

Teaching and Learning Activities – Stage 2


2021 Term 3 Week 5



Please complete the activities in your homework book or up-load to google classroom. Parents need to monitor the use of Youtube.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Reading Select a book to read over the week. It could be a factual (non-fiction text). <i>It could be a book Mrs Bedingfield has read for us this week!</i></p> <p>Writing-<i>Today you are brainstorming..</i> Look at the illustration following. 'The imaginator'</p> <p>Start brainstorming answers to these questions:- Who made The Imaginator? Who does this one belong to? Why is it here? Why would we need one? What are its best features?</p>	<p>Reading Cut out the cards following- turn over the set that matches your text-either fiction or non-fiction. Select one card and complete the activity on it today.</p> <p>Writing-<i>Today you are planning by developing your ideas into sentence/s....</i> 'The imaginator'</p> <p>Select from your answers yesterday to start developing your ideas into sentences to convince your teacher that your class needs an imaginator in your classroom.</p> <p>Watch 'Behind the News' on ABC. Choose your favourite story. Write a summary of the story.</p>	<p>Reading Continue selecting another card to complete today.</p> <p>Writing-<i>Today you are using your planning to draft a piece of writing...</i> 'The imaginator'</p> <p>Using your planning from the last 2 days to draft a letter to convince your teacher that your class needs an imaginator in the room.</p>	<p>Reading Continue selecting another card to complete today.</p> <p>Writing-<i>Today you are editing to improve your draft.</i> 'The imaginator'</p> <p>Edit and publish the letter you wrote yesterday. Send it to your teacher through Google Classroom or to the school!</p>	<p>Reading Continue selecting another card to complete today.</p> <p>Writing- 'The imaginator' Create an advertisement for The Imaginator. Use words and ideas from this week to inform your work.</p> <p>Drama –Shadow Puppets Watch the clip below and have a go at making your own 'Shadow Puppets' https://www.youtube.com/watch?v=t8YZ8QKwBzY</p>

	<p><u>Spelling</u>-Unit 23- ‘ir ur or er’</p> <p>Use the soundwaves login to access this week’s games and sound activities.</p> <p><i>Sound Waves online</i> Year 3: water231 Year 4: nose192</p> <p>Read your spelling list words for the week.</p> <p>Complete EX26 Bird Puzzle. Publish one of your puzzles on google classroom for your classmates to solve!</p>	<p><u>Spelling</u></p> <p>Unit 23, today’s sound - ‘ir ur or er’</p> <p>Complete the activity sheets for your grade following.</p>	<p><u>Spelling</u></p> <p>Use at least 10 words from your list to write in alphabetical order. Write down the meanings of at least five.</p>	<p><u>Spelling</u></p> <p>Play the game ‘Race to the Stars’.</p>	<p><u>Spelling</u></p> <p>Use a magazine or book to find words that contain this week’s sound, write down the most interesting ones you can find!</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>This week we are having fun looking at multiplication and division. Complete the attached sheets and games over the week, they are the same for Year 3 and 4 this week.</p> <p><i>For fun this week-Maths Riddles.</i></p> <p>How many people is “two pairs of twins twice”?</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p><i>Maths Riddles.</i></p> <p>Tim goes to the shop and buys a kilo of feathers and a kilo of meat. Which one weighs more?</p>	<p>Mathematics</p> <p>Family Fishbowl</p> <p>Instructions for Family fish bowl: Cut out the four fish that belong to the same fact family and paste into one fishbowl. (2 multiplication and 2 division facts) Students write the three numbers that make up each fact family on the top of the fishbowl. Repeat until all four fishbowls are completed."</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p><i>Maths Riddles.</i></p> <p>Tina has a bucket of milk and wants to measure out exactly 1 litre. If she gives you a bottle that shows 5 litres and another bottle that shows 3 litres, can you help her?</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p><i>Maths Riddles.</i></p> <p>There are 100 houses on the street and Tess is delivering newspapers to each house on the street. How many times does she deliver a paper to houses with the number 2 in it?</p>

			<p><i>Maths Riddles.</i> When Sam was 12 years old, his sister Daisy was half his age.</p> <p>If Sam is now 20 years old, how old is Daisy?</p>		
Break	Break	Break	Break	Break	Break
Afternoon	<p>Fitness- Get Active session 4</p> <p>https://www.youtube.com/watch?v=IhgdImJ9DGI</p> <p>PDH-Gratitude Tree This week we want you to think about what you are grateful for. Think about all the things that are good in your life and write them on a leaf. See how many leaves you can write, fill them in over the week. Post a picture of your completed tree to Google Classroom.</p> <p><i>Interest Spot: You might like to watch 'Learn about the Science with Ozzie!' using the link : https://www.youtube.com/watch?v=v9X5Shs1BnM</i></p>	<p>Science – Treasure Hunt Complete the Materials for a Purpose sheets following.</p> <p>Which material to use?</p> <p>Colour the Australian map showing the different things you might find in each state.</p> <p>Fitness-</p> <p>'Wall Tennis'</p> <p>Try some of the activities on the card. Adapt to suit your environment -Eg.if you only have grass maybe the ball doesn't need to bounce.</p>	<p>Creative Arts - Movement</p> <p>Body Percussion</p> <p>https://publish.viostream.com/play/w9i3zgn43etua</p>  <p>Brain Break Just Jump! Jump up. You can jump like a kangaroo, frog or just as you!</p>	<p>Geography</p> <p>Cut and Paste the states and territories onto the map of Australia. Cut and reassemble the map of Australia.</p> <p><i>Maths Riddles answers:- Monday-8 people Tuesday-They weigh the same amount Wednesday- Daisy is 14 years old Thursday- First fill up the 3 litre bottle and pour the milk into the 5 litre bottle. Fill up the 3 litre bottle again and pour it into the 5 litre bottle until it is full. You'll be left with 1 litre. Friday- 18 times</i></p>	<p>Visual Arts-</p> <p>Happy Faces-follow the instructions following. Up load to google classroom for us all to enjoy!</p> <p>Who's speaking today? <i>Each day at 10am the education department have guest speakers and presentations about writing, science, art, singing and many more topics at :-</i></p> <p>education.nsw.gov.au/parents-learning-at-home</p>

“Start where you are. Use what you have. Do what you can.”



List Words

girl _____
 dirt _____
 first _____
 third _____
 thirteen _____
 thirty _____
 were _____
 work _____
 word _____
 hurt _____
 turn _____
 church _____
 early _____
 heard _____
 birthday _____
 circle _____
 herd _____
 term _____
 learn _____
 earth _____
 purple _____
 return _____
 search _____
 world _____
 worth _____

Grapheme Chart

Letters	Words

1 Circle the letters that represent **ir ur or er** in the List Words.

2 Write any other letters that can represent **ir ur or er** on the Grapheme Chart. Write one word example for each.

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

4 Read the clues. Finish the words. Write the words you have made on the lines.

__ir__ boy and __ir__ a round shape
 __ir__ not clean __ir__ three tens
 __ir__ before second __ir__ date of birth
 __ir__ after second __ir__ three plus ten

5 Finish the **ur** words. Write one of these words for each clue.

t__n __urf nur__ t__tle p__se
 b__n __url retur__ ch__ch purp__

I am a person. _____ | am a colour. _____
 I am an animal. _____ | am a building. _____
 I mean 'to spin'. _____ | hold money. _____

6 Colour **ir ur or er** words purple. Colour **or o** words yellow. Colour **ear ear** words blue. Colour **air air** words green.

★ The letters **ear** can represent different sounds.

hear	learn	dear
earth	heart	search
bear	early	wear
year	pear	clear



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

— Or — jobs to be done

— Or — its value

— Or — write a —

— er — part of the school year

— Or — the earth

— er — group of cows



8 Rewrite these words adding **s** or **es** to each one. Write your words in alphabetical order.

➤ Turn to **4** and **50** page 78.

search _____ birthday _____ church _____

word _____ circle _____ world _____

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

9 Finish these with List Words.

ten, eleven, twelve, _____ ten, twenty, _____, forty

_____, second, third _____ first, second, _____

10 Finish the words with **ir**, **ur**, **er**, **or**, **ere** or **ear** to represent **ir**, **ur** or **er**. Join each sentence to a picture.

The g _____ ls w _____ w _____ king in the ch _____ ch.

Have you h _____ d the _____ ly b _____ d catches the w _____ m?

Is the p _____ ple p _____ se w _____ th th _____ ty dollars?

Th _____ teen b _____ ds w _____ h _____ t by the h _____ d of cattle.

In the f _____ st t _____ m we will l _____ n about our w _____ ld.



Challenge

Unjumble the letters to make **ir**, **ur** or **er** words to match the clues.

lady with a long tail

robber

day of the week

dammrei _____

gruubrl _____

syarhudt _____

animal that has feathers

room for a baby

a planet

ekruty _____

yernsru _____

crumeyr _____



List Words

dirt _____
 first _____
 third _____
 thirteen _____
 thirty _____
 stir _____
 were _____
 word _____
 heard _____
 early _____
 church _____
 circle _____
 purple _____
 return _____
 world _____
 worst _____
 learn _____
 serve _____
 service _____
 Thursday _____
 turtle _____
 journey _____
 observe _____
 vertical _____
 worthwhile _____

Grapheme Chart

letters	words
---------	-------

1 Circle the letters that represent **ir ur or er** in the List Words.

2 Write any other letters that can represent **ir ur or er** on the Grapheme Chart. Write one word example for each.

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

4 Write List Words that have:

ere representing **ir ur or er** _____
 our representing **ir ur or er** _____
 ear representing **ir ur or er** _____
 two **ir** sounds _____ two **ur** sounds _____
 two **ur** sounds _____ two **or** sounds _____
 two **er** sounds _____ two **er** sounds _____

5 Ungumble the letters to make List Words. Write a rhyming word for each one.

rewe _____ draw _____
 trid _____ rits _____
 stirf _____ narel _____
 vesre _____ dirh _____

6 Finish the words with **ir, or, er, ere, ur, ear** or **our** to represent **ir ur or er**. Write some of your words to match the clues.

st _____ w _____ d _____ t _____ ret _____ n _____ w _____ st _____ obs _____ ve _____
 c _____ cle _____ w _____ ld _____ y _____ j _____ ney _____ f _____ st _____ w _____ thwhile _____
 Find ononyms for these words. Find synonyms for these words.
 last _____ soil _____
 best _____ mix _____
 late _____ earth _____
 keep _____ trip _____
 useless _____ watch _____



7 Join the word beginnings and endings to make List Words.

thir	ly
pur	cle
ear	ty
re	tle
cir	ple
tur	turn

ob	day
ser	vice
jour	serve
thir	while
Thurs	ney
worth	teen

8 Two words in each sentence have changed places. Rewrite the sentences with the words in the correct places.

He herd the heard of cattle before he saw it.



She thinks she is the world footballer in the worst.

We like the serve here as they service us very quickly.

9 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddles by writing the letters from the shaded boxes in the boxes with matching numbers.

observe	8	5							
journey			10						
return	7								
vertical				9			2		

Which bird is a bug in a dress?

0	1	2	3	4	5	6	3
---	---	---	---	---	---	---	---

Which bird steals from you?

0	7	8	5	9	10
---	---	---	---	---	----

Challenge

Find a List Word by joining the end of the first word to the beginning of the second word, for example new order – word.

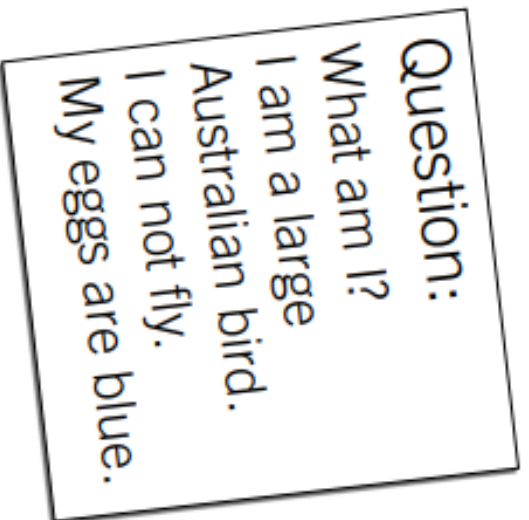
best iron	_____	dear lynx	_____	both eardrums	_____
ewe relaxing	_____	how ordinary	_____	dresser vent	_____
all earnings	_____	centre turnip	_____	which urchin	_____



Create a 'What Am I?' bird puzzle.

Write clues for different types of birds on cards.

Write the type of bird on the back of the card.



ar	al	or	ir	ear	ur	o
ar	al	or	ir	ear	ur	or
ar	a	or	ir	ear	ur	or
ar	a	or	ir	ear	ur	or
ar	a	or	ir	ear	ur	or
ar	a	or	ir	ear	ur	or
ar	a	or	ir	ear	ur	or
ar	a	or	ir	ear	ur	or




3 ★ GM56

3 ★ GM57

Race to the Stars – A game for 2 to 4 students.

Students match missing graphemes to complete words.

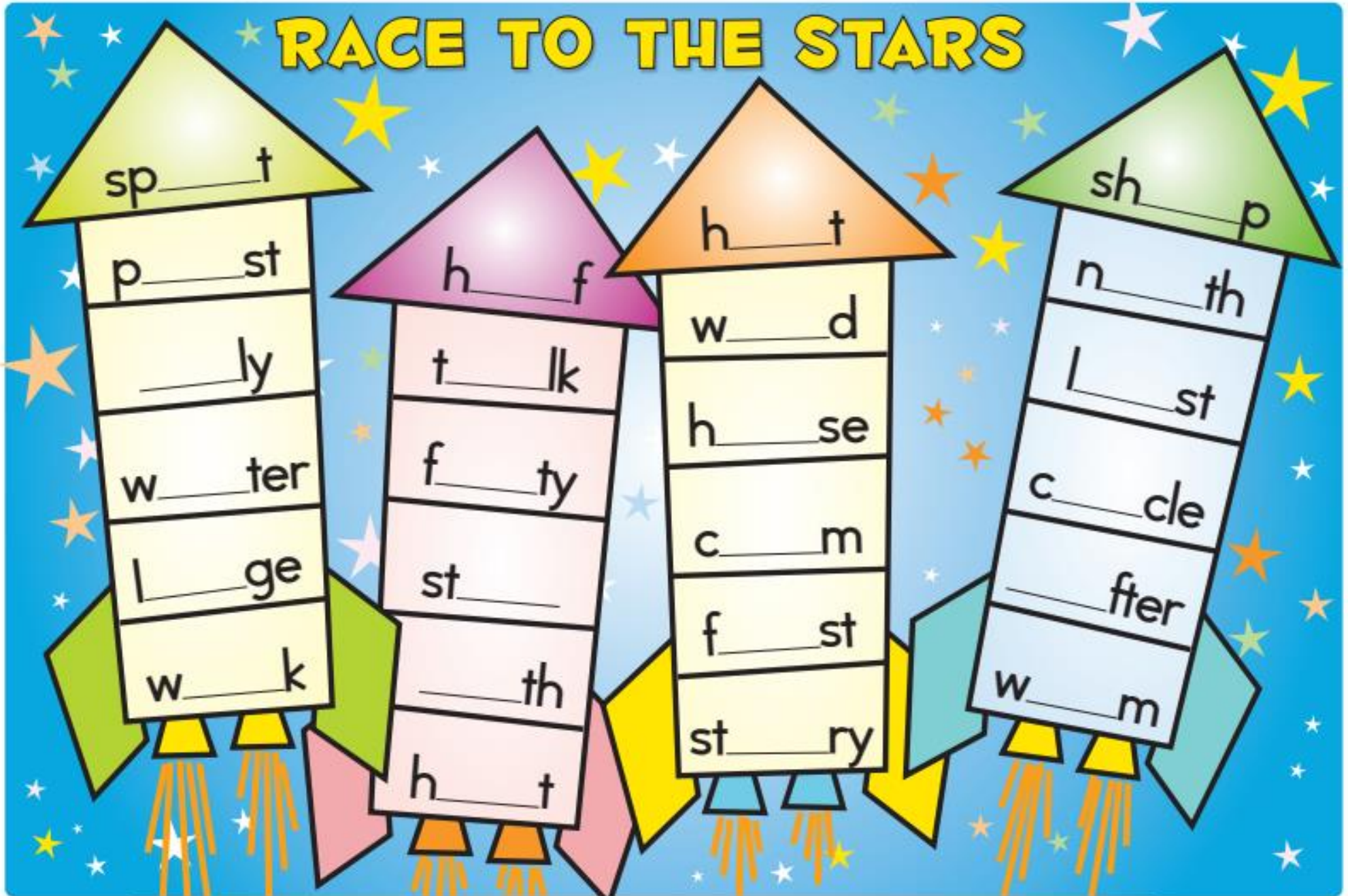
Play this game with BLMs GM56 and GM57.

- 1 Cut out the vowel graphemes from the BLMs and place them face down beside the game board.
- 2 Each student selects a rocket.
- 3 The first student turns over a card and places it on their bottom word.
- 4 If an  ar a,  ir ur or er or  or ore a ow au word is made, the card is left in place and the student has another turn. If a word can't be made, the card is returned and the next student has a turn.
- 5 The winner is the first student to complete each word on the rocket in order, from bottom to top.

Remember

In *Race to the Stars*, only  ar a,  ir ur or er or  or ore a ow au words can be made, for example *hard* is acceptable, but *had* is not.

RACE TO THE STARS



Reading Challenge

Find 10 adjectives in the text and write them down. Make up some sentences. Each sentence must contain at least 3 adjectives.

twinkl.com

Reading Challenge

Draw a picture of favourite character from the story. Write a description of who they are and what you have learnt about them in your reading.

twinkl.com

Reading Challenge

Write 5 questions you could ask someone to find out if they have read this book carefully.

twinkl.com

Reading Challenge

(Non-fiction)

Write down some facts you have learnt from reading this piece of non-fiction text.

twinkl.com

Reading Challenge

Choose a descriptive word from the text and write it down. Using a thesaurus, write down 5 synonyms and 5 antonyms for that word.

twinkl.com

Reading Challenge

Draw a picture of one of the settings in the story then write a description of where it is and what happened there.

twinkl.com

Reading Challenge

Copy a sentence from your book and answer these questions: What tense is it written in (past/present/future)? How do you know? Is it written in 1st or 3rd person.

[twinkl.com](https://www.twinkl.com)

Reading Challenge

Find any 10 words in your book. Now put them into alphabetical order.

[twinkl.com](https://www.twinkl.com)

Reading Challenge

(Non-fiction)

Write down at least 5 interesting facts that you have found out in your reading.

[twinkl.com](https://www.twinkl.com)

Reading Challenge

(Non-fiction)

Thought shower what you have learnt from reading this book.

[twinkl.com](https://www.twinkl.com)

Reading Challenge

(Non-fiction)

Draw a diagram of something mentioned in your book and label it.

[twinkl.com](https://www.twinkl.com)

Reading Challenge

(Non-fiction)

Read through 3 paragraphs in your book and make notes on the most important points.

[twinkl.com](https://www.twinkl.com)

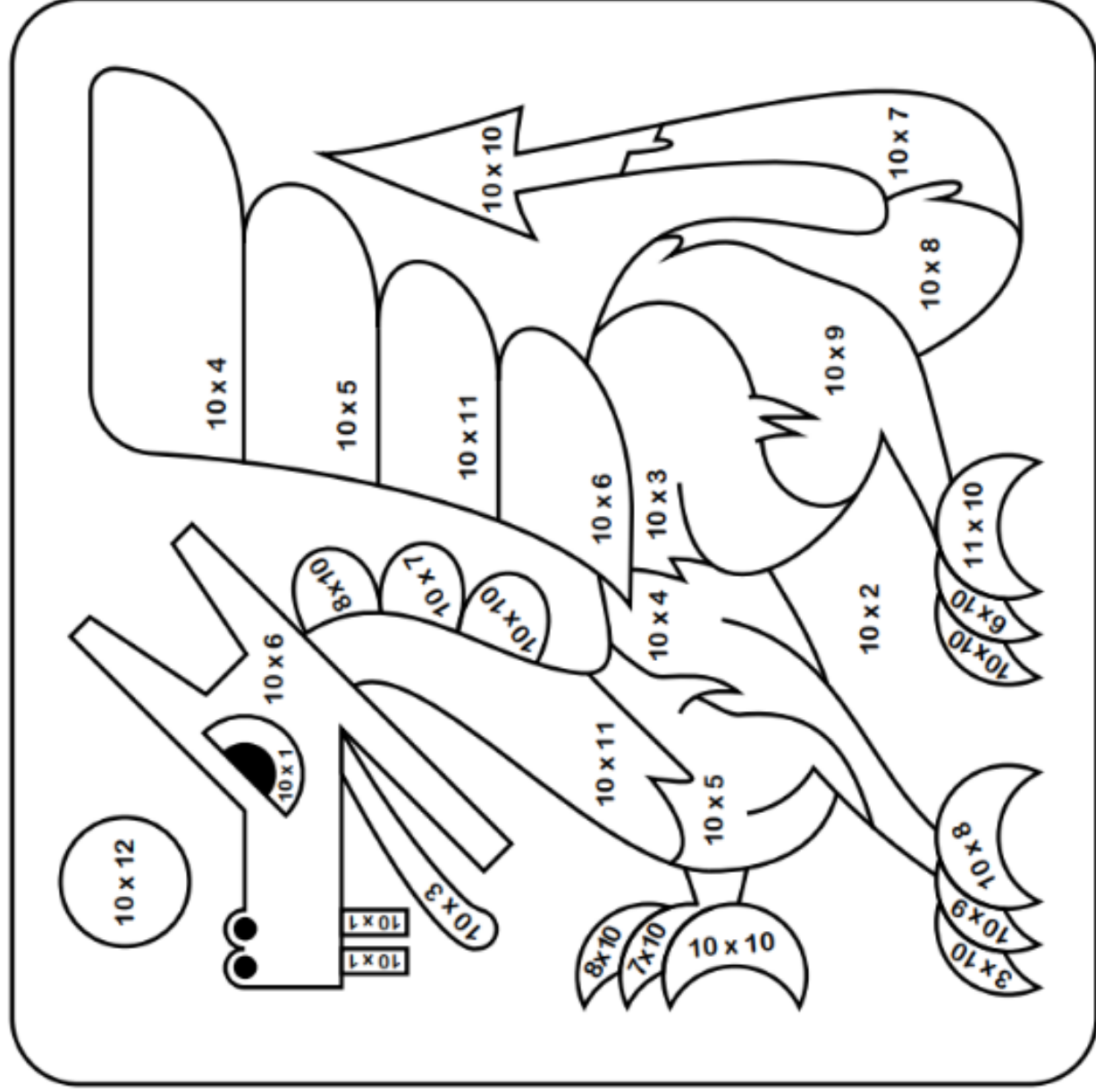


9 x 10

10 x Colour Fun!

3 x 10

Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



- 10 white
- 20 black
- 30 red
- 40 orange

- 50 yellow
- 60 dark green
- 70 dark blue
- 80 purple
- 90 pink
- 100 light blue
- 110 light green
- 120 grey

4 x 10

5 x 10

FACT FAMILY

- fishbowls -

FACT FAMILY:



FACT FAMILY:



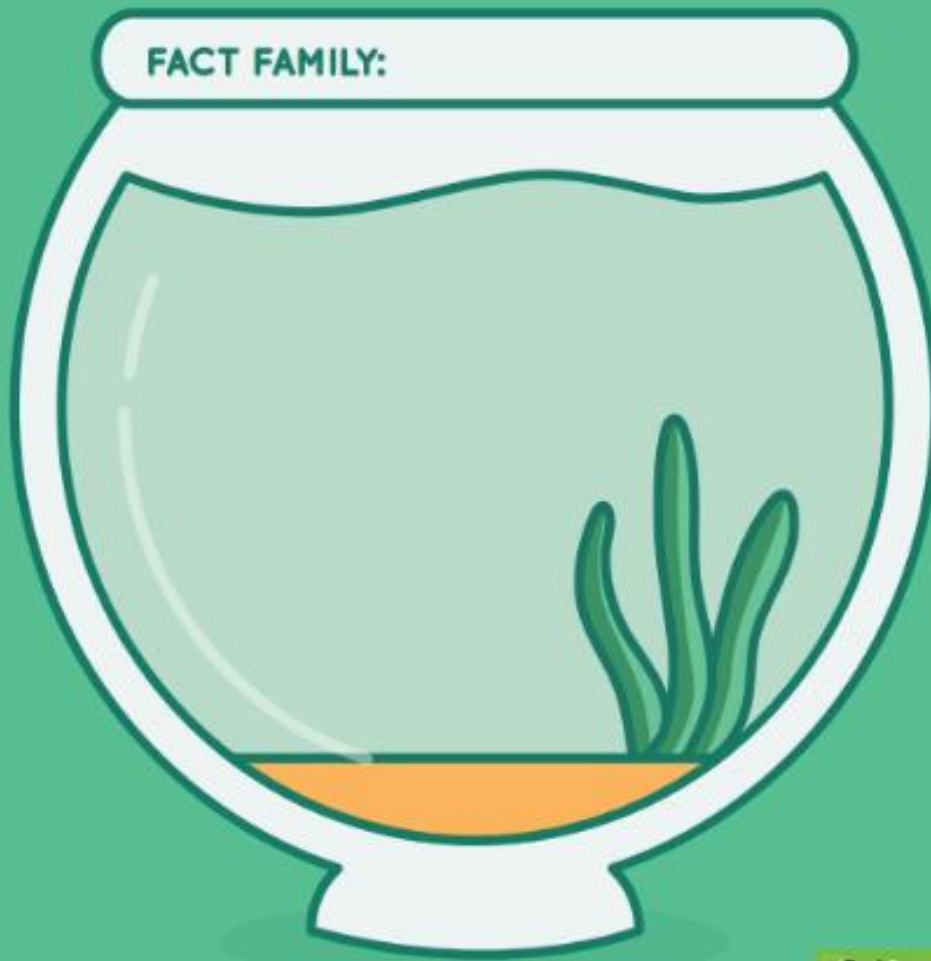
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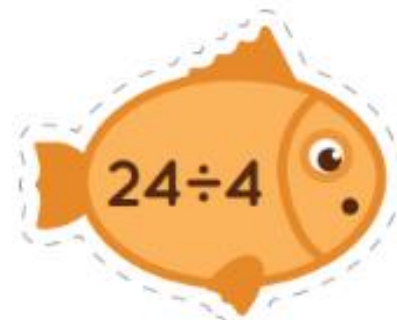
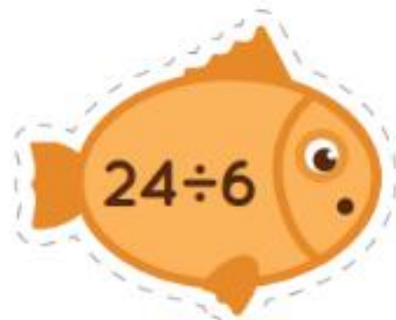
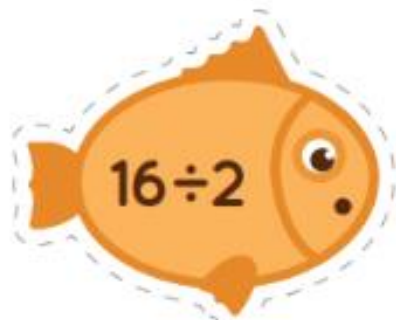
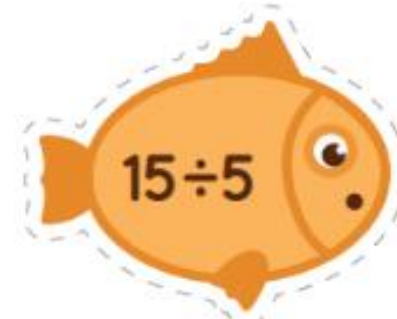
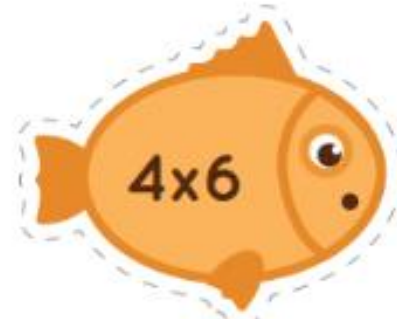
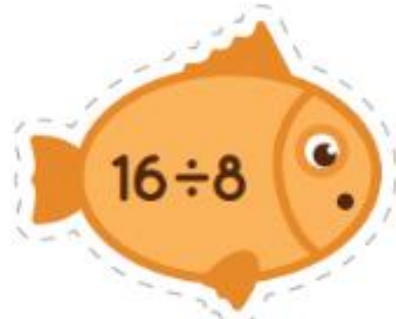
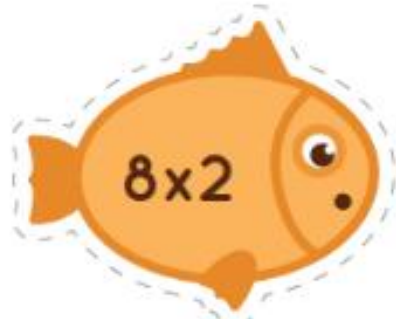
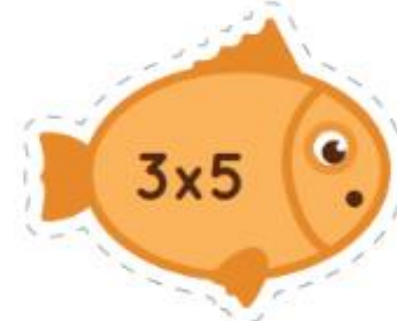
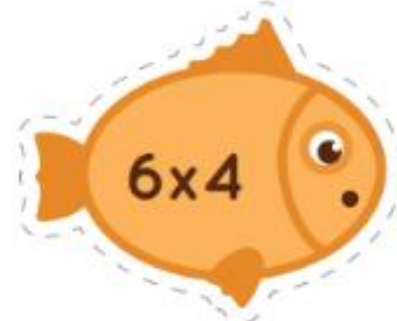
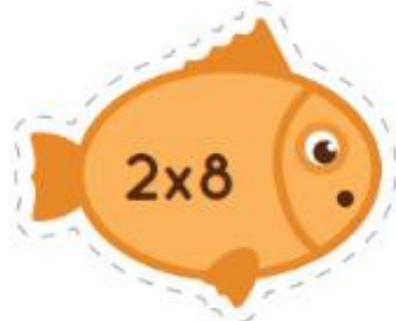
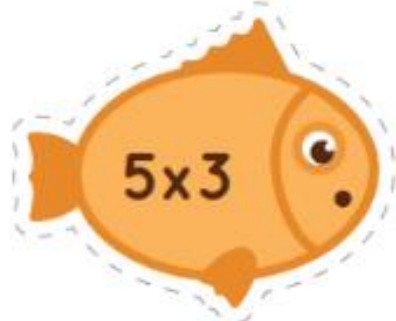
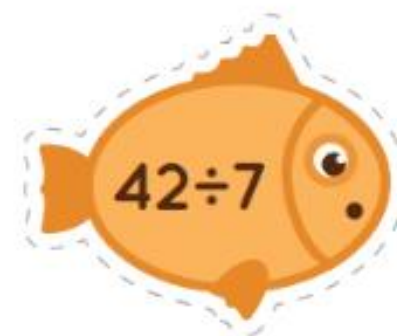
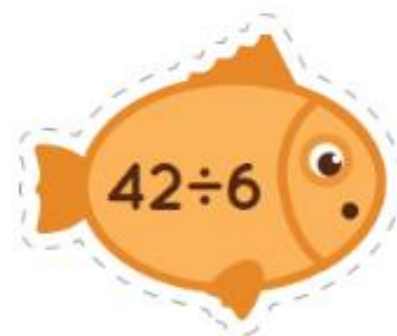
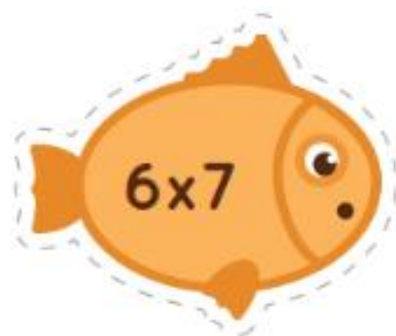
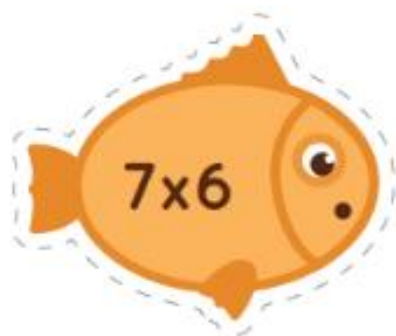
- fishbowls -

FACT FAMILY:



FACT FAMILY:





Multiplication concentration

apply



This is a game for two players. Copy this page and page 35, and then cut out all the cards.



copy



Shuffle the cards well and lay them out face down in an array in two groups. The rectangles are the questions, the squares are the answers. Players take turns turning over one of each card. If they can make a multiplication fact, the player keeps the pair. Keep playing until there are no cards left. The winner is the player with the most matching pairs.



4×8	2×9	7×5	3×3
6×4	9×3	4×4	5×8
4×5	8×8	3×5	8×9
7×6	6×6	4×7	9×5
5×5	8×6	7×2	5×10

Multiplication concentration

apply



copy

$3 \times 7 = 3 \times 10$

$4 \times 9 = 9 \times 7 = 8 \times 7$

$= 32 = 18 = 35 = 24 = 27$

$= 30 = 20 = 21 = 15 = 42$

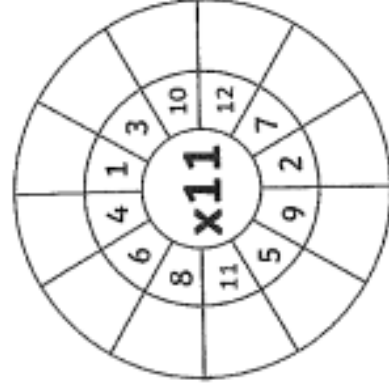
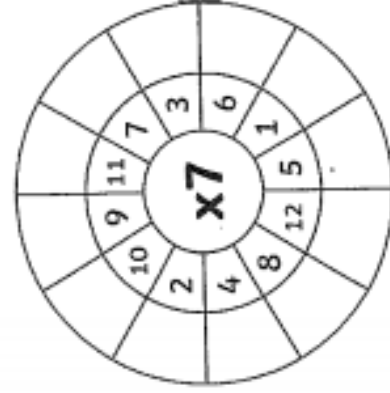
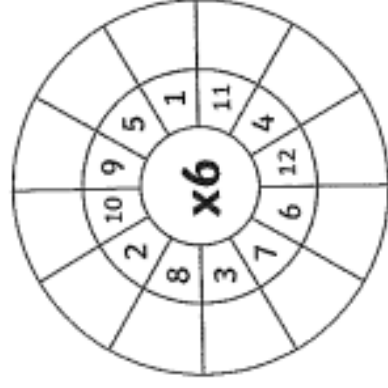
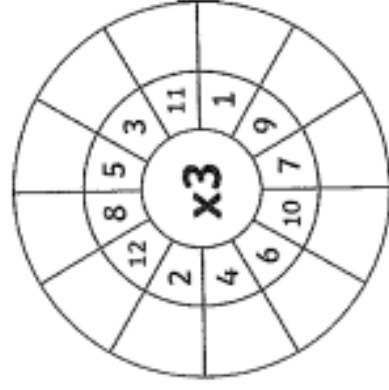
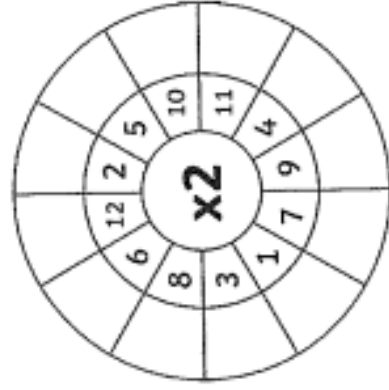
$= 36 = 28 = 25 = 48 = 14$

$= 72 = 56 = 40 = 45 = 63$

$= 9 = 50 = 16 = 36 = 64$

Multiplication Wheels

Multiply the numbers by the middle number.



36

orange

42

green

48

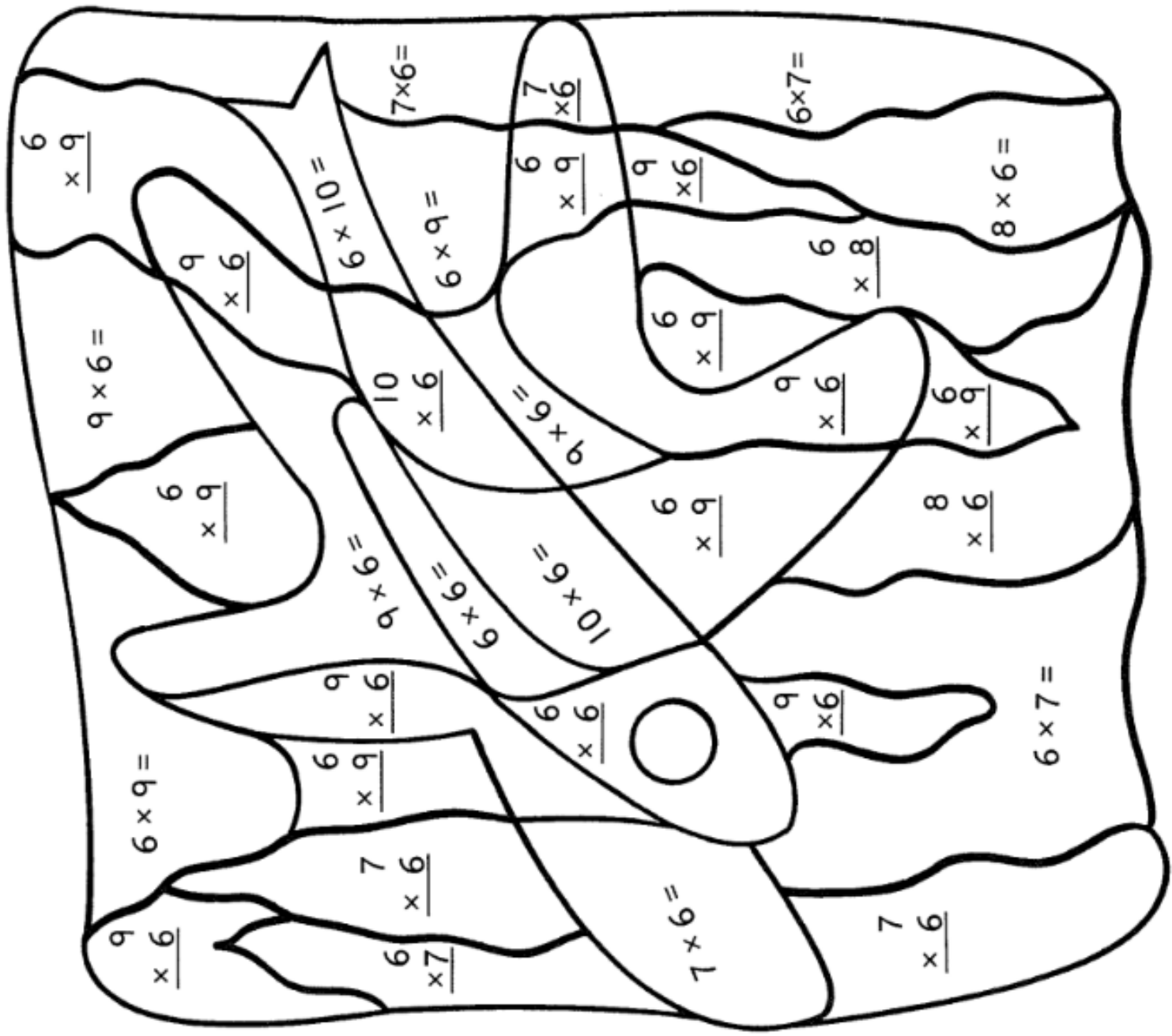
brown

54

blue

60

yellow



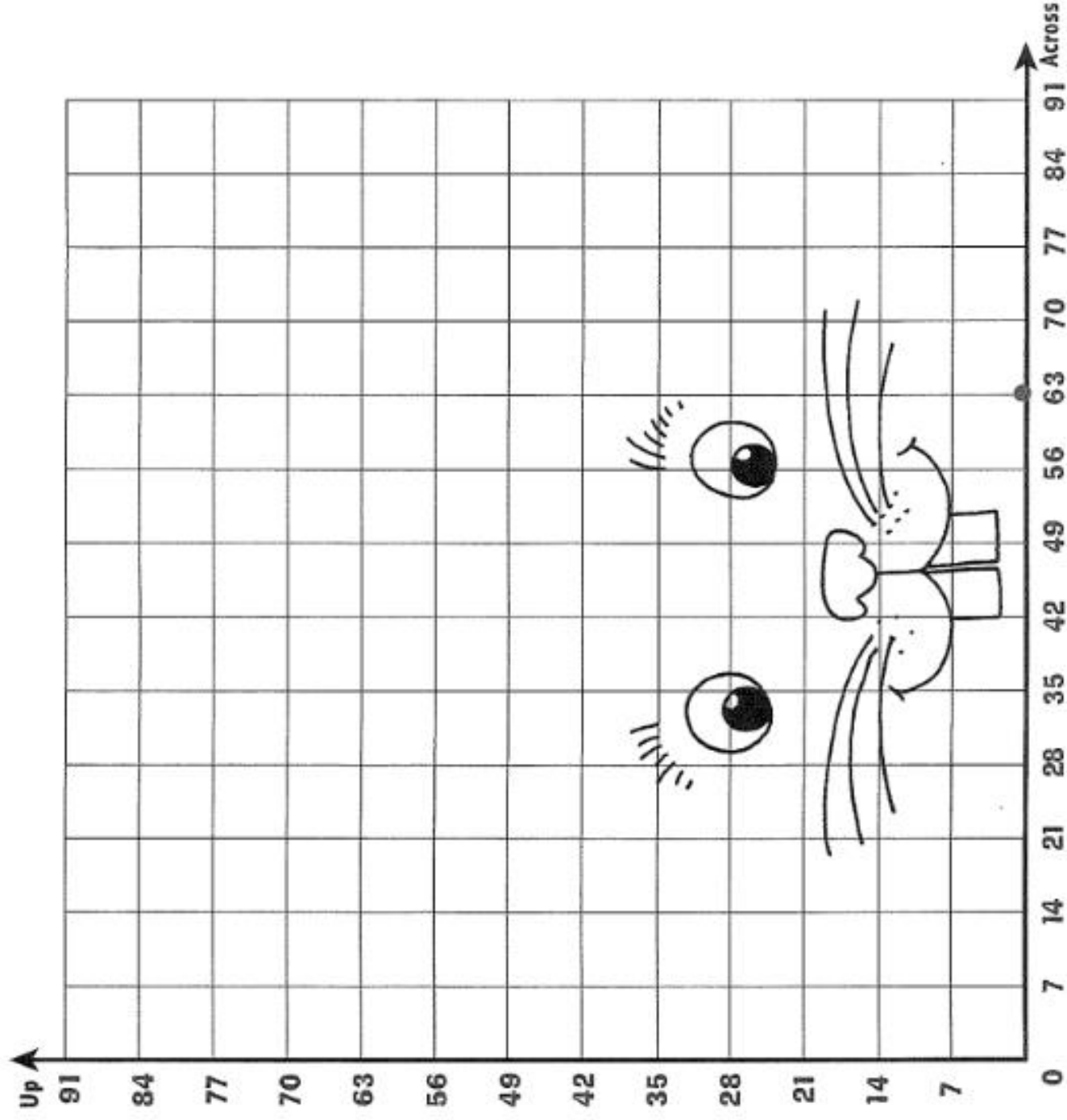
Carrot Cruncher

1. Solve each problem. Example problems have been done for you.
2. Find each number pair on the graph on page 43.
3. Make a dot for each pair. Connect the dots in the order that you make them.

	Across	Up
1.	7 x 9 = <u>63</u>	7 x 0 = <u>0</u> (Example)
2.	7 x 11 = _____	2 x 7 = _____
3.	11 x 7 = _____	4 x 7 = _____
4.	7 x 10 = _____	6 x 7 = _____
5.	9 x 7 = _____	7 x 9 = _____
6.	10 x 7 = _____	7 x 11 = _____
7.	11 x 7 = _____	9 x 7 = _____
8.	7 x 12 = _____	10 x 7 = _____
9.	7 x 10 = _____	12 x 7 = _____
10.	8 x 7 = _____	9 x 7 = _____
11.	7 x 8 = _____	6 x 7 = _____
12.	7 x 5 = _____	7 x 6 = _____
13.	5 x 7 = _____	7 x 7 = _____
14.	7 x 5 = _____	7 x 11 = _____
15.	3 x 7 = _____	12 x 7 = _____
16.	1 x 7 = _____	10 x 7 = _____
17.	7 x 1 = _____	9 x 7 = _____
18.	7 x 3 = _____	11 x 7 = _____
19.	4 x 7 = _____	7 x 10 = _____
20.	3 x 7 = _____	7 x 6 = _____
21.	2 x 7 = _____	4 x 7 = _____
22.	7 x 2 = _____	2 x 7 = _____
23.	7 x 4 = _____	0 x 7 = _____

Carrot Cruncher

1. Make a dot on the graph for each number pair on page 42.
The first one has been done for you.
2. Connect the points in the order that you make them.
3. What picture did you make? _____



Lucky Charm

1. Solve each problem. Example problems have been done for you.
2. Find each number pair on the graph on page 39.
3. Make a dot for each pair. Connect the dots in the order that you make them.

Across		Up	
1. 5 x 5 = <u>25</u>	5 x 3 = <u>15</u> (Example)		
2. 5 x 6 = _____	5 x 4 = _____		
3. 5 x 7 = _____	3 x 5 = _____		
4. 5 x 8 = _____	5 x 3 = _____		
5. 5 x 9 = _____	4 x 5 = _____		
6. 8 x 5 = _____	5 x 5 = _____		
7. 9 x 5 = _____	5 x 6 = _____		
8. 5 x 9 = _____	7 x 5 = _____		
9. 5 x 7 = _____	6 x 5 = _____		
10. 6 x 5 = _____	5 x 6 = _____		
11. 5 x 5 = _____	6 x 5 = _____		
12. 3 x 5 = _____	5 x 7 = _____		
13. 5 x 3 = _____	6 x 5 = _____		
14. 4 x 5 = _____	5 x 5 = _____		
15. 5 x 3 = _____	5 x 4 = _____		
16. 5 x 4 = _____	3 x 5 = _____		
17. 5 x 3 = _____	5 x 1 = _____		
18. 5 x 5 = _____	1 x 5 = _____		
19. 6 x 5 = _____	5 x 2 = _____		
20. 7 x 5 = _____	5 x 1 = _____		
21. 5 x 9 = _____	1 x 5 = _____		
22. 8 x 5 = _____	5 x 3 = _____		
23. 5 x 7 = _____	4 x 5 = _____		
24. 6 x 5 = _____	5 x 6 = _____		
25. 5 x 5 = _____	5 x 4 = _____		
26. 4 x 5 = _____	5 x 3 = _____		
27. 5 x 5 = _____	3 x 5 = _____		

Here's More!

Now add something extra special to your picture!

Across	Up
1. 5 x 9 = _____	3 x 5 = _____
2. 5 x 10 = _____	5 x 3 = _____
3. 5 x 11 = _____	3 x 5 = _____
4. 5 x 12 = _____	5 x 3 = _____

Name _____

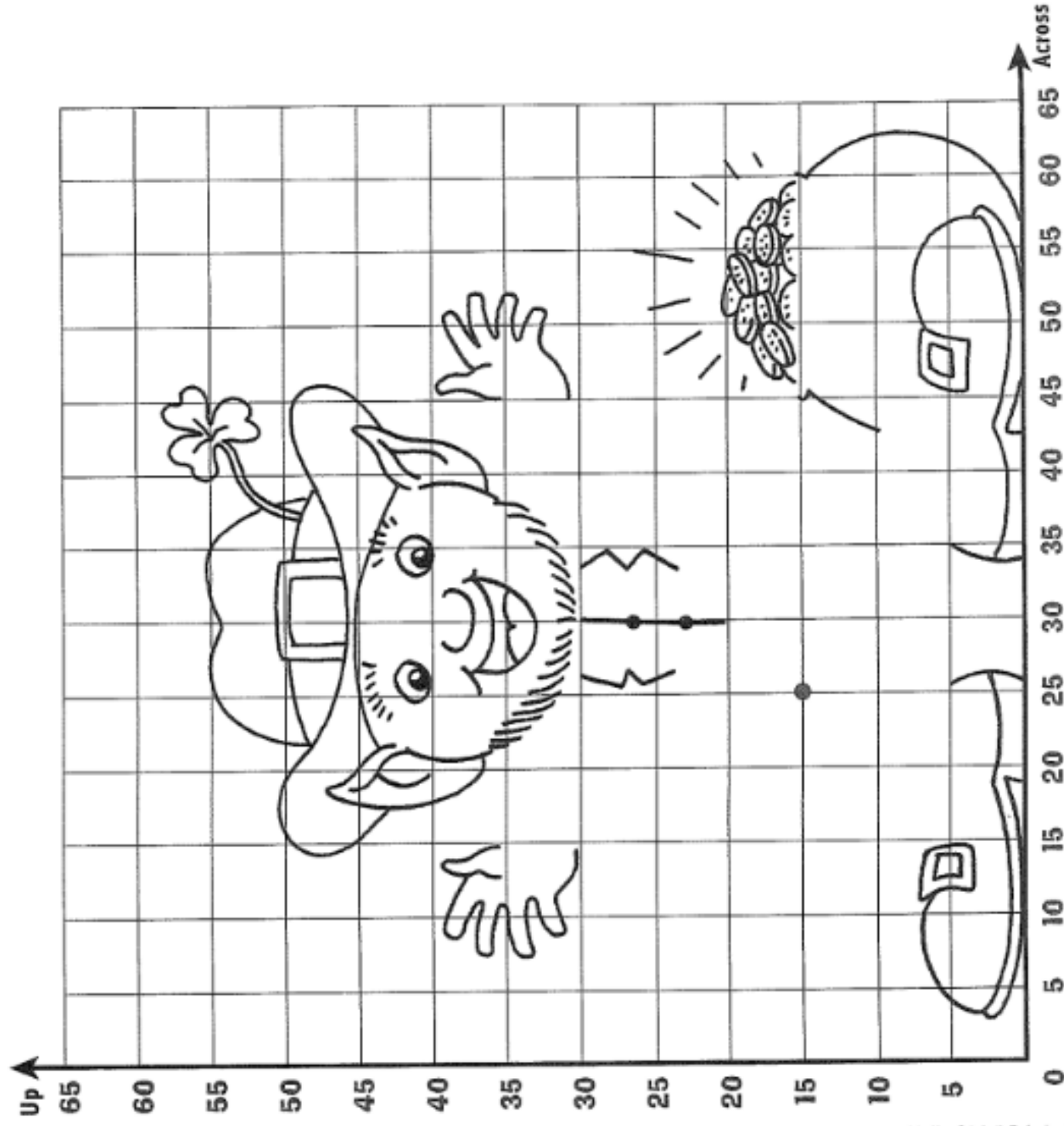
Lucky Charm

1. Make a dot on the graph for each number pair on page 38.

The first one has been done for you.

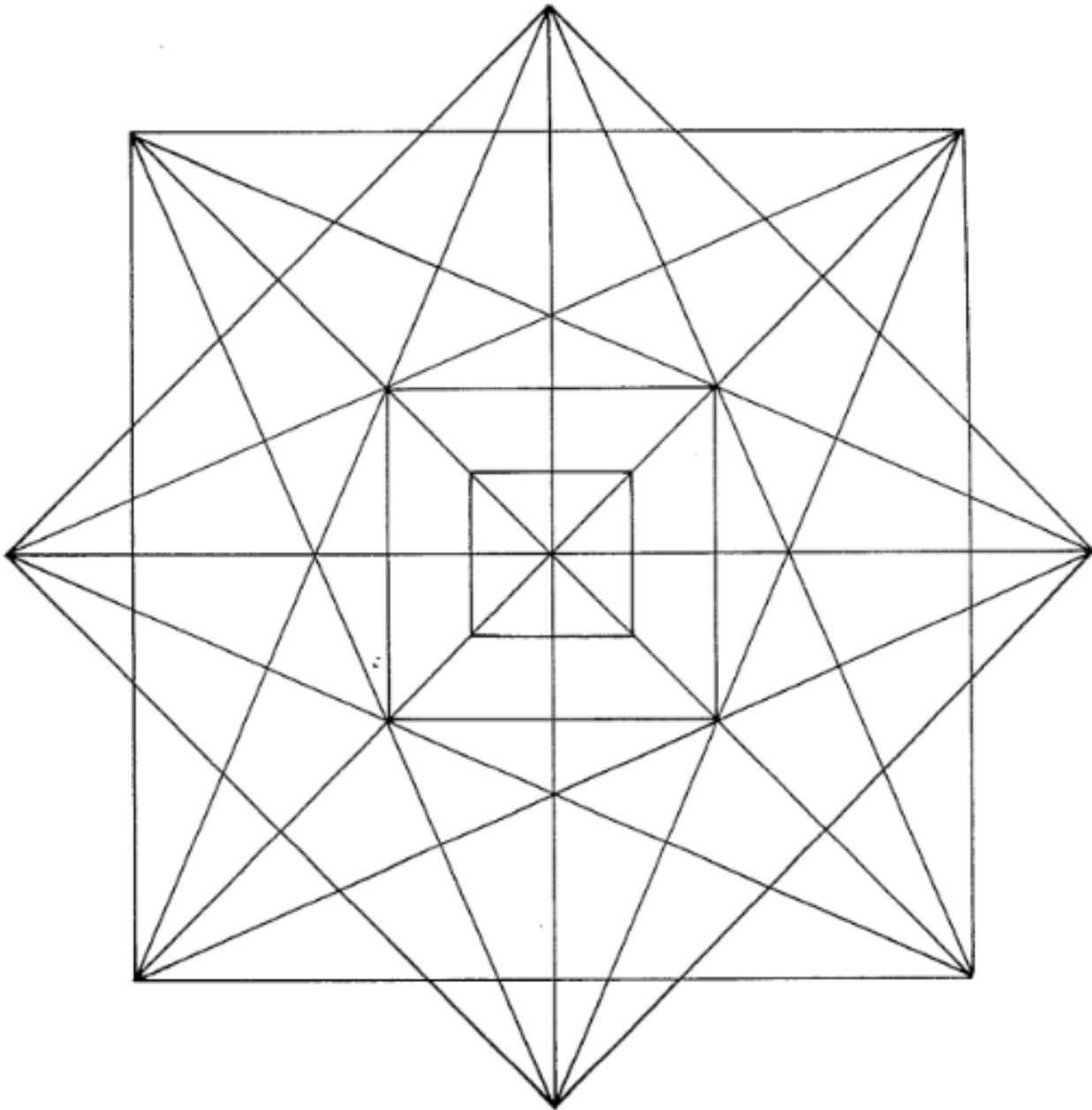
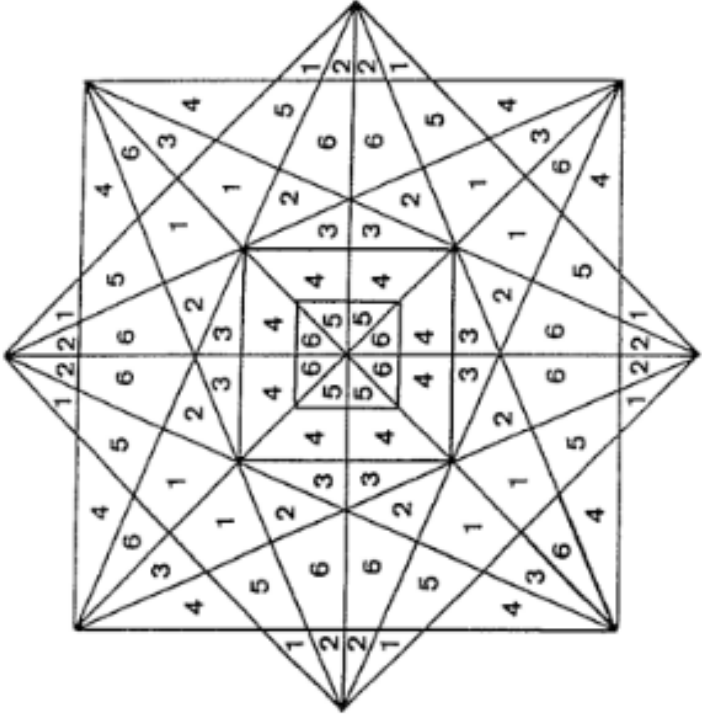
2. Connect the points in the order that you make them.

3. What picture did you make? _____



COLOURS

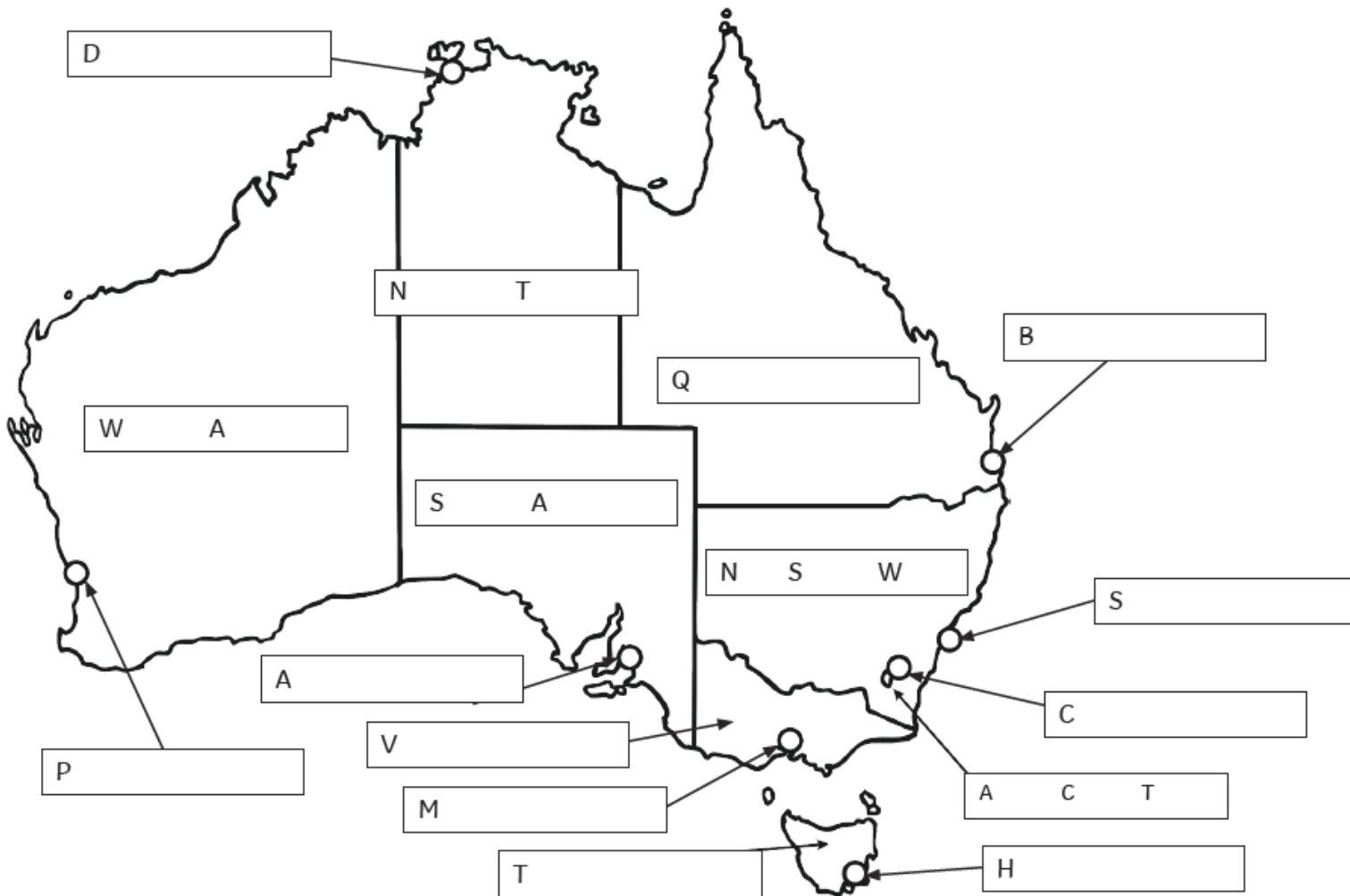
- 1
- 2
- 3
- 4
- 5
- 6



Australia's States and Territories

Have a look at the Australian map below. Use an atlas to help you label the capital cities of Australia. The beginning letter for each state, territory and capital city has been given to you. Cut and paste the correct labels onto your map of Australia. Colour in each separate state and territory in a different colour.

- Adelaide
- Australian Capital Territory
- Brisbane
- Canberra
- Darwin
- Hobart
- Melbourne
- New South Wales
- Northern Territory
- Perth
- Queensland
- South Australia
- Sydney
- Tasmania
- Victoria
- Western Australia



Map of Australia Jigsaw

Cut and paste the pieces so that they form Australia.





Activity 1 – Which material to use?

During this activity you will investigate materials, their properties and uses.

Activity 1.1 – investigating materials

During this activity you will explore materials in the world around you.



Have you ever wondered about the world around you and what objects are made from? What is the same and what is different about objects in the world?

What is a material? Discuss your ideas with an adult.



You are going on a material world scavenger hunt. Here is your challenge!

You have 5 minutes to find one different object for each letter of the words, 'material world'. For example, M – marble, A – adapter and so on.

If you find one for each letter in 5 minutes – Amazing! Try to find 2 for each letter. Have an adult time you and have some fun. If you have trouble finding the objects in 5 minutes, keep going until you get them all.

Here is one collection. Can you tell which letter each object represents?



After you have finished collecting your objects, have a good look at your selection. Pick them up and move them, squeeze them softly, feel how heavy they are, what they feel like and with an adult, discuss what they are used for.

- Materials are the substance things are made from. Make sure you distinguish between an object and the material(s) from which the object is made. For example, a window (object) is made from glass (material); a door (object) is made from wood (material).
- A property of a material represents the characteristics that can be identified. For example, bendy (flexible), stretchy (flexible), stiff (rigid), brittle (breaks easily), durable (doesn't break easily) smooth, rough, waterproof, absorbent, transparent, opaque, shiny, dull.
- Some materials are found naturally in the environment, some materials are processed by humans to change their properties to make them more suitable for a particular purpose. See if you can tell if the material is natural or processed.

Write the name of each object. Identify the material(s). Decide if the material is natural (N) or processed (P). List the observable properties you can identify for each material.

Use your collection to complete this table.

Object	Material	N or P	smooth or rough	rigid or flexible	transparent or opaque
m					
a					
t					
e					
r					
i					
a					
l					
w					

Object	Material	N or P	smooth or rough	rigid or flexible	transparent or opaque
o					
r					
l					
d					



Choose two of your objects. Think about the material(s) they are made from and the properties of these natural and/or processed materials.

Can you observe any other properties of the material(s). Write your observations.

Can you think of another product or purpose these materials could be used for. Write your ideas.

Object 1 name: _____

properties: _____

uses: _____

Object 2 name: _____

properties: _____

uses: _____



HAPPY FACES



OBJECTIVE: To create a rhythm of curved shapes (representing faces) that flow across the page, creating a fun, party atmosphere.

MATERIALS: Art paper
Pencil
Crayon/Oil Pastel
Texta
Ink/Paint

- LESSON:**
- (a) Draw large circular line patterns across the page and use the shapes created to make faces.
 - (b) Discuss the way facial features can be drawn to express fun, excitement and silliness.
 - (c) Try to combine a mixture of young, old, male, female, punk, professional — as many different characters as possible.
 - (d) Using the brightest combinations of coloured pencils, textas, crayon, paint washes, ink and oil pastel, colour to create an exciting, fun atmosphere.
 - (e) Pattern the background.
 - (f) Highlight the flow of movement using black crayon to outline some shapes.

HANDY HINTS:

Black crayon is very hard to colour around without smudging, so always save black areas until last.

2 players face a wall. Each player is restricted to half the playing area. The server throws the ball to the wall above a line to start play – the receiver tries to catch the ball after one bounce or on the full. Play 1 v 1.

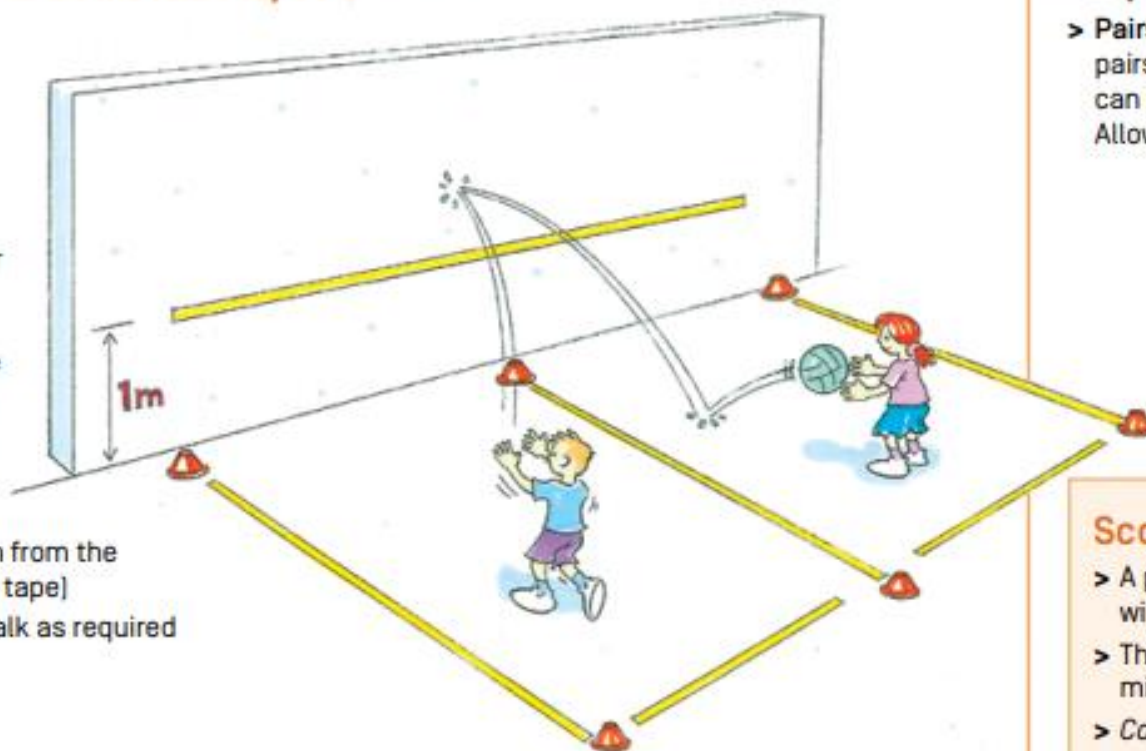
What you need

- > One volleyball or similar per pair. Progress to a tennis ball with increasing competence
- > A wall area and court surface that allows the ball to bounce
- > Wall marked with a horizontal line about 1m from the floor (e.g. with masking tape)
- > Markers, rope, tape, chalk as required

What to do

Playing

- > The ball is served to the opponent's court.
- > Players stay in their own half of the court.
- > A rally of alternating throw/catch continues until one player cannot return the ball onto the wall above the line before the ball bounces a second time.
- > Players serve alternately.
- > If the serve does not land in the receiver's court the receiver scores one point and the server tries again (up to a maximum of 3 unsuccessful serves). Play to a specified number of points, (e.g. 5) or for a set time (e.g. 3 minutes).



Change it

- > **Use full court** – allow players to play freely anywhere on the court as in squash.
- > **Pairs play** – use 2 adjoining walls and play in pairs. The ball can be served off either wall and can rebound a second time off the other wall. Allow one bounce before catching.



Scoring

- > A point is scored by the player who wins the rally.
- > The receiver scores a point for a misplaced serve.
- > *Cooperative emphasis* – for a great warm-up option, make the length of the rally the objective.

LEARNING INTENTION

Wall tennis refines serving and catching skills. It requires heightened anticipation and an ability to place a ball out of reach of the opponent.

GetActive@Home



Activity logbook

MONDAY

HOW DID YOU GET ACTIVE TODAY?



TUESDAY

HOW DID YOU GET ACTIVE TODAY?

WEDNESDAY

HOW DID YOU GET ACTIVE TODAY?



THURSDAY

HOW DID YOU GET ACTIVE TODAY?



FRIDAY

HOW DID YOU GET ACTIVE TODAY?



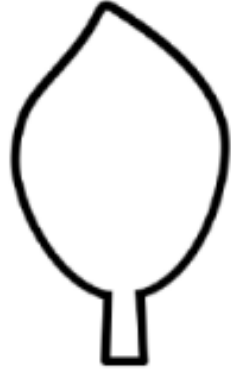
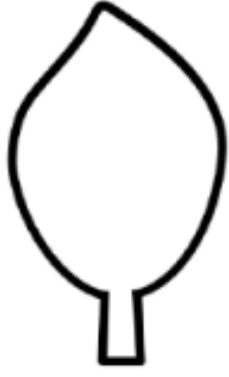
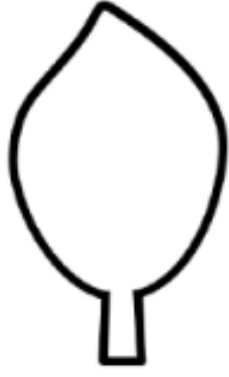
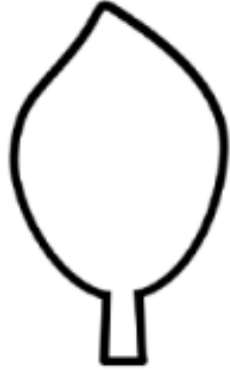
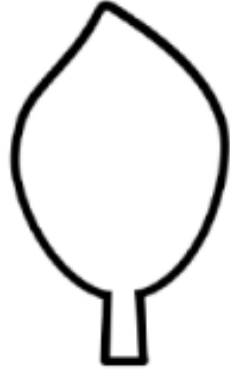
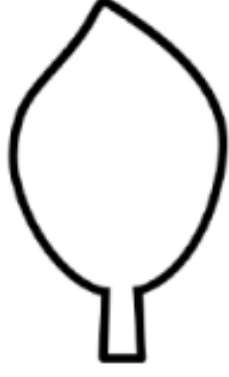
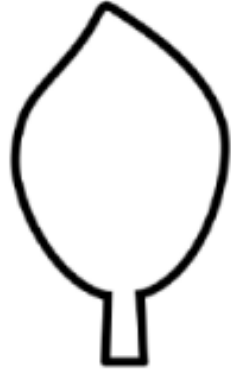
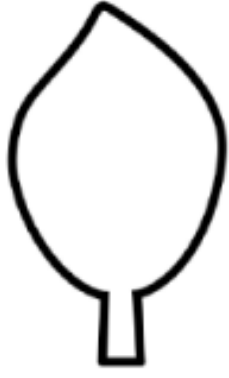
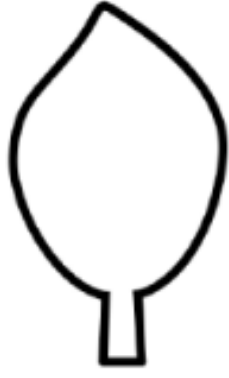
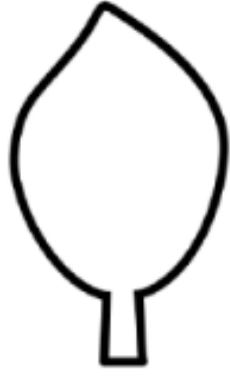
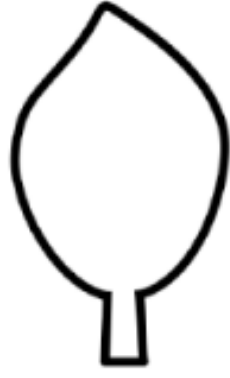
For ideas on how to GetActive visit:
<https://app.education.nsw.gov.au/sport/participation/getactive>



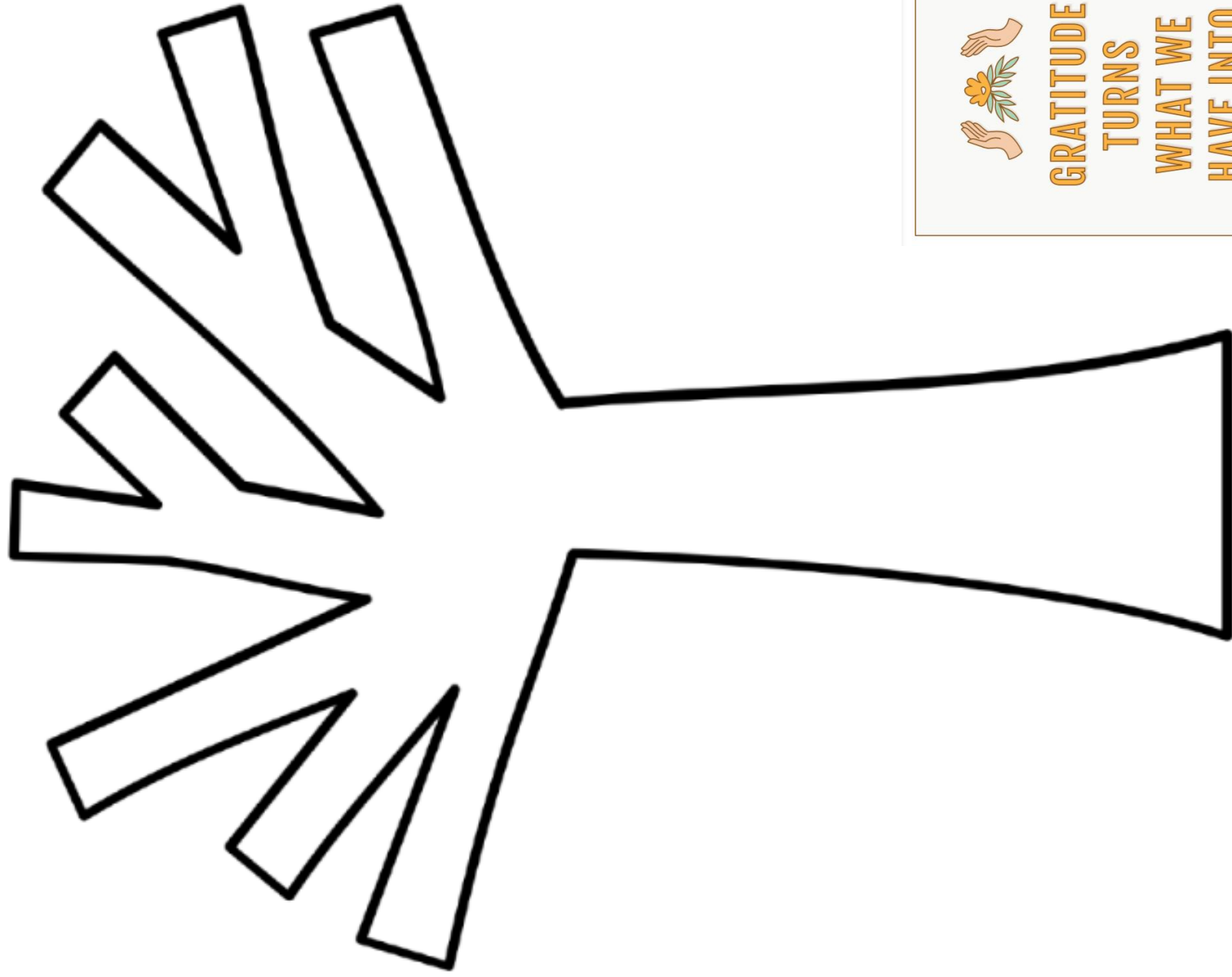
Education

getactive@det.nsw.edu.au

Directions: Write something you are grateful for on each leaf.
Cut out the leaves and glue them to the tree or



GRATITUDE TREE



**GRATITUDE
TURNS
WHAT WE
HAVE INTO
ENOUGH.**

EVERY DAY

MA & TWO OF

GOOD BUT FERR

IS SOMETHING

good IN EVERY DAY