



Erina Heights Public School

Learning from Home - Stage 2

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 2/3L Zoom link 3A Zoom Link 3/4C Zoom Link 3/4C Zoom Link				
Morning	Literacy Activities	Literacy Activities	Literacy Activities	Literacy Activities	Literacy Activities
	Recess Break				
Middle	Maths Activities	Maths Activities	Maths Activities	Maths Activities	Maths Activities
	Manga High	Manga High	Manga High	Manga High	Manga High
	Lunch Break				
Afternoon	Olympics Project	Olympics Project	Olympics Project	Olympics Project	Olympics Project
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				



Literacy Activities

Stage 2 – Week 4

EXPECTATIONS

'Strive for progress, not perfection'

- 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.
- **Please Note:** These tasks are the same as Stage 2, however, our expectation is that as a Stage 3 student, you will be providing more detailed and extended answers, justifying your reasons and giving examples.
- Submit your work on Google Classroom.
- Do the best you can! 😊

TODAY
is the day to
learn something
NEW

WONDEROPOLIS

What is a biodome?

<https://wonderopolis.org/wonder/What-Is-a-Biodome>

What to do?

- Scan the QR code or click the link above to be taken to the website.

Answer these questions:

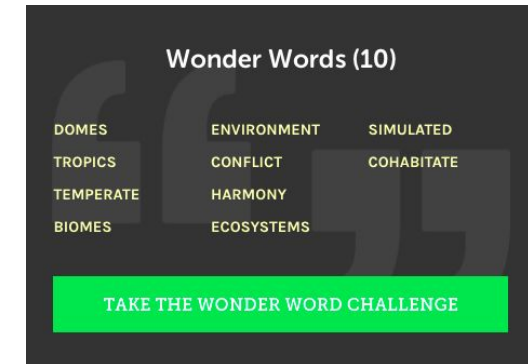
- What is a biodome?
- Where in the world can you visit a biodome?
- Could people live inside biodomes?

Vocabulary

Take the wonder words challenge and match words to their meanings. You will find this on the right side of the website. See picture for clue >

Test Your Knowledge

On the right hand side of the screen, you will see a green box that says 'Did you get it?' Click this button to test your knowledge. See picture for clue >



ADJECTIVES

Adjectives describe the noun by adding more information.

Use the highlight tool  to highlight the adjectives in these sentences.

1. The dog found a large stick.
2. The red balloon floated over the treetops.
3. Officials shared some important news.
4. I bought a new car and it is very comfortable.
5. A large car cannot pass through a narrow road



What is an adjective you ask? Watch the YouTube clip for more information.

Write 5 of your own sentences using adjectives. Highlight the adjectives in each sentence.

Change the adverbs below to make them adjectives. The first two have been done for you.

angrily	angry	nervously		gracefully		suddenly	
easily	easy	carelessly		ridiculously		awkwardly	
secretly	secret	usefully		amazingly		famously	

TYPING CLUB

Practise your typing skills - 20 minutes.

www.typingclub.com

You will need:

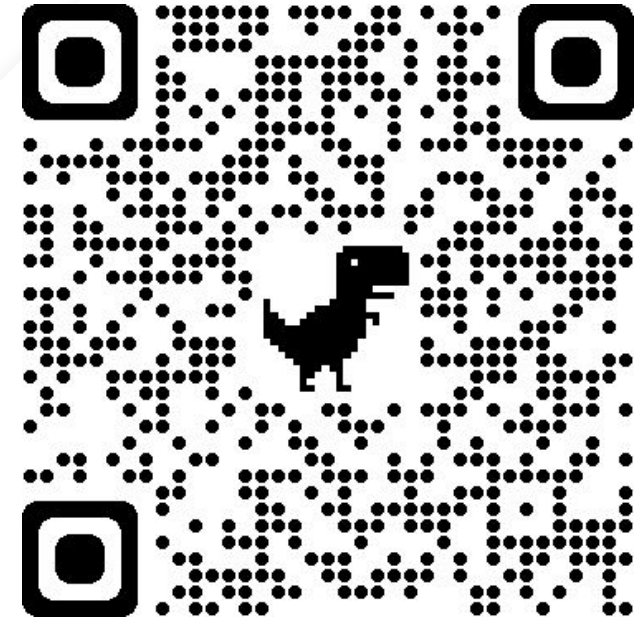
- An iPad or laptop and headphones if working in a group.

What to do:

- Scan the QR code or click the website above.

Do the following:

- Click the 'Get Started' button.
- Click on a lesson to begin. You may like to take the placement test but this is optional. The first lesson is just a video.
- Use the allocated time to practise your typing skills whilst working through the levels.



WRITING TASK 1

Terrible Ending - how not to end your story



What to do:

- Scan the QR code or click on the link to watch the video on 'How to Write a Terrible Ending'
- Use the tips that you have learnt to use (or not to use) in the video to write a **fantastic** ending for each of the three images. **Aim:** each ending should be at least 4 lines long.
- You can complete these on a new slide, a Google Doc or on a piece of paper

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

WRITING TASK 2

Create your own fantasy creature

What to do:

- Scan the QR code or click on the link to watch the video and then create your own fantasy creature.
- You can complete this on a new slide, a Google Doc or on a piece of paper
- The outline of your fantasy creature should include:
 - Name
 - History
 - Personality traits
 - Motivation
 - Defining features
 - Special ability/abilities
 - Inspiration
 - Purpose
 - Genre (category e.g. mammal)
 - Labelled diagram/drawing



Maths

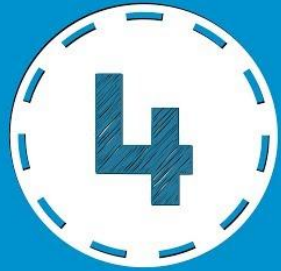


Stage 2 - Week 4

Maths Instructions

1. Watch the instructional videos before beginning the tasks. You may need to watch these more than once.
2. Complete 1 or both activities each day - 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, can you please add a text box over the space for the answer which will allow you to edit the slide.

Practise **your** multiplication tables



**TIMES
TABLE**

COVER OF
I'M STILL STANDING BY
TARON EGERTON



**TIMES
TABLE**

COVER OF
SHAKE IT OFF BY
TAYLOR SWIFT





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

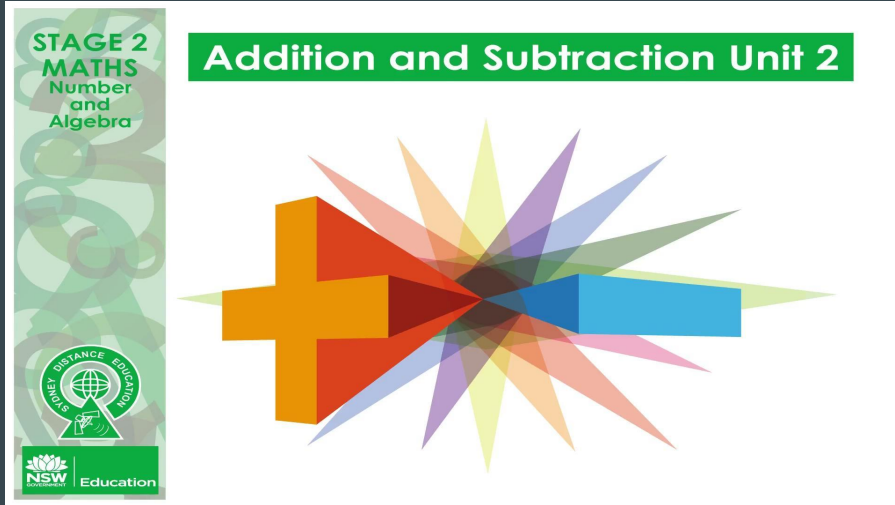
Lesson 1

Ignition Activity 1

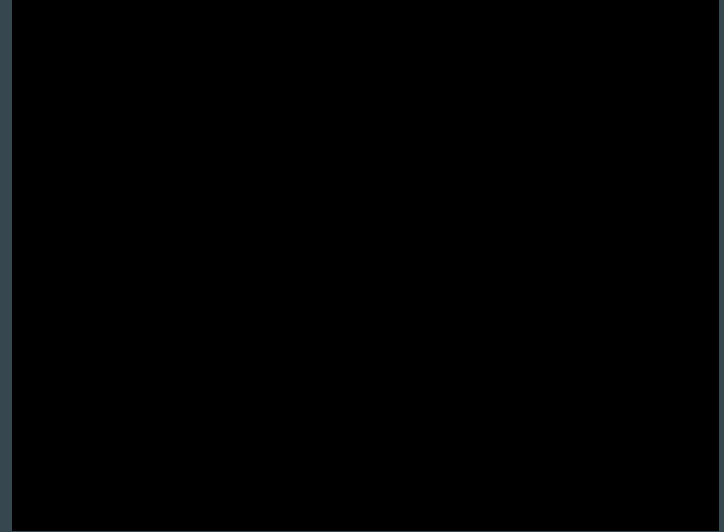


- ★ Hot dog buns are sold in packs of 6.
Hot dogs come in packs of 8.
What is the smallest number of hot dogs I would have to make to not have any buns or hot dogs leftover?
- ★ My Sport club is holding a hot dog stand at Bunnings next weekend. We are planning on having enough
- ★ buns and dogs to make 576 hot dogs. How many packets of each will I need to buy? How do you know?
- ★ If packets of buns cost \$3.60 and packets of dogs cost \$4, what is the profit if every hot dog sells at a price of \$3 each?
- ★

Instructional Video Links - Click the links below to access the videos



[Addition & Subtraction 1](#)



[Addition & Subtraction 2](#)



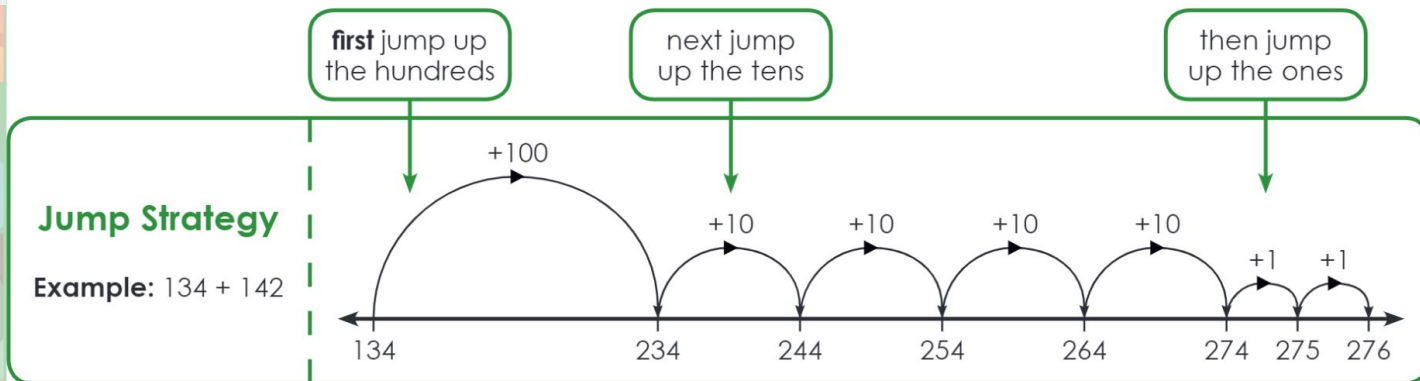
Glossary

- **addition:** finding the total amount by combining two or more numbers
- **compensation strategy:** rounding a number up or down and then adjusting the answer
- **jump strategy:** moving up or down a number line using place value to work out a calculation
- **round to:** to increase or decrease a number to the nearest 10, 100, 1000 and so on
- **split strategy:** breaking a number into ones and multiples of ten
- **strategy:** a way of working something out using known relationships, patterns and operations
- **subtraction:** to take one quantity away from another

Read

In this unit you are going to explore three different strategies that you can use to add and subtract mentally. You can then choose and use the **strategy** that works best for you.

One strategy you can use is the **jump strategy**. When you use this strategy you make jumps along a number line, first in multiples of hundreds and tens, then ones. Look at the jump strategy demonstrated on the number line below.



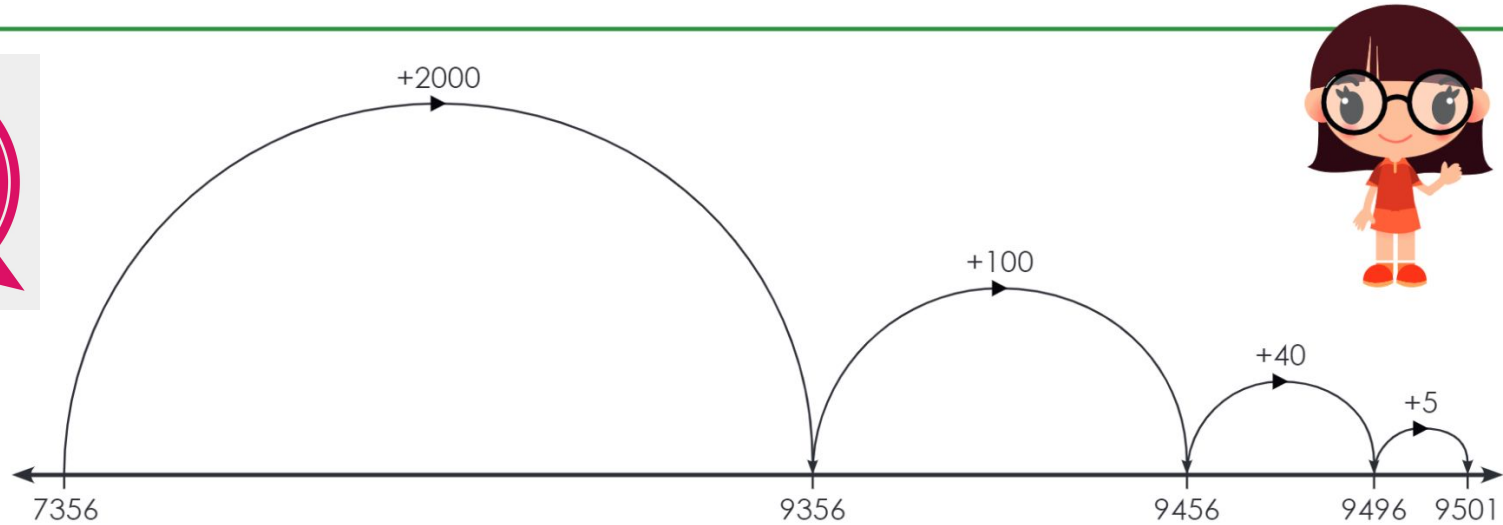
To solve the addition number sentence $134 + 142 = 276$ using the jump strategy, first you write the number 134 on the **left hand** end of the number line. Next you break the number 142 into hundreds, tens and ones. You jump up the number line by 100, then in multiples of 10 and then jump up in ones.

Using the jump strategy you can see that

$$134 + 142 = 276.$$



Here is another way to use the jump strategy to solve the addition number sentence, $7356 + 2145 = 9501$.



7356 is placed on the left hand end of the number line. 2145 is broken into thousands, hundreds, tens and ones and added to 7356, starting with the thousands.

Addition Tips: Start with the larger number and add the smaller number.
Add the smaller number by breaking it up into its place values and counting on.

Complete
this activity
in a
workbook or
whiteboard
at home and
put your
answers in
the text
boxes.

Solve the addition number sentences below using the jump strategy. Make sure you show how you worked out your answer using the number line.

1. $353 + 621 =$

← Answer these in the pink
text boxes



2. $761 + 228 =$



3. $2864 + 1135 =$



4. $5371 + 3126 =$

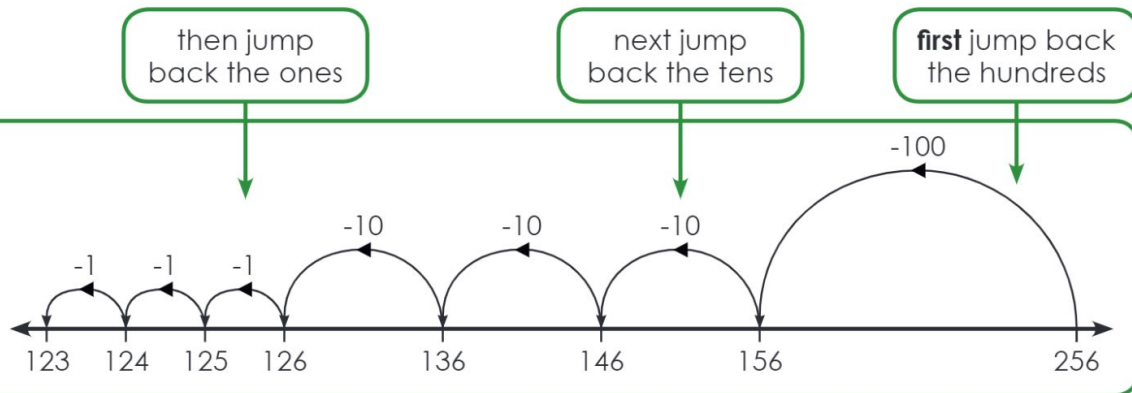


Read

You can also use the jump strategy when subtracting numbers. When you use it for subtraction, you jump backwards, instead of forwards. Look at how to use it on the number line below for the subtraction number sentence, $256 - 133 = 123$.

Jump Strategy

Example: $256 - 133$



To solve the number sentence $256 - 133 = 123$ using the jump strategy, write the number 256 on the **right hand** end of the number line. Break the number 133 into hundreds, tens and ones. Jump back on the number line by 100, then in multiples of 10 and then jump back in ones.

Using the jump strategy you can see that

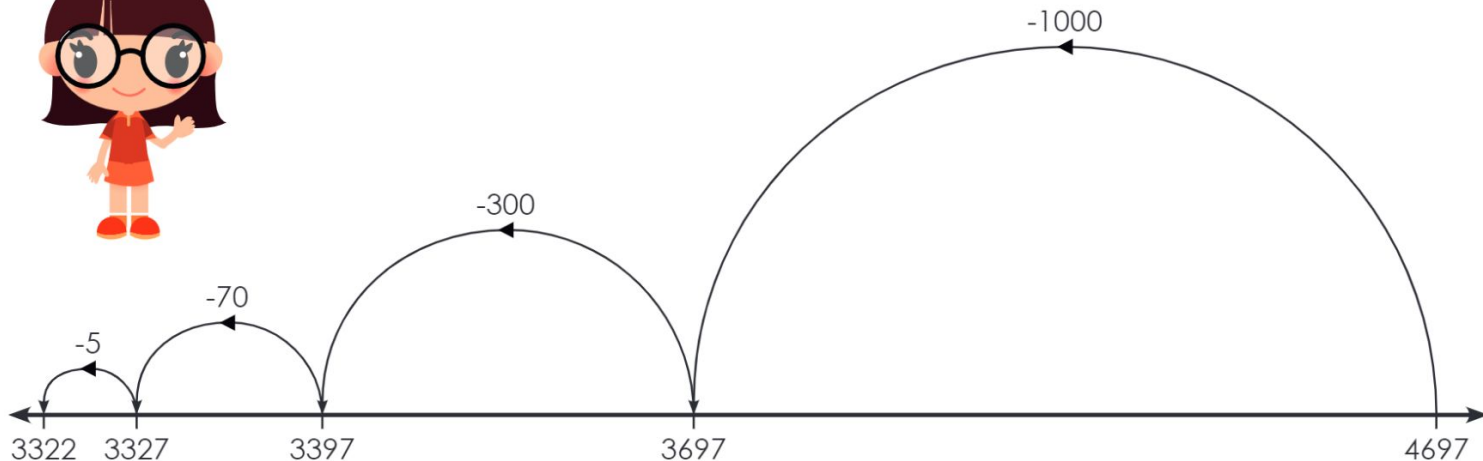
$$256 - 133 = 123.$$



Here is another way to use the jump strategy for the subtraction number sentence $4697 - 1375 = 3322$.



Read



4697 is placed on the **right hand** end of the number line. The number 1375 is broken into thousands, hundreds, tens and ones and then subtracted from 4697, starting with the thousands.

Subtraction Tips: Start with the larger number and subtract the smaller number. Break the smaller number down into its place value and count backwards in thousands, hundreds, tens and ones.

Complete this activity in a workbook or whiteboard at home and put your answers in the text boxes.

Solve the number sentences below using the jump strategy. Remember to show your jumps along the number line.

1. $586 - 364 =$

←--Answer these in the pink text boxes



2. $967 - 756 =$



3. $4263 - 3151 =$



4. $7468 - 5143 =$



Did you find this strategy easy to use for addition and subtraction? Why or why not?

Tuesday

Lesson 2

Ignition Activity 2



- ★ How many stickers are in this packet? How do you know?
- ★ How many fingers are shown here? How do you know? (Thumbs are counted as fingers for this task!)
- ★
- ★ How many sheets of stickers would I have if I could see 420 fingers? How do you know?
- ★ Can you record your thinking using numbers and symbols?
- ★

Another addition and subtraction method is the **split strategy**. When using this strategy for addition, split the numbers into their place values. This is explained below for the addition number sentence, $321 + 264 = 585$.

Split Strategy:

Example: $321 + 264$

$$321 + 264$$

$$300 + 200 \text{ (hundreds)} + 20 + 60 \text{ (tens)} + 1 + 4 \text{ (ones)}$$

$$500 + 80 + 5$$

$$= 585$$

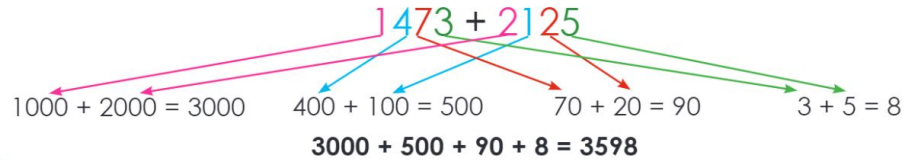
Split the numbers up into their different place values and then add them.





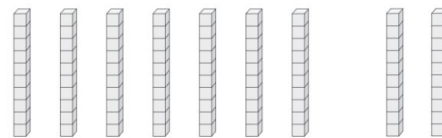
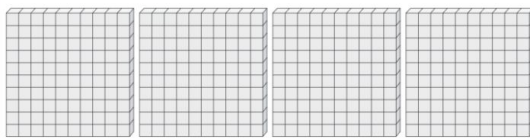
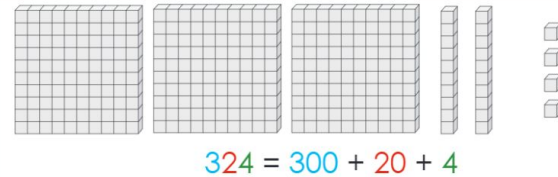
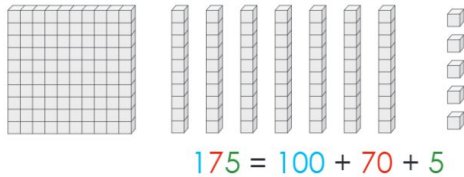
Below is the split strategy shown in a different way for the number sentence, $1473 + 2125 = 3598$.

Example: $1473 + 2125$



To use the split strategy, you split the numbers into their place value and then add them. MABs can be used with the split strategy. Look at how to use them in this example below.

Example: $175 + 324$



$$400 + 90 + 9 = 499$$

Complete this activity in a workbook or whiteboard at home and put your answers in the text boxes.

Practise using the split strategy to solve the following addition number sentences. Show how you solved each one.

1. $286 + 613 =$

←--Answer these in the pink text boxes

2. $831 + 156 =$

3. $4524 + 3165 =$

4. $8364 + 1231 =$

You can also use the split strategy when subtracting numbers. You split the numbers into their place values and subtract them. Look at the example below.

Split Strategy:

Example: $296 - 153$

$$296 - 153$$

hundreds ($200 - 100$) + **tens** ($90 - 50$) + **ones** ($6 - 3$)

$$100 + 40 + 3$$

$$= 143$$

Read

Break the numbers up into their different place values and then subtract them.



In subtraction number sentences the largest number goes first. First you split the numbers into their place values. Next subtract the thousands, hundreds, tens and ones from each other. Then add the totals together to find the answer.

Below is another way to use the split strategy for subtraction number sentences.

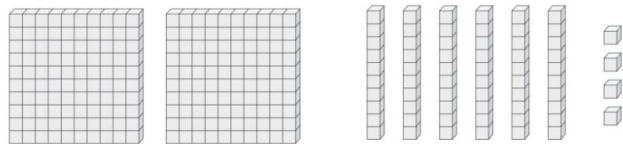
Example: $7692 - 5241 =$

$$7000 - 5000 = 2000 \quad 600 - 200 = 400 \quad 90 - 40 = 50 \quad 2 - 1 = 1$$

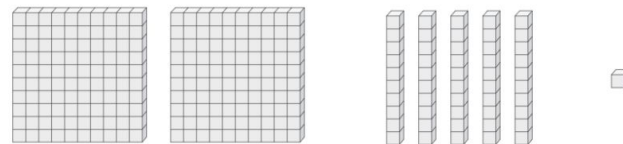
$$2000 + 400 + 50 + 1 = 2451$$

MABs can be used with the split strategy to subtract numbers. Look at how to use them in the example below.

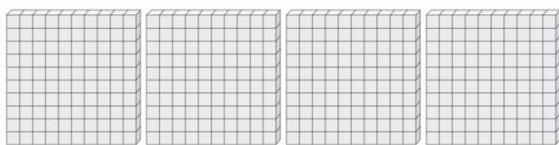
Example: $264 - 251$



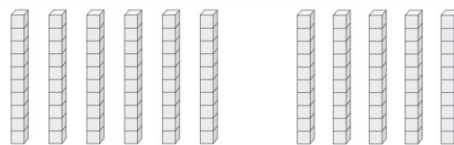
$$264 = 200 + 60 + 4$$



$$251 = 200 + 50 + 1$$



$$200 - 200 = 0$$



$$60 - 50 = 10$$



$$4 - 1 = 3$$

$$0 + 10 + 3 = 13$$

Complete this activity in a workbook or whiteboard at home and put your answers in the text boxes.

Practise using the split strategy to solve the following subtraction number sentences. Show how you solved each one.

1. $234 - 121 =$

← Answer these in the pink text boxes

2. $869 - 735 =$

3. $683 - 461 =$

4. $4797 - 1546 =$

Did you find this strategy easy to use for addition and subtraction? Why or why not?

Wednesday

Lesson 3

Ignition Activity 3

How many emoji bites are on the tray?
How do you know?

I organised the bites into a graph to look at how many of each type I had. How would you label the x-axis/ horizontal axis?

Is there anything you would change?
(😏)



The final strategy that you are learning about in this unit is the **compensation strategy**. This strategy uses rounding. When you round up or down, you must make up for the amount you added or subtracted when rounding. This is called **compensation**. Look at the example below for the addition number sentence, **$1687 + 232 = 2819$** .



Compensation Strategy:

Example: $1687 + 232$

$$1687 + 232$$

$$1687 + 232 \text{ (round down the 232 by 2 to 230)}$$

First, you round 232 down by subtracting 2.

$$1687 + 230 = 1917$$

Next, you add the two numbers.

$$1917 + 2 \text{ (add the 2 used to round down to 230)}$$

$$1917 + 2 = 1919$$

$$1687 + 232 = 1919$$

Finally, add the 2 subtracted when you rounded down.

Let's look at this strategy set out in a different way, for adding 28 and 35.

1.

$$28 + 35$$

Round 28 up to the nearest 10 as it ends in 8.

2.

$$30 + 35 = 65$$

Add the two numbers together.

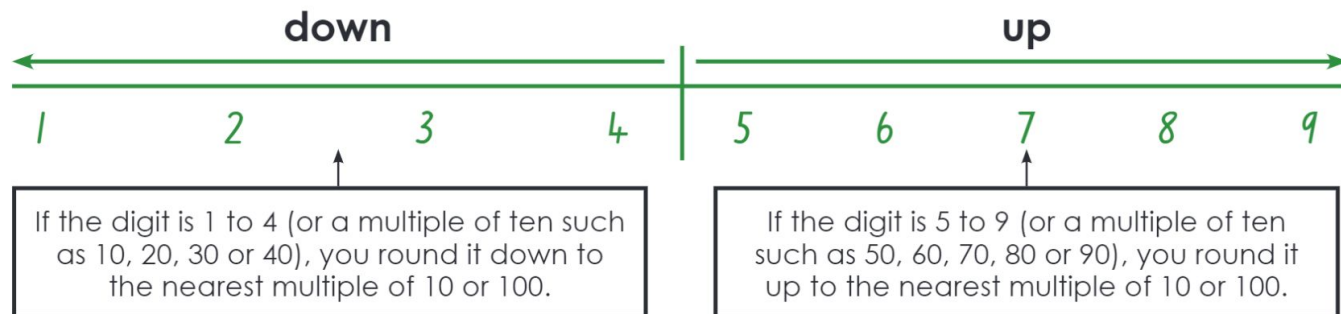
3.

$$65 - 2 = 63$$

Subtract the 2 you rounded by.

Read

Study the rule for rounding below.



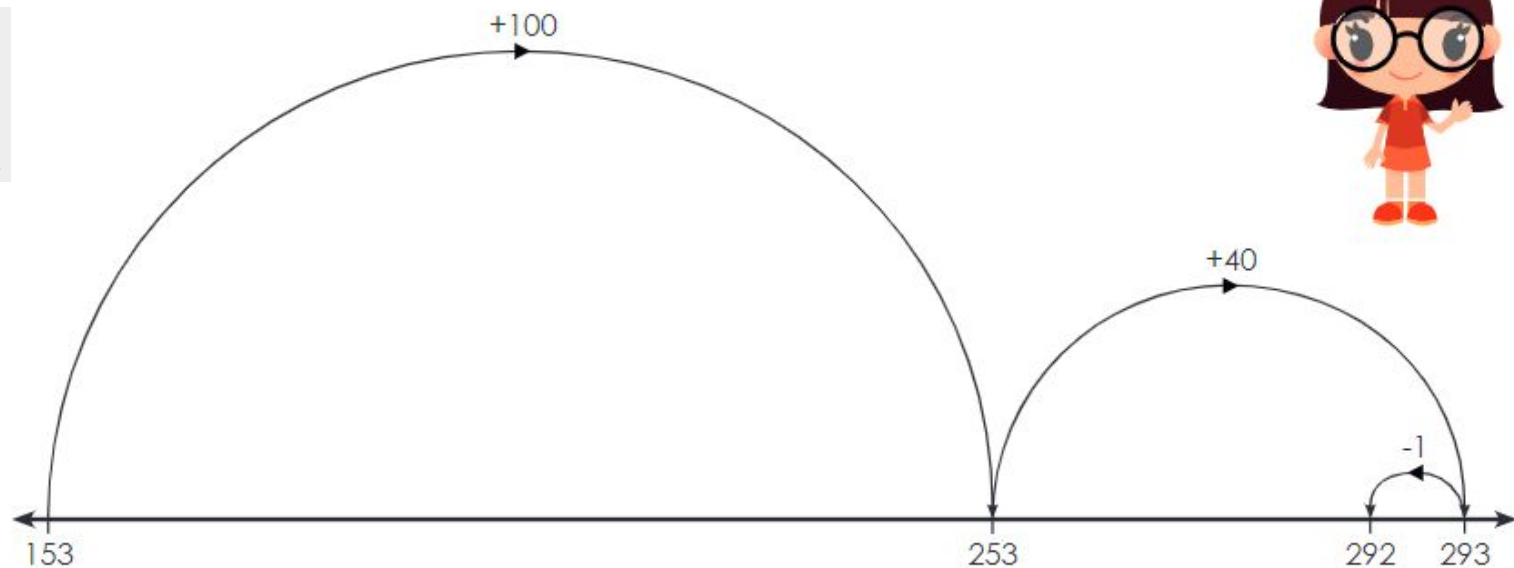
If you **round up**, you have to **subtract** the number you added from the final answer.



If you **round down**, you have to **add** the number you subtracted to the final answer.

You can also use this strategy on a number line. Let's look at it used for the addition number sentence, $153 + 139 = 292$.

Read



First round up the number 139 to 140. **Next** add 100 to 153 and then add the 40. **Finally**, subtract the 1 you rounded up by.

So, $153 + 139 = 292$.

Don't forget you need to compensate before you get your final answer.

Complete
this activity
in a
workbook or
whiteboard
at home and
put your
answers in
the text
boxes.

Practise using the compensation strategy to solve the following addition number sentences. Remember to show how you worked out your answer.

1. $253 + 616 =$

←-Answer these in the pink text boxes

2. $549 + 321 =$

3. $3549 + 1321 =$

4. $6459 + 2137 =$



23

of 45



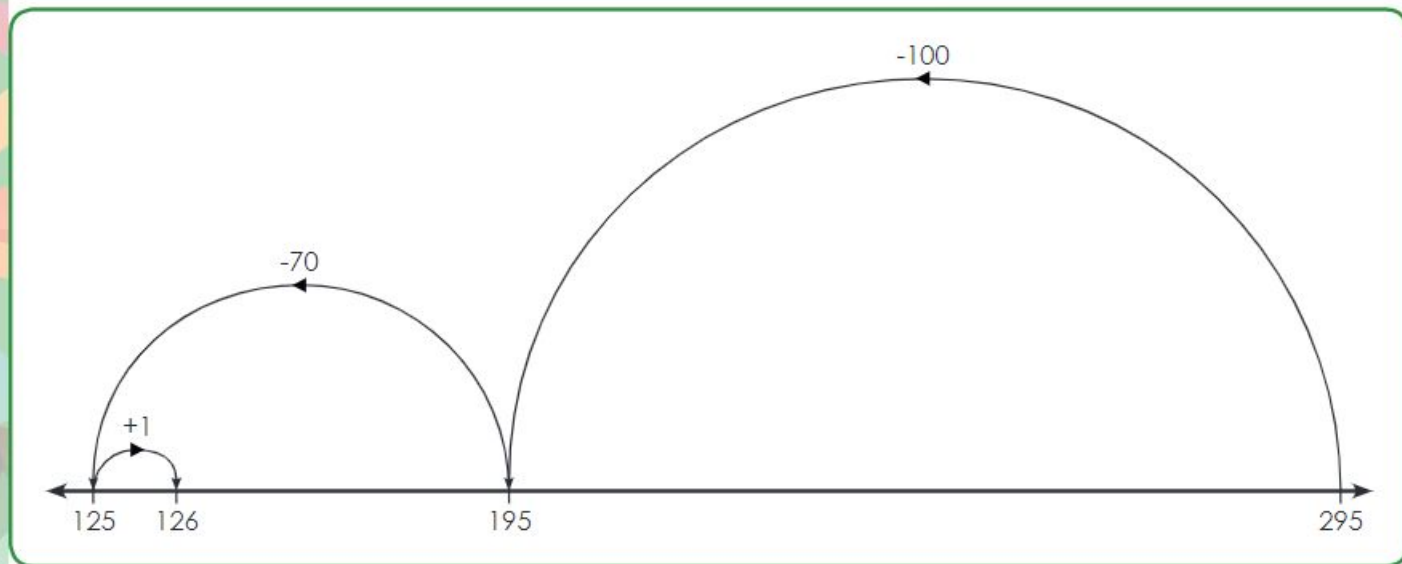
Let's try using the compensation strategy for subtraction. It works in a similar way to addition. Look at the example below for the number sentence, **$586 - 349 = 237$** .

Compensation Strategy: Example: $586 - 349$	$586 - 349$ $586 - 349$ (round up the 349 by 1 to 350)	First , you round 349 up by adding 1.
	$586 - 350 = 236$	Next , you subtract the two numbers.
	$236 + 1$ (add the 1 used to round up to 350) $236 + 1 = 237$ $586 - 349 = 237$	Finally , add the 1 added when you rounded up.

Let's look at this strategy set out in a different way for the number sentence, $65 - 28 = 37$.

1. $65 - 28$ Round 28 up to the nearest 10 as it ends in 8.	2. $65 - 30 = 35$ Subtract the two numbers.	3. $35 + 2 = 37$ Add the 2 you rounded by.
---	---	--

This strategy can be used on a number line. Look at the number sentence, $295 - 169 = 126$.



First, **round** the number 169 to 170. **Next** take 100 away from 295 and then take away the 70. **Finally**, add the 1 that you rounded by.

So, $295 - 169 = 126$.

If you **round** a number **up** by 1 or 2, **add** it to the answer.



If you **round** a number **down** by 1 or 2, **subtract** it from the answer.

Complete this activity in a workbook or whiteboard at home and put your answers in the text boxes.

Practise the compensation strategy by solving the following subtraction number sentences. Show how you worked out your answer.

1. $87 - 42 =$

←-Answer these in the pink text boxes

2. $649 - 315 =$

3. $976 - 431 =$

4. $6526 - 2311 =$

Did you find this strategy easy to use for addition and subtraction? Why or why not?

Thursday

Lesson 4

Ignition Activity 4

I have this much juice after squeezing 3 orange halves.

How many oranges will I need to squeeze to get half a litre of juice?

Show your thinking in two different ways.





Watch and Learn

Watch the video, which will introduce this unit on addition and subtraction. The video will also introduce the activities that follow in the **Have a Go** section below. In this lesson you will be learning to recognise different notes and coins, calculate equal amounts of money in different combinations and calculate **change**.

Have A Go!

Our money is made up of different notes and coins. This is known as **currency**. The currency used in Australia is the dollar.

currency

the system of money used in a particular country

Extra Challenge

If you live or are travelling outside of Australia, can you name the currency that is used in your location? Do you know how much of that currency is equal to the value of one Australian dollar? You may wish to visit a [currency converter](#) on the internet such as:

Read the definition below:

denomination

the face value of a coin or bank note, e.g. ten-dollar note



1. Answer the following questions about the money we use in Australia.

a. What is the **highest denomination** used in Australia?

b. What is the **lowest denomination** used in Australia?

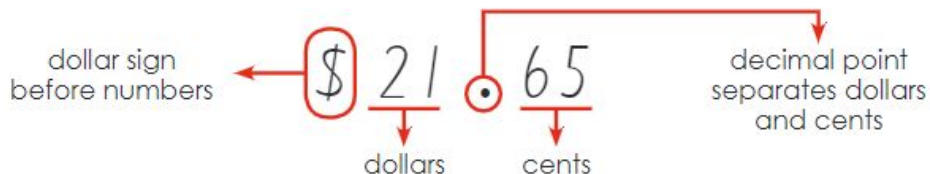
c. What are the denominations of notes we use in Australia?

←-Answer these in
the pink text boxes

Find some money at home. Have a look at the notes and coins you can find.

Look at the pictures you can see printed on the notes. Which objects or people are shown?

How do I write a money amount in Australian dollars?



When writing an answer using cents we can use the cents symbol 'c', e.g. 65c. However, if dollars '\$' are in the answer we do not use the 'c' symbol, e.g. \$42.65.

2. Add the value of the notes and coins below to find the total amounts. Remember to write the dollar sign and decimal point.

a.



Total =

b.



Total =

3. Write two combinations of coins which equal a five-dollar note. Write them on the lines below. The first one is done for you.

a. 2 x \$2 and 1 x \$1

b.



4. Write two combinations of notes and coins which equal a twenty-dollar note. Write them on the lines below.

a.

b.



When calculating change we subtract the cost of the item from the amount of money paid to the cashier. Below is an example.

Mum asked her son Peter to go to the local shop to buy some milk and cookies. The total cost of the two items was \$3.75.

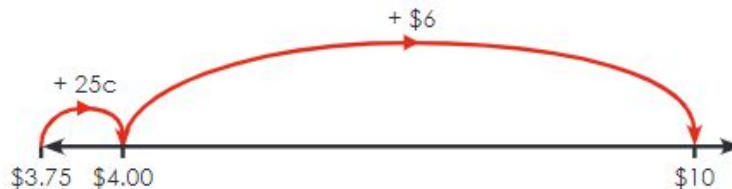
Peter didn't have the exact amount of money so he paid using a \$10 note.

How much change should he receive?

To calculate the amount of change mentally, you could:



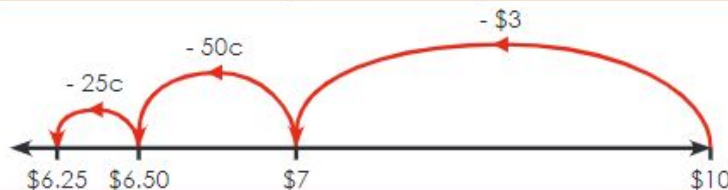
Count on from \$3.75 until you reach \$10 to find the difference.



$$25c + \$6.00 = \mathbf{\$6.25}$$

OR

Subtract the total cost from the \$10 handed over.



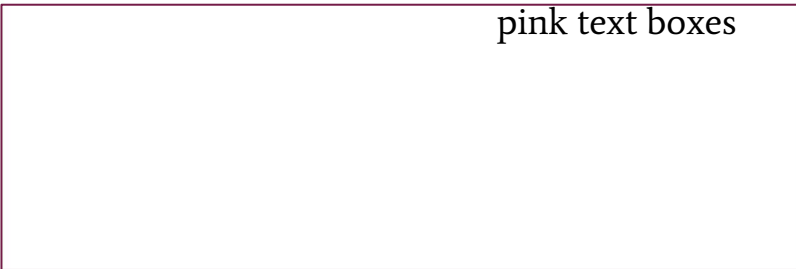
$$\$10.00 - \$3.75 = \mathbf{\$6.25}$$

1. How much change would Peter get if he paid the amounts below with a \$100 note? Draw or write your answers. Show your working.

a. \$55



b. \$63.50



←--Answer these in the
pink text boxes

Friday

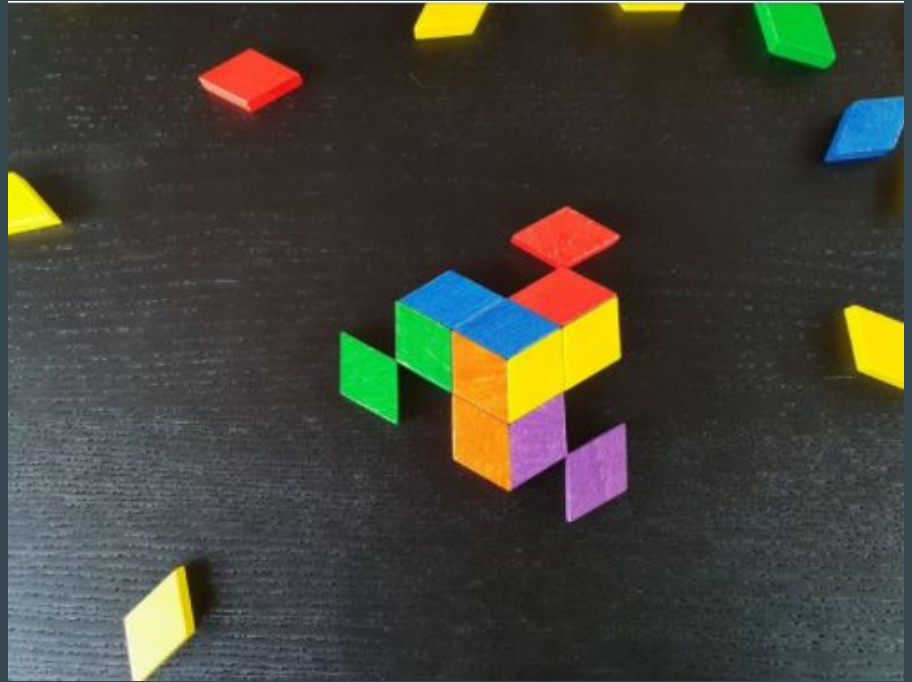
Lesson 5

Ignition Activity 5

Have a go at this 'rhombus into cube' challenge!

If you don't have pattern blocks at home ... here's an online resource that might be fun to explore.

[Maths Learning Centre](#)



Clue: Think about how you would draw a cube on paper and see if you can fit the rhombus shapes into it to make a cube. Use the Rhombus shape only.

In this lesson you will be practising adding money and solving problems involving money.

Have A Go!

Answer these in the pink text boxes

1. Complete the following money number sentences.



a. $\$10 + \$50 + \$20 =$

b. $\$20 + \$55 + \$30 =$

c. $\$30 + \$100 + \$25 =$

d. $\$100 + \$70 + \$15 =$

e. $\$100 + \$50 + \$20 =$

f. $\$20 + \$55 + \$40 =$

Look at these products and complete the following questions. Some of question 2 is done for you.



ice cream
\$3.65



lollies per 100 g
\$5.25



teddy bear
\$8.90



toy train
\$4.70



sunglasses
\$7.15



soccer ball
\$5.60



toy helicopter
\$11.35

Answer these
in the pink
text boxes



2. Rita has \$25 to spend.

a. Write 4 items she could buy with her money.

b. What is the total cost of the 4 items? $\underline{\$5.60 + \$4.70 + \$3.65 + \$7.15 = \$21.10}$

c. How much change would she have left? $\underline{\$25 - \$21.10 = \$3.90}$



Answer
these in
the pink
text
boxes

3. a. Jude buys a teddy bear and a soccer ball. If he paid with two notes using the lowest combination of denominations, what notes would he pay with?

- b. What change would he get?

4. Kelly has a \$10 note. What change will she get if she buys 100 g of lollies and a toy train?

5. Jason has a \$50 note. What change will he get if he buys a toy helicopter and a teddy bear?

6. What coins could you use if you had the exact money to buy:

- a. The sunglasses and ice-cream?

- b. 100 g of lollies and a teddy bear?

- c. The soccer ball, sunglasses and the toy helicopter?

Olympics Project Week 4





Olympic Games Project

Over the next week, you will be continuing your project on the 2021 Tokyo Olympic Games.

Continue with your set country and athlete.

Remember to do your VERY best work and show your creativity and skills. A slide has been added after each instruction for you to complete your answers in.

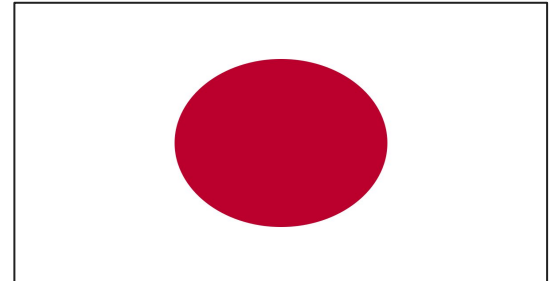
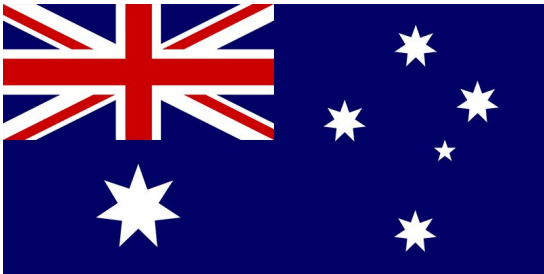




THE OPENING CEREMONY

This year's Opening Ceremony in Tokyo looks very different in comparison to the Sydney 2000 Olympic Games Opening Ceremony.

Watch the highlights from both ceremonies by clicking on the flags then come up with 3 detailed statements about the differences and similarities between the two ceremonies.



OPENING CEREMONIES: DIFFERENCES AND SIMILARITIES STATEMENTS

COMPARING CULTURES

During an Olympic Games, people from many nations visit one place.

Click on the image of Mr Fuji in Japan and investigate some of the customs and law systems in Japan that may not be familiar to other countries.

Task:

Write about 3 interesting ways Japan's culture differs from Australia.



COMPARISONS BETWEEN AUSTRALIAN AND JAPANESE CULTURE



Australia always does very well at the Olympic Games in terms of our population size compared with other countries.

Why do you think this is true?

AUSTRALIA'S OLYMPIC SUCCESS

Indigenous Australians have made significant contributions to Australia's success at the Olympic Games.

Select an Indigenous Australian athlete and highlight their major achievements at any past or present Olympic Games.



AUSTRALIA'S SUCCESS AND INDIGENOUS ACHIEVEMENTS



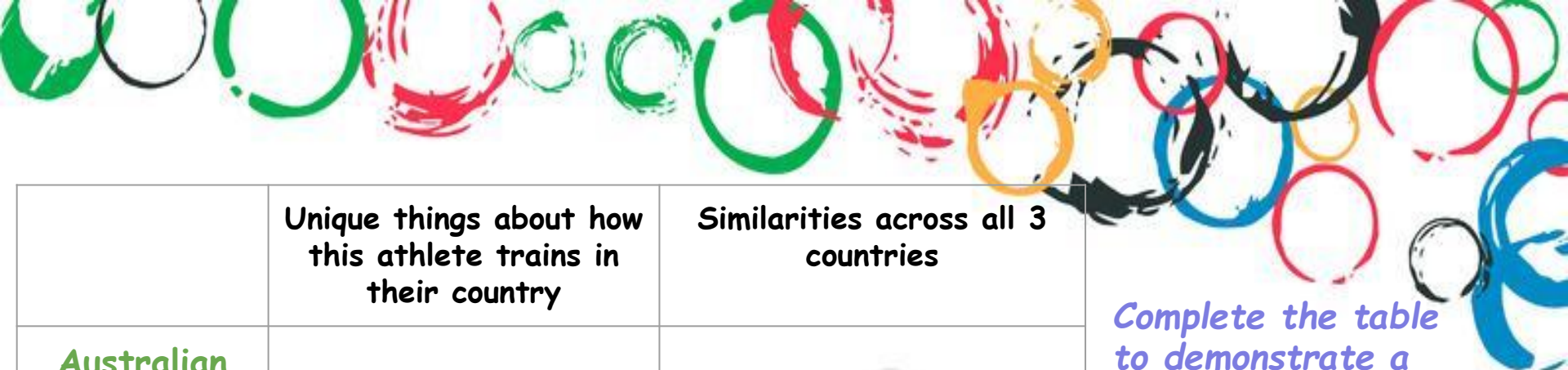
INQUIRY TASK

How does the environment, climate, culture, and beliefs impact training and ability to become an Olympic Athlete? The following links may help you, and complete the table on the following slide.

<https://www.cnbc.com/2016/08/19/lack-of-sporting-culture-institutional-support-and-inequality-blamed-for-indias-poor-olympic-record.html>

<https://theconversation.com/where-you-grow-up-matters-for-sporting-success-thats-why-yorkshire-cricketers-are-so-good-44157>

How does the environment, climate, culture, and beliefs impact training and ability to become an Olympic Athlete?



	Unique things about how this athlete trains in their country	Similarities across all 3 countries
Australian Athlete		
Japanese Athlete		
Your Athlete from the country you have studied		

Complete the table to demonstrate a comparison and contrast study between your athlete, an Australian athlete and a Japanese athlete - all participating in the same sport.

The Sport I have chosen is:

Healthy Eating

STEM TASK

Design what a healthy meal would like like for your athlete in your allocated country.

You will need to research what athletes need to be strong and healthy for their particular sport. For example, a gymnast would need to eat very differently to a weightlifter. The country they live in might also determine what foods they eat.

You could show what your athlete's dinner plate might look like.

Your Athlete's Final Medal Tally

The Olympic Games finished yesterday, Sunday, 8th August. Record your athlete's final results.

GOLD



SILVER



BRONZE



If your athlete was unsuccessful in gaining a medal, what place did they come and how did they go?

Your Country's Final Medal Tally

As the Olympic Games has now concluded, record your country's final medal tally.

GOLD	SILVER	BRONZE