

Week commencing Monday 27th April

	Monday	Tuesday	Wednesday	Thursday	Friday
English To access texts for reading please log onto EPIC. Our class code is dns0938	Today is a staff development day and you would not be engaged in classes ordinarily. If you want to do some school work I would suggest you log on to POBBLE 356 and complete a writing task and do some silent reading.	English – On the YouTube channel please complete the lessons ‘Willy the Wimp 1’ and ‘Willy the Wimp 2’. Log on to Spelling City and start week 1 assigned tasks. Chose a ‘Story time’ reading from our YouTube channel.	English- Willy the Wimp 3 from YouTube Spelling City Watch BTN at 10am on ABC 3. Your mum or dad can go to the BTN page and find some follow up activities.	English- Complete a writing task from Pobble 365. Spelling City Story time choice from YouTube channel.	English- Complete a writing task from Pobble 365. Spelling City Story time choice from YouTube channel.
Maths	Commence your living history assignment.	Mathletics Complete any booklets from term 1 that you haven’t completed.	Mathletics and a live number talk today.	<i>See Tuesday's activities.</i>	Mathletics and a live number talk today.
Other It is very important that you all work on your Living History assignment. I am really looking forward to seeing what you produce. If all English and maths is completed and you devote all your other learning time to the assignment, that is fantastic. We will upload some instructional videos and ideas to the YouTube Channel.		Note to parents 2 different multiple intelligence grids have been included in your home learning package. Children may choose one of them to work on at a time. Or if your child is working very hard on the Living History assignment they may not get to the grid at all. Please also remember there are plenty of things to do at home too. Sport, gardening, cooking, art and craft activities. I would hope all children would complete the activities outlines in English and Maths. I would also expect them to complete the ‘Living History’ project. Other than that, please continue to utilise many of the other web pages that have been recommended. I would also suggest this is a perfect time to ensure the children know all of their tables so they can complete our times table challenge when they return to school. It is also important that all children, by this age, can read for 30 minutes silently.			

Term 2 Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
English To access texts for reading please log onto EPIC. Our class code is dns0938	YouTube – Diary of a Wombat 1 Story time choice from YouTube Spelling City Handwriting worksheet	YouTube – Diary of a Wombat 1 Story time choice from YouTube BTN	Story time choice from YouTube Spelling City Handwriting worksheet	Story time choice from YouTube Spelling City Grammar worksheets	Story time choice from YouTube Spelling City Pobble 365 writing activity
Maths	Live number Talk today Mathletics	Maths problem solving sheet. These are the problems we would have been working on in class anyway. Can you solve the problems using more than one strategy? What was your most efficient strategy? Explain it to someone else.	Live number Talk today Mathletics	Do you have a pack of cards in the house and you can play some of the games we have played in class? I have also included some other ideas on an attached page. If you don't have a pack of cards, maybe you could make the numbers 0-9 and use them for games.	Live number Talk today Mathletics
It is very important that you all work on your Living History assignment. I am really looking forward to seeing what you produce. If all English and maths is completed and you devote all your other learning time to the assignment, that is fantastic. We will upload some instructional videos and ideas to the YouTube Channel.	<p>Note to parents 2 different multiple intelligence grids have been included in your home learning package. Children may choose one of them to work on at a time. Or if your child is working very hard on the Living History assignment they may not get to the grid at all.</p> <p>Please also remember there are plenty of things to do at home too. Sport, gardening, cooking, art and craft activities.</p> <p>I would hope all children would complete the activities outlines in English and Maths. I would also expect them to complete the 'Living History' project.</p> <p>Other than that, please continue to utilise many of the other web pages that have been recommended.</p> <p>I would also suggest this is a perfect time to ensure the children know all of their tables so they can complete our times table challenge when they return to school. It is also important that all children, by this age, can read for 30 minutes silently.</p>				

Activities

Let's check out these number series.

Remember, we are looking for the changes and how they change.

1. 30, 25, 20, _____, _____, _____, _____.

a) These numbers are all _____.

b) How are the changes taking place? Circle your answer:

increasing by 5s or decreasing by 5s

c) Complete the next 4 elements _____, _____, _____, _____.

d) Check your answers. (i) Are they increasing / decreasing?

(ii) Are they in 5s? or Are they not in 5s?

2. 22, 24, 26, 28, _____, _____, _____, _____, _____.

a) These are odd / even numbers.

b) Is the series increasing / decreasing?

c) Go back and fill in the blank spaces.

d) Check your answers to make sure that you have increasing / decreasing odd / even numbers written down.

3. 99, 88, 77, 66, _____, _____, _____, _____.

a) Describe these numbers. _____

b) Is the series increasing / decreasing.

c) Add 4 more elements to the series above.

d) Don't forget to check your answers.

4. Create a series of increasing odd numbers beginning with 5.

a) Start with 5. b) The next odd number after 5 is _____.

c) _____ is the next odd number after 7.

d) After 9, the next odd number is _____.

e) Write your series here _____

f) Are all of your numbers odd? Yes / No g) Are the numbers increasing? Yes / No

h) Your series is correct / incorrect. i) Continue your series until you reach 21.

Practice page: p b r j

Pattern

pppppppppp
rrrrrrrrrr
jjjjjjjjjj
BBBBBBBB
RRRRRRRR

Letters

p b r j
P B R J

Words

apple
banana
orange
pear

peach
plum
raspberry
strawberry

tomato
vanilla
watermelon
yogurt

pepperoni
peanut butter
pasta
rice
strawberry
vanilla
yogurt

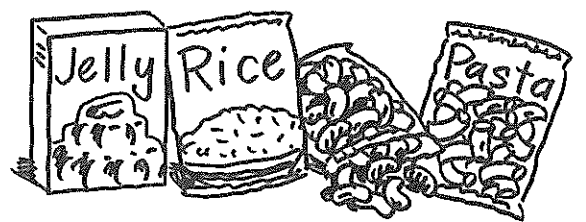
apple
banana
orange
pear

Sentence

Please buy jelly, brown rice,

jelly beans and pasta at the

supermarket.



Numbers

37

41

Practice page: m n h k

Pattern

Letters

m

n

h

k

M

N

H

K

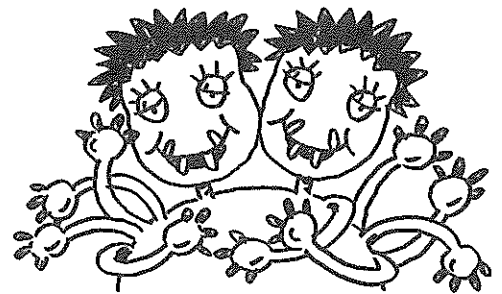
Words

Sentence

itty the i d o ster ad

i e an s a d two

ag ifice t eads.



Numerals

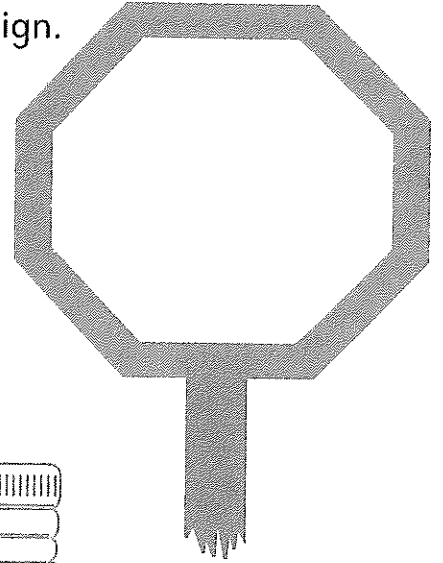
38

90

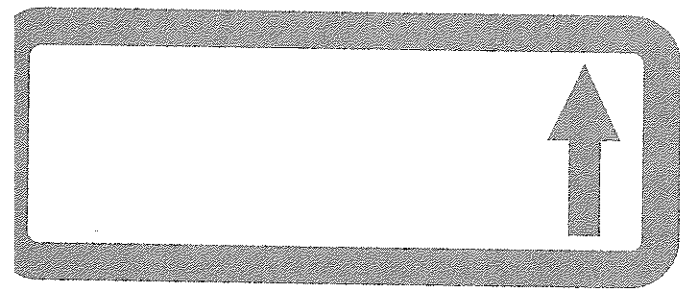
Practice page: UPPER-CASE LETTERS

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

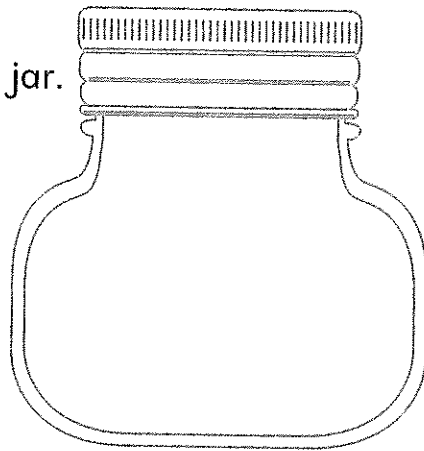
Write STOP on the stop sign.



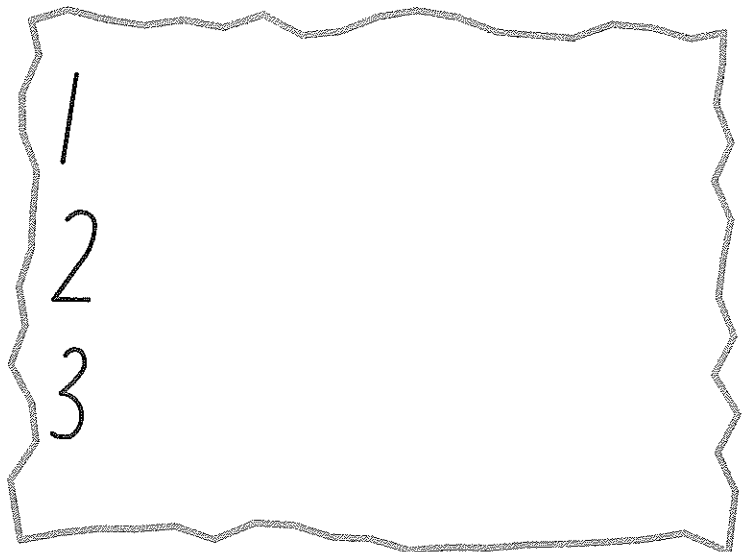
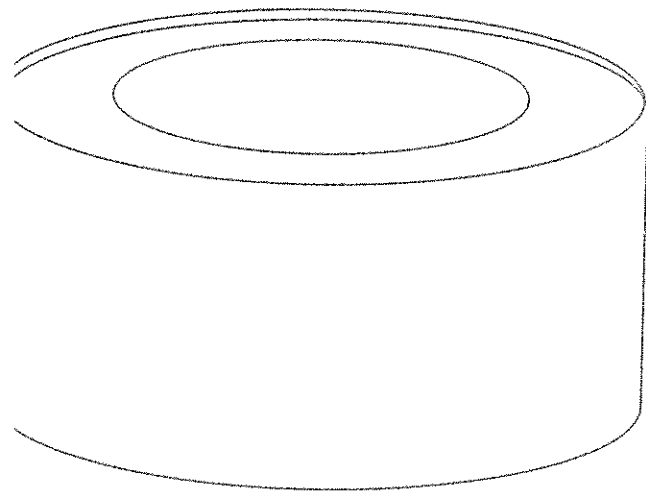
Write CITY on the freeway sign.



Write JAM on the jam jar.



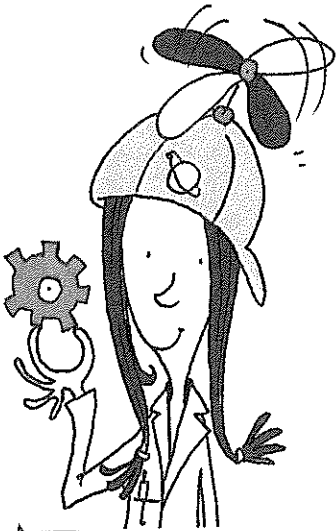
Write SPAGHETTI on the tin.





List three friends' first names.


Remember to start each name with a capital letter.

This letter is a response text. It uses personal pronouns to make the writing easier to follow.



Dear Nana and Pop,  

I can't wait until the next school holidays so I can visit you. Dad says we can come in two weeks. I am really excited.

Are you excited about seeing us? 

Yesterday, Dad told me that archaeologists have discovered cave art in Australia that was painted 170 000 years ago. I think that is incredible. Do you think that is amazing?

That means that the Aboriginal people discovered Australia way, way earlier

than most people had thought. I miss you!

See you soon.

I LOVE YOU, Hannah



Rule!

Personal pronouns replace nouns for people and things.

Some personal pronouns refer to the writer or speaker of a text.

I me we us

Some personal pronouns refer to the readers or listeners.

you



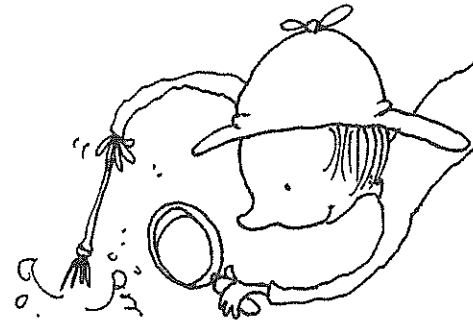
1 Read *Dear Nana and Pop*. Circle the personal pronouns.

2 Use each personal pronoun in a sentence.

I me we us you

★ Rule!

A sentence is a group of words that makes sense on its own. A sentence must have at least one verb. Sentences start with a capital letter. They end with a full stop, a question mark or an exclamation mark.



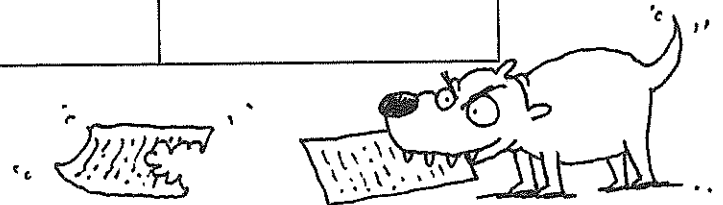
3 Tick a column to show whether each group of words is a sentence. Hint! Does it make sense? Does it have a verb?

Then add a punctuation mark to the end of each group of words that is a sentence.

	Sentence	Not a sentence
The finish it hungry dog		
The dog ate my homework		
Nan and Pop		
Dad told me which		
Can Mum cook pancakes		



4 Write a sentence to answer each question.
How old are you?



Who lives with you?

What is your favourite food?

5 Underline three thinking and feeling verbs in *Dear Nana and Pop*.

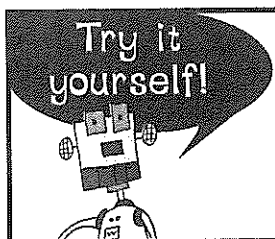
6 Circle the thinking and feeling verbs.

I like cookies.

I hope I can visit you.

I love banana smoothies.

I think I can jump that high.



Write a letter to a friend or relative. Tell them about something that you are excited about. Use thinking and feeling verbs and personal pronouns. Make sure your sentences make sense.

Term 2 Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
English To access texts for reading please log onto EPIC. Our class code is dns0938	<p>YouTube – The True Story of Snow White Lesson 1</p> <p>Story time choice from YouTube</p> <p>Spelling City</p> <p>Handwriting worksheet</p>	<p>YouTube – The True Story of Snow White Lesson 2</p> <p>Story time choice from YouTube</p> <p>BTN 10am ABC 3</p>	<p>Story time choice from YouTube</p> <p>Spelling City</p> <p>Handwriting worksheet</p>	<p>YouTube – The True Story of Snow White Lesson 3</p> <p>Spelling City</p> <p>Grammar worksheets</p>	<p>Story time choice from YouTube</p> <p>Spelling City</p> <p>Pobble 365 writing activity</p>
Maths	<p>Live number Talk today</p> <p>Mathletics</p>	<p>Maths problem solving sheet.</p> <p>These are the problems we would have been working on in class anyway. Can you solve the problems using more than one strategy? What was your most efficient strategy? Explain it to someone else.</p>	<p>Live number Talk today</p> <p>Mathletics</p>	<p>Do you have a pack of cards in the house and you can play some of the games we have played in class? I have also included some other ideas on an attached page. If you don't have a pack of cards, maybe you could make the numbers 0-9 and use them for games.</p>	<p>Live number Talk today</p> <p>Mathletics</p>
<p>It is very important that you all work on your Living History assignment. I am really looking forward to seeing what you produce. If all English and maths is completed and you devote all your other learning time to the assignment, that is fantastic. We will upload some instructional videos and ideas to the YouTube Channel.</p>	<p>Note to parents</p> <p>2 different multiple intelligence grids have been included in your home learning package. Children may choose one of them to work on at a time. Or if your child is working very hard on the Living History assignment they may not get to the grid at all.</p> <p>Please also remember there are plenty of things to do at home too. Sport, gardening, cooking, art and craft activities.</p> <p>I would hope all children would complete the activities outlines in English and Maths. I would also expect them to complete the 'Living History' project.</p> <p>Other than that, please continue to utilise many of the other web pages that have been recommended.</p> <p>I would also suggest this is a perfect time to ensure the children know all of their tables so they can complete our times table challenge when they return to school. It is also important that all children, by this age, can read for 30 minutes silently.</p>				

Creating a Table

A table is a much clearer way of representing information than a great number of words.

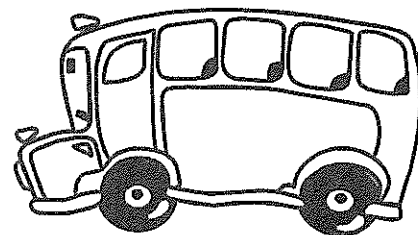
Buses leave our stop on the hour every hour between 9 a.m. and 5 p.m. every Monday. On Tuesday, our hourly service starts at 10 a.m. and the last bus is at 4 p.m. Wednesday is the same as Tuesday. On Thursday, the buses start at 9 a.m. and end at 8 p.m. Friday start time is 10 a.m. and the last bus is at 7 p.m. On Saturdays and Sundays the first bus is at 10 a.m. and then every two hours till 6 p.m.

	9 a.m	10 a.m.	11 a.m.	noon								
Monday	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Tuesday												

- ★ Finish entering the days of the week in the first column.
- ★ Times are written across the top row. Complete this row.
- ★ The ticks for Monday indicate the times buses leave. Check they are correct.

If a space is not ticked it means that no bus leaves.

- ★ Enter the information for Tuesday.
- ★ Carefully read the information for the times of the other days.
Enter the information one day at a time.



- ★ Check your work to make sure your table agrees with the information given.

I'm sure you'll agree a table is much easier to understand than a paragraph of words.



Practice page: *i t l x z*

Pattern

.....

Letters

<i>i</i>	<i>t</i>	<i>l</i>	<i>x</i>	<i>z</i>
<i>I</i>	<i>T</i>	<i>L</i>	<i>X</i>	<i>Z</i>

Words

.....

.....

.....

.....

.....

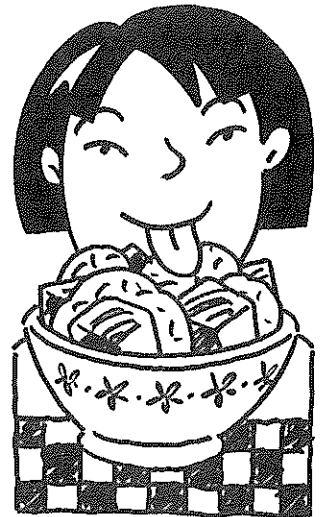
.....

.....

.....

.....

Sentence

*ara ked o ck**ce-cream and je y.*

Numerals

*17**45*

practice page: u v w y

pattern

letters

u v w y
U V W Y

words

sentence

under the umbrella

ombat bought a new

umbrella.



numbers

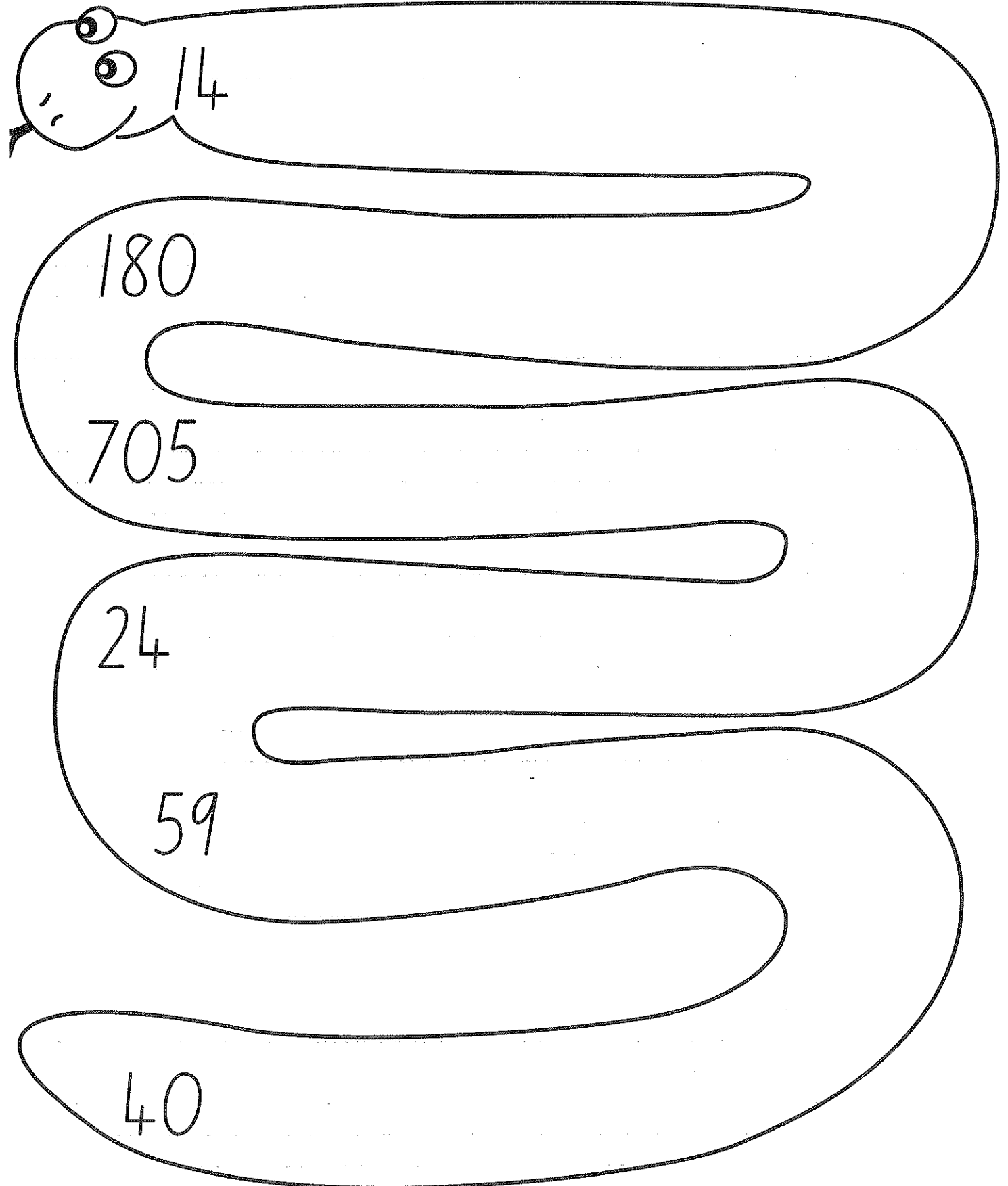
61

87

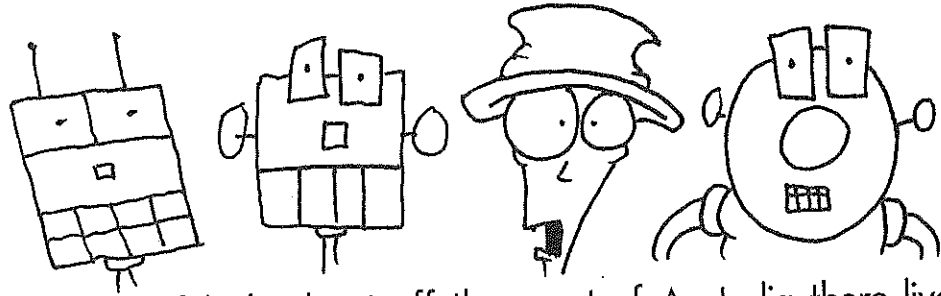
Practice page: numerals and words

Write the numerals and the words.
These will help you!

one hundred and eighty twenty-four
seven hundred and five
fourteen fifty-nine forty



The Case of the Missing Robots



On a peaceful island just off the coast of Australia there lived a clever inventor. The inventor made robots. The inventor had lived on the island by himself for many years.

He had nobody to talk to, apart from the robots, but he liked it that way. A fast boat arrived each month to collect the finished robots and sell them in Australia.

One day there was a huge explosion outside the robot factory. The inventor went inside to check on his robots but he couldn't find a single one. They had completely disappeared.

This is the beginning of a narrative. It uses noun groups with adjectives to describe the characters and set the scene.



Some personal pronouns are used to refer to people being spoken about.

she he him her they them

The personal pronouns *it*, *they* and *them* can refer to animals, things or places.

1 Read *The Case of the Missing Robots*. Circle the personal pronouns.

What noun does *he* refer to? _____

What noun do *they* and *them* refer to? _____

2 Complete each sentence using a personal pronoun from the box.

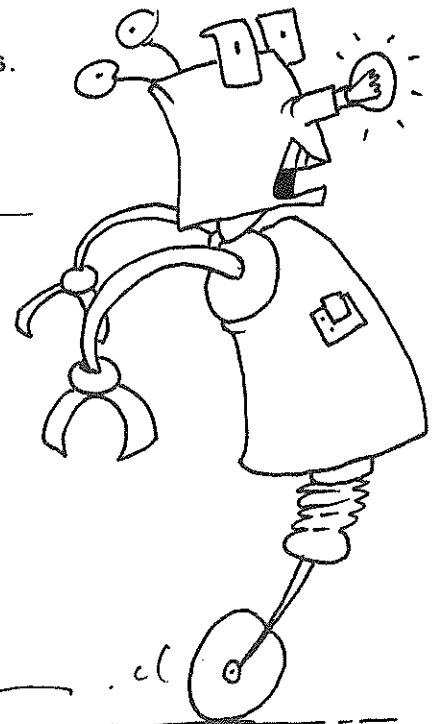
he she they them

_____ went to find his robots.

He couldn't find _____.

_____ were missing.

_____ is a female chimpanzee.



3 Complete each sentence. Use the personal pronouns from the box.

it it it he them they

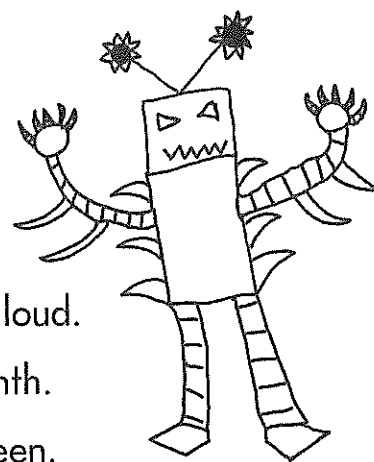
The island is off the coast. _____ is a beautiful place.

The inventor likes robots. _____ invents _____.

The explosion was outside the factory. _____ was very loud.

A fast boat collects the robots. _____ arrives each month.

The robots had vanished. _____ were nowhere to be seen.



Rule!

A **noun group** is a group of words with a noun. The other words in the noun group tell more about the noun.

the clever inventor

Adjectives are words in a noun group that describe the noun.

the clever inventor

4 Underline four **adjectives** in *The Case of the Missing Robots*.

5 Form **noun groups**. Add a noun from *The Case of the Missing Robots* to each adjective.

clever _____

peaceful _____

huge _____

fast _____

6 Draw lines to link each **adjective** to a **noun**.

happy

ghost

angry

pirate

scary

smile

ferocious

voice

whiny

frown

7 Write an **adjective** to describe each **noun**.

_____ cat

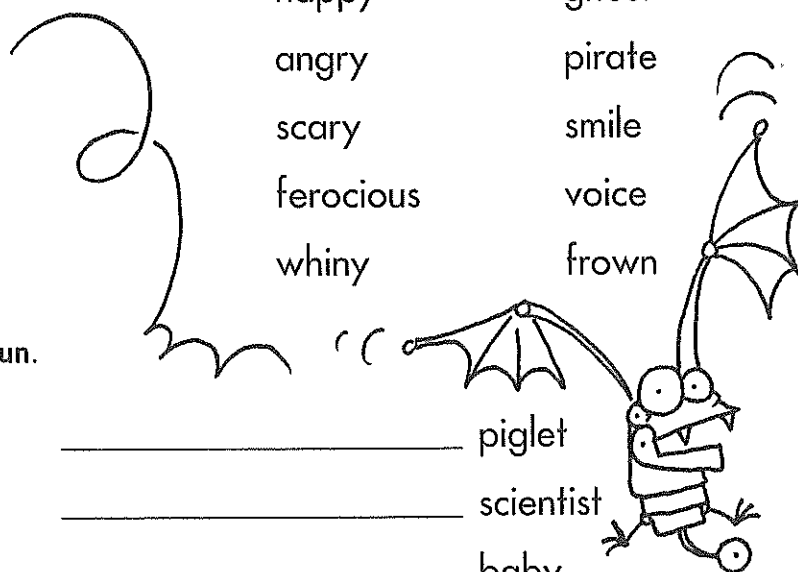
_____ gorilla

_____ boat

_____ piglet

_____ scientist

_____ baby



Try it yourself!

Finish the narrative *The Case of the Missing Robots*. Why had the robots disappeared? Use **pronouns** to refer to the robots. Use **adjectives** to describe people, places and things.

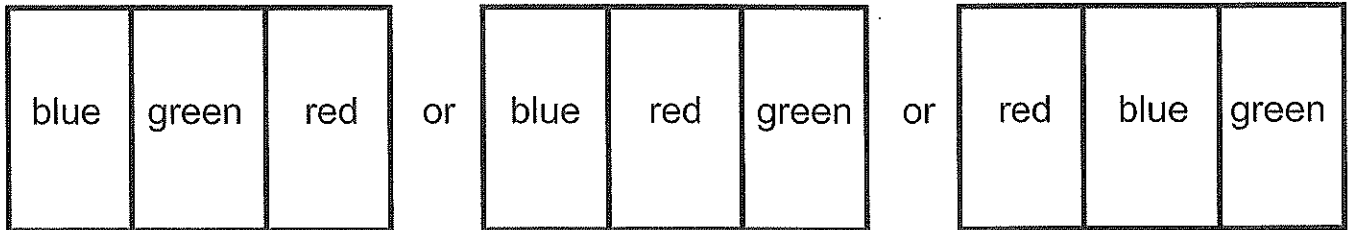
Term 2 Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
English To access texts for reading please log onto EPIC. Our class code is dns0938	Piggy Book Lesson 1 YouTube Story time choice from YouTube Spelling City Handwriting worksheet	Piggy Book Lesson 2 YouTube Story time choice from YouTube BTN	Story time choice from YouTube Spelling City Handwriting worksheet	Piggy Book Lesson 3 YouTube Story time choice from YouTube Spelling City Grammar worksheets	Story time choice from YouTube Spelling City Pobble 365 writing activity
Maths	Live number Talk today Mathletics	Maths problem solving sheet. These are the problems we would have been working on in class anyway. Can you solve the problems using more than one strategy? What was your most efficient strategy? Explain it to someone else.	Live number Talk today Mathletics	Do you have a pack of cards in the house and you can play some of the games we have played in class? I have also included some other ideas on an attached page. If you don't have a pack of cards, maybe you could make the numbers 0-9 and use them for games.	Live number Talk today Mathletics
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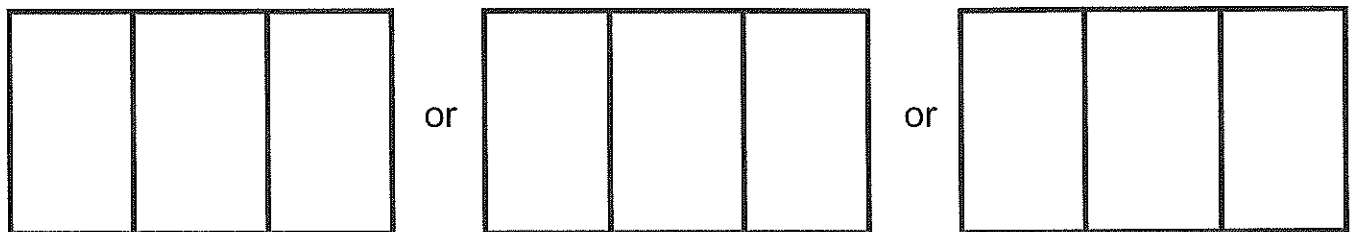
Drawing a Picture

By drawing a picture, a problem can often be more easily seen. We will use pictures/drawings to help solve these.

- Design a new flag for the country of PROBLEMBA. It is to be 3 vertical, coloured stripes. The national colours of this country are blue, green and red. You could have:



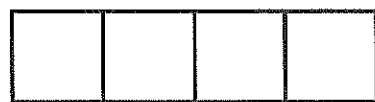
Colour in the next three in different orders.



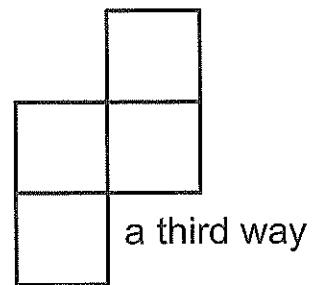
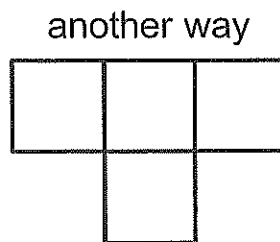
As you can see, it's pretty hard to imagine 6 different flags in your mind, but as drawings, it's easy to see.

- I have 4 squares. How many different shapes can I make with them? Each square must have one side touching another - not just the corners touching.

Let's start some drawings.



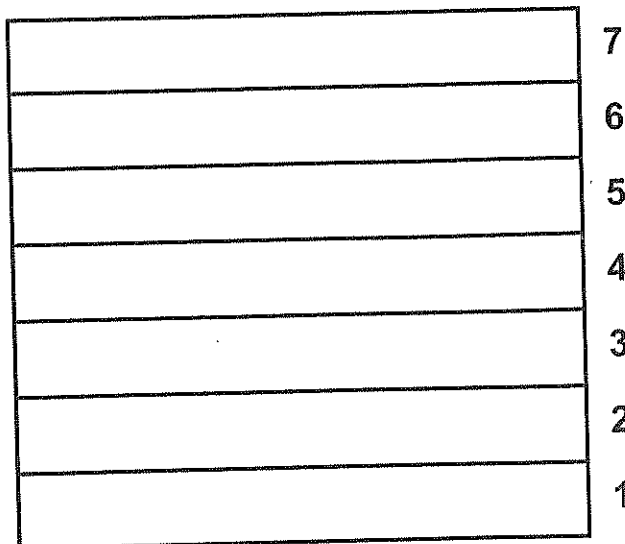
one way



Add your drawings here. Be careful that your drawing is not the same as any other one if it is turned around!

Activities

1. In the library, there is a bookcase with 7 shelves. The bottom shelf has 16 books on it. There are 3 less on the second, 4 more on the third and one more on the fifth. The same number of books as the third shelf are on the sixth shelf, half a dozen on the top shelf and none on the fourth shelf.

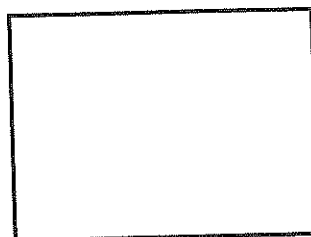
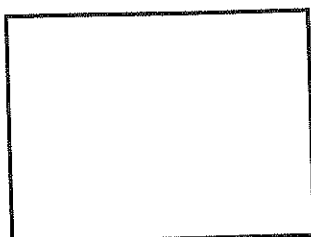
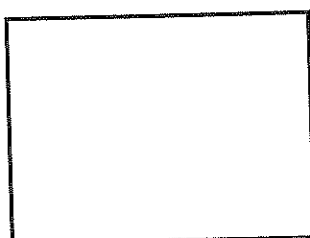
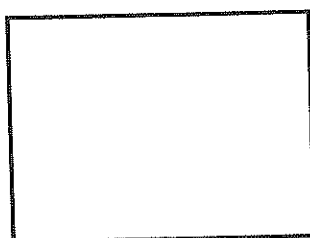
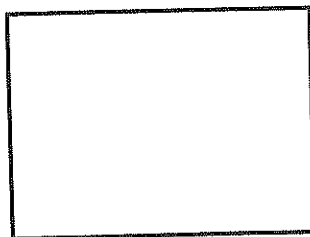
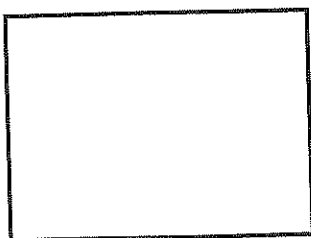
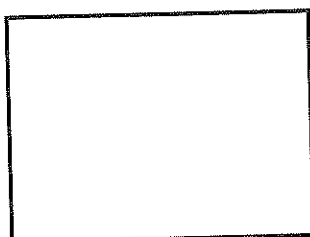
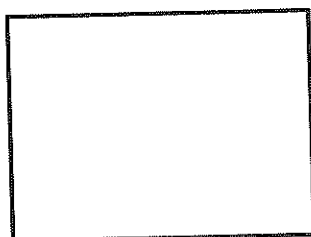
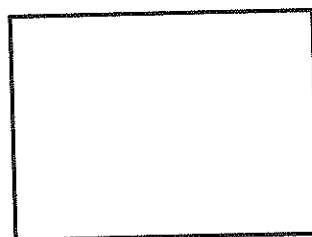
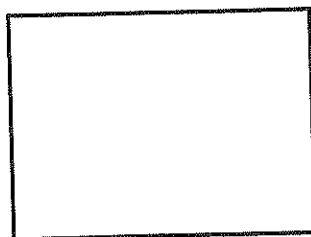
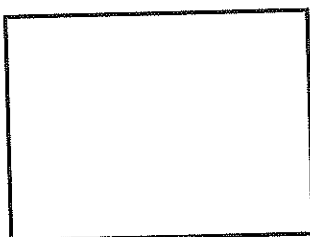


Draw the books on the correct shelves then answer the questions.

- a) Most books were on the bottom shelf. True / False
- b) The least books are on the top shelf. True / False
- c) Find the total number of books on the fourth and fifth shelves. _____
- d) There are more / less than 50 books in the bookcase.
- e) How many books would I need to add to this bookcase so that the total is exactly 100? _____

2. Rydale School has 4 sports houses. Their colours are blue, red, green and brown. Create as many different flags as you can showing these house colours in different orders. One flag has been done for you.

Blue	Red
Green	Brown



Practice page: a d q c g

Pattern

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Letters

a d q c g
A D Q C G

Words

The

cat

is

very

cute

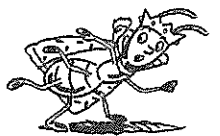
and

playful.

Sentence

Albert the gentle dinosaur

likes to play with his friends.



Numerals

24

56

Practice page: e s f o

Pattern

Letters

e s f o
E S F O

Words

Sentence

ix li had r tt n gg

and ih r upp r. Yum!

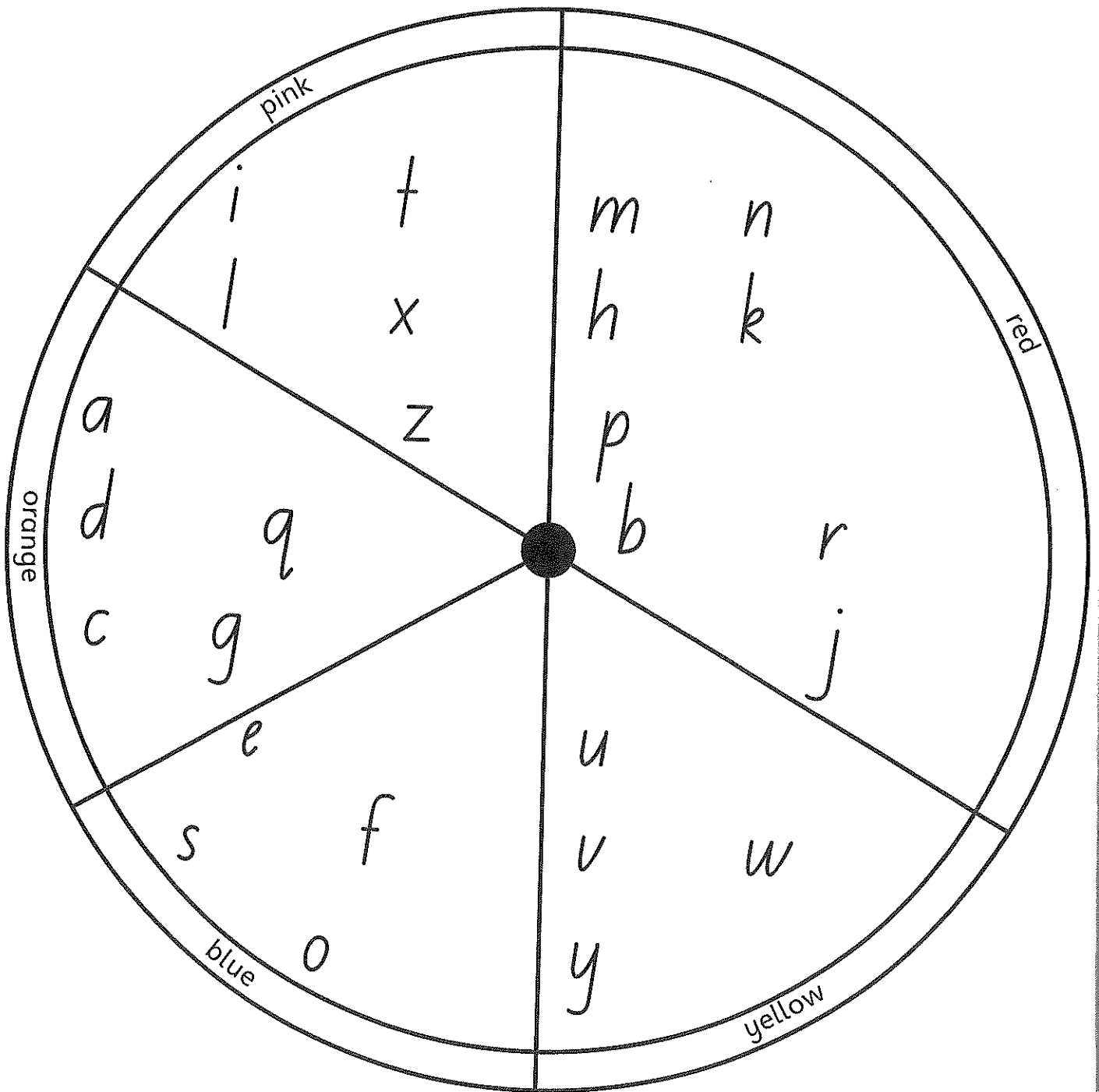
Numerals

20 53

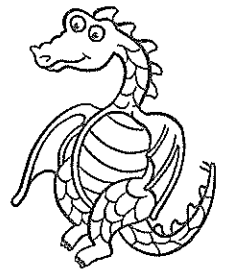


Self-assessment wheel

Write the letters of the alphabet in the spaces.

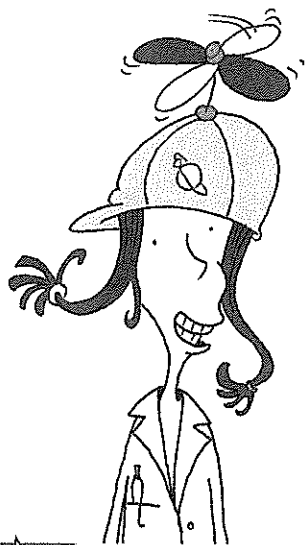


- ★ Shade each wedge the colour written.
- ★ Circle the letters you think you need to practise.
- ★ If you circle lots of letters from the same colour wedge, then you might need help with this letter family. Ask your teacher for help.



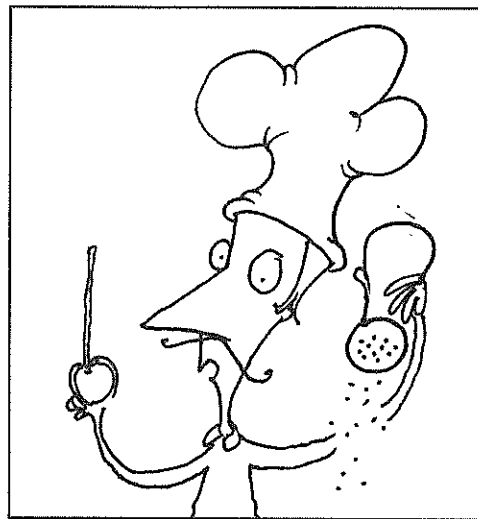
Inventing Potato Chips

This film review is a response to a movie. It includes the writer's opinion.



I saw a really entertaining movie about the invention of potato chips. A chef in a restaurant in America in about 1850 made French fries. A customer complained that the fries weren't thin enough. The chef kept making them thinner and thinner but the customer kept saying they still weren't thin enough. Finally, the chef fried paper-thin slices and sprinkled them with plenty of salt.

The customer said they were fantastic. So that's how potato chips were invented. The movie was very funny. I enjoyed it.



Saying verbs are verbs that show you something is being said.
asked screamed shouted

1 Read *Inventing Potato Chips*. Underline the saying verb in each sentence below.

A customer complained that the fries weren't thin enough.

The customer said they were fantastic.

2 Use a saying verb from the box to complete each sentence.

stated cheered told asked announced

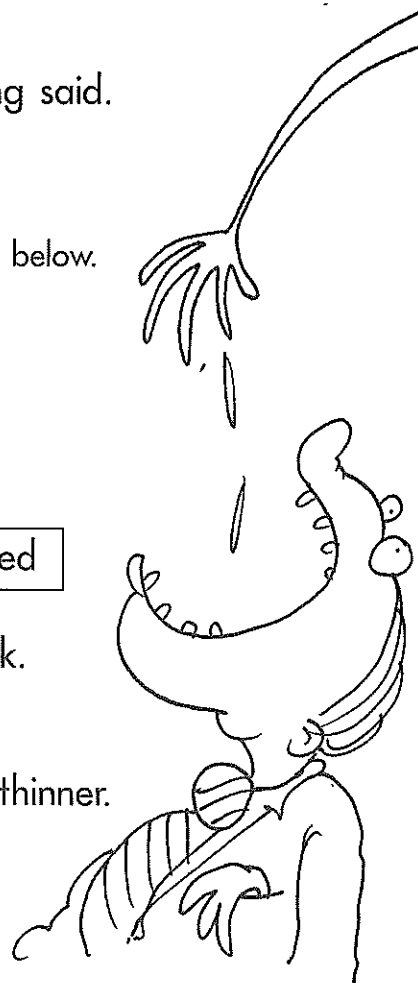
The customer _____ that the fries were too thick.

The customer _____ the chef to try again.

The customer _____ the chef to make the fries thinner.

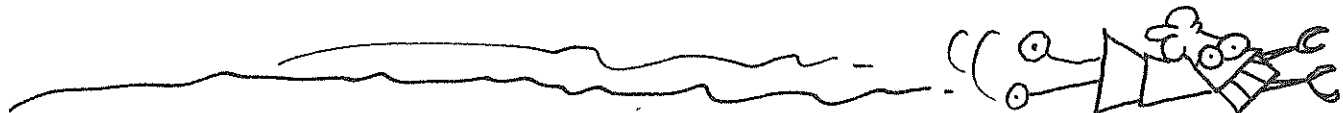
The customer _____ the fries were perfect.

The chef _____ when the customer was happy.



3 Write a sentence for each saying verb in the box.

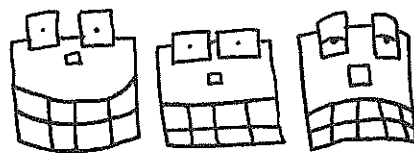
whispered
yelled
cried



Response texts use **thinking and feeling verbs** to represent someone's opinion. Personal opinions are not facts.

4 Write the sentence from *Inventing Potato Chips* that uses a **thinking and feeling verb** to tell you the writer's opinion.

5 Colour the face that shows how the writer felt about the movie.



6 Write *fact* or *opinion* after each sentence.

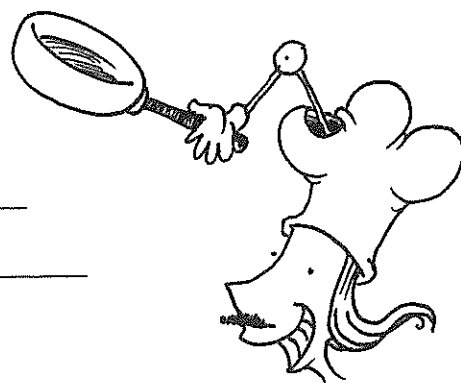
I loved the movie. _____

Potato chips are healthy. _____

Potato chips are made from potatoes. _____

Chefs are clever at inventing new recipes. _____

I like eating in restaurants. _____

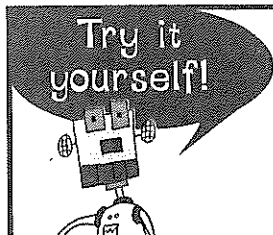


7 Write a **fact** about your class.

There are 26 students in my class.

8 Write an **opinion** about your class.

My class is the best in the world.



Write a review as a response to a movie or television show. Use **thinking and feeling verbs** to tell your opinion.



1 Rewrite each sentence with correct punctuation.

aunty flo lives in darwin

today is wednesday

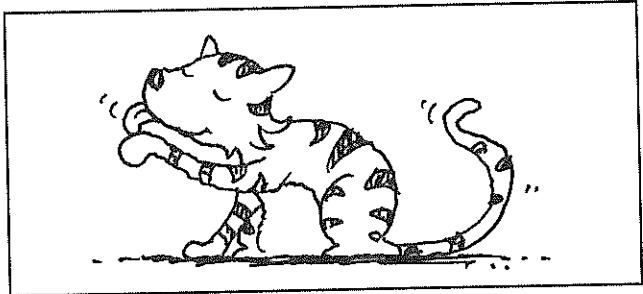
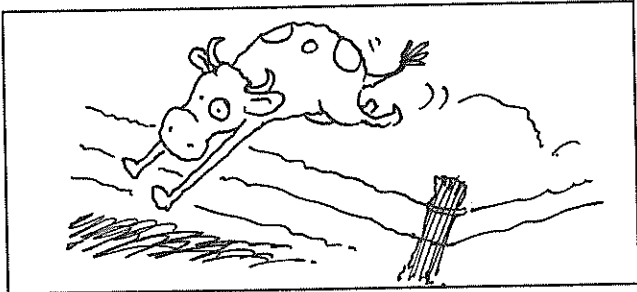
school holidays start in april

2 Write eight common nouns for things in your classroom.

3 Underline the action verbs in the box.

jumped house science island invented cooked

4 Write a sentence to say what each animal did.



5 Unscramble each thinking and feeling verb.

ovedl _____

tedha _____

beedliev _____

pohed _____

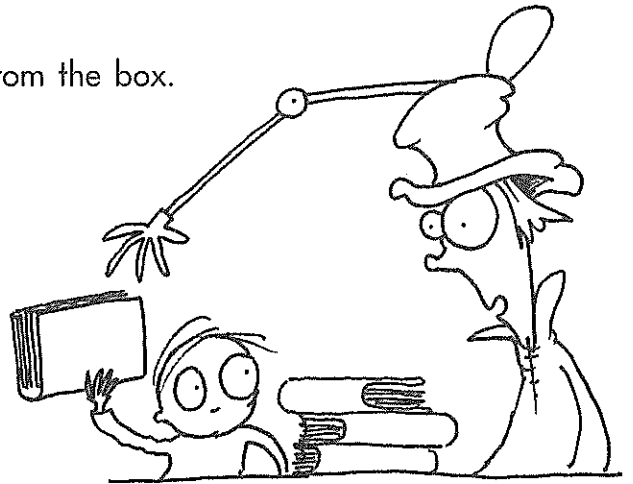
shiwde _____

eedend _____

6 Complete each sentence with a **personal pronoun** from the box.

we us they them

Give _____ their books.
_____ can come with us.
_____ enjoy watching movies together.
Will you watch the movie with _____?



7 Unjumble the words to make **sentences**. Put a full stop, exclamation mark or question mark at the end. Use a capital letter at the beginning of each sentence.

potato tasty I think chips are

pancakes I love for breakfast to eat

going you the are to watch movie

away go

8 Form **noun groups**. Draw a line to link an **adjective** to each **noun**.

cute	island
sore	king
bossy	dog
old	knee
beautiful	kitten

9 Write *fact* or *opinion* after each sentence.

Computers are machines. _____
All sharks are scary. _____
I love broccoli. _____
Magpies are birds. _____

10 Complete each sentence with a **saying verb**.

The tourist _____ at the bear.
The chef _____ to the customer.
The scientist _____ about her discovery.
The professor _____ the student for his idea.



Learning Grid - Exploring Weather with Bloom's Revised Taxonomy
<i>Remembering</i>
Compile a glossary of the following weather-related terms and their definitions: fog, snow, wind, lightning, condensation, convection, cyclone, evaporation, forecast, front, humidity, meteorologist, precipitation, weather, climate.
<i>Understanding</i>
Using your own words, explain each of the following important weather concepts: Hydrologic Cycle, Beaufont Scale, and Coriolis Effect.
<i>Applying</i>
Construct four different cloud formations from construction paper, felt pens and cotton balls. Be sure to label and describe each one: <u>High cloud types</u> : cirrus, cirrocumulus (rare) and cirrostratus <u>Middle cloud types</u> : altocumulus, altostratus and nimbostratus <u>Low cloud types</u> : stratus, and stratocumulus <u>Clouds through all levels</u> : cumulus and cumulonimbus
<i>Analysing</i>
Compare and contrast each of the following weather instruments used by meteorologists to make weather predictions: barometer, anemometer, wind vane, rain gauge and hygrometer.
<i>Evaluating</i>
Determine which geographic region of the world has the best weather or climate conditions on a regular basis. Which areas will you consider and what criteria will you use? Be able to defend your position.
<i>Creating</i>
In ancient time people invented stories to explain natural phenomena such as weather conditions. Pretend you live in an ancient land. Compose a story that explains the falling of hail. Illustrate your tale.

Based on: Forte, Imogene and S. Schurr. (1997). *The All-New Science Mind Stretchers: Interdisciplinary Units to Teach Science Concepts and Strengthen Thinking Skills*. Cheltenham, Vic.: Hawker Brownlow.

Learning Grid - Exploring Oceans with Bloom's Revised Taxonomy
<i>Remembering</i>
List the major oceans and seas of the world and write down an important fact about each one.
<i>Understanding</i>
Use each of the following ocean-related terms in a sentence to convey the meaning of the term: continental slope, currents, tides, ocean floor, coast, waves, swells and salinity.
<i>Applying</i>
Construct a series of word problems with subjects relating to the ocean. For example a family harvests 200 kilograms of seaweed a week. Thirty percent is sold to a processing plant to be made into medicine and 40 percent is sold to a local market. How many kilograms does the family have left to eat?
<i>Analysing</i>
Compare/contrast an ocean with a lake, a sea and a river. Use a Venn Diagram to help you record the similarities and differences.
<i>Evaluating</i>
You are about to take a long ocean voyage in a hand-crafted sailboat. Since space is limited, you will be able to take only five of the following items: blanket, oar, first-aid kit, life preserver, anchor, compass, hunting knife, fresh water/food supply, and one other object of your choice. Which items will you take with you? Why?
<i>Creating</i>
Design an underwater resort of the future. Create a travel brochure to describe it in detail.

Based on: Forte, Imogene and S. Schurr. (1997). *The All-New Science Mind Stretchers: Interdisciplinary Units to Teach Science Concepts and Strengthen Thinking Skills*. Cheltenham, Vic.: Hawker Brownlow.

Nifty 50 (2-4 players)

The object is to come up with a math equation that has a sum or difference closest to the number 50. First player to 5 points is the winner!

Deal all the cards between all the players. Each player turns over 4 cards and makes a two digit + two digit number sentence or two digit - two digit number sentence that has solution is closest to 50. The equation that is closest to 50 gets one point. IF you can create an equation that is exactly 50, it's worth 2 points. If both players have the same answer, no one gets a point.

During play, Aces are worth 1, and face cards and 10s are worth 0, other cards are face value. After the cards are used, they are put in a discard pile.

Make Ten (1-2 players)

This game is traditionally played as solitaire, but can easily be modified for two players. It allows younger kids to be able to practice their math facts to 10.

Deal the cards into three rows of 5 face up, the rest are in a pile face down to the side. If you can add two cards that equal the sum of 10, you collect the cards. New cards are dealt into the holes that were left from the cards that were picked up. Face cards (K, Q, J, 10) can only be picked up if you have a matching pair.

If you are playing the solitaire version, you win if you can pick up all the cards in the entire deck without getting stuck! If you are playing with two players, and there are no more moves to be made, the player with the most cards at that time is the winner.

21 (2-4 players)

This game is a simplified version played in casinos, with no gambling involved.

Object: be the closest to 21 without going over! Each player is dealt two cards to start. Each player has the option to take another card to attempt to improve their hand to the number 21. If they go over or "Bust", they get 0 points. If they are the closest to 21 without going over, they get 1 point. If there is a tie, all the players that are tied get 1 point. If they get 21 on the first 2 cards dealt, they get 2 points. First player to 10 points wins.

WAR & Double/Triple Digit WAR

Deal all the cards out to all the players.

Younger players flip one card over to battle their opponent. The larger number wins the battle and collects all the cards. For older kids, flip two or three cards to create a two or three digit number that can be rearranged to create the largest two or three digit number possible. Largest number wins the battle and all the cards. IF the numbers are exactly the same, a war occurs. Players place three cards face down and flip a fourth card over to battle the opponent. Greatest number wins all the cards. Play stops when one player has no more cards to use.

Games with counters

Please don't worry if you don't have counters at home. You might be surprised what you can find in old board games and you can be inventive. One player might use small pebbles and another might use pasta for example. Use your imagination.

This is a challenging game of strategy for two players with many interesting variations, some of which are suggested here, and some will follow in later months. NRICH encourages you, as always, to try variations of your own.

RULES FOR THE 'PURE TAC'

5	■	■	■	■
4				
3				
2				
1	■	■	■	■
	a	b	c	d

The game starts with the 4 red and 4 blue pieces arranged on a 4 by 5 board as shown.

- We call the players RED and BLUE, and RED moves only red pieces, BLUE moves only blue pieces.
- A move consists of moving one piece to an adjacent empty square, up, down or sideways but not diagonally. There is no jumping or capturing in this game.
- The objective is to get 3 pieces in a line, vertically, horizontally or diagonally with no empty spaces intervening. The first player to get 3 in a line wins.

RECORDING THE GAME

There are two ways to record a game, as a sequence of moves or as a sequence of positions. For example BLUE may start by moving the piece in position b5 down to b4 and you would record this as (b5,b4).

SEQUENCE OF MOVES

(b5,b4) (b1,b2) (c1,c2) (c5,c4) (a1,a2) (c4,c3) (a2,a3) (a5,a4) (d5,c5) BLUE wins.
Where did RED first go wrong? Could RED have won with a different strategy?

SEQUENCE OF POSITIONS

To record each position you need to name the four squares containing red pieces and the four containing blue pieces. The above game consisted of a sequence of nine moves and to record the whole game you could record the position resulting from each move. For example, this is the last but one position in the above game.:
BLUE a3, a4, b2, d5; RED a4, b2, c3, d1

BE A WINNER, ANALYSE THE TACTICS

Method 1 - Identify *winning* and *losing* positions

To record a number of winning positions you will need to make drawings of the board or record the positions as follows:

- **BLUE a3, a4, b2, d5 winning**
- **RED a4, b2, c3, d1 losing**

Notice that a *winning position* does not necessarily have 3 in a line, but it must be such that the opponent cannot stop you getting 3 in a line whatever he or she does.

Look out for opportunities to put yourself in a winning position and to avoid a losing position.

Method 2 - Back-track

Record the sequence of moves in games and then back track the moves leading to one player reaching a winning position. Go back several moves and see where the loser might have avoided defeat by making a different move.

Method 3 - Name tactics

Describe strategies such as 'bring pieces into play close together', 'avoiding pieces getting out of the action', 'making double threats' (i.e 2 ways of making a line so your opponent can only block one), if you like give them names, and remember when and how to use these tactics.

Method 4 - Look ahead

Think what your opponent will do next if you make a certain move, then how will you respond and how might your opponent respond to that... and so on. Plan to get yourself into a winning position 2 or more moves on.

Method 5 - Statistical play

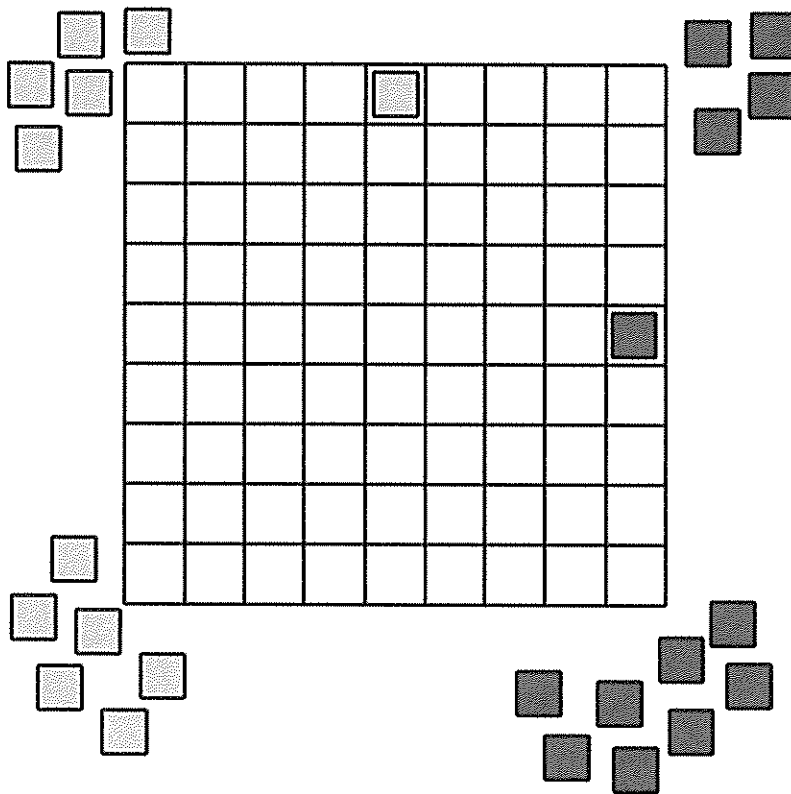
This could be the basis of writing a program for a computer to learn to beat everyone.

- Record every game and its outcome both as a sequence of moves and a sequence of positions.
- Score each position by the percentage of wins obtained in all the previous games for each player. For example, after lots of games a position may be scored as BLUE 67%, RED 33%. If you are red this is not good news but the position is not absolutely hopeless!

- Now suppose the computer can sort through all the moves which followed next from that position to find the one which gave RED the highest chance of winning. That must be RED's next move.

Goal:

To create an unbroken line of counters from your starting square to the opposite side of the board.



Number of Players:

2

Materials Needed:

Copy of the game board (or download one)

2 numbered cubes

About 20 **yellow** and 20 red counters.

How to Play:

Decide who will go first.

Choose one of the coloured starting squares.

Close to your place, stack the counters that are the same colour as your starting square.

The person with the **yellow** starting square will travel down the board.

The person with the red starting square will travel across the board.

Take turns throwing the two numbered cubes.

Find the difference between the two numbers showing on the cubes.

Collect the same number of counters of your colour.

Place the counters in a line one next to each other on the board beginning at your starting square.

The line does not need to be straight - you can place the counters to the side of each other.

You cannot skip a square. You cannot move diagonally.

If you come to a counter of the other player's that is blocking your line, you will have to travel around that counter!

The first person to reach the other side with an unbroken line of their counters is the winner.

Nim-7

Age 5 to 14

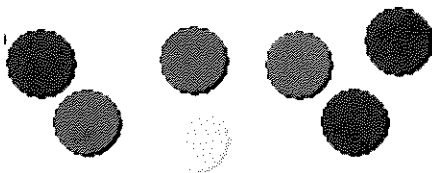
This is a basic form of the ancient game of Nim.

You will need seven objects, such as counters or blocks. It is a game for two players.

Place the 7 counters in a pile and decide who will go first. (In the next game, the other player will have the first turn.)

Each player takes turns to take away either one or two counters.

The player who takes the last counter wins.



Keep playing until you work out a winning strategy.

Does it matter who has the first turn?

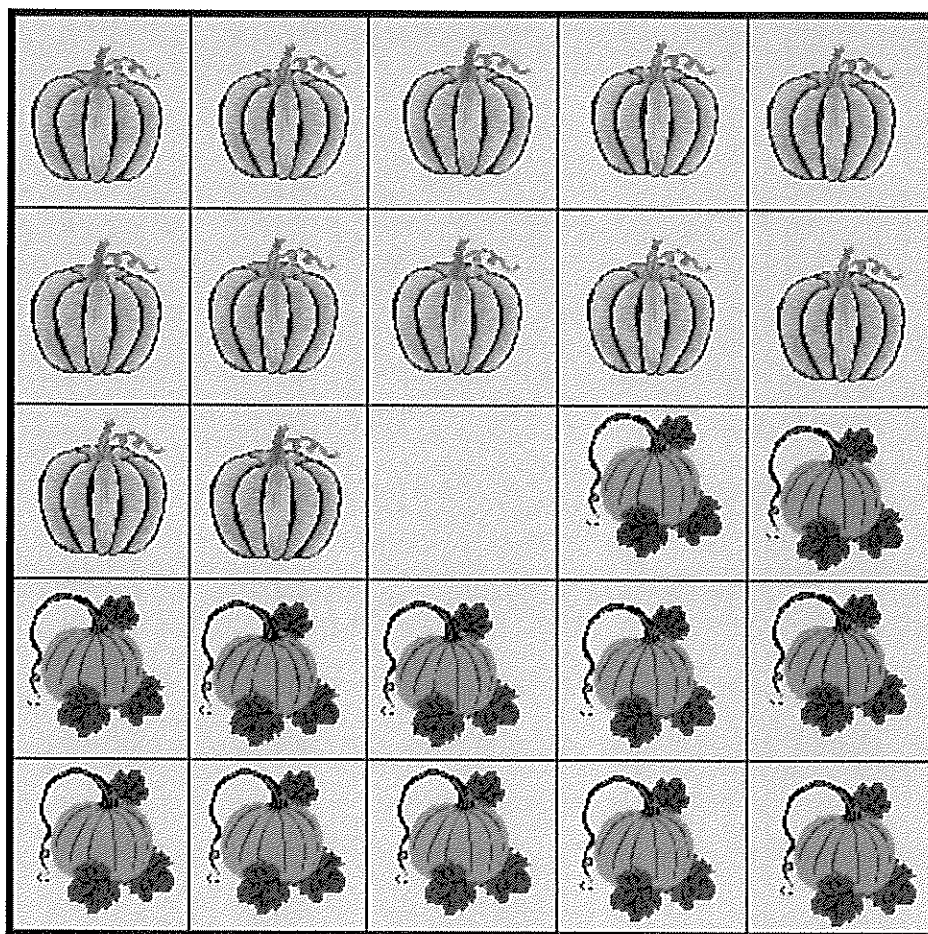
What happens when you start the game with more counters?

Pumpkin Patch

Age 5 to 18

This game is based on a game from the Somali people of Africa.

A game for two players.



Resources:

A set of 12 counters each

A 5 x 5 grid for the game board.

To start:

Set the counters out as above.

Take turns to move one of your counters one square up, down or sideways.

To capture the other player's counter jump over it and land in an empty space.

This is called picking the pumpkin.

The winner: the first player to pick all the other player's pumpkins.

If the game becomes blocked, the player with the most pumpkins left wins.

For more games, see the *nrich* website

<https://nrich.maths.org/10264>

Stage 2 Living History assignment

*In the study of **history**, a **primary source** (also called an **original source**) is an artefact, document, diary, manuscript, autobiography, recording, or any other **source** of information that was created at the time being studied.*

In the future, the COVID 19 virus and the effects on society will be studied. You will become a part of history. Imagine producing a document that you could share with your children and grandchildren and may even end up in a library one day. That would be truly amazing.

During this time of 'Social Isolation' and keeping safe I would like you to record your thoughts each day. This is definitely one project I want to see when we return to school. You will not be studying History this term, you will be exploring historical inquiry and creating it!

We want you to think about how your life and the people around you, lives have been affected. How has your life changed in the last few weeks? What are you doing differently?

You can be as inventive as you like in the way you want to share your experience. Some examples might include; making a vlog or video diary, a written diary, interview other people, newspaper recounts, news reports... your imagination can lead you anywhere with this!

This will be of the most important assignments you will probably ever do. It is real. Phone relatives and interview them. What kind of things are you seeing on the news? What is happening in your neighbourhood, country and the world? What is it like learning from home? How are you occupying yourself when you are isolated?

Look up other examples of primary history on the internet to give you ideas. There will be tutorials to guide you on our YouTube channel. Like any written work, it is important to plan your presentation. What questions will you ask? This task is mandatory and will form a major part of your assessment for History.

Ask your mum and dad for advice too. We are really looking forward to what you come up with.

Ms Hayes and Ms Fowler

<https://www.youtube.com/channel/UCofMIRf8mWxKIWiCC62YGKA>

<p>Summary</p>	<p>Duration 5 weeks</p>
<p>The following historical concepts are to be taught throughout Stage 2: Continuity and change: some things change over time and others remain the same, Cause and effect: events, decisions or developments in the past that produce later actions, results or effects, Perspectives: people from the past will have different views and experiences, Empathetic understanding: developing an understanding of another's views, life and decisions made, Significance: importance of an event, development or individual/group, The following historical concepts are to be taught throughout Stage 3: Continuity and change: some things change over time and others remain the same, Cause and effect: events, decisions or developments in the past that produce later actions, results or effects, Perspectives: people from the past will have different views and experiences, Empathetic understanding: an understanding of another's point of view, way of life and decisions made in a different time, Significance: the importance of an event, development or individual/group, Contestability: historical events or issues may be interpreted differently by historians,</p>	

<p>Unit overview</p> <p>Students report on events that are happening in their lives right now. They are to create historical artefacts that can one day be shared with family and the wider community about adjustments made to their lives due to COVID 19.</p>

<p>Outcomes</p> <p>History K-10</p> <ul style="list-style-type: none"> > HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time > HT2-5 applies skills of historical inquiry and communication > HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society > HT3-5 applies a variety of skills of historical inquiry and communication 	<p>Assessment overview</p> <p>There is flexibility in how children wish to present their work. See attached success criteria. Please feel free to contact your teacher for assistance and send work samples. You may also want your teacher to give you feedback on your planning document. We will be calling you periodically, but if you require additional assistance and what to talk to us, just let us know and we will call you or have a digital meeting.</p> <p>Jodie.L.hayes@det.nsw.edu.au Jessica.fowler13@det.nsw.edu.au</p>
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<p>Content</p> <p>The following historical skills are to be taught throughout Stage 2</p> <ul style="list-style-type: none"> ▪ Comprehension: chronology, terms and concepts ▪ respond, read and write, to show understanding of historical matters ▪ sequence familiar people and events(ACHHS065, ACHHS081) ▪ use historical terms(ACHHS066, ACHHS082)Analysis and use of sources ▪ locate relevant information from sources provided(ACHHS068, ACHHS084, ACHHS215, ACHHS216 	<p>Teaching, learning and assessment</p> <p>The children will be very much self-directed in their learning. There will be YouTube tutorials available to guide their learning. https://www.youtube.com/channel/UCofMIRf8mWxKIWIjCC62YGKA</p> <p>It is very important that the students plan their layout and think very carefully about the sources they are using. It would also be expected that</p>	<p>Resources</p> <p>Depending on how you chose to present your work a variety of equipment may be needed. Eg Camera Scrap book Paper</p>
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Content	Teaching, learning and assessment	Resources
<p>Perspectives and interpretations</p> <ul style="list-style-type: none"> ▪ identify different points of view within an historical context(ACHHS069, ACHHS085 ▪ Empathetic understanding ▪ explain how and why people in the past may have lived and behaved differently from today ▪ Research ▪ pose a range of questions (ACHHS067, ACHHS083) ▪ plan an historical inquiry Explanation and communication ▪ develop texts, particularly narratives(ACHHS070, ACHHS086) ▪ use a range of communication forms (oral, graphic, written) and digital technologies(ACHHS071, ACHHS087) <p>The following historical skills are to be taught throughout Stage 3</p> <ul style="list-style-type: none"> ▪ Analysis and use of sources ▪ respond, read and write to show understanding of historical matters ▪ Comprehension: chronology, terms and concepts ▪ sequence historical people and events(ACHHS098 ▪ use historical terms and concepts(ACHHS099, ACHHS11 ▪ identify and locate a range of relevant sources to support an historical inquiry(ACHHS101, ACHHS120) ▪ locate information relevant to inquiry questions in a range of sources(ACHHS102, ACHHS121 ▪ identify and pose questions to inform an historical inquiry(ACHHS100, ACHHS119)Perspectives and interpretations ▪ Research ▪ explain why the behaviour and attitudes of people from the past may differ from today ▪ identify different points of view in the past and present(ACHHS104, ACHHS123 ▪ compare information from a range of sources(ACHHS103, ACHHS122) ▪ Empathetic understanding ▪ Explanation and communication ▪ develop historical texts, particularly narratives and descriptions, which incorporate source material(ACHHS105, ACHHS124) ▪ use a range of communication forms (oral, written, graphic) and digital technologies.(ACHHS106, ACHHS125) 	<p>Interviews are planned before hand and there will be a YouTube tutorial on how to do that.</p> <p>There are many ways this work could be presented. For Example; you may design a newspaper. "The Covid Times". Within your newspaper you could include a variety of texts. Eg letters to the editor that demonstrate different perspectives from members of the community. You may include explanations of how to keep safe; descriptions on your environment and how it has changed during self-isolation. You may even write a narrative, a recount of what it is like learning from home. Interviews with politicians, doctors, community members. A sports section might be included about how to keep fit at home. The possibilities are endless.</p> <p>It would be expected that you include different forms of communication and types of text in this assignment. You may even write a song or a poem. It may be written, oral or graphic. You might even write a picture book. A variety is expected.</p> <p>You must also use a variety of sources to complete this assignment. Some examples might be: notes from a NEWS program, people are an amazing source of information, health websites, the local paper.</p> <p>It is expected that all activities are planned and researched. Please site your research so we know where it came from.</p>	<p>Examples: People (Family , neighbours, friends) NEWS programs including BTN YouTube tutorials WebSites Newspapers</p>
<p>Evaluation</p>		

History

Learning Intention: Students in Year 3-6 will conduct a historical inquiry into the COVID pandemic event.

Success Criteria:

Students will;

- Demonstrate evidence of research and planning
- Use a variety of reliable sources
- Include at least 3 detailed and informative artefacts in presenting their work. Be creative in choosing your artefacts!
- Communicate in a range of ways
- Convey the perspective and point of view of various groups in society

Marking Rubric

	Working Beyond	Working At	Working Towards
Planning	Detailed plans are submitted for each artefact. Corrections and improvements are made to draft pieces of work. Clear and thorough research and planning for each artefact.	Drafts and planning are submitted that demonstrate research and basic planning of each artefact. E.g. research notes, planned interview questions, video script, written drafts.	Minimal or no planning evident.
Research	More than three <u>reliable</u> sources have been used.	At least three <u>reliable</u> sources have been used for research. E.g. newspaper, online research, scientific studies, TV news, expert interviews.	Less than three sources have been used or sources are unreliable e.g. Facebook stories or articles with no scientific fact or reference, Wikipedia with no reference.
Artefacts -	More than 3 artefacts are included.	3 artefacts are included e.g. narrative, information report, persuasive letter, annotated photos or news clippings, video news report, video interview, padlet, journal, diorama, COVID Minecraft world (with signpost descriptions) etc.	Less than 3 artefacts are included.
Quality of Artefacts	Artefacts are all detailed and elaborated, presenting a range of research-based information to document this important historical event. Artefacts are presented creatively and are engaging to the audience.	Each artefact includes detailed and elaborated information that is based on research.	Artefacts are not detailed or do not convey important research based information that should be documented for historical purposes.
Communication Forms	More than 3 communication forms are used and multiple communication forms are embedded into each artefact e.g. a written journal with graphics, a digital book with text and photos/videos	3 different communication forms are used throughout the project e.g. written, oral and graphic.	Less than three communication forms are used.
Perspective	Artefacts represent the point of view or perspective of several groups in society. The impact on greater society is considered.	Artefacts represent the point of view or perspective of more than one group in society e.g. nurses and doctors, retail workers, business owners etc.	Artefacts only represent the students' point of view with no evidence of consideration for wider society.

Additional feedback