



# Stafford State School

Independent Public School



Term 2

Week 5

# Year 2

# Home Learning

Learning Areas:

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



<b>Wellbeing Task</b>	<p>Colour Breathing – With another family member, lie or sit comfortably and close your eyes. Take three long slow breaths. When you are both calm take turns saying a colour out loud. When you hear the colour try to picture that colour in your mind. Imagine your body breathing that colour in and then blowing it out of your body (like an ocean wave rolling in and out of the beach) continue for three breaths before you say another colour. Continue for up to 5 minutes. How do you feel?</p>
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Look at Monday WK5 Sheet 1 – English “Honey bees”</li> <li>▪ Before reading, discuss what you already know about Honey bees. Read the text aloud. Then draw a diagram of something mentioned in the text and label it.</li> </ul> <p><u>Spelling – Soundwaves Unit 15</u></p> <ul style="list-style-type: none"> <li>▪ Build at least 5 of your spelling words using Lego or blocks. (Monday WK5 Sheet 2 – English “Spelling Words – Week 5”)</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ Complete “Sentence Challenge” and “Sick Sentences” on Monday WK5 Sheet 3 – English “Monday Writing”</li> </ul> <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> <li>▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl.</li> <li>▪ If you have the book at home read the twelfth chapter ‘Marvellous Medicine Number Two’. If not, watch the video reading of George’s Marvellous Medicine (only Chapter 12: ‘Marvellous Medicine Number Two’.)  <a href="https://www.youtube.com/watch?v=63RI-UspWdY">https://www.youtube.com/watch?v=63RI-UspWdY</a></li> <li>▪ Complete Monday WK5 Sheet 4 – English “Chapter 12: Marvellous Medicine Number Two”</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Money</u></p> <ul style="list-style-type: none"> <li>▪ This week we will focus on money.</li> <li>▪ Complete Monday WK5 Sheet 5 – Maths “Money – Writing and Ordering Amounts”</li> <li>▪ Complete Monday WK5 Sheet 6 – Maths “Money – Skip Counting”</li> </ul> <p><u>Pandora’s Party Palace</u></p> <ul style="list-style-type: none"> <li>▪ Look at both pages on Monday WK5 Sheet 7 – Maths “Pandora’s Party Palace”. You will need these pages for Wednesday as well.</li> <li>▪ Complete Monday WK5 Sheet 8 – Maths “Pandora’s Party Palace - Monday”. Write your answers in your scrapbook. Show your working.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>HASS</b>	<p><u>Points of view about the importance of places</u></p> <ul style="list-style-type: none"> <li>▪ People have different points of view about the importance of sites or places that reflect the past. Sites or places can be considered significant if they:             <ul style="list-style-type: none"> <li>○ reflect a major change at the time they were developed or established,</li> <li>○ reflect a lasting change that occurred in people’s lives, reflect positive and/or negative effects on many people, help people understand their own world, are still considered important today.</li> </ul> </li> <li>▪ A ‘point of view’ is what a person (or group) thinks about places, people and events.</li> <li>▪ Read through Monday WK5 Sheet 9 - HASS “Points of view about the importance of a historical site”</li> <li>▪ Complete Monday WK5 Sheet 10 – HASS “Points of view comparison table”</li> </ul>

# Honey bees



The honey bee sucks nectar from flowers using its long, tube-like tongue and stores the nectar in its nectar sac. A bee's nectar sac is also known as a honey stomach.

If the bee gets hungry, some nectar is released from its honey stomach and passed to its real stomach to give the bee energy.

When the bee's nectar sac is full, the bee returns to the hive, where it passes on the nectar to other worker bees.



The honey is used to feed the larvae that have been produced by the queen bee.

Within a few weeks the larvae will develop into fully grown bees.

Soon, young honey bees will be flying around looking for nectar ...

Inside the hive, the bees chew the nectar to reduce its water content. The nectar needs to thicken to become honey. The bees then put the nectar into the cells of a structure called a honeycomb.

The bees also fan their wings to dry the chewed-up nectar, helping it turn into honey.



When the honey is thick enough, the bees cover the cells of the honeycomb with a layer of beeswax. The beeswax comes from glands on the sides of the bees' bodies.



**Unit  
15**



**ee e ea y ey**

**List Words**

week	weak	any	street
feet	real	many	these
meet	meat	lady	quickly
keep	clean	very	twenty
green	beach	early	sixty

Monday Writing



Image by: Caras Ionut

Pobble.com  
Pobble365.com

Sentence challenge!

'Show, don't tell' is a technique that writers use to describe a character's emotion. Rather than telling the reader how a character feels, you can show them what happens to their body.

E.g. Instead of saying 'he felt sad' you could write 'a tear rolled down his cheek', or instead of saying 'he was scared' you could write 'he began to tremble'.

Can you use 'Show, don't tell' to describe the driver's feelings?

Sick sentences!

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

- ▶ He looked out of the window.
- ▶ It was snowy.
- ▶ He was scared.
- ▶ He could see something.



Image by: Caras Ionut

Pobble.com  
Pobble365.com

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## Chapter 12: Marvellous Medicine Number Two

There are 12 adjectives and 11 nouns in the word list below taken from Chapter 12: Marvellous Medicine Number Two. Put each word into the correct column.

white      longer      farm      school      big      same  
pizza      finished      excited      greatest      street  
scared      first      pen      interesting      different      ball  
strange      full      brown      bag      happier      friend

1. Put each word in its correct column.

adjectives	nouns

2. Put the correct adjectives in each space in these sentences.

They had the \_\_\_\_\_ saucepan and all the things Mr Kranky got from the shops. But the saucepan didn't look as \_\_\_\_\_



as it did the first time. So they lit the gas on the cooker and George stirred the mixture with the \_\_\_\_\_ spoon that he used before. "It's not brown enough," said George.

"I know what I've forgotten."

"Quickly, tell me!" cried Mr Kranky. "If one thing is \_\_\_\_\_ the medicine won't work in the same way as before!" George put the



brown paint into the saucepan. He was much \_\_\_\_\_ with the colour. It boiled for a while and then he thought it looked \_\_\_\_\_.

"You are getting too \_\_\_\_\_," said Mrs Kranky. "Calm down."

"I can't calm down. George has made the \_\_\_\_\_ medicine ever made; we must try it to see if it works like the first time."

They went out and found a white chicken with black specks and gave it a spoonful of medicine. The effect of Medicine Number Two was very \_\_\_\_\_, but it was different to how Medicine Number One worked. The chicken's legs began to get \_\_\_\_\_.



The chicken looked very \_\_\_\_\_. It also looked \_\_\_\_\_.



3. Which two ingredients did George forget to put into Marvellous Medicine Number Two?

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## Money – writing and ordering amounts

How do we write amounts with dollars and cents?

We keep the dollar sign.

**\$2.50c**

We remove the c sign.

We put a decimal point between the dollars and cents.

If the amount has no cents we can write it as:

**\$2 or \$2.00**

If the amount has no dollars we can write it as:

**50c or \$0.50**

1 Write the amounts on the price tags.

a one dollar

b 80 cents

c 12 dollars  
and 50 cents

d 35 cents

e 27 dollars

f 15 cents

2 Put these amounts in order of value from least to most.

a \$5      5c      50c

b \$2.50    \$25.00    \$0.25

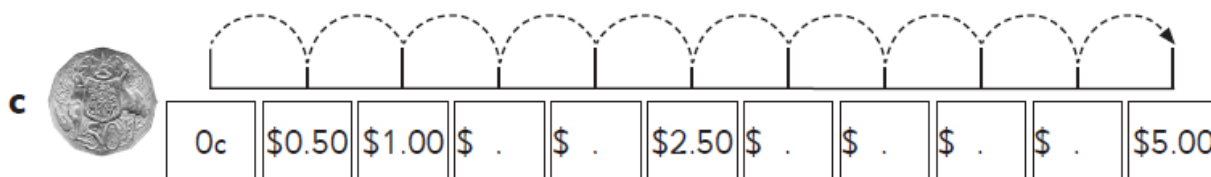
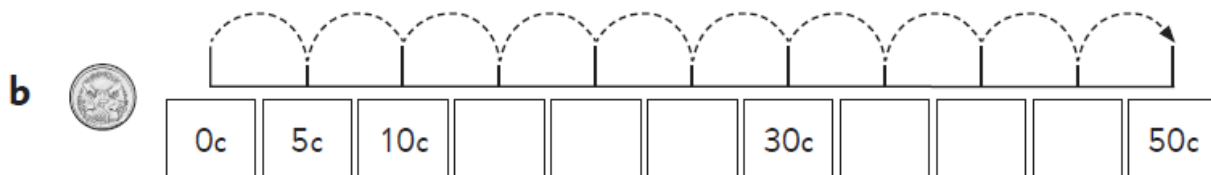
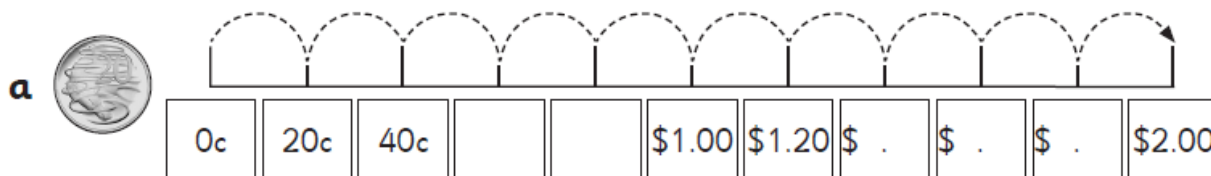
c \$80.00    \$0.80    \$8.00

d \$11.95    \$12.95    \$10.95

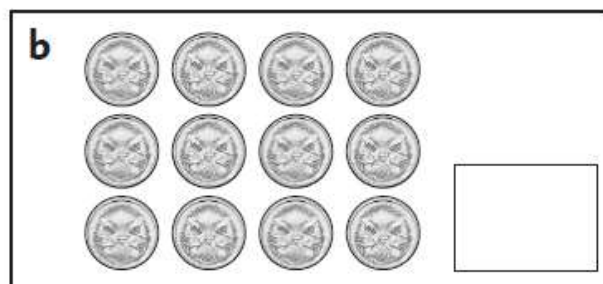
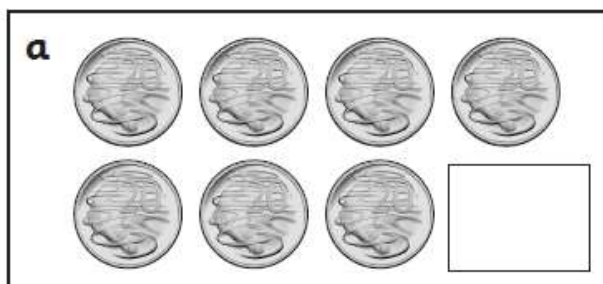
# Money – skip counting

Knowing how to count by 5s, 2s and 10s is useful when we are working with money. And if we know how to count by 2s and 5s, we can count by 20s and 50s.

1 Fill in the missing amounts on the number lines.



2 How much money?



# PANDORA'S PARTY PALACE

## Snacks

**\$5.00**



Potato Chips  
10 packets per pack

**\$3.00** Sultanas  
6 boxes per pack



**\$6.00**



Popcorn  
10 packets per pack

## Lunch Items

**\$4.00**



Chicken Nuggets  
20 pieces per box

**\$8.00** Mini Pizzas  
6 pizzas per box



**\$20.00** Sushi  
20 rolls per pack



## Sweet Treats

**\$10.00** Chocolate Cupcakes  
10 per box



**\$6.00** Yoghurt Iceblocks  
10 per box



**\$2.00** Lollipops  
Pack of 12



## Drinks

**\$6.00**



Water  
6 x 250 mL bottles

**\$10.00** Lemonade  
10 x 375 mL bottles



**\$5.00** Juice  
6 x 250 mL boxes



# PANDORA'S PARTY PALACE

## Decorations

\$2.00

Party Hats  
5 hats  
per pack



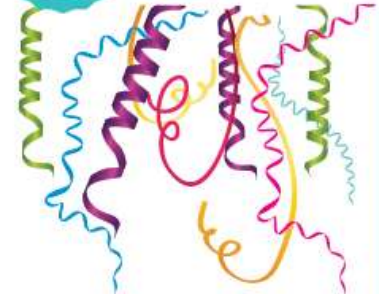
\$3.00

Balloons  
20 per pack



\$1.00

Streamers  
2 rolls per pack



\$4.00

Bunting  
1 x 3 m pack



\$5.00

Party Poppers  
10 per pack



\$1.00

Party Blowers  
10 per pack



## Serving Supplies

\$2.00

Paper Plates  
20 plates per pack



\$3.00

Paper cups  
25 Cups  
per pack



\$1.00

Straws  
Box of 50



\$2.00

Plastic Tablecloth  
1 per pack



\$1.00

Serviettes  
100 per pack



\$5.00

Wet Hand Wipes  
100 wipes  
per tub



## Decorations and Serving Supplies

## PANDORA'S PARTY PALACE

Coach Carter bought 12 bottles of water – one for each soccer player at the gala day.

How much did Coach Carter spend on water?



## PANDORA'S PARTY PALACE

Naomi bought 2 packs of party hats for her friends to wear at her birthday party.

How many party hats did Naomi have altogether?



## PANDORA'S PARTY PALACE

Christine bought 3 boxes of cupcakes to take to school for her birthday.

How many cupcakes did Christine have to share with her friends?



## PANDORA'S PARTY PALACE

Principal Jones bought yoghurt ice blocks for each class in the school.

If he bought 12 boxes, how much did Principal Jones spend on yoghurt ice blocks?



# Monday WK5 Sheet 9 – HASS

## Points of view about the importance of a historical site



I wanted to know what different people in the local community today think about the importance of Queen Alexandra Home ...



... so I interviewed some people in the local area to find out.

**Sue says ...**

Queen Alexandra Home is important because it shows me what some houses from the past looked like.

Houses are not built the same way today and there are not many houses like this left for us to see. Queen Alexandra Home helps me to see an aspect of the past that is quickly disappearing.

**Kate says ...**

Queen Alexandra Home is important because I can see signs of the past near me in my local area.

This historical site is right next to my school so I see it all the time. Queen Alexandra Home shows me that I can find out about the past just by looking around!

**The local residents' association says ...**

Queen Alexandra Home is important because it is a place where community groups can meet.

Our group meets each week at Queen Alexandra Home to talk about matters that we think are important in the local community. This place helps to keep people in the community connected.

**Mr. Capra says ...**

Queen Alexandra Home is important because many items from the past are in the house.

Lots of the original features like fireplaces, tiles, doors and door handles and light fittings are preserved (kept in their original state) in this building. They are looked after here.

**Ms Smith says ...**

Queen Alexandra Home is important because people work there.

I work for a not-for-profit organisation that has its offices in Queen Alexandra Home. Other organisations have offices there too.







**Lila says ...**

Queen Alexandra Home is important because of its value to people.

It is valuable, on the one hand, because it is a beautiful building to look at, but it is also a good, solid building that can still be used in a practical way by a lot of people.

## Points of view comparison table

1. In the slideshow *Points of view about the importance of a historical site*, people gave their point of view about the importance of Queen Alexandra Home today. Compare their points of view and the reasons for them by completing the comparison table below.

People interviewed	The importance of Queen Alexandra Home today		What reasons are given for each person's point of view? (Place a tick ✓ beside the reason or reasons for each person)			
	Place a tick (✓) in this column if the point of view for the person is: <b>It is important</b> today.	Place a tick (✓) in this column if the point of view for the person is: <b>It is not important</b> today.	Helps us learn about the past	Preserves the past (keeps items in their original state)	Useful to people (for work and meetings)	Has value because of the way it looks (beauty)
 Sue						
 Kate						
 Local residents' association						
 Mr Capra						
 Ms Smith						
 Lila						

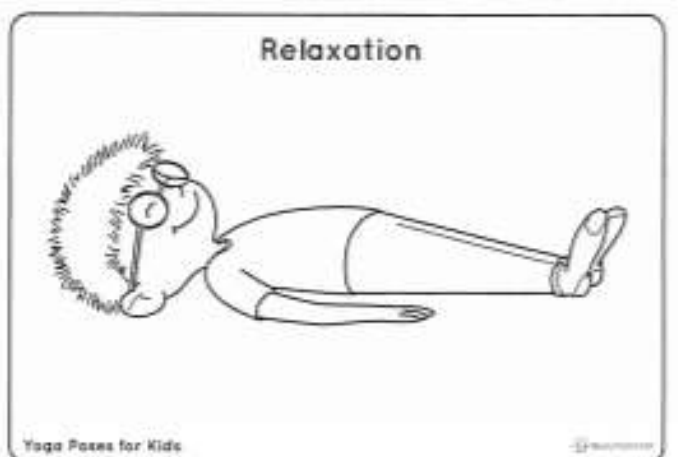
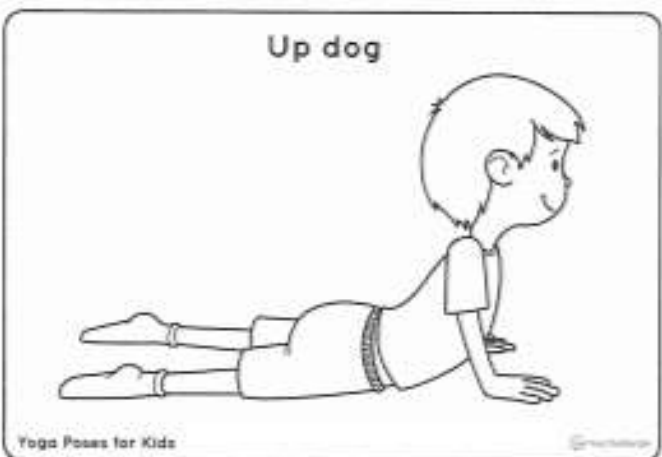
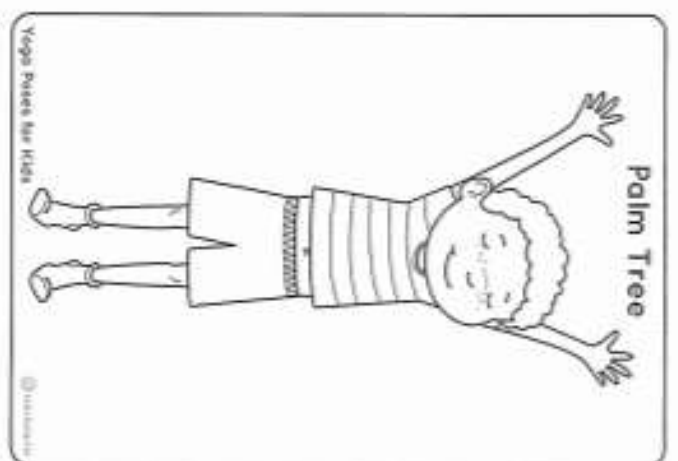
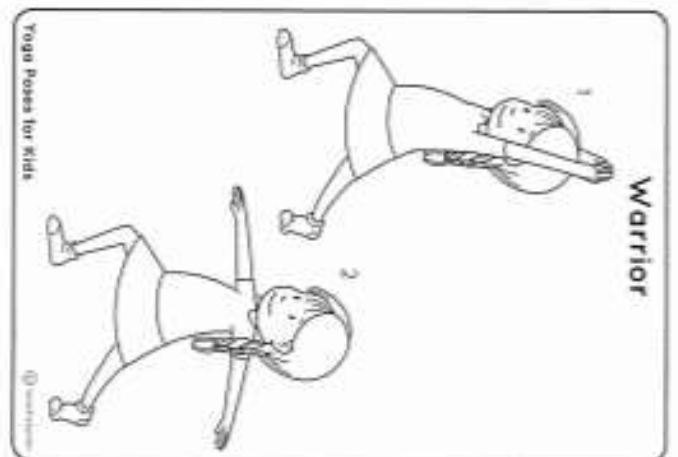
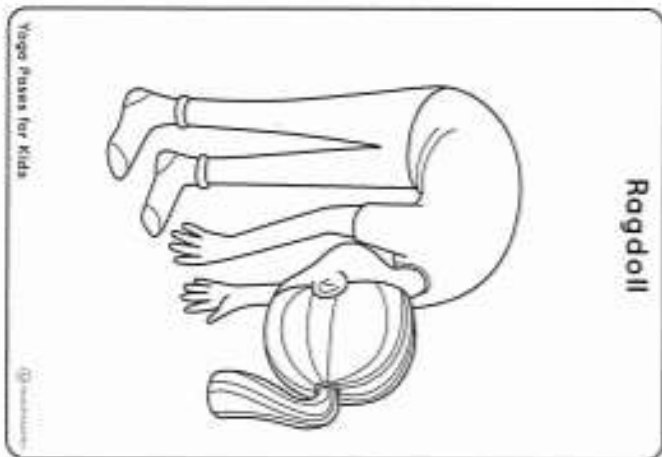
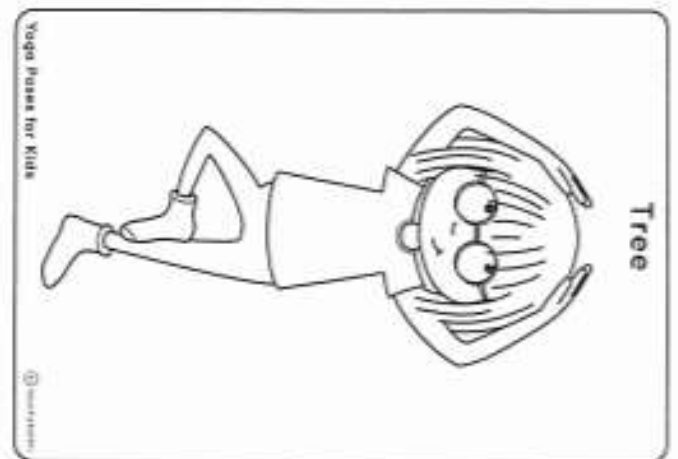
2. Use information in the comparison table to help you complete the summary below.

\_\_\_\_\_ of the people interviewed have the point of view that that Queen Alexandra Home is still important today. Some people think that Queen Alexandra Home is important today because it tells us about the \_\_\_\_\_ and some think that it is important because it helps to \_\_\_\_\_ items from the \_\_\_\_\_ can past. Others think that Queen Alexandra Home is important because people in the \_\_\_\_\_ can use it.

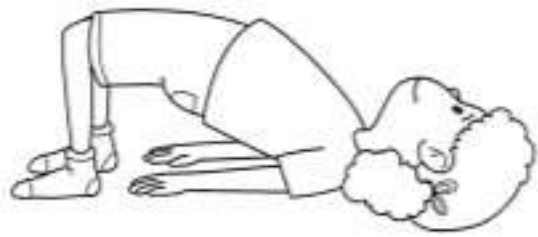


<b>Wellbeing Task</b>	Use the <b>Yoga Poses For Kids</b> cards (Tuesday WK5 Sheet 1 – Wellness) – Put them in an order and make your own yoga sequence. Make up a story in your head to go with the poses as you do them. Keep the cards somewhere safe to use again.
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Look at Tuesday WK5 Sheet 2 – English “The Snowman Problem”</li> <li>▪ Read the text aloud.</li> <li>▪ Answer the questions.</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ Find 10 words from the passage “The Snowman Problem” and put them in alphabetical order. You could write out the alphabet first to help you!</li> </ul> <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> <li>▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl.</li> <li>▪ If you have the book at home read the thirteenth chapter ‘Marvellous Medicine Number Three’. If not, watch the video reading of George’s Marvellous Medicine (only Chapter 13: ‘Marvellous Medicine Number Three’.)</li> </ul> <p><a href="https://www.youtube.com/watch?v=63RI-UspWdY">https://www.youtube.com/watch?v=63RI-UspWdY</a></p> <ul style="list-style-type: none"> <li>▪ Complete Tuesday WK5 Sheet 3 – English “Chapter 13: Marvellous Medicine Number Three”</li> </ul> <p><u>Soundwaves – Unit 15</u></p> <ul style="list-style-type: none"> <li>▪ Complete the first page of Unit 15 in your Soundwaves book</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> <li>▪ Coins Game – Select the Australian flag for Australia coins – “Ordering” – “Any 5 coins”</li> </ul> <p><a href="https://www.topmarks.co.uk/money/coins-game">https://www.topmarks.co.uk/money/coins-game</a></p> <ul style="list-style-type: none"> <li>▪ Maths Warm Up (PowerPoint)</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>▪ Complete Tuesday WK5 Sheet 4 – Maths “Money – Adding Coins”</li> <li>▪ Complete Tuesday WK5 Sheet 5 – Maths “Money – Adding Coins”</li> <li>▪ If you are able, play the game on Tuesday WK5 Sheet 6 – Maths “Money – Skip Counting”</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>Design</b>	<ul style="list-style-type: none"> <li>▪ You are going to design your own spacecraft today!</li> <li>▪ Complete Tuesday WK5 Sheet 7 – “Spacecraft”</li> <li>▪ If you were able to create your spacecraft send a photo to your new teacher Ms Skelton (skske0@eq.edu.au).</li> </ul>

Tuesday WK5 Sheet 1 – Wellness



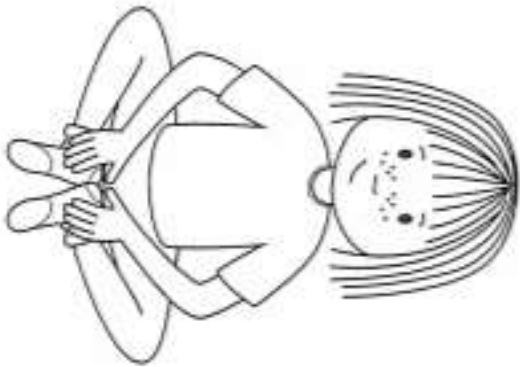
Bridge



Yoga Poses for Kids

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Butterfly



Yoga Poses for Kids

© iStockphoto

Cow



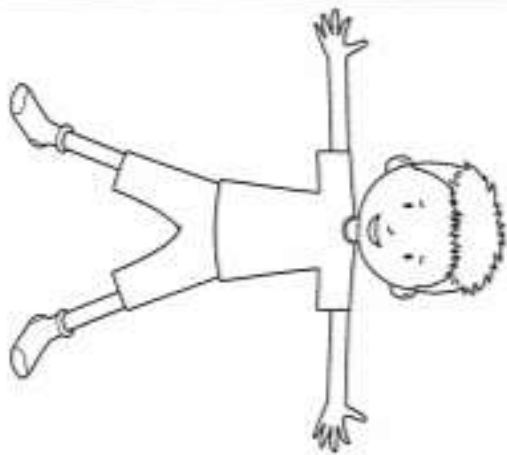
Cat



Yoga Poses for Kids

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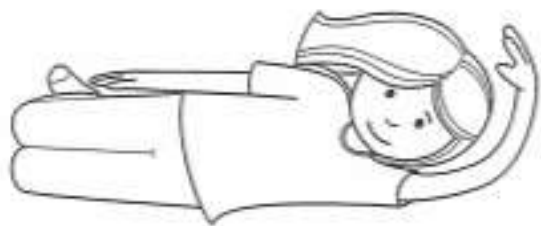
Star



Yoga Poses for Kids

© iStockphoto

Rainbow



Yoga Poses for Kids

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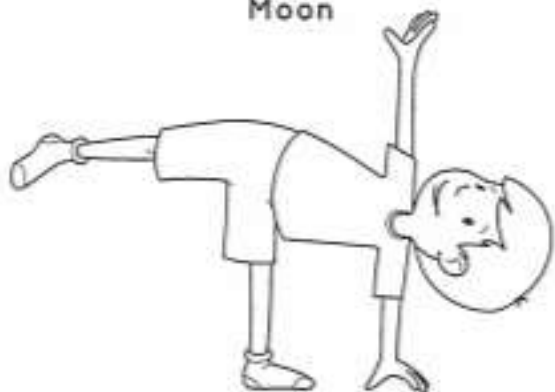
Dancer



Yoga Poses for Kids

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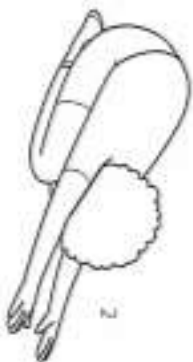
Moon



Yoga Poses for Kids

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Child's Pose



Yoga Poses for Kids

© iStockphoto

ground snowman disappointed  
lying rolling determined

## The Snowman Problem

Kyle and Emma were playing in the snow. It was the kind of snow that was perfect for making snowballs. They talked about building a fort or having a snowball fight.

"How about we make a snowman?" Kyle asked Emma. "Let's make the biggest snowman ever!"

"Great idea!" Emma said.



The two children started working on their snowman. They each started with a small pile of snow that they rolled into a ball. Next, they rolled their snowballs on the ground, making them bigger and bigger.

"Do you think my snowball is big enough?" Emma asked.

"Not yet!" Kyle replied. "Keep rolling!"

Emma and Kyle kept rolling their snowballs through the snow. Soon, the snowballs were so heavy that they could barely push them. They decided to start making a smaller snowball to use for the snowman's head.

Once the last snowball was ready, it was time to put the snowman together.

"Help me lift this big snowball on top of the other one," Emma said to Kyle.

The children stood on each side of the huge snowball and tried as hard as they could to lift it. It was way too heavy for them to pick up! They could not even lift it one inch off the ground.



"Now what?" Emma sighed. "Should we start again and just make a small snowman?"

Kyle and Emma stared at the 3 balls of snow on the ground. They felt disappointed, but Kyle was determined to build a big snowman.

"I have an idea," Kyle replied. "Help me push this snowball."



Emma and Kyle pushed one of the big snowballs so it was right beside the other one. Next, Kyle rolled the smallest snowball over and added it to the line of snowballs.

"What are you doing?" Emma asked. "Why do you have all the snowballs in a row?"

"I'm making a snowman," Kyle smiled. "But he's lying down!"

Emma laughed. "I know the perfect things to add to our snowman!"

She ran into the house. A few minutes later, she came out with sunglasses, a big, floppy hat and a glass of lemonade.

"He's lying on the beach!" she exclaimed, as she carefully put the hat and sunglasses in place on the smallest snowball.

Kyle laughed and asked his sister, "Should we put some sunscreen on him so he doesn't get sunburned?"



## The Snowman Problem (exercises)

1. Write 1, 2, 3 and 4 to put the events from the story in order.

\_\_\_\_\_ Kyle and Emma couldn't lift the big snowball.

\_\_\_\_\_ Emma put a hat and sunglasses on the snowman.

\_\_\_\_\_ Kyle and Emma made a small snowball to use for the snowman's head.

\_\_\_\_\_ Emma ran into the house.

2. Multiple Choice.

Kyle and Emma wanted to make the \_\_\_\_\_ snowman ever.

- a. smallest
- b. smelliest
- c. biggest

Where did Emma pretend the snowman was lying?

- a. In the bathtub
- b. On the beach
- c. On the couch

Where did Kyle put the three snowballs?

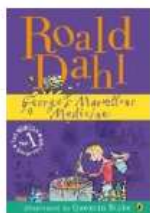
- a. In the freezer
- b. On top of each other
- c. In a row

3. What would happen to a snowman at the beach in summer? Answer in a full sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Chapter 13: Marvellous Medicine Number Three

When you answer these questions use more than one clause in your sentences. Try to use a wide range of conjunctions, e.g. *when, before, while, if, because, although, unless, then, who, much etc.*

1. *'Mr Kranky ran after him flapping his arms and hopping with excitement.'*

Describe something that has happened to you that has made you really excited like Mr Kranky.

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2. *'The Cockerel stood quite still. It looked as though it had a headache.'*

What do you think a cockerel looks like when it has a headache?



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3. *'Who wants a chicken with a long neck?'* asked Mrs Kranky. Can you think of something you could do if you had a long neck like a Giraffe?

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4. Use a dictionary to check the meaning of the some of the words you have read in this chapter and write them down in the table below.

Word	Meaning
Eureka	
Excitement	
Magnificent	
vital	
Sloshed	

## Money – adding coins

Another useful skill to have is recognising coins that add to make easy amounts. Look at these coins:



$$20c + 5c + 20c + 50c + 5c = \$1$$

We could add them like this but there are easier ways.

We could rearrange the coins like this. Now we have:



$$40c + 10c + 50c = \$1$$

Or as we know that  $25 + 25 = 50$  we could add the coins like this:



$$25c + 25c + 50c = \$1$$

1 Warm up by adding these coin combinations.

**a**  $5c + 5c = \underline{\quad}$

$10c + 10c = \underline{\quad}$

$20c + 20c = \underline{\quad}$

$50c + 50c = \underline{\quad}$

$\$1 + \$1 = \underline{\quad}$

$\$2 + \$2 = \underline{\quad}$

$25c + 25c = \underline{\quad}$

$\$2.50 + \$2.50 = \underline{\quad}$

**b**  $5c + 10c = \underline{15c}$

$5c + 20c = \underline{\quad}$

$5c + 30c = \underline{\quad}$

$5c + 40c = \underline{\quad}$

$5c + 50c = \underline{\quad}$

$10c + 20c = \underline{\quad}$

$10c + 30c = \underline{\quad}$

$10c + 40c = \underline{\quad}$

**c**  $3c + 3c = \underline{\quad}$

$30c + 30c = \underline{\quad}$

$4c + 4c = \underline{\quad}$

$40c + 40c = \underline{\quad}$

$2c + 3c = \underline{\quad}$

$20c + 30c = \underline{\quad}$


$2c + 4c = \underline{\quad}$

$20c + 40c = \underline{\quad}$


## Money – adding coins

1 Find a way to add these groups of coins. Write the total in each box.


**a**




**b**




**c**



**d**



**e**







**f**



Remember you can add them in any order. It may help to use plastic coins so you can rearrange them as you need.



## Money – skip counting





**You will need:**  1 to 3 partners  scissors  a die  
 the next page

### What to do:

Each player cuts out the notes on page 28. You'll also each need the score card below. Combine all the notes into 1 'bank', keeping the values separate (keep all the \$10 notes together etc).

Take turns rolling the die. First you will roll for \$50 notes. Take the number of notes the die shows and record how much money you make. Then roll for \$20 notes, \$10 notes and finally \$5 notes. Record the amounts as you go.

How much money does each player have at the end of the game? You can use a calculator to help add the amounts. Who is the richest?

Altogether I have:

### What to do next:

How much money do you have as a group?

# Money – skip counting



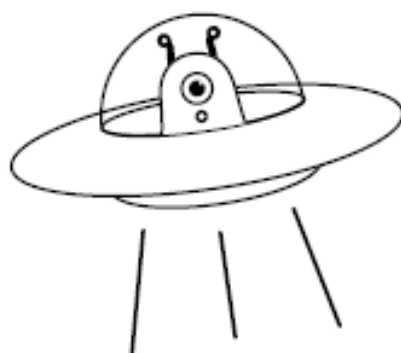
					
					
					
					

# SPACECRAFT

## DESIGN TASK

### The Scenario:

Look up at the stars! An alien needs to get back to his home planet. He needs you to build him a spacecraft that will take him safely back to his home.



### The Process:

Follow the Engineering Design Process to help you to complete this task.

1. Ask questions - What is the problem? Are there any challenges?
2. Imagine it - Brainstorm your ideas. Pick the best one!
3. Plan it - Make a list of materials. Draw a labelled diagram.
4. Create it - Follow your plan. Create a model if possible.
5. Improve it - Did it work? Can you make it better? What could be done differently?
6. Share it - What changes need to be made? What do others think?

### Material Available:

- |                 |                   |                  |
|-----------------|-------------------|------------------|
| • paper plates  | • cardboard tubes | • sticky tabs    |
| • paper bowls   | • coloured paper  | • tape           |
| • paper cups    | • coloured card   | • aluminium foil |
| • paper straws  | • egg cartons     |                  |
| • pipe cleaners | • glue            |                  |

Name \_\_\_\_\_

Date \_\_\_\_\_

## Spacecraft Design Task

1. I am designing a: \_\_\_\_\_

2. I will need the following materials:

- 
- 
- 
- 
- 
- 
- 
- 

Labelled Diagram of My Spacecraft



<b>Wellbeing Task</b>	Draw a heart or picture on a piece of paper and hide it somewhere in your home. Make a treasure map for someone else in your home to find the picture. When they find the picture give them a big cuddle for up to 30seconds!
<b>Morning</b> <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Read the passage aloud with a parent/carer/sibling (Wednesday WK5 Sheet 1 – English “Trumpet troubles”).</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ If you were Tilly from “Trumpet troubles” what would you do next? Finish the story by adding an extra paragraph. Will Tilly find her trumpet in the end?</li> </ul> <p><u>Spelling – Soundwaves Unit 15</u></p> <ul style="list-style-type: none"> <li>▪ Write out your spelling words using dots.</li> </ul> <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> <li>▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl.</li> <li>▪ If you have the book at home read the fourteenth chapter ‘Marvellous Medicine Number Four’. If not, watch the video reading of George’s Marvellous Medicine (only Chapter 14: ‘Marvellous Medicine Number Four’.)</li> </ul> <p><a href="https://www.youtube.com/watch?v=63RI-UspWdY">https://www.youtube.com/watch?v=63RI-UspWdY</a></p> <ul style="list-style-type: none"> <li>▪ Please watch the following 2 videos about adverbial phrases (they sound trickier than they are)             <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=oF95vgjyp0c">https://www.youtube.com/watch?v=oF95vgjyp0c</a></li> <li>2. <a href="https://www.youtube.com/watch?v=Lk-Llc3dWA">https://www.youtube.com/watch?v=Lk-Llc3dWA</a></li> </ol> </li> <li>▪ Complete Wednesday WK5 Sheet 2 – English “Chapter 14: Marvellous Medicine Number Four”</li> </ul>
<b>Break</b>	
<b>Middle</b> <b>Maths</b>	<p><u>Money</u></p> <ul style="list-style-type: none"> <li>▪ Complete Wednesday WK5 Sheet 3 – Maths “Money – Adding Coins”. If you do not have coins to use you can still create the picture.</li> <li>▪ Complete Wednesday WK5 Sheet 4 – Maths “Money – Amounts to \$2”</li> <li>▪ Complete Wednesday WK5 Sheet 5 – Maths “Money – Amounts to \$5”</li> </ul> <p><u>Pandora’s Party Palace</u></p> <ul style="list-style-type: none"> <li>▪ Refer to both pages on Monday WK5 Sheet 7 – Maths “Pandora’s Party Palace”.</li> <li>▪ Complete Wednesday WK5 Sheet 6 – Maths “Pandora’s Party Palace - Wednesday”. Write your answers in your scrapbook. Show your working.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 10 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon</b> <b>Chinese</b>	Refer to Chinese sheet

# Trumpet troubles



Tilly woke to the sound of pouring rain, noisy and relentless like factory machinery. Tilly groaned.

It was very early, but the band was leaving for the competition at 8 o'clock. She dragged herself out of bed unwillingly and dressed. There was hardly time for breakfast but her dad insisted. She gobbled down some toast, hauled her backpack onto her shoulders and stood at the door like a soldier ready for combat.

It was so very wet but the bus was coming and she had to run for it. She took off through the deluge, reaching the bus stop just in time. She struggled up the slippery metal steps, leaning forward to rescue her backpack from the doors as they closed.

'Move down the back of the bus,' called the driver, repeating the same plea he made at every stop.

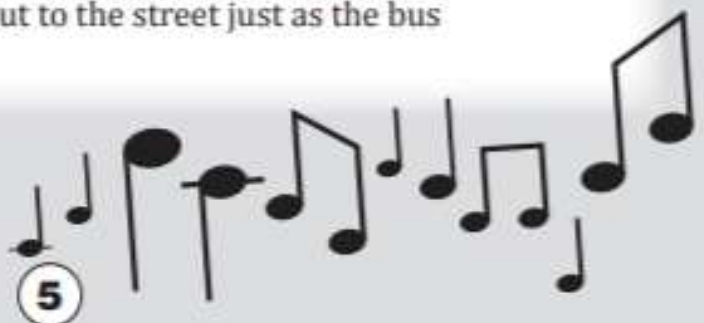
The bus was very full, as it always was on wet days. Tilly shuffled down the aisle resting the base of her trumpet case on the floor and pushing it along with her foot as she went.

The bus lurched from side to side, winding its way through the narrow suburban streets. Having claimed the last seat, Tilly soon drifted off to sleep. She didn't notice the trumpet case slipping under the seat in front of her.

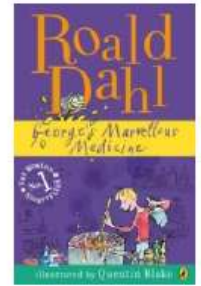
Tilly was woken by the sudden silence of an empty bus. She jumped up from her seat and stumbled down the aisle and out through the door.

It was only as she ran through the dripping school gates that she realised her right hand was empty. No trumpet!

She turned back in panic, looking out to the street just as the bus disappeared from sight.



## Chapter 14: Marvellous Medicine Number Four



Fronted Adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. There are five different category of adverbial phrase.

- Manner (how something is done);
- Place (where it happens);
- Time (when it happens);
- Direction (which way the event goes);
- Reason (why something happens)

Read chapter 14: Marvellous Medicine Number Four then look at these fronted adverbials. Can you sort these adverbial phrases into their different category?

Type of adverbial phrase	
	Back in the kitchen once again
	When it had boiled for a couple of minutes
	The hen was whistling because
	Due to the medicine was different
	George once again carried a cupful of it out into the yard
	In less than a minute
	Mr Kranky ran after him
	George knelt down
	Mr Kranky watched anxiously

Can you write a sentence about something that happened in the chapter for each of the five categories, using fronted adverbials at the beginning of each sentence? Don't forget to check your punctuation and add a comma if needed! Here's an example...

The hen was whistling because George had given it a spoonful of Marvellous Medicine Number Four.

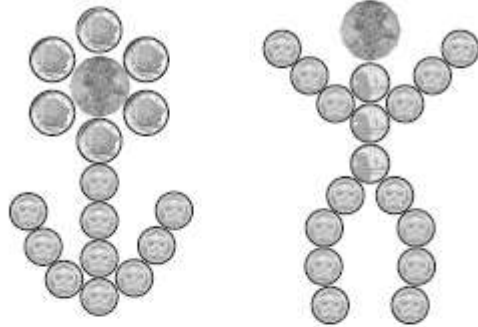


## Money – adding coins

You will need:  plastic coins

### What to do:

Use coins to make a picture such as the ideas on the right. Record your picture in the box and then add up how much it costs.



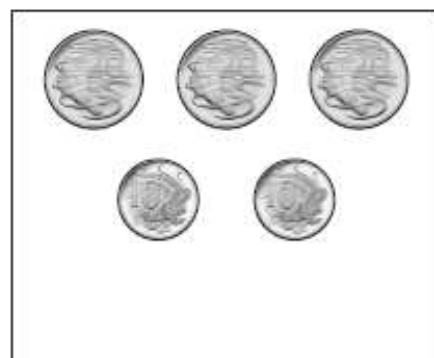
My drawing costs:

### What to do next:

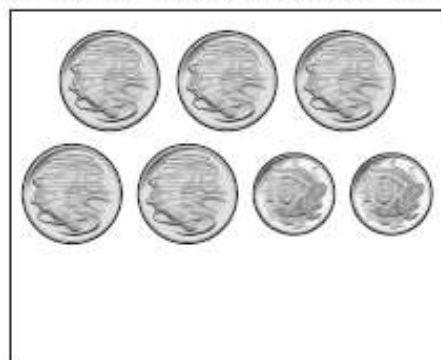
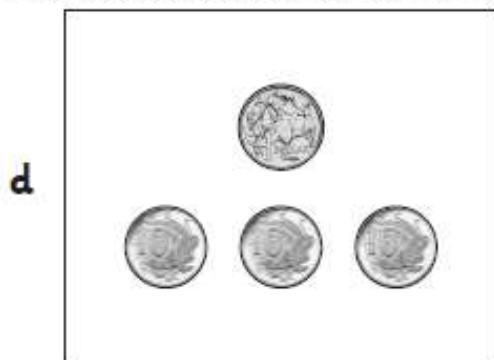
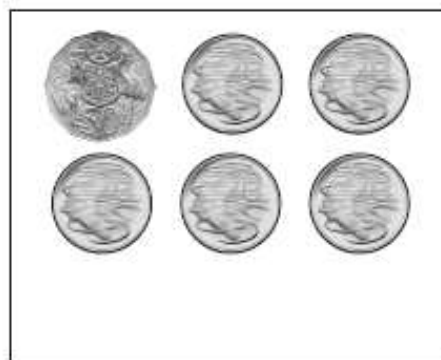
Compare your picture with those of your classmates. Whose picture was most expensive? Whose was cheapest?

## Money – amounts to \$2

- 1 Mara thinks the amounts on the left are the same as the amounts on the right. Tick the ones she gets right. Fix any she gets wrong by drawing more coins or crossing out extra coins to make them the same.









This is the same as ...



## Money – amounts to \$5

1 You are at your school fair. Show which coins you could use to buy:

At the Trash and Treasure		
		
At the rides		
		
At the food stalls		
		

## PANDORA'S PARTY PALACE

For a science experiment, Professor Paleo bought 4 boxes of straws.

How many straws did Professor Paleo have altogether?



## PANDORA'S PARTY PALACE

On the weekend, Jenny had a party for her 8th birthday.

Jenny bought:

- 1 pack of balloons
- 2 packs of streamers
- 3 boxes of cupcakes.

How much did Jenny spend altogether?



## PANDORA'S PARTY PALACE

To help celebrate New Year's Eve, Lilly bought some decorations from Pandora's Party Palace. Her budget for decorations was \$20.

What could Lilly buy for \$20?



## PANDORA'S PARTY PALACE

You have been given a budget of \$50 to organise your own party, using items from Pandora's Party Palace.

Make a list of the items you will buy.

Check that your items cost less than \$50.





<b>Wellbeing Task</b>	Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week?
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Read the passage aloud with a parent/carer/sibling (Thursday WK5 Sheet 1 – English “Changes”).</li> <li>▪ Answer the questions.</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ Complete “Sentence Challenge” and “Picture Perfect” on Thursday WK5 Sheet 2 – English “Thursday Writing” in your book.</li> </ul> <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> <li>▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl.</li> <li>▪ If you have the book at home read the fifteenth chapter ‘Goodbye Grandma’. If not, watch the video reading of George’s Marvellous Medicine (only Chapter 15: “Goodbye Grandma”).</li> </ul> <p><a href="https://www.youtube.com/watch?v=63RI-UspWdY">https://www.youtube.com/watch?v=63RI-UspWdY</a></p> <ul style="list-style-type: none"> <li>▪ Complete Thursday WK5 Sheet 3 – English “Chapter 15: Goodbye Grandma”</li> </ul> <p><u>Soundwaves – Unit 15</u></p> <ul style="list-style-type: none"> <li>▪ Complete the second page of Unit 15 in your Soundwaves book</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> <li>▪ Toy Shop Money Game – Select the Australian flag for Australia coins – “Mixed Coins” – “Exact Money” – “\$1 to \$5”</li> <li>▪ Toy Shop Money Game – Select the Australian flag for Australia coins – “Mixed Coins” – “Give Change” – “\$1 to \$5”</li> </ul> <p><a href="https://www.topmarks.co.uk/money/toy-shop-money/aud">https://www.topmarks.co.uk/money/toy-shop-money/aud</a></p> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>▪ Complete Thursday WK5 Sheet 4 – Maths “Money – Amounts to \$5”.</li> <li>▪ Complete Thursday WK5 Sheet 5 – Maths “Money – Change”.</li> <li>▪ Complete Thursday WK5 Sheet 6 – Maths “Money – Change”.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>Science</b>	<p><u>Push and Pull Forces</u></p> <p><b><u>Direction of Push and Pull Forces</u></b></p> <p>We can use arrows to show the direction of a push or pull and the direction in which an object moves.</p> <p>*Complete <b>worksheet – Direction of Pushes and Pulls</b></p> <p>*Complete <b>worksheet – Pushes and Pulls at the Playground</b></p>

Read the short story. Then answer each question.

## Changes

Did you know that heating and cooling can change objects?

Some changes can be reversed, which means the object can go back to the way it was before it was heated up or cooled down.

Other changes cannot be reversed, which means the object cannot go back to how it was before it was heated up or cooled down.

Water can go through reversible changes when it is heated or cooled. When water is heated up, it will start to boil, and then turn into water vapor. If you collect the water vapor and cool it down, it will turn back into water. When water is cooled down a lot, it will turn into ice. If you heat the ice back up, it will turn into water again.

Have you ever watched an adult cook an egg? Eggs go through a change that cannot be reversed when they are heated. When the liquid egg white is heated, it turns into a solid. If you let the egg cool back down, though, the egg white will not turn back into a liquid.



**Questions:**

1. What does it mean if a change can be reversed? Color the sentence that told you.

---

---

2. Are there changes that cannot be reversed? Give an example.

---

---

3. Describe how heating and cooling water changes it.

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4. Can you think of another object that goes through a change that cannot be reversed when it is heated or cooled? Describe the change.

---

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Image by: Caras Ionut

### Sentence challenge!

Imagine you are standing on the edge of the clearing about to cross the field.

How do you feel?

How might you move towards the door?

Can you think of better verbs than walked?

I walked across the field towards to door.

Can you improve this sentence by adding a more powerful verb? Can you improve it in any other ways?

Pobble.com  
Pobble365.com



Image by: Caras Ionut

### Perfect picture!

Can you draw what it is like inside the house?  
What does the girl see as she enters?

Pobble.com  
Pobble365.com



### Chapter 15: Goodbye Grandma

Mr Kranky's efforts to get George to remake his Marvellous Medicine left one hen with very long legs, a cockerel with a long neck and another hen that was tiny. Read the last chapter in the book and answer the following questions.

1. How would you describe Grandma when she snatched the cup from George?

---

---

---



2. Why do you think Mr Kranky smiled at Grandma and said 'You take it and drink it while it is nice and hot'?

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3. Why do you think Roald Dahl uses animals to describe Grandma throughout the story?

---

---



4. Do you think Mr Kranky is a good or bad person from what happens in the last chapter? Say why you think this

---

---

5. Did Grandma deserve what happened to her in the end of the book? Give a reason for your answer?

---

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6. On plain paper or card design a new book cover for *George's Marvellous Medicine* by Roald Dahl. Your book cover must include:



- Title of the book
- Name of the author
- Pictures of the main characters
- Some of the ingredients in *George's Marvellous Medicine*

## Money – amounts to \$5

Price list		
Salad sandwich...\$3.00	Sausage roll...\$2.20	Juice .... \$1.50
Sushi roll.....\$2.00	Cookie .....\$1.00	Water... \$1.50
Ham and cheese toastie .....\$1.50	Fruit.....\$0.50	

- 1 Make yourself a lunch order up to the value of \$5. Write it on the lunch bag.



What adding strategy will I choose?





- 2 Your friend also has \$5 and wants to order:




Can she do it? Why or why not?

## Money – change











One way of working out change is to imagine adding coins until you get to the amount you paid. It's a way of counting on.

We buy an  for 80c and pay with a . How much change should we receive?

We can make 80c like this . If we add  we have .

So  is our change.

- 1 Draw the coins you would need to add to get to the amount you paid. This is your change.

You pay with	Cost	Coins to add	Change
			50c
	 		
	 		
 			
	 		

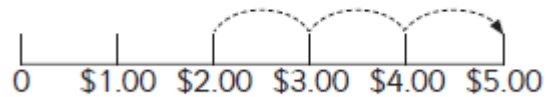
## Money – change

A book costs \$2.00 (\$2). We pay with a \$5.00 (\$5) note. How much change should we receive? One good strategy is to count on using a number line.



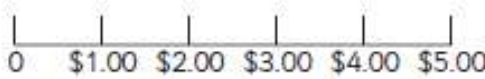


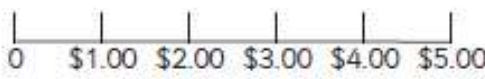


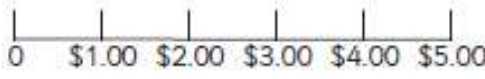


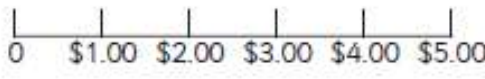


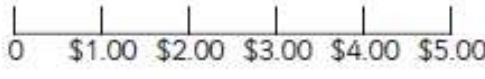
We start at \$2.00.

We make 3 jumps of \$1.00.

We should receive \$3.00 change.

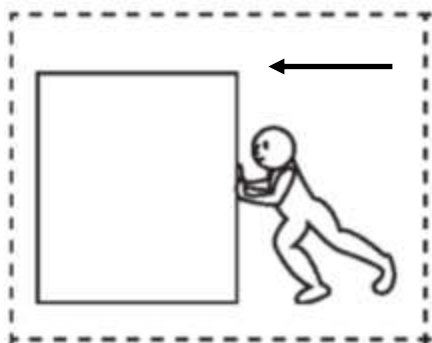


### 1 How much change?

Item and cost	You pay with	Number line	Change
			
			
			
			
			

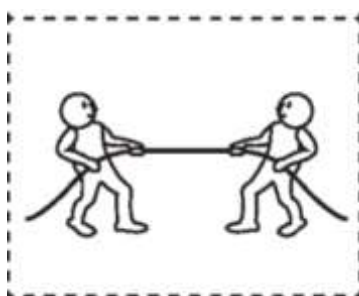
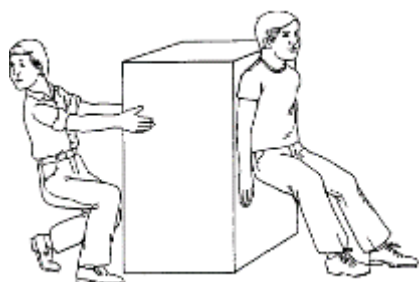
# Direction of Pushes and Pulls

Is each picture a push or a pull (or both)? Write your answer on the line. **Draw the direction arrow** for each push or pull. (The first one has been done for you.)



push

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# Friday – Week 5



<p><b>Wellbeing Task</b></p>	<p>What does grateful mean? You could call a grandparent or family friend and ask them. Ask them what they are grateful for and tell them 3 things you are grateful for.</p>
<p><b>Morning</b> <b>English</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Read the poster aloud with a parent/carer/sibling (Friday WK5 Sheet 1 – English “Adopt-a-dog”).</li> <li>▪ Answer these questions in your book:             <ul style="list-style-type: none"> <li>- Would you adopt Candy? Why or why not?</li> </ul> </li> </ul> <p><u>Spelling – Soundwaves Unit 15</u></p> <ul style="list-style-type: none"> <li>▪ Draw a picture and hide your spelling words in the picture.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Complete the book review on George’s Marvellous Medicine. Friday WK5 Sheet 2 – English.</li> <li>▪ Complete Friday WK5 Sheet 3 – English “Week 5 Editing”</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>▪ Complete 2 pages in your handwriting book. Remember to be neat! (If you <b>do not</b> have your handwriting book do Friday WK5 Sheet 4 – English “Handwriting”)</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b> <b>Maths</b> <b>Free Time</b></p>	<p><u>Money</u></p> <ul style="list-style-type: none"> <li>▪ Complete Friday WK5 Sheet 5 – Maths “Money – Change”.</li> </ul> <p><u>Hundreds Board – Mystery Pictures</u></p> <ul style="list-style-type: none"> <li>▪ Uncover the mystery picture by doing the addition sums and colouring in their answers on the Hundreds Board (Friday WK5 – Sheet 6 – Maths)</li> </ul> <p><u>Free Time</u></p> <ul style="list-style-type: none"> <li>▪ If you have finished all your tasks from the week have some free time. Some ideas are:             <ul style="list-style-type: none"> <li>- Draw a picture</li> <li>- Colour in</li> <li>- Play Live Mathletics or Rainforest Maths</li> <li>- Read</li> <li>- Make a chatterbox</li> <li>- Do some craft</li> <li>- Have a go at some of the activities in Friday WK5 – Sheet 7 – Free Time</li> </ul> </li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon</b> <b>Music</b> <b>Health/PE</b></p>	<p>Refer to Music sheet</p> <p>Refer to Heath and PE sheets</p>

# Adopt-a-Dog



## Candy

**Size:** small

**Breed:** Australian Terrier cross

**Colour:** black, white and tan

**Age:** 4 years old

**Personality:** gentle

Candy is a fun-loving dog who could come home with you straightaway — or in two wags of a tail. She is a much-loved pet but sadly, her family has moved overseas. Candy is now searching for a new family. Could Candy be the perfect pet you are looking for?

The Evans family found their perfect pet last year when they adopted a Labrador. Here's what they said: "We love Rocky. He is really part of our family. He loves to be walked and to play with the kids."

At Adopt-a-Dog we know that each of our furry friends will make a great addition to your family. Kids, are you having trouble convincing your parents? Tell them that Candy is friendlier than a cat, more interesting than a fish and cheaper to feed than a pony. And if you are lucky enough to take Candy home, you can even start using the excuse, "The dog ate my homework!"

We are proud to say that Adopt-a-Dog has helped more than 50 dogs to find a home this year. All our dogs have been to the vet so they are desexed, microchipped, vaccinated and wormed.

**You can adopt Candy now for \$300.**

You would have to be barking mad to miss out.



Candy has our full 4 paws of approval.

A Book Review by

Your Star Rating for this book



Book Title:

Author

**List 5 Characters or animals from the book**

Name	Did you like them?	How did they make you feel?
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Your Opinion**

Did you like the book?

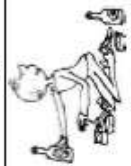
What was your favourite part?

What was the scariest moment?

Which part made you laugh most?

**Recommend this book**

Why or why not?



Week 5 Editing

13 **Library Book**

bob did a retel of his library book  
to the class. when he finished his  
retell he needed to retrn his book  
to the library



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



14 **Slimy Sunscreen**

it was a really hot and sunny day.  
joe disliked puting on sunscreen.  
his mum made him reapply his  
sunscreen



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



15 **Grand Final Day**

tom had his soccer grand final  
today. his team thought it was  
unfare that the other team had  
older players. the team were  
unhapy when they lost



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



16 **Running Race**

alex was about to run in the race  
when he heard sumone call out  
his name. His shoelace had come  
undone. he tied up his shoelace  
before the race started



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



Clockwise Letters *p b j*

Writing Time 2

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

*p P*

*b B*

*j J*

*p P*

*b B*

*j J*

*p P*

*b B*

*j J*

*p P                      b B                      j J*

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

*s S*

*g G*

*y Y*

*s S*

*g G*

*y Y*

*s S*

*g G*

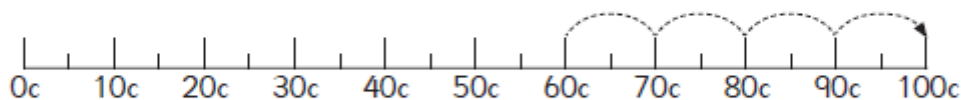
*y Y*

*s S g G y Y*

## Money – change

A cake costs **\$2.60**. We pay with a **\$5.00** note. How much change should we receive? We can count on to find out.

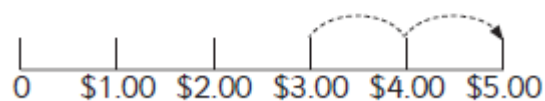
First we count the cents on to the nearest dollar. We start at 60c and make 4 jumps of 10c to 100c. We have jumped **40c** and we are now at \$3.00.



Then we count the dollars on to \$5.00.







We make 2 jumps.

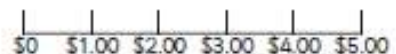
$$40c + \$2.00 = \$2.40$$



We should receive **\$2.40** change.

1 Use the number lines in the help strip to work out the change.

Item and cost	You pay with	Working out	Change
 \$3.60		_____ c + \$ _____	
 \$1.80		_____ c + \$ _____	
 \$2.30		_____ c + \$ _____	



# Hundreds Board

## Mystery Picture No. \_\_\_\_\_

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

### Mystery Picture 5

**Black:**

(19 + 5), (16 + 11)

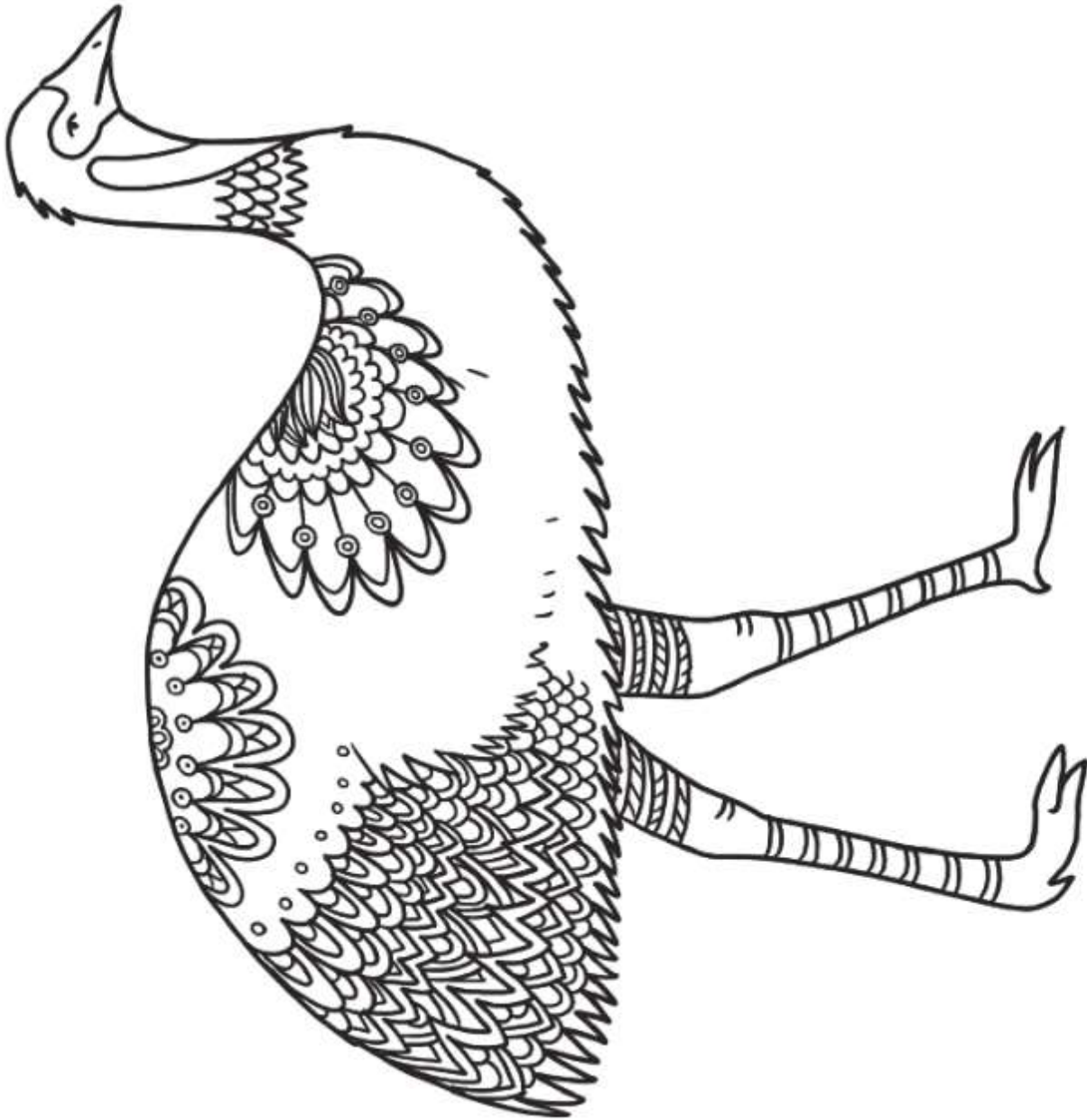
**Blue:**

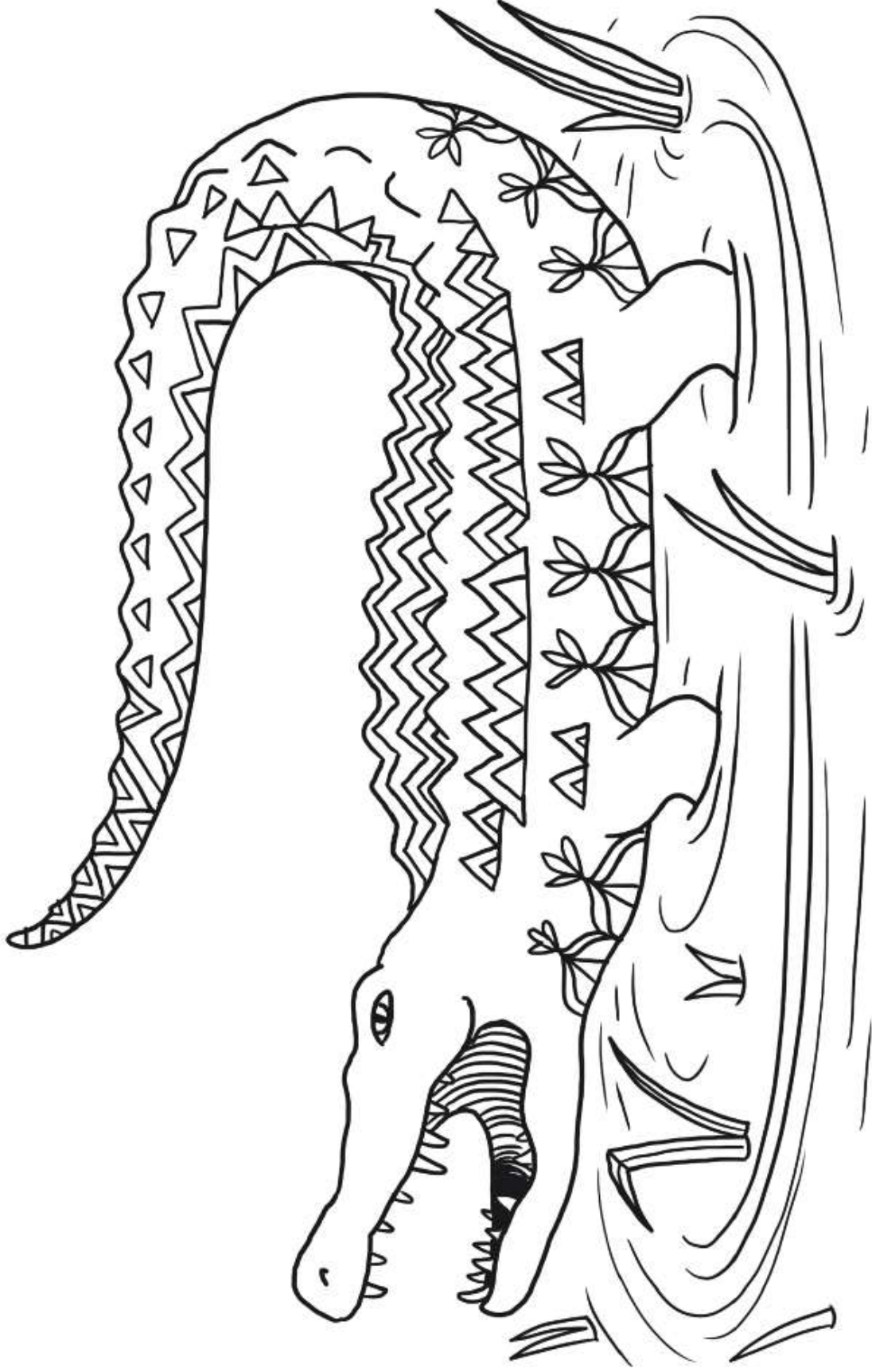
(0 + 1), (1 + 1), (3 + 0), (2 + 2), (4 + 1), (3 + 3), (5 + 2), (4 + 4), (3 + 6), (5 + 5), (9 + 2), (6 + 6), (8 + 7), (7 + 9), (11 + 8), (13 + 7), (15 + 6), (11 + 11), (19 + 6), (13 + 13), (23 + 6), (15 + 15), (22 + 9), (16 + 16), (12 + 27), (11 + 29), (29 + 12), (41 + 9), (39 + 12), (1 + 51), (39 + 20), (29 + 31), (80 + 1), (51 + 39), (50 + 41), (61 + 31), (80 + 15), (78 + 18), (21 + 78), (50 + 50)

**Green:**

(19 + 14), (17 + 17), (28 + 7), (18 + 18), (30 + 7), (29 + 9), (21 + 21), (20 + 23), (22 + 22), (21 + 24), (31 + 15), (37 + 10), (35 + 13), (24 + 25), (11 + 42), (21 + 33), (31 + 24), (41 + 15), (51 + 6), (49 + 9), (30 + 31), (41 + 21), (62 + 1), (52 + 12), (42 + 23), (32 + 34), (22 + 45), (12 + 56), (19 + 50), (35 + 35), (11 + 60), (36 + 36), (59 + 14), (15 + 59), (60 + 15), (38 + 38), (28 + 49), (70 + 8), (60 + 19), (39 + 41), (41 + 41), (50 + 33), (71 + 13), (60 + 25), (43 + 43), (69 + 18), (44 + 44), (12 + 77), (81 + 12), (43 + 51), (68 + 29), (49 + 49)

**Add a smile to the picture.**







**Topic 2 – Where and why people make music?**

**Task 1**

**Look**

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

Where are they?

What is around them?

Who is listening to the music?

What do you think the music is like?

Are they using instruments or their voices or both?

Why are they making the music?

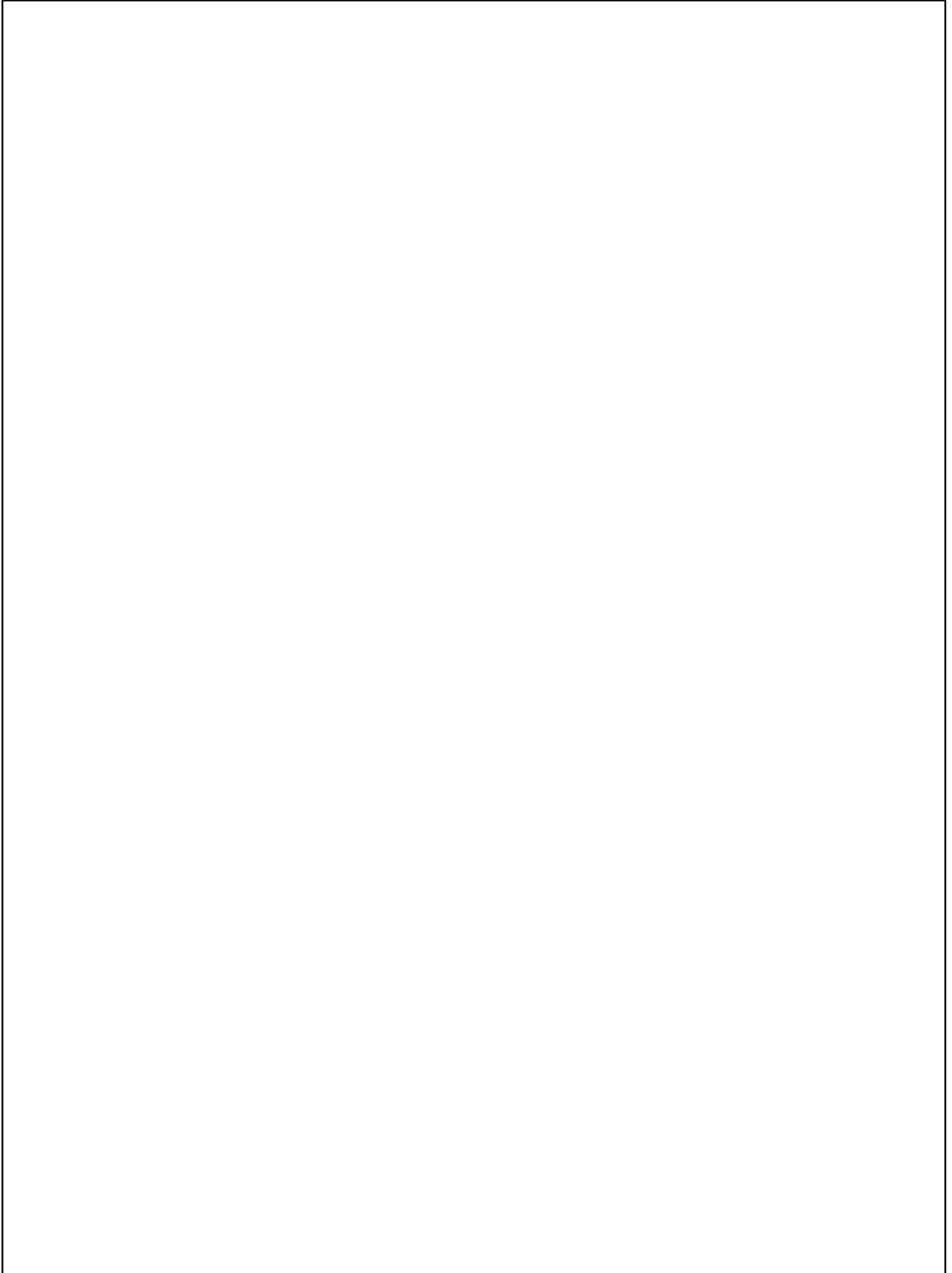
Why are they in this place?

What does this music make you think about? Why?

**Draw**

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

**Draw Your Picture Here**





Which is your favourite picture?

Why?

---

## Task 2

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

Some genres of music include:

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

### Word Bank

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

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

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

## Task 3

Music is for everyone! Music brings people together.

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

**Talk with your family members about music.**

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

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

**Draw**

Draw somewhere where you hear music.

Draw your favourite instrument.

Draw yourself making music!



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## Health – Year 1-2

Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

### Week 5 – Knowing my details keeps me safe!

It is important to know your full name, address and telephone number in case you are ever in an emergency.

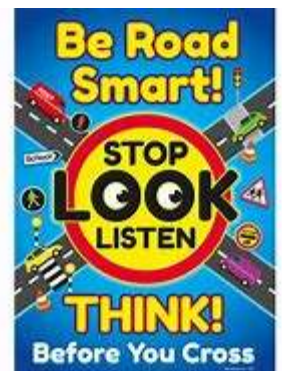
1. Practise saying and writing out your full name, address and phone number (mum and/or dads mobile)

Full Name:

Phone Number:

Address:

### 2. Road Safety Poster



Your job is to design a safety poster

to keep kids safe around roads.

Include 3 safety tips like; crossing the road, wearing a seatbelt, stranger danger, not using mobile phones and playing near roads.

Please take a photo of your poster and email it back to me - [nxsma0@eq.edu.au](mailto:nxsma0@eq.edu.au)

Have fun and stay safe! Miss B



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## Chinese – 2A, 2/3B, 3A

### Week 5

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

★ Learning objectives: To learn body parts:-

yǎn jīng <b>眼睛 Eyes</b>	shǒu <b>手 Hand</b>
ěr duo <b>耳朵 Ears</b>	jiǎo <b>脚 Leg</b>
bí zi <b>鼻子 Nose</b>	wěi ba <b>尾巴 Tail</b>

yǎn  
眼

jīng ěr duo bí zi shǒu jiǎo wěi ba  
睛，耳朵，鼻子，手，脚，尾巴

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



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**Activity:** Cut out and mix the cards below. Call out the name of a body part in Chinese. Glue the body parts to a paper plate or a paper to make a panda.

ěr duo 耳朵	
yǎn jīng 眼睛	
bí zi 鼻子	
shǒu 手	
jiǎo 脚	

(Activities retrieved and modified from CHI\_YP-02Band\_U2\_SLR\_TN\_MoveBody, The State of Queensland, Department of Education and Training.)



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## PE – Prep to Year 2 Weeks 3, 4 and 5

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

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

EMAIL: [nxsma0@eq.edu.au](mailto:nxsma0@eq.edu.au)

### Week 3 – Dodging and Obstacle Course

[https://www.youtube.com/watch?v=v7V\\_uKNvxvk](https://www.youtube.com/watch?v=v7V_uKNvxvk)

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

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

Practise hopping on each leg. Hop around some obstacles.

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

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

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

[https://www.youtube.com/watch?v=C0sl\\_YYBxuo](https://www.youtube.com/watch?v=C0sl_YYBxuo) watch these 5 stages.

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

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

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

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

Miss B



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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?



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# Digital Technology

## Years Prep-2

### Weeks 3, 4 and 5

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

## Online resources

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



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**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><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**