



Stafford State School
Independent Public School



Term 2

Week 3

Year 2

Home Learning

Learning Areas:

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



Wellbeing Task	<p>Belly Breathing – find a toy to place on your tummy. Lie on your back with the toy on your tummy. Look at your toy and take three long slow breaths in and out watching the toy 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>
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Look at Monday WK3 Sheet 1 – English “All about... The Fox” ▪ Before reading, discuss what you already know about foxes. ▪ Read the text aloud. Answer the questions on the next page. <p><u>Spelling – Soundwaves Unit 13</u></p> <ul style="list-style-type: none"> ▪ See Monday WK3 Sheet 2 – English “Spelling Words - Week 3” ▪ On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Complete Monday WK3 Sheet 3 – English “Monday Writing” <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> ▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl. ▪ If you have the book at home read the fourth chapter ‘Animal Pills’. If not, watch the video reading of George’s Marvellous Medicine (only Chapter 4: ‘Animal Pills’.) <p>https://www.youtube.com/watch?v=63RI-UspWdY</p> <ul style="list-style-type: none"> ▪ Complete Monday WK3 Sheet 4 – English “Chapter 4: Animal Pills”
Break	
Middle Maths	<p><u>Patterns</u></p> <ul style="list-style-type: none"> ▪ Complete Monday WK3 Sheet 5 – Maths “Patterns and Rules – Repeating Patterns” ▪ Find 2 different shapes/objects around the house that you could use to make a pattern. For example 4 forks and 4 spoons. Make a pattern using those 2 shapes. Draw the pattern in your scrapbook. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> ▪ Complete Monday WK3 Sheet 6 – Maths “Problem Solving Monday Week 3”. Write your answers in your scrapbook. Remember to use CUBES (Monday WK3 Sheet 7 – Maths) to help you solve these word problems. <p><u>Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics
Break	
Afternoon HASS	<p><u>Country and Place</u></p> <ul style="list-style-type: none"> ▪ Read through Monday WK3 Sheet 8 - HASS “Country and Place” ▪ Complete Monday WK3 Sheet 9 – HASS “Suggesting Action”

All About... The Fox

Foxes are members of the dog family. They are quite small animals and are just slightly bigger than most cats. Foxes live all over the UK.

Amazing Facts

- Foxes have pointy ears and have great hearing.
- Foxes can run really fast.
- Foxes sometimes catch mice just to play with them.

What do foxes eat?

- Foxes eat small animals such as birds and mice.
- They eat berries and fruit.
- Foxes eat vegetables and seeds.



Did you know?

Foxes are nocturnal. This means they move around and eat at night but sometimes they can be seen during the day. They like to sunbathe.

Where do they live?

- Foxes live in dens.
- They dig down into the earth to make their den.
- Most foxes choose to live in the countryside but some live in towns and cities.



Photo courtesy of Mrs Airwolfhound (@flickr.com) - granted under creative commons licence - attribution

Questions

1. Foxes are only a little bigger than what animal?

2. What do foxes like to do during the day?

3. What two things do foxes do with mice?

4. What is a fox's home called?

5. Name two things that a fox might eat.

6. How do foxes make their dens?

7. What does nocturnal mean?

8. Why do you think most foxes choose to live in the countryside?

Unit
13



ai ay a_e a

List Words

pay	ate	rain	baby
day	take	mail	later
way	came	main	awake
away	gave	paint	eighty
stay	place	train	holiday

Monday Writing



Perfect picture!

Can you draw the ultimate survival hero for the following environments? Think carefully about what they are wearing and what equipment they will carry.

Jungle

Desert island

Arctic



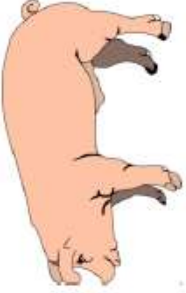
Sick sentences!

These sentences are 'sick' and need your help to get better. Can you help?

It was cold. Jim made a fire.

Chapter 4: Animal Pills

Discover the animal medicines that George finds in the shed and complete the table

					
Colour	Orange		Yellow		
Animal					
Type	Powder				Pill
Uses		Horse throat		Get rid of	
				ticks and	
				fleas	
What George hopes it will do to Grandma	That she won't lose any feathers		Will remove all of those rotten illnesses		

Patterns and rules – repeating patterns

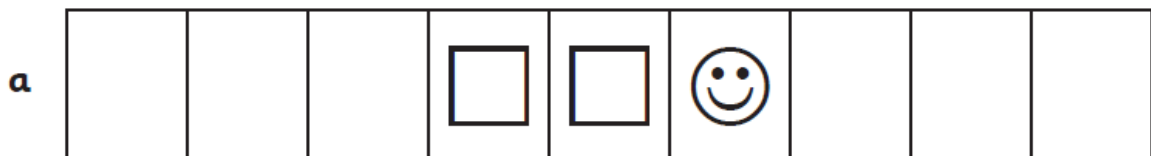
We are used to continuing repeated patterns. 

But what if the pattern rule is in the middle?



What strategies can you use to continue these patterns both ways?

1 Continue these patterns both ways.



2 Create your own pattern rules in the grey boxes. Swap with a partner and continue each other's patterns both ways.



Monday WK3 Problem Solving

Cody saw 3 monkeys, 2 zebras, 12 birds and 1 elephant at the zoo. How many animals did he see altogether?



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Geoff had saved \$20 and was given another \$30 for his birthday. How much money has he got altogether?



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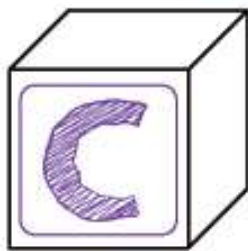
Mai bought 13 oranges on Thursday, 7 oranges on Friday and 4 oranges on Saturday. How many oranges did she buy altogether?



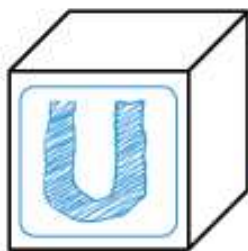
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CUBES

PROBLEM SOLVING STRATEGY



Circle the numbers



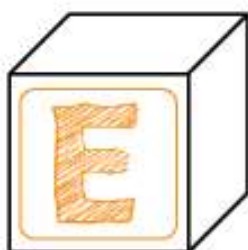
Underline the question

What is the problem I am trying to solve?



Box the key words

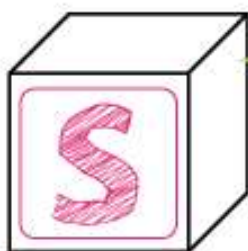
Do I need to add, subtract, multiply or divide?



~~Eliminate~~ and evaluate 

What information is not needed?

What steps do I need to take?



Show your work!

Solve and check 

Did I answer the underlined question?

How can I check my answer?

Country and Place

Aboriginal peoples and Torres Strait Islander peoples have a special relationship with and connection to Country or Place.



Photograph by Chris ...

Aboriginal peoples and Torres Strait Islander peoples are warned that this resource may contain images and names of deceased persons.

Country and Place



Photograph of ...



Photograph of ...

The term Country is often used by Aboriginal peoples and Place by Torres Strait Islander peoples to describe where their family comes from and their connection with particular parts of Australia.

Connections

Connections to Country and Place can include:

- family, such as parents, grandparents, great-grandparents and great-great-grandparents
- features of the place such as the landscape (e.g. streams, mountains), plants and animals
- spiritual beliefs and histories.



Photograph by ...



Photograph of ...

Resources

Aboriginal peoples and Torres Strait Islander peoples use plants, animals and other natural materials from the environment for food, shelter, clothing and medicines. These materials are found in their Country or Place.



Photograph of ...

Importance

Aboriginal peoples and Torres Strait Islander peoples have a special relationship with Country and Place, and it is very important to them.

Their ancestors' spirits are with them here, and their rich spiritual and cultural heritage is all around them, within their Country or Place.

They must care for Country and Place and respect them.

Suggesting action

A place I have a special connection with is

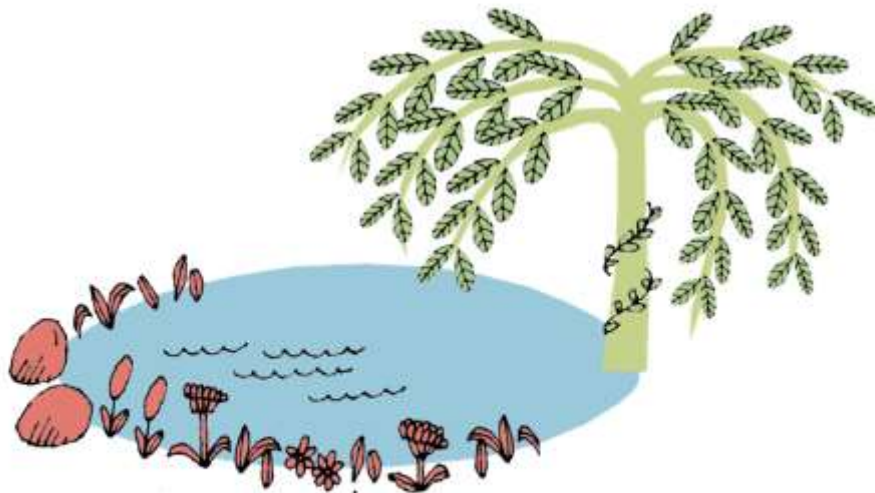
It is located at

I use this place to

This place is important to me because

Some actions **others** could take to protect or improve this place include

An action I can take to protect or improve this place would be





Wellbeing Task	Use the Superhero Yoga sheet (at the end of Tuesday's worksheets). Try to do each superhero pose and say the 'I am' statements out loud. Make up some other superhero poses and 'I am' statements. For example 'I am powerful', 'I am healthy'.
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Look at Tuesday WK3 Sheet 1 – English “Problem Solved” ▪ Before reading, discuss what you already know about poems. ▪ Read the text aloud. Discuss: <ul style="list-style-type: none"> - Predict what might happen next in the poem. ▪ Find two contractions, and underline them in blue. ▪ Answer the questions on the next page. <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> ▪ In your scrapbook draw a picture of a place you might use as a secret hideaway in your home. Then, write two or three sentences to describe it. <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> ▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl. ▪ If you have the book at home read the fifth chapter ‘The Cook Up’. If not, watch the video reading of George’s Marvellous Medicine (only Chapter 5: ‘The Cook Up’.) <p>https://www.youtube.com/watch?v=63RI-UspWdY</p> <ul style="list-style-type: none"> ▪ Complete Tuesday WK3 Sheet 2 – English “Chapter 5: ‘The Cook Up” <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> ▪ Complete the first page of Unit 13 in your Soundwaves book
Break	
Middle Maths	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Daily 10 – Level 2 – Ordering – Smallest First (15 seconds) <p>https://www.topmarks.co.uk/maths-games/daily10</p> <ul style="list-style-type: none"> ▪ Maths Warm Up (PowerPoint) <p><u>Patterns</u></p> <ul style="list-style-type: none"> ▪ Complete the activity on Tuesday WK3 Sheet 3 – Maths “Patterns and Rules – Repeating Patterns” ▪ Complete the activity on Tuesday WK3 Sheet 4 – Maths “Patterns and Rules – Repeating Patterns” <p><u>Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics
Break	
Afternoon Wellness/Yoga	Refer to Wellness sheet

Problem Solved

by Annette Gulati

I'm tired of my sister
chasing me around.
Following me everywhere,
Up the stairs and down.



She'll have to look much harder,
to track me down today.
'Cause I just solved my problem--
A secret hideaway.

Name: _____

Problem Solved

by Annette Gulati



1. Show the problem and solution in the poem.

Problem	→	Solution
_____		_____
_____		_____
_____		_____

2. What does the phrase "track me down" mean in the poem?
 - a. to hide from me
 - b. to figure out where I am
 - c. to hear me
 - d. to run fast
3. Name three places at your home that would make a good secret hideaway.
 1. _____
 2. _____
 3. _____

Chapter 5: The Cook Up



In each of the following questions there is a verb written in the present tense. Write your answers in complete sentences using the past tense of the same verb.

1. "George, it's time for my medicine!" What did Grandma **say**?



2. Grandma asks "What mischief are you up to in there now? I **hear** noises". What noises did Grandma **hear**?



3. What does George use to **stir** the marvellous mixture?



4. A fiery fearsome **smell** filled the kitchen. What **makes** George choke and splutter?





5. Why do you think George found himself **dancing** around the steaming pot?


Write down the past verbs underneath the present tense of the same verb to help you with the answers.

Present	say	hear	stir	smell	makes	dancing
Past						

Patterns and rules – repeating patterns

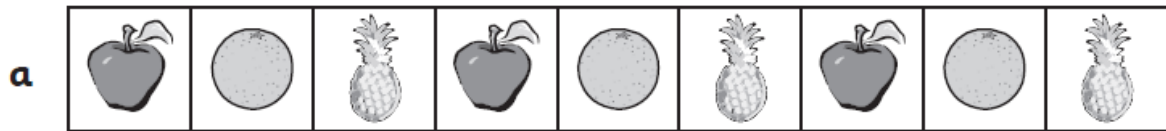
Patterns follow very strict rules. Look at this pattern.



The rule is 
circle triangle square

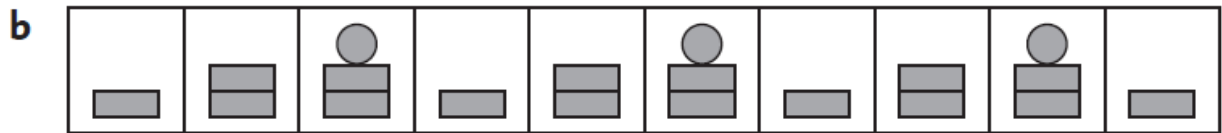
The pattern repeats
this rule over and over.

1 Circle the rule in each repeating pattern. Record it below.



The rule is

--	--	--



The rule is

--	--	--

2 Make up a rule and record it somewhere secret. Draw your rule (or make it with blocks) and repeat it over and over. Ask a partner to identify your pattern rule and record it here. Tick it if they were right.

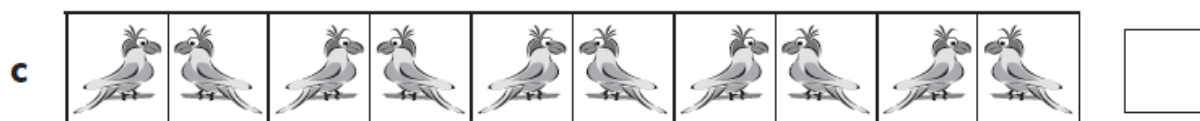
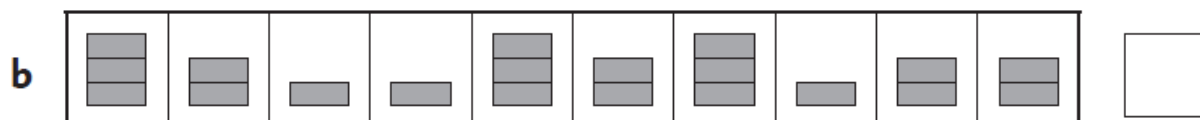
Patterns and rules – repeating patterns

If there is no rule, it is NOT a pattern.



This is not a pattern, it is just a row of shapes.

1 Look at these rows. Tick the ones that follow a pattern rule.



2 Look at these rows. They started off as patterns but went a bit astray.

Circle the parts that don't follow the patterns and give the rows a good telling off. Tell them there are many rows that would like to be patterns and if they can't do it properly, you'll give the job to other rows.



SUPERHERO YOGA



I am brave.
WARRIOR 1 POSE



I am strong.
WARRIOR 2 POSE



I am peaceful.
PEACFUL WARRIOR POSE



I am kind.
WARRIOR 3 POSE



I am a superhero!
HALF MOON POSE



Wellbeing Task	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.
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Read the passage aloud with a parent/carer/sibling (Wednesday WK3 Sheet 1 – English “Splat!”). ▪ Give the passage you read a mark out of 10 and explain why you gave it that mark. <p><u>Daily Writing (+Spelling – Soundwaves Unit 13)</u></p> <ul style="list-style-type: none"> ▪ Write a story using as many of your spelling words as you can. Underline each of your spelling words. Make sure your story still makes sense and has an introduction, problem and resolution. ▪ If possible, email your story (or a photo of it) to your new teacher Ms Skelton (slske0@eq.edu.au). <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> ▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl. ▪ If you have the book at home read the sixth chapter ‘The Marvellous Plan’. If not, watch the video reading of George’s Marvellous Medicine (only Chapter 6: ‘Brown Paint’) <p>https://www.youtube.com/watch?v=63RI-UspWdY</p> <ul style="list-style-type: none"> ▪ Complete Wednesday WK3 Sheet 2 – English “Chapter 6: Brown Paint” (both pages)
Break	
Middle Maths	<p><u>Patterns</u></p> <ul style="list-style-type: none"> ▪ Complete Wednesday WK3 Sheet 3 – Maths “Ordinals” ▪ Complete Wednesday WK3 Sheet 4 – Maths “Patterns and Rules – Growing Patterns” ▪ Complete Wednesday WK3 Sheet 5 – Maths “Patterns and Rules – Growing Patterns” <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> ▪ Complete Wednesday WK3 Sheet 6 – Maths “Wednesday WK3 Problem Solving”. Write your answers in your scrapbook. Remember to use CUBES (Monday WK3 Sheet 7 – Maths) to help you solve these word problems. <p><u>Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics
Break	
Afternoon Chinese	Refer to Chinese sheet

Splat!

Monkey found an ice-cream.

'I will not share this with anyone,' she thought.

She climbed up a tree to hide the ice-cream from the other animals.

A huge drip of ice-cream trickled down Monkey's hand.

She tried to stop the drip, but it fell to the ground below.

SPLAT!

'What is in the tree?' cried Elephant.

Monkey held her breath.

There was another huge drip of ice-cream.

SPLAT!

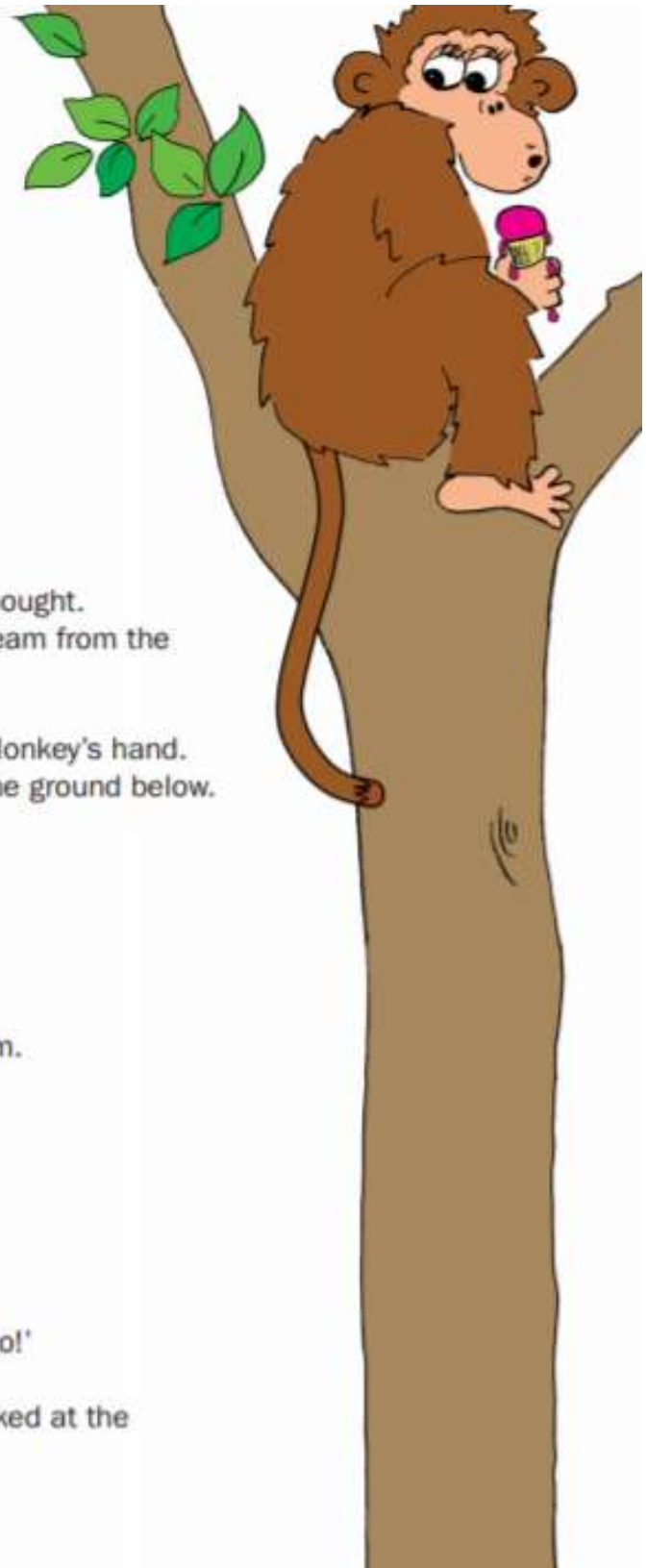
And then another.

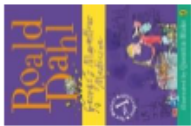
SPLAT!

'I can't see anything,' said Tiger. 'Let's go!'

Monkey breathed out. But when she looked at the ice-cream, it was all gone.

'Oh, no!' said Monkey.









Chapter 6 – Brown Paint: A **Conjunction** is a word that joins one sentence to another. Look at the start of each sentence, then complete the sentence using the conjunction shown. Read through your sentence to check it makes sense.

Start of sentence	Conjunction	End of sentence
George turned off the heat under the saucepan	because	
George said. "It simply must be brown"	or	
George took a screwdriver	and	
Where's that medicine of mine	came	
George called back "I'm thinking of you all the time	but	
Had the medicine cooled down enough? Not quite	so	
Holding the spoon in one hand	and	

Add your own words underneath each picture to retell Chapter 6: Brown Paint

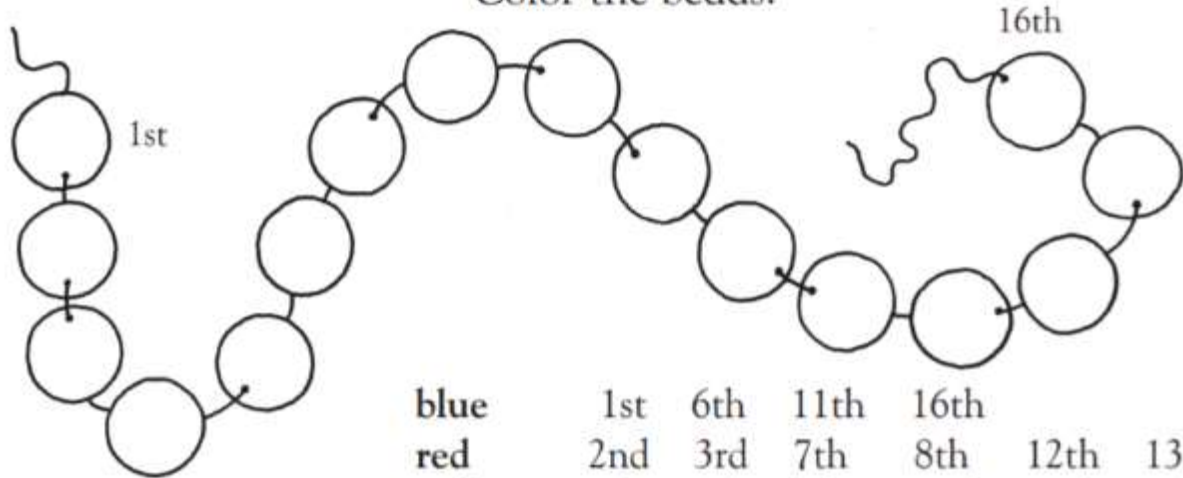
			



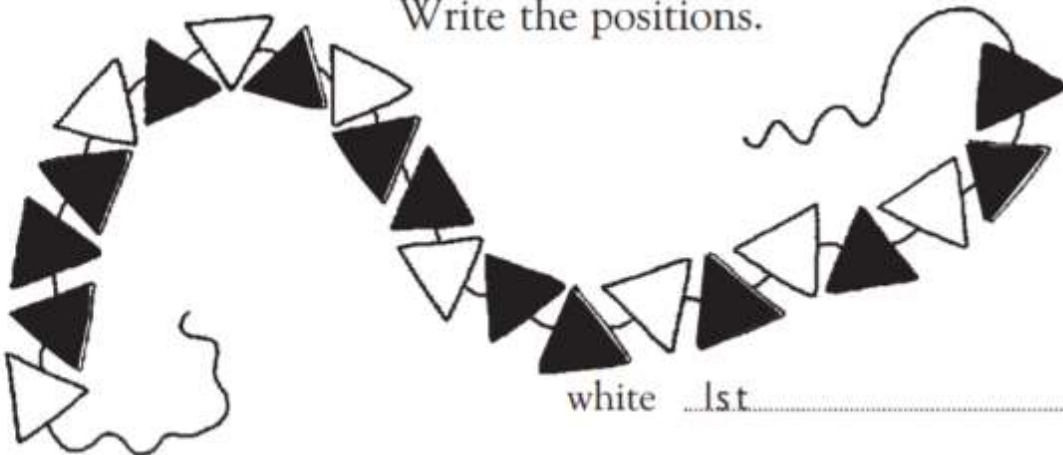
Ordinals

Color the beads.



blue	1st	6th	11th	16th		
red	2nd	3rd	7th	8th	12th	13th
yellow	4th	5th	9th	10th	14th	15th

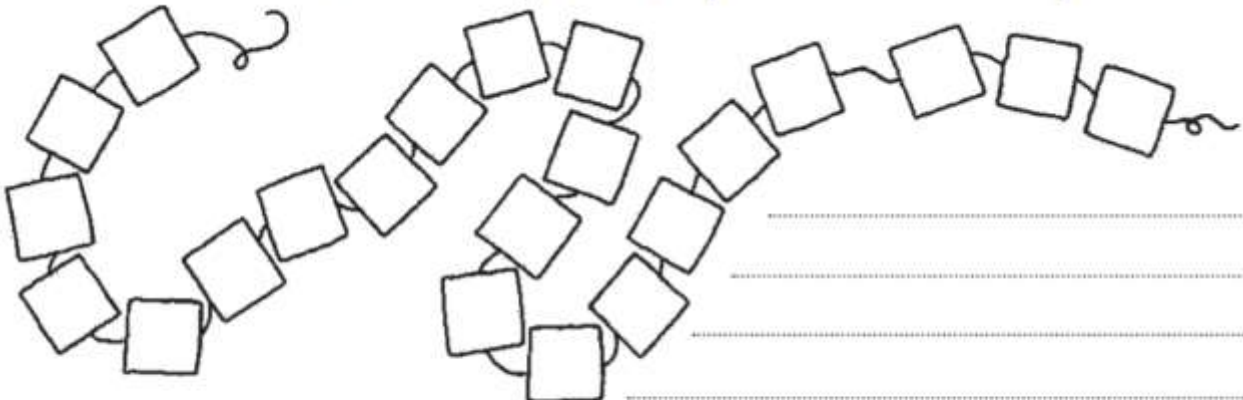
Write the positions.



white 1st

black

Choose 3 colors. Make your own pattern. Write the positions.



.....

.....

.....

.....

.....

Patterns and rules – growing patterns

Some patterns repeat.



Some patterns grow. When they grow, they must still follow a rule.

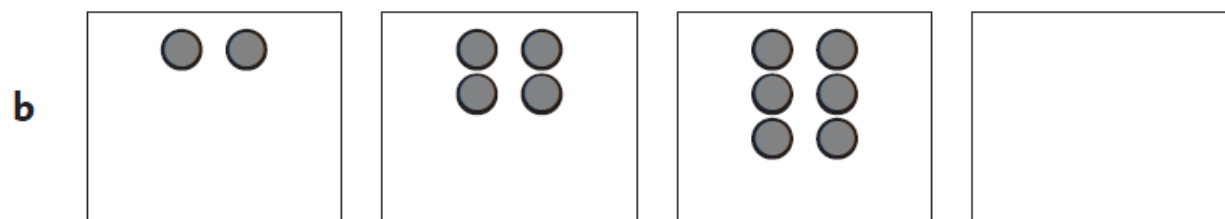
The rule for this pattern is '+ 1 ●'



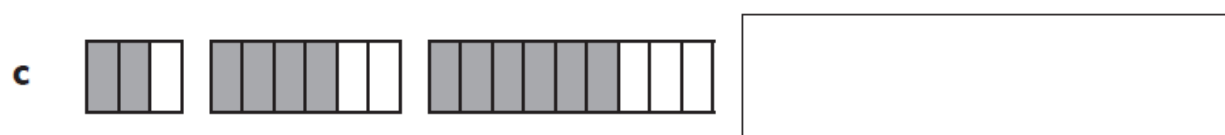
1 Work out the rule and draw the next part of each pattern.



The rule is + _____



The rule is + _____

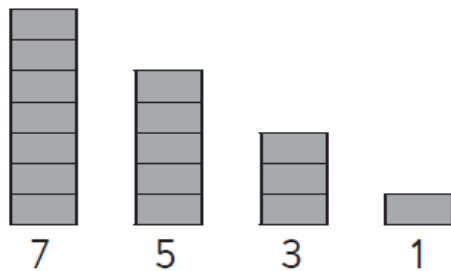


The rule is + _____ and + _____



2 Make your own growing pattern with blocks. Record the rule and the first few parts of the pattern here.

Patterns and rules – growing patterns

Patterns can also shrink. Look at this pattern.



It follows a -2 rule.
In each stage we have
2 fewer blocks.

You will need:  a partner  counters

What to do:

Start with 10 counters. ○○○○○○○○○○

Take some away so there are only **7 left**. ○○○○○○○○

Then take some more away so there are only **4 left**. ○○○○

Now take some away so there is only **1 left**. ○

a How many counters are you taking away each time? _____

b What is the rule? _____

What to do next:

Think of a different take away rule.
Write it somewhere secret. Don't let
your partner see!

Put out 20 counters in a row. Then put out your
next row of counters following your take away rule.
Continue until your last row would have zero counters.
Guess each other's secret rule!



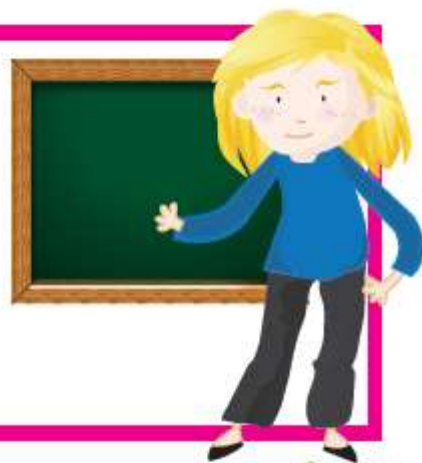
Wednesday WK3 Problem Solving

Peter sold 15 tickets to his family, 6 tickets to his friends and 3 tickets to his neighbours. How many tickets did he sell altogether?



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You have 25 students in your class. 6 are away today. How many students are in your class today?



© teachstarter

There were 15 lambs in one paddock, 5 lambs in another and 10 lambs in the last paddock. How many lambs are there altogether?



© teachstarter



Wellbeing Task	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?
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Read the passage aloud with a parent/carer/sibling (Wednesday WK3 Sheet 1 – English “Pick a Banana!”). ▪ Write down 3 new or interesting words from the passage and write down their definitions. <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Complete Thursday WK3 Sheet 2 – English “Thursday Writing” ▪ Answer the questions in your scrapbook. <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> ▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl. ▪ If you have the book at home read the seventh chapter ‘Grandma Gets the Medicine’. If not, watch the video reading of George’s Marvellous Medicine (only Chapter 7: ‘Grandma Gets the Medicine’.) <p>https://www.youtube.com/watch?v=63RI-UspWdY</p> <ul style="list-style-type: none"> ▪ Complete Thursday WK3 Sheet 3 – English “Chapter 7: Grandma Gets the Medicine” <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> ▪ Complete the second page of Unit 13 in your Soundwaves book
Break	
Middle Maths	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Daily 10 – Level 2 – Ordering – Largest First (15 seconds) <p>https://www.topmarks.co.uk/maths-games/daily10</p> <p><u>Patterns</u></p> <ul style="list-style-type: none"> ▪ Complete the activity on Thursday WK3 Sheet 4 – Maths “Patterns and Rules – Growing Patterns” ▪ Complete the activity on Thursday WK3 Sheet 5 – Maths “Patterns and Rules – Recording Patterns in Tables” <p><u>Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 – 20 minutes doing some tasks on Mathletics
Break	
Afternoon Science	<p><u>Push and pull</u></p> <ul style="list-style-type: none"> ▪ ‘Spinning toys are made and used by children all over the world, including Indigenous Australians. One such spinning toy is the mammandur, made by the Guugu Yimidhirr people of Cape Bedford, Queensland. The mammandur requires pushes and pulls to work.’ ▪ Watch an online video of a spinning toy - for example a spinning top or mammandur. Maybe you have a spinning top at home. What action was needed to make the spinning top move? (Some toys need more than just a simple push or pull to move.) ▪ Make a spinning toy. You could make this out of a circle of cardboard with a pencil pushed through the centre or a milk carton lid and a toothpick (you will need an adult to help punch a hole through the centre of the lid). ▪ Complete Thursday WK3 Sheet 6 – Science “Investigation: Spinning Toy” <p>▪ Extension: Try making more spinning tops by using different sized lids, different sized cardboard circles, etc. Which spinning top spins the best? Why do you think that is so? Try spinning them on different surfaces. Have fun timing how long they spin for.</p>

Pick a banana!



Bananas are one of Australia's favourite fruits.

You should eat a banana every day because bananas are:

- **Delicious**

Bananas are tasty on their own, and they add flavour to many other foods. When bananas are ripe, they are soft and creamy.

- **Nutritious**

Bananas are a good source of vitamin C and vitamin B6. They are high in fibre and potassium, and they contain hardly any fat or salt.

- **Convenient**

Bananas come in their own protective packaging. Their skin is easy to peel and, unlike other fruits, bananas do not need to be washed before they are eaten.

- **Versatile**

You can eat bananas raw, cooked or even frozen. They can be used in salads, curries and desserts. You can even use them in drinks like smoothies and milkshakes.



Image by: Caras Ionut

Question time!

- ▶ What do you think it would feel like to ride an ostrich?
- ▶ How do you think the ostrich feels about being ridden?
- ▶ What top-tips would you give Emma to help her win the race?
- ▶ How do you think riding an ostrich would be different from riding a horse?
- ▶ What thoughts do you think are going through Emma's mind?

Pobble.com
Pobble365.com



Image by: Caras Ionut

Sentence challenge!

Choose the appropriate punctuation for the following sentences.

! ? .

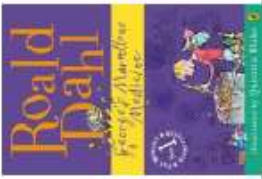

Stop You're going too fast

Am I going to make it to the finish line?

She told herself that it was going to be fine

Can you use all of these pieces of punctuation in your own writing?

Pobble.com
Pobble365.com

 <p>Chapter 7: Grandma Gets the Medicine</p>		<p>George</p>
<p>George</p>		
<p> </p>		
<p> </p>		
<p> </p>		
<p> </p>		
<p> </p>		
<p> </p>		
<p> </p>		
<p> </p>		
<p> </p>		
<p>"You're late!"</p>	<p>"I don't think I am"</p>	<p>"Be careful"</p>
<p>"Please don't"</p>	<p>"Is there something wrong?"</p>	<p>"I'm slowing down"</p>
<p>"This will be good for you"</p>	<p>"Give me some more"</p>	<p>"What's the time?"</p>
<p> </p>	<p> </p>	<p>"Open your mouth wide"</p>
<p> </p>	<p> </p>	<p>"Don't be rude to me"</p>
<p> </p>	<p> </p>	<p>"The fire is out now"</p>
<p> </p>	<p> </p>	<p>"You need to stop growing now"</p>
<p>2. What simile does Dahl use to describe Grandma growing?</p>		
<p>3. Why was George worried so much that Grandma was going to go through the roof?</p>		

Patterns and rules – growing patterns

1 Follow each rule and keep the number patterns growing or shrinking. You can use counters to help.



The rule is _____



The rule is _____



The rule is _____

2 Look at the patterns. Can you work out each rule?



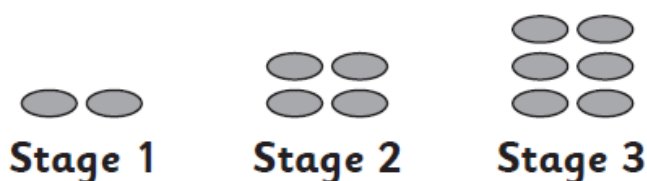
The rule is _____




The rule is _____

Patterns and rules – recording patterns in tables

We can record patterns by drawing them. Look at this growing pattern.





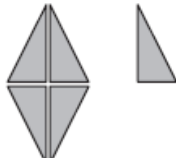



We can also record the same patterns in a table.






Stage	1	2	3
Number of 	2	4	6

1 Record each growing pattern in its table.

a

					
Stage	1	2	3	4	5
Number of 					

b

					
Stage	1	2	3	4	5
Number of 	4				

c Can you work out how many matchsticks would be in stage 5? Add it to the table and tell someone how you did it.

Investigation: Spinning toy

Name: _____

Date: _____

Drawing

Draw a picture of the spinning toy you will investigate. Label the drawing to show:

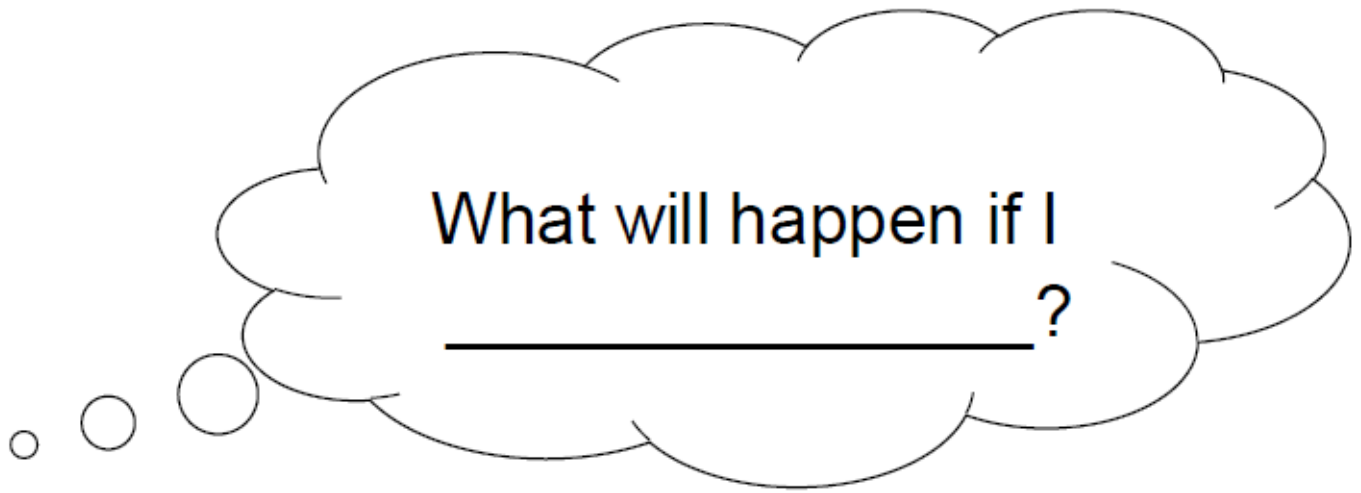
- parts of the toy that will help the toy move
- the pushes and/or pulls you will use to move your toy.

My spinning toy is a _____.

My toy will move when I _____ it.

Pose a question

Think about a question you could investigate about your spinning toy.



My prediction

Finish the sentence below. Use words from the word wall if you wish.

I predict that if I _____

My toy will _____

Investigate and observe how your toy spins

Write and/or draw what happened.

What could you change to make the spinning toy move differently?



Wellbeing Task	Create a quiet space in your home for relaxation. Add some things that make you feel calm. Run or skip on the spot for 2 minutes so your body feels tired. Then take a moment to lie down in your calm corner. Close your eyes and your mouth and breathe in 1-2-3-4 and out 1-2-3-4. As you lie there think about things that make you feel happy. Lay still for up to 5 minutes. When you wake up draw a picture of something that makes you feel happy.
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Read the comic aloud with a parent/carer/sibling (Friday WK3 Sheet 1 – English “Team Trials”). ▪ Answer the questions on the third page. <p><u>Spelling – Soundwaves Unit 13</u></p> <ul style="list-style-type: none"> ▪ Pick 4 of your spelling words. ▪ Complete Friday WK3 Sheet 2 – English “Word Detective” <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Complete Friday WK3 Sheet 3 – English “Roll-A-Story” (you can write the story in your scrapbook or on the sheet provided). <p><u>English</u></p> <ul style="list-style-type: none"> ▪ Complete Friday WK3 Sheet 4 – English “Week 3 Editing” <p><u>Handwriting</u></p> <ul style="list-style-type: none"> ▪ Complete 2 pages in your handwriting book. Remember to be neat! (If you do not have your handwriting book do Friday WK3 Sheet 5 – English “Handwriting”)
Break	
Middle Maths Free Time	<p><u>Hundreds Board – Mystery Pictures</u></p> <ul style="list-style-type: none"> ▪ Uncover the mystery picture by doing the addition sums and colouring in their answers on the Hundreds Board (Friday WK3 – Sheet 6 – Maths) <p><u>Free Time</u></p> <ul style="list-style-type: none"> ▪ If you have finished all your tasks from the week have some free time. Some ideas are: <ul style="list-style-type: none"> - Colour in the comic from Friday WK3 Sheet 1 – English “Team Trials” - Draw a picture - Colour in - Play Live Mathletics or Rainforest Maths - Read - Make a chatterbox - Do some craft - Have a go at some of the activities in Friday WK3 – Sheet 7 – Free Time
Break	
Afternoon Music Health/PE	<p>Refer to Music sheet</p> <p>Refer to PE sheet</p> <p>Refer to Health sheet</p>

TEAM TRIALS

SUCCESS CELEBRATORS





Name: _____

Date: _____

Team Trials: Success Celebrators

Questions



1. Why do you think Felix is upset?

2. Why do you think people get sad when other people do well?

3. What should you do if someone wins when you do not?

4. Why do you think Felix was not made player of the day when he had done so well?

5. What happens at the end of the comic?

6. Write about a time where you did well, but may not have been made a winner?

Word Detective

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

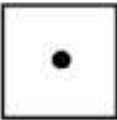
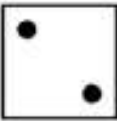
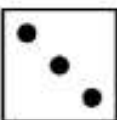
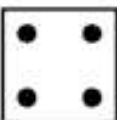
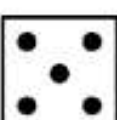
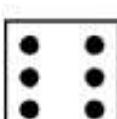
c) _____

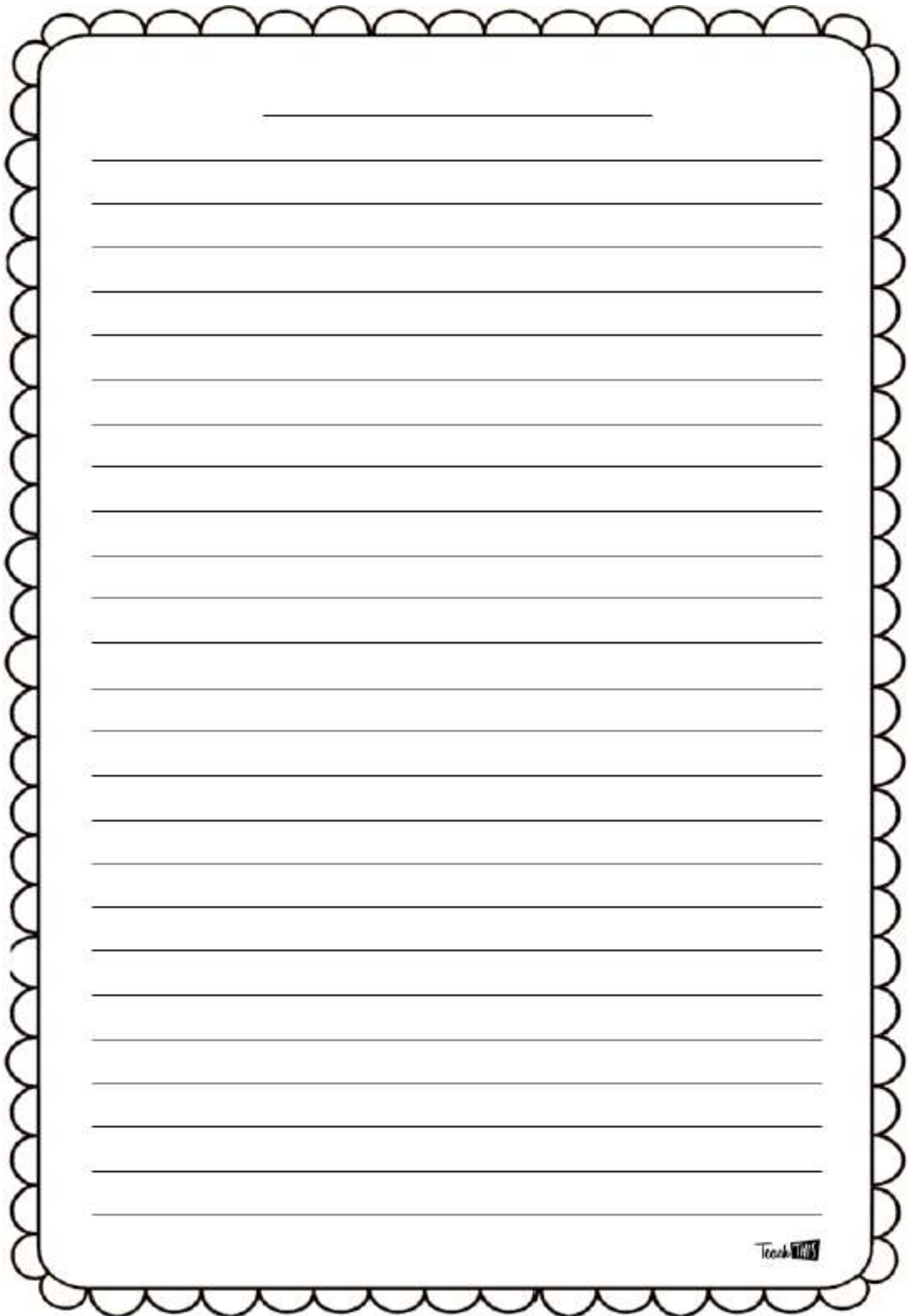
LOWER PRIMARY

Roll-A-Story



Roll a single dice three times to mix and match the parts of the story:
 Roll 1 = Character, Roll 2 = Setting, Roll 3 = Problem

Roll	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
	An angry alien	In a haunted castle	Turns into a frog...
	A crazy wizard	In a magical forest	Finds a talking horse...
	A friendly dinosaur	On a huge ship	Falls into the ocean...
	A big, bad wolf	In a small cottage	Meets a mean monster...
	An evil witch	On another planet	Loses a key...



Week 3 Editing

5 **A Day at the Beach**

my famliy were going to the beach. mum asked me to pack my bag the night befor. i packed a towel, sunscreen, a ball and a bottle of water



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.



6 **Fantastic Fruit**

you should be eating fruit evryday. pears, apples and bananas are great to take to skool in your lunchbox



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.



7 **Dinnertime!**

last night we had a tastie dinner. we had soop, chicken, potatoes and vegetables



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.



8 **Sunday Outfit**

on Sunday i went to play at the park. i wor my purple shirt, blue pants, pink shose and my hair in piggy tails



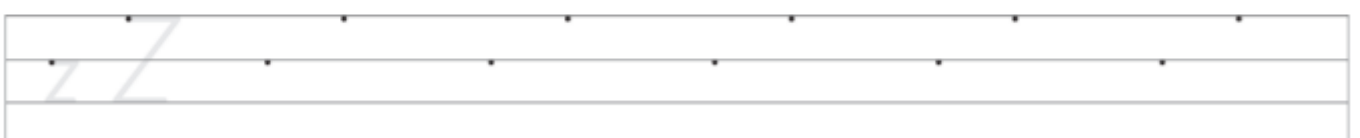
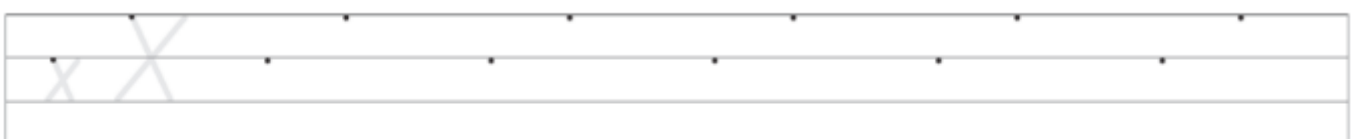
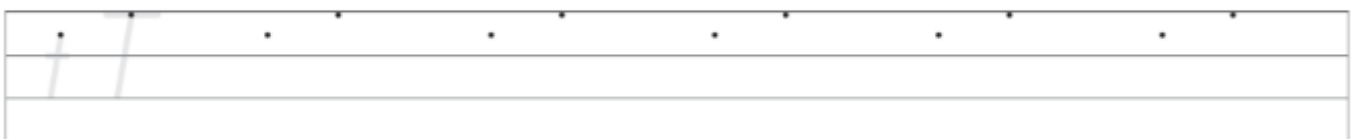
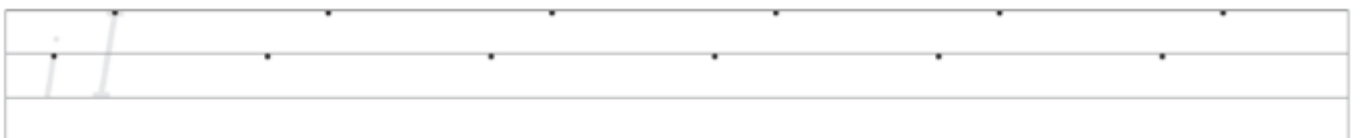
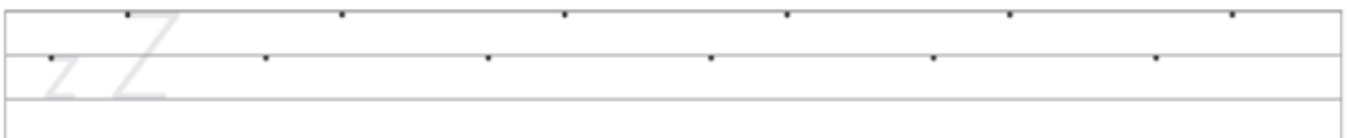
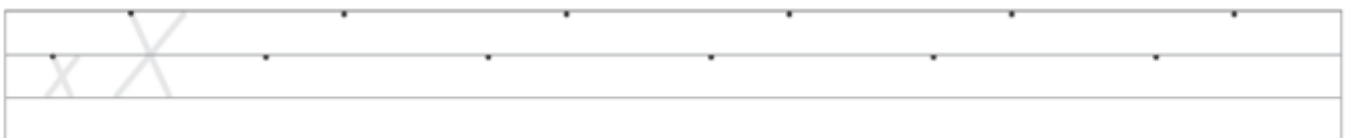
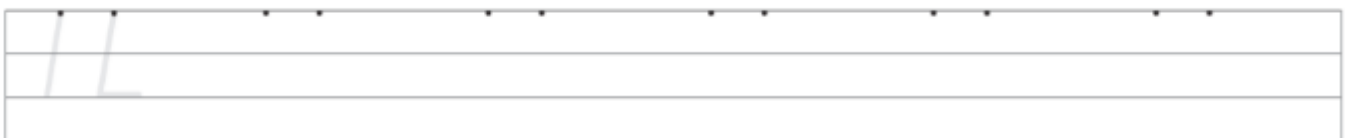
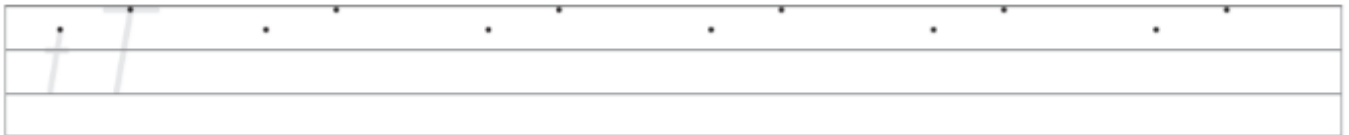
Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.



Line Letters *it/xz*

Writing Time 2

Name: _____ Date: _____



Name: _____ Date: _____

u U

v V

w W

u U

v V

w W

u U

v V

w W

u U v V w W

Hundreds Board

Mystery Picture No. _____

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

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Mystery Picture 8

Yellow:

(12 + 43), (47 + 9)

Blue:

(0 + 1), (1 + 1), (3 + 0), (4 + 4), (3 + 6), (5 + 5), (9 + 2), (6 + 6), (11 + 8), (13 + 7),
 (15 + 6), (15 + 15), (22 + 9), (17 + 17), (30 + 7), (20 + 20), (11 + 30), (25 + 25), (11 + 40),
 (30 + 30), (11 + 50), (31 + 31), (11 + 58), (40 + 30), (11 + 60), (15 + 65)

Black:

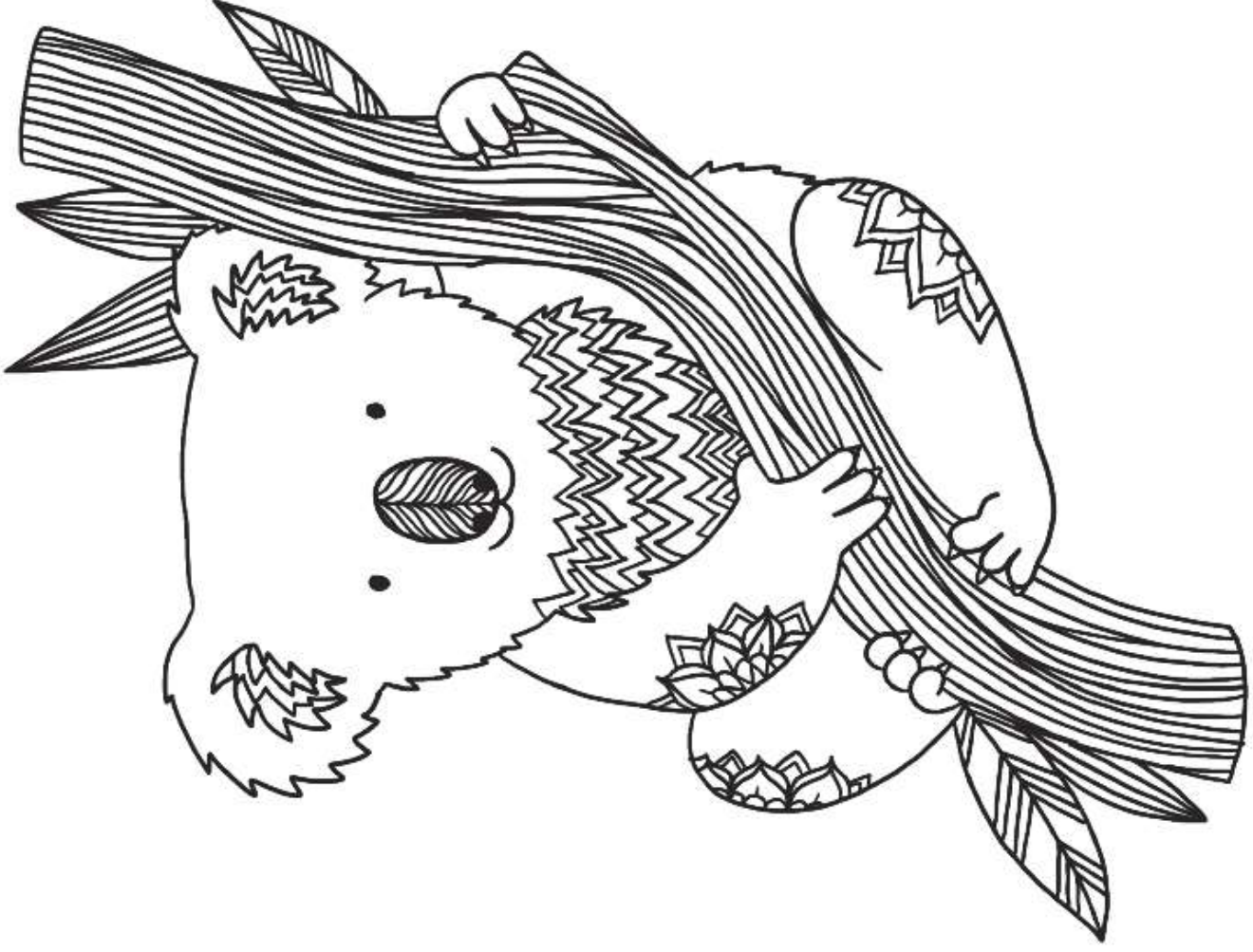
(2 + 2), (4 + 1), (3 + 3), (5 + 2), (7 + 6), (14 + 0), (8 + 7), (7 + 9), (10 + 7), (9 + 9),
 (11 + 11), (19 + 6), (13 + 13), (23 + 6), (16 + 16), (28 + 7), (18 + 18), (12 + 27), (21 + 21),
 (20 + 23), (22 + 22), (21 + 24), (31 + 15), (37 + 10), (35 + 13), (24 + 25), (1 + 51),
 (11 + 42), (21 + 33), (51 + 6), (49 + 9), (39 + 20), (62 + 1), (52 + 12), (42 + 23),
 (32 + 34), (22 + 45), (12 + 56), (36 + 36), (59 + 14), (70 + 8), (60 + 19), (80 + 1),
 (41 + 41), (12 + 77), (51 + 39), (50 + 41), (50 + 50)

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Tricky Words Word Search

c v a n e d r t e o n p
v p w s e l j b d n x m
d w y l k o p t w p s e
g x l q x e s o s u c f
v a p b w o d i e z o a
c w l t l s d b z p u y
t h e i r v e v h f l s
n l n r h n k e d v d n
v l d a g r o c h g u y
m u a a f q o l b i x b
h v b r d g l e o b b h
w o o d r o u d z y v o

people called could their
looked asked oh







Topic 2 – Where and why people make music?

Task 1

Look

- Have a look at the pictures on the following pages.
- Where and why are these people making music?
- Can you answer any of the questions below?

Where are they?

What is around them?

Who is listening to the music?

What do you think the music is like?

Are they using instruments or their voices or both?

Why are they making the music?

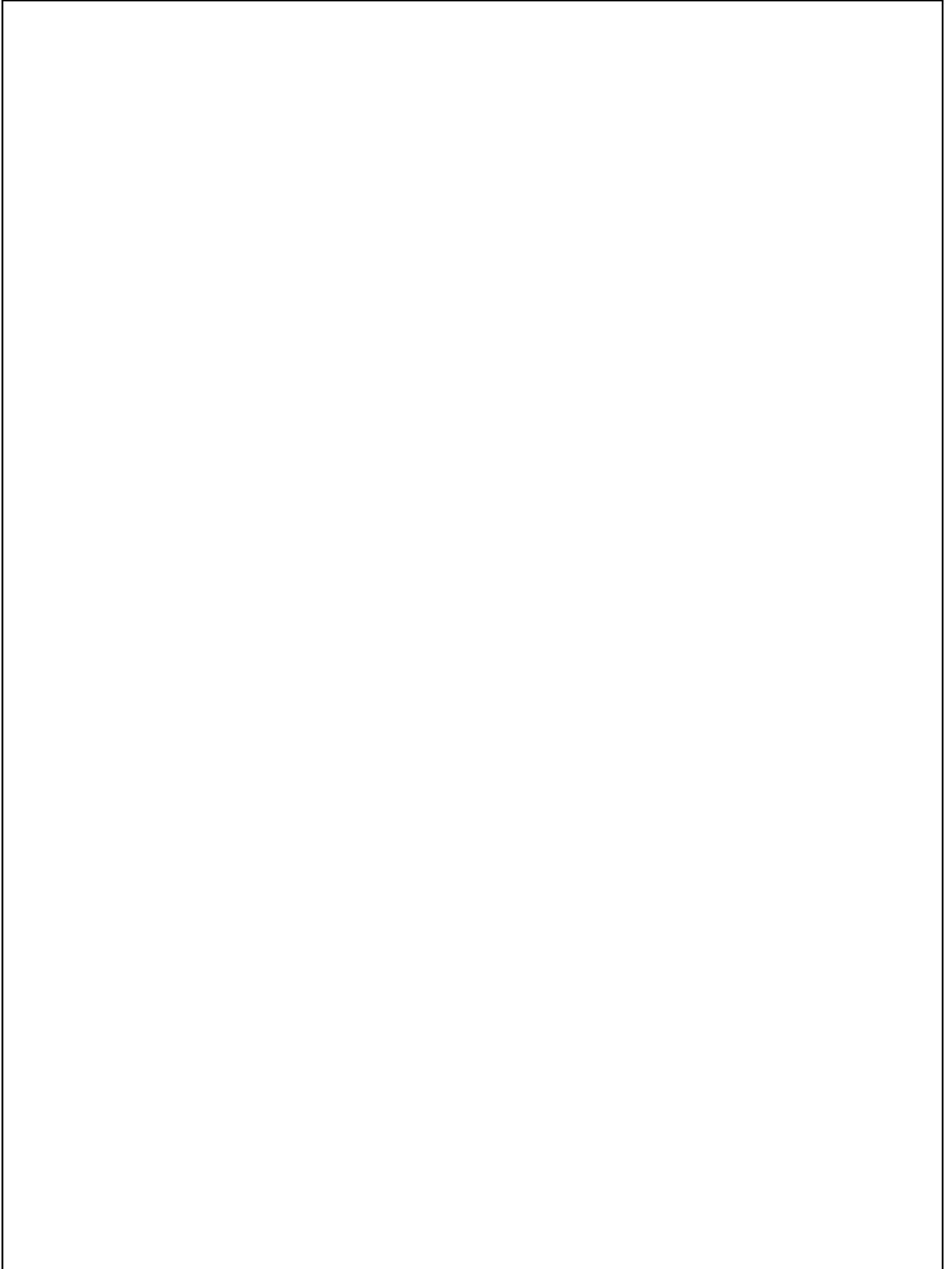
Why are they in this place?

What does this music make you think about?
Why?

Draw

- Can you draw a picture of someone you know making music?
- Show someone in your family your picture and tell them about it?

Draw Your Picture Here





Which is your favourite picture?

Why?

Task 2

Find two pieces of music that could be played by the musicians in 2 of the above pictures. Use words from your wordbank (below) to write about what is the same or different between the pieces.

Some genres of music include:

1. Classical
2. Folk
3. Jazz
4. Traditional
5. Popular
6. Choral

Word Bank

Use some of these words (or even more!) in your comparison.

loud/ <i>forte</i>	exciting	rhythm	voice	one singer
soft/ <i>piano</i>	relaxing	high pitch	body percussion	many singers
gentle	fast	low pitch	instruments	smooth
noisy	slow	singing	found sound	bumpy

Song 1:	Song 2:
Same:	Same:
Different:	Different:

Task 3

Music is for everyone! Music brings people together.

***Sharing music is something wonderful you can
with your family.***

do

Talk with your family members about music.

Colour in each box when you have discussed the question with someone.

What sorts of music do you like?	What is your favourite instrument? What instruments have you played?	What different sounds and instruments are used in music?
Where do people make music?	Why do people make music?	What does music make you think about? Why?
Is there music that is special to your family or culture?	What sorts of music does someone in your family like?	What do you like about music you listen to or make?

Draw

Draw somewhere where you hear music.

Draw your favourite instrument.

Draw yourself making music!



Health

Year 1 and 2



they understand their responsibility

can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

Students explore safe and unsafe situations so that in staying safe. They examine the safety clues that

Week 3 – Staying Safe

Every day we do lots of things to keep our bodies safe. Healthy actions are a way of keeping our bodies safe.

Draw and label 6 healthy actions you do every day to keep your body safe and well. For example – clean your teeth, drink lots of water, wear a hat.

1.	2.	3.
4.	5.	6.

Do something that makes you happy every day!
I look forward to seeing you when you come back to school.

Miss B



Stafford State School

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PE – Prep to Year 2

Weeks 3, 4 and 5

This term, students participate in tagging games which incorporate the fundamental movement skills of dodging and running. They experiment with movement skills and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others.

Please email me a photo or video of you completing the following activities.

EMAIL: nxsma0@eq.edu.au

Week 3 – Dodging and Obstacle Course

https://www.youtube.com/watch?v=v7V_uKNvxvk

Choose some objects from around the home or use chalk outside to design your own obstacle course. Your course needs to include some dodging. If you would like to be like a ninja warrior you could time yourself doing the course and then see if you can get faster. Remember it is your job to pack up the course after you have completed it.

Week 4 – Hopping and Skipping (step-hop, step-hop) – not with a rope

Practise hopping on each leg. Hop around some obstacles.

Skip over a distance (of at least 20m) – remember the pattern step-hop, step-hop. If this is difficult begin with one step and two hops on the right then one step and two hops on the left or watch this clip <https://www.youtube.com/watch?v=LWUsF32jdFg>

Week 5 – Overarm Throw and Dribbling a Ball (with your feet)

Throw - Using a large outdoor space practise throwing overarm. Make sure the foot that is not on the same side as your throwing arm is out in front. Use your whole body to throw not just your arm.

https://www.youtube.com/watch?v=C0sl_YYBxuo watch these 5 stages.

Dribbling – using any ball you have at home kick the ball from one place, around some obstacles and then into a made up goal. Make sure you are kicking with the inside or outside of your foot (not your toe). <https://www.youtube.com/watch?v=fcHJJ1SnwSk>

Extension activities – send me a video of you bouncing a ball, skipping with a rope or playing catch.

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 can't wait to see you when you get back and to see what you have been up to!

Miss B



Stafford State School

Independent Public School



Chinese – 2A, 2/3B, 3A

Week 3

© Click on the link (<https://quizlet.com/89jvlz?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: To introduce your friends to other people by saying:-

“Who is this? ^{zhè shì shuí} 这是谁?”

“This is... ^{zhè shì} 这是”

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

^{zhè shì shuí}
1. 这是谁?
Who is this?

^{zhè shì}
2. 这是...
This is...

Read: Read the sentences below.



^{zhè shì shuí}
这是谁? Who is this?
^{zhè shì}
这是 Kong Sisi。



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Activity: Read and write down the answers.

1.



zhè shì shuí
这是谁？

zhè shì _____。

2.



zhè shì shuí
这是谁？

zhè shì _____。

3.



zhè shì shuí
这是谁？

zhè shì _____。

4.



zhè shì shuí
这是谁？

zhè shì _____。



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Health and Wellbeing Grid

Weeks 1-5

Prep - Year 6

complete. If you would

Continue to highlight items off this grid as you 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/>

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

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<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

Independent Public School



Digital Technology

Years Prep-2

Weeks 3, 4 and 5

Online Activities	Offline Activities			
Use the Scratch Junior app on iPad/tablet to create your own program.	Draw a picture of a robot. Add colour and labels.	Build a robot using cardboard boxes and other recycling and craft materials.	Build a robot out of LEGO.	Sort your LEGO (or coloured pens/pencils) into colours and sizes.
Watch Youtube *(Link below): 'Going on a Bear Hunt'. List the order of the places they visit. E.g. long wavy grass,	Pretend to be a BeeBot and program some directions for you (or a sibling) to follow.	Create a treasure hunt game.	Tell and retell a story *Think about the sequence.	Solve some puzzles
Watch Youtube *(Link below): Rosie's Walk. List the order of the places Rosie visits. E.g. Across the yard	Create and follow a maze.	Build with blocks. Think about the steps you did to make it and see if you can knock it down and rebuild it the same way.	Build some LEGO by following the instructions.	Create a maze using boxes and other recyclable materials. Take a toy through the maze.
Use a computer keyboard to practise finding letters and typing words. *Can also be done offline using a print out of a keyboard which can then be coloured. Try using one colour for vowels and other colours for the consonants.	Build and create with LEGO.	Do some beading and create different patterns.	Use just 4 LEGO blocks and build a duck. Can you make different ducks using the same 4 blocks?	Create your own puzzles by drawing a picture and then cutting it into different shapes and putting it back together.

Online resources

- **Scratch Junior app on iPad**
- **Watch: YouTube *Going on a Bear Hunt*:
<https://www.youtube.com/watch?v=Waoa3iG3bZ4>**
- **Watch: YouTube: *Rosie's Walk*
<https://www.youtube.com/watch?v=R3kNUTwJhf8&t=15s>**



Stafford State School

Independent Public School

Library

Prep - Year 6

Week 3, 4 & 5



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>An Old Favorite Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p>Scavenger Hunt Use the books you have at home and complete the Book Scavenger Hunt. Sheet supplied.</p>	<p>Book Talk Use the Talking about Books sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p>Lego or Construction Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p>Book End Pages 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>Craft Activities for all year levels. It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at www.artycraftykids.com Have fun.</p>	<p>Scratch for Juniors. If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p>Writing a Poem 1 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>Writing a Poem 2 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>Nonfiction Activity 1 Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 interesting facts that you have found out about the topic. Choose 1 fact and draw a picture about it. Write a caption.</p>	<p>Nonfiction Activity 2: Atlas 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>Nonfiction 3 Websites Check out and explore the National Geographic Kids and NASA websites. www.natgeokids.com www.nasa.gov/kidsclub/index.html</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