Erina Heights Public School
Learning from Home – Stage 1

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	1J Zoom Link	1B Zoom Link	2T Zoom Link	23L Zoom Link
Morning	**PM e-collection Reading Eggs *or* Read Theory**	**PM e-collection Reading Eggs *or* Read Theory**	**PM e-collection Reading Eggs *or* Read Theory**	**PM e-collection Reading Eggs *or* Read Theory**	FUN FRIDAY BINGO GRID
	Spelling	**Spelling**	**Spelling**	**Spelling**	
	Literacy activities The Panda Problem	**Literacy activities**	**Literacy activities**	**Literacy activities** All About Pandas for Kids video	
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	
	Manga High	**Manga High**	**Manga High**	**Manga High**	
	Lunch Break				
Optional Activities	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	
	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

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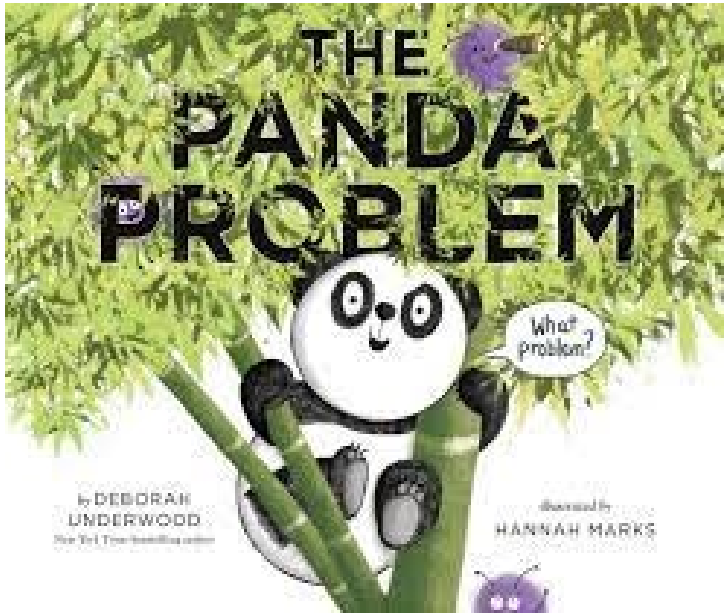
Monday Writing Task Week 10 – This week our writing activities are going to be about the book **The Panda Problem**



What do you think this story will be about?

What sort of 'problem' might a panda have?

Why do you think the panda on the front cover is saying "What problem?"

Watch a read aloud of the story https://www.youtube.com/watch?v=ekA6pMsqtjk

Was the story about what you thought it would be? Explain why or why not?

What were some suggestions of problems from the narrator?

What were some problems that the panda suggested?

Tuesday Writing Task Week 10 – Listen to the story 'The Panda Problem' again. The Panda Problem talks about the sections of a narrative that include a problem, where something goes wrong, then sometimes it gets even worse and then there is usually a resolution where there is a solution or ending. Create your own problem for the panda. Write in the boxes by describing the problem it gets into, how the problem gets worse and then how it is solved.

My Panda Problem

Panda Problem

Panda Problem gets worse ……

How was the problem solved? / How does it end?

Now have some fun and use your imagination to fill in the gaps to create 'The HUGE problem' on the next page.

THE HUGE PROBLEM

by: _____

Once upon a time, there was a _____ (animal #1) who lived in the _____ (place). It was a _____ (adjective) place. BUT, the _____ (animal #1) had a HUGE problem. The _____ (animal #1) was terrified of EVERYTHING. However, there was one thing it was more afraid of than others: _____ (thing #1). Yep. You read that right: BIG, SCARY _____ (thing #1). Every morning the _____ (animal #1) would wake up and go on a morning stroll to gather _____ (fruit) and _____ (vegetable). All the _____ (animal #1) wanted to do was stroll _____ (adverb) through the _____ (place) without worrying about _____ (thing #1). So, one day the _____ (animal #1) decided ENOUGH was ENOUGH. It mustered up the courage and gathered its friends. With their _____ (toy) in hand, they began walking towards their enemy. They _____ (synonym for yelled), "WE AREN'T SCARED OF YOU!" To their surprise, the _____ (thing #1) said "ok." They fist bumped and became instant friends.

BY: AMY LEMONS

Wednesday Writing Task Week 10 –

Watch this short video about Pandas https://www.youtube.com/watch?v=VNxx8jVEm3I

Fill int the missing words in each sentence

The presenter describes pandas as being calm and _____ . Pandas are warm blooded, have fur and feed their babies milk which means they are _____ . Pandas belong to the _____ family but they do not roar like bears. They live in the forest of South West _____ . 95% of a Panda's diet is _____ . They spend a lot of their day preparing and _____ bamboo because it is not very nutritious. Pandas are solitary animals which means they mostly live _____ . Baby pandas are called _____ . When they are born, they are _____, blind and almost hairless. Today, pandas are protected because they are at risk of becoming _____ .

alone	bamboo	pink	bear	eating	mammals	cubs	China	lazy

Thursday Writing Task Week 10 – Follow the instructions to draw a panda using:

https://www.youtube.com/watch?v=Vs9YUUhBQGg&t=1s

OR

If you don't have access to a computer you could use the one below

The PANDA Problem

BY: AMY LEMON

DRAW A LARGE OVAL IN THE CENTER OF THE PAGE.	DRAW TWO CURVED LINES ON EACH SIDE OF THE HEAD TO CREATE EARS.	DRAW TWO EYES INSIDE OF THE OVALS.	DRAW THE MOUTH UNDER THE NOSE.
DRAW TWO LARGE OVALS TOWARDS THE TOP OF THE HEAD.	DRAW THE NOSE UNDER THE EYES.	DRAW A SPIDER BESIDE THE PANDA.	DRAW THE SPIDER'S FACE AND SILK.

Extension Writing Task – Week 10 Write reasons and examples why you would rather one thing more than the other. Remember to use persuasive language and strong evidence to convince us.

WOULD YOU RATHER?

Here are some sentence starters to give you inspiration. . .

Persuasive Writing

Introductions

I think...

For this reason...

I feel that...

I am sure that...

It is certain...

I am writing to...

Of course...

In the same way...

On the other hand...

In this situation...

Making your point

Firstly, secondly, thirdly...

Furthermore...

In addition...

Also...

Finally...

Likewise...

Besides...

Again...

Moreover...

Similarly...

Surely...

Certainly...

Specifically...

If...then...

because...

Details

For example...

In fact...

For instance...

As evidence...

In support of this...

Endings

For these reasons...

As you can see...

In other words...

On the whole...

In short...

Without a doubt...

In brief...

Undoubtedly...

Other Words

reasons

arguments

for

against

unfair

pros

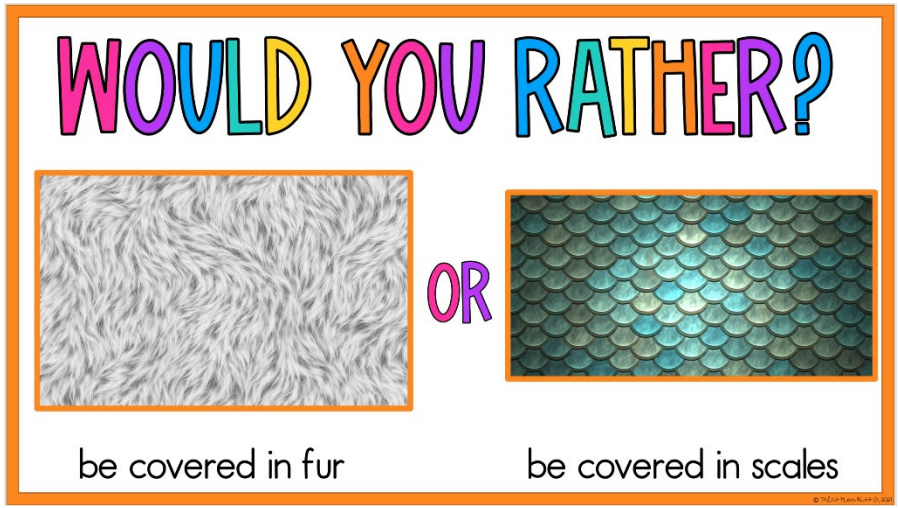
cons

Extension Writing Wk 10 – Monday

Extension Writing Wk 10 – Tuesday

Extension Writing Wk 10 – Wednesday

Extension Writing Wk 10 – Thursday



The Jump and Split Strategies

Supervisor Information

Materials you will need:

- blank paper to draw a number line on
- MAB longs
- MAB shorts

In this lesson the student will be learning to:

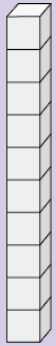
- use the jump strategy to solve number sentences;
- use the split strategy to solve number sentences.

Background Information

The student will be revising the jump and split strategies for addition and subtraction. If required, provide assistance in using the strategies to complete number sentences.

In this lesson the student will be using these MAB materials below.

This is called a short and it represents one.



This is called a long and it represents one group of ten.

Supervisor Working with Student

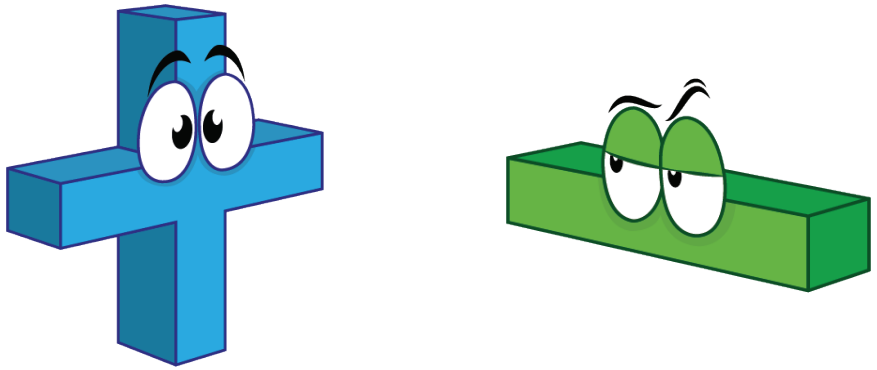
In this unit you will be using different strategies to help solve adding and take away problems. A strategy is a way to find the answer to a number problem or number sentence.

The two strategies that you will be using in this lesson are the jump strategy and the split strategy. Both of these strategies can be used to solve adding and take away number sentences.

The jump strategy

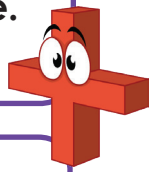
The jump strategy uses an empty number line to solve number sentences. The empty number line does not have any marks with numbers. When you use an empty number line you can mark on it the numbers that are needed.

an empty number line



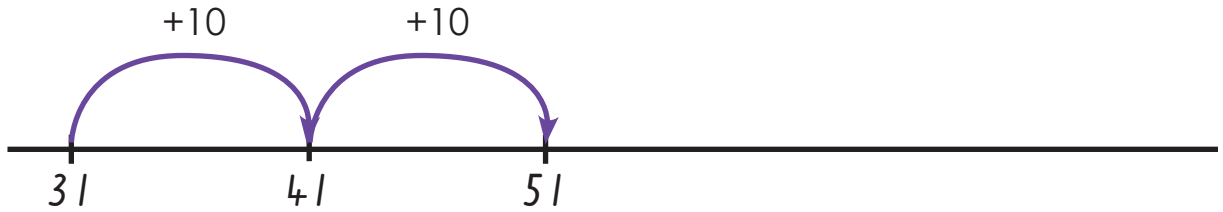
The steps below show how to use the jump strategy to find the answer to this adding number sentence.

$31 + 26 = \_\_\_\_$

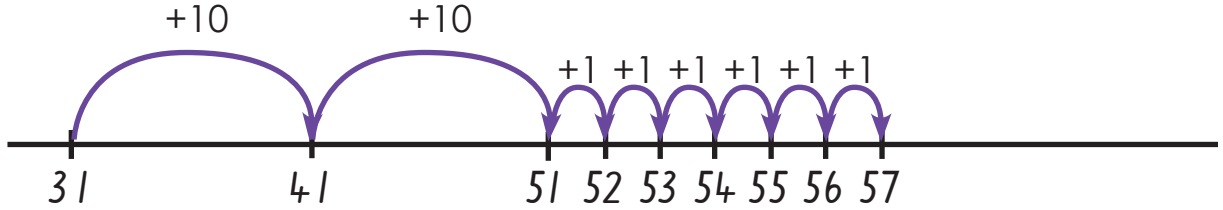


Step 1: Mark and write the larger number on the number line. As 31 + 26 is an adding number sentence, the number 31 is placed towards the left end of the number line.

Step 2: Jump forwards the groups of ten. Look at the number 26 to see how many groups of ten are in the number. There are two groups of ten in the number 26 so jump forwards two jumps of ten. Mark and write the numbers that the jumps land on. Label the jumps +10 so you know the size of the jump.

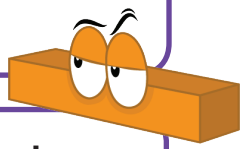


Step 3: Jump forwards the ones. Look at the number 26 to see how many ones are in the number. There are six ones in the number 26 so jump forwards six jumps of one. Mark and write the numbers that the jumps land on. Label the jumps +1 so you know the size of the jump. The last number you land on is the answer (57). Write the answer in the number sentence above.



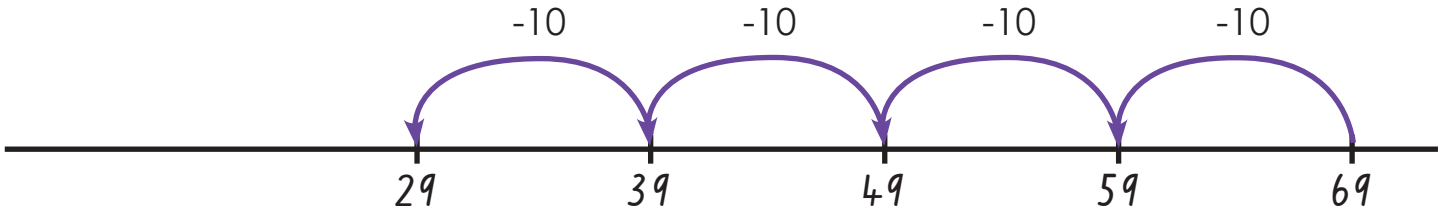
The steps below show how to use the jump strategy to find the answer to this take away number sentence.

69 - 44 = _____

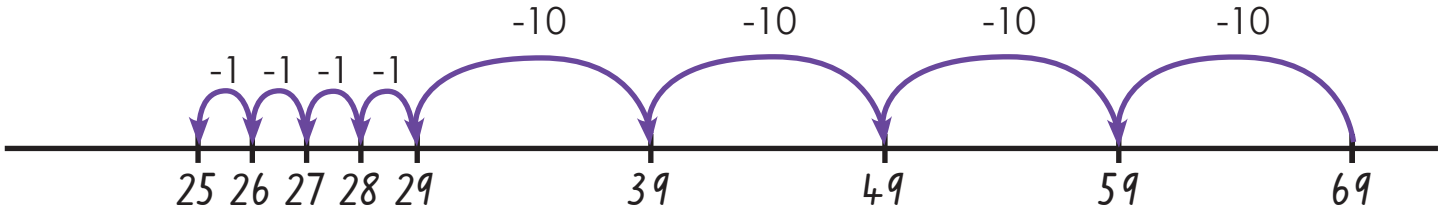


Step 1: Mark and write the larger number on the number line. As 69 - 44 is a take away number sentence, the number 69 is placed towards the right end of the number line.

Step 2: Jump backwards the groups of ten. Look at the number 44 to see how many groups of ten are in the number. There are four groups of ten in the number 44, so make four jumps of ten backwards from 69. Mark and write the numbers that the jumps land on. Label the jumps -10 so you know the size of the jump.



Step 3: Jump backwards the ones. Look at the number 44 to see how many ones are in the number. There are four ones in the number 44 so you will make four jumps of one. Mark and write the numbers that the jumps land on. Label the jumps -1 so you know the size of the jump. The last number you land on is the answer (25). Write the answer in the number sentence above.



Follow the instructions on the previous pages to help find the answers to these number sentences.

17 + 15 = _____

53 + 24 = _____

35 + 28 = _____

$49 - 37 = \_\_\_\_\_$

$28 - 16 = \_\_\_\_\_$

$46 - 32 = \_\_\_\_\_$

The split strategy

Longs and shorts can be used to solve number sentences with the split strategy.

Place a short in front of the student. **This is a short**  **and it represents one.**

Place a long in front of the student. **This is a long**  **and it represents one group of ten.**

Place eight shorts in front of the student. **How many ones is this? What number is represented by these shorts?** (8)

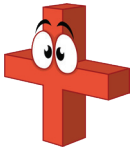
Place five longs in front of the student. **How many groups of ten is this? What number is represented by these longs?** (50)

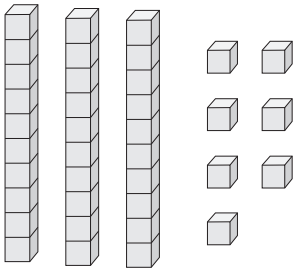
The shorts and longs together represent the number fifty-eight.

To use the spilt strategy, you need to split numbers into their groups of ten and ones. The groups of ten and ones are added separately and then combined to find the answer.

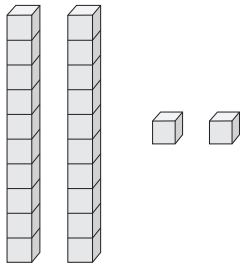
Look at the steps below to see how the split strategy is used to solve an adding number sentence 37 + 22 = _____ . Use shorts and longs to show the student the example below.

Step 1: Split the numbers 37 and 22 into groups of tens and ones.



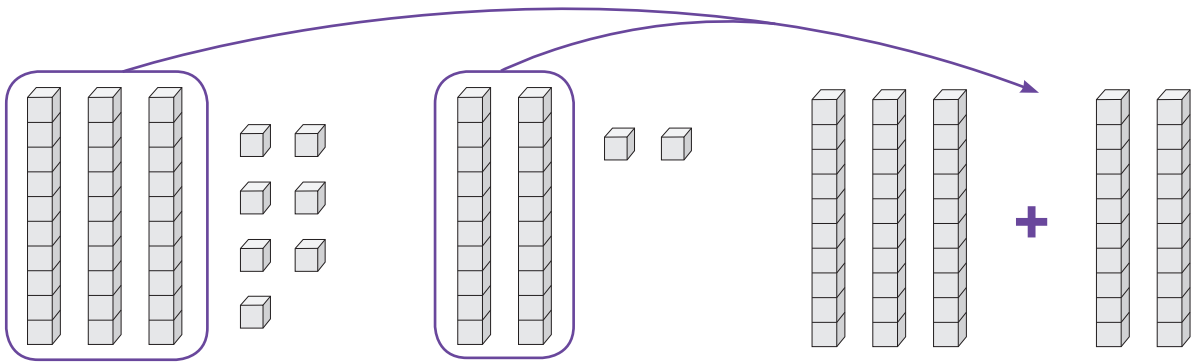


37



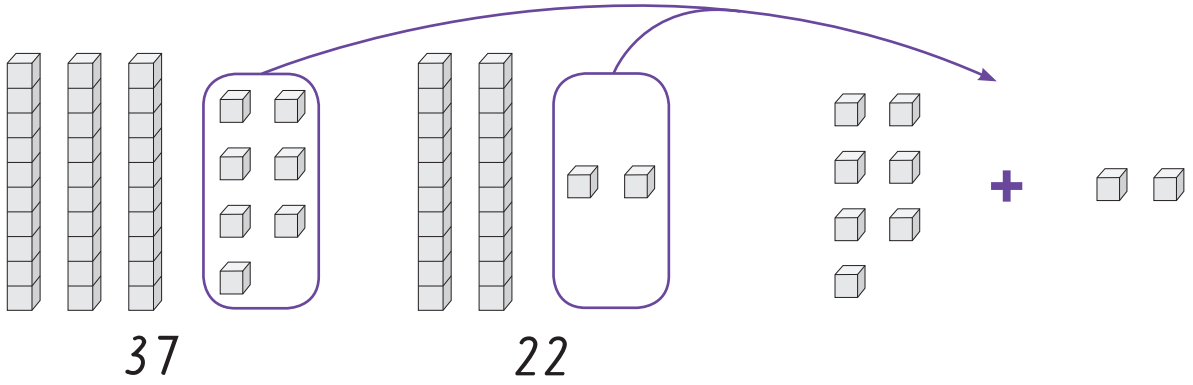
22

Step 2: Add the tens to each other.



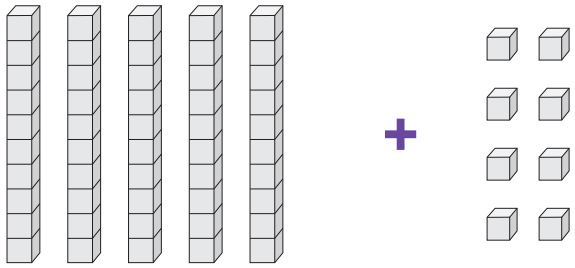
30 + 20 = _____

Step 3: Add the ones to each other.



7 + 2 = _____

Step 4: Combine the groups of tens and ones.



50 + 9 = _____

Step 5: Write the answer to the number sentence. 37 + 22 = _____

Look at the steps below that doesn't show MAB longs and shorts to see how the split strategy is used to solve an adding number sentence.

$58 + 31$

$50 + 30 = 80$ ← **Step 2: Add the tens to each other.**

$8 + 1 = 9$ ← **Step 3: Add the ones to each other.**

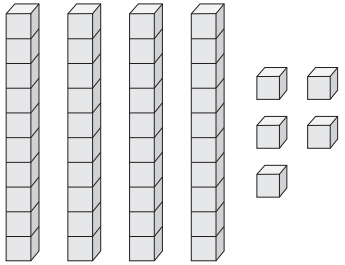
$80 + 9 = 89$ ← **Step 4: Combine the groups of tens and ones.**

$58 + 31 = 89$ ← **Step 5: Write the answer to the number sentence.**

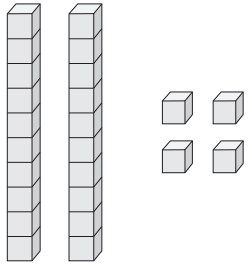
Step 1: The numbers are split into groups of tens and ones.

Look at the steps below to see how the split strategy is used to solve a take away number sentence. Use shorts and longs to show the student the example below.

Step 1: Split the numbers 45 and 24 into groups of tens and ones.

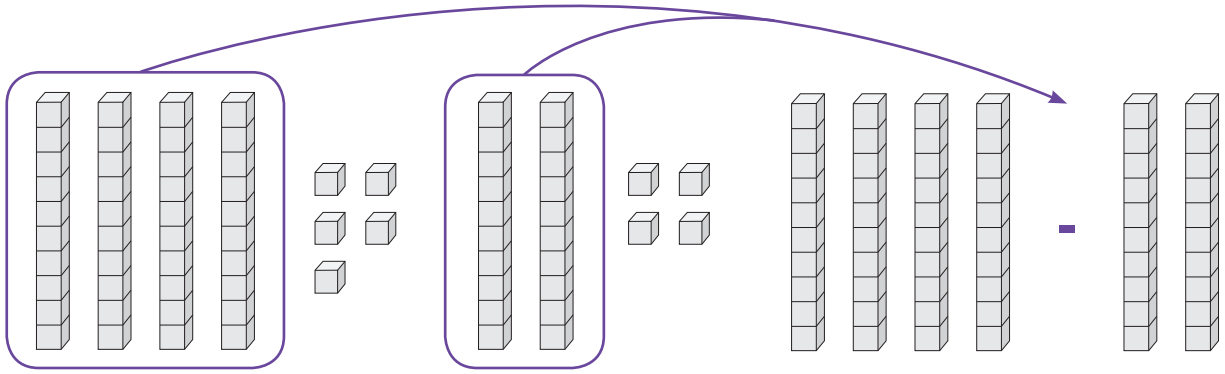


45



24

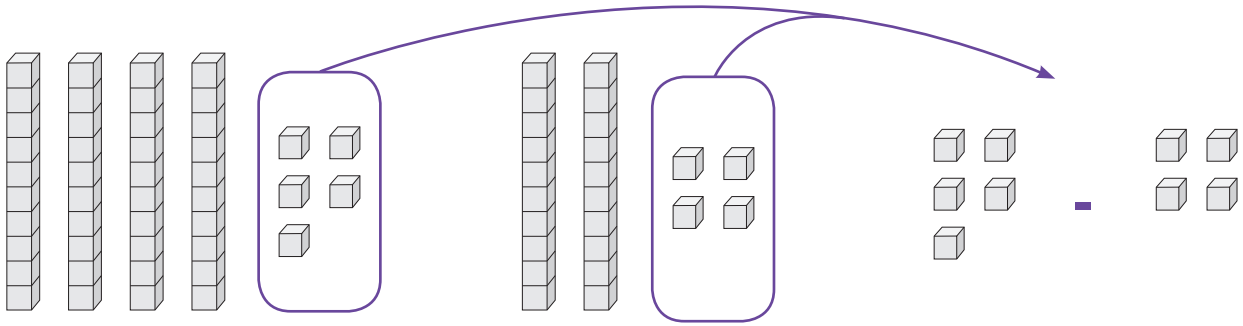
Step 2: Take away the tens from each other.



45 24

40 - 20 = _____

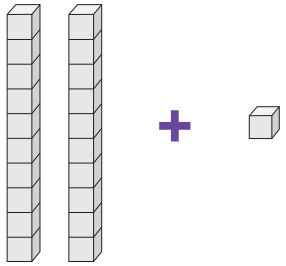
Step 3: Take away the ones from each other.



45 24

5 - 4 = _____

Step 4: Combine the groups of tens and ones.



20 + 1 = _____

Step 5: Write the answer to the number sentence. 45 - 24 = _____

Look at the steps below that doesn't show MAB longs and shorts to see how the split strategy is used to solve a take away number sentence.

$$67 - 42$$

$$60 - 40 = 20$$

$$7 - 2 = 5$$

$$20 + 5 = 25$$

$$67 - 42 = 25$$

Step 1: The numbers are split into groups of tens and ones.

Step 2: Take away the tens from each other.

Step 3: Take away the ones from each other.

Step 4: Combine the groups of tens and ones.

Step 5: Write the answer to the number sentence.

Follow the instructions on the previous pages to help find the answers to these number sentences.

16 + 13

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

16 + 13 = _____

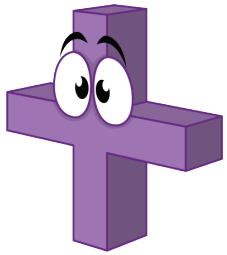
45 + 43

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

45 + 43 = _____



42 + 36

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

42 + 36 = _____

34 + 21

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

34 + 21 = _____

29 - 12

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

29 - 12 = _____

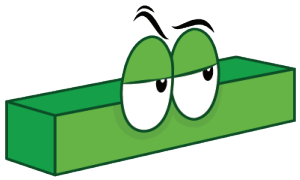
58 - 32

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

58 - 32 = _____



63 - 41

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

63 - 41 = _____

37 - 25

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

37 - 25 = _____

Using Adding to Solve Take Away

Supervisor Information

Materials you will need:

- dice
- piece of paper
- counters

In this lesson the student will be learning to:

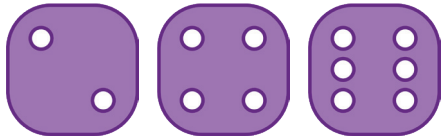
- solve take away number sentences using adding.

Background Information

The student should use adding to help solve take away problems when the ones digit in the second number is larger than the ones digit in the first number. For example, in the number sentence 34 - 28, the ones digit in the number 28 is larger than the ones digit in the number 34.

Supervisor Working with Student

Joanna made the following number sentence by rolling a dice. On the first roll she got a two, and on the second roll she got a four. Joanna added these two numbers together and got the answer six. Use counters to make the numbers in the number sentence to check if Joanna was correct.



$2 + 4 = 6$

Using the numbers in this adding number sentence you can create a take away number sentence because adding and take away are related to each other. Look at the number sentence below.

$6 - 4 = 2$

The larger number always goes first in take away number sentences. You cannot take away more objects or numbers than you have. The 6 is written first as it is the larger number in the number sentence. This number sentence has the same numbers as the adding number sentence but in a different order. Use counters to make the numbers in the number sentence to check it is correct. Adding and take away are related to each other so if you know an adding number sentence you can make a take away number sentence.

The second number sentence is called a related number sentence as it has the same numbers in it but in a different order.

Joanna made another number sentence by rolling a dice. Use counters to make the numbers in the number sentence to check if Joanna was correct.

5 - 1 = 4

Take away and adding are related to each other so you can create an adding number sentence using the numbers in this take away number sentence. Look at the number sentence below.

4 + 1 = 5

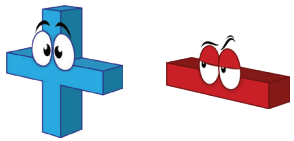
This number sentence has the same numbers as the take away number sentence but in a different order. Use counters to make the numbers in the number sentence to check it is correct. Take away and adding are related to each other so if you know a take away number sentence you can make an adding number sentence.

Put a dice in front of the student.

Roll the dice two times. Use the two numbers to make an adding or a take away number sentence. Use the numbers in the number sentence that you create to make a related number sentence. Remember that the larger number always goes first in take away number sentences. Help the student to write the number sentences using the numbers that they roll. An example of a number sentence is 3 + 5 = 8. The student can then make either of the following related number sentences. 8 - 5 = 3 or 8 - 3 = 5. Repeat this activity two or three times.

If you have access to a twelve sided dice then use this to generate numbers for the number sentences.

Take away and adding are related to each other and this can help solve number sentences. In this lesson you are going to be using adding to solve take away number sentences. The steps below show how to use adding to find the answer to the take away number sentence 52 - 34 = _____



Step 1: Start at the smaller number. The smaller number in this number sentence is 34.	52 - 34 = _____ .
Step 2: Add ones to this number until you reach the next ten.	Add 6 to 34 to make 40
Step 3: Add groups of ten until you get to the ten before the larger number.	Add 10 to 40 to make 50
Step 4: Add ones until you get to the larger number.	Add 2 to 50 to make 52
Step 5: Add the ones and groups of ten that you added to find the answer.	6 + 10 + 2 = 18
Step 6: Write the answer to the number sentence.	52 - 34 = 18

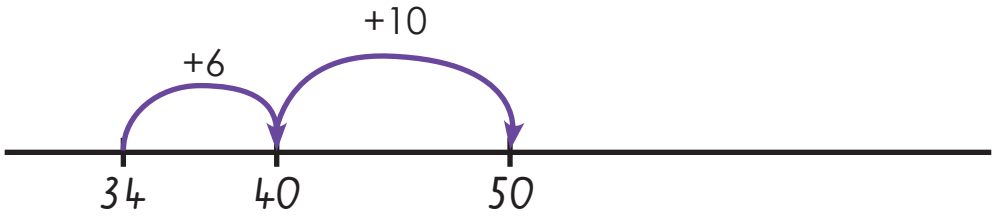
This is how you use adding to work out the answer to a take away number sentence. This strategy should be used when the ones digit in the second number is bigger than the ones digit in the first number.

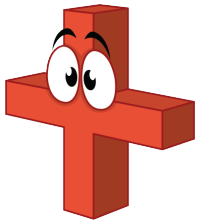
A number line can be used with these steps. Look at the steps below and on the next page to solve the number sentence 52 - 34 = 18

Step 1: Draw a mark and write the smaller number from the number sentence 52 - 34 = _____ towards the left end of the number line.

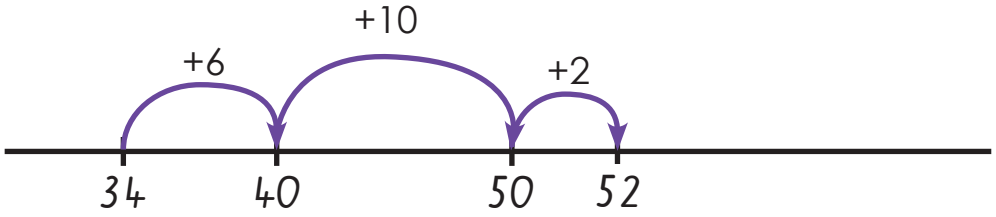
Step 2: Add ones to the smaller number until you reach the next ten. The next ten after the number 34 is 40.

Step 3: Add groups of ten until you get to the ten before the larger number. The ten before the number 52 is 50 so jump forwards one group of 10.





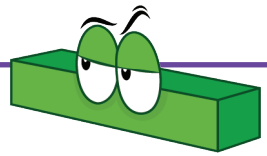
Step 4: Add ones until you get to the larger number, 52.



Step 5: Add the ones and groups of ten that you jumped forwards by on the number line.

$6 + 10 + 2 = 18$

Step 6: Write the answer to the number sentence. $52 - 34 = 18$



Let's use adding to solve the take away number sentence 66 - 29 = _____

Step 1: Start at the smaller number. The *smaller number* in this number sentence is 29.	66 - 29 = _____
Step 2: Add *ones* to this number until you reach the next ten.	Add 1 to 29 to make 30
Step 3: Add *groups of ten* until you get to the ten before the larger number.	Add 30 to 30 to make 60
Step 4: Add *ones* until you get to the larger number.	Add 6 to 60 to make 66
Step 5: Add the ones and groups of ten that you added to find the answer.	1 + 30 + 6 = 37
Step 6: Write the answer to the number sentence.	66 - 29 = 37

Using adding you worked out the answer to the take away number sentence.

Follow the steps below using a number line to solve the number sentence 66 - 29 = 37.

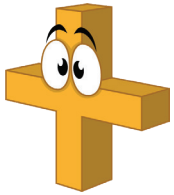
Step 1: Draw a mark and write the smaller number from the number sentence 66 - 29 = _____ towards the left end of the number line.

Step 2: Add ones to the smaller number until you reach the next ten.

_____

Step 3: Add groups of ten until you get to the ten before the larger number.

_____



Step 4: Add ones until you get to the larger number.

_____

Step 5: Add the ones and groups of ten that you jumped forwards by on the number line.

_____ + _____ + _____ = _____

Step 6: Write the answer to the number sentence. 66 - 29 = _____

Use adding to solve the take away number sentence 45 - 37 = _____ . Follow the steps below on the number line provided.

Step 1: Mark and write the smaller number from the number sentence 45 - 37 = _____ towards the left end of the number line.

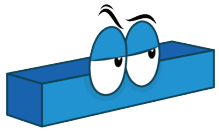
Step 2: Add ones to the smaller number until you reach the next ten.

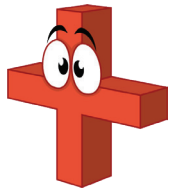
Step 3: Add groups of ten until you get to the ten before the larger number.

Step 4: Add ones until you get to the larger number.

Step 5: Add the ones and groups of ten that you added to find the answer. _____ + _____ + _____ = _____

Step 6: Write the answer to the number sentence. 45 - 37 = _____ .





Look at the example below which uses adding to solve the take away number sentence 81 - 54 = _____ . This time it is set out in a different way.

81 - 54

Start at 54
Add 6 to make 60
Next, add 20 to make 80
Then add 1 to make 81
The answer is 6 + 20 + 1 = 27

81 - 54 = 27

Look at another example which uses adding to solve the take away number sentence 75 - 36 = _____ .

75 - 36

Start at 36
Add 4 to make 40
Next, add 30 to make 70
Then add 5 to make 75
The answer is 4 + 30 + 5 = 39

75 - 36 = 39

Follow the instructions on the previous pages to help find the answers to these number sentences.

46 - 28

Start at _____

Add _____ *to make* _____

Next, add _____ *to make* _____

Then add _____ *to make* _____

The answer is _____ + _____ + _____ = _____

46 - 28 = _____

83 - 45

Start at _____

Add _____ *to make* _____

Next, add _____ *to make* _____

Then add _____ *to make* _____

The answer is _____ + _____ + _____ = _____

83 - 45 = _____

64 - 37

Start at _____

Add _____ *to make* _____

Next, add _____ *to make* _____

Then add _____ *to make* _____

The answer is _____ + _____ + _____ = _____

64 - 37 = _____

71 - 43

Start at _____

Add _____ *to make* _____

Next, add _____ *to make* _____

Then add _____ *to make* _____

The answer is _____ + _____ + _____ = _____

71 - 43 = _____

Choosing Strategies

Supervisor Information

Materials you will need:

- **Lesson 3: Resource Sheet 1**
- MAB longs
- MAB shorts
- piece of A4 paper

In this lesson the student will be learning to:

- solve simple adding and take away problems using a range of strategies;
- check answers using a different strategy;
- recognise which strategies are more efficient and explain why.

Background Information

The student will be choosing different strategies in this lesson to solve problems. If the student chooses to use the jump strategy, empty number lines have been provided on **Lesson 3: Resource Sheet 1** for the student to solve the problems. Cut out **Lesson 3: Resource Sheet 1** prior to the student using the empty number lines.

For take away problems, the student should only use the split strategy when the ones digit in the first number is larger than the ones digit in the second number. The student should use adding to help solve take away problems when the ones digit in the second number is larger than the ones digit in the first number.

Encourage the student to use mathematical objects, such as counters or cubes, if they need help to solve problems. The student should be able to give a simple explanation of why they chose to use a specific strategy to solve a problem. Encourage the student to think about what makes a particular strategy easy for them to use.

Supervisor Working with Student

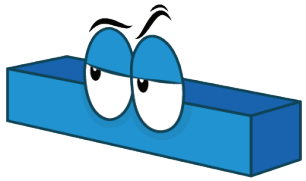
Often in life you will have maths problems to solve. It is good to understand and practise strategies so you know which ones you can use to work out these problems quickly and easily. In this lesson you are going to practise the strategies that you have learnt about in this unit to solve problems. Look back at these strategies to remind yourself of different ways to find the correct answer. The strategies you have used are:

- the jump strategy
- the split strategy
- using adding to solve take away number sentences.

We will work through the first three problems together, then you will solve problems independently. Look at the first problem below.

$39 - 14 = \_\_\_\_\_$

To solve this problem you need to look at the symbol to see if you are adding or taking away. Next you need to look at the numbers in the problem. Look at the ones in the number sentence above. The ones in the first number are larger than the ones in the second number so a good strategy to solve this problem is the split strategy. The jump strategy can also be used to solve this problem.



Place a group of three longs and nine shorts and a group of one long and four shorts in front of the student. Use shorts and longs to show the student the example below. Read through the steps with the student.

$39 - 14$

$30 - 10 = 20$

$9 - 4 = 5$

$20 + 5 = 25$

$39 - 14 = 25$

Step 1: The numbers are split into groups of tens (longs) and ones (shorts).

Step 2: Take away the tens (longs) from each other.

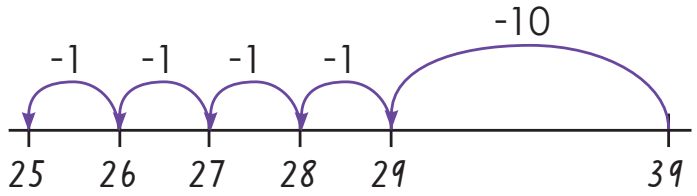
Step 3: Take away the ones (shorts) from each other.

Step 4: Combine the groups of tens (longs) and ones (shorts).

Step 5: Write the answer to the number sentence.

We have solved the problem using the split strategy. How do you know that the answer you found is correct? A good way to check an answer is to use a different strategy. Look at the same problem solved using the jump strategy below to check the answer.

$39 - 14 = 25$



The starting number was 39.
There was one jump of 10 and four jumps of 1 going backwards from 39.
The last jump landed on 25.
The answer to the take away number sentence is the last number landed on, which is 25.

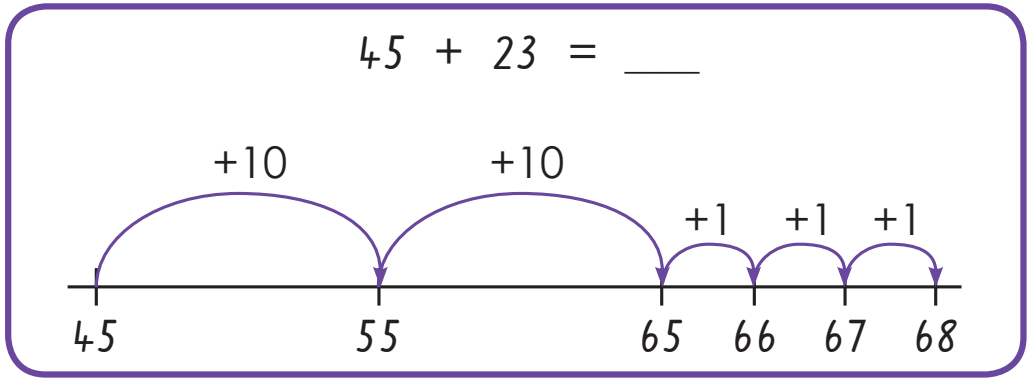
Using the jump strategy, you can see that the answer you found is correct.

Which strategy would you use if you had to solve a similar problem?

Let's try the problem 45 + 23 = ____ .

To solve this problem you need to look at the symbol to see if you are adding or taking away. A good strategy to solve this problem is the jump strategy. The split strategy can also be used to solve this problem.

Look at the number line below. Read through the example below with the student.



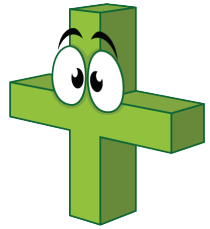
The starting number was 45.
There was two jumps of 10 and three jumps of 1 going forwards from 45.
The last jump landed on 68.
The answer to the take away number sentence is the last number landed on, which is 68.

We have solved the problem using the jump strategy. Let's check the answer using a different strategy. Look at the same problem solved using the split strategy below to check the answer.

$$45 + 23$$
$$40 + 20 = 60$$
$$5 + 3 = 8$$
$$60 + 8 = 68$$
$$45 + 23 = 68$$

Using the split strategy, you can see that the answer you found is correct.

Which strategy would you use if you had to solve a similar problem?



Let's try the last problem together. We will solve 72 - 56 = ____ .

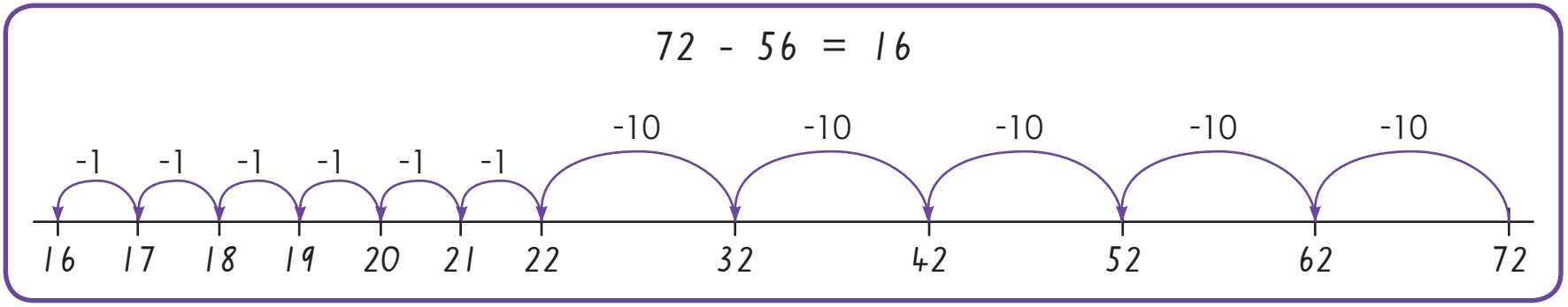
To solve this problem you need to look at the symbol to see if you are adding or taking away. Look at the numbers in the problem. The ones digit in the second number is larger than the ones digit in the first number so we are going to use adding to solve the take away number sentence. The jump strategy can also be used to solve this problem. Go through the example below with the student.

72 - 56

Start at 56
Add 4 to 56 to make 60
Next, add 10 to to 60 make 70
Then add 2 to 70 make 72
The answer is 4 + 10 + 2 = 16

72 - 56 = 16

Now it is time to check the answer using a different strategy. Look at the same problem solved using the jump strategy below to check the answer.



Using the jump strategy, you can see that the answer you found is correct.

Which strategy would you use if you had to solve a similar problem?

Now it is your turn to solve problems using a strategy that you choose. Remember to look at the symbol and numbers in each number sentence. If you are solving a take away number sentence, use the split strategy when the ones digit in the first number is larger than the ones digit in the second number. Use adding to solve take away problems when the ones digit in the second number is larger than the ones digit in the first number.

As you solve each problem, say which strategy you are using to solve the problem and talk through what you are going to do to solve the problem.

When you have finished solving each problem, check your answer using a different strategy and write your answer to the problems on the lines below. Use concrete materials such as a number line (from Lesson 3: Resource Sheet 1) or MAB longs or shorts to help you solve the problems. Use a piece of paper to show your workings, if needed.

Read the problems below to the student then allow them to solve each one independently. Ensure they check their answers using a different strategy and help the student correct any errors they find.

21 + 15 = _____

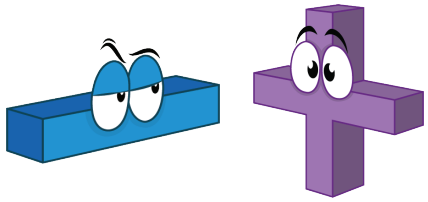
48 - 24 = _____

52 - 39 = _____

63 - 27 = _____

36 + 32 = _____

87 - 56 = _____



Lesson 3: Resource Sheet 1

Problem Solving

Supervisor Information

Materials you will need:

- **Lesson 4: Resource Sheet 1**
- MAB longs
- MAB shorts
- piece of A4 paper
- blue and green colour pencils

In this lesson the student will be learning to:

- solve simple adding and take away problems using a range of strategies;
- explain or show how an answer was found for adding and take away number sentences;
- recognise which strategies are more efficient and explain why.

Background Information

The student will be choosing different strategies in this lesson to solve problems. If the student chooses to use the jump strategy, empty number lines have been provided on **Lesson 4: Resource Sheet 1** for the student to solve the problems. Cut out **Lesson 4: Resource Sheet 1** prior to the student using the empty number lines.

For take away problems, the student should only use the split strategy when the ones digit in the first number is larger than the ones digit in the second number. The student should use adding to help solve take away problems when the ones digit in the second number is larger than the ones digit in the first number.

Please read each problem to the student twice. The student should begin to complete the problems independently. Encourage the student to use mathematical objects, such as counters or cubes, if they need help to solve the problems. The student should be able to give a simple explanation of why they chose to use a specific strategy to solve a problem. Encourage the student to think about what makes a particular or specific strategy easy for them to use.

Supervisor Working with Student

In this lesson you will be solving word problems. A word problem is a type of maths problem that has a story and asks a question.

Use what you have already learnt about adding and taking away to help find the answer to the question in a word problem. Look back at the strategies that you have used in this unit to remind yourself of different ways to find the correct answer. The strategies you have used are:

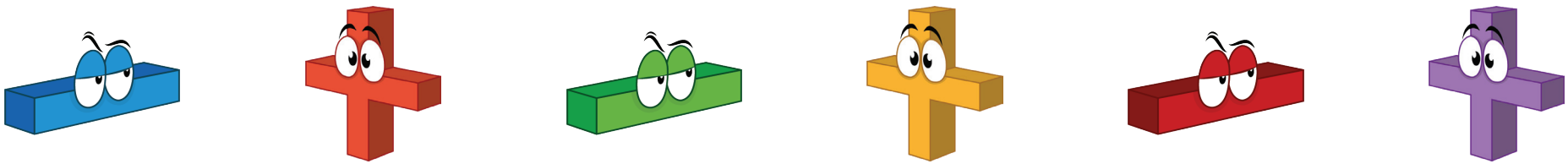
- **the jump strategy**
- **the split strategy**
- **using adding to solve take away number sentences.**

Remember, use the split strategy to take away when the ones digit in the first number is larger than the ones digit in the second number. Use adding to help solve take away problems when the ones digit in the second number is larger than the ones digit in the first number.

Word problems have key numbers that you place in a number sentence to help find the answer. There are also key words that tell you what you have to do to solve the problem.

Use concrete materials such as a number line (from Lesson 4: Resource Sheet 1) or MAB longs or shorts to help you solve the problems. Use a piece of paper to show your workings, if needed.

Throughout this lesson, read each word problem to the student twice.



Here is the first word problem. We will do this one together.

Matt counted 21 silver cars and 13 blue cars on the way to the beach. How many cars did Matt count altogether?

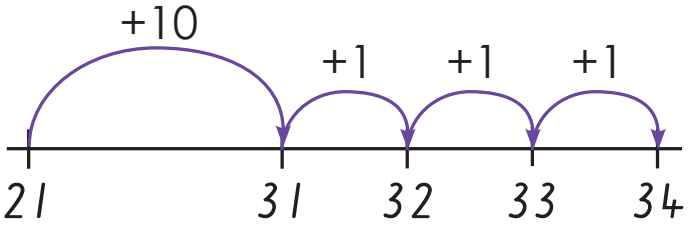
Matt saw 21 and 13 cars, so the key numbers in this word problem are 21 and 13. Use a blue pencil to circle these key numbers.

The word 'altogether' is the key word in this problem and it tells you to add to find the answer. Use a green pencil to circle this word.

Using the key numbers and words, you know that you are adding 21 and 13 to find the answer. Look at this written as a number sentence below.

$21 + 13 = \_\_\_\_$

You have the number sentence to solve the word problem. Next you need to choose a strategy to solve it. We are going to solve this word problem using the jump strategy. Look at the number line below.



What number did the jumps start at? How big was each jump? What number did the last jump land on?

How many cars did Matt see altogether? (34) **Write the answer in the number sentence above.**

Here is another word problem. We will also do this one together.

Alexander baked 42 sausage rolls for a party. His friends ate 28 sausage rolls at the party. How many sausage rolls does Alexander have now?

Alexander baked 42 sausage rolls and his friends ate 28, so the key numbers in this word problem are 42 and 28. Use a blue pencil to circle these key numbers.

The words 'have now' are the key words in this problem and they tell you to take away to find the answer. Use a green pencil to circle these words.

Using the key numbers and words, you know that you have 42 and you need to take away 28 to find the answer. Look at this written as a number sentence below.

$42 - 28 = \_\_\_\_\_$

You have the number sentence to solve the word problem. Next you need to choose a strategy to solve it. The ones digit in the second number is larger than the ones digit in the first number so you will use adding to help you solve this take away problem.

Start at 28. Add 2 to to 28 make 30. Next, add 10 to 30 to make 40. Then add 2 to to 40 to make 42. The answer is 2 + 10 + 2 = 14.

How many sausage rolls does Alexander have now? (14) Write the answer in the number sentence above.

Now it is your turn to solve a word problem.

Fred and Sam played a game of tennis with 56 balls. They hit 21 balls over the fence. How many tennis balls do Fred and Sam have now?

Fred and Sam have 56 balls and hit 21 over the fence, so the key numbers in this word problem are 56 and 21. Use a blue pencil to circle these key numbers.

The words 'have now' are the key words in this problem and they tell you to take away to find the answer. Use a green pencil to circle these words.

Using the key numbers and words, you know that you have 56 and you need to take away 21 to find the answer. Write this as a number sentence below.

_____ - _____ = _____

You have the number sentence to solve the word problem. Next you need to choose a strategy to solve it. Use your chosen strategy to find the answer to the number sentence above. Use MAB longs, shorts, a piece of paper or a number line on Lesson 4: Resource Sheet 1 to help you with your chosen strategy and find the answer. Tell me what you are doing to solve the problem as you work out the answer.

How many tennis balls do Fred and Sam have now? Write the answer in the number sentence above.

Annie went apple picking. Before lunch she picked 35 apples and after lunch she picked 12. How many apples did Annie pick altogether?

Use a blue line to circle the key numbers in the word problem.

Use a green pencil to circle the key word in the problem.

Using the key numbers and words, you know that you are adding 35 and 12 to find the answer. Write this as a number sentence below.

_____ + _____ = _____

You have the number sentence to solve the word problem. Next you need to choose a strategy to solve it. Use your chosen strategy to find the answer to the number sentence above. Use MAB longs, shorts, a piece of paper or a number line on Lesson 4: Resource Sheet 1 to help you with your chosen strategy and find the answer. Tell me what you are doing to solve the problem as you work out the answer.

How many apples did Annie pick altogether? Write the answer in the number sentence above.

Andy counted 45 seagulls at the beach. 29 seagulls flew away. How many seagulls are at the beach now?

Use a blue pencil to circle the key numbers in this problem.

Use a green pencil to circle the key words in the problem.

Use the key numbers and words to write the number sentence to solve the problem below.

_____ - _____ = _____

You have the number sentence to solve the word problem. Next you need to choose a strategy to solve it. Use your chosen strategy to find the answer to the number sentence above. Use MAB longs, shorts, a piece of paper or a number line on Lesson 4: Resource Sheet 1 to help you with your chosen strategy and find the answer. Tell me what you are doing to solve the problem as you work out the answer.

How many seagulls are at the beach now? Write the answer in the number sentence above.

Lesson 4: Resource Sheet 1

Student Name: _____

57 - 31 = _____

79 - 54 = _____

Student Name: _____

2. Solve the following number sentences using the split strategy.

32 + 17

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

32 + 17 = _____

63 + 25

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

63 + 25 = _____

56 - 21

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

56 - 21 = _____

49 - 24

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

49 - 24 = _____

Stage 1 Learning From Home PE Grid (Term 3 Week 10 and Term 4 Week 1)

Monday	Tuesday	Wednesday	Thursday	Friday
HIT Workout Play some of your favourite music whilst completing these HIT workouts. Cardio Workout Full Body Workout	**Minute to win it** Do each of the following exercises for one minute. Record how many of each you can do. Have a drink of water and repeat one more time. • Frog jumps • Sit ups • Push ups • Forward and backward jumps • 180 degree jumps • Mountain climbers • Star jumps • Lunges How long can you hold each of these positions for? Keep a record. • Wall sit • Plank • Left leg balance • Right leg balance	**Wheelie Wednesday** Today for your fitness, you must spend at least 10 minutes working out on something with wheels e.g bike, scooter, rollerblades/skates, skateboard.	**Minute to win it** Do each of the following exercises for one minute. Record how many of each you can do. Have a drink of water and repeat one more time. • Frog jumps • Sit ups • Push ups • Forward and backward jumps • 180 degree jumps • Mountain climbers • Star jumps • Lunges How long can you hold each of these positions for? Keep a record. • Wall sit • Plank • Left leg balance • Right leg balance	**Free Choice Fitness Friday** Choose a physical activity you love and make an effort to enjoy moving and increasing your heart rate when engaging in your activity of choice
Outside the House Monday Today, complete your fitness session outside of your home at either the local park or reserve. Go for a walk or run to the park and complete a couple of laps. For those who want a challenge, sprint for 30 seconds, walk for 30 seconds (repeat x 5	**Target Tuesday** Create some targets to throw at, kick at and shoot at. See how many times you can hit a target in 10 attempts. For each miss, x 5 squats/ sit-ups / push- ups / burpees. E.g 3 misses = 15 squats or 15 sit ups. Repeat 3 times!	**Wheelie Wednesday** Today for your fitness, you must spend at least 10 minutes working out on something with wheels e.g bike, scooter, rollerblades/skates, skateboard.	**Tough-it out 'Ten of Ten' Thursday** Choose 10 exercises. Do 10 reps of each exercise. Repeat 3-5 times with a 1 minute break in between!	**Free Choice Friday** Choose a physical activity you love and make an effort to enjoy moving and increasing your heart rate when engaging in your activity of choice.

FUN FRIDAY BINGO GRID

Choose 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and share some pictures of the things you do with your teacher and class.

Find a fun place to sit and read a book. Under the bed? Up a tree?	Create an artwork or model using only recycled materials.	Bake some biscuits, mini pizzas or cupcakes cakes	Have an online playdate with a friend using Zoom or Facetime.	**Scavenger Hunt** See if you can find: • a toy with wheels • 4 green things • something fuzzy • something you treasure • something noisy • something starting with T • a sphere • something bendy • something smelly
Create a Spoonville family in your garden 	Make a list of all of the things that you are grateful for. Could you show these on the petals of a flower drawing or the coloured stripes of a rainbow painting?	Dance! Put on your favourite song and dance along. You might be able to follow a dance-along version on YouTube.	Draw a self-portrait. Have your family suggest words to describe you. Write these around your picture.	
Make a certificate for a friend to celebrate one of their special qualities or an achievement	Create your own word search using words on the topic of food or cooking, then ask someone to complete it.	Design your ideal cupcake and draw it. Think about flavour, frosting and decorations.	Create a list of the rooms in your house and monitor how often the lights are used. Can you save electricity in any of them?	Enjoy a walk or a bike ride with your family.
Go on a 'senses walk' and think of all of the things that you can see, hear, smell and feel.	Conduct a food scrap and rubbish audit. Develop a plan to reduce the amount of rubbish going in the bin at your house.	Make a timeline to show the main events in your life and highlight when you achieved new things for the first time e.g. your first steps	Play a card or board game or do a jigsaw puzzle with your family.	Design and make a poster of all the ways we can look after the earth.
Make a scrapbook or a collage to show things that make you smile or things that you are proud of.	Make a cubby in your wardrobe, under your bed or in the backyard	Find an object for each letter of the alphabet in your kitchen.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Make a pop-up card for someone that you miss.