

# YEAR 5 & 6 WORK-BOOKLET



CARRAMAR PS LEARNERS ARE: SAFE, RESPECTFUL AND RESPONSIBLE.

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

### **Message to parents/caregivers from Mr Mazzitelli,**

It has been advised that all schools are open for minimal supervision from Tuesday 24 March due to the spread of COVID-19. This means students who cannot be cared for and supported at home by parents/caregivers, can come to school. Complete closure may occur but this will be announced if it occurs. As our student's education and learning are of utmost importance, I ask you support us and your child/children so that they can be active learners at home.

This work-booklet contains information to:

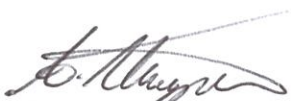
- Provide you support and strategies to ensure you can support your child at home as they continue to engage in learning
- Provide work for your child and also provide links to on line resources that your child can access to continue their learning from home. The inclusions are only samples and a guide of what your child can work on depending their ability and resources you have available.

**I would like to sincerely thank you for your support and also remind you to check our School Website, School Facebook account, Class Dojo and Schoolbag App for updates and important information.**

### **Message to students from Mr Mazzitelli,**

You are well aware of the situation with the virus known as COVID-19. Your teachers have been talking to you and teaching you about "Social Distancing" and "Good Hygiene" for school and home. We are now required to change our response to the current COVID-19 and this requires us to make decisions that are going to have you learning in a very different way. To keep people safe and reduce the risk of people being infected with the COVID-19 you may be at home instead of attending school. During your time at home you are expected to continue with your learning. **This is not a holiday!** I am asking you to remember our school values, in particular: "Carramar PS LEARNERS are "Responsible". I am asking you to take responsibility for your learning. Your teacher has spent time with you to familiarise you with this work-booklet so you are aware of its content and how you can use it for your learning at home. In this booklet there is a timetable that will help you plan and run your day so that it is similar to a normal school day. Use the timetable and fill it in to plan and keep as a record of your learning. You have a range of activities to pick from and can work on things at your pace. You will need to ensure you do your Literacy and Numeracy every day and do these two subject areas in the morning. You will be able to plan and discuss your learning with the help of an adult/parent/caregiver after they have read the information in this booklet. I have complete faith and trust in you, I know you will take "responsibility" for your learning.

Mr Mazzitelli



Principal

# Key considerations

## Parent responsibilities during remote learning

Provide support for your children by:

- Establishing routines and expectations
- Defining a space for your child to work in
- Monitoring communications from the school
- Beginning and ending each day with a check-in
- Taking an active role in helping your children process their learning
- Encouraging physical activity and/or exercise
- Checking in with your child regularly to help them manage possible stress
- Monitoring how much time your child is spending online
- Keeping your children social, but set rules around their social media interactions

## Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child.

- Establishing and/or following a daily routine for learning
- Identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- Regularly monitoring digital platforms and communication
- Completing tasks with integrity and academic honesty, doing your best work
- Doing their best to meet timelines, commitments, and due dates
- Communicating proactively with their teachers if they cannot meet deadlines or require additional support
- Collaborating and supporting their classmates in their learning
- Complying with the departments Student use of digital devices and online services policy
- communicating with school staff as different needs arise

## Establishing routines and expectations

A sample/guide timetable for learning. Use this as a template to plan and register the learning

Include regular breaks for activity, eating and drinking. In the activity breaks it is important that students get up and move around.

From the first day you will need to establish routines and expectations. Using the timetable or schedule you should set regular hours for school work.

Keep normal bedtime routines for younger children and expect the same from your older primary and high school aged children too. (They should not stay up late and sleep in!)

It is important that you set these expectations for how your children will spend their days starting from day one.

Reading everyday should be part of your timetable.

<i>Week</i>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>MORNING</b>	English	English	English	English	English
<b>9am-11am</b>	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2
<b>break</b>					
<b>MIDDLE</b>	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
<b>11:30-1:30</b>	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2	Task 1 Task 2
<b>break</b>					
<b>AFTERNOON</b>	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area	Other Key Learning Area
<b>2pm-3pm</b>	Art/ Science/ Sport/ Geography/History Task 1	Art/ Science/ Sport/ Geography/History Task 1	Art/ Science/ Sport/ Geography/History Task 1	Art/ Science/ Sport/ Geography/History Task 1	Art/ Science/ Sport/ Geography/History Task 1

<i>Week</i>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
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<b>9am-11am</b>	Task 1	Task 1	Task 1	Task 1	Task 1
	Task 2	Task 2	Task 2	Task 2	Task 2
<b>break</b>					
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<b>11:30-1:30</b>	Task 1	Task 1	Task 1	Task 1	Task 1
	Task 2	Task 2	Task 2	Task 2	Task 2
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	Task 1	Task 1	Task 1	Task 1	Task 1

## Setting up a learning environment

Create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where you or another adult is present and monitoring your child's learning.

## Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about the infection. Understanding the situation will reduce anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that you will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).



# STAGE 3

# HOME LEARNING

# BOOKLET

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

## Stage 3

### Literacy – Writing

Persuasive Writing – Movies are More Enjoyable Than Book	Persuasive Writing – All Families Should Own a Pet	Narrative – “Be careful, this robot is...”	Narrative – The rain was pouring down	Write a review of a song that you enjoy listening to or singing.
Write a persuasive text about why children should eat healthily.	Write a narrative about a secret passageway, a magic hat and two friends.	Write an information report about a topic of your choice.	Write a review of a movie you have seen recently.	Look at some headlines in a magazine or newspaper article. Respond: What is the purpose of headlines? Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and finally one word only, to announce 5 different things you have done over the last few days

### Literacy – Reading and Comprehension

- Read for 20mins each day – End of the week complete a Book Review on your chosen text.
- Complete TWO activities per day

The Thirsty Monkey	Let’s Go for a Swim!	One Summer’s Day	Polly the Paramedic	Bruno’s Big adventure
Sushi Rolls	Advertising Facts and Opinions	Sharks – The Leaders of the Ocean	Going on Holidays	How Planes Fly
The Cat and the Whale	Charlie and the Chocolate Factory	The Case of the Missing Cookie	Paul the Policeman	Don’t be Late for School!
Milkshake Mania!	Slip, Slop, Slap!	Something Scary in the Night	The History of LEGO	Australia Day

## Numeracy

- Complete ONE number challenge card per day (1 – 20)

<p>Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes.</p> <p>Draw: Choose two objects you made. Sketch the front, side and top view. Make and then draw as many different nets as possible for the objects you selected.</p>	<p>Explore: find a timetable for local public transport. Choose a route, start points and endpoints. Calculate how long the trip will take.</p> <p>Calculate: plan a day trip involving at least two stops.</p> <p>Create your own timetable for the day. Calculate the time to travel from each stop to the next. Convert timetable times from 24-hour to 12-hour time.</p>	<p>Go for a walk outside and see what angles you can find in the environment. Take photos of them, draw and name the different angles.</p>	<p>Choose and list the price of 10 supermarket items. Round each price to the nearest dollar. Use the rounded price to calculate the total cost of the items.</p>	<p>Record the length of 10 different items in your house, making sure there are decimals in your measurements. Order the items from smallest to largest.</p>
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## Maths Investigations

- Maths investigations may be completed over 2-3 days.

<p>Number and Algebra The Solar System in Our Space</p>	<p>Pandora's Party Palace</p>	<p>Fractions Renovate with a Rug!</p>	<p>3D Shapes Make me a Radical Robot!</p>
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## Science:

<p>Draw a diagram of an animal of your choice. Label the physical adaptations the animal has developed to help them survive and thrive in their environment. Choose a habitat.</p>	<p>Research a list of nocturnal animals. Explain how this behavioural adaptation helps these animals to survive and thrive in the environment in which they live.</p>	<p>Create a mind map showing the adaptations that animals and plants would need to survive and thrive in this environment.</p>
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**Geography:**

<p>Choose a developing country in Asia. Draw a Venn diagram to compare the life experience of people in Australia with that of people in your country of choice.</p>	<p>Create a poster on your chosen country.</p>	<p>Create a collage of famous landmarks for your chosen country.</p>
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**Creative Arts:**

<p>Draw a self-portrait while looking in a mirror but do not look down at the paper!</p>	<p>Go outside and create an image from found objects like grass, leaves, and sticks.</p>	<p>Have another person draw a simple shape on your paper. Turn that shape into a complicated drawing!</p>
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**PDHPE:**

- Each student should be completing 20mins of physical activity per day.

<p>Keep a diary of physical activity you participate in each day this week. Record the time spent each time. Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.</p>	<p>Write down 5 foods you ate today. Do you know what Food Group they fall under? Were they healthy choices?</p>	<p>Create an informative poster explaining the importance of children and teenagers eating a healthy diet.</p>
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# HOME LEARNING TIMETABLE

What your day should look like when learning at home!

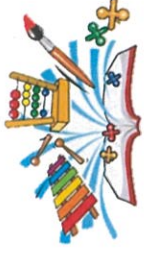


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## WEEK ONE

What learning did you do this week?



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MORNING</b> 9am-11am (English)	1.  2.	1.  2.	1.  2.	1.  2.	1.  2.
<b>BREAK</b>					
<b>MIDDLE</b> 11:30-1:30 (Maths)	1.  2.	1.  2.	1.  2.	1.  2.	1.  2.
<b>BREAK</b>					
<b>AFTERNOON</b> 2pm-3pm (KLAs)	1.	1.	1.	1.	1.



## WEEK TWO



What learning did you do this week?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MORNING</b> 9am-11am (English)	1.  2.	1.  2.	1.  2.	1.  2.	1.  2.
<b>BREAK</b>					
<b>MIDDLE</b> 11:30-1:30 (Maths)	1.  2.	1.  2.	1.  2.	1.  2.	1.  2.
<b>BREAK</b>					
<b>AFTERNOON</b> 2pm-3pm (KLAs)	1.	1.	1.	1.	1.

Literacy

# Movies Are More Enjoyable Than Books

## Reasons For

- Movies are visually appealing and bring imagination to life.
- Movies include only the most interesting parts of a story.
- Movies show an entire story within a relatively short time-frame.
- Movies can be enjoyed as a social outing with friends.
- Movies showcase the talents of a range of people within the film industry.

## Reasons Against

- Books allow the reader to picture the story however they choose.
- Books tell the whole story in detail; nothing is left out.
- Books are portable and can be enjoyed anywhere, anytime.
- Books can be enjoyed over as long or as short a time as you choose.
- Books allow the reader to spend some quiet time relaxing on their own.



# All Families Should Own a Pet

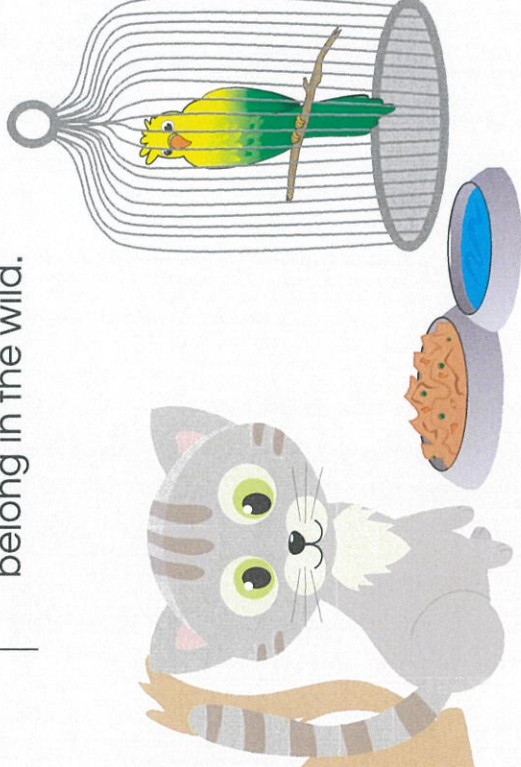
## Reasons For

- Owning a pet teaches children to be more responsible.
- Owning a pet helps to reduce loneliness and stress.
- People who own pets are healthier than people who do not.
- Sharing the care of a pet brings families closer together.
- Caring for a pet teaches children how to be loving and affectionate to others.

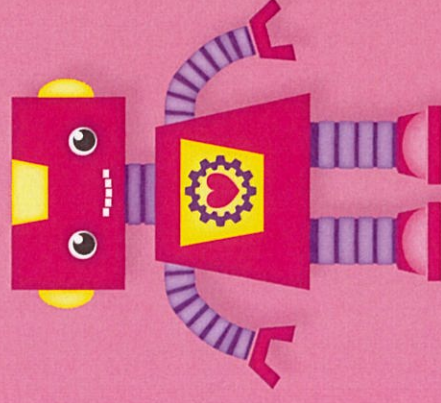
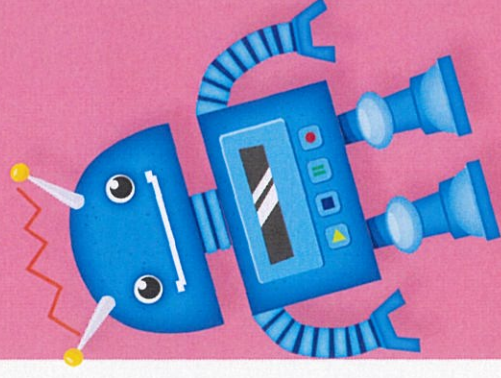
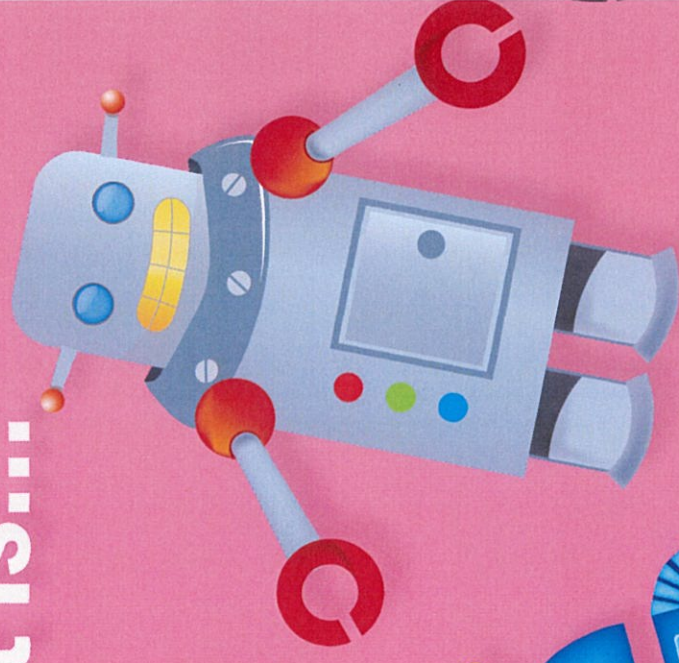


## Reasons Against

- Some families do not have enough money to properly care for a pet.
- Some families do not have enough time to properly care for a pet.
- Some people do not like animals, or may be allergic to them.
- Some pets have diseases which they can pass on to humans.
- Animals do not belong in people's homes; they belong in the wild.



# “Be careful, this robot is...”



Today you are going to write a narrative (a story).

The topic you have been given for your narrative is “Be careful, this robot is...”

## **Think:**

What do you want your story to be about? Your story might be about a robot that is causing destruction, a problem that occurs with a robot or even an unexpected event that happened between a robot and humans.

## **Plan:**

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

## **Remember to check:**

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



# The rain was pouring down...

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The rain was pouring down...'

## Think:

What do you want your story to be about? Your story might be about something that happened when it was raining, a problem that occurred in the rain or a tricky situation as a result of lots of rain.

## Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

## Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



## The Thirsty Monkey

One summer's day, a very thirsty monkey was wandering around looking for some water. Hours passed and the monkey still could not find any water. The monkey was becoming more and more tired and started to feel very weak.

The thirsty monkey was almost ready to give up hope, when suddenly he found a jug with some water in it!

The monkey tried to pick up the jug, but it was too big and heavy. Disappointed, the monkey then tried to put his hand inside the jug to scoop out the water, but the opening was too small! He tried to push the jug over, but it would not budge. The monkey was sad, but he was not going to give up.

After thinking long and hard, the monkey thought of a great idea. He started to pick up some rocks that were lying on the ground and began dropping them into the jug, one by one. As he put more rocks into the jug, the water rose. Eventually, the water was high enough for the monkey to have a drink. The monkey was happy that his idea had worked and he was no longer thirsty!

**Moral:** *If you try hard enough, you may soon find the answer to your problem.*

## The Thirsty Monkey

1. Explain in your own words the moral of this story.
2. The author uses the words *thirsty*, *disappointed*, *sad* and *happy* in the passage.

Why do you think he/she uses these words?

3. Why do you think it was important for the author to inform the reader that the monkey was feeling very weak?
4. What could have happened to the author to make them decide to write this passage?



### CRAZY CREATIVE CHALLENGE

With a partner or on your own, create a comic strip story that relates to the text.

- ▶ How many scenes (boxes) will you need?
- ▶ Will you use speech or thinking bubbles?
- ▶ What pictures will you draw?

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Thirsty Monkey

1. Explain in your own words the moral of this story

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2. The author uses the words *thirsty*, *disappointed*, *sad* and *happy* in the passage. Why do you think he/she uses these words?

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3. Why do you think it is important for the author to inform the reader that the monkey was feeling very weak?

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4. What could have happened to the author to make them decide to write this passage?

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## Let's Go for a Swim!

One hot day, the Jones family decided to go for a swim to cool down. Dad and Mitch wanted to go to the beach, but Gran and Sarah wanted to go to the pool.

Dad and Mitch argued that the beach was better. "You can lay on the sand and build sandcastles at the beach," they said. "You can also body surf in the waves and eat fish and chips."

Gran and Sarah argued that the pool was better. "You don't get sand in your swimsuit in the pool," they explained. "You also don't get knocked over in the surf by big waves and there are no jellyfish that might sting you."

In the end, the family remembered that there was a swimming pool at the beach. When

they got there, Dad and Mitch went

swimming in the surf, whilst Gran and Sarah dangled their legs in the pool. Everyone was happy and cool.

On their way home, they stopped in at a fish and chip shop for a delicious dinner.



## Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?
2. Why do Gran and Sarah like the pool more than the beach?
3. What are two positive comments that you could say about the beach that you could also say about the pool?
4. Which would you prefer, the beach or the pool? Explain why.

### CRAZY CREATIVE CHALLENGE

It is important to be safe around water when you are at the beach or in a pool.

Design and make a poster to remind people of water safety.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?

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2. Why do Gran and Sarah like the pool more than the beach?

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3. What are two positive comments that you could say about the beach that you could also say about the pool?

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4. Which would you prefer, the beach or the pool?  
Explain why.

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## One Summer's Day

Ella and Kristen are sitting under a tree having a conversation.

**Ella:** Wow, it's hot today isn't it?

**Kristen:**

**Ella:** That sounds like a nice way to cool off. Where are you going to go?

**Kristen:**

**Ella:** I'd love to, but I didn't bring my swimmers. Thank you, though. You're so lucky to have a pool. Do you use it often?

**Kristen:**

**Ella:** I would use it all the time too, if I had a pool.

**Kristen:**

**Ella:** Thank you, I would love to come for a swim tomorrow.



## One Summer's Day

1. Use Ella's questions and responses to help you infer what Kristen was saying.

Write her dialogue in the blank spaces on the worksheet.

2. Does Kristen have a pool at home? How do you know?
3. How often does Kristen use the pool? How do you know?
4. When did Kristen ask Ella to go for a swim?

### CRAZY CREATIVE CHALLENGE

Write one side of a conversation about something you did on the weekend.

1. Swap your conversation with a partner and see if they can fill in the missing dialogue using inferences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## One Summer's Day

1. Use Ella's questions and responses to help you infer what Kristen was saying.

Write her dialogue in the blank spaces.

**Ella:** Wow, it's hot today isn't it? \_\_\_\_\_

**Kristen:** \_\_\_\_\_

**Ella:** That sounds like a nice way to cool off. Where are you going to go?

**Kristen:** \_\_\_\_\_

**Ella:** I'd love to, but I didn't bring my swimmers. Thank you though. You're so lucky to have a pool. Do you use it often?

**Kristen:** \_\_\_\_\_

**Ella:** I would use it all the time too if I had a pool.

**Kristen:** \_\_\_\_\_

**Ella:** Thank you, I would love to come for a swim tomorrow.

2. Does Kristen have a pool at home? How do you know?

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3. How often does Kristen use the pool? How do you know?

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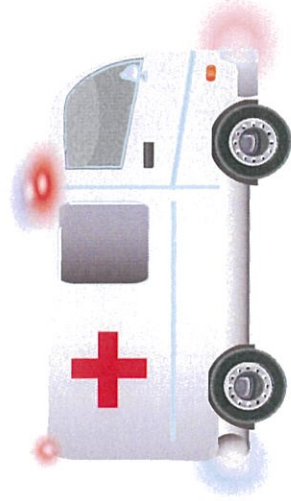
## Polly the Paramedic

Polly the Paramedic was just about to sit down for an afternoon rest. All of a sudden, the red phone started to ring with another emergency call. Daisy, a local dog, had called the emergency hotline because her owner had fallen off a ladder. Polly the Paramedic said, "Don't worry Daisy, I'll be there as quick as a flash!"

Polly the Paramedic climbed into the ambulance and turned the sirens on. As fast as she could, she drove the ambulance over to the house where Daisy the Dog and her owner were waiting.

Daisy's owner, Jerry, was still conscious, but he had broken his leg in the fall. Polly the Paramedic took Jerry to the hospital to get his leg put in a cast. After Jerry was feeling better, Polly took him back to his house. Daisy was happily waiting with a wagging tail.

Polly the Paramedic finally went home and enjoyed a nice, warm cup of tea.



## Polly the Paramedic

- Which of these statements **could not** really happen?
  - a dog using the telephone
  - a dog being worried about their owner
  - a dog wagging its tail because it is happy
- Which of these statements **could not** really happen?
  - a paramedic having a cup of tea
  - a paramedic talking to a dog on the telephone
  - a paramedic driving to the hospital
- Which of these statements **could** really happen?
  - an owner telling their dog to call for a paramedic
  - somebody falling off a ladder and breaking their leg
  - a pet dog driving their owner to the hospital
- Is this story real or make-believe?

List two pieces of evidence to support your answer.

### CRAZY CREATIVE CHALLENGE

Design and make a poster informing people what they should do in an emergency.

- ⓐ What will be the important points to include on your poster?



Name \_\_\_\_\_

Date \_\_\_\_\_

## Polly the Paramedic

1. Which of these statements **could not** really happen?
  - a) a dog using the telephone
  - b) a dog being worried about their owner
  - c) a dog wagging its tail because it is happy
  
2. Which of these statements **could not** really happen?
  - a) a paramedic having a cup of tea
  - b) a paramedic talking to a dog on the telephone
  - c) a paramedic driving to the hospital
  
3. Which of these statements **could** really happen?
  - a) an owner telling their dog to call for a paramedic
  - b) somebody falling off a ladder and breaking their leg
  - c) a pet dog driving their owner to the hospital

4. Is this story real or make-believe?  
List two pieces of evidence to support your answer.

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## Bruno's Big Adventure

It was just an ordinary Thursday. All of the Williams family had gone to school or to work. Bruno the dog was once again left on the back porch to watch the clouds pass by.

As Bruno lay looking up at the clouds, a big gust of wind blew over. Bruno went into the yard to investigate. To his amazement, the side gate had flung open!

"I know I'm not meant to go out there," Bruno thought to himself. "But if I just have a little wander and not go too far from the house, I can be back before anyone knows that I'm gone!"

Bruno remembered his way to the park. When he got there, another dog was rolling around in the leaves. "That looks like fun!" Bruno thought to himself, so he joined in with the other dog.

Bruno was having so much fun in the park with his new friend that he had forgotten to go back home. It wasn't until he saw his owner in the park, holding his lead, that he knew he was in trouble!



## Bruno's Big Adventure

- All of the Williams family had gone out, so
  - Bruno was left on the back porch.
  - Bruno opened the gate.
  - Bruno went to sleep.
- What caused the gate to open?
- The gate was open, so
  - Bruno watched the clouds.
  - Bruno closed the gate.
  - Bruno went to the park.
- Why was did Bruno's owner go to the park?

## CRAZY CREATIVE CHALLENGE

Use a comic strip to write the end of Bruno's Big Adventure.

- ▶ What will happen to Bruno?
- ▶ How many boxes will you use?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Bruno's Big Adventure

1. All of the Williams family had gone out, so
  - a) Bruno was left on the back porch.
  - b) Bruno opened the gate.
  - c) Bruno went to sleep.

2. What caused the gate to open?

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3. The gate was open, so
  - a) Bruno watched the clouds.
  - b) Bruno closed the gate.
  - c) Bruno went to the park.

4. Why did Bruno's owner go to the park?

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## Sushi Rolls

### Ingredients:

- 1 ½ cups of sushi rice
- 4 sushi sheets
- 1 cucumber, cut into thin strips
- 1 thinly sliced avocado
- 1 grated carrot
- 2 tablespoons of mayonnaise



### Method

1. Rinse and drain rice 3 times or until water runs clear.
2. Place rice and 1½ cups of cold water in a saucepan over a medium heat. Cover.
3. Bring to the boil. Simmer for 12 minutes or until rice is soft.
4. Place 1 sushi sheet, shiny side down, on a sushi mat. Using damp fingers, spread ¾ cup of rice over the sushi sheet, leaving a 2 cm strip at one end.
5. Spread 1 teaspoon of mayonnaise over the rice. Arrange some cucumber, avocado and carrot over the mayonnaise.
6. Using the sushi mat, roll up firmly to form a roll. Cut into 6 slices. Repeat with remaining ingredients.

## Sushi Rolls

1. Which one of these things do you need to do before putting the rice on the sushi sheet?
  - a) spread mayonnaise over the rice
  - b) boil the rice
  - c) roll up the rice
2. Number the following sentences in the correct order for making sushi rolls.
  - \_\_\_ Boil the rice.
  - \_\_\_ Spread mayonnaise over the rice.
  - \_\_\_ Prepare the ingredients.
  - \_\_\_ Put on cucumber, avocado and carrots.
  - \_\_\_ Spread the rice over the sushi sheet.
3. What is the final step when making sushi rolls?
4. Draw five pictures to illustrate how to make sushi rolls.

### CRAZY CREATIVE CHALLENGE

Write your own recipe with pictures showing how to make a food or drink you enjoy.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Sushi Rolls

1. Which one of these things do you need to do before putting the rice on the sushi sheet?
  - a) spread mayonnaise over the rice
  - b) boil the rice
  - c) roll up the rice

2. Number the following sentences in the correct order for making sushi rolls.

\_\_\_ Boil the rice.

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\_\_\_ Prepare the ingredients.

\_\_\_ Put on cucumber, avocado and carrots.

\_\_\_ Spread the rice over the sushi sheet.

3. What is the final step when making sushi rolls?

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4. Draw five pictures to illustrate how to make sushi rolls.

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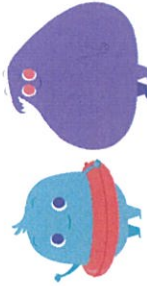
## Advertising Facts and Opinions



*Ellie's Great Adventure* is the best book you will ever read!  
Available now from [www.booksgalore.com](http://www.booksgalore.com)



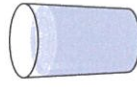
Come and try a pair of our new school shoes made with natural rubber soles. You will feel like you are walking on a cloud.



Watch The Grocks on Channel 2, every afternoon at 4 pm. We think it is the funniest show on television.



Drink more water! Water is healthier than soda and it tastes better too.



## Advertising Facts and Opinions

1. Write the fact and opinion in the advertisement for Ellie's Great Adventure.
2. *You will feel like you are walking on a cloud.*  
This is the opinion in the advertisement for school shoes.  
Explain why this is the opinion.
3. Write the fact and opinion in the advertisement for The Grocks.
4. Write another fact you know and another opinion you have about water.

### CRAZY CREATIVE CHALLENGE

Write a letter to a friend about your day at school. Remember to include both facts and opinions about your day.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Advertising Facts and Opinions

1. Write the fact and opinion in the advertisement for *Ellie's Great Adventure*.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

2. *You will feel like you are walking on a cloud.*

This is the opinion in the advertisement for school shoes. Explain why this is the opinion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Write the fact and opinion in the advertisement for The Grocks.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

4. Write another fact you know and another opinion you have about water.

Fact: \_\_\_\_\_

\_\_\_\_\_

Opinion: \_\_\_\_\_

\_\_\_\_\_

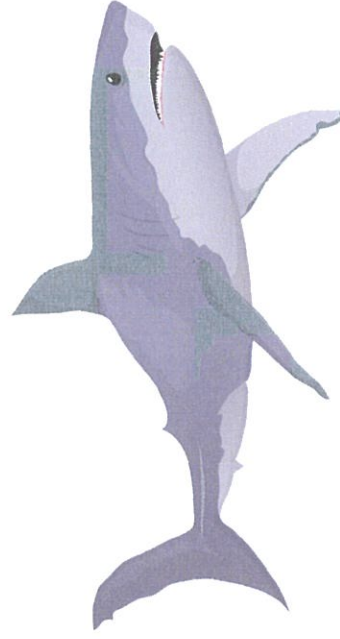
## Sharks – The Leaders of the Ocean

There are around 400 different types of sharks in the world. Sharks are the top predators of the ocean's natural food chain.

Sharks have incredibly sharp teeth and they never run out of them. If a shark loses a tooth, another moves forward from within the shark's jaw (where it neatly keeps a supply of replacement teeth). This way, it is almost impossible for a shark to end up without a full set of teeth. A shark may grow and use over 20 000 teeth in its lifetime.

Sharks have super senses. Two-thirds of a shark's brain is dedicated to its most powerful sense – smell. They have a mirror-like layer on their eyes, allowing them to see better in the water. Sharks are also able to feel vibrations in the water, using a line of canals that go from its head to its tail. These canals are filled with water and contain sensory cells with hairs growing out of them.

On average, a shark's lifespan is 20-30 years in the wild.



## Sharks – The Leaders of the Ocean

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.  
Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be
  - a) Small Sharks.
  - b) I Love Sharks.
  - c) Facts about Sharks.
  - d) My Pet Shark.

### CRAZY CREATIVE CHALLENGE

Draw and label a picture of a shark in its habitat.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Sharks – The Leaders of the Ocean

1. What is the main idea of this text?

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2. What are three details that support the main idea?

Detail 1: \_\_\_\_\_

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Detail 2: \_\_\_\_\_

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Detail 3: \_\_\_\_\_

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3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

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4. Another good title for this text could be

- a) Small Sharks.
- b) I Love Sharks.
- c) Facts about Sharks.
- d) My Pet Shark.



## Going on Holidays

The day had finally arrived... school had ended and the holidays had begun!

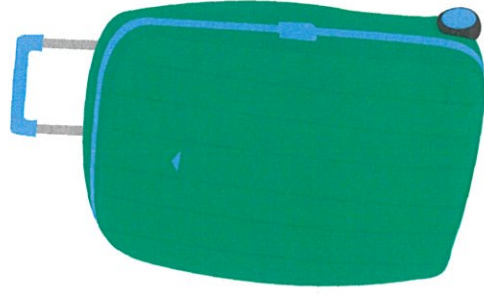
I was filled with great excitement. Tomorrow my family and I were heading off on our annual holiday.

I took out my big green and blue suitcase from the bottom of my wardrobe, threw it onto my bed and quickly unzipped it. An old musty smell burst out of the bag, so I drowned it with some of my mother's best perfume.

Inside were the remains of who knows what from the bottom of my old boots and an old lift pass. After making my suitcase nice and clean again, I started gathering all the things I would need for my holiday.

I slowly loaded my suitcase with warm clothes. I packed my beanie and gloves, along with the long stripy scarf Nan knitted me. I couldn't wait to try the sleek new goggles my friend Sam leant me, I hoped that they would make me go faster!

Lastly, I packed some pocket money so I could buy a delicious hot chocolate at the end of my fun days.



## Going on Holidays

1. Predict where the person might be going on holidays.  
Why do you think this?
2. Who might the main character be?  
Why do you think this?
3. *An old musty smell burst out of the bag.*  
Predict what caused the smell. Why do you think this?
4. Do you think the main character will go on the same holiday again next year?  
Explain a reason for your prediction.

### CRAZY CREATIVE CHALLENGE

You are stranded on a deserted Island.

Write and/or draw a list of ten items that you wish you had packed and taken with you.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Going on Holidays

1. Predict where the person might be going on holidays.  
Why do you think this?

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2. Who might the main character be?  
Why do you think this?

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3. *An old musty smell burst out of the bag.*  
Predict what caused the smell. Why do you think this?

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4. Do you think the main character will go on the same holiday again next year?  
Explain a reason for your prediction.

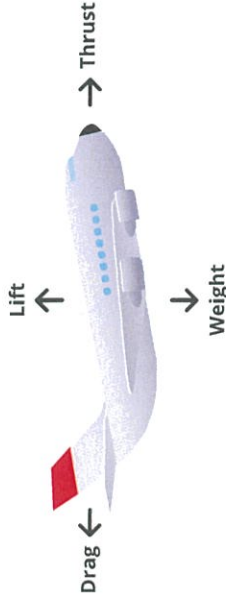
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## How Planes Fly



Four forces; thrust, lift, drag and weight are needed to make a plane fly.

**Lift** – pushes the plane upwards. It mainly comes from the air moving around the plane's specially shaped wings.

**Thrust** – moves the plane forward and is produced by the engines.

**Weight** – is the pull of gravity on the plane towards the Earth.

**Drag** – is the resistance of the air that slows the plane down.

When the plane's engines produce a force of **thrust** that is greater than the force of **drag**, the plane will move forward.

When the forward motion of the plane is enough to produce a force of **lift**, that is **greater** than the weight, the plane will move upwards.

When all four forces work together, a plane will fly.

## How Planes Fly

1. What are the four forces a plane needs to fly?
2. What produces the thrust of a plane?
3. What helps give the plane more lift?

Underline any words which are repeated, or seem important. Write them down.

4. Explain the following terms:

- a) lift
- b) thrust
- c) weight
- d) drag

## CRAZY CREATIVE CHALLENGE

Use some scrap paper to design and make a paper plane.

Have a competition with a friend to see whose plane can fly the furthest.

After a few turns, modify your paper plane so that it has more lift.

Name \_\_\_\_\_

Date \_\_\_\_\_

## How Planes Fly

1. What are the four forces a plane needs to fly?

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2. What produces the thrust of a plane?

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3. What helps give the plane more lift?

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4. Explain the following terms:

Lift \_\_\_\_\_

Thrust \_\_\_\_\_

Weight \_\_\_\_\_

Drag \_\_\_\_\_



## The Cat and the Whale

A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

**Moral:** *Those who lie and boast may end up in trouble.*

## The Cat and the Whale

1. What is the author's purpose in this text?
  - a) entertain
  - b) persuade
  - c) inform
  - d) other
2. Explain in your own words the moral of this story.
3. *The whale knew that the island was empty and that nobody lived there.*



Why did the author include this sentence?

4. How do you think the author feels about the cat?

### CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- How many characters are there?
- What do the characters say?
- How do they act, move and speak?

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Cat and the Whale

1. What is the author's purpose in this text?

- a) entertain
- b) persuade
- c) inform
- d) other

2. Explain in your own words the moral of this story.

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3. *The whale knew that the island was empty and that nobody lived there.*  
Why did the author include this sentence?

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4. How do you think the author feels about the cat?

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## Charlie and the Chocolate Factory

In the holidays, Sam and Tom read the book, 'Charlie and the Chocolate Factory'. Afterwards, they watched the movie.

Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

After reading the book and watching the movie, Sam and Tom debated which one was better.

Sam preferred reading the book, as it was very descriptive and it allowed him to use his own imagination to bring the story to life. He also felt like he was going on an exciting journey with the main character, Charlie. He liked that he could pick the book up and read it whenever he wanted, making the story last longer.

Tom enjoyed watching the movie, as he was able to see all the characters and see what Willy Wonka's chocolate factory looked like. He loved singing along to the Oompa-Loompa song and laughing out loud at some of the misfortunate things that happened to the other children.

Sam and Tom both liked Charlie's story because it was funny and about chocolate!



## Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?
2. Why did Tom like the movie better than the book?
3. What did Sam and Tom both like about the story?
4. Think of a story that you have both read the book and watched the movie.

Which did you prefer, the book or the movie?  
Explain why.

## CRAZY CREATIVE CHALLENGE

Design and create your own golden ticket for a competition.

- 🕒 What will the prize be?
- 🕒 Where will you hide the golden tickets?



Name \_\_\_\_\_

Date \_\_\_\_\_

## Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?

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2. Why did Tom like the movie better than the book?

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3. What did Sam and Tom both like about the story?

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4. Think of a story that you have both read the book and watched the movie.  
Which did you prefer, the book or the movie? Explain why.

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## The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...



## The Case of the Missing Cookie

1. Who do you think stole the cookie? Explain why you think this. List three clues that you used.
2. What words did the author use to show that they were looking forward to eating the cookie?
3. Where else could the author have looked for clues?
4. What could have happened after the thief was caught?

### CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

- Provide information about the thief, what they stole and the clues that led to them being caught.

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Case of the Missing Cookie

1. Who do you think stole the cookie?

Explain why you think this. List three clues that you used.

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2. What words did the author use to show that they were looking forward to eating the cookie?

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3. Where else could the author have looked for clues?

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4. What could have happened after the thief was caught?

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## Paul the Policeman

One sunny day, Paul the Policeman was eating his lunch in the city park. Suddenly, he looked up and saw a duck stealing a big bag of grapes from the nearby fruit shop. Paul the Policeman threw down his sandwich and ran after the cheeky duck, calling his other police friends on the radio for backup.

Soon, the duck was surrounded by Paul the Policeman and his other police friends. It had nowhere to hide. Paul then discovered that the duck was actually the famous Fruit Shop Bandit who had been stealing fruit from shops all over the city.

Paul the Policeman put the duck in his police car. He turned on the sirens so that he could quickly rush the duck down to the police station for questioning.

Later that week, the chief police officer gave Paul the Policeman a special award for his great work. Thank goodness he had captured the *Fruit Shop Bandit*... the city was safe, at last!



## Paul the Policeman

- Which of these statements **could not** really happen?
  - a duck eating grapes
  - a duck stealing grapes
  - a duck being arrested for stealing grapes
- Which of these statements **could not** really happen?
  - a policeman eating lunch
  - a policeman chasing a duck
  - a policeman arresting a duck
- Which of these statements **could** really happen?
  - a duck being a criminal
  - a policeman given a reward for arresting a duck
  - a policeman calling for backup on the radio
- Is this story real or make-believe?
 

List three pieces of evidence to support your answer.

### CRAZY CREATIVE CHALLENGE

Design a wanted poster for the *Fruit Shop Bandit*.

- ▶ What will the bandit look like?
- ▶ What will the reward be for its capture?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Paul the Policeman

1. Which of these statements **could not** really happen?
  - a) a duck eating grapes
  - b) a duck stealing grapes
  - c) a duck being arrested for stealing grapes
  
2. Which of these statements **could not** really happen?
  - a) a policeman eating lunch
  - b) a policeman chasing a duck
  - c) a policeman arresting a duck
  
3. Which of these statements **could** really happen?
  - a) a duck being a criminal
  - b) a policeman given a reward for arresting a duck
  - c) a policeman calling for backup on the radio
  
4. Is this story real or make-believe?  
List three pieces of evidence to support your answer.

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## Don't be Late for School!

Amelia woke up and saw that she was running late for school. She jumped out of bed and started to get herself ready. She couldn't be late again, as she was already in trouble with Mrs Holder for being late two days last week!

As quickly as possible, Amelia put on her school uniform, tugged on a pair of socks and shoved her feet into her black school shoes.

Amelia then looked in the mirror. Her hair was a mess! She grabbed her hairbrush and yanked it through her hair. Amelia splashed some water on her face and then ran downstairs to have some breakfast. She slid two pieces of bread into the toaster and grabbed herself a glass of juice while she waited. Stuffing toast into her mouth, Amelia ran back upstairs to brush her teeth.

On her way out the door, Amelia grabbed her school bag and started running down the driveway. That's when she remembered she had forgotten her lunch!

Amelia ran back to grab her lunch off the kitchen table. She was finally on her way!



## Don't be Late for School!

1. Which one of these things did Amelia **not do** before having breakfast?

- a) splash some water on her face
- b) run down the driveway
- c) brush her hair

2. Number the following sentences in the order they happened.

- \_\_\_ Amelia ran back to grab her lunch.
- \_\_\_ Amelia jumped out of bed.
- \_\_\_ Amelia brushed her teeth.
- \_\_\_ Amelia put on her school uniform.

3. What was the last thing Amelia did before going to school?

4. Create a list of all the things Amelia had to do before going to school. (Make sure your list is in order!)

## CRAZY CREATIVE CHALLENGE

Create a comic strip of yourself getting ready for school.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Don't be Late for School!

1. Which one of these things did Amelia **not do** before having breakfast?

- a) splash some water on her face
- b) run down the driveway
- c) brush her hair

2. Number the following sentences in the order that they happened:

- \_\_\_ Amelia ran back to grab her lunch.
- \_\_\_ Amelia jumped out of bed.
- \_\_\_ Amelia brushed her teeth.
- \_\_\_ Amelia put on her school uniform.

3. What was the last thing Amelia did before going to school?

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4. Create a list of all the things Amelia had to do before going to school.

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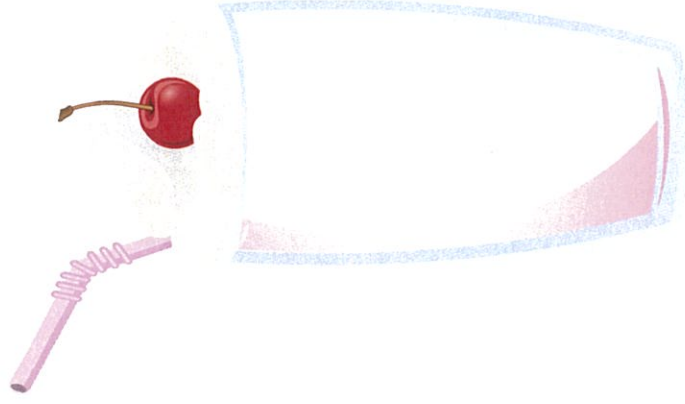
## Milkshake Mania!

"You can feel the excitement in the air," said business owner Mary Milkmaid. Today was the grand opening of Mary's Milk Bar.

"I will be serving the best milkshakes in the world!" declared Mary as she cut the ribbon at the official opening. Mary makes the milkshakes using 2 scoops of ice-cream, 3 shots of syrup and 2 cups of creamy milk. She says that she makes every milkshake with love and that it is the best milkshake you will ever have.

Travis was the first person to order a milkshake from the new milk bar. He decided to have a chocolate one. "I think chocolate is the best. I'm sure all of Mary's milkshakes are great though," he said as he slurped on his chocolate milkshake.

On the opening day, Mary sold one hundred and eight milkshakes. She declared the day a great success and couldn't wait to make more milkshakes tomorrow!



## Milkshake Mania!

- Write **F** for fact or **O** for opinion next to each statement.
  - \_\_\_ You could feel the excitement in the air.
  - \_\_\_ Today was the grand opening of Mary's Milk Bar.
  - \_\_\_ Mary's are the best milkshakes you will ever have!
  - \_\_\_ Travis was the first person to order a milkshake.
  - \_\_\_ Travis thinks chocolate is the best.
  - \_\_\_ Mary sold one hundred and eight milkshakes.

- "I will be serving the best milkshakes in the world!"

This statement is an opinion. Why do you think it is an opinion?

- Write a fact you know about milkshakes.
- Write an opinion you have about milkshakes.

## CRAZY CREATIVE CHALLENGE

Write an advertisement for Mary's Milk Bar.

Use both facts and opinions in your ad.

Write your facts in blue and your opinions in red.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Milkshake Mania!

1. Write **F** for fact or **O** for opinion next to each statement.

- \_\_\_ You could feel the excitement in the air.
- \_\_\_ Today was the grand opening of Mary's Milk Bar.
- \_\_\_ Mary's are the best milkshakes you will ever have!
- \_\_\_ Travis was the first person to order a milkshake.
- \_\_\_ Travis thinks chocolate is the best.
- \_\_\_ Mary sold one hundred and eight milkshakes.

2. *"I will be serving the best milkshakes in the world!"*

This statement is an opinion. Why do you think it is an opinion?

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3. Write a fact you know about milkshakes.

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4. Write an opinion you have about milkshakes.

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## Slip, Slop, Slap!

The sun's rays can be both beneficial and dangerous to your body. The sun's ultraviolet (UV) radiation is your best natural source of vitamin D. Vitamin D is important for healthy bones, muscles and teeth. However, the sun's UV radiation can also cause sunburn, damage to your eyes and skin cancer.

Whenever you are heading outside, it is important to be sun-smart. Some things that you can do to make sure you are protected from the sun's rays include:

- wearing sun protective clothing
- putting on some sunscreen
- wearing a wide-brimmed hat
- finding shade
- wearing sunglasses.

Once you are protected, you can enjoy lots of fun outdoor activities including sport, going to the beach, playing on a playground or even just walking outside to enjoy the outdoors.



## Slip, Slop, Slap!

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

4. Another good title for this text could be
  - a) The Weather.
  - b) The Sun and our Health.
  - c) How the Sun is Good for your Health.
  - d) Hot, Hot, Hot

## CRAZY CREATIVE CHALLENGE

Create a poster encouraging your classmates to be sun-smart.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Slip, Slop, Slap!

1. What is the main idea of this text?

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2. What are three details that support the main idea?

Detail 1: \_\_\_\_\_

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Detail 2: \_\_\_\_\_

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Detail 3: \_\_\_\_\_

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3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

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4. Another good title for this text could be

- a) The Weather.
- b) The Sun and Our Health.
- c) How the Sun is Good for your Health.
- d) Hot, Hot, Hot!



## Something Scary in the Night

"We're here!" yelled my brother Glenn.

After two hours of travelling in the car with my annoying brother, we finally pulled up behind the moving truck, full of our furniture.

I felt absolutely ecstatic! I ran as fast as I could to see my room, my very own room! No more sharing with the most annoying, loud and disgusting brother!

I skipped along the hallway to my room, opened the blinds and started to plan how I was going to decorate it. "Be careful of the monsters that come out at night," snarled Glenn as he stomped past my bedroom.

That night I lay on my bed, enjoying the peace and quiet. Suddenly, I heard a whooshing sound - like someone was walking past my bedroom. I thought it was strange, but kept looking around my beautifully decorated room.

Thump, thump, thump. I thought my mind was playing tricks on me. I heard footsteps that sounded like they were in my room. I stood up and walked over to my bedroom door. I couldn't see anything. I climbed back into bed, just in time to see a shadow slide past my bedroom door. I quickly hid under my blanket. My brother was right! I decided to...



## Something Scary in the Night

1. "We're here!" yelled my brother Glenn.

Where do you think they are? Why do you think this?

2. Who might the main character might be?

Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*

Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do? Why do you think this?

## CRAZY CREATIVE CHALLENGE

Draw a picture of your bedroom.

Write a list of things you would change in your bedroom.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Something Scary in the Night

1. *"We're here!" yelled my brother Glenn.*

Where do you think they are? Why do you think this?

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2. Who might the main character be?

Why do you think this?

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3. *No more sharing with the most annoying, loud and disgusting brother!*

Why do you think the main character describes their brother in this way?

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4. What do you think the main character decides to do?

Why do you think this?

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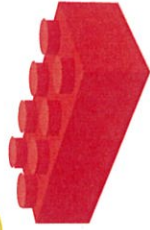


## The History of LEGO

**1930s** – Godtfred Kirk Christiansen starts making LEGO models in Denmark. The first LEGO model is a wooden duck.



**1950s** – LEGO spreads across the world from Denmark. The first LEGO kit is made. LEGO is made out of plastic.



**1940s** – The first LEGO BRICK is made out of wood. Primary colours are introduced to the design.

**1960s** – DUPLO is first made and LEGOLAND opens. There are now 218 different LEGO elements, 57 sets and 25 vehicles. Wooden LEGO toys are discontinued.

**1970s** – LEGO space is introduced and LEGO 'Minifigure' people are made. LEGO doors and windows are also made. A rabbit logo is introduced to the DUPLO brand.

**1980s** – The first LEGO World Cup building championship competition is held. A brick logo is introduced. LEGO celebrates its fifty years jubilee.

**1990s** – The LEGO brick is named one of the 'Products of the Century'. LEGO world shop opens on the internet. LEGO robotics are made. LEGO kids wear is launched. Guinness World Records are broken using LEGO.

**2010s** – The LEGO Movie premieres around the world. LEGO celebrates its 80th birthday. LEGO Friends is launched. LEGO is the world's 3rd largest toy manufacturer.

**2000s** – LEGO celebrates its 75th anniversary. The LEGO BRICK celebrates its 50th birthday. LEGO Clickits for girls is made.



## The History of LEGO

1. Who was the inventor of LEGO?  
What was his first LEGO model?
2. What was the LEGO BRICK originally made from?  
When did it begin to be made out of plastic?
3. When were LEGO 'Minifigure' people first made?  
What else was introduced during this decade?
4. When did The LEGO Movie premiere?
5. When did the LEGO BRICK celebrate its 50<sup>th</sup> birthday?

### CRAZY CREATIVE CHALLENGE

If you have LEGO or building blocks in your classroom, design and make an object out of LEGO.

If you do not have LEGO or building blocks, design a new logo for LEGO.

Name \_\_\_\_\_

Date \_\_\_\_\_

## The History of LEGO

1. Who was the inventor of LEGO?

What was his first LEGO model?

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2. What was the LEGO BRICK originally made from?

When did it begin to be made out of plastic?

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---

3. When were LEGO 'Minifigure' people first made?

What else was introduced during this decade?

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4. When did The LEGO Movie premier?

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5. When did the LEGO BRICK celebrate its 50th birthday?

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## Australia Day

On January 26 each year, we come together as a nation to celebrate how good it is to be Australian. We also identify some of the great things about our country.

We also remember Indigenous Australians and acknowledge them as the original owners of the land, before British settlement in 1788.

On Australia Day, some people from other countries who currently enjoy living in Australia, become Australian citizens. This takes place at special citizenship ceremonies.

Most people in Australia celebrate Australia Day by attending one of the many public events in their local community. These include concerts, fireworks, awards ceremonies and fundraising events.

On Australia Day, people like to display Australian flags outside their houses, or on their cars. It is a wonderful day to spend time with family and friends. Many people enjoy a traditional Australian barbeque on Australia Day.



## Australia Day

1. Using a mind map, identify some key words that summarise the main ideas from the Australia Day text.
2. If you were to explain to another person what Australia Day is, what would you tell them?
3. Why is Australia Day an important day to celebrate as a nation every year?
4. What are some of the ways people celebrate on Australia Day?

### CRAZY CREATIVE CHALLENGE

Design and create your own Australia Day menu for a barbeque lunch.

- ⊙ What food will you have?
- ⊙ What will be the theme?
- ⊙ How will you make sure it is 'Australian'?



Name \_\_\_\_\_

Date \_\_\_\_\_

## Australia Day

1. Using the mind map, identify some key words that summarise the main ideas from the Australia Day text.



2. If you were to explain to another person what Australia Day is, what would you tell them?

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3. Why is Australia Day an important Day to celebrate as a nation every year?

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4. What are some of the ways people celebrate Australia Day?

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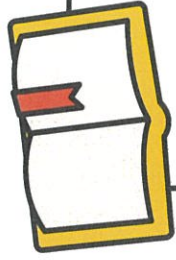
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# BOOK REVIEW



TITLE: \_\_\_\_\_  
AUTHOR: \_\_\_\_\_  
GENRE: \_\_\_\_\_  
TIME ERA: \_\_\_\_\_  
LOCATION: \_\_\_\_\_  
MAIN CHARACTERS: \_\_\_\_\_

*Favourite Character:*

Gender: \_\_\_\_\_

Age: \_\_\_\_\_

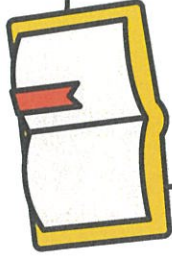
Close Relationships: \_\_\_\_\_

Explain why this character is your favourite:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Book summary:*

*Favourite part:*

# BOOK REVIEW



TITLE: \_\_\_\_\_  
AUTHOR: \_\_\_\_\_  
GENRE: \_\_\_\_\_  
TIME ERA: \_\_\_\_\_  
LOCATION: \_\_\_\_\_  
MAIN CHARACTERS: \_\_\_\_\_

*Favourite Character:*

Gender: \_\_\_\_\_  
Age: \_\_\_\_\_  
Close Relationships: \_\_\_\_\_  
Explain why this character is your favourite:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Book summary:*

*Favourite part:*

# Numeracy

1. 100 people attended a charity dinner.  $\frac{1}{4}$  of them paid \$40,  $\frac{1}{2}$  paid \$65 and the remaining guests paid \$92. How much money did the charity dinner raise?



2. 45 students and 2 teachers are at a pizza party. 23 students want 2 pieces of pizza and the remaining students and teachers want 3 pieces. Each pizza has 8 pieces. How many pizzas should they order?



3. It is 8.30 am. Kim is waiting for the 10.45 am bus. Buses arrive every 15 minutes. How many buses will Kim see before she leaves?



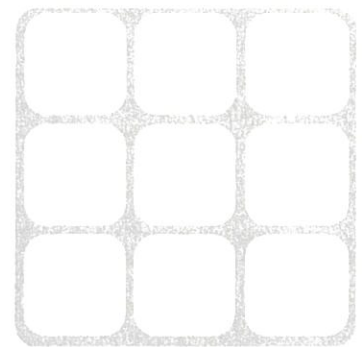
4. Lindsey caught the train from her house to the city. She went through 4 zones. Each zone costs \$3.35. How much did the whole trip cost her?



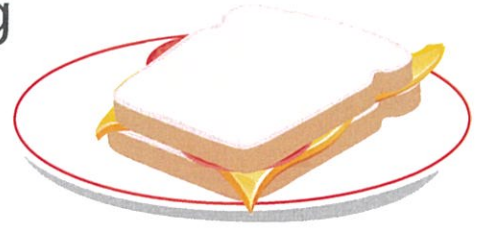
5. The airline bought 6 new planes for \$385 780 each. They had to spend \$12 000 on each plane to put their logo on the side. How much did they spend on the planes altogether?



6. Chloe was tiling her bathroom. She needed 105 tiles to complete the job. They come in boxes of 14. How many boxes does she need to order to make sure she has enough to tile her bathroom?



7. Alex needs 2.5 kg of ham to make sandwiches for his soccer team. The ham comes in 375 g packets. How many packets does he need to buy?



8. You bought a 12 month gym membership for \$418. How much do you need to pay per month?



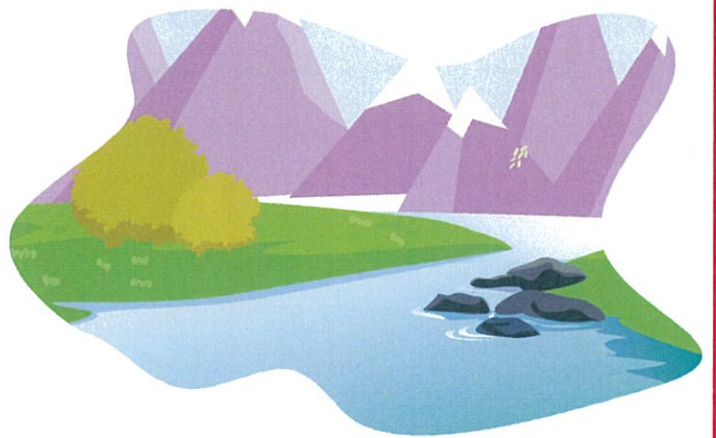
9. It is recommended that you drink 2 L of water every day. If your cup holds 210 ml, how many cups of water would you need to drink to have 2 L?



10. Sandy needs 14 ml of milk to make one cupcake. How much milk does she need to make 45 cupcakes?



11. 9 friends were paid \$385 to clean up the local lake. How much does each person receive?



12. You are holding a party and you will need 35 cups. Is it better value to buy a packet of 40 cups for \$8.00 or 7 packets of 5 cups for \$1.20 each?





13. 4 boys weigh 165 kg combined. If two of the boys weigh 92 kg combined and another boy weighs 34 kg, what does the fourth boy weigh?



14. The local soccer club is looking to purchase new balls for their 192 players. They need 5 balls for every 20 players. How many balls do they need?



15. The average distance from the Earth to the Moon is 384 000 km. The length of a marathon is 42 km. If you could run from the Earth to the Moon, how many marathons would you have run?



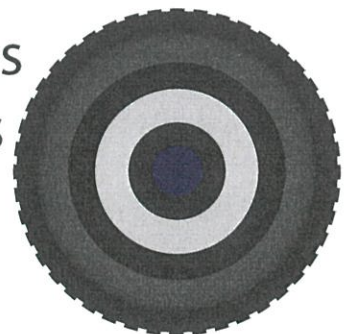
16. On average, 4 babies are born every second world-wide. How many babies are born every 10 minutes?



17. Crack the code! The first number is 1.5 times the second number. The third number is one third of the first number. The fourth number is 2, which is one third of the value of the second number.



18. Your car's wheels rotate 600 times per km. If your car needs new tyres every 50 000 km, how many times will your tyres rotate before they need to be replaced?

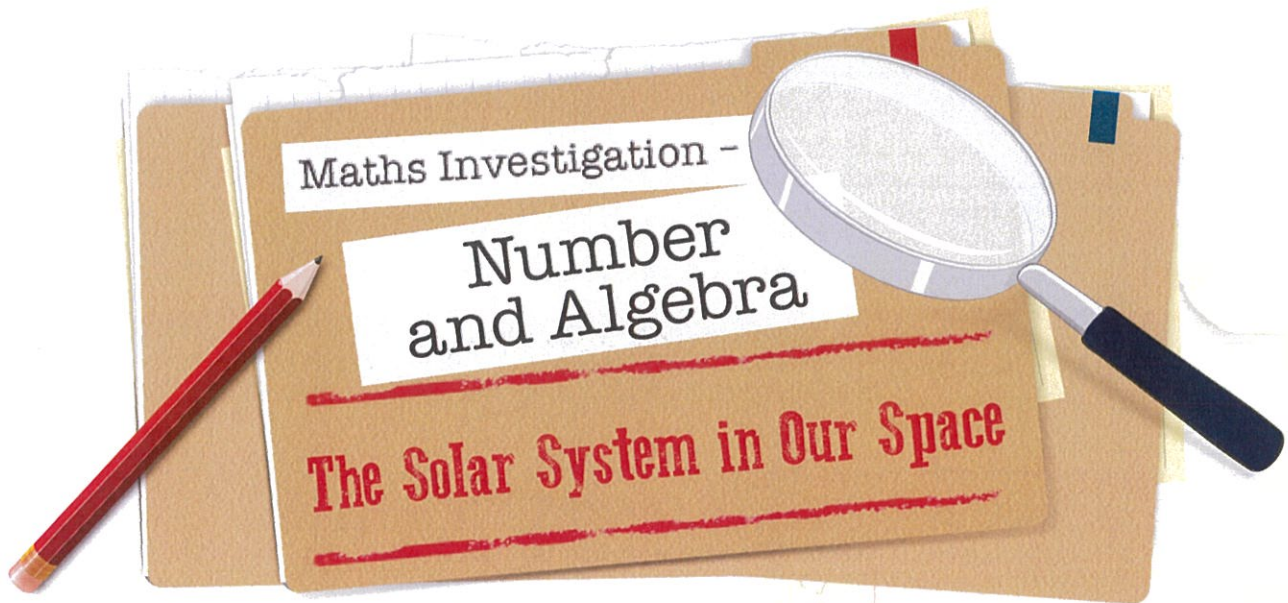


19. Neil loves running! He runs 8 km every week. After running 190 km, his shoes need to be replaced. How often does Neil replace his shoes?



20. Ralph eats 2 bowls of food each day. If a bowl contains 400 g of dog food and a bag of dog food contains 20 kg, how often does Ralph need a new bag of dog food?





## The Scenario

Science Week is coming up soon and Miss Celestial wants her class to make a scale model of the solar system in their classroom. This means that the size of the planets and their distances from the sun will be relative to the size of the sun used in the model. Miss Celestial started doing some calculations to find out the sizes and distances required but she is becoming concerned that the model might not be able to fit in the classroom! She needs some help to make the final calculations in order to find out if her dream can become a reality!



## The Procedure

1. Calculate the diameters of the planets using the provided information and formula.
2. Calculate the relative distances from the sun for the model in the same way.
3. Write a statement to Miss Celestial detailing whether or not the model can be made inside the classroom and the reasons why/why not.

## The Task

Calculate the scale model's relative distances from the sun and planet diameters using the dimensions and formulae provided.



## The Materials

- Calculator
- A lead pencil
- An eraser

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Solar System in Our Space

1. Miss Celestial wants to use a model of the sun that is 18cm in diameter. The real sun has a diameter of 1 400 000 km. Using these two numbers and her brilliant knowledge of mathematics, Miss Celestial now knows she can find the size that her model planets need to be (in cm), by multiplying the real diameter by 0.0000129.

Calculate the diameters of the planets for the model by completing the table below. Round up/down the cm measurements to two decimal places.

Planet	Diameter of planet (km)	Equation = Diameter of planet x 0.0000129	Diameter of model planet (cm)	Diameter of model planet (mm)
Mercury				
Venus				
Earth				
Mars				
Jupiter				
Saturn				
Uranus				
Neptune				



## The Solar System in Our Space Investigation - Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

2. Miss Celestial discovered that to calculate the distances that the model planets will need to be from her model sun (in metres), all she needs to do is divide the number of the real distance, in millions of kilometres, by 7.8. For example, if a planet was 50 million km from the sun, the equation would be  $50 \div 7.8$ . This planet would have to be 6.41 m from the model sun.

Calculate the relative distances of the planets from the sun for the model by completing the table below. Round up/down the metre measurements to two decimal places.

Planet	Average distance from the sun (millions of km)	Equation = Distance from the sun (millions of km) $\div$ 7.8	Distance from sun for model planet (m)
Mercury			
Venus			
Earth			
Mars			
Jupiter			
Saturn			
Uranus			
Neptune			



## The Solar System in Our Space Investigation - Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

3. Write a statement for Miss Celestial detailing whether or not it is possible to make a scale model of the solar system inside the classroom. Make general statements about the data you collected to support your statement. Suggest whether making the model sun bigger or smaller would be helpful.

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# PANDORA'S PARTY PALACE

## Snacks

\$5.95

Potato Chips  
10 packets  
per pack



\$3.25

Sultanas  
6 boxes per pack



\$5.50

Popcorn  
10 packets  
per pack



## Lunch Items

\$4.00

Chicken Nuggets  
20 pieces  
per box



\$8.00

Mini Pizzas  
6 pizzas per box



25%  
OFF

\$20.00

Sushi  
20 rolls per pack



## Sweet Treats

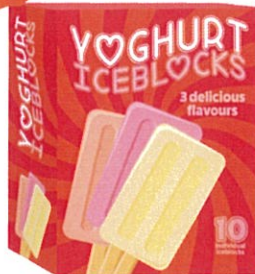
\$3.50

Chocolate Cupcakes  
10 per box



\$5.99

Yoghurt Iceblocks  
10 per box



\$2.18

Lollipops  
Pack of 12



## Drinks

\$2.75

Water  
6 x 250 mL  
bottles



\$10.75

Lemonade  
10 x 375 mL bottles



\$5.50

Juice  
6 x 250 mL boxes





# PANDORA'S PARTY PALACE

## Decorations

\$1.89

Party Hats  
5 hats  
per pack



\$2.80

Balloons  
20 per pack



\$2.10

Streamers  
2 rolls per pack



\$2.40

Bunting  
1 x 3 m pack



\$1.68

Party Poppers  
10 per pack



\$3.20

Party Blowers  
10 per pack



## Serving Supplies

\$2.50

Paper Plates  
20 plates per pack



\$3.00

Paper Cups  
25 cups  
per pack



\$1.10

Straws  
Box of 50



10%  
OFF

\$2.80

Plastic Tablecloth  
1 per pack



\$1.50

Serviettes  
100 per pack



\$4.50

Wet Hand Wipes  
100 wipes  
per tub



Decorations and Serving Supplies

## PANDORA'S PARTY PALACE

Lucy is buying some sweet treats for a party. She needs at least 80 sweet treats, but she doesn't want more than 100.

What combinations of sweet treats could Lucy buy for the party?

List some possibilities.

Calculate the total cost of the sweet treats for Lucy's party.



## PANDORA'S PARTY PALACE

Taylor's class was having an end-of-year party. Taylor was asked to bring the drinks. His budget for the drinks was \$40.

What combinations of drinks could Taylor buy for the class party?

List some possibilities.

Check that the drinks don't cost more than \$40.



## PANDORA'S PARTY PALACE

Mario is planning a pizza party for his birthday. He needs 36 mini pizzas to feed his friends.

How many boxes of mini pizzas does Mario need to buy?

Calculate the total cost of the mini pizzas for Mario's birthday party.



## PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 5 packs of popcorn to share with her friends.

How many snack-size popcorn packets did Amy have at her movie night?

Calculate the total cost of 5 packs of popcorn.



## PANDORA'S PARTY PALACE

Mrs Small bought some party decorations for a surprise party for her class.

Mrs Small bought:

- 6 packs of streamers
- 4 packs of bunting
- 3 packs of party blowers.

How much did Mrs Small spend on decorations for the party?



## PANDORA'S PARTY PALACE

Daniel and his family were going on a picnic with his cousins. Daniel's family was asked to bring the paper plates, cups and serviettes.

If there were 55 people were going to the picnic, how many packs of paper plates, cups and serviettes did Daniel's family have to buy?

How much did Daniel's family spend on serving supplies?



## PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 6 pieces of sushi and 6 chicken nuggets.

If Sam invited 12 guests, how many boxes of chicken nuggets and packs of sushi did he need to buy?

Calculate the total cost for Sam's party food.



## PANDORA'S PARTY PALACE

As a special treat, Mr Wright wants to buy his class lollipops.

If there are 32 children in the class, calculate for Mr Wright:

- the total number of packs of lollipops
- the total cost of the lollipops.



## PANDORA'S PARTY PALACE

Coach Carter needs enough bottles of water to give one to each player for the soccer gala day.

If 63 players are attending the soccer gala day, how many six packs of water should Coach Cater buy?

Calculate the total cost for the water.



## PANDORA'S PARTY PALACE

Class 6A was having a cake stall to raise money for some new play equipment. They bought 14 boxes of cupcakes from Pandora's Party Palace and sold each cupcake at the stall for 50 cents.

Calculate:

- the total cost of the cupcakes
- the total profit made from the cake stall.



## PANDORA'S PARTY PALACE

Naomi wants to decorate her house with bunting to welcome her grandparents back from an overseas trip.

Naomi needs 14 m of bunting to decorate the house.

Calculate how many packs of bunting Naomi must buy and the total cost of the bunting.



## PANDORA'S PARTY PALACE

As part of their end-of-school year celebration, Principal Jones bought yoghurt ice blocks for every child in the school.

If there were 472 students in the school, how many boxes of yoghurt ice blocks did Principal Jones buy?

Calculate the total cost for the ice blocks.



## PANDORA'S PARTY PALACE

For a science experiment, Professor Paleo needed 180 balloons and 360 paper cups.

Calculate for the experiment:

- the total packs of balloons
- the total packs of paper cups
- the total cost for the balloons and cups.



## PANDORA'S PARTY PALACE

On the weekend, Jenny had a party for her 12th birthday. Calculate the total cost if Jenny bought:

- 3 packs of balloons
- 4 packs of streamers
- 5 packs of bunting
- 4 boxes of yoghurt ice blocks
- 10 boxes of chicken nuggets
- 5 packs of popcorn
- 10 bottles of lemonade.



## PANDORA'S PARTY PALACE

To help celebrate New Year's Eve, Lilly bought some decorations from Pandora's Party Palace. Her budget for decorations was \$100.

What combinations of decoration could Lucy buy for New Year's Eve?

List some possibilities, and then calculate the total cost Lilly spent on decorations.



## PANDORA'S PARTY PALACE

You have been given a budget of \$200 to organise your own party, using items from Pandora's Party Palace.

After deciding on how many guests you will invite, make a list of the items you will buy and their total costs.

Calculate the total cost of the party to check that you have come in under budget.





## The Scenario

A popular home renovation show is holding a design competition. School children around the country have been asked to submit designs for a colourful floor rug to be featured in a newly-renovated home. Your class has decided to enter. If your class design is chosen, it will be made into a rug and then featured on the show. Your teacher has asked each student in your class to submit a design for the floor rug. The class will then vote on the best design. The most popular design will be entered into the competition.

## The Task

Design a colourful floor rug to be entered into the home renovation show's design competition. Follow the competition rules, set out below.

## Competition Rules

The producers of the television show have written the following list of competition rules:

- All floor rug designs must be submitted on the template provided. The template is a large rectangle, consisting of six rows of smaller squares, with four squares in each row (24 squares all together).
- Only primary and secondary colours may be used in the design. These colours are red, blue, yellow, purple, orange and green. Each of these colours must be used at least once on the design.
- Colours should be placed thoughtfully to create a pattern. Designs that do not display any kind of colour pattern will be disqualified.
- All squares on the floor rug design must be coloured with at least one colour. A maximum of two colours is allowed in each square. The number of squares per colour must add to a whole number.
- All competitors must provide a mathematical analysis of their floor rug design, using the worksheets provided. This will assist the producers to order coloured fabrics for the winning design.



## The Procedure

### 1. Check your understanding of the task

Carefully read through the task and the list of competition rules. If there are any instructions that you do not understand, ask your teacher to explain them to you.

### 2. Plan your design

Plan a colourful design for your floor rug. A blank template is provided for you. Remember, according to the competition rules, the placement of colours must create a pattern.

### 3. Check your design

Reread the list of competition rules. Carefully check that you have designed your floor rug in accordance with these. Make sure that your design has not broken any of the competition rules, either!

### 4. Create your floor rug

Draw and colour your floor rug design using the second blank template.

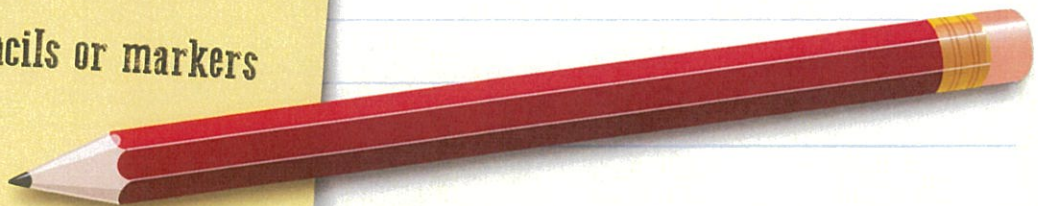
### 5. Analyse your design

Use your knowledge and understanding of fractions to answer a series of questions about your floor rug design.

**6.** Present your design to the class. Explain how you met all of the competition rules. As a class, vote on each floor rug to determine the most popular design.

## The Materials

- Two blank rug templates
- A lead pencil
- coloured pencils or markers
- A ruler



FLOOR RUG  
TEMPLATE -  
DRAFT


FLOOR RUG  
TEMPLATE -  
FINAL




Name \_\_\_\_\_

Date \_\_\_\_\_

## Recording and Analysing

1. Count how many squares of each colour appear on your floor rug design.  
Record your answer for each colour as a fraction of the whole rug.

red: \_\_\_\_\_

blue: \_\_\_\_\_

yellow: \_\_\_\_\_

purple: \_\_\_\_\_

orange: \_\_\_\_\_

green: \_\_\_\_\_

2. Place the fractions for each colour in ascending order.

\_\_\_\_\_

3. Use any strategies that might help you (finding equivalent fractions, segmenting, estimation) to place each fraction from Question 1 on the number line.  
Write each fraction in the colour it represents.



4. Use  $<$ ,  $>$  or  $=$  to make these statements true for your floor rug design.

a) red \_\_\_\_\_ yellow

f) purple \_\_\_\_\_ yellow

b) blue \_\_\_\_\_ purple

g) blue \_\_\_\_\_ red

c) yellow \_\_\_\_\_ orange

h) yellow \_\_\_\_\_ purple

d) purple \_\_\_\_\_ green

i) blue \_\_\_\_\_ orange

e) green \_\_\_\_\_ orange

j) red \_\_\_\_\_ green



## Fractions Investigation - Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

5. Use the fractions you created in Question 1 to answer the following addition questions, based on your floor rug design.

Show your working.

Simplify your answers.

a) red + blue + yellow =	b) purple + orange + green =
c) red + yellow + orange =	d) blue + purple + green =

6. Use the fractions you created in Question 1 to answer the following subtraction questions, based on your floor rug design.

Show your working.

Simplify your answers.

a) whole rug - primary colours =	b) whole rug - secondary colours =
c) greatest fraction - smallest fraction =	d) a primary colour - a secondary colour =



Name \_\_\_\_\_

Date \_\_\_\_\_

## Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

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2. Did you face any challenges during the investigation? If so, how did you overcome them?

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3. How do you feel about your rug design? Is there anything you would change if you repeated the task?

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4. What new knowledge and skills did you learn by completing this investigation?

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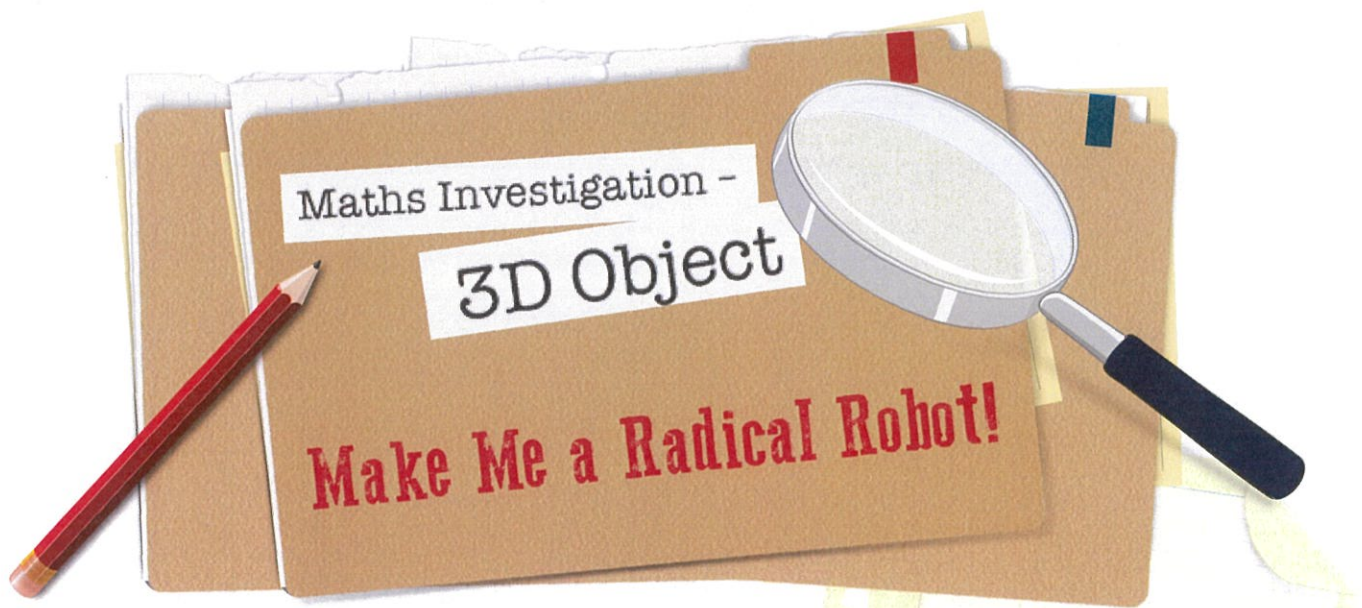
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5. Circle the statement that best suits how you feel about fractions after completing this investigation.

- a) I feel very confident working with fractions.
- b) My understanding of fractions is improving.
- c) I still need some help when working with fractions.





## The Scenario

Tommy from Tommy's Toy Treasure Trove (your local toy store) is feeling rather bored with the toys in his shop. He wants to design a new and interesting toy robot that children will desperately want to buy. The problem is, he doesn't have any ideas!

To help him find some inspiration, Tommy is holding a competition for the children of the town to design a new and exciting toy robot. Tommy will choose the best design, create the new toy in his factory, then sell the product in his toy store.

You have decided to enter Tommy's competition.

## The Task

Design and create a 3D robot that children will love to be entered in Tommy's design competition.

Follow the competition submission rules and the size and shape guidelines, set out below.

## Competition Submission Rules

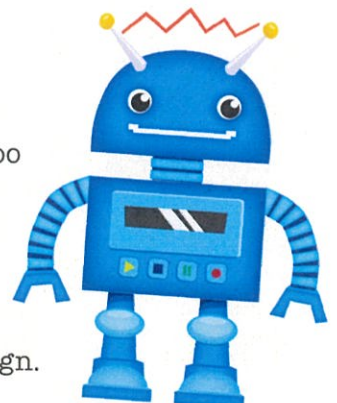
Tommy has asked that each competition entry submits the following:

- A labelled, 2D diagram of the design (drawn to scale), which shows the various features of the robot.
- A materials matrix which explains which materials should be used for each part of the robot.
- A coloured, 3D model of the robot which shows what the finished product might look like.
- A persuasive poster to be displayed at Tommy's, convincing parents to buy the robot for their children.

## Size and Shape Guidelines

Tommy is looking for a new, fun and creative toy, so he doesn't want to set too many design restrictions. However, he has set down the following size and shape guidelines for the competition:

- Tommy would like the robot to be no taller than 30 centimetres.
- Tommy would like to see both prisms and pyramids used in the design.
- Tommy would like to see at least five different 3D objects used in the design.



## The Procedure

### 1. Check your understanding of the task

Carefully read through the task, the list of competition submission rules and the size and shape guidelines. If there are any instructions that you do not understand, ask your teacher to explain them to you.

### 2. Brainstorm some possible robot designs and create a design overview

Using the brainstorming worksheet, play around with some possible designs. Don't worry if your ideas seem a little crazy! After the brainstorm, record your best ideas on the design overview template.

### 3. Draw a labelled, 2D diagram of your design (drawn to scale)

Draw a detailed representation of your design idea on the worksheet provided. Label any special features on the diagram and explain their function e.g. when you press this button, the robot's eyes flash.

### 4. Complete the materials matrix

Consider which materials should be used for each part of your robot. Complete the materials matrix provided to explain to Tommy which materials should be used for each part of the robot and why.

### 5. Draw and construct the nets required to create your model

Draw, colour and construct the nets of the 3D objects required to build your model. Ensure that the size of the nets corresponds with the size of the 3D objects that you will need.

### 6. Build your 3D robot model

Construct a model of your robot by joining all your nets together. Add any additional features to the outside of the model as necessary e.g. switches, buttons, knobs.

### 7. Plan and create your persuasive poster

Tommy's goal is to sell, sell, sell! Plan and create a persuasive poster to hang in his store to convince parents to buy this new and interesting toy for their children. Don't forget to use persuasive devices!

### 8. Present your design

Present your diagram, model and poster to the class. Explain how you met the competition submission rules and the size and shape guidelines.

## The Materials

- Cardboard
- Coloured markers or paint
- Scissors
- Adhesive supplies  
(glue, tape, blu-tac)



Name \_\_\_\_\_

Date \_\_\_\_\_

## Design Brainstorm

In the space below, record some ideas for your robot design. You might like to think about:

- the size of your robot
- the 3D objects that will make up your robot
- the colours or patterns on your robot
- the materials your robot will be made from
- the new, fun and interesting features your robot will have.



**My Radical Robot:  
Design Ideas**



Name \_\_\_\_\_

Date \_\_\_\_\_

## Design Overview

Use the template below to record the key features of your radical robot design.

Size (in cm)	3D Objects
Height:  Width:  Arms/Legs:	Prisms:  Pyramids:
Colours and Patterns	Materials
Fun Features	Simple Design Sketch



Name \_\_\_\_\_

Date \_\_\_\_\_

## 2D Diagram

In the box below (or on a separate page), draw a two-dimensional diagram of your radical robot design. You will need to:

- use an appropriate scale, according to the measurements you have decided upon
- label the special features of your design and briefly explain their function
- colour your design according to the colours you have decided upon.



Scale: \_\_\_\_\_ = \_\_\_\_\_





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

## Materials Matrix

Carefully consider which manufacturing materials should be used for each part of your robot. Complete the materials matrix to explain to Tommy which materials should be used for each part of your robot and why.

Part of robot	Choice of material	Reason for choice

Name \_\_\_\_\_

Date \_\_\_\_\_

## Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

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2. Did you face any challenges during the investigation? If so, how did you overcome them?

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3. How do you feel about your robot design? Is there anything you would change?

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4. What new knowledge and skills did you learn by completing this investigation?

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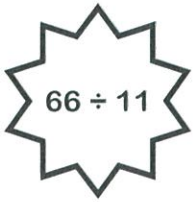
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5. Circle the statement that best suits how you feel about working with 3D objects.

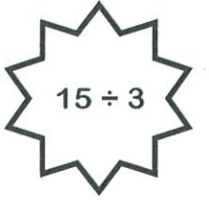
- a) I feel very confident working with 3D objects.
- b) My understanding of 3D objects is improving.
- c) I still need some help when working with 3D objects.



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



# Division Colour Fun!



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

4 ÷ 2

70 ÷ 7

70 ÷ 10

40 ÷ 5

8 ÷ 2

40 ÷ 5

66 ÷ 6

54 ÷ 9

18 ÷ 6

54 ÷ 9

35 ÷ 7

15 ÷ 3

15 ÷ 3

8 ÷ 2

8 ÷ 2

70 ÷ 7

8 ÷ 2

35 ÷ 7

35 ÷ 7

3 ÷ 3

108 ÷ 12

8 ÷ 2

8 ÷ 2

70 ÷ 7

8 ÷ 2

15 ÷ 3

15 ÷ 3

35 ÷ 7

54 ÷ 9

54 ÷ 9

8 ÷ 2

8 ÷ 2

40 ÷ 5

40 ÷ 5

70 ÷ 10

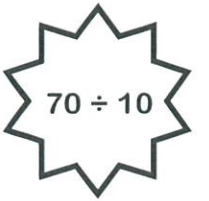
70 ÷ 7

8 ÷ 2

8 ÷ 2

40 ÷ 5

- |              |          |                |
|--------------|----------|----------------|
| 1 white      | 5 red    | 9 brown        |
| 2 black      | 6 pink   | 10 light blue  |
| 3 dark green | 7 orange | 11 light green |
| 4 purple     | 8 yellow | 12 brown       |

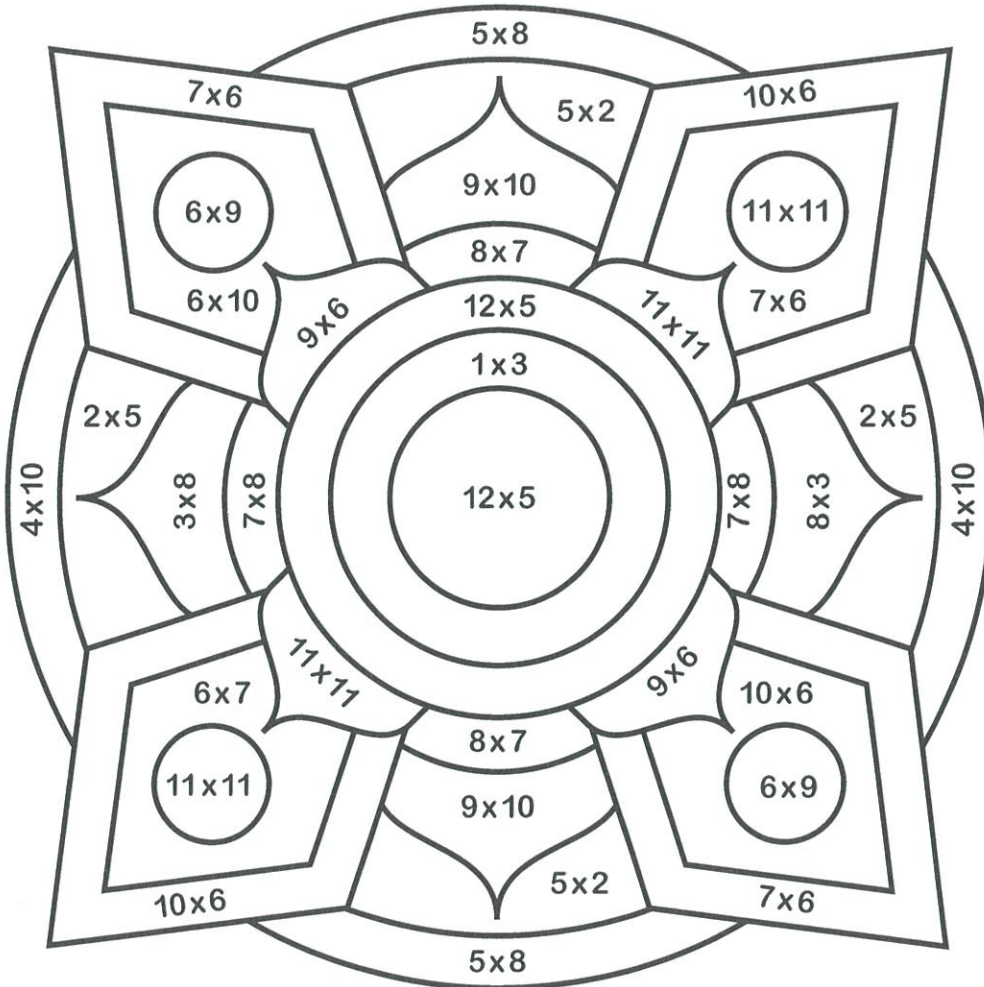


Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 1 to 12 x Colour Fun!

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

12 x 2



3 white

40 orange

90 pink

8 black

42 dark blue

60 light blue

10 yellow

54 dark green

121 light green

24 red

56 purple

144 brown

## FITNESS TIMETABLE



Fill in the timetables below to show how you are keeping active each day.

For example: 20 star jumps, stretching, yoga

### Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity					
Duration					

### Week Two

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity					
Duration					

## Useful Online Websites

The following online learning links will support your learning.

- **Epic!**

[www.getepic.com](http://www.getepic.com)

- **Study Ladder – Individual log in for set work**

[www.studyladder.com.au](http://www.studyladder.com.au)

- **Scholastic Learning at Home**

<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

- **IXL Maths Year 5**

<https://au.ixl.com/math/year-5>

- **IXL Maths Year 6**

<https://au.ixl.com/math/year-6>

- **IXL English Year 5**

<https://au.ixl.com/ela/year-5>

- **IXL English Year 6**

<https://au.ixl.com/ela/year-6>

- **Kahoot!**

[www.kahoot.com/home](http://www.kahoot.com/home)

- **SPLASH Learn**

[www.splashlearn.com](http://www.splashlearn.com)

- **Prodigy**

[www.prodigygame.com](http://www.prodigygame.com)

- **Go Noodle**

[family.gonoodle.com](http://family.gonoodle.com)

- **ABCYA**

[www.abcya.com](http://www.abcya.com)

- **Storyline Online**

[www.storylineonline.net](http://www.storylineonline.net)



- **Behind the News**

<https://www.abc.net.au/btn/>

- **National Geographic for Kids**

<https://www.natgeokids.com/au/>

# Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle



Try some origami

Create an obstacle course

Bake or cook something

Learn a magic trick

Paint or draw a picture



Make a joke book

Take photos of 10 living things



Build a blanket fort

Plan and hold a picnic

Make your own kite

Try a new board game



Play indoor mini-golf



Play Limbo

Write a letter to your future self

Potato sack race with pillow cases

Hold a tea-party



Make a time capsule

Hold a Karaoke concert



Play hide and seek

Open a pretend store

Blindfolded taste test

Look at photo albums

Have a paper plane contest



Play Pictionary

Play dress up



Play Restaurant

Try Yoga

Make a shoebox diorama

Learn a new card game



Put on a play

Make or play an instrument



Create a treasure hunt

Write or recite poem

Have a talent show

Make handmade presents

Choreograph a dance



Read a new book from the library

Play water bottle bowling

Play life-size Noughts and Crosses

Build the tallest tower



## Online digital resources and activities for K-6

The following are addresses to department and external content to support students. Some resources are available online but suitable for independent offline learning. The websites are suitable for a range of grades.

You will need to select those that are at your grade level.

**Parents are reminded to supervise their child while online and when using the internet.**

<a href="https://readingeggs.com.au">https://readingeggs.com.au</a>	<a href="https://www.starfall.com/h/">https://www.starfall.com/h/</a>
<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	<a href="https://www.kidsnews.com.au/news">https://www.kidsnews.com.au/news</a>
<a href="https://thekidshouldseethis.com/">https://thekidshouldseethis.com/</a>	<a href="https://www.spellingcity.com/">https://www.spellingcity.com/</a>
<a href="https://www.literacyshed.com/home.html">https://www.literacyshed.com/home.html</a>	<a href="https://schoolsequella.det.nsw.edu.au">https://schoolsequella.det.nsw.edu.au</a>
<a href="https://education.abc.net.au/home#!/resources/-/mathematics">https://education.abc.net.au/home#!/resources/-/mathematics</a>	<a href="https://nrich.maths.org/">https://nrich.maths.org/</a>
<a href="https://www.geogebra.org/">https://www.geogebra.org/</a>	<a href="https://www.rga.org.au/">https://www.rga.org.au/</a>
<a href="https://csunplugged.org/en/">https://csunplugged.org/en/</a>	<a href="https://australianmuseum.net.au/learn/teachers/learning/">https://australianmuseum.net.au/learn/teachers/learning/</a>
<a href="https://www.geogspace.edu.au/">https://www.geogspace.edu.au/</a>	<a href="https://www.achistoryunits.edu.au/">https://www.achistoryunits.edu.au/</a>
<a href="https://www.nationalgeographic.org/education/resource-library">https://www.nationalgeographic.org/education/resource-library</a>	<a href="https://classroom.antarctica.gov.au/">https://classroom.antarctica.gov.au/</a>
<a href="https://www.youtube.com/watch?v=8Pc8mY5DNZA">https://www.youtube.com/watch?v=8Pc8mY5DNZA</a>	<a href="https://www.sportaus.gov.au/p4l">https://www.sportaus.gov.au/p4l</a>
<a href="https://www.projectfirestorm.com.au/">https://www.projectfirestorm.com.au/</a>	<a href="https://www.natgeokids.com/au/category/kids-club/">https://www.natgeokids.com/au/category/kids-club/</a>
<a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a>	<a href="https://ed.ted.com/">https://ed.ted.com/</a>
<a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>	<a href="https://www.prodigygame.com/">https://www.prodigygame.com/</a>
<a href="http://www.getepic.com">www.getepic.com</a>	<a href="https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.htm">https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.htm</a>
- IXL Maths Year 4 <a href="https://au.ixl.com/math/year-3">https://au.ixl.com/math/year-3</a>	<a href="https://au.ixl.com/math/year-4">https://au.ixl.com/math/year-4</a> IXL English Year 3
- IXL English Year 4 <a href="https://au.ixl.com/ela/year-3">https://au.ixl.com/ela/year-3</a>	<a href="https://au.ixl.com/ela/year-4">https://au.ixl.com/ela/year-4</a> Kahoot!
<a href="http://www.kahoot.com/home">www.kahoot.com/home</a>	- SPLASH Learn <a href="http://www.splashlearn.com">www.splashlearn.com</a>
- Prodigy <a href="http://www.prodigygame.com">www.prodigygame.com</a>	- Go Noodle <a href="http://family.gonoodle.com">family.gonoodle.com</a>
- ABCYA <a href="http://www.abcya.com">www.abcya.com</a>	- Study Ladder <a href="http://www.studyladder.com.au">www.studyladder.com.au</a>
- Storyline Online <a href="http://www.storylineonline.net">www.storylineonline.net</a>	- Behind the News <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a>



Resource	Stage of schooling	EAL/D phase	Overview
<a href="#">Bilingual dictionaries</a>	Upper primary and secondary	All	Available in 32 languages.
<a href="#">Picture dictionary for ESL beginners</a>	Upper primary and secondary	Beginning, Emerging	An interactive resources which allows students to see and hear commonly used words with English pronunciation.
<a href="#">ABC Learn English</a>	Secondary	Developing, Consolidating	Engagement with language on a range of everyday topics and grammar.
<a href="#">ABC Education</a>	Primary and secondary	All	Curriculum linked resources across all key learning areas.
<a href="#">SBS The Boat book The Boat resources</a>	Year 11	Developing, Consolidating	Stage 6 English EAL/D Year 11 Focus on Reading module. Must be teacher guided – can be via online platforms.
<a href="#">SBS Learn</a>	Middle primary, upper primary and secondary	Developing, Consolidating	Videos on a range of topics to support teaching and learning.
<a href="#">BBC Bitesize (UK)</a>	Primary and secondary	All	Games, activities and videos
<b>Resource</b>	<b>Stage of schooling</b>	<b>EAL/D phase</b>	<b>Overview</b>
	secondary		across a range of subjects and topics.
<a href="#">Learn English Kids</a>	Primary	All	Videos and activities across the modes of reading, writing, speaking and listening.
<a href="#">ESL for beginners</a>	Primary	Beginning	12 modules based on social and everyday language including greetings and numbers.
<a href="#">Unite for literacy</a>	Lower primary	Beginning, Emerging, Consolidating	Online readers with options for text to be read aloud in English and other languages.
<a href="#">Khan Academy</a>	Primary and secondary	All	Free online learning courses in Mathematics, Science and English.
<a href="#">Membean</a>	Upper primary and secondary	Developing and consolidating	Vocabulary teaching resource which focuses on morphemes and etymology of words.
<a href="#">Storyline online</a>	Primary	Emerging, consolidating, developing	Storybooks read aloud with simple animations.

## Online resources for EAL/D learners

EAL/D teaching and learning focuses on students learning English in context and across the curriculum so that they acquire the English language skills relevant to each content area. To complement school based learning, a list of useful web based resources have been provided below. Each resource contains a link, the appropriate stage of school, a brief overview and the EAL/D phase of students that would be able to utilise the resource.