

Learning From Home 2021 Term 3 Week 8

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
- <u>Morning Session</u> 3/4P - Zoom with Mrs Pratt @ 8:30am - Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - 3-6 Library Zoom @ 10:30 am - English Tasks - Spelling - Writing Task	- <u>Morning Session</u> Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - 3-6 Library Zoom @ 10:30 am - English Tasks - Spelling - Writing Task	- <u>Morning Session</u> Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task	- <u>Morning Session</u> Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - 3/4H - Zoom with Mrs Hearne @ 10:30am - English Tasks - Spelling - Writing Task	- <u>Morning Session</u> Zoom Meeting @ 9:30 am - Live Virtual Session https://education.nsw.gov.au/ - English Tasks - Spelling - Writing Task
- <u>Middle Session</u> Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	- <u>Middle Session</u> Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	- <u>Middle Session</u> 3/4T - Zoom with Mrs Harpur & Mrs Tomlinson @ 12:30pm - Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	- <u>Middle Session</u> Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities	- <u>Middle Session</u> Times tables - Independent learning task, Area - SplashLearn - Times Tables Activities
- <u>Afternoon Session</u> PBL	- <u>Afternoon Session</u> Olympics	- <u>Afternoon Session</u> PDHPE	- <u>Afternoon Session</u> Sport	- <u>Afternoon Session</u> Creative Arts

Spelling Week 8

List	Monday	Tuesday	Wednesday	Thursday	Friday
giant					
gent					
gym					
giraffe					
shouldn't					
wouldn't					
didn't					
don't					
won't					
wasn't					
sustainability					
reflect					
interconnection					
example					
coordinates					
cartographer					
symbols					
kiosk					
applied					
appeal					
gym					
gymnasium					
gymnastics					
gymnast					

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.

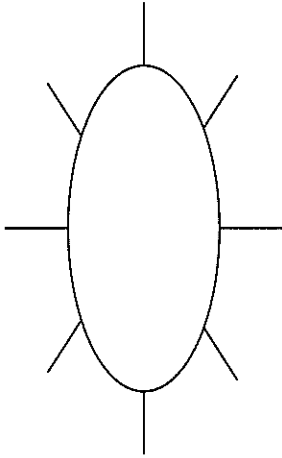
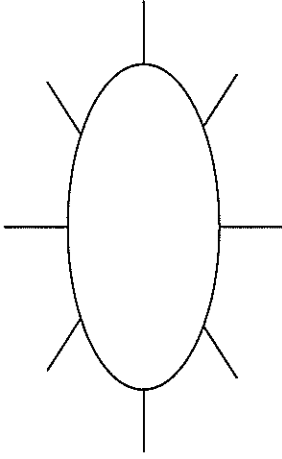
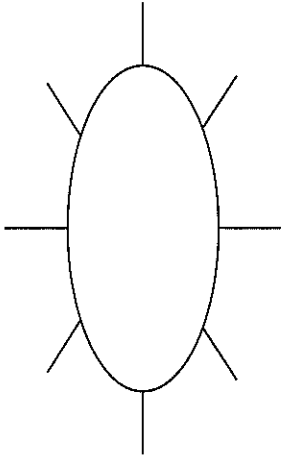
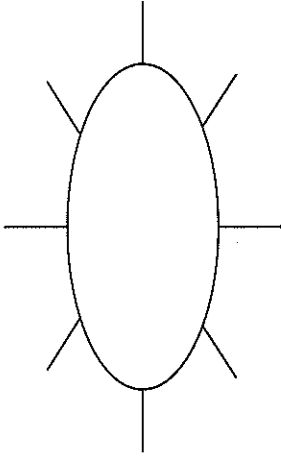
Syllable Sort Write your spelling words in order from least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date: _____	Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word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

Name: _____

Date: _____

Code Breaker

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

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

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

[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

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

What Are Contractions?

A contraction is two words that have been combined. One or more letters is dropped and replaced by an apostrophe.

I am = I'm
he will = he'll
you have = you've



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Contractions Using Is

When you use the word is in a contraction, drop the i and add an apostrophe in its place.

it's it's
that's that's
she's she's
he's he's



© teachstarter

Find the Contraction – Activity

Can you find two words that could be shortened into a contraction?

He is drawing a picture.

He's drawing a picture.



© teachstarter

Contractions Using Are

When you use the word are in a contraction, drop the a and add an apostrophe in its place.

they're they're
you're you're
we're we're



© teachstarter

Find the Contraction – Activity

Can you find two words that could be shortened into a contraction?

They are reading a book.

They're reading a book.



© teachstarter

Contractions Using Will

When you use the word *will* in a contraction, drop the *wi* and add an apostrophe in its place.

I	will	→	I'll
you	will	→	you'll
we	will	→	we'll
he	will	→	he'll



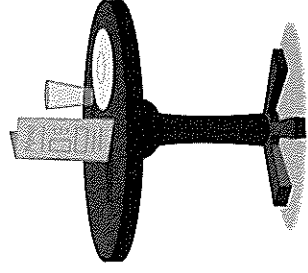
© teachstarter

Find the Contraction – Activity

Can you find two words that could be shortened into a contraction?

I will set the table.

I'll set the table.



© teachstarter

Contractions Using Would

When you use the word *would* in a contraction, drop the *woul* and add an apostrophe in its place.

you	would	→	you'd
she	would	→	she'd
we	would	→	we'd
he	would	→	he'd



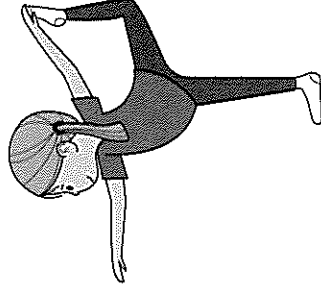
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Find the Contraction – Activity

Can you find two words that could be shortened into a contraction?

I would like to do some yoga.

I'd like to do some yoga.



© teachstarter

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Contractions Using Have

When you use the word have in a contraction, drop the ha and add an apostrophe in its place.

I have	→	I've
you have	→	you've
we have	→	we've
they have	→	they've



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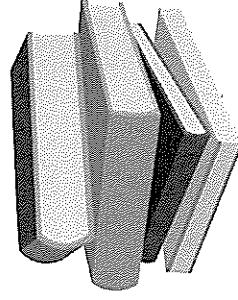
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Find the Contraction – Activity

Can you find two words that could be shortened into a contraction?

I have just visited the library.

I've just visited the library.



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Contractions Using Had

When you use the word had in a contraction, drop the ha and add an apostrophe in its place.

I had	→	I'd
you had	→	you'd
we had	→	we'd
they had	→	they'd



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© teachstarter

Find the Contraction – Activity

Can you find two words that could be shortened into a contraction?

You had better wash your hands.

You'd better wash your hands.



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Contractions Using Not

When you use the word **not** in a contraction, drop the **o** and add an apostrophe in its place.

do	not	→	don't
is	not	→	isn't
had	not	→	hadn't
could	not	→	couldn't



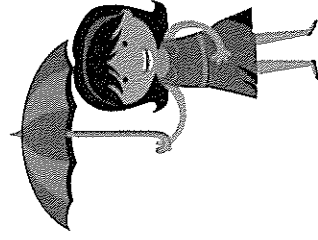
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Find the Contraction – Activity

Can you find two words that could be shortened into a contraction?

I do not think it will rain for long.

I don't think it will rain for long.



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Contractions – Pair Activity

Work with a partner to match the words to their contractions.

do not	he's
he is	don't
she would	we're
they have	she'd
we are	they've



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Summary

Contractions are two words that can be combined and shortened to make one word.

An apostrophe is used in the place of the letters that are removed to create the contraction.

Be careful, as not all contractions follow the rules.

E.g. *will* not becomes *won't* (just to trick us!)



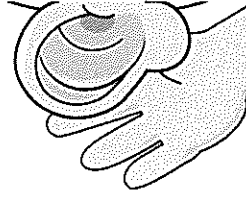
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Stand Up for the Contractions – Activity

As a class, read the passage on the next slide.

When you hear two words that could be shortened to a create a contraction, stand up in your seat.

Explain how the two words could be combined to create a contraction.



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The Class Party

Our class is having a class party today. It is the last day of term and we have all worked extremely hard. Normally, you can not eat junk food at school, but it is a special day. It is also my birthday in the holidays, so we are celebrating with some chocolate cupcakes my gran baked for me last night. I will be turning 8. My family will be camping when it is my actual birthday. I am very excited about our camping trip and today's class party.

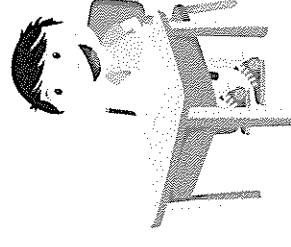


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Contractions Review

To review your learning about contractions, complete some of the following activities:

- [Contractions Folding Cards](#)
- [Contractions Bingo](#)
- [Contractions Match Up Cards](#)
- [Contractions Worksheets](#)



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Name: _____

Date: _____

Contractions Cut and Paste

Cut out the contractions and paste them next to the two words they are made from.

can not	
do not	
it is	
could not	
she will	

you are	
I am	
would not	
have not	
is not	

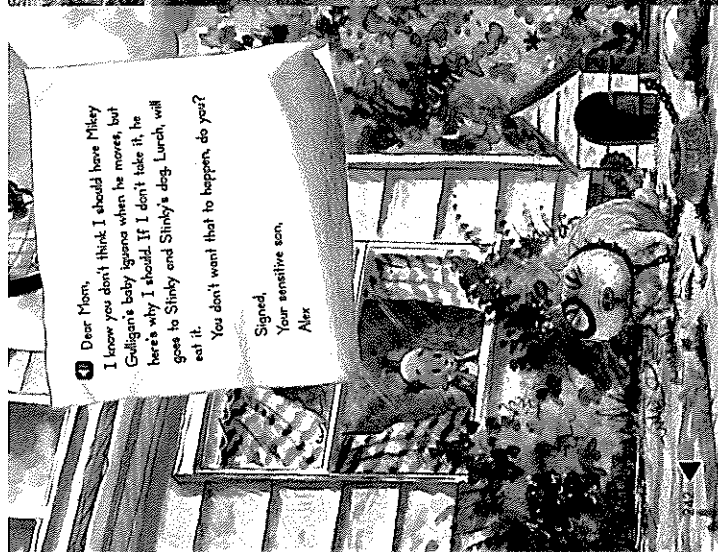
she'll	haven't	I'm	it's
don't	wouldn't	can't	you're
isn't	couldn't		



Genre

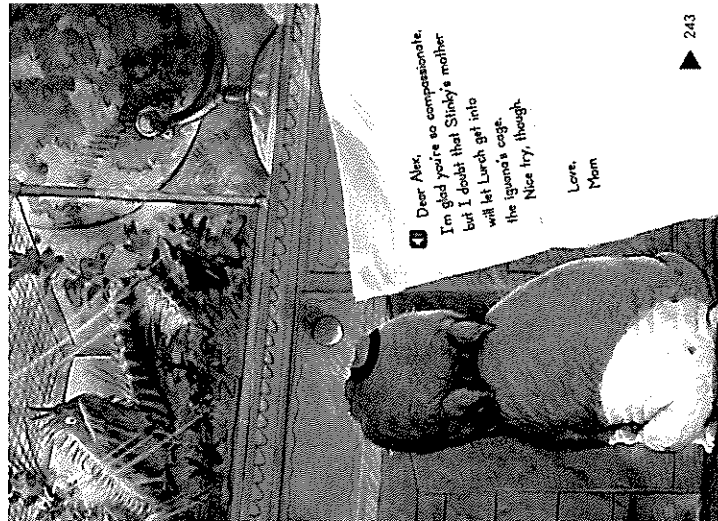
Realistic Fiction tells a made-up story that could really happen. Read this story to find out if Alex can persuade his mom to let him have an iguana.

Question of the Week
How do you know if a solution is a good solution?



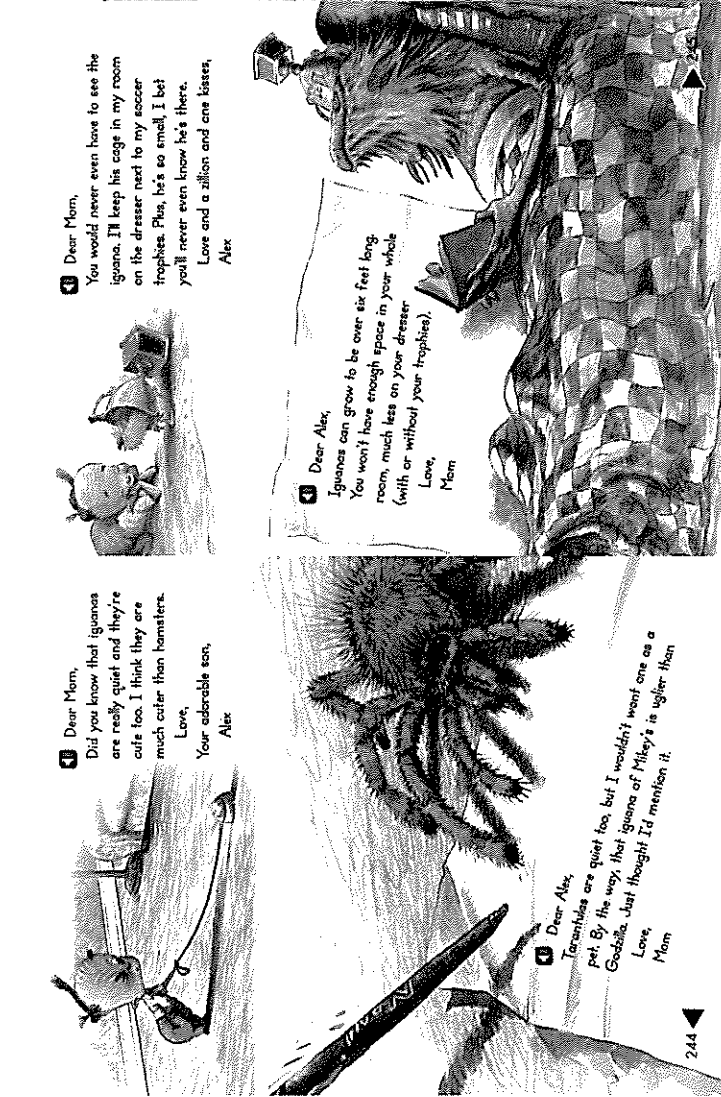
Q Dear Mom,
I know you don't think I should have Mikey. I know, but Gulligan's baby iguana when he moves, but here's why I should. If I don't take it, he goes to Slinky and Slinky's dog, Lurch, will eat it.
You don't want that to happen, do you?

Signed,
Your sensitive son,
Alex

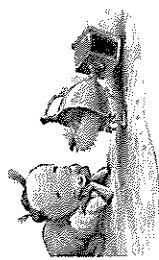


Q Dear Alex,
I'm glad you're so compassionate, but I doubt that Slinky's mother will let Lurch get into the iguana's cage.
Nice try, though.

Love,
Mom



Q Dear Mom,
Did you know that iguanas are really quiet and they're cute too. I think they are much cuter than hamsters.
Love,
Your adorable son,
Alex



Q Dear Mom,
You would never even have to see the iguana. I'll keep his cage in my room on the dresser next to my soccer trophies. Plus, he's so small, I bet you'll never even know he's there.
Love and a zillion and one kisses,
Alex

Q Dear Alex,
Iguanas can grow to be over six feet long. You won't have enough space in your whole room, much less on your dresser (with or without your trophies).
Love,
Mom



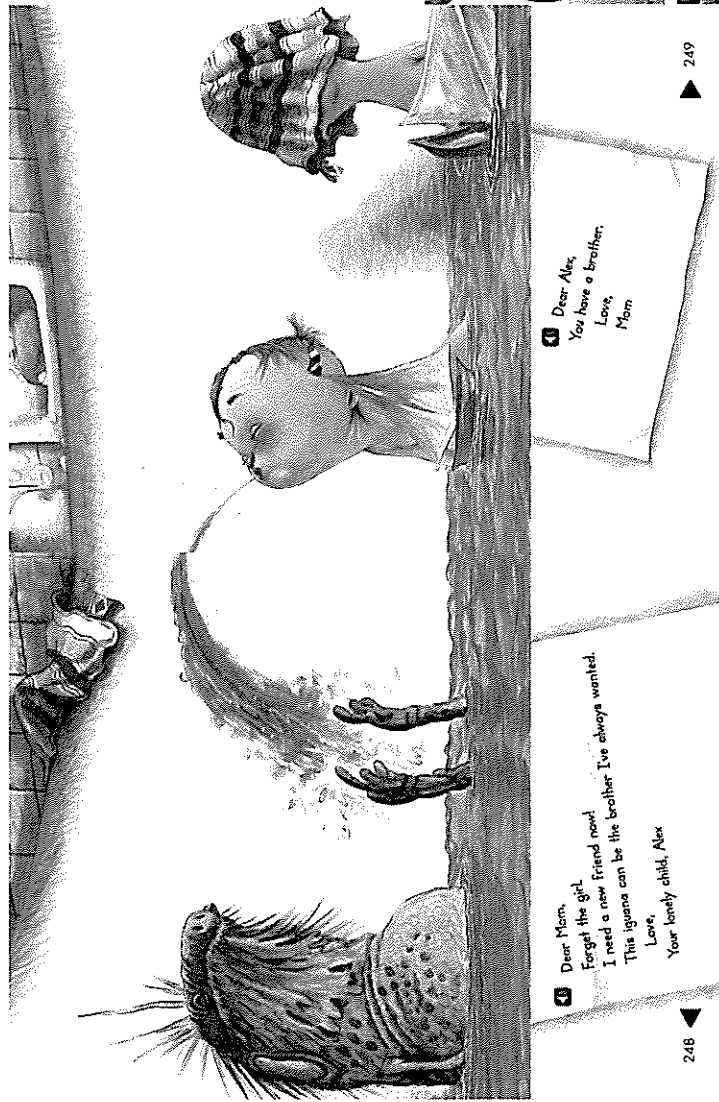
Q Dear Alex,
Tarantulas are quiet too, but I wouldn't want one as a pet. By the way, that iguana of Mikey's is uglier than Godzilla. Just thought I'd mention it.
Love,
Mom



Q Dear Mom,
It takes 15 years for an iguana to get that big. Mikey told me. I'll be married by then and probably living in my own house.
Love,
Your smart and mature kid,
Alex

Q Dear Alex,
How are you going to get a girl to marry you when you own a six-foot-long reptile?
Love,
Your concerned mother





Dear Mom,
Forget the girl.
I need a new friend now!
This iguana can be the brother I've always wanted.
Love,
Your lonely child, Alex

246

Dear Alex,
You have a brother.
Love,
Mom

249



Dear Mom,
I would feed him every day (he eats lettuce). And I would make sure he had enough water. And I would clean his cage when it got messy.
Love,
Responsible Alex
P.S. What's a trial basis?

Dear Alex,

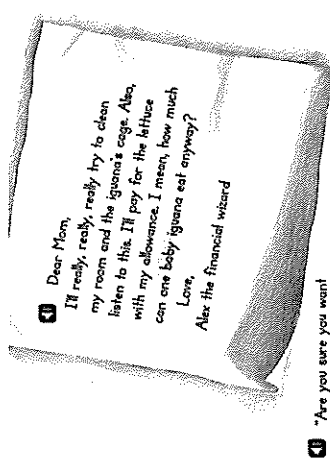
A trial basis means Dad and I see how well you take care of him for a week or two before we decide if you can have him forever. Remember, Slinky and Lurch are waiting!

Love,

Mom

P.S. If you clean his cage as well as you clean your room, you're in trouble.

252

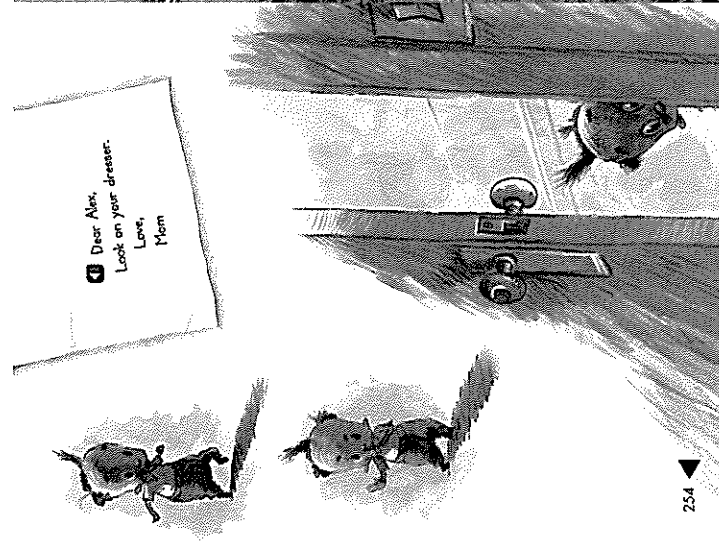


Dear Mom,
I'll really, really, really try to clean my room and the iguana's cage. Also, listen to this. I'll pay for the lettuce with my allowance. I mean, how much can one baby iguana eat anyway?
Love,
Alex the financial wizard

"Are you sure you want to do this, Alex?"

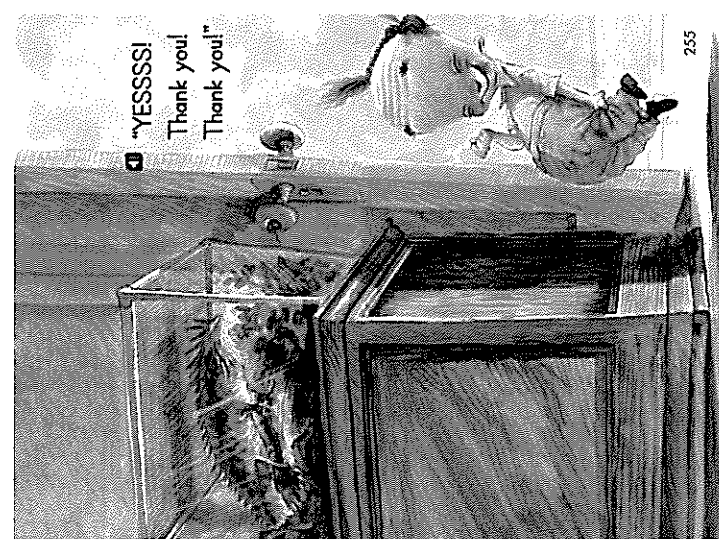
"Yes, Mom! I wanna iguana... Please!"

253



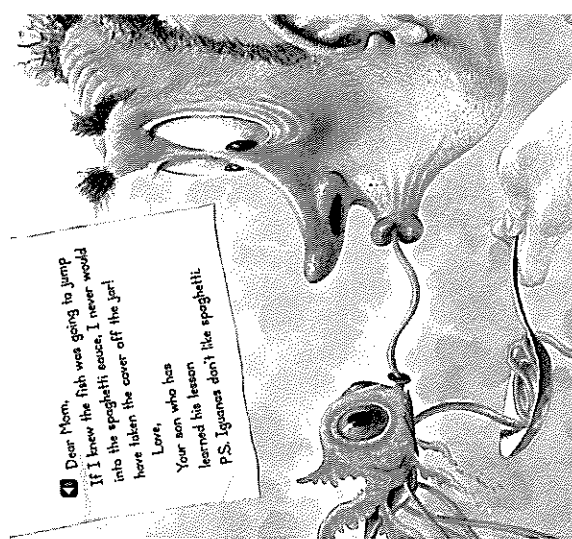
Dear Alex,
Look on your dresser.
Love,
Mom

254



"YESSSS! Thank you! Thank you!"

255



Dear Mom,
If I knew the fish was going to jump into the spaghetti sauce, I never would have taken the cover off the jar!
Love,
Your son who has learned his lesson
P.S. Iguanas don't like spaghetti.

Dear Alex,
Let's say I let you have the iguana on a trial basis. What exactly would you do to take care of it?
Love,
Mom

251



Dear Alex,
How do I know you're ready for a pet? Remember what happened when you took home the class fish?
Love,
Mom

Grosted-out Alex

Dear Mom,

I know I have a brother but he's just a baby. What fun is that? If I had an iguana, I could teach it tricks and things. Ethan doesn't do tricks. He just burps.

Love,

Grosted-out Alex



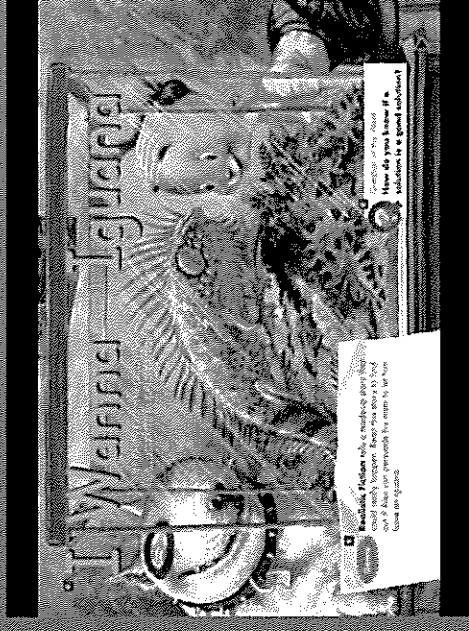
Points of View

I Wanna Iguana by Karen Kaufman

I Wanna Iguana by Karen Kaufman

Answer the following:

- What is the situation that Alex and his mother are discussing in their letters.



I Wanna Iguana by Karen Kaufman

Answer the following:

- What is Alex's point of view about the situation?

I Wanna Iguana by Karen Kaufman

Answer the following:

- Based on what happens at the end of the story, which character has been convinced by the other's point of view?
- How do you know this?

I Wanna Iguana by Karen Kaufman

Answer the following:

- Do you agree with Alex, or with his mother? Why?

People often have different points of view about certain situations or issues just like Alex and his mother in the story.

Task

Look at the following topic cards. Choose 1 topic and on the following slide state your opinion and give at least 3 reasons to support your point of view.

School should start an hour later and finish an hour later.

You will never have better friends than your siblings.

Even if it hurts someone's feelings, you should always tell the truth.

Wild animals should never be caged.

Write your topic here:

What is your opinion?

Justify your response:

Reason 1:

Reason 2:

Reason 3:

Name: _____

Date: _____

Multiplication Facts of 2

1) $6 \times 2 =$	21) $10 \times 2 =$	41) $2 \times 2 =$	61) $1 \times 2 =$
2) $2 \times 12 =$	22) $7 \times 2 =$	42) $0 \times 2 =$	62) $3 \times 2 =$
3) $3 \times 2 =$	23) $6 \times 2 =$	43) $8 \times 2 =$	63) $2 \times 12 =$
4) $7 \times 2 =$	24) $4 \times 2 =$	44) $9 \times 2 =$	64) $2 \times 6 =$
5) $2 \times 8 =$	25) $2 \times 11 =$	45) $2 \times 0 =$	65) $2 \times 4 =$
6) $2 \times 1 =$	26) $8 \times 2 =$	46) $7 \times 2 =$	66) $7 \times 2 =$
7) $1 \times 2 =$	27) $2 \times 9 =$	47) $2 \times 5 =$	67) $5 \times 2 =$
8) $9 \times 2 =$	28) $3 \times 2 =$	48) $5 \times 2 =$	68) $0 \times 2 =$
9) $2 \times 10 =$	29) $2 \times 3 =$	49) $10 \times 2 =$	69) $7 \times 2 =$
10) $11 \times 2 =$	30) $5 \times 2 =$	50) $2 \times 2 =$	70) $10 \times 2 =$
11) $2 \times 2 =$	31) $2 \times 0 =$	51) $9 \times 2 =$	71) $2 \times 5 =$
12) $3 \times 2 =$	32) $7 \times 2 =$	52) $12 \times 2 =$	72) $2 \times 3 =$
13) $2 \times 1 =$	33) $2 \times 12 =$	53) $0 \times 2 =$	73) $2 \times 11 =$
14) $6 \times 2 =$	34) $6 \times 2 =$	54) $8 \times 2 =$	74) $3 \times 2 =$
15) $8 \times 2 =$	35) $2 \times 1 =$	55) $9 \times 2 =$	75) $1 \times 2 =$
16) $5 \times 2 =$	36) $2 \times 7 =$	56) $2 \times 5 =$	76) $11 \times 2 =$
17) $0 \times 2 =$	37) $11 \times 2 =$	57) $11 \times 2 =$	77) $10 \times 2 =$
18) $2 \times 2 =$	38) $9 \times 2 =$	58) $2 \times 2 =$	78) $2 \times 9 =$
19) $2 \times 4 =$	39) $3 \times 2 =$	59) $8 \times 2 =$	79) $2 \times 12 =$
20) $7 \times 2 =$	40) $2 \times 3 =$	60) $5 \times 2 =$	80) $2 \times 3 =$

Time: _____

Score: _____ / 80



Money and Financial Mathematics

MIDDLE YEARS POWERPOINT

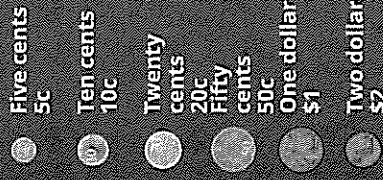
Get Started

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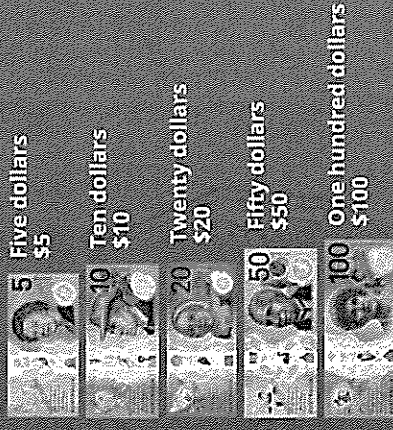


Australian Money

Coins

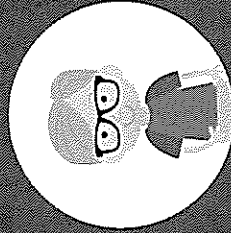


Notes



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1

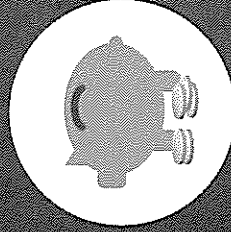


Question

John had \$28 in his wallet.
What did the money in his wallet look like?

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2



Question

Sarah had \$92 in her piggybank.
What did the money in her piggybank look like?

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a



Select

b



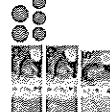
Select

c



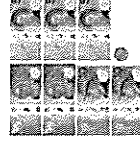
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d



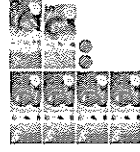
Select

a



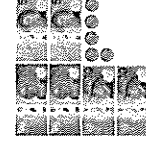
Select

b



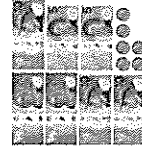
Select

c



Select

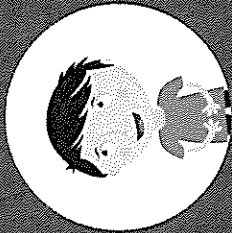
d



Select

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3

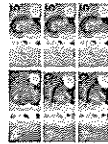


Question

Andy received a total of \$55 in birthday money.
What did the money in Andy's birthday card look like?

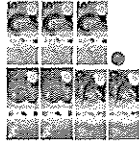
© teachstarter

a



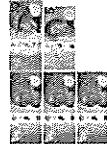
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b



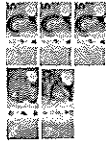
Select

c



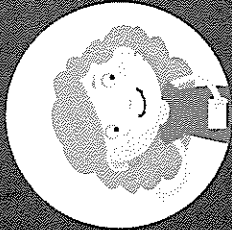
Select

d



Select

4

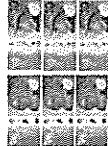


Question

Mel received a total of \$80 in birthday money.
What did the money in Mel's birthday card look like?

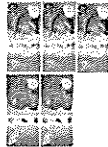
© teachstarter

a



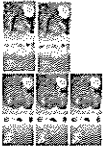
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b



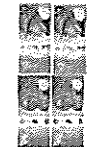
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c



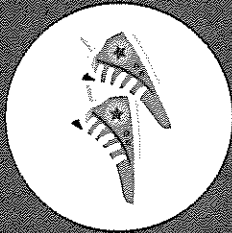
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d



Select

5

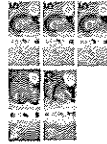


Question

Brian bought a new pair of shoes for \$45.
What combination of money did Brian use to pay for his shoes?

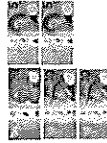
© teachstarter

a



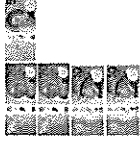
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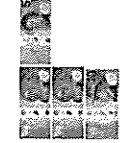
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c



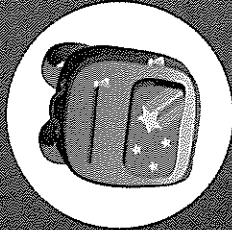
Select

d



Select

6



Question

Charlotte bought a new school bag for \$32.
What combination of money did Charlotte use to pay for her bag?

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a



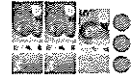
Select

b



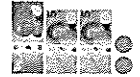
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c



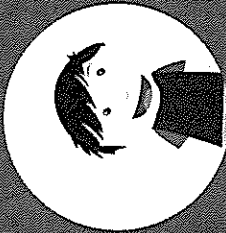
Select

d



Select

7



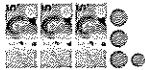
Question

Dominic bought a new pair of shorts for \$15.

What combination of money did Dominic use to pay for his shorts?

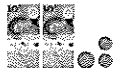
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a



Select

b



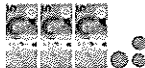
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c



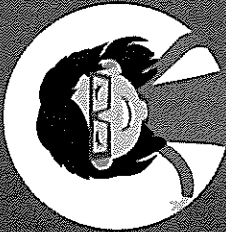
Select

d



Select

8



Question

Mrs. Thompson bought a new pair of glasses for \$73.

What combination of money did she use to pay for her glasses?

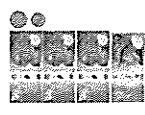
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a



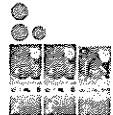
Select

c



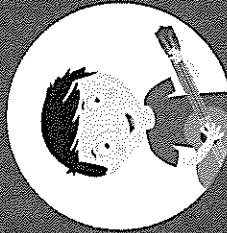
Select

d



Select

9



Question

Isaac bought a new guitar for \$92 and a packet of picks for \$3.50.

What combination of money did Isaac use to pay for his items?

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a



Select

b



Select

c



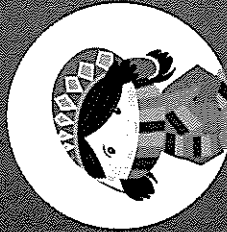
Select

d



Select

10



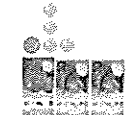
Question

Lucy bought a new scarf for \$18 and a beanie for \$12.90.

What combination of money did Lucy use to pay for her items?

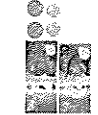
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a



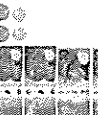
Select

c



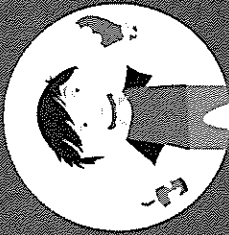
Select

d



Select

11



Question

Kiran bought a chicken drumstick for \$3.40 and a drink for \$2.65.

What combination of money did Kevin use to pay for his items?

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a



Select

b



Select

c



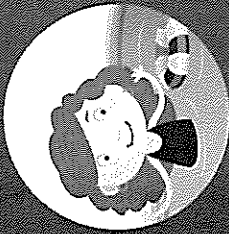
Select

d



Select

12



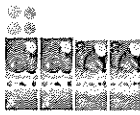
Question

Nikita bought a new swimsuit for \$30.10 and a pool toy for \$10.50.

What combination of money did Nikita use to pay for her items?

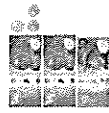
© teachstarter

a



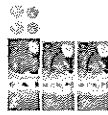
Select

b



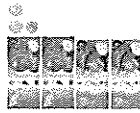
Select

c



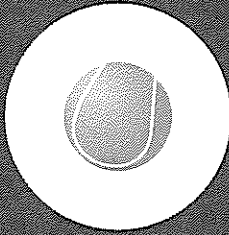
Select

d



Select

13



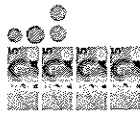
Question

Oliver bought six new tennis balls for \$3.50 each.

What combination of money did Oliver use to pay for his items?

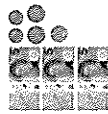
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a



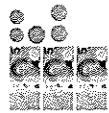
Select

b



Select

c



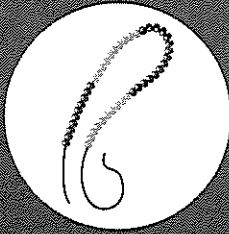
Select

d



Select

14



Question

Ruby bought five new bracelets for \$2.20 each.

What combination of money did Ruby use to pay for her items?

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a



Select

b



Select

c



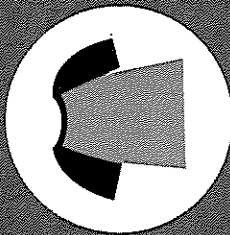
Select

d



Select

15



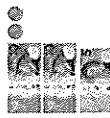
Question

Michael bought three new shirts for \$12 each.

What combination of money did Michael use to pay for his items?

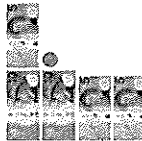
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a



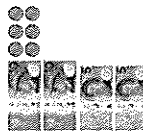
Select

b



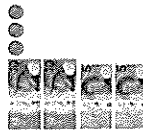
Select

c



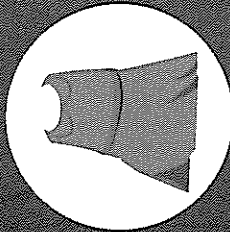
Select

d



Select

16



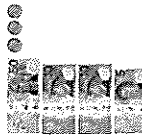
Question

Penny bought three new dresses for \$23 each.

What combination of money did Penny use to pay for her items?

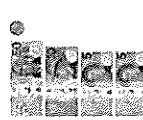
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a



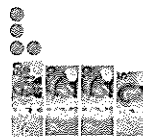
Select

c



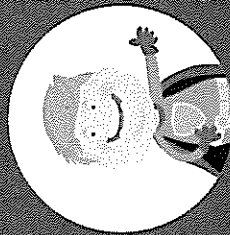
Select

d



Select

17



Question

Francisco used a \$50 note to pay for a \$32 costume.

What combination of money did Francisco receive in change?

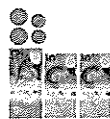
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a



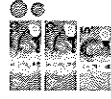
Select

b



Select

c



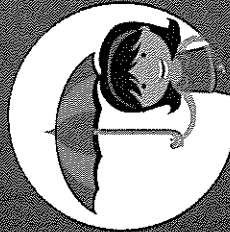
Select

d



Select

18



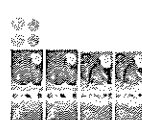
Question

Hanna used a \$50 note to pay for a \$13 umbrella.

What combination of money did Hanna receive in change?

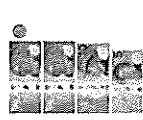
© teachstarter

a



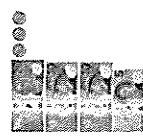
Select

c



Select

d



Select

19

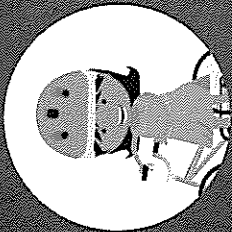


Question

Glen used two \$20 notes to pay for a \$27 soccer ball.
What combination of money did Glen receive in change?

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20



Question

Jenny used three \$20 notes to pay for a \$42 helmet.
What combination of money did Jenny receive in change?

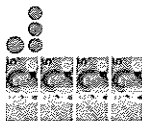
© teachstarter

a



Select

b



Select

c



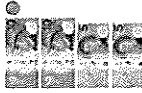
Select

d



Select

a



Select

c



Select

b



Select

d



Select

Money Matching

Draw a line to match the notes and coins on the left to the amount on the right.



\$7.10



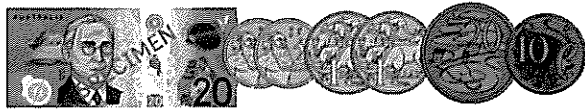
\$26.30



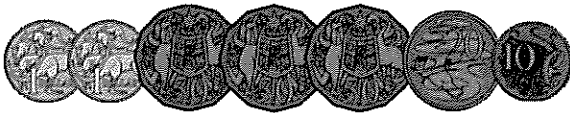
\$15.50



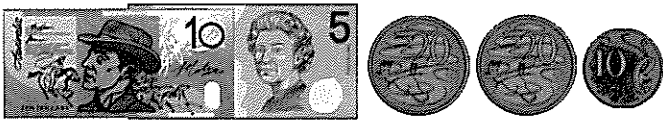
\$8.40



\$62.05



\$12.50



\$52.10



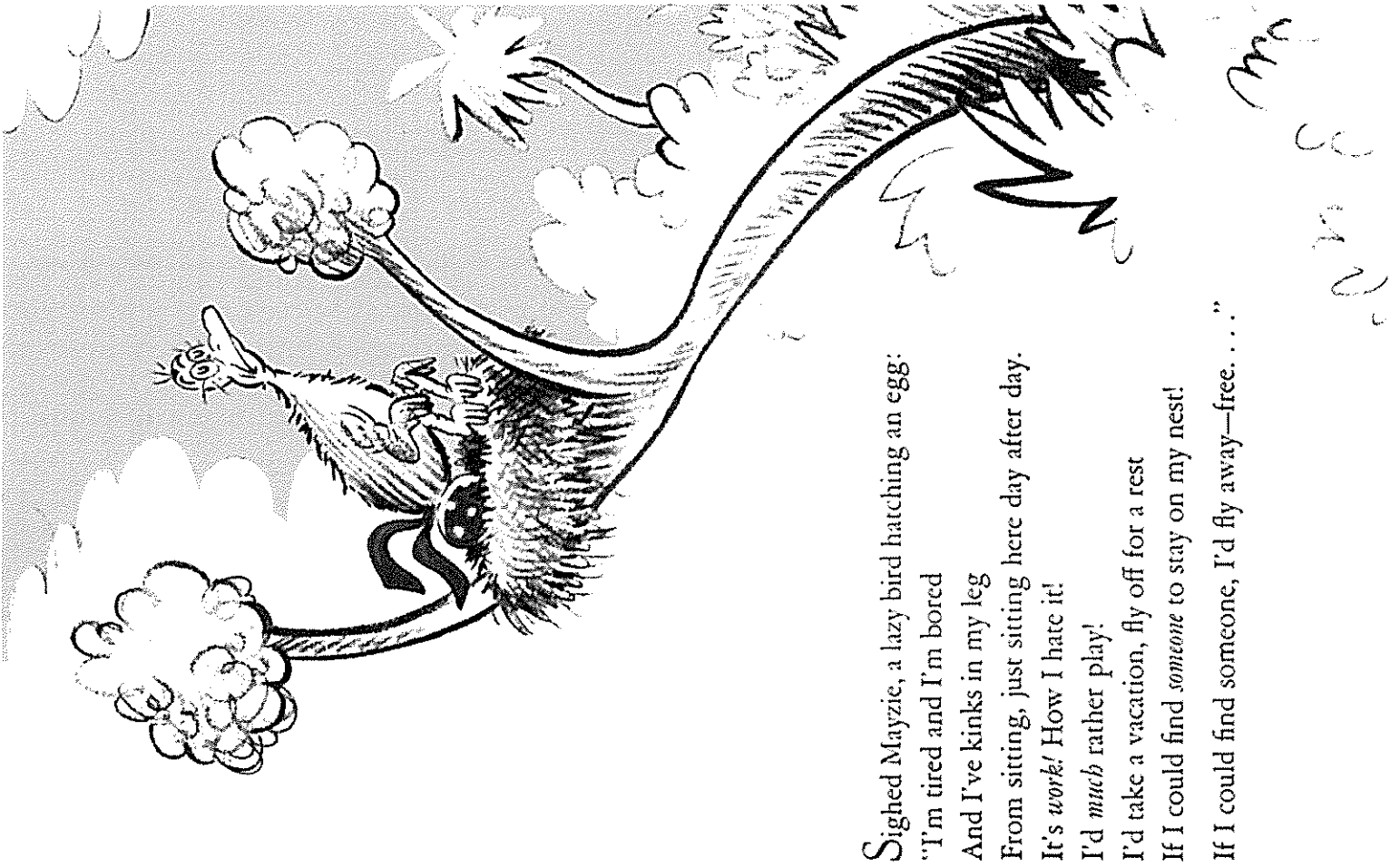
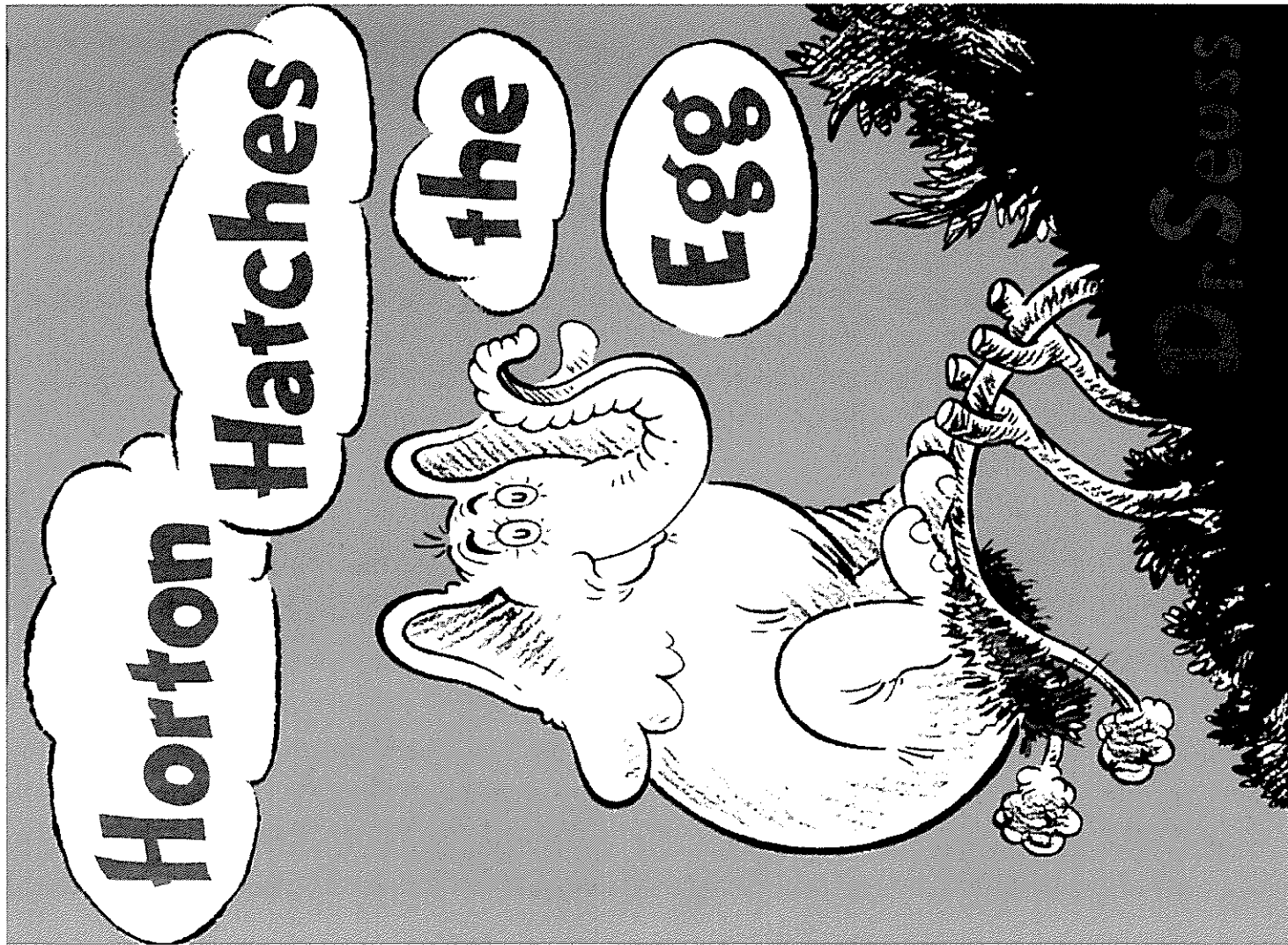
\$14.15



\$3.95

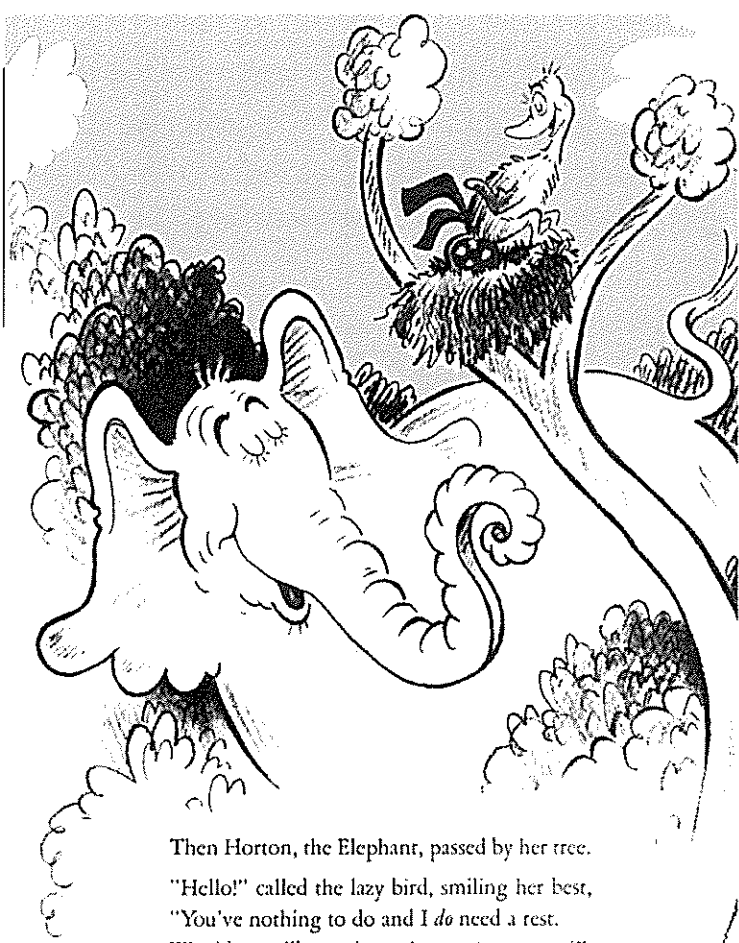


\$3.80



Sighed Mayzie, a lazy bird hatching an egg:
"I'm tired and I'm bored
And I've kinks in my leg
From sitting, just sitting here day after day.
It's *work!* How I hate it!
I'd *much* rather play!
I'd take a vacation, fly off for a rest
If I could find *someone* to stay on my nest!
If I could find someone, I'd fly away—free. . . ."

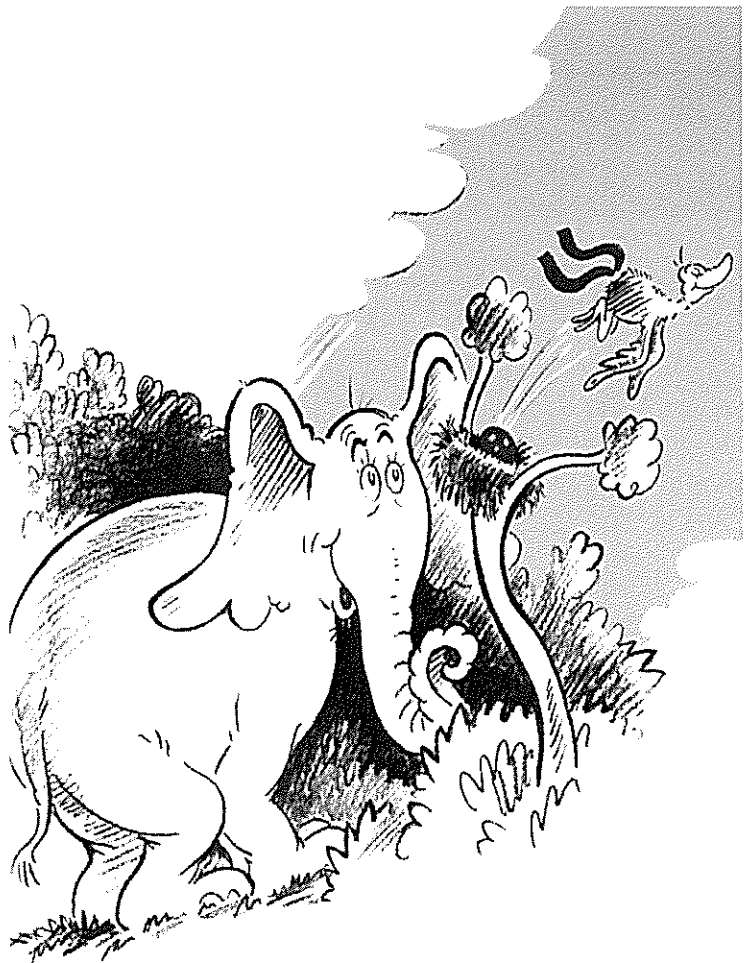
Mr. Zerk



Then Horton, the Elephant, passed by her tree.
 "Hello!" called the lazy bird, smiling her best,
 "You've nothing to do and I *do* need a rest.
 Would YOU like to sit on the egg in my nest?"

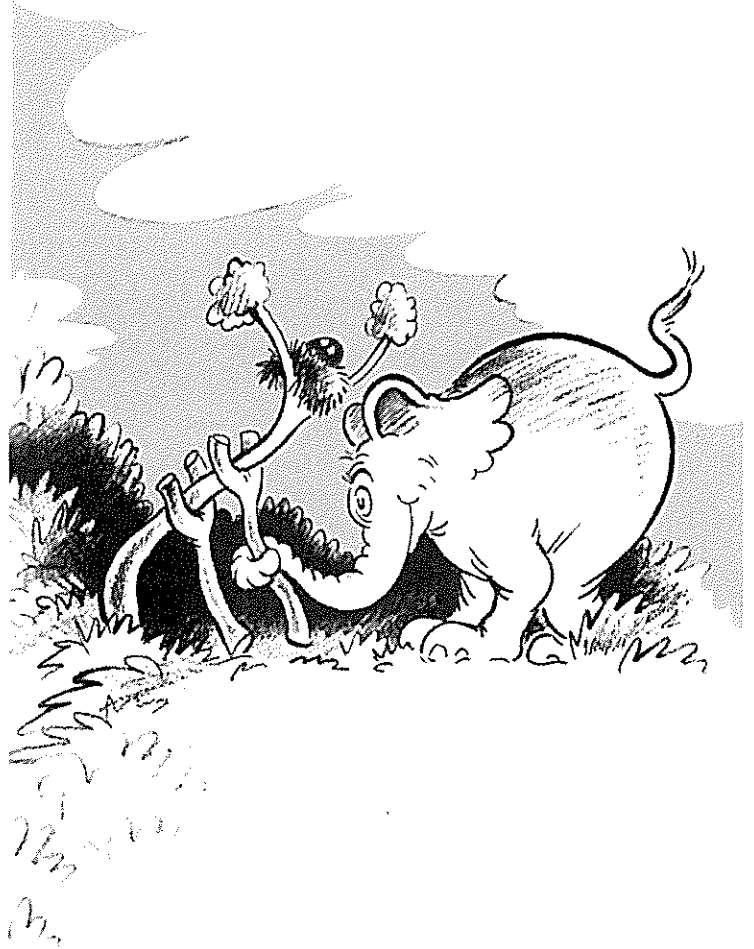
The elephant laughed.
"Why, of all silly things!
I haven't feathers and I haven't wings.
 ME on your egg? Why, that doesn't make sense. . . .
 Your egg is so small, ma'am, and I'm so immense!"
 "Tut, tut," answered Mayzie. "I know you're not small
 But I'm *sure* you can do it. No trouble at all.
 Just sit on it softly. You're gentle and kind.
 Come, be a good fellow. I know you won't mind."
 "I can't," said the elephant.
 "PL-E-E-ASE!" begged the bird.
 "I won't be gone long, sir. I give you my word.
 I'll hurry right back. Why, I'll never be missed. . . ."

"Very well," said the elephant, "since you insist. . . .
 You want a vacation. Go fly off and take it.
 I'll sit on your egg and I'll try not to break it.
 I'll stay and be faithful. I mean what I say."
 "Toodle-oo!" sang out Mayzie and fluttered away.

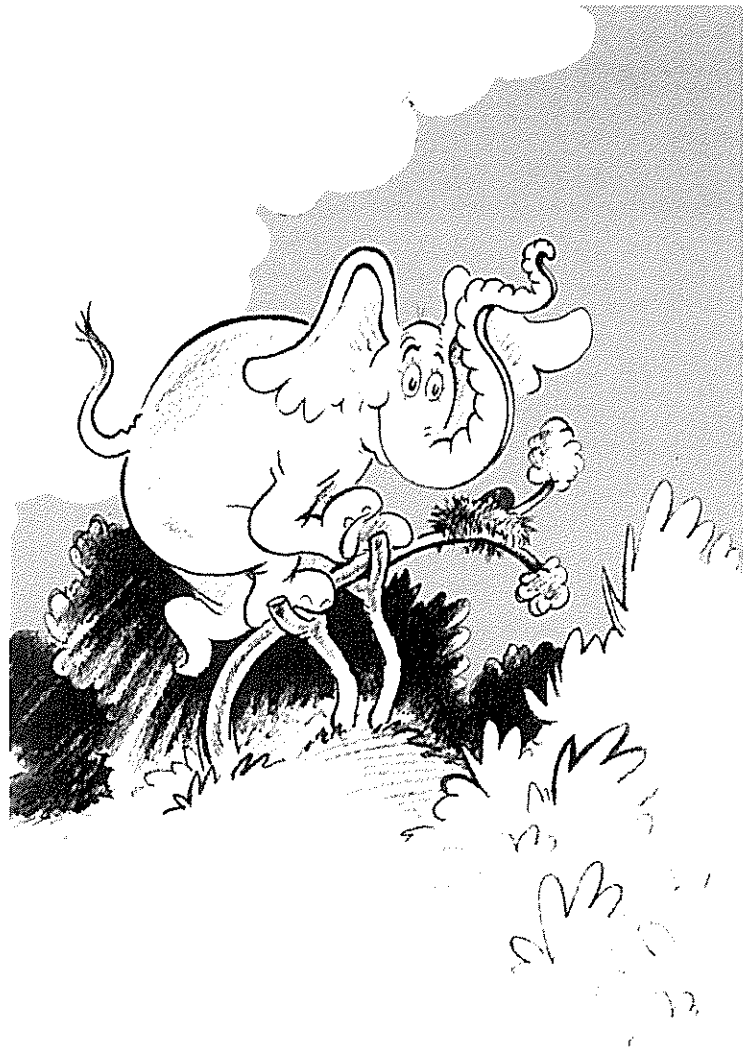


"H-m-m-m . . . the first thing to do," murmured Horton,
"Let's see. . .

The first thing to do is to prop up this tree
And make it much stronger. That *has* to be done
Before I get on it. I must weigh a ton."

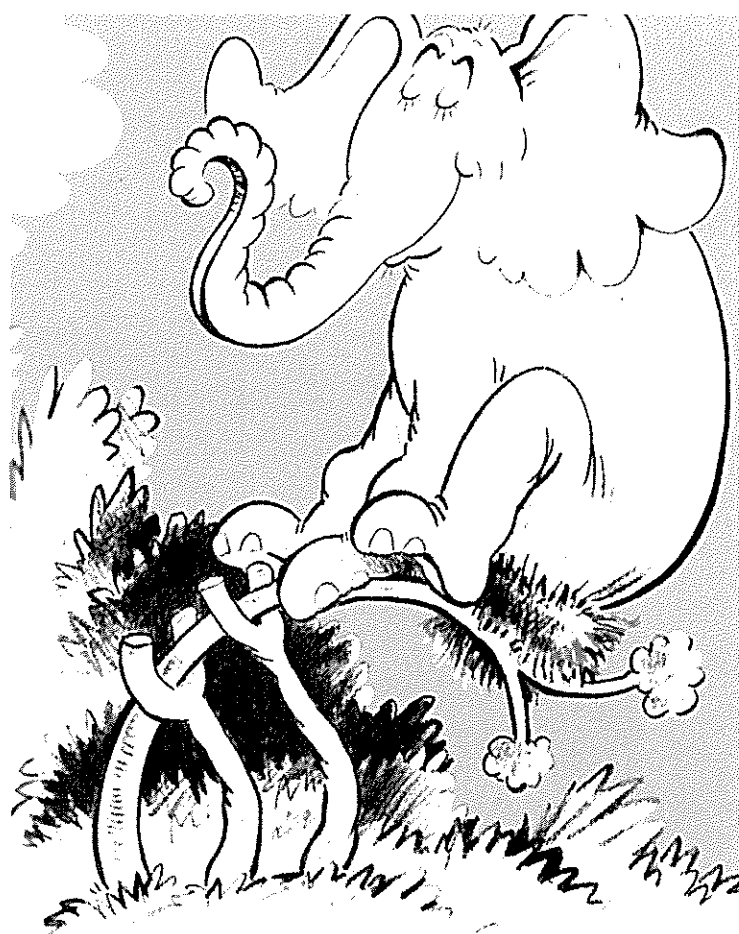


Then carefully,
Tenderly,
Gently he crept
Up the trunk to the nest where the little egg slept.

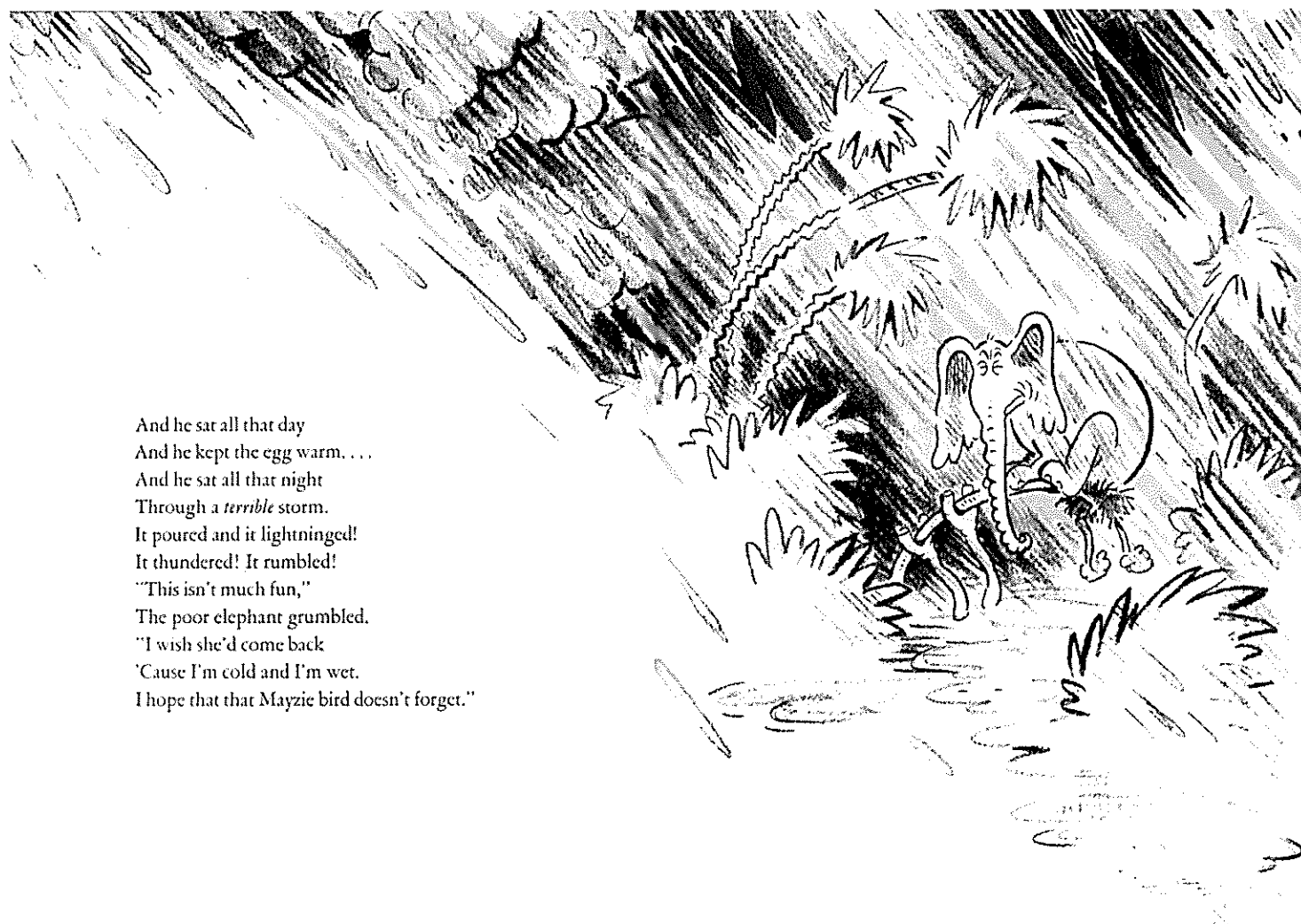


Then Horton the elephant smiled. "Now that's that. . . ."

And he sat
and he sat
and he sat
and he sat. . . .



And he sat all that day
And he kept the egg warm. . . .
And he sat all that night
Through a *terrible* storm.
It poured and it lightnined!
It thundered! It rumbled!
"This isn't much fun,"
The poor elephant grumbled.
"I wish she'd come back
'Cause I'm cold and I'm wet.
I hope that that Mayzie bird doesn't forget."



But Mayzie, by this time, was far beyond reach,
Enjoying the sunshine way off in Palm Beach,
And having *such* fun, such a wonderful rest,
Decided she'd NEVER go back to her nest!



So Horton kept sitting there, day after day.
And soon it was Autumn. The leaves blew away.
And then came the Winter . . . the snow and the sleet!
And icicles hung
From his trunk and his feet.
But Horton kept sitting, and said with a sneeze,
"I'll *stay* on this egg and I *won't* let it freeze.
I meant what I said
And I said what I meant. . . .
An elephant's faithful
One hundred per cent!"





So poor Horton sat there
The whole winter through. . .
And then came the springtime
With troubles anew!
His friends gathered round
And they shouted with glee.

"Look! Horton the Elephant's
Up in a tree!"
They taunted. They teased him.
They yelled, "How absurd!"
"Old Horton the Elephant
Thinks he's a bird!"



They laughed and they laughed. Then they all ran away.
And Horton was lonely. He wanted to play.
But he sat on the egg and continued to say:
"I meant what I said
And I said what I meant. . .
An elephant's faithful
One hundred per cent!"

"No matter WHAT happens,
This egg must be tended!"

But poor Horton's troubles
Were far, far from ended.
For, while Horton sat there
So faithful, so kind,
Three hunters came sneaking
Up softly behind!

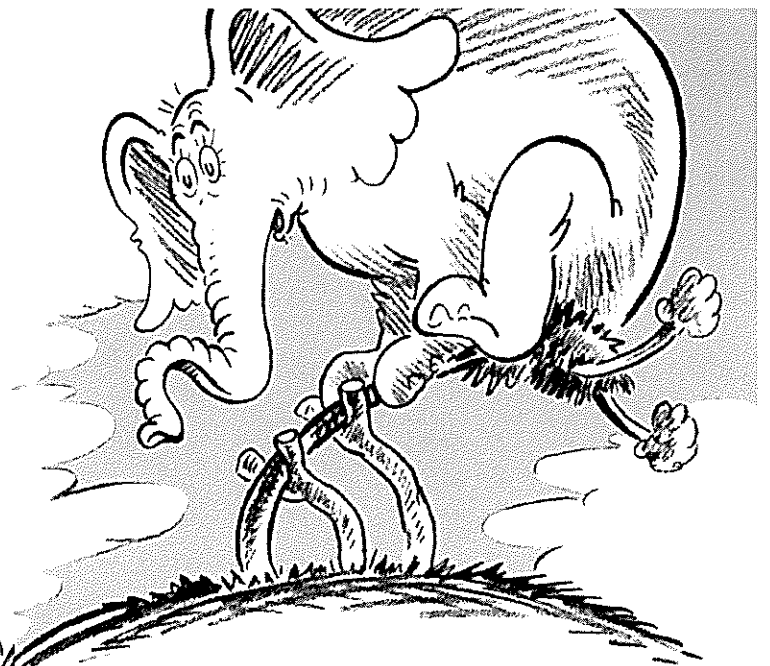


He heard the men's footsteps!
He turned with a start!
Three rifles were aiming
Right straight at his heart!

Did he run?
He did not!
 HORTON STAYED ON THAT NEST!
 He held his head high
 And he threw out his chest
 And he looked at the hunters
 As much as to say:
 "Shoot if you must
 But I *won't* run away!
 I meant what I said
 And I said what I meant. . . .
 An elephant's faithful
 One hundred per cent!"



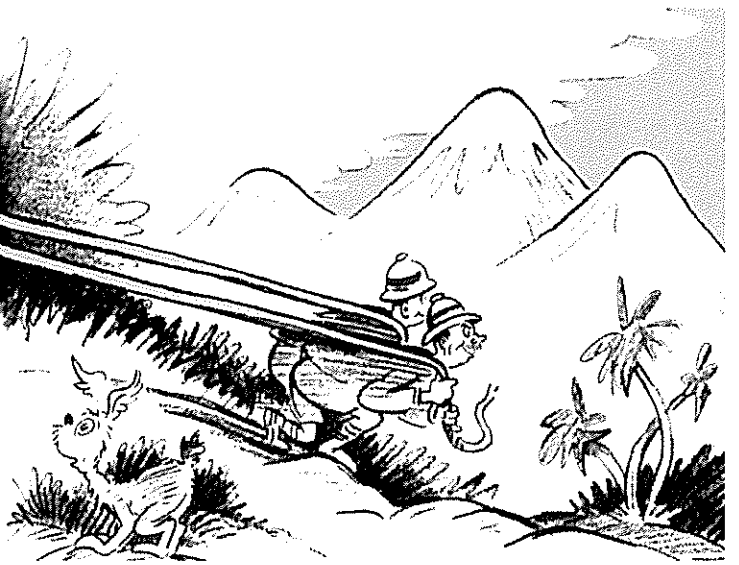
But the men *didn't* shoot!
 Much to Horton's surprise,
 They dropped their three guns
 And they stared with wide eyes!
 "Look!" they all shouted,
 "Can such a thing be?
 An elephant sitting on top of a tree . . ."



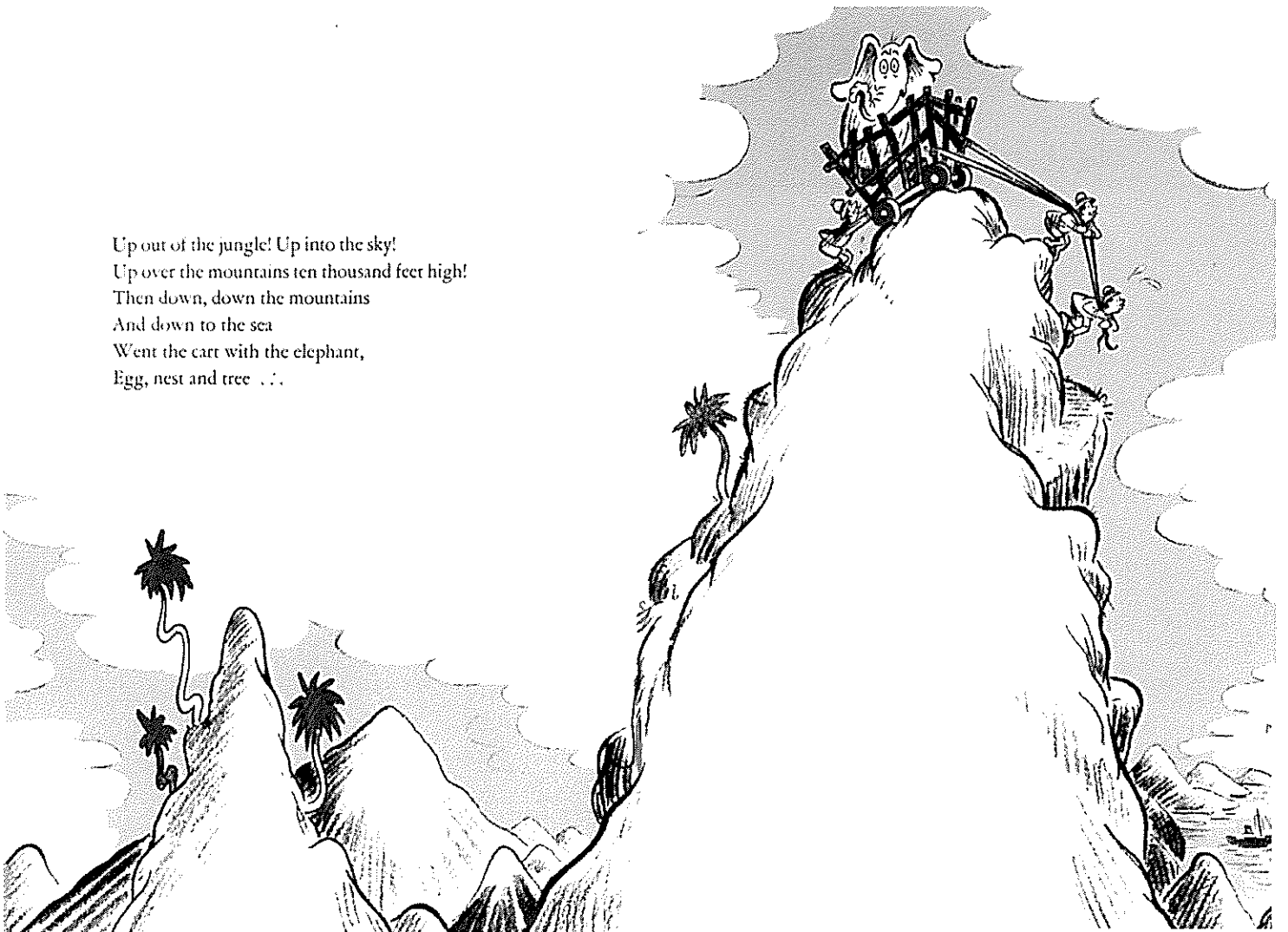
"It's strange! It's amazing! It's wonderful! New!
 Don't shoot him. We'll CATCH him. That's *just* what we'll do!
 Let's take him alive. Why, he's terribly funny!
 We'll sell him back home to a circus, for money!"



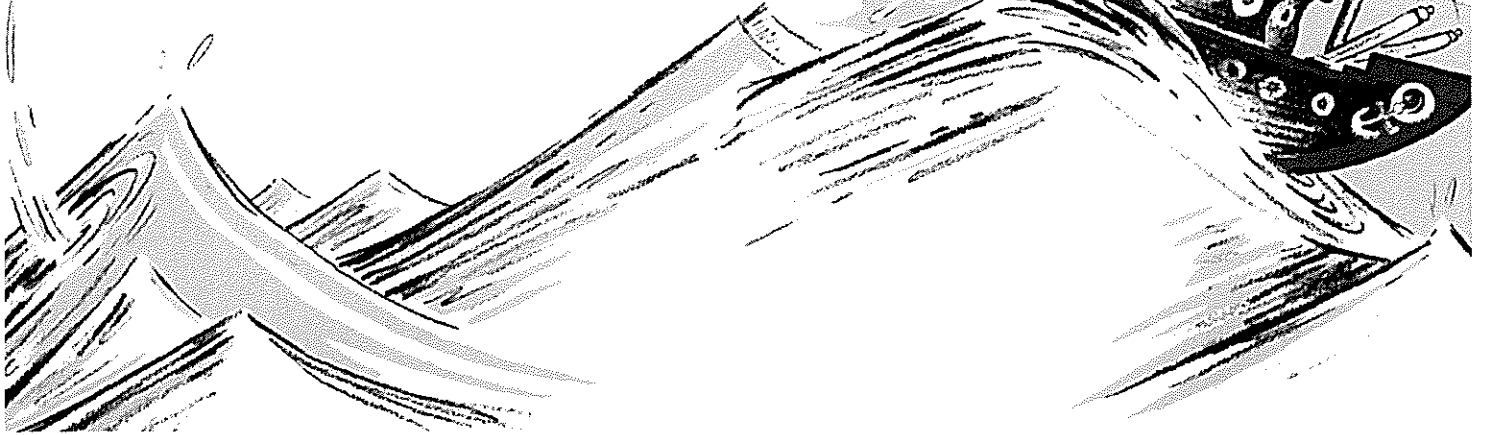
And the first thing he knew, they had built a big wagon
With ropes on the front for the pullers to drag on.
They dug up his tree and they put it inside,
With Horton so sad that he practically cried.
"We're off!" the men shouted. And off they all went
With Horton unhappy, one hundred per cent.



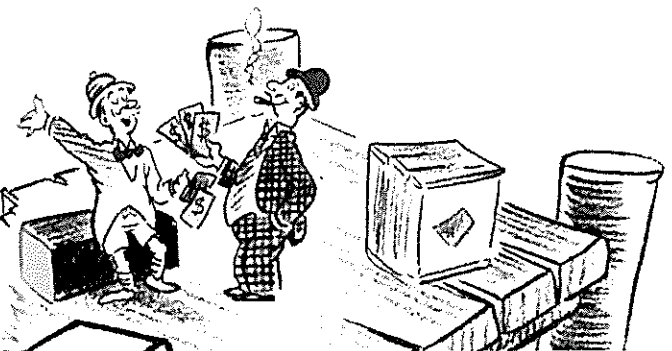
Up out of the jungle! Up into the sky!
Up over the mountains ten thousand feet high!
Then down, down the mountains
And down to the sea
Went the cart with the elephant,
Egg, nest and tree . . .



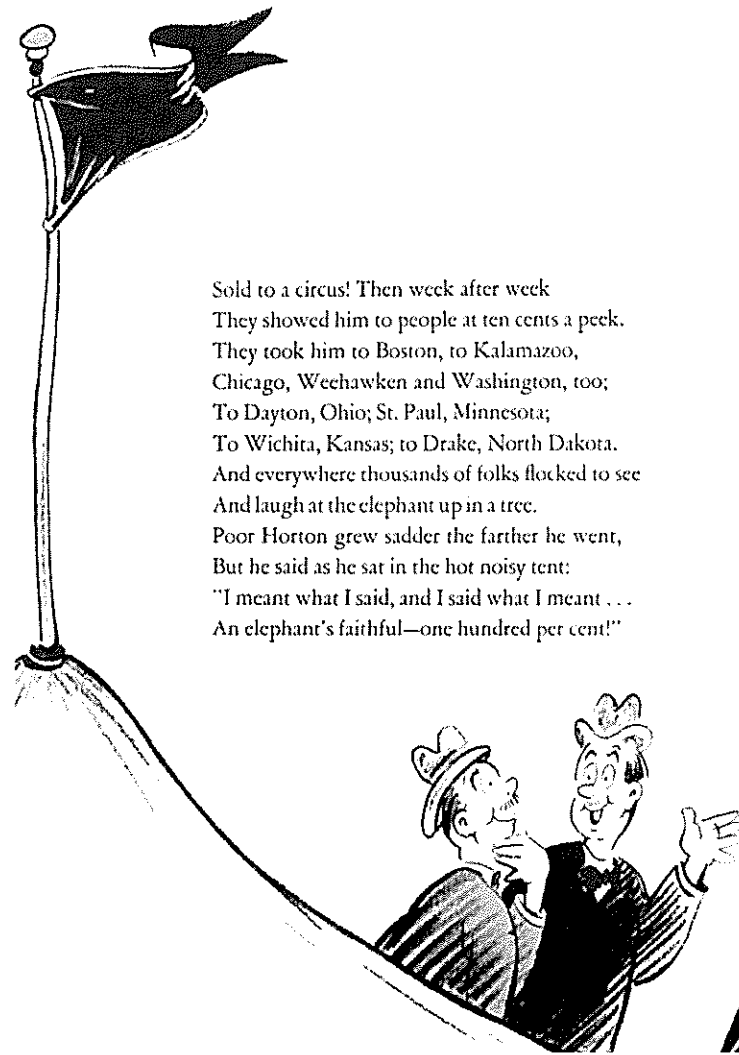
Then out of the wagon
And onto a ship!
Out over the ocean . . .
And ooooh, what a trip!
Rolling and tossing and splashed with the spray!
And Horton said, day after day after day,
"I meant what I said
And I said what I meant . . .
But oh, am I seasick!
One hundred per cent!"



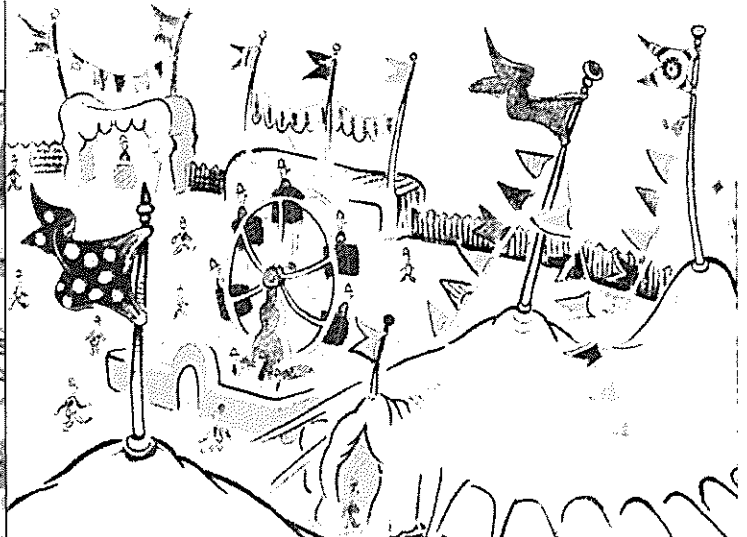
After bobbing around for two weeks like a cork,
They landed at last in the town of New York.
"All ashore!" the men shouted,
And down with a lurch
Went Horton the Elephant
Still on his perch,
Tied onto a board that could just scarcely hold him. . . .
BUMP!
Horton landed!
And then the men sold him!



Sold to a circus! Then week after week
 They showed him to people at ten cents a peek.
 They took him to Boston, to Kalamazoo,
 Chicago, Weehawken and Washington, too;
 To Dayton, Ohio; St. Paul, Minnesota;
 To Wichita, Kansas; to Drake, North Dakota.
 And everywhere thousands of folks flocked to see
 And laugh at the elephant up in a tree.
 Poor Horton grew sadder the farther he went,
 But he said as he sat in the hot noisy tent:
 "I meant what I said, and I said what I meant . . .
 An elephant's faithful—one hundred per cent!"

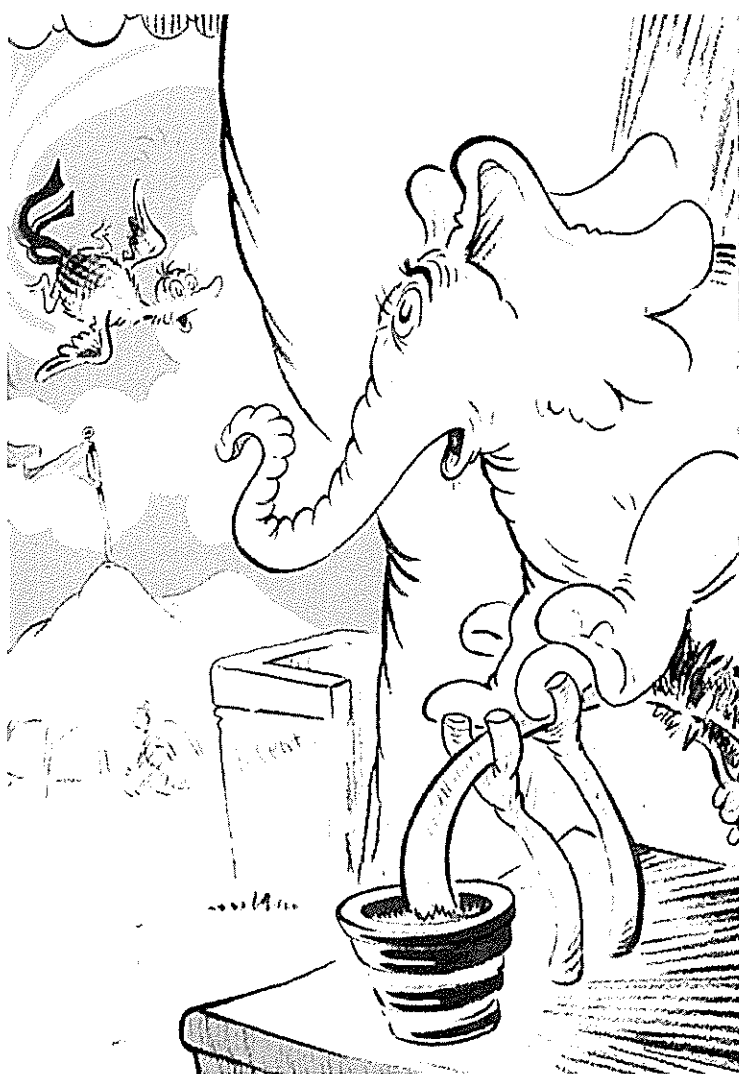


Then . . . ONE DAY
 The Circus Show happened to reach
 A town way down south, not so far from Palm Beach.
 And, dawdling along way up high in the sky,
 Who (of all people?) should chance to fly by
 But that old good-for-nothing bird, runaway Mayzie!
 Still on vacation and still just as lazy.
 And, spying the flags and the tents just below,
 She sang out, "What fun! Why, I'll go to the show!"

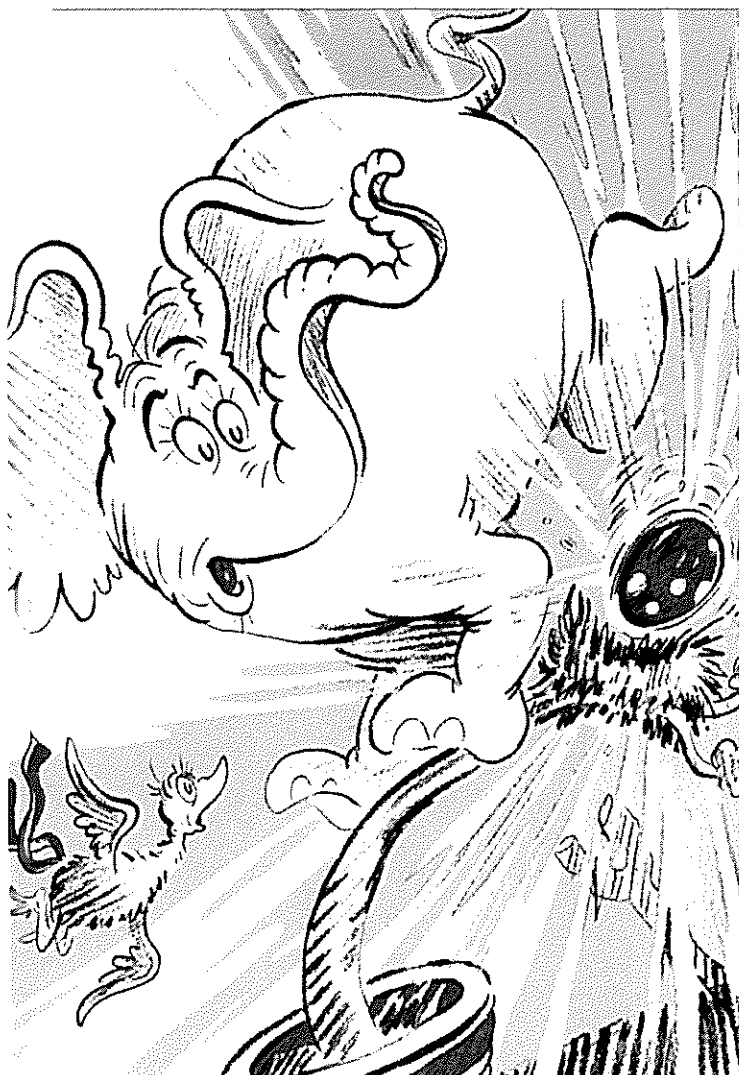


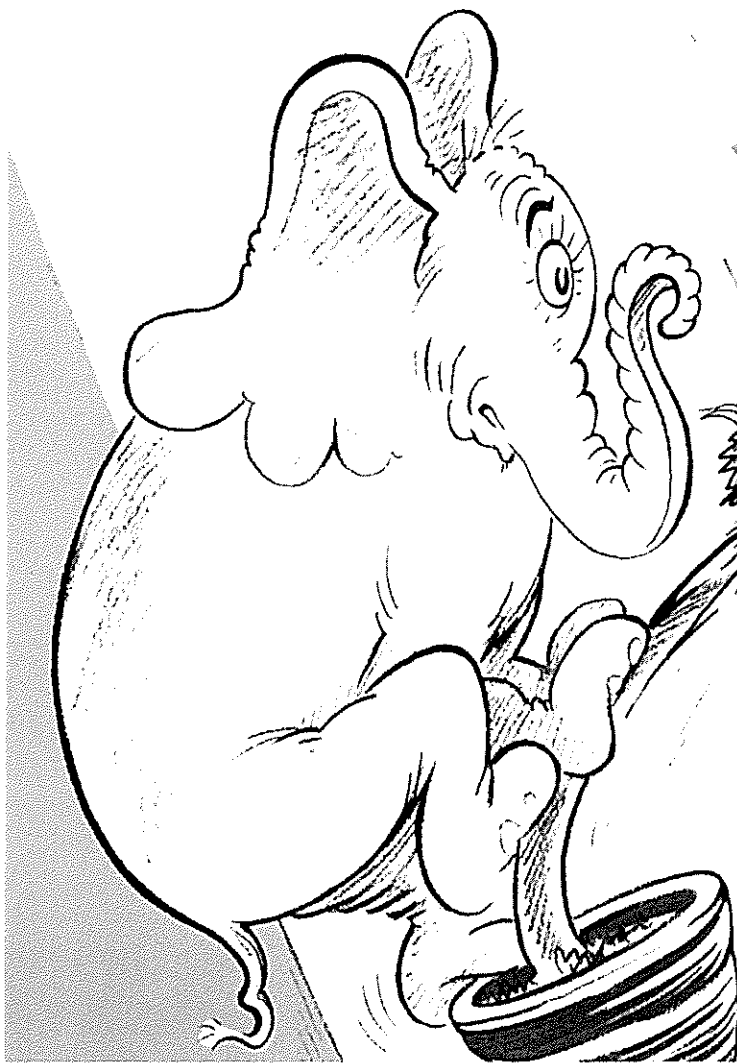
And she swooped from the clouds
Through an open tent door . . .
"Good gracious!" gasped Mayzie,
"I've seen YOU before!"

Poor Horton looked up with his face white as chalk!
He started to speak, but before he could talk . . .



There rang out the noisiest ear-splitting squeaks
From the egg that he'd sat on for fifty-one weeks!
A thumping! A bumping! A wild alive scratching!
"My egg!" shouted Horton. "My EGG! WHY, IT'S HATCHING!"





"But it's MINE!" screamed the bird, when she heard the egg crack.
 (The work was all done. Now she wanted it back.)
 "It's MY egg!" she sputtered. "You stole it from me!
 Get off of my nest and get out of my tree!"

Poor Horton backed down
 With a sad, heavy heart. . . .

But at that very instant, the egg burst apart!
 And out of the pieces of red and white shell,
 From the egg that he'd sat on so long and so well,
Horton the Elephant saw something whizz!
 IT HAD EARS

AND A TAIL

AND A TRUNK JUST LIKE HIS!





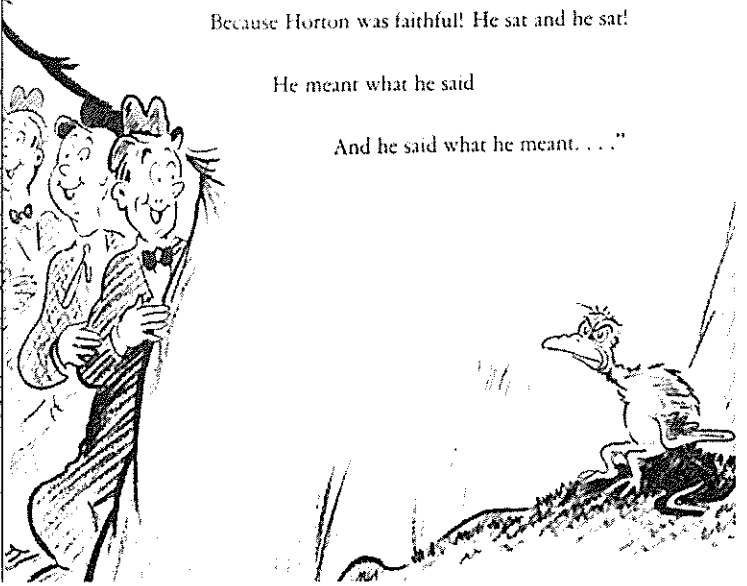
And the people came shouting, "What's all this about . . . ?"
 They looked! And they stared with their eyes popping out!
 Then they cheered and they cheered and they CHEERED more and more.
They'd never seen anything like it before!
 "My goodness! My gracious!" they shouted. "MY WORD!
It's something brand new!
 IT'S AN ELEPHANT-BIRD!"

And it should be, it *should* be, it SHOULD be like that!

Because Horton was faithful! He sat and he sat!

He meant what he said

And he said what he meant. . . ."



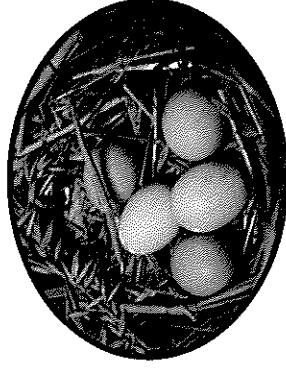
. . . And they sent him home
 Happy,
 One hundred per cent!

Responsibility

A lesson about character
based on the book,

Horton Hatches the Egg

by Dr. Seuss



What is RESPONSIBILITY?

Do what you are supposed to do

Plan ahead

Persevere: keep on trying!

Always do your best

Use self-control

What is RESPONSIBILITY?

Be self-disciplined

Think before you act — consider the consequences

Be accountable for your words, actions,
and attitudes

Set a good example for others

Horton Hatches The Egg

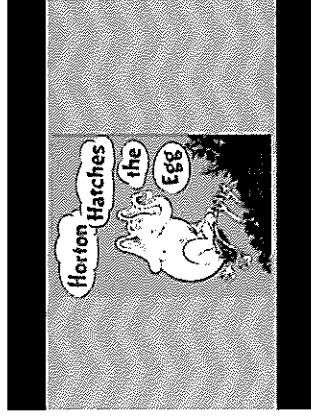
In the story by Dr. Seuss,

Horton Hatches The Egg,

Horton shows so very much responsibility.

He works very hard and is persistent
in making certain that he fulfills a promise,
even when it was not his job in reality.
Let's listen to the story.

What is RESPONSIBILITY?



Best Practice is to review any resource prior to use in the classroom.
To view the resource, in PRESENTATION MODE (not editing mode) click on the photo above.

Horton Hatches the Egg

How did Horton show responsibility?

Who should get the egg?

Why?

Responsibility In School

Was it Horton's job / responsibility
to take care of the egg?

Why do you think that he did it?

What is YOUR responsibility in school?

School Expectations

Be Respectful

Be Responsible

Be your Best

Responsibility In School

How do our school expectations apply to you?

How can you show responsibility at school?

What will happen if you show responsibility?

When you show responsibility,
you make your own good luck.

What does that mean?

Responsibility In Life

Think of the adults in your life.

How do they show that they are RESPONSIBLE?

What would happen if they were not
RESPONSIBLE?

What will happen to YOU
if you do not learn this character trait?

Showing YOUR Responsibility

Make a list of your plan
to show more responsibility in your life.

At school

At home

In sports or other activities

With your friends

Responsibility

We all have responsibilities in our lives. We show it in many different ways. How do you show responsibility in each area of your life? Write or draw how you're Responsible.

At Home

At School

With your Friends

In the activities you do

Tuesday

Name: _____

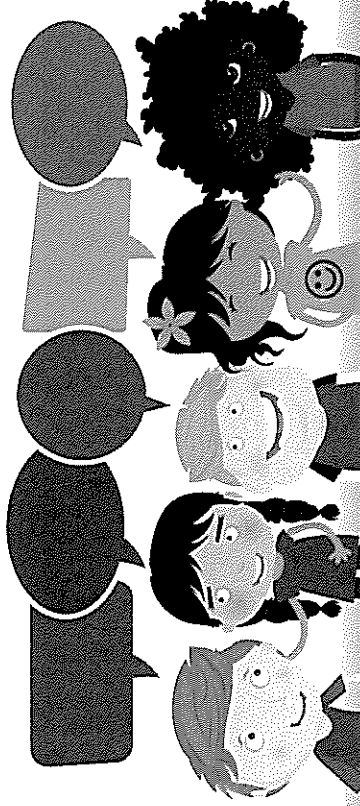
Date: _____

Contractions

Write the two words that match the contraction words. The first one has been done for you.

he's	<i>he + is</i>
that's	_____ + _____
we're	_____ + _____
aren't	_____ + _____
doesn't	_____ + _____
hasn't	_____ + _____
didn't	_____ + _____
weren't	_____ + _____
wasn't	_____ + _____
won't	_____ + _____

Developing Persuasive Writing Skills



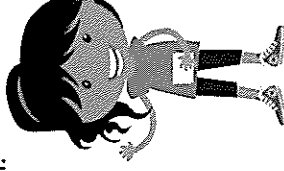
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What Are Persuasive Texts?

Persuasive texts present a point of view about a particular topic. They are written about topics that people might have varied opinions about e.g. whether television is a bad influence on children.

There are many types of persuasive texts, such as:

- advertisements
- newspaper articles
- letters
- speeches.



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Persuasive Texts - Structure

Title	This is the topic of the text as a 'for' or 'against' statement.
Opening Statement	This is the author's viewpoint on the topic of the text.
Series of Arguments	This is a series of convincing reasons to support the author's viewpoint.
Concluding Statement	This is a brief summary of the author's viewpoint and arguments.



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Persuasive Text - Example

Title

The Health Benefits of Chocolate

Opening Statement

Chocolate is frequently classified as a 'junk food'. This label is extremely unfair. Research has proven that chocolate has many health benefits.



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Persuasive Text - Example

Series of Arguments

Firstly, dark chocolate contains high levels of antioxidants. Studies have proven that antioxidants lower the risk of heart disease, cancer and Type 2 diabetes. How can a food such as this be labelled as unhealthy?

In addition to this, chocolate is full of minerals which are vital to maintaining good health. Some of these include potassium, zinc and selenium. Just a small amount of chocolate is enough to provide a fabulous boost of these minerals to the daily diet.



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Persuasive Text - Example

Finally, eating chocolate creates feelings of happiness. It increases the levels of endorphins and serotonin in our brains, which makes us feel calm and content. With all of these wonderful benefits, who wouldn't want to eat chocolate?

Concluding Statement

Eating chocolate has health benefits for the mind and body. It is unacceptable to continue labelling chocolate as unhealthy.



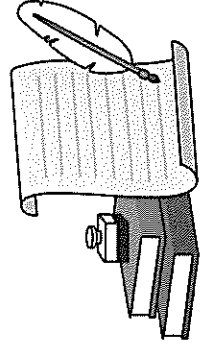
© teachstarter

Persuasive Text Structure - Activity

Read the persuasive text, *School Lunchtimes Should Be Longer*. The text can be found on the next two slides.

As you are reading, identify the persuasive structure of the text, by highlighting in the appropriate colours including:

- the **title** (bold)
- the opening statement (highlight green)
- the series of arguments (highlight red)
- the concluding statement (highlight blue)



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Persuasive Text Structure - Example

School Lunchtimes Should Be Longer

Lunchtime at school is simply too short. Don't children deserve a proper break from their school work, to eat, play and exercise? For the benefit of all children, school lunchtimes should be longer.

First of all, children have too little time to play during lunchtime. By the time everyone has washed their hands, sat down, eaten their lunch and had a drink, there is no time left to play. Children look forward to lunchtime and it is extremely unfair that there is not enough time to play and enjoy their break.



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Persuasive Text Structure - Example

Also, children have to share the play equipment. This means waiting your turn. Because lunchtime is so short, some children do not get a turn on the equipment. How do you think this makes them feel?

Thirdly, children need more time outdoors to re-energise for the afternoon ahead. Fresh air and exercise is so important to the mental and physical health of children. If lunchtime was longer, concentration levels would improve.

In conclusion, school lunchtime needs to be extended. Children need more time to eat, play and exercise.



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Persuasive Texts - Language

Persuasive texts use formal, clear and persuasive language. This helps the author to convince the reader or listener to agree with their view. Here are some examples of the language and grammatical features you might find in a persuasive text:

- thinking and feeling verbs (to express an opinion)
- strong, emotive words (to emphasise a viewpoint)
- connecting phrases (to link arguments together)
- cause and effect phrases (to show consequences of actions)
- modal verbs (to express levels of certainty).



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Name: _____

Date: _____

Multiplication Facts of 3

1) $3 \times 2 =$	21) $3 \times 2 =$	41) $3 \times 2 =$	61) $12 \times 3 =$
2) $3 \times 12 =$	22) $7 \times 3 =$	42) $0 \times 3 =$	62) $3 \times 3 =$
3) $3 \times 2 =$	23) $6 \times 3 =$	43) $8 \times 3 =$	63) $2 \times 3 =$
4) $7 \times 3 =$	24) $4 \times 3 =$	44) $9 \times 3 =$	64) $3 \times 9 =$
5) $3 \times 8 =$	25) $2 \times 3 =$	45) $3 \times 0 =$	65) $3 \times 4 =$
6) $3 \times 1 =$	26) $8 \times 3 =$	46) $3 \times 2 =$	66) $3 \times 8 =$
7) $1 \times 3 =$	27) $3 \times 9 =$	47) $3 \times 5 =$	67) $5 \times 3 =$
8) $9 \times 3 =$	28) $3 \times 2 =$	48) $5 \times 3 =$	68) $0 \times 3 =$
9) $3 \times 10 =$	29) $3 \times 3 =$	49) $3 \times 7 =$	69) $12 \times 3 =$
10) $3 \times 2 =$	30) $3 \times 5 =$	50) $8 \times 3 =$	70) $10 \times 3 =$
11) $12 \times 3 =$	31) $2 \times 3 =$	51) $3 \times 11 =$	71) $11 \times 3 =$
12) $3 \times 10 =$	32) $0 \times 3 =$	52) $10 \times 3 =$	72) $6 \times 3 =$
13) $2 \times 3 =$	33) $3 \times 1 =$	53) $0 \times 3 =$	73) $4 \times 3 =$
14) $6 \times 3 =$	34) $6 \times 3 =$	54) $8 \times 3 =$	74) $3 \times 5 =$
15) $8 \times 3 =$	35) $2 \times 3 =$	55) $3 \times 1 =$	75) $1 \times 3 =$
16) $5 \times 3 =$	36) $3 \times 9 =$	56) $3 \times 5 =$	76) $11 \times 3 =$
17) $0 \times 3 =$	37) $11 \times 3 =$	57) $11 \times 3 =$	77) $10 \times 3 =$
18) $3 \times 2 =$	38) $9 \times 3 =$	58) $3 \times 3 =$	78) $3 \times 12 =$
19) $7 \times 3 =$	39) $3 \times 3 =$	59) $8 \times 3 =$	79) $3 \times 1 =$
20) $9 \times 3 =$	40) $1 \times 3 =$	60) $0 \times 3 =$	80) $6 \times 3 =$

Time: _____

Score: _____ / 80



HOMework

IS

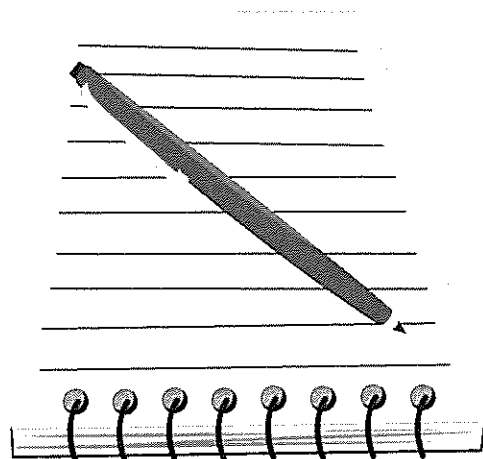
UNNECESSARY

Students already spend a great deal of their lives doing school work. It is not fair that students must spend extra time at home on tasks that could be done during school hours.

Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and just relaxing.

Secondly, students should have the time to participate in other activities after school that are also educational. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework! Thirdly, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.



Name: _____

Date: _____

Homework is Unnecessary – Sequencing Task

Cut out the sentences from the table below.

Glue the text in the correct order on the next page.

Secondly, students should have time to participate in other activities.

It is not fair that students must spend extra time on tasks at home.

There are much better ways that students could be using this time.

They should be playing with friends and spending time with family.

Some students might need to help out after school.

Students could play sport, learn an instrument or join a group.

Thirdly, all families are different.

In conclusion, schools should not be setting homework.

Students already spend a great deal of their lives doing school work.

Firstly, students need a break from work when they come home.

Name: _____

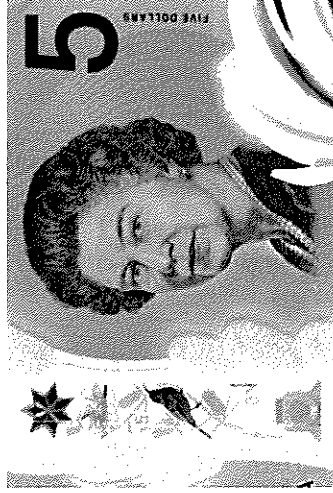
Date: _____

Homework is Unnecessary – Sequencing Task

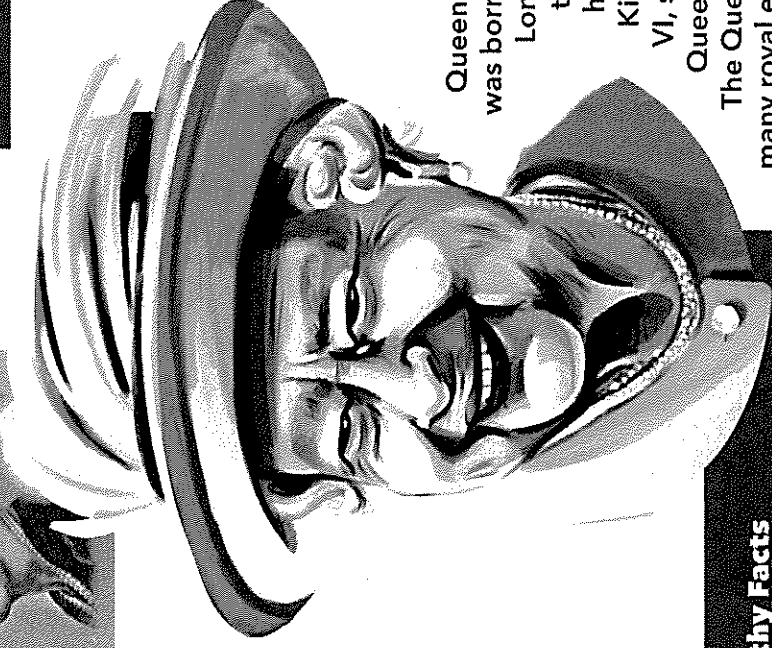
Opening statement (introduces topic and author's viewpoint)	
Arguments (reasons to support author's viewpoint)	
Concluding statement (sums up the topic and author's viewpoint)	

QUEEN ELIZABETH II

1926–



Queen of the United Kingdom and Head of the Commonwealth



Queen Elizabeth II was born in Mayfair, London. After the death of her father King George VI, she became Queen in 1952.

The Queen takes on many royal engagements including visiting Australia 16 different times.

Noteworthy Facts

Queen Elizabeth II is the longest-reigning British monarch. George and the Queen's favourite dog breed, the Cocker Spaniel, was Sir.

DAME MARY GILMORE

1865–1962



Poet, journalist and campaigner.



Dame Mary Gilmore was born near Goulburn, New South Wales. She began her career as a schoolteacher writing about political topics under pen-names. She campaigned for women's voting rights, assistance to the poor and fair treatment of Aboriginal peoples.

Noteworthy Achievements

She was the first Australian woman to be knighted in 1940.
She was the first Australian woman to be knighted in 1940.
She was the first Australian woman to be knighted in 1940.
She was the first Australian woman to be knighted in 1940.

BANJO PATERSON

1894–1941



Bush poet,
journalist
and author



Andrew
Barton "Banjo"
Paterson was born
in Narrambla, close to
Orange, in New South
Wales. He was a
famous bush poet
writing many ballads
about rural Australian
life. He went on to
become a news
correspondent before
heading to Europe,
where he became an
ambulance driver
during World War I.

Noteworthy Achievements

- He was a contributor to the *Argo*, one of the earliest English literary magazines.
- Banjo Paterson was named a famous bush poet.
- *Waltzing Matilda*, 1895
- *The Man from Snowy Mountains*, 1890
- *Clancy of The Overlook*, 1889
- *The Man from Ironbark*, 1892

REVEREND JOHN FLYNN

1880–1951



Minister, founder
and author



John Flynn was born
in Moliagul, central
Victoria. After visiting
the outback and
seeing that there was
no medical care
available, he was
inspired to begin the
Aerial Medical Service
(now known as the Royal
Flying Doctor Service).

Noteworthy Achievements

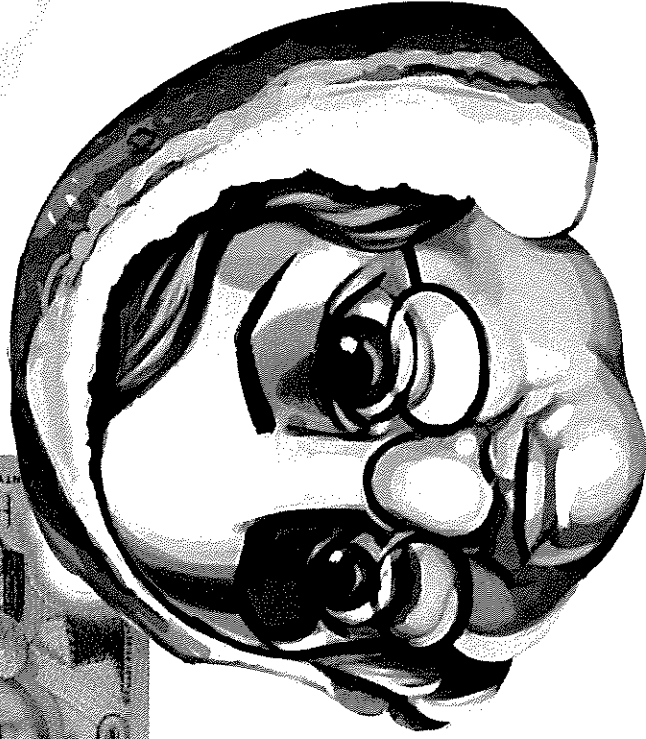
- He was a member of the Aerial Medical Service, which was created in 1911.
- He was the first patient to be treated by the Aerial Medical Service.
- He was the first patient to be treated by the Aerial Medical Service.
- He was the first patient to be treated by the Aerial Medical Service.

MARY REIBEY

1777-1855



Pioneer
businesswoman



Not So Noteworthy Achievements

She was sent to Australia when she was 16 years old after being arrested for stealing a horse. She might have had a bit of a tampo in 1817 she was found guilty of stealing someone who owed her money.

Mary Reibey was born in Bury, Lancashire, England. After her husband died, she took responsibility for his businesses and continued to expand operations buying new trading ships. She devoted time to church, education and charity work.

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EDITH COWAN

1861-1932



Social worker
and politician



Notable Achievements

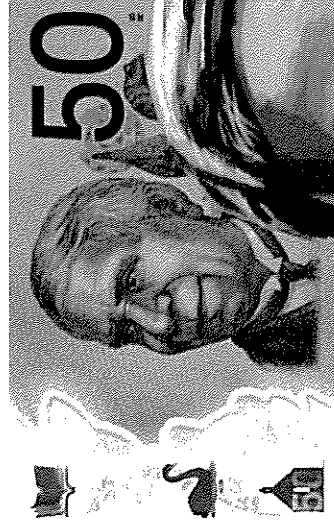
Edith Cowan was one of the founders of the Red Cross. She became an Officer of the Order of the British Empire in 1928.

Edith Cowan was born in Glengarry close by to Geraldton in Western Australia. She was a strong advocate for public education and women's rights. She was the first woman to be elected into any Australian parliament and helped progress the welfare of migrants and children's health.

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DAVID UNAIPON

1872-1967



Writer,
speaker and
inventor.

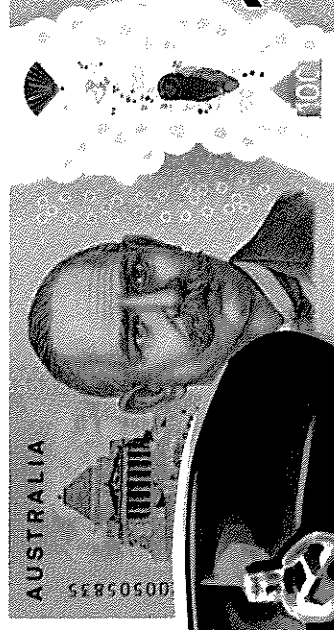
David Unaipon, a Ngarrindjeri man, was born at the Point McLeay Mission (now known as Raukkan) in South Australia. He was an avid inventor and advocate for the rights of Aboriginal people. He filed over nine patents for inventions and was fascinated with discovering the secret of perpetual motion.

Noteworthy Achievements

Unaipon was the first Aboriginal man to be granted a patent in Australia. He was also the first Aboriginal man to be granted a patent in the United States.

SIR JOHN MONASH

1865-1931



Engineer
and soldier.

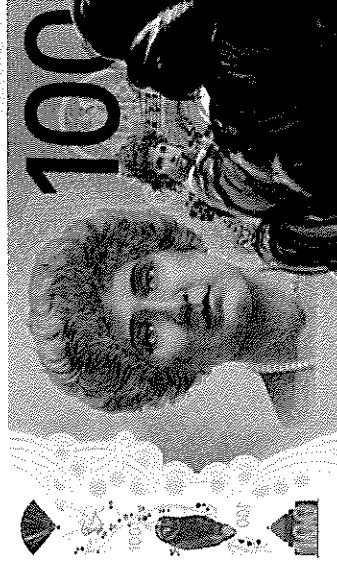
Sir John Monash was born in West Melbourne, Victoria. He was a studious man having degrees in arts, engineering and law. During the First World War, Monash became a reputable military leader providing battle plans to allies that resulted in them being victorious.

Noteworthy Achievements

Monash headed the task of moving 140,000 Australian soldiers back home after World War I. He was involved with building the Shrine of Remembrance in Melbourne.

DAME NELLIE MELBA

1861–1931



100

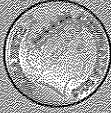
World-renowned
opera singer.

Dame Nellie
Melba was
born in
Melbourne,
Victoria. She was a
very accomplished
opera singer who
performed with great
success in many major
cities of the world.
During World War I,
Melba raised
funds for
charities and
performed
wartime concert tours.

Noteworthy Facts

Dame Nellie Melba was a famous opera singer. She was born in Melbourne, Australia. She was a very accomplished opera singer who performed with great success in many major cities of the world. During World War I, Melba raised funds for charities and performed wartime concert tours. She was made a Dame Commander of the Order of the British Empire in 1937.

AUSTRALIAN CURRENCY COINS

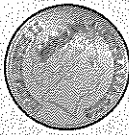


Front

Two Dollars
\$2.00



Back



Front

One Dollar
\$1.00



Back



Front

Fifty Cents
50c



Back



Front

Twenty Cents
20c



Back



Front

Ten Cents
10c



Back



Front

Five Cents
5c



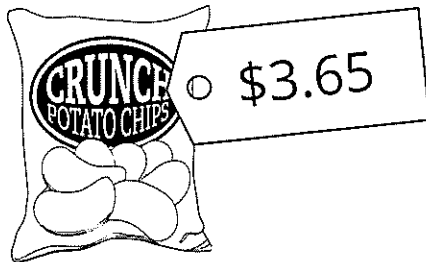
Back

Name _____

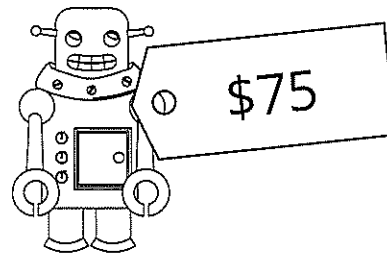
Date _____

Money (A)

- ① Circle the smallest amount of coins needed to purchase one bag of chips.



- ② Circle the smallest amount of notes needed to purchase one robot.



- ③ The total amount of notes and coins in Mrs Anderson's purse is \$35. Draw a combination of notes and coins that equal \$35.

- ④ a) Sarah handed over a \$5 note when she bought an ice-cream that cost \$3.25. How much change did she get?

- b) James handed over a \$20 note when he bought a new hat for \$16.50. How much change did he get?

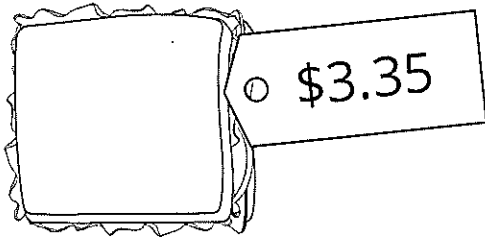


Name _____

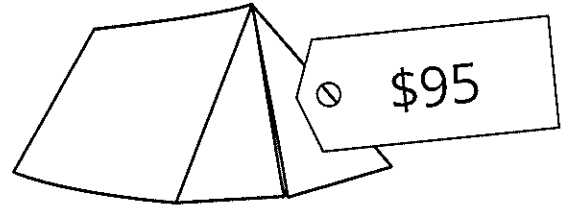
Date _____

Money (B)

- ① Circle the smallest amount of coins needed to purchase one sandwich.



- ② Circle the smallest amount of notes needed to purchase one tent.



- ③ The total amount of notes and coins in Mr Thompson's wallet is \$42. Draw a combination of notes and coins that equal \$42.

- ④ a) Tamara handed over a \$10 note when she bought a new pencil case that cost \$8.95. How much change did she get?

- b) Mateo handed over a \$50 note when he bought a new skateboard for \$45.50. How much change did he get?



Tuesday - Our Paralympic Athletes.

Meet Our Athletes!

Everyone has a story to tell. This is your chance to meet your paralympians and find out what drives them to keep on achieving their dreams. Use the following link <https://www.paralympic.org.au/athletes/> to research at least 5 different athletes from different sports. Are there any from our local area?

Task 1.

On the map of Australia template, plot the area they come from.

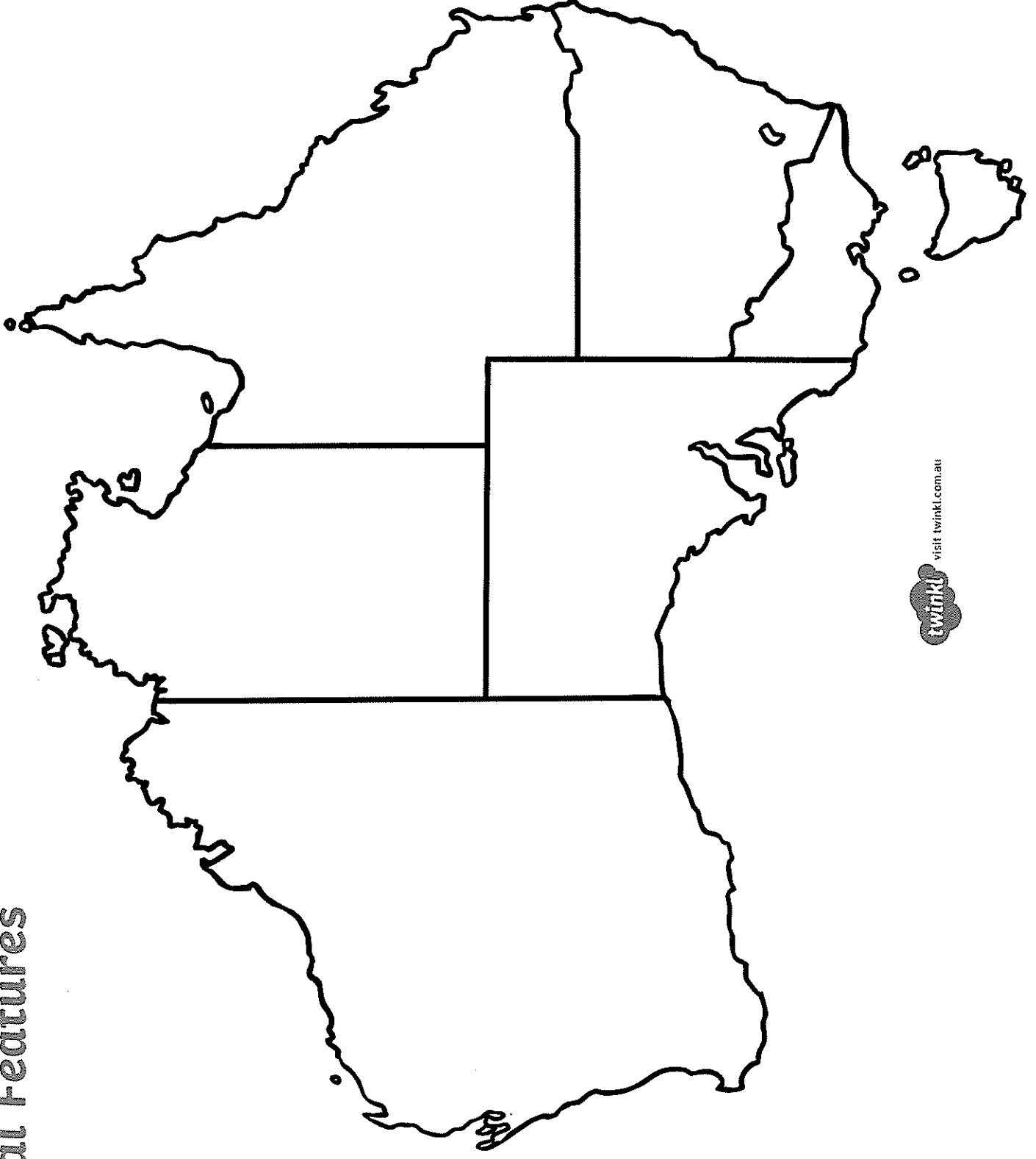
Task 2.

Create a fact file about each of the athletes you have selected. Your fact file should include information about:

- Name of athlete
- Sport they play
- An image (if you can)
- Where they live and interesting facts about the area they live in.
- Family
- Background information
- General information about their disability
- Interesting facts and information

Create a presentation within google classroom or upload a PPT to your teacher. If working in booklets, use the fact file templates to record your information. Don't forget to be creative!

Natural Features



Sports Star Fact File

Sports Star:

Sport:

Early Life

Born:

Family:

Education:

Image:

Interesting Facts and Information

General Information

Weight:

Height:

Age:

Nickname:

Achievements/Records:

I chose this sports star because...

Adam Deans Fact File

Name: Adam Deans

D.O.B.: June 16, 1988

Home town: Dianella, WA

Sport: Wheelchair Basketball

Disability: Physical Impairment - left leg limb loss (above knee)

First competed for Australia: 2009

Greatest career achievement: Gold medal at the 2014 IWBF World Wheelchair Basketball Championships

Life and Sporting Career:

Adam Deans always dreamed of becoming a professional sports person. He was especially passionate about a career in the AFL. Unfortunately, in 2005 Adam fell down the stairs whilst at school and broke his leg. Doctors then discovered a cancerous tumour in his left femur and he was required to undergo chemotherapy. As a result, less than three months later, his leg was amputated above the knee. Adam was not one to give up though, and the following year he began using a prosthetic leg.

Brant Garvey, a para-athlete and friend, encouraged Adam to attend wheelchair basketball training in 2009. It was after this that Adam decided to rediscover his sporting dream of becoming a professional athlete, and he began training and playing with the Perth Wildcats. Less than a year later, he was selected to represent Australia at the IWBF Under-23 World Wheelchair Basketball Championship in Paris, and was awarded Wheelchair Sports WA Rookie of the Year.

In 2010 Adam broke his wrist, but he overcame this set back and was granted a \$2000 'Dare to Dream' scholarship from Redkite to help him pursue his dream of winning a gold medal at the Paralympic Games.

After narrowly missing out on a place in the London 2012 Paralympic Games, Adam was selected for the 2016 Continental Clash, a multinational competition partly to prepare athletes for the Rio Olympics. At this event, the Australian team claimed silver.

During this time, Adam was employed as a Program Officer by the WA Wheelchair Sports Association branch. He was responsible for educating young people about physical disabilities. In 2014, he joined Basketball Australia as a motivational speaker and life coach, which includes personal training and nutritional guidance.

In 2016, he was selected for the 2016 Summer Paralympics in Rio de Janeiro. The team finished sixth.



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Angie Ballard Fact File

Name: Angie Ballard

D.O.B.: June 6, 1982

Home town: Camperdown, NSW

Sport: Athletics - 100m, 400m, 800m, 1500m, 4 x 400m relay

Disability: Paraplegia

First competed for Australia: 1998

Life and Sporting Career:

At the age of seven, Angie was involved in a near-fatal accident that paralysed her. After spending six weeks in hospital, she returned home, and commenced rehabilitation in Sydney the following year. As Angie's brother has spina bifida, she had been exposed to disability early, and quickly adapted to life in a wheelchair.

She tried a number of different sports after attending a Wheelchair Sports NSW Christmas camp, but she eventually decided on wheelchair racing after being encouraged by her PE teacher. She began competing soon after as a way of challenging herself and her new abilities.

Angie's first Paralympic Games were Sydney 2000, and she won her first bronze medal in the 100m final at the 2004 Games in Athens. In 2002 she competed in the 100m at the World Championships and won gold. She feels that this was her most rewarding moment as her hard work, and the effort she had put into training, finally aligned with her competition outcomes.

Her most successful Paralympic Games were in London, where she won two silver medals (200m and 400m) and a bronze in the 100m. In Rio, she earned 2 bronze and a silver to make her total of 8 medals. Tokyo will be her sixth Paralympic Games.

Angie Ballard is a world-class competitor with vast experience and a super coach in her mentor Louise Sauvage. Having already competed at three Paralympic Games, Angie is heading to Tokyo armed with the understanding of what it takes to be successful at the Games.



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