

Good morning everyone! Today is Monday, May 18th, 2020! Please find your tasks that need to be completed below!

<p>Reading & Viewing</p> <p>Time Guideline: 45 mins</p>	<p>Guiding Question: How can I show my ability to read with fluency and my understanding about a text?</p> <p>Success Criteria: Use an iPad to record. Read clearly with text in front of me. Demonstrate my ability to read with fluency. Understand what I am reading. Summarise the book I read about.</p> <p>Lesson: Today you'll be recording yourself read a book on RAZ Kids. This is <u>different</u> to how we've been recording ourselves read for the past two weeks. We want you to remember to demonstrate reading with fluency.</p> <p>If you have a device and connection to YouTube, watch this video to follow the steps. https://youtu.be/Hnragr1YcHE **If not, have a look at the steps on the next page.</p> <p>Student Activity: *Record yourself reading on RAZ Kids *Remember about our fluency goal (pausing at a comma and longer pause after a full stop) *If you can, raise your voice at a question and lower it as a full stop. *Make sure you have completed 30 minutes of reading in total.</p>	<p>Feedback Required?</p> <p><u>With device:</u> Please just write complete in the Reading Task to let your teacher know you have finished your task.</p> <p><u>Without a device:</u> Record in your book how you think you went with today's reading goal? Did you pause at commas? Did you have a longer pause at full stops?</p>
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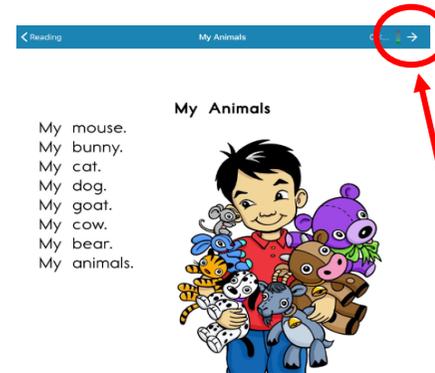
RAZ Kids Guide:
How to record yourself reading an assigned text on RAZ Kids



Step 1:
Login to RAZ Kids and click on Flight Check



Step 2:
A message will appear and ask if you have time to complete the task.



Step 3:
START reading your text. You don't need to click on the microphone, it is done for you already. Once you have **finished**, click on the **arrow**.



Step 4:
Think about what you read about and then click record

Now Recording ...



Step 5:
Start talking about what the text is about (short summary). Press next once you have finished.



Step 6:
Well done! You have finished!

Maths:

Time Guide:
45 minutes

Guiding Question:

How do we show our understanding of addition problems in My Numeracy activity?

Success Criteria:

Log onto Essential Assessment and locate My Numeracy Activity.
Successfully complete the My Numeracy Activity independently.
Identify the most efficient strategy to work out an addition problem.

Lesson & student activity:

Today you are going to complete addition tasks on 'My Numeracy' through the Essential Assessment website.

Please follow the 4 steps below: You can also watch a video that we created for you here, explaining how to access My Numeracy: <https://www.youtube.com/watch?v=fRsderqOFDQ&feature=youtu.be>.

Step 1: Once you have submitted your pre-test on Addition, click on My Numeracy.

Step 2: Click on this white box in here. Yours might appear different to this one, as everyone's activity is different.

Step 3: You may now start your "My Numeracy" activities. Have fun.

Step 4: If you click on this "Learn" tab, you will see some of the strategies being explained to you.

Feedback Required?

With a device:

If you have access to ClassDojo, submit a screenshot of your results screen to your portfolio.

Without a device:

If you are receiving a hard copy pack, you will receive a copy of your post-test in your pack. Please complete, and either upload photos to your teacher, or hand it into the office at school.

(If you don't have access to internet, please complete these fun 'colour by addition sheets'.)
 They can be found in full size at the bottom of this planner.

Name: _____

Adding 2-digit and 1-digit numbers

Beautiful Butterflies

Add. Color the picture using the color code.

Color Code	
26	red
29	orange
38	green
54	purple
87	yellow

Most adult butterflies live for about $\frac{11}{3}$ days.

© Scholastic Teaching Resources

Name: _____

Two-Digit Addition Without regrouping

A Tall Order

Add. Color the spot with the matching sum.

A. $\begin{array}{r} 21 \\ + 34 \\ \hline \end{array}$	B. $\begin{array}{r} 43 \\ + 40 \\ \hline \end{array}$	C. $\begin{array}{r} 60 \\ + 25 \\ \hline \end{array}$	D. $\begin{array}{r} 56 \\ + 12 \\ \hline \end{array}$
E. $\begin{array}{r} 11 \\ + 13 \\ \hline \end{array}$	F. $\begin{array}{r} 32 \\ + 43 \\ \hline \end{array}$	G. $\begin{array}{r} 24 \\ + 13 \\ \hline \end{array}$	H. $\begin{array}{r} 50 \\ + 47 \\ \hline \end{array}$
I. $\begin{array}{r} 42 \\ + 31 \\ \hline \end{array}$	J. $\begin{array}{r} 20 \\ + 33 \\ \hline \end{array}$	K. $\begin{array}{r} 16 \\ + 20 \\ \hline \end{array}$	L. $\begin{array}{r} 37 \\ + 12 \\ \hline \end{array}$
M. $\begin{array}{r} 10 \\ + 18 \\ \hline \end{array}$	N. $\begin{array}{r} 31 \\ + 53 \\ \hline \end{array}$	O. $\begin{array}{r} 29 \\ + 70 \\ \hline \end{array}$	
P. $\begin{array}{r} 67 \\ + 11 \\ \hline \end{array}$			

Bonus: Write and solve each problem. Add the sum of E to the sum of F. Add the sum of J to the sum of K.

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Reflection:

What goals are you working on in Addition? Do you think you have achieved them yet? Why or why not?

<p>Writing</p> <p>Time Guideline: 50 minutes</p>	<p>Guiding Question: How do we plan a response to a prompt?</p> <p>Success Criteria: Read the question Write my opinion using high modality words Write three reasons that support my opinion Write some examples that support my reasons Brainstorm specific words, nouns and adjectives</p> <p>Lesson: Today we are going to plan our response to the prompt "Computer Games – Are they a waste of time?" We are just going to practise planning our work, and we will be writing our draft over the next couple of days.</p> <p>Student Activity: Use the "My Persuasive Prewriting Template" to help you.</p> <p>First, write your opinion using high modality words for if you agree or disagree, for example: "Computer games are absolutely a waste of time" OR "Computer are definitely not a waste of time".</p> <p>Next, brainstorm your three reasons that support your opinion. Use the photos in the prompt to help you.</p> <p>Then, brainstorm the examples you will use to support your reasons.</p> <p>Reflection: To help us get our ideas flowing when writing, it is sometimes helpful to have a list of key words you will use. Somewhere on your template, write some adjective, nouns and verbs that you think will be useful in your writing. Can you come up with a list of 10 words in total?</p> <p>Leave 4 pages in your book so that you can come back to this writing during the week.</p>	<p>Feedback Required?</p> <p><u>With a device:</u> Yes, upload a photo of your work today in your writing book to ClassDojo.</p> <p><u>Without a device:</u> Write in your book.</p>
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Computer games – Are they a waste of time?

What do you think about this idea?

Write to persuade a reader to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

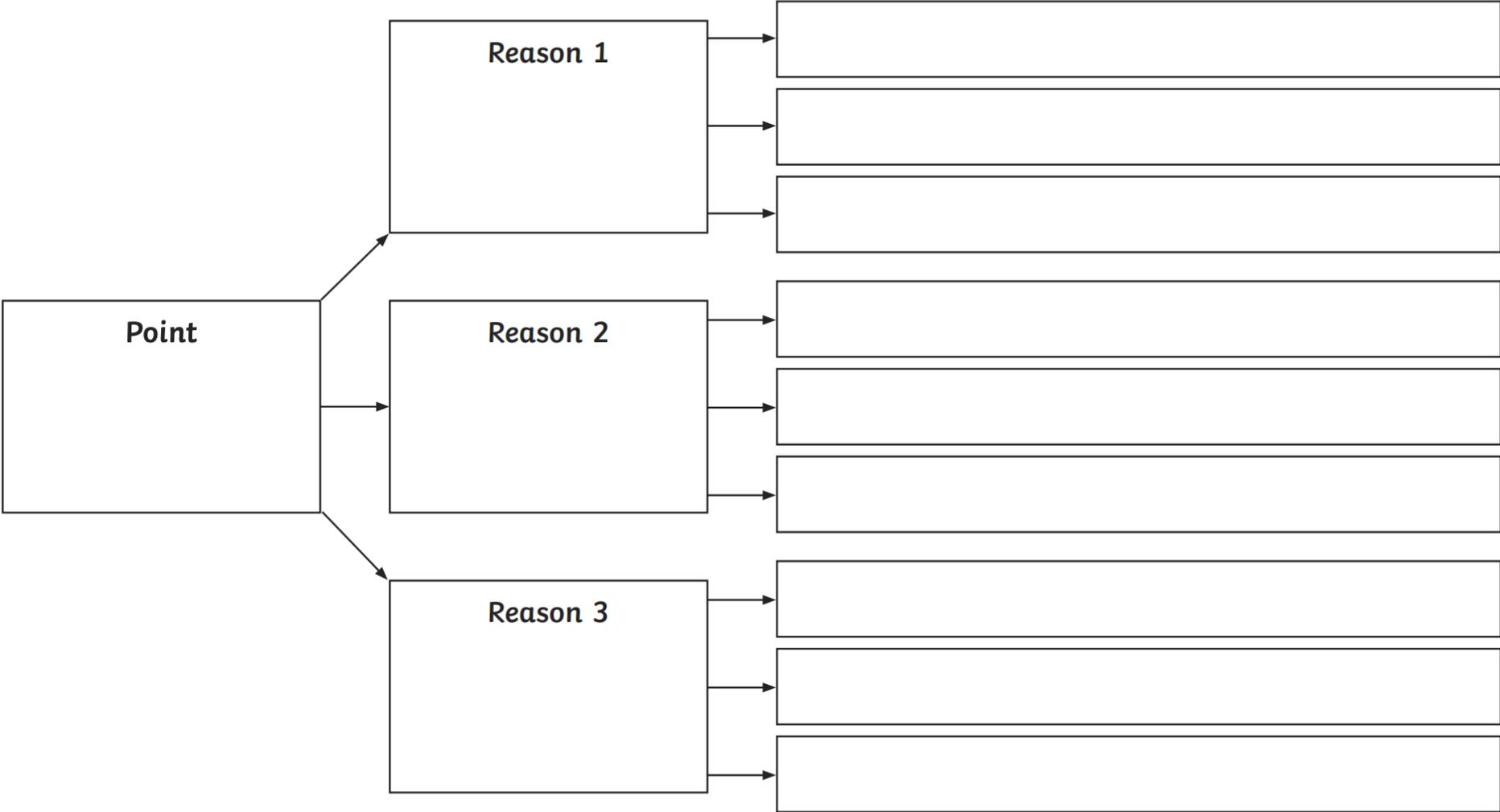
Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished



My Persuasive Prewriting Template

Evidence or Fact



<p>Social and Emotional Learning</p> <p>Time Guideline: 30 mins</p>	<p>Guiding Question: How can I show empathy?</p> <p>Success Criteria: Explain what empathy is. Know how to be kind. Do something nice for someone and know it is a kind gesture.</p> <p>Lesson: This week we will look at the same value but chose a different activity.</p> <p>Empathy is one of our school values. It is about showing kindness to others. It may seem hard to show kindness while we are stuck indoors, but there are lots of ways we can do that.</p> <p>Today we will be using the Kindness Grid on the next page. It is the same one on our Westgrove Dojo Page.</p> <p>Student Activity:</p> <ol style="list-style-type: none">1. Select one of the Acts of Kindness activities. (on the next page)2. Follow the instructions in the box you have chosen.3. Shade the box in after you have completed the activity.4. Then using the Acts of Kindness Reflection sheet below, reflect on how completing your chosen activity today made you feel. <p>Challenge yourself to complete one activity from the chart each day. But don't tell anyone in advance. It's nice to get surprised by other people's kindness. You do not need to do the reflection sheet for any other days. Just today.</p> <p>Reflection: How did it make you feel to complete a different activity today?</p>	<p>Feedback Required? Write or draw the kindness activity you completed today and upload to ClassDojo.</p> <p>Without a device: Complete the Reflection sheet and glue into your book.</p>
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ACTS OF KINDNESS GRID

Social and Emotional Activities - Acts of Kindness. Choose whichever one or two you wish to do for an activity.

1 Write a "thank you" note to a health care worker.	2 Draw a picture of a friend that you miss and save it for them.	3 Send your teacher an email to just say hello.	4 Play a game with a family member.	5 Spend time outside and collect objects then make a collage.	6 Draw a self portrait and write down 5 things that you really like about yourself!	7 Call a family member on the phone or have a video chat.
8 Write down a positive message about everyone in your family.	9 Do something nice for someone in your house. Random act of kindness!	10 Thank your family and tell them why you love them.	11 Write a positive message on a poster and put in your front window to make other people feel good.	12 Tie balloons on your letterbox to bring a smile to someone's face for the day.	13 Help prepare a meal for your family.	14 Clean your bedroom or a space in your house without being asked.
15 Teach a family member something which you are good at. Ask them to teach you something too!	16 Pay a compliment to someone in your household.	17 Share your favourite song with a family member and ask them to share their favourite with you.	18 Create a vision board of some things you and your family would like to do in the future.	19 Set up a fun family movie night and allow one of your family members to pick the movie.	20 Ring a friend to say hello.	21 Conduct a family game afternoon and play Scrabble or Monopoly.
22 Make a photo collage by choosing your favourite family photos, frame it and give it to a family member.	23 Feel motivated! Set some goals you want to achieve and set up a strategy to achieve them!	24 Write down a list of three things which you are grateful for.	25 Set the table ready for dinner. Maybe include some flowers from the garden or a picture you drew.	26 Make a thank you card for your parents who are helping you with your learning.	27 Tell someone a joke or make up a joke and share it with a friend.	28 Help your family tidy up your garden.

Acts of Kindness Reflection Sheet

What Act of Kindness did you perform and who was it for?

How did you feel when you did this?

What reaction did the other person give you?

How did this make you feel?

Draw a picture of your act of kindness!

Name _____

Two-Digit Addition
Without regrouping**A Tall Order**

Add.

Color the spot with the matching sum.

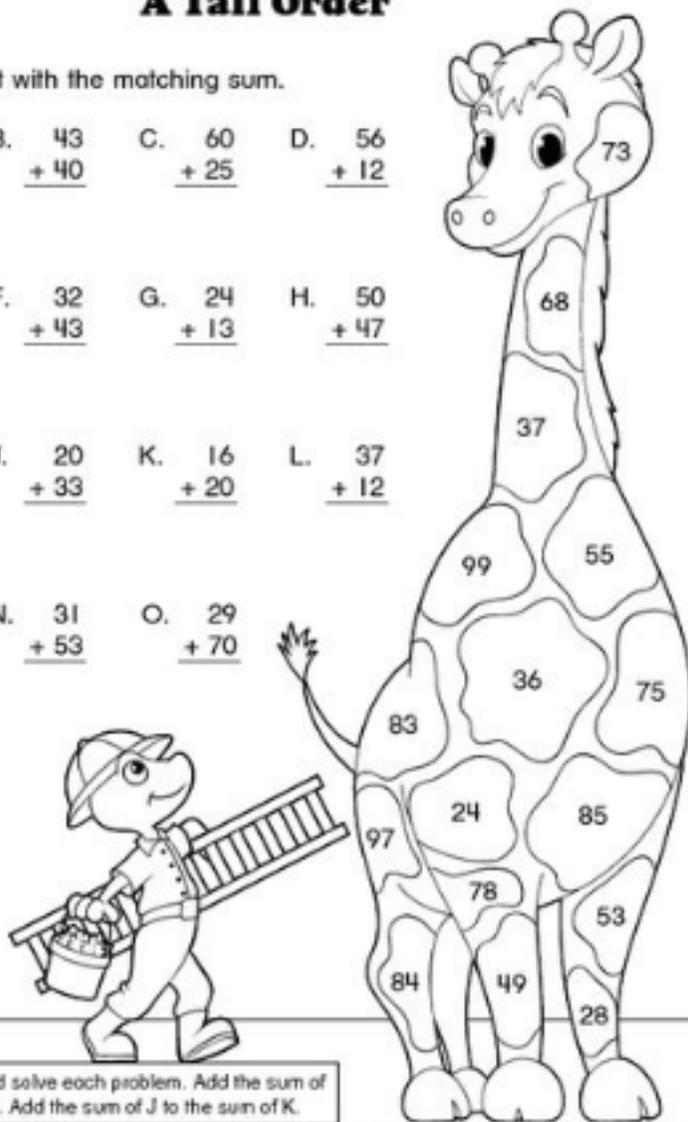
A. $\begin{array}{r} 21 \\ + 34 \\ \hline \end{array}$ B. $\begin{array}{r} 43 \\ + 40 \\ \hline \end{array}$ C. $\begin{array}{r} 60 \\ + 25 \\ \hline \end{array}$ D. $\begin{array}{r} 56 \\ + 12 \\ \hline \end{array}$

E. $\begin{array}{r} 11 \\ + 13 \\ \hline \end{array}$ F. $\begin{array}{r} 32 \\ + 43 \\ \hline \end{array}$ G. $\begin{array}{r} 24 \\ + 13 \\ \hline \end{array}$ H. $\begin{array}{r} 50 \\ + 47 \\ \hline \end{array}$

I. $\begin{array}{r} 42 \\ + 31 \\ \hline \end{array}$ J. $\begin{array}{r} 20 \\ + 33 \\ \hline \end{array}$ K. $\begin{array}{r} 16 \\ + 20 \\ \hline \end{array}$ L. $\begin{array}{r} 37 \\ + 12 \\ \hline \end{array}$

M. $\begin{array}{r} 10 \\ + 18 \\ \hline \end{array}$ N. $\begin{array}{r} 31 \\ + 53 \\ \hline \end{array}$ O. $\begin{array}{r} 29 \\ + 70 \\ \hline \end{array}$

P. $\begin{array}{r} 67 \\ + 11 \\ \hline \end{array}$



Bonus: Write and solve each problem. Add the sum of E to the sum of F. Add the sum of J to the sum of K.

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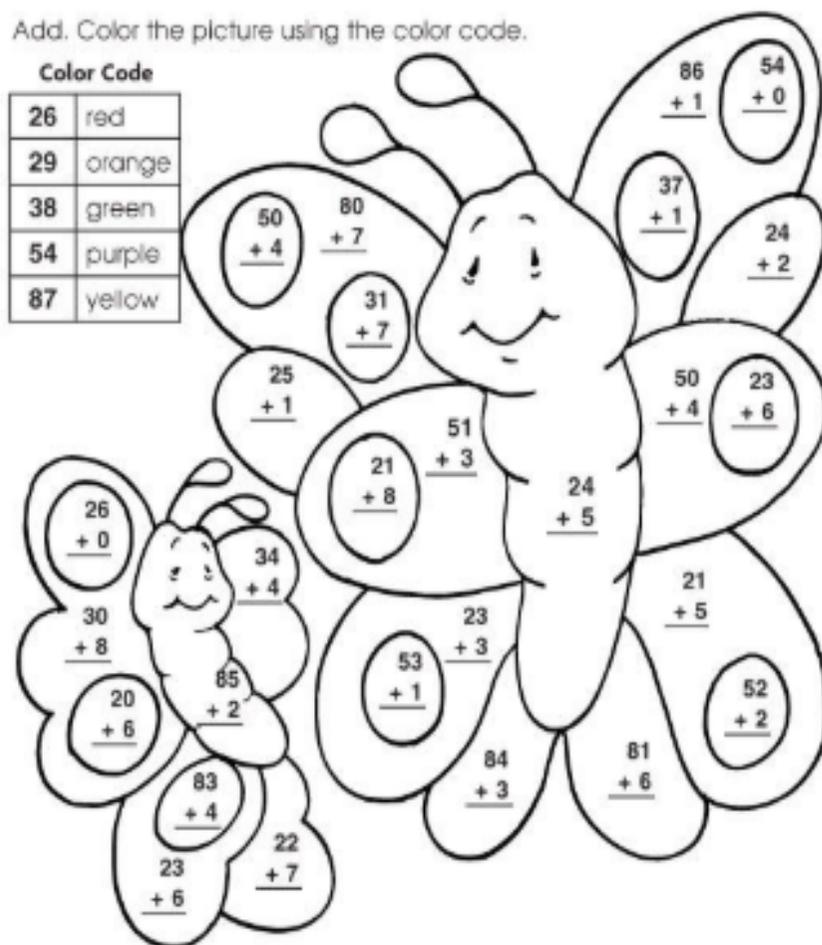
Name _____

Adding 2-digit and
1-digit numbers**Beautiful Butterflies**

Add. Color the picture using the color code.

Color Code

26	red
29	orange
38	green
54	purple
87	yellow



Most adult butterflies live for about $\begin{array}{r} 11 \\ + 3 \\ \hline \end{array}$ days.

32 Scholastic Success With Addition & Subtraction • Grade 1

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Reading & Viewing

Time Guideline:
45 minutes

Guiding Question: What is phrasing?

Success Criteria:

I can read/listen to the text
I can practise reading groups of words together

Lesson:

Today we are starting a new reading goal called phrasing.
Phrasing is when we group words together and read it to sound more engaging.

Watch this video to see how Miss Lieu has demonstrated what phrasing is so you can practise it during your independent reading time.

If you don't have a device, have a look at these examples to understand phrasing:

EXAMPLE: Once upon a time a man and a woman were sitting at home.
Instead of reading it as: Once | upon | a | time | a | man | and | a | woman | were | sitting | at | home
This sentence sounds boring because we're only reading it one word at a time. Let's try to group words together to make the sentence sing.

Read this sentence as: Once upon a time | a man and a woman | were sitting at home.

Now go back and try to read it altogether without the line in the middle. Did that sound better?
Have a go at this sentence:

EXAMPLE: They were happy but they wished they could be rich like the people next door.
Read this sentence as: They were happy | but they wished they could be rich | like the people next door.

Now go back and try to read it altogether without the line in the middle. Did that sound better?

Student Activity:

First:

- Set a timer for 30 minutes on your iPad.
- Read out loud for the first 5 minutes.
- Read in your head for the remaining 25 minutes.
- Remember to practise your phrasing goal.

Reflection: Read out loud to a family member and asked them if you have used phrasing. If they're not sure what this means, in your words, try to explain what phrasing is. If not, ask if you read the book and grouped words together to make you sound more interesting to listen to. You don't want to sound like a robot.

Feedback Required?

With a device:
Write 'completed' in a text response to your teacher to let them know you have finished reading.

Without a device:
No recording needed.

Time Guideline:
45 minutes

Guiding Question:

How are addition and subtraction connected?

Success Criteria:

I can identify the 4 number sentences in an addition & subtraction fact family
I can identify that subtraction is just the opposite of addition

Warm-Up Game (Optional):**From Here to There-**

<https://youtu.be/1VrX5n-OHmE>

Introduction to Lesson:

Addition and subtraction are closely connected. They are the opposite of each other. You can use subtraction to solve addition number sentences, and you can use addition to solve subtraction number sentences.

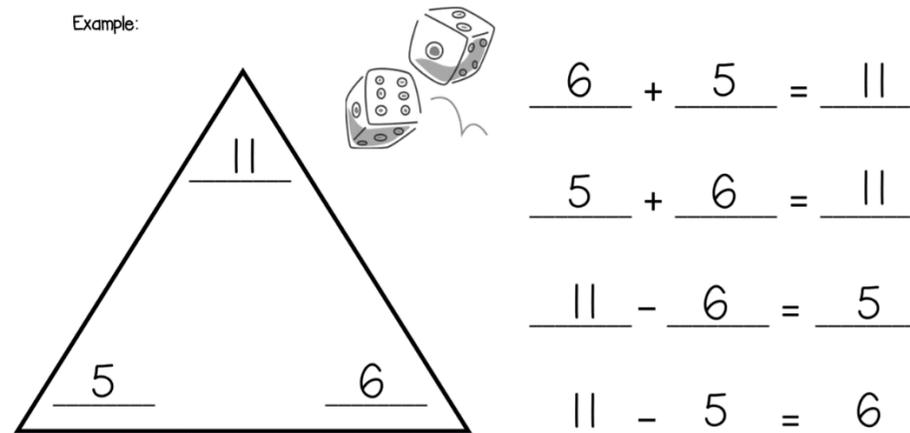
This relationship is often referred to as a **'fact family'**

For more information on this relationship, watch the clip here: https://youtu.be/zVLjWlftX_o

You can use the 3 numbers 5, 6 & 11 to write 4 number sentences. 2 addition, and 2 subtraction number sentences.

Here is an example of a **fact family**:

Example:



$$\begin{array}{r} 6 \\ + \\ 5 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 5 \\ + \\ 6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 11 \\ - \\ 6 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 11 \\ - \\ 5 \\ \hline 6 \end{array}$$
Feedback Required?With a device:

If you have access to ClassDojo, take a photo of the work you have done and upload it to your portfolio.

Without a device:

Write your 5 completed fact families in your book

Student Activity:

Directions:

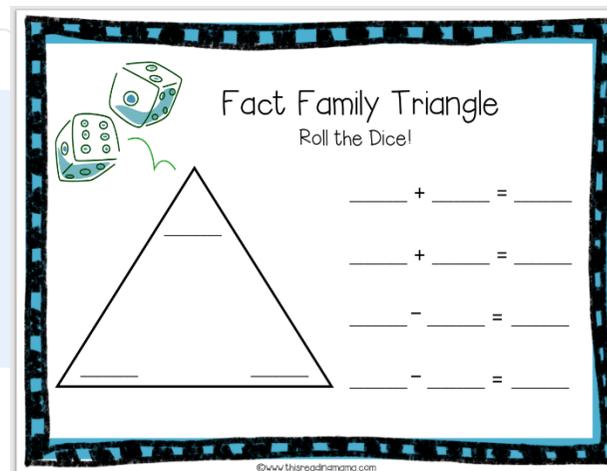
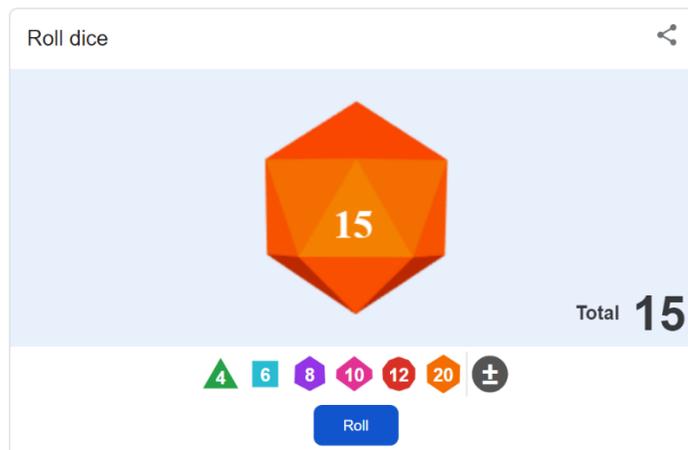
Roll two dice. In one of the bottom blanks on the triangle, write the number from the first die. In the other bottom blank, write the number from the second die. Add the two numbers from the dice and write the sum in the top blank. Use all three numbers to write your fact family number sentences with addition and subtraction.

You can decide on the size of the die you would like to use.

You can choose from, 6, 8, 10, 12 or 20. You choose your challenge! Find the dice resource by typing 'roll a die' into Google.

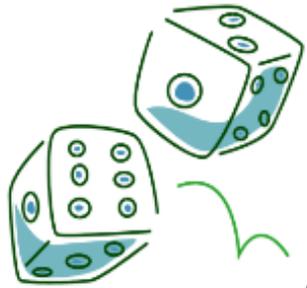
We would like to see at least 5 fact family triangles completed.

You can find a large print out of the fact family triangle worksheet at the bottom of this planner. You might like to write it out there or write them into your maths book.



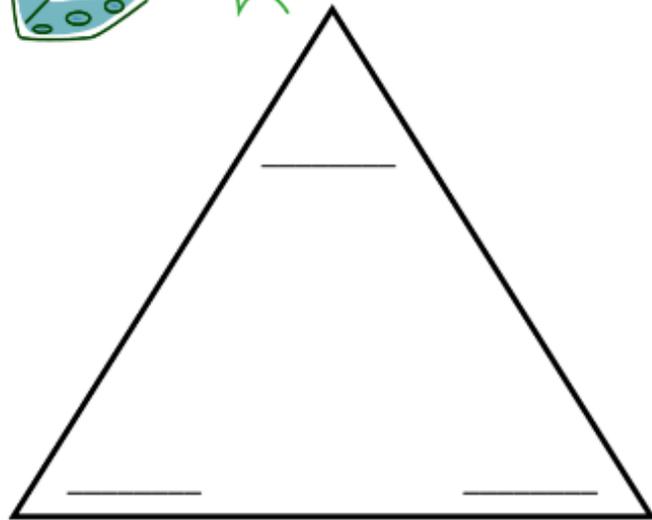
Reflection:

How might your addition knowledge and skills help you solve subtraction problems?



Fact Family Triangle

Roll the Dice!



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

<p>Writing</p> <p>Time Guideline: 50 minutes</p>	<p>Guiding Question: How do we use our plan to begin drafting our writing?</p> <p>Success Criteria:</p> <ul style="list-style-type: none">- Use our plan when we start drafting- Write an introduction- Write three reasons- Use examples to support your reasons- Use paragraphs- Use high modality language- Use any persuasive techniques you know <p>Lesson: This lesson will take you two days – don't rush and finish this in one day.</p> <p>Yesterday, you created a plan in response to “Computer games – Are they a waste of time?” Today we are going to write a first draft. This means we are going to take our ideas from our plan and write them in full sentences.</p> <p>We are going to aim to write 5 paragraphs – an introduction, our three reasons and a conclusion. Remember each paragraph should have 3-5 sentences.</p> <p>Student Activity: Set yourself a timer for 30 minutes. Write as much as you can in this time. Remember a first draft is just about getting your ideas on the page. We can focus on fixing it up later. If you don't finish, you will have time tomorrow to complete your draft.</p> <p>Reflection: Use this check list to help you check if you have included everything you need:</p> <ul style="list-style-type: none">o Do you have an introduction?o Do you have three paragraphs – 1 for each reason?o Do your reasons have examples?o Do you have a conclusion?o Have you included all the ideas from your plan?	<p>Feedback Required?</p> <p><u>With a device:</u> Take a photo of your writing and upload it to your Portfolio.</p> <p><u>Without a device:</u> Write your draft in your book.</p>
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Reading & Viewing

Time guide:
45 minutes

Guiding Question: How do we locate the persuasive devices the author used in their writing?

Success Criteria:

- Identify a rhetorical question.
- Identify exaggeration.
- Identify emotive language.

Lesson:

Today we are going to look at the **persuasive devices** the author used in their writing to persuade you. Remember we have been looking at three – **rhetorical questions, exaggeration** and **emotive language**. Have a look at the persuasive piece below. You can chose to listen to it by clicking this link <https://youtu.be/5PMkaLPH-d0> or you can read it independently.

STOP POLLUTING

≈ THE OCEAN ≈

How would you feel if there were plastic bottles, chemicals, ripped fishing nets and other containers strewn all around your house? This is the state of many oceans around the world. It is vital that humans stop destroying our precious oceans with these careless acts of pollution.

There are many things we can do in our everyday lives to help reduce this environmental disaster. Drink water from the tap; instead of from plastic bottles. Take reusable shopping bags to the supermarket; instead of using plastic ones. Reduce the amount of garbage you produce; don't waste unnecessarily. If you see rubbish while you are outdoors; pick it up and dispose of it responsibly.

Ocean pollution is everyone's problem. We must work together to protect our oceans and save these precious environments for future generations.



Feedback Required?

With a device:

Upload a photo of your task. Do you have the table draw up and an example for each persuasive device?

Without a device:

Record the reason and examples in your book.

Student Activity:

First

- Listen to the recording of the persuasive piece above. (If you like you can read it independently.)
- Read over the piece of writing.
- As you read, identify the **persuasive devices** the author used in their writing to persuade you.
- Create a table in your book like the one below:

Rhetorical Question	Exaggeration	Emotive Language
*Examples: * *	*Examples: * *	*Examples: * *

- Complete the table with the examples of the **persuasive devices** you found in your book.
- You may find only one rhetorical question, but you may find many examples of emotive language – remember to try to challenge yourself and give more than one answer.
- Take a picture and upload this to ClassDojo.

Second

- Set a timer for 30 minutes on your iPad.
- Read out loud for the first 5 minutes.
- Read in your head for the remaining 25 minutes.
- Remember to practise your phrasing goal.

Reflection:

Talk to someone in your family about the 3 persuasive techniques we looked at today. Do you feel you could use them when it's your turn to be a persuasive writer?

Maths:

Time guide:
45 minutes

Guiding Question:

How can I use subtraction to solve addition problems?
How can I use fact families to solve missing number sentences?

Success Criteria:

Understand that subtraction is the opposite operation to addition.
Find the missing number using fact families.

Introduction to the lesson:

Yesterday we looked at fact families and learned about the relationship between addition and subtraction. Today we are going to use subtraction to help solve missing number addition problems.

Let's start by looking at this addition number sentence:

$$\square + 13 = \underline{\quad 20 \quad}$$

In order to work out the missing number in this equation, I can use the fact family knowledge I learned from yesterday's lesson. We know that we can use 3 numbers in a fact family to create both addition and subtraction number sentences

Step 1:

First, we need to find out what the missing number is in our fact family. We can do this by solving the subtraction problem $20 - 13 =$

Why can't we solve $13 - 20$? You can't subtract more than you start with, so the biggest number always goes first.

We know that $20 - 13 = 7$

Feedback Required?

With a device:

If you have access to ClassDojo, take a photo of the work you have done and upload it to your portfolio.

Without a device:

Complete in your workbook.

Step 2:

Using the fact family numbers 7, 13 and 20 we can generate 4 number sentences.

$$20 - 13 = 7$$

$$20 - 7 = 13$$

$$13 + 7 = 20$$

$$\mathbf{7 + 13 = 20}$$

Step 3:

Identify the number sentence that matches our missing number addition problem.

$$\mathbf{7 + 13 = 20}$$

We now know the missing number is 7!

We used the opposite operation to addition (Subtraction) to find the missing number.

Instructional Video:

You can watch the following video here, where we explain this process in greater detail:

<https://youtu.be/GmkME60N6Bs>

Student Activity:

See if you can use subtraction to solve the following addition problems. Can you rewrite these number sentences by using subtraction? For example:

$$\begin{array}{r} 8 + \square = 11 \\ \hline \end{array}$$

$$11 - 8 = ?$$

You can choose to complete either set 1 or set 2. Choose your challenge! There are larger copies of the sheets at the bottom of this planner.

Set 1

www.worksheetfun.com
Missing addend
Find the missing addend.

$8 + \square = 11$	$4 + \square = 9$
$5 + \square = 12$	$6 + \square = 10$
$6 + \square = 11$	$2 + \square = 12$
$7 + \square = 10$	$5 + \square = 11$
$3 + \square = 9$	$7 + \square = 9$
$4 + \square = 8$	$3 + \square = 10$
$2 + \square = 11$	$9 + \square = 10$
$9 + \square = 12$	$8 + \square = 12$
$1 + \square = 7$	$0 + \square = 7$
$0 + \square = 6$	$1 + \square = 8$

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Set 2

$16 + \square = 27$	$\square + 9 + 11 = 35$
$\square + 17 = 66$	$38 + \square = 73$
$6 + \square + 8 = 24$	$\square + 9 + 11 = 35$
$\square + 23 = 101$	$160 = 105 + \square$
$143 = \square + 62$	

Extension:

Can you identify the missing numbers in the vertical addition algorithms below?

Calculate the missing digits in these calculations.

1. $\begin{array}{r} 35\square \\ + 42 \\ \hline 395 \end{array}$	2. $\begin{array}{r} 7\square 0 \\ + 33 \\ \hline 763 \end{array}$	3. $\begin{array}{r} 46\square \\ + 03 \\ \hline 466 \end{array}$	4. $\begin{array}{r} 721 \\ + 5\square \\ \hline 773 \end{array}$	5. $\begin{array}{r} 501 \\ + \square 2 \\ \hline 583 \end{array}$
6. $\begin{array}{r} 27\square \\ + 12 \\ \hline 287 \end{array}$	7. $\begin{array}{r} 780 \\ + 0\square \\ \hline 784 \end{array}$	8. $\begin{array}{r} 3\square 5 \\ + 42 \\ \hline 397 \end{array}$	9. $\begin{array}{r} 189 \\ + \square 0 \\ \hline 189 \end{array}$	10. $\begin{array}{r} 75\square \\ + 22 \\ \hline 779 \end{array}$
11. $\begin{array}{r} 705 \\ + 3\square \\ \hline 737 \end{array}$	12. $\begin{array}{r} \square 7 \\ + 11 \\ \hline 248 \end{array}$	13. $\begin{array}{r} 55\square \\ + 37 \\ \hline 588 \end{array}$	14. $\begin{array}{r} 444 \\ + 0\square \\ \hline 449 \end{array}$	15. $\begin{array}{r} 559 \\ + \square 0 \\ \hline 559 \end{array}$
16. $\begin{array}{r} 10\square \\ + 32 \\ \hline 135 \end{array}$	17. $\begin{array}{r} 524 \\ + \square 1 \\ \hline 585 \end{array}$	18. $\begin{array}{r} 11\square \\ + 60 \\ \hline 172 \end{array}$	19. $\begin{array}{r} 673 \\ + 2\square \\ \hline 699 \end{array}$	20. $\begin{array}{r} 21\square \\ + 18 \\ \hline 228 \end{array}$
21. $\begin{array}{r} 4\square 3 \\ + 76 \\ \hline 869 \end{array}$	22. $\begin{array}{r} 512 \\ + \square 0 \\ \hline 512 \end{array}$	23. $\begin{array}{r} 321 \\ + 5\square \\ \hline 373 \end{array}$	24. $\begin{array}{r} 24\square \\ + 13 \\ \hline 296 \end{array}$	25. $\begin{array}{r} 3\square 5 \\ + 21 \\ \hline 336 \end{array}$
26. $\begin{array}{r} 7\square 6 \\ + 12 \\ \hline 756 \end{array}$	27. $\begin{array}{r} 30\square \\ + 13 \\ \hline 314 \end{array}$	28. $\begin{array}{r} 840 \\ + 2\square \\ \hline 860 \end{array}$	29. $\begin{array}{r} 183 \\ + \square 0 \\ \hline 183 \end{array}$	30. $\begin{array}{r} 17\square \\ + 01 \\ \hline 177 \end{array}$

Reflection:

Did you find it easier to add on to find the missing number or to use subtraction to find the missing number? Explain your reasons.

<p>Writing</p> <p>Time Guideline: 50 minutes</p>	<p>Guiding Question: How do we use our plan to begin drafting our writing?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - Reread your work - Write an introduction - Write three reasons - Use examples to support your reasons - Use paragraphs - Use high modality language - Use any persuasive techniques you know <p>Lesson: Yesterday, you began drafting a plan in response to "Computer games – Are they a waste of time?" Today we are going to continue writing your first draft. This means you are going to reread your work from yesterday and continue writing until you have finished.</p> <p>Remember, we are aiming to write 5 paragraphs – an introduction, our three reasons and a conclusion. Remember each paragraph should have 3-5 sentences.</p> <p>Student Activity: Set yourself a timer for 30 minutes. Focus on completing your first draft. If you are stuck, look at the example text from reading. This will help show you what your writing should look like.</p> <p>If you finish your work, and you still have time to go, reread over your work. Can you add any high modality words? Can you add any persuasive techniques?</p> <p>Reflection: Use this check list to help you check if you have included everything you need:</p> <ul style="list-style-type: none"> o Did you reread your work? o Do you have an introduction? o Do you have three paragraphs – 1 for each reason? o Do your reasons have examples? o Do you have a conclusion? o Did you use high modality words? o Did you use any persuasive devices? 	<p>Feedback Required?</p> <p>If you have access to ClassDojo, take a photo of the work you have done and upload it to Wednesday's Writing portfolio.</p> <p>If you do not have access to ClassDojo, just keep your work in your exercise book.</p>
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Missing addend	
Find the missing addend.	
$8 + \square = 11$	$4 + \square = 9$
$5 + \square = 12$	$6 + \square = 10$
$6 + \square = 11$	$2 + \square = 12$
$7 + \square = 10$	$5 + \square = 11$
$3 + \square = 9$	$7 + \square = 9$
$4 + \square = 8$	$3 + \square = 10$
$2 + \square = 11$	$9 + \square = 10$
$9 + \square = 12$	$8 + \square = 12$
$1 + \square = 7$	$0 + \square = 7$
$0 + \square = 6$	$1 + \square = 8$

$16 + \square = 27$	$\square + 9 + 11 = 35$
$\square + 17 = 66$	$38 + \square = 73$
$6 + \square + 8 = 24$	$\square + 9 + 11 = 35$
$\square + 23 = 101$	$160 = 105 + \square$
$143 = \square + 62$	

Calculate the missing digits in these calculations.

$$\begin{array}{r} 1. \quad 35 \square \\ + 42 \\ \hline 395 \end{array} \quad \begin{array}{r} 2. \quad 7 \square 0 \\ + 333 \\ \hline 763 \end{array} \quad \begin{array}{r} 3. \quad 46 \square \\ + 03 \\ \hline 466 \end{array} \quad \begin{array}{r} 4. \quad 721 \\ + 5 \square \\ \hline 773 \end{array} \quad \begin{array}{r} 5. \quad 581 \\ + \square 2 \\ \hline 583 \end{array}$$

$$\begin{array}{r} 6. \quad 27 \square \\ + 12 \\ \hline 287 \end{array} \quad \begin{array}{r} 7. \quad 780 \\ + 0 \square \\ \hline 784 \end{array} \quad \begin{array}{r} 8. \quad 3 \square 5 \\ + 42 \\ \hline 397 \end{array} \quad \begin{array}{r} 9. \quad 169 \\ + \square 0 \\ \hline 189 \end{array} \quad \begin{array}{r} 10. \quad 75 \square \\ + 22 \\ \hline 779 \end{array}$$

$$\begin{array}{r} 11. \quad 705 \\ + 3 \square \\ \hline 737 \end{array} \quad \begin{array}{r} 12. \quad 2 \square 7 \\ + 11 \\ \hline 248 \end{array} \quad \begin{array}{r} 13. \quad 55 \square \\ + 37 \\ \hline 588 \end{array} \quad \begin{array}{r} 14. \quad 446 \\ + 0 \square \\ \hline 449 \end{array} \quad \begin{array}{r} 15. \quad 559 \\ + \square 0 \\ \hline 559 \end{array}$$

$$\begin{array}{r} 16. \quad 10 \square \\ + 32 \\ \hline 135 \end{array} \quad \begin{array}{r} 17. \quad 524 \\ + \square 1 \\ \hline 585 \end{array} \quad \begin{array}{r} 18. \quad 11 \square \\ + 60 \\ \hline 172 \end{array} \quad \begin{array}{r} 19. \quad 673 \\ + 2 \square \\ \hline 699 \end{array} \quad \begin{array}{r} 20. \quad 21 \square \\ + 18 \\ \hline 228 \end{array}$$

$$\begin{array}{r} 21. \quad 8 \square 3 \\ + 76 \\ \hline 889 \end{array} \quad \begin{array}{r} 22. \quad 512 \\ + \square 0 \\ \hline 512 \end{array} \quad \begin{array}{r} 23. \quad 321 \\ + 5 \square \\ \hline 373 \end{array} \quad \begin{array}{r} 24. \quad 28 \square \\ + 13 \\ \hline 296 \end{array} \quad \begin{array}{r} 25. \quad 3 \square 5 \\ + 21 \\ \hline 336 \end{array}$$

$$\begin{array}{r} 26. \quad 7 \square 4 \\ + 12 \\ \hline 756 \end{array} \quad \begin{array}{r} 27. \quad 30 \square \\ + 13 \\ \hline 314 \end{array} \quad \begin{array}{r} 28. \quad 840 \\ + 2 \square \\ \hline 860 \end{array} \quad \begin{array}{r} 29. \quad 183 \\ + \square 0 \\ \hline 183 \end{array} \quad \begin{array}{r} 30. \quad 17 \square \\ + 01 \\ \hline 177 \end{array}$$

Reading & Viewing

Time guideline:

45 minutes

Guiding Question: How do we locate the reasons and examples the author used to persuade you?

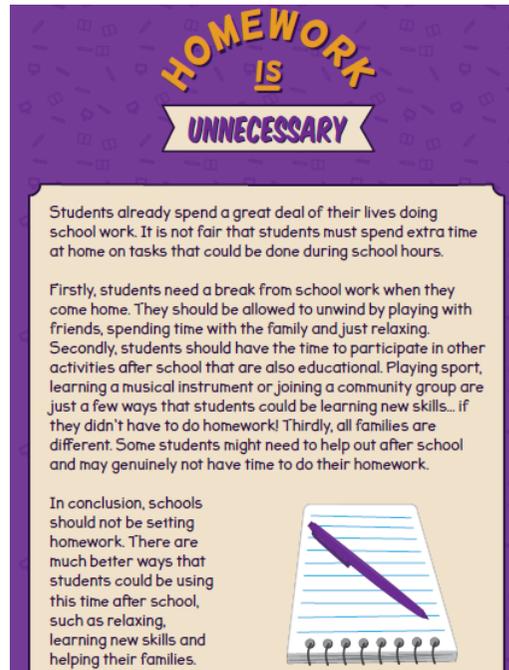
Success Criteria:

Identify the author's reasons to persuade.
Identify the author's examples to support their reasons.

Lesson:

Today we are going to look at the **reasons** and **examples** the author used in their writing to persuade you. Have a look at the persuasive piece below.

You will notice that not all persuasive pieces are written like we have been writing them. Some will have all their reasons and examples together in one paragraph.



You can choose to listen to this text by clicking this link <https://youtu.be/LdHykwqahv8> or you can read it independently.

Student Activity:

First

Feedback Required?

With a device:

Upload a photo of your task. Do you have the table drawn up and your reasons and examples in the correct boxes?

Without a device:

Record the table with the reasons and examples in your book.

- Listen to the recording of the persuasive piece above. (If you like you can read it independently.)
- Read over the piece of writing.
- As you read, identify the **reasons** and supporting **examples** the author used in their writing to persuade you.
- Create a table in your book like the one below:

Reasons	Examples

- Complete the table with the reasons and examples you have found in the text.
- Take a picture and upload this to ClassDojo.

Second

- Set a timer for 30 minutes on your iPad.
- Read out loud for the first 5 minutes.
- Read in your head for the remaining 25 minutes.
- Remember to practise your phrasing goal.

Reflection:

Can you share with someone in your family, the reasons and examples the author used to persuade you? Was that person persuaded? Do you have the same opinion?

Maths:

Time Guideline:
45 minutes

Guiding Question:

How do I find the missing number in an addition number sentence?

Success Criteria:

Complete number sentences involving missing numbers.

Use different strategies to work out the missing numbers.

Use a number line or hundreds chart to identify a missing number in an addition number sentence.

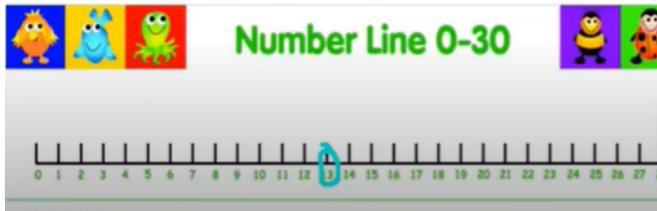
Introduction:

Yesterday we looked at the relationship between addition and subtraction. Today we are going to look at how to work out missing numbers in a number sentence.

Let's watch this video below. It explains how to work out a missing number in a number sentence, using a number line or a hundreds chart.

<https://www.youtube.com/watch?v=sRQgXnd05VE>

$$13 + \underline{\quad} = 19$$



$$8 + \underline{\quad} = 25$$



Feedback Required?

With a device:

Take a photo of the work you have done and upload it to your portfolio under the correct heading.

Without a device:

Record each answer in your book. Make sure you have the Guiding Question as your heading.

Student Activity:

Your task today is to identify the missing numbers in the addition number sentences, found on the 'Missing Addends' activity sheet. You might like to use an interactive number line or hundreds chart to assist you in identifying the missing number.

Interactive number line: <https://apps.mathlearningcenter.org/number-line/>

Interactive hundreds chart: https://www.abcya.com/games/interactive_100_number_chart

(These worksheets can be found in full size at the bottom of this planner)

Name _____

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Missing Addends

Directions: Solve each number sentence by adding the missing addend.



$5 + \square = 16$	$\square + 9 = 14$
$\square + 8 = 19$	$8 + \square = 13$
$4 + \square = 20$	$\square + 6 = 18$
$\square + 6 = 19$	$0 + \square = 16$
$7 + \square = 17$	$\square + 1 = 24$
$\square + 4 = 12$	$5 + \square = 12$
$9 + \square = 18$	$\square + 4 = 15$
$\square + 5 = 19$	$9 + \square = 11$
$2 + \square = 20$	$\square + 6 = 19$
$\square + 7 = 14$	$3 + \square =$



Challenge Task

Find the missing number.

- $82 + \square = 370$
- $61 + 101 = \square$
- $23 + 454 = \square$
- $42 + \square = 308$
- $\square + 696 = 716$
- $\square + 97 = 159$
- $87 + 213 = \square$
- $\square + 605 = 640$
- $29 + 623 = \square$
- $15 + 301 = \square$
- $53 + \square = 833$
- $\square + 471 = 486$
- $64 + 175 = \square$
- $94 + 366 = \square$
- $\square + 965 = 1,000$
- $\square + 709 = 739$
- $18 + \square = 599$
- $\square + 218 = 305$
- $54 + 483 = \square$
- $\square + 483 = 507$

Reflection:

What strategy did you use to work out the missing numbers in the number sentences?

<p>Writing</p> <p>Time Guideline: 50 minutes</p>	<p>Guiding Question: How do we edit our work?</p> <p>Success Criteria:</p> <ul style="list-style-type: none">- Read my work aloud to ensure it makes sense.- Use capital letters at the beginning of sentences and for proper nouns.- Use full stops, question marks and exclamation marks at the end of sentences.- Underline words that I need to check the spelling of. <p>Lesson: When we complete a piece of writing, it is important that we check it makes sense. Firstly, we need to read our piece of writing aloud, and listen to ourselves. This will help us find if any of our writing does not make sense.</p> <p>We then check whether we have used capital letters and punctuation correctly.</p> <p>We then check if our spelling is correct.</p> <p>Student Activity: Read your work aloud. Using a different colour, underline any parts that don't make sense.</p> <p>Using a different coloured pencil, check all your capital letters. Is there one at the beginning of every sentence and every proper noun?</p> <p>Check all the punctuation is correct. Have you used full stops at the end of each sentence?</p> <p>Are there any words where you think the spelling is incorrect? Underline these words. Stretch the sounds you hear, use an online dictionary, or ask for some help in spelling these words.</p> <p>Reflection: Use the CUPS checklist below to check you have edited your work.</p>	<p>Feedback Required?</p> <p><u>With a device:</u> If you have access to ClassDojo, take a photo of the work you have completed and upload it to Thursday's Writing portfolio.</p> <p><u>Without a device:</u> If you do not have access to ClassDojo, just keep your work in your book.</p>
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Name _____

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Missing Addends



Directions: Solve each number sentence by adding the missing addend.

$5 + \square = 16$

$\square + 9 = 14$

$\square + 8 = 19$

$8 + \square = 13$

$4 + \square = 20$

$\square + 6 = 18$

$\square + 6 = 19$

$0 + \square = 16$

$7 + \square = 17$

$\square + 1 = 24$

$\square + 4 = 12$

$5 + \square = 12$

$9 + \square = 18$

$\square + 4 = 15$

$\square + 5 = 19$

$9 + \square = 11$

$2 + \square = 20$

$\square + 6 = 19$

$\square + 7 = 14$

$3 + \square =$



Find the missing number.

1. $82 + \underline{\quad} = 370$

2. $61 + 101 = \underline{\quad}$

3. $23 + 454 = \underline{\quad}$

4. $42 + \underline{\quad} = 308$

5. $\underline{\quad} + 696 = 716$

6. $\underline{\quad} + 97 = 159$

7. $87 + 213 = \underline{\quad}$

8. $\underline{\quad} + 605 = 640$

9. $29 + 623 = \underline{\quad}$

10. $15 + 301 = \underline{\quad}$

11. $53 + \underline{\quad} = 833$

12. $\underline{\quad} + 471 = 486$

13. $64 + 175 = \underline{\quad}$

14. $94 + 366 = \underline{\quad}$

15. $\underline{\quad} + 965 = 1,000$

16. $\underline{\quad} + 709 = 739$

17. $18 + \underline{\quad} = 599$

18. $\underline{\quad} + 218 = 305$

19. $54 + 483 = \underline{\quad}$

20. $\underline{\quad} + 483 = 507$

HOMework IS

UNNECESSARY

Students already spend a great deal of their lives doing school work. It is not fair that students must spend extra time at home on tasks that could be done during school hours.

Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and just relaxing. Secondly, students should have the time to participate in other activities after school that are also educational. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework! Thirdly, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.



Reading & Viewing

Time
Guideline:
45 minutes

Guiding Question:

How do I identify high modality words the author used in their writing?

Success Criteria:

- Identify high modality words
- Brainstorm a list of high modality words

Lesson:

Today we are going to look at the high modality words the author used in their writing.

Have a look at the persuasive piece below.

You can chose to listen to it by clicking this link <https://youtu.be/ZhgVVh0f7NU> or you can read it independently.

DOGS MAKE THE BEST PETS

When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.

Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens. Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can. Thirdly, dogs are very active. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.



Feedback Required?

With a device:

Take a picture of your brainstorm upload it to ClassDojo.

Without a device:

If you don't have access to the internet record this in your book.

Student Activity:

First

- Listen to the recording of the persuasive piece above. (If you like you can read it independently.)
- Read over the piece of writing.
- As you read, identify words that are **high modality** (Words that help you to be more persuasive eg: **must** is more persuasive than **could**)
- Create a brainstorm in your book of all the high modality words you found.
- Take a picture and upload this to ClassDojo.

Second

- Set a timer for 30 minutes on your iPad.
- Read out loud for the first 5 minutes.
- Read in your head for the remaining 25 minutes.
- Remember to practise your phrasing goal.

Reflection:

How do you feel about high modality words now? Do you understand how they can help you as a reader to be persuaded? How do you feel about using them in your writing?

Maths:

Time

Guide:

45 minutes

Guiding Question:

How can I balance an equation?

What role does the equal sign play?

Success Criteria:

- Make an equation balanced by making sure it is equal on both sides
- Solve one side of the equation
- Use addition and subtraction facts

Introduction:

Yesterday we looked at how to work out a missing number in a number sentence using different strategies. Today we are going to look at how we can balance an equation and the role of an equal sign plays in an equation. Let's start by looking at the equal sign.

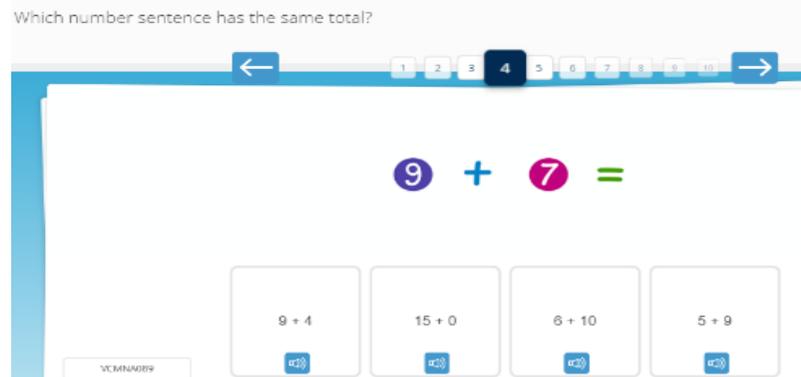
First, we will need to understand what the symbol = means. It means 'equal to'. So both sides of the equal sign must be the same.

Let's look at this example. In order to work out which number sentence has the same total of the given number sentence $9+7$.

Step 1: We will need to work out the sum on one side of the equation, which is $9+7=16$.

Step 2: You look at the sum of the given equations and see which one has the sum of 16, which is $6+10$.

Which number sentence has the same total?



Here is a link to Sum Scale's where you can try creating your own balanced equations.
<http://www.ictgames.com/mobilePage/scales/index.html>

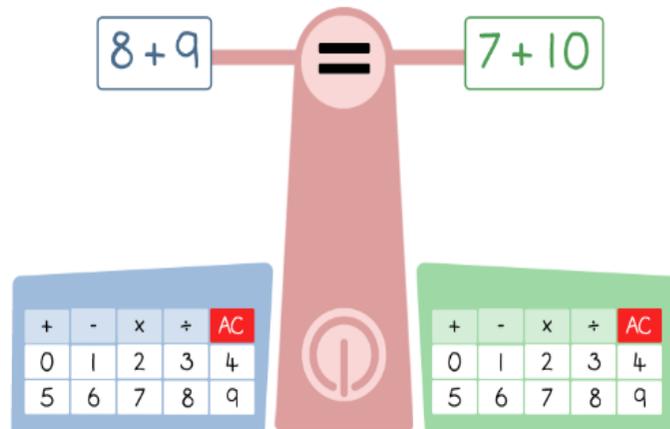
Feedback
Required?

With a device:

If you have access to ClassDojo, upload a photo of your completed worksheets.

Without a device:

Complete the tasks in your workbook.



Student Activity:

Please complete this balancing equation worksheet to your personal best (Left Worksheet).

Challenge (on the right): If you feel like a challenge, see if you can work out these equations that involve multiplication:

<p>Name: _____ Date: _____</p> <p>BALANCING EQUATION 3B</p> <p>Fill in the missing numbers to balance the equations.</p> <ol style="list-style-type: none"> 1) $3 + 4 = 6 + \underline{\quad}$ 2) $2 + 10 = 5 + \underline{\quad}$ 3) $7 + \underline{\quad} = 3 + 6$ 4) $\underline{\quad} + 5 = 10 + 4$ 5) $8 + 3 = \underline{\quad} + 6$ 6) $9 - 2 = 4 + \underline{\quad}$ 7) $15 - 3 = 8 + \underline{\quad}$ 8) $14 - 6 = \underline{\quad} + 3$ 9) $6 + \underline{\quad} = 17 - 5$ 10) $\underline{\quad} + 3 = 12 - 5$ 11) $\underline{\quad} + 4 = 13 - 7$ 12) $4 + 2 = 10 - \underline{\quad}$ 13) $3 + 5 = 12 - \underline{\quad}$ 14) $6 + 7 = \underline{\quad} - 1$ 15) $10 - \underline{\quad} = 3 + 4$ 16) $12 - \underline{\quad} = 2 + 7$ 17) $\underline{\quad} - 3 = 10 - 7$ 18) $\underline{\quad} - 2 = 13 - 5$ <p style="text-align: center; font-size: small;">Free Math Worksheets, Math Games and Math Help MATH-SALAMANDERS.COM</p>	<p>Name: _____ Date: _____</p> <p>BALANCING EQUATION 3C</p> <p>Fill in the missing numbers to balance the equations.</p> <ol style="list-style-type: none"> 1) $12 + \underline{\quad} = 3 \times 5$ 2) $10 - \underline{\quad} = 2 + 4$ 3) $\underline{\quad} + 4 = 11 - 5$ 4) $\underline{\quad} \times 2 = 10 + 6$ 5) $5 \times 3 = 9 + \underline{\quad}$ 6) $12 - \underline{\quad} = 3 + 4$ 7) $10 + 7 = 20 - \underline{\quad}$ 8) $4 \times 3 = \underline{\quad} + 6$ 9) $5 + 7 = \underline{\quad} - 2$ 10) $3 \times 6 = 9 \times \underline{\quad}$ 11) $25 - 4 = \underline{\quad} \times 3$ 12) $6 + 8 = 20 - \underline{\quad}$ 13) $\underline{\quad} \times 3 = 7 + 11$ 14) $5 \times \underline{\quad} = 50 - 5$ 15) $\underline{\quad} - 4 = 3 \times 4$ 16) $4 \times 6 = 20 + \underline{\quad}$ 17) $7 + \underline{\quad} = 6 \times 3$ 18) $\underline{\quad} - 3 = 10 \times 2$ <p style="text-align: center; font-size: small;">Free Math Worksheets, Math Games and Math Help MATH-SALAMANDERS.COM</p>
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These worksheets can be found in full size at the bottom of this planner.

Reflection:

How confident are you in explaining the balancing equation and the role of the equal sign to your family members?

What was the most challenging part in today's lesson? Why?

Writing

Time

Guide:

50 minutes

Guiding Question:

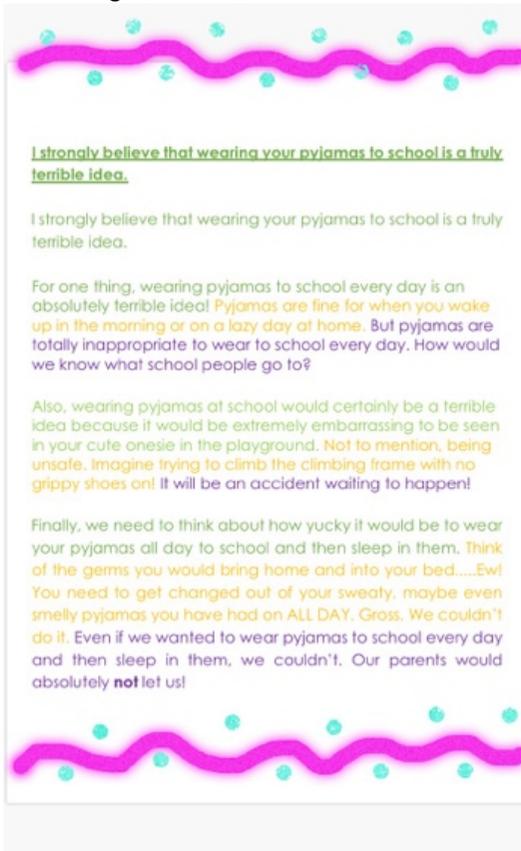
How do we publish our writing?

Success Criteria:

- Choose to write or type our writing
- Select a title and place it at the top of our writing
- Reread our writing or typing to check it is correct
- Include pictures or photographs that support our reasons

Lesson:

Congratulations! You have finished planning, drafting and editing your work! The final step is to publish our writing. It is important to publish our writing so that we can share it with others. Here is Mrs West's example she has been working on throughout the week.



I strongly believe that wearing your pyjamas to school is a truly terrible idea.

I strongly believe that wearing your pyjamas to school is a truly terrible idea.

For one thing, wearing pyjamas to school every day is an absolutely terrible idea! Pyjamas are fine for when you wake up in the morning or on a lazy day at home. But pyjamas are totally inappropriate to wear to school every day. How would we know what school people go to?

Also, wearing pyjamas at school would certainly be a terrible idea because it would be extremely embarrassing to be seen in your cute onesie in the playground. Not to mention, being unsafe. Imagine trying to climb the climbing frame with no grippy shoes on! It will be an accident waiting to happen!

Finally, we need to think about how yucky it would be to wear your pyjamas all day to school and then sleep in them. Think of the germs you would bring home and into your bed....Ew! You need to get changed out of your sweaty, maybe even smelly pyjamas you have had on ALL DAY. Gross. We couldn't do it. Even if we wanted to wear pyjamas to school every day and then sleep in them, we couldn't. Our parents would absolutely **not** let us!

Student Activity:

Feedback Required?

If you have access to ClassDojo, take a photo of the work you have done and upload it to your Writing Folder.

If you do not have access to ClassDojo, just keep your work in your book.

Choose if you would like to type or hand write your work.

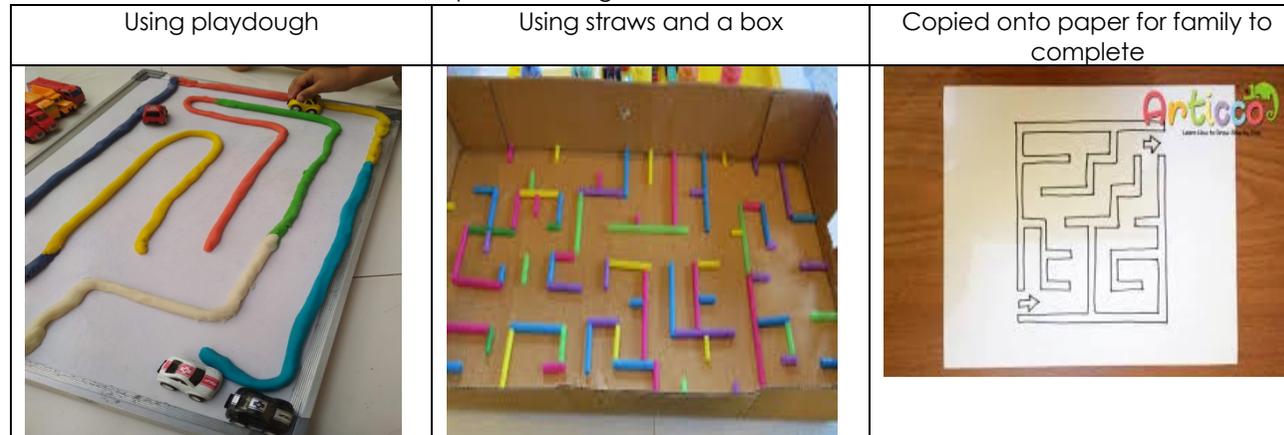
If you choose to type...	If you choose to handwrite...
<ul style="list-style-type: none">- Choose an application you would like to use. Microsoft Word or Doodle Buddy is a good option!- Start with a title at the top.- Type out your piece of writing.- Remember:<ul style="list-style-type: none">- use shift for capital letters- press enter to move to a new line for new paragraphs- Find some photographs to support your reasons. Place them around or under writing. Make sure they don't cover up your writing.- Include any other visual features you may like, such as a border.- Make sure your font is easy to read.	<ul style="list-style-type: none">- Start with a new page in your book or a piece of paper.- You may want to rule some lines in lead pencil that you can rub out later.- Write a title at the top of your page, in the centre.- Write your draft using your best handwriting. Remember to go back and check as you write so that you don't leave anything out!- Remember to include correct capitals and punctuation.- Draw a picture of things that support your reasons.- Include any other visual features you may like, such as a border.

Reflection: Congratulations! You have finished your writing! Read it out to someone in your household. Are they convinced by your reasons?

<p>Inquiry</p> <p>Time Guide: 30 minutes</p>	<p>Guiding Question: How can I create a maze and write instructions for someone else to follow?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Design a maze. • Problem solve by using trial and error in my maze design. • Write a list of instructions for someone else to follow to complete my maze. • Think of real life situations where reading and giving instructions would be helpful. <p>Lesson: In life we are asked to be creative and to give and receive instructions all the time. If you give someone directions to your house to play but there are road works, how else can they get there? (without cheating and using Googlemaps!) These skills take time to develop and we need lots of practise in lots of different ways. Today we are going to make a maze and then write instructions to complete it for someone else to follow.</p> <p>Watch this video to see how you can plan your maze in your book first. https://www.youtube.com/watch?v=SN1F8j7Hs3g</p> <p>Student Activity: Today we are going to make a maze. You can be as creative as you like. It can be drawn on paper, then recreated in other materials. (we are expecting a grade 3 independent level task – not too much grown up help)</p> <p>Step 1 – Draw your maze in your book. Include a start line. Some dead ends. Also a finish line</p> <p>Step 2 - Now write your instructions step by step. For example: Step 1 – start at the start circle. Step 2 – move forward then turn left Step 3 – move forward and turn right Step 4 – walk around the bend.... Step 20 – move forward to the finish line ...etc</p> <p>Step 3 – Get someone to follow your instructions – can they get to the end following only what you have written? If not, edit to include missing instructions.</p> <p>Try to get the <u>plan and instructions done first to upload in the 30 minutes</u> and then as a bonus in your spare time you can make the maze to keep busy! We would still love to see the finished products!</p>	<p>Feedback Required?</p> <p><u>With a device:</u> Upload a clear photo of your maze and instructions to ClassDojo</p> <p><u>Without a device:</u> Draw a picture of your maze in your book along with the instructions, step by step for someone to follow.</p>
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If you decide to make your maze, you may choose to make it using old cereal box cardboard, Lego, blocks, rolled up playdough etc then see if someone can drive a toy car through your maze or roll a marble through it. It must have closed off sections that trick people and stop them from continuing a path.

Now get some inspiration from this Lego maze animation <https://www.youtube.com/watch?v=NNsxNnEkdIM> and pictures using different materials below.



Reflection:

When in life would it be important to give some instructions? Talk about your thinking to a grown up at home.

Name _____

Date _____



BALANCING EQUATION 3B

Fill in the missing numbers to balance the equations.

$$1) \quad 3 + 4 = 6 + \underline{\quad}$$

$$2) \quad 2 + 10 = 5 + \underline{\quad}$$

$$3) \quad 7 + \underline{\quad} = 3 + 6$$

$$4) \quad \underline{\quad} + 5 = 10 + 4$$

$$5) \quad 8 + 3 = \underline{\quad} + 6$$

$$6) \quad 9 - 2 = 4 + \underline{\quad}$$

$$7) \quad 15 - 3 = 8 + \underline{\quad}$$

$$8) \quad 14 - 6 = \underline{\quad} + 3$$

$$9) \quad 6 + \underline{\quad} = 17 - 5$$

$$10) \quad \underline{\quad} + 3 = 12 - 5$$

$$11) \quad \underline{\quad} + 4 = 13 - 7$$

$$12) \quad 4 + 2 = 10 - \underline{\quad}$$

$$13) \quad 3 + 5 = 12 - \underline{\quad}$$

$$14) \quad 6 + 7 = \underline{\quad} - 1$$

$$15) \quad 10 - \underline{\quad} = 3 + 4$$

$$16) \quad 12 - \underline{\quad} = 2 + 7$$

$$17) \quad \underline{\quad} - 3 = 10 - 7$$

$$18) \quad \underline{\quad} - 2 = 13 - 5$$

Name _____

Date _____



BALANCING EQUATION 3C

Fill in the missing numbers to balance the equations.

$$1) \quad 12 + \underline{\quad} = 3 \times 5$$

$$2) \quad 10 - \underline{\quad} = 2 + 4$$

$$3) \quad \underline{\quad} + 4 = 11 - 5$$

$$4) \quad \underline{\quad} \times 2 = 10 + 6$$

$$5) \quad 5 \times 3 = 9 + \underline{\quad}$$

$$6) \quad 12 - \underline{\quad} = 3 + 4$$

$$7) \quad 10 + 7 = 20 - \underline{\quad}$$

$$8) \quad 4 \times 3 = \underline{\quad} + 6$$

$$9) \quad 5 + 7 = \underline{\quad} - 2$$

$$10) \quad 3 \times 6 = 9 \times \underline{\quad}$$

$$11) \quad 25 - 4 = \underline{\quad} \times 3$$

$$12) \quad 6 + 8 = 20 - \underline{\quad}$$

$$13) \quad \underline{\quad} \times 3 = 7 + 11$$

$$14) \quad 5 \times \underline{\quad} = 50 - 5$$

$$15) \quad \underline{\quad} - 4 = 3 \times 4$$

$$16) \quad 4 \times 6 = 20 + \underline{\quad}$$

$$17) \quad 7 + \underline{\quad} = 6 \times 3$$

$$18) \quad \underline{\quad} - 3 = 10 \times 2$$