

Stage 1 Home Learning Grid- Term 3, Week 2

You will not need access to a digital device to complete the following activities.

All activities can be completed on paper, homework book or an exercise book.

You can upload photos of your work to seesaw for the teacher's to give you feedback at the end of each day.

Stage 1 teachers

Monday	
Reading	<p>Read a text of your choice for 20 minutes.</p> <p><u>Summarise:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Write a summary about the text you have read.
Writing	<p><u>Discussion:</u> https://drive.google.com/file/d/1-I3_pD0ZMtGFVYvGbG76TW1sjXh7AXhL/view?usp=sharing</p> <p>Watch the story Fancy Nancy and answer the following questions in your book or on paper.</p> <ul style="list-style-type: none"><input type="checkbox"/> Why do you think the author wrote this text?<input type="checkbox"/> Who did the author write this text for?<input type="checkbox"/> How did the text engage you as an audience?<input type="checkbox"/> How did Nancy try to be fancy? Why do you think she wanted to be fancy?<input type="checkbox"/> Use your imagination: If you could do anything for the day, what would you do and why?

Mathematics

Learning Intentions: We will be learning to describe, order, count, model and represent numbers up to 1000

Success Criteria:

I can partition numbers up to 1000.

I can recognise and describe number sequences.

I can count by twos, threes, fives and tens from any number.

I can count forwards and backwards by tens on and off the decade.

Using playing cards or make a set of cards from 1 to 9:

Students flip 3 cards at once to get a 3 digit number. Students then record before and after number before flipping 3 new cards to start again. Do this 5 times with 5 different card combinations. Write down your answers to show your teacher.

Challenge: Can you expand the numbers? use place value to partition three-digit numbers, eg 326 as 3 groups of one hundred, 2 groups of ten and 6 ones.

COMPLETE ON A NEW NUMBER EACH DAY

Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day.

You may use a hundreds chart to help you (see the link below or the hundreds chart at the end of this document) <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

<https://drive.google.com/file/d/1N5gn42OLFmJZIPYb20NL2pR6XNvN0D7o/view?usp=sharing>

You may write about any number between 30 and 9 999.

Is there anything else you can add that you know about that number?

Number	Before	After	10 before	10 after
752	751	753	742	762
Expand	In words		Place Value	
$700 + 50 + 2$	seven hundred and fifty-two		7 hundreds, 5 tens, 4 ones ($7 \times 100 + 5 \times 10 + 4 \times 1$)	

Optional: Play the game: https://www.abcya.com/games/base_ten_fun to check your learning of place value!

Other KLA area's

Science: - Basketball Holder!

Build a tower out of newspaper that can hold a basketball (or soccer/football etc). It must be as tall as your waist.

Materials: Newspaper, masking tape.

Tuesday

Reading

Read a text of your choice for 20 minutes

Character comparison:

- Choose two characters and compare them. How are they different? How are they the same?

Writing

Learning Intention: We are learning to plan our writing.

Success Criteria: We can plan our writing using keywords, drawings, diagrams or notes.

Plan:

https://drive.google.com/file/d/1-I3_pD0ZMtGFVYvGbG76TW1sjXh7AXhL/view?usp=sharing

Watch the story Fancy Nancy.

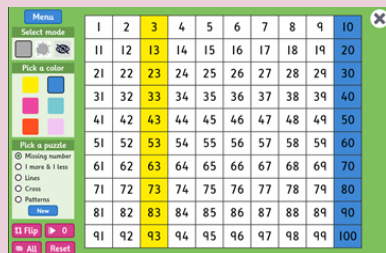
This week you are going to write an imaginative text about a role you want to do for the day. Such as being a superhero, doctor, engineer, scientist, teacher, prime minister or any other role of your choice.

- Write a plan of what is going to happen in your story. You may choose to do a storyboard like the teachers or you may choose to do a different plan such as a mind map or fish bone plan. Please make sure you are using detailed drawings, key words, diagrams or notes. The teacher's text is about an astronaut and their plan is below as an example. Please do not choose the same topic as the teacher's, we want to see you use your imagination.

[Click here to see the example:](#)

https://drive.google.com/file/d/1frTHImv7q_WoJtqgmj3y9e-w8Pm1J5iE/view?usp=sharing

Mathematics



Learning Intentions: We will be learning to describe, order, count, model and represent numbers up to 1000

Complete a new number of the day using the information from Monday.

Using the splat square 100 chart (interactive link below or picture link or use the hundred chart at the end of this document): <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

<https://drive.google.com/file/d/1N5gn42OLFmJZlPYb20NL2pR6XNvN0D7o/view?usp=sharing>

Choose a number from 1 to 10. "Splat" (colour in) that number e.g. 10. Counting by tens, splat every number until you get to 100 e.g. if you splat 10, then you would splat 20, 30, 40, 50, 60, 70, 80, 90, 100. If you chose 3, you would then splat 13, 23, 33, 43, 53, 63, 73, 83, 93. An example is to the right ←

Count the numbers forwards and backwards and write them down. Parents; you can support your child's understanding by pointing to the location of these numbers on the one hundred chart. Cover the multiples of ten

<p>Success Criteria: I can partition numbers up to 1000. I can recognise and describe number sequences. I can count by twos, threes, fives and tens from any number. I can count forwards and backwards by tens on and off the decade.</p>	<p>on the hundred chart and have a student point to the position of each number as the class counts forwards or backwards by ten. Vary the activity by using other counting patterns, such as counting by twos or counting by fives. Optional: Students can play this game to consolidate their learning: https://www.ictgames.com/mobilePage/hundredHunt/</p> <p>Working Mathematically (How many ways can you solve the problems below? Each question is open-ended so there will be more than one answer for each question)</p> <ol style="list-style-type: none"> 1. If the answer to my problem is 56 litres, what could the problem be? 2. I am thinking of an odd number between 1 and 200 with a single 9 in it, what could my number be?
<p>Other KLA area's</p>	<p>PDHPE: Create Your Own Obstacle Course! Set up your own obstacle course. Use any space you have available (backyard, living room). Be creative with it! Hop on your right foot through the obstacle course. Then start again on your left. What was harder? Challenge yourself and make it nice and tricky. Try putting on your favourite song and hop through the course to the beat of the song. Was it easier or harder?</p>

Wednesday

Reading

Read a text of your choice for 20 minutes.

Favourite part:

- What was your favourite part of the book? Why?
- If you were the author of this text, how would you change the text? Record your ideas

Writing

Learning Intention: We are learning to compose a text for a purpose and audience.

Success Criteria: We can use our plan to compose a text for a purpose and audience. We can use language features, different sentences and organise our ideas.

Composing:

Please read through the teacher's example before completing your own text.

[Click here to see the example:](#)

https://drive.google.com/file/d/1Az0m5cmWXkuY4hmzsV1pqlQg9LZc_0UC/view?usp=sharing

- Use your plan to compose your imaginative text about your role that you chose for the day and the adventures you have.

Make sure you use your ideas from your plan and tick it off as you go.

Mathematics

Learning Intentions: We will be learning to describe, order, count, model and represent numbers up to 1000

Success Criteria:

I can partition numbers up to 1000.

I can recognise and describe number sequences.

I can count by twos, threes, fives and tens from any number.

I can count forwards and backwards by tens on and off the decade.

Complete a new number of the day using the information from Monday.

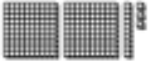
Make some cards from 1 to 9. You could also use 3 dice if you have those at home.



Using your cards (or dice), shuffle and flip 2 or 3 over at once to make a 2-digit or 3-digit number (for dice; roll two or three dice at once). Draw the following numbers using partitioning (expanded notation). Do this activity 10 times. Send a picture of your work to your teacher to check. See the Flip, Draw, Expand image below for an example.

Flip, Draw, Expand!

Flip three number cards and write your new number in the 'Flip' column. Draw your number using MAB blocks in the 'Draw' column. Show how your number can be partitioned according to place value in the 'Expand' column.

Flip			Draw	Expand
H 2	T 1	O 3		$200 + 10 + 3$

This document can be found at this link and below if you would like to print it to use it:

[Flip-Draw-Expand--Place-Value-Worksheet-3Digit-Numbers-Flip-Draw-Expand--Place-Value-Worksheet-3Digit...](#)

Today's challenge: Can you make a number out of things around the house? Use your imagination to develop a symbol system for your number. Here is an example: a shirt means 100, a sock means 10 and a lego piece means 1. Can you guess the number below?



Other KLA area's

Visual Arts: Self Portrait

Steps:

1. Draw your self portrait.
2. On another piece of paper, draw a HUGE pair of sunglasses. These will be cut and glued onto your portrait.
3. In your sunglasses, you will draw all your favourite things that you love to do.

Materials:

- Coloured pencils
- Paper



- Scissors and glue

Thursday

Reading

Read a book of your choice for 20 minutes.

Character map:

- Draw a picture of a character. Use clues from the text to describe your character. Write at least 6 clues.

Writing

Learning Intention: We are learning to recraft our writing to meet our purpose and audience.

Success Criteria: We can revise and improve our writing by adding better vocabulary and language features to meet our purpose and audience.

Recrafting:

See the teacher's example below and then have a go recrafting your own writing.

[Click here to see the example:](#)

<https://drive.google.com/file/d/1-ymDIQvKvOf55dJR8gspi4MM9t2dwSK4/view?usp=sharing>

- Re-read your writing from yesterday. If you have a green or coloured pencil at home you can use this to recraft your writing by adding better words, better sentences or language features to your writing.

Mathematics

Learning Intentions: We will be learning to describe, order, count, model and represent numbers up to 1000

Success Criteria:

I can use the terms 'more than' and 'less than' to compare numbers


I can arrange numbers of up to three digits in ascending order.

Complete a new number of the day using the information from Monday.

Watch the video: <https://www.youtube.com/watch?v=fd-Uw-uRGFE>

Looking at the sheet below, decide if the number on the more than, less than or equal to the number on the right.

This sheet can be found at the end of the document larger or at this link if you would like to copy and paste it to seesaw to add your answers and send to your teacher:

 [More than less than worksheet.pdf](#)

Greater Than or Less Than

Compare these numbers. Write the number shown by the pictures then circle the correct sign. The first one is an example.



 tens ones 2 4	more than less than equal to	 tens ones 4 2
 tens ones 3 1	more than less than equal to	 tens ones 1 3
 tens ones 1 1	more than less than equal to	 tens ones 2 2
 tens ones 4 1	more than less than equal to	 tens ones 1 4

Greater Than or Less Than

 tens ones 4 1	more than less than equal to	 tens ones 1 4
 tens ones 3 2	more than less than equal to	 tens ones 2 3
 tens ones 5 1	more than less than equal to	 tens ones 1 5
 tens ones 4 2	more than less than equal to	 tens ones 2 4



Can you take all the numbers and draw them in the correct order from smallest number to biggest number? Using your cards from previous days or 3 dice, make 5 separate numbers. Then arrange them in the correct order from smallest to largest. Write your answers to show your teacher. How do you know which is the biggest and which is the smallest? Write down and explain your reasoning to show your teacher.

Other KLA area's

STEM: Build a raft challenge!

Challenge: Build a straw raft that can hold 10 coins and float on water.

Materials:

- Straw
- Masking tape

Friday

Reading

Read a book of your choice for at least 20 minutes.

Reading Response:

Write a response to one of the texts you have read.

- How did it make you feel and think? What did it remind you of? How did it inform, persuade and entertain you? How did the author engage you as a reader?

Writing

Learning Intention: We are learning to re-read and edit our writing to make sure that it makes sense and meets our purpose and audience.

Success Criteria: We can reread and edit our writing for punctuation, spelling and text structure to make sure it makes sense and meets our purpose.

Editing:

See the teacher's example below and then have a go at editing your own writing.

[Click here to see the example:](#)

<https://drive.google.com/file/d/1ZfM1UOgllzeITZVJT9XKmuV9e8dl3bc7/view?usp=sharing>

- Re-read your writing from yesterday. If you have a red or orange pencil at home you can use this whilst editing your work.
- Check you have capital letters at the beginning of each sentence and for the names of people, places and things.
- Check the punctuation at the end of each sentence and edit any spelling mistakes.

Mathematics

Learning Intentions: We will be learning to describe, order, count, model and represent numbers up to 1000

Success Criteria:

I can apply an understanding of place value and the role of zero to read, write and order three-digit numbers

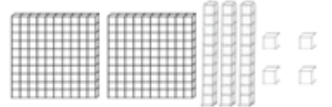
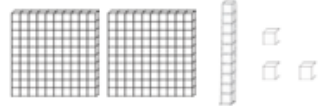

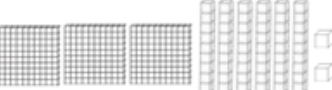
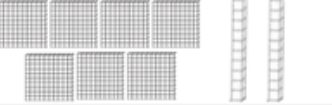
Complete a new number of the day using the information from Monday.

Watch this video with a parent or carer: <https://www.youtube.com/watch?v=oia7fG3RpS8>

Is it important to know about the place value of zero? Why? Write down your answer and show your teacher. Complete the following worksheet with your answers. The sheet is at the end of this document. Or you can follow this link to copy and paste it to seesaw to show your teacher your answers.

[au-n-816-base-ten-blocks-number-expanders-and-partitioning-differentiated-activity-sheets-english_ver_1...](#)

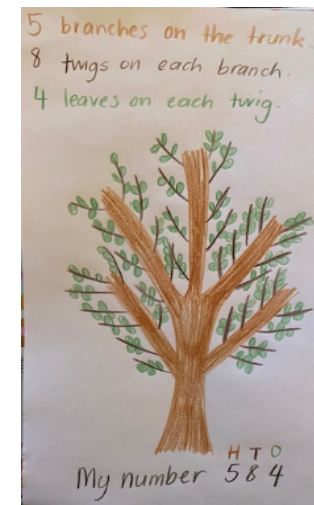
Base Ten Blocks, Number Expanders and Addition Sentences

Look at the blocks.	Write the number on the expander.	Write the numbers to show the total value of the blocks.
	2 hundreds 3 tens 4 ones	200 + 30 + 4
	hundreds tens ones	+ 10 +
	hundreds tens ones	+ + 0
	hundreds tens ones	+ + 2
	hundreds tens ones	+ + 0

Maths challenge:

In the forest there is a Deca Tree.
 Each branch represents hundreds.
 Each twig on each branch represents tens
 Each leaf on each twig represents ones.
 For example - my Deca tree pictured
 represents the number 584.

Draw your own Deca Tree that
 represents a 3 digit number.
 you can roll a dice 3 times to
 get your number or you can choose
 a 3 digit number on your own.



Extension: Add trunks to represent thousands.

Other KLA area's

History:

Technology has changed a lot over time.

Talk to your parents/grandparents over the phone about what the technology was like when they were children.

Identify similarities and differences between the old and the new technology. What would you prefer?

100 Square

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

List 1	List 4	List 7	List 10	List 13	List 16	List 19	List 22	List 25	List 28	
is	where	other	them	should	put	through	school	knew	real	
I	we	into	new	miss	found	woman	keep	while	believe	
the	do	no	will	came	think	even	tree	Australia	late	
to	but	good	many	after	says	children	never	really	idea	
was	had	out	home	also	don't	we'll	picture	ready	eat	
said	if	men	very	old	both	play	start	group	face	
and	that	were	made	before	right	air	eye	began	lose	
a	his	come	there	down	want	house	light	together	carry	
are	or	look	part	same	another	done	mother	heard	naughty	
of	all	make	these	help	large	quiet	city	tomorrow	push	
List 2	List 5	List 8	List 11	List 14	List 17	List 20	List 23	List 26	List 29	
he	like	take	because	each	eight	women	different	question	earth	
go	I'm	so	car	away	friend	thought	walk	side	state	
for	day	off	might	too	today	sure	love	we're	hour	
has	one	than	last	year	late	own	head	nothing	across	
at	when	man	would	just	first	write	under	world	already	
you	went	some	must	long	need	child	few	sea	brother	
my	from	now	Mr	little	number	gone	along	four	brought	
see	girl	your	well	Ms	time	learn	listen	behind	young	
not	an	with	live	mean	turn	high	such	laugh	leave	
saw	how	way	Mrs	say	read	quite	until	father	build	
List 3	List 6	List 9	List 12	List 15	List 18	List 21	List 24	List 27	List 30	
they	boy	who	it's	great	often	always	above	buy	money	
on	which	place	know	enough	most	watch	another	paint	family	
have	their	only	much	again	ask	night	close	change	afternoon	
what	why	two	over	any	can't	early	something	grow	yesterday	
as	me	then	those	between	move	pull	seem	answer	second	
she	her	could	goes	left	try	near	hard	loose	almost	
here	going	more	thing	follow	kind	food	open	whole	sister	
this	been	find	word	show	people	below	ever	hear	bought	
be	our	water	use	small	around	every	begin	once	Dr	
by	about	call	soon	does	work	give	life	easy	colour	

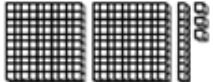
List 31	List 34	List 37	List 40	List 43	List 46	List 49
telephone	farmer	stadium	paddle	scuffing	straight	special
Sunday	peaceful	welcome	snout	injection	chosen	festival
birthday	shred	stranger	grumble	decided	amount	available
listen	chocolate	confusion	corner	tidying	enjoyment	material
aeroplane	haystack	swimming	verandah	pecked	weather	length
Saturday	squirt	laughed	waddle	needles	security	determine
surprise	shrink	greetings	followed	splash	cereals	tradition
asleep	shovel	crowd	ripple	information	chicken	climate
lying	mountain	rocket	paddock	learnt	hamburger	piece
unload	handsome	written	patient	whistle	conditions	vary
List 32	List 35	List 38	List 41	List 44	List 47	List 50
bright	Thursday	illustrate	settle	decision	fruity	drape
height	trailer	muddle	plodding	pyramid	container	shoulder
carried	plough	dictionary	stubborn	healthy	mixture	supposed
climbing	shouted	wrinkled	evening	special	forecast	young
burners	Olympics	diseases	wobble	vegetables	island	fabric
right	Tuesday	author	feathers	rectangle	ingredients	knot
sight	tractor	encourage	creeping	oblong	juicy	waist
television	machines	dictate	against	nutrients	seedlings	patterns
humour	loudspeaker	noble	leapt	important	waste	marry
lifted	happened	prune	panic	vitamins	culture	wrapped
List 33	List 36	List 39	List 42	List 45	List 48	List 51
pointed	noticed	strawberry	starve	plenty	opposed	sandals
drifted	beginning	anything	ginger	relaxation	introduce	knit
spaceship	properly	board	whip	picnic	represent	certainty
suit	replied	praise	excitement	lettuce	occasion	jacket
whizzed	country	suggested	arriving	pineapple	style	skirt
ground	gasp	everything	sniff	margarine	watched	graduate
quickly	equipment	spoil	energy	exercise	common	separate
gliding	thoughtful	ideal	chance	wholemeal	clothes	buckle
beard	graceful	announce	intelligent	mandarins	celebrate	jumper
Dashed	understand	glance	ripple	measure	history	scarf

Name: _____

Date: _____

Flip, Draw, Expand!


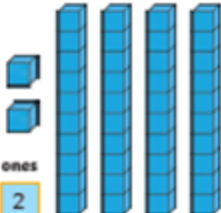
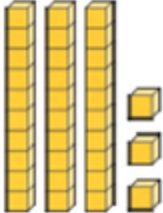

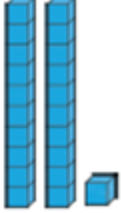
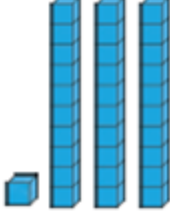

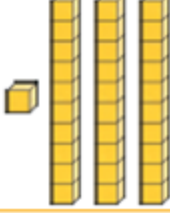
Flip three number cards and write your new number in the 'Flip' column. Draw your number using MAB blocks in the 'Draw' column. Show how your number can be partitioned according to place value in the 'Expand' column.

Flip			Draw	Expand
H 2	T 1	O 3		$200 + 10 + 3$

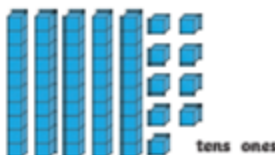
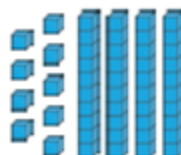
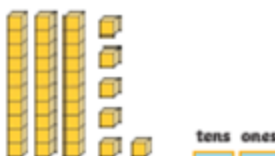

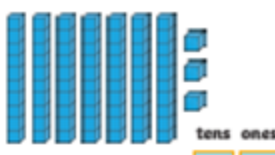

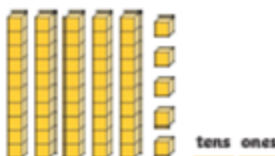

Greater Than or Less Than

Compare these numbers. Write the number shown by the pictures then circle the correct sign. The first one is an example.



 <p>tens ones</p> <p>2 4</p>	<p>more than</p> <p>less than</p> <p>equal to</p>	 <p>tens ones</p> <p>4 2</p>
 <p>tens ones</p> <p> </p>	<p>more than</p> <p>less than</p> <p>equal to</p>	 <p>tens ones</p> <p> </p>
 <p>tens ones</p> <p> </p>	<p>more than</p> <p>less than</p> <p>equal to</p>	 <p>tens ones</p> <p> </p>
 <p>tens ones</p> <p> </p>	<p>more than</p> <p>less than</p> <p>equal to</p>	 <p>tens ones</p> <p> </p>

Greater Than or Less Than

 <p>tens ones</p> <input type="text"/> <input type="text"/>	<p>more than less than equal to</p>	 <p>tens ones</p> <input type="text"/> <input type="text"/>
 <p>tens ones</p> <input type="text"/> <input type="text"/>	<p>more than less than equal to</p>	 <p>tens ones</p> <input type="text"/> <input type="text"/>
 <p>tens ones</p> <input type="text"/> <input type="text"/>	<p>more than less than equal to</p>	 <p>tens ones</p> <input type="text"/> <input type="text"/>
 <p>tens ones</p> <input type="text"/> <input type="text"/>	<p>more than less than equal to</p>	 <p>tens ones</p> <input type="text"/> <input type="text"/>

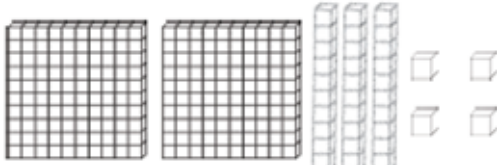
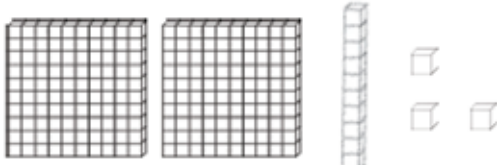
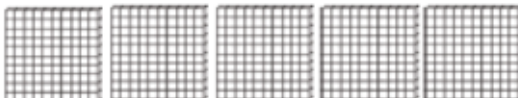
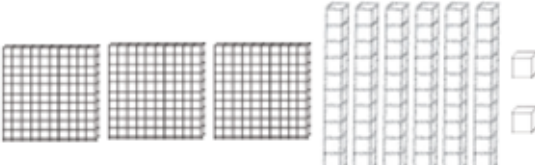
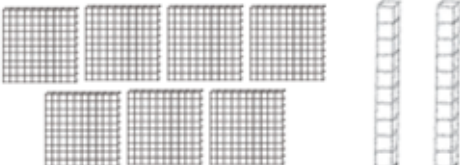


Base Ten Blocks, Number Expanders and Addition Sentences

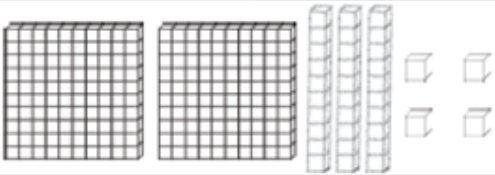
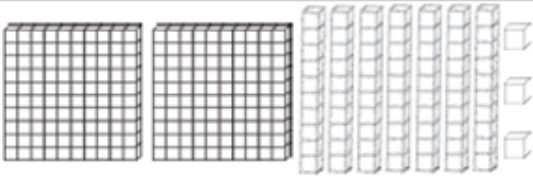
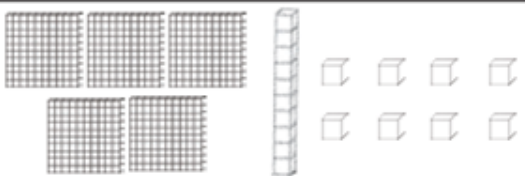
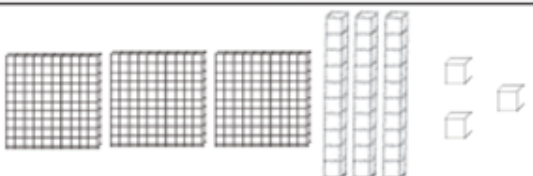
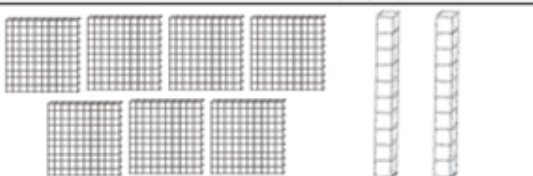
Look at the blocks.

Write the number on the expander.

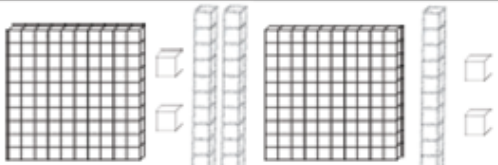
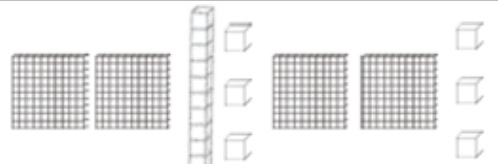
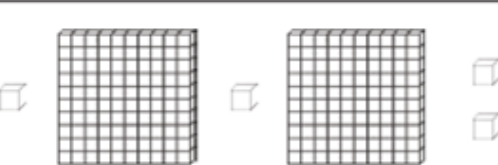
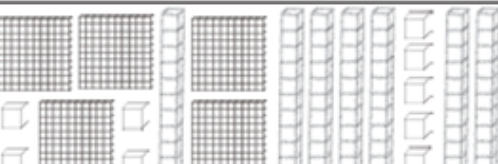
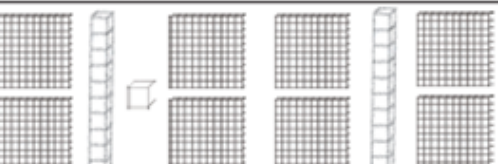
Write the numbers to show the total value of the blocks.

	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 10%;">2</td> <td style="width: 30%;">hundreds</td> <td style="width: 10%;">3</td> <td style="width: 15%;">tens</td> <td style="width: 10%;">4</td> <td style="width: 15%;">ones</td> </tr> </table>	2	hundreds	3	tens	4	ones	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">200</td> <td style="width: 5%;">+</td> <td style="width: 20%;">30</td> <td style="width: 5%;">+</td> <td style="width: 20%;">4</td> </tr> </table>	200	+	30	+	4
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	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;">hundreds</td> <td style="width: 15%;">tens</td> <td style="width: 15%;">ones</td> </tr> </table>	hundreds	tens	ones	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;"> </td> <td style="width: 5%;">+</td> <td style="width: 20%;">10</td> <td style="width: 5%;">+</td> <td style="width: 20%;"> </td> </tr> </table>		+	10	+				
hundreds	tens	ones											
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	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;">hundreds</td> <td style="width: 15%;">tens</td> <td style="width: 15%;">ones</td> </tr> </table>	hundreds	tens	ones	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;"> </td> <td style="width: 5%;">+</td> <td style="width: 20%;"> </td> <td style="width: 5%;">+</td> <td style="width: 20%;">0</td> </tr> </table>		+		+	0			
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Base Ten Blocks, Number Expanders and Addition Sentences

Look at the blocks.	Write the number on the expander.	Write the numbers to show the total value of the blocks.											
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">2</td> <td style="width: 35%;">hundreds</td> <td style="width: 15%;">3</td> <td style="width: 15%;">tens</td> <td style="width: 15%;">4</td> <td style="width: 15%;">ones</td> </tr> </table>	2	hundreds	3	tens	4	ones	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">200</td> <td style="width: 10%;">+</td> <td style="width: 20%;">30</td> <td style="width: 10%;">+</td> <td style="width: 20%;">4</td> </tr> </table>	200	+	30	+	4
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2	hundreds	3	tens	4	ones										
200	+	30	+	4	=	234									
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 10%;"> </td> <td style="width: 30%;">hundreds</td> <td style="width: 10%;"> </td> <td style="width: 20%;">tens</td> <td style="width: 10%;"> </td> <td style="width: 10%;">ones</td> </tr> </table>		hundreds		tens		ones	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;"> </td> <td style="width: 5%;">+</td> <td style="width: 15%;"> </td> <td style="width: 5%;">+</td> <td style="width: 15%;"> </td> <td style="width: 5%;">=</td> <td style="width: 15%;"> </td> </tr> </table>		+		+		=	
	hundreds		tens		ones										
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	hundreds		tens		ones										
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