



# Stafford State School

Independent Public School



Term 2

Week 5

# Year 6

# Home Learning

Learning Areas:

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



<p><b>Wellbeing Task</b></p>	<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>
<p><b>Morning</b></p> <p><b>English</b></p>	<p><u>Daily Reading (novel, book, article)</u></p> <ul style="list-style-type: none"> <li>Read one chapter of a novel or a book that you have at home.</li> <li>What do you think will happen next?</li> </ul> <p><u>English Warm Up – Soundwaves Chart (attachment)</u></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Say the sound and words in each phonemic group</li> <li>Remember – same sound, different spelling choices</li> </ul> <p><u>Spelling (text book and online access)</u></p> <ul style="list-style-type: none"> <li>Soundwaves Unit 15</li> <li>ee_bee, e_me, ea_seat, y_baby, ey_money</li> <li>Complete P 34</li> <li>Practice your words each day</li> <li>Try the extension list</li> <li>Look up in a dictionary any words you are unfamiliar with</li> <li>Put 5 words into sentences</li> </ul> <p><u>Pobble Writing Warm Up – New York is falling (attachment)</u></p> <ul style="list-style-type: none"> <li>Look at the picture</li> <li>Read the passage in <i>Italics</i></li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>Answer the questions</li> <li>Put your answers in your book</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>As part of your Examining advertising in the media we are looking at movies this week.</li> <li>Research information about back to the Future with a focus on Product Placement.</li> <li>If you have access to the movie or clips of the movie to watch... even better!</li> <li>There is an attachment of just some of the examples from the movie. PEPSI</li> </ul> <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> <li>Complete 5 set tasks</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b></p> <p><b>Maths</b></p>	<p><u>Maths Warm Up</u></p> <ul style="list-style-type: none"> <li>Timetables</li> </ul> <p><u>Mental Maths (textbook)</u></p> <ul style="list-style-type: none"> <li>Week 15 Monday strip</li> </ul> <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> <li>Week 15</li> <li>Monday - Questions 1 &amp; 2</li> </ul> <p><u>Study</u></p> <ul style="list-style-type: none"> <li>Maths facts p122 - 128</li> </ul> <p><u>Mathletics (online)</u></p> <ul style="list-style-type: none"> <li>Set tasks</li> <li>Spend 30 – 45 mins</li> </ul> <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> <li>Complete 5 set tasks</li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon</b></p>	<p><u>Music</u></p> <ul style="list-style-type: none"> <li>Please refer to the music sheet</li> </ul>

**Student Access Codes**

Students enter this code at [www.soundwaves.kids.com.au](http://www.soundwaves.kids.com.au)

Printable Access Code for  
Stafford State School COVID-19  
Expires 10 Jul 2020

code:592

# Tuesday – Week 5

<b>Wellbeing Task</b>	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.
<b>Morning</b>  <b>English</b>	<u>Daily Reading</u> <ul style="list-style-type: none"> <li>▪ Read one chapter of a novel or a book that you have at home.</li> <li>▪ What do you think will happen next?</li> <li>▪ Discuss with someone what you are reading</li> </ul> <u>English Warm Up – Soundwaves Chart (attachment)</u> <ul style="list-style-type: none"> <li>▪ Phonemic Awareness</li> <li>▪ Say the sound and words in each phonemic group</li> <li>▪ Remember – same sound, different spelling choices</li> </ul> <u>Spelling</u> <ul style="list-style-type: none"> <li>▪ Continue with Soundwaves Unit 15</li> <li>▪ Complete P35</li> <li>▪ Complete the challenge</li> <li>▪ Practice your words each day</li> <li>▪ Revise singular and plural</li> <li>▪ Turn to P87 and read/revise 25. Homographs</li> <li>▪ Turn to P87 and read/revise 11. Analogies</li> </ul> <u>Daily Writing – New York is falling (attachment)</u> <ul style="list-style-type: none"> <li>▪ Rewrite the sick sentences to a year 6 level</li> </ul> <u>English</u> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media write down 5 interesting things you learnt about product placement</li> <li>▪ Product placement is everywhere!!</li> <li>▪ Where else have you noticed it?</li> </ul> <u>StudyLadder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<u>Maths Warm Up</u> <ul style="list-style-type: none"> <li>▪ Timetables</li> </ul> <u>Mental Maths (textbook)</u> <ul style="list-style-type: none"> <li>▪ Week 15 Tuesday strip</li> </ul> <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> <li>▪ Week 15</li> <li>▪ Tuesday Questions 1 &amp; 2</li> <li>▪ Play a game with someone</li> </ul> <u>Study</u> <ul style="list-style-type: none"> <li>▪ Maths facts p122 - 128</li> </ul> <u>Mathletics (online)</u> <ul style="list-style-type: none"> <li>▪ Set tasks</li> <li>▪ Spend 45 mins</li> </ul> <u>StudyLadder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	<u>General Knowledge</u> <ul style="list-style-type: none"> <li>▪ Watch BTN – Behind the news</li> <li>▪ Write a small overview of each of the key topics</li> <li>▪ What is your opinion on one of them?</li> </ul>



# Wednesday – Week 5

<b>Wellbeing Task</b>	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 30seconds!
<b>Morning</b>  <b>English</b>	<p><u>Daily Reading</u></p> <ul style="list-style-type: none"> <li>▪ Read one chapter of a novel or a book that you have at home.</li> <li>▪ What do you think will happen next?</li> <li>▪ Discuss with someone what you are reading</li> </ul> <p><u>English Warm Up – Soundwaves Chart (attachment)</u></p> <ul style="list-style-type: none"> <li>▪ Phonemic Awareness</li> <li>▪ Say the sound and words in each phonemic group</li> <li>▪ Remember – same sound, different spelling choices</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>▪ Practice your words each day</li> </ul> <p><u>Daily Writing – New York is falling (attachment)</u></p> <ul style="list-style-type: none"> <li>▪ Continue writing from the point that is given in the Story Starter</li> <li>▪ Focus on Seven Steps – Tightening Tension</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the movies investigating Product Placement be on the lookout for ‘Apple’ products</li> <li>▪ Detail any examples you see in the shows you watch, movies you’ve seen. (Anywhere where it is not For Sale or in an Ad about ‘Apple’ products)</li> </ul> <p><u>Studyladder (online)</u></p> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> <li>▪</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Maths Warm Up</u></p> <ul style="list-style-type: none"> <li>▪ Timetables</li> </ul> <p><u>Topics to revise</u></p> <ul style="list-style-type: none"> <li>▪ Money, distance, time, area, fractions, angles, place value, algebra, rounding</li> </ul> <p><u>Mental Maths (textbook)</u></p> <ul style="list-style-type: none"> <li>▪ Week 15 Wednesday strip</li> </ul> <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> <li>▪ Week 15</li> <li>▪ Wednesday Questions 1 &amp; 2</li> </ul> <p><u>Study</u></p> <ul style="list-style-type: none"> <li>▪ Maths facts p122 - 128</li> </ul> <p><u>Mathletics (online)</u></p> <ul style="list-style-type: none"> <li>▪ Set tasks</li> <li>▪ Spend 45 mins</li> </ul> <p><u>Studyladder (online)</u></p> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> <li>▪</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	<p><u>Chinese</u></p> <ul style="list-style-type: none"> <li>▪ Please refer to the Chinese Sheet</li> </ul>

# Thursday – Week 5

<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>	<u>Daily Reading</u> <ul style="list-style-type: none"> <li>▪ Read one chapter of a novel or a book that you have at home.</li> <li>▪ What do you think will happen next?</li> <li>▪ Discuss with someone what you are reading</li> </ul> <u>English Warm Up – Soundwaves Chart (attachment)</u> <ul style="list-style-type: none"> <li>▪ Phonemic Awareness</li> <li>▪ Say the sound and words in each phonemic group</li> <li>▪ Remember – same sound, different spelling choices</li> </ul> <u>Spelling</u> <ul style="list-style-type: none"> <li>▪ Practice your words each day</li> <li>▪ Choose 5 words and put them into quality sentences</li> </ul> <u>Daily Writing – New York is falling (attachment)</u> <ul style="list-style-type: none"> <li>▪ Continue writing a piece using the picture as stimulus or choose your own new picture to inspire you</li> <li>▪ Focus on Seven Steps – Ban the Boring</li> </ul> <u>English</u> <ul style="list-style-type: none"> <li>▪ Chose an advertisement that used product placement and explain how they use it</li> <li>▪ Do they use product placement in movies?</li> </ul> <u>Studyladder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<u>Maths Warm Up</u> <ul style="list-style-type: none"> <li>▪ Timetables</li> <li>▪ Have someone test you random timetables with a limited amount of time between each questions</li> </ul> <u>Time Tables (bus/train)</u> <ul style="list-style-type: none"> <li>▪ Look up Translink and study different time tables</li> <li>▪ How would you get from your home to another destination?</li> <li>▪ Could you use different modes of transport eg. bus, train, citycat?</li> </ul> <u>Mental Maths (textbook)</u> <ul style="list-style-type: none"> <li>▪ Week 15 Thursday strip</li> </ul> <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> <li>▪ Week 15</li> <li>▪ Thursday Questions 1 &amp; 2</li> </ul> <u>Study</u> <ul style="list-style-type: none"> <li>▪ Maths facts p122 - 128</li> </ul> <u>Mathletics (online)</u> <ul style="list-style-type: none"> <li>▪ Set tasks</li> <li>▪ Spend 45 mins</li> </ul> <u>Studyladder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	<u>PE</u> <ul style="list-style-type: none"> <li>▪ Please refer to the PE sheet</li> </ul>

# Friday – Week 5

<b>Wellbeing Task</b>	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?	
<b>Morning</b>  <b>English</b>	<u>Daily Reading</u> <ul style="list-style-type: none"> <li>▪ Read two chapters of a novel or a book that you have at home.</li> <li>▪ When you have finished reading write a book report</li> <li>▪ What you like/didn't like</li> <li>▪ Would you recommend the book and why</li> </ul> <u>Spelling Test</u> <ul style="list-style-type: none"> <li>▪ All 25 words</li> <li>▪ Choose all or some of the extension list to try</li> </ul> <u>English</u> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media...</li> <li>▪ Watch a movie (you may need to stop it, or watch it twice) Continue this afternoon</li> <li>▪ Take detailed notice of product placement</li> <li>▪ Keep a record of what you see in your book</li> <li>▪ We will be sharing and discussing this at a later date</li> </ul> <u>Studyladder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>	
<b>Break</b>		
<b>Middle</b>  <b>Maths</b>	<u>Maths Test</u> <ul style="list-style-type: none"> <li>▪ Timetables – have someone test you</li> <li>▪ Record your test results in your book</li> </ul> <u>Mental Maths (text book)</u> <ul style="list-style-type: none"> <li>▪ Friday Test</li> <li>▪ Week 14 Friday Review</li> </ul> <u>Mathletics (online)</u> <ul style="list-style-type: none"> <li>▪ Set tasks</li> <li>▪ Spend 30 mins</li> </ul> <u>Studyladder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>	
<b>Break</b>		
<b>Afternoon</b>	<p>Continue with your English – Examining Advertising in the Media.</p> <p>Choose a favourite movie or TV series to watch.</p> <p>Teach someone in your family about Product Placement.</p> <p>You will be amazed once you start looking for it, and how often products are subliminally placed.</p> <p>Subliminal means: existing or operating below the threshold of consciousness. Designed to be intense enough to influence the mental process or behaviour of the individual. Subliminal advertising.</p>	 <p>Apple</p>  <p>Coca Cola</p>





### **New York is falling**

*The words rang in Jim's head. They were the last words to crackle out of the radio before it stopped broadcasting. That had been three days ago. Jim had not heard any words since then...*

### **Question time!**

Why had the radio stopped working?

Why hasn't Jim heard any words for three days?

What has happened in New York?

How do you know the picture is New York?

How do you think Jim is feeling?

What will he do next?

What would you do in Jim's position?

Has this disaster struck in just this city, or are others affected?

### **Sick sentences!**

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

Jim stood in the city. It was messy. It was very quiet. Jim felt scared.

### **Perfect picture!**

One of the first things Jim will do next is to find supplies to help him survive. Can you draw 10 different things that Jim might look to obtain to help him survive?

MONDAY

1. A 450-gram block of iron is:

- > 1 kg
- < half a kg
- between 4 kg and 5 kg

2. 896 m = 0. \_\_\_\_\_ km

3. Label the spinner.

- A is the least likely.
- B is more likely than A but not C.
- C is more likely than A or B.



4. Is 1.08 closer to 1.00 or 1.10? \_\_\_\_\_

5. Halve  $\frac{1}{2}$ . \_\_\_\_\_

6. The time is 6 am. What time will it be in 28 hours?  
\_\_\_\_\_

7.  $9203 - 6 =$  \_\_\_\_\_

8.  $7 \times 9 =$  \_\_\_\_\_

9.  $1 \text{ L} + 3500 \text{ mL} =$  \_\_\_\_\_ L

10. This angle is likely to be:

- $45^\circ$
- $10^\circ$
- $80^\circ$

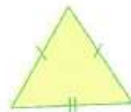


11.  $294 = 6 \times$  \_\_\_\_\_

12. In 245 670, the place value of 2 is \_\_\_\_\_

13.  $100\% = \frac{\square}{100} = 1$

14. What type of triangle is this?



15.  $\frac{1}{3}$  of 93 = \_\_\_\_\_

16.  $\frac{20}{100} = 0.$  \_\_\_\_\_  $=$  \_\_\_\_\_ %

17.  $0.03 > 0.1$   true  false

18.  $90\,000 - 50 =$  \_\_\_\_\_

19.  $900\,000 - 50 =$  \_\_\_\_\_

20.  $9\,000\,000 - 50 =$  \_\_\_\_\_

MY SCORE

TUESDAY

1. Is 1.43 closer to 1.40 or 1.50? \_\_\_\_\_

2.  $\frac{4}{10} = \frac{\square}{100} =$  \_\_\_\_\_ %

3.  $n \times 7 = 56$ ,  $n =$  \_\_\_\_\_

4. The sum of 9 and 11 is \_\_\_\_\_

5. Draw an arrow to show 6400 rpm.



6.  $3900 +$  \_\_\_\_\_  $= 10\,000$

7. The time is 8 am. What time will it be in 30 hours?  
\_\_\_\_\_

8. A wizard needs goat's milk for his secret potion. Colour 45 mL to help the wizard.



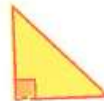
9.  $1.25 =$  \_\_\_\_\_ %

10.  $\square + \square = \square$

11. What is the probability of picking a king, queen or jack from a pack of 52 playing cards?  
\_\_\_\_\_ out of \_\_\_\_\_

12.  $90 \times 0.5 =$  \_\_\_\_\_

13. What type of triangle is this?



14. How many cups can this bottle fill?



15.  $\frac{4}{5} + \frac{2}{10} =$  \_\_\_\_\_

16.  $1 \text{ km } 30 \text{ m} =$  \_\_\_\_\_ m

17. Colour a quarter of the faces.



18.  $15 + 19 =$  \_\_\_\_\_

19.  $400\,000 - 100 =$  \_\_\_\_\_

20.  $4\,000\,000 - 100 =$  \_\_\_\_\_

MY SCORE

WEDNESDAY

1.  $3200 \text{ m} + 2 \text{ km} =$  \_\_\_\_\_ m

2.  $6716 - 8 =$  \_\_\_\_\_

3.  $8 + 7 \times 3 =$  \_\_\_\_\_

4.  $\frac{2}{3} + \frac{2}{6} = \frac{\square}{6} + \frac{\square}{3} =$  \_\_\_\_\_

5. Fold the net. Which letter is missing from the blank face of the cube?



6.  $1.08 =$  \_\_\_\_\_  $+ 0.$  \_\_\_\_\_

7.  $399 \times 7 = 2793$

$400 \times 7 =$  \_\_\_\_\_

$401 \times 7 = 2807$

8. Area = \_\_\_\_\_  $\text{m}^2$



9. Write  $\frac{1}{10}$  in its simplest form. \_\_\_\_\_

10. This angle is likely to be:

- $45^\circ$
- $10^\circ$
- $80^\circ$



11.  $8 \times 9 =$  \_\_\_\_\_  $= 4 \times$  \_\_\_\_\_

12.  $\frac{6}{18} =$  \_\_\_\_\_  $=$  \_\_\_\_\_ %

13. Which numeral has the lowest value?

- 4
- 2
- 0
- 1

14.  $7 - \frac{1}{2} =$  \_\_\_\_\_

15. Write the *fifteenth* of September in numerals.  
\_\_\_\_\_

16. What type of triangle is this?



17. What is one quarter of half a million?  
\_\_\_\_\_

18.  $8 + 5 \times 3 =$  \_\_\_\_\_

19. Write 1.50 pm in 24-hour time.  
\_\_\_\_\_

20. Colour the largest (mass).



MY SCORE

THURSDAY

1.  $12 - 5 \times 2 =$  \_\_\_\_\_

2.  $4217 - 9 =$  \_\_\_\_\_

3.  $\$2.32 \times$  \_\_\_\_\_  $= \$232$

4. Is 1.24 closer to 1.20 or 1.30? \_\_\_\_\_

5. Write 36% as a decimal. \_\_\_\_\_

6. A number pattern begins at 8 and increases by 8s.

What position in the sequence is 56? \_\_\_\_\_

7. Colour 20% blue, 30% red, 10% green and  $\frac{2}{10}$  yellow.

The balance not coloured is \_\_\_\_\_ %.



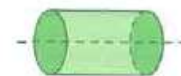
8.  $700\,000 - 500 =$  \_\_\_\_\_

9.  $\frac{4}{5} - \frac{1}{10} = \frac{\square}{10}$

10.  $499 \times 7 =$  \_\_\_\_\_

$500 \times 7 = 3500$

$501 \times 7 = 3507$



11. What 2D shape is made by cross-cutting this 3D object? \_\_\_\_\_

12.  $0.08 \times$  \_\_\_\_\_  $= 80$

13.  $\frac{4}{5} - \frac{3}{10} =$  \_\_\_\_\_

14. Rotate  $45^\circ$  clockwise.



15.  $5 \overline{)400} =$  \_\_\_\_\_

16. Order from lowest to highest.

- 5
- 6
- 0
- 1
- 3
- 4

17.  $40 > 5 \times 9$   true  false

18. What is the current time?  
\_\_\_\_\_

19. Hugo paid for 4 tickets. What is the total cost?  
\_\_\_\_\_



20. The ferry trip takes  
\_\_\_\_\_

MY SCORE

PROBLEM-SOLVING

Monday

68 Favourite after school snack



- The number difference between the lowest and highest snack favourite is \_\_\_\_\_.
- How many students were surveyed? \_\_\_\_\_.

Tuesday



- What is the total area of the warehouse? \_\_\_\_\_.
- What is the perimeter? \_\_\_\_\_.

Wednesday



- What is the total area of the horse paddock? \_\_\_\_\_.
- What is the area in hectares? \_\_\_\_\_ ha.

Thursday



- Which spinner has the best chance of an outcome
- 4? \_\_\_\_\_
  - 3? \_\_\_\_\_

MY SCORE

FRIDAY REVIEW

- $0.03 \times \underline{\hspace{1cm}} = 300$
- $3282 - 9 = \underline{\hspace{1cm}}$
- $5 \div 700 = \underline{\hspace{1cm}}$
- Is 1.07 closer to 1 or 1.1? \_\_\_\_\_

5  $1 = \underline{\hspace{1cm}} \frac{\hspace{1cm}}{\hspace{1cm}}$

6  $\frac{1}{2} + \frac{1}{2} = \frac{\hspace{1cm}}{\hspace{1cm}} + \frac{\hspace{1cm}}{\hspace{1cm}}$

7  $499 \times 7 = \underline{\hspace{1cm}}$

8  $90 + 70 = \underline{\hspace{1cm}}$

9  $40 - 20 = 5 \times a$   
 $a = \underline{\hspace{1cm}}$

10  $29\ 000 + \underline{\hspace{1cm}}$   
 $= 100\ 000$

- 11 Tick  or cross
- $-5 = 5$  \_\_\_\_\_
- $-3 < 3$  \_\_\_\_\_

12 Colour a third of the faces.



13  $21 - 4 \times 2 = \underline{\hspace{1cm}}$

14  $0.05 = \underline{\hspace{1cm}} \%$

15 A pattern starts at 7 and increases by 6. What position is 43? \_\_\_\_\_

16  $9 + 4 \times 8 = \underline{\hspace{1cm}}$

17 A vineyard was 500 m by 100 m. What is its area?  
\_\_\_\_\_ m<sup>2</sup> or  
\_\_\_\_\_ ha

18  $1500\text{ mL} + 2\text{ L}$   
 $= \underline{\hspace{1cm}}\text{ L}$

19 A wizard filled microcups (15 mL) with 60 mL of kale juice. How many cups did the wizard fill? \_\_\_\_\_

20 The wizard needs carrot juice for his potion. Colour 35 mL to help the wizard.



21 What is the size of angle:



22 Write the twentieth of August in numerals.  
\_\_\_\_\_

23 It is 8 am. What time will it be in 28 hours?  
\_\_\_\_\_

24 Write 3.55 pm in 24-hour time.  
\_\_\_\_\_

25 Using spinner C in Thursday, what is the probability of a 3?  
 $\frac{\hspace{1cm}}{\hspace{1cm}}$

MONDAY

- 1310 hours = \_\_\_\_\_ am \_\_\_\_\_ pm
- $70 + 80 = \underline{\hspace{1cm}}$
- This is a \_\_\_\_\_
- Is 2.06 closer to 2 or 2.1? \_\_\_\_\_
- Triangular numbers! Draw the next in this sequence.



- $8005 - 9 = \underline{\hspace{1cm}}$
- Write  $\frac{7}{10}$  as a mixed number \_\_\_\_\_
- $\frac{11}{10} = \underline{\hspace{1cm}}$
- This angle is likely to be:  
 45°  135°  95°
- On the number line A is \_\_\_\_\_ and B is \_\_\_\_\_



- What is the distance between the two?  
 35 km Mt Top, 65 km Mt Egg 115 km
- Mia threw a dice. The outcomes were 2, 3, 1, 3, 5, 4, 3, 6, 1, 3 and 5. Which number has the highest frequency?  
\_\_\_\_\_

13 This triangle has how many lines of symmetry? \_\_\_\_\_

- $200 = 40 \times \underline{\hspace{1cm}}$
- Simplify  $\frac{8}{12}$  \_\_\_\_\_
- $\$50.00 - \$22.80 = \underline{\hspace{1cm}}$
- The sum =  $360^\circ$ , so  $c = \underline{\hspace{1cm}}$

- $9090 \times 10 = \underline{\hspace{1cm}}$
- In 78 000, the value of 7 is \_\_\_\_\_
- $0.1 > 0.09$   true  false

MY SCORE

TUESDAY

- 1520 hours = \_\_\_\_\_ am \_\_\_\_\_ pm
- $8007 - 8 = \underline{\hspace{1cm}}$
- A wizard needs 350 mL of prune juice for his special skin lotion. Colour this amount on the beaker.
- $23 + 47 = \underline{\hspace{1cm}}$
- $12 \times 7 = \underline{\hspace{1cm}}$
- Is 2.89 closer to 2.8 or 2.9? \_\_\_\_\_
- Start at 14 and count by 9s until 77. How many numbers are in the sequence?  
\_\_\_\_\_
- What 2D shape would be made by the cross-section? \_\_\_\_\_
- $200 - 164 = \underline{\hspace{1cm}}$
- A map's scale is 1 cm = 8 km. How far is it from Grafton to Micalo if it measures 5.5 cm?  
\_\_\_\_\_
- In 202 312, the place value of 0 is \_\_\_\_\_
- Write thirty thousand, five hundred and five as a numeral.  
\_\_\_\_\_
- $140\% = 1 \frac{\hspace{1cm}}{\hspace{1cm}} = \frac{14}{\hspace{1cm}}$
- Complete this triangular number by completing the dots.



## Topic 2 – Spot The Difference

Hello everyone!

You have already completed a compare and contrast task for music over the last two weeks. Over the next three you will complete a similar task with a few differences along with music that you have learnt in Term 1. In Weeks 3 and 4 you looked at the sheet music for one song each week, answered questions about the music as well as summarised what you thought the piece was about. In Week 5 you will compare and contrast both pieces, showing what is similar and different between them.

Please note that the songs have some slight variations in lyrics and notes from how I have taught them to you. Also note that the *South Australia* is titled *Bound for South Australia* below.

### Task 3

Compare and contrast the two pieces (write about how they are similar or different from one another).

Tempo – Allegro

Dynamic – Forte

## Bound for South Australia

Australian folk song

In South Aus - tra - lia I was born, Heave a - way, haul a - way, In South Aus - tra - lia

Refrain

'round Cape Horn, We're bound for South Aus - tra - lia. Heave a-way, you rol - ling king,

Heave a - way, haul a - way, Heave a-way, oh hear me sing, We're bound for South Aus - tra - lia.

bethsnotes.com

There ain't but one thing grieves my mind  
 Heave away, haul away  
 To leave Miss Nancy Blair behind  
 We're bound for South Australia *Refrain*

Oh when I sailed across the sea  
 Heave away, haul away  
 My girl said she'd be true to me  
 We're bound for South Australia *Refrain*

Tempo – Andante      Dynamic – Mezzo Piano

# Botany Bay

Australian folk song

1. Fare - well to old Eng-land for e - ver, Fare - well to my rum culls as well,  
 Fare - well to the well-known Old Bai - ley Where I used for to cut such a swell...  
 Refrain  
 Sing - ing too - ral, li - oo - ral li - ad - di - ty Sing - ing too - ral, li - oo - ral, li - ay,  
 Sing - ing too - ral, li - oo - ral, li - ad - di - ty,  
 For we're bound for the Bot - a - ny Bay.

2. There's the captain as is our commander,  
 There's the bosun and all the ship's crew,  
 There's the first and the second class passengers,  
 Knows what we poor convicts goes through. *Refrain*
3. 'Taint leaving Old England we cares about,  
 'Taint 'cause we mis-spells what we knows,  
 But because all we light-fingered gentry,  
 Hops around with a log on our toes. *Refrain*
4. Oh had I the wings of a turtle-dove,  
 I'd soar on my pinions so high,  
 Slap bang to the arms of my Polly love,  
 And in her sweet presence I'd die. *Refrain*
5. Now all my dookies and duchesses,  
 Take warning from what I've to say,  
 Mind all is your own as you touchesses,  
 Or you'll find us in Botany Bay. *Refrain*

Please write about and include:

1. The Lyrics.
2. What they are about.
3. The feeling you think they give the audience and why.
4. Their Time Signatures.
5. Dynamic.
6. Tempo

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	$\text{>>>}$	gradually louder
diminuendo	$\text{<<<}$	gradually softer

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## TEMPO

<b>Lento</b>	Slowly	
<b>Largo</b>	Slow and stately	
<b>Adagio</b>	Leisurely	
<b>Andante</b>	At a walking pace	
<b>Allegro</b>	Fast	
<b>Vivace</b>	Lively	
<b>Presto</b>	Very quickly	





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# PE (Athletics) Year 3 to Year 6

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

## Weeks 1-5

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

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

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

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

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

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



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

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

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



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

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

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



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

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

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



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

## Ball Games Rules and Information

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

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

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

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

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

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

Leader runs over the finish line.

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

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

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

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

Captain Ball     *no examples available online*

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

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

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

**For all Years P-6**

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

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

**3<sup>rd</sup> Whistle – START**

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

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

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

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

**Miss B**



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## Chinese – 6A

### Week 5

☺ Click on the link ([https://quizlet.com/\\_88cu0n?x=1jqt&i=fiv4a](https://quizlet.com/_88cu0n?x=1jqt&i=fiv4a)) to hear the pronunciation.

★ Learning objectives: Discriminating between sounds “sh” and “x”.

Learn: Listen the words start with the “sh” sound from [Quizlet](https://quizlet.com/_8cqmgm?x=1qqt&i=fiv4a) ([https://quizlet.com/\\_8cqmgm?x=1qqt&i=fiv4a](https://quizlet.com/_8cqmgm?x=1qqt&i=fiv4a)).

shuì 睡 – to sleep	shì 室 -room
shén 什 - what	shū 舒 - comfort

Learn: Listen the words start with the “x” sound from [Quizlet](https://quizlet.com/_8cqmgm?x=1qqt&i=fiv4a) ([https://quizlet.com/\\_8cqmgm?x=1qqt&i=fiv4a](https://quizlet.com/_8cqmgm?x=1qqt&i=fiv4a)).

The sound “x”	xǐ huān 喜欢 – to like
xiū xi 休息 – to rest	



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**Activity:** Listen to [Quizlet \(https://quizlet.com/ 8cqmgm?x=1qqt&i=fiv4a\)](https://quizlet.com/8cqmgm?x=1qqt&i=fiv4a) and complete Table 1.

- Identify whether the words start with 'sh' or 'x'. Tick the appropriate column. The first one has been done for you.
- Complete the transcription for each word.

**Table 1 — Identifying sounds starting with 'sh' and 'x' and transcribe**

Character	'sh'	'x'	Pinyin transcription
Example 上 (up/above)	✓		shàng
下 (down)			__ià
学 (to learn)			__ué
书 (book)			__ū
食 (to eat)			__í
休 (to rest)			__iū
校 (school)			__iào
室 (room)			__ì

**Activity:** Read the excerpt below and answer the following questions.

- Circle the words with 'sh' and 'x' sounds.
- Transcribe the sentences in Pinyin.



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Sentences from the learning object <i>Snapshot of a school day in Beijing</i>	Transcription (Write in Pinyin)
shǐ lǎo shī nín hǎo 史老师，您好！ Mr Shi, hello!	
tóng xué men nǐ men hǎo 同学们，你们好！ Students, hello all!	

**Activity:** View the transcript below. Complete the Pinyin transcription. Part of it has already been transcribed for you.

wǒ de lǎo shī jiào zhào lǎo shī 我的老师叫赵老师。 My teacher called Mr Zhao.	1.
zhào lǎo shī zài xuéxiào chī jiǎo zi 赵老师在学校吃饺子。 Mr Zhao eats dumplings at school.	2.
chī le jǐ gè jiǎo zi sì shí sì gè jiǎo zi 吃了几个饺子？四十四个饺子！ How many dumplings did he eat? 44 dumplings.	3.
chī wán jiǎo zi shuì wǔ jiào 吃完饺子睡午觉。 He had a nap after eating dumplings.	chī wán jiǎo zi shuì wǔ jiào.
shuì le yí gè xiǎo shí qù cāochǎng 睡了一个小时去操场。 After 1 hour sleep he went to the oval.	shuì le yí gè xiǎo shí qù cāo chǎng.
cāochǎng méi yǒu cǎo 操场没有草。 The oval has no grass.	cāo chǎng méi yǒu cǎo.
zhēn shì yǒu yì si 真是有意思！ It is interesting!	Zhēn shì yǒu yì sí!



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# Health and Wellbeing Grid

**Weeks 1-5**

**Prep - Year 6**



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

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

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



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

### Online resources

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



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

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

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

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

# Talking About Books

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

## Fiction

### Before reading:

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

### During reading

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

### After reading

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

## Nonfiction

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

# Picture Book Scavenger Hunt



*Look through your favourite picture books at home.*

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

**An animal with fur**

**The word together or happy**

**A picture of the moon**

**Someone sleeping**

**A cat**

**Someone running**

**A bicycle**

**Someone laughing**

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

**A picture of the countryside**

**A picture of someone eating or cooking**

**A book with a blue cover**

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

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

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