

Teaching and Learning Activities – Stage 2

2021 Term 3 Week 9



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
			UPSIDE DOWN DAY		
Morning	<p>Reading Choose another book to read this week. It may be a book you have already read and you would like to revisit or a book that Mrs Bedingfield has read for us. Complete 2 sections on the Comprehension Quilt.</p> <p><i>This week post questions on Google Classroom about the length activities in the Maths sheets this week for our Q & A session. Check google classroom and facebook for time and links.</i></p> <p>This week we are going to write about our friends-share on Google Drive your favourite piece over the week.</p> <p>Writing- Friendship Pie Recipe What are the ingredients for a friend? How can you combine them to make a great friend? Write your ideas on the sheet following.</p>	<p>Reading Complete the last two sections on the Comprehension Quilt.</p> <p>Writing- Wanted a True Friend Create an advertisement for a friend..use the ideas at the top of the page following to help you write your add.</p> <p><i>Watch 'Behind the News' on ABC. Write 5 questions from the show either about one story or the whole show.</i></p> <p>Spelling</p>	<p>Dress up in your favourite sports team colours! Brain Break-Stir the pot Pretend you are standing in front of an enormous cauldron. Inside the cauldron is an ooey-gooley pot of caramel. Take hold of a large stirrer and plunge it to the bottom of the pot. Slowly begin to stir in a clockwise direction. Use your whole body to help get a full range of motion in your wrists and shoulders. Throw your hips into the action. After a minute or two, reverse the direction!</p> <p>Or Yoga-Focus on 'balance' activities this week. https://www.youtube.com/watch?v=dZH68GnmjNo</p>	<p>Reading Read the passage-Spring in Australia and answer the first 4 questions.</p> <p>Writing- Friendship Favourite Use the sheet following to draw and write about your favourite friend/s.</p>	<p>Reading Re-read the passage-Spring in Australia and answer the last 3 questions.</p> <p>Writing- Friendship Venn diagram Fill in the Venn diagram-one circle is about how you are different to your friend, the other circle is how your friend is different to you and the centre part where the circles overlap are to write in the things that are the same between you and your friend. Draw a picture of you and your friend on the page.</p>

	<p><u>Spelling</u>-Unit 27- 'oo u'</p> <p>Use the soundwaves login to access this week's games and student activity sheets if you need to.</p> <p><i>Sound Waves online</i> Year 3: water231 Year 4: nose192</p> <p>Read your spelling list words for the week. Complete GM71-Match-Up</p>	<p>Unit 27, today's sound - 'oo u'</p> <p>Complete the activity sheets for your grade following.</p>	<p>Mathematics Continue working on the worksheets.</p> <p>Problem Solving- The answer is 30cm. What is the question?</p>	<p><u>Spelling</u></p> <p>Complete sheet GM65-Word Chain</p> <p>Play the Race to the Clouds Game GM72-73</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 looking at length. Complete the attached sheets over the week.</p> <p><i>This week post questions on Google Classroom about the length activities in the Maths sheets this week for our Q & A session. Check google classroom and facebook for time and links.</i></p> <p>Problem Solving-</p> <p>A ribbon was 50cm long. After I cut some off 37cm was left. How much did I cut off?</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p><i>Don't forget to complete the Mathletics activities set by your teacher over the week.</i></p> <p>Problem Solving-</p> <p>I have 3 pencils. The pencils are 17cm, 12cm and 9cm long. What is the total length of all my pencils?</p>	<p>Spelling-</p> <p>Write 10 words in your list for this week upside down! You or the words it's up to you.</p> <p>Writing- Friend Poem</p> <p>Write an acrostic poem about a friend or just about friends.</p> <p>Reading-</p> <p>Read a story to your favourite stuffed toy or to your pet. Ask them if they liked the story!</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p>Problem Solving-</p> <p>Ben is 48cm tall. Mike is 13cm taller than Ben. How tall is Mike?</p>	<p>Mathematics</p> <p>Continue working on the worksheets</p> <p>For Fun-A card game Aim: Make the largest number Only the cards 1-9 in a deck Players take turns drawing one card at a time until they have 4 or 5 cards. Each player makes the largest number they can and says the number. The person with the largest number receives a point. Play continues in this way. After using all the cards in the pack, the player with the most points is the winner.</p>

Break	Break	Break	Break	Break	Break
Afternoon	<p>Fitness- GetActive@home Episode 6:Throwing</p> <p>https://www.youtube.com/watch?v=TwENBjrQaDE</p> <p>PDH-Being a good friend. Answer the questions on the page following about being a good friend. And/or NRL Inspires -this week is Support</p> <p>https://www.youtube.com/watch?v=y78jTSYAJBI</p> <p>Complete the sheet about Your support team following.</p> <p>For Fun- Listen to Mem Fox talking about reading. https://digital.artsunit.nsw.edu.au/art-bites/nsw-premiers-reading-challenge-collection-2</p>	<p>Science – Activity 2.2-games, games, games</p> <p>This week is all about the planning...</p> <p>Science for Fun!</p> <p>Setting up a sequence of events so an initial movement leads to another and then another.. an example is using dominos standing up in a row and when the first is pushed over the others fall in order!</p> <p>Fitness- ‘Target Relay’ Card.</p> <p>Use what you have around your backyard to set up your own obstacle course.</p>	<p>Creative Arts – Dance Aerobics</p> <p>https://www.youtube.com/watch?v=zM3GZ9RjumU</p>	<p>Geography-The Census</p> <p><i>Places are similar and different.</i></p> <p>Complete the sheets following using the census.</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>	<p>Visual Arts-Silly Spiders</p> <p>Roll the dice or write the numbers 1-6 on pieces of paper and select one – follow the instructions -to draw some silly spiders!</p> <p>Add a background for your spiders!</p>

Unit
27




oo u book bush

List Words

- look _____
- good _____
- took _____
- book _____
- put _____
- pull _____
- full _____
- foot _____
- could _____
- would _____
- should _____
- push _____
- bush _____
- putting _____
- goodbye _____
- woman _____
- wood _____
- hook _____
- shook _____
- stood _____
- couldn't _____
- wouldn't _____
- shouldn't _____
- unhook _____
- wooden _____

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 Unjumble the letters to make  words.

- odow _____ ohok _____ odog _____
- kloo _____ todos _____ toof _____
- obook _____ koot _____ ksoho _____

5 Colour the letter u if it represents  in the word.

- full gull pull bull cut put shut bush rush push

6 Write contractions for the following pairs of words. Select the best contraction to finish each sentence.



- could not _____ would not _____
- should not _____
- You _____ run across the road.
- You _____ drive a car to the moon.
- You _____ be able to swim to America.



7 Write the past tense of the verbs (doing words) in the brackets to complete the sentences.



- Yesterday I _____ when I was cold. (shake)
- Yesterday I _____ my sister on the swing. (push)
- Yesterday I _____ the sled up the hill. (pull)
- Yesterday I _____ over there. (stand)

8 Finish the sentences with words from the book.

_____ you like to chop the _____?

_____ you like to know how I made it?

You _____ be able to chop through a log in five seconds.



9 Select words from the box that can have the suffix **ful** added to make sensible words.

Write the words on the lines, for example *play - playful*.

★ The suffix **ful** can mean *full of*.

care	card	held	help
hose	hope	thank	think
jog	joy	colour	collar

10 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Find the book title by writing the letters from the shaded boxes in the boxes with matching numbers.

thankful	1				8			2
joyful		3	9					5
woman	7	4						6

What is the title of my book?

1 e 2 3

Wh 4 5 r ie 6 7 4 8 9



Challenge

Unjumble the words to make titles of books. Design a book cover for one of the books. Include the title on the book cover.

het lulb how okot het obko

het rokoc hiwt eth rose toof

het nam hwo olnctud' okco

teh yob ohw shedpu eht llub

teh manow how todos no a ohok





oo u book bush

List Words

pull _____
 pulling _____
 push _____
 pushing _____
 bush _____
 could _____
 would _____
 should _____
 stood _____
 hood _____
 crook _____
 woman _____
 couldn't _____
 wouldn't _____
 shouldn't _____
 wooden _____
 goodbye _____
 cookbook _____
 footpath _____
 bookcase _____
 bushfire _____
 babyhood _____
 childhood _____
 manhood _____
 womanhood _____

1 Circle the letters that represent **oo** or **u** in the List Words.

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

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

4 Complete the words with the given letters. Colour the **oo** or **u** words.

	Add ull.		Add ush.		Add ood.
f _____	d _____	p _____	r _____	h _____	w _____
g _____	h _____	g _____	b _____	f _____	g _____
p _____	b _____	h _____	cr _____	st _____	bl _____

5 Finish the words with **oo**, **u**, **o** or **oul** to represent **oo** or **u**. Finish the sentences with some of your words.

c _ _ d cr _ _ k h _ _ d w _ _ den sh _ _ dn't w _ _ man
 p _ _ sh sh _ _ d sh _ _ k p _ _ lling f _ _ tpath w _ _ dn't

The shoe _____ fit on my foot.

_____ you put that on the _____ bookcase, please?

We had to _____ the car when it broke down.

You _____ drive a car along the _____.

6 Write the past tense of the verbs in brackets to complete the sentences.



The enormous, black bull _____ beside the brook. (stand)

The page fell out when I _____ the book. (shake)

I _____ the lost woman to the wooden bridge. (take)

The child enjoyed being _____ on the swing. (push)

We easily _____ the go cart along the footpath. (pull)

The bushfire _____ very close. (look)

Grapheme Chart

letters

words

7 Finish the sentences with words from the book.

We _____ like to see the _____ box that you made from recycled _____.

We _____ like it if a crook took our _____ toys.



8 Complete each sentence with a contraction built from the underlined word.



I could read this chapter tonight but I _____ read the whole book tonight.

I would like to read this book but I _____ like to read that book.

I should read every day but I _____ read until midnight each night.

9 Make three compound words from each row by joining pairs of words. Use each word once only.

foot	book	good	cook	bye	ball
path	book	foot	bush	mark	fire
drift	foot	case	wood	book	print

10 Choose a word from the box to describe the stage of life of each person.

✚ The suffix **hood** can mean *state of being*. For example, **childhood** means *the state of being a child*.

childhood babyhood womanhood manhood fatherhood motherhood

Tom is six months old. _____ Julie is a chemist. _____

Ryan owns a bookstore. _____ Sam is in Year 3 at school. _____

Sarah has two sons. _____ David has a daughter. _____

Challenge

Write the missing letter in each  word. Read down the shapes to find the name of my book.

s ould

couldn't

ookbook

hildhood

h od

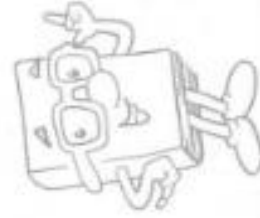
wom nhood

bushfi e

oman

foo path

w uldn't



book ase

sh uldn't

bus

croo

pu hed

My book is _____

BLM GM71

Match Up: List Words to Clues

3 48 GM71

goodbye

3 48 GM71

foot

3 48 GM71

woman

3 48 GM71

book

3 48 GM71

wooden

3 48 GM71

hook

3 48 GM71

pull

3 48 GM71

could

3 48 GM71

couldn't

3 48 GM71

push

3 48 GM71

shouldn't

3 48 GM71

took

3 48 GM71

This word ends
with **i_e y igh i ie**.

3 48 GM71

This word starts
with **tt**.

3 48 GM71

This word means
should not.

3 48 GM71

This word means
made of wood.

3 48 GM71

This word rhymes
with *bush*.

3 48 GM71

This word rhymes
with *full*.

3 48 GM71

This word means
could not.

3 48 GM71

This word has the
word *man* in it.

3 48 GM71

This word rhymes
with *should*.

3 48 GM71

This is something
you can read.

3 48 GM71

This word rhymes
with *put*.

3 48 GM71


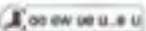

This is used to
catch fish.

ow	ou	ew	oo	ue	u	o
ow	ou	ew	oo	ue	u	o
ow	ou	ew	oo	ue	u	o
ow	ou	ew	oo	ue	u	o
ow	ou	ew	oo	ue	u	o
ow	ou	ew	oo	ue	u	o
ow	ou	ew	oo	ue	u	o
ow	ou	ew	oo	ue	u	o

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

Students match missing graphemes to complete words.

Play this game with BLMs GM72 and GM73.

- 1 Cut out the vowel graphemes from the BLMs and place them face down beside the game board.
- 2 Each student selects a column.
- 3 The first student turns over a card and places it on their bottom word.
- 4 If an ,  or  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 column in order, from bottom to top.

Remember

In *Race to the Clouds*, only ,  or  words can be made, for example *shout* is acceptable, but *shut* is not.

RACE TO THE CLOUDS

r__f

p__sh

st__d

p__er

c__ld

thr__

st__d

sh__t

tr__

dr__

f__ll

t__n

bl__

s__th

p__ll

sp__n

all__

f__t

l__d

w__d

br__n

kn__

sh__k

d__ing

BLM GM65

Word Chain

ook	hd	woo	hood
good fire	child ood	wom	ld

pu path	bush case	stoo den
good fire	child ood	shou an

cr book	book n't	cook bye	would
foot shing	cook bye	would	

Word Chain

— a game for 2 to 4 students.

- 1 Students are dealt three cards each. The rest of the cards form a pick-up pile.
- 2 The first student places a card face up in the centre.
- 3 The next student joins on one of their cards to complete a **List Word**. If the student is unable to complete a word, they take a card from the pick-up pile.
- 4 When the pick-up pile finishes, any student who cannot complete a word misses a turn.
- 5 The first student to use all of their cards is the winner.

Comprehension Quilt

Answer each question in the story quilt to tell about the story that you just read.

Title of Story: _____

Who were the main characters?

Where did the story take place?

How did the story make you feel?

How much did you like the story?

I give this story ____ magic wands.



Friendship Pie Recipe

INGREDIENTS:

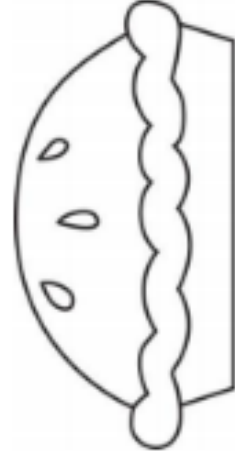
a dash of _____

a cup of _____

a pinch of _____

a spoonful of _____

INSTRUCTIONS:



F R I E N D S

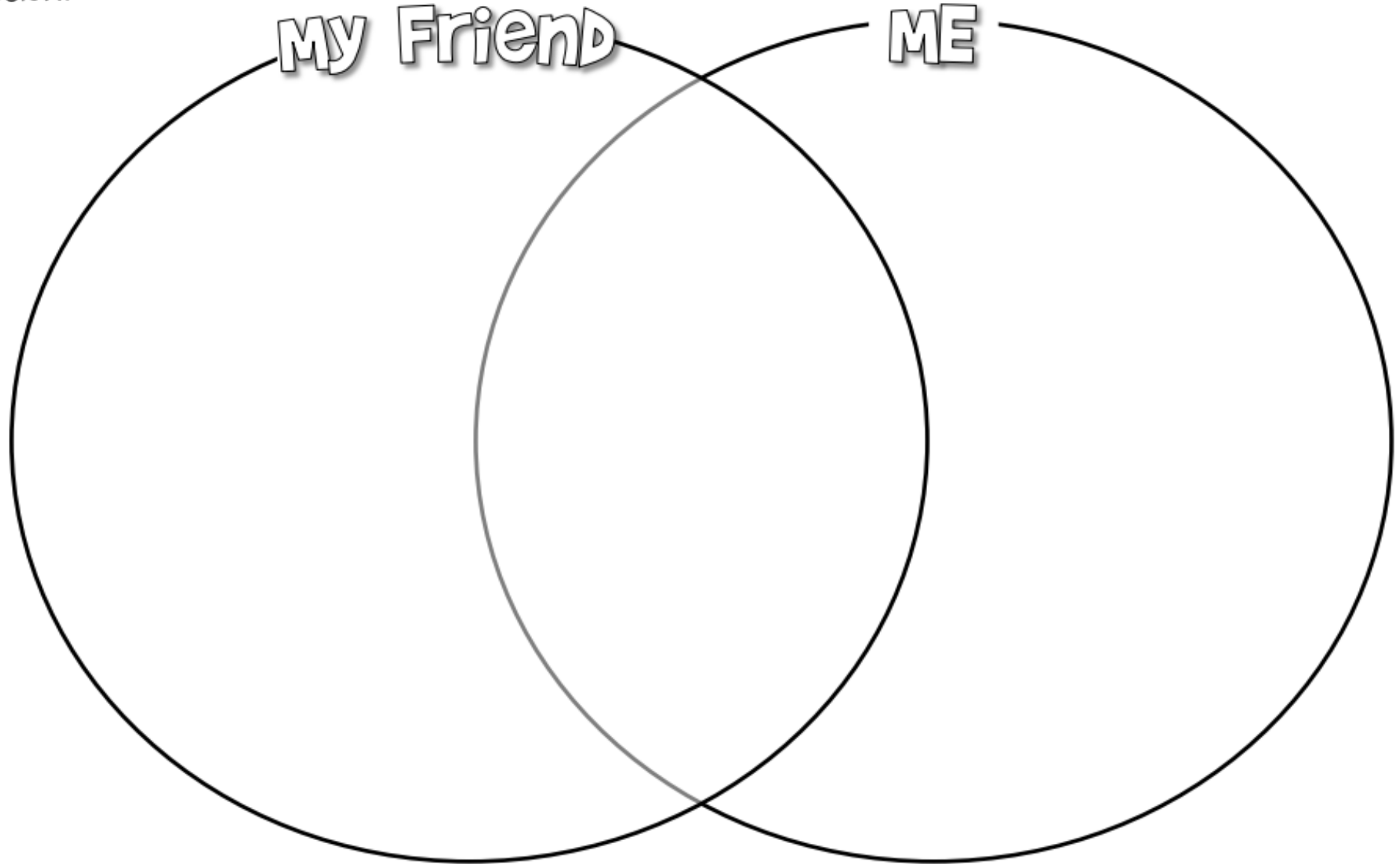
Compare and Contrast

using a venn Diagram

Directions: write how you and your friend are alike and different using the venn Diagram below.

My Friend

ME

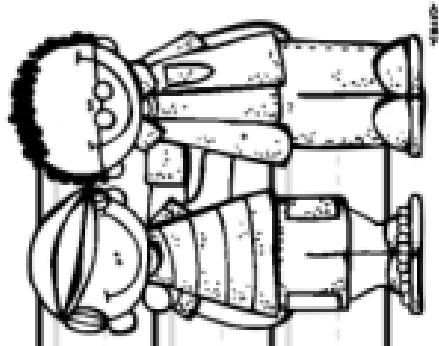


Name: _____

FRIENDSHIP FAVORITES!

{write what you like most about your friends}

Handwriting practice lines consisting of four sets of three horizontal lines (top, dashed middle, bottom) for writing.



Name _____

Spring in Australia

In Australia, the four seasons are summer, autumn, winter and spring. The seasons are identified by the group of calendar months which they belong to.

Season	Months	Weather
Summer	December, January and February	The weather is hot. Some parts of Australia are humid and other parts are dry.
Autumn	March, April and May	The weather becomes cooler.
Winter	June, July and August	The weather is cold; rain and storms are common. Some places in Australia get snow.
Spring	September, October and November	The weather becomes warmer, however, it is still very mixed. There can be rain, wind and cool days.



Animals in Spring

In spring, many animals and birds reproduce. There is plenty of food and the days are longer. This means that parents can find food easily. Animals may also start to shed their winter coat in preparation for the warmer weather.

Some animals that hibernate will start to wake up and become active once again. Hibernation helps some animal survive because they can protect themselves from predators. Also, there might be less food available so they do not have to eat while they are asleep.



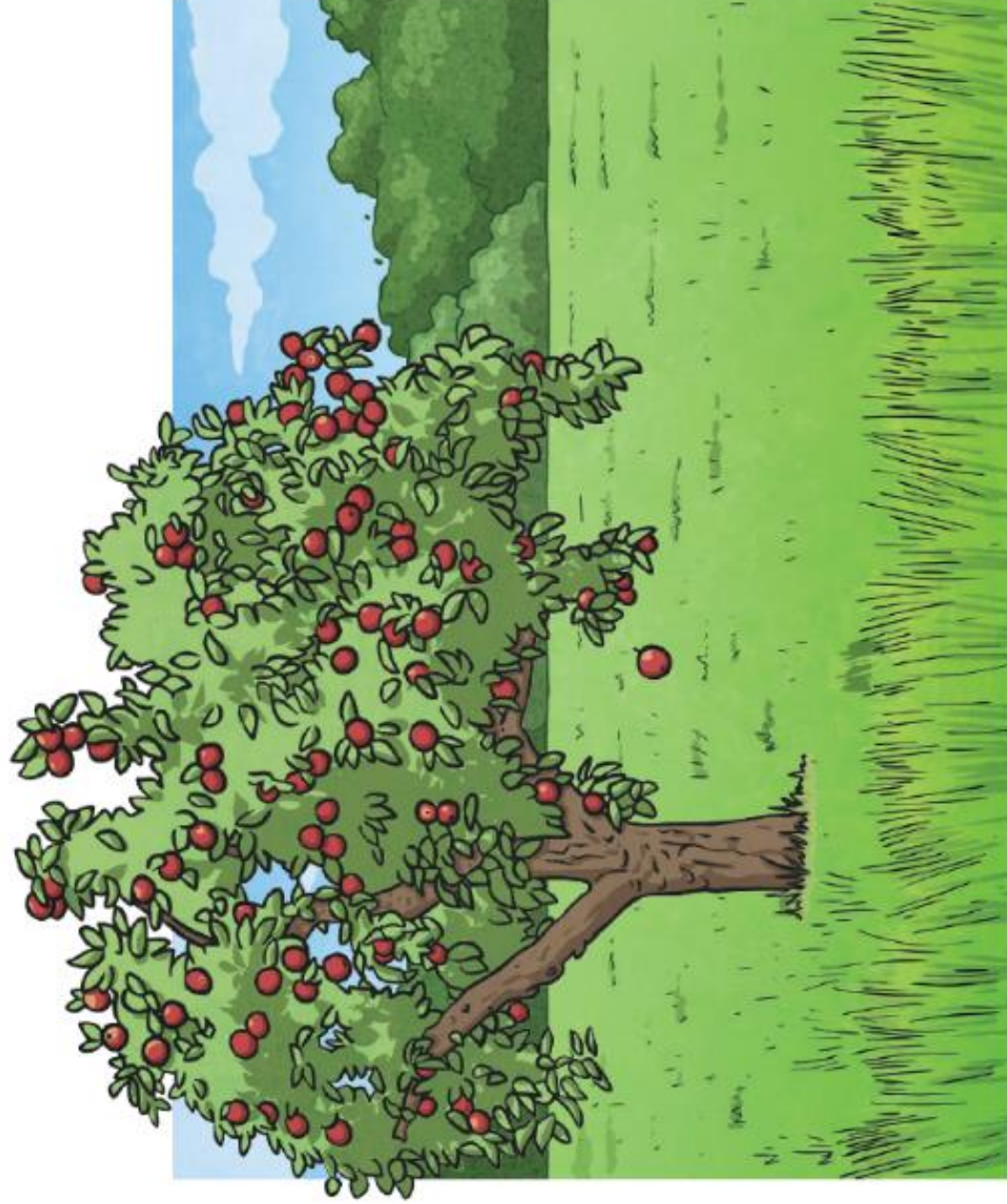
Plants in Spring

Plants need water and sunlight to grow. Spring provides the perfect environment for new growth. The rain provides the water and sun gives the plant energy to grow. Flowers may also start to bloom with the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, start to grow.

Did You Know?

Deciduous trees lose their leaves during autumn. In spring, they will grow their leaves back.

Almost all native trees in Australia are evergreens because they keep their leaves all year round.



Questions

1. How long is spring?

2. Which season comes after spring?

3. Describe the weather in spring.

4. How does hibernation help some animals to survive?

5. What are two ways plants may change during spring?

6. What is the different between a deciduous and an evergreen tree?

7. How do you think spring affects people?

Units of length – metres and centimetres

Year 3

Often we will use both metres and centimetres when measuring length. This length of ribbon is 146 cm. This is 1 metre and 46 centimetres.



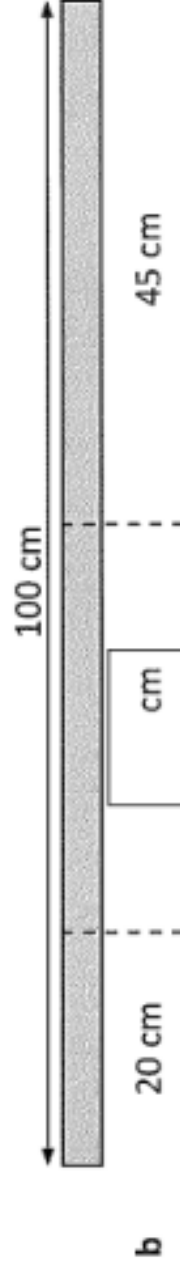
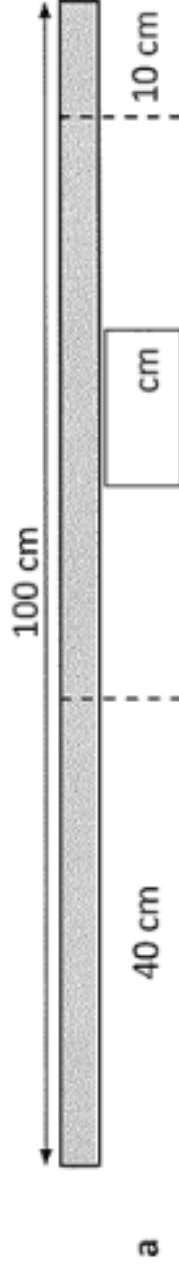
1 Write these lengths in centimetres:

- a 1 m 38 cm cm b 1 m 67 cm cm c 2 m 82 cm cm
d 5 m 45 cm cm e 4 m 59 cm cm f 2 m 90 cm cm

2 Write these lengths as metres and centimetres:

- a 217 cm m cm b 391 cm m cm
c 462 cm m cm d 113 cm m cm
e 835 cm m cm f 194 cm m cm

3 Work out the missing lengths that make up each metre:



4 Fill in the gaps using 'm' or 'cm':

- a Hassan is 113 tall. b The house is 5 taller than the car.
c Natasha only lives 79 from school. d Leng measured her waist size and it was 64 .

Units of length – millimetres

When we need a unit of length that is smaller than a centimetre, we use millimetres. There are 10 millimetres in 1 centimetre. $10\text{ mm} = 1\text{ cm}$



- 1 Estimate and measure these objects in millimetres:

Object	Estimate	Millimetres
a Width of your thumb		
b Length of your hand		
c Length of a cornflake		

- 2 How many millimetres in:

a $4\text{ cm} = \square\text{ mm}$ b $9\text{ cm} = \square\text{ mm}$ c $2\text{ cm} = \square\text{ mm}$

- 3 Write these measurements in centimetres:

a $40\text{ mm} = \square\text{ cm}$ b $70\text{ mm} = \square\text{ cm}$ c $30\text{ mm} = \square\text{ cm}$

- 4 Record the length of each piece of string in millimetres:



Units of length – millimetres

- 5 Measure the height of each mini-mathlete in millimetres:



Height _____ Height _____ Height _____ Height _____

- 6 Write these lengths in millimetres:

a 1 cm 5 mm = mm

b 5 cm 7 mm = mm

c 4 cm 8 mm = mm

d 1 cm 9 mm = mm

e 8 cm 3 mm = mm

f 2 cm 4 mm = mm

- 7 Write these lengths as centimetres and millimetres. The first one has been done for you.

a 63 mm = 6 *cm* 3 *mm*

b 84 mm =

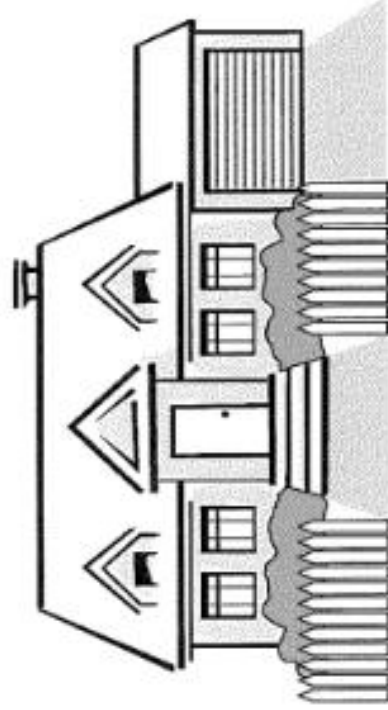
c 27 mm =

d 19 mm =

e 53 mm =

f 36 mm =

- 8 Measure these parts of the picture in millimetres:



a Height of the door mm

b Width of the house mm

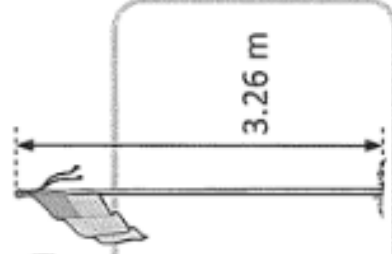
c Height of the fence mm

d Width of the garage door mm

Units of length – length and decimal notation

We can use decimal notation to record lengths.

This flag pole is 326 centimetres tall and can be written as 3 metres and 26 centimetres or 3.26 metres in decimal notation.



1 Match the following measurements. The first one has been done for you.

1 m 65 cm

267 cm

9.87 m

2 m 67 cm

987 cm

2.61 m

1 m 69 cm

261 cm

1.65 m

9 m 87 cm

169 cm

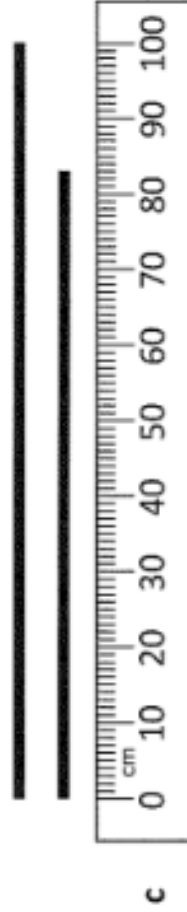
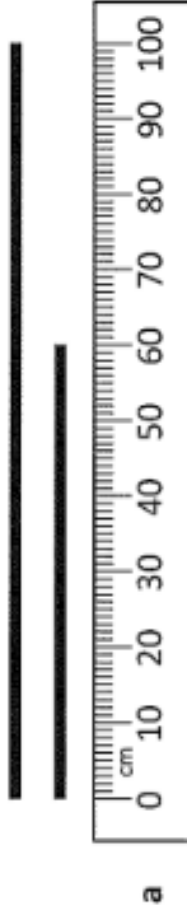
1.69 m

2 m 61 cm

165 cm

2.67 m

2 Record the total length of both lines in each question in decimal notation:

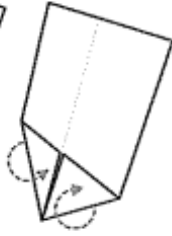


Units of length – length and decimal notation

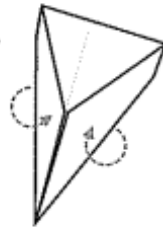
3 In this activity, you are going to make a paper aeroplane to fly and mark the distance it has flown. You will need one sheet of A4 paper, a ball of string and a metre ruler.



1 Fold the sheet of A4 paper in half lengthwise. Crease the folded end. Unfold the paper and lay it on a flat surface.



2 Fold the right top corner to the centre line. Crease the diagonal fold. Repeat for the left top corner.



3 Fold the new right top corner to the centre line. Crease the folded end. Repeat for the new left top corner.



4 Turn the aeroplane over and fold the sheet lengthwise, inward, along the centre line. Crease the folded end.



5 Fold the top flap down so that its front touches the bottom of the 'plane'. Crease the folded end.



6 Turn the paper over, fold and crease the other flap as you did in step 5.



7 Lift the flaps to create the wings.


a Now that you have made a paper aeroplane, work in a small group to see who can throw their plane the furthest. Every time one of your group flies their aeroplane, place the string from the starting position to where it lands. Cut the string to the exact measurement and place it next to a metre ruler to work out the distance. Record your distances in the table below:


Name	Distance in centimetres	Distance in metres


b Whose aeroplane went the furthest? _____

Units of length – metres and centimetres

- 5 Measure the length of the lines below using a ruler. Write each length in centimetres, to the nearest centimetre.

a  cm

b  cm

c  cm

- 6 Answer these questions about the lines above:

- a How much longer is line **b** than line **c**? cm
- b What would the length of line **b** be if it was 3 cm shorter? cm
- c What would the length of line **c** be if it was 9 cm longer? cm

- 7 Draw lines for the following measurements. Make sure you start each line on the dot.

- a 14 cm •
- b $\frac{1}{2}$ cm •
- c $8\frac{1}{2}$ cm •

- 8 Work with a partner to measure the following parts of your body with a tape measure. Label your measurements to the nearest centimetre in the boxes.

a Across your shoulders.	<input type="text"/> cm	b Around your head.	<input type="text"/> cm
c Around one ankle.	<input type="text"/> cm	d Around one wrist.	<input type="text"/> cm
e From your foot to the top of your thigh.	<input type="text"/> cm	f Around one knee.	<input type="text"/> cm
g From the top of your forehead to your chin.	<input type="text"/> cm		



Units of length – length and decimal notation

When we measure things that are in metres and centimetres it is useful to record such lengths in decimal notation. Remember that $1 \text{ cm} = \frac{1}{100} \text{ m}$. This can be written as 0.01 m . So if we measure something that is 1 metre and 36 centimetres long, we would write it like this:



1 Write the measurements in decimal form:

- a 1 metre 69 centimetres = m b 2 metres 91 centimetres = m
- c 3 metres 23 centimetres = m d 34 centimetres = m
- e 9 metres 4 centimetres = m f 5 metres 9 centimetres = m

2 Write these centimetres as metres using decimal notation:

- a 416 cm = m b 319 cm = m c 567 cm = m
- d 607 cm = m e 510 cm = m f 4 cm = m

3 Write these measurements as centimetres:

- a 9.34 m = cm b 3.45 m = cm c 6.07 m = cm
- d 5.47 m = cm e 0.94 m = cm f 9.51 m = cm

4 Draw lines for the following measurements. Make sure you start each line on the dot and keep each line parallel to the top of the page.

- a 0.07 m •
- b 0.14 m •
- c 0.02 m •

Units of length – millimetres

We use metres, centimetres and millimetres regularly in everyday life.
You should learn these millimetre facts:

1 centimetre = 10 millimetres

1 cm = 10 mm

45 mm = 4 cm 5 mm

45 mm = 4.5 cm



- 1 Estimate and measure these objects in millimetres:

Object	Estimate	Millimetres
a Width of your thumb		
b Length of your hand		
c Length of a grape		

- 2 Convert these centimetre measurements into millimetres:

a 4 cm = mm b 3 cm = mm c 10 cm = mm

d $6\frac{1}{2}$ cm = mm e 7 cm = mm f $\frac{1}{2}$ cm = mm

- 3 Write these as centimetres and millimetres:

a 17 mm = cm mm b 29 mm = cm mm

c 42 mm = cm mm d 36 mm = cm mm

- 4 Write these measurements as centimetres:

a 12 mm = cm b 46 mm = cm

c 63 mm = cm d 48 mm = cm

Units of length – millimetres

5 Follow these steps to measure these lines accurately in centimetres and millimetres.




- Line up the zero on your ruler with the start of the line.
- Read the last cm that is at the end of the line.
- Write down the cm number.
- Count the mm after the cm and write it next to the cm.

a  = cm mm

b  = cm mm

c  = cm mm

d  = cm mm

6 Complete the table for these deadly spiders:

	Length in mm	Length in cm and mm	Length in cm
a	Redback		0.7 cm
b	Funnel web	1 cm and 5 mm	
c	Black widow	13 mm	
d	Brown recluse		2.5 cm

e List these deadly spiders in order from smallest to largest:

Convert it

apply



Getting ready

This is a game for two players. Players need a counter each, a copy of this page and a die.



copy



What to do

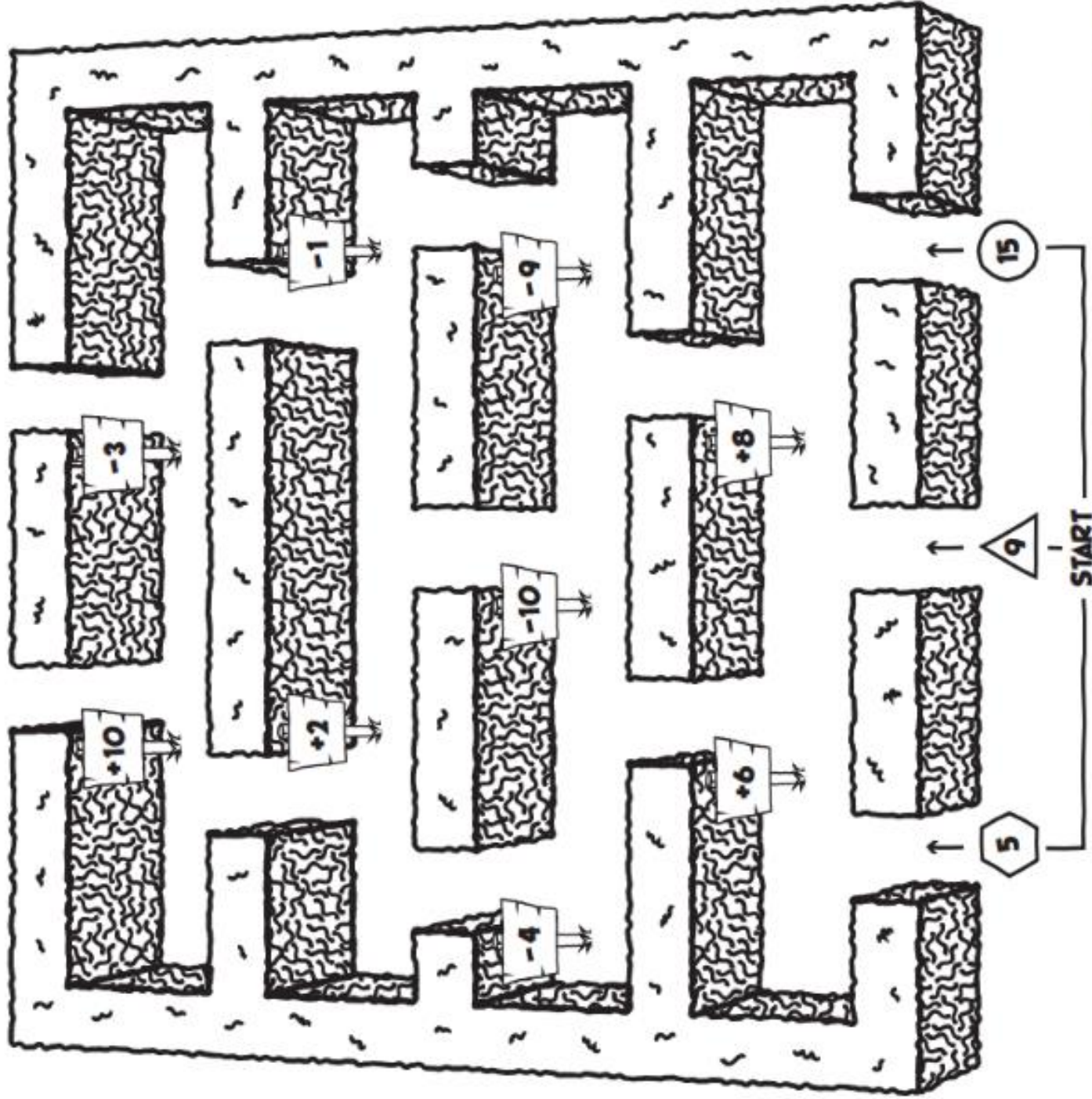
The object of this game is to get to the finish line first. Decide who will go first. That player rolls the die and moves that many spaces on the board. If you land on a measurement that is white, you must convert cm to mm OR m to cm. If you land on a measurement that is grey, you must either convert mm to cm OR cm to m. The other players decide if you are correct. If you are, then you move forward 1 space. If you are incorrect, you move backwards 2 spaces.

73	74	75	76	77	78	79	80	81
	$1\frac{1}{2}$ cm		20 cm	9.5 m				Finish
72	71	70	69	68	67	66	65	64
	150 mm		7.25 m			7 500 cm		
55	56	57	58	59	60	61	62	63
30 cm			350 mm		0.75 m			$1\frac{1}{2}$ m
54	53	52	51	50	49	48	47	46
	5 500 cm	16 cm 4 mm			35 cm			920 mm
37	38	39	40	41	42	43	44	45
980 mm		10 cm				10.6 cm		15 cm 2 mm
36	35	34	33	32	31	30	29	28
	250 mm		75 mm	110 mm				500 mm
19	20	21	22	23	24	25	26	27
	1 000 cm		$\frac{3}{4}$ m			$2\frac{3}{4}$ m		660 mm
18	17	16	15	14	13	12	11	10
350 mm		$5\frac{1}{2}$ cm		$1\frac{1}{2}$ m			150 cm	
1	2	3	4	5	6	7	8	9
Start		3 cm		100 mm		5 m		300 cm

MATHS MAZE ②

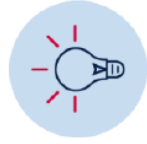
ADDITION AND SUBTRACTION

The three shapes need to leave the maze with certain numbers. They can only move up towards the finish, no moving back towards the start. Each time they move through a narrow passage they will need to add or subtract the number listed on the sign. Draw a path for each shape so they leave the maze with the numbers indicated below.

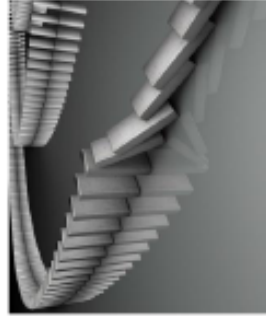
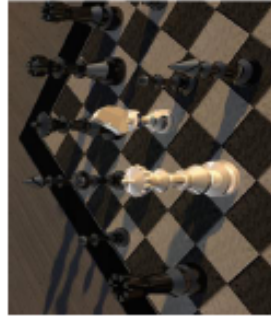


Activity 2.2 – games, games, games

During this activity you will begin designing your own game.



What are some games you, your friends and family like to play? Think about the materials you need for these games. They can be inside or outside games (that don't need an electronic device). Here are some ideas to help you think of your own.



List and/or draw some games you like to play with your friends and family.

A large, empty rectangular box with a black border, intended for students to draw or list games they like to play with their friends and family.

Using what you know about games, choose one game, or create a brand-new game, that you could make from recycled materials. You may like to use a game you know well and change it slightly to suit your purpose. It could be a board game, throwing game such as, ring toss, maze run, ten pin bowling or a carnival game like mystery fishing game, water squirt, guess how many, stilt racer or milk bottle pyramid throw game. You may also

like to create an arcade game like mouse hole roll, marble race, target golf or frisbee challenge.



Choose the game you would like to create. Decide who the game is for. For example your younger sibling or friend. You could research information about your idea. Planning is a very important part of the design process. Plan the materials and steps you will have to follow to make your game.

STEM Challenge Cards

Set up a sequence of linked events so that an initial movement in your creation leads to another and then another.

Competition – Which sequence contains the most linked events?



A census is held in Australia every five years. The census tells us about our way of life and helps us plan for the future. The last census was in 2016. You can find out about the census from the website "QuickStats".

2016 Census QuickStats

Australia | New South Wales | State Suburbs

Kellyville

Code SSC12068 (SSC)

[Search for a Community Profile](#)



People

Male

Female

Median age

27,971
49.2%
50.8%
35



Families

Average children per family
for families with children
for all families

7,675
2
1.3



All private dwellings

Average people per household

Median weekly household income

Median monthly mortgage repayments


Median weekly rent

Average motor vehicles per dwelling

8,714
3.4
\$2,564
\$2,600
\$630
2.2

Look at the census for Kellyville. Write three sentences about Kellyville.

8**Using QuickStats**

- a**  You can find out about where you live in QuickStats. Just type the name of where you live in the search box and click GO.

Search QuickStats2016 

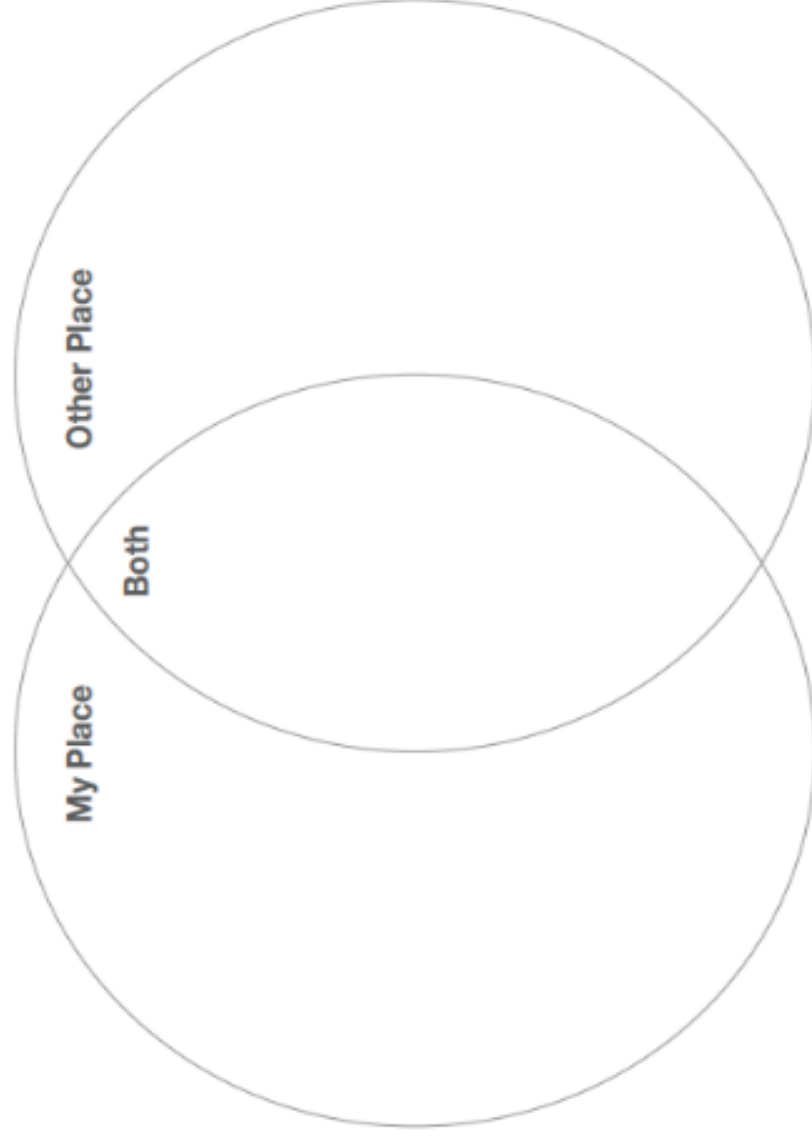
GO

[Advanced search](#)

- b** Write three interesting facts from the census about where you live.

- c** If you were in charge of planning for the future what suggestions would you have for your place based on the facts from the census?

- d** Choose a different place than where you live and compare the census information in the Venn Diagram.



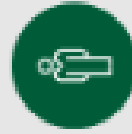
2016 Census QuickStats

Australia | New South Wales | State Suburbs

Cranebrook

Code SSC11105 (SSC)

[Search for a Community Profile](#)



People

Male

Female

Median age

15,759
48.9%
51.1%
32



Families

Average children per family
for families with children
for all families

4,325
1.9
1.1



All private dwellings

Average people per household

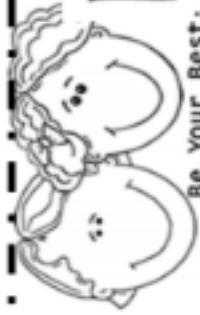
Median weekly household income

Median monthly mortgage repayments

Median weekly rent

Average motor vehicles per dwelling

5,385
3
\$1,874
\$2,000
\$380
2.1



Be Your Best:

Be a GOOD Friend

Name _____

3 ways I could be more friendly are:

- 1.
- 2.
- 3.

3 ways I could be kinder are:

- 1.
- 2.
- 3.

What would you do?

1. If you saw somebody without a lunch?
2. If you saw somebody playing all by themselves at recess?
3. If somebody from your classroom was being picked on?



My name: _____

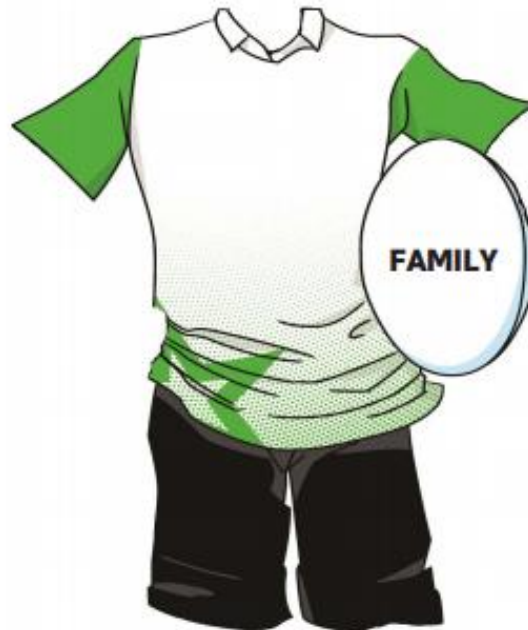
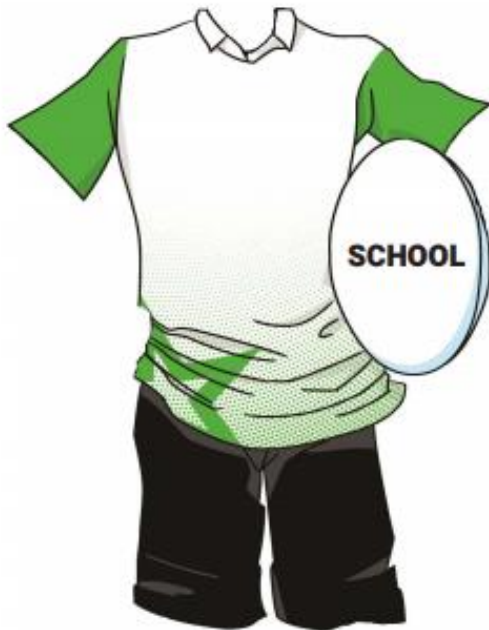


MY SUPPORT TEAM



Who can you pass the ball to when you need support?









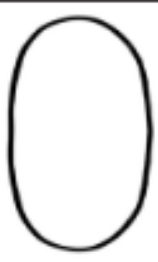

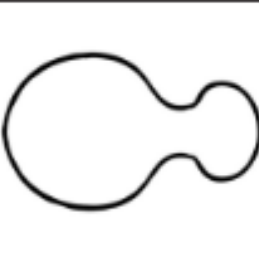
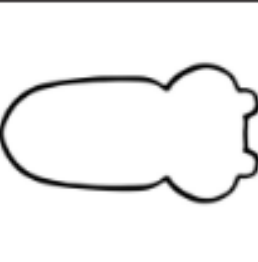







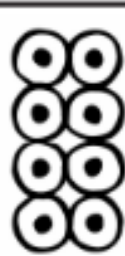










Step 1: Using the character templates below, write the name and draw the face of someone who you can go to for support in your school, family and community.
Step 2: Then write examples on the jersey showing why that person is a good support e.g. caring or is a good listener.
Step 3: Take some time to thank the people you have listed for their support to you.



SILLY SPIDERS

Roll the dice to see what type of body, legs, eyes and mouth to draw for your spider. There are lots of combinations so have fun drawing lots of silly spiders!

1ST ROLL - BODY 2ND ROLL - LEGS 3RD ROLL - EYES 4TH ROLL - MOUTH

SPORTAUS

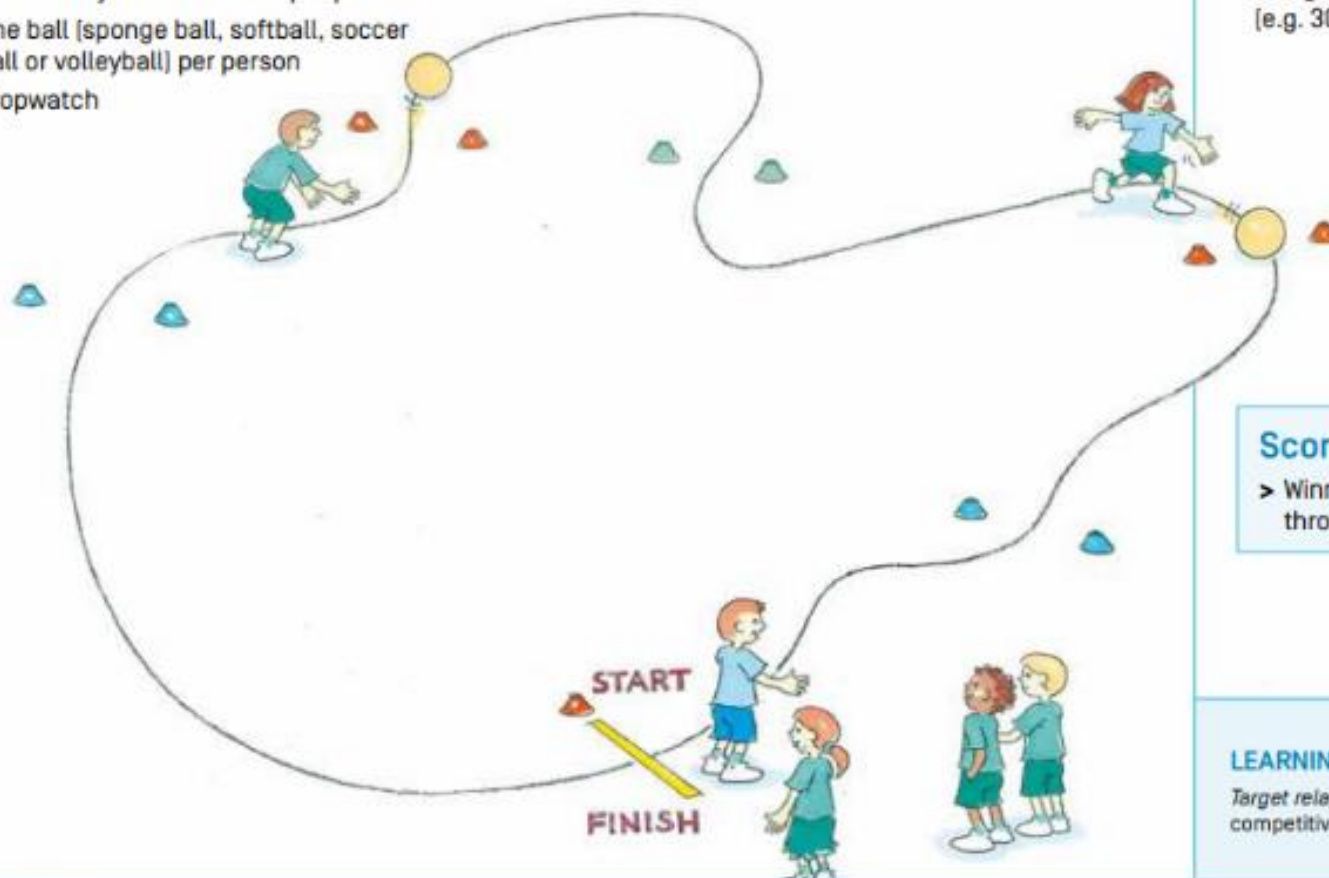


Target relay

Gates are set up over a course. Players in relay teams hit, push/roll or dribble a ball around the course passing between each gate.

What you need

- > Field markers or cones set out as shown
- > One hockey stick or similar per person
- > One ball (sponge ball, softball, soccer ball or volleyball) per person
- > Stopwatch



What to do

- > Start by pushing/rolling the ball around the course from a start gate.
- > Allow children to choose their own starting gate.
- > The game finishes when time is up (e.g. 30 seconds).

Scoring

- > Winning team is the team that has passed through the most gates.

LEARNING INTENTION

Target relay combines basic ball sending/passing with the competitive element of a relay.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
COORDINATION

SELF-PERCEPTION
RELATIONSHIPS

PERCEPTUAL AWARENESS
TACTICS

ACHIEVEMENT
DESCRIPTION

ACPMPO01
ACPMPO25
ACPMPO43

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