Learning From Home 2021 Term 3 Week 5

Stage 3
Wed-Fri

Wednesday

MY DAD, THE SUPERHERO

SCENE: A mother and her son are watching the evening news together.

ROLES (5): Julia Fairweather (news reader), Jonathan Smiles (news reader), Sally Fastlane (traffic reporter), Chris (teenage boy), Eileen (Chris's mother)

READER AGES: 10 years and over

JULIA: *(brightly)* Welcome to this evening's addition of *Sunnyside Local News*. I'm Julia Fairweather.

JONATHAN: I'm Jonathan Smiles. Tonight's top story: three brown and white chickens were seen earlier this afternoon on the corner of Beach Avenue and Main Parade. Onlookers have no idea what the chickens might have been doing there, or what might have motivated them to try and cross such a busy intersection at peak hour.

JULIA: *(seriously)* Perhaps they were just trying to get to the other side, Jonathan?

JONATHAN: *(considering this)* Hmm, it's hard to say, Julia. Let's cross now to our reporter in the field for a full debriefing on this very serious situation.

Chris is clearly bored with what is on the television. He starts talking to his mother.

CHRIS: Mum, why do you bother watching the evening news? Nothing exciting ever happens in Sunnyside. It's not like you're going to miss anything interesting.

EILEEN: I just like to keep informed of what's happening in our little town. Besides, you never know, Chris. Today could be the day when something amazing happens!

CHRIS: I highly doubt that.

The two return to watching the television.

JULIA: We're going to have to leave the chicken situation there for now. We have reports coming into the newsroom that a car has broken through a barricade on the Sunnyside Memorial Bridge. It's hanging precariously over the edge and could plummet into the river at any moment!

EILEEN: *(shocked)* Oh, my goodness! What were you saying about nothing ever happening in Sunnyside, Chris?

JONATHAN: Our traffic helicopter is at the scene and is capturing some incredible images of the action unfolding on the bridge. Our traffic reporter, Sally Fastlane, joins us now. Sally, can you talk us through what you're seeing?

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SALLY: Well, Jonathan, it's a scene of absolute chaos down here at the moment. Emergency personnel are on standby, but there's really nothing they can do - one wrong move could send this car plummeting over the edge of the bridge. Unfortunately, it looks like a woman and her small child are trapped in the car.

EILEEN: *(upset)* Good gracious! That's terrible. How are they going to rescue them?

CHRIS: *(reassuringly)* The rescue team are professionals, Mum. They do this type of thing all the time. I'm sure they will be able to help.

JULIA: Sally, can you tell us how long the car has been hovering like this?

SALLY: It's hard to say, Julia. By the looks of the amount of traffic building up in both directions, I would say the accident happened at least half an hour ago. The victims must be terrified. *(pauses)* But wait. What's this?

JONATHAN: What can you see, Sally?

SALLY: It appears that a man is flying - yes, flying - through the sky towards the car. He seems to be physically pushing the car back onto the bridge... with his bare hands!

JULIA: Can you capture some images for us, Sally?

SALLY: I'm trying to get the cameraman into position as we speak, Julia. The man seems to be in his mid- forties. He's wearing a blue shirt and tights, a red cape and black boots. And, well... *(she pauses).*

JONATHAN: What is it, Sally? Has something gone wrong? Is the car still safe?

SALLY: The car is fine. It's just that... well, the man appears to be wearing his underpants over the top of his blue tights, rather than underneath them! You should be getting some images coming into the newsroom now.

CHRIS: *(shocked)* Oh, my goodness! I can't believe what I'm seeing. Is that... no, it can't be. It can't be!

EILEEN: *(quietly)* It is who you think it is, Chris.

CHRIS: *(with disbelief)* But that man, that man on the television. It's, it's - it's Dad!

EILEEN: I know it is. I've known that your dad is a superhero since our third date.

CHRIS: But how? How did this happen?

EILEEN: Well, your dad is just like any other superhero. He was born with some extraordinary genes which have given him some pretty amazing superpowers.

CHRIS: *(interested)* Superpowers? Like what?

EILEEN: Well, he can fly for one. And he has superhuman strength. Picking up a boulder feels like picking up a feather to him.

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CHRIS: I can't believe what I'm hearing. I'm not sure I can deal with this.

EILEEN: Well Chris, you might just have to try and deal with it. There's a very good chance that your dad has passed on some of his superhuman qualities to you.

CHRIS: To me?

There is silence while Chris ponders this new information.

JULIA: I cannot believe what I am seeing! The car is now safely back on the bridge, thanks to the mysterious costumed man who came from nowhere. After checking that the woman and her child were safe, he has now vanished as quickly as he appeared.

JONATHAN: What a story! (*under his breath)* Sure beats chickens trying to cross the road!

CHRIS: So let me see if I can get this right. My dad is a superhero. You knew he was a superhero. There's a good chance that, one day, I might be a superhero, too.

EILEEN: Yes, Chris. That's all true.

CHRIS: *(thinking)* Well, alright! I can deal with having a dad who's a superhero. I guess performing life-saving feats of bravery isn't a bad choice of occupation, either. But Mum?

EILEEN: Yes, Chris?

CHRIS: *(seriously)* When I take over the family business and follow in Dad's footsteps, can I please change the costume?

THE END

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Name: _____ Date: _____

My Dad the Superhero

1. Does Chris' dad remind you of another fictional character? Explain who and why.

2. Describe what amazing superpowers Chris might have when he takes over the family business.

3. Write 3 questions Chris could ask his dad when he returns home.

4. Chris was in *disbelief* when he found out the man on the television was his dad. Write the definition of 'disbelief' and two synonyms the author could have used.

5. Draw a picture of Chris' dad in his superhero costume.

6. Explain what you enjoyed most about this story.

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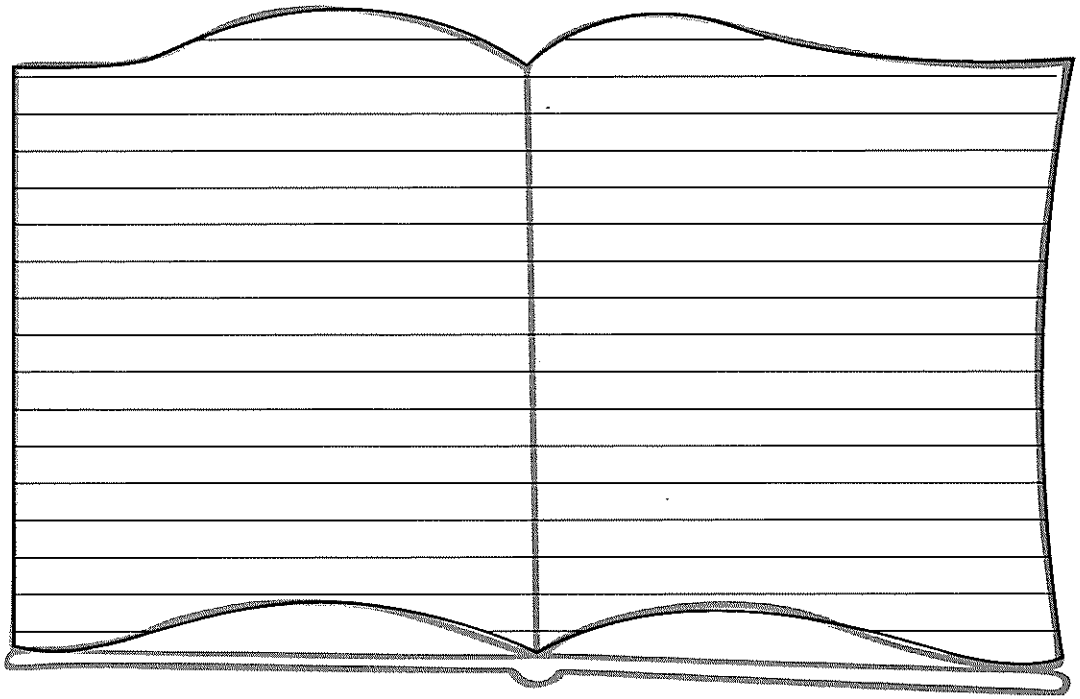
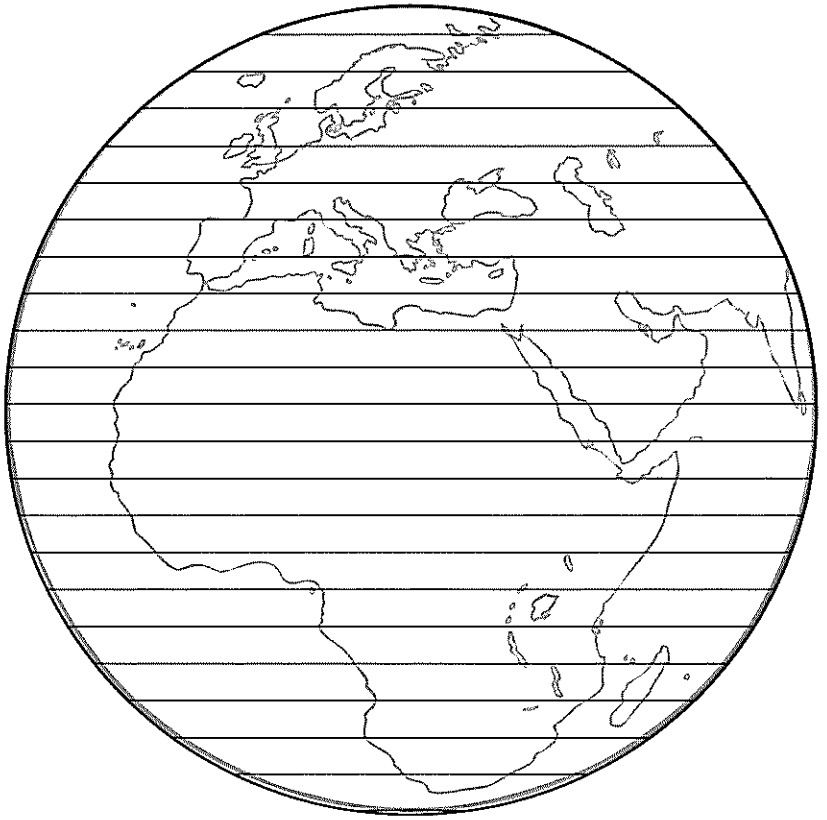
I can make a text-to-world connection

What happens in the text



What I know about the world



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Figurative Language

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SIMILE

A comparison of two items using the words **like** or **as.**

Authors use similes to make descriptions more vivid for the reader.

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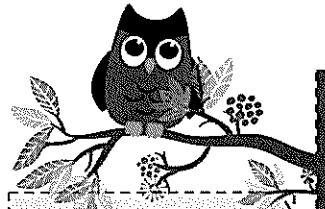
SIMILE EXAMPLE



The owl's eyes sparkled like diamonds.

<u>AUTHOR'S PURPOSE</u>

To describe to the reader how shiny the owl's eyes are.

The reader is familiar diamonds.

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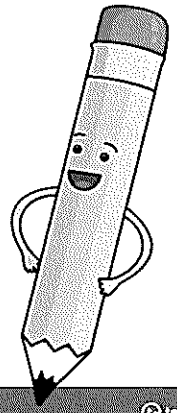
Let's write our own simile!

1. Think of two objects to compare.
2. Write a comparison of the two objects using the words **like** or **as.**
3. Complete 5 different examples of similes.



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Figurative Language: Writing Similes

1. _____
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2. _____
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3. _____
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4. _____
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5. _____
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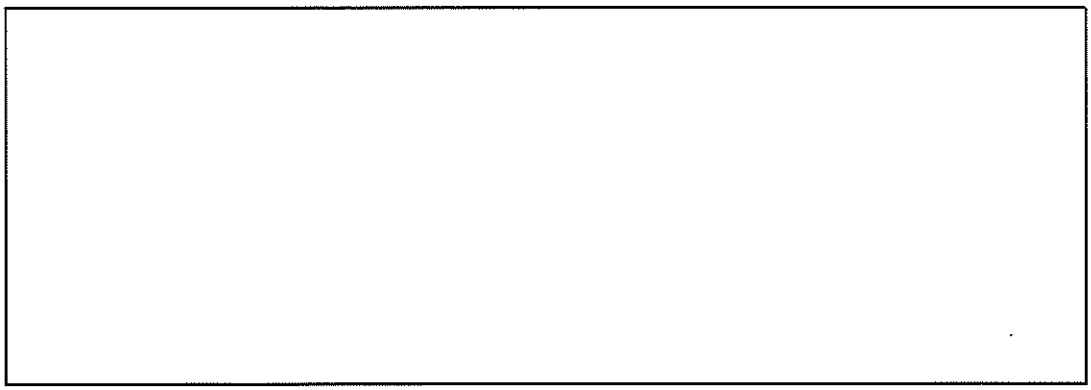

Sequence Solutions

I can solve number and place value reasoning problems involving number sequences.

Solve these reasoning problems using number sequences.

Can you extend this sequence until you find a term in which the hundreds digit is half of the tens digit?

9169, 8967, 8765...

Continue this sequence to find how many terms round to 360 000 to the nearest 10 000.

345 671, 349 673, 353 675...

Extend this sequence to find 2 terms with a total that rounds to 3000 to the nearest 1000.

765, 997, 1229...

Continue this sequence to find 2 terms with a difference that rounds to 2000 to the nearest 1000.

34 128, 34 833, 35 538...

Can you extend this sequence to find the first term lower than 8000?

8825, 8650, 8475...

Extend this sequence to find the term nearest to 15 250.

12 997, 13 517, 14 037...

Continue this sequence to find the 2 terms with a total nearest to 30 000.

17 563, 16 533, 15 503...

Can you continue this sequence to find a term in which the tens digit is double the ten thousands digit?

500 945, 506 045, 511 145...

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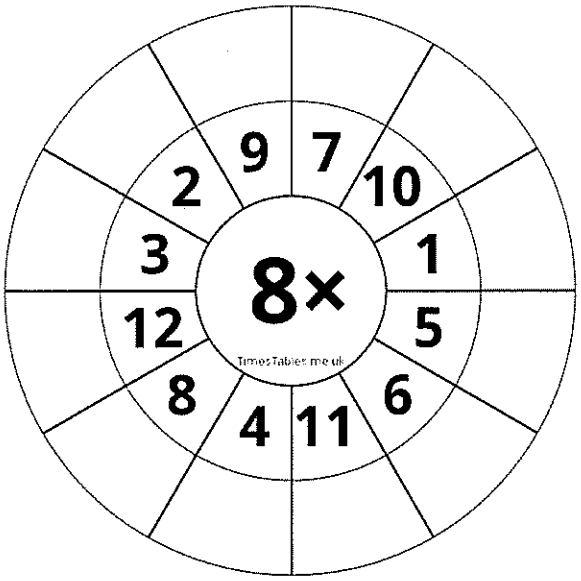
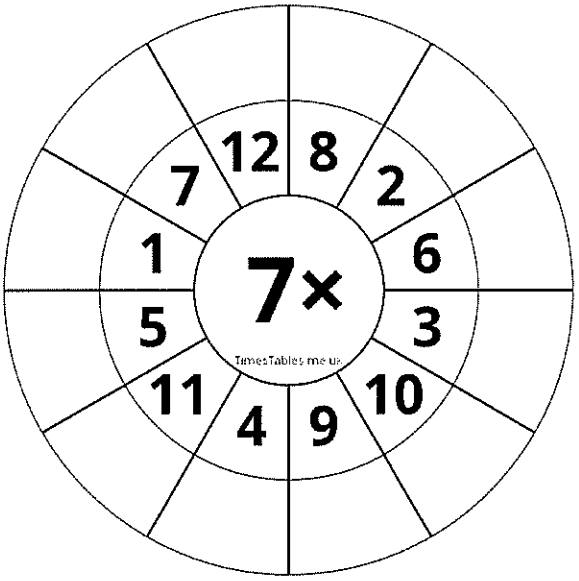
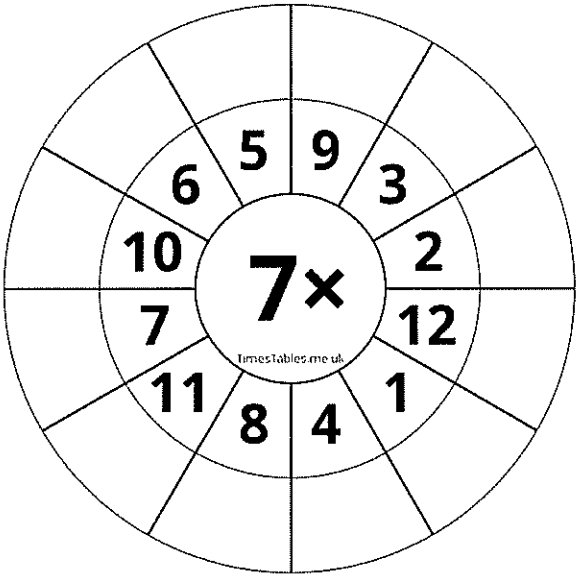
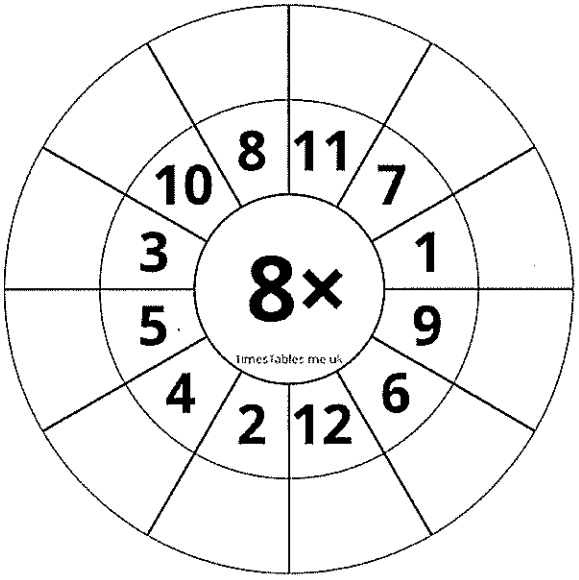
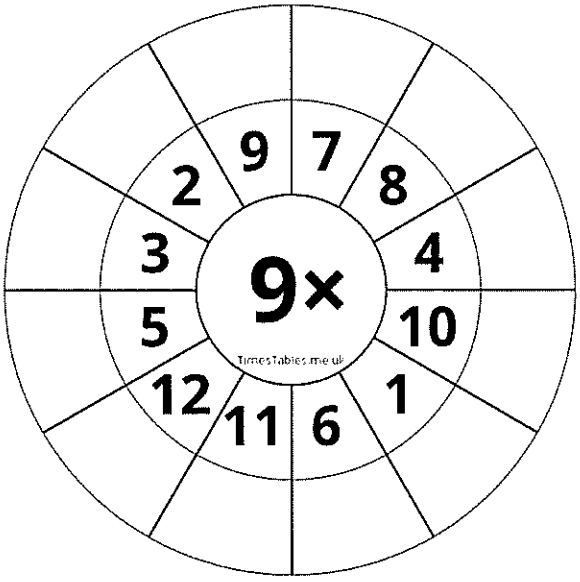
Printable Multiplication Wheels Quiz Generator

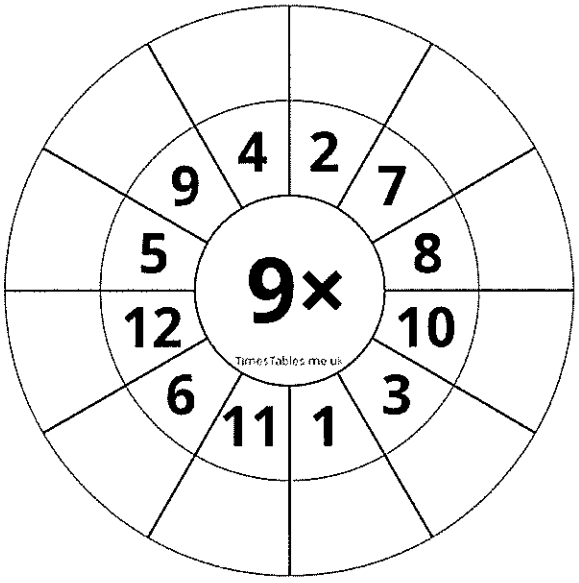












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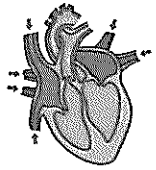
Healthy Living

What does it mean?

Doing exercise often will help us all feel great and keep our bodies strong! Our hearts need to be kept active and pumping.



Exercise also burns fat.

There are many different ways to stay healthy. Some of these are:

- Exercising often
- Eating healthily
- Having a happy attitude

Why do you think being healthy is important?

Here are a few easy ways to stay active:

Walking

Playing games

Dancing

Can you think of any more?

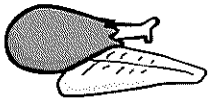
Healthy eating

Here are some healthy foods. We should aim to eat at least 5 portions of fruit and vegetables a day.

Fruit and vegetables

Eggs, milk and cheese

Healthy foods



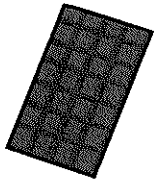
Fish and meat

Can you think of any **unhealthy** things that people do?

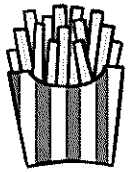
Did you know that eating well and exercising also stops us from being ill?

It is perfectly fine to eat a little bit of unhealthy food.
Eating too much unhealthy food could make us overweight and not feel great.

Chocolate



Chips



Unhealthy foods

Cakes and sweets

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.

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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?

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ADVERTISING CHALLENGE

Plan your ad by answering the questions outlined in the task!

Thursday

THE HISTORY OF CODES

Codes have traditionally been used to communicate with others in many ways and for a variety of different reasons. A code can be used to communicate a word, sentence or instruction for someone or something else, like a computer, to understand and follow. A code can be communicated across great distances, or without either person having to actually be in the same city, state or country. It can be a secret code, which is unable to be read by anyone who doesn't have the 'key' or understands that specific coding language. One of the most famous historical codes is Morse code.

Morse Code

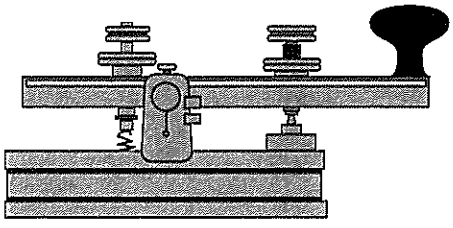
The telegraph was invented in the 1830's and 40's. This form of communication used the power of electricity to send pulses along wire cables. It was the first time in history that a message could be sent faster than the speed that a horse and messenger could ride (or sail!). The telegraph device worked by pushing a key down to complete the electric circuit of the battery. This action sent an electric signal across a wire to a receiver at the other end. It required a physical wire to send the electric signal (or pulse). As the distance increased between the sender and the receiver, a code was needed to understand the signals. Otherwise, the receiver didn't know if a series of frantic pulses meant 'Help, come quickly! The house is burning down' or 'Don't come home unless you want to help clean the bathrooms'.

Samuel Morse developed this code which assigned every letter of the alphabet a different combination of dots (dits) and dashes (dahs). The sender could hold the key down to send a long dash or a quick tap for a dot. This was the first code that bridged the communication distance between people using the power of electricity.

Telegraphs are no longer used to communicate, but as radio communication grew and expanded from America, Morse code became the international mode of communication. Morse code allowed people to send messages all over the world using this common code of dots and dashes so that anyone with an understanding of how to read this code could interpret its messages.

Even today people still know and use some of these coded words and letters. The most famous sequence is o o o - - - o o o.

To 'read' this code, it is important to know that three dots (o o o) = S and three dashes (- - -) = O. So when reading this code as a whole it becomes S O S, which is still the international distress 'code' and most often used at sea by those in distress.



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Name _____ Date _____

The History of Codes - Questions

1. Literal Comprehension

a) In the first sentence, the author uses the word many. What other word is also used in this sentence that has a similar meaning?

_____

b) Which has the closest meaning to '*contribution to society*'?

- successfully helping a small group of people
- benefitting the wider community
- supporting your community.

2. Purpose for Reading

a) What is the purpose of this text? (circle the correct answer)

- to entertain
- to inform
- to persuade

Explain why you chose this purpose.

_____

_____

3. Making Connections

a) Fill in the table below with a text-to-text, text-to-self and text-to-world connection that you can make to the text.

Connection	Words or idea from the text	What am I connecting it to?
Text-to-Text		
Text-to-Self		
Text-to-World		

Name _____ **Date** _____

4. Predicting

a) If this text was to continue for one more paragraph, what do you predict it would be about? (Choose the best answer)

- Where we see Morse code used in modern times.
- Morse codes use on land.
- How Morse code would be used in the future.

Explain why you chose this prediction.

_____

_____

5. Research Activity: Some people mistakenly believe that S.O.S stands for 'Save our Ship' or 'Save our Souls'. Can you find out if the letters S.O.S really have a meaning?

_____

_____

_____

_____

_____

_____

Making Connections

Can you make the following connections with the text?

Connections to Other Texts

What text did it remind you of?	
What reminded you of this?	

Connections to Self

What memory or experience did it remind you of?	
What reminded you of this?	

Connections to Wider World

What in the wider world did it remind you of?	
What reminded you of this?	

Figurative Language

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METAPHOR

A comparison of two things that implies one thing is similar to another.

Authors use metaphors to create images that are easier for readers to understand.

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METAPHOR EXAMPLE

She is a walking encyclopedia.

AUTHOR'S PURPOSE

To describe to the reader how knowledgeable someone is.

An encyclopedia is full of information.

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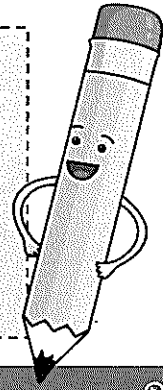
Let's write our own metaphor!

1. Think of two different people or objects and compare them without using like or as.
2. Write 5 sentences stating that one **is** the other.
3. Draw a picture.



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Figurative Language: Writing Metaphors

1. _____
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2. _____
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5. _____
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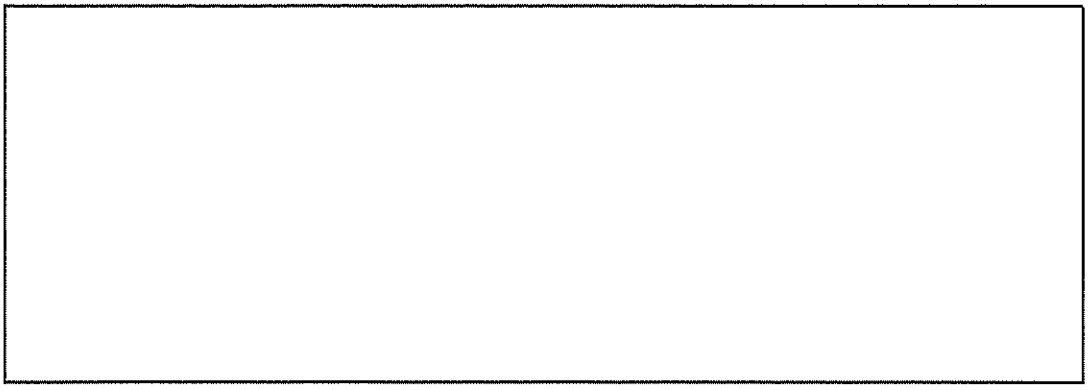
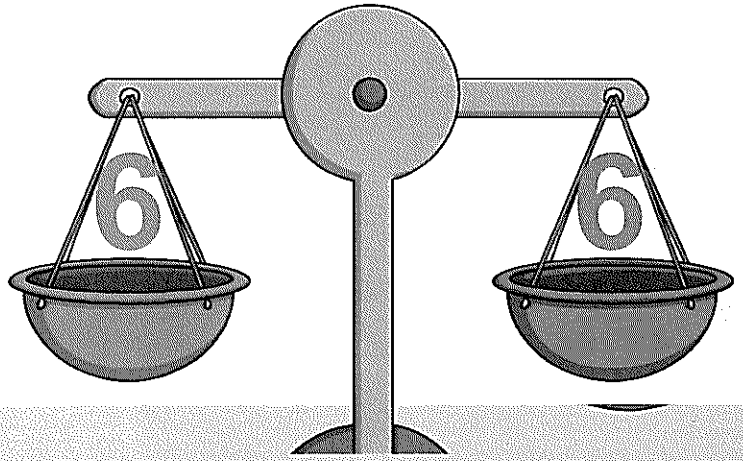


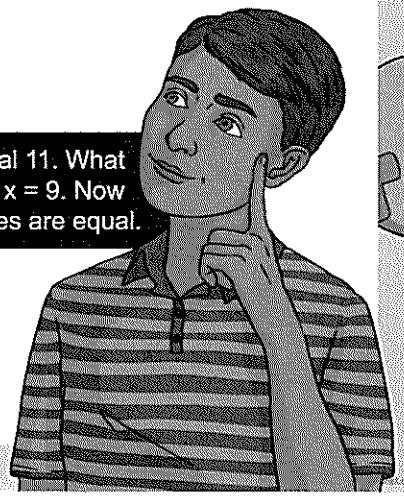
Equations

An equation is a mathematical statement that contains an equal sign, showing that two expressions are equal. For example: 2 + 4 = 6 + 0 is an equation. The group of numbers on the left equals 6, and the group of numbers on the right also equals 6.



Balancing Equations: Variables

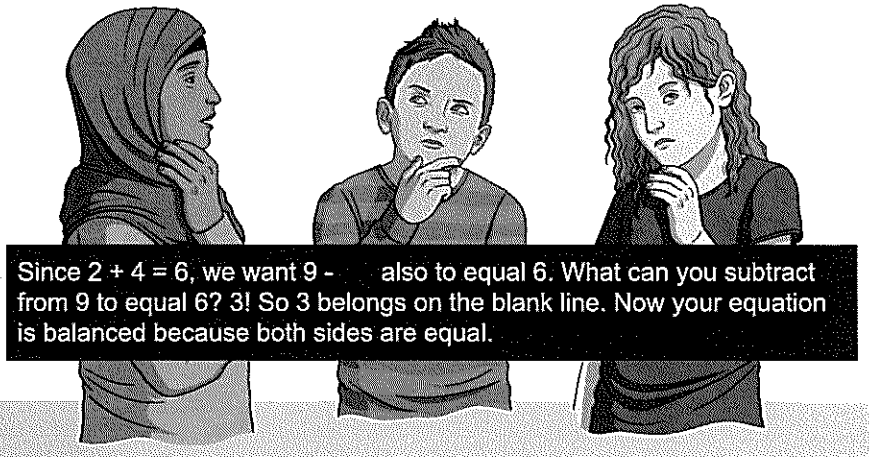
Sometimes equations include unknown numbers represented by a letter or variable. For example, 5 + 6 = 20 - x includes a variable, x. It is your task to figure out what number x represents to make both sides of the equation equal to each other.



Since 5 + 6 = 11, we want 20 - x also to equal 11. What can you subtract from 20 to equal 11? 9! So x = 9. Now your equation is balanced because both sides are equal.

Balancing Equations: Blanks

Sometimes equations include unknown numbers represented by a blank line. For example, 2 + 4 = 9 - includes a blank line. It is your task to figure out what number to place on the line that will make both sides of the equation equal to each other.



Since 2 + 4 = 6, we want 9 - also to equal 6. What can you subtract from 9 to equal 6? 3! So 3 belongs on the blank line. Now your equation is balanced because both sides are equal.

Balancing Equations With All Four Operations

Balancing equations can be carried out with all four operations: addition, subtraction, multiplication, and division.

Balancing Equations: Addition

Some equations use addition. To balance them, you can use the opposite of addition: subtraction. You can also use addition.

5 + 4 = 7 +

5 + 4 = 9, so 9 - 7 = 2

or

5 + 4 = 9 so 7 + what = 9? 2

2 + 5 = 1 + n

2 + 5 = 7, so 7 - 1 = 6

or

2 + 5 = 7, so 1 + what = 7? 6

Balancing Equations: Subtraction

Some equations use subtraction.

15 - 8 = 10 -

15 - 8 = 7,

so 10 - 3 = 7

11 - 6 = 9 – n

11 - 6 = 5,

so 9 - 4 = 5

Balancing Equations: Multiplication

Some equations use multiplication. To balance them, you can use the opposite of multiplication: division. You can also use multiplication.

3 x 4 = 6 x

3 x 4 = 12, so 12 ÷ 6 = 2

or

3 x 4 = 12 so 6 x what = 12? 2

4 x 5 = 10 x n

4 x 5 = 20, so 20 ÷ 10 = 2

or

4 x 5 = 20, so 10 x what = 20? 2

Balancing Equations: Division

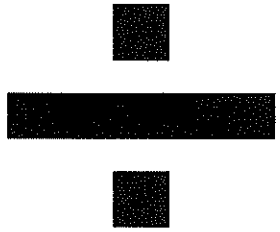
Some equations use division.

16 ÷ 4 = 12 ÷

16 ÷ 4 = 4, so what can 12 be divided by to equal 4? 3

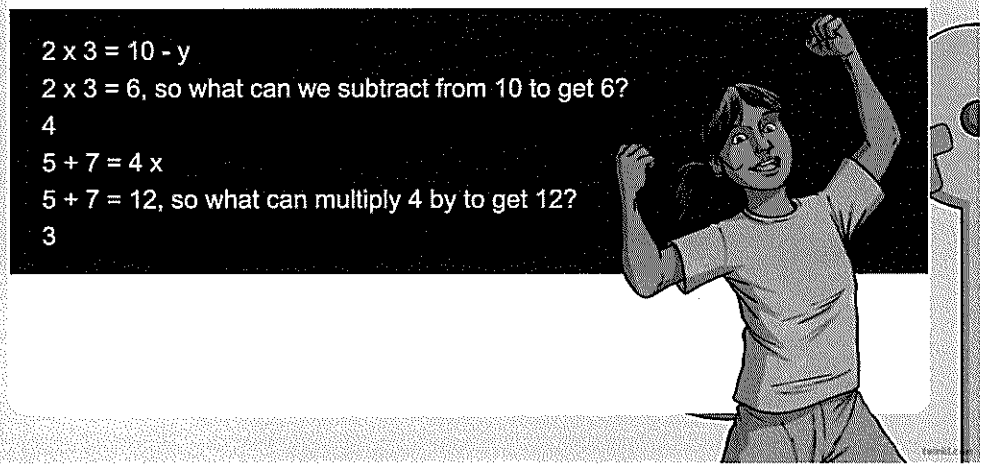
20 ÷ 10 = 6 ÷ n

20 ÷ 10 = 2, so what can 6 be divided by to equal 2? 3



Balancing Equations: Mixed Operations

Some equations use more than one operation. Just remember, your goal when balancing an equation is to make sure both sides are equal.



Quick Check

Try balancing these equations:

Finding Unknown Quantities in Balanced Number Sentences

1. When a number is added to 10, the answer is the same as 19 minus 6.

10	+	3	=	19	-	6

2. When a number is added to 16, the answer is the same as 8 plus 26.

			=			

3. When a number is added to 19, the answer is the same as 82 minus 36.

			=			

4. When a number is subtracted from 91, the answer is the same as 12 plus 6.

			=			

5. When a number is subtracted from 88, the answer is the same as 65 plus 9.

			=			

6. When a number is subtracted from 72, the answer is the same as 59 minus 33.

			=			

7. When a number is added to 61, the answer is the same as 12 plus 74.

			=			

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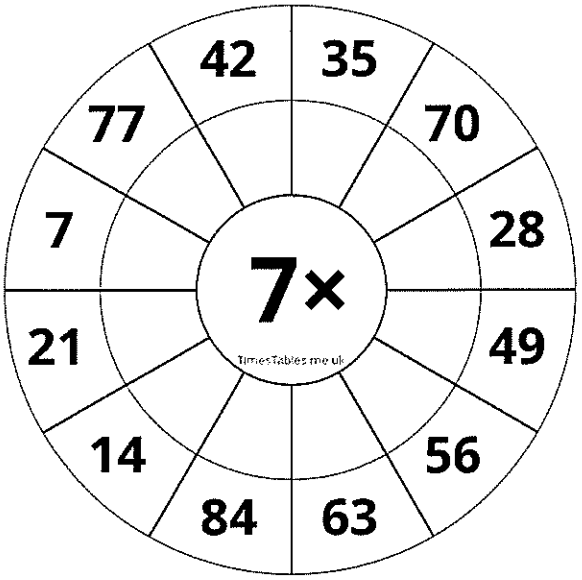

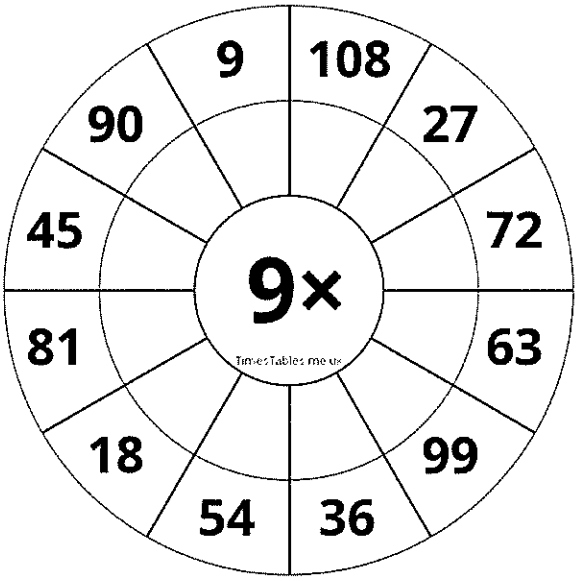

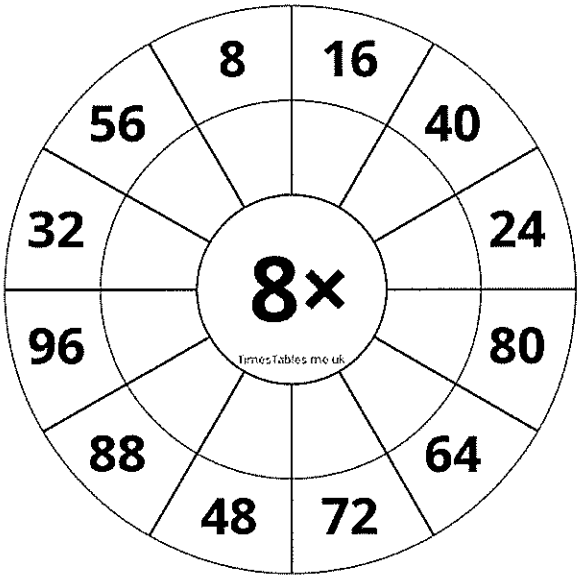

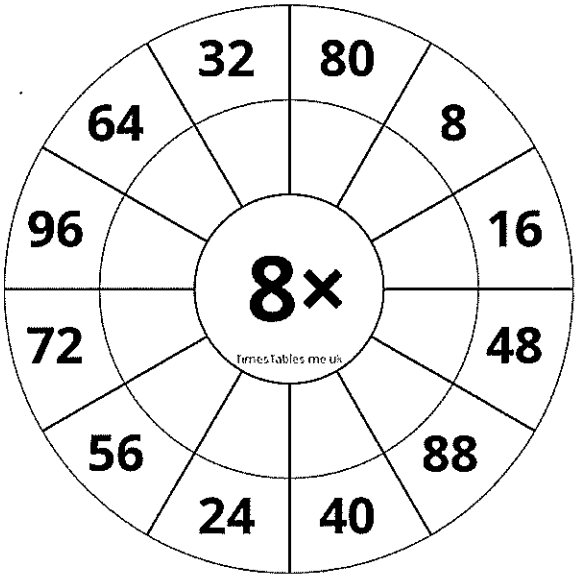

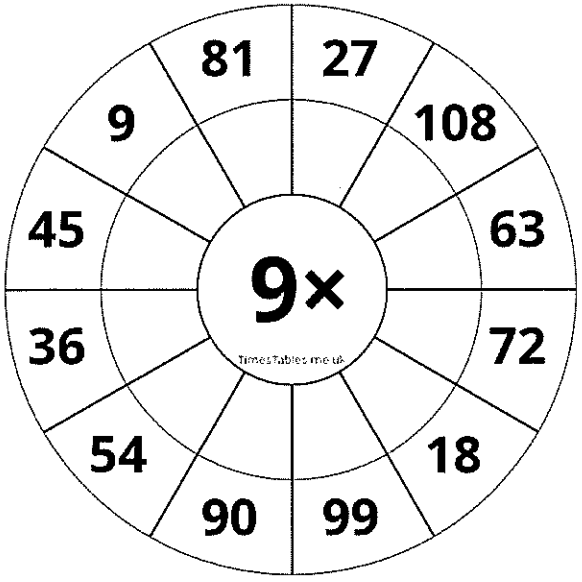

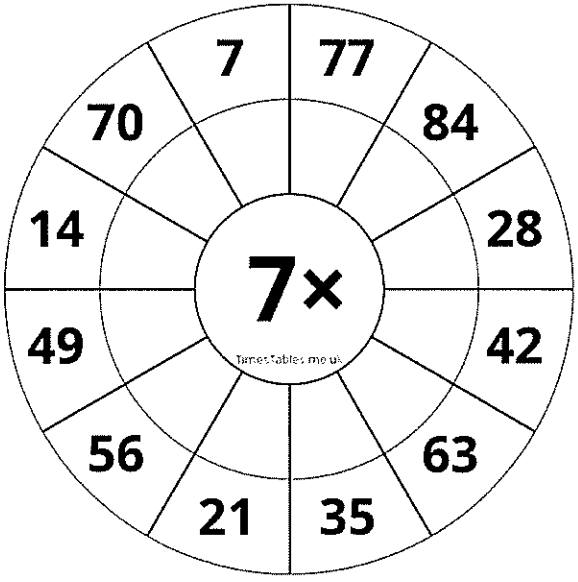

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Balancing act

Time: 20 minutes

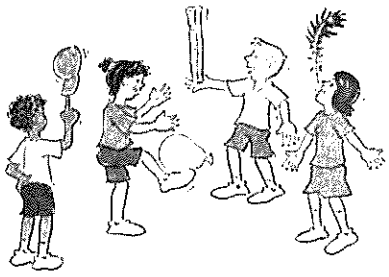
Activity

Individual/partner/group

- Players balance various objects to see which shapes are easiest to balance.
- Players use different body parts to balance the objects, such as palm or back of their hand, or their knee, foot, elbow, chin, or forehead.

Safety

- When balancing objects on the head, the safest places are the chin or the forehead.
- Objects balanced on the nose can slip and fall into the eye.
- Players should not run around while balancing objects.



Equipment

- Various balancing objects, such as:
  - balancing poles (made from rolled up newspaper and sticky tape)
  - feathers (easier)
  - shoes
  - plastic chairs
  - baseball caps
  - broom handles (harder).

Activity variations

- Change the object shape, size or weight.
- Try walking or lying down and getting back up again while trying to balance the object.
- Players 'jump' the balancing object from one body part to another (e.g. one hand to the other).
- Players work in pairs to pass balanced objects to each other using the 'jump' method.
- See who can walk the furthest distance balancing each object.
- Challenge a partner to see who can balance an object for the longest period of time.

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Adapted from Sport Australia, 2019, Playing for life *Balancing act*

NSW School Sport Unit – Get active @ home

Bullseye

Time: 20 minutes

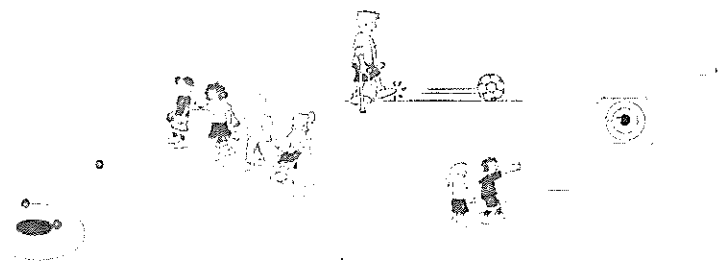
Activity

Individual/partner/group

- Each player rolls or throws their 3 bean bags/balls/objects to the target area.
- After all 3 are thrown, collect and add up the score for that round.
- Repeat for a given number of rounds (e.g. 3 rounds of 3 throws for each player).

Scoring

- Each circle in the target is given a different value, e.g. centre = 5 points, middle = 3 points, outside = 1 point.
- Points are awarded based on where the bean bag/ball/ object lands.
- Add 3 throws together to get the total for that round.
- The winner has the highest score after 3 rounds.



Equipment

- Hoops, bins, buckets, or chalk to mark/form 3 concentric circles on the ground as targets.
- Throw-line 3 metres from target (mark with chalk, cones, shoes, towel, rope etc.).
- 3 bean bags, tennis balls, or similar objects per player.

Activity variations

- Add a kicking target to challenge players or to accommodate players who may not be able to throw.
- Increase or decrease the distance from the throw-line to the target.
- If buckets are used as targets, the activity can be made harder by requiring the ball to land in the bucket.
- Vary the method of using the ball (e.g. throw, kick, roll, strike).
- Put a target on a wall instead of the ground.
- Throw/kick with the opposite hand/foot.
- Change ball size / object being thrown or kicked.

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Adapted from Sport Australia, 2019, Playing for life *Bullseye*

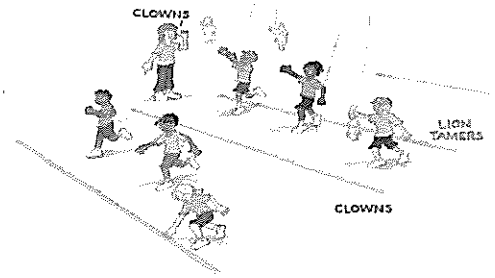
Reach the sky

Time: 20 minutes

Activity

Partner/group

- Set out a line to use as a starting point.
- Set out a second line to be used as the first target.
- Standing behind the starting point, throw an object into the air and aim to reach the second line before the object hits the ground.
- After a successful attempt, move the target line further away to increase the difficulty.



Equipment

- Chalk to draw lines.
- Skipping rope or cones can be used instead of drawing the lines.
- 1 object e.g. scarf, plastic shopping bag (easier), bean bag, juggling balls or juggling rings (harder).

Activity variations

- Arrange players into 2 even lines approximately 2 metres apart facing each other, making sure each player is facing their partner.
- One player in the pair is the clown and the other is the lion tamer. The clown holds the juggling objects.
- When the lion tamer calls "THROW", the clown throws the juggling objects as high as possible into the air and sprints to the opposite line. The lion tamer tries to catch the objects before the clown reaches the line.
- After 3-5 attempts, partners switch roles.

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Adapted from Sport Australia, 2019, Playing for life *How high?*

Friday

Josephine

I clearly remember the day that Josephine entered our lives. It was a cold, wintery Saturday morning. My family had clumsily gathered around the breakfast table – my eldest sister, Catherine, draped lazily in the rocker; my youngest sister, Lizzie, sitting eagerly on my father's lap; my mother buzzing purposefully from one job to the next, the way she always did when she prepared our special weekend breakfast.

I sat myself down next to Catherine and poured a glass of freshly-squeezed orange juice. As Mum served us her world-famous scrambled eggs with bacon, Lizzie suddenly looked up in shock.

"What's the matter, Lizzie?" Mum asked, concerned. "Have I not served you enough bacon?"

"No Mum, it's not that," Lizzie replied. "It's just that you forgot to serve breakfast for Josephine."

My mother's face went blank. "Josephine?" she asked. "Who's Josephine?"

Lizzie chuckled. "Don't be silly, Mummy!" she replied jovially. "She's standing right over there."

The corner of the kitchen where Lizzie was pointing looked exceptionally empty to me. I'm pretty sure it looked empty to Catherine and Dad, too. But my mother kept her cool. "Oh, Josephine!" she cried. "What terrible manners I have. Please, come and sit down. There's plenty of food for everyone."

I gave my mother a look. *Are you sure this is a good idea?*

My mother gave me a look of her own. *Let's play along, for now.*

Little did she know, we would not see the end of Lizzie's new friend for quite a long time. Josephine, it seemed, was part of the family now.

Name _____ Date _____

Read Josephine and answer questions 1-5 below.

1. *My family had clumsily gathered around the breakfast table –*

The word *clumsily* suggests that the family looked

- ☐ disordered.
- ☐ cluttered.
- ☐ messy.
- ☐ upset.

2. The narrator's sister, Lizzie, was

- ☐ draped lazily in the rocker.
- ☐ sitting in her father's lap.
- ☐ cooking the breakfast.
- ☐ standing in the corner.

3. Why could the narrator not see Josephine in the corner?

- ☐ Because Josephine was too little to be seen.
- ☐ Because Josephine had just left the room.
- ☐ Because Josephine was only imaginary.
- ☐ Because the narrator was not wearing her glasses.

4. *Let's play along, for now.*

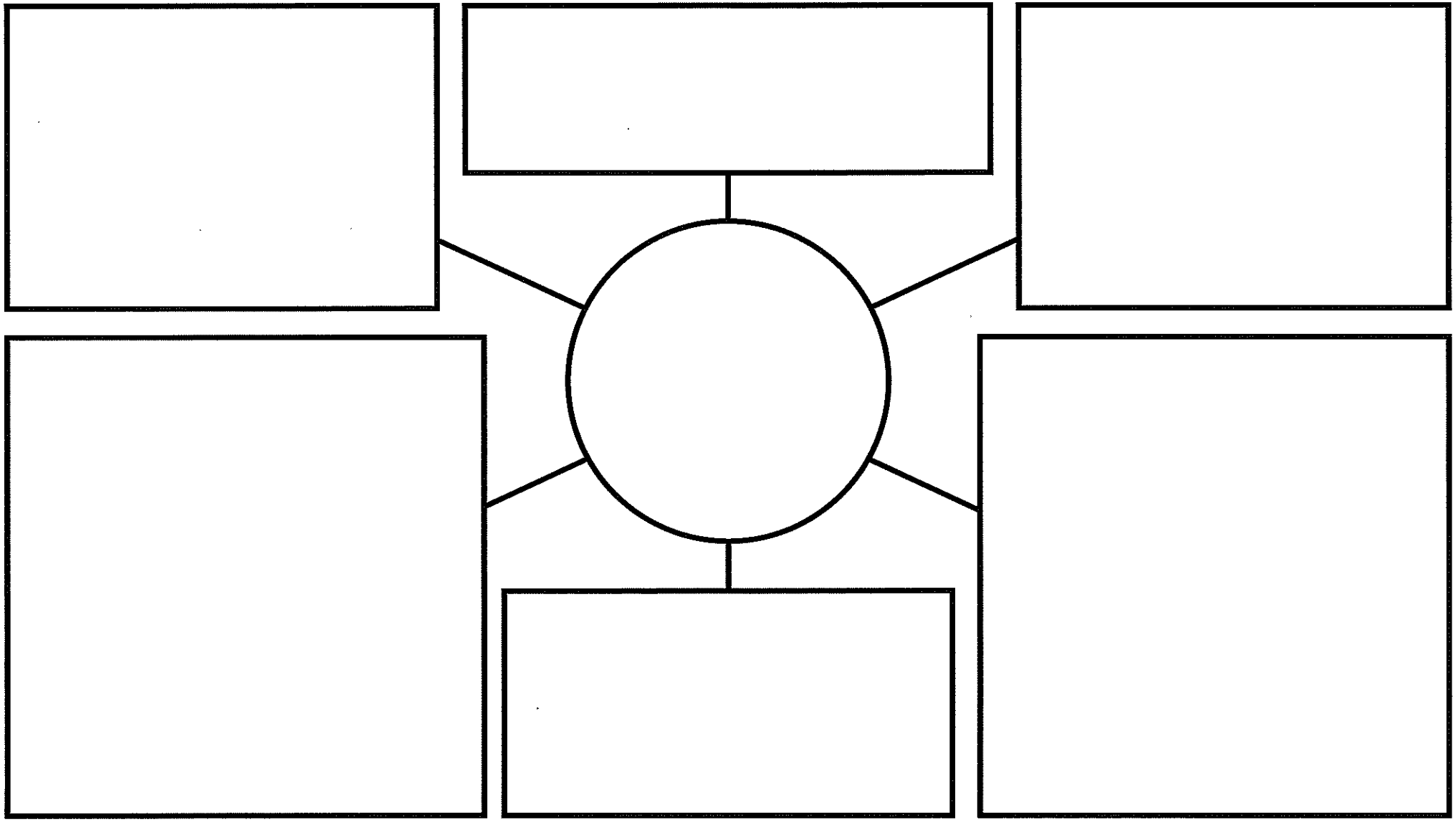
This sentence is written in italics to show that

- ☐ it is an important sentence.
- ☐ it is what the mother is thinking.
- ☐ it is the climax of the story.
- ☐ it is what the mother is saying.

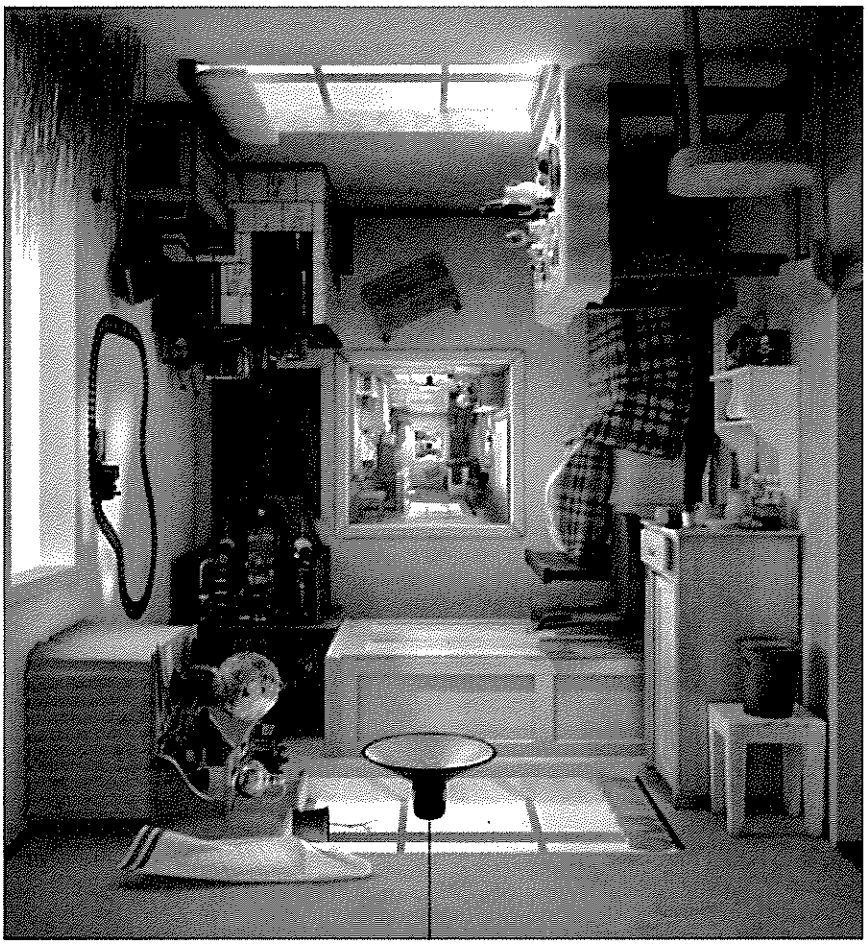
5. Which statement best describes what this story about?

- ☐ A little girl who loves her father.
- ☐ A family tradition of special weekend breakfasts.
- ☐ A little girl who has an imaginary friend.
- ☐ A mother who talks to her children through her thoughts.

How Do You Connect to the Text



CREATIVE WRITING TASK



Instructions:
Using the picture above you are to write an imaginative text. It could be a narrative, a poem or a play. ***Somewhere in your text you must include the following:***

1. A title
2. Personification
3. Hyperbole
4. Simile
5. Metaphor
6. Always remember grammar and punctuation

Write in full sentences and paragraphs. Check and edit your writing at the end to ensure it makes sense.

Finding Unknown Quantities in Balanced Number Sentences

1. When a number is added to 42, the answer is the same as 79 minus 16.

42	+	21	=	79	-	16

2. When a number is added to 46, the answer is the same as 55 plus 39.

			=			

3. When a number is added to 66, the answer is the same as 136 minus 31.

			=			

4. When a number is subtracted from 86, the answer is the same as 12 plus 6.

			=			

5. When a number is subtracted from 64, the answer is the same as 88 minus 33.

			=			

6. When a number is subtracted from 127, the answer is the same as double 32.

			=			

7. When a number is added to 83, the answer is the same as 94 plus 57.

			=			

Finding Unknown Quantities in Balanced Number Sentences

1. When a number is added to 118, the answer is the same as 675 minus 307.

118	+	250	=	675	-	307

2. When a number is added to 623, the answer is the same as 671 plus 197.

			=			

3. When a number is added to 176, the answer is the same as 341 minus 92.

			=			

4. When a number is subtracted from 1000, the answer is the same as 287 plus 261.

			=			

5. When a number is subtracted from 735, the answer is the same as 539 minus 44.

			=			

6. When a number is subtracted from 824, the answer is the same as 436 plus 219.

			=			

7. When a number is added to 422, the answer is the same as 295 plus 751.

			=			

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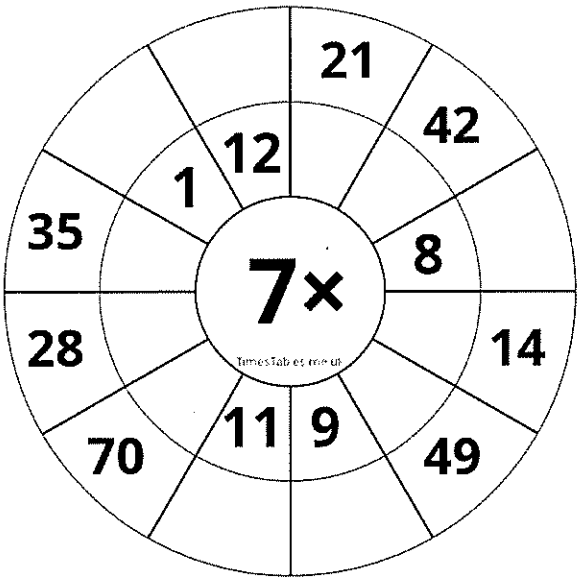

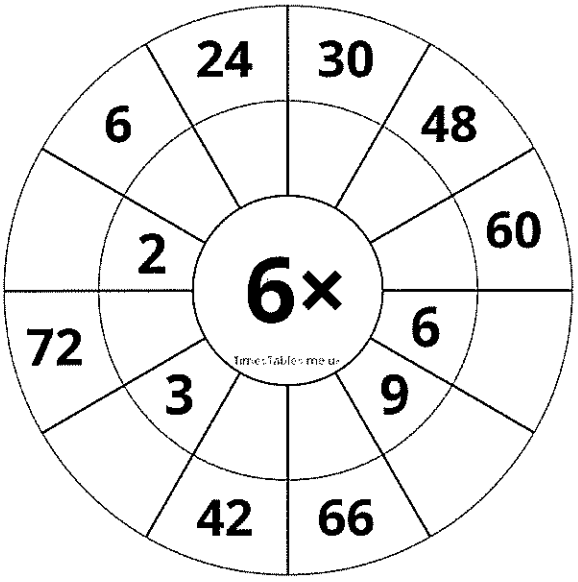

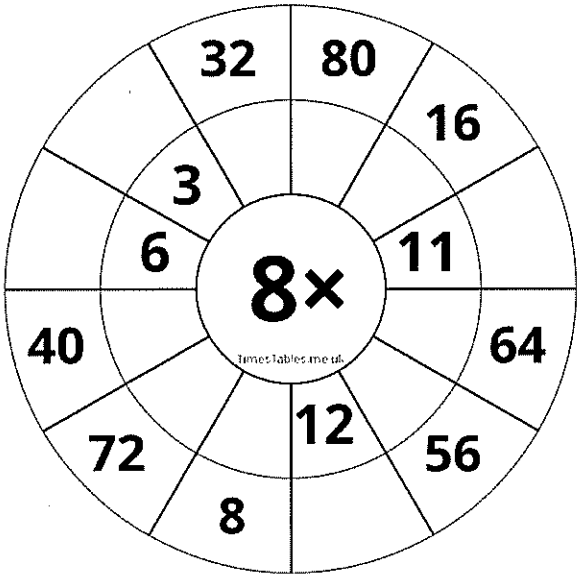

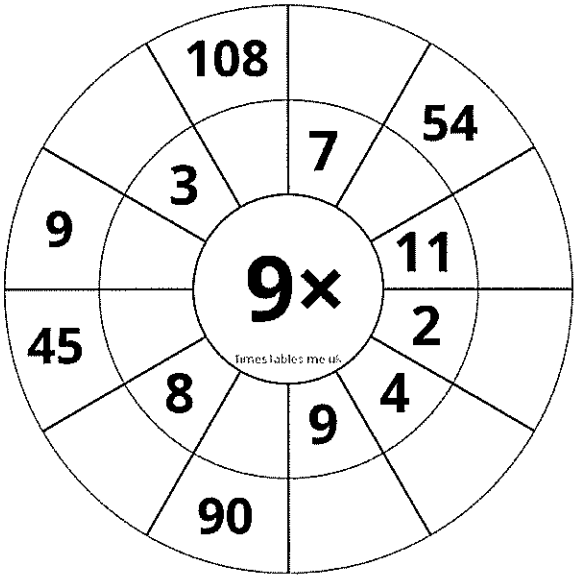

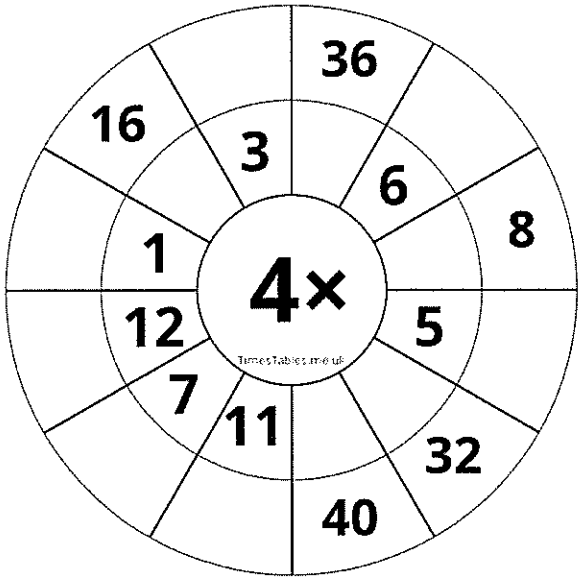

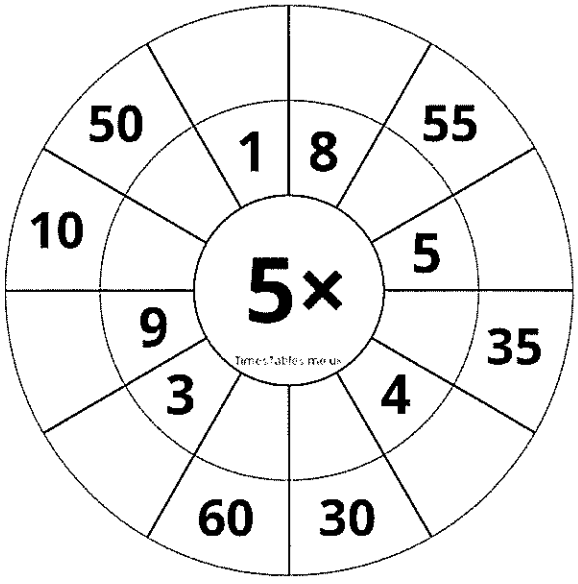

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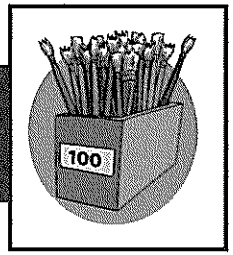
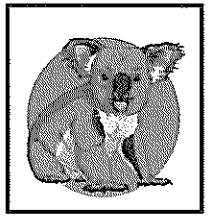
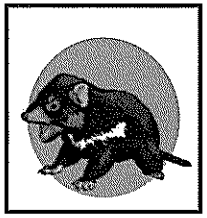
Pete Cromer is a contemporary Australian artist who uses contrasting colours to create beautiful artworks of native animals.







Today we will be creating our very own Pete Cromer inspired artwork.

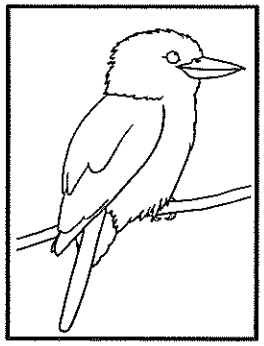
You will need:

- Twinkl's Australian Animal Colouring Sheets, which can be found here.
- baking paper
- lead pencil
- 4 pieces of white paper
- 3 different coloured paints
- paintbrush
- scissors
- glue

Note: If you do not have these items you can try to draw one of the animals outlined on the attached sheets and colour it with coloured pencils.

Step 1

Place baking paper over one of the Animal Colouring Sheets and draw a simple outline of the shape.



Step 2

Place the baking paper face down on one of your white A4 sheets of paper.

Trace along all the pencil lines. This will transfer the drawing onto your white paper.

Repeat this process three times to create three copies of your drawing.

Step 3

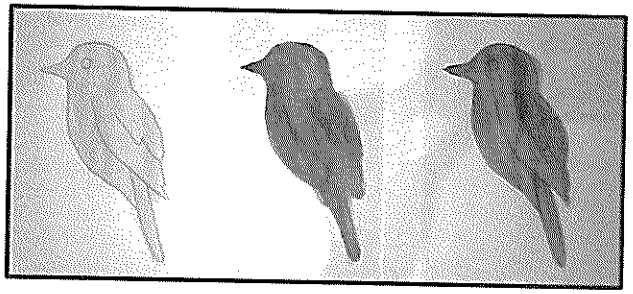
If the pencil lines come out faint and are difficult to see, use a pencil to trace around the lines.

Step 4

Paint each of the drawings a different colour.

Try to choose bold colours that contrast well.

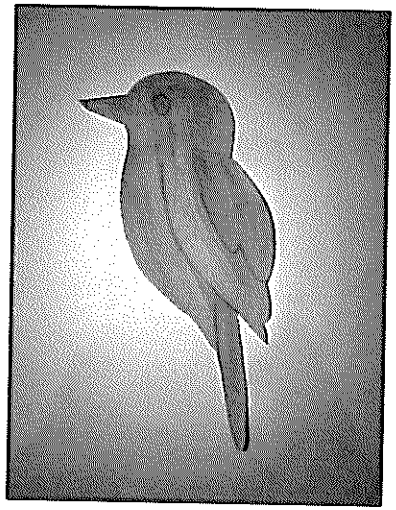
It's OK to paint outside the lines as you will be cutting each of the shapes out.



Step 5

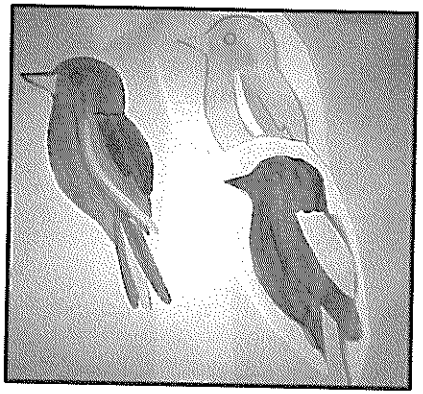
Choose one coloured drawing to be the base of your artwork.

Cut out the shape and paste it onto a new page.



Step 6

Cut out shapes from the two remaining coloured animals and paste the shapes onto your base artwork.



Step 7

Cut and layer the coloured shapes to create an intricate coloured artwork.