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	2/3L Zoom link
Morning	**Spelling**	**Spelling**	**Spelling**	**Spelling**	**Spelling**
	Reading Eggs or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**
	Literacy/Writing Activities **Rainbow Serpent read aloud**	**Literacy/Writing Activities** **Rainbow Serpent visual didgeridoo version**	**Literacy/Writing Activities**	**Literacy/Writing Activities**	**Literacy/Writing Activities**
	Recess Break				
Middle	**Maths** Lesson 1	**Maths** Lesson 2	**Maths** Lesson 3	**Maths** Lesson 4	**Maths** Lesson 5
	Manga High	**Manga High**	**Manga High**	**Manga High**	**Manga High**
	Lunch Break				
Afternoon	**Olympic Fitness Grid**	**Olympic Fitness Grid**	**Olympic Fitness Grid**	**Olympic Fitness Grid**	**Olympic Fitness Grid**
Optional 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				

*Extension writing tasks are here if your student needs some extra work to complete.

The Rainbow Serpent

https://www.youtube.com/watch?v=c1jHA6QWAhY

The following story is based on a traditional Aboriginal Dreaming story involving the Rainbow Serpent.

In the Dreaming, the earth lay flat and still. One day, the Rainbow Serpent woke up from her sleep and came out from under the ground.

She formed mountains, valleys and rivers with her slithering body. The Rainbow Serpent was the Dreaming creature who shaped the earth. After all of her travelling, she grew tired and curled up and slept.

After some rest, she returned to the place she had first appeared and called out to the frogs, "Come out!" The frogs woke up very slowly because they had so much water in their bellies. The Rainbow Serpent tickled their stomachs and the water began to fill the tracks that the Rainbow Serpent had left. This is how the lakes and rivers were formed.

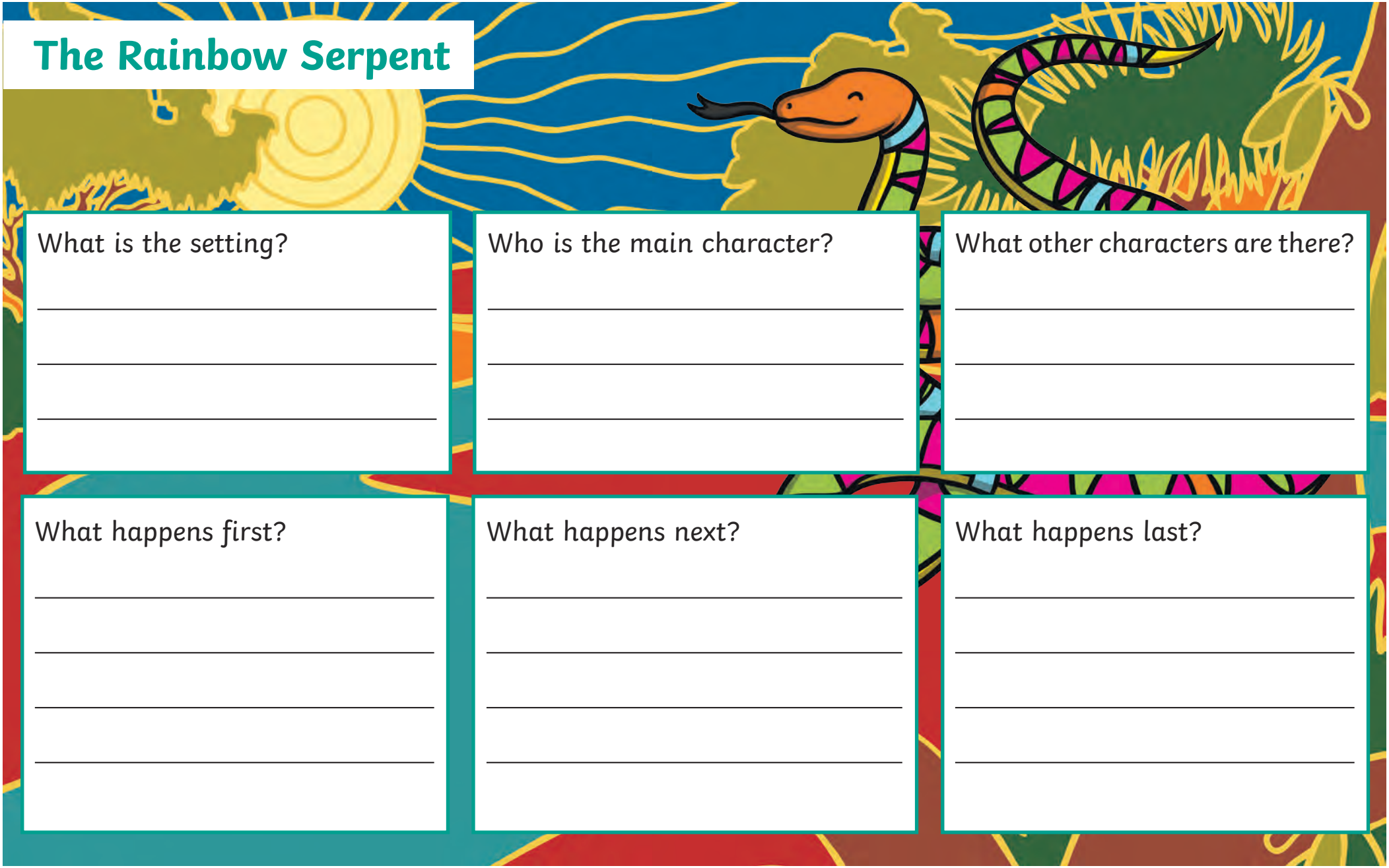
Then, water, grass and trees began to grow. All the other animals that lived in rocks, on the plains, in the trees and the air began to wake up and follow the Rainbow Serpent. They were all happy with the earth.

The Rainbow Serpent made laws that they all had to follow. Some did not like this and began to cause trouble. The Rainbow Serpent said, "Those who obey will be rewarded; I shall give them human form. But, for those who don't, they will be punished and turned to stone".

The tribes lived together on the land given to them by the Rainbow Serpent. They knew that the land would always be theirs, as long as they took care of it. They believed that no one should ever take it away from them.

Week 6 - Monday

The Rainbow Serpent



What is the setting?	Who is the main character?	What other characters are there?

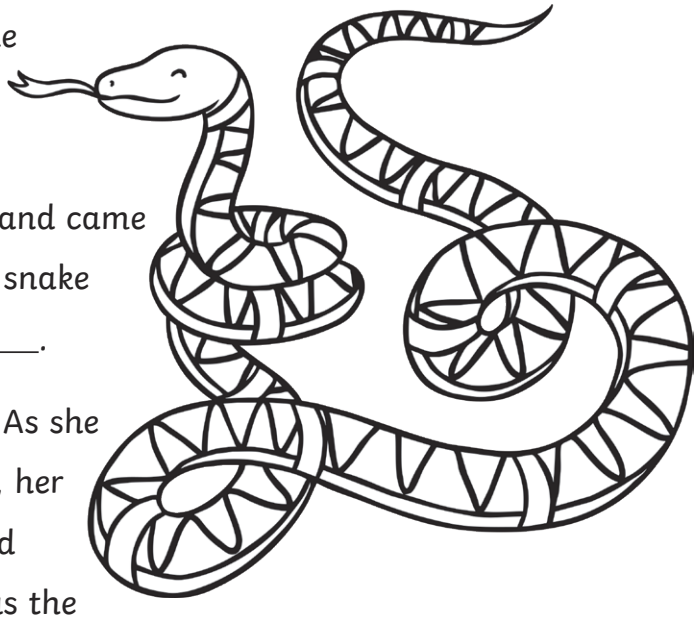
What happens first?	What happens next?	What happens last?

Week 6 - Tuesday **https://www.youtube.com/watch?v=pCuuRRrfOXo**

The Rainbow Serpent

Use the following words to fill in the missing parts of the story.

riverbeds	grow	Dreaming	ground	mountains
water	formed	Serpent	sleep	frogs
land	snake	plains	lakes	



Long, long ago in the D_____, the earth lay flat and still. Nothing moved and nothing grew. One day, a beautiful s_____ awoke from her slumber and came out from under the g_____. This snake was known as the Rainbow S_____.

She travelled for a very long time, far and wide. As she made her way across the l_____, her body formed m_____, valleys and r_____. The Rainbow Serpent was the Dreaming creature who f_____ the earth. After all of her travelling, she grew tired. She curled up and went to s_____.

After some rest, she returned to the place she had first appeared and called out to the f_____, "Come out!" The frogs woke up very slowly because they had so much w_____ in their bellies. The Rainbow Serpent tickled their stomachs and the water began to fill the tracks that the Rainbow Serpent had left. This is how the l_____ and rivers were formed.

After this, water, grass and trees began to g_____. All the other animals that lived in rocks, on the p_____, in the trees and the air began to wake up and follow the Rainbow Serpent. They were all happy with the earth.

The Rainbow Serpent

List two interesting things you learned from this Aboriginal Dreaming story.

1. _____

_____

2. _____

_____

Draw a picture of your favourite part of "The Rainbow Serpent".
Write at least two sentences explaining what you have drawn.

_____

_____

_____

_____

The Rainbow Serpent

s	e	l	g	r	a	s	s	r	d	b	r
l	a	n	u	i	r	r	o	c	k	s	a
u	v	r	c	v	i	t	r	e	e	s	i
m	l	o	a	e	i	r	t	m	b	s	n
b	a	b	o	r	i	g	i	n	a	l	b
e	k	e	l	s	k	t	e	r	n	v	o
r	e	y	h	u	m	a	n	d	i	r	w
s	s	l	u	a	l	a	t	r	i	b	e
d	r	s	e	r	p	e	n	t	f	r	o
s	t	r	a	d	i	t	i	o	n	a	l
e	d	d	i	o	t	f	r	o	g	s	i
r	y	t	a	n	i	m	a	l	s	h	f

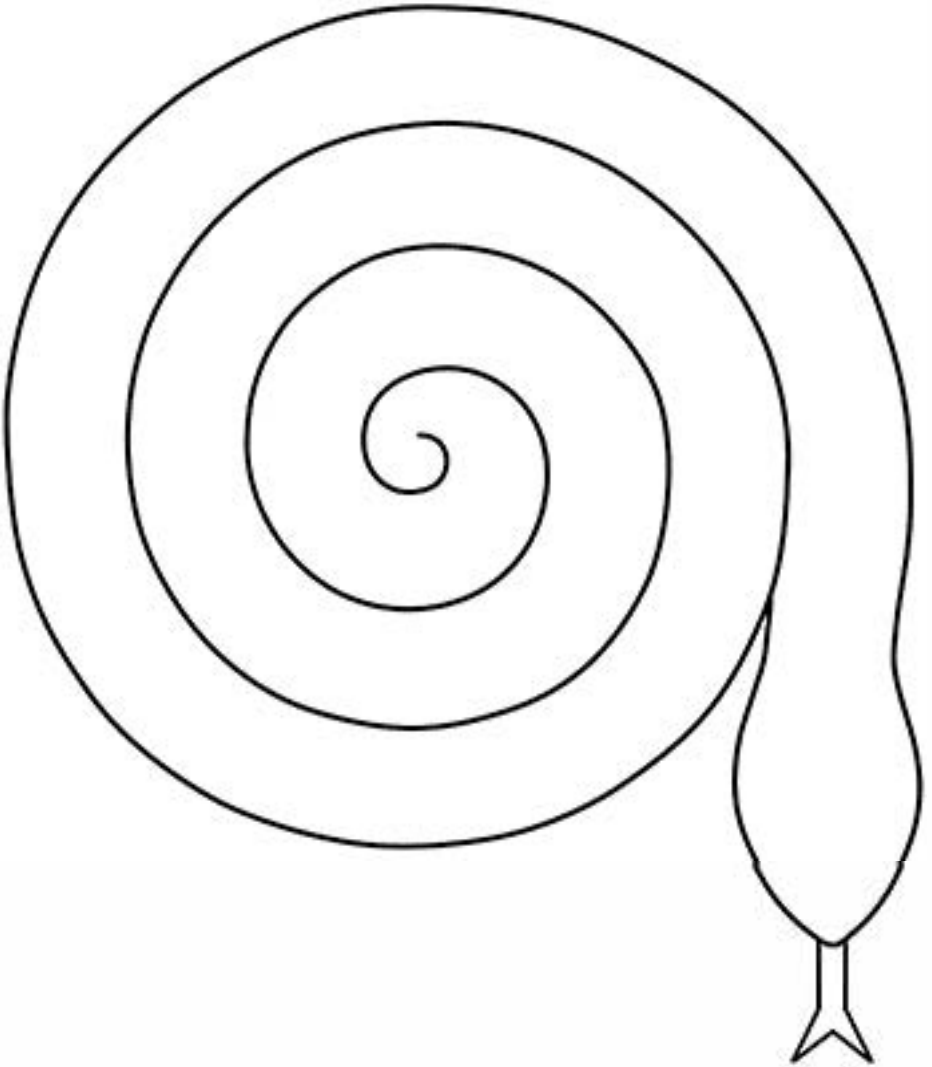
Aboriginal	serpent	rivers	rocks
Dreamtime	slumber	grass	obey
traditional	frogs	trees	human
rainbow	lakes	animals	tribe

Week 6 – Friday

The Rainbow Serpent

Describe the Australian landscape and draw a picture to show what the Australian landscape looks like.

Spiral Snake - Colour and decorate your Rainbow Snake. Carefully cut around the black lines. Tie some string to the head or tail of the snake and hang.



INSTRUCTIONS

Extension Writing Week 6

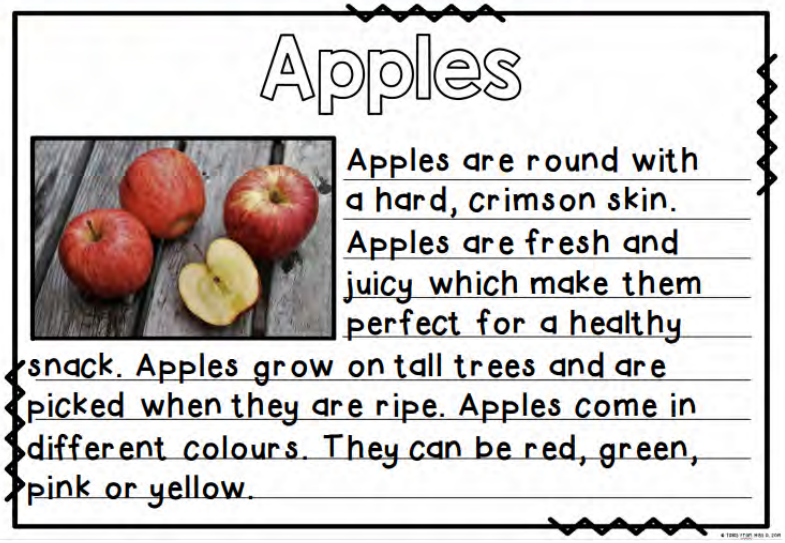
Write as many awesome and interesting adjectives that match the picture in the box next to it.

Use these adjectives to write an interesting paragraph about the picture.

<u>Complete one picture each day this week.</u>

Check out the example one on this page about apples.

There is also a page of great adjectives to get you thinking.



Adjectives

Feels	Looks	Sounds	Shapes	Size	Colour
soft	beautiful	quiet	circular	small	lilac
smooth	shiny	silent	rectangular	big	turquoise
rough	furry	tapping	oval	wide	crimson
hard	spotty	rumbling	round	narrow	golden
sticky	colourful	loud	square	thin	silver
bumpy	ugly	screeching	triangular	thick	emerald
squishy	dull	growling	curved	heavy	navy
dry	adorable	buzzing	flat	huge	lemon
wet	strange	noisy	straight	light	magenta
					tangerine

Smells	Tastes	Number	Temperature	Speed	Feelings
flowery	crispy	few	hot	slow	cheerful
fruity	salty	many	cold	fast	sad
clean	tangy	zero	freezing	sluggish	worried
stinky	sweet	lots	icy	speedy	elated
fresh	sour	several	frosty	swift	content
stale	bitter	hundred	scalding	rapid	angry
fragrant	spicy	million	boiling	instant	frustrated
pungent	bland	tons	warm	late	nervous
earthy	rotten	much	chilly	brisk	tired

DESCRIBE IT!

the beach

Adjectives

The Beach

DESCRIBE IT!

mud

Adjectives

Mud

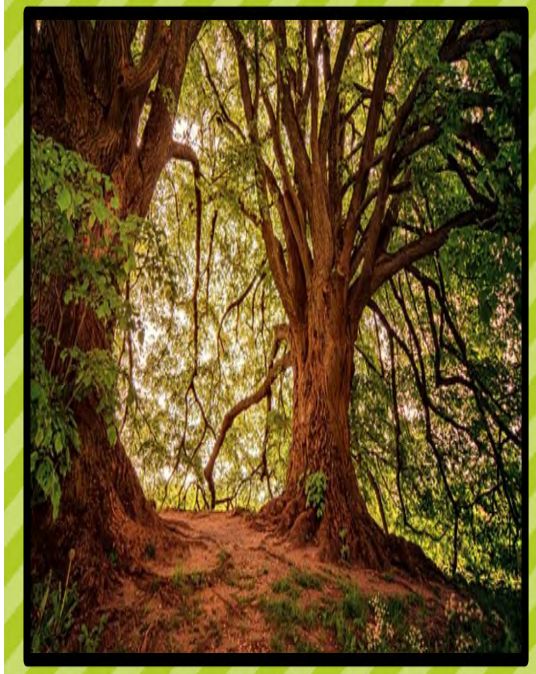
DESCRIBE IT!

Adjectives

tortoise

Tortoise

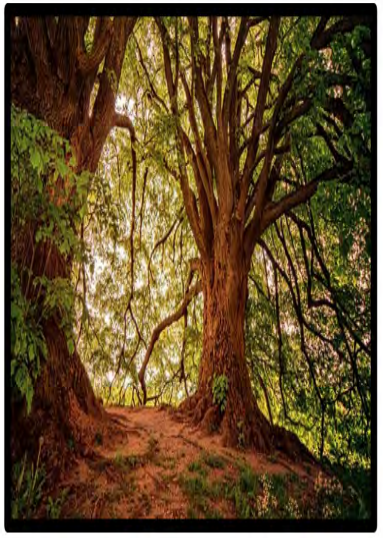
DESCRIBE IT!



trees

Adjectives

Trees



DESCRIBE IT!

ice cream

Adjectives

Ice Cream

Adding with the Jump Strategy

Supervisor Information

Materials you will need:

- colour pencils

In this lesson the student will be learning to:

- use the jump strategy to solve adding number sentences.

Background Information

The student is solving only adding number sentences in this lesson. They will move onto take away number sentences in the next lesson. When the student is using the jump strategy to solve an adding number sentence, they will always jump **forwards** on the number line.

The student is introduced to empty number lines. Encourage them to make a mark on the number line, similar to the ones on each end, then write the number under it.

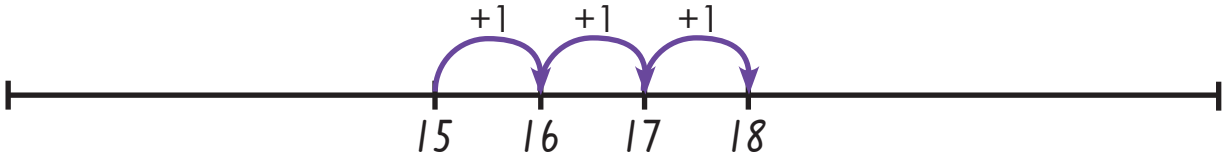
At this stage, the student should always make jumps of ten and then jumps of one.

Look at the steps below that show how to use an empty number line to solve the number sentence 15 + 3 = 18.

Step 1: Mark the number line and write the first number. If you are solving an adding problem, place the number towards the left end of the number line. If you are solving a take away number sentence, place the number towards the right end of the number line.

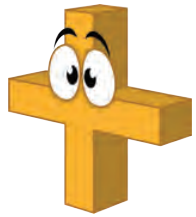
Step 2: Make jump of a chosen size and label the jump. For this number sentence the jump is one as one is being added to fifteen. You write +1 above the jump to show the size of the jump. If you are solving an adding problem, you jump forwards on the number line. If you are solving a take away number sentence, jump backwards on the number line.

Step 3: Mark and write the number that the jump lands on. Repeat the jump showing the number you are adding on.



Use the steps on the previous page to practice using the empty number lines below. Help the student to work through each of the steps and ensure they label the numbers correctly.

$12 + 4 = \_\_\_\_\_$



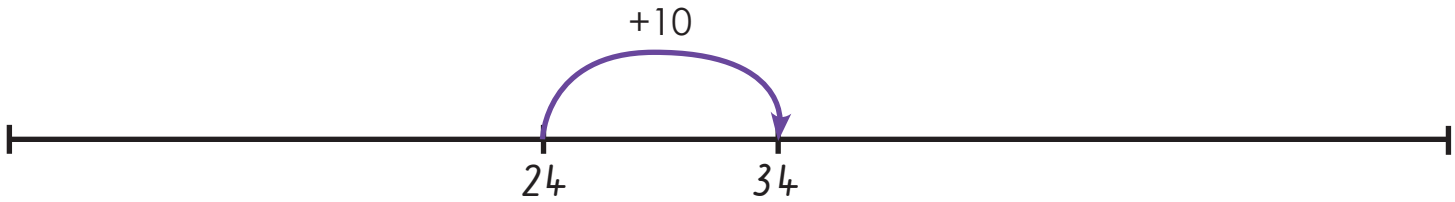
$16 + 3 = \_\_\_\_\_$

$19 + 5 = \_\_\_\_\_$

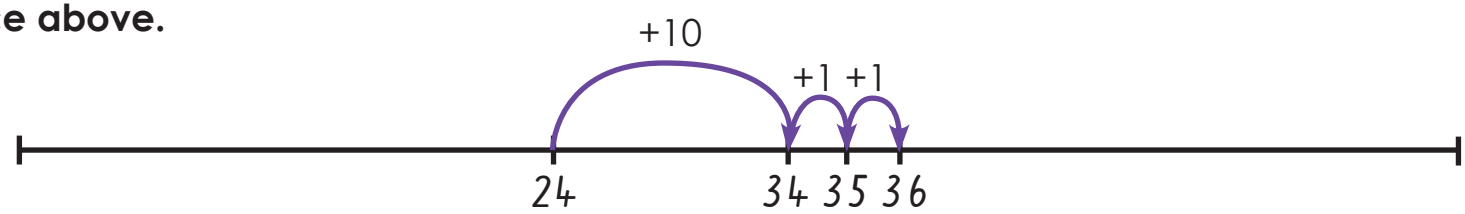
Let's look how to use the jump strategy on an empty number line. The steps below show how to find the answer to the number sentence 24 + 12 = _____ . The answer is the last number you land on.

Step 1: Mark and write the larger number on the number line. As 24 + 12 is an adding number sentence, the number 24 is placed towards the left end of the number line.

Step 2: Jump forwards the groups of ten. Look at the number 12 to see how many groups of ten are in the number. There is one group of ten in the number twelve so jump forward one jump of ten. Mark and write the number that the jump lands on. Label the jump +10 so you know the size of the jump.



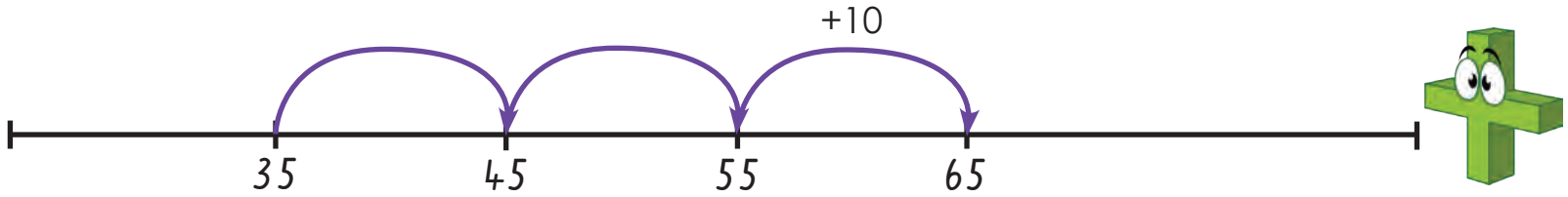
Step 3: Jump forwards the ones. Look at the number 12 to see how many ones are in the number. There are two ones in the number 12 so jump forwards two jumps of one. Mark and write the numbers that the jumps land on. The last number you land on is the answer. Write the answer in the number sentence above.



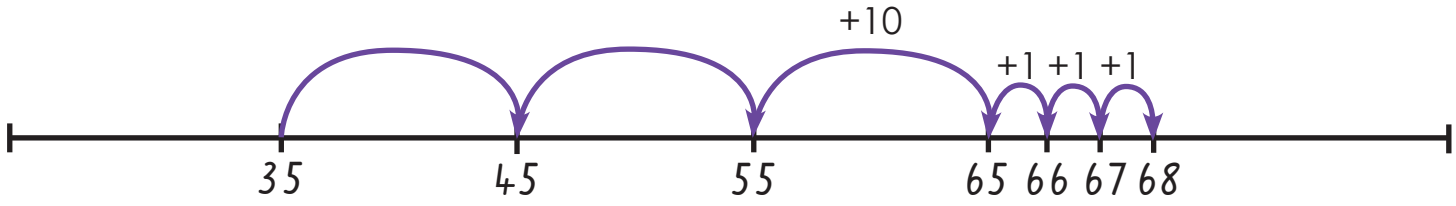
Look at another example using the jump strategy to solve the number sentence 35 + 33 = _____ . Remember that the answer is the last number you land on.

Step 1: Mark and write the larger number on the number line. As 35 + 33 is an adding number sentence, the number 35 is placed towards the left end of the number line.

Step 2: Jump forwards the groups of ten. Work out how many groups of ten are in the number you are adding. There are three groups of ten in the number 33 so make three jumps of ten. Mark and write the numbers that the jumps land on. Label the jumps so you know the size of the jump.



Step 3: Jump forwards the ones. Work out how many ones are in the number you are adding. There are three ones in the number 33 so make three jumps of one. Mark and write the numbers that the jumps land on. The last number you land on is the answer. Write the answer in the number sentence above.



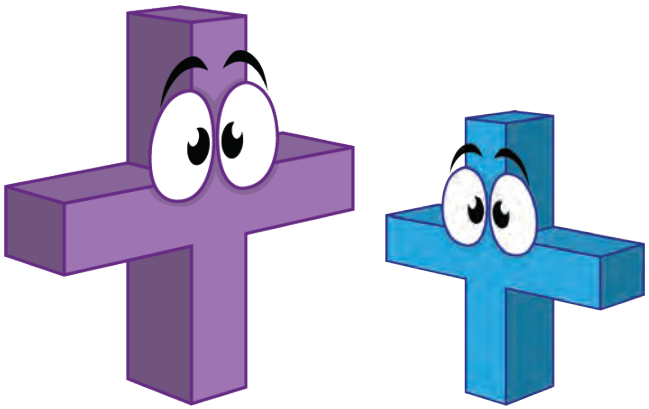
Use the jump strategy to solve the number sentence 24 + 12 = _____ . The student should use the empty number line below and follow the steps given.

1. **Mark and write the larger number on the number line.**

2. **Work out how many groups of ten are in the number you are adding. Jump forwards these groups of ten on the number line. Mark and write each number that the jumps land on. Label the jumps.**

3. **Work out how many ones are in the number you are adding. Jump forwards the ones on the number line. Mark and write each number that the jumps land on. Label the jumps.**

4. **The last number that you land on is the answer. Add it to the number sentence above.**



Using the instructions on the previous page, ask the student to find the answers to the number sentences below.

14 + 13 = _____

27 + 22 = _____

36 + 32 = _____

Let's use the jump strategy to solve word problems. Remember a word problem is a type of maths problem that has a story and asks a question.

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

Read each problem to the student at least twice. **Here is the first word problem.**

Harry played two games of cricket. In the first game he scored 15 runs and in the second game he scored 11 runs. How many runs did Harry make altogether?

Harry scored 15 runs and 11 runs, so the key numbers in this word problem are 15 and 11.

The word 'altogether' is the key word in this problem and it tells you to add to find the answer.

The number sentence to find the answer to this problem is 15 + 11 = _____ .

Use the jump strategy to help solve this word problem. Mark and write the number 15 on the number line. There is one group of ten in the number 11 so jump forward this group of ten on the number line. Mark and write the number that the jump lands on and label the jump. There are two ones in the number twelve. Jump forwards the ones on the number line. Mark and write each number that the jumps land on. Label the jumps.

The last number that you land on is the answer. Write it in the number sentence above.

Here is the last word problem.

Sarah sold raffle tickets for her school. On the first day she sold 31 and on the second day she sold 26. How many tickets did Sarah sell altogether?

Sarah sold 31 and 26 raffle tickets, so the key numbers in this word problem are 31 and 26.

The word 'altogether' is the key word in this problem and it tells you to add to find the answer.

The number sentence to find the answer to this problem is 31 + 26 = _____ .

Use the jump strategy to help you solve this word problem. Mark and write the larger number on the number line.

Work out how many groups of ten are in the number 26. Jump forwards these groups of ten on the number line. Mark and write the numbers that the jumps land on and label the jumps. Work out how many ones are in the number 26. Jump forwards the ones on the number line. Mark and write each number that the jumps land on. Label the jumps.

The last number that you land on is the answer. Write it in the number sentence above.

Challenge: Did you know that you can use the jump strategy on a hundreds chart? Look at the steps below.

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

1. **Let's solve the number sentence 25 + 22 = _____ using the hundreds chart. Find the number 25 on the hundreds chart. The square has been shaded purple.**

2. **There are two groups of ten in the number 22. To make the jumps of ten, move to the number directly underneath. The number 2 rows down is 20 more.**

3. **There are two ones in the number 22. To make the jumps of one, move to the next number in the row. This number is one more.**

4. **The number you land on is the answer to the number sentence. Write it on the line provided.**

Using the instructions above ask the student to solve the adding number sentences on the previous page using the hundreds chart. They should shade the squares as demonstrated in the example.

Taking Away with the Jump Strategy

Supervisor Information

Materials you will need:

- colour pencils

In this lesson the student will be learning to:

- use the jump strategy to solve take away number sentences.

Background Information

The student is solving only take away number sentences in this lesson. When the student is using the jump strategy to solve a take away number sentence, they will always jump **backwards** on the number line.

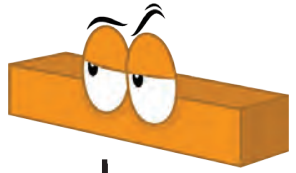
Remind the student to make a mark on the number line, similar to the ones on each end, then write the number under it.

At this stage, the student should always make jumps of ten and then jumps of one.

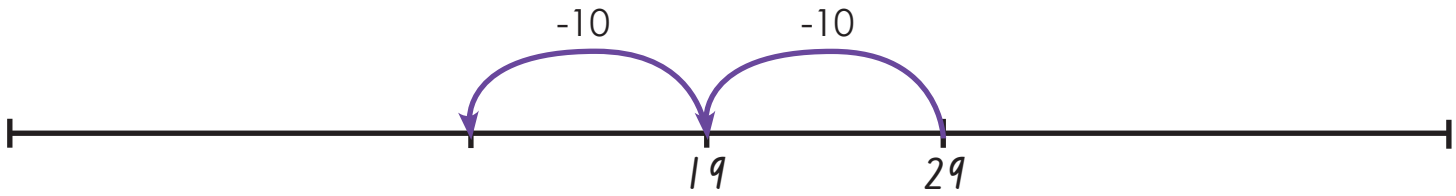
Supervisor Working with Student

Today you are going to be using the jump strategy on empty number lines to solve take away problems. Look back at the steps for using an empty number line in Lesson 1. The steps below show how to use the jump strategy to solve the number sentence 29 - 24 = _____ . When solving take away number sentences using the jump strategy, you jump backwards on the number line.

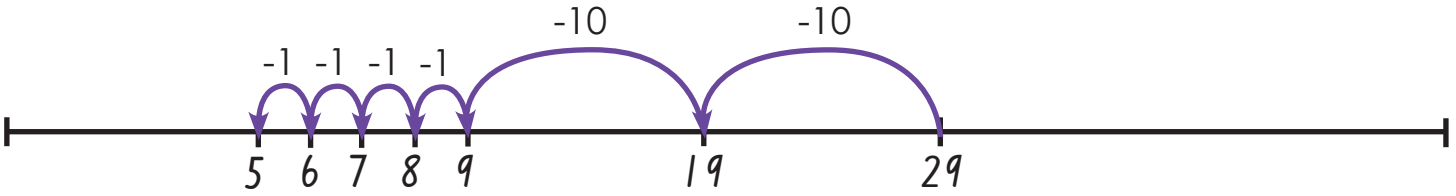
Step 1: Mark and write the larger number on the number line. As 29 - 24 is a take away number sentence, the number 29 is placed towards the right end of the number line.



Step 2: Jump backwards the groups of ten. Look at the number 24 to see how many groups of ten are in the number. There are two groups of ten in the number 24, so make two jumps of 10 backwards. Mark and write the numbers that the jumps land on. Label the jumps -10 so you know the size of the jump.



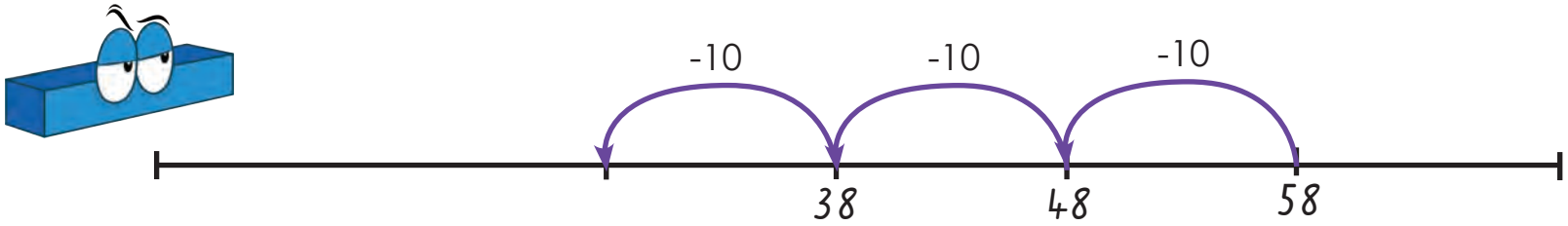
Step 3: Jump backwards the ones. Look at the number 24 to see how many ones are in the number. There are four ones in the number 24 so you will make four jumps of one. Mark and write the numbers that the jumps land on. The last number you land on is the answer. Write the answer in the number sentence above.



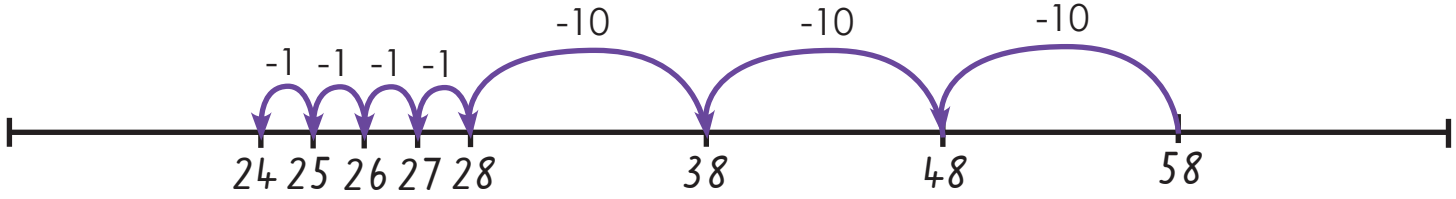
Let's look at another example of how to use the jump strategy for the number sentence 58 - 34 = _____.

Step 1: Mark and write the larger number on the number line. As 58 - 34 is a take away number sentence, the number 58 is placed towards the right end of the number line.

Step 2: Jump backwards the groups of ten. Work out how many groups of ten are in the number you are taking away. There are three groups of ten in the number 34 so make three jumps of 10 backwards. 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. Work out how many ones are in the number you are taking away. There are four ones in the number 34 so 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.



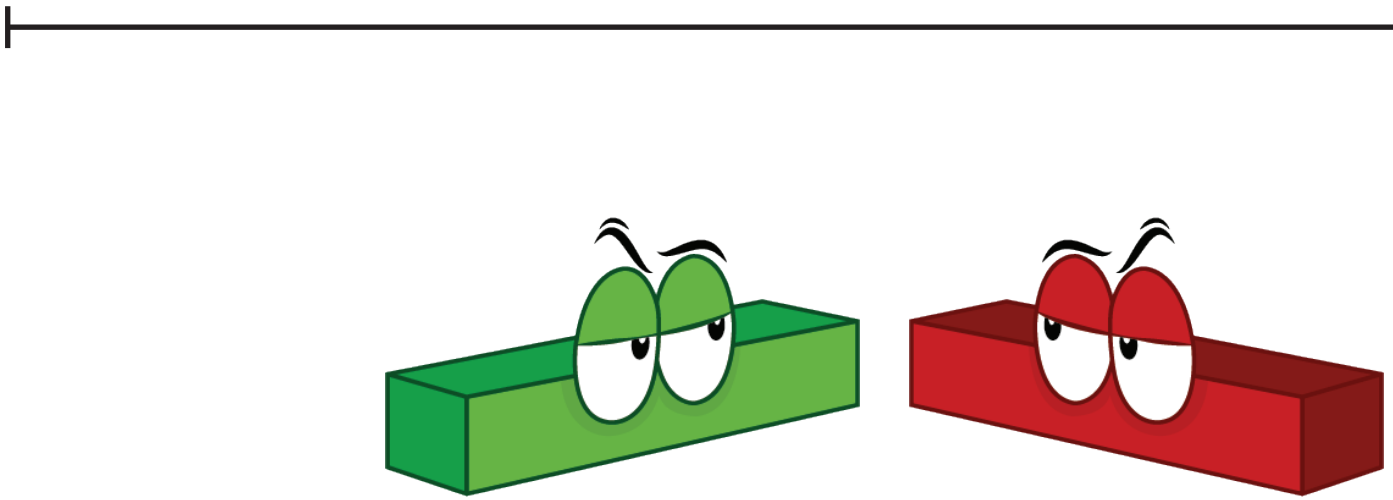
Use the jump strategy to solve the number sentence 46 - 22 = _____ . The student should use the empty number line below and follow the steps given.

1. **Mark and write the larger number on the number line.**

2. **Work out how many groups of ten are in the number you are taking away. Jump backwards these groups of ten on the number line. Mark and write each number that the jumps land on. Label the jumps.**

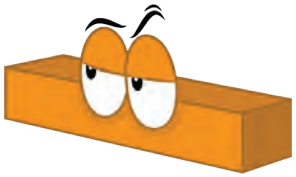
3. **Work out how many ones are in the number you are taking away. Jump backwards the ones on the number line. Mark and write each number that the jumps land on. Label the jumps.**

4. **The last number that you land on is the answer. Add it to the number sentence above.**



Using the instructions on the previous page, ask the student to find the answers to the number sentences below.

19 - 11 = _____



38 - 25 = _____

47 - 33 = _____

Let's use the jump strategy to solve word problems. Remember a word problem is a type of maths problem that has a story and asks a question.

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

Read each problem to the student at least twice. **Here is the first word problem.**

Brett picked 36 strawberries at the farm. He ate 25 of them. How many strawberries does Brett have now?

Brett picked 36 strawberries and ate 25, so the key numbers in this word problem are 36 and 25.

The words 'have now' are the key words in this problem and they tell you to take away to find the answer.

The number sentence to find the answer to this problem is 36 - 25 = _____ .

Use the jump strategy to help solve this word problem. Mark and write the number 36 on the number line below. There are two groups of ten in the number 25 so jump backwards these groups of ten on the number line. Mark and write the numbers that the jumps land on and label the jumps. There are five ones in the number 25. Jump backwards the ones on the number line. Mark and write the numbers that the jumps land on. Label the jumps.

The last number that you land on is the answer. Write it in the number sentence above.

Here is the last word problem.

Ella made 57 medals for sports day. She gave 34 medals out in the morning. How many medals does Ella have now?

Ella made 57 medals and gave away 34 medals, so the key numbers in this word problem are 57 and 34.

The words 'have now' are the key words in this problem and they tell you to take away to find the answer.

The number sentence to find the answer to this problem is 57 - 34 = _____ .

You are going to use the jump strategy to help you solve this word problem. Mark and write the larger number on the number line below.

Work out how many groups of ten in the number 34. Jump backwards these groups of ten on the number line. Mark and write the numbers that the jumps land on and label the jumps. Work out how many ones in the number 34. Jump backwards the ones on the number line. Mark and write the numbers that the jumps land on. Label the jumps.

The last number that you land on is the answer. Write it in the number sentence above.

Challenge: You can use the jump strategy on a hundreds chart to solve take away problems. Look at the steps below.

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

1. **Let's solve the number sentence 69 - 47 = _____ using a hundreds chart. Find the number 69 on the hundreds chart. The square has been shaded green.**

2. **There are four groups of ten in the number 47. To make the jumps of ten, move to the number directly above. This number is ten less.**

3. **There are seven ones in the number 47. To make the jumps of one, move to the previous number in the row. This number is one less.**

4. **The number you land on is the answer to the number sentence. Write it on the line provided.**

Using the instructions above ask the student to solve the take away number sentences on the previous page. They should shade the squares as demonstrated in the example.

The Split Strategy

Supervisor Information

Materials you will need:

- MAB longs
- MAB shorts

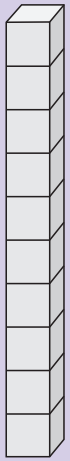
In this lesson the student will be learning to:

- use the split strategy to solve adding number sentences.

Background Information

The student will be using MABs in this lesson. The names and values of the MABs that are used in this unit are below.

This is called a short and it represents one.



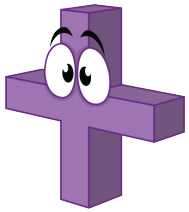
This is called a long and it represents one group of ten.

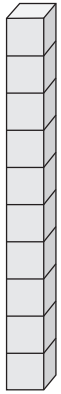
Supervisor Working with Student

In this unit you are looking at different strategies that are useful when solving adding and take away problems. Today you will learn about the split strategy and use it to solve adding number sentences.

Place one short in front of the student.

This is called a short and it represents one.





Place one long in front of the student.

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

Shorts and longs can be used to represent numbers. Place two longs in front of the student. **How many longs are in front of you?**

How many groups of ten is this?

What number is represented by these longs? 20

Place four shorts in front of the student next to the longs. **How many shorts are in front of you?**

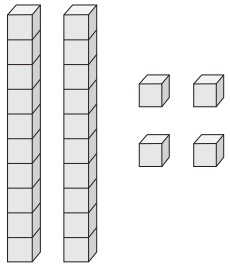
How many ones is this?

What number is represented by the shorts? 4

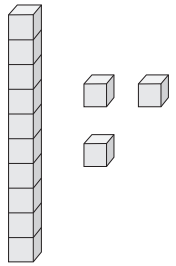
The shorts and longs together represent the number twenty-four.

To use the split 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. The steps below show how to use the split strategy to solve the number sentence 24 + 13 = _____ . Use shorts and longs to show the student the example below.

Step 1: Split the numbers 24 and 13 into groups of ten and ones.

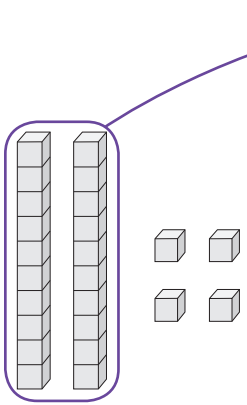


24

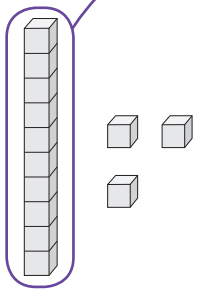


13

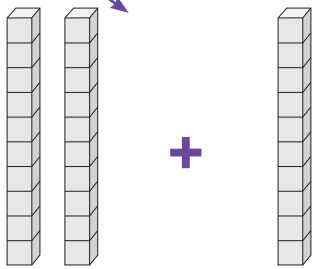
Step 2: Add the groups of ten to each other.



24

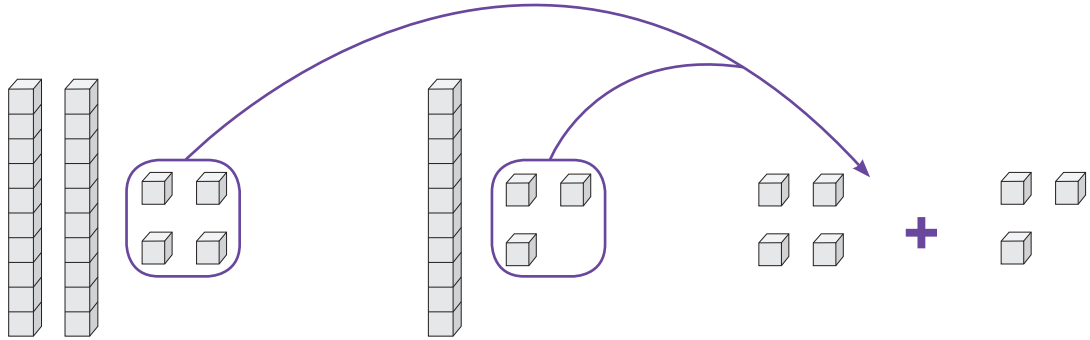


13

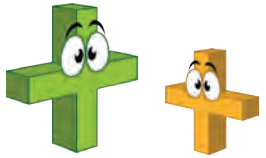


20 + 10 = 30

Step 3: Add the ones to each other.



24 13



4 + 3 = 7

Step 4: Combine the groups of ten and ones.

30 + 7 = 37

Step 5: Complete the number sentence.

24 + 13 = 37

Using shorts and longs help to split the numbers easily into the groups of ten and ones. You can put the longs and shorts into separate groups to make it easier to add them.

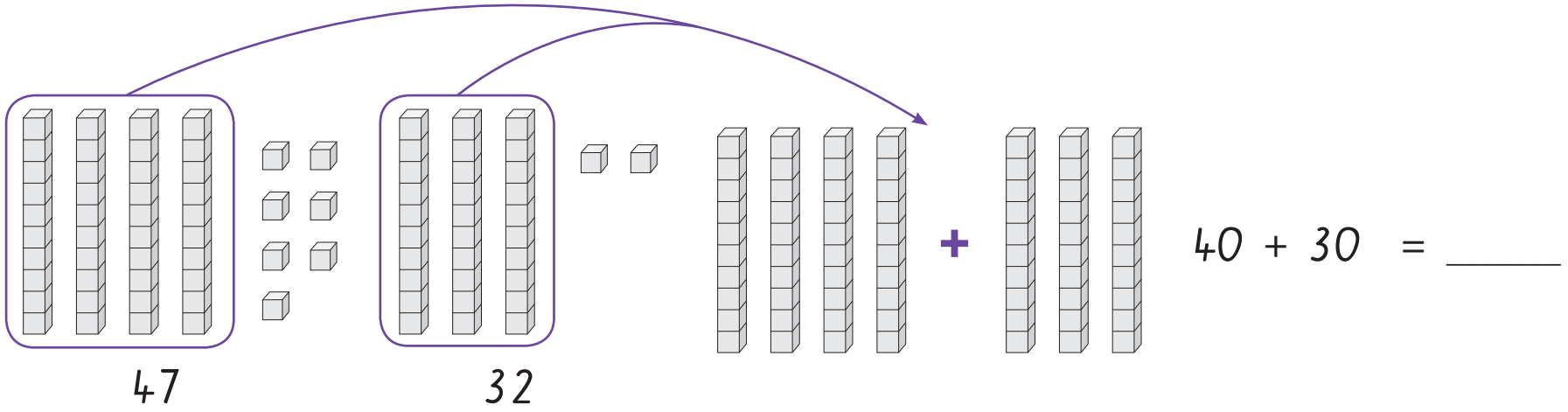
Look at the way the number sentence is written in each part of the example above. It is important to use this structure when using the split strategy as it shows each part of the problem.

Let's look at another example using the split strategy for the number sentence 47 + 32 = _____ . Use shorts and longs to represent the numbers in the example and write the answer to each number sentence.

Step 1: Split the numbers 47 and 32 into groups of ten and ones.

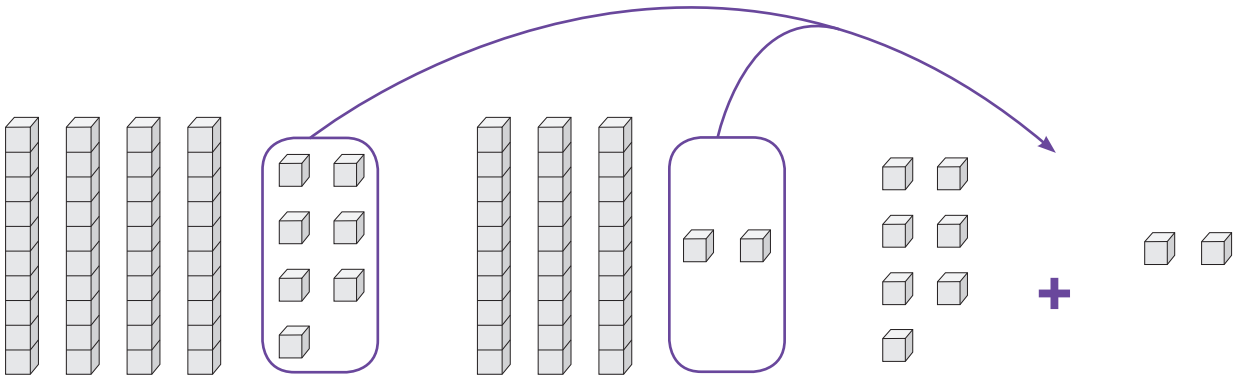
47 32

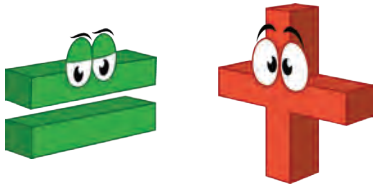
Step 2: Add the groups of ten to each other.



47 32

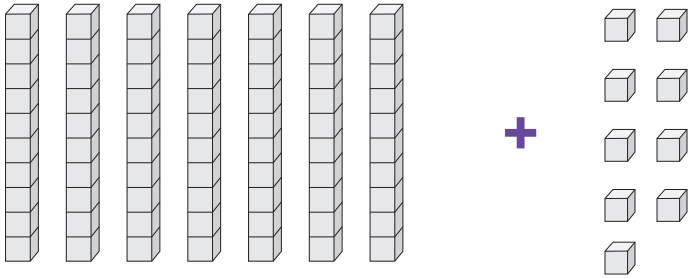
Step 3: Add the ones to each other.





$7 + 2 = \_\_\_\_\_$

Step 4: Combine the groups of ten and ones.



$70 + 9 = \_\_\_\_\_$

Step 5: Complete the number sentence.

$47 + 32 = \_\_\_\_\_$

Now it is your turn to use the split strategy to solve the number sentence 36 + 22 = _____ . Follow the steps below and use shorts and longs to represent the numbers. Complete the number sentences.

Step 1: Split the numbers 36 and 22 into groups of ten and ones. Draw the shorts and longs that the student shows in the boxes below. Ensure the student has the correct amounts and keeps the shorts and longs in front of them.

36

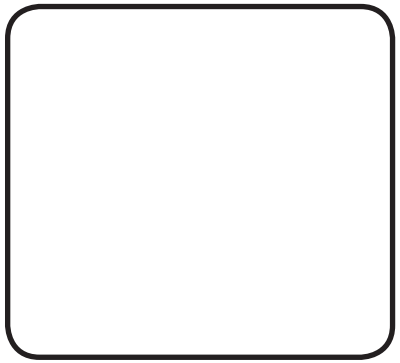
22

Step 2: Add the groups of ten to each other. Draw the longs that the student shows in the boxes below. The student then completes the number sentence to show what they have done.

\+

_____ + _____ = _____

Step 3: Add the ones to each other. Draw the shorts that the student shows in the boxes below. The student then completes the number sentence to show what they have done.



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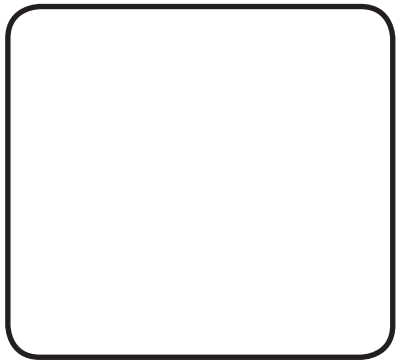
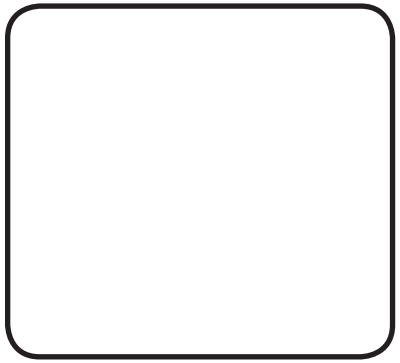
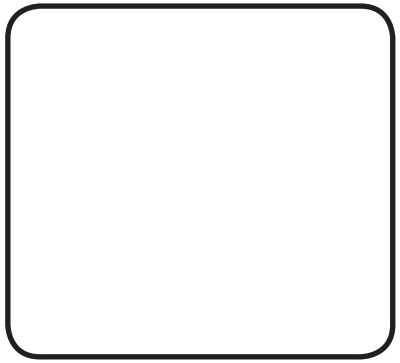


_____ + _____ = _____

Step 4: Combine the groups of ten and ones. Draw the longs that the student shows in the first box below. Draw the shorts that the student shows in the second box below. The student adds the groups of ten and ones and completes the number sentence.



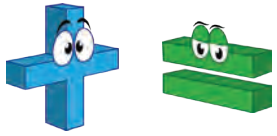
+



50 + 8 = _____

Step 5: Complete the number sentence.

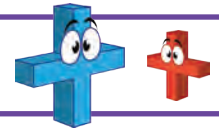
36 + 22 = _____



Look at the number sentences below. They show how the split strategy was used to solve the number sentences in the example on the previous pages.

36 + 22	Step 1: The numbers are split into groups of ten and ones.
30 + 20 = 50	Step 2: Add the groups of ten to each other.
6 + 2 = 8	Step 3: Add the ones to each other.
50 + 8 = 58	Step 4: Combine the groups of ten and ones.
36 + 22 = 58	Step 5: Write the answer to the number sentence.

Look at another example using the split strategy below.



65 + 21	Step 1: The numbers are split into groups of ten and ones.
60 + 20 = 80	Step 2: Add the groups of ten to each other.
5 + 1 = 6	Step 3: Add the ones to each other.
80 + 6 = 86	Step 4: Combine the groups of ten and ones.
65 + 21= 86	Step 5: Write the answer to the number sentence.

Complete the number sentences below using the split strategy. Use shorts and longs to help you. Assist the student to complete the first number sentence below using the instructions on the previous page.

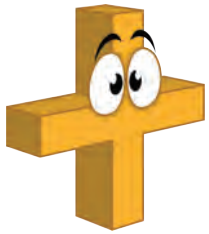
24 + 15

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

24 + 15 = _____



37 + 21

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

37 + 21 = _____

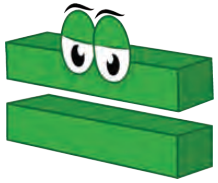
46 + 23

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

46 + 23 = _____



55 + 32

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

55 + 32 = _____

Let's use the split strategy to solve word problems. Remember a word problem is a type of maths problem that has a story and asks a question.

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

Read each problem to the student at least twice.

Here is the first word problem.

Laura decided to work out the age of her parents added together. Her mother is 38 and her father is 41. How old are Laura's parents altogether?

Laura's mother is 38 years old and Laura's father is 41 years old, so the key numbers in this word problem are 38 and 41.

The word 'altogether' is the key word in this problem and tells you to add to find the answer.

The number sentence to find the answer to this problem is 38 + 41 = _____ .

You are going to use the split strategy to help solve this word problem. Using shorts and longs, split the numbers into groups of ten and ones. Add the groups of ten and then add the ones. Combine the groups of ten to the ones. Write this answer in the number sentence above.

Let's use the split strategy to solve another word problem.

Ben is given stars on a chart when he does chores at home. He received 36 stars in the first month of his chart and 23 in the second month. How many stars has Ben received altogether?

Ben received 36 and 23 stars, so the key numbers in this word problem are 36 and 23.

The word 'altogether' is the key word in this problem and it tells you to add to find the answer.

The number sentence to find the answer to this problem is 36 + 23 = _____ .

You are going to use the split strategy to help solve this word problem. Split the numbers into groups of ten and ones. Add the groups of ten and then add the ones. Combine the groups of ten to the ones. Write this answer in the number sentence above.

Taking Away with the Split Strategy

Supervisor Information

Materials you will need:

- MAB longs
- MAB shorts

In this lesson the student will be learning to:

- use the split strategy to solve take away number sentences.

Background Information

When the split strategy is used to solve take away number sentences, confusion may occur as the student will see both the take away and add symbols. The student will take away the groups of ten and ones from each other. They then combine the answers which means they will be adding them to each other. It is important that the student understands that they are solving taking away number sentences.

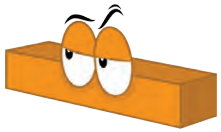
At this stage, the student should only use the split strategy when the ones digit in the first number is larger than the ones digit in the second number.

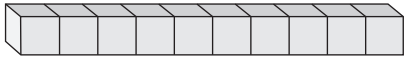
Supervisor Working with Student

In this unit you are looking at different strategies that are useful when solving adding and take away problems. Today you will learn to use the split strategy to solve take away number sentences.

Place a short in front of the student.

Remember this is called a short and it represents one.





Place a long in front of the student.

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

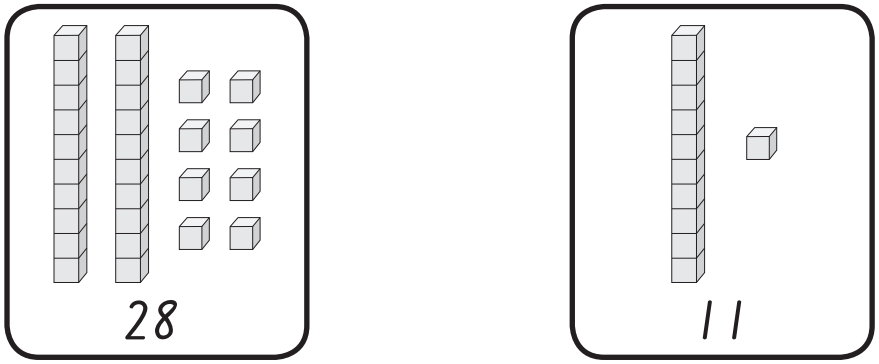
Place four longs in front of the student. **What number is represented by these longs?** 40

Place eight shorts in front of the student next to the longs. **What number is represented by these shorts?** 8

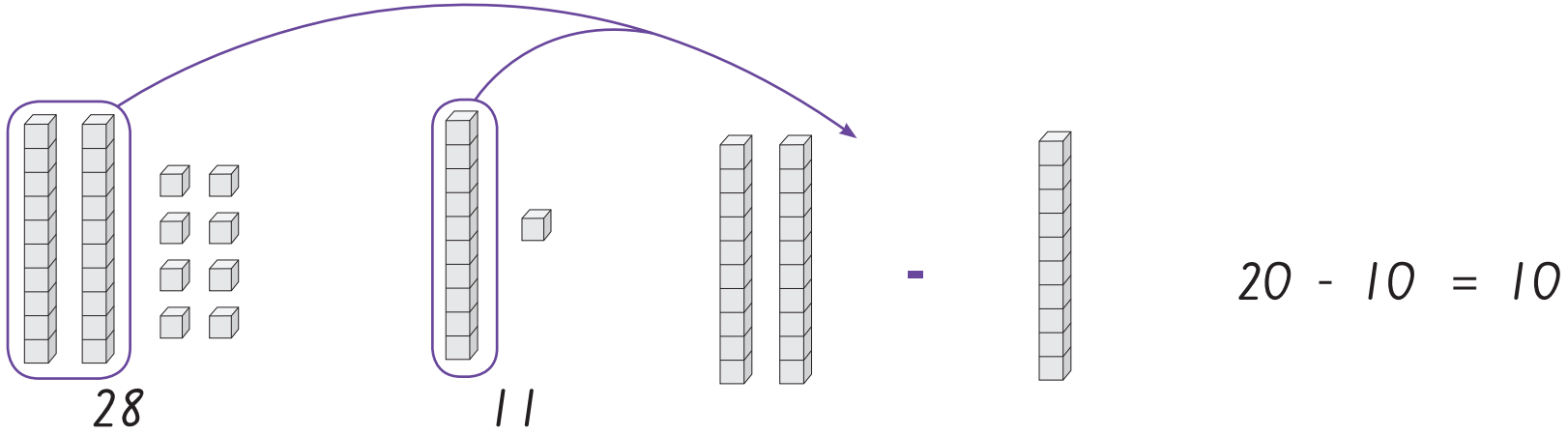
Using the split strategy to solve take away problems is similar to how it is used to solve adding problems. You take away the groups of ten and then the ones from each other. You then combine the groups of ten and ones which means you add them together. Look at how the split strategy is used to solve take away number sentences on the next page.

The steps below show how to find the answer to the number sentence 28 - 11 = _____ using the split strategy.
Use shorts and longs to show the student the example below.

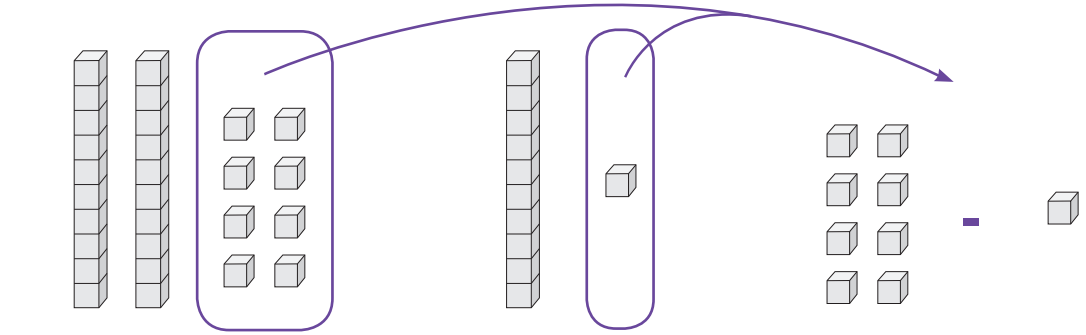
Step 1: Split the numbers 28 and 11 into groups of ten and ones.



Step 2: Take away the groups of ten from each other.



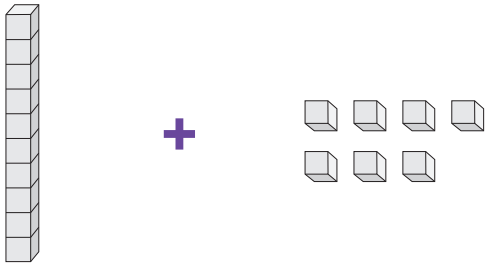
Step 3: Take away the ones from each other.



28 11

8 - 1 = 7

Step 4: Combine the groups of ten and ones. The add symbol is used as the groups of ten and ones are combined to make a two-digit number.

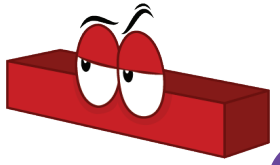


10 + 7 = _____

Step 5: Complete the number sentence.

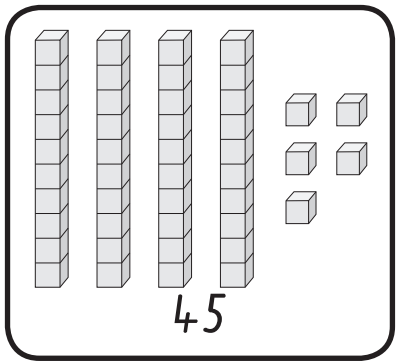
28 - 11 = _____

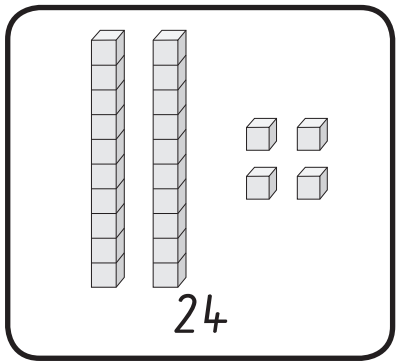
When the split strategy is used to solve take away number sentences, the take away and add symbols are used. The add symbol is only used to show when the groups of ten and ones are combined to make a two-digit number.



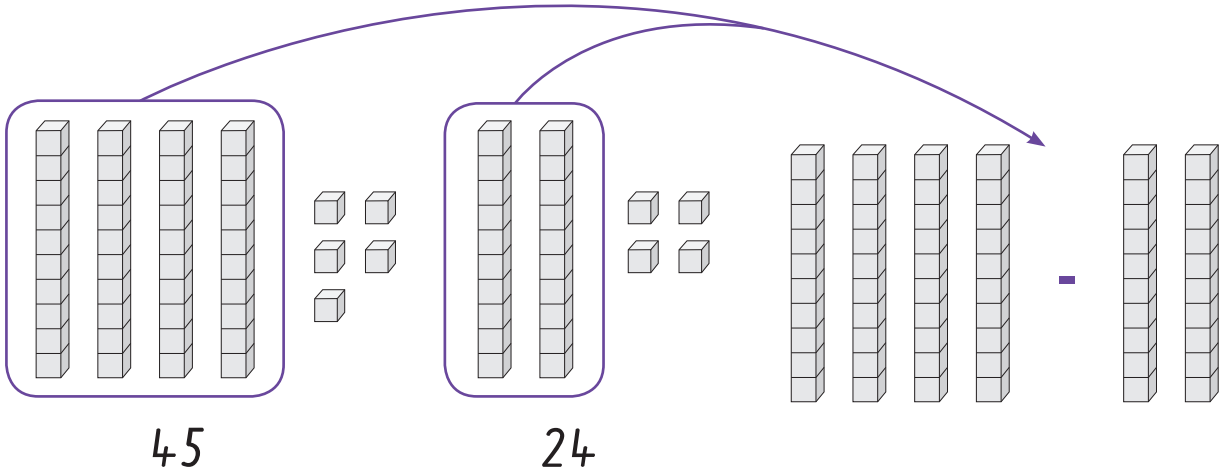
Let's look at another example that shows how to solve the number sentence 45 - 24 = _____ using the split strategy. Use shorts and longs to show the student the example below.

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



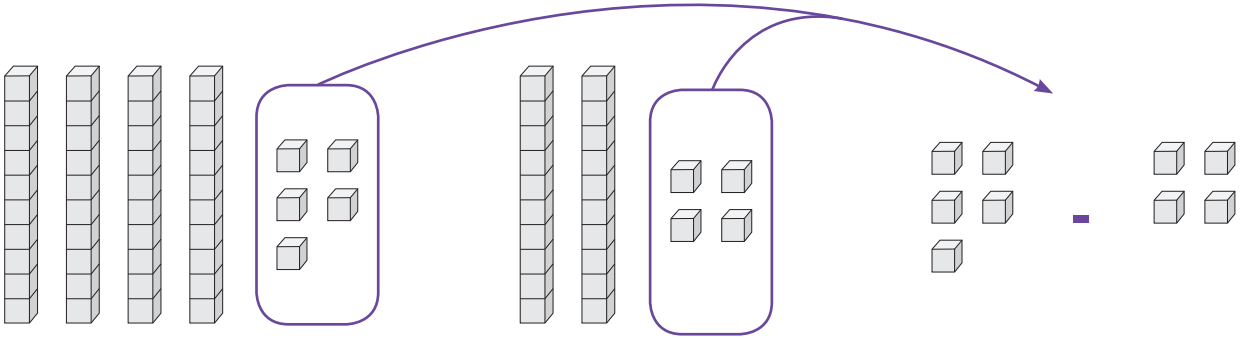


Step 2: Take away the groups of ten from each other.



40 - 20 = _____

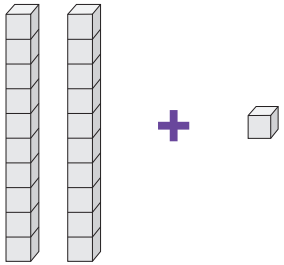
Step 3: Take away the ones from each other.



45 24

5 - 4 = _____

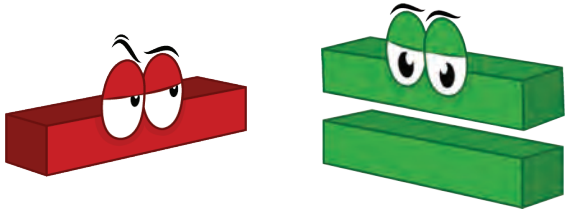
Step 4: Combine the groups of ten and ones.



20 + 1 = _____

Step 5: Complete the number sentence.

45 - 24 = _____



Now it is your turn to use the split strategy to solve the number sentence 29 - 14 = _____ . Follow the steps below and use shorts and longs to represent the numbers. Complete the number sentences.

Step 1: Split the numbers 29 and 14 into groups of ten and ones. Draw the shorts and longs that the student shows in the boxes below. Ensure the student has the correct amounts and keeps the shorts and longs in front of them.

29

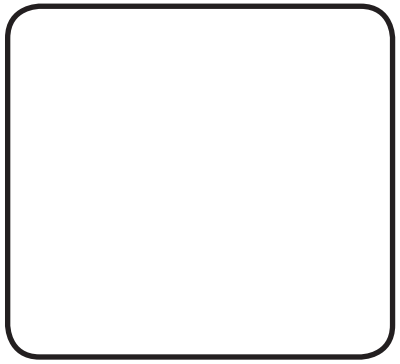
14

Step 2: Take away the groups of ten from each other. Draw the longs that the student shows in the boxes below. The student then completes the number sentence to show what they have done.

-

_____ - _____ = _____

Step 3: Take away the ones from each other. Draw the shorts that the student shows in the boxes below. The student then completes the number sentence to show what they have done.



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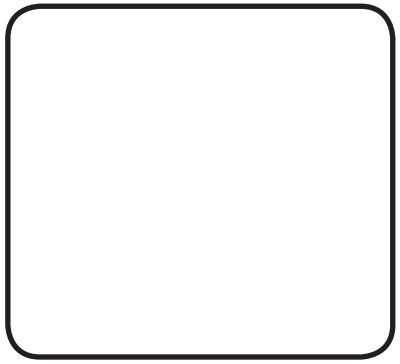
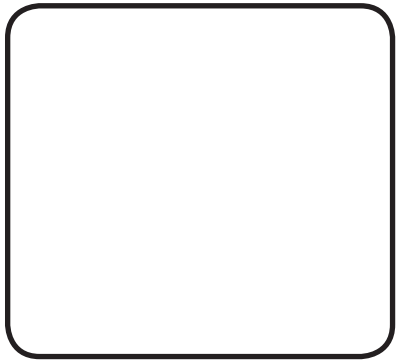


_____ - _____ = _____

Step 4: Combine the groups of ten and ones. Draw the longs that the student shows in the first box below. Draw the shorts that the student shows in the second box below. The student adds the groups of ten and ones and completes the number sentence.



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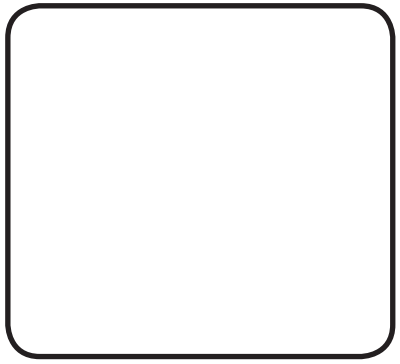


10 + 5 = _____

Step 5: Complete the number sentence.

29 - 14 = _____

Look at the number sentences below. They show how the split strategy was used to solve the number sentences in the example on the previous pages.

29 - 14

20 - 10 = 10 ← Step 2: Take away the groups of ten from each other.

9 - 4 = 5 ← Step 3: Take away the ones from each other.

10 + 5 = 15 ← Step 4: Combine the groups of ten and ones.

29 - 14 = 15 ← Step 5: Write the answer to the number sentence.

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

Look at another example using the split strategy below.

76 - 52

70 - 50 = 20 ← Step 2: Take away the groups of ten from each other.

6 - 2 = 4 ← Step 3: Take away the ones from each other.

20 + 4 = 24 ← Step 4: Combine the groups of ten and ones.

76 - 52= 24 ← Step 5: Write the answer to the number sentence.

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

Complete the number sentences below using the split strategy. Use shorts and longs to help you. Assist the student to complete the first number sentence below using the instructions on the previous page.

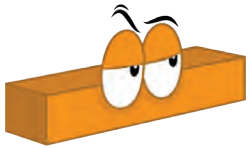
34 - 12

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

34 - 12 = _____



49 - 27

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

49 - 27 = _____

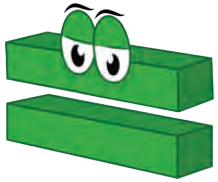
56 - 31

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

56 - 31 = _____



67 - 45

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

67 - 45 = _____

Let's use the split strategy to help solve word problems. Remember a word problem is a type of maths problem that has a story and asks a question.

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

Read each problem to the student at least twice.

Here is the first word problem.

Trisha picked 26 roses in her garden. She gave 12 roses to her neighbour. How many roses does Trisha have now?

Trisha picked 26 roses and gave 12 away, so the key numbers in this word problem are 26 and 12.

The words 'have now' are the key words in this problem and they tell you to take away to find the answer.

The number sentence to find the answer to this problem is 26 - 12 = _____ .

You are going to use the split strategy to help solve this word problem. Using shorts and longs, split the numbers into groups of ten and ones. Take away the groups of ten and then take away the ones. Combine the groups of ten to the ones. Write this answer in the number sentence above.

Let's use the split strategy to solve another word problem.

Tim is playing with 39 toy cars. His mum asks him to tidy up and he packs away 21 cars. How many cars does Tim have to put away now?

Tim has 39 cars and packs away 21 cars, so the key numbers in this word problem are 39 and 21.

The words 'have now' are the key words in this problem and they tell you to take away to find the answer.

The number sentence to find the answer to this problem is 39 - 21 = _____ .

You are going to use the split strategy to help solve this word problem. Using shorts and longs, split the numbers into groups of ten and ones. Take away the groups of ten and then take away the ones. Combine the groups of ten to the ones. Write this answer in the number sentence above.

Skill Tester

Student Name: _____

Make sure the student works on this Skill Tester **independently**. Your assistance to read and interpret instructions may be needed. Please give feedback on page 55 if the student was unable to complete the Skill Tester independently.

1. Solve the following adding number sentences using the jump strategy.

25 + 14 = _____

37 + 22 = _____

42 + 31 = _____

Student Name: _____

2. Solve the following take away number sentences using the jump strategy.

29 - 16 = _____

34 - 21 = _____

46 - 24 = _____

Student Name: _____

3. Solve the following adding number sentences using the split strategy.

23 + 16

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

23 + 16 = _____

35 + 21

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

35 + 21 = _____

42 + 36

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

42 + 36 = _____

54 + 45

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

54 + 45 = _____

Student Name: _____

4. Solve the following take away number sentences using the split strategy.

28 - 15

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

28 - 15 = _____

26 - 13

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

26 - 13 = _____

37 - 24

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

37 - 24 = _____

49 - 32

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

49 - 32 = _____

Olympic Fitness Grid

Decathlon Create your own 10 event obstacle course. Get creative: use cushions as hurdles, run around the clothesline x 3, throw a ball up to the ceiling 10 times. Time each attempt and aim to beat your PB.	**Rhythmic Gymnastics** Using hoops, ribbons, balls, and music, use lots of room to get creative with the equipment. Swirl with ribbons, pose and balance with balls, and perform tricks with a hoop.	**Basketball** Use two laundry baskets or targets. Toss your ball/toy/beanbag into your team's basket, get a family member to play too. Players can only take three steps before they pass the throwing item or take a shot.	**Archery** Set up some targets to throw a ball/sock at. Have a range of distances and sizes to hit. If you miss, choose one of the following: 30 star jumps, 20 squats, 40 second plank, 8 burpees or 50 mountain climbers.
Volleyball Set up a net using a rope or pool noodle. How many times can you hit a ball or balloon over the net?	**Soccer** Make a target on a wall using chalk and practise goal shooting. After 10 successful shots, 10 high knees, 10 push ups, 10 sit ups.	**Balance Beam** Drawing a line or using a plank of wood/skipping rope, walk forwards, backwards, sideways, practise your gymnastic walks/holds/turns.	**Hurdles** Drawing a line or using a plank of wood/skipping rope, walk forwards, backwards, sideways, practise your gymnastic walks/holds/turns.
Tennis Practice hitting a ball up and down on a tennis racquet. Practice hitting against a wall	**Skateboarding** Go for a skateboard/scooter/bike ride/ rollerblade and practise some tricks or balances on them! Aim for at least 20 minutes.	**Judo** Create a space (3x3m). Tuck two long socks/tea towels into the back of your pants. Your goal is to steal both of opponents socks before they get yours.	**Discuss** Use a frisbee and practise throwing as far as you can. Each time, sprint to collect, walk back to recover

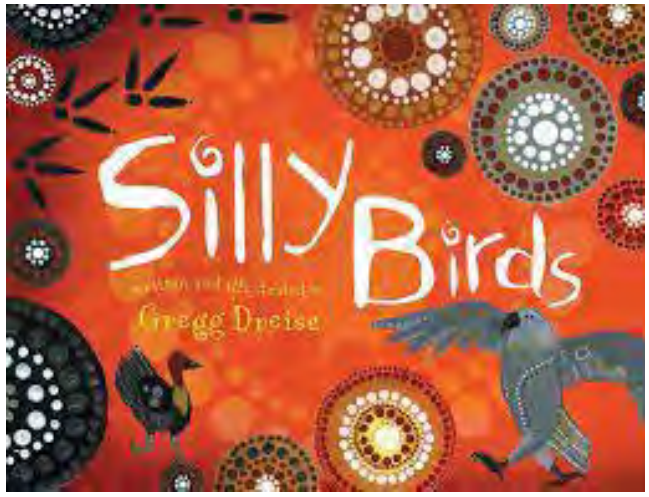
Erina Heights Public School
Learning from Home – Stage 1

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	2/3L Zoom link
Morning	**Spelling**	**Spelling**	**Spelling**	**Spelling**	**Spelling**
	Reading Eggs or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**	**Reading Eggs** or **Readtheory**
	Literacy/Writing Activities	**Literacy/Writing Activities** **Silly Bird**	**Literacy/Writing Activities**	**Literacy/Writing Activities**	**Literacy/Writing Activities**
	Recess Break				
Middle	**Maths** Lesson 1	**Maths** Lesson 2	**Maths** Lesson 3	**Maths** Lesson 4	**Maths** Lesson 5
	Manga High	**Manga High**	**Manga High**	**Manga High**	**Manga High**
	Lunch Break				
Afternoon	**Olympic Fitness Grid**	**Olympic Fitness Grid**	**Olympic Fitness Grid**	**Olympic Fitness Grid**	**Olympic Fitness Grid**
Optional 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				

*Extension writing tasks are here if your student needs some extra work to complete.

Stage 1 Writing Task: Monday Week 7



This week Stage 1 writing will focus on the book 'Silly Birds' written and illustrated by Gregg Dreise. This is a modern interpretation of a traditional story shared by Aboriginal Elders for many years.

1. What do you think this book will be about?

I predict ……

2. What clues on the front cover tell us it might be an Aboriginal story?

The front cover gives me clues it is an Aboriginal story because of …..

3. What sort of birds do you think are on the front cover?

I think the two birds on the front cover are ….

4. Do you think both the birds will be 'silly'? Why?

Stage 1 Writing Task: Tuesday Week 7 Watch the read aloud of Silly Birds and fill in the boxes below

Title:

Setting: Where and when?

Characters: Who?

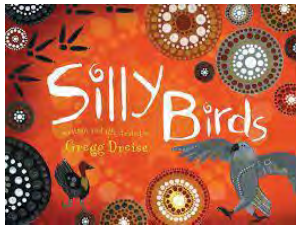
Beginning:

Middle:

End:

Stage 1 Writing Task: Wednesday Week 7 Character Description:

Write words (adjectives) or phrases to describe Wagun and his personality



Wagun the Bush Turkey

Stage 1 Writing Task: Thursday Week 7

1. **What is the message this book is trying to share with us?**

2. **Fill in the missing words from the text. Hint: You will find the words you need in the box at the bottom of the page. You can also listen to the story again too.**

Children are reminded to always _____ and _____ before speaking.

To always _____ Elders' knowledge and experience.

To only take what you _____ and never be ____ greedy.

too	turkeys	respect	need	look	friends	listen

And to always choose your _____ wisely, because it is hard to soar like an eagle when you are surrounded by _____.

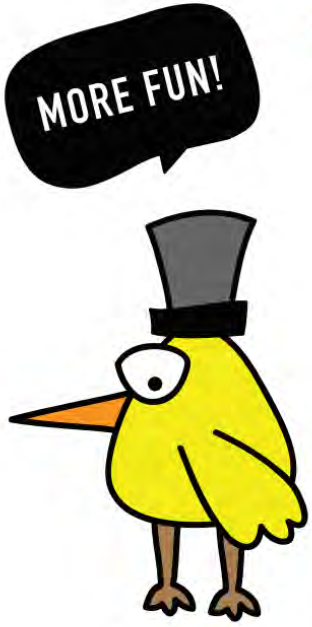
Writing Wk 7 - Friday Fun

Roll and draw your own 'Silly Bird' and write a paragraph to describe the silly things it might get up to. Make sure your bird learns their lesson and changes their ways in the end.

CHANGE IT UP!

DICTATE WHAT STUDENTS CAN ADD TO THEIR COMPLETED DRAWING BEFORE COLORING.
THIS IS A FUN ACTIVITY TO GET EVERYONE INVOLVED.

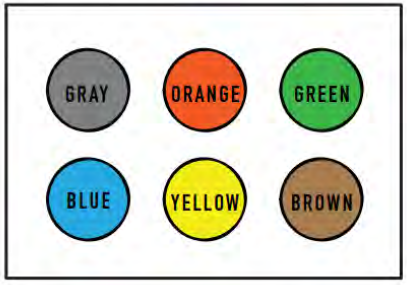
SILLY BIRD



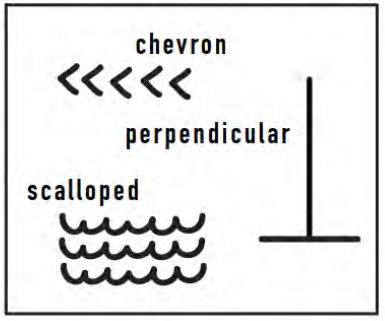
ADD THESE ELEMENTS TO YOUR DRAWING

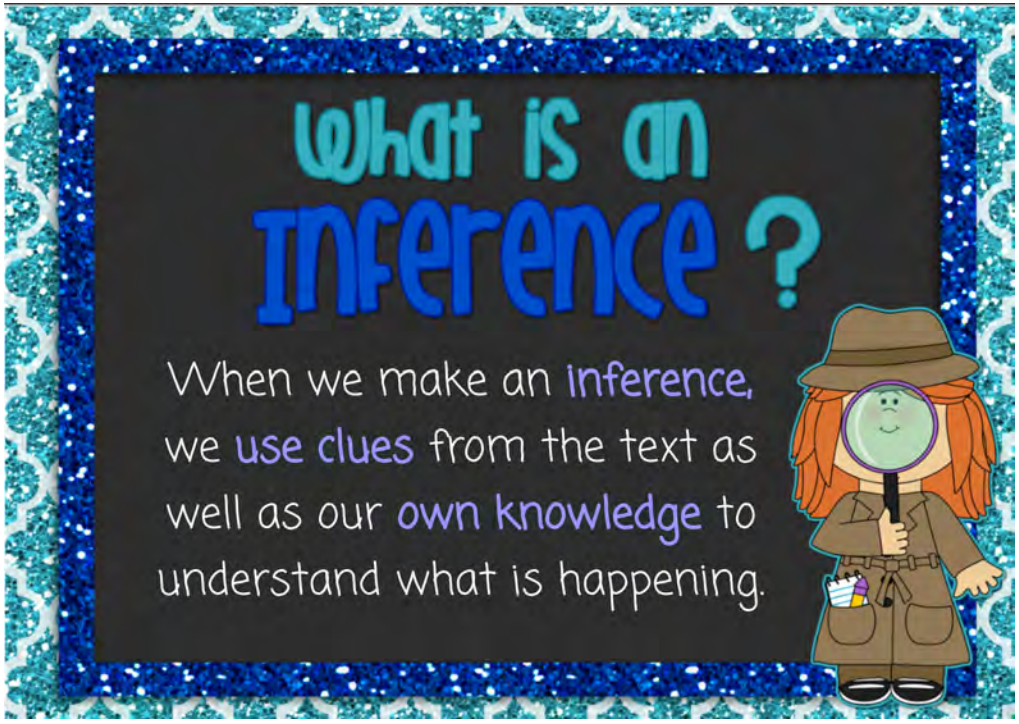
1. branch with leaves
2. shining sun
3. friends
4. holding something
5. eyebrows
6. shoes
7. birdhouse
8. water fountain
9. candy
10. umbrella

ADD THESE COLORS



ADD THESE LINES
(to your scene or background)





Your task is to look at the photos and answer the questions underneath based on what you can

infer

Look at the following example.

Answer the questions in your workbooks. 1 per day this week

MAKE AN INFERENCE

What is happening? A young boy is about to jump in some puddles of water

Where is this happening? Possibly at a park

Who is the person in the photo? A young boy, possible about 4years old

How are they feeling? Adventurous, excited, mischievous

What happened just before this photo was taken? He was walking along a pathway with his mum or dad and spotted some puddles of water.

What do you think will happen next? He will have a great time, laughing and jumping around in the puddles and get very wet!

MAKE AN INFERENCE

What is happening?

Where is this happening?

What season could it be?

What time of year is it?

How do you think the person is feeling?

What is the person doing?

What happened just before this photo was taken?

MAKE AN INFERENCE

Who are the people?

Where is this happening?

What do you think they are doing?

How do you think they are feeling?

Why are they cheering at the laptop?

What happened just before this photo was taken?

MAKE AN INFERENCE

What is happening?

Why is the dog wearing a hat?

How do you think the dog is feeling?

What happened just before this photo was taken?

What do you think will happen next?

MAKE AN INFERENCE

What is happening?

Where is this happening?

Who are the person in the photo?

What time of day could this be?

What happened just before this photo was taken?

What do you think will happen next?

MAKE AN INFERENCE

Who are the people in the picture?

Where is this happening?

What do you think they are doing?

What sport are they playing?

How do you think they are feeling?

What happened just before this photo was taken?

What do you think will happen next?

Naming Flat Surfaces

Supervisor Information

Materials you will need:

- examples of: cones, cubes, spheres, prisms and cylinders
- colour pencils
- piece of paper
- **Lesson 1: Resource Sheet 1**

In this lesson the student will be learning to:

- recognise that the flat surfaces of three-dimensional objects are two-dimensional shapes and then name the shapes of these surfaces.

Background Information

Examples of 3D objects to be collected include: ice-cream cones, party hats, six-sided dice, MAB minis, an orange, a tennis ball, marbles, a tissue box, a shoe box, a cereal box, cans of food and toilet paper.

A prism is a three-dimensional object that has flat sides and two identical bases. Bases could be in the shape of a triangle, rectangle, square, pentagon, hexagon, octagon, etc. For a prism to be classified as a cube, all faces need to be squares. In Stage 1 the student does not need to be able to explain this. However, if during the grouping activity the student tries to group a prism with cubes, ask them if all its faces are squares. If the answer is no, it is a prism and not a cube.

However, all of these will be introduced to students as 'prisms'. In Stage 1, they will not specifically be named as 'triangular prism' or 'octagonal prism', etc.

Assist the student to cut out **Lesson 1: Resource Sheet 1** prior to beginning the lesson.

Supervisor Working with Student

Place the 3D objects you have collected and the label cards from **Lesson 1: Resource Sheet 1** in front of the student.

3D objects have names. Point to the can. **This is a can, it is also a cylinder. I am going to move it to its own group and place the cylinder label in front of it.**

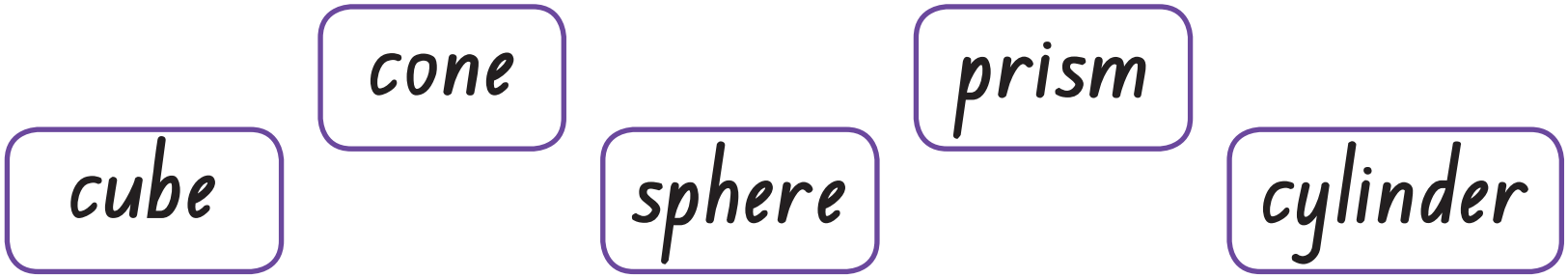
What different types of 3D objects in this group can you name? Point to the object as you name it and move it to the correct group. Use the labels to help you identify the 5 different groups.

Allow time for the student to identify the 3D objects. If required, point to an object you have found that fits into each of the following 5 groups of 3D objects: cones (e.g. ice-cream cone), cubes (e.g. box), cylinders (e.g. can), prisms (e.g. tissue box) and spheres (e.g. tennis ball).

I want you to sort the 3D objects in front of you into groups based on whether they are cones, cubes, cylinders, prisms or spheres.

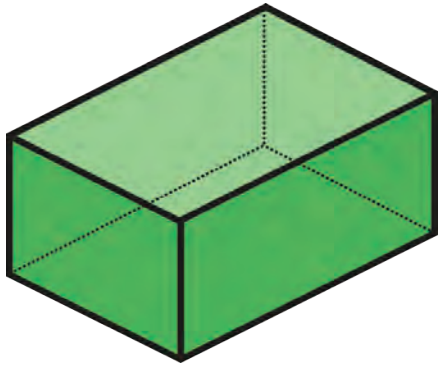
Point to and name the groups you have made.

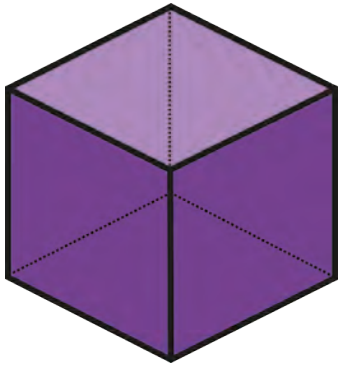
Keep the groups of objects on the table to help the student complete the following activites.

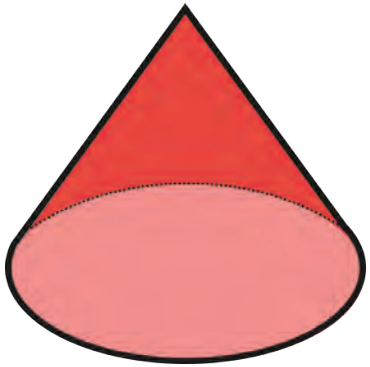


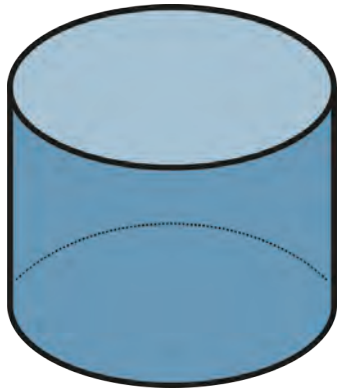
Write the correct name under each 3D object.

cube cylinder sphere cone prism









Tracing flat surfaces

Look at the groups you have made with the 3D objects.

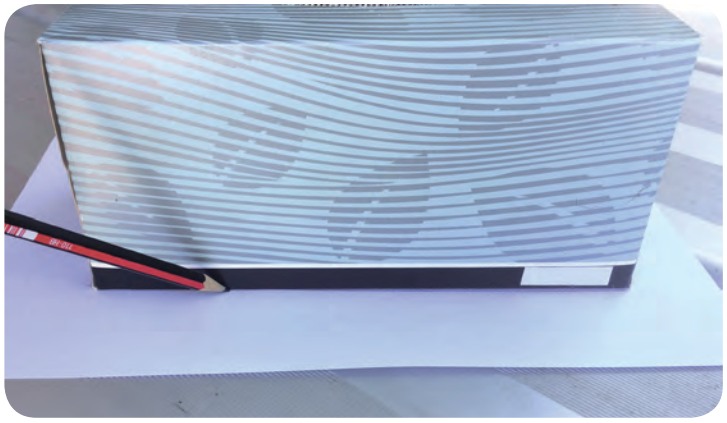
The student will need a pencil and a piece of paper. They may need assistance with tracing around the objects.

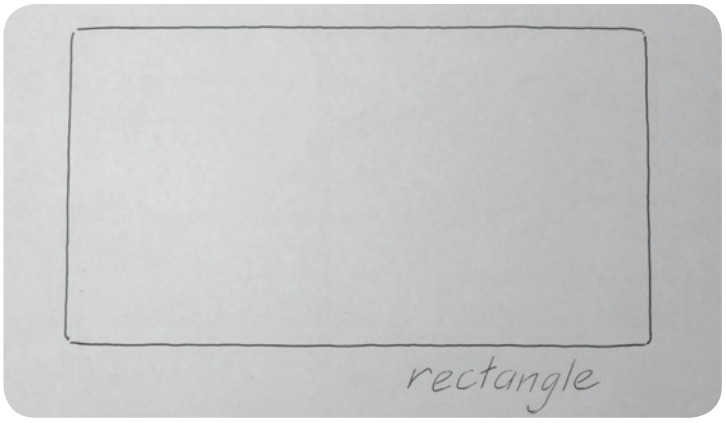
Starting with a prism, place one of the flat surfaces on the piece of paper, then trace along each of the edges.

What 2D shape have you drawn? Write the name of the shape underneath it.

Continue tracing one flat surfaces of a cube, a prism, a cone and a cylinder.

Check to ensure the student is tracing a flat surface on the cone and the cylinder and not a curved surface.





For this activity, ensure the student uses a rectangular prism, for example a tissue box.

In this activity we are going to investigate all the flat surfaces and faces of 3D objects. You might have already noticed that every flat surface on a 3D object or face is also a 2D shape.

Give the cube to the student.
How many faces are there on this 3D object? (6)
What 2D shape do you see on the faces? (squares)

Give the cone to the student.
How many flat surfaces are there on this 3D object? (1)
What 2D shape do you see on the flat surfaces? (circle)

Give the cylinder to the student.
How many flat surfaces are there on this 3D object? (2)
What 2D shape do you see on the flat surfaces? (circle)

Give the prism to the student.
How many faces are there on this 3D object? (6)
What 2D shapes do you see on the faces? (rectangles)

A prism is a 3D object that has rectangular faces (point to the rectangular faces) **and two faces on each that are the same shape.**

Give the sphere to the student.
How many flat surfaces are there on this 3D object? (0)
What 2D shapes do you see? (none)

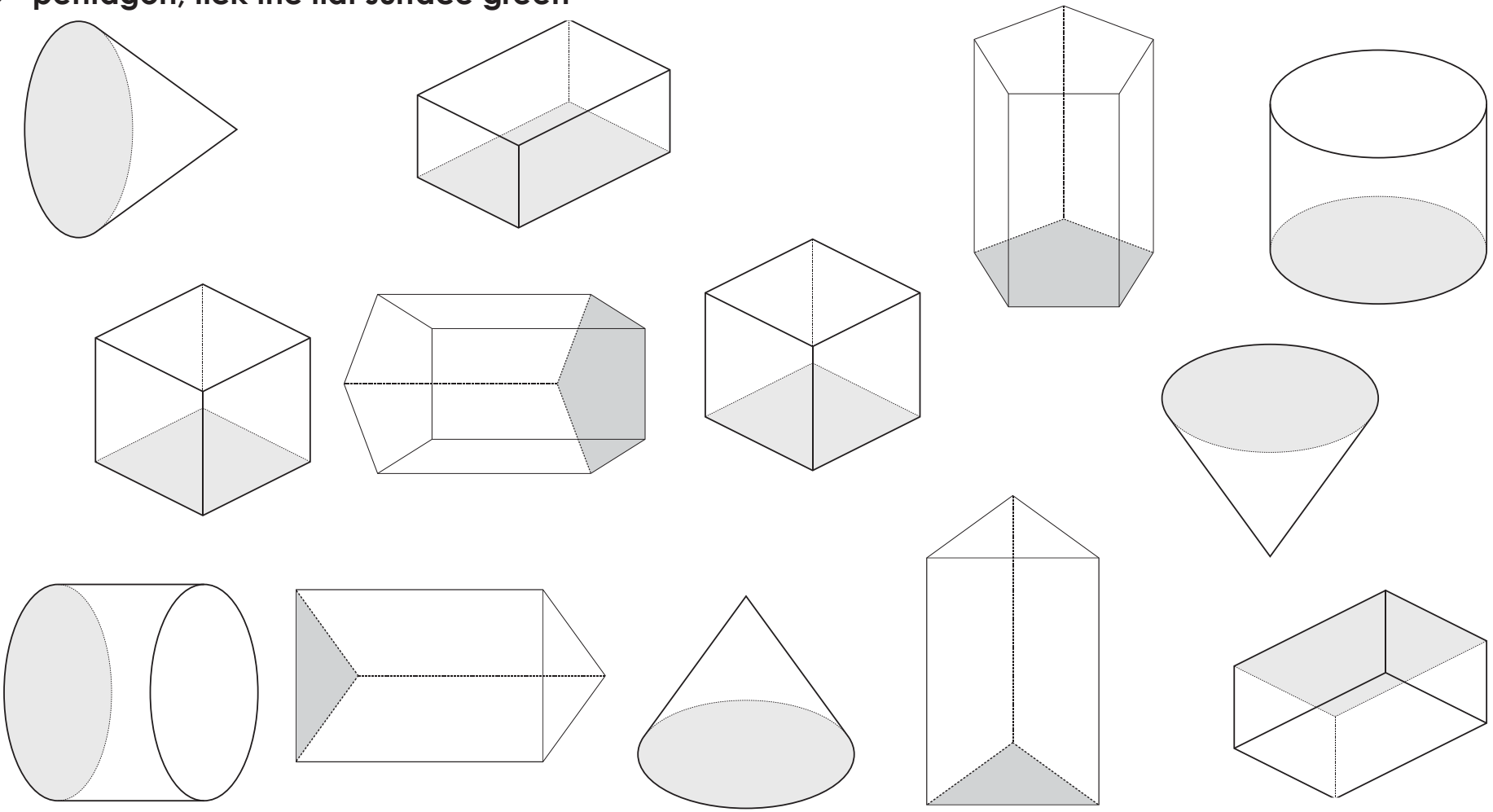
Why do you think there are no 2D shapes on the sphere? (There are no flat surfaces)

Did you notice that I called the flat surfaces on cubes and prisms 'faces', but I did not call the flat surfaces on cones and cylinders 'faces'?

Compare the flat surfaces on cones and cylinders with the faces on the cubes and prisms. What is the main difference?
The flat surfaces on cones and cylinders are circles. For a flat surface to be called a face, like on the cubes and prisms, it has to have straight edges (run finger along the edges of a face on a cube or prism).

The flat surfaces on cones and cylinders have curved edges (run finger along curved edge of flat surface on a cone or cylidner), **this is why we don't call them faces.**
In this activity you will be sorting 3D objects based on the shapes of their flat surfaces.
Be careful, you might have to tick some 3D objects using more than one colour.
If the 3D object has a flat surface that is a:

- **square, tick the flat surface blue**
- **circle, tick the flat surface yellow**
- **rectangle, tick the flat surface red**
- **triangle, tick the flat surface orange**
- **pentagon, tick the flat surface green**



cube

prism

cone

cylinder

sphere

Sorting 3D Objects

Supervisor Information

Materials you will need:

- examples of: cones, cubes, spheres, prisms and cylinders
- colour pencils

In this lesson the student will be learning to:

- sort three dimensional objects according to particular attributes, e.g. the shape of the surfaces;
- explain the attribute or multiple attributes used when sorting three-dimensional objects.

Background Information

3D objects that could be used include: ice-cream cones, party hats, six-sided dice, MAB minis, an orange, a tennis ball, marbles, a tissue box, a shoe box, a cereal box, tins of food and toilet paper.

It is important for the student to be able to sort 3D objects according to the shape of the flat surfaces. They should recognise that some 3D objects have more than 1-shaped flat surface. For example prisms can have 2 different shapes - triangles and rectangles, pentagons and rectangles, etc.

Supervisor Working with Student

Gather all of the 3D objects from **Lesson 1** and place them in front of the student.

I want you to sort these objects into groups according to the shape of the flat surfaces. Allow time for the student to sort the objects.

How have you grouped these objects?

Encourage the student to describe each group.

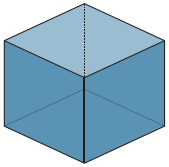
Do any of the 3D objects have more than one type of 2D shape on its flat surfaces and faces? (some prisms may have more than one shape)

Could you re-group the objects differently?

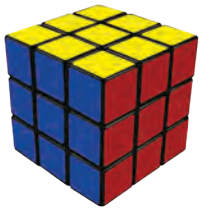
If so, tell the student to sort the 3D objects into different groups and ask them to explain what they have done.

In the space below, draw a picture to show some of the ways you sorted the 3D objects according to the shape of their flat surfaces. Give each group a title. An example has been done for you.

Only square shaped flat surfaces



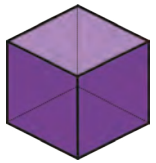
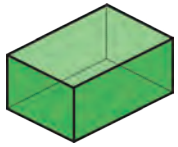
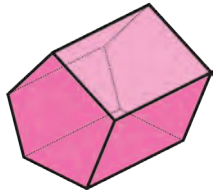
Cube



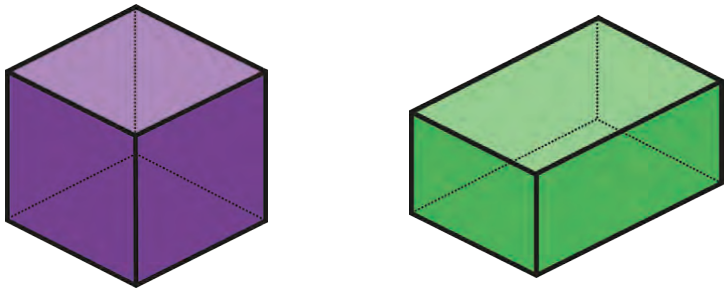
Rubiks cube

Dice

I want you to complete this table by identifying the number of flat surfaces or faces on a 3D object and the 2D shape of the flat surfaces or faces.
Tell me the difference between a flat surface and a face.

3D Object	Flat surfaces	Shape of surfaces or faces
cube 		
prism 		
cylinder 		
prism 		
prism 		
cone 		

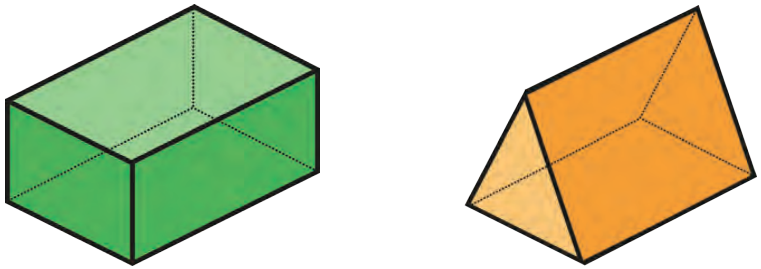
Look at these 3D objects. There is a cube and a prism.



What is the same about these objects? (they both have 6 flat surfaces)

What is different about these objects? (the cube has square-shaped flat surfaces, the prism has rectangular-shaped flat surfaces)

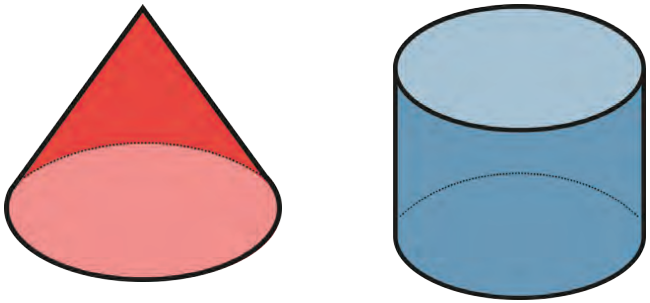
Look at these 3D objects. They are both prisms.



What is the same about these objects? (they both have rectangular-shaped flat surfaces)

What is different about these objects? (one has triangular-shaped flat surfaces, the other does not)

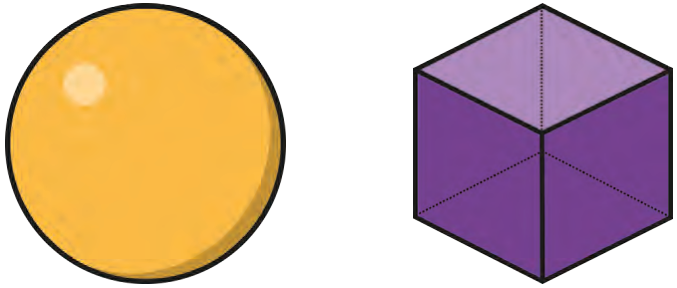
Look at these 3D objects. There is a cone and a cylinder.



What is the same about these objects? (both have a curved surface and a circlular-shaped flat surface)

What is different about these objects? (cylinder has two circular-shaped flat surfaces)

Look at these 3D objects. There is a sphere and a cube.



What is the same about these objects? (both 3D objects, otherwise nothing)

What is different about these objects? (sphere has single curved surface, cube has 6 square-shaped surfaces)

Making a 3D Model

Supervisor Information

Materials you will need:

- a variety of 3D objects
- glue or sticky tape

In this lesson the student will be learning to:

- represent three-dimensional objects including landmarks, by making simple models or by drawing;
- choose a variety of materials to represent three-dimensional objects.

Background Information

Students will be creating a model using 3D objects. They are encouraged to be creative and use as many different 3D objects as possible.

They can glue the objects together or use sticky tape.

Keep the model for use in **Lesson 4** and the **Skill Tester**.

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Supervisor Working with Student

In this lesson, you will be making a model using 3D objects. You can make a robot, a city, a landmark, a toy. Be creative!

You will need a variety of different 3D objects from your environment. You will also need scissors, glue and something solid to build your model on.

Discuss with the student what model they want to make, if required refer to the images on the next page for ideas. Once they have made a decision, assist them to gather the materials required to make the model.

Before you assemble your model, I want you to identify the different 3D objects you have found using the terms cylinder, cube, prism, sphere, cone. Allow time for the student to list the objects they will be using.

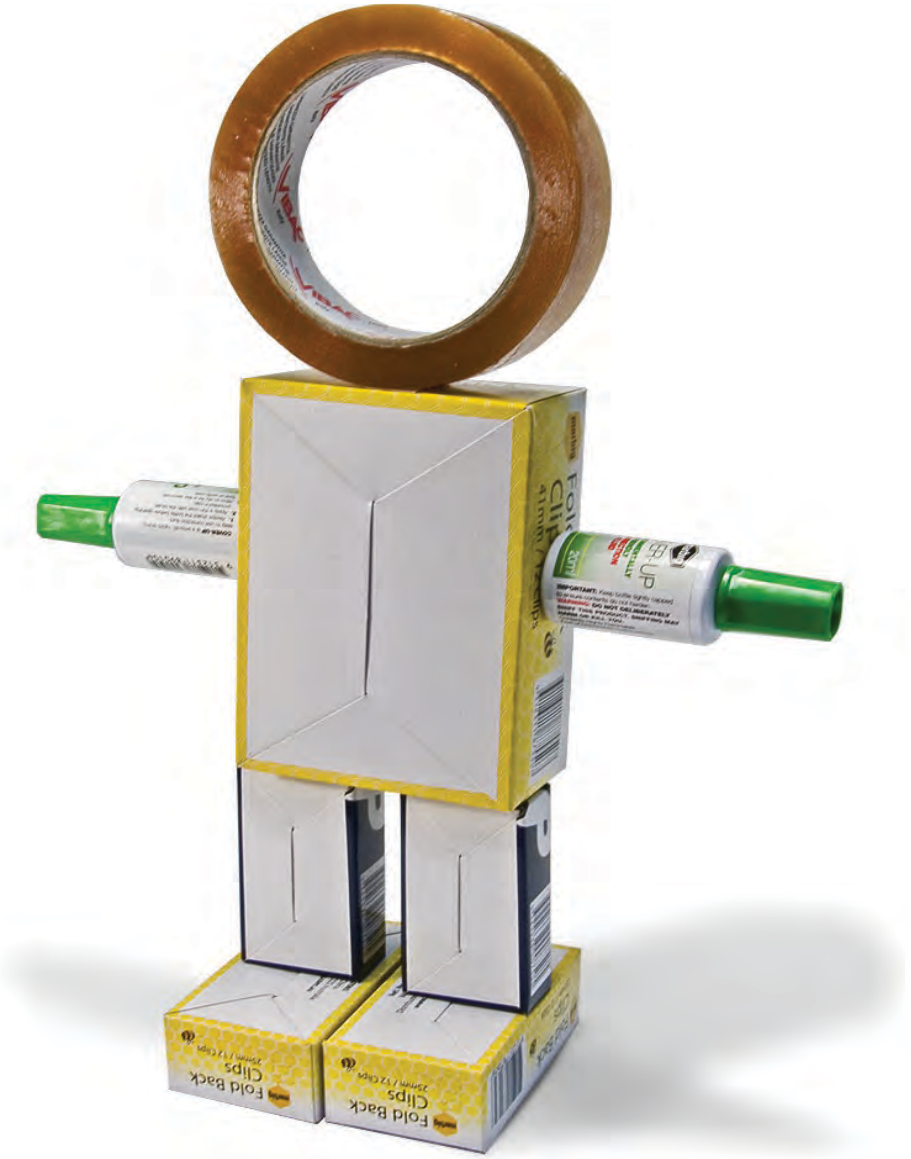
Now I am going to select one of your objects and describe it. The following description is based on a prism, such as a tissue box, change the description if required: **This is a tissue box, it is a prism. It has 6 faces and they are all rectangles.**

I want you to choose two of your objects and describe them to me.

When you are assembling your model, you need to think about what 3D object you are representing. You will also need to think about what surfaces will fit together well.

You will see some examples below of models that were made using 3D objects.

You will need your model in Lesson 4.


Fold Back
Clips
Fold Back
Clips

Representing a 3D Model in a Drawing

Supervisor Information

Materials you will need:

- model from **Lesson 3**
- piece of paper
- colour pencils

In this lesson the student will be learning to:

- represent three-dimensional objects including landmarks, by making simple models or by drawing;
- explain or demonstrate how a simple model was made.

Background Information

The student will need the model they made with 3D objects from **Lesson 3**.

They will be representing their 3D model as 2D shapes in a drawing. It is important that they draw their picture from a consistent view of the model. For example, it they are drawing the model from the front view, make sure they use this view for the whole drawing.

Supervisor Working with Student

Place the model created in **Lesson 3** in front of the student.
Have a piece of paper and colour pencils nearby for the student to use.

What did you make?

What 3D objects did you use for each part of your model?
Encourage the student to describe each part of the model in detail and explain why they chose a certain 3D object to represent a specific part of the model. For example, 'I chose a tissue box, which is a prism, to be a building in my model because it is the same 3D shape as a lot of buildings I have seen.'

You are going to represent your model in a different way in this lesson. This time you are going to draw a picture of your model.

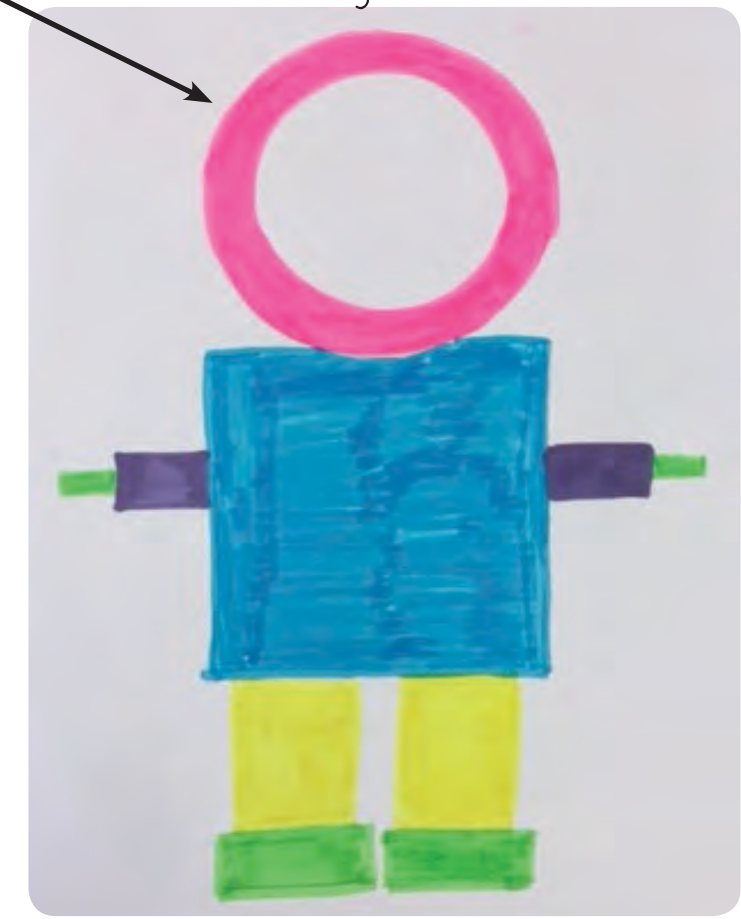
When you do this, you will be focusing on the flat surfaces or faces of the 3D object you used in the model.

In the pictures below, you will see a model made of 3D objects and you will see a drawing beside it. The drawing represents the 3D objects in a different way as it focuses on the 2D flat surface of each 3D object in the model.

Before you start drawing, postion your model so you are looking straight at it. Look at the flat surfaces that you can see on the model and decide how you are going to draw them as a 2D shape.

When you have decided how to draw your model, you are ready to start.

Circle to show circular-surface of cylinder



After drawing

What 2D shapes did you draw for each part of your model?
Encourage the student to describe each part of the model in detail and explain why they chose a certain 2D shape to represent a specific part of the model.

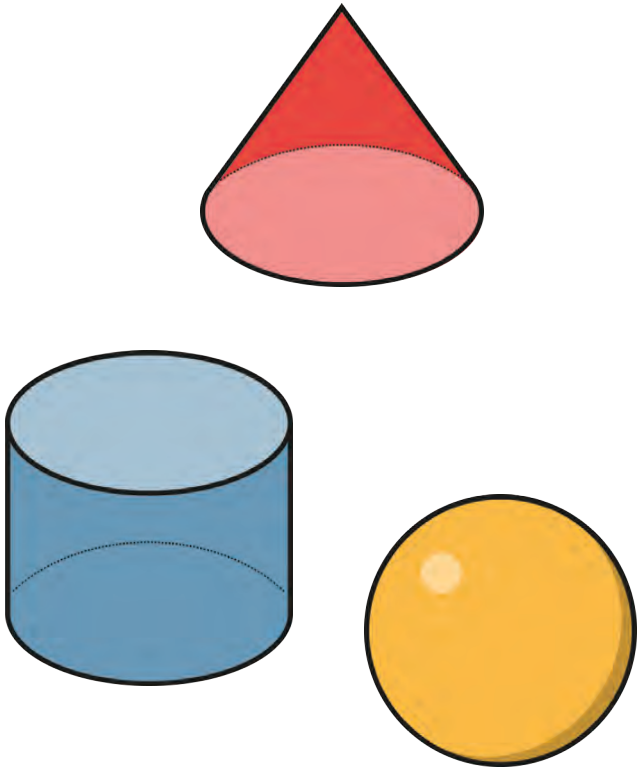
Label your drawing to show why you chose the 2D shapes to represent surfaces from 3D objects in your model. An example has been completed for you on the diagram above.

Skill Tester

Student Name: _____

Make sure the student works on this Skill Tester **independently**. Your assistance to read and interpret instructions may be needed. Please give feedback on page 33 if the student was unable to complete the Skill Tester independently.

1. Draw a line to match the 3D object to the correct name. More than 1 object can be matched to the same name.



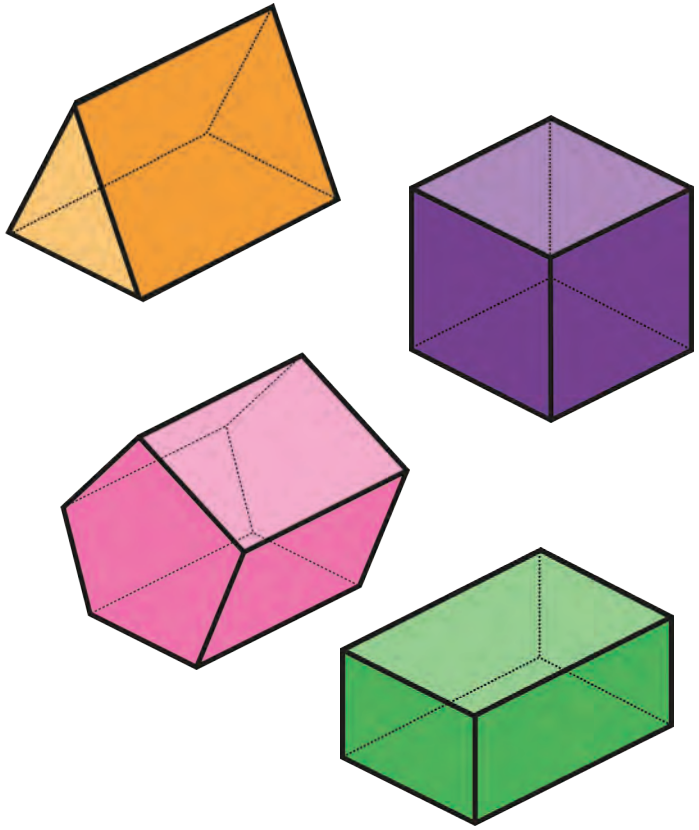
cylinder

prism

cone

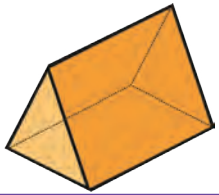
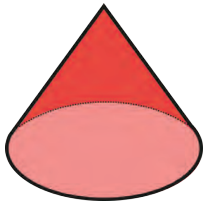
sphere

cube



Student Name: _____

2. Fill in the blanks to complete the table.

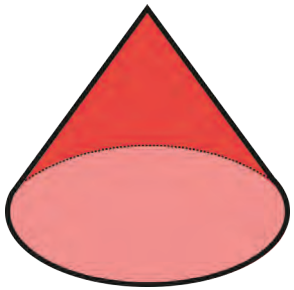
3D object	Number of flat surfaces	Shape of flat surfaces
prism 		triangles and rectangles
		squares
	2	circles
	6	rectangles
cone 		

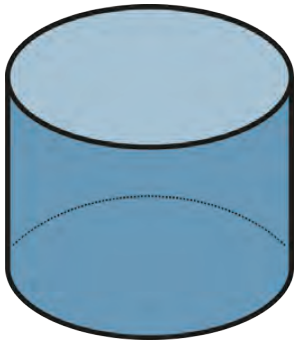
Use the words from the word bank to complete the sentences in questions 3 and 4.

square cylinder cube cone curved

prism rectangle six

3. Look at the objects and complete these sentences.



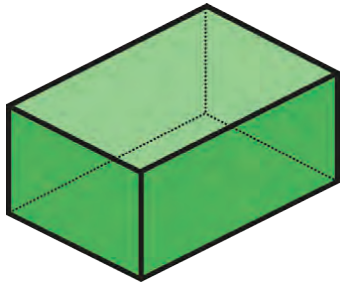


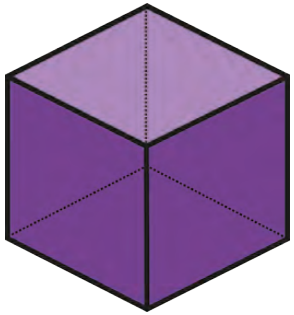
What is the same about these objects?

They all have _____ surfaces.

The _____ and the _____ have flat surfaces.

4. Look at the objects and complete these sentences.





What is the same about these objects?

They both have _____ faces.

What is different about these objects?

The _____ has _____ shaped faces.

The _____ has _____ shaped faces.

Student Name: _____

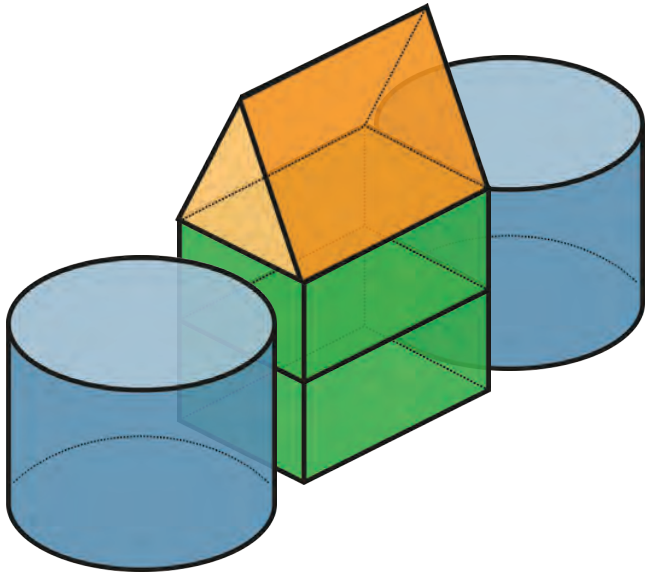
REC Discuss the following questions with the student. Record the student's answers for the teacher.

Working Mathematically

You will need the model from **Lesson 3**.

a. Oliver builds a model using five 3D objects.

What five 3D objects has he used?



b. Tell your teacher what model you made.

List the objects you used, the type of 3D object it is, and describe each 3D object to the teacher.

Explain why you choose each 3D object to be a part of your model.

Olympic Fitness Grid

Decathlon Create your own 10 event obstacle course. Get creative: use cushions as hurdles, run around the clothesline x 3, throw a ball up to the ceiling 10 times. Time each attempt and aim to beat your PB.	**Rhythmic Gymnastics** Using hoops, ribbons, balls, and music, use lots of room to get creative with the equipment. Swirl with ribbons, pose and balance with balls, and perform tricks with a hoop.	**Basketball** Use two laundry baskets or targets. Toss your ball/toy/beanbag into your team's basket, get a family member to play too. Players can only take three steps before they pass the throwing item or take a shot.	**Archery** Set up some targets to throw a ball/sock at. Have a range of distances and sizes to hit. If you miss, choose one of the following: 30 star jumps, 20 squats, 40 second plank, 8 burpees or 50 mountain climbers.
Volleyball Set up a net using a rope or pool noodle. How many times can you hit a ball or balloon over the net?	**Soccer** Make a target on a wall using chalk and practise goal shooting. After 10 successful shots, 10 high knees, 10 push ups, 10 sit ups.	**Balance Beam** Drawing a line or using a plank of wood/skipping rope, walk forwards, backwards, sideways, practise your gymnastic walks/holds/turns.	**Hurdles** Drawing a line or using a plank of wood/skipping rope, walk forwards, backwards, sideways, practise your gymnastic walks/holds/turns.
Tennis Practice hitting a ball up and down on a tennis racquet. Practice hitting against a wall	**Skateboarding** Go for a skateboard/scooter/bike ride/ rollerblade and practise some tricks or balances on them! Aim for at least 20 minutes.	**Judo** Create a space (3x3m). Tuck two long socks/tea towels into the back of your pants. Your goal is to steal both of opponents socks before they get yours.	**Discuss** Use a frisbee and practise throwing as far as you can. Each time, sprint to collect, walk back to recover