



Erina Heights Public School

Stage 2 Learning from Home

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

NOTE: Activities below will be posted daily on Google Classroom.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Staff Development Day	School Magazine Reading Activity	School Magazine Reading Activity	School Magazine Reading Activity	School Magazine Reading Activity
		Dictionary Investigation	Coding/Writing Activity	Figurative Language	Listening Task - Podcast
		Recess Break			
Middle		Maths Lesson 1 PowerPoint and Mangahigh*	Maths Lesson 2 PowerPoint and Mangahigh*	Maths Lesson 3 PowerPoint and Mangahigh*	Maths Lesson 4 PowerPoint and Mangahigh*
		Olympic Games PowerPoint	Olympic Games PowerPoint	Olympic Games PowerPoint	Olympic Games PowerPoint
		Lunch Break			
Afternoon <i>Optional Activities</i>		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 the weblink www.digitallunchbreak.nsw.gov.au			
	* Mangahigh If you have not paid your child’s subscription to Mangahigh, please contact the school office. If you are having difficulty with your child’s username or password please contact teachers via Dojo.				



The School Magazine

A world of words since 1916

July 2021 | Issue No.6

COUNTDOWN



Bob high tails it!

And not a minute too soon! 18

Metamorphosis Poem

By Cindy Breedlove Illustrated by Michel Streich

Activity 1 -

Think about you already know about butterflies.

Use the following questions to guide your thinking:

- What do you know about butterflies?
- What do you know about the life cycle of a butterfly?

View [How a Caterpillar Becomes a Butterfly](#) before visiting [The Butterfly Lifecycle](#) page on the Coffs Harbour Butterfly House website.

Read the poem

Activity 2 -

The word of the month is '**alteration**.' Circle or highlight the words in the poem that show the alteration in your magazine. If you are working off a digital copy, write down the words.

Activity 3 -

A frog is an animals that goes through the same experience when growing and changing as the butterfly. They have a metamorphosis as part of their life cycle

Watch this clip on frogs. [The Life Cycle of a Frog](#).

Activity 4 -

Write a four-line poem that shows the lifecycle of a frog. The poem should

- Be written in first person showing the perspective of a frog.
- Should focus on one key part of the frog life cycle (for example, moving from Froglet to adult frog and losing the tail)
- Should have the first two lines describing the first life cycle part, and the second two lines describing after the change Example: My tail, my best feature, Swished behind me when I swam But today I am a sad creature I found my tail has gone!

Extension Task: Create an illustration to accompany the poem

Dragonfly's Surprise

by Dannielle Viera Illustrated by Sheree Fiala

Activity 1 -

Read the story up to the end of page 6.

Highlight or underline the sentences in the first part of the story which give a description of the dragon.

Activity 2 -

Draw a scientific illustration of the dragon from the story. **Don't look at the illustrations in the school magazine!** The scientific drawing should be labeled using the words from the story, for example one label could be 'wings of blistering speed' while another could say 'claws like knives.'

You can find more information and examples of science illustrations here:

[Scientific illustration: What is it?](#)

Sample scientific drawings include:

[Collection 27: Drawings of birds chiefly from Australia, 1791-1792](#)

[Dragons1640 by Ulysses Aldrovandi](#)

After you've finished your illustration share it with someone in your family. Explain how you represented each feature, and if you added more details and why.

Discuss the following:

- How do the descriptions from the Eagle, Elephant and Lion make you feel about the dragon?
- Why do you feel that way? (Hint - look at the words and phrases and techniques used in the descriptions).
- What do you think will happen to the dragonfly when they meet the dragon?

Activity 3 -

Make a list of the predictions on how you feel the story will unfold.

Finish reading the story.

Discuss these questions with a family member:

- What surprised you about the dragon?
- How did your perspective of the dragon change and why?

Activity 4 -

Using paper or a Google Doc, write a reflection on how your views changed using the following ideas:

- I thought ...
- Then I discovered...
- Now I think...

Activity 5 -

Complete the worksheet on the next page to show how you understood the story you have just read.

Comprehending 'Dragonfly's Surprise'

Read 'Dragonfly's Surprise' and answer the following comprehension questions. Some answers are easy to find in the text, while others will make you think.

1. Why did thunderous laughter echo around the cave when Dragonfly offered to face the dragon?

2. Who were the chiefs of the animal clans?

3. Why do you think Dragonfly said, 'Hello, cousin' to the dragon?

4. Why did the animals stop in their tracks at the sight of Dragon and Dragonfly?

5. What does the word 'toll' mean?

6. What piece of advice (or words of wisdom) would you give to the animal chiefs?

7. Write another paragraph at the end of this story. What happens next?

The Quietly Brave Umbrella Man

by Kate Walker Illustrated by Fifi Colston Photos by Alamy

Activity 1 -

Read the story.

Activity 2 -

Summarise the invention of the rain umbrella by Jonas Hanway by adding points to the table below.

Problem	Solutions Prior to 1750	Hanway's Solution in 1750	Inspiration for the New Invention

Activity 3 -

Using paper or a Google Doc, Imagine you are Jonas Hanway. Write a 4 of journal entries showing the progress of your invention - the rain umbrella. The summary are have completed above will assist you in developing your set of journal entries.

Suggestions for the different journal entries include:

- Written during his time in Persia
- Showing his plans for the invention
- The completion of the umbrella
- Showing the response from the public
- Your thoughts on how this invention can help people

Some diary entries may include drawings or diagrams.

Activity 4 -

Complete the character profile worksheet on Jonas Hanway

Character profile: Jonas Hanway

Read Kate Walker's article 'The Quietly Brave Umbrella Man'. Summarise the information in point form in the boxes below.

Part A

Name	Jonas Hanway
Nationality	
Where was Hanway when he got the idea for the umbrella?	
Did Hanway's idea take off?	
Why did cab drivers threaten Jonas?	
What was Hanway's greatest achievement?	
What five words best describe Jonas Hanway?	

Part B

Why might the article 'The Quietly Brave Umbrella Man' use illustrations to support the information rather than photographs? Record some reasons on the lines below.

The Ants and the Cricket Play

By James Bean and Gillian Flaherty Illustrated by Cheryl Orsini

Activity 1 -

Plays are meant to be performed, not read silently. The actors should stand in front of an audience, and use actions and movement to help tell the story of 'The Ants and the Cricket.'

Read the play with members of your family

Discuss with your family members the following questions:

- What is the purpose of this play?
- Is there a lesson that can be learnt?
- Who is the play written for (the audience)?
- How do we know?
- If this play was being performed at your local theatre, who would go to see it?

Activity 2 -

The illustrations show a character from the play and some different parts of setting.

On paper, use the illustrations from the article as ideas or inspiration for designing a set of costumes and props for each character (the ants, the cricket and the narrator) and draw backdrop designs for the stage, showing each season represented in the play.

When designing your costumes, it is important to consider the audience of the play and also the purpose - refer to the earlier discussions.

For ideas/inspiration on costumes view at these costume design sketches from the State Library of NSW for a play called 'Insect play.'

- [Costume designs, 1932-1960 / Thelma Afford](#) - Butterfly costumes
- [Costume designs, 1932-1960 / Thelma Afford](#) - a Chrysalis and a parasite
- [Costume designs, 1932-1960 / Thelma Afford](#) - Mr and Mrs Cricket

Extension: Read [The Ant](#) and [the grasshopper](#) and compare it with the play in this issue of Countdown, using a [T-chart](#) showing similarities and differences.

Activity 3 -

Think about the four articles that you have read this week from the School Magazine.

Using paper or a Google Doc, choose one (1) article that you would recommend that other people read and give the reasons that you think they should read it.



Literacy Activities

Stage 2 – Week 1

Tuesday 13th July

Dictionary Investigation

If you get stuck, click [here](#) for clues.



How many words are there in the English language?



Are words ever added to the dictionary? If so, how?



Can words be removed from the dictionary? If so, how?



How are definitions created for words in the dictionary?



Who makes the decision about English words and whether they are valid?

Speaking & Listening – Coding



Watch the following video and have a go at making your very own Scratch game.



When you have finished, write a persuasive argument about why your friends should play your game.



Alliteration

Alliteration is a type of figurative language. It is the repetition of beginning letters or sounds in a series of words.

For example:

- + Patsy planted the pretty pink poppies in the pot.
- + "Slowly the slug started up the steep surface, stringing behind it scribble sparkling like silk"

+ **Your Task:**

- + Write 6 examples of alliteration
- + Find some examples of alliteration in a book you are reading



Podcast – The kids should see this

<https://thekidshouldseethis.com/>

You will need:

- A laptop or iPad, pencil, paper and earphones (optional)

What to do

- Scan the QR code or click on the web link above



Complete the following activities:

- 1) From the homepage of 'The Kids Should See This' website, choose the 'science' topic/
- 2) Browse through the video and choose one to watch.
- 3) Write down what you learnt.
- 4) Write 3 questions for the video host or creator.
- 5) What do you want to know more about?
- 6) Draw a model of the video focus. Include labels for your model.

Stage 2 – Learning from Home Program

Week1



ESSENTIAL QUESTION



Why did the Olympic Games begin, and how have they changed since ancient Greece?



Tuesday 13th Activities

The Ancient Olympic Games

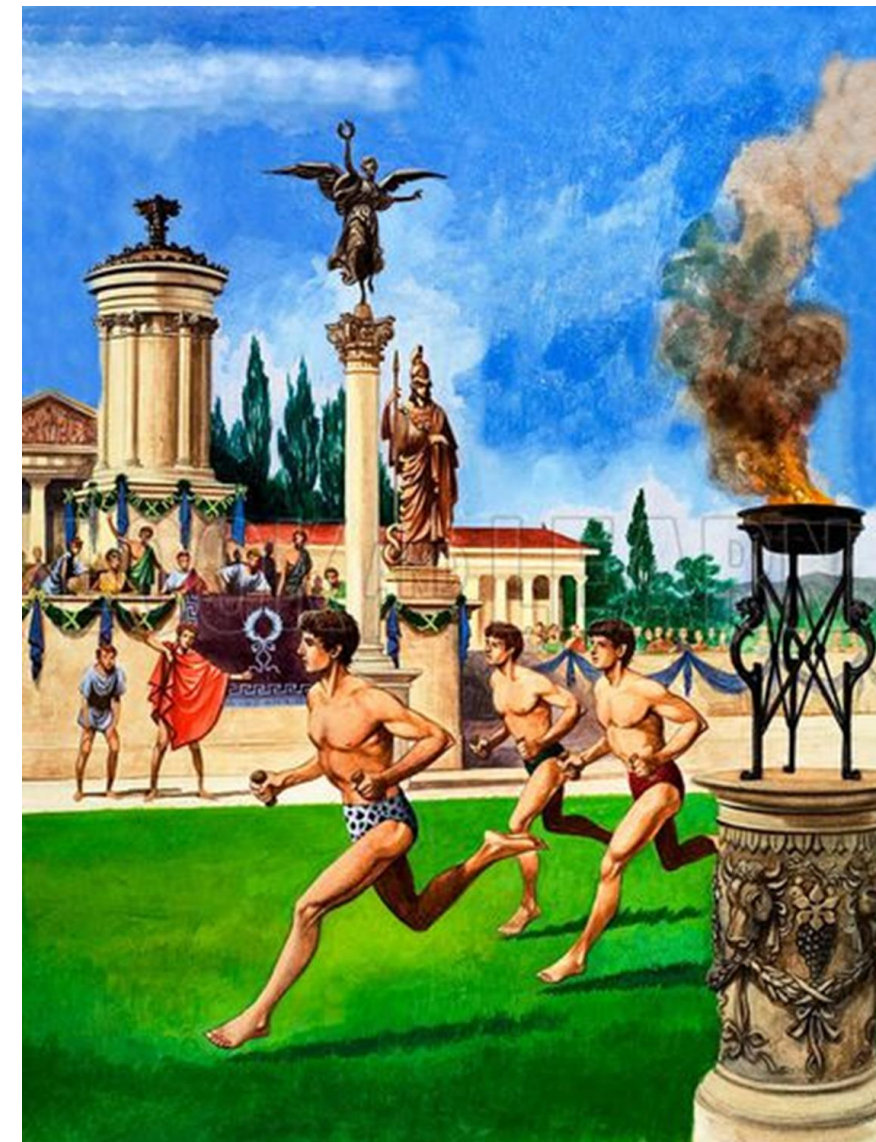


The Ancient Olympics

What do you already know?



Go to the [Jamboard](#) to add in your responses. Please do not delete or cover other students' responses.

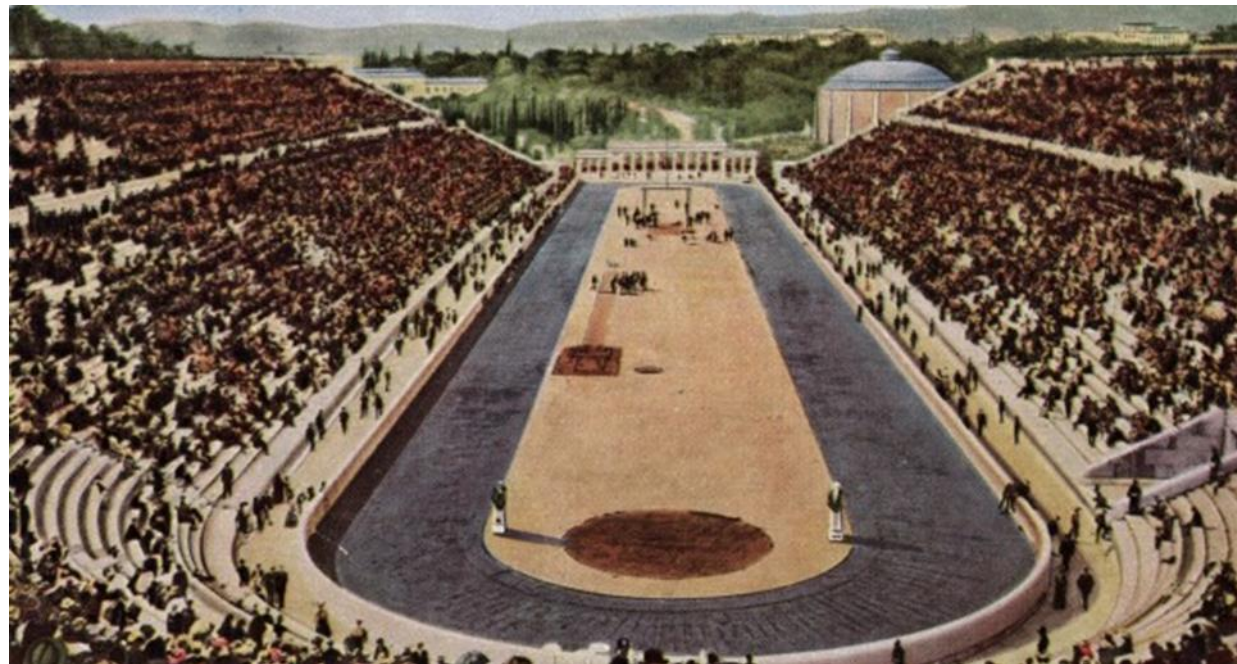


The Ancient Olympics



Athlete comes from a Greek word that means, 'to compete for a prize.'

The History of the Olympic Games



Thought to have started over 2,700 years ago in ancient Greece, the Olympic Games have a rich history but where did it all begin? Read on to find out about the first games, how they ended and the resurfacing of the modern Olympic Games.

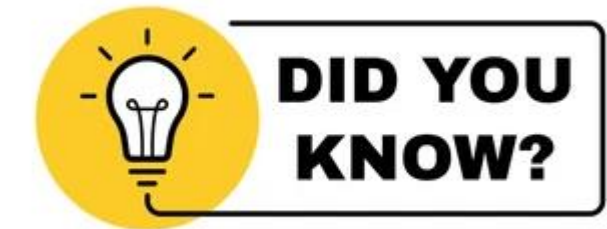
The Ancient Olympics

The History of the Ancient Olympic Games



Zeus – The god of the sky.

The first ancient Olympic Games took place in Greece nearly three thousand years ago in 776 BC. They were held in the religious sanctuary of Olympia, a rich land surrounded by olive trees. Initially, the ancient Olympics were organised as part of a religious festival to honour the leader of the Greek gods, Zeus. He was the god of the sky and lived on Mount Olympus, the highest mountain in Greece. In 392 AD, the Olympic Games were suspended until 1500 years later.



The prizes for the winners were olive leaf wreaths or crowns.



How often did the games take place?

The games were held every four years and featured several sporting events. They lasted five days and happened in the hottest months of the year.

Zeus is said to have travelled to Olympia from his home in Mount Olympus in 200 BC. He announced his visit by throwing his thunderbolt from Mount Olympus into Olympia. This became the setting for the first ancient Olympic Games. People travelled from all over Greece to see the Games and visit the Temple of Zeus.



The period of four years between the Olympics is called an 'Olympiad'

What events took place?

At the beginning, the games were just short foot races designed to keep Greek men fit for the intensity of war. The path for the foot races was about 700 feet long and straight.

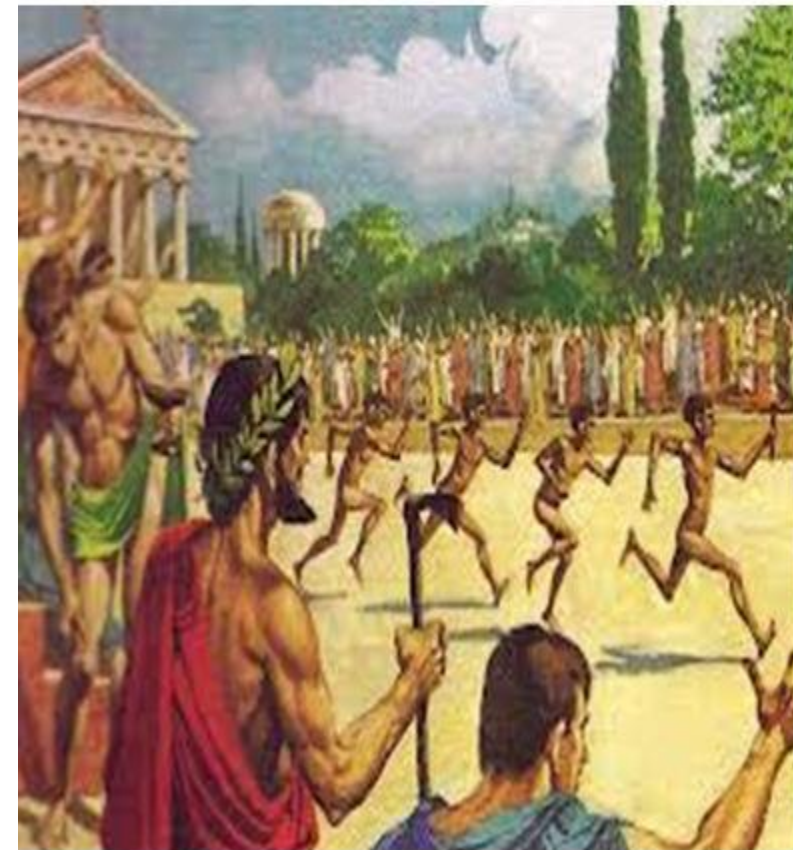
It was also wide enough for twenty men to run side by side. Only men who spoke Greek were allowed to take part in the races.

Men ran the races without any clothes on. Gradually, other events were added but there were no team sports like in the modern Olympics.

Horse races, chariot races, boxing, and wrestling were all popular events in addition to the foot races.

There was also a special event that consisted of five different sports activities: wrestling, running, the long jump, disc throwing, and spearthrowing.

The Sacred Truce



The city-states of Greece were often at war. This made travel between them dangerous. So messengers sent out from Elis announced a 'sacred truce' (peace) lasting one month before the Games began. This meant people could travel to Olympia in safety. The Olympic Games were more important than wars because they were a religious festival. The messengers went all over the Greek world, as the map shows.



The modern Olympic truce is similar to the ancient version but encourages different nations not to wage war during the Olympic games.

Task:

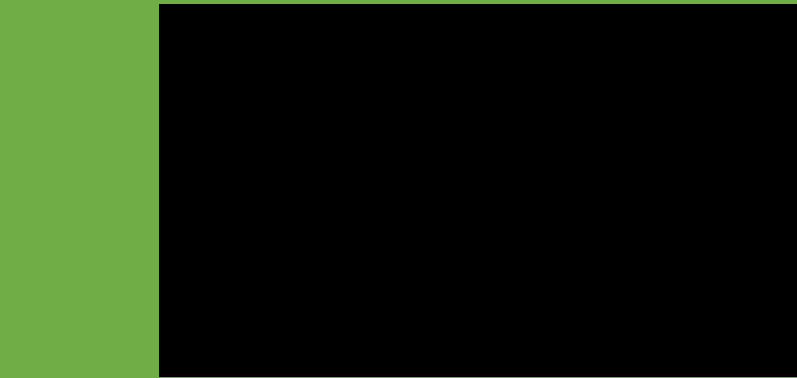
Use the information you have read as well as the information from these weblinks to answer the questions on the following slides.



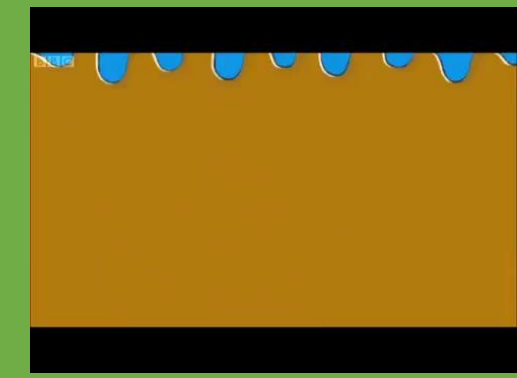
Clicking the icons below will help you to find more information on the Ancient Olympics.



★ TED Ed – Ancient Olympics



★★ Overview of the Ancient Olympics



★★★ Horrible Histories – The Ancient Olympics



Answer the following questions on the next few slides based on what you have learnt.

★ When were the first Olympics held and where? Include information about why the games were originally held. Include a map of Ancient Olympia.

★ ★ Design a poster or slide on the sports that took place during the Ancient Olympics.



Explain what the Penkration event entailed



Wednesday 14th Activities

The Modern Olympic Games



The Ancient Olympics

The End of the Ancient Olympic Games



The Ancient Olympic games were held for over a thousand years and ended in 393 AD when the Roman emperor Theodosius banned them.

He had outlawed the worship of the ancient gods because of new beliefs in Christianity.

The buildings were eventually torn down and the city was buried under earthquakes and floods.

The Ancient Olympics

The End of the Ancient Olympic Games



When ancient Greece was invaded by the Roman Empire in the 2nd century BC, the Games continued. However, it is thought that the quality of the Games began to go downhill. In AD 67, a Roman emperor named Nero took part as a competitor in the chariot race (a dangerous race around a circular track on chariots led by horses). Although he fell off during the race, he still announced himself as the winner. By AD 393, an emperor named Theodosius I had called for a ban of Pagan festivals. This meant that the ancient Olympic Games were cancelled after nearly 1,200 years.

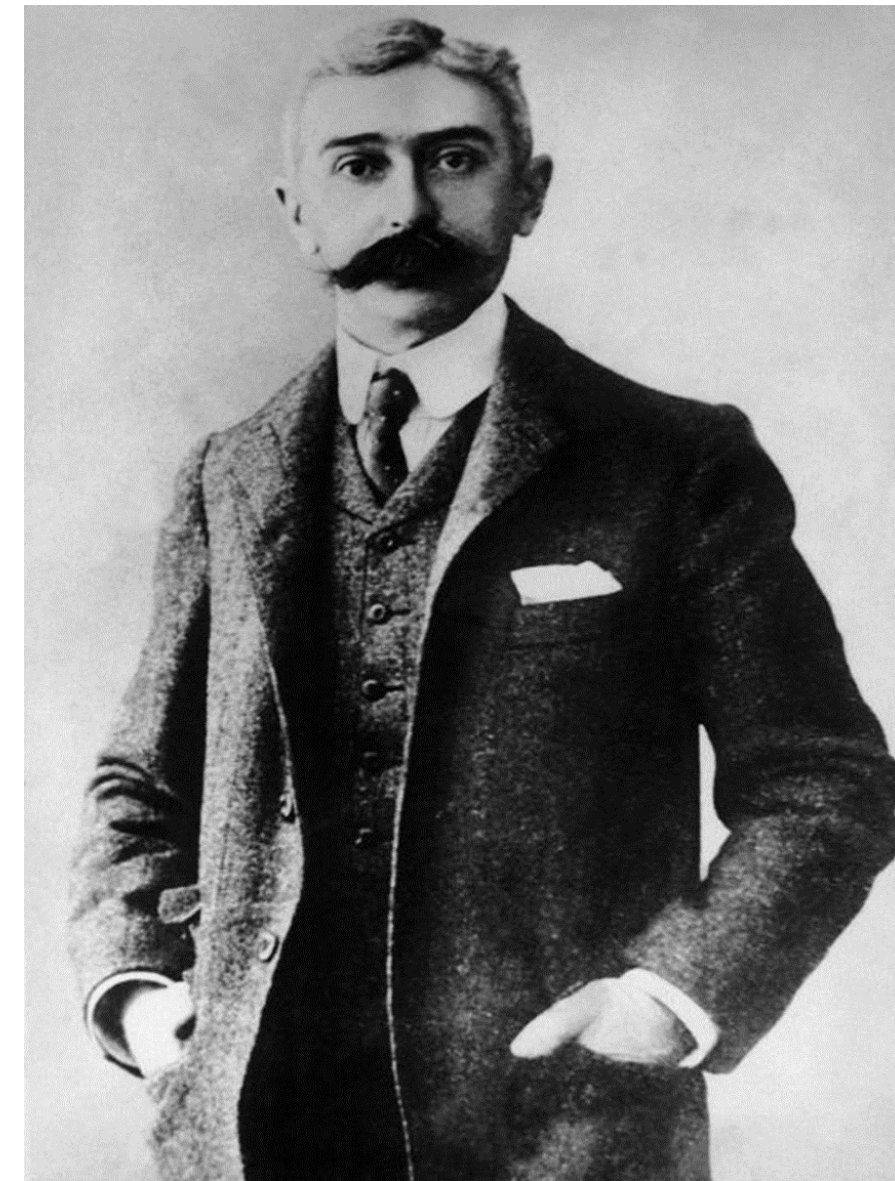
The Ancient Olympics

The Modern Olympic Games

The modern Olympics were started in 1896 by a French educator and historian by the name of Pierre de Coubertin.

Pierre loved sports and felt that the world's countries would have more of an opportunity for peace if they gathered together to play sports.

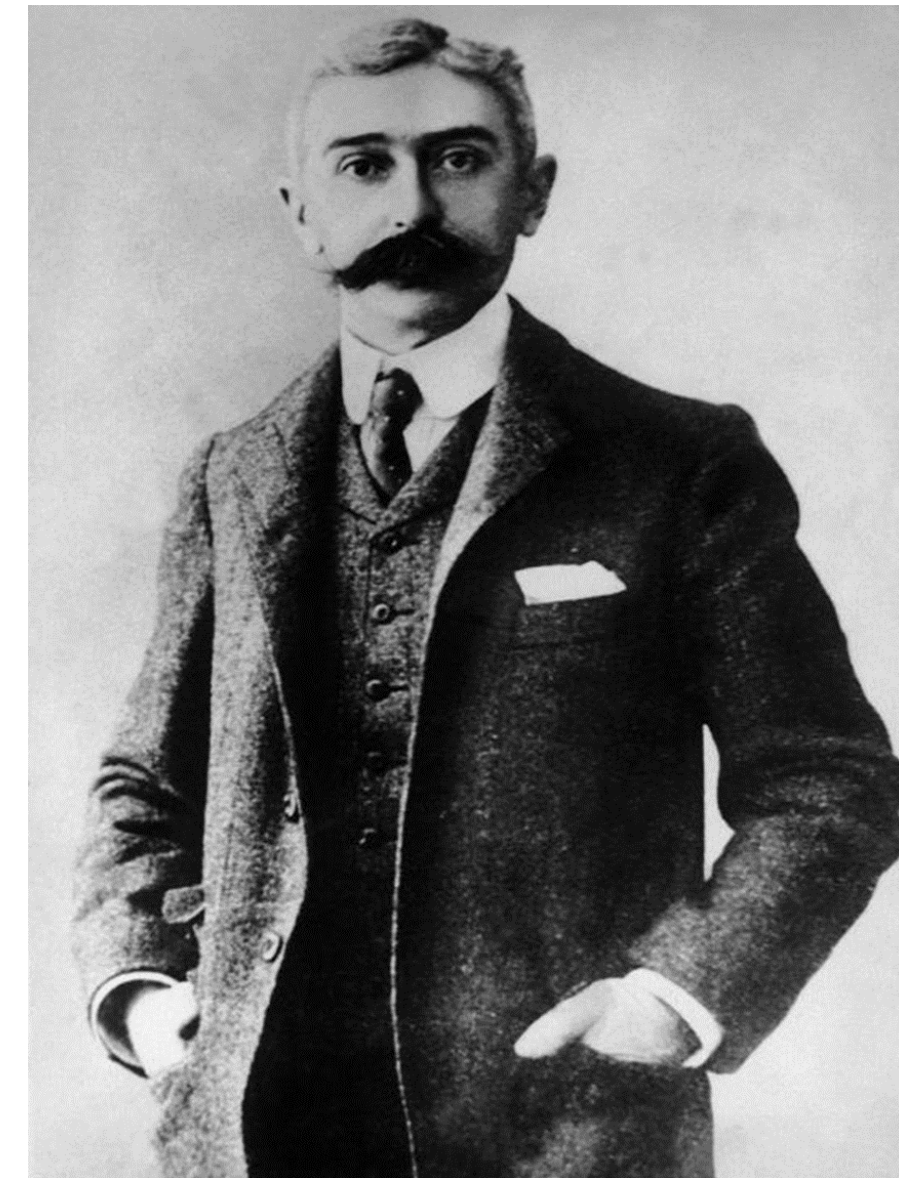
He designed the five color rings that are used to represent the Olympic Games today.



The Ancient Olympics

The Modern Olympic Games

Around 1,500 years later, a French baron named Pierre de Coubertin suggested the idea of holding an international athletics competition. He wanted it to be held every four years just like the ancient games in Olympia. When his idea was accepted, he started the International Olympic Committee. The first modern Olympic Games were held in 1896 in Athens, Greece. Since then, the modern Olympic Games have been held every four years. Throughout their history, the modern Games have been cancelled or postponed four times. Once in 1916 due to the First World War, in 1940 and 1944 due to the Second World War and again in 2020 as a result of the coronavirus pandemic.





What are some similarities and difference between the modern and ancient Olympic Games? If you get stuck, you can find some clues [here](#)

Similarities

Differences

Make an Olive Wreath of your own (optional)



Choose a wreath to make and click the pictures above to be taken to a tutorial. Take a photo of your finished wreath and insert it in a new slide.

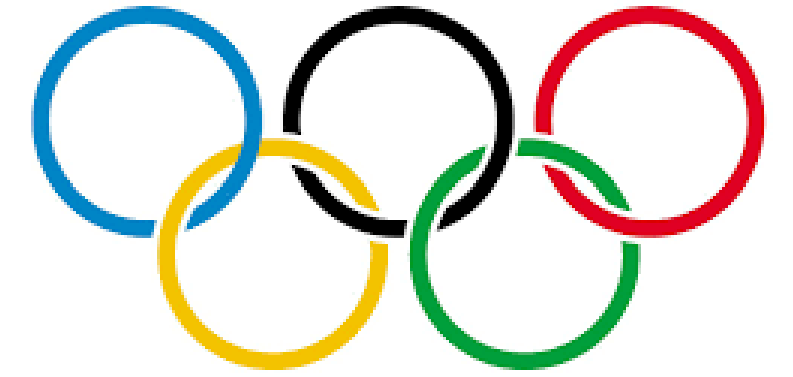


Thursday 15th Activities

The Olympic Games



Olympic Symbols



Watch the following clip, then answer the questions on the following slide

- **Stage 2:**

https://www.youtube.com/watch?v=8_bve53_I3s

- **Stage 3:**

<https://www.youtube.com/watch?v=oENuS4NDeVg>



The Olympic Rings and the Olympic Flag

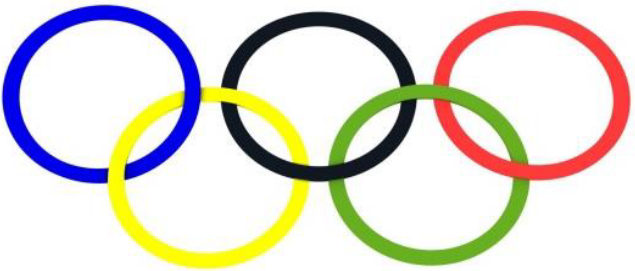
Why are the linked rings an Olympic symbol?

.....

.....

.....

What does each colour represent?



Blue.....

.....

Black.....

.....

Red.....

.....

Yellow.....

.....

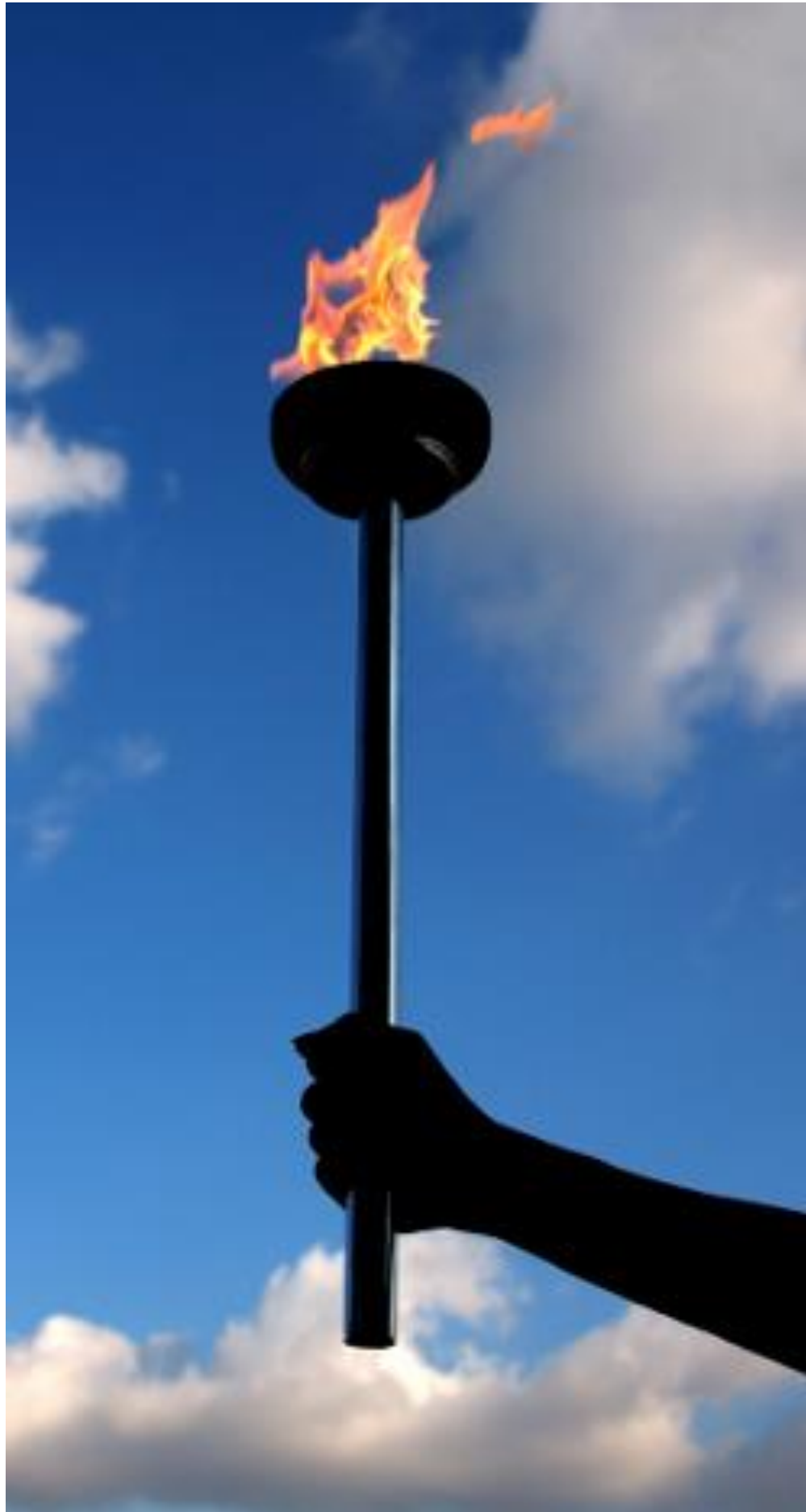
Green.....

.....

- Q1. Write down 3 interesting facts that you learnt about the Olympic Rings from watching the video.
- Q2. Why are there five rings in the flag?
- Q3. Why are the rings linked together?
- Q4. What do the different colours signify?
- Q5. Name some of the countries that belong to each region/colour of the flag.

The Olympic Flame

Click on the flame to see the history of the Olympic Flame.



The Olympic Torch is a tradition that has existed for over two thousand years. It is a long vessel that is used to carry a continuously burning flame.

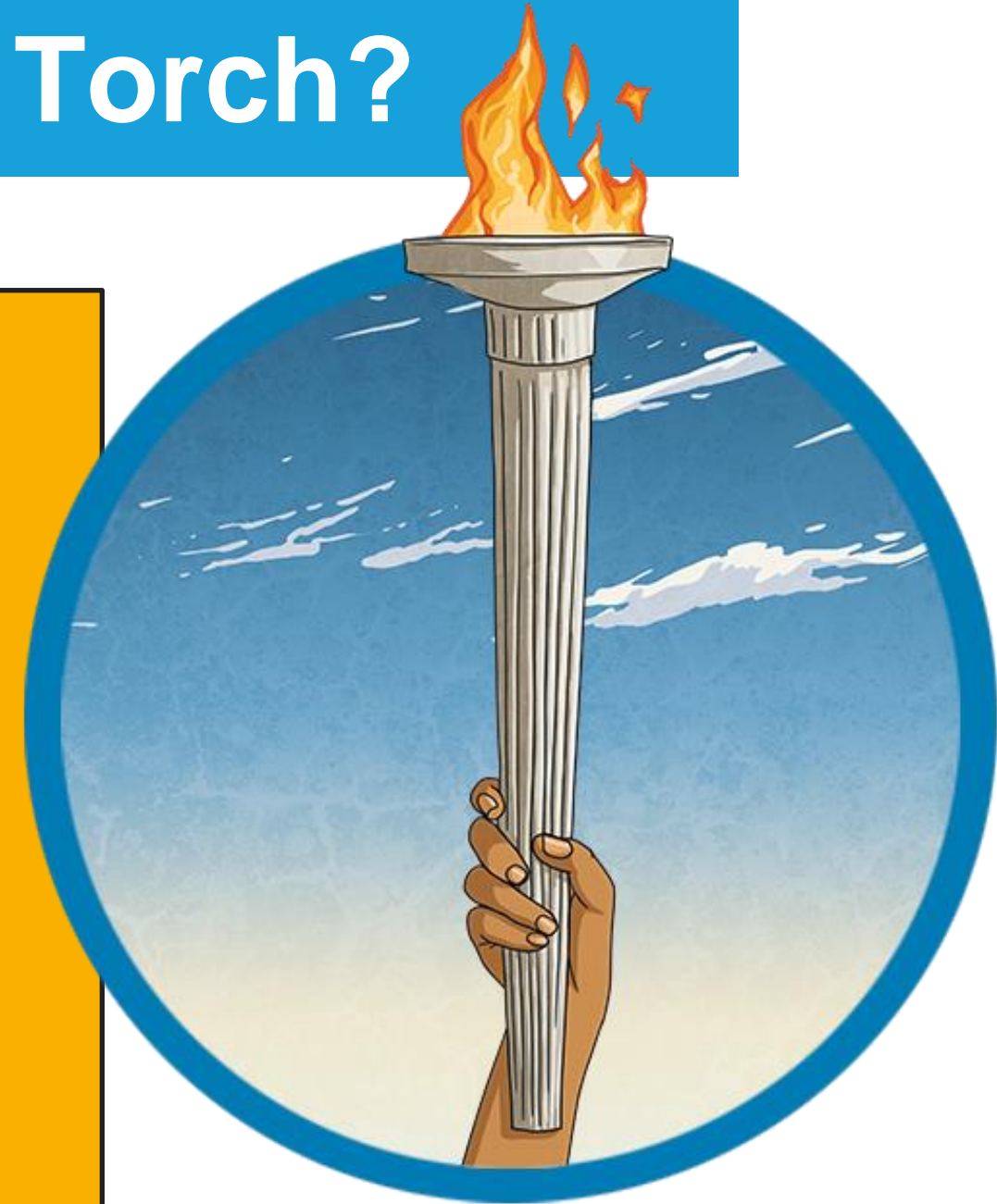
It represents the spirit of the Olympic games and plays an important role in the lead up to the opening ceremony.

The Olympic Torch

What is the Olympic Torch?

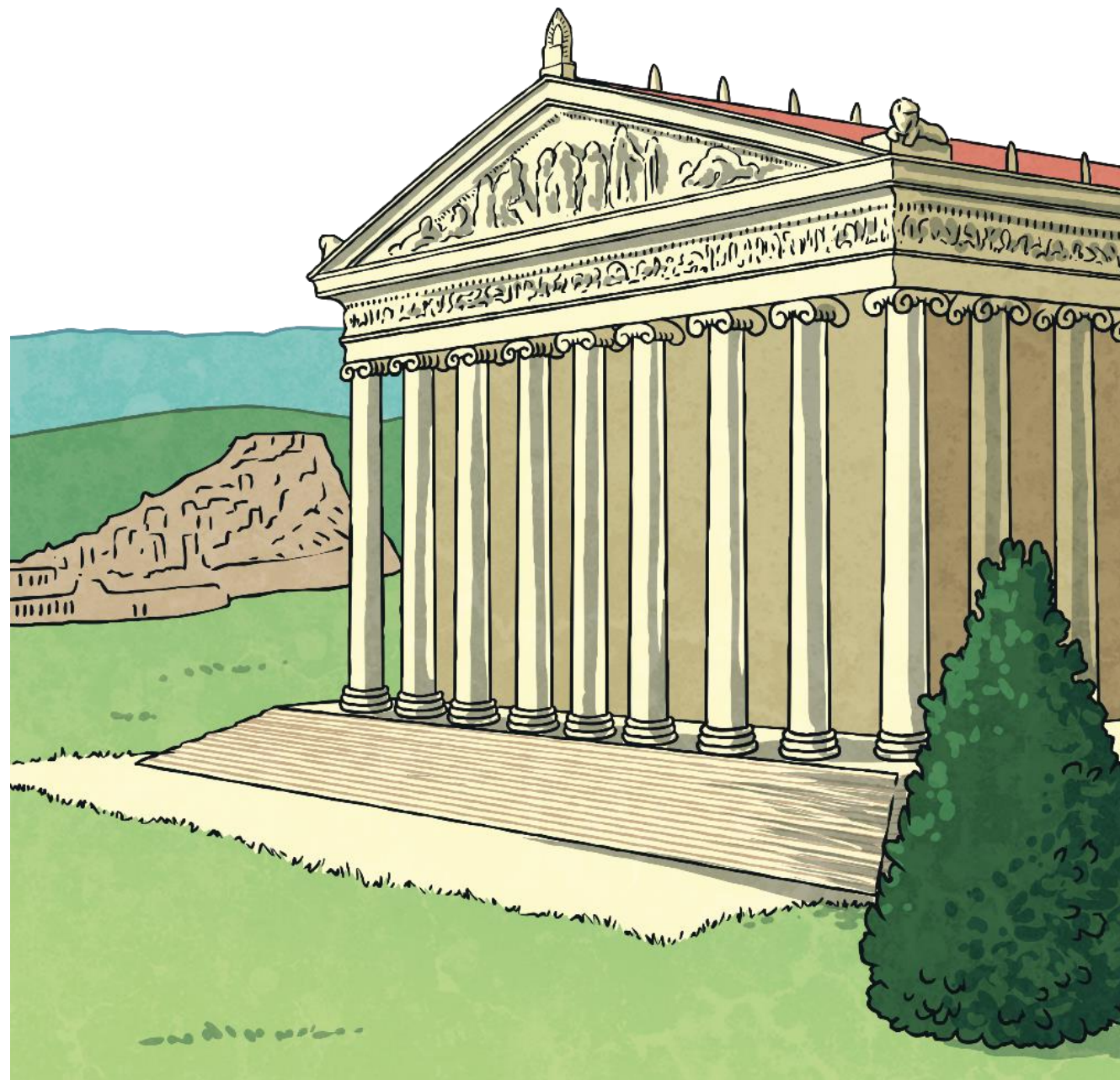
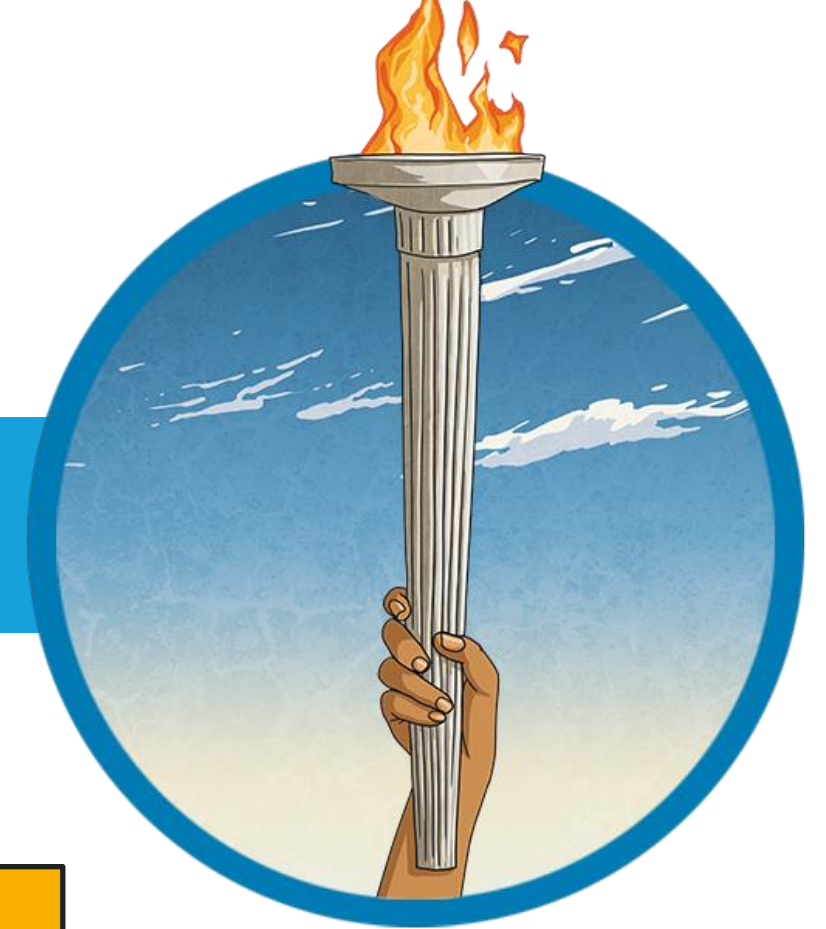
The Olympic Torch is a tradition that has existed for over two thousand years. It is a long vessel that is used to carry a continuously burning flame.

It represents the spirit of the Olympic games and plays an important role in the lead up to the opening ceremony.



The Olympic Torch

History

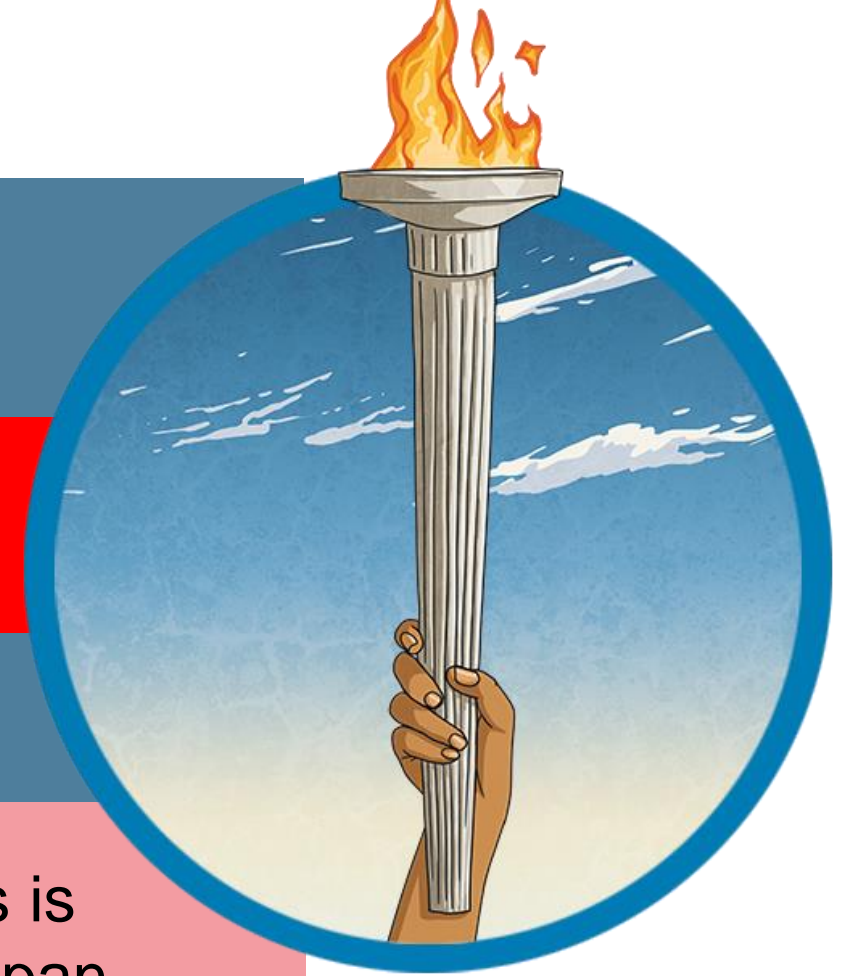


The Olympic Torch was first used in Olympia, the city where the Ancient Olympics took place.

The Ancient Greeks saw fire as a divine element. Fires were kept continuously burning on altars for many Greek gods and goddesses.

The Olympic Torch

The Tokyo Olympics



This year, the Olympics is being held in Tokyo, Japan. Their Olympic Torch was lit in Olympia, Greece and sent to Japan where it is to be carried around 47 prefectures, including Kyoto, Tokyo, Hokkaido, Fukushima, Kagawa, Okinawa and Nagasaki.

It is expected to go from March 2020 until July 2021.

An illustration showing a diverse crowd of people in the background. In the foreground, a Black man with a stethoscope around his neck stands next to a white man in a blue and white athletic jacket who is waving. The background is filled with many people, some holding up phones to take pictures.

The Olympic Torch

The Tokyo Olympics

The torch is lit in Olympia and taken to the host nation's country. Once there, it travels around for months until reaching the opening ceremony of the games. This is known as the Olympic Torch Relay.

The Olympic torch is carried by a range of people during the relay, including professional sportspeople, politicians, musicians, students, doctors, scientists and other members of the general public.

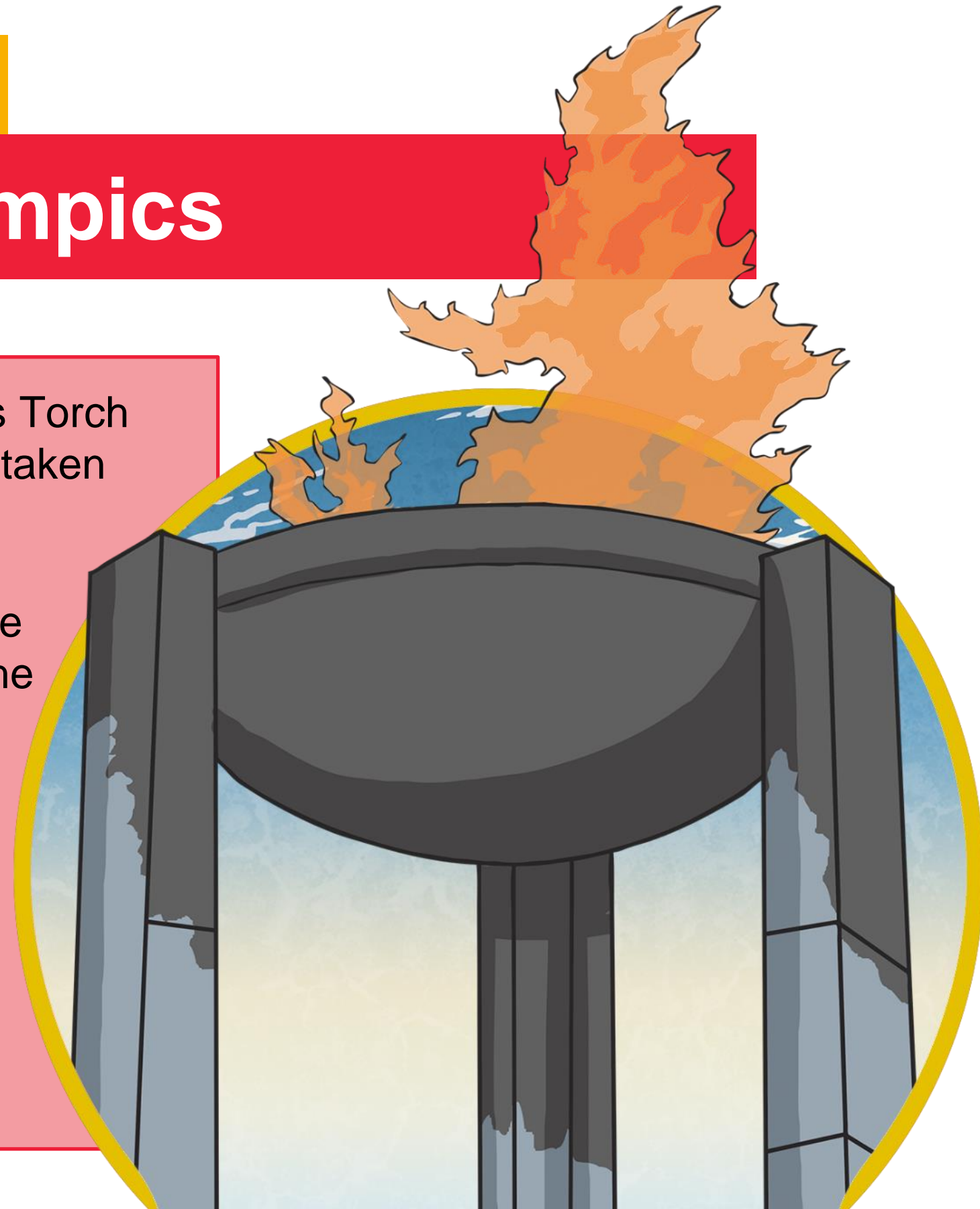
The Olympic Torch

The Tokyo Olympics

At the end of the Tokyo Olympics Torch Relay, the Olympic Torch will be taken to Shinjuku City in Tokyo.

Like every Olympic Games before it, the torch will be used to light the cauldron during the opening ceremony. This symbolises the beginning of the Olympics.

It will burn for the entire games until it is distinguished at the closing ceremony.



Olympic Flame in a bottle STEM activity

Name: _____

STEM Science – Olympic Torch in a Bottle

You will create a falling flame in a jar and identify the colors you see in the flame.

Supplies:

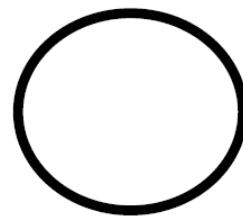
- Vegetable Oil
- Plastic Bottle or Jar
- Food Coloring

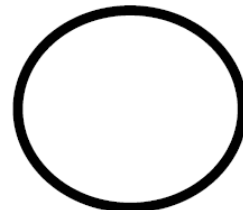
Goal:

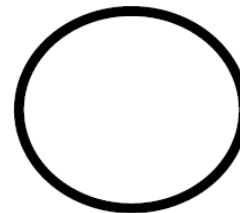
Create a flame in a jar and see what colors you can identify

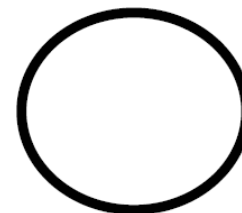
Record the Colors You See

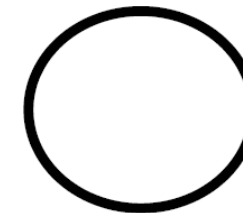
Fill in each circle with a color you see falling in the jar. Write the name of the color beneath it.











Why does the food coloring separate from the vegetable oil?

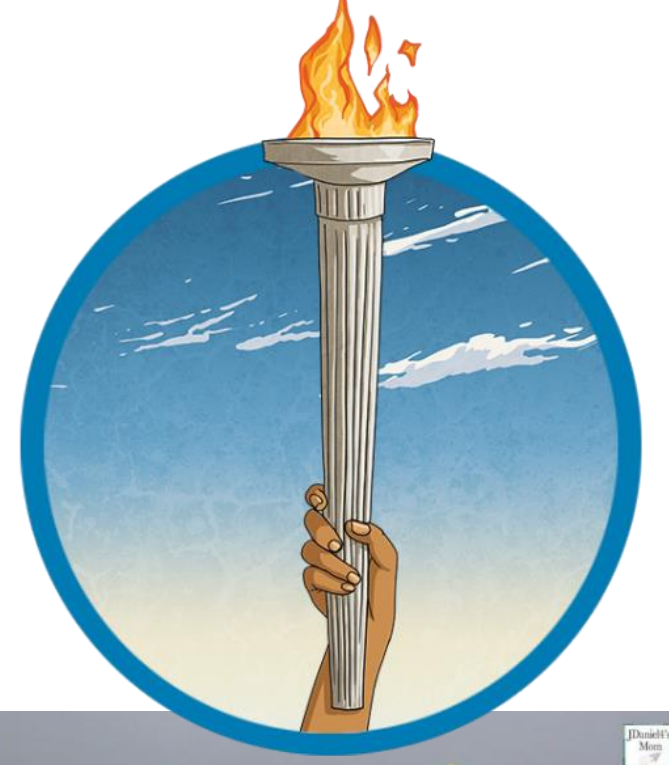


You will need to gather a few supplies for this activity. It would be great to take some photos and share these with your teacher and class on Google Classroom.

- Plastic Water Bottle
 - Food Colouring
 - Vegetable Oil
 - STEM sheet from previous page - you can just answer the questions on a separate page or print out the sheet if you have a printer.
 - Small Container
 - Measuring Spoon
 - Plastic Fork
1. Put 4 Tablespoons of vegetable oil in a small container.
 2. Next, decide what colours you want to add to the oil to create the flame (red, oranges and yellows represent the Olympic torch best). Place about two drops of each colour they select into the container with the oil.
 3. Stir the mixture lightly with a fork. When you have finished stirring, pour the mixture into a bottle that is filled to 3/4 with warm water.
 4. The food colouring will slowly separate from the oil and begin to slip into the water creating flame like flickers of colour in the water.
 5. The various colours of food colouring will drift down in their own flickers. They will mix together as they fall to form new colours.

Over time you may see light and darker areas of the colour. When you see the Olympic flame on T.V., you may see this too.

Besides seeing the cool flame colours in the jar, you will see that the oil has stayed near the top of the bottom.



Why do the food colouring droplets fall?

The food colour drops fall into the oil in the small plastic container, but they don't dissolve. When the mixture is poured into the water bottle, the oil stays at the top.

Oil is less dense than water.

Slowly the food colouring drops start to drop from the oil because they are heavier than the oil. As the food colouring drops make their way into the water, they start to dissolve. This caused the flicker or explosion of colour.





Friday 16th Activities

The Olympic Games



Symbols of Tokyo Olympics

Design and Meaning

Click on the Tokyo Olympics logo to find out more about it's design and meaning.

1. Write 3 statements you have learnt about the Tokyo Olympic Logo.
2. Why do you believe the logo is important for this Olympic Games?
3. Design a new logo and explain it's meaning in terms of bringing the world together through sport.



Olympic Mascots

Olympic mascots are characters, usually animals native to the area, but sometimes human figures. They represent the culture of the place where the Olympic and Paralympic games are taking place. The first Olympic games mascots appeared at the 1968 Winter Olympics.

[Click on the Tokyo Olympic Games Mascot to find out more.](#)

Q1. What is the name of this mascot and what does its name mean?

Q2. How does the design of the mascot represent Japan?

Q3. At Erina Heights Public School, our mascot is Hoot the Owl. Have a go at creating a new sporting mascot for Erina Heights Public School that captures our location, school colours and PBL values.





Stage 2 Maths Tasks

Week 1

Tuesday 13th July

If you would like some extra
maths activities, your teacher
has set you some activities on
[Mangahigh.](https://www.mangahigh.com/)



Ignition Activity – choose your level



ID: 54284

LEVEL 1 **Junior**

EMOJI PUZZLES FOR DEVELOPING MINDS

$$\text{👨🔬} + \text{👨🔬} = 4$$

$$\text{😎} + \text{👨🔬} = 6$$

$$\text{😎} + \text{💻👨🔬} = 9$$

$$\text{💻👨🔬} + \text{👨🔬} = ?$$

[solveemoji.com](https://www.solveemoji.com)

ID: 54279

LEVEL 3 **Junior**

EMOJI PUZZLES FOR DEVELOPING MINDS

$$\text{👩} + \text{👩} = 16$$

$$\text{👨📞} + \text{👩} = 15$$

$$\text{👨📞} + \text{👩👵} = 19$$

$$\text{👩} + \text{👩👵👵} = ?$$

[solveemoji.com](https://www.solveemoji.com)

ID: 54292

LEVEL 5 **Junior**

EMOJI PUZZLES FOR DEVELOPING MINDS

$$\text{🇺🇰} + \text{🇺🇰} = 8$$

$$\text{🇯🇲} \times \text{🇺🇰} = 48$$

$$\text{🇰🇷} + \text{🇯🇲} = 32$$

$$\text{🇺🇰} + \text{🇰🇷} = ?$$

[solveemoji.com](https://www.solveemoji.com)

Today's Number Talk Activity



GRAB AND GO NUMBER TALKS

True or False?

$$72 + 65 < 59 + 52$$

121

© TANYA YERO Teaching



GRAB AND GO NUMBER TALKS

True or False?

$$92 + 74 > 114 + 39$$

122

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GRAB AND GO NUMBER TALKS

True or False?

$$64 + 99 > 254 - 87$$

124

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Maths Activity

MATHS INVESTIGATION

APPLY KNOWLEDGE AND UNDERSTANDING

position | area | angles | length

Create a treasure map using grid paper. Make sure that your map demonstrates the following skills:

- ☐ Draw regular and irregular shapes
- ☐ Identify right, acute and obtuse angles in the shapes
- ☐ Measure the areas of the shapes
- ☐ Include a legend/key and draw a compass rose
- ☐ Calculate the distance between two locations
- ☐ Write a series of directions using positional language



What other skills can you demonstrate?

Wednesday 14th July

If you would like some extra
maths activities, your teacher
has set you some activities on
[Mangahigh.](https://www.mangahigh.com/)



Ignition Activity – choose your level



ID: 1136 EASY **Next Level**
EMOJI PUZZLES FOR DEVELOPING MINDS

$$\text{Watermelon slice} + \text{Watermelon slice} + \text{Watermelon slice} = 27$$

$$\text{Watermelon slice} + \text{Orange} + \text{Watermelon slice} = 28$$

$$\text{Apple} + \text{Apple} + \text{Orange} = 16$$

$$\text{Orange} + \text{Watermelon slice} \times \text{Apple} = ?$$

[solveemoji.com](https://www.solveemoji.com)

ID: 4463 MEDIUM **Next Level**
EMOJI PUZZLES FOR DEVELOPING MINDS

$$\text{Pear} + \text{Pear} + \text{Pear} = 21$$

$$\text{Lemon} \times \text{Pear} + \text{Lemon} = 40$$

$$\text{Lemon} \times \text{Strawberry} + \text{Strawberry} = 60$$

$$\text{Strawberry} + \text{Lemon} \times \text{Pear} = ?$$

[solveemoji.com](https://www.solveemoji.com)

ID: 6680 HARD **Next Level**
EMOJI PUZZLES FOR DEVELOPING MINDS

$$\text{Kiwi} + \text{Apple} + \text{Kiwi} = 22$$

$$\text{Pear} + \text{Pear} + \text{Kiwi} = 28$$

$$\text{Apple} + \text{Apple} + \text{Pear} = 38$$

$$\text{Apple} \times \text{Kiwi} \times \text{Pear} = ?$$

[solveemoji.com](https://www.solveemoji.com)

Today's Number Talk Activity



GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

$$12 + 29?$$

25

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GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

$$116 - 25?$$

42

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GRAB AND GO NUMBER TALKS

How many different ways can you **mentally** compute

$$15 \times 4?$$

79

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Maths Activity

MATH TECH INVESTIGATION



2D Space | Area | Length

DRAWING AREA

Open the **Sketches app** and select the  symbol to add the custom square paper background.

- ☐ Write your name in block letters using the pencil and ruler
- ☐ Record the dimensions of each letter in centimetres
- ☐ Calculate the perimeter of each letter
- ☐ Record the perimeter using cm
- ☐ Calculate the area of each letter
- ☐ Record the area using cm^2



Extension: Calculate the total perimeter and area of your name.

Thursday 15th July

If you would like some extra
maths activities, your teacher
has set you some activities on
[Mangahigh](https://www.mangahigh.com/).



Ignition Activity

Round to the nearest ten

54

1

Round to the nearest hundred

345

10

Round to the nearest thousand

2546

13

Round to the nearest ten thousand

19 102

21

Round to the nearest ten

429

4

Round to the nearest hundred

3452

12

Round to the nearest thousand

54 321

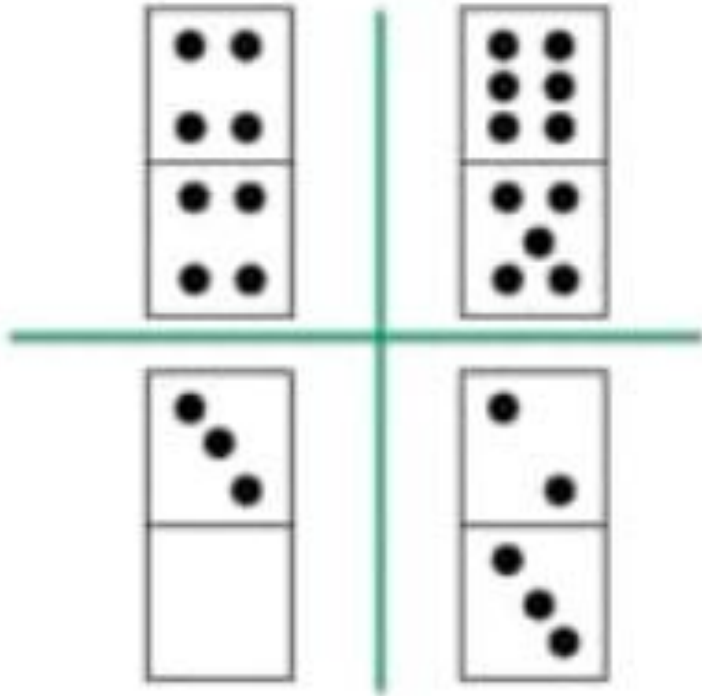
15

Round to the nearest ten thousand

149 987

23

Today's Number Talk Activity



Collect resources

You will need:

- a collection of objects
- pencils or markers
- your mathematics workbook.

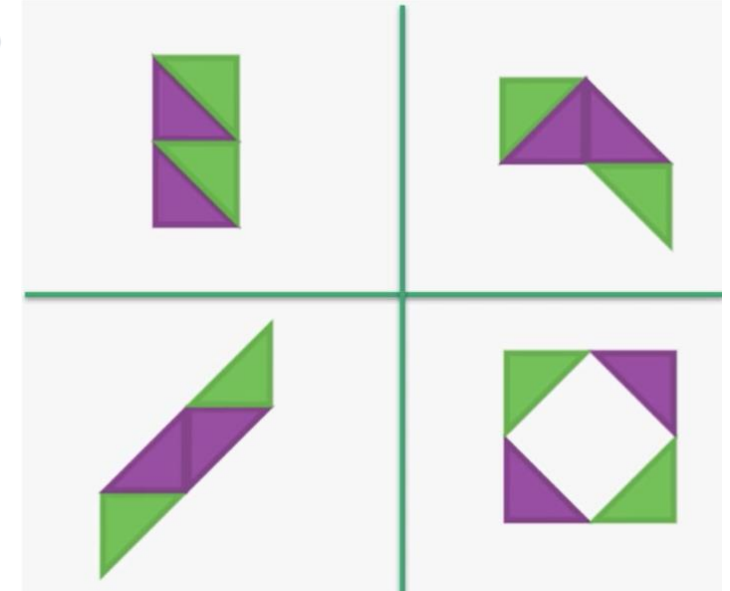
Reflection

- Which one doesn't belong?
- What's your initial thinking?
- Can you make a case for why each domino doesn't belong?

Instructions

Look at the image of shapes.

- Collaborate with your family, friends or classmates to discuss and record, which one doesn't belong with this collection?
- Can you make a case for why each one doesn't belong?



Friday 16th July

If you would like some extra
maths activities, your teacher
has set you some activities on
[Mangahigh](https://www.mangahigh.com/).



Ignition Activity – choose your level



$$\text{🍉} + \text{🍉} + \text{🍉} = 36$$

$$\text{🍉} + \text{🍊} + \text{🍊} = 28$$

$$\text{🍊} - \text{🍌} = 3$$

$$\text{🍊} = ? \quad \text{🍉} = ? \quad \text{🍌} = ?$$



$$\text{🚀} + \text{🚀} + \text{🚀} = 21$$

$$\text{👨} + \text{🚀} = \text{🚀}$$

$$\text{🚀} + \text{👨} = 11$$

$$\text{🚀} = ? \quad \text{👨} = ? \quad \text{🚀} = ?$$



$$\text{🌱} + \text{🌱} + \text{🌱} = 51$$

$$\text{🌱} = \text{🌱}$$

$$\text{🌱} \times \text{🌱} = 0$$

$$\text{🌱} = ? \quad \text{🌱} = ? \quad \text{🌱} = ?$$

Maths Activity



The Scenario

Every morning and night, your little brother times himself brushing his teeth using a sand timer. He must keep brushing until all the sand runs through the timer. The sand timer lasts for one minute.

This morning, your brother knocked over the sand timer and it smashed into pieces!


Your mother has asked you to make a new sand timer for your little brother. You must use a small plastic container to make your timer. The timer must run for as close to one minute as possible.

The Task

Create a sand timer using sand and a small plastic container.

Test and modify your timer until it runs for one minute (or as close to one minute as possible!)

You have three chances to perfect your sand timer!

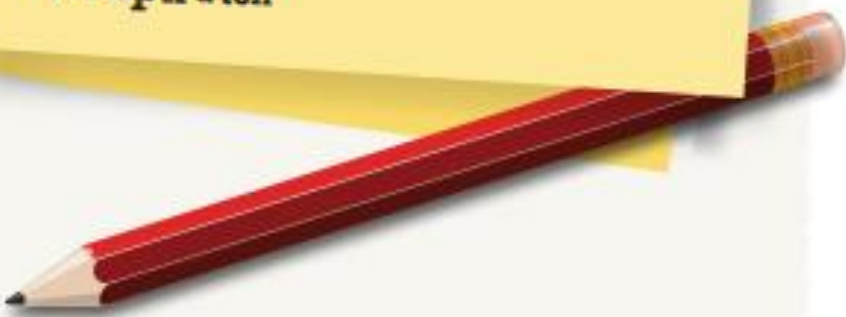


Procedure

1. Bring in a small plastic container from home (a yoghurt container or similar would be perfect).
2. Carefully poke a hole in the bottom of the container. Think about how large you need the hole to be.
3. Fill the plastic cup with the amount of sand you wish to use.
4. Start the stopwatch as you pour the sand into your timer.
5. Stop the stopwatch once all of the sand has emptied out of your timer.
6. Record the time into the table provided.
7. Make adjustments to your timer and repeat the process.
8. Compare your results with your class mates.



The Materials

- a small plastic container (to act as the timer)
 - a plastic cup or similar (for pouring the sand into your timer)
 - a small bucket (for catching the sand)
 - sand
 - a stopwatch
- 

Collecting and Recording Data

You have three chances to make the sand run through your timer in exactly one minute.

After each attempt, you may wish to make adjustments to your timer e.g. making the hole at the bottom of the container bigger or smaller, adding more sand, using less sand.

In the table below, record the amount of time it takes for the sand to run through your timer during each attempt. Record any adjustments you make before trying again!

	Time Taken (mins and seconds)	Adjustments made to timer
Attempt 1		
Attempt 2		
Attempt 3		

- Draw a diagram which shows the adjustments made to your timer during the investigation.
- What did you find challenging when creating your sand timer? How did you overcome these challenges?
- Highlight the statement that best suits how you feel about measuring time after completing this investigation:
 - a) I feel very confident measuring time.
 - b) My understanding of measuring time is improving.
 - c) I still need some help when measuring time.