

Learning From Home

2021

Term 3

Week 7

Stage 2
Wed - Fri

Wednesday

To the Editor

Dear Editor,

I am writing to request that our local council reconsider their heartbreakng decision to cancel the annual Family Fun Day. The Family Fun Day raises much-needed funds for our town, creates a strong sense of community among the residents and allows our local children to showcase what they have been working so hard on at school throughout the year.

Firstly, our wonderful Family Fun Day provides vital funds for our local community. All the money raised by the volunteers on the day goes towards funding local projects. We were desperately hoping to have those funds this year to pay for equipment at Huckle Finn park to be repaired.

Secondly, the Family Fun day creates a lovely atmosphere where local families and residents can get together to meet, mingle and make connections. If this fabulous opportunity for our community is cancelled, we will surely feel a terrible disconnect within our neighbourhood.

Finally, our local school students work tirelessly throughout the school year, and they absolutely love showing off their work at the Family Fun Day. There is a constant stream of families coming to the school tents, where the students are proudly showing off their work. How could you possibly take that wonderful moment away from those children?

You must reconsider your disappointing decision to cancel the Family Fun Day. We need this important day to raise funds for crucial community projects, create opportunities for our residents to connect with each other, and show our children that we value the schoolwork they have been working on throughout the year. We want our Family Fun Day back!

Kind regards,

Chris Karras

Name: _____

Date: _____

Family Fun Day

1. Why is Chris Karras writing to the editor of this magazine?

2. What three reasons does Chris provide in his introduction to support his view?

3. Write the sentence that uses alliteration to capture the reader's attention.

4. Define these descriptive and emotive words used in the letter.

a) vital: _____

b) mingle: _____

c) constant: _____

5. Why do you think the Family Fun Day was cancelled? Give reasons for your answer.



first

firstly

second

secondly

then

after that

last

finally

lastly

**after several
minutes**

Persuasive Argument Paragraph

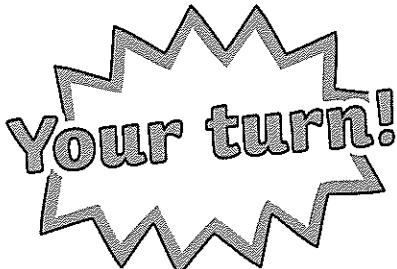
To write a persuasive argument paragraph, you need to include the following things:

- **sequence word** 
- **restate your point of view with your reason** 
- **back up your reason with evidence** 

Highlight each of these in the example paragraph below, then have a go at writing your own argument paragraph.

Example

Firstly, summer is the best season for spending time outside. The weather is warm and sunny and perfect for visits to the beach or for swimming in a pool. You might also like to go for a bike ride or play outside in the sunshine.



4 Times Table Activities

Count in 4s and colour in the grid:

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Work out these answers:

a) $4 \times 4 =$ _____

b) $3 \times 4 =$ _____

c) $5 \times 4 =$ _____

d) $2 \times 4 =$ _____

e) $9 \times 4 =$ _____

f) $6 \times 4 =$ _____

g) $7 \times 4 =$ _____

h) $1 \times 4 =$ _____

i) $11 \times 4 =$ _____

j) $8 \times 4 =$ _____

k) $10 \times 4 =$ _____

l) $12 \times 4 =$ _____

How many different leaves are there? Count in groups of 4 and write out the calculation.

a) _____ \times _____ = _____

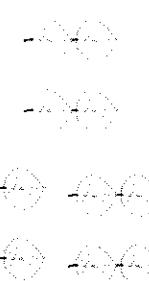


b) _____ \times _____ = _____



c)

_____ \times _____ = _____



Making and Recording Five-Digit Numbers

I can make five-digit numbers and write them in both words and numerals. (ACMNA052)

Here are some numbers:

| | | | | |
|---|---|---|---|---|
| 5 | 6 | 0 | 5 | 8 |
|---|---|---|---|---|

How many different five-digit numbers can you make from these?

Write them in both numerical and written formats.

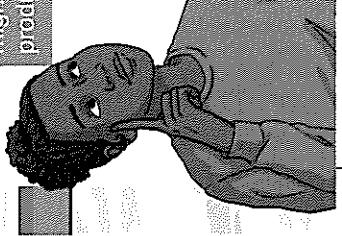
| Numerical Format | Written Format |
|------------------|----------------|
| | |
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Future Foods

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

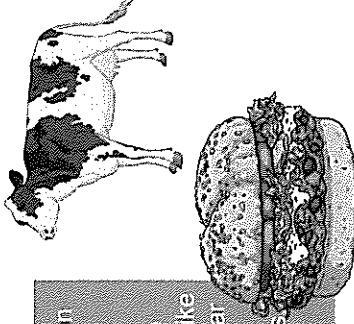
The world's population is growing and that means there are more and more mouths to feed. Scientists think we might need to look at different food sources and ways to produce food in a more environmentally responsible way.

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.



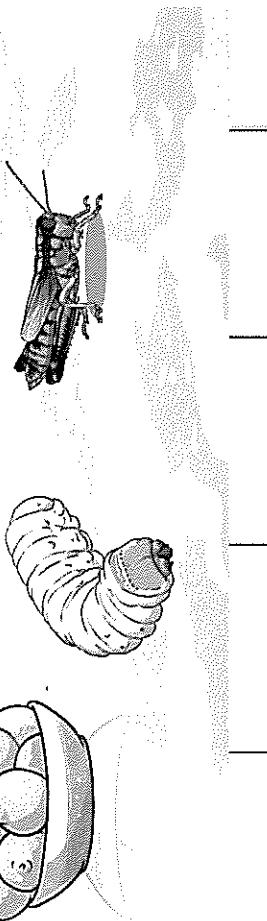
Meat-Free Meat or Plant-Based Meat

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.



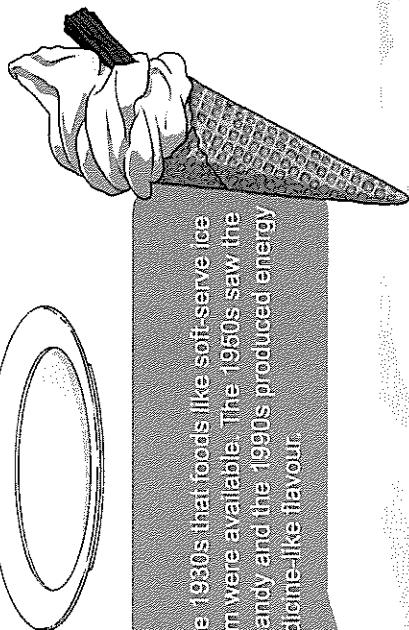
Plant-based meat is becoming popular and can be found in most supermarkets and some fast food chains. With the help of science, plant-based meat is becoming more and more like real meat. Some plant-based meats look like raw meat in the package. They cook in a similar way - even changing colour as it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

Future Foods



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 1980s that foods like soft-serve ice cream and bubblegum were available. The 1950s saw the creation of lollipop candy and the 1990s produced energy drinks that had a medicine-like flavour.

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?

Insects

Thailand
Deep-fried crickets, grasshopper and woodworms.

Japan
Fried wasps.

China
Deep-fried scorpions.

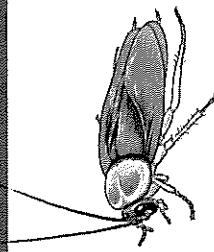
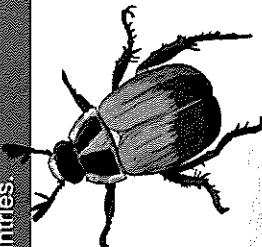
Mexico
Small deep-fried grasshoppers (chapulines), black-ant eggs and dried fly eggs.

Zimbabwe
Mopane worm is usually added to soups and stews.

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.

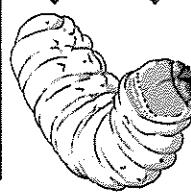


Insects

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

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?

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 |
|--------------|-------------|-------------|-------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Design a Future Foods Menu

Main Course

| Name of Dish | Description | Ingredients | Price | Image |
|--------------|-------------|-------------|-------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |

Design a Future Foods Menu

Dessert

| Name of Dish | Description | Ingredients | Price | Image |
|--------------|-------------|-------------|-------|-------|
| | | | | |
| | | | | |

Beverages

| Name of Drink | Description | Ingredients | Price | Image |
|---------------|-------------|-------------|-------|-------|
| | | | | |
| | | | | |

Thursday

To the Editor

Dear Editor,

I am writing to urge the local government to ban all junk mail advertising materials (such as shopping catalogues) that are delivered to houses. This unwanted, unnecessary and unwelcome mail is terrible for the environment and is a nuisance to the homeowners who have to dispose of it. It is also a pointless waste of paper, as most people can now look up things on the Internet that they want to buy.

Firstly, junk mail is definitely a waste of paper! Why use paper to send something to people that they don't even want or need? It is even worse when junk mail is wrapped in plastic. As everybody knows, the Earth doesn't need us creating any more unnecessary waste!

Secondly, homeowners have to go out of their way to dispose of mail they didn't even ask for or want. People are already busy enough – they don't need extra tasks added on to their already hectic schedules.

Finally, these catalogues are totally pointless! These days, people can quickly jump on the Internet to see the latest sales and specials at their store of choice. This is far more convenient than having to trawl through store catalogues shoved in the mailbox!

We must do something about this problem now! Our local government must make a stand and ban all unsolicited advertising materials. They are terrible for the environment; they are a nuisance and they are not necessary with today's available technology.

Sincerely,

Mila Rodriguez

Letter to the Editor – Worksheet

Name: _____

Date: _____

Junk Mail Ban

1. Why is Mila Rodriguez writing to the editor of this magazine?

2. What three reasons does Mila provide in her introduction to support her view?

3. Why does Mila feel that shopping catalogues are pointless?

4. Define these descriptive and emotive words used in the letter.

a) urge: _____

b) hectic: _____

c) trawl: _____

5. What does Mila want the local government to do about this issue?

6. Do you agree with Mila's point of view? Give reasons for your answer.



Letter to the Principal

Think about some improvements that you would like to make at your school. There might be rules you would like changed or perhaps you think something new should be bought for students or use. **Write a letter to your principal to tell them about your ideas.** You could choose to write about just one change you would like to see happen or a few different ideas that you have.

Try to convince the reader that your improvements are important for your school.

- Start with an introduction:
An introduction lets the reader know what you are writing about.
 - Write your opinion on your topic:
Give reasons for your opinion and explain these reasons.
 - Finish with a conclusion:
A conclusion sums up your reasons so that a reader is convinced of your opinion.
- Remember to:**
- Plan your writing.
 - Organise your ideas into paragraphs.
 - Choose your words carefully to convince the reader.
 - Write in sentences.
 - Pay attention to your spelling and punctuation.
 - Check and edit your work carefully.



My Persuasive Prewriting Template

Introduction

Point of View/Argument: _____

Body

| | | |
|-----------|-----------|-----------|
| Reason 1: | Reason 2: | Reason 3: |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| Evidence: | Evidence: | Evidence: |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Conclusion

5 Times Table Activities

Count in 5s and colour in the grid:

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

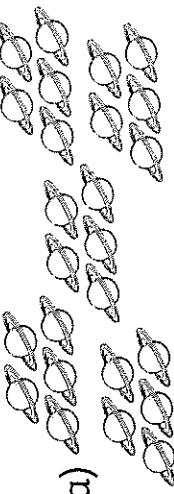
Work out these answers:

a) $2 \times 5 =$ _____

b) $4 \times 5 =$ _____

c) $5 \times 5 =$ _____

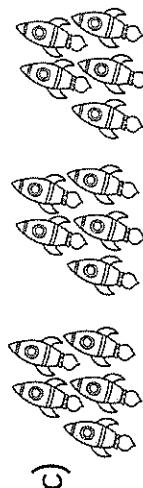
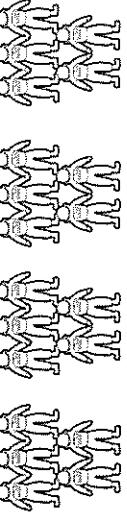
How many are there?



d) $6 \times 5 =$ _____

e) $7 \times 5 =$ _____

f) $12 \times 5 =$ _____



Matching Numbers and Words up to 10,000

I can correctly match four-digit numbers when represented in both words and numerals.
(ACMNA052)

| | |
|------|---|
| 5210 | eight thousand, one hundred and fifty |
| 6700 | one thousand and eighty-five |
| 4500 | nine thousand, three hundred and twenty |
| 3000 | two thousand, two hundred and ninety |
| 7010 | five thousand, two hundred and ten |
| 8150 | eight thousand, four hundred and twelve |
| 2290 | six thousand, seven hundred |
| 1085 | three thousand |
| 9320 | four thousand, five hundred |
| 8412 | seven thousand and ten |

Matching Numbers and Words up to 10,000

I can correctly match four-digit numbers when represented in both words and numerals.
(ACMNA052)

| | |
|------|---|
| 5215 | four thousand, five hundred and one |
| 6259 | seven thousand and eleven |
| 4501 | one thousand, one hundred and eight |
| 1108 | two thousand, three hundred and seventy-three |
| 7011 | six thousand, two hundred and fifty-nine |
| 9805 | three thousand, eight hundred and forty-one |
| 6093 | five thousand, two hundred and fifteen |
| 1085 | nine thousand, eight hundred and five |
| 2373 | six thousand and ninety-three |
| 3841 | one thousand and eighty-five |

Matching Numbers and Words up to 10,000

I can correctly match four-digit numbers when represented in both words and numerals.
(ACMNA052)

1215

one thousand, seven hundred and eighty-two

2503

eight thousand, two hundred and eight

5271

one thousand and eight

1782

five thousand, two hundred and seventy-one

9915

nine thousand, three hundred and twenty-one

8852

two thousand, five hundred and three

8208

nine thousand, nine hundred and fifteen

1008

one thousand, two hundred and fifteen

9321

eight thousand, eight hundred and fifty-two

8719

eight thousand, seven hundred and nineteen

learning to lead

Aerobic fitness

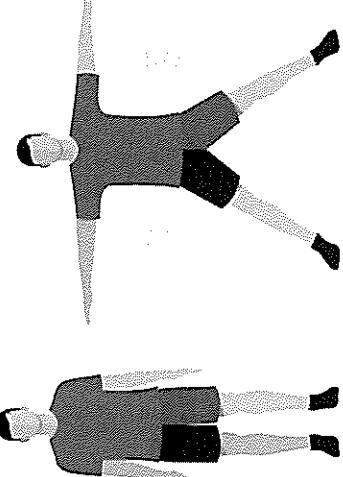
Plank jack

Key components

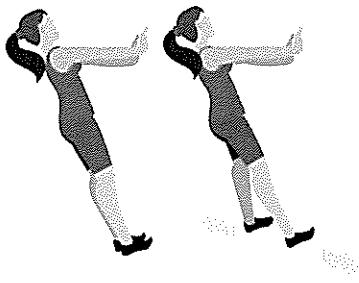
1. Start with feet facing forward next to each other, and arms by the side of body.
2. Move feet apart (i.e. sideways from body) and arms upward simultaneously, then bring arms back down to side when jumping feet back into start position.
3. Cushion landing by slightly bending knees on impact.

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.

Key components



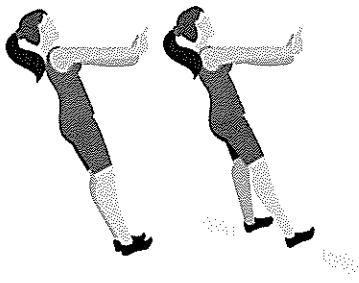
TECHNIQUE CARD | PLANK JACKS



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.



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Aerobic fitness

Jumping jack

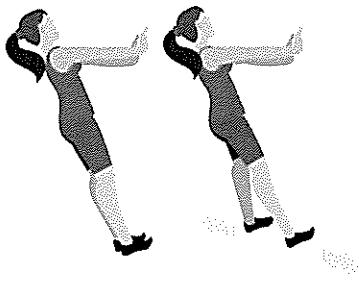
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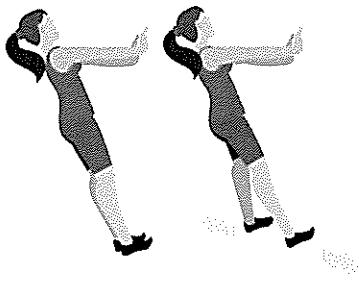
TECHNIQUE CARD | JUMPING JACKS



Key components

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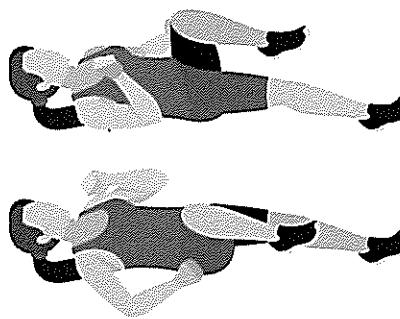
Aerobic fitness

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.

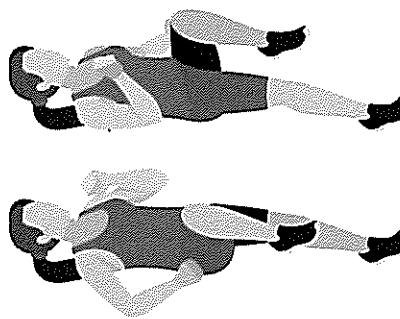
Make it harder: Pump your arms and legs as quickly as you can. Try to be light on your toes by landing softly. Do not forget to spring off the ground to raise your knees higher.



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.
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Key components

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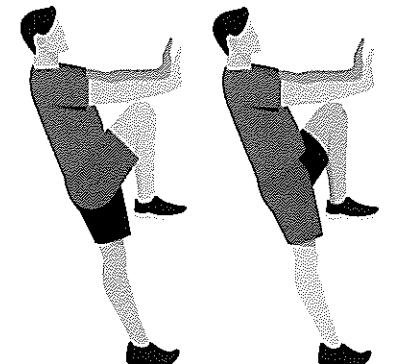
Aerobic fitness

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.



Key components

learning to lead

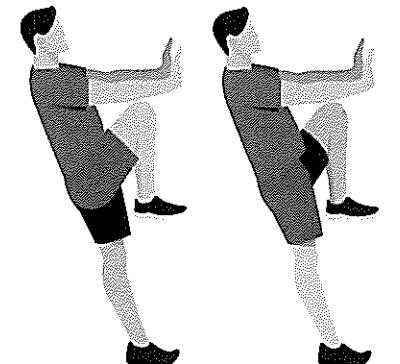
Aerobic fitness

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



Key components

learning to lead

Aerobic fitness

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.



TECHNIQUE CARD | BEAR CRAWL



Aerobic fitness

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.



TECHNIQUE CARD | SHUTTLE RUN



learning to lead

Aerobic fitness

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 easier: Start by doing two small bounces without the rope i.e. jump whilst practising 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.



TECHNIQUE CARD | BASIC JUMP



Aerobic fitness

Shape jumping

Key components

1. Mark out a shape on the ground (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.



TECHNIQUE CARD | SHAPE JUMPING

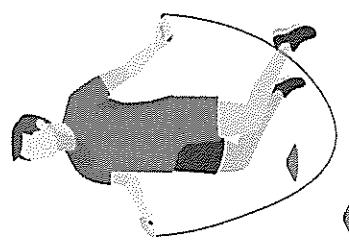


Aerobic fitness

Crossovers



learning to
lead



Key components

1. Start by skipping over the rope i.e., as normal.
2. Cross over your hands/wrists till they are wider than your whole body.
3. Jump over the rope.
4. Bring your hands back quickly to where they were to start i.e., usual sides and jump over the rope again.
5. Repeat.

Make it easier: Try running (or skipping) on the spot and perform a crossover where possible.



Friday

To the Editor

Dear Editor,

I am writing to you as I am very concerned about the safety of my fellow pupils at Ferny Range State School. The main road outside our school is on a steep hill, and cars are driving down this hill way too fast. It is very frightening for students crossing the street. It is incredibly unsafe for everyone, and these reckless drivers are blatantly breaking the law. We are in desperate need of some speed bumps on this road to slow these irresponsible drivers down.

Anyone would agree that it is particularly worrisome to cross a road with cars speeding down the hill toward you. Before and after school, large numbers of students must cross the main road to walk home or to meet their parents. Our students do the right thing and use the pedestrian crossing, but the cars travel so fast down the hill that sometimes they don't stop in time. This causes a lot of unnecessary stress and worry for our students. I have seen younger students so frightened that they started to cry!

It is undeniable that this is a very unsafe situation for the children crossing the road. It is also dangerous for the adults who need to stand in the middle of the crossing with the stop sign. We are forced to put ourselves in this perilous situation every morning and afternoon, and it is simply unacceptable. Something must be done about it!

It is common knowledge that motorists need to slow down in a school zone. The drivers who consciously choose not to do this are quite clearly breaking the law. Surely our local community doesn't want to see these hooligans getting away with such a dangerous crime? We need to make a stand against such reckless driving behaviours now!

It is obvious that something needs to be done about this situation. We need to protect our students, to ease their fears, and to punish the criminals accordingly. Erecting some speed bumps on the road outside our school would enable students to feel safe and may stop a terrible accident from happening in the future.

Sincerely,

Robert Mahony

Name: _____

Date: _____

School Crossing Concerns

1. Why is Robert Mahony writing to the editor of this magazine?

2. What three reasons does Robert provide in his introduction to support his point of view?

3. Why has Robert seen younger students crying?

4. Define these descriptive and emotive words used in the letter.

a) blatantly: _____

b) undeniable: _____

c) perilous: _____

d) consciously: _____

e) hooligans: _____

5. What is Robert's suggested solution to this problem?

6. Suggest an alternate solution and explain how it might help solve the problem.

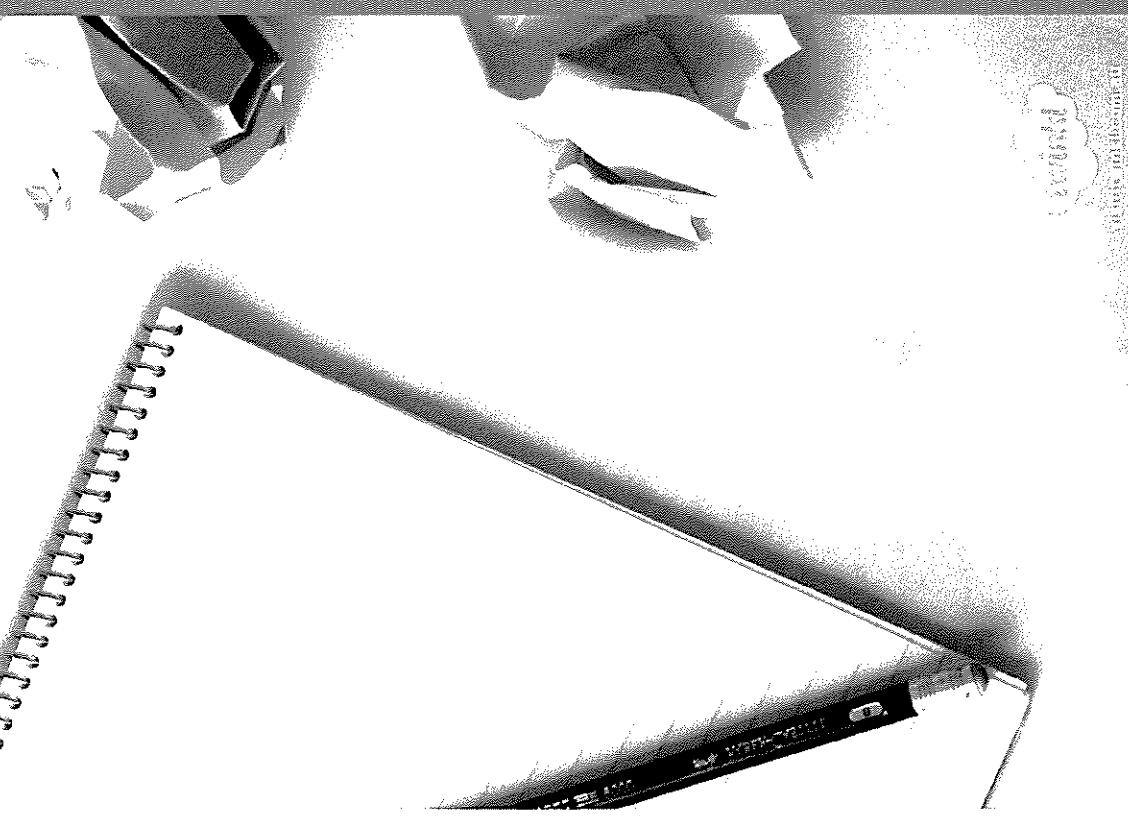


Letter to the Principal!

Think about some improvements that you would like to make at your school. There might be rules you would like changed or perhaps you think something new should be bought for students or use. **Write a letter to your principal to tell them about your ideas.** You could choose to write about just one change you would like to see happen or a few different ideas that you have.

Try to convince the reader that your improvements are important for your school.

- Start with an introduction:
An introduction lets the reader know what you are writing about.
 - Write your opinion on your topic:
Give reasons for your opinion and explain these reasons.
 - Finish with a conclusion:
A conclusion sums up your reasons so that a reader is convinced of your opinion.
- Remember to:**
- Plan your writing.
 - Organise your ideas into paragraphs.
 - Choose your words carefully to convince the reader.
 - Write in sentences.
 - Pay attention to your spelling and punctuation.
 - Check and edit your work carefully.



Dear Mrs Squires

10 Times Table Activities

Count in 10s and colour in the grid:

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

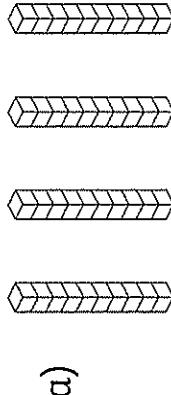
Work out these answers:

a) $2 \times 10 =$ _____

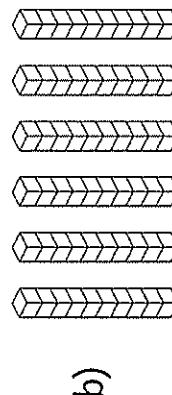
b) $10 \times 10 =$ _____

c) $5 \times 10 =$ _____

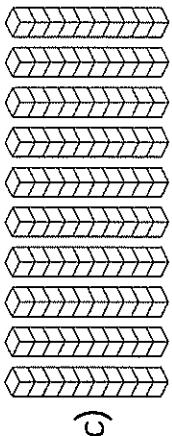
How many cubes are there? There are 10 cubes per stack.



a)



b)



c)

d) $6 \times 10 =$ _____

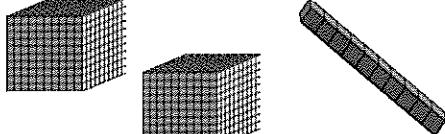
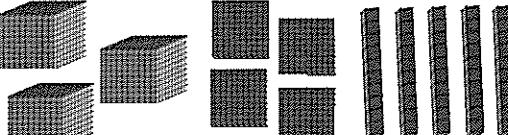
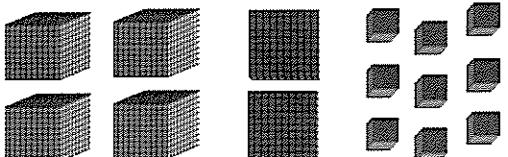
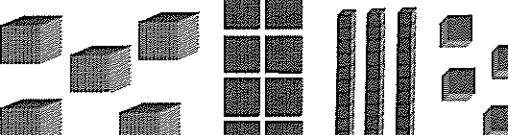
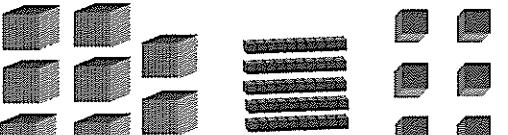
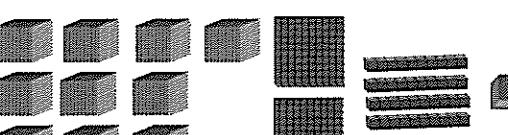
e) $12 \times 10 =$ _____

f) $9 \times 10 =$ _____

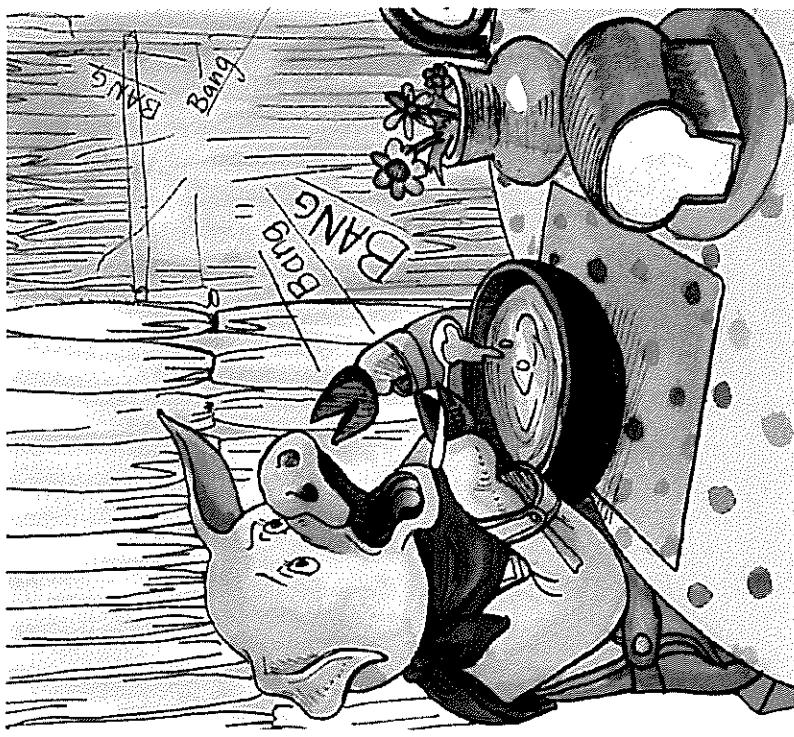
Place Value up to 10 000

I can use partitioning to show my understanding of place value of numbers up to 10 000.
(ACMNA053)

Count the groups of blocks and record the total amount.

| | |
|---|---|
|  | Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____ |
|  | Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____ |
|  | Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____ |
|  | Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____ |
|  | Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____ |
|  | Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____ |
|  | Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____ |
|  | Thousands _____ Hundreds _____ Tens _____ Ones _____ + _____ + _____ + _____ = _____ |

The Three Little Pigs



Retold by Alyse Sweeney
Illustrated by Roberta Collier-Morales

www.readinga-z.com

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Illustrated by Roberta Collier-Morales
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Correlation

| LEVEL M | |
|-------------------|----|
| Fountas & Pinnell | L |
| Reading Recovery | 19 |
| DRA | 24 |

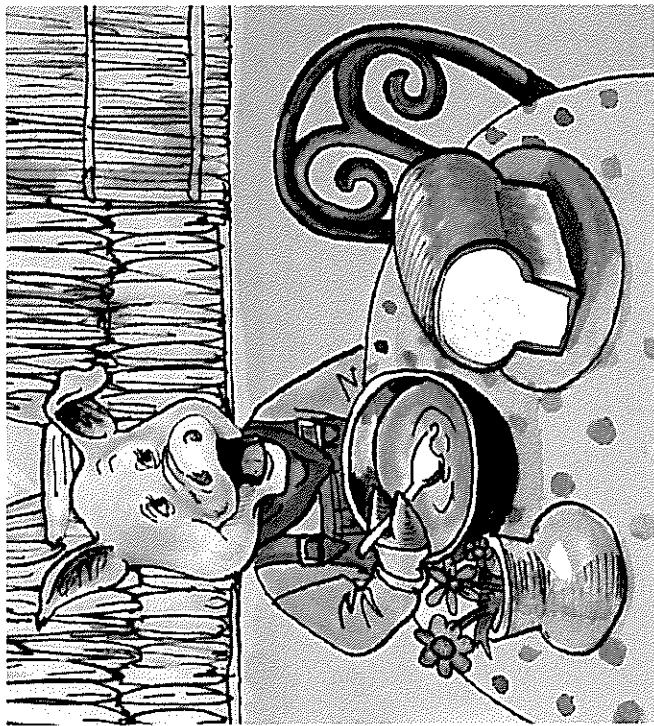


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Introduction

Once upon a time, in a quiet little town, there lived three little pigs. One day the pigs decided it was time to leave their mother's home. Off they went to build homes of their own.

"Little pig, little pig, let me come in,"
said the hungry wolf.

"Not by the hair of my chinny, chin,
chin!" said the frightened little pig.

"Then I'll huff, and I'll puff, and
I'll blow your house in," growled
the wolf.

As the wolf inhaled deeply, his
lungs filled up like two balloons.



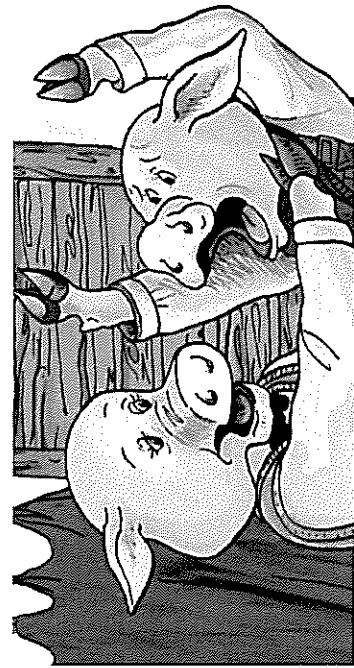
The First Little Pig

The first little pig decided to build
his home out of straw. In no time
at all, the little pig built his house.
Then he sat down to eat his lunch
of pea soup, salad, and bread.

The little pig happily slurped and
chewed until he heard an angry
knock on the door.

It was a **ravenous** wolf!





Whooooooosh! The wolf exhaled with such force that he blew the house into a haystack.

He also blew the little pig down the street to his brother's house.

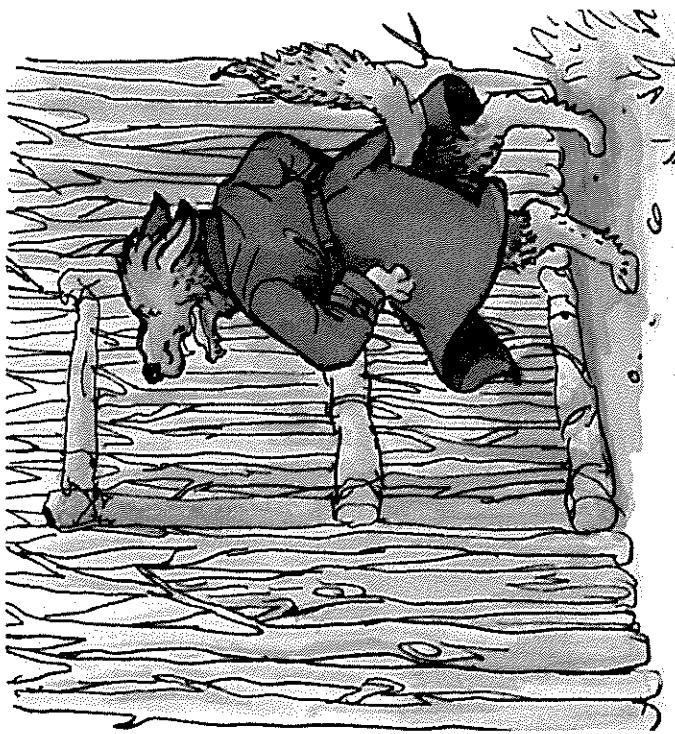


The Second Little Pig

The second little pig decided to build his house out of sticks. Just as he finished the roof, his little brother blew in. The little pig trembled as he told his brother about the wolf.

"Don't worry, little brother," said the second little pig. "Sticks are stronger than straw. Let's go inside for some peppermint tea."

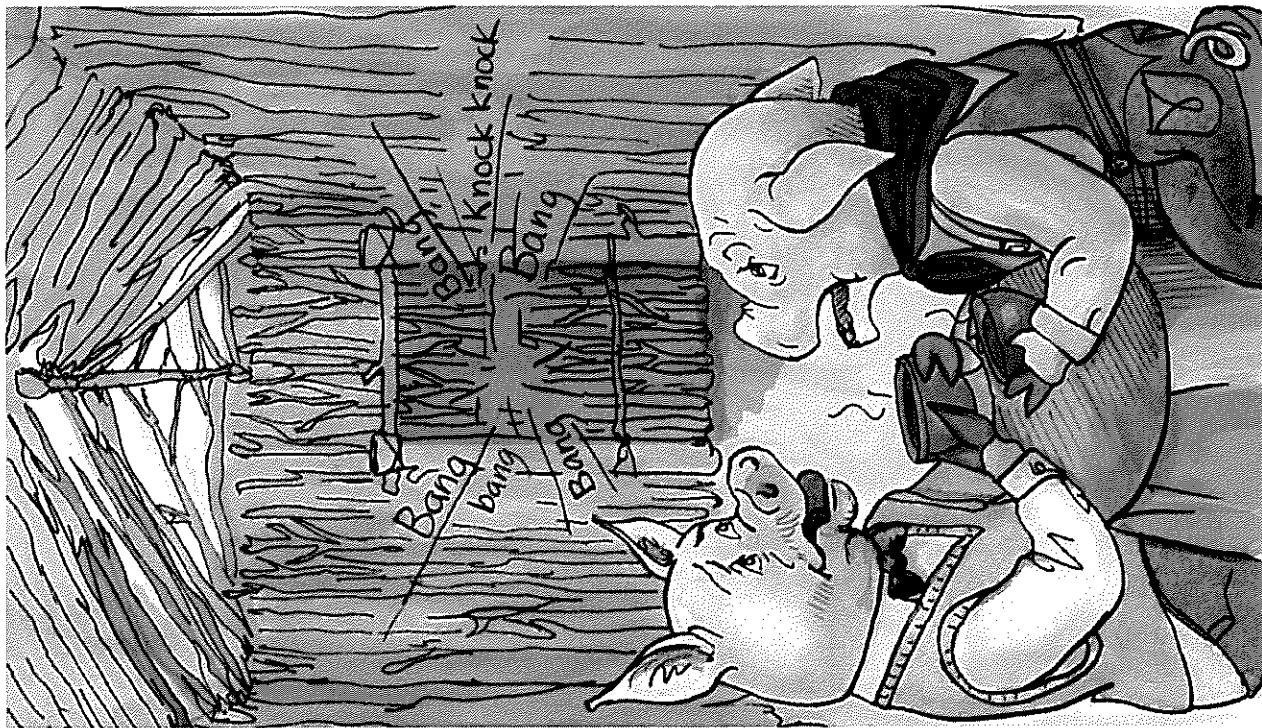
The pigs were deep in conversation when they heard an angry knock on the door.



"Little pigs, little pigs, let me come in," said the ravenous wolf.

"Not by the hairs of our chinny, chin, chins!" answered the little pigs.

"Then I'll huff, and I'll puff, and I'll blow your house in," growled the wolf.





Again, the wolf inhaled deeply. And again, when he exhaled—*whoosh*—the wolf blew down the house, leaving a pile of sticks. The wolf also blew the little pigs. Down the hill they rolled, like two pink balls.



The Third Little Pig

The third little pig built a brick house. He was hanging a WELCOME sign when his younger brothers rolled onto his front step.

The pigs sobbed as they told their older brother about the wolf.

"Let's see the wolf blow down this house," said the third little pig.
"Come inside for some peach pie. You'll feel better."

Knock. Knock. Knock. The three little pigs looked at the door.

"Little pigs, little pigs, let me come in," yelled the wolf.

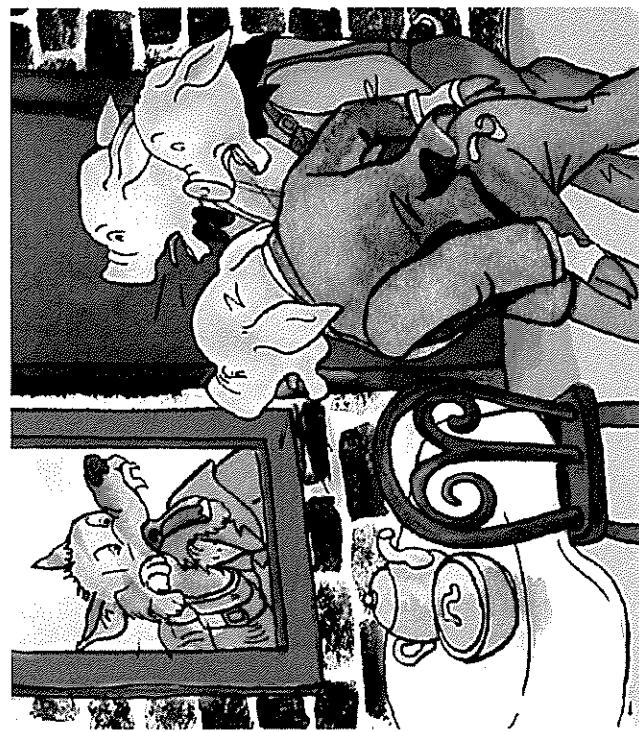
"Not by the hairs of our chinny, chin, chins!" shouted the little pigs.

"Then I'll huff, and I'll puff, and I'll blow your house in," roared the wolf.

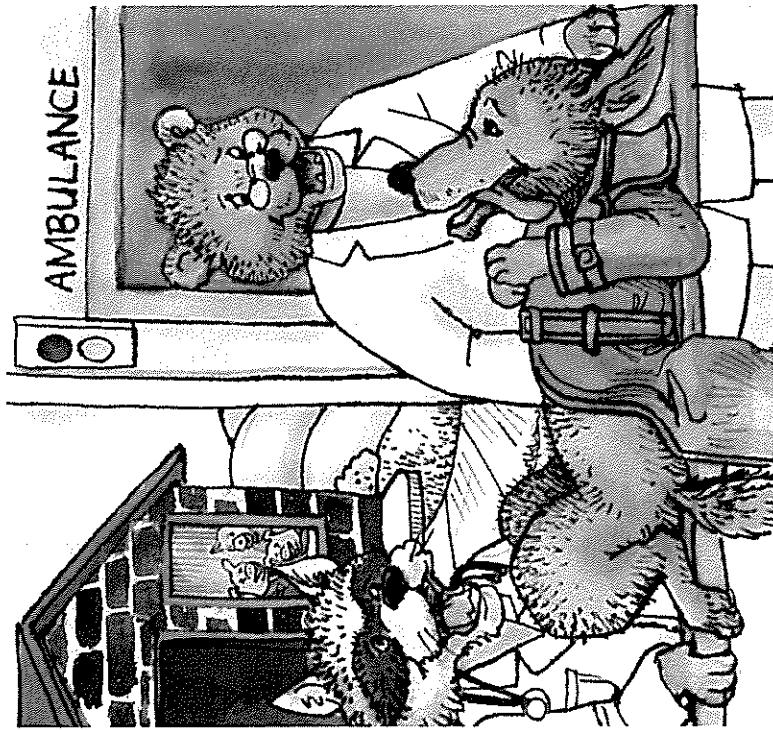
Call an Ambulance!

The wolf huffed and puffed and puffed and huffed and—
—toppled over!

He could not get those bricks to budge! Breathless and weak, the wolf lay on the ground like a balloon out of air.



AMBULANCE



Glossary

| | |
|----------------------------|---|
| budge (<i>v.</i>) | to move even a little (p. 14) |
| conversation (<i>n.</i>) | a friendly talk with someone (p. 8) |
| decided (<i>v.</i>) | made a choice (p. 4) |
| exhaled (<i>v.</i>) | breathed out (p. 7) |
| inhaled (<i>v.</i>) | breathed in (p. 6) |
| ravenous (<i>adj.</i>) | very hungry (p. 5) |
| sobbed (<i>v.</i>) | cried with short gasps of breath (p. 12) |
| trembled (<i>v.</i>) | shook with cold or emotion, such as fear (p. 8) |

The little pigs called an ambulance
for the wolf. Then they happily
returned to their peach pie.

The three little pigs lived happily
ever after—eating pea soup, sipping
tea, and baking pies in their brick
house.

Drawing Challenge!

Draw Brick Pig by copying the lines in each square of the grid. Then color your drawing, and compare with your friends!

