

#### Erina Heights Public School Learning from Home - Stage 2



	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00	Daily Zoom Meeting	2/3L Zoom link	<u>3A Zoom Link</u>	3/4C Zoom Link	<u>3/4C Zoom Link</u>	
Morning	Literacy Activities	Literacy Activities	Literacy Activities	Literacy Activities		
	Maths Activities	Maths Activities	Maths Activities	Maths Activities	FUN FRIDAY	
Middle	Manga High	Manga High	Manga High	Manga High	BINGO GRID	
		Lunch	Break			
Afternoon	A Week of Activities	A Week of Activities	A Week of Activities	Week of Activities A Week of Activities		
Optional Activities	<ul> <li>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 <u>www.digitallunchbreak.nsw.gov.au</u></li> </ul>					

# Literacy Activities

Stage 2 – Week 10-

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# EXPECTATIONS

## 'Mistakes are proof that you are trying'

- Do one activity each day.
- If you get stuck, send your teacher a message on Google Classroom.
- You can add extra slides to do your answers, otherwise you can do your work in a Google doc or workbook at home.
- Submit your work on Google Classroom.
- Do the best you can! 😌



# TONES & I - Cloudy Day

## Interpreting & Analysing Text

**Learning Intention:** To justify interpretations of a text, including responses to characters, information and ideas

#### What to do?

• Watch the video, taking close note of the lyrics.

#### Your task:

• Answer the questions on the next slide.



# TONES & I - Cloudy Day

## Interpreting & Analysing Text

Learning Intention: To justify interpretations of a text, including responses to characters, information and ideas

The first verse of the song says, "Am I living? Oh, what a funny thing to say But there's alive, and then there's living Am I living for today? Hmm"

#### Why would "Am I living?" be a funny thing to say? <type answer here>

In the chorus, it says, But your momma always said, "Look up into the sky Find the sun on a cloudy day" Why is this an important message? <typer answer here>

#### Why do you think the author wrote this song?

## What is the message they are trying to give the listeners?

#### What lines in the song tell you this?

# HOMOPHONES

The word homophone is made up of two parts: Homo from the Greek word homos meaning the same, and phone which comes from another Greek word sound. Homophones are words which sound the same but are spelled differently and have different meanings.

#### Highlight the correct word to complete each sentence.

- 1. The teacher read a (tail tale) from a book of folk stories.
- 2. At the school (fate fete) we sold toffee apples.
- 3. A big brown (bare bear) escaped from the circus.
- 4. Noah was fishing on the reef as the (tide tied) came in.
- 5. The (meter metre) showed how much power had been used.
- 6. "This week you will write a book (revue review)," said the teacher.
- 7. The cyclist was told not to (peddle pedal) through the park.
- 8. Jess was rather (pale pail) after her fall down the steps.
- 9. The class was very (quite quiet) when doing the test.
- 10. The cat put one dirty (pore paw poor) on the table.

#### Now put these words into sentences of your own.

- 1. where -
- 2. wear -
- 3. chute -
- 4. shoot -
- 5. plain -
- 6. plane -
- 7. dye -
- 8. die -

# VOCABULARY - Places and people

We all know that people who come from Australia are called Australians and people who come from New Zealand are called New Zealanders. Can you work out what people from other countries are called? You might need to do some research online or in a dictionary.

Place	People	Place	People	Place	People
Mexico		Wales		Pakistan	
China		Ireland		Argentina	
England		Greece		Scotland	
Russia		Malaya		Holland	
Japan		Egypt		Sweden	
Canada		Germany		Denmark	
France		Britain		Israel	$\sim$
Italy		Spain		Iraq	$\sim$
Cuba		Peru		Thailand	
Vietnam		Turkey		Philippines	

# WRITING TASK

### Design a menu

You have been asked to design the theme and menu for a cool new kids cafe/restaurant that is coming to the Central Coast. Your menu should reflect all of the favourite foods a kid would want on a menu.

Your menu will be split into starters, mains, desserts and drinks. You may choose a certain cuisine or you may like to include many different types of food. Get creative and have fun with this. You might even decide to design a new dish that hasn't been thought of before.

There are some example menus on the next slide in case you need some inspiration. Your menu can be completed on slide 9 or you can present it however you choose. If you do it elsewhere, add a photo or screenshot into your presentation for your teacher to see.





Click the images to the left to see some examples of themed restaurants.



Please notify staff of any allergies. Fried foods may contain traces of gluten.

Menu from https://dullboys.com.au/

# WRITING TASK

#### Design a menu - examples



#### Hamburger Specials

Very, Very Vegan Burger The Farmer's Favorite Burger Cheese Platter Delight Burger Meat and Greens Deluxe Burger

#### Winnin' Chicken

Cheesy Chicken and Fries Combo Gajun Chicken and Chips Chicken Fingers and Baked Fries Ranch Chicken and Herb Crisps

#### The Crew's Choice

Baked Fries & Chicken Fingers Burger, Crisps, and Chicken Burger and Fries Platter Fried Chicken and Fries

#### Thirst Quenchers

oda Fountain Special
Gerenl Milkshako
Fruit Juice Fiests (Pinespple,
Ango, and Strawberry)
lunner's Lenonade





## **Cake**<sup><sup>(2)</sup></sup> House



Pumpkin They're soft, moist, and packed with pumpkin pie spice

\$7.00 ..... Blueberry

Packed with fresh blueberries and topped with a sugary glaze

\$6.00

Pies

Apple Apple, lemon, butter, and cinnamon

\$7.00 Oatmeal

Pie crust, granulated sugar oatmeal, and vanilla \$9.00

+ +	
<b>Cute</b> a menu ju	<b>bites</b> ust for kids
MEALS	SIDES

Spaghetti with Bread \$5.99 Mashed Potato Carbonara \$3.99 **Bacon Fried Rice** Fried Chicken Wings \$5.99 Mixed Greens **Tiny Pizza Rolls** \$5.39 **Baked Cheese Potato** 

Mixed

Slice

Choce

Anin

#### SNACKS

Fruit Cocktail	\$3.99	Vanilla Milkshake	\$1.99
Apples	\$1.99	Strawberry Milkshake	\$1.99
olate Cake	\$3.99	Hot Chocolate	\$0.99
al Crackers	\$2.39	Reed Iced Tea	\$0.39



#### omelets -----

BACON & CHEESE	\$5.99
CHEESE	\$5.99
BAKED HAM	\$5.99
MUSHROOM & ARUCULA	\$4_99
TOMATO PESTO	\$5.89
ADD HASHBROWNS	+\$1.99

#### pancakes ~~~~

PLAIN W/ BUTTER & SYRUP	\$4.99
BLUEBERRY	\$6.99
STRAWBERRY	\$6.99
BANANA	\$6.39
CHOCOLATE	\$6.89
ADD BACON/HAM/SAUSAGE	+\$1.99

#### waffles

\$2.99

\$1.99

\$2.99

\$3.39

DRINKS

WAFFLE W/ PECAN	\$5.99
PLAIN W/ BUTTER & SYRUP	\$3.99

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coffee

AMERICANO	\$2.99
CAPPUCCINO	\$3.99
LATTE	\$3.99

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## WRITING TASK

### Design a menu

Give a brief description of your cafe/restaurant including it's name and theme. You might like to add any attractions you may have at your restaurant.

Starters/Entrees	Mains	Desserts	Drinks

# Maths

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Stage 2 - Week 10

## Maths Instructions

- 1. Watch the instructional video before beginning the tasks. You may need to watch this more than once.
- 2. Complete as many activities each day as you can activities should be completed on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.
- 3. To make answering easier, please type into the pink text boxes.

# **Practise your multiplication tables**





# **PLEASE NOTE**

If it is easier for you to complete this work in a book, then please do so and send a photo to your teacher or submit on Google Classroom if you know how.

Otherwise - Click on the pink text boxes on the activity slides to enter your answer.

# Monday

Lesson 1



### Addition and Subtraction Instructional Video Link - Click the link below to access the video



**Addition and Subtraction Video** 

## **Addition and Subtraction**

## Glossary

- bridging the decade: using multiples of 10 as a point for further addition and subtraction
- **difference:** how much one number differs in size from another. The smaller value is subtracted from the larger
- decades: numbers that are multiples of 10 such as 40, 50, 60
- multiple: a number made by multiplying two whole numbers larger than 1
- non-standard partitioning: breaking down numbers in ways that do not use the place value of each digit
- partitioning: when numbers are broken down into smaller parts to make calculations easier
- **standard partitioning:** breaking down numbers according to the place value of each digit, also known as expanded notation



## **Addition and Subtraction**

In this lesson you will be looking at how to use the number 10 and **multiples** of 10 to work out addition and subtraction problems. These strategies will include **bridging the decades** and matching numbers to add up to **multiples** of 10.

Let's refresh your memory about the 'Facts to 10' or 'Friends of 10'. This will help you with these strategies. Look at the addition facts below.





We can use our knowledge of **decades** and 'Friends of 10' to make it easier to complete large addition number sentences.



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## **Multiples of 10 Strategy**

Look at the number sentence below.

How would you add these numbers together? Which two numbers would you add together first?

We know from our 'Friends of 10' that 16 and 4 will add up to a **multiple** of 10. **Multiples** of 10 end in a zero which makes a good starting number to add on to. So we should add the 16 and 4 first, then the 8.

## **Multiples of 10 Strategy - Examples**



Let's look at another example using larger numbers.



 1. Use the finding multiples of 10 strategy demonstrated above to find the answers to these addition number sentences.
 Type in the pink text

<b>a.</b> 22 + 9 + 8 =	<b>b.</b> 27 + 5 + 13 =	<b>c.</b> 31 + 16 + 14 =	<b>d.</b> 26 + 52 + 44 =
<b>e.</b> 62 + 58 + 12 =	<b>f.</b> 77 + 34 + 13 =	<b>g.</b> 241 + 34 + 19 =	<b>h.</b> 155 + 122 + 25 =

text boxes or use a piece of paper.

# Tuesday

Lesson 2

## **Ignition Activity 2**



Read the instructions and crack the code. Choose your level. The first number is half of 18. The second number is one-third of the first number. The third number is 421 minus 418. The fourth number is double the third number.



← Answer this in the pink text boxes

The first digit is three times the fourth digit. The second digit is one larger than the first digit. The third digit is the second digit multiplied by (13 + 6 - 9 + 1 - 11). The fourth digit is the number of months in a year divided by 6.



← Answer this in the pink text boxes



Bridging the decades is another mental strategy which uses multiples of 10 to answer addition and subtraction problems.





You can practise **bridging the decades** using a 10 Frame and two different coloured counters or lego blocks. Read through the example below.



## Your turn to bridge the decades

#### You might need:

You can click the link (pink writing) to use a digital 10 Frame. <u>Digital 10 Frames</u>

Or you can use 10 items such as lego blocks in one colour and 10 in a different colour. You will also need the two 10 Frames on the following page.

#### Instructions:

Using the method shown on the previous page, change each of the addition number sentences in the table to a new addition number sentence by bridging the decades. Write the new addition number sentence and answer in the table.

				,,,,
	Addition number sentence	New addition number sentence using 10 frames	Answer	answers into the table.
a.	7 + 5 =	10 + 2 =	12	
b.	5 + 7 =			
с.	9 + 6 =			
d.	8 + 4 =			
e.	7 + 6 =			
f.	3 + 9 =			
g.	7 + 4 =			
h.	8 + 6 =			
i.	9 + 7 =			

Type your

These can be used if you don't have access to the digital 10 frames



**10 Frames** 

## **Bridging the decades - larger numbers**

# Read

#### Bridging the decades - Addition

- How much do you need to add to make the first number a multiple of 10?
- Split the second number into 2 numbers. One of the numbers should be the amount needed to make the first number into a multiple of 10. The other number is the remaining amount.
- Add the amount to the first number to make it a **multiple** of 10.  $\rightarrow$  88 + 2
- Add the remaining number.  $\longrightarrow$  90 + //

#### Bridging the decades - Subtraction

- How much do you need to take away to make the larger \_\_\_\_\_ number a multiple of 10?
- Split the smaller number into 2 numbers. One of the numbers should be the amount needed to subtract from the first number to make it a multiple of ten. The other number is the remaining amount.
- Subtract the amount from the larger number to make it a <u>multiple</u> of 10.
- Subtract the remaining number.



88

88

101 \_

Example: 88 - 13 =

 $\rightarrow 88 - (13) =$   $\rightarrow 88 - (8) - (5) =$ 

$$\rightarrow$$
 88 - 8 = 80  
 $\rightarrow$  80 - 5 = 75

1. Use the bridging the decades method to complete these addition and subtraction questions.

**a.** 18 + 7 =



18 + 7 = 18 + 2 + 5 =20 + 5 = 25



**c.** 56 + 29 =



**d.** 82 - 35 =



Type your answers in the pink text boxes. **e**. 144 + 66 =







**g.** 2317 + 310 =

-







Type your answers in the pink text boxes.

# Wednesday

Lesson 3

## **Ignition Activity 3**



Jack was asked to clean up the classroom after an art lesson. He found 13 blue crayons and 26 yellow crayons on the floor. How many crayons did he find altogether?

Working out:

How many more yellow crayons did he find than blue ones?

Working out:



## **Addition and Subtraction - Partitioning**

Another way to add and subtract numbers is to use **partitioning**. For this method you will have to use your knowledge of place value.

Partitioning numbers means to break them into smaller parts. We use place value to break them down.







### Video Link - Standard and Non-Standard Partitioning





There are two types of **partitioning** that you can use to add and subtract numbers.

	Standard partitioning breaks down numbers according to the place value of each digit. The resulting number sentence is known as expanded notation.	Non-standard partitioning breaks numbers down in ways that don't use place value.		
	Let's look at how to partition the following number in both ways.			
	Standard partitioning	Non-standard partitioning		
1	4 thousands + 8 hundreds + 6 tens + 5 ones	48 hundreds + 65 ones		
1	4000 + 800 + 60 + 5	4800 + 65		

#### Instructions:

Look at the partitioned numbers in the table below. Decide if each of them is an example of **standard** or **non-standard** partitioning. Drag a pink circle over the correct word next to each partitioning example.

DRAG & DROP

Number Partitioning Standard		Standard or	or Non-standard	
<b>a.</b> 734	73 tens + 4 ones	Standard	Non-standard	
<b>b.</b> 45 092	45 thousands + 92 ones	Standard	Non-standard	
<b>c.</b> 395	300 + 90 + 5	Standard	Non-standard	
<b>d.</b> 54 161	54000 + 150 + 10 + 1	Standard	Non-standard	
<b>e.</b> 3568	3 thousands + 5 hundreds + 6 tens + 8 ones	Standard	Non-standard	
<b>f</b> . 93 358	90 000 + 3000 + 300 + 50 + 8	Standard	Non-standard	

Looks to me like we are standard.

## Standard and Non-Standard Partitioning - your turn..

*Instructions:* Expand these numbers using standard and non-standard partitioning. The first one is done for you. Type your answers into the table.

	Number	Standard partitioning	Non-standard partitioning
a.	5745	5 000 + 700 + 40 + 5	5 700 + 45
b.	51		
C.	234		
d.	466		
е.	2815		
f.	7694		
g.	95342		

## Standard and Non-Standard Partitioning - your turn..

**Instructions:** Type in **FIVE of your own numbers** and expand them using standard and non-standard partitioning. The first one is done for you. Type your answers into the table.

	Number	Standard partitioning	Non-standard partitioning
a.	642	600 + 40 + 2	620 + 22
b.			
C.			
d.			
e.			
f.			

# Thursday

Lesson 4

## **Ignition Activity 4**



1. Mrs and Mr Lewis are driving from Sydney to Perth, which is a total of 3992 kilometers. In the first two weeks they drove 1426 kilometres. How many kilometres do they have left to travel?

Working out:

Answer:

2. Mr and Mrs Lewis used 526 litres of petrol in their first week of driving. In their second week they used 413 litres of petrol. How many litres did they use in total during the first two weeks?

Working out:

3. How many more litres did they use in the first week compared to the second week?

Working out:

#### Answer:

Answer:



Partitioning numbers can help you add multiples of 10 and 100. Look at the examples below.



A **multiple** of a number is the product of that number and any other whole number (e.g. 3 x 10 is 30. 30 is a **multiple** of 10).



2. Have a go at working out these addition number sentences using both **standard** and **non-standard partitioning** for each one.

			answers in
Number sentence	Standard partitioning	Non-standard partitioning	the pink text
<b>a.</b> 152 + 134 =			boxes.
<b>b.</b> 517 + 281 =			
<b>c.</b> 5363 + 2316 =			

Type your

Let's look at how to use **partitioning** for subtraction problems.





## Partitioning and subtraction - Top Tip

Top Tip

Look at the following subtraction problem, 3267 - 1653 = ?

Why would it be difficult to solve this problem using **partitioning**?

3000 - 200 - 60 - 7 1000 - 600 - 50 - 3 The number in the hundreds place in the first number is smaller than the bottom number. Therefore, **Partitioning** is not the best strategy to use.

#### 3. Complete these subtraction number sentences using both standard and non-standard partitioning.



# Friday

Select some activities from your Friday Fun Grid or write your own mathematical word problem.

*Challenge:* Over the school holidays see if you can write and solve a real life maths problem.



#### Monday: Making Patterns

# Create a repeating pattern using objects in your house. You can make it simple or complex.



Spring clean your room! Are there any clothes or toys that you could donate? Can you rearrange your room differently? You could draw up a plan first and measure things out.

You could take a before and after picture, too.

#### Spring clean your room! Are there any clothes or toys that you

## Well-being Wednesday

<u>CLICK HERE</u> to go to today's Yoga lesson. Find a quiet space to complete your lesson.

You can also try a different one <u>HERE</u>.

## Thursday: Postcard

Write a postcard to your teacher and let them know what you have liked and disliked about Term 3. Include descriptions of things that you have done over this term that you have enjoyed, or perhaps and explanation of what you have learnt about yourself.

Decorate the front with a collage of images, photos or a drawing that you have done.

The next slides are where you can complete your postcard. Post it on Google Classroom so your teacher can read it

### Front Cover Postcard

Dear	٢
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From \_\_\_\_\_

#### 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	
	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.	<ul> <li>something you treasure</li> <li>something noisy</li> <li>something starting with T</li> <li>a sphere</li> <li>something bendy</li> <li>something smelly</li> </ul>	
	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.	