



Stage 2

Learning From Home

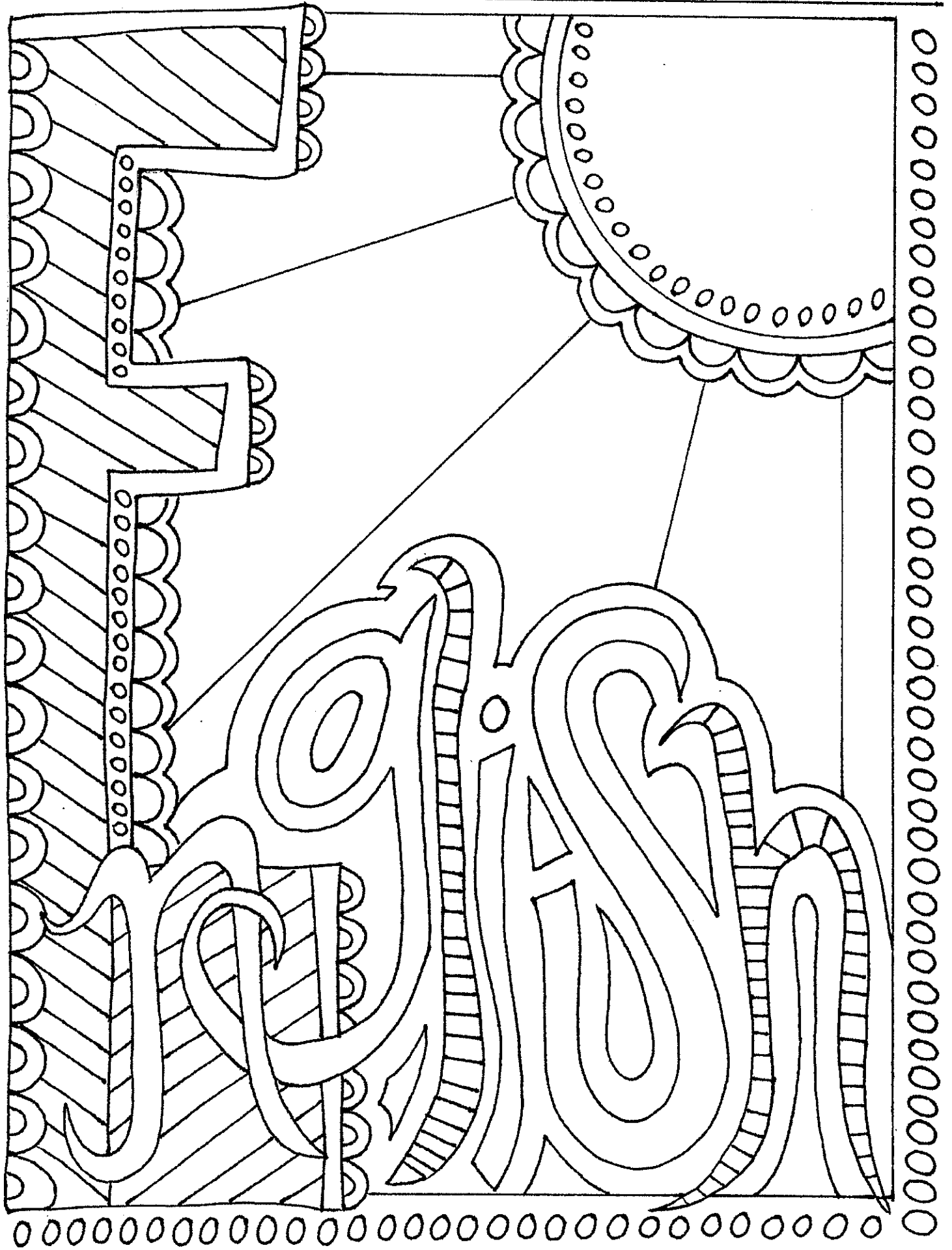
Term 3 Week 8

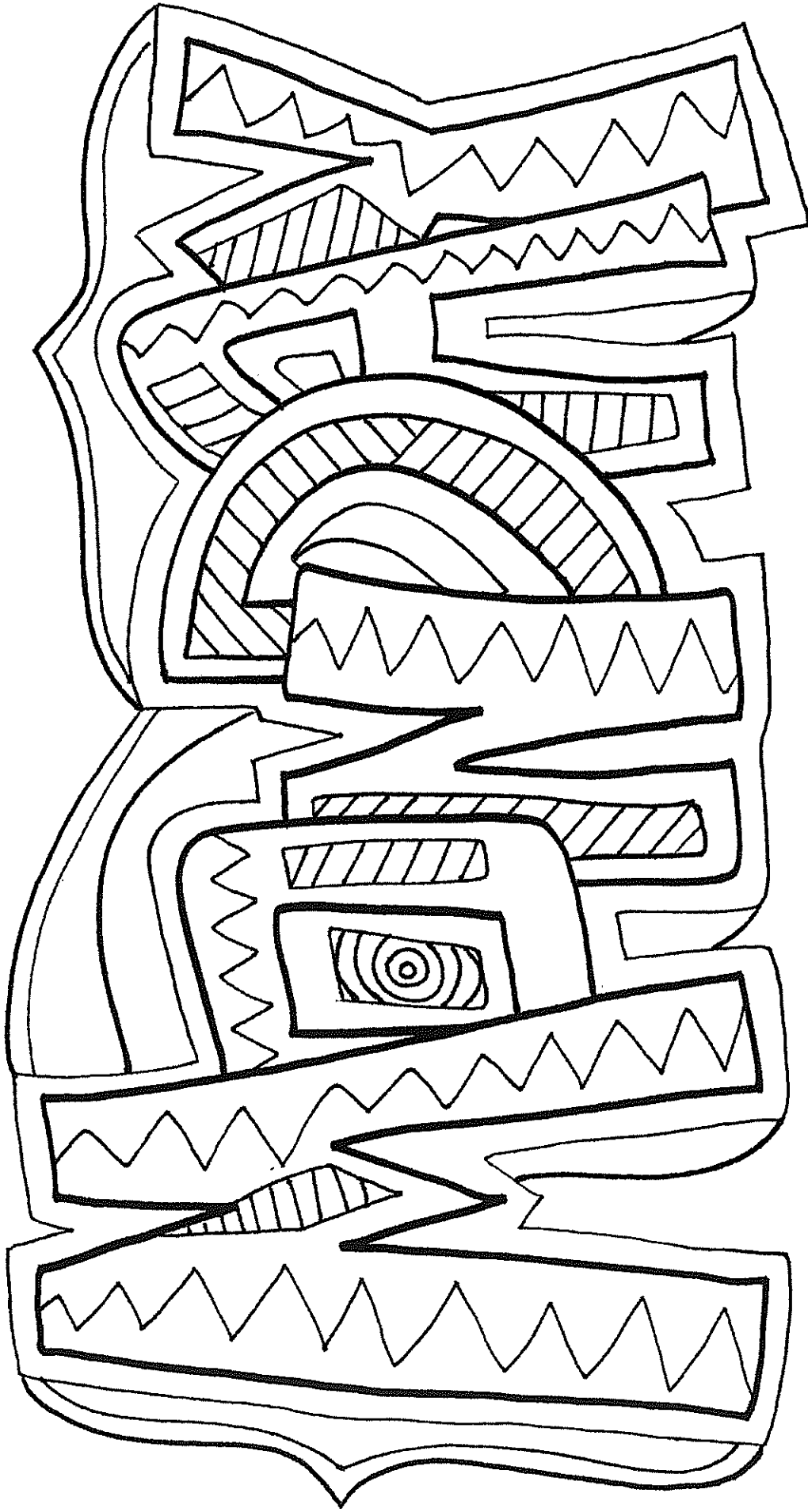
Year 4

Stage 2 Home Learning Term 3, Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English Reading Spend some time reading a book.</p> <p><u>Writing- Limericks</u> A limerick is a short, nonsense poem that aims to entertain people. Write a limerick on the template in your booklet.</p> <p><u>Punctuation - Colons</u> Complete the worksheets about colons.</p>	<p>English Reading Spend some time reading a book.</p> <p><u>Reading Comprehension</u> Complete the reading comprehension about fidget spinners</p> <p><u>Spelling</u> Brainstorm and record some words containing the t and tt graphemes.</p>	<p>English Reading 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 sheets</p>	<p>English Reading Spend some time reading a book.</p> <p><u>Reading Comprehension</u> Complete the reading comprehension, 'Keep Australia Beautiful'.</p> <p><u>Spelling</u> Complete the second page of your spelling sheet</p>	<p>English Reading 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 - Haiku</u> Follow the instructions in your booklet to write a haiku.</p>
Break					
Middle	<p>Mathematics Data Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Data Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Data Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Data Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Data Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>
Break					
Afternoon	<p>Father's Day Complete an activity for a significant male in your life.</p>	<p>Science Interactive Zoo</p>	<p>PD/H/PE <u>Healthy Lifestyle Advertising Challenge</u></p>	<p>Geography Complete the worksheets on features of places.</p>	<p>Zones of Regulation Lesson via Zoom</p> <p>Creative Arts</p>

			<p>Complete the activity in the booklet.</p> <p>You are working at an advertising agency and a client has asked you to design a magazine ad for a new healthy cooking school opening in the city. Design your ad on a blank sheet of paper.</p>		
--	--	--	---	--	--





Using the Colon



When to Use the Colon:

The colon (:) is a sophisticated punctuation device, which is used to introduce information. Most commonly colons are used before a list or further explanation.

The colon separates a sentence with 2 independent clauses whereby the second clause provides additional meaning to the first:

1. *Swimming is something my whole family loves: we are all very good swimmers.*
2. *I have everything I need to go swimming: now I'm just waiting on my instructor to take me.*

Use a colon in time expressions and Ratios:

1. *It is 2:30*
2. *It is 12:00*
3. *4:1 (Ratio of wins to losses or girls to boys etc.)*

Use a colon at the beginning of a list or title or quotation:

1. *Dennis only has one friend: Doug.*
2. *There are four seasons: Summer, Autumn, Winter and Spring.*
3. *She referred to Ghandi's quote: "The future depends on what we do in the present."*

After salutations or in business letters:

1. *To:*
2. *Subject:*

Name: _____



Punctuation: Using the Colon

Circle the area where there should be a colon and insert the colon in the correct spot.

1. Please bring the following fruits apples, plums, oranges and bananas.
2. I don't go to bed until 10 00 pm.
3. I have 3 hobbies I collect coins, I read and I knit.
4. Recess begins at 1 25pm
5. To Whom It May Concern
6. You will need the following back to school items pencils, a ruler, and scissors.
7. The places I like to visit are as follows Italy, France and Canada.
8. Here are the classroom rules
 - a. Raise your hand before speaking.
 - b. Respect each other.
 - c. Listen to one another.

Name _____

Date _____

Limericks

Purpose

Limericks are nonsense poems that are meant to make people laugh.

Structure

Limericks have five lines. The first, second and fifth lines have the same number of syllables, as do the third and fourth lines.

Rhythm

Limericks have rhythm, created by the number of syllables in each line. The first, second and fifth lines should have eight or nine syllables, while the third and fourth lines should have five or six.

Rhyming Pattern

Limericks also follow an aabba rhyming pattern.

Example

Here is an example limerick about an old lady from Rome.

*There was an old lady from Rome,
Who never could find her way home.
She would walk down the street,
Getting very sore feet,
That silly old lady from Rome!*

(introduce the character)
(describe the character)
(describe a funny event)
(describe a funny event)
(summary of the poem)



Name _____

Date _____

Writing a Limerick

Step 1

Choose a character for your limerick. Here are some ideas:

- *a teacher from France*
- *a horrible child*
- *a man with no hair.*

Step 2

Brainstorm what your character might look like and what might happen to them. Remember, a limerick should be funny!

Step 3

Write your limerick. Remember to create the correct rhythm and to follow the aabba rhyming pattern. Some hints for each line have been provided; however, you do not need to follow these exactly.

(introduce the character)

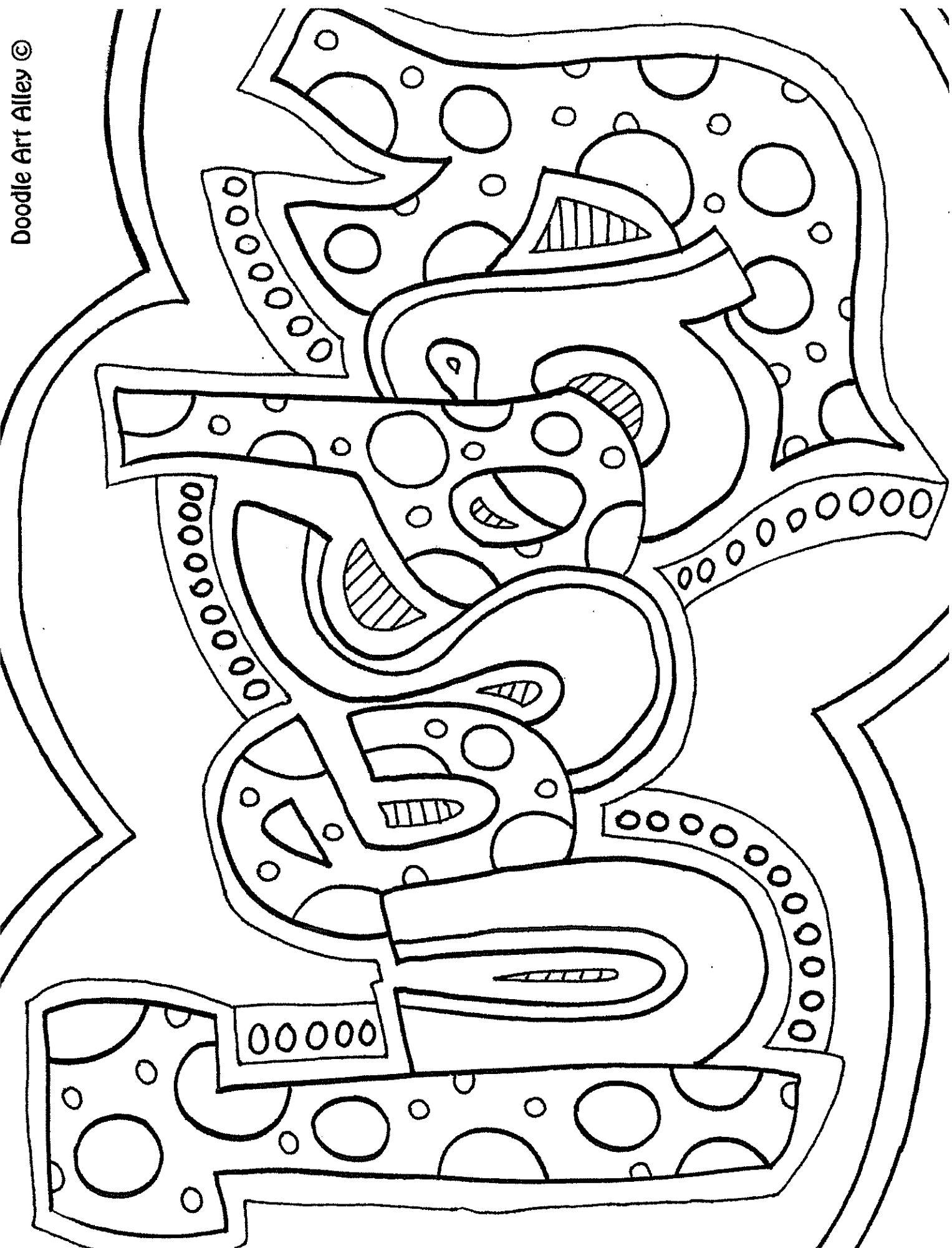
(describe the character)

(describe a funny event)

(describe a funny event)

(summary of the poem)

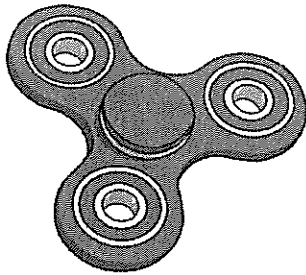




Fidget Spinners

Fidget spinners are toys that are made with a ball in the middle and three 'branches' coming from the centre. The branches spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The different materials change the vibration and the length of time that the toys spin.



How to Spin a Fidget Spinner

- Hold the middle of the spinner between your index finger and thumb as if you are picking it up.
- Flick one of the outside branches with your middle finger and watch it spin.

How the Fidget Spinner Began

Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still trying to look after her own eight-year-old daughter. Catherine began inventing toys for her daughter and the two of them went on to create the fidget spinner.

Uses of the Fidget Spinner

- It has been discovered that some children with special educational needs can use fidget spinners to help them to concentrate or calm down.
- They have been found to help people lower their stress levels by helping the user to 'zone out' and clear their mind.

Fidget Spinners in School

Some schools have banned fidget spinners as they say they are a distraction to other pupils and can negatively affect learning. They could also be a danger to others.

Questions

1. What materials might fidget spinners be made from? Tick two.

- brass
- wood
- stainless steel
- wool

2. What does using different materials change? Tick two.

- the size of the spinner
- the vibration of the spinner
- the length of time that the toy spins
- the type of person using the spinner

3. The paragraph titled 'How to Spin a Fidget Spinner is a type of what text?' 'Instructions' 'Poem' 'Recipe' 'Story'.

- Poem
- Recipe
- Instructions
- Story

4. Complete this sentence:

To make it spin, flick...

Questions

5. Which word most closely matches the meaning of 'created'? Tick one.

- found
- invented
- sewed
- fixed

6. Why did Catherine Hettinger make the fidget spinner?

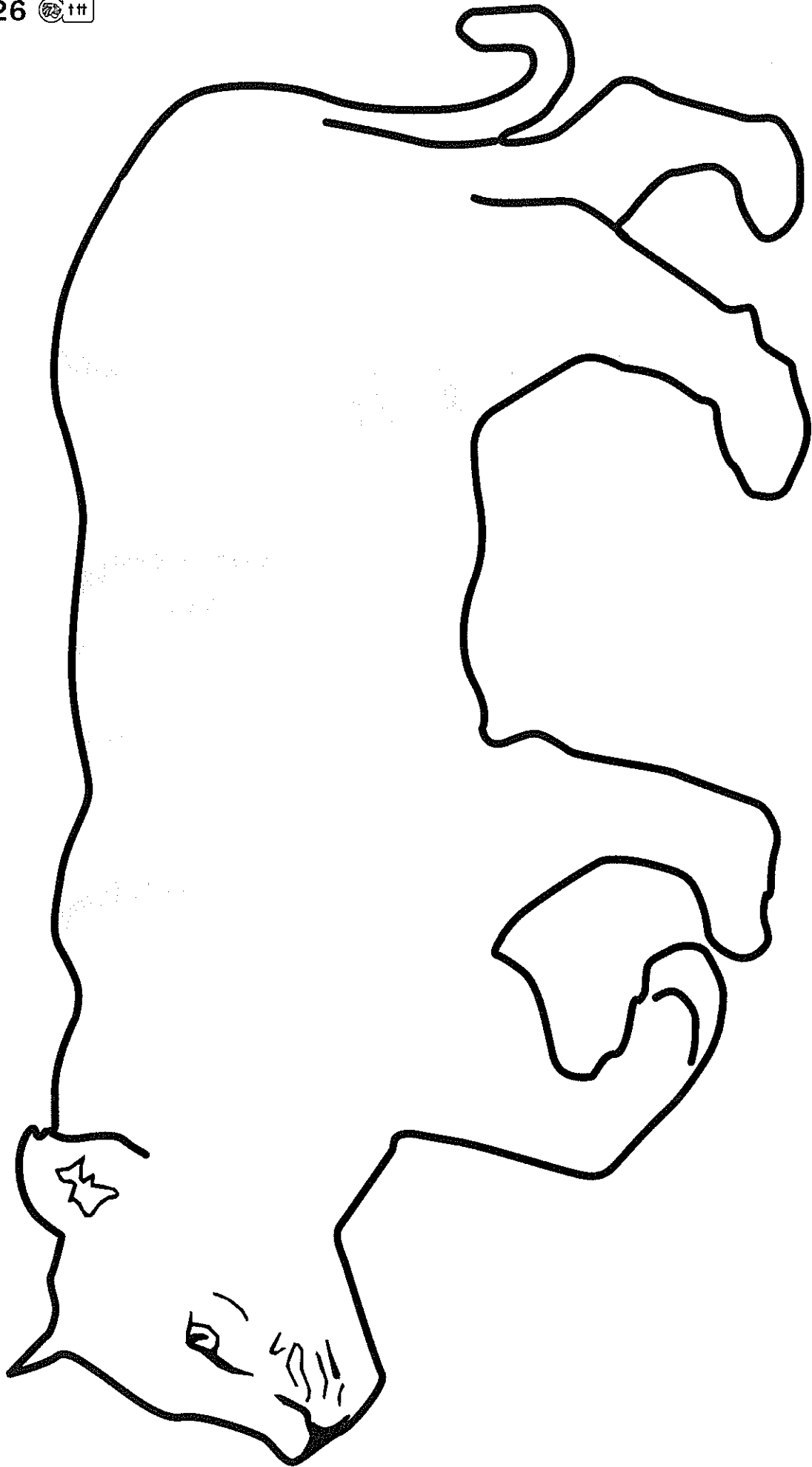
7. What does the fidget spinner help some children with? Tick one.

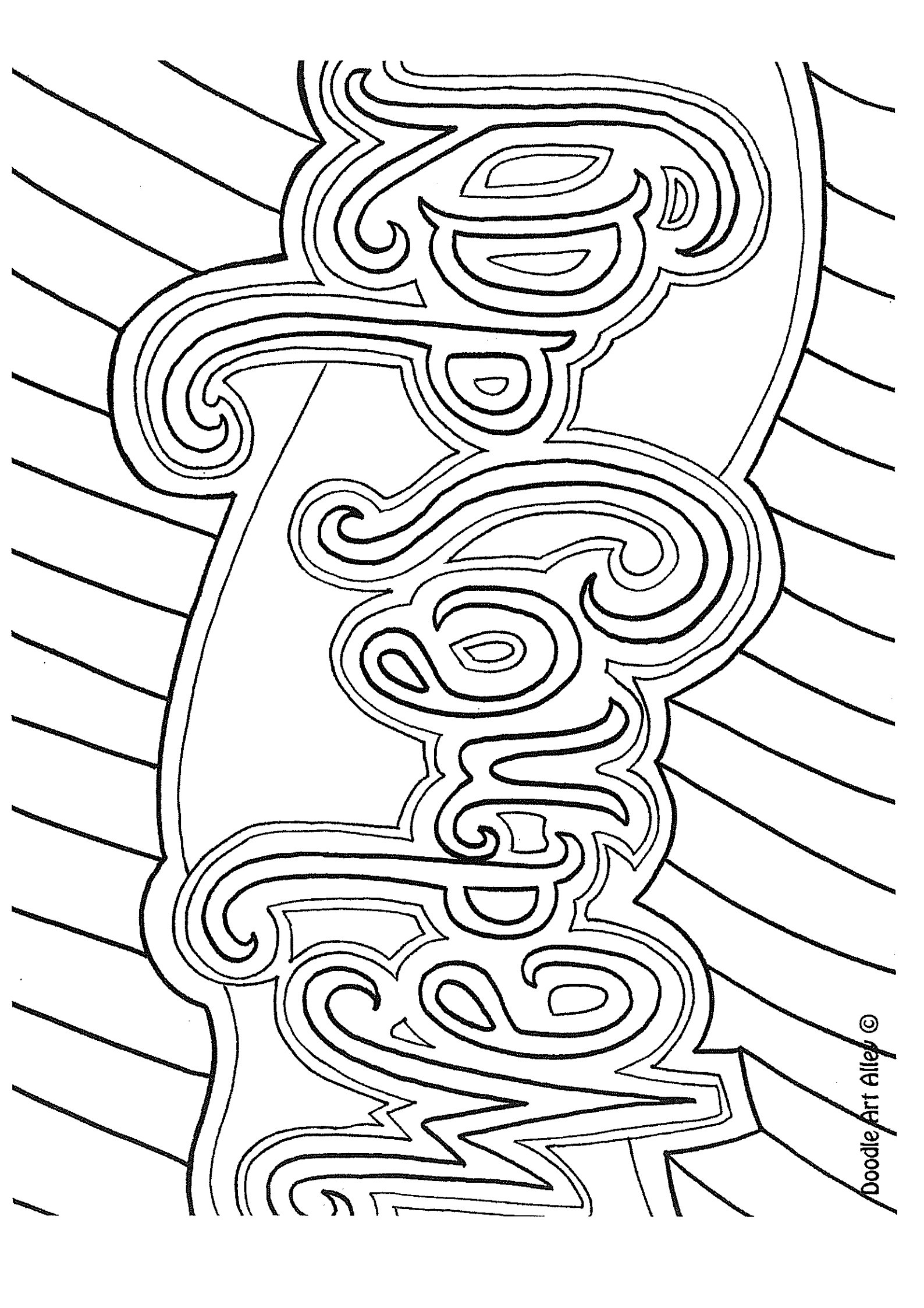
- their maths
- their spellings
- their concentration
- their spinning

8. Why have some schools banned fidget spinners? Tick one.

- They are too much fun.
- They are too big.
- They are too expensive.
- They are too distracting.

Brainstorm some words containing the t and tt graphemes





Unit 24



t tt tiger button

List Words

- spent _____
- twelve _____
- twenty _____
- teeth _____
- fight _____
- meat _____
- mate _____
- talk _____
- store _____
- stir _____
- written _____
- bottom _____
- can't _____
- doesn't _____
- won't _____
- wasn't _____
- twice _____
- twelfth _____
- computer _____
- together _____
- between _____
- parents _____
- Australia _____
- October _____
- pattern _____

Grapheme Chart

letters	words



- Circle the letters that represent in the List Words.
- Write any other letters that can represent on the Grapheme Chart. Write one word example for each.
- Write one stroke for every sound in each List Word.
- Cross out the words with the sound. Answer the question that is left.
Are the meat words *listen, fight, talk, feather, stretch* and *future* all in the F store section in the computer dictionary? _____
- Rewrite these List Words adding t or tt to represent .
eeth _____ mae _____ sir _____ wrien _____
wice _____ paern _____ between _____
Ausralia _____ Ocober _____ boom _____
- Write tr, tw, st, nt, ct or ft to finish the words. Arrange each set in alphabetical order.

___elve	1. _____	spe___	1. _____
___avel	2. _____	breakfa___	2. _____
___ore	3. _____	swi___	3. _____
___ir	4. _____	pare___	4. _____
___elfth	5. _____	O___ober	5. _____
- Finish these sentences with List Words. Use your dictionary to help you.
 You need _____ items to make a dozen.
 You need _____ items to make a score.
 Tom was born on the _____ day in the month of October.
 The visitor had to ring the doorbell _____ before I heard it.
 The reserve player in a cricket team is the _____ man.

Name: _____ Date: _____

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

Name: _____ Date: _____

oa oe od og oo os rc rd rg rq rs va wa wo xa xo

oa oe od og oo os rc rd rg rq rs va wa wo xa xo

oa oe od og oo os rc rd rg rq rs va wa wo xa xo

oa oe od og oo os rc rd rg rq rs va wa wo xa xo

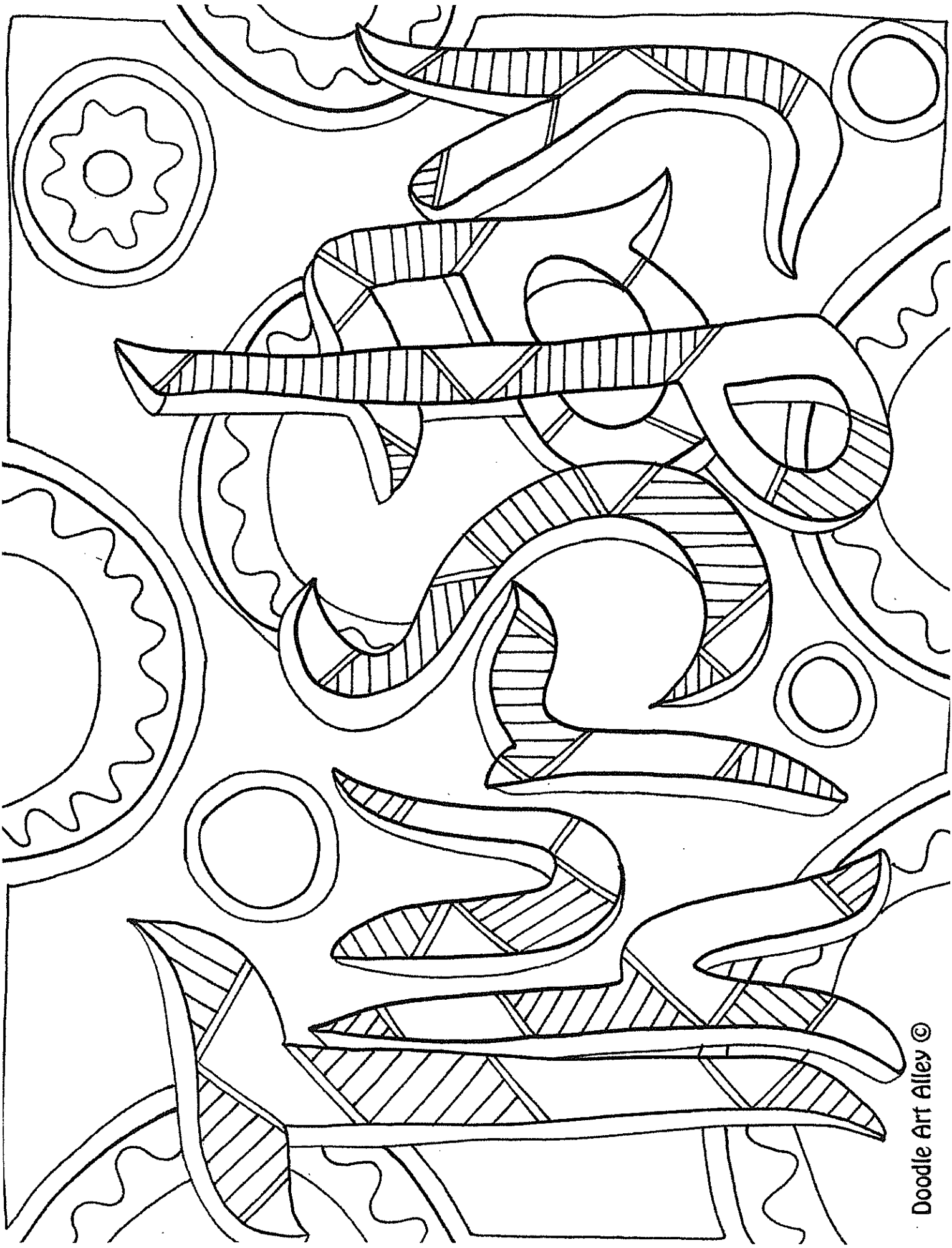
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oa oe od og oo os rc rd rg rq rs va wa wo xa xo



Keep Australia Beautiful

Keep Australia Beautiful Week is a week to build awareness about the importance of reducing litter and ensuring we look after the environment by everyone encouraging each other to place their litter in the bin.

Litter is any waste, such as paper, cans and plastics, left on the ground. Litter varies in size from small items, such as lolly wrappers, to larger items, such as food packaging. This type of litter does not belong in any natural environment.

Here are the most common pieces of litter to be thrown away:

1. Cigarette butts
2. Glass bottles
3. Plastic bottles
4. Aluminium cans
5. Plastic bags
6. Plastic chip and lolly bags
7. Plastic bottle tops
8. Metal bottle tops
9. Small pieces of paper
10. Foil lolly wrapper

Litter can be extremely harmful to the environment. When litter is left on roads, animals often stray from their habitats to reach pieces of food. This can result in them being killed or severely injured. Most discarded waste that is found on beaches comes from urbanised areas. Litter is a hazard to organisms in the ocean as well. Aquatic animals can choke on litter as they may think it is another sea creature and try to eat it. They can also become entangled in plastic bags in their habitat. Litter can also pollute our seas as chemicals are released into the water, reducing its quality. As a result, it is really important to reduce the amount of litter that is thrown away.

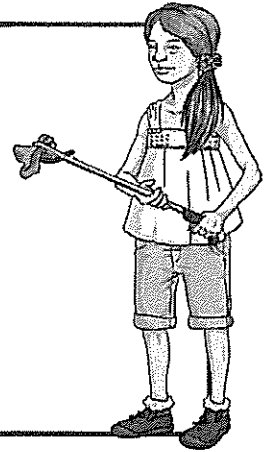
One of the aims of Keep Australia Beautiful Week is to reduce the amount of rubbish people throw away. Another aim is to teach people about the simple ways they can look after the environment. Often, schools and community groups work together to clean up neighbourhoods, parks and beaches to improve communal areas.

Keep Australia Beautiful Week is an important time to promote the importance of maintaining a clean, safe environment for animals and people alike.



What can you do to keep Australia beautiful?

- Make sure you put your rubbish in the bin;
- Say no to plastic bags;
- Have a rubbish-free lunch as often as possible;
- Reuse and recycle things you no longer need;
- Pick up rubbish if it is safe to do so.



Questions

1. What is Keep Australia Beautiful Week?

2. What items in 'the most common pieces of litter to be thrown away' could be recycled?

3. How can litter in the water be hazardous to an animal like the sea turtle?

4. 'Litter can be extremely harmful to the environment'. Why has the author chosen to use the word 'extremely'? Can you think of a synonym and an antonym?

5. How do you imagine that litter from the urbanised areas ends up on our beaches and in the ocean?

6. List two ways all Australians can keep Australian beautiful.

7. Why do you think people litter?

8 Choose a word part from each column and join them together to make a List Word.

patt	ents
par	ern
bott	en
writt	tween
be	n't
does	om

Oc	tral	ber
Aus	to	ia
to	put	ther
com	ge	er

9 Write contractions for the pairs of words in the box. Finish the conversation with your words. The underlined word in each sentence is a clue for the missing word in the reply.

Go to Helpful Hint (8).

do not	_____
can not	_____
does not	_____
was not	_____
will not	_____

1. I can make a meat pie.
2. Mum does the pastry first.
3. Next the meat was cooked.
4. Mine will be a lovely pie.
5. Well, you don't have to eat any.



1. No you _____.
2. No she _____.
3. No it _____.
4. No it _____.
5. Yes I _____.



Challenge

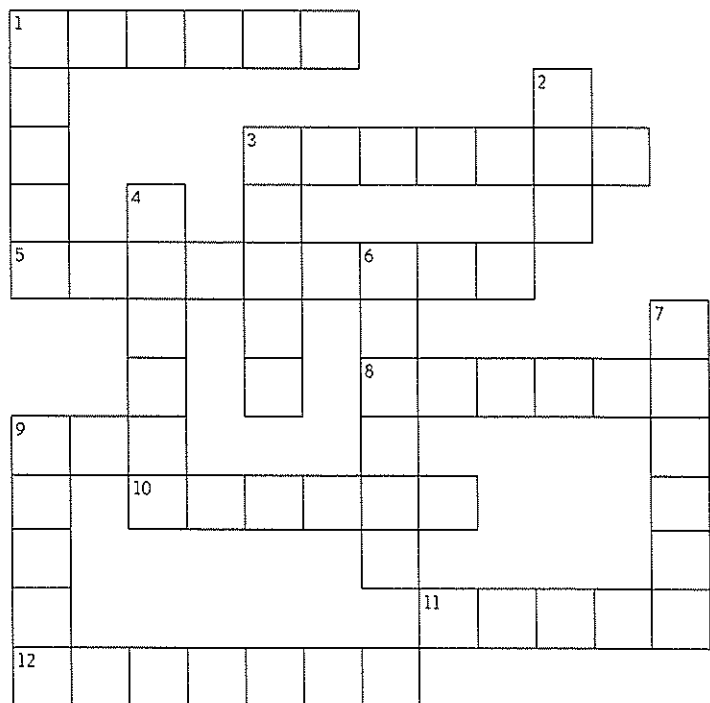
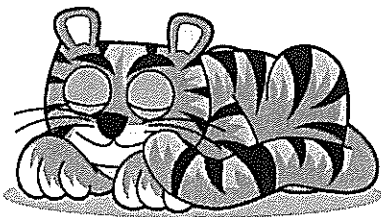
The Crossword answers are the past tense of the verbs listed, for example, Today I *count*. Yesterday I *counted*.

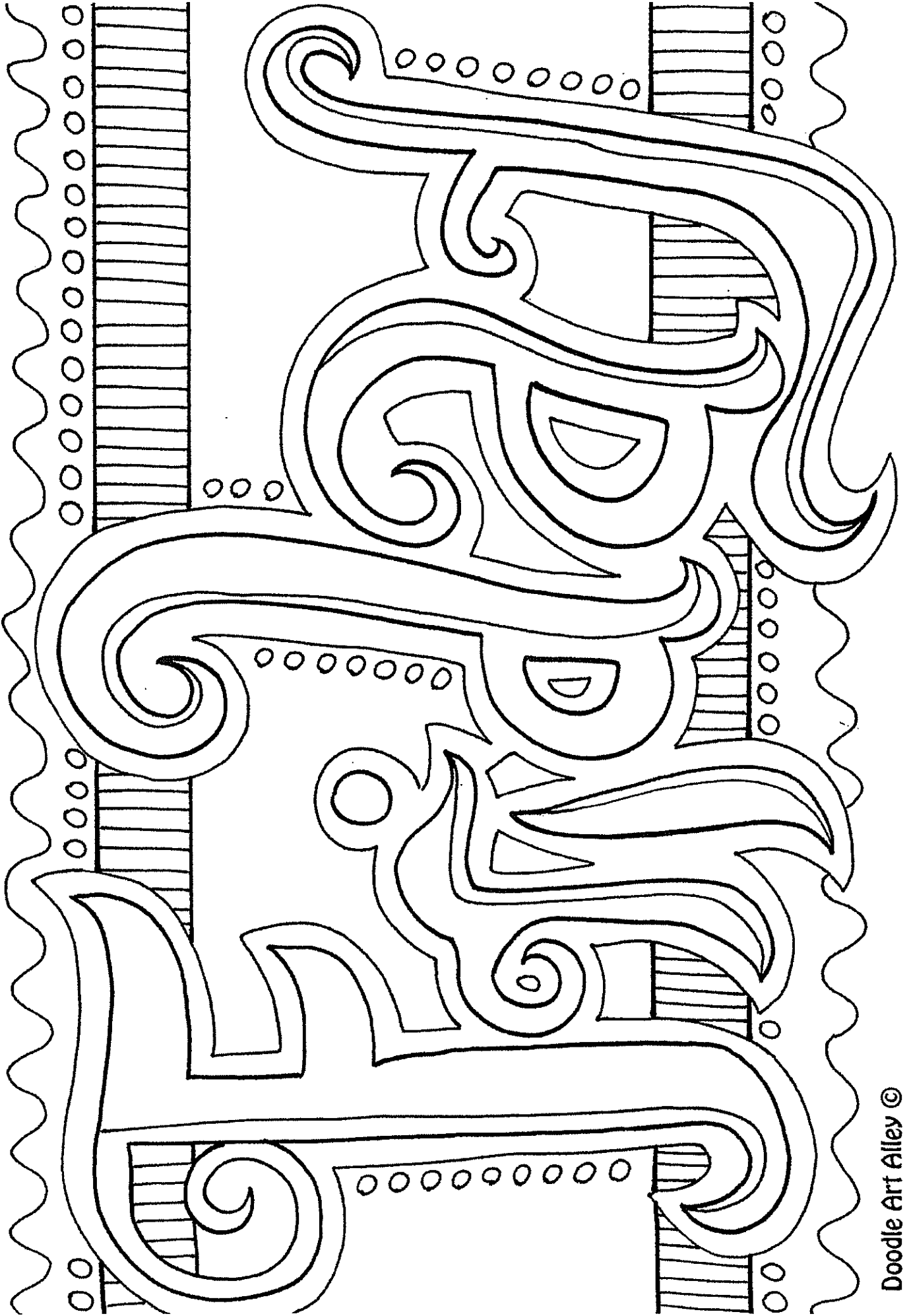
Across

1. buy
3. stir
5. travel
8. fight
9. eat
10. dust
11. try
12. dirty

Down

1. build
2. meet
3. spend
4. talk
6. lift
7. store
9. ask

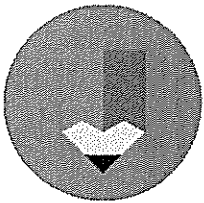




13

Recycling

my little brother loves to recicol he sorts threw all of our rubbish and puts the paper cardbord plastic bottles and glass into a special bin these materials can then be used again to make new products



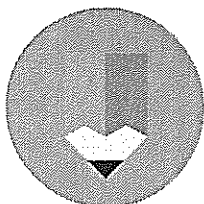
Find 3 spelling mistakes.
Add 3 capital letters, 3 full stops and 2 commas.

 teachstarter

14

Solids and Liquids

i can turn solid butter into a liquid by puttin it into a pan and adding heat i can then turn the liqwid butter back into a solid by putting it in the frige overnight temperature can change the state of solids and liquids



Find 3 spelling mistakes.
Add 3 capital letters and 3 full stops.

 teachstarter

Name _____

Date _____

Haiku Poems

Purpose

Haiku poems describe a particular topic. Traditionally, they are written about nature; however, you can write a haiku about any topic you like.

Structure

Haiku poems have three lines. The first and third lines have five syllables and the second line has seven syllables.

Rhythm

Haiku have rhythm, created by the number of syllables in each line.

Rhyming Pattern

Haiku poems do not usually rhyme.

Example

Here is an example haiku poem about roses.

Petals red as blood

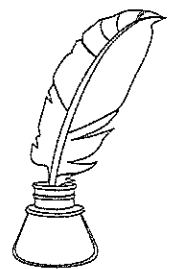
(five syllables)

Fragrant perfume fills the air

(seven syllables)

A delicate rose

(five syllables)



Name _____

Date _____

Writing a Haiku

Step 1

Choose a topic for your haiku poem. Here are some ideas:

- *fire*
- *raindrops*
- *wind.*

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

Step 3

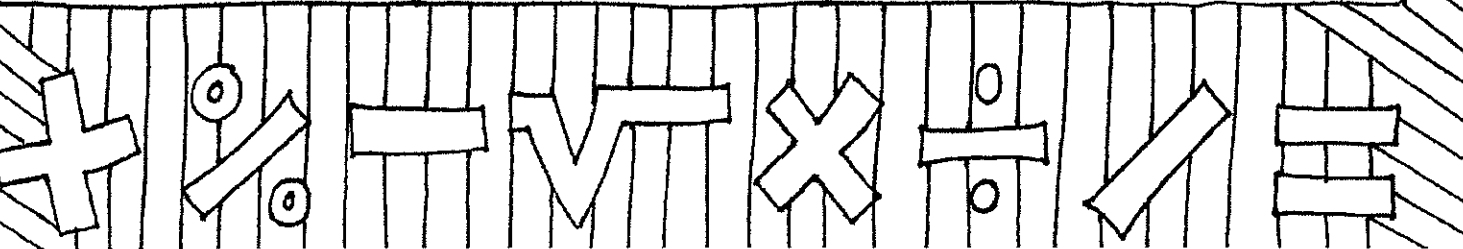
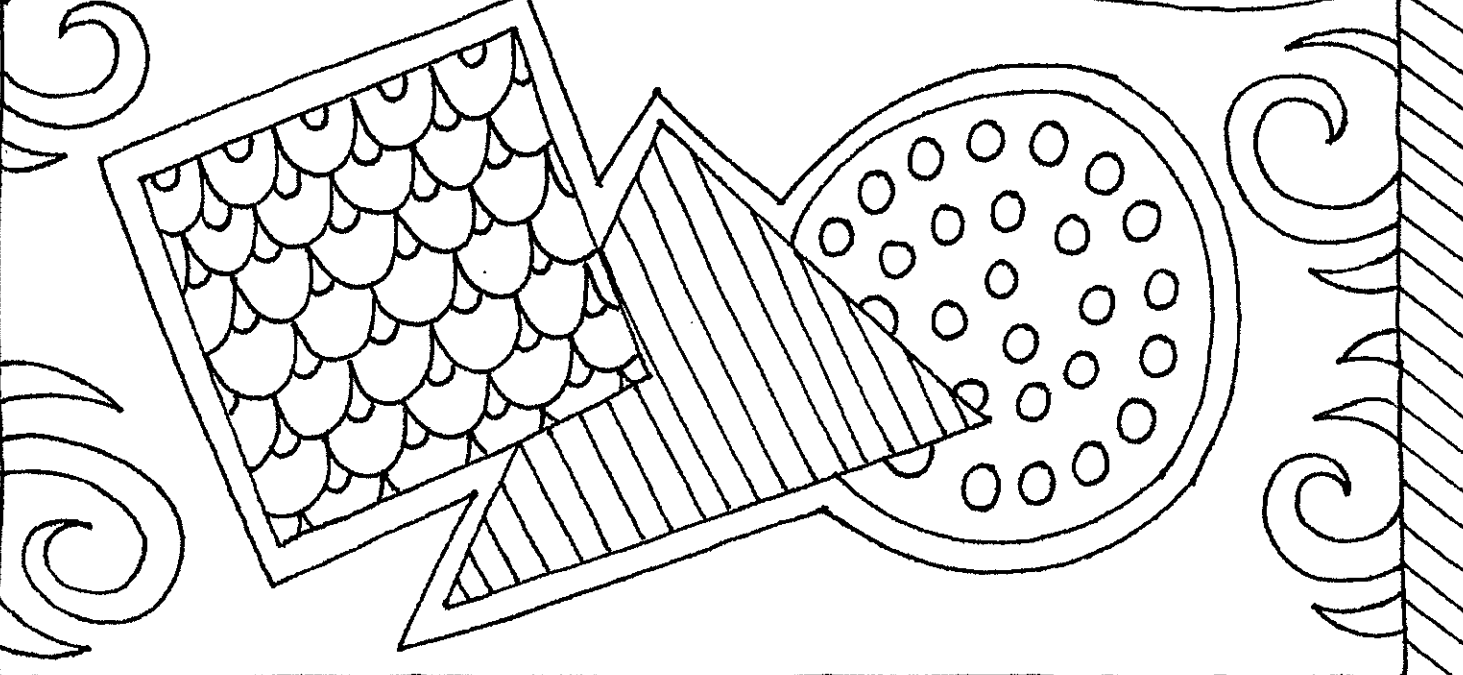
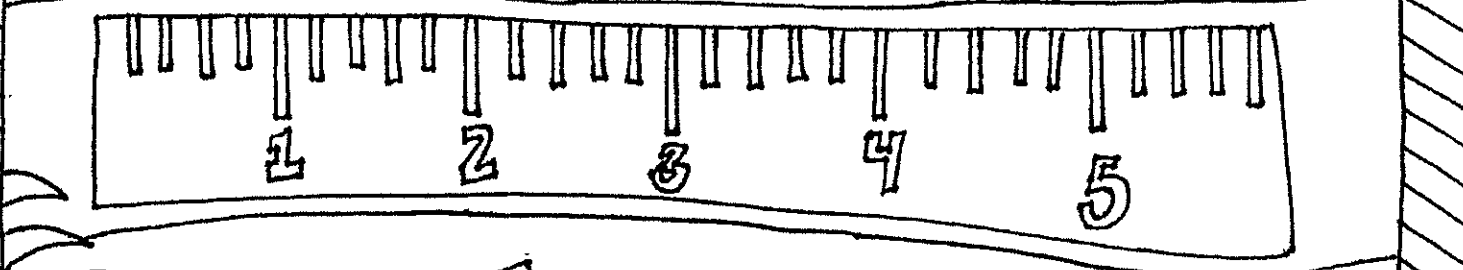
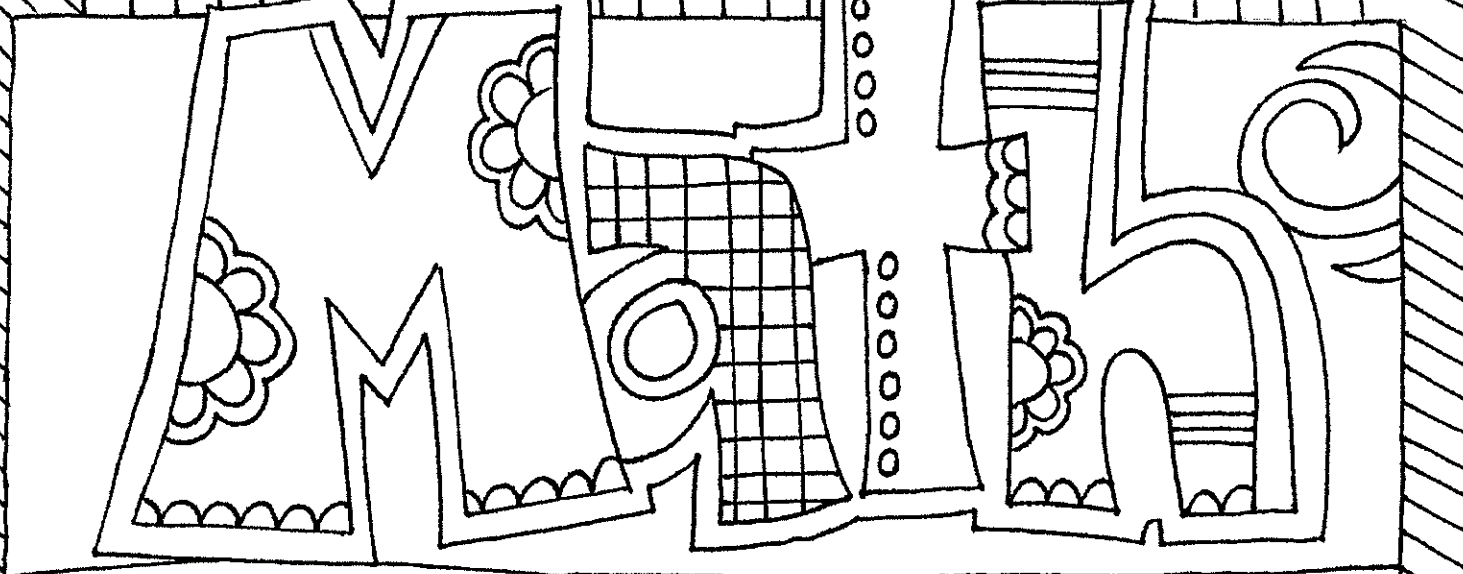
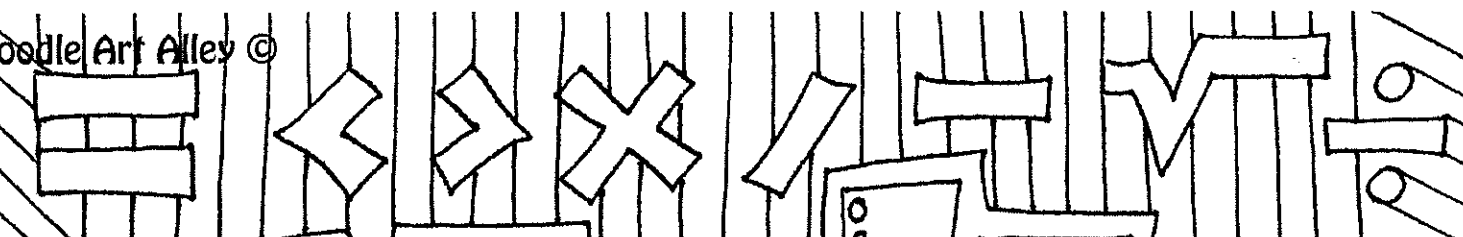
Write your haiku. Remember to create the correct rhythm by counting the number of syllables in each line.

(five syllables)

(seven syllables)

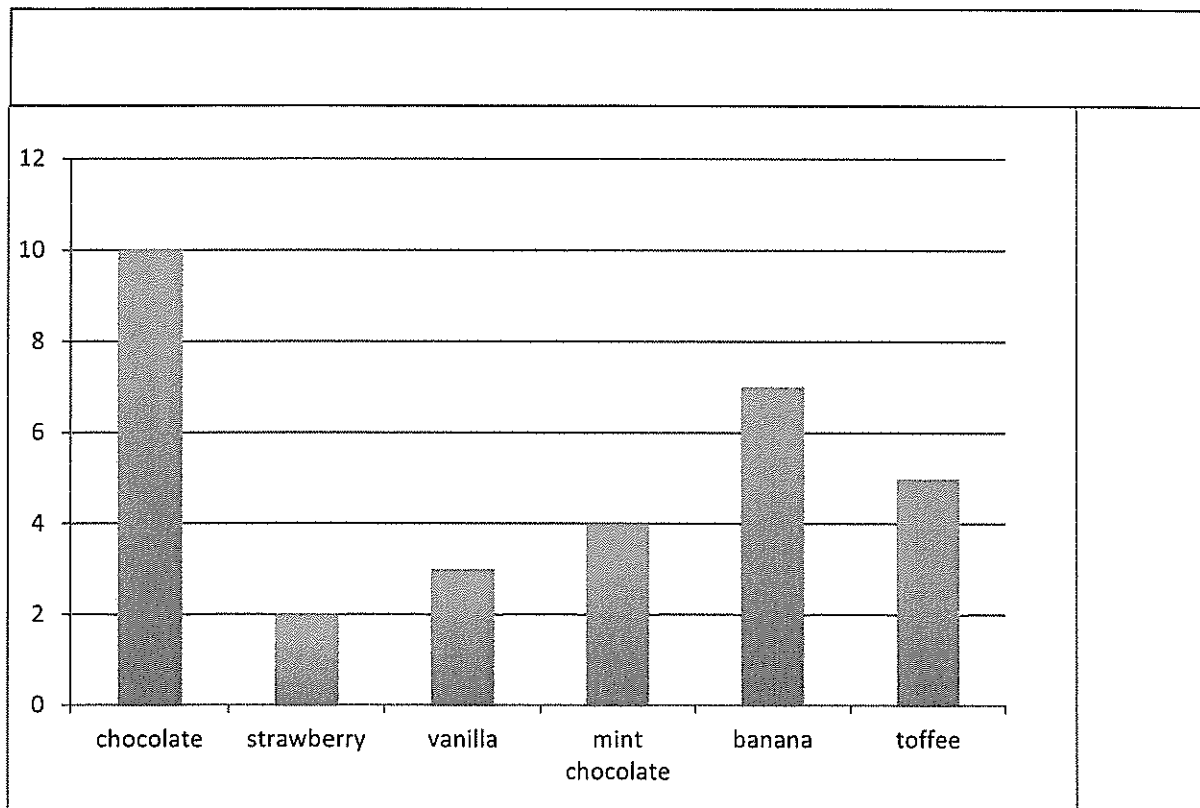
(five syllables)



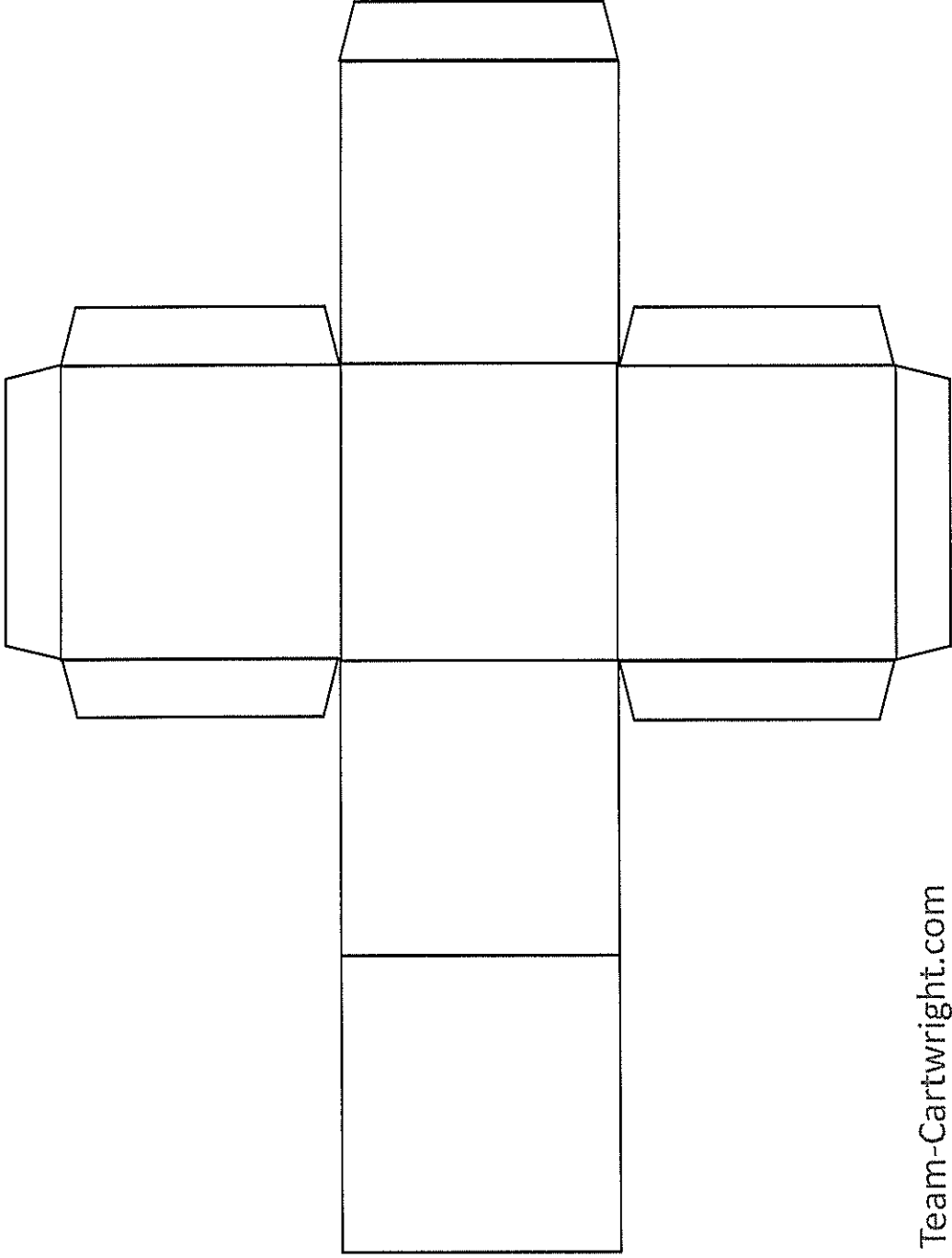


LO: To be able to identify key features of a bar chart.

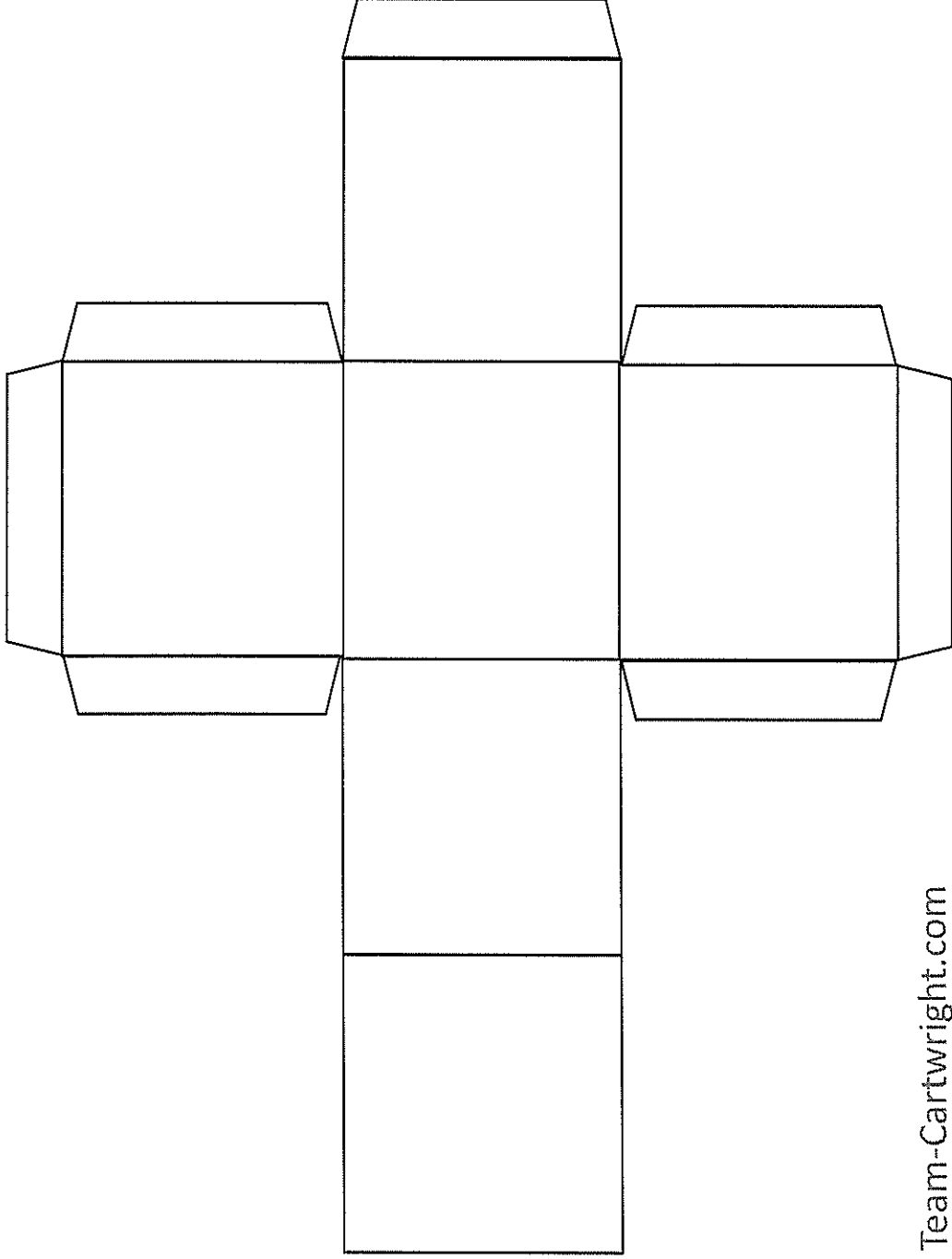
To understand what a bar chart shows us.



1. Label the chart above with a title and axis labels.
2. How many children like strawberry flavoured ice cream?
3. How many children like vanilla ice cream?
4. What is the most common flavour of ice cream?
5. What is the least common flavour ice cream?
6. What flavour is liked by one more child than strawberry?



Team-Cartwright.com



1. What was the most common number the dice landed on?

2. What was the least common number the dice landed on?

3. How many more 3's were rolled than 6's?

4. Were there any numbers landed on the same amount of times?

5. What was the second most common number the dice landed on?

6. How many less was the second common number than the first?

7. Were there more of the numbers below 3 rolled or above 3 rolled?

8. Can you write the amount of times the dice landed on an 8 as a fraction?

9. What fraction of the rolls landed on 1?

10. If you rolled ten more times what numbers do you think the dice are more likely to land on? Why?

11. Why did you never roll a one (1)?

Now come up with three questions for your partner to answer.

1. What was the most common number the dice landed on?

2. What was the least common number the dice landed on?

3. How many more 3's were rolled than 6's?

4. Were there any numbers landed on the same amount of times?

5. What was the second most common number the dice landed on?

6. How many less was the second common number than the first?

Now come up with three questions for your partner to answer.

Number the dice landed on	Tally the number of times the dice land on the numbers.	Total amount of times the dice landed on number.
One (1)		
Two (2)		
Three (3)		
Four (4)		
Five (5)		
Six (6)		

Number the dice landed on	Tally the number of times the dice land on the numbers.	Total amount of times the dice landed on number.
One (1)		
Two (2)		
Three (3)		
Four (4)		
Five (5)		
Six (6)		
Seven (7)		
Eight (8)		
Nine (9)		
Ten (10)		
Eleven (11)		
Twelve (12)		

Data – asking questions and collecting data

Data is information. We collect data to help us find out about the world. Data can be in the form of numbers, words or pictures. We organise and record data so that we can look at it easily and learn more.

- 1 The type of question you ask guides the data results, so it's important to ask the right questions. Imagine that you are planning a birthday party and your mum says that you can serve either hot dogs or pizza. You decide to survey your guests before the party. Which question will get you the data that you need? Underline it.

What is your favourite food?

Do you prefer hot dogs or pizza?

- 2 For their end of season celebration, Adele's netball coach has said that the team can either go to the water slide park or go to the movies. Adele has to email her team mates to find out the most popular choice. She is about to email this question, 'What would you like to do for our end of season party?'

a What is wrong with asking this question?




b Write a better question for her to ask:

- 3 Here are three kids who are about the same age as you. Look at their answers. What questions were asked to get this data?

Question	Jo	Jess	Max
a	spaghetti	hamburgers	chocolate
b	blue	pink	yellow
c	March	November	January

Data – asking questions and collecting data

- 4 Did you know that most peoples' eyes are either blue, brown or green?
In this table, 4B collected data on the different coloured eyes in their class.




How many pairs of each eye colour are in 4B?	
Blue 	6
Brown 	15
Green 	4

What are some other questions that you can answer with this data? Think of two:

1. _____

2. _____

- 5 Now collect data on the different coloured eyes in your class and compare the data to 4B.
- a Write a question above the data table as the heading.

Blue 	
Brown 	
Green 	

- b What is one statement you can make about the two data sets?

Data – tallies

The tally method is where we count in 5s. We put a stroke for each number and the fifth one is a line that goes diagonally through.



1 Find the total of each tally amount:

a

b

c

d

2 Molly is keeping a training diary where she records the laps she runs around the oval near her house. Redo this data using the tally method.

Molly's training	
Monday	
Wednesday	
Friday	

Molly's training	
Monday	
Wednesday	
Friday	

3 A movie theatre collected data on the number of kids and adults that attended a recent movie screening. A kid's ticket is all ages up to 15 and an adult's ticket is 16 and above.

Ages of ticket buyers										
40	12	19	42	36	25	9	12	12	40	14
8	21	30	10	14	28	30	15	7	27	10
9	25	5	32	15	8	16	19	36	12	18

a Count how many kids' tickets and how many adults' tickets were sold using the tally method in this table:

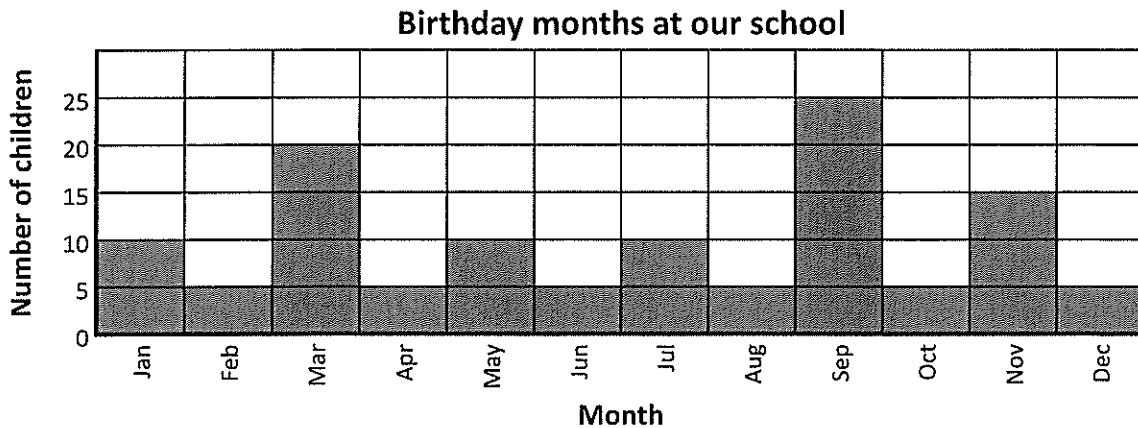
Type of ticket	Amount sold
Kids	
Adults	

b Why do you think they conducted this survey?

Data – column graphs

Column graphs are a clear way of showing and comparing data. There is a horizontal line that has the different categories and a vertical line that has the numbers, also known as the scale. There should always be a heading at the top so it is easy to see what the data is about.

1 Answer the questions about the data in the column graph. The scale goes up in 5s.



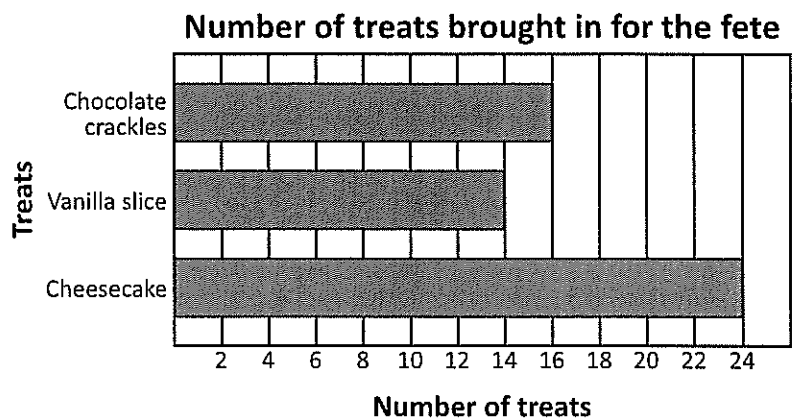
a How many birthdays are there in the first 3 months of the year?

b How many kids are born in May, June or July?

c September has 10 more birthdays than which month?

2 Sometimes column graphs go vertically. This time the horizontal line has the scale and the vertical line has the different categories. This graph shows how many of each sweet treat was brought in for the school fete.

Notice how the scale goes up in 2s.




Write something that this graph shows you:





Data – picture graphs

Picture graphs use pictures to show how many items are in each category. They have a title that tells us the data that has been collected. A key tells us the value of the symbol. In the first picture graph below, we can see that one whole cupcake stands for 2 actual cupcakes. Half a cupcake stands for 1.

1 This picture graph shows the amount of cupcakes sold in each flavour:

Cupcakes sold in a day

Key:  = 2 cupcakes

Strawberry	
Lemon	
Vanilla	
Choc-chip	


a How many lemon cupcakes were sold?




b How many choc-chip cupcakes were sold?

c How many were sold altogether?

2 This picture graph shows the number of tickets sold each day in the week leading up to the Friday night school concert. Answer the questions that follow:

Tickets sold

Key:  = 10 tickets

Monday	
Tuesday	
Wednesday	
Thursday	

a How many tickets were sold on Monday night?

b How many fewer tickets were sold on Tuesday night compared to Wednesday night?

c 65 tickets were sold Thursday night, add this to the graph.

Data – picture graphs

3 Alexis and Xavier went to the zoo and counted the different animals that they saw. They saw 20 penguins, 16 chimpanzees, 24 flamingoes and 6 lions. Show this data in the picture graph below. Use ● for 4 animals. Add a heading.

Key: ● = _____

Penguins	
Chimpanzees	
Flamingoes	
Lions	

4 Here are the results of a charity drive where a group of kids worked together to sell cookies to raise money for the homeless. Help them turn the tally data into a picture graph to present in assembly. Use ■ for 4 boxes of cookies. Add a heading.

Max	
Harley	
Sara	
Christie	

Key: ■ = _____

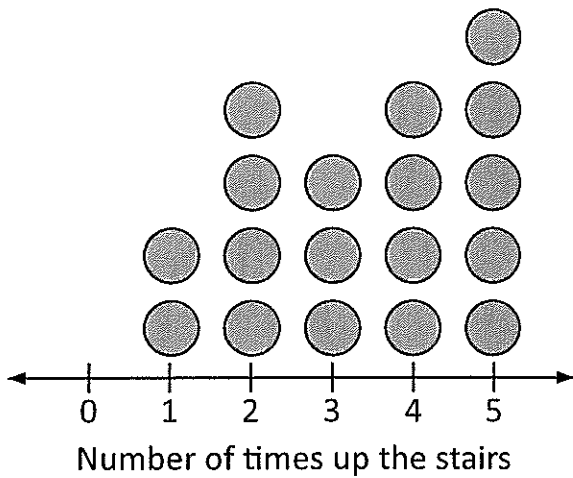
Max	
Harley	
Sara	
Christie	

Data – dot plots

A dot plot uses a number line where the numbers are the categories. The dots show the amount in each category.

- 1 Two groups competed to see how many times they could run up and down a flight of stairs. Here are the results for Group 2. Answer the questions below:

Group 2 stairs results



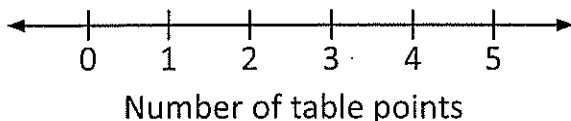
- a How many people ran up the stairs twice?
- b How many people ran up the stairs four times?
- c How many people ran up the stairs more than three times?
- d How many people are in group 2?

- 2 Ellie kept a record of the number of weekly table points her group scored over the term. Present this data as a dot plot.

2	5	3	5	5	5	3	4	2	2	5
---	---	---	---	---	---	---	---	---	---	---





Table points for Ellie's group

- a In this class, if a table earns 5 points in a week they get extra play time. How many times did Ellie's group get extra play time over the term?
- b How many weeks are there in the school term that this data is for?



Data – two-way tables

A two-way table can show a lot of information in a small space.
Look at this two-way table that organises information about shapes.

	Is symmetrical	Is not symmetrical
Has 4 sides		
Does not have 4 sides		

1 Two families went on holiday to Dream Land. Organise this information in the two-way table below:

- Mel went on the mega drop twice but did not go on the dodgem cars.
- Lily screamed the loudest on the mega drop and shared the dodgem car ride with her brother.
- Harley was too short to go on the mega drop but loved the dodgem cars.
- Tash was persuaded by her friend Bec to go with her on both the mega drop and the dodgems.
- Ben was sick so he had to stay home with his Gran.

	Did not go on mega drop	Went on mega drop
Went on dodgem cars		
Did not go on dodgem cars		

2 Sort this data in the two-way table below. You will need to label the columns and the rows. One column is labelled for you.

- 15 people like strawberries but not bananas.
- 26 people like both strawberries and bananas.
- 18 people like bananas but not strawberries.
- 8 people like neither strawberries or bananas.

	<i>Like strawberries</i>	

Data – two-way tables

3 Sort the data in the two-way tables below:

a 53 100 28 25 36 80 33 60 75 81

	Multiple of 4	Not multiple of 4
Less than 50		
Not less than 50		

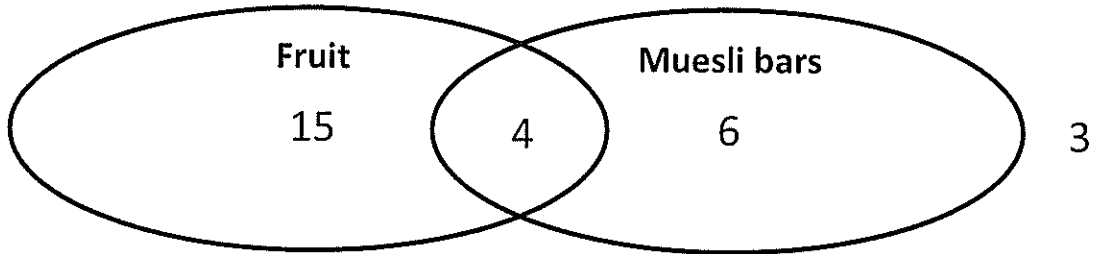
b 40 6 54 25 12 60 29 32 50 24

	Divisible by 6	Not divisible by 6
Greater than 36		
Not greater than 36		

Data – Venn diagrams

A Venn diagram also shows lots of information in a small space.

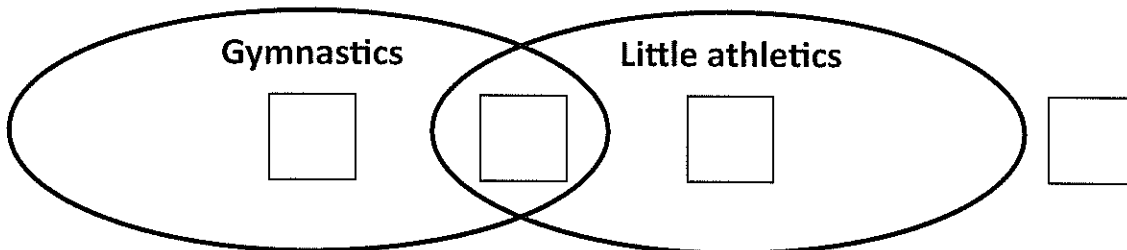
This Venn diagram shows what 4S eat at recess.



This shows us that:

- 15 kids just eat fruit
- 6 kids just eat muesli bars
- 4 kids eat both fruit and muesli bars
- 3 kids eat neither fruit or muesli bars
- there are 28 kids in 4S.

1 Use the clues listed to complete the Venn diagram:



Clues:

30 kids were surveyed about which after-school activity they would prefer, gymnastics or little athletics.

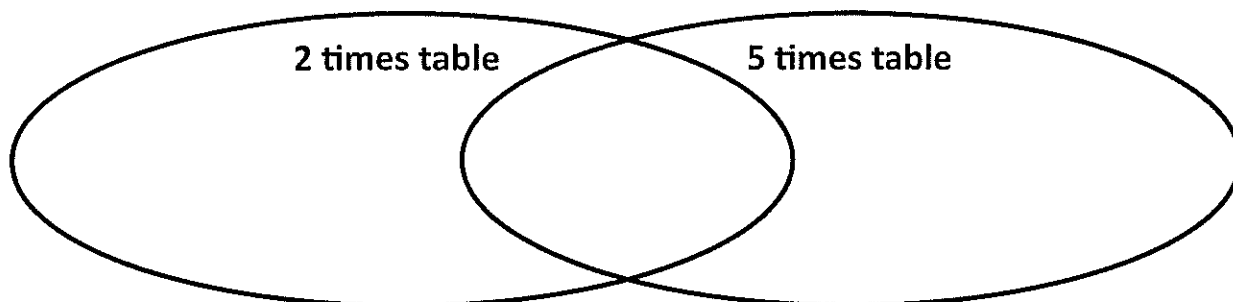
- 10 kids want to do both
- 5 kids don't want to do either sport
- 8 kids want to do gymnastics.

We haven't said how many just wanted to do little athletics but you can work it out from the clues.

Data – Venn diagrams

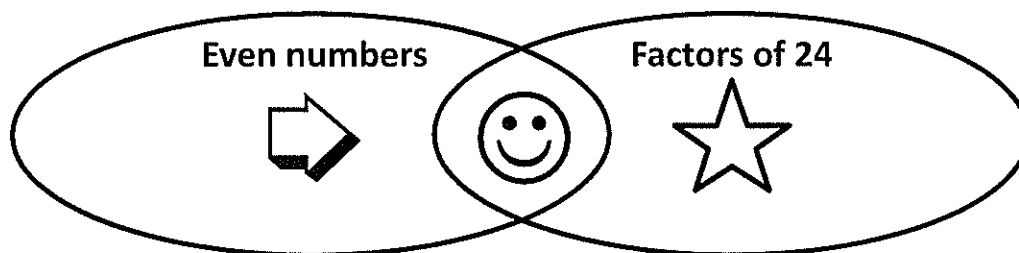
2 Place these numbers in the Venn diagram:

25 16 30 4 40 8 10 15 20



3 Show where these numbers go in the Venn diagram by listing them next to the matching symbol:

16 2 20 8 3 12 10 4 40 6 24 1



Data – surveys

1 A group of your friends are keen to start training for the sports carnival at lunch times. You would like to start a club where you can share healthy eating plans and training tips. If you get enough interest, Mr Gain has said he will let you have the assembly hall on Wednesdays. However, he wants you to show him carefully presented data such as how many kids are interested and what grade they are in. Use a software program to prepare a survey and present your results.

a Design a question.

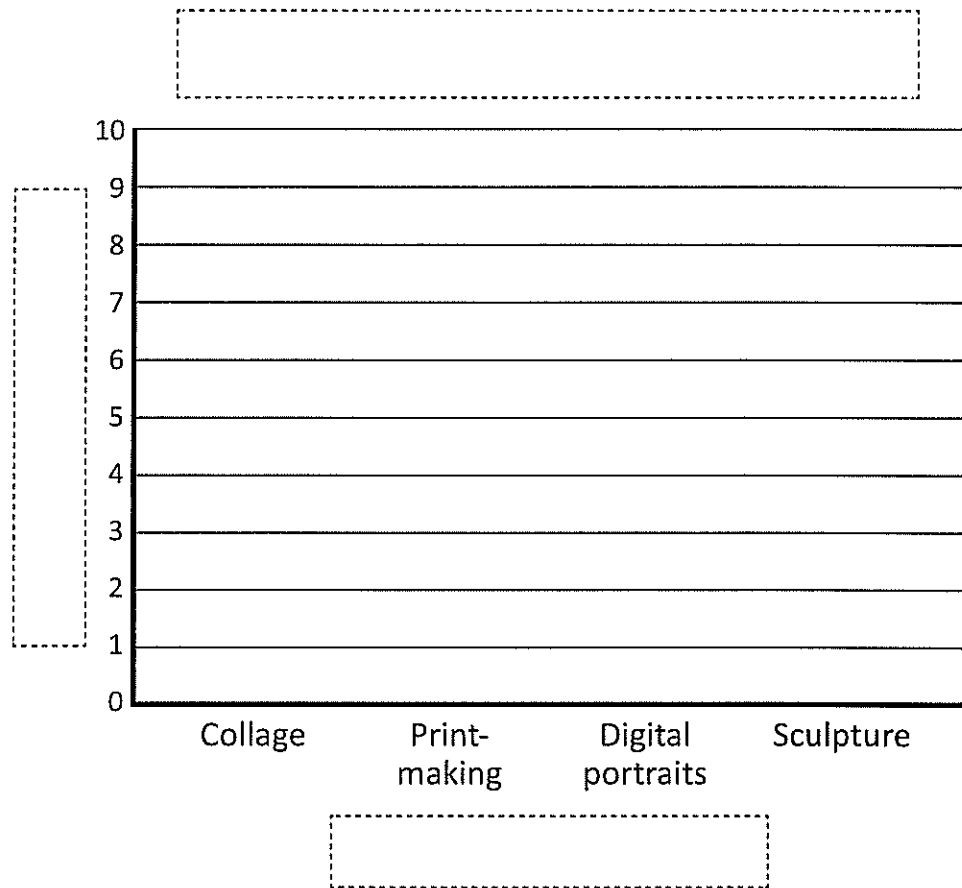
Question _____

b Collect the data.

c Present your findings in a column graph.



4B made a column graph of their favourite art lessons for the term.



Use the clues to complete this column graph and label it.

- 5 kids chose collage as their favourite art activity.
- Double the number of kids preferred print-making to sculpture.
- 4 more kids chose digital portraits than collage.
- 1 less kid chose print-making than digital portraits.

Father's Day

Coupon Paper Chatterbox



1 Play a game of your choice

2 A dinner cooked together

3 Breakfast in bed

4 A weekend of sleeping in

5 Sporting event outing

6 FREE choice

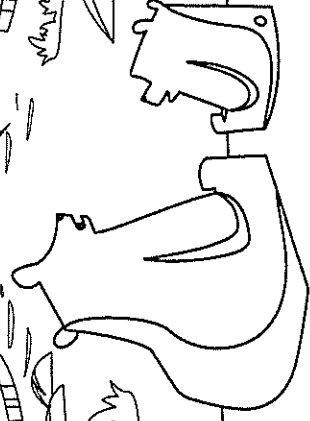
7 A week of taking out the garbage

8 Help finishing a project of your choice

DAD

FOR ALL YOU ARE,
FOR ALL YOU DO,
I'D JUST LIKE TO SAY:

THANK YOU!



WORLD'S BEST DAD

FAIR

AMUSING

TRUSTWORTHY

HELPFUL

ENCOURAGING

RELIABLE

I'M

SO

GLAD

THAT

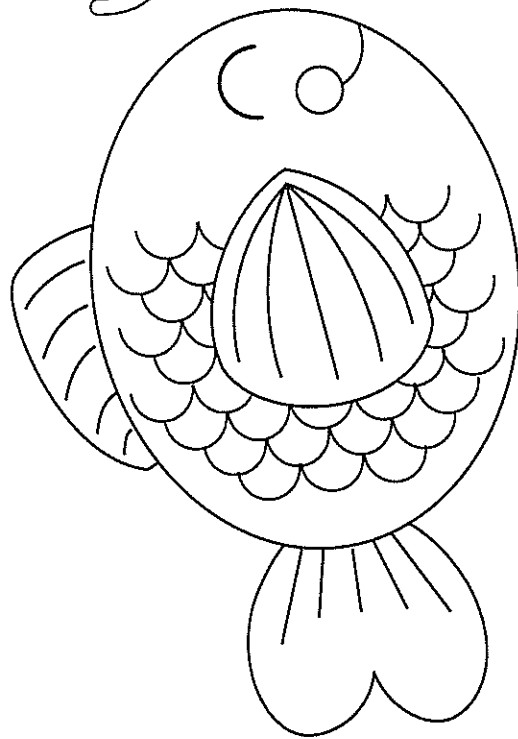
YOU'RE

MY

DADDY!

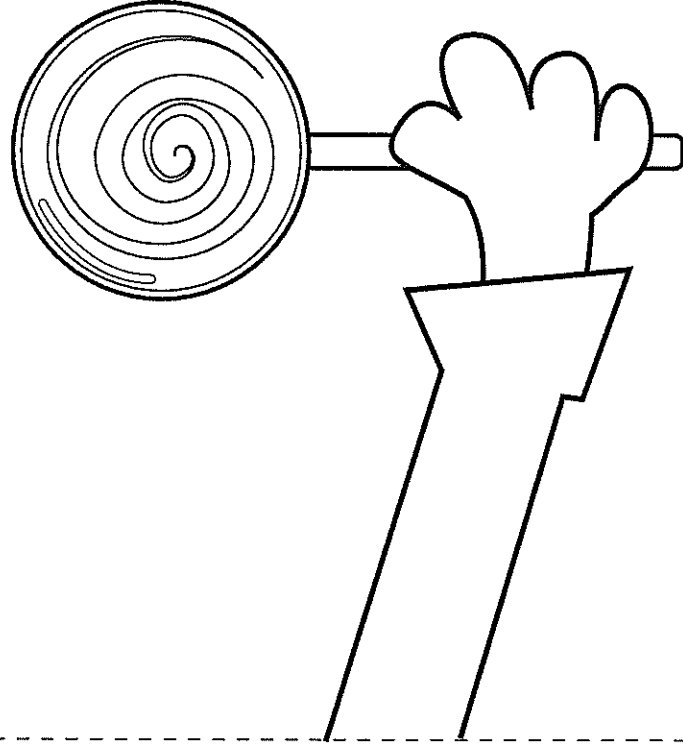
You're

Fintastic

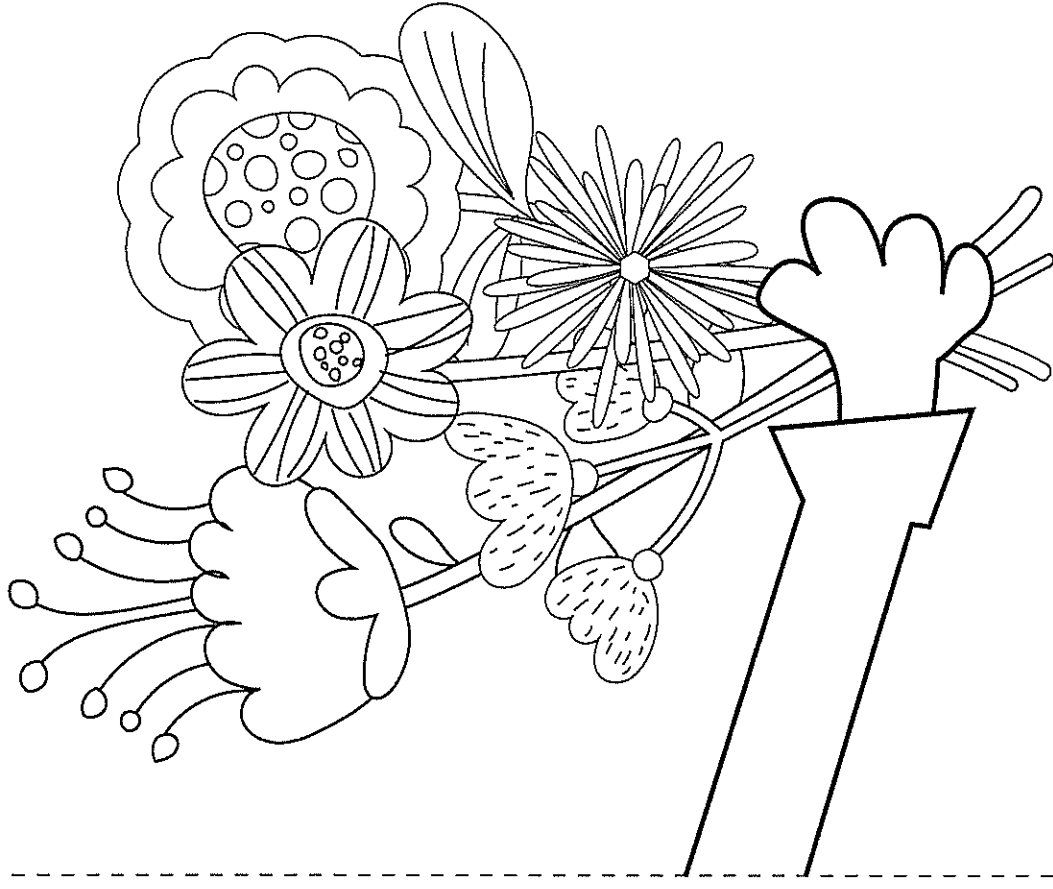


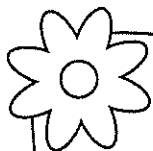
You've got me hooked!

Pop,
you're the
sweetest.



Thanks a bunch!



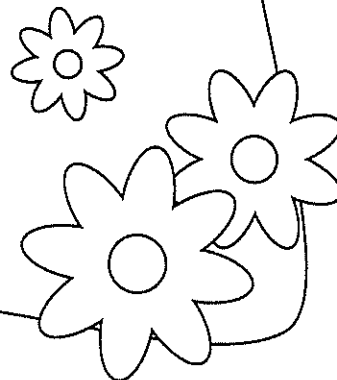
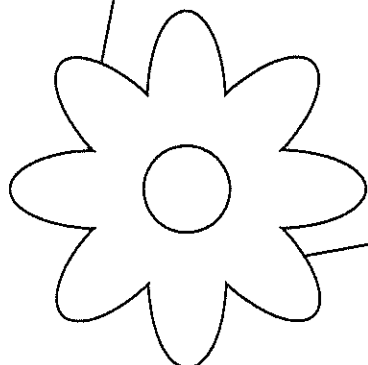


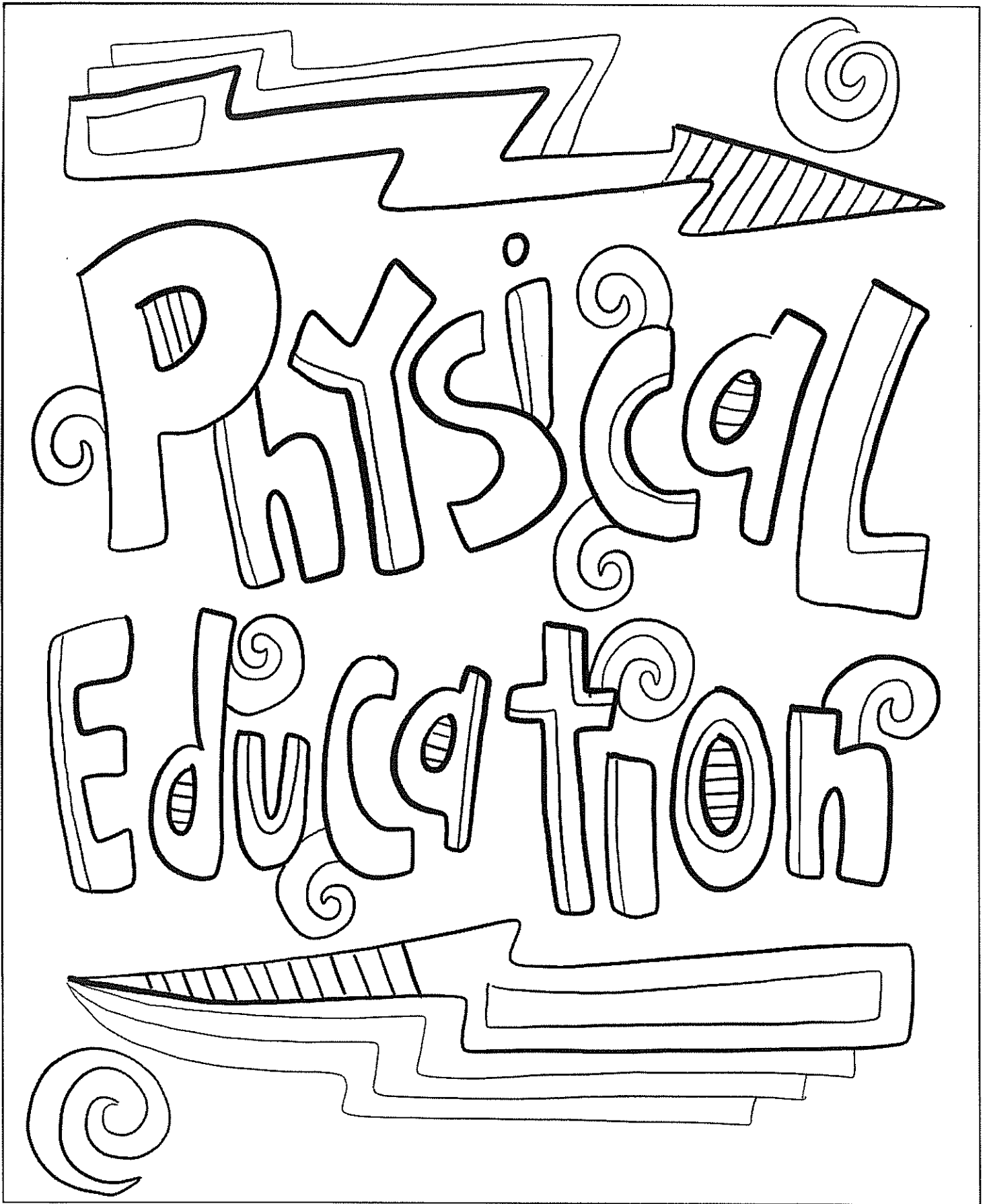
You Are Special



Dear _____ ,

Love





ADVERTISING STRATEGIES

Celebrity Endorsements

Consider the admirable qualities of a particular celebrity and encourage the audience to transfer their admiration for the particular actor, musician or sports star to the product.

Funny

Make the audience laugh so that when they remember the ad, they associate positive feelings with the product.

Individuality

Encourage the audience to celebrate their own style or rebel against what others are doing. This strategy is useful when you want to persuade the audience that the product is cool, stylish or unique.

Band Wagon

Pick words that persuade the audience to buy the product because everybody else does. The audience might buy the product because they want to fit in.

Comparison

Compare your product to an inferior option.

Emotions

Use words that make the audience feel certain emotions, such as excitement, sadness or fear.

Glitter

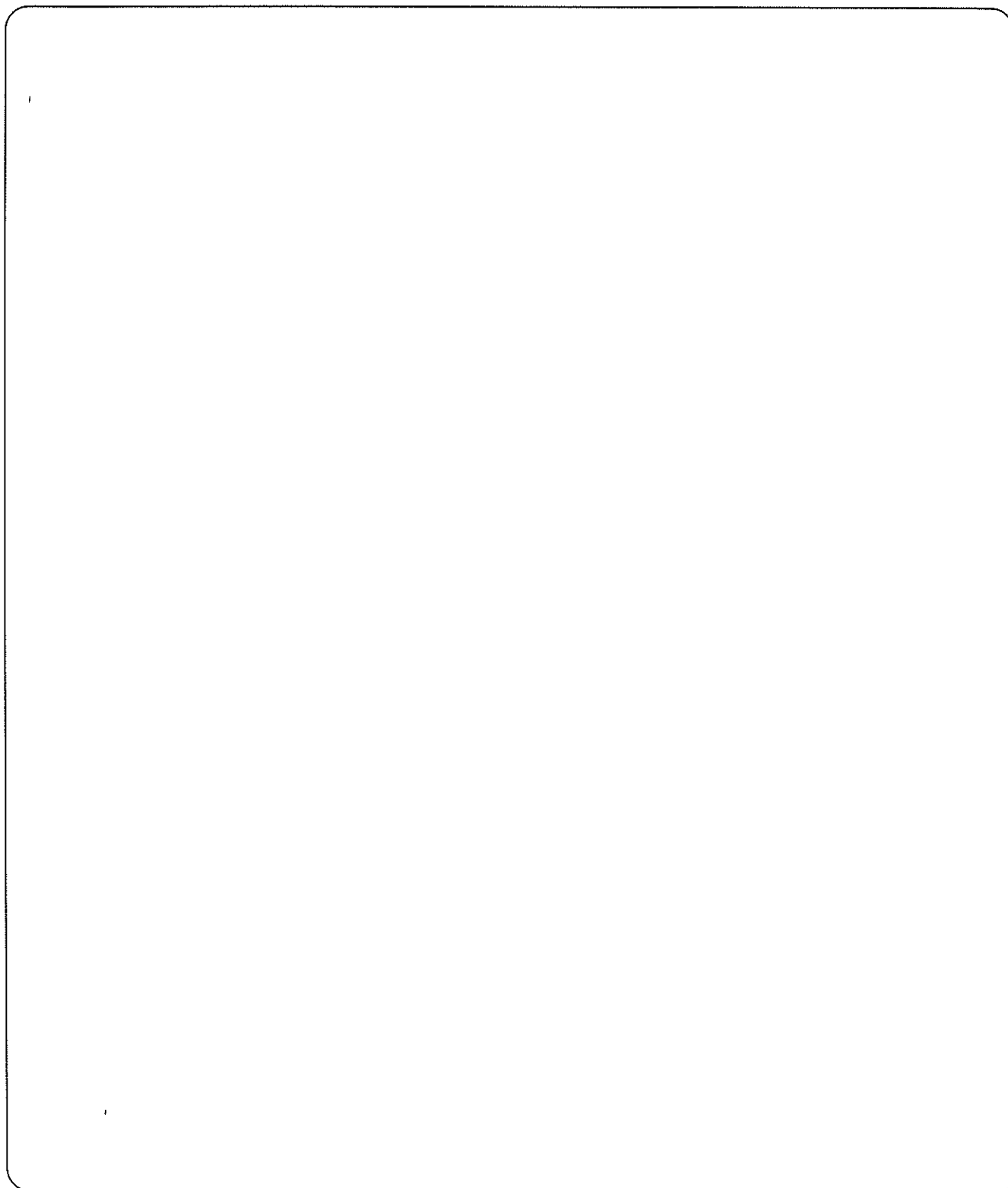
Use words that have a positive meaning for the audience. They may associate the words with the product.

Name: _____

Date: _____

Poster Challenge

Regular physical activity is an important part of getting healthy and staying healthy. Design a poster to encourage your fellow classmates to exercise every day.



Advertising Challenge

You are working at an advertising agency and a client has asked you to design a magazine ad for a new healthy cooking school opening in the city. Design your ad on a blank sheet of paper.

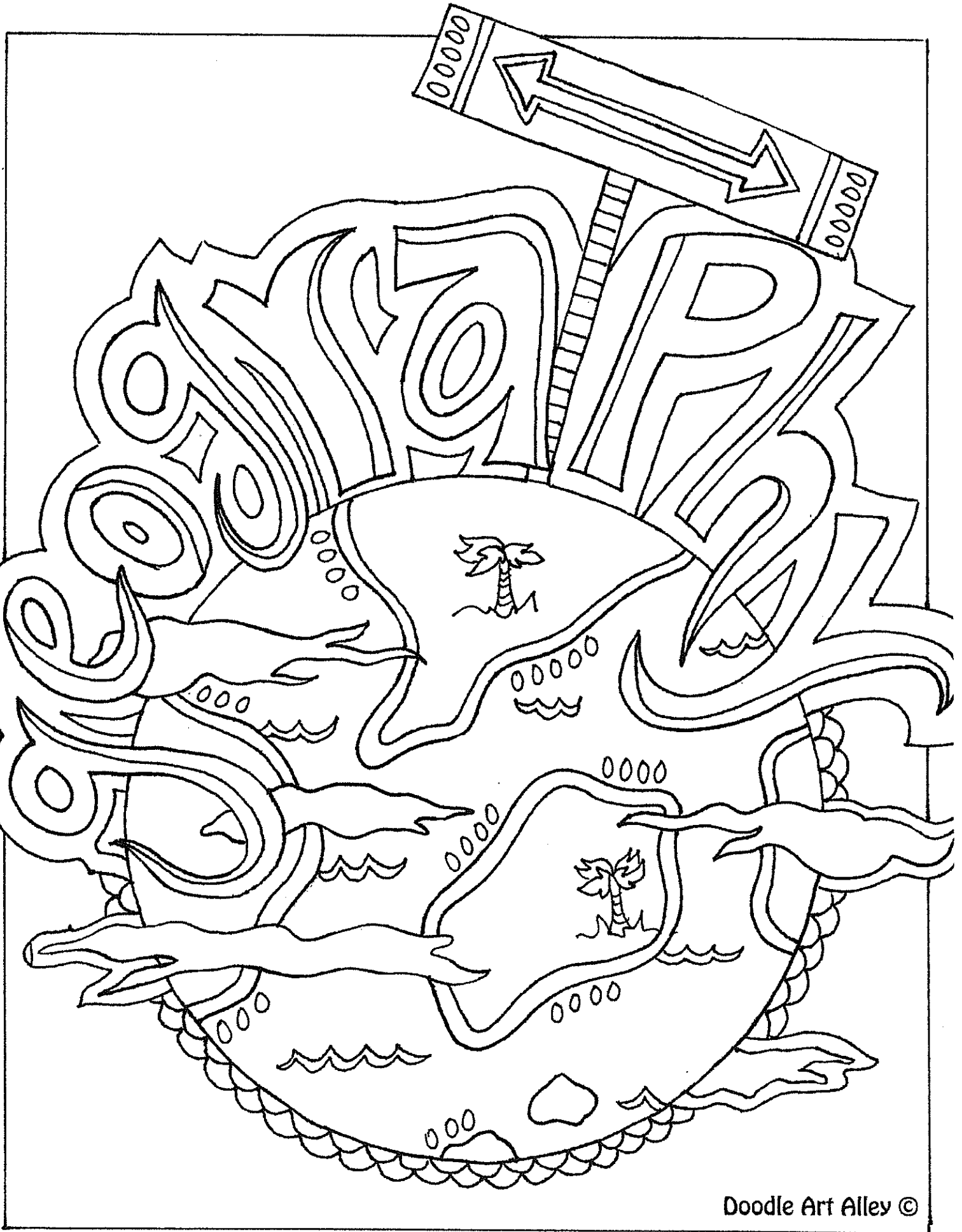
- Who will the audience be?
- What is the name of the cooking school?
- How will you persuade your audience to attend the cooking school?
What advertising strategy will you use?
- How will you make the advertisement eye catching?
- Remember to check your spelling and grammar.



EVALUATION

Now it's time for you to present your advertisement to the client. This is called a pitch. In a pitch, you have to convince the client that your ad is the best way for them to spend their advertising budget.

- Who is the audience that your advertisement is aimed at?
- What advertising strategies did you use?
- Why did you choose that advertising strategy?
- Which magazine would you put the advertisement in? Why?



Do the features of places affect where people choose to live?

People choose to live in places for many reasons. Do you know why you live where you do?

Discuss with your family where you live and why you live there.

The features of places help people to decide where to live. These features can be visible or invisible. Visible features are roads, buildings, trees, rivers and mountains. Invisible features are weather, culture and communities. People choose to live in places for both their visible and invisible features.

Write two visible features that you think people **must** have to live in a place.


Write two invisible features that you think people would **like** to have to live in a place.

List three human or natural features (visible or invisible) you would like to live near.

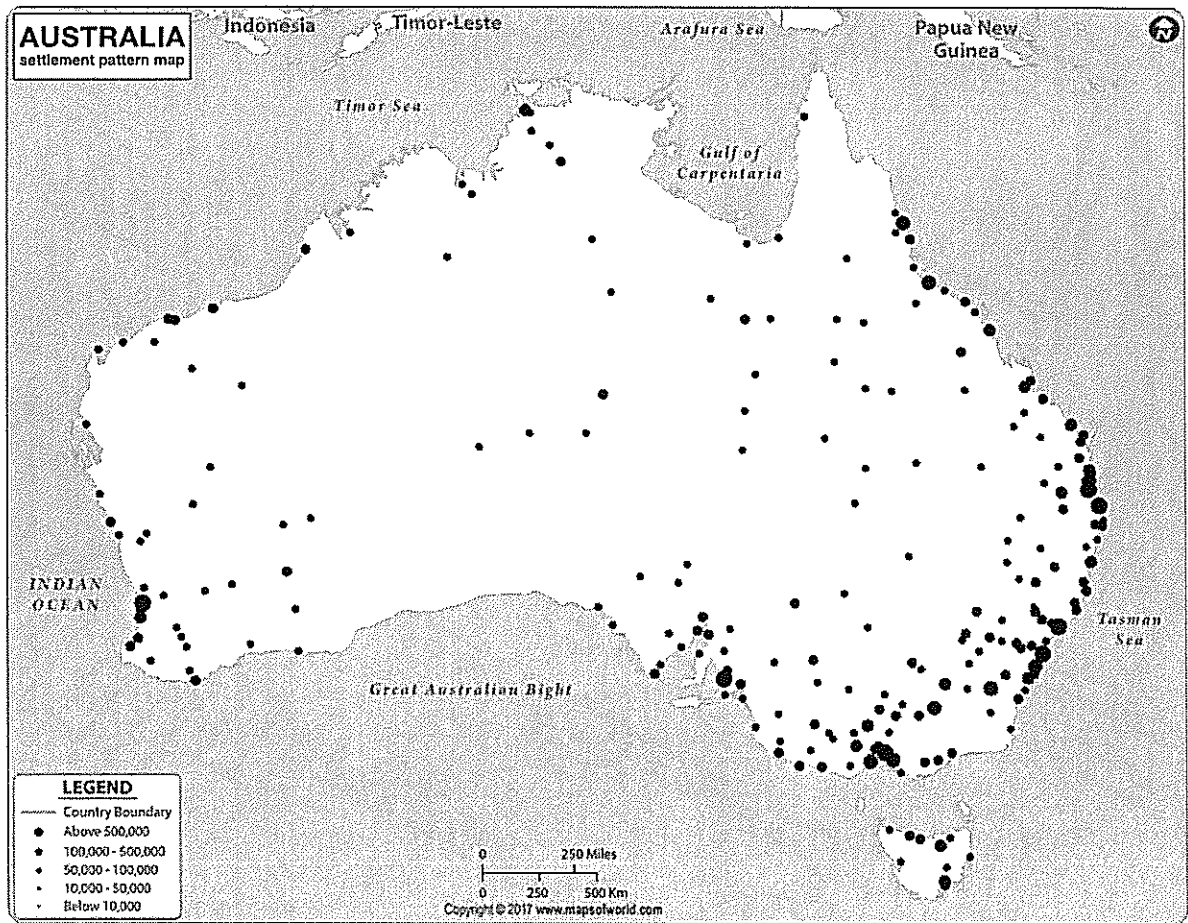
Draw a picture showing some of the features of where you live

The spaces in Australia can be arranged in many different ways, for example - states and territories, climate zones, Aboriginal Language Groups. This map shows Australia arranged in settlement patterns. A settlement is a place where people choose to build and live.

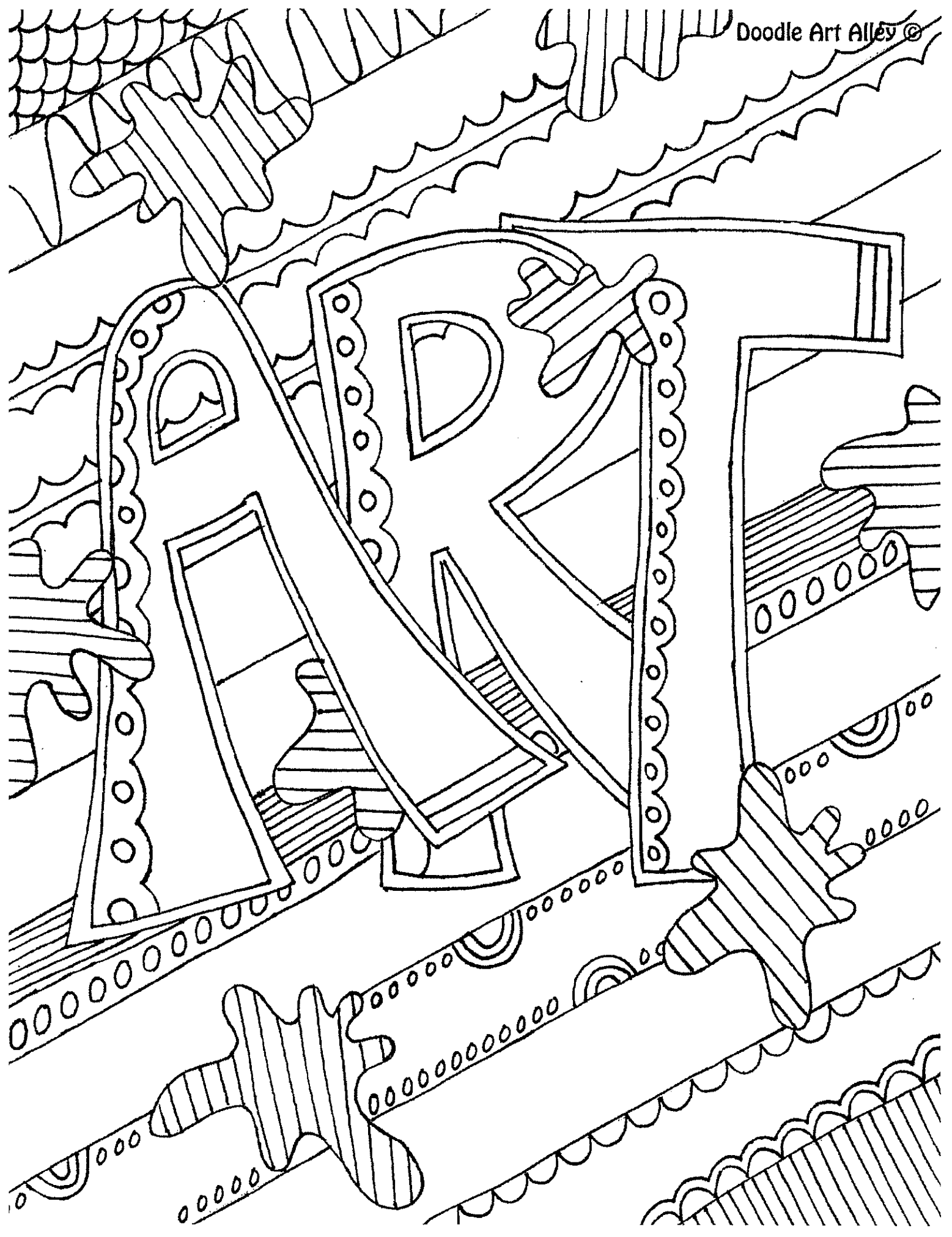
This settlement pattern map shows where people live in Australia. The more dots there are the more people live there.

 Look at the settlement pattern map for Australia. Write three things you learnt by this settlement pattern map.

- a _____
- b _____
- c _____



What features would you expect to find in the most populated places? Discuss with your family.



Package 1 - Year 3 & 4 Subject - Creative arts - Action figures

In this lesson your child will create a sculpture based on a poem.

Things your child will need

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

Ideal

- 'Shadow party' poem (see below) by Sioban Timmer, illustrated by Christopher Nielsen: Copyright: The School Magazine, Blast Off, Issue 2, 2020
- Chalk
- Paper and pencil, crayon or texta
- Aluminium foil
- Black texta, pencil or paint
- [Action figure drawing footage](#) External link

Back up

- Charcoal, paper and pencil
- Blutak or playdough
- Dark lead pencil such as 2B

Before your child starts

Think about:

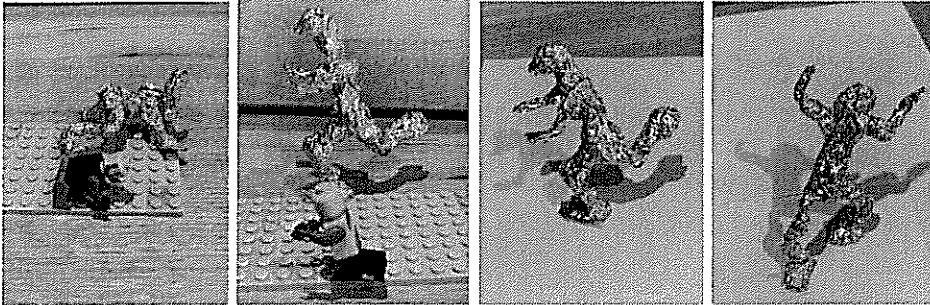
- What is a sculpture and what is figurative art?
- How are shadows made?
- Do I have some materials to make figurative sculptures such as aluminium foil, blutak or playdough?

What your child needs to do

1. Read the 'Shadow party' poem with your child (see below).
2. Discuss with your child what the poem means. What do they know about shadows?
3. On a sunny day or in a dark room with a torch, explore the shadows they can create.
4. Ask your child to create a pose for you to copy which represents some sort of movement. Ask them to trace the shadow with chalk on the ground. If indoors, use an action figure of Lego character and trace with paper and pencil.

What your child can do next

1. Using either Lego characters, a doll or any other figure item available (such as an action figure), ask your child to model the body shape created earlier as exactly as possible.
2. Your child should then recreate this movement pose using aluminium foil to create a 3D sculpture.



1. After creating this sculpture, your child should explore its shadow. They can then draw or trace the shadow of their sculpture and fill it in using black texta, pencil or paint so it looks like a permanent shadow or shadows. It is a good idea to sticky tape or blutak the figure prior to this tracing process.

Options for your child

Activity too hard?

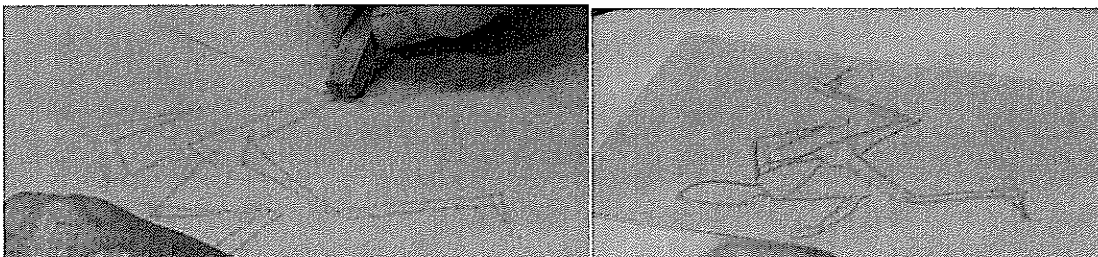
Watch shadows throughout the day. Use figurines to explore body shapes and shadows.

Activity too easy?

Create larger sculptures or a family of sculptures and explore their shadows.

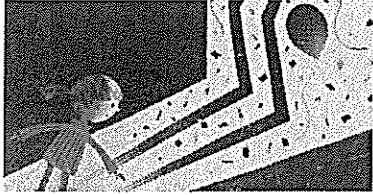
Extension/additional activity

Using [this draw and print figurative footage](#)^{External link} (select the link) of action figurative drawing to take this activity further and draw action figures. The focus here is the body or figure drawing not on the face.

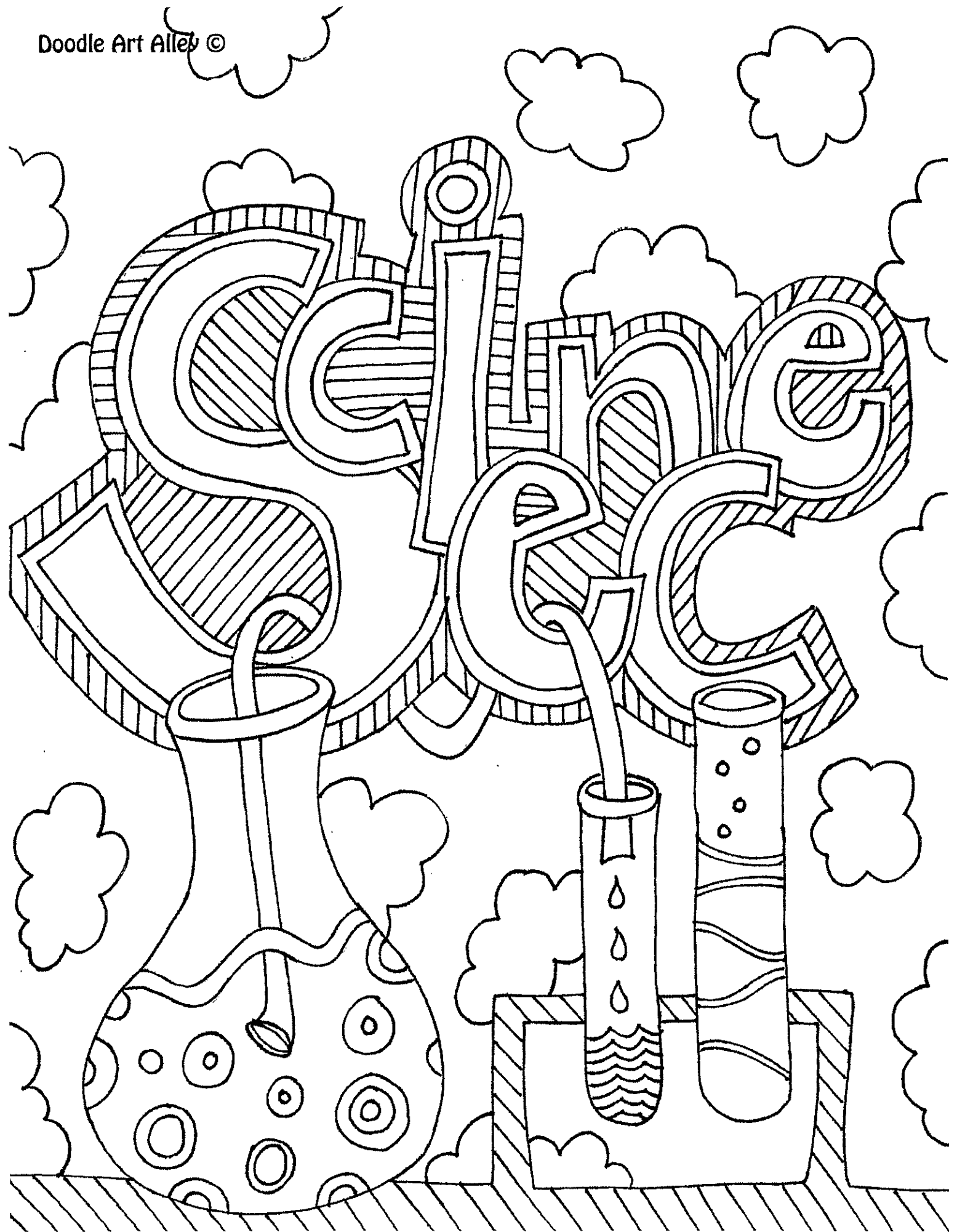


'Shadow party' Poem by Sioban Timmer, illustrated by Christopher Nielsen

Copyright: The School Magazine, Blast Off, Issue 2, 2020



'People think that shadows go
Each time we lose the light
But that's when shadows party—
When the daytime turns to night
We just assume our silhouette
Is waiting for our call
But when we close our eyes at night
Well, they're not there at all
In sunshine they just copy (Which can really be a bore)
But free to roam within the dark
They dance and fly and soar
The darkness makes it possible
For them to leave your side
And when our shadows get the chance
They wander far and wide
So every night while you're in bed
And sleep is close to hand
You can dream about your shadow
Dancing free across the land.'

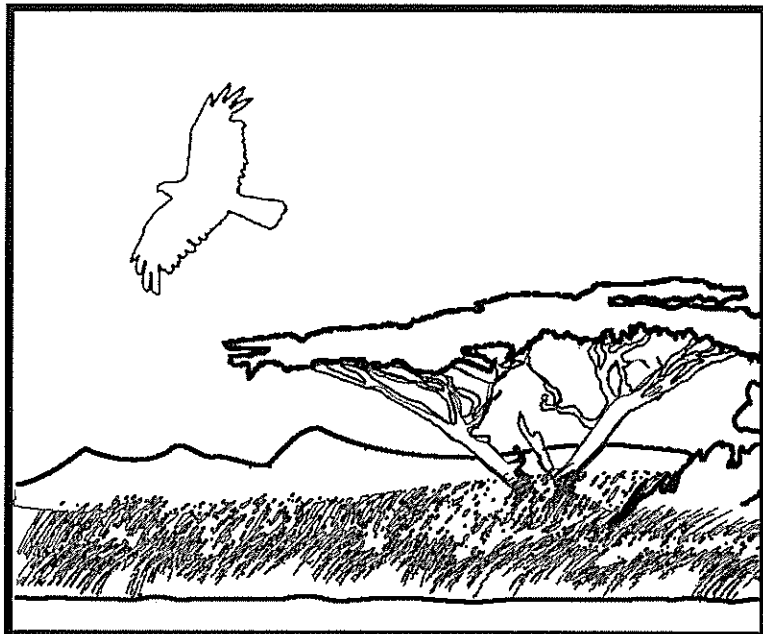


Task:

Design an Animal

That would survive in a...

Grassland



Rainfall:

Grasslands have a wet season and a dry season. There is not enough rain for trees to grow in great numbers. Grasslands are covered in grass and grass-like plants, with trees scattered about.

Climate:

Grasslands are warm most of the year round.

Animals:

Many grazing animals and their predators live in grasslands.

Think:

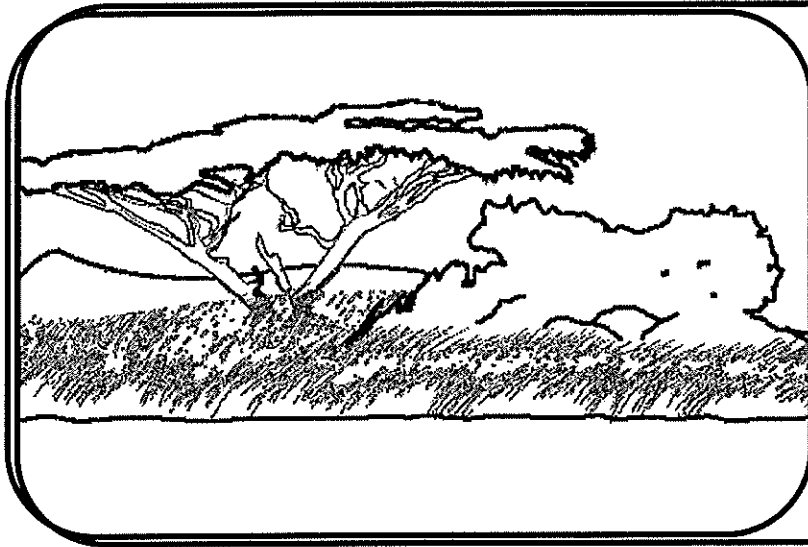
What food or plants will your animal eat?

What predators does your animal have?

What features will your animal need?

Draw your animal. Label its features, explaining how they would help it survive.

Habitat: _____



Description of Habitat
(temperature, rainfall, plants, animals)

Choose one animal that lives in this habitat.

Draw. Label the features it has that help it survive in this habitat.

How does this habitat help the animal survive?