

# Learning From Home 2021 Term 3 Week 6

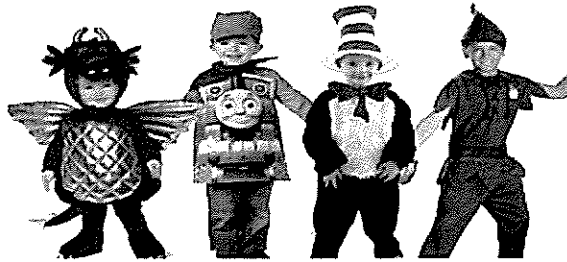
Stage 2  
Mon-Tues

## WORKING FROM HOME SUGGESTED TIMETABLE

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

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

# BOOK WEEK 2021



To celebrate Book Week 2021 at Valley View Public School we will be having a digital Zoom Book Parade.

This will take place on Tuesday 17<sup>th</sup> August (Week 6), in our daily zoom sessions. Students that attend school on that day will be able to dress up.

Come dressed up as your favourite book character and show your friends your fabulous costume.

We would love a photo of each student in their costumes to be sent via class Dojo from Saturday 14<sup>th</sup> August, no later than 3pm Wednesday 18<sup>th</sup> August. If you are at school, you can get someone to take a photo of you before the day.

We will be using these photos for some best dressed awards.

Don't forget to be creative and more than anything have a load of fun with your costume design.



# Book Week 2021

## Poster Design Competition

Design a poster using the theme of

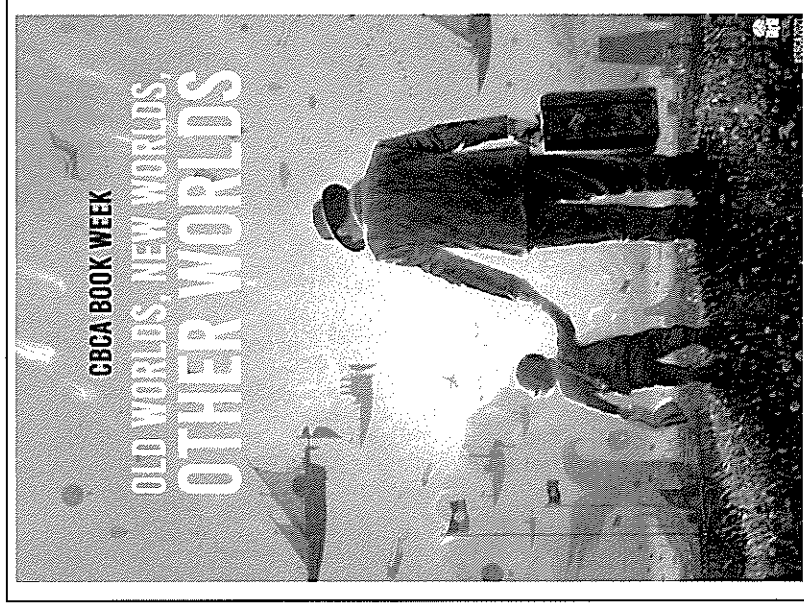
“Old Worlds, New Worlds, Other Worlds” .

Don't forget to be creative with your design and make sure to include 'Book Week 2021' somewhere on your poster.

You can do a poster on paper and take a photo to send via Dojo or create a digital poster to send via Dojo.

There will be prizes for the best posters so have fun with your design.

Posters are due Wednesday 18<sup>th</sup> August by 3pm.





## Spelling Week 6

List	Monday	Tuesday	Wednesday	Thursday	Friday
trace					
pace					
face					
race					
could					
should					
mould					
boulder					
shoulder					
mouldy					
traditional					
Elder					
culture					
country					
Aboriginal					
dreamtime					
indigenous					
ante					
before					
infront					
latin					
antecede					
antemeridian					
antercom					

## **Spelling Activities**

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

# Word Work Grid

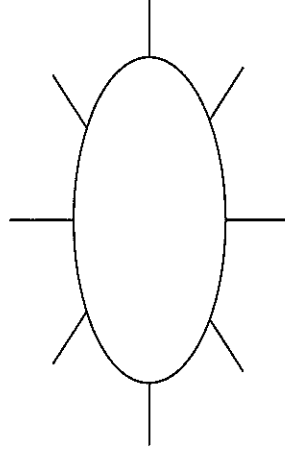
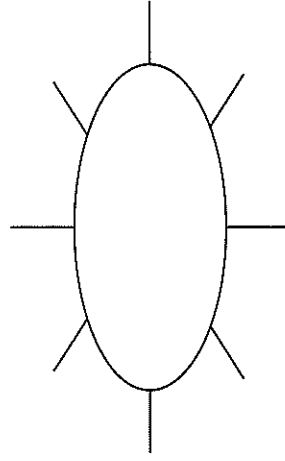
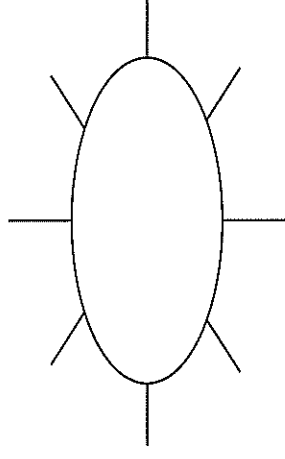
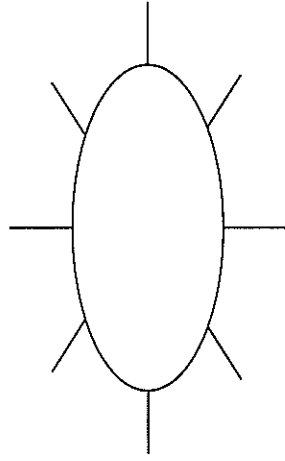
Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<b>Syllable Sort</b> 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. Date: _____	<b>Odd One Out</b> 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. Date: _____	<b>Wacky Words</b> 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. Date: _____	<b>Word Detective</b> Write three clues about four of your spelling words. Ask someone to try to guess your spelling words using your clues. Date: _____	<b>Digging in the Dictionary</b> Use a dictionary to find the definition and write a sentence for each of your spelling words. Date: _____
<b>Rhyming Wheels</b> Think of as many words as you can that rhyme with your spelling words. Date: _____	<b>Alliteration</b> Write a sentence for each of your spelling words using as much alliteration as possible. Date: _____	<b>Sentence Smart</b> Write a sentence for each of your spelling words. Date: _____	<b>Story Time</b> Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date: _____	<b>Sort Them Out</b> Sort the words on your spelling list into three different categories of your choice. Date: _____
<b>Word Search</b> Create your own word search using all the words on your spelling list. Date: _____	<b>Handwriting Hero</b> Write out your spelling words in your very best cursive handwriting. Date: _____	<b>Letter Lingo</b> Write a letter to a friend. Use as many spelling words in your letter as you can. Date: _____	<b>Words Within Words</b> Make a list of as many smaller words you can find in the words on your spelling list. Date: _____	<b>Code Breaker</b> Use the code guide to make a code for each of your spelling words. Date: _____

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

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

[illegible]

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)				
b)				
c)				
d)				
e)				
f)				
g)				
h)				
i)				
j)				
k)				
l)				
m)				
n)				
o)				

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
<div></div>	<div></div>	<div></div>



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

Fold

Answer Cover



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

Date: \_\_\_\_\_

# Word Search


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

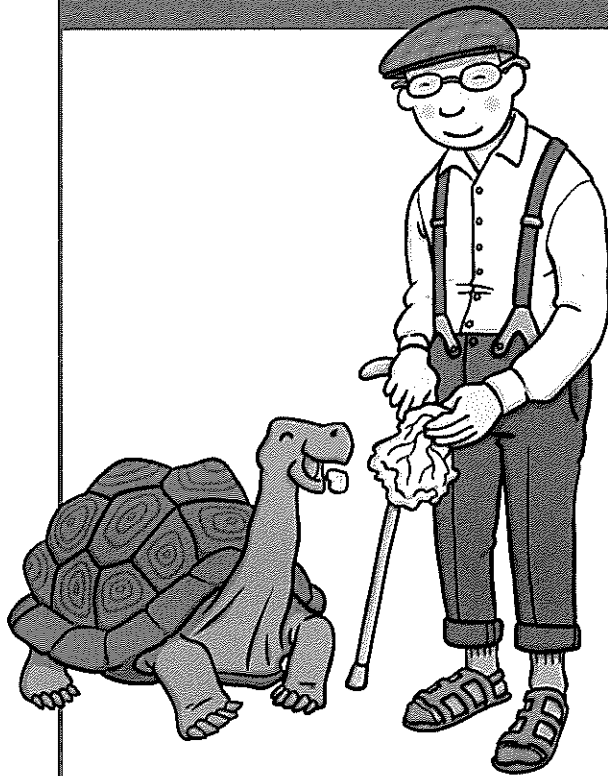
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Monday

# George the Giant Tortoise



George was a giant tortoise. He belonged to a lovely owner called Oliver, who looked after him very well, although before that he had belonged to Oliver's Grandpa Jack for many years. He was quite a rare type of tortoise and that made him very special.

Some people said George was spoilt but he didn't ask for much really. All he liked to eat was grass and hay, with a few dandelions now and then, or the occasional lettuce. He did have his own shed, that Grandpa Jack had made when he was alive, which even had its own heating! Most of the time, George lived in his shed but he loved to wander lazily around the garden sometimes when Oliver was playing on the lawn.

George thought that Oliver was the best owner any tortoise could wish for. Well, maybe joint-first in a best-tortoise-owner competition, as Grandpa Jack had been an extremely kind, caring owner too. In fact, George was very keen to show how grateful he was to his owner, and to prove that he was the best pet that Oliver could wish for.

As summer approached, the perfect opportunity came for George: the annual village fair would be holding the 'Perfect Pet Competition'. He was delighted. He would show everyone what a great pet he was and Oliver would be so proud. However, when Oliver read the leaflet aloud, George was devastated. 'Open to dogs, cats, rabbits and hamsters. No tortoises allowed'.

'Just furry creatures?' thought George. 'How unfair!' So he decided he wasn't going to let those rules stop him. With the village fair only a week away, the giant tortoise began to dig a hole behind his shed. Slowly, the hole became bigger and closer to the fence at the back of the garden. Eventually, the hole became a tunnel but each night, George would return to his shed before anyone noticed he was gone.

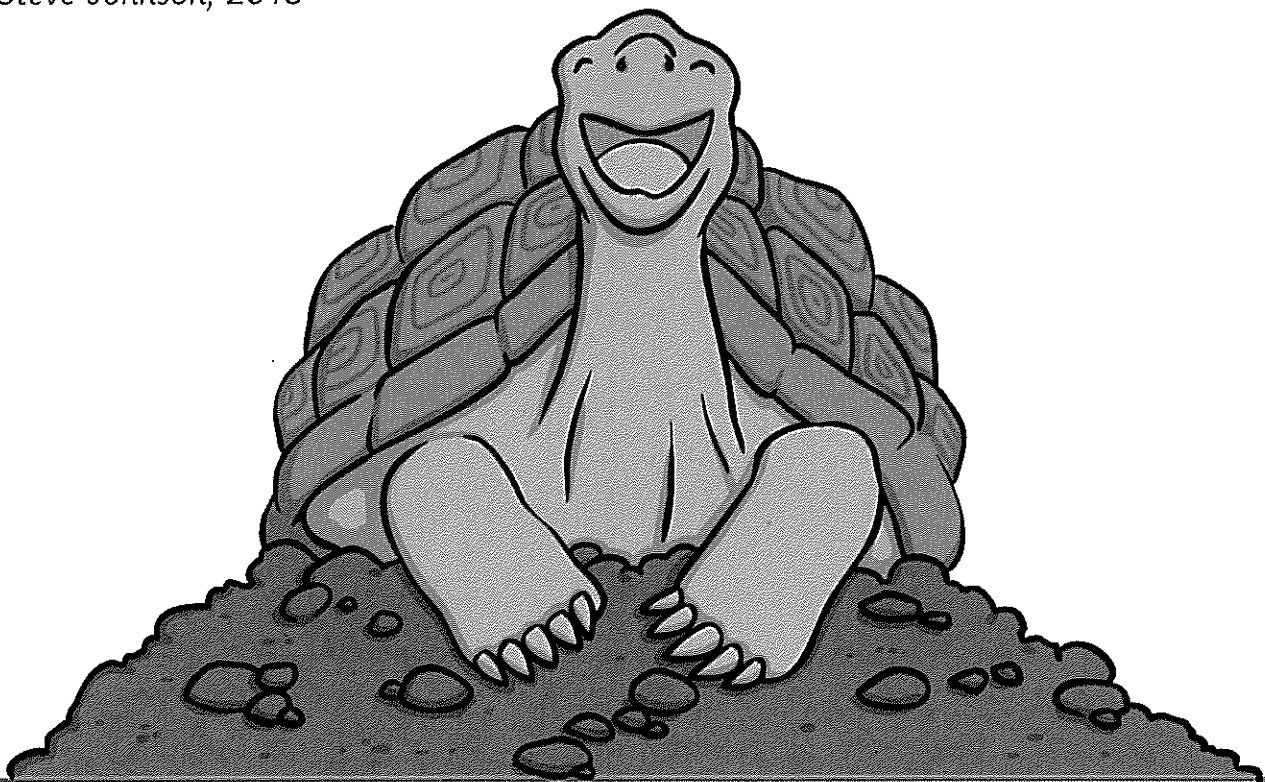
When the day of the fair arrived, the first competition entrant Harry the hamster had gone missing. Escaping from his ball, he was last seen behind the sofa and now couldn't be found. Only three more animals were left in the competition. Unfortunately, Rachel the rabbit had spotted the fruit and vegetable show and was taken home after eating her way through two record-breaking carrots, a large lettuce and Mrs Earnshaw's prize cucumber.

Oliver sat in the front row watching as the last two animals were brought onto the stage. Daisy the dog walked on with her owner from the right hand side. Colin the cat strolled in from the left. As soon as they saw each other, Colin clawed his way straight up the stage curtains. Daisy dashed below, barking madly at Colin. As each of their owners chased after their pets, Oliver laughed and thought how much better his own pet was.

At that precise moment, a small mound of muddy soil began to rise up from the ground in front of the stage. Everyone stopped in amazement to look, wondering what was beneath it. Slowly – of course, it had to be slowly – two small feet pushed their way out of the soil. Close behind came George's little round face, as he pulled himself up through the surface of the ground into full view.

Oliver leapt over to his pet with a smile as everyone burst into a round of applause. One of the judges stepped forward and placed a big blue rosette onto George's shell, with a gold Number 1 in the middle. Underneath it read: Perfect Pet Competition Winner!

*Steve Johnson, 2015*



Questions 1 to 15 are about 'George the Giant Tortoise'

1. Who was Oliver? **Circle one.**

a giant turtle

a giant

a cat

an owner

1 mark

2. Which one of these did George like to eat? **Tick one.**

tulips

☐

biscuits

☐

grass and hay

☐

sandwiches

☐

1 mark

3. Who was Jack? **Circle one.**

the tortoise

Oliver's friend

Grandpa

a neighbour

1 mark

4. He was quite a rare type of tortoise...

Draw the line to show the phrase that is closest in meaning to *quite a rare type of tortoise*.

*quite a rare type of tortoise*

*quite an unusual type of tortoise*

*quite a strange type of tortoise*

*quite a good type of tortoise*

1 mark

total for  
this page

5. Where did George live?

1 mark

6. How did George feel towards his owner? **Circle one.**

angry

patient

grateful

unhappy

1 mark

7. Look at the text again.

2 marks

**Find and copy** the information from the text to complete the fact file below about George.

Name	George
Type of Tortoise	
Owner	
Favourite Foods	

8. Who could not enter the 'Perfect Pet Competition'?

1 mark

9. Look at the paragraph beginning *As summer approached...*

1 mark

**Find and copy** a word from this paragraph that means yearly.

total for  
this page

10. Describe how George managed to enter the competition.

2 marks

Give **two** ways.

---

---

11. Look at the paragraph beginning '*Just furry creatures?*'...

1 mark

**Find and copy** one phrase which shows that George was not supposed to be out in the garden alone.

---

---

12. Look at the paragraph beginning *When the day of the fair arrived...*

1 mark

**Find and copy** one phrase in this paragraph that suggests something special or unusual.

---

total for  
this page



13. Order these events as they happen in the story. Number them 1, 2, 3, 4.  
The first one has been done for you.

1 mark

George emerges in front of the stage.

The 'Perfect Pet Competition' is advertised.

1

George begins to dig a hole.

George wins a big blue rosette.

14. *Everyone burst into a round of applause.* (Paragraph 9).

2 marks

Explain why everyone started clapping.  
Give **two** reasons

1. \_\_\_\_\_

2. \_\_\_\_\_

15. **Find and copy** a phrase that tells us that Oliver was keen to see his pet at the end of this story.

1 mark

**End of questions about 'George the Giant Tortoise'**

total for  
this page

# Full Stops and Capital Letters

Remember

- Sentences start with a capital letter.
- Sentences end with a full stop.
- Names start with a capital letter.

Read these sentences. Write each one yourself with a full stop and capital letters in the right places.

1. paul eats peas with his meat

---

2. kay must pay for her new bike

---

3. we can bake a pie today

---

4. the boys shout as they play outside

---

5. they saw that the dog had hurt its paw

---

6. children like the seaside

---

7. loud sounds can be annoying

---

8. mum gave us a few grapes as a treat

---

## How does persuasive writing help to sell a product or service?

It helps to aim the advert at a particular type of customer.

It makes it appeal to the reader's personality.

It sends a positive message about the product or service.

Its purpose is to sell to people.



## Appealing Language

Here are a few examples of some terms used in adverts:

Healthier

Free

Exclusive

New Improved

Number One

Special Offer

Can you think of more?

Happier

More intelligent

Better looking

Slimmer

Successful

What types of things should an advert make the reader believe that they will be, if they use the product?

Healthier

Cool

Less stressed

More comfortable

Fashionable

Unique and special

## What types of things do adverts promise you?

To solve all your problems.

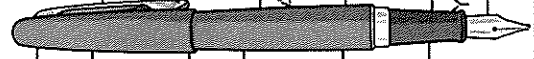
This product will change your life.

You won't find a better product.

All the cool people are buying it – you will be too.

You'll be happy if you buy this product.

You will miss out in life without it.



# How do adverts catch your attention and stick in your memory?

They focus on a sense e.g. taste or yours and cater to it

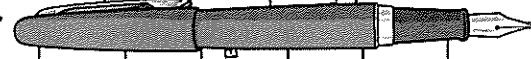


They ask questions to hook you in.

They use humour to make you like them.

They use alliteration, rhyme and word play to come up with catchy slogans.

Use positive comments made by other customers.



- Focus on the positive
- Use bright colours and images to catch your attention
- Use a mix of facts and persuasive and exaggerated language.

*Use catchy slogans and sayings*

# Advertising Slogans

A slogan is a short, catchy and memorable phrase used in advertising. Slogans should be simple but also convey something important to customers about the product or service being advertised.

Can you match the brand or company to their slogan?

Just do it.	NAB
Zoom, Zoom.	Vegemite
I'm lovin' it.	Nike
Tastes like Australia.	Sukin
More than money.	Mazda
Skincare that doesn't cost the earth.	McDonald's

Choose two of the examples from above and fill in the tables below.

Brand/Company:	I think this slogan is effective because...
Slogan:	

Brand/Company:	I think this slogan is effective because...
Slogan:	

# Write Your Own Advertising Slogan

A slogan is a short, catchy and memorable phrase used in advertising. Slogans should be simple but also convey something important to customers about the product or service being advertised.

Create your own slogan for each of your favourite products or services below:

My favourite snack food is...

New slogan:

My favourite restaurant is..

New slogan:

My favourite clothing brand is...

New slogan:

My favourite holiday destination is...

New slogan:

My favourite drink is...

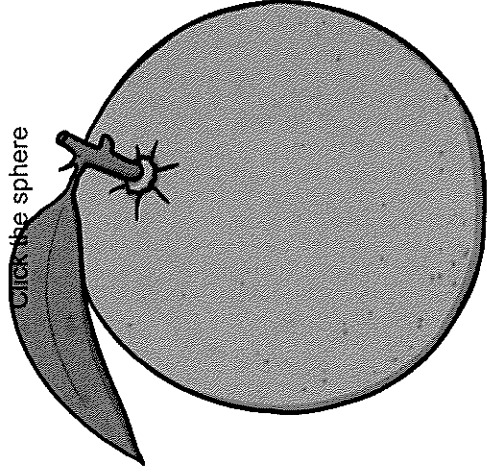
New slogan:

My favourite toy/item is...

New slogan:

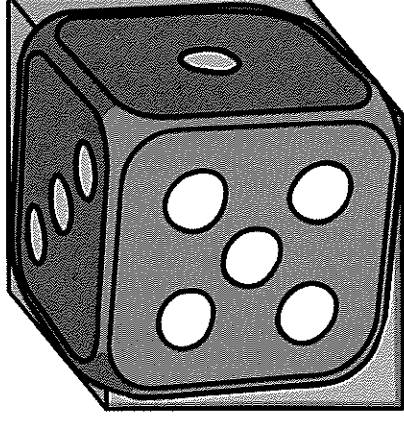
## Sphere

Click the sphere



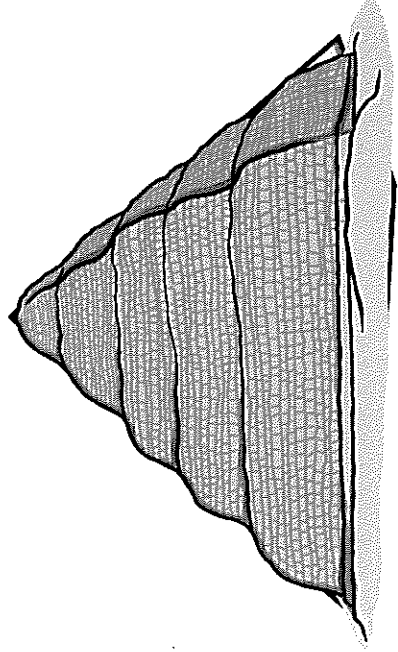
## Cube

Click the cube



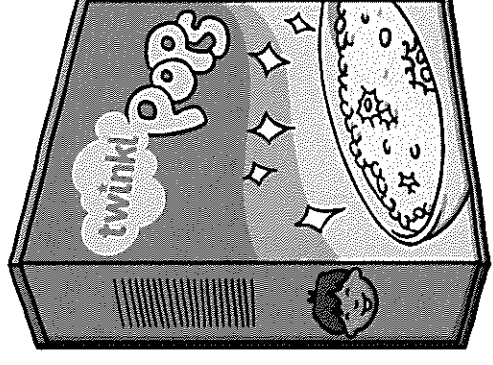
## Pyramid

Click the pyramid



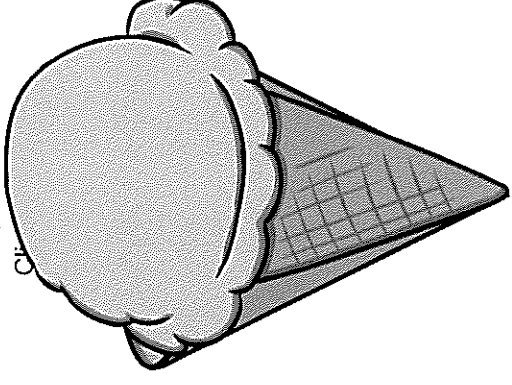
## Cuboid

Click the cuboid



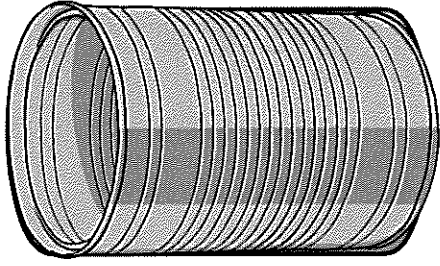


## Cone



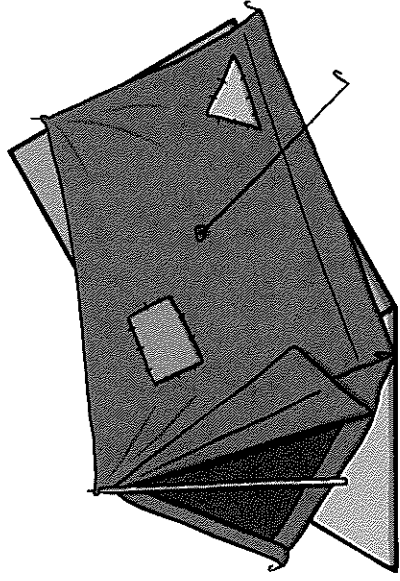
## Cylinder

Click the cylinder



## Triangular Prism

Click the triangular prism





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

Number of Questions: **40**

Testing: **3×, 5×, 6×**

$6 \times 6 = \underline{\hspace{2cm}}$

$4 \times 6 = \underline{\hspace{2cm}}$

$8 \times 6 = \underline{\hspace{2cm}}$

$5 \times 3 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$8 \times 5 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$12 \times 3 = \underline{\hspace{2cm}}$

$5 \times 2 = \underline{\hspace{2cm}}$

$3 \times 12 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$4 \times 3 = \underline{\hspace{2cm}}$

$1 \times 3 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$3 \times 1 = \underline{\hspace{2cm}}$

$7 \times 5 = \underline{\hspace{2cm}}$

$1 \times 6 = \underline{\hspace{2cm}}$

$5 \times 6 = \underline{\hspace{2cm}}$

$6 \times 5 = \underline{\hspace{2cm}}$

$2 \times 5 = \underline{\hspace{2cm}}$

$5 \times 3 = \underline{\hspace{2cm}}$

$11 \times 3 = \underline{\hspace{2cm}}$

$5 \times 11 = \underline{\hspace{2cm}}$

$3 \times 9 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

$10 \times 6 = \underline{\hspace{2cm}}$

$7 \times 6 = \underline{\hspace{2cm}}$

$5 \times 8 = \underline{\hspace{2cm}}$

$12 \times 5 = \underline{\hspace{2cm}}$

$6 \times 12 = \underline{\hspace{2cm}}$

$5 \times 12 = \underline{\hspace{2cm}}$

$9 \times 6 = \underline{\hspace{2cm}}$

$6 \times 4 = \underline{\hspace{2cm}}$

$5 \times 4 = \underline{\hspace{2cm}}$

$6 \times 3 = \underline{\hspace{2cm}}$

$9 \times 3 = \underline{\hspace{2cm}}$

$5 \times 1 = \underline{\hspace{2cm}}$

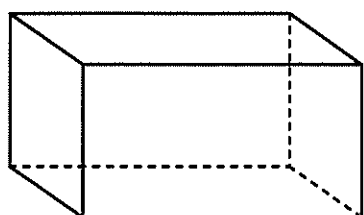
$3 \times 5 = \underline{\hspace{2cm}}$

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

Date: \_\_\_\_\_

## 2D Shapes and 3D Objects

1. Write the name and features of these 3D objects.

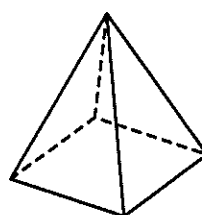


Name: \_\_\_\_\_

faces

corners

edges



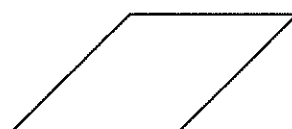
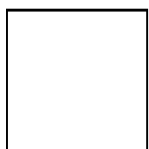
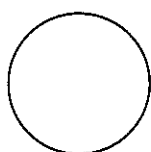
Name: \_\_\_\_\_

faces

corners

edges

2. The boxes below need to have the same shapes. Draw the missing shapes in each box so they match.

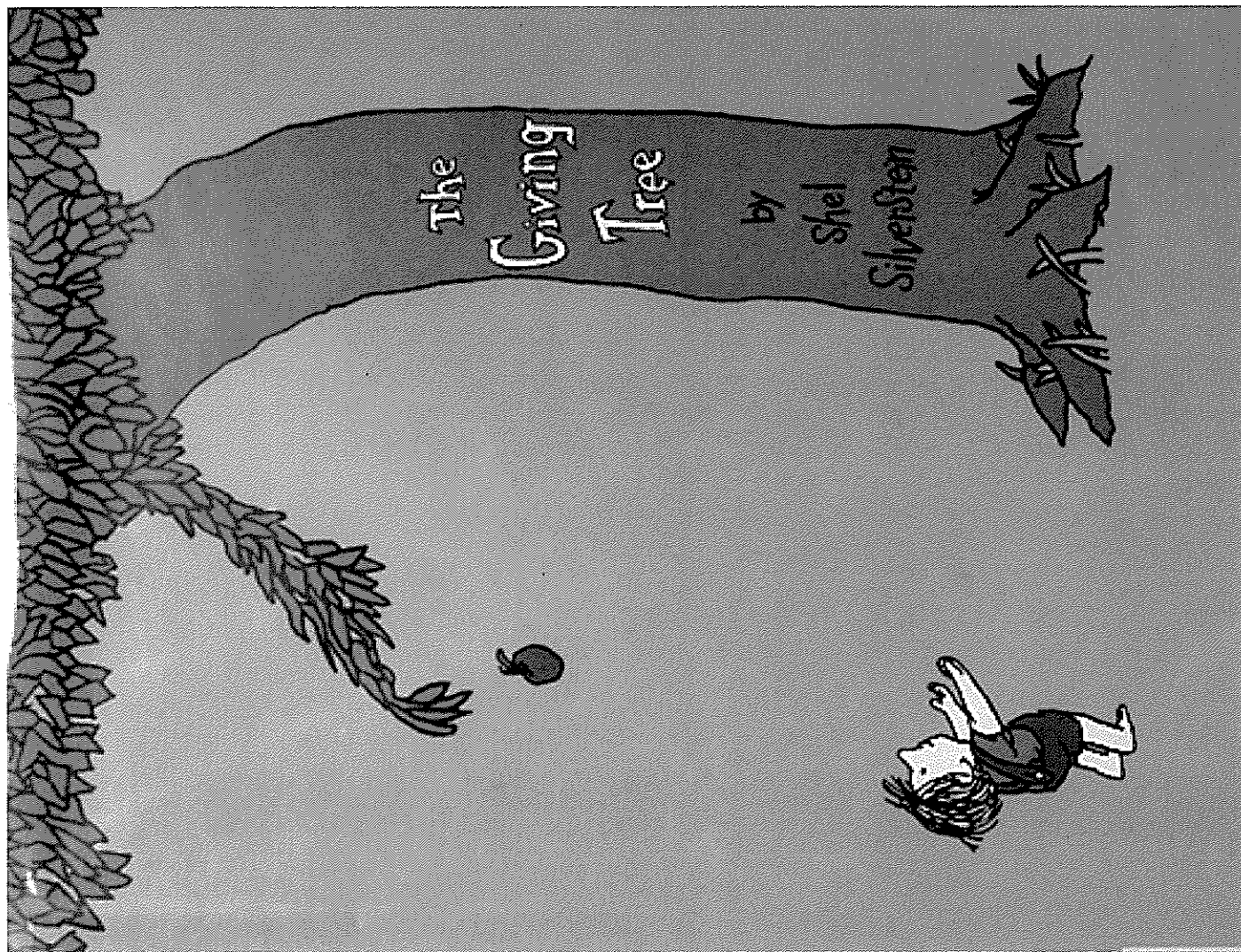


3. Below each shape, write its name.

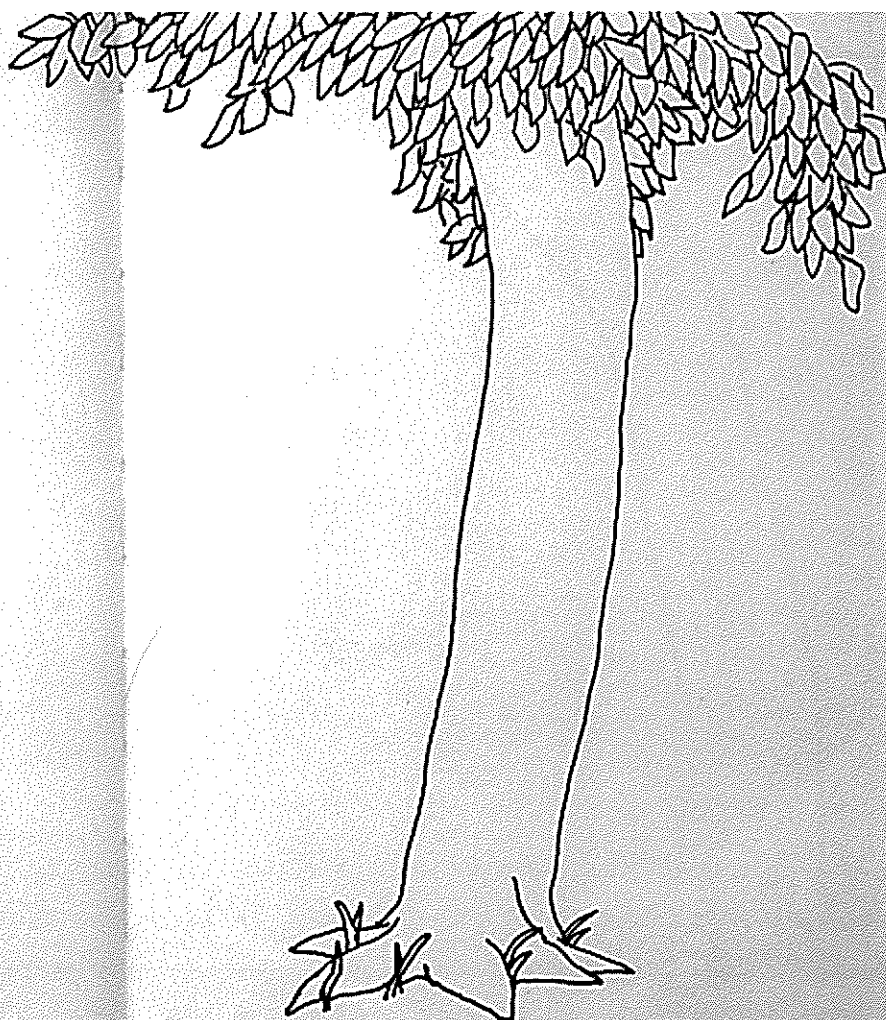
4. Inside each shape, write the number of corners.

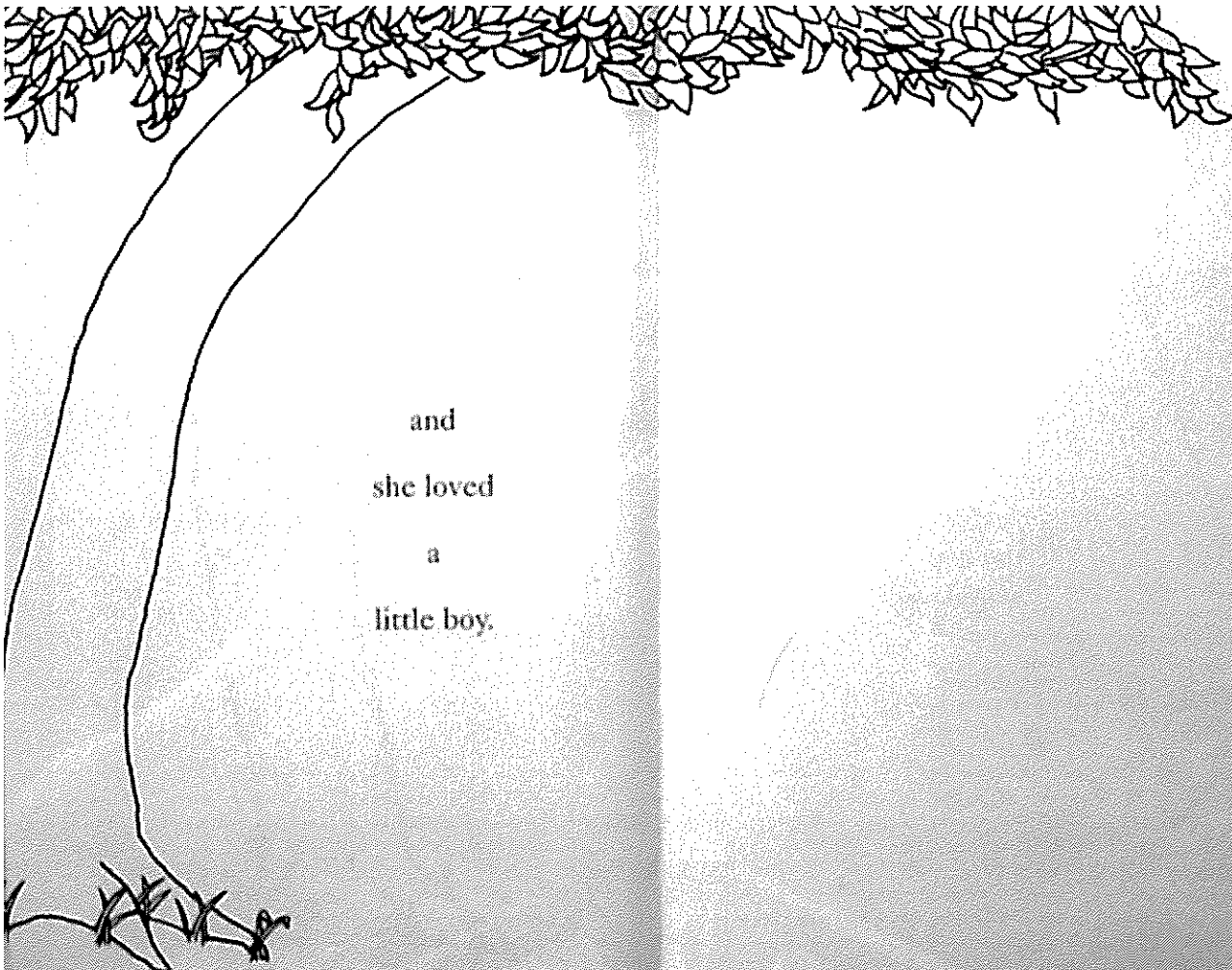
5. Colour the shapes that have the most edges.



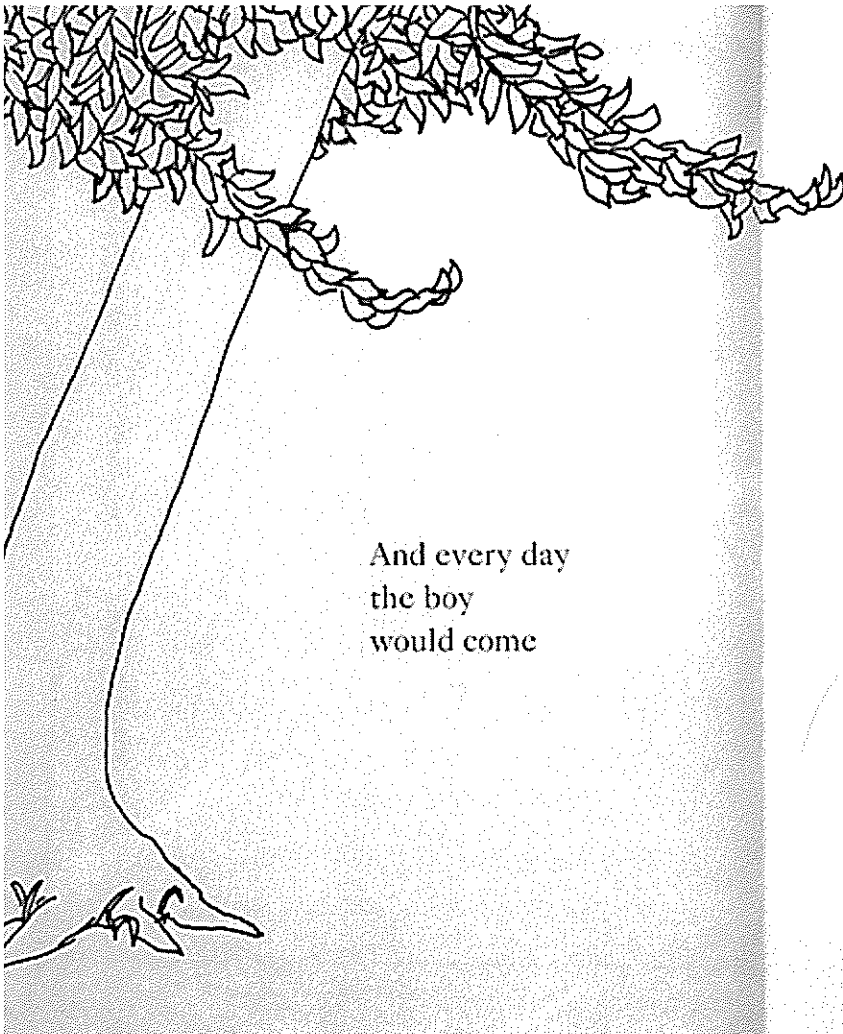


Once there was a tree...

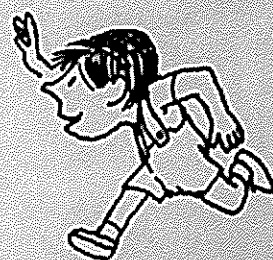




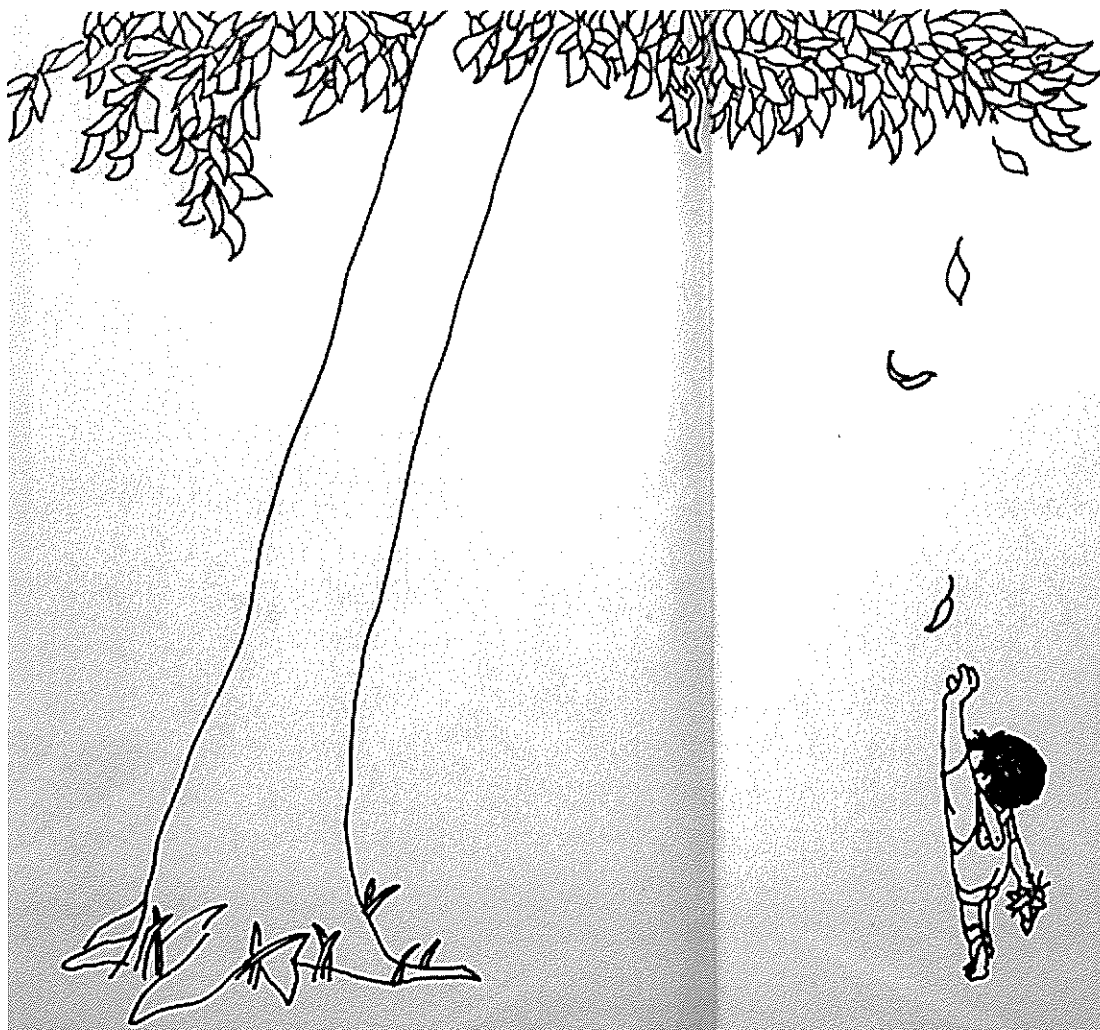
and  
she loved  
a  
little boy.



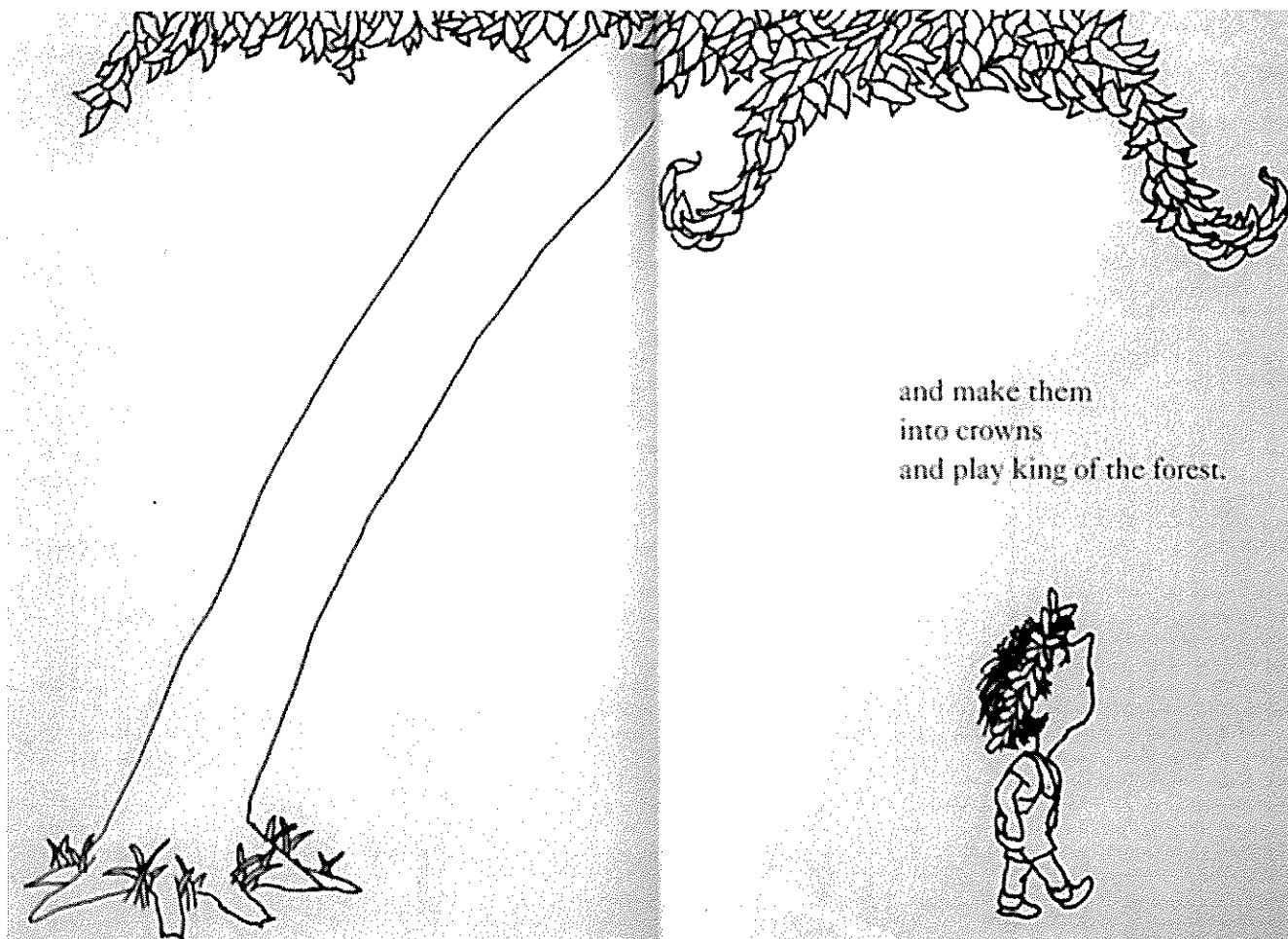
And every day  
the boy  
would come





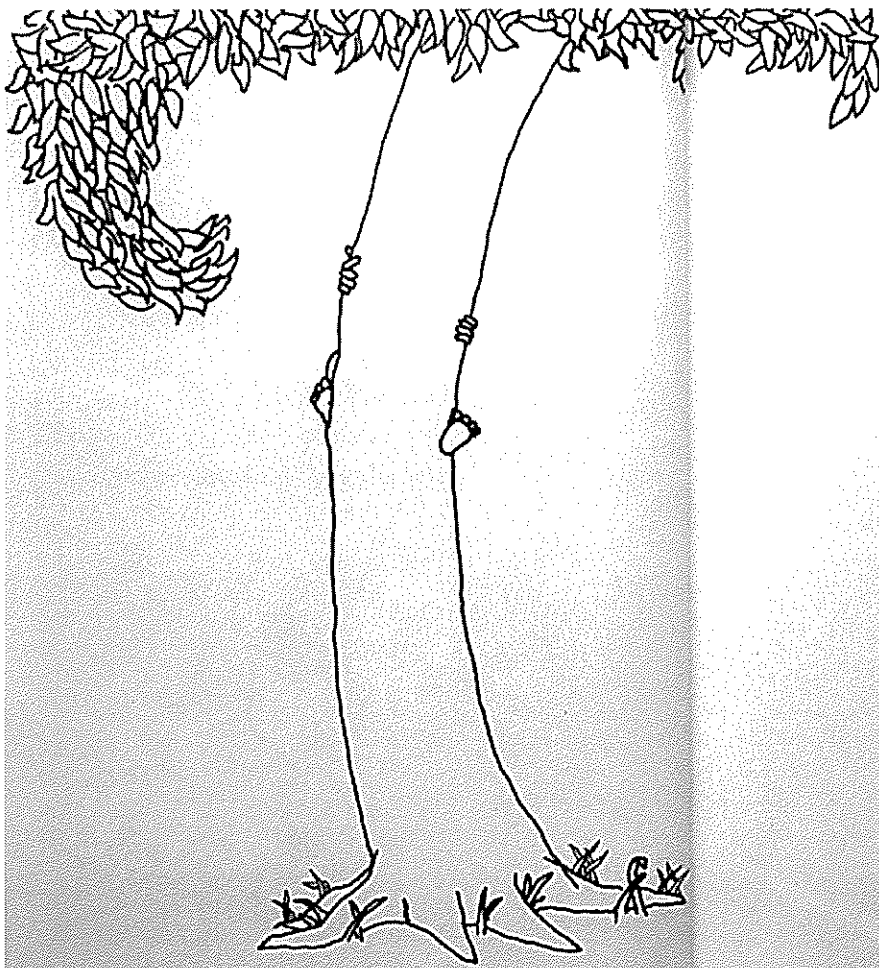


and  
he  
would  
gather  
her  
leaves

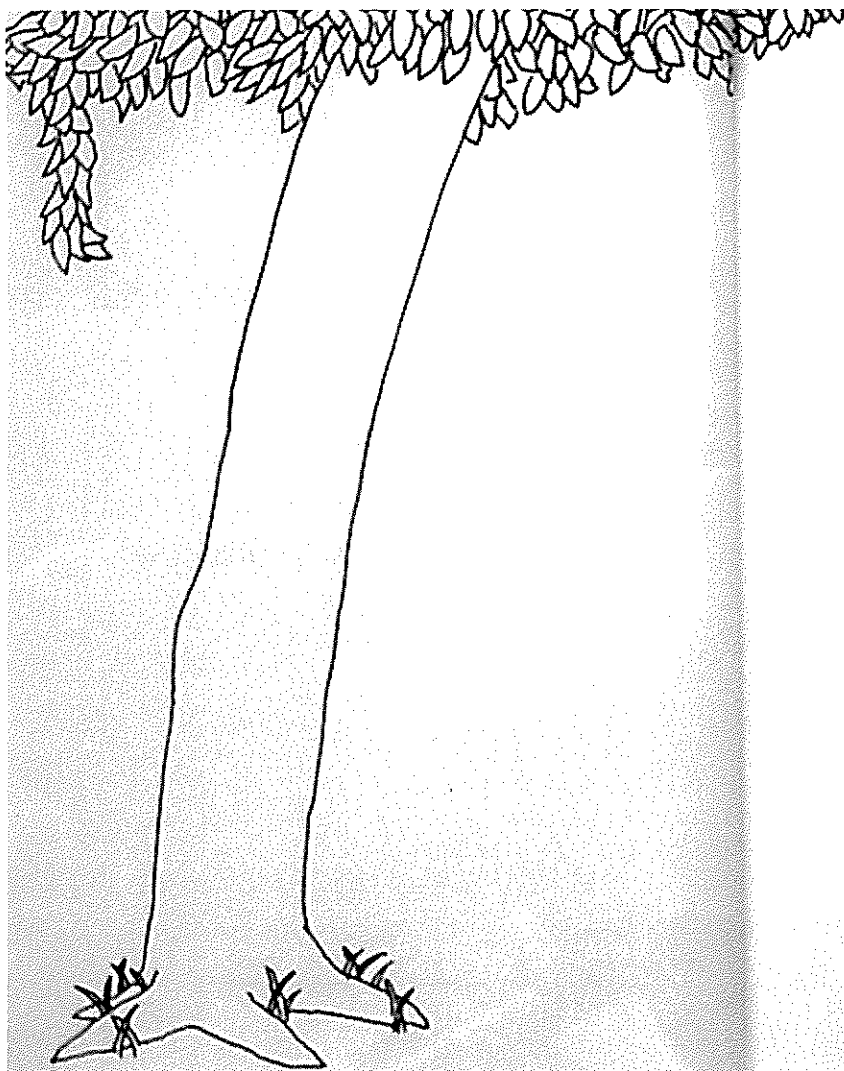


and make them  
into crowns  
and play king of the forest.



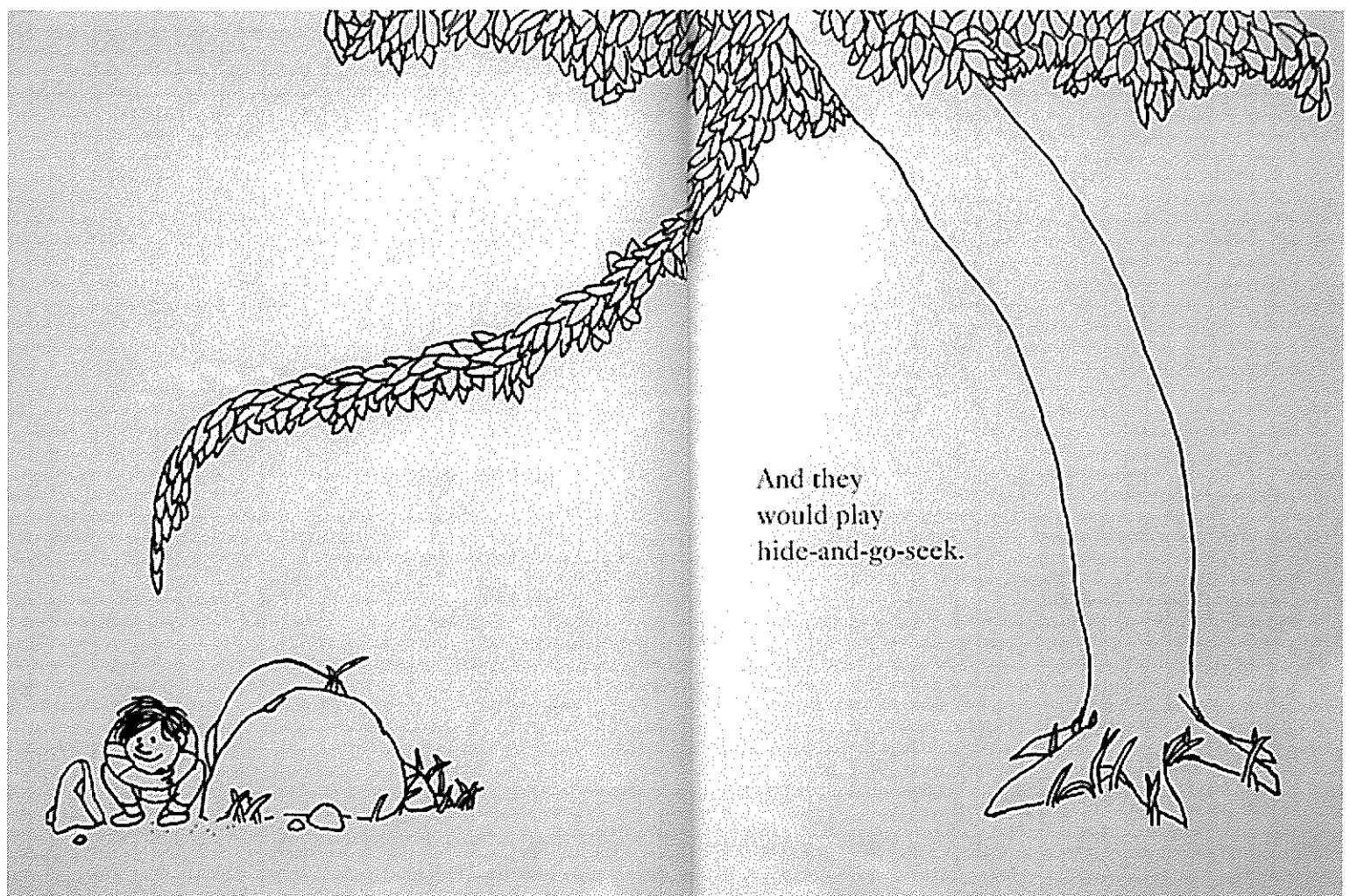
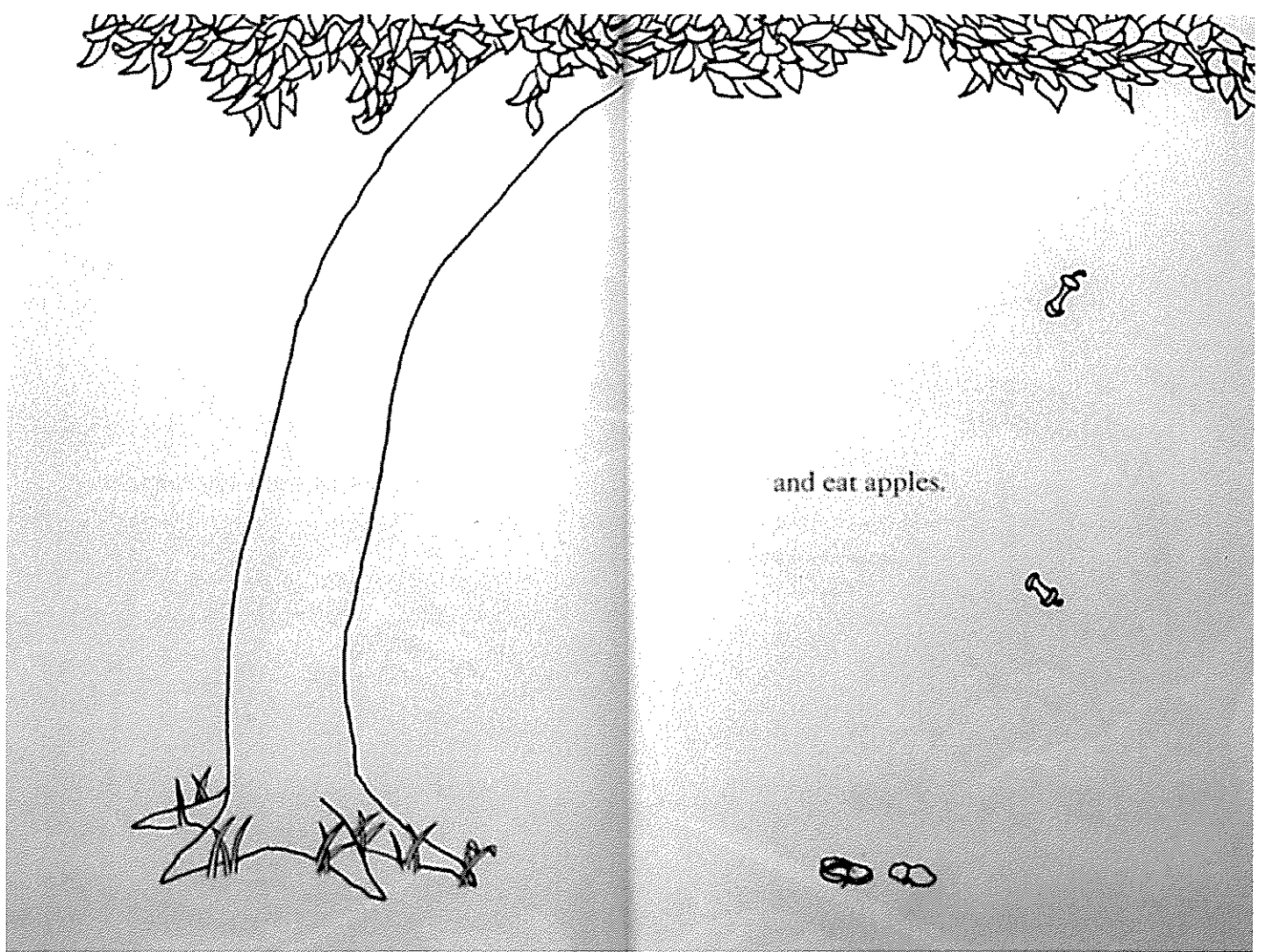


He would climb up her trunk



and swing from her branches

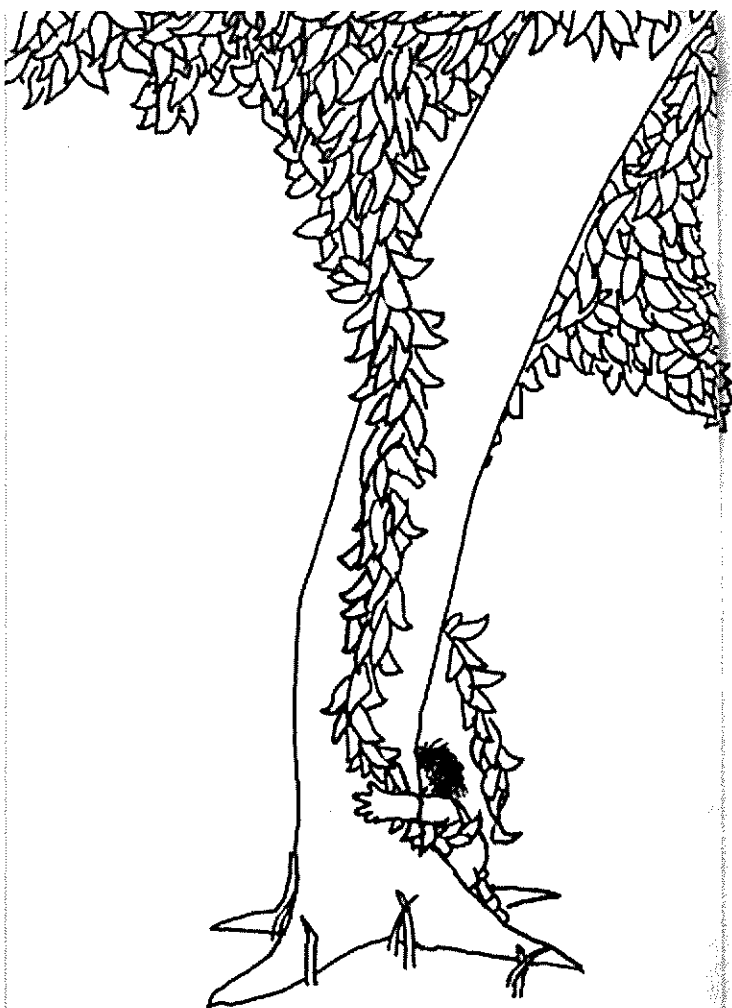






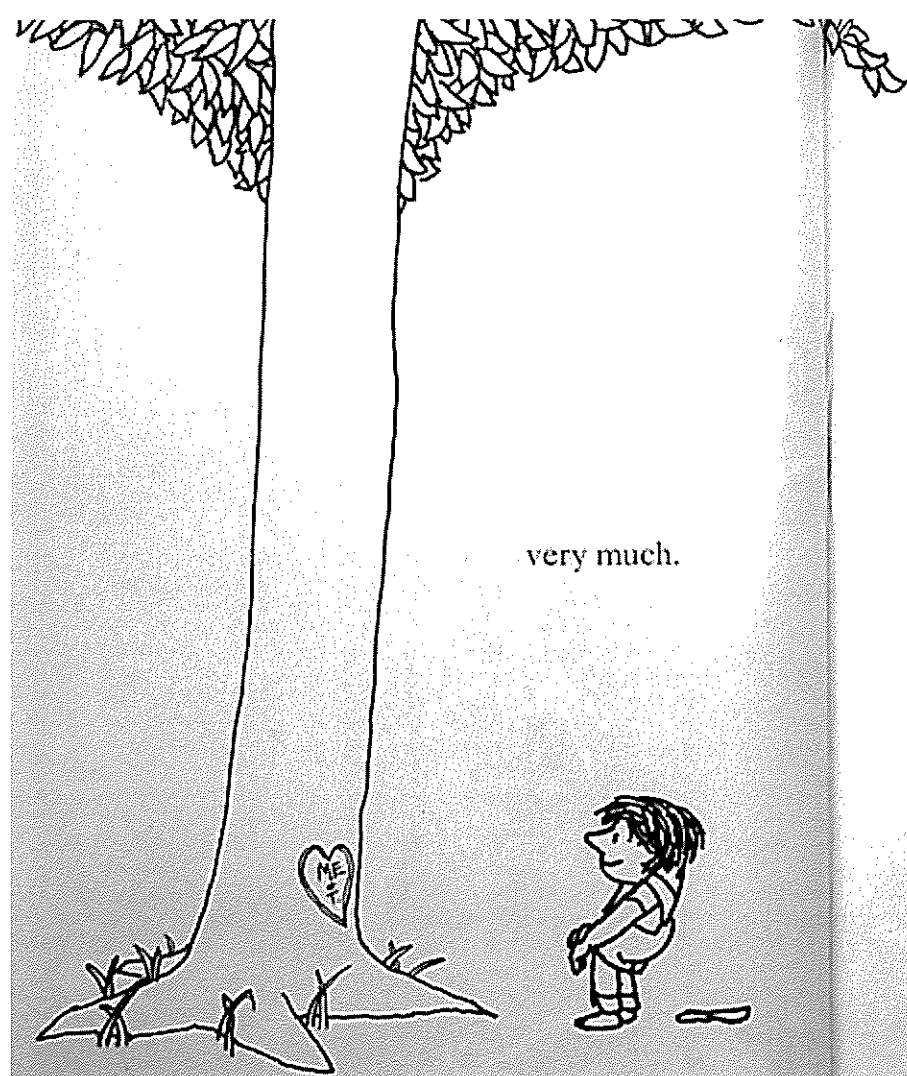


And when  
he was tired,  
he would sleep  
in her shade.



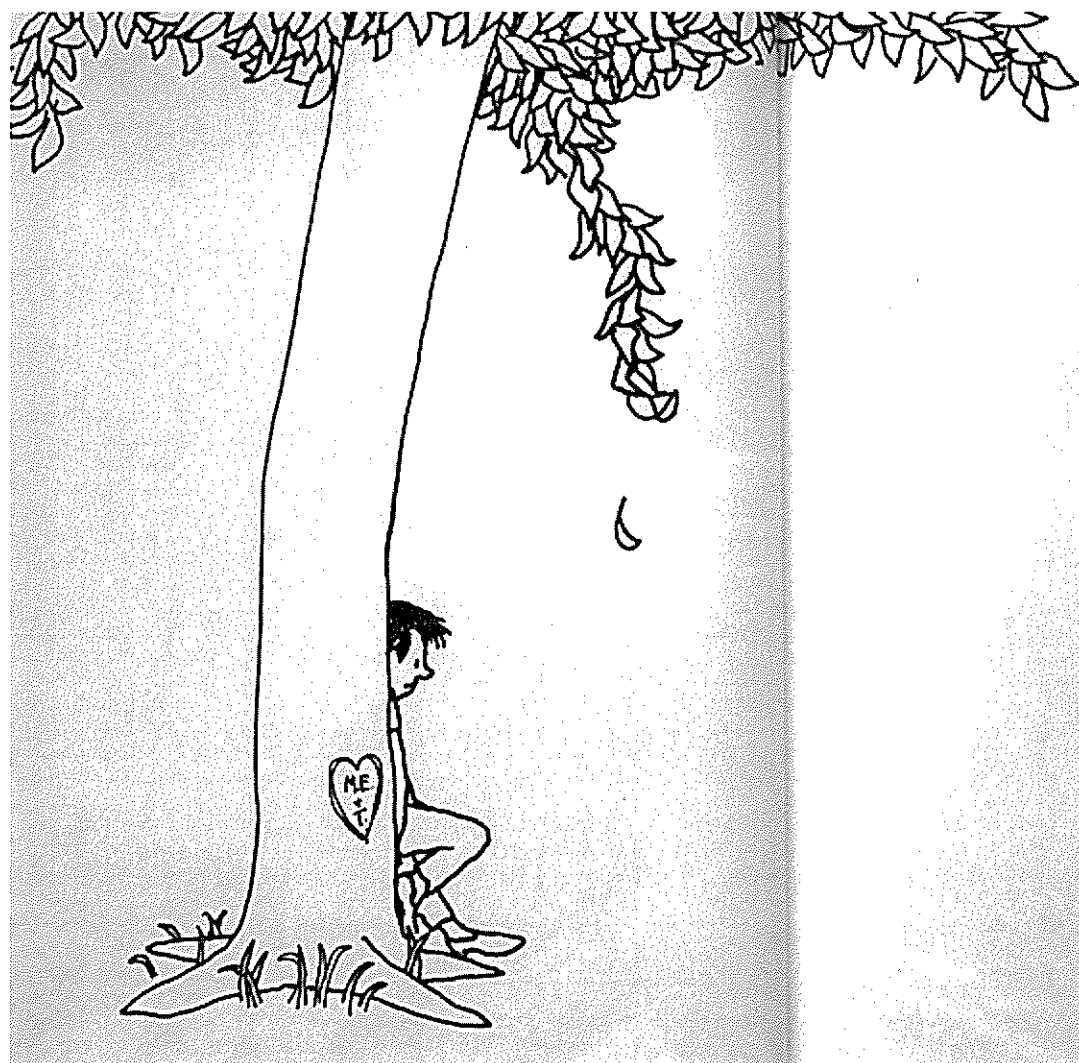
And the boy loved the tree ...



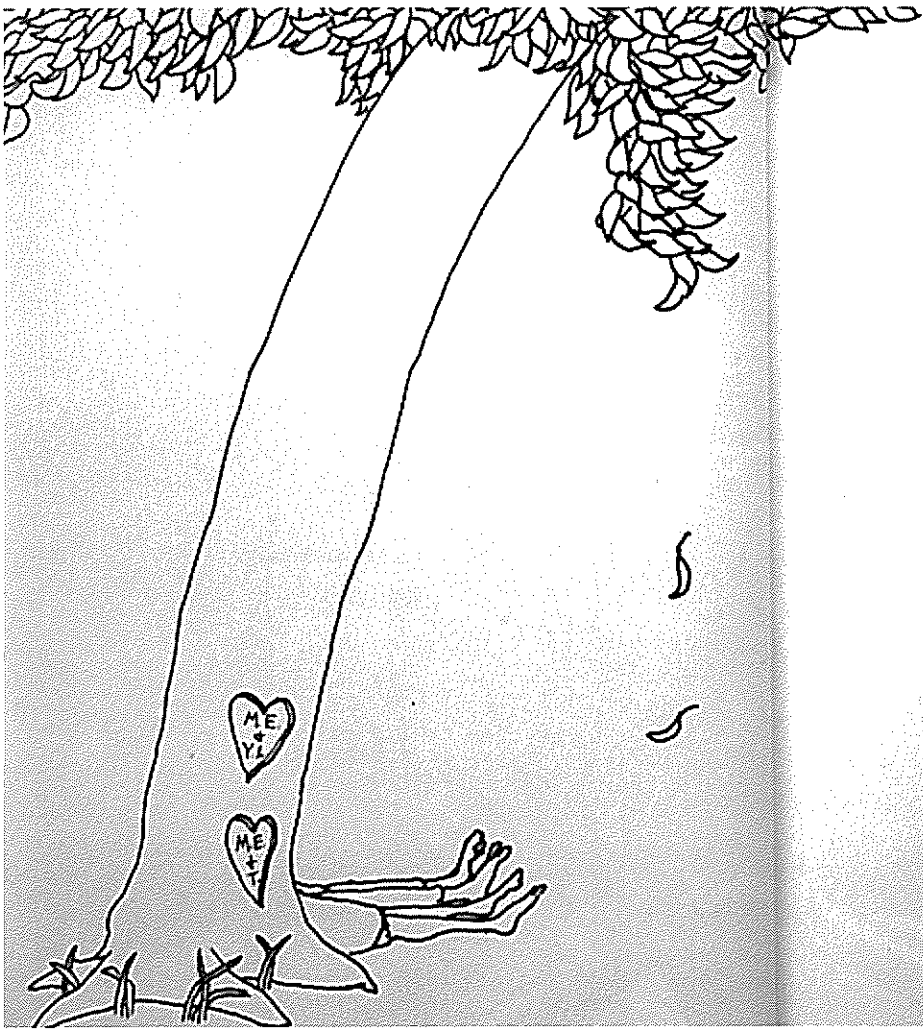


very much.

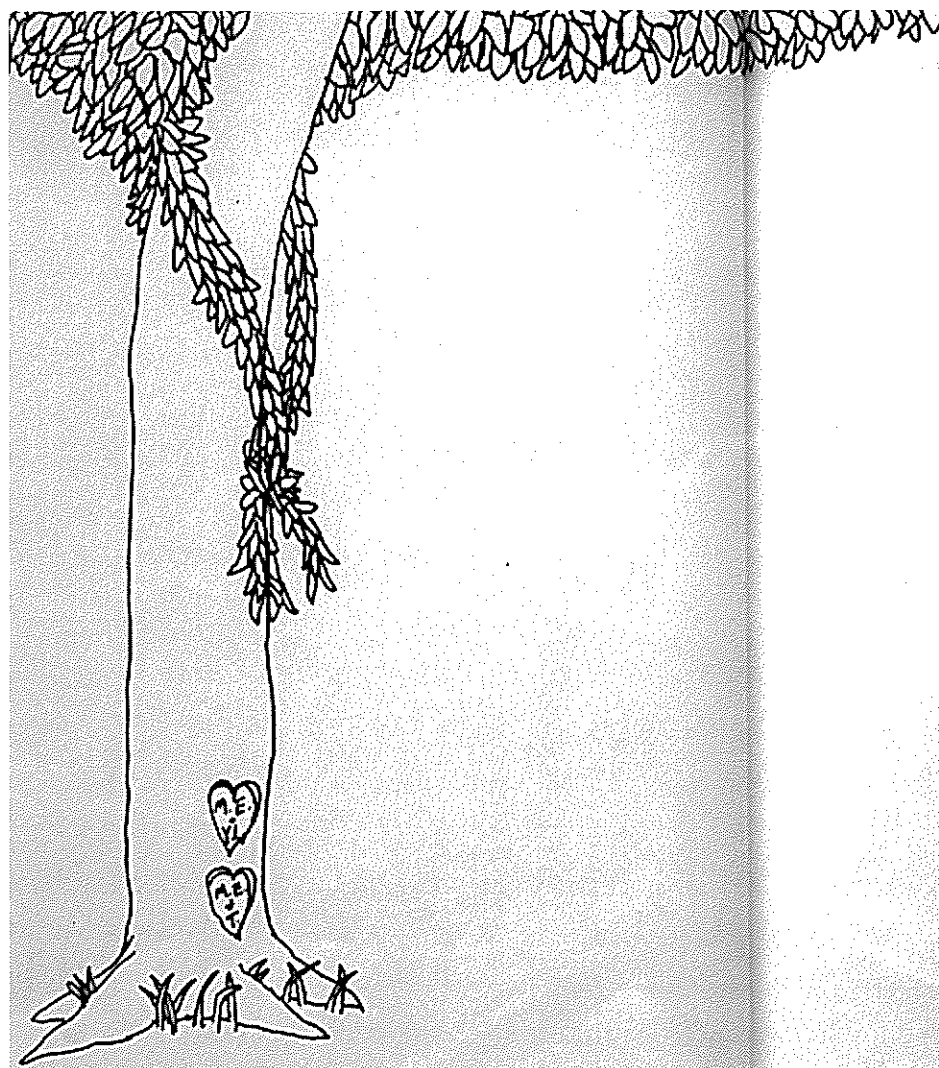
And the tree was happy.



But time went by.



And the boy grew older.



And the tree was often alone.



Then one day the boy came to the tree  
and the tree said, "Come, Boy, come and climb  
up my trunk and swing from my branches  
and eat apples and play in my shade  
and be happy."

"I am too big to climb and play," said the boy.

"I want to buy things and have fun.

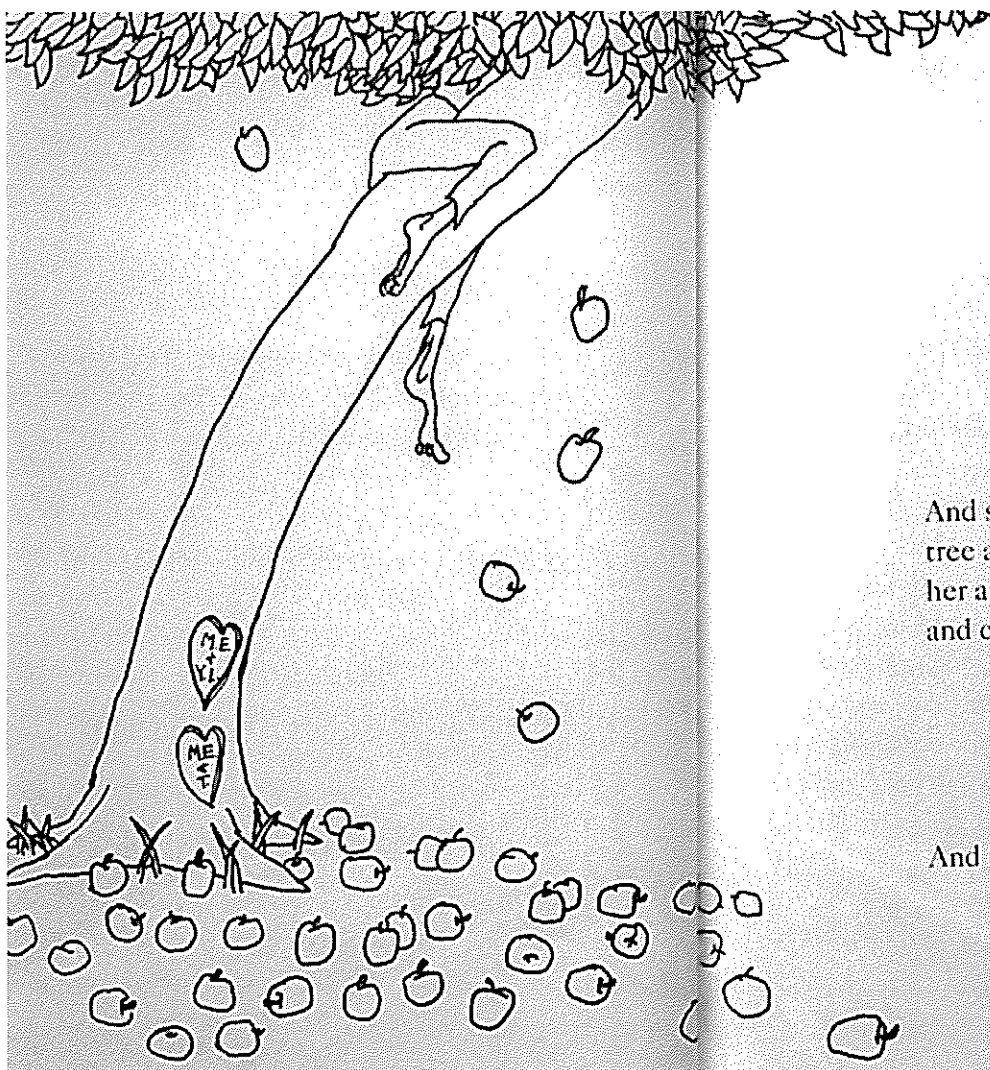
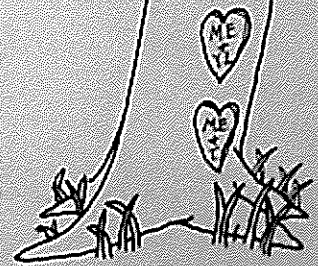
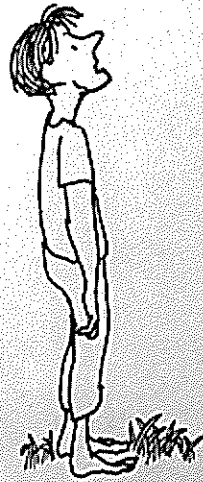
I want some money.

Can you give me some money?"

"I'm sorry," said the tree, "but I have no money.

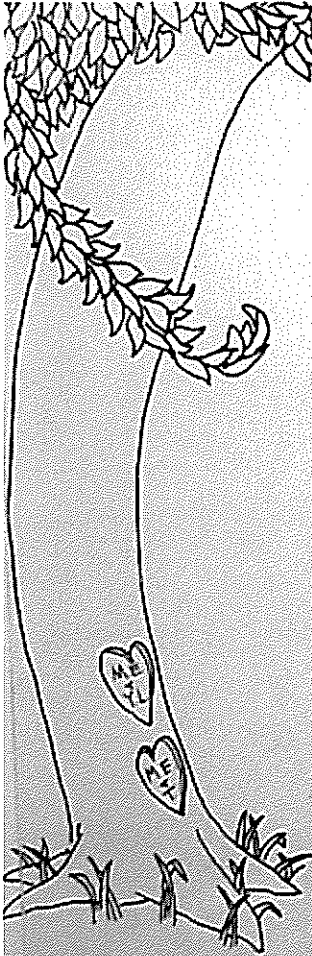
I have only leaves and apples.

Take my apples, Boy, and sell them  
in the city. Then you will have money  
and you will be happy."



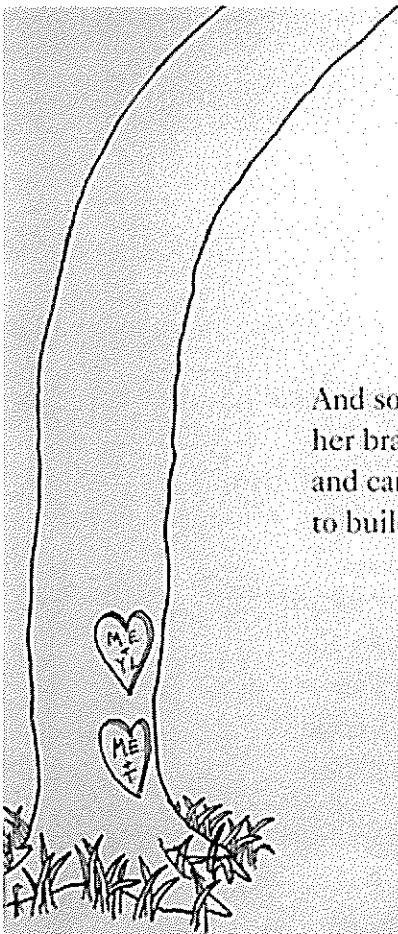
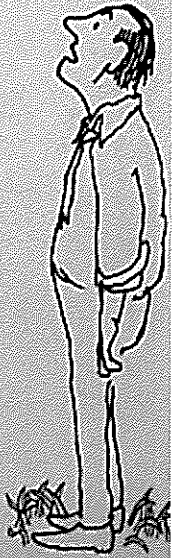
And so the boy climbed up the  
tree and gathered  
her apples  
and carried them away.

And the tree was happy.

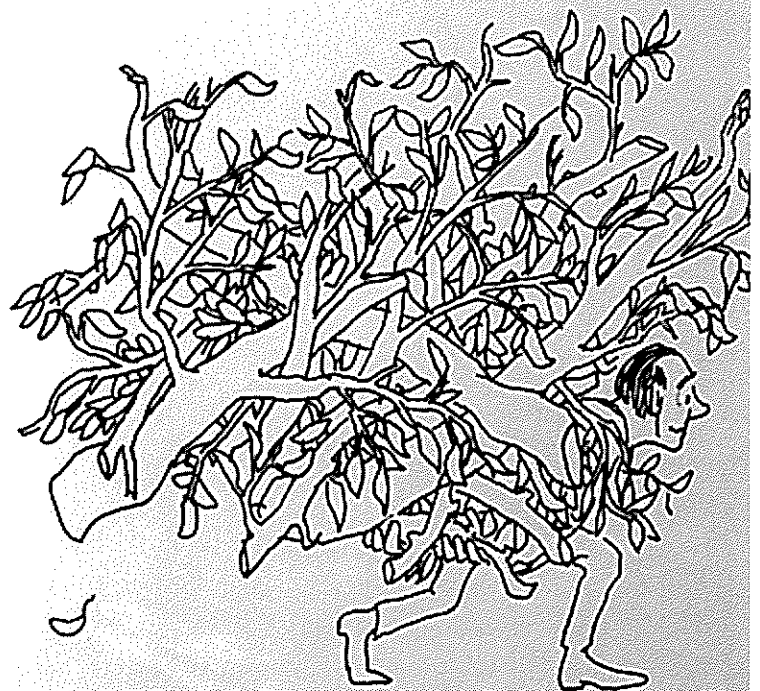


But the boy stayed away  
for a long time ...  
and the tree was sad.  
And then one day  
the boy came back  
and the tree shook with joy  
and she said, "Come, Boy,  
climb up my trunk  
and swing from my branches  
and be happy."

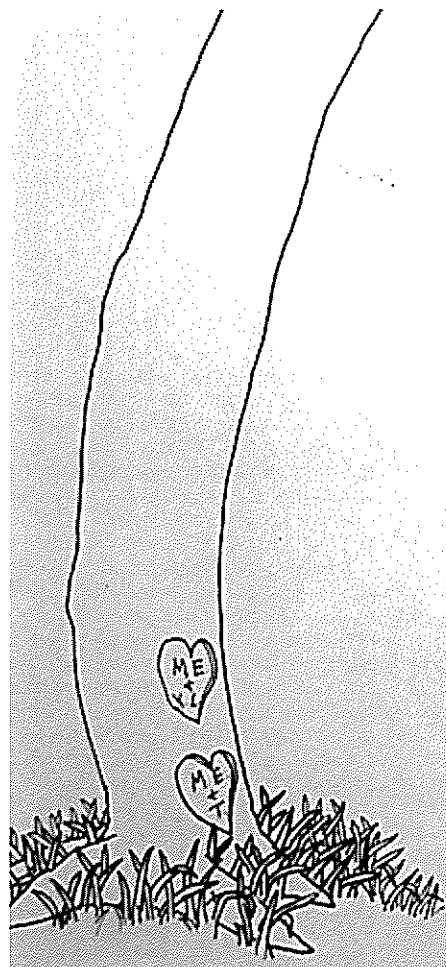
"I am too busy to climb trees,"  
said the boy.  
"I want a house to keep me warm,"  
he said.  
"I want a wife and I want children,  
and so I need a house.  
Can you give me a house?"  
"I have no house," said the tree.  
"The forest is my house,  
but you may cut off my branches  
and build a house.  
Then you will be happy."



And so the boy cut off  
her branches  
and carried them away  
to build his house.



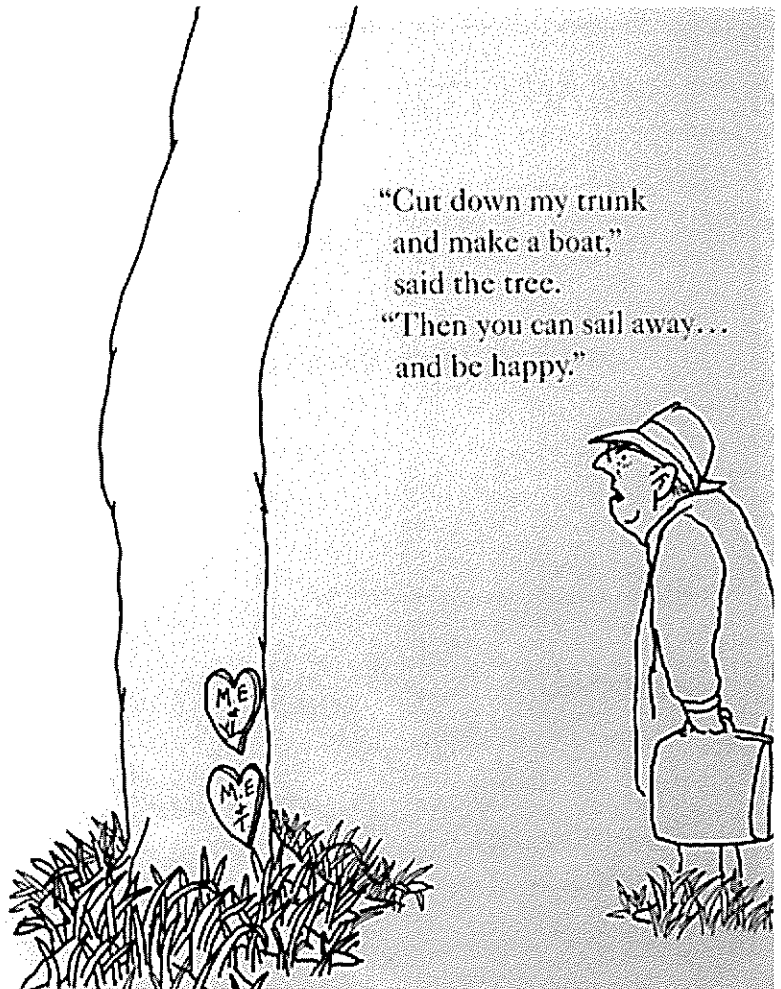




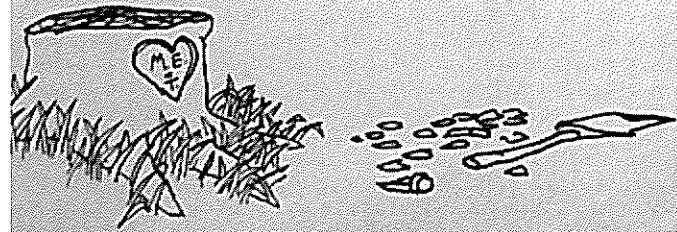
And the tree was happy.

But the boy stayed away  
for a long time.  
And when he came back,  
the tree was so happy  
she could hardly speak.  
“Come, Boy,” she whispered,  
“come and play.”  
“I am too old and sad to play,”  
said the boy.  
“I want a boat that will  
take me far away  
from here.  
Can you give me a boat?”

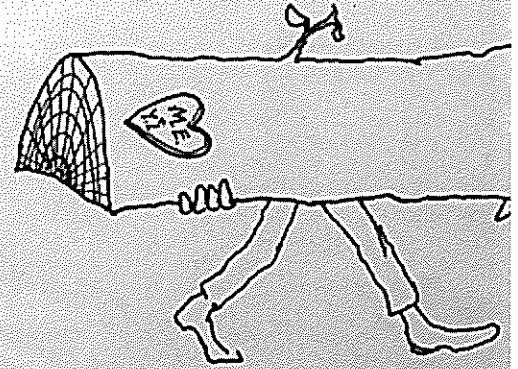
“Cut down my trunk  
and make a boat,”  
said the tree.  
“Then you can sail away...  
and be happy.”



And so the boy cut down her trunk



and made a boat and sailed away.

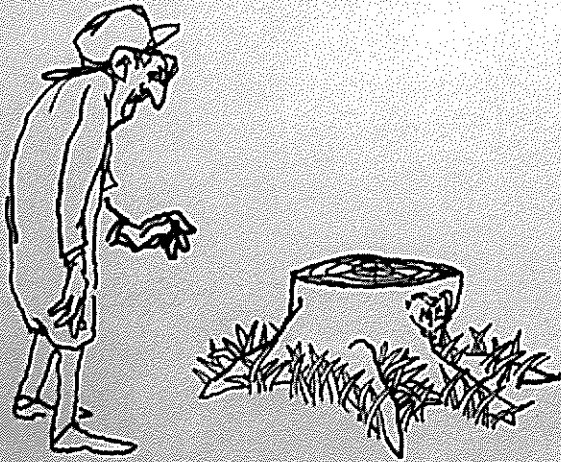


And the tree was happy . . .

but not really.

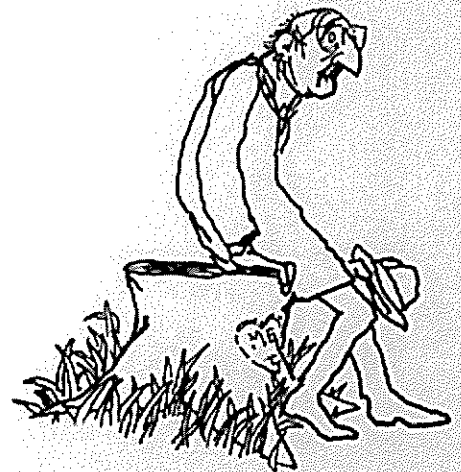


And after a long time  
the boy came back again.  
“I am sorry, Boy,”  
said the tree, “but I have nothing  
left to give you—



My apples are gone.”  
“My teeth are too weak  
for apples,” said the boy.  
“My branches are gone,”  
said the tree. “You  
cannot swing on them—”  
“I am too old to swing  
on branches,” said the boy.  
“My trunk is gone,” said the tree.  
“You cannot climb—”  
“I am too tired to climb,” said the boy.  
“I am sorry,” sighed the tree.  
“I wish that I could  
give you something...  
but I have nothing left. I am just  
an old stump. I am sorry...”

“I don’t need very much now,”  
said the boy,  
“just a quiet place to sit and rest.  
I am very tired.”  
“Well,” said the tree,  
straightening herself up  
as much as she could,  
“well, an old stump *is* good  
for sitting and resting.  
Come, Boy, sit down.  
Sit down and rest.”



And the boy did.



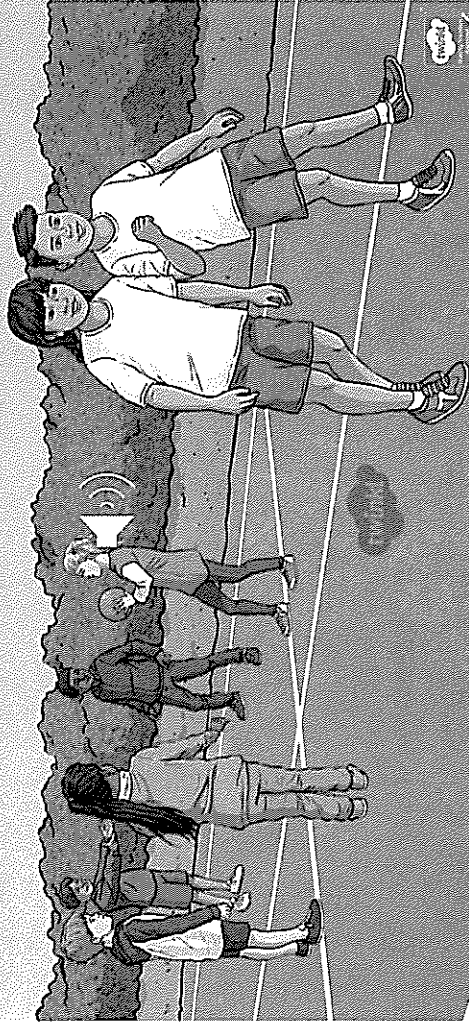
And the tree was happy.



The End



# FRIENDSHIP



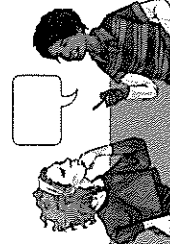
Think

What do you imagine life would be like if no one were friends?

Pair

If you saw someone you knew in the school yard that looked like they had no one to play with, what could you do?

Share



## The Importance of Friends

Friends are important because, without them, people can become lonely. Loneliness can have a negative effect on the way we see ourselves, and the world.

Having a friend to talk to, spend time with, share secrets with, laugh with and count on when we need help creates a feeling of belonging and a connectedness to others. People need to have these feelings so that they can be healthy and happy in their mind and their heart.



## What Makes a Good Friend?

Good friends don't necessarily have to have everything in common and like all of the same things. Being a good friend is all about the way you treat others.

A good friend is someone who:

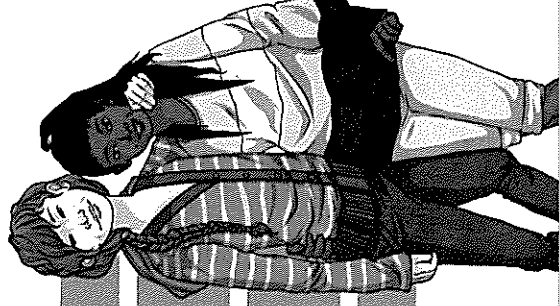
- respects and appreciates you as an individual and doesn't try to change you;
- makes you feel good through their words and actions, such as complimenting you, being happy for you when you succeed, and talking about you respectfully to others;
- is loyal and will stand up for you or defend you;
- listens to what you have to say.



## What Makes a Good Friend?

A good friend:

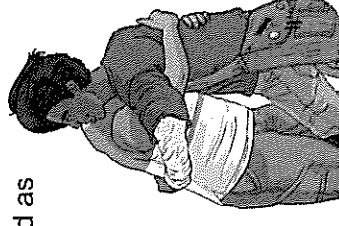
- is trustworthy;
- owns their actions and behaviour and makes amends after an argument;
- is inclusive towards you always, not just when it suits them;
- is someone you have fun with!

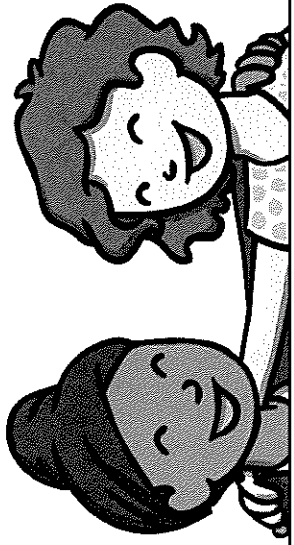


## How can I show that I appreciate my friendships?

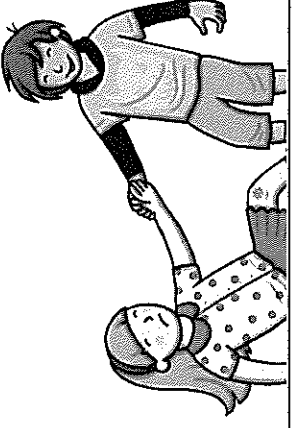
There are many things you can do to show appreciation for your friendships.

- post or email your friend a letter to thank them for being a friend and tell them why they are a good friend to you;
- make a comic strip, starring you and your friend as the heroes;
- write and send your friend a recount of a favourite memory you have with them;
- give or send your friend some flower or plant seeds from a shared packet, and grow a special friendship plant together.





# Friends



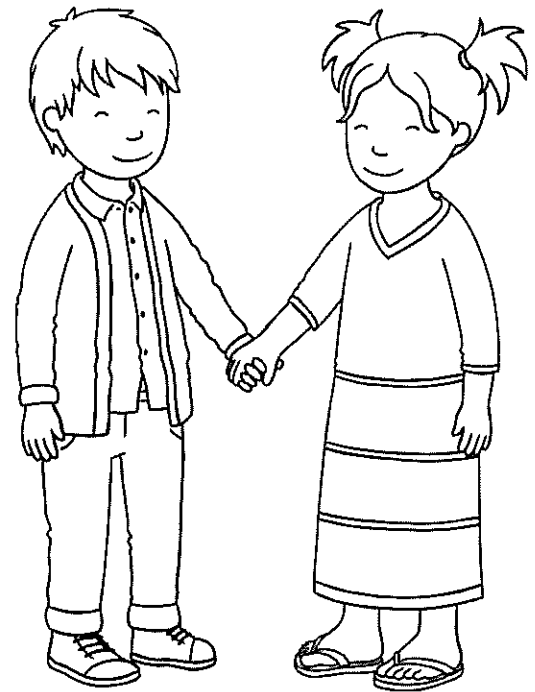
Friends can...	Friends have...	Friends are...

# Day of Friendship Cloze

Task: Complete the sentences by filling in the blanks with the words provided.

feel	friend	funny	games	paint
important	happy	school	cubbies	bikes

1. My \_\_\_\_\_ is caring.
2. My friend is \_\_\_\_\_.
3. I met my friend at \_\_\_\_\_.
4. We like to play \_\_\_\_\_.
5. We like to build \_\_\_\_\_.
6. We like to \_\_\_\_\_ pictures.
7. We like to ride our \_\_\_\_\_.
8. My friend makes me feel \_\_\_\_\_.
9. I make my friend \_\_\_\_\_ special.
10. My friend is \_\_\_\_\_ to me.



Draw a picture of you and your friends.

Tuesday

# Shark Infested Facts

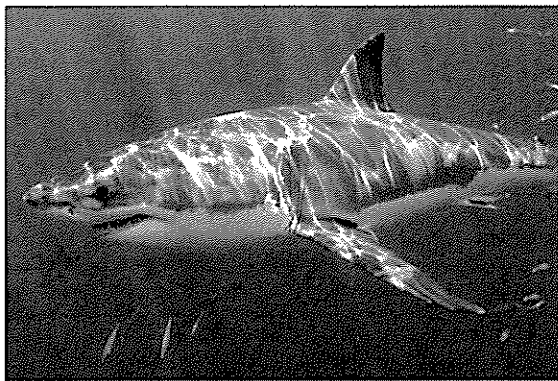


Photo courtesy of elevy@flickr.com - granted under creative commons licence

## What Are Sharks?

Sharks are fish. They live in the water but, unlike other fish, their skeletons are made of cartilage. This means that they can swim quicker and easier because it allows them to be more flexible. Cartilage is a tough, rubbery material found also in rays and skates.

## Going Back in Time...

There are more than 350 varieties of shark: from the enormous whale shark, which can grow as large as a bus, to the terrifying great white shark, known for eating large mammals with its huge, jagged teeth. Fossils indicate that sharks have been around for more than 420 million years.



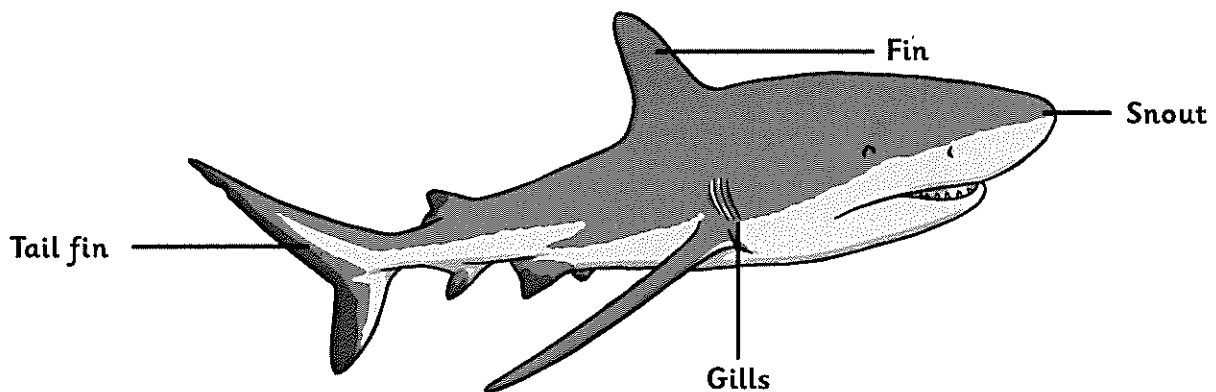
## Terrifying Teeth

Sharks' teeth are their weapons. They are constantly replaced throughout their lives. This is good news because they often eat violently and can break teeth whilst doing so. New teeth reside in a groove just inside their mouths and move forward – like conveyor belts – in the shark's skin. A shark's teeth vary depending on the shark species: different sharks need teeth suited to the prey that they catch. For example, a hornshark has small, cone-shaped teeth for cracking and grinding shells. In its lifetime a shark can need up to 30,000 teeth. As a result, many people enjoy collecting different types of shark teeth.



# A Shark's Body

Part of the body	Function	How Many	Fun Fact
<b>Tail fin</b>	This helps the shark to swim quickly.	1	The correct name for the tail fin is the caudal fin.
<b>Fins</b>	These help the shark to turn, swim up or down and stop it rolling from side to side.	Usually 6	A dogfish shark has sharp spines in its fins.
<b>Snout</b>	A shark's nose; it has tiny holes in it that help the shark to find fish swimming nearby.	1	Sawsharks have very long snouts.
<b>Gills</b>	Slits on a shark's body that allow it to breathe.	Usually 5-7	A nurse shark can not only suck water via gills but also into holes behind its eyes.



## Fun Facts

**Fun fact:** A set of bongo drums was once found in a tiger shark's stomach.

**Fun fact:** Sharks' teeth can grow up to 20 times as big as a human tooth.

**Fun fact:** Sharks existed for 2 million years before the dinosaurs.

**Fun fact:** Baby sharks are called pups and are born with a full set of teeth.

Questions 16 to 27 are about '*Sharks*'

16. What allows sharks to be *flexible*?

1 mark

17. How many varieties of shark are there?

1 mark

18. Draw a line to match the heading with the information provided in each text box of **Shark Infested Facts**

2 marks

*A Shark's Body*

an explanation about how sharks are designed to find and eat their prey

*Fun Facts*

an explanation of what sharks are

*What Are Sharks?*

a short description of the range of shark species and their history

*Going Back In Time...*

simple statements about sharks

*Terrifying Teeth*

a description of the different body parts, including statements about them

total for  
this page



19. Look at the section headed: **Going Back in Time...**

**Find and copy** a phrase that proves that sharks are older than dinosaurs.

1 mark

20. Why do you think the sawshark has its name?

1 mark

21. How does having many rows of teeth help a shark to survive?

2 marks

22. Fill in the table below.

1 mark

Name of shark	What it does
	This can grow as large as a bus.
	This has a very long snout.
Hornshark	

total for this page

23. Explain why you think sharks are seen as terrifying.

2 marks

Explain fully referring to the text in your answer.

24. Look at the section headed: **A Shark's Body**

1 mark

**Find and copy** one phrase that shows that a nurse shark has gills that perform two jobs.

25. What does the word 'jagged' mean?

1 mark

26. Look at the text again.

2 marks

Tick to show which statements about sharks are **true** and which are **false**.

Statement	True	False
Sharks' skeletons are made of cartilage.		
The Great White Shark can eat large mammals.		
Sharks' teeth cannot be replaced once broken.		
A set of bongo drums was once found in a hammerhead shark's stomach.		

total for  
this page

27. What ideas are we given about how a shark's body is adapted to help it survive?

2 marks

End of questions about '*Sharks*'

total for  
this page

# Full Stops and Capital Letters

## In the Woods

Read the sentences below. Can you spot the full stops and capital letters that are in the wrong places? Write the sentences out yourself with capital letters and full stops in the right places.

1. chris Found his Wallet in. the drawer

---

---

2. soup is A. healthy Kind of food

---

---

3. grown-ups Teach us at. school

---

---

4. snow and Rain are part of. our winter weather

---

---

5. you can See clowns at. a circus

---

---

6. we could. fly To africa on a Plane

---

---

## Full Stops and Capital Letters

7. the thief was. Kept in prison

---

---

8. we Can make. models. from card

---

---

9. cows And. sheep May graze in a meadow

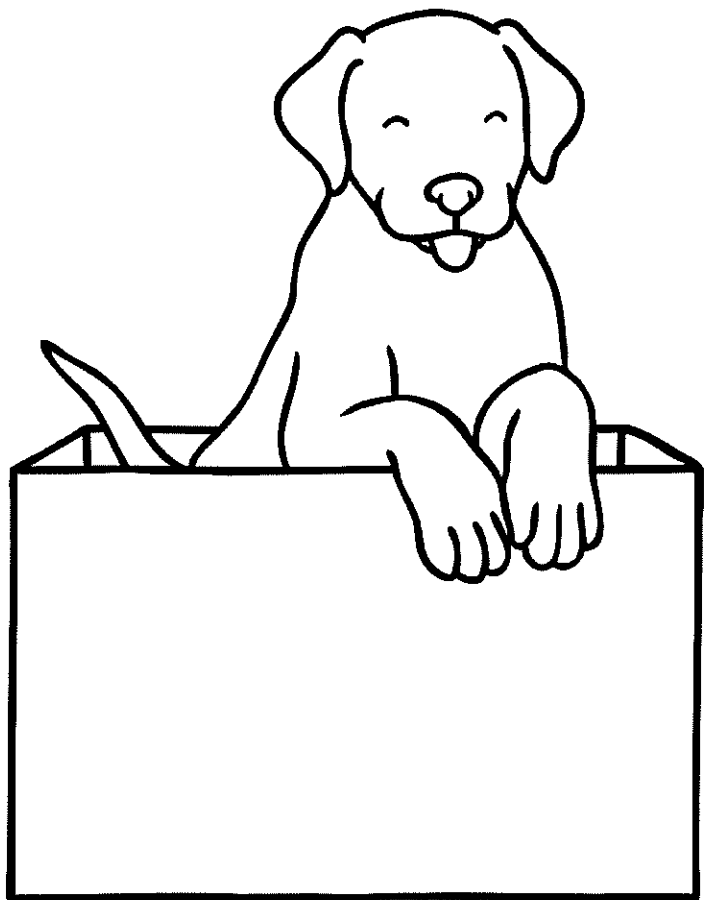
---

---

10. the. puppy Was very playful

---

---



# Advertising Strategies and Techniques

## Celebrity Endorsements

Encourage your audience to associate your product with a beloved or admired celebrity.

## Bandwagon

Convince the audience that others are using your product and they should too! Let your audience know they will be left out if they do not buy what you're selling.

## Unrealistic Expectations

Present your product in a way that is almost too good to be true. This works especially well with images. Just think of the succulent, juicy burger from the ad compared to the slightly squashed and lopsided one that you actually receive from the fast food restaurant.

## Putting Down the Competitor

Even without directly mentioning the competition you can still use the idea of a lesser or inferior product from a competitor to help boost the appeal of your own.

## Humor

Make your audience laugh, this will help them to associate the advertised product with positive feelings and emotions.



## Individuality

Encourage the audience to celebrate their own style or rebel against what others are doing. This is especially useful when trying to sell a product that is unique.

## Sense of Urgency

Push the audience to act fast in purchasing a product, let them know that they do not want to miss out and that buying now is the best option.

**Here's some more techniques you might like to include in your advertising:**

Rhetorical Questions

Alliteration

Repetition

Group of Three

Hyperbole

Logos & Slogans



# Advertising Techniques

Draw a line to match each of the written advertisements to the correct advertising technique. There are two techniques that do not have a match. In the space below, write your own example for each of these.

Putting Down the Competitor
Rhetorical Questions
Sense of Urgency
Alliteration
Hyperbole
Bandwagon
Repetition
Individuality
Group of Three

Our new high tech roller blades will have you racing across the skate park faster than the speed of light.
Stand out from the crowd with these limited edition sunglasses, featuring the unique and exclusive designs.
Unlike some others, our delicious apple juice is made from 100% real fruit, sourced only from Australian farmers.
Would you like to win a brand new car?
Our signature fries are crispy, salty and delicious!
Hurry! This offer is available for a limited time only.
Sale! Sale! Sale!

Technique: \_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

Technique: \_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

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

Number of Questions: **40**

Testing: **3×, 4×, 5×**

$5 \times 4 = \underline{\hspace{2cm}}$

$3 \times 3 = \underline{\hspace{2cm}}$

$5 \times 11 = \underline{\hspace{2cm}}$

$12 \times 3 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$10 \times 3 = \underline{\hspace{2cm}}$

$3 \times 11 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$2 \times 3 = \underline{\hspace{2cm}}$

$1 \times 5 = \underline{\hspace{2cm}}$

$5 \times 6 = \underline{\hspace{2cm}}$

$5 \times 8 = \underline{\hspace{2cm}}$

$4 \times 3 = \underline{\hspace{2cm}}$

$6 \times 3 = \underline{\hspace{2cm}}$

$4 \times 8 = \underline{\hspace{2cm}}$

$4 \times 9 = \underline{\hspace{2cm}}$

$4 \times 1 = \underline{\hspace{2cm}}$

$12 \times 5 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

$9 \times 4 = \underline{\hspace{2cm}}$

$3 \times 2 = \underline{\hspace{2cm}}$

$12 \times 4 = \underline{\hspace{2cm}}$

$4 \times 11 = \underline{\hspace{2cm}}$

$11 \times 3 = \underline{\hspace{2cm}}$

$6 \times 5 = \underline{\hspace{2cm}}$

$3 \times 1 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$4 \times 7 = \underline{\hspace{2cm}}$

$3 \times 9 = \underline{\hspace{2cm}}$

$5 \times 3 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$

$6 \times 4 = \underline{\hspace{2cm}}$

$11 \times 4 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

$4 \times 12 = \underline{\hspace{2cm}}$

$4 \times 6 = \underline{\hspace{2cm}}$

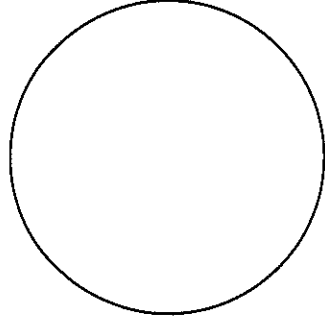
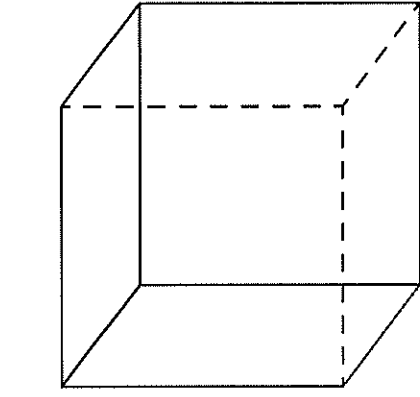
$1 \times 3 = \underline{\hspace{2cm}}$

$7 \times 3 = \underline{\hspace{2cm}}$



# 3D Objects

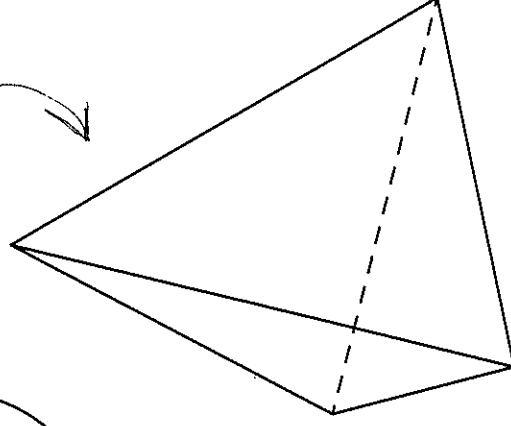
Cube



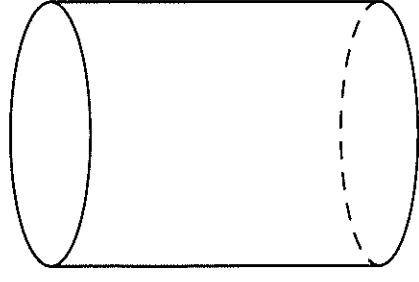
Sphere



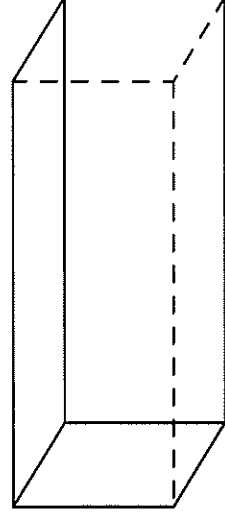
Triangular  
Based Pyramid



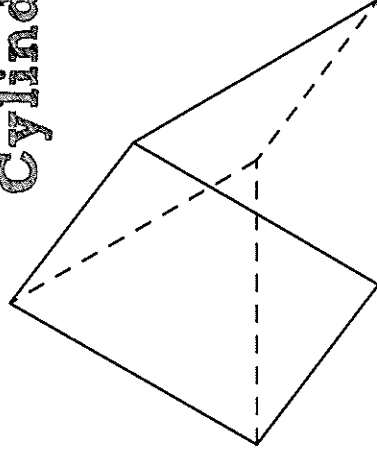
Cylinder



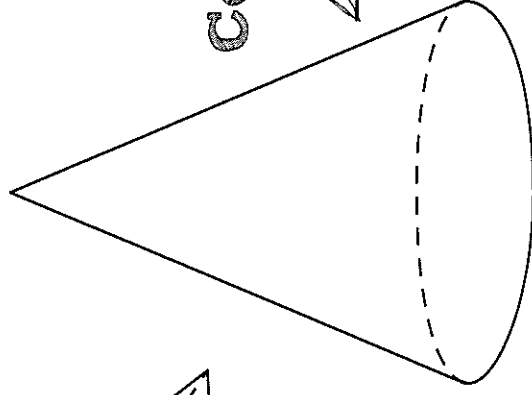
Rectangular Prism



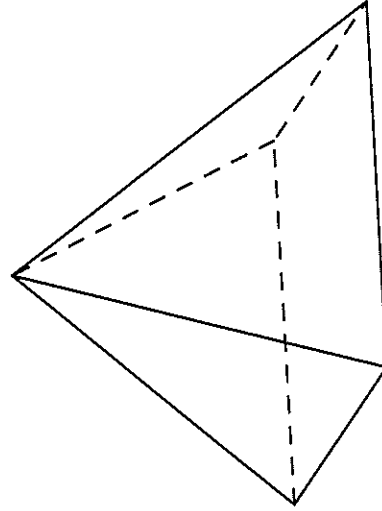
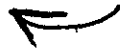
Triangular  
Prism



Cone



Square Based  
Pyramid



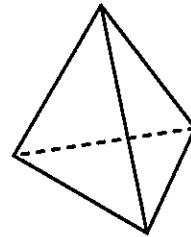
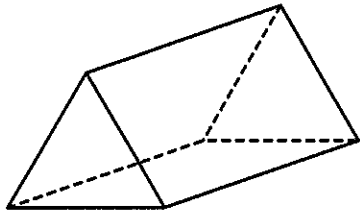


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 2D Shapes and 3D Objects

1. Write the name and features of these 3D objects.



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

faces

corners

edges

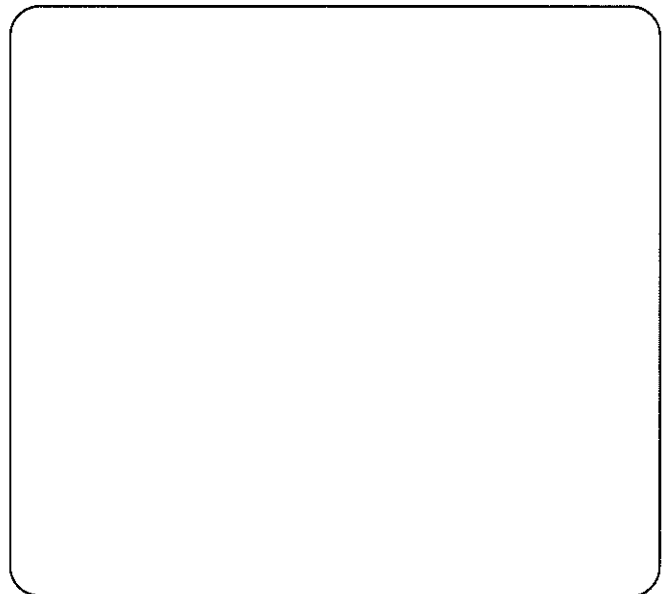
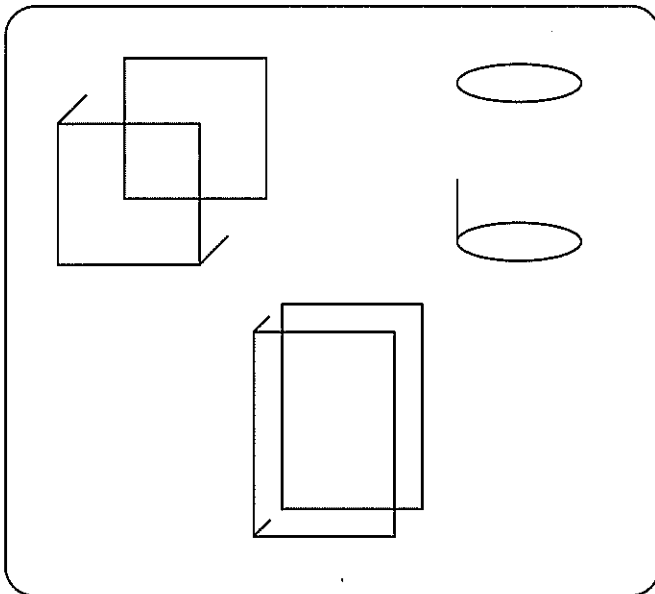
Name: \_\_\_\_\_

faces

corners

edges

2. Add lines to complete the 3D objects in the box below. Then draw any 2D shapes that could be linked to the 3D objects in the second box.



3. Add labels by writing the names of the 3D objects and 2D shapes.

4. Next to each object, write the number of corners.

5. List materials that you could use to make a model of a 3D object.

---

---



# Australian Paralympic Webquest History Project.

The Paralympic Games first took place in Rome, Italy, in 1960 and since then they have taken place every four years. Australia has participated at every Paralympic Summer Games since then, and at every Paralympic Winter Games since their inception in 1976.

You can read more about the Paralympic Games from the International Paralympic Committee.

## Your Quest

Your task is to help Paralympics Australia collect items of significance to the Paralympic movement in Australia to display at the National Sports Museum. You will need to select FIVE significant items and explain who owns these items and why they are significant. Each item should be from a different Paralympic Games and should include both the Paralympic Summer and Winter Games.

## Helpful websites.

<https://www.paralympic.org.au/about-us/history-project/>

<https://paralympichistory.org.au/>

<https://www.paralympic.org/ipc/history>

## Task 1

Discuss why is it important to collect memorabilia and document the history of the Paralympic movement in Australia?

Using the websites above or another search engine, find an image of each item.

- Newspaper articles
- Photographs
- Letters

## Task 2

List 10 key Australian achievements or events from any of the past Paralympic Games.

To help you explore some of the achievements had by the Australian Paralympic Team in the past, check out the Australian Paralympic Hall of Fame (<https://www.paralympic.org.au/about-us/honour-roll/>) and Paralympic Stories (<https://paralympichistory.org.au/>).

## Task 3

From your list of key achievements and events, select five which you could use to find an item to display at the National Sports Museum.

From each event, think of an item of memorabilia which could be used to remember that event.

Memorabilia could include:

- Uniforms
- Medals
- Equipment used by the athletes

## Task 4

Now that you have five items that should be included in the National Sports Museum, you need to deliver a presentation explaining what these items are and why they should be included in the museum.

You could deliver your presentation by making:

- A poster
- A PowerPoint presentation
- A video
- A Prezi

For each item, make sure you identify:

- What Paralympic Games the item is from?
- Which athlete did the item belong to?
- Why is this item significant to the Australian Paralympic movement?

## Task 4

Now that you have five items that should be included in the National Sports Museum, you need to deliver a presentation explaining what these items are and why they should be included in the museum.

You could deliver your presentation by making:

- A poster
- A PowerPoint presentation
- A video
- A Prezi

For each item, make sure you identify:

- What Paralympic Games the item is from?
- Which athlete did the item belong to?
- Why is this item significant to the Australian Paralympic movement?