

Plattsburg Public School

Learning from Home

Stage 3

Group 1



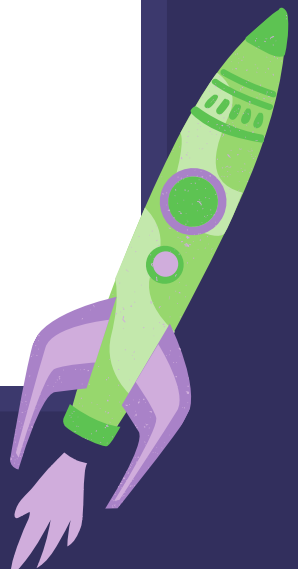
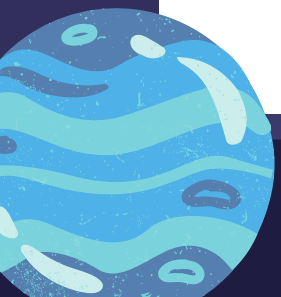
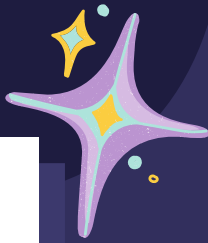
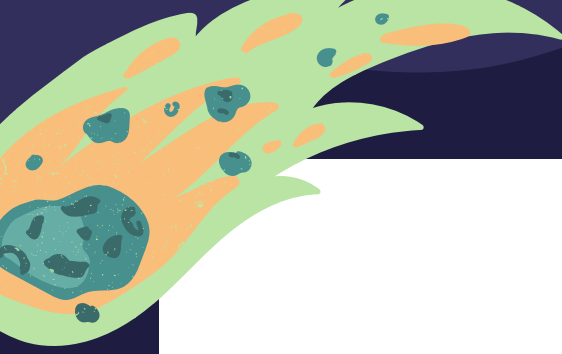


Learning From Home

Suggested Daily Timetable

Suggested Times	Online Activities	Offline Activities
9.00	Comprehension and Grammar	Comprehension and Grammar
9.20	Activity 1 - Reading	Activity 1 - Reading
9.50	Activity 2 - Spelling	Activity 2 - Spelling
10.05	Fruit Break and Storyline Online	Fruit Break and listen to someone read
10.20	Activity 3 - Writing	Activity 3 - Writing
11.00	Recess break and play outside (if possible)	
11.50	Maths Challenge of the Day	Maths Challenge of the Day
12.10	Maths lesson	Maths lesson
1.00	Prodigy/Online activity	Maths game/Hands on activity
1.25	Lunch break and play outside (if possible)	
2.05	KLA Matrix Activity	KLA Matrix Activity
3.00	End of school day	End of school day

LITERACY



Stage 3 Literacy – Week 10

Monday	Tuesday	Wednesday	Thursday	Friday
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Online Learning

Comprehension and Grammar

Find the daily comprehension and grammar activity on Google Classroom. Read or view the text provided and complete the questions.

<p><u>Activity 1 (Reading):</u></p> <p>Listen to the audiobook of 'Spaghetti Pig Out' online. A link to the text if you wish to read instead will be on Google Classroom.</p> <p>https://www.youtube.com/watch?v=QKVAT7Jq8bQ</p>	<p><u>Activity 1 (Reading):</u></p> <p>Complete the comprehension activity based on the book 'Spaghetti Pig Out' that you listened to yesterday. You will find this in your Google Classroom.</p>	<p><u>Activity 1 (Reading):</u></p> <p>Write a summary for the book 'Spaghetti Pig Out' that you listened to on Monday. Post this to the corresponding activity in your Google Classroom.</p>	<p><u>Activity 1 (Reading):</u></p> <p>Imagine you are a newspaper reporter writing about 'The Great Spaghetti Pig Out'. A blank newspaper article is in your Google Classroom for you to fill in. Don't forget to create an attention-grabbing headline and to change the picture. Then submit it.</p>	<p><u>Activity 1 (Reading):</u></p> <p>Complete a review of the story 'Spaghetti Pig Out'. Make sure you give it a rating out of ten and explain why you gave it this rating.</p>
<p><u>Activity 2 (Spelling):</u></p> <p>Write out your spelling words for this week TWICE in your workbook.</p> <ol style="list-style-type: none"> 1. rain 2. than 3. wore 4. inside 5. along 6. across 7. packed 8. early 9. serve 10. walking 11. running 12. sudden 13. anything 14. inactive 15. indoors 	<p><u>Activity 2 (Spelling):</u></p> <p>Roll and Spell. Roll a dice for each of your spelling words. What you rolled will tell you how to write your word. A copy of what each dice roll means is in this booklet and in Google Classroom.</p> <p>Take a photo and post to the corresponding Google Classroom activity.</p>	<p><u>Activity 2 (Spelling):</u></p> <p>Dictionary Dig: Find 5 adjectives that end with the letter 't'. Take a photo or type them and post to the corresponding Google Classroom activity.</p>	<p><u>Activity 2 (Spelling):</u></p> <p>Make a word cloud of your spelling words using Word It Out online: https://worditout.com/word-cloud/create</p> <p>Screenshot your created word cloud and post to the corresponding Google Classroom activity.</p>	<p><u>Activity 2 (Spelling):</u></p> <p>Complete your online spelling test in Google Classroom.</p>

<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and enjoy 'Lotus and Feather'- https://storylineonline.net/books/lotus-and-feather/</p>	<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and enjoy 'My Rotten Redheaded Older Brother'- https://storylineonline.net/books/my-rotten-redheaded-older-brother/</p>	<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and enjoy 'No mirrors in my Nana's House' - https://storylineonline.net/books/no-mirrors-in-my-nanas-house/</p>	<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and enjoy 'Please Please the bees'- https://storylineonline.net/books/please-please-bees/</p>	<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and enjoy 'Private I, Guana'- https://storylineonline.net/books/private-i-guana/</p>
<p><u>Activity 3 (Writing):</u></p> <p>What would you ask?</p> <p>Think of someone you would like to write a biography about. They could be someone really famous or someone not known by many people. They may be someone who lived a long time ago.</p> <p>Write 10 questions you could ask them in an interview. (It doesn't matter if they are no longer alive, just imagine that you could ask them these questions).</p> <p>Upload these questions to Google Classroom.</p>	<p><u>Activity 3 (Writing):</u></p> <p>An Informative Documentary.</p> <p>Imagine you are going to create an informative documentary. Choose a real-life subject for the documentary. It could be a person, a place, an animal (even your pet) or something else.</p> <ol style="list-style-type: none"> 1. Decide who your audience is. How are you going to get them and keep them interested? 2. Sketch some images or find/take some images for the start of your documentary. Remember you want to have your audience interested. You will need about 10 images. 3. Hold onto these for tomorrow's activity. 	<p><u>Activity 3 (Writing):</u></p> <p>Continuing the work from yesterday, write a voice over to be read out loud with your images. A voice over is the words spoken by a narrator. The audience hears the words but does not see who speaks them.</p> <p>Your voice over should give the person watching the images information about them.</p> <p>Hold onto this voice over and your images for tomorrow's activity.</p>	<p><u>Activity 3 (Writing):</u></p> <p>Use Google Slides to place your images from Tuesday, one per slide. In the spot at the bottom where it says 'Click to add speakers notes' add what you would voice over each image with from what you came up with yesterday.</p> <p>For example, you might have a picture of your dog on the first slide. And in the speakers notes section you might write – This is my dog Mya, she is a five year old wolfhound cross. You are about to hear all about this amazing animal as you embark on a journey through her life in this slideshow.</p> <p>Upload your Google Slides documentary to the corresponding Google Classroom activity. If you can record your notes using an audio recorder and insert them onto your slideshow, you are welcome to do so, this is not necessary though, just an added extra.</p>	<p><u>Activity 3 (Writing):</u></p> <p>Write a TEEC paragraph about the subject of your documentary from this week. It should be a 4 sentence TEEC paragraph. Remember TEEC stands for:</p> <p>T = Topic Sentence</p> <p>E = Explain. Give detail about your topic sentence</p> <p>E = Example. Give a fact or statistic to back up what you've said.</p> <p>C = Conclusion. Sum up the paragraph.</p> <p>When you've finished writing, edit and publish your TEEC paragraph. Then submit it on Google Classroom.</p>

Offline Learning

Comprehension and Grammar

Complete the daily comprehension and grammar activity in your booklet. Read or view the text provided and complete the questions.

<p><u>Activity 1 (Reading):</u></p> <p>Read a book to a family member.</p> <p>Discuss the book with them, including the main events and different ways you could finish the story.</p>	<p><u>Activity 1 (Reading):</u></p> <p>Read the story 'Smart Ice Cream' found in this work booklet.</p>	<p><u>Activity 1 (Reading):</u></p> <p>Write a summary for the book 'Smart Ice Cream' that you read yesterday.</p>	<p><u>Activity 1 (Reading):</u></p> <p>Rewrite the story 'Smart Ice Cream' as a children's picture book. Make sure you simplify the story and include pictures.</p>	<p><u>Activity 1 (Reading):</u></p> <p>Complete a review of the story 'Smart Ice Cream'. Make sure you give it a rating out of ten and explain why you gave it this rating.</p>
<p><u>Activity 2 (Spelling):</u></p> <p>Write out your spelling words for this week TWICE in your workbook.</p> <ol style="list-style-type: none"> 1. rain 2. than 3. wore 4. inside 5. along 6. across 7. packed 8. early 9. serve 10. walking 11. running 12. sudden 13. anything 14. inactive 15. indoors 	<p><u>Activity 2 (Spelling):</u></p> <p>Roll and Spell.</p> <p>Roll a dice for each of your spelling words. What you rolled will tell you how to write your word. A copy of what each dice roll means is in this booklet. Write them in your workbook.</p>	<p><u>Activity 2 (Spelling):</u></p> <p>Dictionary Dig.</p> <p>Find 5 adjectives that end with the letter 't'. Write them into your workbook.</p>	<p><u>Activity 2 (Spelling):</u></p> <p>Alphabetical Order.</p> <p>Write your words out in alphabetical order in your workbook.</p>	<p><u>Activity 2 (Spelling):</u></p> <p>Ask an adult to give you your spelling test.</p>
<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><u>Fruit Break and Storyline Online:</u></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>

<p><u>Activity 3 (Writing):</u></p> <p>What would you ask?</p> <p>Think of someone you would like to write a biography about. They could be someone really famous or someone not known by many people. They may be someone who lived a long time ago.</p> <p>Write 10 questions you could ask them in an interview. (It doesn't matter if they are no longer alive, just imagine that you could ask them these questions).</p> <p>Write these questions in your workbook.</p>	<p><u>Activity 3 (Writing):</u></p> <p>An Informative Documentary.</p> <p>Imagine you are going to create an informative documentary. Choose a real-life subject for the documentary. It could be a person, a place, an animal (even your pet) or something else.</p> <ol style="list-style-type: none"> 1. Decide who your audience is. How are you going to get them and keep them interested? 2. Sketch some images or find some photos for the start of your documentary. Remember you want to have your audience interested. You will need about 10 images. 3. Hold onto these for tomorrow's activity. 	<p><u>Activity 3 (Writing):</u></p> <p>An Informative Documentary.</p> <p>Continuing the work from yesterday, write a voice over to be read out loud with your images. A voice over is the words spoken by a narrator. The audience hears the words but does not see who speaks them.</p> <p>Your voice over should give the person watching the images information about them.</p> <p>Hold onto this voice over and your images for tomorrow's activity.</p>	<p><u>Activity 3 (Writing):</u></p> <p>Using your workbook, organize your images (one per page) from Tuesday. Underneath write what you would voice over each image with from what you came up with yesterday, so it looks like a presentation/storyboard.</p> <p>For example, you might have a picture of your dog on the first page. And underneath you might write – This is my dog Mya, she is a five year old wolfhound cross. You are about to hear all about this amazing animal as you embark on a journey through her life in this presentation.</p>	<p><u>Activity 3 (Writing):</u></p> <p>Write one paragraph about the subject of your documentary from this week. It should be a 4 sentence TEEC paragraph. Remember TEEC stands for:</p> <p>T = Topic Sentence</p> <p>E = Explain. Give detail about your topic sentence</p> <p>E = Example. Give a fact or statistic to back up what you've said.</p> <p>C = Conclusion. Sum up the paragraph.</p> <p>When you've finished writing, edit and publish your paragraph.</p>
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Grammar

1. Which preposition best fits this sentence?

The vampire-girl bit Ellis sometime midnight.

- (a) around
- (b) between
- (c) at

2. Which words in this sentence are adjectives describing nouns; e.g. a dark night?

The extra hour of work that night made Ellis feel tired.

- (a) that, night
- (b) hour, work
- (c) extra, tired

3. Which phrase uses an apostrophe to show possession (ownership)?

- (a) he'd wondered
- (b) the driver's seat
- (c) hadn't heard

4. Choose the best verbs for this sentence.

Ellis by a vampire.

- (a) was bitten
- (b) were bitten
- (c) had bitten

5. Which is the correct punctuation to use at the end of this sentence?

There's a vampire behind you

- (a) !!!?
- (b) !
- (c) :

6. Adverbs can tell how (manner), when (time) or where (place) something happened. Which word is an adverb in this sentence?

He'd wondered briefly why people had left the town.

- (a) briefly
- (b) people
- (c) town

7. In this sentence the word soon is an adverb of:

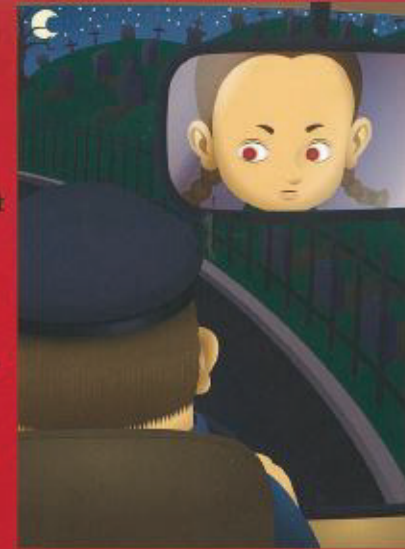
He hoped she would get off the bus soon.

- (a) manner
- (b) time
- (c) place

Something extra

- ◆ Ellis's heart raced when he was scared. Write about a time when your heart was racing because you were scared or excited.
- ◆ The author wrote that 'Driving a bus might not be a great job'. Do you agree or disagree with the writer's opinion? Write a short response agreeing or disagreeing with this opinion.

The last passenger



1. Ellis sighed as he drove the bus down the dark street. It was nearly the end of his working day. He was tired and wanted to go home, put his feet up, and eat some food.
2. Not that Ellis had really done much. He normally drove the number 92 bus in the mornings and spent the rest of the day watching TV and eating. Today had been different. Instead of his normal three-hour morning shift, Ellis had had to do a four-hour night shift. The extra hour of work was almost too much for Ellis.
3. Driving a bus might not be a great job, but Ellis was lucky to have it. He hadn't finished school and wasn't very clever. He had moved here, alone, to Batton about a year ago for this job. Ellis had noticed that there were always lots of jobs going in Batton before he had moved there. He'd wondered, briefly, where the people who had left their jobs had gone, and why they had left.
4. Ellis sighed again, shifted his large bottom on the driver's seat, and pushed another handful of peanuts into his mouth. He looked at his watch—it was nearly midnight—then looked back into the bus in the rear view mirror.
5. Just one passenger left; a little girl, right at the back of the bus. He hoped she would get off soon. He turned a corner and glanced up to the mirror again. The girl was now in the middle of the bus. Staring at him. He blinked in surprise. He hadn't heard her move.
6. Frowning, he checked the mirror again. She was in the seat right behind him! He could just see her eyes in the mirror. They were a strange colour ... almost red. The way she was staring at his neck made his skin crawl, and his heart started to beat faster. When the 'stop' bell rang, he felt very relieved.
7. He looked out the window as he pulled over. They had stopped at the Batton graveyard. Ellis turned quickly, just in time to see the girl rush towards him. Her mouth was open, showing two long teeth, like fangs, which she sunk deep into the side of his neck.
8. As life slipped away from Ellis, he felt no fear or pain. His last living thought was that now he knew why there were always lots of jobs going in Batton ...

Comprehension

- 1. We can conclude the little girl was a vampire because she:**
 - (a) had strange-coloured eyes.
 - (b) bit the side of Ellis's neck with two long, fang-like teeth.
 - (c) was on a bus at midnight.
- 2. What is a shift (Paragraph 2)?**
 - (a) a person's scheduled time of work
 - (b) the part of the car that changes gears
 - (c) a kind of shirt a person wears
- 3. What was the effect of the girl biting Ellis's neck?**
 - (a) He felt scared.
 - (b) He died.
 - (c) The girl got off the bus.
- 4. Why were they always looking for new workers in Batton?**
 - (a) People were being killed by one or more vampires.
 - (b) People didn't like it there.
 - (c) People thought it was boring.
- 5. In Paragraph 6, Ellis's heart started to beat faster because he was:**
 - (a) scared
 - (b) heavy
 - (c) tired
- 6. The main idea of Paragraph 2 is that Ellis:**
 - (a) didn't do very much.
 - (b) didn't eat much.
 - (c) didn't have a job.
- 7. Just before the girl bit him, Ellis saw the girl had:**
 - (a) moved seats.
 - (b) two long teeth like fangs.
 - (c) red eyes.
- 8. The main way the characters are different is that one is a vampire; the other is:**
 - (a) scared.
 - (b) an adult.
 - (c) human.
- 9. What might have happened if Ellis had not done the night shift? He might:**
 - (a) have done the afternoon shift.
 - (b) still be alive.
 - (c) have not eaten peanuts.
- 10. What is the name of the place where the main character lives?**
 - (a) Ellis
 - (b) Batton
 - (c) graveyard

All about words

- 1. Which word from the text means a large, sharp tooth?**
 - (a) crawl
 - (b) fang
 - (c) teeth
- 2. The word last can have different meanings. Which meaning does it have in Paragraph 8?**
 - (a) to remain fresh
 - (b) on the most recent occasion
 - (c) the final thing to happen; in the end
- 3. Which words ending in -ly describe how something is done?**
 - (a) family, only
 - (b) quickly, normally
 - (c) apply, jelly
- 4. What sound do the letters igh make in the words right and bright?**
 - (a) long 'i' sound as in 'pie'
 - (b) short 'o' sound as in 'off'
 - (c) short 'i' sound as in 'sip'
- 5. If something makes your skin crawl, it is very:**
 - (a) unpleasant or scary
 - (b) sticky
 - (c) insect-like
- 6. Which word rhymes with bite?**
 - (a) brief
 - (b) beat
 - (c) might
- 7. In which word does the letter c make the same soft s sound as in glance?**
 - (a) notice
 - (b) checked
 - (c) could
- 8. Which word below belongs in this group of words?**

wheel mirror seat

 - (a) bus
 - (b) bottom
 - (c) back
- 9. Which word uses the spelling rule 'i comes before e except after c'?**
 - (a) instead
 - (b) relieved
 - (c) noticed
- 10. Which word means to look at quickly?**
 - (a) check
 - (b) glance
 - (c) vision

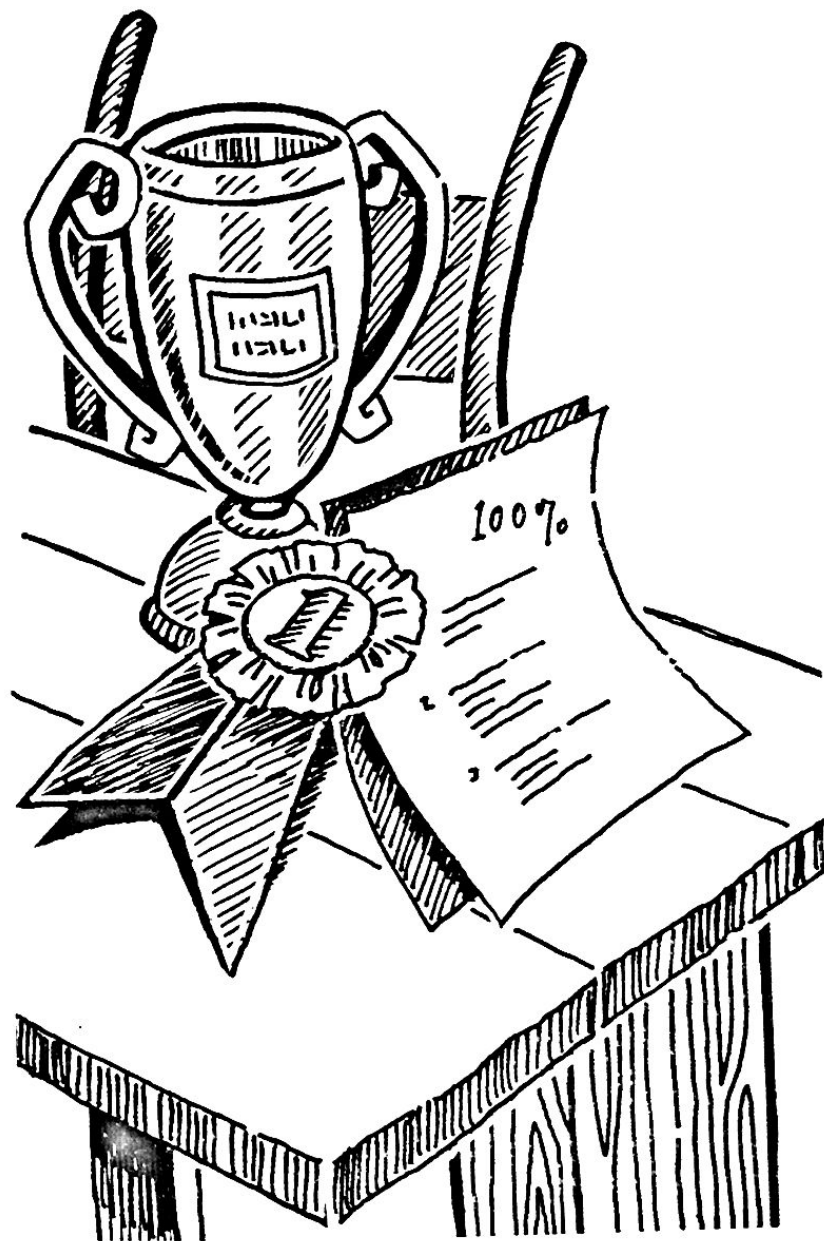
Smart Ice Cream

BY PAUL JENNINGS

Well, I came top of the class again. One hundred out of one hundred for Maths. And one hundred out of one hundred for English. I'm just a natural brain, the best there is. There isn't one kid in the class who can come near me. Next to me they are all dumb.

Even when I was a baby I was smart. The day that I was born my mother started tickling me. "Bub, bub, bub," she said.

"Cut it out, Mum," I told her. "That tickles." She nearly fell out of bed when I said that. I was very advanced for my age.



Every year I win a lot of prizes: top of the class, top of the school, stuff like that. I won a prize for spelling when I was only three years old. I am a terrific speller. If you can say it, I can spell it. Nobody can trick me on spelling. I can spell every word there is.

Some kids don't like me; I know that for a fact. They say I'm a show-off. I don't care. They are just jealous because they are not as clever as me. I'm good-looking too. That's another reason why they are jealous.

Last week something bad happened. Another kid got one hundred out of one hundred for Maths too. That never happened before—no one has ever done as well as me. I am always first on my own. A kid called Jerome Dadian beat me. He must have cheated. I was sure he cheated. It had something to do with that ice cream. I was sure of it. I decided to find out what was going on; I wasn't going to let anyone pull a fast one on me.

It all started with the ice cream man. Mr. Peppi. The old fool had a van which he parked outside the school. He sold ice cream, all different types. He had every flavor there is, and some that I had never heard of before.

He didn't like me very much. He told me off once. "Go to the back of the queue," he said. "You pushed in."
"Mind your own business, Pop," I told him. "Just hand over the ice cream."

"No," he said. "I won't serve you unless you go to the back."

I went round to the back of the van, but I didn't get in the queue. I took out a nail and made a long scratch on his rotten old van. He had just had it painted. Peppi came and had a look. Tears came into his eyes. "You are a bad boy," he said. "One day you will get into trouble. You think you are smart. One day you will be too smart."

I just laughed and walked off. I knew he wouldn't do anything. He was too soft-hearted. He was always giving free ice creams to kids that had no money. He felt sorry for poor people. The silly fool.

There were a lot of stories going round about that ice cream. People said that it was good for you. Some kids said it made you better when you were sick. One of the teachers called it "Happy Ice Cream." I didn't believe it, it never made me happy.

All the same, there was something strange about it. Take Pimples Peterson for example. That wasn't his real name—I just called him that because he had

a lot of pimples. Anyway, Peppi heard me call Peterson "Pimples." "You are a real mean boy," he said. "You are always picking on someone else, just because they are not like you."

"Get lost, Peppi," I said. "Go and flog your ice cream somewhere else."

Peppi didn't answer me. Instead he spoke to Pimples. "Here, eat this," he told him. He handed Peterson an ice cream. It was the biggest ice cream I had ever seen. It was colored purple. Peterson wasn't too sure about it. He didn't think he had enough money for such a big ice cream.

"Go on," said Mr. Peppi. "Eat it. I am giving it to you for nothing. It will get rid of your pimples."

I laughed and laughed. Ice cream doesn't get rid of pimples, it gives you pimples. Anyway, the next day when Peterson came to school he had no pimples. Not one. I couldn't believe it. The ice cream had cured his pimples.

There were some other strange things that happened too. There was a kid at the school who had a long nose. Boy, was it long. He looked like Pinocchio. When he blew it you could hear it a mile way. I called him "Snuzzle." He didn't like being called Snuzzle. He used to go red in the face when I

said it, and that was every time that I saw him. He didn't say anything back—he was scared that I would punch him up.

Peppi felt sorry for Snuzzle too. He gave him a small green ice cream every morning, for nothing. What a jerk. He never gave me a free ice cream.

You won't believe what happened but I swear it's true. Snuzzle's nose began to grow smaller. Every day it grew a bit smaller. In the end it was just a normal nose. When it was the right size Peppi stopped giving him the green ice creams.

I made up my mind to put a stop to this ice cream business. Jerome Dadian had been eating ice cream the day he got one hundred for Maths. It must have been the ice cream making him smart. I wasn't going to have anyone doing as well as me. I was the smartest kid in the school, and that's the way I wanted it to stay. I wanted to get a look inside that ice cream van to find out what was going on.

I knew where Peppi kept his van at night—he left it in a small lane behind his house. I waited until about eleven o'clock at night. Then I crept out of the house and down to Peppi's van. I took a crowbar, a bucket of sand, a flashlight, and some bolt cutters with me.

There was no one around when I reached the van.



I sprang the door open with the crowbar and shone my torch around inside. I had never seen so many tubs of ice cream before. There was every flavor you could think of: there was apple and banana, cherry and mango, blackberry and watermelon, and about fifty other flavors. Right at the end of the van were four bins with locks on them. I went over and had a look. It was just as I thought—these were his special flavors. Each one had writing on the top. This is what they said:

HAPPY ICE CREAM for cheering people up
NOSE ICE CREAM for long noses
PIMPLE ICE CREAM for removing pimples
SMART ICE CREAM for smart alecs

Now I knew his secret. That rat Dadian had been eating Smart Ice Cream; that's how he got one hundred for Maths. I knew there couldn't be anyone

as clever as me. I decided to fix Peppi up once and for all. I took out the bolt cutters and cut the locks off the four bins; then I put sand into every bin in the van. Except for the Smart Ice Cream. I didn't put any sand in that.

I laughed to myself. Peppi wouldn't sell much ice cream now. Not unless he started a new flavor—Sand Ice Cream. I looked at the Smart Ice Cream. I decided to eat some; it couldn't do any harm. Not that I needed it—I was already about as smart as you could get. Anyway, I gave it a try. I ate the lot. Once I started I couldn't stop. It tasted good. It was delicious.

I left the van and went home to bed, but I couldn't sleep. To tell the truth, I didn't feel too good. So I decide to write this. Then if any funny business has been going on you people will know what happened. I think I have made a mistake. I don't think Dadian did get any Smart Ice Cream.

It iz the nekst day now. Somefing iz happening to me. I don't feal quite az smart. I have bean trying to do a reel hard sum. It iz wun and wun. Wot duz wun and wun make? Iz it free or iz I for?

Grammar

1. Which is the best word to use in the sentence?

The closer a country is to the equator, the its winter days are.

- (a) long
(b) longer
(c) longest

2. The adjective describing a noun in this sentence is:

No-one has a permanent address in Antarctica.

- (a) No-one
(b) permanent
(c) address

3. The preposition in the sentence telling where the sun is in relation to the horizon is:

The sun stays above the horizon for a couple of days.

- (a) above
(b) for
(c) couple

4. The conjunction in the sentence connecting two ideas is:

In a northern summer, the hours of daylight increase as you move further north.

- (a) In
(b) of
(c) as

5. The best verb for this sentence is:

The only people who time in Antarctica are scientists.

- (a) spend
(b) spent
(c) spending

6. Which sentence has been correctly punctuated?

(a) In summer, as earth spins on its axis the poles can't escape the suns glare.

(b) In summer, as Earth spins on its axis, the poles can't escape the sun's glare.

(c) In summer as Earth spins on its axis, the poles can't escape the suns' glare

7. The adverb *happily* in this sentence tells something happens.

I would happily visit the land of the midnight sun tomorrow.

- (a) how (manner)
(b) when (time)
(c) where (place)

Something e*tra

- ✦ Use an atlas to find the name of an island, a town, a sea, a bay, a strait and a mountain within the Arctic Circle.
- ✦ Design a poster to encourage people to visit the land of the midnight sun.

THE LAND OF THE MIDNIGHT SUN

1. Midnight sun? How ridiculous! Everyone knows that midnight is always at night-time and we all know that the sun doesn't shine at night ... or does it?

2. For two seasons each year, at opposite ends of the planet, the sun shines for the whole day. Imagine that: 24 hours of daylight! How could you sleep 'at night' with the sun blazing in through your bedroom window? Perhaps you could try not going to sleep at all ... no, that's not such a good idea. You might find yourself falling asleep in the strangest of places!

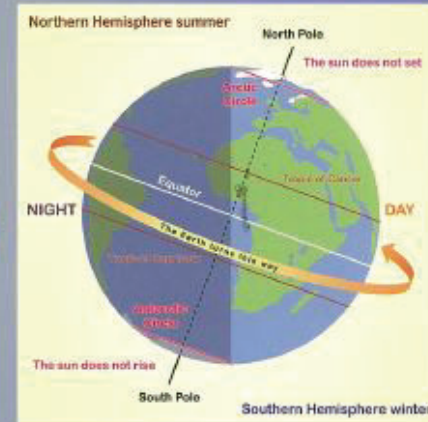
3. So how does this strange event occur? It is all to do with the tilt of the Earth's axis, the planet's journey around the sun and the distance from either the North or the South Pole.

4. At the equator, each day has 12 hours of daylight and 12 hours of darkness all year round. But as each hemisphere leans towards the sun, daylight hours increase and those of night-time decrease. Also, the hours of daylight increase as you move from the equator to the pole.

5. At the Antarctic and Arctic circles, the sun stays above the horizon for a couple of days each summer so there is sunlight all day long. At the poles, the sun doesn't set for 182 days. That's half the year! As Earth spins on its axis giving day and night to most of the world, one pole is always bathed in sunlight.

6. If you want to experience 24 hours of daylight, you have to travel to places inside the Arctic Circle. These include most of Greenland and the northernmost parts of North America, Russia and Scandinavia. In the Southern Hemisphere, the land within the Antarctic Circle is the continent of Antarctica. Its environment is very harsh. The only people who spend time there are research scientists. No-one has a permanent address in Antarctica!

7. Wouldn't it be wonderful to live somewhere with such long hours of daylight in the summer! Think of all the time you would have to enjoy the great outdoors! But if you have days of total daylight in summer, what do you suppose you have in winter ... do you think that would be as much fun?



Comprehension

- 1. It is a fact, not an opinion, that during summer within the Arctic Circle, there are days when:**
 - (a) it is difficult to sleep.
 - (b) the sun does not set.
 - (c) it is lots of fun.
- 2. If you were in Greenland in the Northern Hemisphere summer you would be likely to have:**
 - (a) 24 hours' sunlight.
 - (b) 24 hours' darkness.
 - (c) equal day and night.
- 3. In summer, as you move further from the equator, the hours of daylight:**
 - (a) increase.
 - (b) decrease.
 - (c) stay the same.
- 4. The main idea of Paragraph 6 is that:**
 - (a) no-one lives in Antarctica.
 - (b) the midnight sun only happens within the Arctic Circle.
 - (c) you need to travel to places within the Arctic or Antarctic Circles to see the midnight sun.
- 5. In winter at the Arctic and Antarctic Circles, the sun does not:**
 - (a) rise for 182 days.
 - (b) set for 182 days.
 - (c) rise for a couple of days.
- 6. The purpose of the text is to:**
 - (a) explain how the midnight sun occurs.
 - (b) describe the beauty of the midnight sun.
 - (c) persuade the reader to visit the land of the midnight sun.
- 7. The word *blazing* in Paragraph 2 means:**
 - (a) angry
 - (b) shining
 - (c) creeping
- 8. The Arctic midnight sun happens because the North Pole is**
.....
 - (a) tilted toward the sun.
 - (b) tilted away from the sun.
 - (c) behind the sun.
- 9. You could conclude from the text that, close to the poles, summer days are:**
 - (a) cold.
 - (b) short.
 - (c) long.
- 10. Which sentence could you leave out of a summary of Paragraph 4?**
 - (a) The hours of daylight in each day are greater during summer.
 - (b) In summer, it is warmer than in winter.
 - (c) In summer, the sun rises earlier and sets later.

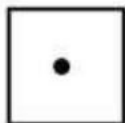
All about words

- 1. Say each word to find the odd one out.**
 - (a) increase
 - (b) research
 - (c) season
- 2. Which word is spelt correctly?**
 - (a) jorney
 - (b) Artic
 - (c) Antarctic
- 3. Say each word to find out which one does not belong in the group.**

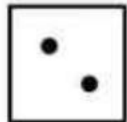
time find light

 - (a) might
 - (b) shine
 - (c) imagine
- 4. The word *somewhere* is a compound word (word made from two smaller words). Which word is not a compound word?**
 - (a) window
 - (b) daylight
 - (c) outdoors
- 5. The two words that have the same number of syllables as *equator* are:**
 - (a) ridiculous, opposite
 - (b) permanent, hemisphere
 - (c) experience, visible
- 6. Which sentence uses the correct homophones?**
 - (a) Did you **no** that the **son** can shine for the **whole** day?
 - (b) Did you **know** that the **sun** can shine for the **hole** day?
 - (c) Did you **know** that the **sun** can shine for the **whole** day?
- 7. Which root word stays the same when the suffix *-ness* is taken away?**
 - (a) happiness
 - (b) kindness
 - (c) laziness
- 8. Which word does not contain a silent consonant?**
 - (a) horizon
 - (b) scientist
 - (c) hour
- 9. The word which means *where land and sea appear to meet the sky* is:**
 - (a) axis
 - (b) equator
 - (c) horizon
- 10. A synonym (word with a similar meaning) for *harsh* in Paragraph 6 is:**
 - (a) unfriendly
 - (b) hot
 - (c) marshy

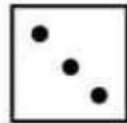
Roll and Spell



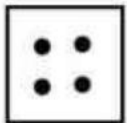
Write the word with your other hand



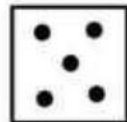
Write the word as fast as you can



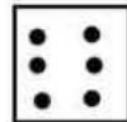
Write the word with your eyes closed



Write the word in a fancy way



Write the word in all capital letters



Write the word using tiny letters

Grammar

1. The verb group in this sentence is:

Their big truck must have gone through the fence.

- (a) *Their big truck*
- (b) *must have gone*
- (c) *through the fence*

2. Which three pronouns did John miss out when he said:

Dunno, could be anywhere. Have a pretty big truck.

- (a) *I, they, They*
- (b) *we, I, They*
- (c) *I, they, we*

3. Adverbs of place can tell where something happened. Three adverbs of place in these three short sentences are:

He walked away.
They bumped along.
They could be anywhere.

- (a) *He, bumped, anywhere*
- (b) *away, along, be*
- (c) *away, along, anywhere*

4. Prepositions show how words in a sentence are linked. The two prepositions in this sentence are:

John grabbed a spade from the back and started throwing sand on the fire.

- (a) *back, spade*
- (b) *from, fire*
- (c) *from, on*

5. Adjectives can describe pronouns, e.g. It was *old* and *dirty*. Which word in this sentence is an adjective?

Elise thought they were beautiful.

- (a) *thought*
- (b) *were*
- (c) *beautiful*

6. The best conjunction to join these two sentences is:

They bumped along for over an hour. He got out.

- (a) *and*
- (b) *because*
- (c) *before*

7. Which word in this sentence is an action verb?

She stuck a dusty hat on her head.

- (a) *stuck*
- (b) *dusty*
- (c) *head*

Something extra

- ✦ Elise looked around and didn't look too happy after John had put out the fire. Think of some reasons why she acted this way.

- ✦ Elise stared and then closed her open mouth when John said, 'Nothing much'. Draw a cartoon of this scene with a speech bubble showing what she was about to say to Uncle Ben.



1. It was the first time Elise had stayed with her aunty and uncle and she didn't know what to expect. They lived with their son, John, and lots of cattle in the Australian Outback, kilometres from anywhere. There was nowhere to go, no shops, no friends and it was hot, really hot. She'd tried to think of something to talk to John about, but he just wasn't interested. Four weeks seemed like forever.
2. John jammed his hat on his head and mumbled to his dad, as he walked away towards a dirty, old four-wheel drive, 'Off to do the mill run'.
3. 'Take Elise with you', called Aunty Elaine as she stuck a dusty hat on her head. John just kept walking. She didn't want to go, but she caught up and climbed in, thinking, 'He's too young to drive, what's a mill run and where are we going?'
4. Well, he could drive. They bumped along for over an hour saying nothing, then he got out. He scratched his head, got some tools out of the back and started to mend a fence. 'Truck must have gone through it; too lazy to open the gate', he muttered as he worked. Elise just watched. Then she saw smoke and pointed. John drove towards it, then stopped again. The fire had burnt some grass and it was still going. John grabbed a spade from the back and started digging and throwing sand on the fire. He told her to get water from a tank on the back.
5. 'Didn't put their fire out when they left, they're a dangerous lot', John grumbled, climbing back in. Elise looked around, then asked where they'd gone.
6. 'Dunno, could be anywhere. Have a pretty big truck.' Elise didn't look too happy.
7. They drove on to a windmill pumping up water for cattle to drink. John jumped out to make sure there was water in the cattle trough. He showed Elise all the zebra finches fluttering about the mill. They were the most beautiful, colourful birds she'd ever seen. They both smiled as they watched them.
8. 'Want to go for a ride when we get back?' he asked. Elise nodded and smiled.
9. After looking at more mills, they went home. Elise raced inside to tell her story.
10. 'You've been a while. What did you do?' asked Uncle Ben.
11. 'Nothing much', said John, before she had a chance to reply. Elise stared, then she closed her open mouth. Things were really different here. If all that was 'nothing', then 'something' must really be something! She couldn't wait!

Comprehension

1. The mills that John took Elise to see are:

- (a) places where water is pumped up from underground.
- (b) houses where millers live.
- (c) places where crops are grown.

2. A cattle trough is:

- (a) a dry dusty place.
- (b) a place where cattle are kept.
- (c) a long, low container cattle can drink from.

3. You could conclude that Elise probably lives:

- (a) nearby.
- (b) in the city.
- (c) on a houseboat.

4. The text doesn't tell but you could work out that the distance to the mill was:

- (a) a few kilometres.
- (b) hundreds of kilometres.
- (c) tens of kilometres.

5. It is an opinion, not a fact, that:

- (a) there were finches at the mill.
- (b) the finches were beautiful.
- (c) finches can fly.

6. John and Elise were similar because they both:

- (a) could drive.
- (b) mended the fence.
- (c) liked birds.

7. John is Elise's:

- (a) cousin
- (b) brother
- (c) friend

8. Which event happened last?

- (a) John mended a fence.
- (b) They watched the zebra finches.
- (c) They saw some smoke and went to see about it.

9. You could predict that Elise most probably:

- (a) won't enjoy her stay.
- (b) will go home early.
- (c) will learn to ride a horse.

10. The fire was caused by:

- (a) lightning
- (b) truck drivers
- (c) people camping

All about words

1. The word *dunno* is a slang word meaning:

- (a) went and did it
- (b) don't know
- (c) it wasn't done

2. A zebra finch is a bird:

- (a) with some stripes.
- (b) that's black and white.
- (c) that's big.

3. John jammed his hat on his head means he:

- (a) rested it on his head.
- (b) pushed it on his head.
- (c) put it on gently.

4. To do a mill run means to:

- (a) check the windmills.
- (b) go for a run.
- (c) collect the flour.

5. Say each word in the group. The word that doesn't belong in this group is:

- | | | |
|---------|--------|-------|
| water | caught | story |
| towards | talk | four |
- (a) walking
 - (b) trough
 - (c) forever

6. The word that belongs in this sound group is:

- too do towards two through
- (a) trough
 - (b) tools
 - (c) both

7. The word that doesn't belong in this sound group is:

- Aunty Elise dusty lazy really
- (a) beauty
 - (b) tried
 - (c) happy

8. The best explanation of why these words belong in the same group is because they all have:

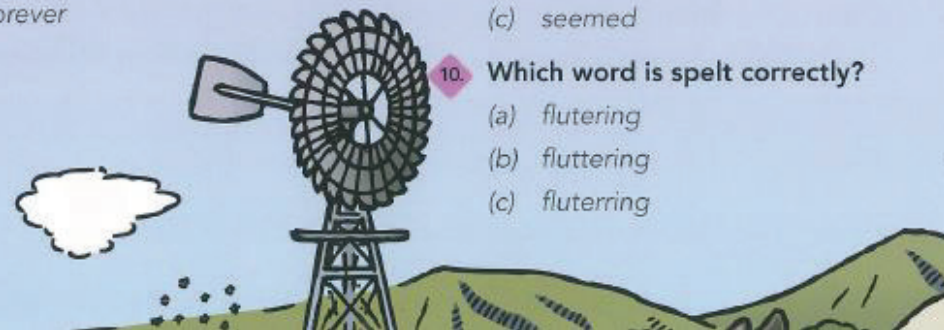
- digging nodded really
stopped grabbed
- (a) a suffix added.
 - (b) double letters.
 - (c) double letters before a suffix.

9. Which word follows the 'double the final consonant before adding a suffix to keep the vowel sound short' spelling rule?

- (a) jammed
- (b) walking
- (c) seemed

10. Which word is spelt correctly?

- (a) fluttering
- (b) fluttering
- (c) fluterring



Grammar

1. In Paragraph 1, the first four sentences all end with an exclamation mark to tell the reader that:

- (a) a question is being asked.
- (b) it's time to breathe
- (c) the writer is expressing a feeling of amazement

2. The action verb in this sentence is:

The snow and ice from all around also melt.

- (a) from
- (b) around
- (c) melt

3. In this sentence the word **completely** is an adverb telling _____ something disappeared:

Within a month, it has completely disappeared.

- (a) when (time)
- (b) where (place)
- (c) how (manner)

4. Jukkasjarvi, Icehotel and Sweden all have capital letters because they are:

- (a) common nouns.
- (b) proper nouns.
- (c) at the beginning of a sentence.

5. Adjectives can describe nouns; e.g. a **hot** sauna. Which words are adjectives in this sentence?

Snuggle into your cosy, thermal sleeping bag.

- (a) Snuggle, into
- (b) cosy, thermal
- (c) sleeping bag

6. Which sentence has been correctly punctuated?

- (a) It's wall's and roof slowly melt in the sun's weak ray's.
- (b) its wall's and roof slowly melt in the sun's weak ray's
- (c) Its walls and roof slowly melt in the sun's weak rays.

7. In Paragraph 4, the pronoun **which** refers to:

- (a) the melt water
- (b) the River Torne
- (c) the ice

SWEDEN'S ICEHOTEL

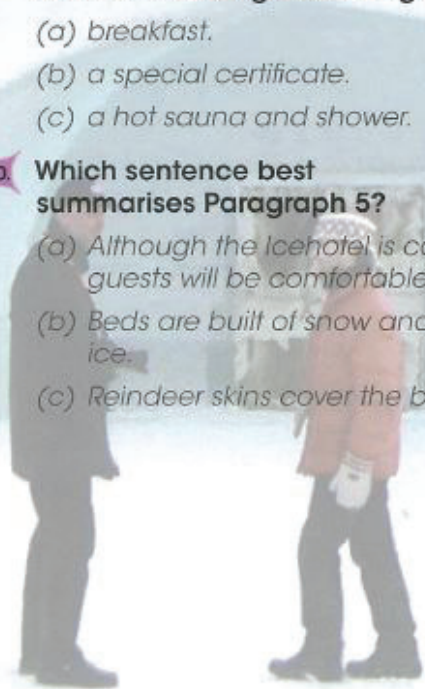
1. You have got to be joking! Pay good money to stay in a hotel that is so cold they even give you thermal clothes to wear in bed! A hotel where you can't keep your luggage in your room because it will freeze! I don't think so! On the other hand, it could be an interesting experience ...
2. Each year in early spring, large blocks of ice are carved out of the frozen River Torne in the village of Jukkasjarvi in Northern Sweden, 200 km north of the Arctic Circle. The ice blocks are kept in cold storage until the next winter.
3. As soon as winter arrives, snow builders and artists from all over the world come to Jukkasjarvi to design and build a new Icehotel. This takes about one month to complete. One thing people love about Icehotel is that each year it looks completely different! Thousands of guests stay at the hotel each winter and many couples get married in the Ice Church.
4. Icehotel stays open until spring when the warmth of the sun starts to melt the roof. Within a month, it has completely disappeared. The melt water returns to the Torne, which again becomes a fast flowing river as the snow and ice from all around also melt.
5. The temperature in the Icehotel is at least -5°C but never goes below -8°C . Beds are built of snow and ice topped with a mattress and covered with reindeer skins. For bed, you need to wear thermal clothes, and a hat, scarf and mittens before you snuggle into your cosy thermal sleeping bag.
6. Getting up to visit the bathroom in the middle of the night can be a problem. The hotel staff suggest that guests have nothing to drink for at least an hour before going to bed. That way, they may survive until morning!
7. After a night in the Icehotel, it's time for a hot sauna and shower in the warm hotel next door before enjoying a hearty cooked breakfast. Everyone who spends at least one night in the Icehotel receives a certificate. It states that they have survived a night at -5°C . Do you think you could earn such a prize?

SOMETHING EXTRA

- ✦ Type Jukkasjarvi Icehotel into your search engine and click on images. Browse through the many photographs of the Icehotel. Download a few images from a copyright-free site to create a slide show.
- ✦ Prepare an oral presentation on the Icehotel. More information can be found on the internet. If you have a slide show, it will add interest to your presentation.

Comprehension

- The Icehotel is open only in winter because:**
 - the ice starts to melt in spring and the hotel soon disappears.
 - all the tourists go home in spring.
 - the staff go on holiday for the rest of the year.
- It is a fact, not an opinion, that:**
 - it would be exciting to spend a night at Icehotel.
 - Icehotel is rebuilt each year.
 - Icehotel is a great idea.
- When you stay at Icehotel, what event happens first?**
 - have a sauna
 - get into sleeping bag
 - enjoy breakfast
- When blocks of ice have been harvested from the frozen River Torne, they are:**
 - put in a freezer until winter.
 - used straightaway to make the next Icehotel.
 - used one by one to make ice sculptures.
- If it was unusually warm one spring, the Icehotel would have to:**
 - close at the same time.
 - close later.
 - close earlier.
- You can conclude from the text that sleeping in the Icehotel would be:**
 - hot and sticky.
 - warm and comfortable.
 - cold but cosy.
- The purpose of this text is to:**
 - give instructions.
 - give enjoyment.
 - explain something.
- The temperature at Icehotel is**
 - always below freezing.
 - always above freezing.
 - very changeable.
- Icehotel is different from ordinary hotels because guests are given:**
 - breakfast.
 - a special certificate.
 - a hot sauna and shower.
- Which sentence best summarises Paragraph 5?**
 - Although the Icehotel is cold, guests will be comfortable.
 - Beds are built of snow and ice.
 - Reindeer skins cover the beds.



All about words

- Which word follows the spelling rule 'e goes away when ing comes to stay'?**
 - joking
 - flowing
 - interesting
- The word *hearty* in Paragraph 7 means:**
 - large and satisfying
 - a big heart
 - horrible
- Which word has a silent *h*?**
 - hotel
 - hot
 - hour
- Which word/phrase does not fit in this group of water cycle words?**
liquid gas solid
 - ice
 - blocks
 - melt water
- Which word is spelt correctly?**
 - saddle
 - puzle
 - pudle
- Which sentence uses *where*, *wear* and *we're* in the correct places?**
 - We're going to stay at Icehotel where we must wear thermal clothes.
 - Wear going to stay at Icehotel we're we must where thermal clothes.
 - Where going to stay at Icehotel wear we must we're thermal clothes.
- Which word is the correct spelling of the plural of *roof*?**
 - rooves
 - roofs
 - roofves
- Which word does not include an *ar* sound as in *Arctic*?**
 - scarf
 - carved
 - warm
- The best reason these words belong in the same group is because they all:**
luggage village
suggest snuggle
 - have seven letters.
 - appear in the text.
 - have a double consonant following a short vowel sound.
- A synonym (word with a similar meaning) for *cosy* is:**
 - curious
 - comfortable
 - short



Grammar

1. Which word is the action verb in this sentence:

We live in the real world with real people.

- (a) real
- (b) live
- (c) people

2. The pronoun *this* in Paragraph 1 refers to:

- (a) people
- (b) spending too much time inside
- (c) is a big mistake

3. A preposition can make a link between words; e.g. *rain on my face*. Which word is a preposition in this sentence?

I love splashing through puddles.

- (a) splashing
- (b) puddles
- (c) through

4. Possessive determiners can tell who owns the noun; e.g. *your health*. Which word is a possessive determiner in this sentence?

We should fill our lungs with fresh air.

- (a) should
- (b) our
- (c) with

5. In which phrase is the apostrophe used to show ownership (possession)? e.g. *a computer's keyboard*

- (a) *people's health*
- (b) *bike riding's fun*
- (c) *isn't the same*

6. Which sentence is punctuated correctly?

- (a) *there are beautiful things to see, hear, smell and touch.*
- (b) *There are beautiful things to see, hear, smell and touch.*
- (c) *There are beautiful things, to see, hear, smell, and touch*

7. The conjunction joining two smaller sentences to make this sentence is:

We can't listen to and talk to people if we just stay inside.

- (a) and
- (b) stay
- (c) if

Something extra

- ✦ Draw a picture showing places you like and things you like doing outside.
- ✦ Make a chart with four columns and write lists of things you like to see, hear, touch and smell when you're outside.

DON'T BE A COUGH POTATO

1. People spend too much time inside. I think this is a big, big mistake. By not going out into the real world they're missing out on so many really good things to see and do. And I know spending too much time inside is not good for your health.

2. If we want to be healthy it's important to exercise and to fill our lungs with fresh air. We can't do this when we're sitting in front of a television doing nothing or just exercising our fingers on a computer keyboard or a mouse. We can get a bit of exercise walking to the fridge to get more food and we do exercise our mouths a bit when we eat it ... how good for us is that? But outside we can walk, run and swim and have fun with other people doing millions of healthy outdoor things like bike riding and kite flying.

3. Outside there are beautiful things to see, hear, smell and touch. Just think about all the plants and animals, and the rivers and oceans, the sand, rocks and mountains. There are wonderful things people have made too, like fountains, bridges and buildings. They're all outside for us to find, watch, explore and enjoy. By going out and experiencing these things, we learn to value and appreciate them more. People who do this are more likely to want to look after our planet.

4. There are other people outside, lots of other people. People we know and lots we could get to know. People who live close by and those who don't. People who look like us, speak like us and understand us and millions who don't. People we can share things with and people we can learn things from. How can we understand and learn how to talk and listen to other people if we just stay inside?

5. I know it's not always as comfortable and safe outside. But there are some simple safety rules we can learn. It may be hot, cold, dry, dusty, wet or windy, but you can still have lots of fun. I love splashing through puddles, feeling raindrops on my face and listening to the noises they make.

6. So, believe me, it's so much better to go outside and live in the real world with real people. The virtual world just isn't the same.



Comprehension

1. The main idea of Paragraph 5 is:

- (a) staying inside is safe and comfortable.
- (b) it is fun to play in puddles.
- (c) it's good to go outside even if it's not as safe and comfortable.

2. This text was written to:

- (a) explain why it's healthier to be outside.
- (b) persuade people to spend more time outside.
- (c) tell a story.

3. You can conclude from the text that the writer:

- (a) cares about the environment.
- (b) is a male.
- (c) watches lots of television.

4. Which idea does the writer explain first?

- (a) It's important to meet lots of people.
- (b) Being outside is good for your health.
- (c) You don't have to be comfortable all the time.

5. The word *virtual* in Paragraph 6 means:

- (a) good
- (b) vertical
- (c) artificial



6. It is a fact, not an opinion, that:

- (a) kites can be flown outside.
- (b) there are lots of beautiful plants and animals.
- (c) exercise is good.

7. An effect of sitting inside too much could be:

- (a) becoming lazy.
- (b) putting on weight.
- (c) meeting lots of people.

8. People who spend time outside would be more likely to want to protect the environment because they:

- (a) have more time.
- (b) know more about it.
- (c) use computers.

9. You could predict that the writer:

- (a) wants people to play sport.
- (b) knows a lot about computers.
- (c) stays home when it rains.

10. The pronoun *they* in Paragraph 5 means the:

- (a) puddles
- (b) noises
- (c) raindrops



All about words

1. The word *experiencing* in Paragraph 3 means:

- (a) being there and doing it
- (b) experimenting with it
- (c) finding out about it

2. Which sentence uses the correct homophone?

- (a) They're all out there for us to find.
- (b) Their all out there for us to find.
- (c) There all out they're for us to find.

3. We *value and appreciate* means:

- (a) we think they're good because they cost a lot.
- (b) we really like them and think they're important.
- (c) they're cheap and we like them.

4. Which word does not belong in this group of outside things?

- forests oceans sand
- (a) fountains
 - (b) mountains
 - (c) rocks

5. Which word does not have the same first vowel sound as the words:

- nothing touch puddles
- (a) comfortable
 - (b) front
 - (c) computer

6. Which word does not have the same final sound as these three words?

- healthy really windy
- (a) dusty
 - (b) enjoy
 - (c) safety

7. Which one of these *ou* as in *house* and *ow* as in *cow* words is spelt incorrectly?

- (a) mowth
- (b) mouse
- (c) how

8. Which word did not need to use the spelling rule 'e goes away when *ing* comes to stay'.

- (a) listening
- (b) riding
- (c) exercising

9. Which word does not make an antonym (opposite) by adding the prefix *un*? e.g. *unhealthy*

- (a) important
- (b) wonderful
- (c) likely

10. Which word is spelt correctly?

- (a) full
- (b) wonderfull
- (c) beautifull

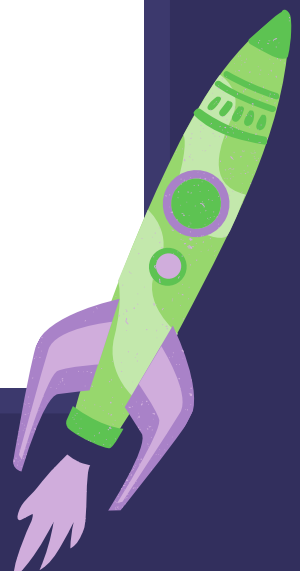
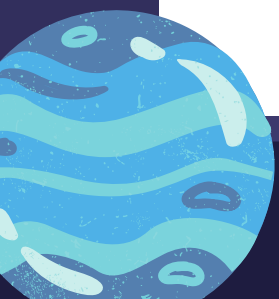
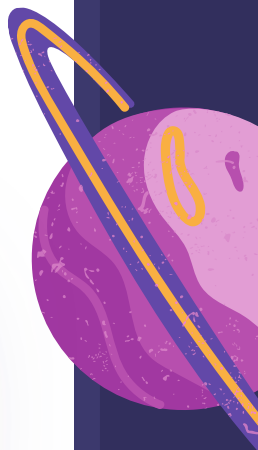
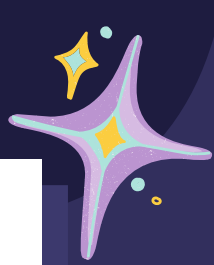
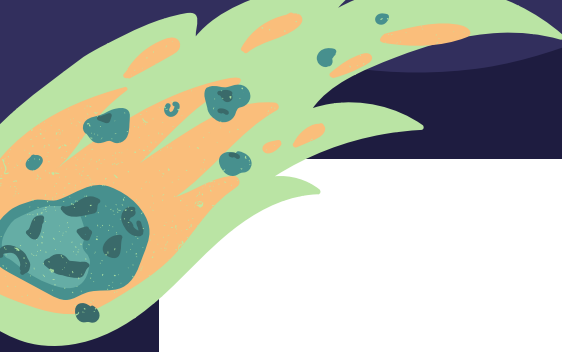


TEEC – STRUCTURE

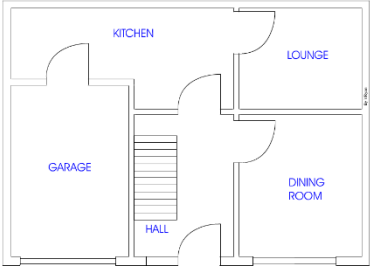
Paragraph writing

<p>TOPIC</p> <p>Introduce your topic and make a point about the topic by stating the main idea.</p> <p>First of all... There are many reasons why... To begin with... Evidence suggests... It is obvious that... Have you ever thought about...?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>EXPLAIN</p> <p>Elaborate and explain your topic sentence by providing more information.</p> <p>This tells us... It appears that... It's obvious that... As a result... It is clear that...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>EXAMPLE/S</p> <p>Support your point by providing examples, evidence or quotes.</p> <p>For example... Research shows... This is supported by... This is demonstrated by... Some examples to support this... QUOTE.. as you can see... (make sure you explain it's relevance)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>CONCLUDE</p> <p>Conclude your paragraph by summarising your topic sentence and points raised.</p> <p>In conclusion... It is evident that... Evidently... This demonstrates... Therefore, it can be said... (Insert rhetorical question) (Restate the topic sentence)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

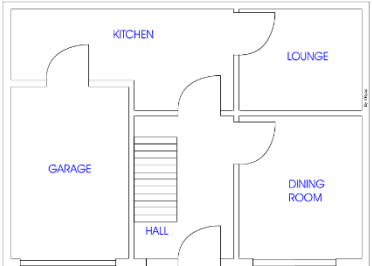
MATHS



Stage 3 Mathematics – Week 10

Monday	Tuesday	Wednesday	Thursday	Friday
Online				
<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 1</i>	<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 2</i>	<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 3</i>	<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 4</i>	<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 5</i>
<u>Activity 2:</u> Perimeter <i>Calculating the perimeter of a range of 2D shapes</i>	<u>Activity 2:</u> Area <i>Calculating the perimeter of regular 2D shapes</i>	<u>Activity 2:</u> Angles <i>Identifying a range of angles</i>	<u>Activity 2:</u> Triangles <i>Naming the type of triangles and calculating missing angles</i>	<u>Activity 2:</u> Position <i>Reading co-ordinates and interpreting grid references</i>
<u>Activity 3:</u> Interactivate: Perimeter Explorer (shodor.org) Click “draw new shape” to get new shapes.	<u>Activity 3:</u> Area Shape Game - Early Geometry Math Game for kids (sheppardsoftware.com)	<u>Activity 3:</u> Measuring Angles Math Playground	<u>Activity 3:</u> Interactive Triangles (mathsisfun.com)	<u>Activity 3:</u> Coordinates Alien Attack - Mathsframe Select one quadrant
<u>Activity 4:</u> Offline/Hands on Draw a birds-eye view of your bedroom. Use a tape measure to measure the length of the sides of your room. Use these measurements to work out the perimeter of your bedroom. Extension: can you do this for other rooms in your house? 	<u>Activity 4:</u> Offline/Hands on Use the map you drew of your bedroom yesterday. Use the length and breadth of your bedroom to work out the area. Extension: can you do this for other rooms in your house?	<u>Activity 4:</u> Offline/Hands on Look around your house and identify all of the different angles. Items that have angles can include: the hands on a clock, the corners of your fridge, when you open your fridge, the legs of chairs, opening a cupboard, lounges, doorways, opening a door, opening a book etc. Are they acute, obtuse, reflex, straight etc? Can you change the angle so it is a different size?	<u>Activity 4:</u> Offline/Hands on Practice your 7 times tables using the chatterbox. Play a game of battleships with a family member/carer. There are paper copies attached for you. Draw 4 battleships: 1 x 2 spaces 2 x 3 spaces 1 x 4 spaces The aim of the game is to try and hit your opponent's ships and sink them before they sink yours.	

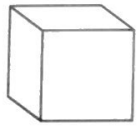
Stage 3 Mathematics – Week 10

Monday	Tuesday	Wednesday	Thursday	Friday
Offline				
<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 1</i>	<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 2</i>	<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 3</i>	<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 4</i>	<u>Activity 1 (Challenge of the Day):</u> <i>Brain Booster Number 5</i>
<u>Activity 2:</u> Perimeter <i>Calculating the perimeter of a range of 2D shapes</i>	<u>Activity 2:</u> Area <i>Calculating the perimeter of regular 2D shapes</i>	<u>Activity 2:</u> Angles <i>Identifying a range of angles</i>	<u>Activity 2:</u> Triangles <i>Naming the type of triangles and calculating missing angles</i>	<u>Activity 2:</u> Position <i>Reading co-ordinates and interpreting grid references</i>
<u>Activity 3:</u> Offline/Hands on Draw a birds-eye view of your bedroom. Use a tape measure to measure the length of the sides of your room. Use these measurements to work out the perimeter of your bedroom. Extension: can you do this for other rooms in your house? 	<u>Activity 3:</u> Offline/Hands on Use the map you drew of your bedroom yesterday. Use the length and breadth of your bedroom to work out the area. Extension: can you do this for other rooms in your house?	<u>Activity 3:</u> Offline/Hands on Look around your house and identify all of the different angles. Items that have angles can include: the hands on a clock, the corners of your fridge, when you open your fridge, the legs of chairs, opening a cupboard, lounges, doorways, opening a door, opening a book etc. Are they acute, obtuse, reflex, straight etc? Can you change the angle so it is a different size?	<u>Activity 3:</u> Offline/Hands on Practice your 7 times tables using the chatterbox.	<u>Activity 3:</u> Offline/Hands on Play a game of battleships with a family member/carer. There are paper copies attached for you. Draw 4 battleships: 1 x 2 spaces 2 x 3 spaces 1 x 4 spaces The aim of the game is to try and hit your opponent's ships and sink them before they sink yours.

Monday

Perimeter

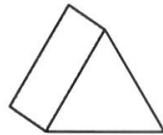
1



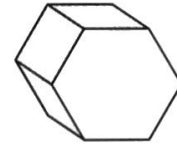
A



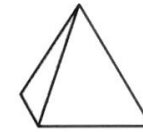
B



C



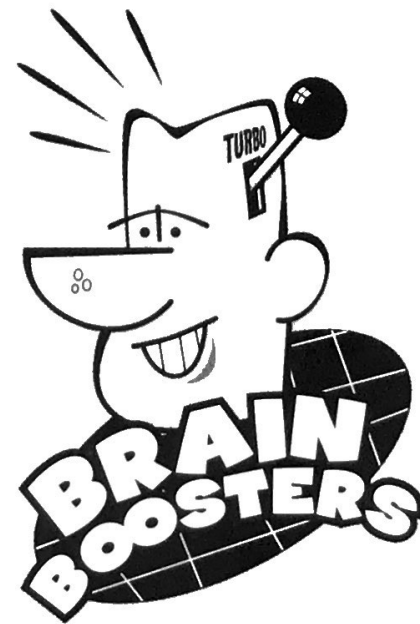
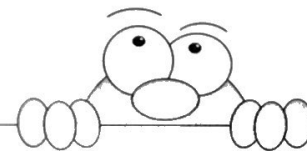
D



E

- a. What is the mystery shape?
- It has at least 3 rectangular faces.
 - Its faces are not all congruent.
 - It has fewer than 10 vertices.
 - It has more than 9 edges.
- b. What is the name of the mystery shape?

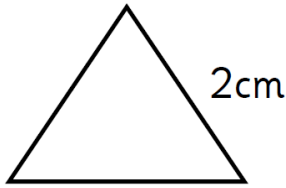
Congruent
means same
size and shape.



Perimeter

Perimeter is a measurement of the outside of a closed shape. Some people find it helpful to imagine it as a fence or path around the outside of the shape.

To calculate the perimeter of an object, you need to add up the lengths of each of the shape's sides.

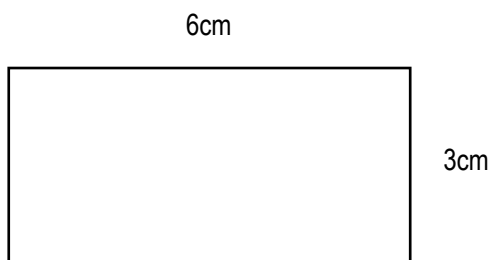


$$\begin{aligned}P &= l + l + l \\P &= 2 + 2 + 2 \\P &= 6\text{cm}\end{aligned}$$

It's very important that you remember to include the unit of measurement at the end of your answer eg cm or m

Calculate the perimeter of the below shapes. The shapes are not drawn to scale.

1.

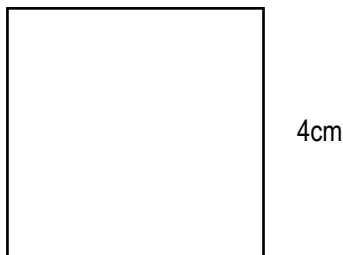


Perimeter = adding the lengths of all 4 sides of the rectangle

$$P = 6\text{cm} + 6\text{cm} + 3\text{cm} + 3\text{cm}$$

$$P = 18\text{cm}$$

2.

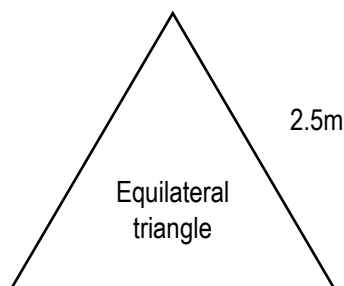


Perimeter = adding the lengths of all 4 sides of the square

$$P = 4\text{cm} + 4\text{cm} + 4\text{cm} + 4\text{cm}$$

$$P = \underline{\hspace{2cm}}$$

3.

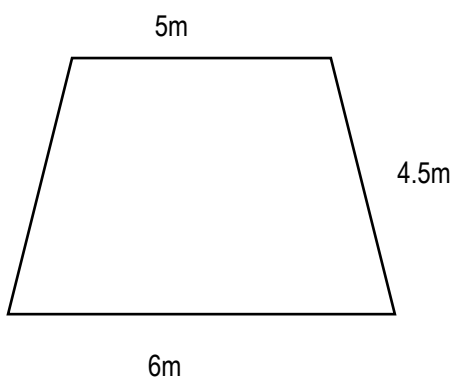


Perimeter = adding the lengths of all 3 sides of the triangle

$$P = 2.5\text{m} + 2.5\text{m} + 2.5\text{m}$$

$$P = \underline{\hspace{2cm}}$$

4.



Perimeter = adding the lengths of all 4 sides of the trapezium

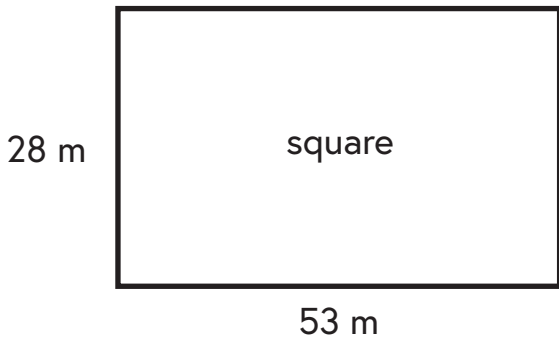
$$P = \underline{\hspace{4cm}}$$

$$P = \underline{\hspace{2cm}}$$

PERIMETER

Name: _____ Date: _____

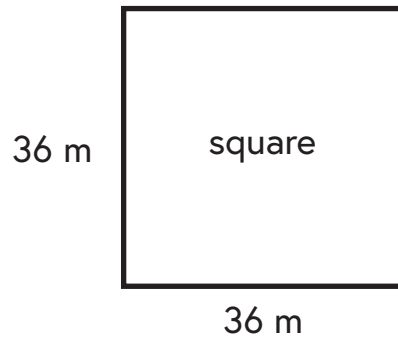
1.



Formula = _____

Perimeter = _____

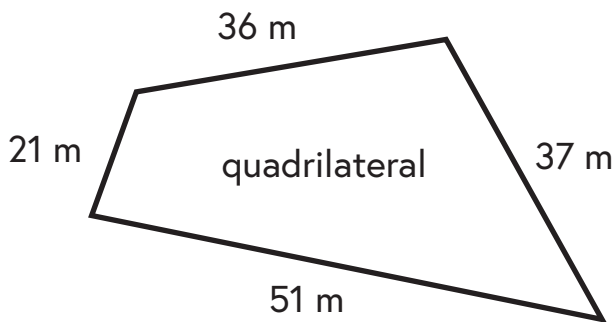
2.



Formula = _____

Perimeter = _____

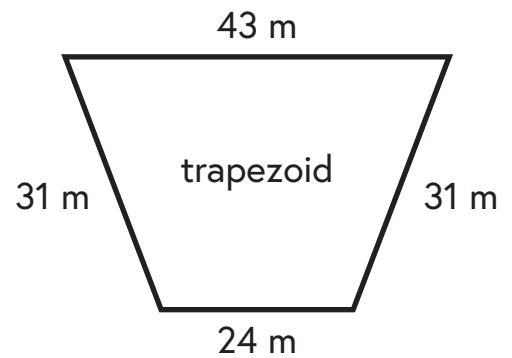
3.



Formula = _____

Perimeter = _____

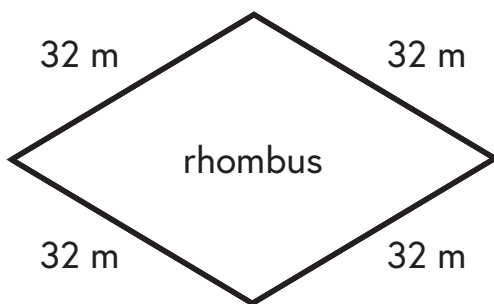
4.



Formula = _____

Perimeter = _____

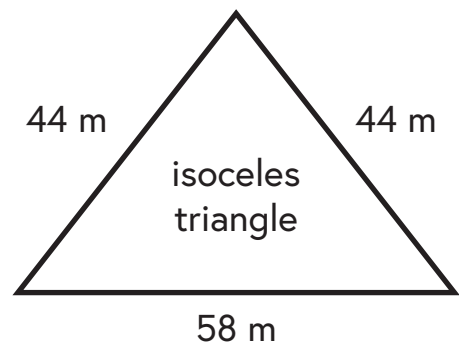
5.



Formula = _____

Perimeter = _____

6.

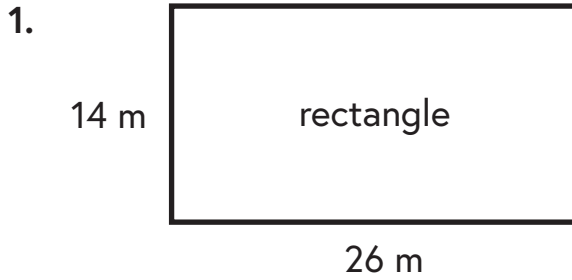


Formula = _____

Perimeter = _____

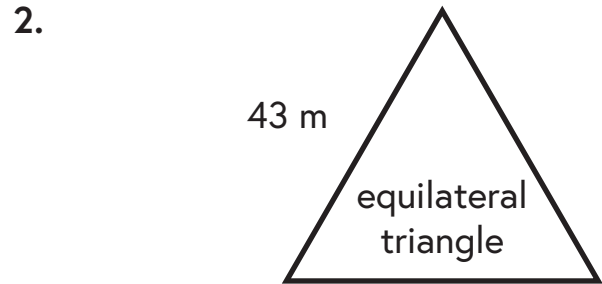
PERIMETER

Name: _____ Date: _____



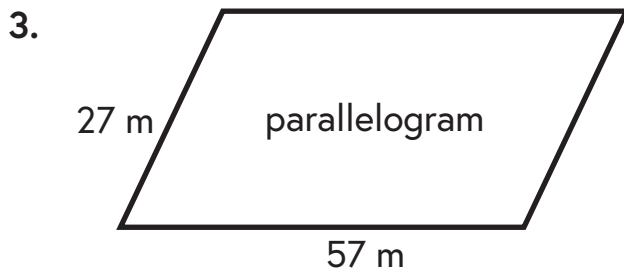
Formula = _____

Perimeter = _____



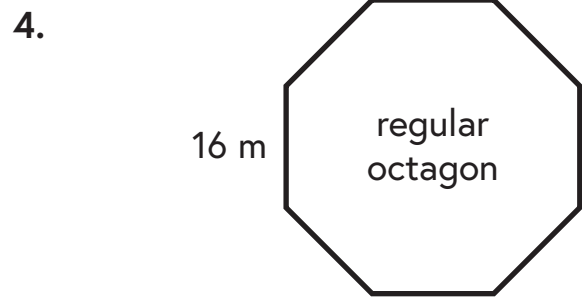
Formula = _____

Perimeter = _____



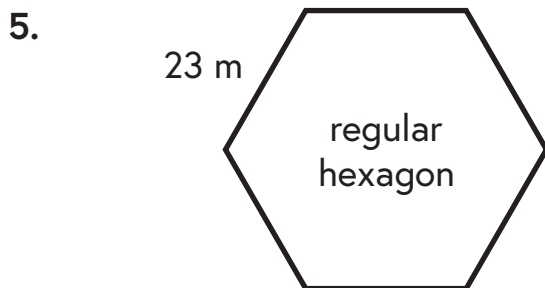
Formula = _____

Perimeter = _____



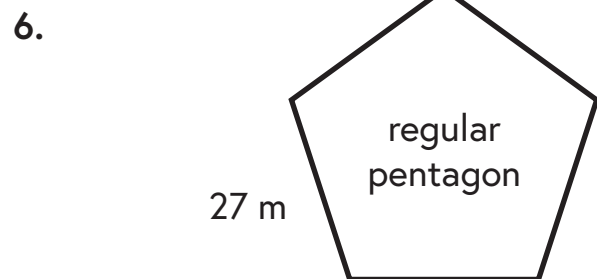
Formula = _____

Perimeter = _____



Formula = _____

Perimeter = _____



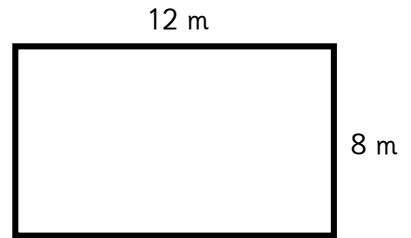
Formula = _____

Perimeter = _____

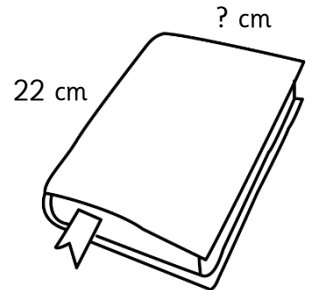
Perimeter Problems

1. The measurements shown are for one of the Year 1 classrooms.

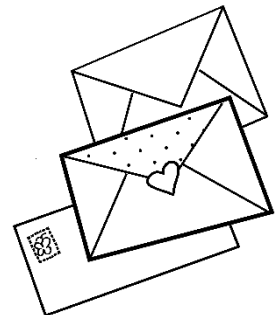
What is the perimeter of the room?



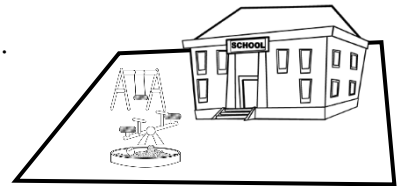
2. A book had a perimeter of 68cm. The length of the book is 22cm. What is the width?



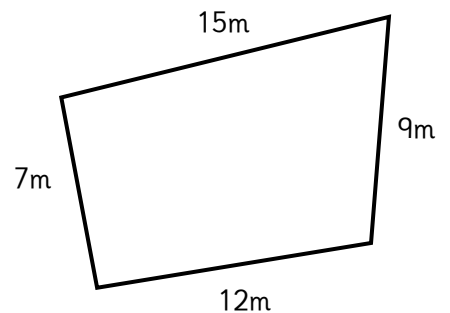
3. An envelope is 18cm wide and 7cm long. What is the perimeter?



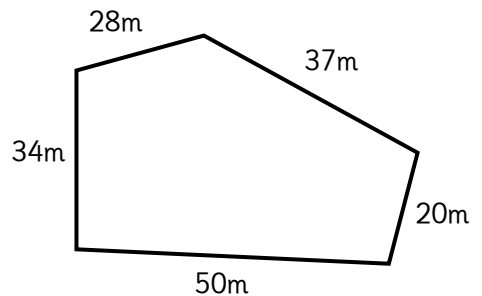
4. Jamie will run around the perimeter of the school grounds. The length is 120m and the width is 130m. How far will Jamie run?



5. Jen has laid some new grass. She needs to run rope around the outside of the grass to keep people off. How much rope will she need?



6. Tom is going to fence a horse paddock on his property. He needs to make sure he knows the perimeter of the paddock, so he can figure out the cost of the fencing. What is the total perimeter that he will fence?



PERIMETER ROBOTS

1. Create your very own robot using regular and irregular shapes. Use a ruler and the grid paper below to help you!
2. Your robot must have a head, neck, two arms, two legs, two hands and feet and a torso.
3. After designing your robot, calculate the perimeter of each body part and record this below. (Each square represents 1 cm).
4. **Challenge:** Can you work out the total perimeter of your robot?

HEAD

Working out:

Perimeter:

ONE LEG

Working out:

Perimeter:

NECK

Working out:

Perimeter:

ONE ARM

Working out:

Perimeter:

TORSO

Working out:

Perimeter:

ONE HAND

Working out:

Perimeter:

ONE FOOT

Working out:

Perimeter:

CHALLENGE! ENTIRE ROBOT

Working out:

Perimeter of the Robot:

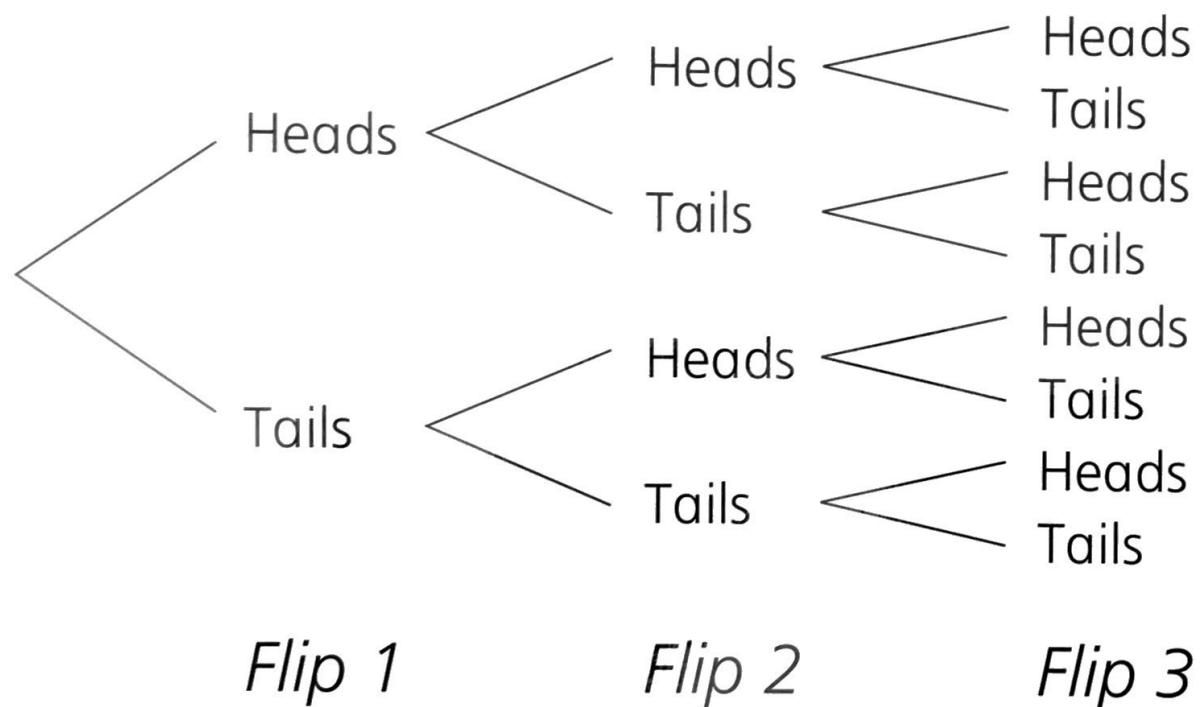
MY ROBOT DESIGN

Name: _____ My Robot Name: _____

A large grid for drawing a robot design, consisting of 20 columns and 30 rows of squares.

Tuesday
Area

The tree diagram shows all possible outcomes for flipping a coin 3 times.



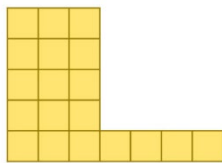
If you flip a coin 3 times, what fraction of all possible outcomes will have at least one head?



Area

Area is the total surface of a shape. When we calculate area, the answer always ends with the unit of measurement and the squared symbol. e.g. 2m^2

We can calculate area by counting grids (if available).



Area = ___ cm^2

However, we are not always given grids. We can calculate the area of a rectangle or square using the formula;
Area = Length x Width



8 cm

$$\begin{aligned} \text{Length} \times \text{Width} \\ 4\text{cm} \times 8\text{cm} \\ = 32\text{cm}^2 \end{aligned}$$

4 cm



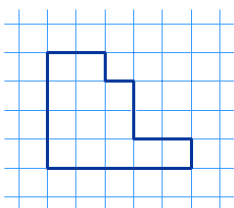
5 cm

As the shape is a square we know that all sides are the same size. Therefore,
Length x Width
 $5\text{cm} \times 5\text{cm}$
Area = 25cm^2

It's very important that you remember to include the unit of measurement at the end of your answer, together with the squared symbol (a small 2) eg cm^2 or m^2

Calculate the area of the below shapes.

1.

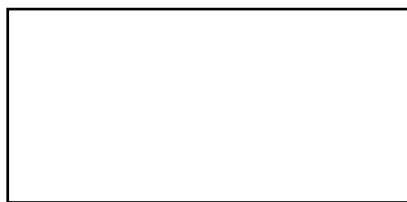


Area = the total surface of the shape

A = counting the grids

$$A = 13\text{cm}^2$$

2.



Breadth
3cm

Length
6cm

Area = the total surface of the shape

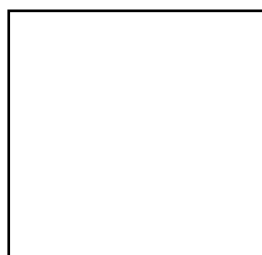
A = length x breadth

$$A = 6\text{cm} \times 3\text{cm}$$

A = _____

Don't forget the notation at the end (cm^2)

3.



Breadth
4m

Length
4m

Area = the total surface of the shape

A = length x breadth

$$A = 4\text{m} \times 4\text{m}$$

A = _____

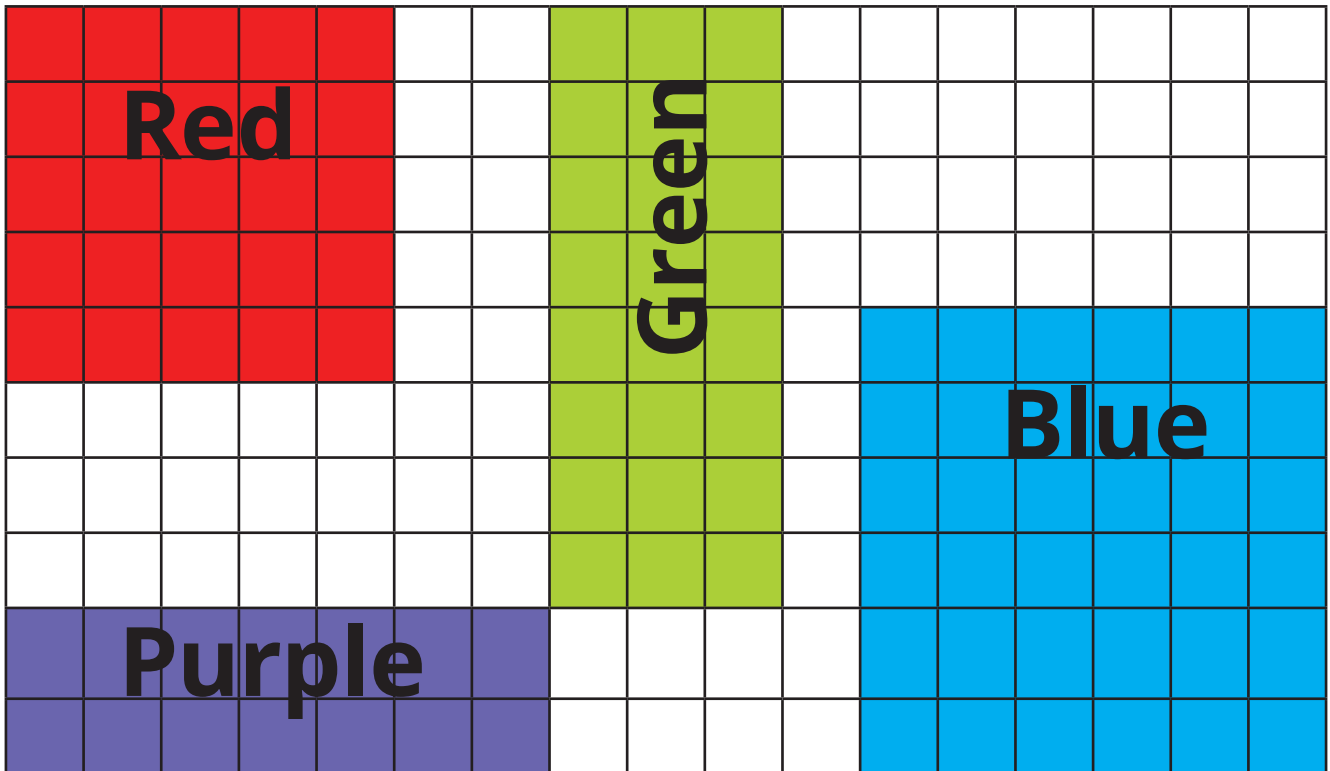
Don't forget the notation at the end (m^2)

Name _____

Date _____

Area - Informal Units

- ① Use the square grid to compare and measure the area of each of the four shapes.



- a) How many squares cover the red square? _____
- b) How many squares cover the purple rectangle? _____
- c) How many squares cover the green rectangle? _____

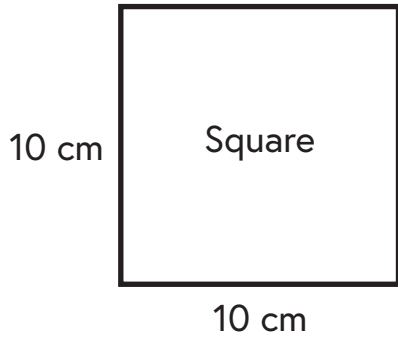
- ② Write a 1 on the shape with the largest area. Write a 2 on the shape with the next largest area. Keep going until all the shapes are numbered.



AREA - SQUARES

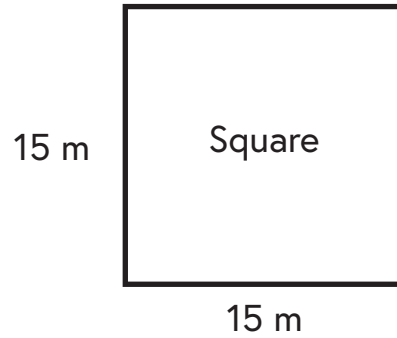
Name: _____ Date: _____

1.



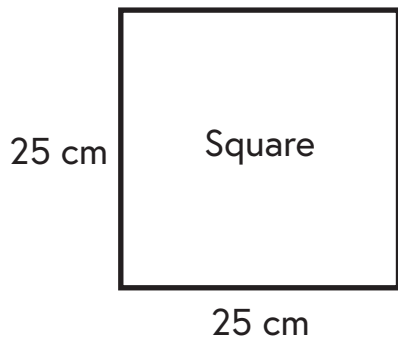
Formula _____
= _____
= _____

2.



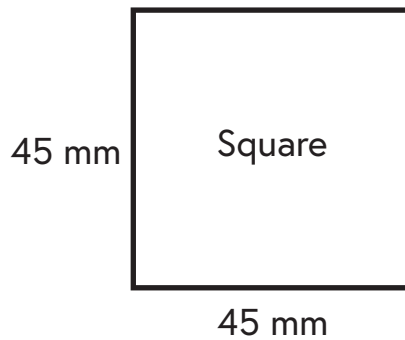
Formula _____
= _____
= _____

3.



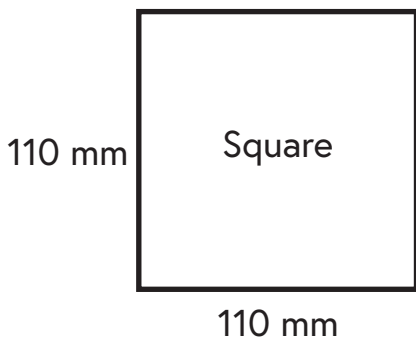
Formula _____
= _____
= _____

4.



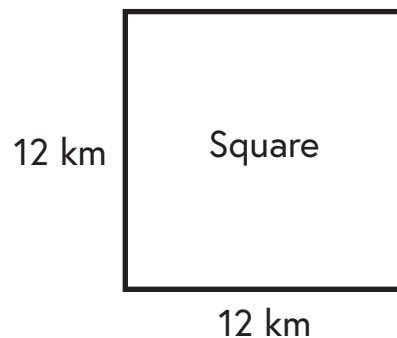
Formula _____
= _____
= _____

5.



Formula _____
= _____
= _____

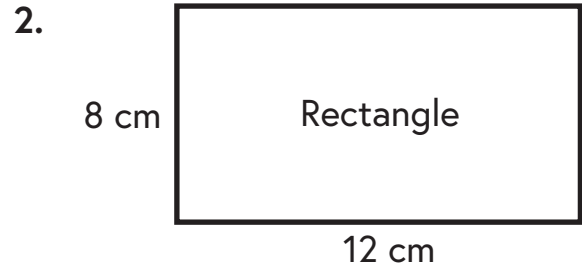
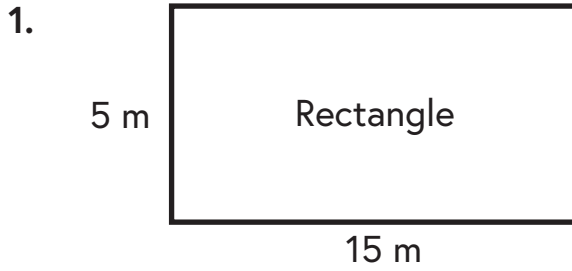
6.



Formula _____
= _____
= _____

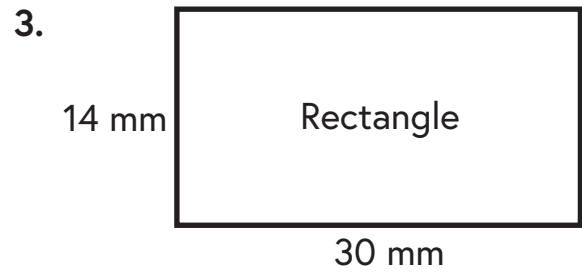
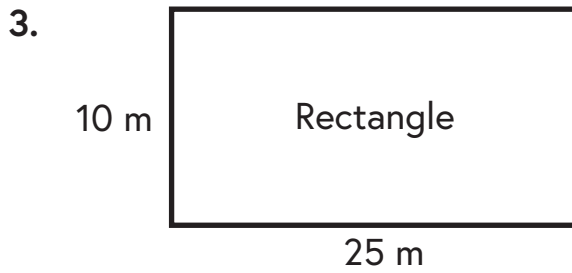
AREA - RECTANGLES

Name: _____ Date: _____



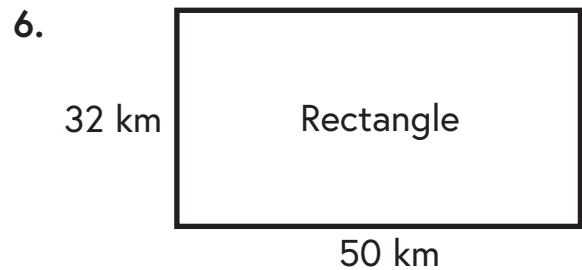
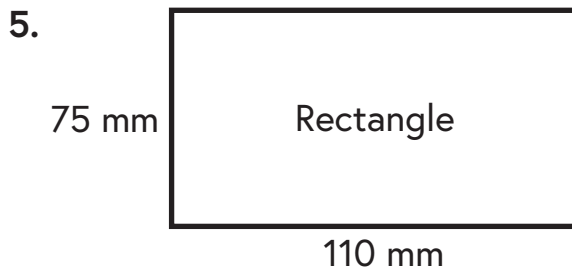
Formula _____
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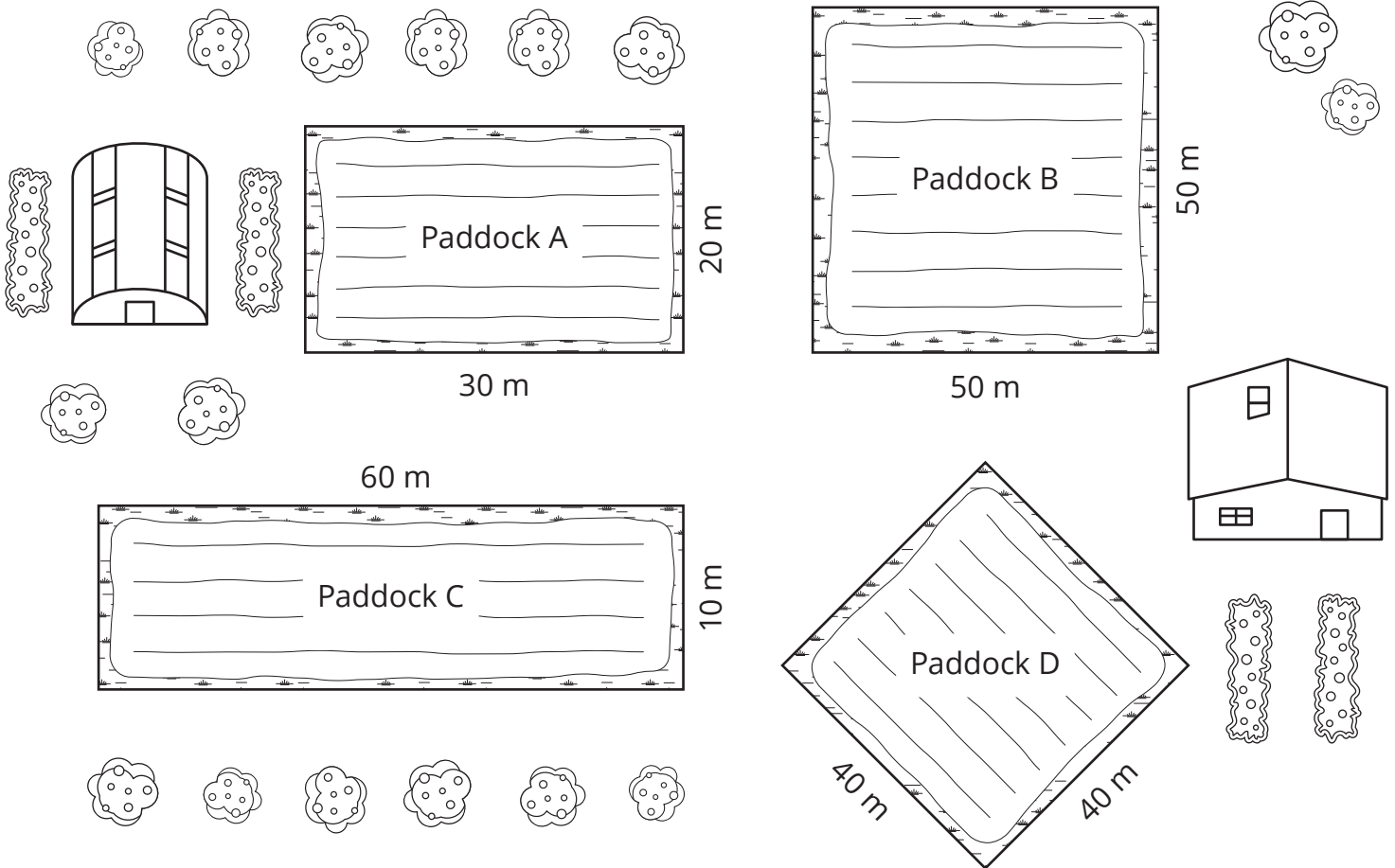


Name: _____

Date: _____

Area and Perimeter Paddock Problems

A farmer is planning some new paddocks for their farm. Look at the plans below and determine the area and perimeter of each paddock.



Paddock A

Perimeter: _____

Area: _____

Paddock C

Perimeter: _____

Area: _____

Paddock B

Perimeter: _____

Area: _____

Paddock D

Perimeter: _____

Area: _____



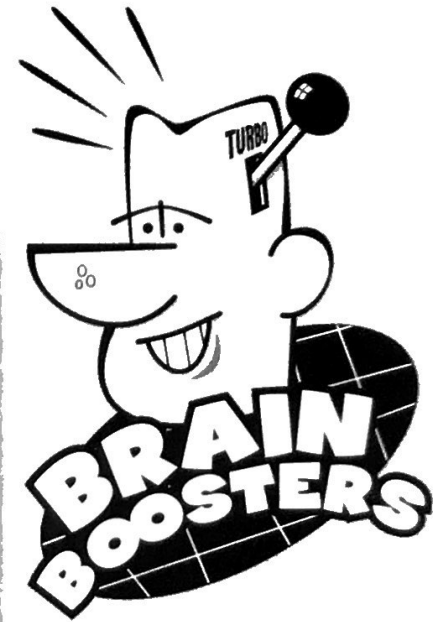
Wednesday

Angles

Copy and complete the table.

The rule is $Y = 3(X + 7) + 2$.

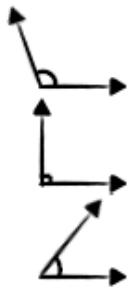
X	Y
2	a.
4	b.
7	c.
13	d.
e.	23
f.	38
g.	92



Angles

Angles are actually parts of a circle. A circle has 360° . (The tiny circle means degrees.) When you measure the distances between the two arms of an angle, that measurement is like a slice out of that 360° .

There are 6 different types of angles:



Obtuse Angle:
 $> 90^\circ$ and $< 180^\circ$

Right Angle:
 $= 90^\circ$

Acute Angle:
 $> 0^\circ$ and $< 90^\circ$



Straight Angle:
 $= 180^\circ$

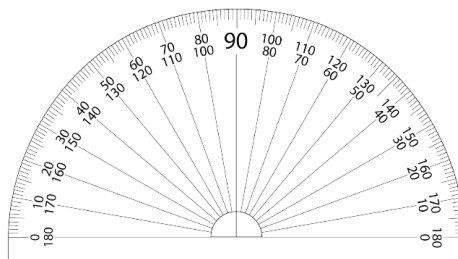


Full Rotation:
 $= 360^\circ$



Reflex Angle:
 $> 180^\circ$ and $< 360^\circ$

We use a protractor to draw and measure angles. When we use a protractor it is important to know how to read it.

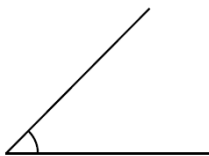


You will notice there are two sets of numbers along the edge. This is because angles can open in any direction, but to make sure you get the right measurement, you will have to ask yourself an important question: "is this angle greater than or less than 90° ?"

If your angle is greater than (obtuse), you should choose the larger numbers, if it is less than, you should choose the smaller numbers.

You can often classify an angle as right, acute, obtuse, straight, or reflex without having to know the exact measurement of the angle. You can use its basic shape to tell which kind of angle it is. Look at the shape of each angle below and the information above to name the angle. Include the properties of the angle (eg less than 90° , more than 90° on the second line). The first example has been done for you.

a)



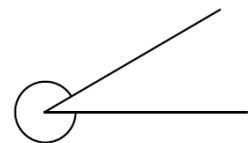
acute angle

less than 90°

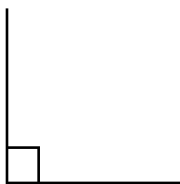
b)



c)



d)



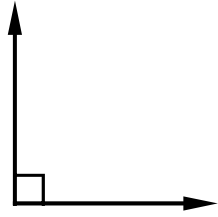
e)



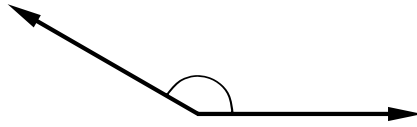


Independent Practice: Classifying Angles

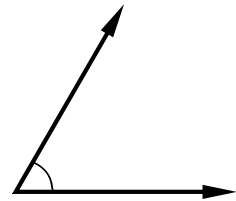
Name: _____



Right Angle: Exactly 90°



Obtuse Angle: 91° or more



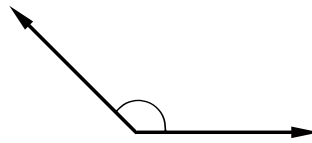
Acute Angle: 89° or less

Classify each of the angles below as Right, Obtuse, or Acute.

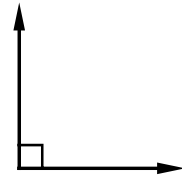
1.



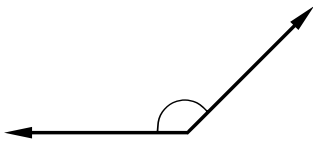
2.



3.



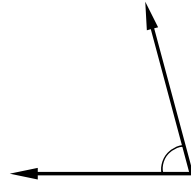
4.



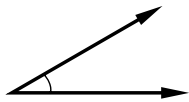
5.



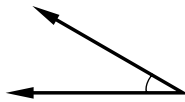
6.



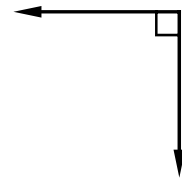
7.



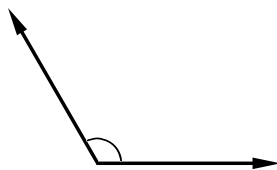
8.



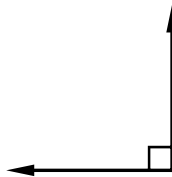
9.



10.



11.



12.

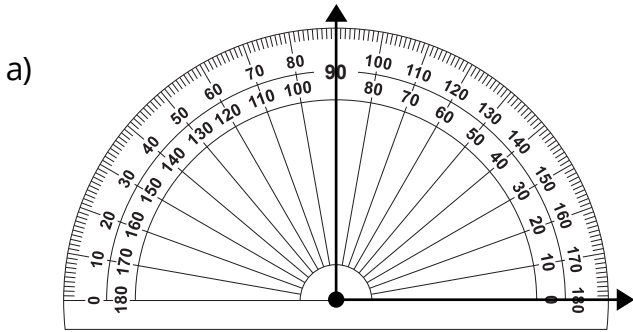


Name _____

Date _____

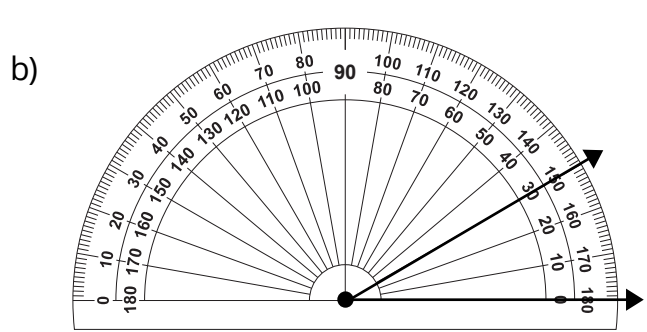
Measuring Angles Using a 180° Protractor - 1

1. Measure and name each angle on the protractor.



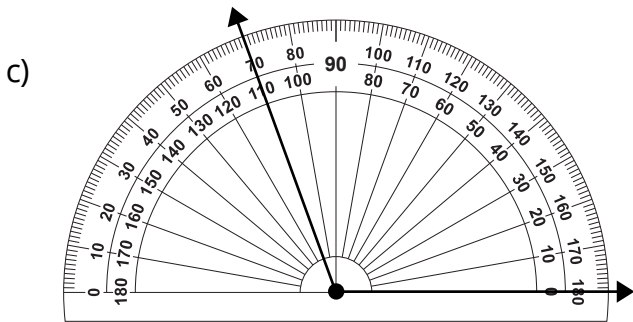
measurement: _____

name: _____



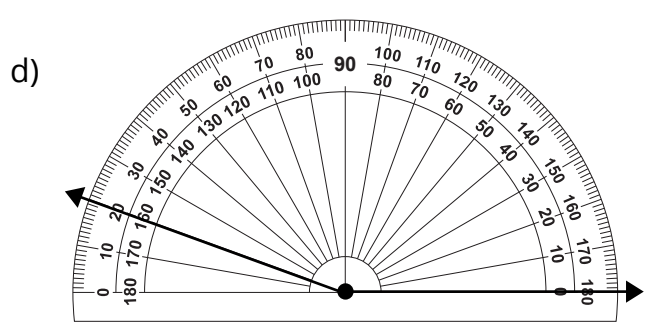
measurement: _____

name: _____



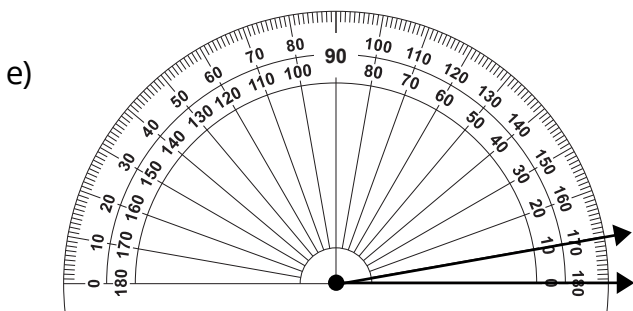
measurement: _____

name: _____



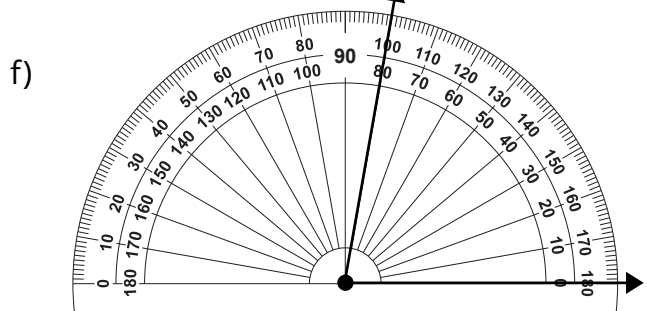
measurement: _____

name: _____



measurement: _____

name: _____



measurement: _____

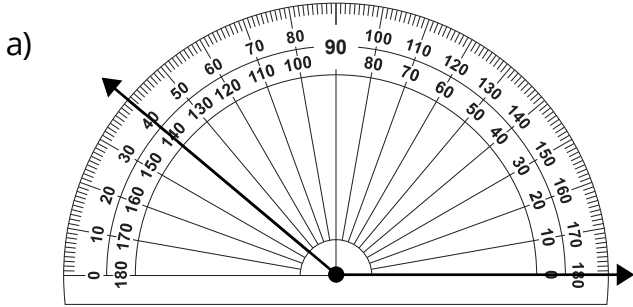
name: _____

Name _____

Date _____

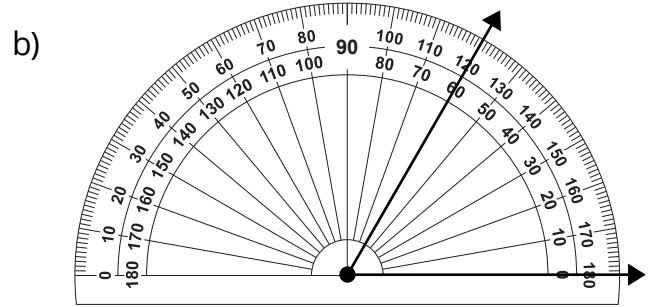
Measuring Angles Using a 180° Protractor - 2

1. Measure and name each angle on the protractor.



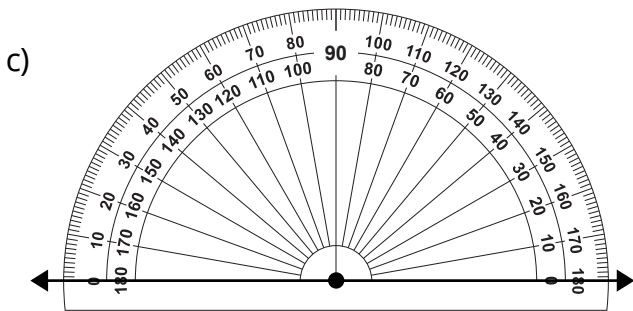
measurement: _____

name: _____



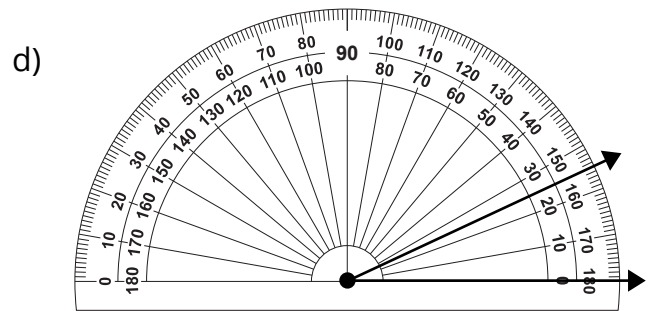
measurement: _____

name: _____



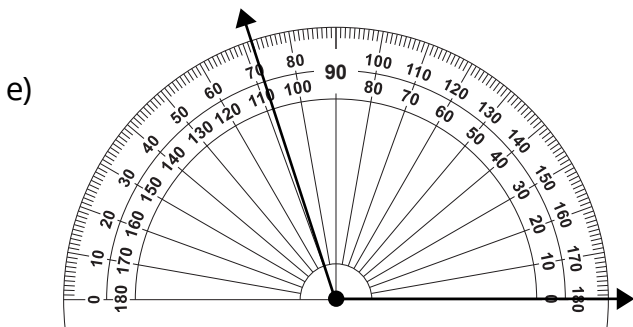
measurement: _____

name: _____



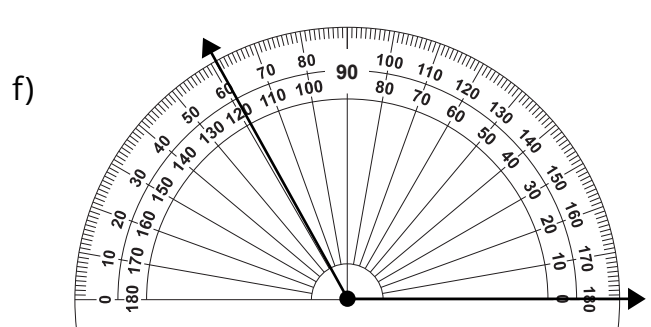
measurement: _____

name: _____



measurement: _____

name: _____

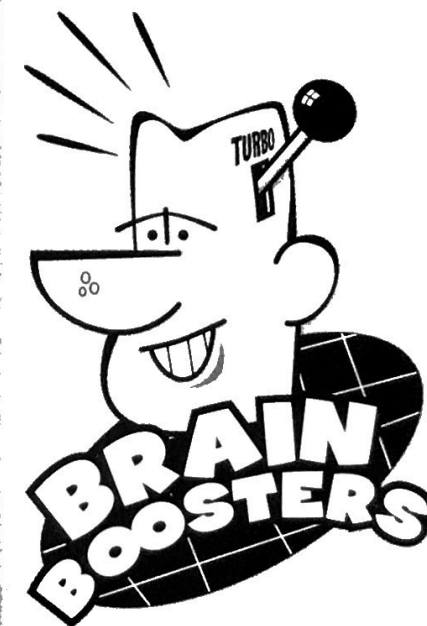


measurement: _____

name: _____

Thursday Triangles

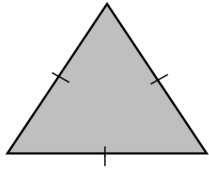
What fraction of the numbers from 100 to 200 are multiples of both 2 and 3?



Triangles

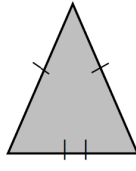
One of the ways to classify triangles is to look at the lengths of their three sides. This gives us three types of triangles.

Triangles that have three sides that are the same length are:



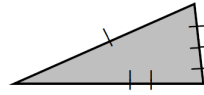
Equilateral Triangles

Triangles that have two sides that are the same length are:



Isosceles Triangles

Triangles that have no sides that are the same length are:

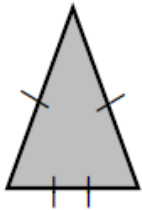


Scalene Triangles

* Note: sides with the same number of marks (|) are equal in length.

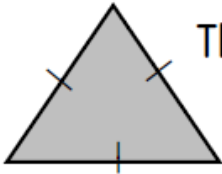
Classify each triangle as equilateral, isosceles, or scalene based on the number of its equal sides.

1) This triangle has two sides that are the same length.



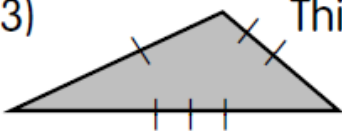
It is an _____ triangle.

2) This triangle has three sides that are the same length.



It is an _____ triangle.

3) This triangle has no sides that are the same length.



It is a _____ triangle.



Independent Work: Types of Triangles

Name: _____

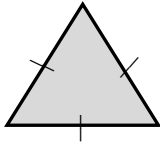
Equilateral triangles have three sides that are all the same length.

Isosceles triangles have two sides that are the same length.

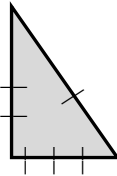
Scalene triangles have no sides that are the same length.

Classify each triangle based on the lengths of its sides.

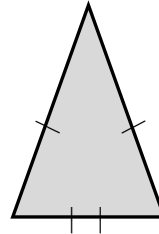
1)



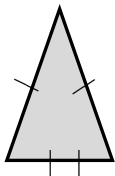
2)



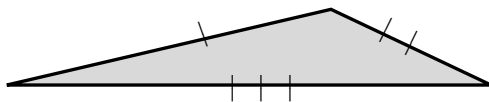
3)



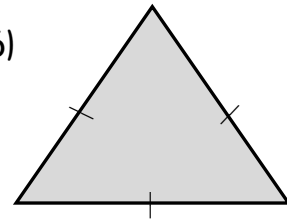
4)



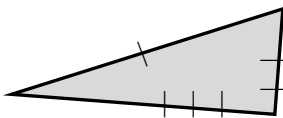
5)



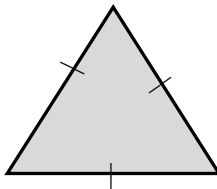
6)



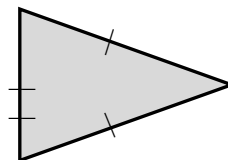
7)



8)



9)



Draw each type of triangle:

10) Scalene

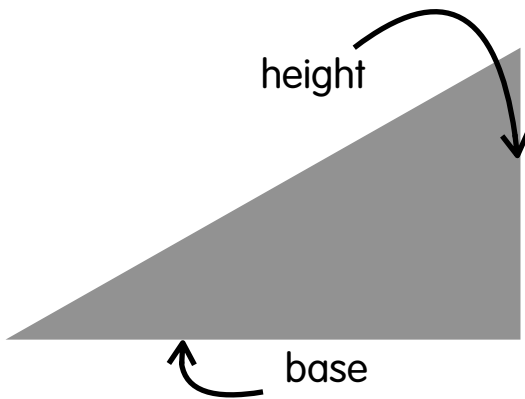
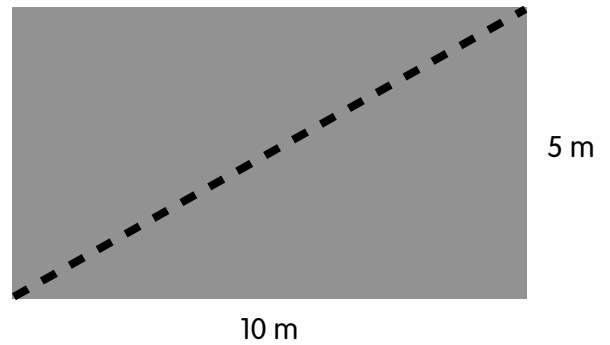
11) Equilateral

12) Isosceles

THE AREA OF A TRIANGLE

We can figure out the area of this rectangle by multiplying its length (10m) by its width (5m). In this example, the rectangle's area is 50m^2 .

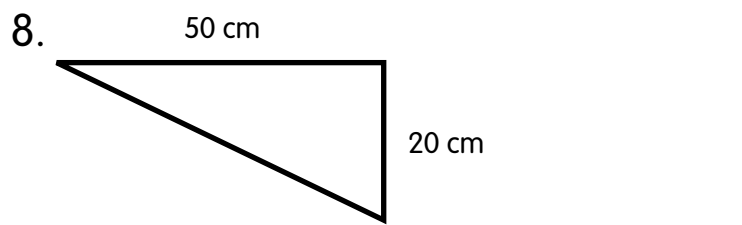
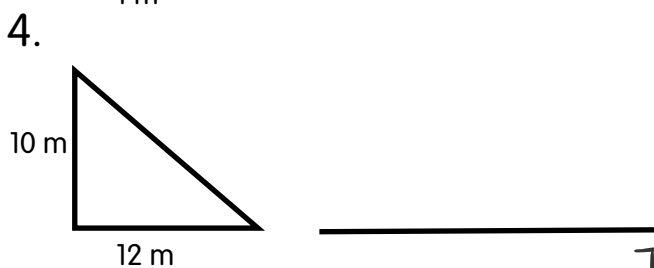
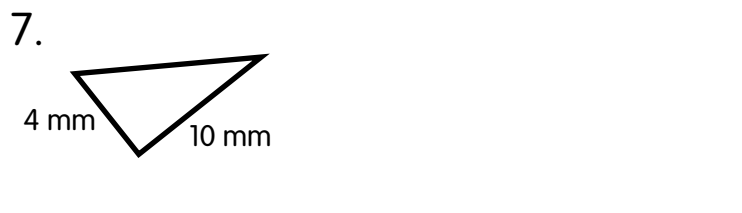
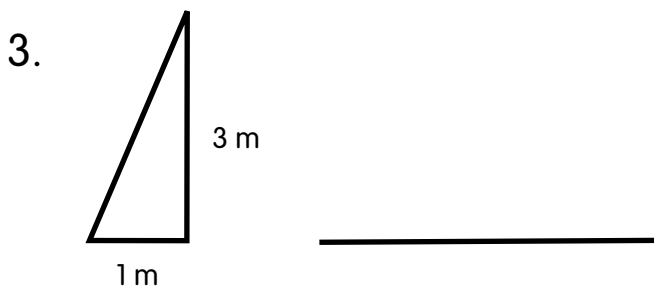
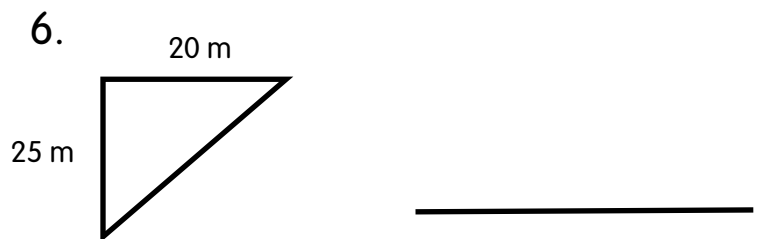
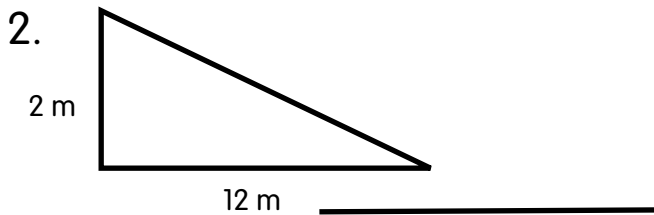
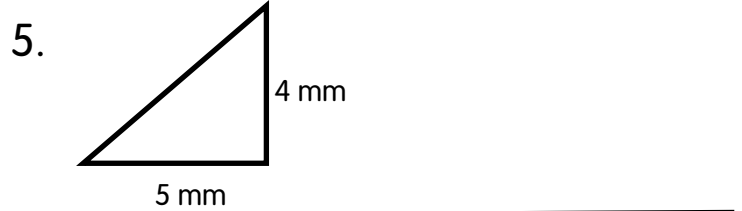
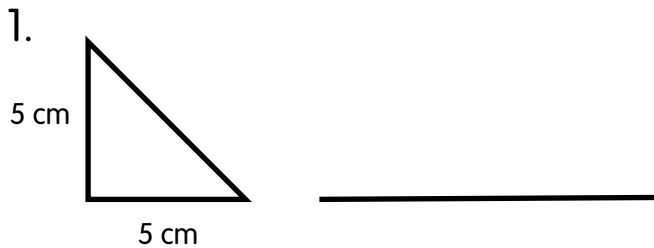
By drawing a diagonal line from point to point on this rectangle, we end up making 2 equal right-angled triangles. But what would the area of this shape be?



Well, if it's half the size of the original rectangle, it makes sense that the area of this shape should be half of the original area, so instead of 50m^2 that the rectangle was, the triangle is only 25m^2 .

We can use that knowledge now to figure out the area of all triangles, by imagining that they are half of a larger rectangle. On triangles, we do not talk about length and width, we talk about base and height, but if we multiply the base and the height, and then divide that number by 2, we will get the area of the triangle.

Use this new idea $(\text{base} \times \text{height}) \div 2$ to figure out the area of these triangles.

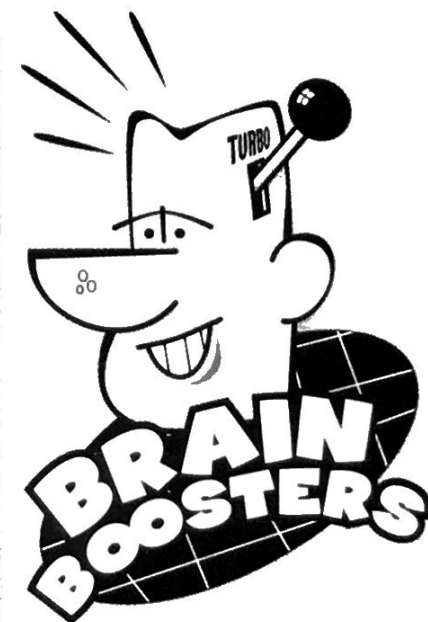


Friday
Position

Each  must be the same number.

$$\triangle + \triangle + \triangle + 14 = 5 \times \triangle$$

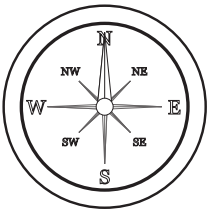
$$\triangle = \underline{\quad}$$












Name _____

Date _____

Compass Directions



8								
7								
6								
5								
4								
3								
2								
1								
	A	B	C	D	E	F	G	H

1. Follow the compass directions and write what can be found at each location.

- a) Start at B1. Move 4 squares north, 4 squares east and 2 squares north east. _____
- b) Start at G8. Move 3 squares south west, 3 squares south and 2 squares east. _____
- c) Start at H4. Move 3 squares north west, 4 squares west and 2 squares south. _____
- d) Start at E5. Move 4 squares south, 3 squares north east and 3 squares south. _____
- e) Start at E6. Move 2 squares south, 2 squares south west and 3 squares east. _____

2. Write compass directions from:

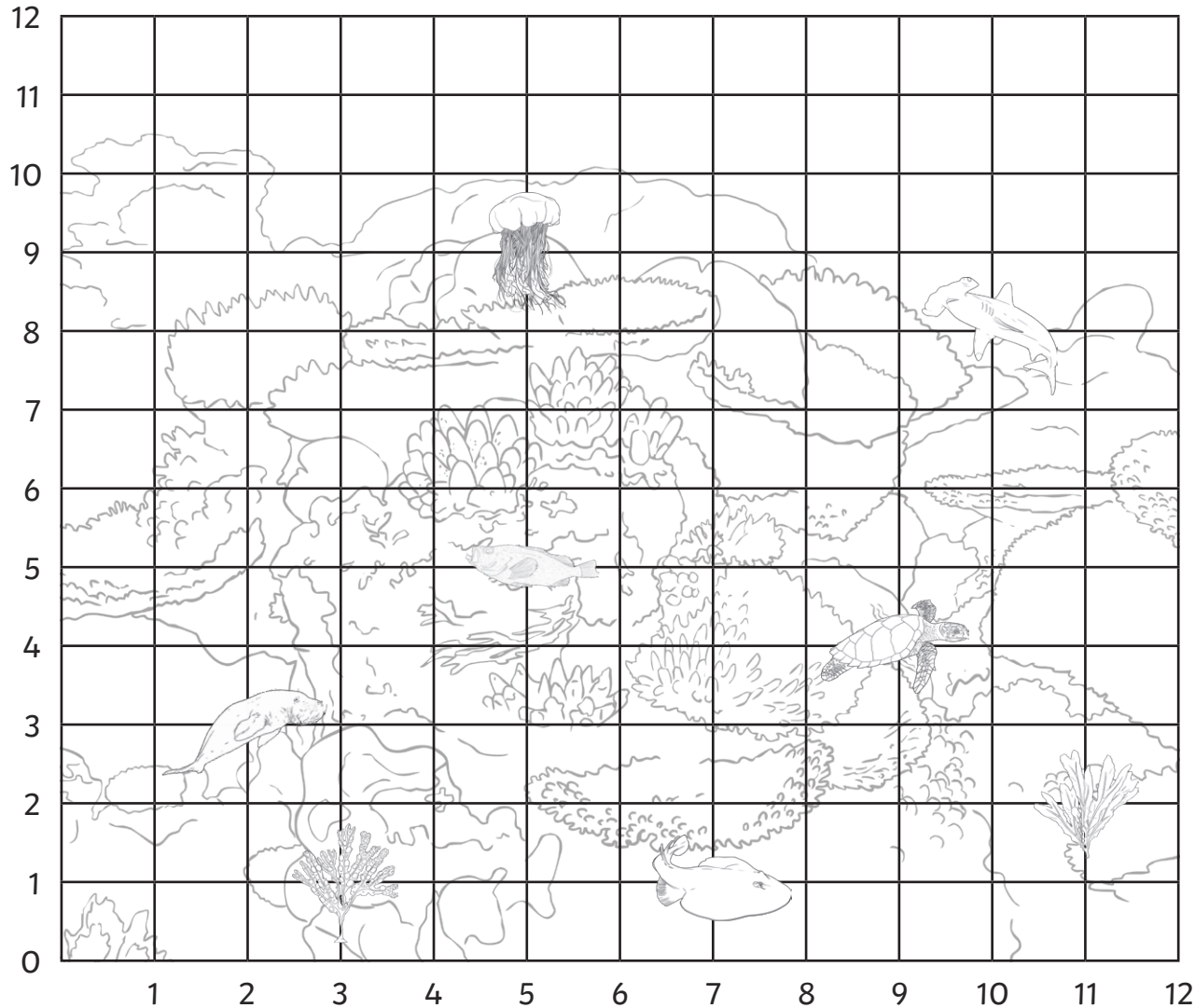
- a) the turtle to the penguin

- b) the octopus to the whale

- c) the fish to the starfish



Australian Reef Coordinates



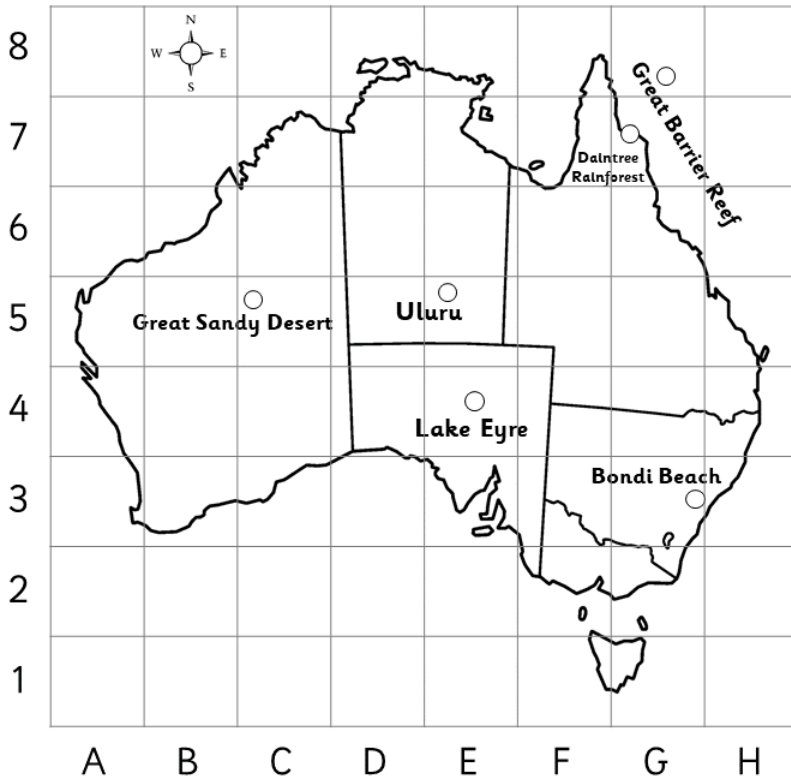
Write the coordinates for the reef animals:

StingRay	(__, __)	Fish	(__, __)
Dugong	(__, __)	Shark	(__, __)
Turtle	(__, __)	Jellyfish	(__, __)

Draw what you see in the coordinates.

(3 , 1)	
(11 , 2)	

Natural Features of Australia



PART B: On the map, are some of Australia's well-known natural features. Use colours to create a legend to represent the features:

Complete the legend:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Answer the following questions:

1. What are the grid coordinates for Lake Eyre? _____, _____.
2. What are the grid coordinates for the Great Sandy Desert? _____, _____.
3. Which natural feature is located at G,7? _____
4. Which natural feature is located at E,5? _____
5. In which direction from Lake Eyre is Uluru located? _____

Draw what you would find at the following co-ordinates.

E, 5

G, 3

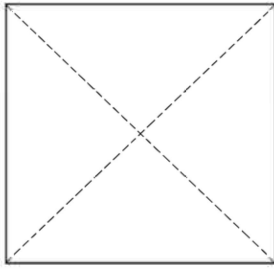
G, 7

Offline/ Hands on resources

Chatterbox Folding

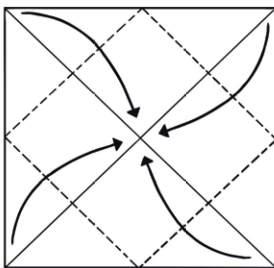
Instructions

①



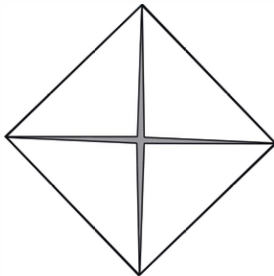
With pictures face down, fold on both diagonal lines. Unfold.

②



Fold all four corners to the centre.

③



Turn paper over.

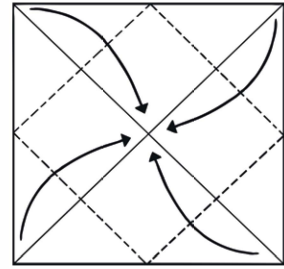
⑦



Slide thumbs and forefingers under the squares and move the chatterbox back and forth to play.

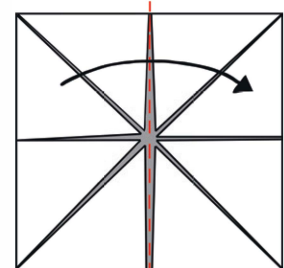
Instructions

④



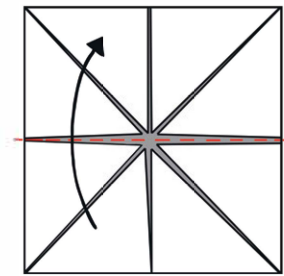
Once again, fold all corners to the centre.

⑤



Fold paper in half and unfold.



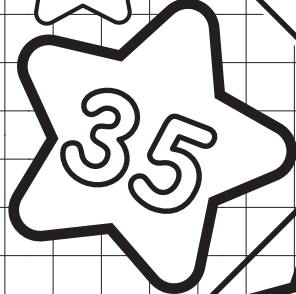
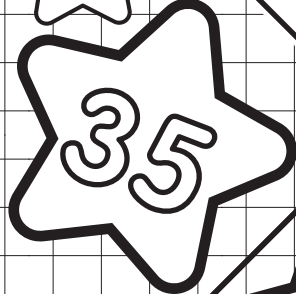


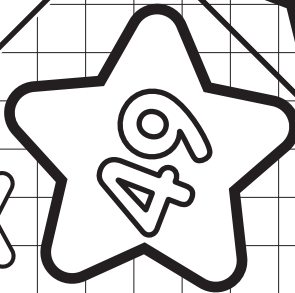


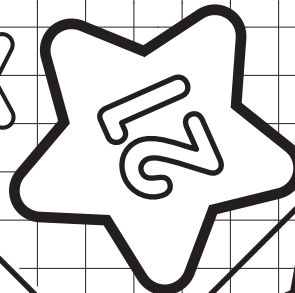
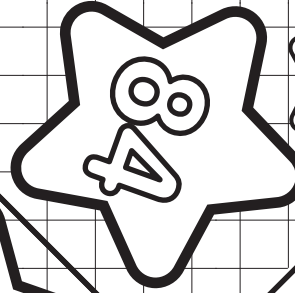
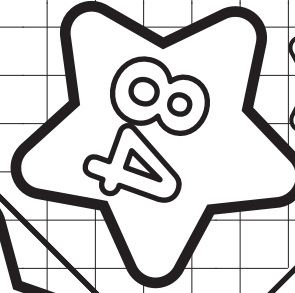
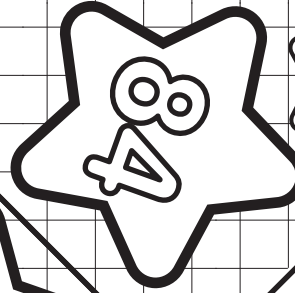
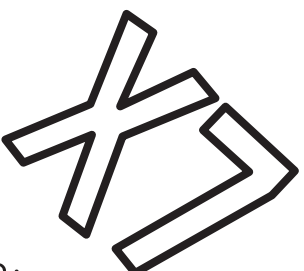
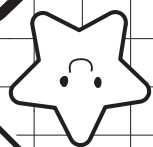
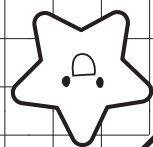
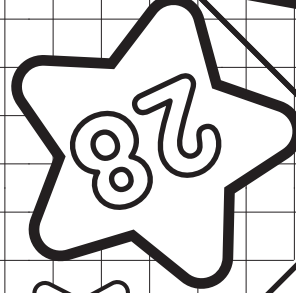
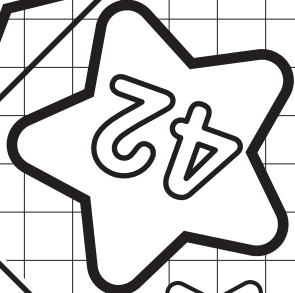
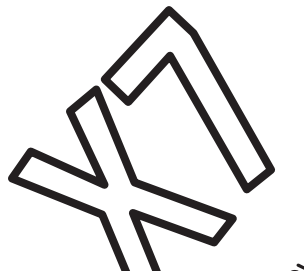
⑥



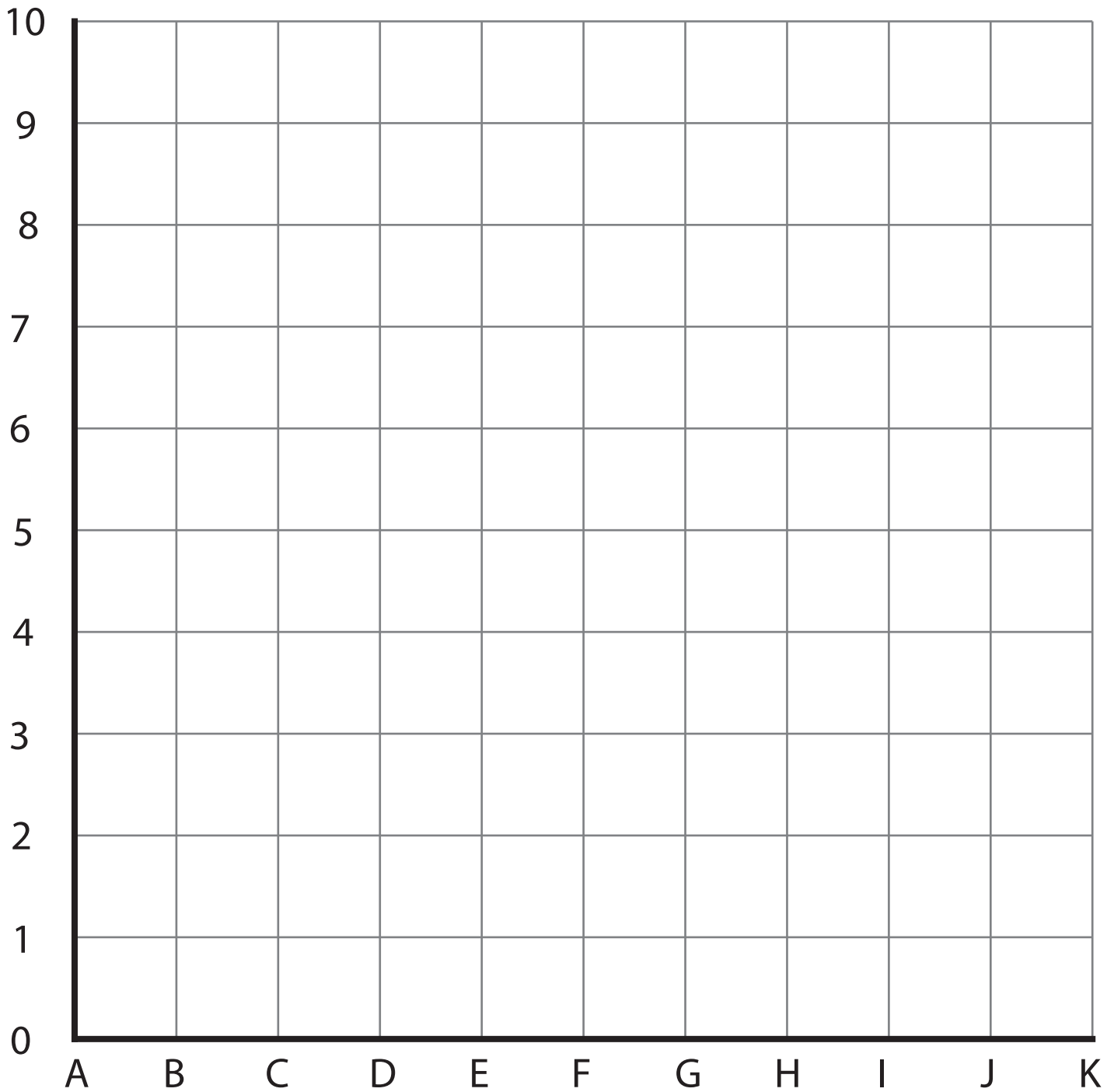
Fold in half from top to bottom. Do not unfold.

Multiplication Chatterbox X7

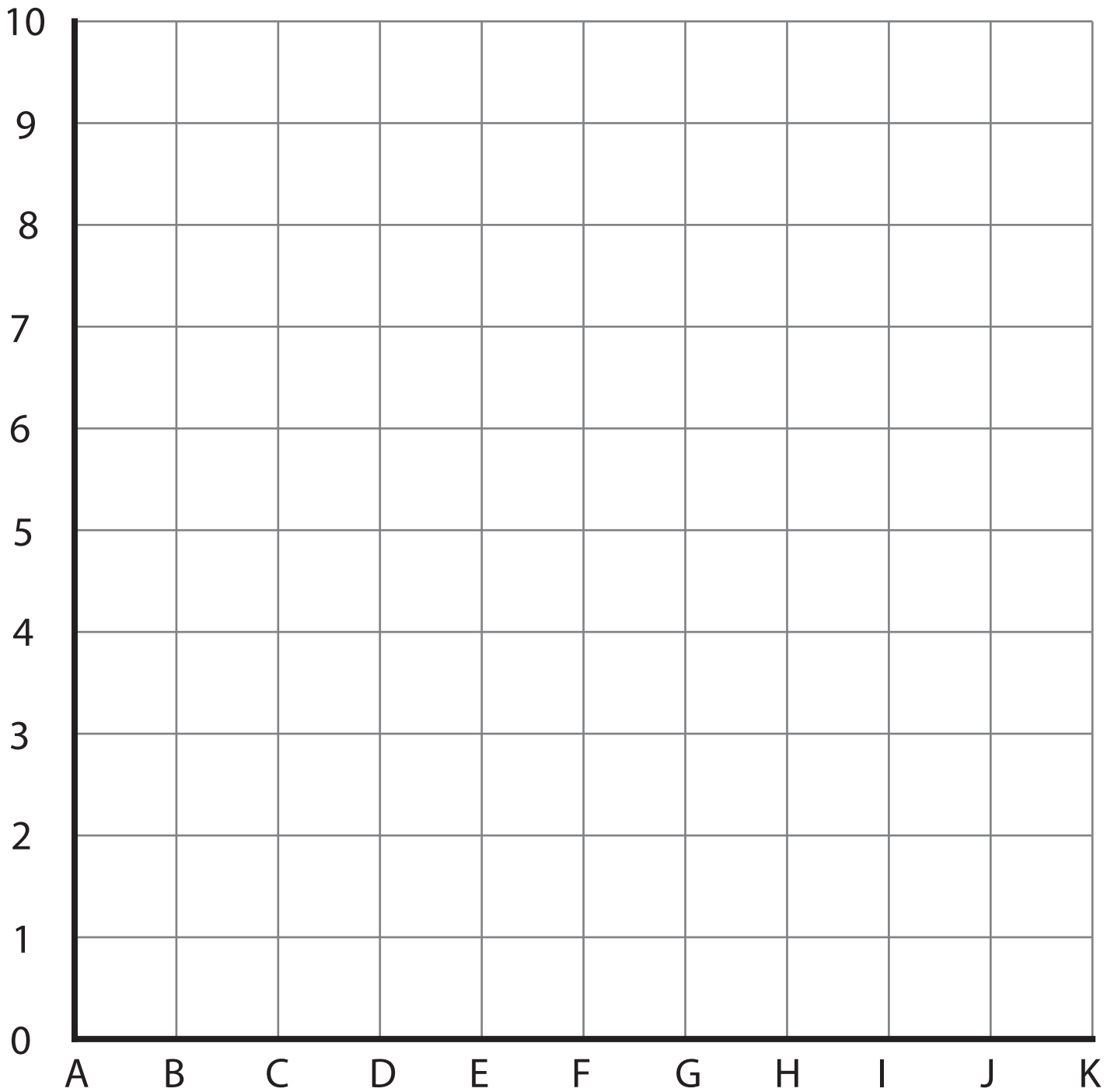
Teach **THIS**

<p>blue</p> 	<p>7×8</p>  	<p>7×5</p>  	<p>purple</p> 
<p>7×7</p> 	<p>7×9</p> 	<p>Teach THIS</p>	<p>7×9</p> 
<p>7×3</p> 	<p>7×12</p> 	<p>7×12</p> 	<p>7×12</p> 
<p>pink</p> 	<p>7×9</p>  	<p>7×4</p>  	<p>yellow</p> 

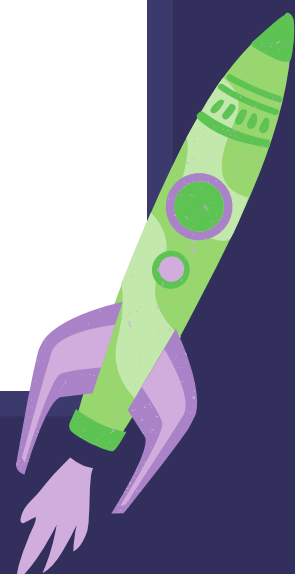
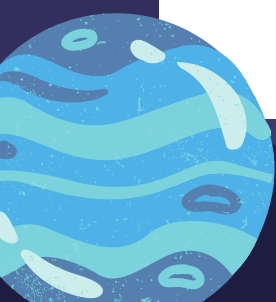
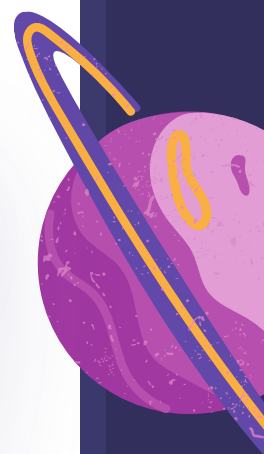
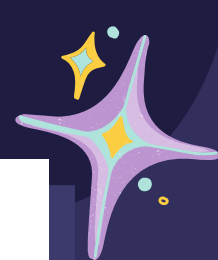
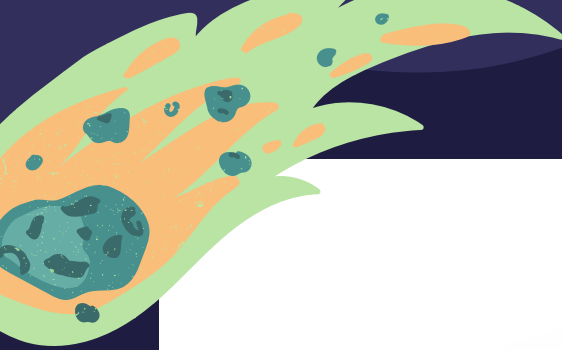
BATTLESHIPS



BATTLESHIPS



KLA MATRIX



KLA BINGO

Can you get five in a row?

Cooking Make a delicious sandwich!	PDHPE Run on the spot, as fast as you can for 1 minute.	Life skills Help your carer/family members with some chores eg vacuum/sweep the floor.	Cooking Help your parent/carer/family member cook dinner for the family.	Life skills Make your bed.
Art Can you make a colour wheel using household items?	STEM Make a parachute.	Life skills Telephone a family member and make them smile.	PDHPE Create an obstacle course.	STEM Make a paper plane and challenge your family to make one.
PDHPE Create a circuit eg push-ups, sit-ups, star jumps, squats etc.	Art Use chalk to write a nice message or draw some pictures on the footpath or in your driveway.	Cooking Make some playdough.	Life skills Play a board game/card game with a family member.	PDHPE Put on some music and play freeze with your family.
Creative Arts Make a musical instrument out of household recyclables/items.	PDHPE Put on some music and dance!	Cooking Make breakfast for your parent/carer/family member.	STEM Sit outside and find some shapes in the clouds.	Life skills Telephone a friend and tell them a joke.
STEM Go to https://scratch.mit.edu and create a project.	Life skills Help your carer/family members with some chores eg do the dishes.	Art Draw a self portrait or a portrait of a family member.	Cooking Make some pancakes with an adult.	STEM Make a creation out of Lego or cardboard boxes.