



Stage 2

Learning From Home

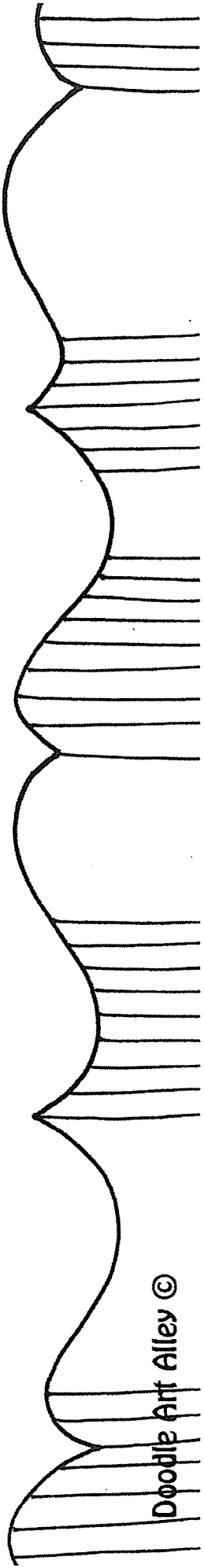
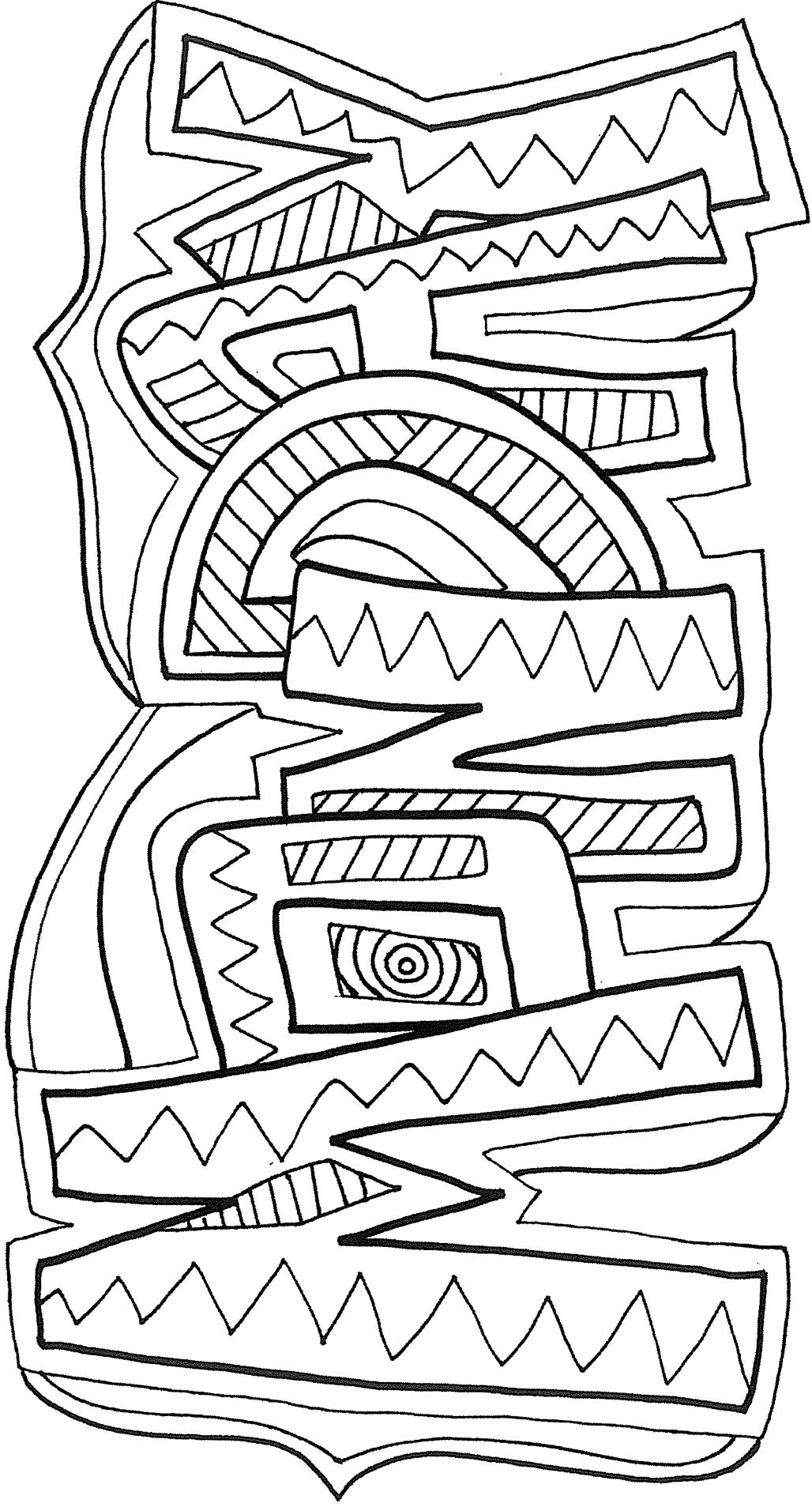
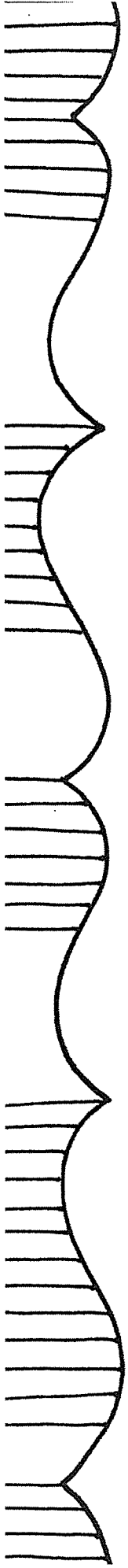
Term 3 Week 5

Year 4

Stage 2 Home Learning Term 3, Week 5

	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Writing</u> Using the template provided, write an information report about your favourite animal.</p> <p><u>Punctuation</u> Complete the 'Punctuate This with Colour' worksheet</p>	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Reading Comprehension</u> Complete the comprehension activities about Turtles.</p> <p><u>Spelling</u> Brainstorm and record some words containing the ar and a graphemes around the star template.</p>	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Spelling</u> Complete the first page of your spelling sheet</p> <p><u>Handwriting</u> Complete the handwriting sheet focusing on diagonal joins to ascenders</p>	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Reading Comprehension</u> Complete the reading comprehension activities about chickens.</p> <p><u>Spelling</u> Complete the second page of your spelling sheet</p>	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Editing</u> Edit the passages for spelling and punctuation. Make sure you correct the mistakes.</p> <p><u>Writing</u> Plan, write and edit a story using the stimulus for inspiration.</p>	
Break						
Middle	<p>Mathematics</p> <p><u>Position</u> Complete worksheets on position</p> <p>Complete 20 minutes of Mathematics on Position</p>	<p>Mathematics</p> <p><u>Position</u> Complete worksheets on position</p> <p>Complete 20 minutes of Mathematics on Position</p>	<p>Mathematics</p> <p><u>Position</u> Complete worksheets on position</p> <p>Complete 20 minutes of Mathematics on Position</p>	<p>Mathematics</p> <p><u>Position</u> Complete worksheets on position</p> <p>Complete 20 minutes of Mathematics on Position</p>	<p>Mathematics</p> <p><u>Position</u> Complete worksheets on position</p> <p>Complete 20 minutes of Mathematics on Position</p>	
Break						
Afternoon	<p>AVID - Watch BTN classroom. Take notes on the two column</p>	<p>Science Read the pages and look at the pictures and complete the chart.</p>	<p>PD/H/PE Importance of Physical Activity</p>	<p>Geography Complete the worksheets - find the grid coordinate</p>	<p>Creative Arts Follow the link to draw step by step</p>	

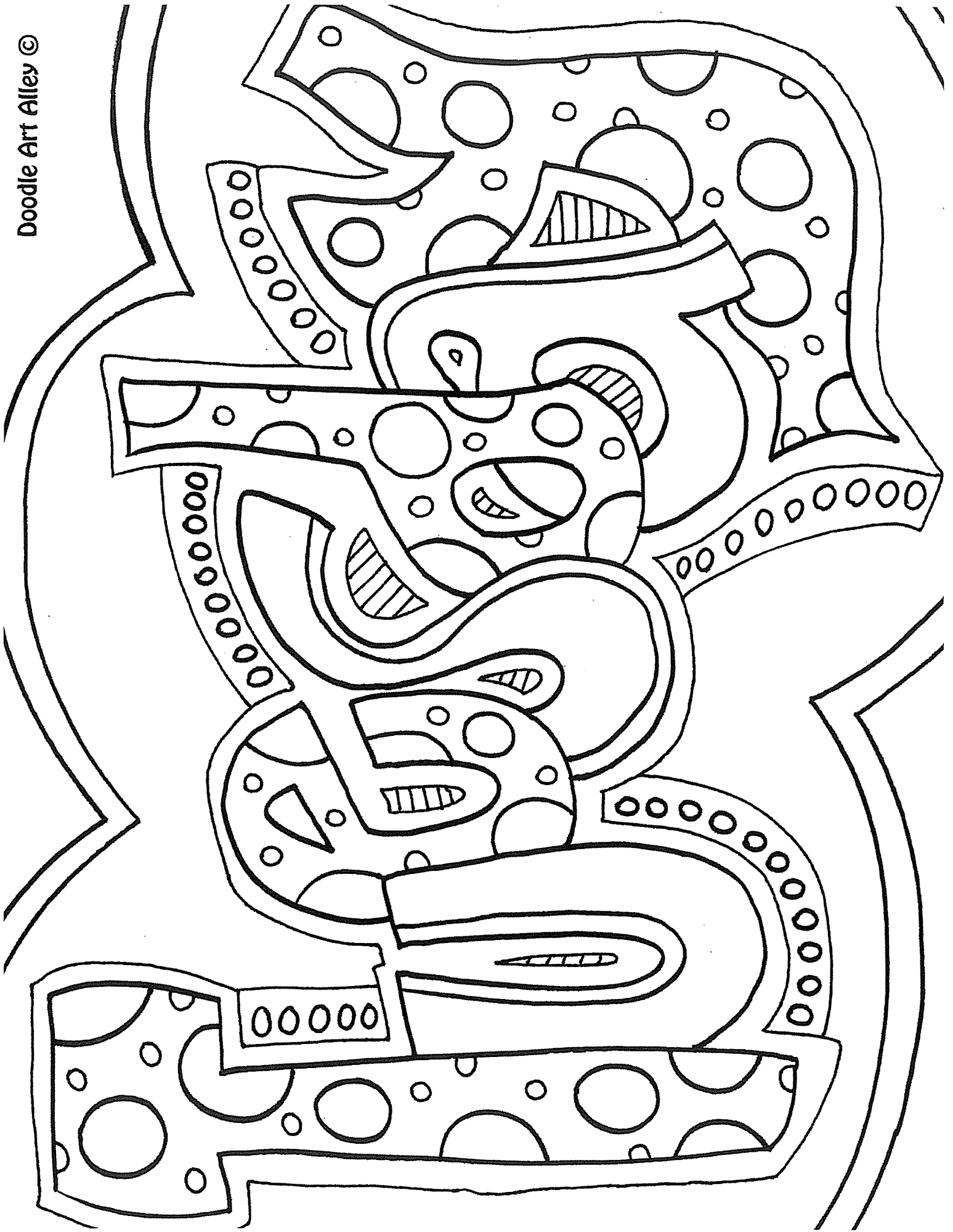
	<p>note taking sheet for your favourite report.</p>		<p>Students complete a worksheet on the Importance of Physical Activity. Students will watch a Powerpoint that will help with understanding the importance of Physical Activity.</p> <p>Students will upload a video onto Class Dojo with their activity they have created.</p> <p>Mrs Barrett will upload more information on the day to assist with this lesson.</p>	<p>-mark natural landmarks on the map of Australia</p>	
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My Informative Prewriting Template

The diagram is a central circle labeled "Topic" with four rectangular boxes branching out, each labeled "Fact". Each box contains several horizontal lines for writing.





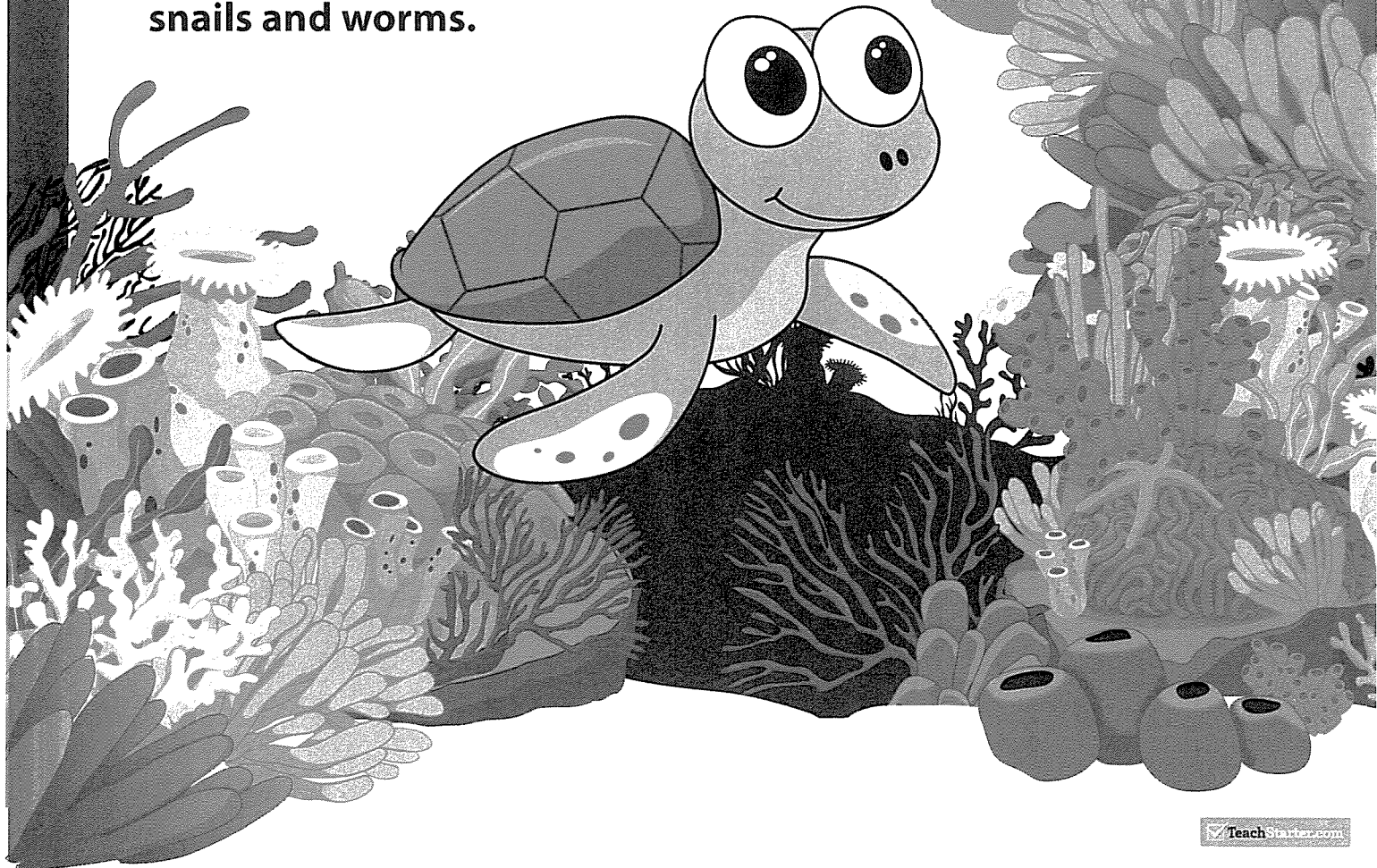
Turtles

Turtles are reptiles. They are cold-blooded, so they need sunlight to keep them warm and active.

Turtles have a hard shell on their back. This protects them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!

Turtles lay their eggs on land. Some turtles lay their eggs in sand, then leave the eggs to hatch on their own. When they hatch, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.



Name: _____

Date: _____

Finding the Main Idea

The main idea of a paragraph or text is the most important point that the author is making about a topic or subject.

1. Read the title of the text. Look at the illustration around the text.

Using these clues, what might the main idea of this text be?

What makes you think this?

2. Carefully read each paragraph of the text.

Underline any words which are repeated, or seem important.

Write them into the table below.

First Paragraph	Second Paragraph
Third Paragraph	Fourth Paragraph

Name: _____

Date: _____

Finding the Main Idea

3. Look at the words you wrote down in your table.

Use these to identify the main idea of each paragraph.

The first paragraph is about: _____

The second paragraph is about: _____

The third paragraph is about: _____

The fourth paragraph is about: _____

4. Which of the following could also be used as a title for this text?

- a) Mr. Turtle's Fabulous Adventure
- b) Amazing Underwater Plants
- c) All About Turtles
- d) I Love Turtles

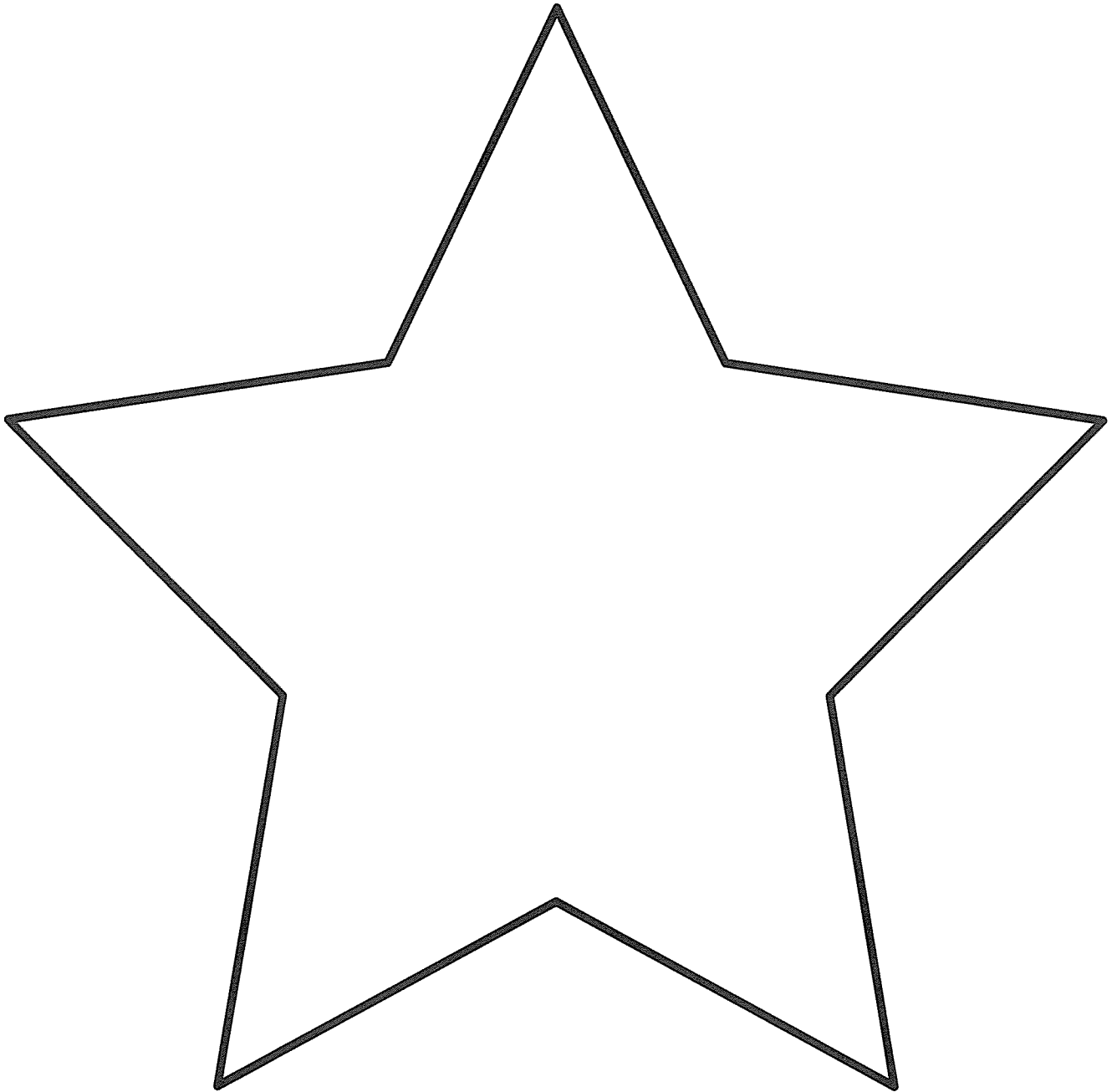
5. Which of these **could not** be included as a paragraph in this text?

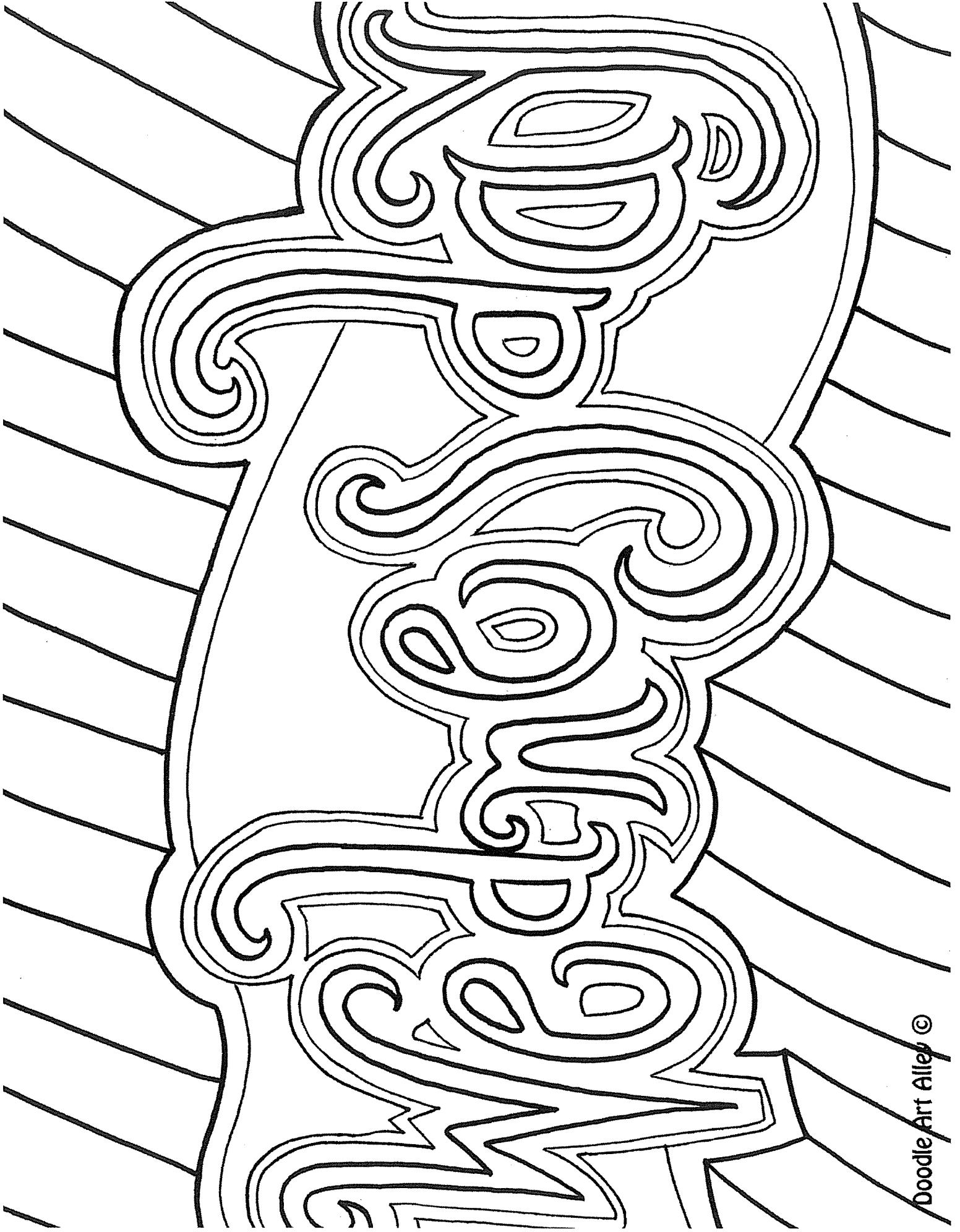
- a) Good names for a pet turtle
- b) Where turtles live
- c) How turtles survive underwater
- d) How long turtles live for

6. What other main ideas could you include in this text about turtles?

List some ideas. Compare your list with one of your classmates.

Brainstorm and record some words that contain the ar and a graphemes





Unit 21



ar a star glass

List Words

- part _____
- mark _____
- card _____
- yard _____
- sharp _____
- after _____
- can't _____
- half _____
- calf _____
- bath _____
- path _____
- glass _____
- grass _____
- pass _____
- past _____
- passed _____
- basket _____
- banana _____
- calm _____
- aunty _____
- heart _____
- laugh _____
- particle _____
- disaster _____
- argument _____

1 Circle the letters that represent **ar a** in the List Words.

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

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

4 Colour the letter **a** if it represents **ar a** in the word.



Father ate a banana and an apple while Grandad put a potato and a tomato in the basket.



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

- | | | | |
|-----------------------|------------|---------------------|-------------|
| He is in the y_____. | (ard, ark) | I made a m_____. | (ort, ark) |
| The knife is sh_____. | (arp, alm) | I ate one h_____. | (arp, alf) |
| Here is the c_____. | (arn, alf) | I lost one p_____. | (art, alf) |
| Here is your c_____. | (arm, ard) | Stay on the p_____. | (ath, ard) |
| Where is my gl_____? | (ast, ass) | He had a b_____. | (arm, oth) |
| We went p_____ you. | (ass, ast) | Did you p_____ me? | (ast, ass) |
| I feel very c_____. | (alf, alm) | I drew a h_____. | (eart, alm) |
| I sat on the gr_____. | (arp, ass) | I made a r_____. | (aft, ark) |

6 Finish the words with **ar**, **a**, **au** or **ear** to represent **ar a**. Write some of your words to match the clues.

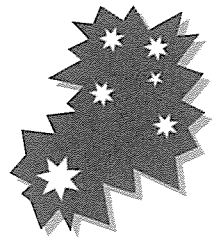
- | | | | | | |
|----------|----------|-----------|-----------|--------------|-------------|
| l_____gh | sh_____p | c_____n't | _____nty | b_____sket | p_____ticle |
| _____gue | h_____t | p_____st | _____fter | dis_____ster | _____gument |

Find antonyms for these words.

- cry _____
- future _____
- can _____
- before _____

Find words that rhyme with these words.

- part _____
- calf _____
- article _____
- plaster _____



Grapheme Chart

letters	words

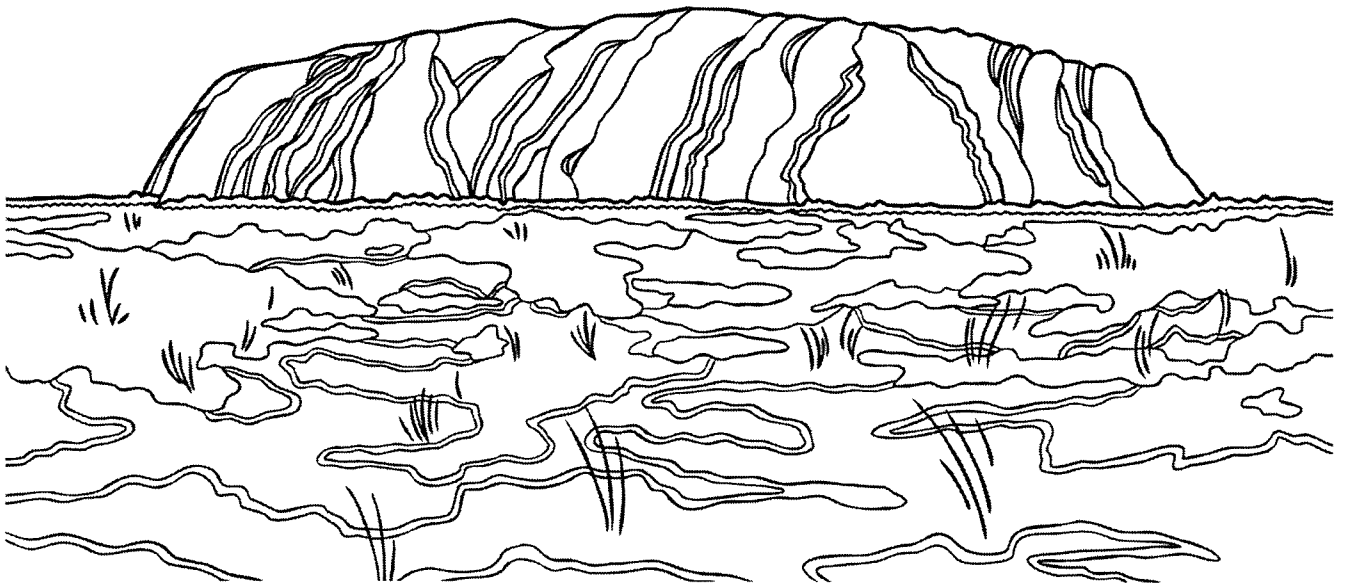
Name: _____ Date: _____

ab	ah
ak	al
am	an
ao	ap
aq	ar
as	at
au	av
aw	ax
ay	az
ba	ba
bb	bb
bc	bc
bd	bd
be	be
bf	bf
bg	bg
bh	bh
bi	bi
bj	bj
bk	bk
bl	bl
bm	bm
bn	bn
bo	bo
bp	bp
bq	bq
br	br
bs	bs
bt	bt
bu	bu
bv	bv
bw	bw
bx	bx
by	by
bz	bz



Handwriting Booklet

Australian Landmarks



Uluru

Read the following paragraph:

Uluru is one of Australia's most iconic landmarks. It is located in the 'Red Centre' in the Northern Territory, Australia. Uluru is located in the Uluru-Kata Tjuta National Park, in the middle of a typical Australian landscape of red dirt, plants and animals.

Trace the following paragraph:

Uluru is one of Australia's most iconic landmarks. It is located in the 'Red Centre' in the Northern Territory, Australia. Uluru is located in the Uluru-Kata Tjuta National Park, in the middle of a typical Australian landscape of red dirt, plants and animals.

Copy the paragraph.



Sydney Harbour Bridge

Read the following paragraph:

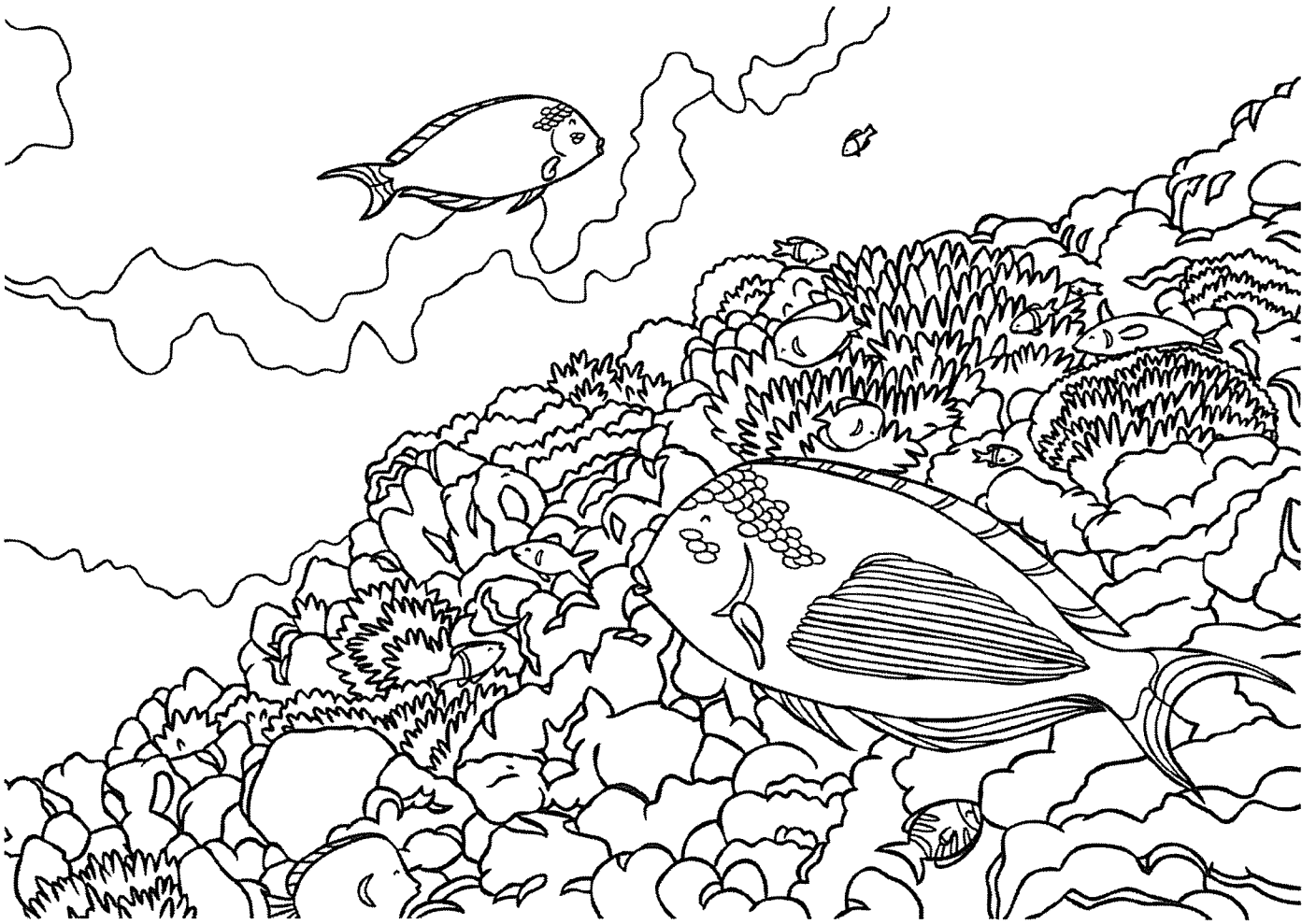
Sydney Harbour Bridge is a steel arch bridge that carries cars, trains, bikes and people across Sydney Harbour. It was constructed between 1923 and 1932 and cost \$6.25 million to build. Today, it is an important tourist attraction. Tourists can climb the bridge to see the spectacular views across the harbour and the New Year's Eve fireworks display on the bridge is world famous.

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Copy the paragraph.

Blank lined area for copying the paragraph.



The Great Barrier Reef

Read the following paragraph:

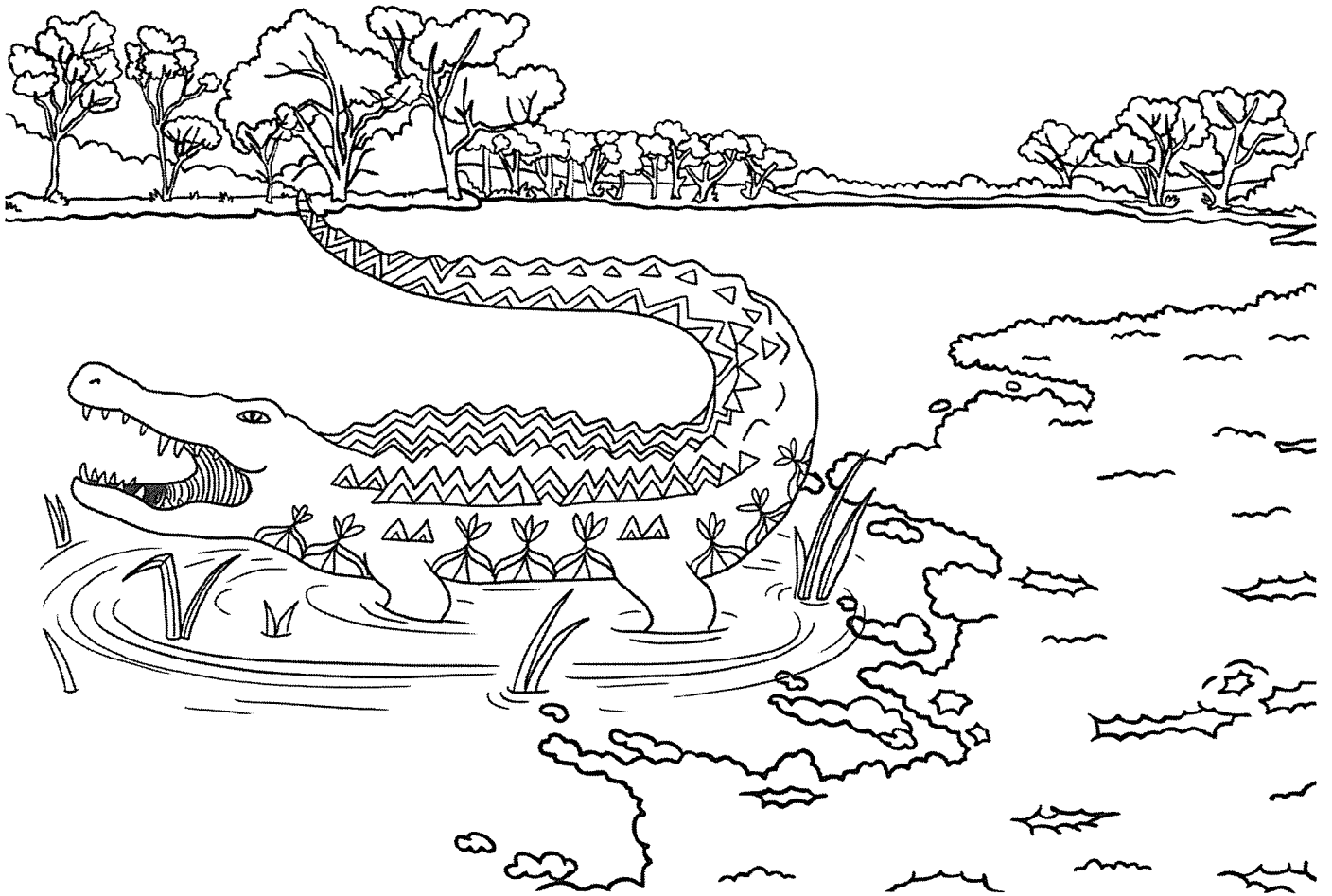
The Great Barrier Reef is the largest coral reef system in the world. It is in the Coral Sea, off the coast of Queensland, Australia. It is one of the most popular tourist destinations in Australia, with over two million visitors every year. There are over 1500 species of fish in the reef, ranging from the colourful orange and white clownfish to the largest fish in the world, the whale shark.

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Kakadu National Park

Read the following paragraph:

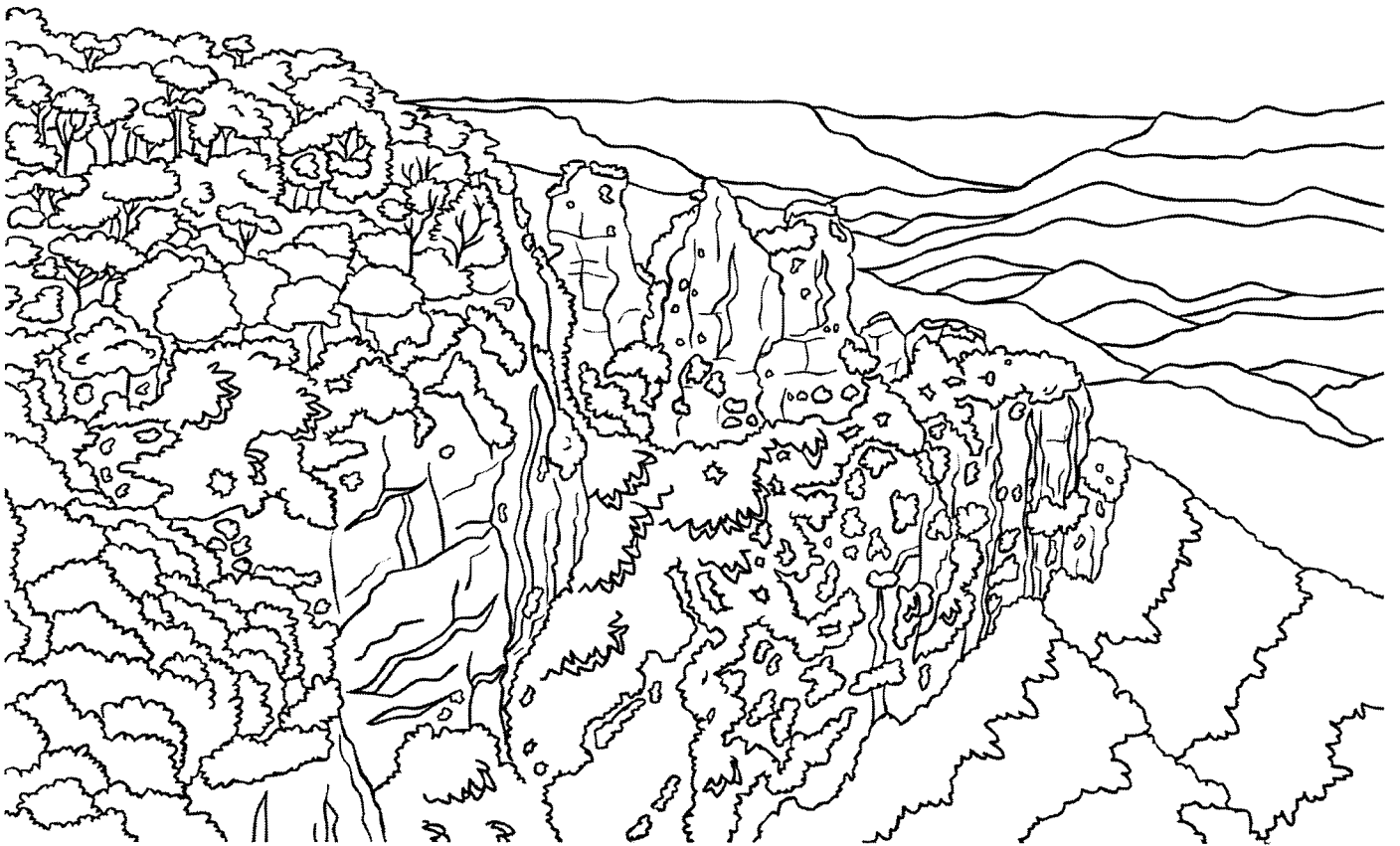
Kakadu National Park is located in the Northern Territory, Australia. The diversity of the wildlife in the park is immense and it is a UNESCO world heritage site. Sugar gliders, flying foxes, saltwater crocodiles, bandicoots and dingoes are just some of the animals that can be found in Kakadu. The area is rich in Aboriginal culture and history, holding many important sites dating back over 60,000 years.

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The Three Sisters

Read the following paragraph:

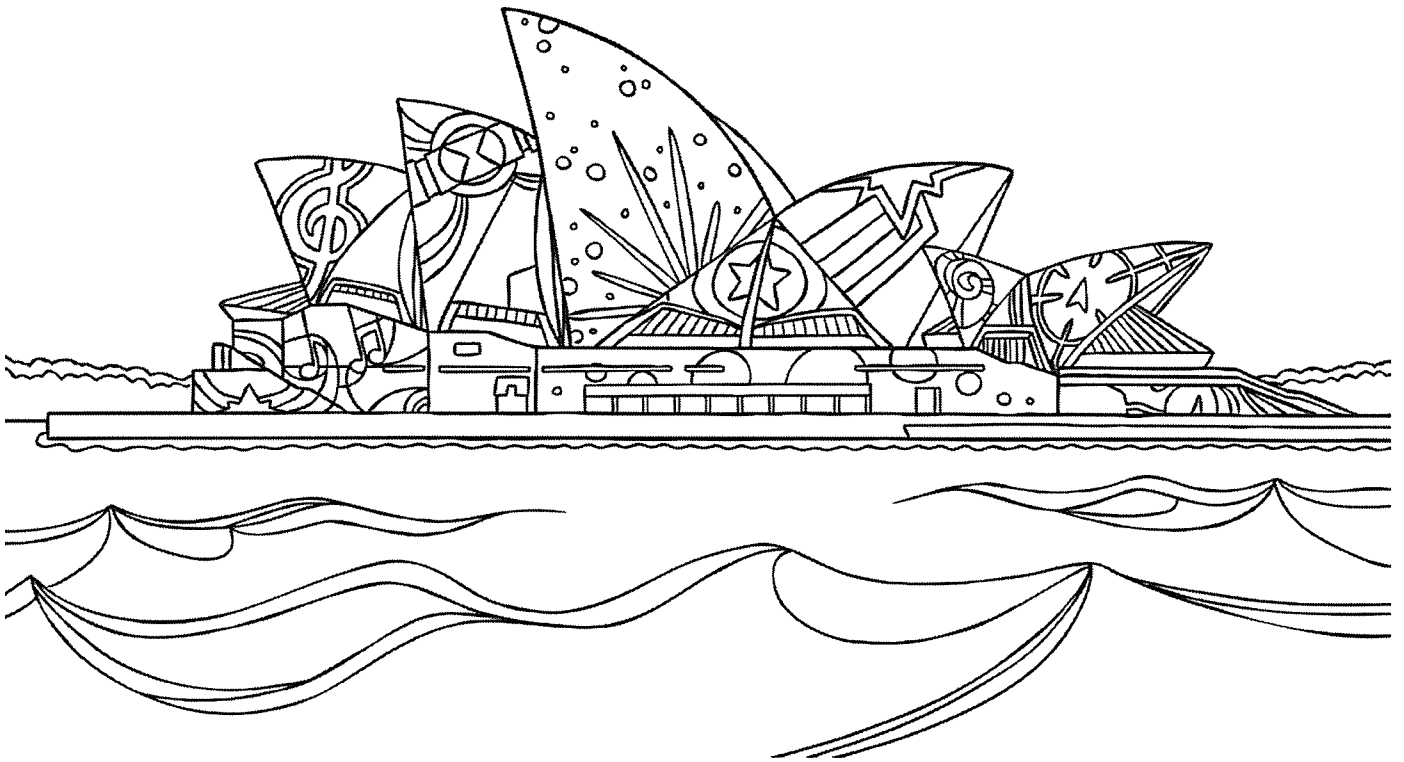
The Three Sisters is the name given to an unusual rock formation in the Blue Mountains, New South Wales. They are named Meehni, Wimlah and Gunnedoo after three sisters of the Katoomba tribe. According to Aboriginal Dreaming, the sisters were turned to stone by a witch doctor to protect them during a battle with a neighbouring tribe. Before they were turned back, the witch doctor was killed in battle.

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Sydney Opera House

Read the following paragraph:

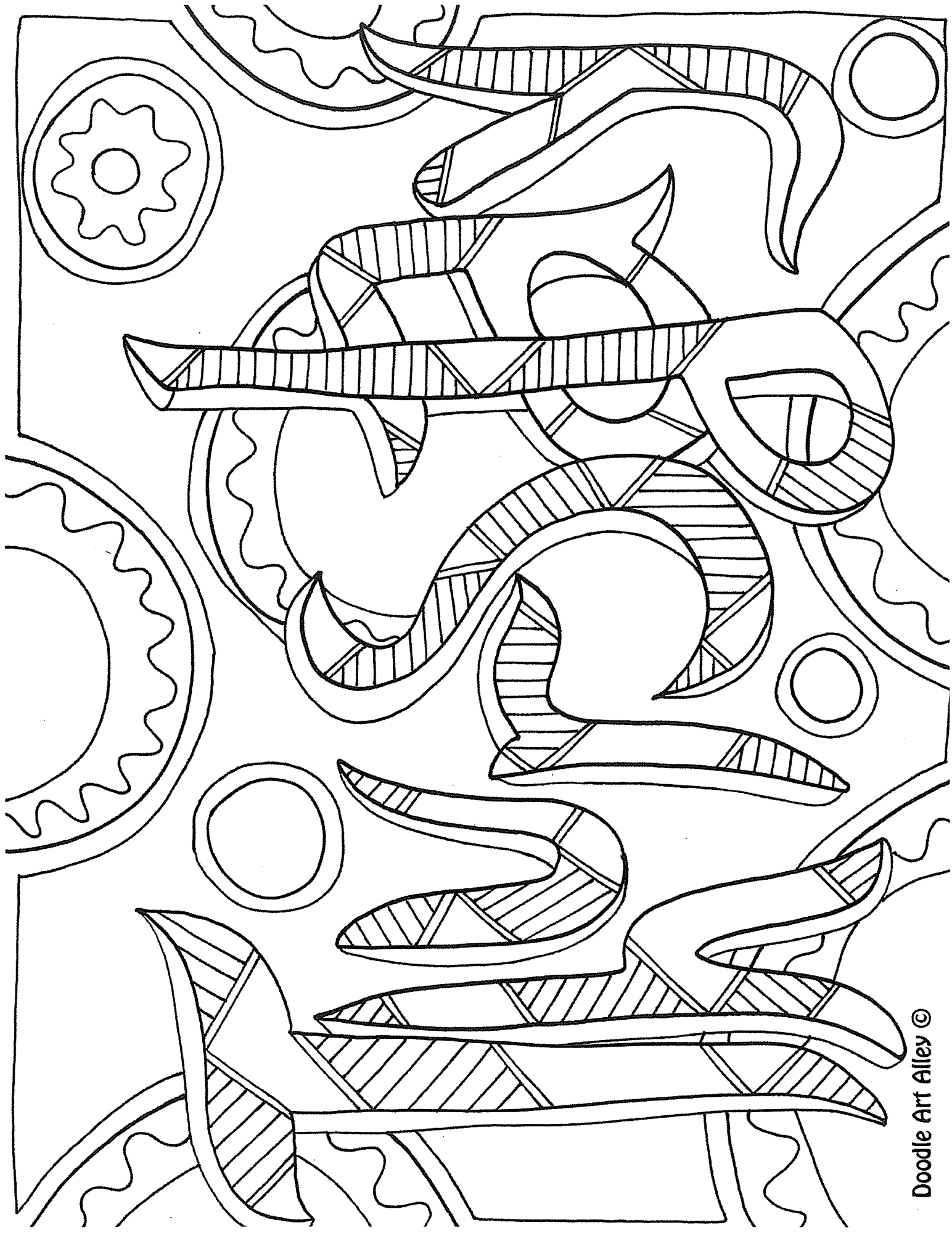
The Sydney Opera House is a world-famous building in Sydney, Australia. It was designed by Danish architect Jorn Utzon and is one of the most distinctive buildings of the 20th century. Construction began in 1959 and was finally finished in 1973. Around eight million people visit the opera house each year. In 1997, it became a UNESCO world heritage site.

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Chicken Life Cycle

Chickens are the most common bird on earth. There are about 60 different breeds. Chickens like to live in a group and the groups are called flocks. Each flock has some chicks, some hens and a rooster. Chickens make over 30 chicken sounds!

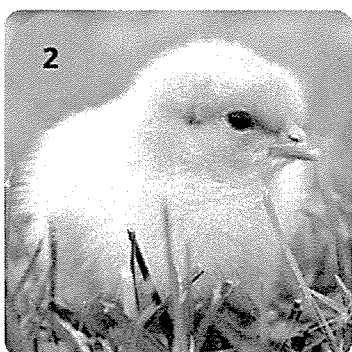
Chickens eat worms, insects, seeds, grains, fruits, vegetables and lots more. Chickens don't have teeth; they swallow their food whole into a part of their stomach called the gizzard that has tiny stones in it, which help to grind up their food.



What happens during the first stage of the chicken life cycle?

Egg

The hen lays an egg - they can do this without cockerels. The unfertilized eggs are what humans bake cakes and other foods with and eat cooked as boiled, fried, poached or scrambled eggs. Only if the egg is fertilized by a cockerel, can it become a chick. Chickens lay more eggs when it's warmer. Chicken eggs can be brown, white, blue, bluish green and pink. The hen incubates the eggs by sitting on them to keep them warm.



What happens during the second stage of the chicken life cycle?

Chick

Baby chickens are called chicks. The chick starts its life by hatching from an egg when it is ready. It pecks a hole in the shell with a bump on its beak called an egg tooth. When the chicks first hatch, they are covered with tiny, soft, fluffy feathers called down, but they are wet at first. Down feathers keep them warm.



What happens during the third stage of the chicken life cycle?

Hen or Cockerel

The chick grows up and changes over time into a chicken. Chickens can live between 10 and 15 years and are raised for their meat and eggs. Female chickens are called hens and male chickens are called cockerels. Cockerels are bigger and more colourful than the hens. They do a little dance to impress the hens. Cockerels protect the hens and the hens protect their chicks.

Hens are ready to lay their first eggs when they are around 6 months old. When the hen lays and incubates an egg, the chicken life cycle starts all over again! Hens can lay around 300 eggs every year.

Questions

Answer the questions below in full sentences.

1. How many different breeds of chicken are there?

2. Name two things that chickens eat.

3. Which part of their stomach has stones in it? What does it do?

4. What colour can eggs be?

5. Name 3 types of cooked eggs.

6. How does the hen incubate the egg?

7. What is the chick's egg tooth for?

8. What are the chick's feathers like? What are they for?

9. What do cockerels do to impress hens?

7 Complete.

✚ We often change **f** or **fe** on the end of a word to **ve** and add **s**, for example *leaf* to *leaves*, *leaf* to *leaves*.



one half two _____ one calf two _____ one scarf two _____

8 Write the words *pass*, *past*, *passed*, *path* and *particle* in alphabetical order. Finish the sentences with these words.

★ The words *pass* and *passed* are regular verbs.

1. _____ My aunty laughed as she walked _____ us.
2. _____ We _____ a calf on the path.
3. _____ Did we _____ you on the grass?
4. _____ There was not one _____ of dust on the glass.
5. _____ We heard an argument along the _____.

9 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

sharp	7	4			basket			2				
aunty			3		banana		1					
after		5			disaster		6					

Which star is never seen in the night sky?

1	2	3	4	5	6	7
---	---	---	---	---	---	---



Challenge

Add the letter to the word to make a List Word, for example **fat** + **s** = *fast*.

- | | | |
|-----------------|------------------|------------------|
| pat + r = _____ | lass + g = _____ | ark + m = _____ |
| bat + h = _____ | car + d = _____ | harp + s = _____ |
| pat + h = _____ | heat + r = _____ | pat + s = _____ |

Add the letter to the word to make an **ar a** word.

- | | | |
|------------------|------------------|------------------|
| had + r = _____ | cat + s = _____ | bar + k = _____ |
| mat + s = _____ | harm + c = _____ | rat + f = _____ |
| past + a = _____ | raft + c = _____ | gasp + r = _____ |
| last + b = _____ | arch + m = _____ | hash + r = _____ |

7 Complete.

✚ We often change *f* or *fe* on the end of a word to *ve* and add *s*, for example *loaf* to *loaves*, *leaf* to *leaves*.



one half two _____ one calf two _____ one scarf two _____

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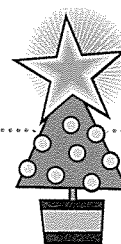
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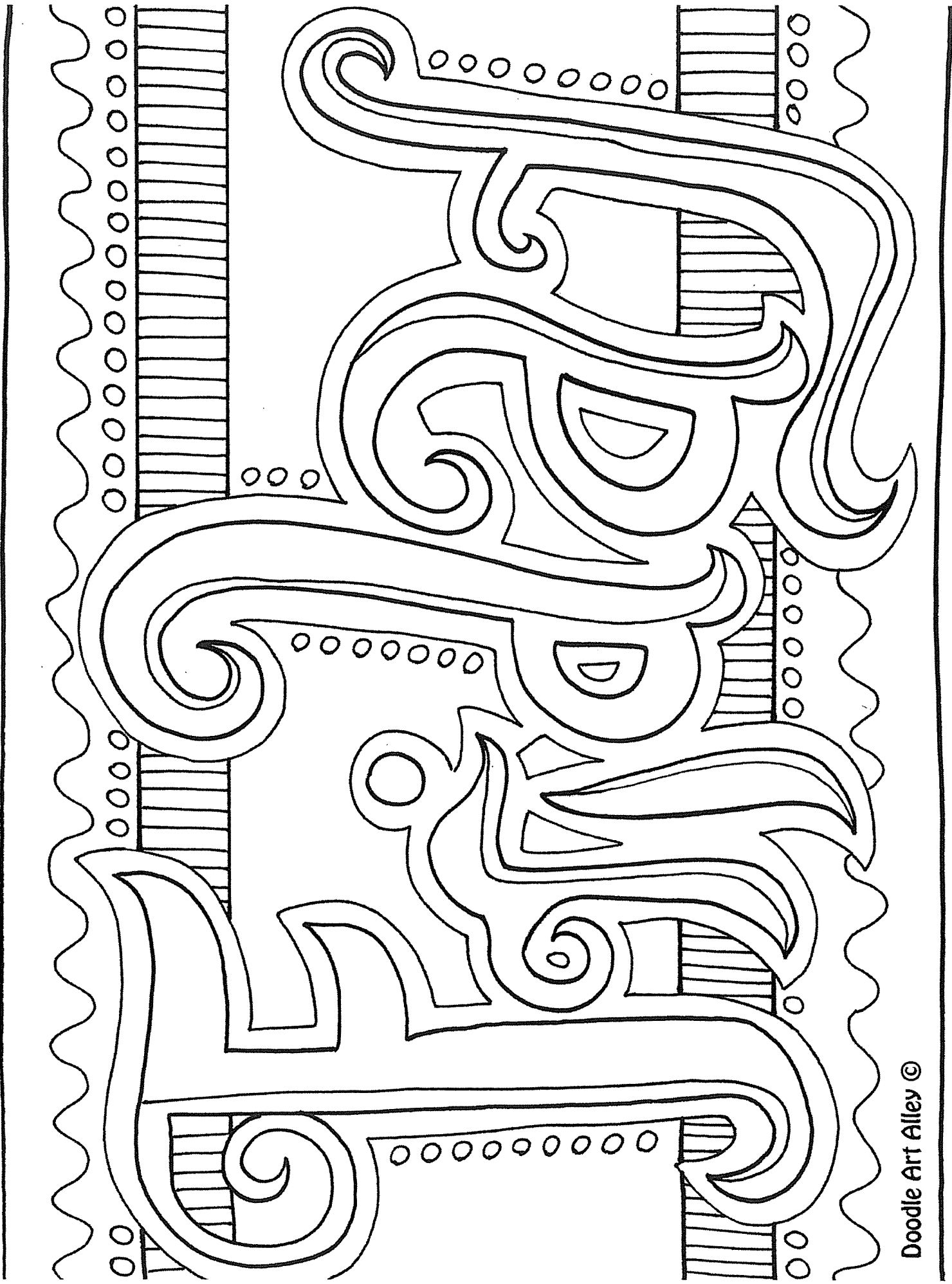
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Add the letter to the word to make a List Word, for example *fat* + *s* = *fast*.

pat + r = _____ lass + g = _____ ark + m = _____
 bat + h = _____ car + d = _____ harp + s = _____
 pat + h = _____ heat + r = _____ pat + s = _____

Add the letter to the word to make an **ara** word.

had + r = _____ cat + s = _____ bar + k = _____
 mat + s = _____ harm + c = _____ rat + f = _____
 past + a = _____ raft + c = _____ gasp + r = _____
 last + b = _____ arch + m = _____ hash + r = _____



Editing

Edit the following passage. You will need to:

- find 3 spelling mistakes
- add 4 capital letters
- add 4 full stops

My Cat

i could see my cat stairing with her big blue eyes her tail was swaying and her paws were ready to pounse she took a long pause and then jumped up to katch a bug as it blew past tomorrow i will tell the tale to my friends

Edit the following passage. You will need to:

- find 3 spelling mistakes
- add 6 capital letters
- add 3 full stops
- add 1 exclamation mark

Tempted by Cake

today i walked by the bakiry i was very tempted to buy one of their flourless choclote cakes with iced flowers for desert i was won over when i saw the price i ate it all at once

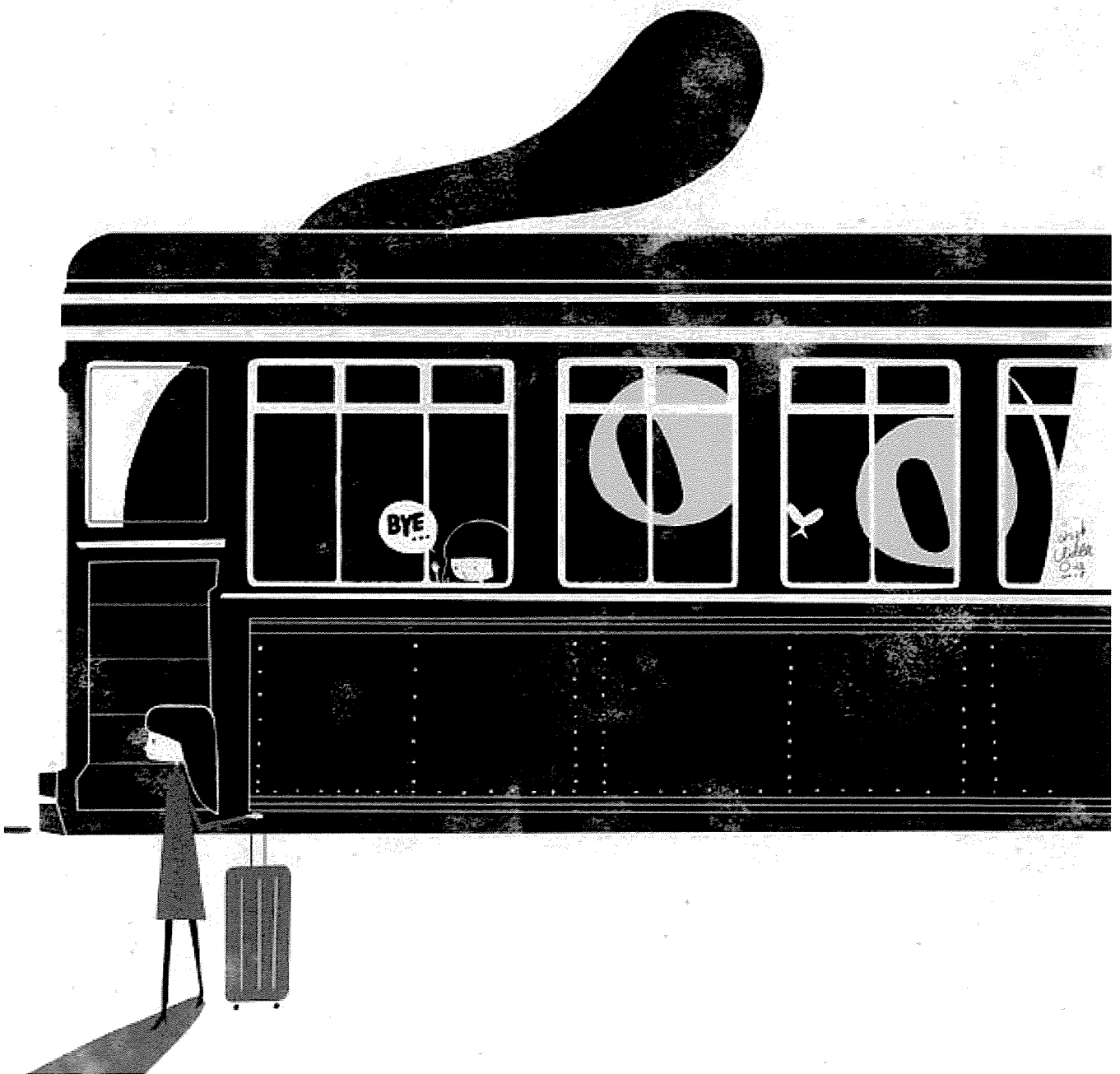
Narrative Writing

Write a narrative using the stimulus picture below as inspiration.
Some things to think about:

- Who are the two characters?
- Why aren't they on the train together?
- Is the train arriving or departing?
- Why is the cat on the train?
- Tell the 'before' of this story. How did it get to this point?


Give yourself:

- 5 minutes to plan
- 30 minutes to write
- 5 minutes to edit



Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax

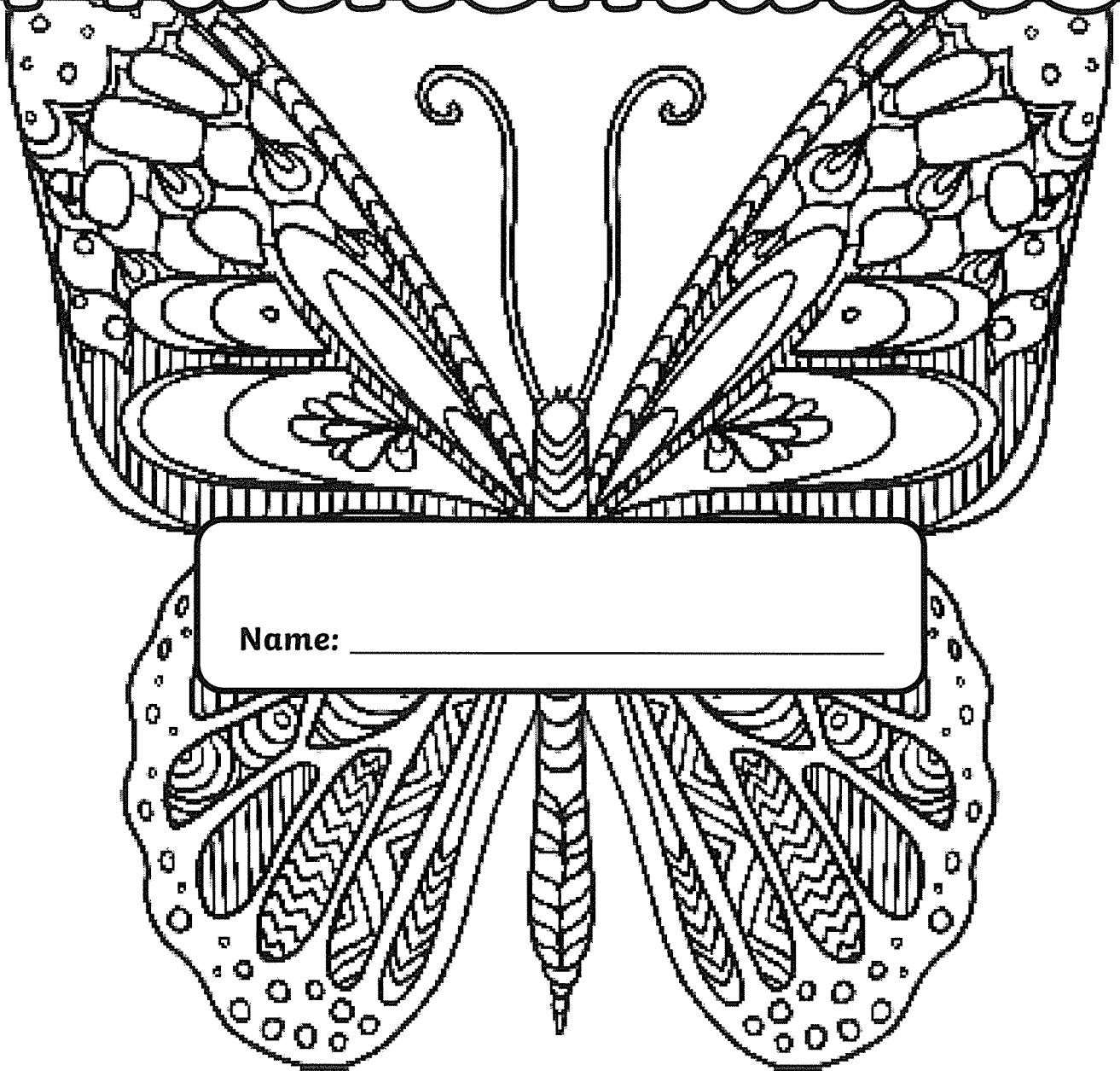


Resolution

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for letter formation.

A series of horizontal lines for writing, consisting of a solid top line, a dashed midline, and a solid bottom line, repeated down the page.

Mathematics



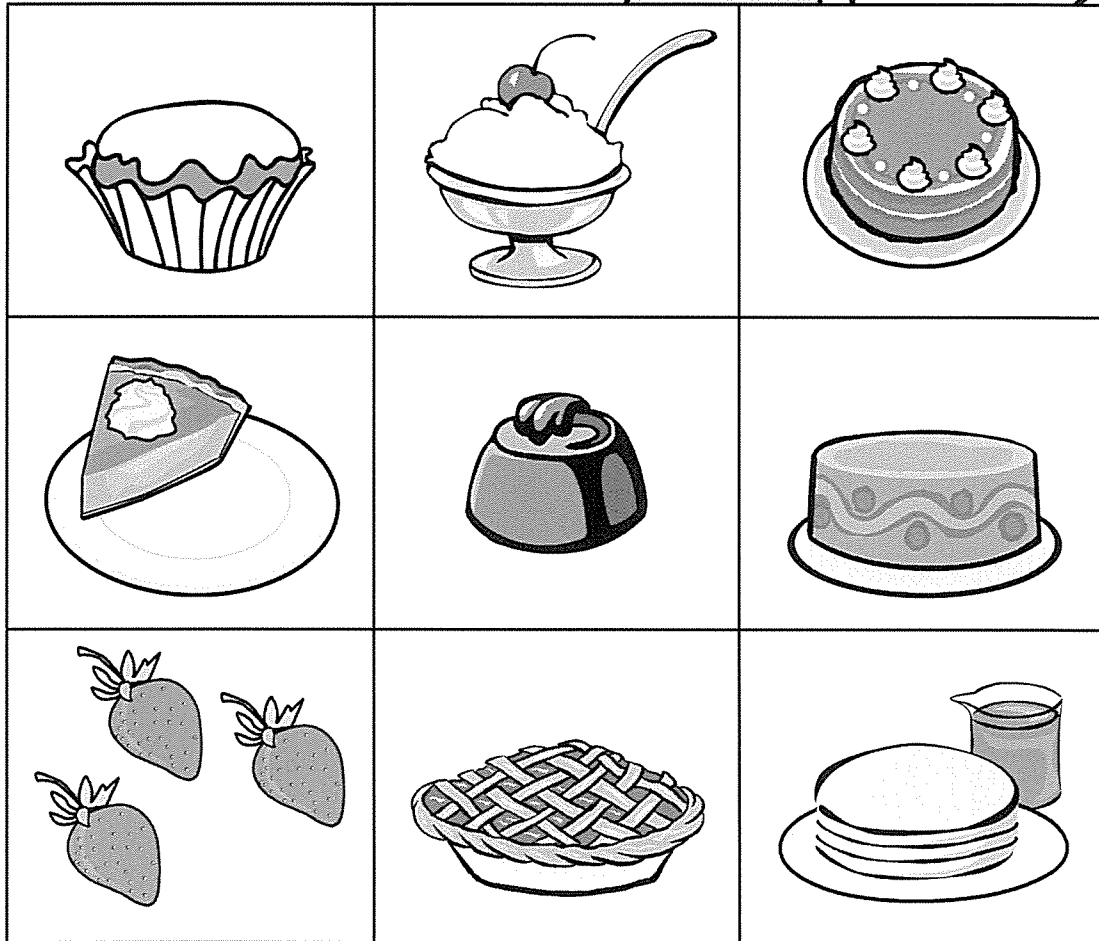
Position – describing position

Ms Moore
Mrs Barrett

When we describe the position of an object in a grid, we need to refer to the row and column. We use words such as left and right, top, middle and bottom. Rows go across and columns go up and down.



- 1 Help Chef Claude by adding the finishing touches to these sweet treats.



- | | |
|-----------------------------|-------------------------------------------|
| a top row in the middle | Add some chocolate sprinkles. |
| b middle row, last column | Add some candles. |
| c bottom row, first column | Dip the strawberries in melted chocolate. |
| d top row, first column | Add a cherry. |
| e bottom row, last column | Pour some maple syrup on the pancakes. |
| f middle row, first column | Add a scoop of ice cream. |
| g bottom row, middle column | Add some whipped cream. |

Position – describing position

Mrs Barrett

Ms Moore

- 2 A group of children are playing a game called Flickety Winks. In this game, they flick a counter twice and add the numbers that the counters land on to see who ends up with the largest score. Read the position of each throw and name the winner.

1	6	7	3	11	10	2
10	2	8	12	3	9	2
5	9	11	4	12	21	23

	Counter 1	Counter 2	Total
Mel	top row, second from the left	bottom row, third from the right	
Jo	bottom row, third from the right	middle row, on the furthest right	
Hamish	middle row, second from the right	top row, fifth from the left	
Nina	bottom row, second from the right	top row, third from the left	

The winner was _____.

- 3 Will played this game on his own and flicked three counters. He ended up with a total of 20. Describe the position of each counter:

Counter 1:

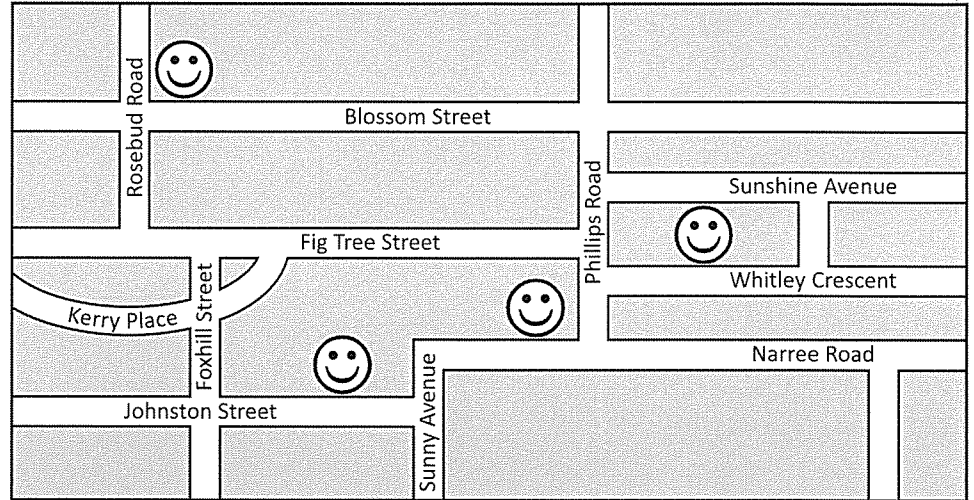
Counter 2:

Counter 3:

Position – following directions

Ms Moore
Mrs Barrett

- 3** A group of four friends live in the same neighbourhood. Each smiley face shows where someone lives.



Colour the faces according to where each person lives:

- a Libby lives on Whitley Crescent. Colour this face green.
- b Max lives on Johnstone Street. Colour this face blue.
- c Emily lives on Narree Road. Colour this face red.
- d Adam lives on the corner of Rosebud Road and Blossom Street. Colour this face orange.

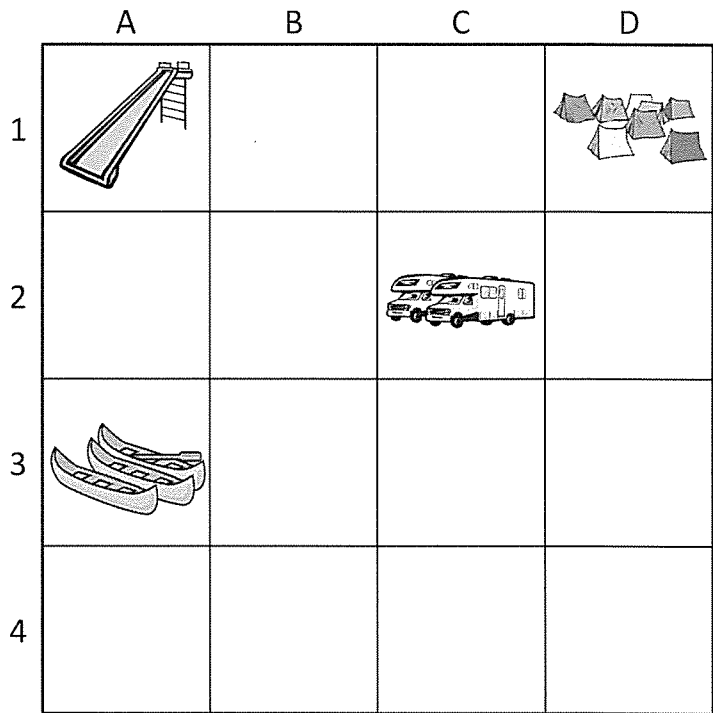
- 4** Look carefully at the map and answer the questions:

- a Adam crosses over Blossom Street, walks down Rosebud Road and turns left into Fig Tree Street. If he keeps walking he ends up on _____
- b Emily walks to the end of her street and turns left into Sunny Avenue and then right into _____
- c Max walks to the end of his street and turns left into Sunny Avenue, then right into Narree Road and left into Phillips Road and left again at Blossom Street. Who is he visiting? _____
- d There is a shorter way he could have walked. Write him some directions below:

Maps are often set up in a grid with letters and numbers down the sides. We use these letters and numbers to pinpoint a particular part of the map. Letters always go before numbers.

1 Here is a map of a holiday camping ground. What is at:

- a A1 _____
- b A3 _____
- c C2 _____
- d D1 _____

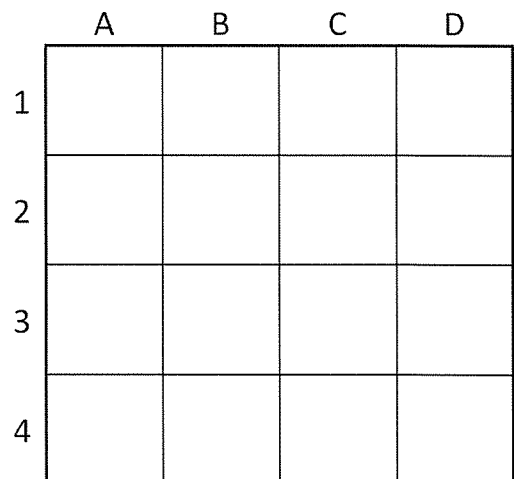


2 This map is missing some places. Draw them in:

- a A lake that covers A4 and B4.
- b Swings at A2.
- c Jet skis at C4.
- d A shed at D4.
- e Trees that cover C3 and D3.

3 Practise using grid coordinates by following these instructions:

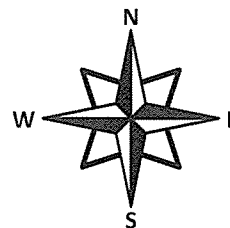
- a Write an even number in A1.
- b Write the first letter of your name in D2.
- c In C4, draw a 2D shape that has more than 4 sides.
- d In B2, write a number that is divisible by 3.
- e In D4, write your age.
- f Write the answer to 6×4 in C1.
- g List all the blank grid spaces. Remember that it is letter then number.



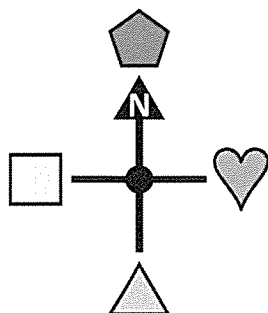
Position – compass points

Ms Moore
Mrs Barrett

We can use a compass to help us with direction.
There are four main points on a compass – north, south, east and west.

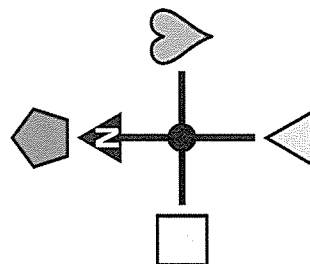
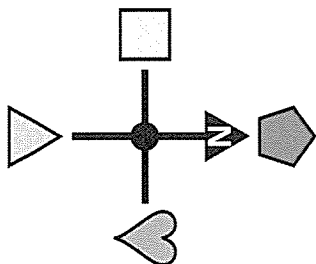


1 What directions are the shapes from the circle?



- a The square is _____ of the circle.
- b The pentagon is _____ of the circle.
- c The triangle is _____ of the circle.
- d The heart is _____ of the circle.

2 Sometimes north is not directly in front of us. Answer these questions. You will need to look carefully to see where north is.



a Which shape is located west?

b Which shape is located south?

3 If photo 1 was taken facing north, what direction was the person facing in photo 2?

Photo 1

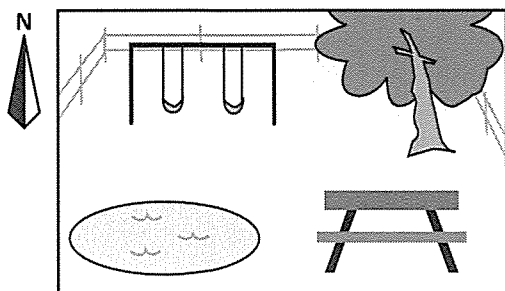
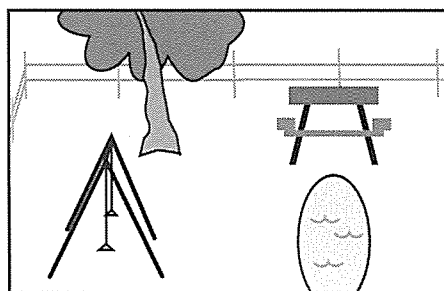


Photo 2



Hit the points apply



Getting ready

This is a game for two players. For this game, each player will need their own copy of this page. Cut out the numbers and black squares at the bottom of this page.

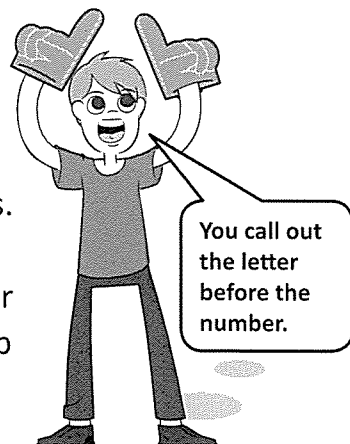


copy

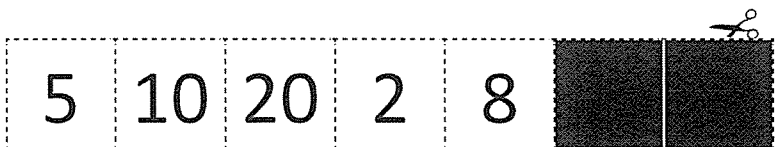


What to do

Each player places the numbers and black squares on their grid without the other player seeing. Take turns to find each other's numbers by calling out coordinates. The aim of the game is to find out where all the numbers are before the other player does. The numbers that are found make up the score. If you call out a coordinate that is a black square, then you miss a turn.



6											
5											
4											
3											
2											
1											
	A	B	C	D	E	F	G	H	I	J	K



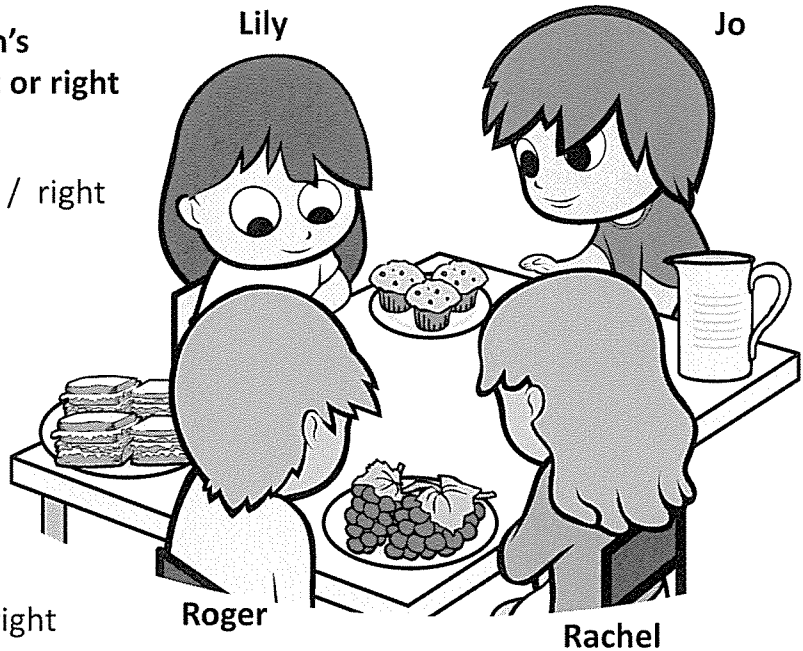
Position – describing position

Mr Brady

When we use terms such as left and right, where we are in relation to the object changes.

1 Look carefully at each person's position and circle either left or right in each sentence:

- a The grapes are on the left / right of Roger.
- b The cupcakes are on the left / right of Jo.
- c The sandwiches are on Lily's left / right.
- d The jug is on Rachel's left / right.
- e Jo is sitting on the left / right of Lily.
- f Roger is sitting on the left / right of Rachel.



2 Solve this riddle:

What is so fragile that even saying it out loud can break it?

a	b	c	d	e	f	g	

A	L	F	G	C
H	M	P	I	B
E	O	X	E	J
R	W	S	Y	N

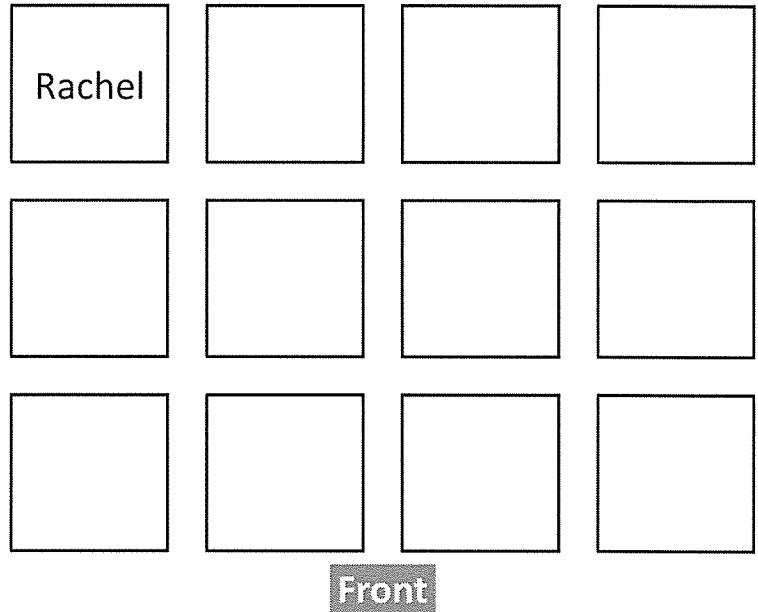
- a Bottom row, third column from left.
- b Third row from bottom, second column from right.
- c Top row, second column from left.
- d Second row from bottom, first column.
- e Bottom row, column on far right.
- f Top row, column on far right.
- g Second row from bottom, first column.

Position – describing position

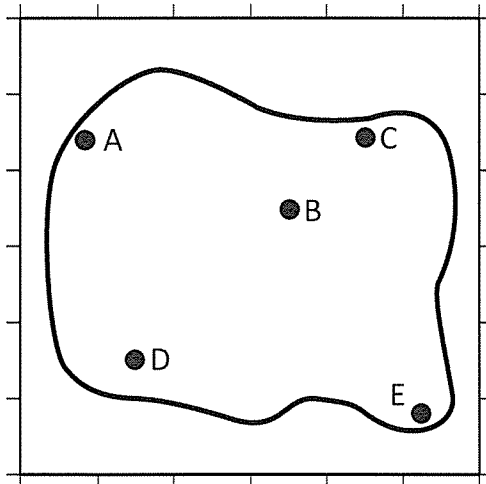
Mr Brady

3 Write the names of each student according to Miss Flenley's seating plan:

- a Josh is in front of Rachel.
- b Emily is in front row second from the right.
- c Karl is behind Emily.
- d Liam is in middle row on the far right.
- e Bec is on Emily's left.
- f Gina is behind Karl.
- g Megan is between Josh and Karl.
- h Lyn is on Gina's left.
- i Jo is in front of Megan.
- j Simon is next to Gina.
- k Andrew is in front of Josh.



4



Here is a map showing the best secret hiding spots in a backyard.

- A = Behind the washing line
- B = Behind the garage
- C = Up the tree
- D = Around the side of the house
- E = Next to the recycling bins

Where are these kids hiding? Write the letter.

- a Ellie is row 2, column 2.
- b George is row 1, column 6.
- c Akhil is row 5, column 1.
- d Bri is row 4, column 4.
- e Taylor is row 5, column 5.

Hint: Row 1 is the bottom row.

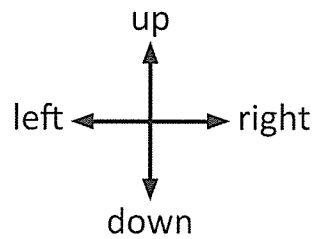


THINK

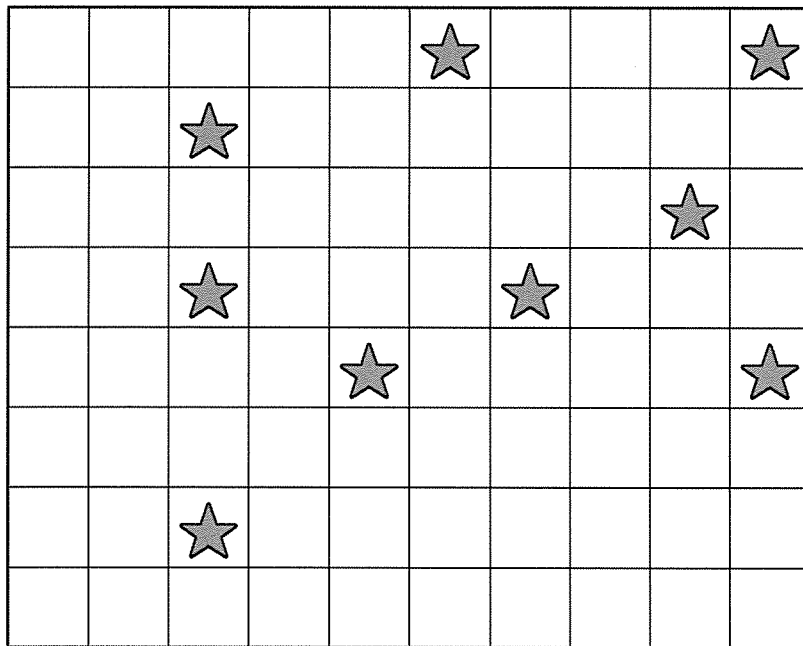
Position – following directions

Mr Brady

On this page, you will practise following the directions **up**, **down**, **left** and **right**.



- 1 Three kids are playing a computer game where they have to move through as many stars as possible to get the most points. Colour each player's paths according to the directions below:



- a Gemma's path is: Start in the bottom row; 6th square from the left; 1 up; 3 squares left; 6 squares up; and 2 squares left.
- b Azumi's path is: Start in the 2nd row from the bottom on the right; 2 squares up; 3 squares left; 2 squares up; 3 squares right; and 2 squares up.
- c Tyler's path is: Start in the bottom row; 1st square on the right; 2 squares left; 2 squares up; 3 squares left; 5 squares up; and 1 square right.
- d A star is worth 10 points, what was each player's score?

Gemma

Azumi

Tyler

Position – grids and coordinates

Mr Brady

Maps are often set up in a grid with letters and numbers down the sides. We use these letters and numbers to pinpoint a particular part of the map.

Sometimes, it is the rows and columns that are labelled.

	A	B	C	D
1				
2				
3		●		
4				

Other times it is the lines that are labelled.

	A	B	C	D
1				
2				
3		●		
4				

1 Answer the questions about what is in each part of the grid.

- a Name the shape at C4. _____
- b Multiply the number at A2 by 3. _____
- c Name the shape at B2. _____
- d Add the numbers at D1 and A1. _____

1	12	○	■	2
2	9	⬠	6	16
3	⬡	5	T	4
4	▲	↓	⬢	8
	A	B	C	D

- e What is different about the shape at B1 compared with the other shapes in this grid?
- _____

2 Plot and join the following points. What picture have you made?

- a D1 to A3, A3 to C3, C3 to C7, C7 to E7, E7 to E3, E3 to G3, G3 to D1.

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

Picture: _____

- b E1 to D4, D4 to A4, A4 to C6, C6 to B9, B9 to E7, E7 to H9, H9 to G6, G6 to I4, I4 to F4, F4 to E1.

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									

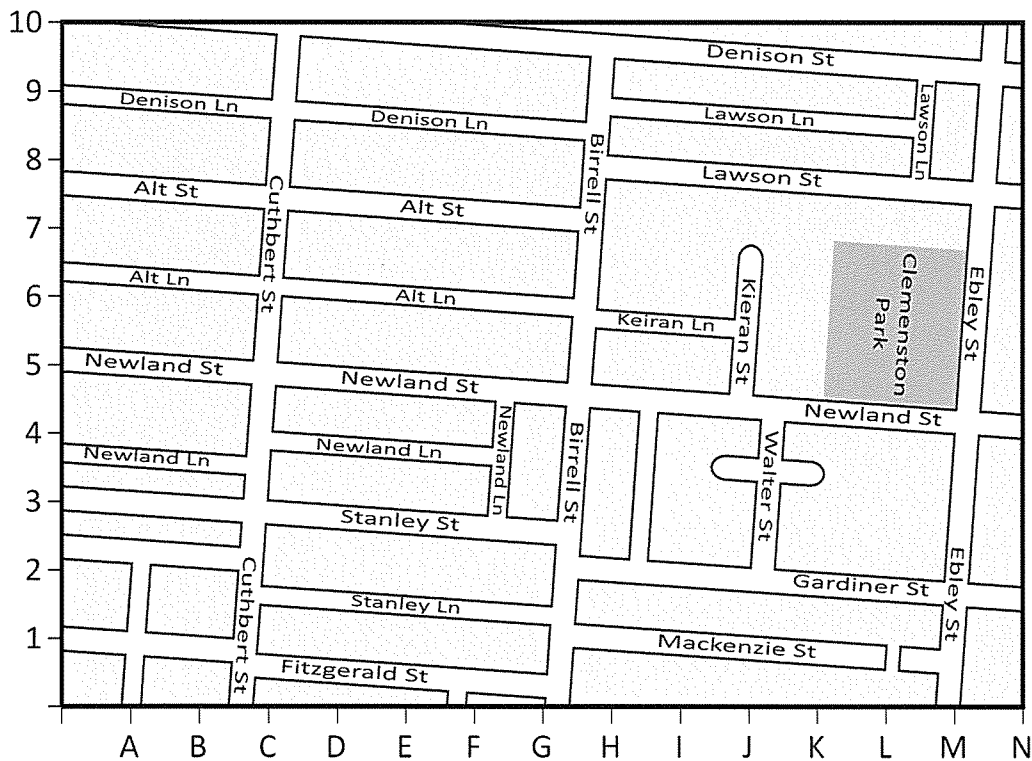
Picture: _____

Position – using a map

Mr Brady

Here is a map from a street directory. When you learn to drive, you will sometimes use a street directory to find out how to get somewhere that you do not know the directions to.

1 Look carefully at this map and answer the questions below:



- a Which street is at E4? _____
- b What is parallel to Denison Lane at E8? _____
- c Which street is at J9? _____
- d What are the coordinates that best pinpoint the intersection of Birrell St and Newland St? _____
- e Draw one way to get from the corner of Lawson St and Ebley St to the corner of Cuthbert and Fitzgerald St.
- f Describe how to get to Clemenston Park from B8.

Position – compass directions

Mr Brady

We can use a compass to help us with direction.

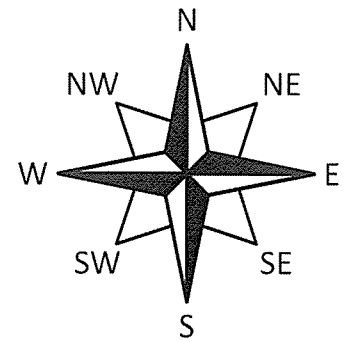
There are four main points on a compass:

N – north S – south E – east W – west

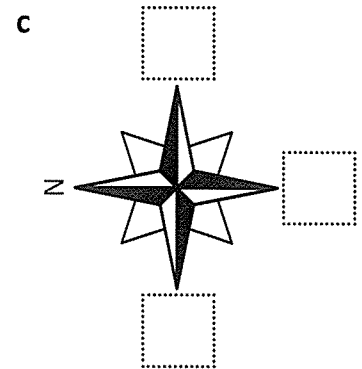
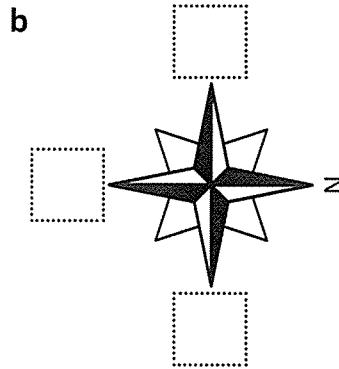
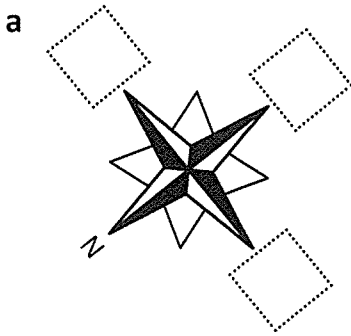
The points in between the four main points help us describe position more accurately.

NW – north west NE – north east

SE – south east SW – south west



1 On each compass, some directions are missing. Fill in the missing ones:



2 Here are four clowns that must find their way to class at circus school. Write the direction that each clown needs to go to get to their class in the spaces below. Take note of where north is.



Magic tricks

Juggling



Fire twirling



Flying trapeze

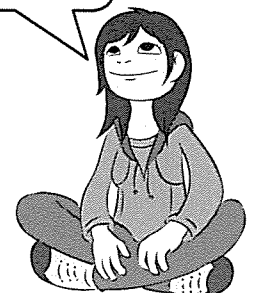
Face painting

Acrobatics



- Pogo is going _____ to the acrobatics class.
- Dimples is going _____ to the juggling class.
- Bozo is heading _____ to the face painting class.
- Twinkles is heading _____ to the magic tricks class.
- Once Twinkles is at the magic tricks class, which direction will he go to get to the flying trapeze class? _____

Hint: Use the points between the four main points.



Hit the points



This is a game for two players. You will need four copies of this page (two grids for each player) and 10 counters.



Each player places all 10 counters in different positions on their grid without the other player seeing. Take turns to find each other's counters by calling out coordinates. The aim of the game is to find out where all the counters are before the other player does. Don't waste your guesses. Keep track of your guesses by marking them on the second grid.

A										
B										
C										
D										
E										
F										
G										
H										
I										
J										
	1	2	3	4	5	6	7	8	9	10

Name:

Date:

BTN - AVID

Direction	Things found
Main Idea	
Interesting Facts	
Vocab	
Questions	

Science

Name: _____

Lesson 2

Learning Intention:	Identify rocks and classify them into one of the three rock groups- igneous, sedimentary and metamorphic.
Success Criteria:	<ul style="list-style-type: none">• Observe and record the characteristics and features of rocks• Eliminate categories according to the rock's appearance• Classify the rock associated with the formation most likely consistent with its characteristics.

Identifying rocks

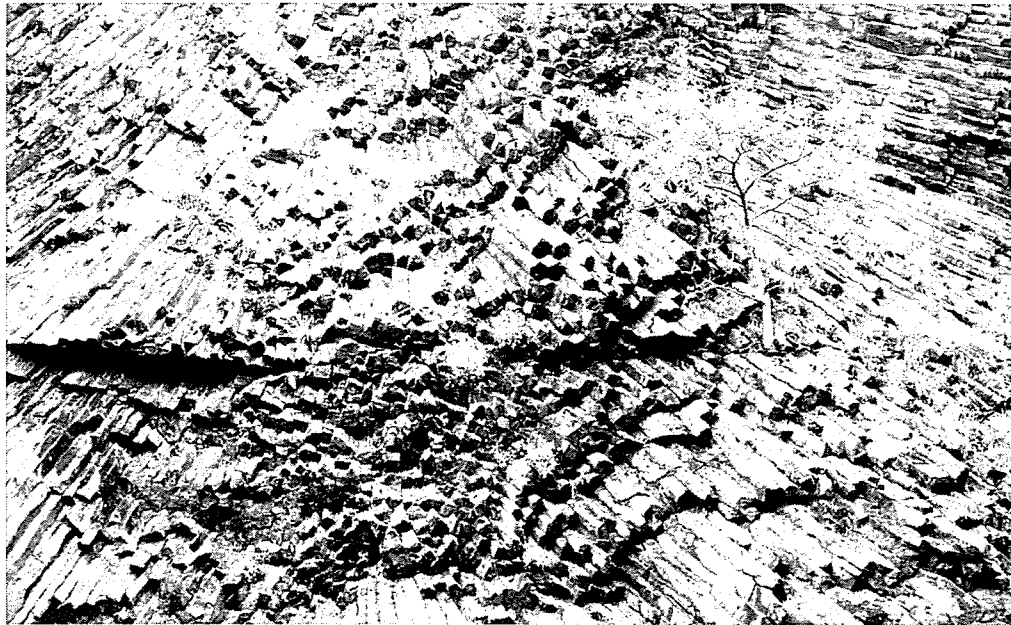
Igneous 1

Holes in this igneous rock were caused by gas bubbles trapped in lava.



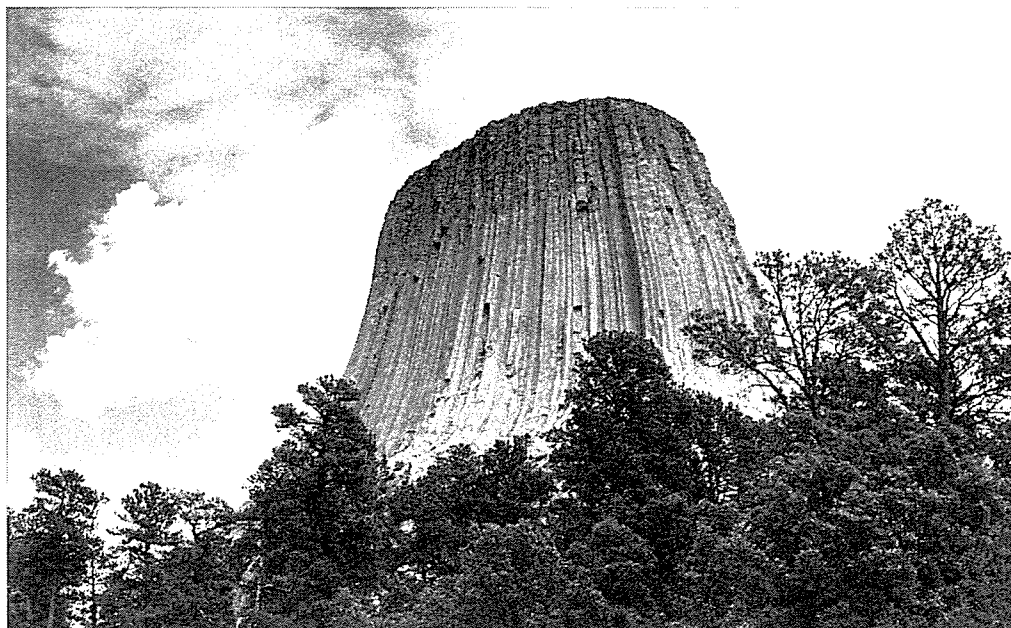
Igneous 2

Regular lines and geometric shapes in this igneous rock were caused by lava cooling to form basalt. It has cracked into these shapes.



Igneous 3

This igneous rock formation was caused by lava cooling and creating long columns.



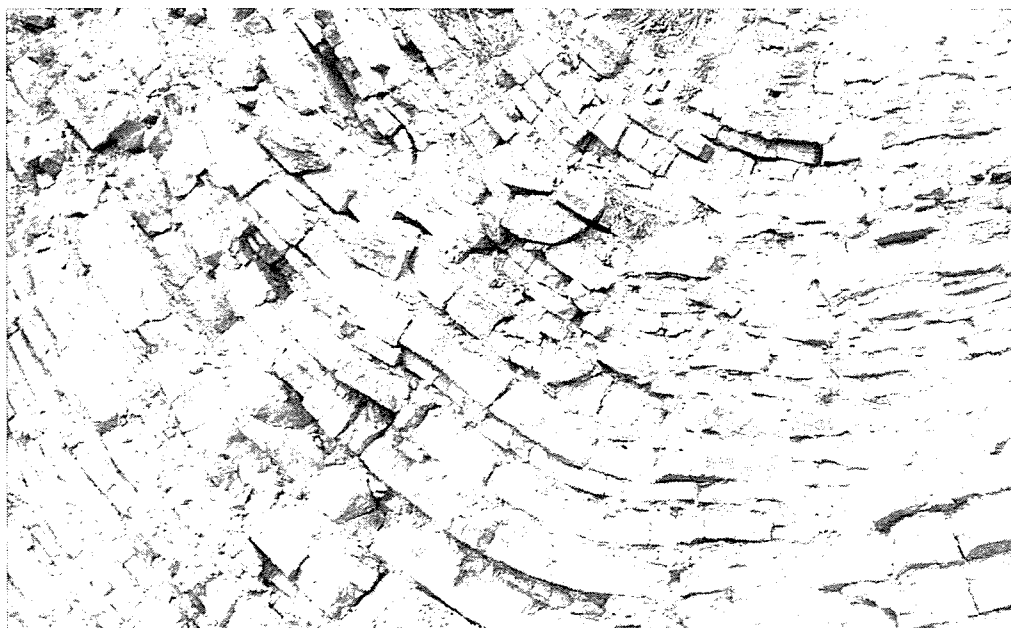
Sedimentary 1

The layered structure and bands of colour in this sedimentary rock were caused by gradual destruction from water, ice and wind. This area was once all underwater.



Sedimentary 2

The regular lines and shapes, and sandy texture in this sedimentary rock were caused by erosion. Ice has caused this sandstone to break into smaller pieces.



Sedimentary 3

The wavy structure and bands of colour in this sedimentary rock were caused by a mix of wind, sand and water, wearing away the rock, weathering, as well as flash flooding.



Metamorphic 1

The jagged shapes and rough surface in this metamorphic rock were caused by extreme heat and pressure when they were formed beneath the Earth's surface.



Metamorphic 2

The crystal structure and pointy surface in this metamorphic rock were caused by pressure during formation.


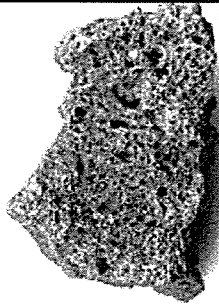




Metamorphic 3

The solid structure and textured surface in this metamorphic rock were caused by weathering from slow moving water.



Look at the following examples of some different kinds of rocks and complete the chart.

What type of rock do you think it is? Igneous, metamorphic or sedimentary				
Are there coloured bands presents? Yes or No				
Are any crystals present? Yes or No				
Are holes or bubbles present? Yes or No				
Colour/s				
Picture of the rock				

Health and Physical Education

Name: _____

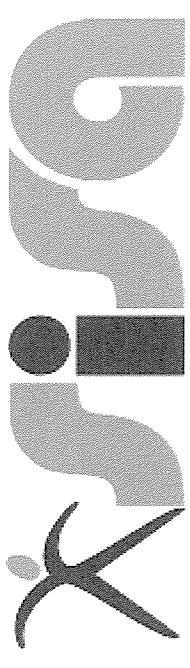
The importance of physical activity

In the columns below list the physical activity you participate in during the week

At home	Outside of home

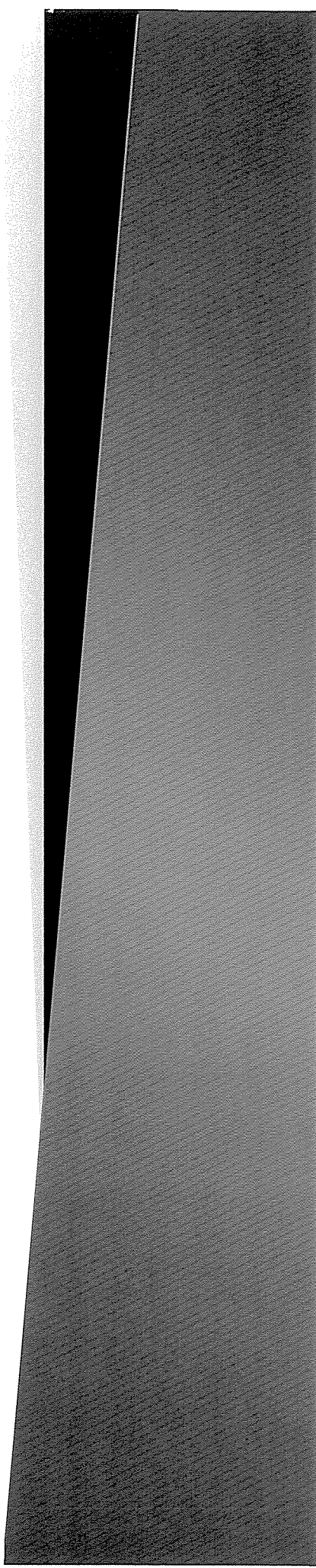
Why is it important to be physically active?

Identify 3 activities that could be used during class time as a brain break. Draw and label with an explanation.



Healthy, Safe and Active Lifestyles

Importance of Physical Activity



Introduction

- ▶ Learning Intention:
- ▶ We are learning to identify our physical activity patterns, and outline why physical activity is important



Importance of physical activity

- ▶ In your workbook or on a piece of paper, answer the following questions:
 - How often do you participate in physical activity?
 - What is your favourite physical activity?
 - What sort of emotions do you feel when you are participating in physical activity? (Happy, sad, angry, etc)
 - Why do you think that you feel these emotions?

Importance of physical activity

- ▶ Watch the following video
- ▶ <https://www.youtube.com/watch?v=94Q5hPE9AI0>

When are you active?

- ▶ Take out the physical activity worksheet
- ▶ In the spaces provided, write down the times that you are active at home, and outside of home. Examples can include:
 - Walking to and from school
 - Sport training
 - Housework
 - Going to the park, etc
- Write a short paragraph about why you think it is important to be physically active

What can we do at home?


- ▶ Using the information that we have learnt, come up with 3 physical activities that you could participate in during the week.
- ▶ Each day, use these activities as a 'brain break' between lessons, or as a fun activity for after school

Geography

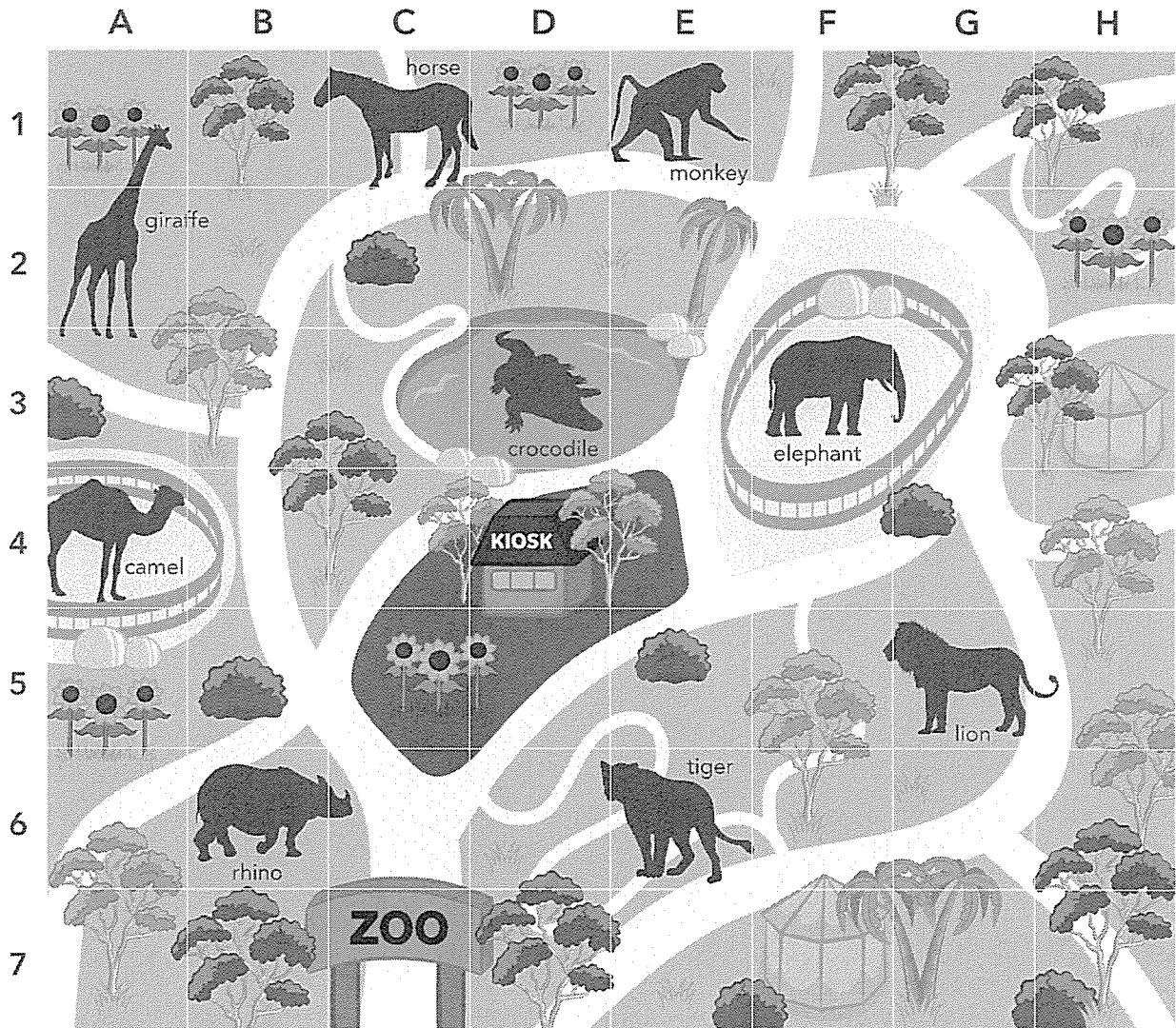


Name: _____

Why do we use maps?

1  Look at the grid map.

A grid helps you to find places on a map. Always read across then down. For example, to find the crocodile on the map below, go across to D and then down to 3. The grid name is D3. Write the grid names for the other animals.



crocodile	D3	camel	rhino
horse		giraffe	tiger
monkey		elephant	lion

Natural Features

4

For this activity you will need an atlas.

Use an atlas to find the following places. Use different coloured pencils to mark the places on your map.

- Great Barrier Reef _____
- Shark Bay _____
- Kati Thanda/Lake Eyre _____
- Darling River _____
- Murray River _____
- Simpson Desert _____
- Great Victoria Desert _____
- Kangaroo Island _____
- Great Dividing Range _____
- Uluru _____



Visual Arts

Name: _____

VISUAL ART ACTIVITIES

Week 5

How to draw a sandcastle – Kids' Art Hub -

<https://www.youtube.com/watch?v=mvdq2ezQTsU>



INSTITUTE OF
**POSITIVE
EDUCATION**



**WEEK
5**

**POSITIVE
EDUCATION
ENHANCED
CURRICULUM**

WEEKLY WELLBEING
PHASE 3

Learn It!

Gratitude

Watch 'Kid President's 25 Reasons To Be Thankful!' (3:46)

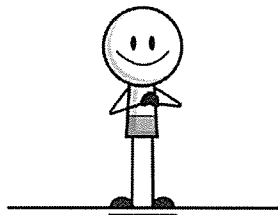


Think About: Which of those things, are you also grateful for?

Take a savouring sensory walk outside. Make sure you walk silently. Use the 5 senses to observe and appreciate nature.

Collect 5 fallen leaves of different sizes and textures, during your walk. Make sure the leaves are big enough to write a few words on them.

Once inside, write things you're grateful for on these leaves. Then create a 'Gratitude Tree' using the leaves, a craft roll/roll from paper towel and some glue or sticky tape.

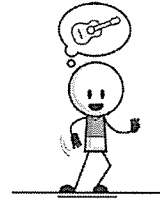


Get Crafty!

Use PVA glue, tissue paper and an old glass jar to create a gratitude jar. Use it to collect all the things you and your family are grateful for! Read 1 item each at dinner.

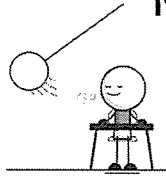


Music Time



'Thankful' by
Jonny Lang feat.
Michael McDonald

Mindful Moment



Engage in this
Mindfulness activity
from the Institute of
Positive Education.



Move It!



Koo Koo Kangaroo:
You are the Best



Watch It!



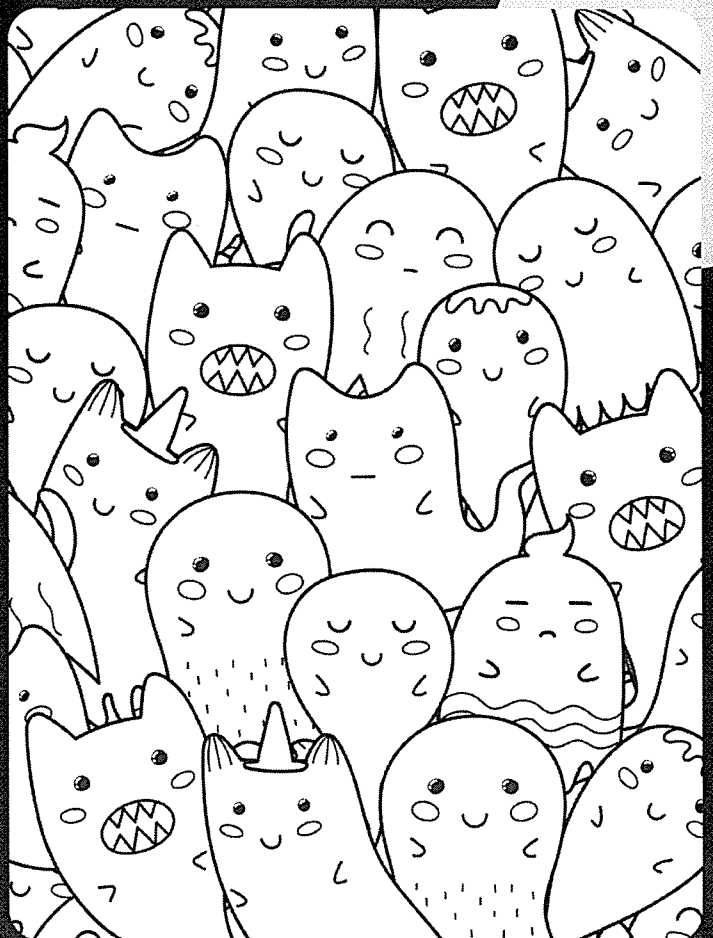
'Long Story Shortz
- My Gratitude Jar'
by Kristen Wiens.

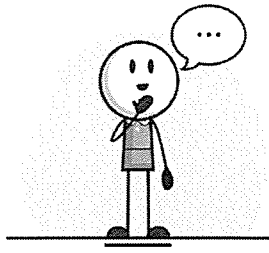


Quoteable Quote

'Piglet noticed that even though he had a very small heart, it could hold a rather large amount of gratitude.'

– Winnie-the-Pooh, A.A.Milne

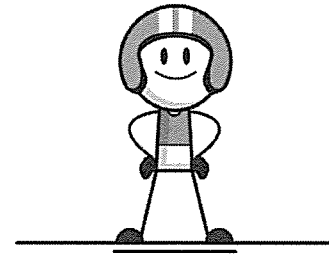




Be the Good!

We're all able to do something good for others!

- Give someone you live with a big hug
- FaceTime your grandparents to say hello
- Donate to a local hospital or charity
- Tell your parents, carers and teachers that they're appreciated
- Send a nice note or card to a friend
- Sew facemasks and donate them
- Write a gratitude letter



Boost Your Body!

Top tips from experts to keep your body healthy:

- Keep moving and active
- Eat fruits and vegetables
- Get plenty of sleep
- Do mindfulness practices



Three good things that happened this week:

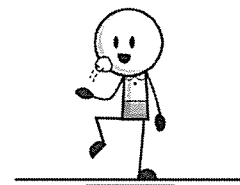
1. _____
2. _____
3. _____

Sleep tracker:

How many hours of sleep did you get?

SUN MON TUE WED THU FRI SAT

Reflection - my week:



Juggling Balance

Energy: Medium

Equipment: Paper

Duration: 1 minute

Engage in this cross-lateral activity to stimulate brain function and learning, and enhance focus and balance.

Students stand on one leg and raise the other to a 90-degree angle with their knee bent. They then hold a scrunched-up ball of recycled paper beside their hip, using the same hand as the side with the raised leg.

Students throw the ball up into the air next to their raised leg and move their other hand under their raised leg to catch the ball.

Swap legs and repeat.

