



Stafford State School
Independent Public School



Term 2




Week 4

Year 3

Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Chinese
- Music
- Digital Technology
- Library

Wellbeing Task	
<p>Morning</p> <p>English</p>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Read the attached reading sheet, "Leopards". Be sure that when you read, you try to work out the intent of the text and understand what you are reading. ▪ Before reading, think about what you already know about cats, wild cats and leopards. ▪ Read the worksheet. Answer these questions: <p><u>Lesson 2: Handwriting</u> Sheet 1 (attached) Just do the top half (green section) of the page.</p> <p><u>Lesson 3: Spelling</u> <u>Write out five list word from Unit 14. Look at my example to work out the method to use, (attached)</u></p> <ul style="list-style-type: none"> ▪ Complete Monday Sheet 1 - Soundwaves Unit 14 (Left side only) <p>If you have your textbook, do the activity in the book.</p> <p><u>Lesson 4</u> If you're finished your work, you can try today's crossword.</p>
Break	
<p>Middle</p> <p>Maths</p>	<p><u>Lesson 5: Quick Facts</u> If you have access to a computer, https://www.topmarks.co.uk/mathsgames/daily10 Try Level 2 (first) in subtraction, giving yourself 10 seconds for each question (you can try harder, if you get 100% correct) If you do not have a computer, see attached worksheet</p> <p><u>Lesson 6: Subtraction problem Solving and Signpost Unit 14.1</u> Remember to use CUBES to help solve the problem. (Circle the numbers, underline key words, box the question, eliminate unnecessary words, solve the problem)</p> <p><u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Mathletics
Break	
<p>Afternoon</p> <p>Science</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Science Week 3 Lesson 1.docx </div> <div style="text-align: center;">  Science Week 3 Lesson 2.docx </div> <div style="text-align: center;">  powerpoint.pptx </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>This is a pretty big project.</p> <p>If you are doing a good job, it will keep you busy until you come back to school!</p> </div>

Make sure you have checked your work and shown it to your carer.

Monday Lesson 1: Read and Complete

Set 11

Leopards (Spelling in Context)

Leopards are cats. They are large and wild. Only lions and tigers are larger cats. The usual coat of a leopard is a light tan colour with many black spots that are close together. A leopard climbs a tree and sits waiting to spring. When an animal walks past, it will jump down to kill it. The spots on a leopard's coat make the animal hard to see. They blend in with leaves of trees which also look like spots with the sun shining through.

Leopards like to eat monkeys or deer. They usually leave people alone, but once a leopard has attacked a human then this animal becomes very dangerous. It is so cunning that it will wait for hours and stalk a person who may be unaware of the danger and be taken by surprise. Today there are few leopards. Many have been hunted for their skins. The fur made warm coats for women. Today we are trying to stop coats being made from leopard skins.



- (1) Leopards are wild
- (2) Leopards sit in
- (3) It is hard to see a leopard as its look like
- (4) A leopard is smaller than a lion or a
- (5) Leopards were hunted for their
- (6) Leopard fur made for women.
- (7) Today we are to stop using leopard skins.
- (8) Animals that leopards eat include deer and

Write each word that means:

- | | |
|------------------------------------|----------------------|
| (9) big | (10) leap |
| (11) crafty or shrewd | (12) difficult |

Monday Lesson 2: Handwriting

Lift after Clockwise Finishers

—s, p

spin



Lift your pencil and go to the next letter.

Trace and write.

say pet six pin sat pip

pup sit pull sail pen salt

pay saw pat seem pie sell

plum ship paper sleep puppy

Sentence:

See three poodles stand on their
hind legs, twirl and jump around.

What letters or joins do you need to practise?



How many points for
your handwriting today?



List Words

- all _____
- fall _____
- till _____
- still _____
- small _____
- life _____
- told _____
- sold _____
- also _____
- always _____
- until _____
- hello _____
- loud _____
- shelf _____
- I'll _____
- held _____
- felt _____
- dollar _____
- letter _____
- only _____
- early _____
- hopeless _____
- believe _____
- litre _____
- million _____

Grapheme Chart

letters	words

1 Circle the letters that represent in the List Words.

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

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

4 Write a List Word to rhyme with each of these words.

- | | | |
|------------|------------|--------------|
| till _____ | fall _____ | wife _____ |
| weld _____ | belt _____ | better _____ |
| self _____ | hold _____ | cloud _____ |

5 Join these pairs to make one word.

✚ When joining **all**, **full** or **till** to form new words we usually leave off one **l**.

- | | |
|--------------------|-----------------|
| all ways _____ | all so _____ |
| all together _____ | help full _____ |
| care full _____ | un till _____ |

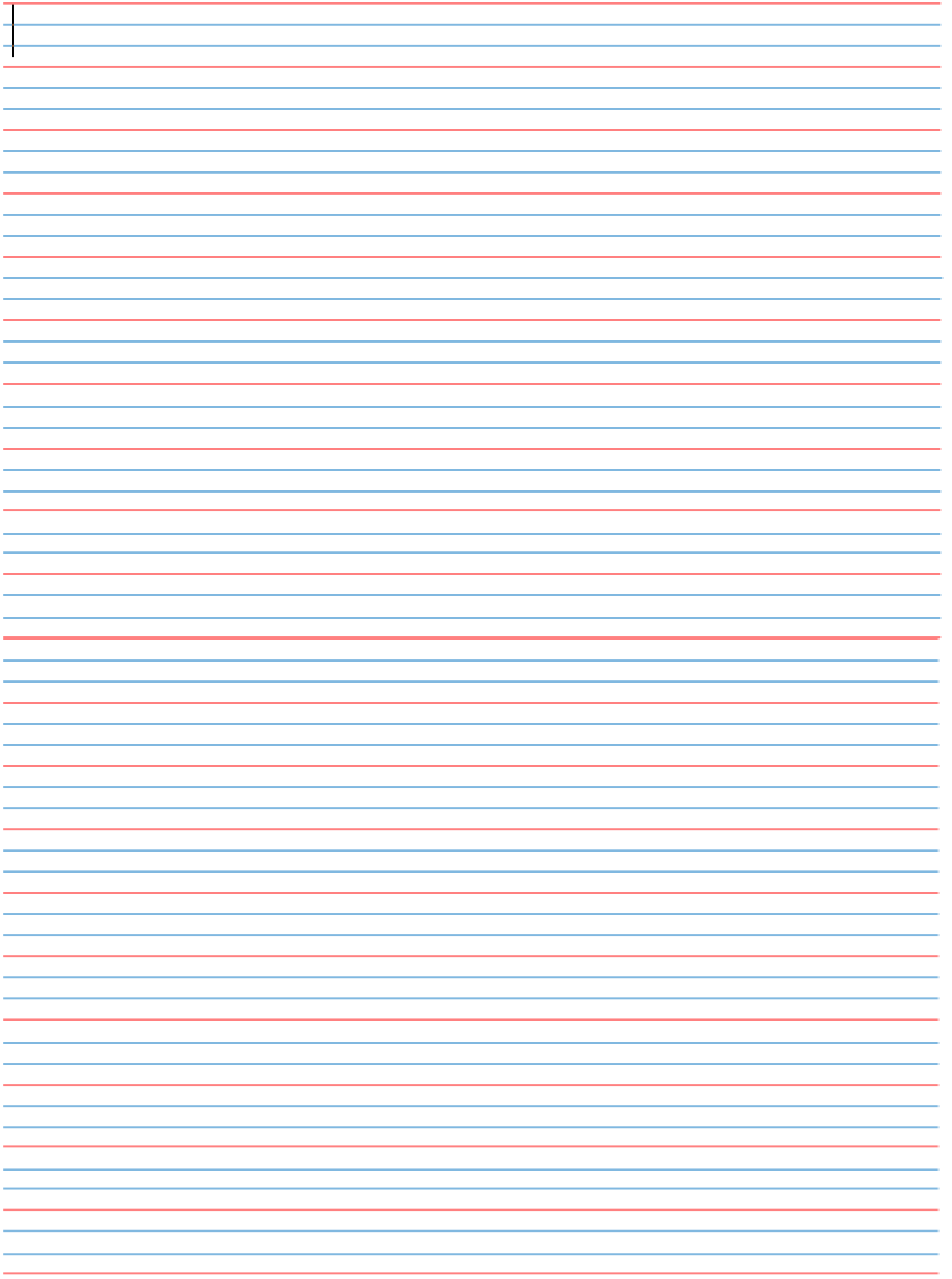
6 Write the past tense of the verbs (doing words) in brackets to complete the sentences.

- Yesterday I _____ very happy at the party. (feel)
- Last week at the zoo I _____ a baby koala. (hold)
- Last Monday Dad _____ our old car. (sell)
- Last night Mum _____ me a funny story. (tell)

7 Colour the matching adult and baby words the same colour.

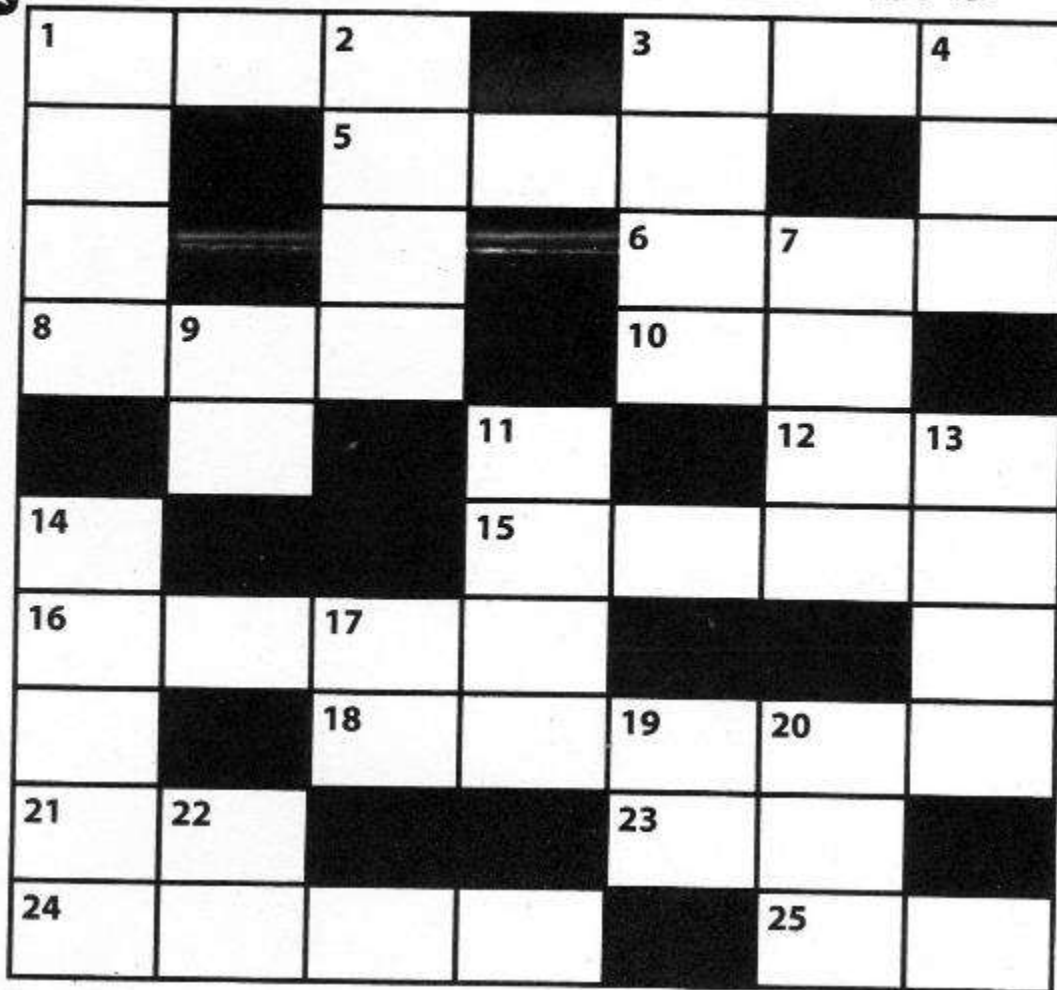
cat	goose	duck		lamb	calf	piglet
pig	goat	whale		gosling	kid	foal
sheep	horse	lion		kitten	cub	duckling

Choose from this week's words and complete the table. Make sure you ask an adult to check your additions. (and your spelling of course!)





CROSSWORD 10



ACROSS

1. A common pet
3. The beach is next to the ____
5. Yesterday I ran home, today I will ____ home
6. There are even numbers and ____ numbers
8. Today I will see a movie, yesterday I ____ a movie
10. Today I will go to school, yesterday I ____nt to school (the missing letters)
12. Today I will talk, yesterday I **talk** ____ (the missing letters)
15. Water runs through this to the tap
16. He walked ____ the room
18. A small meal
21. SOS means ____lp me! (the missing letters)
23. A form of public transport: **t**__in (the missing letters)
24. I am older ____ you
25. Middle means **cent**__ (the missing letters)

DOWN

1. He ____ not want to go
2. To get bigger is to ____
3. White frozen water that falls from the sky in very cold places is called ____
4. Today I will *pay* the bill, yesterday I **p**__ the bill (the missing letters)
7. Opposite of *shallow*
9. To repeat it is to do it **ag**__n (the missing letters)
11. Once ____ a time
13. Your table at school is called a ____
14. Opposite of *loose*
17. Grains: **oa**__ (the missing letters)
19. Opposite to cool: **w**__m (the missing letters)
20. Floors are often covered with ____ **pet** (the missing letters)
22. The 5th and 8th letter of the alphabet

Monday Lesson 5: Maths warm up

$$\begin{array}{r} 77 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ - 6 \\ \hline \end{array}$$

Monday Lesson 6: Subtraction word problems

Word Problems

- 1) There are 30 dogwood trees currently in the park. Park workers had to cut down 15 dogwood trees that were damaged. How many dogwood trees will be in the park when the workers are finished ? _____

- 2) There are 37 rulers in the drawer. Sam took 24 rulers from the drawer. How many rulers are now in the drawer ? _____

- 3) Dan had 37 quarters in his bank. He spent 12 of his quarters. How many quarters does he have now ? _____

- 4) Keith found 32 seashells on the beach, he gave Sandy 14 of the seashells. How many seashells does he now have ? _____

- 5) Sandy picked 39 oranges from the orchard, and gave 11 oranges to Jessica. How many oranges does Sandy have now ? _____

- 6) Mike has 44 green balloons, he gave Fred 26 of the balloons. How many green balloons does he now have ? _____

- 7) Fred decided to sell all of his old books. He gathered up 44 books to sell. He sold 22 books in a yard sale. How many books does Fred now have ? _____

- 8) Tom's high school played 33 baseball games this year. He attended 20 games. How many baseball games did Tom miss ? _____

- 9) Jessica grew 45 cantaloupes, but the rabbits ate 15 cantaloupes. How many cantaloupes does Jessica have left ? _____

- 10) Tim has 37 Pokemon cards. Tom bought 15 of Tim's Pokemon cards. How many Pokemon cards does Tim have now ? _____

SCIENCE

Science Week 3 Lesson 1 "Animal Assemblies"

1. Watch the You Tube clip that describes how animals are categorised.
<https://www.youtube.com/watch?v=mRidGna-V4E>
2. Choose an animal and describe how you classified it. The Branching Key will help you with key words. Use Ms Moore's categorisation as a guide. Use google images to add a photograph of your chosen animal.
3. When you have finished, you can send it through to Ms Moore via email lmoor30@eq.edu.au
4. Play a game. This is online and just a bit of fun. Check with Mum and Dad first.
<https://www.youtube.com/watch?v=mRidGna-V4E>

Science Week 3 Lesson 2 "Animal Project" Extension Work

Aim: Your goal is to show me what you have learnt this term in your home learning and to extend your learning based on an animal or plant that you want to investigate.

Duration: 2 hours

What to do:	Hints and Important Clues
Read through the example, "Siberian Husky" to see what a good example is.	Use the <u>Branching key</u>
Choose what you want to investigate.	The internet is a good source but if you do not have access, use the knowledge that you already have. While this is supposed to be fun, you are learning at the same time.
Prepare a powerpoint/ project with the following pages <ul style="list-style-type: none">▪ Title page▪ Is it living? How do I know?▪ Classification▪ Habitat▪ Interesting Facts▪ Why you chose this investigation	When you start your research, you may need help with finding information. Good internet sites that are easy to read https://www.natgeokids.com/ https://www.worldwildlife.org/ https://defenders.org/ https://www.kidzone.ws/ https://www.ducksters.com/animals.php
Submit your powerpoint/project either by email to lmoor30@eq.edu.au or keep it into school.	

How to make a powerpoint?

1. Launch the program "Powerpoint"
2. Choose a *design* (this is across the top tabs – you can be as creative as you want – just make sure that I can read it easily)
3. Type your *title*. You can change the font and size of your writing
4. Add a *slide*. Put your mouse on the slide on the right side and push your return button.
5. Add your title in the top box and your information in the bottom box.
6. Keep adding slides until you are finished.
7. *Save* your document onto your computer.
8. To add images, you can search the internet and click the *images* tab. Click on the image and right click. "Copy image" and then move your mouse onto the Powerpoint. Right click again "paste".

Good luck!

Siberian Husky

Some fun facts
from 2020
by Anissa



Living or non-living?

The Siberian Husky is a living animal. The animal kingdom is a very broad and vast world. The type of animal you are looking for is a living animal.

Do I get to see the movie?



Classification

The Siberian Husky is a breed.

- It has a long history, it is a breed.
- It has a long life, it is a breed.
- It has a long life, it is a breed.
- It has a long life, it is a breed.

Do I get to see the movie?



Habitat



- A Siberian Husky can be anywhere in the world. It is a very old breed. The Siberian Husky was bred as a working dog, pulling sleighs in the snow.

Interesting Facts

dogtime.com

- Huskies are not just dogs.
- They are considered as one of the best breeds of dogs. They are a very old breed. They are a very old breed. They are a very old breed.
- The word 'husky' is a slang word for a dog. It is a very old word. It is a very old word. It is a very old word.
- They are a very old breed. They are a very old breed. They are a very old breed.
- They are a very old breed. They are a very old breed. They are a very old breed.

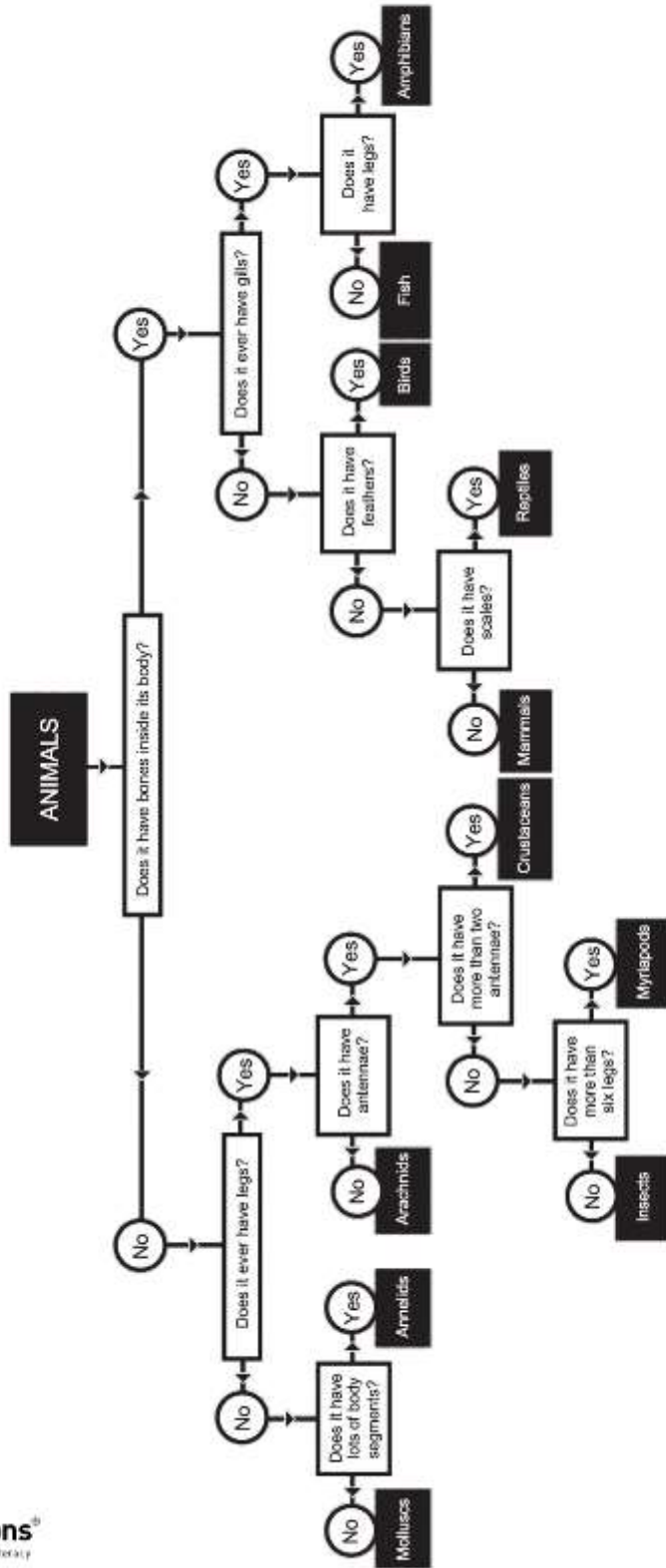


Why did I choose the Siberian Husky?


In the movie, I watched the movie 'Togo' with my family. The movie was about a Siberian Husky named Togo who helped a mailman deliver mail in the snow.



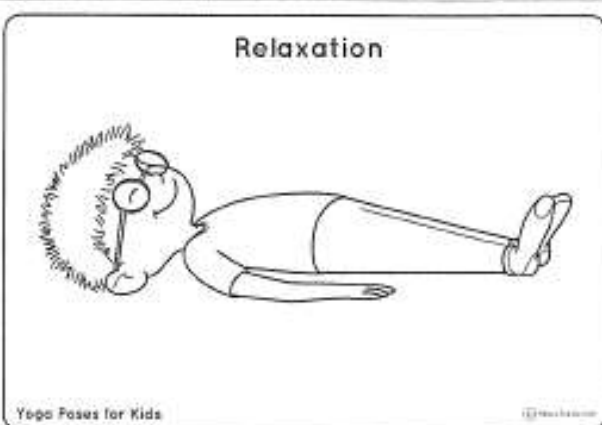
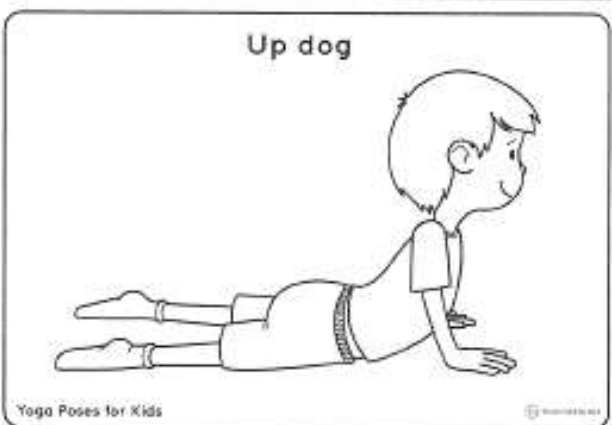
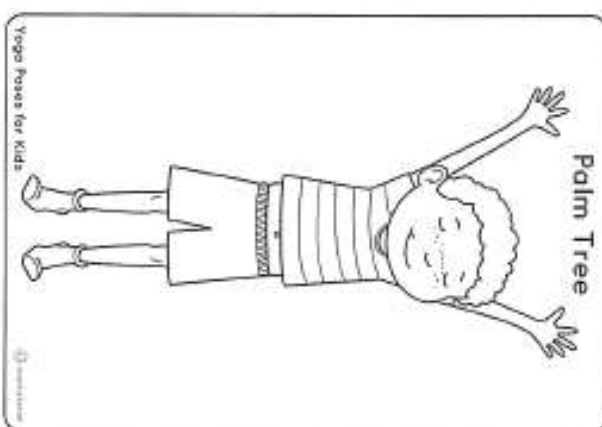
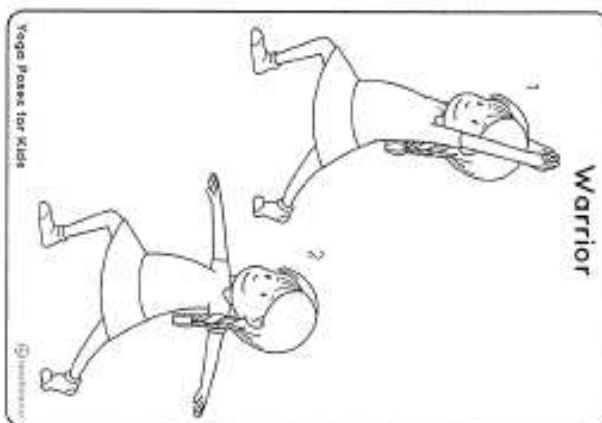
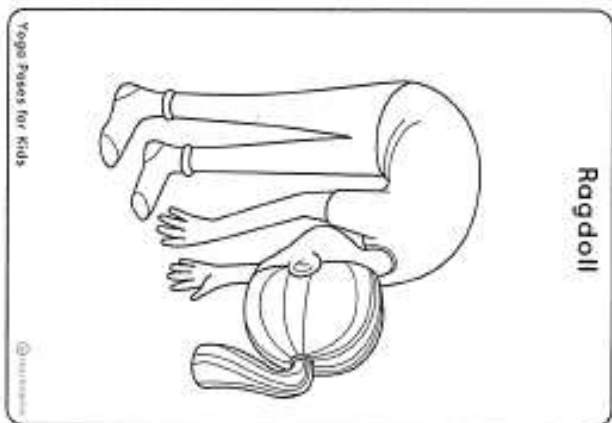
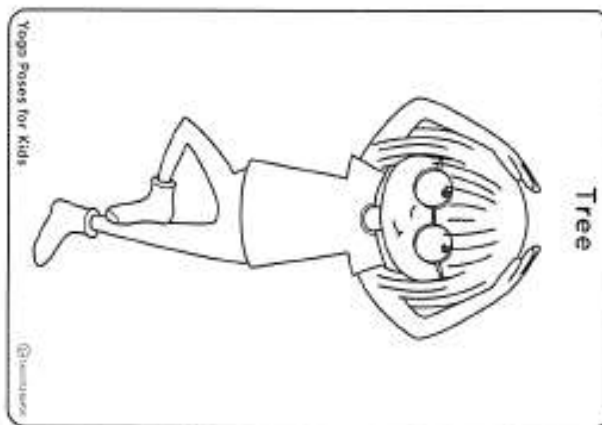
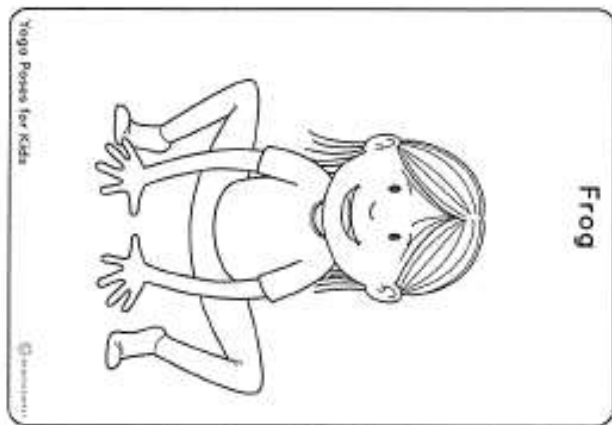
Branching key



Disclaimer: This branching key has been developed for the purpose of this unit of work only.

Wellbeing Task	
Morning English	<p><u>Lesson 1: Spelling</u></p> <ul style="list-style-type: none"> Using the words from this week's Soundwaves, complete the scrabble grid from yesterday. Which word has the most points? <p><u>Lesson 2: Grammar Activity 1</u></p> <ul style="list-style-type: none"> Remember what you know about contractions? OUT GO THE LETTERS. IN COMES THE APOSTROPHE. Use this knowledge to complete Exercise 1 on the attached worksheet. <p><u>Lesson 3: Daily Writing</u></p> <ul style="list-style-type: none"> Look at the animal you drew in lesson 3 last Friday. If you want to alter it or design a new crazy creature, go ahead. <p>Now</p> <ul style="list-style-type: none"> Create a list of everything you see e.g. green bulging eyes, curly purple feathers... Write a paragraph describing the creature. Your description needs to provide your audience with a mental image of what the character looks like. Write 4-5 sentences HANDWRITING, SPELLING AND PUNCTUATION MATTER! <p><u>Lesson 4: English</u> Read and relax!! Children on the internet should watch... <u>The Little Engine Who Could</u></p> 
Break	
Middle Maths	<p><u>Lesson 5: Quick Facts</u></p> <p>If you have access to a computer, https://www.topmarks.co.uk/maths-games/daily10 Choose Level 2 (first), choose multiplication then choose x2 tables up to 10 giving yourself 10 seconds for each question (you can try harder or in less time, if you get 100% correct) If you do not have a computer, work on attached worksheet and you can use the timestable chart included to check or if you need help.</p> <p><u>Lesson 6: Fractions and Signpost Unit 14.2</u></p> <p>Watch the 'Intro to Fractions' in the following link then complete the fractions sheet below. https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/v/fraction-basics On the fractions sheet, look at each picture and work out how much of the shape is shaded. Then write your answer as a fraction underneath the shape.</p> <p><u>Lesson 7: Athletics</u></p> <ul style="list-style-type: none"> Spend 15 - 20 minutes doing some tasks on Athletics
Break	
Afternoon HASS	<p><u>Lesson 8:</u></p> <p>Read 'Traditional stories - 1'. You can use a highlighter to highlight important words and phrases if you like. Then answer questions 1-4 on the next page 'Traditional stories -2'</p>

Wellbeing Yoga Poses



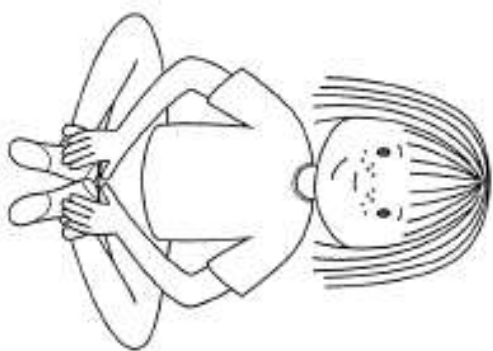
Bridge



Yoga Poses for Kids

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Butterfly



Yoga Poses for Kids

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Cow



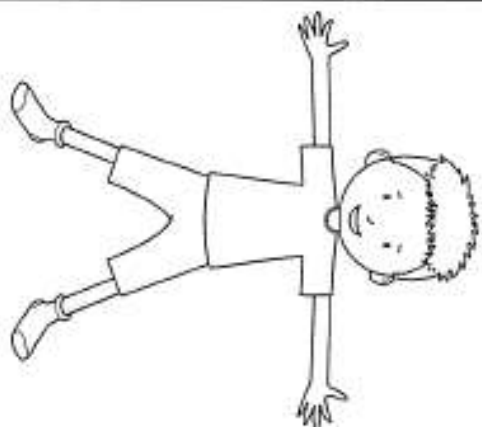
Cat



Yoga Poses for Kids

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Star



Yoga Poses for Kids

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Rainbow



Yoga Poses for Kids

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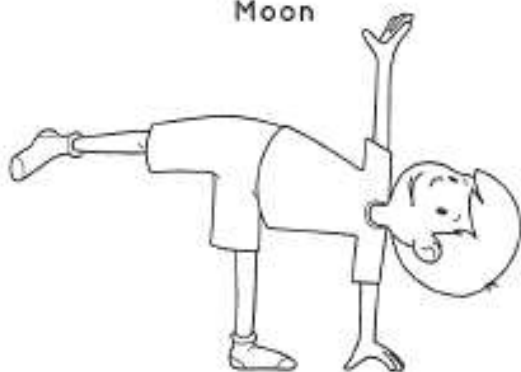
Dancer



Yoga Poses for Kids

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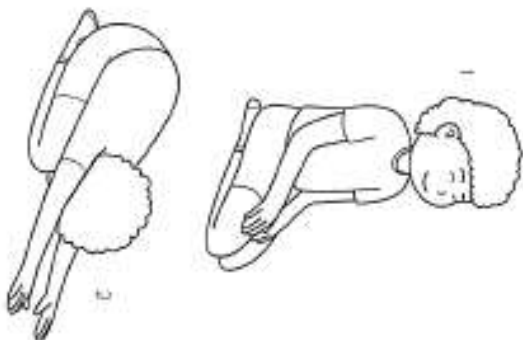
Moon



Yoga Poses for Kids

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Child's Pose



Yoga Poses for Kids

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Contractions Story

Read the story and fill in the boxes with the contractions of the underlined words:

We are going for a walk in the bush today.

we're

It is the first day of Summer.

I am sure there will be many things to see.

My brother said he would like to see a koala.

I hope we do not see a snake!

Snakes are not always very friendly.

They are very dangerous if you disturb them.

We should not touch them.

Luckily, we did not see any snakes today.

That is fine by me!

We did not get to see any koalas either.

Overall, we have had a great day.

Draw a picture to match the story:

Teach **THIS**



Tuesday Daily Writing

The page is a writing template. It features a vertical margin line on the left side, approximately 20 units from the left edge. The rest of the page is filled with horizontal lines. There are 10 red lines that serve as major section dividers, spaced evenly down the page. Between each red line, there are 10 blue lines, creating a total of 100 blue lines for writing. The red lines are located at approximately 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 units from the top of the page.

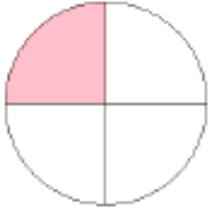
Multiplication Times Table Chart

1 Times Table	2 Times Table	3 Times Table	4 Times Table
1 X 1 = 1 1 X 2 = 2 1 X 3 = 3 1 X 4 = 4 1 X 5 = 5 1 X 6 = 6 1 X 7 = 7 1 X 8 = 8 1 X 9 = 9 1 X 10 = 10 1 X 11 = 11 1 X 12 = 12	2 X 1 = 2 2 X 2 = 4 2 X 3 = 6 2 X 4 = 8 2 X 5 = 10 2 X 6 = 12 2 X 7 = 14 2 X 8 = 16 2 X 9 = 18 2 X 10 = 20 2 X 11 = 22 2 X 12 = 24	3 X 1 = 3 3 X 2 = 6 3 X 3 = 9 3 X 4 = 12 3 X 5 = 15 3 X 6 = 18 3 X 7 = 21 3 X 8 = 24 3 X 9 = 27 3 X 10 = 30 3 X 11 = 33 3 X 12 = 36	4 X 1 = 4 4 X 2 = 8 4 X 3 = 12 4 X 4 = 16 4 X 5 = 20 4 X 6 = 24 4 X 7 = 28 4 X 8 = 32 4 X 9 = 36 4 X 10 = 40 4 X 11 = 44 4 X 12 = 48
5 Times Table	6 Times Table	7 Times Table	8 Times Table
5 X 1 = 5 5 X 2 = 10 5 X 3 = 15 5 X 4 = 20 5 X 5 = 25 5 X 6 = 30 5 X 7 = 35 5 X 8 = 40 5 X 9 = 45 5 X 10 = 50 5 X 11 = 55 5 X 12 = 60	6 X 1 = 6 6 X 2 = 12 6 X 3 = 18 6 X 4 = 24 6 X 5 = 30 6 X 6 = 36 6 X 7 = 42 6 X 8 = 48 6 X 9 = 54 6 X 10 = 60 6 X 11 = 66 6 X 12 = 72	7 X 1 = 7 7 X 2 = 14 7 X 3 = 21 7 X 4 = 28 7 X 5 = 35 7 X 6 = 42 7 X 7 = 49 7 X 8 = 56 7 X 9 = 63 7 X 10 = 70 7 X 11 = 77 7 X 12 = 84	8 X 1 = 8 8 X 2 = 16 8 X 3 = 24 8 X 4 = 32 8 X 5 = 40 8 X 6 = 48 8 X 7 = 56 8 X 8 = 64 8 X 9 = 72 8 X 10 = 80 8 X 11 = 88 8 X 12 = 96
9 Times Table	10 Times Table	11 Times Table	12 Times Table
9 X 1 = 9 9 X 2 = 18 9 X 3 = 27 9 X 4 = 36 9 X 5 = 45 9 X 6 = 54 9 X 7 = 63 9 X 8 = 72 9 X 9 = 81 9 X 10 = 90 9 X 11 = 99 9 X 12 = 108	10 X 1 = 10 10 X 2 = 20 10 X 3 = 30 10 X 4 = 40 10 X 5 = 50 10 X 6 = 60 10 X 7 = 70 10 X 8 = 80 10 X 9 = 90 10 X 10 = 100 10 X 11 = 110 10 X 12 = 120	11 X 1 = 11 11 X 2 = 22 11 X 3 = 33 11 X 4 = 44 11 X 5 = 55 11 X 6 = 66 11 X 7 = 77 11 X 8 = 88 11 X 9 = 99 11 X 10 = 110 11 X 11 = 121 11 X 12 = 132	12 X 1 = 12 12 X 2 = 24 12 X 3 = 36 12 X 4 = 48 12 X 5 = 60 12 X 6 = 72 12 X 7 = 84 12 X 8 = 96 12 X 9 = 108 12 X 10 = 120 12 X 11 = 132 12 X 12 = 144

Fraction Models (A)

What fraction is shown in each model?

1.



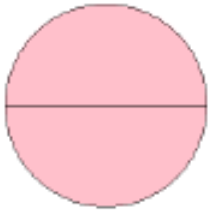
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3.



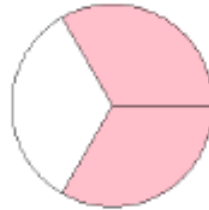
4.



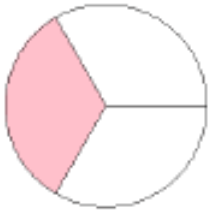
5.



6.



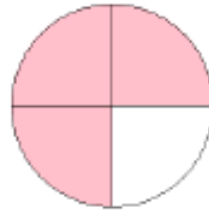
7.



8.



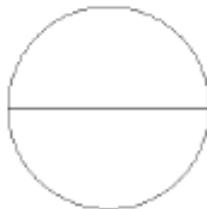
9.



10.



11.



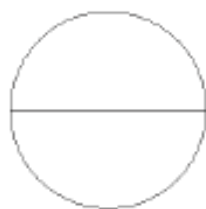
12.



Fraction Models (A)

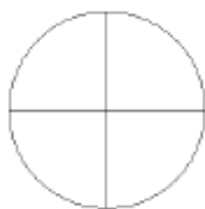
Color sections of each circle to model each fraction.

1.



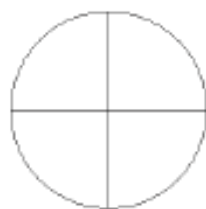
$$\frac{1}{2}$$

2.



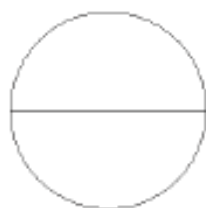
$$\frac{1}{4}$$

3.



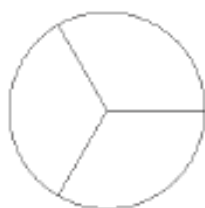
$$\frac{1}{4}$$

4.



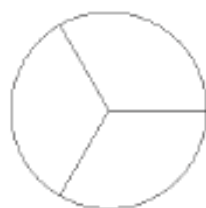
$$\frac{2}{2}$$

5.



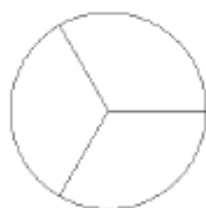
$$\frac{2}{3}$$

6.



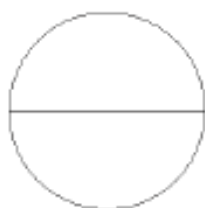
$$\frac{3}{3}$$

7.



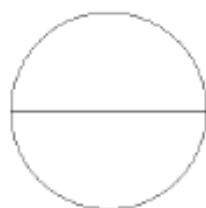
$$\frac{1}{3}$$

8.



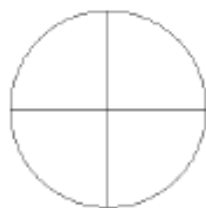
$$\frac{1}{2}$$

9.



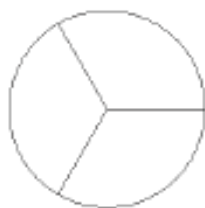
$$\frac{0}{2}$$

10.



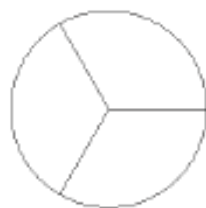
$$\frac{4}{4}$$

11.



$$\frac{1}{3}$$

12.



$$\frac{1}{3}$$

Traditional stories - 1

Traditional stories are very important to Aboriginal and Torres Strait Islander people. They are connected with the Country or Place in which they live. Some are Creation stories and tell how the land, sea, plants, animals and people came to be. Others tell about their culture and how people should behave towards others.

Aboriginal Dreaming stories: How Uluru was formed

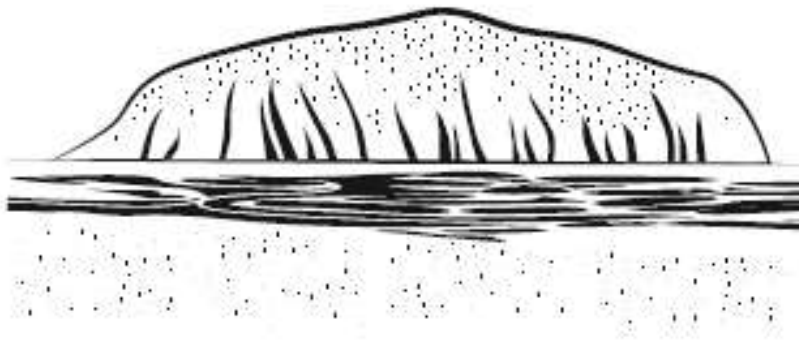
Uluru is a massive rock found in central Australia. The traditional lands of the Anangu people are around Uluru. The Anangu have Dreaming stories that tell how Uluru was formed and got its features, such as caves, springs, boulders and markings. Here are some of them.

Story 1

Long, long ago, two boys were playing in the mud near a waterhole. They kept piling up the mud higher and higher until it became a big, flat sand hill. Eventually it turned to stone and became Uluru.

Story 2

A small red lizard man came to visit Uluru. He had his 'kali' with him, which is a curved throwing stick. He threw it and it landed in the side of Uluru. The lizard man tried to dig it out with his hands which left hollows in the shape of bowls. Later, the lizard man died in a cave. His body became the boulders on the floor.



Story 3

Two bellbird men were stalking an emu which ran towards Uluru. But two blue-tongue lizard men killed it and chopped it up. The large pieces of meat became slabs of rock.

Story 4

When the bellbird men came back later to see the lizard men with the emu meat, they were only given a small piece. This made them extremely cross. They were the ones that had stalked the emu. They set fire to the lizard men's home. The lizard men climbed up the rock face to try and escape. They fell and were burned to death. The smoke from the fire became the grey lichen on the rock. Their bodies are boulders partly buried in the ground.

Traditional stories - 2



Answer the questions about the text.

1. Why are traditional stories very important to Aboriginal and Torres Strait Islander people?

2. What kinds of things are the traditional stories about?

3. What do the Dreaming stories from the Anangu on page 7 tell about their Country?

4. Each story explains how Uluru got different features. Use keywords to describe how these features in each story were created.

Story 1	Story 2
Story 3	Story 4

FACT FILE

The Anangu people believe that Dreaming spirits still live around the rock, helping them. For example, they say the water serpent lives in a ravine on the rock. It fills up the waterhole when it starts to dry up.

<p>Wellbeing Task</p>	
<p>Morning English</p>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> Using the new text, edit it using the code on the left. Ask your carer to check it with you and listen to their advice! <p><u>Lesson 2: Contractions</u></p> <ul style="list-style-type: none"> Complete the attached sheet. Don't forget... <p>OUT GO THE LETTERS. IN COMES THE APOSTROPHE.</p> <p><u>Lesson 3: Daily writing - Traditional story retelling</u></p> <p>Find a traditional Aboriginal or Torres Strait Islander story on the internet or use one you know yourself and plan the story by making notes under the headings on the Traditional story retelling sheet. Once you have completed the plan, read it over to check and add any extra notes in if needed. This plan will be used for the daily writing task on Thursday morning.</p> <p>Well-known Indigenous stories you can search for include:</p> <ul style="list-style-type: none"> How the kangaroo got its tail Tiddalik the frog How the birds got their colours Why the crocodile rolls How the echidna got its spines How the moon got into the sky
<p>Break</p>	
<p>Middle Maths</p>	<p><u>Lesson 4: Warm Ups</u></p> <ul style="list-style-type: none"> If you have access to a computer, https://www.topmarks.co.uk/maths-games/daily10 Choose Level 2 (first), choose multiplication then choose x2 tables up to 10 giving yourself 10 seconds for each question. Try and do it in less time than yesterday (you can try harder or in less time, if you get 100% correct) If you do not have a computer, work on the attached worksheet and you can use the timestable chart included to check or if you need help. <p><u>Lesson 5: 3D shapes</u></p> <ul style="list-style-type: none"> 3D shapes refer to shapes that have 3 dimensions - that is length, width and height/depth. 2D shapes are flat shapes - they only have 2 dimensions - a length and width. <ol style="list-style-type: none"> Look at the 3D shapes on the attached page. What are the names of each of these shapes? Watch and listen to the 3D Shape song for kids to help you https://www.youtube.com/watch?v=ZnZYK83utu0&t=9s <p>Note: Rectangular prism is not mentioned in the song</p> <ol style="list-style-type: none"> Go on a Shape Hunt around your house. Can you find examples of these shapes around your house? Try to find at least 3 examples of each one. You could collect your examples together and take a photo of them or you could draw the things you find on the worksheet After finding examples of each shape. Go through the following characteristics of 3D shapes. A Face - Surface of a shape Edges - Two faces join Vertices/Corners - three or more edges intersect (join). Look at

	<p>your examples of each shape. How many faces, edges and vertices does each shape have? Fill in your answers on the worksheet.</p> <p><u>Lesson 6: Mathletics and Signpost Unit 14.3</u></p> <ul style="list-style-type: none">▪ Spend 15 - 20 minutes doing some tasks on Mathletics
Break	
Afternoon	
Chinese	<ul style="list-style-type: none">• Refer to Chinese sheet

Make sure you have checked your work and shown it to your carer.

You won't need to use all the proofreading marks.

Proofreading Marks

- ≡ Capitalize letter.
- Add a period.
- ⊙ Add a question mark.
- ^ Add a comma.
- ✂ Take words out.
- Spell correctly.
- ¶ Indent.
- / Lowercase letter.
- ^ Add words.

Name: _____

Editing: How many mistakes can you find?

The Beach



Do you no Ryan did last weekend. He went to the beach with his family. First, Ryan builded a huge sand castle. Then, he collect seashells and rocks After that, he goeed swimming with his brother. Ryan has a wonderful time at the beach.

FISHING FOR CONTRACTIONS

Use the same colour to match the two words to their contraction:

can't	I am	had not	I'll
have not	won't	can not	I will
is not	he will	couldn't	will not
hasn't	haven't	aren't	they are
didn't	don't	isn't	they're
he'll	hadn't	could not	I'm
do not	he will	are not	
has not	did not		

Teach **11/15**

Traditional story retelling

Find a traditional Aboriginal or Torres Strait Islander story in the library, on the internet or told to you by a visiting elder. Plan the story by making notes under the headings below. Then write, check and publish your retelling.



on one language group; however, if information or sources are not readily available, another representative area may be studied. (ACH-HK10-03)

Title:

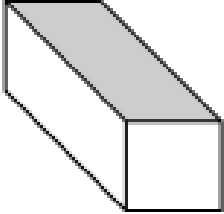
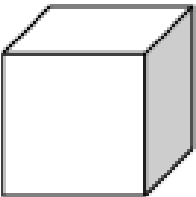
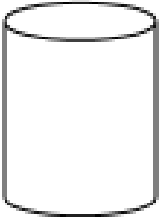
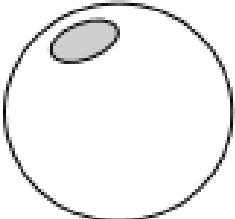
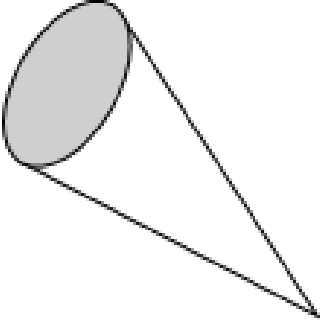
Orientation: Who or what is the story about? When/Where did it happen?

Complication and events: What was the problem? What happened?

Resolution: How was the problem solved?

Ending: What happened in the end?

Wednesday Wk 3 Lesson 6: 3D shapes

Name	Shape	Faces	Edges	Vertices/ Corners
Rectangular Prism				
		Examples		
Cube				
		Examples		
Cylinder				
		Examples		
Sphere				
		Examples		
Cone				
		Examples		

Thursday - Week 3

Wellbeing Task	Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week?
Morning English	<p><u>Lesson 1: Spelling</u></p> <ul style="list-style-type: none"> Complete the second page of Unit 14 <p><u>Lesson 2: Daily Writing/English</u></p> <p>Continue to write and finish your retell of the indigenous story you chose yesterday on the lined paper attached. *There will be an art activity based on this this afternoon.</p> <p><u>Fast Finishers</u></p> <p>Make sure you have checked your work and shown it to your carer.</p> <ul style="list-style-type: none"> Have a rest Try today's Crossword.
Break	
Middle Maths	<p><u>Lesson 5: Warm Ups</u></p> <ul style="list-style-type: none"> Complete the attached counting money warm up worksheet <p><u>Lesson 6: Shape</u></p> <ul style="list-style-type: none"> Hefting in mathematics refers to holding items in each hand to determine which is heavier/lighter or if they are the same. For this activity help your child to select a collection of grocery items from the kitchen pantry (cans, boxes of biscuits, cereals, pasta etc.) Collect about 10 items. If you would rather your child not use the groceries, you can substitute them for toys or something else. <p>You will need: - a collection of grocery items from the pantry or varying weights. (10 for this activity - set of kitchen scales - 3 shopping bags</p> <p>Activity: Can you predict which item will be the heaviest? Lightest? Use hefting to help you decide. Continue to use hefting to help you place these items in order of heaviest to lightest. Are there any that are too similar in weight to be sure? Can you use a set of kitchen or bathroom scales to check the weight? (an adult or older sibling would need to help you do this)</p> <p><u>Lesson 7: Mathletics and Signpost 12.4</u></p> <ul style="list-style-type: none"> Spend 15 - 20 minutes doing some tasks on Mathletics
Break	
Afternoon Art	<p><u>Lesson 8: Art - Dot painting</u></p> <p>To follow on from the traditional dreamtime stories in English and Daily writing, you can learn and have a go at aboriginal art in the form of dot painting. *If you do not have paints at home, colouring pencils or crayons can be used as a substitute.* Or the other alternative is to colour printable art sheet from Brisbane kids</p> <p>Watch the youtube video (How to teach dot painting to kids) and follow the instructions: https://www.youtube.com/watch?v=xIRSRzmfVnw</p>

Thursday Wk 4 Lesson 1

Write the contractions for these pairs of words. For example: *she will - she'll.*

Turn to **9** page 79

they will _____ I will _____ he will _____
 you will _____ who will _____ what will _____

Write the two words that make up each contraction.

we'll _____ where'll _____ it'll _____

Write words from the box to match the meanings.

✚ The suffix **less** can mean *without*. For example, **childless** means *without a child*.

Suffixes **let** and **ling** can mean *small*. For example, **duckling** is a *small duck*; **piglet** is a *small pig*.

without care _____
 without hope _____
 without fear _____
 without sleep _____
 without colour _____
 without life _____

colourless
 hopeless
 sleepless
 fearless
 careless
 lifeless



eyelet
 gosling
 droplet
 booklet
 seedling
 yearling

a small book _____
 a small drop _____
 a small goose _____
 a small, year-old horse _____
 a small plant grown from a seed _____
 a small eyehole for threading shoelaces _____



Challenge

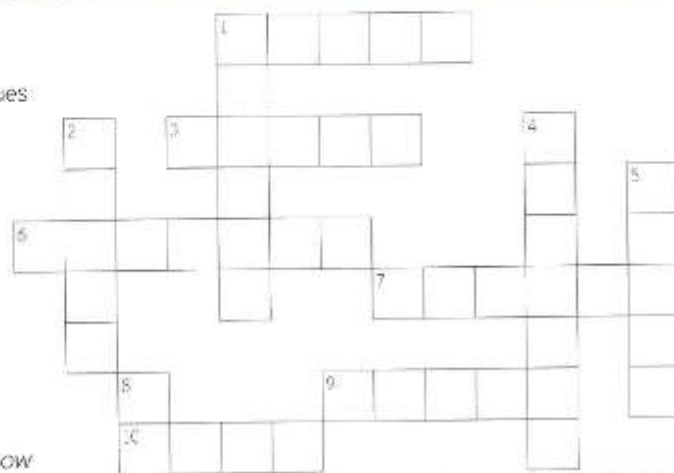
Read the clues. The Crossword answers for the clues are all List Words except for Clue 8 Down.

Across

1. liquid measurement
3. not moving
6. accept as true
7. gold coin
9. greeting
10. not many

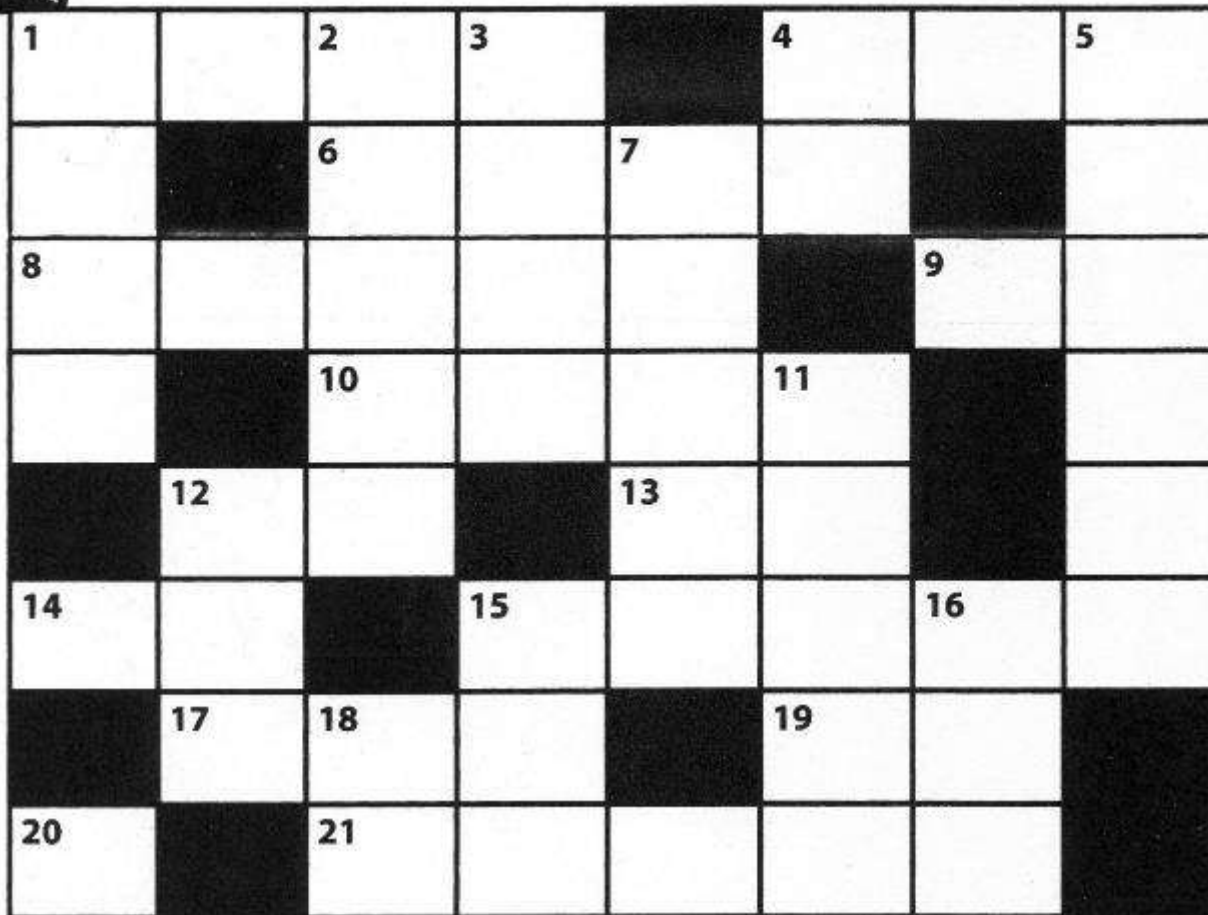
Down

1. mail
2. ledge
4. a number
5. opposite of late
8. homophone for know





CROSSWORD 8



ACROSS

1. The colour you get when you mix red and white
4. Fifteen take away fourteen
6. It hurts if you **p**____ (the missing letters)
8. The noun of angry: He shows lots of _____ when he yells at us
9. When a cloud comes down to earth it is called **f**__ (the missing letters)
10. The back of your foot
12. I will go to bed __ eight o' clock
13. A farm animal: __ **g** (the missing letters)
14. The *opposite* of outside is __ **side** (the missing letters)
15. A fairy *tale* is a _____
17. You need to learn to ___ your shoelaces
19. The opposite of *somewhere* is __ **where** (the missing letters)
20. The silent letter in the word *listen*
21. Opposite of *most*

DOWN

1. A yellowy green fruit
2. Opposite of *day*
3. A part of your leg
4. __ dear!
5. Forty plus forty
7. Today I will *creep* up the stairs, yesterday I _____ up the stairs (the missing letters)
11. _____ and tigers are big cats
12. An insect
15. Another word for *look*
16. If you leave food lying around for weeks it will _____
18. There is a **p**__ **e** of clothes on the floor (the missing letters)

Thursday Wk 3 Lesson 5: Money

1)  \$ _____

2)  \$ _____

3)  \$ _____

4)  \$ _____

5)  \$ _____

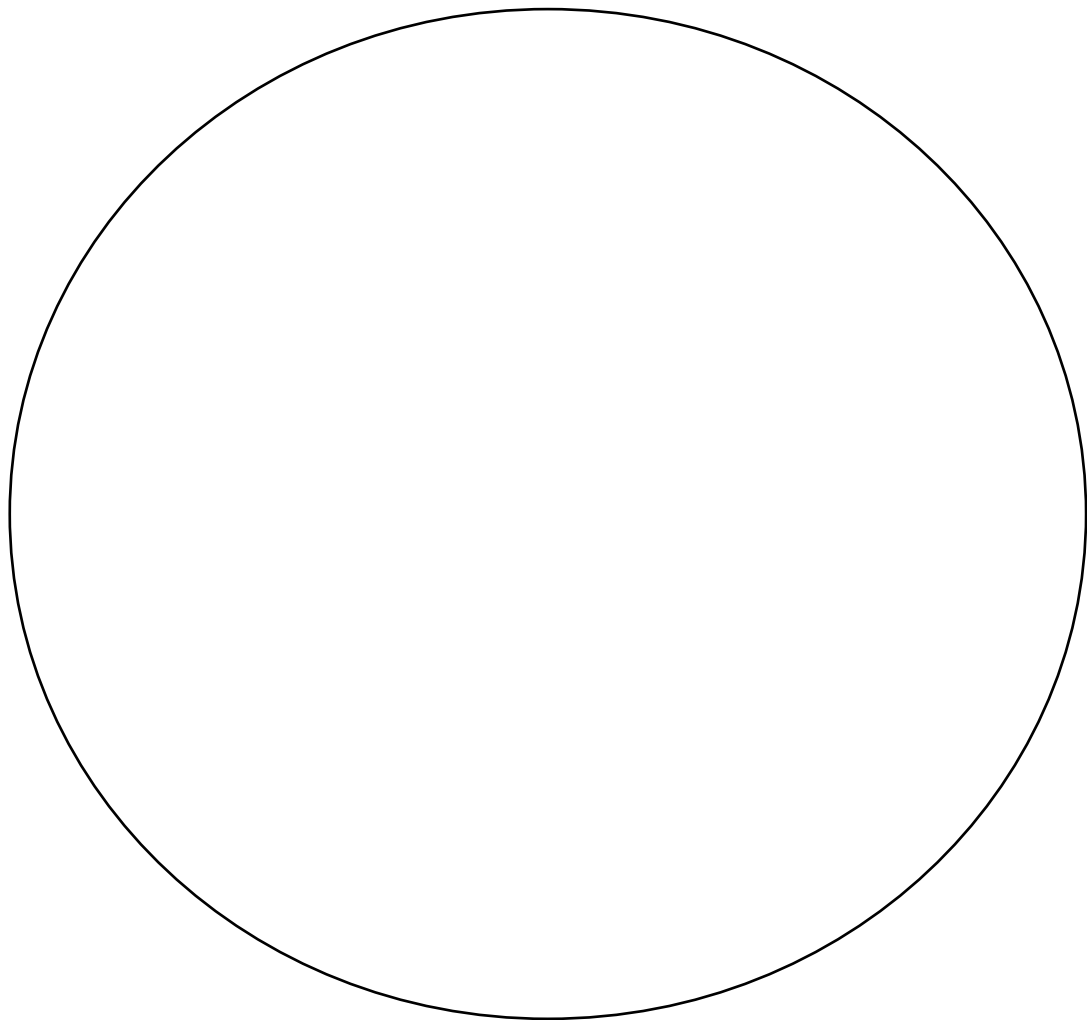
6)  \$ _____

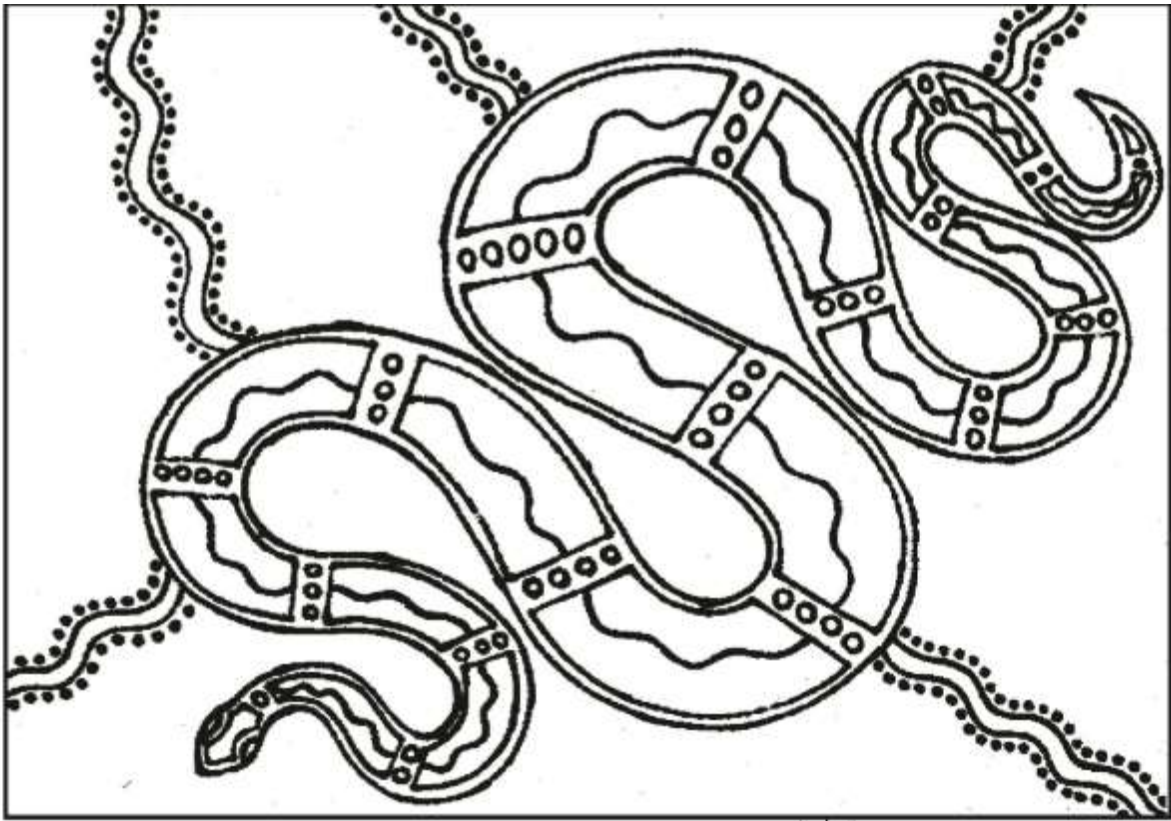
7)  \$ _____

8)  \$ _____

9)  \$ _____

10)  \$ _____

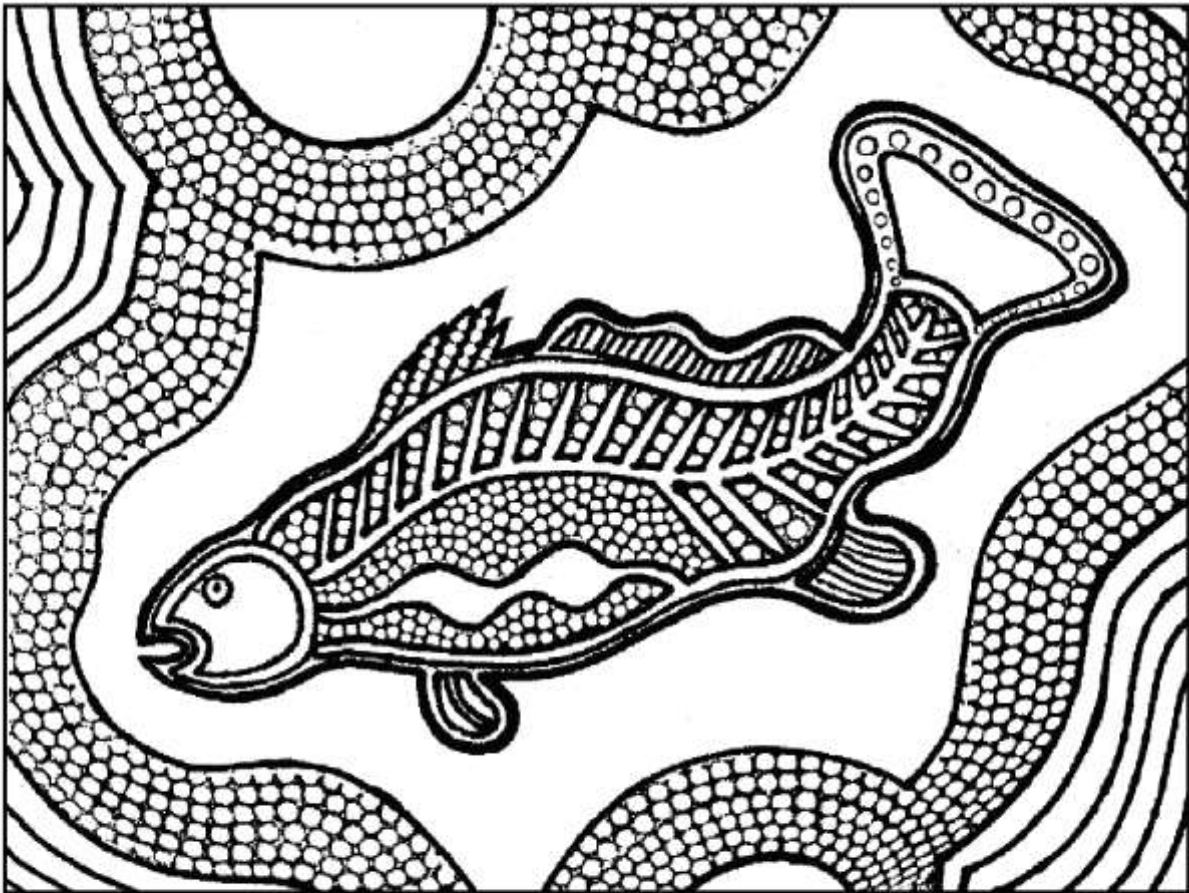




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Wellbeing Task	
Morning English	<p><u>Lesson 1: Reading</u> Read the text about Jack and the Beanstalk. Complete the adjective and noun sheet attached.</p> <p><u>Lesson 2: Spelling</u> ■ Ask someone at home to test you this week's spelling. Any mistakes should be written out and learned.</p> <p><u>Lesson 3: Grammar</u> Complete the worksheet about Synonyms.</p> <p><u>Lesson 4:</u> Have fun with today's wordsearch or catch up on any work not finished!</p>
Break	
Middle Maths Free Time	<p><u>Times table warm up/test</u> ■ If you have access to a computer, test yourself with the 2x table and see how fast you are on: https://www.topmarks.co.uk/maths-games/daily10 Choose Level 2 (first), choose multiplication then choose x2 tables up to 10 giving yourself 10 seconds for each question to begin with. Try and do it in less time than yesterday. If you do not have a computer, write out your 2x table on paper and do 'Read, say, cover, check.' Then, with a stopwatch or clock, time yourself to see how fast you can say the 2x table. Keep trying to see if you can beat your best time.</p> <p><u>Money</u> Complete the attached sheet to add the notes and coins in each problem.</p> <p><u>Mathletics</u> Spend 15-20minutes on mathletics tasks</p> <p><u>Free Time</u> ■ If you have finished all your tasks from the week have some free time. Some ideas are:</p> <ul style="list-style-type: none"> - Draw a picture of a turtle or other animal then colour in or paint with dots - Go onto Mathletics and play Live Mathletics or Rainforest Maths - Read a book of your choice
Break	
Afternoon Music Health/PE	<ul style="list-style-type: none"> • Refer to Music sheet • Try playing 'Take a seat!' See attached sheet for instructions

Grammar Help

Adjectives make stories more interesting to read.
They are words that describe nouns.

A

Here is part of a story. Read it and underline all the adjectives that describe nouns.



When Jack woke up the next morning, it was still dark outside. He looked out of the small window and saw that an enormous beanstalk had grown up in the night. He ran outside, and saw that the beanstalk had grown so high that the top of it disappeared into the white clouds. He decided to climb it and eventually went beyond the clouds.

Then Jack saw, to his great amazement, a big castle near by. He walked to the castle and knocked at the huge door. The door was opened by a tall woman. Jack told her that he was tired and hungry after his long climb and asked her for some food. The woman gave him some bread and cheese and told him to leave quickly. Her husband was a cruel giant who would kill him when he came back from hunting.



But just at that moment there was a terrible noise. The giant had returned. Jack ran to a wooden cupboard and hid in it. In came the giant roaring, "Fee fi fo fum, I smell the blood of a man!"

B Write the adjectives you have underlined in the left column. Then write the nouns they describe in the right column.

Adjectives	Nouns
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____



Name: _____

Synonyms

Synonyms are words with similar meanings. Did you notice that synonym and same both begin with the letter "s"? Synonyms can be used to compare items that are alike, the same, or similar.

Authors can use synonyms to describe characters in a story.

Jeremiah is a five year old boy. He is a young male. He has a number of favourite toys. He likes his soccer ball best. Jeremiah is tall. His towering height makes him great at playing basketball.

- When looking at this story, did you notice that the words boy and male have the same meaning?
- Did you notice that the words favourite and best have the same meaning?

If Jeremiah is tall, he must also be towering. These words are synonyms too.

Here are some examples of words that might be used to describe characters in a fiction work. Remember that fiction means made up or not real.

happy	sad	energetic	strong	weak
glad	gloomy	active	solid	feeble
joyful	blue	lively	sturdy	puny
cheerful	miserable	bubbly	robust	fragile
pleased	unhappy	full of life	tough	scrawny

Can you choose two words from a column and make a sentence using these words?

1) _____

2) _____



RHYMES WITH SCHOOL

WORD SEARCH

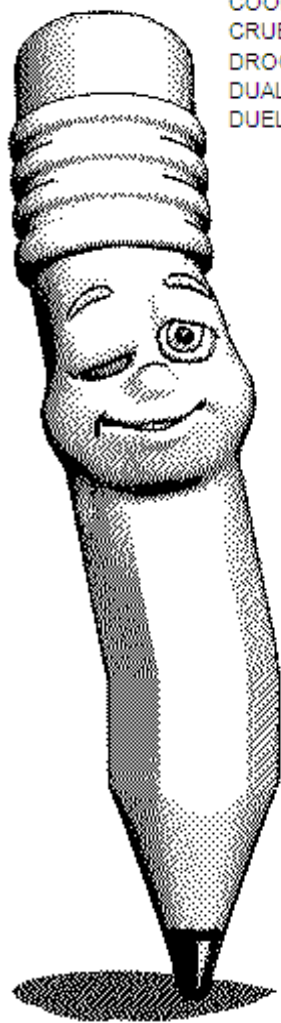
Find and circle all of the words from the word list below.

COOL
CRUEL
DROOL
DUAL
DUEL

FOOL
GHOUL
GRUEL
JEWEL
MULE

POOL
RULE
SPOOL
STOOL
TOOL

WHO'LL
YOU'LL
YULE



Z O A C L O L J G T T V J E J
R U L E E O D S L O C A I W F
Z W W N O M Q M H O V N X Z S
V E B C E J U D P L Q T G A D
J C D L A L M L U F W H O L L
I J U J L U C M E A U G V M P
Q Y K L P O O L S G L O F N Z
Z Q U D U E L M S R K W U F L
Q O S D X O J B G U U G D O E
Y Y T J R C K Z A E B H O L R
F S O U F O O L A L J P U B Y
U L O U U A O J F D S K H O J
K I L P A L U L G H O U L V V
X B H O J W G R G C R U E L S
P M L L W N H L I X B R K L E

Friday WK2 Lesson 3 - Measurement

Count the Money

1)      \$ _____

2)      \$ _____

3)        \$ _____

4)      \$ _____

5)      \$ _____

6)       \$ _____

7)       \$ _____

8)      \$ _____

Players lean against a wall in a 'seated' position and do a variety of ball-handling activities.



What to do

Setting up

- > Free wall space without obstructions
- > **Individual activity** – one medium-sized ball each
- > **Pairs activity** – one ball per pair
- > **Group activity** – one ball per group

Playing

- > Try the activities shown.
- > These activities can be demanding on the 'skiing muscles' (quadriceps) – start with 15–20 second bursts.
- > Mix up individual, pair and group ('down the line') activities to provide rest breaks.
- > Players can be grouped in small teams of 3–4 and compete against each other or pairs can compete against other pairs.

Change it

- > This activity can accommodate different ability levels – use a chair if required.
- > Vary the type of ball, distance between players and type of pass (e.g. in 'down the line' the distance between some of the players can be adjusted for throwing variations).
- > **Down the line** – try *all mixed up*, players try to make every pass different.
- > **Pairs activity** – after one throw and catch, partners quickly change places.
- > **A second ball between the knees** works the 'horse-riding muscles' (adductors).



Safety

- > Ensure no attachments on the wall space used.
- > Start with gentle passes and throws.



Scoring

- > How many consecutive throws/catches in a set time?
- > Not scoring is an option.

Ask the players

- > What parts of your body are working hard in each activity? How can you tell?
- > What can you do to help you sit for longer?

LeARNING INTENTION

Take a seat allows students to develop muscular endurance whilst practicing catching and throwing skills in different movement situations.



Stafford State School

Independent Public School

Music

3A, 3/4B and 4A

Week 3 and 4





Topic 2 – Detective Work



Hello everyone!

You have already completed a compare and contrast task for music over the last two weeks. Over the next three you will complete a similar task with a few differences. In Weeks 3 and 4 you will be a detective looking at the sheet music for one song of your choice as well as summarise what you think each song is about. In Week 5 you will do some composition using your life to help tell your own story.

Tasks 1-2

Answer the following questions about both pieces in the table below.

Task 1	<i>Gadigi Nyian – Week 3</i>	<i>Two Men – Week 4</i>
Genre of music piece (eg. pop, movie, jazz, traditional, folk)		
<p>Bars</p> <p>1. A bar is a section of the music staff. They look like these.</p>  <p>How many bars are in each song?</p> <p>2. One of the songs has two repeat signs:</p>  <p>When the music gets to that sign, it goes back to that sign, it goes back to the beginning, but only once per sign.</p> <p>If you played both the songs at the same tempo (speed), which one would be longer and which would be shorter? Explain why.</p>		

<p>Meter</p> <p>1. What meter (time signature) is this piece in? a) 6/8 b) 2/4 c) 4/4 d) 3/4</p> <p>2. How many beats are in each bar? (Remember, the top part of the time signature means how many beats, and the bottom part means what type of beat).</p>		
<p>Notes</p> <p>1. A crotchet has the same rhythm as a Ta. How many crotchets can you see in the first 8 bars?</p>  <p>2. A quaver has the same rhythm as a Ti or Titi. How many quavers in all can you see in the whole song?</p> 		
<p>Task 2</p> <p>Write what each song is about and why you think it was created. You can use information from the PDF Sheet Music as well as doing your own research about the song.</p>		

Bonus Question!

(Please attempt)

Dotted Notes

You will notice that some crotchets are dotted in the piece *Gadigi Nyian*. These notes look like this:



Crotchet



Dotted Crotchet

A crotchet is the same rhythm as a Ta (1 beat). However, when you add a dot to the end of it, it makes it longer by half. That means a dotted crotchet = 1 and $\frac{1}{2}$ crotchet beats.

Who knew you'd be doing maths in music!

Question: If you added up all the crotchets and dotted crotchets in *Gadigi Nyian* together, how many full crotchet beats would you have?

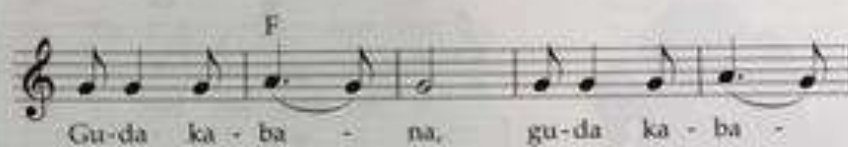
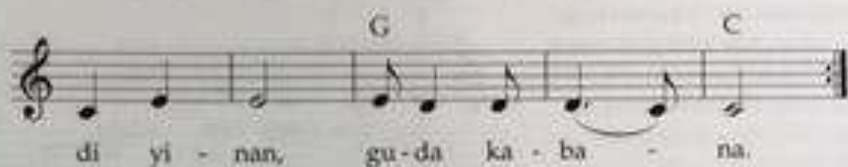
Gadigi Nyian

CD VOL 2 TRACK 10

SEE SING! TEACHERS' HANDBOOK

The Kunigganji people, from the Torres Strait Islands, sing this lullaby to their children. While you sing it, ask your friends to improvise on an instrument using the pentatonic scale. Find the notes used in this lullaby then use any of them in your accompaniment. It will sound beautiful.

WORDS AND MUSIC BY THE KUNIGGANJI PEOPLE



Two Men

» volume 2
» track 9



This is a traditional song from the Yolngu people who have lived in north-eastern Arnhem Land in the far north of Australia for 40,000 years. Arnhem Land is the home of the yidaki, which the Europeans named the didgeridoo. The Aboriginal members of Yothu Yindi, Australia's most successful contemporary Indigenous band, and world famous singer Geoffrey Gurrumul Yunupingu are Yolngu people.

TEGODAK

Ga-yung ma-nda marr-tji. Ga-yung ma-nda marr-tji.
tji. Ba-lang bang-a-di. Wa-na gu-ri gu-ri.
rri. Ga-yung ma-nda marr-tji. Ga-yung ma-nda marr-tji.
tji. Ga-djak ba-lang. Wa-na gu-ri gu-ri.

TRANSLATION

Gayung manda marrtji
Rowing they go
Gayung manda marrtji
Rowing they go

Balang bangadi (family names)
Gadjak balang (family names)
Wana gurri gurri
Their arms are marked with salt.





PE (Athletics)

Year 3 to Year 6

This term, students develop specialised movement skills of running, jumping, landing, throwing and catching. They apply and combine the above skills to solve movement challenges.

Weeks 1-5

Over the 5 weeks of learning from home you will need to attempt each of the following activities. We will continue to work on these skills with the proper equipment when you return to school.

I would like you to email me some **photos or short videos** of you completing your athletics skills. If you have been up to some other activities whilst learning from home please send me footage of those too. **EMAIL: nxsma0@eq.edu.au**

I look forward to seeing what you have been up to – Miss B

Week 1 - Running – Look Ahead, Arm Drive, Knee Drive

Drill videos - <https://www.youtube.com/watch?v=5SQviRdHHRI>

Practise your running over short and long distances. Experiment with different ways to move your body - galloping, skipping, hopping, side stepping, bear walking, crawling and rolling. Race someone in your family.



Week 2 - Long Jump – Run Up, Pop Up, Landing

Drill videos https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=15 and https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=5&t=0s



Using a grassed area practise the long jump movement sequence. Running up, popping up (using your arms and knees to drive up) and landing in motorbike or with your hands forward onto the ground. Use a line on the ground to start the jump.

Week 3 - Shot Put – Pivot, Push, Release

How to video - <https://www.youtube.com/watch?v=tHVMufMECPo>

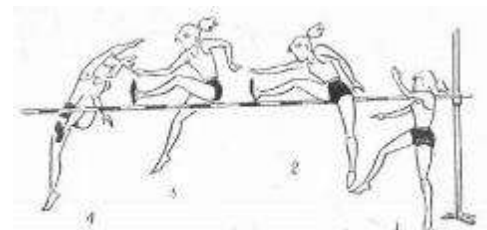
Using a crunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.



Week 4 - High Jump – Run Up, Kick Up, Landing

How to Video - <https://www.youtube.com/watch?v=VZApaVkMIHw>

Place something on the ground like a skipping rope. Stand side on to the rope. Practise jumping over the rope using the scissors kick. If you have space add a run up and then jump over the object on the ground. See how high you can jump over the object by throwing your arms into the air as you jump.



Week 5 - Ball Games – Teamwork, Sportsmanship, Have Fun!

Ball Games Rules and Information

Please note these games do not allow for social distancing – Only play these games with people from your bubble.

Tunnel Ball <https://www.youtube.com/watch?v=leGwtjZEqeA>

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide. Back person crouches down.

3rd Whistle = Game begins by the captain rolling the ball through everyone's legs.

The game is finished when everyone has had a turn at rolling the ball from the front and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Under and Over <https://www.youtube.com/watch?v=w-EkRQWgFUw>

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide.

3rd Whistle = Game begins by the captain passing the ball **under** their legs. The second person grabs the ball and passes the ball **over** their head. The ball should not leave the students hands and should not touch the ground. The game is finished when everyone has had a turn at passing the ball from the front of the line and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Captain Ball *no examples available online*

1st Whistle = Ball on the ground in front of the captain / leader. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain / Leader picks up the ball.

3rd Whistle = Students line up side by side. Captain stands 1.5m away in a circle facing the line. Game begins by the captain / leader passing the ball to the first person in line who then passes it back to the captain. The captain then passes the ball to the second person and so on until everyone has a turn. When the last person in line catches the ball they run to the circle. The game continues until everyone has had a turn at being a leader. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

For all Years P-6

1st Whistle - SOLDIERS

2nd Whistle - PREPARE

3rd Whistle – START

For more videos to improve your athletics skills and drills check out;

https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC

While learning at home, keep up as much physical activity as possible. Dancing, running, walking, scooting, riding, climbing, rolling, bowling, jumping, throwing, catching, kicking, bouncing, skipping. Make up your own games and create your own obstacle courses. Have fun with movement!

I look forward to seeing what activities you have been up to,

Miss B



Stafford State School

Independent Public School



Chinese – 2A, 2/3B, 3A











Week 4

☺ Click on the link (<https://quizlet.com/89jvlz?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: To count 1-10 in Chinese by saying:-

☺ yī èr sān sì wǔ liù qī bā jiǔ shí
☺ 一 二 三 四 五 六 七 八 九 十

Learn new words: Read the words below and memorise the meanings of the word.

 yī	 èr
 sān	 sì
 wǔ	 liù
 qī	 bā
 jiǔ	 shí



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Chinese – 2A, 2/3B, 3A











Week 4

© Click on the link (<https://quizlet.com/89jvlz?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: To count 1-10 in Chinese by saying:-

☺ yī èr sān sì wǔ liù qī bā jiǔ shí
☺ 一 二 三 四 五 六 七 八 九 十

Learn new words: Read the words below and memorise the meanings of the word.

 One	 Two
 Three	 Four
 Five	 Six
 Seven	 Eight
 Nine	 Ten



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Health and Wellbeing Grid

Weeks 1-5

Prep - Year 6

complete. If you would

Continue to highlight items off this grid as you like some more ideas check out the [65 Fun](#)

Things To Do Activities

<https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/>

Online Tasks	Offline Tasks			
YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power	Create a health diary and list all the things you do each day to look after your body	Design your own yoga sequence – link poses you know and/or make up some of your own	Create a hop scotch with chalk or pieces of paper How many different ways can you play?	Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster
Choreograph a dance to Dance Monkey or another favourite song	Write a list of 10 things you like about another family member	Write a list of 10 things you like about yourself	Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.	Design a funny poster that would encourage people to exercise and eat healthy
Do a meditation with a family member – smiling mind is a great app	Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage	Try two new fruits or vegetables each week to boost your immune system	Build a cubby house Make sure you pack it away after play	Create your own obstacle course. You could use chalk and objects from around the home
Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing	Write 5 'I am ...' statements to describe yourself.	Design a new active game for indoors	Write a thankyou letter to a doctor or nurse who is exhausted treating patients	Write a list of 10 things and opportunities you're grateful for
Find your favourite GoNoodle on YouTube	Design your own scavenger hunt and ask someone in the house to complete it	Create a line drawing in black texta/pen and colour in with colour leaving no white spaces	Play with a ball – hit, kick, throw, catch, roll, juggle, experiment	Scrunch up some paper into a ball and throw it at a target – create a points system
Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves	Move to the Music - play a range of music styles and move your body in funny ways to the beat	Create a beat with your body and objects and teach it to a family member	List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax.	Call an elderly family member and read them a story – maybe they will read one to you too?



Online Activities	Offline Activities			
Research a robot that is used in either: education, work or industry.	Write down five (5) rules about staying safe when using the Internet.	Write an acrostic poem using the words: Digital Technologies.	Make a poster about internet safety or cyber-bullying. Include a catchy heading and colour it in.	Design your own game or app for an iPad or tablet.
Use the online dictionary to find definitions to the following words (ensure they are the digital technologies meaning): algorithm, e-safety, network, program, debug, coding.	Create a wordsearch using words related to internet safety. E.g. settings, password, spam, privacy, friend.	Your 'Digital footprint': Trace around your foot and then fill it in with all the ways you use the internet. E.g. what websites you access, games, etc.	Design and draw a robot labelling all the components e.g. Bluetooth capability, wheels, speaker.	Write an algorithm (list of steps) to describe how to make your bed.
Access the 'Hour of Code' on code.org (No registration required.)	Draft (can be written in a notebook or on a computer/tablet) an email to your teacher describing the activities you've completed this week. You could send it online at the end of the week.	Name 5 technological devices that have been invented that make life easier. Hint: Try looking around your house for inspiration. Write a sentence explaining how they make life easier for the user.	Make a list of as many peripheral devices as you can think of.	Write an algorithm (list of steps) to describe how to brush your teeth.
Send an email to your teacher (offline activity draft) describing the activities you've completed this week.	Write a program with directions (like a BeeBot) and try 'coding' a sibling or challenge yourself to follow the program you have written.	Write an algorithm (list of steps) to describe how to make breakfast.	Build a robot out of LEGO.	Create your own code by giving each letter a new symbol, letter or value. Write a secret messages using your code.
Create an animation program using Scratch.mit.edu or Scratch Junior (app on iPad). It could be a story, cyberbullying game, science game.	Using chalk, draw your own programming grid and follow a sequence of steps to get from one corner to another.	Create a crossword about computer and internet words.	Write an algorithm (list of steps) to describe how to draw a square, a triangle, a rectangle, a circle.	Build a robot using cardboard boxes and other recycling and craft materials. Think about the different components it has and what the function is.

Online resources

- <https://code.org/hourofcode/overview> (No registration required)
- <https://grollearning.com/> (Free access to resources until 5th July)
- <https://pencilcode.net/>
- <https://scratch.mit.edu/> (Registration not required)
- Scratch Junior app on iPad
- Watch: *What is an algorithm?* <https://www.youtube.com/watch?v=Da5TOXCwLSq>
- Watch: Learn how to create a program in Scratch <https://www.youtube.com/watch?v=VIpmkeqJhmQ>



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Library

Prep - Year 6

Week 3, 4 & 5



Every Day is a Good Day to Read a Book! Read at home with someone or independently every day, just for fun. Try for at least 20 minutes but more is better. Remember you don't have to do this all at once. Five minutes here and there is also good. Read fiction, nonfiction and poetry. Just read! It is important.

The Brisbane Council Libraries are doing great story time activities for children. Check out their website. If you are not a member it is easy to join online so you have a membership number to log on. They are doing a great job.

Below are some activities to try around books and reading. Colour in the activities as you do them. You MUST have permission from your parents or caregivers before you go to one of the websites suggested below.

<p>An Old Favorite Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p>Scavenger Hunt Use the books you have at home and complete the Book Scavenger Hunt. Sheet supplied.</p>	<p>Book Talk Use the Talking about Books sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p>Lego or Construction Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p>Book End Pages Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.</p>	<p>Craft Activities for all year levels. It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at www.artycraftykids.com Have fun.</p>	<p>Scratch for Juniors. If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p>Writing a Poem 1 Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.</p>
<p>Writing a Poem 2 Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more. Or just write down some words that you think about when looking at the picture. Make a 'Wordle' for it.</p>	<p>Nonfiction Activity 1 Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 interesting facts that you have found out about the topic. Choose 1 fact and draw a picture about it. Write a caption.</p>	<p>Nonfiction Activity 2: Atlas With or without an atlas. A to Z of World Countries A to Z of World Capital Cities Younger students explore a map of Australia. Find all the states and capital cities.</p>	<p>Nonfiction 3 Websites Check out and explore the National Geographic Kids and NASA websites. www.natgeokids.com www.nasa.gov/kidsclub/index.html</p>

Talking About Books

Listed below are a range of questions you can use to explore the book you are reading with your child. You don't have to ask every question – just a couple. Also adapt to the age of your child.

Fiction

Before reading:

- Why did you pick this text?
- What makes you think this book is going to be interesting?
- What do you think the text is going to be about?
- Do you know of any other books this author has written?

During reading

- If the main character in this story lived next door, would you be friends? Why or why not?
- If you could ask the character something, what would it be?

- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?

- What do you think will happen next?
- What do you hope will happen next?

After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?

- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?

- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

Nonfiction

- What is something new you've learnt?
- How is this information book different to fiction/story books?
- Has this text challenged your thinking about something?
- Are you interested to learn more about this topic?
- Let's find the technical words in the text that are often bolded and check the glossary to find more about them.

Picture Book Scavenger Hunt



Look through your favourite picture books at home.

Find the items below. Show someone or tick each item when you have found it.

An animal with fur

The word together or happy

A picture of the moon

Someone sleeping

A cat

Someone running

A bicycle

Someone laughing

A picture of a book or someone reading

A picture of the countryside

A picture of someone eating or cooking

A book with a blue cover

A book with a tree on the front cover

A word starting with the first letter of your name

Make it harder and find a character whose name starts with the first letter of your name