

# Teaching and Learning Activities – Stage 2


2021 Term 3 Week 7



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
	<b>BOOK WEEK :</b>	<b>OLD WORLDS</b>	<b>NEW WORLDS</b>	<b>OTHER</b>	<b>WORLDS</b>
<b>Morning</b>	<p><b>Reading</b> This week is all about reading and enjoying books, so each day we would like you to select activities from the 'Book Week Bingo' Card.</p> <p><b>Writing- Information Report-Astronauts</b> Use the pages following to find the main idea and make notes using the key words in the text.</p> <p><i>Extra Book Week Activities included this week to enjoy are a word search and colouring-in page.</i></p>	<p><b>Reading</b> <a href="#">Book Week Bingo</a> What magazines have you got around the house? It doesn't have to be a recent one...</p> <p><b>Writing- Information Report- Elephants</b> Turn the fact sheet information into sentences in the right section on the following page.</p> <p><b>Watch</b> 'Behind the News' on ABC. Write a summary of the Book Week or Children's Book Week Winners.</p> <p><b>Spelling</b></p>	<p><b>Reading</b> <a href="#">Book Week Bingo</a> Look out for Mrs Bedingfield reading a CBC Award nominated book. It's a square on the card!</p> <p><b>Writing-Information Report-Elephants</b> Use the sentences on the planning sheet you wrote yesterday to write paragraphs on the next 2 planning sheets. There are headings to indicate where to write your sentences.</p>	<p><b>Reading</b> <a href="#">Book Week Bingo</a> Outside in the sunshine, what a great place to read.....</p> <p><b>Writing-Information Report-Elephants</b> Edit your writing from yesterday and publish your work.</p>	<p><b>Reading</b> <a href="#">Book Week Bingo</a> Which book would your pet like to hear you read to them? Garfield..Spot...Clifford..</p> <p><b>???Riddle me this....</b> Mrs. Brown has 5 daughters. Each of these daughters has a brother. How many children does Mrs. Brown have?</p> <p><i>Answer: They have 6 children. Each daughter has the same brother. There are 5 daughters and 1 son</i></p> <p><b>Writing- Editing –Uluru</b> Edit the text Uluru using the editing marks provided.</p>

	<p><b><u>Spelling</u></b>-Unit 25- 'or ore a aw au'</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 the spelling activity –Match-Up.</p>	<p>Unit 25, today's sound - 'or ore a aw au'</p> <p>Complete the activity sheets for your grade following.</p>	<p><b><u>Spelling</u></b></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><b><u>Spelling</u></b></p> <p>Play the Four in a Row Game.</p> <p>????Riddle Me this.....</p> <p><i>I can fill a room, but I take up no space. What am I?</i></p> <p><i>Answer: Light.</i></p>	<p><b><u>Spelling</u></b></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>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p><b>This week we are looking at area. Complete the attached sheets over the week. <i>Don't forget to complete the Mathletics activities set by your teacher over the week.</i></b></p> <p><b>Problem Solving-</b> Hint: Draw a rectangle or square with the given measurements on grid paper or fill in the shape you draw with centimetre squares.</p> <p>A gardener digs a flower bed that is 6 metres long and 5 metres wide. What is the area of the flower bed?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p>Mr Smith wants to tile the kitchen floor. If the floor is 3 metres long and 4 metres wide, how many one metre square tiles will he need?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p>Tom built a backyard pen for his puppy. The length of the pen was 5 metres and the width was 3 metres. What is the area of the pen?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p>Lisa's square bedroom has a length of 9 metres. How much carpet will Lisa need to cover the floor of her bedroom?</p>	<p><b>Mathematics</b></p> <p>Continue working on the worksheets.</p> <p>Today find some leaves and trace them onto grid paper –available on the pages following. Find the area of each leaf and order them greatest to least in area.</p>

Break	Break	Break	Break	Break	Break
<p><b>Afternoon</b></p>	<p><b>Fitness-</b> Sport in Schools-How to throw a discus. <a href="https://www.youtube.com/watch?v=44t8Eym8PVY">https://www.youtube.com/watch?v=44t8Eym8PVY</a></p> <p><b>PDH-Goals and reflection activities</b> Think about setting some goals over the week and reflecting on what you grateful for and how you can help some of the 'worry' feelings you might have.</p> <p><b>For Fun-Decorate a mask</b> <i>As it is book week decorate the blank mask to represent a book character. You can add, cut pieces out, colour, draw on...Wear it for your classes zoom 'Book Parade' this week. See if your classmates can guess which book character you are!</i></p>	<p><b>Science -</b> Complete the Materials for a Purpose sheets following.</p> <p>Activity 1.3 The Importance of Materials.</p> <p><b>Science for Fun!</b> Complete the build a bridge card. Use any materials you have around the house. It can be lego, building blocks, dominoes. Post a picture of your bridge on google classroom if you can.</p> <p><b>Fitness-</b> <b>'Bullseye'</b> Try some of the activities on the card. Adapt to suit your environment and equipment -Eg.using a garbage bin or bucket as the target.</p>	<p><b>Creative Arts –</b> <b>Design a book cover.</b> Use the page following to design a book cover for a book using this years' Book week theme.</p>  <p><b>Brain Break</b> <b>3,2,1 Blastoff!</b> Stand then squat down with your hands on the ground in front of you. Count down 3,2,1. When you get to zero push up like a rocket-jumping as high as you can.... Or <b>Yoga-Some different Yoga activities this week.</b></p> <p><a href="https://www.youtube.com/watch?v=vzaFg7aPagE">https://www.youtube.com/watch?v=vzaFg7aPagE</a></p>	<p><b>Geography</b> <i>Places are similar and different. Complete the mapping activities following.</i></p> <p><b>Who's speaking today?</b> <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><a href="https://www.education.nsw.gov.au/parents-learning-at-home">education.nsw.gov.au/parents-learning-at-home</a></p> <p><b>??Riddle me this.....</b> <i>What has hands and a face, but can't hold anything or smile?</i></p> <p style="text-align: right;">Answer: A clock.</p>	<p><b>Visual Arts-</b> <b>Roll to create a World.</b> Can you make your own world? Toss a dice, use a pack of cards or just write the numbers 1 to 6 on pieces of paper. Follow the chart to create your world. Colour in your world, add a splash of paint or even create a collage on it!</p> <p><b>Aboriginal Education-</b> Complete the work following to answer the question-How does the environment support the lives of people and other living things?</p>





**or ore a aw au**    horse core ball paw sauce

## List Words

saw \_\_\_\_\_  
 small \_\_\_\_\_  
 fall \_\_\_\_\_  
 more \_\_\_\_\_  
 morning \_\_\_\_\_  
 talk \_\_\_\_\_  
 fourteen \_\_\_\_\_  
 forty \_\_\_\_\_  
 horse \_\_\_\_\_  
 born \_\_\_\_\_  
 form \_\_\_\_\_  
 door \_\_\_\_\_  
 poor \_\_\_\_\_  
 short \_\_\_\_\_  
 story \_\_\_\_\_  
 sport \_\_\_\_\_  
 water \_\_\_\_\_  
 sure \_\_\_\_\_  
 warm \_\_\_\_\_  
 draw \_\_\_\_\_  
 north \_\_\_\_\_  
 caught \_\_\_\_\_  
 bought \_\_\_\_\_  
 autumn \_\_\_\_\_  
 August \_\_\_\_\_

## Grapheme Chart

letters	words

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent 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.

\_\_\_ OR \_\_\_ an animal                      \_\_\_ OR \_\_\_ opposite of tall  
 \_\_\_ OR \_\_\_ football, netball              \_\_\_ OR \_\_\_ opposite of less  
 \_\_\_ OR \_\_\_ four tens                         \_\_\_ OR \_\_\_ opposite of evening

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

★ Sometimes letters **our** and **oor** represent .

\_\_\_ OUR \_\_\_ double two                      \_\_\_ OOR \_\_\_ entry to a house  
 \_\_\_ OUR \_\_\_ ten and four                    \_\_\_ OOR \_\_\_ opposite of rich

6 Complete the List Words in each sentence. Write the words you have made on the horseshoe.

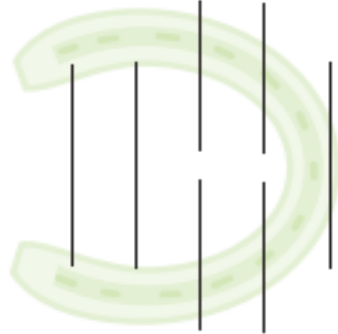
The season after summer is au \_\_\_\_\_.

The month after July is Au \_\_\_\_\_.

I like to \_\_\_ aw pictures of horses.

I \_\_\_ aw a \_\_\_ a \_\_\_ boy \_\_\_ a \_\_\_ over.

Please give her a glass of \_\_\_ a \_\_\_\_\_.



7 Find a List Word where:

**ough** represents \_\_\_\_\_

**ough** represents \_\_\_\_\_

**ure** represents \_\_\_\_\_

8 Write a List Word to rhyme with each word.

form \_\_\_\_\_ daughter \_\_\_\_\_ walk \_\_\_\_\_  
warning \_\_\_\_\_ sauce \_\_\_\_\_ fourth \_\_\_\_\_

9 Change the tense of the underlined verbs (doing words). Write the new words to finish the sentences.  
Go to Helpful Hint 8.

Today I can see a rainbow. Yesterday Jordan \_\_\_\_\_ one.

Today I will catch the ball. Yesterday Laura \_\_\_\_\_ it.

Today I will \_\_\_\_\_ a picture. Yesterday Paul drew one.

Today I will not \_\_\_\_\_ over. Yesterday I fell on the cement.

Today I will buy lunch. Yesterday Rory \_\_\_\_\_ it.

10 Finish the sentences with the homophones.

Go to Helpful Hint 13.

This corn is \_\_\_\_\_ the \_\_\_\_\_ horses. (for, four)

Are you \_\_\_\_\_ this is the way to the sea \_\_\_\_\_? (shore, sure)

The boy on the netball \_\_\_\_\_ the ball. (caught, court)

We \_\_\_\_\_ the dog with the \_\_\_\_\_ paw. (saw, sore)

Please \_\_\_\_\_ some milk for the \_\_\_\_\_ puppy with the sore \_\_\_\_\_. (poor, pour, paw)



## Challenge

Which sound wins?

Put X on the **tr** or **er** words.

Put O on the **or** or **ow** words.

The winner will have 3 in a row.

sure	hurt	talk	warm	wall	worth	word	form	north
water	poor	early	learn	forty	horse	born	worm	storm
dirt	learn	earth	term	draw	circle	story	world	work

Winner is \_\_\_\_\_. Winner is \_\_\_\_\_. Winner is \_\_\_\_\_.



or ore a aw au horse core ball paw sauce

List Words

wall \_\_\_\_\_  
 hall \_\_\_\_\_  
 talk \_\_\_\_\_  
 fork \_\_\_\_\_  
 before \_\_\_\_\_  
 because \_\_\_\_\_  
 sport \_\_\_\_\_  
 sure \_\_\_\_\_  
 poor \_\_\_\_\_  
 floor \_\_\_\_\_  
 storm \_\_\_\_\_  
 store \_\_\_\_\_  
 draw \_\_\_\_\_  
 lawn \_\_\_\_\_  
 order \_\_\_\_\_  
 corner \_\_\_\_\_  
 fourth \_\_\_\_\_  
 towards \_\_\_\_\_  
 autumn \_\_\_\_\_  
 August \_\_\_\_\_  
 transport \_\_\_\_\_  
 caught \_\_\_\_\_  
 bought \_\_\_\_\_  
 thought \_\_\_\_\_  
 brought \_\_\_\_\_

1 Circle the letters that represent **or, ore, a, aw, au** in the List Words.

2 Write any other letters that can represent **or, ore, a, aw, au** on the Grapheme Chart. Write one word example for each.



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

4 Unjumble the letters to make pairs of rhyming List Words.

klat	lald	rawd	orpo	usre	thuacg
_____	_____	_____	_____	_____	_____
krof	lahl	etrso	orfol	efroeb	ugobht
_____	_____	_____	_____	_____	_____

5 Finish the word in each sentence by selecting the correct ending.

Put it in the h\_\_\_\_. (awn, all) He is very p\_\_\_\_. (oor, alk)  
 I am not s\_\_\_\_. (oor, ure) My parrot can t\_\_\_\_. (alk, all)  
 I mowed the l\_\_\_\_. (awn, alk) I went to the st\_\_\_\_. (aw, ore)

6 Finish the words with **or, au, ar, ore, aw** or **ough** to represent **or, ore, a, aw, au**. Write each word in the right row. Colour the winning horse.

dr_____	_____der	c_____ner	_____gust	bec_____se
st_____	bef_____	sp_____t	br_____t	tow_____ds
L_n	th_____t	_____turnn	b_____t	transp_____t

Grapheme Chart

letters	words

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

p	ort
s	orm
sp	oor
dr	oor
fl	ure
st	aw

be	wards
or	gust
to	cause
au	ner
cor	der
Au	tumn

8 Complete with the correct word.

one, two, three, \_\_\_\_\_ first, second, third, \_\_\_\_\_

eleven, twelve, thirteen, \_\_\_\_\_

ten, twenty, thirty, \_\_\_\_\_

9 Circle the **o** or **one** or **ow** words. Write them on the lines. Finish the sentences with your words.

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

rough bought although  
tough thought drought  
through through brought

\_\_\_\_\_ | \_\_\_\_\_ you were at home.  
\_\_\_\_\_ | \_\_\_\_\_ my books to school.  
\_\_\_\_\_ | \_\_\_\_\_ popcorn at the store.

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

Please pour a glass of milk for the pour lady.

Dean court the ball on the tennis caught.

The puppy we bought to school was brought at the pet store.

I am shore he will wait for us on the sure.



Challenge

Replace a vowel with another vowel to make an **o** or **one** or **ow** word.

hill \_\_\_\_\_ hall \_\_\_\_\_ well \_\_\_\_\_ mare \_\_\_\_\_ barn \_\_\_\_\_

farm \_\_\_\_\_ worm \_\_\_\_\_ smell \_\_\_\_\_ shirt \_\_\_\_\_

flour \_\_\_\_\_ drew \_\_\_\_\_ spurt \_\_\_\_\_ share \_\_\_\_\_

low \_\_\_\_\_ care \_\_\_\_\_ stare \_\_\_\_\_ drown \_\_\_\_\_

**BLM GM53**

4 ★ ▼ □ GM52

4 ★ ▼ □ GM53

**Four in a Row: Stars, Birds and Horses**

4 ★ ▼ □ GM53

sh\_\_p

4 ★ ▼ □ GM53

l\_\_gh

4 ★ ▼ □ GM53

th\_\_d

4 ★ ▼ □ GM53

\_\_nty

4 ★ ▼ □ GM53

b\_\_sket

4 ★ ▼ □ GM53

s\_\_ve

4 ★ ▼ □ GM53

l\_\_n

4 ★ ▼ □ GM53

\_\_tumn

4 ★ ▼ □ GM53

p\_\_ticle

4 ★ ▼ □ GM53

th\_\_ty

4 ★ ▼ □ GM53

transp\_\_t

4 ★ ▼ □ GM53

c\_\_cle

4 ★ ▼ □ GM53

ret\_\_n

4 ★ ▼ □ GM53

\_\_gue

4 ★ ▼ □ GM53

obs\_\_ve

4 ★ ▼ □ GM53

tow\_\_ds

4 ★ ▼ □ GM53

t\_\_tle

4 ★ ▼ □ GM53

c\_\_ner

4 ★ ▼ □ GM53

v\_\_tical

4 ★ ▼ □ GM53

\_\_ffer

4 ★ ▼ □ GM53

p\_\_ple

4 ★ ▼ □ GM53

t\_\_lk

4 ★ ▼ □ GM53

\_\_der

4 ★ ▼ □ GM53

dr\_\_

4 ★ ▼ □ GM52

4 ★ ▼ □ GM53

**Four in a Row** – a game for 2 to 4 students.

Each student requires a set of counters of the same colour.

- 1 Stack the word cards face down beside the game board.
- 2 The first student takes a card from the top and decides on the missing grapheme.
- 3 The same student then covers those letters on the game board with one of their counters. The card is then returned to the bottom of the pile and the next student has a turn.
- 4 Students continue to take turns until one of them has four counters in a row – horizontally, vertically or diagonally.



BLM GM64



Match Up: List Word Beginnings and Endings



3 GM64 for	3 GM64 d gust	3 GM64 ty
3 GM64 mor	3 GM64 st aught	3 GM64 ought
3 GM64 four	3 GM64 p oor	3 GM64 tumnn
3 GM64 c	3 GM64 b ning	3 GM64 arm
3 GM64 w	3 GM64 hor teen	3 GM64 ory
3 GM64 Au	3 GM64 au oor	3 GM64 se

Can you complete all of these reading ideas this Book Week?

# BOOK WEEK

# B I N G O

Read an unfamiliar book from an author you like	Read a magazine	Read to someone over the internet	Read an adventure story	Read a poem to a family member
Read a book with a one word title	Read a book whose cover is your favourite colour	Read for 30 minutes	Read to a pet or sibling	Listen to Mrs Bedingfield read a story.
Read a book with an animal character	Take turns reading pages with someone else	Read outside in your favourite place	Start a list of the books you have read	Read on the weekend
Read a picture book	Take a selfie while reading	Read out loud in a funny voice	Read a book that is more than 20 years old	Read a book with a female main character
Listen to an audiobook	Read a comic book	Retell a story you have read to a grownup	Read in the bath tub	Read a book that takes place in another country



Name \_\_\_\_\_

Date \_\_\_\_\_

## Research Skills – Ideas and Vocabulary

Read the text about astronauts.

- Write the main idea of the text in the box below.

Hint: To find the main idea, look for words that are repeated in the text.

- Underline any subject-specific words and write them in the box below.

Hint: Subject-specific words are words that are related to the main idea.

### Astronauts

#### Who are astronauts?

Astronauts are a special type of pilot. They are qualified to travel into space in space shuttles. Both men and women can be astronauts, as long as they have completed their training.

#### What do astronauts do?

Astronauts conduct missions into space. While they are in space, they often deploy satellites that orbit Earth. Astronauts must also know how to repair their space craft if something goes wrong during a mission.

#### What equipment do astronauts need?

Astronauts wear highly-protective space suits. These contain oxygen so the astronaut can breathe. Astronauts use heat-resistant safety tethers to stop them floating away. They also use tools built especially for doing repairs in space.

#### What skills do astronauts have?

Astronauts need to have a great amount of knowledge about space. They must be able to cope with zero gravity, which can be very demanding on the body. Astronauts must also be able to work in a team with other people.



Main idea	Subject-specific vocabulary

Name \_\_\_\_\_

Date \_\_\_\_\_

## Research Skills – Note Taking

Read each paragraph from the text about astronauts.

- Highlight the key information in each paragraph.

Hint: Look for key words which inform the reader about the subject.

- Next to each paragraph, write notes about the key information.

Hint: Dot point notes should be a few words only, not full sentences.

Astronauts are a special type of pilot. They are qualified to travel into space in space shuttles. Both men and women can be astronauts, as long as they have completed their training.

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Astronauts conduct missions into space. While they are in space, they often deploy satellites that orbit Earth. Astronauts must also know how to repair their space craft if something goes wrong during a mission.

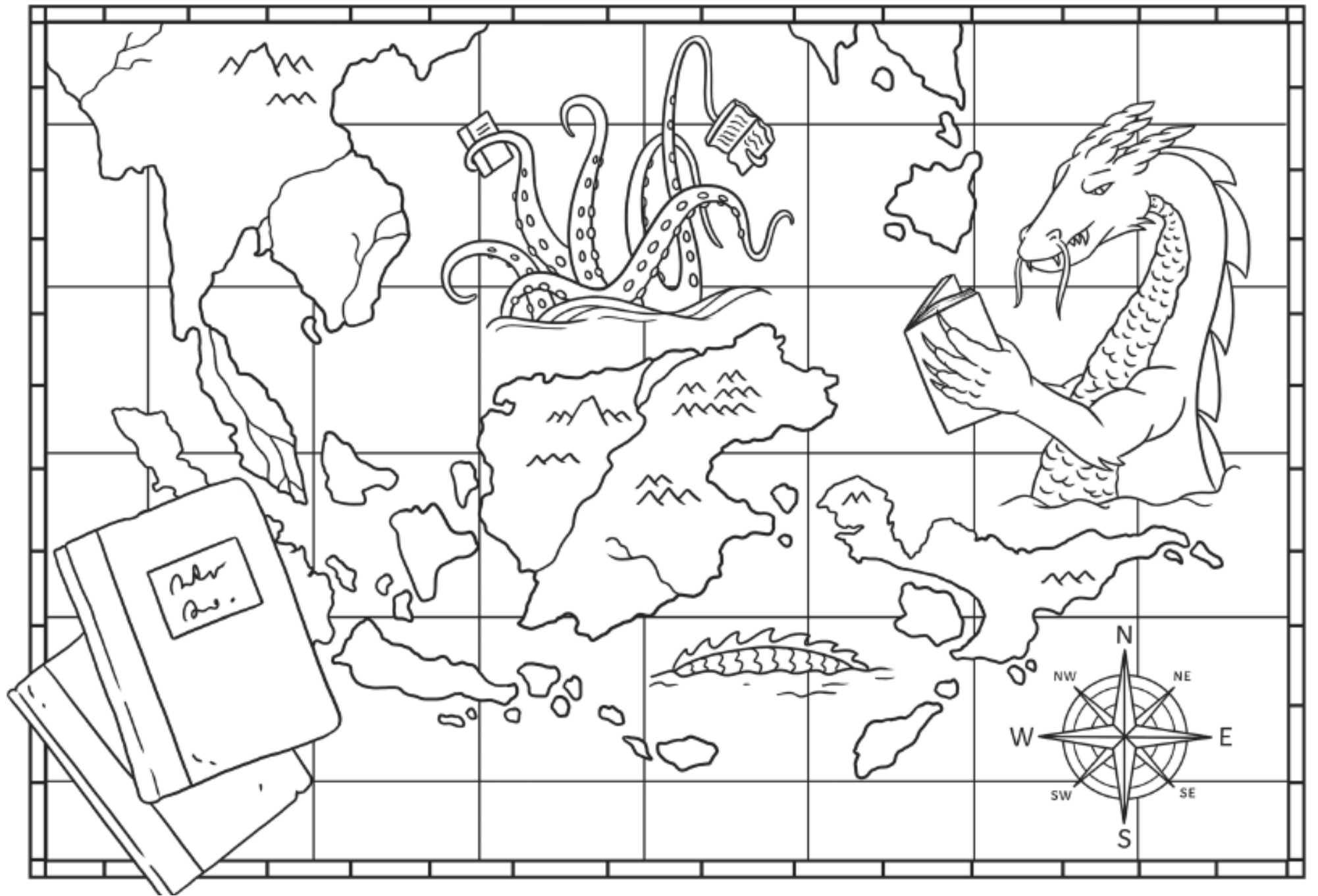
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Astronauts need to have a great amount of knowledge about space. They must be able to cope with zero gravity, which can be very demanding on the body. Astronauts must also be able to work in a team with other people.

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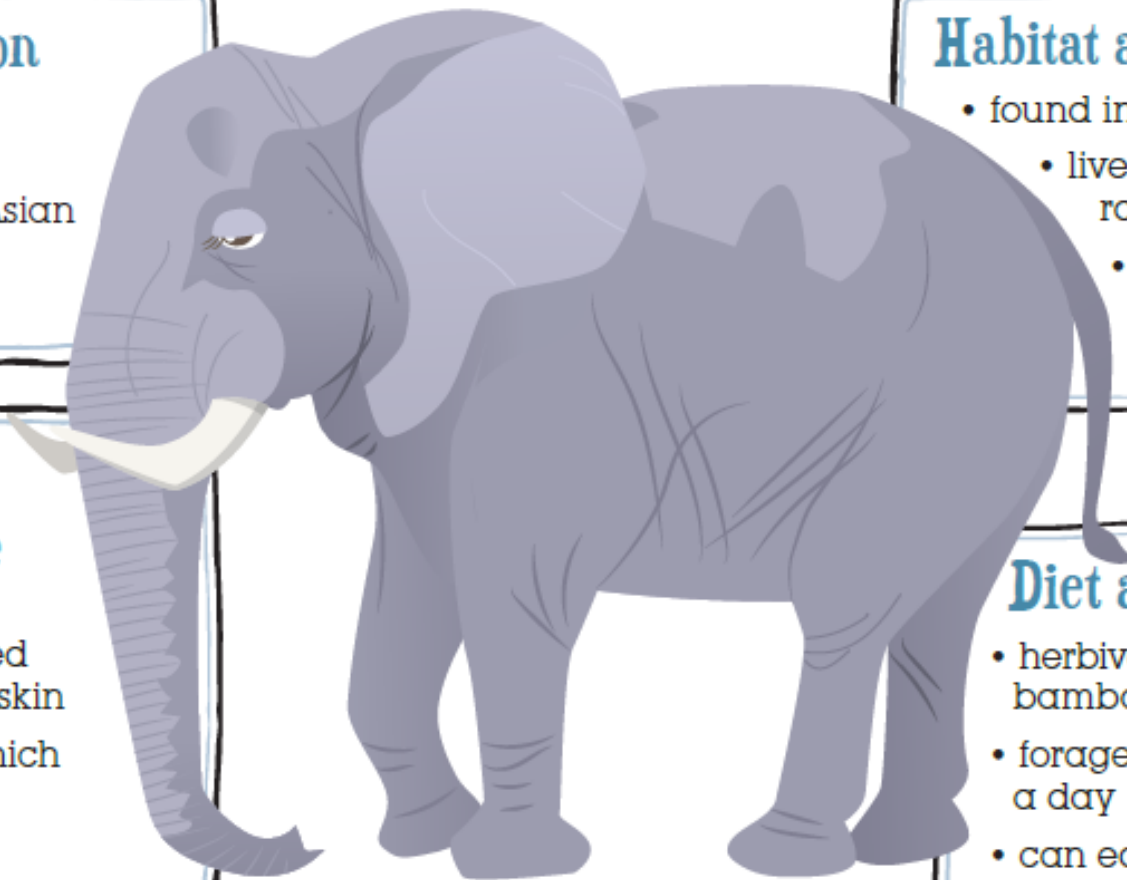
# Fact File - Elephants

## Classification

- mammals
- two species – African and Asian
- lifespan of 50-70 years

## Size and Appearance

- large, bulky bodies covered in thick, grey skin
- large ears which help regulate temperature
- long trunks, used for lifting objects



## Habitat and Lifestyle

- found in Africa and Asia
- live in grasslands, rainforests and deserts
- stay in groups called herds, led by the oldest female

## Diet and Eating Habits

- herbivores – eat leaves, twigs, bamboo and roots
- forage for around 16 hours a day
- can eat 150 kg (300 lb) of food per day

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

## Writing Sentences From Dot Points – Animals

Turn each dot point from the fact file into a full sentence.

### Classification

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Size and Appearance

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Habitat and Lifestyle

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Diet and Eating Habits

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

## Informative Text - Scaffold

**Introduction** (This is a general statement about the subject of the text).

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**Paragraph 1** (Describe one detail about the subject of the text).

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**Paragraph 2** (Describe one detail about the subject of the text).

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## Informative Texts - Worksheet

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

**Paragraph 3** (Describe one detail about the subject of the text).

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**Conclusion** (This is a concluding statement about the subject of the text).

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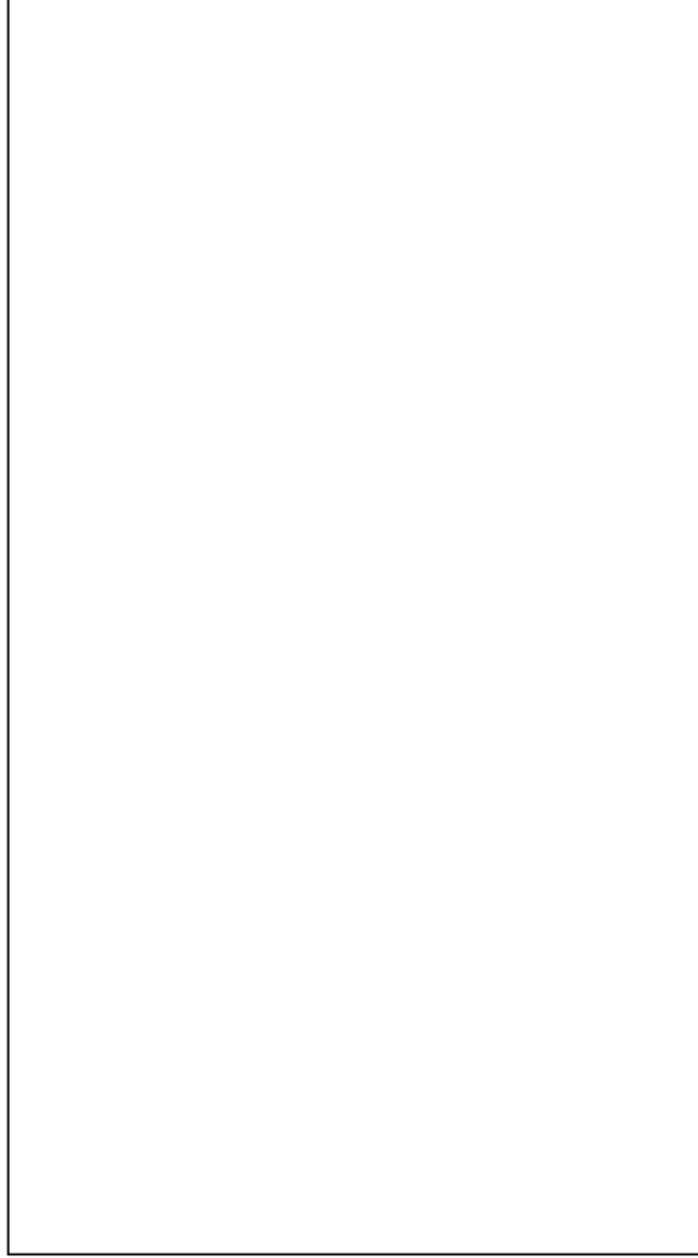
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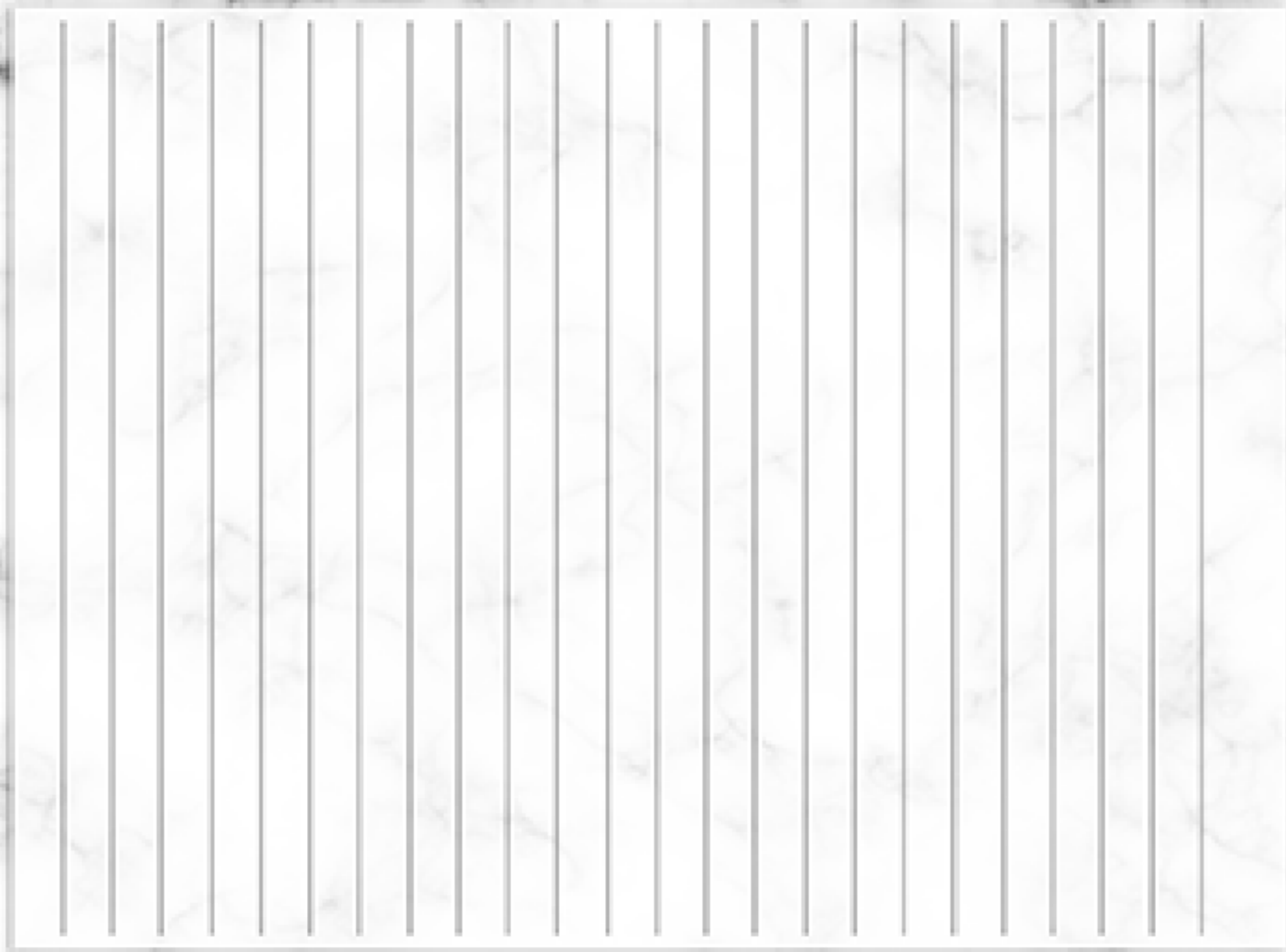
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**Illustration**





A sheet of white lined paper with 20 horizontal lines, set against a marble background. The lines are evenly spaced and extend across the width of the paper. The paper is centered and takes up most of the frame.

# Uluru – Editing

Read the following text about Uluru and make the necessary edits using the editing marking key.

## Editing Marks

Capital Letter

|||

Lower case letter

/

Add end marks

. ? !

Spelling mistake

o

Add a word

^

Doesn't make sense

—

New paragraph

[ ]

Add a space

#

during the 1870s, william giles and william gosse were first wite explorers in this rejjion. Gosse was the first to reach uluru and named it 'Ayers Rok' after his supereor, sir henry ayers who was the Cheef Secretary of Sowth Australia it wasn't until the 1990s that it's tradishonal name of Uluru was reinstated. It is now considered disrespectful to refer Uluru as 'Ayers Rock' in the early 1900s the Australian Government declared ownership land. By the 1950s tourists and land developers begun to make tracks to Uluru and Kata Tjuta. Tourist numbers steadily grew and by the early 1970s, the impakt tourism was having detrimental effects on uluru and its surroundings. In 1973, the government agree to relocate accomodation facilities to a new site in order to protect and preserve uluru at the time only a few anangu were live at Uluru. most of the Anangu there scattered into other rejjions within central australia it was not until 1979 That a national park was acknowledged. This was Done to recognize the traditional owners of Uluru. In 1983 prime minister hawke announsed the government intention to grant ownership land back to the traditional owners.



After you have edited the paragraph, re-write the text correctly on the lines below.

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# Area – square centimetres

Year 3

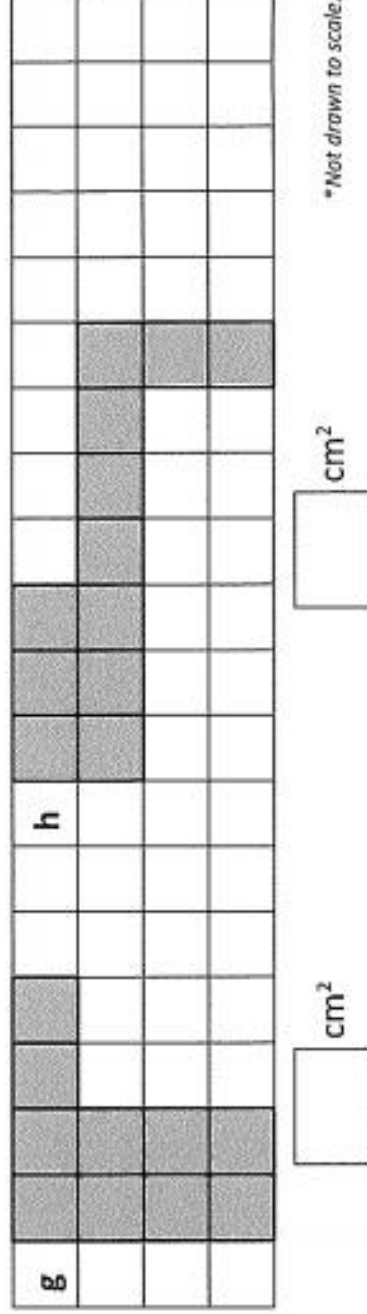
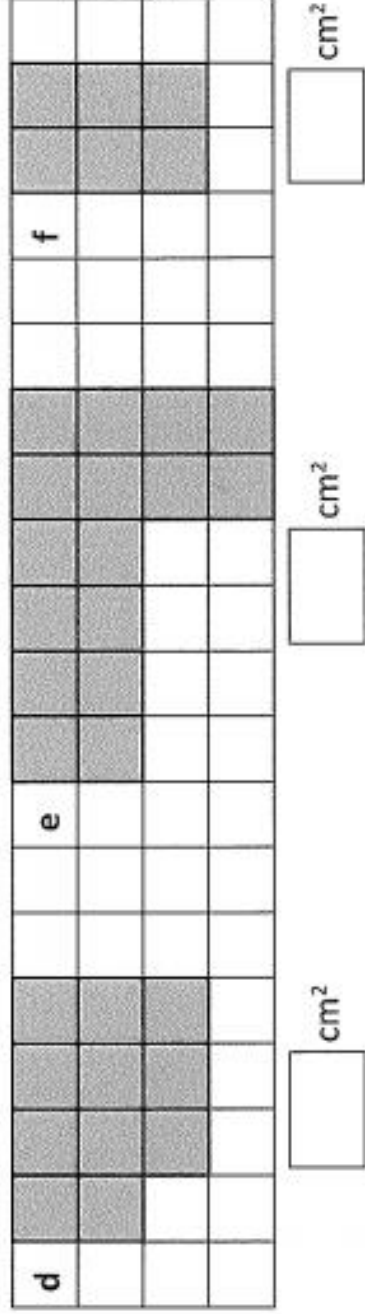
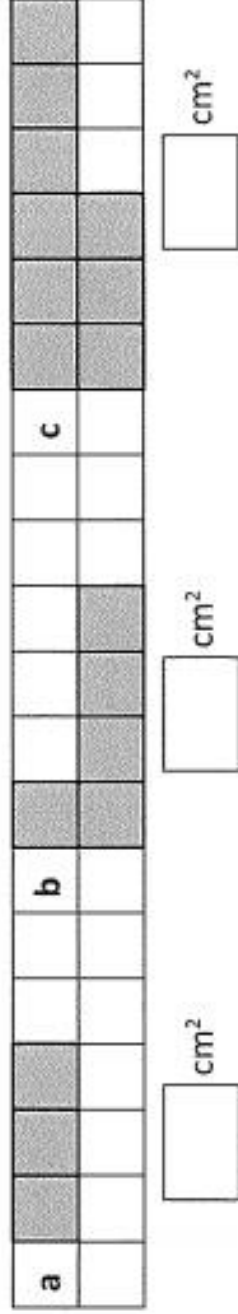
An area is the amount of surface on a shape or object.

Small areas are measured in square centimetres.

We write this as  $\text{cm}^2$  for short.

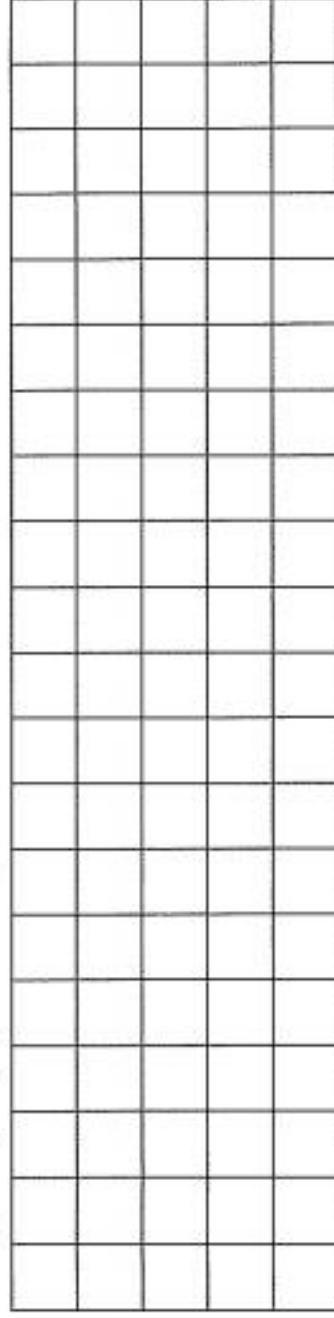


1 Calculate the area of each of the following shapes by counting the square centimetres.\*



\*Not drawn to scale.

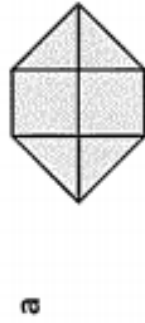
2 Using the grid paper below, create 4 different shapes that have an area of  $6 \text{ cm}^2$ .\*



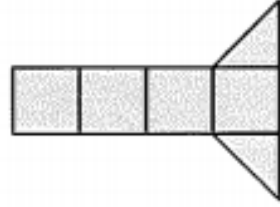
\*Not drawn to scale.

## Area – square centimetres

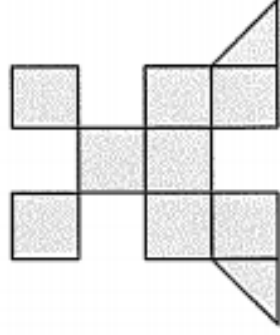
- 3 Count the square centimetres that each shape is made up of.



Area =  cm<sup>2</sup>

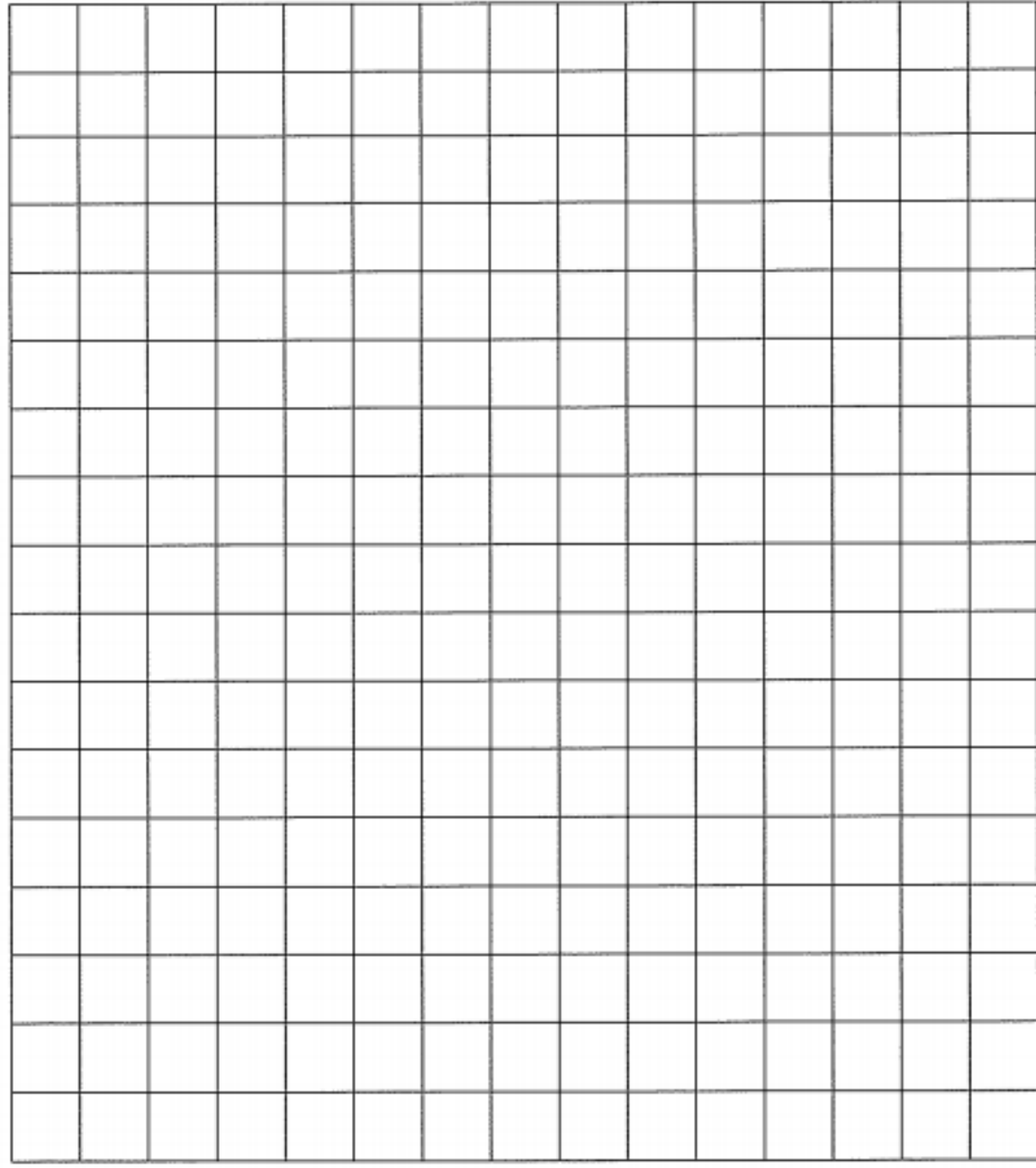


Area =  cm<sup>2</sup>



Area =  cm<sup>2</sup>

- 4 Measure the area of your hand on the grid below by counting how many squares it takes up. Is it easier to measure with your fingers stretched out or together?



My hand is  square centimetres.

## Tangram areas

solve



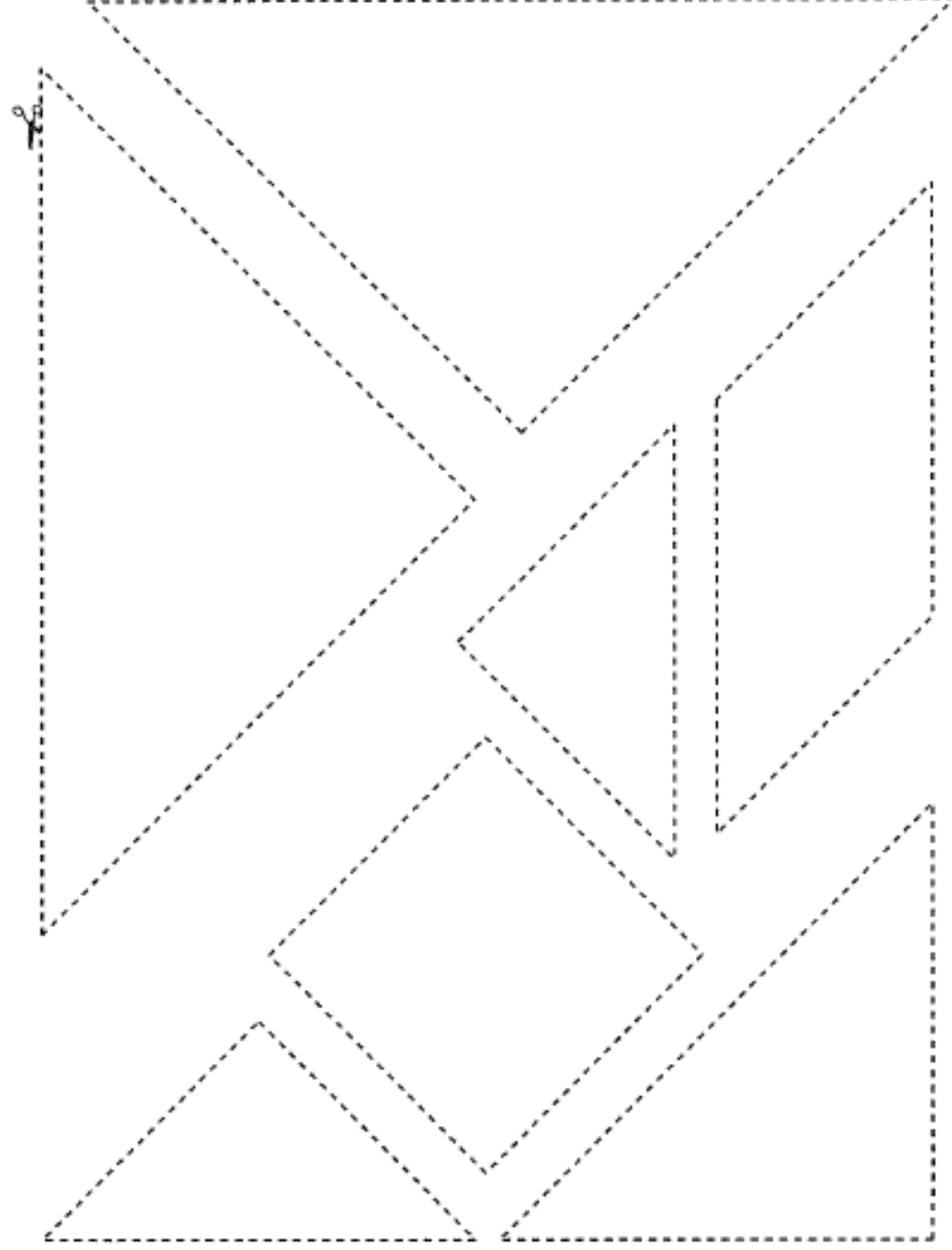
Getting ready



copy

For these problems, you will need a copy of this page.  
Cut out the set of 7 tangram pieces below. Colour each piece so that:

- 1 square: yellow
- 2 small triangles: red
- 1 medium triangle: blue
- 2 large triangles: green
- 1 parallelogram: orange

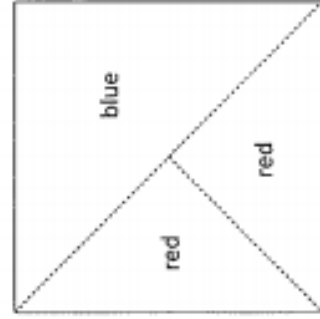


What to do

For each problem on work out the area of the square made up from tangram pieces. Your only clue is that the yellow square is 1 square unit.

**Problem 1**

Make a square with the blue triangle and the 2 red triangles.

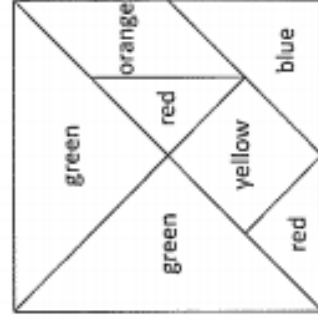


- a What is the area of this new square?  square units

- b How do you know?

**Problem 2**

Make another square, this time using all 7 tangram pieces.



- a What is the area of this new square?  square units

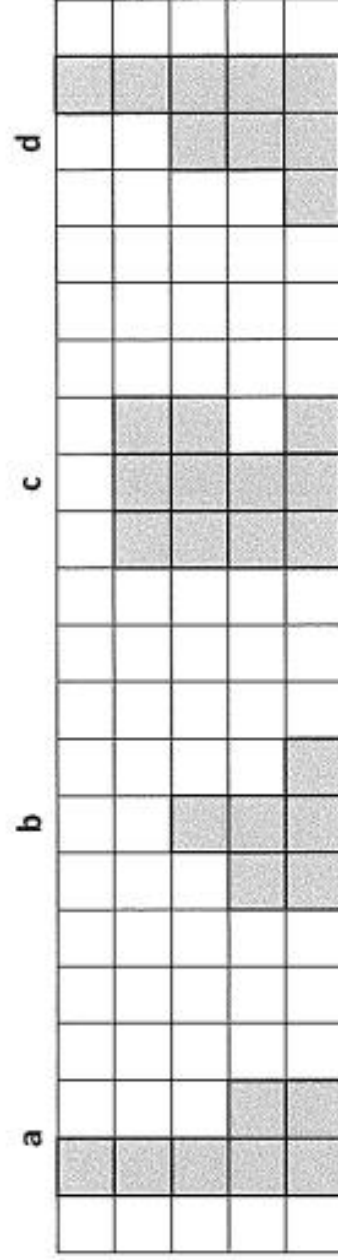
- b How do you know?

## Area – square centimetres

Area is the amount of space a shape covers. It is a 2D measurement. We measure area in square units. For small areas, we use square centimetres.

1 cm = 1 square centimetre  
1 cm<sup>2</sup> = 1 cm<sup>2</sup>

- 1 Each square covers an area of 1 square centimetre (1 cm<sup>2</sup>). Record the area of each shape:



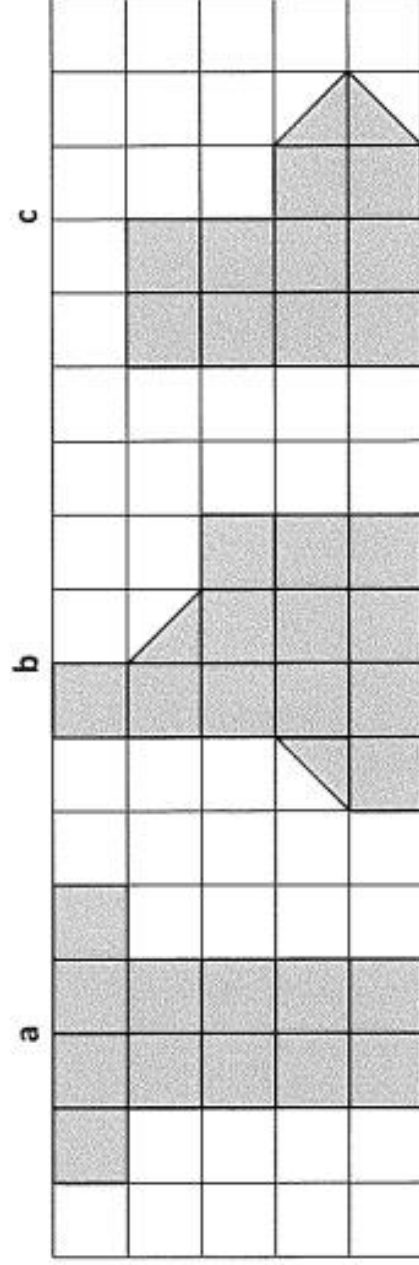
Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

- 2 Find the area of these irregular shapes. Use the 1 cm grid paper as your guide:



Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

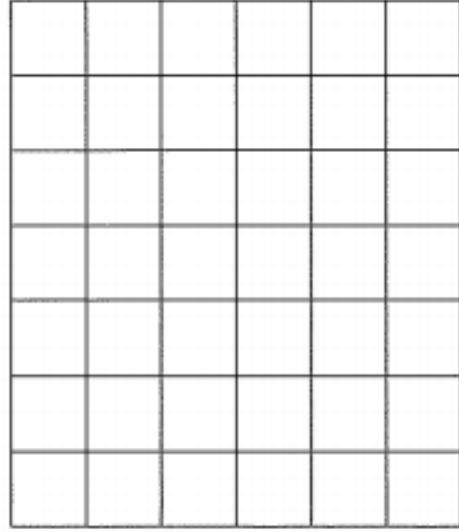


## Area – square centimetres

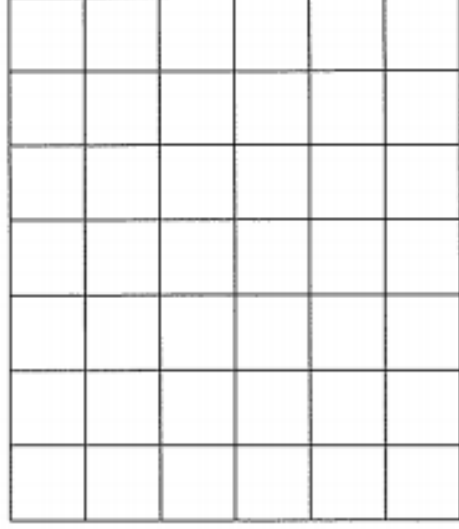
Year 4

- 3 Use the 1 square centimetre grid paper to shade some irregular shapes with the following areas:

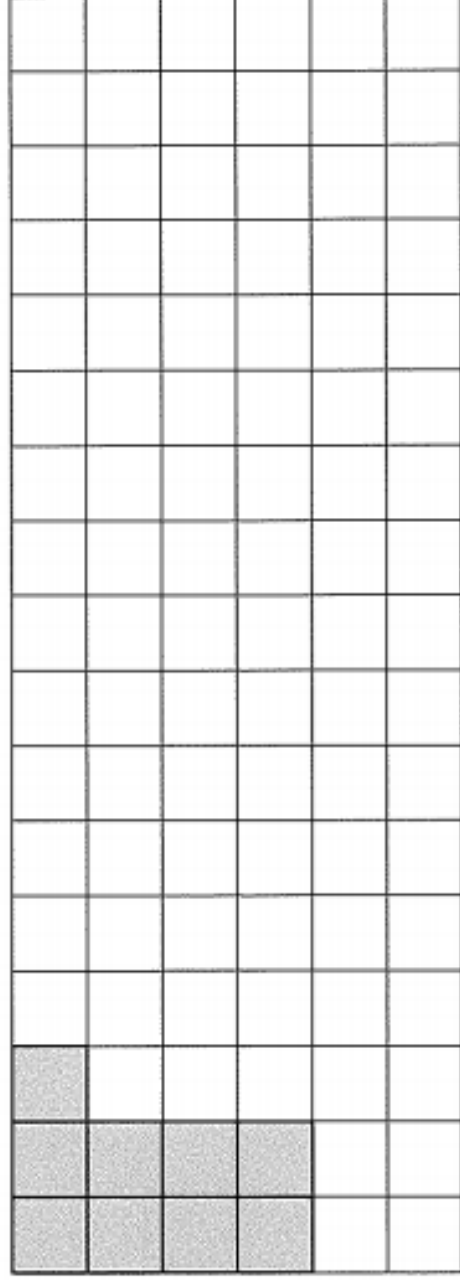
a 4 square centimetres



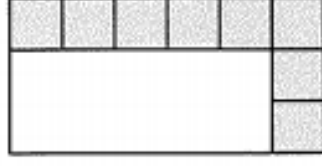
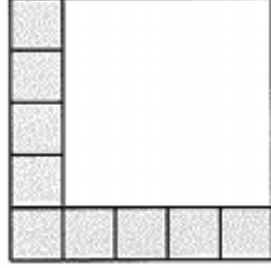
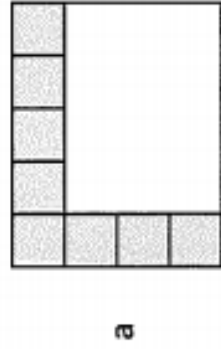
b 6 square centimetres



- 4 How many shapes can you make with an area of 9 square centimetres? Show them on the grid below. The first one has been done for you.



- 5 What is the area of each rectangle? Each square in the grid has an area of 1 cm<sup>2</sup>.



Area = \_\_\_\_\_

Area = \_\_\_\_\_

Area = \_\_\_\_\_

## Area – square metres

When we need to find the areas of large spaces, we use square metres.  
The symbol for square metres is  $m^2$ .

1



, stick pieces of newspaper together to make a square that is 1 metre long and 1 metre wide.

- How many people can fit standing inside one  square metre?
- Cut your square into five pieces and then stick it back together. It can be any shape. Draw it here:



Is this still one square metre?

2

Use your square metre to measure five areas in your school. Estimate first.

Space to be measured	Estimate	Actual area
a		
b		
c		
d		
e		

## Area – square metres

3 Rewrite these measurements the short way. The first one has been done for you.

a Twenty nine square metres =

b Thirty seven square metres =

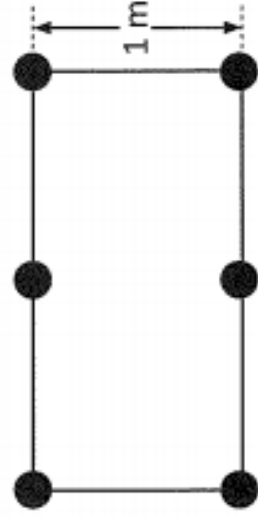
c Three hundred and two square metres =

d Six hundred and ninety one square metres =

e Eighty point seven square metres =

f Seven point two square metres =

4 Miss Farbio has a rectangular garden with six fence posts. The distance between each post is 1 metre and the area of her garden is  $2 \text{ m}^2$ .



Her neighbour Mr Gubbio has 14 fence posts, also 1 metre apart. What is the area of his garden in square metres if one side of the fence has three posts, just like Miss Farbio's garden?

Area of Mr Gubbio's garden = \_\_\_\_\_

## Area – investigating area and perimeter

- 1 What is the area and perimeter of these shapes?

Shape a: A 4x2 rectangle.  $P = \underline{\hspace{1cm}}$   
 $A = \underline{\hspace{1cm}}$

Shape b: A 4x3 rectangle.  $P = \underline{\hspace{1cm}}$   
 $A = \underline{\hspace{1cm}}$

Shape c: A 4x4 square.  $P = \underline{\hspace{1cm}}$   
 $A = \underline{\hspace{1cm}}$

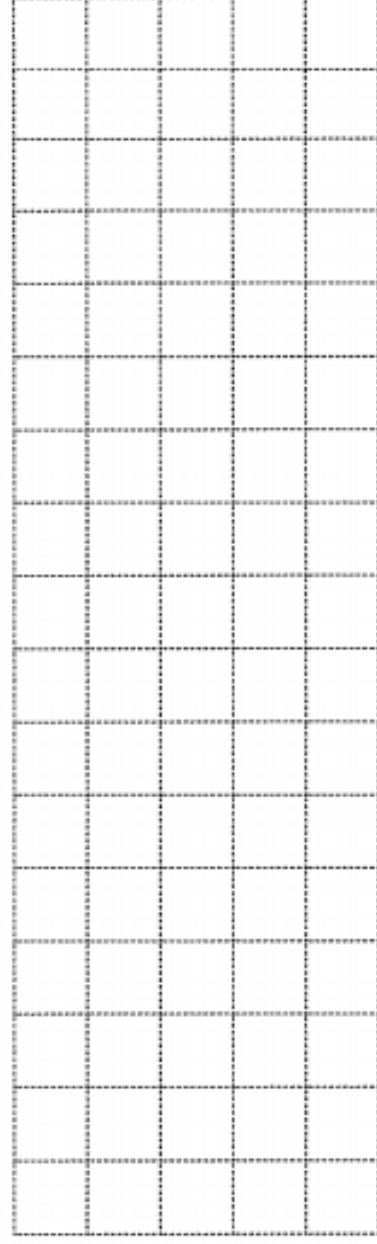
Shape d: A 4x4 square with a 1x1 square missing from the top-left corner.  $P = \underline{\hspace{1cm}}$   
 $A = \underline{\hspace{1cm}}$

1 cm 1 cm

- 2 Use the grid below to draw two shapes with a perimeter of 12 cm but with different areas:

1 cm 1 cm

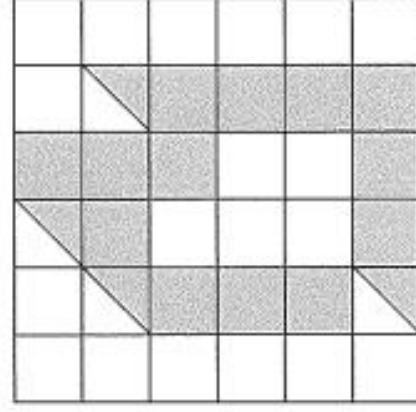
- 3 Colour a square with a side length of 4 cm. Label its area and perimeter.  
Now colour a square with a side length of 5 cm and label its area and perimeter.



What do you notice? \_\_\_\_\_

## Area – investigating area and perimeter

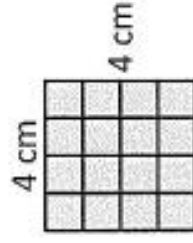
- 4 Look at this 1 cm square grid. Some of the grid is shaded. Work out the area of the part that is shaded.



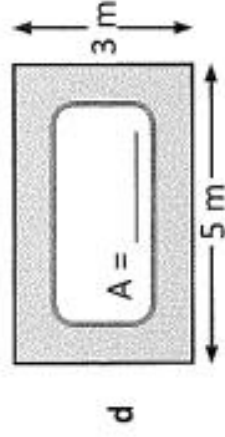
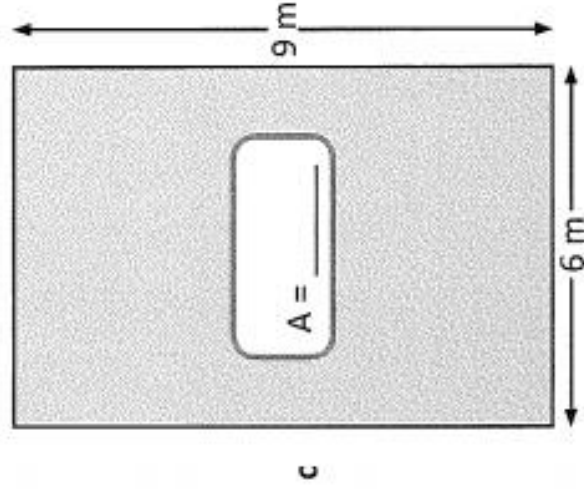
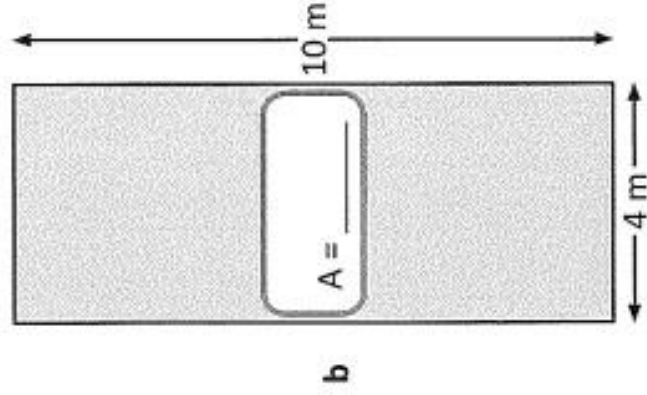
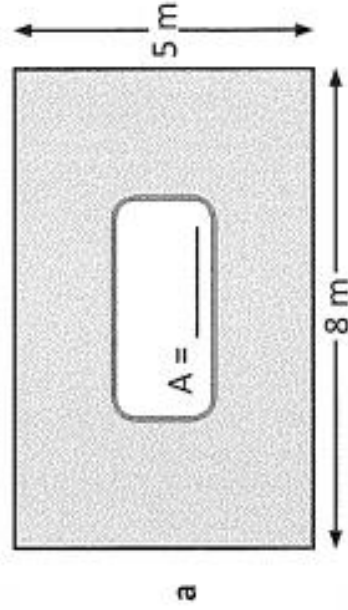
The area of the part that is shaded is  cm<sup>2</sup>

A faster way to calculate area is to multiply the length by the width.

Look at this square. If we multiply the length by the width, we get 16 cm<sup>2</sup>. This is the same as counting all the squares.



- 5 Calculate the area of each of these shapes by multiplying the length by the width:



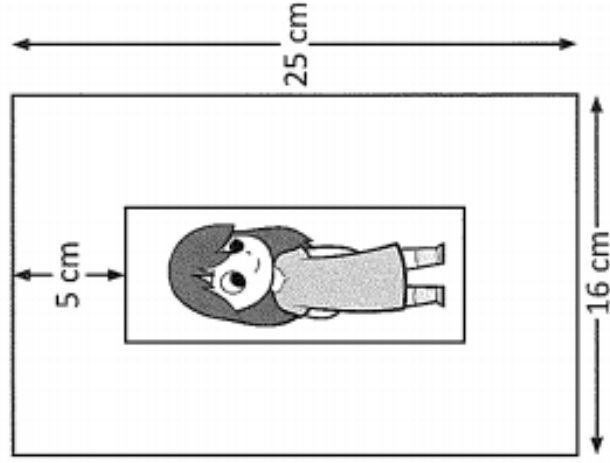
## Area challenges 1

apply

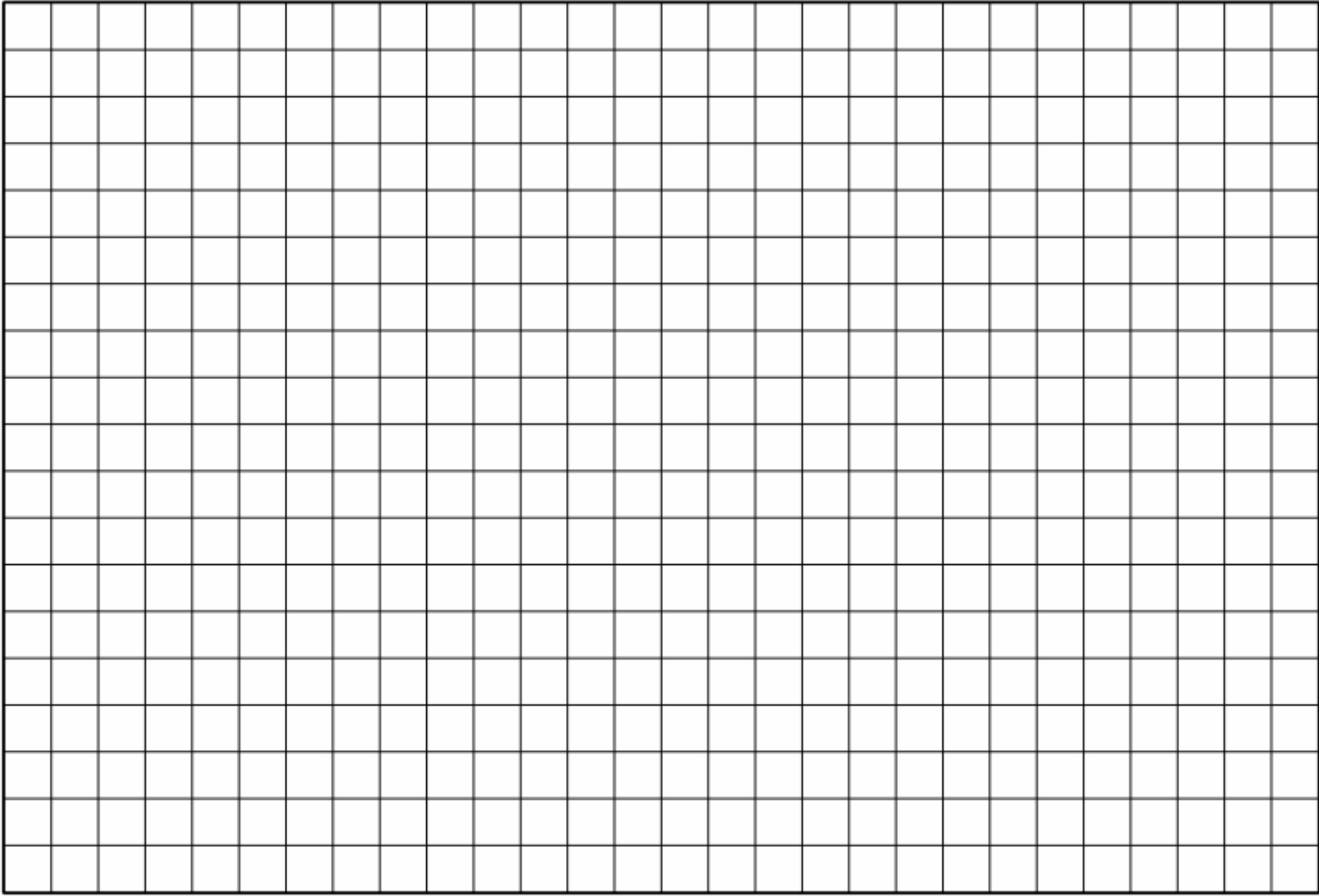


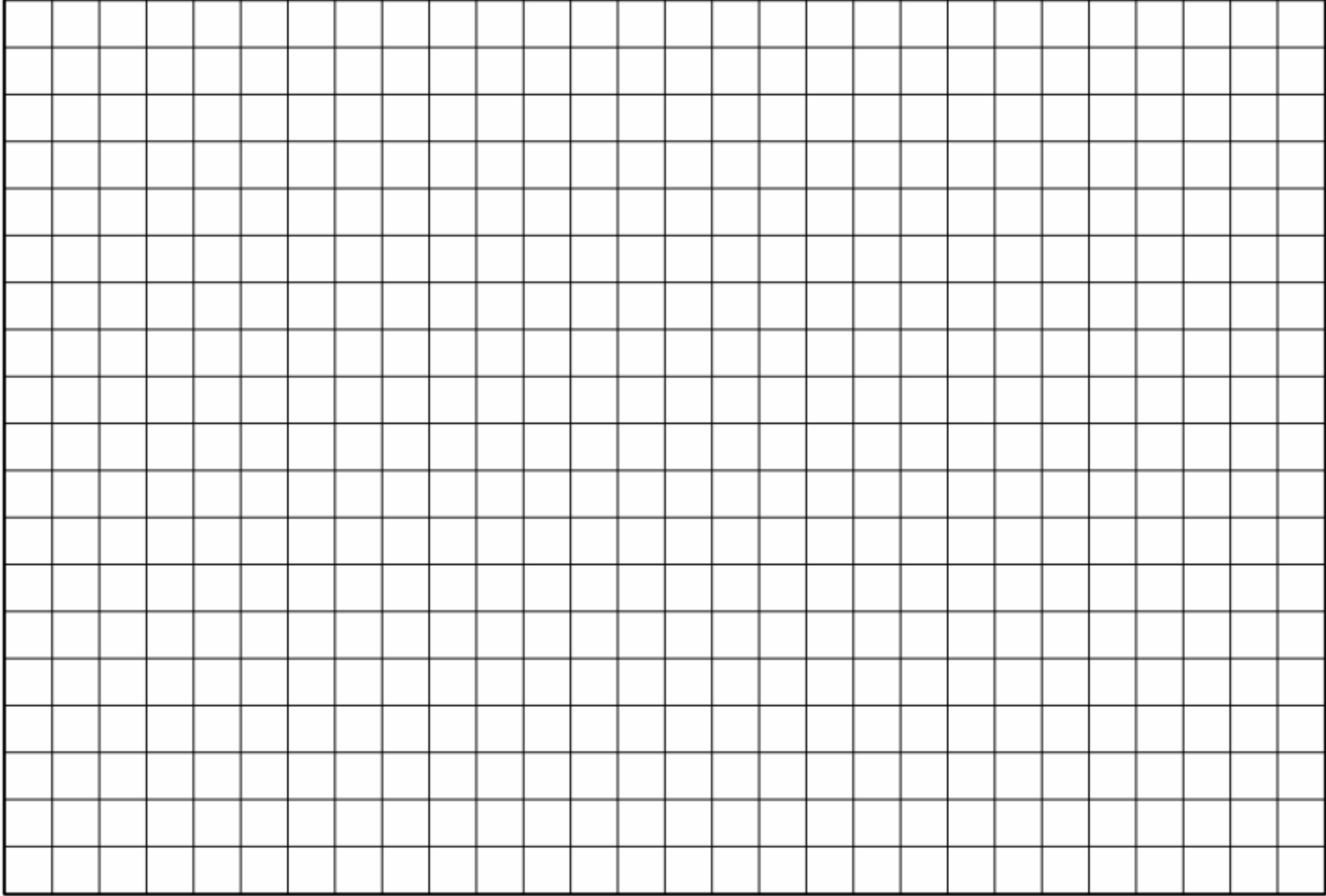
Solve these area challenges based on the dimensions:

- a A framed photograph is  $16\text{ cm} \times 25\text{ cm}$ . The frame itself is  $5\text{ cm}$  wide. Use these clues to find the area of the photograph inside the frame.



The area of the photograph is \_\_\_\_\_  $\text{cm}^2$ .









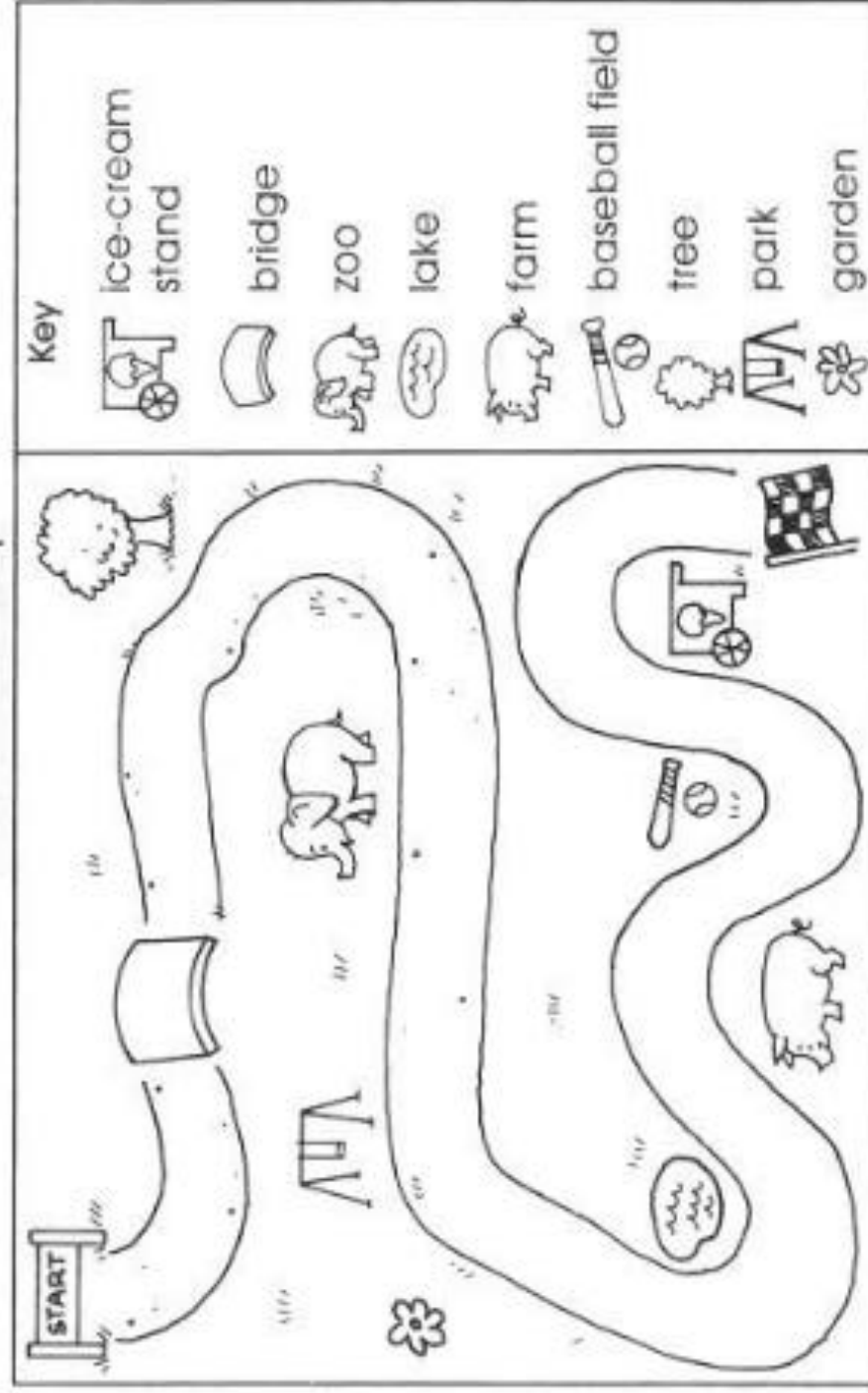
# Car Rally

using a map key

Name \_\_\_\_\_

The cars are driving the course. Let's find out where each car is along the course. Color the cars at the bottom of the page the correct color. Cut them out. Read the sentences. Use the map key to help you paste each car where it belongs along the course.

## Racecourse Map



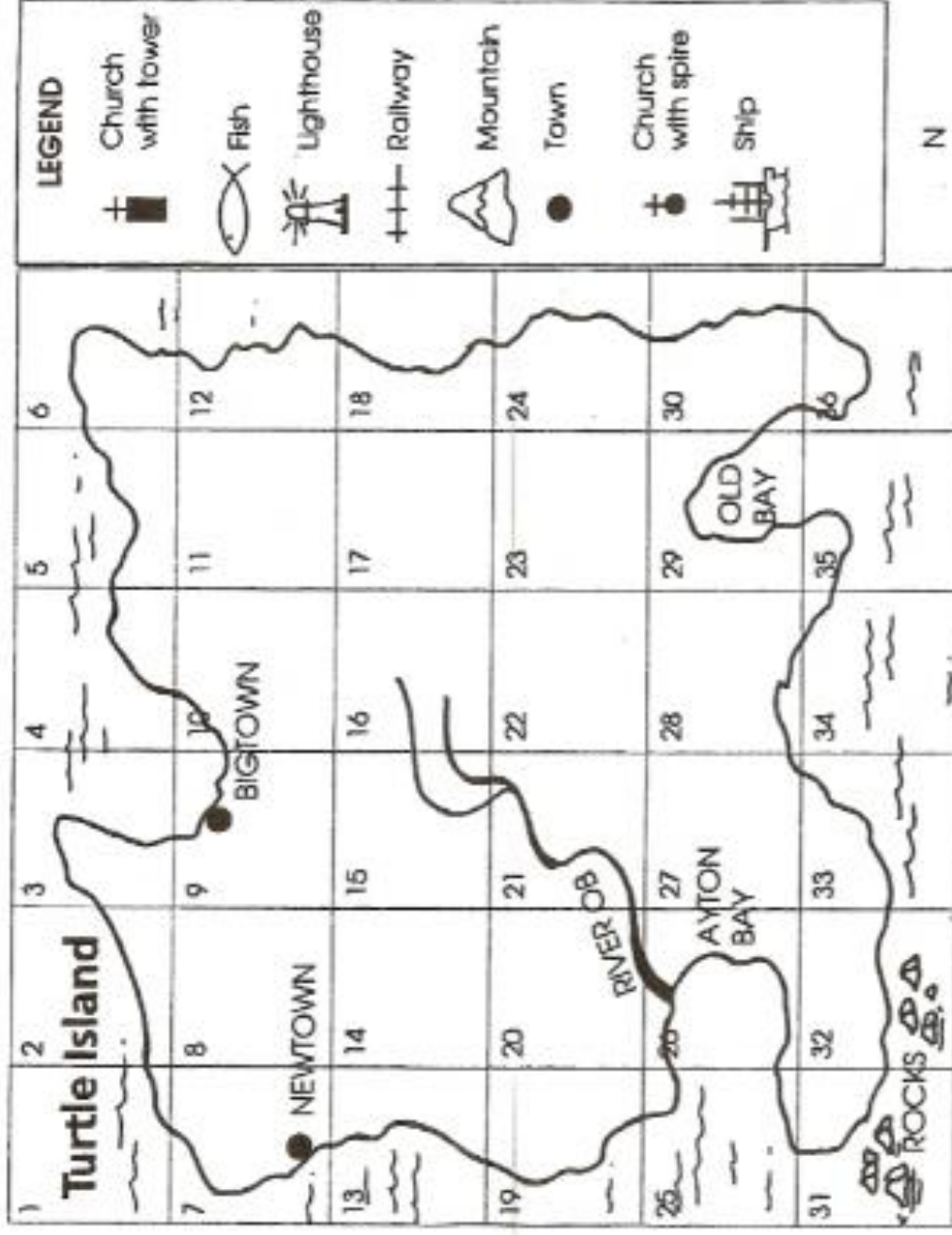
1. The green car is at the zoo.
2. The red car is at the baseball field.
3. The blue car is at the bridge.
4. The yellow car is at the farm.
5. The purple car is at the lake.





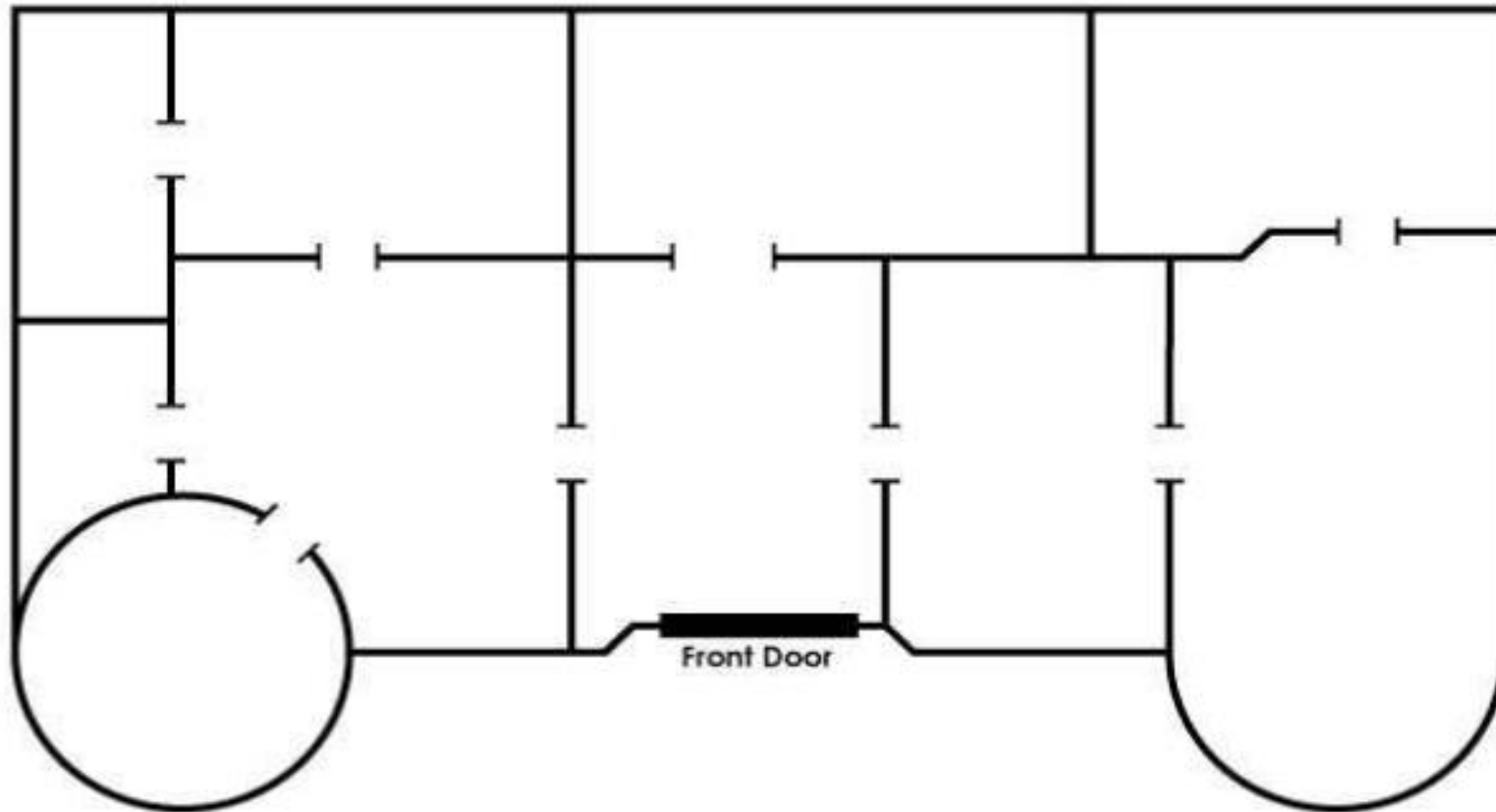
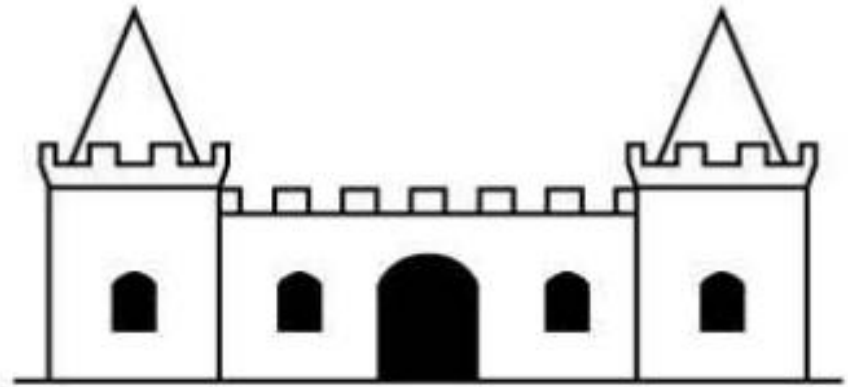
## Reading Maps

Use the symbols to provide answers to the questions below.  
These symbols are found in the map's legend



1. Draw fish in Ayton Bay in square 26. Color them brown.
2. Draw a church with a tower in number 15 square.
3. Draw three mountains in square 16 where the River Ob begins.
4. Draw a lighthouse on the coast in square 32 to warn ships about the rocks found there.
5. Draw a railway joining Newtown in square 7 to Bigtown in square 9.
6. Put your own town in square 21. It is on the west bank of the river.
7. A river starts in square 16 and flows into the eastern side of Old Bay. Draw it.
8. Draw a church with a spire (steeple) in square 11.
9. This is Turtle Island. Draw your own turtle symbol in square 6 and put it in the legend.
10. Draw a ship waiting in the harbor in square 3. Color it red.

# Royal Castle Floor Plan

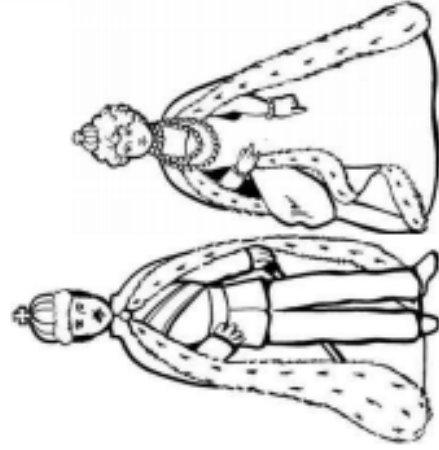


Name: \_\_\_\_\_

## Royal Castle Floor Plan

Write your name at the top of the Royal Castle Floor Plan map and follow the directions below.

1. When you enter the castle through the front door, you are in the living room. Label this room **LIVING ROOM** and draw a sofa in it.
2. As you walk to the east from the living room, you enter the royal TV room. Label this room **TV ROOM** and draw a television in it.
3. The largest room in the castle is the Queen's bedroom. Label this room **QUEEN'S BEDROOM** and draw a bed in it.
4. Directly north of the Queen's bedroom is the queen's closet. Label this room **QUEEN'S CLOSET** and draw a dress in it.
5. Directly west of the Queen's closet is the library. Label this room **LIBRARY** and draw a book in it.
6. The smallest room in the castle is the bathroom. Label this room **BATHROOM** and draw a bathtub in it.
7. Directly east of the bathroom is the kitchen. Label this room **KITCHEN** and draw a stove and refrigerator.
8. The dining room is shaped like a circle. Label this room **DINING ROOM** and draw a table in it.
9. If you walk north from the kitchen, you enter the King's bedroom. Label this room **KING'S BEDROOM** and draw a bed in it.
10. If you're in the King's bedroom and look to the west, you'll see the King's closet. Label this room **KING'S CLOSET** and draw a shirt in it.
11. Outside the castle, just south of the front door, is a sidewalk. Draw the sidewalk leading up to the front door.
12. The King and Queen decide to build a secret room in their castle. They will hide their jewels in this room. It will be a small room that is directly east of the queen's bedroom. Draw the secret room and label it **SECRET ROOM**. Draw a crown in this room.



## Activity 1.3 – importance of materials

During this activity you will explore how important materials are in your daily life.



From the moment you get up (woken by an alarm) to the time you go to bed (snoozing soundly on a pillow and sheets), every single activity you do involves materials of one kind or another.

Could we survive without materials? No!

When you remember that materials provide everything from the clothes we wear and the food we eat to the shelter that keeps us safe, it's obvious that modern human life is impossible without them.

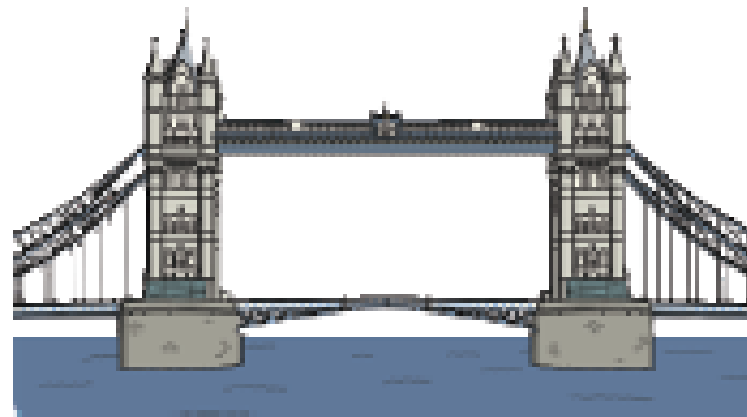


Discuss with an adult ways that you use materials each day. List or draw some of these ideas. For example, drying yourself with a towel (towel is made from fabric) or eating breakfast (spoon is made from metal).

### STEM Challenge Cards

Design and make a bridge spanning a gap of 30cm which can hold as much weight as possible.

**Competition – Which bridge can hold the most weight before it fails? (Use actual weights, books, blocks etc.)**



# ROLL TO CREATE

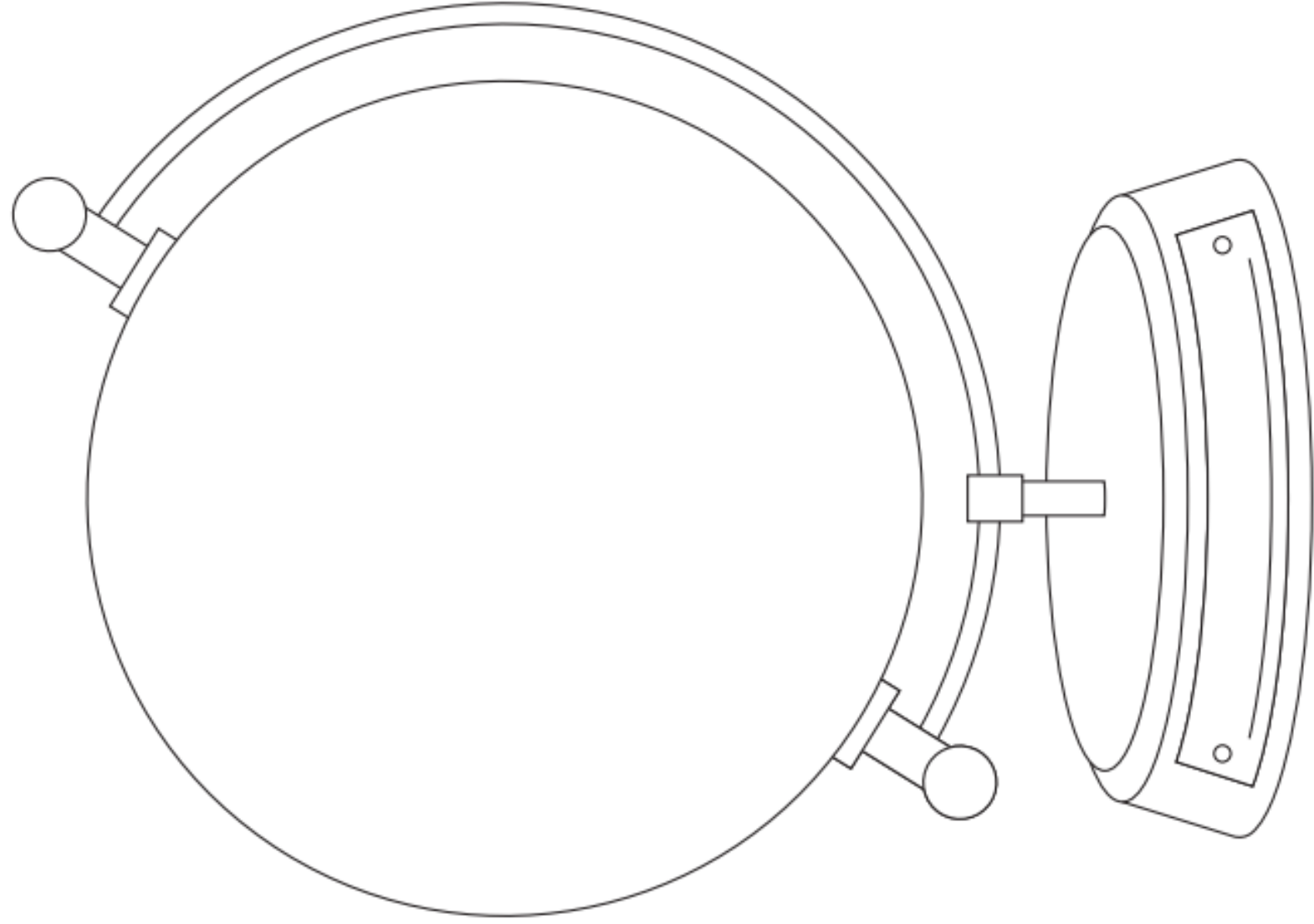


## A NEW WORLD

1. Roll the dice and match the number rolled with a row on the chart.
2. See what type of 'space stuff' is on that row (in the "1st Roll" column).
3. Draw the 'space stuff' around the globe as a background.
4. Roll again, match the number rolled to a row on the chart and see what type of sky you will use to add additional detail to the background.
5. Continue to roll the dice and add features to your world. Use the images as a guide.
6. Decorate your world with colour and patterns.
7. Write the name of your new world on the base of the globe.

	1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll	6th Roll
	SPACE STUFF	SKY	SURFACE	LANDSCAPE	CIVILISATION	FLORA
1						
2						
3						
4						
5						
6						

# MY WORLD





# CBCA Book Week 2021

## Old Worlds, New Worlds, Other Worlds

n o o l d e l x a z r t  
f p l a n e t s a h p h  
n r o x a w a r d t e a  
e c o o t h e r c r o g  
w b f u q m z v r a q t  
g b y b s p a c e v v o  
p f n f a y o t a e s w  
r w o r l d s h t l v z  
i l t i m e i y u b u r  
z z d w y i d j r c n u  
e c n c s l m q e j x r  
d e r a l i e e n s h o a

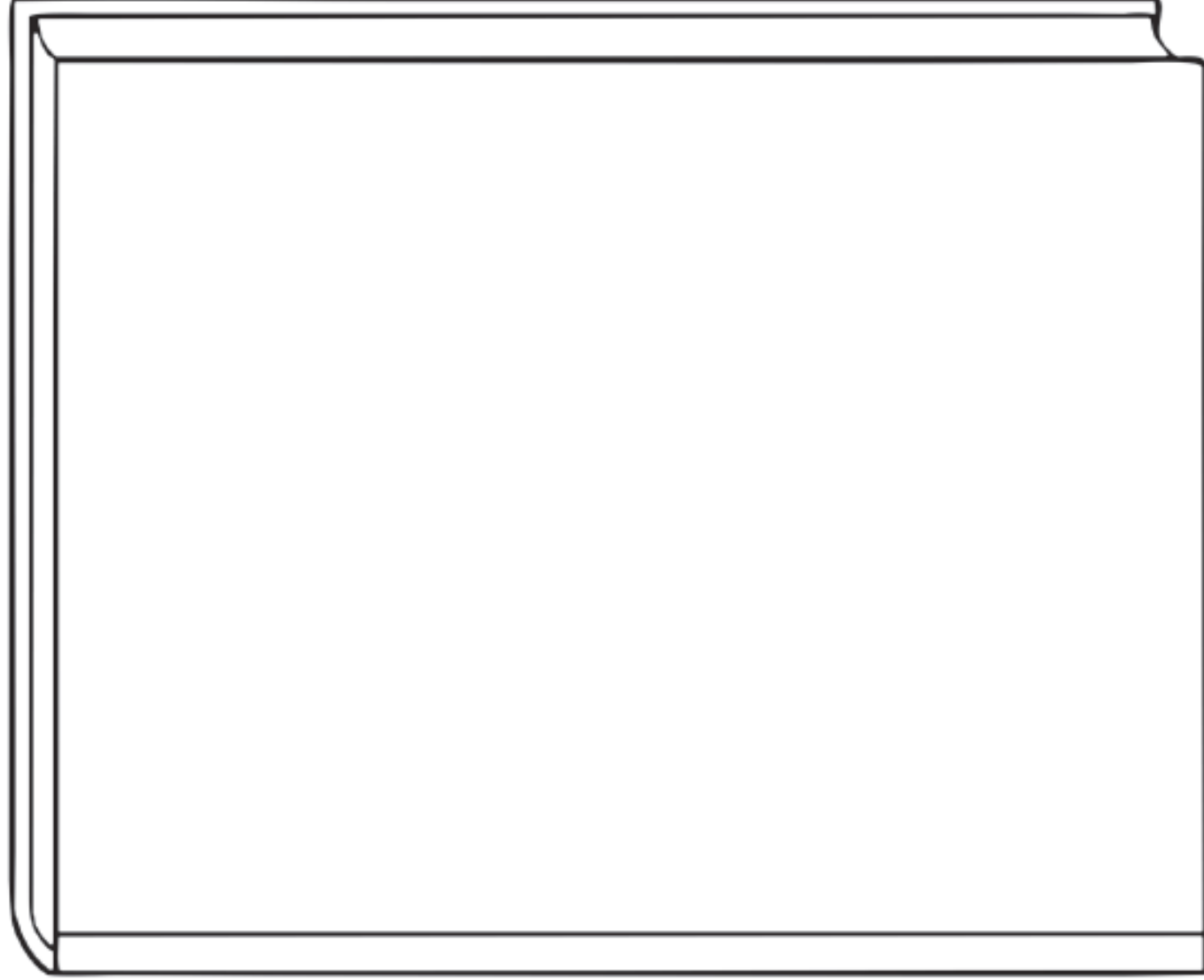
old	planets	time
new	aliens	travel
other	space	prize
worlds	creatures	award

# Design a Book Cover

The theme for CBCA Book Week 2021 is 'Old Worlds, New Worlds, Other Worlds'.

Design a book cover to reflect the theme.

You could choose one part of the theme to focus on or create a design that includes all parts of this year's theme.



This  
Week...

Quote of the Day

**'No act of kindness,  
no matter how small,  
is ever wasted.'**

Aesop

### Goals for Today

Write these at the start of each day.  
You do not need to come back to  
them and reflect on them at the end  
of the day.

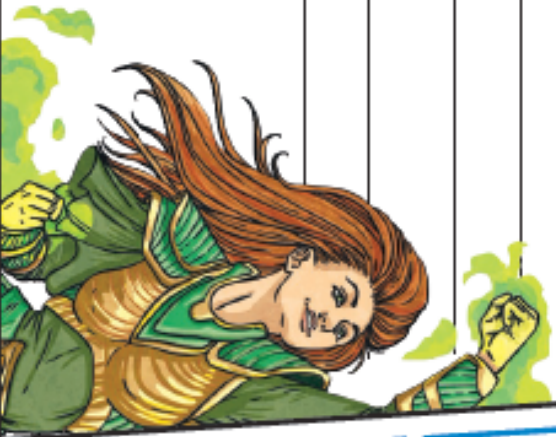
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



### Being Kind to Others

Think about a time when you have been  
kind to others. What did you do?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did the other people feel?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you feel thinking about this?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What Am I Worried About?

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Things I Am  
Grateful for Today

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Why Do I Feel This Way?

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How Can I Ease This Worry?

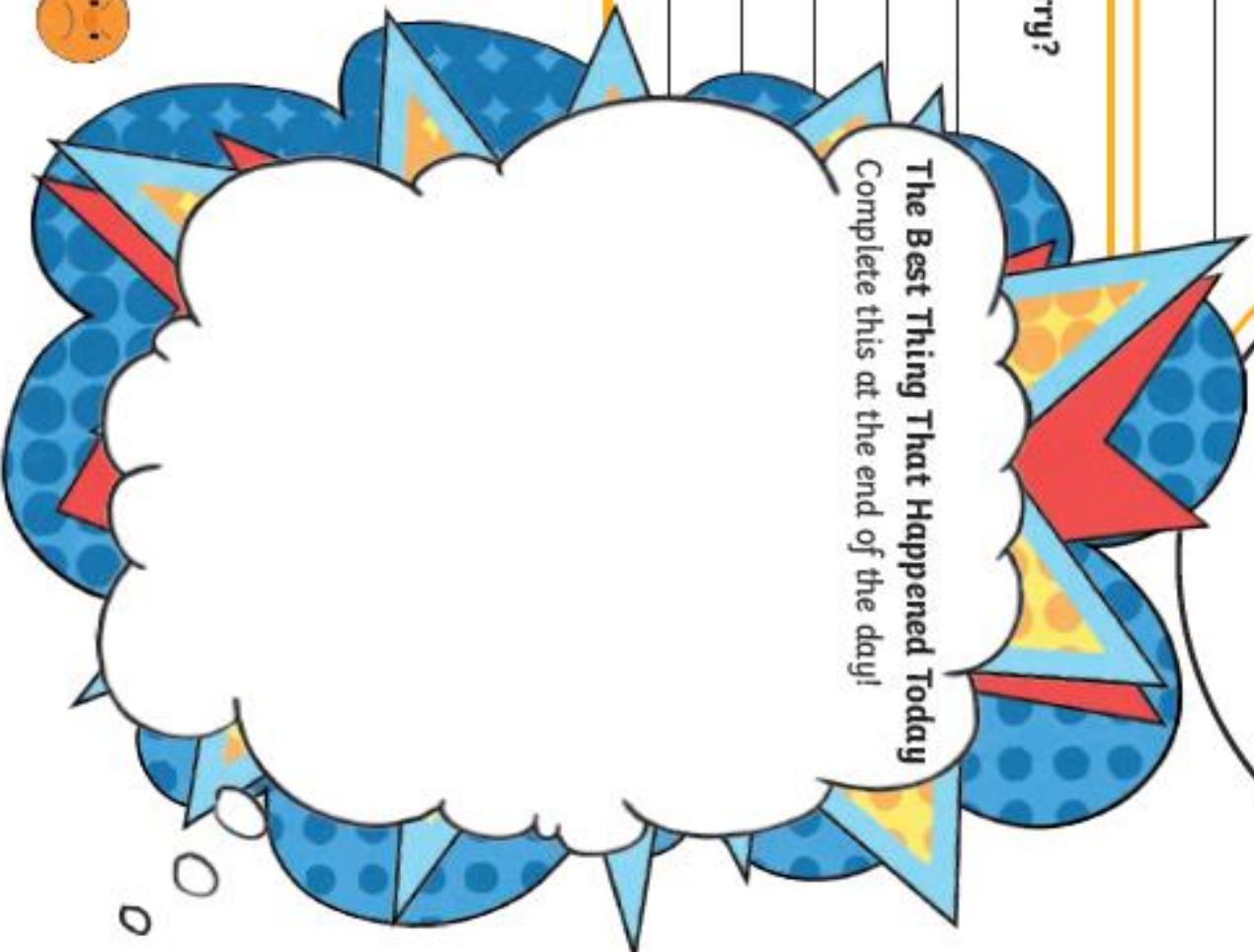
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The Best Thing That Happened Today  
Complete this at the end of the day!

Rate the Day





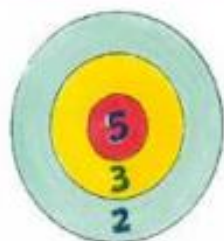
Players in small groups roll or throw a ball to a target aiming to score maximum points.

### What you need

- > Indoor or outdoor playing area
- > Chalk, hoops, markers or ropes to form 3 concentric circles on the ground
- > Throw-line 3 meters from target
- > 3 bean bags (or similar non-rolling object) per player.

### Scoring

- > Points are scored depending on where the ball stops in the target area.
- > Players note whether their score improves from round to round.
- > You may wish to set a target score, such as 20 or more, for the 5 rounds.



POINTS



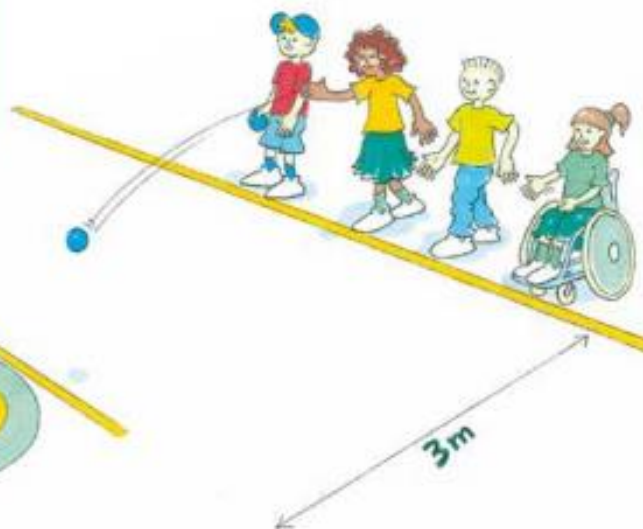
### What to do

#### Setting up

- > Form small groups (e.g. 4 per group).

#### Playing

- > Each player rolls or throws the ball to the target area.
- > One throw per player before balls are retrieved.
- > Repeat for a given number of rounds (e.g. 5 throws for each player).



### Teaching tips

- > Swing your arm in the direction of the target so your end up pointing at the target after you release the bean bag.
- > Adjust the direction and force of your throw based on your previous attempt/s.

### LEARNING INTENTION

*Bullseye* supports students to explore different ways that they can throw the ball for accuracy and control.

# 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>

## The Earth's environment - GE2-2 - 'Natural healing and medicines'

Aboriginal people have always used native plants as medicines. For coughs, colds and asthma symptoms they used fruit from burukpili known as the rotten cheese fruit tree. It was made into a drink even though Aboriginal people did not usually make medicine this way.

For stuffy noses they used to breathe in the smell from the crushed leaves of the eucalyptus tree. Eucalyptus oil can be found in shops today. Oil from the leaves also helps with congestion and to relax muscles so they are good to add to a bath.

What to do:

Answer true or false to the questions.

- To make a sore throat better you should eat the leaves from the rotten cheese tree. \_\_\_\_\_
- You crush the leaves of the eucalyptus tree in your hands to release the natural oils that clear a stuffy nose. \_\_\_\_\_
- Aboriginal people often made medicines into drinks. \_\_\_\_\_
- The fruit from the rotten cheese tree tastes delicious. \_\_\_\_\_
- Eucalyptus oil can be found in shops. \_\_\_\_\_
- To help aching muscles, add the fruit of the stinky cheese tree to a bath. \_\_\_\_\_

In the boxes write or draw some of the things you do to feel better when you have:

Cough

Stuffy nose.

