



Stage 1
Term 3 Week 4
Learning from Home Pack

Stage 1 Continuity of Learning Plan: Term 3 Week 4

You will not need access to a digital device to complete all the following activities. You will need help from a parent/carer and the resource pack from your teacher.

You will need pack one as it has sight words etc that will not be reprinted each week.







	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Watch an event in the Olympic games.	Play a card game with someone.	Help put all the socks from the washing in pairs.	Learn to do some origami.	Video yourself reading a book.
Google Classroom	Log in to Google Classroom to check in with your teacher, and answer the question of the day.	Log in to Google Classroom to check in with your teacher, and answer the question of the day.	Log in to Google Classroom to check in with your teacher, and answer the question of the day.	Log in to Google Classroom to check in with your teacher, and answer the question of the day.	Log in to Google Classroom to check in with your teacher, and answer the question of the day.
Morning	English	English	English	English	English
Spelling List Year 1 more before win sit stop fry dry crying sky myself Dictation: <i>I sit before</i> <i>crying and stop</i> <i>myself by saying</i>	Handwriting: There are 5 handwriting sheets in this pack for you to complete over the next 2 weeks. You can do them in any order. Use a different coloured pencil for each line, you can draw pictures to decorate your page.				
	Read the Magic 100 sight words. Write 2 tricky words 3 times. (in pack 1)	Read the Magic 100 sight words. Practice writing your tricky words from yesterday and put them in a sentence.	Read the Magic 100 Play hidden counter with a partner.	Read the Magic 100 words. Choose 6 words write them and draw pictures.	Read the Magic 100 words. Choose 6 words, write them down and give them a number 1-6. Roll a dice 10 times and write the word with the number.
	https://www.youtube.com/watch?v=YCf5GYkrFU read by the lovely Ms Shields. Rosy Dock activity- see attached sheet -Complete writing task.	Rosy Dock activity- see attached sheet -Optional: Watch 'Water Witcher' for an understanding of life in the outback -Complete postcard activity.	Rosy Dock activity- see attached sheet - Watch 'The way I feel on You tube -Complete Rosy Dock discussions Complete flood writing and drawing	Rosy Dock activity- see attached sheet First watch Rose meets Mr Wintergarten on Storybox online. -Read Rosy Dock information and task Draw a design of your own future garden with native plants.	Rosy Dock activity- see attached sheet Read task outline. -Watch story: Prudence wants a pet, on You tube -Task: Draw and write about a future pet.

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>" try the dry sky". I win more if I do this.</i></p> <p>Year 2</p> <p>ninety</p> <p>hundred</p> <p>twig</p> <p>from</p> <p>pork</p> <p>walk</p> <p>jaw</p> <p>north</p> <p>straw</p> <p>saucepan</p> <p>Dictation:</p> <p><i>As I walk a hundred and ninety steps north, I see a twig fall from the silly saucepan into a straw. My jaw drops!</i></p>	<p>Spelling: Write the words of your spelling list out 3 times.</p> <p>Year 1: Complete the</p> <p>Year 2: complete part 1 of the oi worksheet</p>	<p>Spelling: using your spelling words, complete an activity from the spelling grid.</p> <p>Year 1: Complete the 'words ending in y' worksheet.</p> <p>Year 2: Complete the 'aw' worksheet</p>	<p>Spelling: using your spelling words, complete an activity from the spelling grid.</p> <p>Year 1: Complete part the word sort and sentence activity</p> <p>Year 2: complete the word sort and sentence activity</p>	<p>Dictation:</p> <p>Without looking at your words, complete the silly dictation for year 1 or 2.</p>	<p>Spelling: write your spelling words in alphabetical order.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Break	Break	Break	Break	Break	Break
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Complete the Olympic medal sheet	Complete the Olympic medal sheet	Complete the Olympic medal sheet	Complete the Olympic medal sheet	Complete the Olympic medal sheet
	<ul style="list-style-type: none"> • Colour in 10's pattern blue • Colour in 5's pattern red <p>Do you notice other patterns?</p>	<ul style="list-style-type: none"> • Colour in 4's pattern brown. • Colour in 8's pattern orange. <p>Ext: colour in 12's pattern red</p>	<ul style="list-style-type: none"> • Colour by 10's in green from the number 12. <p>Colour by 10's in orange from the number 27.</p>	<ul style="list-style-type: none"> • Colour in the 3's pattern purple. • Colour in the 6's pattern in pink. • Colour in the 9's yellow. <p>Do you notice anything with the patterns?</p>	<ul style="list-style-type: none"> • Choose you own patterns to make and show. <p>Describe what you have done.</p>
	<p>Before and After Game</p> <p>Year 1 – has 2-digit numbers. If you are finding this difficult, please use one of the digits in the number instead. For eg: 71 just use the 7. Alternatively, if your child is finding it easy use the Year 2 game.</p> <p>Year 2 – has 3-digit numbers. If you are finding this difficult, please use two of the digits only. For eg: 210 is the number make it 21 or 10 instead. Alternatively, if your child is finding it easy add digits, for eg: 210 turns into 2107 or 5210.</p>	<p>Multiplication</p> <p>Year 1 – Repeated Addition Game – Students can follow the instructions.</p> <p>Year 2 – Arrays – Students follow instructions. Alternatively, students can add digits to the game and write number sentences instead of arrays. For eg: 3 x 5 could become 3 x 15 or 13 x 5.</p> <p>Teaching point: I tell my class that arrays are like counters drawn on the paper. In class they would use counters to model the arrays, if needed, to make connections. This hopefully gives them a visual/reminder in their head of what we do in class.</p>	<p>Division</p> <p>Year 1 – Sharing – Mathletics pg 64 – follow instructions</p> <p>Year 2 – Sharing and Remainders – Mathletics pgs 67 and 69 – follow instructions</p>	<p>Addition games.</p> <p>Students in this stage need lots of opportunities to practice addition to start memorising simple facts quickly.</p> <p>Please spend the next 2 days playing games to help your child with this. Some they can do independently.</p> <p>Maybe use a timer, how many sums can you do in 3 minutes, then try to beat that score.</p> <p>Dice- roll 2 write the addition sum. (Year 2 add 10 to one of the numbers first)</p> <p>Dominoes- put them upside down, turn them over and then add the numbers on each side.(year 2 add 2 dominoes together.</p> <p>Cards make 2 piles with playing cards turn over one from each pile add them up.</p> <p>Uno cards- https://www.youtube.com/watch?v=kN0GfPf6OVY</p>	
	<p>Teaching point: If your child needs to use concrete resources use spoons, forks, pasta, pencils/textas. Look around the house for things as we do in class.</p> <p>Extension: If your child wishes to, they could design their own sums and show the working out on a blank piece of paper.</p>				

Monday		Tuesday	Wednesday	Thursday	Friday
Break 1:10 to 2:00	Break	Break	Break	Break	Break
Afternoon	PDHPE Goldilocks and The Three Bears https://www.youtube.com/watch?v=bx71qzw0UM The Olympics are on! Choose something to watch. Which sport will it be??? Go Aussie Go!	Science and Technology Science and Technology This week you are going to start the life cycle process of a bean. 1 - Follow the instructions on your "bean bag". 2 - Once set up draw what it looks like and where it is. This is the start of your experiment! We will look at it each week. 3 - Want a sneak peek of what might happen? Check this out https://www.youtube.com/watch?v=hCuXNmsNNac	Creative Arts Today you will be making your own natural tree! You will need: <ul style="list-style-type: none"> • A4 piece of card • Leaves • Brown paper (optional) 1. Take a walk around the neighbourhood and collect as many different types of leaves as you can. **Bring something with you to put the leaves in. Don't crush them by putting them in your pockets! 2. On the brown paper, trace your hand and a little bit of your arm.	History Complete the sheet in your pack on how we communicate now and in the past	PDHPE Choose three activities from Gross Motor Activity Cards. The Wizard of Oz https://www.youtube.com/watch?v=j_3weVPH0-U Moana https://www.youtube.com/watch?v=5y3gCrL_XIM

Monday		Tuesday	Wednesday	Thursday	Friday
			<p>Cut it out. Stick the hand on the bottom of the A4 card. This is your trunk!</p> <p>** Another option is draw your trunk straight on the page.</p> <p>3. Start gluing all the leaves that you have collected to your trunk.</p> <p>4. OPTIONAL: Add some finishing touches e.g. sun, clouds, birds</p> <p>Can you tell your teachers what kind of leaves you have collected?</p>		
Google Classroom	Log in to Google classroom. Check out with your teacher	Log in to Google classroom. Check out with your teacher	Log in to Google classroom. Check out with your teacher	Log in to Google classroom. Check out with your teacher	Log in to Google classroom. Check out with your teacher

Name: _____		Date: _____	
  straws	yawn _____ yawn _____ draw _____ draw _____ claw _____ claw _____ thaw _____ thaw _____ fawn _____ fawn _____		
f _ _ n 	y _ _ n 	dr _ _ w 	cl _ _ w 
Add ing, ed and s to these words. thaw _____ yawn _____			
Allow the frozen meat to _____. I _____ when I am tired. I like to _____ pictures of animals. The crab nipped me with its _____. A baby deer is called a _____.			

Words Ending in *y*

Read each word aloud. If the word ends in a **long e** sound, as in **pony**, write it below the pony. If the word ends in a **long i** sound, as in **fly**, write it below the fly.

baby

try

cry

very

fry

by

tiny

penny

ruby

sky



pony



fly

Year 2: Write the words below into the appropriate columns:

aw	or

saw	draw	straw
north	pork	lawn
jaw	paws	sword
fork	tore	worn

Choose 1 aw word and 1 or word and write a sentence for each word.

Year 1: Write the words below into the appropriate columns:

y (sounds like long <u>i</u>)	Y (sounds like long <u>e</u>)

cry	funny	buy
very	myself	jelly
happy	try	fry
dry	lucky	family

Choose a sentence for one word from each column

The Story of Rosy Dock *Stage 1 unit for Remote Learning*

YouTube: The Story of Rosy Dock for WPS

https://www.youtube.com/watch?v=_YCf5GYkrFU

1.Initial viewing: Monday *What is Rosy Dock?*

Before watching

-Carefully look at the picture on the cover; it is a collage. Jeannie Baker collected materials from her environment to create the illustrations in her book.

-*Discuss* what do you predict the story could be about; from the cover and title? What do you notice in the window?

During the story

-Carefully look at each illustration. In this story, the illustrations tell a deeper story than just the words alone.

-Discuss what the land looks like and other small details noticed in each picture

-***Discuss the meaning of tricky words and phrases while listening:*** prehistoric, settlers, seed pods, precious, spiralling willy-willies, whipping up things in their path, oases, desert creatures, a river of sand, unnaturally dark, uneasy silence, the sky cracked open, poured in torrents, the river was roaring, round kept pounding down, became a raging flood, swirling, spiralling, surging, sand dune desert, blossomed, perfumed flowers, harsh, searing sun soon evaporated the water. Sucked the last traces of moisture, leaving only mirage and a sea of rolling sand. Many more cycles, storms scatter seeds and bury them, spreading like a great blanket.

-*Listen to the information about Rosy Dock at the end*

Task: Draw a picture of Rosy Dock (from the end of the video). What is Rosy Dock? Write a few sentences about what it is and how it affected the Australian environment.

2. Second Viewing: Tuesday *What is life like; in the Australian outback?*

Before reading: Ask? What was the problem in the story last time? How did Rosy Dock affect the land in the story?

Explain we are going to be looking at the story from the lady's point of view.

During reading:

Discuss these parts:

-Desert page (first page) The colour of the land and talk about who the people in the picture were.

-Lady page: Find the Rosy Dock plant and discuss what the cat is doing? How would the lady be feeling in this picture about her new life compared to her old one in England?

As the book progresses, discuss how the lady's feelings might change about her environment.

Before task: Go to Storybox online, user name Werringtonps and password Werringtonps and watch 'Water Witcher'. Think about life in the outback.

Task

Postcard activity. Imagine you were living in the Australian outback, surrounded by desert.. On the top part draw a picture of what it might look like and on the bottom part, write a letter to a friend about your life.

3. Third viewing: Wednesday *The flood*

Before revisiting Rosy Dock, watch *The way I feel* on YouTube <https://www.youtube.com/watch?v=MSdSWIfCpJ8> discuss your feelings at the moment.

Revisit *The Story of Rosy Dock* (you can skip to different parts of the video and pause them).

Discuss these parts:

- Flood page with the house: why is the lady on the roof. How did she feel? What else is happening?
- Next page: Discuss what the lizards are doing?
- Camel page: What are the animals doing and why? What would it be like for them.

Task:

Go back to the pages with the flood and discuss how some parts of Australia have only two seasons; a wet season and a dry season. Discuss how heavy the rain would have been and the language used to describe it, eg: the rain poured in torrents, pounding down. Make connections to the floods NSW experienced in the last year and discuss what it would have been like.

Fill in the Y chart labelled flood with what it would have looked like, felt like and sounding like during the flood. Draw a picture showing the emotions on the lady's face for how she would have felt, with a thinking bubble/s of ideas.

4. Fourth viewing: Thursday *Impacts of Rosy Dock*

Before: Watch the story: Go to Storybox online, user name Werringtonps and password werringtonps and watch **Rose meets Mr Wintergarten**. Discuss how Rose's garden helped Mr Wintergarten.

-Following: revisit what Rosy Dock is and what some of the different problems were in the story. Put it on YouTube and pause for the following parts

Pause on the following parts:

- At the beginning, carefully look at the desert scene on the first pages, discuss plant life and the colours in the pictures
- Discuss how the petals were being sucked up by the willie-willie and where they ended up on the following page.
- Talk about the impacts of the rain and flooding on the Rosy Dock. Did they die out?
- Look at the final page, what has changed compared to the first pages of the outback? Were there any plant-life in the first pictures? How has this changed?

This is an extract from Wikipedia about Rosy Dock:

Environmental Impact

Rosy dock (*Acetosa vesicaria*) is a common and widespread invasive weed throughout the arid parts of Australia, where it tends to become dominant and out-compete native species. This leads to a reduction in the **natural biodiversity** of these areas and can eventually even damage ecosystem function.



Task: Design a 'future imaginary' garden with some native Australian plants that you could plant which would be helpful for Australia's environment and animals.

5. Friday: impacts of animals

Before, go to YouTube and watch the story: **Prudence wants a pet**.

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

After story, discuss from Rosy Dock: What did you notice the cat doing in the story? On the last pages, which animals were thriving in the changed outback? Why?

Task: Imagine you had a pet in the future. What would it be and how could you make sure it wouldn't hurt the native animals? Write some sentences and draw a picture of your pet.

In the moon light a little egg lay on a leaf.

One Sunday morning the sun came up.....

and POP, out of the egg came a caterpillar.

On Monday he ate through one apple.

But he was still hungry.

On Tuesday he ate through two pears,

but he was still hungry.

On Wednesday he ate through three plums,

but he was still hungry.

On Thursday he ate through four strawberries,

but he was still hungry.

On Friday he ate through five oranges,

but he was still hungry.

On Saturday he ate through

one piece of chocolate cake,

one ice-cream cone, one pickle,

One slice of Swiss cheese,

one sausage, one cupcake,

That night he had a stomach ache!

Stage 1 - Week 4 Remote Learning Math Instructions

Pattern work - 120's chart

Students will identify and show patterns on the 120-number chart.

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Before and After Game

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Multiplication

Year 1 - Repeated Addition Game - Students can follow the instructions.

Year 2 - Arrays - Students follow instructions. Alternatively, students can add digits to the game and write number sentences instead of arrays. For eg: 3×5 could become 3×15 or 13×5 .

Teaching point: I tell my class that arrays are like counters drawn on the paper. In class they would use counters to model the arrays, if needed, to make connections. This hopefully gives them a visual/reminder in their head of what we do in class.

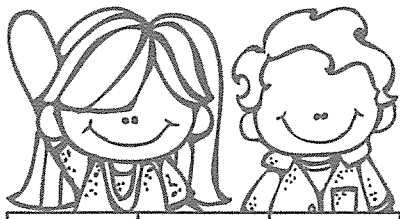
Division

Year 1 - Sharing - Mathletics pg 64 - follow instructions

Year 2 - Sharing and Remainders - Mathletics pgs 67 and 69 - follow instructions

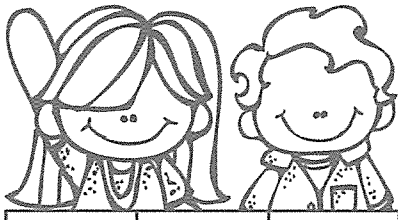
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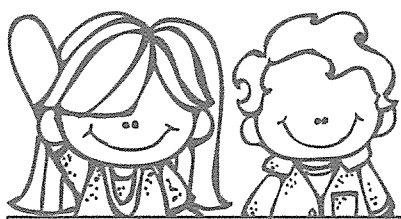
My 120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



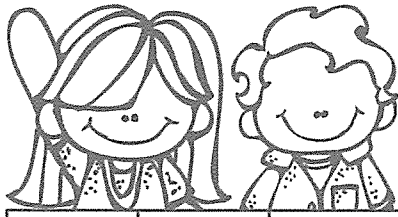
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41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



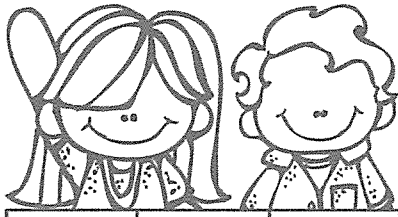
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71	72	73	74	75	76	77	78	79	80
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My 120 Chart

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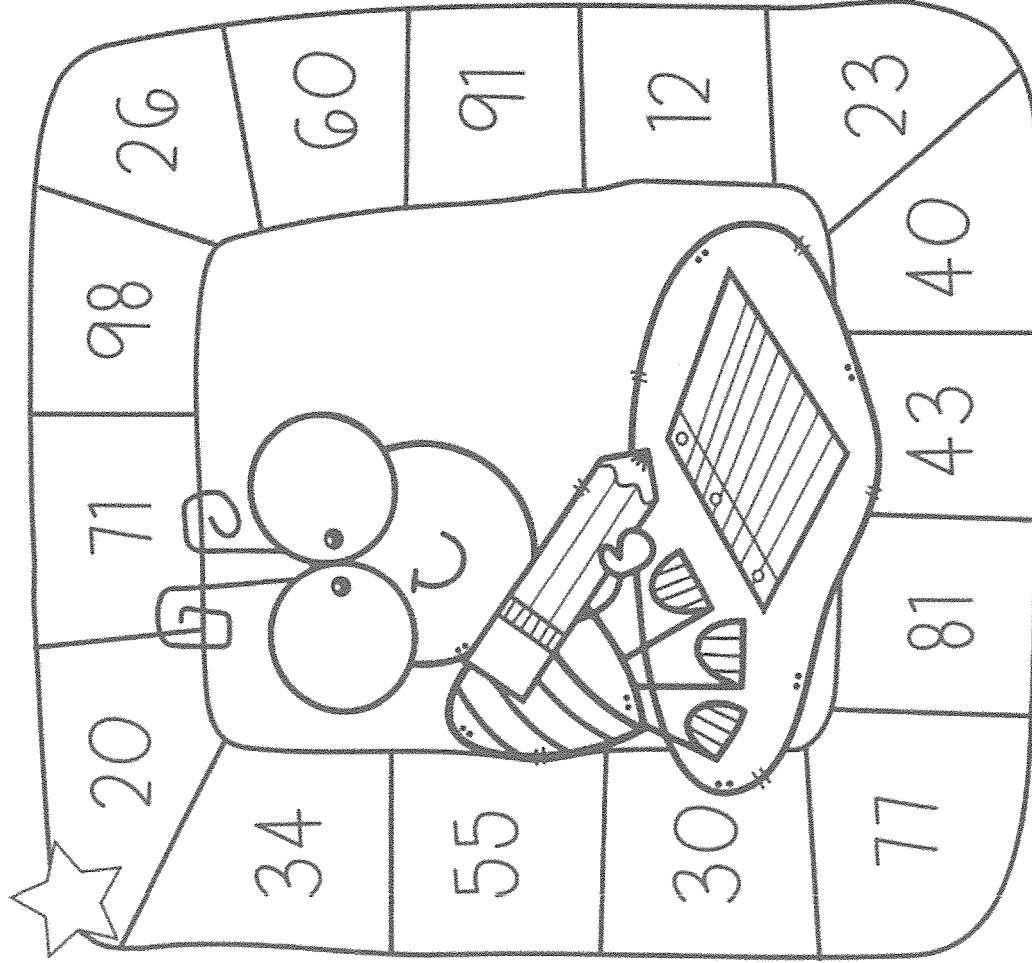
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101	102	103	104	105	106	107	108	109	110
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Name: _____

Date: _____

Before and After



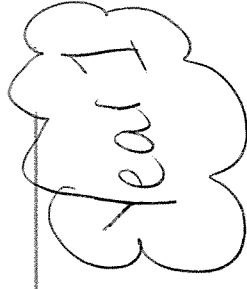
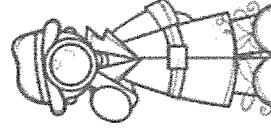
To play: Put your game marker on the star and flip a coin - heads move 2 spaces, tails move 5. Each time you land on a different number, write it down in the box and then write the numbers that come before and after it.

Have you won?

Check - Is the number in every box different?
Have you recorded the numbers that come before and after?

YES - Congratulations!

NO - Keep playing!



Before and After

Name: _____

Date: _____

Before and After

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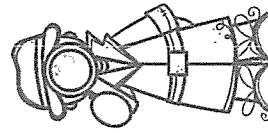
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Have you won?

Check – Is the number in every box different?

Have you recorded the numbers that come

before and after?

YES _____ NO _____

Name: _____

Date: _____

Before and After

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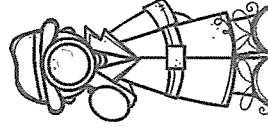
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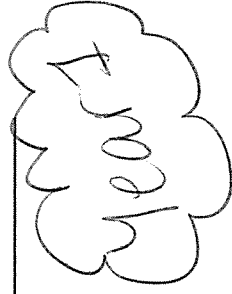
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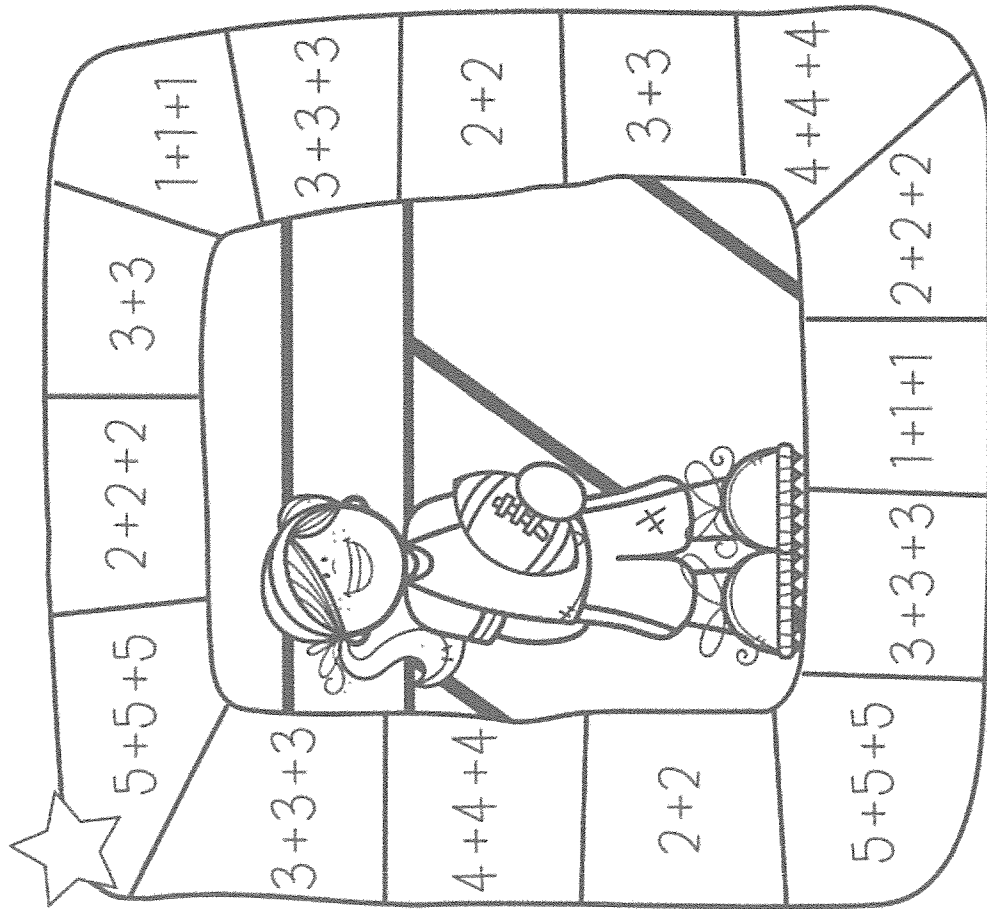
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YES _____ NO _____



Repeated Addition

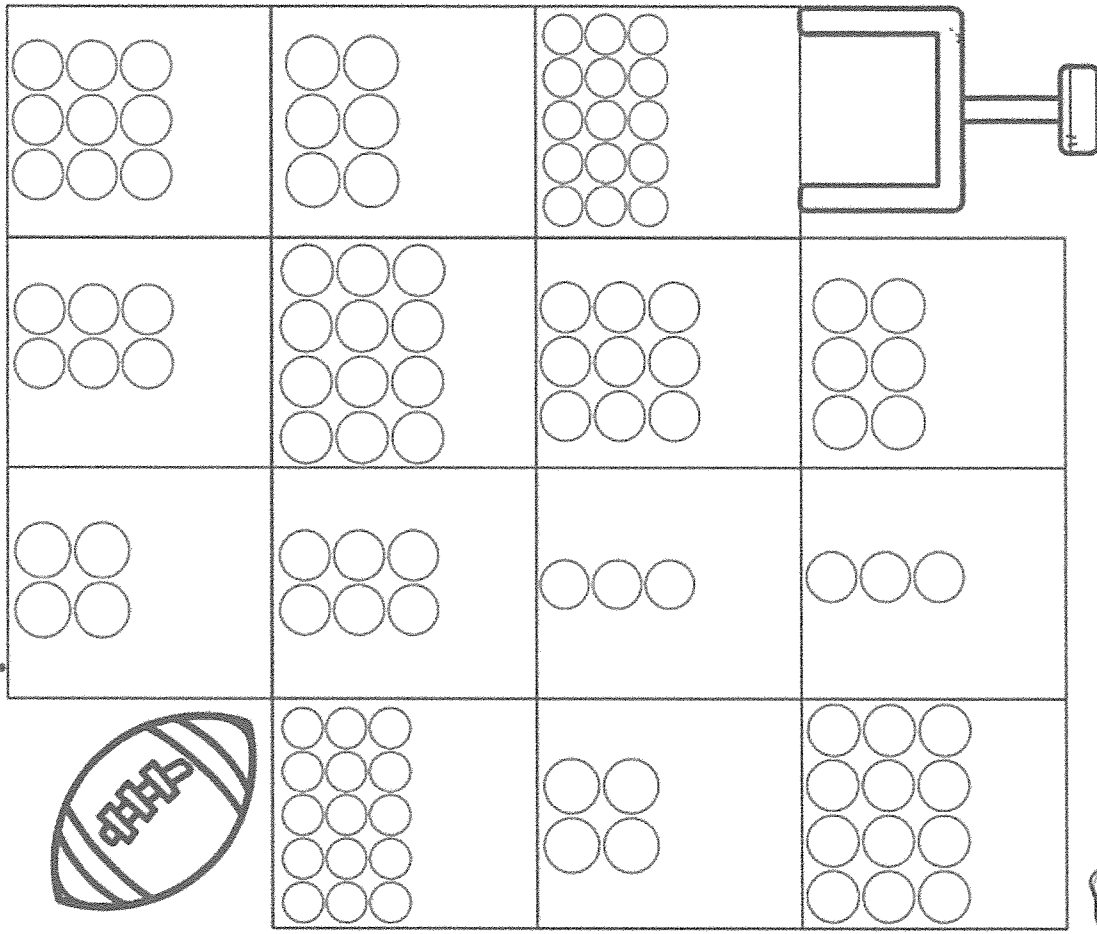


To play: Put your game marker on the star and flip a coin - heads move 2 spaces, tails move 5. Each time you land on number sentence match it to an array. Stop when you've made a path from the football to the goal post.

Name: _____

Date: _____

Repeated Addition

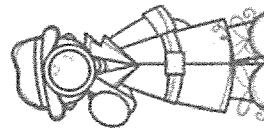


Have you won?

Check - Have you written a number sentence under the array? Have you made a path from the football to the goal post going \leftrightarrow and \updownarrow ?

YES - Congratulations!

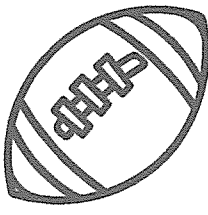
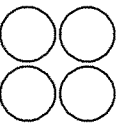
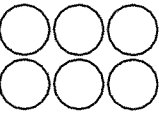
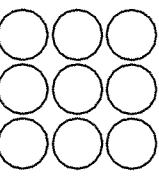
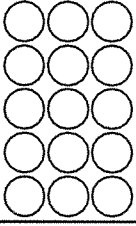
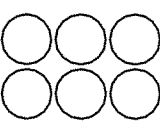
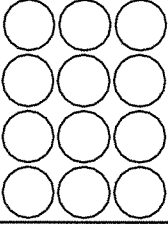
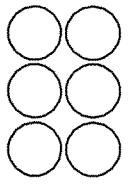
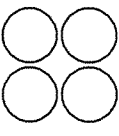

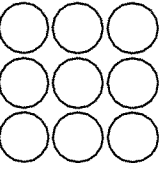
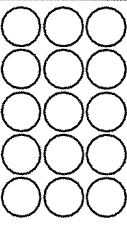
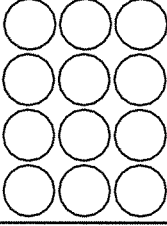

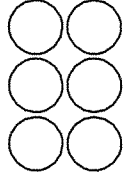
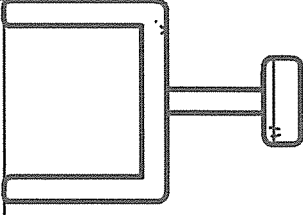
NO - Keep playing

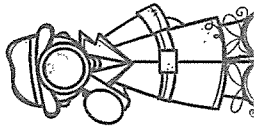




Name: _____ Date: _____

Repeated Addition

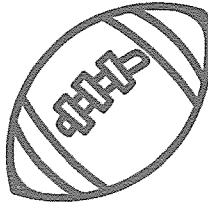
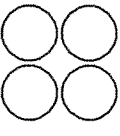
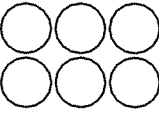
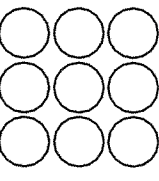
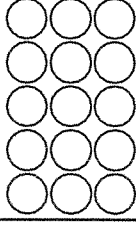
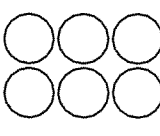
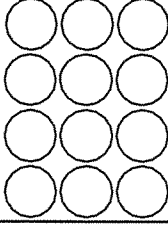
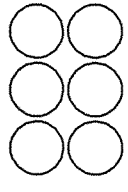
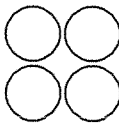

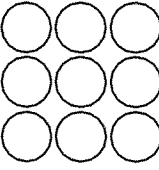
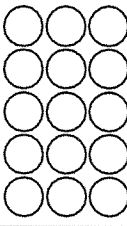
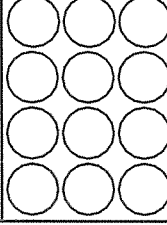

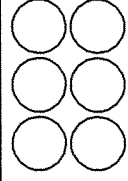
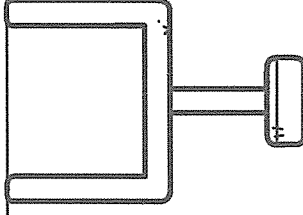
			
			
			
			

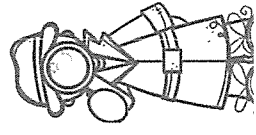


Have you won?
Check - Have you written a number sentence under the array? Have you made a path from the football to the goal post going \longleftrightarrow and \updownarrow ?
YES - Congratulations!
NO - Try again!

Name: _____ Date: _____

Repeated Addition



Have you won?
Check - Have you written a number sentence under the array? Have you made a path from the football to the goal post going \longleftrightarrow and \updownarrow ?
YES - Congratulations!
NO - Try again!

Division – sharing (partition)

Year 1

When we share things into groups evenly, every group has the same number. This means they are **equal**.

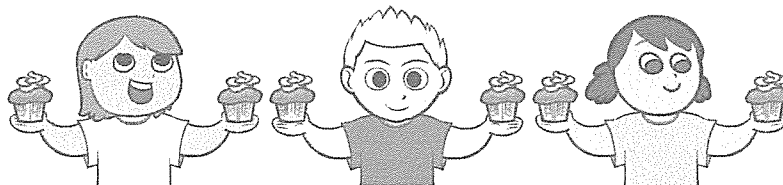
Here are **6** cupcakes.



Here are **3** children.



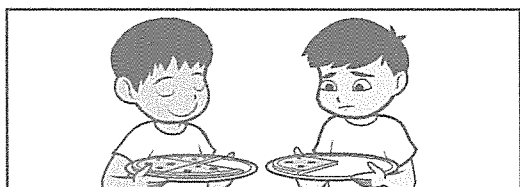
If we share the cakes out evenly, every child gets 2 cupcakes. Yum!



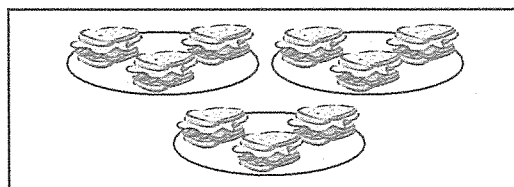
We call these **fair shares** because they are equal.

- 1 Look at these shares. Are they fair? ✓ the fair shares.
✗ the ones that are not fair.

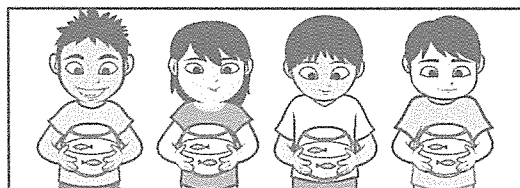
a



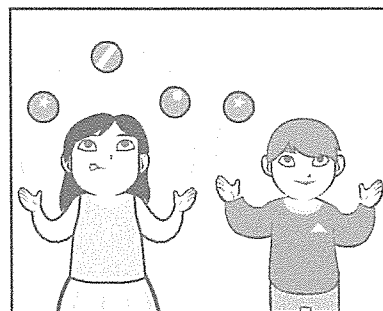
b



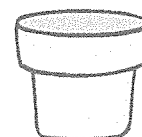
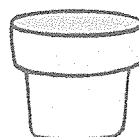
c



d



- 2 Draw some flowers in the pots so that all the pots are **equal**. This means they have the same number of flowers.



Year 1

Division – sharing (partition)

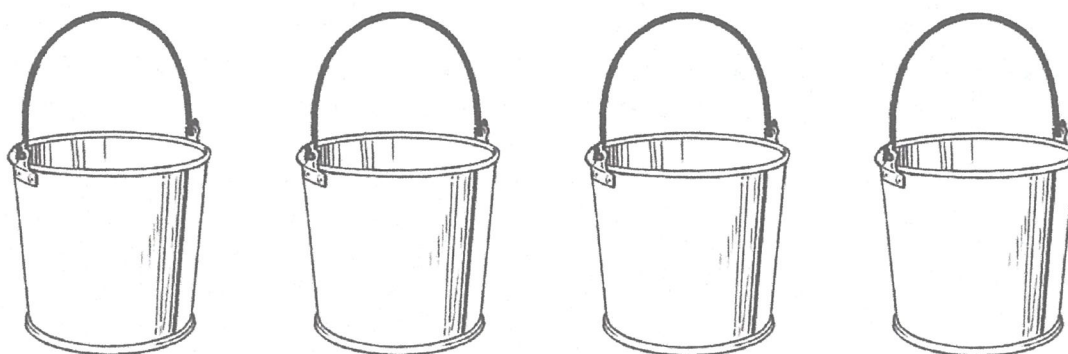
What to do:

You have 12 cookies. You have to share with your 2 brothers. Show me how many each of you will get to eat! Circle or draw your own picture.



If you have to share the cookies with your mum only, how many will you each get to eat? Draw me a picture.

Draw some rocks in the buckets so that all the buckets have equal amounts. This means they all have the same amount.

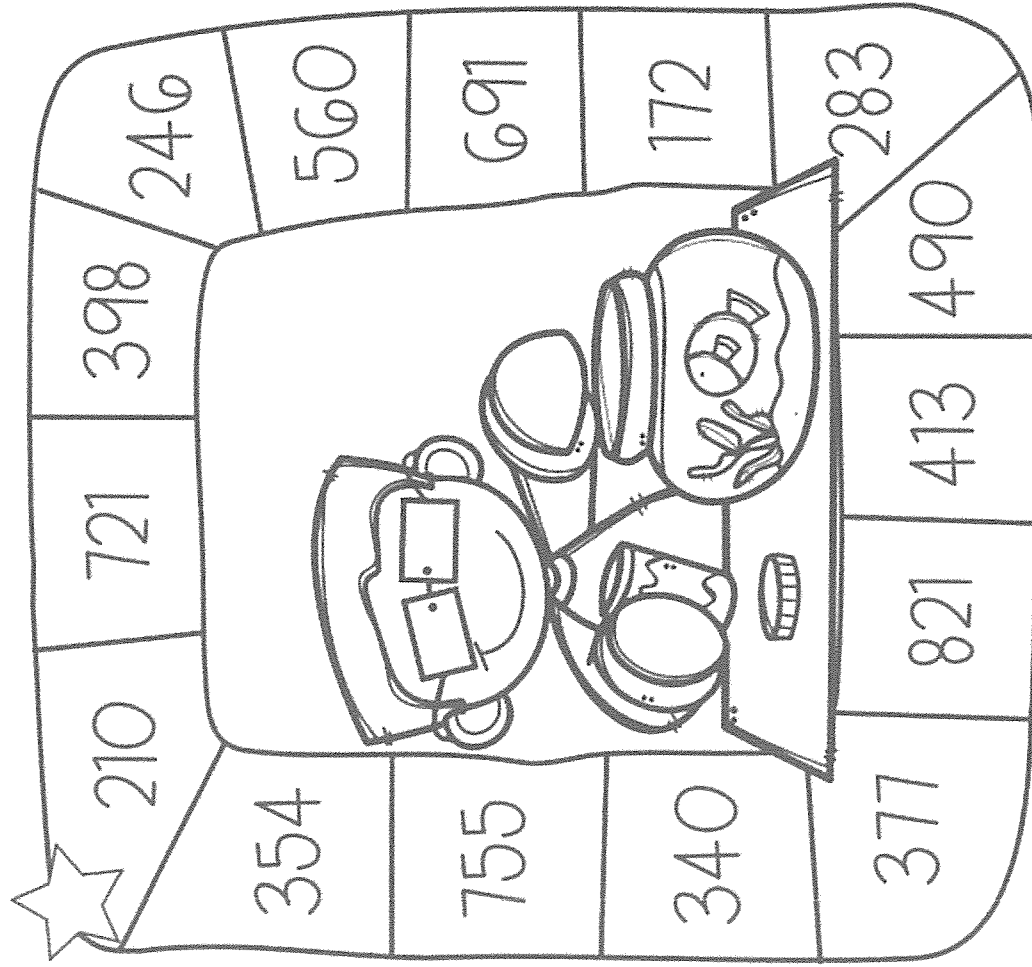


Can you draw your own picture to show some equal amounts, such as pencils, cars, lollies?

Name: _____

Date: _____

Before and After

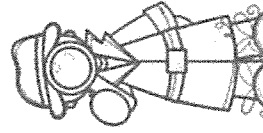


To play: Put your game marker on the star and flip a coin - heads move 2 spaces, tails move 5. Each time you land on a different number, write it down in the box and then write the numbers that come before and after it.

Before and After

Have you won?

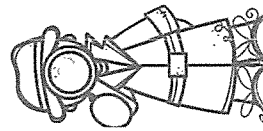
Check - Is the number in every box different?
Have you written the number before and after?
YES - Congratulations!



Name: _____

Date: _____

Before and After



Have you won?

Check – Is the number in every box different?

Have you written the number before and after?

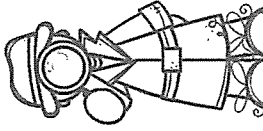
YES – Congratulations!

NO – Keep playing

Name: _____

Date: _____

Before and After



Have you won?

Check – Is the number in every box different?

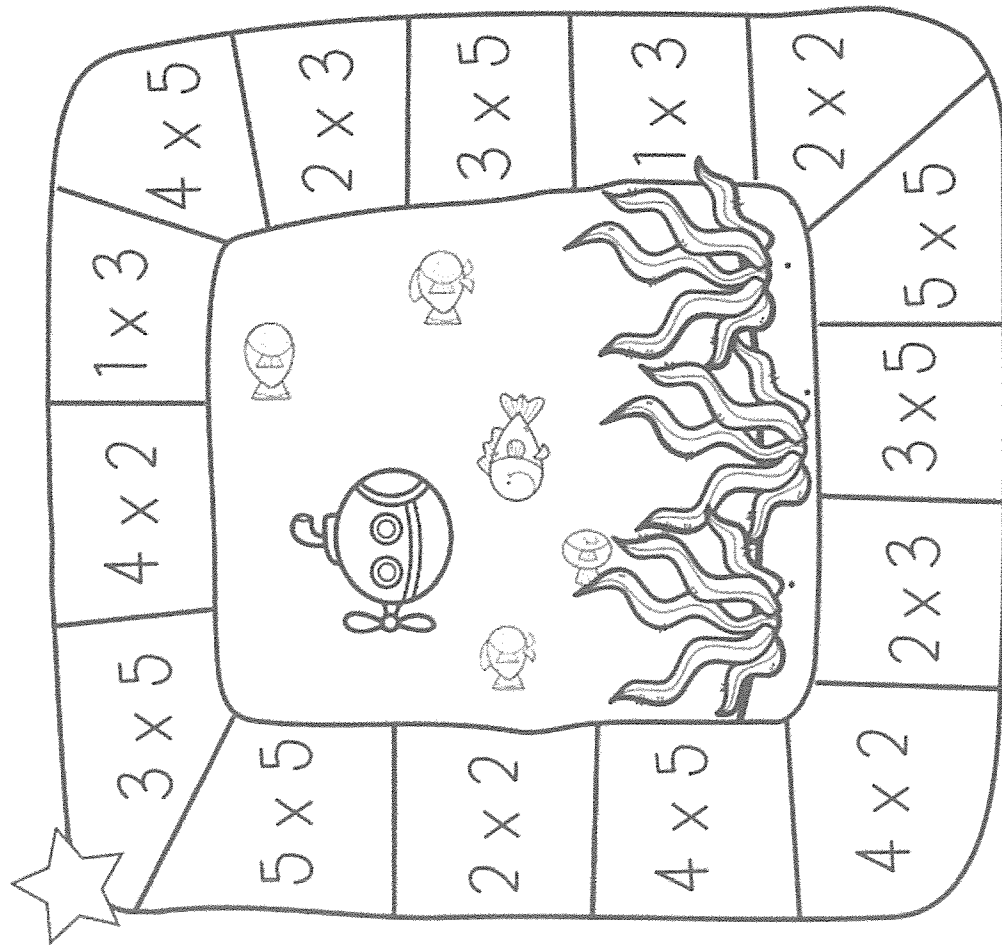
Have you written the number before and after?

YES – Congratulations!

NO – Keep playing



Arrays



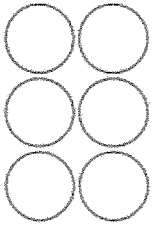
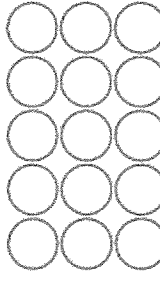
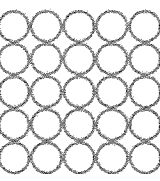
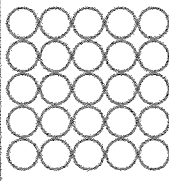
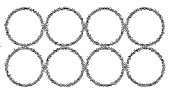

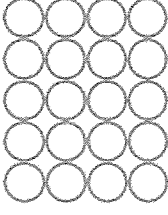

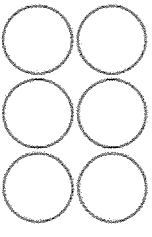
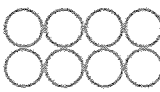
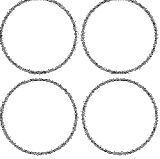
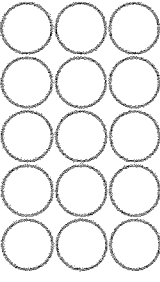
To play: Put your game marker on the star and flip a coin - heads move 2 spaces, tails move 5. Each time you land on a number fact, type it under the array with the answer. Only type it once on that turn.

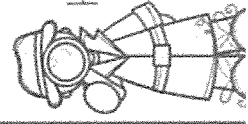
Name: _____

Date: _____

Arrays

4/2



How many times can you make 3 in a row? _____

Have you won?

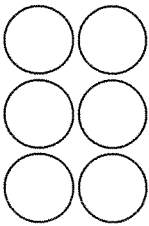
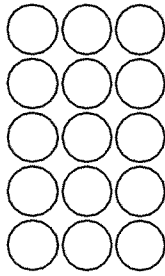
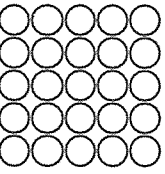
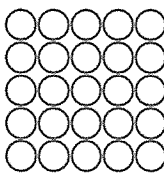
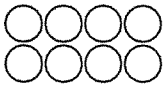
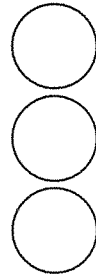
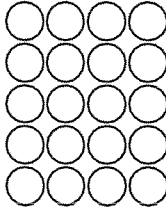
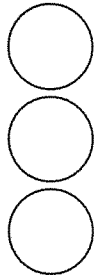
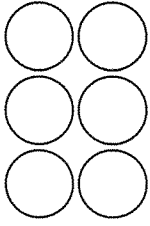
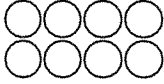
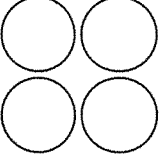
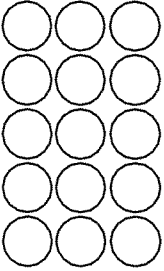
Check - Have you made 3 in a row at least twice?

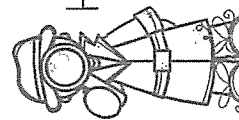
YES - Congratulations! NO - Keep playing

Name: _____

Date: _____

Arrays



How many times can you make 3 in a row? _____

Have you won?

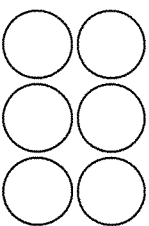
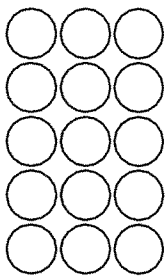
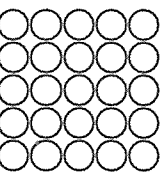
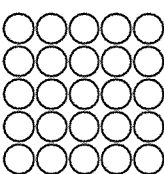
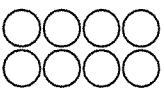
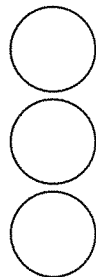
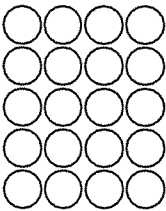
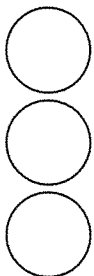
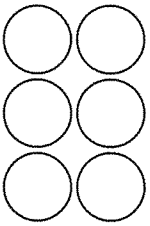
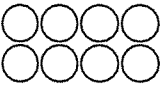
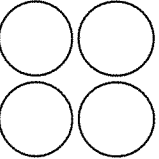
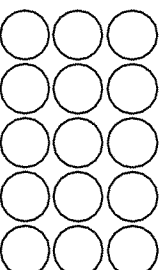
Check – Have you made 3 in a row at least twice?

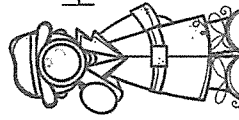
YES – Congratulations! NO – Keep playing

Name: _____

Date: _____

Arrays



How many times can you make 3 in a row? _____

Have you won?

Check – Have you made 3 in a row at least twice?

YES – Congratulations! NO – Keep playing

Division – sharing (partition)

Year 2

When we share things into groups evenly, every group is the same or **equal**. We call this process **division**.

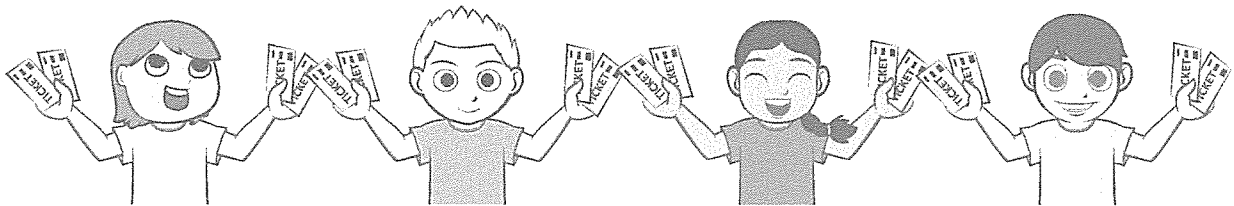
Here are **16**

show ride tickets.



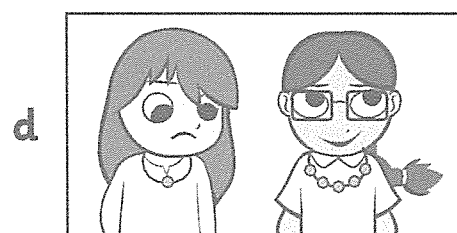
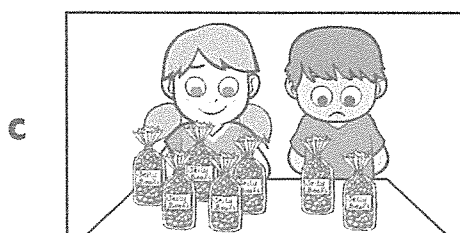
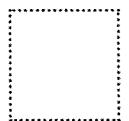
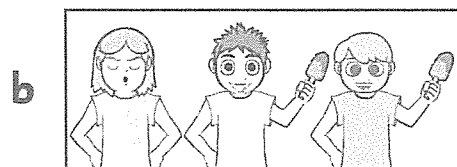
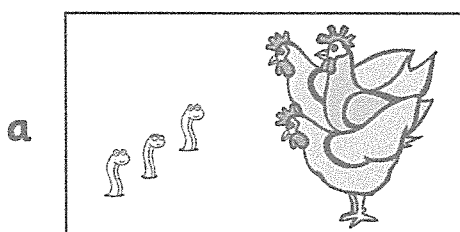
We want to share them between **4** children.

If we share the tickets out evenly, every child gets 4 tickets. Yay!

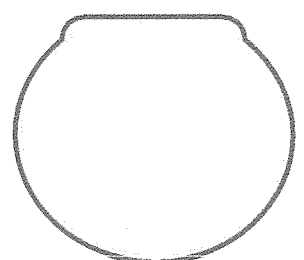
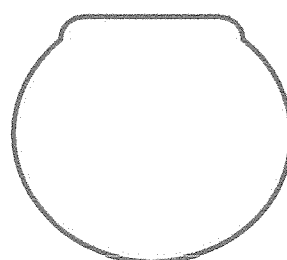
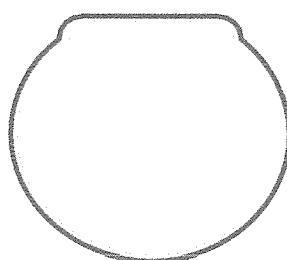
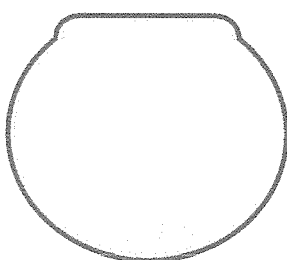


We call these **fair shares** because each share is equal.

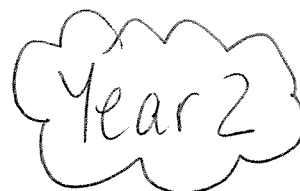
- 1 Look at these shares. Are they fair? ☒ the fair shares and ☐ the ones that are not fair.





- 2 Draw 16 fish, sharing them between the 4 bowls. Make sure each bowl has the same amount of fish.



Division – remainders



Sometimes when we try to make fair shares, we have leftovers. We call the leftover amount the **remainder**.

You will need:  a partner  counters or blocks

What to do:

Share the counters to answer these questions. Every person must get a fair share and you might have remainders.

a Share **8** counters between you.

How many counters
do you each get?

Is there any
remainder?

How many?

b Share **9** counters between you.

How many counters
do you each get?

Is there any
remainder?

How many?

c Share **10** counters between you.

How many counters
do you each get?

Is there any
remainder?

How many?

d Share **11** counters between you.

How many counters
do you each get?

Is there any
remainder?

How many?

What to do next:

What do you predict will happen if you share 12 counters? Will there be a remainder? Explain your thinking.

Australia



Monday

Draw the total in tally marks.

Gold	Silver	Bronze	Total

Tuesday

What position is Australia on the leader board?

Gold	Silver	Bronze	Total

Wednesday

How many extra medals from yesterday?

Gold	Silver	Bronze	Total

Thursday

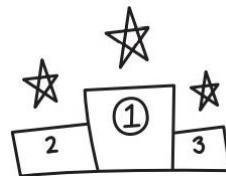
Which medal have we won the most of?

Gold	Silver	Bronze	Total

Friday

Write the total in words.

Gold	Silver	Bronze	Total



Draw the total in tally marks.

Monday

Gold	Silver	Bronze	Total

Tuesday

Gold	Silver	Bronze	Total

Has your country got more or less medals than Australia?

Wednesday

Gold	Silver	Bronze	Total

How many extra medals from yesterday?

Thursday

Gold	Silver	Bronze	Total

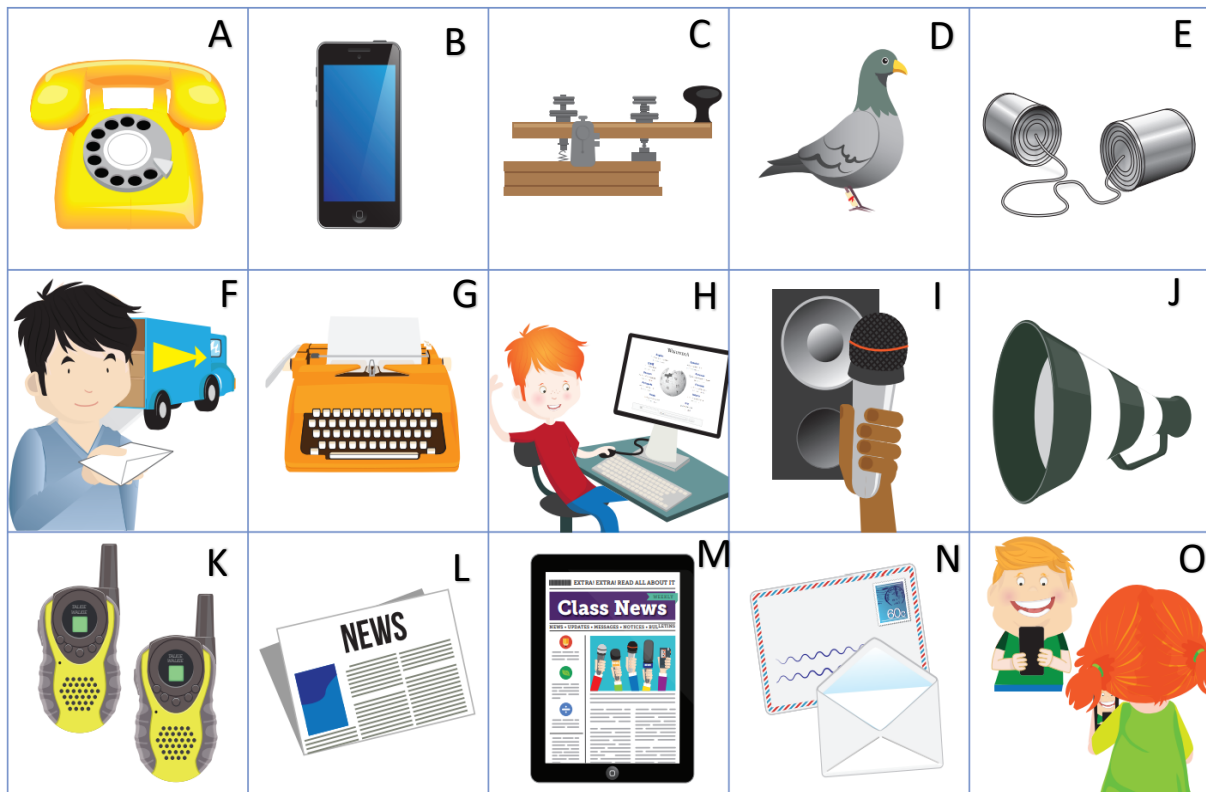
Which medal have they won the most of?

Friday

Gold	Silver	Bronze	Total

Write the total in words.

Old vs New Communication Devices



✓ Teach Starter.com

In the table below, select 3 artefacts from the past AND 3 items we use today.

ONCE you have paired your items

This can be done by using the letters in the top right corner of each square -example shown.

Write a short sentence explaining what they are/were used for.

Artefact <i>Item from the past</i>	Modern item	What do we use these items for?
D = Pigeon	F = Courier	We used pigeons and now use couriers to send important and urgent messages to people.