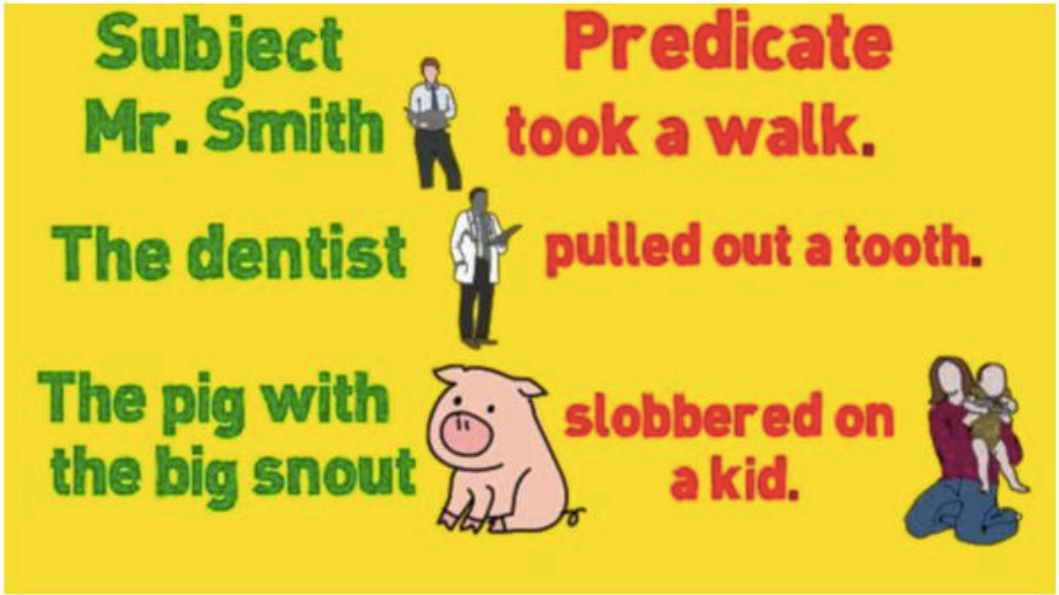
Read me each day before completing writing activities.

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**.

A subject always contains a noun.

A noun is a person, place or thing



A predicate always contains a verb.

A verb is an action word

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.

This is a compound sentence.

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

The **coordinating conjunctions** are:

for
and
nor
but
or
yet
so

This is a complex sentence.

A complex sentence is made up of a **main clause** and a **subordinate clause**.

A **subordinating conjunction** introduces a **subordinating clause**.

SUBORDINATING CONJUNCTIONS

Concession
Though
Although
Even though

Condition
If
Only if
Unless
Provided that
Assuming that

Manner
How
As though
As if

Time
After
As soon as
Until
Whenever
Now that

Reason
Because
Since
So that
In order (to)
As

Relative Adjectives
That
Whatever
Which
Whichever

Comparison
Than
Rather than
Whether
As much as
Whereas

Relative Pronouns
Who
Whoever
Whom
Whomever
Whose

Place
Where
Wherever

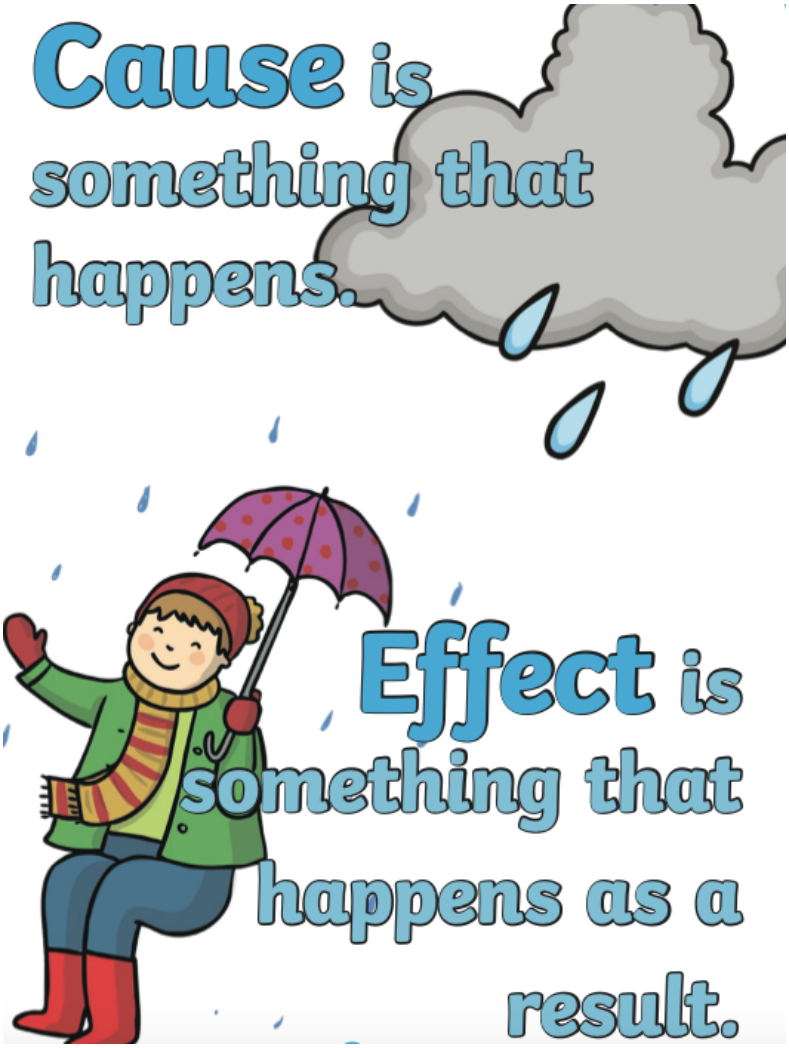
REVIEW DAILY

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	run	want
Linking verbs –	are	were	has	have	had	is	seem	been	
Helping verb –	could	would	might	may	should				

Review Daily



When we use 'so' as our coordinating conjunction, the 'cause' comes first followed by the 'effect.' For example:

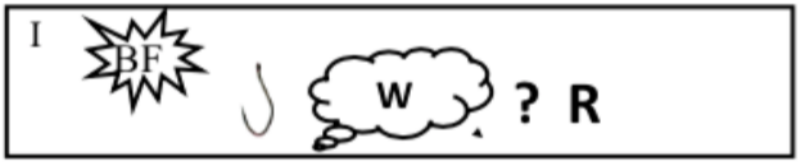
CAUSE (Something happens)	EFFECT (something that happens as a result)
Ash was about to play a tennis match,	so she gathered her racket and balls.
Steph loved ice-cream,	so she bought a huge tub.
Hassan was not good at running,	so he decided to join the walking race.

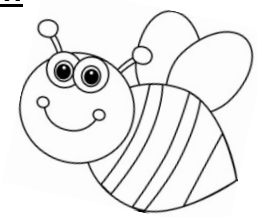
When we use 'because' as our subordinating conjunction, the 'effect' comes first followed by the 'cause.' For example:

EFFECT (the result)	CAUSE (something happens)
I went to the movies,	because I enjoy having time off.
Suzie took her dogs for a walk,	because they were barking too much.
Lilly ate three sandwiches,	because she was hungry.

Monday, 30th August 2021
SENTENCE OF THE DAY

'Hook' the Audience with a 'Have you ever wondered…?' question





Writing to inform: In our introductory paragraph (first paragraph) we begin with a BIG FACT. Then we write a 'wonder' question beginning with 'Have you ever wondered…?' This is because it makes our writing fun, interesting and engaging for the readers!

Activity 1: Complete the introductory paragraphs below by writing a 'Have you ever wondered…?' question.

The queen bee eats royal jelly, and she lays thousands of eggs. Have you ever wondered_____ _____? The bee's lifecycle occurs in four stages.

Bees are fascinating flying insects._____ _____? There are four stages in a bee's lifecycle.

There are over five-thousand species of frog._____ _____? There are several stages in the lifecycle of a frog.

Frogs are amphibians which means that they are cold blooded._____ _____? There are several stages in the lifecycle of a frog.

Frogs are amphibians who lay numerous eggs at once. _____ _____? There are several stages in the lifecycle of a frog.

Tuesday, 31st August 2021
SENTENCE OF THE DAY

'Cause' and 'Effect' Sentences

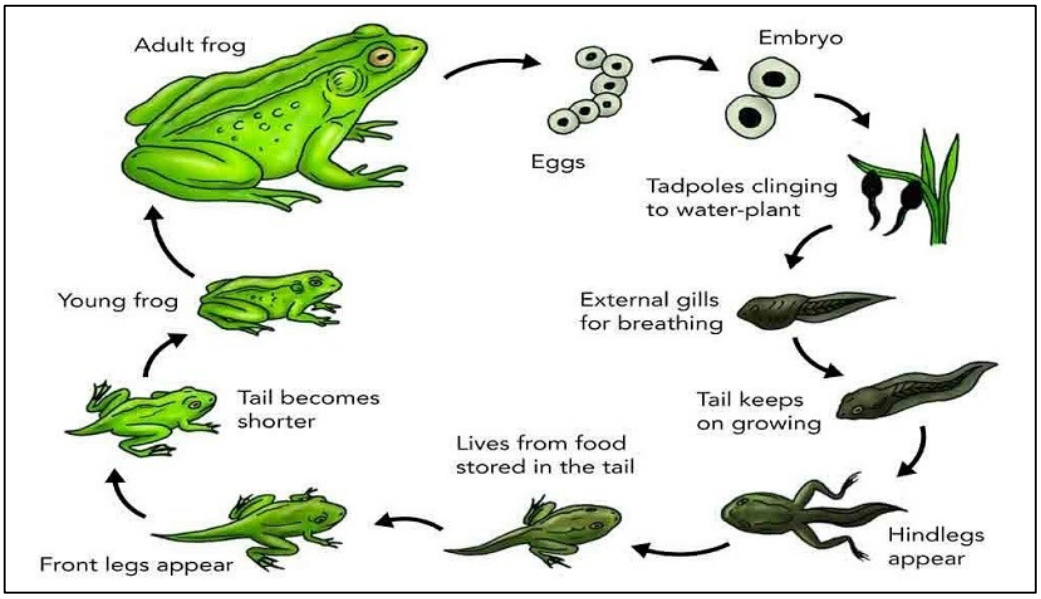
Activity 1: Read the sentences below. Write 'compound' or 'complex' next to each sentence. Underline the coordinating conjunctions and circle the subordinating conjunction.

1. The clouds turned black, so we decided to go back inside.
2. I did not eat all of my dinner because I wasn't hungry.
3. I was very tired because I stayed up last night.
4. We haven't sold many cars because they are too expensive.
5. I went home early, so I could watch my cartoon.

Activity 2: Write 'cause' and 'effect' sentences below by using the coordinating conjunction 'so' or the subordinating conjunction, 'because.' The first one has been done for you.

Tadpoles develop gills, S P	because it needs to breathe underwater. _____ S P
The female adult frog lays a cluster of eggs,	so
Tadpoles cling onto water plants,	because
Frogs lay many eggs at once,	because
The tadpole stores food in its tail,	so
The frog develops lungs,	so
Frogs are classified as amphibians,	because

Wednesday, 1st September 2021
SENTENCE OF THE DAY



This is a compound sentence.

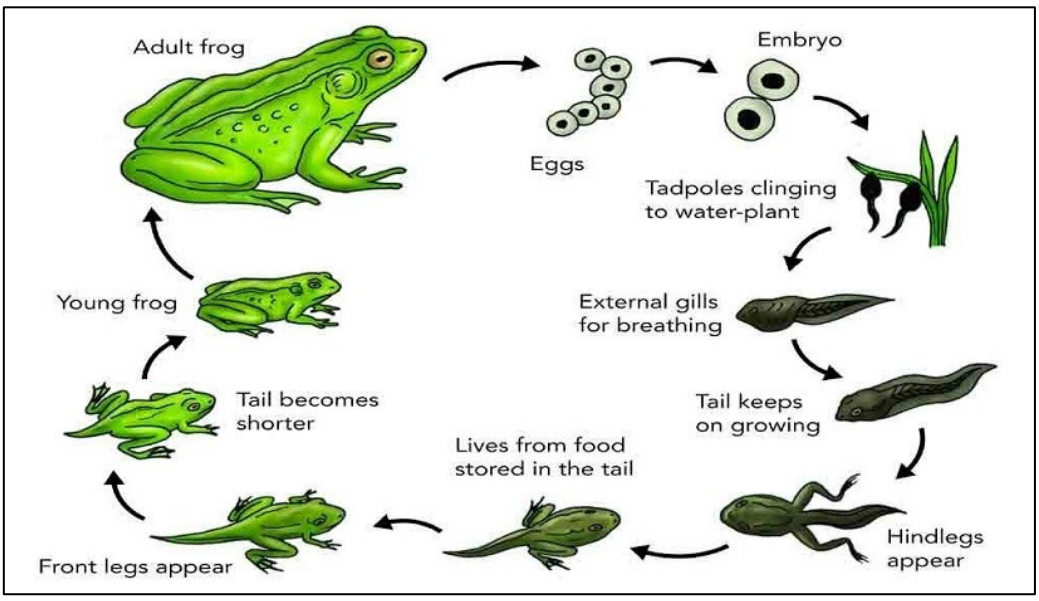
 .?!

Explain what a compound sentence is made up of (structure):

Activity: 'so' is a coordinating conjunction that explains cause and effect (when something happens and makes something else happen). Write your own compound sentences about the lifecycle of a frog. Underline the subjects and circle the verbs in each sentence. There is an example below to show you.

1. Female frogs protect their many laid eggs, so they can survive.
2. _____
3. _____
4. _____
5. _____

Thursday, 2nd September 2021
SENTENCE OF THE DAY



This is a complex sentence.

main clause | subordinate clause .?!

Subject (who/what) and Predicate (verb)

Does not make sense by itself
Starts with subordinate conjunction (because)
Subject (who/what) and Predicate (verb)

Activity: Complete the **complex sentences** below about the lifecycle of a frog. You need to extend the sentences by writing the subordinate clause beginning with the subordinating conjunction: **because.**
Extension work: Underline the subject/s, shade the predicate, circle the verb

1. The female adult frog lays hundreds of eggs, because

2. Tadpoles cling to water plants, because

3. Female frogs protect the embryo, because

4. First the tadpole (polliwog) grows external gills, because

5. The frogs tail continues to develop and grow, because

Friday, 3rd September 2021
SENTENCE OF THE DAY

Independent Sentence Writing Day

Task: Using your facts about the lifecycle of a frog, write compound and complex sentences to show 'cause' and 'effect.' Remember, the conjunctions 'so' and 'because' tell us cause (something happens) and effect (another thing happens). Use the feedback squares to correct your work. Challenge yourself to write as many as you can!

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

Week	Learning intention	We are learning to write a complex sentence.
	Success Criteria I have used:	C main clause subordinate clause .!?

Monday - Reading Task

Before doing any reading complete the *Know* and *Wonder* sections of this KWL Chart. After you read the text, complete what you *Learned*.

Topic: The Life Cycle of a Frog

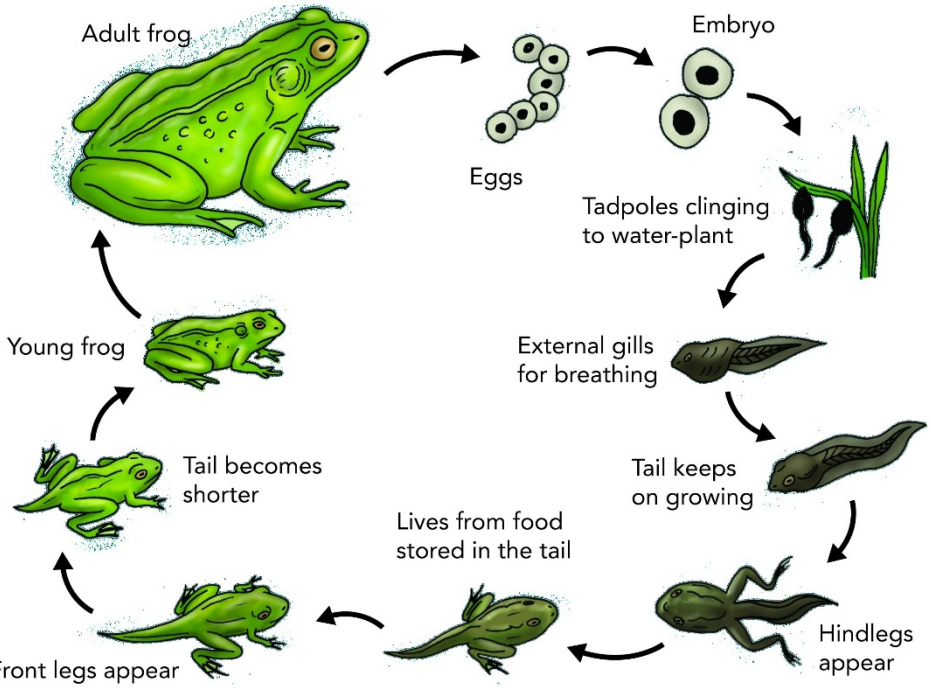
Know	Wonder	Learned
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete your reading, write what you learned.

Monday - Reading Task

After completing the *Know* and *Wonder* sections of the KWL Chart. Read this text and complete the *Learned* section of the KWL Chart.

Explanation:

Frogs are amphibians, meaning they live in the water for part of their life and on land for another part of their life. Frog metamorphosis involves a fish-like organism that has gills and a tail transforming to a semi-aquatic frog.



PROCESS

Frogs start as eggs which hatch and grow into tadpoles.

After a week or more, the tadpole begins swimming and feeding on algae. Tadpoles feed on vegetation and have a long, coiled intestine to digest algae. They have fish-like movement with tail and undulating body movements. The respiratory organs of tadpoles are external gills.

At around four weeks, tadpoles lose their gills and rely on lungs for respiration.

By six to nine weeks, hind limbs appear and then forelimbs. The organism may start consuming insects and other plant material and the length of intestine is reduced. The tail shortens over time, is not much more than a stub around twelve weeks, and eventually it disappears altogether.

Tuesday – Reading Task Read each card and use the clues to make inferences and answer the questions.

The Race

It was the final lap of the race. The sixty-sixth lap of hair-raising, one hundred miles per hour madness. John was all set for the victory. Around the final bend he came, then bang...

Everything stopped. John could see the flashes of red, green and blue flying past and on to the finish line.

He placed his head in his hands and sighed.

How is John feeling at the end of this story?

Why would he be feeling that way?

The Trip

I can't believe I'm actually here. The towns below look so small and I can see for miles in every direction. The engine is whirring and there's a man in the aisle next to me eating crisps.

"Don't be afraid. It's natural to be a bit nervous." Mum said before we got on board. I'm definitely not nervous now. It's brilliant!

Who is speaking?

Where are they?

How were they feeling before getting on board?

My Favourite Subject

I love science because we do great experiments, like launching parachutes and making electrical circuits. When I get home I'm going to have another go at making a space rocket powered by balloons. I hate running out of time in experiments, but if I have tea early, it should be fine.

Has the child run out of time in experiments before?

Is the child worried about something?

Hiding Place

"10-9-8-7"...

Chelsea dived in. The material was all soft and warm but she could tell that she was very easy to spot.

"I know", she said to herself, and climbed out of the bed to hide underneath it.

What game is Chelsea playing?

Describe Chelsea's first hiding place.

Wednesday - Reading Task

Read this text and highlight key words . Read the text again and complete the dictagloss task.

The Life Cycle of a Frog

Frogs are amphibians, which means that they can live in water or on land. They go through several stages of life before they become adult frogs and during those stages, they live only in water.

Stage 1: Egg

A frog begins life as a fertilized *egg*. A female frog lays a lot of eggs at one time in a pond. The eggs float on water in a jelly mass or cluster. The eggs will soon hatch into tadpoles!

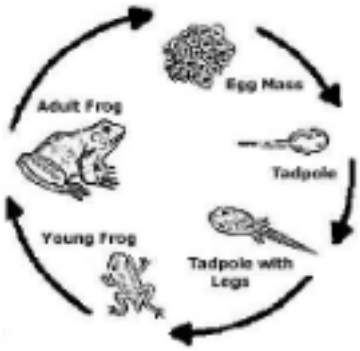
Stage 2: Tadpole

When the tadpole hatches, it looks more like a fish than a frog. It doesn't have any legs! It has *gills* that allow it to breathe underwater. The tadpole swims, eats plants and algae from the water, and grows for several weeks.

During this time, the tadpole starts to develop lungs so it will be able to breathe out of the water when it becomes a frog. The tadpole also starts to grow two hind legs. Now it can leap around instead of only swimming. Although the tadpole is starting to look a little more like a frog, it still has a very long tail!

Stage 3: Young Frog

The tadpole grows two front legs and its long tail becomes shorter and shorter. The tadpole uses the nutrients stored in its tail as food, so until its tail is completely gone, it doesn't need anything else to eat! Then just a little stub of its tail is left, and the tadpole is a young frog. It hops right out of the water and onto dry land for the first time! The frog is still very small.



Stage 4: Adult Frog

The frog's tail will eventually disappear completely and it will start to eat insects instead of plants from the water. The young frog will grow for about 2-4 years to become an adult. The adult frogs then lay their eggs and more tadpoles hatch and begin the cycle again!

Wednesday - Reading Task After reading the text and highlighting key words, add the key words to the dictagloss and write a summary on using your own words.

Title:_____

We are learning to read a text and write down key words.
We will be successful if we can write a text using these key words.

Thursday – Reading Task Read the text and while you read complete the **I Wonder** worksheet with questions you think about while you read.

Grow with me – Frog By Kate Riggs

A mother frog usually lays her eggs in water. Some frogs lay eggs on plant leaves above a lake or river. A female frog can lay hundreds or thousands of eggs at a time!

The eggs float on the water and are called a frogspawn. They are surrounded by clear jelly. Some frog eggs are brown or black. The dark colour helps the eggs absorb heat from the sun. If the eggs get too cold, they will not survive.

As soon as it is laid, the egg starts to change. Inside, a frog larva called a tadpole is growing. When it is in the egg, the tadpole is known as an embryo.

The egg hatches after about a week, and a tadpole swims out. The tadpole's body is shaped like a chicken egg. It has a mouth and a long, flat tail that is good for swimming. Tadpoles love only in the water. They have gills so they can breathe.

The tadpoles feed on plants such as algae. They do not have teeth, but some tadpoles can still eat insects. Tadpoles even eat each other sometimes!

Tadpoles may be eaten by many predators. Fish, lizards called newts, and some birds like to eat tadpoles. Some tadpoles are poisonous. Other animals stay away from them.

After two or three months, a tadpole is ready to start changing into an adult frog. Some tadpoles stay just as they are over the winter. But most change into frogs by summer.

A tadpole goes through a process of change called metamorphosis. This word means "change shape".

Frog metamorphosis takes about three weeks. In that time, a tadpole starts to look like a frog. It grows hind legs, then front legs. Its jaw gets bigger. Its eyes grow larger and move to the top of the head. Then its skin gets thicker too.

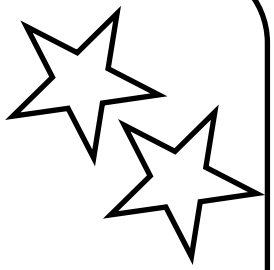
Twelve weeks after it hatched from its egg, a tadpole looks like a small frog with a tail. It is now called a froglet.

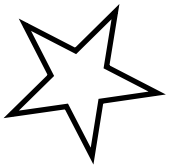
Between 12 and 16 weeks after hatching, the froglet's tail get smaller. Its back legs grow longer. It can breathe air using its lungs instead of gills.

At last, the tail disappears. The froglet is now a frog. It is ready to leave the water as an adult. Adult frogs come in many different colours. Most are brown, grey or green. Some are bright colours such as red or yellow. Some frogs change colour. They do this to blend in with the things around them or to keep from getting too hot or cold.

Thursday - Reading Task While you read the text *Grow with me - Frogs* write down some questions you wonder about.

I WONDER





I am learning to think when I read. **How well did I do?**

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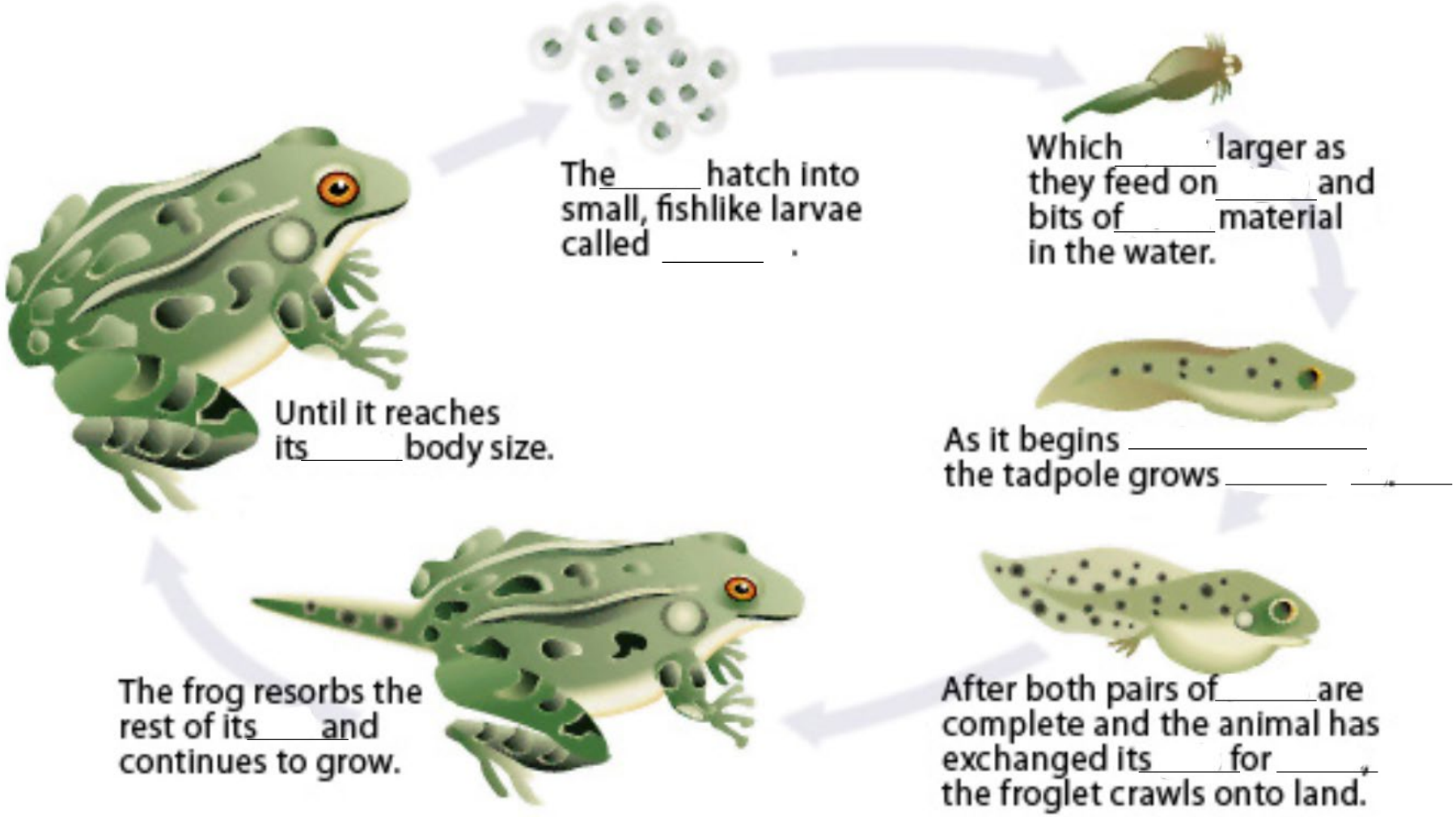
Friday – Reading Vocabulary Task

L.I – I am learning to activate my background knowledge and use technical vocabulary.

S.C – I will be successful if I can select the appropriate vocabulary to fill in the blanks.

tadpoles	**legs**	**metamorphosis**	**adult**	**lungs**	**legs**	**plant**
eggs	**grow**	**hind**	**algae**	**gills**	**tail**	



Friday - Reading Task

Make Your Own Inferences

Use each sentence below to make a reasonable inference.

Sentence	Your Inference
Example: Min smiled when she received her graded math test.	Min got a good grade on the test.
1. John glanced out the window, then grabbed his umbrella.	
2. Paul felt the sand between his toes.	
3. Ms. Lambert has a bike helmet on her desk.	
4. Sarah sneezed as she picked flowers.	
5. Evan fell asleep during Morning Routine.	

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We are learning to write an explanation

Writing Week 8 – to be completed on Monday *This week there are no new videos. Please re-watch the older videos as a refresher. Make sure you are drawing the block planner in your workbook every day.*

Using the big facts and wonder questions in the table below write your own title and introduction for an explanation on the life cycle of a frog in the two spaces below.

Big facts	Wonder questions
Frogs are amphibians, which means they can live in water and on land. Frogs don't need to drink water as they absorb it through their skin. The scientific name for a frog is Litoria Caerulea.	Have you ever wondered how a frog undergoes changes during its life? Have you ever wondered how a frog evolves from an egg to an adult? Have you ever wondered how a frog transforms from an egg to an adult?

_____

(Big fact) _____

_____. (Hook) _____

_____

_____

_____.

_____

_____

_____

_____

_____

_____

We are learning to write an explanation

Writing Week 8 – to be completed on Monday

Cause and effect sentences use the conjunctions ‘so’ or ‘because’. It explains why something happened.

Please read then circle the cause and effect words.

1. The adult frogs uses camouflage, so it can hide from predators.
2. Frogs don’t need to drink water because they absorb water through their skin.
3. Frogs have a long, sticky tongue so they can hunt for their prey.

YOUR TURN – write 3 cause and effect sentences and circle the conjunctions in the space below

_____

_____

_____

_____

_____

_____

_____

_____

_____

We are learning to write an explanation

Writing Week 8 – to be completed on Tuesday

Your job is to highlight and label each part of the block planner that we have learnt so far (introduction and sequence paragraphs). Circle the cause and effect words.

Title – yellow
Big fact- pink
Hook (have you ever wondered question) – brown
Response – green

Topic sentence – red
Elaboration – blue
Link – orange

The life cycle of an incredible frog

The scientific name for a frog is Litoria caerulea. Have you ever wondered how a frog morphs from an egg to an adult frog? There are four incredible stages in a frog's life cycle.

The first stage of a frog's life cycle is the egg. The female frog lays hundreds of eggs, because not all of them will survive. After some time, the egg will develop into a wiggly tadpole (polliwog).

Next, the tadpole grows external gills, so it can breathe under water. The tadpole clings onto water plants (algae) for safety, therefore it won't float away. The tadpole's hind legs appear then the front legs, and soon it will evolve into a froglet.

While the froglet (young frog) matures, its lungs enlarge because it's preparing for its life on land. During this stage, the cartilage is replaced with strong bone, so it can protect itself. Finally, the froglet will transform into an adult frog.

We are learning to write an explanation

Writing Week 8 – to be completed on Wednesday

Your job is to write the missing elaboration sentences from the sequence paragraphs and write the whole paragraph in the space below. Remember to make it a cause and effect sentence using either 'so' or 'because'.

You also need to include the 'develop' word in the link sentence. The first one has been done for you.

The first stage of a frog's life cycle is the egg. _____

_____

_____. Then the egg will <u>develop</u> into a tadpole (polliwog).

_____

_____

_____

_____

The next stage of a frog's lifecycle is the tadpole (polliwog). _____

_____

_____. After that, the tadpole will _____into a froglet (small frog).

We are learning to write an explanation

_____

_____

_____

_____

Next, the amphibian develops into a froglet (small frog). _____

_____

_____. After this, the tadpole will _____ into an adult frog.

_____

_____

_____

_____

Use the space below to practice writing your own sequence paragraphs about the life cycle of a frog

We are learning to write an explanation

Writing Week 8 – to be completed on Thursday

Below are three sequence paragraphs, answer the following questions.

1)

A frog's adventurous life begins as a tiny, black egg. The female frog lays hundreds of eggs, because not all of them will survive. After some time, the egg will evolve into an embryo and then transform into a wiggling tadpole.

Circle the cause and effect word used

What is the Topic sentence in this paragraph?

_____

What is the Elaboration in this paragraph?

_____

_____

What is the Link in this paragraph?

_____

2)

During the tadpole stage, the small tadpole will develop gills so it can breathe under water. The tadpole will cling onto water plants (algae), so it doesn't float away. Now the tadpole will morph into a froglet (young frog).

Circle the cause and effect word used

What is the Topic sentence in this paragraph?

We are learning to write an explanation

_____

_____

What is the Elaboration in this paragraph?

_____

_____

What is the Link in this paragraph?

_____

3)

As the tadpole evolves into a froglet the gills disappear, so the lungs can grow. While the froglet matures, it eats the food stored in it's tail. The froglet is now nearing the end of the metamorphosis process, as the next and final stage is the adult frog.

Circle the cause and effect word used

What is the Topic sentence in this paragraph?

_____

_____

What is the Elaboration in this paragraph?

_____

_____

What is the Link in this paragraph?

_____

Use the space below to copy the sequence paragraphs.

We are learning to write an explanation

We are learning to write an explanation

Writing Week 8 – to be completed on Friday
<u>YOUR TURN</u> – independently write an explanation on the life cycle of a frog – only write the title, introduction and sequence paragraphs. You may use the work you've completed during the week to help you do this. Draw the parts of the block planner you are going to write in the box below first.

_____

_____

_____

_____

_____

We are learning to write an explanation

We are learning to write an explanation

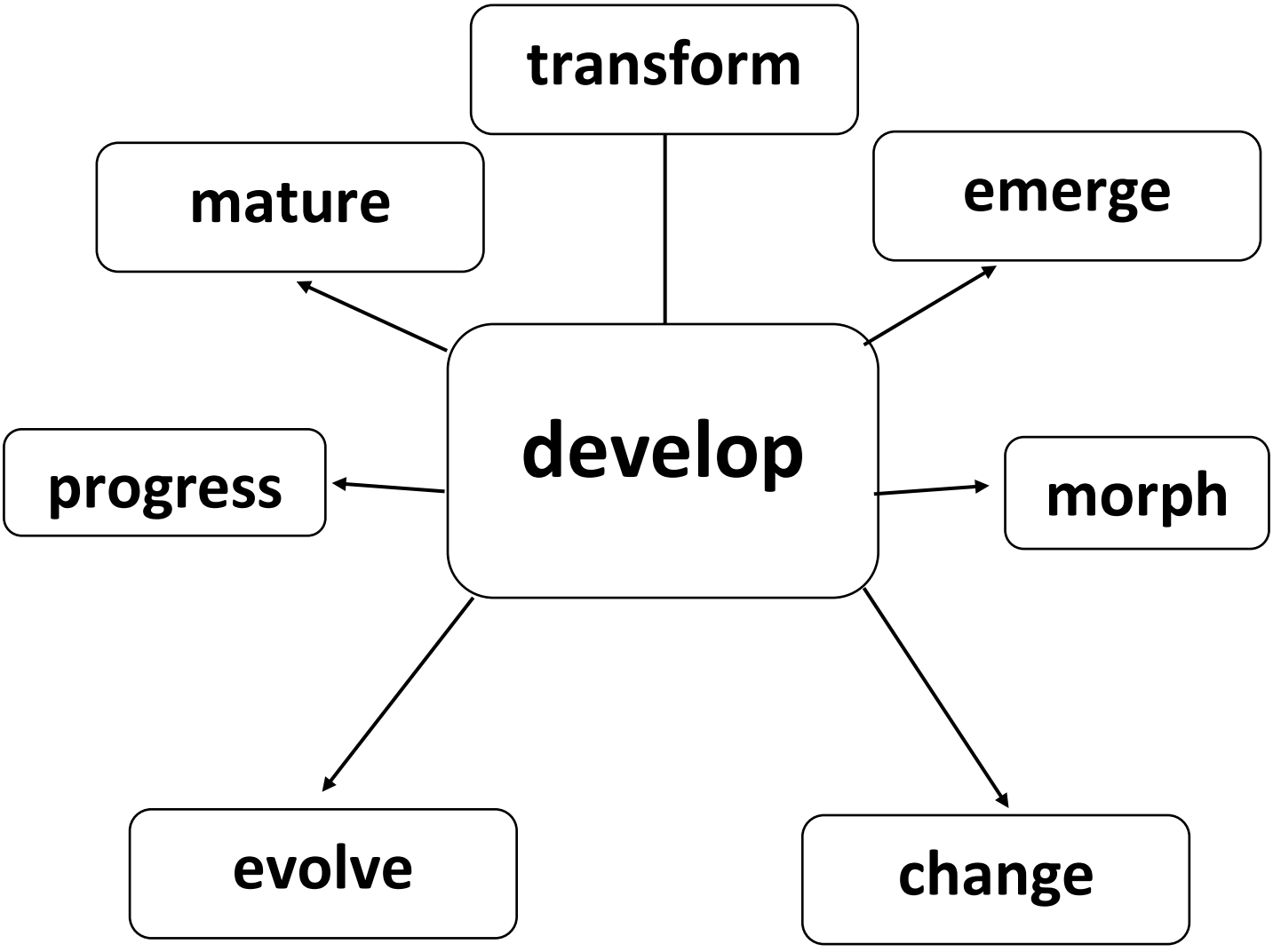
We are learning to write an explanation

Key vocabulary

Using a wide range of vocabulary makes your work more interesting! Make sure to use other words for **develop** in your writing. Some examples are provided below.

Metamorphosis - is **a process some animals go through to become adults**. It is a series of physical changes.

Frogspawn – is a group of frog's eggs



Week 8 Tuesday – Handwriting

Tuesday 31st August 2021

or

ov

oy

ox

orange

oval

boy

box

The boy left his orange lunchbox at the oval.

Complete 1 maths mentals column per day.

Challenge yourself by trying to complete this in 20 minutes.

GOODLUCK !

1 2 x 2 ☐

2 3 x 2 ☐

3 6 x 2 ☐

4 8 x 2 ☐

5 21 x 2 ☐

6 32 x 2 ☐

7 43 x 2 ☐

8 44 x 2 ☐

9 51 x 2 ☐

10 35 x 2 ☐

11 55 x 2 ☐

12 62 x 2 ☐

13 73 x 2 ☐

14 26 x 2 ☐

15 Jill is 12 years old. Kate is double Jill's age. How old is Kate? ☐

Practice

1 10 x 2 ☐

2 14 x 2 ☐

3 22 x 2 ☐

4 53 x 2 ☐

5 81 x 2 ☐

Revision

6 26 + 43 ☐

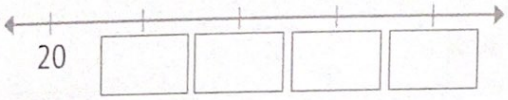
7 35 + 61 ☐

8 53 + 22 ☐

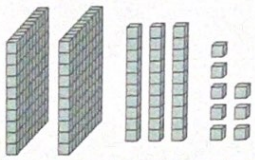
9 43 + 50 ☐

10 Dad paid $35 for his haircut and $24 for his son's. How much for both? ☐

11 Count on by 5s, starting from 20.



12



Hundreds	tens	Ones

13 8 – 6 = ☐ 10 – 7 = ☐

11 – 2 = ☐

14 How much money is this? ☐

15 Which of these months is in summer?

○ June ○ February ○ March

Q1–10: /10 Q11–15: /5 My time:

ISBN 978 1 7

Practice

1 9 x 2 ☐

2 33 x 2 ☐

3 54 x 2 ☐

4 36 x 2 ☐

5 45 x 2 ☐

Revision

6 85 + 12 ☐

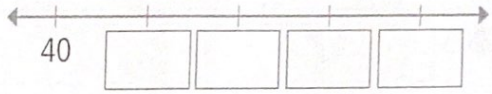
7 13 + 60 ☐

8 44 + 24 ☐

9 37 + 52 ☐

10 21 mm of rain on one day, 43 mm the next. What is the total? ☐

11 Count on by 10s, starting from 40.



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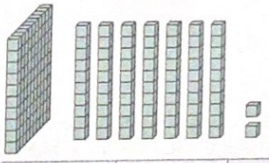


Hundreds	tens	Ones

13 5 – 2 = ☐ 7 – 5 = ☐

10 – 8 = ☐

14 How much money is this? ☐

15 Which of these months is in winter?

○ January ○ October ○ July

Q1–10: /10 Q11–15: /5 My time:

Practice

1 15 x 2 ☐

2 24 x 2 ☐

3 68 x 2 ☐

4 85 x 2 ☐

5 93 x 2 ☐

Revision

6 66 + 21 ☐

7 25 + 70 ☐

8 57 + 22 ☐

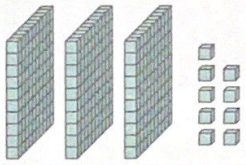
9 123 + 12 ☐

10 Nicole is 121 cm tall. Joel is 24 cm taller. How tall is Joel? ☐

11 Count on by 10s, starting from 205.

205 ☐ ☐ ☐ ☐

12



Hundreds	tens	Ones

13 15 – 9 = ☐ 18 – 7 = ☐

13 – 6 = ☐

14 How much money is this? ☐

15 Which of these months is in autumn?

○ April ○ August ○ September

1 7 x 2 ☐

2 12 x 2 ☐

3 5 x 2 ☐

4 23 x 2 ☐

5 11 x 2 ☐

6 34 x 2 ☐

7 17 x 2 ☐

8 83 x 2 ☐

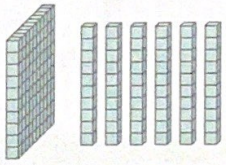
9 65 x 2 ☐

10 There are 24 hours in a day. How many hours in 2 days? ☐

11 Count on by 100s, starting from 300.

300 ☐ ☐ ☐ ☐

12

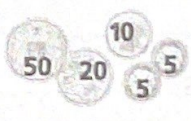


Hundreds	tens	Ones

13 11 – 5 = ☐ 14 – 9 = ☐

16 – 6 = ☐

14 How much money is this? ☐



15 Which of these months is in spring?

○ November ○ December ○ March

Problem Solving – Monday PV

PV 17 PA 16 (9a) There are 1324 fruit bats in two groups of trees.
How many fruit bats might be in each group?

Place Value of Four-digit Numbers

PV 17 PA 16 (9b) There are 5324 fruit bats in three groups of trees.
How many fruit bats might be in each group?

Place Value of Four-digit Numbers

PV 17 PA 16 (9c) There are 8324 fruit bats in two groups of trees.
One tree had 466 more than the other tree.
How many fruit bats are in each group?

Place Value of Four-digit Numbers

Problem Solving – Tuesday AS

AS 21 (11a) Jenny showed this number on her calculator. 725
She changed it so that it became this number. 478
What did Jenny do to change 725 to 478?

Adding and Subtracting Three- and Four-digit Numbers using Place Value

AS 21 (11b) Jenny showed this number on her calculator. 1247
She changed it so that it became this number. 764
What did Jenny do to change 1247 to 764?

Adding and Subtracting Three- and Four-digit Numbers using Place Value

AS 21 (11c) Jenny showed this number on her calculator. 1436
She changed it so that it became this number. 786
Then she changed it so that it became this number. 1164
What did Jenny do to change 1436 to 786, and to change 786 to 1164?

Adding and Subtracting Three- and Four-digit Numbers using Place Value

Problem Solving – Wednesday

MD 12 PA 18 (1a) The teacher made 3 teams of 8 children.

How many children altogether?

Multiplication and Division by 3

MD 12 PA 18 (1b) The teacher made 3 teams of 11 children.

How many children altogether?

Multiplication and Division by 3

MD 12 PA 18 (1c) The teacher made 3 teams of 8 children and 1 team of 7 children.

How many children altogether?

Multiplication and Division by 3

MD 12 PA 18 (2a) The school had 3 classes of 33 children.

How many children altogether?

Multiplication and Division by 3

MD 12 PA 18 (2b) The school had 3 classes of 28 children.

How many children altogether?

Multiplication and Division by 3

MD 12 PA 18 (2c) The school had 3 classes of 27 children.
1 child left the school.

How many children altogether?

Multiplication and Division by 3

Problem Solving – Thursday MG

MG 34 (1a) These shapes are the six faces of a three-dimensional object.

Is the object a prism or a pyramid?

Prisms and Pyramids, including Angles, Lines, Symmetry and Nets...

MG 34 (1b) These shapes are the six faces of a three-dimensional object.

Is the object a prism or a pyramid?

Prisms and Pyramids, including Angles, Lines, Symmetry and Nets.

MG 34 (1c) These shapes are the five faces of a three-dimensional object.

Is the object a prism or a pyramid?

Prisms and Pyramids, including Angles, Lines, Symmetry and Nets

Problem Solving – Friday

MD 12 PA 18 (16a) Sophie recorded this true number sentence. 6 x 3 = 18

What other number sentence is also true?

a. 18 x 6 = 3 b. 3 x 6 = 18 c. 6 x 18 = 3

Multiplication and Division by 3

MD 12 PA 18 (16b) Sophie recorded this true number sentence. 13 x 3 = 39

What other number sentence is also true?

a. 39 x 13 = 3 b. 3 x 13 = 39 c. 3 x 39 = 13

Multiplication and Division by 3

MD 12 PA 18 (16c) Sophie recorded this true number sentence. 26 x 3 = 76

What related number sentence is not true?

a. 3 x 26 = 78 b. 78 ÷ 3 = 26 c. 3 ÷ 26 = 78

Multiplication and Division by 3

Monday – Place Value

Circle the numbers that have an 8 in the ones place.

18 21 28 90 87 48 80 43 58 12 57

Circle the numbers that have a 1 in the tens place.

21 14 78 41 17 19 76 10 51 69 11

Circle the numbers that have a 2 in the ones place.

24 15 12 14 32 17 28 52 62 91 28

Circle the numbers that have a 5 in the tens place.

54 19 59 95 25 50 51 15 67 11 26

Circle the numbers that have a 7 in the ones place.

47 23 67 34 76 77 18 17 44 96 71

Tuesday – Addition and Subtraction

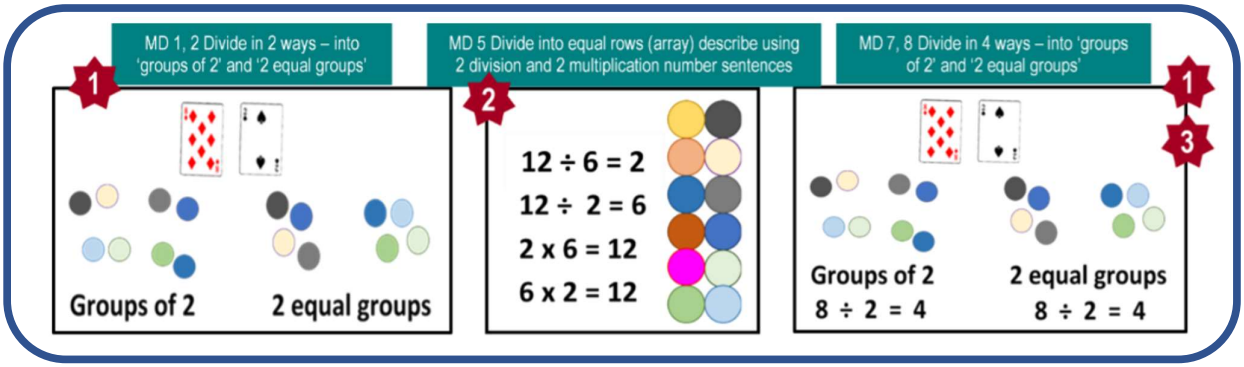
1. There are 167 books in one classroom and 392 books in the other.
   How many books are there altogether in both classrooms?
2. Jay has a collection of 263 football cards. His brother has 189.
   How many more football cards does Jay have?
3. A family drive 208 kilometres from London to Manchester and then 213 kilometres to Glasgow.
   How far did they travel altogether?
4. A cricket team score 456 in the first innings and 249 in the second innings.
   How many runs did they score altogether?
5. Jenny has $5.65. She spends $2.85 on a present for her brother.
   How much money does she have altogether.
6. Abi collects stamps. She has 351 in a box and 456 in a book.
   How many does she have altogether?
7. A truck driver has a 561 kilometre journey. He stops for a break after 314 kilometres.
   How much further has he to travel?
8. A pack of Christmas cards costs $5.50.
   How much change would there be from $10.00?
9. A packet of lentils weighs 450g and a packet of kidney beans weighs 385g.
   How much do they both weigh altogether?
10. A shopkeeper has 367 bottles of lemonade.
    He orders 480 more. How many bottles of lemonade will he have now?

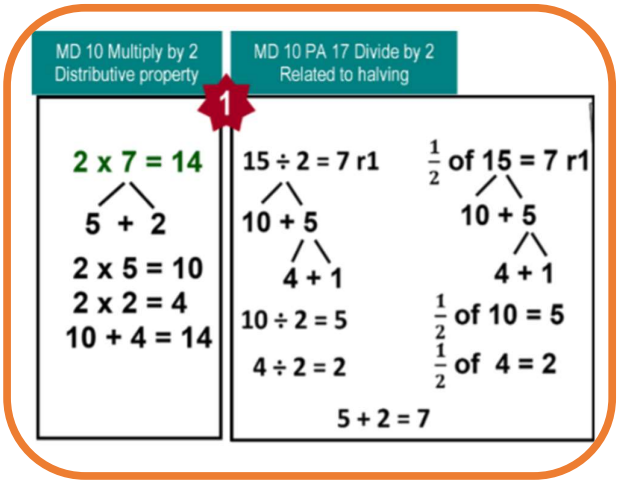
Challenge

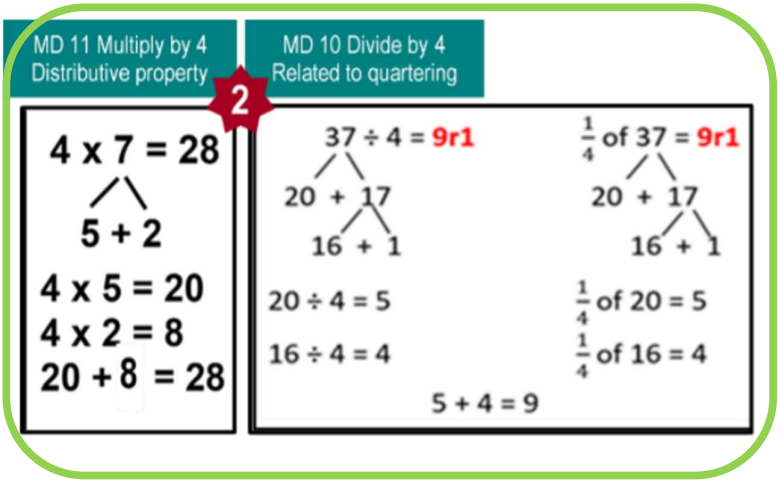
Two children have 720 marbles between them.
Jay has 126 more than Abi.
How many does Abi have?

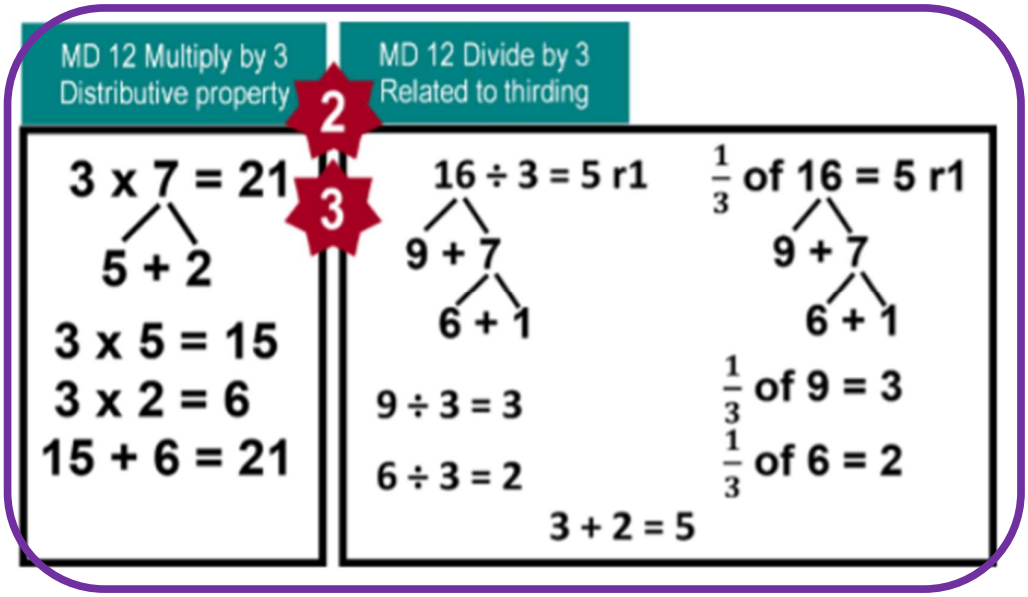
Wednesday – Multiplication and Division

Investigate at your multiplication and division level.



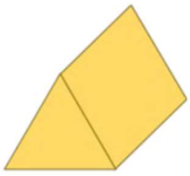






Thursday – Measurement and Geometry

Fill out the table with the number of bases, faces, edges and vertices for each 3D object.

Object	Bases	Faces	Edges	Vertices	Prism or Pyramid
					
					
					
					
					

Friday – Addition and Subtraction / Multiplication and Division

Matching Equivalent Addition and Subtraction Number Sentences

I can correctly match equivalent addition and subtraction number sentences. (ACMNA054)

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

9 - 3	3 + 7
10 - 6	2 + 4
16 - 6	3 + 2
9 - 2	12 + 5
7 - 2	3 + 3
7 - 1	5 + 2
20 - 3	2 + 2
15 - 3	3 + 1
8 - 2	4 + 2
7 - 3	1 + 11

Inverse Multiplication and Division Quick Fire Questions

Round 1

1. 5 × _____ = 80	4. _____ × 7 = 84	7. 6 × _____ = 72
2. _____ ÷ 8 = 8	5. _____ ÷ 3 = 9	8. 24 ÷ _____ = 6
3. _____ × 3 = 45	6. _____ ÷ 6 = 6	9. 9 × _____ = 180

Round 2

1. 4 × _____ = 16	4. 7 × _____ = 42	7. 27 ÷ _____ = 9
2. _____ ÷ 6 = 4	5. _____ ÷ 8 = 3	8. _____ × 6 = 30
3. 30 ÷ _____ = 5	6. _____ × 6 = 54	9. _____ ÷ 7 = 7

Round 3

1. 27 ÷ _____ = 3	4. _____ ÷ 8 = 4	7. 7 × _____ = 28
2. 4 × _____ = 24	5. _____ ÷ 5 = 12	8. _____ ÷ 3 = 14
3. 3 × _____ = 36	6. _____ ÷ 2 = 6	9. _____ × 7 = 42

Round 4

1. 6 × _____ = 48	4. _____ ÷ 7 = 11	7. _____ ÷ 9 = 7
2. 48 ÷ _____ = 12	5. _____ × 9 = 72	8. _____ ÷ 8 = 4
3. 56 ÷ _____ = 7	6. 3 × _____ = 24	9. _____ × 4 = 20

Round 5

1. _____ ÷ 6 = 11	4. _____ ÷ 12 = 7	7. 9 × _____ = 81
2. 3 × _____ = 18	5. _____ ÷ 20 = 6	8. _____ ÷ 3 = 12
3. _____ × 5 = 30	6. _____ × 4 = 16	9. _____ ÷ 6 = 7

Round 6

1. 6 × _____ = 48	4. 5 × _____ = 25	7. _____ ÷ 12 = 12
2. _____ ÷ 12 = 9	5. _____ ÷ 8 = 20	8. 99 ÷ _____ = 9
3. _____ × 9 = 63	6. 7 × _____ = 35	9. _____ × 9 = 36

Multiplication Facts

11 × 3 =	11 × 12 =	10 × 12 =	3 × 5 =	1 × 9 =	7 × 3 =
12 × 12 =	1 × 2 =	9 × 8 =	12 × 8 =	2 × 9 =	7 × 6 =
8 × 3 =	12 × 1 =	5 × 8 =	3 × 6 =	6 × 1 =	1 × 6 =
9 × 11 =	4 × 3 =	4 × 9 =	11 × 7 =	1 × 3 =	9 × 5 =
3 × 4 =	8 × 9 =	2 × 7 =	8 × 12 =	5 × 5 =	5 × 11 =
10 × 3 =	6 × 3 =	11 × 11 =	2 × 11 =	1 × 11 =	1 × 7 =
5 × 3 =	9 × 7 =	7 × 5 =	7 × 7 =	7 × 9 =	10 × 5 =
12 × 9 =	6 × 8 =	6 × 10 =	12 × 10 =	10 × 9 =	7 × 8 =
11 × 9 =	9 × 3 =	9 × 2 =	2 × 10 =	4 × 7 =	7 × 2 =
11 × 1 =	6 × 8 =	6 × 11 =	12 × 10 =	10 × 9 =	7 × 8 =
8 × 1 =	10 × 1 =	5 × 7 =	6 × 5 =	3 × 8 =	7 × 4 =
2 × 1 =	1 × 5 =	5 × 4 =	12 × 7 =	8 × 1 =	12 × 11 =
4 × 10 =	3 × 1 =	6 × 7 =	1 × 12 =	9 × 1 =	7 × 1 =
3 × 7 =	1 × 4 =	2 × 6 =	2 × 8 =	12 × 9 =	4 × 5 =
11 × 4 =	5 × 1 =	5 × 9 =	12 × 2 =	1 × 10 =	3 × 11 =
4 × 2 =	4 × 4 =	4 × 6 =	6 × 9 =	2 × 12 =	3 × 9 =
7 × 12 =	10 × 10 =	12 × 6 =	7 × 10 =	2 × 4 =	10 × 8 =
8 × 11 =	6 × 4 =	6 × 6 =	12 × 3 =	6 × 2 =	8 × 4 =
8 × 7 =	3 × 10 =	9 × 9 =	5 × 10 =	1 × 8 =	5 × 6 =
10 × 11 =	6 × 11 =	10 × 7 =	12 × 4 =	8 × 10 =	8 × 2 =
10 × 4 =	9 × 4 =	3 × 12 =	2 × 5 =	4 × 1 =	8 × 6 =
11 × 6 =	9 × 6 =	10 × 6 =	3 × 2 =	4 × 12 =	9 × 10 =
11 × 2 =	6 × 12 =	5 × 12 =	11 × 8 =	11 × 10 =	8 × 8 =
5 × 2 =	10 × 2 =	3 × 3 =	9 × 12 =	3 × 7 =	7 × 11 =

HSIE – Wednesday

Connections - How are stories important to Aboriginal and Torres Strait Islander Peoples?

Use website, QR code and access code for resources.

2819

http://inq.co/class/hse

How are stories important to Aboriginal and Torres Strait Islander Peoples?

1. One way Aboriginal and Torres Strait Islander peoples learn about their Country is through stories.

   Watch the video: **Lottie tells a story**.

2. What is something you learn from the story?

3. Why do you think the Paakantji people tell this story?

4. Listen to the story again, this time with your eyes closed. Can you see the story in your mind? Find a way to show the story or part of it. Perhaps you could draw, paint or make a model of it. You could do this by yourself or in small groups.

5. When you have finished, photograph it and put the photo here.

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6 Find a story that tells you about your area. If not, find another Aboriginal and Torres Strait Islander story to read.

What is something you learn from the story?

7 Why do you think the story is told?

8 What does it tell you about your local area, either now or in the past? Write or draw what you learn.

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9 Aboriginal stories were told orally, from person to person, they were not written down. Do a PMI on this.

P	M	I
Plus	**Minus**	**Interesting**

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Well-being Wednesday

mindfulness

I can & I will

I am brave

Gratitude Jar

Be thankful for things

Write a note to express your thoughts and put them in a jar (could be a cup if you don't have a jar)

I am calm

Rainbow Bubble Breathing

big breaths and small breaths to help you keep calm

I am fun and friendly

The present moment

Sit quietly, watch the clouds and pay attention to what is going on right now using your five senses.

I am unique

Mindful Mandala

find a quiet place to calmly colour your mandala

I am a learner

Learning is my superpower.

Mistakes are proof I am learning.

I can do anything.

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

Days of Gratitude

Be thankful. Write a note to express your thoughts.

Today I am thankful for _____

Today I am thankful for _____

Today I am thankful for _____

Today I am thankful for _____

Today I am thankful for _____

Today I am thankful for _____

Days of Gratitude

Be thankful. Write a note to express your thoughts.
Below are some ideas you can elaborate on

Today I am thankful for a friend.

Today I am thankful for a family member.

Today I am thankful for a special teacher.

Today I am thankful for an author.

Today I am thankful for something in my room.

Today I am thankful for a gift I have received.

Today I am thankful for a time of day.

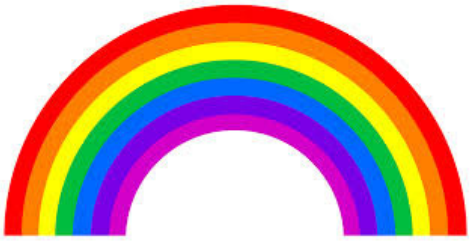
Today I am thankful for something I am wearing.

Today I am thankful for a talent I have.

Today I am thankful for my health.

Today I am thankful for a favorite food.

Today I am thankful for something new I have learned.



Rainbow Bubble Breathing

Read the bubbles like a story but instead of speaking words give one BIG breath for the BIG bubble and a SMALL regular breath for the SMALL bubble.

Copyright: Nicole Garrigan www.branchhabitat.blogspot.com

Name _____ Date _____

mindfulness series

THE PRESENT MOMENT

What does it mean to be present?

The word "present" can mean a gift, and it also describes what is happening right now, in the moment.

Sit quietly and pay attention to what is going on right now using your five senses.

Reflect on what you experience below.

1. Right now I see ...

2. Right now I hear ...

3. Right now I am touching ...

4. Right now I smell ....

5. Right now I feel ...

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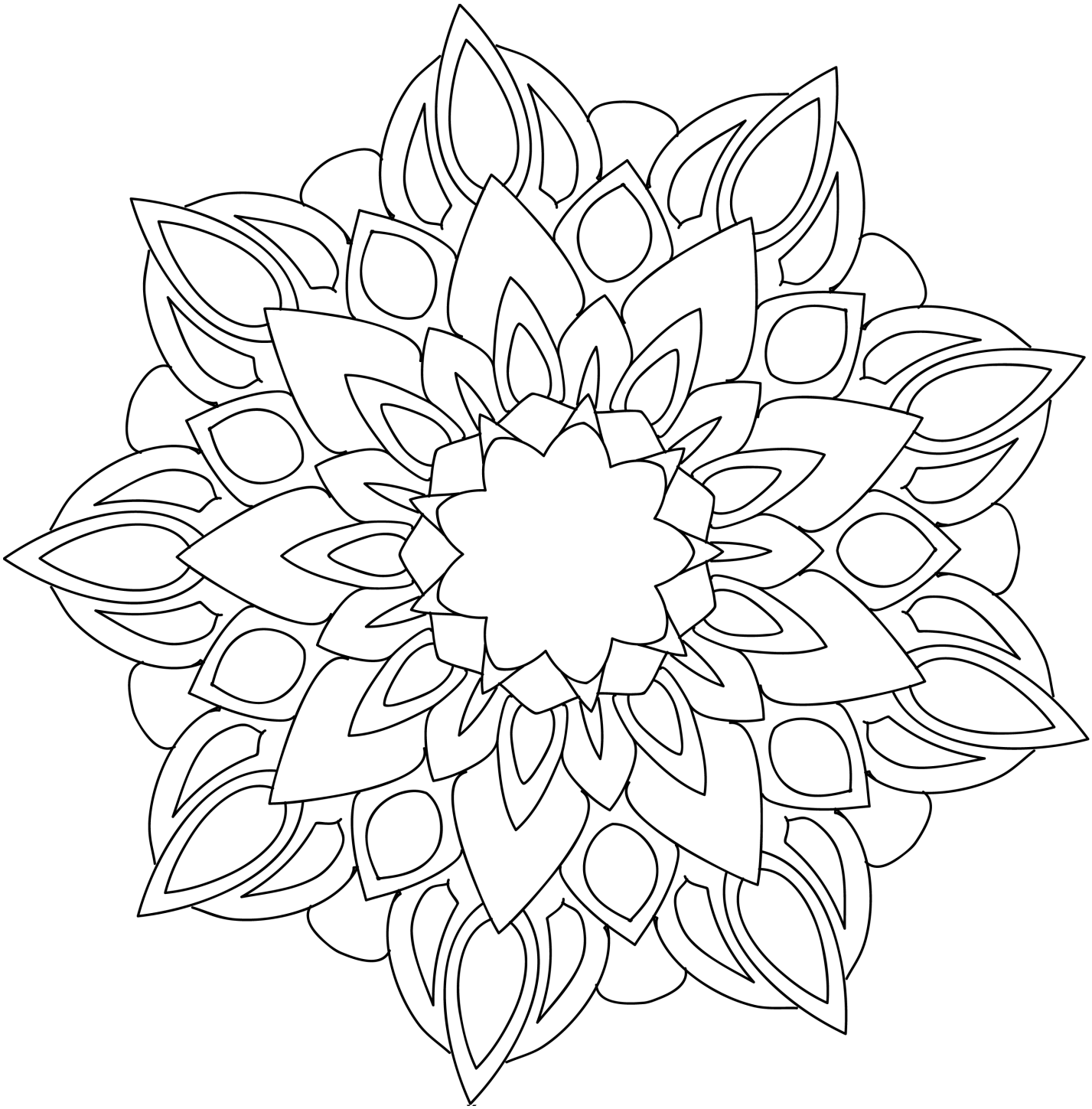


Friendly Skies

More coloring pages at
mondaymandala.com

Please complete on Thursday

Staying Safe

List three actions you do that make your family and friends feel happy and safe.

1. _____
2. _____
3. _____

List three actions that make people feel unhappy or unsafe and describe why people might make others feel unhappy or unsafe.

1. _____

_____

2. _____

_____

3. _____

_____

How do you feel when you are unhappy or unsafe?

_____ _____ _____ _____

List five people who you can talk to when you are feeling unhappy or unsafe.

1. _____
2. _____
3. _____
4. _____
5. _____

Living Things

Science - Thursday

Living things are classified as a living thing if they move or grow. They are also called organisms. All organisms need some things to help them to stay alive. The essential things are air, water and food. You can tell the difference between living things and non-living things by the way they behave.

Did you know there are more than 1.5 million living things on Earth? Wow!

How do you know if something is a living thing?

All living things move. We know that animals move in many varied ways: kangaroos jump, kookaburras fly, sharks swim and emus run, but plants move too.

Have you ever heard of a Catapulting Flypaper Trap?

This is a carnivorous plant with sticky leaves that snap shut. They are endemic to Australia and catch their prey with sticky outer tentacles. When the prey lands on the tentacles, plant cells break and send the object catapulting towards the middle of the plant, where it's eaten. How cool is that!

How do you classify living things?

Living things are divided into classification groups by scientists. These groups are made up of living things that are similar to each other. The classifications begin very generally and get more and more specific the more similarities are found between organisms. Would a koala be classified with a gum tree?

What can living things do?

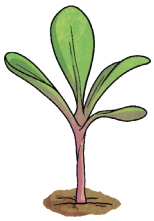
All living things can move and are sensitive or able to feel. Even the smallest and simplest living things can feel when they are touched or know when something is hot or cold.

Living things can all take in and put out chemicals, but these are different between each organism. Animals breathe in oxygen and breathe out carbon dioxide just like humans do. Green plants absorb carbon dioxide and release oxygen; they also make their own food through photosynthesis. Animals then eat these green plants and get their energy.

All organisms also produce their own waste. Similar to when we put the wrapper from our chocolate bar in the rubbish bin, we get rid of the part that isn't needed anymore. The same is true of living things. When they have finished taking the nutrients from something, they get rid of the part that is no longer needed.

Through these processes, all living things reproduce. Plants make new shoots or produce seeds that can grow into new plants, and animals produce babies.

Do you think you could tell the difference between a living thing and a non-living thing?



Remember, in order for something to be a living thing, you can ask yourself:

- **Does it move?**
- **Does it grow?**
- **Does it reproduce?**

If it does all of these things, then it is a living thing.

Comprehension Questions for **'Living Things'**

1. **What is the purpose of this text?**

2. **What is another term for 'living things'?**

3. **Identify the 3 essential things that are needed for all living things:**

   1) _____

   2) _____

   3) _____

4. **Give some examples of living things:**

5. **Identify 3 Australian animals and the different ways they move:**

6. **Explain how the Catapulting Flypaper Trap moves?**

Comprehension Questions for **'Living Things'**

7. **Describe the difference between how plants and animals 'breathe':**

8. **How are living things classified?**

9. **What are three questions to remember when looking for living things?**

   a. _____

   b. _____

   c. _____

What makes it living?

Science - Thursday

Name: _____ **Date:** _____

Tick the claims that are true for each living thing that you find.

Claims	Living thing				
	cat	**rose**	**ant**	**grass**	**magpie**
It needs water.					
It has legs.					
It can reproduce.					
It grows.					
It has feathers.					
It is green.					
It moves.					
It is warm.					
It has eyes.					

Which of these claims do you think <u>all</u> living things have? Circle them.

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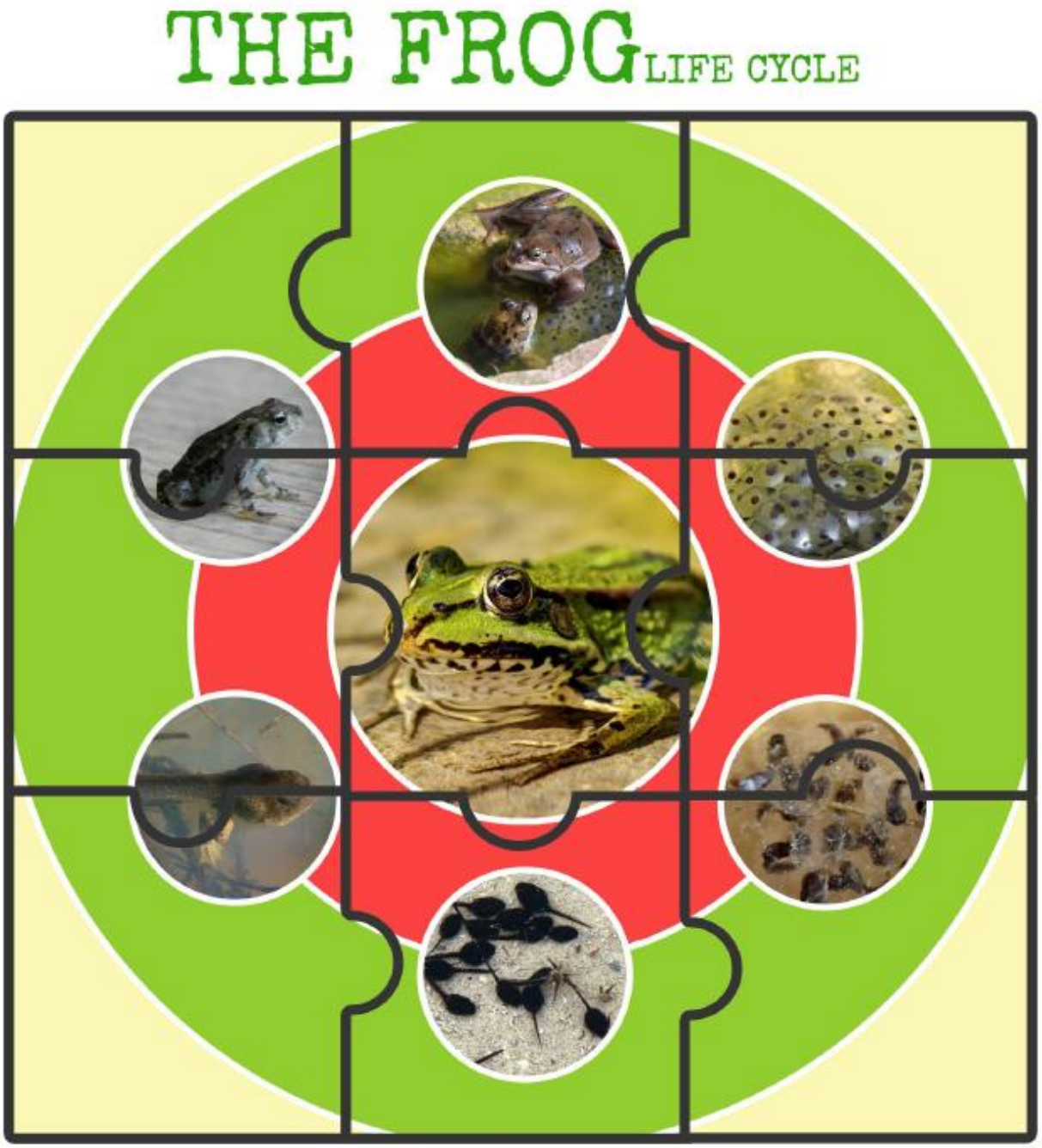
CAPA – Friday

Cut out the jigsaw puzzle, mix it up and challenge yourself to put it back together in the correct order. You may glue it back together on the blank page provided.



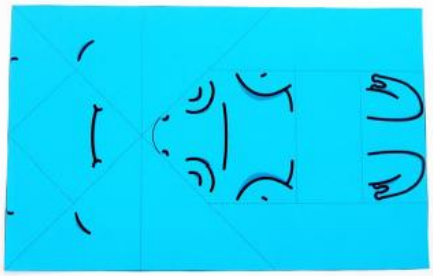
CAPA – Friday

Jigsaw puzzle

Origami Frog Hopper Instructions

CAPA - Friday

1



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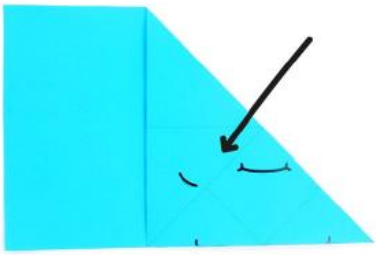
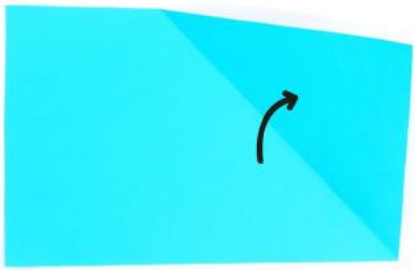


Flip over

3



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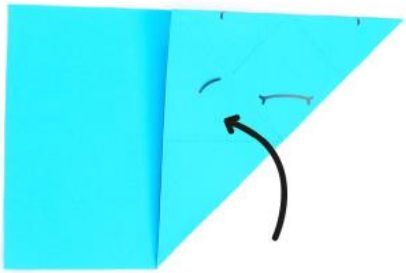

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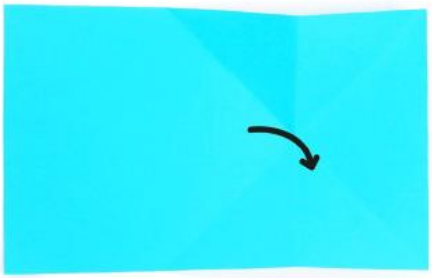

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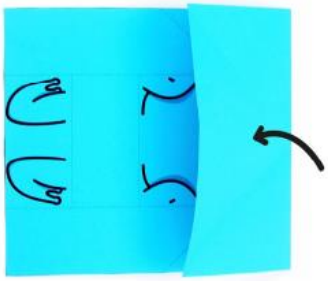

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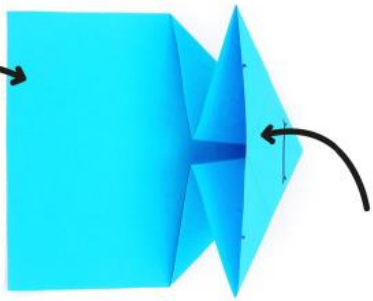

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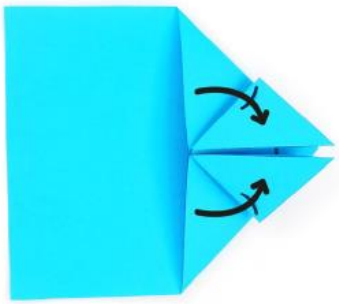
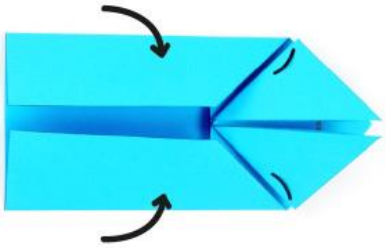


Origami Frog Hopper Instructions

CAPA - Friday

9



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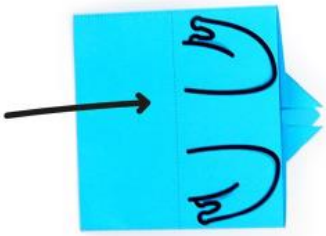

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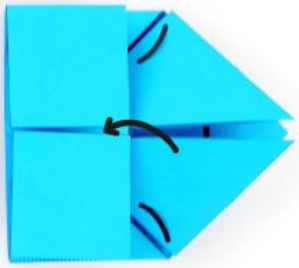

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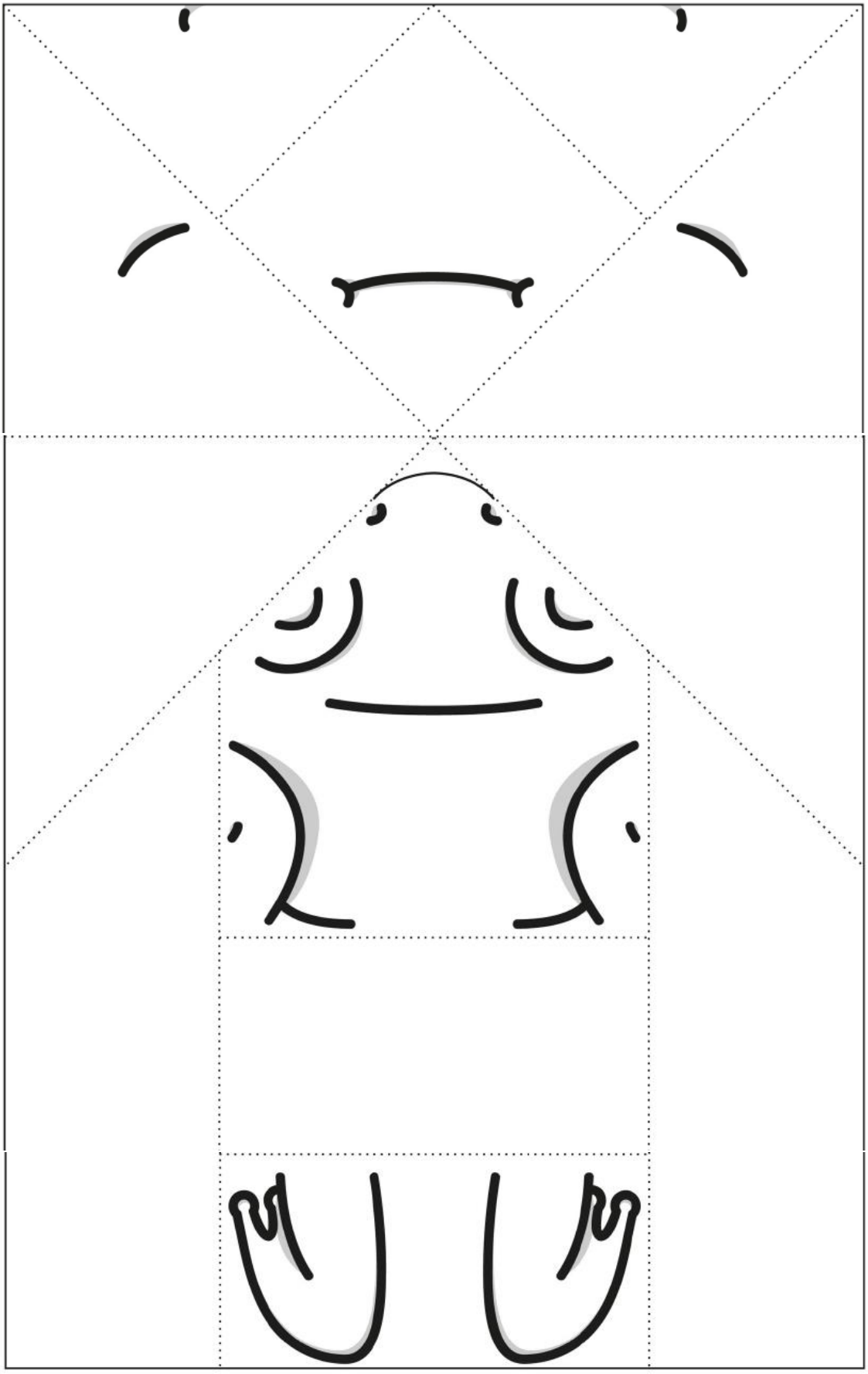
Origami Frog Hopper Template

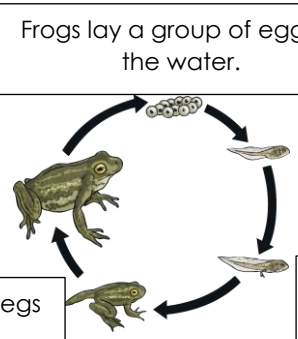
CAPA - Friday



Year 3 Week 8 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: **Life cycle of a frog: Read the lifecycle**



Frogs lay a group of eggs in the water.

After 2-25 days the tadpole hatches from the egg.

The tadpole grows fins and a stronger tail. Then it develops lungs and legs.

The tadpole grows front legs and its tail shortens.

The tail disappears and it starts to eat insects instead of plants. It takes 2-4 years to become an adult, when it can lay eggs.

Day 2: **Big facts about frogs**

- Tadpoles are small creatures that grow and change into frogs or toads.
- Frogs are amphibians. This means they live in water and on land.
- A group of frogs is called an army!
- Frogs live in many places around the world. Many colourful frogs live in rainforests – they are known as tree frogs.
- Tree frogs have sticky pads on their toes to help them climb.
- Frogs are very good at jumping and swimming.
- Male frogs can croak. Each type of frog has a different sound.

Write down your **favourite 2 big facts** about frogs below.

1. _____
2. _____

Day 3: **Wonder Question**

A **wonder question** is when the writer **hooks** the reader by asking them a **wonder question** after a big fact. **For example,** the queen bee lays thousands of eggs. Have you ever wondered how a bee undergoes changes during its life?

Circle the wonder question in the paragraph below.

Frogs are amphibians, which mean they could live in water and on land. Have you ever wondered how a tadpole changes into a frog? A frog's life cycle occurs in four stages.

Day 4: **Number the lifecycle of a frog from 1 – 5**

Number the following from 1 to 5 to show the order of events that happened in the lifecycle. Number 3 is done for you already.

1. After 2- 25 days the tadpole hatches from the egg. _____
2. The tadpole grows front legs and its tail shortens. _____
3. Frogs lay a group of eggs in the water. 1
4. The tail disappears and it starts to eat insects. _____
5. The tadpole grows fins and a stronger tail. _____

Day 5: **Informative paragraph about frogs**

Write **an introduction paragraph** below about frogs. You need to include **1 big fact** about frogs, **1 wonder question** and **1 to 2 responses**. Use the "Big Facts" cards on the next page as a guide. **Use the block planner to guide you.** Write 2 to 3 sentences. Don't forget your title, punctuation and capital letters.

_____

_____ **. Have you ever wondered**

_____ **?**

The life cycle of a **occurs in** **stages.**

First, it is an **.**

Then it is a **.**

After that, it is a **.**

Finally, it is a **.**

Did you know **?**

Big Facts

Frogs and Tadpoles

Tadpoles are small creatures that grow and change into frogs or toads.

Frogs and Tadpoles

Tadpoles have long wiggly tails and a large head. They have gills to help them breathe underwater. They are usually dark brown, black or grey. They eat algae and water plants.

Frogs and Tadpoles

Frogs are amphibians. This means they live in water **and** on land.

Frogs and Tadpoles

Although frogs spend some of their time on land, they need to be near water to keep their skin moist.

Frogs and Tadpoles

Frogs have a long sticky tongue near the front of their mouth. They use this to catch food.

Frogs and Tadpoles

Frogs have large eyes that usually stick out a little way from their heads. This means they can see forwards, upwards and sideways at the same time.

Block Planner

I BF W ? R

1 TOPS E L

2 TOPS E L

3 TOPS E L

C DYK?

Diagram

Cap

Year 3 Week 8 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 first part of the frog life cycle below.
There are **70 words.** Time how long it takes to read.
Underline all the **nouns** you can find.

Time:

Most animals such as mammals, fish, reptiles and birds have very simple life cycles. They are simply born, or hatched from eggs and then they grow up. But amphibians, like frogs, have a more complicated life cycle. Amphibians are animals that live both on land and in water. They breathe with lungs on land and through their skin underwater. Before they become adult frogs, they go through four life stages.

Which life cycle is more complicated, a fish or a frog? 

Day 2: Read the 2nd part below.
There are **70 words.** Time yourself. Compare your time with yesterday's time.
Underline all the **adjectives** you can find.

Time:

A frog begins its life inside an egg. The female lays eggs in frogspawn, which is like clear jelly which floats on the water. A female frog can lay up to 4,000 eggs at any one time! After a few weeks, the eggs hatch and out swim tadpoles. Tadpoles have long tails and no legs. They breathe through gills like a fish. As it grows, it starts to develop lungs.

How long does it take for frog's eggs to hatch?

Day 3: Read the 3rd part below.
There are **70 words**. Time yourself. Which day is your fastest?
Circle all the **full stops (.)**
exclamation marks (!)
commas (,)

Time:

When they are about seven weeks old they start to grow back legs. The tadpole changes each day. When it is about ten weeks old, it grows tiny front legs. After about three months, the tadpole turns into a froglet. Due to its lungs, the froglet floats above the water to breathe air. It looks like a frog, but it still has a tail! Every day the tail gets smaller.

Which legs appear first, the front legs or the back legs? 

Day 4: Read the final paragraph below.
There are **70 words**. Time yourself. Which day has been your fastest?
Colour or highlight all the **verbs**.

Time:

The adult frog is the fourth and final stage of the life cycle of a frog. Now it can leave the water and live on land near water. The frog's tail disappears completely and it starts eating insects. It can take up to four years before the frog becomes fully mature. The mother frog returns to the water to lay eggs, and the life cycle of a frog begins again.

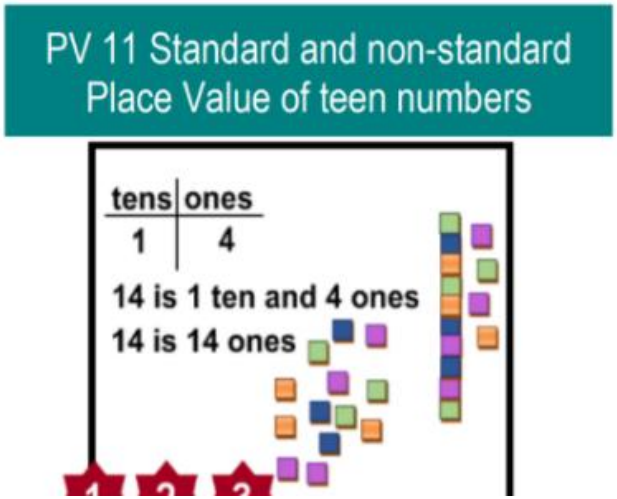
What is the difference between a froglet and a frog? 

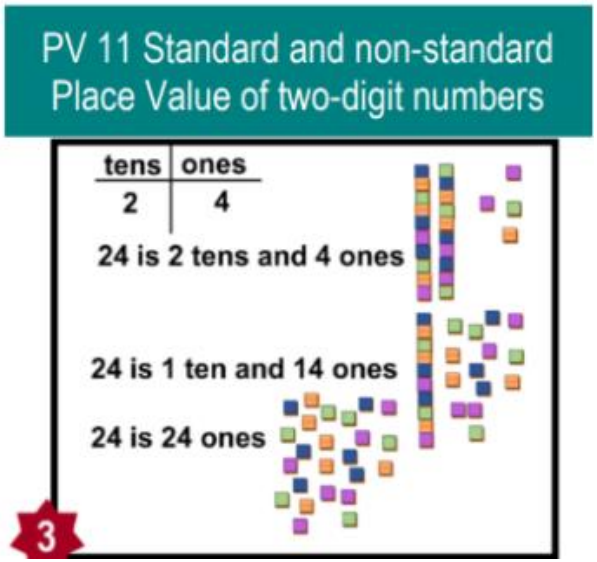
 **<u>Day 5:</u> Match** the **words** in the left side boxes with their **meanings** in the right side boxes.	
- mammal - amphibian - complicated - frogspawn - froglet - float - disappear - mature - final - completely	• the life stage between a tadpole and an adult frog • the eggs of a frog protected by a transparent jelly • closing, coming at the end, last • fully grown or developed • totally, entirely • to be lost or missing, can no longer be seen • cold-blooded animal that breathes with gills when young and with lungs as an adult • rest or move on or near the surface of a liquid without sinking • a warm-blooded animal that secretes milk and gives live birth • difficult to understand, complex

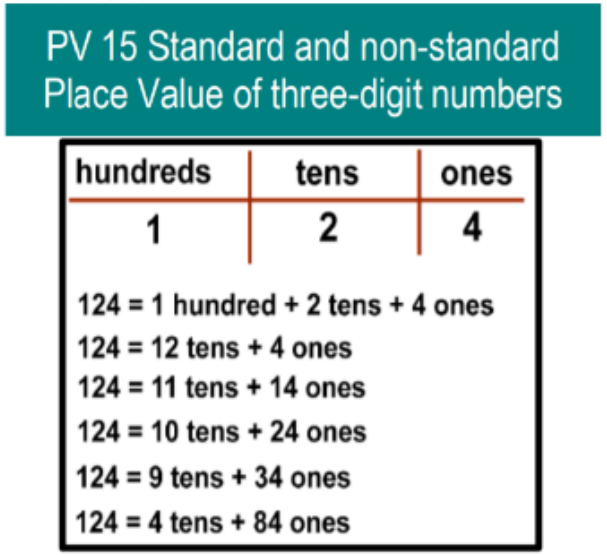
Year 3 Week 8 Specialised Learning – Mathematics

Every day - Use the **anchor charts** (below) and playing cards or your own numbers to solve **3 place value problems**, **3 Multiplication** and **3 Division problems** using 'groups of and arrays' throughout the week.

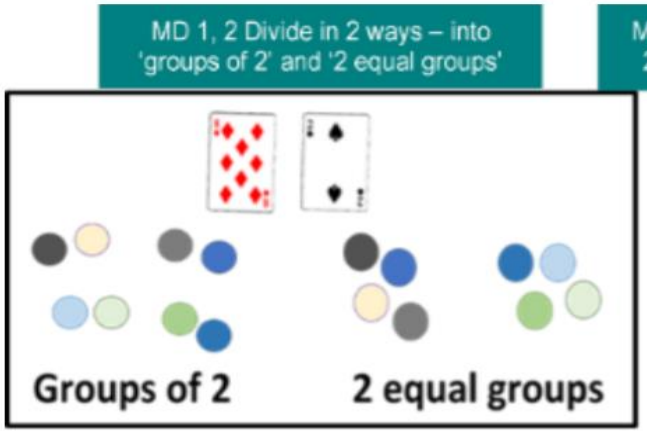
Place Value

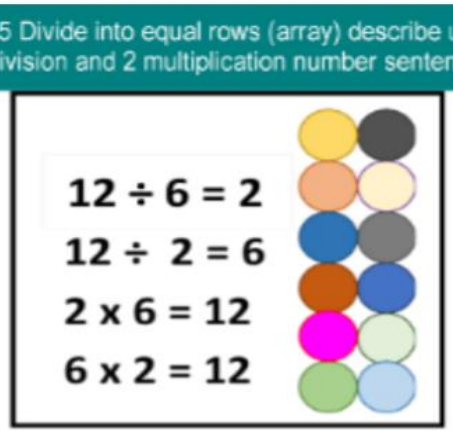


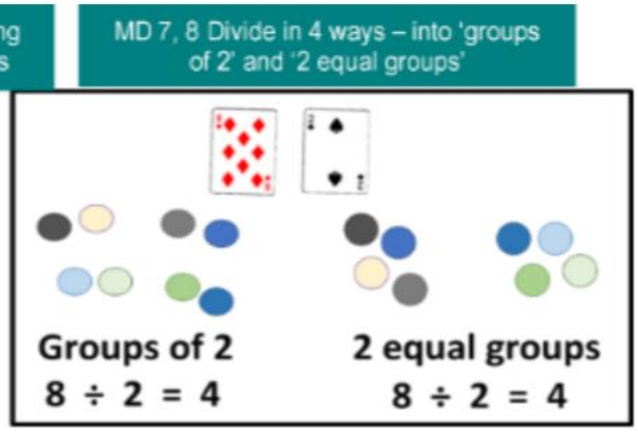


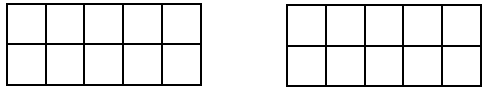


Multiplication and Division







Day 1 – **Place Value**	Day 2 - **Counting Backwards and Forwards**	Day 3 - **Friends of 10 & 20**	Day 4 - **Counting**	Day 5 – **Problem solving**
Place the following numbers on the place value chart below. **79, 494, 11, 95, 349, 847** **Hundreds** | **Ten** | **Ones** **1.** **2.** **3.** **4.** **5.** **6.**	Count forwards to 100. Count backwards from 50 to 0. What number comes before and after? ___,67,___ ___,19,___ ___,40,___ ___,5,___ ___,34,____	Write down all your friends of 10: Write down all your friends of 20:	**Count by 2s.** Can you count by 2s? Start from any number. Eg. 2, 4, 6, … **Try these.** 1. Start from 2 and stop at 50. 2. Start from 34 and stop at 60 **Count by 5s.** Can you count by 5s? Start from any number. Eg. 5, 10,15, … **Try these.** 1. Start from 10 and stop at 70. 2. Start from 35 and stop at 85.	**Please show your working out.** **1.** There are 32 ice blocks outside. 12 of those ice blocks melted. How many ice blocks did not melt? **2.** Sam wanted to share his marbles with his friends. He gave 2 marbles each to 10 of his friends. How many marbles did he give altogether? **3.** Jim had 12 counters. He placed 10 counters on one of the 10 frames. How many counters did Jim place on the other 10 frame? 
Extension: Choose **3 numbers** of your own to place in the place value chart. **Hundred** | **Tens** | **Ones**	**Extension:** Can you come up with 3 of your own? 1. ____,____,____ 2. ____,____,____ 3. ____,____,____	**Extension:** Can you write your friends of 40?	**Extension:** Can you count by 10s starting from 10?	**Extension:** Create your own problem solving questions and answer them?