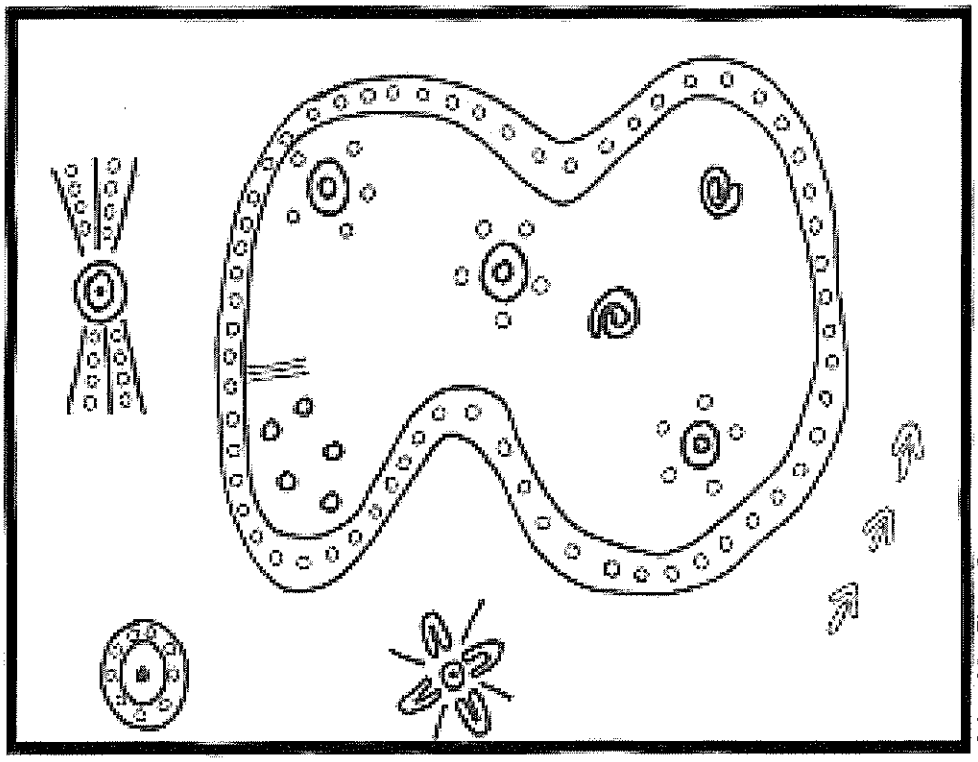
Home Learning

Stage 2



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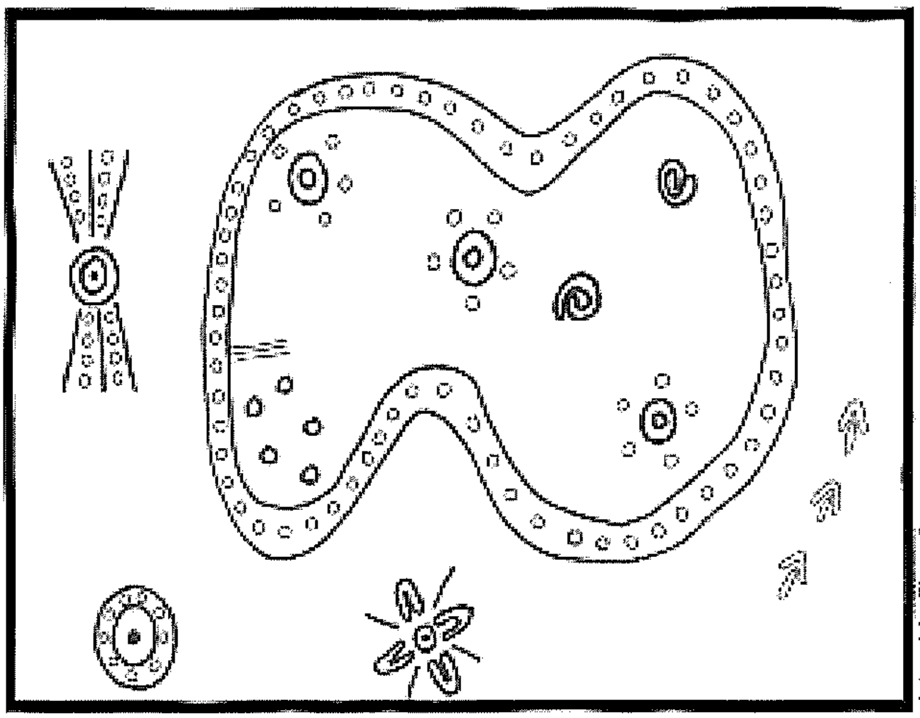
Week 8

Learning at Home

4/5C

Week 8



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Learning from Home Term 3 WEEK 8

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	Spelling – Homophone sentences	Spelling - Alphabetical order	Spelling – Find-a-word using your spelling words	Spelling – Practise test	Spelling – Spelling test
Task 2	Comprehension – How birds got their colours	Research an animal	Writing an informative text	Handwriting	Grammar – Verbs and adverbs
Lunch	Make sure you have lunch, relax and enjoy sometime outside.				
Task 3	Division - Remainders	Division – Split strategy	Division – Short Division	Division – Short Division with Remainers	Division – 3 Digit Division
Task 4	Chance	Chance – Head and Tails	Area – Square centimetres	Area – Square centimetres	Area – investigating perimeter and area
Recess	Make sure you have some recess and enjoy sometime outside.				
Task 5	**Art** Parrot drawing **Drama** Persuasive Chocolate Bar	**Sport** Get out of the house and go for a walk/scooter/bike ride with a family member	**Geography** Stage 2 – label the oceans Stage 3 – sporting events	**Science** Stage 2 - Seasons Stage 3 - Cyclone Cloze Passage	**Social Hour** Play a board game with a family member

Stage 2 Spelling Rule – Term 3 – Week 8

Words that have a **consonant** followed by **y** form the plural by changing the **y** to **i** before adding **-es**.				
Word List	Monday	Tuesday	Wednesday	Thursday
arteries				
bodies				
boundaries				
authorities				
Homophone or Homonym				
sail				
sale				
Prefix/Suffix of the Week: Suffix: '-ly' = having the characteristic				
quickly The antonym of quickly is slowly.				
brightly The star shone brightly in the sky.				

Name

Stage 2 **Blue** Spelling/Homework Term 3 Week 8

List	Monday	Tuesday	Wednesday	Thursday
but	but	but	___t	b___
cut	cut	cut	c___t	___ut
hut	hut	hut	h___	_u_
shut	shut	shut	s___t	___u_
but				
cut				
hut				
shut				
but				
cut				
hut				
shut				

Name

Stage 2 **Blue** Spelling/Homework Term 3 Week 8

List	Monday	Tuesday	Wednesday	Thursday
to	to	to	t__	__o
two	two	two	t____	____o
too	too	too	t____	_oo
little	little	little	li__l_	__tt__
the	the	the	t__	__e
question	question	question	q__s_i__	____tion
quick	quick	quick	__i__	qu__k
to				
two				
too				
little				
the				
question				
quick				

Name

Stage 2 Level 1 GREEN Spelling/Homework Term 3 Week 8

List	Monday	Tuesday	Wednesday	Thursday
middle				
plain				
piece				
question				
quick				
soft				
twenty				
kitten				
letter				
seat				
teeth				
toe				
tidy				
tiny				
story				

Name

Stage 2 ORANGE level Spelling/Homework Term 3 Week 8

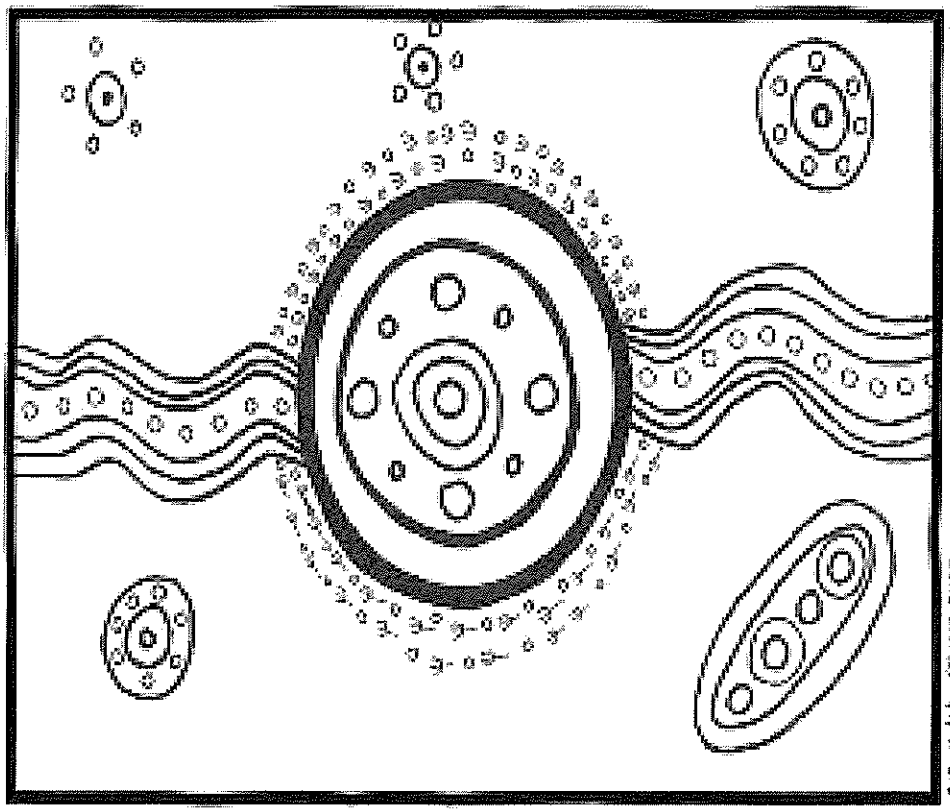
List	Monday	Tuesday	Wednesday	Thursday
middle				
plain				
piece				
question				
quick				
Australia				
tomorrow				
tried				
haven't				
that's				
east				
bottle				
don't				
wait				
ninety				
fifty				
terrible				
advertise				
boundary				
authority				

Name

Stage 2 YELLOW level Spelling/Homework Term 3 Week 8

List	Monday	Tuesday	Wednesday	Thursday
middle				
plain				
piece				
question				
quick				
Australia				
tomorrow				
traditional				
tremendous				
triangular				
easterly				
twelfth				
straight				
television				
temperature				
temptation				
terrible				
advertise				
boundary				
authority				

Monday



Homophones

Story Time with Mr. Newham – Stage 2 & 3

How the Birds Got Their Colours

(a story from the Bardi People of Western Australia)

Watch Mr Newham's story online: https://www.youtube.com/watch?v=8dgXBND3-Ek

Task 1:
Each student is asked to find 'Five Fun Facts' (The 3 F's) about:
Australian Dove (Native Pigeon) or Australian Parrot (any)

_____

_____

Task 2:
A - Do you have any pet Birds? (If 'yes', answer B. If 'No', skip to C)
B - What type of bird(s) do you have? Does it have a name?
C - If you do not have any pet Birds, what is your favourite Bird and why?

_____

Task 3:
Think about the Crow's actions and choices in this story. Why do you think Crow did not help Dove?

_____

_____

_____

_____

Task 4:
In Australia we are fortunate to be able to see many birds in their natural environment. Make a list of the birds you see this week and briefly describe their colours and some of their other features. (tips: the noises they make, their behaviours, the Bird's sizes and shapes, where you mostly see them - trees, on the ground, high in the sky, by the water)

_____

_____

Task 5:
Where else might you find or see birds in Australia? (can be in real life or image based)

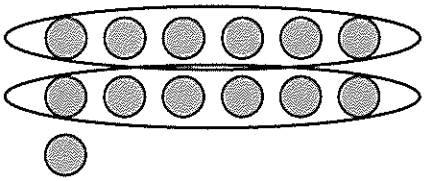
_____

Extension

Task 6:
Can you relate to a time or incident where you were involved in a similar situation as this story? If so, which character relates most to you and why?

Division – remainders

Sometimes division is not exact.

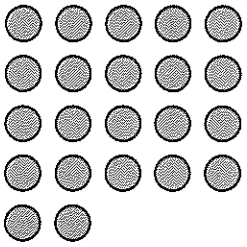


From 13, we can make 2 fair shares of 6 with 1 left over. We call the left over the remainder.

13 ÷ 6 = 2 remainder 1

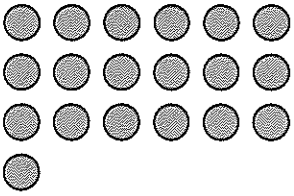
1 **In each array, ring the fair shares to see the remainder:**

a



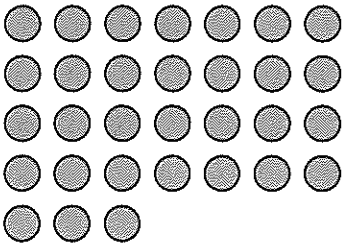
22 ÷ 5 = ☐ remainder ☐

b



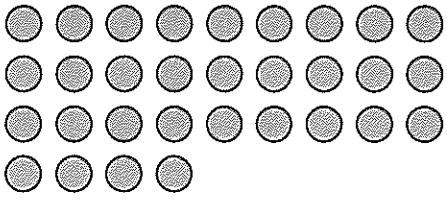
19 ÷ 6 = ☐ remainder ☐

c



31 ÷ 7 = ☐ remainder ☐

d



31 ÷ 9 = ☐ remainder ☐

Division – remainders

Now use your multiplication facts.

25 ÷ 6 = ? Think 4 × 6 = 24 + 1 is 25

So, 25 ÷ 6 = 4 remainder 1

2 **Use your multiplication facts to write the division facts and the remainder:**

a 32 ÷ 10 = ? Think ☐ × ☐ = ☐ + ☐ is ☐

So, ☐ ÷ ☐ = ☐ remainder ☐

b 30 ÷ 4 = ? Think ☐ × ☐ = ☐ + ☐ is ☐

So, ☐ ÷ ☐ = ☐ remainder ☐

c 37 ÷ 9 = ? Think ☐ × ☐ = ☐ + ☐ is ☐

So, ☐ ÷ ☐ = ☐ remainder ☐

3 **Complete each word problem:**

a 39 pencils were shared between 6 kids. How many did each kid get?

☐ ÷ ☐ = ☐ remainder ☐

b 43 fish were divided between 6 tanks. How many fish are in each tank?

☐ ÷ ☐ = ☐ remainder ☐

c From 17 flowers, 5 flowers were arranged in each vase. How many vases were used?

☐ ÷ ☐ = ☐ remainder ☐

4 **Write in the missing digit to make this statement true:**

☐ ÷ 6 = 8 remainder 2

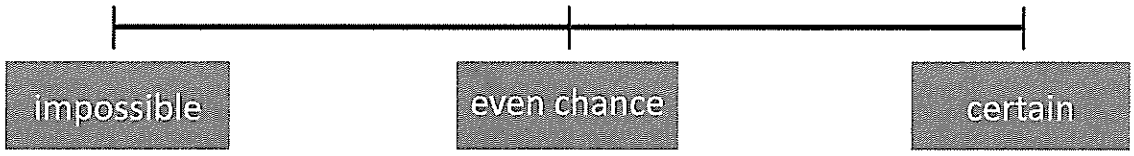
Chance – ordering events

Chance is the likelihood of something happening.

If something will definitely happen, we say it is certain.

If something has an even chance of happening, it means that it is just as likely to happen as it is unlikely to happen.

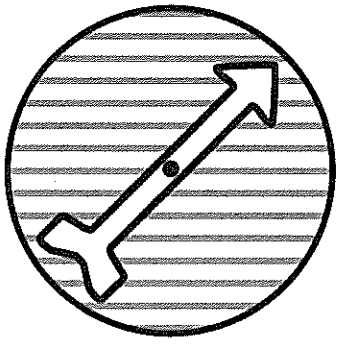
If something can't happen it is impossible.

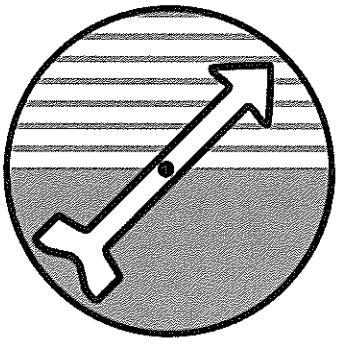


1 **Read each statement and circle the chance of it happening:**

	Event	Chance
a	A baby is born a girl.	impossible / even / certain
b	Christmas Day will fall on December 25 this year.	impossible / even / certain
c	A coin is tossed and the result is a tail.	impossible / even / certain
d	6 red counters are placed in a bag and a yellow one is drawn.	impossible / even / certain

2 **Draw a line to match each spinner to the correct statement:**

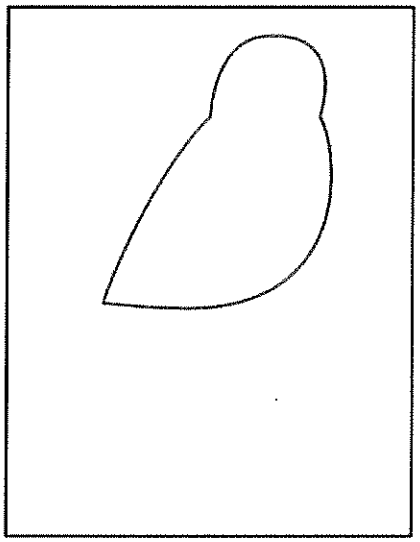
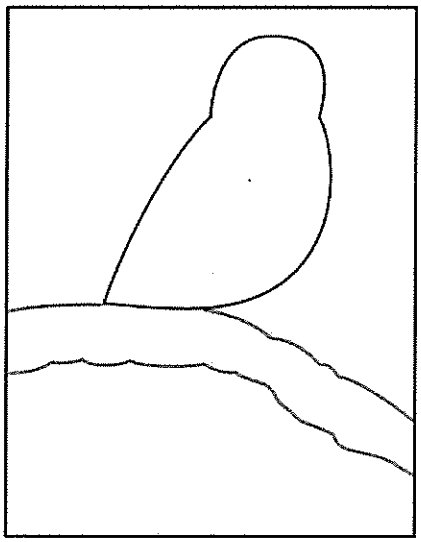
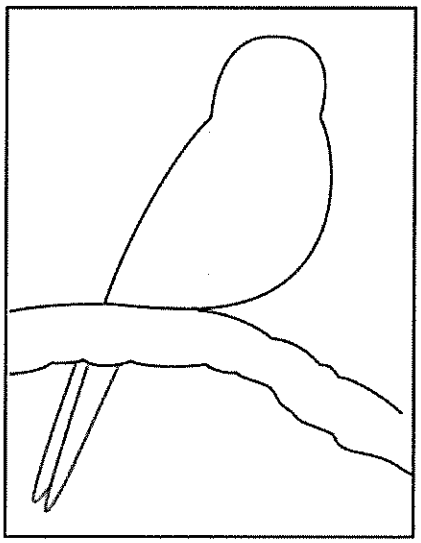
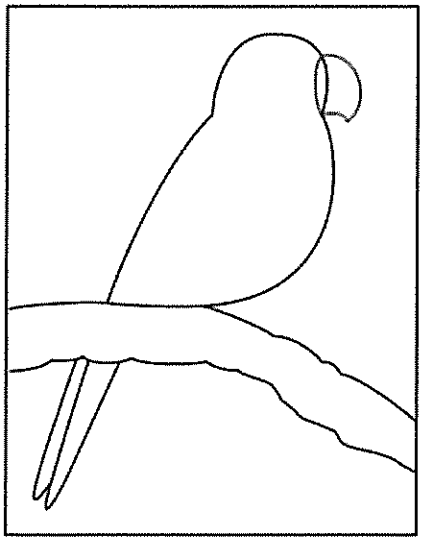
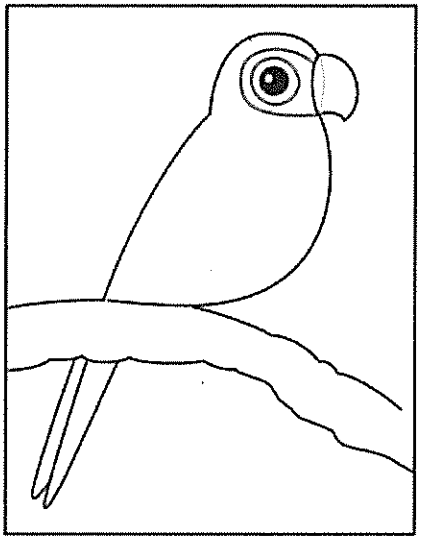
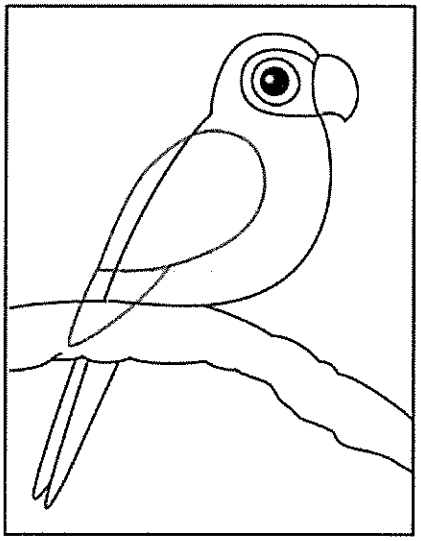
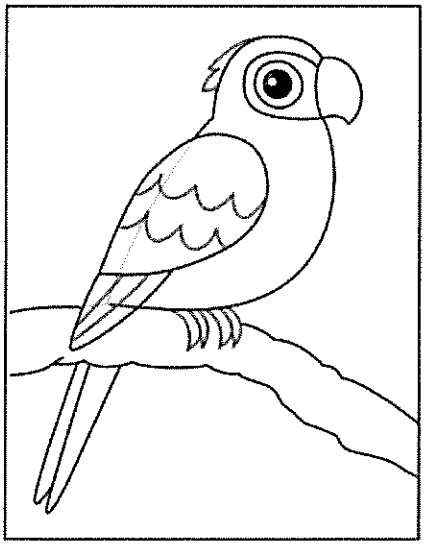
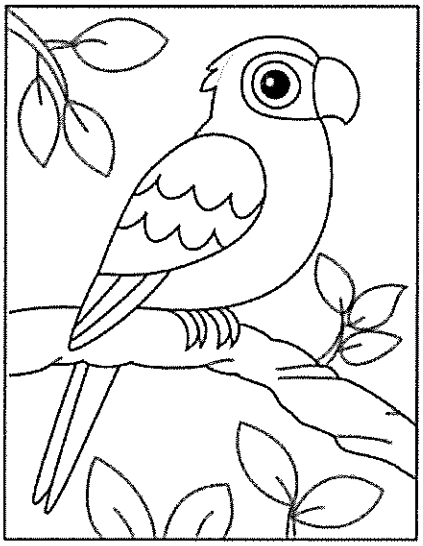




There is an even chance that this spinner will land on stripes.

It is certain that this spinner will land on stripes.

Art - Draw a parrot

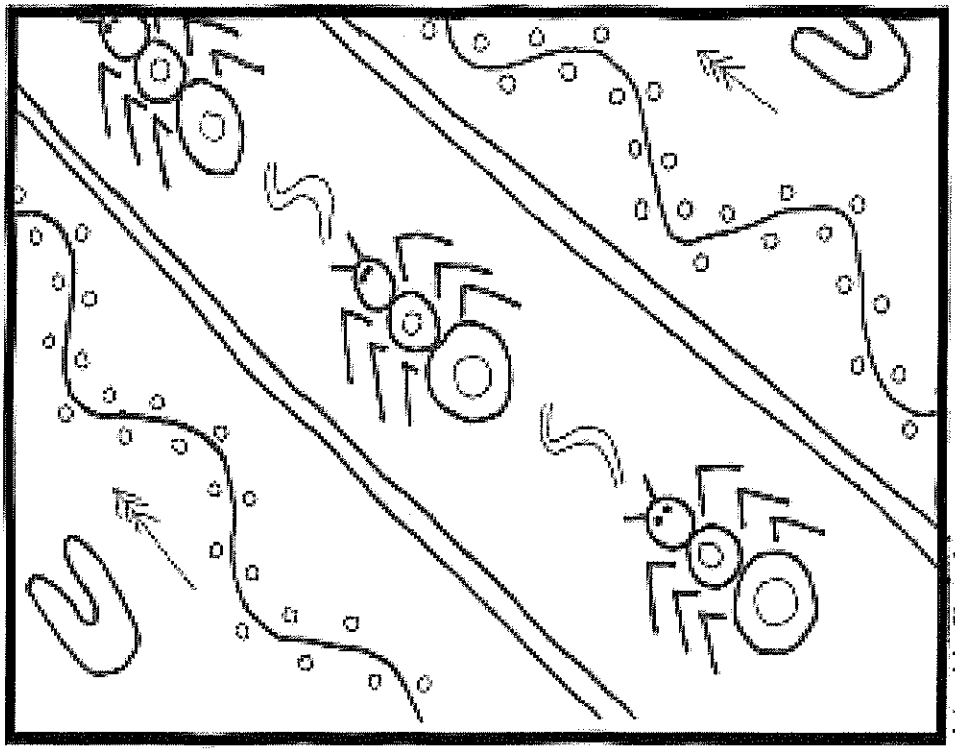










Term 3 - Week 8 – 2021 - Stage 2
Drama
Name: _____

'Persuasive Chocolate Bar.'

- Design a new candy bar. The front must have the name of the candy bar and a picture.
- The back must contain nutrition facts and ingredients.
- Think: How would you sell your candy bar?
- You will make a PERSUASIVE commercial poster. Include the price, a slogan and write lyrics for a catchy song.
- Give at least 2 reasons to try the candy bar, and where to buy the candy bar.

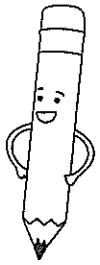
Tuesday



Artwork by Dwayn Avery

Name: _____ Date: _____

Alphabetical Order



Use the alphabet to help you put the weekly spelling words in alphabetical order.

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

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Research an animal of your choice. Find at least 4 facts and fill in the boxes. Makes sure you use key words and phrases.

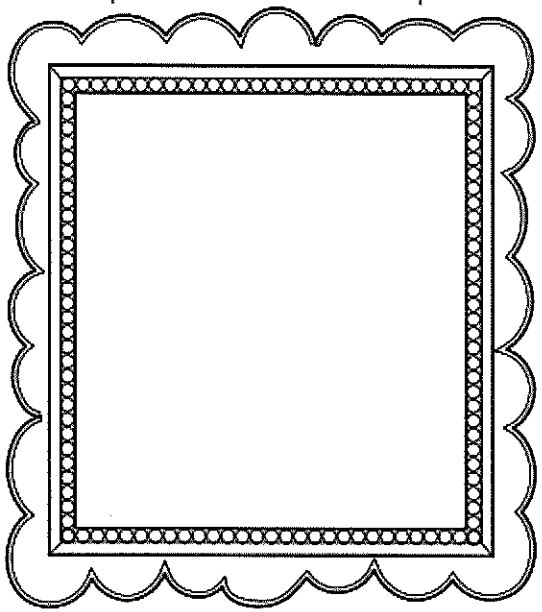
Informative Texts — Worksheet

Name _____ **Date** _____

Facts About _____

Fact 1

Fact 2



Fact 3

Fact 4

Mental division strategies – split strategy

Division problems can be much easier to solve if you split the number.

Look at 125 ÷ 5.

Can we split the number into two multiples of 5?

Yes, we can split 125 into 100 and 25.

We divide each part by 5 and then add the two answers together.

125 ÷ 5

100 25

÷ 5 ÷ 5

20 + 5 = 25

1 **Use the split strategy to divide these by 5:**

a 115 ÷ 5

÷ 5 ÷ 5

___ + ___ = ___

b 135 ÷ 5

÷ 5 ÷ 5

___ + ___ = ___

2 **Use the split strategy to divide these by 4:**

a 64 ÷ 4

÷ 4 ÷ 4

___ + ___ = ___

b 116 ÷ 4

÷ 4 ÷ 4

___ + ___ = ___

3 **Use the split strategy to divide these by 3:**

a 330 ÷ 3

÷ 3 ÷ 3

___ + ___ = ___

b 612 ÷ 3

÷ 3 ÷ 3

___ + ___ = ___

Chance – coin investigation

If we toss 2 coins, we can expect 4 possible outcomes.

Coin 2 \ Coin 1	H	T
H	HH	HT
T	TH	TT

If we use a table to show the possible outcomes of tossing 2 coins 4 times, we would expect it to look like this:

Would it be possible for the coins to land on HH 4 times? Yes it would, however, it would be a surprising result.

Possible outcomes

Toss	TT	TH	HH	HT
4				
3				
2				
1	✓	✓	✓	✓

1 Complete these experiments:

a Toss 2 coins 8 times and show the results on this table:

Possible outcomes

Toss	TT	TH	HH	HT
8				
7				
6				
5				
4				
3				
2				
1				

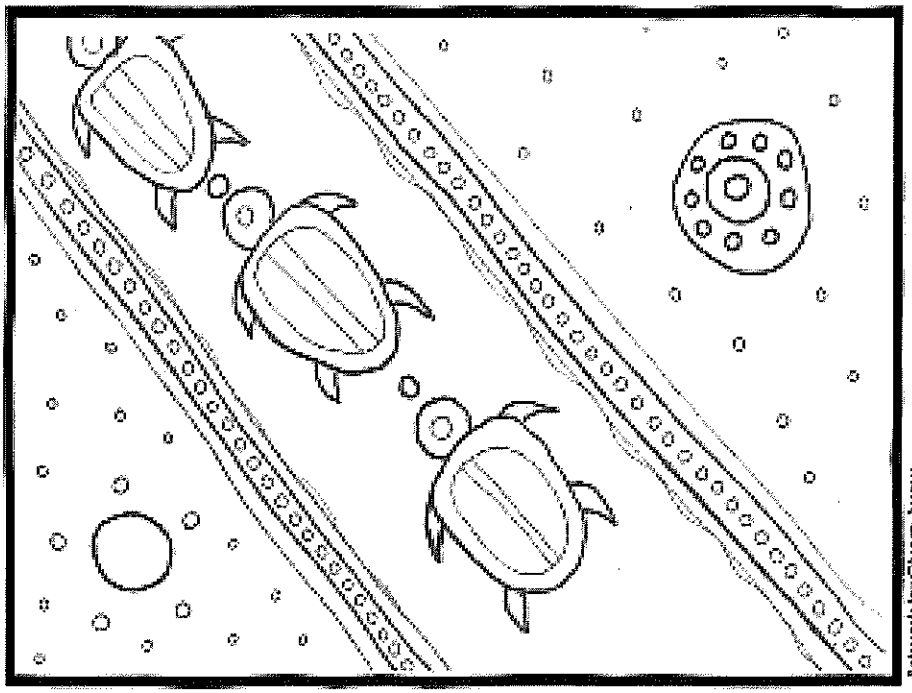
b Repeat this experiment again, and show the results on this table:

Possible outcomes

Toss	TT	TH	HH	HT
8				
7				
6				
5				
4				
3				
2				
1				

c Were your results in question **a** and **b** surprising? Why or why not?

Wednesday



Artwork by Gwyn Avery

Name: _____

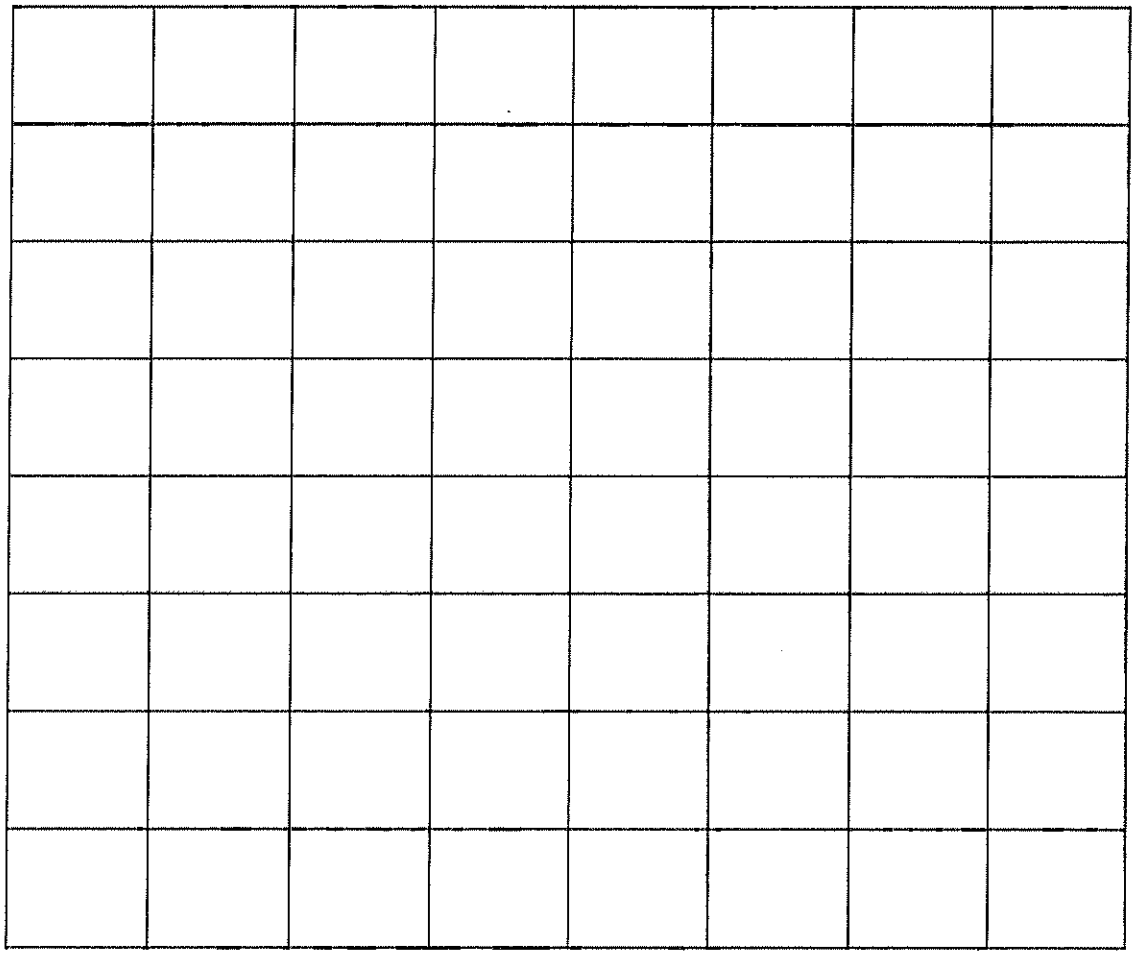
Make Your Own Word Search

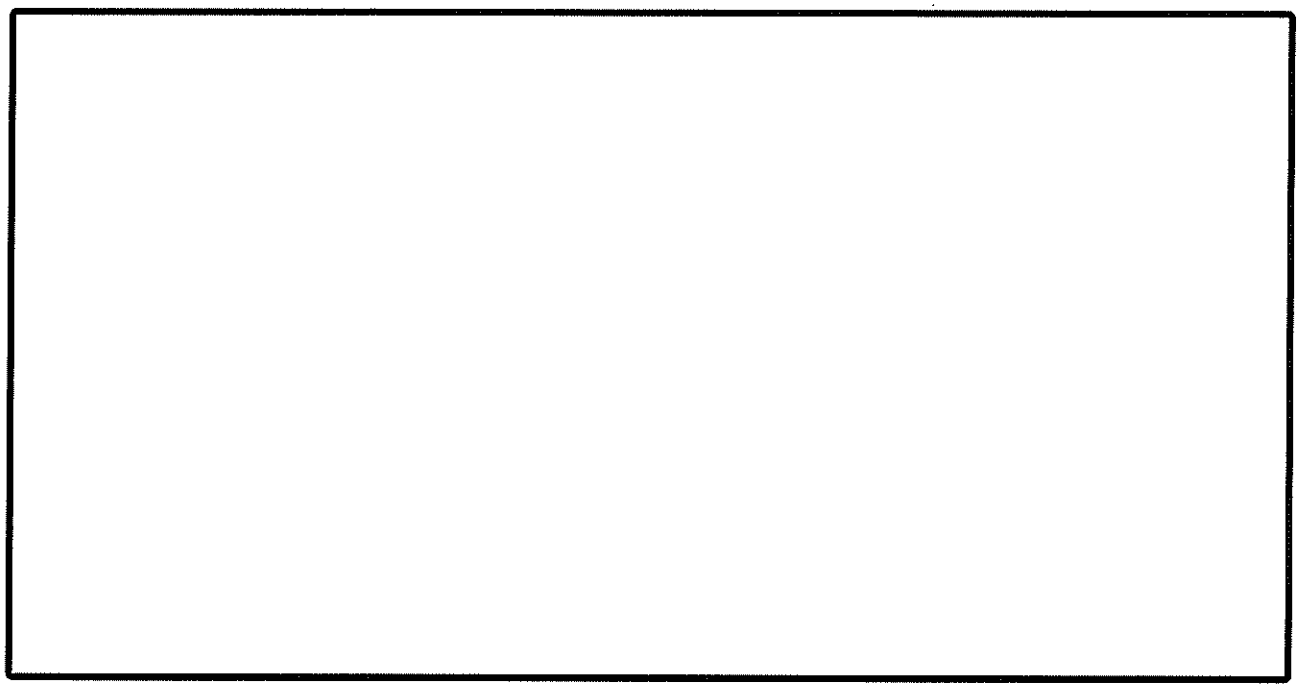
_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____





Written methods – short division

Another way to represent division is with the division symbol.

	T	U
		6
6)	3	6

This is the same as $36 \div 6 = 6$

If the answer is a single digit, it should go in the units column.

1 **Solve these division problems using the division symbol:**

a 5) 3 5

b 4) 2 8

c 9) 1 8

d 6) 5 4

e 2) 1 4

f 4) 1 6

g 5) 2 5

h 7) 4 9

i 8) 4 8

2 **Use the division symbol to solve each problem:**

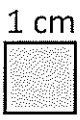
a 42 cupcakes were iced by 7 kids. If they each iced the same amount, how many did they ice each?

b How many pots were used if 6 seeds were planted in each pot from a packet of 54?

c I run the same distance each day. Over 9 days the total distance is 72 km. How far did I run each day?

Area – square centimetres

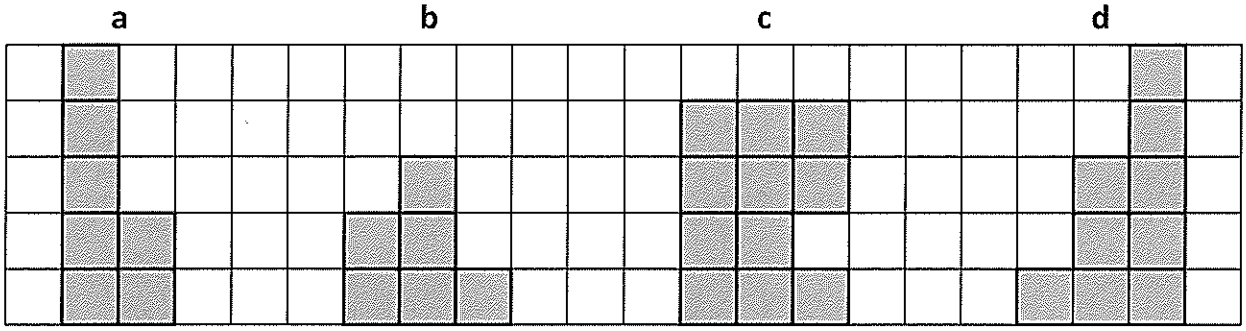
Area is the amount of space a shape covers. It is a 2D measurement. We measure area in square units. For small areas, we use square centimetres.



= 1 square centimetre

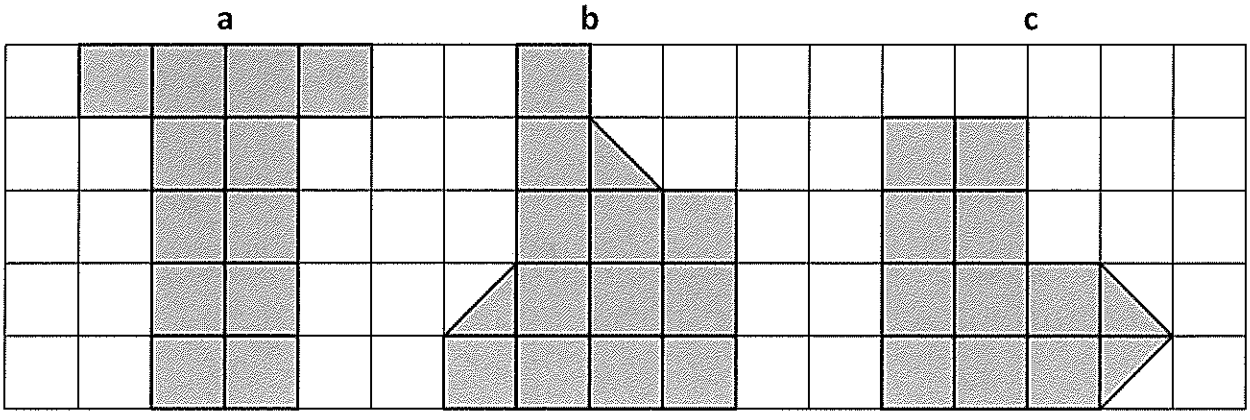
= 1 cm^2

1 **Each square covers an area of 1 square centimetre (1 cm^2). Record the area of each shape:**



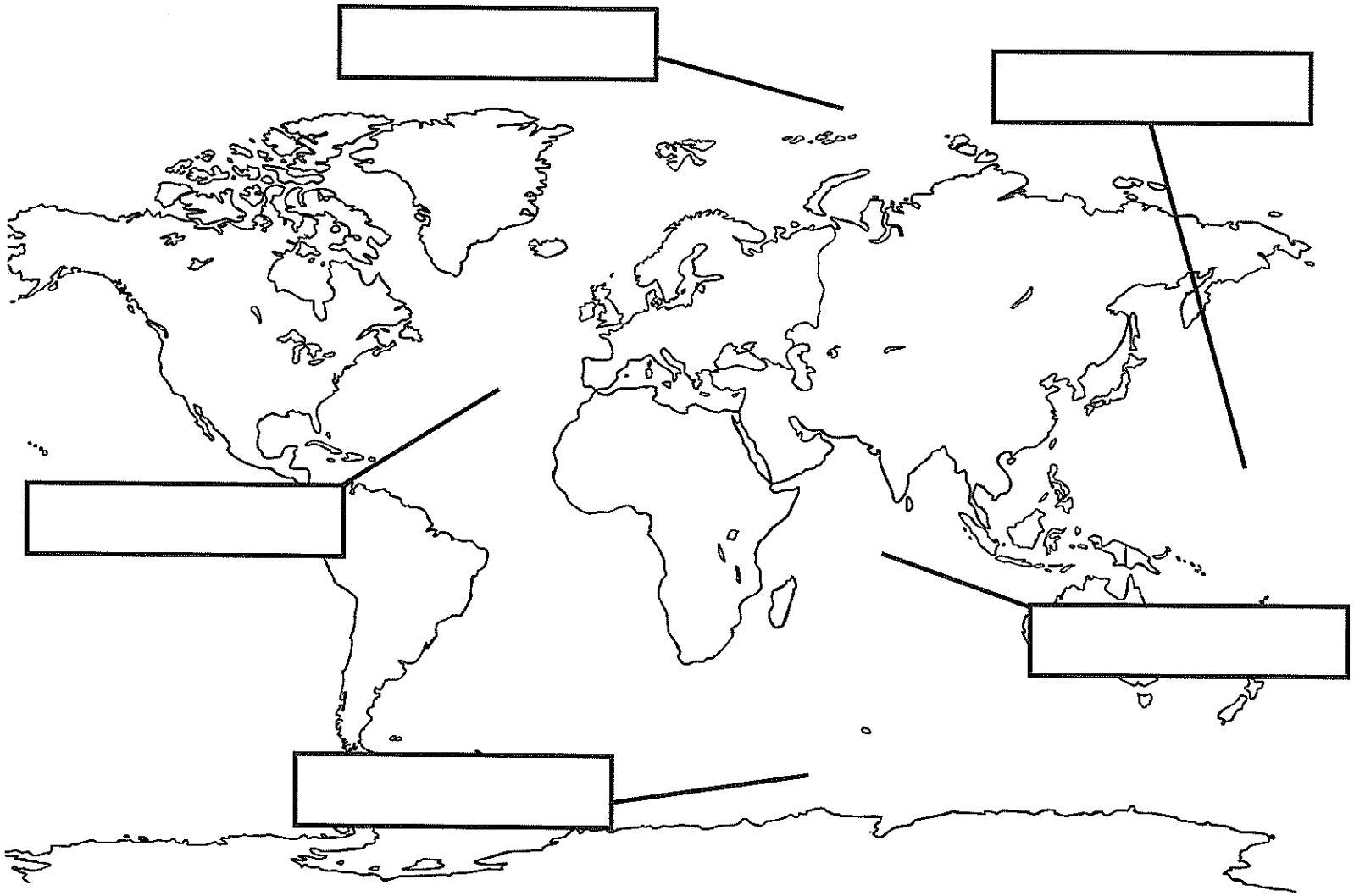
Area = _____ cm^2 Area = _____ cm^2 Area = _____ cm^2 Area = _____ cm^2

2 **Find the area of these irregular shapes. Use the 1 cm grid paper as your guide:**



Area = _____ cm^2 Area = _____ cm^2 Area = _____ cm^2

The Five Oceans of the World



Word Bank

Pacific Ocean

Arctic Ocean

Indian Ocean

Atlantic Ocean

Southern Ocean

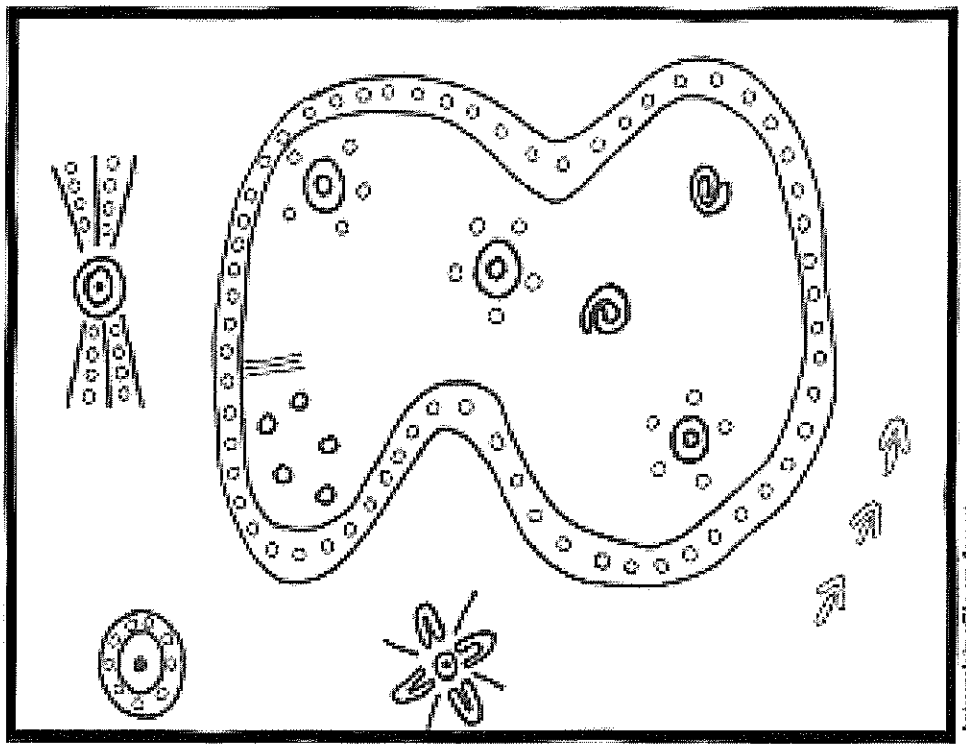
Sporting Events

Research a sporting event that occurs in your country. Research online, using books available or an expert you may know.

Who plays the sport?
When was the sport invented or introduced to the country? Who invented or introduced the sport?
How and where is the sport played?
Who participates in the sport?

Create an illustration of the sport.

Thursday



Artwork by Cheryn Avery

Cursive Practice

Name: _____ Date: _____

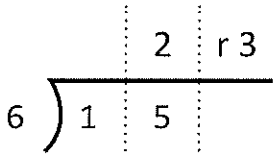
Trace the cursive sentence, then rewrite the sentence on the line below.

Reading is fun.

Can I have a pet?

Written methods – short division with remainders

This is the way we write remainders when using the division symbol.



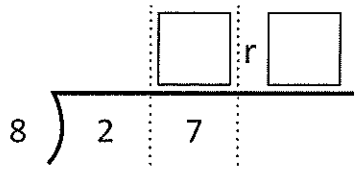
This is the same as 15 ÷ 6 = 2 remainder 3.

Check your work with the closest multiplication fact:
6 × 2 = 12

Then add on the remainder: 12 + 3 = 15

1 **Solve these division problems and then check them.**

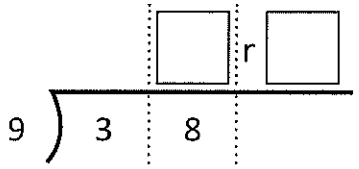
a



Check with the multiplication fact and add the remainder:

☐ × ☐ = ☐ + ☐

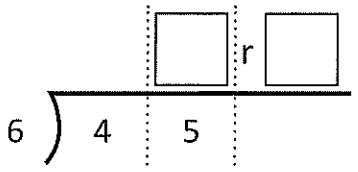
b



Check with the multiplication fact and add the remainder:

☐ × ☐ = ☐ + ☐

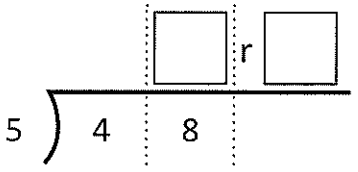
c



Check with the multiplication fact and add the remainder:

☐ × ☐ = ☐ + ☐

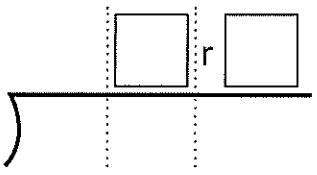
d



Check with the multiplication fact and add the remainder:

☐ × ☐ = ☐ + ☐

2 **What is the question if I am checking with this multiplication fact?**

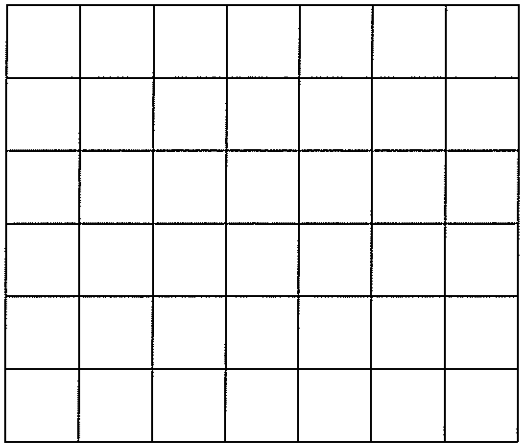


5 × 6 = 30 + 3

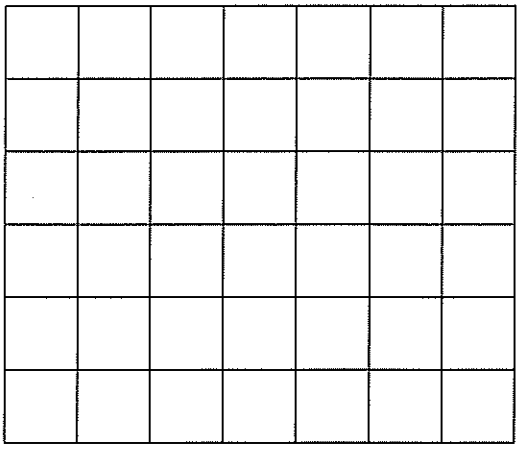
Area – square centimetres

3 **Use the 1 square centimetre grid paper to shade some irregular shapes with the following areas:**

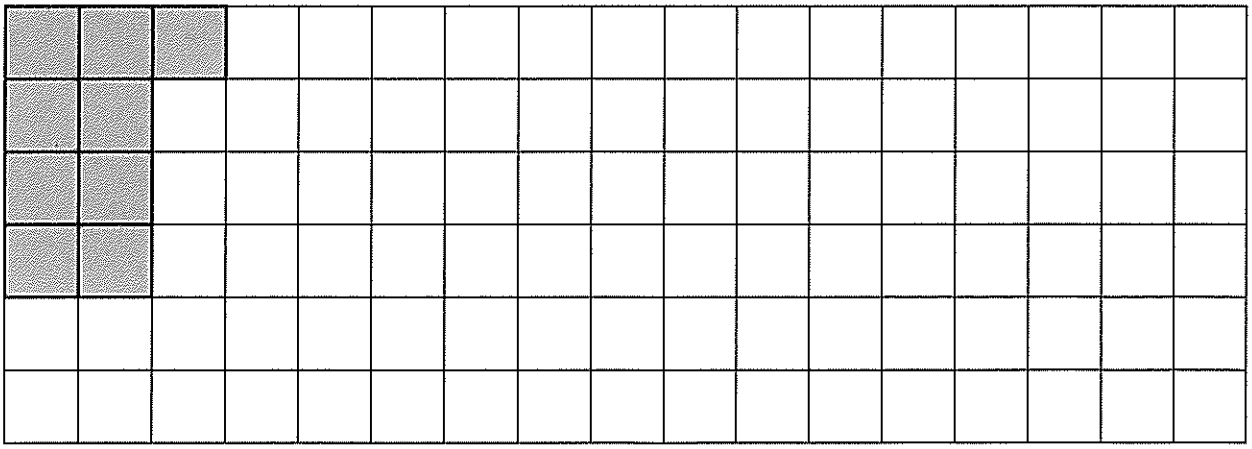
a 4 square centimetres



b 6 square centimetres

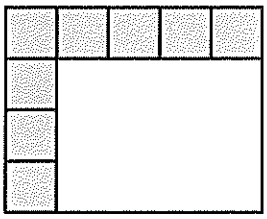


4 **How many shapes can you make with an area of 9 square centimetres? Show them on the grid below. The first one has been done for you.**



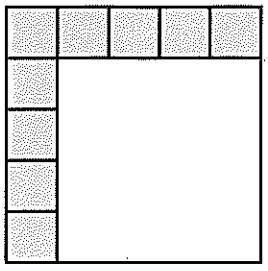
5 **What is the area of each rectangle? Each square in the grid has an area of 1 cm².**

a



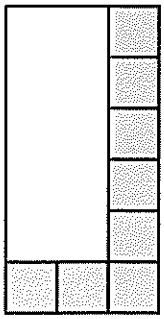
Area = _____

b



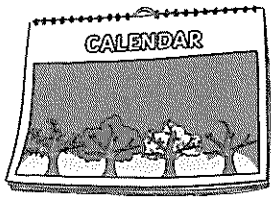
Area = _____

c



Area = _____

Seasons in a Year

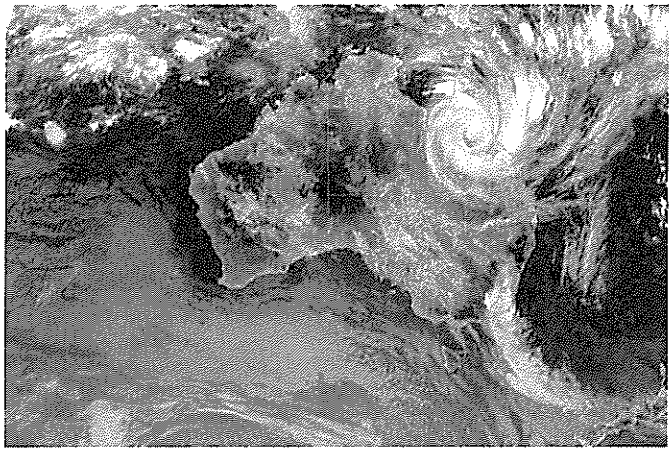


Finish the sentence and draw pictures:

There are _____ seasons in a year. Right now, the season is _____. Before this season, it was _____. After this season, it will be _____. Then, it will be _____.

Spring	**Summer**
Autumn	**Winter**

Stage 3 - Cyclones



A cyclone is a very powerful storm, also known as a hurricane or a typhoon. These storms can be huge, creating immense damage. These storms usually occur over the North Atlantic, central North Pacific, and eastern North Pacific oceans.

A storm is classified as a cyclone when the wind speed reaches over 119km/h. A cyclone is accompanied by heavy rainfall.

The centre of a cyclone is known as the eye of the storm. During a cyclone trees can be uprooted, roof can be blown off houses and windows can be broken. It is best to stay indoors during a cyclone.

Australia regularly has cyclones however, the worst cyclone to his Australia was cyclone Yasi. It was powerful and destructive tropical cyclone that made landfall in northern Queensland, Australia in early 2011 with winds reaching an estimated 290km/h. The cyclone caused damage of around $3,600,000,000 including damage to property, agriculture and heavily affected tourism in the area.

What are other names for cyclones?

Where do cyclones usually occur?

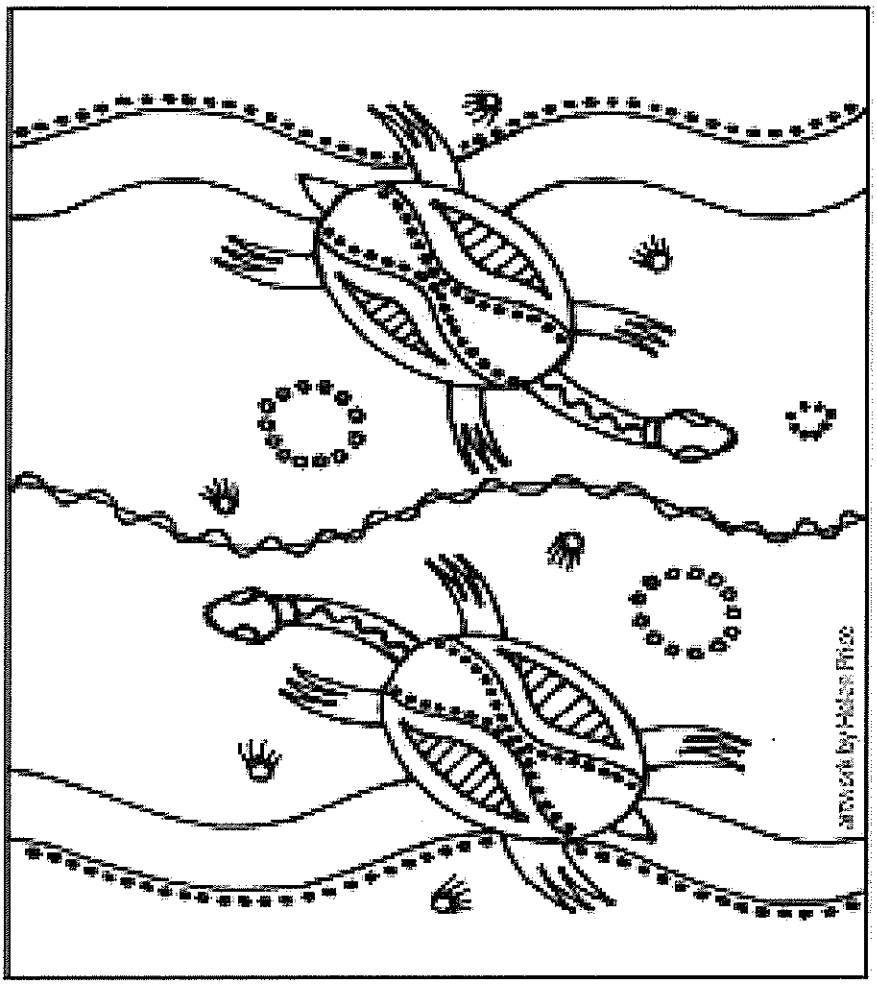
What is measured to classify a storm as a cyclone?

What year did Yasi hit Queensland?

How much damage did the storm do?

What is the centre of a cyclone called?

Friday



Name: _____ Date: _____

Identifying Descriptive Language – Verbs and Adverbs

- Verbs are doing words.
  Underline the past tense action verbs and saying verbs in red.
- Adverbs are words used to describe verbs (when, where or how).
  Underline the adverbs describing the action and saying verbs in purple.
- Remember, not every verb will have an adverb connected to it.

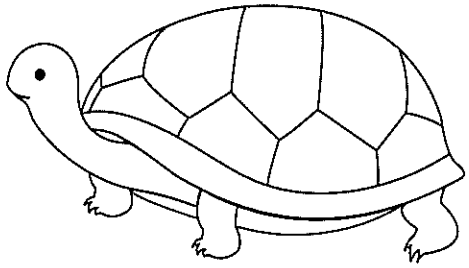
The Hare and the Tortoise

A hare and a tortoise once lived in the same village. The hare teased the tortoise for being too slow. He always complained that the tortoise took a long time to get places.

The tortoise finally decided that enough was enough. He bravely challenged the hare to a race. The hare and the other animals laughed endlessly at the tortoise for his silly suggestion. At last, the hare agreed to the tortoise's challenge.

The tortoise and the hare excitedly prepared for the race. The starting gun exploded loudly to start the event. The hare disappeared immediately. The tortoise was so far behind that he foolishly decided to have a nap in the warm sun.

The tortoise plodded towards the finish line. He eventually passed the sleeping hare. When the hare finally woke, he could not see the tortoise. The hare thought that he was still in the lead. To his surprise, when he speedily crossed the finish line, the other animals were cheering. The tortoise had already won the race!



Written methods – short division with 3-digit numbers

In short division with 3-digit numbers we split the number:
468 is 400 + 60 + 8
400 divided by 2 is 200, so we put a 2 in the hundreds place.
60 divided by 2 is 30, so we put a 3 in the tens place.
8 is divided by 2 is 4, so we put a 4 in the units place.

	H	T	U
	2	3	4
2)	4	6	8

1 **Practise splitting these:**

a 368 is _____ + _____ + _____

b 445 is _____ + _____ + _____

c 567 is _____ + _____ + _____

d 235 is _____ + _____ + _____

2 **Now put these split numbers back together:**

a 500 + 70 + 8 is _____

b 700 + 90 + 4 is _____

c 200 + 40 + 6 is _____

d 800 + 50 + 5 is _____

3 **Solve these division problems with 3-digit numbers:**

a 4) 8 4 4

b 3) 6 9 3

c 2) 8 4 2

d 2) 4 8 8

4 **Here are two division problems with missing numbers in the questions. Find out the missing numbers by using the numbers that are part of the answer as clues.**

a □) 4 □ 4 — 1 2 □

b 3) □ 3 6 — 3 □ □

Written methods – short division with 3-digit numbers

Sometimes we need to split the number a different way,
for example: 515 = 500 + 15
500 divided by 5 is 100, so we put a 1 in the hundreds place.
15 divided by 5 is 3, so we put a 3 in the units place.
What goes in the tens place?
A zero does. The zero has the very important job of keeping the other numbers in their place!

	H	T	U
	1	0	3
5)	5	1	5

5 **Practise these problems. We have put the zero in to remind you:**

a 4) 8 | 0 | 1 | 2

b 3) 9 | 0 | 2 | 4

c 3) 9 | 0 | 1 | 2

d 4) 8 | 0 | 2 | 4

6 **Practise these problems. This time, you need to remember the zero!**

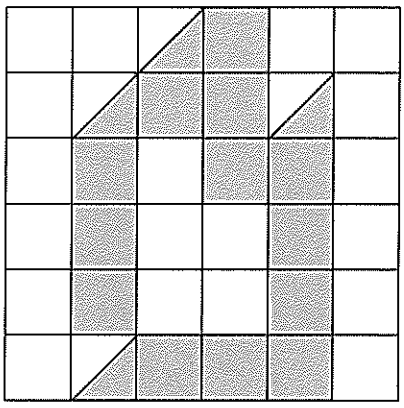
a 3) 9 | 1 | 8

b 6) 6 | 1 | 2

c 4) 8 | 3 | 2

d 4) 8 | 1 | 6

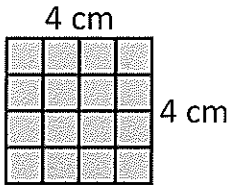
4 **Look at this 1 cm square grid. Some of the grid is shaded. Work out the area of the part that is shaded.**



The area of the part that is shaded is ☐ cm^2

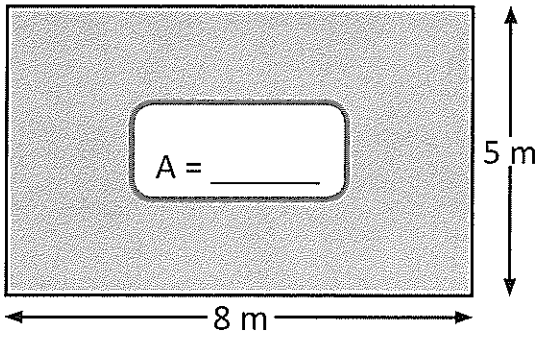
A faster way to calculate area is to multiply the length by the width.

Look at this square. If we multiply the length by the width, we get 16 cm^2. This is the same as counting all the squares.

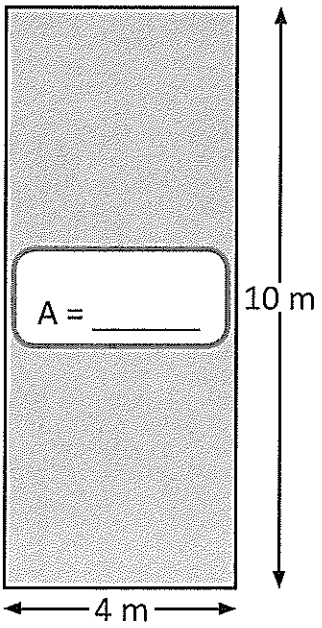


5 **Calculate the area of each of these shapes by multiplying the length by the width:**

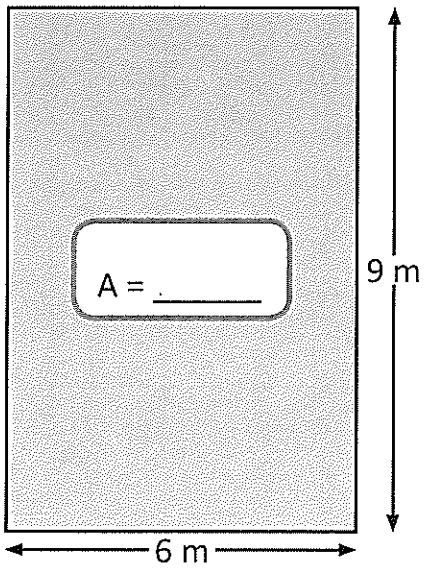
a



b



c



d