

Framework for Learning from Home – Year 4 Term 4 Week 3 2021

For some of the activities below you may need your parents help. Show each completed activity to your parents and upload to Seesaw if required.
以下的一些活动你也许需要你父母的帮助. 把每一个你完成的作业展示给你的父母看,如果需要的话可以上传到 **Seesaw**.

	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
	<p>PE – Fitness 体育-健身 Choose one and get ready to get physical. “Would you rather?” 选择其中一个活动并且准备好锻炼.</p> <p>Click on the link below: 点击以下的链接: https://www.youtube.com/watch?v=JhuM6L6Lek8</p> <p>English: Mini Project – Aboriginal Tools and Foods (POSTER) 英语: 迷你作业- 原住民的工具和食品 (海报) Activity 1: Choose either one type of Aboriginal tool or bush food to research. Choose from this list: Tool/Weapon: coolamon, spear, woomera, boomerang, stone axe or one of your choice Bush Food: yam, sugar-bag</p>	<p>PE – Fitness 体育-健身 Dance along to: “Feel it Still” with Kidz Bop 和 “Feel it still”一起跳舞</p> <p>Click on the link below: 点击以下链接: https://www.youtube.com/watch?v=Lg5MB5nrCoQ</p> <p>English: ZOOM 英语:ZOOM Activity 1: Read an example of a descriptive/information report and discuss the text structure, language and vocabulary. Check the text includes items on the marking rubric</p> <ul style="list-style-type: none"> • introductory sentence • descriptive noun groups • alternative names for the tool or food • spelling and punctuation <p>Activity 2: As a class, jointly-</p>	<p>PE – Fitness 体育-健身 Choose one and get ready to get physical. “Would you rather?” 选择其中一个并且准备好开始锻炼.</p> <p>Click on the link below: 点击以下链接: https://www.youtube.com/watch?v=Bllo03WZWzI</p> <p>English: 英语: Mini-Project 迷你作业 Aboriginal Tools and Foods (POSTER) 原住民工具和食物(海报) Activity 1: Continue researching your chosen Aboriginal tool or food. Activity 2: Watch YouTube videos and read information texts to help you gather</p>	<p>PE – Fitness 体育-健身 Dance along to: “How Long” with Kidz Bop 和以下的视频一起跳舞:</p> <p>Click on the link below: 点击以下链接: https://www.youtube.com/watch?v=1GE0HdSGHRk</p> <p>English: 英语: Mini-Project – Aboriginal Tools and Foods (POSTER) 迷你作业-原住民的工具和食物(海报) Activity 1: Edit your first draft. Activity 2: Check the rubric Do you have? <ul style="list-style-type: none"> • an introductory sentence • descriptive noun groups • correct verbs </p>	<p>PE – Fitness 体育-健身 Let’s “Whoomp! There it is” with Kidz Bop 让我们一起来 “Whoomp! There it is” Click on the link below: 点击以下链接: https://www.youtube.com/watch?v=LgPtJ0pTutc</p> <p>English 英语 Reading for Fun (20m):愉快的阅读时间(20 分钟) Choose one of the following 选择以下的其中一个 1) Your own book 你自己的书 2) in2era https://in2era.com.au 3) Storyonline 线上故事 https://storyonline.net</p> <p>English: 英语:</p>

	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
	<p>honey, bush tomato, witchetty grub or one of your choice Activity 2: Start Researching the following information – an image of the tool or food, the purpose, appearance, how it was used or eaten, how was it made or grown? Refer to the resources provided by your teacher.</p> <p>活动 1: 选择一种类型的土著工具或丛林食物进行研究。请从此列表中进行选择: 工具/武器: 冷却器、长矛、乌梅拉、飞矛、石斧或你选择的工具之一 布什食物: 山药, 糖袋蜂蜜, 丛林番茄, 巫婆垃圾或你的选择之一 活动 2: 开始研究以下信息 - 工具或食物的图像, 目的, 外观, 它是如何被使用或吃掉的, 它是如何制造或生长的? 请参阅你的老师提供的资源。</p> <p>Upload to Seesaw 上传到 Seesaw.</p> <p>Spelling: 拼写: Go to Sound Waves Online and access Unit 31: 登录 Sound Waves 并且进入第 31 单元 www.soundwaveskids.com.au <u>u</u></p>	<p>construct a report on a type of Aboriginal food. Activity 3: Read through and discuss the language and structure, refer to the rubric</p> <p>活动 1: 阅读描述性/信息报告示例, 讨论文本结构、语言和词汇。 检查文本包括标记标点上的项目</p> <ul style="list-style-type: none"> • 介绍性句子 • 描述性名词组 • 工具或食品的替代名称 • 拼写和标点符号 <p>活动 2: 作为一个班级, 共同构建一份关于一种土著食物的报告。 活动 3: 通读并讨论语言和结构, 参考评分表</p> <p>Upload to Seesaw. 上传到 Seesaw.</p> <p>Spelling: 拼写: Online and access Unit 31: 上传到第 31 单元: www.soundwaveskids.com.au Complete page 1 of Unit 31. (page attached) 完成第 31 单元的第 1 页 (附页)</p>	<p>information. Write these in point form on the proforma. Activity 3: Using your notes, write your first draft in sentences or paragraphs.</p> <p>活动 1: 继续研究你选择的土著工具或食物。 活动 2: 观看 YouTube 视频和阅读信息文本, 以帮助你收集信息。 在形式上以点形式写这些。 活动 3: 使用笔记, 用句子或段落写初稿。</p> <p>Upload to Seesaw. 上传到 Seesaw.</p> <p>Spelling: 拼写: Online and access Unit 31: 登录并且进入第 31 单元: www.soundwaveskids.com.au <u>u</u> Complete page 2 of Unit 31. (page attached) 完成第 31 单元的第 2 页(附页)</p>	<ul style="list-style-type: none"> • alternative (different) names for the tool or food in the text • correct spelling and punctuation <p>Activity 3: Transfer your writing on to a poster. Activity 4: Read and record your descriptive/information report on Seesaw 活动 1: 编辑初稿。 活动 2: 检查标尺你有...? • 介绍性句子 • 描述性名词组 • 正确的动词 • 文本中工具或食品的替代(不同)名称 • 正确的拼写和标点符号 活动 3 把你的文字转移到海报上。 活动 4: 阅读并记录你的描述/信息报告</p> <p>Upload your Mini-Project Poster to Seesaw. 把你的迷你作业上传到 Seesaw 上.</p> <p>Spelling: 拼写: Online & access Unit 31:</p>	<p>Detective Work 侦探作业 Analysing Indigenous Art 分析原住民艺术 Activity 1. Complete the vocabulary activity by identifying the different bush tucker Activity 2. Analyse and label in the Indigenous Art image the symbols that depict (shows) tools and/or bush food Activity 3. Read a short biography of a famous Indigenous artist and answer the questions</p> <p>活动 1. 通过识别不同的灌木塔完成词汇活动 活动 2. 土著艺术图像中的分析和标记描绘(显示)工具和/或丛林食品的符号 活动 3. 阅读一位著名土著艺术家的短传并回答问题</p> <p>Upload to Seesaw. 上传到 Seesaw.</p>

Monday 18 October
周一

Password: stir680
密码:stir680

- Copy spelling words into your book
- Create a new column to record your spelling words again. This time remember to look, cover and then write each word.
- Check to make sure you have spelt your words correctly.
- Choose one of the games on Sound Waves to practise your spelling words.
- 将拼写单词复制到您的书中
- 创建新列以再次记录拼写单词。这次记得看，盖住，然后写每个字。
- 检查以确保你的拼写正确。
- 选择 Sound Waves 游戏之一来练习拼写单词。

Upload to Seesaw.
上传到 Seesaw.

Tuesday 19 October
周二

Upload to Seesaw.
上传到 Seesaw.

Optional 可选择性的
Choose one of the games on Sound Waves to practise your spelling words.
选择 Sound Waves 上的一个游戏来练习你的拼写单词。

Upload to Seesaw.
上传到 Seesaw.

Reading for Fun 20m:愉快的阅读时间 20 分钟
1) Your own book 你自己的书
2) in2Era
<https://in2era.com.au>
3) Storyonline 线上故事
<https://storyonline.net>

Wednesday 20 October
周三

Upload to Seesaw.
上传到 Seesaw.

Optional 可选择的
Choose one of the games on Sound Waves to practise your spelling words.
选择 Soundwaves 上的一个游戏来练习你的拼写单词。

Upload to Seesaw.
上传到 Seesaw.

Thursday 21 October
周四

登录到第 31 单元
www.soundwaveskids.com.au

Choose 20 of your spelling words to write forwards and backwards.

Example: cow – woc
Use the worksheet 'Spelling words Forwards and Backwards', attached to this framework to write your words.

选择 20 个单词并且正着倒着写。

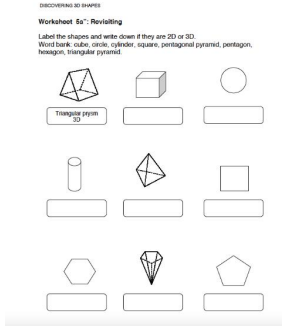
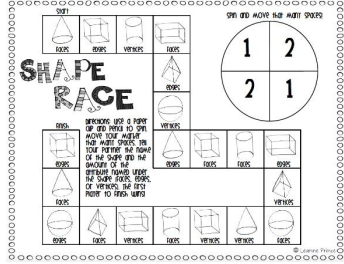
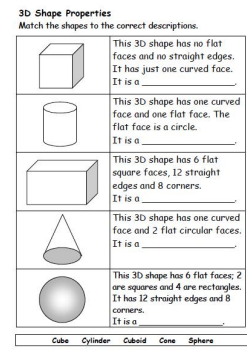
比如: cow-woc
用这个附在这个表后面的作业纸来练习你的单词。

Spelling words – Forwards and Backwards	
Forwards	Backwards
cow	woc

Upload to Seesaw.
上传到 Seesaw.

Optional 可选择的
Choose one of the games on Sound Waves to practise your spelling words.

	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
				选择 SoundWaves 上的一个游戏来练习你的拼写单词。 Upload to Seesaw. 上传到 Seesaw. Reading for Fun (20m):快乐的阅读时间 (20 分钟) 1) Your own book 你自己的书 2) in2Era https://in2era.com.au 3) Storyonline 线上故事 https://storyonline.net	
Break 休息	Break (30 mins) Eat & Play 休息 (30 分钟) 吃和玩	Break (30 mins) Eat & Play ZOOM 休息 (30 分钟) 吃和玩 ZOOM	Break (30 mins) Eat & Play 休息 (30 分钟) 吃和玩	Break (30 mins) Eat & Play 休息 (30 分钟) 吃和玩	Break (30 mins) Eat & Play 休息 (30 分钟) 吃和玩
Session 2 第二阶段	Mathematics 数学 Fractions and Decimals 分数和十进制 Place Value to Hundredths 将数值放到百位 Watch video 'Place Value with Decimals (tenths and hundredths)'. You can copy this link and paste it into Google Chrome or you can click straight onto the	Mathematics 数学 Fractions and Decimals 分数和十进制 Hundredths on a Number Line Watch video 'Decimals on a Number Line'. You can copy this link and paste it into Google Chrome or you can click straight onto the link. 数字线上的百分比	Wellbeing Wednesday 健康周三 <ul style="list-style-type: none"> Design an exercise routine. See if you can get members of your family to do it too. Make some wild art using sticks, leaves, flowers and anything else you can find outdoors Make someone in your house a snack 	Mathematics: 3D Shapes 数学:3D 图形  Complete this worksheet by labelling each shape, then deciding if it is a 2D or 3D shape. 通过将每一个形状标记来完成这个作业.然后判断是否是 2D 还是 3D.	Mathematics:3D Shapes 数学:3D 图形  Play this game with someone at home. It asks you to name some features of these shapes as you play it. These features are described above.

	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
	<p><i>link.</i></p> <p>观看视频"用十进制(十分之一和百分之百)放置价值"。你可以复制此链接并将其粘贴到 Google Chrome 中,也可以直接单击到链接上。</p> <p>https://www.youtube.com/watch?v=Wu75pwm1fZE</p> <p>iMaths4 Complete the student pages NA 29 Place Value to Hundredths. Print pages and when completed take a photo and upload to Seesaw. Pages are attached. 完成学生页的 NA29 将数值进到百位。 把这一页打印出来,当完成了以后拍一张照片上传到 Seesaw. 在附页上。</p> <p>How to log in:怎么登录: www.imathskids.com.au Access code: your805 密码: your805</p>	<p>观看视频"数字线上的十进制"。你可以复制此链接并将其粘贴到 Google Chrome 中,也可以直接单击到链接上。 https://www.youtube.com/watch?v=FvKJGPg60n8</p> <p>iMaths4 Complete the student pages NA 30 Hundredths on a Number Line. 完成学生页上 NA30. Print pages and when completed take a photo and upload to Seesaw. Pages are attached. 打印出这一页,完成了以后拍一张照片上传到 Seesaw.</p> <p>How to log in: 怎么登陆: www.imathskids.com.au</p> <p>Access code: your805 密码: your805</p> <p>Extension:延伸活动</p> <p>Complete the Challenge - 'Blank Number Line' on another paper and show any working and explain</p>	<p>or drink.</p> <ul style="list-style-type: none"> •设计锻炼程序。看看你是否能让你家人也这样做。 •使用棍棒、树叶、鲜花和其他任何户外活动,制作一些野生艺术 •让家里的人吃零食或饮料。 	 <p>3D SHAPE MINI-PROJECT This mini project is NOT to be completed in one day. It is a project that will take you a bit of time to complete. It needs to be uploaded to Seesaw by Friday of Week 4- October 29. You can be as creative as you like in the way you present your 3D shape and your mini poster. Don't rush it, take some time to do a good job!</p> <p>3D 形状迷你项目 这个小型项目不会在一天内完成。这是一个项目,需要你一点时间来完成。它需要在10月29日第4周的星期五之前上传到 Seesaw。你可以像你喜欢的样子,以你展示你的3D 形状和你的迷你海报</p>	<p>和你家里的人一起玩这个游戏。他需要你命名这些卸妆的特征。这些特征在上面列出来了。</p>  <p>You may like to print this game to make it easier to play. 你也许想要把这个游戏打印出来,这样玩起来会更容易。</p> <p>Now complete this worksheet.现在完成这个作业纸</p> 

	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
	<p>Extension: 延伸活动:</p> <p>Use the number expander and write four ways of regrouping 9.45 and 7.26. Take a photo of your number expander each time and upload to Seesaw.</p> <p>使用数字扩展器并编写四种重新组合 9.45 和 7.26 的方法。</p> <p>每次拍摄你的号码扩展器的照片, 并上传到 Seesaw。</p>	<p>how you chose where to place the number. Take a photo and upload to Seesaw.</p> <p>完成挑战 - 另一篇论文中的"空白数字行", 并显示任何工作, 并解释你是如何选将将号码放置的。拍照并上传到 Seesaw。</p>		<p>的方式有创造力。 别着急, 花点时间做好!</p> <p>You need to complete the following for the 3D Shape Mini-Project:</p> <p>你需要完成以下的要求来完成这个迷你项目</p> <ul style="list-style-type: none"> Choose a 2D shape. Draw it, name it and label the number of sides. Use your 2D shape as the base for a 3D shape. Draw your 3D shape. Record the name of your shape, the number of edges, vertices and faces. Create a model of your 3D shape. You could use cardboard, sticks, straws, etc. Make sure that the edges are the right size and that they are straight (unless they need to be curved!) Create a poster about your 3D shape. You need to include the name of your shape, the numbers of faces, edges and vertices and some illustrated examples. These drawings need to be from the front, top and side views. Make sure you 	<p>You can spend some time working on your mini-project now.</p> <p>你可以花一些时间在你的迷你作业了。</p>

	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
				<p>pay attention to the presentation of your poster.</p> <ul style="list-style-type: none"> • Take a photo and upload your poster and model to Seesaw. <p>选择二 D 形状。绘制它，命名它，并标记侧数。</p> <ul style="list-style-type: none"> · 使用你的 2D 形状作为 3D 形状的基础。绘制你的 3D 形状。记录形状的名称、边缘、牙线和面部数量。 · 创建 3D 形状的模型。你可以使用纸板、木棍、吸管等。确保边缘大小正确，并且是直的（除非它们需要弯曲！ <p>创建有关 3D 形状的海报。不需要包括形状的名称、面部、边缘和牙线的数量以及一些插图示例。这些图纸需要从正面、顶部和侧面查看。确保您注意海报的展示。</p> <ul style="list-style-type: none"> · 拍照并上传海报和模型到 Seesaw。 	

	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
				Have fun and be creative! 好好享受并且尽量展现你的创意 LIBRARY ZOOM 图书馆 ZOOM	
Break 休息	Break (1 hour) Eat & Play 休息 (1 小时) 吃和玩	Break (1 hour) Eat & Play 休息 (1 小时) 吃和玩	Break (1 hour) Eat & Play 休息 (1 小时) 吃和玩	Break (1 hour) Eat & Play 休息 (1 小时) 吃和玩	Break (1 hour) Eat & Play 休息 (1 小时) 吃和玩
Session 3 第三阶段	Languages: 语言: Post your answers on Seesaw. 将你的答案上传到 Seesaw.	History: 历史: <i>What was daily life like for Aboriginal and Torres Strait Islander peoples before the arrival of Europeans? Australia is a diverse land, made up of many different types of environments. Because of this, Indigenous people have</i>	Free Time 自由时间	Science: 科学 Look at the image of a teapot made from an unusual material. Think about what material it might be. 观看这个由特殊材质制成的茶壶.想一想这个材料会是什么!  Watch the video about the teapot: 观看关于这个茶壶的视频; https://www.inquisitive.com/video/1879-how-	NO Creative Arts 没有创意艺术 ASSEMBLY 集会

	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
		<p><i>always lived in a variety of different ways depending upon the location of their 'country' or home. For example, in coastal areas, Indigenous peoples would gather food in a very different way to peoples living in desert regions.</i></p> <p>在欧洲人到来之前，土著居民和托雷斯海峡岛民的日常生活是怎样的？澳大利亚是一个多样化的土地，由许多不同类型的环 境组成。因此，土著人民一直以各种不同的方式生</p>		<p><u>useful-is-a-chocolate-teapot</u></p> <p>Complete the PMI chart about the teapot you saw in the video.</p> <p><i>When you are making something, it is important to think about the properties of different materials, so that you can choose the best ones for the job. Teapots are often made from clay because, when fired, clay becomes a hard, durable (long lasting) and heat resistant material.</i></p> <p>Optional: Design your own teapot. Remember to think carefully about what material you will use to ensure the teapot serves its purpose.</p> <p>完成有关您在视频中看到的茶壶的 PMI 图表。</p> <p>当你在做某样东西时，重要的是要考虑不同材料的</p>	









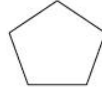
	Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
		<p>活，这取决于他们的"国家"或家园的位置。例如，在沿海地区，土著人民将与生活在沙漠地区的人们截然不同的方式收集食物。</p> <p><i>Look at the images on the worksheet and answer the TRUE or FALSE questions.</i></p> <p>看着作业纸上的图片并且回答 正确 或者 错误的问题.</p> <p><i>Don't forget to also complete question 2.</i></p> <p>不要忘记也需要完成第 2</p>		<p>特性, 这样你才能为工作选择最好的材料。茶壶通常由粘土制成, 因为当燃烧时, 粘土会变成坚硬、耐用(持久)和耐热的材料。</p> <p>可选: 设计自己的茶壶。请记住仔细考虑你将使用哪些材料来确保茶壶达到其用途。</p>	

Monday 18 October 周一	Tuesday 19 October 周二	Wednesday 20 October 周三	Thursday 21 October 周四	Friday 22 October 周五
	个问题. Upload to Seesaw. 上传到			





DISCOVERING 3D SHAPES

Worksheet 5a": Revisiting

Label the shapes and write down if they are 2D or 3D.
Word bank: cube, circle, cylinder, square, pentagonal pyramid, pentagon, hexagon, triangular pyramid.

		
Triangular prism 3D	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>








Start

 faces	 edges	 vertices	 faces
----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

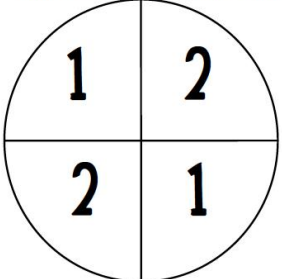
SHAPE RACE

Directions: Use a paper clip and pencil to spin. Move your marker that many spaces. Tell your partner the name of the shape and the amount of the attribute named under the shape (faces, edges, or vertices). The first player to finish wins!

Finish

 edges	 faces	 vertices	 faces	 vertices	 vertices	 faces
------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

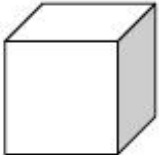
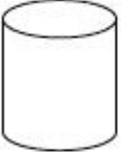



SPIN AND MOVE THAT MANY SPACES!



© Leanne Prince

3D Shape Properties

Match the shapes to the correct descriptions.

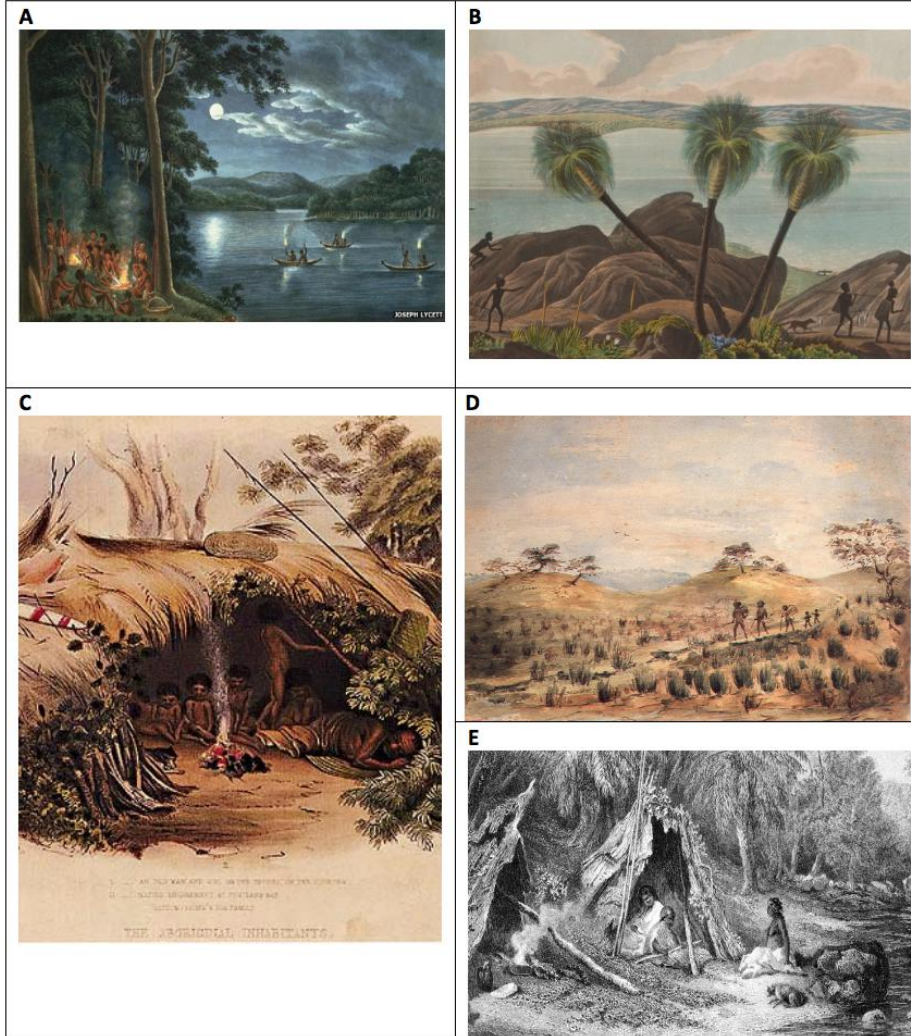
	This 3D shape has no flat faces and no straight edges. It has just one curved face. It is a _____.
	This 3D shape has one curved face and one flat face. The flat face is a circle. It is a _____.
	This 3D shape has 6 flat square faces, 12 straight edges and 8 corners. It is a _____.
	This 3D shape has one curved face and 2 flat circular faces. It is a _____.
	This 3D shape has 6 flat faces; 2 are squares and 4 are rectangles. It has 12 straight edges and 8 corners. It is a _____.

Cube Cylinder Cuboid Cone Sphere

1 Examine the images and choose true or false for each statement.

STATEMENTS	TRUE	FALSE
The Aboriginal people all lived in the same part of Australia		
All Aboriginal people had permanent houses.		
The Aboriginal people used horses and carts.		
The Aboriginal people did not have dogs.		
The Aboriginal people lived in family groups.		
The Aboriginal people used fire for warmth, to cook and to hunt animals.		
The Aboriginal people make tools and weapons.		
The Aboriginal people grew wheat and other crops.		
The Aboriginal people use the environment to help them live successfully.		
The Aboriginal people used grass and sticks to build shelters.		
The Aboriginal people only fished at night time.		
The Aboriginal people hunted animals.		
The Aboriginal people did not need clothes.		
The Aboriginal people had special ceremonies.		
The Aboriginal people did not need to move around to find food.		
Children did not help out, they just played all day.		

2 Choose 2 images and describe what you can see. You may use dot points to list your observations. You may include information about people (actions, clothing), environment, tools, transport, weather or anything else that you think is important.







NA29 Place value to hundredths

As you already know, ones can be shared into ten equal parts to make tenths. Ones can also be shared into a hundred equal parts, called **hundredths**. The place value names of our decimal place value system have a pattern to them. Look at the spelling of the names on either side of the ones place in the table below. Can you see the pattern?

	T	H	t	O.	t ^{ths}	H ^{ths}
	thousands	hundreds	tens	ones	tenths	hundredths

To read the number **37.45**

- say thirty-seven and forty-five hundredths
 or thirty-seven point four five
 or thirty-seven decimal four five
 never ~~thirty-seven point forty-five~~



Try this

1 Read the number 17.26.

say

or

or

2 The place value of the 9 in 27.49 is hundredths (H^{ths}).

Name the place value of the bold digit in these numbers.

a 20.36

b 58.14

c 75.92

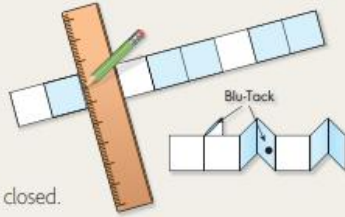
d 1.98

e 62.4

f 402.63

3 Make a number expander to hundredths.

- a Turn to **Tear-out 4: Number expander** on page 189 and cut out the number expander.
- b Rule along each fold line with a sharp pencil.
- c Roll two tiny balls of Blu-Tack.
- d Fold the number expander so that the place value names are closed. Use tiny balls of Blu-Tack to keep them closed.



4 Use the number expander to write four ways of regrouping 5.34 and 6.98.

a

	=	<input type="text" value="5 ones and 34 hundredths"/>
	=	<input type="text"/>
	=	<input type="text"/>
	=	<input type="text"/>

b

	=	<input type="text" value="6 ones and 98 hundredths"/>
	=	<input type="text"/>
	=	<input type="text"/>
	=	<input type="text"/>

5 Expand as decimal fractions then as common fractions.

$$3.81 = 3 + 0.8 + 0.01 = 3 + \frac{8}{10} + \frac{1}{100}$$

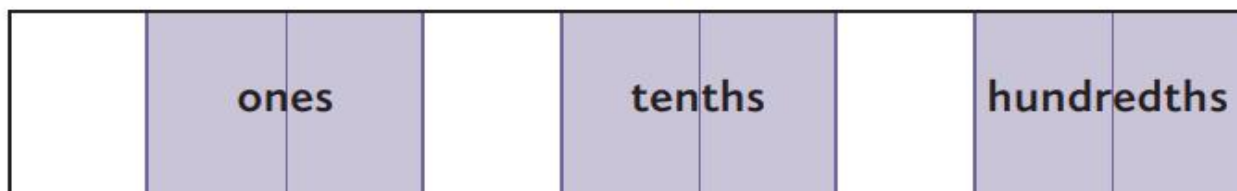
- a $5.62 = \text{[]} = \text{[]}$
- b $0.47 = \text{[]} = \text{[]}$
- c $8.39 = \text{[]} = \text{[]}$

★ Challenge

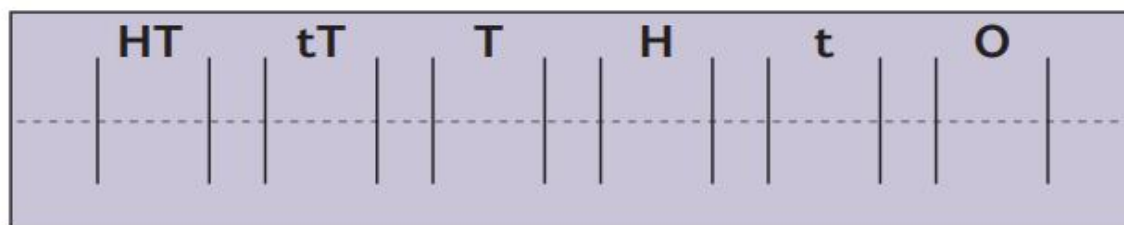
Sprint final: All eight athletes in an Olympic 100-metre sprint final ran times between 9.9 and 10.4 seconds. List eight different possible times.



Number expander



Number slide



Tear-out 4



NA30 Hundredths on a number line

If you look closely at the number lines below you can see marks between all the tenths. They are the hundredths marks.

10 hundredths make 1 tenth

10 tenths make 1 (one)

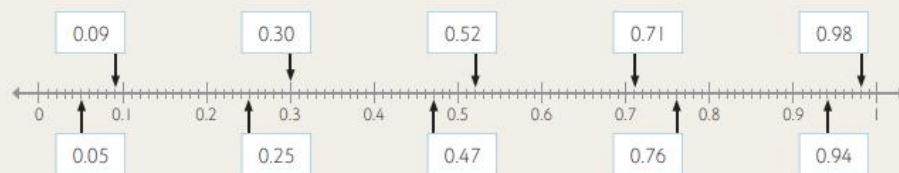
Let's try counting on from 0.1 in hundredths:

0.1, 0.11, 0.12, 0.13, 0.14, 0.15, 0.16,
0.17, 0.18, 0.19, 0.2, 0.21, 0.22, 0.23.

What are the next three?



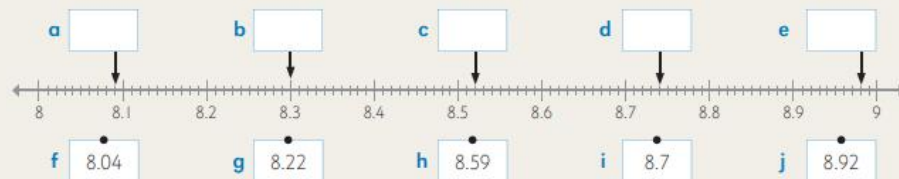
This number line shows hundredths between 0 and 1. Look carefully at where the examples are placed on the number line.



Try this

1 Write the number shown by the arrow in **a** to **e**.

Draw an arrow from the box to the number line in **f** to **j**.



2 Rewrite the mixed numbers as decimals.

a $1\frac{73}{100}$

b $9\frac{24}{100}$

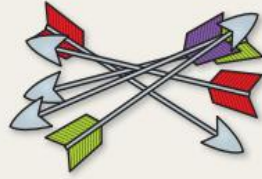
c $2\frac{37}{100}$

d $42\frac{58}{100}$

e $23\frac{40}{100}$

f $78\frac{9}{100}$

Write the missing numbers and draw arrows to show the correct position on these measuring tapes.



Topic NA30

3

a	<input type="text"/>	b	<input type="text"/>	c	<input type="text"/>	d	<input type="text"/>	e	<input type="text"/>
---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

f	<input type="text"/>	g	<input type="text"/>	h	<input type="text"/>	i	<input type="text"/>	j	<input type="text"/>
---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

4

a	<input type="text"/>	b	<input type="text"/>	c	<input type="text"/>	d	<input type="text"/>	e	<input type="text"/>
---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

f	<input type="text"/>	g	<input type="text"/>	h	<input type="text"/>	i	<input type="text"/>	j	<input type="text"/>
---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

5 Count on by hundredths.

- a 17.4, 17.41, 17.42, , , , ,
- b 6.35, 6.36, 6.37, , , , ,
- c 0.96, 0.97, 0.98, , , , ,

6 Compare each set of three numbers. Colour the bubble of the largest.

- | | | | | | | | | | |
|---|--------------------------------------------|---|--------------------------------------------|---|-------------------------------------------|---|------------------------------------------|---|--------------------------------------------|
| a | <input type="checkbox"/> 1.4 | b | <input type="checkbox"/> $\frac{7}{10}$ | c | <input type="checkbox"/> $\frac{5}{10}$ | d | <input type="checkbox"/> $5\frac{3}{10}$ | e | <input type="checkbox"/> $2\frac{21}{100}$ |
| | <input type="checkbox"/> 1.32 | | <input type="checkbox"/> 7.09 | | <input type="checkbox"/> 0.3 | | <input type="checkbox"/> 5.51 | | <input type="checkbox"/> 2.04 |
| | <input type="checkbox"/> $1\frac{27}{100}$ | | <input type="checkbox"/> $7\frac{85}{100}$ | | <input type="checkbox"/> $\frac{47}{100}$ | | <input type="checkbox"/> 5.5 | | <input type="checkbox"/> $2\frac{3}{10}$ |

★ Challenge

Blank number line: Mark where the number 10.25 should go on the number line below. Show any working and explain how you chose where to place the number.



ou ow cloud flower

List Words

- cow _____
- town _____
- out _____
- house _____
- sound _____
- ground _____
- south _____
- mouth _____
- count _____
- cloud _____
- thousand _____
- loud _____
- aloud _____
- allow _____
- drown _____
- crown _____
- crowd _____
- hour _____
- sour _____
- proud _____
- outside _____
- downstairs _____
- powerful _____
- ourselves _____
- drought _____

1 Circle the letters that represent **ou** or **ow** in the List Words.

2 Write any other letters that can represent **ou** or **ow** on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Finish the words.

Add own or outh .		Add out or oud .		Add ound or ount .	
t _____	s _____	sh _____	pr _____	c _____	s _____
cr _____	br _____	l _____	ab _____	gr _____	r _____
m _____	dr _____	al _____	spr _____	ar _____	am _____

5 Unjumble the letters to make pairs of rhyming words.

wnot	hstuo	udol	luode	urho	sehvo
ronwc	uhmot	ruodp	lodau	osur	soume

6 Finish the words with **ou**, **ow**, **hou** or **ough** to represent **ou** or **ow**. Write some of your words to match the clues.

l_d	s_r	s_nd	p_erful
s_th	dr_t	_r	_tside
cr_d	all_	gr_nd	d_nstairs

Find antonyms for these words.

- inside _____
- sweet _____
- north _____
- flood _____
- weak _____

Find synonyms for these words.

- noisy _____
- mob _____
- permit _____
- earth _____
- 60 minutes _____

Grapheme Chart

letters	words

7 Join the word beginnings and endings to make List Words.

a	ow	_____
all	sand	_____
our	loud	_____
out	stairs	_____
thou	selves	_____
down	side	_____

8 Rewrite these List Words adding **ou** or **ow** to represent **ou** or **ow**.

	Add ou	Add ow	
t	_____	c	_____
hse	_____	all	_____
cnt	_____	drn	_____
mth	_____	crn	_____
ald	_____	perful	_____

9 Write the words from the box to match the clues. Find more words in the dictionary that begin with the prefix **out**. Write these words on the cloud.

* The prefix **out** can mean *beyond*. For example, **outlast** means *to last beyond others*.

outnumber	grow beyond	_____
outrun	last beyond	_____
outshine	shine brighter	_____
outlast	run further or longer	_____
outlive	be more in number	_____
outgrow	live beyond	_____



10 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

south	1				thousand	2			
crowd		3			powerful				5
proud	4				powerless				6

What do you call a cat that likes to eat lemons?

1 2 3 4 5 6

Challenge

Colour **ou** words red, **oo** words yellow, **ow** words blue, **ow** words green and **uo** words orange.



Words in the cloud: tough, rough, though, through, brought, dough, drought, bough, bought, although, enough, thought.

