



# Stafford State School

Independent Public School



Term 2

Week 3

# Year 4

## Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Music
- Chinese
- Digital Technology
- Library

# Tuesday – Week 3



<b>Wellbeing Task</b>	<p>Belly Breathing – find an object such as a toy or book to place on your tummy. Lie on your back with the object on your tummy. Look at your object and take three long slow breaths in and out watching the object move up and down with your breath. Count as you breathe in 1,2,3,4 and count as you breathe out 1,2,3,4. See if you can close your eyes and feel the toy move. Continue for up to 5 minutes. How do you feel?</p>
<b>Morning English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>For each of the next three weeks, you will be using the ‘Reading Activity’ page attached in the Week 3 resources. For each day, you are to:             <ul style="list-style-type: none"> <li>- Read for 20 minutes (the same novel all week)</li> <li>- Complete one or two of those tasks. Idea is that, over the course of a week, you will finish all 9 tasks.</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Pretest. Test the student on the 25 spelling words in Unit 13. Mark. Choose 10 words from the test (or extension words from the back of the book) to be the spelling focus for the week.</li> <li>Complete Question 4 in Soundwaves</li> </ul> <p><u>Writing Warm Up</u></p> <ul style="list-style-type: none"> <li>Complete Activity 1 of ‘The Mirror in the Attic’ page in Week 3’s resources.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>On ‘At the basketball game’ sheet, complete the section titled ‘The things you hear.’</li> </ul> <p><u>Read Theory</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Maths Warmup</u></p> <ul style="list-style-type: none"> <li>Chant out the 7 times tables from the page attached in the Week 1 resources</li> <li>Cut out the analogue clocks and use them as flashcards to read the time</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 13 Monday in your Maths Mental book.</li> </ul> <p><u>Measurement – Time</u></p> <ul style="list-style-type: none"> <li>Find polygon puzzle sheet attached in week 3 resources. Cut out the 2D shapes (remind me – what shape are these? Justify!) and solve the puzzle.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul> <p><u>Game</u></p> <ul style="list-style-type: none"> <li>Over the next 3 weeks, you will be making a board game based around a times table of your choice. Play these completed games at home, and by all means – bring them to school once we’re all back together and we’ll play them in class!</li> <li>Your job today is to decide which times table you would like to focus on – from 1x through to 12x. I will be using 5x as my demo to explain each step, so that’s out, as is 1x, 2x and 10x. Be original, peeps!!!! Also, as I know some of you are already thinking of this, it must be a whole number that we have been learning in class!!!</li> </ul>
<b>Break</b>	
<b>Afternoon HASS</b>	<ul style="list-style-type: none"> <li>Read ‘Convict Life’, discussing main points.</li> <li>Read through the list of jobs that some of the convicts had and define each. Discuss with students that most of the convicts were ‘manufacturers’ – they turned something natural (eg: silk thread) into something useful (eg: lace).</li> <li>Talk about who would be the ‘consumer’ of these goods (the rich). If the ‘manufacturers’ turned to crime to get by in life, what kind of money do you think the rich people paid for these products? Is it the same today?</li> </ul>

# Wednesday – Week 3



Wellbeing Task	Use the <b>Yoga Poses For Kids</b> cards – Put them in an order and make your own yoga sequence (you can repeat poses if you like). Make up a story in your head to go with the poses as you do them. Keep the cards somewhere safe to use again next week.
Morning  English	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>For each of the next three weeks, you will be using the 'Reading Activity' page attached in the Week 3 resources. For each day, you are to:             <ul style="list-style-type: none"> <li>- Read for 20 minutes</li> <li>- Complete one or two of those tasks</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Read through all 25 words and clap out the syllables (eg: fun/ny; sud/den/ly)</li> <li>Complete Questions 5, 6 &amp; 7 in Soundwaves</li> </ul> <p><u>Writing Warm Up</u></p> <ul style="list-style-type: none"> <li>Complete Activity 2 of 'The Mirror in the Attic' page in Week 3's resources.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>On 'At the basketball game' sheet, complete the section titled 'The nouns versus the verbs.'</li> </ul> <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of English tasks</li> </ul>
Break	
Middle  Maths	<p><u>Maths Warmup</u></p> <ul style="list-style-type: none"> <li>Chant out the 7 times tables from the page attached in the Week 1 resources</li> <li>Using the analogue clocks you cut out yesterday, state the time. Explain why you said that time (eg: the minute hand is on the 6 so that means it's half past etc)</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 13 Tuesday in your Maths Mental book.</li> </ul> <p><u>Number - addition</u></p> <ul style="list-style-type: none"> <li>Being able to add in your head is a very important life skill to have. But it's not easy! Here's my "self talk" for the question <math>427 + 58</math>:  <i>I'm going to add the ones together to start with. <math>427 + 8 = 435</math>                      Now for the tens. <math>435 + 50</math> is 485.</i> </li> <li>To solve this 'mentally', the only thing I can write down is the answer: 485.</li> <li>Practise your mental addition by answering these questions, only writing down the answer  <math>362 + 94</math>    <math>819 + 140</math>    <math>399 + 204</math>    <math>1322 + 97</math>    <math>2364 + 408</math> </li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul> <p><u>Game</u></p> <ul style="list-style-type: none"> <li>Now that you have decided on which times table to focus on, it's time to write out some questions! In your home learning books, turn your book upside down – this'll be where you put your 'rough draft' of your game.</li> <li>Write 22 times table facts using your times table (from <math>\_ \times 0</math> all the way through to <math>\_ \times 10</math>). For example, mine is 5x. So, my 22 facts would be:  <math>5 \times 0 = 0</math>, <math>0 \times 5 = 0</math>; <math>5 \times 1 = 5</math>, <math>1 \times 5 = 5</math> etc             </li> <li>You'll notice that I did turn arounds – I find it easier to figure out where I'm up to!</li> </ul>
Break	
Afternoon  Science	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Read 'The Lifecycle of an Elephant' from Week 3 resources and answer the comprehension questions</li> </ul>

# Thursday – Week 3



<b>Wellbeing Task</b>	Think about your house. What are your 3 favourite things about your house? Choose a favourite place in your house for you to do 2 minutes of slow, quiet breathing with your eyes closed.
<b>Morning English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>For each of the next three weeks, you will be using the 'Reading Activity' page attached in the Week 3 resources. For each day, you are to:             <ul style="list-style-type: none"> <li>- Read for 20 minutes</li> <li>- Complete one or two of those tasks</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Read through all 25 words and tell someone what they mean. Look up on google / dictionary any words you don't know the meaning of.</li> <li>Complete Questions 8 &amp; 9</li> </ul> <p><u>Writing Warm Up</u></p> <ul style="list-style-type: none"> <li>Complete Activity 3 of 'The Mirror in the Attic' page in Week 3's resources.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>Remind yourself what a simile is. Challenge another member of your family to brainstorm some commonly used similes, and discuss what these mean.</li> <li>Create a simile free-verse poem using the page in the resources titled 'I am as', using words to create similes which describe you!</li> </ul> <p><u>Read Theory</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Times tables</u></p> <ul style="list-style-type: none"> <li>Complete Sets A &amp; B on the maths activity page for the 7 times tables attached in the Week 3 resource pack (titled Learning your tables 7x tables).</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 13 Wednesday in your Maths Mental book.</li> </ul> <p><u>Number – addition</u></p> <ul style="list-style-type: none"> <li>Using the mental addition skills you practised yesterday, complete the attached number crossword page. Remember – in your head!</li> </ul> <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> <li>Spend 15 minutes on Study Ladder for maths</li> </ul> <p><u>BTN</u></p> <ul style="list-style-type: none"> <li>Stream the latest episode of BTN (google Behind The News). Discuss.</li> </ul> <p><u>Game</u></p> <ul style="list-style-type: none"> <li>Now comes the bit more challenging part – you need to write 11 simple word problems using each of your chosen number fact. For example, remember mine is the 5 x:             <ul style="list-style-type: none"> <li>- Charlotte had 6 packets of pencils. In each packet, there were 5 pencils. How many pencils did she have altogether?</li> <li>- You don't need to worry about writing down the answer!</li> </ul> </li> </ul>
<b>Break</b>	
<b>Afternoon Chinese</b>	<ul style="list-style-type: none"> <li>Refer to Chinese sheet</li> </ul>

# Friday – Week 3



<b>Wellbeing Task</b>	Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week?
<b>Morning</b> <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>For each of the next three weeks, you will be using the 'Reading Activity' page attached in the Week 3 resources. For each day, you are to:           <ul style="list-style-type: none"> <li>- Read for 20 minutes</li> <li>- Complete one or two of those tasks</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Read through all 25 words and give an antonym (word that means the opposite) or synonym (word that means the same)</li> <li>Complete Questions 10 &amp; 11</li> </ul> <p><u>Writing Warm Up</u></p> <ul style="list-style-type: none"> <li>Complete Activity 4 of 'The Mirror in the Attic' page in Week 3's resources.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>On 'At the basketball game' sheet, complete the section titled 'Basketball match.'</li> </ul> <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of English tasks</li> </ul>
<b>Break</b>	
<b>Middle</b> <b>Maths</b>	<p><u>Maths Warmup</u></p> <ul style="list-style-type: none"> <li>Chant out the 7 times tables from the page attached in the Week 1 resources, shuffling up the order. (eg: <math>7 \times 3 = 21</math>, <math>4 \times 7 = 28</math>, <math>7 \times 10 = 70</math>, <math>7 \times 5 = 35</math> etc)</li> <li>Using the grid page in the resources, neatly write the analogue time on them.</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 13 Thursday in your Maths Mental book.</li> </ul> <p><u>Number – times tables</u></p> <ul style="list-style-type: none"> <li>For a bit of fun, complete the 'Did you know' page (in your head!!!)</li> </ul> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> <li>Complete Unit 13 Maths Mentals Problem Solving. You can use the CUBES page from Week 1 to assist you.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul>
<b>Break</b>	
<b>Afternoon</b> <b>Music</b> <b>Health/PE</b>	<ul style="list-style-type: none"> <li>Refer to Music sheet</li> <li>Refer to Health/ PE sheet</li> </ul>

Week 3 Spelling Activity (2 pages)

unit13

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

- 1) Fill in the blank: Matter takes up \_\_\_\_\_.  
A. became                      B. plane  
C. mate                         D. space
- 2) Pick the word that fits this definition: liquid pigment brushed on paper, walls, etc  
A. plane                         B. break  
C. mate                         D. paint
- 3) Pick the word that fits this definition: to give money for goods or services  
A. danger                      B. space  
C. April                         D. paid
- 4) Pick the synonym for favorite  
A. favourite                    B. mate  
C. plane                         D. April
- 5) Fill in the blank: The ship will \_\_\_\_\_ across the sea.  
A. sail                            B. able  
C. great                         D. April
- 6) Pick the word that fits this definition: to have engaged in or endured  
A. paid                            B. lay  
C. taken                         D. became
- 7) Pick the word that fits this definition: activities done for amusement  
A. games                        B. sail  
C. mate                         D. space
- 8) Pick the word that fits this definition: one of a pair or one partner in a couple  
A. mate                            B. afraid  
C. taken                         D. eighth
- 9) Pick the synonym for fearful  
A. eighty                         B. chase  
C. afraid                         D. paid
- 10) Pick the synonym for set  
A. great                            B. favourite  
C. lay                              D. mate
- 11) Fill in the blank: "H" is the \_\_\_\_\_ letter in the alphabet.  
A. eighteen                      B. eighth  
C. space                         D. grey
- 12) Pick the word that fits this definition: a winged vehicle that flies in the air  
A. break                         B. Australia  
C. plane                         D. eighth
- 13) Fill in the blank: The \_\_\_\_\_ earthquake destroyed the house.  
A. great                            B. eighteen  
C. strange                        D. sail
- 14) Pick the synonym for hunt  
A. plane                            B. became  
C. chase                         D. paid

15) Pick the antonym for remain

- A. strange
- B. change
- C. April
- D. favourite

16) Pick the word that fits this definition: unfamiliar or out of the norm

- A. eighteen
- B. strange
- C. chase
- D. paint

17) Pick the antonym for unable

- A. able
- B. games
- C. paint
- D. chase

18) Pick the synonym for rest

- A. able
- B. became
- C. eighteen
- D. break

19) Pick the word that fits this definition: of a color between black and white

- A. grey
- B. danger
- C. lay
- D. paint

20) Pick the synonym for metamorphosed

- A. became
- B. danger
- C. sail
- D. space

21) Fill in the blank: Standing too close to traffic put him in \_\_\_\_\_.

- A. chase
- B. favourite
- C. afraid
- D. danger

22) Pick the word that fits this definition: the smallest continent in the world

- A. eighth
- B. eighteen
- C. paid
- D. Australia

23) Pick the word that fits this definition: number between seventeen and nineteen

- A. grey
- B. break
- C. eighteen
- D. became

24) Fill in the blank: \_\_\_\_\_ is before May and after March.

- A. April
- B. eighth
- C. games
- D. paid

25) Pick the word that fits this definition: a number equal to eight groups of ten

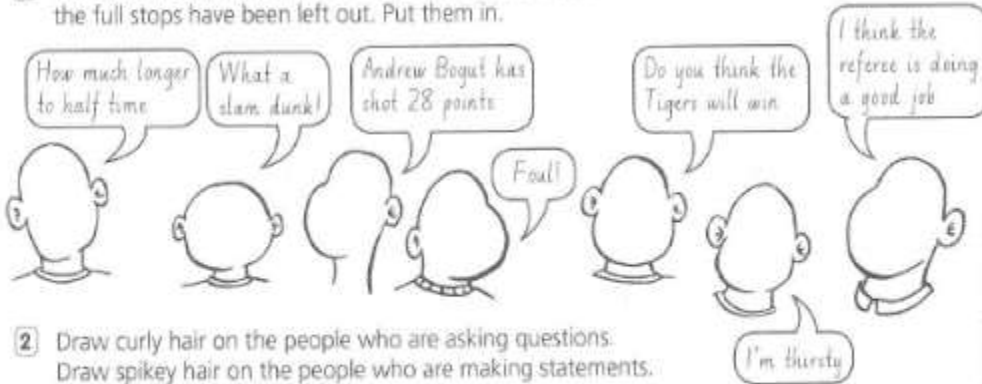
- A. space
- B. break
- C. eighty
- D. Australia

## At the basketball game

## The things you hear

At the basketball game, some people in the crowd are making statements, some are making exclamations and others are asking questions.

- 1 The exclamation marks have been put in, but the question marks and the full stops have been left out. Put them in.



- 2 Draw curly hair on the people who are asking questions. Draw spikey hair on the people who are making statements. Leave people making exclamations bald.
- 3 Draw faces on all the supporters.

## The nouns versus the verbs

Some words can be used as a noun and also as a verb.

Example: He threw the ball into the **ring**. (noun)

My sister will **ring** you tomorrow. (verb)

Classify these words into teams according to how they would be used at a basketball game. Some words can be classified into both teams.

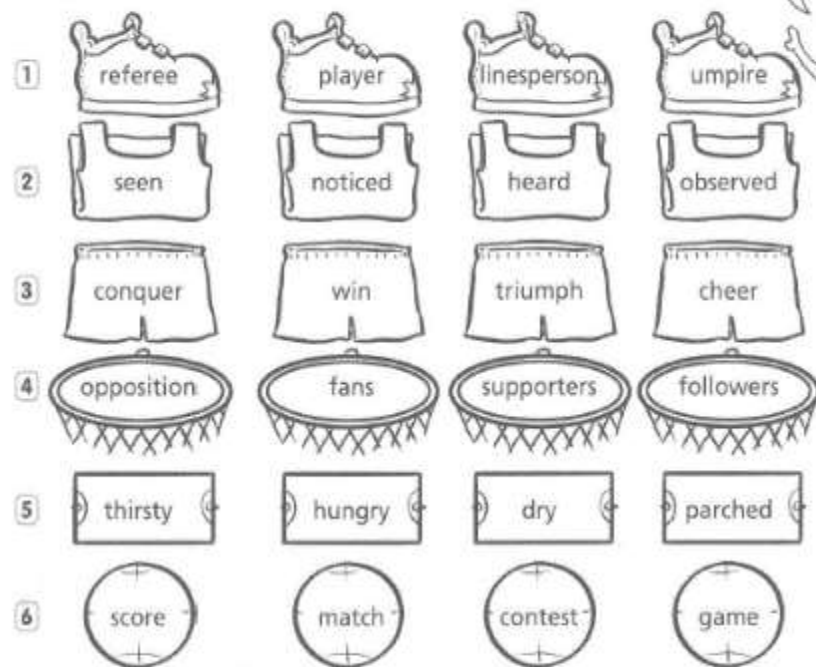
basketball jumped shoot supporter court bounce boot referee fouled shorts dunked barracking singlet dribbled cheerleader threw score player



## Basketball match

Three of the words in each set are similar in meaning. Colour them the same colour.

Words that are similar in meaning are called **synonyms**.



## Moving on Basketball word game

With a partner, play your own basketball word game. Choose who will play for the Perth Wildcats and who will play for the Sydney Kings. Using only letters of your team, make as many words as you can in 10 minutes.

- A foul throw (1 point) is scored for words of two or three letters.
- A goal (2 points) is scored for words of four letters.
- A three-pointer (3 points) is scored for words of more than four letters.

Perth Wildcats		Sydney Kings		Scoreboard					
				Perth Wildcats			Sydney Kings		
				Fouls	Goals	3 points	Fouls	Goals	3 points
				Total			Total		

**Sentence development and punctuation:** Recognising statements, questions and exclamations

**Parts of speech:** Classifying nouns and verbs

**Word knowledge:** Synonyms

**Enrichment:** Word game

# CROSS NUMBER

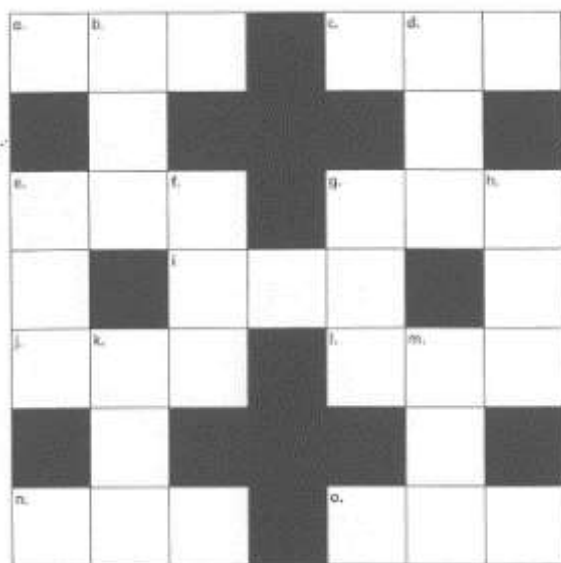
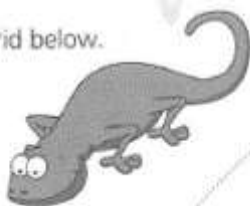
Write the answer to each of these in the puzzle grid below.

## Across

- a.  $36 + 147$
- c.  $546 + 38$
- e.  $337 + 15$
- g.  $29 + 736$
- i.  $828 + 37$
- j.  $54 + 338$
- l.  $627 + 49$
- n.  $717 + 19$
- o.  $27 + 425$

## Down

- b.  $819 + 56$
- d.  $49 + 837$
- e.  $27 + 366$
- f.  $256 + 26$
- g.  $17 + 739$
- h.  $529 + 37$
- k.  $914 + 69$
- m.  $67 + 728$



# DO YOU KNOW?

## What is a winkle?

Figure out each of these. Then write the answer and the turnaround fact. Write each letter above its matching answer in the grid.

Some letters appear more than once.



$4 \times 1 = \begin{array}{|c|} \hline D \\ \hline \end{array} = \_ \times \_$

$10 \times 4 = \begin{array}{|c|} \hline E \\ \hline \end{array} = \_ \times \_$

$6 \times 4 = \begin{array}{|c|} \hline I \\ \hline \end{array} = \_ \times \_$

$4 \times 4 = \begin{array}{|c|} \hline N \\ \hline \end{array} = \_ \times \_$

$4 \times 3 = \begin{array}{|c|} \hline B \\ \hline \end{array} = \_ \times \_$

$9 \times 4 = \begin{array}{|c|} \hline L \\ \hline \end{array} = \_ \times \_$

$4 \times 5 = \begin{array}{|c|} \hline A \\ \hline \end{array} = \_ \times \_$

$4 \times 7 = \begin{array}{|c|} \hline S \\ \hline \end{array} = \_ \times \_$

20	16

40	4	24	12	36	40	

28	40	20

28	16	20	24	36



$5 \times 4 = \_$

$4 \times 4 = \_$

$1 \times 4 = \_$

$4 \times 2 = \_$

$4 \times 9 = \_$

$4 \times 6 = \_$

$4 \times 8 = \_$

$7 \times 4 = \_$

$3 \times 4 = \_$

## What is the life cycle of an elephant? – 1

### Read the text.

An elephant is the largest living land mammal. Mammals give birth to live young, instead of laying eggs as many animals, such as birds, reptiles and insects, do. Female mammals need to care for their young and to feed them the milk they produce. There are three main stages in an elephant's life cycle: baby–adolescent–adult.

### Baby

A baby elephant, called a calf, develops inside its mother for 22 months. That is the longest time for any land animal to be pregnant! Among other mammals, humans are pregnant for 9 months, while a dog is pregnant for only 9 weeks.

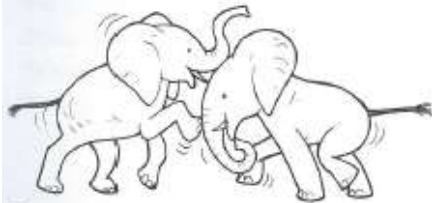
A female elephant, called a cow, usually gives birth to only one calf at a time. A newborn calf has ginger coloured hair over its head and back. It loses this as it grows older. Its mother uses her trunk to help the newborn stand up. The calf must do this right away so it can reach and drink its mother's milk. In the wild, it also needs to walk along with the rest of the herd because they are constantly on the move and won't stay long in the one place. The calf drinks about 11 litres of milk each day. After it grows teeth, at about 3 years of age, it starts to eat grass and other vegetation.



The calf's mother and the other adult females in the herd help look after it. The calf learns how to use its trunk for feeding, drinking water and bathing.

### Adolescent

An elephant is called an adolescent when it stops drinking milk entirely and eats only vegetation. This happens between 5 and 10 years of age.



Male elephants are called bulls. Young bulls play-fight by charging each other and making a lot of trumpeting noises with their trunks. They leave the herd at about 13 to 15 years of age to form another herd with other young bulls.

Female elephants, the cows, stay with the herd all their lives. The herd is ruled by the oldest female, called the matriarch.

### Adult

An elephant is an adult at about 18 years of age. Male and female elephants begin to mate at about 20 years of age. A cow will have six or seven calves during her lifetime. She stops having calves at about 50 years of age. An elephant can live until it is about 70.

## What is the life cycle of an elephant? – 2

Use the text on page 11 to complete the following.

1. What are two characteristics mammals have in common?

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2. Why do you think a female elephant is pregnant for 22 months and a dog for only 9 weeks?

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3. (a) What must a newborn calf do as soon as it is born?

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- (b) Why must it be able to do this?

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4. What skills do the mother and other herd members teach a calf?

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5. When does an elephant become an adolescent?

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6. Describe one difference between the life of a bull and a cow.

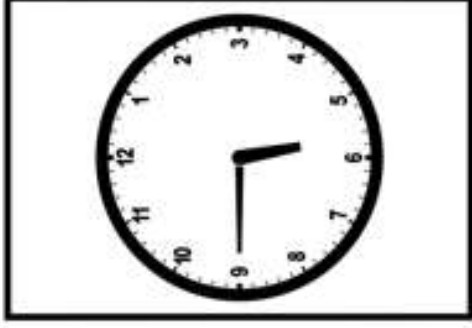
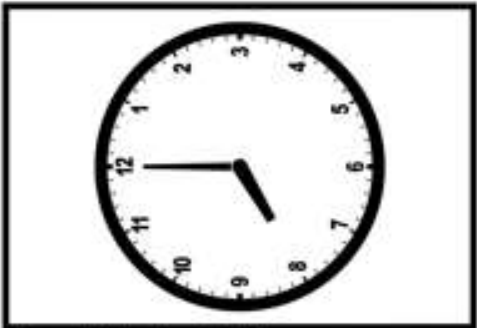
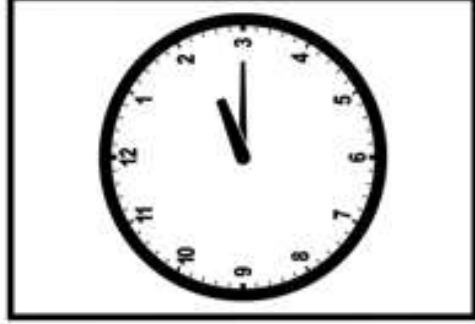
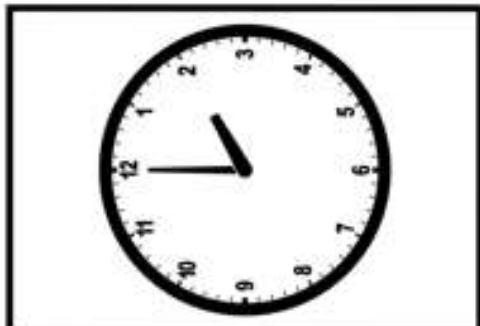
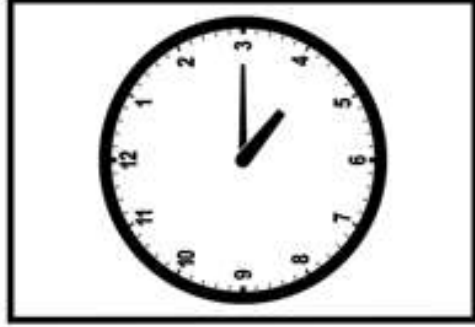
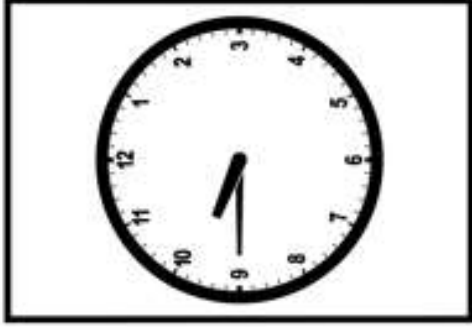
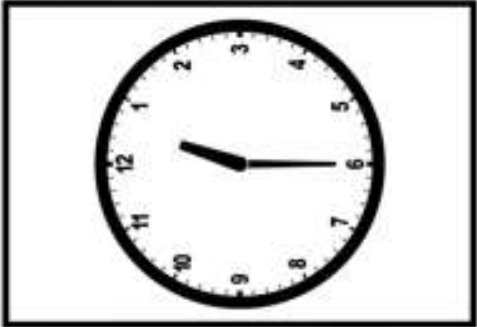
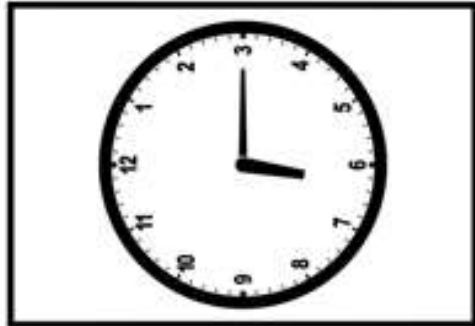
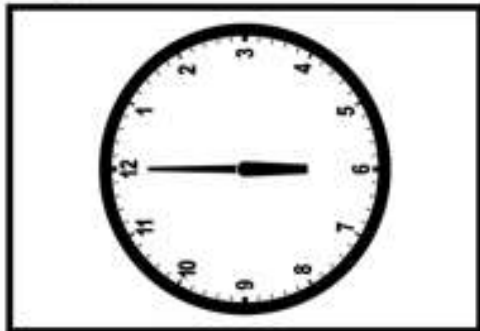
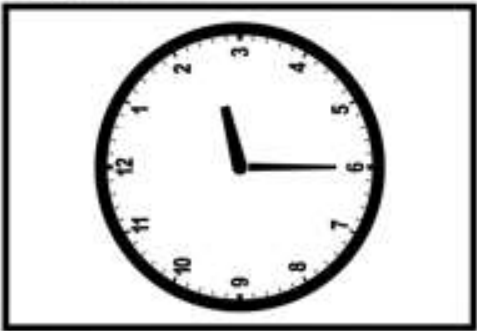
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Visit this website to discover facts zoologists have discovered about the uses of an elephant's trunk.

<http://www.african-safari-pictures.com/elephant-trunk.html>




Reading Activity for Weeks 3-5

Why did you choose this book to read?



Write a three sentence summary of what you read today. Write the details in order.



If you could ask your main character one question, what would it be?



What character in your story would you like to invite over to your house? Explain why.



If you were the author, what's one thing you would change about the book and why?



If you wrote a sequel to this book, what title would you give it and why?



Describe the setting in your book including time and place.



You are going to give one character in your book an award for one of their character traits. What would the award be and why?



What lesson do you think the author wants you to learn from reading this story?



## Set B

1. Add 7 to the following:      2. How many groups of 7 in:
- (a) 14 \_\_\_\_\_ (c) 42 \_\_\_\_\_ (a) 7? \_\_\_\_\_ (c) 70? \_\_\_\_\_  
 (b) 28 \_\_\_\_\_ (d) 63 \_\_\_\_\_ (b) 63? \_\_\_\_\_ (d) 21? \_\_\_\_\_
3. Subtract 7 from the following:      4. Which multiple of 7 is closest to:
- (a) 49 \_\_\_\_\_ (c) 63 \_\_\_\_\_ (a) 30? \_\_\_\_\_ (c) 59? \_\_\_\_\_  
 (b) 21 \_\_\_\_\_ (d) 56 \_\_\_\_\_ (b) 12? \_\_\_\_\_ (d) 51? \_\_\_\_\_

5. Add:

(a)  $7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 =$  \_\_\_\_\_  
 (b)  $7 + 7 + 7 + 7 =$  \_\_\_\_\_  
 (c)  $7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 =$  \_\_\_\_\_



6. Complete the number sequence:

\_\_\_\_\_, 63, \_\_\_\_\_, 49, \_\_\_\_\_, 28, \_\_\_\_\_, 7, 0

7. Complete the number sentences:      8. Complete the following:

(a)  $7 \times$  \_\_\_\_\_  $= 28$       (a)  $(7 \times 8) + 7 =$  \_\_\_\_\_  
 (b)  $9 \times$  \_\_\_\_\_  $= 63$       (b)  $(7 \times 10) - 7 =$  \_\_\_\_\_  
 (c)  $7 \times$  \_\_\_\_\_  $= 42$       (c)  $(7 \times 5) - 7 =$  \_\_\_\_\_

9. True (✓) False (X):

(a)  $8 \times 7 = 56$        (f)  $5 \times 70 = 350$    
 (b)  $5 \times 7 = 42$        (g)  $9 \times 70 = 560$    
 (c)  $7 \times 7 = 49$        (h)  $28 \div 7 = 4$    
 (d)  $10 \times 7 = 70$        (i)  $56 \div 7 = 8$    
 (e)  $7 \times 70 = 560$        (j)  $21 \div 7 = 3$

10. Count by 70s to 700.

## Set A

1. Add 7 to the following:      2. How many groups of 7 in:
- (a) 21 \_\_\_\_\_ (c) 56 \_\_\_\_\_ (a) 14? \_\_\_\_\_ (c) 35? \_\_\_\_\_  
 (b) 63 \_\_\_\_\_ (d) 7 \_\_\_\_\_ (b) 56? \_\_\_\_\_ (d) 42? \_\_\_\_\_
3. Subtract 7 from the following:      4. Which multiple of 7 is closest to:
- (a) 70 \_\_\_\_\_ (c) 14 \_\_\_\_\_ (a) 22? \_\_\_\_\_ (c) 40? \_\_\_\_\_  
 (b) 35 \_\_\_\_\_ (d) 42 \_\_\_\_\_ (b) 17? \_\_\_\_\_ (d) 9? \_\_\_\_\_

5. Add:

(a)  $7 + 7 + 7 =$  \_\_\_\_\_  
 (b)  $7 + 7 + 7 + 7 + 7 + 7 =$  \_\_\_\_\_  
 (c)  $7 + 7 + 7 + 7 + 7 =$  \_\_\_\_\_



6. Complete the number sequence:

0, 7, \_\_\_\_\_, 35, 42, \_\_\_\_\_, 63 \_\_\_\_\_

7. Complete the number sentences:      8. Complete the following:

(a)  $7 \times$  \_\_\_\_\_  $= 56$       (a)  $(7 \times 9) + 7 =$  \_\_\_\_\_  
 (b)  $2 \times$  \_\_\_\_\_  $= 14$       (b)  $(7 \times 3) + 7 =$  \_\_\_\_\_  
 (c)  $7 \times$  \_\_\_\_\_  $= 70$       (c)  $(7 \times 4) - 7 =$  \_\_\_\_\_

9. True (✓) False (X):

(a)  $3 \times 7 = 21$        (f)  $6 \times 70 = 420$    
 (b)  $9 \times 7 = 56$        (g)  $8 \times 70 = 630$    
 (c)  $6 \times 7 = 49$        (h)  $42 \div 7 = 6$    
 (d)  $4 \times 70 = 280$        (i)  $49 \div 7 = 8$    
 (e)  $3 \times 70 = 210$        (j)  $63 \div 7 = 9$

10. Say your 7 x tables backwards.

Name: \_\_\_\_\_

Multiply  
By 7

# Roll and Solve

## Race to the Top

Directions: Roll a die and solve a multiplication problem in that column.

Race to the top to see who wins 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place. Color the winners.



$7 \times 6 =$

$7 \times 11 =$

$7 \times 3 =$

$7 \times 10 =$

$7 \times 6 =$

$7 \times 7 =$

$7 \times 0 =$

$7 \times 8 =$

$7 \times 1 =$

$7 \times 7 =$

$7 \times 4 =$

$7 \times 8 =$

$7 \times 2 =$

$7 \times 10 =$

$7 \times 4 =$

$7 \times 12 =$

$7 \times 2 =$

$7 \times 9 =$

$7 \times 5 =$

$7 \times 12 =$

$7 \times 0 =$

$7 \times 11 =$

$7 \times 1 =$

$7 \times 10 =$

$7 \times 3 =$

$7 \times 8 =$

$7 \times 6 =$

$7 \times 7 =$

$7 \times 5 =$

$7 \times 11 =$

$7 \times 1 =$

$7 \times 7 =$

$7 \times 2 =$

$7 \times 8 =$

$7 \times 2 =$

$7 \times 12 =$

$7 \times 4 =$

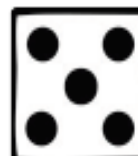
$7 \times 9 =$

$7 \times 5 =$

$7 \times 9 =$

$7 \times 3 =$

$7 \times 7 =$



# Convict Life

While conditions were harsh, in some ways the convicts were better off in New South Wales than they had been in the crowded prisons in England. In Sydney Town there were no cells or walls to confine the prisoners. Most of the convicts built rough huts on the south-western shore of Sydney Cove, while some slept in small caves in the area known as The Rocks. Governor Phillip did not require the convicts to work on Saturday afternoons, so they could tend their own gardens.

As there was more freedom than there had been in prison, most convicts did not try to escape. The vast emptiness of the Australian bush and the fear of being killed by the Aboriginal people was usually enough to keep them within the boundaries of the town. Occasionally though, convicts did run away, but most soon returned half-starved and frightened. Some did not return at all.

Later, some convicts were assigned to farms, and their food and shelter became the responsibility of the farmer. Most convicts, however, were put into work gangs building roads and public buildings, or worked on government farms.

## Who were the convicts?

Most of the convicts transported to New South Wales came from large cities. Some of them were from Ireland, and had been sent for fighting against the English occupation of their land. Most of the convicts had been sentenced for theft. There were also a few found guilty of forgery and people sentenced for not paying debts. In those days, most people found guilty of major crimes such as murder were hanged.



Typical convicts of Sydney Town

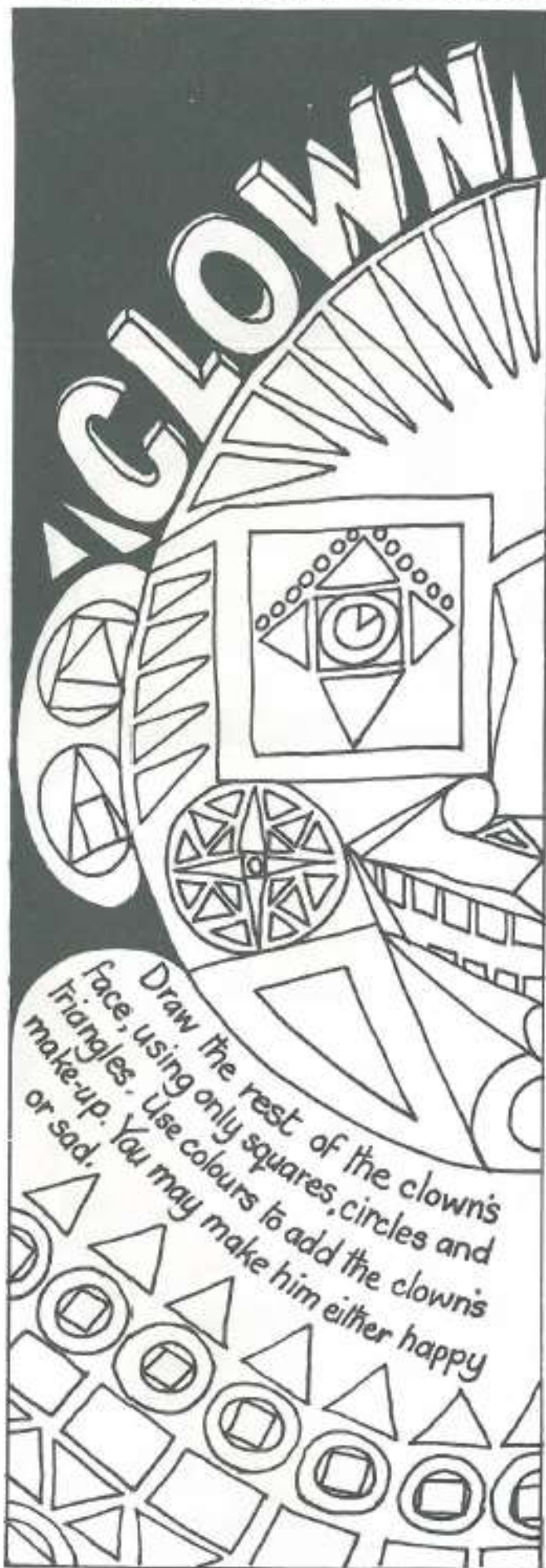
## Occupations

Of the 736 convicts listed on the First Fleet, 474 had no occupation. Of the 262 with occupations, seventy were labourers and another seventy were servants. The other 122 had all sorts of occupations, some of which are listed in the table below.

1 artificial flower maker	1 blacksmith	1 boot stitcher	1 dustman
1 cook	1 clog maker	1 carpenter	1 farmer
1 hairdresser	1 hay maker	1 jeweller	1 glove maker
1 kitchen maid	1 shipwright	1 nurse	1 miner
1 oyster seller	1 stonemason	1 silk winder	1 silk dyer
1 watch chain maker	1 walter	1 watchmaker	1 watch case maker
1 surgeon	2 butchers	2 gardeners	2 leather breeches makers
2 bricklayers	2 lace makers	2 tailors	2 chimney sweeps
2 laundry maids	2 silk weavers	3 weavers	3 stocking weavers
3 cleaners	6 shoe makers	8 dressmakers	9 seamen

NAME \_\_\_\_\_

CLASS \_\_\_\_\_





**She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marveled at it for some time. Where had it come from?**

#### **Activity One- Question Time**

Where do you think the mirror has come from? Who does it belong to? Why has Anna not noticed it before? What will happen now that Anna has touched the mirror? What are attics used for? Do you have an attic? Is there anything interesting up there?

#### **Activity Two – Sick Sentences**

These sentences are 'sick' and need your help to get better. Can you help?  
Anna sat down. Anna touched the mirror. The glass moved.

#### **Activity Three – Perfect Picture**

Can you draw a picture of what might happen now that Anna has touched the mirror?

#### **Activity Four – Story Starter**

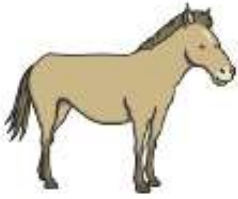
Continue writing from this point – paper and pencil

She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marveled at it for some time. Where had it come from? Why had no dust settled upon it, as it had done over everything else that resided in her attic? A layer of the thick dust blanketed the attic floor, and as the sunlight glared through the attic windows, the dust particles yet to settle were illuminated as they hovered in the stuffy air. Yet, the mirror looked flawless, untouched by age, not a finger print in sight. Anna propped the mirror up against one of the thick, timber beams that jutted from the attic floor. Settling down into a comfortable position, she tentatively placed a finger against the glass...

#### **Activity Five – Review, Edit and Publish**

Review your work from yesterday, can you improve it in any way? Can you incorporate more elements of the Seven Steps of writing – Tightening Tension, Show Don't Tell for example – when you are happy, publish a final version.

# I am as...



Quick as \_\_\_\_\_

Slow as \_\_\_\_\_

Small as \_\_\_\_\_

Large as \_\_\_\_\_

Sad as \_\_\_\_\_

Happy as \_\_\_\_\_

Nice as \_\_\_\_\_

Mean as \_\_\_\_\_

Cold as \_\_\_\_\_

Hot as \_\_\_\_\_

Weak as \_\_\_\_\_

Strong as \_\_\_\_\_

Loud as \_\_\_\_\_

Quiet as \_\_\_\_\_

Tough as \_\_\_\_\_

Gentle as \_\_\_\_\_

Brave as \_\_\_\_\_

Shy as \_\_\_\_\_

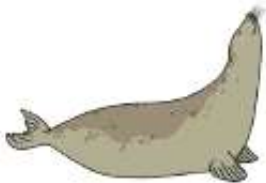
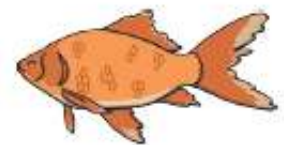
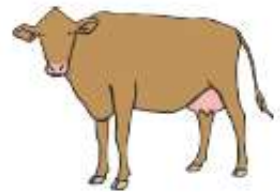
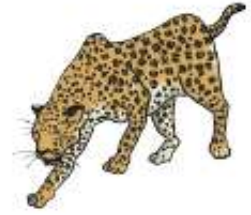
Tame as \_\_\_\_\_

Wild as \_\_\_\_\_

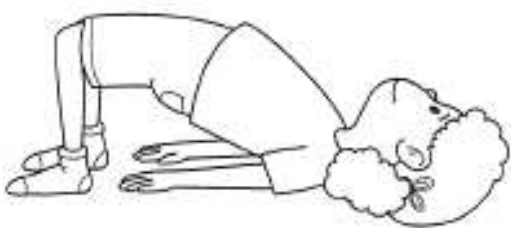
Lazy as \_\_\_\_\_

Busy as \_\_\_\_\_

Put it all together, and you've got me!



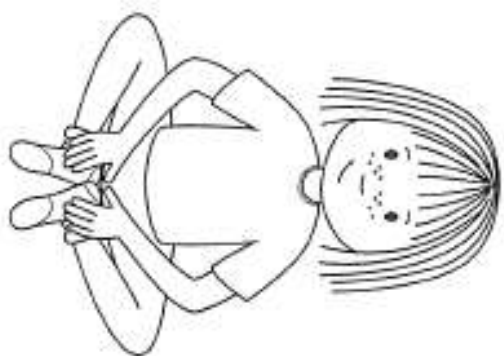
Bridge



Yoga Poses for Kids

©thinkkids

Butterfly



Yoga Poses for Kids

©thinkkids

Cow



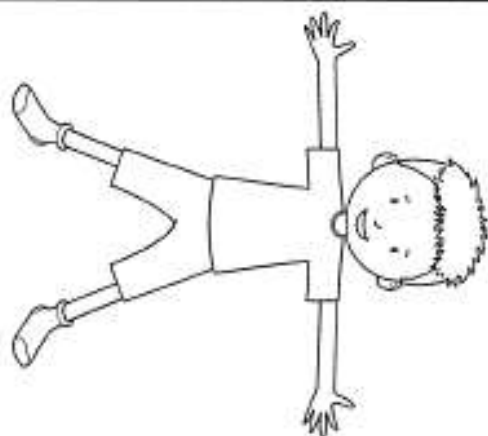
Cat



Yoga Poses for Kids

©thinkkids

Star



Yoga Poses for Kids

©thinkkids

Rainbow



Yoga Poses for Kids

©thinkkids

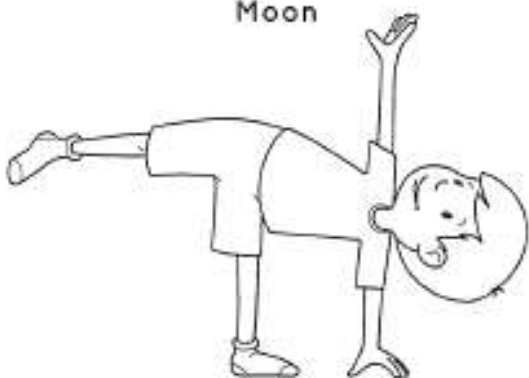
Dancer



Yoga Poses for Kids

©thinkkids

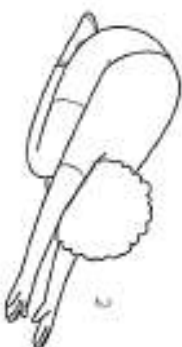
Moon



Yoga Poses for Kids

©thinkkids

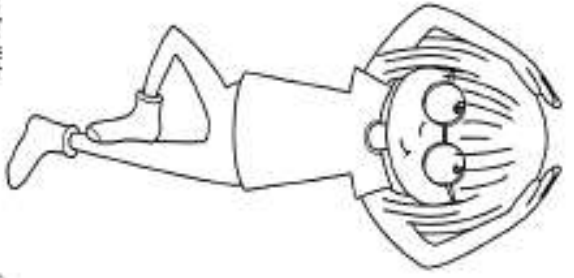
Child's Pose



Yoga Poses for Kids

©thinkkids

Tree



Yoga Poses for Kids

© iStockphoto

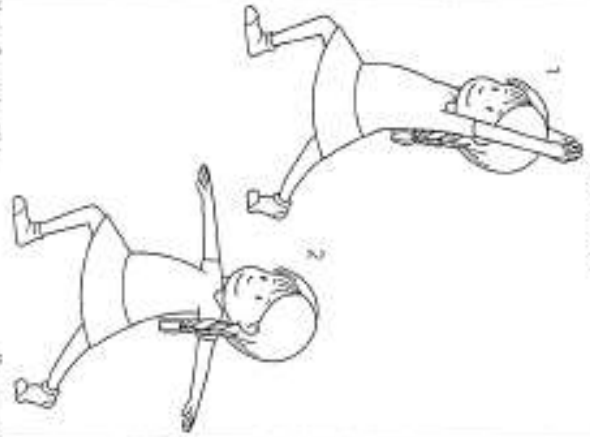
Frog



Yoga Poses for Kids

© iStockphoto

Warrior



Yoga Poses for Kids

© iStockphoto

Ragdoll



Yoga Poses for Kids

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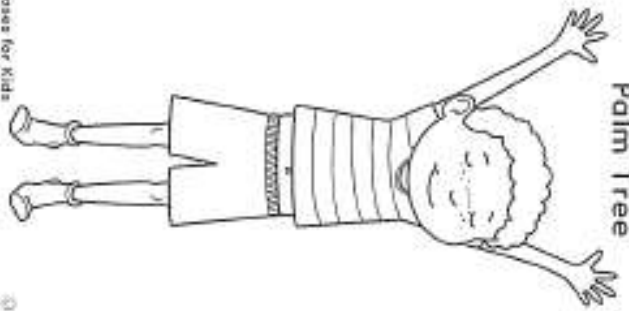
Down Dog



Yoga Poses for Kids

© iStockphoto

Palm Tree



Yoga Poses for Kids

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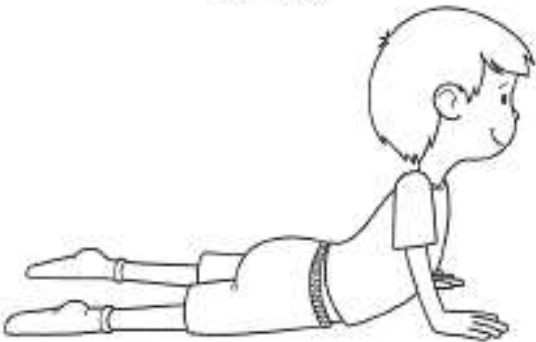
Relaxation



Yoga Poses for Kids

© iStockphoto

Up dog

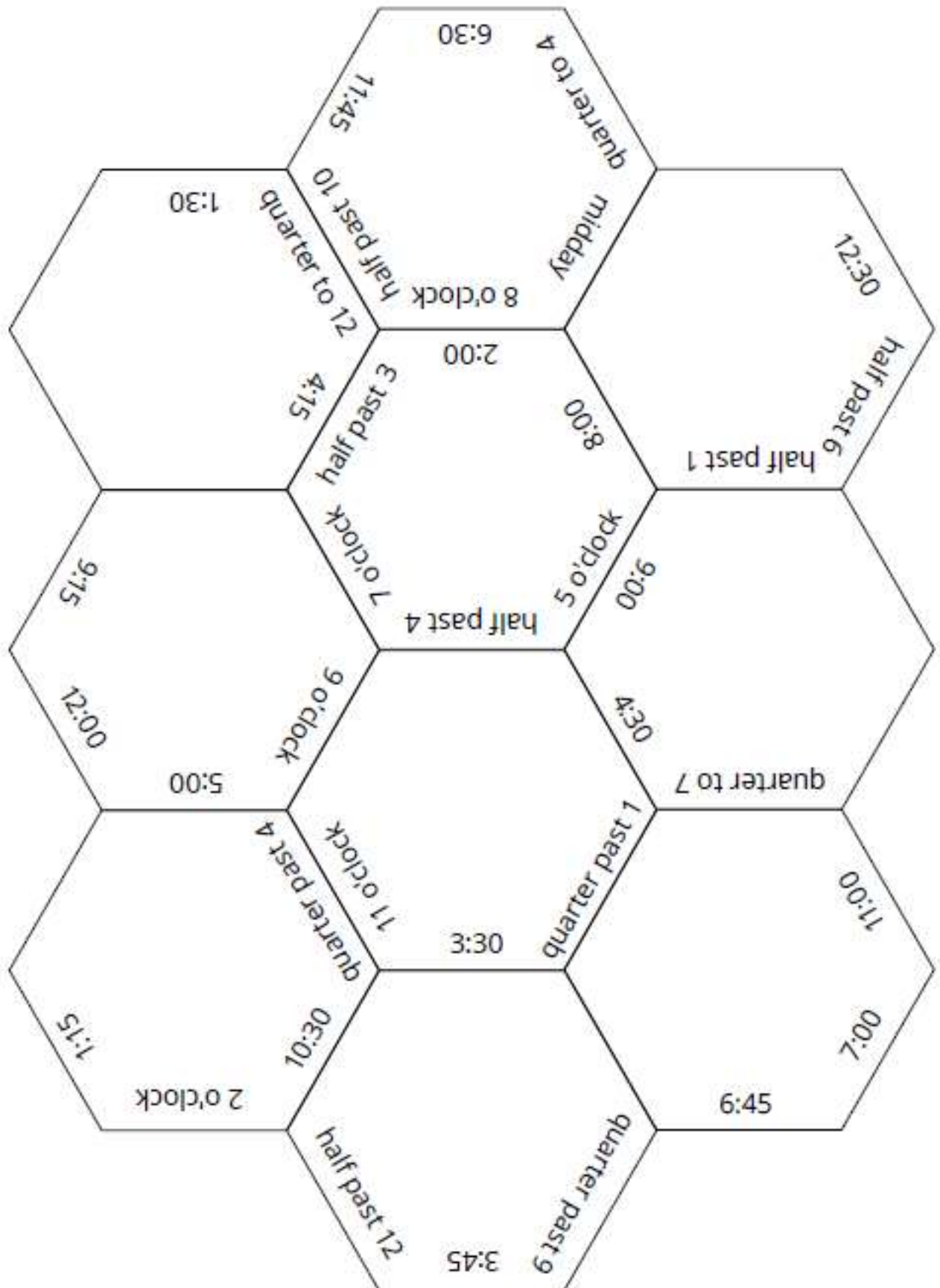


Yoga Poses for Kids

© iStockphoto

# Hour, Half Hour and Quarter Polygon Puzzle

Cut out the polygons and match the times.







**Topic 2 – Detective Work**

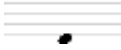

Hello everyone!

You have already completed a compare and contrast task for music over the last two weeks. Over the next three you will complete a similar task with a few differences. In Weeks 3 and 4 you will be a detective looking at the sheet music for one song of your choice as well as summarise what you think each song is about. In Week 5 you will do some composition using your life to help tell your own story.

**Tasks 1-2**

Answer the following questions about both pieces in the table below.

<b>Task 1</b>	<i>Gadigi Nyian – Week 3</i>	<i>Two Men – Week 4</i>
Genre of music piece (eg. pop, movie, jazz, traditional, folk)		
<p><b>Bars</b></p> <p>1. A bar is a section of the music staff. They look like these.</p>  <p>How many bars are in each song?</p> <p>2. One of the songs has two repeat signs:</p>  <p>When the music gets to that sign, it goes back to the beginning, but only once per sign.</p> <p>If you played both the songs at the same tempo (speed), which one would be longer and which would be shorter? Explain why.</p>		

<p><b>Meter</b></p> <p>1. What meter (time signature) is this piece in?  a) 6/8  b) 2/4  c) 4/4  d) 3/4</p> <p>2. How many beats are in each bar?  (Remember, the top part of the time signature means how many beats, and the bottom part means what type of beat).</p>		
<p><b>Notes</b></p> <p>1. A crotchet has the same rhythm as a Ta.  How many crotchets can you see in the first 8 bars?</p>  <p>2. A quaver has the same rhythm as a Ti or Titi.  How many quavers in all can you see in the whole song?</p> 		

## Task 2

Write what each song is about and why you think it was created. You can use information from the PDF Sheet Music as well as doing your own research about the song.

## Bonus Question!

(Please attempt)

### *Dotted Notes*

You will notice that some crotchets are dotted in the piece *Gadigi Nyian*. These notes look like this:



Crotchet



Dotted Crotchet

A crotchet is the same rhythm as a Ta (1 beat). However, when you add a dot to the end of it, it makes it longer by half. That means a dotted crotchet = 1 and  $\frac{1}{2}$  crotchet beats.

Who knew you'd be doing maths in music!

**Question:** If you added up all the crotchets and dotted crotchets in *Gadigi Nyian* together, how many full crotchet beats would you have?

# Gadigi Nyian



CD VOL 2 TRACK 10

SEE SING! TEACHERS' HANDBOOK

The Kunhgganji people, from the Torres Strait Islands, sing this lullaby to their children. While you sing it, ask your friends to improvise on an instrument using the pentatonic scale. Find the notes used in this lullaby then use any of them in your accompaniment. It will sound beautiful.

WORDS AND MUSIC BY THE KUNHGGANJI PEOPLE

Musical score for 'Gadigi Nyian' in 2/4 time, featuring a pentatonic scale. The score consists of six staves with lyrics written below the notes.

Staff 1: **C**  
 Ga - di ga - di yi - nan, ga - di ga -

Staff 2: **G** **C**  
 di yi - nan, gu - da ka - ba - na.

Staff 3: **F**  
 Gu - da ka - ba - na, gu - da ka - ba -

Staff 4: **C**  
 na. Ga - di ga - di yi - nan, ga - di ga -

Staff 5: **G** **C**  
 di yi - nan, gu - da ka - ba - na.



## Two Men

» volume 2  
» track 9



This is a traditional song from the Yolngu people who have lived in north-eastern Arnhem Land in the far north of Australia for 40,000 years. Arnhem Land is the home of the yidaki, which the Europeans named the didgeridoo. The Aboriginal members of Yothu Yindi, Australia's most successful contemporary Indigenous band, and world famous singer Geoffrey Gurrumul Yunupingu are Yolngu people.

TRADITIONAL

Ga-yung ma-nda marr - tji. Ga-yung ma-nda marr-  
tji. Ba - lang bang - a - di. Wa - na gu - rri gu -  
rri. Ga-yung ma-nda marr - tji. Ga-yung ma-nda marr-  
tji. Ga - djak ba - lang. Wa - na gu - rri gu - rri.

## TRANSLATION

Gayung manda marrtji  
Rowing they go  
Gayung manda marrtji  
Rowing they go

Balang bangadi (family names)  
Gadjak balang (family names)  
Wana gurri gurri  
Their arms are marked with salt.





**Stafford State School**

Independent Public School



# PE (Athletics) Year 3 to Year 6

*This term, students develop specialised movement skills of running, jumping, landing, throwing and catching. They apply and combine the above skills to solve movement challenges.*

## Weeks 1-5

Over the 5 weeks of learning from home you will need to attempt each of the following activities. We will continue to work on these skills with the proper equipment when you return to school.

I would like you to email me some **photos or short videos** of you completing your athletics skills. If you have been up to some other activities whilst learning from home please send me footage of those too. **EMAIL: [nxsm0@eq.edu.au](mailto:nxsm0@eq.edu.au)**

**I look forward to seeing what you have been up to – Miss B**

## Week 1 - Running – Look Ahead, Arm Drive, Knee Drive

**Drill videos - <https://www.youtube.com/watch?v=5SQviRdHHRI>**

Practise your running over short and long distances. Experiment with different ways to move your body - galloping, skipping, hopping, side stepping, bear walking, crawling and rolling. Race someone in your family.



## Week 2 - Long Jump – Run Up, Pop Up, Landing

**Drill videos [https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y\\_yPoUqiyKQ1IC&index=15](https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=15) and [https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y\\_yPoUqiyKQ1IC&index=5&t=0s](https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=5&t=0s)**

Using a grassed area practise the long jump movement sequence. Running up, popping up (using your arms and knees to drive up) and landing in motorbike or with your hands forward onto the ground. Use a line on the ground to start the jump.



## Week 3 - Shot Put – Pivot, Push, Release

**How to video - <https://www.youtube.com/watch?v=tHVMufMECPo>**

Using a scrunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.



## Week 4 - High Jump – Run Up, Kick Up, Landing

**How to Video - <https://www.youtube.com/watch?v=VZApaVkMIHw>**

Place something on the ground like a skipping rope. Stand side on to the rope. Practise jumping over the rope using the scissors kick. If you have space add a run up and then jump over the object on the ground. See how high you can jump over the object by throwing your arms into the air as you jump.



# Week 5 - Ball Games – Teamwork, Sportsmanship, Have Fun!

## Ball Games Rules and Information

Please note these games do not allow for social distancing – Only play these games with people from your bubble.

Tunnel Ball     <https://www.youtube.com/watch?v=leGwtjZEOeA>

**1<sup>st</sup> Whistle** = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

**2<sup>nd</sup> Whistle** = Captain picks up the ball. Everyone opens their legs out wide. Back person crouches down.

**3<sup>rd</sup> Whistle** = Game begins by the captain rolling the ball through everyone's legs.

The game is finished when everyone has had a turn at rolling the ball from the front and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished.

Leader runs over the finish line.

Under and Over     <https://www.youtube.com/watch?v=w-EkRQWgFUw>

**1<sup>st</sup> Whistle** = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

**2<sup>nd</sup> Whistle** = Captain picks up the ball. Everyone opens their legs out wide.

**3<sup>rd</sup> Whistle** = Game begins by the captain passing the ball **under** their legs. The second person grabs the ball and passes the ball **over** their head. The ball should not leave the students hands and should not touch the ground. The game is finished when everyone has had a turn at passing the ball from the front of the line and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Captain Ball     *no examples available online*

**1<sup>st</sup> Whistle** = Ball on the ground in front of the captain / leader. Everyone stands up straight with their legs together on the line.

**2<sup>nd</sup> Whistle** = Captain / Leader picks up the ball.

**3<sup>rd</sup> Whistle** = Students line up side by side. Captain stands 1.5m away in a circle facing the line. Game begins by the captain / leader passing the ball to the first person in line who then passes it back to the captain. The captain then passes the ball to the second person and so on until everyone has a turn. When the last person in line catches the ball they run to the circle. The game continues until everyone has had a turn at being a leader. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

**For all Years P-6**

**1<sup>st</sup> Whistle - SOLDIERS**

**2<sup>nd</sup> Whistle - PREPARE**

**3<sup>rd</sup> Whistle – START**

**For more videos to improve your athletics skills and drills check out;**

[https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y\\_yPoUqiyKQ1IC](https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC)

**While learning at home, keep up as much physical activity as possible. Dancing, running, walking, scooting, riding, climbing, rolling, bowling, jumping, throwing, catching, kicking, bouncing, skipping. Make up your own games and create your own obstacle courses. Have fun with movement!**

**I look forward to seeing what activities you have been up to,**

**Miss B**



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## Chinese – 3/4B and 4A

### Week 3

☺ Click on the link ([https://quizlet.com/\\_88clos?x=1jqt&i=fiv4a](https://quizlet.com/_88clos?x=1jqt&i=fiv4a)) to hear the pronunciation.

★ Learning objectives: Learn how to say:-

☑ Where is it? 在哪里 <sup>zài nǎ lǐ</sup> ☑ It is at... 在... <sup>zài</sup> ☑ rooms in a house

Learn new words: Read the words below and memorise the meanings of the word.

<p><sup>zài nǎ lǐ</sup> 1. 在哪里? Where is this?</p>	<p><sup>zài</sup> 2. 在 At...</p>
<p><sup>chú fáng</sup> 3. 厨房 Kitchen</p>	<p><sup>kè tīng</sup> 4. 客厅 Living Room</p>
<p><sup>yù shì</sup> 5. 浴室 Bathroom</p>	<p><sup>wò shì</sup> 6. 卧室 Bedroom</p>
<p><sup>yáng tái</sup> 7. 阳台 Balcony</p>	<p><sup>zài yáng tái</sup> 8. LinLin 在阳台。 Linlin (is) at (the) balcony.</p>



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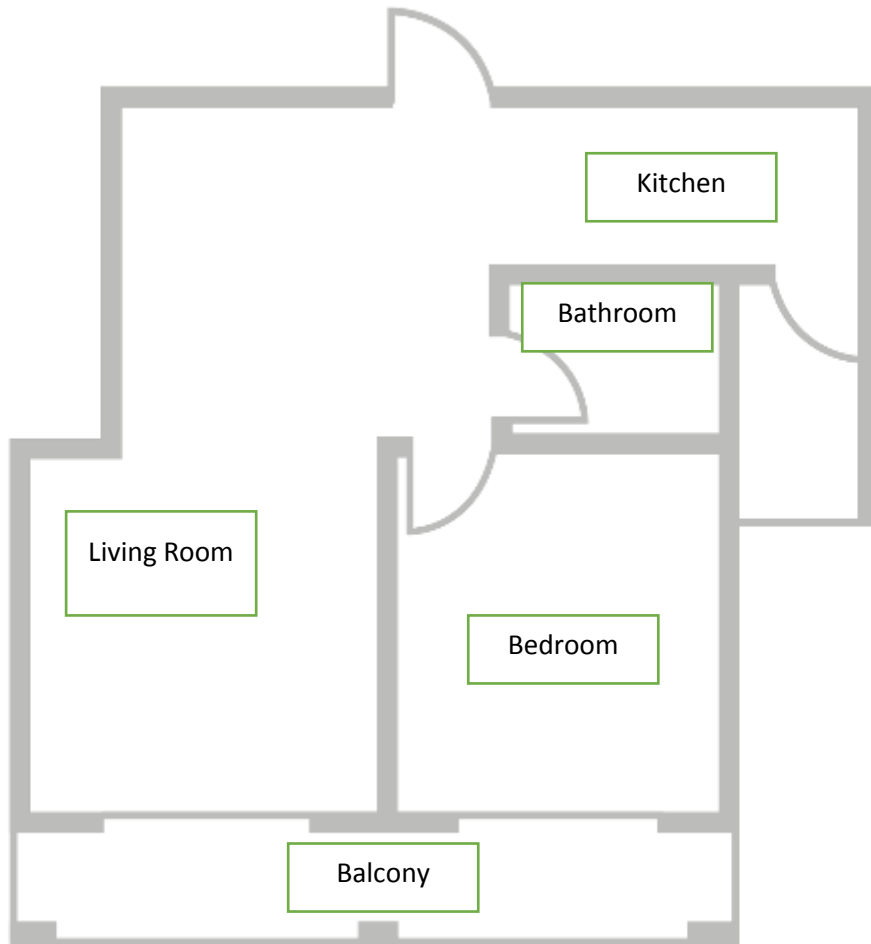
HOME  
LEARNING



Stafford



**Activity:** Label the floor plan. Cut out the Chinese Room labels and select and place the corresponding room label onto the Floor plan.



✂

chú fáng 厨房	wò shì 卧室	yáng tái 阳台	kè tīng 客厅	yù shì 浴室
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(Activities retrieved and modified from CHI\_Y03-04Band\_U1\_SLR\_TN\_WLinlin, The State of Queensland, Department of Education and Training.)



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# Health and Wellbeing Grid

**Weeks 1-5**

**Prep - Year 6**



Continue to highlight items off this grid as you complete. If you would like some more ideas check out the [65 Fun Things To Do Activities](https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/)

<https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/>







Online Tasks	Offline Tasks			
YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power	Create a health diary and list all the things you do each day to look after your body	Design your own yoga sequence – link poses you know and/or make up some of your own	Create a hop scotch with chalk or pieces of paper  How many different ways can you play?	Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster
Choreograph a dance to Dance Monkey or another favourite song	Write a list of 10 things you like about another family member	Write a list of 10 things you like about yourself	Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.	Design a funny poster that would encourage people to exercise and eat healthy
Do a meditation with a family member – smiling mind is a great app	Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage	Try two new fruits or vegetables each week to boost your immune system	Build a cubby house  Make sure you pack it away after play	Create your own obstacle course. You could use chalk and objects from around the home
Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing	Write 5 'I am ...' statements to describe yourself.	Design a new active game for indoors	Write a thankyou letter to a doctor or nurse who is exhausted treating patients	Write a list of 10 things and opportunities you're grateful for
Find your favourite GoNoodle on YouTube	Design your own scavenger hunt and ask someone in the house to complete it	Create a line drawing in black texta/pen and colour in with colour leaving no white spaces	Play with a ball – hit, kick, throw, catch, roll, juggle, experiment	Scrunch up some paper into a ball and throw it at a target – create a points system
Follow a Cosmic Kids yoga story online or  PE with Joe 5 minute moves	Move to the Music - play a range of music styles and move your body in funny ways to the beat	Create a beat with your body and objects and teach it to a family member	List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax.	Call an elderly family member and read them a story – maybe they will read one to you too?

# 65 FUN THINGS TO DO WITH KIDS AT HOME

teachstarter



<p>1</p> <p>Count all the light switches in your house. How many are on and how many are off?</p>	<p>2</p> <p>Learn a short passage from your favourite book off by heart. Perform it for the people in your house.</p>	<p>3</p> <p>Build a blanket cubbyhouse. Draw up a plan for your cubbyhouse and create a list of the items you will need.</p>	<p>4</p> <p>Write a letter to a friend or family member you haven't seen in a while.</p> 	<p>5</p> <p>Go on a nature scavenger hunt outside and sketch each item on paper.</p>
<p>6</p> <p>Build an outdoors obstacle course for your family. Draw up a plan and create a list of items you will need.</p>	<p>7</p> <p>Find different 3D objects around the house and draw them on paper.</p>	<p>8</p> <p>Play hide-and-seek as a family.</p>	<p>9</p> <p>Dress up and perform a play for your family.</p> 	<p>10</p> <p>Go on an alphabet scavenger hunt. Can you find an object that starts with every letter of the alphabet?</p>
<p>11</p> <p>Do some mindful colouring as a family.</p> 	<p>12</p> <p>Cut out letters from a magazine to make your name.</p>	<p>13</p> <p>Create a colour wheel by cutting out bits of coloured paper from a magazine.</p>	<p>14</p> <p>Using the food you have at home, create a dinner menu. Try to include descriptive language that will make your menu sound delicious!</p>	<p>15</p> <p>Use items found in your garden to make nature faces.</p>
<p>16</p> <p>Create a musical instrument from recycled items you find around the house.</p>	<p>17</p> <p>Draw a maze with a start and end point, and ask each family member to try to navigate it.</p>	<p>18</p> <p>Organise the books on your bookshelf into rainbow colours or alphabetical order.</p> 	<p>19</p> <p>Learn magic tricks and perform a magic show for your family.</p>	<p>20</p> <p>Teach your family how to create some origami.</p>
<p>21</p> <p>Start a gratitude journal. Every morning when you wake up, write about something you are grateful for.</p>	<p>22</p> <p>Interview members of your household, or your grandparents, other family, or friends on Skype and record what they are thinking.</p>	<p>23</p> <p>Play book bingo! Make a list of common words for each family member and see who can find them the fastest on the titles in your bookshelf.</p>	<p>24</p> <p>Create a Joy Jar. Each day, write a sentence on a piece of paper about what made you joyful that day.</p>	<p>25</p> <p>Start a squiggle on a piece of paper and place it on the fridge. During the day, family members take turns to add a little more squiggle to the picture.</p>
<p>26</p> <p>Paint the driveway, fence or deck with water – or with paint if you are allowed.</p> 	<p>27</p> <p>Design a piece of furniture built from paper straws, masking tape, cardboard and a hole punch.</p>	<p>28</p> <p>Use sidewalk chalk on the driveway to create a hopscotch pattern or to draw an obstacle course.</p>	<p>29</p> <p>Have some messy fun, using shaving cream and food colouring on a tray.</p>	<p>30</p> <p>Create a dinosaur city from sticks, dirt, rocks and whatever you can find outside.</p>

<p>31</p> <p>Learn Morse code and use it to communicate to your family members.</p>	<p>32</p> <p>Sit quietly and write about what you can hear, smell, see, touch and taste.</p>	<p>33</p> <p>Graffiti your fence with uplifting messages or bright artwork in chalk.</p>	<p>34</p> <p>Write a short story that includes a giraffe, a panda and a yoyo.</p>	<p>35</p> <p>Have a paper-plane flying competition!</p> 
<p>36</p> <p>Stick masking tape to the floor to create a racetrack around the house!</p>	<p>37</p> <p>Do some cloud-spotting! Write about or draw the different shapes you can see.</p>	<p>38</p> <p>Have an online playdate with a friend, using Skype, Zoom, Google Hangouts or Facetime.</p>	<p>39</p> <p>Transform an empty shoebox into a setting from one of your favourite storybooks.</p>	<p>40</p> <p>Draw a floor plan of your bedroom and show the outlines of all of your furniture.</p>
<p>41</p> <p>Design your 'dream house' floor plan, complete with measurements.</p>	<p>42</p> <p>Collect 10 different leaves on an afternoon walk and put them in order from darkest to lightest.</p>	<p>43</p> <p>Use bark or leaves to create a rub picture.</p> 	<p>44</p> <p>Choose a famous person to research.</p>	<p>45</p> <p>Play a board game.</p>
<p>46</p> <p>Sort your toys into groups. Get people to guess which sorting rule you used.</p>	<p>47</p> <p>Learn to say the alphabet backwards.</p> 	<p>48</p> <p>Play a game of charades with your family.</p>	<p>49</p> <p>Make up a dance routine to go with your favourite song.</p>	<p>50</p> <p>See who can build the largest structure using a deck of cards.</p>
<p>51</p> <p>Pick an exercise move for each number on a dice. Take turns rolling the dice for some movement fun!</p>	<p>52</p> <p>Paint some rocks and create a kindness garden in your backyard.</p>	<p>53</p> <p>List all the different colours you can see outside, and tally how many items you can see in each colour.</p>	<p>54</p> <p>Using recyclable items, design and create a boat that can float on water.</p>	<p>55</p> <p>Learn how to read a map.</p> 
<p>56</p> <p>Hide some 'treasure' and create a treasure map for someone in your family to follow.</p> 	<p>57</p> <p>Make your own pet rock.</p>	<p>58</p> <p>Play a game of I Spy.</p> 	<p>59</p> <p>Go on a bug scavenger hunt around the yard. Take photos of interesting bugs you see.</p>	<p>60</p> <p>Explore the world with Google Earth.</p>
<p>61</p> <p>Learn about a famous artist and use their art as inspiration for your own creation.</p>	<p>62</p> <p>Construct your own sundial.</p>	<p>63</p> <p>Learn the alphabet in sign language.</p> 	<p>64</p> <p>Learn how to say hello in 5 different languages.</p>	<p>65</p> <p>Make some homemade playdough.</p>



**Stafford State School**

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# Digital Technology

Years 3-6

Weeks 3, 4 and 5

Online Activities	Offline Activities			
Research a robot that is used in either: education, work or industry.	Write down five (5) rules about staying safe when using the Internet.	Write an acrostic poem using the words: Digital Technologies.	Make a poster about internet safety or cyber-bullying. Include a catchy heading and colour it in.	Design your own game or app for an iPad or tablet.
Use the online dictionary to find definitions to the following words (ensure they are the digital technologies meaning): algorithm, e-safety, network, program, debug, coding.	Create a wordsearch using words related to internet safety. E.g. settings, password, spam, privacy, friend.	Your 'Digital footprint': Trace around your foot and then fill it in with all the ways you use the internet. E.g. what websites you access, games, etc.	Design and draw a robot labelling all the components e.g. Bluetooth capability, wheels, speaker.	Write an algorithm (list of steps) to describe how to make your bed.
Access the 'Hour of Code' on code.org (No registration required.)	Draft (can be written in a notebook or on a computer/tablet) an email to your teacher describing the activities you've completed this week. You could send it online at the end of the week.	Name 5 technological devices that have been invented that make life easier. Hint: Try looking around your house for inspiration. Write a sentence explaining how they make life easier for the user.	Make a list of as many peripheral devices as you can think of.	Write an algorithm (list of steps) to describe how to brush your teeth.
Send an email to your teacher (offline activity draft) describing the activities you've completed this week.	Write a program with directions (like a BeeBot) and try 'coding' a sibling or challenge yourself to follow the program you have written.	Write an algorithm (list of steps) to describe how to make breakfast.	Build a robot out of LEGO.	Create your own code by giving each letter a new symbol, letter or value. Write a secret messages using your code.
Create an animation program using Scratch.mit.edu or Scratch Junior (app on iPad). It could be a story, cyberbullying game, science game.	Using chalk, draw your own programming grid and follow a sequence of steps to get from one corner to another.	Create a crossword about computer and internet words.	Write an algorithm (list of steps) to describe how to draw a square, a triangle, a rectangle, a circle.	Build a robot using cardboard boxes and other recycling and craft materials. Think about the different components it has and what the function is.

## Online resources

- <https://code.org/hourofcode/overview> (No registration required)
- <https://groklearning.com/> (Free access to resources until 5<sup>th</sup> July)
- <https://pencilcode.net/>
- <https://scratch.mit.edu/> (Registration not required)
- Scratch Junior app on iPad
- Watch: *What is an algorithm?* <https://www.youtube.com/watch?v=Da5TOXCwLSg>
- Watch: Learn how to create a program in Scratch <https://www.youtube.com/watch?v=VlpmkeqJhmQ>



**Every Day is a Good Day to Read a Book!** Read at home with someone or independently every day, just for fun. Try for at least 20 minutes but more is better. Remember you don't have to do this all at once. Five minutes here and there is also good. Read fiction, nonfiction and poetry. Just read! It is important.

The Brisbane Council Libraries are doing great story time activities for children. Check out their website. If you are not a member it is easy to join online so you have a membership number to log on. They are doing a great job.

Below are some activities to try around books and reading. Colour in the activities as you do them. You MUST have permission from your parents or caregivers before you go to one of the websites suggested below.

<p><b>An Old Favorite</b> Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p><b>Scavenger Hunt</b> Use the books you have at home and complete the Book Scavenger Hunt.  Sheet supplied.</p>	<p><b>Book Talk</b> Use the <b>Talking about Books</b> sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p><b>Lego or Construction</b> Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p><b>Book End Pages</b>  Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.</p>	<p><b>Craft Activities for all year levels.</b> It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at <a href="http://www.artycraftykids.com">www.artycraftykids.com</a> Have fun.</p>	<p><b>Scratch for Juniors.</b> If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p><b>Writing a Poem 1</b> Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.</p>
<p><b>Writing a Poem 2</b> Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more.  Or just write down some words that you think about when looking at the picture.  Make a 'Wordle' for it.</p>	<p><b>Nonfiction Activity 1</b> Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 <b>interesting</b> facts that you have found out about the topic.  Choose 1 fact and draw a picture about it. Write a caption.</p>	<p><b>Nonfiction Activity 2: Atlas</b> With or without an atlas.  A to Z of World Countries A to Z of World Capital Cities  Younger students explore a map of Australia. Find all the states and capital cities.</p>	<p><b>Nonfiction 3 Websites</b> Check out and explore the National Geographic Kids and NASA websites. <a href="http://www.natgeokids.com">www.natgeokids.com</a>  <a href="http://www.nasa.gov/kidsclub/index.html">www.nasa.gov/kidsclub/index.html</a></p>

# Talking About Books

Listed below are a range of questions you can use to explore the book you are reading with your child. You don't have to ask every question – just a couple. Also adapt to the age of your child.

## Fiction

### Before reading:

- Why did you pick this text?
- What makes you think this book is going to be interesting?
- What do you think the text is going to be about?
- Do you know of any other books this author has written?

### During reading

- If the main character in this story lived next door, would you be friends? Why or why not?
- If you could ask the character something, what would it be?
  
- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?
  
- What do you think will happen next?
- What do you hope will happen next?

### After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?
  
- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?
  
- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

## Nonfiction

- What is something new you've learnt?
- How is this information book different to fiction/story books?
- Has this text challenged your thinking about something?
- Are you interested to learn more about this topic?
- Let's find the technical words in the text that are often bolded and check the glossary to find more about them.

# Picture Book Scavenger Hunt



*Look through your favourite picture books at home.*

*Find the items below. Show someone or tick each item when you have found it.*

**An animal with fur**

**The word together or happy**

**A picture of the moon**

**Someone sleeping**

**A cat**

**Someone running**

**A bicycle**

**Someone laughing**

**A picture of a book or someone reading**

**A picture of the countryside**

**A picture of someone eating or cooking**

**A book with a blue cover**

**A book with a tree on the front cover**

**A word starting with the first letter of your name**

**Make it harder and find a character whose name starts with the first letter of your name**