

Year 3/4 - Learning @ Home, Term 4, Week 3

Google Meet Timetable

	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11.30	11:30-12.15	12:45-1:30	2:30-3:00
MON		Whole Class Meeting	Whole Class Maths Lesson Essential Assessment	Reading Assessment	Open Session with Rhianna			
TUE		Whole Class Meeting	Whole Class i- Time Lesson	Reading Assessment	Open Session with Ann-Maree			
WED		Whole Class Meeting	Reading Assessment	Reading Assessment	Open Session with Carol			
THU	Whole Class Meeting 9am	9:30-10:15am LOTE		10:30-11:15am Drama (AD, JM, CM) & Music (TC, TH, & RW)		11:30-12:15pm Art	12:45-1:30pm PE	Band - 2.30pm
FRI		Whole Class STEM: Australian Virtual Astronaut Challenge				Social Meet 11:30-12pm		Assembly at 2:45pm

9:30 – 10:00am **Whole Class:** Everyone needs to attend this meeting. Your teacher will go through the day's planner.

10:00 – 10:30am **Whole Class:** Everyone needs to attend this meeting for a focused lesson.

10:00 – 11:30am **Reading Assessments:** Only attend this on your scheduled day/time. **Check GC for your day.**

11.30 – 12:00am **Social Friday Meet:** Book a time to chat and catch up with your friends from any class.

11:00 – 11:30pm **Open Help Session:** Attend this session if you need help with any of the work.

9:30 – 1:30pm **Specialist Lesson:** Everyone needs to attend this session.


New Google Classroom Links

Class	Class Code	Meeting Code	Google Meet Link
3/4TC Tammi	rbqs62u	upafrrwvbc	https://meet.google.com/upa-frwv-bcs
3/4CM Carol	z35hncd	xjupaenrgw	https://meet.google.com/xju-paen-rgw
3/4RW Rhianna	wrwshdr	bfvpxwoncr	https://meet.google.com/bfv-pxwo-ncr
3/4TH Trami	cinxsp4	wuqjqwxzuk	https://meet.google.com/wuq-igwx-zuk
3/4AD Ann-Maree	zgk2g5m	cfvkhjfst	https://meet.google.com/cfv-khjf-sta
3/4JM James	lkeao62	agrqogwstf	https://meet.google.com/agr-qogw-stf

Specialist Classroom Links

Class	Class Code	Meeting Code	Meet Link
Music/Band	bvk3sk7	1658154642	https://eduvic.webex.com/meet/tracey.james
LOTE	olo5thl	165 550 3683	https://eduvic.webex.com/meet/benito.ricci
P.E	g6viws4	578 820 891	https://eduvic.webex.com/meet/antoniadis.terry.e
Drama	svhz3cl 3/4AD f4ogung 3/4JM a4ovmve 3/4CM	570 741 729	https://eduvic.webex.com/meet/sullivan.michelle.p
Art	2fjbmdn	574 076 333	https://eduvic.webex.com/meet/russell.laura.s

****Please upload the following tasks onto Google Classroom for your teacher to give you feedback****

 Assignments to Hand in	
Tuesday	Maths activity
Thursday	Reading- Harry Potter- all answers to the questions from the week.



This icon means there is a link to click on to watch a video. →→

←← This icon means you need to hand in this task for your teacher mark.



to

Weekly Focus	
Reading/Vocabulary	Harry Potter
Spelling	/x/ sound (x/cc)
Writing	Information Report
Maths	Four Operations
BQT	iTime

Day 1 - Monday

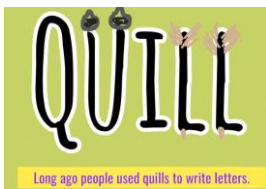
Vocabulary

Here is a list of vocabulary words from your reading this week.

shuddered	pursed	knobbly	scented
scrawny	glory	intently	gibber

Activity 1: Use a dictionary to find the definition of any words you don't know.

Activity 2: Draw A Word. You need to draw a picture of the word to help you remember the meaning. You can also include the word in a sentence. Some examples are below:

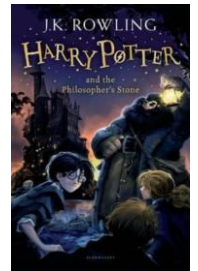


Reading

Harry Potter and the Philosopher's Stone by J.K. Rowling

Chapter 1: The Boy Who Lived

Activity 1: By now you should have picked up your copy from school. Today we want you to read **chapter one** of the book. If you have already read the book, read this chapter again.



If you would prefer to listen to the book you can click here:

<https://hpaudiobooks.club/philosopher-stone-stephen-fry/>

Have the book in front of you and try to follow along with the text as you listen.

Activity 2: Answer these questions about chapter one. You must be able to support your answer with evidence from the book. This means you need to be able to prove what you think by something you read in the book. Please use the online google doc your teacher has created for you called 'Harry Potter Chapters 1-3' in Google Classroom.

1. How did Mrs Dursley feel about her sister?
2. On the day Harry's parents died, what were some of the strange things happening that Mr. Dursley noticed?
3. Who killed Harry's parents?
4. Who was going to take care of Harry?



Spelling 1

The /x/ Sound



Watch: [Nessy Spelling Strategy | S Never Follows X | Learn to Spell - YouTube](#)

The letter 'x' makes a /ks/ sound. When spelling a word with the /ks/ sound, the spelling patterns 'x', 'xc' or 'cc' are used - 'x' won't let the letter 's' next to it.



There are three ways we can spell the /x/ sound. They are:

With **x** - For example, **exit**, **example** and **extra**. These words have no s - the /ks/ sound is made by the letter x.

With **cc** - For example, some words like '**vaccine**' have a double c which makes the same sound. To know when the 'cc' makes the x sound, the cc is usually followed by e or i:

cc + i : vaccine

cc + e: success

With **xc** - For example, when a word begins with e it follows the xc spelling pattern like **excited** and **exception**.

Activity: Can you think of some words which follow these spelling strategies. Write them in the table below. You might need to do a search or have a look in one of your just right books.

x	xc	cc
example extra exit	excited exception	vaccine success accent

Writing



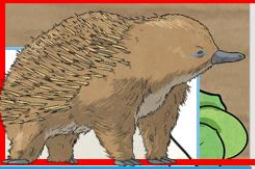
Information Reports

This week you will be researching, planning and writing an information report on Harry Potter.

Watch this video about information reports and what the features are: <https://youtu.be/cMiHbQA6wqs>

Information Report Example:

Echidnas



Diagram/picture

Title

General Statement
The echidna, sometimes called the **spiny anteater**, is part of a very small and special group of mammals called **monotremes**. This means that they lay eggs but feed their babies milk.

Appearance
Echidnas have hair all over their body and sharp **spines** or **spikes** covering their back. They have big, strong claws that they use for digging and a long pointy nose.

Habitat
Echidnas are found right throughout Australia, in a wide range of habitats and climates. They generally will shelter in rock **crevices** or hollow logs.

Diet
Echidnas almost only eat ants and **termites**, but also sometimes eat tiny beetles or even worms. They use their long thin sticky tongue to help them get the ants or termites out of their nests.

Conclusion
These small **mammals** are spiky, slow-moving and are sometimes referred to as the ant eater. Echidnas are one of the only living mammals that lay eggs, and are **native** to Australia. They can be found all over, in both rainforest regions and **arid** zones.

Introduction

Subheading
Fact 1

Subheading
Fact 2

Subheading
Fact 3

Conclusion

Activity 1: Using **one** of the information reports below (pages 7&8) on spiders and Shuan Tan-

- circle the introduction
- draw a box around each body paragraph/new topic
- highlight any subject specific vocabulary
- and, based on the information provided, write a conclusion for the report at the bottom of the page.

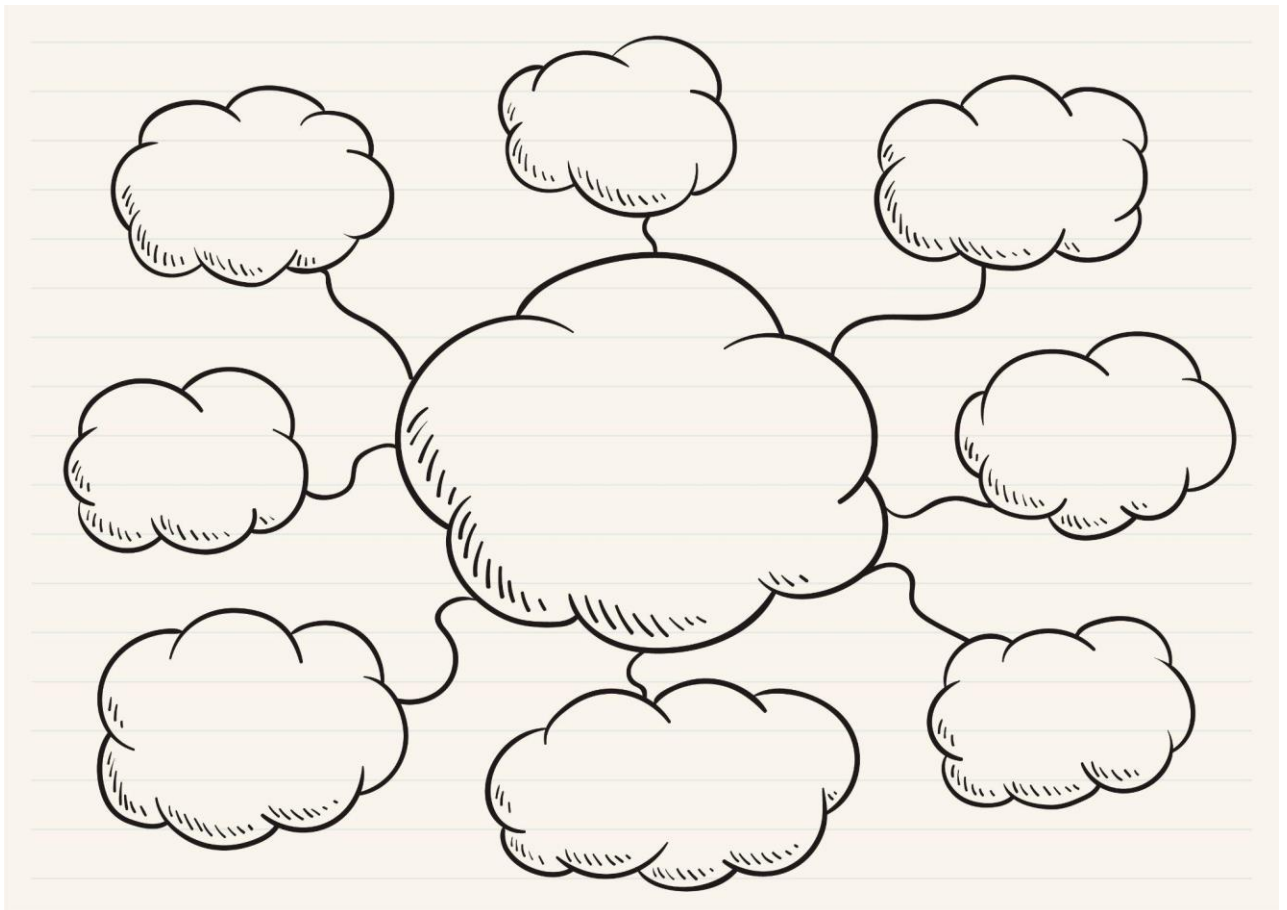
Activity 2: We want you to brainstorm ideas for your information report. On the mindmap below, write as many themes or ideas about Harry Potter that you can think of.



Ideas could include:

Characters, actors, author, quidditch, dragons, magic, wizards/witches, owls, castles etc.

Anything Harry Potter. You will be researching your chosen topic this week.



Maths

This class will be done together online at 10am Monday

Activity: Today, you will complete the General All post-test on Essential Assessment. This test is found in the Number and Algebra section.

Please note: We really want to know about your maths knowledge, not your parent's!

When you have finished the test, review your answers.

BQT

iTime Project

Keep going with your iTime project. Research, practise, create, whatever suits your project!

Remember you must do a written reflection in your iTime document **each day**.

Today you can follow this reflection:

Rose: Something that worked well for you

Bud: Something that you are looking forward to doing next

Thorn: Something that didn't work too well for you today



Shaun Tan

Shaun Tan grew up in Perth, Western Australia, but he currently lives in Melbourne, Victoria. He is an artist, writer and filmmaker. Shaun Tan won an Academy Award for the animated film, *The Lost Thing*.

Career

Shaun Tan studied fine arts, English literature and history. He was also interested in genetics, chemistry and physics, but decided to pursue his education in the humanities area. He graduated from the University of Western Australia in 1995 with a Bachelor of Arts. Shaun Tan's first published illustration was in 1990, in an Australian magazine.

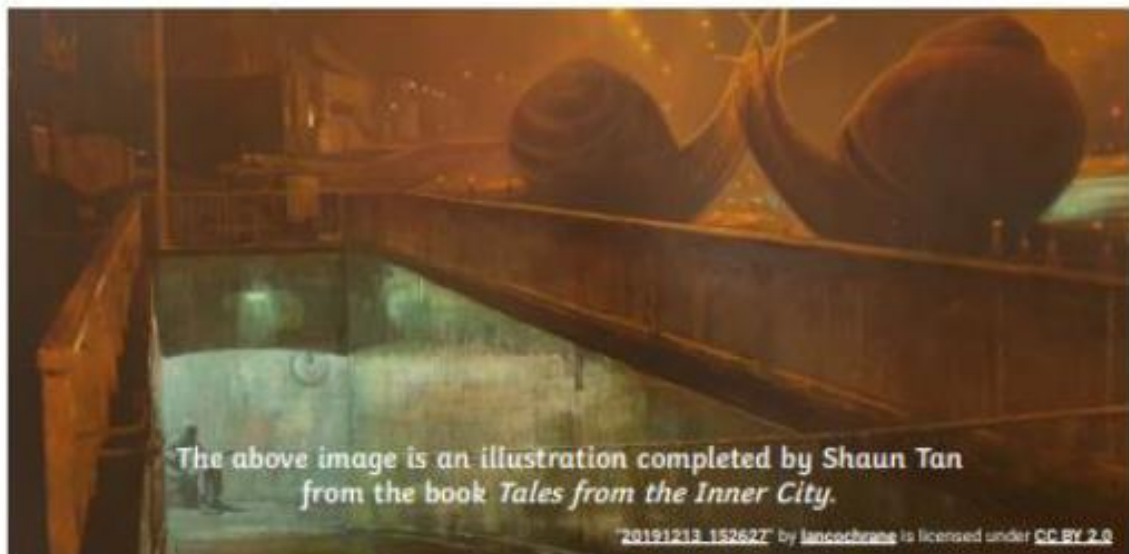


Illustrations

As an artist, Shaun Tan uses a variety of mediums, such as inks, charcoal, photocopies, pens, acrylics and linocuts. He used to work predominantly in black and white and still does, but sometimes the final product contains colour. His process starts in black and white on paper and then he repeats the drawing numerous times, making changes as he works. The final product might contain colour or elements of the collage technique.

Awards

Shaun Tan is influenced by a range of art and artists. He has illustrated ten books, and written and illustrated 11. He has won over 45 various awards and prizes throughout his career. His illustrations and various artworks are enjoyed by people all over the world.



The above image is an illustration completed by Shaun Tan from the book *Tales from the Inner City*.

"20191213_152627" by Jancorbrone is licensed under [CC BY 2.0](#)

"Shaun Tan" by [Cat Spary](#) is licensed under [CC BY 2.0](#)



Spiders

Spiders belong to the arachnid family because they have an exoskeleton. Spiders are invertebrates and are very fascinating creatures to study.

Spiders live all over the world. They do not live in cold regions. They are most likely to be found in dark and dry places including grasslands so they don't get washed away in the winter. Some spiders are even known to live in rubbish bins. Trap door spiders live in burrows, and many other spiders can be found living between the bricks in people's homes or even between wood piles in backyards.

Spiders come in many different and unique shapes and sizes. The largest spider is the tarantula. These spiders can grow up to 12cm long. The smallest is the money spider, which only grows to 1cm in size.

All spiders have two body parts consisting of a head and abdomen, and eight legs. Spiders are known to have a tough, hard outer covering called an exoskeleton. Their bodies are often hairy and they are able to cleverly camouflage their body from predators.



A background illustration at the bottom of the page showing a tree trunk on the left and green grass on the right. A large, dark spider is partially visible on the tree trunk.

Reading

Harry Potter and the Philosopher's Stone by J.K. Rowling

Chapter 2: The Vanishing Glass



Activity 1: *Read chapter two.* If you have already read the book, you must read this chapter again. If you would prefer to listen to it here is the link:

<https://hpaudiobooks.club/philosopher-stone-stephen-fry/>

It's a good idea to have your book open and read along with the audio.

Activity 2: Answer the following questions, making sure you use evidence from the text. Please use the online google doc your teacher has created for you called 'Harry Potter Chapters 1-3' in Google Classroom.

1. How did the Dursleys treat Harry?
2. What was the only thing Harry liked about his appearance?
3. What is Dudley like? Describe his character.
4. What happened in the reptile house when Harry was looking at the snake?



Writing

Information Report

Researching: Today you will be planning and researching for your information report. Using your brainstorm from yesterday, choose a topic to write about. Using the template on page 12, write your chosen topic in the centre. You will use your research skills to find information and take notes in each of the four boxes.

You will organise the information you would like to include by deciding on the main key areas you think the reader will find interesting. Add a sub-heading for each of these to your plan.

For example: Topic - Quidditch

Key ideas could include - origin, how to play, rules, teams, games etc.

Here are a few sites that will help with your research:

[Kiddle - visual search engine for kids](#)

[Wizarding World: The Official Home of Harry Potter](#)



Maths

Warm Up:

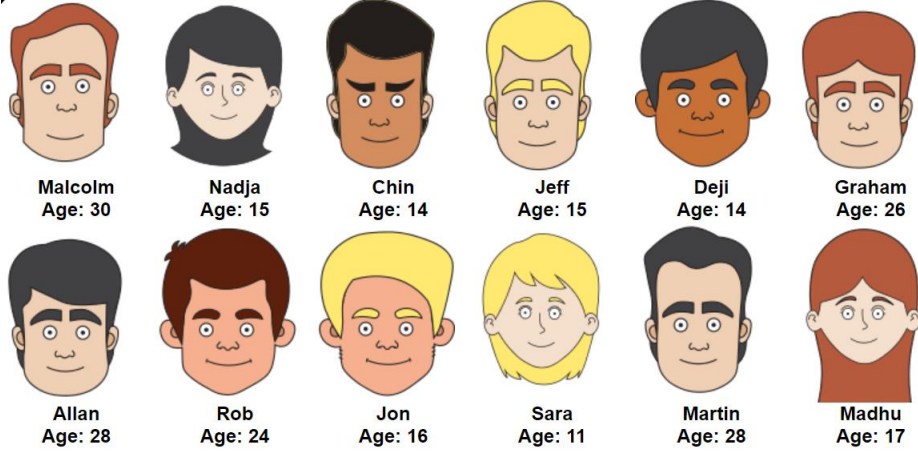
Triplets- Find as many sets of 3 numbers as possible which add up to 38.

Example: $7 + 10 + 21 = 38$. This is one possible answer.

22	15	9	24
38	6	9	14
21	19	7	10
8	20	23	25

Activity- This week we will focus on the four operations (+, -, x, ÷). Complete a level that challenges you or try all of the levels.

Level 1



Who is in each team? Choose people from this picture to make up the different teams. A person can be in more than 1 team!

- The total age of those on the maths quiz team is 39.
- The total age of all the people on the athletics team is 47.
- The total age of all the people on the swimming team is 95.

Level 2

You need to help Agent 009 to break the secret code and save the day. You will need to work out the answer to each calculation. The answer will relate to a letter. Once they have completed all of the calculations, the letters will reveal the word that is needed to break the code. Good Luck!

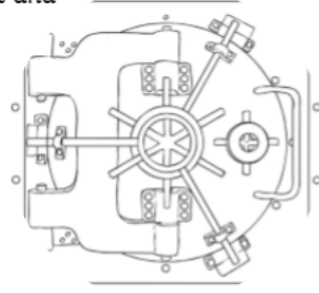
A	B	C	D	E	F	G	H	I	J	K	L	M
32	40	33	55	71	70	60	107	58	105	200	241	366
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
371	108	237	225	238	260	191	59	203	135	261	57	84

- | | | | |
|-----------------|----------------------|------------------|----------------------|
| 1. $78 - 45 =$ | <input type="text"/> | 6. $150 - 79 =$ | <input type="text"/> |
| 2. $156 - 48 =$ | <input type="text"/> | 7. $354 - 93 =$ | <input type="text"/> |
| 3. $453 - 87 =$ | <input type="text"/> | 8. $122 - 64 =$ | <input type="text"/> |
| 4. $276 - 39 =$ | <input type="text"/> | 9. $274 - 83 =$ | <input type="text"/> |
| 5. $305 - 64 =$ | <input type="text"/> | 10. $143 - 86 =$ | <input type="text"/> |

Level 3-

Secret Agent 1Q, you need to work out the code to access the vault and gather the secret document before anyone else does!

To gain a digit of the code, you must answer the four missing number sentences and then use the missing numbers to answer the corresponding question. Once all the corresponding questions have been answered, you will have the three-digit code to unlock the vault.



Vault Code: ○ ○ ○

$1949 + \underline{\quad\quad\quad} + 3952 = 15\,226$ $\underline{\quad\quad\quad} \div 23 = 875$ $75 \times \underline{\quad\quad\quad} = 4050$ $68\,431 - \underline{\quad\quad\quad} = 40\,786$	<p>Vault Question:</p> <p>Add the missing numbers. What is the digit in the ten thousands place?</p> <p>_____</p>
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$\underline{\quad\quad\quad} \times 25 = 6875$ $7704 \div \underline{\quad\quad\quad} = 1284$ $\underline{\quad\quad\quad} - 36\,664 = 28\,977$ $2900 \div \underline{\quad\quad\quad} = 145$	<p>Vault Question:</p> <p>Which missing number is a multiple of three?</p> <p>_____</p>
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$970\,254 + \underline{\quad\quad\quad} = 1\,504\,812$ $\underline{\quad\quad\quad} - 684\,325 = 272\,230$ $120\,675 \div \underline{\quad\quad\quad} = 4827$ $1548 \times \underline{\quad\quad\quad} = 13\,932$	<p>Vault Question:</p> <p>Which missing number is less than 24?</p> <p>_____</p>
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Optional Extension Activities: Click on the 'Maths Challenge Week 3 Four operations' folder in 'Term 4 Maths Challenges' for some extension math activities.

BQT

iTime Project

Keep going with your iTime project. Research, practise, create, whatever suits your project!

Remember you must do a written reflection in your iTime document each day. Today you can follow this reflection:

Rose: Something that worked well for you

Bud: Something that you are looking forward to doing next

Thorn: Something that didn't work too well for you today



Fact <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Fact <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Topic <hr/> <hr/> <hr/> <hr/>	
Fact <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Fact <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Day 3 - Wednesday

<p>Reading</p> <p style="font-size: 2em; color: blue; text-decoration: underline;">Link</p>	<p>Harry Potter and the Philosopher's Stone by J.K. Rowling</p> <p><u>Chapter 3: The Letters from No One</u></p> <p>Activity 1: <i>Read chapter three.</i> If you have already read the book, you must <u>read this chapter again</u>. If you would prefer to listen to it here is the link:</p> <p>https://hpaudiobooks.club/philosopher-stone-stephen-fry/</p> <p>You might like to try having your book open and reading along.</p> <p>Activity 2: Answer the following questions, making sure you use evidence from the text. Please use the online google doc your teacher has created for you called 'Harry Potter Chapters 1-3' in Google Classroom.</p> <ol style="list-style-type: none"> 1. Why didn't the Dursleys want Harry to read the letters that were coming to him? 	
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2. What happened to the letters when Mr Dursley tried to board up the cracks in the house?
3. Where did Mr Dursley take Harry and his family to get away from the letters?
4. After everybody went to bed, what was Harry counting down to?



Writing

Information report

Now it's time to plan what you will write in each section and continue researching to find information for your report.

Some things to remember:

- when researching, summarise the information you have found while taking notes
- to include key facts about each subheading; note that you don't need to write in full sentences at this stage, more detail and description can be added when you write your draft
- you will need to put the information you have found into your own words
- to check through your plan and add any important words or technical vocabulary to each section which you think the reader will find interesting

Maths

Warm Up: I am thinking of a number greater than 200 but less than 350.

The digit in the tens column is $24 \div 12$.

The digit in the ones column is odd.

If you were to add the 3 digits of the number it would equal 12.

What is the number I am thinking of?



Activity- Level 1-

Fill in this magic square using the numbers 1 to 9 so that every row and column adds up to 15.

You can only use each number once.

James gives an example here-<https://www.loom.com/share/dd91024b6ab84961a7ba7a4ac0fa79e1>

Level 2- Worded Problems- Multiplication/ division

1. Sarah gets \$4 pocket money everyday if she does her chores. How much pocket money would she get in a week?
2. Mary downloaded the same number of apps for her phone each week. She downloaded 54 apps over a period of 9 weeks. How many apps did she download each week?
3. Joe plants 5 bushes in his garden. Each bush blooms 6 flowers. How many flowers are there in total?
4. My teacher decided to reward us with a pizza party at the end of the week. There are 21 people in my class, and each person is allowed 2 pieces of pizza. A pizza has 7 slices. How many pizzas does the teacher need to buy?
5. It takes 24 minutes for Jessica to ride her bike to school. On the way, she stops at regular intervals to retie her shoelaces. She stops 4 times on her trip. How many minutes were between each stop?

Level 3- BIDMAS

For this activity, you will need to know BIDMAS or BODMAS (brackets, indices, division, multiplication, addition, subtraction). Watch this rap video first- <https://www.youtube.com/watch?v=gaPeXYDHuUs> and then to James- <https://www.loom.com/share/6f818ca9fd6d4da69b1e23a1220de01c>

Target 65

Use the digits 1-9 to make number sentences in each row equal 65. You can use the digits more than once. In the highlighted boxes, you need to add an operation symbol (+, -, x, ÷)

				=	65
				=	65
				=	65

Optional Extension Activities: Click on the 'Maths Challenge Week 3 Four operations' folder in 'Term 4 Maths Challenges' for some extension math activities.

BQT**iTime Project**

Keep going with your iTime project. Research, practise, create, whatever suits your project!

Remember you must do a written reflection in your iTime document each day. Today you must reflect on the **Learner Asset** you are focusing on. Please copy and paste this table into your iTime doc (or just type up the questions in your doc) and then fill it out/answer the questions. There is an example answer written in red. You can delete this before you copy and paste the table.

What Learner Asset am I focusing on?	<i>My focus is on being a better researcher</i>
How have I practised this skill so far?	<i>I have had to look up information on the internet every day to help me learn more about my project topic.</i>
What have I found hard about using this Learning Asset?	<i>Sometimes there are so many websites to choose from, I don't know where to start.</i>
What have I done to get better at using this Learning Asset?	<i>I have started to skim articles to see if they might contain some information that I need - so I quickly check the headings, images, captions, first and last paragraph before making my mind up.</i>

Day 4 - Thursday - Specialist Day

Art	<p>Week 3 Art – Louise Nevelson</p> <p>To access the Art program on google slides click on the link below.</p> <p>This week is about Louise Nevelson</p> <p>The link will also be available on the 3/4 Art 2021 Google Classroom – access code is 2fjbmdn</p> <p>Art Online with Laura - Thursday 9:30am - 10:15am</p> <p>Have scissors, glue, and found objects or recycle cardboard packaging ready when you log on.</p> <p>Laura Russell's Personal Room https://eduvic.webex.com/meet/russell.laura.s Access code: 574 076 333</p>
Music Drama	<p>Drama for classes ¾ JM, ¾ AD and ¾ CM</p> <p>Here is the link for Grade 3/4 Drama Week Term 4. I look forward to seeing you for online Drama with Michelle at 10.30- 11.15</p> <p>Here is the link https://eduvic.webex.com/meet/sullivan.michelle.p Access code: 570 741 729</p> <p>Music for classes 3/4TC, TH, RW</p> <p>This week we will be meeting on Webex for our lesson on Thursday at 10.30pm. I can't wait to see you all. Here is my link: https://eduvic.webex.com/meet/tracey.james (Meeting number 1658154642)</p> <p>The link will also be posted in our Google Classroom, use the Google Classroom code bvk3sk7 to access.</p> <p>Don't forget that Instrumental Music lessons are still happening and there is an Instrumental Music Google Classroom for lesson and band resources. Instrumental Music Google Classroom code u6mhm5q</p>
PE	<p>Welcome to another week of doing PE at home. I hope you are having a wonderful week so far.</p> <p>Our live lesson this week is going to take place on Thursday at 12.45pm. I look forward to seeing you all at that time.</p> <p>You should be able to get into the lesson by clicking on the following link: https://eduvic.webex.com/meet/antoniadis.terry.e Access code: 578 820 891</p> <p>I have also included a program below for the students who are not available to log into the live lesson.</p> <p>Opening/Warm-up – Let's get moving and warmed up by completing the short workout found in the next link. FROZEN - ELSA'S WORKOUT (8mins 32secs) #GETKIDSMOVIING - YouTube</p> <p>Dodging – The next two videos run for approximately two minutes each. They show what dodging is and how to use your body correctly to dodge properly and safely. Watch both videos carefully. https://www.youtube.com/watch?v=ies4MpIXfHA https://www.youtube.com/watch?v=XWPWjNX_hQw</p> <p>In the final video, there are five speed and agility training drills for you to work through. Speed and agility are important when we are working on our dodging. All you need is a little space and 6 markers. Complete each drill 4-5 times. https://www.youtube.com/watch?v=3ew2m3m5f0M</p>

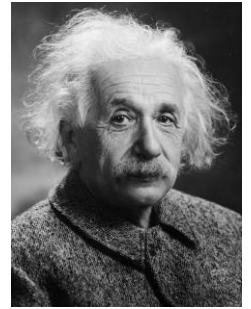
LOTE	<p>Click on the link for this week's Indonesian lesson. https://docs.google.com/presentation/d/1uq3bMQbrhUDaDZkQ1k2ji9x_eYfajZA89FDcjwsGavc/edit?usp=sharing</p> <p>This lesson is also on Google Classroom. Class code: olo5thl</p> <p>I will be teaching this lesson live on Thursday from 9.30 - 10.15am</p> <p>Click on the link below to access the live lesson https://eduvic.webex.com/meet/benito.ricci</p> <p>Access code: 165 550 3683</p> <p>Please print the worksheet ready for the lesson. It is in the lesson link and in your class planner.</p> <p>Pak Ben</p>
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Nama: _____ Kelas: _____ Tanggal: _____

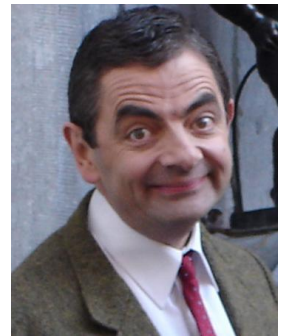
Write a sentence to describe each person. Use **dia** (he/she).

Eg. **Dia pendek, kurus dan lucu. (He is short, skinny and funny)**

Bagaimana dia?



Bagaimana dia?



Bagaimana dia?



Bagaimana dia?



Bagaimana dia?



Bagaimana dia?



Reading

Harry Potter and the Philosopher's Stone, by J.K. Rowling

Activity 1: Today is 'catch up' day. If you have not already read the first three chapters of the book, you need to make sure you have by the end of today. Click below to listen.

<https://hpaudiobooks.club/philosopher-stone-stephen-fry/>

Activity 2: Answer the following questions, making sure you use evidence from the text.

Please use the online google doc your teacher has created for you called Harry Potter Chapters 1-3 in Google Classroom.



- Using the descriptions of the Dursleys, draw a picture of Vernon, Petunia and Dudley. Label the specific descriptions that J.K Rowling uses.
- Imagine you had to live in a 'cupboard under the stairs' like Harry does! Design your room. Remember it is CUPBOARD so it is very, very small.
- Harry's scar is the shape of a lightning bolt. What would yours be and why? Draw a picture of it.



Writing

Information Report



Today you will begin to **draft** your information report. When you are happy with your plan, it's time to write the first draft of your report. This is where you will put all your research and notes, and write in complete sentences in your own words. You might like to use the template provided (page 20) to help structure your writing, or you can write it directly into your workbook.

Maths

Warm Up-

Take the year you were born
 Take away the number of the month you were born
 Now take away the date
 What number do you get?

Example:
If you were born 12.7.2005
 $2005 - 7 = 1998$
 $1998 - 12 = 1986$

Activity:

Level 1- Draw out a wavy line on your page. Along the line write out some times tables to practise. Below is an example of the 2 times tables.



Choose another number up to 10 to focus on.

See how many you can do in different colours.

Level 2- Use the Lattice Method to solve multiplication problems. Here is a refresher on the Lattice Method-<https://www.loom.com/share/Of75ed71a7a74044af7ce358b91b4b18>

Roll a die to find numbers to make a multiplication problem.

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
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Level 3- Four 4s

In this activity, you can only use:

- $(\times + \div -)$ - Brackets - Square root $\sqrt{\quad}$ - decimal points - square numbers = $3^2 = 3 \times 3 = 9$

The aim is to write equations that make the numbers 1 - 20 and fill in the table. Example, $4 \times 4 \div 4 - 1 = 3$

	=1		=11
	=2		=12
$4 \times 4 \div 4 - 1$	=3		=13
	=4		=14
	=5		=15
	=6		=16
	=7		=17
	=8		=18
	=9		=19
	=10		=20

Optional Extension Activities: Click on the 'Maths Challenge Week 3 Four operations' folder in 'Term 4 Maths Challenges' for some extension math activities.

STEM

Australian Virtual Astronaut (AVA) Challenge

Do you think you're isolated? Try being in space!

You are part of a team of astronauts creating a Family Home Outpost (FHO) on the Moon. How do you survive? How do you thrive? Solve the problems that astronauts face in this Australian Virtual Astronaut (AVA) Challenge.

The challenge will take place online **every Friday** from October 8 to November 12 at **9:30am**. Your teacher will post the Zoom links on Google Classroom.

Your mission outline:

Week 1 – Define & Identify the Challenge ✓

Week 2 – Brainstorm ✓

Week 3 – Design & Prototype

Week 4 – Evaluate

Week 5 – Iterate

Week 6 – Communicate



Title/Subject:



General Introduction

Introduce the subject

Who? What?
When? Where?

Paragraph 1

Write about different aspects in each paragraph

- Information
- Interesting facts
- Technical vocabulary
- Descriptions
- Present tense
- General nouns
- Third person
- Formal writing

If needed,
include diagrams,
maps or pictures
with captions
(on separate sheet)

Paragraph 2

Paragraph 3

Conclusion

Summarise

- Recap key facts
- Ask a question
- Give an opinion
- Refer reader to more information