



STAGE 2- TERM 3 WEEK 8 PROGRAM OVERVIEW- STUDENTS

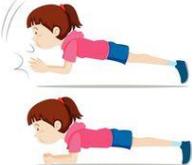
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time ** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>
<p>Morning Session Literacy</p> <p>9:00 - 11:00 am</p>	<p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: answer literal and inferential questions to the text WILF: I can answer comprehension questions to the text I have read using complete sentences.</p> <p>Students read the text 'I wanna Iguana' by Karen Kaufman Orloff and answer the comprehension questions.</p>	<p>English: Reading Read a text/book of your choice for at least 15mins</p> <p>WALT: Identify antonyms and synonyms while we read. WILF: brainstorm synonyms and antonyms for words.</p> <p>Brainstorm synonyms and antonyms for the words:</p> <ul style="list-style-type: none"> • Responsible • Compassionate • Adorable • Sensitive 	<p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: Answer literal and inferential questions. WILF: Use clues from the text to answer comprehension questions, in full sentences.</p> <p>Read the text 'Piggy Book' by Anthony Browne and answer comprehension questions.</p>	<p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: Analyse visual images from the text WILF: Use evaluative language to describe the characters' feelings' Read the text 'Piggy Book' by Anthony Browne.</p> <ul style="list-style-type: none"> - Look at the two images and list 3-4 positive or negative evaluative words to describe how the characters are feeling in the picture. - Justify why you chose those words. Use evidence from the book to support your thinking. 	<p>English: Reading Read a text/book of your choice for at least 15mins.</p> <p>WALT: Read texts with fluency. WILF: Read at an even pace (not too fast and not too slow).</p> <p>Read the text 'Sunhats for everyone' to a family member.</p> <p>Pay attention to reading at an even pace (not too fast and not too slow).</p>
	Fruit Break	Fruit Break	Fruit Break	Fruit Break	Fruit Break
	<p>English: Mini Lesson WALT: Use evaluative language. WILF: Use appropriate evaluative language to match the pictures. Draw a line to match the evaluative words to the pictures.</p>	<p>English: Mini Lesson WALT: use evaluative language in our sentences. WILF: use appropriate evaluative language to complete the sentences. Use the provided words to complete the sentences.</p>	<p>English: Mini Lesson WALT: sort evaluative language WILF: sorting the words into positive and negative Sort the evaluative words into positive and negative.</p>	<p>English: Mini Lesson WALT: order evaluative words on a cline WILF: words in correct order by looking at the pictures Order the evaluative words by looking at the pictures. Decide where the words go.</p>	

	<p>English: Writing</p> <p>WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.</p> <p>WILF: Persuasive devices such as modality words and evaluative language.</p> <p>Why should Alex be allowed to have the pet Iguana?</p>	<p>English: Writing</p> <p>WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.</p> <p>WILF: Persuasive devices such as modality words and evaluative language.</p> <p>Why should Alex not be allowed to get a pet Iguana?</p>	<p>English: Writing</p> <p>WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.</p> <p>WILF: Persuasive devices such as modality words and evaluative language.</p> <p>Persuade the mum from the Piggybook to come back home.</p>	<p>English: Writing</p> <p>WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.</p> <p>WILF: Persuasive devices such as modality words and evaluative language.</p> <p>Persuade the mum from the Piggybook that it's fair for her to do all the housework.</p>	<p>English: Writing</p> <p>WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.</p> <p>WILF: Persuasive devices such as modality words and evaluative language.</p> <p>Should school children always wear a sunhat on the playground?</p>
<p>LUNCH 11:00- 11:50 am</p>	Break	Break	Break	Break	Break
<p>Middle Session Numeracy</p> <p>11:50 - 1:35pm</p>	<p>Mathematics: Place Value</p> <p>WALT: 10 of these is one of those</p> <p>WILF: To count collections and use trading to determine the number</p> <p>Choose pineapple, orange or watermelon questions to complete. Partition the numbers in standard and non-standard form.</p>	<p>Mathematics: Place Value</p> <p>WALT: 10 of these is one of those</p> <p>WILF: Standard and non-standard forms of partitioning</p> <p>Make Me activity</p> <p>Choose your level (pineapple, orange or watermelon) and complete the Make Me activity.</p>	<p>Mathematics: Place Value</p> <p>WALT: 10 of these is one of those</p> <p>WILF: Standard and non-standard forms of partitioning</p> <p>Trade me - place value activity</p> <p>Look at the visual and explain how you traded and swapped to find out a certain number.</p>	<p>Mathematics: Place Value</p> <p>WALT: 10 of these is one of those</p> <p>WILF: To count collections and use trading to determine the number</p> <p>Count the thousands, hundreds, tens and ones in the collections and identify the number it represents. Try to complete all the questions.</p>	<p>Mathematics: Place Value</p> <p>WALT: 10 of these is one of those</p> <p>WILF: Standard and non-standard forms of partitioning</p> <p>For each number, complete the following:</p> <ul style="list-style-type: none"> -Read the number - Write the number in words - Make the number - Partition in standard form - Partition in non-standard form in 3 different ways
<p>RECESS 1:35 - 2:00 pm</p>	Break	Break	Break	Break	Break
<p>Afternoon Session 2.00 - 2:50 pm</p>	<p>RFF/Cultural Study activity</p> <p>Activity found in your RFF seesaw class.</p> <p>Offline: see worksheets</p>	<p>SCIENCE Activity</p> <p>WALT: Understand the three types of matter.</p> <p>WILF: Sort matter into solids, liquids and gases.</p>	<p>CAPA Activity</p> <p>Create a card for a male figure in your family for Father's Day. (Father, Uncle, Grandfather)</p>	<p>Wellbeing Activity</p> <p>Practise your talent and then share with your family.</p> <p>Draw a picture of you sharing your talent with your family.</p>	<p>PDHPE Activity Premier's Sporting Challenge</p> <p>Choose an activity to complete from the PSC grid.</p>

Premier's Sporting Challenge

Keep this grid for Weeks 8 to 10.

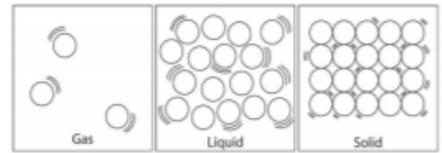
Aim to participate in 30 minutes of physical activities everyday. Colour in the completed activities.

<p>Design and complete an obstacle course (of at least 5 activities)</p> 	<p>Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out)</p> 	<p>20 Star Jumps 10 Sit-ups 10 Side-to-Side Jumps</p> 	<p>Take your pet, teddy bear or sibling for a walk</p> 
<p>Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.</p> 	<p>Participate in a virtual Yoga workout for at least 30 minutes on Youtube.</p> 	<p>Have a dance party at home!</p> 	<p>Hot Lava! Keep a balloon in the air without it touching the ground. (Make it harder by only using heads or elbows).</p> 
<p>15 High Knees 30 Second Plank Jog in the place for 30 seconds 10 Pushups</p> 	<p>Practice throwing and kicking a ball.</p> 	<p>Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos.</p> 	<p>Arm circles forwards for 60 seconds. Arm circles backwards for 60 seconds.</p> 

Science

Tuesday 31st August 2021

Read the text then sort the objects into solid, liquid and gas. Matter is any object that takes up space and has mass. Matter is made up of atoms and molecules. The three states of matter are **solid, liquid and gas**.



Solid: -In a solid, the particles fit very closely together. They are vibrating and twisting but they do not move past their neighbor particles because the particles are very close to each other. This is why solids keep their own shape and to stay where they are put. Examples of solid matter are a glass, table or anything you can hold.

Liquid: -In a liquid, the particles are still close together but a little further apart in comparison to a solid. The particles can move around and mix with other particles. Therefore, liquids can change shape according to their container. An example of liquid matter is water that we drink.

Gas: -In gases, the particles are much further apart in comparison to both solids and liquids. There is a lot of space in between the particles and they keep moving about. Because the particles can move easily, a gas will fill any container that is put into. There is space between the particles. They can be compressed into a smaller volume when the gas is compressed. An example of gas matter is oxygen that we breathe.

WALT: Understand the three types of matter.
WILF: Sort matter into solids, liquids and gases.



Liquid	Solid	Gas



Share Your Talent

What's your talent?



Dancing



Music



Drawing

Singing



Juggling



Cartwheel



Painting



Origami

Choose a talent from the ones above or you might think of your own.

Write down what your talent is. _____

Practise your talent then share it with your family members.

Draw a picture of you sharing your talent with your family.

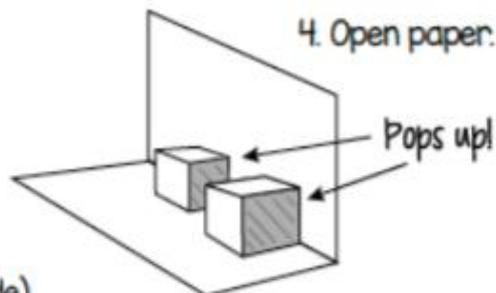
Creative Arts

POP UP FATHER'S DAY CARD

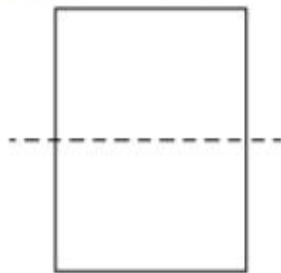
Make a pop up card for your dad or someone special this Father's Day!

Follow the instructions on how to make a pop up card. Be creative!

Remember to write a special message inside of your card.

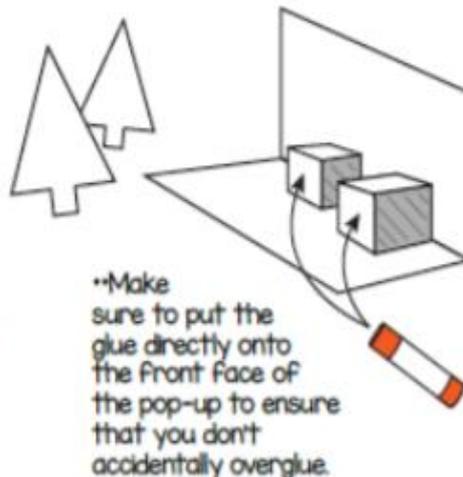
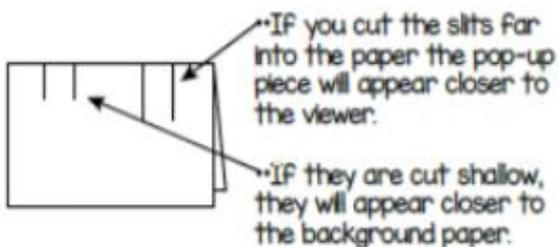


1. Fold paper in half (hamburger-style).

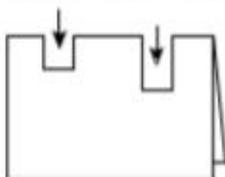


5. Cut out the shape(s) you want to pop up and then glue them onto the **front** of the folded pop-up piece.

2. Cut two slits (for each pop-up) into the folded side of the paper (about 1/2-1" apart).



3. Push in the cuts so the paper folds inward. After you push them in, press down on the newly formed creases.



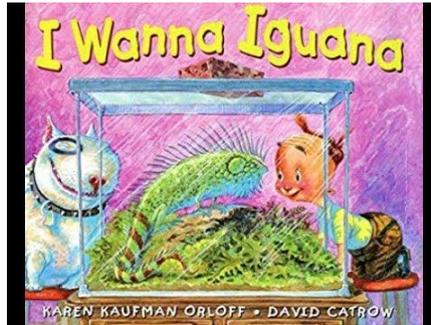
6. Decorate!



Monday 30.8.21 - Reading

Youtube- I wanna Iguana Read Aloud

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



★ Read a text/book of your choice for at least 15 minutes.

WALT: Answer literal and inferential questions.

WILF: Use clues from the text to answer comprehension questions, in full sentences.

Read the text 'I wanna Iguana' by Karen Kaufman Orloff'. Answer the following comprehension questions.

1. What does Alex tell his mother about Stinky's dog?
2. How many years does it take for an iguana to be very big according to Alex?
3. How did Alex feel at the start of the story when you compare him with the way he felt at the end of the story? Why did he feel this way? Explain.
4. What was unique about the way Alex signed off his letters to his mother? Why do you think he did this? What effect did this have on his letters?

Monday, 30th of August - Grammar

WALT: Use evaluative language.

WILF: Use appropriate evaluative language to match the pictures.

Evaluative Language

Draw a line to match the evaluative words to the pictures.

Find a picture / draw what
responsible looks like.



Compassionate
Concerned
Adorable
Lonely
Sensitive



Monday 30.8.21 - Writing

Teacher Model:

WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.
WILF: Persuasive devices such as modality words and evaluative language.

Teacher model

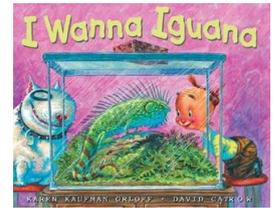
Why should Alex be allowed to get a pet Iguana?

It is **absolutely** important for Alex to have a pet iguana.

Have an opinion

Firstly, if Alex doesn't adopt the pet iguana than he will stay at Stinky's house and be devoured by the mean, scary dog named Lurch. The defenseless iguana is a small, harmless reptile that needs a safe place to live. Why would you want the poor iguana to be Lurch's dinner?

Reason 1 with elaboration



Secondly, _____

Reason 2-3 with elaboration

Pick 2-3 of these reasons to elaborate on:

- Iguanas are friendly and cute animals/creatures
- Small and quiet- won't notice it
- Takes 15 years to grow
- Iguana can be Alex's friend or companion
- Alex can teach iguana tricks
- Teaches Alex responsibility e.g. feeding and cleaning the iguana

Finally, _____

Evaluative Language: words that make a judgement about something. They are used to describe something in a positive or negative way.

POSITIVE			NEGATIVE		
compassionate	hardworking	thoughtful	mean	lazy	disgusting
beautiful	honourable	good	terrible	horrendous	cruel
generous	kind	lovely	shocking	greedy	selfish
innocent	warm-hearted		dreadful	cold-hearted	
healthy			heartless		

Student Task:

Write a persuasive text to convince us why Alex should be allowed to get a pet iguana.

Tuesday 31.8.21 - Reading

★ Read a text/book of your choice for at least 15 minutes.

WALT: Identify antonyms and synonyms while we read.

WILF: Brainstorm synonyms and antonyms for words.

List synonyms and antonyms for the following words from the text 'I wanna Iguana' by Karen Kaufman Orloff'

Synonym Same Meaning		Antonym Opposite Meaning	
cold 	frosty	-->	hot 
happy 	cheerful	-->	sad 
woman 	female	-->	man 
fast 	quick	-->	slow 

Words	Synonyms	Antonyms
Responsible		
Compassionate		
Adorable		
Sensitive		

Tuesday 31st of August - Grammar

WALT: use evaluative language in our sentences.

WILF: use appropriate evaluative language to complete the sentences.



Evaluative Language

Use the words below to complete the sentences.

Compassionate	Concerned	Adorable	Lonely	Sensitive
---------------	-----------	----------	--------	-----------

1. The _____ man donated half his yearly salary to the local charities.
2. The _____ dog was sleeping in his family's bed.
3. She is so _____ that she always cries at sad movies.
4. The lady has had a _____ look on her face when the boy was climbing up the tree.
5. Bill the _____ old man was sitting on the park bench eating.

Tuesday 31.8.21 - Writing

Teacher Model:

WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.
WILF: Persuasive devices such as modality words and evaluative language.

Teacher model Why should Alex **not** be allowed to get a pet Iguana?

Alex should **definitely** not be allowed to get a pet iguana.

Firstly, there will be no way that Stinky's mum will let Lurch the friendly dog eat that **weird, scaly** reptile. Why would Lurch want to eat that **disgusting** iguana when he has his own delicious dinner to eat? The **harmless, playful** dog will become a great companion for the iguana and keep it safe.

Secondly, _____

Finally, _____

Checklist

- Have an **opinion**
- Provide **2** reasons with elaboration
- Use a range of **modality** words in my writing.
- Evaluative language**

Have an opinion

Reason 1 with elaboration

Reason 2-3 with elaboration

Pick 2-3 of these reasons to elaborate on:

- No way Lurch will eat Iguana in the cage
- Uglier than Godzilla
- Grow over 6 feet long, no space in your room
- Scare away your friends
- Doesn't need another companion/ buddy. Already has his brother
- Alex doesn't know how to look after a pet e.g. fish
- Responsible- allowance

Evaluative Language: words that make a judgement about something. They are used to describe something in a **positive** or **negative** way.

POSITIVE

compassionate hardworking thoughtful

beautiful  honourable

generous  good

innocent  kind

healthy  lovely

warm-hearted

NEGATIVE

mean  lazy disgusting

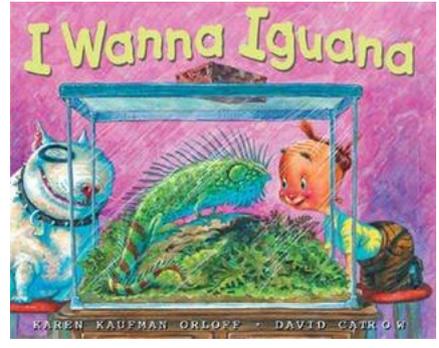
terrible  horrendous

shocking  cruel

dreadful  greedy

heartless  selfish

cold-hearted



Student Task:

Write a persuasive text to convince us why Alex should **NOT** be allowed to get a pet iguana.

Wednesday 1.9.21 - Reading

Piggybook by Anthony Browne

Mr. Piggott lived with his two sons, Simon and Patrick, in a nice house with a nice garden, and a nice car in the nice garage. Inside the house was his wife.

“Hurry up with the breakfast, dear,” he called every morning before he went off to his very important job.

“Hurry up with the breakfast, Mom,” Simon and Partrick called before they went off to their very important school.

After they left the house, Mrs. Piggott washed all the breakfast things, made all the beds, vacuumed all the carpets, and then went to work.

“Hurry up with the meal, Mom,” the boys called every evening when they came home from their very important school. “Hurry up with the meal, old girl,” Mr. Piggot called every evening when he came home from his very important job.

As soon as they had eaten, Mrs. Piggott washed the dishes, washed the clothes, did the ironing, and then cooked some more.

One evening when the boys got home from school, there ws no one to greet them. “Where;s Mom?” demanded Mr. Piggott when he got home from work.

She was nowhere to be found. On the mantelpiece was an envelope. Mr. Piggott opened it. Inside was a piece of paper. It read: You are pigs.

“But what shall we do?” said Mr. Piggott. They had to make their own meal. It took hours. And it was horrible. The next morning they had to make their own breakfast. It took hours. And it was horrible.

The next day and the next night and the day after that, Mrs. Piggott was still not there. Mr. Piggott, Simon, and Patrick tried to take care of themselves. They never washed the dishes. They never washed their clothes. Soon the house was like a pigsty. “When is Mom coming home?” the boys squealed after another horrible meal. “How should I know?” Mr. Piggott grunted. They all became more and more grumpy.

One night there was nothing in the house for them to cook. “We’ll just have to root around and find some scraps,” snorted Mr. Piggott.

And just then Mrs. Piggott walked in.

“P-L-E-A-S-E come back.” they snuffled.

So Mrs. Piggott stayed. Mr. Piggott washed the dishes. Patrick and Simon made the beds. Mr. Piggott did the ironing.

And they all helped with the cooking. Sometimes they even sort of liked it.

Mom was happy too.

Wednesday 1.9.21 - Reading

★ Read a text/book of your choice for at least 15 minutes.

WALT: Answer literal and inferential questions.

WILF: Use clues from the text to answer comprehension questions, in full sentences.

Read the text 'Piggybook' by Anthony Brown. Answer the comprehension questions.

1. List 4 things that mum did around the house?
2. What did the dad and boys do around the house?
3. Why did mum leave?
4. Why did the dad and boys turn into pigs?
5. How did the boys feel after their mum left?

Wednesday, 1st of September - Grammar

WALT: sort evaluative language

WILF: sorting the words into positive and negative

Sort out the evaluative words into positive and negative. You may need to use a dictionary.

Evaluative Language: words that make a judgement about something. They are used to describe something in a positive or negative way.

Positive	Negative

Words: helpful, lazy, considerate, thoughtful, pigsty, grumpy, important, horrible

Teacher Model for Wednesday, Thursday and Friday Writing:

WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.
WILF: Persuasive devices such as modality words and evaluative language.

- Checklist
- Have an **opinion**
 - Provide **2 reasons** with evidence
 - Use a range of **modality** words in my writing.
 - Evaluative language**

Teacher model

Should school children clean around the school?

Without a doubt, all school children **must** clean up around the school!

Have an opinion

Firstly, it is not just one **poor** person's job to clean the playground. Imagine how **grumpy** Mr Tam would be picking up millions of rubbish for you? It is **thoughtful** and **considerate** that all students help Mr Tam clean the playground.

Reason 1 with elaboration

Secondly, do you want to learn and play in a **dirty**, **horrible** pigsty? It is **vital** that all students be **helpful** and clean up after themselves on the playground so that we have a **pristine** looking school.

Reason 2 with elaboration

In conclusion, school children **absolutely must** clean up around the school!

Say your opinion again



Evaluative Language: words that make a judgement about something. They are used to describe something in a **positive** or **negative** way.

POSITIVE

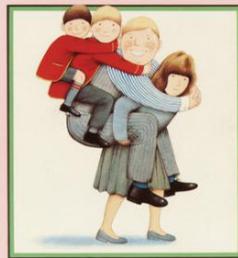
compassionate hardworking thoughtful
 beautiful honourable good
 generous kind
 innocent lovely
 healthy warm-hearted

NEGATIVE

mean lazy disgusting
 terrible horrendous
 shocking cruel
 dreadful greedy
 heartless selfish
 cold-hearted

Wednesday 1.9.21 - Writing

PIGGYBOOK



Anthony Browne

Pick 1-2 of these reasons to elaborate on:

- Kids will clean up after themselves
- Kids will help do jobs around the house
- Kids need to learn to be independent
- Mum deserves to rest at home

Student Task:

Write a persuasive text to persuade the mum from the *Piggybook* to come back home.

Thursday 2.9.21 - Reading

★ Read a text/book of your choice for at least 15 minute

WALT: Analyse visual images from the text

WILF: Use evaluative language to describe the characters' feelings'

Read the text 'Piggybook' by Anthony Brown. Answer the comprehension questions.

1. List 3-4 positive or negative evaluative words to describe how the characters are feeling in the picture.
2. Justify why you chose those words. Use evidence from the book to support your thinking.

Thursday, 2nd of September - Grammar

WALT: order the evaluative words on a cline

WILF: words in correct order by looking at the pictures

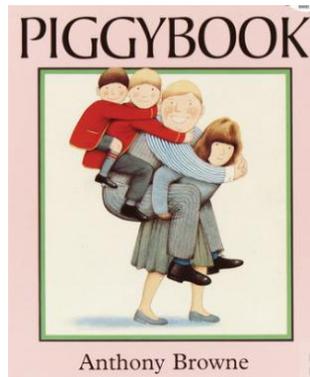
Sort the evaluative words onto the cline. Look at the pictures to help you figure out where each word goes.



peaceful, content, busy, stressed, overworked, calm

Thursday 2.9.21 - Writing

WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.
WILF: Persuasive devices such as modality words and evaluative language.



Pick 1-2 of these reasons to elaborate on:

- Kids are too young
- Kids are too busy with school work
- Kids need time at home to rest and play
- Cleaning is mum's job because she is an adult

Student Task:

Write a persuasive text to persuade the mum from the *Piggybook* that it's fair for her to do all the housework.

Sunhats for Everyone

Elsie Nelley

I think it is important for everyone to wear a sunhat when working or playing outdoors.

First, the brim of a sunhat should shade your face and neck from the sun, so they do not get burned.

A hat with a wide brim is better than one with a narrow brim.

Skin that has been sunburned can be very painful.

People who work outdoors during the day should always wear a hat with a wide brim.

The sun's rays can reach down through the clouds from early in the morning until late in the afternoon.

Second, it is important to wear the right sunhat.

Some people wear sunhats that have a long flap at the back. Children and grown-ups who play sport often wear a hat with a flap.

They say the hats are good to wear, because the flaps keep their ears and the back of their neck from getting burned.

A hat made from thick material will keep out the sun's rays better than one made from thin material.

Some people like to wear hats made from straw. Straw hats can feel cool to wear, but they do not block out all of the sun's burning rays.

Always remember that some hats give more shade than others.



Third, bright light from the sun can harm your eyes.

People often see and feel their skin being burned, but they do not know this is happening to their eyes, too.

It is only later in the day that they notice their eyes are red and feel sore.

Light from the sun is always very bright.

So everyone should wear a hat, as well as sunglasses, to keep their eyes from being damaged.

The sun can burn your skin very quickly.

You should try to stay in the shade during the hottest part of the day, even if you are wearing a sunhat.

To sum up: a large sunhat and sunglasses will help to stop your skin and eyes from being damaged by the hot rays of the sun.

So, it is important to wear a sunhat whenever you go outdoors during the day.



Friday 3.9.21 - Writing

WALT: Write a persuasive opinion with supporting ideas and elaboration to form 1-2 arguments.

WILF: Persuasive devices such as modality words and evaluative language.



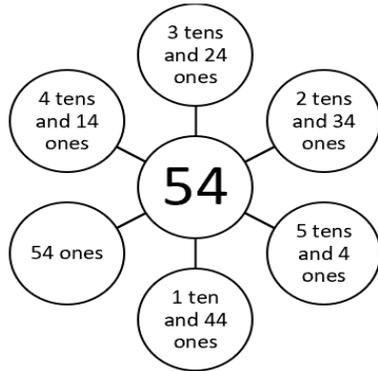
Student Task:

Write a persuasive text: Should school children always wear a sunhat on the playground?

Monday 30th August Mathematics

Partition the numbers in standard and non-standard ways using place value.

Teacher Example:



Choose one set of numbers from the pineapple, orange or watermelon to complete.

Pineapple	Orange	Watermelon
28 53 94	156 231 532	1345 2124 4522

Tuesday 31st August Mathematics

MAB Place Value blocks:



Draw this table in your Maths Book.

Choose one set of numbers from the pineapple, orange or watermelon to complete. **'Make and Write' the number by drawing the MAB blocks.**

	Make Me	Write Me: What number am I?
Example: 13 hundreds, 2 tens and 5 ones		1325

Pineapple	Orange	Watermelon
2 tens and 19 ones 5 tens and 23 ones 7 tens 16 ones	2 hundreds, 11 tens and 7 ones 7 hundreds, 13 tens and 5 ones 1 hundreds, 21 tens and 3 ones	1 thousand, 11 hundreds, 4 tens and 7 ones 3 thousands, 14 hundreds, 2 tens and 3 ones 6 thousands, 13 hundreds, 21 tens and 2 ones

Wednesday 1st September Mathematics

WALT: 10 of these is one of those

WILF: Standard and non-standard forms of partitioning

"10 OF THESE IS 1 OF THOSE" "10 OF THESE IS 1 OF THOSE"

10 ONES IS 1 TEN

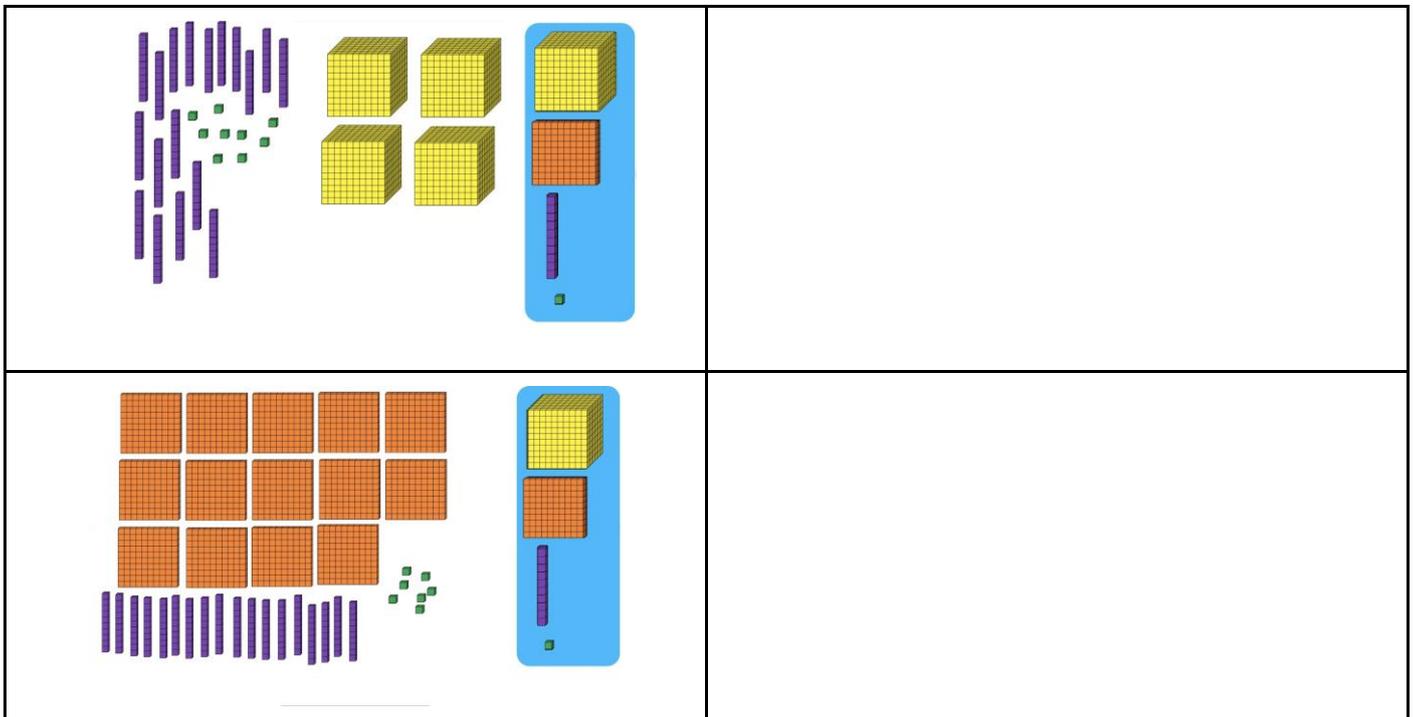
10 TENS IS 1 HUNDRED

10 ONES IS 1 TEN

10 TENS IS 1 HUNDRED

Trade me - place value activity

Look at the visual and explain how you traded and swapped to find out a certain number.

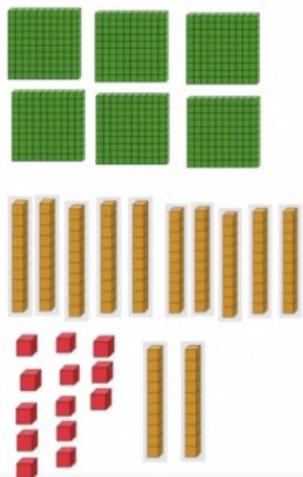
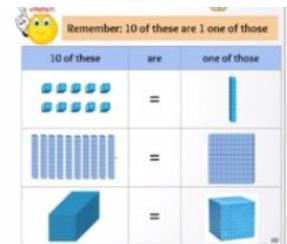


Thursday 2nd September Mathematics

WALT: Identify 10 of these is one of those

WILF: To count collections and use trading to determine the number

Teacher Model

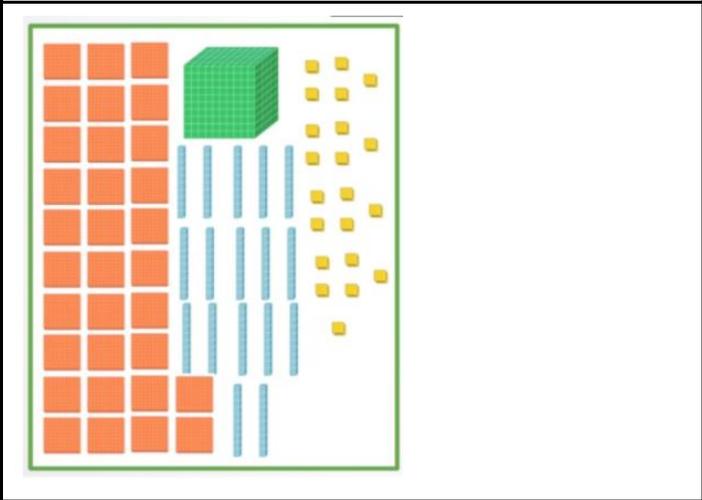
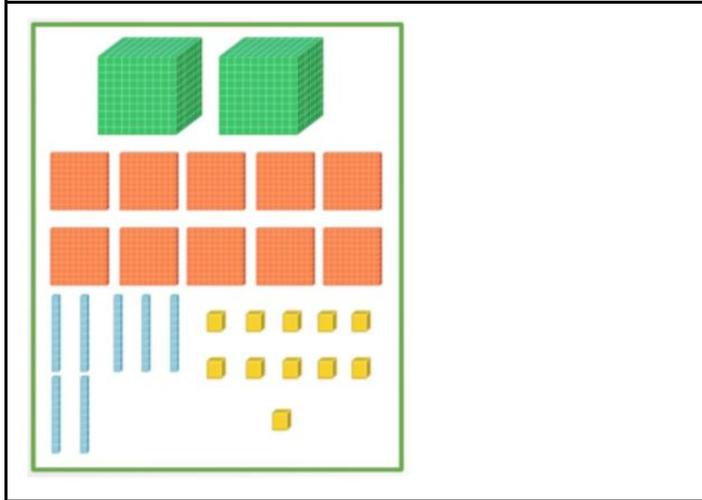
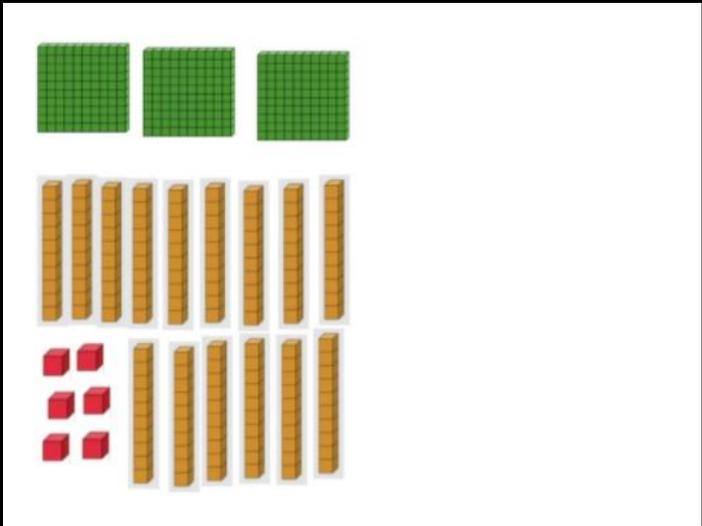
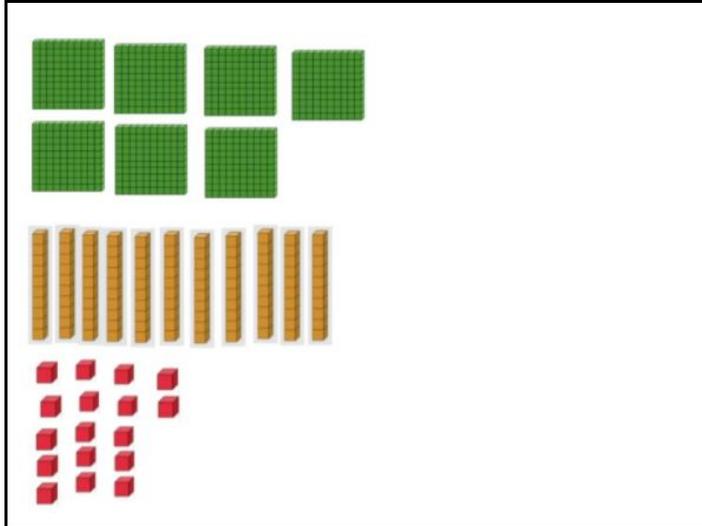
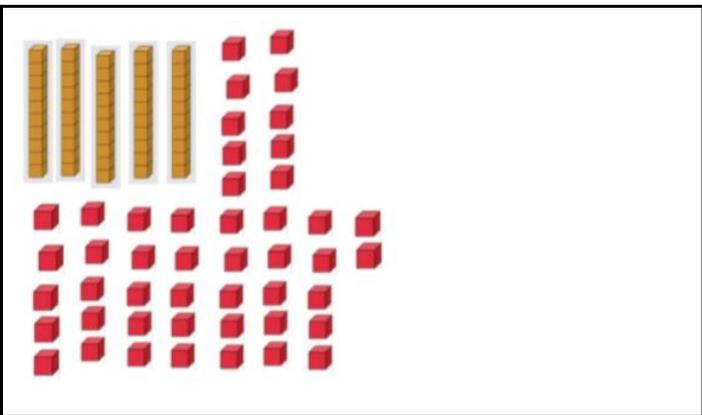
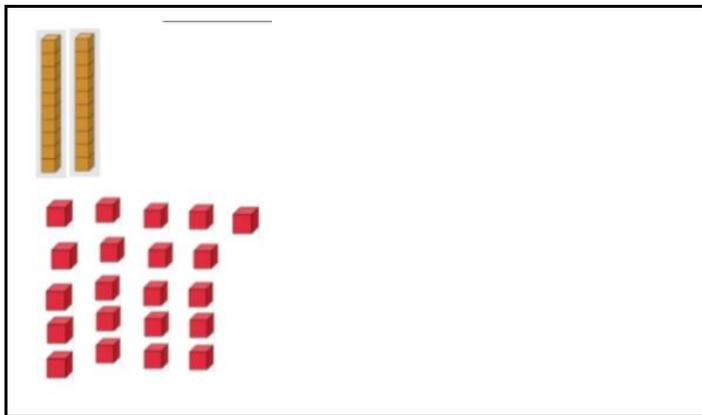


Show the trading in your working out:		Value
How many hundreds?	6 hundreds	600
How many tens?	12 tens	120
How many ones?	13 ones	13
What's the number?		

Explain your thinking:

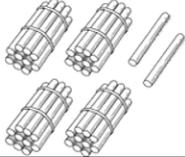
I know that the collection represents 733.
 I traded 10 ones for 1 ten,
 and 10 tens for 1 hundred.
 Therefore I am left with
 7 hundreds
 3 tens
 3 ones

1. Look at each of the collections below and record the thousands, hundreds, tens and ones.
2. Use trading to help you identify what number the collection represents.
3. Explain your thinking.



Friday 3rd September Mathematics

Draw this table in your Maths Book. Choose one set of numbers from the pineapple, orange or watermelon to complete.

Number	Draw it	Words	Standard Form of Partitioning How many thousands, hundreds, tens and ones?	Non-Standard Form of Partitioning <i>(3 different ways)</i>
Example: 42		Forty-two	4 tens and 2 ones	3 tens and 12 ones 42 ones 2 tens and 22 ones

Pineapple 	Orange 	Watermelon 
56 94	495 872	4050 3467