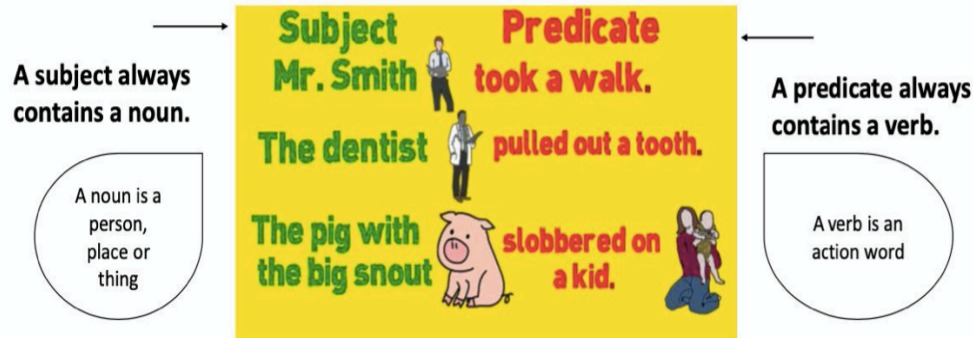


## Term 4, Week 2- Year 3 Learning From Home Overview, 2021

MONDAY	TUESDAY	WEDNESDAY <u>Well-being Day</u>	THURSDAY	FRIDAY
<p><b><u>Sentence of the Day</u></b></p> <p><input type="checkbox"/></p> <p><b><u>Reading</u></b></p> <p><input type="checkbox"/> Great big grave comprehension</p> <p><b><u>Writing</u></b></p> <p><input type="checkbox"/> Watch videos and draw the block planner</p> <p><input type="checkbox"/> Highlight and label activity</p> <p><b><u>Mathematics</u></b></p> <p><input type="checkbox"/> Math Mentals</p> <p><input type="checkbox"/> Watch the <i>Place Value</i> video on Edmodo</p> <p><input type="checkbox"/> Complete the Place Value worksheet</p>	<p><b><u>Sentence of the Day</u></b></p> <p><input type="checkbox"/></p> <p><b><u>Reading</u></b></p> <p><input type="checkbox"/> Ancient Egyptians comprehension</p> <p><b><u>Writing</u></b></p> <p><input type="checkbox"/> Draw the block planner</p> <p><input type="checkbox"/> Complete the 'Did you know' questions worksheet</p> <p><input type="checkbox"/> Handwriting</p> <p><b><u>Mathematics</u></b></p> <p><input type="checkbox"/> Math Mentals</p> <p><input type="checkbox"/> Watch the <i>Missing and Equivalent Number Sentences</i> video on Edmodo</p> <p><input type="checkbox"/> Complete the Equivalent Number sentences worksheet</p>	<p><b><u>Sentence of the Day</u></b></p> <p><input type="checkbox"/></p> <p><b><u>Reading</u></b></p> <p><input type="checkbox"/> Gods and Goddesses comprehension</p> <p><b><u>Writing</u></b></p> <p><input type="checkbox"/> Draw the block planner</p> <p><input type="checkbox"/> Complete the 'Build a paragraph' worksheet</p> <p><b><u>Mathematics</u></b></p> <p><input type="checkbox"/> Math Mentals</p> <p><input type="checkbox"/> Watch the <i>Missing and Equivalent Number Sentences</i> video on Edmodo</p> <p><input type="checkbox"/> Complete the Missing Number sentences worksheet</p> <p><b><u>HSIE</u></b></p> <p><input type="checkbox"/> Symbols, Flags and Emblems worksheet - What are Australia's important symbols and emblems?</p> <p><b><u>Enjoy the wellbeing activities provided in your learning pack.</u></b></p>	<p><b><u>Sentence of the Day</u></b></p> <p><input type="checkbox"/></p> <p><b><u>Reading</u></b></p> <p><input type="checkbox"/> Howard Carter comprehension</p> <p><b><u>Writing</u></b></p> <p><input type="checkbox"/> Draw the block planner</p> <p><input type="checkbox"/> Complete the introduction by filling in the gaps</p> <p><b><u>Mathematics</u></b></p> <p><input type="checkbox"/> Math mentals</p> <p><input type="checkbox"/> Watch the <i>Multiplication and Division</i> video on Edmodo</p> <p><input type="checkbox"/> Complete the Multiplication and Division worksheet</p> <p><b><u>PDH</u></b></p> <p><input type="checkbox"/> Complete the 'rights and responsibilities' worksheets</p> <p><b><u>Science</u></b></p> <p><input type="checkbox"/> Before and After worksheet</p>	<p><b><u>Sentence of the Day</u></b></p> <p><input type="checkbox"/></p> <p><b><u>Reading</u></b></p> <p><input type="checkbox"/> The Legend of Isis and Osiris comprehension</p> <p><b><u>Writing</u></b></p> <p><input type="checkbox"/> Draw the block planner</p> <p><input type="checkbox"/> Independently write a title and introduction for an information report about Egypt</p> <p><b><u>Mathematics</u></b></p> <p><input type="checkbox"/> Math Mentals</p> <p><input type="checkbox"/> Watch the <i>Problem-Solving</i> video on Edmodo</p> <p><input type="checkbox"/> Complete the Problem-Solving worksheet</p> <p><b><u>Creative Arts</u></b></p> <p><input type="checkbox"/> Cartouche with Hieroglyphics artwork</p> <p><b><u>PE</u></b></p> <p><input type="checkbox"/> FITNESS FRIDAY LIVE ON ZOOM</p>

There are 3 kinds of sentences (simple, compound and complex). Every complete sentence contains two parts: a subject and a predicate. The subject is what (or whom) the sentence is about, while the predicate tells something about the subject.



**This is a compound sentence.**



**A compound sentence glues two simple sentences together. It is made up of two main clauses joined by a coordinating conjunction.**

**This is a simple sentence.**

**It has a subject and a predicate.**



**A simple sentence is made up of one main clause.**

**The subject is who or what the sentence is about. It will be a noun or a pronoun.**

**The predicate gives us more information about the subject, and contains at least one verb.**



## Coordinating conjunctions

**for** – this happened because of this

**and** – this plus this

**nor** – not this –not this

**but** – this negates this

**or** – means a choice

**yet** – this happened even though this happened!

**so** – this happened because of this

# Nouns

A noun is a word that names a person, place, object or idea.



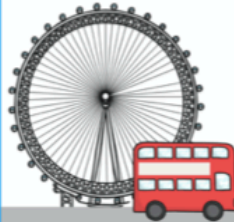
**Person:**  
Grandpa



**Idea:**  
excitement



**Object:**  
football



**Place:**  
London

# Pronouns

A pronoun is a word that replaces a noun.



us



me



his ice-cream

# Verbs

A verb is a word that conveys ACTION, OCCURRENCE, or STATE OF BEING. Verbs are needed to form complete sentences or questions. In a sentence, a verb works as the main component of the predicate, the part of a sentence that indicates what the subject (person or thing) is or does.

## action verbs:

woke  
took  
saw  
feel  
went  
look  
jump  
ran  
want

## linking verbs:

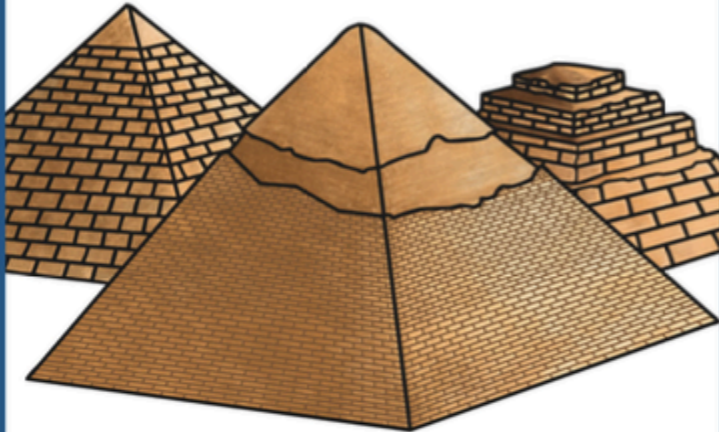
are  
were  
has  
have  
had  
is  
seem  
been

## helping verbs:

could  
would  
might  
may  
should

## Did You Know?

Most Ancient Egyptian pyramids were built as tombs for pharaohs and their families. To date, over 130 pyramids have been discovered in Egypt.



## Did You Know?

A pharaoh would never let his hair be seen - he would always wear a crown or a headdress called a nemes.



## Did You Know?

The great Sphinx of Giza is a large stone sculpture of a creature with the body of a lion and the head of a human. Some scholars believe that the Sphinx may have originally had a beard.



## Did You Know?

When unwrapped, the bandages of an Egyptian mummy could stretch to 1.6km!





# My Mini Ancient Egyptian Dictionary



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## A



### ankh

A symbol of life.

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## A

### archaeologist

A person who finds historical artifacts.

### artifacts

An object such as a pot or tool that tells us something about the past.

## C



### canopic jars

4 jars that contain a mummy's organs for the after life with the heads of the sons of Horus.

## C

### chariot

A two-wheeled horse drawn cart.

### cartouche

The name of a pharaoh in hieroglyphs.

## E



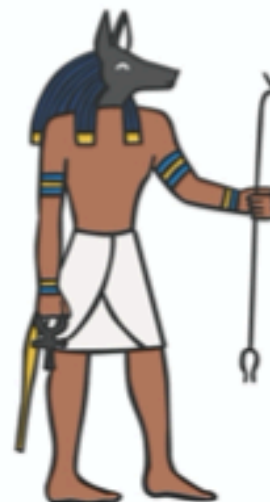
### eye of Horus

A symbol of protection and truth.

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## G

### gods and goddesses



### Anubis

God of the dead with a jackal's head.

## H

### Horus

God with a falcon's head and ruler of the living



# H



## hieroglyphs

Ancient Egyptian writing that uses pictures to represent words.

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# I



## Isis

Goddess of women and children

# K

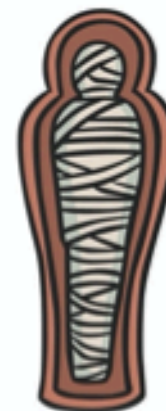


## Karnak

A city of temples in Luxor, Egypt.

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# M



## mummy

Mummification - an ancient Egyptian method of preserving dead bodies.

# N

## Nile

The river that runs through the middle of Egypt.

## nilometer

Marks made on the river side rocks to show the height of the Nile flood each year.

# P



## papyrus

Ancient Egyptian paper made from reeds.

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# P



## pyramid

Huge stone structures that were the tombs of pharaohs.

# Q

## queens of Egypt

## Cleopatra

She ruled Egypt in 51 BC.





R



### Rameses

A pharaoh who reigned during the 19th and 20th dynasty.

S



### sarcophagus

A stone coffin.

S



### Scarab

A sacred symbol of a beetle.

S



### sphinx

Has the head of a pharaoh and the body of a lion.

T



### Tutankhamun

A pharaoh who reigned between 1343 and 1325 BC. He became pharaoh at 9 yrs old.

U



### ushabti

A statue placed in tombs to serve and take care of the dead.

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in the city



on holiday in Egypt



Egypt today

at the pyramids



city homes in  
tower blocks



at the city mosque



the River Nile running  
through Cairo



in the village



at the bazaar (market)



sailing on the  
River Nile





## Turn the facts into 'Did you know...?' questions



Visitors to Egypt enjoy sampling the local food, whether at a street market or in a restaurant. Many traditional Egyptian dishes contain lamb or beef, vegetables, pulses and spices.

Did you know \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

Did you know \_\_\_\_\_

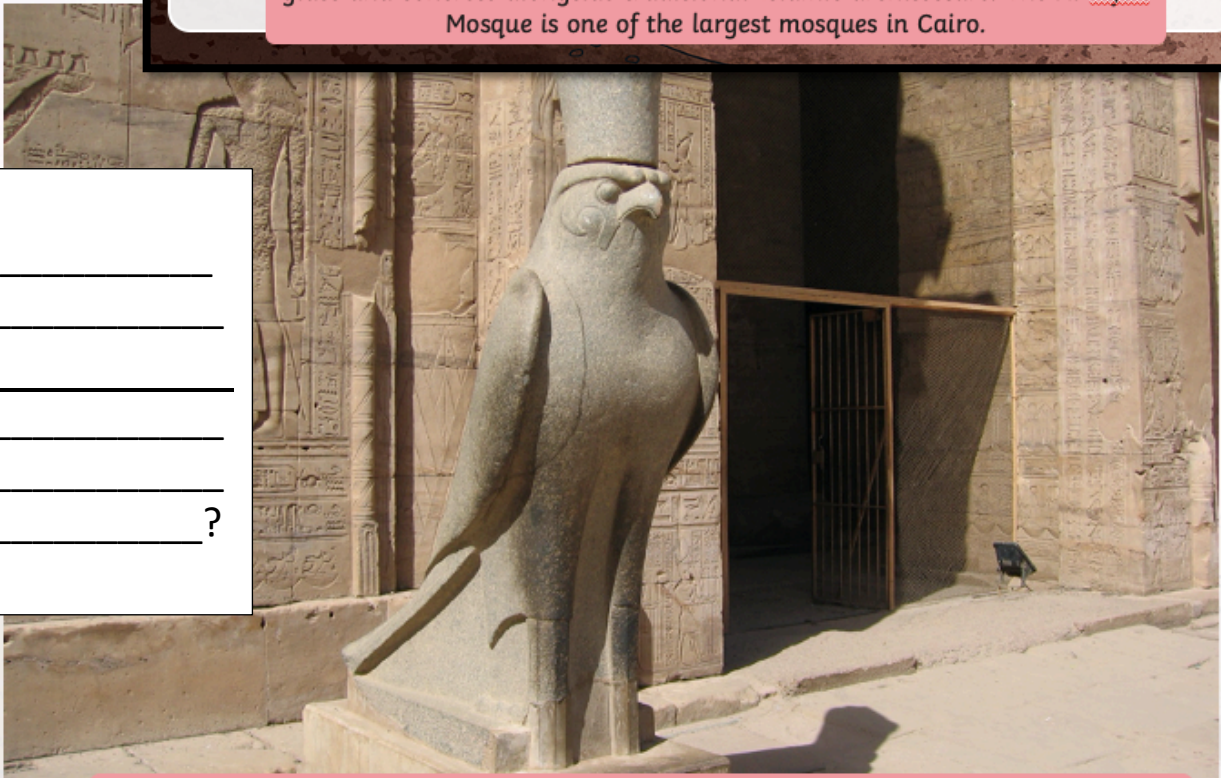
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



Visit an Egyptian city today and you will see skyscrapers made from glass and concrete alongside traditional Islamic architecture. The Al-Rifa'i Mosque is one of the largest mosques in Cairo.

Did you know \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



The Edfu Temple is dedicated to the falcon god, Horus. It was built between 237 and 57 BC. It was preserved by desert sand and is one of the most well-preserved ancient monuments in Egypt.



# Turn the facts into 'Did you know...?' questions

Monday, 11<sup>th</sup> October 2021

Did you  
know \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



The Pyramids at Giza are among Egypt's most well-known landmarks and the Great Pyramid is one of the Seven Ancient Wonders of the World.

Did you  
know \_\_\_\_\_

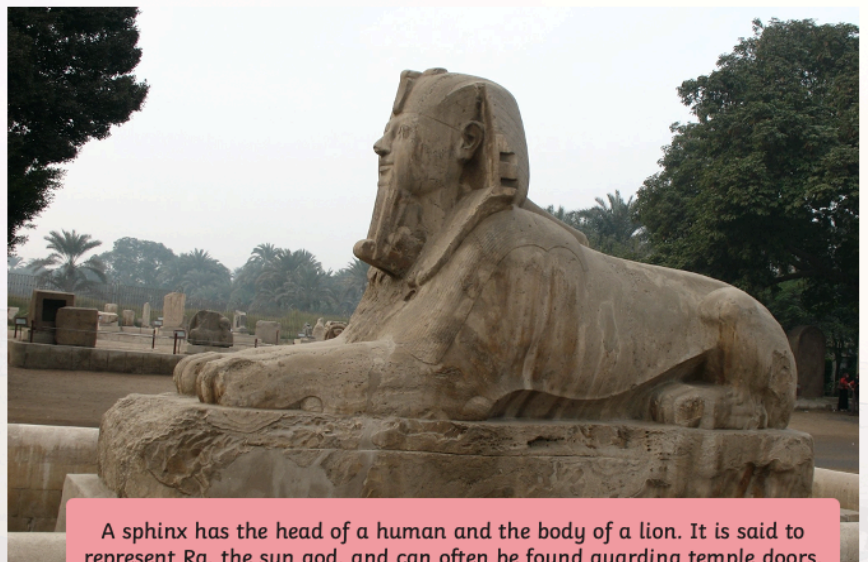
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



Egypt is a popular holiday destination for people seeking rest, relaxation and warm weather as well as opportunities to explore its history.

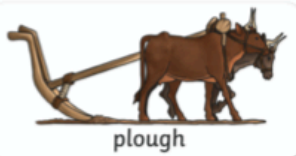
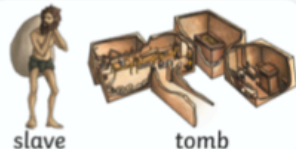
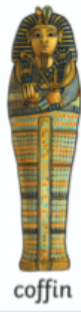
Did you  
know \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



A sphinx has the head of a human and the body of a lion. It is said to represent Ra, the sun god, and can often be found guarding temple doors.

## ANCIENT EGYPT



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Activity 1: Write simple sentences using 'Ancient Egypt' vocabulary word map. Underline the subject in your sentence (who/what the sentence is about) and circle the verb/s in your sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Activity 2: Read the sentences below. On the line, write if they are simple, compound or complex sentences.

1. The national language of Egypt is Arabic. \_\_\_\_\_
2. Egypt is a popular country to visit, because of its ancient landmarks. \_\_\_\_\_
3. Visitors in Egypt enjoy local food, because they are typically made with rich ingredients.  
\_\_\_\_\_
4. Egypt is known for the Nile River. \_\_\_\_\_
5. Cleopatra ruled Egypt. \_\_\_\_\_
6. Canopic jars are ancient monuments, but they are still made today.  
\_\_\_\_\_
7. Egypt is located in Northern Africa. \_\_\_\_\_
8. Egypt has historic landmarks, a scrumptious cuisine, and fascinating traditions. \_\_\_\_\_



# LISTS

A list can be used to provide more information and details about your topic. In writing, we use the comma (,) to separate the items that we are listing. They are sometimes called 'sentences of three' because you are listing three things.

Example 1: Egypt has historic landmarks, a scrumptious cuisine, and fascinating traditions.

Example 2: Egypt is known for its ancient history, the Nile river, and the Pyramids.

Example 3: Egypt has incredible landmarks, a unique cuisine, and exceptional traditions.

Activity 1: Can you write sentences of three to describe the following pictures? Remember to use a comma to separate your items. There are two examples for the first picture.



The Egyptian pyramids have more than five million blocks of limestone, heavy concrete, and warm sand.

Egypt is known for its ancient pyramids, wise pharaohs, and sphinx statues.




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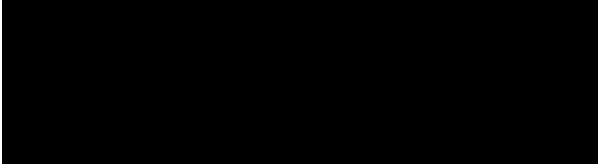
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Sentence starters and ideas:

- Egypt is known for...
- The Egyptian flag has...
- The Nile river is famous for...

Wednesday, 13th October 2021



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KEBAB



HUMMUS



SHAWARMA



DOLMA



FATTOUSH



SHISH  
TAWOOK



FALAFEL



KÜFTA  
BOZBASH



FUL  
MEDAMES



COUSCOUS



TABOULEH



MAQLUBA

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## RHETORICAL QUESTIONS


Activity 1: Use the following 'Egypt Vocabulary' to write a 'Did you know...?' question about Egypt. After writing your sentence, draw a box around the subject, and circle the verb/s. The first one has been done for you. Try to write simple and compound sentences.

Vocabulary	Picture	'Did you know...' question
hieroglyphics		Did you know that ancient Egyptians used a writing system called hieroglyphics, and it is the oldest writing system in the world?
sphinx		
Tutankhamun		
The Nile River		
flag		
papyrus		

## Independent Sentence Writing

Write your own simple and compound sentences below about our topic (Egypt). Use the feedback squares below to check and edit your sentences.

Week	Learning intention	We are learning to write a simple sentence.
	Success Criteria  I have used:	<div>C</div> Main clause (subject and predicate)  <div>!?</div>
		

Week	Learning intention	We are learning to write a compound sentence.
	Success Criteria  I have used:	<div>C</div> main clause , <div>f a n b o y s</div> main clause  <div>!?</div>
		

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# Great big graves!

- 1** Egypt is famous for its pyramids. They are enormous buildings with a square base and four triangle-shaped sides that come to a point at the top. These buildings have been in Egypt for thousands of years—so long that no-one today really knows how or why they were built.
- 2** People who study graves, buildings and tools from the past are called archaeologists. They know that pyramids were made with thousands of large, very heavy stone blocks. Each stone block had to be cut and shaped to fit perfectly by stonemasons. Moving and lifting these blocks without machines would have been very hard. They think the Egyptian people used ropes to pull the heavy blocks up slopes made with mud. When they were finished, the pyramids would have been smooth.
- 3** Many archaeologists have studied the pyramids to try to find out more about them. Inside most pyramids, a carefully buried body and treasure have been found. Because of this, most archaeologists think each pyramid was built to bury an Egyptian king or queen, called a pharaoh.
- 4** After a pharaoh died, his or her body was sometimes put in a pyramid with gold, treasures and even animals. Sadly, because many pyramids had treasures inside, nearly all of them were robbed before they could be studied. However, archaeologists have still been able to find out interesting things about these great big graves. The burial place in a pyramid was hidden in a maze of tunnels. Sometimes, a secret door leading to the burial place was hidden behind a statue. These things would have made it harder for the grave robbers to find.





# Questions

1. What word in Paragraph 3 means **king** or **queen**?  
(a) archaeologist      (b) pharaoh      (c) pyramid
2. What is a person who works with stone called?  
(a) an Egyptian      (b) a builder      (c) a stonemason
3. Paragraph 3 tells mainly:  
(a) why pyramids were built.  
(b) where pyramids can be found.  
(c) how pyramids were built.
4. A grave and a pyramid are similar because they both are:  
(a) underground.  
(b) places where people are buried.  
(c) often robbed.
5. Some burial places were not easily discovered because:  
(a) they had a lock on the door.  
(b) they were too small.  
(c) the entrance was hidden.
6. The people buried in the pyramids were:  
(a) very rich      (b) men      (c) workers
7. It has sometimes been hard to learn about pyramids because they have been:  
(a) broken.  
(b) closed.  
(c) robbed.
8. In Paragraph 3, the word **them** is used instead of:  
(a) the pyramids.  
(b) buried bodies.  
(c) archaeologists.



## Something extra

- ★ Write what you think it would be like if you became a king when you were nine.
- ★ Write about a discovery you might make if you were an archaeologist.



## Ancient Egyptians

The ancient Egyptians lived over 5000 years ago from 3100 BC to 332 BC. They lived along parts of the longest river in the world (the River Nile) in Kemet, now known as Egypt.

### What Jobs Did They Do?

There were a variety of different jobs in ancient Egypt, such as scribes, bakers, priests, doctors, craftsmen, merchants and many more. Inherited from their parents, many Egyptians worked on farms where they grew crops.

Farming was extremely important to the Egyptians and their **ingenuity** meant they were one of the first groups of people to successfully practise farming on a large scale. They grew many things throughout the year, including grains, such as wheat and barley, and other crops like flax and papyrus. It is believed that they lived by the Nile as the yearly flooding helped to fertilise the soil for crops and gave them access to water for washing and cleaning. Every year, the River Nile would rise and fall so the Egyptians dug channels and walls to divert flood water towards their fields for farming.



### The Pyramids

Ancient Egyptians believed in an afterlife and thought that one's body and possessions would be needed. This meant that great care was taken with bodies after death. A process called **mummification** meant the bodies could be preserved and were buried in a tomb surrounded by all their worldly possessions. These tombs are what we now know as the pyramids. The more important the person, the bigger their tomb.

Hieroglyphics, one of the earliest formal writing systems, were created by the ancient Egyptians. They would be drawn all around the tomb to tell the life story of the dead and to help guide them to the afterlife.

### Pharaohs

Pharaohs were rulers who were seen as religious leaders and the bridge between the gods and the Egyptians.

One of the most famous ancient Egyptian pharaohs was Tutankhamun (also known as King Tut). In 1922, his tomb was discovered by a group of explorers. This discovery was hugely important due to the good condition they found his body in. They also found over 3000 treasures inside which were made from, or covered in, gold and were there for Tutankhamun to take with him into the afterlife. The tomb was split into many different rooms with most of them being home to the objects, apart from the burial chamber which just held his **sarcophagus**.



### Gods

There were more than 2000 gods in ancient Egypt. Many of them took human form but some were represented with heads of animals. They believed that life on Earth was just part of the eternal journey and the gods would guide them through the afterlife.

### Did You Know...?

Each god represented an aspect of the Egyptian world, for example, Ra was the god of the sun and Anuket was the god on the River Nile.

### Glossary

<b>ingenuity</b>	The quality of being clever, original, and inventive.
<b>mummification</b>	The process of preserving the body after death by drying or treating flesh.
<b>sarcophagus</b>	A stone coffin, decorated with inscriptions and sculptures.



# Questions

1. How many years ago did the ancient Egyptians live? Tick one.

- ☐ 3100 years ago
- ☐ 5000 years ago
- ☐ 332 years ago
- ☐ 3000 years ago

2. What jobs were done by the ancient Egyptians? Tick **two**.

- ☐ farmers
- ☐ drivers
- ☐ merchants
- ☐ school teachers

3. Find and copy one word which describes the quality of being clever, original and inventive.

---

4. Find and copy one word which means the process of preserving the body after death by drying or treating flesh.

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5. Why do you think the process of mummification was important to the ancient Egyptians?

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6. What are hieroglyphics?

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7. Why do you think the discovery of Tutankhamun's tomb was so important?

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8. Why was it important to the ancient Egyptians to live a good and harmonious life?

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# Complete Wednesday

## GODS AND GODDESSES ANCIENT EGYPTIAN RELIGION

There were more than 2000 gods in ancient Egypt. Most took human form but some had the heads of animals. Here is a selection of the more important gods that Egyptians would have worshipped.

1. **Ra:** Ra was god of the Sun and the lord of the gods. He is shown to have the body of a human and the head of a falcon. Above his head sits a sun disc with a sacred cobra twisted round it. It is said that Ra sailed the heavens in a boat called 'Barque of Millions of Years'. At the end of every day many thought Ra had died as he sailed through the night in the Underworld leaving the Moon to light the night sky until he was born again at dawn.

2. **Amun:** Amun was an important god because it is said that he created all things. However, there are not many stories or pictures of him as he was invisible. Many of the pictures of him come from when he mixes with another god like Ra, when he becomes Amun-Ra. Amun is usually in human form but sometimes has a ram's head.

3. **Horus:** Horus has the head of a hawk which makes him look similar to Ra but Horus has a crown made to look like the two parts of Egypt, the red and the white to show that he ruled all of the land. Horus was the god of the sky and it was believed that the pharaohs were a living version of Horus making them godlike.

4. **Thoth:** Thoth was the god of wisdom, writing, time and the moon. The ancient Egyptians believed that Thoth created hieroglyphics and kept a record of all knowledge. He has the head of an ibis bird, a long beaked bird common in Egypt.

5. **Ma'at:** Ma'at was the goddess of truth, justice and harmony and the wife of Thoth. A pharaoh had to promise to follow Ma'at and be a fair and honest leader.

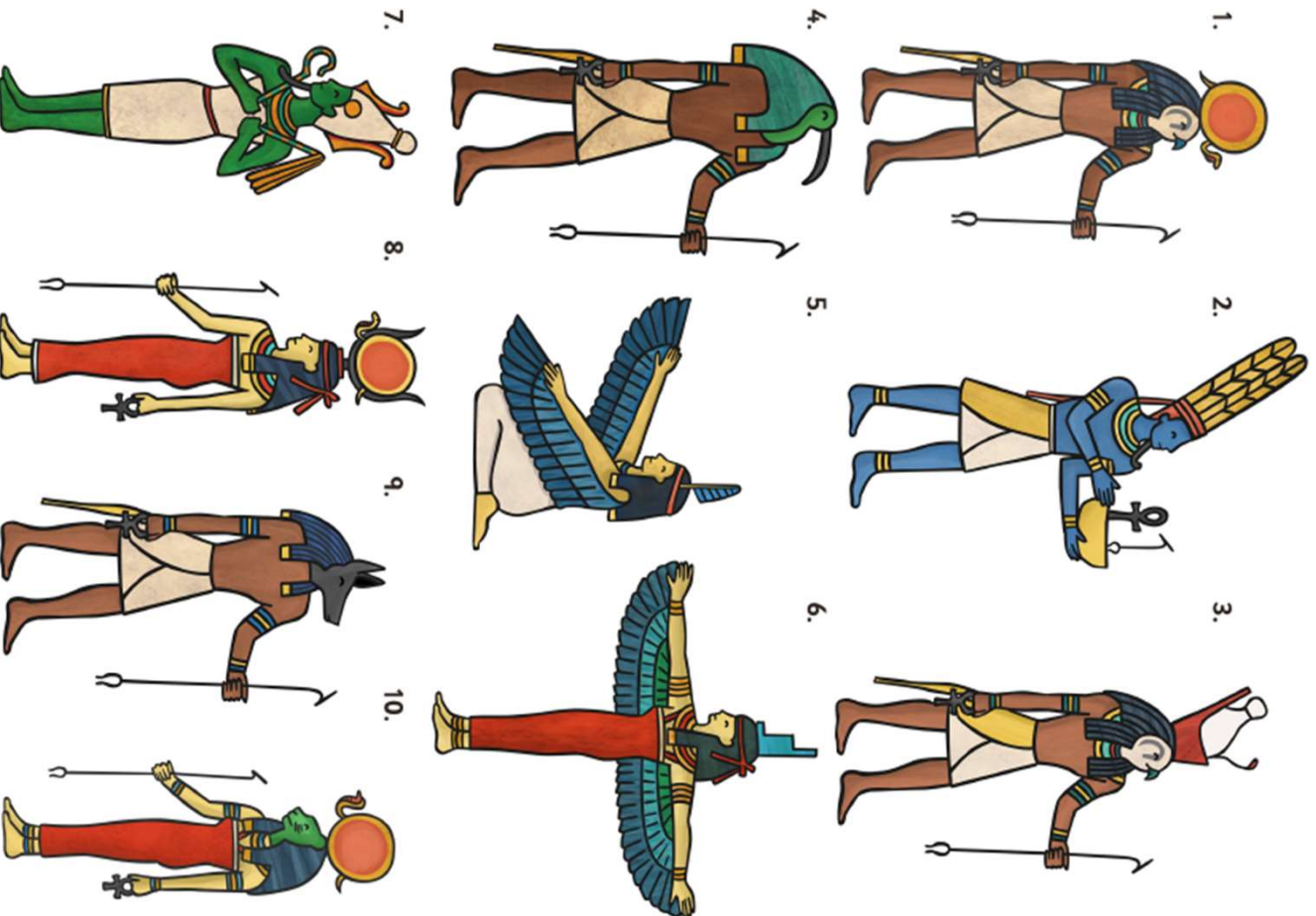
6. **Isis:** Isis is the mother of Horus and the queen of the goddesses. Sometimes she is shown to have a throne on her head and other times she has a sun disk similar to Hathor.

7. **Osiris:** Osiris is the god of the dead and husband of Isis. He is shown wearing the white linen wrapping from a mummy. He wears a white crown with large feathers. Although he was the god of the Underworld, Egyptians still liked him for helping people pass on to the next life.

8. **Hathor:** Hathor was the goddess of love, music and dance. She looked after all women in life and death. Hathor sometimes took the form of a cow with a sun disk above her head.

9. **Anubis:** Anubis was the god of embalming, the mummification ritual. It is believed he made the first mummy, Osiris. Anubis was the guide of the dead, he helped them pass to the next life. It was said that Anubis would wait for you in the hall of the dead to weigh your heart. If your heart was lighter than Ma'at's feather, you would live forever. If it was heavier, your heart would be eaten by the demon Ammit. Anubis had the head of a jackal.

10. **Sekhmet:** Sekhmet was goddess of war, fire and medicine. She has a head of a lion, the best hunter known to the Egyptians and her breath is said to have created the desert.





# Ancient Egyptian Gods

1. How many gods were there in ancient Egypt?

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2. What kind of snake sat on Ra's head?

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3. Who is Isis?

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4. What was the name of the first mummy?

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5. Choose one of the gods and explain what you understand about them.

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# Complete Thursday

## Howard Carter

Howard Carter was a British Egyptologist and archaeologist. He became famous after making an incredible discovery in the Valley of the Kings in Egypt.



### Early Life

Howard Carter was born in London on 9<sup>th</sup> May 1874. His father was an artist and he taught Howard how to create accurate paintings and drawings. When he was young, Howard spent a lot of time with his relatives who lived very close to a grand mansion, which contained a large number of ancient Egyptian artefacts.

It was here that Howard first developed an interest in ancient Egypt. When he was 17 years old, Howard started to work as an artist and he was paid to create drawings of important Egyptian finds.

### Discovering Tutankhamun's Tomb

After working as an archaeologist for several years, Howard was employed by Lord Carnarvon. Lord Carnarvon was a wealthy man who was very interested in the Valley of the Kings. Unfortunately, during the first few years of their work, Howard and his team discovered very little. Because of this, Lord Carnarvon told Howard that he had one year left to find something significant or he would cease all funding.

Luckily, on the 4<sup>th</sup> November 1922, Howard Carter's water boy stumbled across a large stone in the place they had been excavating. Howard recognised this stone as one that belonged to a set of stairs. He believed that they led to a previously undiscovered tomb. Immediately, Howard called Lord Carnarvon who landed in Egypt on 26<sup>th</sup> November 1922. The team were now ready to make an incredible discovery.

Using a small chisel that his grandmother had given to him as a present for his 17<sup>th</sup> birthday,



Howard made a small hole in the wall they had discovered. When Howard looked through the hole in the wall, he could see hundreds of golden objects.



When Lord Carnarvon asked Howard Carter what he could see in the tomb, Howard replied, "Wonderful things."

### After the Discovery

Howard continued to work and, on the 16<sup>th</sup> February 1923, he opened the sealed door within the antechamber. Through this door, Howard found the magnificent burial chamber of Tutankhamun which was filled with golden objects that Tutankhamun would need in the afterlife. One of the most notable objects in this room was Tutankhamun's golden sarcophagus. For the next nine years, Howard worked hard to document every one of the thousands of objects buried with Tutankhamun. He drew each object, as well as diagrams showing their position within the tomb. When he had finished, most of the objects were moved to a museum in Cairo where many of them remain today.





# Questions

1. Draw lines to match each date to the event which happened on it.

Lord Carnarvon arrives in Egypt.	9 <sup>th</sup> May 1874
The water boy discovers a stone step.	4 <sup>th</sup> November 1922
Howard Carter is born.	26 <sup>th</sup> November 1922
The door to the burial chamber is opened.	16 <sup>th</sup> February 1923

2. Which part of Tutankhamun's tomb was discovered **first**? Tick one.

- ☐ the antechamber  
☐ the golden objects  
☐ the top of the set of stairs  
☐ the burial chamber

3. If you wanted to see many of the golden artefacts discovered by Howard Carter, where would you need to go? Tick one.

- ☐ Tutankhamun's tomb  
☐ the Valley of the Kings  
☐ a museum in Cairo  
☐ London

4. Number the events below to show the order in which they occurred.

- ☐ Howard Carter says that he can see wonderful things.  
☐ Lord Carnarvon threatens to withdraw funding.  
☐ The golden objects are moved to Cairo.  
☐ Howard Carter learns how to draw and paint.

5. Look at the paragraph beginning: **After working as an archaeologist...**

Find and copy one word from this paragraph which means **stop**.

---

6. How long did it take Howard Carter to document all of the objects in Tutankhamun's tomb?

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7. Who do you think should be named as discovering Tutankhamun's tomb? Tick one.

- ☐ Howard Carter
- ☐ Howard's water boy
- ☐ both

Explain your answer.

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8. How do you think Lord Carnarvon felt when he arrived in Egypt on 26<sup>th</sup> November 1922?

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## The Legend of Isis and Osiris

Long ago, Egypt was ruled by a pharaoh named Osiris and his wife, Isis. Osiris's brother, Seth, was jealous and wished that he were the leader of Egypt instead.



One day, Isis and Osiris were walking around the town when Seth approached them. "Hello Osiris," Seth said. "I am having a party next week. Would you be able to join in?" Osiris agreed and told Seth that he would see him next week.

When Osiris was sleeping that night, Seth climbed into his room and measured him from head to toe. Before Osiris woke up, Seth disappeared.

The night of the party arrived and the guests made their way through the doors of Seth's home. Isis and Osiris had a wonderful time. At the end of the night, Seth made an announcement. "Thank you all for coming tonight," he said. "Before you go home, I have one final surprise."

When Seth clicked his fingers, a group of servants carried in a heavy, golden box. Seth waited for silence before saying, "If anyone can fit perfectly inside this box, they can keep it."

Immediately, people queued to climb inside the box and lie down. Each person was told that they were either too tall or too short. It was Osiris's turn next. As soon as he lay down in the box, it was clear that he fit inside perfectly. Suddenly, everything went dark.





Seth had put the heavy lid on the valuable box. He ordered his servants to throw it into the river. The box quickly floated out of sight.

For weeks, Isis searched the riverbank for the golden box. Eventually, she found it trapped between the reeds. However, the lid was too heavy and she couldn't open the box. As she tried other ways of opening it, a shadow fell across her. Seth had tracked her down. He was angry. He tore the box and Osiris into 14 pieces before scattering them across Egypt.



Isis spent the next few months finding all 14 pieces. With the help of the god, Ra, she was able to make Osiris whole again and he was mummified. Osiris began his journey to the underworld. Isis hoped that they would see each other again one day.



# Questions

1. How many pieces did Seth tear the box and Osiris into? Tick one.

- ☐ 11  
☐ 12  
☐ 13  
☐ 14

2. Which of these words is **not** used to describe the box? Tick one.

- ☐ valuable  
☐ heavy  
☐ delicate  
☐ golden

3. Number the events from 1-4 to show the order that they occurred in.

- ☐ Isis looks for Osiris by the river.  
☐ A group of servants carry in a box.  
☐ Seth invites Isis and Osiris to a party.  
☐ Isis makes Osiris whole again.

4. Draw **four** lines and complete each sentence. One has been done for you.

Ra...	•	•	wished that he were the leader of Egypt.
Seth...	•	•	could fit perfectly inside the box.
Isis...	•	•	helped Isis to put Osiris back together.
Osiris...	•	•	found the box trapped between the reeds.

5. Find and copy one word that tells you that the box is worth a lot of money.

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6. Why did everything go dark after Osiris had climbed into the box?

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7. Explain why Seth needed to measure Osiris from head to toe.

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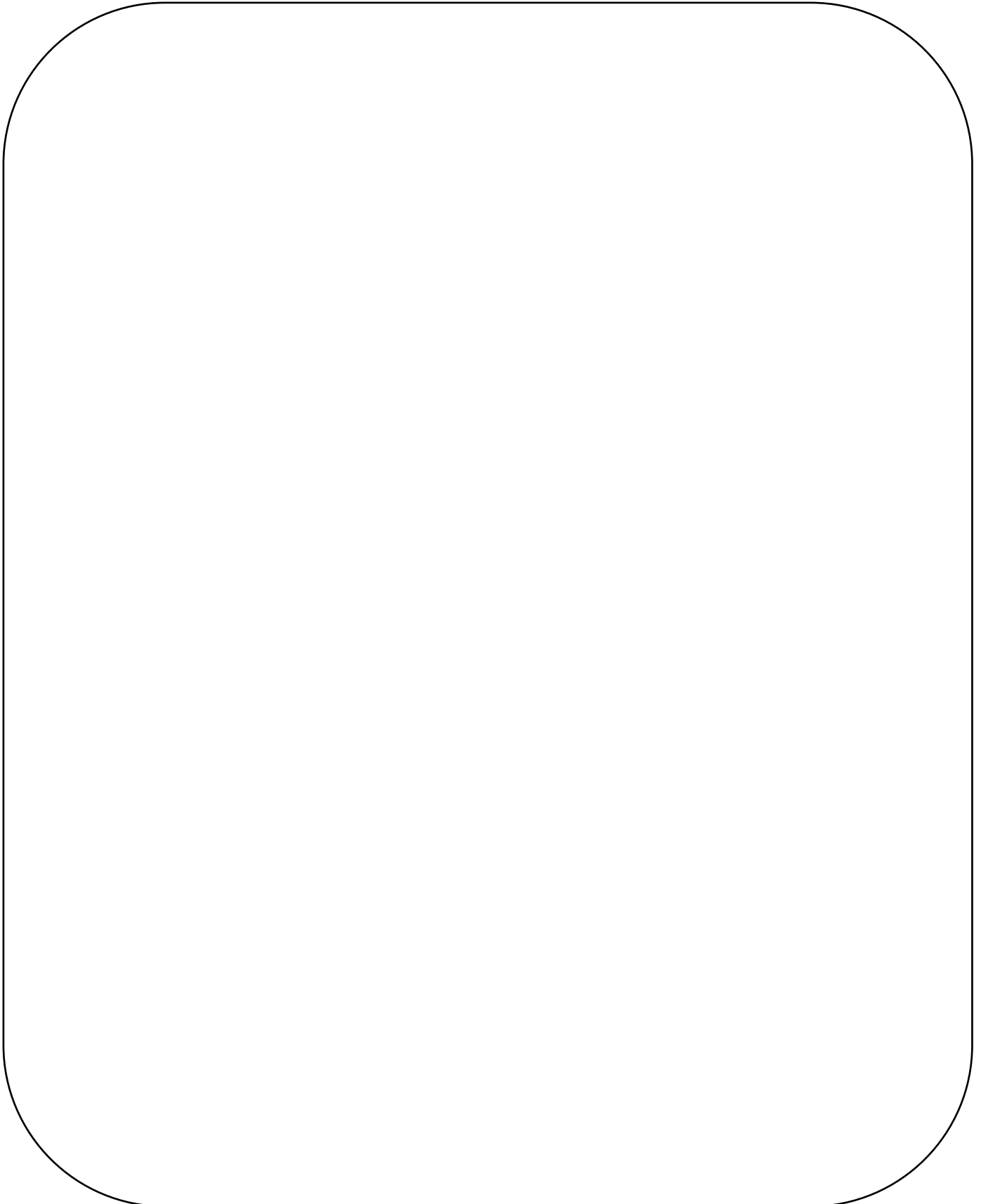
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Term 4 - We are learning to write an explanation

**Writing Week 2 – to be completed on Monday (re-watch Lessons 1 and 2 in the videos)**

Draw the block planner below BEFORE watching any videos to challenge your memory!

A large, empty rounded rectangle box with a thin black border, intended for drawing a block planner. The box is oriented vertically and occupies the lower two-thirds of the page.

## Term 4 - We are learning to write an explanation

### Writing Week 2 – to be completed on Monday (Lesson 2 in the video)

Your job is to highlight and label each part of the block planner that we have learnt so far (only the title and introduction) on the examples below.

Title – yellow

Hook DYK question (DYK)- blue

Classification statement (CS) - red

Thesis Statement (TS/3 BIG ideas) - green

### **Magnificent Egypt**

Did you know Arabic is the official language of Egypt? This spectacular country is located in Northeast Africa. Egypt has historic landmarks and a scrumptious cuisine.

### **Remarkable Egypt**

Did you know Cleopatra was the last queen of Egypt? This glorious, desert country is located in Northeast Africa, and it has coastlines on the Mediterranean Sea and the Red Sea. Egypt has incredible landmarks and a unique cuisine.

**Copy the Introductions from above in the space below.**

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## Term 4 - We are learning to write an explanation

### Writing Week 2 – to be completed on Tuesday

Write 'Did you know' questions using facts about Egypt. Here is an example to show you:

**Did you know the process of mummification took 70 days to complete?**

*Remember to include a capital letter and a question mark at the end*

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

## Term 4 - We are learning to write an explanation

### Writing Week 6 – to be completed on Wednesday

BUILD AN INTRODCUTION PARAGRAPH: Your job is to unjumble the introduction so that it is correct and write it on the lines below.

1)

Egypt is located in the North-eastern corner of Africa.

Egypt has historic landmarks and a tasty cuisine.

Did you know Ancient Egyptian men and women wore make-up?

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2)

Egypt has fascinating landmarks and a delicious cuisine.

Did you know The Egyptian alphabet contained more than 700 Hieroglyphs?

Egypt is located in the Northern part of the African continent.

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## Term 4 - We are learning to write an explanation

### Writing Week 6 – to be completed on Thursday

Complete the Introductions below using your knowledge on Egypt.

#### Egypt

Did you know \_\_\_\_\_  
\_\_\_\_\_? Egypt is located in \_\_\_\_\_  
\_\_\_\_\_. Egypt has \_\_\_\_\_  
\_\_\_\_\_.

#### Egypt

Did you know \_\_\_\_\_  
\_\_\_\_\_? Egypt is located in \_\_\_\_\_  
\_\_\_\_\_. Egypt has \_\_\_\_\_  
\_\_\_\_\_.

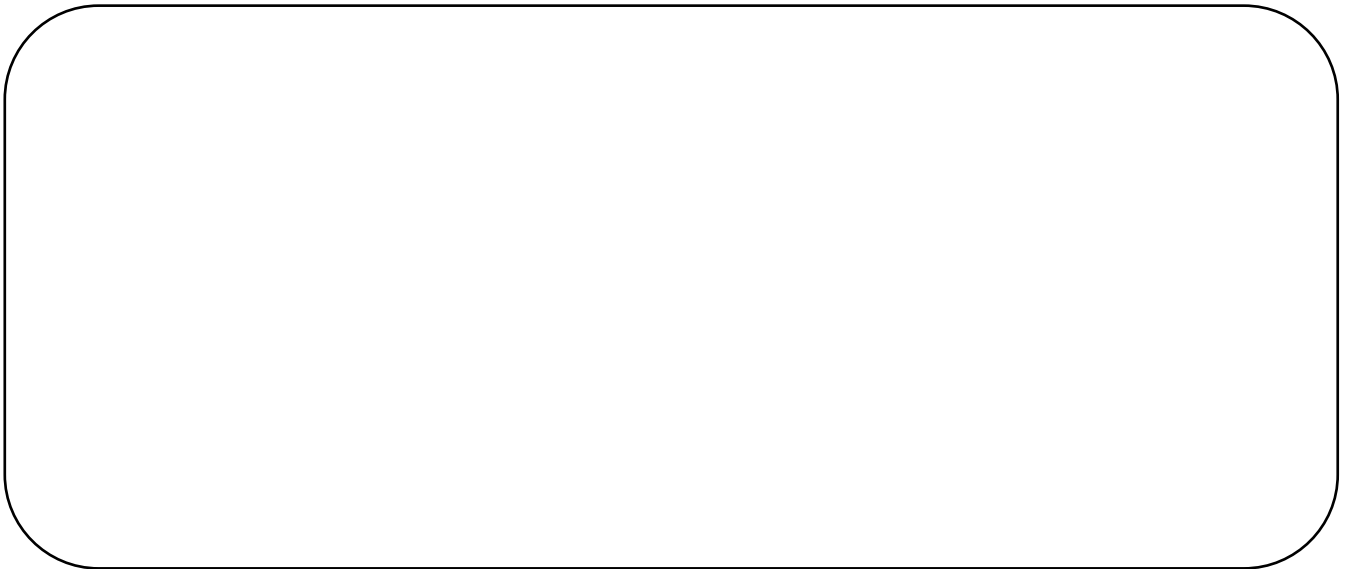
#### Egypt

Did you know \_\_\_\_\_  
\_\_\_\_\_? Egypt is located in \_\_\_\_\_  
\_\_\_\_\_. Egypt has \_\_\_\_\_  
\_\_\_\_\_.

## Term 4 - We are learning to write an explanation

### Writing Week 2 – to be completed on Friday

**YOUR TURN** – independently write a title and introduction for an information report about Egypt. You may use the work you've completed during the week to help you do this. Draw the part of the block planner you are going to write in the box below before you begin (title and introduction only).



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## Week 2 Tuesday - Handwriting

Tuesday 12<sup>th</sup> October 2021

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Division  
Strategy

# Fractions as Division

Use division to make  
fractions friendlier.

$\frac{1}{2}$  is  $\div 2$ ,  $\frac{1}{3}$  is  $\div 3$ ,  $\frac{1}{4}$  is  $\div 4$   
and so on.

**1** Make a friendly  
number.

Rewrite the fraction  
as a division.

**2** Calculate.

$$\frac{1}{3} \text{ of } 9$$

$$= 9 \div 3$$

$$= 3$$



## Other Examples

$$\frac{1}{5} \text{ of } 25$$

$$= 25 \div 5$$

$$= 5$$

$$\frac{1}{10} \text{ of } 80$$

$$= 80 \div 10$$

$$= 8$$

## Day 1

1  $\frac{1}{3}$  of 6  $\rightarrow 6 \div 3$

2  $\frac{1}{5}$  of 10  $\rightarrow 10 \div 5$

3  $\frac{1}{10}$  of 30  $\rightarrow 30 \div 10$

4  $\frac{1}{2}$  of 10  $\rightarrow 10 \div 2$

5  $\frac{1}{3}$  of 15  $\rightarrow 15 \div 3$

6  $\frac{1}{5}$  of 20  $\rightarrow 20 \div 5$

7  $\frac{1}{10}$  of 60  $\rightarrow 60 \div 10$

8  $\frac{1}{2}$  of 20  $\rightarrow 20 \div 2$

9  $\frac{1}{3}$  of 12

10  $\frac{1}{5}$  of 50

11  $\frac{1}{10}$  of 90

12  $\frac{1}{3}$  of 24

13  $\frac{1}{5}$  of 40

14  $\frac{1}{10}$  of 70

15  $\frac{1}{3}$  of the 27 students in Ben's  
class were born overseas.  
How many is that?

1  $\frac{1}{3}$  of 3

2  $\frac{1}{5}$  of 5

3  $\frac{1}{10}$  of 40

4  $\frac{1}{3}$  of 30

5  $\frac{1}{2}$  of 8

Practice

6  $7 \times 10$

7  $23 \times 10$

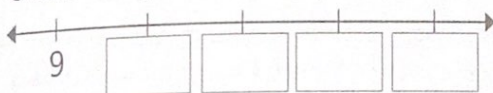
8  $11 \times 10$

9  $34 \times 10$

Revision

10 There are 14 bundles of 10 popsticks.  
How many popsticks is that?

11 Count on by 3s, starting from 9.



12 Write three hundred and fifty-seven  
as a numeral.

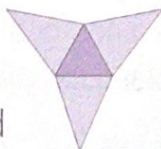
13  $12 - 7 =$    $14 - 6 =$

$15 - 5 =$

14 Colour enough  
coins to make 60c.



15 This is a net for a:  
☐ triangular prism  
☐ triangular pyramid



1  $\frac{1}{3}$  of 9

2  $\frac{1}{5}$  of 25

3  $\frac{1}{10}$  of 50

4  $\frac{1}{2}$  of 12

5  $\frac{1}{3}$  of 12

Practice

6  $17 \times 10$

7  $31 \times 10$

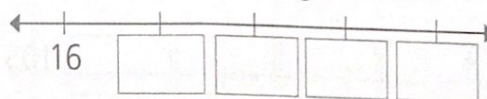
8  $76 \times 10$

9  $52 \times 10$

Revision

10 10 classes with 28 students in each.  
How many students is that?

11 Count on by 4s, starting from 16.



12 Write six hundred and ninety-one  
as a numeral.

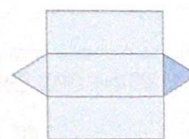
13  $12 - 4 =$    $15 - 8 =$

$13 - 8 =$

14 Colour enough  
coins to make 75c.



15 This is a net for a:  
☐ triangular prism  
☐ rectangular prism





- 1  $\frac{1}{3}$  of 18
- 2  $\frac{1}{5}$  of 45
- 3  $\frac{1}{10}$  of 100
- 4  $\frac{1}{2}$  of 18
- 5  $\frac{1}{2}$  of \$50

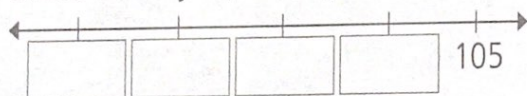
Practice

- 6  $99 \times 10$
- 7  $15 \text{ kg} \times 10$
- 8  $\$100 \times 10$
- 9  $50\text{c} \times 10$

Revision

- 10 Sam ran 10 laps of a 400 metre track.  
How many metres is that?

- 11 Count back by 5s, starting from 105.

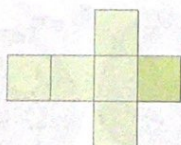


- 12 Write eight hundred and four as a numeral.

- 13  $16 - 9 = \square$   $15 - 7 = \square$   
 $12 - 9 = \square$

- 14 Show 65c using exactly 4 coins in 2 different ways.

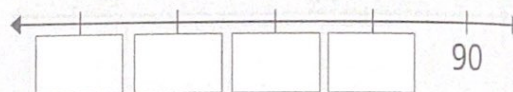
- 15 This is a net for a:  
☐ square pyramid  
☐ cube



- 1  $\frac{1}{3}$  of 21
- 2  $\frac{1}{5}$  of 35
- 3  $\frac{1}{2}$  of 16
- 4  $\frac{1}{10}$  of 80
- 5  $\frac{1}{3}$  of 30
- 6  $\frac{1}{2}$  of \$40
- 7  $\frac{1}{3}$  of 24 h
- 8  $\frac{1}{5}$  of 30 kg
- 9  $\frac{1}{10}$  of 60 min

- 10  $\frac{1}{10}$  of the ninety students in Year 3 walk to school.  
How many is that?

- 11 Count back by 10s, starting from 90.



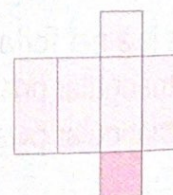
- 12 Write two hundred and fifty as a numeral.

- 13  $14 - 8 = \square$   $14 - 4 = \square$   
 $11 - 8 = \square$

- 14 Colour enough coins to make 90c.



- 15 This is a net for a:  
☐ rectangular prism  
☐ cube





Monday – Mathematics: Place Value

Watch the video on Edmodo explaining the different place value levels.  
Complete the below questions. Try to also investigate at your level.

tens	ones
2	4

24 is 2 tens and 4 ones

24 is 1 ten and 14 ones

24 is 24 ones

tens	ones
6	3

63 is 3 tens and 3 ones

63 is 4 tens and 23 ones

63 is 2 tens and 43 ones

63 is 63 ones

hundreds	tens	ones
1	2	4

124 = 1 hundred + 2 tens + 4 ones

124 = 12 tens + 4 ones

124 = 11 tens + 14 ones

124 = 10 tens + 24 ones

124 = 9 tens + 34 ones

124 = 4 tens + 84 ones

thousands	hundreds	tens	ones
5	8	9	7

5897 = 5 thousands + 8 hundreds + 9 tens + 7 ones

5897 = 58 hundreds + 97 ones

5897 = 4 thousands + 18 hundreds + 6 tens + 37 ones

5897 = 36 hundreds + 229 tens + 7 ones

tens	ones
5	9

tens	ones
8	3

tens	ones
6	1

59 = 5 tens + 9 ones

59 = 4 tens + 19 ones

59 = 2 tens + 39 ones

59 = 59 ones

83 =

83 =

83 =

83 =

83 =

61 =

61 =

61 =

61 =

61 =

hundreds	tens	ones
1	5	6

hundreds	tens	ones
2	2	5

hundreds	tens	ones
1	9	3

156 =

156 =

156 =

156 =

156 =

225 =

225 =

225 =

225 =

225 =

193 =

193 =

193 =

193 =

193 =

thousands	hundreds	tens	ones
1	2	4	5

thousands	hundreds	tens	ones
2	3	6	7

1245 =

1245 =

1245 =

1245 =

1245 =

1245 =

2367 =

2367 =

2367 =

2367 =

2367 =

2367 =

## Tuesday and Wednesday – Mathematics: Solving missing and equivalent number sentences

Watch the video on your class Edmodo explaining how to solve missing and equivalent number sentences. Complete the worksheet for each day.



This is an equal's symbol. The equal symbol means **equality** which means that both sides are the same.

**Equivalent number sentences:** when both number sentences are equal (the same).

$$\begin{array}{ccc} 27 + 17 = 50 - 6 & 27 + 17 = 44 \text{ and } 56 - 6 = 44. \text{ These are equivalent} & \\ 44 & 44 & \text{number sentences.} \end{array}$$

**Missing number sentences:** finding the missing number to make the number sentence equal.

**For example,** Remember: addition and subtraction are inverse operations (they undo each other)

$$\begin{array}{ccc} 24 + 17 = 45 - 4 & & \\ 24 + 17 = 45 - ? & & \\ 41 & & \end{array}$$

If  $24 + 17 = 41$ , then  $45 - \underline{\quad}$  must equal 41. To find the missing number we will need to figure out what number to minus from 45, so we can get 41. We can use inverse operations (they undo each other).

**$45 - 41 = 4$ . Is the missing number 4? Does  $45 - 4 = 41$ .**

$$\begin{array}{ccc} 24 + 20 = 45 - 1 & & \\ 24 + ? = 45 - 1 & & \\ & 44 & \end{array}$$

If  $45 - 1 = 44$ , then  $24 + \underline{\quad}$  must equal 44. To find the missing number we will need to figure out what number to add to 24, so we can get 44. We can use inverse operations (they undo each other).

**$44 - 24 = 20$ . Is the missing number 20? Does  $24 + 20 = 44$ .**

## Tuesday – Mathematics: Solving missing and equivalent number sentences

Watch the video on your class Edmodo explaining how to solve missing and equivalent number sentences. Use your addition and subtraction skills to match the equivalent number sentences.

**Draw a line to correctly connect the equivalent addition and subtraction number sentences.**

$341 - 92$
$845 - 77$
$989 - 356$
$824 - 169$
$800 - 342$
$675 - 307$
$835 - 90$
$918 - 157$
$1000 - 452$
$1438 - 106$

$237 + 221$
$282 + 351$
$73 + 176$
$250 + 118$
$550 + 782$
$287 + 261$
$350 + 418$
$436 + 219$
$428 + 317$
$624 + 137$



### Wednesday – Mathematics: Solving missing and equivalent number sentences

Watch the video on your class Edmodo explaining how to solve missing and equivalent number sentences. Use your addition and subtraction skills to complete the missing number sentences.

$$9 + 16 = 32 - \boxed{\phantom{00}}$$

$$28 - 11 = 14 + \boxed{\phantom{00}}$$

$$22 + 66 = 98 - \boxed{\phantom{00}}$$

$$67 - 54 = 4 + \boxed{\phantom{00}}$$

$$57 + 117 = 385 - \boxed{\phantom{00}}$$

$$371 + 263 = 882 - \boxed{\phantom{00}}$$

$$746 - 205 = 433 + \boxed{\phantom{00}}$$

$$522 + 49 = 616 - \boxed{\phantom{00}}$$

$$56 + 21 = 92 - \boxed{\phantom{00}}$$

$$78 - 19 = 34 + \boxed{\phantom{00}}$$

$$12 + 18 = 45 - \boxed{\phantom{00}}$$

$$46 - 13 = 24 + \boxed{\phantom{00}}$$

$$99 + 103 = 264 - \boxed{\phantom{00}}$$

$$129 + 193 = 399 - \boxed{\phantom{00}}$$

$$465 - 157 = 255 + \boxed{\phantom{00}}$$

$$781 + 66 = 906 - \boxed{\phantom{00}}$$

# Thursday – Mathematics: Investigating multiplication and division levels

Watch some videos your teacher has shared on Edmodo 😊

Remember to investigate AT YOUR LEVEL 😊

Groups of 2      2 equal groups

Groups of 2      2 equal groups

$$8 \div 4 = 2$$

$$8 \div 2 = 4$$

$$12 \div 6 = 2$$

$$12 \div 2 = 6$$

$$2 \times 6 = 12$$

$$6 \times 2 = 12$$

$$2 \times 7 = 14$$

$$5 + 2$$

$$2 \times 5 = 10$$

$$2 \times 2 = 4$$

$$10 + 4 = 14$$

$$16 \div 2 = 8$$

$$10 + 6$$

$$10 \div 2 = 5$$

$$6 \div 2 = 3$$

$$5 + 3 = 8$$

$$\frac{1}{2} \text{ of } 16 = 8$$

$$10 + 6$$

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 6 = 3$$

$$5 + 3 = 8$$

$$2 \times 47 = 94$$

$$40 + 7$$

$$2 \times 40 = 80$$

$$2 \times 7 = 14$$

$$36 \div 2 = 18$$

$$30 + 6$$

$$30 \div 2 = 15$$

$$6 \div 2 = 3$$

$$15 + 3 = 18$$

$$\frac{1}{2} \text{ of } 36 = 18$$

$$\frac{1}{2} \text{ of } 30 = 15$$

$$\frac{1}{2} \text{ of } 6 = 3$$

$$15 \div 2 = 7 \text{ r } 1$$

$$10 + 5$$

$$10 \div 2 = 5$$

$$4 \div 2 = 2$$

$$5 + 2 = 7$$

$$\frac{1}{2} \text{ of } 15 = 7 \text{ r } 1$$

$$10 + 5$$

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 5 = 2$$

$$5 + 2 = 7$$

$$80 + 14 = 94$$

$$2 \times 40 = 2 \times 4 \times 10 = 8 \times 10 = 80$$

$$37 \div 2 = 18 \text{ r } 1$$

$$30 + 7$$

$$30 \div 2 = 15$$

$$6 \div 2 = 3$$

$$15 + 3 = 18$$

$$\frac{1}{2} \text{ of } 37 = 18 \text{ r } 1$$

$$\frac{1}{2} \text{ of } 30 = 15$$

$$\frac{1}{2} \text{ of } 6 = 3$$

$$4 \times 7 = 28$$

$$5 + 2$$

$$4 \times 5 = 20$$

$$4 \times 2 = 8$$

$$20 + 8 = 28$$

$$16 \div 4 = 4$$

$$12 + 4$$

$$12 \div 4 = 3$$

$$4 \div 4 = 1$$

$$3 + 1 = 4$$

$$\frac{1}{4} \text{ of } 16 = 4$$

$$\frac{1}{4} \text{ of } 12 = 3$$

$$\frac{1}{4} \text{ of } 4 = 1$$

$$15 \div 4 = 3 \text{ r } 3$$

$$12 + 3$$

$$12 \div 4 = 3$$

$$\frac{1}{4} \text{ of } 15 = 3 \text{ r } 3$$

$$\frac{1}{4} \text{ of } 12 = 3$$

$$4 \times 47 = 188$$

$$40 + 7$$

$$4 \times 40 = 160$$

$$4 \times 7 = 28$$

$$160 + 28 = 188$$

$$4 \times 40 = 4 \times 4 \times 10 = 16 \times 10 = 160$$

$$36 \div 4 = 9$$

$$20 + 16$$

$$20 \div 4 = 5$$

$$16 \div 4 = 4$$

$$5 + 4 = 9$$

$$\frac{1}{4} \text{ of } 36 = 9$$

$$\frac{1}{4} \text{ of } 20 = 5$$

$$\frac{1}{4} \text{ of } 16 = 4$$

$$37 \div 4 = 9 \text{ r } 1$$

$$20 + 17$$

$$20 \div 4 = 5$$

$$16 \div 4 = 4$$

$$5 + 4 = 9$$

$$\frac{1}{4} \text{ of } 37 = 9 \text{ r } 1$$

$$\frac{1}{4} \text{ of } 20 = 5$$

$$\frac{1}{4} \text{ of } 16 = 4$$

$$3 \times 7 =$$

$$5 + 2$$

$$3 \times 5 = 15$$

$$3 \times 2 = 6$$

$$15 + 6 = 21$$

$$3 \times 7 = 21$$

$$16 \div 3 = 5 \text{ r } 1$$

$$\frac{1}{3} \text{ of } 16 = 5 \text{ r } 1$$

$$9 + 7$$

$$9 \div 3 = 3$$

$$6 \div 3 = 2$$

$$3 + 2 = 5$$

$$\frac{1}{3} \text{ of } 9 = 3$$

$$\frac{1}{3} \text{ of } 6 = 2$$

$$15 \div 3 = 5$$

$$\frac{1}{3} \text{ of } 15 = 5$$

$$9 + 6$$

$$9 \div 3 = 3$$

$$6 \div 3 = 2$$

$$3 + 2 = 5$$

$$\frac{1}{3} \text{ of } 9 = 3$$

$$\frac{1}{3} \text{ of } 6 = 2$$

$$3 \times 37 = 111$$

$$30 + 7$$

$$3 \times 30 = 90$$

$$3 \times 7 = 21$$

$$90 + 21 = 111$$

$$45 \div 3 = 15$$

$$\frac{1}{3} \text{ of } 45 = 15$$

$$30 + 15$$

$$30 \div 3 = 10$$

$$15 \div 3 = 5$$

$$10 + 5 = 15$$

$$\frac{1}{3} \text{ of } 30 = 10$$

$$\frac{1}{3} \text{ of } 15 = 5$$

$$47 \div 3 = 15 \text{ r } 2$$

$$\frac{1}{3} \text{ of } 47 = 15 \text{ r } 2$$

$$30 + 17$$

$$30 \div 3 = 10$$

$$15 \div 3 = 5$$

$$10 + 5 = 15$$

$$\frac{1}{3} \text{ of } 30 = 10$$

$$\frac{1}{3} \text{ of } 15 = 5$$

**Thursday – Mathematics: Investigating multiplication and division levels**

**Remember to always show your working out using distributive property.**

Watch some videos your teacher has shared on Edmodo 😊

$$2 \times 15 =$$

$$16 \div 2 =$$

$$\frac{1}{2} \text{ of } 16 =$$

$$2 \times 71 =$$

$$94 \div 2 =$$

$$\frac{1}{2} \text{ of } 94 =$$

$$4 \times 12 =$$

$$54 \div 4 =$$

$$\frac{1}{4} \text{ of } 54 =$$

$$4 \times 22 =$$

$$96 \div 4 =$$

$$\frac{1}{4} \text{ of } 96 =$$

$$3 \times 16 =$$

$$48 \div 3 =$$

$$\frac{1}{3} \text{ of } 48 =$$

$$3 \times 38 =$$

$$114 \div 3 =$$

$$\frac{1}{3} \text{ of } 114 =$$



### **Friday – Mathematics: Problem Solving**

Complete the following problem-solving questions. Remember to show your working out.

Watch some videos your teacher has shared on Edmodo 😊

**Q1)** Sarah had \$84.00. Max had \$98.00.

How much money did Sarah and Max have altogether?

**Q2)** Olivia bought 2 items at the store for \$51.00 and \$42.00.

How much will Olivia pay for both items?

**Q3)** Altogether Mohamed and Rayhana collected \$143.00 for charity.

Rayhana collected \$51.00. How much did Mohamed collect?

**Q4)** Emma had \$16.00. She earned some more money and then she

had \$28.00. How much money did Emma earn?

**Q5)** Abdul had \$75.00 less than Jayda.

Jayda had \$12.00. How much money does Abdul have?

**Q6)** Aisha bought a toy for \$63. She then bought candy for \$8.

How much money did Aisha spend altogether?

## HSIE – Wednesday

**What are Australia's important symbols and emblems?**

Use website, QR code and access code for resources.

# 2819

<http://inq.co/class/hse>



# What are Australia's important symbols and emblems?

1

- a** In a small group, write or draw on a big piece of paper as many Australian symbols as you can in four minutes.
- b** Compare your symbols with another group and complete the table below.

What is one symbol that both groups thought of?	What is one you thought of that they didn't?	What is one they thought of that you didn't?

Some of Australia's symbols are official. They have been chosen by the government or in a vote and hardly ever change. Others are unofficial. This means that we often think of them as representing Australia, but they are not officially agreed upon and can change over time.



When a symbol has a special meaning, or represents a country or state, we often call it an emblem. Emblems often appear on flags or important documents.

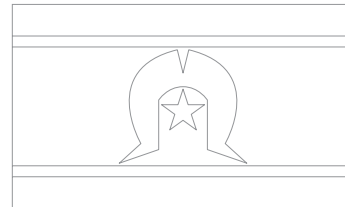
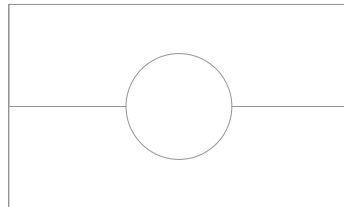
## 2 How well do you know Australia's official flags and emblems?

Use these websites and other sources to take the test.

### ROUND 1

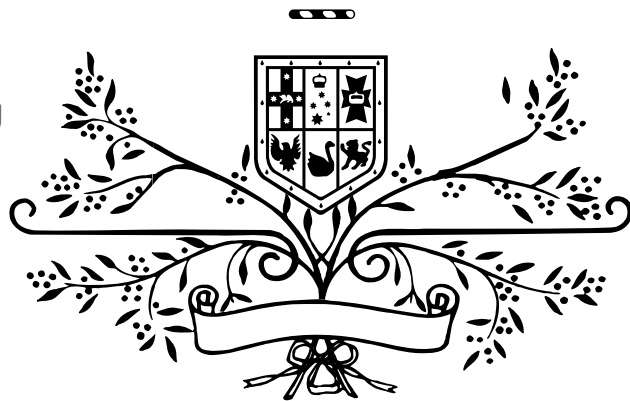
## National Knowledge

1: Australia has three national flags. Finish and/or colour the drawings. Name the flags.



\_\_\_\_\_ / 3

2: Here is the coat of arms representing the Commonwealth of Australia (our official name). Four important things are missing from it. Can you find out what they are and draw them in?



/ 4

3: Australia's national floral emblem is \_\_\_\_\_ . / 2

4: Australia's national colours are \_\_\_\_\_ and \_\_\_\_\_ . / 1

5: (Double points) What does each colour represent?

\_\_\_\_\_ / 4

**Round 1 total:** /14

3

## ROUND 2

## State Smarts

1: I am the blue groper.



I am the \_\_\_\_\_  
emblem of \_\_\_\_\_. / 2

2: I am the Victorian state flag.



/ 2

3: I am the wedge tailed eagle.



I am the \_\_\_\_\_  
emblem of \_\_\_\_\_. / 2

4: I am Western Australia's animal emblem.

Name me:

\_\_\_\_\_ / 2

5: I am the Cooktown orchid.



I am the \_\_\_\_\_  
emblem of \_\_\_\_\_. / 2

6: I am Tasmania's animal emblem.

Draw and name me.

/ 2

7: I am the bird emblem on South Australia's state flag.

Draw me.



/ 2

8: I am the royal bluebell.

I am...

/ 2

Round 2 total: / 16

## Check your score

Total total: / 30

0–10	11–20	20–25	26–30
Keep trying! Lots to learn.	You seem to have got lost in the bush somewhere. Find your way home and try again.	So close! You made it to Canberra, but got lost on the way to Parliament House.	Well done! You are Prime Minister material.

# Well-being Wednesday

Keep calm and stay positive

*I can  
&  
I will*



**I am brave**

**Gratitude Jar**

Write what you are thankful for and place them in your Gratitude jar from last week

**I am calm**

**Best Belly Buddies**

Follow the instructions on the worksheet

**I am fun and friendly**

**Gratitude moment**

Follow the instructions on the worksheet

**I am unique**

**Obstacle course**

Complete the indoor obstacle course - stay safe and stay sensible

**I am a learner**

**Courage colouring**

colour the quote about courage - you may want to do this outside in the sunshine

**Today is all about you! This afternoon, take the time to complete all the activities from the grid. Most importantly...make sure you have FUN!**

**Please share some pictures of your work on Edmodo... we would LOVE to see them!**

**We hope you enjoy the mindful activities we have planned for you today**

# Best belly buddies



Since breathing is something that we do all the time, it is one of the best tools you have to bring you into the present moment, and there is no better way to engage young children than by using their favourite soft toy.

**Tip:** pick your favourite soft toy as your belly buddy. Young children will need a parent to guide them while older children may do this independently.

1. Lie on the ground on your back.
2. Place your soft toy on top of your belly.
3. Look at your toes.
4. Slowly breathe in through your nose and count 1, 2, 3 in your head.
5. Hold your breath and count 1, 2, 3 in your head.
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
7. Repeat these steps for at least 3 minutes.

## Questions to think about

- Can you see the toy on your belly?
- What does it feel like having your toy on your belly?
- What did your toy do when you breathed in?
- What did your toy do when you breathed out?
- What does the air sound like when it comes in your nose?
- What does the air sound like when it comes out your mouth?
- What do you think it would feel like for your toy sitting on your belly?





# Gratitude moment



**Tip:** it may help to write down your gratitude moment and share it with the person it is about.

1. Sit somewhere comfortable.
2. Close your eyes.
3. Slowly breathe in through your nose and count 1, 2, 3 in your head.
4. Hold the breath for 1, 2, 3.
5. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
6. Repeat this 2 more times.
7. Think of something that made you feel grateful today (ideas below)
8. Focus on how this thing affects your life or the life of the people around you.
9. Focus on how you feel about your gratitude moment.
10. Let the feeling grow in your body until you can feel it from your head to your toes.

## *Gratitude ideas*

- Something someone did for you today
- A person who you love
- Something you like to do
- A talent you have
- A part of your body you are grateful for
- Something that made you laugh today
- A song you like
- A game you like to play
- A new skill you have learned
- A food you like to eat
- A pet that you love
- Something you have that you know other people don't have
- A memory of something you have done in the past



## Obstacle course

Tip: Make sure you have enough space, and you can even get your siblings to join you.

*Physical activity doesn't have to be boring. This activity is fun and gets you working together to finish an obstacle course. Make an obstacle course with things in your home - you must go over, under and around! Some things you can use are chairs, tables, mops/brooms, toys etc.*

### Building an Indoor Obstacle Course for Kids

1. Crawl under or over a row of chairs.
2. Crawl under a string stretched between two chair legs.
3. Jump into and out of a Hula-Hoop five times.
4. Walk on a balance board.
5. Throw a beanbag (small ball) into a laundry basket.
6. Run while balancing a beanbag on your head.
7. Do a ring toss.



COURAGE DOES  
NOT Always ROAR.

SOMETIMES it is The  
Quiet Voice at The  
END of The DAY saying

I WILL Try Again  
TOMORROW.

# Science – Thursday

## Before and After


Material/object	State after warming
Water-based liquids, such as water, cordial or milk	Still liquid
Viscous liquids, such as honey or oil	Still liquid, may have become less viscous (easier to stir)
Alcohol-based liquid, such as rubbing alcohol	Still liquid
Solids that melt easily, such as chocolate buttons	Changed state to liquid and has lost its shape
Solids that don't melt easily, such as plastic or metal spoons	Still solid unless the heat source was very warm and the plastic has a low melting point


### Solids

**Do not flow or expand easily.**  
Atoms cannot move past one another.

**Do not compress easily.**  
There is very little space between the atoms.

**Hold their own shape and volume.**  
The atoms are tightly locked together.







### Liquids

**Can flow easily.**  
Atoms can move past one another.

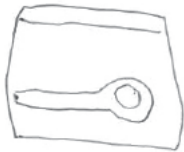

**Do not compress easily.**  
There is little space between the atoms.

**Take the shape of containers.**  
Atoms can move past one another.





## Example of 'Before and After'

metal spoon before warming	metal spoon after warming
	
<p>It is <u>cold and hard</u>.</p> <p>I think it is a <u>solid</u> liquid.</p>	<p>It is <u>warm and hard</u>.</p> <p>I think it is a <u>solid</u> liquid.</p>



## Before and after

With the help of your parents, find things in your home and see what happens to the state before they are warmed and after they are warmed.

_____ before warming	_____ after warming
<p>It is _____.</p> <p>I think it is a solid / liquid.</p>	<p>It is _____.</p> <p>I think it is a solid / liquid.</p>

_____ before warming	_____ after warming
<p>It is _____.</p> <p>I think it is a solid / liquid.</p>	<p>It is _____.</p> <p>I think it is a solid / liquid.</p>

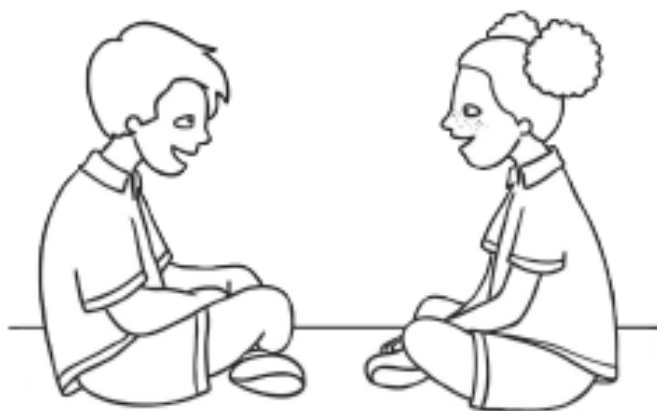
_____ before warming	_____ after warming
<p>It is _____.</p> <p>I think it is a solid / liquid.</p>	<p>It is _____.</p> <p>I think it is a solid / liquid.</p>

# 10 Most Important Responsibilities

Everyone has responsibilities. We may have different responsibilities but they are all very important. We have responsibilities as daughters or sons, brothers or sisters, school students or friends. We should accept our responsibilities and do our best to meet them.

Here are some of my responsibilities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# Grouping Responsibilities

I have responsibilities when I am at home and school. I have responsibilities no matter where I am.

Home Responsibilities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

School Responsibilities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Responsibilities I have no matter where I am:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Rights and Responsibilities

No matter how old we are, we all have rights. With these rights, there are responsibilities. These are my rights and responsibilities.

## My Rights

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## My Responsibilities

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Rights	Responsibilities
To feel safe	• To be fair
To have food	To listen to others
To have shelter	To care for others
To learn	To do my best
To be accepted	To help others
To be listened to	To do my jobs
To be clothed	To look after the world
To say how I feel	To be kind to my body



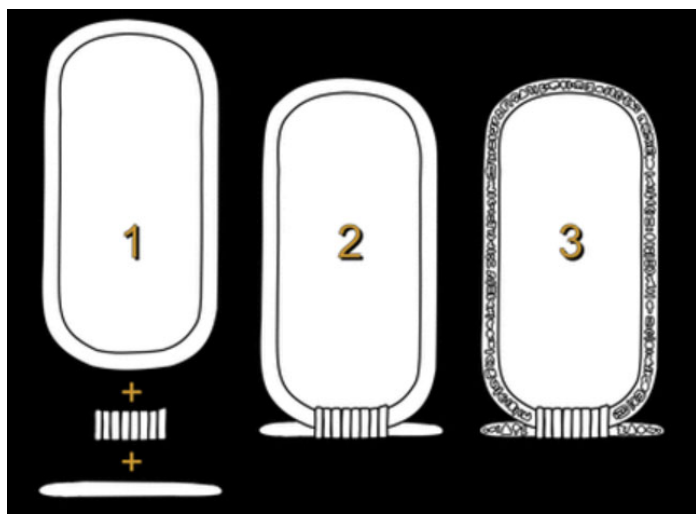
## Complete on Friday

### Week 2 CAPA - Cartouche with Hieroglyphics



































An oval frame which is surrounded by a protective rope. This rope is said to possess a magical power to protect the name within it from evil spirits in present life and afterlife. Cartouche's were primarily used to house the names of Pharaoh's, Royals or Egyptian gods only.

#### Step 1: Draw the cartouche



#### Step 2: Hieroglyphics

	A	vulture		L	lion		W	chick
	B	leg		M	owl		X	cloth
	C	cup		N	water		Y	feathers
	D	hand		O	chick		Z	bolt
	E	feather		P	stool		CH	tether
	F	viper		Q	hill		KH	sieve
	G	pot		R	mouth		SH	basin
	H	wick		S	cloth		MAN	
	I	feather		T	loaf		WOMAN	
	J	cobra		U	chick		ANKH	
	K	cup		V	viper			

[www.egyptabout.com](http://www.egyptabout.com)  
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Hieroglyphics are Ancient Egyptian symbols which represent the letters in a name or word.

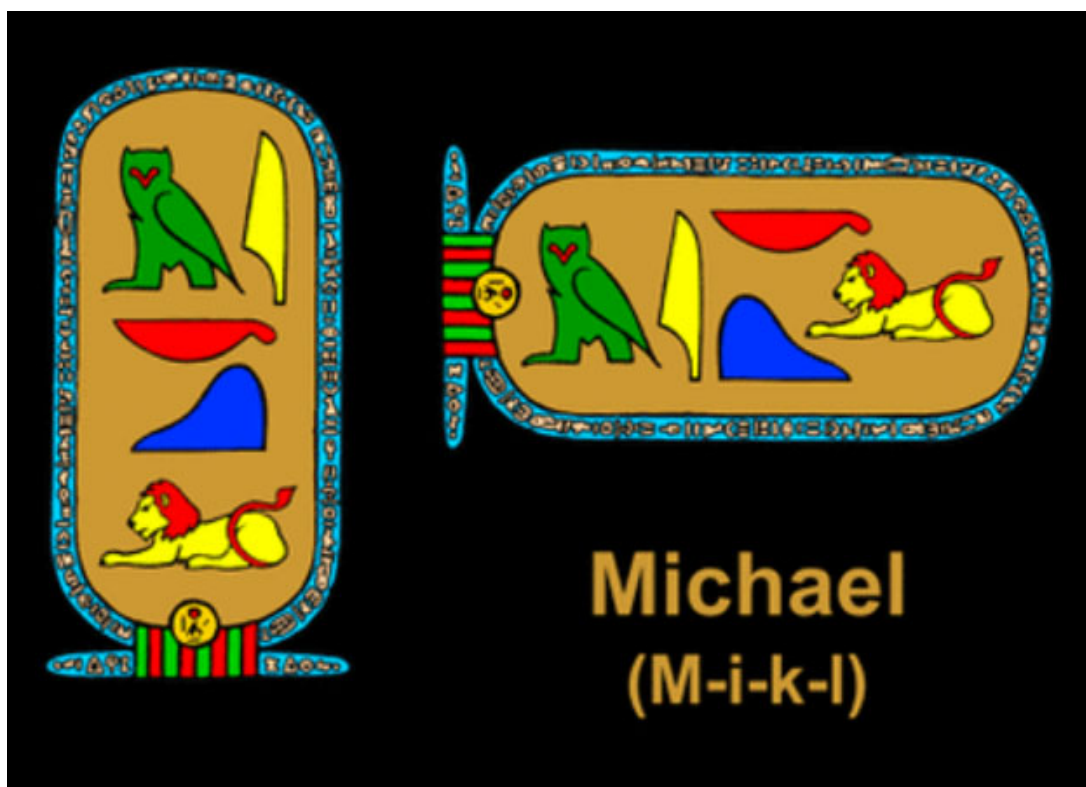
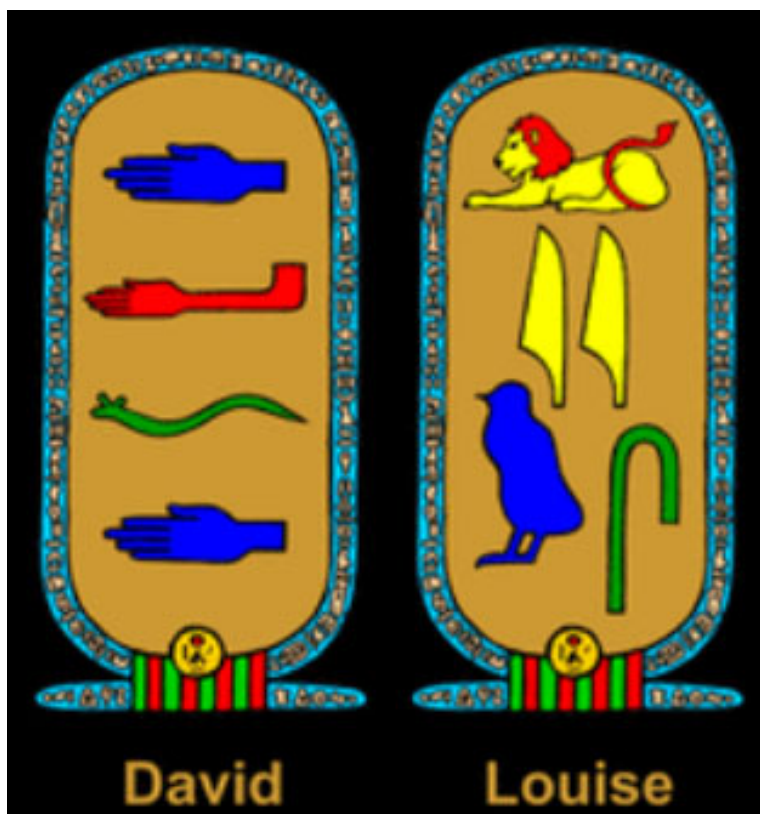
**When using hieroglyphics, you spell the word how it sounds, not how it is spelt.**

For example: The name "Michael", would be spelt as, "M-I-K-L".

Using the symbols to represent your name, fill in your cartouche.

### Step 3: Add colour

Here are some examples to help guide you:



# Year 3 Week 2 Term 4 Specialised Learning - Reading

**Remember:** You do not need to finish everything in 1 day. You can do this at your own pace throughout the week.

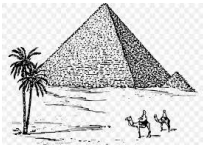
**Answer the questions and do the daily activities. Once you have finished each square, colour in the smiley face.**



**Day 1: Read the 1<sup>st</sup> part of the information report on the Great Pyramid of Giza below.**

There are **80 words**. Time yourself!

Time:



Thousands of years ago, Egypt was home to one of the richest and most powerful civilisations in the world. Their art and culture continue to fascinate people even today, and one of the most impressive legacies they left behind is their pyramids. The Great Pyramid of Giza is the only surviving wonder of the ancient world. It was built around 2550 BCE and is a World Heritage Site for its importance to history. It is the largest pyramid ever built.

**There were 7 Wonders of the Ancient World. What do you think happened to the other 6?**



**Day 3: Read the 3<sup>rd</sup> part below.**

There are **80 words**. Time yourself. Try to beat yesterday's time. Underline all the **verbs** you can find.

Time:

There are over a hundred pyramids in Egypt, most much smaller than the Great Pyramid, and many badly eroded. They were built like a giant stairway, meant to help the souls of Pharaohs climb into heaven. Ancient Egyptians believed that after death, people would continue to live very much like they had while alive, so they buried people with things they might need. Deep inside the pyramids are tombs for the Pharaoh's body and treasures to take to the afterlife.



**Fun fact – Did you know that inside the pyramids the temperature stays a cool and comfortable 20°C, day and night, all year round?**

**Day 2: Read the 2<sup>nd</sup> part below.**

There are **80 words**. Time how long it takes to read.

Time:

Colour or **highlight** all the **capital letters**, **exclamation marks (!)** and **question marks (?)**.

Construction of the Great Pyramid likely took between 10 and 20 years. Standing 147 metres tall, it was the tallest man-made structure on Earth for nearly 4,000 years. How was it possible to build something so enormous and complex with the technology available to the Ancient Egyptians? The Great Pyramid is estimated to be made of 2.3 million stone blocks, weighing up to 13 tonnes each! Some of these large blocks were transported from more than 800 kilometres away!

**How do you think these giant, heavy blocks were moved over 800 kms?**  
**HINT: What is something else Egypt is famous for?**



**Day 4: Read the final paragraph below.**

There are **80 words**. Time yourself. Which day has been your fastest?

Colour or **highlight** all the **adjectives**.

Time:

The Pharaohs knew that their treasure would be highly desired by robbers, and so they took steps to guard it. Sometimes they used fake burial chambers or hidden passages to try and keep thieves out, but unfortunately most of their treasures were stolen long ago. Still, the pyramids themselves remain, and stand as monuments to those long gone Pharaohs. Millions of tourists visit them each year to marvel at the ancient tombs, and learn about the remarkable history of Egypt.

**How was a Pharaoh's treasure protected from thieves?**



**Day 5: Match** the **words** in the left side boxes with their **meanings** in the right side boxes.



- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>- civilisation</li><li>- fascinate</li><li>- legacy</li><li>- BCE</li><li>- estimated</li><li>- erode</li><li>- desired</li><li>- burial chamber</li><li>- monument</li><li>- marvel</li></ul> | <ul style="list-style-type: none"><li>• strongly wished for or wanted</li><li>• <b>b</b>efore the <b>c</b>ommon (or <b>c</b>urrent) <b>e</b>ra</li><li>• a building, statue or structure of historical importance or interest</li><li>• the society, culture and way of life of a particular group of people</li><li>• to be filled with wonder or amazement</li><li>• attract the strong attention and interest of someone</li><li>• weaken or damage something gradually over time</li><li>• roughly calculated, approximate</li><li>• something that happened in the past or has come from someone in the past</li><li>• a tomb, a place used to bury the remains of the dead</li></ul> |
|--|--|



# Year 3 – Week 2 Specialised Learning - Writing

**Remember:** You don't need to finish everything in 1 day. You can do this at your own pace throughout the week.

Once you have finished each square, colour in the 😊

## Day 1:

### Block Planner – title



**Task:** Draw **one** box below for the **title**. It needs to be a WOW POW title. Wow words include:

- magnificent
- incredible
- remarkable
- wonderful



## Day 2:

### Wow pow title



Wow words are adjectives, verbs and adverbs used to make your writing more exciting and creative.

**Task:** Look at the countries below and create a Wow Pow title. Use the word bank below to help you with the activity.

### Wow Pow words

fantastic   wonderful   amazing   magnificent   incredible



\_\_\_\_\_ Greece



\_\_\_\_\_ Egypt



\_\_\_\_\_ Norway

### Day 3:

### Simple sentences



A simple sentence is a **group of words** that is a complete thought. It includes a **subject and a predicate**. A predicate contains one or **more verbs** and gives us more information about the subject.

**For example** - My cat loves rolling.

My cat	loves rolling	.
subject	predicate	end punctuation

Therefore, the cat is the subject, and "loves rolling" is the predicate because it contains the verb "rolling."

A **proper noun** is a name that identifies a particular/specific person, place or thing. Example: Sydney, Norway, Monday.

**Task:** Write 3 simple sentences about 1 of the 3 countries that was listed on Day 2.

Remember, you need to:

- have a subject and a predicate,
- use capital letters for your proper nouns,
- use punctuation at the beginning of the sentence.

**For example:** Norway is a great country to explore.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Day 4:

### Compound sentences



A compound sentence must have 2 main clauses and a coordinating conjunction. FANBOYS is a mnemonic device, which stands for the coordinating conjunctions:

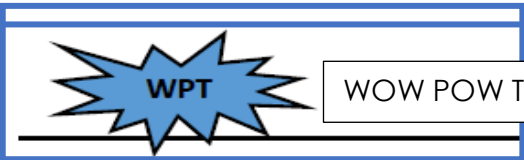
**fanboys:** for, and, nor, but, or, yet, so

**Task:** Write 2 compound sentences about Egypt using WOW words.

**For example:** Egypt is a magnificent country, and I would like to visit it one day.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Block Planner



WOW POW Title

I DYK? CS  $\longrightarrow$  (1) (2)  
 TS  $\longrightarrow$

**DYK?**

CS

TS

1

2



TOPS > A	F E
----------	-----

F E



TOPS > A	F E
----------	-----

F E

C

1

2



Image

Caption

### Day 5:

## Wow Pow Title



**Task:** Write 4 WOW POW titles for these countries. You need to include an adjective to describe these countries. Below is a Wow Pow word bank.

**Wow Pow word bank**  
sensational, fantastic, incredible, marvellous, magnificent

sensational, fantastic, incredible, marvellous, magnificent

\_\_\_\_\_ Egypt

Lebanon

Sweden

---

Turkey

## Year 3 Week 2 Specialised Learning - Mathematics

Use the **anchor charts** below to solve the following **addition and subtraction problems**. Try and complete as many questions as you can each day.

**AS 4 Add single-digit numbers counting by 1s**

$7 + 5 =$

**AS 4 Subtract single-digit numbers counting by 1s**

$12 - 5 =$

**AS 6 Add single-digit numbers bridging 10**

$7 + 5 =$

**AS 7 Subtract single-digit numbers bridging 10**

$12 - 5 =$

**AS 8 Add single-digit numbers bridging 20**

$17 + 5 =$

**AS 8 Subtract single-digit numbers bridging 20**

$22 - 5 =$

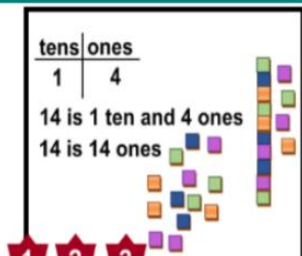
Monday	Tuesday	Wednesday
$7 + 6 =$  $6 + 6 =$  $9 + 6 =$	$12 - 6 =$  $16 - 9 =$  $14 - 7 =$	$6 + 9 =$ $14 - 7 =$ $9 + 8 =$ $18 - 9 =$ $3 + 9 =$ $15 - 8 =$
$14 + 9 =$ $17 + 5 =$ $13 + 8 =$	$21 - 5 =$ $22 - 7 =$ $24 - 5 =$	$4 + 9 =$ $5 + 7 =$ $4 + 9 =$ $16 + 7 =$ $17 + 6 =$ $19 + 5 =$
Wednesday	Thursday	Friday
$15 - 8 =$ $18 - 9 =$ $14 - 8 =$ $21 - 3 =$ $24 - 6 =$ $27 - 8 =$	$9 + 7 =$ $7 + 7 =$ $7 + 6 =$ $14 + 8 =$ $17 + 9 =$ $15 + 9 =$	$13 - 5 =$ $13 - 5 =$ $14 - 6 =$ $25 - 8 =$ $24 - 7 =$ $22 - 6 =$ $8 + 8 =$ $7 + 9 =$ $6 + 7 =$ $17 + 8 =$ $16 + 9 =$ $18 + 5 =$
		$15 - 9 =$ $14 - 5 =$ $16 - 9 =$ $24 - 8 =$ $23 - 4 =$ $25 - 7 =$



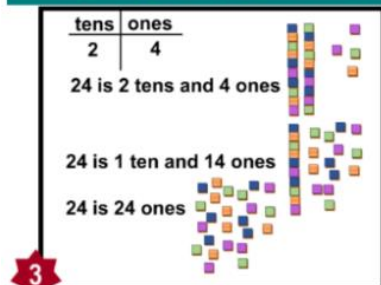
## Place Value

Use the **anchor charts** below and playing cards or your own numbers to solve **3 Place Value problems every day**.

### PV 11 Standard and non-standard Place Value of teen numbers



### PV 11 Standard and non-standard Place Value of two-digit numbers



3

### PV 15 Standard and non-standard Place Value of three-digit numbers

hundreds	tens	ones
1	2	4
124 = 1 hundred + 2 tens + 4 ones		
124 = 12 tens + 4 ones		
124 = 11 tens + 14 ones		
124 = 10 tens + 24 ones		
124 = 9 tens + 34 ones		
124 = 4 tens + 84 ones		

#### Monday

Hundreds	Tens	Ones
1		
2		
3		

#### Tuesday

1  
2  
3

#### Wednesday

1  
2  
3

#### Thursday

1  
2  
3

#### Friday

1  
2  
3

## Monday

**Place Value** - Place the following numbers on the place value chart below.

**65, 835, 25, 98, 485, 298**

Hundreds	Ten	Ones
1.		
2.		
3.		
4.		
5.		
6.		

Extension:

Choose **3 numbers** of your own to place in the place value chart.

Hundreds	Tens	Ones
1.		
2.		
3.		

## Tuesday

### Counting backwards and forwards

Count forwards to 100.

Count backwards from 50 to 0.

What number comes before and after?

\_\_\_\_, 6, \_\_\_\_    \_\_\_\_, 150, \_\_\_\_    \_\_\_\_, 83, \_\_\_\_

\_\_\_\_, 49, \_\_\_\_    \_\_\_\_, 75, \_\_\_\_

Extension:

Can you come up with 3 of your own?

1. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
2. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
3. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Wednesday

**Friends of 10** - Write down all your friends of 10:

**Friends of 20** - Write down all your friends of 20:

Extension:

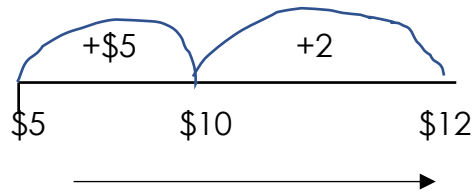
Can you write your friends of 100?

### Thursday

**Adding money** - Add money using a number line. Remember to bridge to ten.

1.  $\$5 + \$7 = \$12$

$\$5 + \$2$



2)  $\$6 + \$9 =$

3)  $\$9 + \$4 =$

4)  $\$7 + \$7 =$

5)  $\$8 + \$3 =$

6)  $\$7 + \$8 =$

7)  $\$9 + \$6 =$

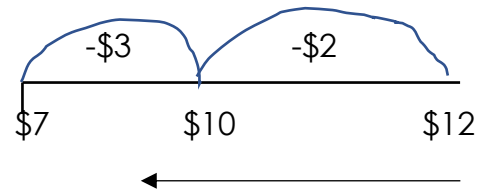
8)  $\$6 + \$8 =$

### Friday

**Subtracting money** - Subtract money using a number line. Remember to bridge to ten.

1.  $\$12 - \$5 = \$7$

$\$2 + \$3$



2)  $\$14 - 7 =$

3)  $\$16 - \$8 =$

4)  $\$12 - \$3 =$

5)  $\$12 - \$8 =$

6)  $\$15 - 6 =$

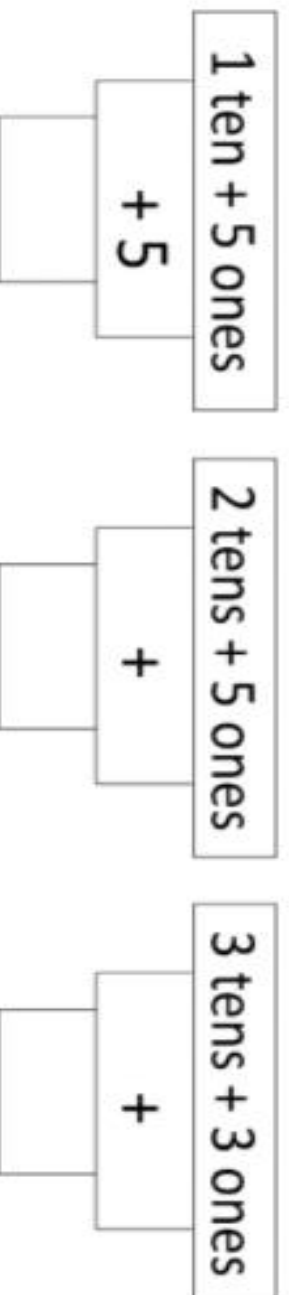
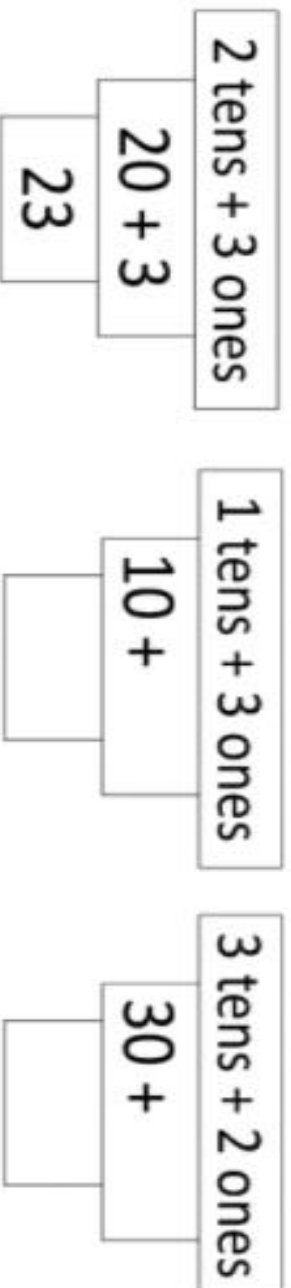
7)  $\$11 - 4 =$

8)  $\$18 - 9 =$

Complete the following place value activity.  
The first one has been done for you.

## PLACE VALUE: TENS AND ONES

Count the number of TENS and ONES, then write out the value of the numbers and add them up.



Use place value to answer the questions below.

- |                |                |                |
|----------------|----------------|----------------|
| 1) $10 + 6 =$  | 2) $30 + 2 =$  | 3) $20 + 4 =$  |
| 4) $50 + 1 =$  | 5) $20 + 4 =$  | 6) $30 + 5 =$  |
| 7) $40 + 2 =$  | 8) $20 + 7 =$  | 9) $30 + 9 =$  |
| 10) $50 + 4 =$ | 11) $30 + 7 =$ | 12) $60 + 4 =$ |
| 13) $70 + 2 =$ | 14) $20 + 5 =$ | 15) $40 + 8 =$ |
| 16) $10 + 8 =$ | 17) $80 + 6 =$ | 18) $50 + 7 =$ |