



Marlborough Primary Academy

Home Learning
Class 3M

Week beginning
4/5/2020



Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

2) Morning maths - 15 minutes

3) Independent Reading - 30 minutes

4) Spelling - 20 minutes

5) P.E. - Joe Wicks workout

English

Identifying verbs

<https://www.bbc.co.uk/bitesize/articles/zfc2mfr>

Watch the videos to learn about what verbs are and how they are used. Try the activities.

Challenge: Rewrite the sentences in your English book with more exciting verbs.

Maths

ADDITION AND SUBTRACTION

Adding three-digit numbers

<https://www.bbc.co.uk/bitesize/articles/z72dwty>

Watch the videos, complete the online activity or the sheet. Check your answers.

Computing

Online safety

<https://www.thinkuknow.co.uk/8-10/watch/> Watch Episode 1. Discuss:

What did you like about Play Like Share?

What different things do Sam, Ellie and Alfie do online?

What problem did Alfie face at the beginning of the cartoon?

How did the gamer make Alfie feel? What did Alfie do when he realised something wasn't right? What happened when Selfie's video was made public? How did it make them feel?

If you need an extra task you could try... Design a poster for the band 'Selfie'. Come up with a design that shows off each character's talents and personality.

A *verb* is a word used to describe an action, state or occurrence.

Verbs can be used to describe an *action* (doing something).

For example, the word 'jumping' in this sentence:

The rabbit was jumping in the field.

They can also be used to describe a *state* (being or feeling something).

For example, the word 'likes' here:

The monster likes rollercoasters.

Or a verb can be used to describe an *occurrence* (something happening).

For example, the word 'became' in this sentence:

The caterpillar became a butterfly.

When writing, make sure every sentence includes a verb.

Finding Verbs

1. Daniel ran in the race.
2. Lilly danced for her exam.
3. Jessica read her favourite books.
4. The rabbit hopped away quickly when the car came past.
5. The sun shone brightly.
6. Guinea pigs eat fresh vegetables.
7. Fish swim in deep and shallow waters.

Read the sentences and circle the verb in each of them.



Now choose 5 of the sentences above and rewrite them below, changing the verbs to make them more exciting.

Example: Daniel sprinted in the race.

Addition: Column Method

<p>1</p> $\begin{array}{r} 453 \\ +348 \\ \hline \end{array}$ <p>Place the numbers one on top of the other, lining up the hundreds, tens and ones.</p>	<p>2</p> $\begin{array}{r} 453 \\ +348 \\ \hline 1 \end{array}$ <p>Add the ones and write the answer</p>	<p>3</p> $\begin{array}{r} 453 \\ +348 \\ \hline 1 \\ \hline 1 \end{array}$ <p>Regroup any tens under the tens column.</p>
<p>4</p> $\begin{array}{r} 453 \\ +348 \\ \hline 01 \\ \hline 1 \end{array}$ <p>Add the tens including any tens you have regrouped. Regroup any hundreds under the hundreds column.</p>	<p>5</p> $\begin{array}{r} 453 \\ +348 \\ \hline 801 \\ \hline 11 \end{array}$ <p>Add the hundreds including any hundreds you have regrouped.</p>	<p>6</p> $\begin{array}{r} 453 \\ +348 \\ \hline 801 \\ \hline 11 \end{array}$ <p>Check your answer.</p>



3-Digit Column Addition (With Regrouping)

1.					2.					3.					4.				
	1	0	9			4	5	5			1	7	0			5	5	4	
+	1	3	9		+	2	8	1		+	2	4	9		+	2	0	9	
5.					6.					7.					8.				
	1	9	6			6	2	8			6	7	7			5	2	4	
+	7	0	6		+	3	1	9		+	1	6	0		+	2	0	8	
9.					10.					11.					12.				
	1	9	9			1	5	8			3	8	5			6	6	5	
+	3	9	1		+	4	6	6		+	1	3	7		+	1	0	7	
13.					14.					15.					16.				
	1	0	9			2	3	7			2	9	0			8	6	2	
+	4	9	8		+		6	8		+	2	7	6		+		6	7	
17.					18.					19.					20.				
	7	1	9			5	9	5			2	6	7			6	0	6	
+	1	8	2		+	1	1	7		+	5	7	9		+	2	5	8	

Remember: If the two numbers in a place value column add up to a number bigger than 9, you must carry a digit. Too tricky? Practise without exchanging first.

Add your own 2 digit numbers with digits of 4 or lower.

e.g. $42 + 33 =$

3-Digit Column Addition (With Regrouping)

Answers

1.					2.					3.					4.				
	1	0	9			4	5	5			1	7	0			5	5	4	
+	1	3	9		+	2	8	1		+	2	4	9		+	2	0	9	
	2	4	8			7	3	6			4	1	9			7	6	3	
		1				1					1						1		
5.					6.					7.					8.				
	1	9	6			6	2	8			6	7	7			5	2	4	
+	7	0	6		+	3	1	9		+	1	6	0		+	2	0	8	
	9	0	2			9	4	7			8	3	7			7	3	2	
	1	1					1				1						1		
9.					10.					11.					12.				
	1	9	9			1	5	8			3	8	5			6	6	5	
+	3	9	1		+	4	6	6		+	1	3	7		+	1	0	7	
	5	9	0			6	2	4			5	2	2			7	7	2	
	1	1				1	1				1	1					1		
13.					14.					15.					16.				
	1	0	9			2	3	7			2	9	0			8	6	2	
+	4	9	8		+		6	8		+	2	7	6		+		6	7	
	6	0	7			3	0	5			5	6	6			9	2	9	
	1	1				1	1				1					1			
17.					18.					19.					20.				
	7	1	9			5	9	5			2	6	7			6	0	6	
+	1	8	2		+	1	1	7		+	5	7	9		+	2	5	8	
	9	0	1			7	1	2			8	4	6			8	6	4	
	1	1				1	1				1	1					1		



Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

2) Morning maths - 15 minutes

3) Independent Reading - 30 minutes

4) Spelling - 20 minutes

5) P.E. - Joe Wicks workout

English

Reading

<https://www.bbc.co.uk/bitesize/articles/zb2k8xs>

Watch the video. Read *Please Mrs Butler* by Allan Ahlberg and answer the questions in your English book.

Challenge: Read *Excuses* by Allan Ahlberg

Maths

Subtracting three-digit numbers

<https://www.bbc.co.uk/bitesize/articles/zxm72sg>

Watch the videos, complete the online activity or the sheet. Check your answers.

1*- 2-digit numbers 2*- 3-digit numbers

PE and Movement

Dance Watch the video and copy the dance moves.

<https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-street-dance-masterclass-on-b-boying-and-footwork/zkmf47h>

If you need an extra task you could try... create your own dance routine. You could video this for your portfolio.

Please Mrs Butler

Please Mrs Butler

*This boy Derek Drew
Keeps copying my work, Miss.
What shall I do?*

*Go and sit in the hall, dear.
Go and sit in the sink.
Take your books on the roof, my lamb.
Do whatever you think.*

*Please Mrs Butler
This boy Derek Drew
Keeps taking my rubber, Miss.
What shall I do?*

*Keep it in your hand, dear.
Hide it up your vest.
Swallow it if you like, my love.
Do what you think best.*

*Please Mrs Butler
This boy Derek Drew
Keeps calling me rude names, Miss.
What shall I do?*

*Lock yourself in the cupboard, dear.
Run away to sea.
Do whatever you can, my flower.
But don't ask me!*

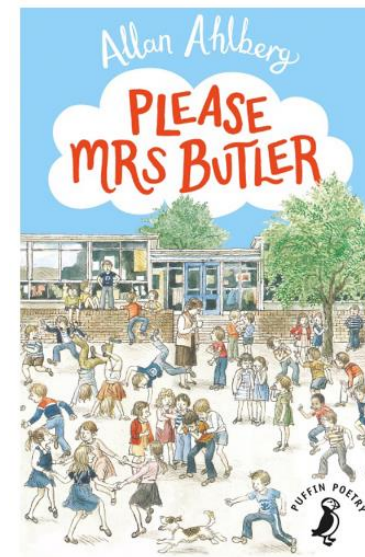
Answer the questions below by pointing to the answer in the poem.

Don't just guess the answer - you must show where you found it.

Top tip!

Each question will follow the order of the poem so start at the top.

1. What is the name of the teacher?
2. What is the first thing Derek Drew does wrong?
3. Where does the teacher say the narrator should take their books?
4. What three things does the teacher say the narrator should do with the rubber?
5. What is the final complaint the narrator has about Derek Drew?
6. What does the teacher call the narrator in the last verse?



Challenge:

Read the poem *Excuses* by Allan Ahlberg.

If you struggle with any of the words, try the following reading strategies:

-Sound the word out. Can you split the word up and then try to say it?

-Think about whether it looks like another word that you know.

-Miss the word out and read ahead. Then go back and 'guess' what the word may have been.

While you read, think about the question below.

Is it the same child with lots of excuses or different children speaking?

Top tip!

Read the last line very carefully: 'So... can we start again?'

Excuses

I've writ on the wrong page, Miss.

My pencil went all blunt.

My book was upside-down, Miss.

My book was back to front.

My margin's gone all crooked, Miss.

I've smudged mine with my scarf.

I've rubbed a hole in the paper, Miss.

My ruler's broke in half.

My work's blew out the window, Miss.

My work's fell in the bin.

The leg's dropped off my chair, Miss.

The ceiling's coming in.

I've ate a poison apple, Miss.

I've held a poison pen!

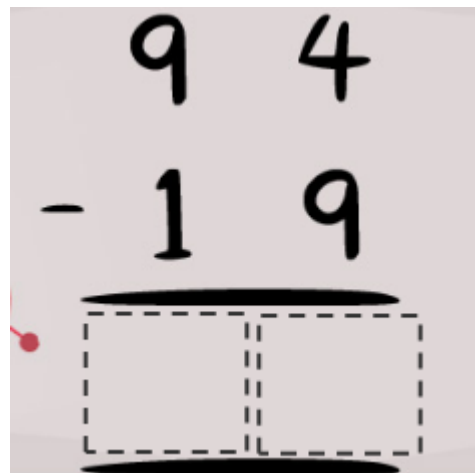
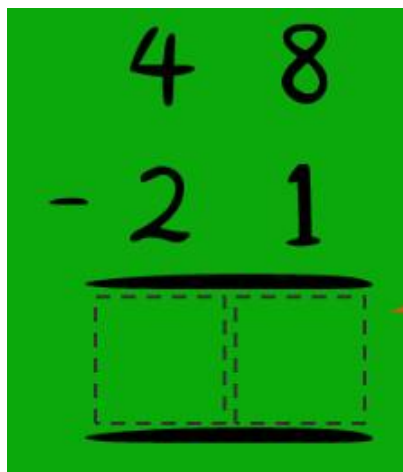
I think I'm being kidnapped, Miss!

So . . . can we start again?

Subtraction: Column Method

<p>1</p> $\begin{array}{r} 453 \\ -348 \\ \hline \end{array}$ <p>Place the numbers one on top of the other, lining up the hundreds, tens and ones.</p>	<p>2</p> $\begin{array}{r} 453 \\ -348 \\ \hline \end{array}$ <p>Subtract the ones (note that the answer to $3 - 8$ is negative).</p>	<p>3</p> $\begin{array}{r} 4\overset{1}{\cancel{5}}3 \\ -348 \\ \hline 5 \end{array}$ <p>Exchange a 10 from the 50 to give 13 ones. Subtract the ones: $13 - 8 = 5$.</p>
<p>4</p> $\begin{array}{r} 4\overset{1}{\cancel{5}}3 \\ -348 \\ \hline 05 \end{array}$ <p>Subtract the tens: $40 - 40 = 0$.</p>	<p>5</p> $\begin{array}{r} 4\overset{1}{\cancel{5}}3 \\ -348 \\ \hline 105 \end{array}$ <p>Subtract the hundreds: $400 - 300 = 100$.</p>	<p>6</p> $\begin{array}{r} 4\overset{1}{\cancel{5}}3 \\ -348 \\ \hline 105 \end{array}$ <p>Check your answer.</p>

1. Try subtracting numbers with 2 digits first. Look at $94 - 19$. Can we take 9 ones away from 4 ones? NO, so what shall we do? EXCHANGE.



Subtracting 3-Digit Numbers from 3-Digit Numbers - With Exchanging

LO: to use column subtraction
Calculate the answer to the following:

$\begin{array}{r} 451 \\ -218 \\ \hline \end{array}$	$\begin{array}{r} 840 \\ -525 \\ \hline \end{array}$	$\begin{array}{r} 472 \\ -238 \\ \hline \end{array}$	$\begin{array}{r} 481 \\ -323 \\ \hline \end{array}$
$\begin{array}{r} 690 \\ -526 \\ \hline \end{array}$	$\begin{array}{r} 726 \\ -419 \\ \hline \end{array}$	$\begin{array}{r} 427 \\ -233 \\ \hline \end{array}$	$\begin{array}{r} 519 \\ -450 \\ \hline \end{array}$
$\begin{array}{r} 353 \\ -136 \\ \hline \end{array}$	$\begin{array}{r} 627 \\ -258 \\ \hline \end{array}$	$\begin{array}{r} 622 \\ -394 \\ \hline \end{array}$	$\begin{array}{r} 951 \\ -652 \\ \hline \end{array}$

Challenge: Complete the following calculations:

$\begin{array}{r} 73_ \\ -4_7 \\ \hline _81 \end{array}$	$\begin{array}{r} _70 \\ -29_ \\ \hline 1_6 \end{array}$	$\begin{array}{r} _01 \\ -4_8 \\ \hline 33_ \end{array}$
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Subtracting 3-Digit Numbers from 3-Digit Numbers - With Exchanging



LO: to use column subtraction
Calculate the answer to the following:

$\begin{array}{r} 451 \\ - 218 \\ \hline 233 \end{array}$	$\begin{array}{r} 840 \\ - 525 \\ \hline 315 \end{array}$	$\begin{array}{r} 472 \\ - 238 \\ \hline 234 \end{array}$	$\begin{array}{r} 481 \\ - 323 \\ \hline 158 \end{array}$
$\begin{array}{r} 690 \\ - 526 \\ \hline 164 \end{array}$	$\begin{array}{r} 726 \\ - 419 \\ \hline 307 \end{array}$	$\begin{array}{r} 427 \\ - 233 \\ \hline 194 \end{array}$	$\begin{array}{r} 519 \\ - 450 \\ \hline 69 \end{array}$
$\begin{array}{r} 353 \\ - 136 \\ \hline 217 \end{array}$	$\begin{array}{r} 627 \\ - 258 \\ \hline 369 \end{array}$	$\begin{array}{r} 622 \\ - 394 \\ \hline 228 \end{array}$	$\begin{array}{r} 951 \\ - 652 \\ \hline 299 \end{array}$

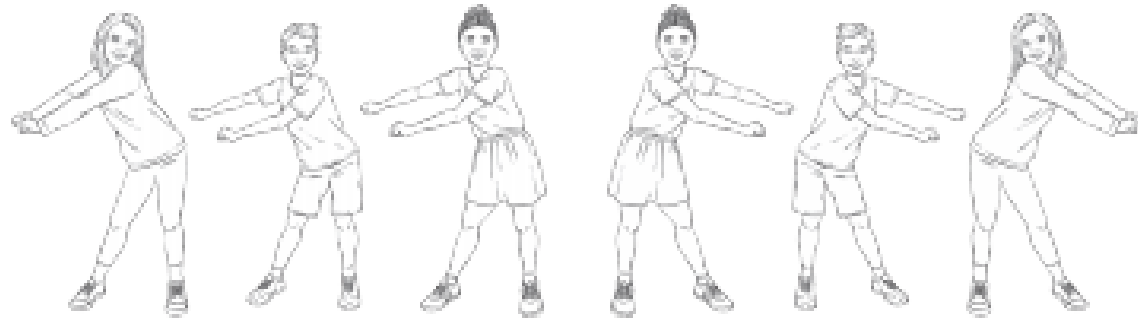
Challenge: Complete the following calculations:

$\begin{array}{r} 738 \\ - 457 \\ \hline 281 \end{array}$	$\begin{array}{r} 470 \\ - 294 \\ \hline 176 \end{array}$	$\begin{array}{r} 801 \\ - 468 \\ \hline 333 \end{array}$
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Choreograph a Dance

Choreography is making up and putting together steps for a dance. Use this activity sheet to help you choreograph your own dance.

The first thing to do is decide on your style of dance. The type of steps you choose will depend on this. There are lots of different types of dance style; ballet, modern, tap, ballroom, jazz and hip hop are examples although there are many more.



Next you need to choose your music. Try to choose a piece that suits your style of dance.

You could use the Internet to find out dance steps that belong to your chosen style. However, here are some simple steps that you could use. Do them in the style of your dance type and make them match the music you have chosen.

Forward and back

1. Move one step forward then two steps back then pause for one beat.
2. Move three steps forward then four steps back then pause for one beat.

Side to side

1. Take two steps to your right.
2. Bend your knees twice.
3. Take two steps to your left.
4. Bend your knees twice.

Turning

1. Take a step to your left and turn around to the count of four, make sure you are facing forwards by four.
2. Bounce on your heels four times.



Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

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English

Identifying adverbs (Lesson 2)

<https://www.bbc.co.uk/bitesize/articles/zbn492p>

Watch the videos to remind yourself what adverbs are and how they are used. Try the activities and check your answers. Write these in your English book.

Maths

Efficient addition and subtraction methods

<https://www.bbc.co.uk/bitesize/articles/z7psf4j>

Sometimes the column method isn't the quickest way to add and subtract. Watch the videos, complete the online activity or the sheet. Check your answers.

Science

Plants

Create a folding leaflet to explain what each part of a plant is called and what its job is.

If you need an extra task you could try... Make your own word search puzzle filled with scientific plant vocabulary.

An adverb is a word that *describes* a *verb* (an action or a doing word).

For example: He *ate* his *breakfast* *quickly*.

The word 'quickly' is an adverb as it tells us how he ate (the verb) his breakfast.

Where to place adverbs?

Adverbs can come before or after a verb.

- He *quickly* ate his breakfast.
- He ate his breakfast *quickly*.

Changing where the adverbs are in your sentences can make your writing more interesting to read.

I know what adverbs are used for.



Adverb Word Bank

happily

tomorrow

next

soon

carefully

slowly

1. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Next, she looked for her coat.
- e) It would be his turn soon.



2. Complete the sentences below. Use the **Adverb Word Bank** to help you.

- a) She ran _____ down the road.
- b) It will be my birthday _____.
- c) He wandered _____ home.
- d) _____, she had to wrap her brother's present.
- e) Her dad was coming to pick her up _____.



1. Look at the sentences below. Circle the adverb in each one.

- a) *cautiously*
- b) *angrily*
- c) *quickly*
- d) *next*
- e) *soon*



2. Use your own adverbs (MA from the word bank) to complete these sentences.

- a) *happily*
- b) *tomorrow*
- c) *slowly*
- d) *next*
- e) *later*

Adding and subtracting a 3-digit number and 10s

Sometimes it makes more sense to solve some additions and subtractions using a mental method (in your head).

The problems in this lesson all involve adding or subtracting multiples of ten.

You will learn how to look at a calculation and decide on the most *efficient* strategy to find the solution, rather than always using a written method.

For example, $134 + 20 = 154$. I didn't use the column method, I simply added on 2 more tens in my head.

*Efficient simply means the easiest and quickest way.

1

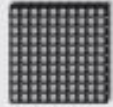


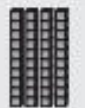
Air team	Fire team	Water team	Earth team
245	157	180	

- a) Fire team had 157 points.
They have won 40 more points.

How many points do they have now?

$$157 + 40 = \boxed{}$$

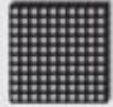
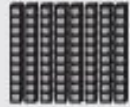
They have points now.

H	T	O
		
		

- b) Earth team have 50 fewer points than Water team.

$$\boxed{} - 50 = \boxed{}$$

Earth team has points.

H	T	O
		

- c) A week later, each team is awarded 30 points for singing in assembly. Complete the table to show the new scores.

Air team	Fire team	Water team	Earth team
525	417	310	201

I will add 30 to each score.
I will use equipment to check my answers.



Parts of a Plant

Flower



The flower makes seeds to grow new plants.

Stem



The stem holds the plant up and carries water and nutrients from the soil to the leaves.

Leaves



The leaves make food for the plant using sunlight and carbon dioxide from the air.

Roots

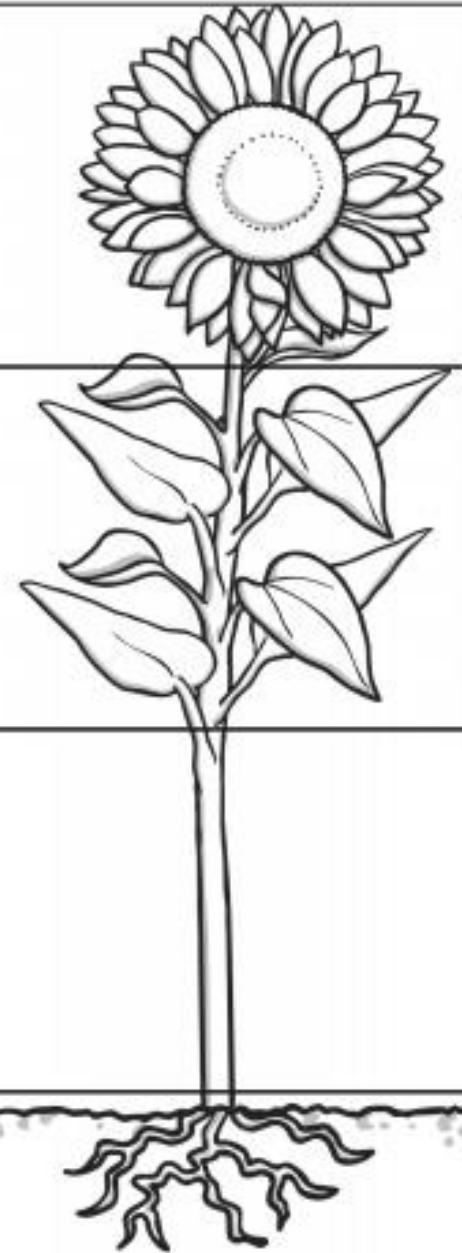


The roots anchor the plant into the ground and absorb water and nutrients from the soil.

twinkl

Parts of a Plant

Part 1





Marlborough Primary Academy

Class
3M

Home Learning
Day 4

Date
7/5/20

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English

Writing sentences

<https://www.bbc.co.uk/bitesize/articles/zm6wjhv>

Watch the video to learn about sentences. Try the online activities and complete the sheet. You will need to decide which punctuation mark goes at the end of each sentence. Will it be a full stop, question mark or exclamation mark?

Maths

Mixed addition and subtraction problems

<https://www.bbc.co.uk/bitesize/articles/zfxx6v4>

Follow the slideshow or look at the poster to see what the RUCSAC method is. Use this to make or answer word problems. * Level 1 ***Level 2

PSHE

Complete the balloons to show why you are an amazing person.

Don't forget to share on your portfolio.

If you need an extra task you could try... Try Yoga for Kids <https://www.youtube.com/watch?v=X655B4ISakg>

Linking words together in the right way makes your writing easy to understand and interesting to read.

When you are writing, words are grouped together into **sentences**.

Different types of sentence do different jobs.
Sentences can:

- state a **fact**
- ask a **question**
- give an **order**
- express an **emotion**.



There are a few **simple rules** you need to follow to make sure your sentences are clear.

1. Sentences need a **capital letter** at the beginning and a **punctuation mark** at the end, like a full stop (.), a question mark (?) or an exclamation mark (!).
2. All sentence need to include a **subject** (who or what) and a **verb** (a doing word).
3. Sentences must **make complete sense** all on their own.

Write the sentences in your English books. Finish them off correctly with either a full stop (.), exclamation mark (!) or question mark (?).

a) Would you like to go for a walk



b) Sarah went to school



c) Be careful



d) What time does the party start



e) I'm so excited



f) The bird was singing in the tree



g) How much money did you save



h) Alex likes to play football



i) Congratulations Sam



Challenge:

2. Now write your own question to go with this picture.





Read

Read the question.
What is the important
information?

Understand

Understand the question.
What do you need to
find out?

Choose

Choose the correct
method of calculation
and operation(s).

Solve

Solve the problem.
Make sure you follow
the steps.

Answer

Answer the question.
What were you meant
to find out?

Check

Check your answer.
Use the inverse to check
your working out.



Solving Problems

Your task is to create and solve your own one-step problems.

A one-step problem is a calculation that requires you to use one operation, e.g. Molly had 45 apples and Maaria had 32 bananas. How many pieces of fruit are there altogether?

Present your ideas in an interesting way, for example:

- a poster;
- a quiz;
- a game;
- crossword;
- or an activity of your choice.



Solving Problems

Your task is to create and solve your own one- and two-step problems.

A one-step problem is a calculation that requires you to use one operation to solve the problem, e.g. Molly had 45 apples and Maaria had 32 bananas. How many pieces of fruit are there altogether?

A two-step problem is a calculation that requires you to use two operations to solve the problem, e.g. Mahir has 13 writing pencils and 54 coloured pencils. He gives his friend 27 pencils. How many pencils does he have left?

Present your ideas in an interesting way, for example:

- a poster;
- a quiz;
- a game;
- crossword;
- or an activity of your choice.

Subtraction Word Problems

Aim: I can solve subtraction word problems.

1. A shop has 76 pairs of socks. 33 pairs are white sport socks. How many other pairs are there?



2. There are 189 children in a school. 114 are in Key Stage 2, the rest are in the Foundation Stage and Key Stage 1. How many children are in the Foundation Stage and Key Stage 1 altogether?

3. There are 115 pencils in the cupboard. 82 are given out to the children. How many are left in the cupboard?



4. Edward buys a drink for 82p. He pays with a £1 coin. What change does he receive?

5. A flower market has 132 tulips. A florist buys 80 tulips. How many are left?

6. A sweet shop has 127 boiled sweets in a jar. One jar containing 64 sweets is sold. How many are left?



7. A farmer has 184 cows. He takes 97 to a new field. How many are left behind?

8. A school has a target of raising £175 for a local charity. So far they have raised £110. How much more is there to raise to reach the target?

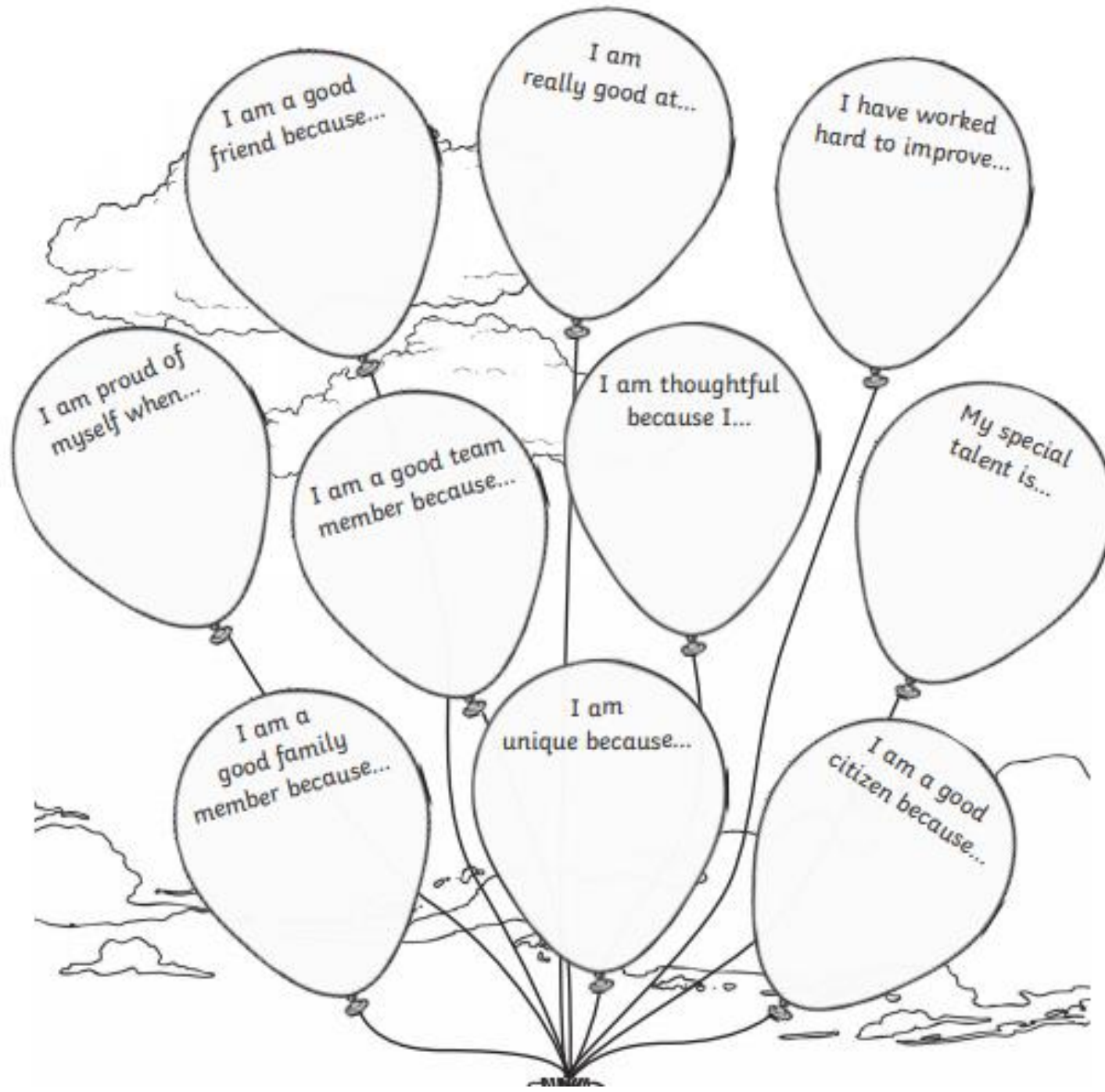


Answers

1. A shop has 76 pairs of socks. 33 pairs are white sport socks. How many other pairs are there?
43
2. There are 189 children in a school. 114 are in Key Stage 2, the rest are in the Foundation Stage and Key Stage 1. How many children are in the Foundation Stage and Key Stage 1 altogether?
75
3. There are 115 pencils in the cupboard. 82 are given out to the children. How many are left in the cupboard?
33
4. Edward buys a drink for 82p. He pays with a £1 coin. What change does he receive?
18p
5. A flower market has 132 tulips. A florist buys 80 tulips. How many are left?
52
6. A sweet shop has 127 boiled sweets in a jar. One jar containing 64 sweets is sold. How many are left?
63
7. A farmer has 184 cows. He takes 97 to a new field. How many are left behind?
87
8. A school has a target of raising £175 for a local charity. So far they have raised £110. How much more is there to raise to reach the target?
£65
9. A teacher counts all the Maths exercise books that her class has used during the year and finds that there are 137 in total. 96 are completed books. How many incomplete books are there?
41
10. A school prints 282 letters for parents. 93 letters are given out on Thursday and the rest on Friday. How many letters are given out on Friday?
189

I Am an Amazing Person!

Read and finish the sentences in the balloons below.





Marlborough Primary Academy

Class
3M

Home Learning
Day 5

Date
8/5/20

Daily activities - 5 a-day!

1) TTRockstars - 20 minutes

2) Morning maths - 15 minutes

3) Independent Reading - 30 minutes

4) Spelling - 20 minutes

5) P.E. - Joe Wicks workout

English

Using apostrophes to combine words

<https://www.bbc.co.uk/bitesize/articles/z4p2mfr>

Watch the video to learn how and when to use apostrophes for contractions and complete the activities.

Maths

<https://www.bbc.co.uk/bitesize/articles/zd3q2sg>

Have a go at the Friday challenges! Each one gets a bit more difficult.

Art

Look at the famous flower paintings by artist, Georgia O'Keeffe. Draw a close up of a flower in your sketchbooks. This could be from the photo or a real flower. You could even take a picture and zoom in before drawing.

If you need an extra task you could try... Research Georgia O'Keeffe and create an artist page in your sketchbook. This could include interesting facts and pictures.

Contractions

Match the contractions to the correct word pairs.

do

not

did

not

it

will

she

will

he

will

will

not

can

not

has

not

didn't

it'll

hasn't

can't

she'll

won't

he'll

don't

Sometimes we *contract* words to make them easier to say or write. This means that we combine them to make them smaller. We use an apostrophe for contractions

e.g. she will = she'll

Challenge:

Now have a go at using contracted words in your own writing.

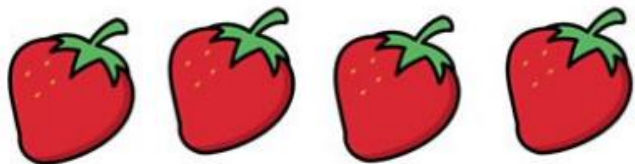
Write five sentences. Each sentence must include one of the following contraction words:

- don't (do not)
- won't (will not)
- she'll (she will)
- can't (can not)
- he'll (he will)

For example: I **don't** want to go to bed!

Challenge 1

This is half of Lee's strawberries.



How many strawberries does Lee have?

This is half of Lee's shape.



What could the whole shape look like?

Challenge 2

Tim buys a lolly and a chew.



The lolly costs 12p more than the chew.

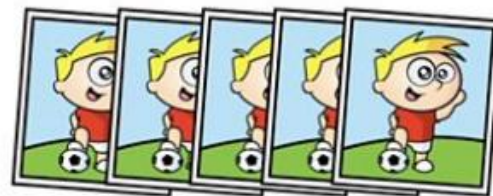
The total cost of the two items is 82p.

How much does the lolly cost?

Challenge 3

Stickers come in packs of 5.

Max buys 12 packs.

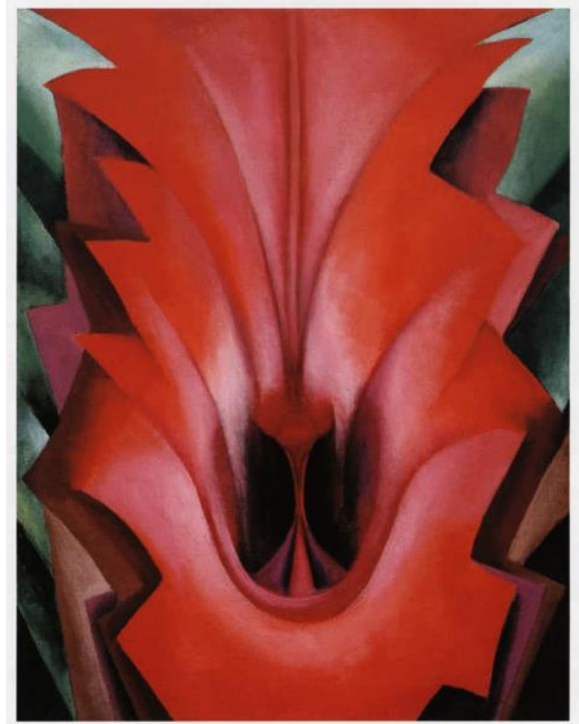
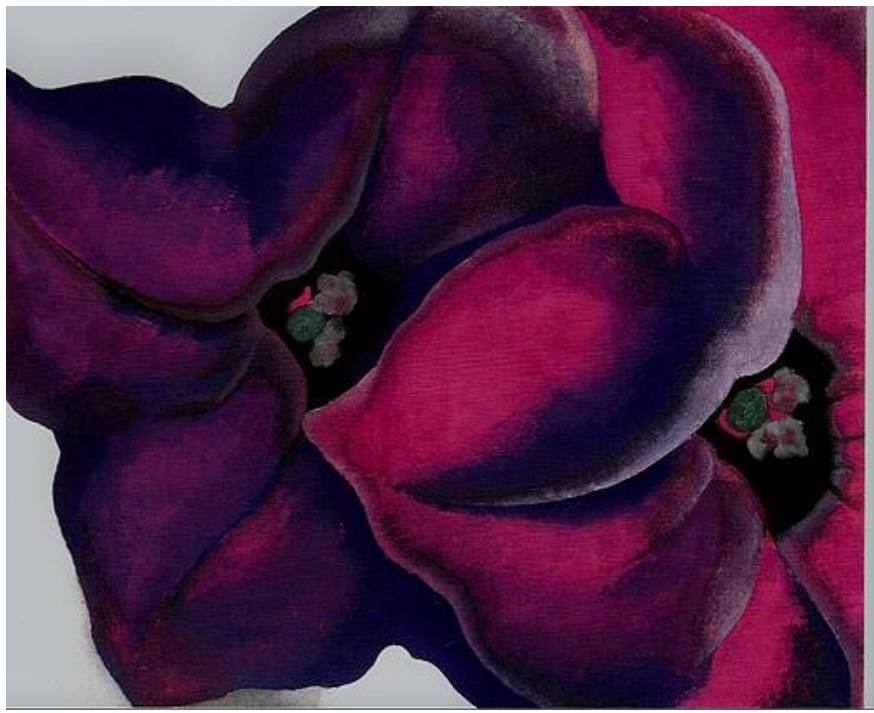


He gives his three friends some stickers.

They each receive the same number.

He has 27 stickers left.

How many stickers did Max give each of his friends?





Georgia O'Keeffe

'If I could paint the flower exactly as I see it, no one would see what I see because I would paint it small like the flower is small. So, I said to myself—I'll paint what I see—what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it.'—Georgia O'Keeffe



Draw a close-up of a flower, using the Flower Photopack, or why not use a real flower? You could even use a tablet to take a photo of the flower and then zoom in.

