



Stafford State School

Independent Public School



Term 2

Week 5

Year 4

Home Learning

Learning Areas:

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

Monday – Week 5

| | |
|------------------------|--|
| Wellbeing Task | 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? |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none"> 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"> - Read for 20 minutes - Complete one or two of those tasks <p><u>Spelling</u></p> <ul style="list-style-type: none"> Pretest. Test the student on the 25 spelling words in Unit 15. Mark. Choose 10 words from the test (or extension words from the back of the book) to be the spelling focus for the week. Complete Question 4 in Soundwaves <p><u>Daily Writing - Travel</u></p> <ul style="list-style-type: none"> Find the two pages in the resource section about 'travel'. Over the week, you will have an 'either/or' writing task. You can write a paragraph either on the topic that I give you for the day, or pick one of the choices on the travel worksheet. Topic for today: 'Once social distancing is over, I am most looking forward to traveling ...'. <p><u>Read Theory</u></p> <ul style="list-style-type: none"> Complete 15 minutes of tasks <p><u>Grammar</u></p> <ul style="list-style-type: none"> Complete the activity page titled 'Verb Group introductions' |
| Break | |
| Middle Maths | <p><u>Times Tables Warm up</u></p> <ul style="list-style-type: none"> If you have access to a computer, https://www.topmarks.co.uk/maths-games/daily10 Try Level 3 (first) in multiplication, 9x tables, giving yourself 7, 5 or 3 seconds for each question If you don't have access to a computer, complete 5 minutes of the warmup activity pages, included in the resource section Chant out the 9 times tables from the page attached in the Week 1 resources <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> Complete Unit 15 Monday in your Maths Mental book. <p><u>Addition</u></p> <ul style="list-style-type: none"> Read and complete the 'Bridge to ten' mental strategies sheet <p><u>Game</u></p> <ul style="list-style-type: none"> Find your 5 games page from your Week 4 resources. Think about how you are designing your game board. Is it land on certain colours to answer the questions/miss a turn etc? Is it land on the stars/triangles/emoji's and you're safe? Draw on the page from week 4, brainstorming your ideas. Share these ideas with an adult – discuss in detail how you want it to look/how to play etc. Look at the rules you wrote last week – make any adjustments needed. Keep the A4 envelope this booklet arrived in last week – you'll need it for your game bits later on this week! <p><u>Mathletics</u></p> <ul style="list-style-type: none"> Complete 15 minutes of tasks |
| Break | |
| Afternoon HASS | <p><u>Who were the free settlers</u></p> <ul style="list-style-type: none"> Read 'Who were the free settlers' and complete the comprehension questions attached. |

Tuesday – Week 5



| | |
|--------------------------|---|
| Wellbeing Task | Use the Yoga Poses For Kids 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. |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none"> 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"> - Read for 20 minutes - Complete one or two of those tasks <p><u>Spelling</u></p> <ul style="list-style-type: none"> Read through all 25 words and clap out the syllables (eg: fun/ny; sud/den/ly) Complete Questions 5, 6 & 7 in Soundwaves <p><u>Daily Writing - Travel</u></p> <ul style="list-style-type: none"> Find the two pages in the resource section about 'travel'. Over the week, you will have an 'either/or' writing task. You can write a paragraph either on the topic that I give you for the day, or pick one of the choices on the travel worksheet. Topic for today: A Sizzling Start on 'We were boarding the plane for our family trip to Hamilton Island, when ...' <p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> Read through and complete the comprehension questions on distinguishing between fact and opinion 'Lions' from the resources. <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> Complete 15 minutes of English tasks |
| Break | |
| Middle Maths | <p><u>Times Tables</u></p> <ul style="list-style-type: none"> If you have access to a computer, https://www.topmarks.co.uk/maths-games/daily10 Try Level 3 (first) in multiplication, 9x tables giving yourself 7, 5 or 3 seconds for each question If you don't have access to a computer, complete 5 minutes of the warmup activity pages, included in the resource section. Chant out the 9 times tables from the page attached in the Week 1 resources <p><u>Addition</u></p> <ul style="list-style-type: none"> Read and complete the sheet 'Addition mental strategies - jump strategy' <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> Complete Unit 15 Tuesday in your Maths Mental book. <p><u>Game</u></p> <ul style="list-style-type: none"> Go to the 'Game Checklist' in the resources section and tick off each section of game that you have completed. Complete any sections remaining. Share with an adult your game rules – do they make sense? Proofread and edit these. Write out the good copy of your game rules. <p><u>Mathletics</u></p> <ul style="list-style-type: none"> Complete 15 minutes of tasks |
| Break | |
| Afternoon Science | <p><u>Science – Mammals quiz</u></p> <ul style="list-style-type: none"> Do some research on the internet or in non-fiction books on mammals and complete the table. |

Wednesday – Week 5



| | |
|--------------------------|--|
| Wellbeing Task | Draw a heart or picture on a piece of paper and hide it somewhere in your home. Write a special message on the paper such as you make me feel special. 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 30 seconds! |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none"> 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"> - Read for 20 minutes - Complete one or two of those tasks <p><u>Spelling</u></p> <ul style="list-style-type: none"> 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. Complete Questions 8 & 9 <p><u>Comprehension – Picture Analysis</u></p> <ul style="list-style-type: none"> Study the cartoon in the resources carefully. Look at the people in it, the setting, the background, the colours, the expressions and the overall meaning of it. Sometimes pictures or cartoons like this can tell 1000 words without containing any writing, and rely on your interpretation and comprehension skills to get the full meaning from it, just like when you are reading a written text. Around this cartoon, write key words and sentences about what you see and feel about the message in this text. Present in creatively by using different colour pens, markers and types of fonts when recording your thoughts. <p><u>English</u></p> <ul style="list-style-type: none"> Complete the page titled 'People poem for similes', located in the resource section. <p><u>Read Theory</u></p> <ul style="list-style-type: none"> Complete 15 minutes of tasks |
| Break | |
| Middle Maths | <p><u>Times tables</u></p> <ul style="list-style-type: none"> If you have access to a computer, https://www.topmarks.co.uk/maths-games/daily10 Try Level 3 (first) in multiplication, mixed tables giving yourself 7, 5 or 3 seconds for each question If you don't have access to a computer, complete 5 minutes of the warmup activity pages, included in the resource section. Complete Sets A & B on the maths activity page for the 9 times tables attached in the Week 5 resource pack (titled Learning your tables 9x tables). <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> Complete Unit 15 Wednesday in your Maths Mental book. <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> Spend 15 minutes on Study Ladder for maths <p><u>Game</u></p> <ul style="list-style-type: none"> It's now time to colour in your game board! You will have time today and tomorrow to complete this task. Take time to make sure it's the best work you can produce; remember, we will be playing these on your return, so think about how proud you'll feel when our classmates play your game with you! We will be sticking onto A4 backing paper to give the game board a bit of strength when we come back to school 😊 <p><u>BTN</u></p> <ul style="list-style-type: none"> Stream the latest episode of BTN (google Behind The News). Discuss. |
| Break | |
| Afternoon Chinese | <ul style="list-style-type: none"> Refer to Chinese sheet |

Thursday – Week 5



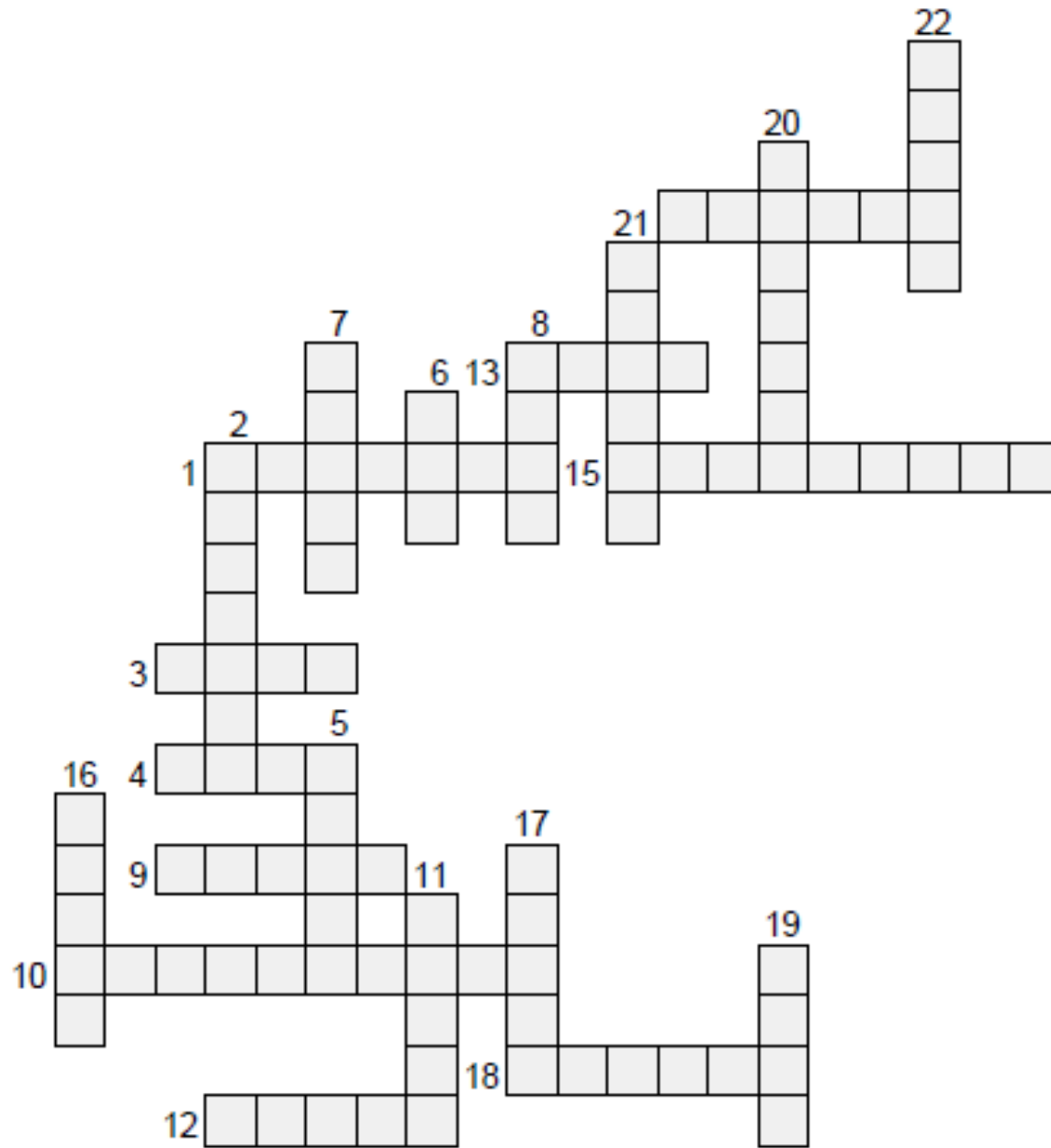
| | |
|----------------------------------|--|
| Wellbeing Task | Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week? |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none"> 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"> - Read for 20 minutes - Complete one or two of those tasks <p><u>Spelling</u></p> <ul style="list-style-type: none"> Read through all 25 words and give an antonym (word that means the opposite) or synonym (word that means the same) Complete Questions 10 & 11 <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> Write a detailed description of a person or animal in your home. Remember to describe their personality as well as their physical appearance. Ask your parent or carer for some feedback on your writing. What changes could you make? <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Complete the comprehension page titled 'The Big Match', located in the resources section. <p><u>Daily Writing - Travel</u></p> <ul style="list-style-type: none"> Find the two pages in the resource section about 'travel'. Over the week, you will have an 'either/or' writing task. You can write a paragraph either on the topic that I give you for the day, or pick one of the choices on the travel worksheet. Topic for today: 'I was walking around Disneyland, delirious with excitement. Mickey Mouse walked up to me for a selfie, but I knew instantly who was underneath that Mickey mask, It was ...' <p><u>Study Ladder</u></p> <ul style="list-style-type: none"> Complete 15 minutes of English tasks |
| Break | |
| Middle Maths | <p><u>Times Tables</u></p> <ul style="list-style-type: none"> Chant out the 9 times tables from the page attached in the Week 1 resources, shuffling up the order. (eg: $9 \times 3 = 27$, $4 \times 9 = 36$, $9 \times 10 = 90$, $9 \times 5 = 45$ etc) <p><u>Mental multiplication strategies</u></p> <ul style="list-style-type: none"> Read and complete the page titled 'multiplying by 10 and 100' <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> Complete Unit 15 Thursday in your Maths Mental book. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> Complete Unit 15 Maths Mentals Problem Solving. You can use the CUBES page from Week 1 to assist you. <p><u>Game</u></p> <ul style="list-style-type: none"> Complete the colouring in / decoration of your board game. <p><u>Mathletics</u></p> <ul style="list-style-type: none"> Complete 15 minutes of tasks |
| Break | |
| Afternoon Music Health/PE | <ul style="list-style-type: none"> Refer to Music sheet Refer to Health/ PE sheet |

Friday – Week 5



| | |
|------------------------|--|
| Wellbeing Task | 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. In a quiet place think about how your life has changed with COVID-19. What are the good things that have come from such a terrible thing? What do you enjoy about being at home more? |
| Morning English | <p><u>Reading</u></p> <ul style="list-style-type: none"> 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"> - Read for 20 minutes - Complete one or two of those tasks <p><u>Spelling</u></p> <ul style="list-style-type: none"> Test the 25 words for Unit 15 and mark Challenge yourself with the Challenge! Give it a try! Complete the crossword spelling activity attached (Week 5 Spelling Activity) <p><u>Comprehension</u></p> <p>Go to https://www.kidsnews.com.au/animals/scientists-film-largest-ever-stringy-clone-colony-at-ningaloo-off-wa-coast/news-story/e959e6be167c172a305b71954bcc4aa0 and read the article (you can listen to it as well on an audio file). Complete the 5 comprehension questions at the bottom of the page – don't forget to answer in complete sentences!</p> <p><u>Daily Writing – Travel</u></p> <ul style="list-style-type: none"> Choose your best example of daily writing, and publish it on the travel page attached in the resource section (the page with the plane!!) <p><u>Grammar</u></p> <ul style="list-style-type: none"> Complete the activity page titled 'Prepositions', attached in the resource section below |
| Break | |
| Middle Maths | <p><u>Times tables</u></p> <ul style="list-style-type: none"> Test the 9 times tables (from 9x0 through to 9x10). Mark. Complete the Spin and Graph for the 9 times tables attached in the Week 5 resource pack. <p><u>Maths Mentals</u></p> <ul style="list-style-type: none"> Complete Unit 15 Friday review in your Maths Mental book. <p><u>Multiplication colouring</u></p> <ul style="list-style-type: none"> Complete the colour by multiplication page <p><u>Game</u></p> <ul style="list-style-type: none"> It's time to play! You have worked very hard on your board game – play with another family member. Make sure you pack it safely away (remember the A4 envelope you kept at the start of the week?). I'm looking forward to playing it with you! <p><u>Mathletics</u></p> <ul style="list-style-type: none"> Spend 15 minutes doing some tasks on Mathletics |
| Break | |
| Afternoon Art | <p><u>Art</u></p> <ul style="list-style-type: none"> Complete the mindfulness art colouring page about owls. |

Week 5 Spelling Activity (2 pages)



unit 15

Crossword Complete the Crossword

Across

- 1) located with something on both sides
- 3) I _____ a pencil to do my homework.
- 4) The coach will _____ us to victory.
- 9) to be the same in thought or in other ways
- 10) British spelling of "centimeter"
- 12) The opposite of sad is _____.
- 13) Putting everything away makes a house _____.
- 15) all people in a certain group
- 18) _____ may not walk their dogs on the beach.
- 21) I top my pasta with lots of Parmesan _____.

Down

- 2) I _____ that studying helps me get better grades.
- 5) People begin to _____ an hour into sleep.
- 6) a metal implement used to operate a lock
- 7) A _____ is a base international unit of length.
- 8) extremely small in size
- 11) Tell me a bedtime _____ about a princess.
- 21) women in general, polite women or noble women
- 16) Please save me a _____ of cake.
- 17) Use a broom to _____ the kitchen floor.
- 19) the leg joint between the calf and thigh
- 20) The _____ taught the lesson.
- 22) The police _____ is in charge of the officers.

Multiplying by Nine (9) (A)

Name: _____

Date: _____

Score: ____/50

Calculate each product.

$$\begin{array}{r} 9 \quad 1 \quad 9 \quad 9 \quad 9 \quad 5 \quad 9 \quad 9 \quad 12 \\ \times 7 \quad \times 9 \quad \times 4 \quad \times 3 \quad \times 11 \quad \times 9 \quad \times 9 \quad \times 6 \quad \times 10 \quad \times 9 \end{array}$$

$$\begin{array}{r} 2 \quad 8 \quad 9 \quad 4 \quad 9 \quad 5 \quad 9 \quad 7 \quad 9 \quad 2 \\ \times 9 \quad \times 9 \quad \times 8 \quad \times 9 \quad \times 1 \quad \times 9 \quad \times 11 \quad \times 9 \quad \times 3 \quad \times 9 \end{array}$$

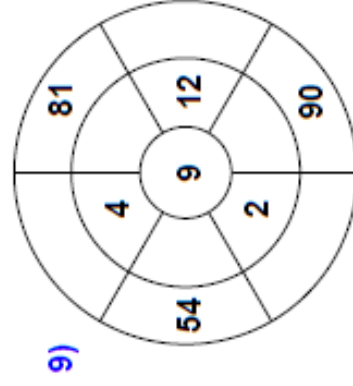
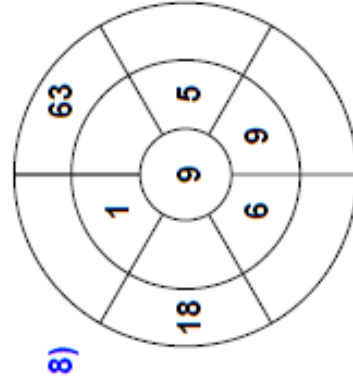
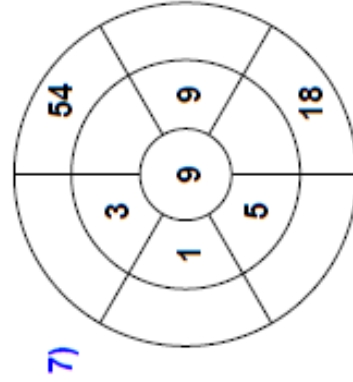
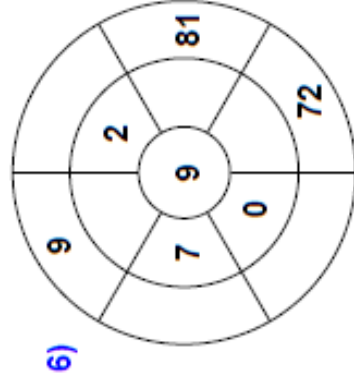
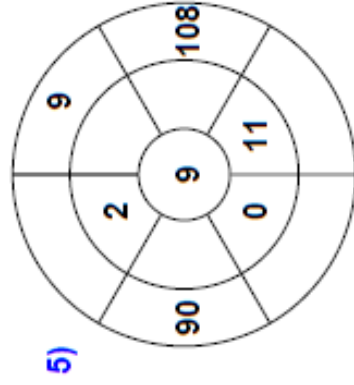
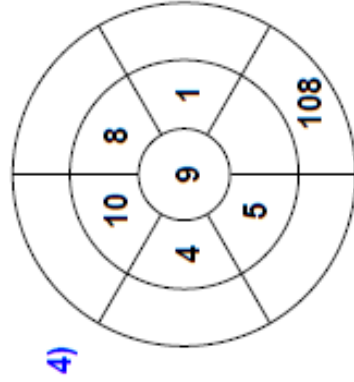
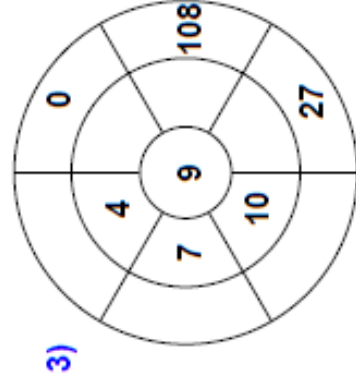
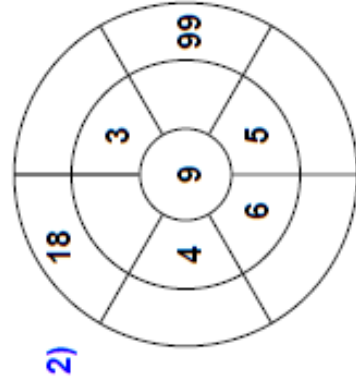
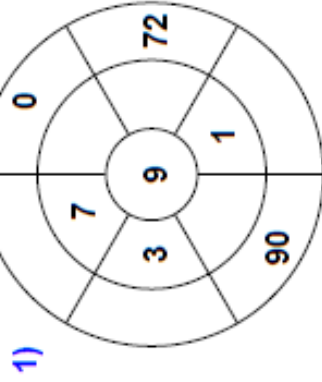
$$\begin{array}{r} 9 \quad 9 \quad 9 \quad 9 \quad 9 \quad 9 \quad 8 \quad 9 \quad 9 \\ \times 12 \quad \times 6 \quad \times 9 \quad \times 10 \quad \times 12 \quad \times 3 \quad \times 6 \quad \times 9 \quad \times 7 \quad \times 9 \end{array}$$

$$\begin{array}{r} 9 \quad 2 \quad 1 \quad 9 \quad 10 \quad 9 \quad 9 \quad 4 \quad 4 \quad 6 \\ \times 11 \quad \times 9 \quad \times 9 \quad \times 5 \quad \times 9 \quad \times 4 \quad \times 3 \quad \times 8 \quad \times 9 \quad \times 9 \end{array}$$

$$\begin{array}{r} 9 \quad 9 \quad 11 \quad 9 \quad 9 \quad 9 \quad 10 \quad 9 \quad 9 \\ \times 5 \quad \times 2 \quad \times 9 \quad \times 12 \quad \times 7 \quad \times 1 \quad \times 9 \quad \times 9 \quad \times 9 \quad \times 11 \end{array}$$

9 Times Table - Target Circles

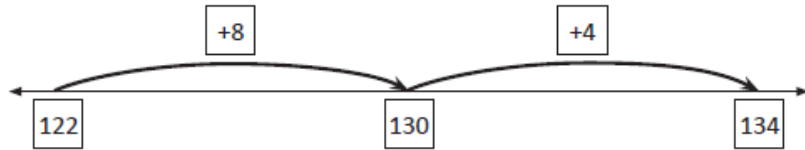
Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



Addition mental strategies – bridge to ten

Bridge to ten is when we count on to the next 10 and then add what is left.

$$122 + 12 = 134$$



1 How many to the next ten? The first one has been done for you.

a $145 \xrightarrow{+5} 150$

b $243 \xrightarrow{\quad} \square$

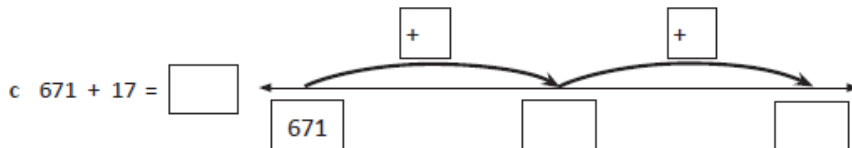
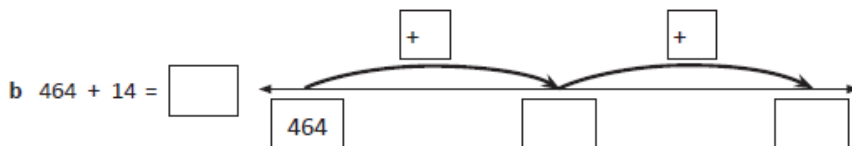
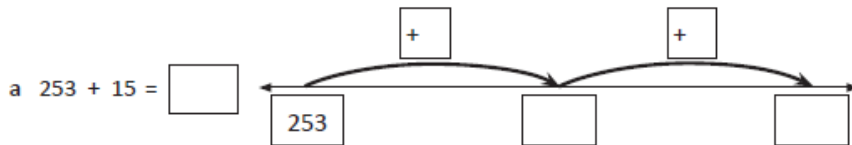
c $558 \xrightarrow{\quad} \square$

d $167 \xrightarrow{\quad} \square$

e $346 \xrightarrow{\quad} \square$

f $179 \xrightarrow{\quad} \square$

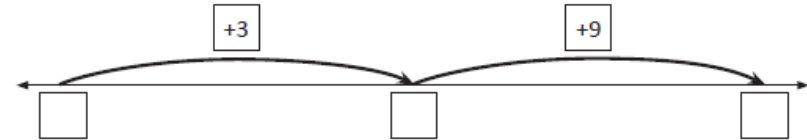
2 Use the number lines to bridge to ten:



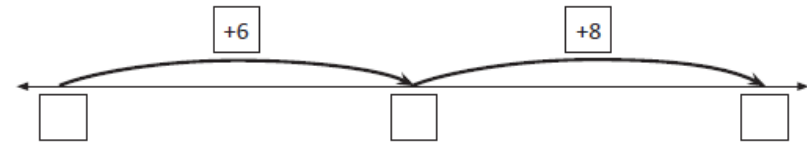
Addition mental strategies – bridge to ten

3 Write a problem that matches the number line:

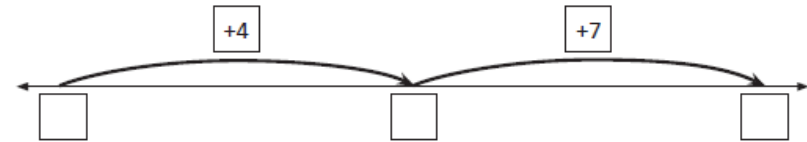
a $\square + \square = \square$



b $\square + \square = \square$



c $\square + \square = \square$



4 Complete these addition grids by bridging to the next ten in your head:

a

| | | | | | | |
|----|-----|----|-----|-----|-----|-----|
| + | 356 | 78 | 586 | 287 | 385 | 984 |
| 12 | | | | | | |

b

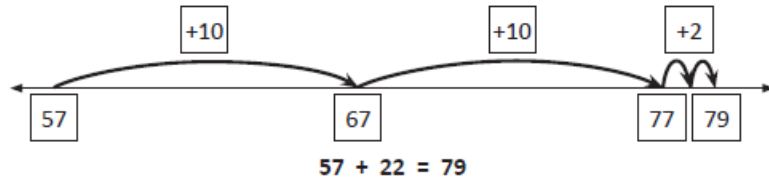
| | | | | | | |
|----|-----|-----|-----|-----|-----|-----|
| + | 298 | 566 | 252 | 176 | 368 | 146 |
| 16 | | | | | | |

Addition mental strategies – jump strategy

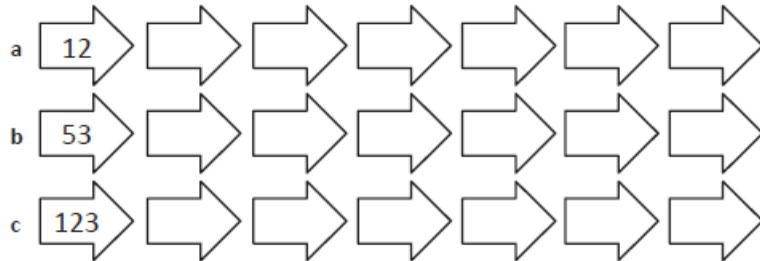
Addition mental strategies – jump strategy

When we add, we can use the jump strategy to help us. Look at $57 + 22$:

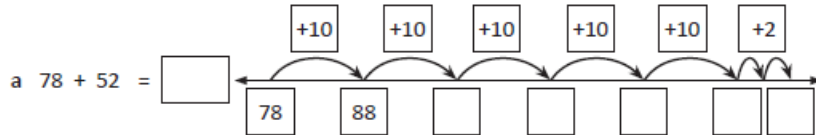
- 1 First we jump up by the tens.
- 2 Then we jump up by the units.



- 1 Practise jumping in tens along the arrows:



- 2 Use the jump strategy to add these:

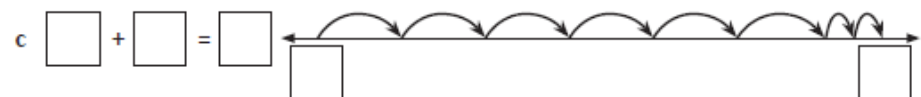


- 3 Below are some number lines that only show the jumps. Complete the number line for the problem that matches and then write the complete problem.

$187 + 54$

$179 + 62$

$78 + 53$



- 4 Use the jump strategy to add these:

| Cupcake sales | | | | |
|---------------|------------|------------|---------|-----------|
| Day | Red velvet | Lemon drop | Coconut | Chocolate |
| Saturday | 165 | 82 | 55 | 135 |
| Sunday | 43 | 98 | 65 | 36 |

- a How many red velvet cupcakes were sold over the weekend?



- b How many lemon drop and coconut cupcakes were sold on Saturday?



- c How many chocolate cupcakes were sold over the weekend?



Mental multiplication strategies – multiplying by 10 and 100

When we multiply any number by 10, a zero goes in the units column and the digits all move one space along to the left.

When we multiply any number by 100, a zero goes in both the units and the tens columns and all the digits move two spaces along to the left.

| Thousands | Hundreds | Tens | Units |
|-----------|----------|------|-------|
| | | 4 | 5 |
| | 4 | 5 | 0 |
| 4 | 5 | 0 | 0 |

× 10
× 100

1 Use the place value tables to multiply these numbers by 10 and 100:

a

| Th | H | T | U |
|----|---|---|---|
| | | 1 | 5 |
| | | | |
| | | | |

× 10
× 100

b

| Th | H | T | U |
|----|---|---|---|
| | | 4 | 8 |
| | | | |
| | | | |

× 10
× 100

c

| Th | H | T | U |
|----|---|---|---|
| | | 7 | 2 |
| | | | |
| | | | |

× 10
× 100



Can you see a pattern in each of the tables?

2 Use patterns to solve these:

a $14 \times 1 = \square$ $14 \times 10 = \square$ $14 \times 100 = \square$

b $25 \times 1 = \square$ $25 \times 10 = \square$ $25 \times 100 = \square$

c $82 \times 1 = \square$ $82 \times 10 = \square$ $82 \times 100 = \square$

Mental multiplication strategies – multiplying by 10 and 100

How do you multiply by other multiples of 10? Let's look at 8×20 .

We can use known times tables facts and write this as place value amounts:

$$8 \times 2 \text{ tens} = 16 \text{ tens So, } 8 \times 20 = 160$$

1 Draw lines from the numbers written as place value amounts to the times tables facts:

| | | | | | |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 10 tens | 14 tens | 36 tens | 27 tens | 12 tens | 16 tens |
| 3×4 tens | 4×4 tens | 5×2 tens | 7×2 tens | 6×6 tens | 9×3 tens |

2 Write the digit that represents each place value amount:

a 10 tens = b 36 tens = c 12 tens =

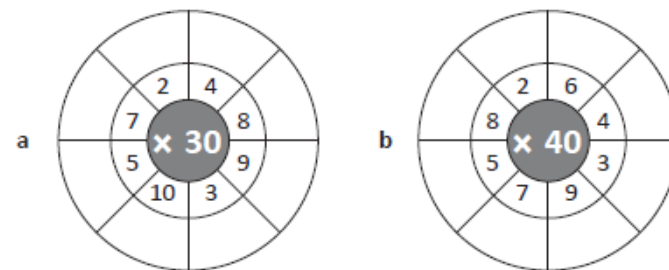
d 15 tens = e 22 tens = f 8 tens =

g 19 tens = h 16 tens = i 18 tens =

3 First complete the hints and then use them to write the facts:

| | | | |
|---|--------------------------------------|--------|--|
| Hints: | | Facts: | |
| a 4×6 tens = <input type="text"/> tens | $4 \times 60 =$ <input type="text"/> | | |
| b 9×2 tens = <input type="text"/> tens | $9 \times 20 =$ <input type="text"/> | | |
| c 2×7 tens = <input type="text"/> tens | $2 \times 70 =$ <input type="text"/> | | |

4 Complete the number wheels:



Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10

light blue

11-20

purple

21-30

pink

31-40

yellow

41-50

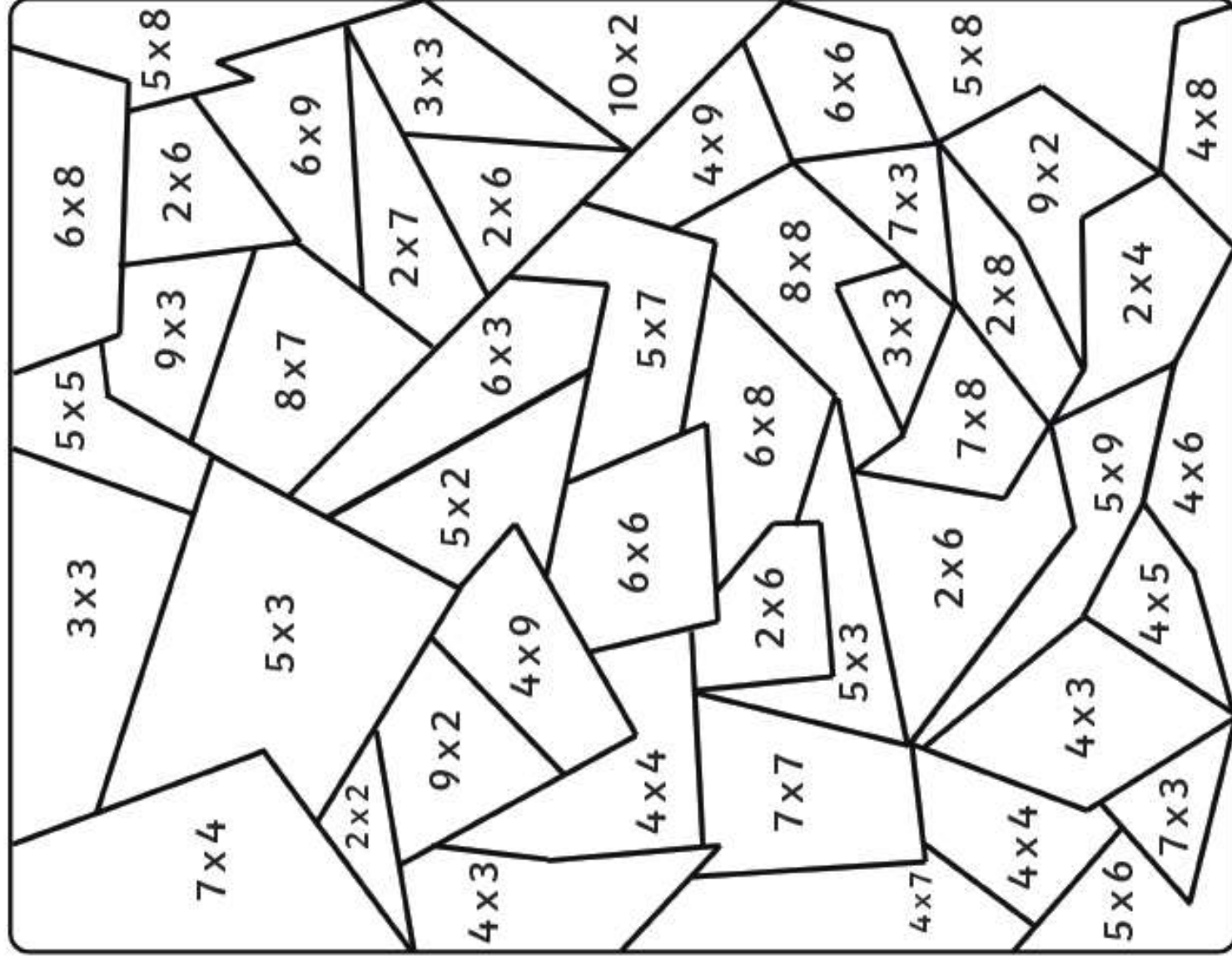
green

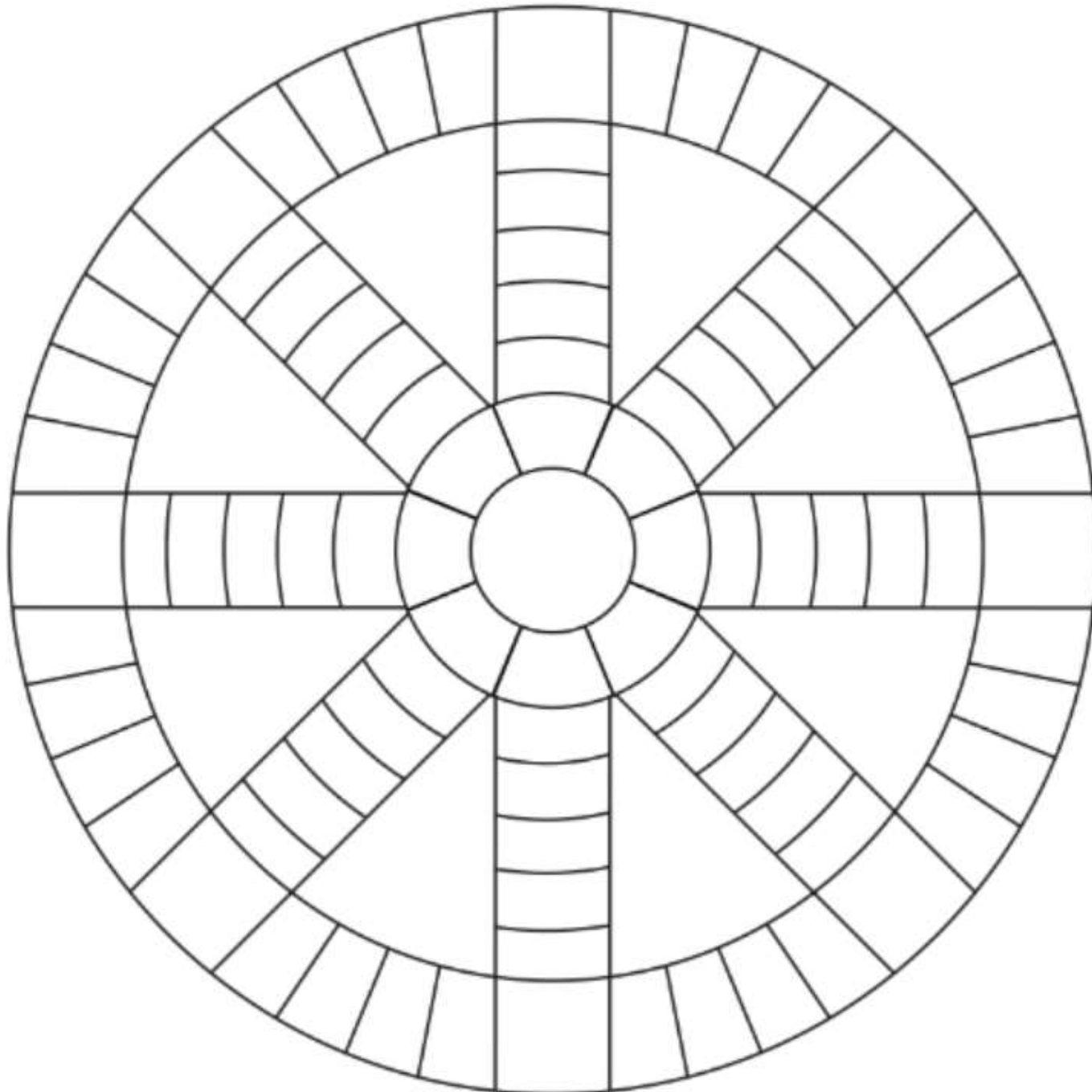
51-60

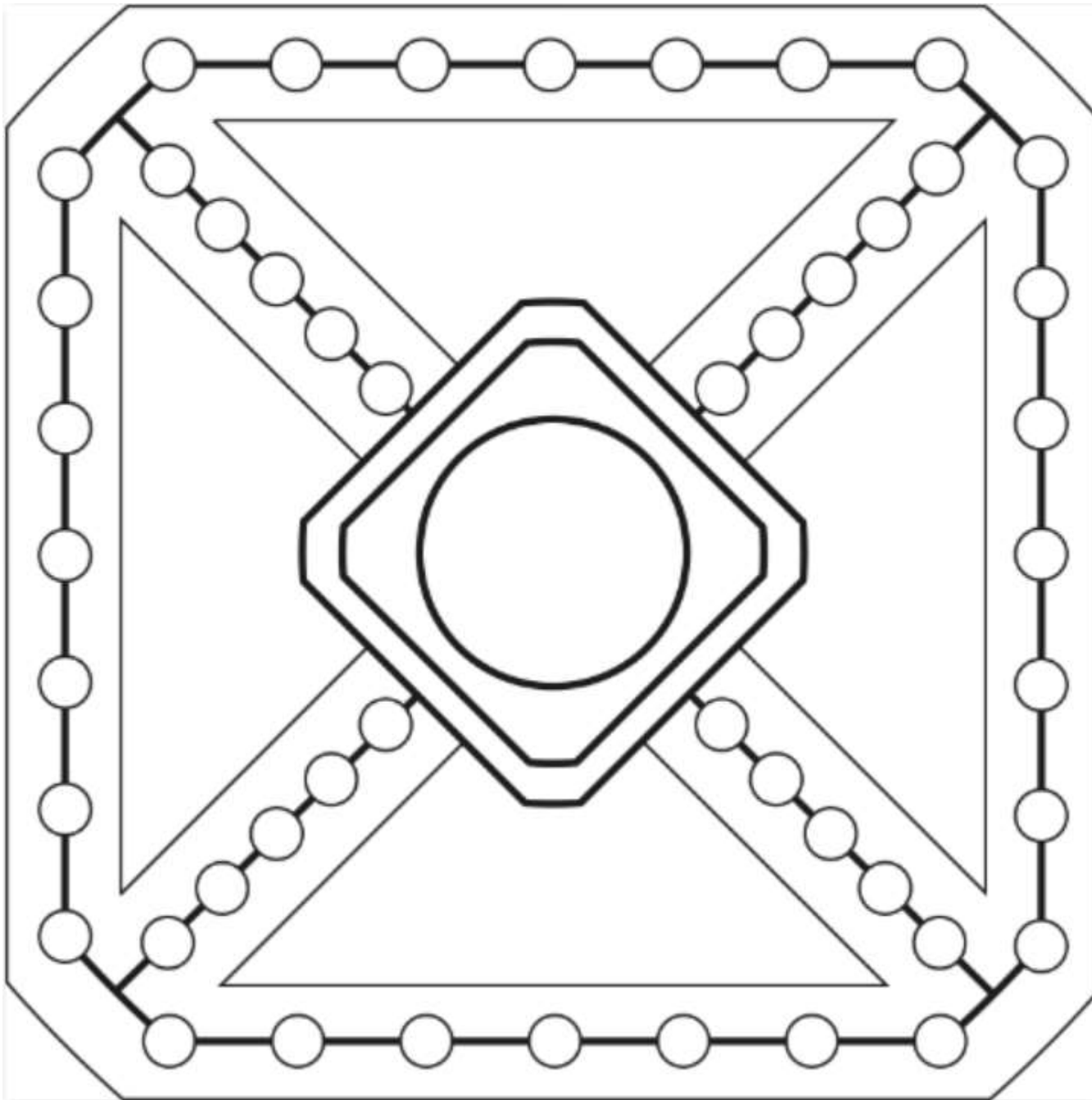
orange

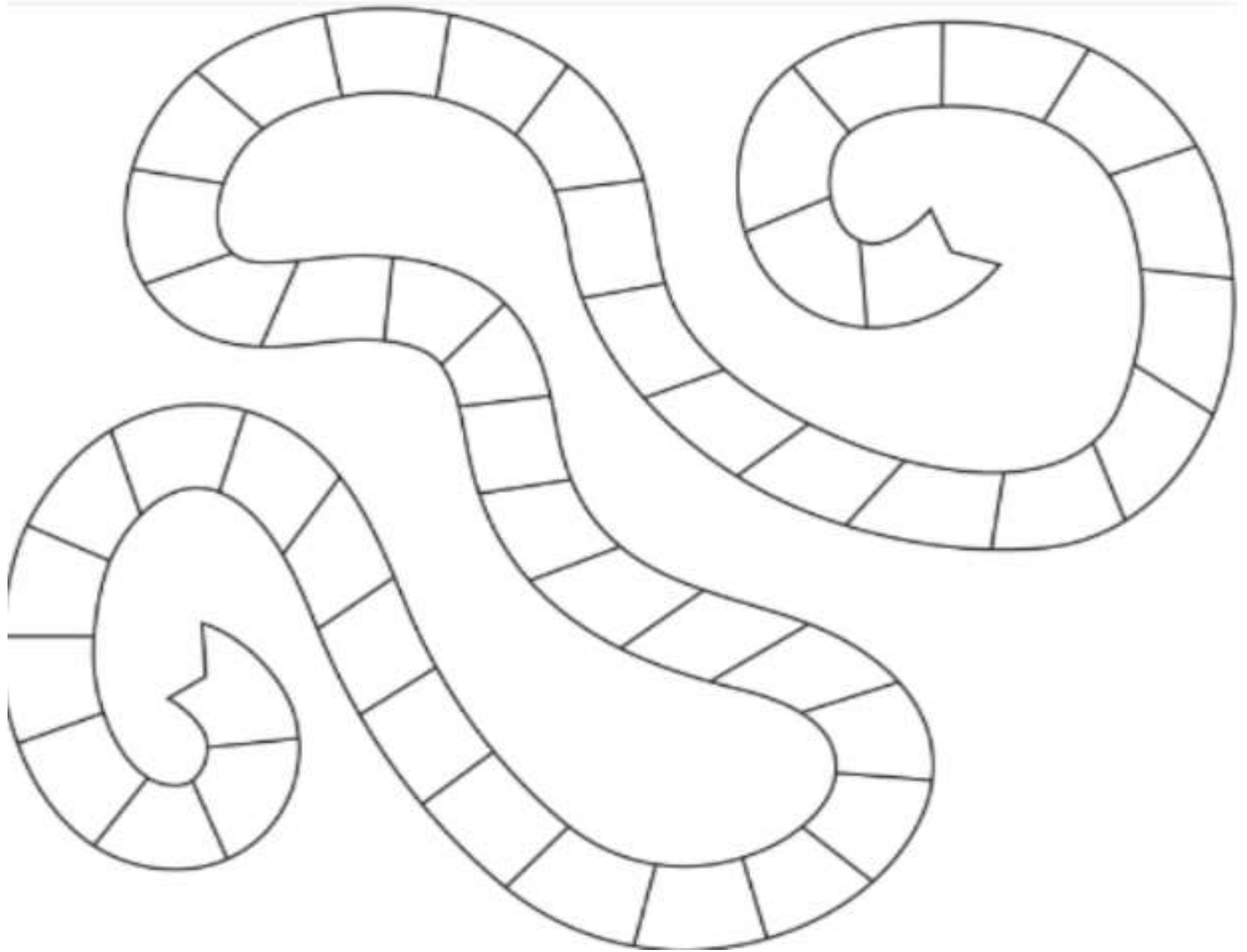
61-70

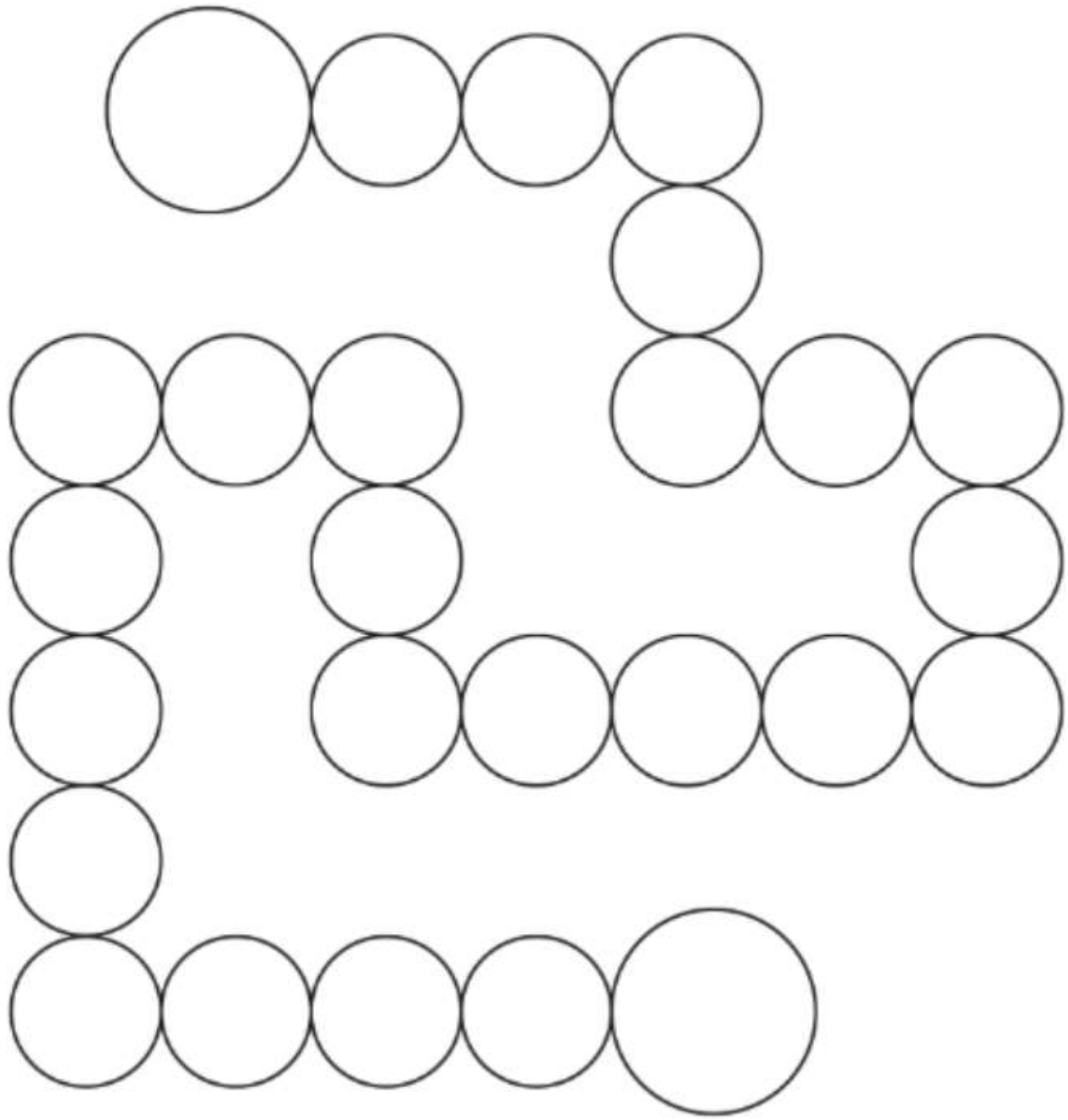
dark blue

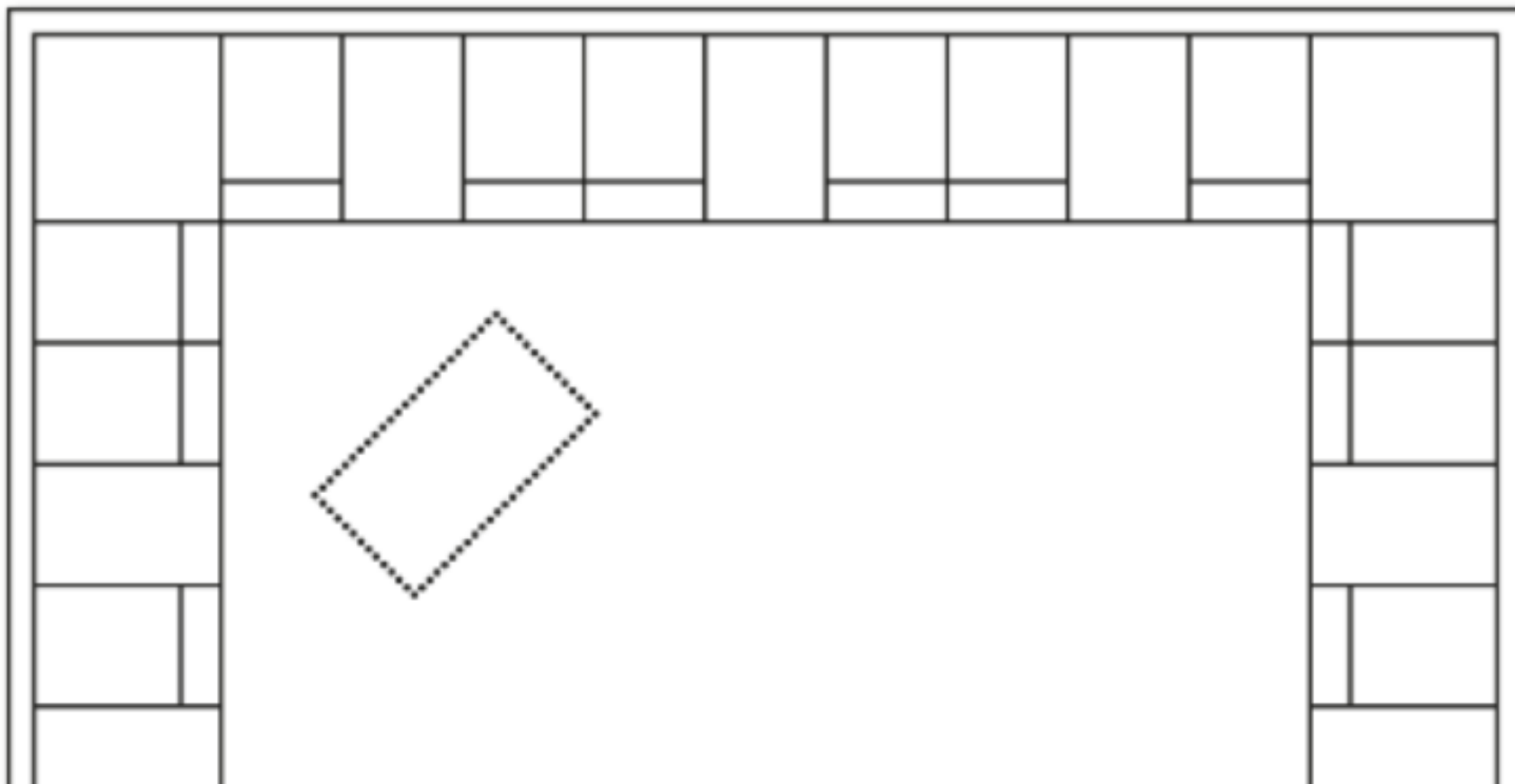


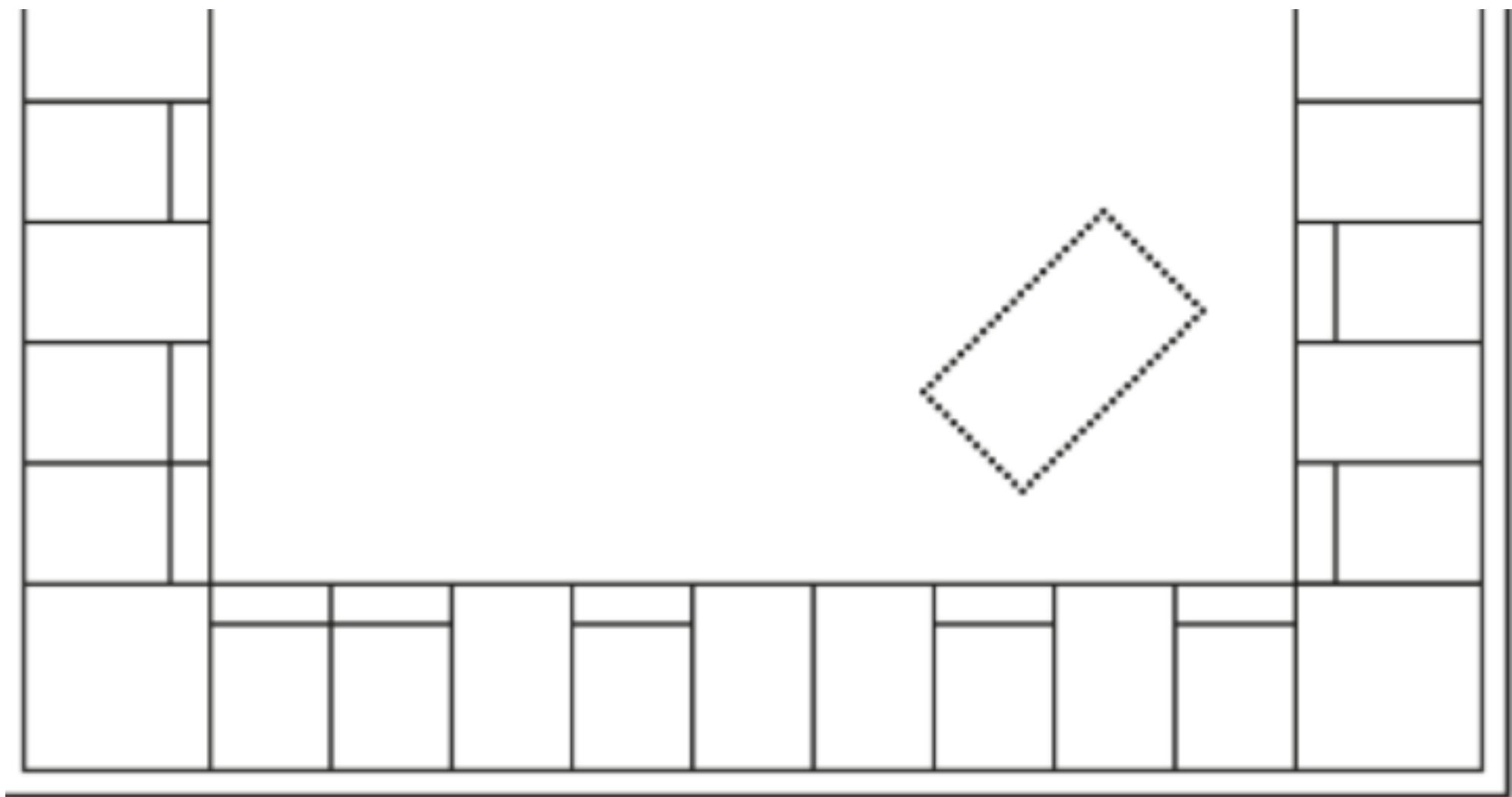












Who Were the Free Settlers?

From the very first years of the European occupation, free settlers had been willing to try their luck in the Australian colonies. Many free settlers came to Australia by choice; they were not convicts. Some were former convicts, the wives and family of convicts and soldiers, or seamen and soldiers who decided to stay. By 1791 the only free settler who had immigrated of his own accord was a German called Phillip Schaffer. He established a vineyard on the banks of the Parramatta River.

In 1793 a small group of 12 free settlers arrived and were given land grants at Liberty Plains (now known as Strathfield/Homebush) to establish farms. These were the first land grants made to free settlers. However, the soil condition was poor, the crops failed, and the farms were abandoned.

In 1806 the first free settlers of 'status and capital' (in other words, well off) to arrive were the brothers Gregory and John Blaxland. They were given large tracts of land and free convict labour, joining the rich officers of the New South Wales Corps as the wealthiest and most powerful people in New South Wales. These people became known as 'exclusives'.

Over the following years, the flow of free settlers to both the Sydney area and Van Diemen's Land increased steadily. By 1810, the European population of Australia had grown to nearly 11 600. Of these, 1470 were in Van Diemen's Land (Tasmania), 117 were on the tiny penal colony of Norfolk Island, and the rest lived in NSW.



This painting shows Parramatta in 1812. It is surrounded by farms.

By 1820 the flow of free settlers arriving in New South Wales had increased. Most new arrivals were granted land, and started farms.

'A Lady is able to conduct a Farm as well as a Gentleman.'

Free settler Eliza Walsh arrived in 1819. She bought a small farm, and asked Governor Macquarie to grant her more land. When he replied that it was against the rules 'to give Grants of lands to Ladies', she objected, writing that several other women had received grants, and that, 'a Lady is able to conduct a Farm as well as a Gentleman'. However, it took nearly nine years before she was granted land at Paterson River in the Hunter Valley.

1 Who were the free settlers?

2 Who was Phillip Schaffer?

3 Write the year the following events happened.

- a A group of 12 free settlers arrived.
 b The first free settlers of 'status and capital' arrived.
 c The year the population grew to nearly 11 600.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

4 Shade **true** or **false** to answer the following.

- a Gregory and John Blaxland were 'exclusives'.
 b Van Diemen's Land is in New South Wales.
 c Free settlers had to purchase their own land.
 d Eliza Walsh was a free settler.

| | |
|------|-------|
| True | False |
| True | False |
| True | False |
| True | False |

5 Write the numbers 1 to 4 in the boxes to show the order in which these events happened.

- Phillip Schaffer arrived in Australia.
 Eliza Walsh arrived in New South Wales.
 Gregory and John Blaxland arrived in New South Wales.
 Eliza Walsh was granted land at Paterson River.

Inference questions

6 Explain in your own words what you understand of the term 'exclusive'.

7 Why were the farms at Liberty Plains abandoned?

8 Explain in your own words why you believe free settlers came to Australia.

Challenge Option

What does Eliza Walsh's experience tell us about the position of women in New South Wales society at that time? Write your answer on a spare piece of paper.

Lions

- Lions are the second largest cat species in the world.
- Lionesses are better hunters than males and do most of the hunting for a pride.
- In the wild, lions rest for around 20 hours a day.
- Most lions found in the wild live in southern and eastern parts of Africa.

I love lions, but I think that they are the most ferocious animals in the world. They have huge teeth that they use to bring down their prey. I believe that all other animals are terrified of lions. They are better than any other animal in the wild.



Lions

1. Write **F** for fact or **O** for opinion next to each statement.

- ___ Lions are the second largest cat species in the world.
- ___ Lions are better than any other animal in the wild.
- ___ In the wild, lions rest for around 20 hours a day.
- ___ I think they are the most ferocious animal in the world.
- ___ Lionesses are better hunters than males.

2. What is your opinion of lions?

3. What are some of the ways that you can tell the difference between a fact and an opinion?

4. Make a list of some common words that you might find in an opinion.

CRAZY CREATIVE CHALLENGE

Draw a lion.

Write any facts you know about lions on the body.

Write your opinions about lions around the body.

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Unit 26 Verb Group Introduction

A verb group can be a single verb, or a group of words built around the verb in a sentence. In a verb group the main verb (head verb) can have helping verbs (auxiliary verbs).

For example: **was thinking**: was - (auxiliary verb) / thinking - (main verb)

Auxiliary verb examples: am, is, are, was, were, be, being, been, have, has, had.



1. Create a verb group by writing the helping verbs in red in the spaces provided.

- | | | |
|--------------|-----------------|--------------------|
| a _____ gone | d _____ used | g _____ seen |
| b _____ left | e _____ eaten | h _____ remembered |
| c _____ paid | f _____ decided | i _____ forgotten |

2. Underline the verb group in each of these sentences.

E.g. Maria has gone to the doctors.

- James is flying by plane to London.
- The Wilsons have camped by the river.
- We have been on a cruise ship.
- Elvis has left the building.
- The girls had written a story about China.



3. Write sentences that contain the following verb groups.

- | | | |
|---|-------------|--|
| a | have gone: | |
| b | has camped: | |
| c | had sailed: | |

4. Use the helping verbs from the box to complete these sentences.

- They _____ running through the long grass.
- I _____ drinking a milkshake this morning.
- Kelly was late, she _____ forgotten to set her alarm.
- The Tigers _____ won three games in a row.

was were
had have



5. Use the verb group 'was going' in the following sentences.

- Jenny _____ home after the game.
- The band _____ on an Australian tour.
- The spider _____ from tree to tree.



Text Type: Recount Excerpt

A Terrifying Experience

I was scared and alone. I was running down a long road, seeking help.

I was visiting my cousin Jill. I had arrived on time only to find a HUGE dog staring at me from the corner of the road. Mad old Mrs Tune had forgotten to close her gate, again. Raging Rex, her vicious dog, started sniffing in my direction.

I was frozen on the spot. My legs had turned to jelly. The dog could smell my fear and crept towards me, snarling. I started to walk backwards, away from the dog. I remember thinking I should probably climb up a tree or scream for help.

Suddenly, Raging Rex was running at me. I turned and bolted down the street. Imagine running as fast as you can in flip flops. It is not easy. I thought running would be easier without them, so I flicked them off.

In the distance I saw an old shack. Two men were sitting on the verandah. "Help!" I screamed.

The man who was drinking tea turned around and saw me... To be continued.



6. Underline the verb groups you can see in the following sentences.

E.g. I was scared and alone.

- I was visiting my cousin Jill.
- The dog could smell my fear.
- I was frozen on the spot.
- Two men were sitting on the verandah.
- Suddenly, Raging Rex was running at me.



Expanding verb groups

Verb groups can be expanded by adding more auxiliary verbs to indicate certain features like tense. They can also contain two verbs that contribute equally.

Jackie may have been sleeping

↑ ↑ ↑ ↑
auxiliary verbs verb

Sam had considered playing soccer this year.

↑ ↑ ↑ ↑
auxiliary verb verbs

7. Choose a word from the box to complete the underlined verb groups.

- The football team had been _____ in the park.
- All the competitors _____ started running.
- In the story the hare will _____ to catch the rabbit.
- The children have been _____ in the pool.
- Tom _____ study to improve his results.
- Sally _____ have finished writing her story.
- The builders had _____ to build the shopping centre.

will
have
training
may
try
started
swimming

Set B

1. Add 9 to the following:

(a) $54 + 9 =$ (c) $81 + 9 =$

(b) $9 + 9 =$ (d) $63 + 9 =$

2. How many groups of 9 in:

(a) $18 \div 9 =$ (c) $54 \div 9 =$

(b) $72 \div 9 =$ (d) $27 \div 9 =$

3. Subtract 9 from the following:

(a) $63 - 9 =$ (c) $90 - 9 =$

(b) $27 - 9 =$ (d) $45 - 9 =$

4. Which multiple of 9 is closest to:

(a) 35 (c) 65

(b) 70 (d) 89

5. Add:

(a) $9 + 9 + 9 + 9 + 9 + 9 + 9 =$

(b) $9 + 9 + 9 + 9 =$

(c) $9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 =$



6. Complete the number sequence:

—, 72, —, 45, —, 18, —

7. Complete the number sentences:

(a) $9 \times \text{---} = 36$ (a) $(9 \times 9) + 9 = \text{---}$

(b) $9 \times \text{---} = 0$ (b) $(9 \times 10) - 9 = \text{---}$

(c) $9 \times \text{---} = 81$ (c) $(9 \times 2) - 9 = \text{---}$

9. True (✓) False (X):

(a) $5 \times 9 = 36$ (f) $9 \times 90 = 810$

(b) $7 \times 9 = 72$ (g) $4 \times 90 = 270$

(c) $10 \times 9 = 90$ (h) $45 \div 9 = 5$

(d) $7 \times 90 = 630$ (i) $27 \div 9 = 4$

(e) $5 \times 90 = 450$ (j) $72 \div 9 = 8$

10. Count by 90s to 900.

Set A

1. Add 9 to the following:

(a) $27 + 9 =$ (c) $72 + 9 =$

(b) $45 + 9 =$ (d) $18 + 9 =$

2. How many groups of 9 in:

(a) $90 \div 9 =$ (c) $36 \div 9 =$

(b) $63 \div 9 =$ (d) $81 \div 9 =$

3. Subtract 9 from the following:

(a) $18 - 9 =$ (c) $50 - 9 =$

(b) $81 - 9 =$ (d) $307 - 9 =$

4. Which multiple of 9 is closest to:

(a) 83 (c) 50

(b) 21 (d) 307

5. Add:

(a) $9 + 9 + 9 + 9 + 9 =$

(b) $9 + 9 + 9 =$

(c) $9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 =$



6. Complete the number sequence:

0, 9, —, 36, —, 63, —, 90

7. Complete the number sentences:

(a) $9 \times \text{---} = 45$ (a) $(9 \times 3) + 9 = \text{---}$

(b) $3 \times \text{---} = 27$ (b) $(9 \times 5) + 9 = \text{---}$

(c) $9 \times \text{---} = 72$ (c) $(9 \times 6) - 9 = \text{---}$

9. True (✓) False (X):

(a) $3 \times 9 = 27$ (f) $6 \times 90 = 630$

(b) $9 \times 9 = 81$ (g) $8 \times 90 = 720$

(c) $6 \times 9 = 54$ (h) $54 \div 9 = 6$




(d) $8 \times 9 = 63$ (i) $63 \div 9 = 7$

(e) $3 \times 90 = 270$ (j) $81 \div 9 = 8$

10. Say your 9 x table backwards.

Mammal life cycle quiz

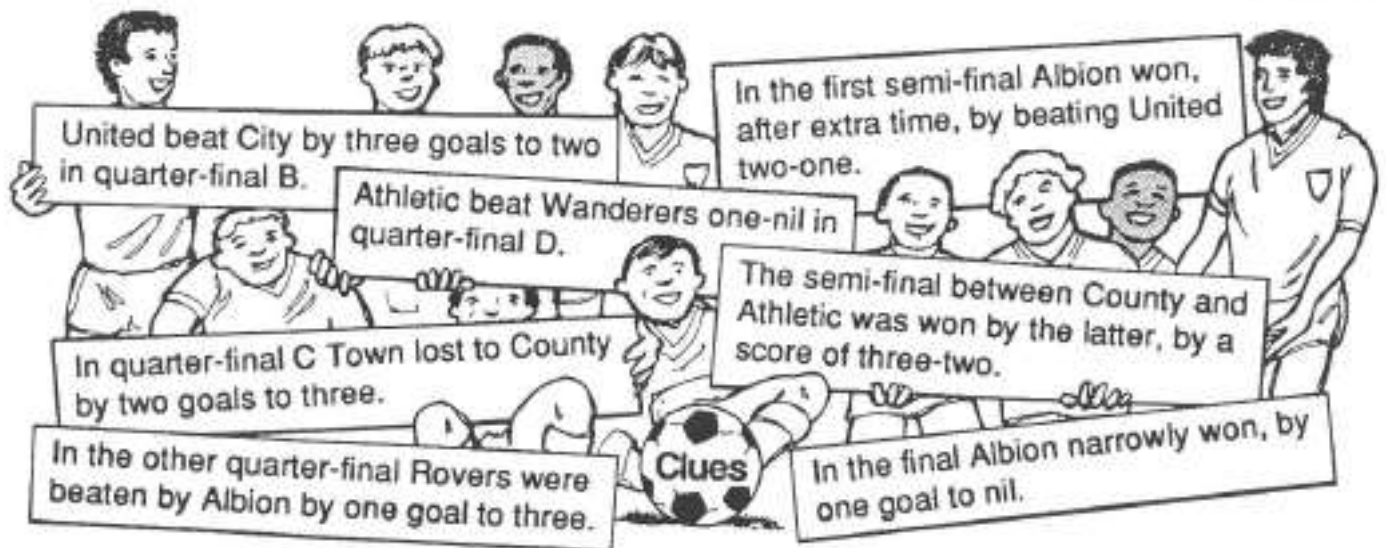
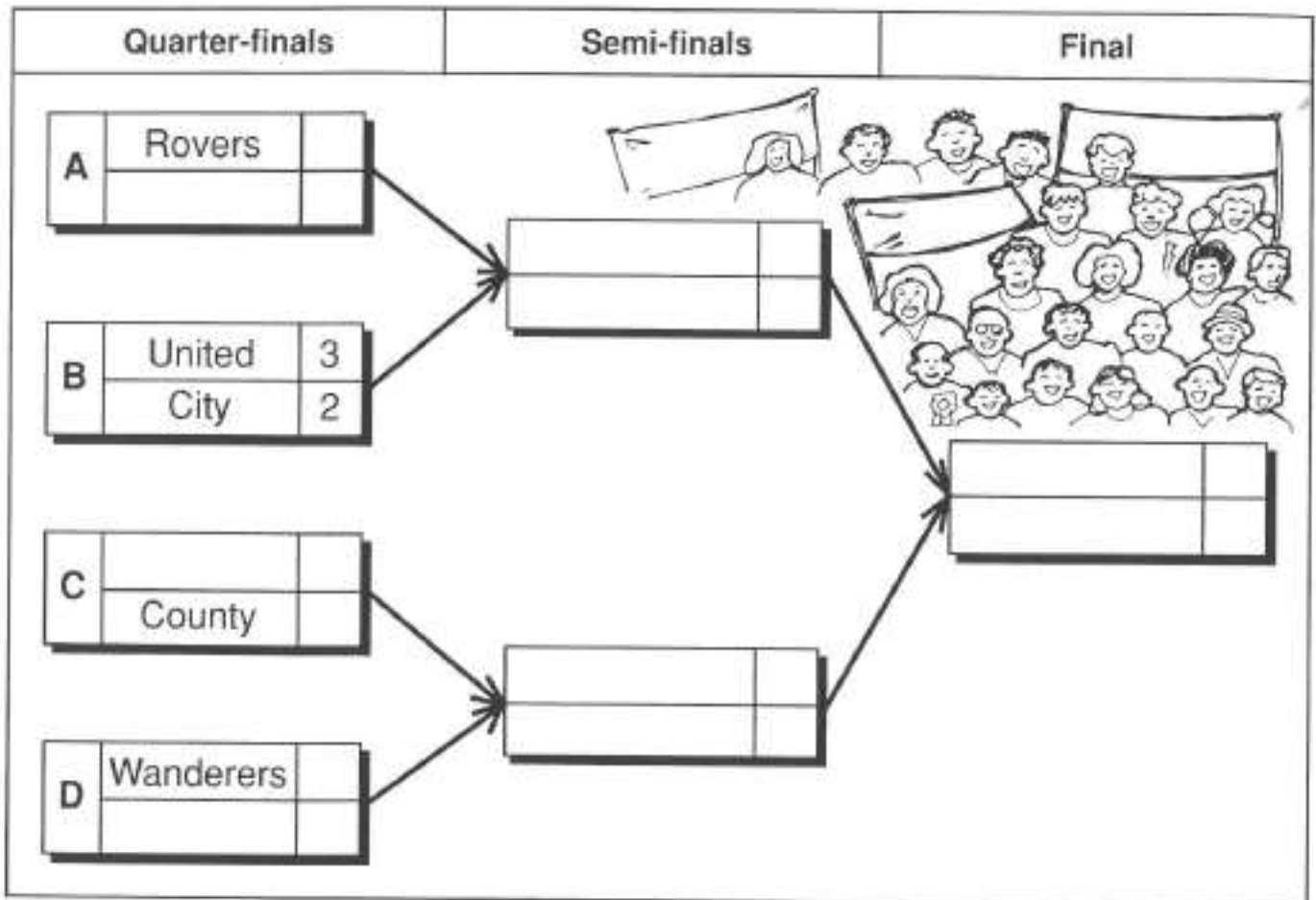
Each of the animals below is a mammal. See if you can find information to answer the questions about each mammal's life cycle.

| | Dolphin | Chimpanzee | Polar bear |
|--|---|--|---|
| |  |  |  |
| How long is the mother pregnant? | | | |
| How many babies are born at a time? | | | |
| Name of young | | | |
| How long does it feed its young milk? | | | |
| What are some things the mother does for, or teaches, her young? | | | |
| How long do the young stay with their mother? | | | |
| How long can this animal live? | | | |



The Big Match

- The diagram shows the quarter-finals, semi-finals and the final of a local soccer competition. Use the clues to help you fill in the missing teams and scores.



- Compare your answers with someone else.

Prepositions

A preposition is a word that shows a relationship between a noun (or pronoun) and some other word in the sentence.

Prepositions can show where people or things are located.

The girl walked through the door.

The preposition *through* describes where the girl walked in relation to the door.

My book is under the papers.

The preposition *under* describes where the book is in relation to the papers.

Prepositions can also show time relationships.

I went to the store before dinner.

The preposition *before* describes the time relationship between going to the store and making dinner.

We told ghost stories during the night.

The preposition *during* describes the time relationship between telling ghost stories and the night.

Circle the preposition in each sentence.

1. Dwight walked across the street.
2. Erin wandered into the pet store.
3. Michael left before lunchtime.
4. Jim's office is near the cafeteria.
5. Angela fell asleep during class.
6. Andy drove around the block.
7. Under a warm blanket, Pam rested.
8. Stanley sat on his new rocking chair.

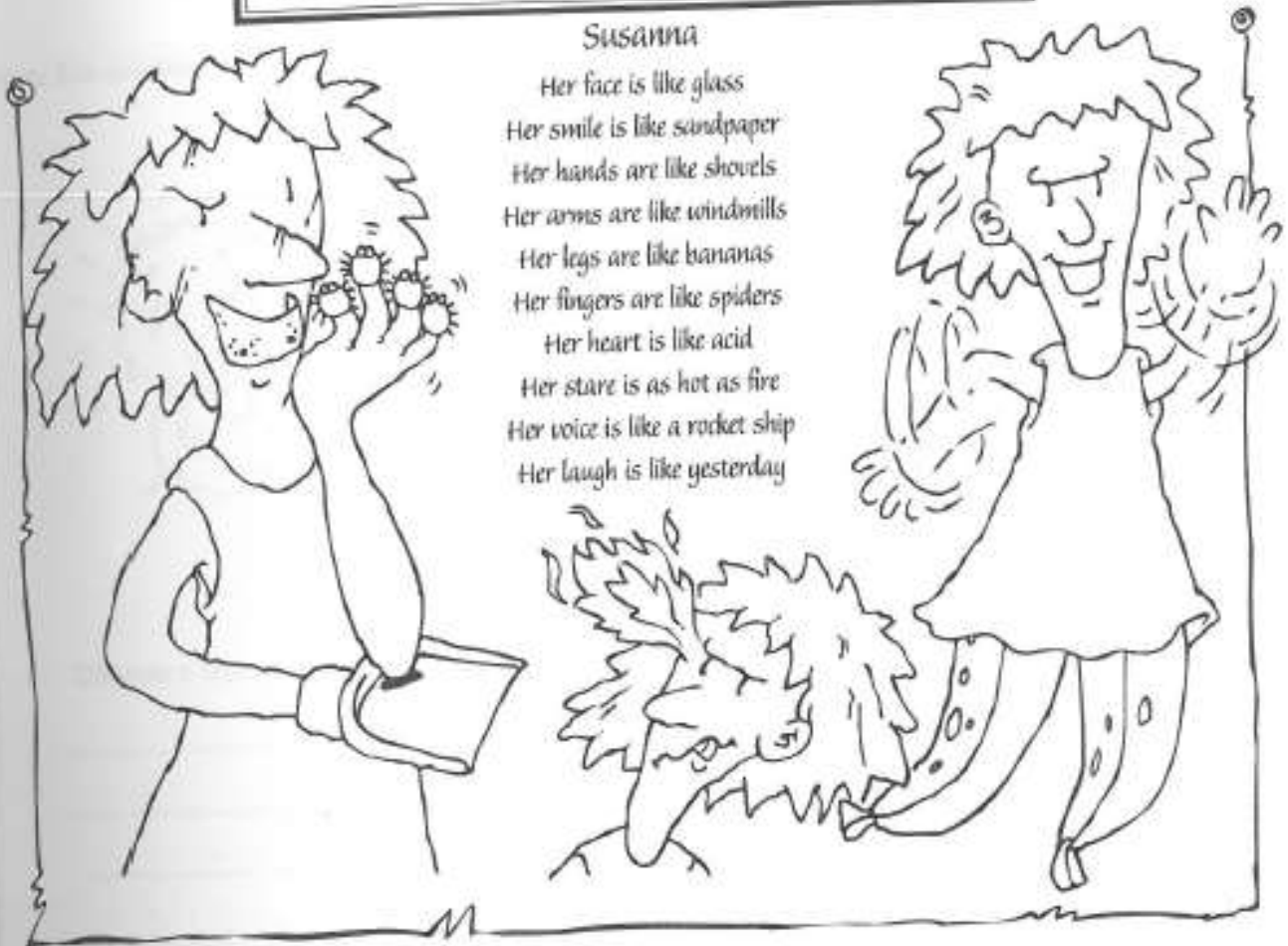
People Poem for Similes

Simile

A simile compares two unlike things using the words 'like' or 'as'.

Susanna

Her face is like glass
Her smile is like sandpaper
Her hands are like shovels
Her arms are like windmills
Her legs are like bananas
Her fingers are like spiders
Her heart is like acid
Her stare is as hot as fire
Her voice is like a rocket ship
Her laugh is like yesterday



Write your own people poem by completing the similes below.

Who will your poem be about? _____

Face: _____

Smile: _____

Hands: _____

Arms: _____

Legs: _____

Fingers: _____

Heart: _____

Stare: _____

Voice: _____

Laugh: _____

_____ (Game title)

Times table focus: _____

Number of players: _____

Materials needed:

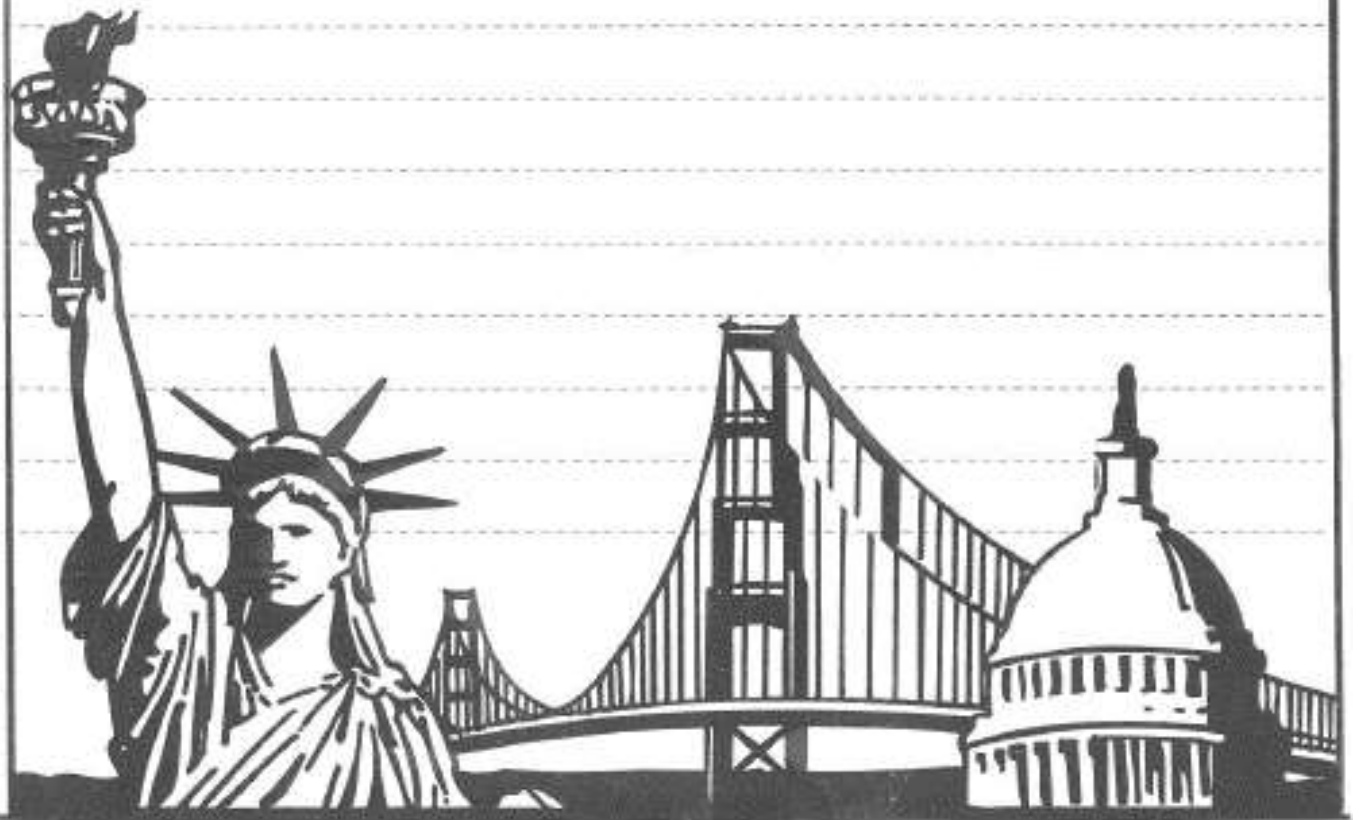
| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

How to play:

How to WIN:

Game Checklist

| Tick | |
|------|---|
| | Written 22 rough copy of basic x questions (eg: 5×2 ; 7×5 etc) |
| | Had an adult check your maths for accuracy |
| | Written a good copy of these 22 questions on the cards |
| | Written a rough copy of 11 word problems (eg: If I had 5 bags of marbles, with 3 marbles in each bag, how many marbles do I have altogether? etc) |
| | Had an adult check your word problems for accuracy |
| | Written a good copy of these 11 word questions on the cards |
| | Chosen which game board you will make |
| | Written a rough draft of the rules of your game |
| | Had an adult proofread and check your rules – do they make sense? |
| | Write out the good copy of your rules |



A) On the composition sheet, create a small composition about what you wrote above. Figure out kind of emotion your composition has, i.e. is it happy, sad, hopeful, fun, energetic, etc.



Remember:

1. Only use between 2-4 lyrics in each section.
2. Remember to keep to AABA form (All A sections need to be the same (same lyrics, tempo, dynamics)).
3. Choose a Dynamic and a Tempo that suit your song and how it feels.
4. Ignore the note section and rhythm sections for now (unless you want to have a go singing your song and writing down the notes and rhythms; if so, please fill them in).

B) After you have finished your composition, explain below why you chose your lyrics, tempo and dynamics.

Example:

I wanted to tell my story about how I flew down the snowy mountain on my skis the first time I went to the snow, so I used Forte for my Dynamics and Presto for my Tempo because I wanted my song to give the feeling of excitement. I used the lyrics "Quick as lightning" in my A section to describe how fast I was going on that day.

| dynamics | | |
|-------------|---|------------------|
| Term: | Symbol: | Effect: |
| piano | <i>p</i> | soft |
| pianissimo | <i>pp</i> | very soft |
| mezzo piano | <i>mp</i> | slightly soft |
| forte | <i>f</i> | loud |
| fortissimo | <i>ff</i> | very loud |
| mezzo forte | <i>mf</i> | slightly loud |
| fortepiano | <i>fp</i> | loud then soft |
| sforzando | <i>sfz</i> | sudden accent |
| crescendo |  | gradually louder |
| diminuendo |  | gradually softer |

© Brandy Kraemer

| TEMPO | | |
|---------|-------------------|---|
| Lento | Slowly |  |
| Largo | Slow and stately |  |
| Adagio | Leisurely |  |
| Andante | At a walking pace |  |
| Allegro | Fast |  |
| Vivace | Lively |  |
| Presto | Very quickly |  |



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Music - Composition Sheet

Name: _____

Date: _____

Bar 1 – A

Tempo: _____

Note names: _____

Rhythm: _____

Lyrics: _____

Dynamics: _____

Bar 2 – A

Tempo: _____

Note names: _____

Rhythm: _____

Lyrics: _____

Dynamics: _____

Bar 3 – B

Tempo: _____

Note names: _____

Rhythm: _____

Lyrics: _____

Dynamics: _____

Bar 4 – A

Tempo: _____

Note names: _____

Rhythm: _____

Lyrics: _____

Dynamics: _____

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 first successful contemporary Indigenous band, and world famous singer Geoffrey Gurrumul Yunupingu are Yolngu people.

RECORDS

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

TRANSLATION

Gayung manda marrti
Rowing they go
Gayung manda marrti
Rowing they go

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





Stafford State School

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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**

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

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

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

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



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

Drill videos https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=15 and https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=5&t=0s

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



Week 3 - Shot Put – Pivot, Push, Release

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

Using a 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=leGwtjZEqeA>

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

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

3rd Whistle = Game begins by the captain rolling the ball through everyone's legs.

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

Leader runs over the finish line.

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

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

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

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

Captain Ball *no examples available online*

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

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

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

For all Years P-6

1st Whistle - SOLDIERS

2nd Whistle - PREPARE

3rd Whistle – START

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

https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC

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

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

Miss B



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Chinese – 3/4B and 4A

Week 5

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

★ Learning objectives: Learn how to locate information in a room and describe furniture items using learned Chinese characters.

wǒ de fángjiān yǒu zhuō zi zhuō zi hěnpiàoliang
☑ 我的房间 有 桌子。桌子很漂亮。 My room has a desk. The desk is very pretty.

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

| | |
|-------------------|----------|
| yǒu | hé |
| 1. 有 has/have/had | 2. 和 and |

Activity: Whose room is it? Read the descriptions and identify items of furniture. Circle the correct person and the items named for each description.

Description texts

Description 1: zhè shì de fáng jiān yǒu chuáng hé zhuō zi
这是 Molly 的房间。有 床 和 桌子。

Description 2: zhè shì lín lín de fáng jiān yǒu chuáng hé yǐ zi
这是 林林 的房间。有 床 和 椅子。

Description 3: zhè shì shěn yī nán de fáng jiān yǒu guì zi chuáng hé yǐ zi
这是 沈一南 的房间。有 柜子， 床 和 椅子。

(Activities retrieved and modified from CHI_Y03-04Band_U1_SLR_TN_WLinlin, The State of Queensland, Department of Education and Training.)



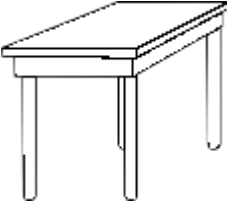





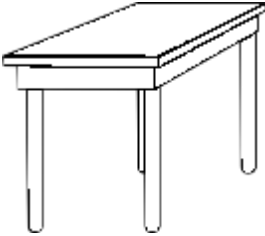








Stafford State School
Independent Public School

Chinese – 3/4B and 4A

Week 5



| | Person 1 | Person 2 | Furniture 1 | Furniture 2 | Furniture 3 |
|---------------|---|---|--|---|---|
| Description 1 | Amina  | Molly  |  |  |  |
| Description 2 | Linlin  | Zac  |  |  |  |
| Description 3 | Yinan Shen  | Linlin  |  <small>Furniture images courtesy pixabay.com</small> |  |  |



Stafford State School

Independent Public School

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/)

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| 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? |



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 5th July)
- <https://pencilcode.net/>
- <https://scratch.mit.edu/> (Registration not required)
- Scratch Junior app on iPad
- Watch: *What is an algorithm?* <https://www.youtube.com/watch?v=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>An Old Favorite Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p> | <p>Scavenger Hunt Use the books you have at home and complete the Book Scavenger Hunt. Sheet supplied.</p> | <p>Book Talk Use the Talking about Books sheet and talk about the books you are reading with someone. Just a few questions.</p> | <p>Lego or Construction Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p> |
| <p>Book End Pages Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.</p> | <p>Craft Activities for all year levels. It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at www.artycraftykids.com Have fun.</p> | <p>Scratch for Juniors. If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p> | <p>Writing a Poem 1 Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.</p> |
| <p>Writing a Poem 2 Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more. Or just write down some words that you think about when looking at the picture. Make a 'Wordle' for it.</p> | <p>Nonfiction Activity 1 Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 interesting facts that you have found out about the topic. Choose 1 fact and draw a picture about it. Write a caption.</p> | <p>Nonfiction Activity 2: Atlas With or without an atlas. A to Z of World Countries A to Z of World Capital Cities Younger students explore a map of Australia. Find all the states and capital cities.</p> | <p>Nonfiction 3 Websites Check out and explore the National Geographic Kids and NASA websites. www.natgeokids.com www.nasa.gov/kidsclub/index.html</p> |

Talking About Books

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

Fiction

Before reading:

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

During reading

- If the main character in this story lived next door, would you be friends? Why or why not?
- If you could ask the character something, what would it be?

- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?

- What do you think will happen next?
- What do you hope will happen next?

After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?

- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?

- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

Nonfiction

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

Picture Book Scavenger Hunt



Look through your favourite picture books at home.

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

An animal with fur

The word together or happy

A picture of the moon

Someone sleeping

A cat

Someone running

A bicycle

Someone laughing

A picture of a book or someone reading

A picture of the countryside

A picture of someone eating or cooking

A book with a blue cover

A book with a tree on the front cover

A word starting with the first letter of your name

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