

Addition - Solve each sum and write the strategy code you used to solve it next to the answer.

e.g. $4 + 6 = 10$, F10 (Friends of 10) $8 + 8 = 16$, D (Doubles) $7 + 8 = 15$, ND (Near Double)
 $207 + 543 = 750$ SS (Split Strategy)

Count ON

Put the larger number in your head and count on from there.

$4 + 3 = 7$
 $11 + 5 = 16$

Tens FACTS

Use your tens facts knowledge to help you work out the problem.

$7 + 3 = 10$

DOUBLES

Learn your doubles facts

$1 + 1 = 2$ $6 + 6 = 12$
 $2 + 2 = 4$ $7 + 7 = 14$
 $3 + 3 = 6$ $8 + 8 = 16$
 $4 + 4 = 8$ $9 + 9 = 18$
 $5 + 5 = 10$ $10 + 10 = 20$

Near DOUBLES

$7 + 8 = ?$
 $7 + 7 = 14$
 $7 + 8 = 15$

If you know that $7 + 7 = 14$, Add 1 more and it makes 15.

Number LINE

Use a number line to use the jump method. Jump by 10's and 1's

$36 + 31 = 67$

Bridge to 10

Bridge to 10, 100 or the nearest square or multiple of 10

$28 + 8 = ?$
 $28 + 2 = 30$

SPLITTING

Split the number into two parts and add each part separately

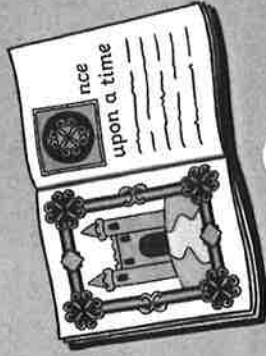
$56 + 23 = ?$
 $50 + 20 = 70$ OR $56 + 23 = ?$
 $6 + 3 = 9$ $70 + 9 = 79$

$3 + 7 = 10$ (F10)	$13 + 7 =$	$34 + 26 =$	$345 + 273 =$
$2 + 8 =$	$15 + 6 =$	$45 + 17 =$	$725 + 106 =$
$4 + 5 =$	$8 + 12 =$	$63 + 42 =$	$439 + 274 =$
$7 + 7 =$	$13 + 8 =$	$35 + 25 =$	$134 + 134 =$
$0 + 10 =$	$19 + 4 =$	$28 + 28 =$	$730 + 270 =$
$6 + 4 =$	$10 + 11 =$	$15 + 73 =$	$416 + 415 =$
$4 + 6 =$	$17 + 7 =$	$67 + 30 =$	$207 + 543 =$

Correct your work with a calculator (or on computer).

Which strategy did you use the most? Which strategy do you enjoy using the most?

Reading Challenge Cards



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Reading Challenge Cards

Find five interesting words in the text.

Write down the meaning of each word then use each one in a sentence of your own.

Reading Challenge Cards

1.

Draw a picture of your favourite part of the story and describe what you have drawn.

Reading Challenge Cards

3.

Book Review

Give the book you have read marks out of ten and explain why you gave it that mark.

Draw a picture of your favourite character from the story.

Write a description of who they are and what you have learnt about them from your reading.

Write **five** questions you could ask someone to find out if they have read this book carefully.

Create your own Reading Challenge Card.
Can you and a partner complete the challenge?

Compare your answers.

(Non-fiction)

Write down some facts you have learnt from reading this piece of non-fiction text.

16.

Draw your favourite character from the story you have read.

Copy down three things the writer says about this person.

17.

Make a list of words and phrases that you think are effective in making you want to keep reading the book.

18.

Think of three questions you would ask one of the characters. Swap your questions with someone else in your group and write the answers as if you were the character.

19.

Make a list of the words and phrases used in the story to create an atmosphere. What is the atmosphere of the book? e.g. relaxing, scary, light-hearted?

Reading Challenge Cards

24.

Write a paragraph trying to convince someone to read your book. Remember to use persuasive language.

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Reading Challenge Cards

25.

Write about the main character in the story. Choose at least **five** words to describe his or her behaviour. Give an example for each one. e.g. Tim is clumsy when he drops the eggs.

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Reading Challenge Cards

26.

Write a letter to the author of the book. Explain to them what you did and didn't like about their book.

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Reading Challenge Cards

27.

Do you think the title of the book is appropriate for the plot of the story? Think of three better titles.

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Reading Challenge Cards

32.

Which chapter or part of the story is the most important? Explain what happens in this section and why you like it.

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Reading Challenge Cards

33.

Choose a descriptive passage and make a list of examples of similes, metaphors and alliteration.

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Reading Challenge Cards

34.

Choose a key moment in the book and change the event. Rewrite the events that follow this moment.

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Reading Challenge Cards

35.

Before you finish the book, write down your predictions for the ending. When you have finished the book, check back to see how accurate your prediction was.

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40.

Reading Challenge Cards

Design a birthday card for the main character in the book. How old are they?

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41.

Reading Challenge Cards

Design a 'wanted' poster for the main character in the story.

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42.

Reading Challenge Cards

Make a timeline of the important events in the story.

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43.

Reading Challenge Cards

Draw an outline of a character.
Write down all the different roles they play in the story inside the shape. e.g. father, husband, friend....

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(Non-fiction)

Draw a diagram of something mentioned in your book and label it.

(Non-fiction)

Read through three paragraphs in your book and make notes on the most important points.

Adverbs

An action verb is underlined in each sentence.
Circle the adverb that describes the verb.

7. Neil stopped suddenly and listened.
8. Nathan stamped his feet angrily.
9. I carefully glued the last piece onto the model.
10. Sam accidentally slipped on the ice.
11. Yesterday, they played a game.
12. The truck grumbled loudly.
13. We will go to the concert soon.
14. Jen waited patiently for the computer to load.
15. Kayla finally arrived at the park.
16. My mother nicely reminded me to do my homework.
17. The astronaut easily fixed the problem.
18. I usually hug my mother when I get home.
19. My dog always barks.
20. Peter neatly wrote a shopping list.

Write the number of the sentence that matches each picture.



ANSWER KEY

Adverbs

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Write the number of the sentence that matches each picture.



10



14



9



17



18



Blurb <https://safeYouTube.net/w/dgz7>

Summary :The Wild Robot

The Wild Robot is the story of Rozzum unit 7134, a robot who finds herself on a strange island. Many questions swarm her mind: why is she there? Where did she come from? How will she survive?

She uses her robot skills and programming to study her environment and learn how to adapt to her wild new surroundings. She has to learn how to travel, avoid danger, and understand the animal inhabitants.

When she tries to care for an orphaned gosling, the other animals finally decide to help, and the island starts to feel like home.

The most important lesson Roz learns is that kindness can be a survival skill. She uses kindness to develop friends and a family and a peaceful life for herself.

However, one day, the robot's mysterious past comes back to haunt her...

Will this wild robot be able to survive?

So you will be able to do this work will need you to understand what Character Traits are, what the Setting of a story is and why Questioning when reading is important - read these posters to find out what they are. Discuss what Character Traits and Feelings are, what the Setting of a story is and why Questioning is important with a parent/care giver.

Character Feelings & Traits

The characters you read about in stories have feelings and personality traits just like you.



Character Feelings

Character's feelings are the emotions they have in response to a specific situation. They can change over time.

Character Traits

Character's traits are the part of their personality that is consistent over time. Traits don't change as quickly as feelings

Character Feelings			Character Traits		
• Happy	• Sad	• Disappointed	• Kind	• Kind	• Generous
• Angry	• Upset	• Afraid	• Shy	• Shy	• Rude
• Scared	• Jealous	• Annoyed	• Respectful	• Confident	• Principled
• Surprised	• Tired	• Nervous	• Brave	• Bossy	• Outgoing
• Excited	• Grumpy	• Uneasy	• Friendly	• Energetic	• Funny
• Lonely	• Confused	• Proud	• Selfish	• Cautious	• Helpful

What is the Setting of a Story?

It is the time, place and environment of a story

Time When?



morning
2018
dusk
last night

Place Where?



home
school
island
on a boat

Environment What?



hot
dark
rainy
breezy

The setting affects what happens in the story






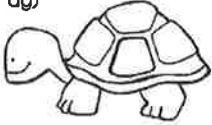


The setting can change

Characters react to the setting

The characters and setting should fit together



As you listen to the book *The Wild Robot* write down how the Roz helps the animals and how the animals help her. Draw this table up in your Remote learning book or print it off

<i>The Wild Robot</i> Characters	List the Characters traits	Write how this animal helped Roz	Write how this animal helped Roz
squirrel (Chitchat) 			
raccoon (Bumpkin, Lumpkin, and Rumpkin) 			
woodpecker (Trunktap) 			
owl (Swooper) 			
ground hogs (Digdown) 			
turtles (Crag) 			
Moose (Broadfoot) 			
hare 			

The Wild Robot Reading Guide:

Chapters:1-6

<https://safeYouTube.net/w/NCy7>

Sentence summaries:

- Chapter 1 (The Ocean): Robot crates land on an island.
- Chapter 2 (The Otters): A group of otters discover the robots.
- Chapter 3 (The Robot): Rozzum unit 7134 (Roz) is activated.
- Chapter 4 (The Robot Hatches) Roz breaks out of the crate.
- Chapter 5 (The Robot Gravesite) Roz tries to avoid danger by getting to safety.
- Chapter 6 (The Climb): Roz figures out how to climb the island cliff.

Vocabulary:

- Chapter 1- chaos (noun): complete disorder and confusion.
- Chapter 2- eager (adjective): wanting to do or have something very much.
- Chapter 3- activate (verb): make something active or operative.
- Chapter 4- curiosity (noun): a strong desire to know or learn something.
- Chapter 5- engulfed (verb): sweep over or surround something and cover it completely.
- Chapter 6- methodically (adverb): to do something in an orderly way.

Questions to think about, discuss and/or answer in your Remote Learning Book:

When you are reading and you have a question that gives you pause... stop and think about it for a moment. What are some possible answers to your question? Good readers stop and think once in awhile. What questions have you wondered about so far?

1. Describe and draw a picture of the setting of the text.
2. What character traits would you use to describe the otters? What evidence in the text supports the traits you selected?
3. How does Roz gain energy? How do you know?
4. How do you predict Roz will get up the sea cliffs?
5. How does Roz learn to climb the cliffs? What did you learn about her character from this chapter?

The Wild Robot Reading Guide:

Chapters:7-13

<https://safeYouTube.net/w/nEy7>

Sentence summaries:

- Chapter 7 (The Wilderness): Roz sticks out of the wild forest.
- Chapter 8 (The Pinecones): Pinecones dent Roz and she looks for a safer place.
- Chapter 9 (The Mountain): Roz climbs the mountain and looks out over the island.
- Chapter 10 (The Reminder): Roz didn't know she was new to this island.
- Chapter 11 (The Robot Sleeps): Roz saves energy.
- Chapter 12 (The Storm): A huge storm threatens Roz.
- Chapter 13 (The Aftermath): Roz tries to find safety in a cave.

Vocabulary:

- Chapter 7- stumbled (verb): almost fall.
- Chapter 8- annoyance (noun): feeling irritated.
- Chapter 9- surveyed (verb): look carefully and thoroughly at someone or something.
- Chapter 10- cargo (noun): goods carried on a ship.
- Chapter 11- conserve (verb): protect from harm or destruction.
- Chapter 12- frantically (adverb): in a distraught way owing to fear or anxiety.
- Chapter 13- debris (noun): scattered pieces from something destroyed.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. As you listen, visualize what you are hearing and in your Remote learning book draw the setting that you imagine in your head
2. What evidence shows that Roz was not made for the wilderness?
3. How does Roz "sleep"?
4. After the storm Roz realizes that the other animals were experts at survival. What evidence pointed to that?

The Wild Robot Reading Guide:

Chapters:18- 22

<https://safeYouTube.net/w/IGy7>

Sentence summaries:

- Chapter 18 (The Camouflaged Robot): Roz camouflages herself.
- Chapter 19 (The Observations): Roz quietly observes the island and its inhabitants.
- Chapter 20 (The Language of the Animals): Roz begins to understand the animals.
- Chapter 21 (The Introduction): Roz introduces herself to the island's animals.
- Chapter 22 (The New Word): News of Roz spreads throughout the island.

Vocabulary:

- Chapter 18- smearing (verb): to spread.
- Chapter 19-intricate (adjective): detailed.
- Chapter 20- unique (adjective): one of a kind.
- Chapter 21- truce (noun): an agreement to stop fighting over a certain time.
- Chapter 22- prowl (verb): moving and searching restlessly.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. What do you predict will happen now that Roz is beginning to understand the animals?
2. What is the Dawn Truce? Why is this time important? How did the animals react to Roz?
3. Create a comic strip based on animal conversations. Be creative.

In order to do this work will need you to remind yourself what Fact and Opinion means. Read this poster and discuss Fact and Opinion with a parent/care giver.

Fact & Opinion

Many times, authors will include facts and opinions in their writing. It is important to know the difference between them.

Facts

A fact is a statement that can be proven to be true or false.

Vs

Opinions

An opinion is a personal belief or feeling. An opinion can't be proven.

Authors include facts and opinions in their writing to help influence the reader.

Fact: Thanksgiving is in the month of November.

Ask Yourself: Can this be proven?

Opinion: Thanksgiving is the best holiday.

Ask Yourself: Could people disagree?

In order to do this next work will need you to know what Cause and Effect means. Read this poster and discuss what Cause and Effect is with a parent/care giver.

Cause & Effect

Sometimes authors include cause and effect relationships in their stories.



The **effect** is what happened. The **cause** is what made it happen. They are connected.

Cause	Effect
It is raining.	You bring your umbrella.
I woke up late.	I missed the bus.
I didn't study.	I got a bad grade.
I ate too much candy.	I got a stomach ache.

The Wild Robot Reading Guide:

Chapters:43-48

Chapters 43-45

<https://safeYouTube.net/w/uMv7>

Chapters 46-48

<https://safeYouTube.net/w/hNv7>

Sentence summaries:

- Chapter 43 (The Gosling Takes Off): Brightbill flies away out of anger.
- Chapter 44 (The Runaway): Roz finds Brightbill.
- Chapter 45 (The Dead Robots): Brightbill learns about Roz's past.
- Chapter 46 (The Fight): Roz comes face to face with the bears, losing her leg, and saves Thorn, the bear.
- Chapter 47 (The Parade): The animals parade Roz back home because she is missing a foot.
- Chapter 48 (The New Foot): Mr. Beaver helps make Roz a new foot.

Vocabulary:

- Chapter 43- inoperative (adjective): not working.
- Chapter 44- perched (verb): resting on something.
- Chapter 45- looming (verb): appear as a shadowy form.
- Chapter 46- bickering (verb): arguing.
- Chapter 47- procession (noun): parading or marching in a line.
- Chapter 48- tinkering (verb): attempt to improve something.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. Write a list of words that help tell that it is autumn.
2. Even after being set upon by the bears, Roz saves Thorn. What do her actions show about her character?
3. Roz and the animals were determined to make a great 'new' foot. How do you know they were determined? When have you been determined?

The Wild Robot Reading Guide:

Chapters:49-56

Chapters49-53

<https://safeYouTube.net/w/SNy7>

Chapters 54-56

<https://safeYouTube.net/w/POy7>

Sentence summaries:

- Chapter 49 (The Flier): Brightbill continues to fly.
- Chapter 50 (The Button): Brightbill uses the button on Roz's head and turns her off.
- Chapter 51 (The Autumn): Seasons change and fall begins to ask animals to move south.
- Chapter 52 (The Flock): Brightbill asks the flock questions about migration and decides to go south.
- Chapter 53 (The Migration): Brightbill and the other geese migrate.
- Chapter 54 (The Winter): Roz invites animals to come to her lodge during the devastating winter.
- Chapter 55 (The Lodgers): Many animals come to live with Roz to escape the winter.
- Chapter 56 (The New Lodges): Roz and the animals create more lodges.

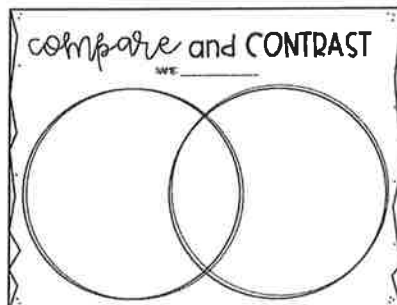
Vocabulary:

- Chapter 49- exceptional (adjective): unusual and extraordinary.
- Chapter 50- whirring (verb): low sound.
- Chapter 51- withered (adjective): shrivelled.
- Chapter 52- sprawling (verb) to stretch out.
- Chapter 53- fitfully (adverb): not regular or continuous.
- Chapter 54- devastating (adjective): highly damaging.
- Chapter 55- blustery (adjective): very windy.
- Chapter 56- frigid (adjective): extremely cold.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. What are instincts? What are some instincts that animals are born with?
2. Why does Roz have a hard time hibernating?
3. How did the winter impact the island?
4. Compare and Contrast

– Do this on a Venn



life on the island past and present diagram

The Wild Robot Reading Guide:

Chapters:57-63

Chapters 57-60

<https://safeYouTube.net/w/0Py7>

Chapters 61-63

<https://safeYouTube.net/w/sQy7>

Sentence summaries:

- Chapter 57 (The Fire): A fire breaks out in one of the lodges and Roz saves one of the animals.
- Chapter 58 (The Conversations): The animals talk deeply inside the lodges.
- Chapter 59 (The Spring): Spring comes back to the island.
- Chapter 60 (The Fish): Roz helps Rockmouth find her home.
- Chapter 61 (The Robot Stories:) Animals tell positive stories about Roz.
- Chapter 62 (The Return): The geese return to the island.
- Chapter 63 (The Journey): Brightbill tells about the adventures on the migration.

Vocabulary:

- Chapter 57- engulfed (verb): cover something completely.
- Chapter 58- harmonious (adjective): peaceful.
- Chapter 59- emerged (verb): to come out.
- Chapter 60- nuisance (noun): an annoyance.
- Chapter 61- barren (adjective): unfruitful land.
- Chapter 62- gradually (adverb): slowly.
- Chapter 63- lurched (verb): abrupt and unsteady movements.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. What do you think the main themes of the book are – what is the Author's message.
Explain your choices

The Wild Robot Reading Guide:

Chapters:64-71

Chapters 64-68

<https://safeYouTube.net/w/6RvZ>

Chapters 69-71

<https://safeYouTube.net/w/vSv7>

Sentence summaries:

- Chapter 64 (The Special Robot): Brightbill realizes how special his mom is.
- Chapter 65 (The Invitation): Roz invites the animals to a celebration.
- Chapter 66 (The Celebration): Roz and the animals celebrate their friendship.
- Chapter 67 (The Sunrise): Roz and Brightbill see an airship coming toward the island.
- Chapter 68 (The RECOs): Three robots arrive on the island.
- Chapter 69 (The Defective Robot): The RECOs are trying to take Roz back to the factory because she is defective.
- Chapter 70 (The Hunt Begins): The RECOs hunt for Roz.
- Chapter 71 (The Forest Assault): The animals try to protect Roz and destroy RECO

Vocabulary:

- Chapter 64- forged (verb): created.
- Chapter 65- milling (verb): wandering.
- Chapter 66- heaved (adjective): lift or haul.
- Chapter 67- dwindled (verb): reduce in size.
- Chapter 68- sleek (adjective): smooth and glossy.
- Chapter 69- defective (adjective): not working.
- Chapter 70- darted (verb): move rapidly.
- Chapter 71- luring (verb): tempting.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. What did we learn about Roz's history from this chapter?
2. How did the animals come to Roz's defense?
3. Can you make any text connections with the book?

Getting Ready for the Party

"Marco, do you want Spiderman or Batman on the balloons?" asked Mum. I went with Spiderman - I think he is definitely my favourite superhero! The balloons were the last thing we needed to buy for the party.

When we got home, Mum and I started to decorate the house for the party. We put up the Spiderman balloons. Mum blew them up and I stuck them on the walls. We put balloons on our letterbox too, so that people knew where the party was.

Mum had made the most amazing cupcakes as well - green Hulk cupcakes, red Spiderman cupcakes and blue Superman cupcakes. She asked me to get them out of the fridge and put them on some plates. On the food table we also had fairy bread, fruit sticks and green slimy-looking jelly cups.

"Marco, it's time to get into your costume," Mum yelled from the kitchen. I bounced up the stairs. I was so excited that the day had finally arrived. I put on my costume just in time.

Ding dong. The first guest had arrived.



Getting Ready for the Party

1. What is the theme of the party?
Why do you think this?
2. Who is the party for?
Why do you think this?
3. Why are they having a party?
Why do you think this?
4. Predict what costume Marco is wearing.
Give three reasons to support your view

CRAZY CREATIVE CHALLENGE

If you were having a party, what theme would you pick?

Create an invitation to your party.

What is a nogard?

The nogard is an animal. It has an oval-shaped body. It has a long neck and tail. The top of the neck, back and tail are covered with a row of triangular-shaped plates. The nogard's head is shaped like a long triangle. It has big eyes and eyebrows that stick out. It also has big nostrils. Its body is covered with scales. The nogard has four short legs. At the end of each leg is a foot with five toes. Each toe has a sharp claw at the end. The nogard has two wings attached to its body. These are located behind the front legs towards the top of its back. Nogards are usually green but change to a deep purple during the winter months.



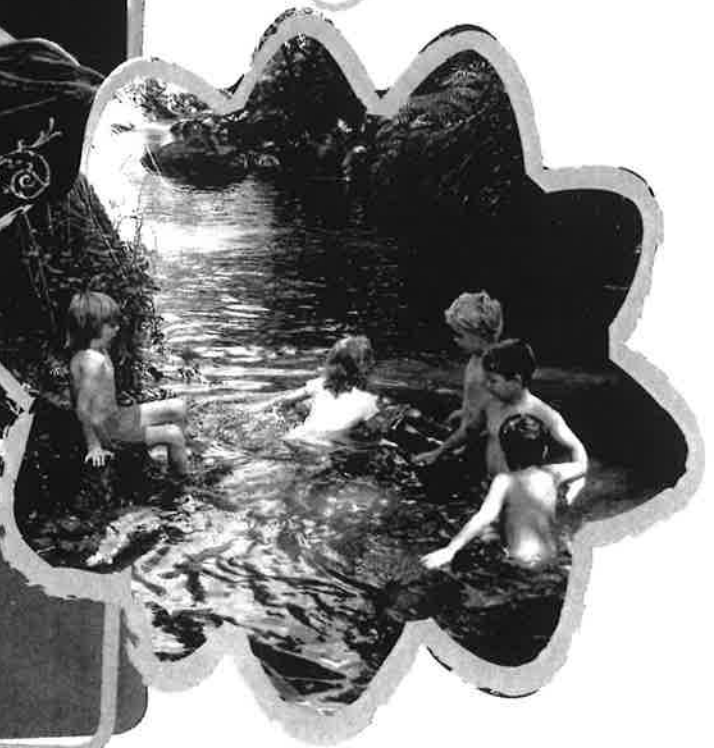
Visualising

When authors write, they use words to describe things. The words make a picture in your mind.

Creating a picture in your mind or drawing the picture on paper can help you understand what you are reading. This strategy is called visualising.



. . . the other kids
were already in the
water. Paddy dipped
his feet in . . .
it was freezing
cold!



The Water Cycle

Water is an essential part of life. The earth has a limited amount of water, however, water is continually recycled in a process called the water cycle. It is made up of a four main parts: precipitation, infiltration, evaporation and condensation.

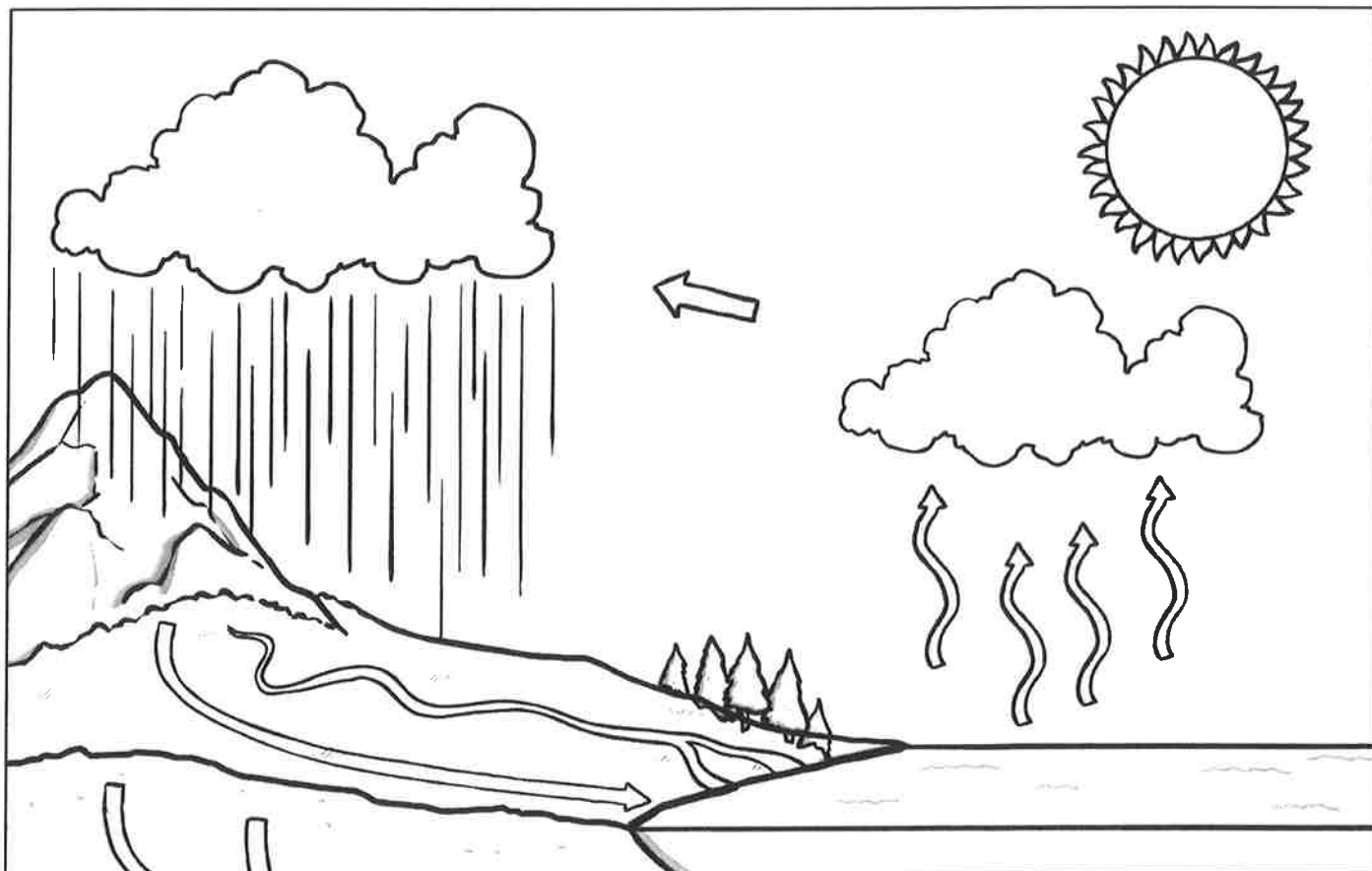
To begin with, precipitation occurs when so much water has formed that the air cannot hold it any longer. The clouds become heavier and as a result water falls back to the earth in the form of rain, hail, sleet or snow.

When water falls back to the earth as precipitation, it may fall back in the oceans, lakes or rivers or it may end up on land. When it ends up on land, it soaks into the earth and is stored as ground water. This process is called infiltration.

Evaporation is when the sun heats up water in rivers, lakes or oceans and turns it into vapour or steam. The water vapour or steam leaves the river, lake or ocean and goes into the air. This stage is called evaporation.

The water vapour cools and this leads to clouds forming. However, the clouds are unable to hold the water vapour for long. As a result, rain droplets form and it starts to rain. This process is called condensation.

Eventually, the water cycle begins again.



Why tadpoles change.

by 2R

Introduction • general statement about the topic
Frogs are amphibians. Amphibians spend part of their lives under water. Young frogs start their life in water as tadpoles.

Explanation • series of explanatory statements

First, the female frog lays lots of eggs so some will survive being eaten by fish and other animals. The eggs are very small and often laid inside white foam.

Next, the eggs hatch into tadpoles. Tadpoles have gills so they can breathe under water and a strong tail to help them swim. The tadpoles grow bigger, they start to change because they need to become a frog. Their tail becomes smaller and they begin growing legs. The back legs grow first followed by the front legs.

Tadpoles also start to develop lungs because they have to be ready to breathe on land when they become a frog.

Conclusion • summary or comment

Tadpoles may be found in billabongs, lakes, swamps or even in puddles after heavy rain.

Explanation

TIPS:

Introduce your topic with a definition or brief description.

Explain important points in order.

Sum up or comment.

New paragraph for each point.

Word focus:

- technical or scientific words
- action verbs
- conjunctions

Tense:

- simple present

Style:

- impersonal
- Second or third person

How Kites Fly

Introduction • general statement about the topic

A kite is an object made from a light material stretched over a frame. When a kite is tilted into the wind it will lift off the ground and fly.

Explanation • series of explanatory statements

A kite uses wind to make it fly because it is heavier than air.

Wind traveling over the surface of the kite is split into two streams of air. One stream of air goes over the kite while the second stream of air goes under the kite.

The upper stream creates an area of low pressure above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull creates enough force to lift the kite into the air.

Conclusion • summary or comment

Kites have been around for thousands of years and are used for military or scientific purposes and for leisure.

Explanation

TIPS:

Introduce your topic with a definition or brief description.

Explain important points in order.

Sum up or comment.

New paragraph for each point.

Word focus:

- technical or scientific words
- action verbs
- conjunctions

Tense:

- simple present

Style:

- impersonal
- Second or third person

Problem Solving Maths Games

This game involves two players (play against your brother/sister/mum/dad).

The rules are outlined below.

Draw up a blank game board – play as many times as possible.

Keep a score tally – the attacker gets 1 point for winning the game, the defender gets 1 point if there is no winner.

Remember to swap the 'attacker' and 'defender' every three games.

MATHEMATIC-TAC-TOE



Players decide on an 'attacker' and 'defender'

The goal of the attacker is to get any row, column or Diagonal to add to 15

The goal of the defender is stop them.

Players take turns placing the numbers 1-9 once each in the grid. The first turn can not be in the middle square.

THINK
SQUARE

Maths Involved

- Addition Skills
- Guessing and Checking (problem solving strategy)
- Working backwards from an answer you want to select numbers
- Strategically placing numbers to create or block multiple ways of winning
- Having some fun... yes, Maths can be great fun!

NUMBER OF THE DAY

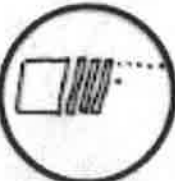
Choose a number for your Number of the Day. It can be a 3/4/5 or 6-digit number (choose a number that is not too easy/too hard for you).

Come up with as many number facts as possible for your number to fill in all the circles. Try to use a variety of different Maths skills, not just $135 + 1$, $134 + 2$, $133 + 3$ etc.

You can use your Place Value knowledge you learned in Term 1 (MAB drawings, expand, rename, rounding etc.) or any of the four operations (+ - x \div), especially addition and subtraction which we have been focusing on over the past two weeks.

Here is an example of the skills we are looking for in your document:
The blank template you need to use is on page two.

Number of the Day
136

$13 \text{ tens} + 6 \text{ ones}$	$100 + 30 + 6$	$12 \text{ tens} + 16 \text{ ones}$	$11 \text{ tens} + 26 \text{ ones}$	$50 + 50 + 30 + 6$
$15 + 15 + 100 + 6$	136 ones	$80 + 50 + 6$	$70 + 60 + 6$	$100 + 36$
	$90 + 46$	$10 + 10 + 10 + 10 + 10 + 10 + 6$	$10 \text{ tens} + 36 \text{ ones}$	$110 + 26$
$40 + 40 + 40 + 16$	$30 + 30 + 30 + 30 + 10 + 6$	$(70 \times 2) - 4$	$9 \text{ tens} + 46 \text{ ones}$	$120 \text{ ones} + 1 \text{ ten} + 6 \text{ ones}$

Science

Today you are going to write a **narrative** text.

The idea is **SCIENCE**.

Maybe you have invented something, what does it do? How does it help, or not help? Or perhaps your story is about a science class or set in a science lab. These are just some ideas to help but may have your own.

Think about

Does my story start with the action? Am I building tension with my word choice and sentence fluency? Is there a beginning middle and end? How will my story end?

Remember to

Plan before you begin (10 minutes)

Show, don't tell

Wrap it up with an exciting ending

Check and edit your work. Does it make sense? Pay attention to the words you choose, spelling, punctuation and paragraphs.

Planning 10 minutes

Writing 30 minutes

Revise and Edit 10 minutes



Addition - Solve each sum and write the strategy code you used to solve it next to the answer.

e.g. $4 + 6 = 10$, F10 (Friends of 10) $8 + 8 = 16$, D (Doubles) $7 + 8 = 15$, ND (Near Double)
 $207 + 543 = 750$ SS (Split Strategy)

SPLITTING

Split the number into two parts and add each part separately

$56 + 23 = ?$
 $50 + 20 = 70$
 $6 + 3 = 9$
 $70 + 9 = 79$

OR

$56 + 23 = ?$
 $70 + 9 = 79$

Count ON

Use your head and count on from there

$4 + 3 = 7$
 $4 + 4 = 8$
 $4 + 5 = 9$
 $4 + 6 = 10$

Tens FACTS

Use your tens facts knowledge to help you work out the problem

$7 + 3 = 10$
 $8 + 2 = 10$
 $9 + 1 = 10$

DOUBLES

Learn your doubles facts

$1 + 1 = 2$
 $2 + 2 = 4$
 $3 + 3 = 6$
 $4 + 4 = 8$
 $5 + 5 = 10$

Near DOUBLES

If you know $7 + 7 = 14$ Add 1 more and it makes 15

$7 + 8 = ?$
 $7 + 7 = 14$
 $7 + 8 = 15$

Number LINE

Use a number line to use the jump method Jump By 10's and 1's

$36 + 31 = 67$

Bridge to 10

Bridge to 10, 100 or the nearest whole or multiple of 10

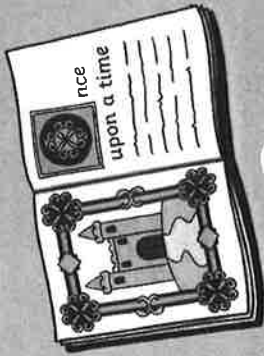
$28 + 2 = 30$
 $30 + 3 = 33$

$3 + 7 = 10$ (F10)	$13 + 7 =$	$34 + 26 =$	$345 + 273 =$
$2 + 8 =$	$15 + 6 =$	$45 + 17 =$	$725 + 106 =$
$4 + 5 =$	$8 + 12 =$	$63 + 42 =$	$439 + 274 =$
$7 + 7 =$	$13 + 8 =$	$35 + 25 =$	$134 + 134 =$
$0 + 10 =$	$19 + 4 =$	$28 + 28 =$	$730 + 270 =$
$6 + 4 =$	$10 + 11 =$	$15 + 73 =$	$416 + 415 =$
$4 + 6 =$	$17 + 7 =$	$67 + 30 =$	$207 + 543 =$

Correct your work with a calculator (or on computer).

Which strategy did you use the most? Which strategy do you enjoy using the most?

Reading Challenge Cards



twinkl

Reading Challenge Cards

Find five interesting words in the text.

Write down the meaning of each word then use each one in a sentence of your own.

Reading Challenge Cards

1.

Draw a picture of your favourite part of the story and describe what you have drawn.

Reading Challenge Cards

3.

Book Review

Give the book you have read marks out of ten and explain why you gave it that mark.

8.

Draw a picture of your favourite character from the story.

Write a description of who they are and what you have learnt about them from your reading.

9.

Write five questions you could ask someone to find out if they have read this book carefully.

10.

Create your own Reading Challenge Card.
Can you and a partner complete the challenge?
Compare your answers.

11.

(Non-fiction)

Write down some facts you have learnt from reading this piece of non-fiction text.

Reading Challenge Cards

16.

Draw your favourite character from the story you have read.

Copy down three things the writer says about this person.

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Reading Challenge Cards

17.

Make a list of words and phrases that you think are effective in making you want to keep reading the book.

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Reading Challenge Cards

18.

Think of three questions you would ask one of the characters. Swap your questions with someone else in your group and write the answers as if you were the character.

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Reading Challenge Cards

19.

Make a list of the words and phrases used in the story to create an atmosphere. What is the atmosphere of the book? e.g. relaxing, scary, light-hearted?

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Write a paragraph trying to convince someone to read your book. Remember to use persuasive language.

Write about the main character in the story. Choose at least **five** words to describe his or her behaviour. Give an example for each one. e.g. Tim is clumsy when he drops the eggs.

Write a letter to the author of the book. Explain to them what you did and didn't like about their book.

Do you think the title of the book is appropriate for the plot of the story? Think of three better titles.

Reading Challenge Cards

32.

Which chapter or part of the story is the most important? Explain what happens in this section and why you like it.

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Reading Challenge Cards

33.

Choose a descriptive passage and make a list of examples of similes, metaphors and alliteration.

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Reading Challenge Cards

34.

Choose a key moment in the book and change the event. Rewrite the events that follow this moment.

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Reading Challenge Cards

35.

Before you finish the book, write down your predictions for the ending. When you have finished the book, check back to see how accurate your prediction was.

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40.

Reading Challenge Cards

Design a birthday card for the main character in the book. How old are they?

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41.

Reading Challenge Cards

Design a 'wanted' poster for the main character in the story.

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42.

Reading Challenge Cards

Make a timeline of the important events in the story.

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43.

Reading Challenge Cards

Draw an outline of a character.
Write down all the different roles they play in the story inside the shape. e.g. father, husband, friend....

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(Non-fiction)

Draw a diagram of something mentioned in your book and label it.

(Non-fiction)

Read through three paragraphs in your book and make notes on the most important points.

Adverbs

An action verb is underlined in each sentence.
Circle the adverb that describes the verb.

7. Neil stopped suddenly and listened.
8. Nathan stamped his feet angrily.
9. I carefully glued the last piece onto the model.
10. Sam accidentally slipped on the ice.
11. Yesterday, they played a game.
12. The truck grumbled loudly.
13. We will go to the concert soon.
14. Jen waited patiently for the computer to load.
15. Kayla finally arrived at the park.
16. My mother nicely reminded me to do my homework.
17. The astronaut easily fixed the problem.
18. I usually hug my mother when I get home.
19. My dog always barks.
20. Peter neatly wrote a shopping list.

Write the number of the sentence that matches each picture.



ANSWER KEY

Adverbs

An action verb is underlined in each sentence.
Circle the adverb that describes the verb.

7. Neil stopped suddenly and listened.
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Write the number of the sentence that matches each picture.



10



14



9



17



18



Blurb <https://safeYouTube.net/w/dgz7>

Summary :The Wild Robot

The Wild Robot is the story of Rozzum unit 7134, a robot who finds herself on a strange island. Many questions swarm her mind: why is she there? Where did she come from? How will she survive?

She uses her robot skills and programming to study her environment and learn how to adapt to her wild new surroundings. She has to learn how to travel, avoid danger, and understand the animal inhabitants.

When she tries to care for an orphaned gosling, the other animals finally decide to help, and the island starts to feel like home.

The most important lesson Roz learns is that kindness can be a survival skill. She uses kindness to develop friends and a family and a peaceful life for herself.

However, one day, the robot's mysterious past comes back to haunt her...

Will this wild robot be able to survive?

So you will be able to do this work will need you to understand what Character Traits are, what the Setting of a story is and why Questioning when reading is important - read these posters to find out what they are. Discuss what Character Traits and Feelings are, what the Setting of a story is and why Questioning is important with a parent/care giver.

Character Feelings & Traits

The characters you read about in stories have feelings and personality traits just like you.



Character Feelings

Character's feelings are the emotions they have in response to a specific situation. They can change over time.

Character Traits

Character's traits are the part of their personality that is consistent over time. Traits don't change as quickly as feelings.

Character Feelings			Character Traits		
• Happy	• Sad	• Disappointed	• Kind	• Kind	• Generous
• Angry	• Upset	• Afraid	• Shy	• Shy	• Rude
• Scared	• Jealous	• Annoyed	• Respectful	• Confident	• Principled
• Surprised	• Tired	• Nervous	• Brave	• Bossy	• Outgoing
• Excited	• Grumpy	• Uneasy	• Friendly	• Energetic	• Funny
• Lonely	• Confused	• Proud	• Selfish	• Cautious	• Helpful

What is the Setting of a Story?

It is the time, place and environment of a story

Time When?



morning
2018
dusk
last night

Place Where?



home
school
island
on a boat

Environment What?



hot
dark
rainy
breezy

The setting affects what happens in the story






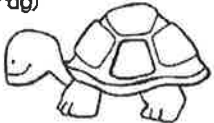


The setting can change

Characters react to the setting

The characters and setting should fit together



As you listen to the book *The Wild Robot* write down how the Roz helps the animals and how the animals help her. Draw this table up in your Remote learning book or print it off

<i>The Wild Robot</i> Characters	List the Characters traits	Write how this animal helped Roz	Write how this animal helped Roz
squirrel (Chitchat) 			
raccoon (Bumpkin, Lumpkin, and Rumpkin) 			
woodpecker (Trunktap) 			
owl (Swooper) 			
ground hogs (Digdown) 			
turtles (Crag) 			
Moose (Broadfoot) 			
hare 			

The Wild Robot Reading Guide:

Chapters:1-6

<https://safeYouTube.net/w/NCy7>

Sentence summaries:

- Chapter 1 (The Ocean): Robot crates land on an island.
- Chapter 2 (The Otters): A group of otters discover the robots.
- Chapter 3 (The Robot): Rozzum unit 7134 (Roz) is activated.
- Chapter 4 (The Robot Hatches) Roz breaks out of the crate.
- Chapter 5 (The Robot Gravesite) Roz tries to avoid danger by getting to safety.
- Chapter 6 (The Climb): Roz figures out how to climb the island cliff.

Vocabulary:

- Chapter 1- chaos (noun): complete disorder and confusion.
- Chapter 2- eager (adjective): wanting to do or have something very much.
- Chapter 3- activate (verb): make something active or operative.
- Chapter 4- curiosity (noun): a strong desire to know or learn something.
- Chapter 5- engulfed (verb): sweep over or surround something and cover it completely.
- Chapter 6- methodically (adverb): to do something in an orderly way.

Questions to think about, discuss and/or answer in your Remote Learning Book:

When you are reading and you have a question that gives you pause... stop and think about it for a moment. What are some possible answers to your question? Good readers stop and think once in awhile. What questions have you wondered about so far?

1. Describe and draw a picture of the setting of the text.
2. What character traits would you use to describe the otters? What evidence in the text supports the traits you selected?
3. How does Roz gain energy? How do you know?
4. How do you predict Roz will get up the sea cliffs?
5. How does Roz learn to climb the cliffs? What did you learn about her character from this chapter?

The Wild Robot Reading Guide:

Chapters:7-13

<https://safeYouTube.net/w/nEy7>

Sentence summaries:

- Chapter 7 (The Wilderness): Roz sticks out of the wild forest.
- Chapter 8 (The Pinecones): Pinecones dent Roz and she looks for a safer place.
- Chapter 9 (The Mountain): Roz climbs the mountain and looks out over the island.
- Chapter 10 (The Reminder): Roz didn't know she was new to this island.
- Chapter 11 (The Robot Sleeps): Roz saves energy.
- Chapter 12 (The Storm): A huge storm threatens Roz.
- Chapter 13 (The Aftermath): Roz tries to find safety in a cave.

Vocabulary:

- Chapter 7- stumbled (verb): almost fall.
- Chapter 8- annoyance (noun): feeling irritated.
- Chapter 9- surveyed (verb): look carefully and thoroughly at someone or something.
- Chapter 10- cargo (noun): goods carried on a ship.
- Chapter 11- conserve (verb): protect from harm or destruction.
- Chapter 12- frantically (adverb): in a distraught way owing to fear or anxiety.
- Chapter 13- debris (noun): scattered pieces from something destroyed.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. As you listen, visualize what you are hearing and in your Remote learning book draw the setting that you imagine in your head
2. What evidence shows that Roz was not made for the wilderness?
3. How does Roz "sleep"?
4. After the storm Roz realizes that the other animals were experts at survival. What evidence pointed to that?

The Wild Robot Reading Guide:

Chapters:18- 22

<https://safeYouTube.net/w/IGy7>

Sentence summaries:

- Chapter 18 (The Camouflaged Robot): Roz camouflages herself.
- Chapter 19 (The Observations): Roz quietly observes the island and its inhabitants.
- Chapter 20 (The Language of the Animals): Roz begins to understand the animals.
- Chapter 21 (The Introduction): Roz introduces herself to the island's animals.
- Chapter 22 (The New Word): News of Roz spreads throughout the island.

Vocabulary:

- Chapter 18- smearing (verb): to spread.
- Chapter 19-intricate (adjective): detailed.
- Chapter 20- unique (adjective): one of a kind.
- Chapter 21- truce (noun): an agreement to stop fighting over a certain time.
- Chapter 22- prowl (verb): moving and searching restlessly.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. What do you predict will happen now that Roz is beginning to understand the animals?
2. What is the Dawn Truce? Why is this time important? How did the animals react to Roz?
3. Create a comic strip based on animal conversations. Be creative.

In order to do this work will need you to remind yourself what Fact and Opinion means. Read this poster and discuss Fact and Opinion with a parent/care giver.

Fact & Opinion

Many times, authors will include facts and opinions in their writing. It is important to know the difference between them.

Facts

A fact is a statement that can be proven to be true or false.

Vs

Opinions

An opinion is a personal belief or feeling. An opinion can't be proven.

Authors include facts and opinions in their writing to help influence the reader.

Fact: Thanksgiving is in the month of November.

Ask Yourself: Can this be proven?

Opinion: Thanksgiving is the best holiday.

Ask Yourself: Could people disagree?

In order to do this next work will need you to know what Cause and Effect means. Read this poster and discuss what Cause and Effect is with a parent/care giver.

Cause & Effect

Sometimes authors include cause and effect relationships in their stories.



The **effect** is what happened. The **cause** is what made it happen. They are connected.

Cause	Effect
It is raining.	You bring your umbrella.
I woke up late.	I missed the bus.
I didn't study.	I got a bad grade.
I ate too much candy.	I got a stomach ache.

The Wild Robot Reading Guide:

Chapters:43-48

Chapters 43-45

<https://safeYouTube.net/w/uMy7>

Chapters 46-48

<https://safeYouTube.net/w/hNy7>

Sentence summaries:

- Chapter 43 (The Gosling Takes Off): Brightbill flies away out of anger.
- Chapter 44 (The Runaway): Roz finds Brightbill.
- Chapter 45 (The Dead Robots): Brightbill learns about Roz's past.
- Chapter 46 (The Fight): Roz comes face to face with the bears, losing her leg, and saves Thorn, the bear.
- Chapter 47 (The Parade): The animals parade Roz back home because she is missing a foot.
- Chapter 48 (The New Foot): Mr. Beaver helps make Roz a new foot.

Vocabulary:

- Chapter 43- inoperative (adjective): not working.
- Chapter 44- perched (verb): resting on something.
- Chapter 45- looming (verb): appear as a shadowy form.
- Chapter 46- bickering (verb): arguing.
- Chapter 47- procession (noun): parading or marching in a line.
- Chapter 48- tinkering (verb): attempt to improve something.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. Write a list of words that help tell that it is autumn.
2. Even after being set upon by the bears, Roz saves Thorn. What do her actions show about her character?
3. Roz and the animals were determined to make a great 'new' foot. How do you know they were determined? When have you been determined?

The Wild Robot Reading Guide:

Chapters:49-56

Chapters49-53

<https://safeYouTube.net/w/SNy7>

Chapters 54-56

<https://safeYouTube.net/w/POy7>

Sentence summaries:

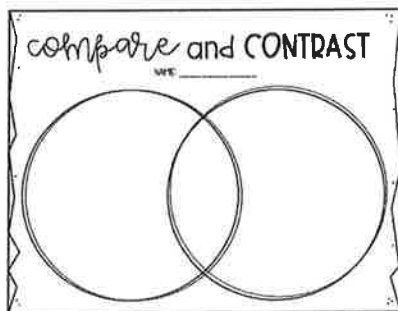
- Chapter 49 (The Flier): Brightbill continues to fly.
- Chapter 50 (The Button): Brightbill uses the button on Roz's head and turns her off.
- Chapter 51 (The Autumn): Seasons change and fall begins to ask animals to move south.
- Chapter 52 (The Flock): Brightbill asks the flock questions about migration and decides to go south.
- Chapter 53 (The Migration): Brightbill and the other geese migrate.
- Chapter 54 (The Winter): Roz invites animals to come to her lodge during the devastating winter.
- Chapter 55 (The Lodgers): Many animals come to live with Roz to escape the winter.
- Chapter 56 (The New Lodges): Roz and the animals create more lodges.

Vocabulary:

- Chapter 49- exceptional (adjective): unusual and extraordinary.
- Chapter 50- whirring (verb): low sound.
- Chapter 51- withered (adjective): shrivelled.
- Chapter 52- sprawling (verb) to stretch out.
- Chapter 53- fitfully (adverb): not regular or continuous.
- Chapter 54- devastating (adjective): highly damaging.
- Chapter 55- blustery (adjective): very windy.
- Chapter 56- frigid (adjective): extremely cold.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. What are instincts? What are some instincts that animals are born with?
2. Why does Roz have a hard time hibernating?
3. How did the winter impact the island?
4. Compare and Contrast
– Do this on a Venn



life on the island past and present
diagram

The Wild Robot Reading Guide:

Chapters:57-63

Chapters 57-60

<https://safeYouTube.net/w/0Py7>

Chapters 61-63

<https://safeYouTube.net/w/sQy7>

Sentence summaries:

- Chapter 57 (The Fire): A fire breaks out in one of the lodges and Roz saves one of the animals.
- Chapter 58 (The Conversations): The animals talk deeply inside the lodges.
- Chapter 59 (The Spring): Spring comes back to the island.
- Chapter 60 (The Fish): Roz helps Rockmouth find her home.
- Chapter 61 (The Robot Stories:) Animals tell positive stories about Roz.
- Chapter 62 (The Return): The geese return to the island.
- Chapter 63 (The Journey): Brightbill tells about the adventures on the migration.

Vocabulary:

- Chapter 57- engulfed (verb): cover something completely.
- Chapter 58- harmonious (adjective): peaceful.
- Chapter 59- emerged (verb): to come out.
- Chapter 60- nuisance (noun): an annoyance.
- Chapter 61- barren (adjective): unfruitful land.
- Chapter 62- gradually (adverb): slowly.
- Chapter 63- lurched (verb): abrupt and unsteady movements.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. What do you think the main themes of the book are – what is the Author's message.
Explain your choices

The Wild Robot Reading Guide:

Chapters:64-71

Chapters 64-68

<https://safeYouTube.net/w/6Ry7>

Chapters 69-71

<https://safeYouTube.net/w/vSy7>

Sentence summaries:

- Chapter 64 (The Special Robot): Brightbill realizes how special his mom is.
- Chapter 65 (The Invitation): Roz invites the animals to a celebration.
- Chapter 66 (The Celebration): Roz and the animals celebrate their friendship.
- Chapter 67 (The Sunrise): Roz and Brightbill see an airship coming toward the island.
- Chapter 68 (The RECOs): Three robots arrive on the island.
- Chapter 69 (The Defective Robot): The RECOs are trying to take Roz back to the factory because she is defective.
- Chapter 70 (The Hunt Begins): The RECOs hunt for Roz.
- Chapter 71 (The Forest Assault): The animals try to protect Roz and destroy RECO

Vocabulary:

- Chapter 64- forged (verb): created.
- Chapter 65- milling (verb): wandering.
- Chapter 66- heaved (adjective): lift or haul.
- Chapter 67- dwindled (verb): reduce in size.
- Chapter 68- sleek (adjective): smooth and glossy.
- Chapter 69- defective (adjective): not working.
- Chapter 70- darted (verb): move rapidly.
- Chapter 71- luring (verb): tempting.

Questions to think about, discuss and/or answer in your Remote Learning Book:

1. What did we learn about Roz's history from this chapter?
2. How did the animals come to Roz's defense?
3. Can you make any text connections with the book?

Getting Ready for the Party

"Marco, do you want Spiderman or Batman on the balloons?" asked Mum. I went with Spiderman - I think he is definitely my favourite superhero! The balloons were the last thing we needed to buy for the party.

When we got home, Mum and I started to decorate the house for the party. We put up the Spiderman balloons. Mum blew them up and I stuck them on the walls. We put balloons on our letterbox too, so that people knew where the party was.

Mum had made the most amazing cupcakes as well - green Hulk cupcakes, red Spiderman cupcakes and blue Superman cupcakes. She asked me to get them out of the fridge and put them on some plates. On the food table we also had fairy bread, fruit sticks and green slimy-looking jelly cups.

"Marco, it's time to get into your costume," Mum yelled from the kitchen. I bounced up the stairs. I was so excited that the day had finally arrived. I put on my costume just in time.

Ding dong. The first guest had arrived.



Getting Ready for the Party

1. What is the theme of the party?
Why do you think this?
2. Who is the party for?
Why do you think this?
3. Why are they having a party?
Why do you think this?
4. Predict what costume Marco is wearing.
Give three reasons to support your view

CRAZY CREATIVE CHALLENGE

If you were having a party, what theme would you pick?

Create an invitation to your party.

What is a nogard?

The nogard is an animal. It has an oval-shaped body. It has a long neck and tail. The top of the neck, back and tail are covered with a row of triangular-shaped plates. The nogard's head is shaped like a long triangle. It has big eyes and eyebrows that stick out. It also has big nostrils. Its body is covered with scales. The nogard has four short legs. At the end of each leg is a foot with five toes. Each toe has a sharp claw at the end. The nogard has two wings attached to its body. These are located behind the front legs towards the top of its back. Nogards are usually green but change to a deep purple during the winter months.



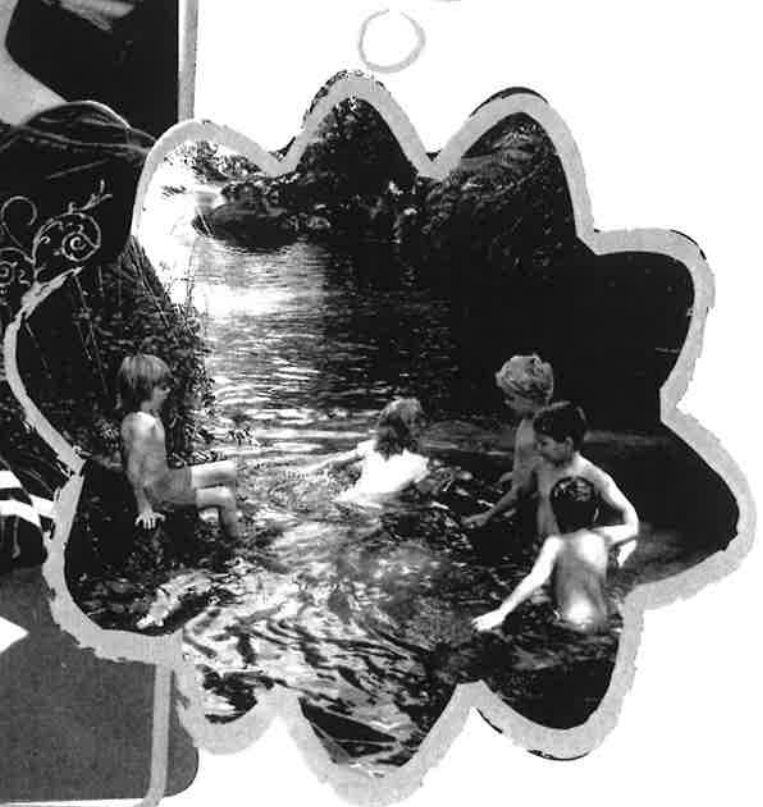
Visualising

When authors write, they use words to describe things. The words make a picture in your mind.

Creating a picture in your mind or drawing the picture on paper can help you understand what you are reading. This strategy is called visualising.



... the other kids
were already in the
water. Paddy dipped
his feet in ...
it was freezing
cold!



The Water Cycle

Water is an essential part of life. The earth has a limited amount of water, however, water is continually recycled in a process called the water cycle. It is made up of a four main parts: precipitation, infiltration, evaporation and condensation.

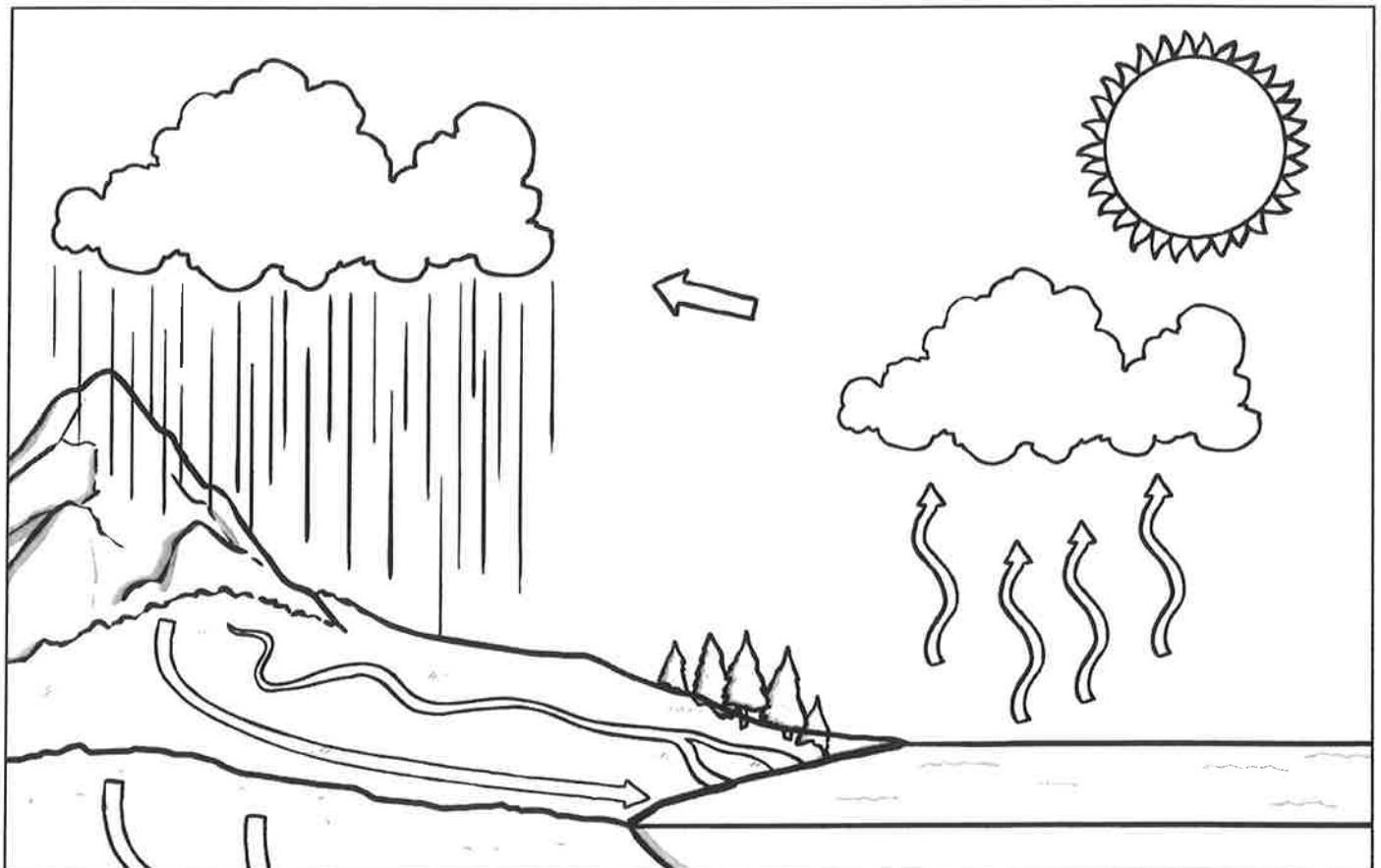
To begin with, precipitation occurs when so much water has formed that the air cannot hold it any longer. The clouds become heavier and as a result water falls back to the earth in the form of rain, hail, sleet or snow.

When water falls back to the earth as precipitation, it may fall back in the oceans, lakes or rivers or it may end up on land. When it ends up on land, it soaks into the earth and is stored as ground water. This process is called infiltration.

Evaporation is when the sun heats up water in rivers, lakes or oceans and turns it into vapour or steam. The water vapour or steam leaves the river, lake or ocean and goes into the air. This stage is called evaporation.

The water vapour cools and this leads to clouds forming. However, the clouds are unable to hold the water vapour for long. As a result, rain droplets form and it starts to rain. This process is called condensation.

Eventually, the water cycle begins again.



Why tadpoles change.

by 2R

Introduction • general statement about the topic

Frogs are amphibians. Amphibians spend part of their lives under water. Young frogs start their life in water as tadpoles.

Explanation • series of explanatory statements

First, the female frog lays lots of eggs so some will survive being eaten by fish and other animals. The eggs are very small and often laid inside white foam.

Next, the eggs hatch into tadpoles.

Tadpoles have gills so they can breathe under water and a strong tail to help them swim. The tadpoles grow bigger, they start to change because they need to become a frog. Their tail becomes smaller and they begin growing legs. The back legs grow first followed by the front legs.

Tadpoles also start to develop lungs because they have to be ready to breathe on land when they become a frog.

Conclusion • summary or comment

Tadpoles may be found in billabongs, lakes, swamps or even in puddles after heavy rain.

How Kites Fly

Introduction • general statement about the topic

A kite is an object made from a light material stretched over a frame. When a kite is tilted into the wind it will lift off the ground and fly.

Explanation • series of explanatory statements

A kite uses wind to make it fly because it is heavier than air.

Wind traveling over the surface of the kite is split into two streams of air. One stream of air goes over the kite while the second stream of air goes under the kite.

The upper stream creates an area of low pressure above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull creates enough force to lift the kite into the air.

Conclusion • summary or comment

Kites have been around for thousands of years and are used for military or scientific purposes and for leisure.

Explanation

TIPS:

Introduce your topic with a definition or brief description.

Explain important points in order.

Sum up or comment.

New paragraph for each point.

Word focus:

- technical or scientific words
- action verbs
- conjunctions

Tense:

- simple present

Style:

- Impersonal
- Second or third person

Explanation

TIPS:

Introduce your topic with a definition or brief description.

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Problem Solving Maths Games

This game involves two players (play against your brother/sister/mum/dad).

The rules are outlined below.

Draw up a blank game board – play as many times as possible.

Keep a score tally – the attacker gets 1 point for winning the game, the defender gets 1 point if there is no winner.

Remember to swap the 'attacker' and 'defender' every three games.

MATHEMATIC-TAC-TOE



Players decide on an 'attacker' and 'defender'

The goal of the attacker is to get any row, column or Diagonal to add to 15

The goal of the defender is stop them.

Players take turns placing the numbers 1-9 once each in the grid. The first turn can not be in the middle square.

THINK
SQUARE

Maths Involved

- Addition Skills
- Guessing and Checking (problem solving strategy)
- Working backwards from an answer you want to select numbers
- Strategically placing numbers to create or block multiple ways of winning
- Having some fun... yes, Maths can be great fun!

NUMBER OF THE DAY

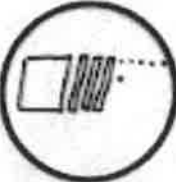
Choose a number for your Number of the Day. It can be a 3/4/5 or 6-digit number (choose a number that is not too easy/too hard for you).

Come up with as many number facts as possible for your number to fill in all the circles. Try to use a variety of different Maths skills, not just $135 + 1$, $134 + 2$, $133 + 3$ etc.

You can use your Place Value knowledge you learned in Term 1 (MAB drawings, expand, rename, rounding etc.) or any of the four operations (+ - x \div), especially addition and subtraction which we have been focusing on over the past two weeks.

Here is an example of the skills we are looking for in your document:
The blank template you need to use is on page two.

Number of the Day
136

$13 \text{ tens} + 6 \text{ ones}$	$100 + 30 + 6$	$12 \text{ tens} + 16 \text{ ones}$	$11 \text{ tens} + 26 \text{ ones}$	$50 + 50 + 30 + 6$
$15 + 15 + 100 + 6$	136 ones	$80 + 50 + 6$	$70 + 60 + 6$	$100 + 36$
	$90 + 46$	$10 + 10 + 10 + 10 + 10 + 10 + 10 + 6$	$10 \text{ tens} + 36 \text{ ones}$	$110 + 26$
$40 + 40 + 40 + 16$	$30 + 30 + 30 + 30 + 10 + 6$	$(70 \times 2) - 4$	$9 \text{ tens} + 46 \text{ ones}$	$120 \text{ ones} + 1 \text{ ten} + 6 \text{ ones}$

Science

Today you are going to write a **narrative** text.

The idea is **SCIENCE**.

Maybe you have invented something, what does it do? How does it help, or not help? Or perhaps your story is about a science class or set in a science lab. These are just some ideas to help but may have your own.

Think about

Does my story start with the action? Am I building tension with my word choice and sentence fluency? Is there a beginning middle and end? How will my story end?

Remember to

Plan before you begin (10 minutes)

Show, don't tell

Wrap it up with an exciting ending

Check and edit your work. Does it make sense? Pay attention to the words you choose, spelling, punctuation and paragraphs.

Planning 10 minutes

Writing 30 minutes

Revise and Edit 10 minutes

