

# Plattsburg Public School

Learning from Home

Term 4 Week 1

(Tuesday 5th October – Friday 8th October)

## KC Watermelons



# Guided Learning Packages - Term 4 Week 1 timetable

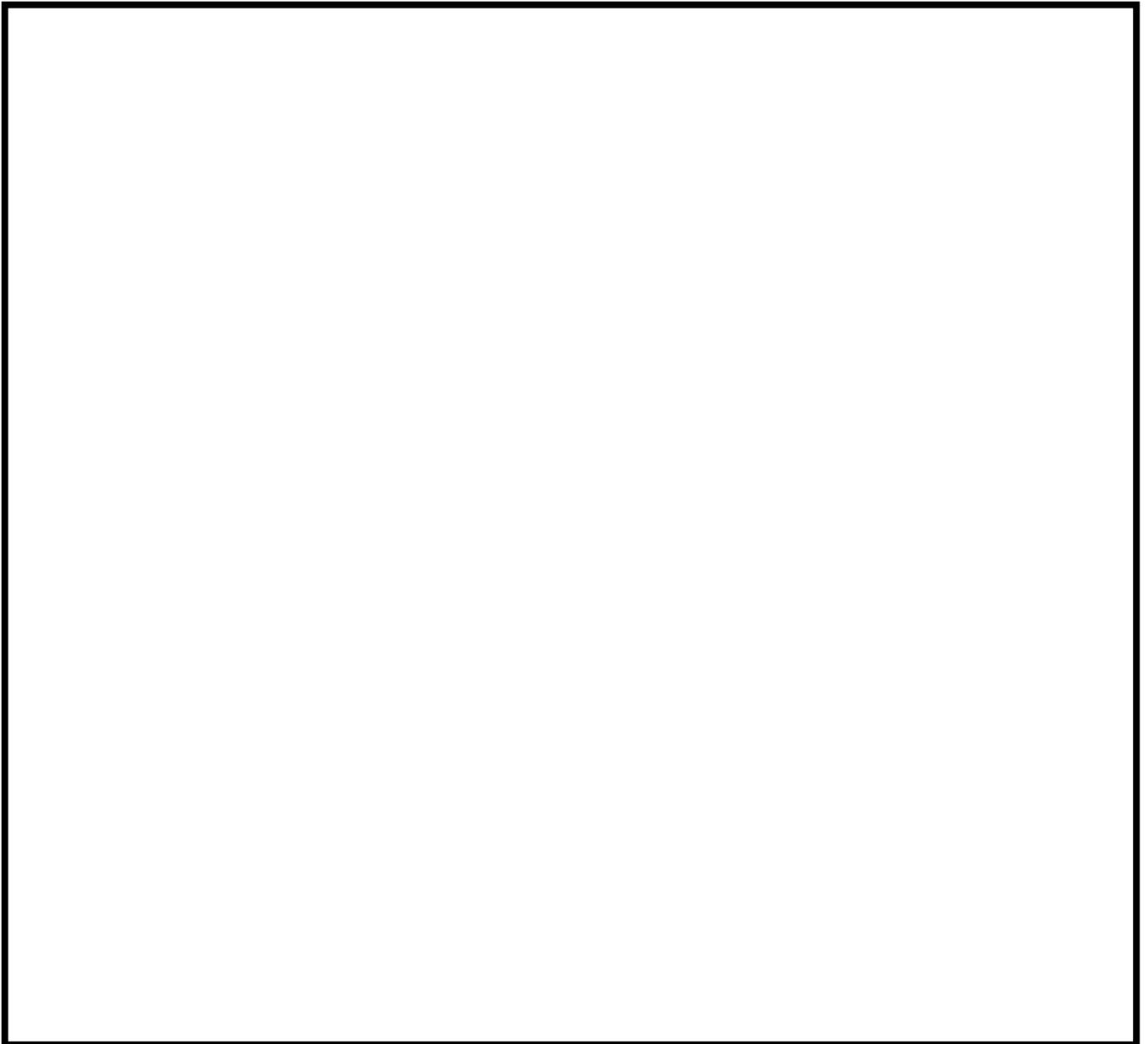
Care and connect	Care and connect	Care and connect	Care and connect
English – Character 'Belinda' by Pamela Allen Outcomes: ENe-1A ENe-2A ENe-4A ENe9-B <b>Links:</b> <a href="#">Belinda</a>	English – Character 'Alexander's Outing' by Pamela Allen <b>Outcomes:</b> ENe-1A ENe-4A ENe-9B <b>Links:</b> <a href="#">Alexander's outing</a>	English – Character 'Big Rain Coming' by Katrina Germein <b>Outcomes:</b> ENe-2A ENe-4A ENe-9B <b>Links:</b> <a href="#">Big rain coming</a>	English – Character 'There's a sea in my bedroom' by Margaret Wild <b>Outcomes:</b> ENe-2A ENe-4A ENe-9B <b>Links:</b> <a href="#">There's a sea in my bedroom</a> <a href="#">Let's write sentences together</a>
Phonics – Outcomes: ENe-4A ENe-5A <b>Links:</b> <a href="#">G O C K lesson 1</a>	English – Character Comic strip <b>Outcomes:</b> ENe-2A ENe-4A ENe-9B <b>Links:</b> <a href="#">How to make a comic strip</a>	Sight words – <b>Outcomes:</b> ENe-4A ENe-3A ENe-5A <b>Links:</b> <a href="#">Her, his</a>	Phonics - <b>Outcomes:</b> ENe-4A ENe-5A <b>Links:</b> <a href="#">G O C K- lesson 2</a>
Writing – Outcomes: ENe-2A ENe-3A ENe-5A ENe-7B ENe-9B	Handwriting - <b>Outcomes:</b> ENe-3A ENe-4A <b>Links:</b> <a href="#">Focus letter: gG</a>		
<a href="#">Brain break</a>	<a href="#">Brain break</a>	<a href="#">Brain break</a>	<a href="#">Brain break</a>

<p>Mathematics – Basketball toss</p> <p>Outcomes: MAe-1WM MAe-3WM MAe-4NA MAe-10MG MAe-17SP</p> <p><b>Links:</b> <a href="#">Basketball toss</a> <a href="#">Basketball toss challenge</a></p>	<p>Mathematics – Let’s talk 3 – Part 1</p> <p><b>Outcomes:</b> MAe-1WM MAe-2WM MAe-3WM MAe-4NA MAe-5NA</p> <p><b>Links:</b> <a href="#">Let’s talk 3 – part 1</a> <a href="#">Let’s talk 3 – part 2</a></p>	<p>Mathematics – Handfuls</p> <p><b>Outcomes:</b> MAe-1WM MAe-3WM MAe-4NA MAe-5NA MAe-8NA</p> <p><b>Links:</b> <a href="#">Handfuls</a></p>	<p>Mathematics – Handfuls: Thinking Multiplicatively</p> <p><b>Outcomes:</b> MAe-1WM MAe-3WM MAe-4NA MAe-6NA</p> <p><b>Links:</b> <a href="#">Playing with multiplication</a> <a href="#">Handfuls: Thinking multiplicatively</a></p>
<p>Mathematics – Making tangrams</p> <p><b>Outcomes:</b> MAe-1WM MAe-3WM MAe-7NA MAe-15MG</p> <p><b>Links:</b> <a href="#">Making tangrams</a></p>	<p>Geography – <a href="#">Living on a farm</a> – ABC Education</p> <p><b>Outcomes:</b> GEe-1</p>	<p>PDHPE – Healthy food choices</p> <p><b>Outcomes:</b> PDe-7 PDe-9</p> <p><a href="#">Healthy Food</a> <a href="#">Australian guide to healthy eating</a></p>	<p>Science and Technology – Living world</p> <p><b>Outcomes:</b> STe-3LW-ST</p> <p><b>Link:</b> <a href="#">Living world instructions</a> <a href="#">More about the Living world</a></p>
<p>Creative Arts – <a href="#">This old man</a></p> <p>Outcomes: MUeS1.1 MUeS1.4 DAeS1.1</p> <p><b>Link:</b> <a href="#">This Old Man</a></p>			<p>STEM – <a href="#">Make a zip line</a></p> <p><b>Outcomes:</b> STe-2DP-T STe-5PW-ST MAe-1WM</p>

Tuesday









5th October 2021

Draw a picture of a cat below.





## Things you need

Activity	You will need
<b>Most activities</b>	 workbook  paper  lead pencil and coloured pencils
<b>Maths activities</b>	 bucket or basket  socks
<b>Creative arts activities</b>	 paper or cardboard  paint  paintbrush or something to stamp with.
<b>Physical activities</b>	Skipping Rope Ping Pong Ball Cup

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Stretching Out

As a warm-up today, stretch like a cat.

1. Get on all fours.
2. Stretch out your arms and then stretch your legs.
3. Push back onto your legs.
4. Arch your back for a big long stretch.



"Stretching cat silhouette" by public domain  
is licensed under CC BY 4.0

## Brain break – Let's Recharge!

It's time for a brain break so we can recharge for some more learning!

- Practice bouncing a ball into a container
- You can use any kind of ball or container e.g. a ping pong ball, bouncy ball or tennis ball and any kind of container e.g. a cup, bucket or bin. Use whatever you have
- You can use as many balls or containers as you like
- Have a go and have fun!

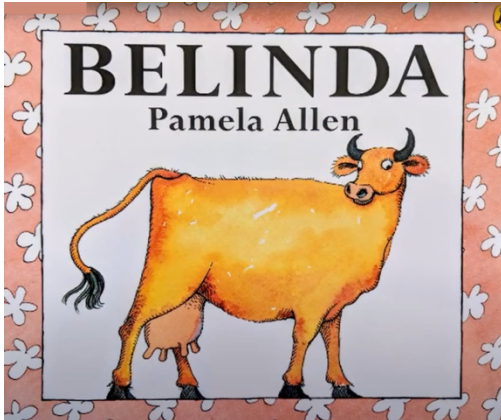
How many times did you get your ball in the cup or bucket?



## Literacy - Activity 1 – Listen to Reading



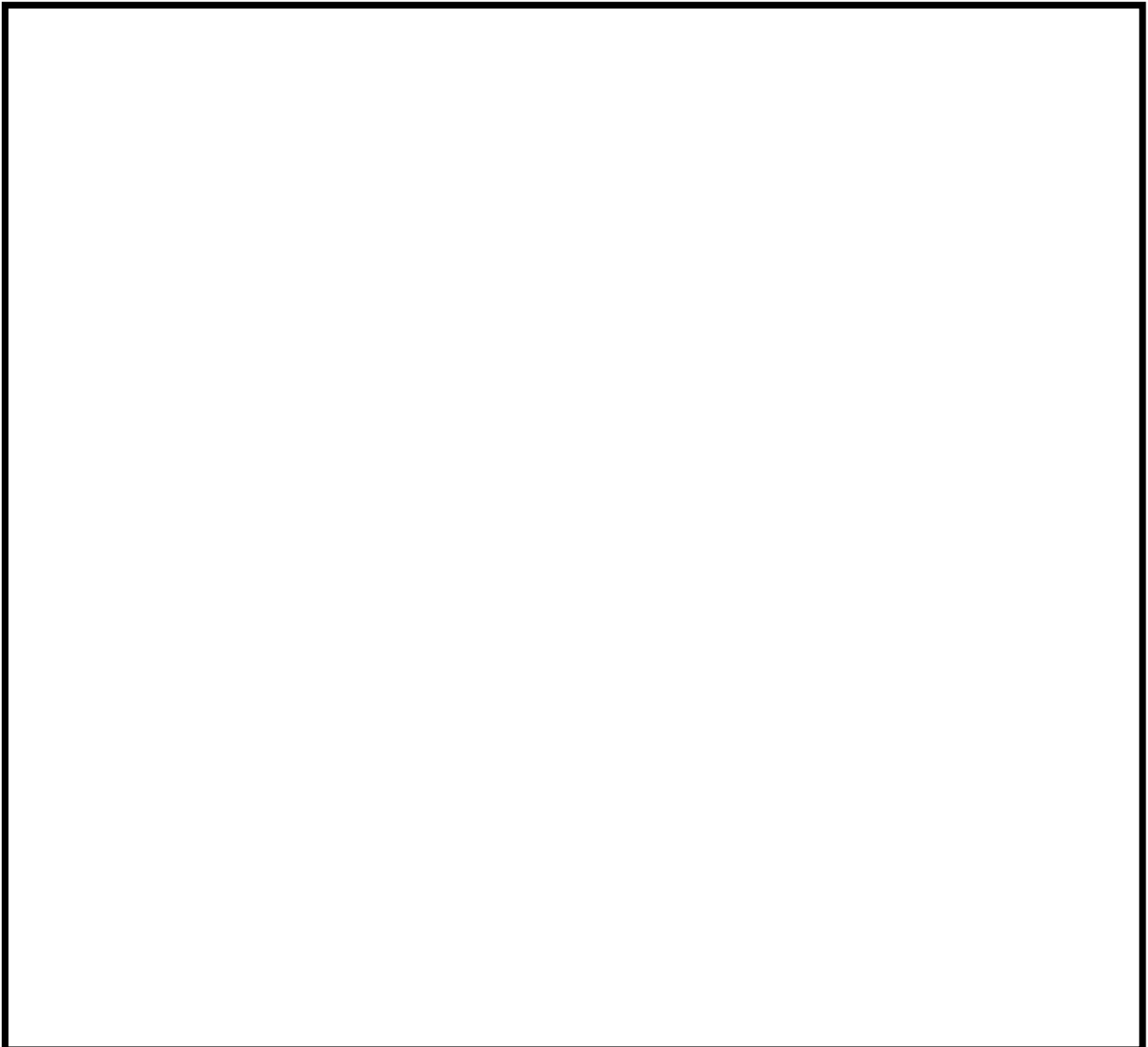
Let's listen to the book 'Belinda' by scanning the QR code on this page or ask someone at your house to read you a book that you have at home.



After listening to the story:

- Pretend to walk and talk like 'Old Tom' or the main character in your story.
- Draw 'Old Tom' or the main character below and label what he/ she is wearing.
- Talk about why you like 'Old Tom' or the main character.

'Belinda' by Pamela Allen © 1994. Used with kind permission from Penguin Random Publishing Australia



## Literacy - Activity 2 – Phonics



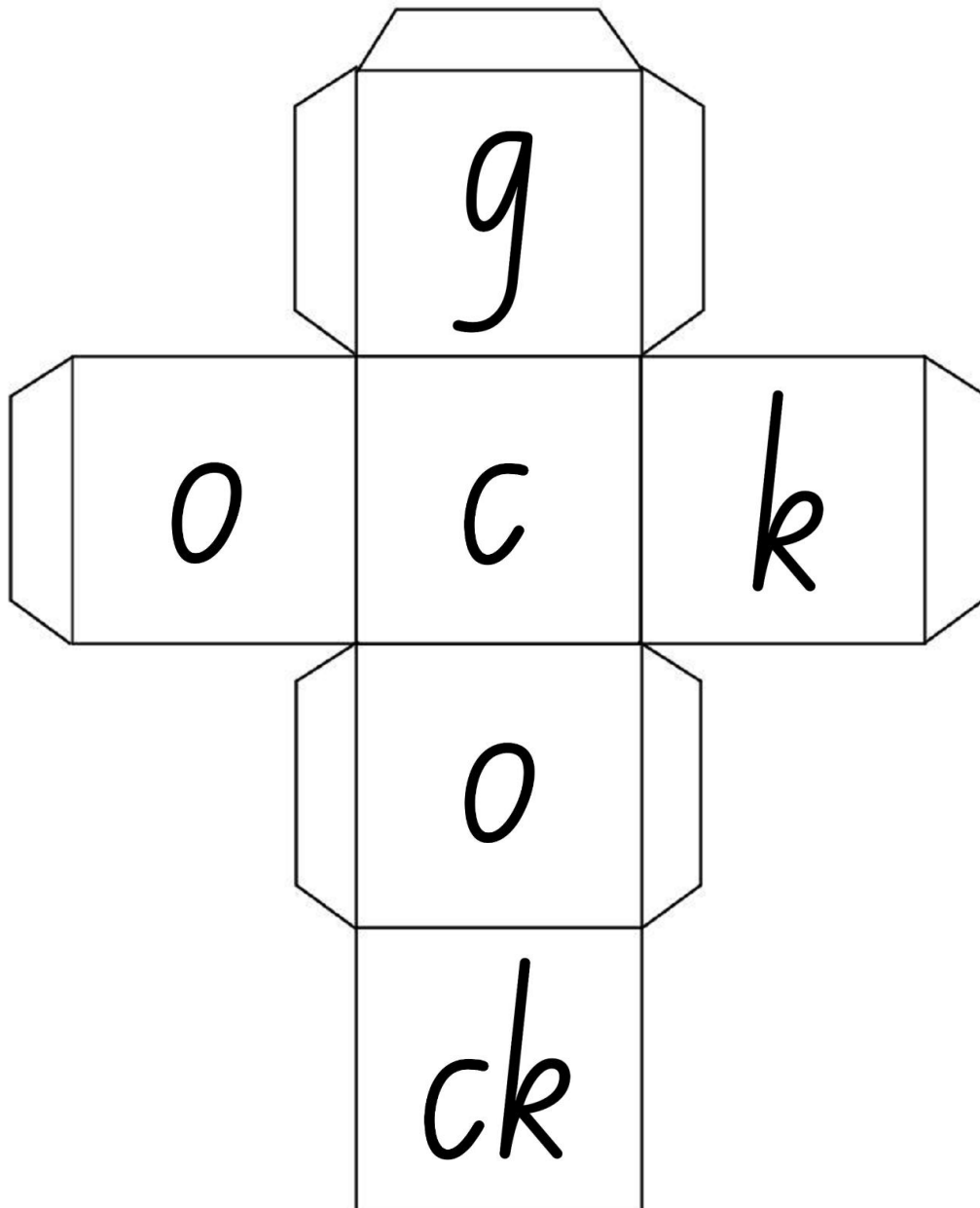
Scan the QR code to listen to the activity.

Phonemes are the smallest sounds we can hear in words, for example c/a/t or b/oa/t. You use only your ears to hear phonemes. Graphemes are the letters on the page and they represent the phonemes. We use our eyes to recognise graphemes. You will need

- an adult or older family member to help you with this activity
- 2 different coloured counters or similar items to play bingo

Use the template to make the letter dice.

1. One player rolls the letter dice and says the corresponding phoneme out aloud.
2. The other player then places a counter on top of the matching letter on their game board
3. Players take turns at rolling the dice and saying the phoneme or covering the matching letter on their game board.
4. The player who covers all of their letters first is the winner



Appendix A

Phoneme bingo activity: Phoneme-grapheme correspondence		
g	o	c
k	g	ck
o	c	k
ck	o	g

Appendix A

Phoneme bingo activity: Phoneme-grapheme correspondence		
ck	g	c
k	o	g
c	ck	o
o	k	c

Literacy – Activity 3 - Writing

Using the words in the word bank to help you, write at least two interesting sentences about the picture.



jellyfish crab  
cave treasure sea  
turtles fish shark  
octopus diver

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## Numeracy – Activity 1 – Basketball Toss

Scan the QR codes to watch how to play. If you cannot scan the QR codes, please read the instructions below.



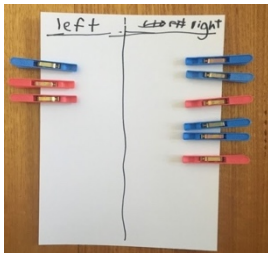
You will need:

- A basket or bucket
- Socks
- Pegs for score keeping



How to play Basketball Toss:

1. Mark a clear 'starting line' for your basketball toss.
2. Take 3 big steps from your starting line and place a basket, bucket or container at the end.
3. Stand at your starting line and throw your socks with your right hand.
4. Each time you get a sock in the basket, clip a peg onto your chart.
5. Throw your socks 10 times with your right hand and then 10 times with your left hand.

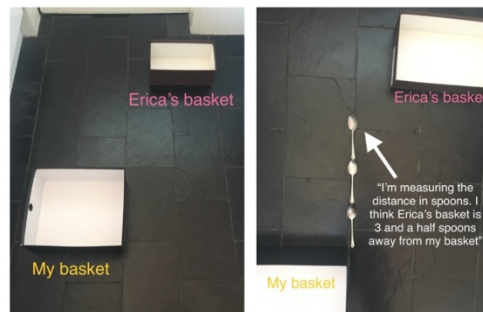


Once you have finished:

- Draw a picture of your chart in your workbook.
- Write down how many times your socks landed in the basket or bucket.

For those that like a challenge!

- Other people in your family might have been playing basketball toss today too. If they are taller than you, they might have had their baskets in a different spot.
- Using some blocks or spoons, work out how far you had to throw your socks and then work out how far someone else had to throw theirs.
- Draw a picture to show your measuring.



Create a new game that your family and friends could play at home.



## Numeracy - Activity 2 – Making Tangrams



Let's make a tangram.

You will need:

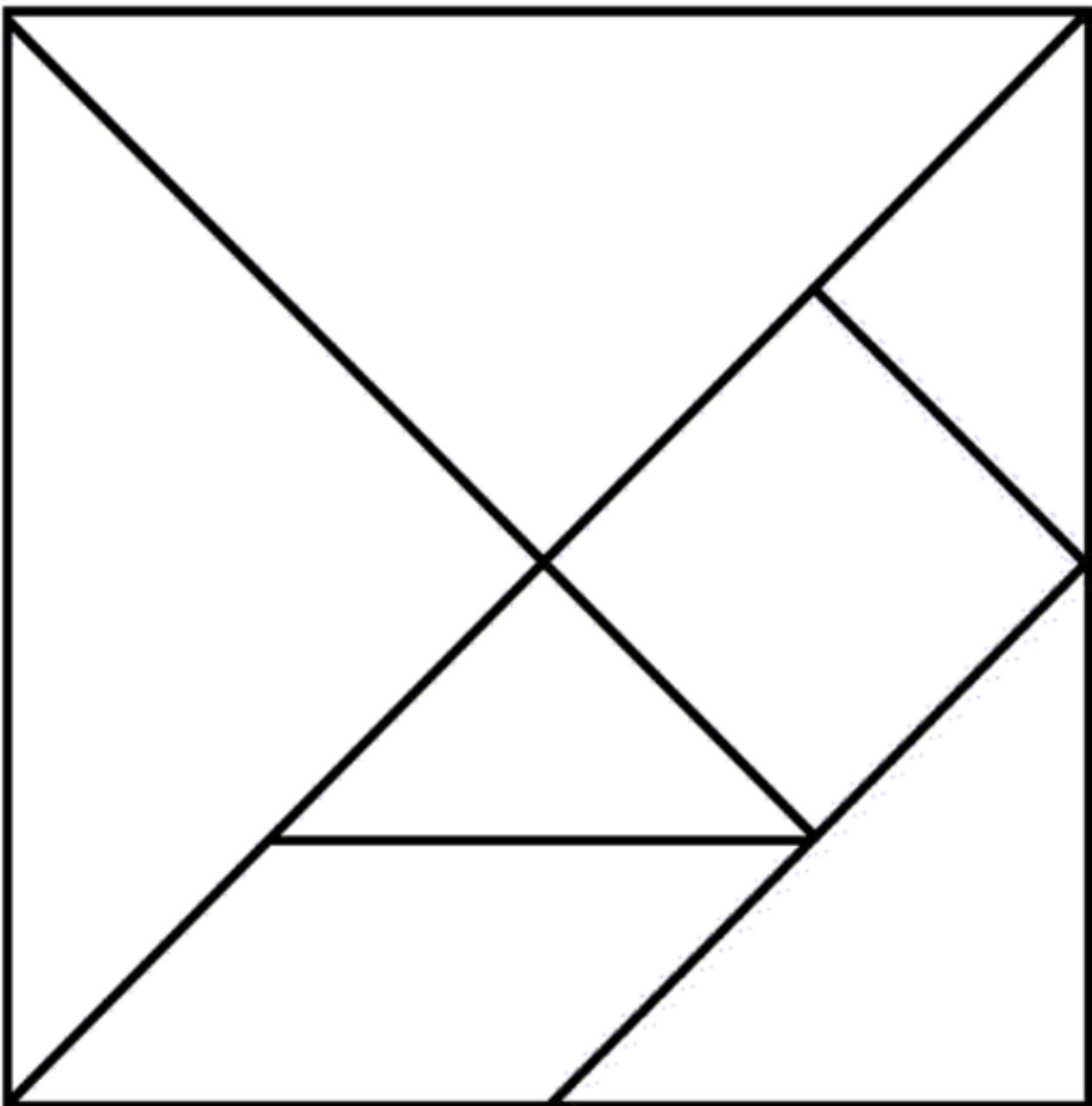
- paper
- scissors

Watch the clip to learn how to make a tangram or use the template below.

For those that like a challenge!

- Select a puzzle from this website ( <https://nrich.maths.org/14074> ) and have fun creating different pictures from the seven tangram pieces.
- Draw your favourite tangram creations in your workbook.

Tangram template



## Creative Arts – Music

Scan the QR code to find the activity. If you cannot scan the QR code, read the instructions below.



Warm up- Lets find a number of items

- Go to your kitchen and find two spoons.
- Find four pencils and bring them back
- Can you find seven (7) of an item, you do not need to bring these back, maybe see if you can find 7 buttons or 7 erasers or 7 plates.
- Can you find in your house, ten (10) of something. You may need some help from someone. You do not need to bring these things back.

All these numbers we collected are numbers ten or under, after our lesson you might want to practise your friends of ten.



## This Old Man

Our song today is all about an old man. The important thing in this song is that the last two words in each line rhyme.

Watch the video 'This Old Man' or follow along with the words below for the first example.

### This Old man

This old man he played one, he played knickknack on my thumb.  
With a knickknack patty whack, give the dog a bone  
This old man came rolling home.

The word one rhymes with the thumb.

Can you go through all the numbers up to 10 and think about what rhymes with each one.

For example, finish this Rhyme for the number 2.

This old man he played two, he played knickknack on my \_\_\_\_\_.  
With a knickknack patty whack, give the dog a bone  
This old man came rolling home.



Use your spoons to keep pace while you sing song. We are creating an ostinato pattern, which means a repeated pattern.

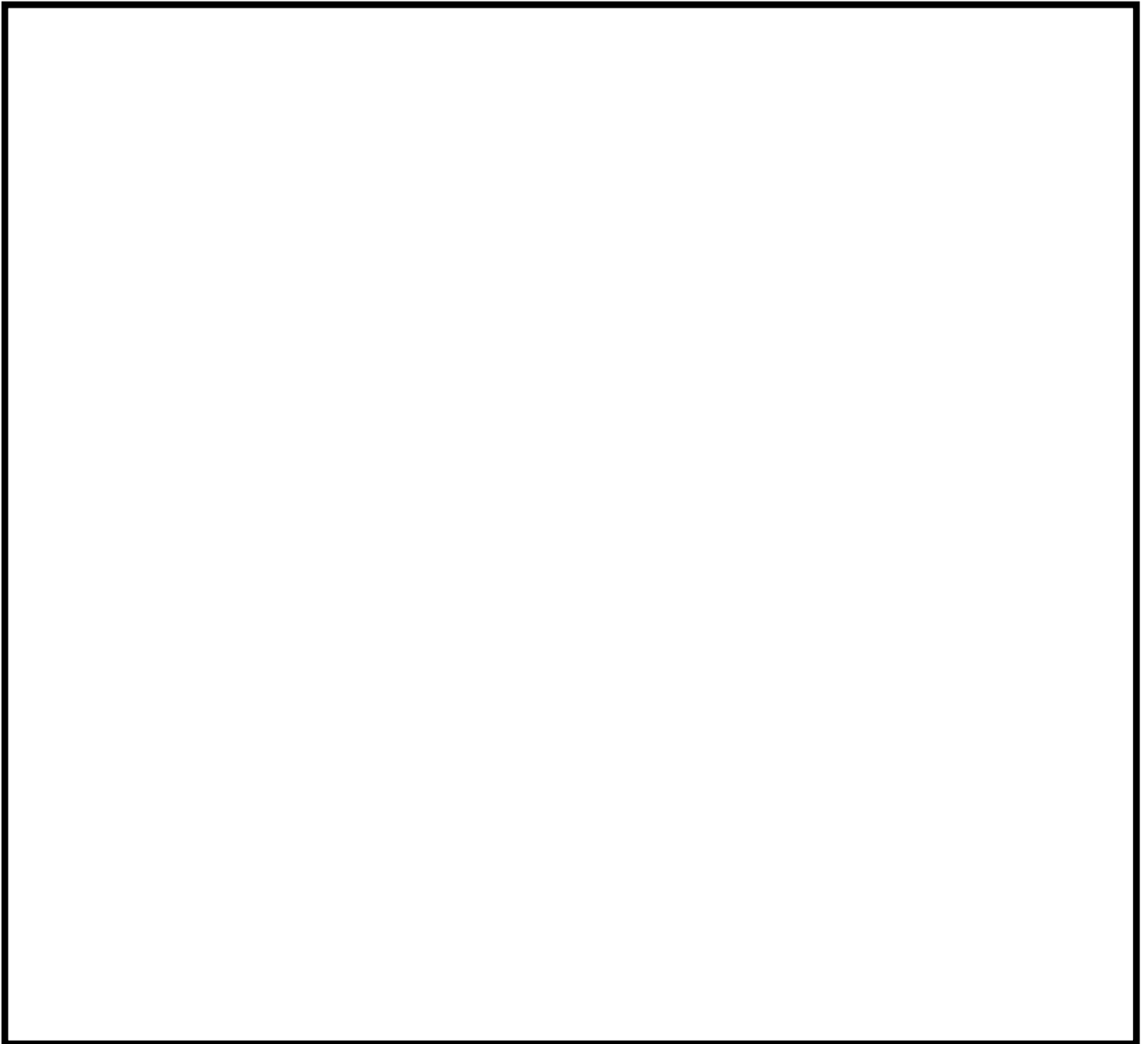
If you can't watch the lesson, practise singing a nursery rhyme that you might know.

Listen to the high and low notes of the melody and try to sing it accurately.  
Who is the main character in the song? How do we know?




Wednesday

6th October 2021

Draw a picture of you at the park below.



## Things you need

Activity	You will need
<b>Most activities</b>	 workbook  paper  lead pencil and coloured pencils

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect – Looking at Leaves

For today's warm-up, let's look closely at a plant.

1. Find a plant in your house, or garden or use the photo here if you don't have a plant.
2. Look closely at the leaves of the plant and draw one leaf in your workbook.
3. What does the leaf look like?  
Is it thin or wide?
4. What sort of plant is it from?
5. What else do you notice about the leaf?



Geekstreet, CC BY-SA 4.0, via Wikimedia Commons

### Brain break – Let's Recharge!

It's time for a brain break so we can recharge for some more learning! Did you know you can make music using your body? You don't need musical instruments to make music. You can make different sounds using just your body. Some of those sounds might be:

- Clicking
- Clapping
- Tapping your chest
- Clicking your tongue

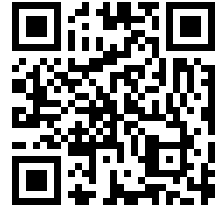


Picture by Let's Move Body Percussion at <http://letsmovewestbrook.weebly.com/body-percussion.html>

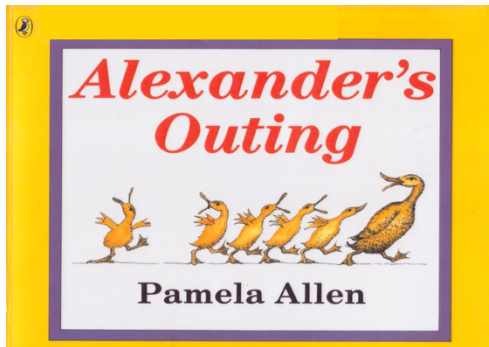
Make a list of all the different ways that we can make sound using just your body. Then see if you can make a body percussion pattern. This is called an Ostinato (a repeated pattern).

How many body percussion patterns did you come up with?

## Literacy - Activity 1 – Alexanders Outing



Listen to 'Alexander's Outing' by scanning the QR code on this page or ask someone at your house to read you a book that you have at home.



After listening to the story:

- Tell your teacher or an adult at home: who is the main character in the story?
- Tell them how you know this is the main character.
- Draw a picture below of the main character and write some words to describe this character around your picture.

'Alexander's Outing' by Pamela Allen © 1994. Used with kind permission from Penguin Random Publishing Australia

*Main character drawing and describing words.*

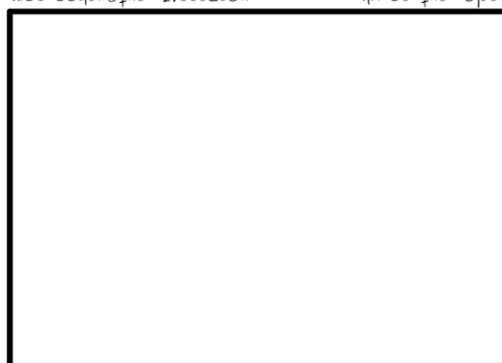
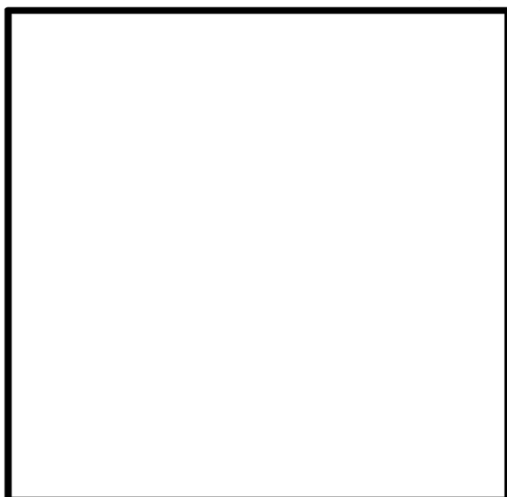
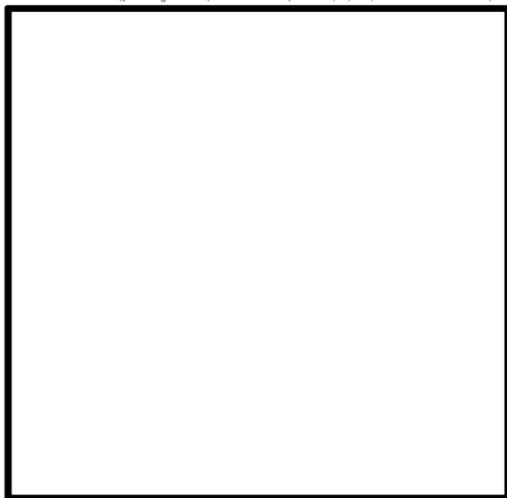
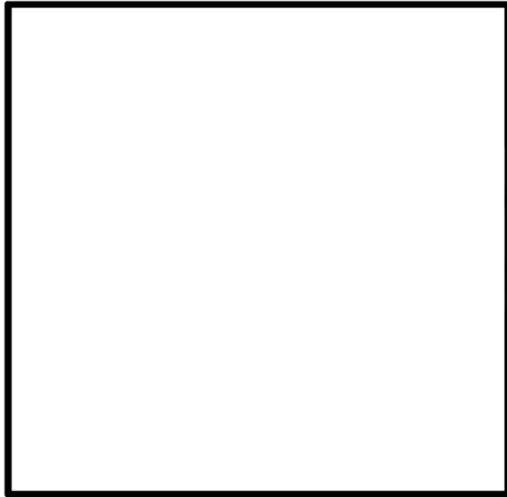
## Literacy - Activity 2 – Comic Strip



Let's watch the clip to learn how to make a comic strip.

If you can't watch the clip, create your own comic strip by using the squares below or follow the instructions below.

1. Divide a page in your workbook into 6 or 7 sections for your comic.
2. Draw a comic strip story with 2 characters from a book or movie.
3. Think about what the characters look like and what they do.





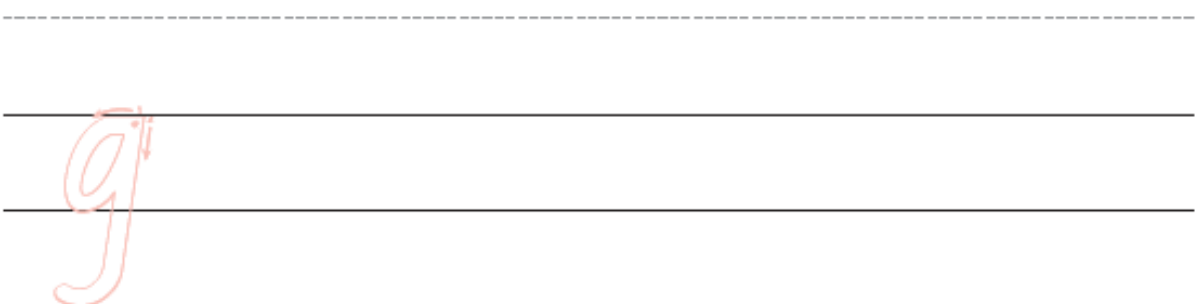
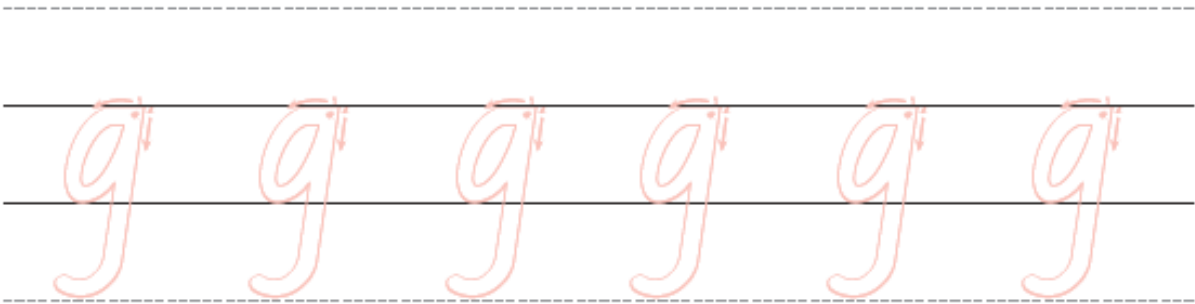
# Lower case g

The lower case 'g' is a long letter.  
We make the letter 'g' with one movement.  
We start at the top and come around to  
make a curve, then we head up to where we  
started. We keep our pencil still and come  
down and end with a small tail.

Example mnemonic: Around, up, down!



Gig



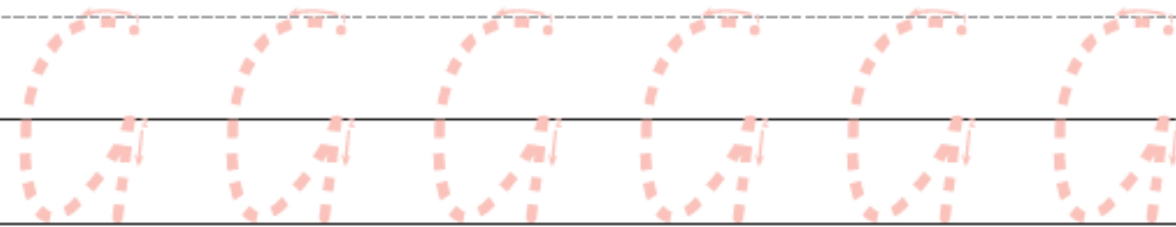
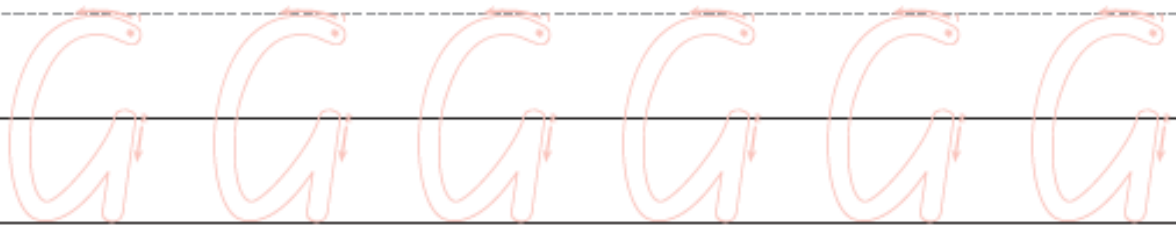
# Upper case G

Gg

The upper case 'G' is a tall letter.  
We make the letter 'G' with one movement.  
We start at the top and make a big curve,  
just like the letter 'C', but then we stop and  
make a line that moves straight down.



Example mnemonic: Around, up, down!





## Numeracy – Activity 1 – How would you solve?



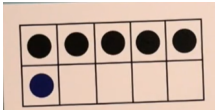
Let's do a number talk! Watch the video by scanning the QR code or follow along below.

You will need:

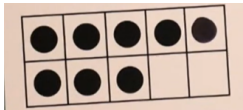
- a pencil
- your workbook

Look at this ten frame.

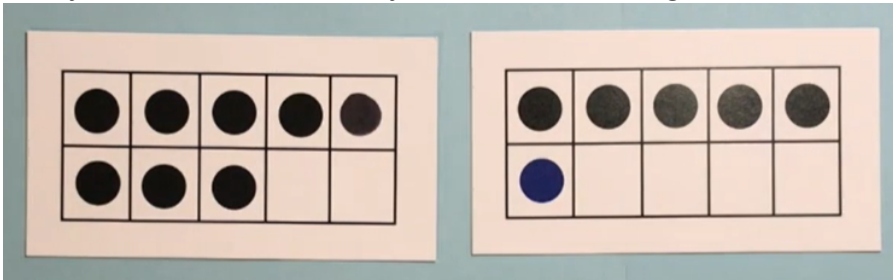
- What number does it represent?



- What number does this ten frame represent?

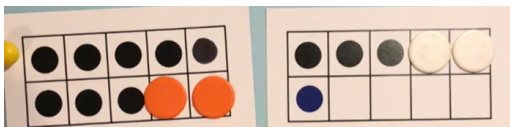


- Can you work out how many dots there is all together?

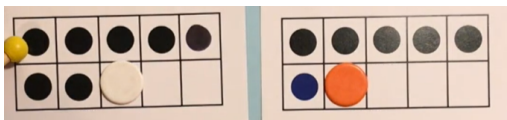


You might try these strategies.

- Counting on 6 more from the bigger number, eg, 8, 9, 10, 11, 12, 13, 14
- Imagine moving 2 dots over to fill up 1 ten frame. You are then left with 1 ten and 4 more. 14 is 10 and 4 more.

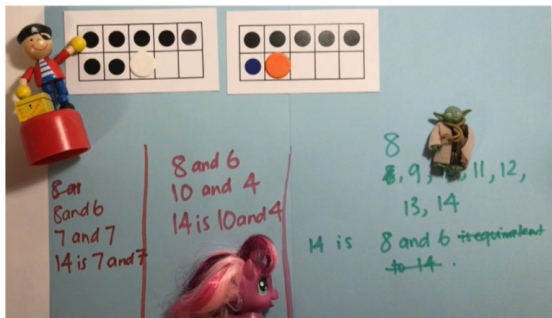


- Look for a known number fact. 7 and 7 is 14 and 8 and 6 is 14.



## What's (some of) the mathematics?

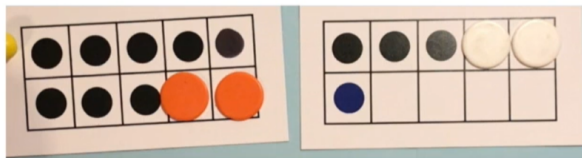
\* You can solve the same problem in different ways.



Here are 3 different ways you could think about combining 6 with 8.

## What's (some of) the mathematics?

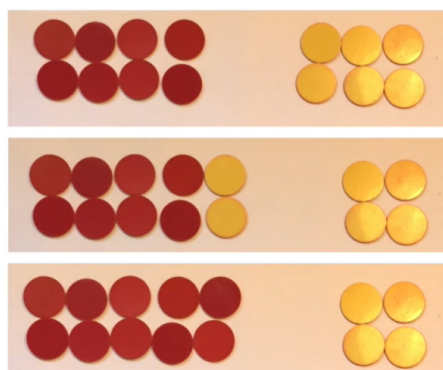
\* You can use numbers flexibly. Today we saw this when the pony and the pirate visualised dots moving from one ten-frame to another so they could use what they know to solve the problem.



The pony thought about 8 and 6 as 10 and 4. She imagined 2 dots moving from the 6 so she could make 1 ten. She then knew that 1 ten and 4 more can be renamed as 14.

## What's (some of) the mathematics?

\* We can imagine objects moving to help us use numbers flexibly. This means that if we can imagine things, we have the power to make them move!



For those that like a challenge!

- How can you record your strategy?

## HSIE – Geography

*For this activity you will need some paper and pencils.*



Scan the QR code to watch the clip about living on a farm. If you can't scan the code, answer the questions in the space below.

- *Who looks after your home?*
- *Draw 5 things you take care of in your home.*
- *Draw 5 things that an adult needs to help you to take care of in the home.*

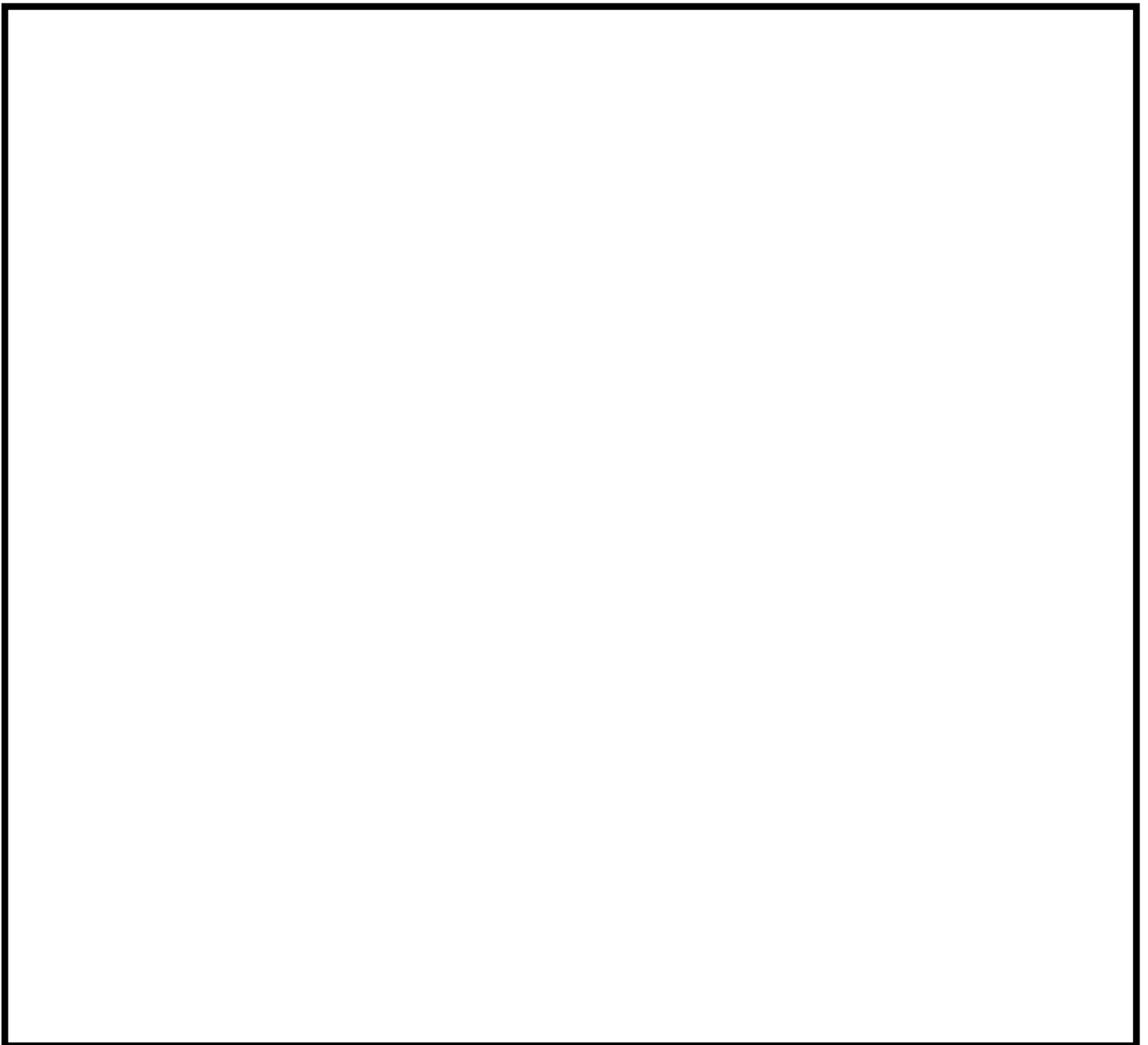
5 things you take care of in your home

5 things that an adult needs to help you  
to take care of in the home





Thursday

7th October 2021

Draw a picture of your favourite animal below.



## Things you need

Activity	You will need
<b>Most activities</b>	 workbook  paper  lead pencil and coloured pencils
<b>Maths activities</b>	 counters, dried beans or dried pasta

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect – Deep Breathing

Today for a warm-up, try this breathing exercise.

1. Breathe in for a count of 4.
2. Hold your breath for a count of 4.
3. Breathe out for a count of 4.
4. Hold your breath for a count of 4.

You can do this to help yourself calm down and focus at any time.



[Brocken Inaglory, CC BY-SA 3.0](#), via Wikimedia Commons

### Brain break

It's time for a brain break so we can recharge for some more learning! Pick a spot in your house that is your favourite place. Or you could pick your fridge!

- Walk to your favourite place and count the number of steps.
- Try the same walk with skip counting e.g. by 2s, 5s or 10s



How many steps did you take?

## Literacy – Activity 1 – Listen to Reading

Listen to 'Big Rain Coming' by scanning the QR code on this page or ask someone at your house to read you a book that you have at home.

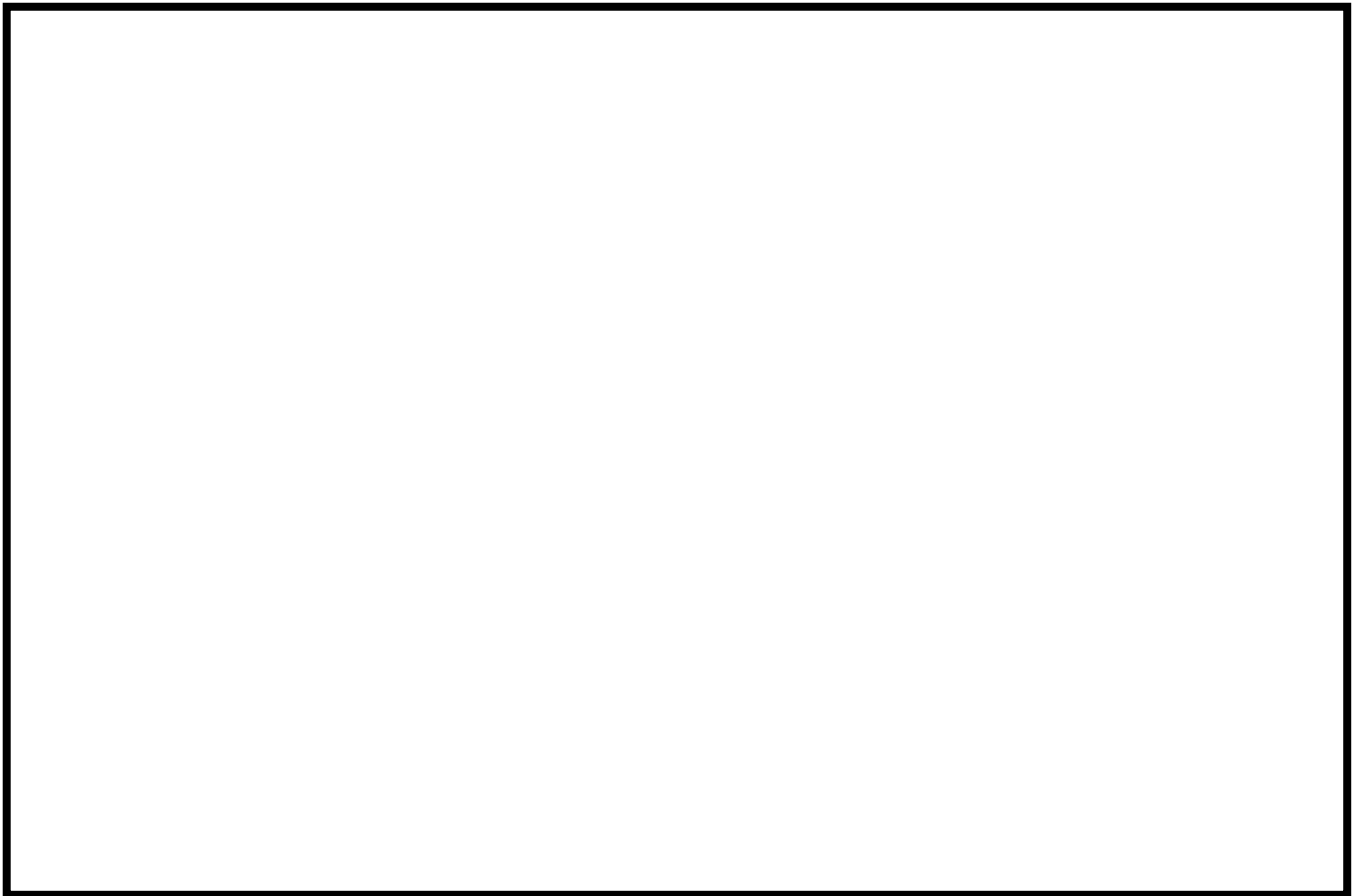


'Big Rain Coming' by Katrina Germein © 2002. Used with kind permission from Penguin Random Publishing Australia

After listening to the story:

- Draw a picture of Old Stephen or another character from your book below.
- Label the character.
- Write down one question you would ask this character?

Drawing of character from your story.



One question you would ask this character.

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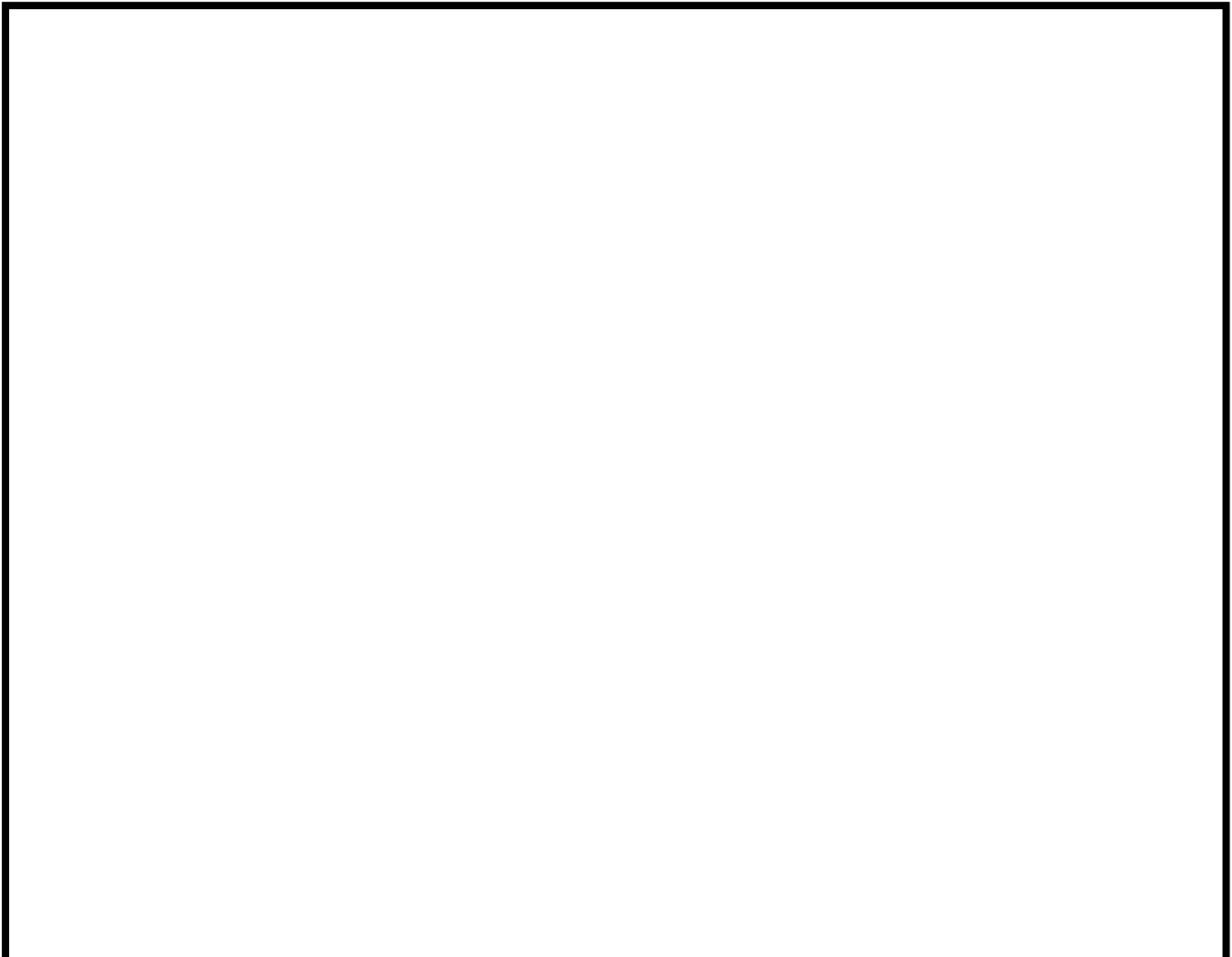
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Literacy – Activity 2 – Moustache man

Image by [André Santana AndreMS](#) from [Pixabay](#)



- Draw what you think 'moustache man' would eat and wear.



## Literacy – Activity 3 – Sight words

We are learning to read and write words quickly. Today, we will learn the words:



- her
- his

You will need:

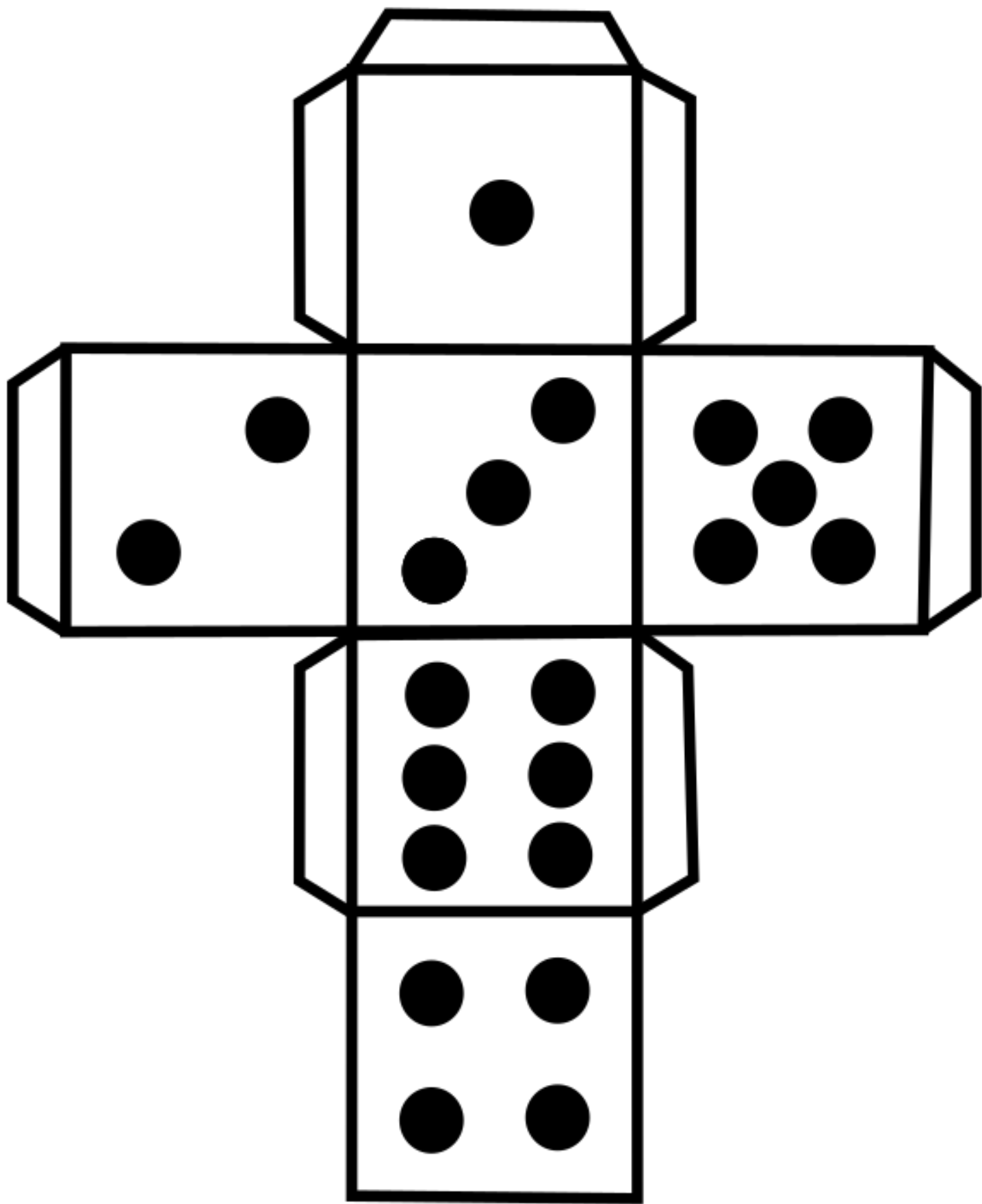
- your workbook
- pencils

Instructions:

1. Roll the dice
2. Work out the number
3. Write the word in a box
4. Keep going until all the boxes are full
5. Which word did you write most?

<i>High Frequency Sight Words Activity: Roll and Write</i>			
<i>her</i> 	<i>his</i> 		





## Numeracy – Activity 1 – Handfuls

Let's play 'Handfuls'. Watch the video by scanning the QR code or follow along below.



You will need:

- counters, dried beans or dried pasta
- your workbook.

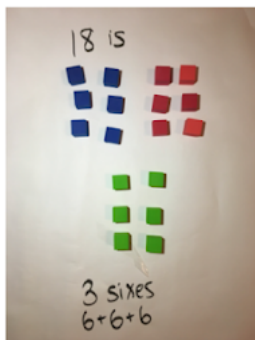
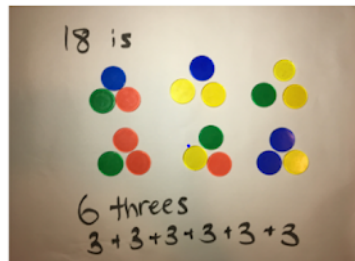
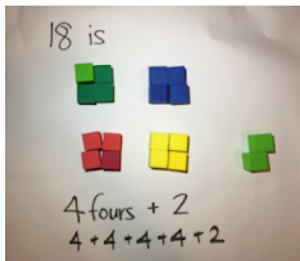
Instructions

- Take a handful of counters (or beans or pasta).
- Hold the objects in your hand and imagine how many you have.
- Record your estimate.
- Describe what that collection might look like by visualising and imagining.
- Organise your collection so that someone can determine how many items there are by looking and thinking.

Discuss

- How many do you have altogether?
- How have you organised your collection?
- Did you have more or less than your estimation?
- Can you organise them differently?

Here is an example for 18.



"I used dice patterns  
except for the threes.  
I made threes like triangle

PDHPE – Option 1 – What are healthy food choices?

*Living things eat food to live and grow. Food is important for our bodies. For example, it provides us with energy to exercise and play and keeps our bones and teeth strong.*

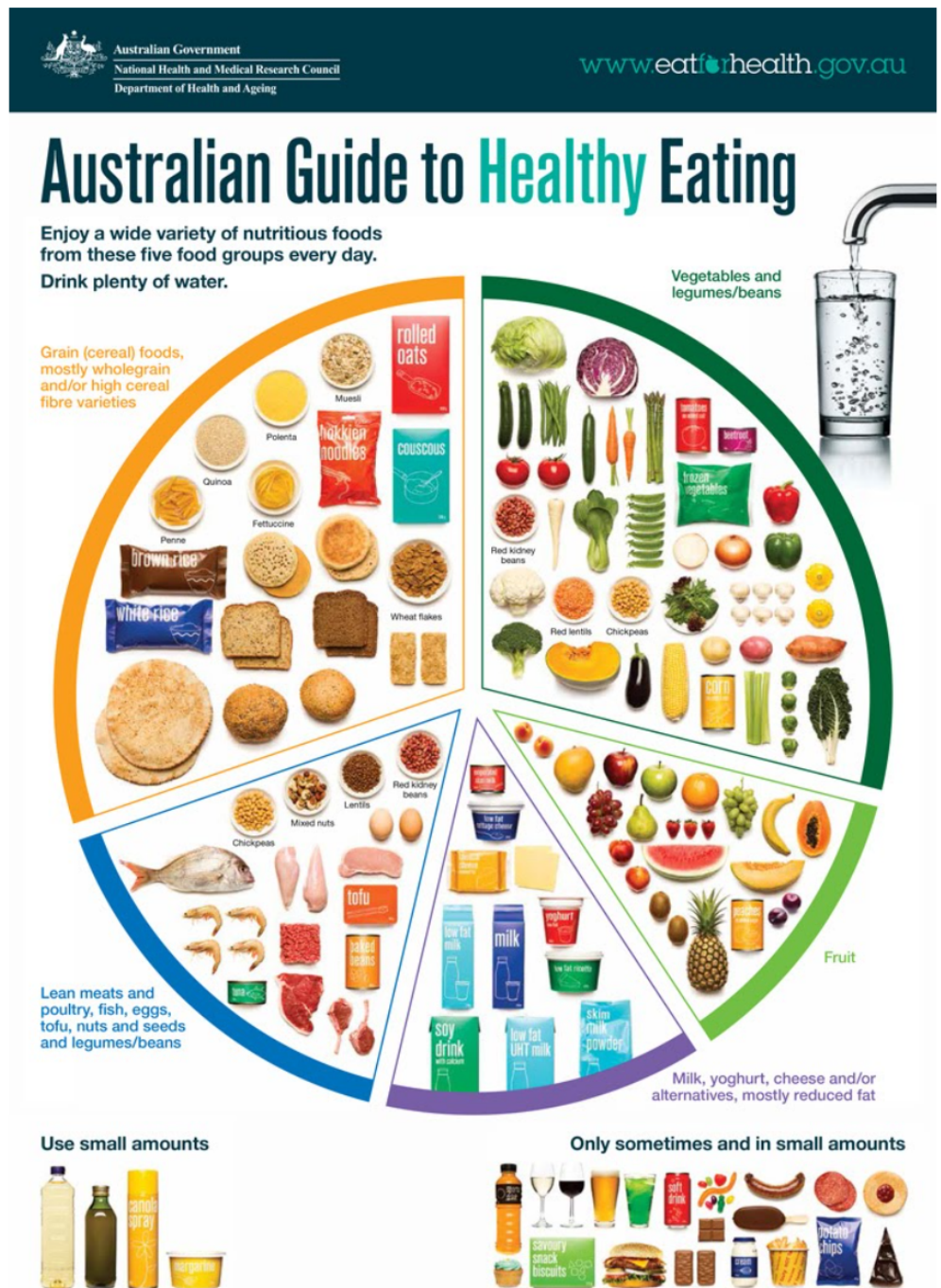


Watch the clip about the Australian Guide to Healthy Eating.

Look at the Australian Guide to Healthy Eating poster below. The circle is divided into 5 food groups. The foods in each section are everyday foods. It is also important to drink lots of water each day.

What foods on the poster are not in the Healthy Eating circle? I can see fats and oils. What can you see?

- These foods are called sometimes foods.
- What sometimes foods do you like to eat?
- What is the difference between everyday foods and sometimes foods?



Australian Guide to Healthy Eating, Source: National Health and Medical Research Council.

Commonwealth of Australia

Sometimes foods are not bad, but they are not something you should have every day. You might have them at parties, once a week or on holidays.

PDHPE –'Everyday' foods and 'sometimes' foods

In the table below, write or draw 5 everyday foods under the heading. Write or draw 5 sometimes foods under the heading.

Hint: You can look in the fridge, kitchen or a shopping catalogue for ideas!

**Everyday foods**



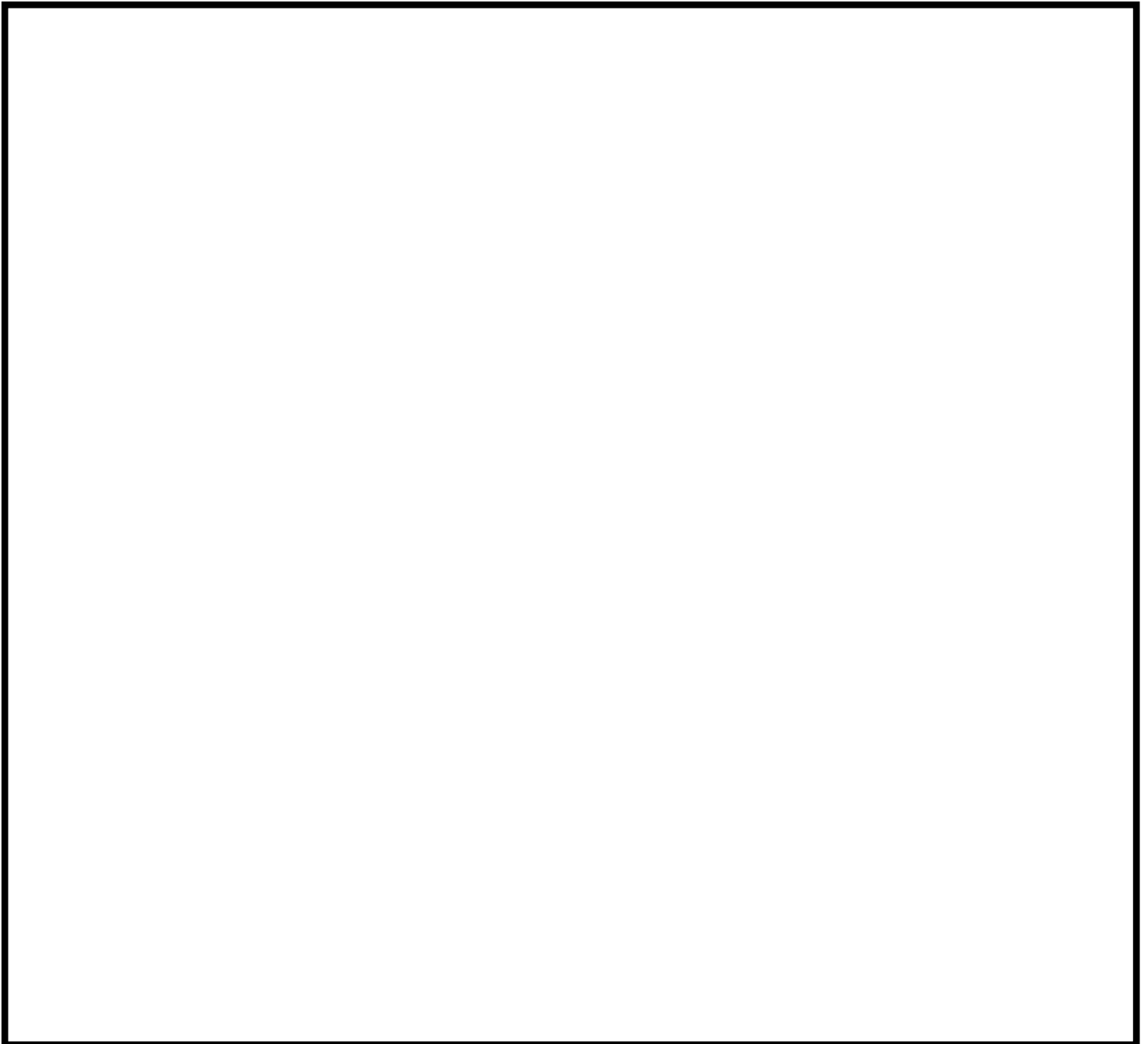
**Sometimes foods**








Everyday Foods	Sometimes Foods

Friday  
8th October 2021

Draw a picture of you and your family below.



## Things you need

Activity	You will need
<b>Most activities</b>	 workbook  paper  lead pencil and coloured pencils
<b>Maths activities</b>	 a collection of items, like Lego mini figurines, toy cars or animal figurines
<b>Physical Activity</b>	 Socks and shoes

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect – Caring for yourself, your family and your friends

For today's warm-up, you can plan to help someone in your house. You could help make lunch or make your bed.

Write down:

- what you plan to do and how that will help someone in your family
- how you think you will feel.



"Cleaning" by Ryan Harvey is licensed with CC BY-SA 2.0

### Brain break



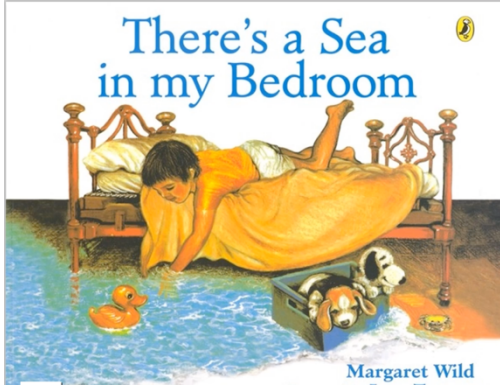
It's time for a brain break so we can recharge for some more learning! Think about your home. How many windows do you think you have in your home? Guess.

Now that you have guessed, walk around the outside of your house and see how many windows you have.

How many windows did you count?

Literacy – Activity 1 – Listen to Reading

Listen to the story 'There's a Sea in my Bedroom' by Margaret Wild by scanning the QR code on this page or ask someone at your house to read you a book that you have at home.



Let's write some sentences together about the main character. Read the book again. Now it's your turn.

- Write a sentence about the main character from the book. What kind of person is he/she? What does he/she like to do? What words could you use to describe them?
- What part of the book did you like?
- Draw a picture of your favourite part of the book. Write a sentence about your favourite part.

'There's a sea in my bedroom' by Margaret Wild © 1989. Used with kind permission from Penguin Random Publishing Australia

One sentence about the main character.

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What part of the book did you like?

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A picture of your favourite part

## Literacy – Activity 2 – Phonics G, O, C, K

How many phonemes and graphemes do you know?

Phonemes are the smallest sounds we can hear in words, for example c/a/t or b/oa/t. You use only your ears to hear phonemes.

Graphemes are the letters on the page and they represent the phonemes. We use our eyes to recognise graphemes.



You will need an adult or an older family member to help you with this activity.

Instructions:

1. Use the letter cards to practise matching a phoneme to its corresponding grapheme.
2. Spread the cards out with the grapheme-side facing up.
3. Each player takes turns to hide the coin under one of the letter cards while the other players have their eyes closed.
4. Players then take turns to find the coin but before they can check if the coin is hidden under the card they have chosen they must say the corresponding phoneme correctly.

Hidden coin game activity: Phoneme-grapheme correspondence			
<i>g</i>	<i>o</i>	<i>c</i>	
<i>k</i>	<i>ck</i>	<i>i</i>	
<i>n</i>	<i>m</i>	<i>d</i>	
<i>s</i>	<i>a</i>	<i>t</i>	<i>p</i>



## Numeracy – Activity 1 – Playing with Multiplication

Let's play 'Handfuls: Thinking multiplicatively'.



You will need:

- a collection of items, like LEGO mini figurines, toy cars or animal figurines.
- your workbook.

Instructions

Play Handfuls (see Thursday for instructions) and include thinking multiplicatively and think about groups of twos like the LEGO mini figs where you have to think in twos (each person has 2 legs, 2 eyes etc), or, use the bears and think in fours (each bear has 4 paws).

- Estimate your 'handful' e.g. about 10 bears



- Arrange your collection, this has been arranged using a ten frame structure and 1 more, so there is 11 bears.



- Or you may have another way to arrange the bears, such as a dice pattern.  $5 + 5$  is 10 and 1 more is 11.



What is your thinking if you were asked how many paws altogether?



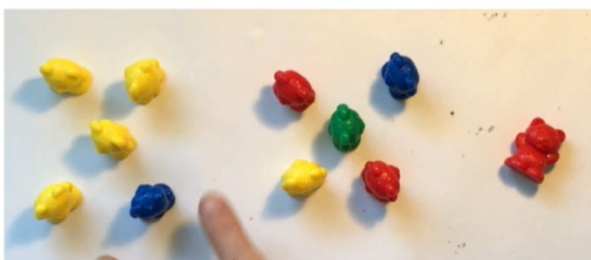
For each bear, there are 4 paws.

We could record this in different ways.

Let's record some of our ideas...



44 is 10 fours and 1 four



44 is 5 fours and 5 fours and 1 four



44 is double 5 fours and 1 four

Play Handfuls and see if you can incorporate thinking multiplicatively into your game.

## Science and Technology – Living World

*All food comes from a plant or an animal. Look inside your fridge or freezer.*



*Draw and label 5 food items that come from a plant and/or 5 food items that come from an animal.*

Foods that come from plants 🌿

Foods that come from animals 🐷

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## Stem – Activity – Create your own Zipline



These STEM challenges use items from around the house. We hope you have fun and come up with lots of ideas! Remember, there are no single right answers!



### Challenge

Design and build a carrier that can transport a small toy down a zipline string in 4 seconds or less.

### Rules

1. The zipline must be at least 2 metres long from start to finish.
2. The carrier and toy must reach the end of the zipline in 4 seconds or less.
3. No touching the carrier as it travels down the zipline.
4. You can only use the materials on the list but you don't have to use all the materials.

### Materials allowed

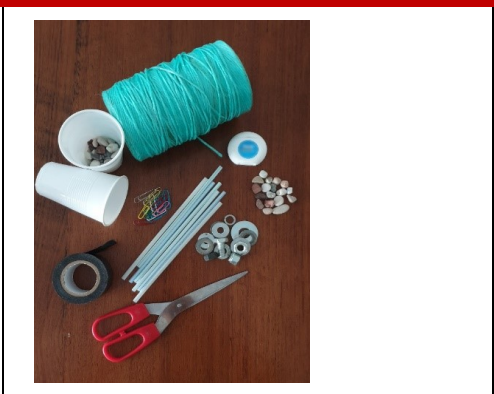
- paper cup
- small toy
- 4 straws
- 3 metres fishing line, string or dental floss
- 6 paperclips
- light cardboard (such as cereal boxes)
- tape and scissors
- weights such as bolts, pebbles or flat steel washers
- timer

Design thinking process	Instructions	Helpful hints
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**Identify and define the challenge**



- Read the rules.
- Collect materials and think about how they could be used or changed for the challenge.
- Keep a notebook or STEM journal to record your ideas and discoveries.

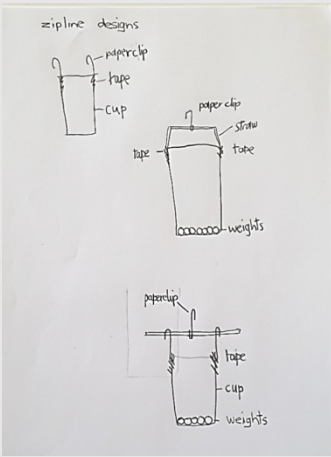


**Brainstorm and design your carrier**




- How do you think your carrier will travel down the zipline?
- Draw at least 3 ways you can think of to solve this challenge
- How will you weigh down and balance the carrier so that it stays on the line?
- Will the small toy travel inside the cup? On a platform?
- Does your design meet the challenge rules?
- Which solution are you going to trial? Why did you choose that solution?

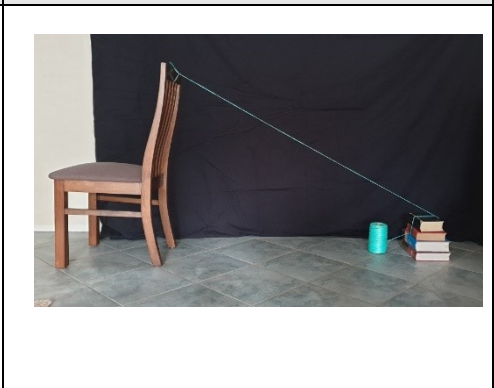
Tip: choose materials (for example plastic with no bumps) that will allow the carrier to run smoothly down the line. Try making the part of the carrier touching the line as smooth and slippery as possible.



**Time to build! Make and test your carrier**



- Set up a zipline – make sure it's stretched tight!
- Make your design and do a test run
- Draw or take a photo of your design
- Why do you think it did/didn't work?
- What else could you try?



**Design thinking process**

**Instructions**

**Helpful hints**

**Test, improve and present**



- Redesign your carrier. What improvements did you make? Note this on your drawing.
- How many times did you test your design?
- Did you meet the challenge?

