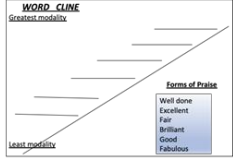

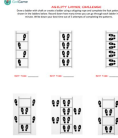


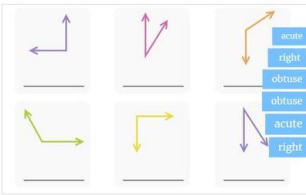





Framework for Learning from Home, T4 Week 1, Year 3 2021

For some of the activities you may need your parents help. Show each completed activity to your parents to check

	Tuesday 5 th October	Wednesday 6 th October	Thursday 7 th October	Friday 8 th October
9-9:20am	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview
Session 1	English	English	English	English
	Spelling: <ol style="list-style-type: none"> 1. Use 5-8 of your spelling words and write an interesting sentence for each. Remember to use capital letters and full stops. 2. Complete the Unit 28 Sound Waves worksheets by the end of the week. <p>YOU DO NOT NEED TO UPLOAD YOUR WORK TO SEESAW.</p>	Reading: <ol style="list-style-type: none"> 1. Read along with this story: http://www.viewpure.com/JCix0jVos9A?start=0&end=0 2. Complete the attached comprehension by neatly underlining or writing the correct response. Vocab: Word Cline Order the list of six words from weakest to strongest in meaning. This is also called Least modality to greatest modality. It is like	Reading: <ol style="list-style-type: none"> 1. Read along with this story: http://www.viewpure.com/JCix0jVos9A?start=0&end=0 The Three Billy Goats Fluff 2. ALL ABOUT VERBS See Slide 1 and read the text aloud. The text is written in the past tense because the story and events happened before. Many of the verbs end in "ed". Can you find them? Use the text tool and Highlight 10 verbs.	Reading: Billy goats fluff Rhymes Complete the following sentences using the a food related word that rhymes with the underlined word. For example: I started to <u>sneeze</u> , so I fixed it by eating Billy goat cheese . <ol style="list-style-type: none"> 1. I don't like to <u>boast</u>, but I make the best Billy Goat _____. 2. When my stomach begins <u>rumble</u>, I like to eat Billy Goat _____. 3. I got out of <u>bed</u> and ate

		<p>climbing up stairs. For example; (Size) Enormous Huge Big Medium Small Tiny Use the worksheet attached.</p> 	<p>3. On Slide 2. Fill in the missing verbs. There is suggested vocabulary on slide</p> <p>3.Synonyms for some of the words have been included because you can sometimes use different words to mean the same thing. You can also use your own verbs as long as the story makes sense.</p> <p>4.Once you have completed the cloze. Read your work aloud to check and then submit.</p>	<p>Billy Goat _____.</p> <p>4.I spat out the pips and ate Billy Goat _____.</p> <p>5. I am horrid and mean and not very <u>nice</u>. My favourite meal is Billy Goat _____.</p>
	<p>Mindful Colouring: Complete a mindful colouring in. Please see the one attached</p> <p>YOU DO NOT NEED TO UPLOAD YOUR WORK TO SEESAW.</p> <p>Mathematic: Play a maths game on imathskids: www.imathskids.com.au <u>u</u> Access Code: nine026</p>	<p>Writing: Recounts A recount is a type of writing that retells events and describes things that have already happened. We use past tense verbs in recount writing, eg. went, played, watched, laughed, swam etc. Think about what you did during the school holidays. Write a recount about 2 or 3 of your favourite activities. You can write about: games you played, places you went, things you made, movies/films</p>	<p>Word Study: Learn more about the word "Explain" Write the meaning of 'explain'. Write 5 rhyming words. Add prefixes and suffixes to change the root word 'explain'. Draw a picture of yourself explaining to another child, how to skip with a rope. Use the worksheet attached.</p>	<p>Writing: A procedural recount tells how something was made or done in time order and with accuracy. It begins with a statement of what was made or done. Then it tells what was made, in order. Procedural recounts are written in the past tense. Read the example of "Owl on Toast". The first is a procedure and then it has been written as a procedural recount. Use the procedure "Pancake Pinwheels" to write a procedural</p>

		<p>you watched etc. Remember to include details such as when, where and who was involved.</p> <p>Use the writing scaffold to help you write an interesting recount which includes a detailed paragraph for each event. (see attached sheet)</p>	<table><tr><td colspan="2">What does the word mean?</td><td colspan="2">Write 5 words that rhyme with explain.</td></tr><tr><td colspan="2"></td><td colspan="2">1</td></tr><tr><td colspan="2"></td><td colspan="2">2</td></tr><tr><td colspan="2"></td><td colspan="2">3</td></tr><tr><td colspan="2"></td><td colspan="2">4</td></tr><tr><td colspan="2"></td><td colspan="2">5</td></tr></table> <table><tr><td colspan="2">explain</td><td colspan="2"></td></tr><tr><td>Prefixes</td><td>Add prefixes and suffixes to change the root word "explain".</td><td>Suffixes</td><td>Draw a picture of yourself trying to explain to another child, how to skip with a rope.</td></tr><tr><td>un-</td><td>unexplained</td><td>-s</td><td></td></tr><tr><td></td><td>explain</td><td>-ed</td><td></td></tr><tr><td></td><td>explain</td><td>-ing</td><td></td></tr><tr><td></td><td>explain</td><td>-able</td><td></td></tr></table>	What does the word mean?		Write 5 words that rhyme with explain .				1				2				3				4				5		explain				Prefixes	Add prefixes and suffixes to change the root word " explain ".	Suffixes	Draw a picture of yourself trying to explain to another child, how to skip with a rope.	un-	unexplained	-s			explain	-ed			explain	-ing			explain	-able		<p>recount of your own.</p> 
What does the word mean?		Write 5 words that rhyme with explain .																																																		
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Brain Break	Break (30 min) Eat and Play	Break (30 min) Eat and Play	Break (30 min) Eat and Play	Break (30 min) Eat and Play																																																
Session 2	PDHPE	PDHPE	Mathematics	Mathematics																																																
	<p>Agility Ladder Challenge</p> <p>Draw a ladder with chalk or create a ladder using a skipping rope or anything you have at home. Be creative! Complete the foot patterns shown in the ladders below. Record down how many times you can go through each ladder in 1 minute. Write down your best time out of 3 attempts of completing the patterns.</p>  <p>YOU DO NOT NEED TO UPLOAD YOUR WORK TO SEESAW.</p>	<p>Balancing</p> <p>Pick 5 of your favourite balancing positions and hold each position for 30 seconds and then take photos of you in the poses and send them to your class teacher!</p> <p>Why is physical activity good for your body?</p> 	<p>Angles: MA2-16MG</p> <p>Watch the video https://www.youtube.com/watch?v=xzAGoErwAyg</p>  <p>Take a picture of yourself creating these angles with your body.</p> <p>www.imathskids.com.au</p> <p>Access Code: nine026</p>	<p>Angles: MA2-16MG</p> <p>Label the angles</p>  <p>www.imathskids.com.au</p> <p>Access Code: nine026</p>																																																

Brain Break	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play
Session 3	Language	Wellbeing Wednesday	Geography	Science
		 <p>Take some time away from technology.</p> <ul style="list-style-type: none"> • Draw a picture. • Make a cubby house. • Ask a family member to take you for a walk. • Ride your bike or skateboard. 	<p>1. Watch the video in the link to learn about koalas http://www.viewpure.com/JaCfzDFah5M?start=0&end=0</p> <p>The word, "stoned" is used which refers to the Koala looking as though it is on drugs or has had too much alcohol to drink.</p> <p>2. Learn about Koalas and their habitat by reading the information on the link below: https://www.savethekoala.com/about-koalas/koala-habitat/</p> <p>3. Go to Slide 1 and use different coloured pens to match the information</p> <p>4. Now click on the sightings link to complete Slide 2. The link is also on the worksheet. https://koalamap.savethekoala.com/</p>	<p>Digital Technologies</p> <p>Watch the video https://www.youtube.com/watch?v=vcz8jgR-PS8</p>  <p>Have a look at the example of a digital footprint. Write what you think her digital footprint is by her internet use.</p> <p>Write down your digital footprint by adding icons such as google etc inside the foot to show your internet use.</p>  <p>Answer the following questions:</p> <p>What could you contribute to a positive footprint?</p> <p>What could you contribute to a negative footprint?</p>

YEAR 2 Spelling List

Extension List			
<ul style="list-style-type: none">• beautiful• computer• duty• huge• million	<ul style="list-style-type: none">• musical• nephew• pupil• rescue• stew	<ul style="list-style-type: none">• tune• usual• yacht• yawn• yearly	<ul style="list-style-type: none">• yeast• yoghurt• young• yourself• youth

YEAR 3 Spelling List

List Words			
<ul style="list-style-type: none"> • you • your • year • few • new • knew • yellow 	<ul style="list-style-type: none"> • yard • use • using • used • useful • during 	<ul style="list-style-type: none"> • young • beautiful • million • computer • music • tune 	<ul style="list-style-type: none"> • yesterday • yourself • you'll • you're • you'd • you've
Extension List			
<ul style="list-style-type: none"> • amuse • eucalyptus • human • nephew • opinion 	<ul style="list-style-type: none"> • opportunity • population • rescue • unique • universe 	<ul style="list-style-type: none"> • university • usable • usually • valuable • yacht 	<ul style="list-style-type: none"> • yeast • yield • yoghurt • youngster • youth

Year 2 Sound waves Term 4 Week 1

Unit
28



y u(yoo)

yoyo computer



List Words

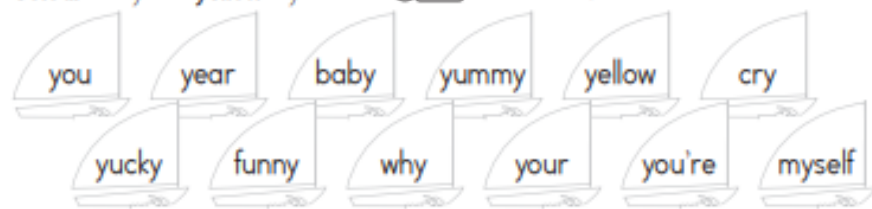
yes	year	few	cube
yet	yard	knew	tube
you	yellow	new	cute
your	yucky	use	you'll
you're	yummy	used	you've

Letters

Words

1 Underline the letter or letters for **y u(yoo)** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 Colour the yacht **yellow** if you hear **y u(yoo)** in the word.



3 Write these words in the boxes. Write the letter or letters for each sound in one box.

yes			
yet			
yard			
your			

4 Colour the words if you hear **y u(yoo)** in them.

★ We sometimes write **u_e** and **ew** for the blend of two sounds **y u(yoo)**, as in **cube** /c/y/oo/b/.

cub	few	cut
cube	new	cute
tub	grew	hug
tube	use	huge

5 Write these words in correct alphabetical order in each row.

knew use cute year few new

yellow you yam yippee yummy

6 Circle a 3 letter word inside each word. Write it on the line. The first one is done for you.

your you cube _____ yummy _____
 year _____ knew _____ you're _____
 cute _____ used _____ you'll _____
 tube _____ yellow _____ you've _____

7 Write the contractions for the following words. Finish the sentences with these contractions.

Go to Helpful Hint (13)

you are _____ you have _____ you will _____

_____ going to be late for the party.

_____ miss the party food.

_____ forgotten the present.

Do you know where _____ got to go?

8 Unjumble these words. Join the dots in the order of these words.

1. sye _____ 7. dyra _____

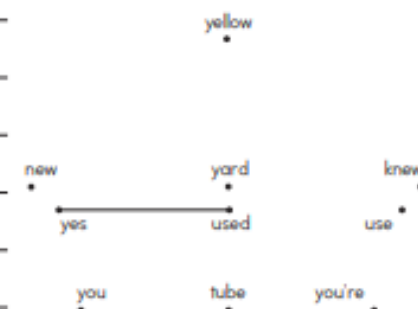
2. uyo _____ 8. wyleol _____

3. beut _____ 9. wen _____

4. uyo're _____ 10. aydr _____

5. esu _____ 11. wekn _____

6. esud _____ 12. eolywl _____



Year 3 Sound waves Term 4 Week 1

Unit 28

y u(yoo) yoyo computer

List Words

you _____
your _____
year _____
few _____
new _____
knew _____
yellow _____
yard _____
use _____
using _____
used _____
useful _____
during _____
young _____
beautiful _____
million _____
computer _____
music _____
tune _____
yesterday _____
yourself _____
you'll _____
you're _____
you'd _____
you've _____

1 Circle the letters that represent **y(uoo)** in the List Words.

2 Write any other letters that can represent **y(uoo)** on the Grapheme Chart. Write one word example for each.

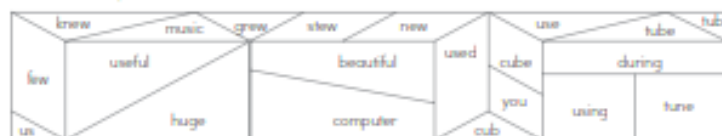
3 Write one stroke for every sound in each List Word. ★ Read the green text message in Activity 5 to help you.

4 Write the word from the box if letter **y** represents **y(uoo)** in the word.

easy busy
holiday year
goodbye young
yesterday key
enjoy yellow
why yourself



5 Colour the shapes yellow if you hear **y(uoo)** in the words. Colour the others blue. ★ Letters **u, e, u, ew** and **eau** can represent the blend of two sounds **y(uoo)** as in computer.



6 Write List Words in the columns to show where you hear **y(uoo)**.

first	second	fourth
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7 Write the past tense of the verbs (doing words) in the brackets. Go to Helpful Hint (8).

Yesterday I _____ your yoyo. (use)
This morning I _____ a kitten. (rescue)
The other day I _____ the answer. (know)
A while ago I _____ my guitar. (tune)

Grapheme Chart

letters	words

8 Write the pairs of words for these contractions.

you've _____
you'll _____
you'd _____
you'd _____

9 Write the contractions from Activity 8 to finish these sentences. ★ Use each contraction (with a capital letter) once only.

_____ had your turn on the computer.
_____ like my new, yellow yacht.
_____ also like my new plane.
_____ better return my yoyo later.



10 Write these List Words in alphabetical order.

million
computer
beautiful
music
during
knew
new

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

yourself
year
yesterday
used
useful
young
yard

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

11 Add the suffixes from the box to the words below to make new words.

ful let ling less en ent ant ist

wood _____ youth _____ pig _____ use _____ art _____
year _____ tube _____ assist _____ stud _____ attend _____

12 Finish the sentences with your or you're.

★ Your means belonging to and you're is short for you are.

_____ late for _____ music lesson.
_____ computer will be very useful when _____ doing projects.

Challenge

The following sets of letters are in alphabetical order. Write the missing letters on the first line. Unjumble them to make a List Word on the second line.

e f _ h _ j k l m _ o p q r _ t _ v w x y z _____
c d e f _ h i j k l m _ _ p q r s t _ v w x _ z _____
b _ d e f g h _ j k l _ n o p q r _ t _ v w x y z _____
a b _ d _ f g h i j k l _ n _ _ q _ s _ _ v w x y z _____

WORD CLINE

Greatest modality

Least modality

Forms of Praise

Well done
Excellent
Fair
Brilliant
Good
Fabulous

Monday Week 1 Vocabulary Task

Word Study

What does the word mean? _____ _____ _____		Write 5 words that rhyme with <u>explain</u> . 1 2 3 4 5	
<div style="border: 1px solid black; padding: 5px; text-align: center;"> explain </div>			
<u>Prefixes</u> un-	Add prefixes and suffixes to change the root word " <u>explain</u> ". un explained ed explain explain explain explain explain	<u>Suffixes</u> -s -ed -ing -able	Draw a picture of yourself trying to explain to another child, how to skip with a rope.

Wednesday Week 1 Vocabulary Task

Recount- My School Holiday

Event 1:

Event 2:

CHALLENGE- Event 3:

I had a (wonderful/ terrific/ great etc) time during my school holiday.

(Event 1) First,

(Event 2) Next, (After that, Later)

(Event 3) Finally,

Concluding statement:

Comparing A Procedure To A Procedural Recount

Procedure:



Procedural Recount:



Owl on Toast

Ingredients

1 fruit loaf slice
Chocolate spread
2 banana slices
2 blueberries
2 apple slices
1 strawberry slice

Equipment

Toaster
Plate
Knife

Method

1. Lightly toast the slice of fruit loaf.
2. Once cooled slightly, spread on the chocolate spread.
3. Carefully place the banana onto the chocolate spread. Use them to make two big eyes.
4. Put a dab of chocolate spread onto each blueberry and place them in the centre of each slice of banana, to complete the eye.
5. Place the strawberry below the eyes, in the centre of the toast, to make the beak.
6. Use the slices of apple to make the wings. Place them at an angle on either side of the toast, with the curved edges facing each other.

This is how we made an Owl on Toast.

First, we lightly toasted the slice of fruit loaf. Once the toast was cooled, we spread on the chocolate spread.

Next, we carefully placed the two slices of banana onto the chocolate spread and used them as big eyes. On top of the bananas we put a blueberry with dab of chocolate in the centre to complete each eye.

After that, we added a strawberry below the eyes to make the beak. Finally, we used the slices of apple to make the wings by placing them at an angle on either side of the toast.

Our Owl on Toast was complete and ready to eat!

Procedure



Procedural Recount



Pancake Pinwheels

Ingredients

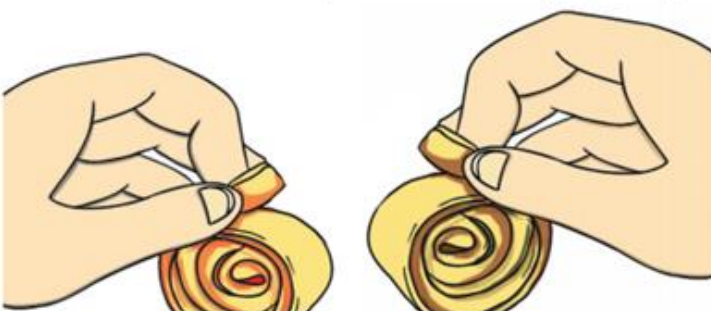
pancakes
chocolate spread or jam

Equipment

a knife

Method

1. Cut the pancakes into 5cm-wide strips.
2. Carefully, spread chocolate spread or jam onto a pancake strip.
3. Roll the pancake strip as tightly as you can.
4. Repeat with the remaining pancake strips.



This is how we made Pancake Pinwheels.

First,

Our Pancake Pinwheels were complete and ready to eat!

The Three Billy Goats Fluff Comprehension Test

Name _____ Score _____

1. What was the first thing that happened in the story?

- a. the troll bought a new place to live
- b. the billy goats were trip-trapping over the bridge
- c. Mother Goat was knitting

2. Why was the troll upset?

- a. the goats kept knocking on his door
- b. troll paradise was just too noisy
- c. troll had a bellyache

3. Where was the lush green grass that the goats liked to eat located?

- a. outside their home
- b. near their school
- c. in the field by the bridge

4. What did the troll do to warn the Billy goats?

- a. he put up a sign
- b. he came out and yelled a warning
- c. he put up a pretend monster to scare them away

5. Why didn't Little Billy Goat understand the Troll's warning?

- a. because he needed glasses
- b. because the sign was written sloppy
- c. because he hadn't learned to read yet

6.What does the word trembled mean?

- a. to shake in fear
- b. to move suddenly
- c. to jump over something

7. How could Mother Goat understand what Troll was going through?

- a. Little Billy Goat woke her up every night
- b. She was always tired
- c. She hated noisy places

8. What did Mother Billy Goat do to solve the problem?

- a. She made each Goat a blanket so they would sleep longer
- b. She knitted booties for each of the Goats feet
- c. She found a new place for the Goats to eat grass

9. What was the gift to the Troll?

- a. a blanket and booties
- b. booties and a stew
- c. a blanket and earmuffs

10. What does the word leaped mean?

- a. to move suddenly
- b. to jump over something
- c. to shake in fear

Read the text aloud. The text **is written** in the past tense. Many of the verbs end in “ed”. Can you find them? **Use** the text tool and **Highlight** 10 verbs.

Mr Troll **buried** his head in his pillow and **groaned**. How was he going to sleep with all that noise on his bridge? He looked back at the newspaper advertisement. He soon realized that his apartment was so cheap because it was under the only bridge that led to the lush green fields. The Three Billy Goats Fluff crossed the bridge every day to eat the lush green grass as it made their fleeces extra fluffy. Their mum would knit hats, scarves and mittens to make a living.

One day, the troll put up a sign saying that anyone who went trip- trapping over the bridge would be eaten. Little Billy Goat Fluff could not read. He put just one foot on the bridge when the troll called out to him, “There’s nothing quite like little goat stew!” The Little Billy Goat was very scared and he scampered back to his mother.

Next came the Middle- sized Billy Goat Fluff. His hooves were louder and the Troll suddenly leapt out in front of him and yelled, “Middle-sized goat makes a lovely roast?” Middle sized Billy Goat raced back to his big brother. They both were too scared to cross the river and they shouted, “We’ll tell our mum about you!”

Mother Goat listened to her children and she thought about Mr Troll. She knew what it was like to live without sleep as little Billy Goat woke her every night.

That night as she sat knitting, she came up with a great idea.

Mr Troll		his head in his pillow and	.
----------	--	----------------------------	---

How could he		with all that noise on top of the bridge.
--------------	--	---

He		back at the newspaper advertisement.
----	--	--------------------------------------

He soon		why the apartment was so cheap.
---------	--	---------------------------------

The Billy Goats		the bridge every day to		the lush green grass
-----------------	--	-------------------------	--	----------------------

One day, the Troll		a sign on the bridge warning that they	
--------------------	--	--	--

When the Troll		out to the little Billy Goat, he was	
	and he		back to his mother

Troll suddenly		out in front of the Middle sized goat and he	
back to his big brother.			

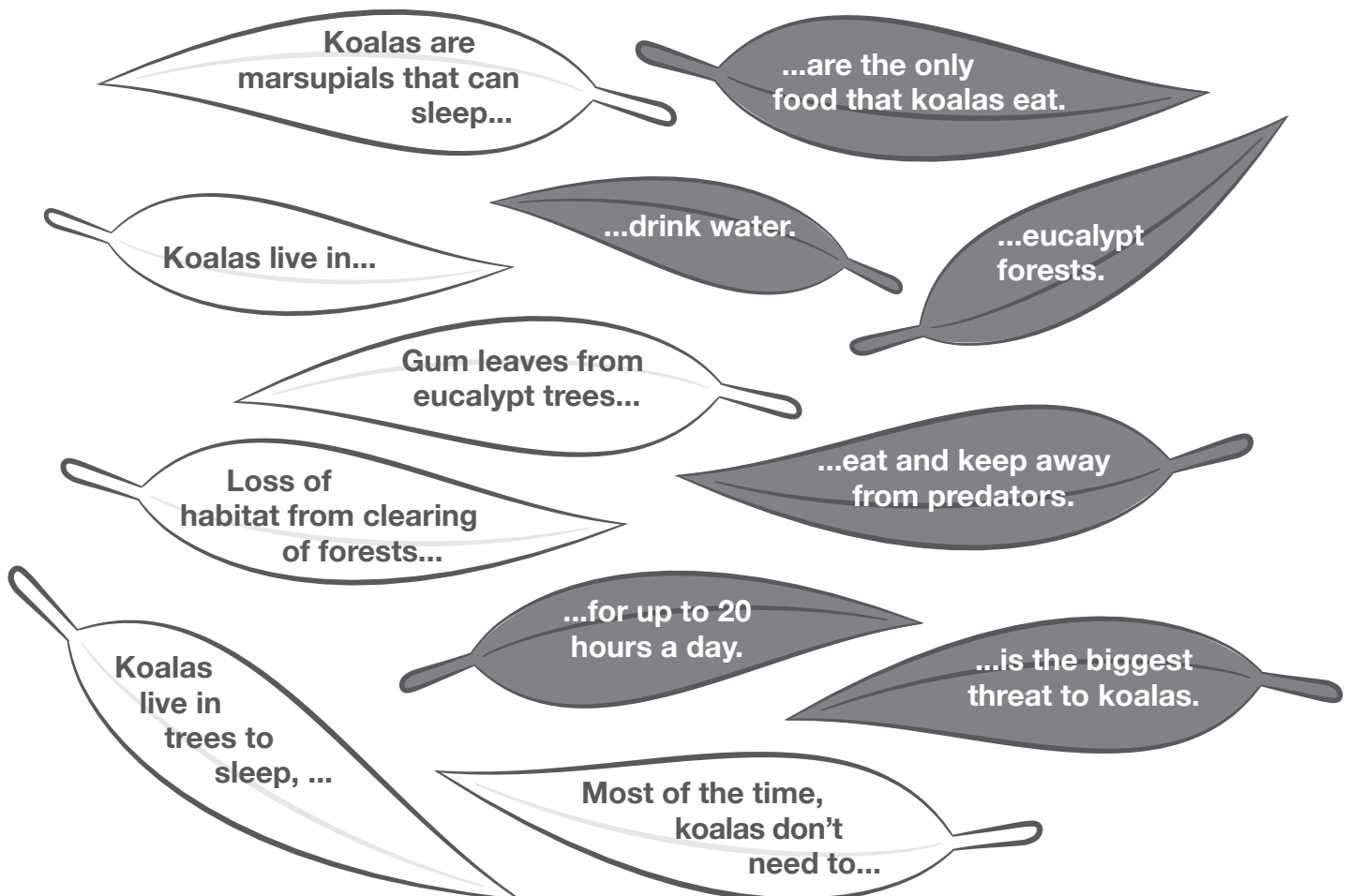
buried	covered	hid	groaned	moaned
growled	sleep	nap	snooze	looked
glanced	realised	understood	crossed	traversed
eat	munch	chew	put	placed
hung	would be eaten	would be gobbled up	would be devoured	called
yelled	screamed	scared	frightened	ran
scampered	scurried	hurried	leapt	jumped
flew	bounded	raced		

Koala study

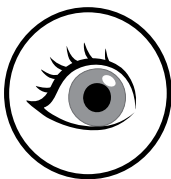
The koala is an animal that is unique to Australia. They are a great example of something that needs to live in a very specific environment.

**4**

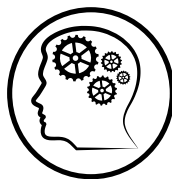
Complete these sentences about koalas by matching the facts.

**5**

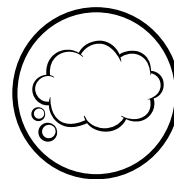
Look at the map of Australia on the following page.



What do you see?



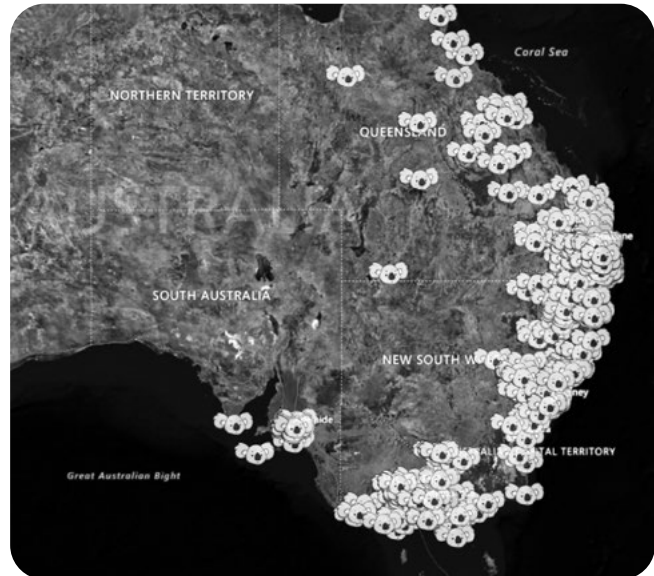
What do you think?



What do you wonder?

6

Go to the koala sightings website. Scroll down and click on Register Your sighting here, then View Sightings, then All. Using the slider and your mouse, explore the map and answer the questions.



- a** Find where you live. Have there been any koala sightings near there?
-
- b** In which states have there been koala sightings?
-
- c** Why do you think there have been no sightings of koalas in the Northern Territory or Western Australia?
-
- d** Who might use this map?
-
- e** Click on a green koala and write down what you found out about this sighting:
-

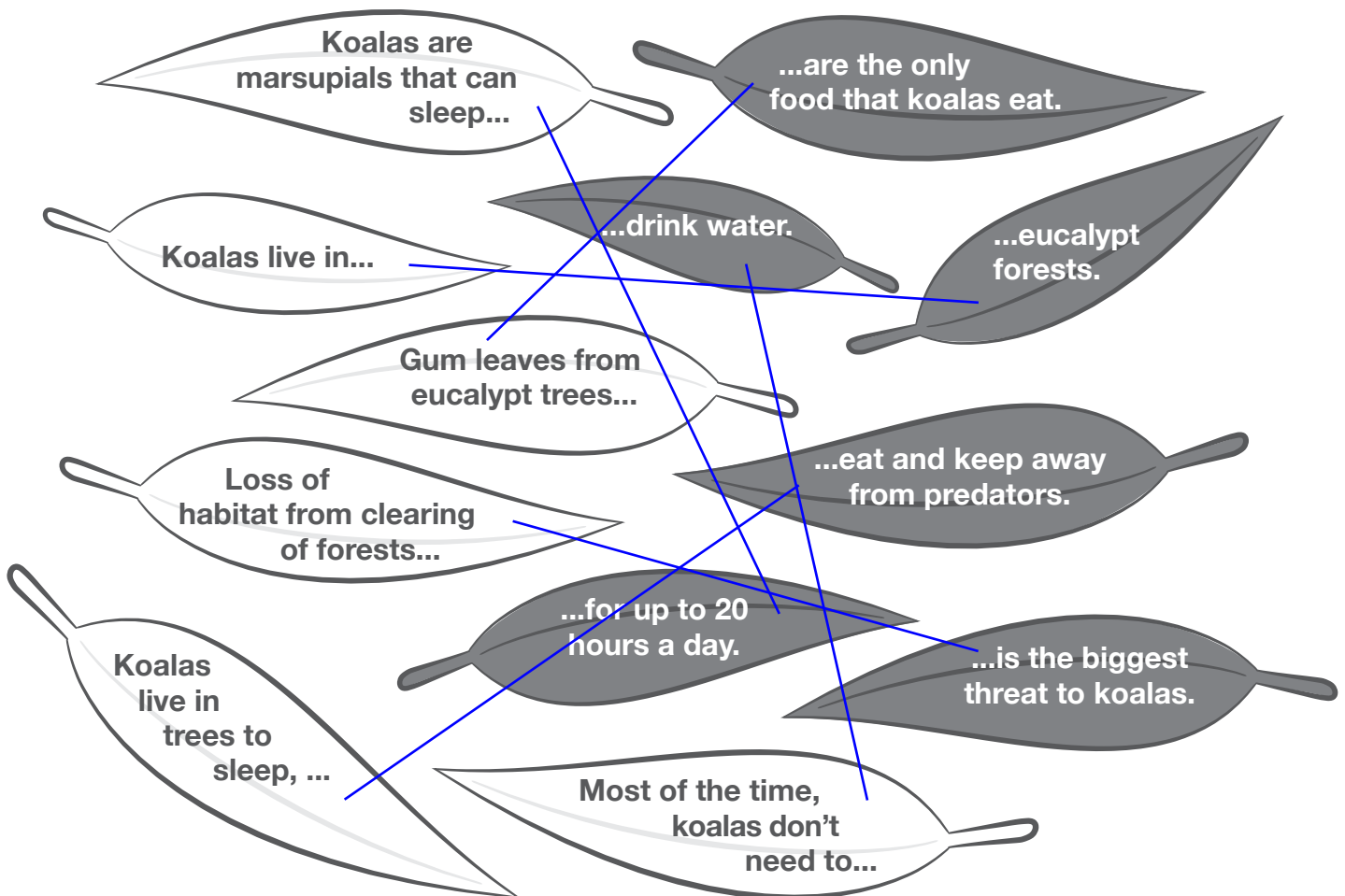
Koalas are not endangered but they are under threat. The only habitat they can survive in is eucalypt forests. There are many threats to koalas but the biggest one is habitat loss.

Koala study

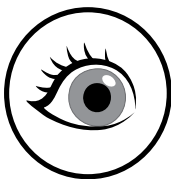
The koala is an animal that is unique to Australia. They are a great example of something that needs to live in a very specific environment.

**4**

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**5**

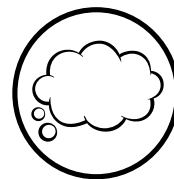
Look at the map of Australia on the following page.



What do you see?



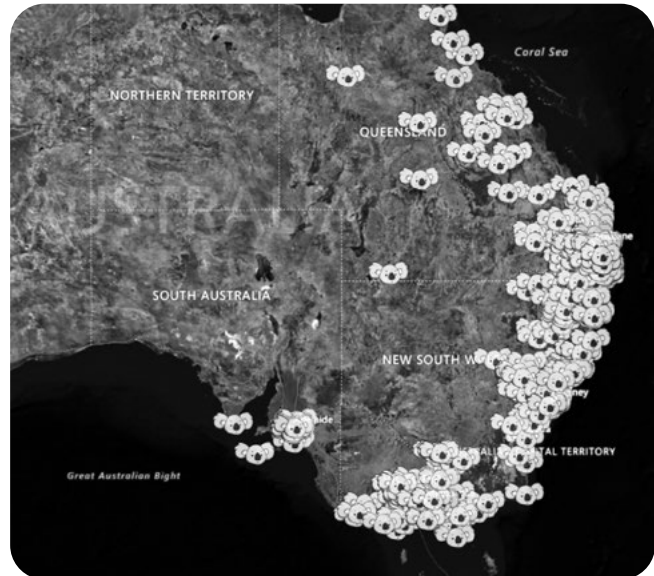
What do you think?



What do you wonder?

6

Go to the koala sightings website. Scroll down and click on Register Your sighting here, then View Sightings, then All. Using the slider and your mouse, explore the map and answer the questions.



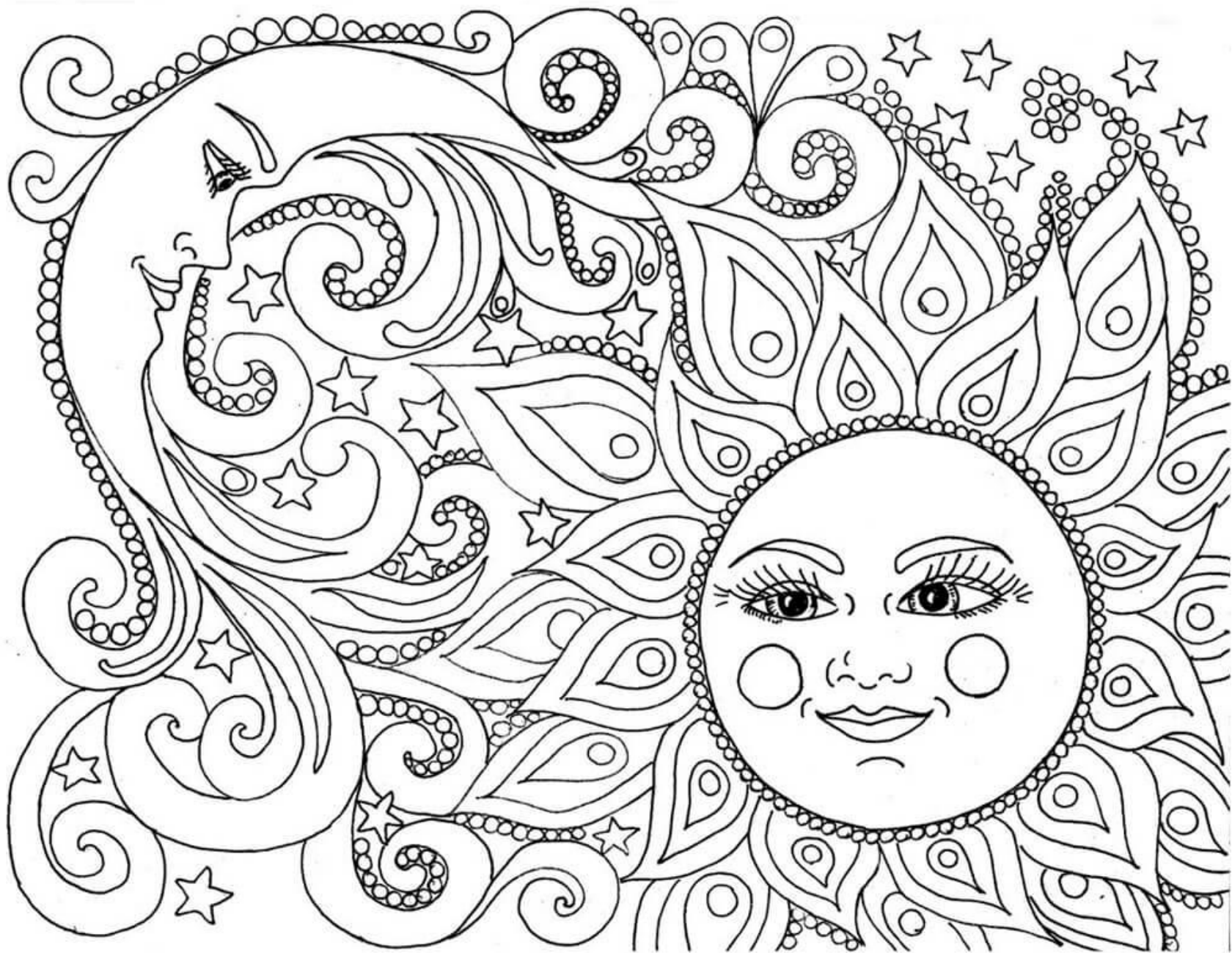
- a** Find where you live. Have there been any koala sightings near there?
 Answers will vary.
- b** In which states have there been koala sightings?
 South Australia, Victoria, Australian Capital Territory, New South Wales and Queensland.
- c** Why do you think there have been no sightings of koalas in the Northern Territory or Western Australia?
 Answers will vary.
- d** Who might use this map? Example answers.
 Town planners and people hoping to see a koals.
- e** Click on a green koala and write down what you found out about this sighting:
 Answers will vary.

Koalas are not endangered but they are under threat. The only habitat they can survive in is eucalypt forests. There are many threats to koalas but the biggest one is habitat loss.

BALANCING

Pick 5 of your favourite balancing positions and glue them into an order of your choice. Hold each position for 30 seconds and then take photos of you in the poses and send them to your class teacher!





Number Patterns

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Complete this pattern

Counting by _____

Starting on _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Complete this pattern

Counting by _____

Starting on _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Complete this pattern

Counting by _____

Starting on _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count by 4s, starting on 2

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count by 5s, starting on 3

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count by 7s, starting on 1

DESCRIBING NUMBER PATTERNS

TASK 1

Complete the number patterns

Fill in the missing numbers. Describe each pattern using the word **increasing** or **decreasing**.

1 11, 13, 15, 17, ____, ____, ____

2 65, ____, 75, 80, 85, ____

3 150, 141, 132, ____, ____, ____

4 349, 339, ____, ____, 309, ____

5 ____, 260, 254, ____, ____, 236

6 64, ____, ____, 73, ____, 79

TASK 2

Odd or even?

Make each pattern and then state whether the numbers in the pattern are all odd, all even or alternate between odd and even.

- 1 Start with an **even** number and then add 4 to make each new term.

____, ____, ____, ____, ____, ____, ____

- 2 Start with an **odd** number and then add 6 to make each new term.

____, ____, ____, ____, ____, ____, ____

- 3 Start with an **even** number and then add 5 to make each new term.

____, ____, ____, ____, ____, ____, ____

- 4 Start with an **odd** number and then add 3 to make each new term.

____, ____, ____, ____, ____, ____, ____
