

Teaching and Learning Activities – Stage 2




2021 Term 4 Week 3



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
	RAINBOW WEEK				
Morning Getting Ready to return to school.	<p>Reading Select a book to read over the week. <i>It could be a book read by Mrs Bedingfield on Google Classroom.</i></p> <p>Listen to the Rainbow Fish story. https://storylineonline.net/books/the-rainbow-fish/</p> <p>Fill in the sheet listing what Rainbow Fish did to be a good friend.</p> <p>Writing- Information Reports-Firefighters Use the fact file dot points to write sentences on the planning page.</p>	<p>Reading Start filling in the 'What I have learnt' page following.</p> <p><i>Colours of the Rainbow-Can you make up your own sentence to help you remember the colours of the rainbow?</i></p> <p>Writing- Information Reports-Firefighters Use the planning page with your sentences to start writing paragraphs on the next scaffold page. Write the first 3 paragraphs today.</p> <p><i>Watch 'Behind the News' on ABC. Choose your favourite story. Write a summary of the story.</i></p>	<p>Reading Continue and finish filling in 'What I have learnt'.</p> <p>Writing- Information Reports-Firefighters Continue writing the last 2 paragraphs and draw the illustration.</p>	<p>Reading Write about what you 'wonder' on the page following.</p> <p>Writing- Information Reports-Fact and Opinion Cut and paste the facts into one column and the opinions into the other.</p> <p><i>Interest spot: Taronga Zoo live cam. Choose one of the animals to watch.</i></p> <p>https://taronga.org.au/taronga-tv</p>	<p>Reading Cut and paste the character traits of the Rainbow Fish at the beginning and end of the story.</p> <p>Writing- Information Reports-Firefighters Publish the most interesting paragraph from your information report about Firefighters on Google classroom or in your workbook.</p>

	<p><u>Spelling</u>-Unit 31- ou, ow</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 BM83-Match-up the word beginnings and endings.</p>	<p><u>Spelling</u></p> <p>Unit 31-ou, ow</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 BM77-cut and paste the word chain back together correctly.</p> <p>Play the make a word game-BM66-67.</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 chance in maths, post questions on google classroom if you need help with anything.</p> <p>Complete the mental sheets over the week.</p> <p>Problem</p> <p>Complete the page using Tree Diagrams to find the solution.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p>Don't forget to complete the Mathematics activities set by your teacher over the week.</p> <p>Problem</p> <p>Complete the 'Scissors, paper, rock' probability sheet following.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p>Problem</p> <p>Complete the sheet 'Teddy Town'.</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p>Problem</p> <p>I am even. I am less than 20. I have 2-digits. One digit is twice the other. What number am I?</p>	<p>Mathematics</p> <p>Continue working on the worksheets.</p> <p>Problem</p> <p>Reece and Luke are given \$13 pocket money between them each week. Reece gets \$5 more than Luke. How much pocket money does each get?</p>
Break	Break	Break	Break	Break	Break

<p>Afternoon</p>	<p>Fitness- Get Active Episode 9- Throwing</p> <p>https://www.youtube.com/watch?v=UUDZ1OX--t8</p> <p>PDH-Stepping Forward to school /The school gates</p> <p>Follow the instructions on the pages following, draw and write about what you are looking forward to when returning to school. Let us know your thoughts on Google Classroom!</p> <p>I can show kindness Chart. Over the week as you complete an activity on the chart colouring it in. How can you be kind to yourself?</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 – How to grow a Rainbow Follow the instructions to 'Grow a Rainbow'</p> <p>For Fun: Complete the changing state of chocolate experiment!</p> <p>Aboriginal Education Listen to the story and then complete the page following.</p> <p>Wampanla Apira - Indigenous Literacy Day - Celebrating stories and language (ild.org.au)</p>	<p>Creative Arts – Go on a colour search using the chart following.</p>  <p>Brain Break- Wiggle It! Wiggle your hands, head, legs, feet. Just Wiggle It!</p> <p>Or Yoga- Mindfulness</p> <p>https://www.youtube.com/watch?v=-uKEuikMrRo</p>	<p>Geography- Climate of places Do other places have the same climate as Australia? Use the charts to answer the questions on the sheets following.</p> <p>Fitness- Frogs and Lily Pads. Draw circles on the ground to make 'hoops'.</p>	<p>Visual Arts- Rainbow Fish Design your own Rainbow Fish using the template following. What makes your Rainbow Fish special?</p> <p>Did you know? Your mask should securely fit on top of your nose and below your chin to be the most effective...</p>  <p>Interest Spot: If possible take a photo of yourself wearing your mask doing something you like to do. You could be riding your bike, walking your dog, setting the table, cleaning your room...Post it on google classroom so we can all enjoy it.</p> 
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HELPFUL TIPS FOR COMING BACK TO PRIMARY SCHOOL

Your teacher is looking forward to seeing you and we know that you are looking forward to seeing your friends.

Sometimes learning from home felt easy, sometimes it felt a bit hard. Everyone has a different learning from home story to tell. Here's some helpful tips for you as you get ready to return to school.



GET READY

Check your uniform and shoes still fit, and repack your school bag. Your school will have hand sanitiser and masks, but you can take your own too!



BE SAFE

Safety first – wear your mask. Sneeze or cough into your elbow, put used tissues in the bin, and wash your hands during the day and before you eat.



BE KIND AND PATIENT

Everyone will settle back to school in a different way. Showing kindness and being patient with the people around you will help everyone feel better.



SCHOOL WORK

Try your best. Let a teacher, parent or a carer know what you found easy or hard when working from home. They are there to help you.



FEELINGS

It can help to talk. It's ok to feel a little unsure, worried, nervous, happy, angry or any feeling in between. Talking to your parent or a carer, your teacher or other staff is important when you feel unsettled or are worried about a friend.



HAVE SOME FUN

Your teacher wants you to enjoy being back at school. Join in the classroom and break-time fun, and play outside with your friends and classmates.




EAT

Food is fuel for your body and brain. Don't forget to eat breakfast and grab a healthy lunch and keep your water bottle topped up!



SLEEP

Nothing beats a good sleep. Go to bed early and keep phones and other devices in another room, so you're not disturbed. It might take a little time to get back into your routine.



 **ou ow** cloud flower

List Words

- how _____
- now _____
- town _____
- down _____
- house _____
- about _____
- round _____
- ground _____
- around _____
- flower _____
- brown _____
- hour _____
- outside _____
- count _____
- loud _____
- mouth _____
- south _____
- thousand _____
- mouse _____
- frown _____
- shout _____
- allow _____
- power _____
- amount _____
- ourselves _____
- _____
- _____
- _____
- _____

 Grapheme Chart

letters	words

- Circle the letters that represent  in the List Words.
- Write any other letters that can represent  on the Grapheme Chart. Write one word example for each.
- Write one stroke for every sound in each List Word.
- Complete the List Words in the sentences. Write the words you have made on the cloud.

I can count to one thou _____.

I heard a _____ou_____ from the sou _____.

We put the mou _____ou_____.

We built the house ou _____.

I made a _____ou_____ noise with my _____outh_____.
- Unjumble the letters to make words to match the clues.

a rose lwerof _____ at this moment won _____

a colour wrobn _____ opposite of smile mwof _____

strength ropwe _____ opposite of up wndo _____
- Write as many rhyming words as you can in each cloud.

round _____ town _____

now _____ flower _____
- Write a List Word to rhyme with each word.

crown _____ out _____ flower _____

house _____ mouth _____ count _____



8 Write List Words that are synonyms for these words.



Go to Helpful Hint **[11]**.

noisy _____ circular _____

yell _____ permit _____ dwelling _____

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

about	1			flowers	9		
loud		3		amount	5		
south	4			ground		6	
round			7	allow		8	
mouth			2	thousand		10	

What flew past when I was on the cloud?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

10 Make compound words by combining one word from each box below. Use each word once only.



Go to Helpful Hint **[12]**.

light	storm	ground	cloud	_____
out	house	down	selves	_____
count	play	out	house	_____
our	black	side	boat	_____

Challenge

Unjumble the letters to make words that will form silly sentences.

het sumeo nar houst hitw a rowlef ni tis tuomh.

het wnocl nuodf a rownc no teh rundog.

idd uyo uohts ta het elfwor diisen het nrobw rtweo?

uldcoc a woc untoc sa gihh sa htat montau?

ou ow cloud flower

List Words

- cow _____
- town _____
- out _____
- house _____
- sound _____
- ground _____
- south _____
- mouth _____
- count _____
- cloud _____
- thousand _____
- loud _____
- aloud _____
- allow _____
- drown _____
- crown _____
- crowd _____
- hour _____
- sour _____
- proud _____
- outside _____
- downstairs _____
- powerful _____
- ourselves _____
- drought _____
- _____
- _____
- _____
- _____

Grapheme Chart

letters	words

1 Circle the letters that represent **ou ow** in the List Words.

2 Write any other letters that can represent **ou ow** on the Grapheme Chart. Write one word example for each.

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

4 Finish the words.

t _____	s _____	sh _____	pr _____	c _____	s _____
cr _____	br _____	l _____	ab _____	gr _____	r _____
m _____	dr _____	al _____	spr _____	ar _____	am _____

5 Unjumble the letters to make pairs of rhyming words.

wnot	hstuo	udol	luodc	urho	sehuo
_____	_____	_____	_____	_____	_____
ronwc	uhmot	ruodp	lodau	osur	soume
_____	_____	_____	_____	_____	_____

6 Finish the words with **ou, ow, hou** or **ough** to represent **ou ow**. Write some of your words to match the clues.

l_d	s_r	s_nd	p_eful
s_th	dr_t	_r	_tside
cr_d	all_	gr_nd	d_nstairs




Find antonyms for these words. Find synonyms for these words.

inside	_____	noisy	_____
sweet	_____	mob	_____
north	_____	permit	_____
flood	_____	earth	_____
weak	_____	60 minutes	_____

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

a	ow	_____
all	sand	_____
our	loud	_____
out	stairs	_____
thou	selves	_____
down	side	_____

- 8 Rewrite these List Words adding **ou** or **ow** to represent .


	Add ou	Add ow
t	_____	c
hse	_____	all
cnt	_____	drn
mth	_____	crn
ald	_____	perful

- 9 Write the words from the box to match the clues. Find more words in the dictionary that begin with the prefix **out**. Write these words on the cloud.

✦ The prefix **out** can mean *beyond*. For example, **outlast** means *to last beyond others*.

outnumber
outrun
outshine
outlast
outlive
outgrow

grow beyond _____
 last beyond _____
 shine brighter _____
 run further or longer _____
 be more in number _____
 live beyond _____



- 10 Count the sounds in these words. Write the letter or letters for each sound in a separate box.

Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

south	1				thousand	2			
crowd		3			powerful			5	
proud	4				powerless				6

What do you call a cat that likes to eat lemons?

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

Challenge

Colour  words red,  words yellow,  words blue,  words green and  words orange.



sh oud

3 GM83

a selves

3 GM83

cl bout

3 GM83

fl ount

3 GM83

our mount

3 GM83

c ouse

3 GM83

a ower

3 GM83

thou llow

3 GM83

a sand

3 GM83

h ower

3 GM83

BLM GM67

4 4 4 4 GM66

4 4 4 4 GM67

Make a Word



4 4 4 4 GM67

Make a Word Set A
Card 4

g_____dbye

m_____th

w_____ldn't

all_____

h_____d

fr_____t

cr_____

4 4 4 4 GM67

oo

4 4 4 4 GM67

oo

4 4 4 4 GM67

ou

4 4 4 4 GM67

ou

4 4 4 4 GM67

ew

4 4 4 4 GM67

ui

4 4 4 4 GM67

ow

4 4 4 4 GM67

oo

4 4 4 4 GM67

oo

4 4 4 4 GM67

ou

4 4 4 4 GM67

ou

4 4 4 4 GM67

ew

4 4 4 4 GM67

ui

4 4 4 4 GM67

ow

4 4 4 4 GM67

oo

4 4 4 4 GM67

oo

4 4 4 4 GM67

ou

4 4 4 4 GM67

ou

4 4 4 4 GM67

ew

4 4 4 4 GM67

ui

4 4 4 4 GM67

ow

4 4 4 4 GM67

oo

4 4 4 4 GM67

oo

4 4 4 4 GM67

ou

4 4 4 4 GM67

ou

4 4 4 4 GM67

ew

4 4 4 4 GM67

ui

4 4 4 4 GM67

ow

4 4 4 4 GM67

oo

4 4 4 4 GM67

oo

4 4 4 4 GM67

ou

4 4 4 4 GM67

ou

4 4 4 4 GM67

ew

4 4 4 4 GM67

ui

4 4 4 4 GM67

ow

4 4 4 4 GM66

4 4 4 4 GM67

Make a Word — a game for 2 to 4 students.

Students select the correct graphemes to complete words on a Word Card.

- 1 Each student selects a Word Card and places it face up on the table. Letter cards are spread out face down in the centre.
- 2 Students take turns choosing a letter card and attempting to place it in one of their words to complete a word.
- 3 If a word can be made, the letter card is left in place. If no word can be made, the letter card is returned to the centre.
- 4 Play continues until one student completes all words on their card.



Make a Word Set A
Card 1

cr_____k

j_____ce

dr_____

dr_____n

sh_____ld

pr_____d

br_____m

Make a Word Set A
Card 2

s_____th

fl_____

s_____t

w_____den

cr_____d

r_____f

c_____nt

Make a Word Set A
Card 3

gr_____nd

st_____d

_____tside

ball_____n

cr_____n

c_____ld

j_____cy

BLM GM77

Word Chain

4 GM77

th

4 GM77

sou ound

4 GM77

h llow

4 GM77

mou ought

4 GM77

gr

4 GM77

r

4 GM77

cl ount

alou

owd

4 GM77

power

4 GM77

ful

4 GM77

dr our

4 GM77

thou side

4 GM77

a

4 GM77

selves

4 GM77

c ould

cr

d

4 GM77

out

4 GM77

sand

4 GM77

our

4 GM77

Word Chain – a game for 2 to 4 students.

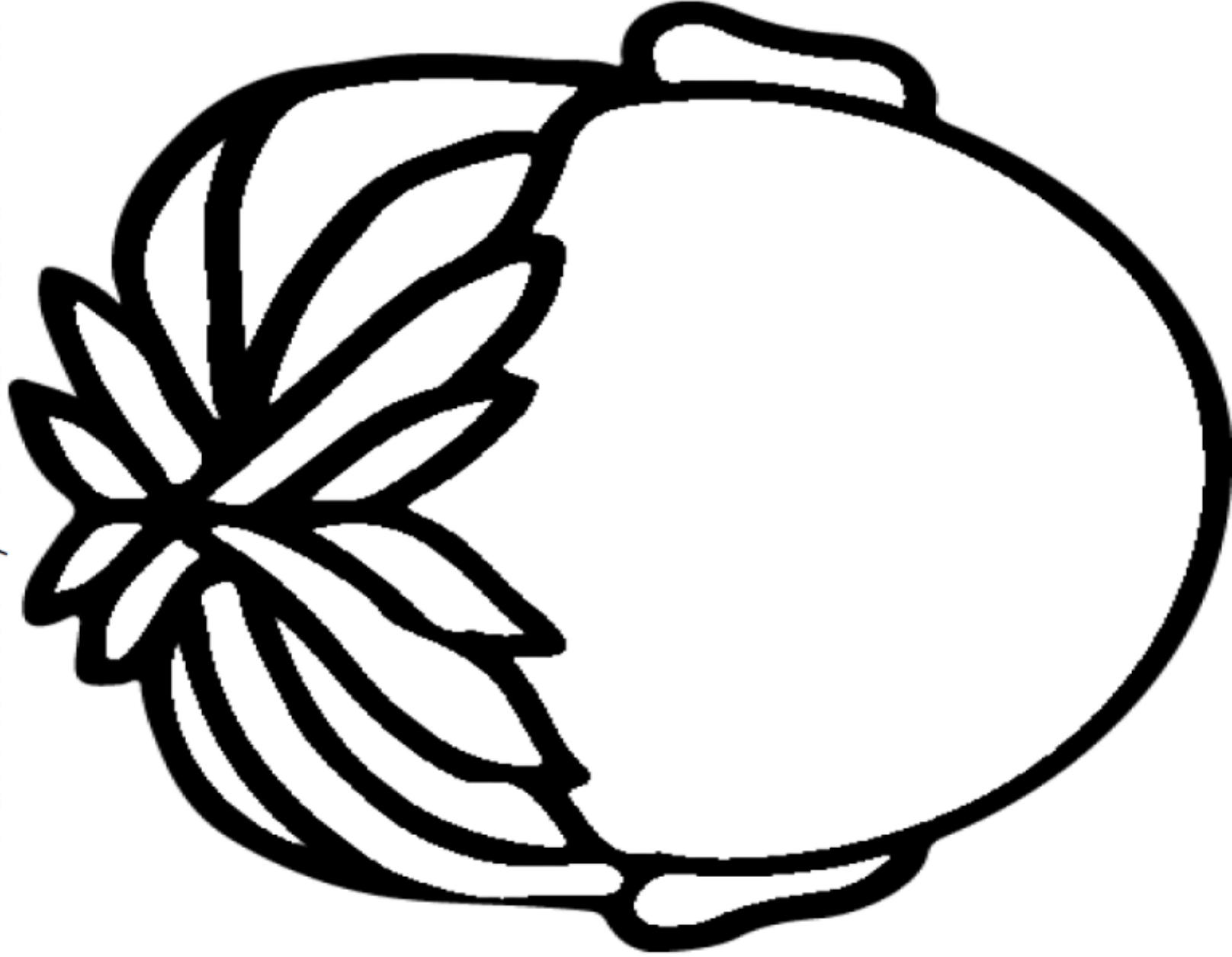
- 1 Students are dealt three cards each. The rest of the cards form a pick-up pile.
- 2 The first student places a card face up in the centre.
- 3 The next student joins on one of their cards to complete a **List Word**. If the student is unable to complete a word, they take a card from the pick-up pile.
- 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.

Name: _____

Title: _____

I WONDER...

Write down what you wonder about the text.



The Colours of the Rainbow

Amazing Fact

You will only see a rainbow when you have your back to the sun.

This sentence is used to help people remember the order of the colours of the rainbow:

Richard **o**f **Y**ork **g**ave **b**attle **i**n **v**ain.

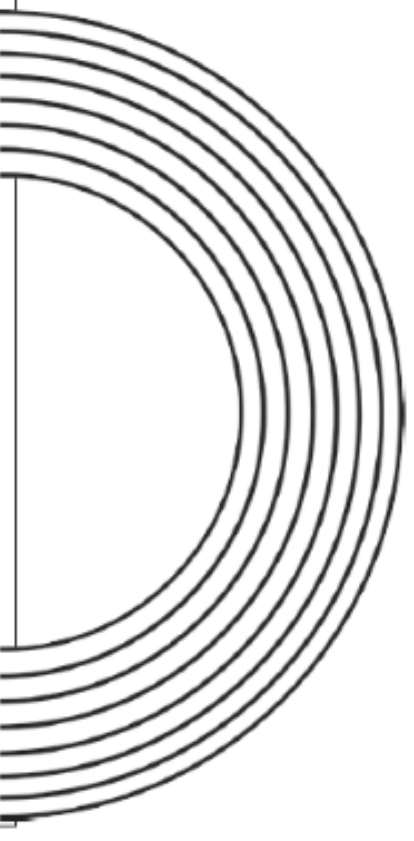
Each word starts with the same letter as one of the colours of the rainbow:

R ichard	o f	Y ork	g ave	b attle	i n	v ain.
e	r	e	r	l	n	i
d	a	l	e	u	d	o
	n	l	e	e	i	l
	g	o	n		g	e
	e	w			o	t

Challenge

Make up your own sentence to help you remember the order of the colours of the rainbow.

R _____
O _____
Y _____
G _____
B _____
I _____
V _____



You could also try to find out:

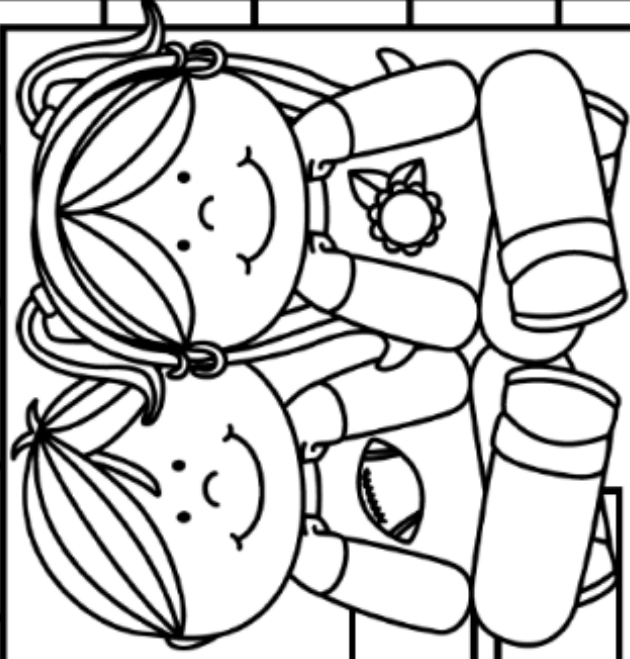
- how a rainbow is formed;
- when you might see a complete rainbow circle;
- how to make a rainbow at home.

Name: _____

What I LEARNT

Title: _____

Author: _____



The text was about:

Things that I learnt from the text:

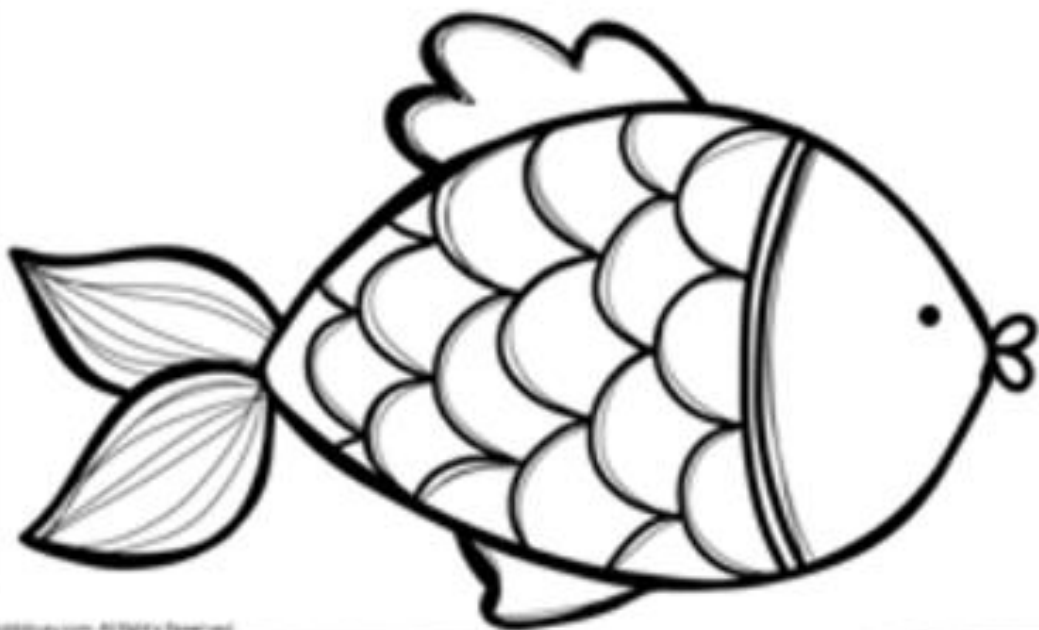


Name: _____

CHARACTER TRAITS

Beginning
of the story

End
of the story



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proud

thoughtful

bossy

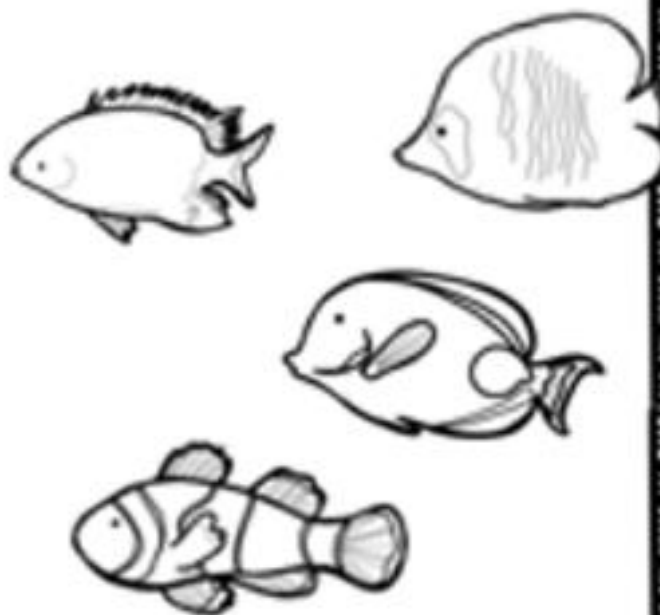
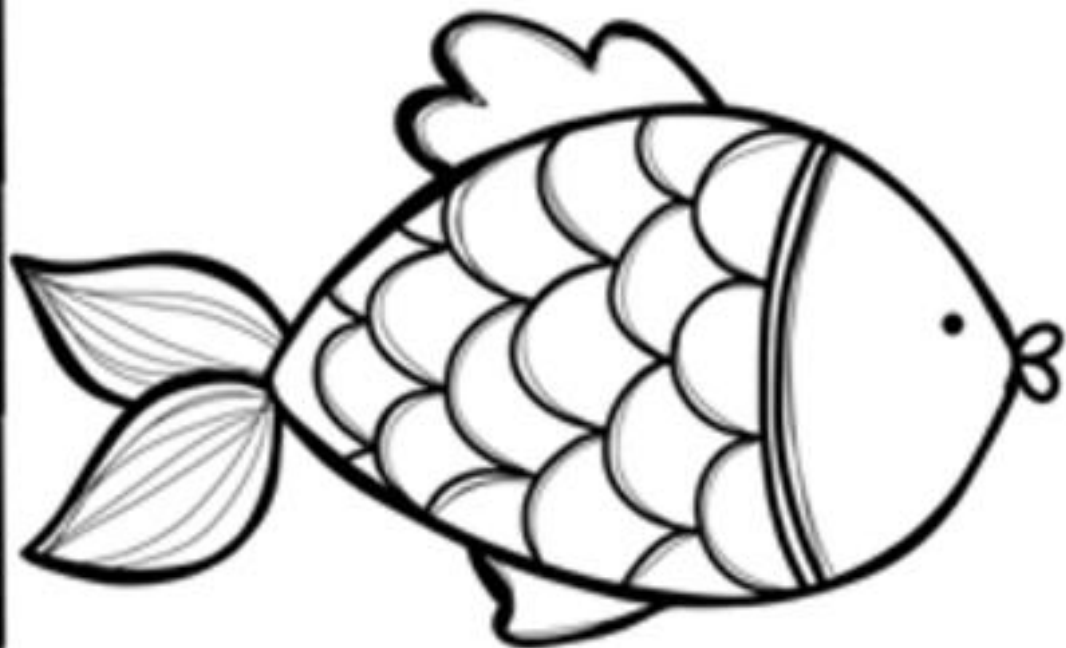
generous

rude

caring

Name _____

HOW TO BE A GOOD FRIEND



What did Rainbow Fish do to be a good friend?

Fact File - Fire Fighter

Who are they?

- a type of emergency worker
- some are volunteers, some are paid workers
- men and women over the age of 18 who have completed special training

What equipment do they use?

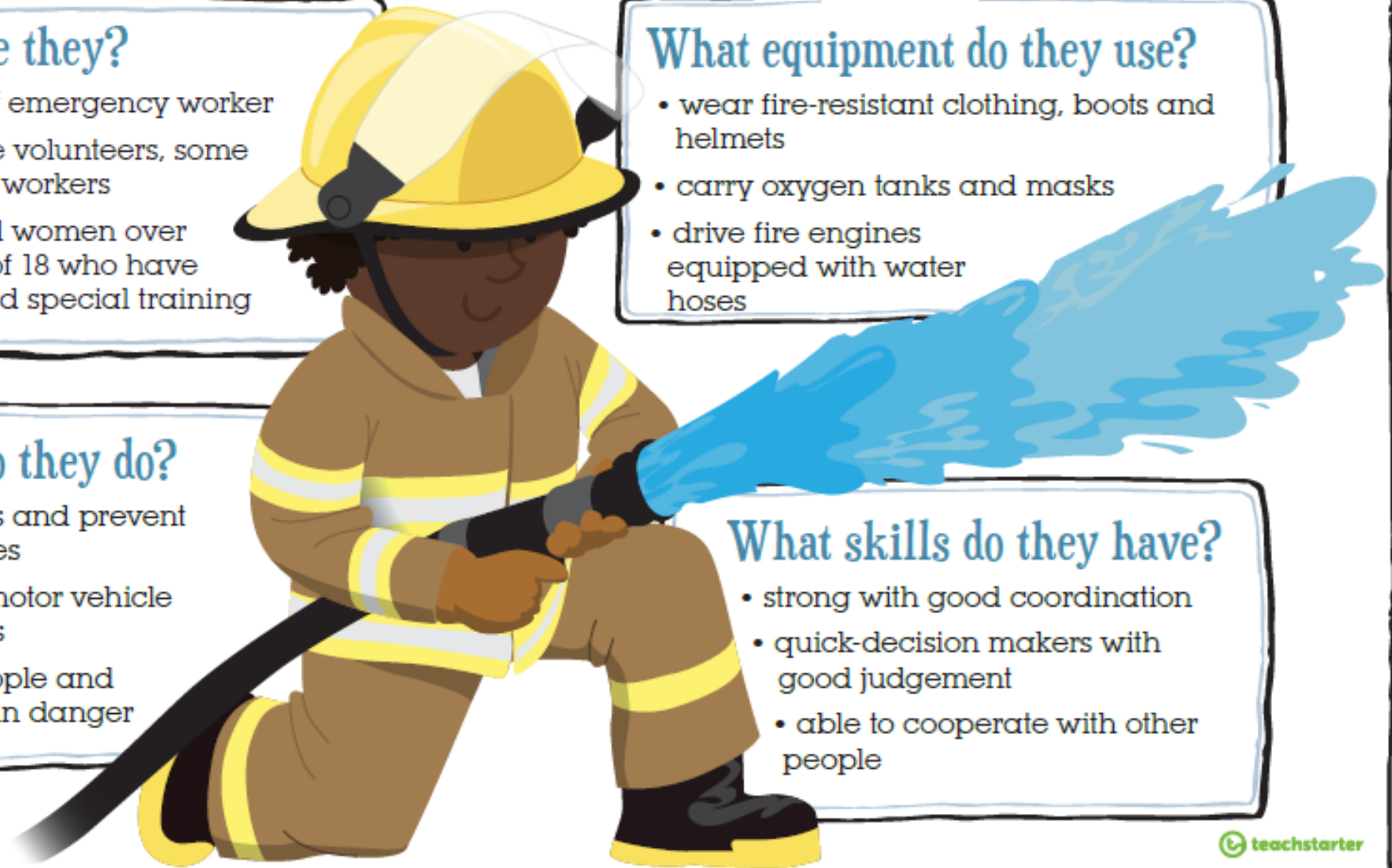
- wear fire-resistant clothing, boots and helmets
- carry oxygen tanks and masks
- drive fire engines equipped with water hoses

What do they do?

- fight fires and prevent future fires
- help at motor vehicle accidents
- save people and animals in danger

What skills do they have?

- strong with good coordination
- quick-decision makers with good judgement
- able to cooperate with other people



Name _____

Date _____

Writing Sentences From Dot Points – People

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

Who are they?

1. _____
2. _____
3. _____

What do they do?

1. _____
2. _____
3. _____

What equipment do they use?

1. _____
2. _____
3. _____

What skills do they have?

1. _____
2. _____
3. _____



Name _____

Date _____

Informative Text - Scaffold

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

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

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



WRITING



Year 3

starter

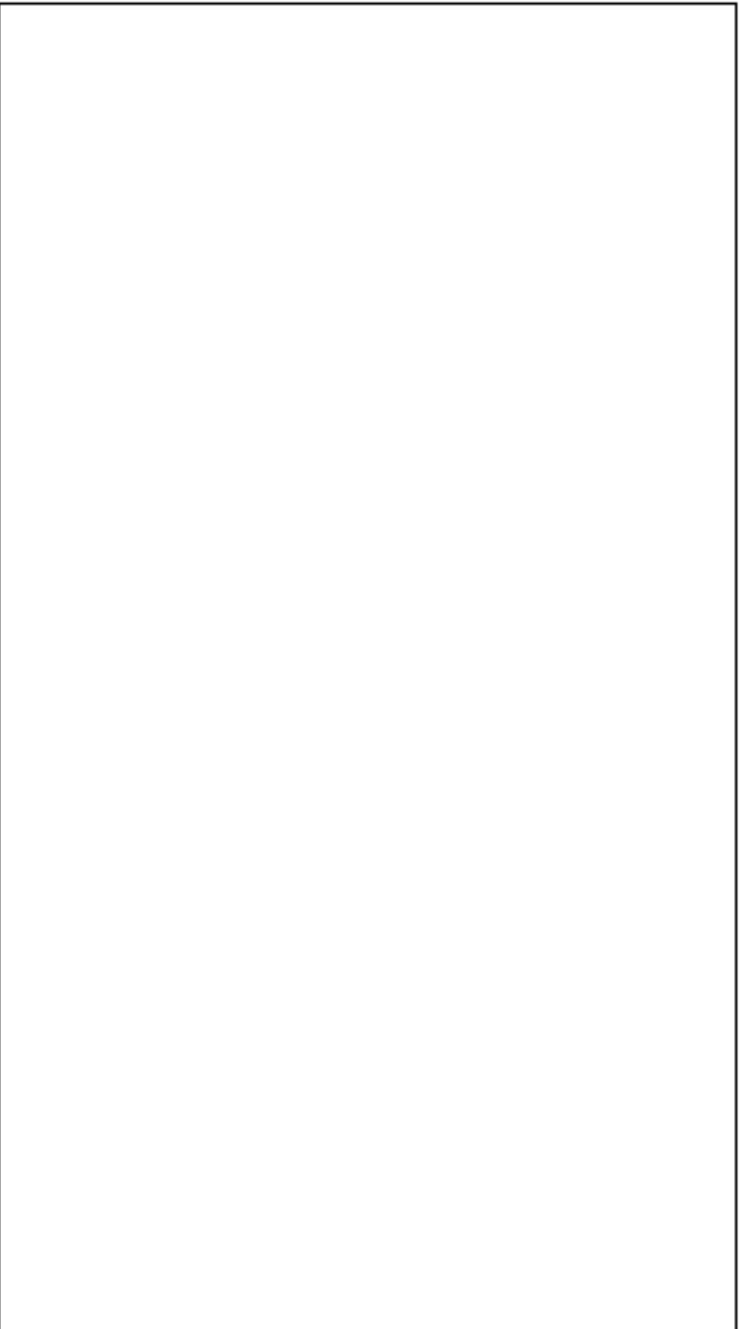
Name _____

Date _____

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

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

Illustration



WRITING

Fact and Opinion Sort

Cut and paste the following facts and opinions under the correct headings.

A butterfly's lifecycle is made up of four parts; egg, larva, pupa and adult.	Swimming at the beach is the best.
Apples taste better than bananas.	Football is great exercise.
Pizzas come with many different toppings.	I like to play football with my friends.
Spiders are scary.	Butterflies are beautiful to look at.
Dogs make better pets than cats.	Spiders are arachnids, not insects.
It is important to drink lots of water to stay hydrated.	Ham and cheese pizza is the best kind of pizza.
Fruit and vegetables are important foods to eat.	The giraffe is the tallest mammal in the world.

Fact and Opinion Table

Fact	Opinion



Chance – likelihood

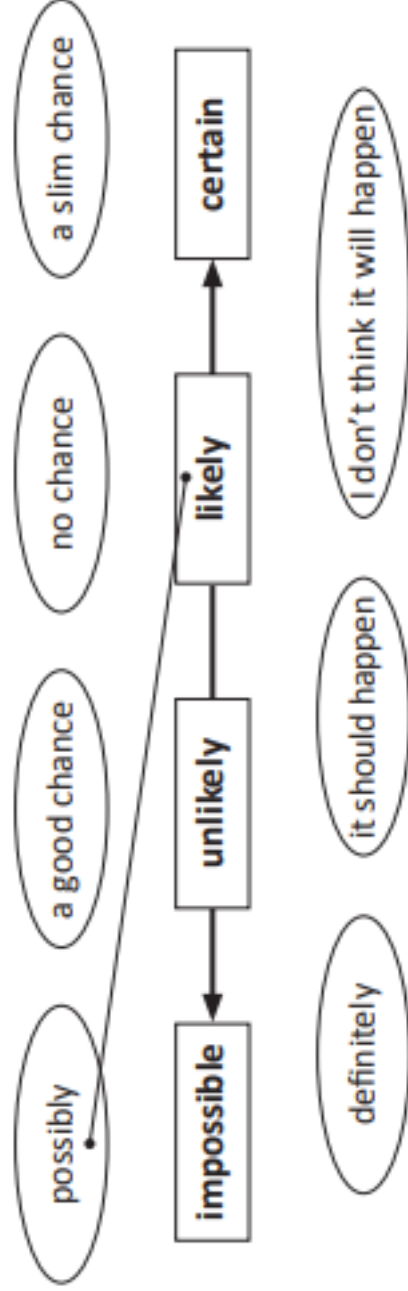
Chance is the likelihood that something will happen. If something will definitely happen, we say it is **certain**. If something might happen, we say it is **likely**. If something might not happen, we say it is **unlikely**. If something will definitely not happen, we say it is **impossible**. We can show these chance words on a chance arrow like this, where certain and impossible are opposites.



1 Often you will hear people using chance words in everyday conversation.

For example, on the news you might hear that there is a **good chance** of rain tomorrow. Or a friend might say to you there is a **slim chance** that they will make it to your party.

What do these chance words actually mean? Where do they fit on the chance arrow? Look at the words in the ovals below and connect them to where you think they should go on the chance arrow. The first one has been done for you.



2 Read each statement and circle the chance of it happening:

Event	Chance
It will rain sometime this month.	impossible / unlikely / likely / certain
Thursday will come after Wednesday.	impossible / unlikely / likely / certain
A tiger will be serving at the canteen.	impossible / unlikely / likely / certain
Every student in our class likes broccoli.	impossible / unlikely / likely / certain

Chance – likelihood

- 3** Look at this bag of different coloured counters. R stands for red, B is for blue, and Y is for yellow.



- a If you reached in and grabbed a counter without looking, which colour do you think you would most likely grab? _____
- b Which colour do you think would be the most surprising to get? _____

4 **What's in the bag?**

This is an investigation for two students where you are going to use chance and likelihood to guess what is in the bag. You will need a paper bag as well as 4 red, 4 blue and 4 yellow counters.

First, you need to decide who is Player 1 and who is Player 2. Player 1 guesses first so Player 2 puts 10 of the 12 counters in the paper bag in any combination they like. Player 1's job is to guess the combination of colours that are in the bag. They do this by taking one counter out, recording it and then replacing it. Record the colour by writing R, B, or Y in the space below. Do this 20 times until you think you can guess which 10 counters are in the bag.

- a What I think is in the bag:

○	○	○	○	○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---	---	---	---	---

- b What was actually in the bag:

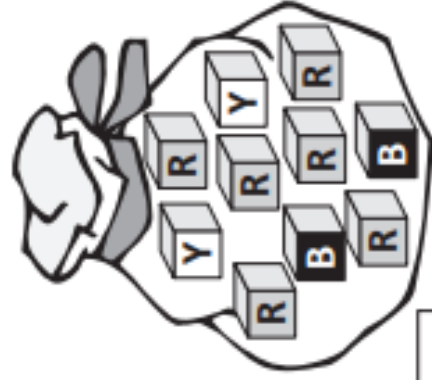
○	○	○	○	○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---	---	---	---	---

- c How close was your guess?

- d Swap turns so now Player 1 puts the counters in the bag and Player 2 guesses.

Chance – likelihood

- 5 Look at this bag of counters. Connect each colour to the chance arrow that you think best describes the chance of pulling out each colour:



- 6 Look at these shopping bags of fruit. Select the best chance word for each shopping bag:

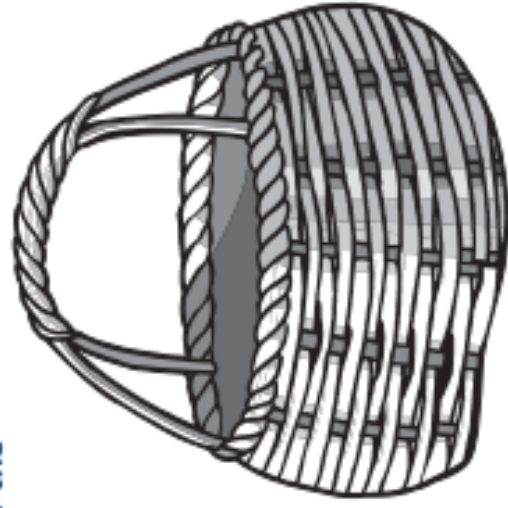
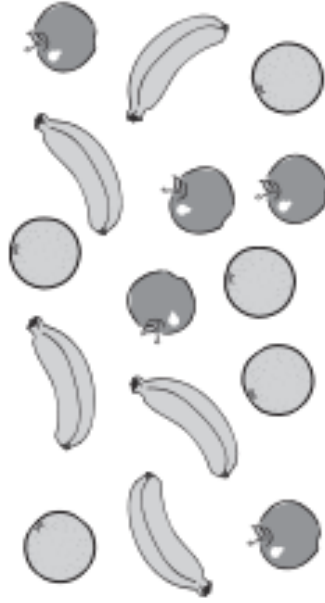
a The fruit I pick will be a banana.

impossible / unlikely / likely

b The fruit I pick will be a strawberry.

impossible / unlikely / likely

- 7 Ten pieces of fruit are placed into this basket. Inside the basket is a mixture of bananas, oranges and apples. Circle the fruit that is inside the basket if a banana is most likely to be chosen without looking.



Chance – coin investigation

When you toss a coin, you call out heads or tails. There are two sides and two different possible results. That means there is an equal chance of landing on heads as there is on tails.



Tails



Heads

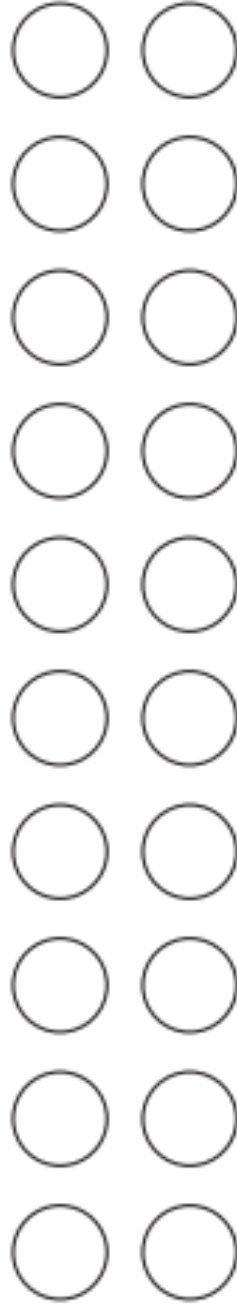
- 1** For this experiment, you will toss a coin 20 times and record your results.

First, predict your results:

a How many times do you think the coin will land on heads? _____

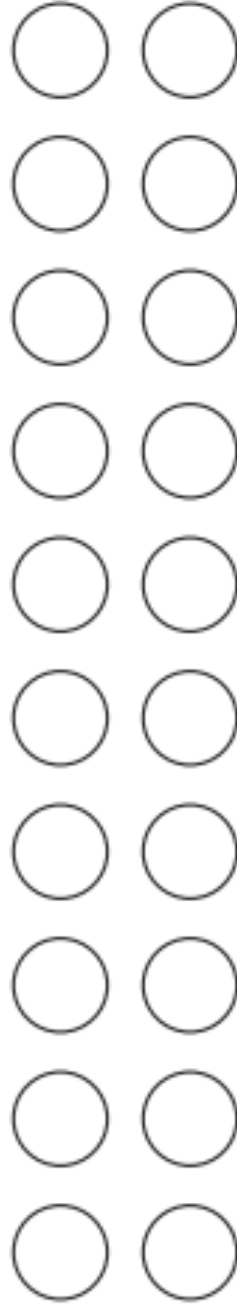
b How many times do you think the coin will land on tails? _____

- c Now toss a coin 20 times and record your results below. Write H for heads and T for tails.



- 2** Repeat the above experiment.

- a Toss a coin 20 times and record your results:



- b What happened?

Fill in this table to show the results.

Number of times the coin landed on heads and tails		
	H	T
Experiment 1		
Experiment 2		

- c If your results changed, why do you think this is?

Chance – die investigation

We usually roll a die when we are playing a board game. Do you have a lucky number? Often 6 is the luckiest number in board games, but does it come up any more or less often than the other numbers? Let's investigate.

1 Complete this sentence:


If there are ____ different ways that a die could land and ____ different numbers, that means there is an even / uneven (circle one) chance of rolling each number.

2 Roll a die 18 times. Write down the number you roll each time:

Roll	Number on die
1	
2	
3	
4	
5	
6	
7	
8	
9	

Roll	Number on die
10	
11	
12	
13	
14	
15	
16	
17	
18	

3 Complete this tally table for the number you rolled:

Number	Tally	Total
		
		
		
		
		
		

Chance – ordering events

Year 4

Chance is the likelihood of something happening.

If something will definitely happen, we say it is certain.

If something has an even chance of happening, it means that it is just as likely to happen as it is unlikely to happen.

If something can't happen it is impossible.



1 Read each statement and circle the chance of it happening:

	Event	Chance
a	A baby is born a girl.	impossible / even / certain
b	Christmas Day will fall on December 25 this year.	impossible / even / certain
c	A coin is tossed and the result is a tail.	impossible / even / certain
d	6 red counters are placed in a bag and a yellow one is drawn.	impossible / even / certain

2 Draw a line to match each spinner to the correct statement:



There is an even chance that this spinner will land on stripes.

It is certain that this spinner will land on stripes.

Chance – ordering events

If something might happen, we say it is likely.

If something might not happen, we say it is unlikely. These two zones fit between like this:



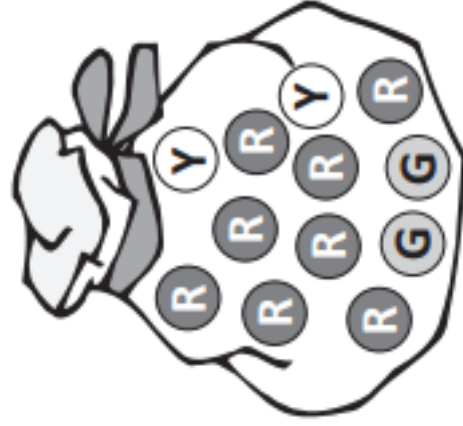
- 3 Poppy bought a box of lollies and tipped them out on her desk. Colour them in and answer the questions below:



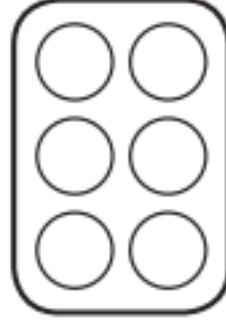
- a If she put them all into a bowl and took one without looking, which colour would she be most likely to pick? _____
- b Which colour would be least likely to be picked? _____
- c The 2 colours that have an even chance of being picked are: _____ and _____

- 4 Sam and Charlie played a game of bingo. In this game, the players had to fill each space on their board with either R for red, G for green or Y for yellow.

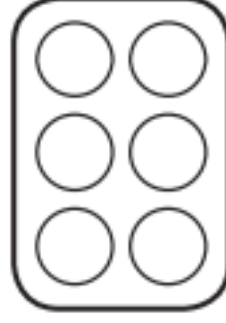
Next, coloured marbles were drawn out of the bag shown below and then replaced. If either player had the colour on their board, they could tick it. The winner was the player who got 6 ticks first. Charlie won the game. Show what each board could have looked like, before they started ticking.



Charlie's board



Sam's board



Chance – probability

Probability is the measure of how likely something is to happen.

Look at the bowl of balls.

The expected probability of choosing a black ball is 2 out of 5.

This is because out of 5 possible balls that could be chosen, 2 are black.

However, expected results can be different to actual results.

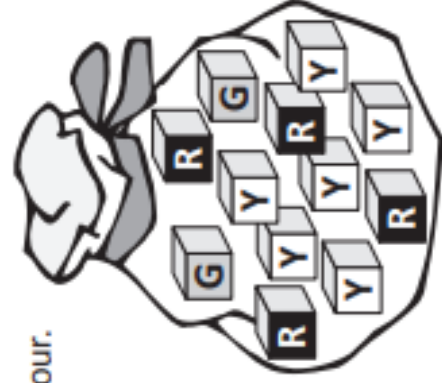
For instance if we chose a ball without looking 5 times and it was black each time, this would be surprising, but not impossible.



1 Place the following cubes in a bag: 4 red, 6 yellow and 2 green.

- a Record the expected probability of choosing each colour.

Colour	Probability
Red	4 out of 12
Yellow	
Green	



- b If I chose a cube 12 times and it was green each time, would this be surprising?

Yes / No

2 Let's look at what actually happens. Use the cubes from question 1.

- a Without looking, choose a cube and record its colour by placing a tick next to the colour in the table below. Repeat twelve times and record the result.

Colour	1	2	3	4	5	6	7	8	9	10	11	12
Red												
Yellow												
Green												

- b Was there much difference between what you expected to happen and what actually happened?

Chance – coin investigation

If we toss 2 coins, we can expect 4 possible outcomes.

Coin 1

H	T
HH	HT
TH	TT

Coin 2



If we use a table to show the possible outcomes of tossing 2 coins 4 times, we would expect it to look like this:

Possible outcomes

	TT	TH	HH	HT
1				✓
2			✓	
3		✓		
4	✓			

Toss



Would it be possible for the coins to land on HH 4 times? Yes it would, however, it would be a surprising result.

1 Complete these experiments:

- Toss 2 coins 8 times and show the results on this table:
- Repeat this experiment again, and show the results on this table:

Possible outcomes

	TT	TH	HH	HT
1				
2				
3				
4				
5				
6				
7				
8				

Toss

Possible outcomes

	TT	TH	HH	HT
1				
2				
3				
4				
5				
6				
7				
8				

Toss

- Were your results in question **a** and **b** surprising? Why or why not?

Chance – two dice investigation

We can work out all the possible outcomes of an event. When we looked at what we could expect to happen when we tossed two coins, we saw that there are four possible outcomes.

What can we expect to happen when we roll two dice and add the numbers?

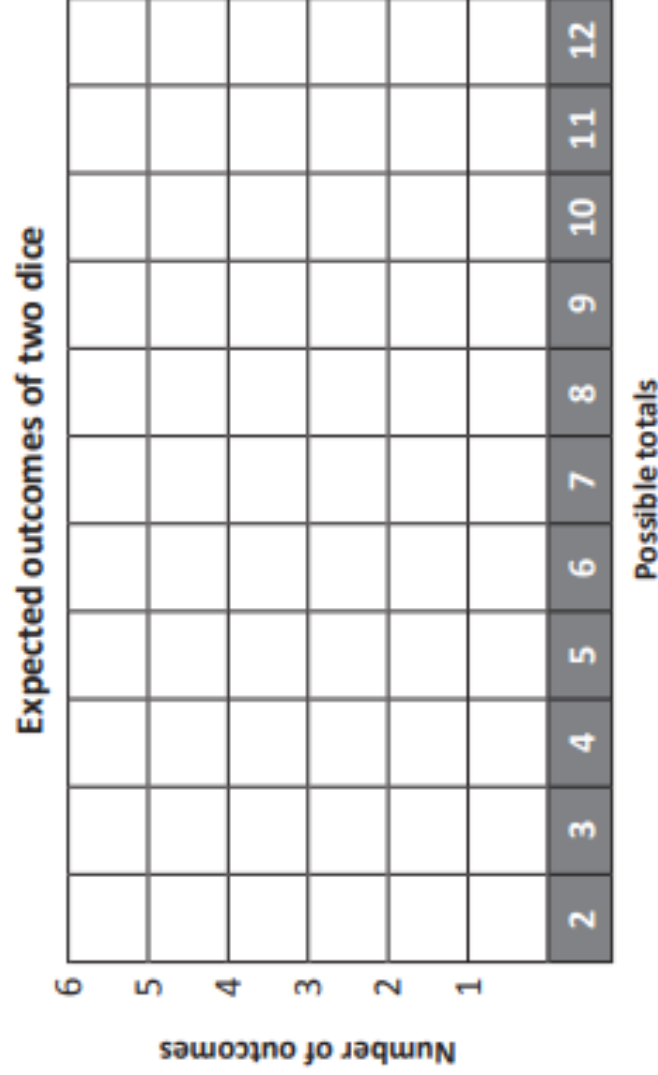
- 1** Fill in this table to show the possible outcomes when two dice are rolled and added together.



- a** How many possible outcomes are there?

+	1	2	3	4	5	6
1	2					
2		4				
3						
4						
5						
6						

- b** Graph the expected outcomes in the grid below:

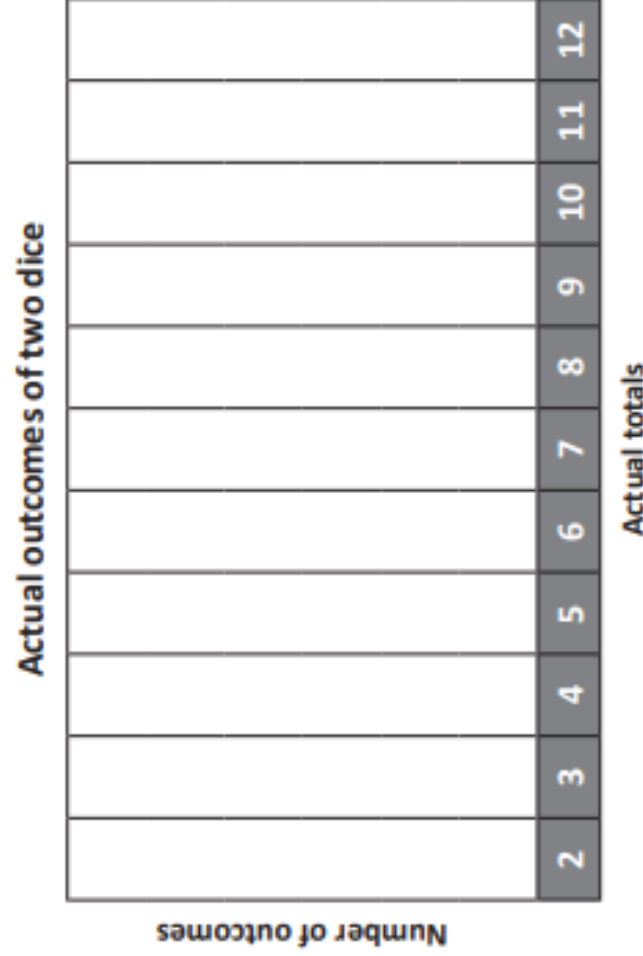


- c** The chance of rolling a 7 is _____ out of 36.
- d** The chance of rolling a 2 is _____ out of 36.

Chance – two dice investigation

Continued from page 8.

- e** Now see what happens in real life. Work with a partner. Roll two dice 36 times. When an actual total comes up, tick the column.



Probability is the measure of how likely something is to happen but things don't always turn out exactly as we would expect.



- f** Look at difference between the 'Expected outcomes' graph (on page 8) and the 'Actual outcomes' graph (above).
What happened? Were the actual outcomes surprising?

- 2** Three kids were playing a bingo game where if you rolled two dice and added the numbers, you can cross out a number if it's on the bingo card. Put a ring around the card that you would expect to win.

2	4
3	5

9	10
12	11

7	5
6	8

Monday

1. $68 - 8 =$ _____

2. $3 + 5 =$ _____

3. $64 + 8 =$ _____

4. $30 \div 3 =$ _____

5. $34 \div 2 =$ _____

6. What is the number in the ones place in 3605? _____

7. Complete this counting pattern:

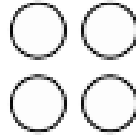
71, 76, 81, 86, _____, _____

8. If there were 19 fans at a table tennis game, 16 were wearing blue and the rest were wearing orange, how many were wearing orange? _____

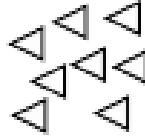
9. Divide 35 by 5. _____

10. 50 cents + 10 cents = _____

11. Colour in a quarter of these circles.



12. Colour in an eighth of these triangles.



13. How many hours in a day? _____

14. How many faces does a triangle-based pyramid have? _____



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



Tuesday

1. $71 - 3 =$ _____

2. $80 + 12 =$ _____

3. $21 + 67 =$ _____

4. $30 \div 3 =$ _____

5. $40 \div 5 =$ _____

6. Write the largest number you can using 9, 9, 9. _____

7. Complete this counting pattern:

46, 49, 52, 55, _____, _____

8. Anna had 96 buttons and was given 75 more buttons. How many buttons does Anna now have? _____

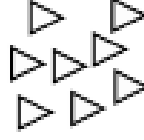
9. Divide 40 by 10. _____

10. 50 cents + 20 cents + 10 cents = _____

11. Colour in a quarter of this shape:



12. Colour in an eighth of these triangles.



13. How many days in a fortnight? _____

14. A triangle-based pyramid has _____ corners.



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



Wednesday

1. $63 + 87 =$ _____

2. $48 - 5 =$ _____

3. $59 - 2 =$ _____

4. $6 \div 3 =$ _____

5. $66 \div 2 =$ _____

6. Write these numbers in order from largest to smallest:

7363, 2471, 9405, 7944. _____

7. Complete this counting pattern:

32, 34, 36, 38, _____, _____

8. Subtract 52 from 56: _____

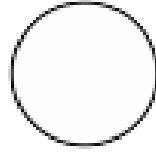
9. Share \$24 between 3 children. _____

10. 10 cents + 10 cents = _____

11. Colour in a third of these stars.



12. Colour in a quarter of this shape:



13. 1 fortnight = _____ weeks

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



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



Thursday

1. $58 + 85 =$ _____

2. $75 - 2 =$ _____

3. $30 - 5 =$ _____

4. $5 \div 5 =$ _____

5. $20 \div 5 =$ _____

6. Is 1906 an odd or even number? _____

7. Complete this counting pattern:

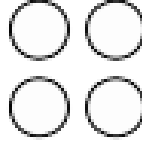
77, 82, 87, 92, _____, _____

8. I have 87 crayons. David has some crayons too. Together we have 178 crayons. How many crayons does David have? _____

9. Share \$30 between 3 children. _____

10. 5 cents + \$2.00 + 10 cents = _____

11. Colour in a quarter of these circles.



12. Colour in a third of these circles.



13. How many weeks in a fortnight? _____

14. A triangle-based pyramid has _____ corners.



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



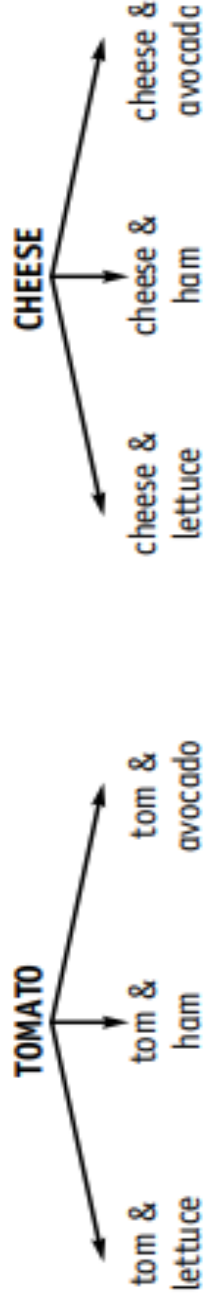


Tree diagrams

Problem Solving

Use tree diagrams when you need to work out how many combinations of a set of options there are.

eg Kennet always likes tomato or cheese in his sandwiches. He will have lettuce, ham or avocado with the tomato or cheese. How many different choices does he have for sandwiches for his lunch?



= 6 different sandwiches.

- Ralph the Radical Roof Builder builds roofs of tile or aluminium. He paints them either blue, red or brown. Draw your own tree like the one above to show how many different looking roofs he can produce.

TILE

ALUMINIUM

= _____
different roofs.

- Grandma wanted to name her new puppy either Kandy or Krispy as its first name and Bandi, Dancer, Fancy or Skipp as its second name. How many different names does she have to choose from? Make your own tree to illustrate her choices.

= _____
choices.





Paper-Scissors-Rock Game Probability Investigation

I can represent possible outcomes in fraction format.

1. List all of the likely outcomes in a game of paper-scissors-rock.

2. What is the probability (in fraction format) that someone will use a 'paper' move?

3. What is the probability (in fraction format) that someone will use a 'rock' move?

4. What is the probability (in fraction format) that you will win a game of paper-scissors-rock playing against one person?

5. With a partner, play 10 games of paper-scissors-rock and record each win as a tally mark.

Player 1	Player 2

6. Write your 'wins' as a fraction.

7. Was the actual outcome different to the probability of winning?



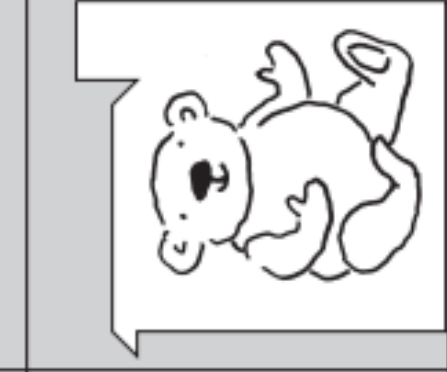
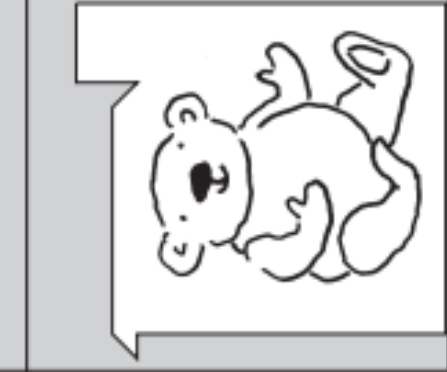
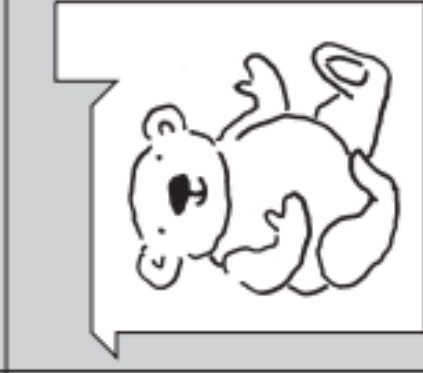
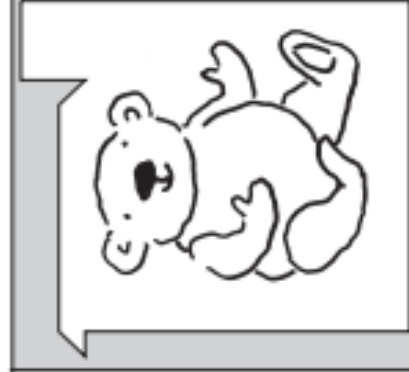
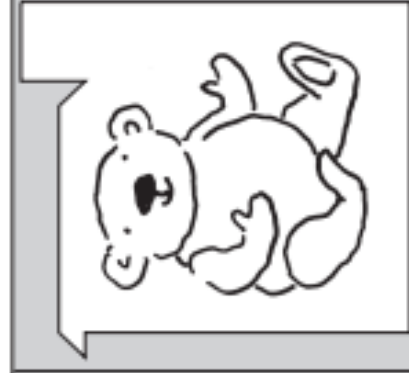
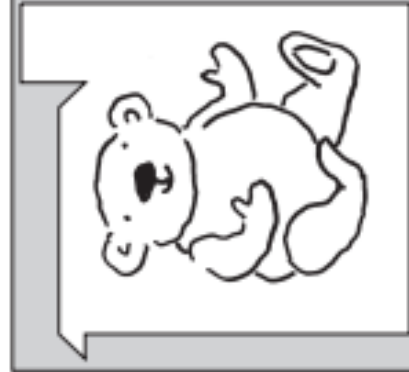
Teddy Town

9 teddies live in Teddy Town.

3 are red, 3 are blue and 3 are yellow.

There is only one of each colour in each row and column.





















Colour the teddy bears.



Name: _____ Date: _____



I Can Show Kindness!

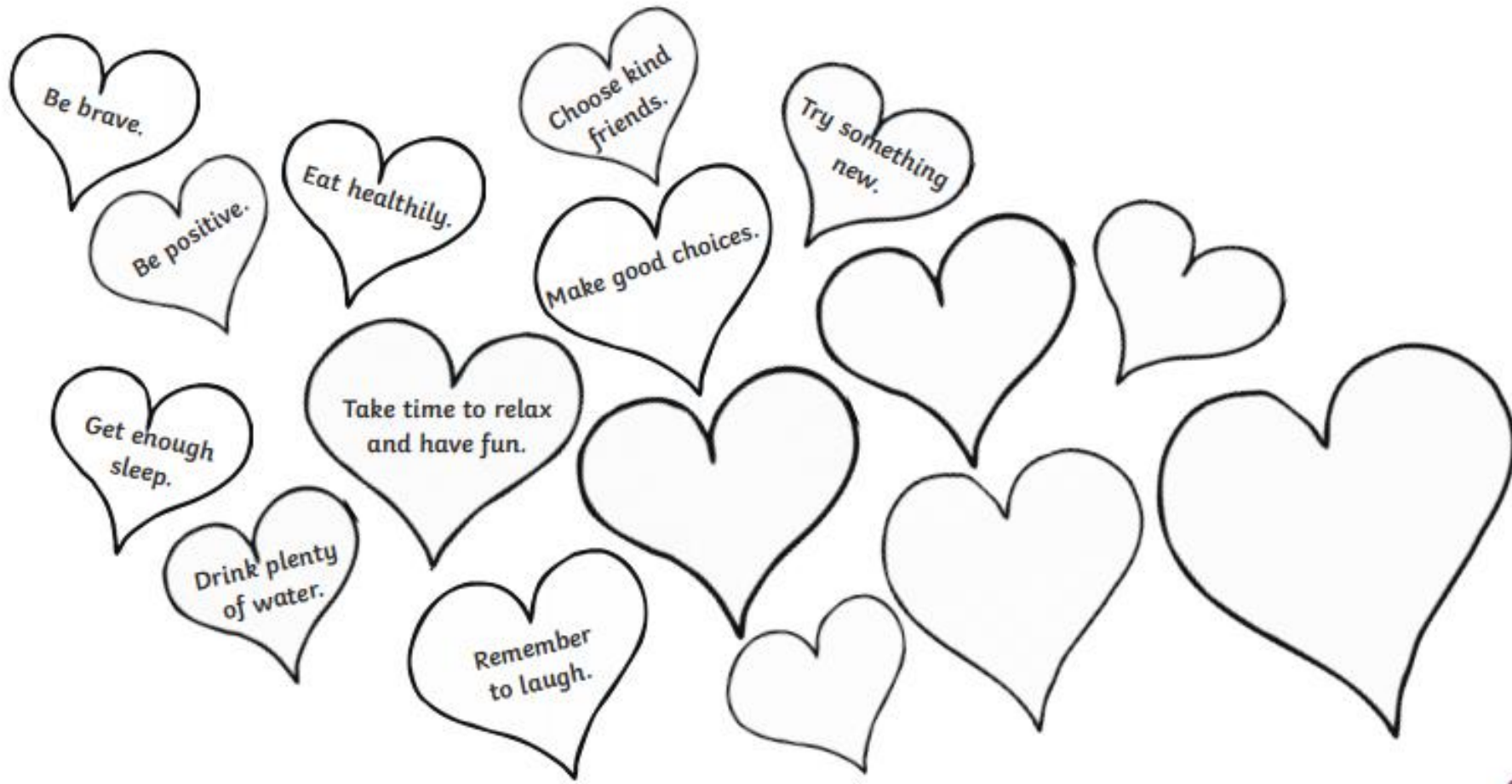
Let someone else go first 	Give a kind compliment 	Say "good morning!" 	Say "hi" to someone 	Tell someone "thank you" 
Share with someone else 	Offer to help someone out 	Invite someone to join you 	Give someone a high-five 	Write a compliment list about yourself 
Ask someone how they are 	Work with someone new 	Hold the door open 	Do an extra chore 	Forgive someone for a mistake 
Help clean up 	Spend time with a friend 	Write a kind note 	Help someone having a tough day 	Just listen to a friend 

How Can You Be Kind to Yourself?

We often think about how we can be kind to others and what effect our behaviour has on other people.

Have you ever thought about how you can be kind to **yourself**? Using the hearts below, write your own ideas about how you can be kind to yourself. Some ideas have been given to start you off.

Once you have recorded these ideas, start to think about how you can carry out these ideas to be kind to yourself.



How to Grow a Rainbow

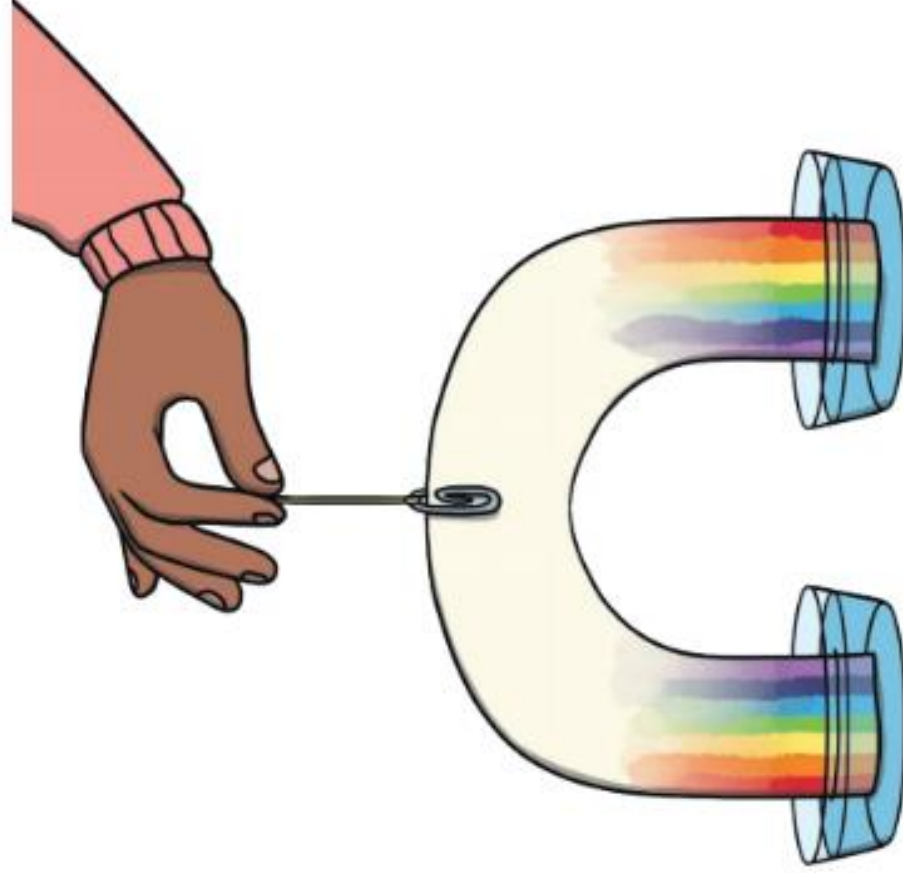
Science Experiment

Did you know that you can grow your own rainbow?

You will need a scientific process called the **capillary action**. This action happens when a liquid moves up through a hollow tube or into a spongy, solid material. It happens when three forces work together: **cohesion**, **adhesion** and **surface tension**.

Water molecules like to stick to each other - this is called **cohesion**. They also like to stick to solids in a process called **adhesion**.

In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is **absorbed** through the kitchen roll because when the first water molecule **adheres** to it and begins to move upward, it pulls the next water molecule up with it, like a chain.



Words To Learn:

- capillary action
- adhesion
- cohesion
- absorbed

You will need:

- Kitchen roll/paper towel
- Felt-tip pens
- Two small bowls of water
- Paperclip
- Thread

What To Do:

1. Cut the kitchen roll into the shape of a rainbow.
2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.
3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.
4. Add water to the two bowls.
5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.



Changing State Chocolate Experiment

The Experiment

1. Place a piece of chocolate in your hand.
2. Count to 100 (keep your hand closed) or you can say the alphabet 5 times (keep your hand closed).
3. When you have finish counting to 100 or saying the alphabet times open your hand.



What has happened to the chocolate?

Why do you think this happened?



Players continuously jump from lily pad to lily pad using a two-foot takeoff and landing technique. Play in groups of 4-8.

What you need

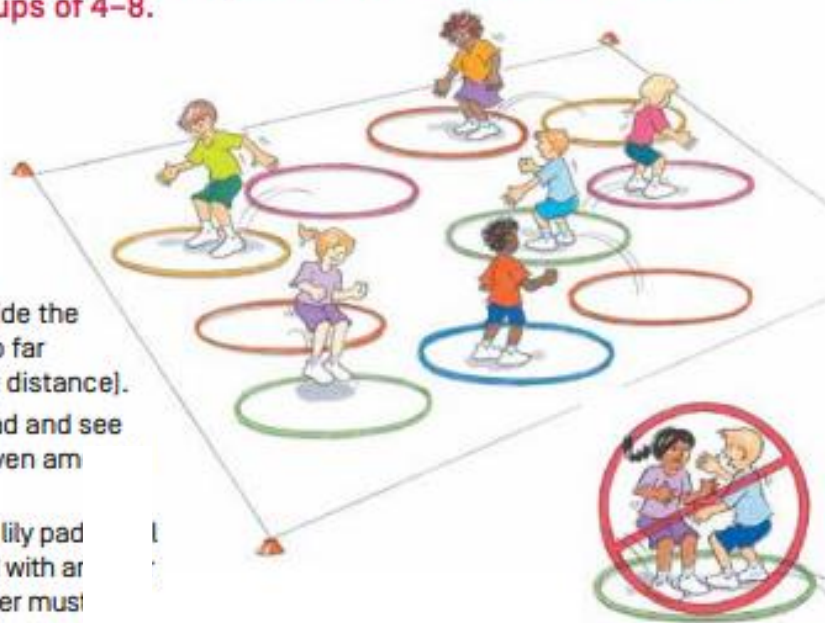
- > A 10m x 10m square marked out by 4 cones (the pond)
- > Hoops to be used as lily pads

What to do

- > Randomly distribute the hoops inside the pond, making sure they are not too far away from each other [i.e. jumping distance].
- > Players jump from lily pad to lily pad and see how many they can land on in a given amount of time (e.g. 60 seconds).
- > If there is more than one frog on the lily pad sink. If a player jumps onto a lily pad with a player already on it, the original player must immediately find another lily pad to jump onto.
- > Players may jump into the pond as well as onto the lily pads.

Safety

- > Encourage players to look before they jump, so they don't collide with other players.
- > When using low boxes, a player cannot jump onto it when there is another player already there.
- > Players must be careful to land in the centre of the box so they don't tip it over.
- > Play for short periods to avoid overuse injuries.



Scoring

- > See how many lily pads players can land on in 60 seconds.

Ask the players

- > How do you feel when you jump without a break?

Change it

- > Have more or less lily pads than players.
- > Players can jog in between jumping on lily pads or in pond.
- > Players can take off from one foot but should always land on two feet.
- > Introduce a tagger. Players must jump around the pond and avoid the tagger. Players are safe if they are standing on a lily pad, but as soon as another player jumps on that lily pad the original player must find a new one. If a player is tagged, they become the new tagger.

Teaching tips

- > Swing arms behind and then forward to propel yourself up and forward when jumping
- > Bend your knees as you land to cushion yourself
- > Land on both feet at the same time to maintain your balance

LEARNING INTENTION

Frogs and lily pads is a fun warm up activity that introduces (and allows players to practise) the correct jumping technique, which is a fundamental skill for many other activities. It can be followed by activities that further extend spring and landing or rotation skills.

Do other places have the same climate as Australia?

Just like Australia has climate zones the Earth has climate zones too. The Earth's climate zones are about how close a place is to the sun.

Places which are closest to the Equator are **Tropical**.
Places further away from the Equator are **Temperate**.
Places furthest from the Equator are **Polar** (very cold).

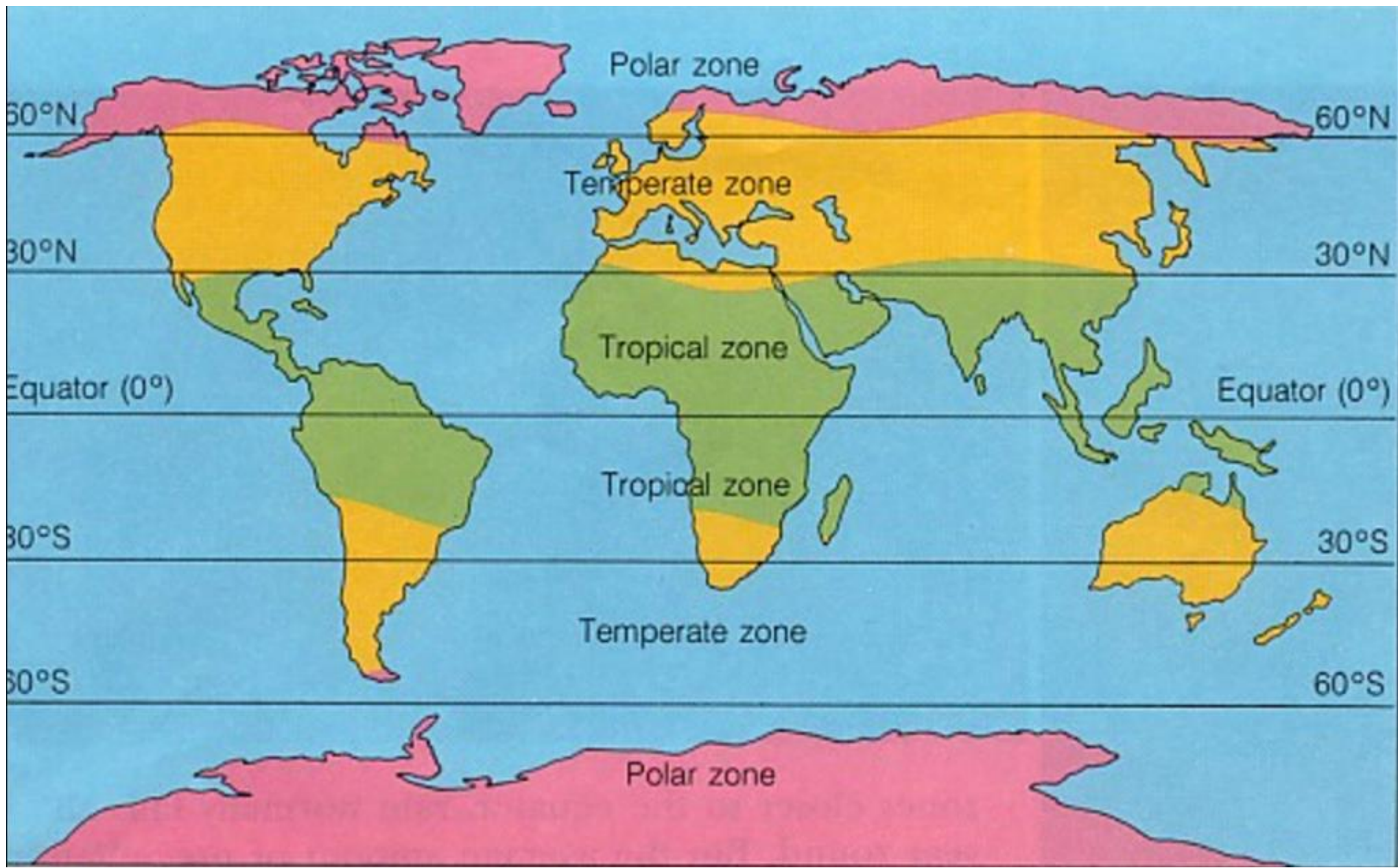


The Equator is an imaginary circle around the Earth.

- 1 Describe what the weather would be like in each zone.
 - a Tropical _____
 - b Temperate _____
 - c Polar _____



- 2 Look at the world climate zone map. What two climate zones is Australia in?



All countries are in a world climate zone but their natural features may mean that parts of the country have a different climate, for example most of the centre of Australia is desert.

3 What natural features do you think could have caused a desert?

The temperature and rainfall of a place are recorded over a long period of time to find its climate. This information can then be used to find places with the same climate.

4 Look at this map which shows places in the world which have the same climate as places in Australia.



a What other country has the same climate as the place where you live?

b What countries have climates like these places?

Darwin _____ Brisbane _____

Canberra _____ Sydney _____

Melbourne _____ Adelaide _____

Perth _____ Hobart _____

Stepping forward to school.

Close your eyes for a moment and remember times at school when you felt curious and playful. What can you see, who is there with you, what emotions are you experiencing in this moment? When we recall happy times, we get a second boost of positive emotion and it can help us plan happy times in the future. Recall three curious and playful moments at school you are excited about experiencing again soon.



Colour Scavenger Hunt

Look for different colours around you. Draw what you find.

Can you write the object's name?

Something red



Something orange



Something green



Something yellow



Something blue



Something black



Something pink



Something white



Something purple



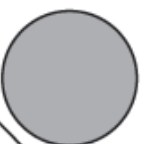
Something
multi-coloured



Something
turquoise



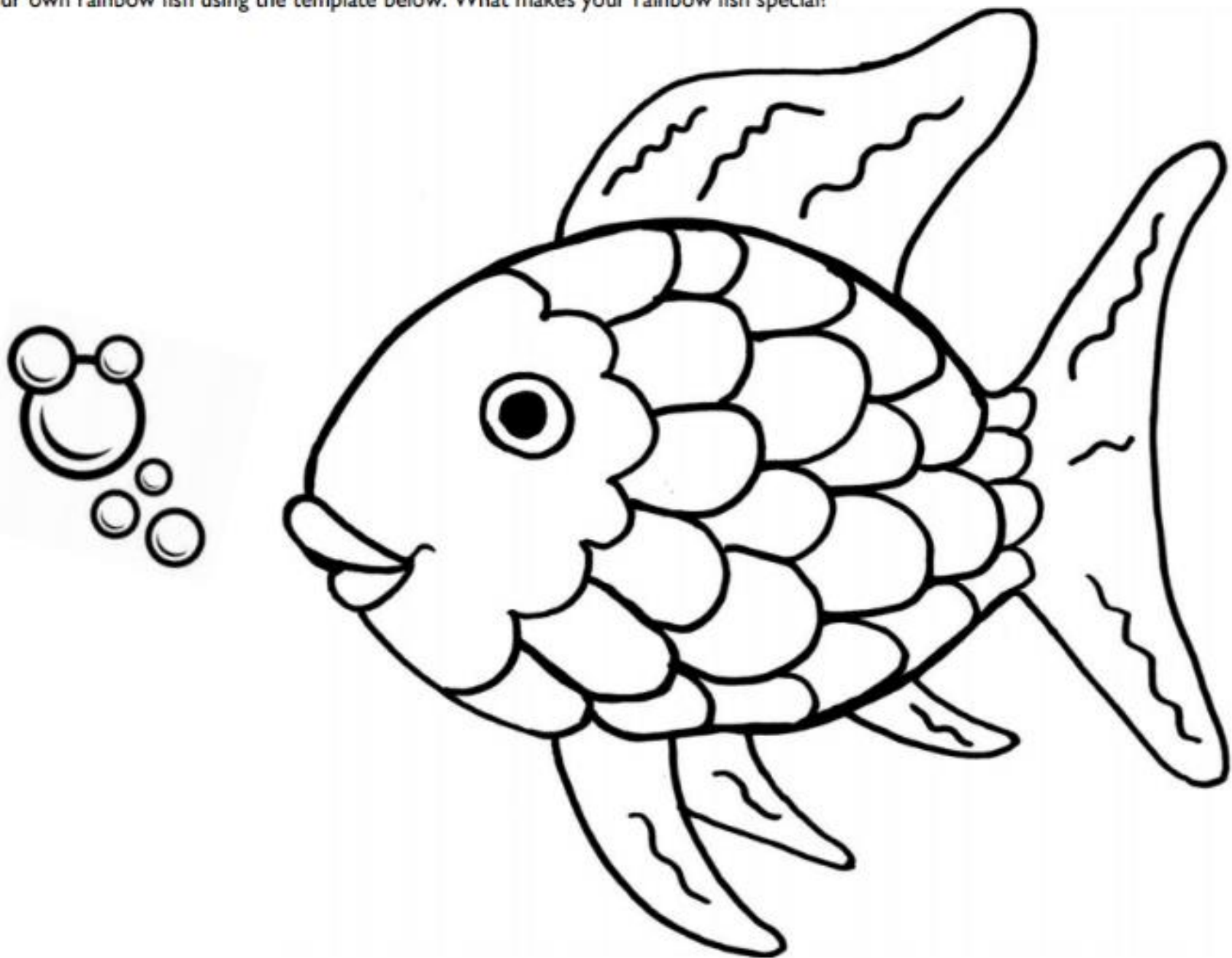
Something grey



What is your favourite colour?

INSPIRE: Design Your Own Rainbow Fish

Design your own rainbow fish using the template below. What makes your rainbow fish special?



[Wamparla Apira - Indigenous Literacy Day - Celebrating stories and language \(ild.org.au\)](http://ild.org.au)

When you have opened the page, Click on 'Moli det bigibigi'

1. In the 6 boxes below, retell the story using pictures only.

GetActive@Home



Activity logbook

MONDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a woman with long dark hair, wearing a light blue shirt and dark pants, holding a soccer ball.

TUESDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a woman with dark hair in a bun, wearing a black long-sleeved shirt and blue pants, running.

WEDNESDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a woman with long dark hair, wearing a pink shirt and red pants, jumping with her arms outstretched.

THURSDAY

HOW DID YOU GET ACTIVE TODAY?

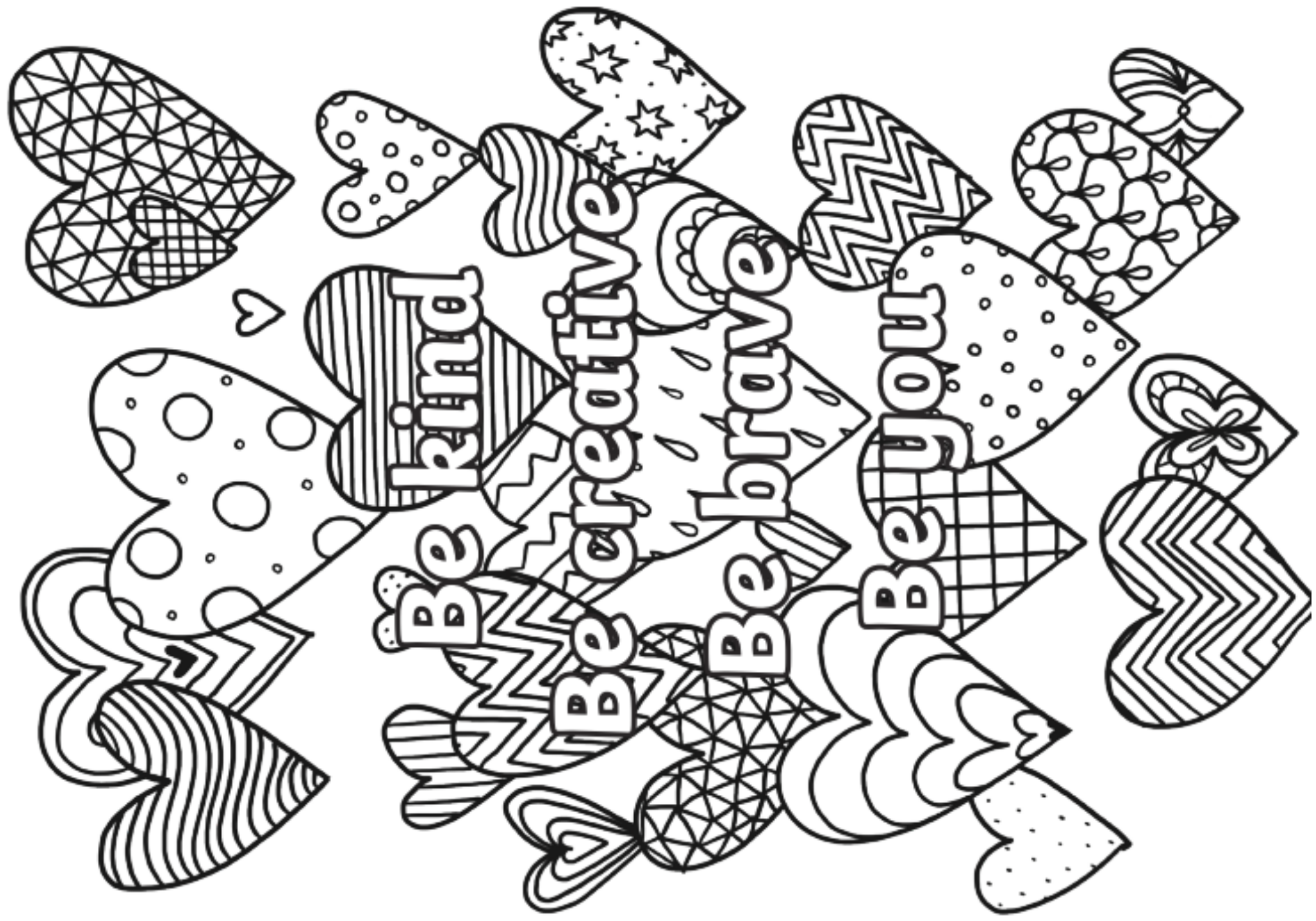
A cartoon illustration of a woman with blonde hair in a bun, wearing a white shirt and black pants, hula hooping.

FRIDAY

HOW DID YOU GET ACTIVE TODAY?

A cartoon illustration of a woman with long brown hair, wearing a pink shirt and black pants, jumping with her arms outstretched.

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



Be kind

Be creative

Be brave

Be you