




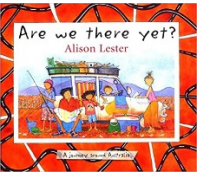


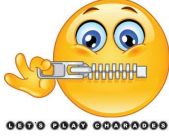




RTPS STAGE 3 LEARNING AT HOME PACKAGE #2

Spelling - Choose at least one activity to do each day with your list of words. Remember to focus on the same list for the whole week.

<p>Shortest to Longest Write out your words in order from the least to the most amount of letters.</p>	<p>Magazine Words Use newspapers and magazines to locate letters and create your spelling words!</p> 	<p>Rainbow Words Rainbow write your words.</p> <p style="text-align: center;">garden</p>	<p>Vowels & Consonants Circle the vowels with one colour, and all the consonants with another colour.</p> <p style="text-align: center;">badge</p>	<p>Backward Spelling Spell your words...backwards! Can you say each word? knird</p>
<p>Star Jump Words Do star jumps as you spell each word!</p> 	<p>Pyramid Words Write your words in pyramid writing.</p> <p style="text-align: center;">c e.g. c a c a t</p>	<p>Word Boxes Create word boxes to represent each letter in your spelling words.</p> <p style="text-align: center;">e.g. bed</p>	<p>Fancy Words Using any kind of decorative letter style such as bubble writing, write your spelling words. Make them pretty by using coloured pencils.</p>	<p>Rhyming Words Write as many words as you can that rhyme with each of your spelling words. You could even make a poem using the rhyming words.</p>
<p>Handwriting Heroes Write your spelling words using your very best cursive handwriting (running writing).</p>	<p>Wordle Go on the computer. Use your words and create a wordle. http://www.wordle.net/</p>	<p>Teacher Letter Write a letter to your teacher using all of your spelling words.</p>	<p>You're a Poet Write an acrostic poem about one or more of your spelling words.</p>	<p>Sign it! Look up the AUSLAN alphabet online then spell you words using sign language.</p> 
<p>Tongue Twisters Write a tongue twister for each of your spelling words.</p> 	<p>Left and Right Write your spelling words once with your left hand and once with your right hand.</p>	<p>Spelling Stairs Write each spelling word a letter at a time to make it look like a staircase.</p>	<p>Upper and Lower Write your spelling words in uppercase and then in lower case.</p> <p style="text-align: center;">UPPERCASE lowercase</p>	<p>Finding Words Create your own word search or crossword using all the words on your spelling list.</p>
<p>Type 'Em' Type your spelling words and make each word a different font.</p>	<p>Letter Graph See how many letters are in each of your spelling words and make a graph of them.</p>	<p>Story Time Write a story using as many words as you can. Underline each of your spelling words.</p>	<p>Joined words (like scrabble) Write your words so that as many words join as possible.</p>	<p>Rap It Write a rap using as many of your spelling words as possible.</p>
<p>Several Sentences Use as many of your spelling words as you can in sentences. Ensure they make sense and you underline the spelling word.</p>	<p>Alphabet Twist Write the letters in each word in alphabetical order and then write them the correct way. e.g. anprw = prawn</p>	<p>Words-in-Words Write each of your words twice. Then under each set of words, write 2 other words you can make out of the letters in your word.</p>	<p>Syllable Sort Write your spelling words into columns (1, 2, 3, 4 syllables). For each column, the words should be in alphabetical order.</p>	<p>Wacky Words Write your spelling words in different directions, filling up the page. Use different colours and fonts.</p>






Reading/Viewing – Read or view a text, then choose an activity to complete. New books can be accessed on ReadingEggspress and viewed on a range of YouTube channels or StorylineOnline if you have run out. Raymond Terrace Public Library has a “call and collect” service operating and e-books available. Many activities can also be completed after viewing an episode of a TV show or watching a movie or documentary. Choose your own adventure!

<p><u>Character Comparison</u> Choose two characters and compare them. How are they different? How are they the same? Present this in an interesting way.</p>	<p><u>Summary Challenge!</u> What was your text really about? Write a one sentence summary that would make someone interested in reading or viewing your text.</p>	<p><u>Online Options!</u> Complete some activities on Reading Eggs/Eggspress or access a range of texts and activities on www.scholastic.com/learnathome</p>	<p><u>Shared Reading</u> Read your book aloud to someone. Or take it in turns and read a page each. Read in a pirate voice, in a whisper, like your teacher or in a silly cartoon voice!</p>	<p><u>Informative (non-fiction)</u> Choose a topic you are interested in. Write down what you already know about it. Research your topic and add another column to show what you learned.</p>
<p><u>Puppets</u> Make puppets of your characters and perform part of the text for your family.</p> 	<p><u>Predicting</u> Stop reading or viewing before the end of your text. Make a prediction about how you think the story will end based on what has happened so far. Then keep reading or watching to see if you were right!</p>	<p><u>Sense Poem</u> Design a new cover for your text. Make it visually appealing and related to the text.</p> 	<p><u>Cover Design</u> Write a sense poem based on a setting from your text. Use descriptive words to help readers visualise the setting. Start your 5 sentences with- I see... I hear... I smell... I taste... I feel...</p>	<p><u>Informative (non-fiction)</u> Choose a topic you are interested in and read/view a text about it. List 3-5 interesting facts from your text.</p> 
<p><u>Be the Villain!</u> Pretend you are the villain or “bad” character in the story. Re-tell events from your point of view. Why did you act the way you did?</p> 	<p><u>Charades</u> Play a game of charades with your family, where you each act out scenes from your favourite books or movies.</p> 	<p><u>Board Game</u> Create a board game based on the world and events from your book. Be creative with the design, cards or questions, and even the game pieces. Don't forget the rules!</p> 	<p><u>What if??</u> What if your text ended differently? Choose an alternate ending to your story and write and illustrate it.</p>	<p><u>Informative (non fiction)</u> Choose a topic you are interested in. How many interesting/surprising facts can you find out about it. Write your facts as “Did you know?” questions e.g Did you know that cows have 4 stomachs?</p>
<p><u>BME Summary</u> Using paragraphs summarise the Beginning Middle and End of your text.</p>	<p><u>Poster</u> Design an eye-catching poster that could be used to sell your text. Why should people read/view it?</p>	<p><u>Tricky Words</u> Write down any tricky words from your book. Find the meaning of each word and create a colourful illustration to show the meanings.</p>	<p><u>Comic Strip</u> Create a comic strip that relates to an event in your text.</p> 	<p><u>Word Pictures</u> Read a page or two from your story. Write down what you are visualising in your head from the words your author used.</p>

Writing – Work on writing each day. Some tasks might take more than one day to complete.




Write in your exercise book, type tasks on the computer or find another creative way to publish your work.

Remember to pay attention to correct punctuation, spelling and engaging writing techniques. Completed tasks can be sent to your teacher!








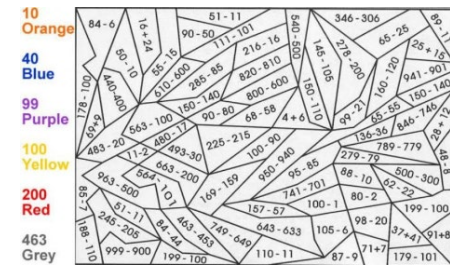

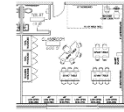
What is your purpose for writing?		
Persuasive	Imaginative	Informative
<i>Words and techniques that might help...</i>		
<ul style="list-style-type: none"> Positive & negative noun groups e.g. poor defenceless animals Modal language e.g. definitely, absolutely, certainly, without a doubt, must, should. Rhetorical questions e.g. You don't want that to happen, do you? 	<ul style="list-style-type: none"> Descriptive noun groups e.g. shining, sparkling ocean Similies e.g. He was crying <u>like a baby</u>. Rhetorical questions e.g. Can you believe it? Show, don't tell e.g. He stormed into the kitchen and slammed the door. 	<ul style="list-style-type: none"> Factual noun groups e.g. unique sandstone rock Technical/scientific language e.g. mammal Rhetorical questions e.g. Did you know..? Have you ever wondered...? Facts only, not opinions
<p>Would you Rather?- make a choice and explain it using convincing arguments.</p> <p>Would you rather:</p> <ol style="list-style-type: none"> Be incredibly funny or incredibly smart? Be able to control fire or water? Have a robot or a jet pack? 	<p>Story Starters- finish these story starters</p> <ol style="list-style-type: none"> I couldn't believe my eyes when I opened the door and saw... "Run faster!" I shouted, just as the... Her heart was pounding as... 	<p>Lottery win!</p> <p>If you had \$100 000, how would you spend it? Explain your choices and try to find the real costs of the things you want to buy.</p> 
 <p>Junk Food</p> <p>Should junk food be sold at the school canteen? Why/Why not?</p>	<p>Sick Sentences- make these sentences better by adding descriptive words, phrases and verbs.</p> <ol style="list-style-type: none"> The boulder went down the mountain. I looked at the ocean. A tsunami hit the beach. 	<p>Interview</p> <p>Choose a family member you are interested in. Write a list of 8-10 questions you'd like to ask them about their lives. Interview them and record the answers. You could even film your interview!</p>
<p>Perfect Pet?</p> <p>Pretend you are the owner of a pet store. Write what you would say to persuade customers that this is the perfect pet for them!</p> 	<p>Theme Park</p> <p>The world's largest and best theme park has just opened. Be a reporter and describe the theme park in a report. Add helpful visuals like pictures of the rides and a labelled map.</p> 	<p>What am I?</p> <p>Choose an animal. Write a series of clues about what the animal is classified as, where it lives, what it eats and any other facts you know. Quiz a family member or your teacher, can they guess what your animal is? Draw and label a diagram too.</p>
<p>Ban Bedtimes!</p> <p>Do you think you should be able to choose your own bed time? Why/Why not? Write a persuasive speech to your parents to convince them of your point of view. You'll need strong arguments and examples!</p>	<p>FOUND!</p> <p>Using the word "FOUND" as a prompt, brainstorm 6-10 ideas for a story. Choose your most creative idea write an interesting story full of action. Publish your story and send it to your teacher if you can!</p>	<p>On Your Bike</p> <p>Have a good look at your bike. How does it work? Write an explanation of how a bike works. Use labelled diagrams or a flow chart to help your audience understand. If you don't have a bike, choose a different household item like a toaster.</p> 

Stage 3 Writing Extension Tasks

These tasks are included for our keen writers who want a bit of an extra challenge. They should be planned, drafted, revised and then published. This process should be completed across a number of days to ensure a quality final product. Instructions relate to learning already completed in class, but if your child isn't sure about something, they can contact the teacher for help or just do what suits them!

	Task	Suggested Structure
<p style="text-align: center;"><u>Imaginative</u> Message in a Bottle</p>  <p>Audience: Stage 3 students</p>	<p>Use this picture as a prompt to plan and compose a narrative about the USB-style message in a bottle. Where did it come from? What information does it have on it? How does this information lead to a problem that needs to be solved?</p> <p>Remember to "Show, Don't Tell" the action, characters and setting. Use lots of "5 + 1" senses to create word pictures in the audience's mind.</p> <p>Revise your draft and check spelling, punctuation, whether all sentences make sense and where you could re-write sections to make them more descriptive or exciting.</p> <p>Publish your story- you could create your own picture book!</p>	<ol style="list-style-type: none"> 1. Start with a Sizzling Start technique (action, onomatopoeia, dialogue, setting the scene, curiosity or a rhetorical question). 2. Backfill- Who? Where? What? 3. Tightening Tension- build up problems using pebble, brick, boulder! 4. Exciting Ending- the characters solve the problem themselves in an interesting or clever way.
<p style="text-align: center;"><u>Persuasive</u> A Change I'd Make</p>  <p>Audience: R.T.P.S Teachers</p>	<p>Think of a problem at your school. What causes the problem? What bad things happen because of it? What should be done to fix the problem?</p> <p>As a concerned student, <u>plan</u> and <u>compose</u> a persuasive text noting the problem, suggesting a solution, and convincing the teachers to take action. Be as crazy and creative as you like!</p> <p><u>Revise</u> your draft and check spelling, punctuation, whether all sentences make sense and where you could add persuasive techniques. <u>Publish</u> your text- you could film it as a speech!</p>	<ol style="list-style-type: none"> 1. Start with a Sizzling Start technique (action, onomatopoeia, dialogue, Show, Don't Tell, curiosity or a rhetorical question). Then state your opinion using modal language. 2. Write 2 or 3 argument paragraphs that give your reasons and suggestions for improvement. Give examples to prove your point. 3. Conclude by summing up and giving a command.
<p style="text-align: center;"><u>Informative</u> It's a Disaster!</p>  <p>Audience: Stage 3 Students</p>	<p>Use a variety of sources to gather information and compose an informative text about your choice of natural disaster... bushfires, floods, volcanoes, earthquakes, cyclones, tornadoes, tsunamis or landslides. Plan and compose a text to teach other Stage 3 students all about your natural disaster. What causes it? Where do they happen? Has Raymond Terrace, Newcastle or Australia been affected recently? What damage do they create? Are there any other interesting facts you can find?</p> <p>Revise your draft and check spelling, punctuation, whether all sentences make sense and where you could add facts. Publish your text- you could do a poster or PowerPoint!</p>	<ol style="list-style-type: none"> 1. Start with a Sizzling Start technique (action, onomatopoeia, dialogue, Show, Don't Tell, curiosity or a rhetorical question). 2. Classify your natural disaster (what is it?). 3. Arrange facts under sub headings such as: How it Occurs Location Interesting Facts Local Example <p>Use visuals to support your facts.</p>

Mathematics - Complete at least one Maths task each day.

Complete a number of the day sheet		Complete a page from your multiplication booklet	Complete an activity from this grid	
<p>3D shapes- Create nets using paper. Build your own CANDYLAND using the nets you have made. Can you make a cylinder for a slide?</p> 	<p>How many cups of coffee do you think your teachers drink altogether in a day? Think about how many teachers and times of the day they might have a coffee.</p> 	<p>Look at a clock. Find as many angles as you can. Write the time and the angle that it makes. Extension: Can you find any times that are vertically opposite?</p> 	<p>WITH AN ADULT AND WEAR GLOVES</p> <p>Use a bag of lollies or block of chocolate. Separate your food into even parts and write down the fraction that everybody will get.</p> 	<p>If you rolled a dice 100 times, what number do you predict will appear the most? Give a reason for your answer. Try it out and create a tally chart to record you test.</p> 
<p>You see a sign in a window at a shop. It says $\frac{1}{2}$ PRICE SALE. What does this mean to you? Write a list of things you would like to buy if they were half price. Put the original price and the sale price. Extension- what would the cost be if it was a 25% sale?</p> 	<p>How many numbers can you make using the numbers 1,4,6,9? You can only use each number once.</p> <p>Write your name in block letters. Identify the angles that are created in the letters.</p>	<p>Design a maths poster that will help a classmate understand a tricky concept. Make sure you include pictures and step by step instructions.</p> <p>Write the first 10 multiples of 2,3,4,5,6,10. Look so see if you can see a pattern in the numbers that will help you to predict what will come next. Extension- find patterns that have common multiples like 2 and 4- find the lowest common multiple of each pattern.</p>	<p>How many objects can you draw that have the same perimeter and area? Remember perimeter is the length around the edge of a 2D shape and area is the space inside a 2D shape measured in square units. Can you draw more than 10?</p>	
<p>Make a budget for a trip with your family for 2 weeks. Think about where you would like to go and what you want to do. Consider things like cost of fuel/plane tickets, cost of food for everyone, cost of accommodations and cost of any events or attractions you would like to do with your family. Your budget is \$5000. Once you are done, work out how much over or under budget you are.</p> 	<p>How long have you been at school? Try to be as accurate as possible. How many years, months, days, minutes or even seconds? Extension- How long in just minutes? How long in just seconds?</p>	<p>Create a colour by numbers picture using addition problems. Draw your picture using lead pencil- show your teacher/parent. Then once checked you may colour it in following your instructions.</p> 		
<p>Add three numbers together to create an:</p> <ul style="list-style-type: none"> - Odd number - Even number <p>What could the numbers be? Make at least 10 combinations.</p>	<p>Draw each letter of the alphabet on grid paper. Each letter must be in block form and be 10cm² Can you write your name?</p> 	<p>Design a new classroom layout for when you return to school. 1cm=1m. Be accurate. Be creative.</p> 	<p>Using a clock- Write down all of the times when the hour hand and minute hand are at right angles. Can you find more than 10?</p>	<p>I subtracted an odd number from an even number. What could the numbers be? Make 10 different examples. Do you always get an odd or even answer?</p>

PDHPE

Complete one activity a day. You can repeat activities that you really like!

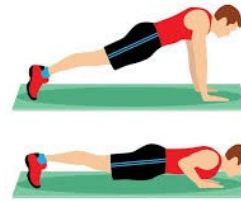
Fitness Challenge 1

- 20 Jumping jacks
- 10 Sit ups
- 20 Mountain climbers
- 10 Side-to-side jumps



Fitness Challenge 2

- 30 High knees
- 20 Second plank
- Jog in place for 30 seconds
- 15 Push ups



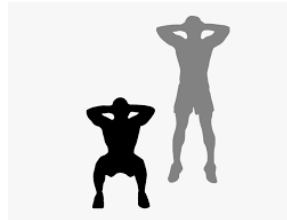
Fitness Challenge 3

- 15 High knees
- 30 Second plank
- 18 Burpees
- 10 Push ups



Fitness Challenge 4

- 30 Jumping jacks
- 30 Mountain climbers
- 30 Squat jumps
- 30 Sit ups



Fitness Challenge 5

- 20 High knees
- 40 Second plank
- Jog in place for 30 seconds
- 10 Sit ups



Fitness Challenge 6

- 20 Start jumps
- 40 Toe touches
- 40 Mountain climbers
- 5 Laps of your backyard



PAPER PLANE

Every year in the last week of the school year, Mr Manning holds the Paper Plane competition. Prepare early!!! Make some paper planes with different designs and test them out. RUN after them as you test them.

TREASURE HUNT

Plan a physical treasure hunt. Organise the map to show the activity that is needed to be done in a set place (ie 6 star jumps in the sandpit). Make sure you have a healthy treat as the treasure at the end of the search!

FITNESS COURSE

Make up your own fitness course to do at home. You could include the backyard, trampoline or stairs. Do the same fitness course on more than one day to see if you can improve.

HANDBALL

Teach someone in your family to play handball with YOUR rules. Have a family hand ball competition.

OUTSIDE DISCO

Get your parents to choose some music and hold an outside disco. To make it more fun...dress up!

MARATHON

Set yourself a marathon. Run, skip, hop or jump for a set time. Try to beat the time you did each time you repeat the activity.

HOPSCOTCH

Draw and play hopscotch with your family.



CREATE A GAME

Make up your own game that has targets. You could throw a frisbee or any type of ball. Give more points for harder targets.

JUGGLING

See how many times you can juggle different types of balls... soccer, rugby league, tennis. What records can you set for yourself?



Stage 3 Geography and Science Projects

Choose one project to do each week. These projects can be presented on cardboard, in your books, using Microsoft PowerPoint, Word or however you wish.

Geography	<p>Asian Country Research Choose an Asian country to research and focus on. Compose an information report using subheadings to organise your facts. Possible subheadings could be: population, location, climate, native plants/animals, national symbol, natural features, lifestyle, connections to Australia, fun facts.</p>	
	<p>Asian Country Flags Choose four Asian country flags. Display/draw each of them. Find the meaning for each flag. If Asia was going to have one shared flag, what would it look like? Design it and explain your choices.</p>	
	<p>Unique Asian Jobs Research to find unusual jobs that some Asian people have, for example, grasshopper salesman, swiftlet birds nest collector, pearl diver. List the job names and then write a paragraph to describe each of them.</p>	
	<p>Australian Ethnic Population Do some research to discover Australia's population. What percentage of the population comes from different ethnic groups? Create a table to show the information. Create a graph, such as a pie or column graph, to display the data. You can use Microsoft Excel if you have a computer. www.worldometers.info/ could be a useful site to check.</p>	
	<p>Yeast Create an information report about yeast. The following questions may help: What is it? Is it a living thing? How do you know? What conditions does it need to be active and release carbon dioxide gas? Draw a diagram to help explain.</p>	Science & Technology
	<p>Mould Create an information report about mould. The following questions may help: What is it? What environment does it need to grow? Where have you seen mould at home and why do you think it grew there? Give an example of a mould. Use a picture or diagram to help show what it looks like.</p>	
	<p>Types of Mould Name at least four types of moulds. Are they good or bad moulds? Where are they found? What colours are they? How does it affect the health of humans? You could use a table to display the information you find.</p>	
	<p>States of Matter in the Household – Solids, Liquids & Gases Make a table with three columns titled solids, liquids and gases. Find things around your house, classify their state of matter and list them in the table.</p>	
	<p>Mould Experiment Do the mould experiment that is on a separate sheet of paper.</p>	

Numbers of the day

Choose one of the numbers of the day next to each date. Complete the number of the day activity sheet that is laminated using your highlighter. If it is too hard to fit it on the page or to write with a highlighter, then you can do it in your exercise book.

Date	Number 1	Number 2	Number 3
28 th April	42	234	14,567
29 th April	63	2466	65,465
30 th April	96	952	24,356
1 st May	47	4458	87,356
4 th May	25	6984	34,572
5 th May	149	632	21,346
6 th May	174	9113	43,455
7 th May	234	1579	75,885
8 th May	259	354	154,677
11 th May	358	3353	346,689
12 th May	308	621	143,578
13 th May	461	7832	457,356
14 th May	823	368	951,123
15 th May	721	9578	864,234
18 th May	560	497	944,344
19 th May	921	2146	249,235
20 th May	847	365	835,895
21 st May	145	7276	232,146
22 nd May	999	443	768,245

DICE AND CARD GAMES

DICE ACTIVITIES

EQUIPMENT REQUIRED- DICE, PAPER, PENCILS

1	THE DROP ZONE	2	SNAKE EYES	3	KNOCK EM OUT
4	BRICKS	5	WIPEOUT	6	DOUBLES BINGO

CARDS ACTIVITIES

EQUIPMENT REQUIRED- DECK OF CARDS, PAPER, PENCILS

7	MULTIPLICATION WARS	8	MORE OR LESS	9	PLACE VALUE FLIP	10	SPOONS
11	AREA BATTLE	12	CLOSE CALL 4 CARDS/6CARDS/8CARDS 100/1000/10000	13	TRASH CAN NUMBERS		

AN EXPLANATION OF ALL GAMES IS ON THE BACK OF THE GRID

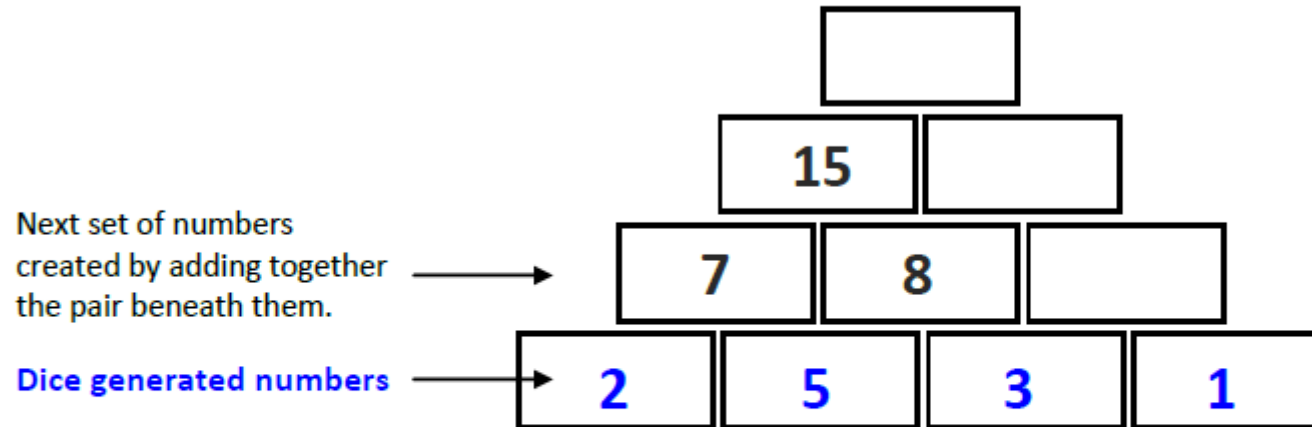
Game	How to play...
THE DROP ZONE	Players take it in turns to roll the dice onto the drop zone mat. Students record on their score sheet, the number they rolled and where the dice landed. The sum of the two numbers is added to their total. If the dice misses the mat, they miss their turn. First to 100 is the winner. Game can be increased to 500. Extension: Students roll 2 dice onto the mat and multiply each dice by where it lands then add them together for their total. This game should be played to 1000.
SNAKE EYES	Students roll 2 dice. They can add or multiply their dice, which is decided before the game. If dice are being added, play to 100. If multiplying, play to 500. If a student rolls snake eyes (double 1) their tally is deleted back to zero. First player to the target total wins. Game can be played in reverse using subtraction and starting at 100 or 500 and heading down to 0.
KNOCK EM OUT	The aim of the game is to avoid throwing certain numbers and being knocked out of the game. Before the game students choose a knock out number (6,7 or 8). On their turn students roll 2 dice, they add their dice together and add to their total. If they roll their knock out number they are out of the game until the next round starts. Students continue until they roll their knock out number. Play 5 rounds, the winner is the player who has the most points.
BRICKS	See attached example on how to play. Students need the brick game board to play. Player with the highest top brick is the winner.
WIPEOUT	This game is played in 5 rounds. Students take in turns rolling a single dice and adding the number they roll onto their tally for that round. Their turn will continue until they decide to stop rolling or until they roll a 1. If they roll a 1 they score only 1 point for the round and their turn is automatically over. They can continue to chance it for as long as they like or choose to stop. This continues for 5 rounds- a round is over once all players have had a turn.
DOUBLES/ ADDITION/ MULTIPLICATION BINGO	Before the game, students fill the board with doubles of 1-12 (that is 2-24). Students then roll 2 dice on their turn and double the number they roll. If that number is on their game board they cover it. The game continues until 4 in a row are covered. To make the game longer, students can roll until all their numbers are covered. The game can be played using addition or multiplication. To change, students fill their game board with the answers of different addition facts (up to 6+6 or roll two dice add the total) OR multiplication facts (up to 6x6, extension- roll two dice add the total then roll and add again, then multiply the 2 numbers).
MULTIPLICATION WARS	You'll need one deck of cards (each student gets half), with all the face cards taken out. Players turn over the top card on their deck and the first person to multiply the numbers shown and say the product out loud (not too loud though) is the winner and keeps both cards. If there is a tie, cards go in the middle and the winner of the next round gets that pile too.

<p>MORE OR LESS</p>	<p>Students use a deck of cards with the kings removed. Ace=1, J=11, and Q=12. One child is designated as "More than 30" and the other is "Less than 30". Each player gets half of the cards and then players flip over their top card. Students multiply these cards together and if the product is below 30, the Less Than Thirty child keeps the cards and if it is greater than 30, the More Than Thirty child keeps it. If it is exactly 30, the cards are left in the middle and the next winner keeps those cards as well. Play continues until the cards run out. The player with the most cards wins.</p>
<p>PLACE VALUE FLIP</p>	<p>Take out all of the face cards and the 10s. Aces= 1. Each child gets half, each child turns over the number of cards that you specify...If you're working with hundreds, use 3. Thousands 4 cards and so on. Players may arrange the cards to make whatever number they want. Flip a "More or Less coin". To make use a counter and write 'more' on one side and 'less' on the other with a sharpie. That way no one knows the winner and gives up early. When both players have their numbers ready, the kids flip the coin to see if the highest or lowest number wins and keeps the cards. The one with the most cards at the end is the winner.</p>
<p>SPOONS</p>	<p>Take out face cards and 10s. Cards are shuffled and the deck is halved. The aim of the game is to race to get 4 cards in your hand that is the highest or lowest number you can make (which is decided before the game starts). Once the game starts students pick up their first 4 cards, they look at their cards and determine which of their cards will not help them and it is dumped by placing it next to them. They pick up a new card from their pile and then dump another one. This continues until one player thinks they have the best number and stops the game by grabbing the spoon in the middle. The students then show their cards. If you grab the spoon and win you get 1 point. If you grab the spoon and lose you get -1 point.</p>
<p>CLOSE CALL</p>	<p>To play Close Call, each player deals themselves four cards then determines how to arrange them so they make two two-digit numbers that add up close to 100 without going over. For a subtraction version, work to get as close to zero as possible.</p>
<p>TRASHCAN NUMBERS</p>	<p>To play the game, shuffle the cards and divide the deck in half for 2 players. Before the game starts students are told the number of digits they are playing to (which is the number of cards they will draw), AND are told what number they are trying to make. On their turn players turn over one card at a time and place it front of them. There are 2 "TRASH SPACES" where the cards are dumped if they don't like them. Once it is placed, it CAN NOT be removed!</p> <p>The player with the biggest (or littlest, if you're playing that game) number wins.</p>
<p>AREA BATTLE</p>	<p>Students use a page in their grid book. Students are given half a deck of cards and remove the picture cards. Students draw 2 cards and multiply the cards together and draw the area of a rectangle on the battle field. The game is over when there is no space left on the grid page. The winner is the player with the most area covered.</p>

BRICKS

Extension- Students roll 2 dice for double digit numbers.

Students can create 3, 4 or 5 digit numbers by rolling the dice multiple times and recording the number they roll.



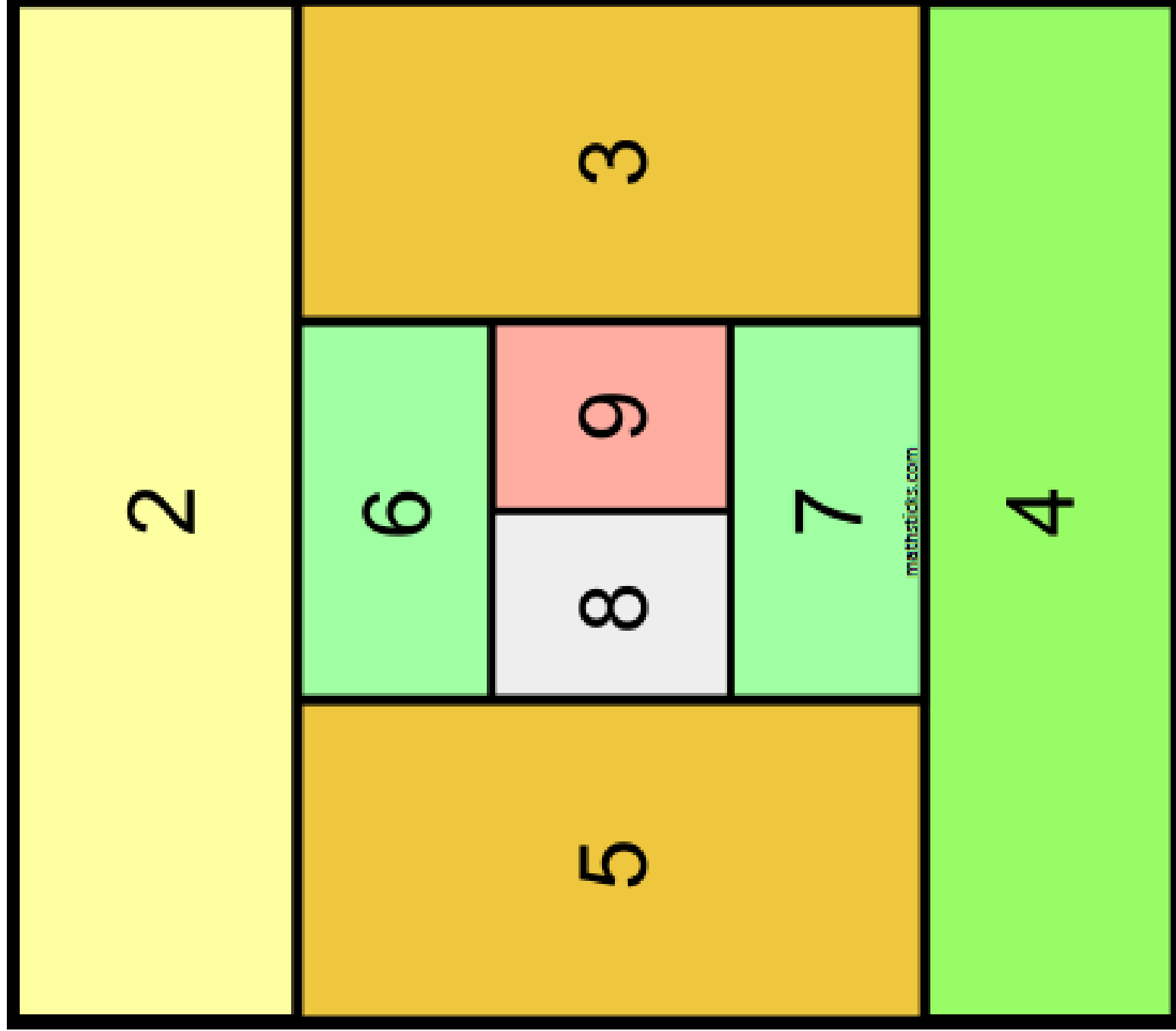
The player who achieves the highest final number (at the top of the brick pattern) is the winner.

DICE GAMES

DROP ZONE



mathsisfun.com



Mould is in the air!



Let's Experiment!

WHAT IS MOULD

Mould is a type of fungus. The tiny cells of mould are called spores. Mould spores live in the air all the time – there are millions of them practically everywhere. When the mould spores land on a host, they grow and thrive by feeding off the food they land on. Mould spores feed themselves by producing chemicals that break the composition of the food down so the spores can grow while the food rots away.

EVEN MOULD IS USEFUL

There is a purpose in nature for everything – even mould. When mould rots food, the food decomposes and returns to the soil; giving the soil nutrients (vitamins) it needs to grow even more food.

HERE IS WHAT YOU NEED:

- 4 clear zip-close bags (sandwich-sized)
- Water
- 1 slice of bread
- 1 piece of fruit (strawberry, lemon, banana, or apple)
- 1 piece of cheese
- 1 cheese puff
- Water

HERE IS WHAT YOU DO:

- Place 1 food item in each bag
- Sprinkle water on each item and seal the bag WELL
- Place the bags on a shelf out of the sun and at room temperature
- Leave the bags undisturbed for 2 days before checking them
- Do any of the food items have white, blue/green, or gray fuzz on them
- Leave the bags for another 2 days
- What has happened—do all food items have mold
- Check the bags every 2 days until the 10th day
- What has happened
- On the 10th day throw the bags away WITHOUT opening them

What did you find?

Over the days record what you saw/ noticed. You can do this by taking photos, drawing pictures or using words.