

Teaching and Learning Activities – Stage 2





2021 Term 4 Week 2

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
	WELLBEING	WEEK			
<p>Morning</p> <p><i>Complete some or all of well-being activities on the grid over the week. You might like to complete them more than once. Try the different Smiling Minds Meditation over the week.</i></p>	<p>Reading Select a book to read over the week. <i>It could be a book read by Mrs Bedingfield on Google Classroom or a book from Wushka for Year 3.</i></p> <p>Writing-How to make pancakes Cut and paste the How to make pancakes in order, match the pictures to the instruction. If you family has some time this week make pancakes for a treat!</p> <p>Smiling Minds Meditation- Anchor your mind with movement. https://www.youtube.com/watch?v=buPuB4Sa0zU</p>	<p>Reading Make the 'After reading dice' and toss it. Answer the question that comes up. Repeat a couple of times. Write your responses in your workbook.</p> <p>Writing- Real or Make Believe Cut out the sentences and paste them in the real or make-believe columns. Add a sentence in each column of your own.</p> <p>Watch 'Behind the News' on ABC. Choose any story. Write about how the story made you feel and why.</p>	<p>Reading Start filling in the Book Butterfly.</p> <p>Writing- Real or Make Believe Circle the wand or magnifying glass to indicate a real or imaginary animal sentence on the page following.</p> <p>Smiling Minds Meditation- The five count breath- https://www.youtube.com/watch?v=gUqLVa34S3c</p>	<p>Reading Continue filling in your Book Butterfly.</p> <p>Writing-How to make a friend. Write a procedure about How to make a friend, there is a sheet outlining the parts needed to use to help you.</p> <p>Interest spot: Ozzie - trampolining for children https://www.youtube.com/watch?v=AH3hHKWGEHw&t=38s</p>	<p>Reading Finish your Book Butterfly, colour it for presentation.</p> <p>Writing- Choose today's activity either Cut and paste 'Making Fairybread' in order.</p> <p>Or Write a procedure about How to wash your dog or car or hands.</p> <p>Smiling Minds Meditation- Starry Night https://www.youtube.com/watch?v=6DScEC_UKkc</p>

	<p><u>Spelling</u>-Unit 30-z, zz, s, se</p> <p>Use the soundwaves login to access this week's games and sound activities. You now also have access to the student worksheets.</p> <p><i>Sound Waves online</i> Year 3: water231 Year 4: nose192</p> <p>Read your spelling list words for the week. Complete GM81-Cut and match the compound words.</p>	<p><u>Spelling</u></p> <p>Unit 30-z,zz,s,se</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>Complete GM79-Cut and match the antonyms (opposite meanings).</p> <p>Complete GM72-Cut and assemble the word chain.</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 data (sorting and graphing data) in maths, post questions on google classroom if you need help with anything.</p> <p>Problems-Each day complete a question on the page following –Bead Patterns</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p>Don't forget to complete the Mathletics activities set by your teacher over the week.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p>
Break	Break	Break	Break	Break	Break

<p>Afternoon</p>	<p>Fitness- Get Active Episode 7-Striking</p> <p>https://www.youtube.com/watch?v=AH3hHKWGEHw&t=38s</p> <p>PDH-Outside Mindfulness Scavenger Hunt</p> <p>How many circles can you tick on your hunt?</p> <p>Who's speaking today? Each day at 10am the education department have guest speakers and presentations about writing, science, art, singing and many more topics at :-</p> <p>education.nsw.gov.au/parents-learning-at-home</p>	<p>Science –Properties of liquids, solids and gases.</p> <p>Watch the clip:- https://www.youtube.com/watch?v=JQ4WduVp9k4</p> <p>Use the video and 3 information pages to have a go at placing the descriptions on the sheet following, in the right column. Are they a liquid, solid or gas?</p> <p>Before you glue them down check the answer sheet following (it is the last page in the booklet).</p>	<p>Creative Arts – Colouring-in over the week colour in one or all of the sheets. Pin them up where you can see them.</p>  <p>Brain Break-Just Jump! Jump up. You can jump like a kangaroo, frog, or just as you are!</p> <p>Or Yoga- Challenges</p> <p>https://www.youtube.com/watch?v=wZBJqufrGcg</p>	<p>Geography-Climate and Weather Fill in the sheets following about the climate. What type of climate person are you?</p> <p>Fitness- Rebound Ball Try using different balls/objects when playing.</p> <p>Did you know? You should only wear your own mask, never swap them with anyone else.</p>  <p>This week take a photo of your favourite toy wearing a mask and post a photo on google classroom for everyone to enjoy!</p>	<p>Visual Arts-Fancy Footwork Complete the art following using your feet! If you don't have paint; textas and colour pencils are fine to use.</p> <p><i>Interest Spot: Watch the song "Together it's OK!"</i></p> <p>https://www.youtube.com/watch?v=09qk0IXTfi4</p> <p>Aboriginal Education Listen to the story read byWamparla Apira - Indigenous Literacy Day - Celebrating stories and language (ild.org.au)</p> <p>When you have opened the page, Click on 'Molidet bigibigi'. Complete the activities following.</p>
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TOGETHER WE CAN DO HARD THINGS.

Unit
30


 **Z Z Z S S E** zebra puzzle bears cheese


List Words

- zip _____
- does _____
- toys _____
- zero _____
- zebra _____
- these _____
- those _____
- close _____
- always _____
- busy _____
- easy _____
- please _____
- use _____
- used _____
- size _____
- prize _____
- visit _____
- who's _____
- whose _____
- thousand _____
- because _____
- lazy _____
- fuzzy _____
- frizzy _____
- sizzle _____
- _____
- _____
- _____
- _____

 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 Write a rhyming word for each of these words. Colour the box if the pairs have the  sound in them.


does _____ these _____ sister _____ nurse _____ use _____

5 Write List Words to match the clues.

5 sounds, 5 letters,  is the first sound. _____

3 sounds, 4 letters,  is the second sound. _____

5 sounds, 7 letters,  is the fifth sound. _____

6 sounds, 8 letters,  is the third sound. _____

6 Rewrite the words in brackets adding **s** or **es** to finish the sentences. Colour all the letters that represent  in the words.  Go to Helpful Hints **3**, **4** and **5**.

Buzz always wins the prizes for the _____ (quiz)

Please be careful carrying all those _____. (knife)

The farmer grew a thousand _____. (potato)

We have sausage sizzles at all our _____. (party)

Who _____ all those fuzzy toys? (buy)

These two shoes are different _____. (size)

7 Finish the sentences with *whose* or *who's*.
★ *Whose* means *belonging to*, and *who's* is short for *who is* or *who has*.

_____ toys are those?

_____ coming to visit me?

_____ been to see the zebras at the zoo?

8 Write the meaning for each prefix.

➤ Go to Activity 10 on page 27, Activity 9 on page 37 and Activity 11 on page 43.

mid can mean _____ **un** can mean _____

mis can mean _____ **over** can mean _____

9 Write words with the prefixes in Activity 8 that match these meanings.

do too much _____ opposite of tidy _____

middle of the night _____ coat worn over clothes _____

lead the wrong way _____ use the wrong way _____

10 Write antonyms for these words. Use List Words.

➤ Go to Helpful Hint 10.

unzip _____ unused _____ open _____

difficult _____ never _____ straight _____

11 Write synonyms for these words. Use List Words.

➤ Go to Helpful Hint 11.

none _____ cook _____ simple _____

active _____ trophy _____ fluffy _____

12 Write all the List Words from **t** to **z** in alphabetical order.

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

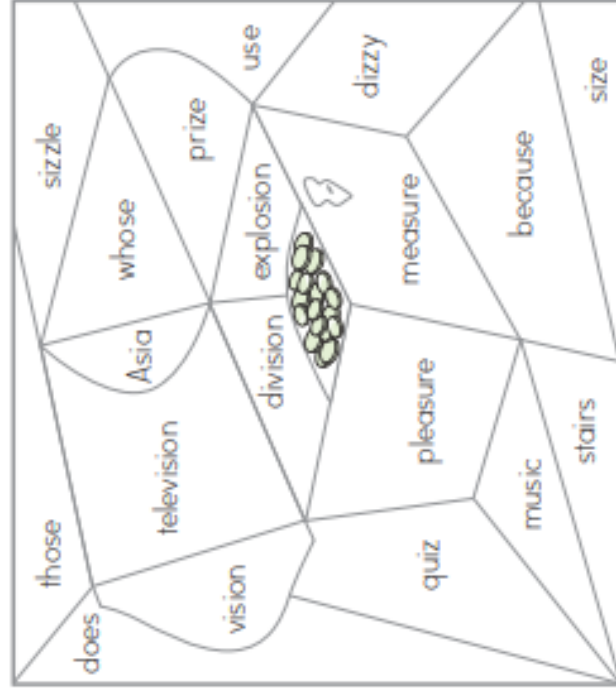
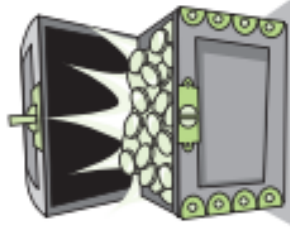
9. _____ 10. _____ 11. _____ 12. _____



s si treasure television

13 Colour the parts with **zzss** words green.

Colour the parts with **ss** words purple.





z z z s se zebra puzzle bears cheese

List Words

zero _____
 zebra _____
 those _____
 closed _____
 busy _____
 who's _____
 whose _____
 clothes _____
 present _____
 prize _____
 doesn't _____
 frozen _____
 music _____
 noise _____
 zipper _____
 drizzle _____
 horizontal _____
 realise _____
 organise _____

Grapheme Chart

letters	words

- Circle the letters that represent **z z z s se** in the List Words.
- Write any other letters that can represent **z z z s se** on the Grapheme Chart. Write one word example for each.
- Write one stroke for every sound in each List Word.
- Cross out the words with the **z z z z s se** sound. Answer the question that is left.
 Whose Are busy Christmas present and Easter music both in clothes one of the frozen summer months? _____
- Rewrite these List Words adding **z, z z, s** or **se** to represent **z z z z s se**.
 cloed _____ those _____ doesn't _____ zipper _____
 ero _____ drile _____ prie _____ noi _____
 horizontal _____ realie _____ organie _____
- Finish the sentences with whose or who's.
 ★ **Whose** means *belonging to* and **who's** is short for *who is* or *who has*.
 _____ clothes are those? _____ closing the door?
 _____ zipper doesn't work? _____ going to fix it?

7 Rewrite these words adding **s** or **es** in the correct columns.

zebra fizz cry potato kiss prize knife noise
 boy half loaf fuzzy lady carry quiz wolf

add s	add es	change y to i and add es	change f or fe to ve and add s

**s si**

treasure television

**List Words**

treasure _____
 measure _____
 usual _____
 vision _____
 television _____
 division _____

- 1 Circle the letters that represent **s** or **si** in the List Words.

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

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

- 4 Colour the letters **s** or **si** if they represent **s** or **si** in the word.

hose vision treasured easier leisure visitor measuring
 noisy casual decision season closing simply revision

- 5 Write ordinal numbers in words, for example first, second, third and so on, to show where you hear **s** or **si** in the words.

measure _____ vision _____ usual _____

treasure _____ division _____ television _____

Challenge

Write the letters where the pairs of coordinates meet to make words.

D	mea	e	u	sion	zen	real	trea
C	tel	or	hor	mu	i	sic	vi
B	su	sure	drizz	gan	vi	pres	le
A	sion	fro	al	ent	sure	ise	zont
	1	2	3	4	5	6	7

(2, A) (5, D) (1, D) (2, B) (2, C) (4, B) (6, A) (3, D) (1, B) (3, A)

(6, D) (6, A) (7, D) (5, A) (3, B) (7, B) (3, C) (5, C) (7, A) (3, A)

(7, C) (4, D) (4, C) (6, C) (6, B) (4, A) (1, C) (2, D) (5, B) (1, A)

Grapheme Chart

letters	words

BLM GM79



Match Up: Words to Antonyms



zip



goes



close



absent



open



present



always



thawed



never



frozen



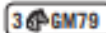
unzip



unusual



used



noisy



difficult



find



easy



usual



straight



stays



frizzy



lose



unused



quiet

BLM GM81



Match Up: Compound Words



lazy



over wise



seas



busy



sun bag



dozer



cheese



some bones



stairs



nose



bull paper



wards



news



down cake



rise



other



back body



times



BLM GM72**Word Chain**

osed

pr's

horizon

le
does pper

noi ze

drizz

ganise

mus

zen

cloth

ent

cl ise

zi n't

who se

or tal

fro ic

pres es

real

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.

BOOK BUTTERFLY



By _____

Plot
What is your favorite part of the story?

Setting
Where did the story take place?

Character
Who was your favorite character? Why?

Main Idea
What is the main idea of the story?

Title

Author
by _____

Problem
What is the main problem in the story?

Solution
How does the problem get solved?

Personal Response
How did the book make you feel? Why?

Personal Connection
What did the book remind you of?

Rating
I give this book _____ stars!

★ ★ ★ ★ ★

AFTER READING QUESTIONS

What did you like or dislike about the story?	What was the author's purpose? How do you know this?	Was there a problem to be resolved in the story? If so, how was it resolved?
What is the main message of this story?	Have your feelings about any of the characters changed? How?	How did the story make you feel?

How to Make Pancakes

1. Sift the flour into a large bowl. Add the sugar and stir.

2. Gently beat the egg. Add it to the bowl, along with the milk.

4. Pour $\frac{1}{4}$ cup of batter in a hot frying pan. When large bubbles appear on the surface, flip the pancake over.

5. Cook the other side of the pancake until the colour turns golden brown.

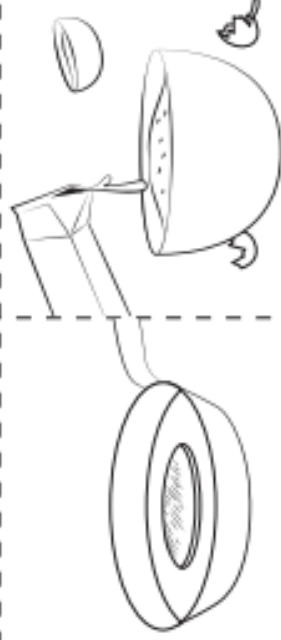
6. Add your favourite topping to your pancake. Enjoy!

3. Stir the mixture with a wooden spoon until the batter is smooth and there are no lumps.

Method

Ingredients

- 1 cup of self-raising flour
- 1 tablespoon of sugar
- 1 egg
- $\frac{3}{4}$ cup of milk



Real or Make-Believe

— SENTENCES —

Sort the sentences into real and make-believe.



Paul the Policeman was eating lunch in the city park.



Daisy, the local dog, had called the emergency hotline because her owner had fallen off a ladder.



Fred the Firefighter was doing his morning workout at the fire station.



Larry the Lobster loved to help people, so he became a lifesaver at his local beach.



Nelly the Nurse worked at the Little Village Hospital.



Paul the Policeman took the duck down to the police station for questioning over the stolen bag of grapes.

Real or Make-Believe

— SENTENCES —

REAL

MAKE-BELIEVE

Real or Make-Believe

— ANIMAL SENTENCES —

Decide if each sentence is describing real or make-believe animal behaviour.
Circle the word for make-believe or the magnifying glass for real.

The dog was so thirsty he slurped up the whole bowl of water.



The scary lion leader put on his crown and grabbed his speech ready for the village meeting.



The playful kitten played with a ball of wool.



The wise old owl put on his glasses and began to read a story about wolves.



The penguin went sliding down the hill that was covered in soft white snow.



The jellyfish stung the little boy on the leg with its tentacles.



The lobster was sunbaking on his towel, drinking a bottle of cold water.



Ellie the Elephant put the kettle on to have a cup of tea.



Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.

3.

4.

Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.

3.

4.

How to Make Fairy Bread

2. Spread an even layer of butter over each slice of bread.

4. Use biscuit cutters or a knife to create interesting shapes from the bread.

5. Arrange your fairy bread creations on a party platter. Enjoy!

3. Generously sprinkle the hundreds and thousands over the bread. Make sure that all parts of the bread are covered.

1. Place the slices of bread on a clean, flat surface.

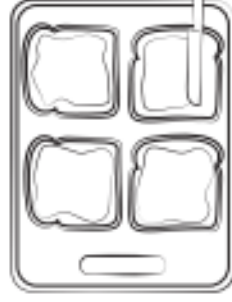
Method

Ingredients

Bread

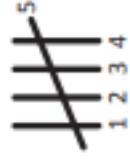
Butter

Hundreds and Thousands



Data – collecting data

The tally method is where we count in 5s. We put a stroke for each number and the fifth stroke is a line that goes diagonally through the set of 4.



However, we don't write down the numbers, we just use strokes like this:







4 Count these tallies and write the total in the box at the end:

a 

b 

5 Josie collected some data on favourite colours in her class.

a Show Josie how to represent this data using tallies:

Favourite colours in 4B	
Red	
Blue	
Green	
Yellow	

Favourite colours in 4B	
Red	
Blue	
Green	
Yellow	

b How many children are in 4B?

c Why do you think tallies are a good way of collecting data?

Data – column graphs

Column graphs are a clear way of showing data. There is a vertical line that has numbers, and is called the scale. The horizontal line has the different categories that are being counted. There should always be a heading at the top so it's easy to see what the data is about.

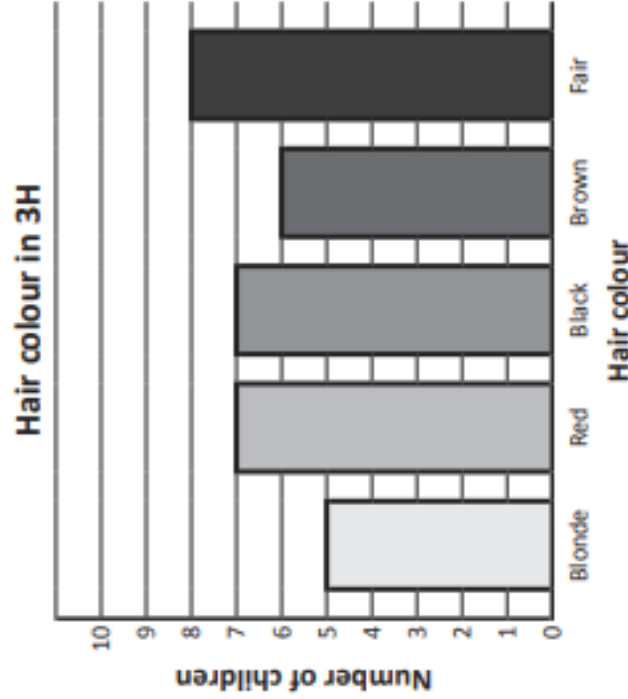
1 Answer the questions about the data shown on this column graph.

a How many children have brown hair?

b Which colour hair do the smallest group of children have? _____

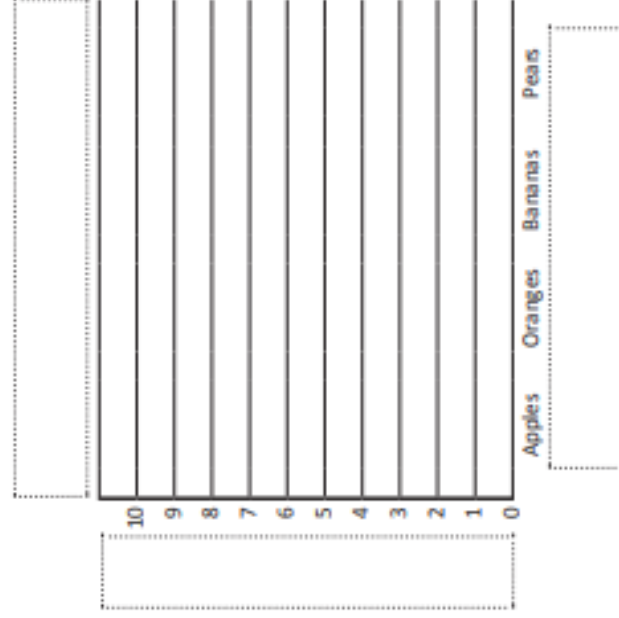
c Which colour hair do most children have? _____

d What do you notice about the number of children who have either red or black hair?



2 A group of people were surveyed about their favourite fruit. Make a column graph from the data collected in the table. First write the number of tallies in the table:

Favourite fruit	
Apples	###
Oranges	##
Bananas	##
Pears	### ##



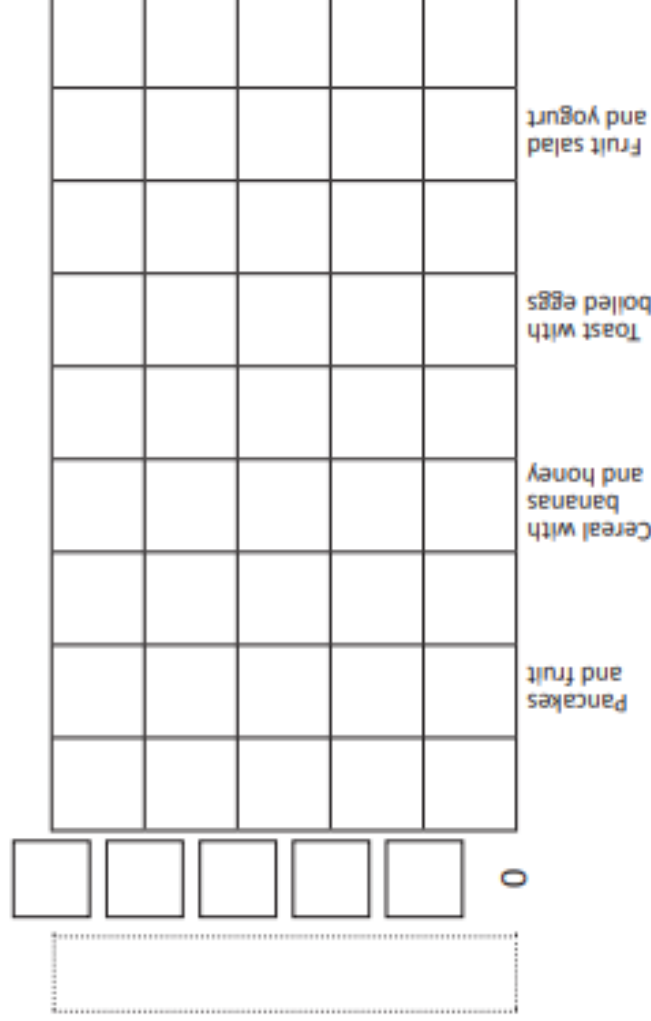
Data – column graphs

- 3 3L were planning a healthy breakfast morning. They conducted a survey to find out the most popular option. The data they collected is shown in the table below:

Breakfast options	Votes	Number of votes
Pancakes and fruit		
Cereal with bananas and honey		
Toast with boiled eggs		
Fruit salad and yogurt		

- a What question did they ask?

- b Work out the number of students from the tallies. Write this number in the last column in the table above.
- c Show this data on the column graph below:



Make sure that your graph has a heading and is labelled correctly. You need to complete the scale.



Data – picture graphs

- 3 Josie runs a juice bar and has just received a fruit delivery. Help Josie create a picture graph of what she has for her records.



Heading:	
Bananas	
Apples	
Oranges	
Pineapples	

Key: ✓ = 2

- 4 This picture graph shows the birthdays in grade 3 for the first 4 months of the year. Complete the graph using all the clues below. What is the key?

Heading:	
January	
February	
March	
April	

Clues:

- 16 birthdays in January
- 8 birthdays in February
- 12 birthdays in March
- 20 birthdays in April

Key: =

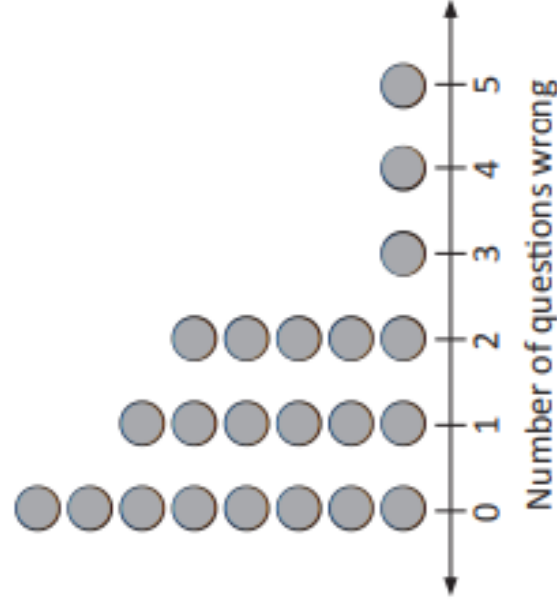
Data – dot plots

A dot plot uses a number line where the numbers are the categories.
The dots show the amount in each category.

1 Answer the questions about this dot plot:

3H's 4 times table results

- a** How many students got two questions wrong?
- b** How many students got only one question wrong?
- c** How many students got all the questions correct?

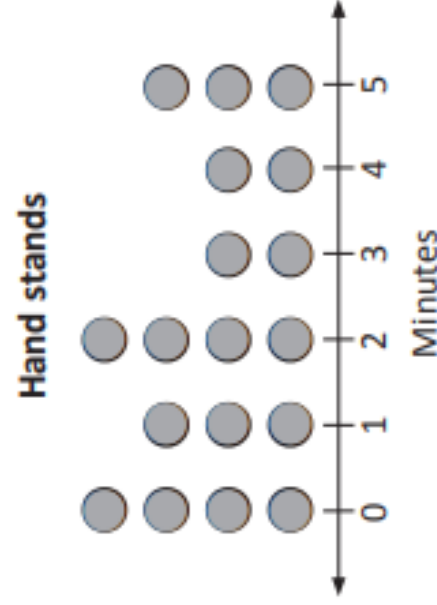


- d** What could you say about how well 3H know the 4 times table?
-

2 This dot plot shows the length of time a group of gymnasts can hold a handstand.

Answer these questions:

- a** How many gymnasts can hold a handstand for 1–3 minutes?
- b** How many gymnasts can't do a handstand yet?
- c** How many gymnasts can hold a handstand for more than 4 minutes?



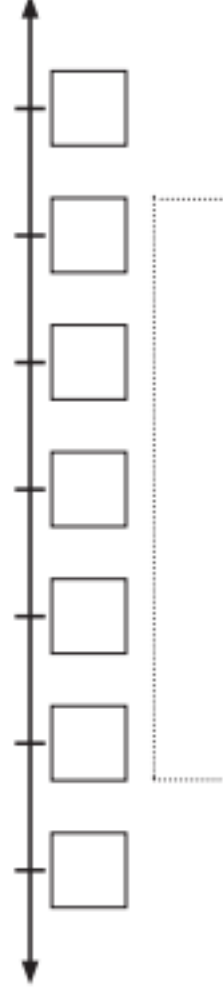


Data – dot plots

- 3 3H is looking at healthy eating habits. Each student kept a record of how many pieces of fruit they ate over 1 week. Here are the results:

Fruit eaten by 3H in 1 week	
Pieces of fruit	Number of students
1	2
2	3
3	4
4	5
5	5
6	9

Show these results in a dot plot below. You will need to draw the dots, label the number line and provide a heading.



Data – asking questions and collecting data

- 4 Did you know that most peoples' eyes are either blue, brown or green? In this table, 4B collected data on the different coloured eyes in their class.

How many pairs of each eye colour are in 4B?	
Blue	6
Brown	15
Green	4

What are some other questions that you can answer with this data? Think of two:

- _____
- _____

- 5 Now collect data on the different coloured eyes in your class and compare the data to 4B.

- a Write a question above the data table as the heading.

Blue	
Brown	
Green	

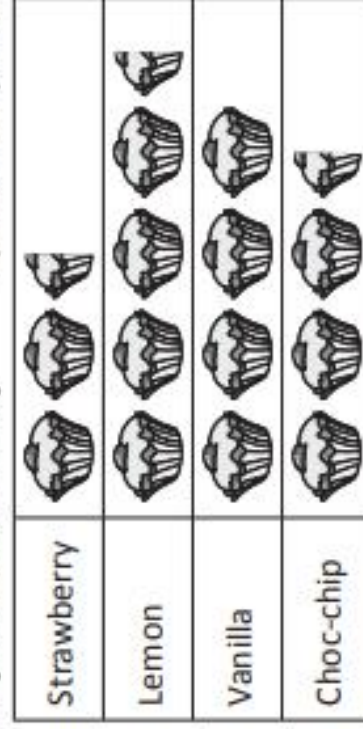
- b What is one statement you can make about the two data sets?

Data – picture graphs

Picture graphs use pictures to show how many items are in each category. They have a title that tells us the data that has been collected. A key tells us the value of the symbol. In the first picture graph below, we can see that one whole cupcake stands for 2 actual cupcakes. Half a cupcake stands for 1.

- 1 This picture graph shows the amount of cupcakes sold in each flavour:

Cupcakes sold in a day Key:  = 2 cupcakes



- a How many lemon cupcakes were sold?
- b How many choc-chip cupcakes were sold?
- c How many were sold altogether?

- 2 This picture graph shows the number of tickets sold each day in the week leading up to the Friday night school concert. Answer the questions that follow:

Tickets sold



Key:  = 10 tickets

- a How many tickets were sold on Monday night?
- b How many fewer tickets were sold on Tuesday night compared to Wednesday night?
- c 65 tickets were sold Thursday night, add this to the graph.

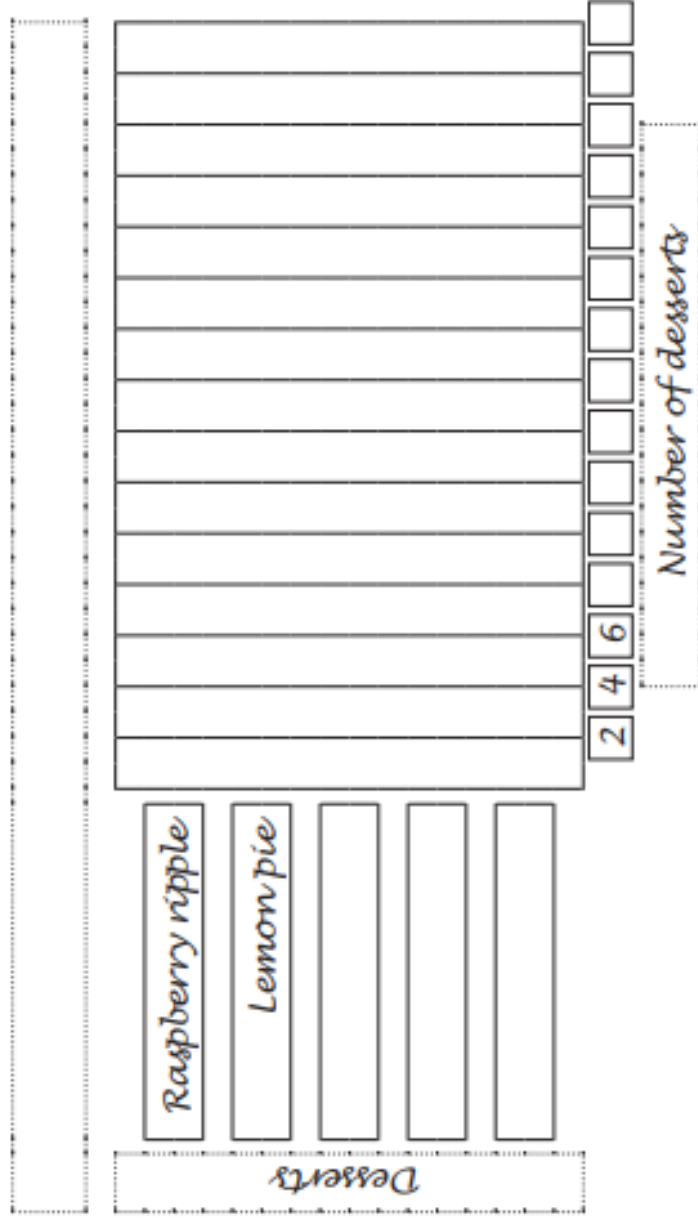
Data – column graphs

- 3 Jo from Jo-Jo's Cafe recorded the desserts that customers ordered over the weekend.

a Show the total of each dessert that was ordered in this table:

Dessert	Tally	Total
Raspberry ripple		
Lemon pie		
Banana split		
Caramel swirl		
Cookie crunch		

- b Show this data on the column graph below. Complete the scale and all the labels. Give the graph a heading.



- c The most popular dessert was _____.
- d Cookie crunch was twice as popular as _____.
- e Jo wants to remove a dessert from the menu. Which one should she remove and why?

Data – picture graphs

- 3 Alexis and Xavier went to the zoo and counted the different animals that they saw. They saw 20 penguins, 16 chimpanzees, 24 flamingoes and 6 lions. Show this data in the picture graph below. Use ● for 4 animals. Add a heading.

Key: ● = _____

Penguins	
Chimpanzees	
Flamingoes	
Lions	

- 4 Here are the results of a charity drive where a group of kids worked together to sell cookies to raise money for the homeless. Help them turn the tally data into a picture graph to present in assembly. Use □ for 4 boxes of cookies. Add a heading.

Max	### ### ### I
Harley	### ### ### ###
Sara	### ### ### ### III
Christie	### III

Key: □ = _____

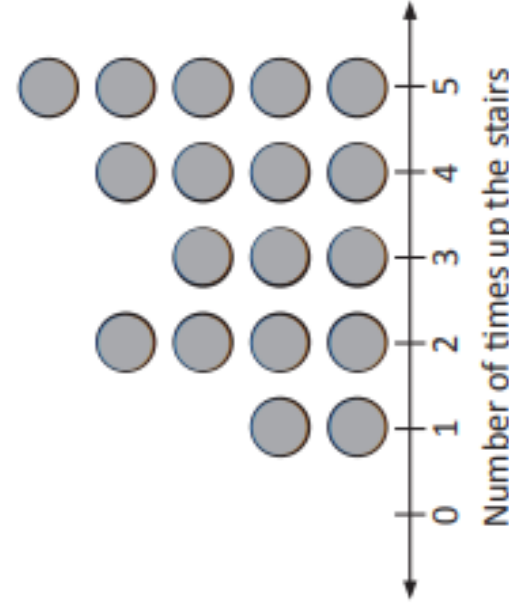
Max	
Harley	
Sara	
Christie	

Data – dot plots

A dot plot uses a number line where the numbers are the categories. The dots show the amount in each category.

- 1 Two groups competed to see how many times they could run up and down a flight of stairs. Here are the results for Group 2. Answer the questions below:

Group 2 stairs results



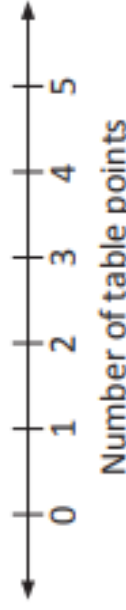
- a How many people ran up the stairs twice?
- b How many people ran up the stairs four times?
- c How many people ran up the stairs more than three times?
- d How many people are in group 2?

- 2 Ellie kept a record of the number of weekly table points her group scored over the term. Present this data as a dot plot.

2 5 3 5 5 5 3 4 2 2 5

Table points for Ellie's group

- a In this class, if a table earns 5 points in a week they get extra play time. How many times did Ellie's group get extra play time over the term?
- b How many weeks are there in the school term that this data is for?





Name _____

Date _____

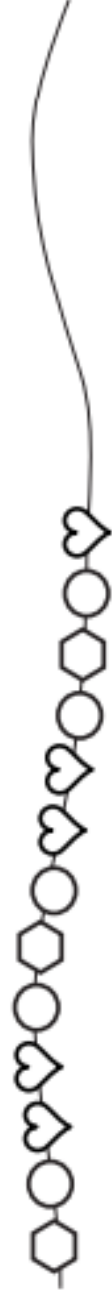
Bead patterns

- 1 **a** Beddie Bearer gets hopelessly confused and loses her place making necklaces. Help her!
Continue the pattern of beads until you have used 6 squares.



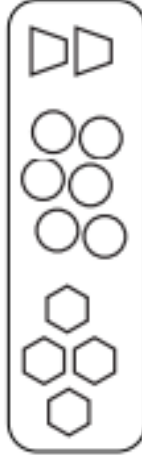
- b** The pattern rule is 2 _____, 1 _____ repeated.
c For every square used, _____ triangles are used.
d If 5 squares are used, _____ triangles are used.
e If 12 triangles are used, _____ squares are used.

- 2 **a** To help Beddie again, continue this pattern of the beads until the end.



- b** The rule for the pattern is _____
c The pattern repeats after _____ beads have been used.
d In each repeat of the pattern, _____ hearts are used, _____ hexagons are used and _____ circles are used.
e How many repeats of the pattern could Beddie make with 30 hearts? _____

- 3 **a** Beddie needs more ideas for her necklaces. Use all these beads to make your own pattern for her to copy.



- b** The rule for my pattern is _____
c To add one more repeat of the pattern, you would need _____ more _____ beads?
d How many _____ beads are used for every _____?
e How many _____ beads are used for every 2 _____?

Monday

1. $22 - 6 =$ _____

2. $88 + 12 =$ _____

3. $80 - 9 =$ _____

4. $55 \div 5 =$ _____

5. $24 \div 3 =$ _____

6. Is 3008 an odd or even number? _____

7. Complete this counting pattern:

76, 81, 86, 91, _____, _____, _____

8. What is the sum of 97 and 5? _____

9. Share \$10 between 2 children. _____

10. 10 cents + \$1.00 = _____

11. Colour in an eighth of these triangles.



12. Colour in a quarter of this shape:



13. 1 week = _____ days

14. What is the name of this 3D object?



15. Which star has the highest chance of being selected? Black or white? _____



Tuesday

1. $46 - 5 =$ _____

2. $59 + 96 =$ _____

3. $51 + 72 =$ _____

4. $3 \div 3 =$ _____

5. $5 \div 5 =$ _____

6. What is the value of the number in the one thousands place in 8976? _____

7. Complete this counting pattern:

39, 44, 49, 54, _____, _____, _____

8. Kylie had 56 pieces of LEGO and was given 14 more pieces of LEGO. How many pieces of LEGO does Kylie now have? _____

9. Share \$64 between 2 children. _____

10. 20 cents + \$1.00 + 5 cents = _____

11. Colour in a third of these stars



12. Colour in an eighth of these circles.



13. How many days in a week? _____

14. A square-based pyramid has _____ corners.



15. Which circle has the highest chance of being selected? Black or white? _____



Mentals
for everyone.

Wednesday

- $14 - 7 = \underline{\quad}$
- $78 + 22 = \underline{\quad}$
- $42 - 8 = \underline{\quad}$
- $70 \div 10 = \underline{\quad}$
- $30 \div 3 = \underline{\quad}$
- Write the smallest number you can using: 7, 2, 5.
 $\underline{\quad}$

7. Complete this counting pattern:

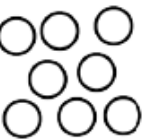
45, 47, 49, 51, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

8. Ryan had 10 match sticks and was given 19 more match sticks. How many match sticks does Ryan now have? $\underline{\quad}$

9. Share 45 apples between 5 children. $\underline{\quad}$

10. $\$1.00 + \$2.00 = \underline{\quad}$

11. Colour in an eighth of these circles.

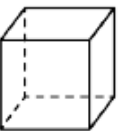


12. Colour in a quarter of this shape:



13. How many days in a week? $\underline{\quad}$

14. What is the name of this 3D object?
 $\underline{\quad}$



15. Which circle has the lowest chance of being selected? Black or white? $\underline{\quad}$



Thursday

- $91 + 54 = \underline{\quad}$
- $39 - 2 = \underline{\quad}$
- $6 + 1 = \underline{\quad}$
- $30 \div 10 = \underline{\quad}$
- $24 \div 2 = \underline{\quad}$
- What is the value of the number in the hundreds place in 7052? $\underline{\quad}$

7. Complete this counting pattern:

38, 40, 42, 44, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

8. 47 minus 21 equals $\underline{\quad}$

9. Divide 30 by 10. $\underline{\quad}$

10. 20 cents + 10 cents = $\underline{\quad}$

11. Colour in a third of these stars.

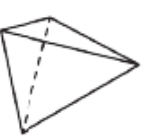


12. Colour in an eighth of these circles.



13. How many minutes in an hour? $\underline{\quad}$

14. A triangle-based pyramid has $\underline{\quad}$ corners.



15. Which star has the highest chance of being selected? Black or white? $\underline{\quad}$



Outdoor Mindfulness Scavenger Hunt

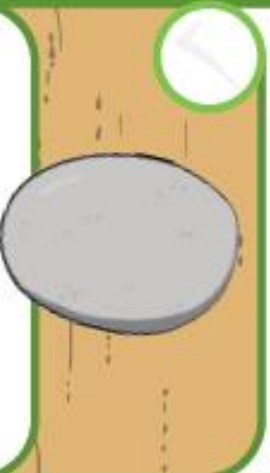
Go outside and use all of your senses to complete this scavenger hunt.



Find something that makes you happy.



Listen to leaves rustling on a tree.



Find something that is smooth.



Look for a cloud that is shaped like an animal. Watch it change shape.



Listen to a bird singing.



Find something that is your favourite colour.



Find something the colour of the sky.



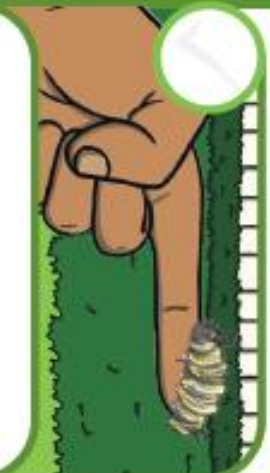
Follow an insect. What it is doing?



Find something that smells nice.



Find something that makes a noise.



Find something as small as your fingernail.



Find something that is soft.

















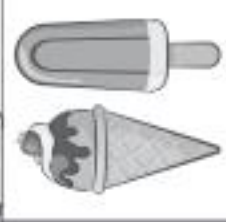
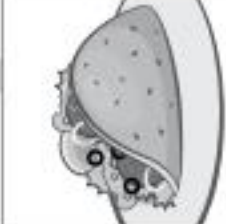




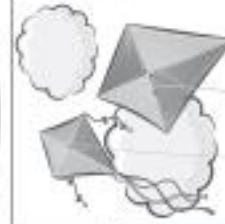



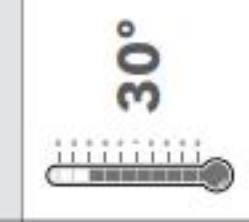
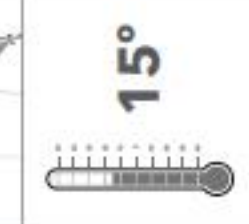
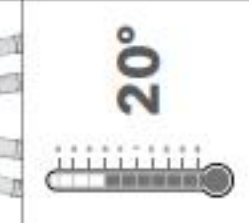
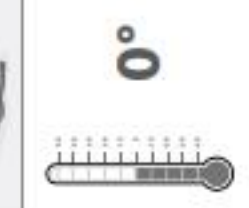
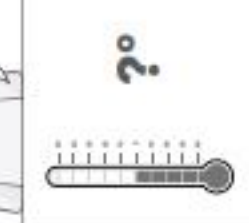
Are all climate types the same?

Did you know that the weather can affect how you feel? Rainy days can make some people feel grumpy because they like it to be sunny. Some people like rainy days and don't like it when it's hot.

1

What climate type are you?

To discover your weather personality, colour the picture you like best in each row. Write the letter in the answer box. Then check the answers and see if you agree.

	A	B	C	D	E	ANSWERS
CLOTHES						
FUN						
WEATHER						
FOOD						
SPORT						
TEMPERATURE						

Answers



Mostly A

Warm, sunny weather brings out the best in you. You feel happy and less angry on days with more sunshine and heat. Rainy days dampen your spirits.



Mostly B

You get grouchy when it turns warm and sunny. A dull day makes you feel upbeat. A little rain gives your mood a boost.



Mostly C

You love the sound of the rain on the roof. Rain makes you feel cosy inside. You like to snuggle up and read a book. When it stops raining you like to splash in the puddles. You love the fresh smell of the earth after it rains.



Mostly D

Cold weather is relaxing for you. A blanket or hot drink always makes you feel good. You enjoy cuddles. The weather will never stop you from playing outside.



Mostly E


Weather doesn't bother you. Rain, shine, hot or cold – you calmly keep going. You least like cool, cloudy days but you never let the weather stop you from doing anything.

Now you know your weather type, you might like to know which place has the best climate for you to live.

A **Temperate climate** is warm in summer and cold in winter. It rains on and off all year. There are no extremes of weather.

A **Tropical climate** is hot and humid. It is warm all year and has a lot of rain.

A **Desert climate** does not get much rain. It is very hot in the day and cold at night.

2  Look at your climate zone map of Australia.

- a** Which climate zone would be the hottest? _____
- b** Which climate zone would be the wettest? _____
- c** Which climate zone would be the most mild (not very hot or cold or wet)? _____

d Which climate zone would have snow? _____

3 Each state can have more than one climate zone.

- a** Which states have a Temperate Zone?

- b** Which states have a Desert Zone? _____

- c** Which states have a Tropical Zone?

4 **a** The Temperate Zone has four seasons. Can you name them? _____

b How long would each season last? _____

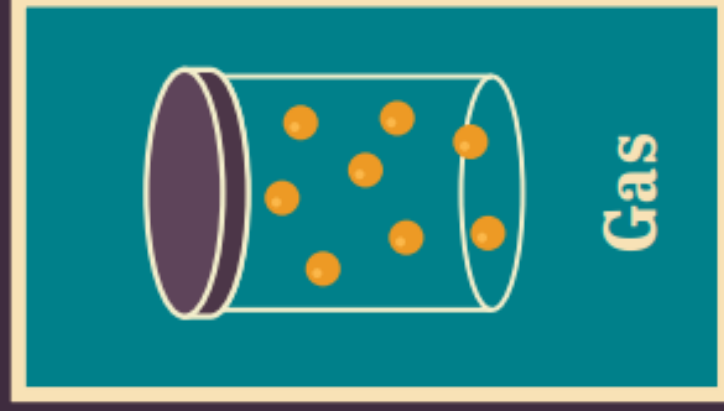
5 **a** The Tropical Zone has two seasons. Can you name them?

b How long would each season last? _____



STATES OF MATTER: GASES

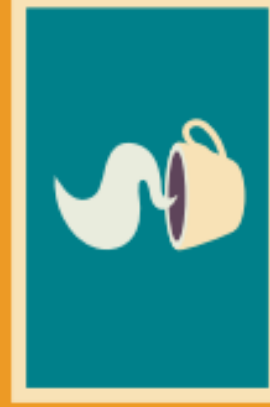
Gases do not have a fixed shape. They will spread out in the container or space they are in. The amount of space taken up by a gas changes. The bonds holding the particles in gases together are very weak. There is lots of space between the particles. They can move freely. The particles in gases have very high energy. Gases can flow very easily.



Some examples of gases are:



**soft drink
bubbles**



steam



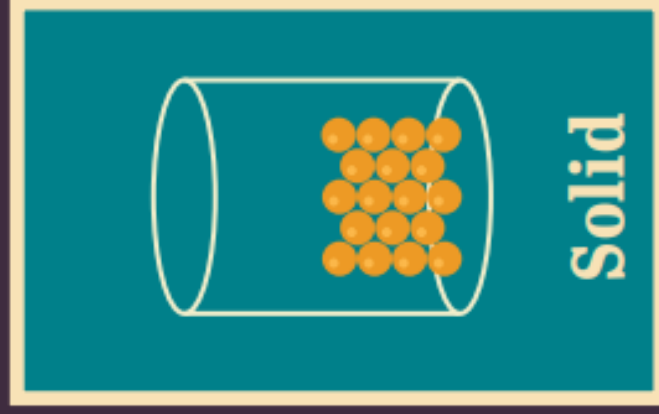
**car exhaust
fumes**

STATES OF MATTER: SOLIDS

Solids have a fixed shape that will only change if a force is applied. The amount of space taken up by a solid stays the same.

The particles in solids are linked by strong bonds. This pulls the particles tightly together. They cannot slide past each other.

The particles in solids have low energy. Solids do not flow easily.



Some examples of solids are:



bricks



clothing

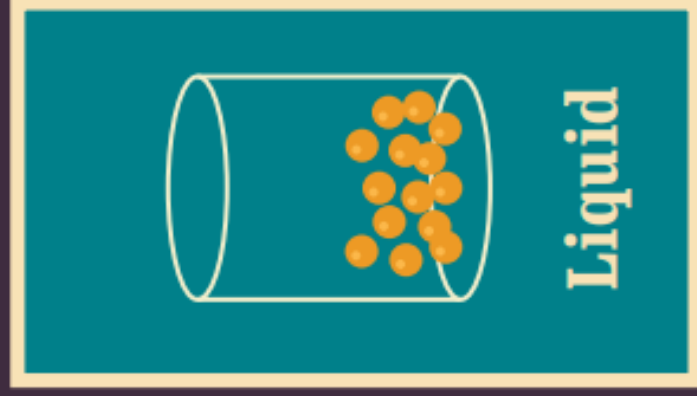


ice

STATES OF MATTER: LIQUIDS

Liquids do not have a fixed shape. They will take the shape of the container they are poured into. The amount of space taken up by a liquid stays the same.

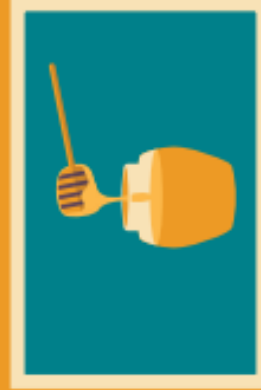
The particles in liquids are linked by weaker bonds than solids. There is more space between the particles. They can slide past each other. The particles in liquids have high energy. Liquids can flow easily.



Some examples of liquids are:



water



honey



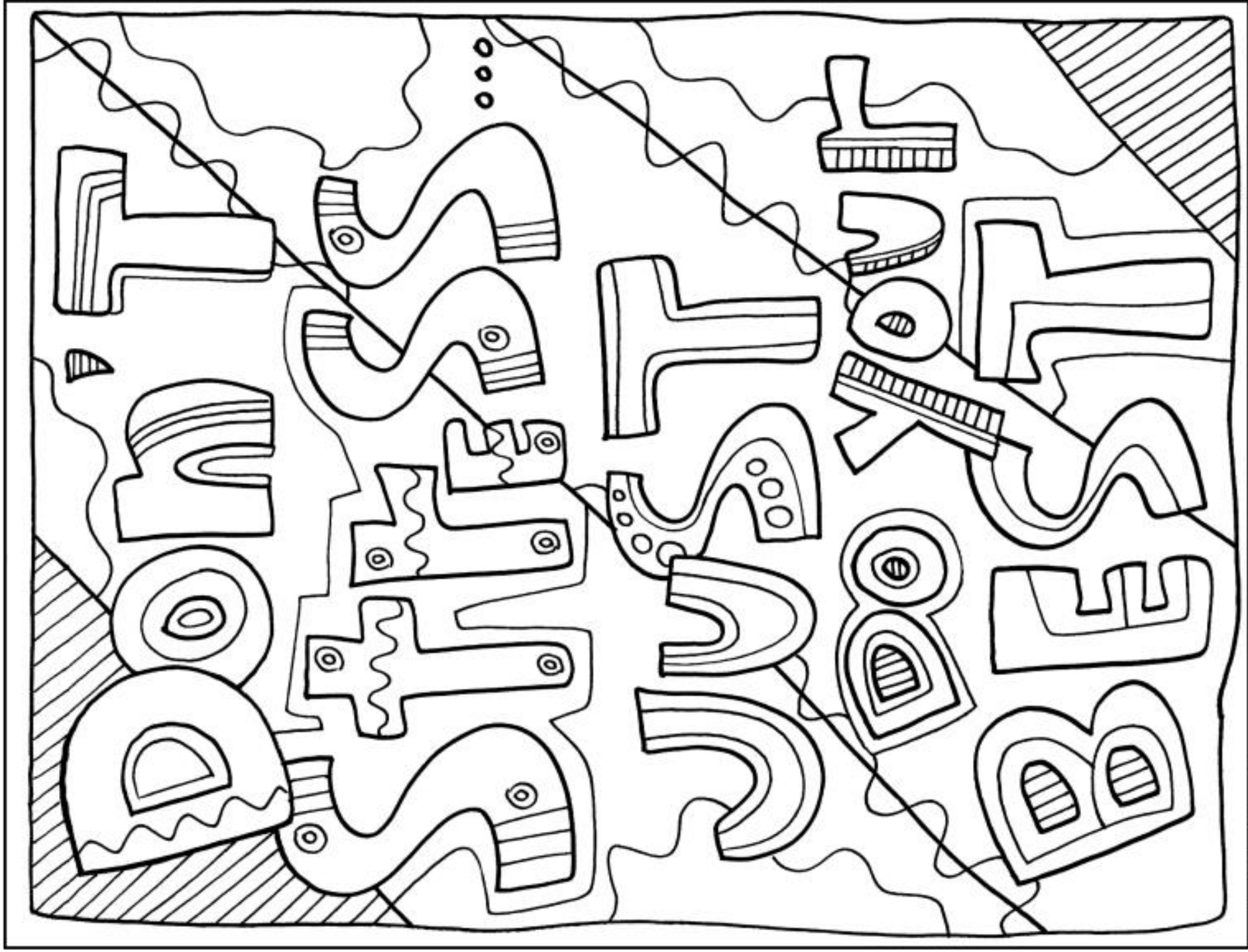
milk

Properties of Solids, Liquids and Gases

Cut out the descriptions on the next page and paste them in the correct column of the table.

Solids	Liquids	Gases

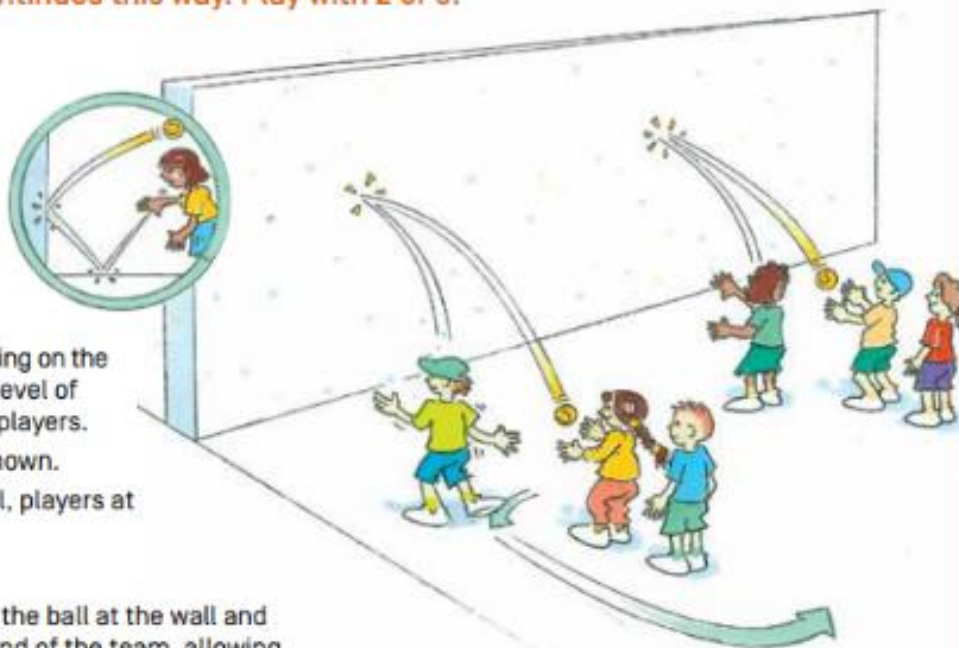
have a fixed shape	particles are linked by weak bonds	lots of space between the particles
particles flow easily	particles do not flow easily	particles have high energy
take the shape of a container	very little space between the particles	particles are linked by very weak bonds
particles have very high energy	some space between the particles	the space they take up stays the same
the space they take up stays the same	the space they take up can change	particles are linked by strong bonds
particles have low energy	spread out inside a container	particles flow easily





Rebound ball

A player throws a ball at a wall and stands back for a second player to catch the ball – the activity continues this way. Play with 2 or 3.



What to do

Setting up

- > Any type of ball depending on the experience and ability level of the players. One per 3 players.
- > Optional – towels as shown.
- > Open space near a wall, players at least 2 metres away.

Playing

- > The first player throws the ball at the wall and moves quickly to the end of the team, allowing the second player to move up and catch the ball. Continue down the line.
- > Allow a period for players to experiment with the best method of throwing. Stop the practice and share ideas with the whole group, recommence play.

Challenge

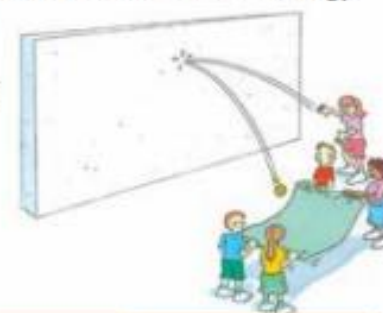
- > Play against the clock (e.g. which team has given its players the highest number of turns in 40 seconds?)

Safety

- > Choose a ball, type of throw and distance to suit the ability level of the players.
- > Start with softer balls and slow underarm throws.
- > If a ball goes out of the playing area, retrieving players should signal they are entering another group's area and play should stop.

Change it

- > **Practise individually** – allow individual practice to build skill and confidence.
- > A player with less advanced coordination and motor skills can be included by another player standing close and sending a short throw or simply passing the ball.
- > Players may use a softball glove or Velcro® mitt and suitable ball as an inclusive strategy.
- > **Towel catch** – allow each person several throws.



Ask the players

- > How are you throwing the ball at the wall to help your team mate catch the ball?
- > Where is the best place to aim your throw to let your team mate catch? Why?

LEARNING INTENTION

Rebound ball allows students to practise and refine the fundamental movement skills of throwing and catching and develop teamwork skills.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
OBJECT MANIPULATION

COORDINATION

COLLABORATION
REASONING

ACHP
CONTENT DESCRIPTION

ACPM025
ACPM043

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>



FANCY FOOTWORK



OBJECTIVE: To introduce children to mixing secondary colours from primary colours.

MATERIALS: Art paper

Pencil

Black texta

Paint — primary colours only i.e. red, blue and yellow

Brush

- LESSON:**
- Divide class into pairs. Get children to remove one shoe and help each other trace around their foot in pencil, at least five times, making sure the feet overlap.
 - Explain the purpose of the lesson and let the children paint the feet, using blue, yellow and red only. Do not paint areas that overlap.
 - Look at the areas that overlap. Taking it slowly get children to mix the two colours that overlap and see what happens e.g. a blue foot overlapping with a yellow foot gives a green etc.
 - Paint in secondary colours.
 - Once dry, outline the feet in black texta and fill the background with patterns.



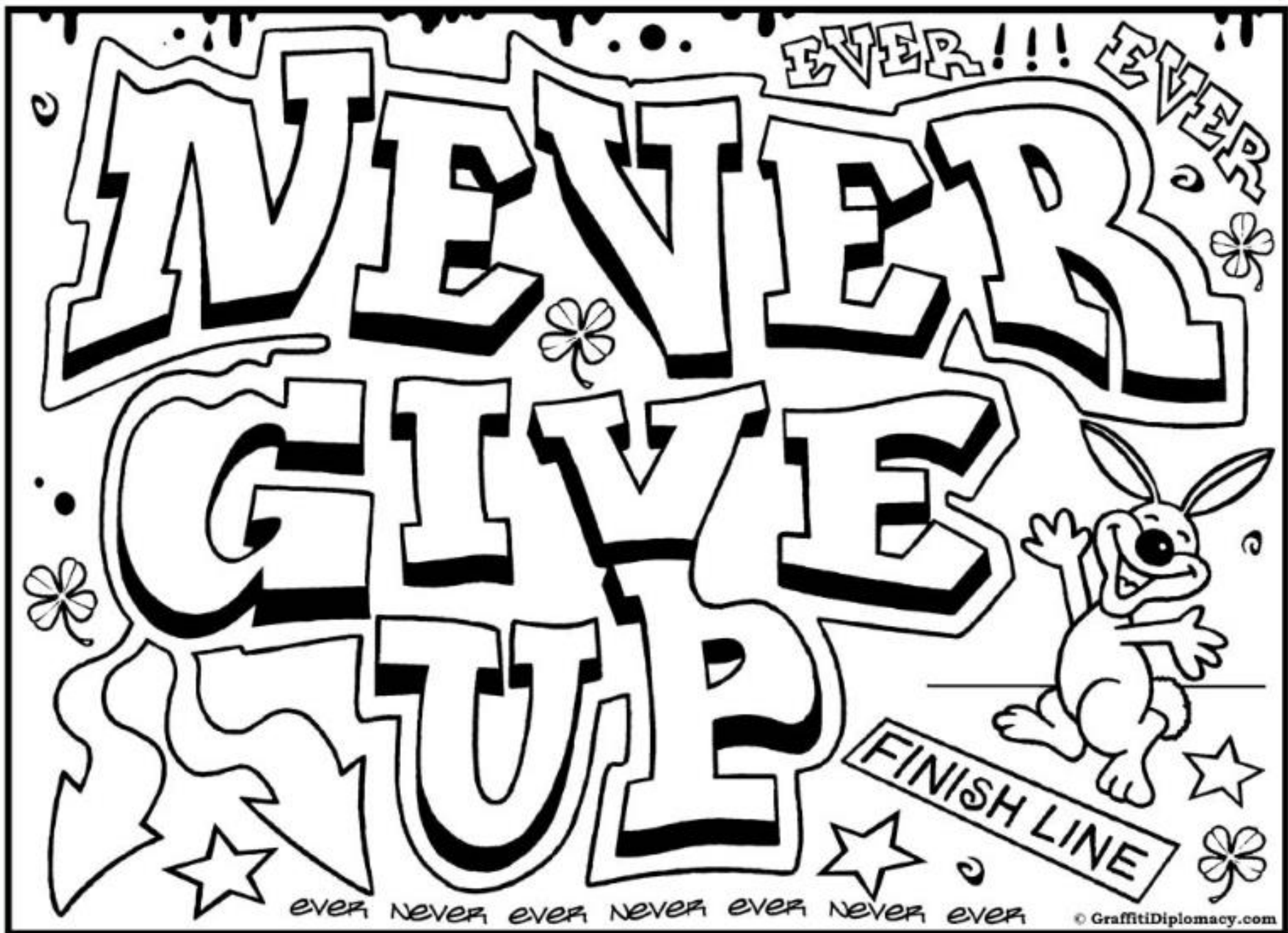
Aboriginal Education

Answer the following questions in your book.

1. In what Aboriginal language is the story told?
2. Did you hear any words that you recognised/understood? (Yes/No)
3. What was the original language this language came from?
4. Whereabouts in Australia do the Aboriginal people speak this language?
Who wrote and illustrated the book?

Answers

Solids	Liquids	Gases
<p>have a fixed shape</p> <p>the space they take up stays the same</p> <p>particles are linked by strong bonds</p> <p>very little space between the particles</p> <p>particles have low energy</p> <p>particles do not flow easily</p>	<p>take the shape of a container</p> <p>the space they take up stays the same</p> <p>particles are linked by weak bonds</p> <p>some space between the particles</p> <p>particles have high energy</p> <p>particles flow easily</p>	<p>spread out inside a container</p> <p>the space they take up can change</p> <p>particles are linked by very weak bonds</p> <p>lots of space between the particles</p> <p>particles have very high energy</p> <p>particles flow easily</p>



EVER NEVER EVER NEVER EVER NEVER EVER

Paint or draw a picture to share with someone special.



Build a Cubby House-inside or outside.



Go outside and jump up and down for a minute! Then skip or run around for a minute.



Take a walk in nature and take some photographs in your 'mind'!



Create an artwork only using natural materials.



Wellbeing Week

Activities

Write a thank-you list-write down three things that you are thankful for.



Notice 5 things that are beautiful in the world around you.



Thank three people you're grateful to and tell them why.



Have a 60 second Dance Party!



Imagine that you are floating on a fluffy white cloud.

Take a minute to feel how soft it is. How relaxed it makes your arms. How it makes your legs relax and feel light and floaty. How it makes your back feel soft....then return back to earth.

