

Learning
From Home
2021
Term 3
Week 5

Stage 2
Mon-Tues

WORKING FROM HOME SUGGESTED TIMETABLE

**** Please not the new class zoom sessions - See your Class Dojo for links ****

TUESDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> - <i>Morning Session</i> - 3/4P - Zoom with Mrs Pratt @ 8:30am - Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - 3-6 Library Zoom @ 10:30 am - English Tasks - Spelling - Writing Task 	<ul style="list-style-type: none"> - <i>Morning Session</i> - Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - 3-6 Library Zoom @ 10:30 am - English Tasks - Spelling - Writing Task 	<ul style="list-style-type: none"> - <i>Morning Session</i> - Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task 	<ul style="list-style-type: none"> - <i>Morning Session</i> - Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - 3/4H - Zoom with Mrs Hearne @ 10:30am - English Tasks - Spelling - Writing Task 	<ul style="list-style-type: none"> - <i>Morning Session</i> - Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task
<ul style="list-style-type: none"> - <i>Middle Session</i> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities 	<ul style="list-style-type: none"> - <i>Middle Session</i> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities 	<ul style="list-style-type: none"> - <i>Middle Session</i> - 3/4T - Zoom with Mrs Harpur & Mrs Tomlinson @ 12:30pm - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities 	<ul style="list-style-type: none"> - <i>Middle Session</i> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities 	<ul style="list-style-type: none"> - <i>Middle Session</i> - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities
<ul style="list-style-type: none"> - <i>Afternoon Session</i> - PBL 	<ul style="list-style-type: none"> - <i>Afternoon Session</i> - Olympics 	<ul style="list-style-type: none"> - <i>Afternoon Session</i> - PDHIPE 	<ul style="list-style-type: none"> - <i>Afternoon Session</i> - Sport 	<ul style="list-style-type: none"> - <i>Afternoon Session</i> - Creative Arts

TIA'S TANTRUM

"Get out!" Tia screamed at her little sister, Tessa. "I'm sick of you always coming into my room and going through my things. I wish you'd never been born! Go away and just leave me alone, will you!"

Tessa's lower lip trembled. Her eyes glassed over. Her mouth drooped. A few seconds later, tears were flowing uncontrollably down her four-year old face. She rushed from the room, leaving Tia standing in the midst of the mess she had created.

Tia was fuming. She looked around the natural disaster zone that was once her bedroom. Dresses laid strewn across the floor in all directions. Her make-up, lids removed and discarded, lay in a mess on her bedside table. Her necklaces and bracelets had been flung into all corners of the room. Her special art pencils, now blunt from his sister's careless usage, lay blunt on her desk. What had she done to deserve such treatment? Didn't Tessa understand that this stuff was important? Didn't she care?

At that moment, Tia's mother came into the bedroom. "Before you say a single thing," Tia said, "Look. Just look. This is what she did. And this. And this! I'm sick of her using my things. She wrecks them and breaks them. It's not fair. I just need her to leave my stuff alone!"

Tia's mother smiled gently. She took her daughter by the hand and sat her down on the bed. "Tia, my darling, you do understand why Tessa likes to come into your room and use your things, don't you?"

"Of course I do!" cried Tia. "She loves annoying me!"

Tia's mother chuckled. "No, my darling. She doesn't love annoying you. She just loves you. She adores you. That's why she comes into your room and uses your things. She wants to be like her big sister."

"She does? Really?" Tia was surprised. She'd never thought of anyone wanting to be like her before. Suddenly, she felt terrible for being so angry. "Mum? Can you ask Tessa to come back? Maybe she'd like to listen to some music with me. I think I need to give her a hug, too."

Tia's mother smiled. "Of course I'll ask her," she said. "And I'm sure she'll be happy to come."

Spelling Week 5

List	Monday	Tuesday	Wednesday	Thursday	Friday
have					
gave					
love					
five					
stump					
counter					
love					
change					
cycle					
living					
animals					
scientist					
characteristics					
biology					
technology					
differentiate					
observable					
reproduce					
affordable					
believable					
classifiable					
changeable					
loveable					
enviable					

Spelling Activities

Name: _____

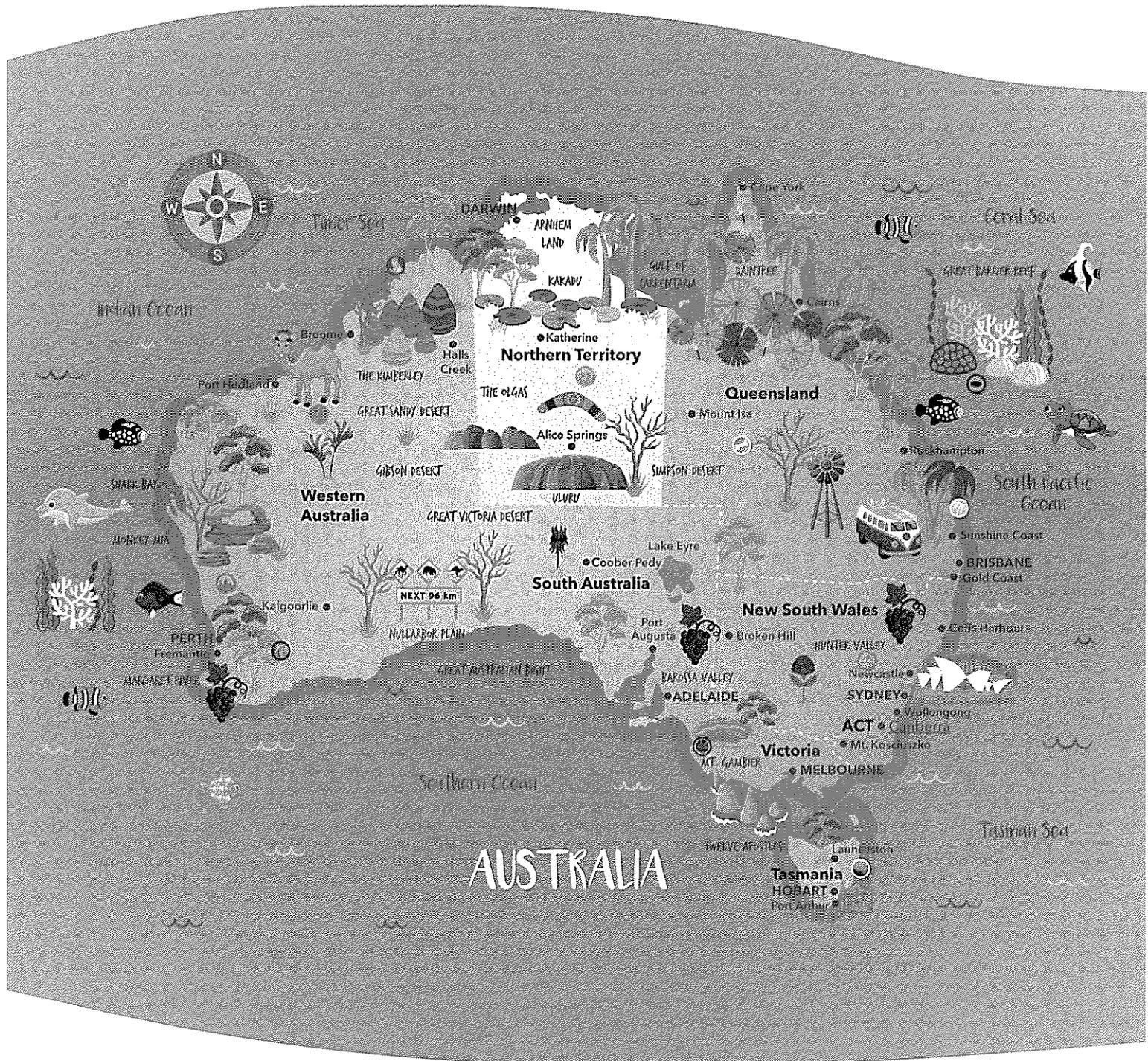
Date: _____

Word Work Grid

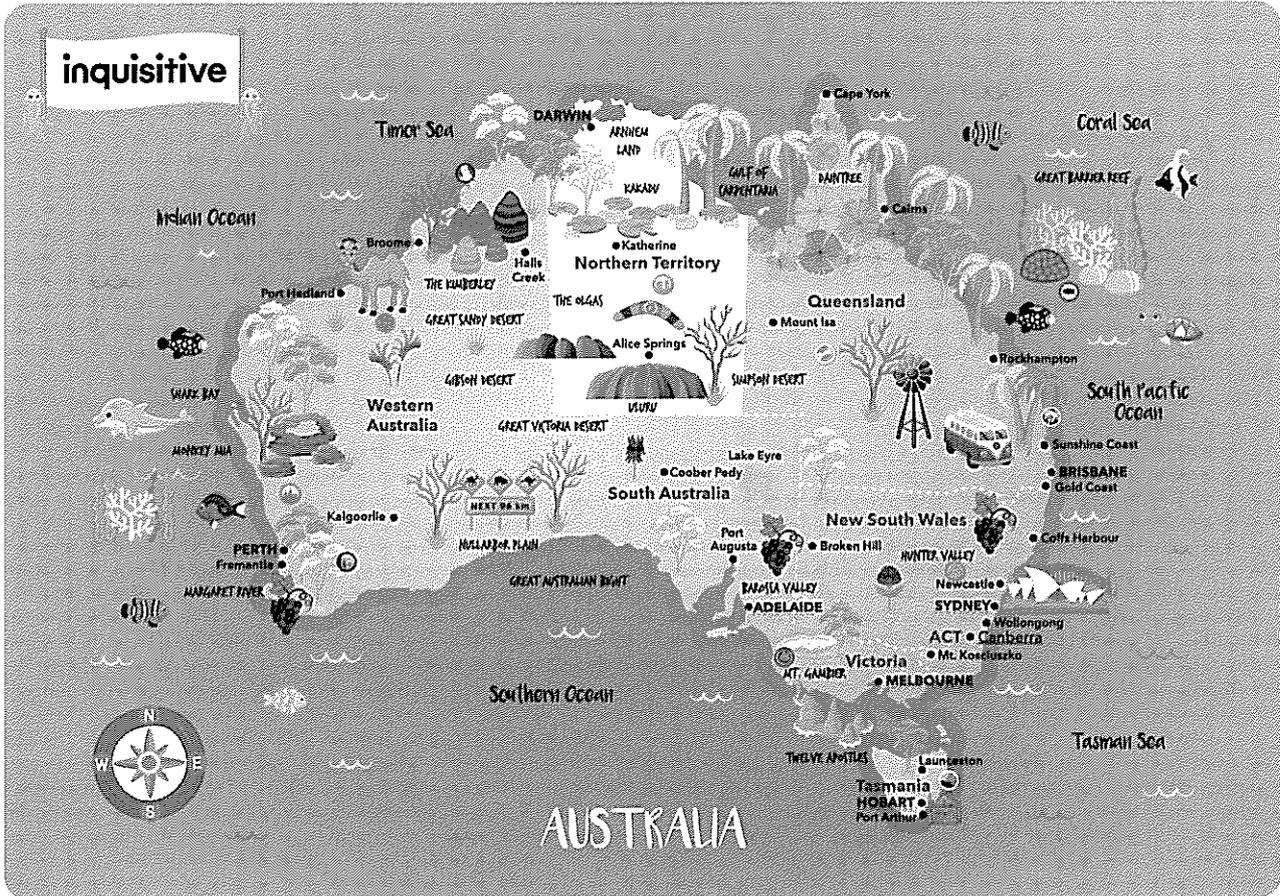
Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort</p> <p>Write your spelling words in order from least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out</p> <p>For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words</p> <p>On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective</p> <p>Write three clues about four of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary</p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels</p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration</p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart</p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time</p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out</p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search</p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero</p> <p>Write out your spelling words in your very best cursive handwriting.</p> <p>Date: _____</p>	<p>Letter Lingo</p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words</p> <p>Make a list of as many smaller words you can find in the words on your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker</p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

What can we learn about the map of Australia?



Map of Australia Lesson



- 1 Australia is an island continent. What does this mean?

- 2 Find and circle the seas and oceans that surround Australia. List them here:

1.	2.
3.	4.
5.	6.

- 3 Find the Great Barrier Reef. In which state is it located?

- 4 Find Uluru. In which state is it located?

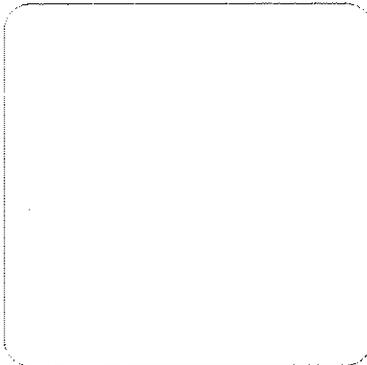
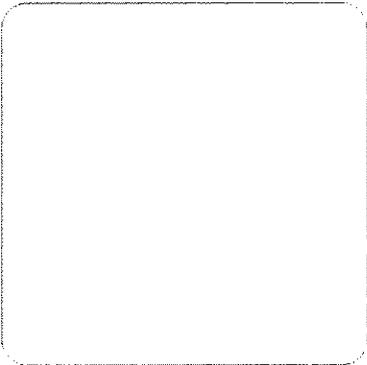
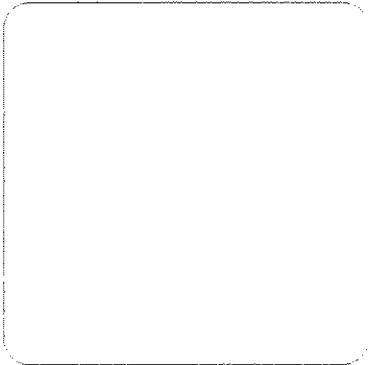
- 5 Find the Great Victoria Desert. In which two states is it located?

1.	2.
----	----

- 6 Locate each of the states and territories, then find the capital city. Write the capital city names below.

Queensland _____
New South Wales _____
Australian Capital Territory _____
Victoria _____
Tasmania _____
South Australia _____
Western Australia _____
Northern Territory _____

- 7 On the map, locate the state or territory that you live in. Look closely at the images you find in your state. Draw three more that you think are important places and list them below.

- 8 Find these places on the map and describe their location.

- a Arnhem Land _____
b Tasmania _____
c Shark Bay _____
d Broken Hill _____
e Gold Coast _____

Helpful vocabulary

place	space	environment	natural	ocean	coast
north	south	east	west	near	inland

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Look at these eleven mystery icons on the map.

- a Find and circle them on the map. Tick each one off as you find it.
- b Draw a line to connect the icon with its name. Use the clues in the brackets to help you.



Blue Hole (on the coast/in the ocean)



Dinosaur Fossils (in outback Queensland)



Underground Fire (the only icon in NSW)



Painted Cliffs (the icon that is the furthest south)



Fraser Island (near the Sunshine Coast)



Fairy Circles (in the northwest of WA)



The Pinnacles (in WA)



The Devils Marbles (north of Alice Springs)



Umpherston Sinkhole (the only one in SA)



The Horizontal Falls (the icon closest to the Timor Sea)



Wave Rock (east of Fremantle)

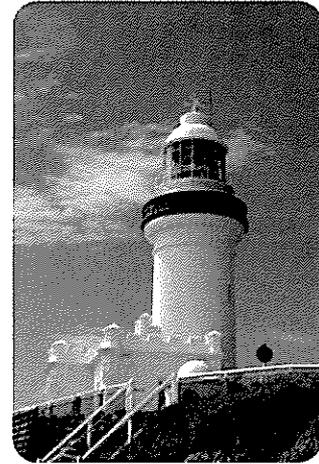
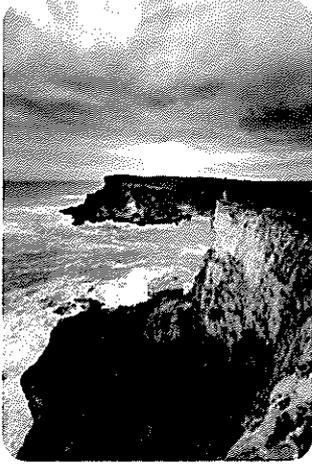
10



Read the eBook *Unique Places in Australia and their Fun Facts* about the mystery icons. Select one and make a mind map of information about it.

13

Use these images to help you complete the sentences below.



Australia is an island with more than 25 000 km of _____.

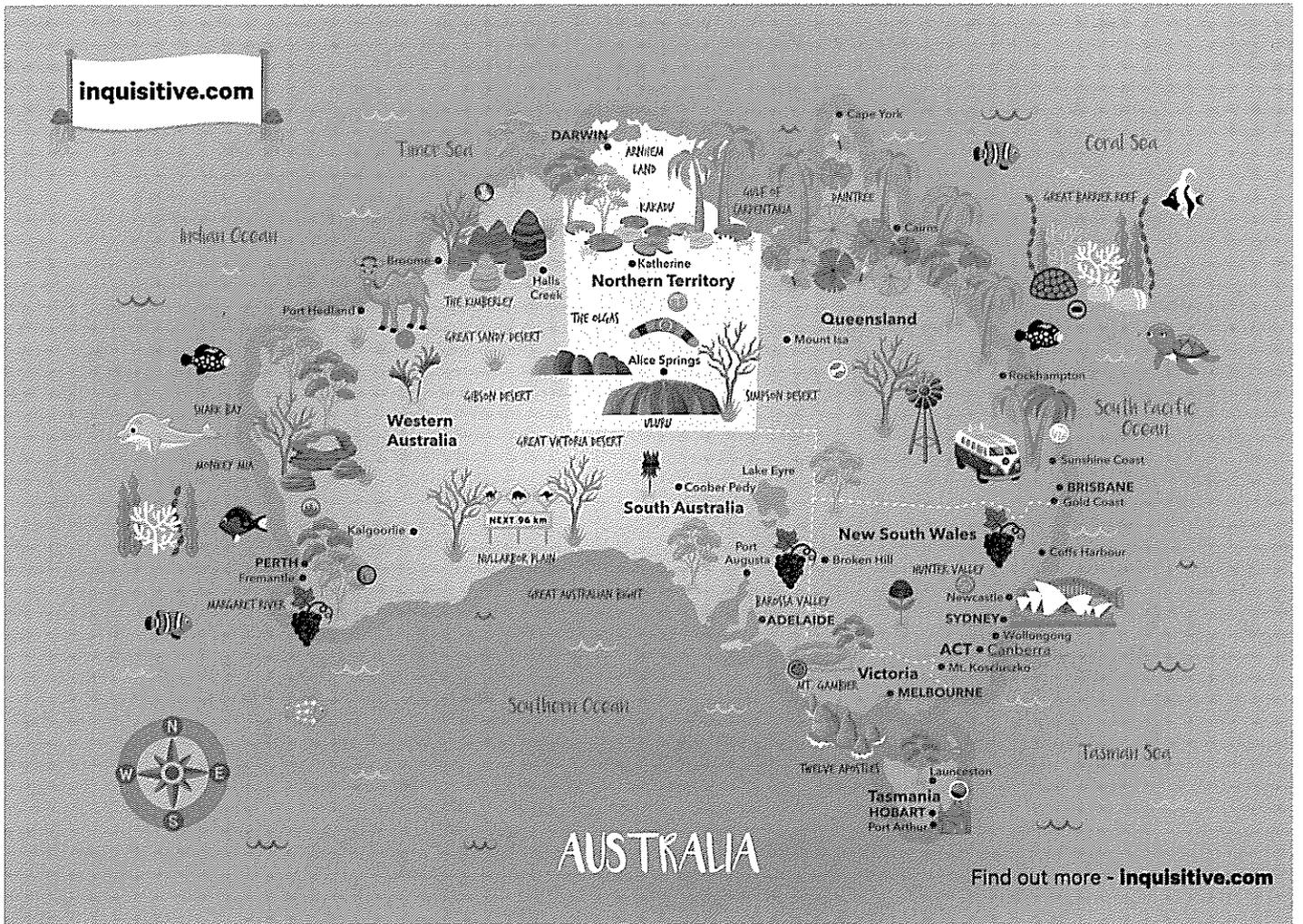
More than 350 _____ have been built to warn ships of the dangers of becoming wrecked.

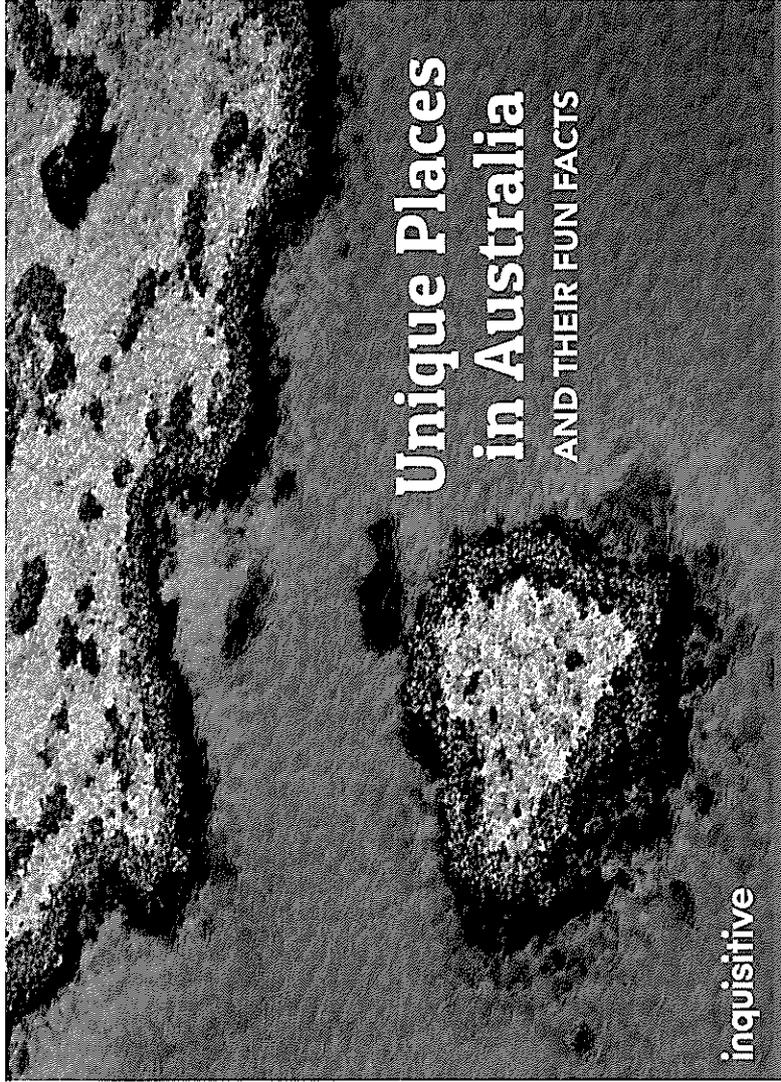
The introduction of _____ may mean the end of traditional lighthouses.

Make a PMI chart about keeping functioning lighthouses in Australia.

Plus	
Minus	
Interesting	







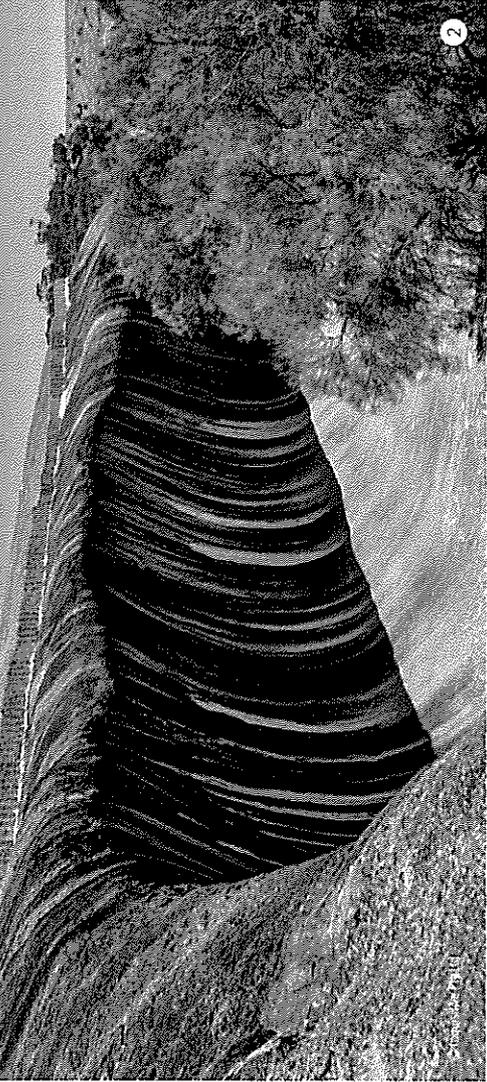
Unique Places in Australia AND THEIR FUN FACTS

inquisitive

Wave Rock is a unique natural rock formation found in the outback. It looks like a giant ocean wave breaking. It is over 15 metres tall and 110 metres long. Wave Rock was formed by water wearing away the base of the rock.

1 WAVE ROCK, WESTERN AUSTRALIA

During the rainy season, water flows down the rock and brings along different chemicals. This creates the stripes of colour down the wave. The rock is special to the Ballarong Aboriginal People. It is thought that the Dreamtime story of the Rainbow Serpent comes from here.



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Aboriginal rock painting of the Rainbow Serpent

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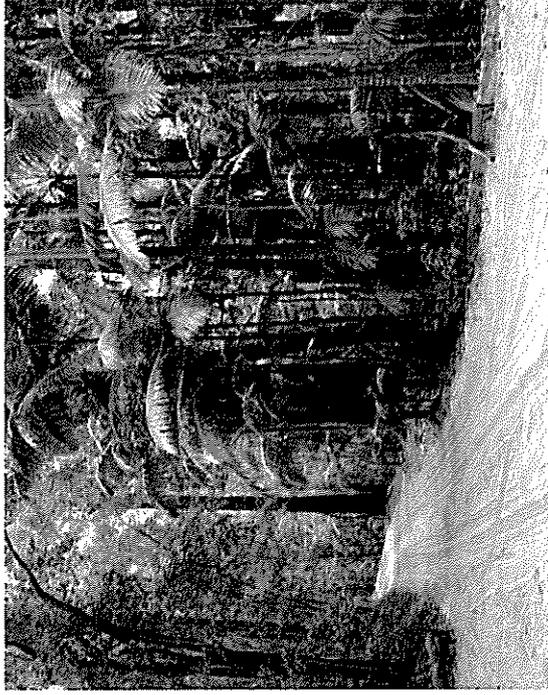


Wave rock colours

FUN FACT

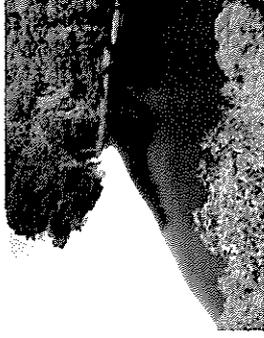
Wave Rock was formed before the age of dinosaurs, over two billion years ago.

Fraser Island is unique because it is the biggest sand island in the world. It stretches for over 120 kilometres. The island has more than 100 beautiful fresh water lakes. Many of these lakes are called perched lakes, which means they are filled only by rainwater. Fraser Island is also unique because it has an ancient rainforest that grows straight out of the sand. Many interesting animals and plants are found here including packs of wild dingoes.



Rainforest growing on sand dunes

© Inquisitive Pty Ltd



Lake Wabby

FUN FACT

Fraser Island's Lake Wabby is shrinking by one metre every year. This is because the huge sand dunes on its border are slowly moving towards it. In about one hundred years, Lake Wabby will no longer exist.

THE DEVILS MARBLES, NORTHERN TERRITORY

The Devils Marbles is a unique collection of rounded rocks in the middle of Australia. The rocks are as small as 50 cm and as large as 6 metres wide. The rocks are made from granite. They were formed millions of years ago and

then shaped by the weather over time. Some of the largest ones balance delicately on top of one another. The Aboriginal name for the marbles is Karlu Karlu. They believe the marbles are sacred and hold special powers.



Devils Marbles Conservation Reserve

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FUN FACT

Sometimes the strong heat of the day followed by the cold of the night in this desert area makes the rocks crack. Some Devils Marbles have split in half overnight.

Split Devils Marbles rock

DINOSAUR FOSSILS, QUEENSLAND

Winton, in outback Queensland, is unique as it is the dinosaur capital of Australia. Many dinosaur fossils, footprints and bones have been found in this area. The largest dinosaur bones were found in 1999 on a farm. They were from the skeleton of a sauropod that lived nearly 100 million years ago and has been nicknamed Elliot.

This is the only place in the world that has evidence of a dinosaur stampede. There are fossil tracks from the footprints of more than 3000 dinosaurs.

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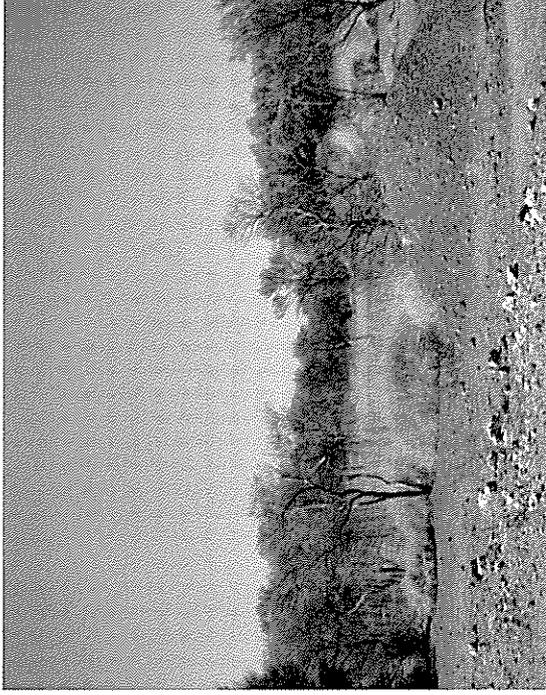
PAINTED CLIFFS, TASMANIA

The Painted Cliffs are unique because of their natural patterned cliff faces. They are so beautiful that they look like they've been painted. The colourful patterns are formed over many years. They are created when water

seeps through the layers of sandstone rock and leaves stains. Other patterns are formed when sea water is sprayed by crashing waves. This dries and leaves salt crystals which make more patterns.

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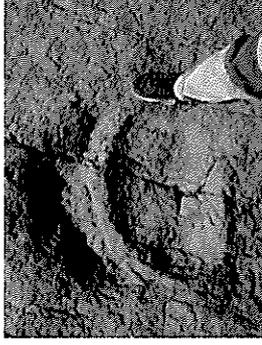
10



Winton, Queensland

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9



Sauropod, Brontosaurus-like footprint visible on the rock

FUN FACT

The contents of the stomachs of some of the Winton dinosaurs were also found. The archaeologists were able to find out what these creatures liked to eat for lunch!



Maria Island

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11



Painted cliffs, sunset view

FUN FACT

The painted cliffs are on an island, off an island, off another island! (Maria Island/Tasmania/Australia)

11 UNDERGROUND FIRE, NEW SOUTH WALES

Mt Wingen, in New South Wales, is unique because it has the world's oldest underground fire running underneath it. The fire is 30 metres underground and has been burning for more than 6000 years. It was probably started by a lightning strike or a bushfire. The fire spreads further south by one metre every year. Local Aboriginal people have used the fire for warmth and cooking for many generations.

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11



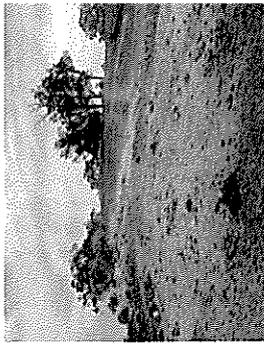
Burning coal embers

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FUN FACT

Mt Wingen is often called burning mountain. From a distance, the rising smoke from the underground fire makes it look like the mountain is actually on fire.



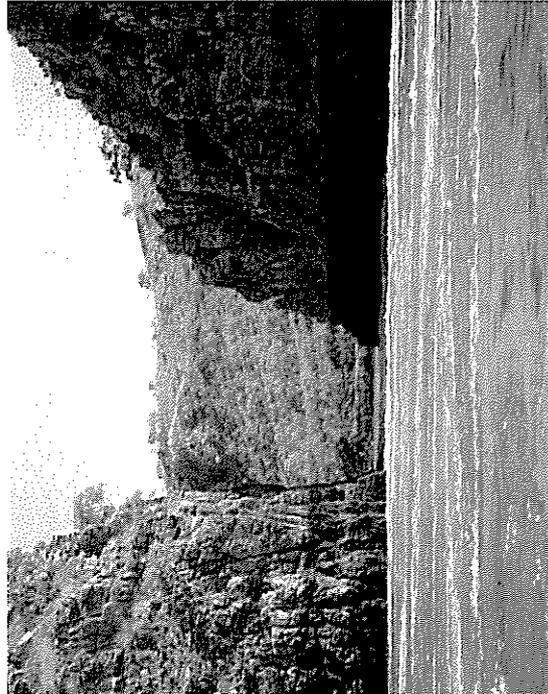
Mt Wingen, view of the summit

13 THE HORIZONTAL FALLS, WESTERN AUSTRALIA

The Horizontal Falls are unique because it is the only place in the world where waterfalls flow horizontally (from side to side). Millions of litres of sea water flow into this area every day. The water builds up faster on one side than the other and then has to squeeze between two narrow spaces to flow out. This creates the horizontal waterfalls.

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Speed boat view of the Horizontal Falls

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FUN FACT

More than one million litres of water per second can flow through the widest gap at the falls.



Aerial view of the Horizontal Falls

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UMPHERSTON SINKHOLE, SOUTH AUSTRALIA

The Umpherston Sinkhole is unique because it is a collapsed limestone cave that has been turned into a beautiful garden. Thousands of years ago the roof of this cave would have become weak from surrounding seawater. The roof then fell in, creating the sinkhole. There are many sinkholes in this area but only this one has been turned into a beautiful garden with terraces, a fountain, tree ferns and many other plants.

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View of the collapsed roof

© Imaginative Pty Ltd



Viewing platform at the Sinkhole

FUN FACT

Every evening as the sun sets, hundreds of possums gather at the sinkhole to feed on the grasses and plants.

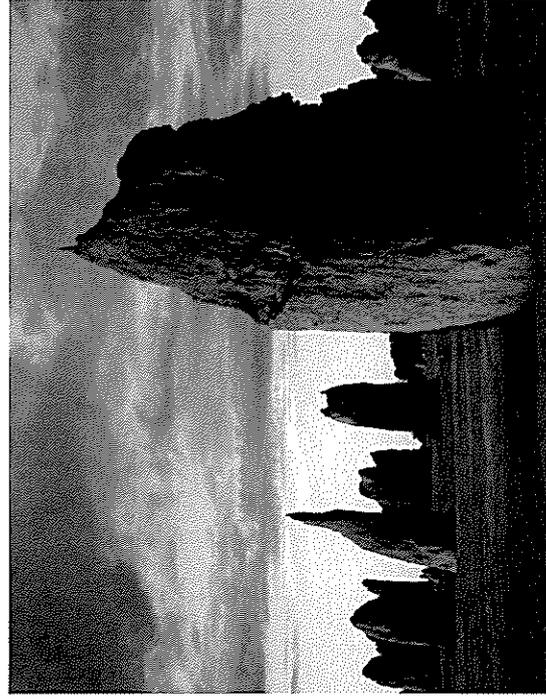
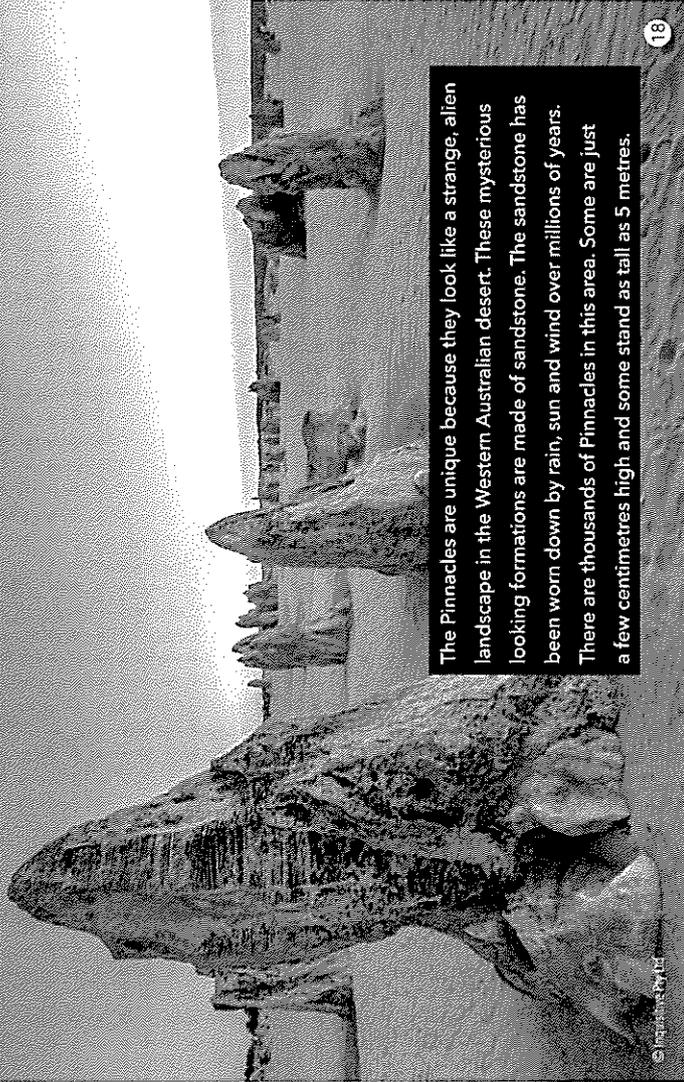
17

THE PINNACLES, WESTERN AUSTRALIA

The Pinnacles are unique because they look like a strange, alien landscape in the Western Australian desert. These mysterious looking formations are made of sandstone. The sandstone has been worn down by rain, sun and wind over millions of years. There are thousands of Pinnacles in this area. Some are just a few centimetres high and some stand as tall as 5 metres.

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Pinnacles at sunset

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Close up photo of Pinnacles

FUN FACT

The Pinnacles sandstone rock is made from crushed ancient sea shells which were blown inland from the ocean.

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BLUE HOLE, THE GREAT BARRIER REEF

The Blue Hole in the Great Barrier Reef is unique because it is a brand new discovery. It was officially found and explored for the first time in 2017. This Blue Hole was probably formed when a limestone ocean cave collapsed as sea levels rose thousands of years ago. Divers have gone inside the hole to find beautiful, healthy coral and thousands of fish and other marine life.

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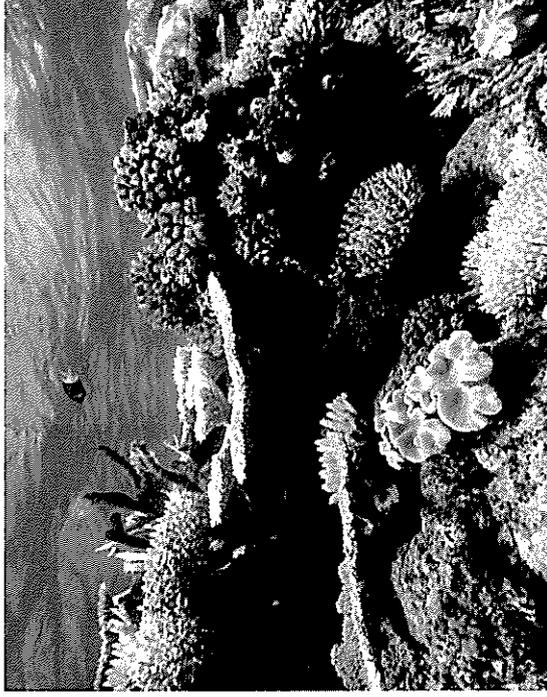
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FAIRY CIRCLES, WESTERN AUSTRALIA

The Fairy Circles are unique because nobody knows what actually causes them. The circles are made of round patches of dirt, with a ring of grass around the edges. From above, they make a mysterious hexagonal pattern. Hundreds of these circles first appeared in the desert of Western Australia in 2014. Some scientists think that the circles might be created by termites eating away at the grasses. Others think they are formed because plants are moving themselves around to find water in the dry desert.

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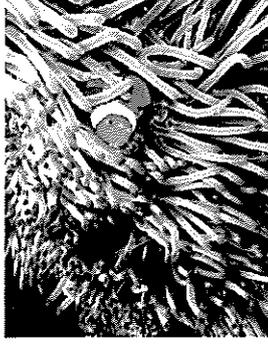
22



Healthy Great Barrier Reef coral

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Great Barrier Reef clown fish

FUN FACT

This Blue Hole has some of the healthiest coral on the Great Barrier Reef and may help scientists understand how to look after the rest of the Reef.



The dry desert where the fairy circles are found

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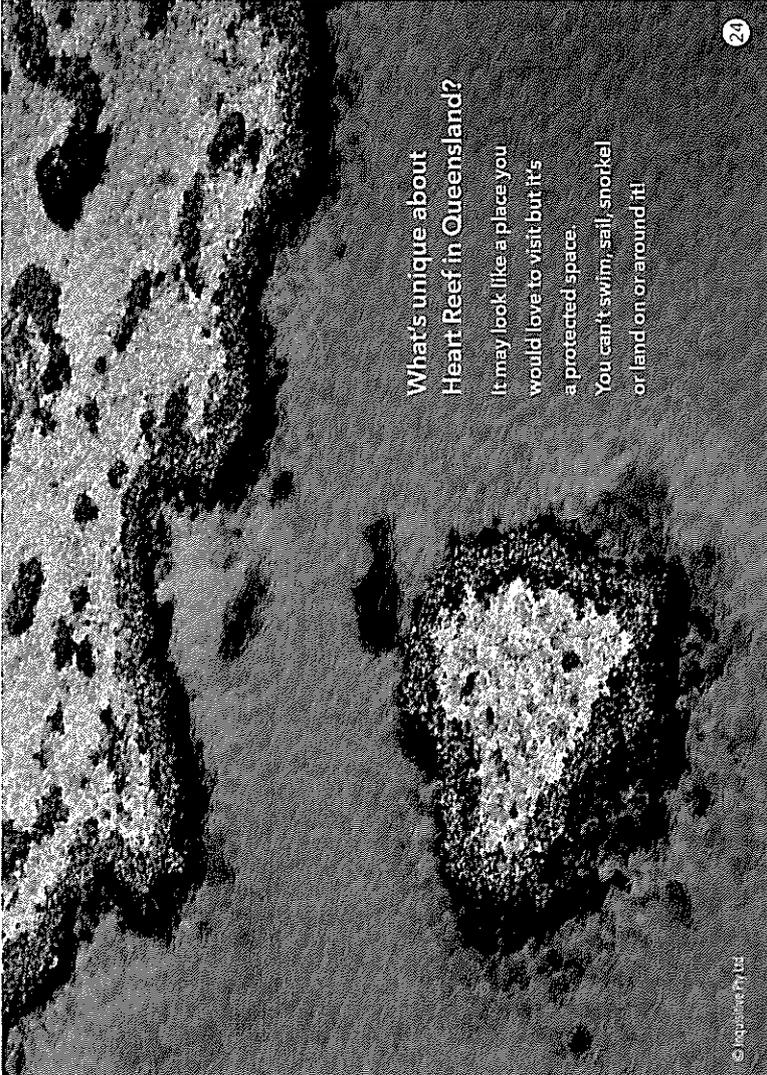
23



Termite mounds in the area

FUN FACT

The fairy circles get their name from the fact that some people believe they are created by fairies dancing around the area at night.

An aerial photograph of a reef system. A prominent feature is a large, heart-shaped patch of white coral in the center-right. To its left, there is a long, narrow strip of similar white coral. The surrounding reef is dark and textured. The text is overlaid on the dark reef area.

What's unique about Heart Reef in Queensland?

It may look like a place you would love to visit but it's a protected space.

You can't swim, sail, snorkel or land on or around it!

Stage 2 Australian Landmark Research Task

Geography Unit Term 3

GE2-1 examines features and characteristics of places and environments

GE2-2 describes the ways people, places and environments interact

GE2-4 acquires and communicates geographical information using geographical tools for inquiry



First of all...

Complete the unit of work 'Map of Australia' as part of your online learning.

Then...

1. After you have completed the unit of work, you need to select one Australian landmark to do a research task on.

This landmark can be man-made OR natural. For example, you could choose the Sydney Harbour Bridge (man-made) OR The Great Barrier Reef (natural).

You can choose a landmark from the list below OR choose your own:

Sydney Harbour Bridge

Sydney Opera House

Hunter Valley

Great Barrier Reef

Uluru

The Olgas

The Kimberley

Daintree Rainforest

Twelve Apostles

Barossa Valley

Margaret River

Shark Bay

Nullarbor Plain

Great Sandy Desert

Kakadu

Mount Kosciuszko

Mount Gambia

Great Australian Bight

Monkey Mia

Great Victorian Desert

Gibson Desert

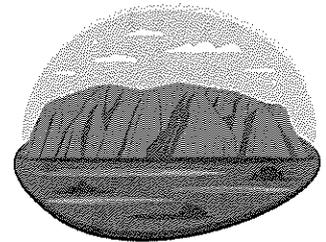
Arnhem Land

Simpson Desert

Port Arthur

2. You need to include the following information as part of your research task:

- Name of the landmark
- What is it?
- Where it is located? (You might want to include a map)
- Why it is special/important/considered a landmark in Australia?
- Is it a man-made or natural landmark?
- How was it made?
- Other interesting facts
- Lots of photos!



3. You can present your research task as a poster, in an A4 plastic folder/sleeve, in a PowerPoint or Google Slides OR you could get really creative and even present your landmark as an information brochure or booklet!

4. Things to remember:

- Your information needs to be written in your own words.
- Use subheadings to divide up your research.
- Neat presentation skills that show a mixture of information and pictures.

This project is due at the end of Week 7: Friday 28th August

You can submit it via Google Classroom or bring it to school when we return.



Science Week 2021

The school theme for National Science Week 2021 is Food: Different by Design. It honors the United Nations International Year of Fruits and Vegetables and the International Year of Creative Economy for Sustainable Development.

This year, to celebrate science week, we are challenging our Valley View Public School students to design an entry for the VVPS Science Fair.

Please find below the details you will need to create your entry.

Your Project Goals

1. Choose a project idea which links to this year's theme, Food: Different by Design.
2. Choose a project type: investigation OR invention.
3. Research and plan!
4. Conduct your investigation/Create your invention.
5. Design your Science Fair Presentation.
6. Present your project at school (how this will occur will be decided depending on Covid-19 restrictions in week 6).

What you need to know:

Over the next few weeks, your Learning From Home packages will support you to design your Science Fair entry.

Due Date: Wednesday August 18th, 2021.

How will it be judged?: See the Rubric in your Google Classroom

assignment.

Who will be the judge?: We are hoping to invite special guest judges if on site at school.

Some Suggested Materials

- Tri-fold display board
- Permanent Markers
- Colored construction paper
- White computer paper
- Glue-stick (liquid glue causes ripples)

Safety first!

Your investigations and creations should be age appropriate and under the supervision of an adult. Never use materials without asking an adult's permission first.

Useful Resources:

https://www.sciencebuddies.org/science-fair-projects/science_project_ideas.php

<https://www.scienceweek.net.au/>

<https://www.education.com/science-fair/>

<https://www.steamsational.com/classic-science-fair-projects/>

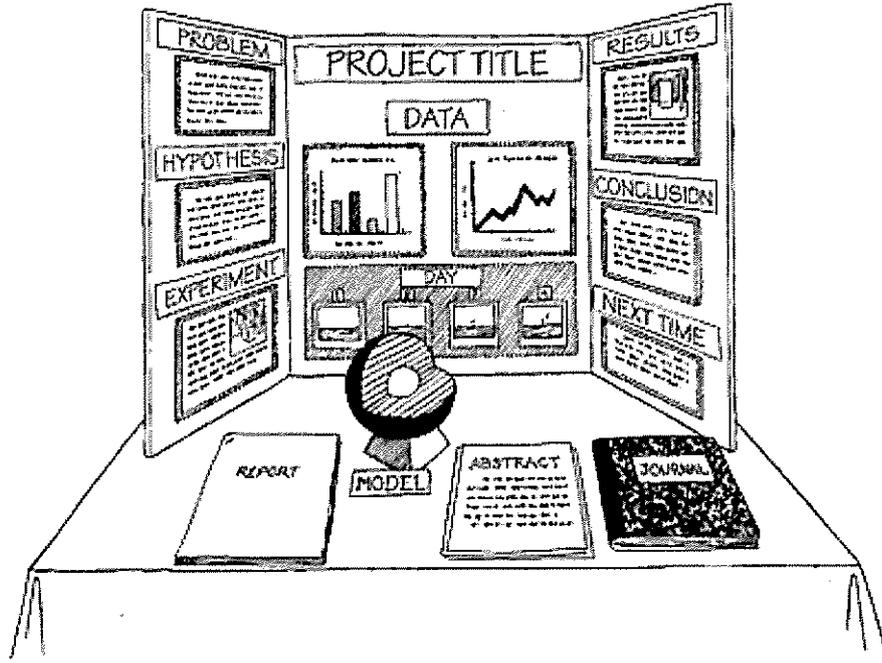
Science Fair Project Rubric

Due: _____

Name(s): _____ Topic: _____

Science Fair Poster		
Project Title	Title and student name are clearly displayed	____/5
Question/Purpose 	<ul style="list-style-type: none"> • What do you want to find out? • What problem will you solve? 	____/10
Hypothesis	What do you think will happen? Make an educated guess about your question. <i>"I predict... because..."</i>	____/10
Materials	What will you need to complete the experiment?	____/5
 Experiment	Step-by-step procedure you followed to complete the experiment. <ul style="list-style-type: none"> • At least 5 clear steps in the experiment • At least 3 pictures showing the main steps in your experiment 	____/20
 Data and Graphics	Show your data and pictures from your experiment. <ul style="list-style-type: none"> • What did you observe? • What data did you collect? • At least 1 chart, graph, or picture to display results 	____/10
 Results	<ul style="list-style-type: none"> • What did you learn from your work? • Explain your data. 	____/10
Conclusion	<ul style="list-style-type: none"> • Was your hypothesis right or wrong? • How do you know? 	____/10
Evaluation	<ul style="list-style-type: none"> • What went well? • What would you change if you did the experiment again? 	____/10
Grammar/Mechanics	<ul style="list-style-type: none"> • There are no grammatical or mechanical errors. • Writing is easy to understand. 	____/10
Total:		____/100

Ideas for Science Fair Posters



<p><u>Problem/ Purpose</u> State the problem you meant to solve.</p>	<p>Project Title by Your Name</p>	<p><u>Results</u> What did you learn from your work? Explain your data.</p>
<p><u>Hypothesis</u> State your hypothesis.</p>	<p><u>Data & Graphics</u></p>  <p>Display your data and pictures in this area.</p> <p>Graphics are very effective for explaining results.</p>	<p><u>Conclusions</u> Was your hypothesis right or wrong? Can you make a new one?</p>
<p><u>Procedures</u> Explain the experiments you did. What? How? Why?</p>		<p><u>Recommendations</u> From what you learned, would you try anything new?</p>

Purpose

To determine if temperature affects how long bubbles last before they pop

Hypothesis

Bubble lifespan is not affected by temperature

Materials

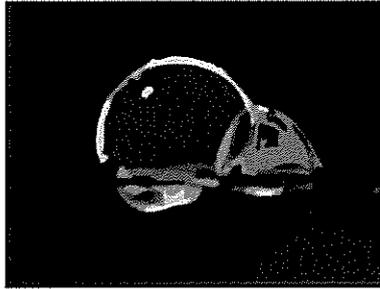
Identical clear jars
Bubble solution
Measuring spoons
Thermometer
Stopwatch

Procedure

1. Use your thermometer to find locations that are different temperatures from each other.
2. Label each jar with the temperature of the location it will be placed.
3. Add identical amounts of bubble solution to each jar.
4. Place the jars at the different temperatures.
5. Wait 15 minutes for the temperature to equalize.
6. Shake each jar and record the time it takes for the bubbles to all pop
7. Repeat three times.

Bubble Life and Temperature

Cy N Student
Sometown Middle School



References

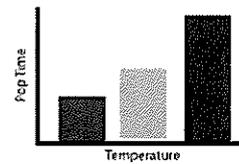
Bubble Life & Temperature
Anne Helmenstine
About Chemistry
<http://chemistry.about.com>

Data

Temperature	40°	75°	120°
Time to Pop			
Trial 1	50	36	22
Trial 2	55	32	17
Trial 3	60	28	21
Average	55	32	20

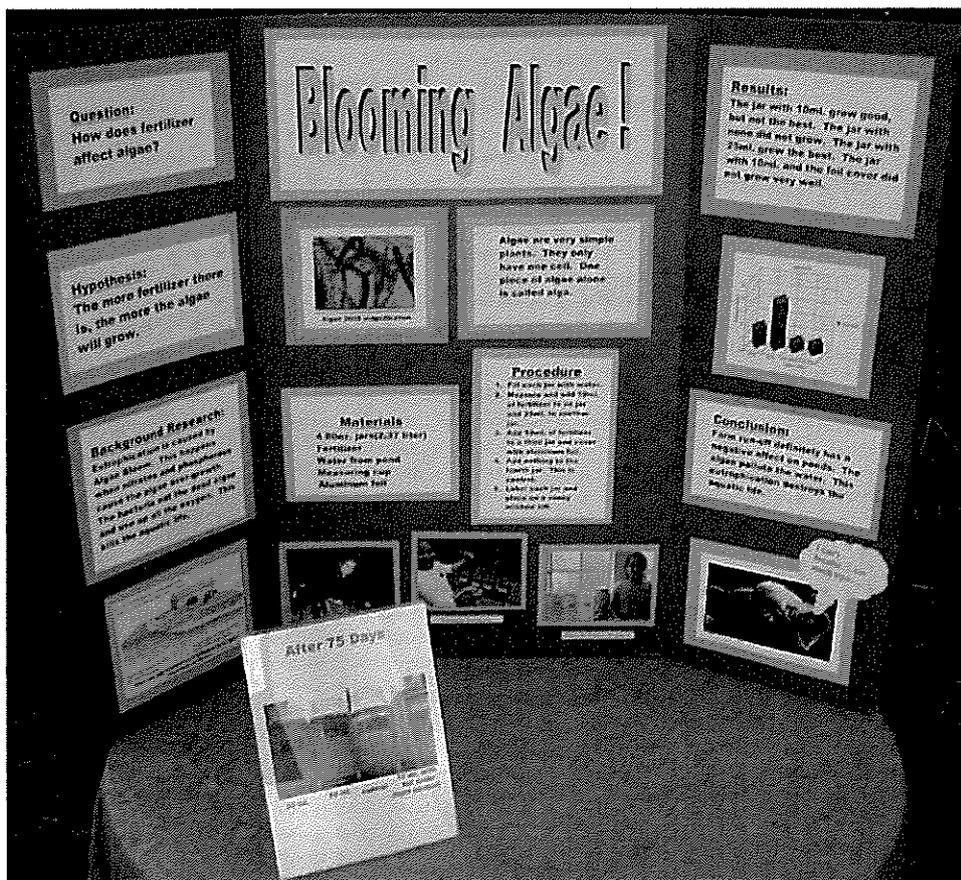
Results

Pop Time vs Temperature



Conclusions

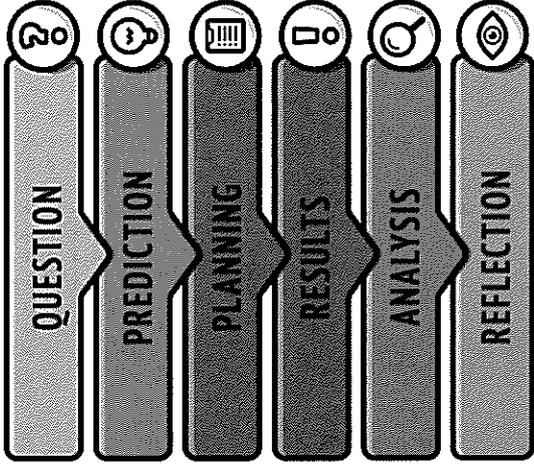
Bubble lifespan is affected by temperature. Data indicates cold bubbles pop faster than warmer bubbles.



SCIENTIFIC INVESTIGATION PROCESS

teachstarter

SCIENTIFIC INVESTIGATION PROCESS



n

SCIENTIFIC INVESTIGATION PROCESS

teachstarter

MAIN MENU

teachstarter



PREDICTION

- What do you think will happen?
- What prior knowledge about the topic has helped you to form this prediction?

MAIN MENU

PLANNING

- What materials do you need?
- What steps will you perform to setup and conduct the experiment?
- What is the variable you will measure?
- What is the variable you will change?
- What are the other variables you will keep the same?

MAIN MENU



RESULTS

- How will you record your findings?
- Will you use a table, a graph, a diagram?

MAIN MENU

ANALYSIS

- What did you find out?
- Was your prediction correct?
- Why do you think this happened?

MAIN MENU



REFLECTION

- ▲ Did your experiment work?
- ▲ Was it a fair test? How do you know?
- ▲ If you were to repeat the experiment, what could you change to improve the investigation?
- ▲ Would these changes improve the quality of the data you obtained? How do you know?

SCIENTIFIC
INVESTIGATION PROCESS

MAIN MENU

Title: *Write Your Title Here*

Introduction

Write a short introduction explaining the where, why and how of the task. The introduction should draw in the students. It sets the scene and creates a sense of curiosity.

Task

Write a description of what you want students to produce. The task should be meaningful and fun. All elements of the project should be outlined in the task description, but not all of the details. The task description should clearly outline each of the elements that students will produce.

Process

Write a step-by-step guide to how students will complete their task. The process should be precise. It sets out each of the steps students need to complete in chronological order.

Insert step 1 here

Resources

You may already have some ideas about different ways that building design can limit the adverse effects of bushfire damage, and that's a great start. Click on the links below to learn more about building for bushfire preparedness. You will find all the information you need to complete this task from the following 3 websites.

www.example.website.1.com

www.example.website.2.com

www.example.website.3.com

Results

Write a reflection about your investigation. How did it go? What did you find out? Consider how you will show your results. Your conclusion is written to sum up your activity, reflect on the process and your results.

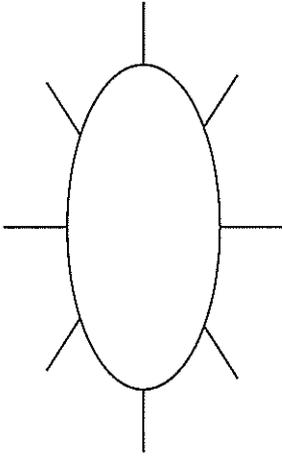
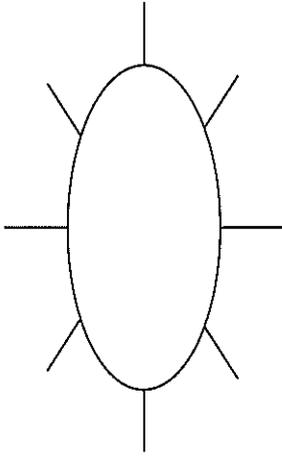
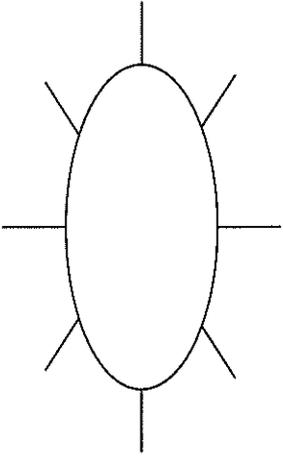
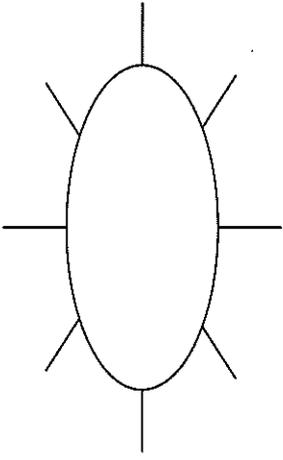
A series of horizontal dashed lines for writing.

Monday

Name: _____ Date: _____

Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.

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

Name: _____

Date: _____

Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

Name: _____

Date: _____

Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

Name: _____

Date: _____

Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit the other three, e.g. happy, joyful, angry, cheerful.

a)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
j)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
k)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
l)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
m)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
n)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
o)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Name: _____

Date: _____

Sort Them Out

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

Category 1	Category 2	Category 3

Name: _____

Date: _____

Word Detective

Write three clues about four of your spelling words. Cover the answers and ask someone to try to guess your spelling words using your clues.

Word 1

a) _____

b) _____

c) _____

Word 2

a) _____

b) _____

c) _____

Word 3

a) _____

b) _____

c) _____

Word 4

a) _____

b) _____

c) _____

Answers

Word 1: _____

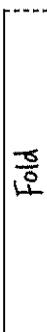
Word 2: _____

Word 3: _____

Word 4: _____

Cut 

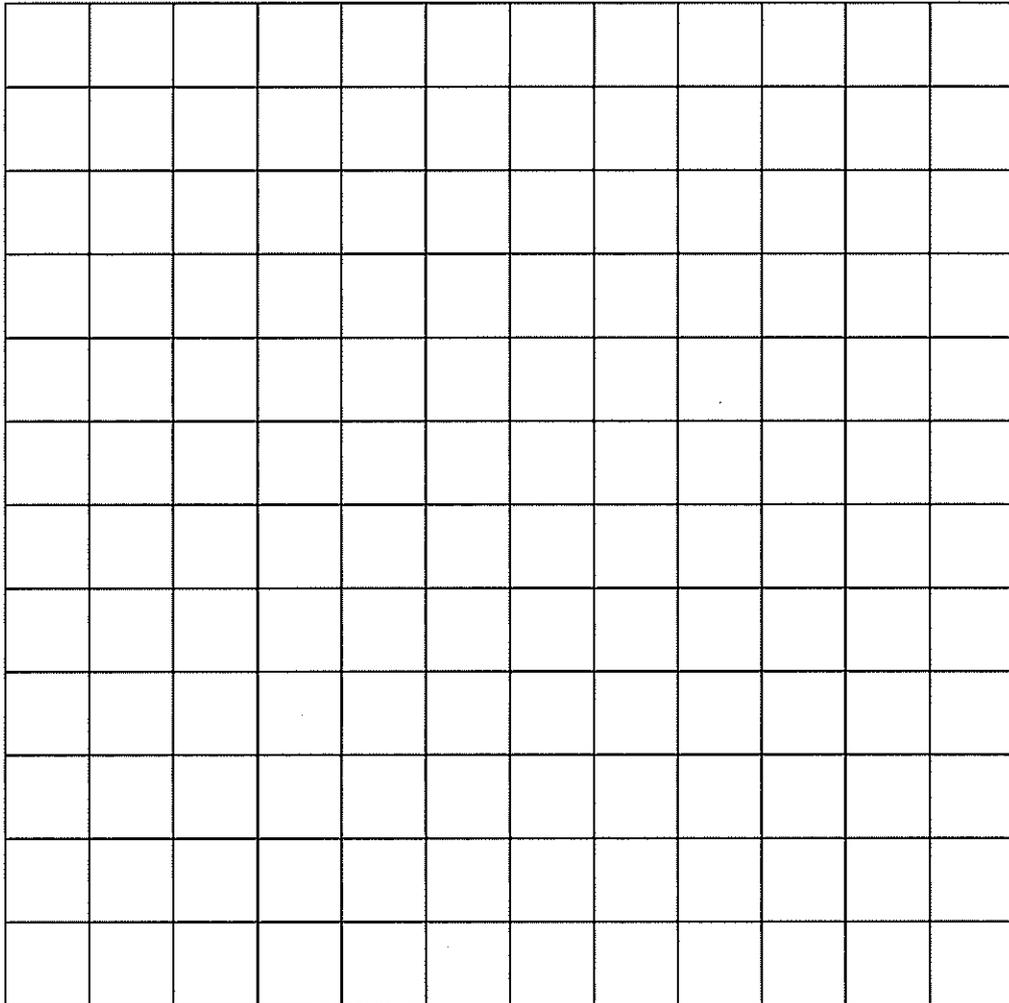
Answer Cover

Fold 

Name: _____

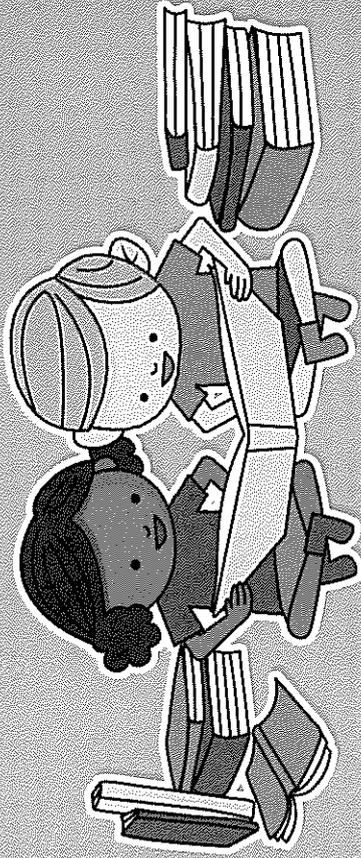
Date: _____

Word Search



READING COMPREHENSION STRATEGIES

MAKING CONNECTIONS



Why Do We Read?

Being able to read is an extremely useful skill to have. For many people, it is one of life's pleasures. But what is the purpose of reading?

- We might read a text to **gather information** about a topic or idea.
- We might read a text to **learn how to do or make something**.
- We might read a text to **understand the opinions** of others.
- We might read a text to **be entertained**.

In all of these situations, the reader must be able to decode the words on the page, then create meaning from them.



Reading Comprehension Strategies

The goal of reading any text is to create meaning. Without meaning, a text is nothing more than a series of words on a page! Reading can be a frustrating and unenjoyable process when we don't understand the meaning of a text.

Reading comprehension strategies are tools that readers can use while reading to help them comprehend (understand) a text. These strategies can help readers to stay engaged with a text and gain greater enjoyment while reading.



Making Connections

Making connections means finding links between what you are reading and your personal experiences, other texts and the world.

Before and during reading, it can be helpful to draw upon your own experiences, your experiences of other texts and your experiences of the world around you to create meaning.

These links can be defined as:

- text-to-self connections
- text-to-text connections
- text-to-world connections.



How to Make Connections

While you are reading, ask yourself the following questions to help you make connections:

- What does this text remind me of in my own life?
- How is this text different to my own experiences?
- Does this text make me think of another book I've read?
- Have I read anything similar to this text?
- How does this text relate to the world around me?



Using the Strategy - Class Activity

As a class, you are going to read a short narrative text called *Stuck at the Airport*.

In this text, a family are stranded at an airport when a wild storm hits and delays their flight.

While you are reading, use your prior knowledge to think about connections you can make to your own personal experiences, other texts and the world.

After reading, complete the Making Connections Text to Self Task.



Stuck at the Airport

Dad, Jessie and I were walking quickly towards the check-in counter at the airport. Suddenly, we heard a voice boom over the loud speaker.

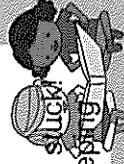
"Ladies and gentleman, may I have your attention please. This is an important announcement for all passengers waiting in the departure area."

A feeling of despair washed over me. This didn't sound good.

"A wild storm is fast approaching the airport from the south. We expect strong winds, lightning and heavy rain. All flights are delayed indefinitely."

Loud groans echoed out around the departure lounge. We were stuck! After a week of eating Grandma's pea soup every night and sleeping on a

lumpy old mattress on the floor, all I wanted to do was go home!



Stuck at the Airport

"Never mind," Dad said kindly. "There's no use getting upset about something we can't change. We'll just have to be patient."

Dad found a comfy lounge for us to sit on while we waited. Hours passed; there was no sign of the storm easing. We couldn't even go back to Grandma's house as the roads were closed. I would have been grateful to have a sleep on that lumpy mattress now!

After what seemed like a hundred games of *I Spy*, we went for a walk to the food court. There were lines of people everywhere! We decided to go the little shop near the airport check-in. We stocked up on chocolate, chips and drinks. Finally, some positive news... we had snacks!

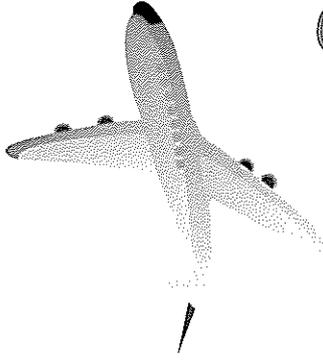


Stuck at the Airport

We ate. The boredom returned. Jessie and I started fighting over silly things. Dad's patience was starting to wear thin.

At long last, the winds died down. The rain stopped. The skies cleared. We crossed our fingers and hoped for the best.

"Ladies and gentleman, your attention please. The weather has dramatically improved. Flights are recommencing. We hope to have you all on your way very soon!"



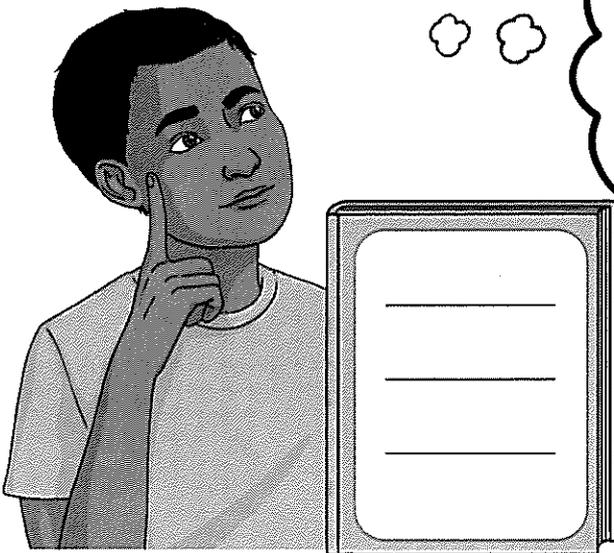
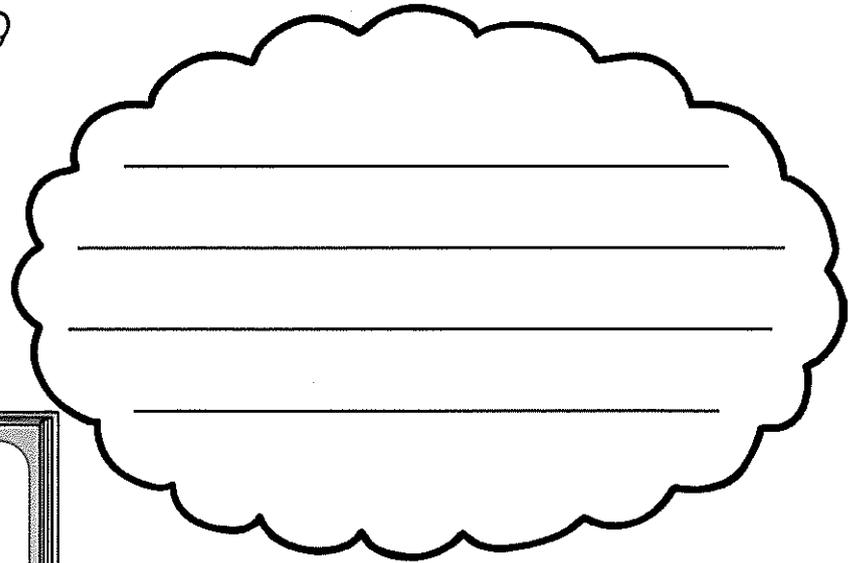
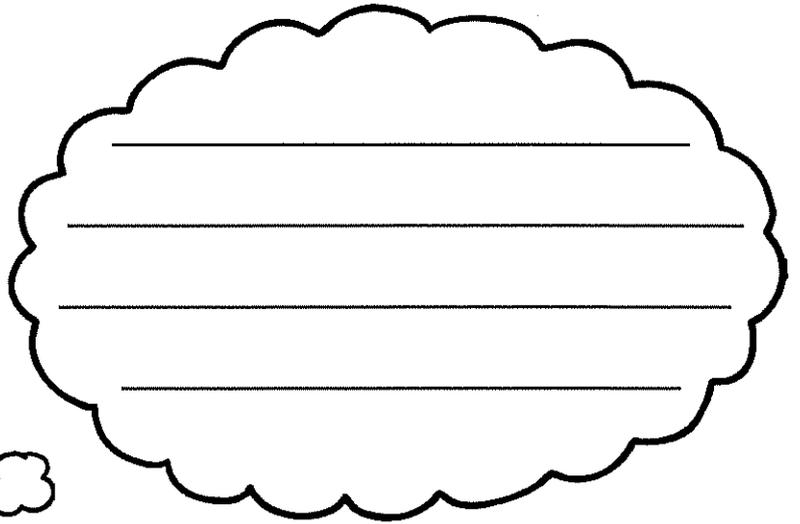
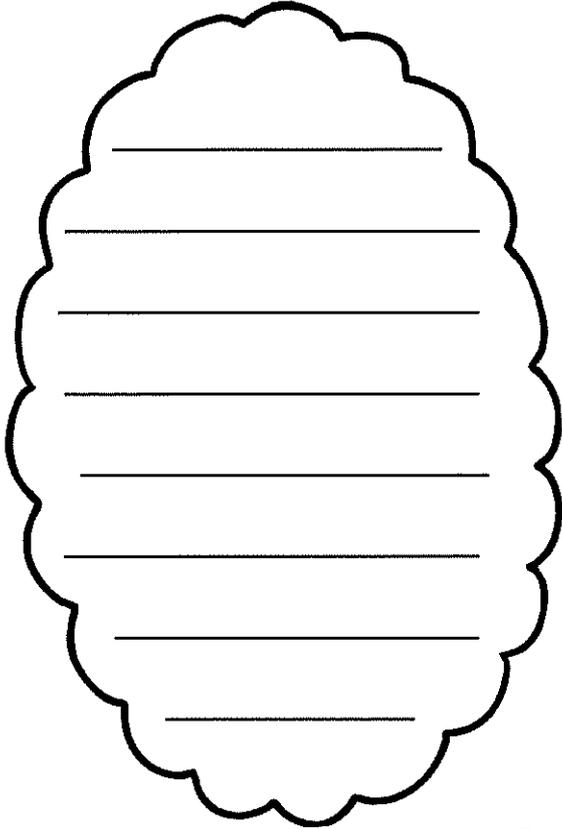
 www.illustrations.com



Text to Self Connections

Think of three ways the text reminds you of things in your own life. It could be a character's experience, a place or setting they were in or a problem they faced. Draw and write in the three thought bubbles.

What does this text remind me of
in my own life?



Fairy Tales

A fairy tale is a make-believe story. Some of the features of fairy tales include:

- faraway lands
- fantasy characters
- magic spells and objects
- happy endings.

Fairy tales use:

First or third person
Past tense
Descriptive language
Time connectives
Direct speech.

Title

The Gingerbread Man

Orientation

Once upon a time, there lived a sweet old woman and a grumpy old man. They lived in a tiny cottage near the river. The grumpy old man **was** hungry, so the sweet old woman decided to bake him a gingerbread man.

Complication

When the gingerbread man was cooked, the sweet old woman opened the oven door. **All of a sudden**, the tasty gingerbread man leaped off the hot oven tray. He ran through the kitchen, out the door and down the street. With the sweet old woman running behind him, the gingerbread man cheekily yelled out, "**You can't catch me, I'm the gingerbread man!**"

Resolution

The gingerbread man finally arrived at the bank of the wide river. He looked around for an object to transport him to the other side safely.

Out of the bushes, a sly hungry fox appeared. He offered to take the gingerbread man across the river. As soon as they reached the other side, the clever fox tossed the unfortunate gingerbread man into the air and ate him.

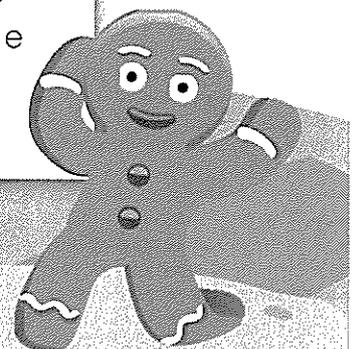
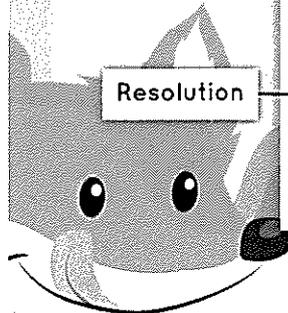
Past tense

Time connective

Direct speech

Third person

Descriptive language



A large rectangular area with horizontal lines, intended for writing.



Number Patterns and Sequences

$\boxed{+1}$ $\boxed{+1}$ $\boxed{+1}$ $\boxed{+1}$ $\boxed{+1}$
1, 2, 3, 4, 5, 6

$\boxed{1 + 1 = 2}$

$\boxed{2 + 1 = 3}$

$\boxed{3 + 1 = 4}$

$\boxed{4 + 1 = 5}$

$\boxed{5 + 1 = 6}$

What would the next number be in this pattern?

0 1 2 3 4 5 6 7 8 9



A number pattern is a sequence of numbers that follow a certain rule.

This is a number pattern:

1, 2, 3, 4, 5, 6

$\boxed{1 + 2 = 3}$



The rule is add 1 each time

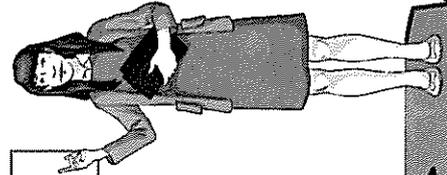
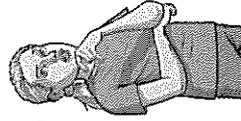
Click [here](#) to see how this works.

What is happening each time?

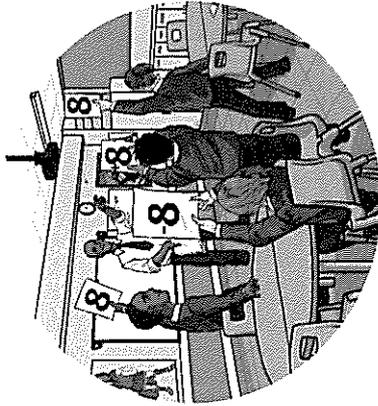
$\boxed{+5}$ $\boxed{+5}$ $\boxed{+5}$
5, 10, 15, 20, 25, 30, 35

Can you figure out what the next numbers in this sequence would be?

$\boxed{35 + 5 = 40}$



Number sequences can use addition, subtraction, multiplication or division.



Each rule can include whole numbers or decimal numbers.

Let's look at some trickier sequences!

Now, can you figure out the missing numbers and the rule in these sequences?

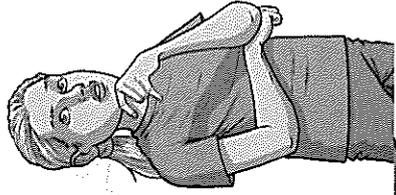
13, 17, 21, 25, 29 rule = add 4

95, 85, 75, 65, 55, 45, 35 rule = subtract 10

10.1, 11.2, 12.3, 13.4, 14.5, 15.6 rule = add 1.1

Can you finish this number sequence?

48, ⁻¹47, ⁻²45, ⁻³42, ⁻⁴38, ⁻⁵33, _____.



What happens to get from 48 to 47?

What happens to get from 47 to 45?

What happens to get from 45 to 42?

What number will come after 42?

What number will come after 38?

Let's look at these even trickier number patterns. Can you figure out the missing numbers and the rule in these sequences?

2, 4, 8, 16, 32, 64, 8, 12 rule = double the number

800, 400, 200, 100, 50, 25 rule = divide by 2

10, 17, 20, 27, 30, 37, 40 rule = add 7, add 3

Name _____

Date _____

Number Patterns (A)

① Complete these addition patterns.

a)

$2 + 4 =$	
$12 + 4 =$	
$22 + 4 =$	
$32 + 4 =$	

b)

$46 + 8 =$	
$56 + 8 =$	
$66 + 8 =$	
$76 + 8 =$	

c)

$85 + 3 =$	
$95 + 3 =$	
$105 + 3 =$	
$115 + 3 =$	

② Complete these subtraction patterns.

a)

$6 - 2 =$	
$60 - 20 =$	
$600 - 200 =$	
$6000 - 2000 =$	

b)

$9 - 7 =$	
$90 - 70 =$	
$900 - 700 =$	
$9000 - 7000 =$	

c)

$8 - 5 =$	
$80 - 50 =$	
$800 - 500 =$	
$8000 - 5000 =$	

③ Use the rule to complete these patterns.

a)

Rule	input	10	12	14	16	18
+ 6	output	16	18			

b)

Rule	input	6	7	8	9	10
x 2	output	12	14			

c)

Rule	input	25	20	15	10	5
- 3	output	22	17			

d)

Rule	input	28	24	20	16	12
÷ 4	output	7	6			

④ Identify the rule for these patterns.

a)

Rule	input	2	4	6	8	10
	output	5	7	9	11	13

b)

Rule	input	5	6	7	8	9
	output	25	30	35	40	45

c)

Rule	input	22	33	44	55	66
	output	12	23	34	45	56

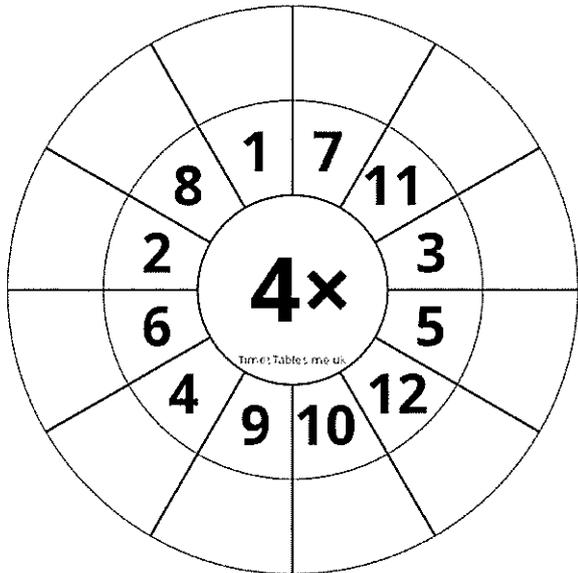
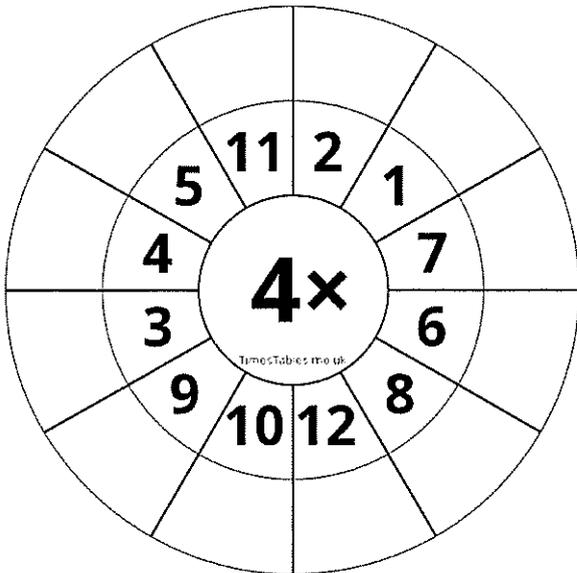
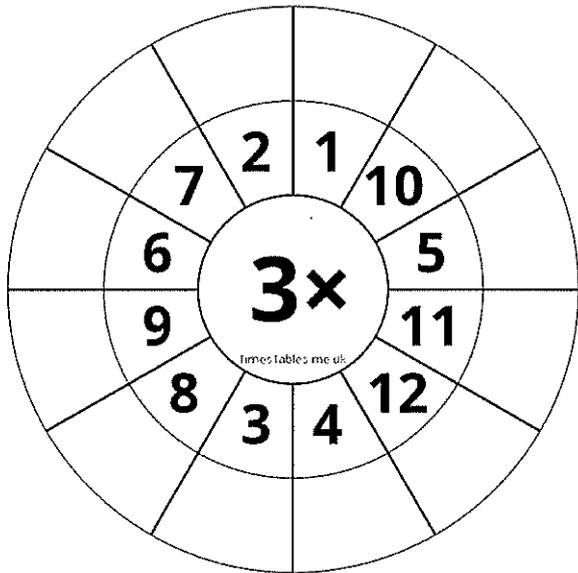
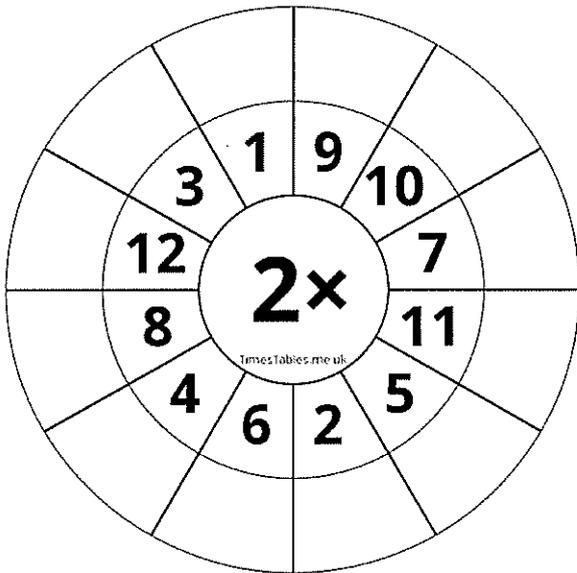
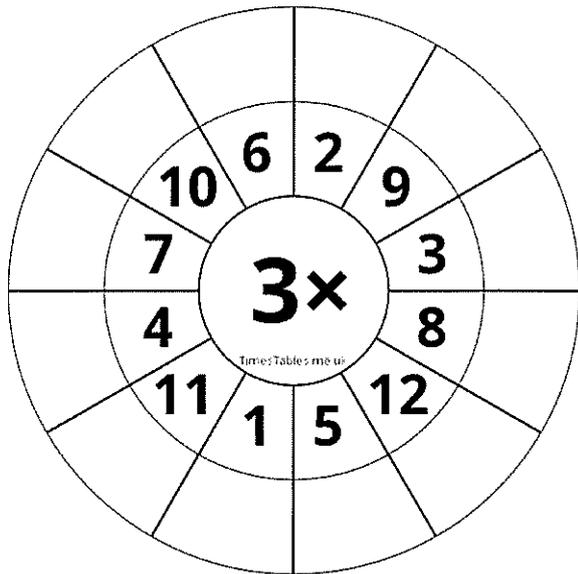
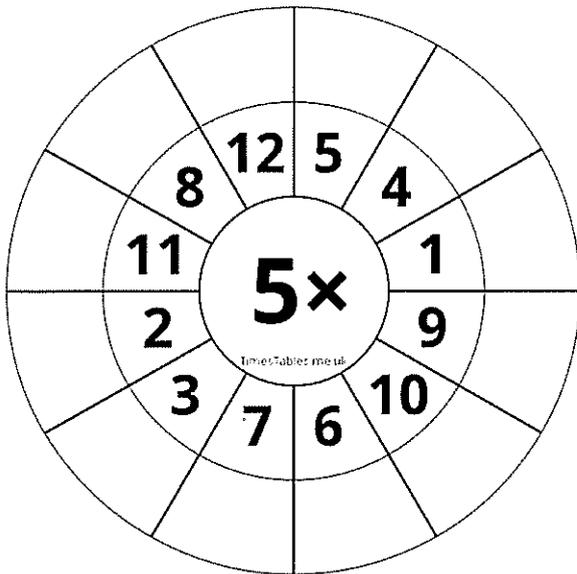
d)

Rule	input	18	16	14	12	10
	output	9	8	7	6	5



TimesTables.me.uk

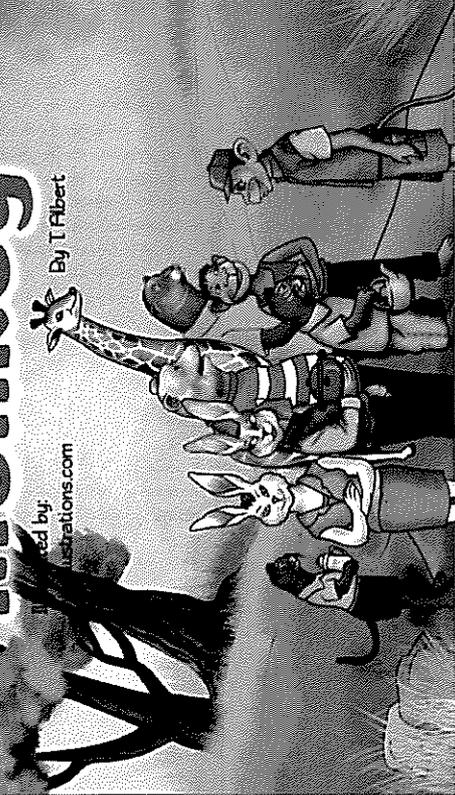
Printable Multiplication Wheels Quiz Generator



The Homeless Monkey

Illustrated by
Illustrations.com

By T Albert

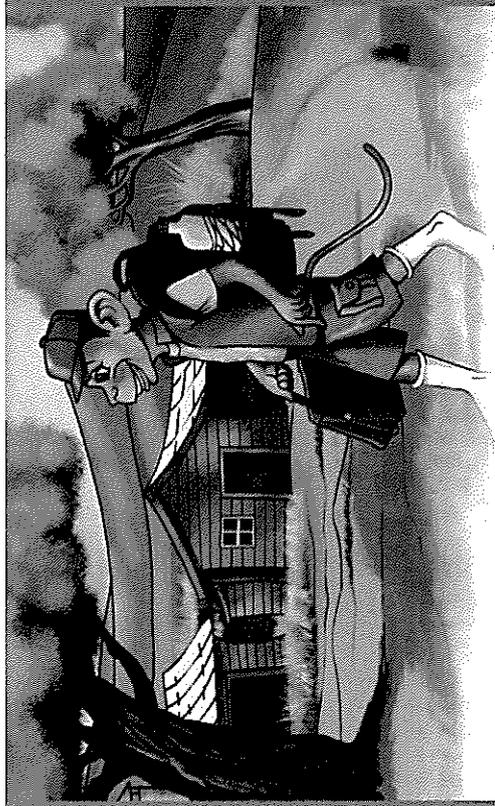


The Homeless Monkey

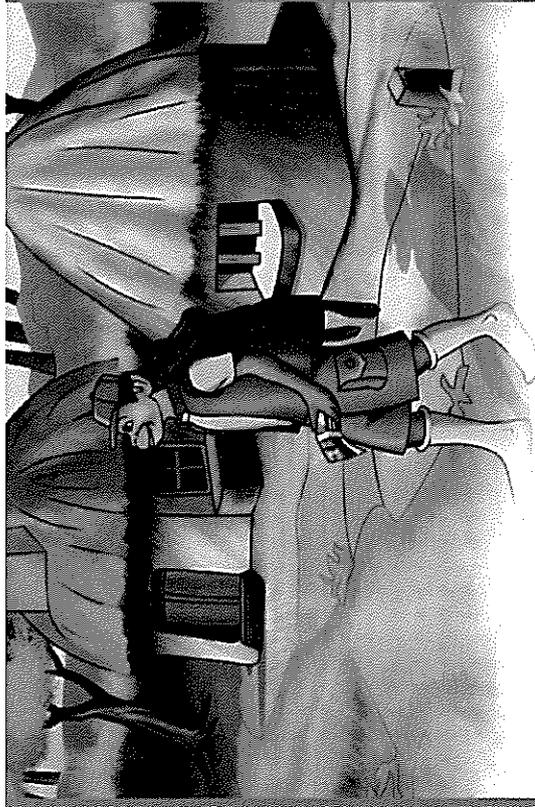
A heartwarming story about a happy monkey who travels the world looking for adventures. As the story moves along at a quick pace, the monkey learns about the balance between the good and the bad in the world. And he makes up his mind to live without ever causing harm to others.



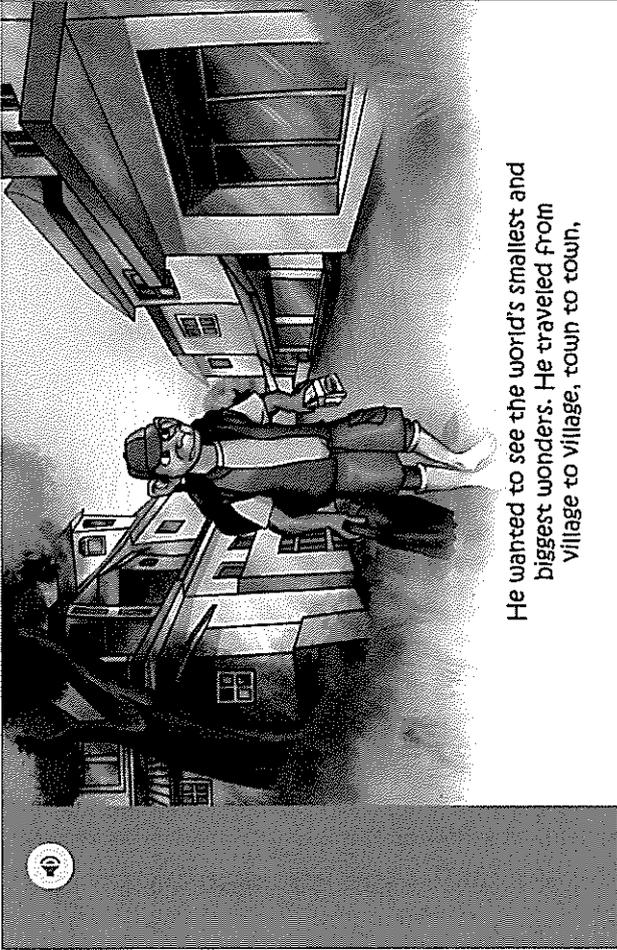
Published by Monkey Pen Ltd



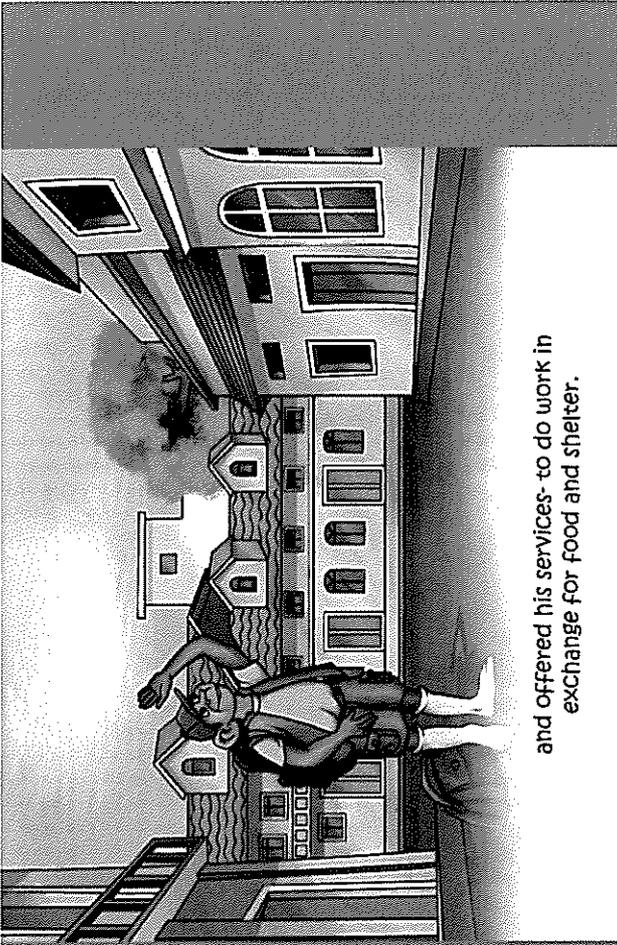
Once upon a time, there lived a monkey who had no home of his own. They called him 'Springs', for he always walked with a bounce in his steps.



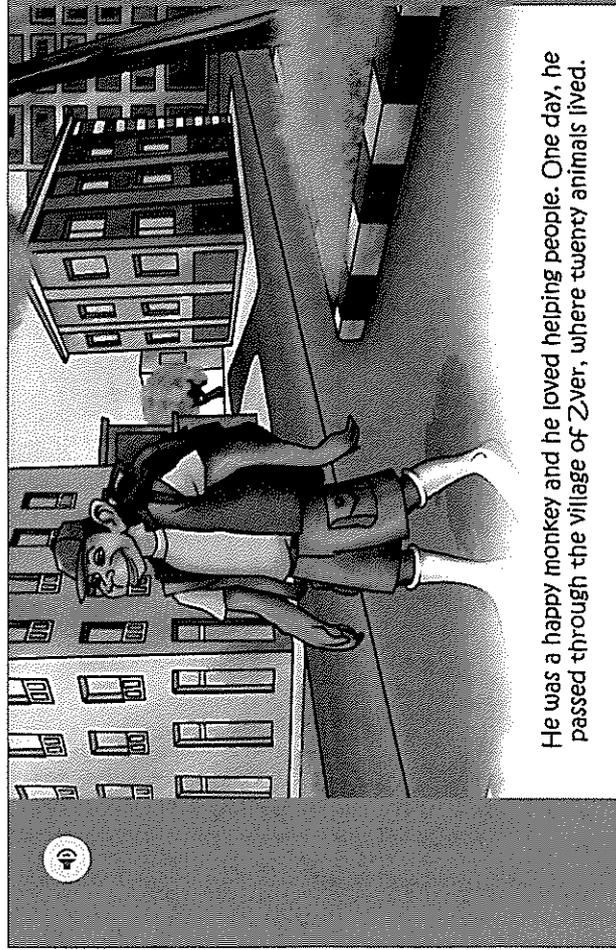
He had sold everything he owned, and with that money, he had started traveling the world.



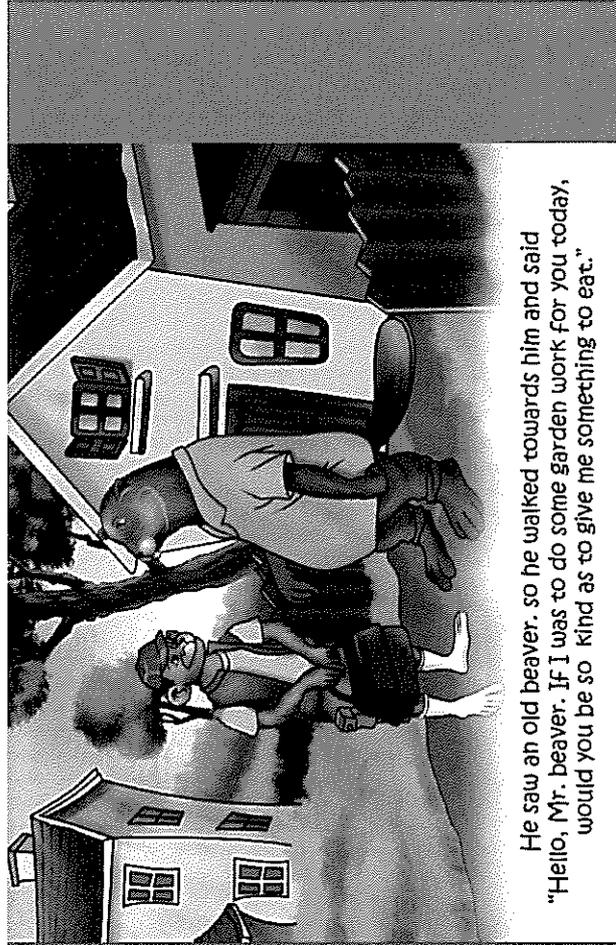
He wanted to see the world's smallest and biggest wonders. He traveled from village to village, town to town,



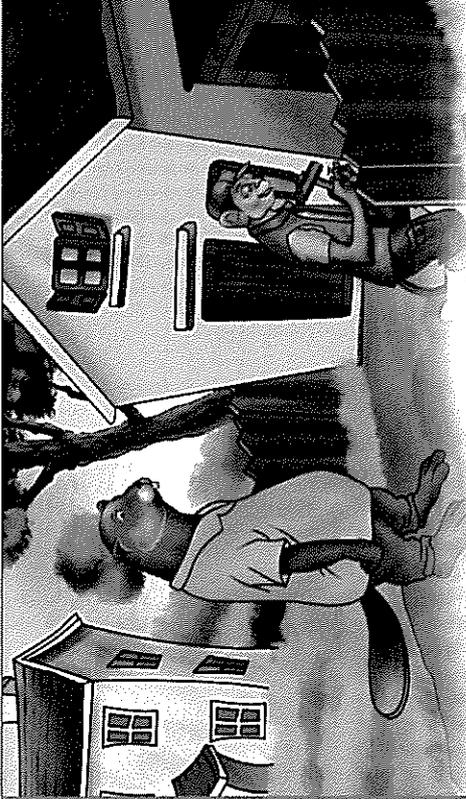
and offered his services- to do work in exchange for food and shelter.



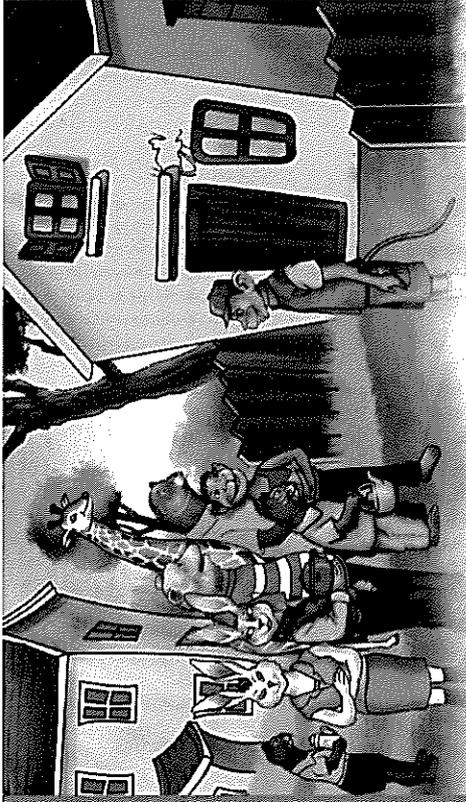
He was a happy monkey and he loved helping people. One day, he passed through the village of Zver, where twenty animals lived.



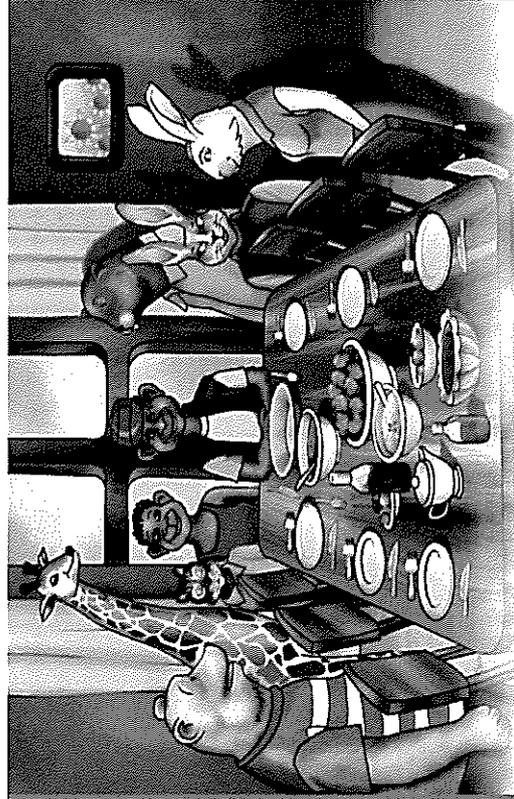
He saw an old beaver. so he walked towards him and said "Hello, Mr. beaver. If I was to do some garden work for you today, would you be so kind as to give me something to eat."



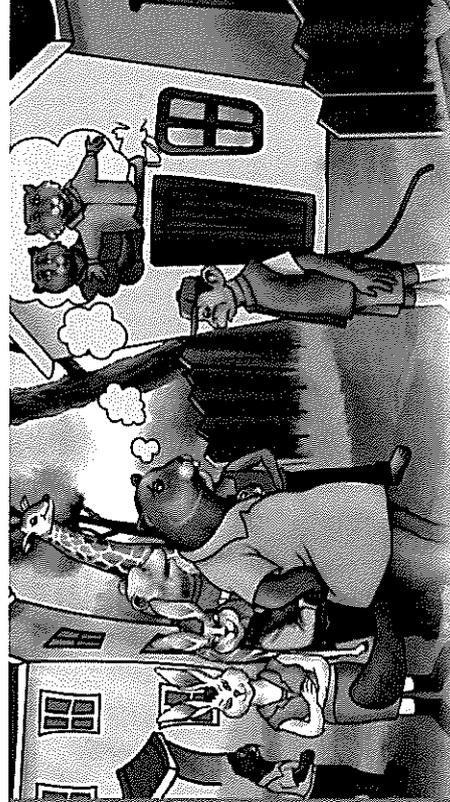
The old beaver agreed and asked Springs to do some gardening and fix up a few things around the house. It was a long and tiring day for Springs but enjoyed his day.



When Springs returned to the house in the evening, the whole village had gathered there. There was a lot of food put out on the large wooden table and everybody was celebrating as though a hero had come to their small village.



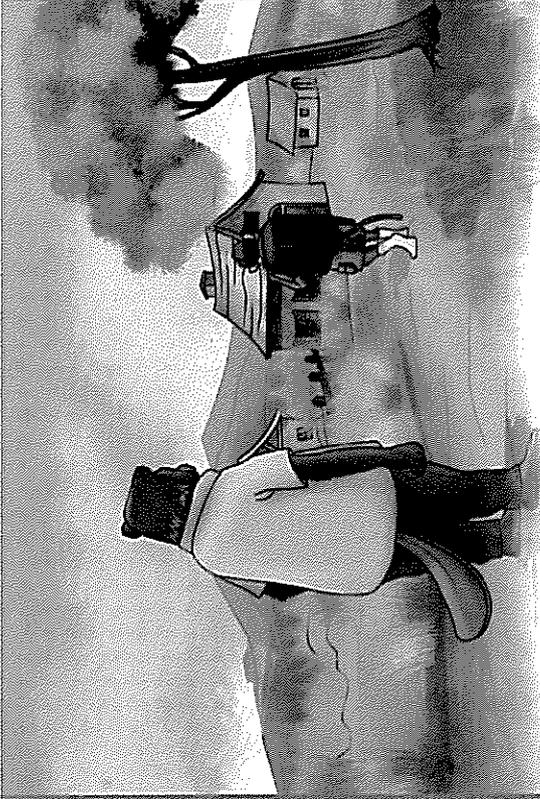
They all had a great time that night; it was like a big party. There was dancing and lots of food and Springs really enjoyed his evening.



The following morning when Springs was ready to leave, the old beaver approached Springs with tears in his eyes and said, "Thank you for joining us for dinner. Please come back whenever you have time. I have two boys around your age who I have not seen in 10 years. Spending time with you reminded me of my boys."



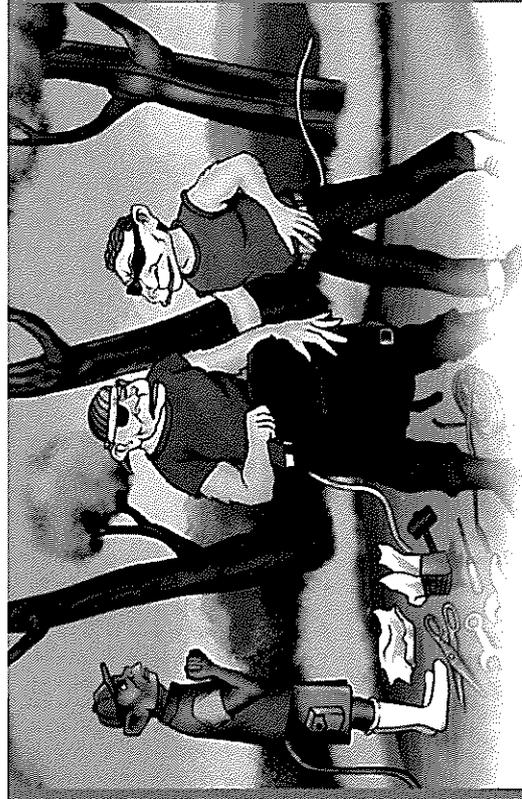
Springs did not know what to say so he just hugged the Beaver, just like he would his father, and set off on his way with a promise to return one day.



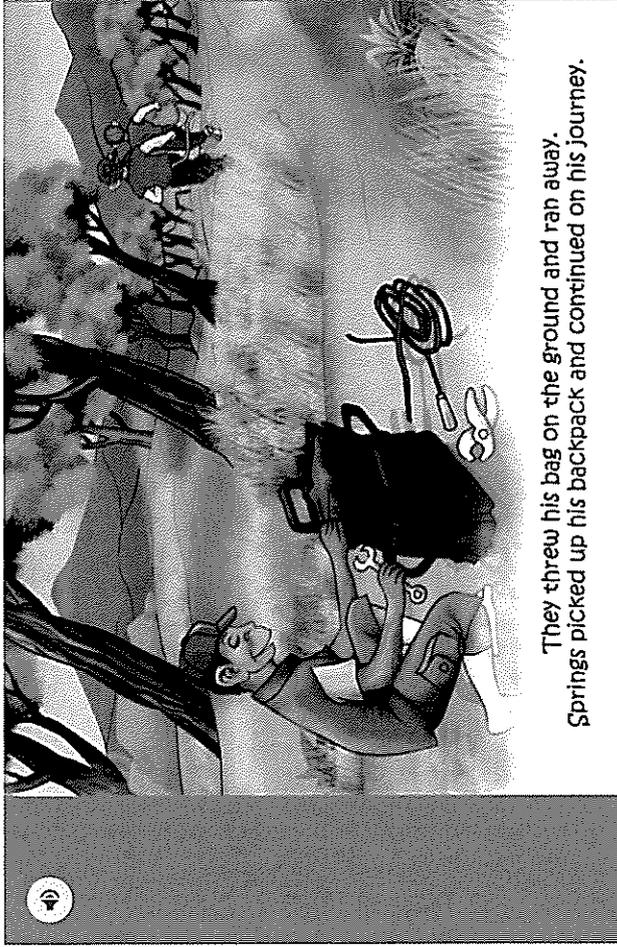
Springs had been walking for some time and was tired.



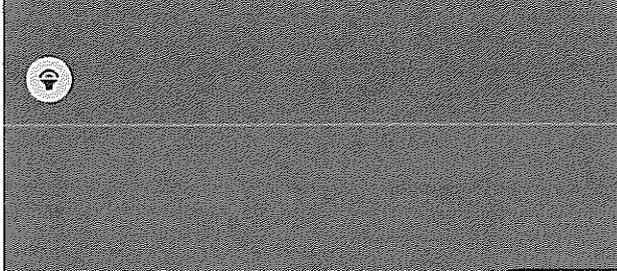
He saw two highway robbers who pushed him down and took his bag away.



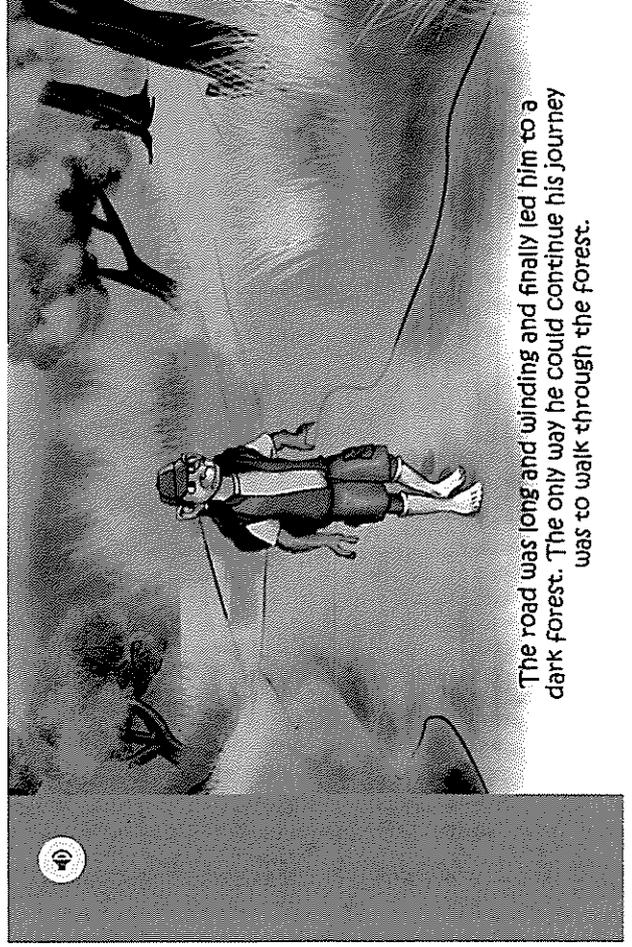
When the robbers looked in his bag they only found a rope, some tools, and some bread.



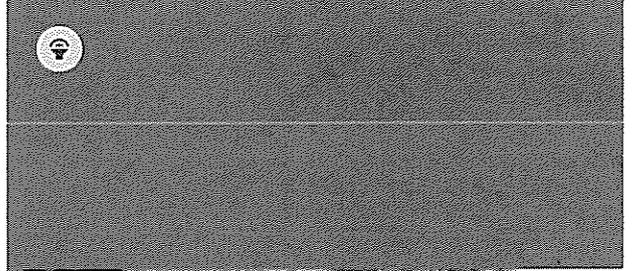
They threw his bag on the ground and ran away. Springs picked up his backpack and continued on his journey.



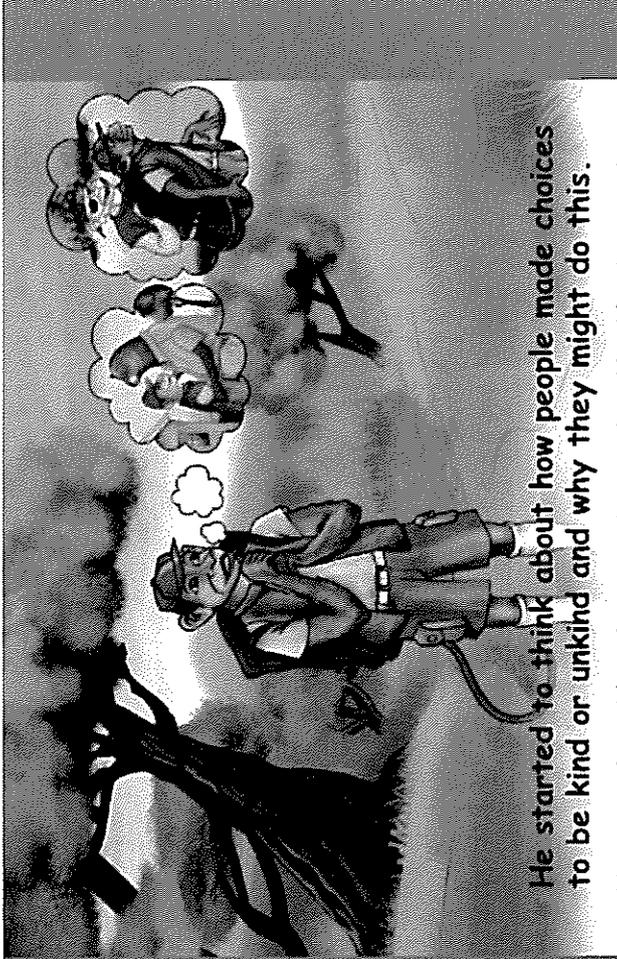
He started to think about how people made choices to be kind or unkind and why they might do this.



The road was long and winding and finally led him to a dark forest. The only way he could continue his journey was to walk through the forest.



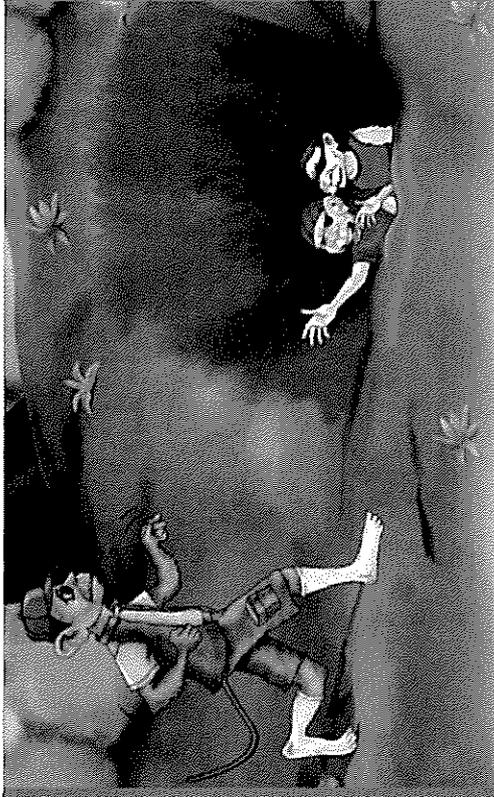
Springs walked for more than an hour and then he realised he was lost. He decided to climb up a tree to relax and eat some of the bread the villagers had given him. Suddenly Springs heard some voices shouting for help.



He started to think about how people made choices to be kind or unkind and why they might do this.



He climbed down from the tree and ran in the direction the voices were coming from. Springs reached the place the voices were coming from.



He saw that the two robbers who had pushed him earlier that day were trapped inside a deep hole in the ground.

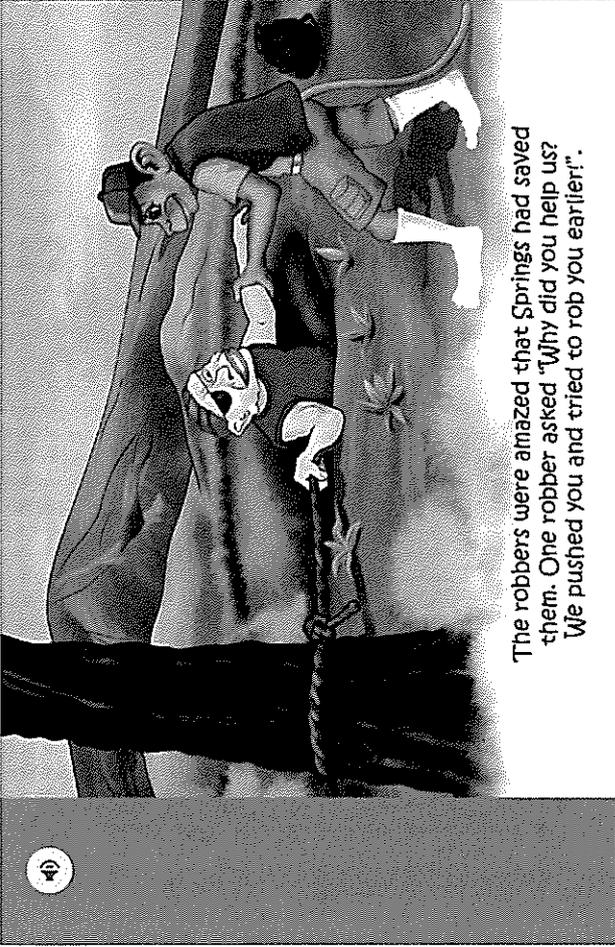


They were both trapped and couldn't get out, and were yelling for help.



Springs quickly reached into his backpack and grabbed the rope that was inside. He tied one end of the rope to a tree and threw the other end inside the hole.

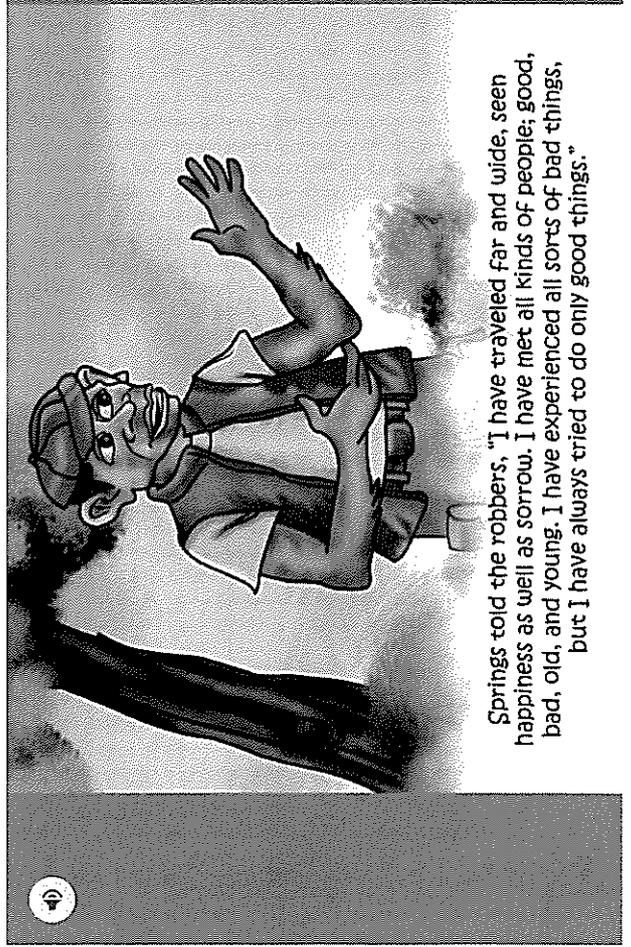
The robbers both quickly climbed up the rope to safety.



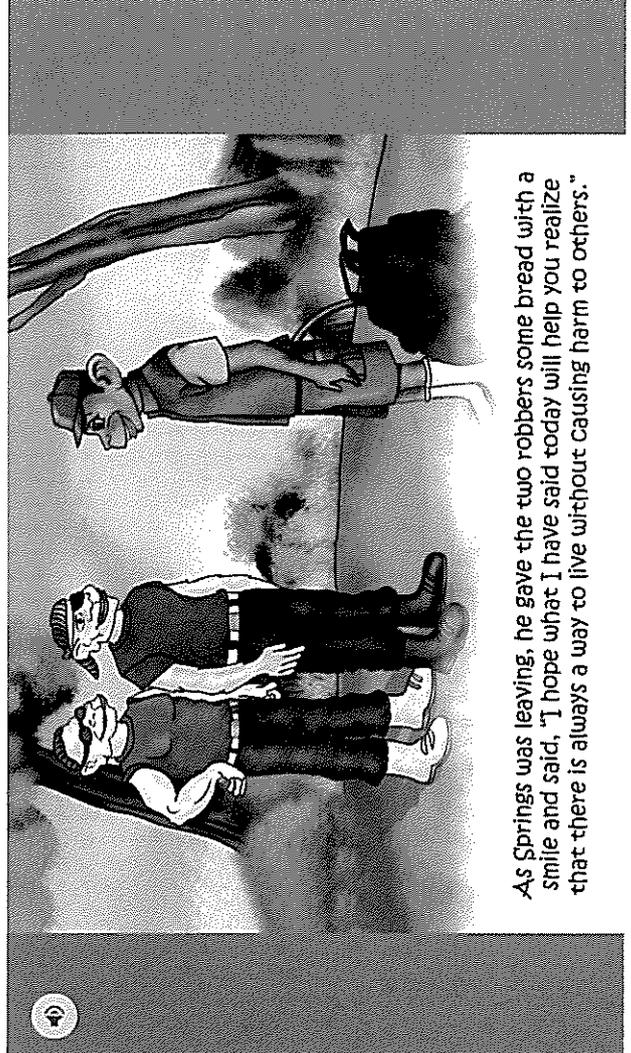
The robbers were amazed that Springs had saved them. One robber asked "Why did you help us? We pushed you and tried to rob you earlier!".



Springs replied "people can choose to be unkind, I have decided to be happy".



Springs told the robbers, "I have traveled far and wide, seen happiness as well as sorrow. I have met all kinds of people; good, bad, old, and young. I have experienced all sorts of bad things, but I have always tried to do only good things."



As Springs was leaving, he gave the two robbers some bread with a smile and said, "I hope what I have said today will help you realize that there is always a way to live without causing harm to others."

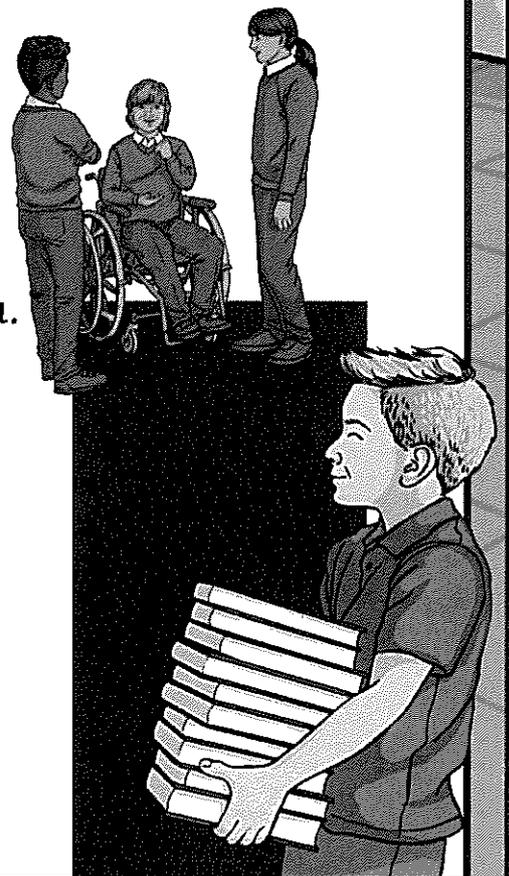
THE END



20 Random Acts of Kindness at School

Try some of these random acts of kindness.
Remember to ask an adult before completing these activities.

1. Hold a door open for somebody.
2. Give a compliment to somebody.
3. Volunteer to help at an after school club.
4. Clean up after somebody.
5. Help another person carry something.
6. Invite somebody playing alone to join in.
7. Tell a joke.
8. Leave a lovely note in a reading book for the next person.
9. Pick up litter.
10. Thank your teacher, TA, or another adult, for doing a great job.
11. Cheer someone up who is feeling down.
12. Let someone go ahead of you in line.
13. Talk to someone new at school.
14. Make a 'get well' card for someone.
15. Tell someone why they are special to you.
16. Read a book to someone.
17. Help someone with their work.
18. Sharpen all of the pencils on your table.
19. Make someone a bookmark.
20. Smile at everybody. It's contagious.



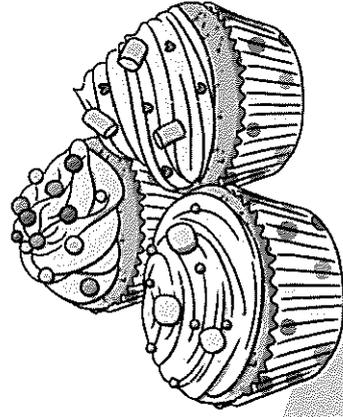
Random Acts of Kindness Challenge Cards

Kindness brings huge benefits for everyone! You make someone feel good, you feel good as a result of your actions and those who see what you are doing are inspired to act kindly themselves!

How many of these challenges can you complete?



Make a cake or some biscuits to sell at a cake sale and give the money to charity.

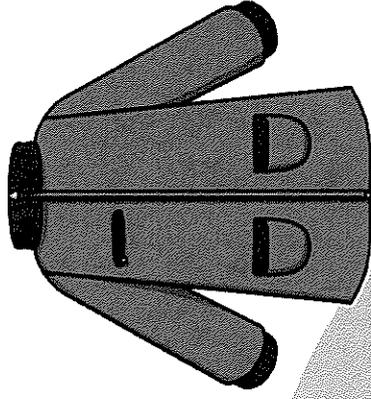


Pick up some litter! Just a piece or focus on an area where litter has got out of control. Perhaps get some help from friends, family or neighbours.



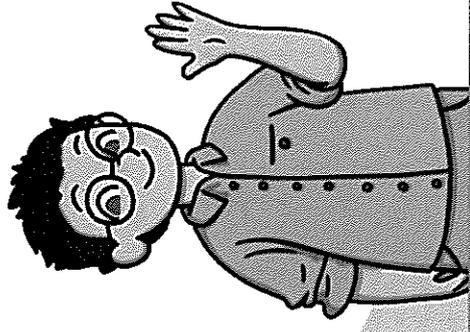
Random Acts of Kindness Challenge Cards

Take something you no longer use to a charity shop.
Try to find something good that you have liked a lot that the shop will be able to sell.



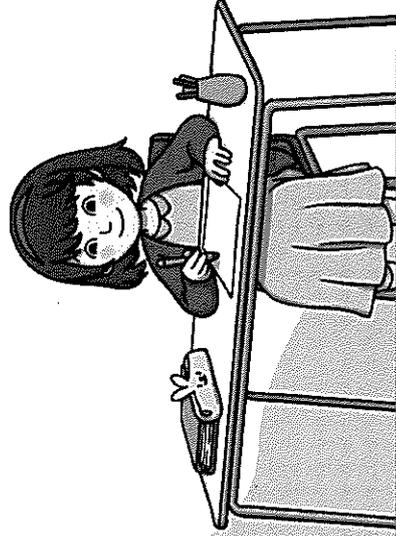
Random Acts of Kindness Challenge Cards

Say good morning or good afternoon, with a smile,
to as many people as you can.



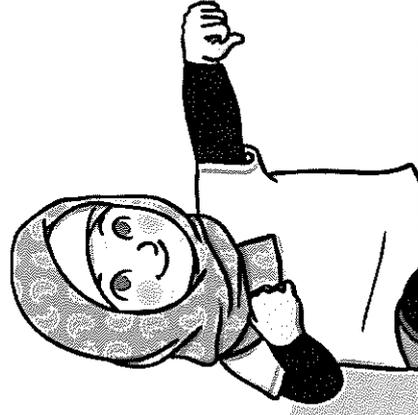
Random Acts of Kindness Challenge Cards

Write a letter to someone you care about. Tell them
you miss them and look forward to seeing them
soon. Enclose a lovely photo or a drawing.



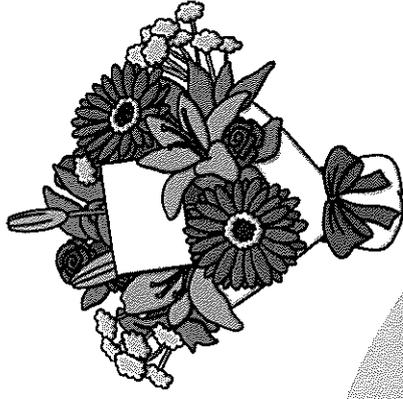
Random Acts of Kindness Challenge Cards

Think of a testing challenge and ask people to
sponsor you to raise money for a charity that means
something to you.



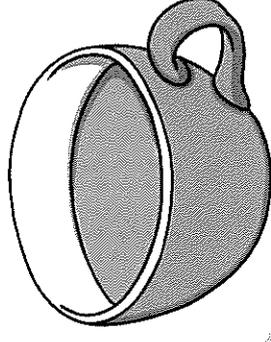
Random Acts of Kindness Challenge Cards

Make some cakes or deliver fruit or flowers to a neighbour.



Random Acts of Kindness Challenge Cards

Make someone in your family a drink or snack without being asked.



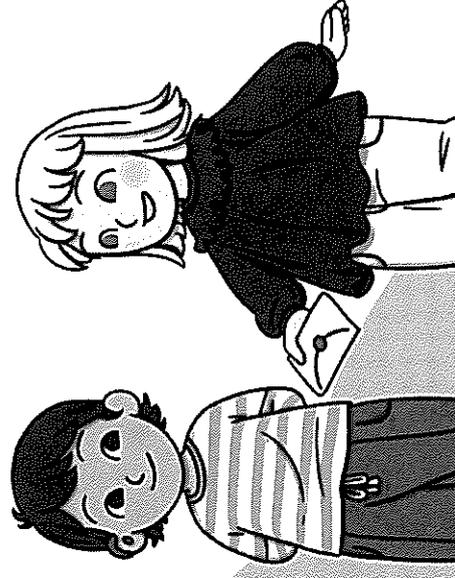
Random Acts of Kindness Challenge Cards

Think of something nice to say to each of your family members and friends.



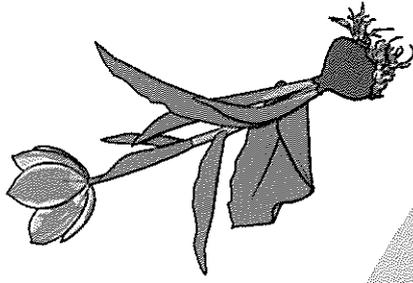
Random Acts of Kindness Challenge Cards

Make a card for a friend telling them something you like about them.



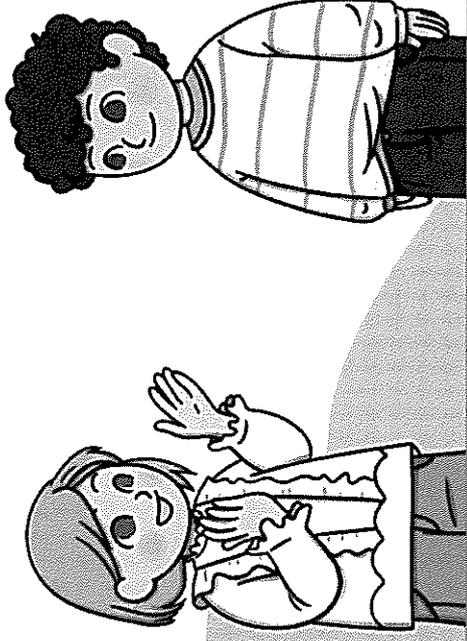
Random Acts of Kindness Challenge Cards

Spend some of your pocket money on daffodils or a plant bulb and take it to a hospital or a care home.



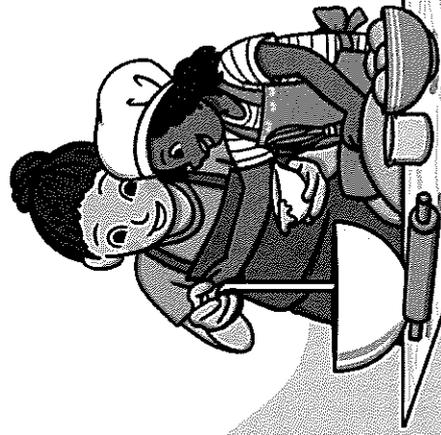
Random Acts of Kindness Challenge Cards

Let someone go ahead of you in the queue.



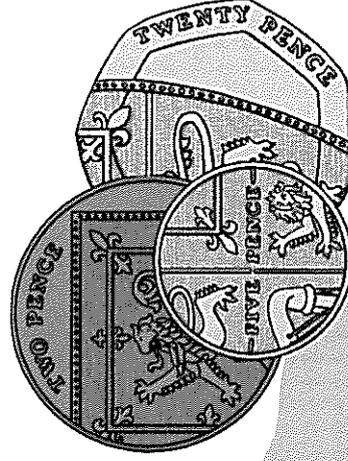
Random Acts of Kindness Challenge Cards

Make a tasty treat or thank you card to give to the post person or refuse collectors.



Random Acts of Kindness Challenge Cards

Tape some change to a vending machine.



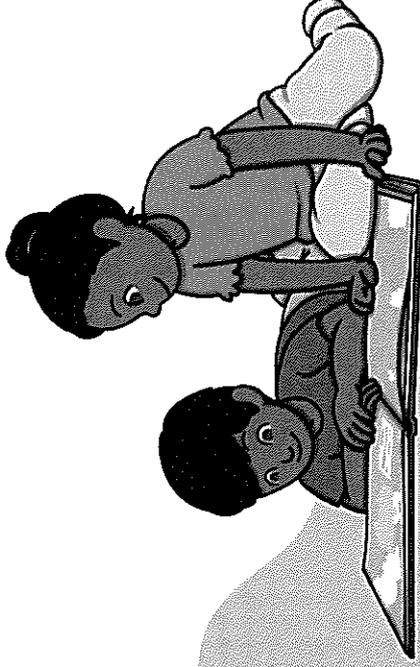
Random Acts of Kindness Challenge Cards

Put your pocket money or some money you were given for your birthday straight into a charity box.



Random Acts of Kindness Challenge Cards

Give someone a book you like that you think they would too.



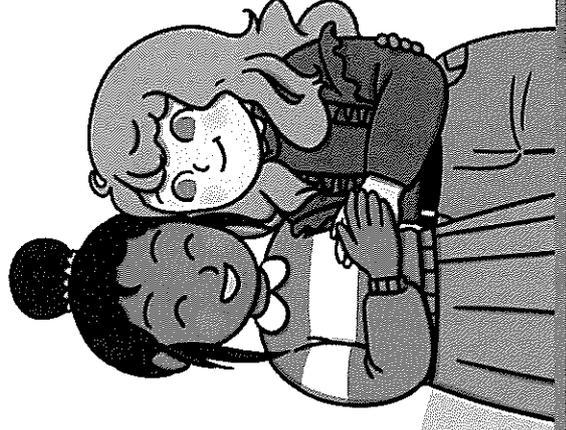
Random Acts of Kindness Challenge Cards

When you meet your friends, take them a small gift and tell them their friendship makes you happy.



Random Acts of Kindness Challenge Cards

Give someone a hug!



Random Acts of Kindness Challenge Cards

Send someone a message to say good morning or goodnight.



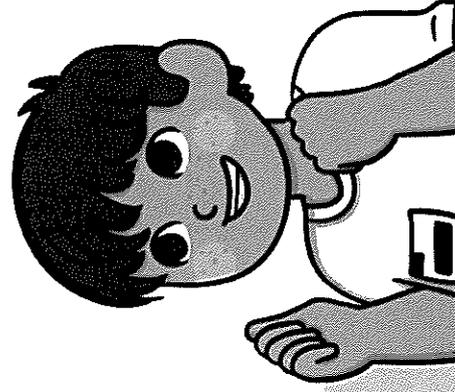
Random Acts of Kindness Challenge Cards

Sponsor someone who is raising money for charity.



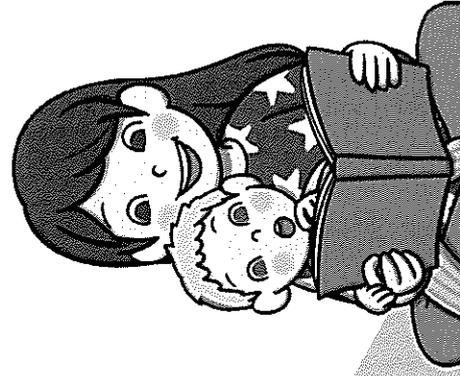
Random Acts of Kindness Challenge Cards

Support everyone at a sporting event by shouting encouragement.



Random Acts of Kindness Challenge Cards

Find a way to help younger children - show them how to do something or read them a story.



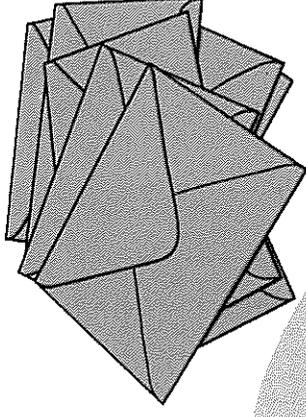
Random Acts of Kindness Challenge Cards

Put a note or a drawing in someone's bag so they find it and smile.



Random Acts of Kindness Challenge Cards

Set up a treasure hunt for a family in your neighbourhood. Post the first clue through their letter box.



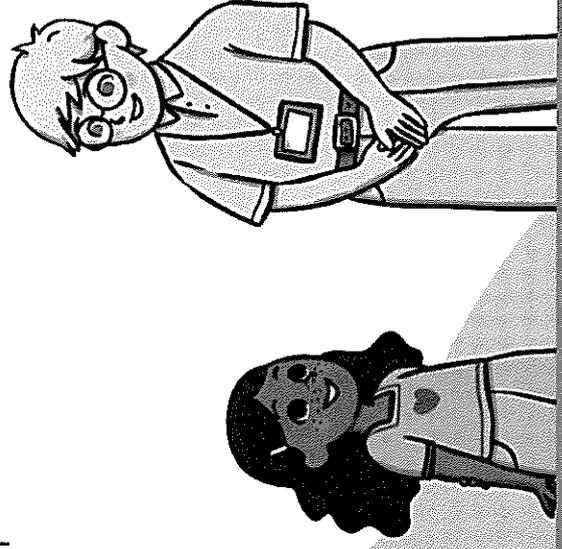
Random Acts of Kindness Challenge Cards

Say 'Yes!' to as many things as you can in one day.



Random Acts of Kindness Challenge Cards

Ask, "How can I help?"



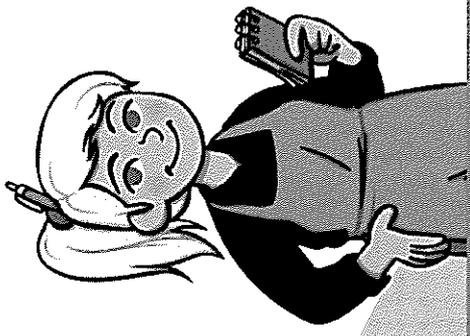
Random Acts of Kindness Challenge Cards

Make and carry 'Thank you for making my day' cards and give them out to anyone who shows you kindness.



Random Acts of Kindness Challenge Cards

If someone helps you or gives you good service, write to their company to explain how much you appreciated their efforts.



Random Acts of Kindness Challenge Cards

Ask someone to tell you all about something they are interested in.



Random Acts of Kindness Challenge Cards

Say thank you to someone doing their job - a bus driver, a post person, a shopkeeper or your parents.



Tuesday



The Thunderstorm

CRASH! “What was that?” Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed and stared anxiously around the bedroom. It was completely black. Feeling a little scared, she clutched tightly to her teddy. It didn’t really help.

Chrissy didn’t like being alone in the dark in the middle of a thunderstorm. Nervously, she threw back the covers and tiptoed over to her big sister’s bed.

Julia was fast asleep, so Chrissy gently shook her shoulders to wake her. “Julia? Are you awake? Julia?”

“No, I’m not,” Julia mumbled sleepily. “Go back to bed, Chrissy.”

BANG! Chrissy jumped into her sister’s arms at the sound of the door slamming shut. Julia could see that her little sister was scared, so she hugged her tightly.

Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and drifted back to sleep.

Cause and Effect

The cause is why something happened.

The effect is what happened.

1. Use highlighters to match the cause to the effect.

Cause	Effect
Thunder crashed, so...	... she clutched tightly to her teddy.
Chrissy felt a little scared, so...	... Chrissy gently shook her shoulders to wake her.
Chrissy didn't like being alone in the dark, so...	... she hugged her tightly.
Julia was fast asleep, so...	... Chrissy jumped into her sister's arms.
The door slammed shut, so...	... Chrissy woke suddenly from a deep sleep.
Julia could see that her little sister was scared, so...	... she sighed contentedly.
Chrissy was finally feeling safe, so...	... she tiptoed over to her big sister's bed.

Name: _____

Date: _____

Cause and Effect

1. What other effects could these causes create?

Think up some examples that are different from those in the story.

Chrissy felt a little scared, so...

Julia was fast asleep, so

Chrissy was feeling safe, so

2. What other causes could these effects have?

Think up some examples that are different from those in the story.

so she clutched her teddy.

so she hugged her tightly.

so she sighed contentedly.

3. What other causes and effects might happen in a thunderstorm?

Make a list. Compare your list with one of your classmates.

Making Connections

I am learning to make connections between my text and another text.

The book: _____

...reminds me of the book/movie/TV programme: _____

...because: _____



Name _____

Date _____

Number Patterns (B)

① Complete these addition patterns.

a)

$3 + 5 =$	
$13 + 5 =$	
$23 + 5 =$	
$33 + 5 =$	

b)

$47 + 2 =$	
$57 + 2 =$	
$67 + 2 =$	
$77 + 2 =$	

c)

$89 + 4 =$	
$99 + 4 =$	
$109 + 4 =$	
$119 + 4 =$	

② Complete these subtraction patterns.

a)

$5 - 2 =$	
$50 - 20 =$	
$500 - 200 =$	
$5000 - 2000 =$	

b)

$8 - 3 =$	
$80 - 30 =$	
$800 - 300 =$	
$8000 - 3000 =$	

c)

$9 - 6 =$	
$90 - 60 =$	
$900 - 600 =$	
$9000 - 6000 =$	

③ Use the rule to complete these patterns.

a)

Rule	input	10	12	14	16	18
+ 7	output	17	19			

b)

Rule	input	6	7	8	9	10
x 5	output	30	35			

c)

Rule	input	25	20	15	10	5
- 4	output	21	16			

d)

Rule	input	28	24	20	16	12
÷ 2	output	14	12			

④ Identify the rule for these patterns.

a)

Rule	input	20	22	24	26	28
	output	25	27	29	31	33

b)

Rule	input	3	4	5	7	8
	output	9	12	15	21	24

c)

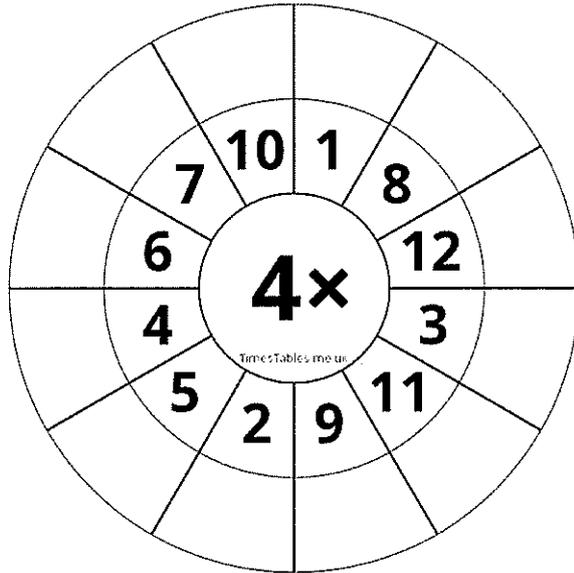
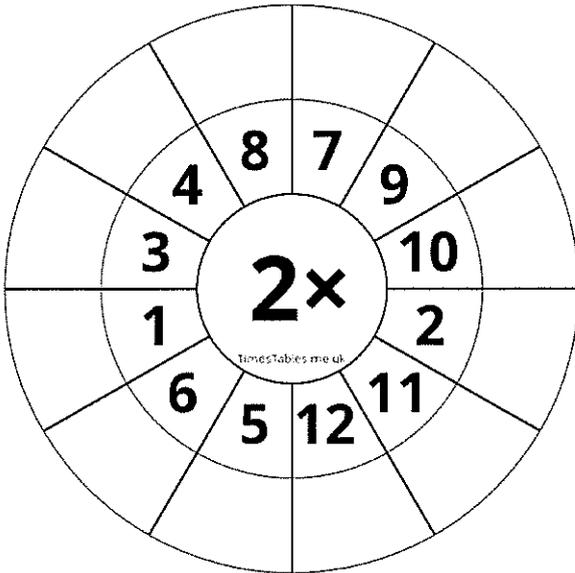
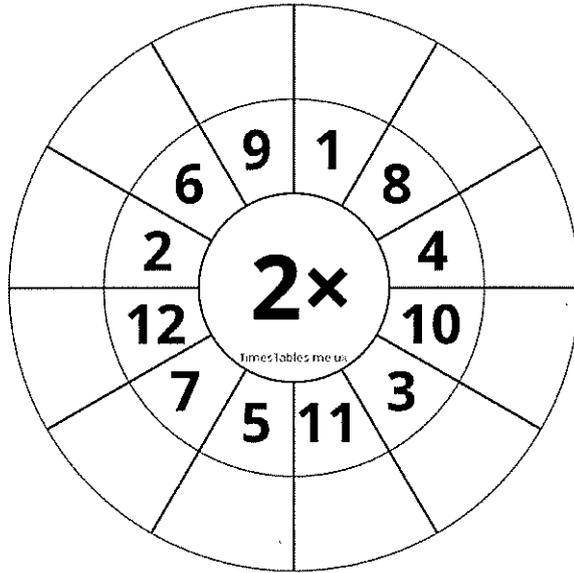
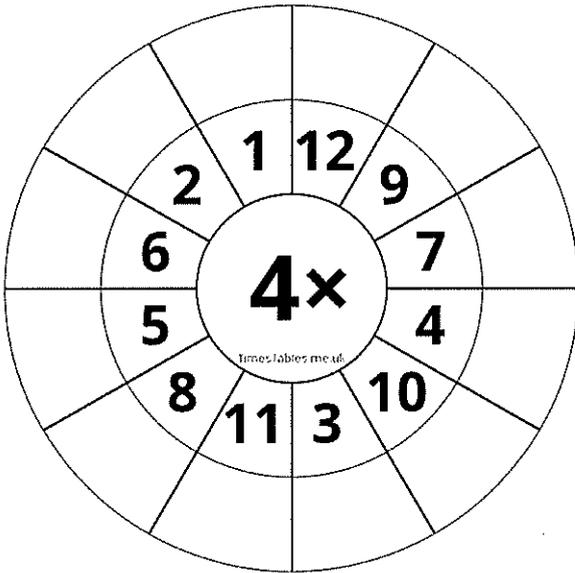
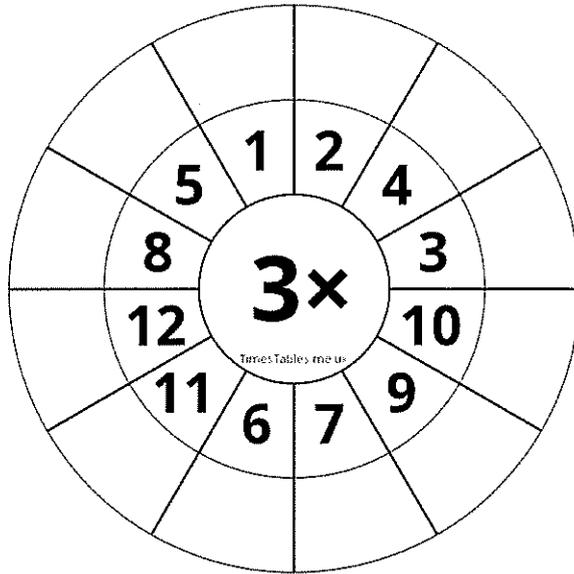
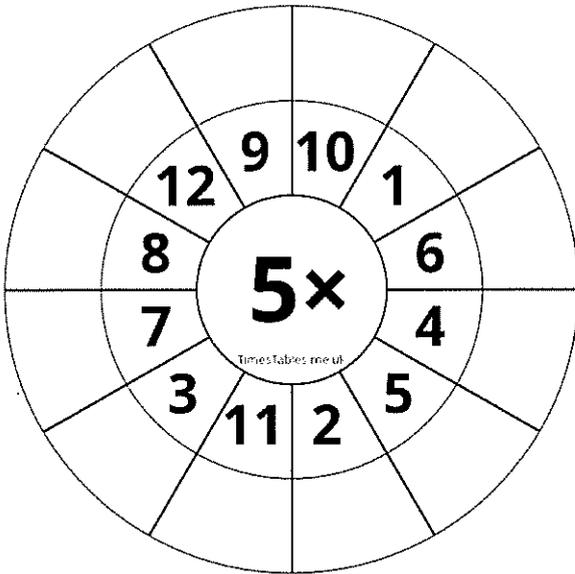
Rule	input	22	32	42	52	62
	output	14	24	34	44	54

d)

Rule	input	35	30	25	20	15
	output	7	6	5	4	3



TimesTables.me.uk
Printable Multiplication Wheels Quiz Generator



Where in the world?

Listed below are the names of 16 countries that have hosted a summer or winter Olympic or Paralympic Games. Can you locate all of these on a world map (or globe)? How long will it take you? Tick each one as you find it and mark it on your map template.

You could use Google Earth or Google Maps to help you!

Australia		France		Japan		Russia	
Brazil		Germany		Mexico		Spain	
China		Greece		Republic of South Korea		Sweden	
England		Italy		Russia		United States of America	

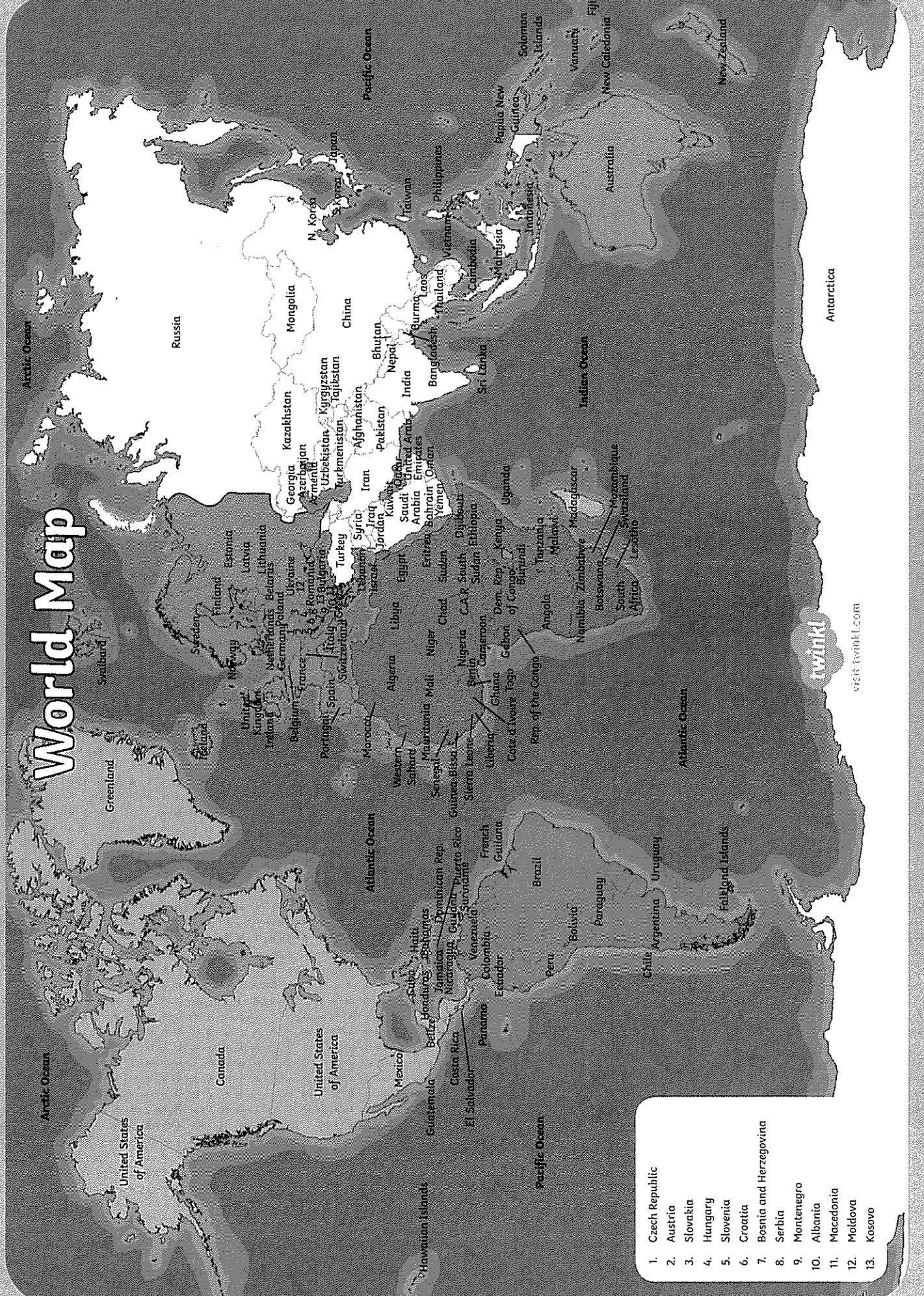
Research!

Choose one of the countries and find some interesting facts. You can record the facts in any way that you like. You might like to use Google Slides, Google Doc's, record yourself talking about the country. It's up to you! Get creative.

Things you could include:

Name of the country	Flag	Capital city	Continent
Population	Languages spoken	'Hello' in the official language	How many gold, silver and bronze medals did your country win in this years summer games so far?
Culture	Notable activities	Is the country famous for anything?	Famous landmarks
Physical features of the country, e.g. <ul style="list-style-type: none"> - Total area - Longest river - Tallest mountain - climate 	A map of the country showing the capital city.	How far is it away from Australia?	What are some different ways to get there and how long would it take?

World Map



1. Czech Republic
2. Austria
3. Slovakia
4. Hungary
5. Slovenia
6. Croatia
7. Bosnia and Herzegovina
8. Serbia
9. Montenegro
10. Albania
11. Macedonia
12. Moldova
13. Kosovo