Beginning Level 3: Pack 1

Welcome to the *Learning at Home Teachables Pack* – for children who are working at the beginning of Level 3. The pack supports parents and caregivers by providing learning activities to maintain their child's learning while they are unable to attend school. Designed to engage children while maintaining their learning, the activities are easy to follow and levelled to cater for all students. Although literacy and numeracy are the focus, creativity is supported in the 'at home' context.

This pack provides:

Mathematics

- Round numbers to the nearest 10, 100, 1 000 or 1 000 000
- Make equivalent addition and subtraction equations

Literacy

- Nailing setting in descriptive writing
- Identify (and describe) the setting of your story

Creative activity

- Vocabulary game – prefix plus

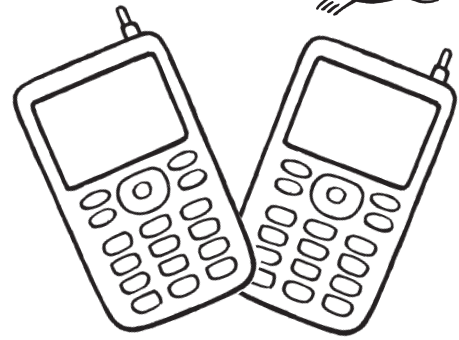# Rounding numbers

I am learning to round to the nearest 10.

Round the number on each bag of shopping to the nearest 10. Write the number on the tag. The first one is done for you.

$86 → $90

$74

$692

$21

$94

$36

$72

$493

$68

$93

$87

$51

$66

$18

$104

$97

$34

$52

Round each card to the nearest 100. Write the number on the line.

672	785
_____	_____

416	174	528	897
_____	_____	_____	_____

669	253	908	839
_____	_____	_____	_____

710	342	407	368
_____	_____	_____	_____

567	840	621	736
_____	_____	_____	_____

415	871	501	453
_____	_____	_____	_____

861	267	468	379
_____	_____	_____	_____

Round each number to the nearest 1 000. Write the number on the line.

FOR SALE
5 451

FOR SALE
8 165

FOR SALE
7 503

_____

_____

_____

FOR SALE
6 958

FOR SALE
7 541

FOR SALE
9 251

_____

_____

_____

FOR SALE
3 201

FOR SALE
6 147

FOR SALE
9 014

_____

_____

_____

FOR SALE
3 269

FOR SALE
4 525

FOR SALE
6 308

_____

_____

_____

I am learning to round to the nearest 1 000 000.

Round each number to the nearest 1 000 000. Write the number on the line below.

FOR SALE
896 321

_____

FOR SALE
8 072 302

_____

FOR SALE
3 591 076

_____

FOR SALE
6 176 490

_____

FOR SALE
4 697 571

_____

FOR SALE
5 499 999

_____

FOR SALE
8 276 302

_____

FOR SALE
7 355 276

_____

FOR SALE
6 967 902

_____

Round each number to the nearest 1 000. Write the number on the line.

FOR SALE
7 264

FOR SALE
9 360

FOR SALE
4 025

_____   _____   _____

Round each number to the nearest 10.

24 _____	879 _____	41 _____	54 _____	953 _____
732 _____	32 _____	68 _____	36 _____	59 _____
42 _____	78 _____	146 _____	45 _____	37 _____
9 652 _____	745 _____	8 541 _____	7 369 _____	4 215 _____

Round each number to the nearest 100.

197 _____	760 _____	192 _____	272 _____	385 _____
58 _____	315 _____	643 _____	605 _____	893 _____
609 _____	218 _____	423 _____	474 _____	501 _____
4 658 _____	7 895 _____	7 023 _____	9 035 _____	4 125 _____

Round each number to the nearest 1 000.

| 1 626 _____	1 297 _____	9 394 _____	8 414 _____	9 523 _____
4 376 _____	3 875 _____	7 284 _____	3 095 _____	1 003 _____
5 585 _____	6 616 _____	7 271 _____	8 321 _____	1 496 _____
4 565 _____	7 845 _____	9 651 _____	2 024 _____	3 254 _____

Making equivalent addition and subtraction equations

I am learning that problems like 34 + ☐ = 51 and 51 – 34 = ☐ have the same answer.

Solve each problem by writing either an addition or subtraction equation then, fill in the blank boxes. The first one has been started for you.

62 + ☐ = 79	79 – 62 = ☐	41 + ☐ = 78	
81 + ☐ = 97		42 + ☐ = 93	
77 + ☐ = 83			29 – 16 = ☐
	58 – 25 = ☐	31 + ☐ = 51	
18 + ☐ = 81			96 – 36 = ☐
	53 – 25 = ☐	26 + ☐ = 64	
39 + ☐ = 75			94 – 74 = ☐
	33 – 28 = ☐	17 + ☐ = 73	
38 + ☐ = 54		58 + ☐ = 82	

Match children with the correct answers for their charts. Fill in the gaps to solve the problems that match.

38 + ☐ = 76

84 – 53 = ☐

27 + ☐ = 67

97 – 41 = ☐
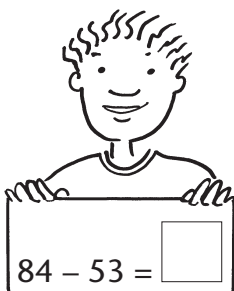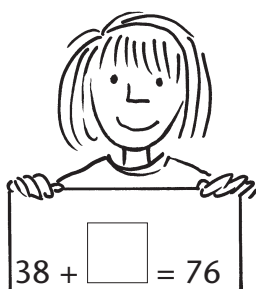
97 + ☐ = 42

53 – ☐ = 84

67 + ☐ = 27

76 – 38 = ☐

41 + ☐ = 97

38 + ☐ = 76

67 – 27 = ☐

84 + ☐ = 53

53 + ☐ = 84

I am learning that problems like 34 + ☐ = 51 and 51 – 34 = ☐ have the same answer.

Solve each problem by writing either an addition or subtraction equation then, fill in the blank boxes. The first one has been started for you.

89 – 17 = ☐	17 + ☐ = 89	36 – 24 = ☐
91 – 63 = ☐		64 – 48 = ☐
	26 + ☐ = 49	26 + ☐ = 62
42 – 19 = ☐		72 – 63 = ☐
89 – 72 = ☐		75 – 57 = ☐
	47 + ☐ = 66	83 + ☐ = 96
61 – 41 = ☐		86 – 62 = ☐
77 – 59 = ☐		28 – 12 = ☐
	65 + ☐ = 75	79 + ☐ = 84
45 – 17 = ☐		87 – 66 = ☐

Match children with the correct answers for their charts. Fill in the gaps to solve the problems that match.

27 + ☐ = 79 76 – 32 = ☐ 56 + ☐ = 98 87 – 34 = ☐
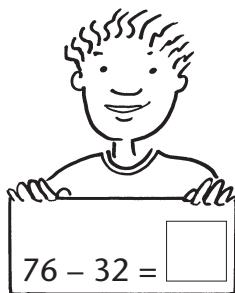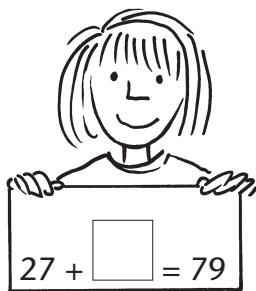
97 + ☐ = 27 56 – ☐ = 98 34 + ☐ = 87

98 – 56 = ☐ 76 + ☐ = 32

87 + ☐ = 34 79 – 27 = ☐ 32 + ☐ = 76 98 + ☐ = 56

Descriptive writing: My setting

People tend to link particular ideas, feelings and characteristics with particular settings. As writers, we need to be aware of these common associations. For example, when people think of an old house, they might also think *creepy*, *haunted* and *mysterious*. So if you are writing a cheerful, sunny type of story, you probably would not choose an old house as your setting.

Keeping such associations in mind, decide on your setting and then fill in the chart below to build up the picture of your setting in your mind.

All about my setting

| Question	Your response
What colours can characters see in your setting?	
What noises can characters hear in your setting?	
Name five things that characters can touch in your setting.	
Name five objects that characters can see in your setting.	
Name three resources or materials that characters can see in your setting (eg, stones, wood, plastic, iron, metal, rubble, shells).	
What is the weather or lighting like in your setting?	
Who visits or lives in this setting?	

What could be the most unsafe part of your setting?	
If someone drew a map of your setting, what would be on each side of it? What would be at the top and bottom?	
What shapes can characters see in your setting?	
Does your setting change with the seasons? How?	
Does your setting change for reasons other than the seasons? How?	
Who enjoys this setting? Why?	
Who dislikes this setting? Why?	
What is the relationship between your main character and this setting?	
How does this setting make your main character feel? Why?	

Setting

I am learning to reflect on the setting of a story.

Title: _____ Author: _____

Draw a bird's eye view of the main place where the story is set.
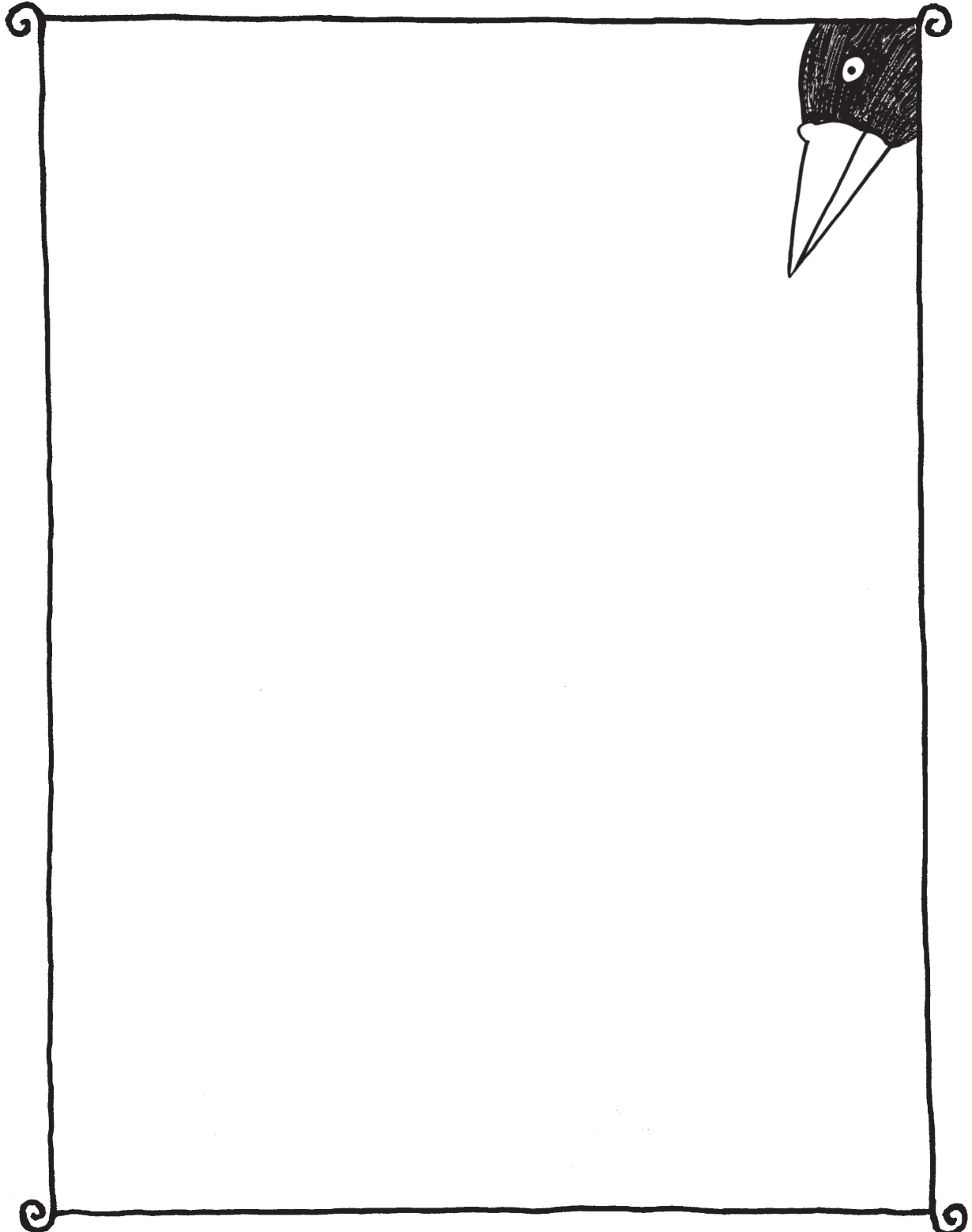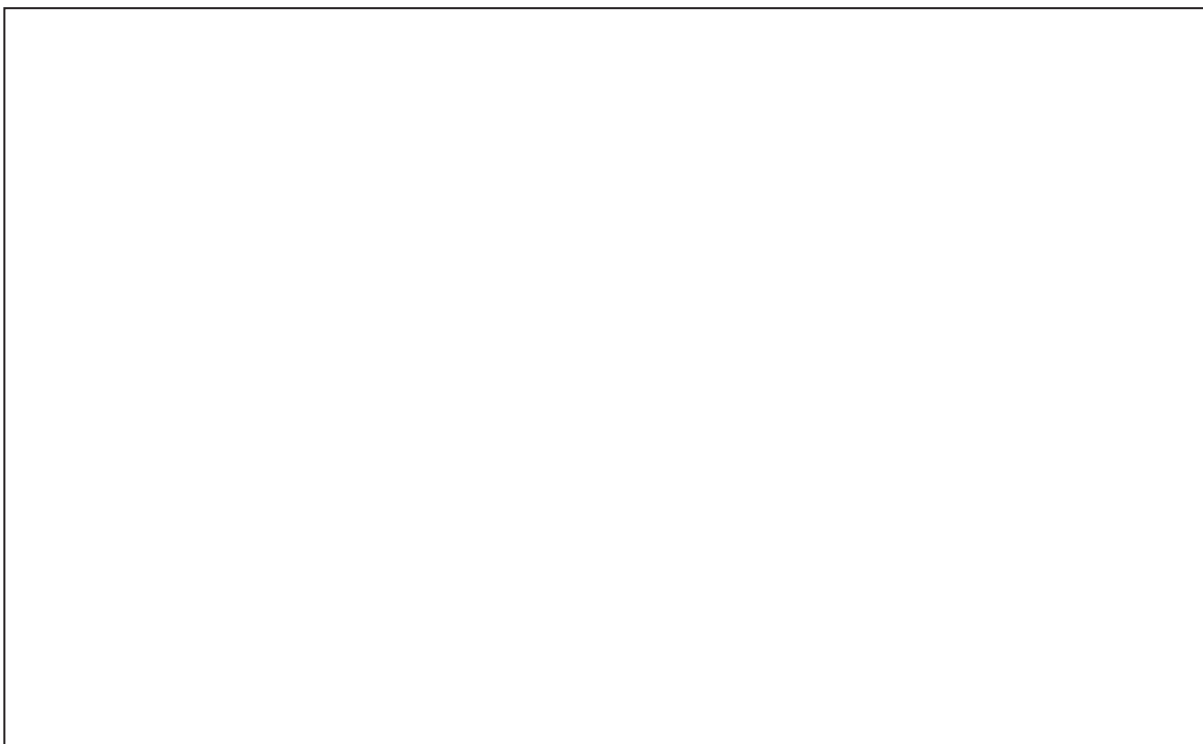
I am learning to reflect on the setting of a story.

Title: _____ Author: _____

Design the front of a postcard depicting the setting of the story you have read.

Write about the setting on the back of the postcard and address it to a friend.
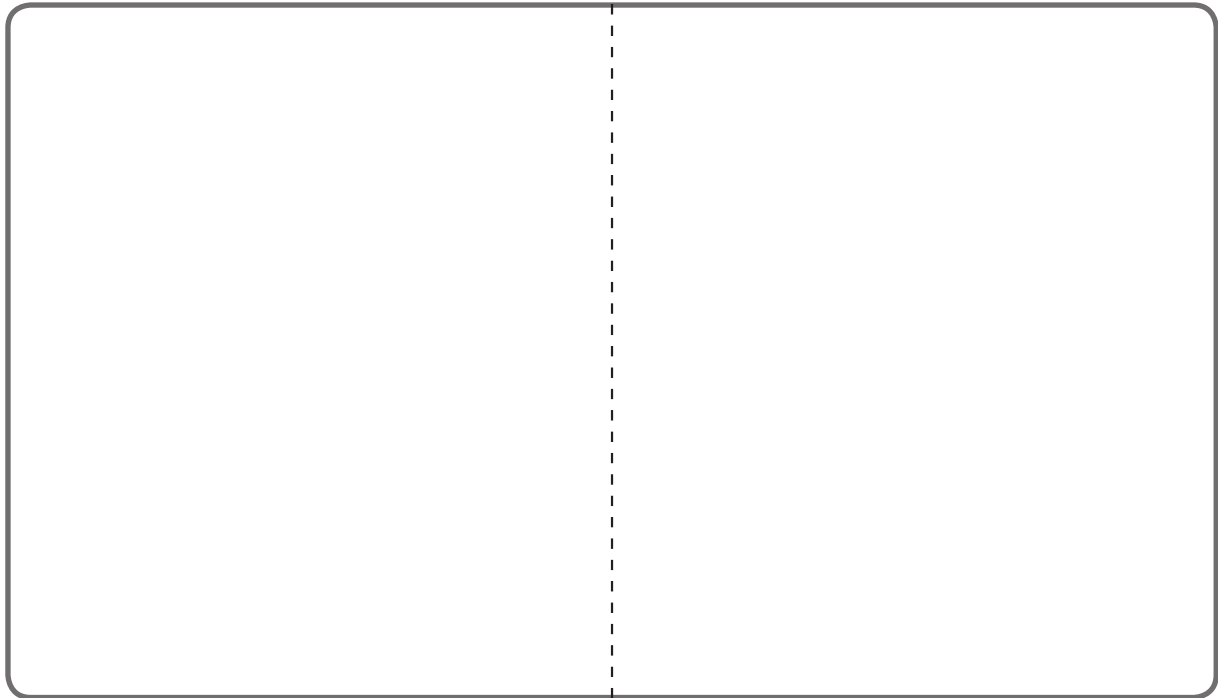

I am learning to reflect on the setting of a story.

Title: _____ Author: _____

Design a brochure for the place where the story is set. Imagine that the brochure will be used by a travel agent so it should make the place sound as attractive as possible. When you have finished, make a good copy of the brochure on a larger piece of paper.
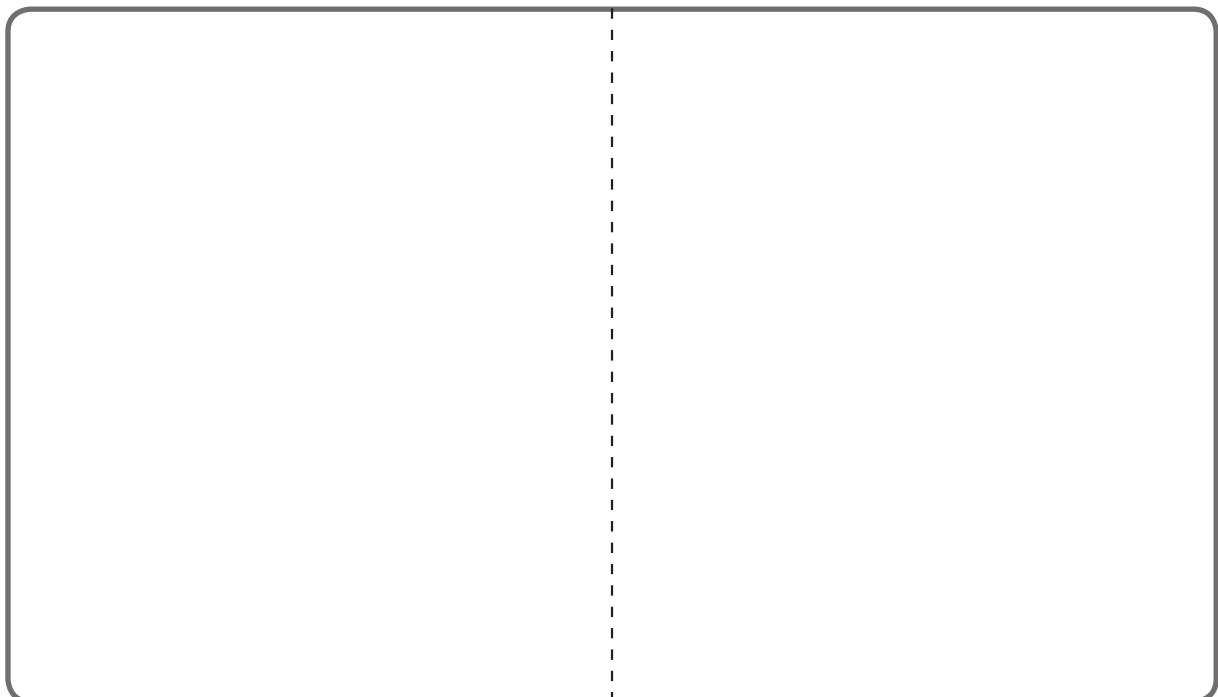
Back	Front

Inside	Inside

Prefix plus ...

| **Number of players:** 3 to 5

You need

- 1 set of 48 root word cards
- 1 prefix decoding card
- 1 ten-sided die
- Dictionary (optional)

Aim of the game

To be the first player to make six new words.

How to play

1. The dealer shuffles the root word cards and deals out six cards to each player. They put the rest of the root word cards face down in a pile in the middle of the table.

2. The dealer puts the prefix decoding card face up on the table.

3. Decide who will begin.

4. The first player rolls the ten-sided die. They check the prefix decoding card to find the prefix matching the number facing up on the die.

5. If the prefix plus one of the root word cards in their hand makes a new word, the first player puts this card face up on the table in front of them and says the new word aloud. If the prefix plus any of the other cards in their hand also makes a new word, the player may put the other card or cards down too. Other players may use a dictionary to check that each new word is a real word.

6. If the first player makes one or more new words, no other players may play any cards this turn. However, if the first player cannot make a new word, the player to their left gets a chance to do so.

7. Any players who play root word cards this turn pick up enough root word cards from the face-down pile to bring their hand back up to six cards.

8. Any players who did not play any root word cards this turn may place a card from their hand at the bottom of the face-down pile and pick up a card to replace it from the top of the pile.

9. Play passes to the player on the left of the first player and steps 4 to 7 are repeated.

10. The game is over as soon as one player has made six new words. That player wins the game.

Scoring

At the end of the game, players score 1 point for each new word they have made.

Make it easier

Players may look up words in a dictionary before putting down their root word cards.
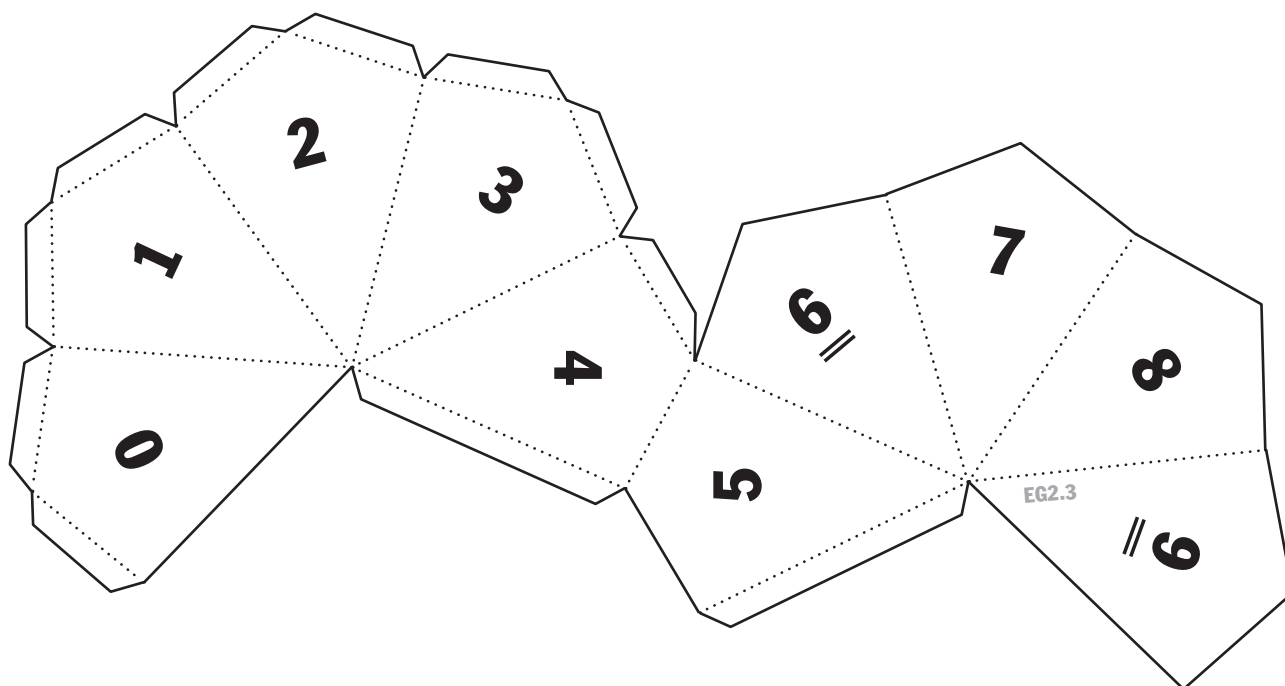
Prefix decoding card

Number rolled on die	Prefix	(Meaning)
0	un_	(not)
1	pre_	(before)
2	re_	(again)
3	im_	(not)
4	anti_	(against)
5	mis_	(wrong)
6	semi_	(half)
7	uni_	(one)
8	over_	(too much)
9	milli_	(one thousandth)

EG2.3

Ten-sided die

To assemble this die, cut along the solid lines and fold along the dotted lines, then glue down the flaps.

EG2.3

Root word cards

likely	certain	balanced	important
attractive	school	cook	exist
historic	view	write	gain
work	create	mind	possible
patient	mature	pure	probable
septic	clockwise	freeze	ageing

Root word cards (continued)

lead	understand	fortune	matched
EG2.3	*EG2.3*	*EG2.3*	*EG2.3*
spell	detached	circle	colon
EG2.3	*EG2.3*	*EG2.3*	*EG2.3*
circular	final	cycle	corn
EG2.3	*EG2.3*	*EG2.3*	*EG2.3*
verse	form	grown	eat
EG2.3	*EG2.3*	*EG2.3*	*EG2.3*
cooked	react	dose	indulge
EG2.3	*EG2.3*	*EG2.3*	*EG2.3*
metre	litre	gram	second
EG2.3	*EG2.3*	*EG2.3*	*EG2.3*