



Stafford State School
Independent Public School



Term 2

Week 3

Year 3

Home Learning

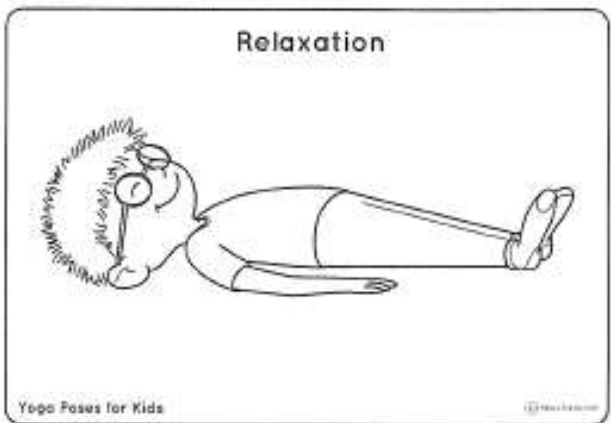
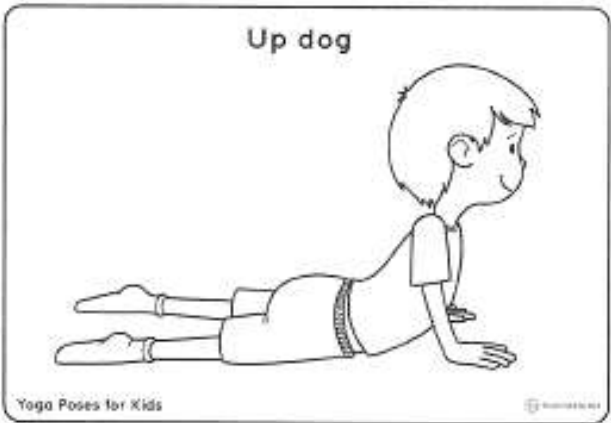
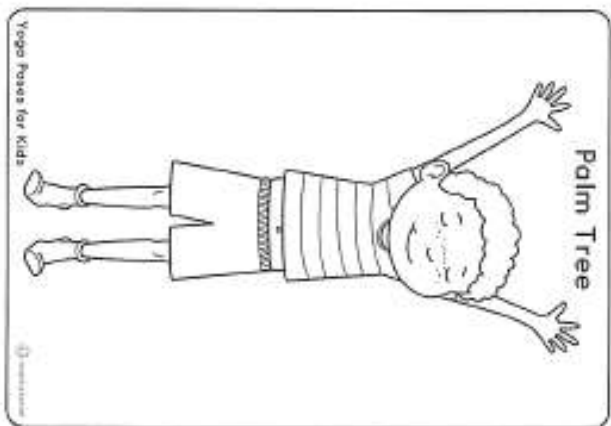
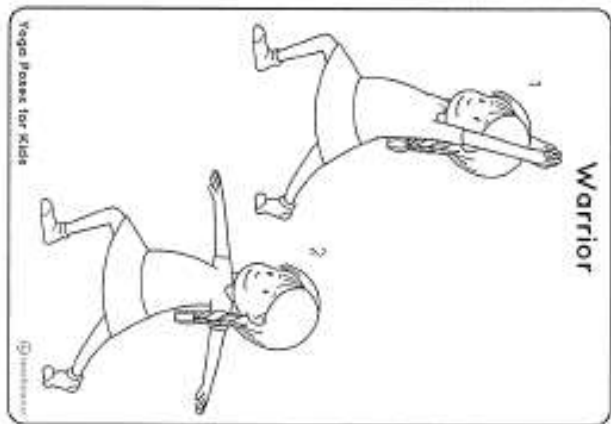
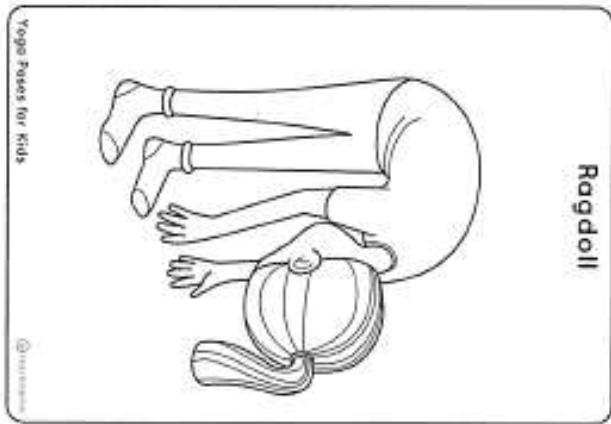
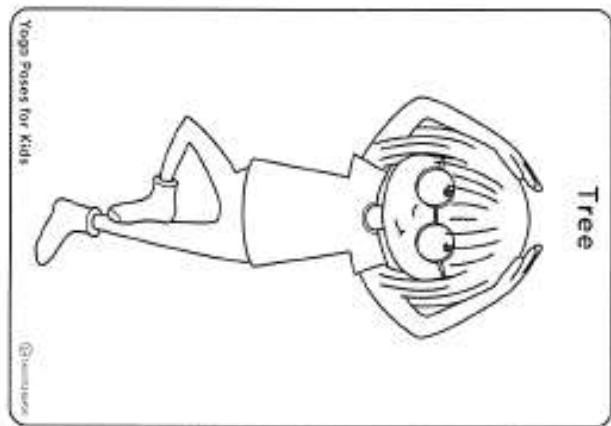
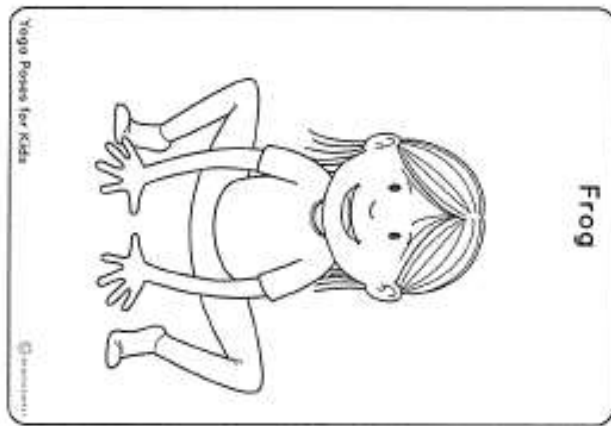
Learning Areas:

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

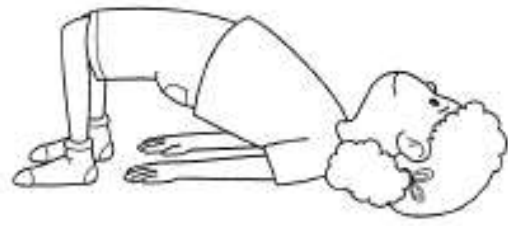


<p>Wellbeing Task</p>	<p>Use the Yoga Poses For Kids cards - Put them in an order and make your own yoga sequence (you can repeat poses if you like). Make up a story in your head to go with the poses as you do them. Keep the cards somewhere safe to use again next week.</p>
<p>Morning English</p>	<p><u>Lesson 1: Spelling</u></p> <ul style="list-style-type: none"> ▪ Complete first page of Unit 11 in soundwaves. <p>Using the words from this week's Soundwaves, write 5 sentences. You need to include a who, what, where, how/why in each sentence.</p> <p><u>Lesson 2: Grammar Activity 1</u></p> <ul style="list-style-type: none"> ▪ Remember what you know about nouns. Use this knowledge to complete Exercise 1 on the attached worksheet. <p><u>Lesson 3: Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Using the attached picture, <ul style="list-style-type: none"> ▪ Create a list of everything you see ▪ Write a paragraph describing the character. Your description needs to provide your audience a mental image of what the character looks like. ▪ Write 4-5 sentences <p><u>Lesson 4: English</u> Read and relax!!</p>
<p>Break</p>	
<p>Middle Maths</p>	<p><u>Lesson 5: Quick Facts</u> If you have access to a computer, https://www.topmarks.co.uk/maths-games/daily10 Try Level 2 (first) in addition, giving yourself 10 seconds for each question (you can try harder, if you get 100% correct) If you do not have a computer, work on attached worksheet</p> <p><u>Lesson 6: Problem Solving and Signpost Unit 13.1</u> Remember to use CUBES to help solve the problem. (Circle the numbers, underline key words, box the question, eliminate unnecessary words, solve the problem)</p> <p><u>Lesson 7: Athletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Athletics
<p>Break</p>	
<p>Afternoon HASS</p>	<p><u>Lesson 8:</u> Read the text and highlight or underline (using 2 different colours) specific facts relating to Aboriginal or Torres Strait Islanders to help complete the Venn diagram on the next page. Then complete questions 1,2 and 3.</p>

Wellbeing Yoga Poses



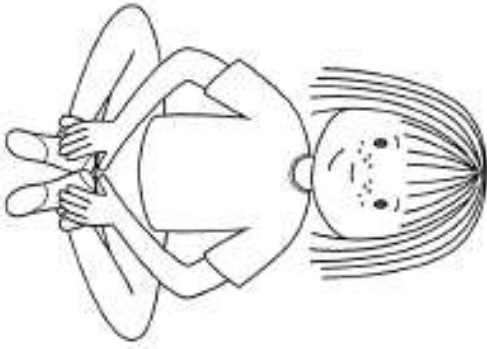
Bridge



Yoga Poses for Kids

©twinkl.com

Butterfly



Yoga Poses for Kids

©twinkl.com

Cow



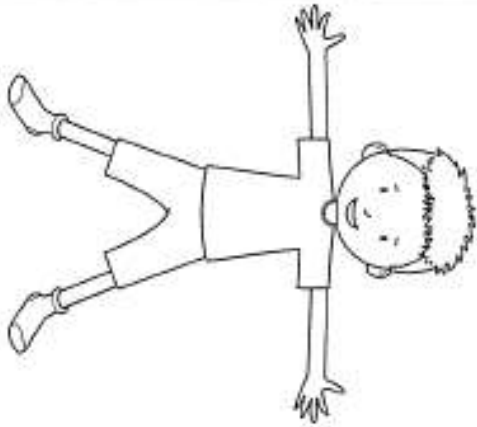
Cat



Yoga Poses for Kids

©twinkl.com

Star



Yoga Poses for Kids

©twinkl.com

Rainbow



Yoga Poses for Kids

©twinkl.com

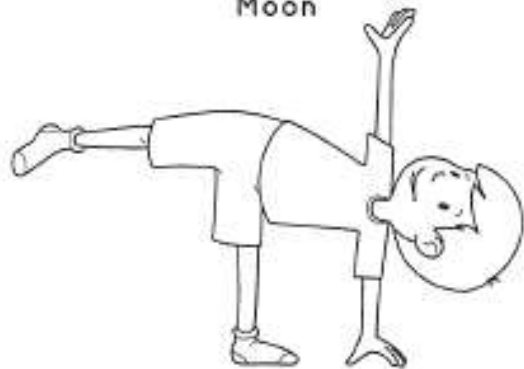
Dancer



Yoga Poses for Kids

©twinkl.com

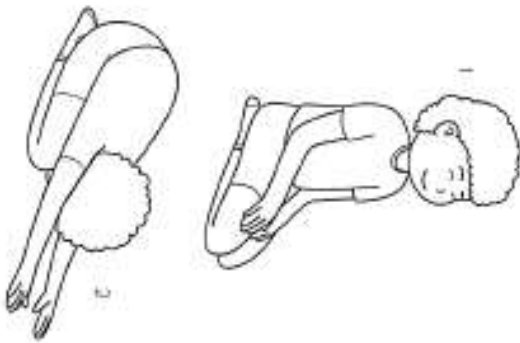
Moon



Yoga Poses for Kids

©twinkl.com

Child's Pose



Yoga Poses for Kids

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Unit
13



ai ay a_e a snail hay cake lady



List Words

- take _____
- same _____
- games _____
- stay _____
- today _____
- wait _____
- tail _____
- train _____
- baby _____
- lady _____
- eight _____
- ate _____
- safe _____
- making _____
- holiday _____
- table _____
- break _____
- great _____
- shade _____
- Sunday _____
- April _____
- grey _____
- afraid _____
- explain _____
- station _____

Grapheme Chart

letters	words

1 Circle the letters that represent **ai ay a_e a** in the List Words.

2 Write any other letters that can represent **ai ay a_e a** on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Cross out words with the **ai ay a_e a** sound. Write the words that are left, on the line. Answer the question.

I make carry came my baby house April on my bake back.
I play can't move say fast. Wait What day am gave I?

_____ Answer _____

5 Read the clues. Finish the words. Write the words you have made, on the line.

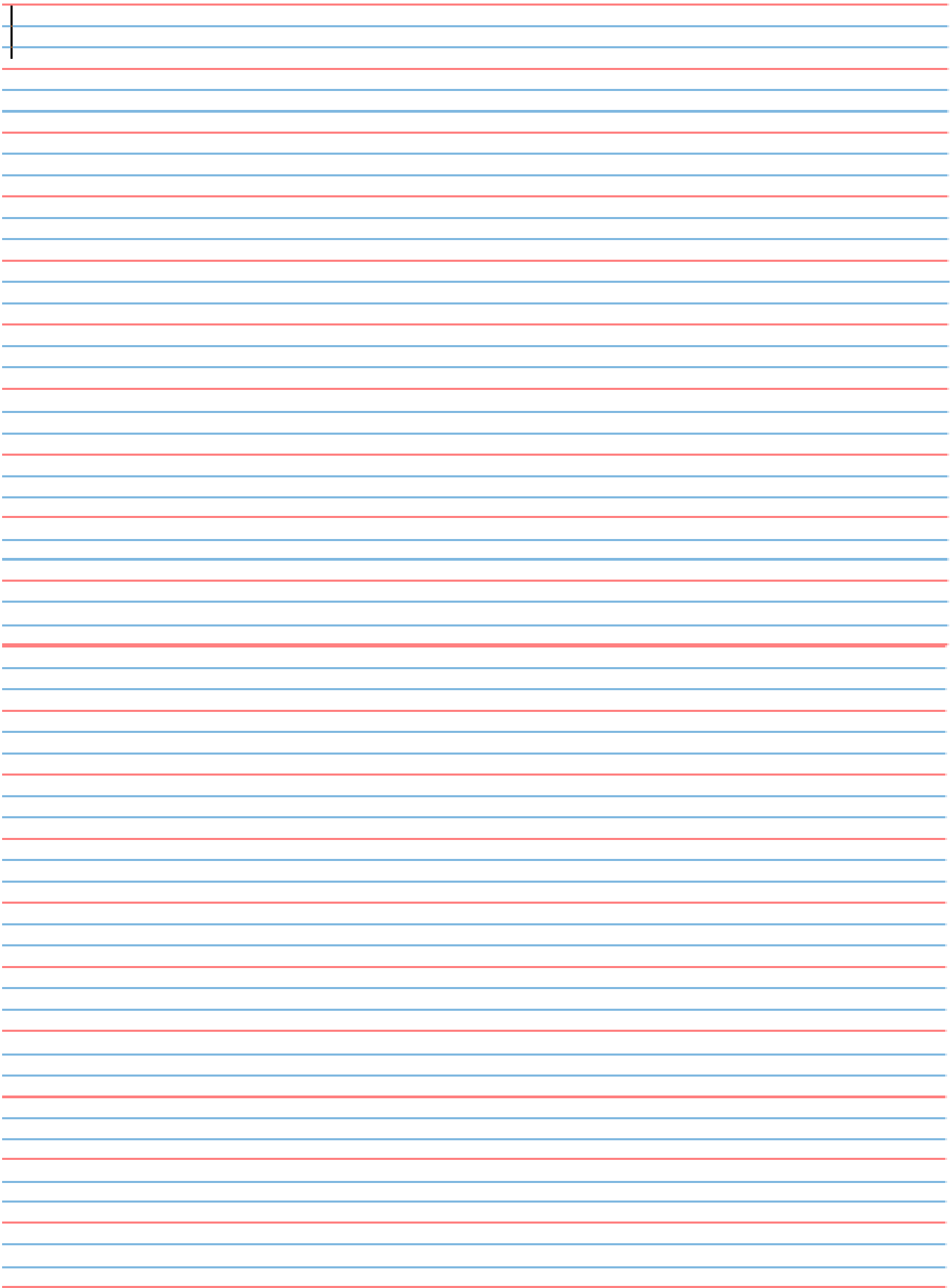
_____ ay this day _____ ay day of the weekend
_____ ay wait _____ ay vacation

6 Read the clues. Finish the words. Write the words you have made on the line.

__ a __ e __ fun to play __ a __ e not dangerous
a __ e did eat __ a __ e out of the sun in the _____

7 Unjumble the letters to make words to match the clues. Some are List Words.

part of an animal	slow animal	not ready, please..
lita _____	lnasi _____	tawi _____
tell how to do it	goes on tracks	scared
pnelxia _____	anrit _____	dafiar _____

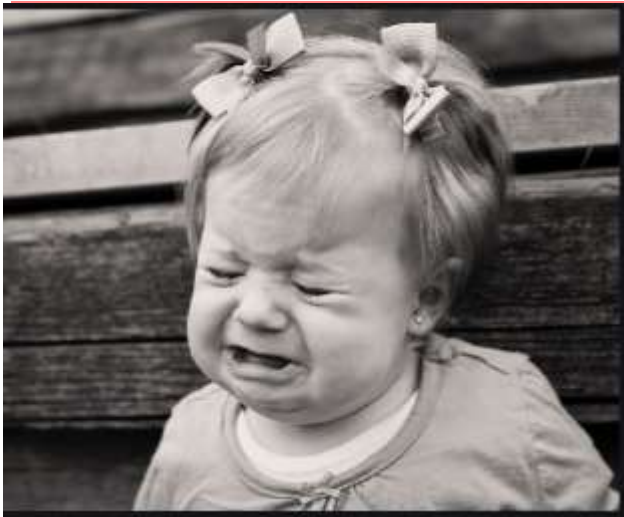


Tuesday Lesson 2 English Activity There are more than fifteen common or Proper nouns!

1. Underline the nouns in this passage.

Mum and Dad, Clare and Hugh, went for a drive to Campbelltown, an outer suburb of Sydney. They were looking for a breeder who sold border collie pups. Clare and Hugh could hardly contain their excitement as the city gave way to larger blocks, more and more trees and the occasional farm.

Tuesday Lesson 3 English Activity



Handwriting practice lines consisting of multiple sets of blue horizontal lines with red top and bottom borders.

Tuesday Wk 3 Lesson 5: Quick Maths

$$\begin{array}{r} 13 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 2 \\ \hline \end{array}$$

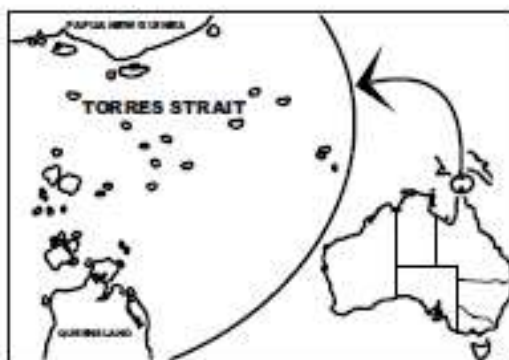
$$\begin{array}{r} 18 \\ + 4 \\ \hline \end{array}$$

Tuesday Wk 3 Lesson 6: Problem Solving

Addition		Name:
Warm Up		
1) $3+4 =$	4) $7+2 =$	7) $5+8 =$
2) $4+5 =$	5) $3+9 =$	8) $7+7 =$
3) $6+4 =$	6) $7+4 =$	9) $9+6 =$
1) My sister planted 3 trees in the morning and 4 trees in the afternoon. How many trees did she plant altogether?	6) Rodger drew 4 stars and 9 circles. How many shapes did he draw in total?	
2) My family drove to the park in 2 cars. There were 4 people in one car and 5 in the other. How many people went to the park?	7) Letitia sold 2 small dolls and 7 big dolls. How many dolls did she sell altogether?	
3) Alisa has 7 flowers in one hand and 4 in the other. How many flowers is Alisa holding altogether?	8) There are 5 kiwi fruit in one bag and 6 in another. How many kiwi fruit altogether?	
4) How many coconuts has Marilyn got if she bought 1 box containing 8 coconuts, then bought 3 more coconuts?	9) Ethan juiced 4 oranges and then juiced 5 more. How many oranges did Ethan juice?	
5) Magda bought 7 small packets of sweets and 3 large packets. How many packets of sweets has she got altogether?	10) In each box are 3 large paint brushes and 4 small paint brushes. What is the total number of paint brushes in each box?	

Aboriginal and Torres Strait Islander people - 1

Indigenous Australians were the first people to live in Australia and on its nearby islands. Australia has two Indigenous peoples: Aboriginal and Torres Strait Islanders (ATSI). Aboriginal Australians began living in mainland Australia more than 60 000 years ago. Torres Strait Islanders have lived on islands between Australia and Papua New Guinea for about 10 000 years.



IMPORTANCE OF COUNTRY AND PLACE

Each group of people lived a hunter-gatherer way of life. Men hunted larger animals such as emus and kangaroos. Women and children gathered berries, fruits, eggs and plants. People who lived on the islands or the coast caught animals like fish, turtles and dugongs and gathered shellfish like mussels and oysters.

The natural world around them (land, sea, waterways and skies) is very special to traditional ATSI people. Aboriginal people use the word Country to refer to the place where they live. Torres Strait Islanders use the word Place. Everything traditional ATSI people need comes from the environment: their food, clothing, shelter, medicines and tools.



Aboriginal people have Dreaming stories to explain how the land, people, animals and plants came to be. Torres Strait Islanders use different words to name their Creation stories, depending where they live. For example, Zogo Time is used in the islands in the east.

ATSI people did not use fences and paths to mark out the area where different groups of people lived and roamed. They used natural barriers like rivers, mountains, waterholes and trees. Each Aboriginal group has a name which usually comes from its language and land. For example, Nyungar or Noongar (south-west of Western Australia), Koori (southern New South Wales and Victoria). Torres Strait Islanders use the name of their island community; e.g. Yam or Badu.

There used to be hundreds of Aboriginal languages. Now there are only about 50 in use. Torres Strait Islanders have two traditional languages. Meriam Mir is spoken by Islanders in the east and Kala Lagaw Ya by those in the central and west.

on one language group; however, if information or sources are not readily available, another representative area may be studied. (AHTH000)

Aboriginal and Torres Strait Islander people - 2

Answer the questions about the text.

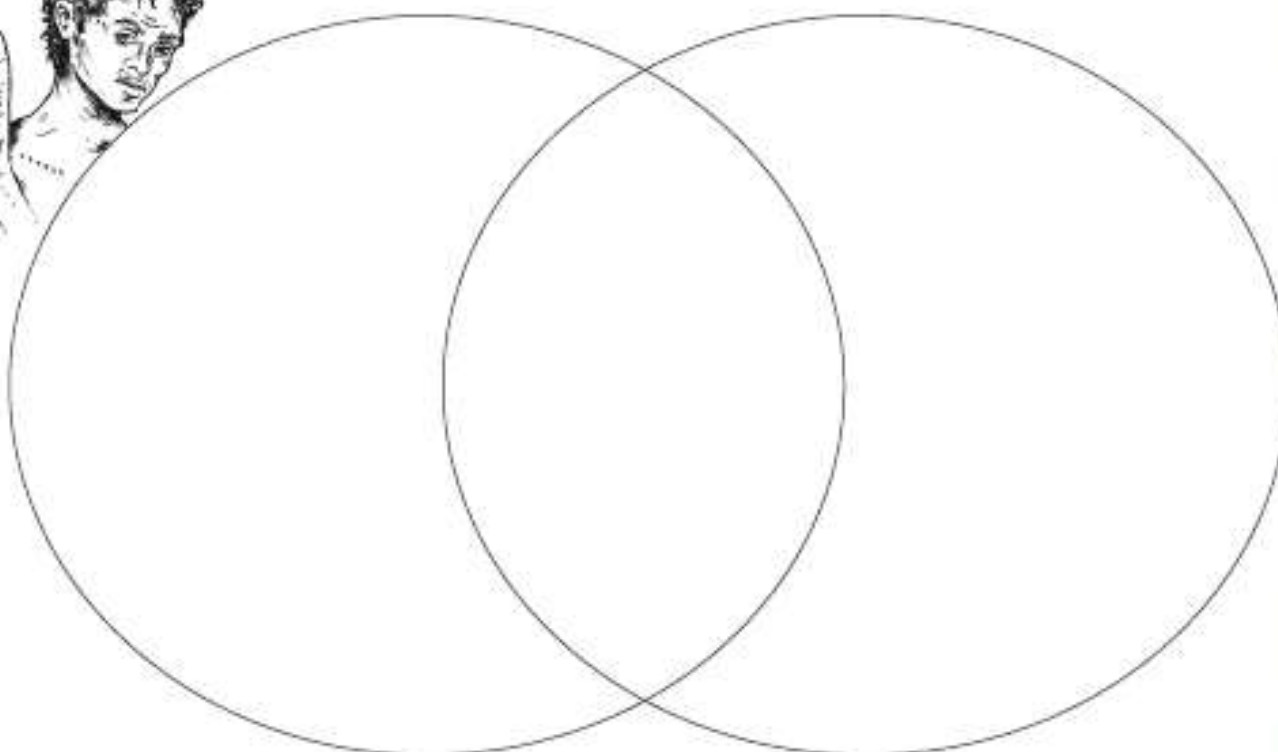
1. What do the letters ATSI stand for?

2. Fill in the Venn diagram with the words and phrases given below.



Aboriginal Australians

Torres Strait Islanders



Dreaming Zogo Time mainland Australia Country
islands in Torres Strait 60 000 years hunter-gatherer Place
environment very important 10 000 years Creation stories
named after language/land named after island community

3. Explain why Country and Place mean so much to ATSI people.



Indigenous Australians looked after their Country/Place very carefully. One way they did this was to eat every part of an animal or plant or use it to make clothing, baskets, shelters, tools or weapons. Nothing was wasted.



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>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Using the new text, answer the accompanying worksheet. <p>Remember to activate your prior knowledge before reading.</p> <p><u>Lesson 2: Spelling</u></p> <ul style="list-style-type: none"> ▪ Complete Soundwaves Unit 13 <p><u>Lesson 3: Handwriting</u></p>
Break	
Middle Maths	<p><u>Lesson 5: Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Number - Patterns - write your answers on the attached worksheet, filling in the missing numbers in the patterns <p><u>Lesson 6: Subtraction</u></p> <ul style="list-style-type: none"> ▪ Complete the subtraction sheet. Some problems will require regrouping so remember to 'borrow' from the tens column if there is not enough in the ones column. To check your answers or if you need help, use the hundreds chart to count back. <p><u>Lesson 7: Mathletics and Signpost Unit 13.2</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Mathletics
Break	
Afternoon Chinese	<ul style="list-style-type: none"> • Refer to Chinese sheet

Last June, Andrew spent \$3 on a helium balloon. He attached a note asking the person who found the balloon to write back. Then Andrew let go of the balloon.

Andrew lives in Bromley, Kent. In February this year, he heard from Harry Green. Harry had found the balloon in New Zealand! The balloon had travelled more than 14 000 miles (22 540 km). Andrew said, "I just thought, wow! My friends clapped."

Reading Comprehension

Circle the correct answer.

- Some people spent much money to get their hot-air balloons to fly
(A) in their neighbourhoods. (C) to the next country.
(B) very great distances. (D) to the next city.
- What kind of balloon did Andrew Byers use?
(A) a hot-air balloon (C) a very big balloon
(B) a round balloon (D) a helium balloon
- Andrew attached a note to the balloon to ask the person receiving it to
(A) write back. (C) fly the balloon back.
(B) keep the balloon. (D) visit him.
- The balloon had flown about
(A) 6 months. (C) 4 months.
(B) 8 months. (D) 10 months.
- When he heard from Harry Green, Andrew felt
(A) upset. (C) happy.
(B) calm. (D) worried.

Vocabulary Exercise

Choose the most suitable word from the box for each blank.

walked
flew

stopped
hopped

stirred
played

raced
sent

1. The frog _____ into the pond.
2. The aeroplane _____ into the sky.
3. The children _____ across the field.
4. The cook _____ the soup.
5. The car _____ at the traffic lights.
6. We _____ our friend a birthday card.
7. He _____ the piano with feeling.
8. Each day we _____ one kilometre to school.

Grammar Exercise

Here are the first two verbs in the story, "fly" and "have spent". List ten more verbs from the text in the box below.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Wednesday Wk 3 Lesson 2: Soundwaves

8 Rewrite these words adding **ing** to each one. Write the correct word under each picture.

✚ If a word ends with **e**, we usually take off the **e** before we add **ing**, for example *take* - *taking*.

make _____

bake _____

chase _____

race _____

shave _____

save _____



9 Finish the words with **a**, **ai**, **eight**, **ea** or **ey** to represent . Draw a picture for each.



a gr__ t__ble



a gr__t big sn__l



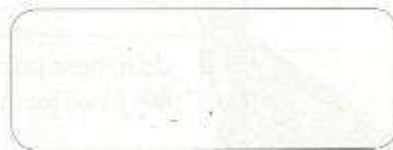
a tr__n st__tion



a l__dy with __t
b__bies



a br__k in a
ch__n



a sn__l that is
afr__d

10 Write a homophone for the underlined word to finish the sentence.

➡ Turn to **13** page 79.

I will tell you your weight if you _____.

I know a tale about a whale with no _____.

On the first Sunday in April I ate _____ grapes.

If you pull the handbrake too hard you will _____ it.

If you grate the chocolate it will look _____ on top of the cake.



Challenge

Rearrange the letters in each word to make an word.

tea

seam

team

seal

meal

tale

mean

petal

► For the Extra Challenge turn to page 82.

ISBN 978 1 74135 158 3 Sound Waves 3 Student Book 31

boys



Lift after Clockwise Finishers

—b, y

If a letter finishes in this direction, it doesn't join.

Trace and write.

been yum but your bell yell

keys buy bite type blue dye

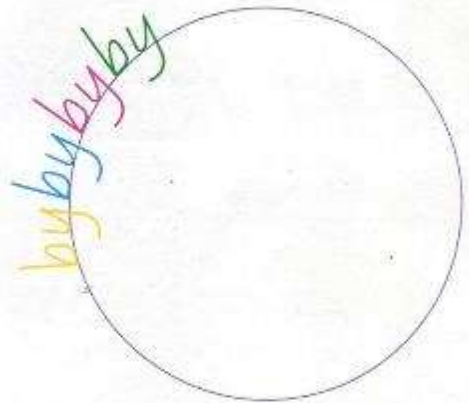
blew eyes bent yard bump

baby always able ball bubble

Slope.

I can juggle balls,
rings and plates.

Complete the circus ring using colours. Draw a performing juggler.



What letters or joins do you need to practise?

Circle your best word.

Date / /

Complete the Number Series

6 , ___ , ___ , ___ , 10 , 11 , ___ , ___

___ , 11 , ___ , 13 , ___ , ___ , 16 , ___

___ , 9 , ___ , 11 , ___ , 13 , ___ , ___

___ , ___ , ___ , 12 , 13 , 14 , ___ , ___

2 , ___ , 4 , 5 , ___ , ___ , ___ , ___

___ , 8 , ___ , ___ , 11 , ___ , 13 , ___

___ , 1 , ___ , ___ , ___ , 5 , ___ , 7

___ , ___ , 7 , ___ , 9 , ___ , 11 , ___

13 , ___ , ___ , ___ , ___ , 18 , 19 , ___

4 , ___ , 6 , ___ , ___ , ___ , 10 , ___

Wednesday Wk 3 Lesson 6: Subtraction

$$\begin{array}{r} 94 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 3 \\ \hline \end{array}$$

Hundreds Chart

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



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>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Choose a fictional book to read aloud with a parent/carer/sibling. ▪ Before reading, predict what you think is going to happen by looking at the pictures. ▪ Read the book aloud. Answer these questions: <ul style="list-style-type: none"> - Does it have a good beginning and ending? - Are the characters interesting? What makes them interesting? - Which illustration in the story was your favourite? Why? <p><u>Lesson 2: Daily Writing</u></p> <p>What can you see out your window or door? Use adjectives (describing words) to write five sentences about what you see. Neat, carefully spelled sentences must be used. Make sure you are using you're running writing!</p> <p><u>Lesson 3: English</u></p> <p>As some of our class is having a trouble with accessing Charlotte's Web, I think we'll save our study for when we're all back at school together. If you are lucky enough to have the book then keep reading this great story. Everybody else keep trying to see the movie. You'll really enjoy it.</p> <p><u>Lesson 4: Spelling</u></p> <ul style="list-style-type: none"> ▪ Write your list words in alphabetical order. Make sure you are using entries and exits and any joins you have learnt.
Break	
Middle Maths	<p><u>Lesson 5: Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Time Worksheet <p>Complete the worksheet by drawing the clock hands on the analogue clock faces to match the digital time.</p> <p><u>Lesson 6: Shape</u></p> <ul style="list-style-type: none"> ▪ 2D shapes- Use scissors to cut out and make your own quadrilateral robots! As an extra, try using a ruler to draw your own 2D shapes including triangles, pentagons and hexagons to make a super robot! <p><u>Lesson 7: Mathletics and Signpost 12.4</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Mathletics
Break	
Afternoon Science	<p><u>Lesson 8: Science</u></p> <p>How Soap Works Experiment</p> <p>Note to Parents/Guardians: For this activity you will need - bowl, pepper, spices, dishwashing liquid, hand sanitiser Try and let your child do as much of the experiment as possible and let them guide the conversation as to what is happening. Then get them to write up their observations. See the attachment for more activity information and a website link.</p>

Thursday Wk 3

A large writing area consisting of multiple rows of horizontal blue lines. Each row is bounded by a red line above and a red line below, creating a series of writing spaces. The lines are evenly spaced and extend across the width of the page.

Thursday Wk 1: Lesson 4 Write your words in alphabetical order

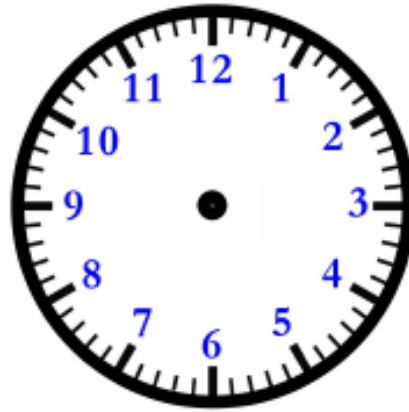
List Words

- come _____
- some _____
- must _____
- under _____
- coming _____
- love _____
- rush _____
- such _____
- junk _____
- son _____
- won _____
- money _____
- above _____
- month _____
- lunch _____
- front _____
- colour _____
- young _____
- enough _____
- country _____
- doesn't _____
- number _____
- double _____
- untrue _____
- Monday _____

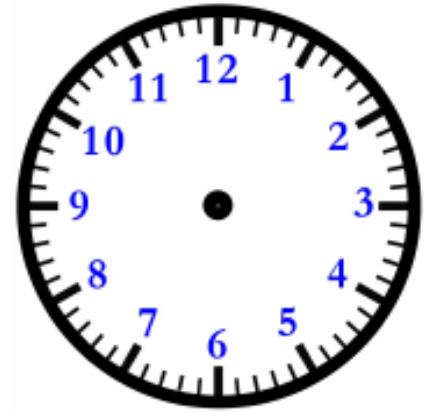
Draw the Hands on the Clock Face



5:05



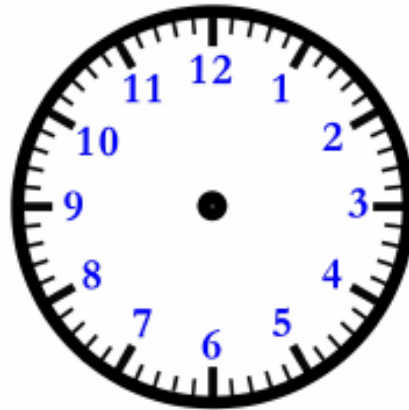
3:15



4:00



8:25



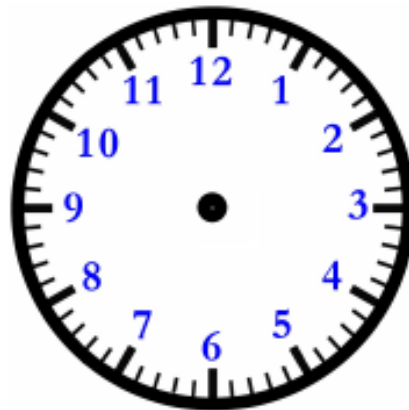
6:50



10:25



2:05



11:10



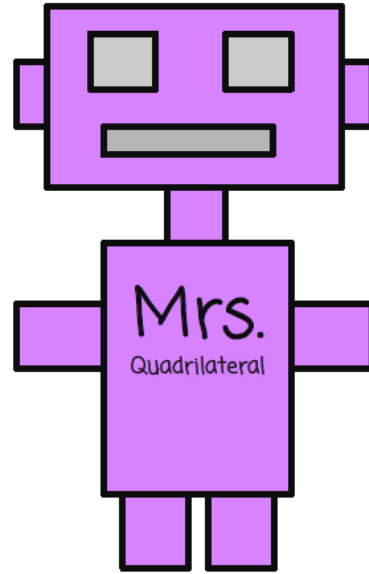
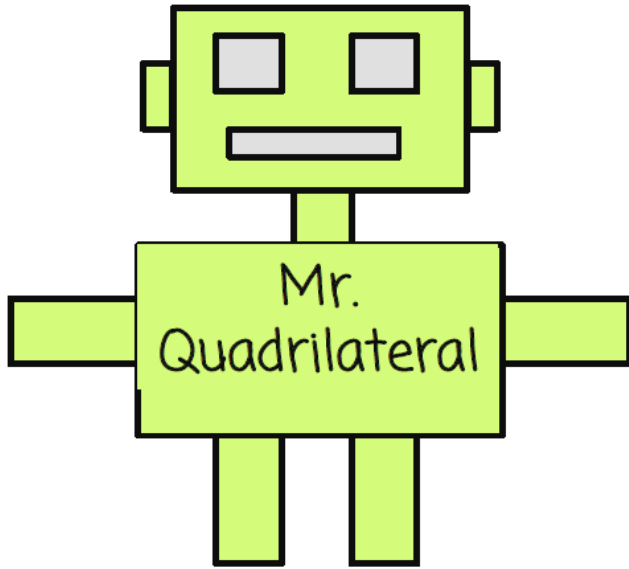
1:10

Name: _____ Date: _____

Mr. Quadrilateral

Mr. and Mrs. Quadrilateral are Sneaky Shape Robots!
They are made entirely of quadrilaterals, but nobody knows what they look like!

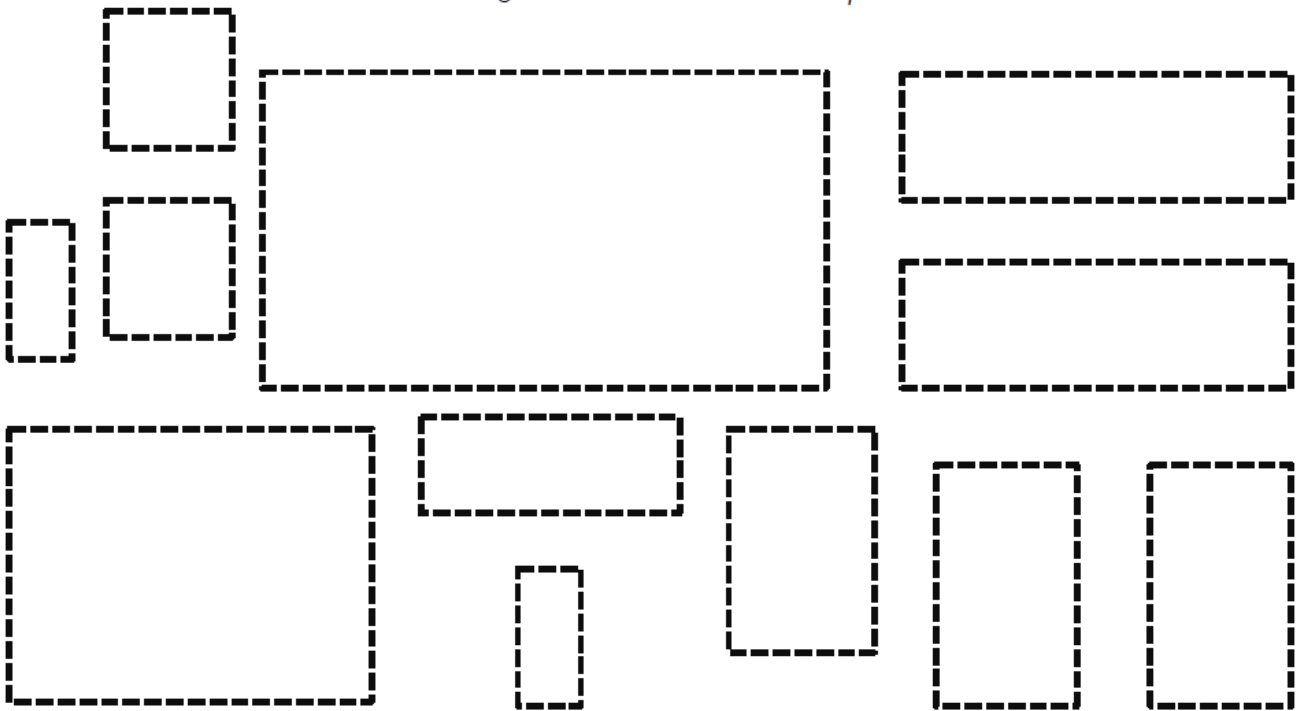
Here is an idea of how they might look:



Name: _____ Date: _____

Mr. and Mrs. Quadrilateral

Cut out the quadrilaterals below to design your very own Mr. or Mrs. Quadrilateral!
Remember to give them a face when you're done!



Activity: As an introduction to this activity - read the 'How does soap work' article from the safe, child-appropriate Kids News website - kidsnews.com.au at

<https://www.kidsnews.com.au/explainers/hand-washing-how-does-soap-work-and-is-hand-sanitiser-better/news-story/ed0b18c7ac76ee49bdcd797abe28e0bb>

At the bottom of the article is an experiment to show children how soap works.

Instructions

Get a bowl of water and shake lots of pepper or dry spices into it.

You want to give the surface of the water a good covering.

In a small bowl, squirt some dishwashing liquid or liquid soap into it. In another small bowl, squirt a small amount of hand sanitiser into it. Now it's time for the experiment.

Dip your pointer finger into the peppery water. Does it come out dirty?

Using another finger, dip it into the hand sanitiser before dipping into the peppery water. Does it come out dirty? As dirty as the pointer finger did?

Using yet another finger, dip it into the dishwashing liquid or liquid soap, then into the peppery water. Did it come out dirty? How does it compare to the other 2 fingers? Did anything else happen?

After the experiment, write up a report on your observations and what we can do to practice best hygiene measures. (Source: Kidsnews.com.au)

Extension: Explain in writing how handwashing kills the current COVID-19 virus?

	<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"> - Draw a picture of one or more of your toys and colour in - Go onto Mathletics and play Live Mathletics or Rainforest Maths - Read - Collect more data from Thursday's maths activity
Break	
Afternoon Music Health/PE	<ul style="list-style-type: none"> • Refer to Music sheet • Go outside with a rope and skip!! • Refer to PE sheet

Friday WK3 Lesson 1: Reading

Mammals, reptiles, birds, amphibians and fish all have something in common - they all have a backbone. Here are the basics on each group.

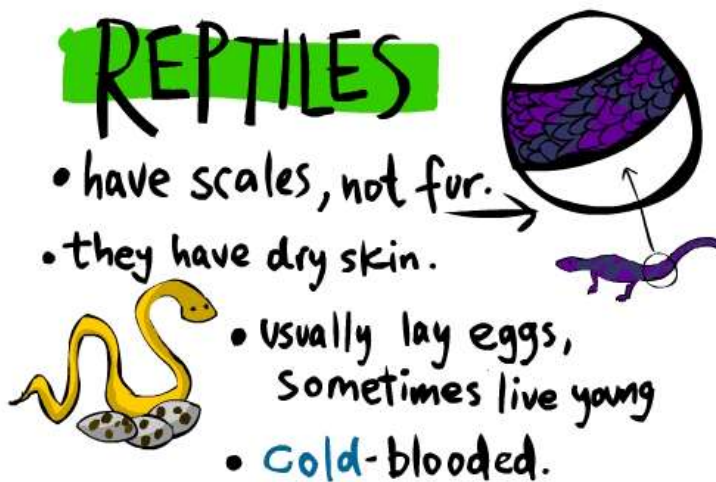
MAMMALS



Read more about:

- live young & reproduction
- milk
- warm blooded & cold blooded
- appearance
- all mammal traits

REPTILES



BIRDS

- have feathers & wings →



- lay eggs



- **Warm**-blooded

AMPHIBIANS

- live on land & in water.

- **Cold**-blooded.

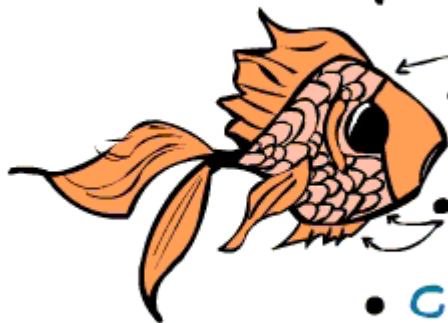
- lay eggs.

- moist skin.

- webbed feet.



FISH



- breathe underwater using gills.



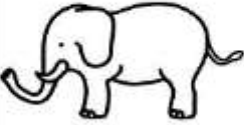

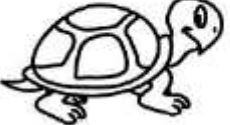






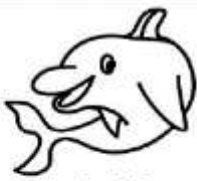



- have scales and fins.

- **Cold**-blooded.

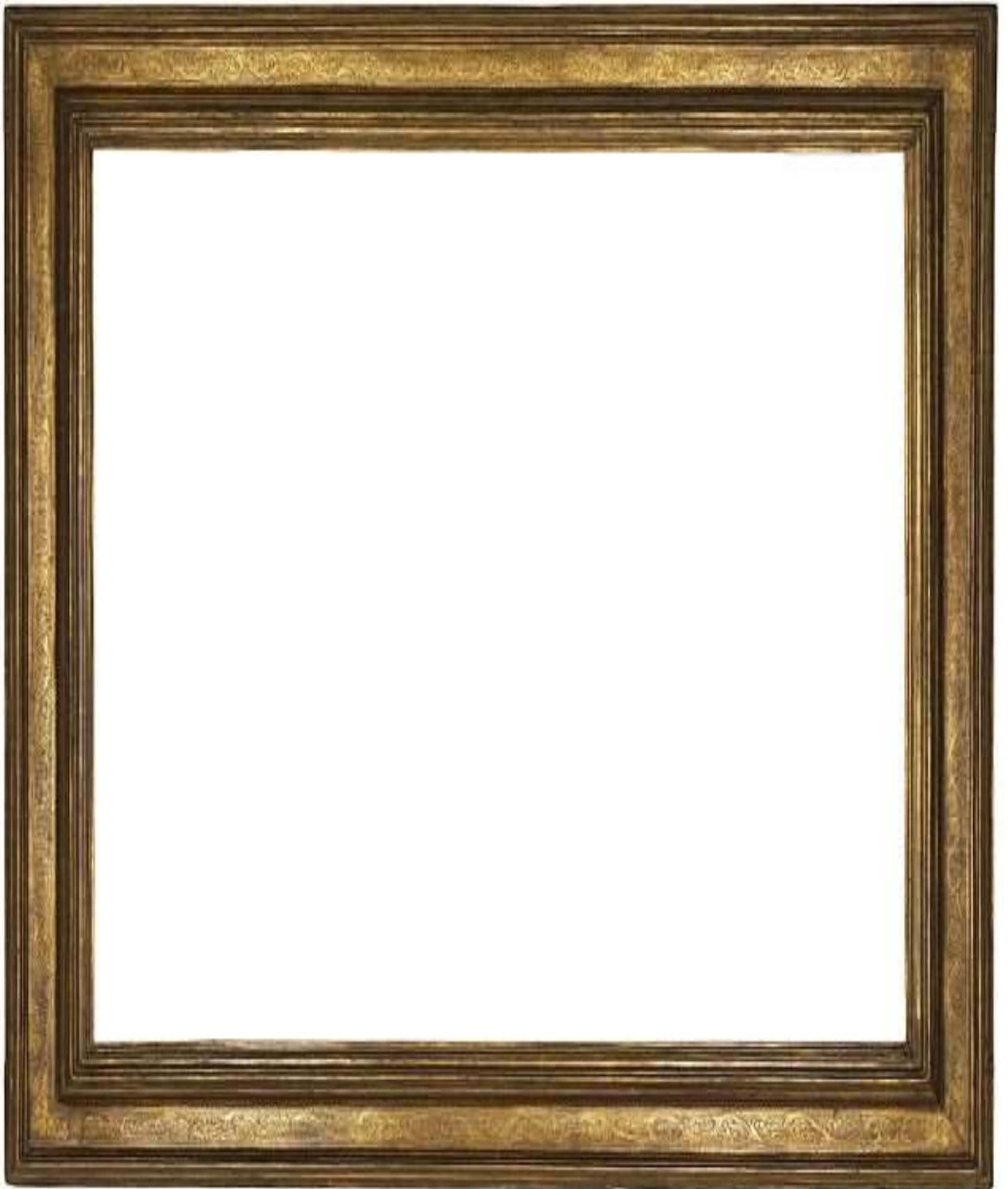
- lay eggs.

Vertebrate Groups

mammals	birds	fish	reptiles	amphibians

 cat	 duck	 elephant	 alligator	 turtle
 salamander	 snake	 frog	 shark	 pufferfish
 chicken	 dolphin	 clown fish	 toad	 penguin

Friday WK3 Lesson 3 - Designing



Joining letters with exits to pointed entry letters

We join letters with exits to letters with pointed entries with a straight line. This line is called a diagonal join. Look at this word.



cap



Can you work out how to join the letter a to p?

1. Draw a line to show how you think the letter a joins to p in the word above.
2. Trace over the grey lines and then practise writing a joined to these letters.

ai aj ap au

ai aj ap au

av aw ay

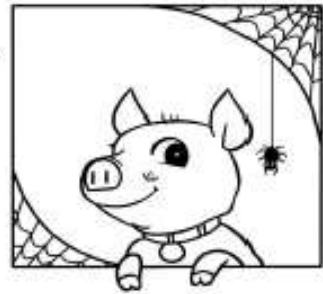
av aw ay



Remember, the letters are joined by a straight line.

Name: _____

CHARLOTTE'S WEB



C H A R L F T T E R R H U M B L E
G A F R I E N D S H I P O M U C S
G H O M E R Z U C K E R M A N O M
O R A T S N A Z R M A G B G F U E
O T D S E A S D Z U M N A N R N D
S B E O W R Z H I S N O R U I T A
E A S M I A R G E A Z T N M E Y L
N R P E P B W I H E N J Y O T F R
T Y I P S L M E F L P T A P E A U
F N D I R E E D B I Z U R U M I N
R A E G T E M T O N C H D S P R M
I D R C H A R L O T T E G G S A C
E N S M R U N O T N G W I L B U R

Find the words in the puzzle. Words are hidden →, ↓, and ↘.

BARNYARD

GOOSE

SHEEP

CHARLOTTE

HOMER ZUCKERMAN

SOME PIG

COUNTY FAIR

HUMBLE

SPIDER

EGG SAC

MAGNUM OPUS

TEMPLETON

FARM

MEDAL

TERRIFIC

FERN ARABLE

RADIANT

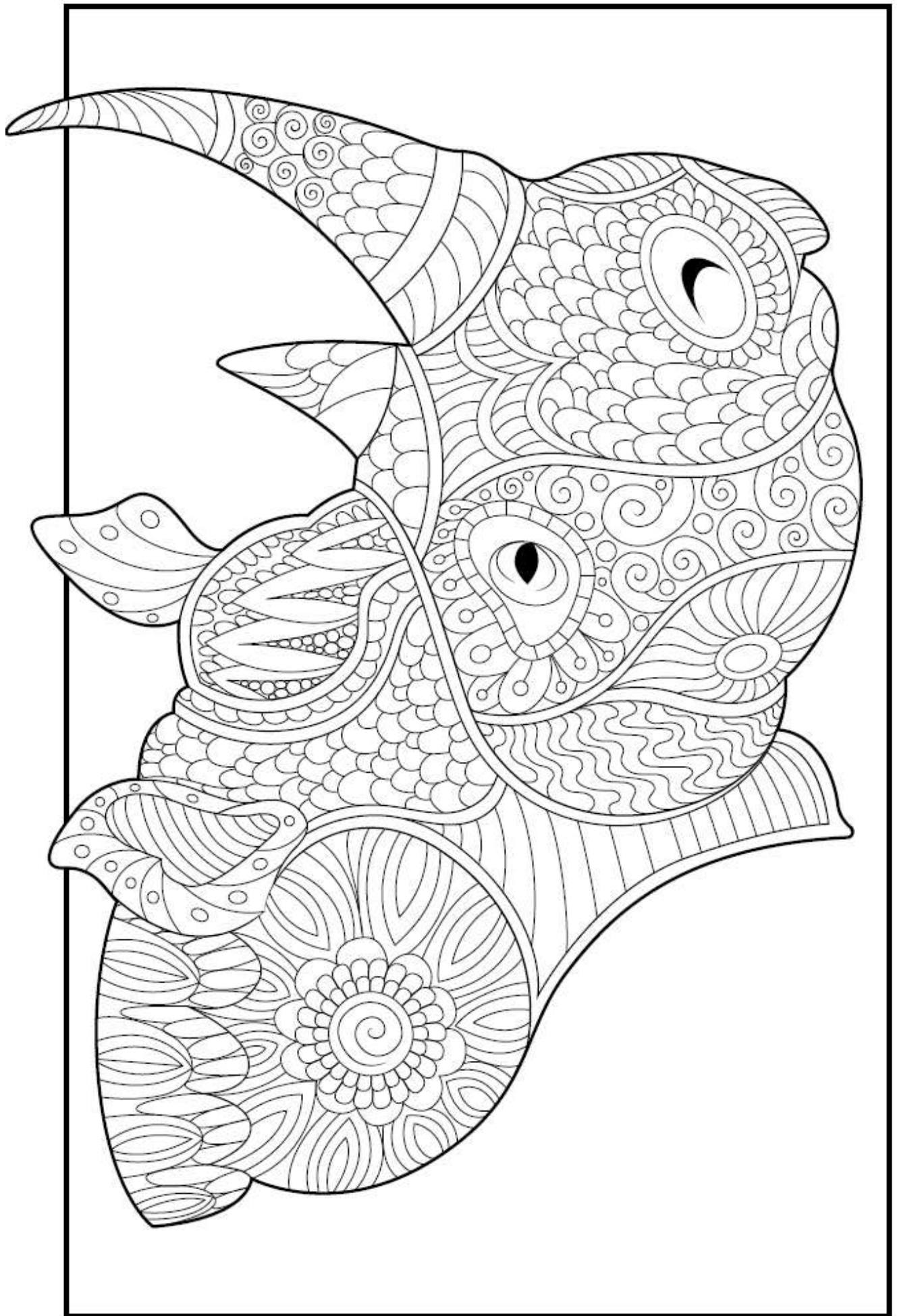
WEB

FRIENDSHIP

RUNT

WILBUR







Stafford State School

Independent Public School

Music

3A, 3/4B and 4A

Week 3 and 4





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.

Task 1	<i>Gadigi Nyian – Week 3</i>	<i>Two Men – Week 4</i>
Genre of music piece (eg. pop, movie, jazz, traditional, folk)		
<p>Bars</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 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>Meter</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>Notes</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

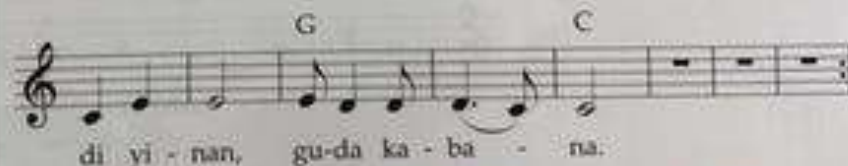
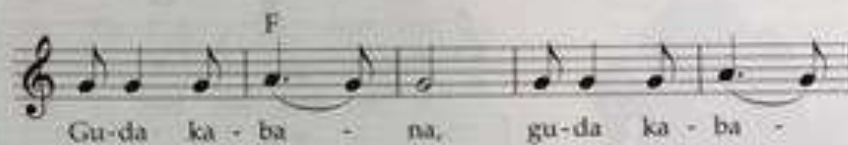


CD VOL 2 TRACK 10

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



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.





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: nxsma0@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 and 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 crunched 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=leGwtjZEqeA>

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

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

3rd 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>

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

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide.

3rd 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*

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

2nd Whistle = Captain / Leader picks up the ball.

3rd 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

1st Whistle - SOLDIERS

2nd Whistle - PREPARE

3rd Whistle – START

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

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



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。



Stafford State School

Independent Public School

HOME
LEARNING



Stafford



Activity: Read and write down the answers.

1.



zhè shì shuí
这是谁？

zhè shì
这是 _____。

2.



zhè shì shuí
这是谁？

zhè shì
这是 _____。

3.



zhè shì shuí
这是谁？

zhè shì
这是 _____。

4.



zhè shì shuí
这是谁？

zhè shì
这是 _____。



Stafford State School

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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

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>



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://grollearning.com/> (Free access to resources until 5th 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=Da5TOXCwLSq>
- Watch: Learn how to create a program in Scratch <https://www.youtube.com/watch?v=VIpmkeqJhmQ>



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