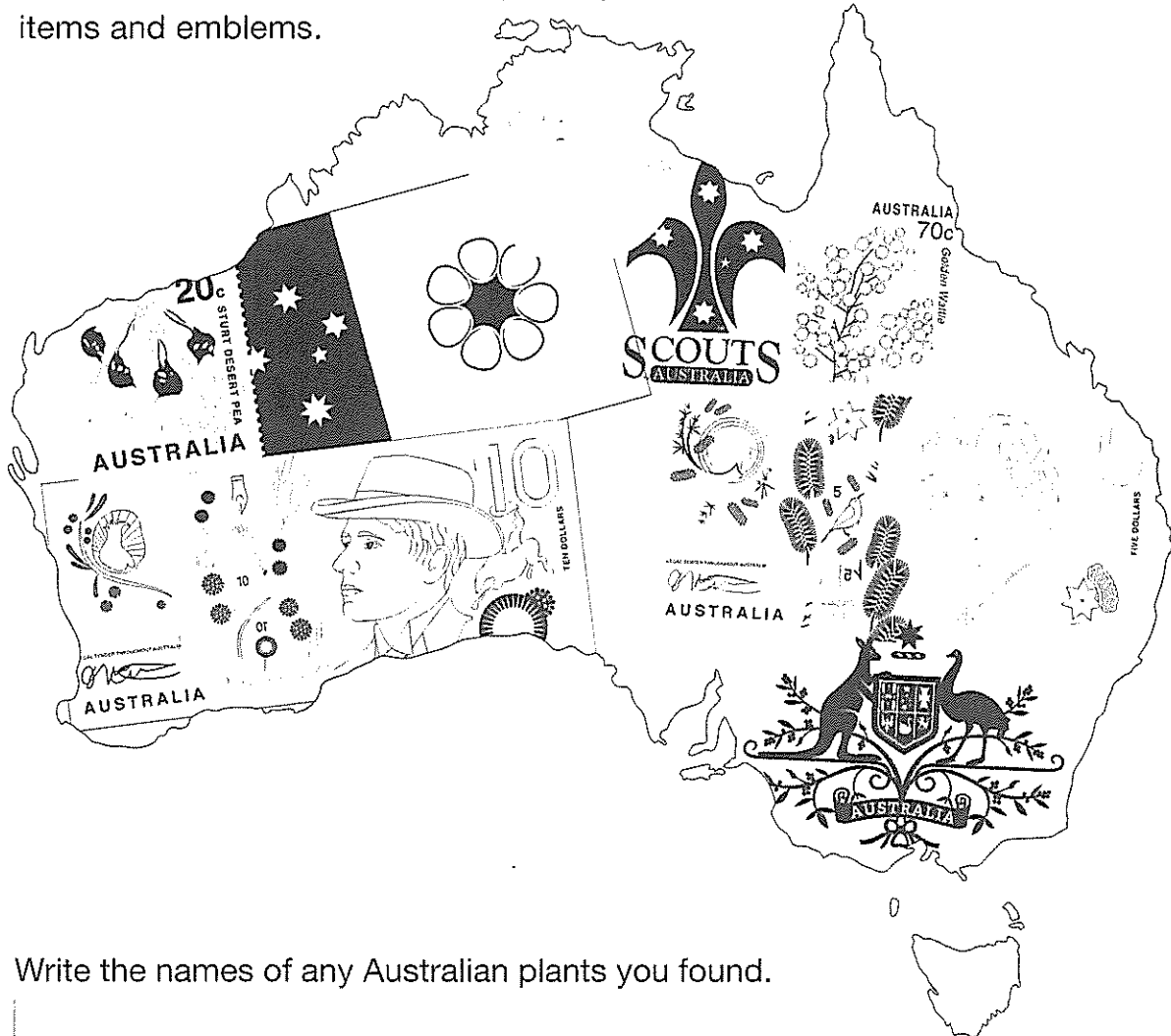


# What types of vegetation grow in Australia?

There are more than 24 thousand types of plants in Australia. Plants are part of the natural vegetation of our country and cover more than 90% of the land.

1

- a Circle and colour the Australian plants you can see on these well-known items and emblems.

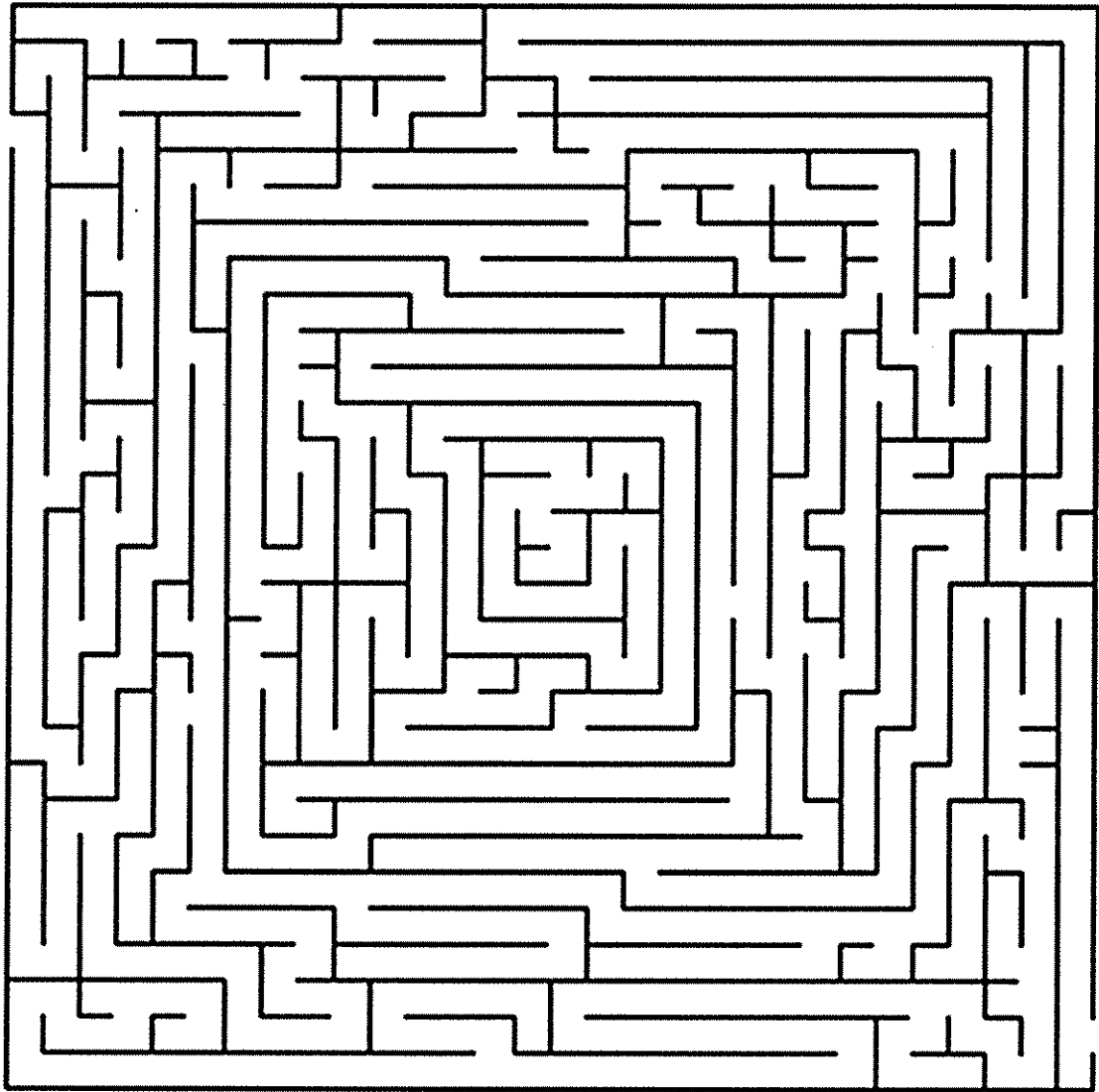
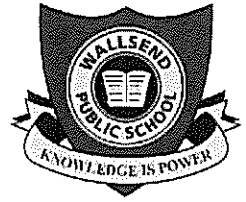


- b Write the names of any Australian plants you found.


- c Does your school crest have any Australian vegetation on it? Do any of your school house names or streets in your area have plants for names?


# Week 1

## Thursday

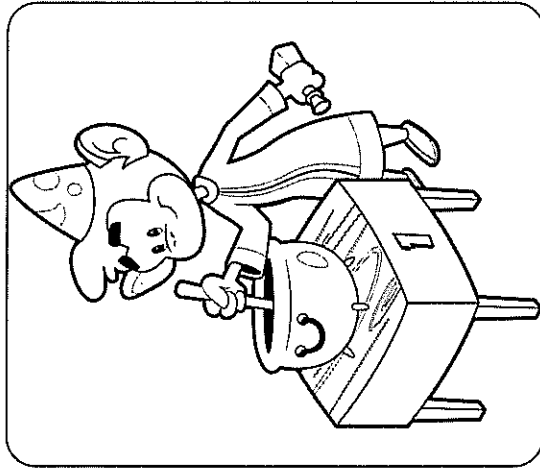


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Magic of Independent Learning

Describe what is happening in each picture. Use the story to guide you.




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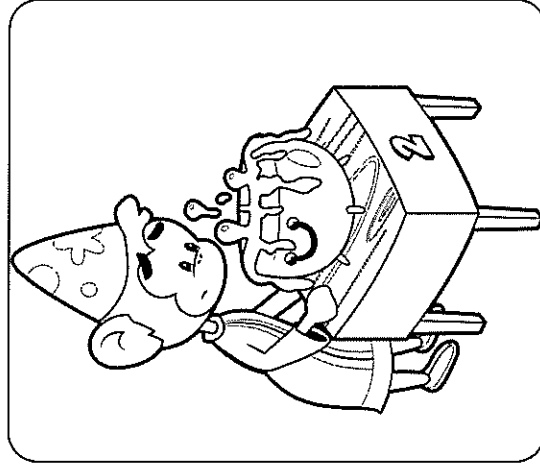
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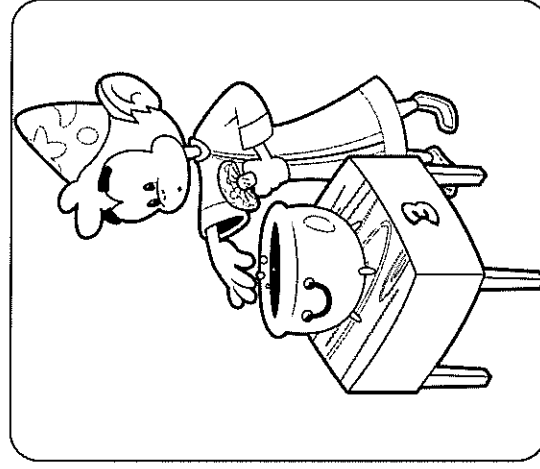
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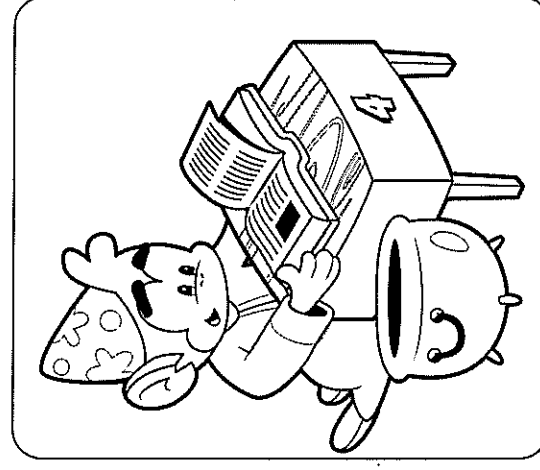
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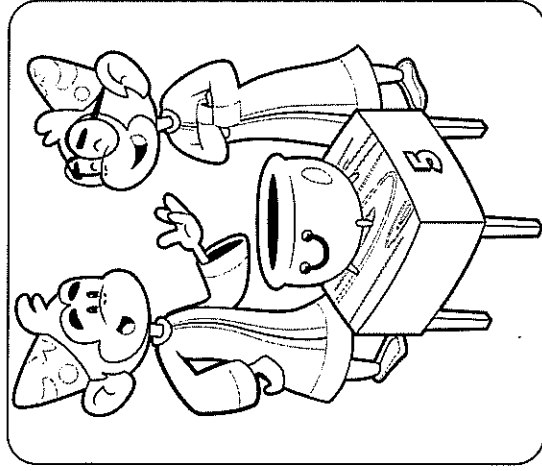
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Magic of Independent Learning

Describe what is happening in each picture. Use the story to guide you.




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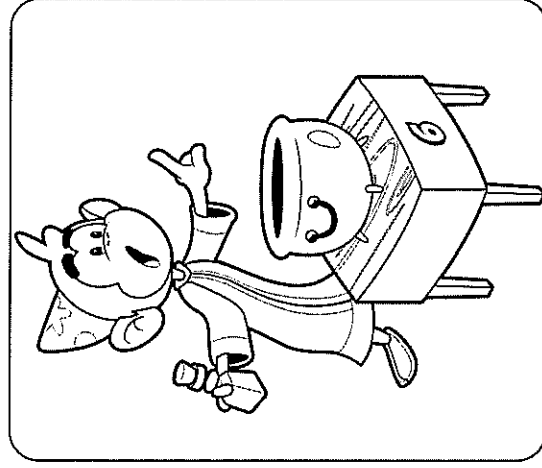
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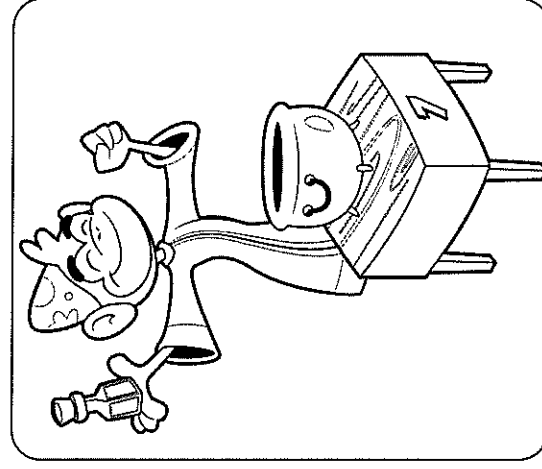
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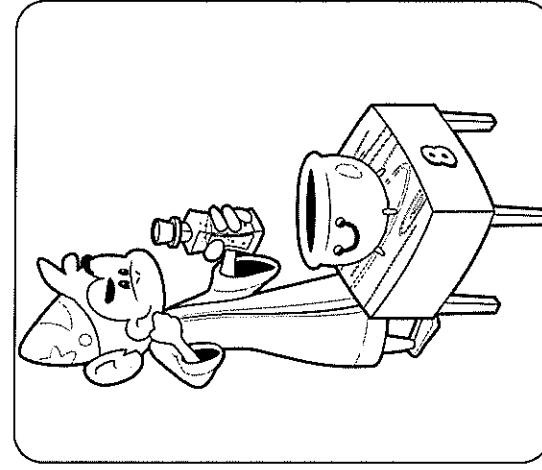
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# Adding Two 2-Digit Numbers

1

$$74 + 18 =$$

1 mark

2

$$13 + 74 =$$

1 mark

Total for  
this page

# Adding Two 2-Digit Numbers

3

$$31 + 23 =$$

1 mark

4

$$49 + 33 =$$

1 mark

Total for  
this page

# Adding Two 2-Digit Numbers

5

$$53 + 38$$

1 mark

6

$$49 + 45 =$$

1 mark

Total for  
this page

Total

# 4-Digit Addition

Calculate the answer to each sum:

$$\begin{array}{r} \text{a) } 2 \ 7 \ 1 \ 1 \\ + \ 5 \ 2 \ 3 \ 4 \\ \hline \end{array}$$

$$3451 + 5432 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} \text{a) } \boxed{\phantom{0}} \ 3 \ 4 \ 1 \\ + \ 7 \ 5 \ 4 \ 3 \\ \hline 9 \ 8 \ \boxed{\phantom{0}} \ 4 \end{array}$$

a) I have a box of 3452 marbles and another box containing 2124 marbles. How many marbles do I have altogether?

$$\begin{array}{r} \text{c) } 1 \ 2 \ 3 \ 5 \\ + \ 3 \ 1 \ 2 \ 4 \\ \hline \end{array}$$

$$1812 + 5231 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} \text{b) } 4 \ 5 \ 3 \ \boxed{\phantom{0}} \\ + \ 1 \ 2 \ 2 \ 2 \\ \hline 5 \ \boxed{\phantom{0}} \ 5 \ 3 \end{array}$$

b) I have a box of 3546 stamps and my brother has a box of 2783 stamps. How many stamps do we have altogether?

$$\begin{array}{r} \text{e) } 2 \ 2 \ 2 \ 1 \\ + \ 4 \ 2 \ 4 \ 2 \\ \hline \end{array}$$

$$7667 + 4715 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} \text{c) } 6 \ 7 \ 2 \ 1 \\ + \ 5 \ 2 \ 3 \ 4 \\ \hline \boxed{\phantom{0}} \ 9 \ 5 \ 5 \end{array}$$

$$\begin{array}{r} \text{e) } 9 \ 9 \ 0 \ 1 \\ + \ 1 \ 2 \ 2 \ 4 \\ \hline \end{array}$$

$$1099 + 2137 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} \text{d) } 3 \ \boxed{\phantom{0}} \ 5 \ 6 \\ + \ 1 \ 4 \ 4 \ 7 \\ \hline \boxed{\phantom{0}} \ 9 \ 0 \ 3 \end{array}$$

$$\begin{array}{r} \text{h) } 6 \ 6 \ 9 \ \boxed{\phantom{0}} \\ + \ 3 \ 3 \ 3 \ 2 \\ \hline \boxed{\phantom{0}} \ 0 \ 3 \ 0 \end{array}$$

$$2561 + 6273 = \underline{\hspace{2cm}}$$





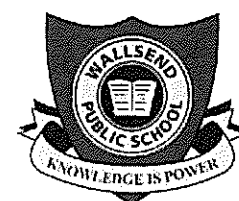
## Science - Living and Non-Living Things Scavenger Hunt

It's hard to define a living thing – you might say something that moves – but a bike moves and it's not living! What about something that eats and drinks? But you could say that a car 'drinks' petrol. So here is a more precise definition:

**Living things** are organisms that display the key characteristics of life. These characteristics include the ability to grow, reproduce, take in and use energy, excrete waste, respond to the environment, and possess an organised structure more complex than that of non-**living things**.

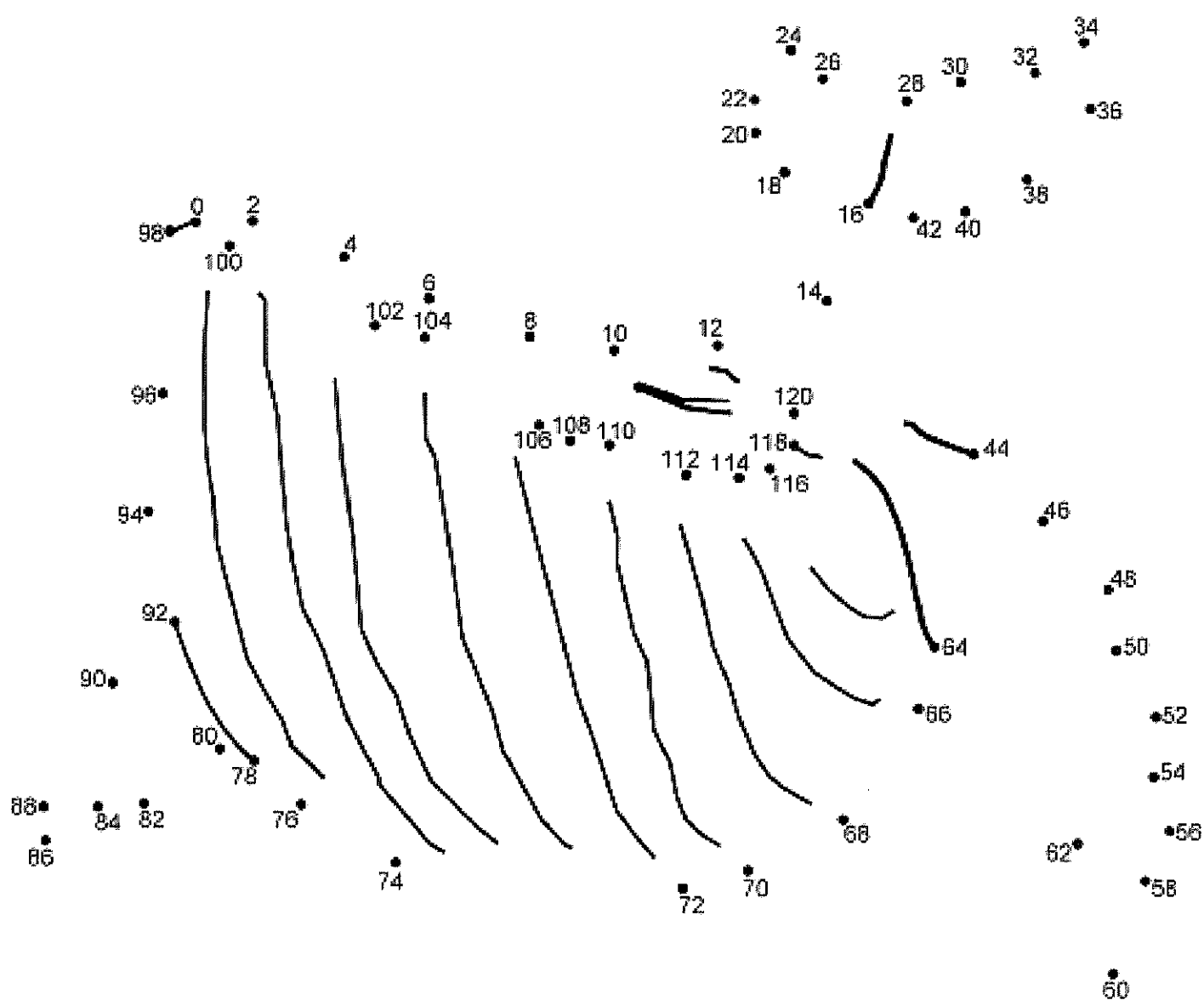
Go for a scavenger hunt and write down all the living and non-living things that you can find.

Living Things	Non-Living Things



# Week 1

## Friday



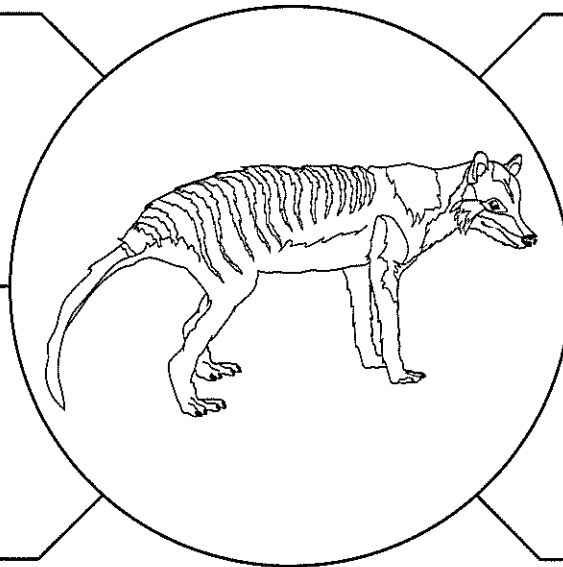
HINT: Skip count by 2!

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

Date: \_\_\_\_\_

## Tasmanian Tiger

An adjective is a 'describing' word. It gives more information about the noun that goes with it. Write an adjective on each line to describe a Tasmanian tiger.



Use each of the adjectives in a sentence below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# Compensation Strategy Subtraction

Show how you got your answer using the compensation strategy.

a. $45 - 31 =$	b. $39 - 11 =$
c. $25 - 19 =$	d. $68 - 29 =$
e. $36 - 21 =$	f. $44 - 18 =$
g. $57 - 39 =$	h. $63 - 31 =$

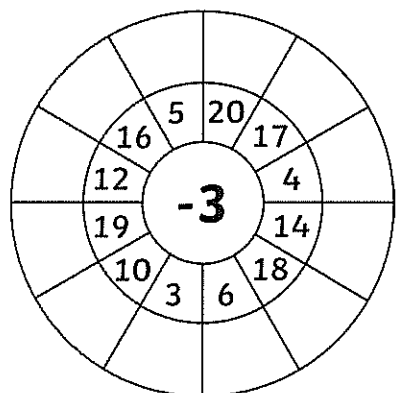
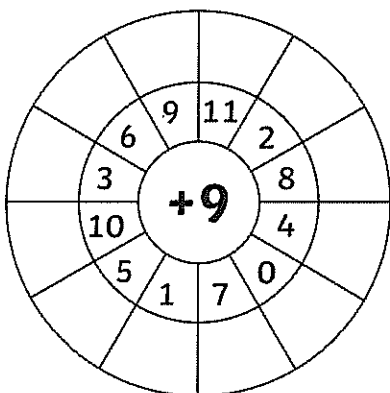
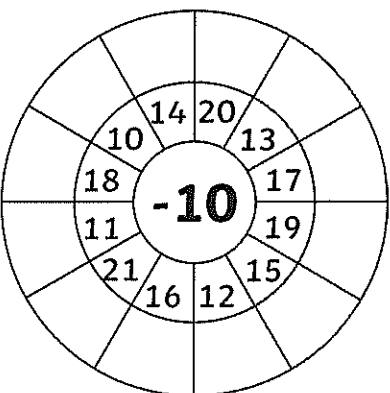
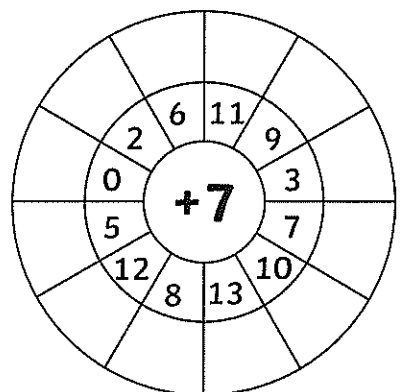
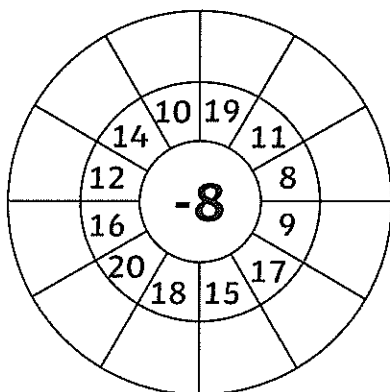
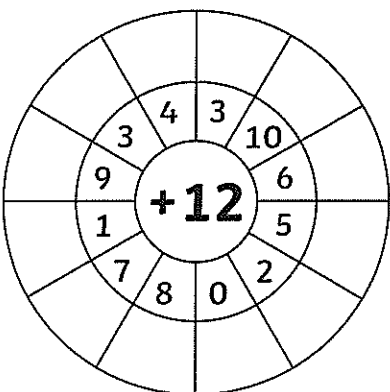
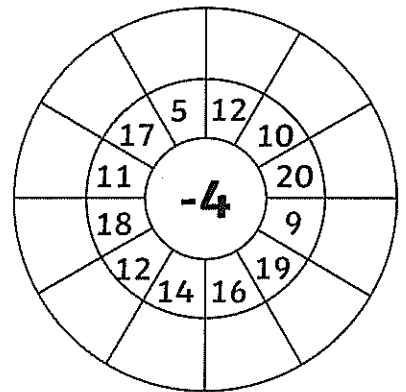
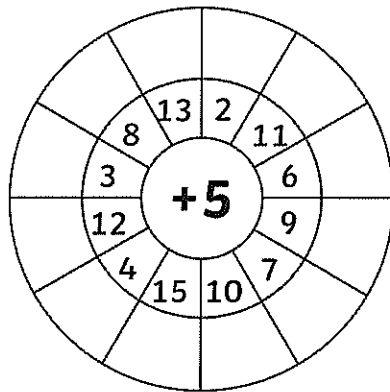
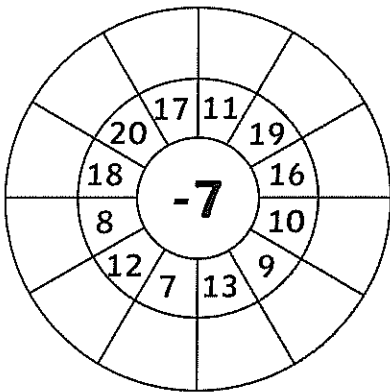
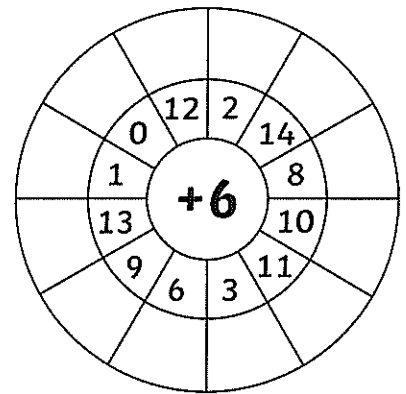
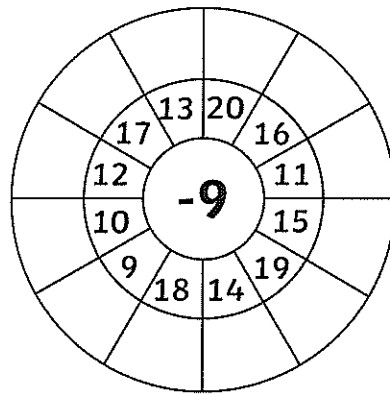
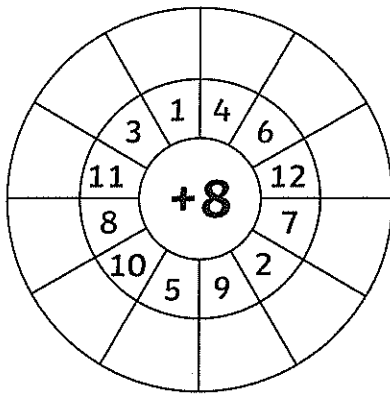
# Compensation Strategy Subtraction

Show how you got your answer using the compensation strategy.

a. $77 - 49 =$	b. $91 - 49 =$
c. $92 - 61 =$	d. $87 - 31 =$
e. $78 - 52 =$	f. $96 - 52 =$
g. $88 - 19 =$	h. $67 - 38 =$

# Addition and Subtraction Wheels

Add or subtract the numbers to the middle number.



# Art

Use things found in nature to create your own shadow artwork. Consider items such as leaves, sticks, rocks, berries etc. Line them up with your silhouette and take a photo. If you're able to, upload it to seesaw.

Hint. You may need someone else to take the photo if you want your hands to be a part of your artwork.

Happy Creating!



## Stage 2: Living Things

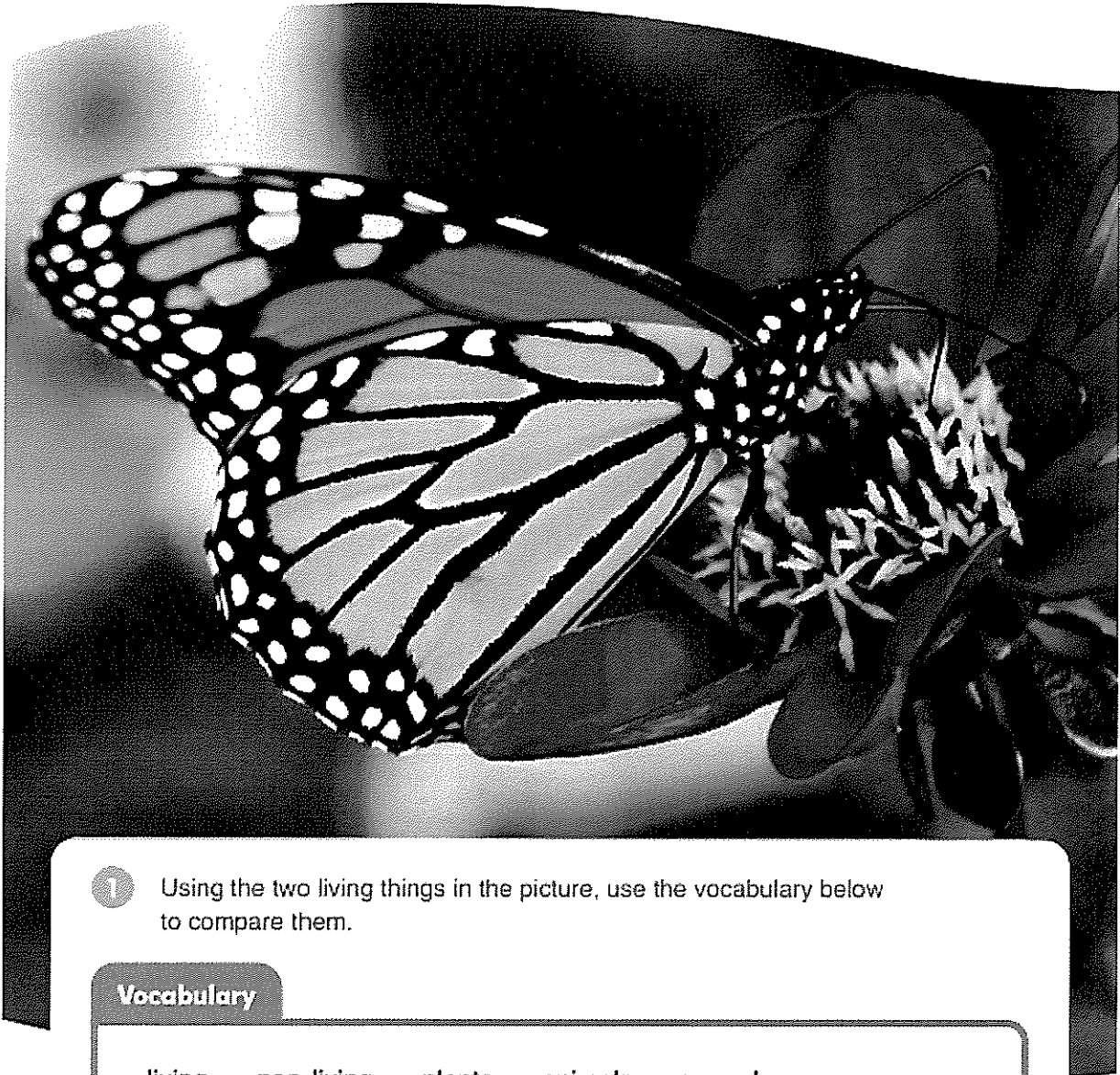


Unit 1 Classification of Living Things

Lesson 1

Living Things

### What is a living thing?



- 1 Using the two living things in the picture, use the vocabulary below to compare them.

#### Vocabulary

living   non-living   plants   animals   reproduce   grow  
change   energy   respond   environment   scientists



## Stage 2: Living Things

### CONNECT and WONDER



#### Activity 1:

Use the vocabulary under the photograph to help you explain the features of these two things:

Butterfly	Flower

Create your own WORD SEARCH using the vocabulary from the box under the photograph..

Name:

## My Word Search

