

Stage 2




# Work Booklet

**Term 3 Week 3**

**Year 4**

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

Class:        -        \_\_\_\_\_

Week 3, Term 3	Day 1	Day 2	Day 3	Day 4	At School Day
<p><b>Morning 1</b></p> <p>If you are finding Spelling difficult, Use soundwaves login's which are located on the School Dojo Page. You can use the grade below.</p>	<p><b>Reading 1:</b></p> <p>Read a book from home or online (such as Storyline Online).</p> <p><b>Take a photo of your yellow card and put it in your Dojo portfolio.</b></p> <p><b>Reading 2:</b></p> <p><b>Inferring</b></p> <p>What's in my teacher's bag? Make inferences about what is in their bag based on what you know about your teacher.</p> <p><b>Spelling:</b></p> <p>Each day, choose <b>TWO</b> activities from the grid to practice your spelling words.</p>	<p><b>Reading 1:</b></p> <p>Read a book from home or online (such as Storyline Online).</p> <p><b>Take a photo of your yellow card and put it in your Dojo portfolio.</b></p> <p><b>Reading 2:</b></p> <p><b>Characters</b></p> <p>Choose two characters and compare. How are they different? How are they the same? Use a Venn Diagram.</p>  <p><b>Spelling:</b></p> <p>Each day, choose <b>TWO</b> activities from the grid to practice your spelling words.</p>	<p><b>Reading 1:</b></p> <p>Read a book from home or online (such as Storyline Online).</p> <p><b>Take a photo of your yellow card and put it in your Dojo portfolio.</b></p> <p><b>Reading 2:</b></p> <p><b>Tricky Words</b></p> <p>Write down any tricky words you come across while reading. Find them in a dictionary and write the meaning down.</p> <p><b>Spelling:</b></p> <p>Each day, choose <b>TWO</b> activities from the grid to practice your spelling words.</p>	<p><b>Reading 1:</b></p> <p>Read a book from home or online (such as Storyline Online).</p> <p><b>Take a photo of your yellow card and put it in your Dojo portfolio.</b></p> <p><b>Reading 2:</b></p> <p><b>Retell</b></p> <p>After reading the story, retell it to a family member using first, next, lastly.</p> <p><b>Spelling:</b></p> <p>Each day, choose <b>TWO</b> activities from the grid to practice your spelling words.</p>	<p><b>Reading 1:</b></p> <p>Read a book from home or online (such as Storyline Online).</p> <p><b>Take a photo of your yellow card and put it in your Dojo portfolio.</b></p> <p><b>Reading 2:</b></p> <p><b>Character Map</b></p> <p>Draw a picture of a character in your text. Label your character.</p> <p><b>Spelling:</b></p> <p>Each day, choose <b>TWO</b> activities from the grid to practice your spelling words.</p>

<p><b>Break 1</b></p>	<p><u>Writing</u> <b>Vocabulary</b></p> <p>Pick 5 of these WOW words and write 5 sentences using them</p> <p><b>Outstandingly, dine, container, nervously, echoing, transport, beautiful, progress, create, adore.</b></p> <p><u>Handwriting/Typing:</u></p> <p>Complete a page of the handwriting booklet and complete 15 minutes of <a href="http://www.typingclub.com/">http://www.typingclub.com/</a></p>	<p><u>Writing</u> <b>Punctuations</b></p> <p>Write a sentence using at least 3 pieces of punctuation from the list below</p> <p><b>“ ; , ... ? ! ( ) .</b></p> <p><u>Handwriting/Typing:</u></p> <p>Complete a page of the handwriting booklet and complete 15 minutes of <a href="http://www.typingclub.com/">http://www.typingclub.com/</a></p>	<p><u>Writing</u> <b>Vocabulary</b></p> <p>Think of at least 5 WOW words to describe a Quokka</p> <p>Remember to use your senses</p> <p><b><i>Do you know what this animal is?</i></b></p> <p><u>Handwriting/Typing:</u></p> <p>Complete a page of the handwriting booklet and complete 15 minutes of <a href="http://www.typingclub.com/">http://www.typingclub.com/</a></p>	<p><u>Writing</u> <b>Story Time!</b></p> <p>Write an information report on an Australian Animal</p> <p><b><i>Make sure you have lots of interesting facts</i></b></p> <p><u>Handwriting/Typing:</u></p> <p>Complete a page of the handwriting booklet and complete 15 minutes of <a href="http://www.typingclub.com/">http://www.typingclub.com/</a></p>	<p><u>Writing</u> <b>Vocabulary</b></p> <p>List as many Adjectives that you can think of and write a short story using these.</p> <p><b><i>Remember an adjective describes the noun</i></b></p> <p><u>Handwriting/Typing:</u></p> <p>Complete a page of the handwriting booklet and complete 15 minutes of <a href="http://www.typingclub.com/">http://www.typingclub.com/</a></p>
<p><b>Middle</b></p> <p><i>Mathletics Login and Password will be uploaded on Class Stories.</i></p>	<p><u>Maths</u> <b>Patterns and Algebra</b></p> <p>Log onto <a href="http://www.Mathletics.com">www.Mathletics.com</a> and complete 15 minutes of activities</p>	<p><u>Maths</u> <b>Patterns and Algebra</b></p> <p>Log onto <a href="http://www.Mathletics.com">www.Mathletics.com</a> and complete 15 minutes of activities</p>	<p><u>Maths</u> <b>Patterns and Algebra</b></p> <p>Log onto <a href="http://www.Mathletics.com">www.Mathletics.com</a> and complete 15 minutes of activities.</p>	<p><u>Maths</u> <b>Patterns and Algebra</b></p> <p>Log onto <a href="http://www.Mathletics.com">www.Mathletics.com</a> and complete 15 minutes of activities.</p>	<p><u>Maths</u> <b>Patterns and Algebra</b></p> <p>Log onto <a href="http://www.Mathletics.com">www.Mathletics.com</a> and complete 15 minutes of activities.</p>

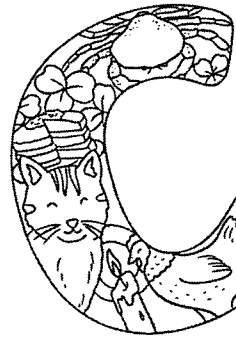
	Complete 1 page of in your workbook	Complete 1 pages of Addition in your workbook	Complete 1 pages of Addition in your workbook	Complete 1 pages of Addition in your workbook	Complete 1 pages of Addition in your workbook
	Write out your 2,5 and 10 timetables.	Write out your 4 and 11 timetables.	Write out your 3 and 6 timetables.	Write out your 7, 8 and 9 timetables.	Write out your 6 and 12 timetables.
<b>Afternoon</b>					
<b>All tasks are in your booklet to be completed.</b>	<b>Writing</b> Complete the set Writing task for the week.	<b>PDHPE</b> Complete the set PDHPE task for the week.	<b>Science</b> Complete the set Science task for the week.	<b>Geography</b> Complete the set task for Geography for the week.	<b>Creative Arts</b> Complete the set task for Creative Arts for the week.

### Questions and Answers

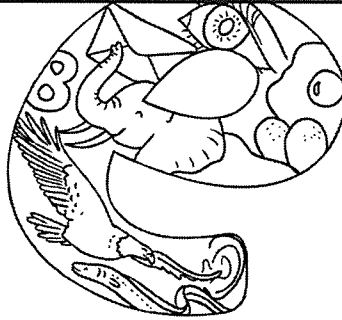
1. Where is my Mathletics Login – Your class teacher will upload this on their Class Story on Class Dojo.  
If you do not have Class Dojo, you will need to download the app and contact your child's teacher to connect you.
2. What is Soundwaves? – Soundwaves is our School Spelling Program, Mr Curran uploaded the login details on the schools Class Dojo. Please check this. Any issues contact your child's teacher.
3. Do I need to submit my child's work? – Yes, all work needs to be uploaded and submitted on your child's class dojo portfolio.
4. Are we doing videos? – We will be uploading Videos on a Monday according to what is needed for the topics being taught.
5. Can we Zoom as a Class? – Unfortunately we are unable to have a class zoom.



# Spelling



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



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# Wk3 Spelling

Each day, choose ONE activity to complete using your list of spelling words.

Teach THIS

## Verbal Linguistic

### Alphabet Soup

Write each of your spelling words out in alphabetical order.

## Mathematical/Logical

### Line Them Up

Write all your spelling words out in one long row and circle any other words you can find.

## Naturalistic

### Noisy Animals

Can you think of any animals in nature that make a noise found in any of your spelling words?  
EG: hoop - an owl says "Hoo!"

## Bodily Kinesthetic

### Syllable Salute

Clap out the syllables of your spelling words.

## Visual/Spatial

### Puzzling Times

Create word puzzles, cut each puzzle up and see how quickly you can put all the pieces back together.

## Interpersonal

Yes, I'm miming!

Mime your spelling words for a friend.  
Can they guess which word you are miming?

## Intrapersonal

A long list

List all the subjects you do at school.  
Where do you rank spelling?

## Musical/Rhythmic

To the Beat

Write a rap song to help learn your spelling words.

# Unit 19



oa o\_e ow o boat rose window comb

## List Words

- goes \_\_\_\_\_
- only \_\_\_\_\_
- both \_\_\_\_\_
- close \_\_\_\_\_
- broke \_\_\_\_\_
- low \_\_\_\_\_
- own \_\_\_\_\_
- slow \_\_\_\_\_
- flow \_\_\_\_\_
- coat \_\_\_\_\_
- loaf \_\_\_\_\_
- pony \_\_\_\_\_
- toe \_\_\_\_\_
- clothes \_\_\_\_\_
- float \_\_\_\_\_
- drove \_\_\_\_\_
- alone \_\_\_\_\_
- awoke \_\_\_\_\_
- follow \_\_\_\_\_
- shown \_\_\_\_\_
- frozen \_\_\_\_\_
- moment \_\_\_\_\_
- though \_\_\_\_\_
- although \_\_\_\_\_
- volcano \_\_\_\_\_

## 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 Unjumble the letters to make pairs of rhyming List Words.

owl	lows	otac	esog	rokeb	now
_____	_____	_____	_____	_____	_____
eto	fowl	toalf	losec	weoka	nhwos
_____	_____	_____	_____	_____	_____

5 Finish the word in each sentence by selecting the correct ending.

The water fr\_\_\_\_\_. (ote, oze) I forgot my c\_\_\_\_\_. (oap, oat)  
 The glass br\_\_\_\_\_. (obe, oke) I wr\_\_\_\_\_ a letter. (ote, oke)  
 I like being al\_\_\_\_\_. (oke, one) She dr\_\_\_\_\_ the car. (ove, one)  
 The st\_\_\_\_\_ is on. (ove, ope) Please cl\_\_\_\_\_ the door. (ove, ose)  
 Did the boat fl\_\_\_\_\_? (oat, oan) He ate the whole l\_\_\_\_\_. (oaf, oat)

6 Write the words on the boat. Write the words on the cloud. Write the word that is left.

_____	downstairs	window	allow	_____
_____	known	towards	follow	_____

\_\_\_\_\_ Odd one out \_\_\_\_\_

7 Write the words on the boat. Write the words on the umbrella. Write the word that is left.

_____	though	rough	dough	_____
_____	tough	although	thought	_____

\_\_\_\_\_ Odd one out \_\_\_\_\_

8 Write the words from the box in the correct columns.

✚ Sometimes we add s to words ending in o. Sometimes we add es.

words that add s

words that add es

goes	videos
photos	radios
tomatoes	pianos
potatoes	echoes

_____	_____
_____	_____
_____	_____
_____	_____



9 Follow the pattern in each box. Watch your spelling.

flow	_____	<b>flows</b>
go	_____	_____
close	_____	_____
own	_____	_____

own	_____	<b>owned</b>
close	_____	_____
float	_____	_____
follow	_____	_____

float	_____	<b>floating</b>
flow	_____	_____
go	_____	_____
close	_____	_____

10 Write the letter o to represent oo a o e ow o in the word if it makes sense. Finish the sentences with your words.

\_\_\_nly      p\_\_\_th      p\_\_\_ty      fr\_\_\_pen      volcat\_\_\_      m\_\_\_mend  
 \_\_\_ply      b\_\_\_th      p\_\_\_ny      fr\_\_\_zen      volcan\_\_\_      m\_\_\_ment

It will \_\_\_\_\_ take one hour to get to the \_\_\_\_\_.

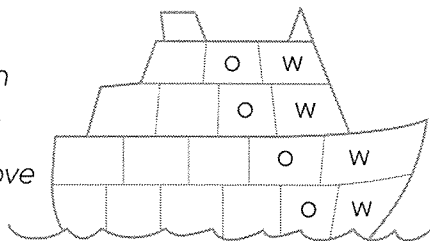
In a \_\_\_\_\_ the \_\_\_\_\_ will run away from us.

\_\_\_\_\_ of my water bottles are \_\_\_\_\_.

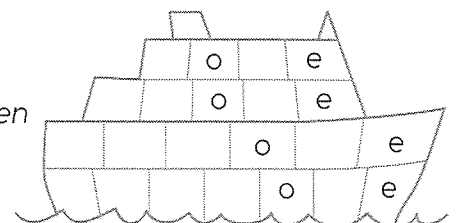
## Challenge

Finish the boats by writing one letter in each space to make words that match the clues.

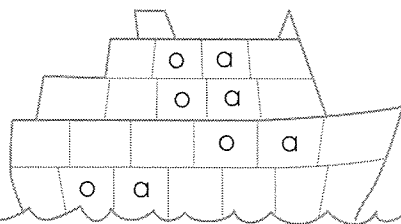
opposite of *high*  
 opposite of *fast*  
 opposite of *above*  
 a colour



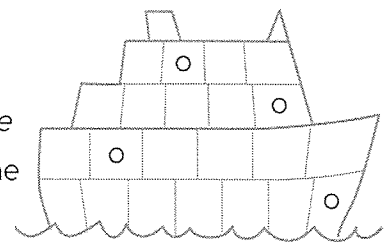
have a nap  
 opposite of *open*  
 king's seat  
 write music

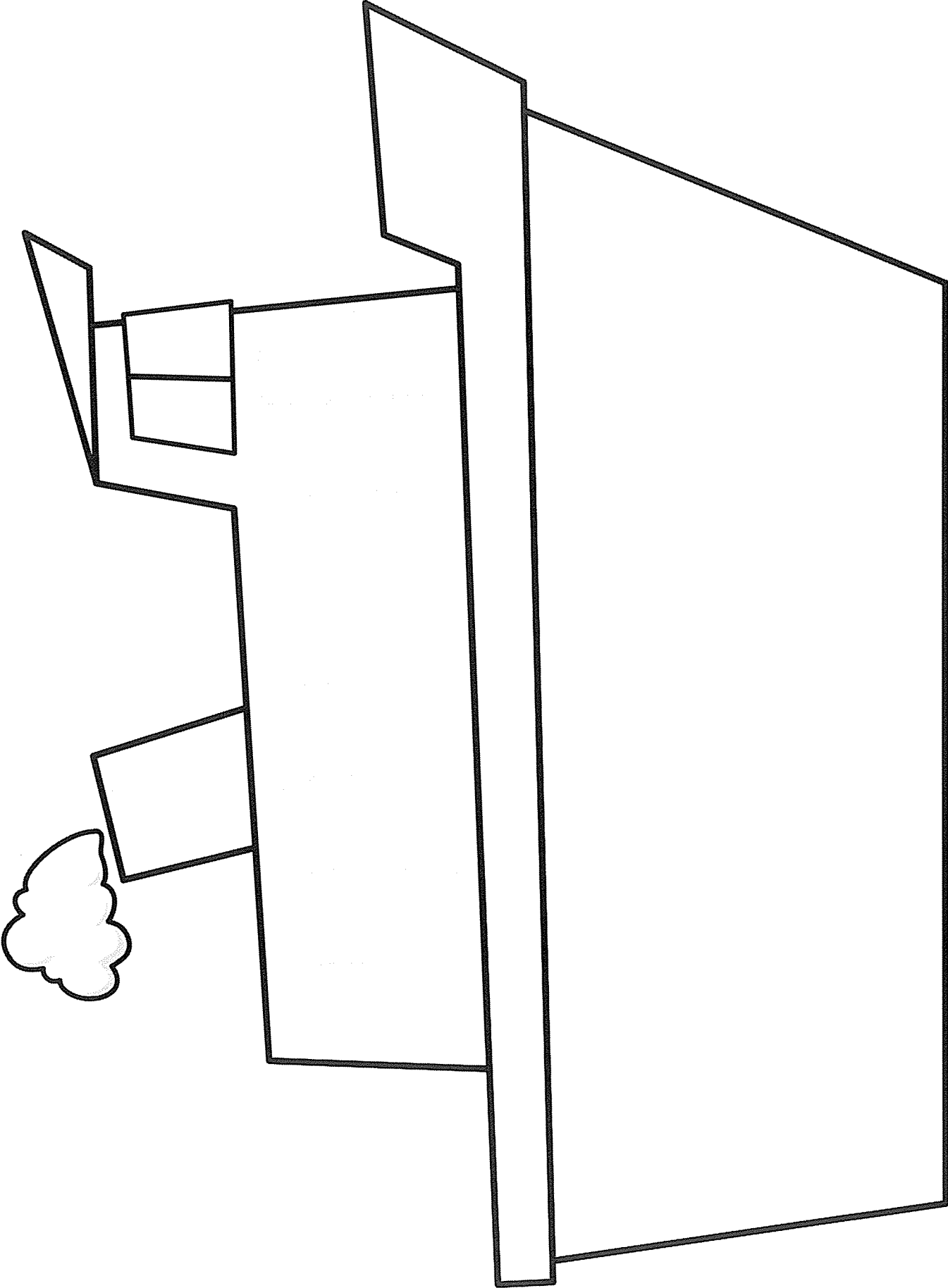


keeps you warm  
 opposite of *sink*  
 front of your neck  
 used to make toast

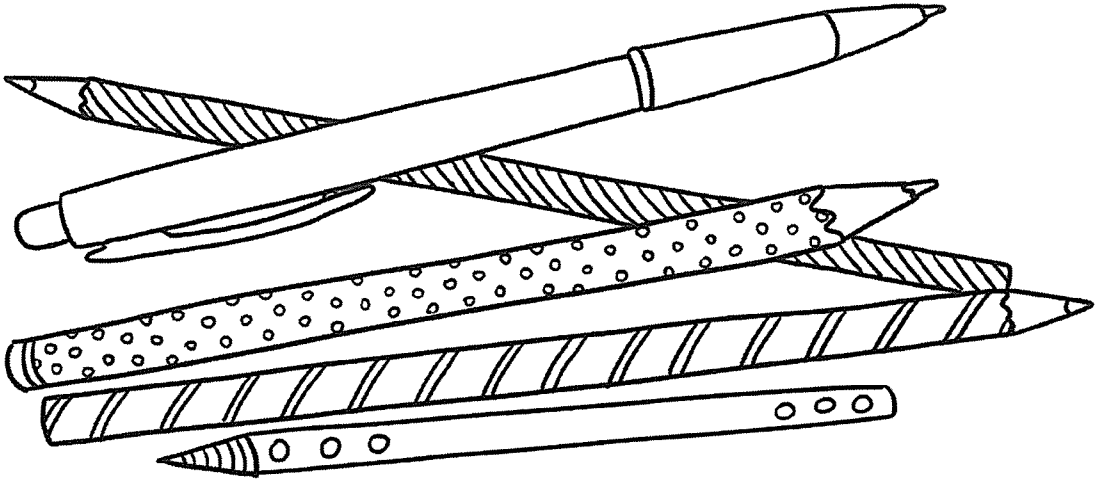


small horse  
 opposite of *goodbye*  
 small amount of time  
 type of mountain

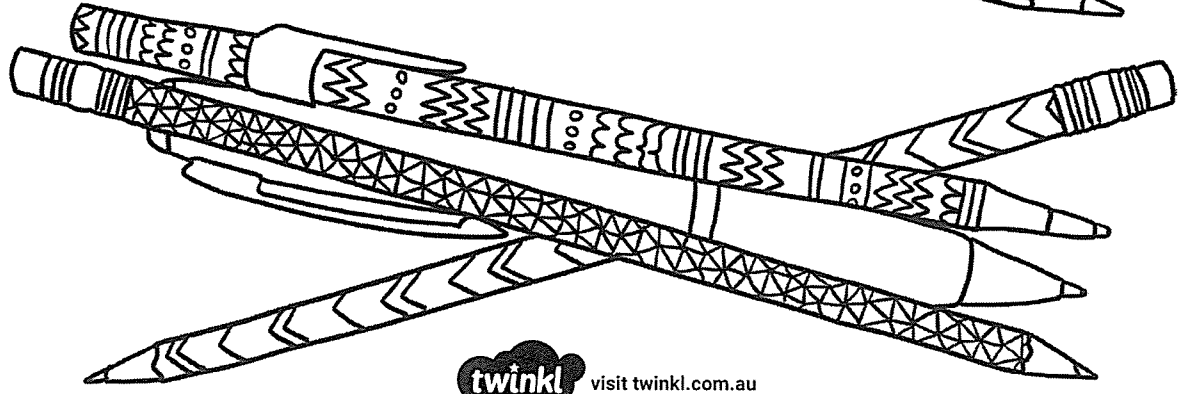
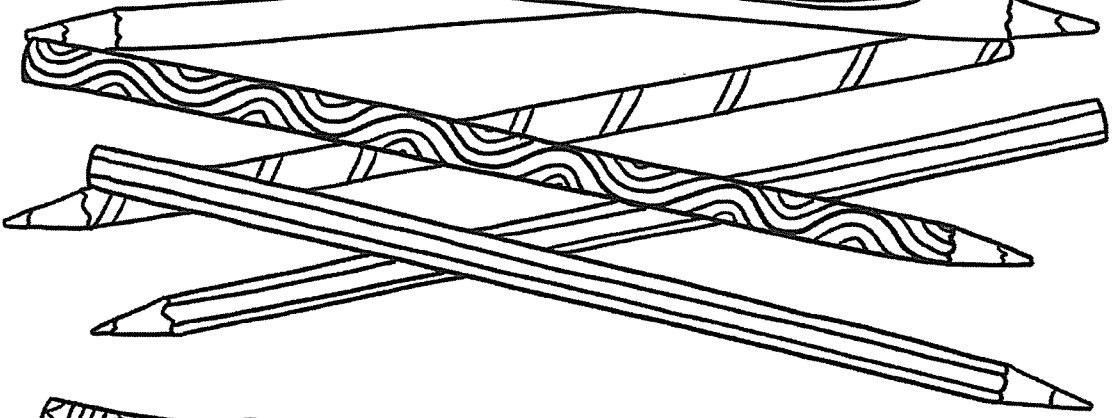




# Handwriting



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



## Capitals and entries

Trace the titles of these books about mermaids. Add the entry flicks to the letters that need them.



Capital letters don't have entry flicks because they don't join up to other letters.

"The Little Mermaid" by Hans Christian Andersen

"The Merman" by Dick King-Smith

"Aquamarine" by Alice Hoffman

"Deep Trouble", Goosebumps No. 19 by R. L. Stine

"A Treasury of Mermaids: Mermaid Tales from Around the World" by Shirley Climo

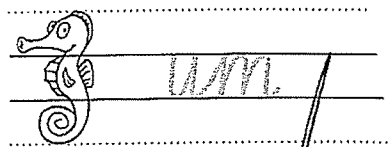


# Introducing diagonal joins

A diagonal join goes from one letter's exit flick UP to meet the next letter.



Most letters join at the top body line.



an

a<sup>exit</sup>n → an → an → an

Trace and copy these letter pairs using diagonal joins.

ae ai aj am an ap ar au

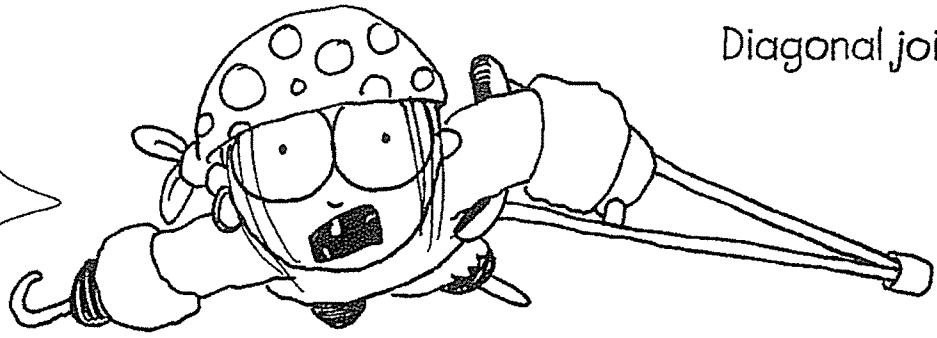
ce ci cj ce cf ce ch ci

de di dp dr du dv dw dx

ee ei ej em en ep er es et



You don't need to use entry flicks at the beginnings of words.



Trace and copy these letter pairs with diagonal joins.

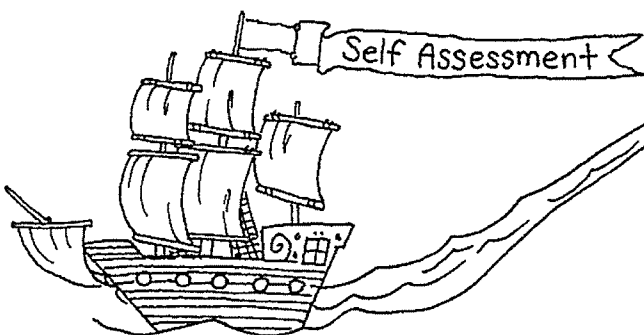
he he hi hi hu hu hy hy ie

im im in in ir ir ke ki km

kr ku ky ky le le li li lm

lu ly ly me mi mm mn mp

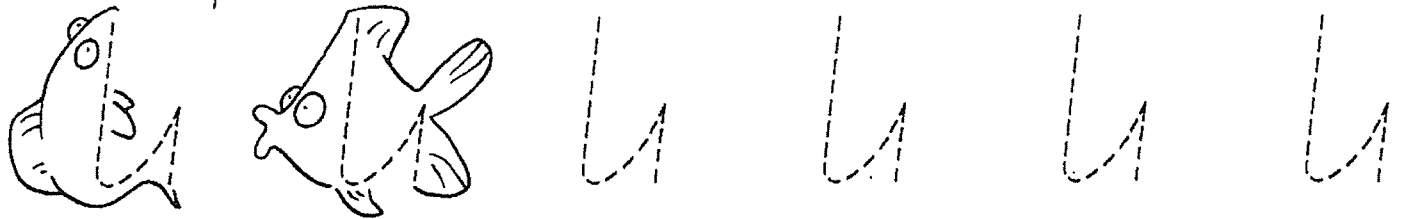
my ne ni nn nr nu ny



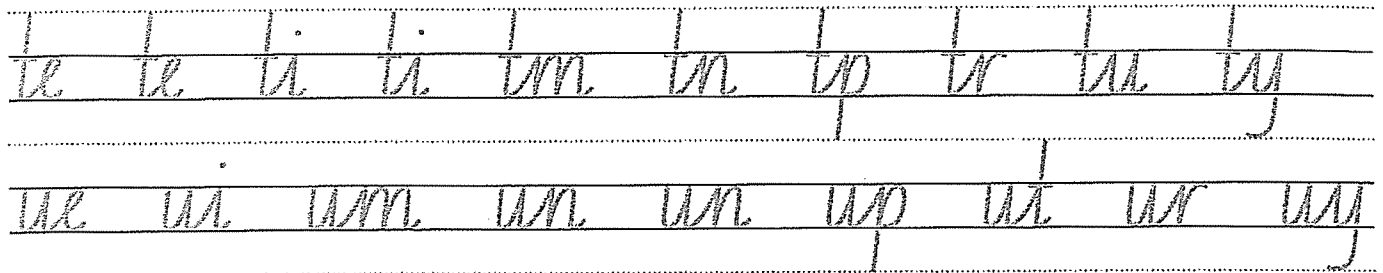
Circle your three best pairs of joining letters.

diagonal joins

Trace the patterns. Turn them into fish.



Trace these letter pairs with diagonal joins.

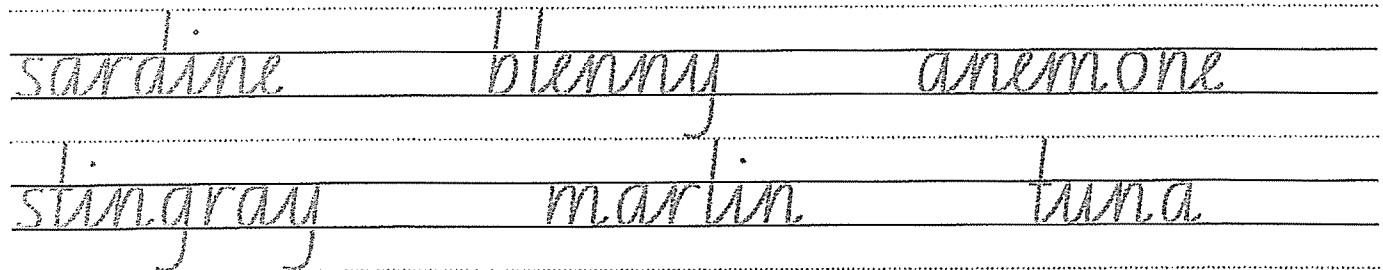


Most letters with diagonal joins meet at the top body line.

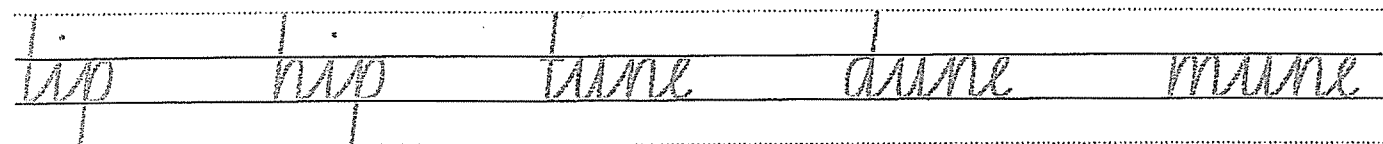
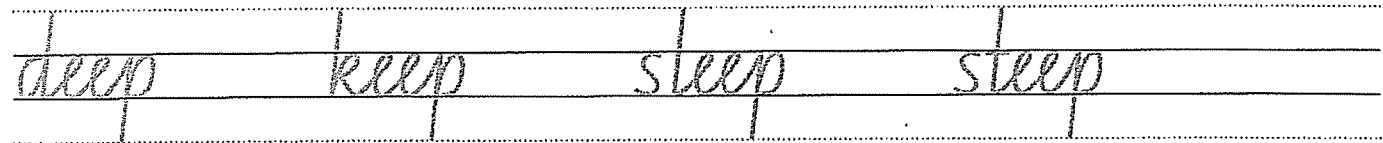
Put a dot to show the line where the letters meet.



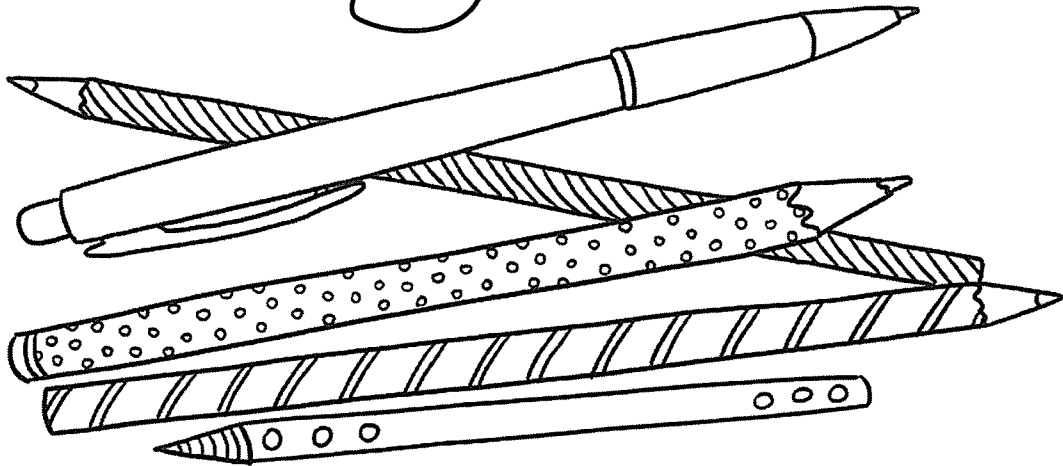
Trace these words with diagonal joins.



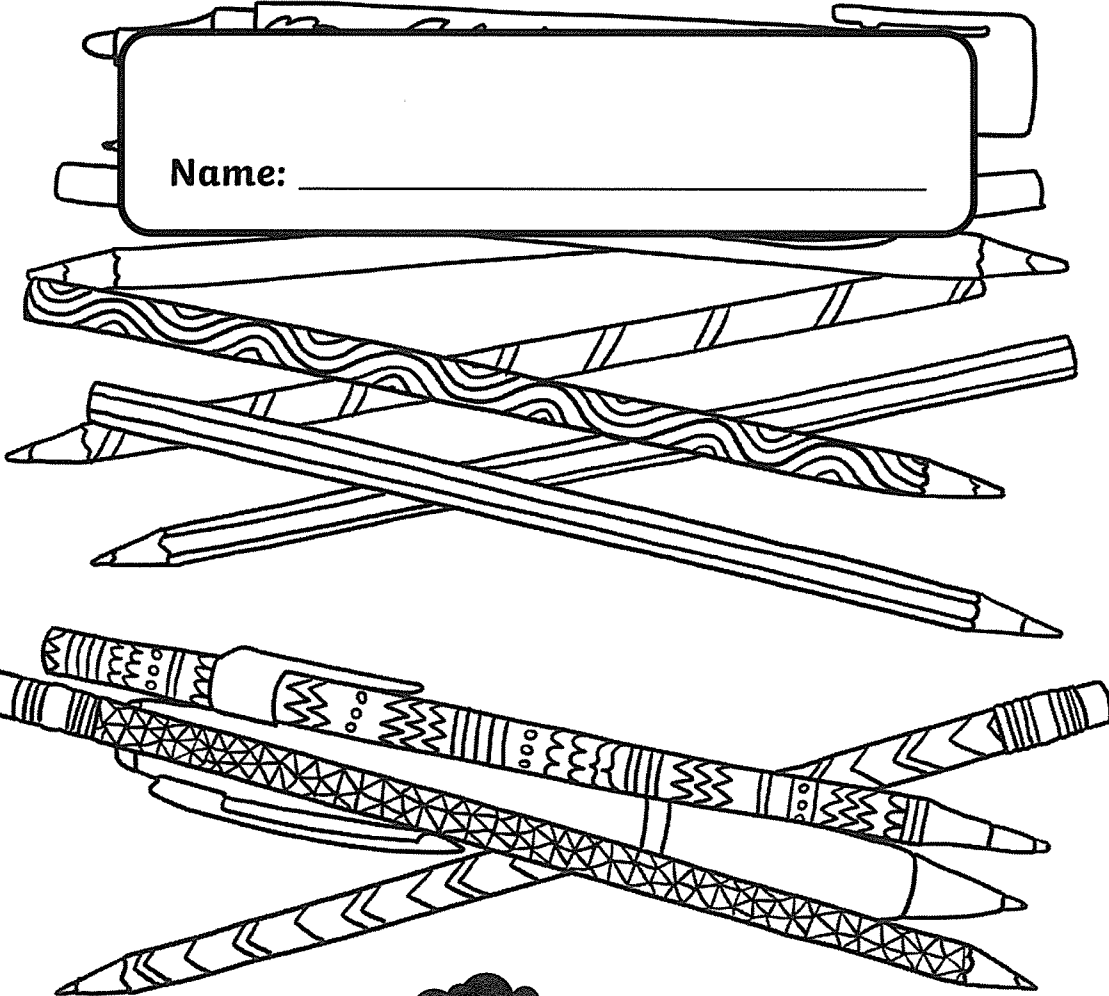
Trace and copy. Cross out the nonsense word.



# English



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



nostrils    fidgeted    apprehension  
canter    counselor    optimistic

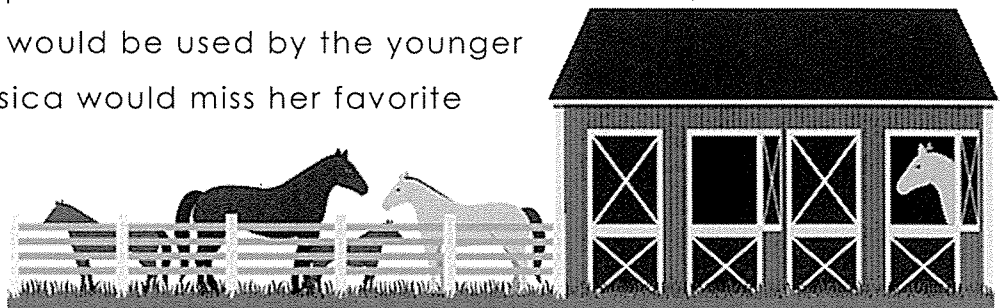
## Horse Troubles

Jessica took a deep breath, letting the warm smell of horses fill her nose as she walked into the stable. Every summer, Jessica spent two weeks at Green Meadow Farm's horseback riding camp. Rose, her camp counselor, led Jessica through the aisle of snorting horses, with Jessica looking out for Piper, her favorite horse. Last year, Jessica and Piper had spent days riding the trails. At the end of camp rodeo, they finished 2<sup>nd</sup> in the obstacle course race. Jessica loved everything about Piper, from her speckled gray hair to the way Piper's soft nose tickled her hand whenever Jessica fed her apples.

"I can't wait to ride Piper," Jessica told Rose.

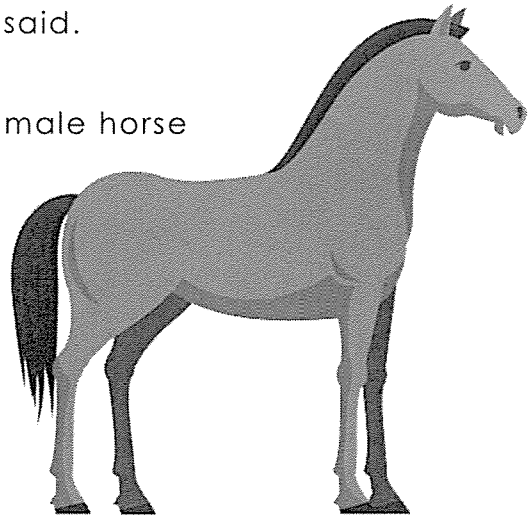
Rose smiled. "I know you love Piper, but we need to save her for some of our newer riders this year."

Jessica tried not to let the disappointment show on her face, but she felt crushed. Piper was one of the best-behaved horses, so it made sense that she would be used by the younger riders. Still, Jessica would miss her favorite horse.



"How about you try riding Harley?" Rose said.

Jessica was a little startled by the giant, male horse in a nearby stall that Rose pointed to. Even though Harley was beautiful with his shiny chestnut hair and his thick black mane, he looked restless. He had flared nostrils and wild eyes, and he was taller than the other horses.



Rose could sense Jessica's apprehension. "Don't worry. He just needs an experienced rider to help train him."

Jessica tried to stay optimistic, hoping that Harley would turn out to be easier to ride than he looked. She cautiously approached him, but the horse moved away from her. He was just so big, thought Jessica. As Jessica put Harley's saddle on his back, the horse fidgeted and brayed, making Jessica even more nervous and causing her to fumble with the buckles.

Jessica glanced at a group of new riders gathering around Piper's stall. They patted her neck and in return, Piper nuzzled her pink nose on their heads. Jessica tried not to feel jealous as she adjusted the saddle on Harley's back.

An annoyed Jessica led a reluctant Harley outside. She climbed on top of him and headed to the obstacle course. However, when they reached the log fence, Harley planted his hooves in the dirt, refusing to take another step.

The next day, Jessica tried cantering through the fields like she'd done with Piper. Harley got off to a good start, but he wouldn't slow down even when Jessica tugged on the reins. Jessica was terrified as Harley galloped faster and faster. Luckily, he eventually got tired and stopped running.

After that disaster, they tried a simple ride through the trails, but Harley flinched at every noise in the woods making an already jittery Jessica even more anxious. When a bird screeched, Harley panicked and went up on his back legs, bucking Jessica off. She landed on the hard ground with a thud. Lying in the dirt, feeling bruised and achy, Jessica's eyes filled with tears.

She arrived at the stables the next day and found Rose cleaning a stall.

"I really miss Piper and her gentleness," Jessica said. "I'm afraid of Harley, and he's too hard to control. I have a huge bruise on my back from him bucking me off yesterday."

When Jessica had finished speaking, Rose rested her chin on her pitchfork handle, looking thoughtful. "Harley isn't used to being ridden," she said. "He's in a new place with a new person on his back. I bet he's pretty scared, too."

Jessica hadn't thought about it that way. Harley seemed so big and strong to her that she didn't realize that he could be afraid of her, too.



"It's okay to be scared, but just remember that Harley has his own fears," Rose explained. If you are nervous, you will make him nervous. If you are confident, he will feel confident. If you show him trust, he will trust you."

After her conversation with Rose, Jessica decided that it was time for a fresh start with Harley. She grabbed an apple from her lunch box and went to find Harley. When he saw her coming, Harley flared his nostrils.

"I know you're scared of me," Jessica whispered. "We're still strangers, and it's up to me to make sure that we become friends."

She pulled the apple out of her jacket pocket and slowly extended her hand towards Harley, talking to him softly at the same time. At first, Harley eyed the apple with suspicion, but then he cautiously took it in his big teeth and began crunching it up. Jessica couldn't help but giggle. Harley looked so silly with his big teeth chomping on the apple, juice spraying everywhere. As she fed him, she moved closer and stroked his long neck, so that he could get used to her touch and scent. For the first time, Harley acted calm, and Jessica realized that she was also feeling calmer.



Ignoring the saddle, Jessica led Harley around the ring so that he could get used to being with her and following her direction. That went well and they took a short walk up the trail where Harley had been so scared by all the noises the previous day. This time he paid no attention to the screeching birds as he followed Jessica and the carrot she was holding.

Jessica and Harley made progress together as their confidence in each other grew. The next day Harley muzzled her hair when she arrived in the morning. By the end of the week, they had completed the obstacle course together.

On the final day of camp was the rodeo and obstacle course race. Jessica confidently climbed onto Harley and watched the others go through the course, including Piper. Then it was Jessica's turn, and Harley, sensing the excitement of the day, tore through the course like a madman, easily winning. The other horses were just no match for the big strong Harley.

Rose handed Jessica the winner's trophy with a wink, and at that moment, Jessica realized the real reason Rose had asked Jessica to ride Harley. Rose knew that Jessica would have had a nice time with Piper, but she had wanted Jessica to step out of her comfort zone and challenge herself to be a better rider.

Jessica gave Rose a hug and then brought the trophy, and a carrot, over to Harley.





## Horse Troubles (exercises)

### 1. Multiple Choice

How does Jessica feel when she sees the new riders playing with Piper?

- a. jealous
- b. excited
- c. confused
- d. afraid

What activity does Jessica like to do at horse camp?

- a. the obstacle course
- b. cantering in the fields
- c. riding on the trails
- d. all of the above

Why does Jessica feed Harley an apple?

- a. She has extra apples and needs to get rid of them.
- b. She wants Harley to be less afraid of her.
- c. Harley is very hungry and needs food.
- d. Rose tells her to take the apple to Harley.

**2. Match the horse-related terms to their meanings.**

reins

A speed between a trot and a gallop.

saddle

A section of a stable that is meant for one horse.

canter

A seat that is put on the back of a horse in order to ride it.

stable

A strap which is used to guide or slow the horse.

stall

A building that horses are kept in.

**3. Write down 3 things you can do to gain an animal's trust.**

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

scientist    agricultural    discrimination  
slavery    productive    circumstances

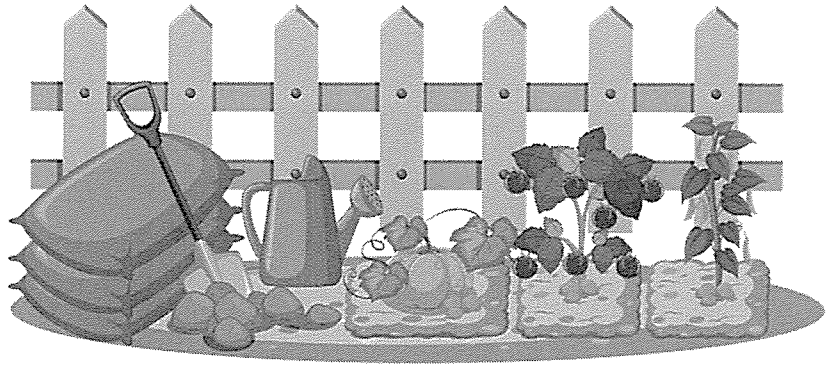
## The Plant Doctor

George Washington Carver was an agricultural scientist who became one of America's most well-known inventors. His accomplishments are even more remarkable when we learn how his life began.

George certainly did not have an easy start to life. He was born into slavery just one year before it was made illegal in America. As a child, he lived with his mother's previous owners, the Carvers, who owned a farm in Missouri. There, Mrs. Carver taught him how to read and write and how to work the land.



From a young age, George was naturally curious. He loved art, music, and science. He was especially interested in farming



and enjoyed experimenting with soil and plants. He had a knack for understanding how to protect crops from pests and diseases. He became so skilled that neighboring farmers recruited him to help them with their orchards and farms. George soon became known in the area as the "Plant Doctor."

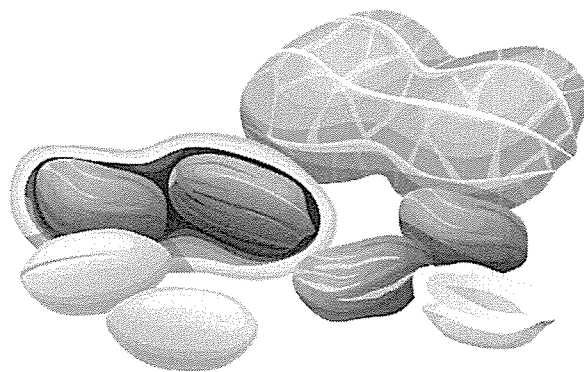
Though he was already quite an expert at a young age, Carver was hungry to learn more. "I wanted to know the name of everything," he said. "Every stone and flower and insect and bird and beast. I wanted to know where it got its color, where it got its life. But there was no one to tell me."

At age eleven, Carver left the farm to seek his education elsewhere. For the next ten years, Carver attended various schools across the Midwest, working to support himself financially. He faced a lot of discrimination in these years, and he was often turned away from educational opportunities because of his skin color.

Eventually, he was accepted at Iowa State College. There, he became the first African American to earn his master's degree in Agriculture. George then left Iowa to teach at a school for black students in Alabama. He wanted to help students rise out of their difficult circumstances. Education, he believed, was "the key to unlock the golden door of freedom."

In Alabama, he taught farmers a thing or two as well. Carver saw that the southern soil had been worn out from growing cotton year after year. He believed it could be made healthier by growing other crops during certain seasons. He encouraged farmers to grow peanuts, soybeans, and sweet potatoes.

His plan worked perfectly. By rotating crops, the soil became more productive. The Plant Doctor was alive and well. The local farmers were ecstatic. Not only were their cotton crops better than ever, but they now had a surplus of potatoes and peanuts!



Carver also used his creative genius to invent over 150 uses for sweet potatoes, including flour, vinegar, paint, and ink. Carver is best known today for also inventing over 300 uses for peanuts. These included milk, oil, paper, and makeup.

George's lasting reputation, though, did not come easily. As an African American living at a time when slavery had just ended, he faced many unjust obstacles and dangers. However, through education and hard work, Carver achieved his goals. His passion for plants and people led him from slavery to success.



*George Washington Carver (1864 - 1943)*

## The Plant Doctor (exercises)

### 1. Multiple Choice.

Which of the following is NOT one of the crops George encouraged farmers to grow in Alabama?

- a. soybeans
- b. sweet potatoes
- c. peanuts
- d. broccoli

Based on what you know about George, which of the following was probably his favorite school subject?

- a. English
- b. science
- c. history
- d. recess

Which of the following was George sometimes called during his lifetime?

- a. The Tree Hugger
- b. The Plant Doctor
- c. The Flower Child
- d. The Nutcracker

2. True (T) or False (F)? Circle the right answer. If the story does not say the answer, circle (X).

Today, George is best known for what he did with sweet potatoes.	T	F	X
George's plan for farming in Alabama worked, and the soil and the cotton crops were healthier than ever.	T	F	X
George liked farming in Alabama better than in Iowa.	T	F	X
George did not really enjoy learning, and he often slacked off in school.	T	F	X



## The Plant Doctor (answers)

### 1. Multiple Choice.

- d. broccoli
- b. science
- b. The Plant Doctor

### 2. True (T) or False (F)? Circle the right answer. If the story does not say the answer, circle (X).

Today, George is best known for what he did with sweet potatoes.	T	<input checked="" type="radio"/> F	X
George's plan for farming in Alabama worked, and the soil and the cotton crops were healthier than ever.	<input checked="" type="radio"/> T	F	X
George liked farming in Alabama better than in Iowa.	T	F	<input checked="" type="radio"/> X
George did not really enjoy learning, and he often slacked off in school.	T	<input checked="" type="radio"/> F	X

### 3. In the fourth paragraph of the story, there is a quotation from George Carver. Write out the quotation below.

"I wanted to know the name of everything. Every stone and flower and insect and bird and beast. I wanted to know where it got its color, where it got its life. But there was no one to tell me."

### 4. Is there something you would like to learn about as much as George wanted to learn about plants and nature?

Answers will vary.

3. In the fourth paragraph of the story, there is a quotation from George Carver. Write out the quotation below.

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4. Is there something you would like to learn about as much as George wanted to learn about plants and nature?

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## Using adverbs

### Grade 3 Adverbs Worksheet

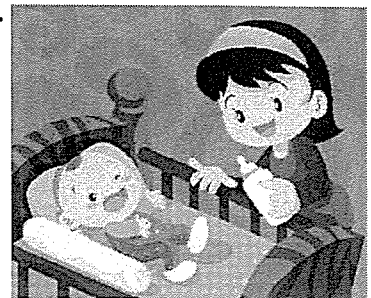
Circle the adverbs.

Word bank:

drink	<u>equally</u>	finally	gallon	gently
here	ignore	later	legally	locally
monster	nervously	party	telepathically	telephone
thoroughly	today	union	vision	yesterday

Complete the sentences using the adverbs from above.

1. The report on pollution comes out today.
2. \_\_\_\_\_, we are doing everything by the book.
3. The twins communicate \_\_\_\_\_ with one another.
4. Our favorite team won the championship \_\_\_\_\_.
5. Leave your shoes \_\_\_\_\_. You don't need to wear them in the house.
6. Grandma \_\_\_\_\_ finished the quilt she promised me.
7. The skaters were \_\_\_\_\_ awaiting the results of the competition.
8. The pie was shared \_\_\_\_\_ among the children.
9. The teacher explained the problem \_\_\_\_\_.
10. Your parents will arrive \_\_\_\_\_ this afternoon.
11. The woman placed her infant \_\_\_\_\_ in his crib.
12. These vegetables are grown \_\_\_\_\_.



## Writing adverbs

### Grade 3 Adverbs Worksheet

Complete the story with the adverbs below.

Word bank:

carefully	eagerly	gently	joyfully	late
laughingly	lazily	loudly	slowly	timidly

#### A drive to the country

On a peaceful Sunday afternoon, Noah's family headed for the country. They eagerly climbed in the car right after lunch. As dad drove \_\_\_\_\_ down the road, the kids looked through the windows at the passing landscape. Soon, rows of houses gave way to larger fields of hay. There were even horses walking \_\_\_\_\_ in the fields. Cara asked if they could stop to pet them. Dad \_\_\_\_\_ said "No!", but mom knew the farmer and told dad to stop. The children \_\_\_\_\_ got out of the car and followed their mother. The farmer gave them permission to go see the horses. The children \_\_\_\_\_ walked toward the beautiful animals, mindful not to scare them away. An older horse approach \_\_\_\_\_ and smelled the top on Noah's head. Mom offered him a carrot and the horse neighed \_\_\_\_\_. It started chewing on the carrot, allowing the children to pet it \_\_\_\_\_. Their country adventure made them \_\_\_\_\_ for dinner that day.



## Adverbs and verbs

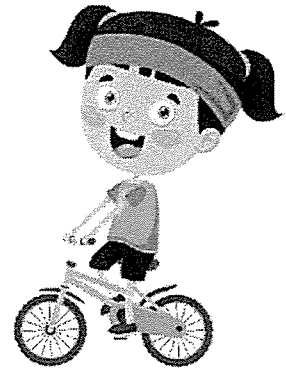
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### Grade 3 Adverbs Worksheet

Circle the adverbs and underline the verb they describe.

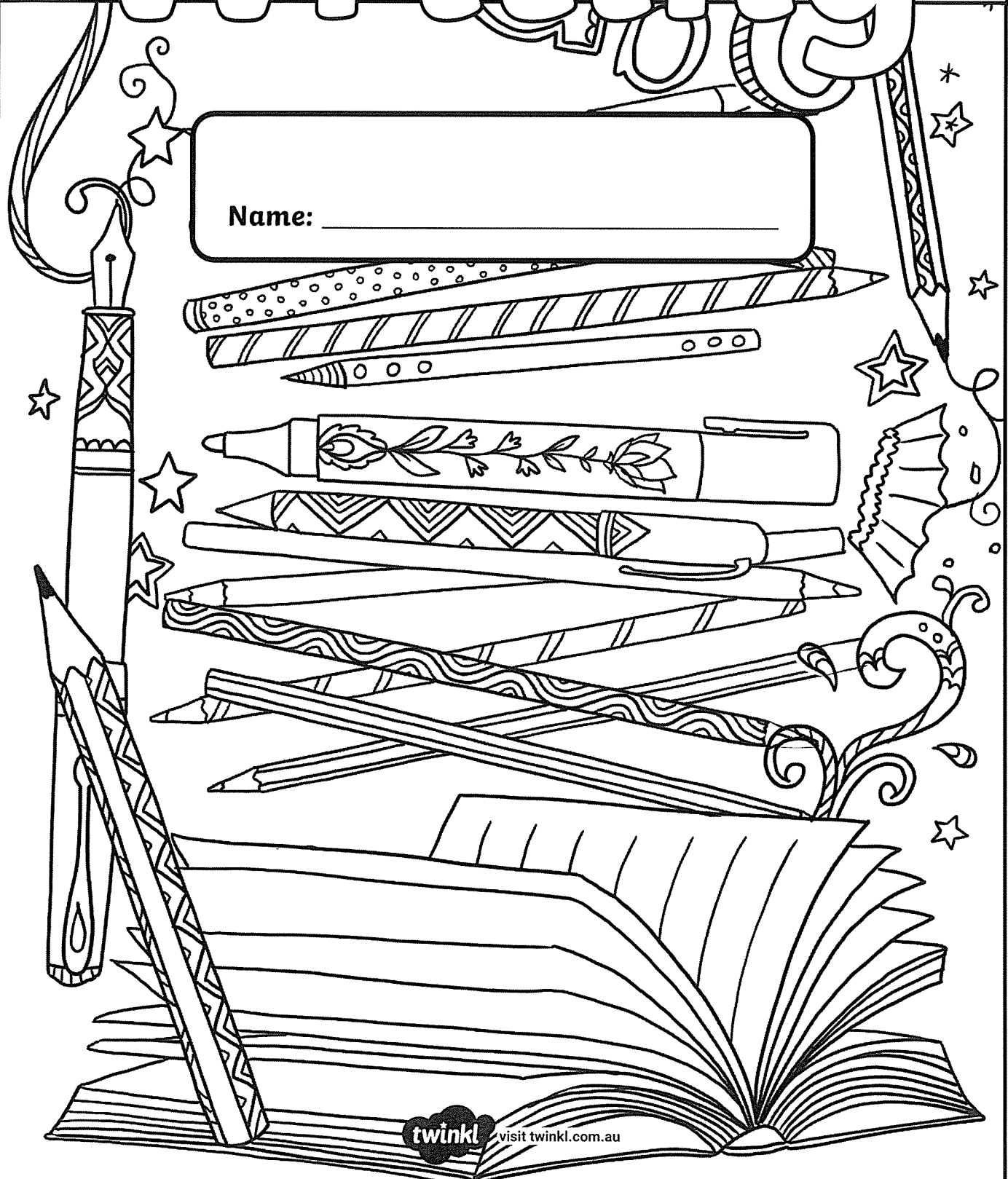
Hint:  
Adverbs usually describe  
or modify verbs.

1. The waiter patiently took our order.
2. The cat swiftly caught the mouse under his paws.
3. Jenna rides her bicycle well.
4. It is snowing outside, so we need to dress warmly.
5. Michael completed his homework carefully.
6. The phone rings constantly at the office.
7. Pet the kitten softly if you want it to purr.
8. Maria practices her piano regularly.
9. The painter delicately adds the final touch to his art.
10. Gina nervously twirls her hair.
11. The cook gracefully spun the pizza dough in the air.
12. The referee sternly looked at the players before blowing the whistle.



# Writing

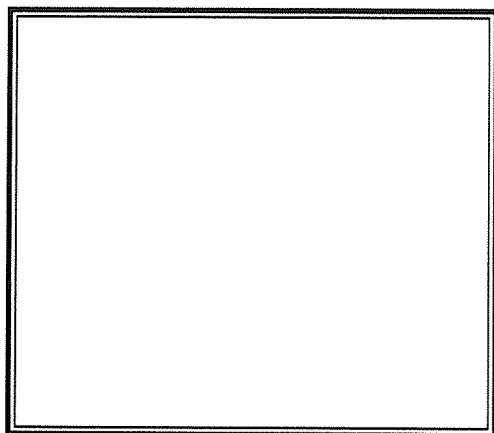
Name: \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Athlete Profile



Athlete's name: \_\_\_\_\_

Main competing sport: \_\_\_\_\_

Country of origin: \_\_\_\_\_

Personal best: \_\_\_\_\_

Number of medals awarded to date:

bronze

silver

gold

Interesting facts: \_\_\_\_\_

\_\_\_\_\_

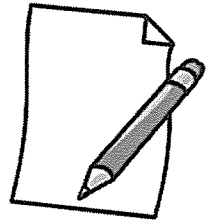
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Athlete Research Report



**Athlete's Name:** \_\_\_\_\_

THIS PERSON IS FAMOUS FOR:

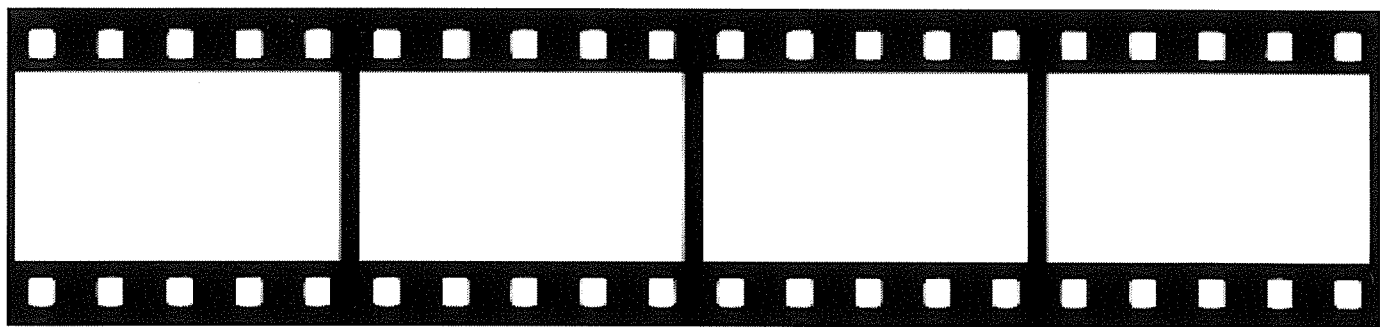
**Read All About It!**



Interesting facts about my athlete:



**Mini-Movie** – Here are four important scenes from \_\_\_\_\_'s life:



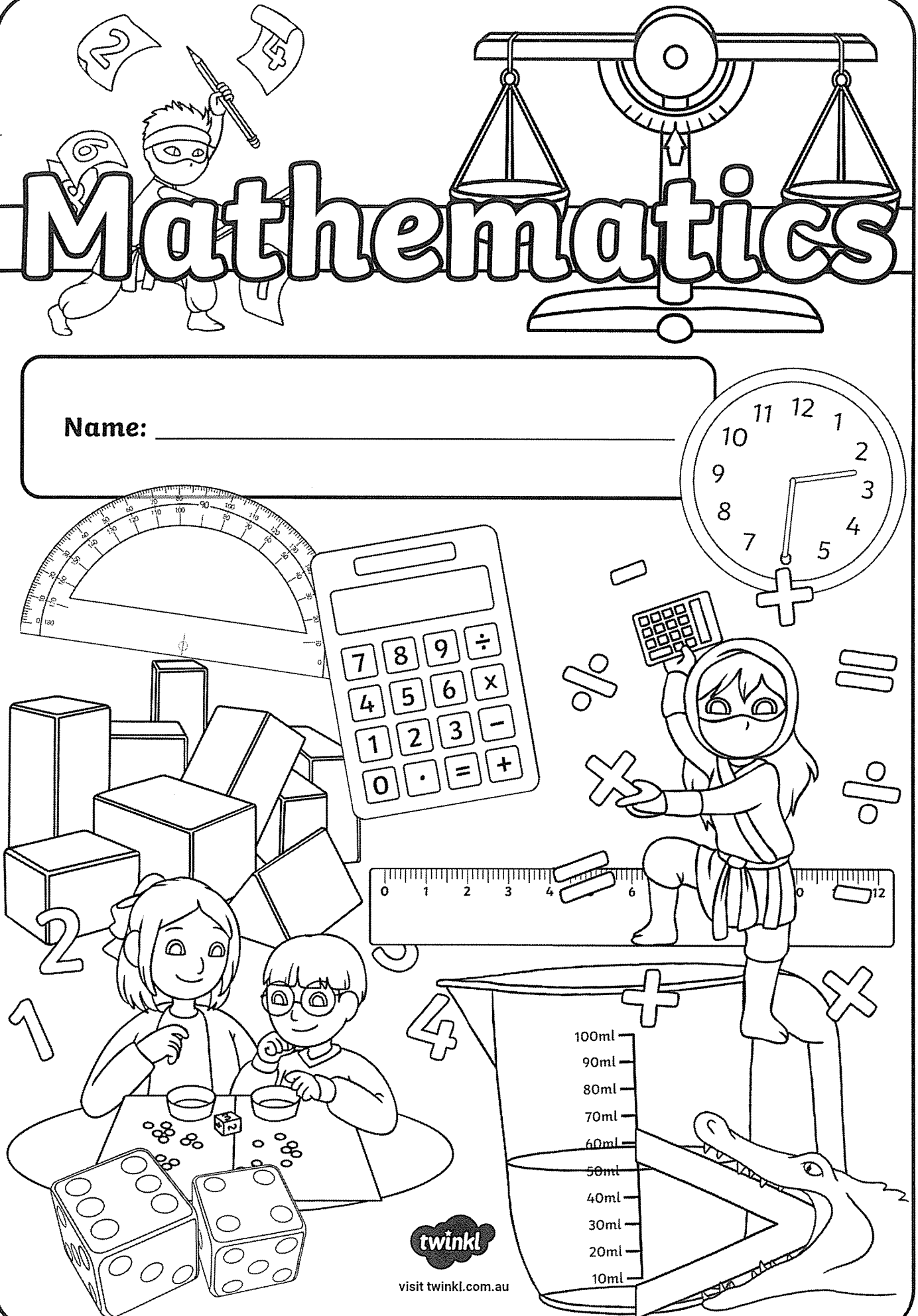
**PORTRAIT**

<b>QUOTABLE QUOTE</b> Something they said...	<b>SPORTS ACHIEVEMENTS</b> They have achieved...
<b>IN FIVE WORDS</b> Five words to describe them...	<b>FINAL FACT</b> One last fact...



# Mathematics

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



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# Continue the Number Patterns

I can continue patterns with fractions, decimals and whole numbers resulting from addition or subtraction (ACMNA107).

Continue each pattern and write down what the rule is. The first one has been done for you!

## Whole Number Patterns:

1. 120, 142, 164, 186, 208, , ,  Rule =

2. 332, 437, , 647, , , 962, , 1172, 1277,  Rule =

3. 805, 765, 725, , 645, , 565, ,  Rule =

## Decimal Number Patterns:

4. 25.03, 26.045, , , , 30.105, 31.12, , 33.15  
Rule =

5. 87.109, 87.089, 87.069, 87.049, , , 86.989, , 86.949,   
Rule =

## Fraction Number Patterns:

6.  $4\frac{6}{8}$ ,  $5\frac{7}{8}$ , ,  $8\frac{1}{8}$ , ,  $10\frac{3}{8}$ , , ,  $13\frac{6}{8}$ ,  Rule =

7.  $18\frac{5}{10}$ ,  $16\frac{4}{10}$ , ,  $12\frac{2}{10}$ , , 8,  $5\frac{9}{10}$ , ,  $1\frac{7}{10}$  Rule =

## Create Your Own Patterns!

Whole number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

Decimal number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

Fraction number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

# Continue the Number Patterns

I can continue patterns with fractions, decimals and whole numbers resulting from addition or subtraction (ACMNA107).

Continue each pattern and write down what the rule is. The first one has been done for you!

## Whole Number Patterns:

1. 120, 142, 164, 186, 208, , ,  Rule =

2. 975, 930, 885, 840, , ,  Rule =

3. 14, 28, , 56, , 84,  Rule =

## Decimal Number Patterns:

4. 0.12, 0.23, 0.34, , 0.56, 0.67, , 0.89,  Rule =

5. 12.9, 11.87, 10.84, , 8.78, 7.75, ,  Rule =

## Fraction Number Patterns:

6.  $6\frac{4}{6}$ ,  $6\frac{3}{6}$ , , , 6,  $5\frac{5}{6}$ , ,  $5\frac{3}{6}$ , ,  $5\frac{1}{6}$ ,  Rule =

7.  $4\frac{1}{5}$ , ,  $4\frac{3}{5}$ ,  $4\frac{4}{5}$ , , ,  $5\frac{2}{5}$ ,  $5\frac{3}{5}$ ,  Rule =

## Create Your Own Patterns!

Whole number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

Decimal number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

Fraction number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

# Continue the Number Pattern

I can use an addition or subtraction rule to complete a number pattern. (ACMNA060)

Use the rule to help you complete the number patterns.

1. Rule = +4

10, 14, 18, 22, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5. Rule = -5

45, 40, 35, 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

2. Rule = +6

16, 22, 28, 34, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

6. Rule = -10

98, 88, 78, 68, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

3. Rule = +2

18, \_\_\_\_\_, 22, 24, \_\_\_\_\_, 28, \_\_\_\_\_.

7. Rule = -3

19, 16, \_\_\_\_\_, 10, \_\_\_\_\_, \_\_\_\_\_, 1.

4. Rule = +10

100, 110, 120, 130, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Can you create your own number pattern? Show me!

Don't forget to write down the rule!

---

---

# Continue the Number Pattern

I can use an addition or subtraction rule to complete a number pattern. (ACMNA060)

Use the rule to help you complete the number patterns.

1. Rule = +4

24, 28, 32, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5. Rule = -5

49, 44, 39, 34, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

2. Rule = +9

27, 36, 45, 54, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

6. Rule = -10

108, \_\_\_\_\_, 88, 78, \_\_\_\_\_, 58, \_\_\_\_\_.

3. Rule = +20

180, \_\_\_\_\_, 220, 240, \_\_\_\_\_, 280, \_\_\_\_\_.

7. Rule = -3

31, 28, \_\_\_\_\_, 22, \_\_\_\_\_, \_\_\_\_\_, 13.

4. Rule = +6

66, 72, 78, 84, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Can you create your own number pattern? Show me!

Don't forget to write down the rule!

---

---

# Continue the Number Pattern

I can use an addition or subtraction rule to complete a number pattern. (ACMNA060)

Use the rule to help you complete the number patterns.

1. Rule = +12

24, 36, 48, 60, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5. Rule = -5

49, 44, 39, 34, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

2. Rule = +8

48, 56, 64, 72, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

6. Rule = -10

194, \_\_\_\_\_, 174, 164, \_\_\_\_\_, 144, \_\_\_\_\_.

3. Rule = +15

150, \_\_\_\_\_, 180, 195, 210, \_\_\_\_\_, \_\_\_\_\_.

7. Rule = -3

97, 94, \_\_\_\_\_, 88, \_\_\_\_\_, \_\_\_\_\_, 79.

4. Rule = +6

66, 72, 78, 84, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Can you create your own number pattern? Show me!

Don't forget to write down the rule!

---

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# Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

14	18	22	___	___	___
----	----	----	-----	-----	-----

**Rule:** \_\_\_\_\_

28	26	24	___	___	___
----	----	----	-----	-----	-----

**Rule:** \_\_\_\_\_

65	___	75	80	___	___
----	-----	----	----	-----	-----

**Rule:** \_\_\_\_\_

150	145	___	135	___	___
-----	-----	-----	-----	-----	-----

**Rule:** \_\_\_\_\_

36	30	24	___	___	___
----	----	----	-----	-----	-----

**Rule:** \_\_\_\_\_

90	___	96	99	___	___
----	-----	----	----	-----	-----

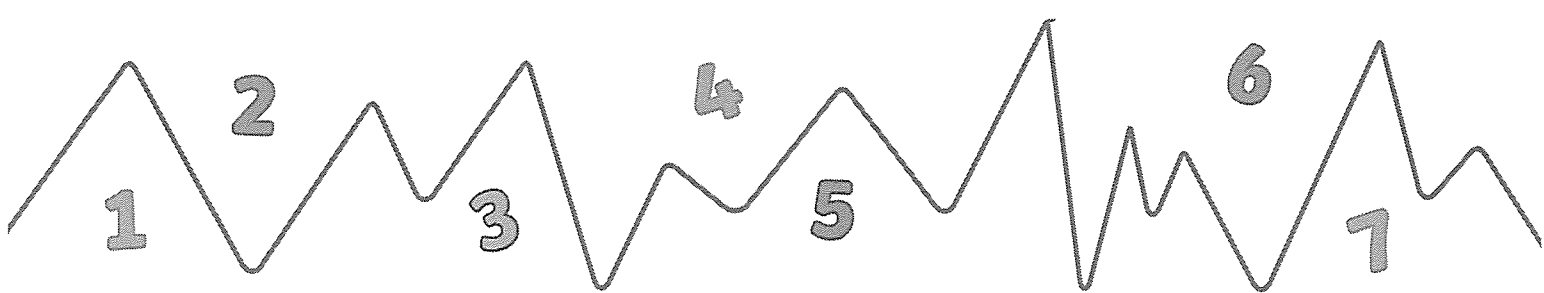
**Rule:** \_\_\_\_\_

201	211	221	___	___	___
-----	-----	-----	-----	-----	-----

**Rule:** \_\_\_\_\_

77	66	55	___	___	___
----	----	----	-----	-----	-----

**Rule:** \_\_\_\_\_



Can you create your own tricky addition and subtraction number patterns?

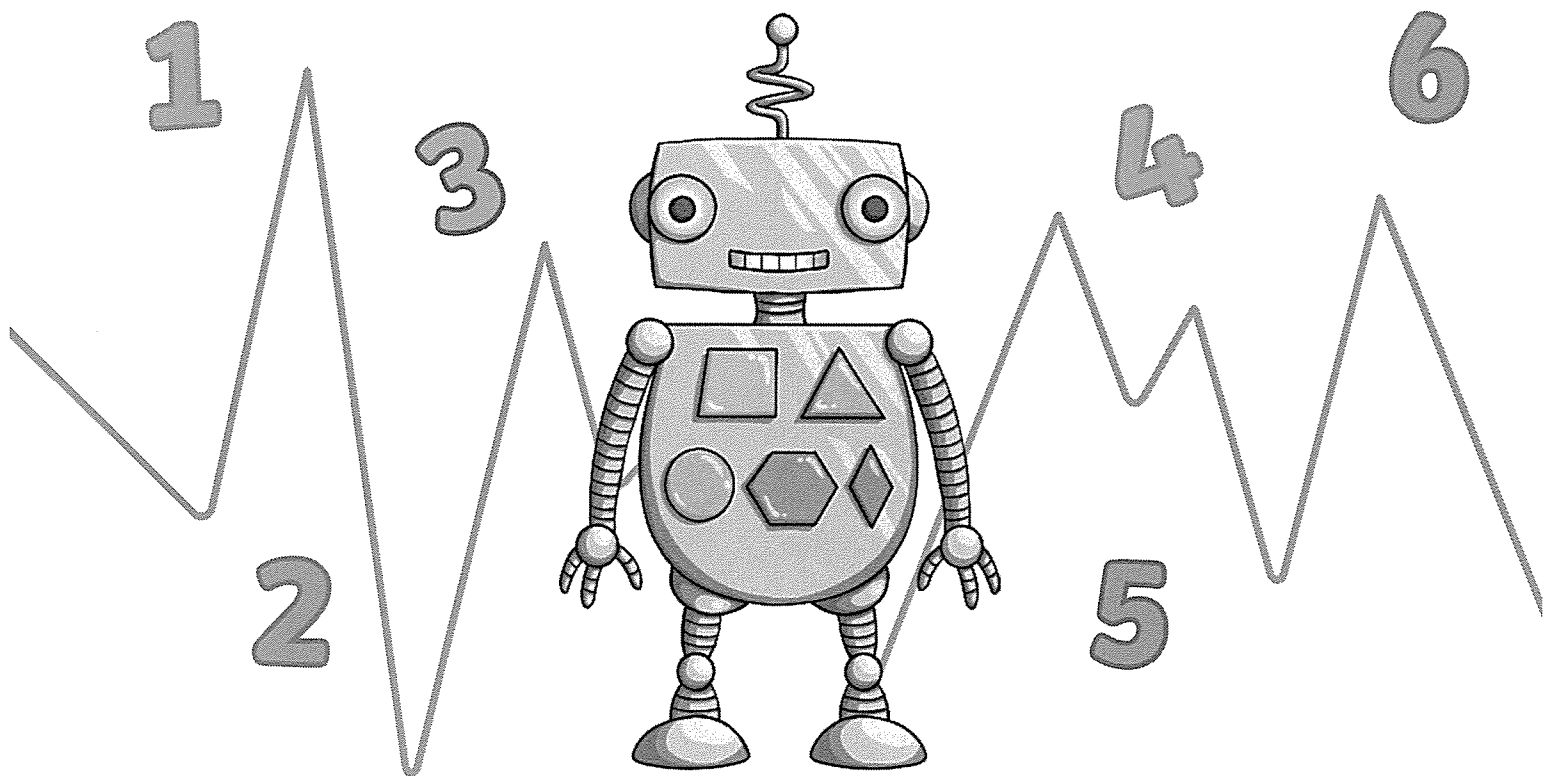
Don't forget to write down the rule!

**My addition number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**





# Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

9	___	19	24	___	___
---	-----	----	----	-----	-----

**Rule:** \_\_\_\_\_

48	44	___	___	32	___
----	----	-----	-----	----	-----

**Rule:** \_\_\_\_\_

99	90	___	72	___	___
----	----	-----	----	-----	-----

**Rule:** \_\_\_\_\_

110	130	___	170	___	___
-----	-----	-----	-----	-----	-----

**Rule:** \_\_\_\_\_

107	97	___	___	67	___
-----	----	-----	-----	----	-----

**Rule:** \_\_\_\_\_

36	42	___	54	___	___
----	----	-----	----	-----	-----

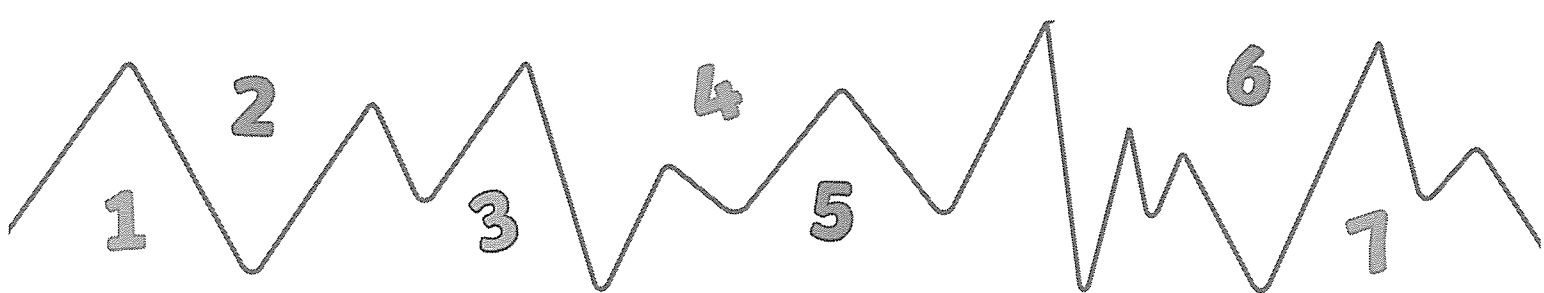
**Rule:** \_\_\_\_\_

24	36	48	___	___	___
----	----	----	-----	-----	-----

**Rule:** \_\_\_\_\_

235	233	___	229	___	___
-----	-----	-----	-----	-----	-----

**Rule:** \_\_\_\_\_



Can you create your own tricky addition and subtraction number patterns?

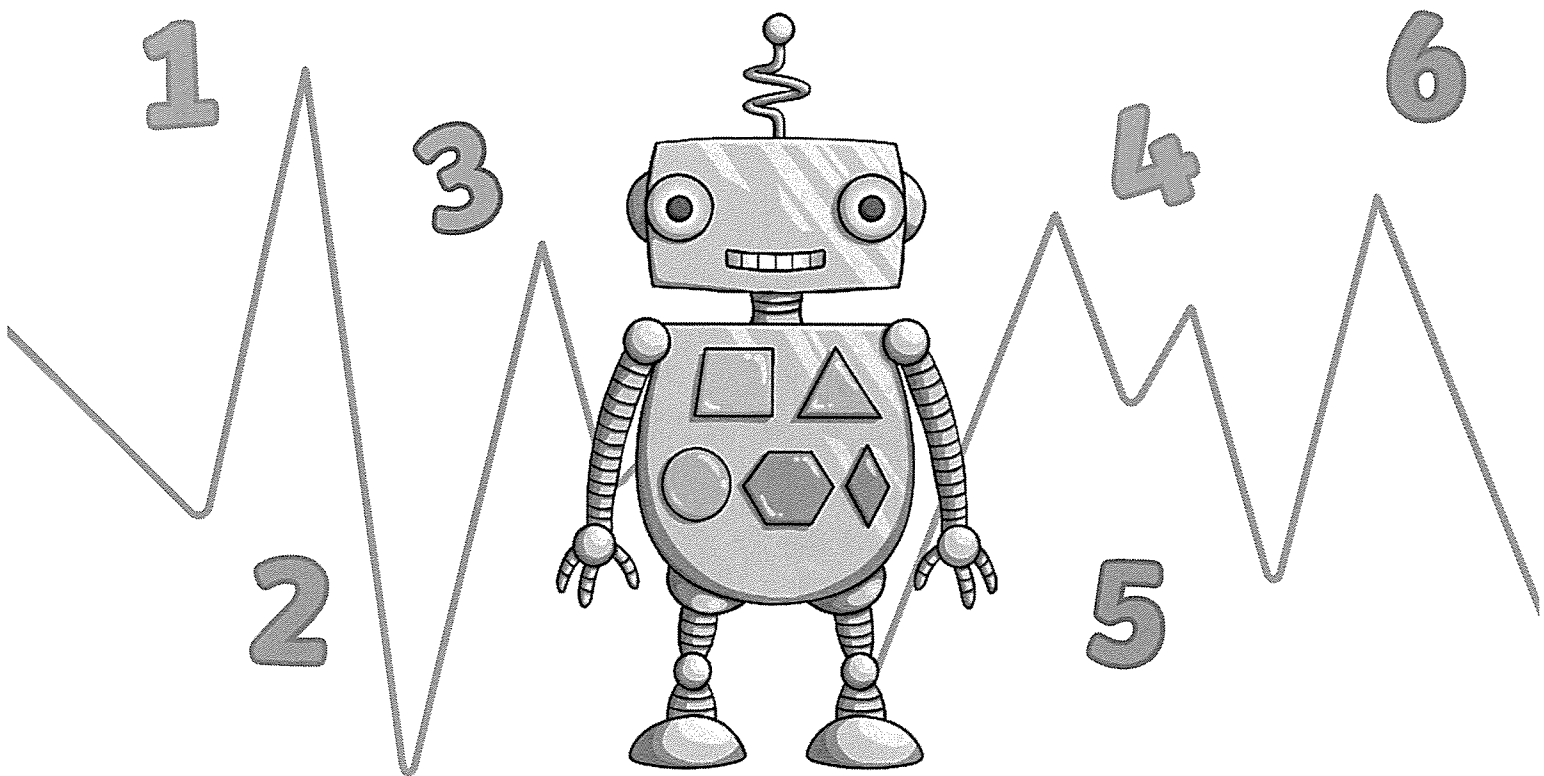
Don't forget to write down the rule!

**My addition number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**



# Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

30	___	60	75	___	___
----	-----	----	----	-----	-----

**Rule:** \_\_\_\_\_

66	63	___	___	___	51
----	----	-----	-----	-----	----

**Rule:** \_\_\_\_\_

249	244	___	___	229	___
-----	-----	-----	-----	-----	-----

**Rule:** \_\_\_\_\_

21	28	___	___	49	___
----	----	-----	-----	----	-----

**Rule:** \_\_\_\_\_

72	60	48	___	___	___
----	----	----	-----	-----	-----

**Rule:** \_\_\_\_\_

8	16	24	___	___	___
---	----	----	-----	-----	-----

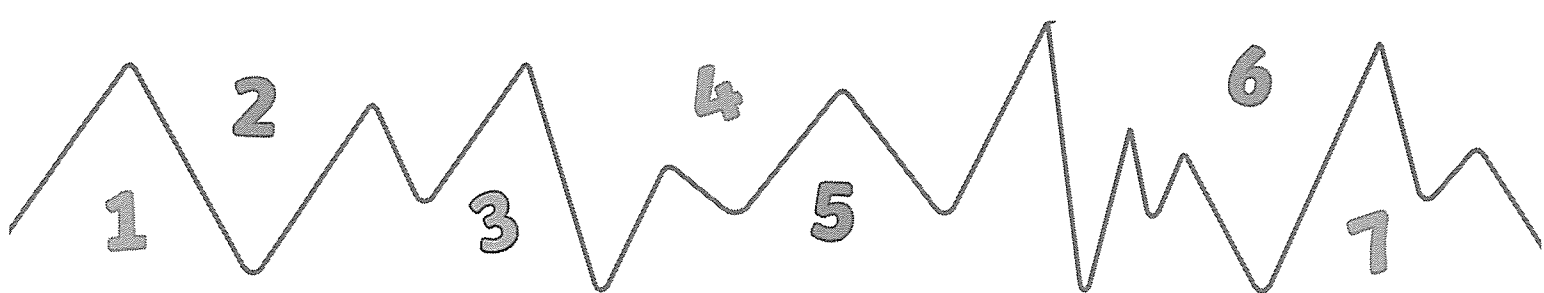
**Rule:** \_\_\_\_\_

132	___	140	___	148	___
-----	-----	-----	-----	-----	-----

**Rule:** \_\_\_\_\_

109	100	___	___	73	___
-----	-----	-----	-----	----	-----

**Rule:** \_\_\_\_\_



Can you create your own tricky addition and subtraction number patterns?

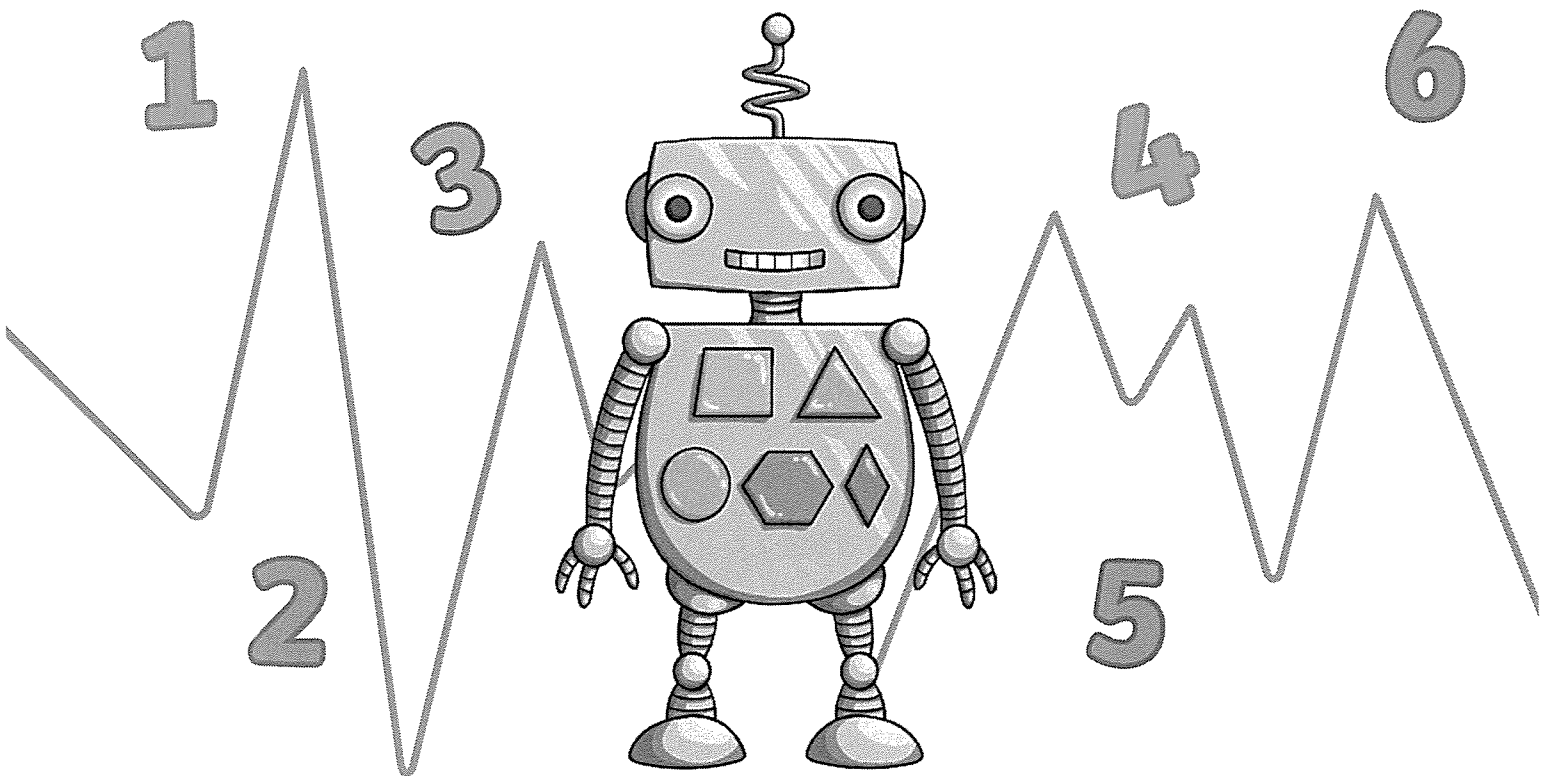
Don't forget to write down the rule!

**My addition number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**



# Growing Patterns

## Challenge Cards

Year 3-4



### Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	7
2	13
3	19

### Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	1
2	4
3	9

### Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	3
2	5
3	7

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	8
2	16
3	24

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	2
2	4
3	6

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	6
2	11
3	16

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	4
2	8
3	12

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	9
2	15
3	21

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	1
2	3
3	5

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	3
2	6
3	9

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	6
2	10
3	14

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	9
2	18
3	27

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	2
2	8
3	14

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	5
2	20
3	35

Growing Patterns

Use your pattern blocks to create and extend a pattern that follows the rule.

Step	Blocks
1	2
2	10
3	18



# Continue the Number Patterns

I can continue patterns with fractions, decimals and whole numbers resulting from addition or subtraction (ACMNA107).

Continue each pattern and write down what the rule is. The first one has been done for you!

## Whole Number Patterns:

1. 20, 42, 64, 86, 108, , ,

Rule = **the pattern is add 22**

2. 109, 124, , 154, 169, ,

Rule =

3. 120, 108, , , 72, 60, ,

Rule =

## Decimal Number Patterns:

4. 0.010, 0.015, 0.020, , 0.030, ,

Rule =

5. 1.5, 1.7, 1.9, , , 2.5,

Rule =

## Fraction Number Patterns:

6.  $\frac{1}{2}$ , 1,  $1\frac{1}{2}$ , , , 3, , 4,  $4\frac{1}{2}$ ,

Rule =

7. 5,  $4\frac{3}{4}$ ,  $4\frac{2}{4}$ , , 4, ,

Rule =

## Create Your Own Patterns!

Whole number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

Decimal number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

Fraction number pattern: \_\_\_\_\_

The rule is: \_\_\_\_\_

# Science

## Week 2 and 3

Over the next two weeks

Research one of the scientists who are in this booklet and write an information report about them.

Who are they? Where did they live? What type of Science did they research? What did they discover? What difference did they make to the world of science?

# My Informative Prewriting Template

**Fact**

**Fact**

**Topic**

**Fact**

**Fact**

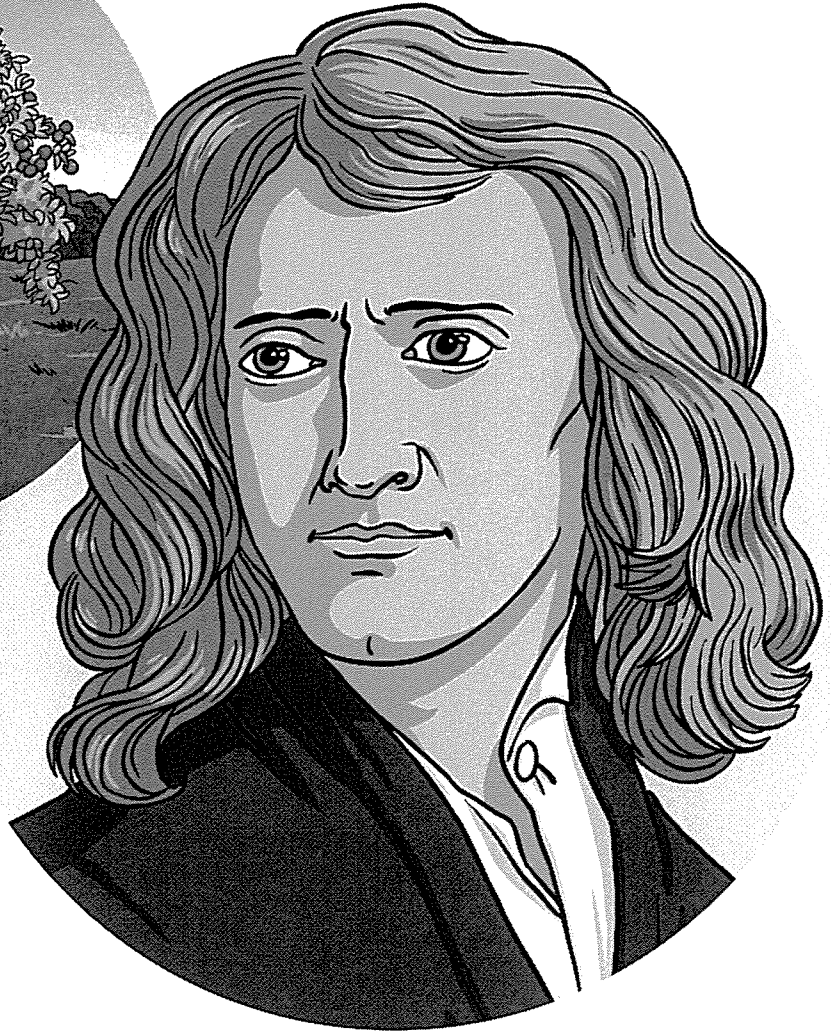
# Game Changers and Change Makers



## Carl Linnaeus

**Carl Linnaeus is credited with organising and naming living things. He created the hierarchy for identifying, naming and classifying living organisms.**

# Game Changers and Change Makers



## Isaac Newton

**Sir Isaac Newton studied gravity and developed three laws of motion which now form the basis for physics studied today. He also discovered calculus which led into more powerful mathematical equations.**

# Game Changers and Change Makers



## Indigenous Australians Nicolaus Copernicus Galileo Galilei

**These people were all astronomers. Indigenous Australians were among the first astronomers. Copernicus thought that the Sun was the centre of the Solar System, not Earth. Galilei carefully watched moons through a telescope and proved that the Earth goes around the Sun.**



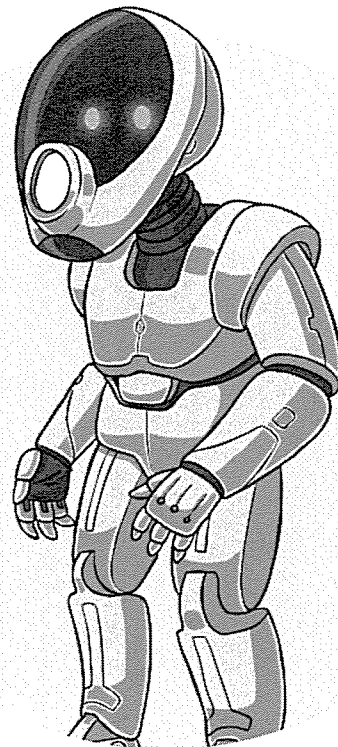
# Game Changers and Change Makers



## Stephen Hawking

**Stephen Hawking made many scientific theories which revolutionized the way physicists think about the universe. He discovered a type of radiation that can escape black holes. This is now called Hawking radiation.**

# Game Changers and Change Makers



## Mary Shelley

**Mary Shelley wrote the story 'Frankenstein' in 1818. Her story inspired people to think about robots, combining humans with machines and artificial body parts.**



# Game Changers and Change Makers



## Nicholas Appert

**Nicholas Appert discovered new ways to preserve food.**

# Game Changers and Change Makers



## Alexander Fleming

**Alexander Fleming discovered penicillin. Penicillin is a drug used to treat bacterial disease and helped to save many lives, especially in the Second World War.**

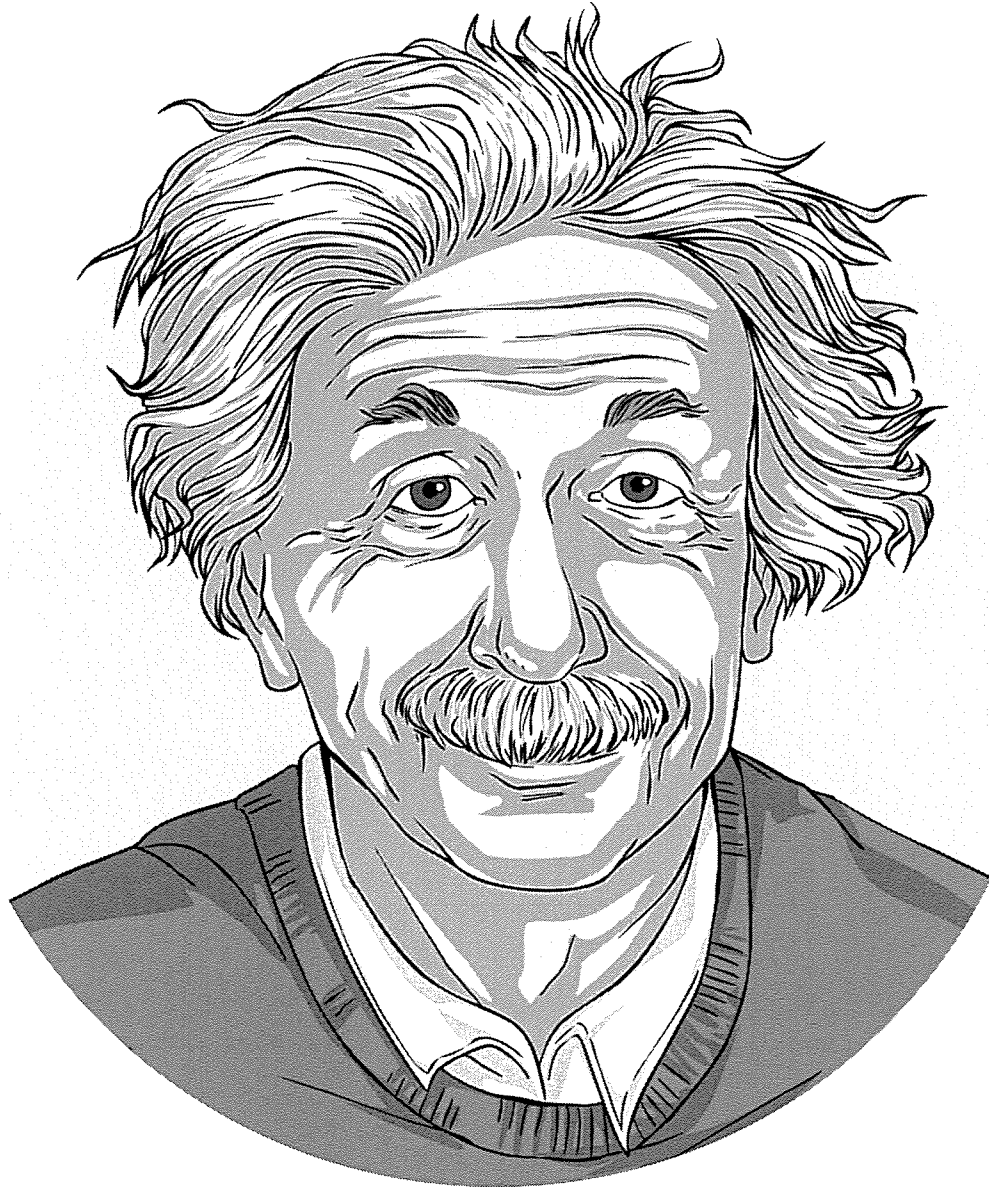
# Game Changers and Change Makers



## Marie Curie

**Marie Curie discovered radioactivity which is used medically in x-rays, gamma rays, electron beams and to destroy cancer cells.**

# Game Changers and Change Makers



## Albert Einstein

**Albert Einstein made many discoveries but is most famous for his theory of relativity ( $E = MC^2$ ).**



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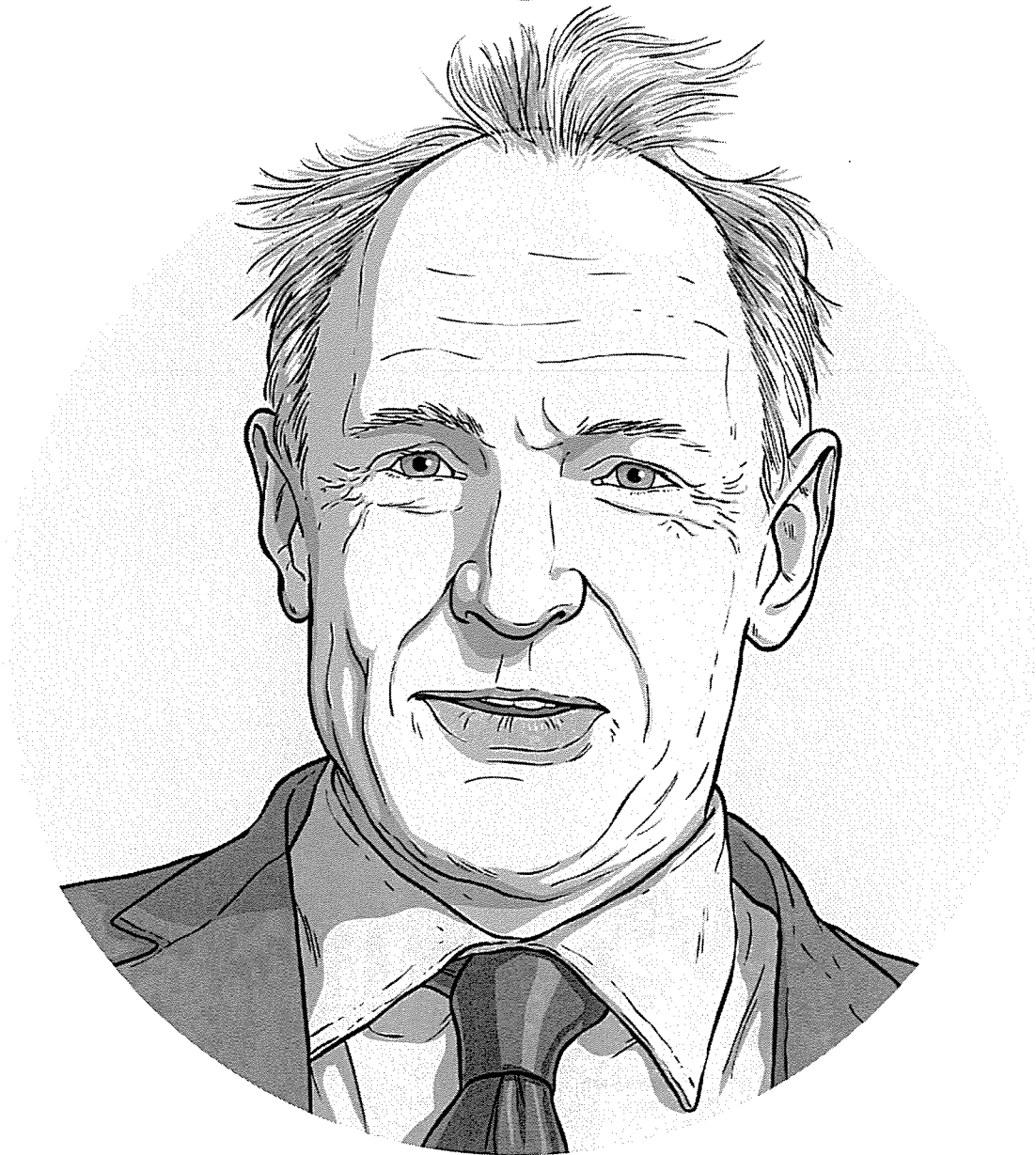
# Game Changers and Change Makers



## Orville and Wilbur Wright

**Orville and Wilbur Wright were the first to build and fly a powered aircraft in controlled flights.**

# Game Changers and Change Makers



## Timothy Berners-Lee

**Sir Timothy Berners-Lee invented the World Wide Web and is still developing it today.**

# Game Changers and Change Makers



## Jonas Salk

**Jonas Salk developed the polio vaccine to fight polio, a crippling and infectious disease that was potentially deadly.**

# Game Changers and Change Makers

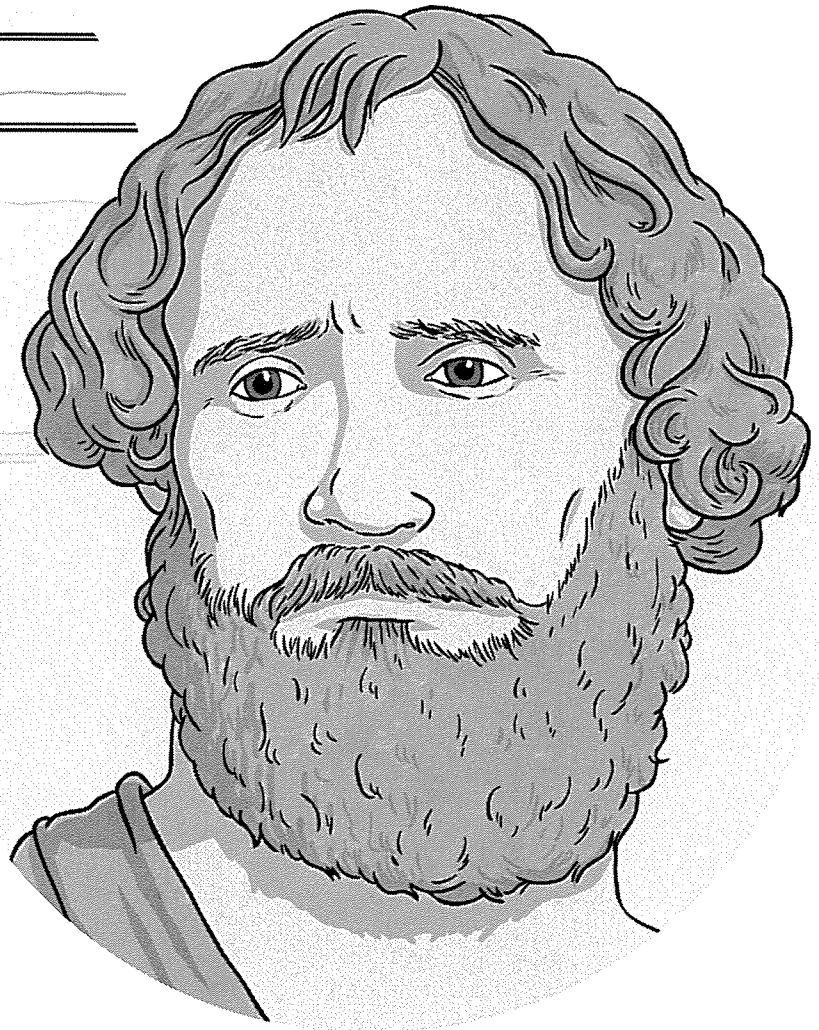


## Ada Lovelace

**Ada Lovelace was a mathematician and is considered the first computer programmer.**



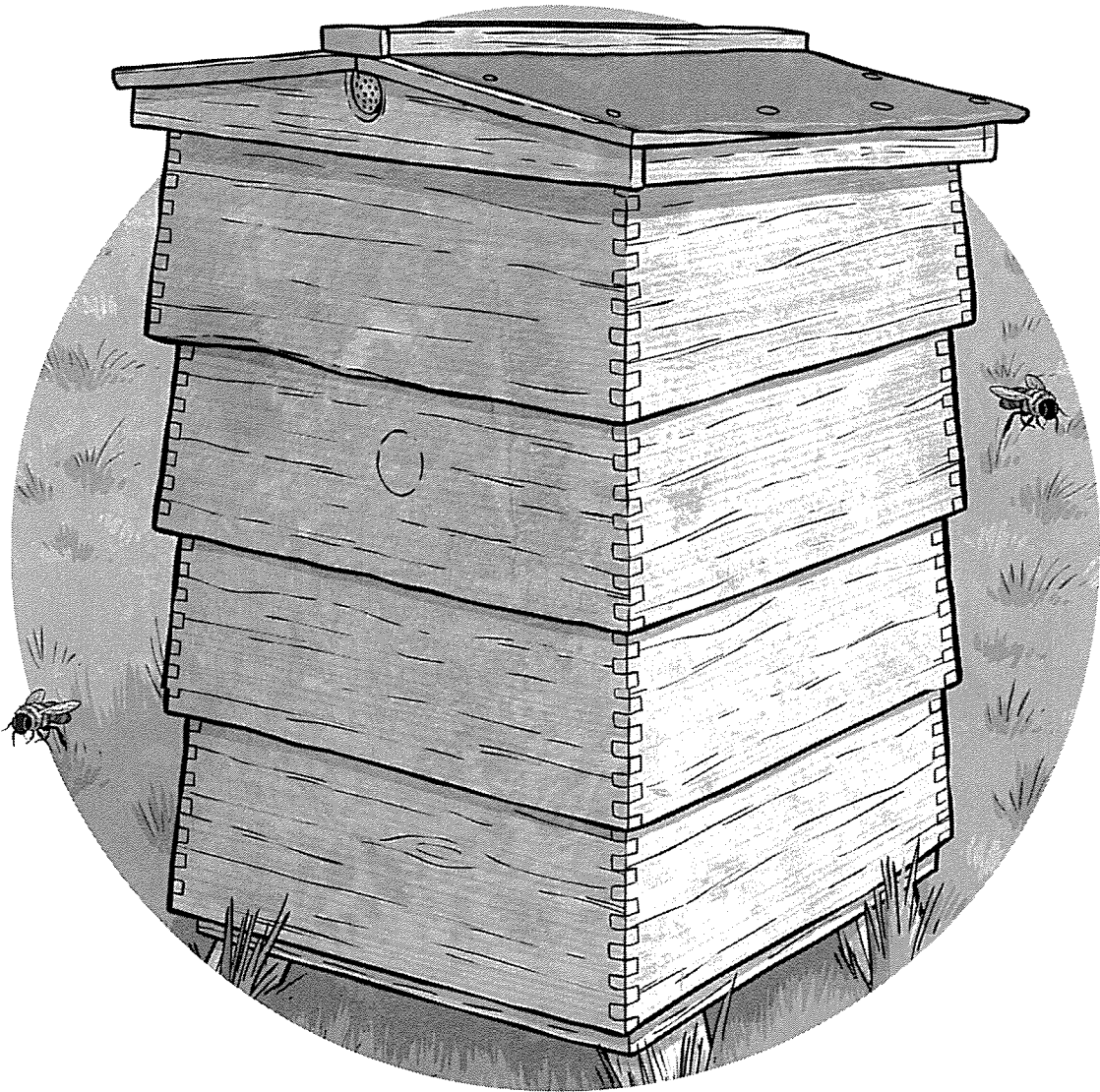
# Game Changers and Change Makers



## Archimedes

**Archimedes discovered the answer to why things float or sink.**

# Game Changers and Change Makers



## Lorenzo Langstroth

**The beehive that we use today was invented in 1851 by Lorenzo Langstroth. He was an apiarist, clergyman and teacher. He is considered the father of American beekeeping.**

# Game Changers and Change Makers



## Mary Anning

**Mary Anning is one of the earliest fossil hunters and was the first person to uncover a full Ichthyosaurus skeleton. Anning discovered her first fossils while walking along the Dorset coast where she lived.**

# Game Changers and Change Makers



## Rosalind Franklin

**Rosalind Franklin is a British chemist who discovered the structure of DNA. She also did pioneering work on X-ray diffraction which is used to determine the structures of molecules such as DNA.**



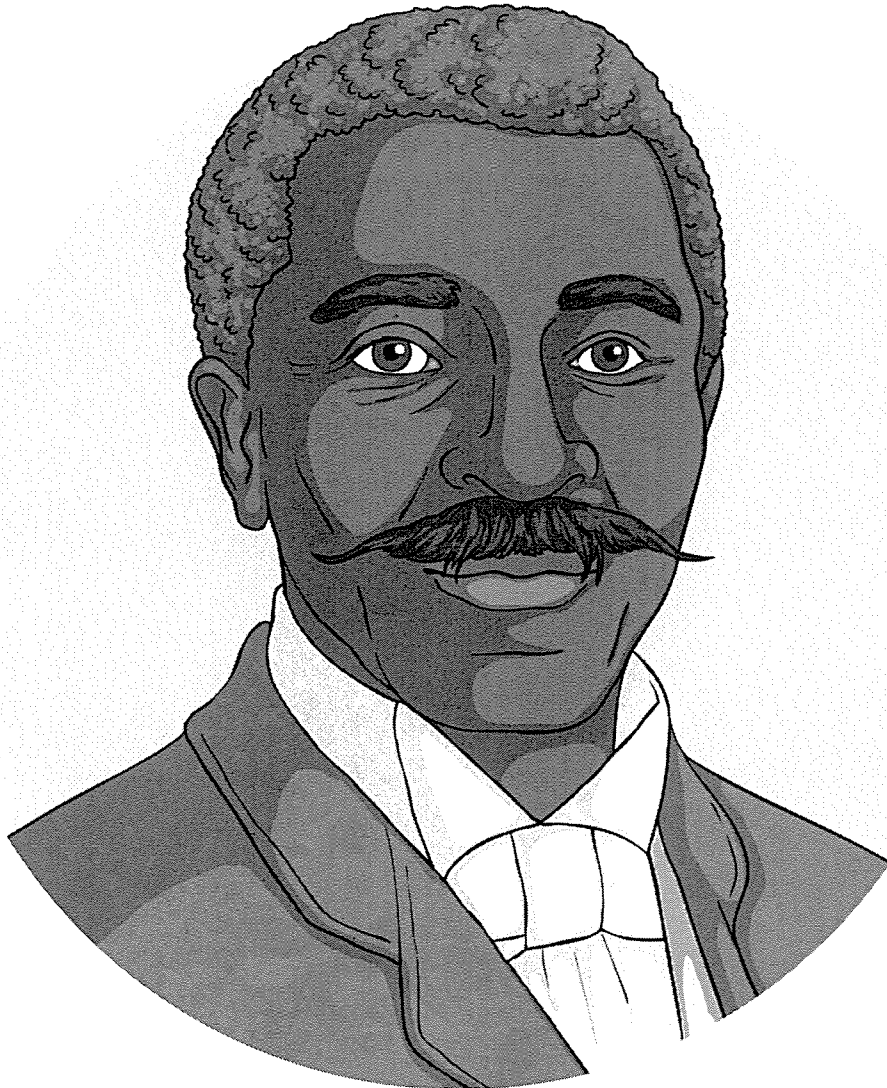
# Game Changers and Change Makers



## Katherine Johnson

**Katherine Johnson was a mathematician who worked for NASA and calculated the flight paths of many spacecraft over the course of 30 years. Johnson was part of the team that calculated where and when to launch the rocket for the Apollo 11 mission in 1969 which sent the first three men to the moon.**

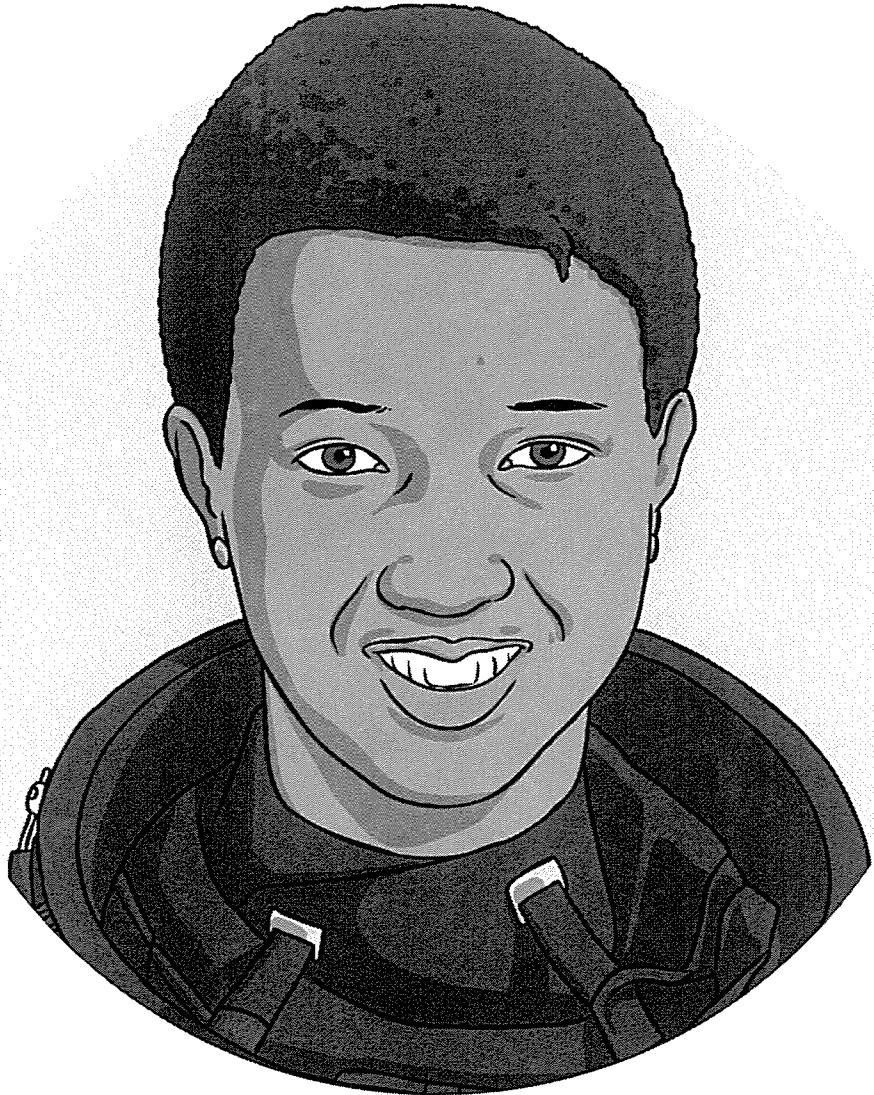
# Game Changers and Change Makers



## George Washington Carver

**George Washington Carver was an American scientist and teacher who is famous for many agricultural discoveries and inventions. Born into slavery, Carver went on to become a brilliant botanist and later devised more than 300 ways in which to use the peanut.**

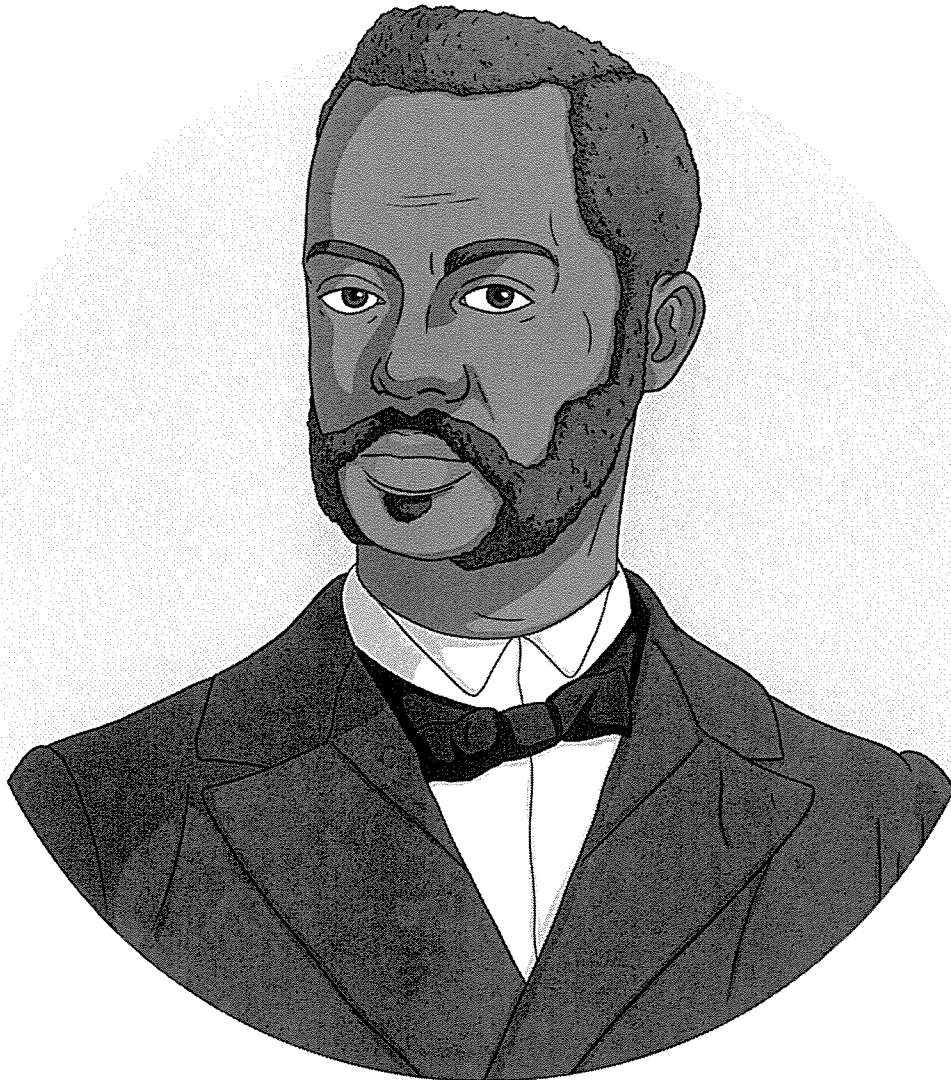
# Game Changers and Change Makers



## Mae Jemison

**In 1992, Mae Jemison became the first African-American woman to travel to space. Jemison first trained as a doctor and worked as a medical officer for the Peace Corps. During her time in space, Jemison conducted lots of experiments, earning herself a number of awards such as the 1988 Essence Science and Technology Award.**

# Game Changers and Change Makers



## Charles H. Turner

**Charles H. Turner was a behavioural scientist whose research focused on animal behaviour. Turner is most famous for his discovery that insects can hear. Through his research, he also found that honeybees could recognise colours and patterns and have some idea of time.**



# Visual Arts

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

# Week 3 - Package 1 - Year 3 & 4

## Creative Arts- Where the Creatures Roam

### Things your child will need

Have these things available so your child can complete this task.

#### Ideal

- Artwork previously created of a mythical creature
- Old, unused, clean and long sock, electrical, duct or masking tape, elastic bands
- Old paper such as newspaper or magazine pages
- Paints and paintbrushes

#### Back up

- Create an artwork of a mythical creature
- Unwanted fabric, sticky tape, hair ties
- Scrap paper
- Thick textas or additional fabrics

### Before your child starts

Think about:

- What is sculpture?
- How can recycled materials be used to create a sculpture?
- What is figurative art?
- Do I have some materials that can be used to create a figurative sculpture of a mythical creature such as socks or other fabrics?

# What your child needs to do

1. Replay the music of '[Where the Creatures Roam](#)'. Discuss the mythical creatures described in the song.
2. Examine the artwork created by your child and ask them to describe their mythical creature.
3. Listen to their composition about their mythical creature and discuss more of the creature's features.

# What your child can do next

1. Sing through '[Where the Creatures Roam](#)' following the animated score. What musical notation tips have you learned through watching the score? For example, how many beats have you identified are in each bar?
2. Think about the characteristics of your mythical creature created earlier as an artwork.
3. [Watch this Introduction to Visual Arts video](#) to get some ideas for a 3D artwork. This will be a figurative sculpture, or a sculpture of a figure.
4. Create your mythical creature sculpture based upon your earlier creature or vary it if you would like to explore other options.
5. Decorate your sculpture and take a photo of it. Perhaps consider ways that you could explore filters and backgrounds within your photo to expand your creature's environment.

# Options for your child

## Activity too hard?

Create your mythical creature out of playdough or just by decorating the previously created artwork.

## Activity too easy?

Create a habitat for the mythical creature perhaps as a diorama or a virtual background.

# Extension/Additional activity

Use an app such as Stop Motion to create an environment and short film for the mythical creature. Create a storyboard or a narrative (story) for the creature first. This may include an adventure it goes on or a problem it must solve.

Health and

Physical

Education

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

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# Teacher Notes

This activity is designed to help your students understand the character strengths and values of an Olympic athlete. The information below is a set of suggestions for how the activity can be used and completed.

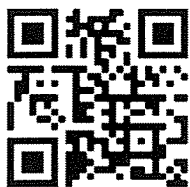
## Before

Prepare the activity sheet 'What do Olympic athletes need to succeed?'

You may like to have a discussion with your students about what they have seen, heard and noticed when watching an Olympic sport or particular athletes. What skills or strengths did the athlete or athletes show?

## During

Pose the question to your students 'What do Olympic athletes need to succeed?'. Before completing the attached activity, students watch the video either as a class or individually using the QR code provided. This will help students to understand what is involved in becoming an Olympic athlete.



It may be helpful for students to watch the video twice before recording their ideas on the 'What Do Olympic Athletes Need to Succeed' activity sheet.

After students have recorded their ideas, you may like to have a class discussion about what they noticed and what they feel are the key traits needed for an athlete to succeed. This could also be completed in pairs.

Possible responses may include:

- determination
- courage
- resilience
- hard work
- practice
- perseverance
- trust
- self-belief

## After

Encourage your students to share the findings they recorded on the 'What Do Olympic Athletes Need to Succeed' activity sheet in a creative way, such as word cloud or a collage. They could then be added to a classroom display.

Here are some useful word cloud builder tools you may wish to use:

[https://www.abcya.com/games/word\\_clouds](https://www.abcya.com/games/word_clouds)

Simply type the preferred words into the text box provided and click 'Generate' when complete. Students are then able to alter the colour and layout of their design.

<https://worditout.com/word-cloud/create>

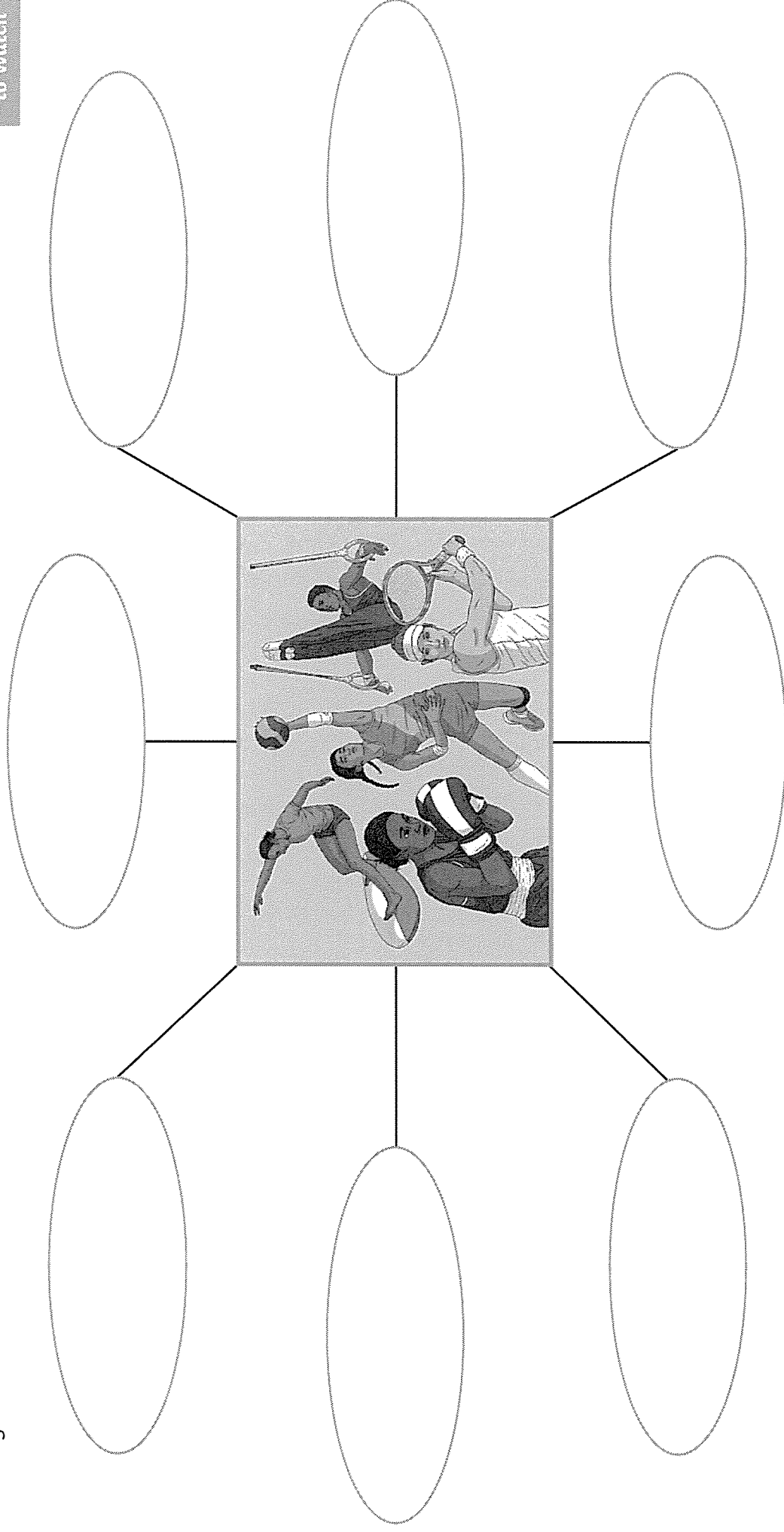
Simply type the preferred words into the text box provided and click 'Generate' when complete. Students are then able to alter the colour and layout of their design.

# What Do Olympic Athletes Need to Succeed?



Athletes  
to Watch

Watch the 'Athletes to Watch' video. What strengths or characteristics do you think an Olympian would need to succeed?  
Record your ideas in the bubbles below.



# Geography



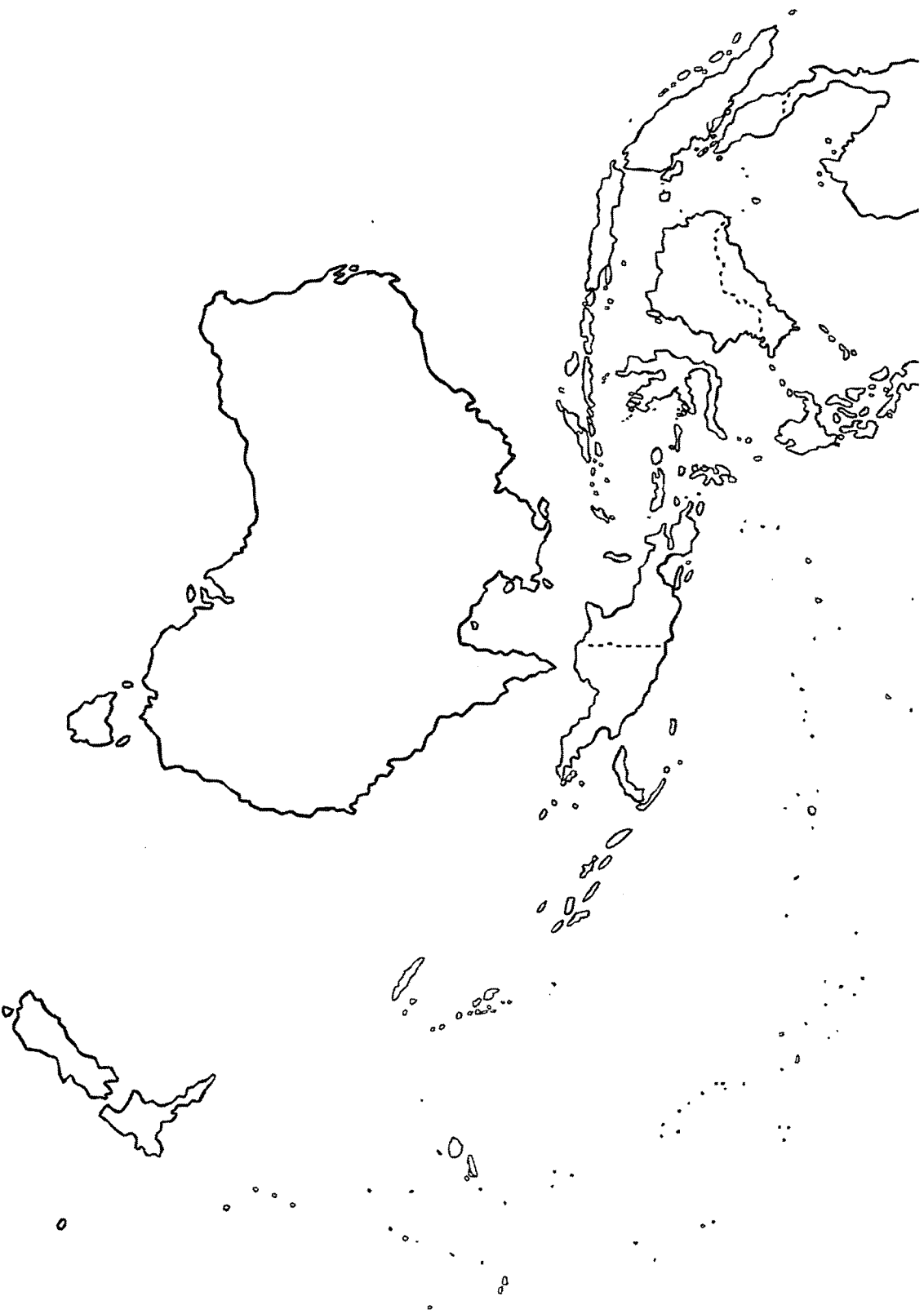
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# Australia's Neighbours

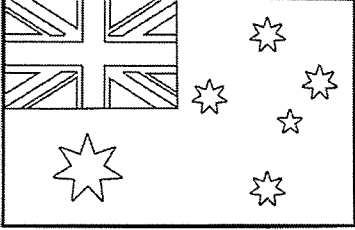
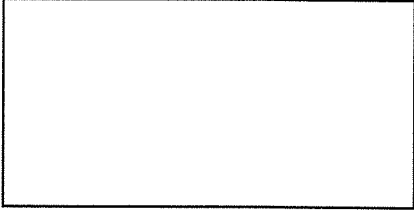
Label the following countries on the map.

- New Zealand
- Indonesia
- East Timor
- Papua New Guinea
- Samoa
- New Caledonia
- Vanuatu
- Cook Islands
- Solomon Islands
- Tonga
- Fiji



# Australia's Neighbours

Compare and contrast Australia and a neighbouring country of your choice, using the headings in the table.

Topic	<b>Australia</b> 	<hr/> 
Capital City		
Population		
Prime Minister		
Sports		
Famous Landmarks		
Currency		

Exports		
Famous People		
Plants and Animals		
Topography		
Natural Disasters		
Climate		
People and Culture		
Traditional Foods		

Write five similarities and differences between the two countries.

**Similarities**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Differences**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_