



**Stafford State School**

Independent Public School



Term 2

Week 4

# Year 4

## Home Learning

Learning Areas:

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

# Monday – Week 4

<b>Wellbeing Task</b>	Back to Back Breathing – sit back to back with another person in your family. Sit up straight and take 3 long slow breaths. Can you feel the other person breathing? Try shutting your eyes and no speaking. What parts of your bodies are moving? See if you can time your breaths together and then alternate (when one breaths in the other breaths out) without talking. Continue for up to 5 minutes.
<b>Morning English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Using a new novel, complete the 'Reading Activity' page attached in the Week 3 resources. For each day, you are to: <ul style="list-style-type: none"> <li>- Read for 20 minutes</li> <li>- Complete one or two of those tasks</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Pretest. Test the student on the 25 spelling words in Unit 14. Mark. Choose 10 words from the test (or extension words from the back of the book) to be the spelling focus for the week.</li> <li>Complete Question 4 in Soundwaves</li> </ul> <p><u>Writing Warm Up</u></p> <ul style="list-style-type: none"> <li>Complete Activity 1 of 'A Mysterious Shadow' page in Week 4's resources.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Complete the quotation mark page titled 'Mazes', located in the resource section.</li> </ul>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Maths Warmup</u></p> <ul style="list-style-type: none"> <li>If you have access to a computer, <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li> <li>Try Level 3 (first) in multiplication, 8x tables giving yourself 7 seconds for each question (you can try 5 seconds and 3 seconds, if you get 100% correct).</li> <li>If you don't have access to a computer, complete 5 minutes of the warmup activity pages, included in the resource section.</li> <li>Complete the analogue and digital time conversion sheet</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 14 Monday in your Maths Mental book.</li> </ul> <p><u>Measurement – Designing your Dream vs Realistic Bedroom (2 lessons)</u></p> <ul style="list-style-type: none"> <li>You are going to draw a floorplan of your current bedroom and present it as a bird's eye view (looking from above). You will need to measure the length and width of your room to draw it to scale (5cm = 1m or a scale of your choice). You should also measure your bed and any other furniture you would like to keep to draw on your plan.</li> <li>You will present 2 plans. No.1: Your dream bedroom and all that you would include in it. It must fit in your current space but you can add any items and features that you like.</li> <li>No.2: A more realistic bedroom plan if you were to redecorate your bedroom. Draw your floor plan with where you could place your bed and other furniture, and draw some other design elements you would like to include in your room (canopy over the bed, TV, new furniture, different paint colour) and so forth. Write a required list of materials for your realistic bedroom plan to present your scaled drawing and ideas to your parents. Use a measuring tape to take measurements and a ruler/pencil or computer to draw your plan. See the resource as an example.</li> </ul> <p><u>Game</u></p> <p>Show an adult your questions – you need 22 questions from Tuesday and 11 from yesterday. Ask your adult to check that your maths is correct and your word questions make sense!</p>
<b>Break</b>	
<b>Afternoon HASS</b>	<p><u>Early Struggles</u></p> <ul style="list-style-type: none"> <li>Read 'Early Struggles' and complete the comprehension questions attached.</li> <li>Imagine what life would have been like for those people. Take 5-10 minutes, and for each of convicts, first and second fleet soldiers, what life would have been like, your thoughts and feelings, your hopes and dreams. SPOILER ALERT *** Later on in the year, you will be writing a recount (like writing in a diary) about your journey on the First Fleet! Imagine away!</li> </ul>

# Tuesday – Week 4



<b>Wellbeing Task</b>	Use the <b>Yoga Poses For Kids</b> cards – Put them in an order and make your own yoga sequence. 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.
<b>Morning English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Using the same novel as Monday, complete the 'Reading Activity' page attached in the Week 3 resources. For each day, you are to:           <ul style="list-style-type: none"> <li>- Read for 20 minutes</li> <li>- Complete one or two of those tasks</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Read through all 25 words and clap out the syllables (eg: fun/ny; sud/den/ly)</li> <li>Complete Questions 5, 6 &amp; 7 in Soundwaves</li> </ul> <p><u>Writing Warm Up</u></p> <ul style="list-style-type: none"> <li>Complete Activity 2 of 'A Mysterious Shadow' page in Week 4's resources.</li> </ul> <p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> <li>Read through and complete the comprehension questions on cause and effect 'Stuck at the Airport' from the resources.</li> </ul> <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of English tasks</li> </ul>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Maths Warmup</u></p> <ul style="list-style-type: none"> <li>If you have access to a computer, <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li> <li>Try Level 3 (first) in multiplication, 8x tables giving yourself 7 seconds for each question (you can try 5 seconds and 3 seconds, if you get 100% correct).</li> <li>If you don't have access to a computer, complete 5 minutes of the warmup activity pages, included in the resource section.</li> <li>Complete the 8x table target circles sheet attached – time yourself to see how fast you can do it</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 14 Tuesday in your Maths Mental book.</li> </ul> <p><u>Measurement Designing your Dream vs Realistic Bedroom (Day 2)</u></p> <ul style="list-style-type: none"> <li>Complete yesterday's measurement lesson and add any extra items you have thought of.</li> <li>Colour your plan, but make sure all measurements can be seen clearly.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul> <p><u>Game</u></p> <ul style="list-style-type: none"> <li>Have a look at the five game boards that are included in your resource pack. This will take some time. Seriously consider the five boards – how could you play each one? What's the good points about each board game? What are some issues you will have to overcome?</li> <li>Choose which style of board game you will make and write this option (option 1-5) on top of your rough draft questions. (Don't worry – I will print each game board in A4 – you don't need to make it this small!!!!)</li> </ul>
<b>Break</b>	
<b>Afternoon Science</b>	<p><u>Science – life cycles</u></p> <ul style="list-style-type: none"> <li>Discuss whether a rock is living or non-living. How do you know? What about us – are we living or non-living? How do we know? Revise criteria for living things.</li> <li>What are the stages in the human life cycle?</li> <li>Watch the following video on lifecycle of a butterfly: <a href="https://www.youtube.com/watch?v=O1S8WzwLPIM">https://www.youtube.com/watch?v=O1S8WzwLPIM</a> and <a href="https://www.youtube.com/watch?v=7AUeM8Mbalk">https://www.youtube.com/watch?v=7AUeM8Mbalk</a></li> <li>What are the stages in the life cycle of a butterfly? Record stages on the butterfly sheet.</li> </ul>

# Wednesday – Week 4



<b>Wellbeing Task</b>	Make a <b>paper pinwheel</b> (use an earring as a stopper if you don't have a pin). Experiment with blowing the pinwheel fast and slow. How do the different types of breathing make you feel?
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Using the same novel as Monday, complete the 'Reading Activity' page attached in the Week 3 resources. For each day, you are to:             <ul style="list-style-type: none"> <li>- Read for 20 minutes</li> <li>- Complete one or two of those tasks</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Read through all 25 words and tell someone what they mean. Look up on google / dictionary any words you don't know the meaning of.</li> <li>Complete Questions 8 &amp; 9</li> </ul> <p><u>Writing Warm Up</u></p> <ul style="list-style-type: none"> <li>Complete Activity 3 of 'A Mysterious Shadow' page in Week 4's resources.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>Complete the Similes page titled 'Improving writing – similes,' attached in the resources section.</li> </ul> <p><u>Read Theory</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Times tables</u></p> <ul style="list-style-type: none"> <li>Complete Sets A &amp; B on the maths activity page for the 8 times tables attached in the Week 4 resource pack (titled Learning your tables 8x tables).</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 14 Wednesday in your Maths Mental book.</li> </ul> <p><u>Number – addition</u></p> <ul style="list-style-type: none"> <li>Use the CUBES strategy from Week 1 to complete the addition word problems located in the resource pack.</li> </ul> <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> <li>Spend 15 minutes on Study Ladder for maths</li> </ul> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> <li>Complete the mixed addition/subtraction word problem sheet. You can use the CUBES page from Week 1 to assist you.</li> </ul> <p><u>BTN</u></p> <ul style="list-style-type: none"> <li>Stream the latest episode of BTN (google Behind The News). Discuss.</li> </ul> <p><u>Game</u></p> <ul style="list-style-type: none"> <li>It's time to write out the good copy of your questions. Remember – spelling and presentation matter! Would you enjoy playing a game that was not neatly presented and the spelling correct? Write out these 33 questions in the card grid in the resources attached. Carefully cut them out and store in a safe place. I've included a second page of question cards in case you make a mistake 😊</li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>Chinese</b>	<ul style="list-style-type: none"> <li>Refer to Chinese sheet</li> </ul>

# Thursday – Week 4



<b>Wellbeing Task</b>	Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week?
<b>Morning English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Using the same novel as Monday, complete the 'Reading Activity' page attached in the Week 3 resources. For each day, you are to:             <ul style="list-style-type: none"> <li>- Read for 20 minutes</li> <li>- Complete one or two of those tasks</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Read through all 25 words and give an antonym (word that means the opposite) or synonym (word that means the same)</li> <li>Complete Questions 10 &amp; 11</li> </ul> <p><u>Writing Warm Up</u></p> <p>Complete Activity 4 of 'A Mysterious Shadow' page in Week 4's resources.</p> <p><u>Pobble Writing Warm Up 'The Watery World'</u></p> <ul style="list-style-type: none"> <li>Look at the picture</li> <li>Read the passage in <i>Italics</i></li> <li>Answer question No 3 Sick sentences.</li> </ul> <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of English tasks</li> </ul>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Maths Warmup</u></p> <ul style="list-style-type: none"> <li>If you have access to a computer, <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li> <li>Try Level 3 (first) in multiplication, 8x tables giving yourself 7 seconds for each question (you can try 5 seconds and 3 seconds, if you get 100% correct).</li> <li>If you don't have access to a computer, complete 5 minutes of the warmup activity pages, included in the resource section.</li> <li>Chant out the 8 times tables from the page attached in the Week 1 resources, shuffling up the order. (eg: <math>8 \times 3 = 24</math>, <math>4 \times 8 = 32</math>, <math>8 \times 10 = 80</math>, <math>8 \times 5 = 40</math> etc)</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 14 Thursday in your Maths Mental book.</li> </ul> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> <li>Complete Unit 14 Maths Mentals Problem Solving. You can use the CUBES page from Week 1 to assist you.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul> <p><u>Game</u></p> <ul style="list-style-type: none"> <li>Complete writing out your good copy of your question cards</li> </ul>
<b>Break</b>	
<b>Afternoon Music Health/PE</b>	<ul style="list-style-type: none"> <li>Refer to Music sheet</li> <li>Refer to Health/ PE sheet</li> </ul>

# Friday – Week 4



<b>Wellbeing Task</b>	<p>In a quiet space of your home complete a colouring in sheet throughout the day. Return to your colouring sheet each time you need a break. A sheet has been included 'Mindful Colouring' or you can choose your own. Show off your sheet to your parents in the evening and discuss what the words mean. What was good in your day today?</p>
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Using the same novel as Monday, complete the 'Reading Activity' page attached in the Week 3 resources. For each day, you are to:             <ul style="list-style-type: none"> <li>- Read for 20 minutes and complete one or two of those tasks</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>Test the 25 words for Unit 14 and mark</li> <li>Challenge yourself with the Challenge! Give it a try!</li> <li>Complete the spelling activity attached (Week 4 Spelling Activity)</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Complete the verb tenses page attached in the resources section.</li> </ul> <p><u>Writing Warm Up</u></p> <ul style="list-style-type: none"> <li>Complete Activity 5 of 'A Mysterious Shadow' page in Week 4's resources.</li> </ul> <p><u>Read Theory</u></p> <ul style="list-style-type: none"> <li>Complete 15 minutes of tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Times tables Tests</u></p> <ul style="list-style-type: none"> <li>Complete the 8x number test. Time yourself to see how fast you can do it.</li> <li>Complete the 5 minute frenzy but give yourself a time of 7 minutes to finish as much of it as you can. If you finish within the 7 minutes, note the time taken. Mark with the answer sheet on second last page of resources</li> <li>Complete the Spin and Answer for the 8 times tables attached in the Week 4 resource pack. Spin 30 times – number which number came in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>.</li> </ul> <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> <li>Complete Unit 14 Friday review in your Maths Mental book.</li> </ul> <p><u>Number Extra!</u></p> <p>View the 'Double that Number' video at <a href="https://education.abc.net.au/home#!/media/2929203/double-that-number">https://education.abc.net.au/home#!/media/2929203/double-that-number</a></p> <p>The video makes it look quite easy! But it will take you some practise and perseverance, like all new skills, so don't give up easily! Try this strategy, showing your working out, with the following multiplication sums;</p> <p>- 14 x 65                      - 12 x 38                      - 18 x 75                      - 13 x 93                      - 15 x 85</p> <p>Check your working out with a calculator to see if your answers are correct. Could this be a method to help you with multiplication equations?</p> <p>*You will need a device to view the video on how to do the double the number multiplication strategy.</p> <p><u>Game</u></p> <p>It's time to think about your game rules! Write a rough draft of the game rules in your game section of your home learning exercise book. Make sure you include sections like: Times Table focus; number of players; materials; how to play; how to win etc</p>
<b>Break</b>	
<b>Afternoon</b>  <b>Art</b>	<p><u>Art</u></p> <ul style="list-style-type: none"> <li>Have a go at making origami frogs. See if you can make some that are different sizes!</li> </ul>





**It happened in the dead of night. The garden light illuminated the person, casting a mysterious shadow.**

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

What is the difference between a shadow and a silhouette? What causes a shadow? Why do shadows sometimes change size? Can you make a shadow in a dark room? Why are shadows always black?

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

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

The shadow went across the garden. A light shone. The shadow touched the lock and opened the door.

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

Can you draw what awaits on the other side of the door?

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

Continue writing from this point – paper and pencil

It happened in the dead of night. The garden light illuminated the person, casting a mysterious shadow. As silent as a whisper in the night, the figure stealthily crept towards the green, wooden doors. Click...The key slipped into the metal lock, the cold mechanisms inside responding to the familiar shape of the object that had been slipped inside. Seeing the padlock pop open as expected, the figure slipped the slender bolt across into its resting position. The doors groaned agonizingly, the figure turning to survey the surrounding area, alarmed at the loudness of the sound their actions had made. The coast seemed clear. Resuming their mission, the shadow slipped inside the room. There it was. This was the sight and moment they had been waiting for...

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

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

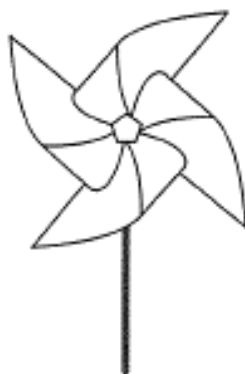




# MAKE A PAPER PINWHEEL

## YOU WILL NEED:

- Scissors
- Glue stick
- Eraser
- Paper straw
- Map pin or thumbtack
- Stopper (a rubber earring back, a seed bead or a Styrofoam ball)



## INSTRUCTIONS

1. Colour in the front of your pinwheel and the small pentagon.
2. Cut along the black lines.
3. Glue each of the black dots into the centre, one on top of another.
4. Glue the pentagon on top, in the centre of the pinwheel.
5. Pinch one end of the paper straw to make it flat.
6. Lay the flat end of the straw on the eraser, and place the centre of the pinwheel on top of it.
7. Very carefully push your pin through all the layers of your pinwheel and the straw.
8. Pull the eraser off and put a stopper on the point of the pin.



### A Pin Free Alternative

Use a medium paper fastener (split pin) instead.

Use a hole punch to form large holes on each dot. Fasten and open the split pin. Pinch the top of the paper straw together and cut a 1 cm slit down the centre. Slide the split pin into the slit in the paper straw.

## Set A

1. Add 8 to the following: (a) 48 (c) 24 (a) 32? (c) 80? (b) 40 (d) 64 (b) 40? (d) 16?
2. How many groups of 8 in: (a) 32? (c) 33? (b) 40? (d) 10?
3. Subtract 8 from the following: (a) 72 (c) 48 (a) 66? (c) 33? (b) 64 (d) 16 (b) 53? (d) 10?
4. Which multiple of 8 is closest to:

5. Add:

- (a)  $8 + 8 + 8 + 8 + 8 =$  \_\_\_\_\_  
 (b)  $8 + 8 + 8 =$  \_\_\_\_\_  
 (c)  $8 + 8 + 8 + 8 + 8 + 8 + 8 =$  \_\_\_\_\_



6. Complete the number sequence:

\_\_\_\_\_, 8, \_\_\_\_\_, 32, \_\_\_\_\_, 56, \_\_\_\_\_, 80

7. Complete the number sentences:

- (a)  $8 \times$  \_\_\_\_\_ = 48 (a)  $(8 \times 4) + 8 =$  \_\_\_\_\_  
 (b)  $2 \times$  \_\_\_\_\_ = 16 (b)  $(8 \times 9) + 8 =$  \_\_\_\_\_  
 (c)  $8 \times$  \_\_\_\_\_ = 72 (c)  $(8 \times 10) - 8 =$  \_\_\_\_\_

9. True (✓) False (X):

- (a)  $3 \times 8 = 24$   (f)  $9 \times 80 = 720$    
 (b)  $9 \times 8 = 64$   (g)  $32 \div 8 = 5$    
 (c)  $6 \times 8 = 48$   (h)  $64 \div 8 = 8$    
 (d)  $4 \times 80 = 480$   (i)  $24 \div 8 = 3$    
 (e)  $5 \times 80 = 400$   (j)  $40 \div 8 = 6$

10. Say your 8 x tables backwards.

## Set B

1. Add 8 to the following: (a) 16 (c) 56 (a) 56? (c) 8? (b) 72 (d) 32 (b) 64? (d) 24?
2. How many groups of 8 in: (a) 80 (c) 24 (a) 18? (c) 27? (b) 56 (d) 40 (b) 45? (d) 82?
3. Subtract 8 from the following: (a) 80 (c) 24 (a) 18? (c) 27? (b) 56 (d) 40 (b) 45? (d) 82?
4. Which multiple of 8 is closest to:

5. Add:

- (a)  $8 + 8 + 8 + 8 + 8 + 8 =$  \_\_\_\_\_  
 (b)  $8 + 8 + 8 + 8 =$  \_\_\_\_\_  
 (c)  $8 + 8 + 8 + 8 + 8 + 8 + 8 =$  \_\_\_\_\_



6. Complete the number sequence:

80, \_\_\_\_\_, 56, \_\_\_\_\_, 40, \_\_\_\_\_, 8

7. Complete the number sentences:

- (a)  $8 \times$  \_\_\_\_\_ = 24 (a)  $(8 \times 7) + 8 =$  \_\_\_\_\_  
 (b)  $7 \times$  \_\_\_\_\_ = 56 (b)  $(8 \times 6) - 8 =$  \_\_\_\_\_  
 (c)  $8 \times$  \_\_\_\_\_ = 32 (c)  $(8 \times 8) - 8 =$  \_\_\_\_\_

9. True (✓) False (X):





















- (a)  $8 \times 8 = 72$   (f)  $3 \times 80 = 240$    
 (b)  $8 \times 5 = 40$   (g)  $8 \times 80 = 640$    
 (c)  $7 \times 8 = 56$   (h)  $72 \div 8 = 8$    
 (d)  $10 \times 8 = 80$   (i)  $56 \div 8 = 7$    
 (e)  $4 \times 80 = 240$   (j)  $48 \div 8 = 6$

10. Count by 80s to 800.

EVERY DAY  
MAY NOT be  
GOOD BUT THERE  
IS SOMETHING  
good IN EVERY  
DAY

## Filling In Time On Clocks

Fill out each missing clock based off the time of its pair.

<p>1)  </p>	<p>6)  </p>
<p>2)  </p>	<p>7)  </p>
<p>3)  </p>	<p>8)  </p>
<p>4)  </p>	<p>9)  </p>
<p>5)  </p>	<p>10)  </p>

## Mixed addition/subtraction

### Word Problems

- 1) Mary's high school played 694 football games this year. She attended 194 games. How many football games did Mary miss ? \_\_\_\_\_
  
- 2) Tom has 611 orange balloons, he gave Mike 471 of the balloons. How many orange balloons does he now have ? \_\_\_\_\_
  
- 3) Benny grew 100 pumpkins. Tim grew 138 pumpkins. How many pumpkins did they grow in all ? \_\_\_\_\_
  
- 4) There are 124 crayons in the drawer. Tom placed 115 more crayons in the drawer. How many crayons are now there in all ? \_\_\_\_\_
  
- 5) Mike picked 137 pears and Mary picked 125 pears from the pear tree. How many pears were picked in total ? \_\_\_\_\_
  
- 6) Mary had 982 nickels in her bank. She spent 446 of her nickels. How many nickels does she have now ? \_\_\_\_\_
  
- 7) There are 134 oak trees currently in the park. Park workers will plant 131 more oak trees today. How many oak trees will the park have when the workers are finished ? \_\_\_\_\_
  
- 8) Fred has 135 books. Sam has 119 books. How many books do they have together ? \_\_\_\_\_
  
- 9) Keith found 821 seashells on the beach. he gave Sally 189 of the seashells. How many seashells does he now have ? \_\_\_\_\_
  
- 10) Sara has 798 Pokemon cards. Dan bought 202 of Sara's Pokemon cards. How many Pokemon cards does Sara have now ? \_\_\_\_\_

### Word Problems

1) There are 16 dogwood trees currently in the park. Park workers will plant 36 more dogwood trees today and 34 more dogwood trees tomorrow. How many dogwood trees will the park have when the workers are finished ?

\_\_\_\_\_

2) Nancy has 15 yellow balloons, Sandy has 10 yellow balloons, and Jason has 17 yellow balloons. The balloons cost 15 dollars. How many yellow balloons do they have in all ?

\_\_\_\_\_

3) Joan found 15 seashells, Sara found 36 seashells, and Mary found 13 seashells on the beach. How many seashells did they find together ?

\_\_\_\_\_

4) Sam picked 38 pears, Dan picked 45 pears, and Tom picked 42 pears from the pear tree. How many pears were picked in total ?

\_\_\_\_\_

5) Melanie had 46 baseball cards. Benny gave her 17 new baseball cards. Melanie bought 38 baseball cards. How many baseball cards does Melanie have now ?

\_\_\_\_\_

6) Nancy grew 46 watermelons, Sam grew 38 watermelons, and Mike grew 48 watermelons. They worked for 32 days on the farm. How many watermelons did they grow in total ?

\_\_\_\_\_

7) There are 38 crayons in the drawer and 19 crayons on the desk. Sandy placed 25 more crayons on the desk. How many crayons are now there in total ?

\_\_\_\_\_

8) Tom went to 17 football games this year, but missed 16. He went to 11 games last year and plans to go to 10 games next year. How many football games will Tom go to in all ?

\_\_\_\_\_

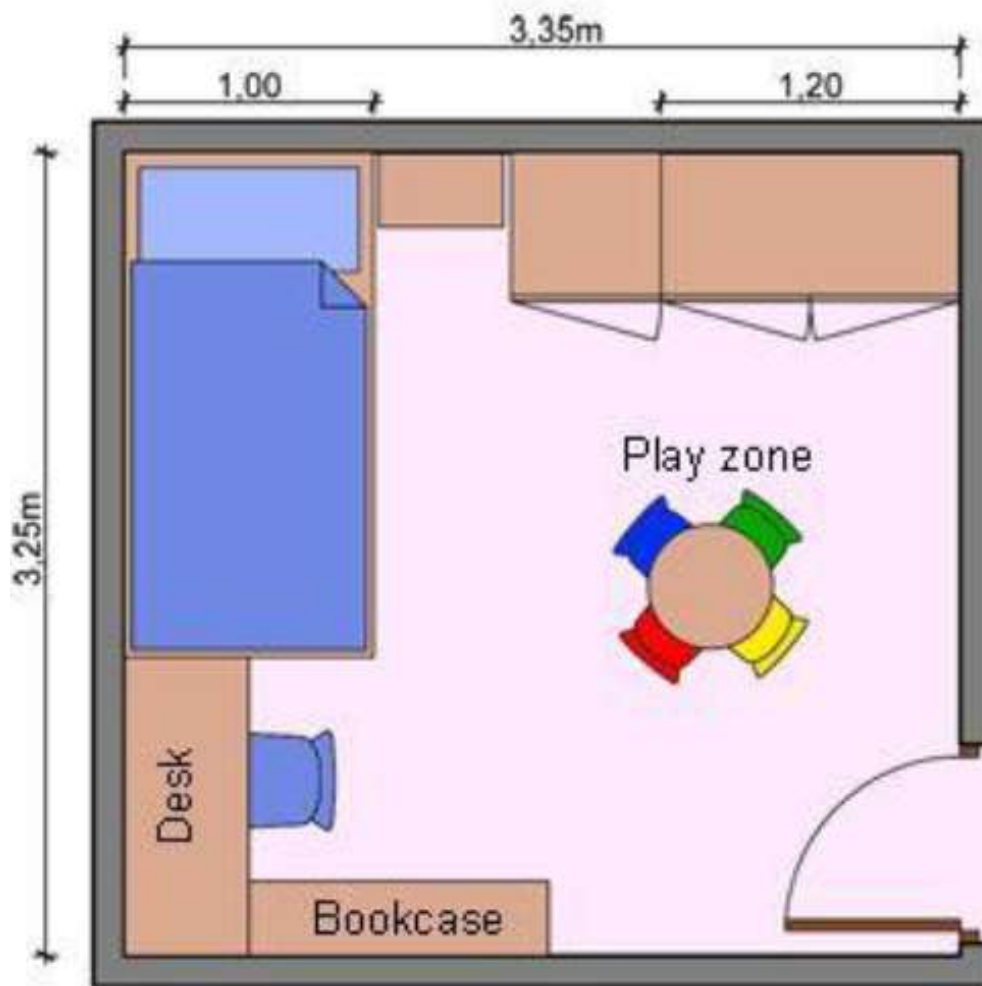
9) Sam had 30 dimes and 43 quarters in his bank. His dad gave him 13 quarters and his mother gave him 18 quarters. How many quarters does Sam have now ?

\_\_\_\_\_

10) Fred has 30 books and he has read 6 of them. Benny has 29 books and Mary has 36 books. How many books do they have together ?

\_\_\_\_\_

Example bedroom floor plan



## Week 4 Spelling Activity

### Match It Definitions

Match the definition to the word by drawing a line or by writing the number in the box.

- |               |                                                                      |              |                                                                        |
|---------------|----------------------------------------------------------------------|--------------|------------------------------------------------------------------------|
| 1) eleven     | <input type="checkbox"/> not inclined to exert energy or do work     | 14) July     | <input type="checkbox"/> contraction of "he will"                      |
| 2) altogether | <input type="checkbox"/> seventh month of the calendar year          | 15) you'll   | <input type="checkbox"/> the usually green foliage of a plant or tree  |
| 3) allow      | <input type="checkbox"/> to give permission                          | 16) lean     | <input type="checkbox"/> (British spelling) "liter"                    |
| 4) ladies     | <input type="checkbox"/> contraction of "you will"                   | 17) leaf     | <input type="checkbox"/> a man or boy                                  |
| 5) real       | <input type="checkbox"/> to carry, support or grasp                  | 18) hold     | <input type="checkbox"/> despite the fact that                         |
| 6) almost     | <input type="checkbox"/> to reduce in speed                          | 19) flow     | <input type="checkbox"/> being an equal distance apart, not crossing   |
| 7) although   | <input type="checkbox"/> true, not fake or imaginary                 | 20) slow     | <input type="checkbox"/> a winged vehicle that flies in the air        |
| 8) litre      | <input type="checkbox"/> referring to he or him, often with emphasis | 21) parallel | <input type="checkbox"/> beautiful or charming                         |
| 9) learn      | <input type="checkbox"/> to gain knowledge of                        | 22) he'll    | <input type="checkbox"/> women in general, polite women or noble women |
| 10) plane     | <input type="checkbox"/> the number that comes after ten             | 23) fellow   | <input type="checkbox"/> to slant or bend in a certain direction       |
| 11) while     | <input type="checkbox"/> as a whole, completely                      | 24) himself  | <input type="checkbox"/> very nearly, not quite                        |
| 12) lovely    | <input type="checkbox"/> to move smoothly                            |              |                                                                        |
| 13) lazy      | <input type="checkbox"/> at the same time as something else happens  |              |                                                                        |

## Early Struggles

The early months of settlement at Sydney Cove were very hard. At first everyone lived in tents. Trees were cut down and rough buildings constructed. The first buildings to be constructed were a canvas and wood house for Governor Phillip, and a storehouse and hospital. Clay suitable for brickmaking was found at Brickfield Hill, and by July a two storey house had been built as the Governor's residence. Other buildings followed, and the town began to take shape.

Soon though, the new arrivals were completely cut off from the rest of the world. The convict transports and supply ships of the First Fleet had returned to England, leaving just the *Sirius* and *Supply* in Sydney Cove. A major setback occurred when early attempts to grow crops failed. The colony faced starvation. In October 1788, the *Sirius* was sent to South Africa to buy food, while the *Supply* went to Norfolk Island to establish another penal colony. It was hoped that they would be able to grow crops there, and that with fewer people in Sydney, the food would last a bit longer.

In early 1789 the *Sirius* returned, bringing much needed food. In the meantime, better land had been found further inland, on the banks of the Parramatta River. A second settlement was established at Rose Hill, near present-day Parramatta. Wheat, corn and vegetables were grown there. However, not enough could be grown to feed everybody.

In February 1790 there was another setback. The *Sirius*, which had been sent to Norfolk Island with more convicts, was wrecked on the island's rocky coast (right). Now the colony had just one ship left—the *Supply*. Two months later, the *Supply* left for Batavia (now called Jakarta) to buy more food.



National Library of Australia

In June 1790 there was great excitement in the colony as a ship sailed into Port Jackson. The *Lady Juliana*, carrying more than 200 female convicts, was part of the Second Fleet. The other five ships of the fleet limped into port over the next four weeks. Two of the ships carried stores, and the other three were crammed with convicts. The convicts had been so badly treated that a quarter of them had died during the voyage, and half of the survivors had to be put into a makeshift hospital on the shore of Sydney Cove. About 80 more died over the next three weeks.

The arrival of the Second Fleet had not made life easier in Sydney Town. Even with the extra stores there was still not enough food to feed all the people now living in Sydney, and most of the newcomers were not fit enough to work growing crops or building shelters.

- In the first few months of settlement, everyone lived in:
  - brick houses.
  - tents.
  - hospitals.
- What was first built for Governor Phillip?
  - storehouse
  - hospital
  - canvas and wood house
  - all of the above
- Where was the clay suitable for brickmaking found?
  - Norfolk Island
  - Parramatta River
  - Brickfield Hill
- Which two ships were left in Sydney Cove?
  - 
  -
- Why was the *Sirius* sent to South Africa?
 

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- What was established at Rose Hill?
 

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- Draw and label two items grown at Rose Hill.

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- List two major setbacks the new colony experienced.

<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
----------------------------------------------------------------

### Inference questions

- Why do you think Brickfield Hill was given its name?
 

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- Why do you think the loss of the *Sirius* was such a disaster for the colony?
 

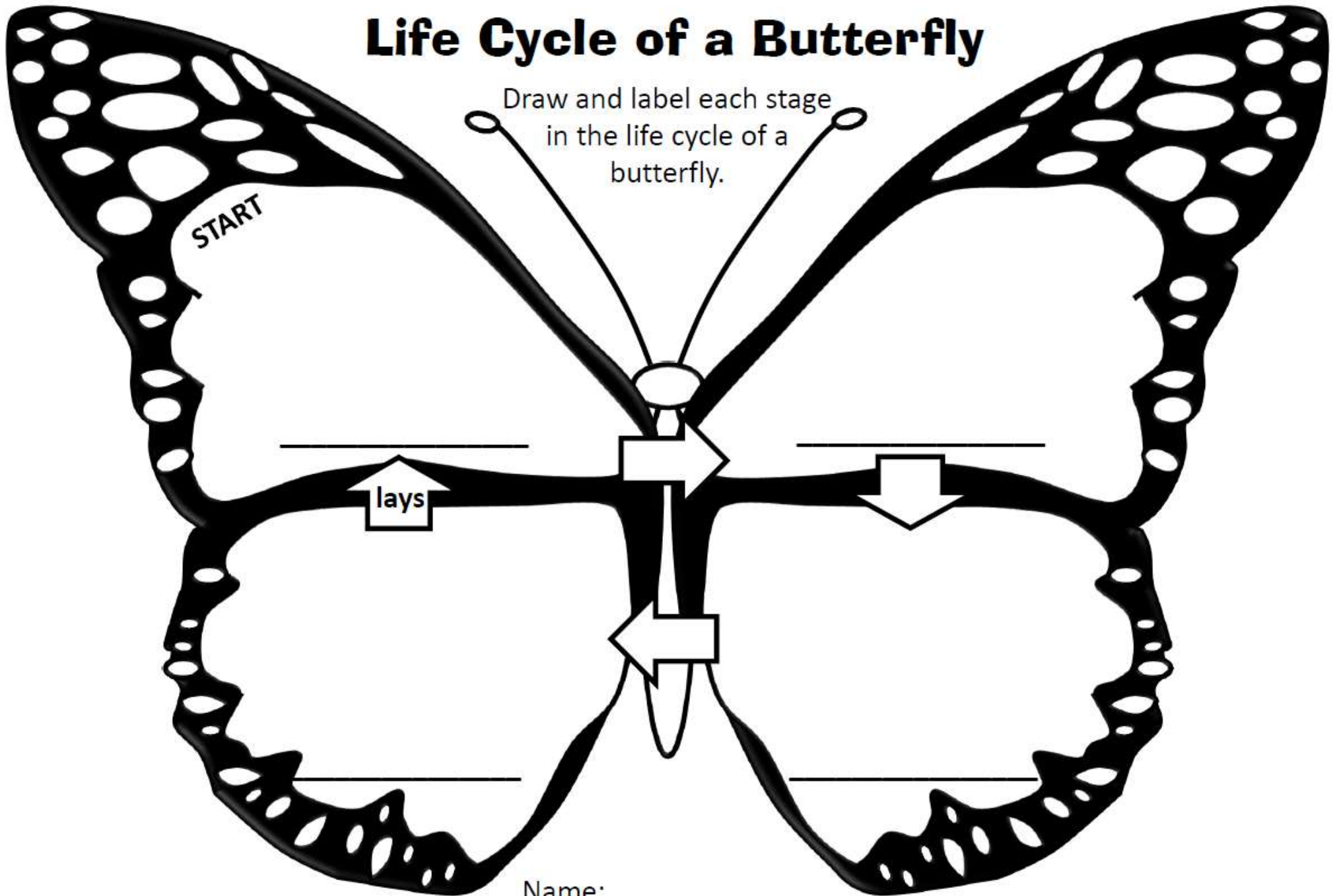
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### Challenge Option

The arrival of the Second Fleet did not make life easier for the colonists. Make a list of reasons for this.

# Life Cycle of a Butterfly

Draw and label each stage  
in the life cycle of a  
butterfly.









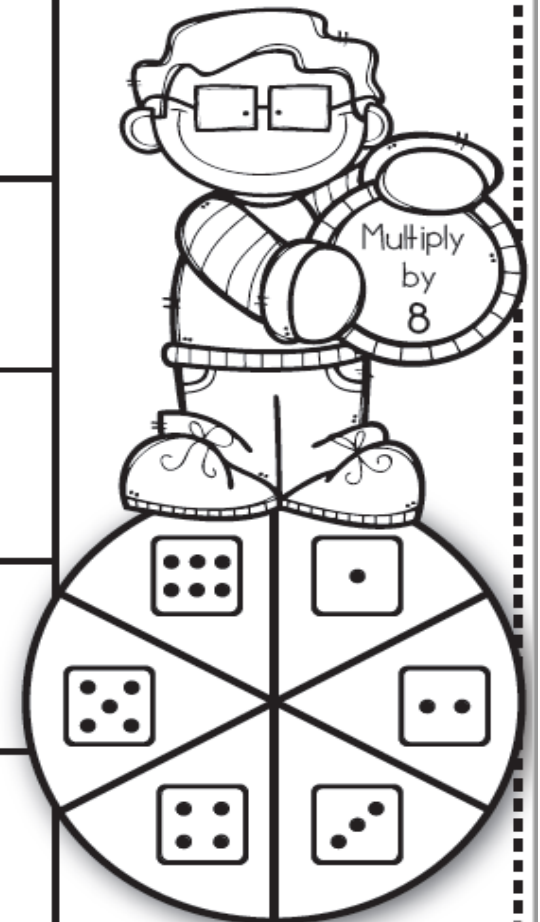
Name: \_\_\_\_\_

# Spin and ANSWER

Name \_\_\_\_\_

Directions: Spin a die. Answer one row and check it off.

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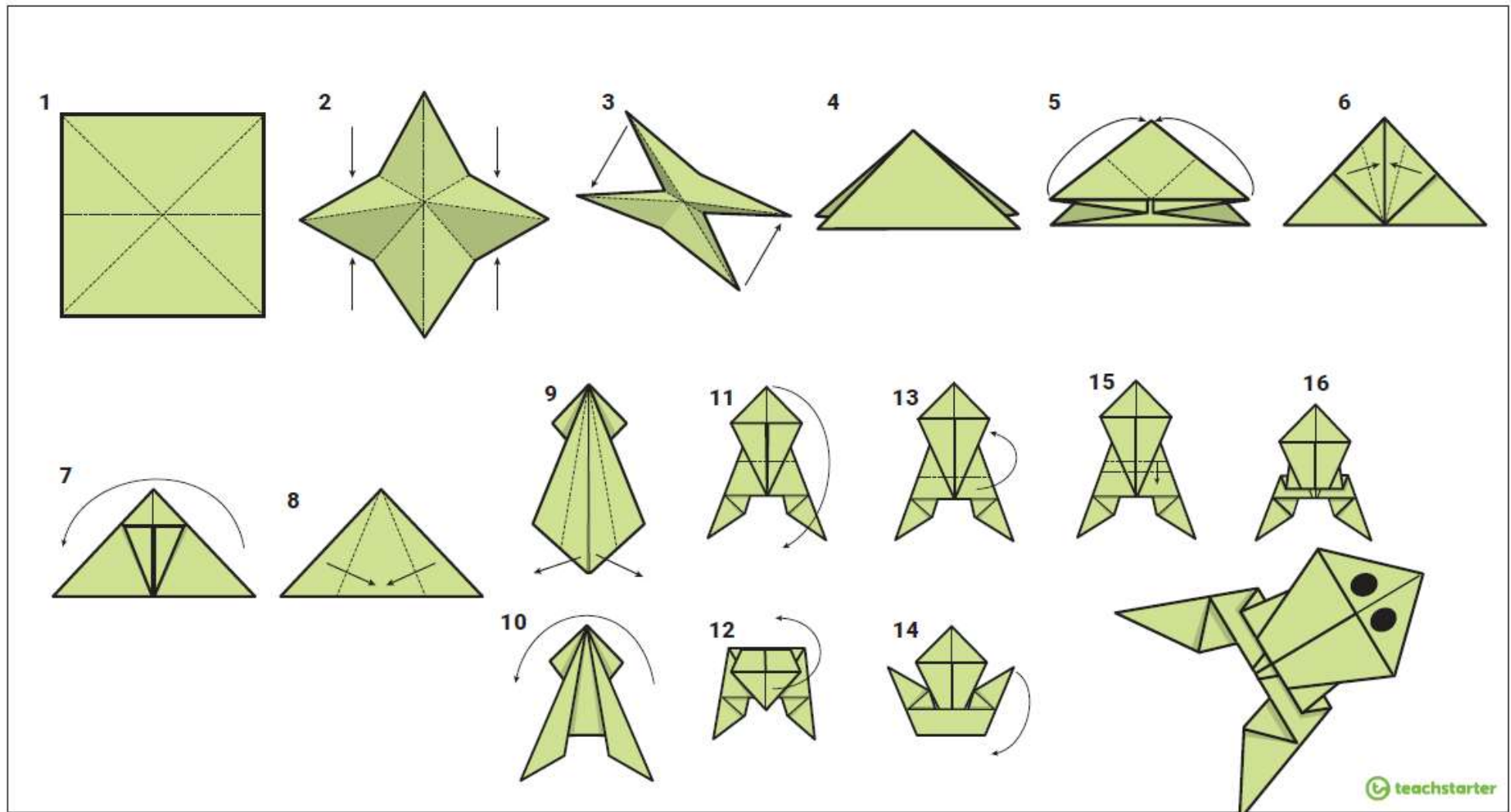




# - O R I G A M I - FROG



A step-by-step guide



## Stuck at the Airport

We were waiting for our flight at the airport, when suddenly a wild storm began and delayed all the flights. We were stuck! After a week of eating grandma's pea soup for dinner every night, all I wanted to do was go home and eat a whole pizza!

Hours had passed and still there was no sign of the storm easing. We couldn't even go back to grandma's house as the roads were closed. People were starting to get cranky. Lucky for us, Dad had found a comfy lounge for us to sit on while we waited.



We started to get hungry, but we didn't want to lose our seats. Dad allowed my brother and me to get us all something to eat. Dad stayed and minded our seats and our bags.

Eventually, we found our way to the food court. There were lines of people everywhere! There was no way we were going to get something to eat here. So, we went to the little

store near the airport check-in. We stocked up on chocolate bars, chips and drinks.

By the time we got back to our seats, the storm had passed. An announcement said we would be boarding our flight in half an hour.

## Stuck at the Airport

1. There was a wild storm, so
  - a) they had to eat grandma's pea soup.
  - b) their flight was delayed.
  - c) they had to go home.
2. What caused them to get hungry?
3. They could only buy chocolate, chips and drinks because
  - a) Dad doesn't like fast food.
  - b) they didn't have enough money.
  - c) there were too many people at the food court.
4. What caused them to eventually board their flight?

### CRAZY CREATIVE CHALLENGE

Design and make a travel board game that could be played whilst waiting for a flight at the airport.

# Unit 20 Improving Writing - Similes

A simile is a comparison using the words like or as. Writers use similes to help create an interesting image in the reader's mind.

For example: The parcel was as light as a feather. The writer wants you to think the parcel is extremely light.



1. Underline the simile in each of these sentences.

E.g. Her hair was as black as coal.

- a My dad is as tall as a giant.
- b Our farm is as flat as a pancake.
- c The cape was as red as blood.
- d My school bag is as heavy as lead.
- e The clouds were like puffs of cotton wool.

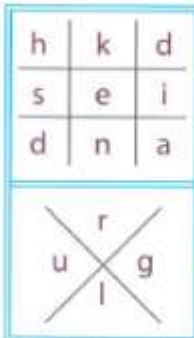


2. Choose a simile from the box to finish these sentences.

as sick as a dog      as grass      like lightning  
as cute as a button      as sly as a fox      like an army of soldiers

- a Mum's dress was as green \_\_\_\_\_.
- b When I had the flu I was \_\_\_\_\_.
- c The sprinter ran \_\_\_\_\_.
- d Our new puppy is \_\_\_\_\_.
- e The superhero fought \_\_\_\_\_.
- f The sneaky thief was \_\_\_\_\_.

3. Use the puzzle to find the words that are missing from the comparisons.



- a She has \_\_\_\_\_ as pale as a ghost.
- b This \_\_\_\_\_ is as sticky as jam.
- c A \_\_\_\_\_ as straight as an arrow.
- d A \_\_\_\_\_ as bald as a baby's bottom.
- e A \_\_\_\_\_ as cold as ice.

Text Type: Description / Poem

## The Witch from Simileeoo

Her long hair, like silk, hangs down her back.  
Her pale face is as white as a ghost.  
Her eyesight is poor; she is as blind as a bat.  
And she seems to be as deaf as a post.

Her speedy broom flies as fast as a racecar.  
Her black cat creeps as slow as a snail.  
Her velvet hat is as soft as a pillow.  
She sleeps on a bed that is as hard as nails.

Her cracking skin looks as dry as a bone.  
Her greasy hands are as slippery as an eel.  
Her evil cackle is as loud as thunder.  
Her sharp, pointy teeth are as strong as steel.

She is a witch, that is as clear as crystal.  
The spells she casts are as easy as A.B.C.  
People in town think she is as mad as a hornet.  
Working all day she is as busy as a bee.

- Lauren O'Brien



4. Read the description of the witch above and write whether these similes are true or false.

- a Her long hair is as hard as nails. \_\_\_\_\_
- b Her pale face is as white as a ghost. \_\_\_\_\_
- c Her eyesight is poor; she is as blind as a bat. \_\_\_\_\_
- d Her speedy broom flies as slow as a snail. \_\_\_\_\_
- e Her evil cackle is as quiet as a mouse. \_\_\_\_\_
- f Her velvet hat is as hard as nails. \_\_\_\_\_
- g Her cracking skin looks as dry as a bone. \_\_\_\_\_

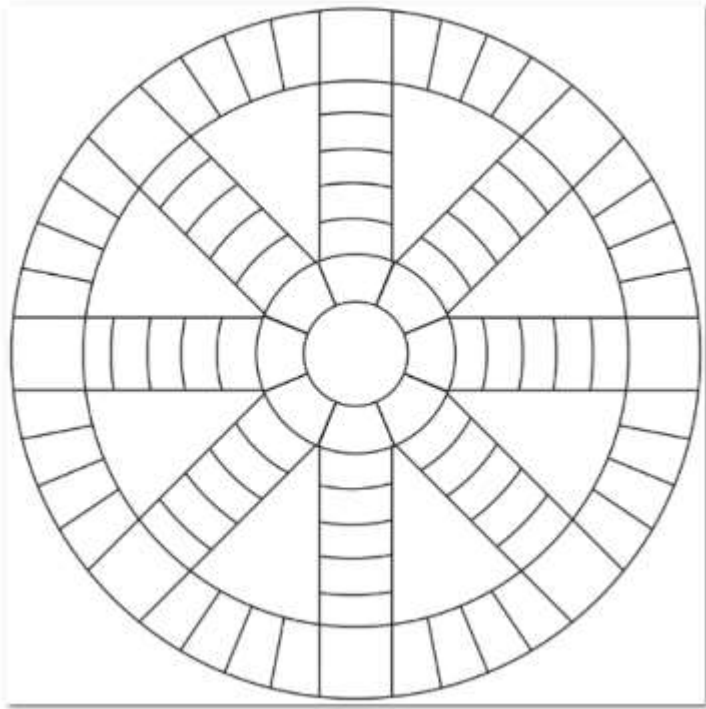
5. FUN TIME. Finish these sentences with a simile of your own.

- a Her nose is as long as a \_\_\_\_\_.
- b Her skin is white like \_\_\_\_\_.
- c Her nails are as sharp as \_\_\_\_\_.
- d She was as strong as \_\_\_\_\_.

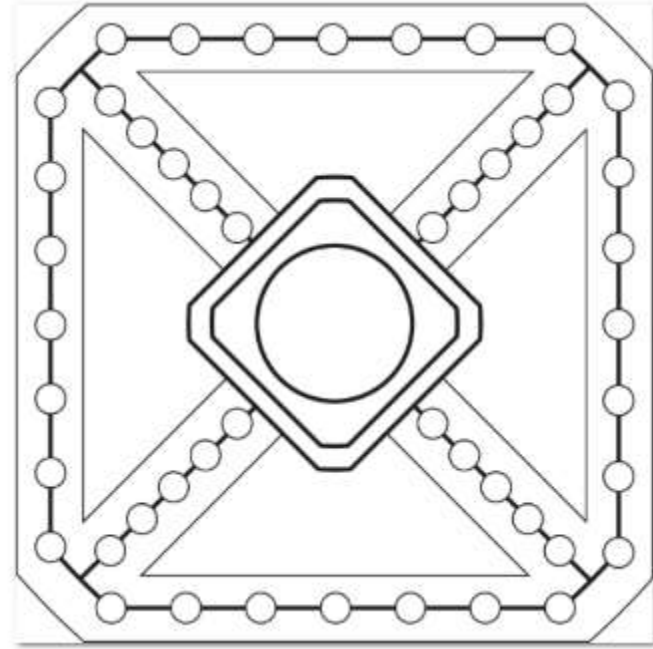
### Challenge Option

Create your own simile about anything you like.

\_\_\_\_\_

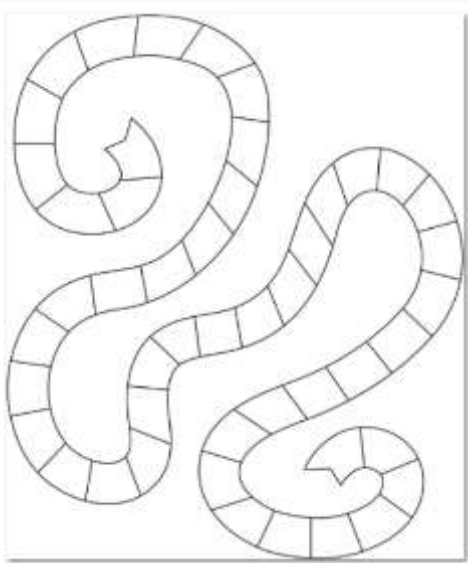


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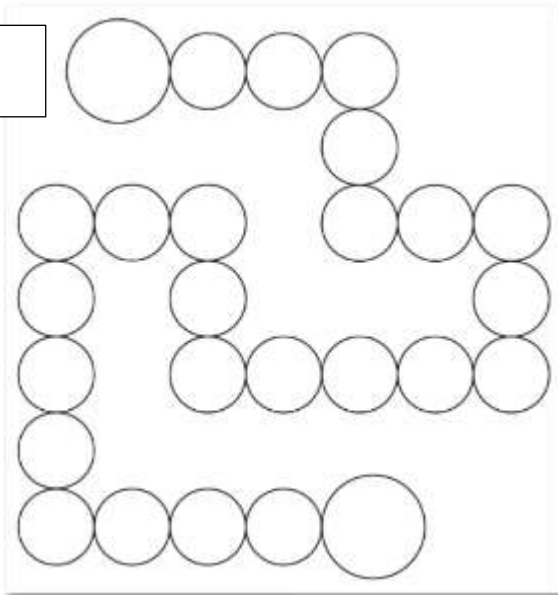


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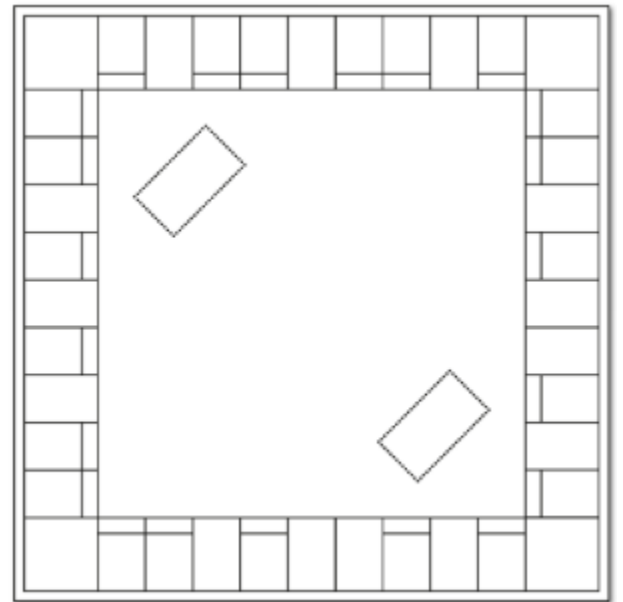
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4



5



## Verb Past Tense Worksheet

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

1. Yesterday we \_\_\_\_\_ (look) for bugs in the park.
2. We \_\_\_\_\_ (search) for bugs under rocks and on leaves.
3. I \_\_\_\_\_ (see) a butterfly. It \_\_\_\_\_ (fly) past the purple flowers.
4. I \_\_\_\_\_ (lift) up a big rock and \_\_\_\_\_ (find) a lady beetle.
5. I \_\_\_\_\_ (place) it in my bug jar, so that I could show my parents when I \_\_\_\_\_ (get) home.
6. I \_\_\_\_\_ (catch) three bugs at the park. I \_\_\_\_\_ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I \_\_\_\_\_ (think) my brother Sam could help me identify the tiny bug.
8. We \_\_\_\_\_ (get) out the bug book, and Sam \_\_\_\_\_ (open) my bug jar to get a closer look. The bug \_\_\_\_\_ (crawl) up Sam's sleeve.
9. It \_\_\_\_\_ (give) him a fright, and he \_\_\_\_\_ (spit) out the water he was \_\_\_\_\_ (drink).
10. We \_\_\_\_\_ (laugh) until we \_\_\_\_\_ (fall) down.



Warmup pages - optional extras

8 Times Table - Target Circles

Multiplication Drill

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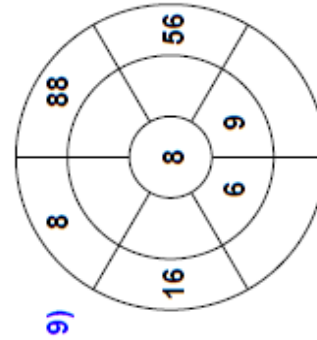
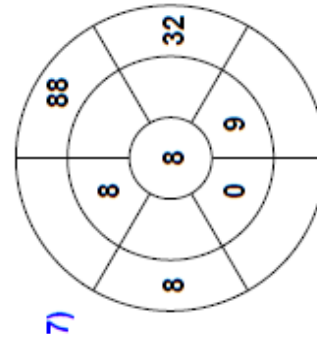
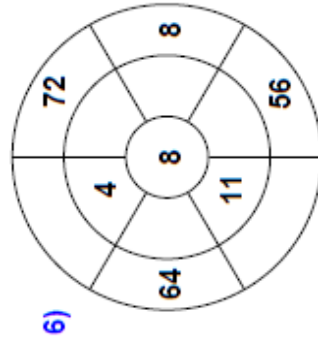
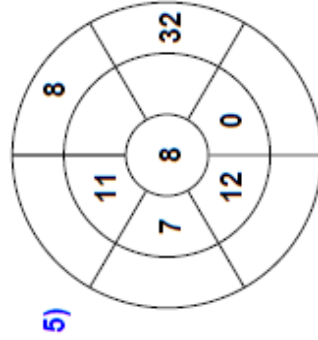
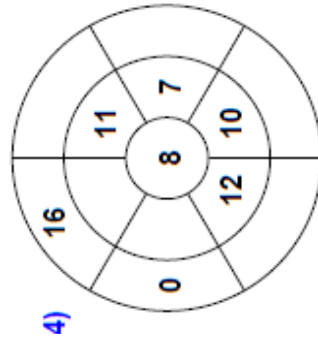
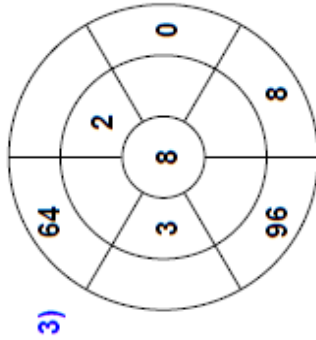
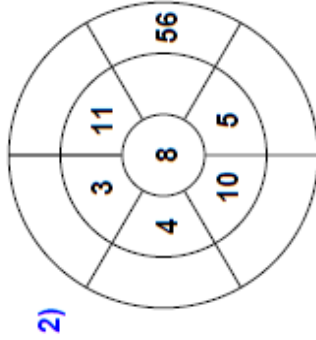
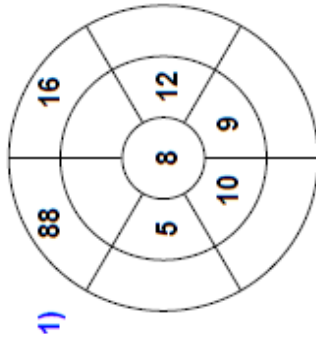
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Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



# Five Minute Multiplying Frenzy (A) Answers

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

Multiply each row number by each column number.  
(Range 0 to 9)

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6	18	24	54	6	12	30	48	36	0	42
4	12	16	36	4	8	20	32	24	0	28
8	24	32	72	8	16	40	64	48	0	56
9	27	36	81	9	18	45	72	54	0	63
7	21	28	63	7	14	35	56	42	0	49
5	15	20	45	5	10	25	40	30	0	35
3	9	12	27	3	6	15	24	18	0	21
2	6	8	18	2	4	10	16	12	0	14
1	3	4	9	1	2	5	8	6	0	7
0	0	0	0	0	0	0	0	0	0	0

Time: \_\_\_\_\_

Score: \_\_\_\_\_/100

Find each product.

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

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$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

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$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

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$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

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$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

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$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

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$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

## Five Minute Multiplying Frenzy (A)

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

Date: \_\_\_\_\_

Multiply each row number by each column number.

(Range 0 to 9)

×	3	4	9	1	2	5	8	6	0	7
6										
4										
8										
9										
7										
5										
3										
2										
1										
0										

Time: \_\_\_\_\_

Score: \_\_\_\_\_/100





## Topic 2 – Detective Work

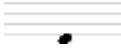

Hello everyone!

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><b>Bars</b></p> <p>1. A bar is a section of the music staff. They look like these.</p>  <p>How many bars are in each song?</p> <p>2. One of the songs has two repeat signs:</p>  <p>When the music gets to that sign, it goes back to the beginning, but only once per sign.</p> <p>If you played both the songs at the same tempo (speed), which one would be longer and which would be shorter? Explain why.</p>		

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

## Task 2

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

## Bonus Question!

(Please attempt)

### *Dotted Notes*

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



Crotchet



Dotted Crotchet

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

Who knew you'd be doing maths in music!

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

# Gadigi Nyian



CD VOL 2 TRACK 10

SEE SING! TEACHERS' HANDBOOK

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

WORDS AND MUSIC BY THE KUNHGGANJI PEOPLE

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

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

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

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

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

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



## Two Men

» volume 2  
» track 9



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

TRADITIONAL

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

**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.





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# PE (Athletics) Year 3 to Year 6

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

## Weeks 1-5

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

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

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

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

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

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



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

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

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



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

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

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



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

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

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



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

## Ball Games Rules and Information

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

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

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

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

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

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

Leader runs over the finish line.

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

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

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

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

Captain Ball     *no examples available online*

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

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

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

**For all Years P-6**

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

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

**3<sup>rd</sup> Whistle – START**

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

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

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

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

**Miss B**



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## Chinese – 3/4B and 4A Week 4

☺ Click on the link (<https://quizlet.com/88clos?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: Learn how to describe a place:-

The kitchen is small. chú fáng hěn xiǎo 厨房很小。

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

<p>chú fáng</p> <p>1. 厨房 Kitchen</p>	<p>yù shì</p> <p>2. 浴室 Bathroom</p>
<p>yáng tái</p> <p>3. 阳台 Balcony</p>	<p>kè tīng</p> <p>4. 客厅 Living Room</p>
<p>wò shì</p> <p>5. 卧室 Bedroom</p>	<p>hěn xiǎo</p> <p>6. 很小 Very small</p>
<p>hěn shū fu</p> <p>7. 很舒服 Very comfortable</p>	<p>hěn piào liang</p> <p>8. 很漂亮 Very pretty</p>
<p>hěn kù</p> <p>9. 很酷 Very cool</p>	<p>hěn dà</p> <p>10. 很大 Very big</p>



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**Activity:** What did Isa say? Write your answers in English.

	English
 chú fáng hěn xiǎo 厨房很小!	
 kè tīng hěn piào liang 客厅很漂亮!	
 yù shì hěn dà 浴室很大!	
 wò shì hěn shū fu 卧室很舒服!	
 yáng tái hěn kù 阳台很酷!	

**Reflection:** How would you describe your house?

(Activities retrieved and modified from CHI\_Y03-04Band\_U1\_SLR\_TN\_WLinlin, The State of Queensland, Department of Education and Training.)



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# Health and Wellbeing Grid

**Weeks 1-5**

**Prep - Year 6**



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

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

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



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# Digital Technology

Years 3-6

Weeks 3, 4 and 5

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

## Online resources

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



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

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

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

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

# Talking About Books

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

## Fiction

### Before reading:

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

### During reading

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

### After reading

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

## Nonfiction

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

# Picture Book Scavenger Hunt



*Look through your favourite picture books at home.*

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

**An animal with fur**

**The word together or happy**

**A picture of the moon**

**Someone sleeping**

**A cat**

**Someone running**

**A bicycle**

**Someone laughing**

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

**A picture of the countryside**

**A picture of someone eating or cooking**

**A book with a blue cover**

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

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

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