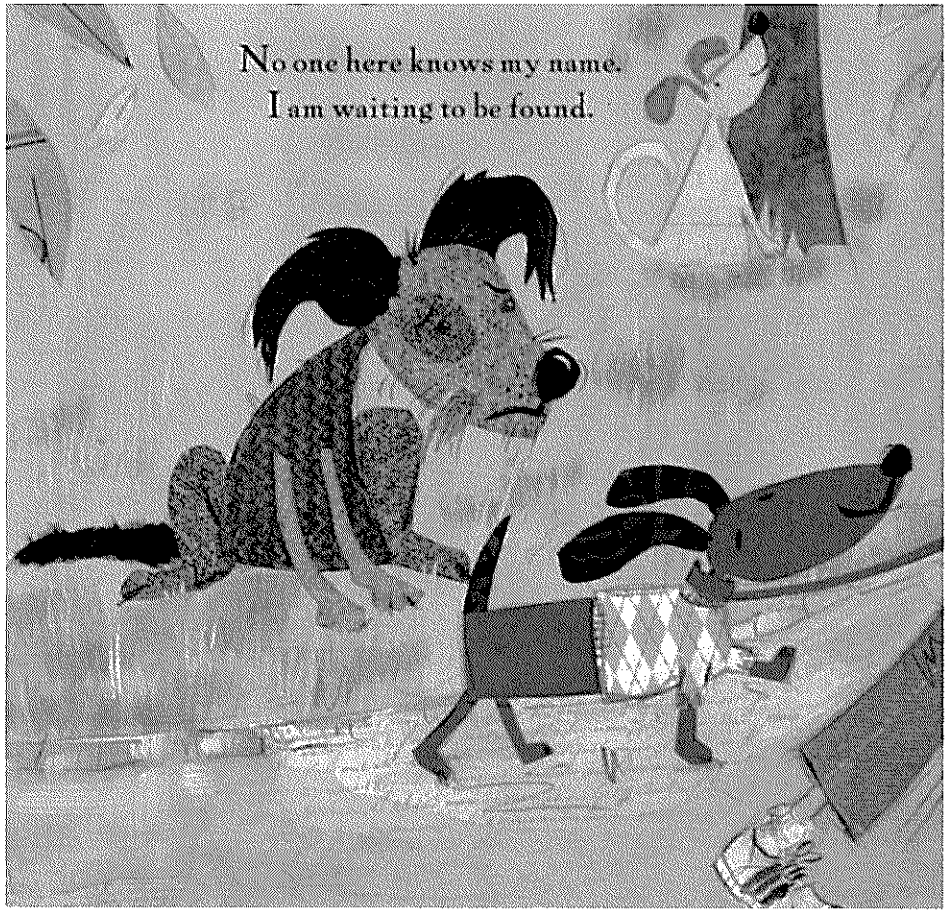
Learning From Home 2021 Term 3 Week 7

Stage 1
Wed - Fri

Wednesday

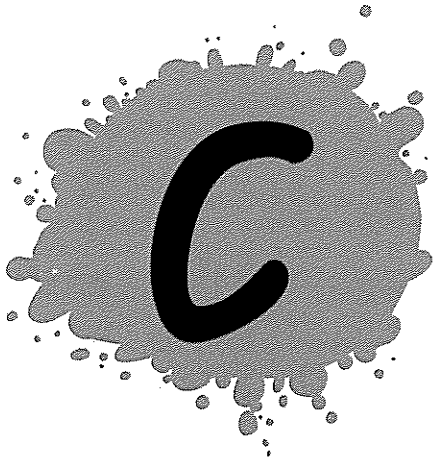
Reading Task - Visuals and Words.



Look closely at the picture here and read the text. Do the words connect with the picture? What connections can you make?

Write your response here:

Letter Formation Worksheet

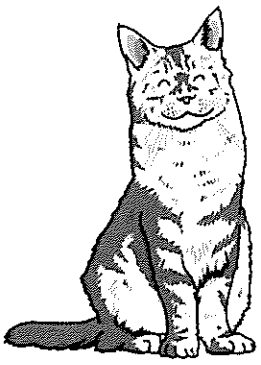


My name is _____

Trace over these letters and then try writing your own.

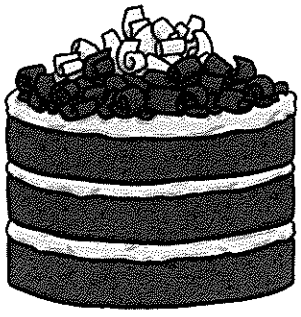
C c c c c c c

All of the following start with the sound c.
Can you write the letter c to complete the words?



_at

_ake



_up

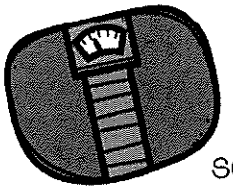
Word Families

Groups of words that have a common feature or pattern. They have some of the same letters in them and make a similar sound.

ale as in kale

Long A Vowels

A long vowel is a vowel that is pronounced the same as the name of the letter.



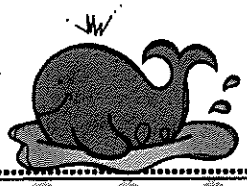
scale

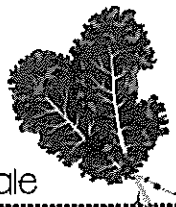
-ale

male

bale

whale

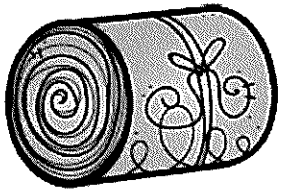




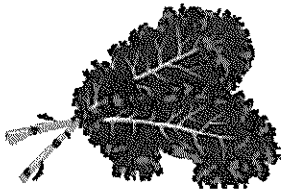
kale

Long Vowel A
-ale
Word Family

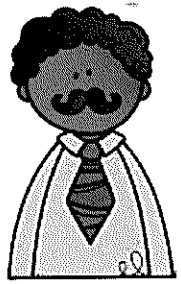
Write your own 'ale' words here.



bale

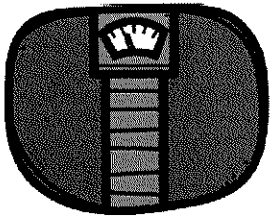


kale

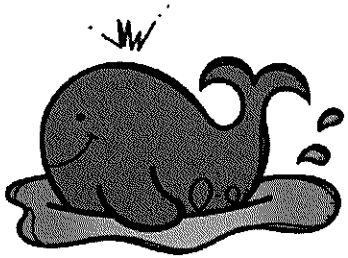


male

Add your own -ale word



scale



whale

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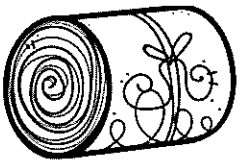
Name _____ Long Vowel -ale Word Family

Build-a-Word

Glue correct letter(s) to build the word. Write the word.

		ale	
		ale	
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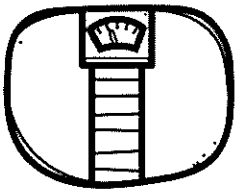		ale	
		ale	
Add your own -ale word		ale	

m	sc	k	wh	b	

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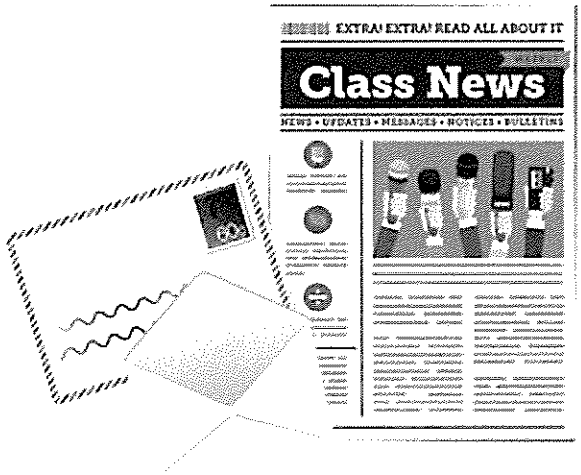
Use this table to practise your personal sight words list.

Type/Write your word	Practise 1	Practise 2	Practise 3

Persuasive Texts – Overview

Some types of persuasive texts include:

- debates
- advertisements
- newspaper articles
- letters
- speeches.



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Persuasive Texts – Structure

Opinion State your point of view about the topic.		
Reason 1 Explain your first reason to support your point of view.	**Reason 2** Explain your second reason to support your point of view.	**Reason 3** Explain your third reason to support your point of view.
Opinion Restate your point of view about the topic.		

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Persuasive Text – Example

All Children Should Learn to Swim

Swimming is an important life skill that all children should learn.

Firstly, children need to learn how to swim so that they can stay safe around water.

Secondly, swimming is great exercise and can help children to stay fit and healthy.

Thirdly, once children know how to swim, they will be able enjoy swimming throughout their lives.

For all of these reasons, it is vital that all children learn how to swim.

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Persuasive Text – Example

Opinion

Swimming is an important life skill that all children should learn.

Reason 1	Reason 2	Reason 3
Firstly, children need to learn how to swim so that they can stay safe around water.	Secondly, swimming is great exercise and can help children to stay fit and healthy.	Thirdly, children will be able enjoy swimming throughout their lives.

Opinion

For all of these reasons, it is essential that all children learn how to swim.

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Persuasive Text Structure – Class Activity

read the persuasive text, *Children Should Not Eat Fast Food.*

identify the structure of the text. Fill in the table on the slide following the text to identify:

- the **title**
- the statement of **opinion**
- the three reasons explaining the opinion
- the restatement of **opinion.**

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Persuasive Text Structure – Example

Children Should Not Eat Fast Food

Fast food is not a good choice for children and should be avoided.

Firstly, fast food is high in fat and sugar. Both of these can make children unhealthy.

Secondly, fast food is full of preservatives which are not good for children's health.

Thirdly, fast food does not contain any of the healthy nutrients that young bodies need to grow.

For these reasons, it is essential that children avoid eating fast food.

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Persuasive Text Structure - Activity

Opinion

Reason 1	Reason 2	Reason 3

Opinion

Task 2 - Review of Persuasive Text Structure

Place the numbers 1-6 into the boxes to correctly sequence this text.

- ☐ Also, dogs are extremely affectionate animals.
- ☐ For these reasons, it is clear that dogs make the best pets.
- ☐ Firstly, dogs are incredibly loyal companions.
- ☐ Dogs Make the Best Pets.
- ☐ Thirdly, dogs are very active and playful.
- ☐ When it comes to pets, dogs are the best choice.

Name:_____ Date:_____

Drawing	Expanded Form
Word Form	Compare to 50

26

Name:_____ Date:_____

Drawing	Expanded Form
Word Form	Compare to 250

350

Name:_____ Date:_____

Drawing

Expanded Form

201

Word Form

Compare to 250

Name:_____ Date:_____

Drawing

Expanded Form

36

Word Form

Compare to 50

Name:_____ Date:_____

Drawing	Expanded Form
Word Form	Compare to 250

350

Name:_____ Date:_____

Drawing	Expanded Form
Word Form	Compare to 250

180

Name:_____ Date:_____

Drawing	Expanded Form
Word Form	Compare to 250

205

Name:_____ Date:_____

Drawing	Expanded Form
Word Form	Compare to 50

18

Times Tables worksheet

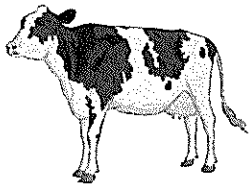
Name:_____

10 x 6=_____	10 x 5=_____
10 x 7=_____	5 x 3=_____
5 x 11=_____	10 x 9=_____
10 x 8=_____	10 x 11=_____
3 x 8=_____	3 x 0=_____
3 x 2=_____	3 x 7=_____
10 x 3=_____	10 x 0=_____
3 x 6=_____	5 x 12=_____
5 x 9=_____	5 x 0=_____
5 x 1=_____	5 x 7=_____

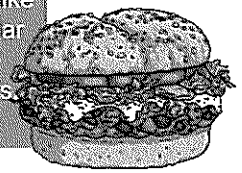
TIMESTABLES.COM

Meat-Free Meat or Plant-Based Meat

Some people worry about the fact that animals are killed for food and the impact that farming animals can have on the environment. Australians eat a lot of meat compared to other countries in the world.



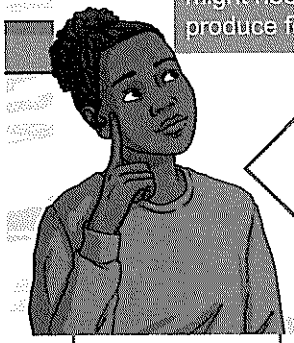
Plant-based meat is becoming popular and can be found in most supermarkets and some fast-food chains. With the help of science, plant-based meat is becoming more and more like real meat. Some plant-based meats look like raw meat in the package. They cook in a similar way-even changing colour as it cooks. Plant-based meats are often made from beans, soy, peas, wheat or mushrooms.



Future Foods

What do you think you will be eating in 50 years from now? Will food be different from anything you have tasted before?

The world's population is growing and that means there are more and more mouths to feed. Scientists think we might need to look at different food sources and ways to produce food in a more environmentally responsible way.



Technology, rising prices, growing population and concerns about the environment is changing what we eat and even how it gets to our plates. We could see future menus with less meat and dairy.

Meat-Free Meat or Plant-Based Meat

Microbial Meat is another meat-free option that is high in protein derived from the fungi/mould family. A mycoprotein (fungal protein) is produced by the fungus called fusarium venenatum.

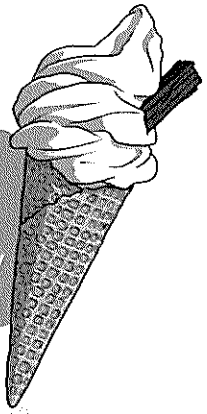
Did You Know?
Some plant-based meats contain a protein from genetically modified yeast or the roots of soy plants. This protein has been specially selected because it is like the one that gives meat its meaty taste (heme).

Would you eat plant-based or microbial meat? Why or why not?

Future Foods

Let's take a look at some foods that are here now but could become a permanent part of our plates in the future.

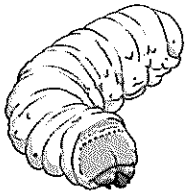
Did You Know?
It was only around the 1930s that foods like soft-serve ice cream and bubblegum were available. The 1950s saw the creation of popping candy and the 1990s produced energy drinks that had a medicine-like flavour.



Insects

Australia
About 60 native insects are traditionally eaten by Aboriginal and Torres Strait Islander Peoples in Australia. Some of these include witchetty grubs, Bogong moths and honey ants.

Westerners usually do not have them as a part of their regular diet. There is a bit of a stigma around eating insects. Eating creepy crawlies gives some people the creeps. In supermarkets around Australia, you can purchase crickets that have been ground down into a powder (flour) which can be added to foods such as biscuits, bread, pasta, chips or smoothies.



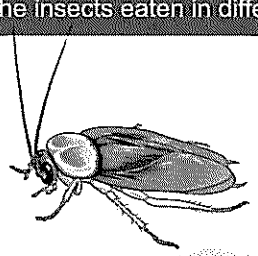
Protein
1kg of mayfly larvae = more than 1kg beef, chicken or eggs.

Calcium
4 locusts = a glass of milk.

Insects

Do you know what entomophagy is?

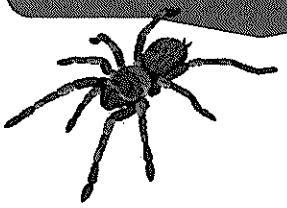
It is eating insects for food. Insects are thought to be a great source of protein, calcium, and potassium. They are eaten by about 2 billion people every day in 130 countries. Insects that are eaten include grasshoppers, ants, wasps, beetles, crickets and cockroaches. They can be cooked in different ways such as frying, boiling, sautéing, roasting or baking. Here are some of the insects eaten in different countries.



Insects

Insect farming uses less water, land and feed and it produces fewer greenhouse gases than traditional animal farming. Only 40% of a cow is eaten but 100% of a mealworm is edible. Of course, insects need to be handled and processed correctly to keep them safe. We might even be eating insects that are considered pests in the future.

Did You Know?
Tarantulas are eaten as a snack in Cambodia.
You have unknowingly eaten insects (or insect bits) that are left on some foods like berries, cinnamon, chocolate, coffee and even pepper.



Would you eat bugs? Why or why not?

Insects

Thailand
Deep-fried crickets, grasshopper and woodworms.

Japan
Fried wasps.

China
Deep-fried scorpions.

Mexico
Small deep-fried grasshoppers (chapulines), black-ant eggs and dried fly eggs.

Zimbabwe
Mopane worm is usually added to soups and stews.

Design a Future Foods Menu

You are the proud owner of a restaurant in the future. Think about foods that people would eat in the future such as 3D printed foods, insects, lab-grown meat, genetically modified food, plant-based meat, plant-based milk, edible packaging, vapours, flavoured foams, algae and food with new additives (vitamins, minerals, flavours or preservative).

Create a menu for your restaurant and describe the look, taste, texture and smell of your food. Try and include different dishes e.g. soup, salad, vegetable, meat, dessert and hot and cold beverages.

Restaurant Name: .....

Starters

Name of Dish	Description	Ingredients	Price	Image

twinkl

Design a Future Foods Menu

Main Course

Name of Dish	Description	Ingredients	Price	Image

twinkl

Design a Future Foods Menu

Dessert

Name of Dish	Description	Ingredients	Price	Image

Beverages

Name of Drink	Description	Ingredients	Price	Image

twinkl

Thursday

No one takes me for a walk.

No one gives me dinner.

And no one ever says, "Good dog, Douglas."

Thursday Reading - Words and Visuals

Stories often share a message or moral. What might be the message or moral of 'Broadway Barks'?

Look at the words in this part of the story. Do they match the pictures? Why do you think the author chosen to do this?

Why does the author keep repeating the words, 'no one'?

Letter Formation Worksheet

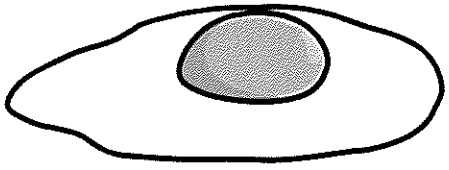
e

My name is _____

Trace over these letters and then try writing your own.

e e e e e e e

All of the following start with the sound **e**.
Can you write the letter **e** to complete the words?



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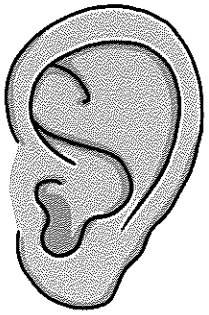
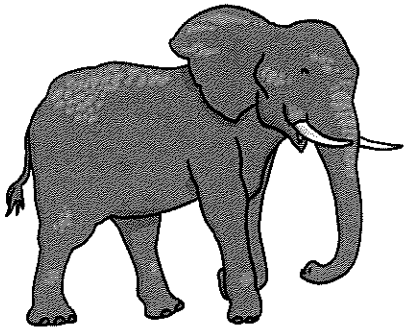
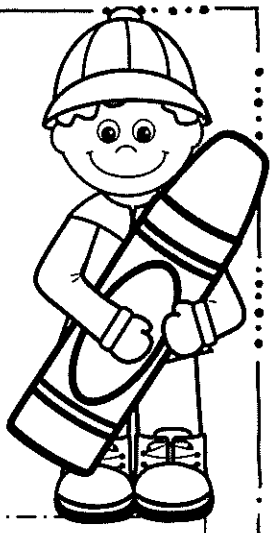




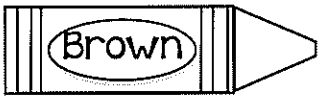
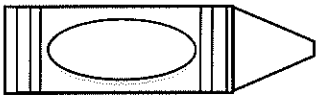
_lephant

Name _____ Long Vowel -ale Word Family

Bright Write



Write each word two times in the correct color. Decide on a different color, and write each word again.

-ale			
bale			
kale			
male			
scale			
whale			

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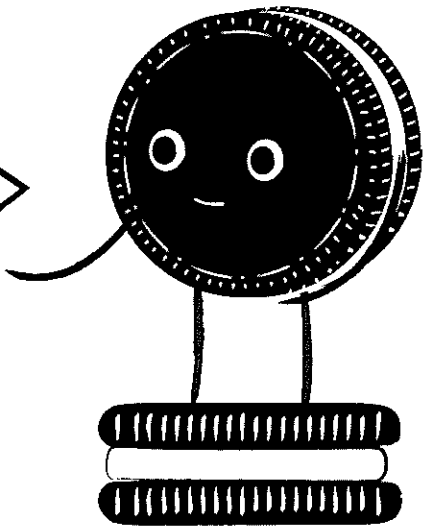
Use this table to practise your personal sight words list.

Type/Write your word	Practise 1	Practise 2	Practise 3

- Writing a -

Persuasive Paragraph

O - State your opinion clearly.
R - Back up your opinion with a reason.
E - Give an example or fact to support your opinion.
O - Restate your opinion.



Task 1 - Thursday

After watching 'Oreo Adventures in Writing Camp', answer the following:

What is an opinion?

What does 'OREO' stand for?

How might this help you to write a persuasive text?

Persuasive Texts – Language

The Language of Opinion

This is used to express a point of view about a topic.

e.g. **I believe** that Red Riding Hood should never have talked to the wolf.

The Language of Sequence

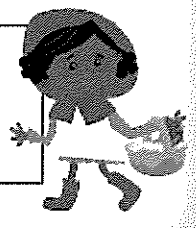
This is used to list reasons in a clear and logical order.

e.g. Firstly, it is not usually safe for children to talk to strangers.

The Language of Cause and Effect

This is used to explain what happens as a result of an event of action.

e.g. Because she talked to the wolf, she found herself in great danger.



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Persuasive Language Activity

Use coloured pencils, or change the font colour, to find the language of opinion, the language of sequence and the language of cause and effect in the following text.

I believe that Jack should never have climbed up the beanstalk.

Firstly, it was very dangerous. If he fell, he could have been badly hurt.

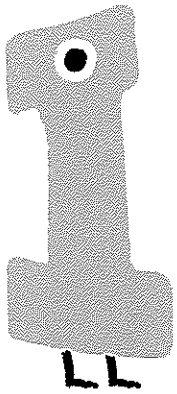
Also, he was using the beanstalk to steal. I feel this is very wrong.

Lastly, Jack should have been spending his time helping his mother.

I think that climbing the beanstalk was a foolish and selfish thing to do.

First Paragraph - Introduction

- State your point of view.
- Tell the reader what your topic is and why.
- Capture the reader's attention by using a rhetorical question.

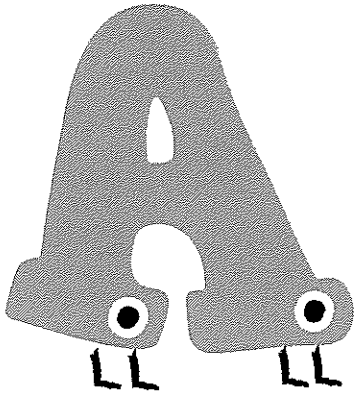


WORDS TO HELP WITH YOUR INTRODUCTION:

HOW WOULD YOU FEEL IF...
I AM WRITING TO PERSUADE YOU TO...
SURELY YOU MUST REALISE...
I STRONGLY BELIEVE THAT...
MOST PEOPLE WOULD AGREE THAT...

Second Paragraph - Argument 1

- Use a strong first argument.
- Support your argument with examples and facts.

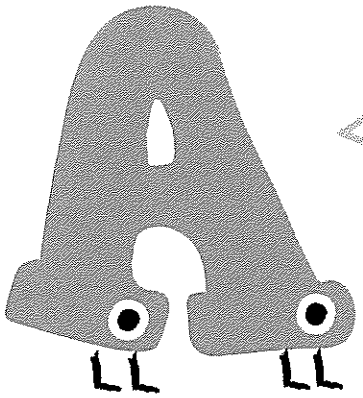


WORDS TO HELP WITH YOUR FIRST ARGUMENT:

FIRSTLY I BELIEVE...
TO BEGIN WITH...
FIRSTLY, IN MY OPINION...
EVERYONE KNOWS THAT...
MY FIRST ARGUMENT IS...

Third Paragraph - Argument 2

- State your second argument.
- Support your argument with examples and facts.

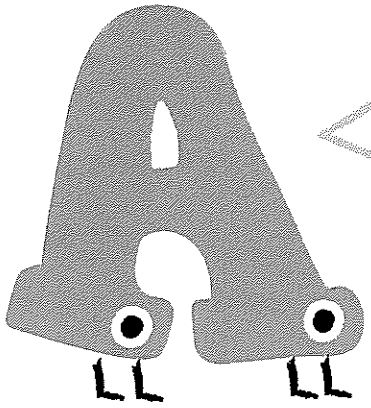


WORDS TO HELP WITH YOUR SECOND ARGUMENT:

SECONDLY, I BELIEVE...
IN ADDITION TO...
ANOTHER REASON THAT....
OTHERS MUST AGREE THAT...
SECONDLY, IT IS CLEAR THAT...

Fourth Paragraph - Argument 3

- State your final argument.
- Support your argument with examples and facts.

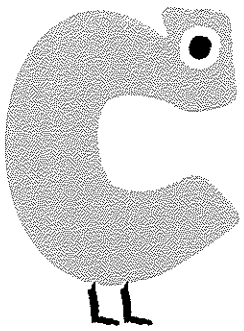


WORDS TO HELP WITH YOUR THIRD ARGUMENT:

THIRDLY, I BELIEVE...
FINALLY, I STRONGLY BELIEVE THAT...
I AM ABSOLUTELY CERTAIN THAT...
WE MUST ACT NOW...
FINALLY, WE MUST REALISE...

Final Paragraph - Conclusion

- Sum up your opinions and arguments.
- End with a final statement to help convince your reader.



WORDS TO HELP WITH YOUR CONCLUSION:

IT IS EASY TO SEE...
IN CONCLUSION, I AM SURE YOU WILL UNDERSTAND...
WE'D ALL BE BETTER OFF IF...
ONE THING I KNOW FOR CERTAIN IS...
IT IS CLEAR THAT...
IN CONCLUSION, WE MUST SEE THAT...
WITHOUT A DOUBT...

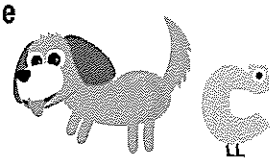
When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.

Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens.

Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can.

Thirdly, dogs are very active. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.

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



After reading the text, can you find any language features of a persuasive text? Write/type them in the table below.

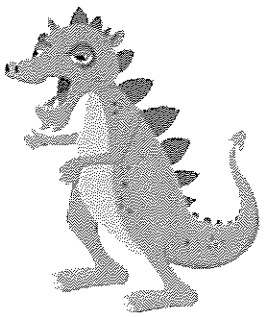
Language of opinion	Language of sequence
Language of cause and effect	Is there anything else you noticed?

Persuasive Language – Review

Choose one topic from the examples below.
Use persuasive language to write one sentence about the topic.

Superheroes Are Brave.

Pirates Are Mean.



Dragons Are Dangerous.

teachstarter

Task 3 - Persuasive Language

Write your sentences here.

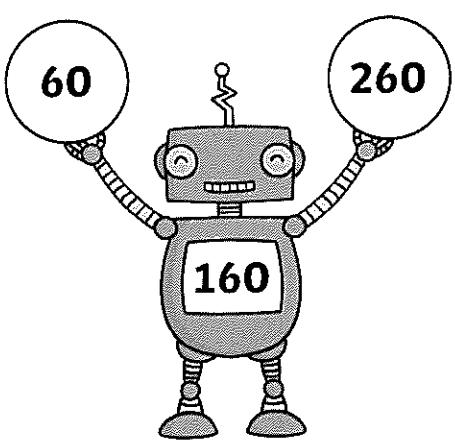
Times Tables worksheet

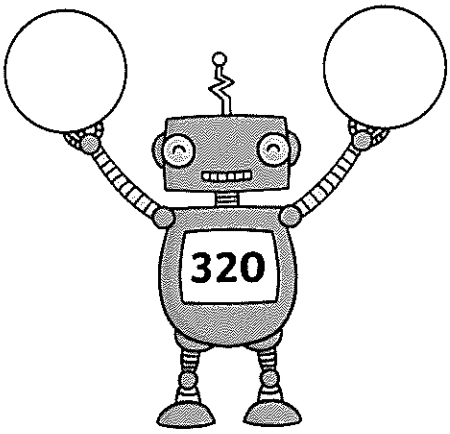
Name:_____

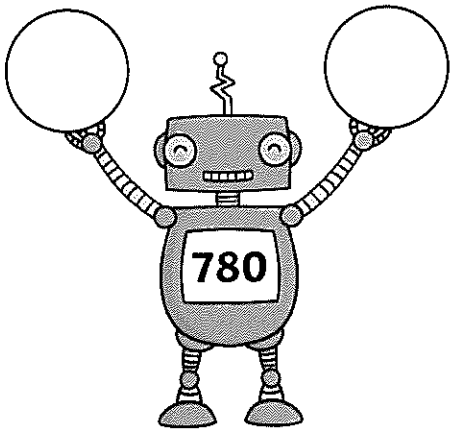
2 x 8=_____	10 x 12=_____
10 x 9=_____	10 x 1=_____
5 x 12=_____	2 x 12=_____
5 x 1=_____	10 x 12=_____
10 x 0=_____	10 x 7=_____
2 x 0=_____	5 x 8=_____
2 x 5=_____	10 x 10=_____
5 x 8=_____	10 x 3=_____
10 x 4=_____	10 x 8=_____
5 x 7=_____	2 x 1=_____
2 x 2=_____	2 x 9=_____
10 x 9=_____	10 x 2=_____
2 x 10=_____	10 x 1=_____
5 x 3=_____	5 x 2=_____
5 x 0=_____	5 x 5=_____
2 x 11=_____	2 x 4=_____
10 x 11=_____	5 x 1=_____
2 x 11=_____	10 x 8=_____
10 x 5=_____	5 x 11=_____
10 x 5=_____	10 x 6=_____

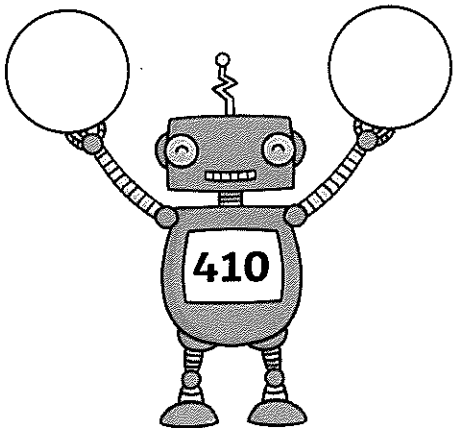
100 More, 100 Less

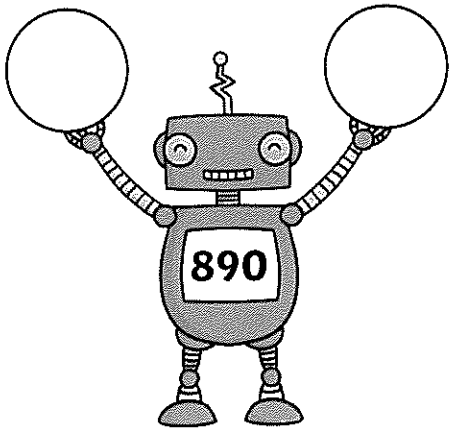
Can you find 100 more than and 100 less than the number in the robot's tummy?

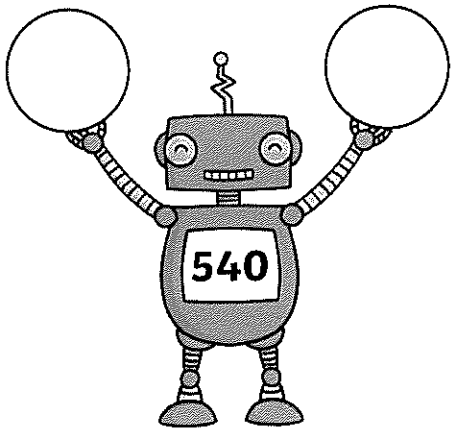


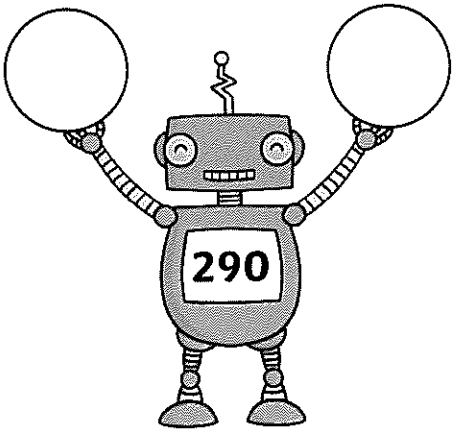


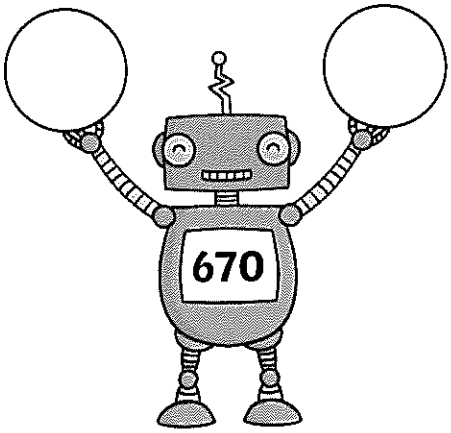


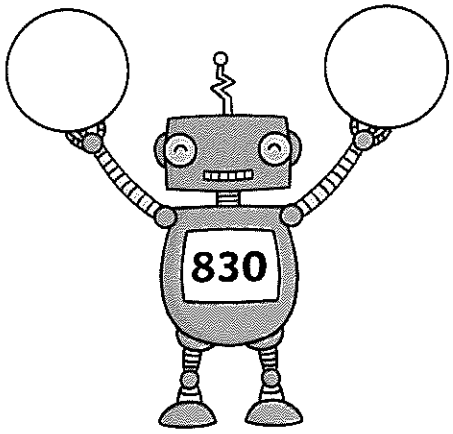






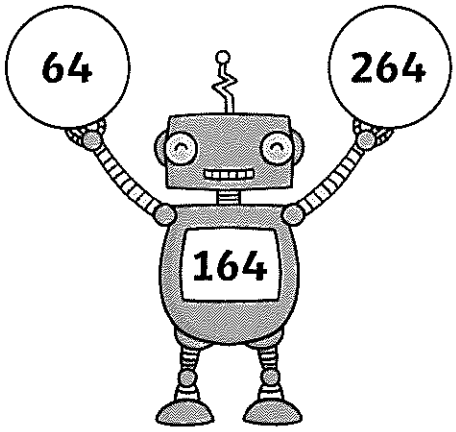


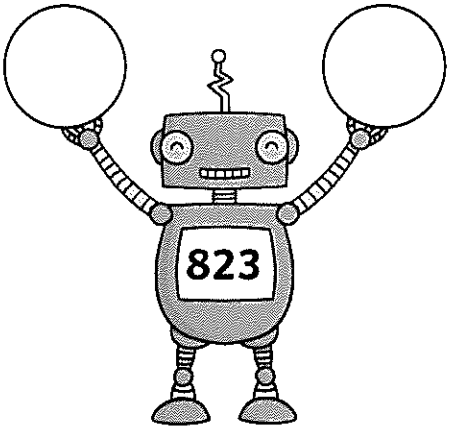


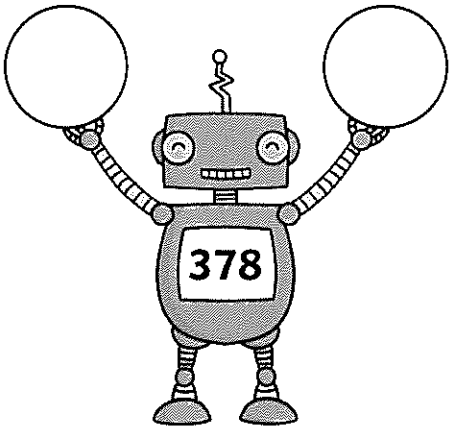


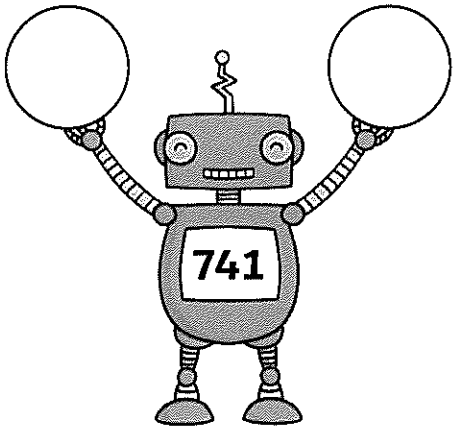
100 More, 100 Less

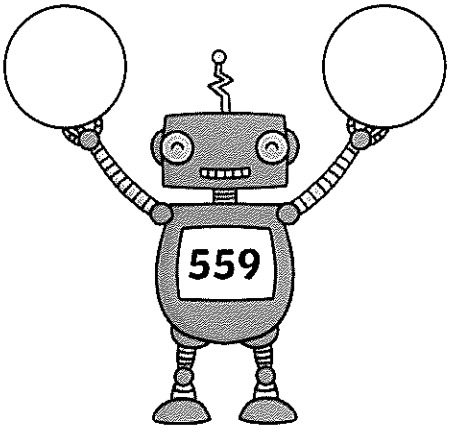
Can you find 100 more than and 100 less than the number in the robot's tummy?

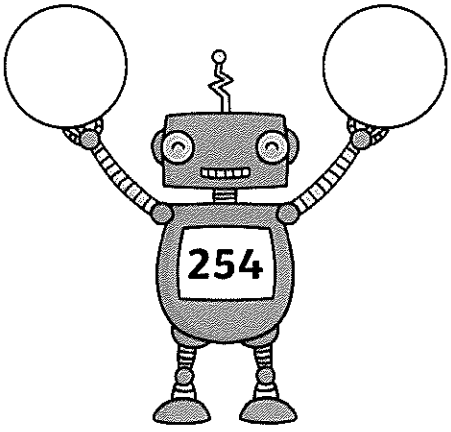


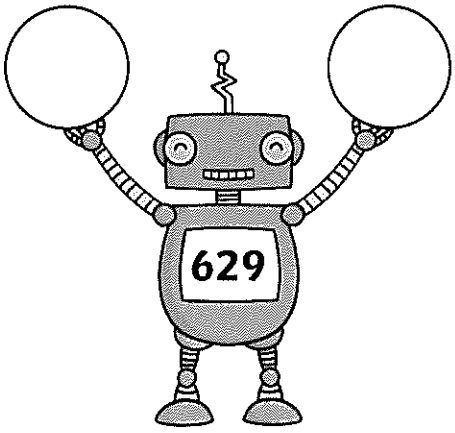


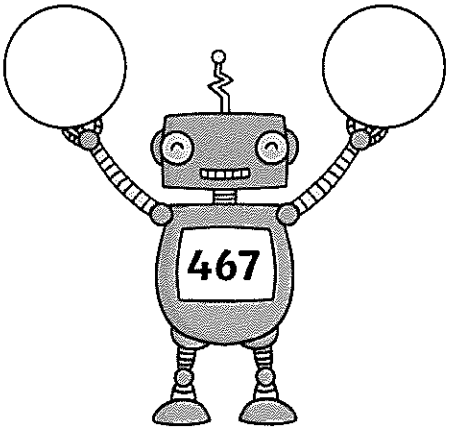


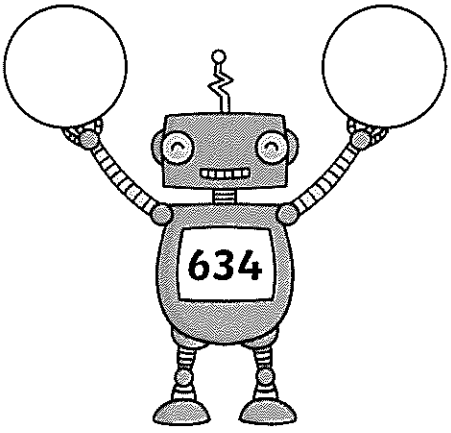






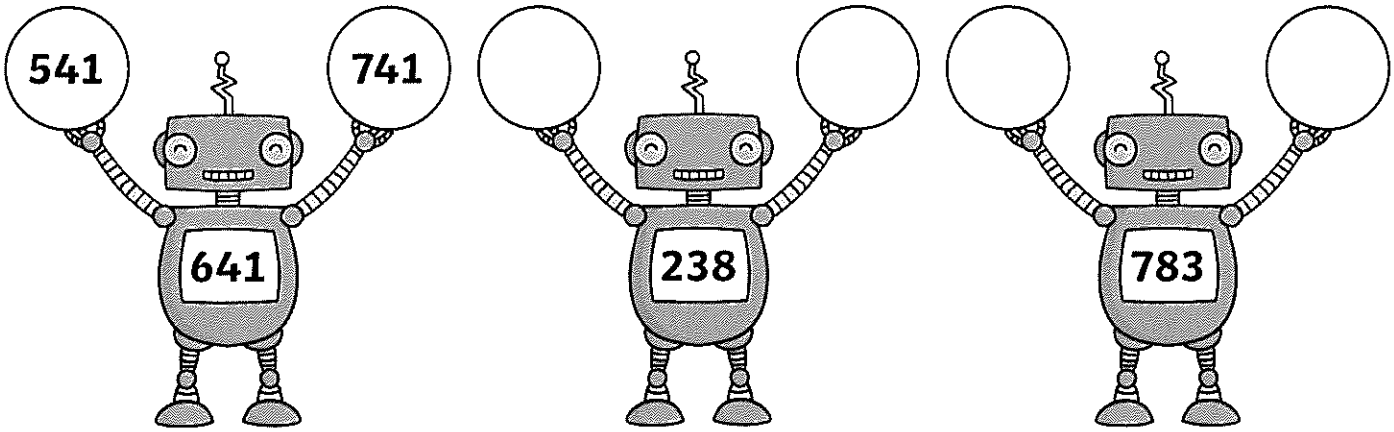




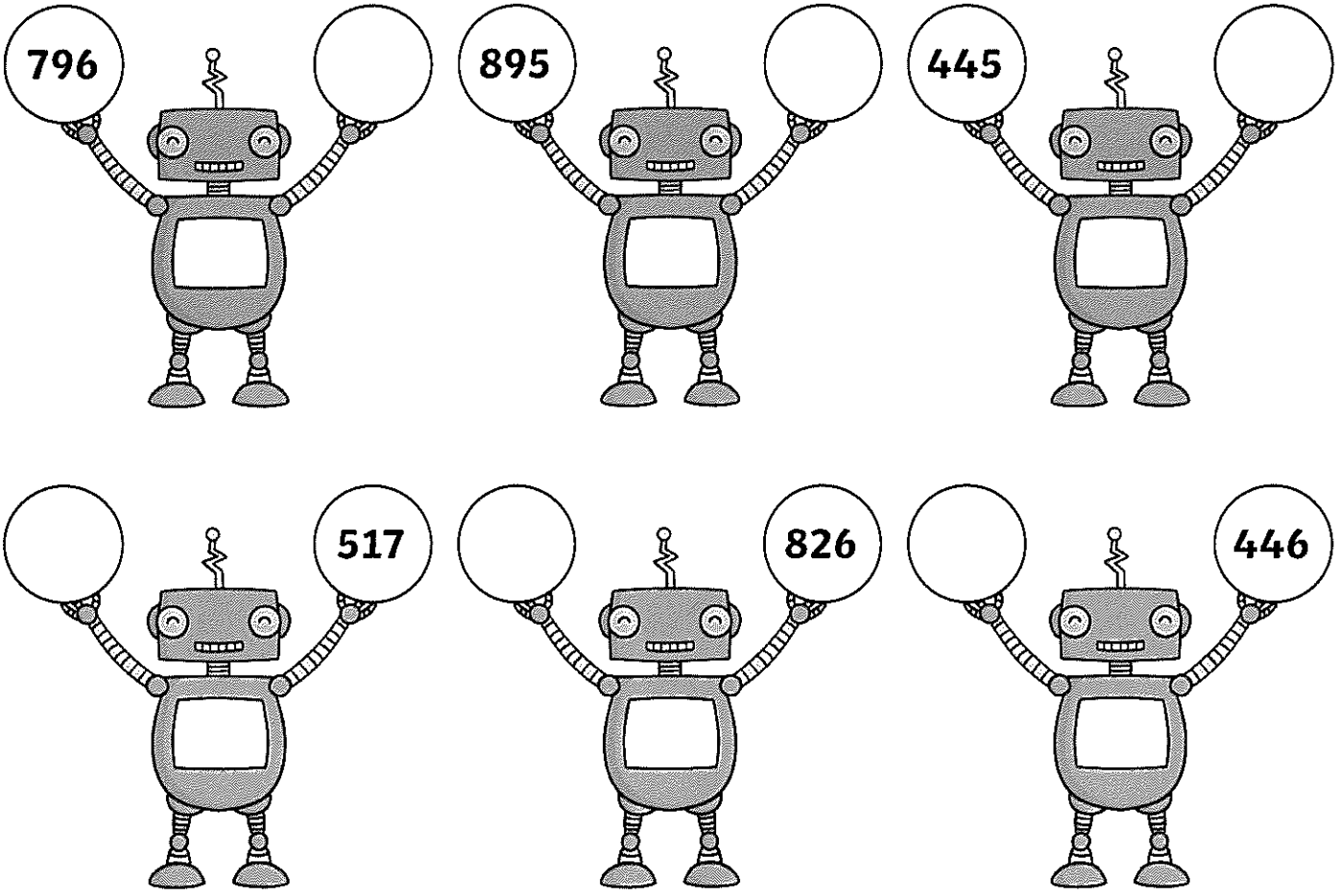


100 More, 100 Less

1. Can you find 100 more than and 100 less than the number in the robot's tummy?



2. Can you find the missing numbers?



Counting on in 100s

Complete the following sequences:

a)	100	200	300	_____	500	_____
b)	700	600	_____	400	_____	200
c)	_____	900	1000	1100	_____	1300
d)	1100	_____	_____	800	700	600
e)	900	_____	1100	1200	_____	1400
f)	_____	1400	1300	_____	1100	1000
g)	800	900	_____	1100	_____	1300
h)	1900	_____	_____	2200	2300	2400
i)	_____	_____	3100	3200	3300	3400
j)	5200	5100	_____	_____	4800	4700

Complete the grid below, counting in 10s and 100s:

10	20	30											
100	200	300											

What do you notice?

Challenge:

Count in 100s as far as you can. What number do you get to?

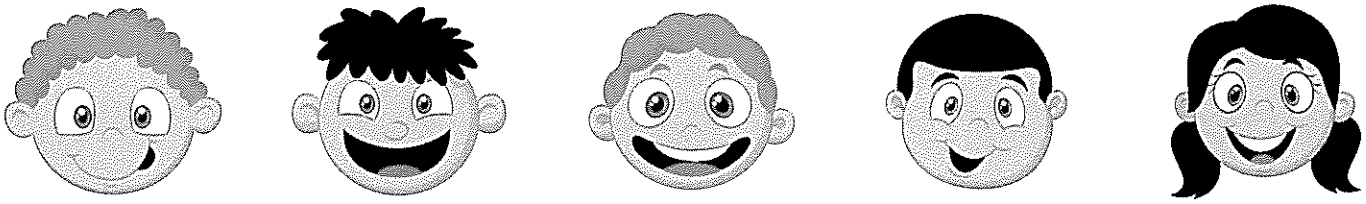
_____

Compare Numbers (1000) Name:

Shown above each child is the number of collector cards they have.
Place the letters A-E to show your answers.

A - Who has the least number of cards?
B - Who has the most number of cards?
C - Who has between 500 and 600 cards?
D - Who has the second most number of cards?
E - Who has one less than 340 cards?

613 208 565 638 339



Circle the largest number in each row. Shade the smallest number in each row.

208	416	312	199
946	109	401	662
499	733	826	813

Write these numbers in order from Smallest to Largest.

625 247 874 980 572 321

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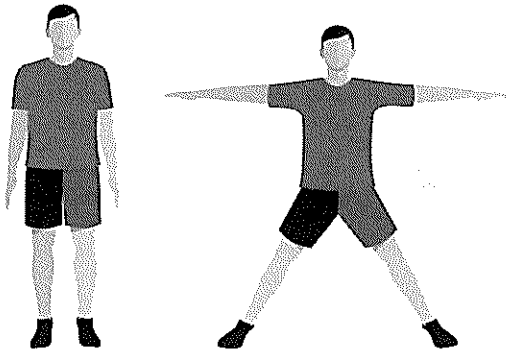
Aerobic fitness

learning to lead

Jumping jack



Key components

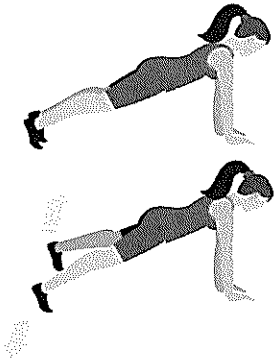
1. Start with feet **facing forward** next to each other, and arms **by the side** of body.
2. Move feet apart (i.e. sideways from body) and arms upward **simultaneously**, then bring arms back down to side when **jumping** feet back into start position.
3. Cushion landing by slightly **bending** knees on impact.

Make it harder: as you jump out, just as you would in a jumping jack, jump so both feet come off the ground as you raise your hands above your head. Land and repeat.

Aerobic fitness

learning to lead

Plank jack



Key components

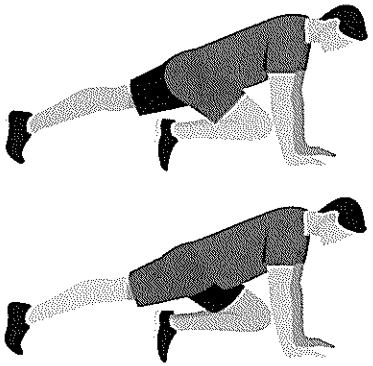
1. Begin in **plank** position, with your hands under your shoulders, body in a **straight line**, and feet together.
2. Like the motion of a jumping jack, **jump your legs wide** and then **back together.**
3. Raise or lower **hips** to maintain a **straight line** from **head to heels** throughout the entire movement.

Make it harder: Make sure you keep your belly button pulled in (core engaged) so you do not let your hips drop.

Aerobic fitness

learning to lead

Mountain climber



Key components

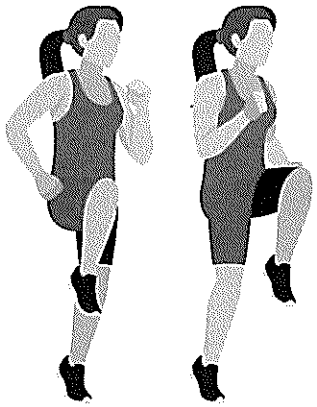
1. Start in **plank** position, with arms extended and hands **under shoulders.**
2. Lift **knee** up until it is near corresponding **elbow.**
3. Place foot back and **alternate** legs
4. Keep **straight line** through head, back and hips during entire movement.

Make it harder: Make sure you keep your belly button pulled in (core engaged) so you do not let your hips drop.

Aerobic fitness

learning to lead

High knee running



Key components

1. Lift your right knee and left arm **high** like you are running.
2. Lift your thigh at least to **parallel** with the ground.
3. Quickly **alternate** sides in a running action **on the spot.**
4. Keep your **head up** and look **straight ahead.**

Make it harder: Pump your arms and legs as quickly as you can. Try to be light on your toes by landing softly. Do not forget to spring off the ground to raise your knees higher.

Aerobic fitness

learning to lead

Bear crawl

Key components

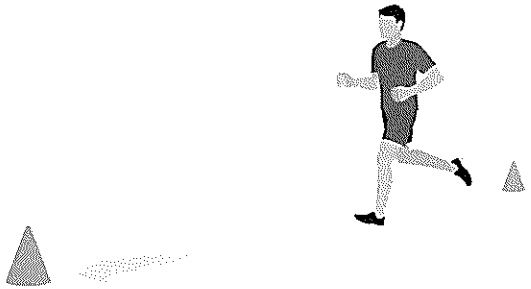
1. Lower body to **'bear position'** (on hands and toes), with hands placed under shoulders.
2. Coordinate movement between arms and legs, and move **right hand** and **left leg** forward simultaneously, then **left hand** and **right leg.**
3. Knees remain **off ground** during crawl.
4. Keep **hips low** so there is a **straight line** from head to heels.

Make it harder: Keep your core stable and try not to rock sideways as you move. Take longer strides and reach as far as you can with your hands.

Aerobic fitness

learning to lead

Shuttle runs



Key components

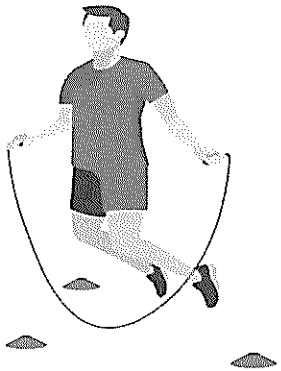
1. Set-up two points **5-10** metres apart or use existing line markings.
2. Run between **2 end points,** placing one foot behind the line before starting the next shuttle/run.
3. Speed up from the line, **using arms** to aid you, and **maintain speed** throughout run.

Make it harder: At each end point, complete 4 body weight exercises (squats, star jumps, lunges etc.) before running back.

Aerobic fitness

learning to lead

Basic jump



Key components

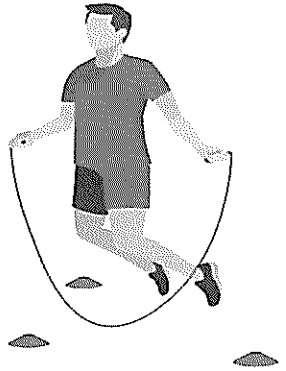
1. Jump on the balls of your feet.
2. Maintain a slight bend in your knees.
3. Only jump a few inches off the ground.
4. Keep an upright body position.

Make it easer: Start by doing two small bounces without the rope i.e. jump whilst practicing the timing for the hands and feet movement.
Make it harder: Try jumping off one foot instead of two and alternate the pattern i.e., add a kick with the other foot.

Aerobic fitness

learning to lead

Shape jumping



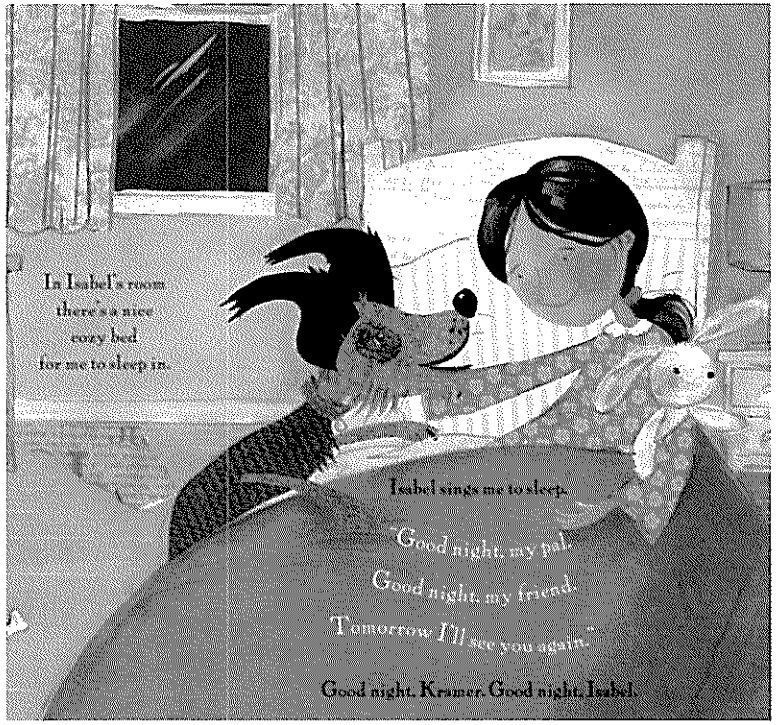
Key components

1. Mark out a shape on the group (you can use crayons, socks, rocks or your imagination).
2. While skipping rope, trace around the outside of the shape.

Make it harder: Complete double unders. Start by jumping higher than you normally do, then swing the rope twice **quickly** under you before you land.

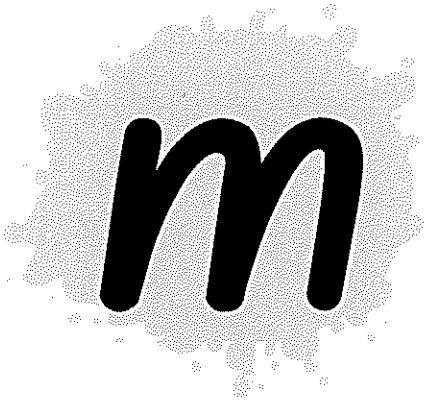
Friday

Friday Reading - Beyond the story.



What do you think might happen to Douglas/Kramer? You can use this page to write or draw your ideas. Can you make a connection with another text or yourself to help you predict what will happen?

Letter Formation Worksheet

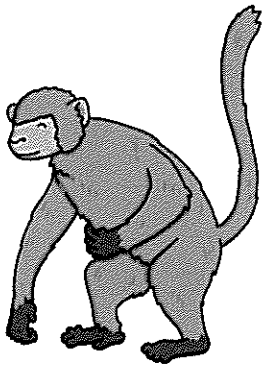


My name is _____

Trace over these letters and then try writing your own.

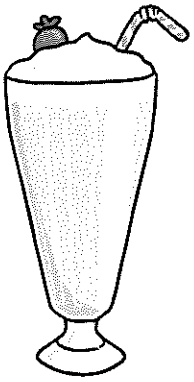
m m m m m

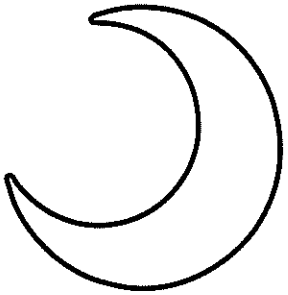
All of the following start with the sound **m**.
Can you write the letter **m** to complete the words?



_onkey

_ilkshake





_oon

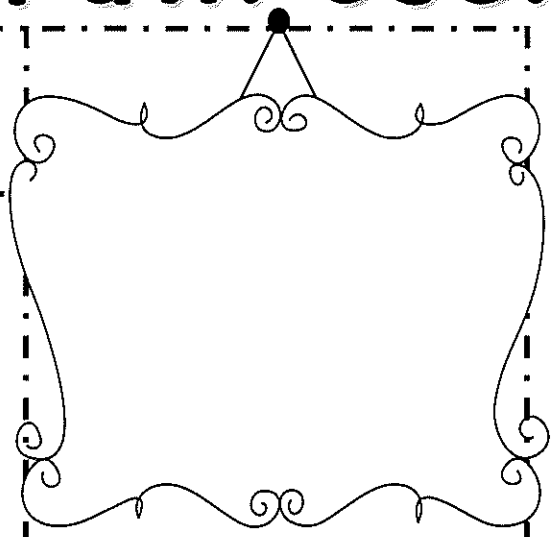
Name _____ Long Vowel -ale Word Family

Read. Write. Draw. Use.

Read it.
bale

Write it.

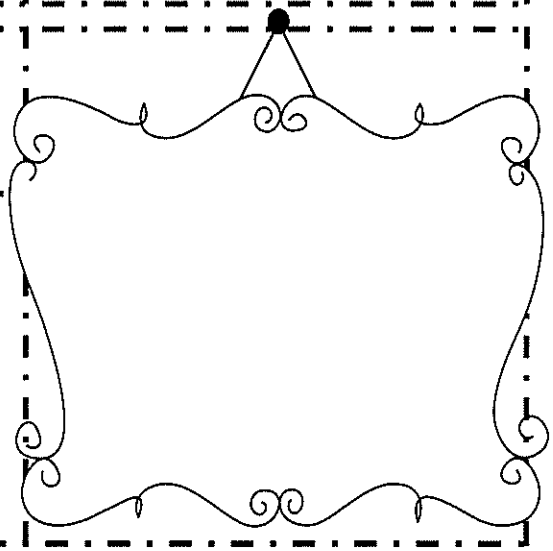
Use it in a sentence.



Read it.
kale

Write it.

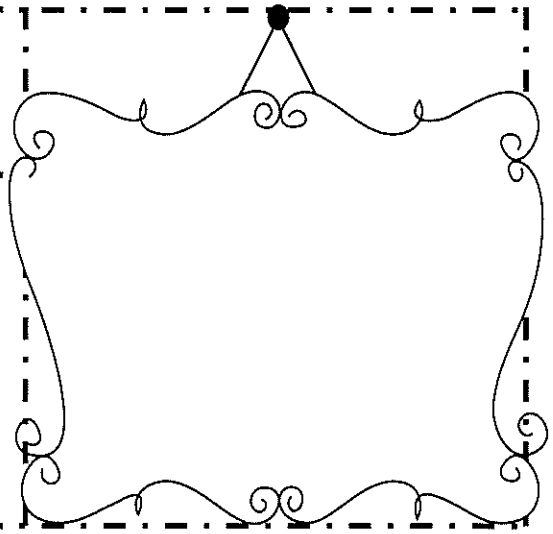
Use it in a sentence.



Read it.
male

Write it.

Use it in a sentence.



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Name _____ Long Vowel -ale Word Family

Read. Write. Draw. Use.

Read it.
scale

Write it.

Use it in a sentence.

Read it.
whale

Write it.

Use it in a sentence.

Read it.

Write it.

Use it in a sentence.

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Name _____ Long Vowel -ale Word Family

Think. Write. Draw. Use.

Think it. | Write it.

Use it in a sentence.

Think it. | Write it.

Use it in a sentence.

Think it. | Write it.

Use it in a sentence.

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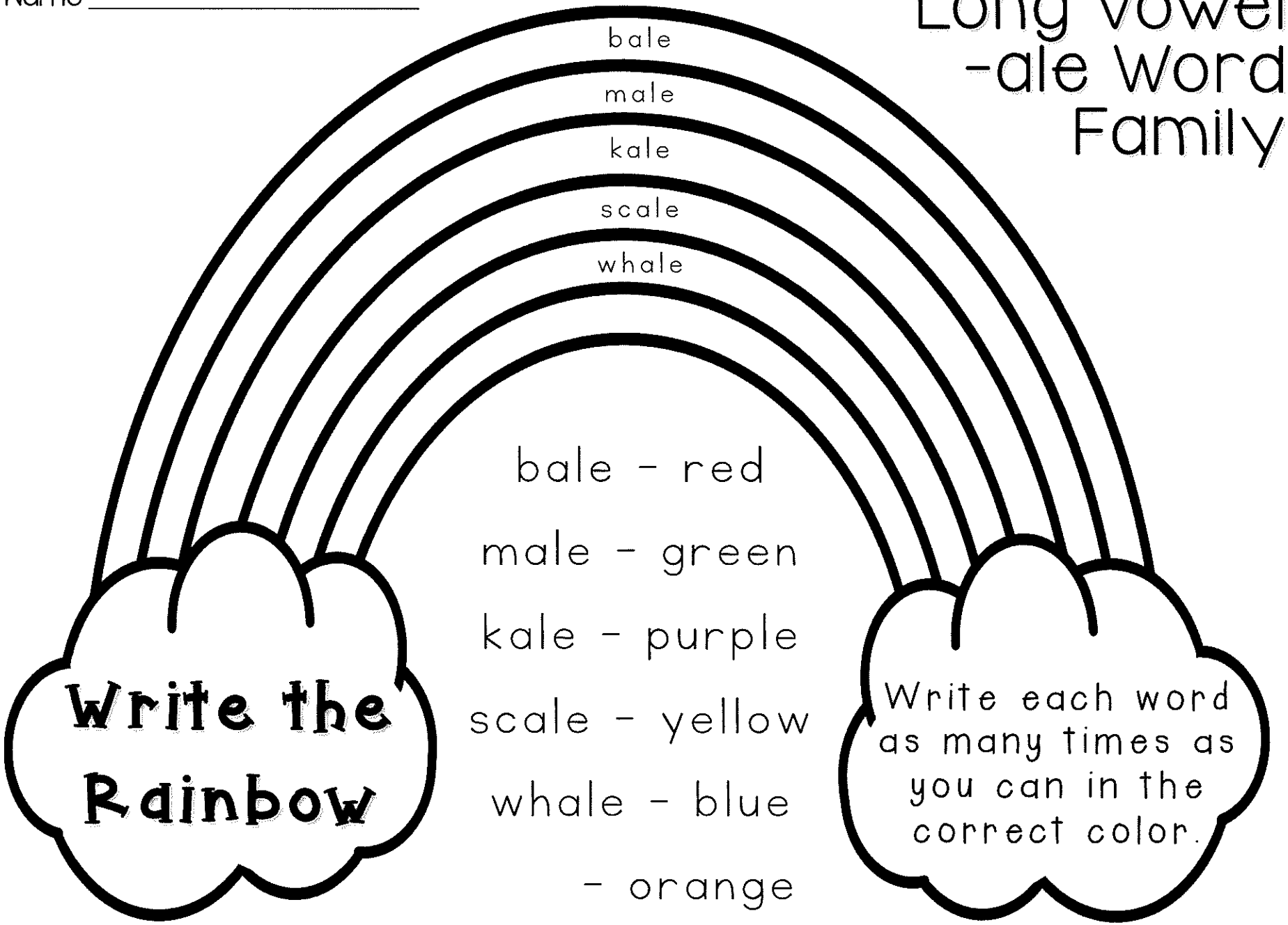
Name _____

Long Vowel -ale Word Family



Use this table to practise your personal sight words list.

Type/Write your word	Practise 1	Practise 2	Practise 3

Strong Words – Example

This girl wants to convince her friend not to litter in the playground.
Do you think sounds very persuasive? Why or why not?

Task 1

Do you think the girl sounds very persuasive? Why or why not?

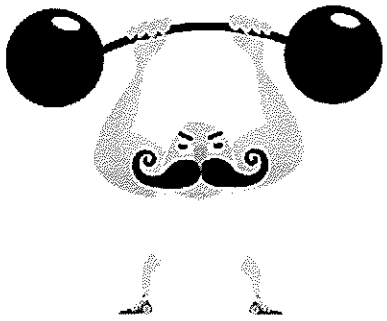
Do you think the boy will be convinced not to litter in the playground? Why or why not?

What might help the girl to persuade the boy to agree with her point of view?

Strong Words Make Strong Opinions

As we have learned so far, persuasive texts present an opinion about a particular topic. When you write a persuasive text, your goal is to convince the reader to agree with your point of view.

The building blocks of any piece of writing are the words you use. If you want your opinion to sound strong and convincing, you need to use strong words. The stronger your opinion sounds, the more likely it is that your reader will listen!



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Strong Words – Example

'Wrong' is not a very strong word. The girl does not sound very convincing. Here are some strong words she could have used. Can you think of any others? Littering is...

thoughtless	offensive
disrespectful	appalling
unacceptable	inconsiderate
careless	**selfish**

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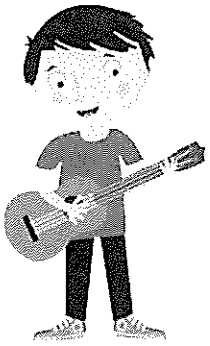
Transforming Sentences With Strong Words

Strong words can transform 'weak' sentences into strong opinions. Here is an example.



Weak sentence:
Children should play a musical instrument because it is **fun.**

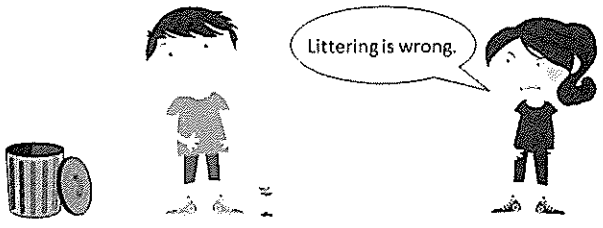
Strong opinion:
Playing a musical instrument is an enjoyable and creative activity and a valuable life skill.

Task 2

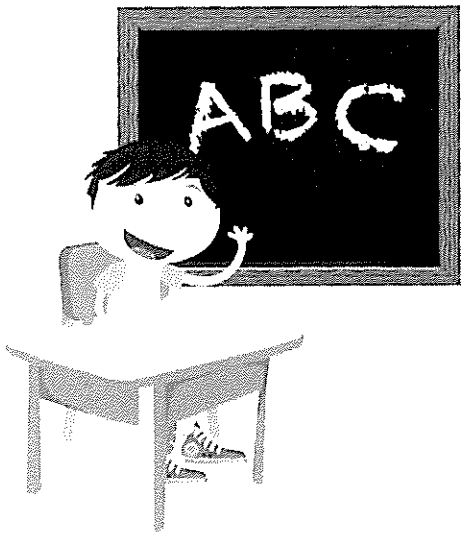
What are some better ways the girl could have expressed her opinion? Write a new sentence using strong words below.

Strong Words – Example

This girl wants to convince her friend not to litter in the playground. Do you think sounds very persuasive? Why or why not?



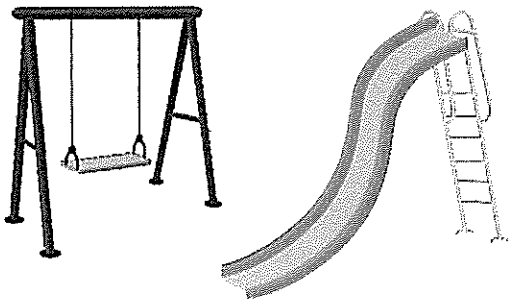
Task 3: Use strong words to transform the following sentences.



Learning is important.

Write/type your answer here.

Task 3: Use strong words to transform the following sentences.



Playgrounds are fun.

Write/type your answer here.

Task 3: Use strong words to transform the following sentences.

Birthdays are special.

Write/type your answer here.

Times Tables worksheet

Name:_____

10 x 7=_____	5 x 7=_____
10 x 8=_____	5 x 10=_____
10 x 12=_____	10 x 1=_____
2 x 10=_____	2 x 2=_____
2 x 8=_____	10 x 9=_____
5 x 9=_____	5 x 12=_____
5 x 2=_____	2 x 5=_____
3 x 10=_____	5 x 3=_____
10 x 11=_____	5 x 6=_____
3 x 9=_____	3 x 8=_____
10 x 0=_____	2 x 9=_____
2 x 6=_____	3 x 0=_____
2 x 0=_____	3 x 6=_____
10 x 2=_____	5 x 0=_____
3 x 11=_____	5 x 4=_____
3 x 7=_____	10 x 6=_____
5 x 1=_____	3 x 12=_____
10 x 3=_____	3 x 2=_____
3 x 1=_____	2 x 12=_____
5 x 5=_____	10 x 10=_____

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Place Value Riddle

Challenge Cards

twinkl

1 Year 2 Place Value Riddle ☆

The number has two digits.

The ones digit is 74 less than 83.

The tens digit is the same as 6 + 3.

2 Year 2 Place Value Riddle ☆

This number has 3 digits.

The ones digit is the same as the tens digit.

The hundreds digit is one more than the tens digit.

The tens digit is less than 1.

3 Year 2 Place Value Riddle ☆

The number has three digits.

There are two numbers the same and they are both odd numbers.

The ones digit is less than 1.

The tens digit is between 2 and 5.

4 Year 2 Place Value Riddle ☆

The number has three digits.

Two digits are the same and they are odd.

The tens digit is less than one.

The ones digit is half of 10.

5 Year 2 Place Value Riddle ☆

The number has three digits.

All the numbers are odd.

The ones digit is the largest possible digit.

The tens digit is 2 less than the ones digit.

The hundreds digit is one more than 0.

6 Year 2 Place Value Riddle ☆

The number has three digits.

The tens digit is less than 1.

The ones digit is the number of sides of a triangle.

The hundreds digit is the same as 10 – 3.

Year 2 Place Value Riddle ☆

Answers

1. 99
2. 100
3. 330
4. 505
5. 179
6. 703

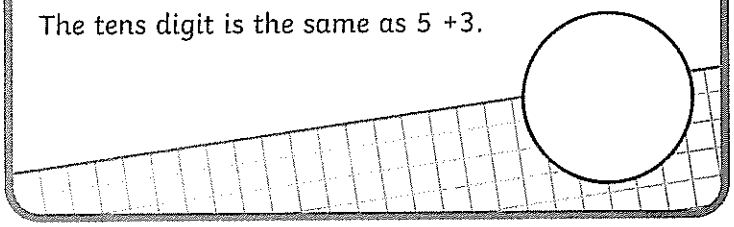
1 Year 2 Place Value Riddle ☆☆

The number has three digits.

The ones digit is 90 – 85.

The hundreds digit is an odd number, which is bigger than 1 but smaller than 4.

The tens digit is the same as 5 +3.

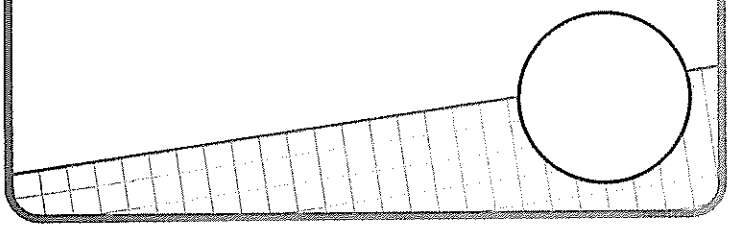


2 Year 2 Place Value Riddle ☆☆

The number has two digits.

The ones digit is 83 – 74.

The tens digit is the same as 6 + 3.



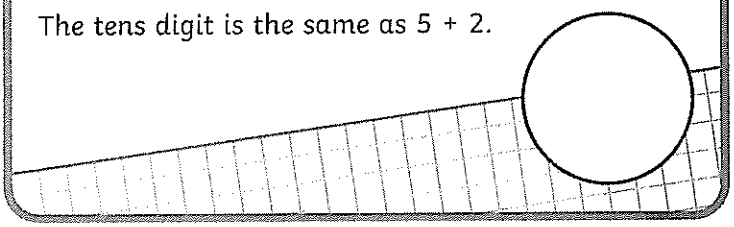
3 Year 2 Place Value Riddle ☆☆

The number has three digits.

The ones digit is 41 – 32.

The hundreds digit is an even number, which is bigger than 2 but smaller than 5.

The tens digit is the same as 5 + 2.



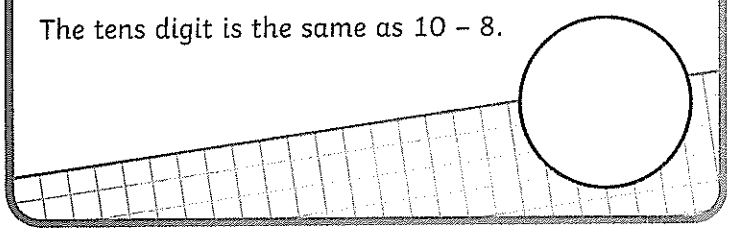
4 Year 2 Place Value Riddle ☆☆

The number has three digits.

The ones digit is 25 – 17.

The hundreds digit is an even number, which is bigger than 4 but smaller than 7.

The tens digit is the same as 10 – 8.



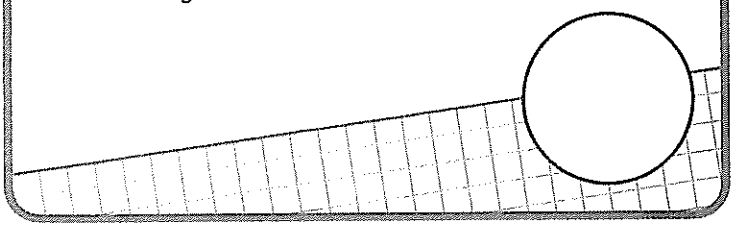
5 Year 2 Place Value Riddle ☆☆

The number has three digits.

The hundreds digit is double the tens digit.

The ones digit is 3 more than the hundreds digit.

The tens digit is 1 more than 0.



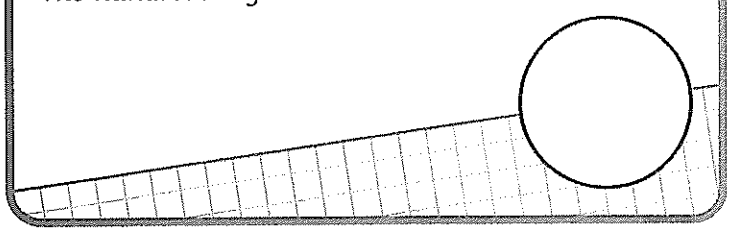
6 Year 2 Place Value Riddle ☆☆

The number has three digits.

The ones digit is 4 less than the tens digit.

The tens digit is the largest possible digit.

The hundreds digit is 25 - 16.

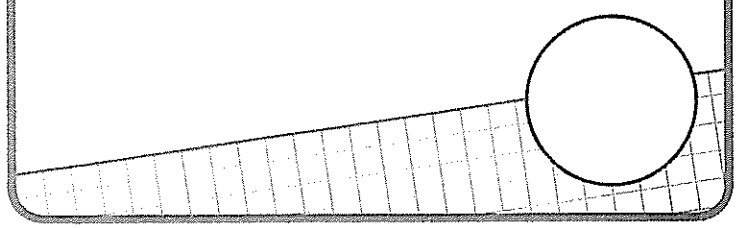


7 Year 2 Place Value Riddle ☆☆

The number has four digits.

The hundreds, tens and ones all have the same number and it is less than the thousands digit.

The thousands digit is 1 more than 0.



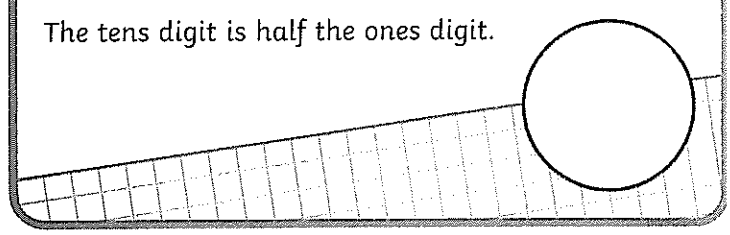
8 Year 2 Place Value Riddle ☆☆

The number has three digits.

The ones digit is double 4.

The hundreds digit is an even number bigger than 5 but smaller than 7.

The tens digit is half the ones digit.



Year 2 Place Value Riddle ☆☆

Answers

1. 385
2. 99
3. 479
4. 628
5. 215
6. 995
7. 1000
8. 648

1 Year 2 Place Value Riddle ☆☆

The ones digit is 91 – 82.

The hundreds digit is an odd number, which is bigger than 1 but smaller than 4.

The tens digit is the same as 3 x 3.

2 Year 2 Place Value Riddle ☆☆☆

All the digits are even.

The hundreds digit is double the ones digit.

The ones digit is double the tens digit.

The tens digit is 1 more than 1.

3 Year 2 Place Value Riddle ☆☆☆

The tens digit is less than the hundreds digit.

The ones digit is more than the hundreds digit and is an odd number.

The hundreds digit is 1 more than 0.

The ones digit is 114 – 107.

4 Year 2 Place Value Riddle ☆☆☆

The tens and ones digits are even numbers.

The tens digit is one more than the hundreds digit.

The hundreds digit is 1110 – 1105.

The ones digit is double 1.

5 Year 2 Place Value Riddle ☆☆☆

Not all the digits are even.

The tens digit is the largest possible digit.

There are 0 ones in this number.

The hundreds digit is even and half of 8 and double 2.

6 Year 2 Place Value Riddle ☆☆☆

There are two odd numbers that are the same and two even numbers that are the same.

The thousands digit is more than the hundreds digit.

The tens digit is 1 more than the ones digit.

The hundreds digit is the same as the ones digit.

The ones digit is 1 less than 1.

Year 2 Place Value Riddle ☆☆☆

Answers

1. 399
2. 824
3. 107
4. 562
5. 490
6. 1010

Visual Language

Authors use words to tell stories and share their ideas. Words are the tools they need to do this job.

Did you know that artists also like to tell stories and share ideas? Instead of using words, they use tools such as lines, shapes and colours to express their thoughts or send a message to us. These tools are part of a visual language.

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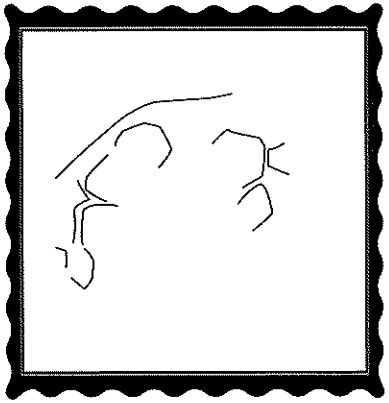
What is Line?

Line is a dot that keeps going.

It is one of the most basic elements of art.



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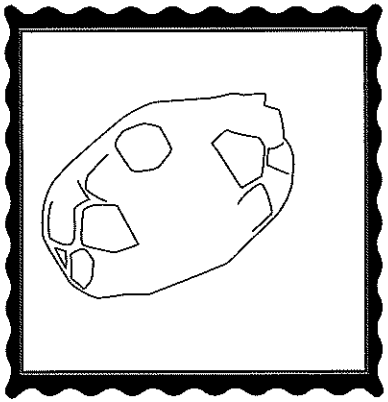
What is Line? (Cont.)

A line may connect with other lines to form shapes…



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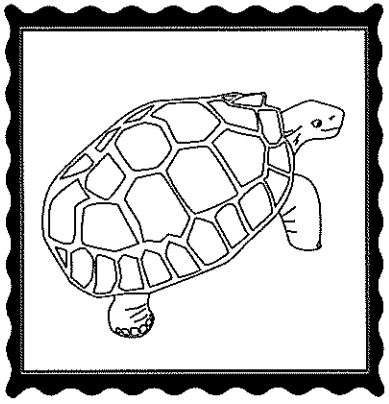
What is Line? (Cont.)

…which then become parts of a work of art.



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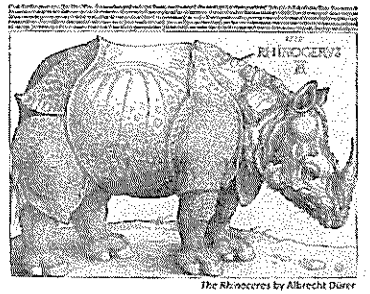
How is Line Used?



The Rhinoceros by Albrecht Dürer

Lines usually show the outline or edges of an object. However, lines can be used in many other ways too.

In this artwork, look closely at the skin of the rhinoceros.

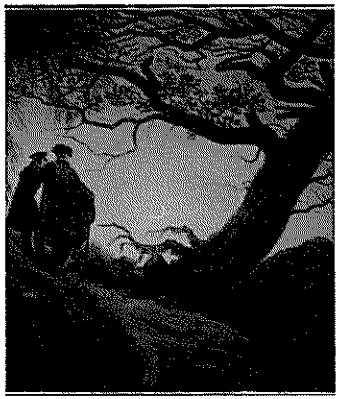
What do you think the skin feels like?
How does the artist help you imagine the texture?

Leading Lines

Sometimes artists use line to lead our eyes to certain places.

Where do your eyes keep wanting to go in this painting?

Do you think this artwork was painted in modern times? Why or why not?



Two Men Contemplating the Moon by Caspar David Friedrich

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Implied Lines

Some lines are more easily seen than others. Sometimes the lines are hiding! These special hidden lines are called 'implied' lines. Can you find some implied lines in this sketch?

Figure drawing by Edward Hopper

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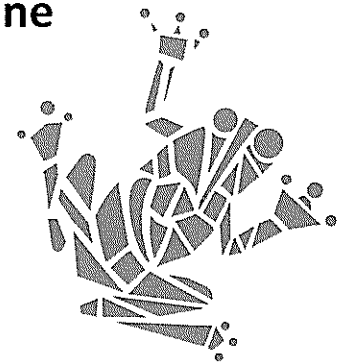
Another Way to Imply Line

Sometimes shapes can come together to form lines.

Where are the implied lines in this picture?



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Lines to Show Feelings

Why do we make art? We make art to communicate.

Sometimes we can show feelings by choosing to use particular types of lines.

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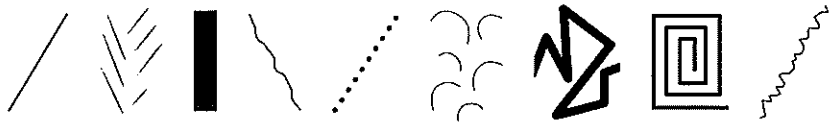
Lines to Show Feelings – Group Activity

Imagine feeling 'angry.' If you had to draw a line to show that feeling, what would it look like? Everybody expresses themselves in their own way.



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Line Types

Look closely at this artwork.
What materials did the artist use?

Many of these lines are easy to see.
What types of lines can you find?
E.g. straight, curved, or dotted etc.

Arles. View from the Wheat Fields by Vincent van Gogh

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Line Types – Activity

Think of as many words as you can to describe lines.

Write them here:

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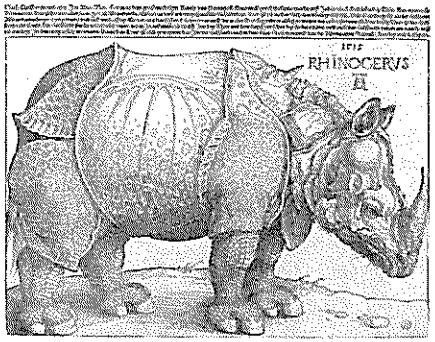
Patterns, Patterns Everywhere!

Lines may mix together to form interesting patterns.



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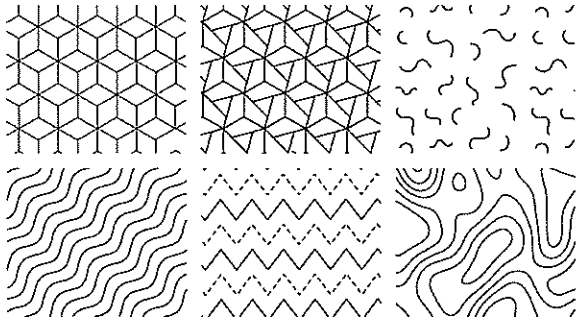
Patterning Activity

Use different types of lines to make patterns on the *Patterning Guide Template.*



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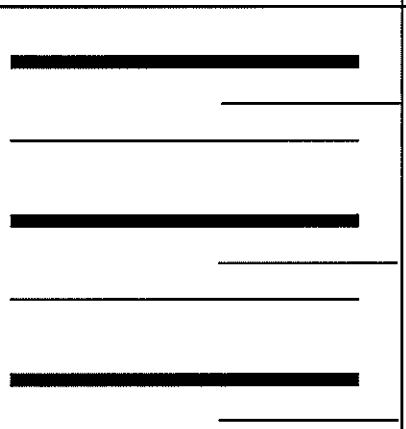
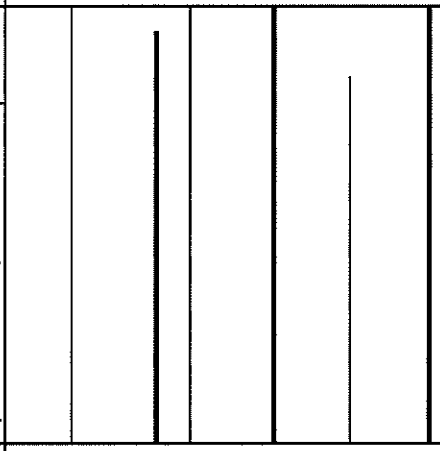
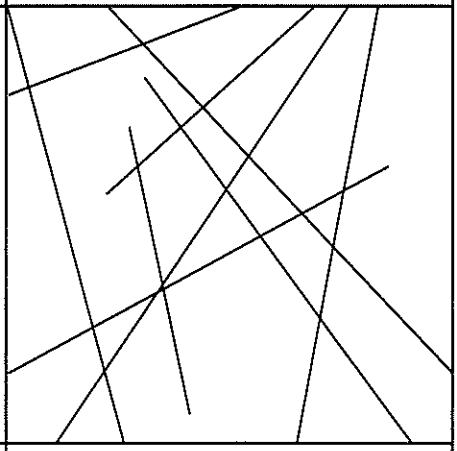
Name: _____ Date: _____

Patterning Guide

Draw patterns using the following types of lines. The first three have been completed for you.

Horizontal Lines	Vertical Lines	Diagonal Lines
		
Straight Lines	**Zigzag Lines**	**Spotty Lines**
Thick Lines	**Thin Lines**	**Curved Lines**

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Name: _____ Date: _____

Curly Lines	Long Lines	Short Lines

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Visual Art Instructions - Pattern to Picture

Patterns, Lines and Feelings.

Authors use words to tell stories and share their ideas. Words are the tools they need to do this job.

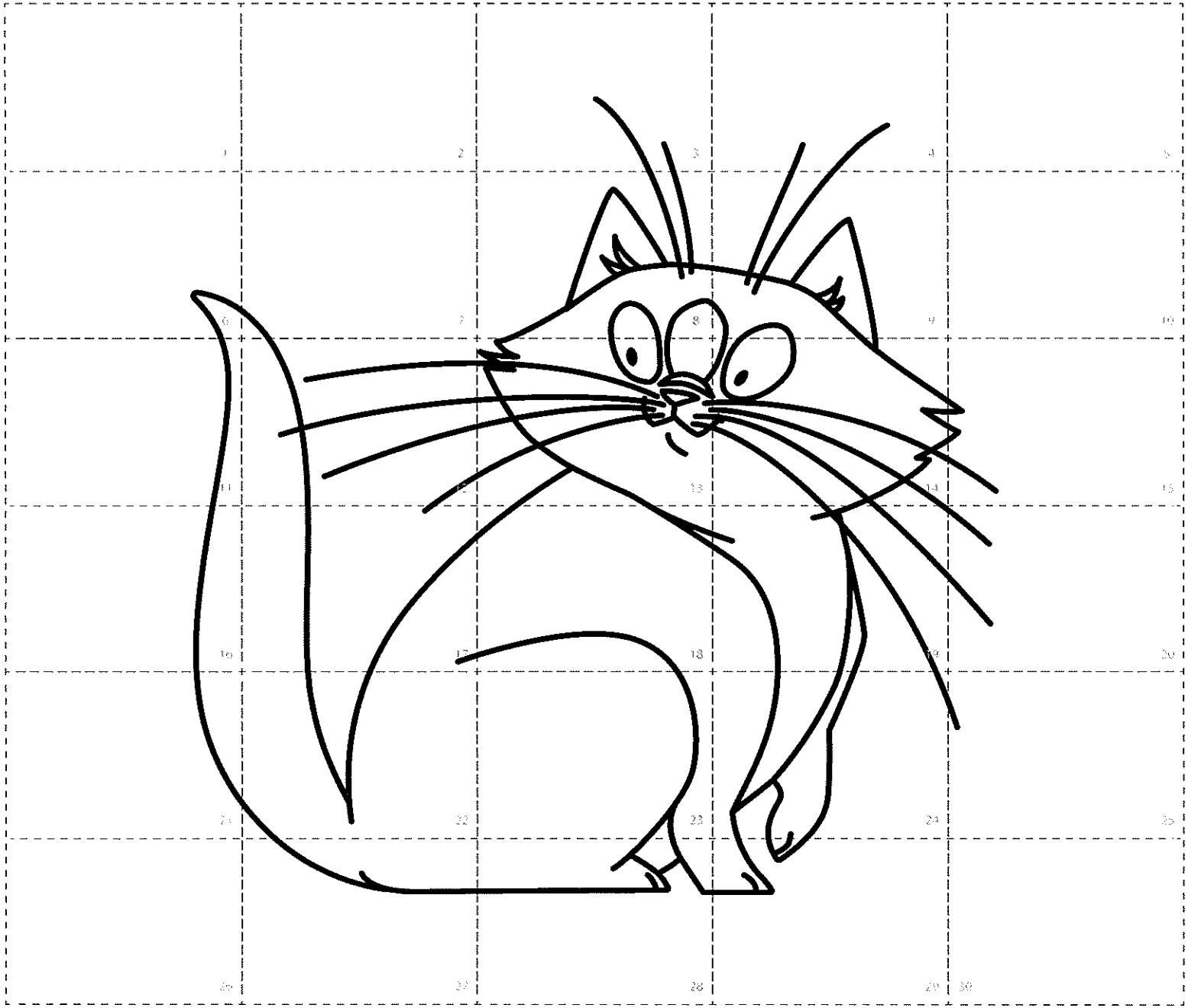
Did you know that artists also like to tell stories and share ideas? Instead of using words, they use tools such as lines, shapes and colours to express their thoughts or send a message to us. These tools are part of a visual language. In today's activity, we are going to use lines and patterns to complete our artwork. Make sure you have read through today's PPT first.

You will need:

- The Pattern to Picture Template (Or draw your own picture and cut it out in the same way).
- Coloured pencils, textas, markers or paint.
- Scissors
- Glue (optional)

What you will do:

1. Cut along the dotted lines.
2. Create a different pattern on each square. Use as many colours as you like but remember to do your best work. And think about the elements of pattern as were discussed in the PPT.
3. Once you have created a pattern on each square, try putting your artwork back together like a puzzle. You might like to stick them onto a piece of paper or construction paper to make this easier for you. Once completed, take a picture and send it to your teacher.



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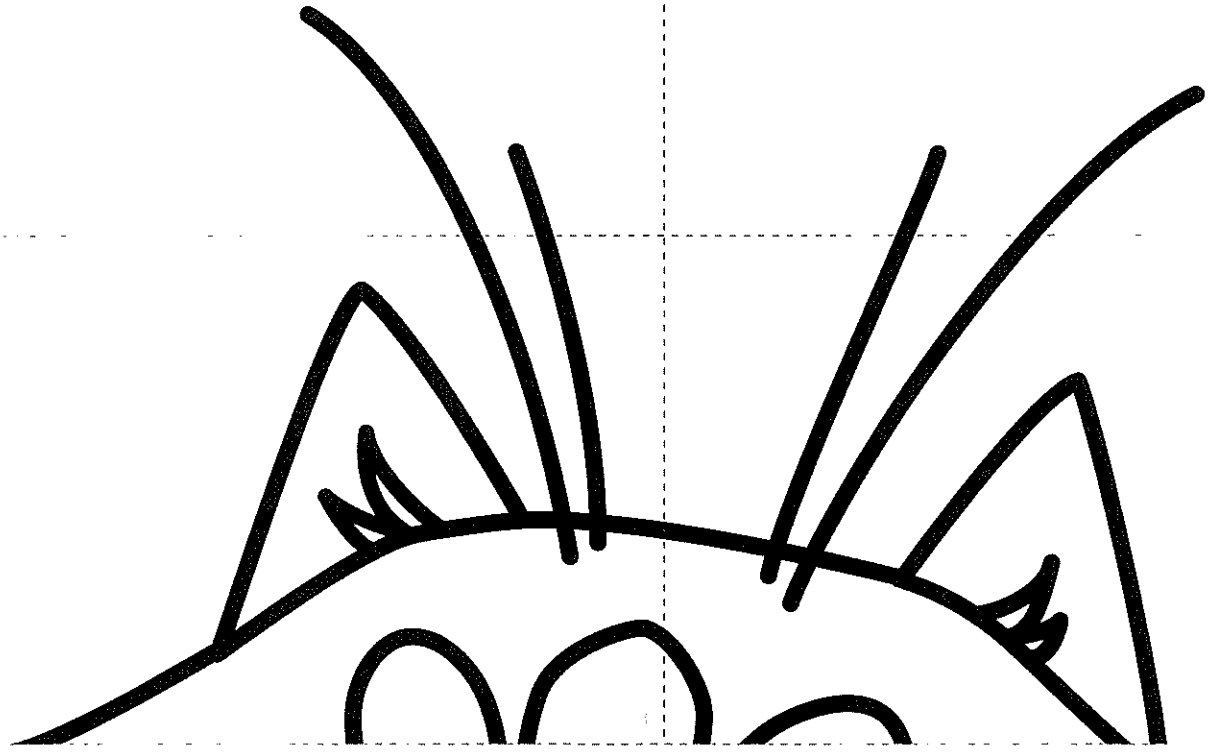

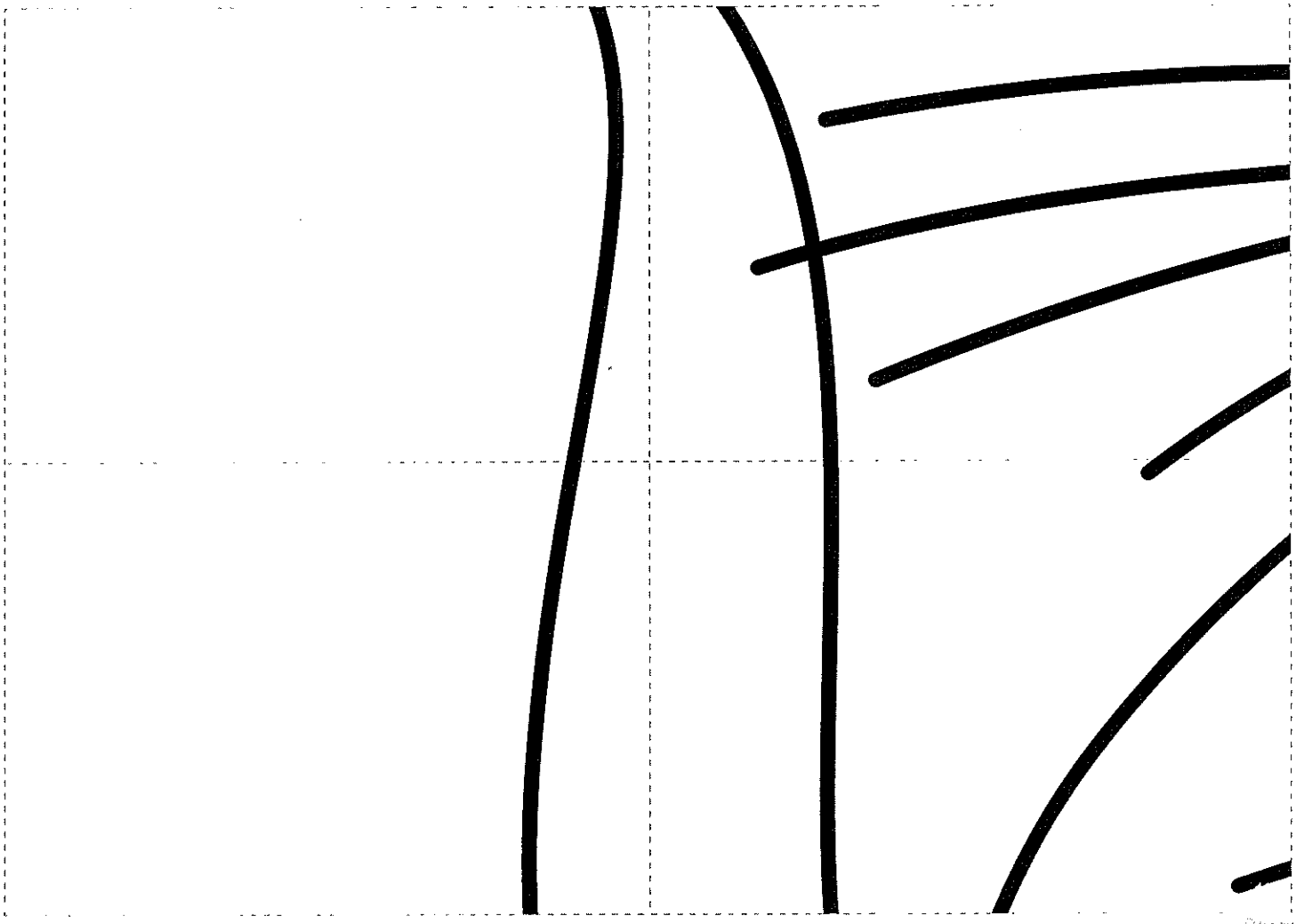

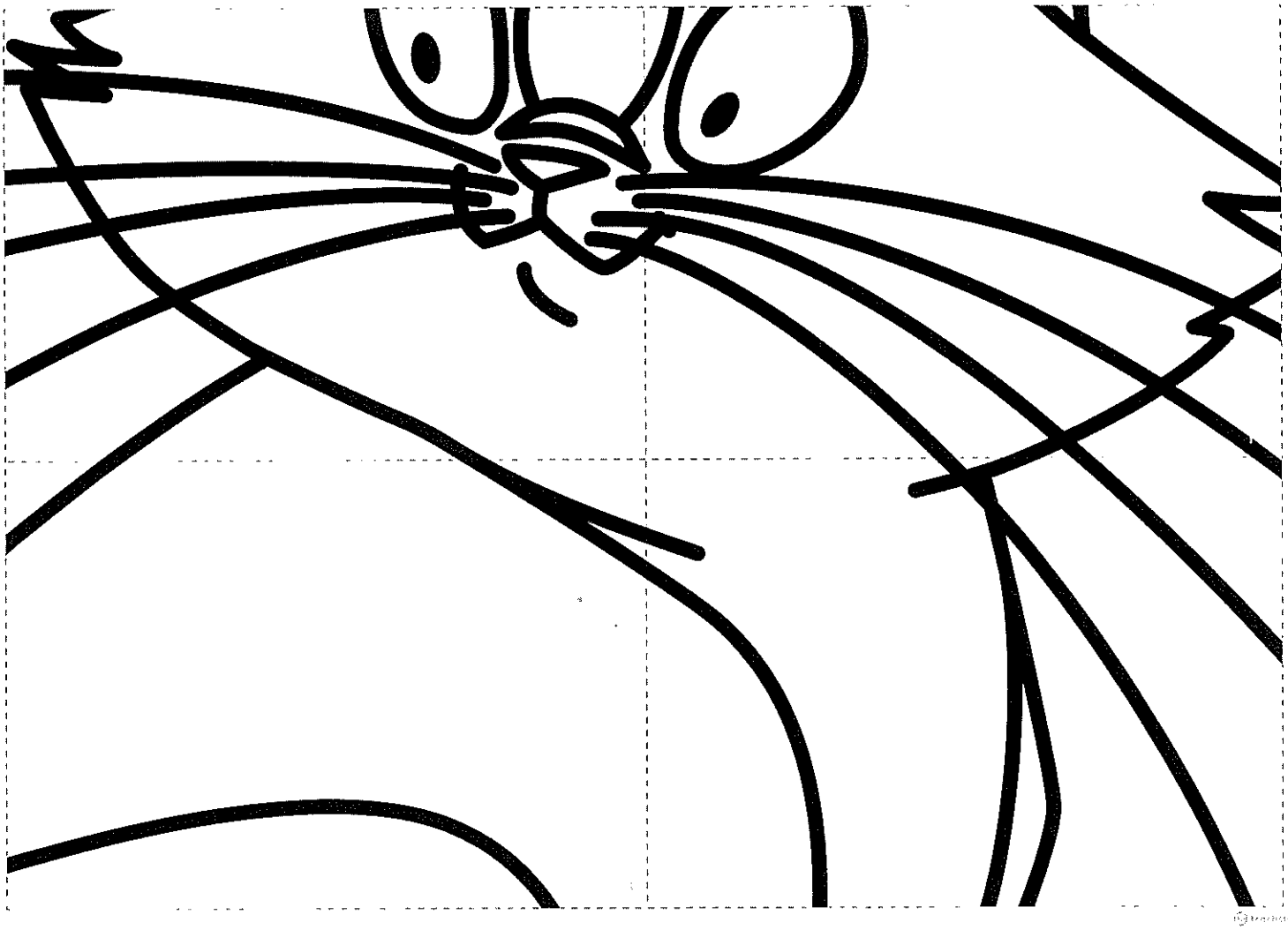

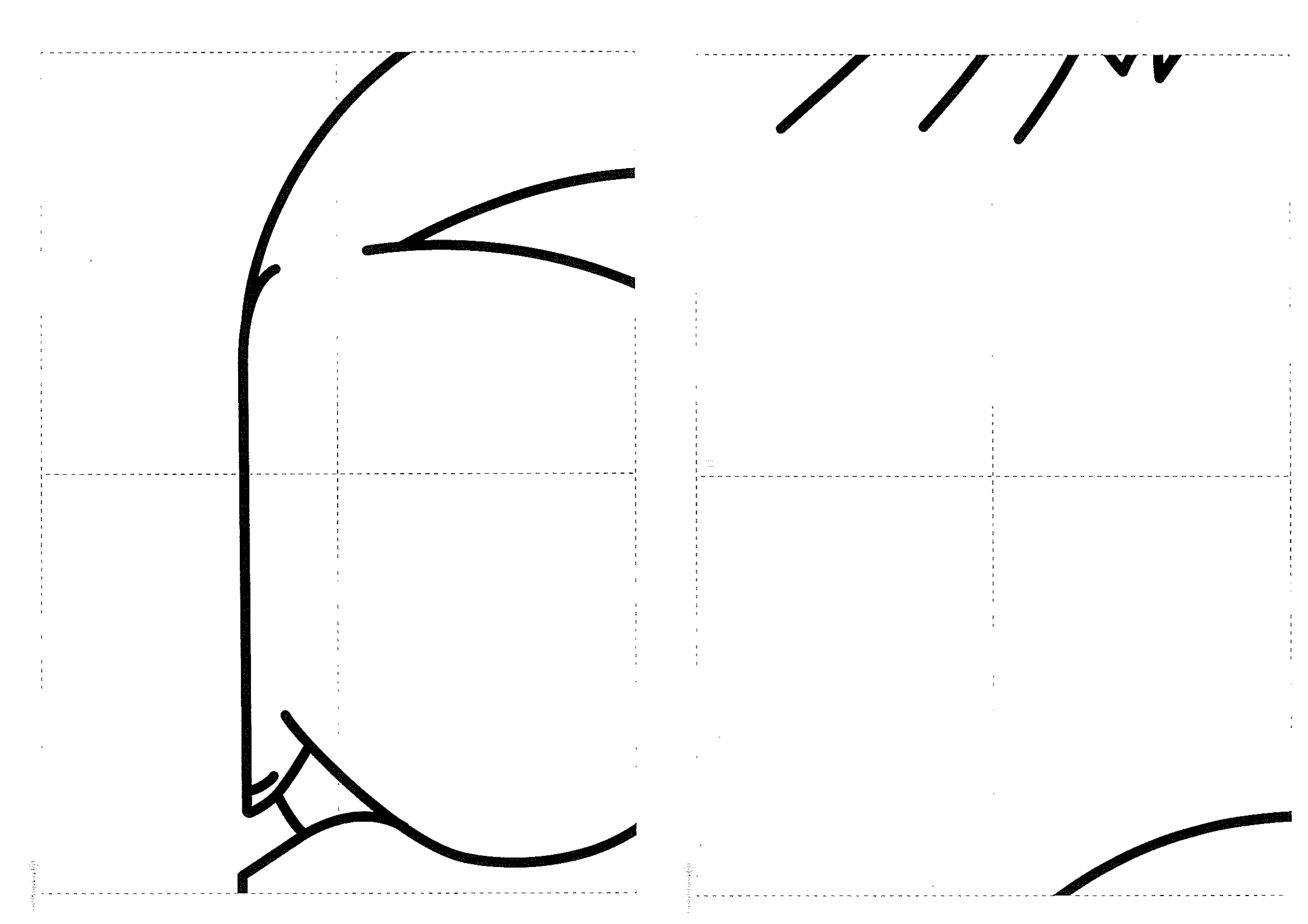

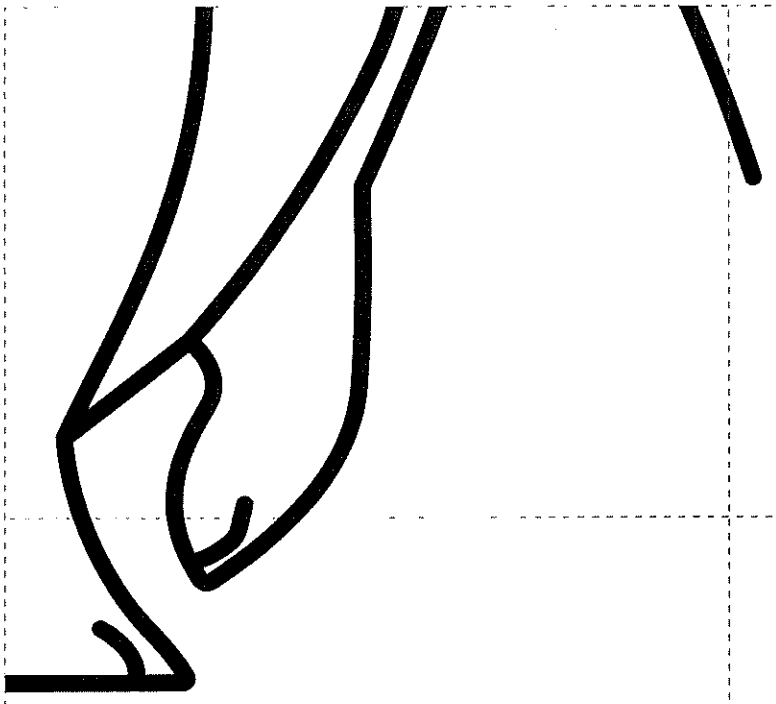

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