



# Cowra PS Stage 3 "At Home" Learning Pack

## Term 2 Week 3

Hi Stage 3, we hope you're enjoying the change of your school environment. Your teachers are excited to be working together to create some exciting activities for you to complete at home.

- The three highlighted activities are for you to hand in to your teacher for feedback via the Perspex barrel at the front fence of the school, near the administration entrance on Vaux Street, or by email. Please ensure your name and teacher's name is clearly on these worksheets.
- The Stage Three teachers have all emailed their students which can be accessed via their student portal. If students have any questions they may email their classroom teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>English</b>  <i>Please note: only choose 10 words from your allocated lists!</i></p> <p><b>Spelling:</b> If you have a parent to help ask them to give you a pre-test of your spelling list. If not, write out your spelling list using 'look, cover,</p>	<p><b>English</b>  <b>Spelling:</b> Write out your spelling list using 'look, cover, write, check'.            Underline/highlight the sound of the week. Can you think of at least 3 more words that have the same spelling pattern/sound.</p>	<p><b>English</b>  <b>Spelling:</b> Write out your spelling list using 'look, cover, write, check'.            Complete the <i>syllable sort activity</i> from the 'Word Work Grid' for your entire list.  <b>CAN DO:</b>            Complete another activity</p>	<p><b>English</b>  <b>Spelling:</b> Write out your spelling list using 'look, cover, write, check'.            Complete at least one other activity from the 'Word Work Grid.'  <b>CAN DO:</b>            Complete another activity from the 'Word Work Grid.'</p>	<p><b>English</b>  <b>Spelling:</b> If possible, get family member or a carer to test you on your spelling words. If not possible choose another activity from the 'Word Work Grid.'  <b>MUST DO</b>  <b>Reading:</b> Read quietly</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>write, check.</p> <p><b>Comprehension Weekly Focus:</b> Read the text "Ambush" or have a member of your household to read text to you. Highlight any unknown words or words that you found interesting.</p> <p><b><u>MUST DO</u></b></p> <p><i>If you do not have your own book at home, or have not yet collected your library book pack from school, please use the text provided.</i></p> <p><b><u>Reading:</u></b> Read quietly to yourself or out loud to someone for 15-20 minutes.</p> <p><b><u>CAN DO</u></b></p> <p>Complete at least one activity from the "Stage Three Reading Grid".</p>	<p><b>Comprehension Weekly Focus:</b></p> <p>Re-read the text "Ambush" and complete the vocabulary focus questions 1-5.</p> <p><b><u>MUST DO</u></b></p> <p><b><u>Reading:</u></b> Read quietly to yourself or out loud to someone for 15-20 minutes.</p> <p><b><u>CAN DO</u></b></p> <p>Complete at least one activity from the "Stage Three Reading Grid".</p>	<p>from the "Word Work Grid."</p> <p><b>Comprehension Weekly Focus:</b></p> <p>Re-read the text "Ambush" and complete the VIPERS questions. <i>Make sure you refer to the VIPERS explanation information to help with your understanding.</i></p> <p><b><u>MUST DO</u></b></p> <p><b><u>Reading:</u></b> Read quietly to yourself or out loud to someone for 15-20 minutes.</p> <p><b><u>CAN DO</u></b></p> <p>Complete at least one activity from the "Stage Three Reading Grid".</p>	<p><b>Comprehension Weekly Focus – Writing task:</b></p> <p>Re-read the text "Ambush" and then your task is to either rewrite the beginning or the ending of the text. Make sure it is at least 5 - 8 sentences in length.</p> <p><b><u>MUST DO</u></b></p> <p><b><u>Reading:</u></b> Read quietly to yourself or out loud to someone for 15-20 minutes.</p> <p><b><u>CAN DO</u></b></p> <p>Complete at least one activity from the "Stage Three Reading Grid".</p>	<p>to yourself or out loud to someone for 15-20 minutes.</p> <p><b>Grammar &amp; Editing Focus:</b></p> <p>Complete the 'Commas' grammar worksheet.</p> <p>Complete the editing activity task cards "What Should I Write?" and "Skydiving".</p>



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics:</b> Complete the Times Tables activity sheet. Complete the Maths Challenges worksheet for addition and subtraction and whole number.</p>	<p><b>Mathematics:</b> Complete the Times Tables activity sheet. Complete the Maths Challenges worksheet for time and position.</p>	<p><b>Mathematics:</b> Complete the Times Tables activity sheet. Complete column "A" of the mental activities and the first subtraction grid.</p>	<p><b>Mathematics:</b> Complete the Times Tables activity sheet. Complete column "B" of the mental activities and the second subtraction grid.</p>	<p><b>Mathematics:</b> Complete the Times Tables activity sheet. Complete the "brain teasers" worksheet.  <b>CAN DO</b> Fun Spot worksheet</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>PE:</b> Complete Monday's activities on the physical activity log. Continue to fill out your log throughout the week.  <b>Optional extras for the whole week:</b> Select and complete some of the tasks from the "65 FUN THINGS TO DO AT HOME" grid.</p>	<p><b>Geography:</b> Please complete the reading and questions on Global Connections  <b>Optional extras for the whole week:</b> Select and complete some of the tasks from the "65 FUN THINGS TO DO AT HOME" grid.</p>	<p><b>Science:</b> Please complete the coloured sheet set by Mr Vogel  <b>Optional extras for the whole week:</b> Select and complete some of the tasks from the "65 FUN THINGS TO DO AT HOME" grid.</p>	<p><b>Drama:</b> Complete the Stage 3 (5/6) drama lesson sequence from the lesson plan, set by Mrs Hilton  <b>Optional extras for the whole week:</b> Select and complete some of the tasks from the "65 FUN THINGS TO DO AT HOME" grid.</p>	<p><b>PE/Sport:</b> Check you have completed at least 3 days of your activity log. Do something active today. Go for a walk, dance, kick the footy, walk the dog etc  <b>Optional extras for the whole week:</b> Select and complete some of the tasks from the "65 FUN THINGS TO DO AT HOME" grid.</p>

**Links to useful websites:**

**ABCYA:** <https://www.abcya.com/>

**Top Marks:** <https://www.topmarks.co.uk/>

**Prodigy:** <https://www.prodigygame.com/>

**BTN:** <https://www.abc.net.au/btn/classroom/>

**Literacy Pro:** [bit.ly/cpslexile](http://bit.ly/cpslexile)

**Studyladder:** <https://www.studyladder.com.au/>

**Cosmic Kids Yoga:** <https://www.cosmickids.com/category/watch/>

**National Geographic:** <https://www.natgeokids.com/au/>





MONDAY

**WEEK THREE**      **PHONEME: gate egg**

	List 1	List 2	List 3	List 4	List 5	List 6	List 7
Phoneme	leg egg rag go peg dog big got gave grey	game bang drag twig tongs give buggy foggy doggy wagon	begin target magnet foggy bigger giggle ghost guess guard gaze	organic regard glisten wriggle baggage ground great graph galah energy	guilt league tongue aghast neglect organise ghastly guarantee vague negotiate	gratitude glossary spaghetti straggly ingredient signature gaudy argument catalogue colleague	intrigue aggrieved protagonist conglomerate antagonistic sarcophagus stalagmite phantasmagorical magnanimous baguettes



## Ambush

“Be careful. We don’t want them to see any movement in the trees.” Robin Hood’s voice was hushed but fierce. I’d been serving him faithfully now for nearly a year, and it upset me that he didn’t trust me yet. This was my first night hunting with him, and I didn’t want to let him down.

I didn’t reply. Instead, I squeezed myself up into a smaller ball on the thick bough of the tree. I tried my hardest to stay quiet but I felt a sneeze building up at the back of my nose. It was hard, but I managed to snuffle it out with my thick, woollen sleeve. I heard my master sigh under his breath.

“Have we had any word from John yet?” I asked after a long silence. Again he sighed.

“Have you seen that big giant of a man come running down the road?” he asked with strained patience. I shook my head.

The night passed slowly. I didn’t dare to speak again after that. I was worried it would provoke him further. My fine cloak had been a gift from Robin when I’d sworn allegiance to his men. Its thick fibres were certainly keeping the chill air from my bones.

Unable to help myself, I asked, “Have you had luck on this road before?”

“Several times,” he answered with a nod. “The main road to London passes by not far from here. There are a lot of dangerous men on that road, so the wealthy travellers normally use these more sheltered roads.”

“And that’s where we attack them?” I asked with what I thought was enthusiasm.

“We don’t attack if we can help it. Little John will give them the option of paying to pass. If they refuse, then we have no choice.”

Once more, I was silent. Whilst training in the heart of Sherwood Forest, I’d assumed I’d get to use all of my skills tonight. True, I wasn’t very good with a bow, but my swordsmanship was one of the best in my group.

As if out of nowhere, I heard the low rumble of a cart on the track. A piercing whistle came from directly below my branch. I looked down and saw the broad back of Little John. How had somebody of his size managed to sneak so close to me?

“One day, take a minute to watch him move,” Robin Hood said as if he’d read my mind.

I didn’t have time now to watch him, he was striding out into the middle of the road just in time for the cart to pull up.

“What the devil are you doing?” the driver was clearly in no mood to surrender to our demands.

“This is a toll path.” Little John’s voice was calm. It didn’t need to be big or loud, his size did that for him.

“Over my dead body!” The driver banged on the roof of the carriage, and several armed guards stepped out.

“That can be arranged,” said Robin as he dropped from the tree and drew his sword. “Take them as a prisoner if you can. They’re worth more that way!”

## VOCABULARY FOCUS

1. What word or phrase tells you that Robin Hood’s voice was quiet?
2. Find one word in the text which means “in a loyal way”.
3. What does the phrase “I didn’t dare” say about the author?
4. What does the phrase “strained patience” tell you about Robin?
5. Write a definition for “piercing”. You may use a dictionary if you are stuck.

## VIPERS QUESTIONS

- |          |   |
|----------|---|
| <b>I</b> | Why did Robin sigh under his breath?  |
| <b>R</b> | What type of traveller are they expecting to use the road?  |
| <b>S</b> | What happened immediately after the driver refused to pay?  |
| <b>E</b> | In the paragraph that starts “The night passed...”, what effect does the use of short sentences have? |
| <b>R</b> | Where had the author trained?   |





# Stage Three Reading Grid

**Instructions:** Read a book from home or online (such as EPIC or Storyline online) and complete an activity from the grid, every day.

<p><b>Favourite Part</b></p> <p>What was your favourite part of the text? Why? Detail your reasons in full sentences.</p>	<p><b>Visualisation</b></p> <p>Read a page or two of a story and draw a picture of what is happening from what you visualised in your head.</p>	<p><b>Summarising</b></p> <p>Jot down as many V.I.P.'s (Very Important Points) from the text as you can</p>	<p><b>Monitoring Coding Strategy</b> to help monitor your reading. Mark the codes on the page if you are allowed.</p> <table border="1" data-bbox="446 851 542 1052"> <tr> <td>1</td> <td>Understanding the text</td> </tr> <tr> <td>2</td> <td>Identifying the main idea</td> </tr> <tr> <td>3</td> <td>Identifying important information</td> </tr> <tr> <td>4</td> <td>Identifying the author's purpose</td> </tr> </table>	1	Understanding the text	2	Identifying the main idea	3	Identifying important information	4	Identifying the author's purpose	<p><b>Predicting</b></p> <p>Looking at the title and front cover, make a prediction about the text. Whilst reading, check your prediction and alter it if needed.</p>	<p><b>Questioning</b></p> <p>Before reading an information text, write 'I wonder' in the middle of the page. Next, write questions you have about the topic before reading. Once you read the text, write down the answers to your questions.</p>
1	Understanding the text												
2	Identifying the main idea												
3	Identifying important information												
4	Identifying the author's purpose												
<p><b>Text-to-text Connections</b></p> <p>List down how this text relates to something you have read or viewed in another text.</p>	<p><b>Text-to-world Connection</b></p> <p>List down how this text relates to something that has happened in the real world</p>	<p><b>Text-to-self Connections</b></p> <p>List down how this text relates to something in your own life.</p>	<p><b>Character Map</b></p> <p>Draw a picture of a character in your text. Label your character.</p>	<p><b>Problem/Solution</b></p> <p>Identify and write the problem and the solution of your story.</p>	<p><b>Inferring</b></p> <p>What's in my teacher's bag or trash? Make inferences about what is in their bag based on what you know about your teacher.</p>								
<p><b>Character Comparison</b></p> <p>Choose two characters and compare. How are they different? How are they the same?</p>	<p><b>Setting</b></p> <p>What is the setting of your story? Write about it in detail.</p>	<p><b>Non Fiction</b></p> <p>Read non-fiction books and write or draw about something you learned.</p>	<p><b>Non Fiction</b></p> <p>List 3 interesting facts you read in your book. Complete some extra research and add some more facts</p>	<p><b>Retell</b></p> <p>After reading the story, retell it to a family member using first, next, lastly.</p>	<p><b>Inferring</b></p> <p>Use your background knowledge + text clues to make an inference about your book.</p>								
<p><b>B-M-E</b></p> <p>Identify and summarise in paragraphs the Beginning, middle and end of your story.</p>	<p><b>Different Ending</b></p> <p>Change the ending of your story. Illustrate after you have written.</p>	<p><b>Tricky Words</b></p> <p>Write down any tricky words you come across while reading. Find them in a dictionary and write the meaning down.</p>	<p><b>Character Traits</b></p> <p>Draw a picture of a character. Label the character with their traits.</p>	<p><b>Activating Prior Knowledge</b></p> <p>Choose a topic and write what you already know, then research the topic and in a second column, write what you now know.</p>	<p><b>Scanning</b></p> <p>Scan a newspaper and find the following: birth notice, weather forecast, advertisement, sports result, good news article and bad news article. Glue them under their headings if you wish.</p>								

# 9 Times Table Activities

Count in 9s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a)  $2 \times 9 =$  \_\_\_\_\_

d)  $8 \times 9 =$  \_\_\_\_\_

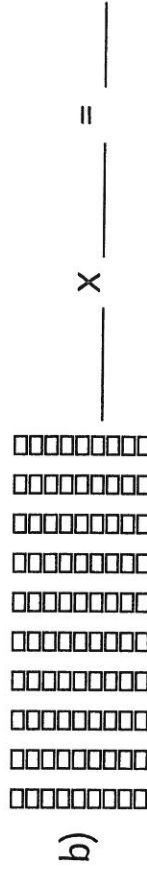
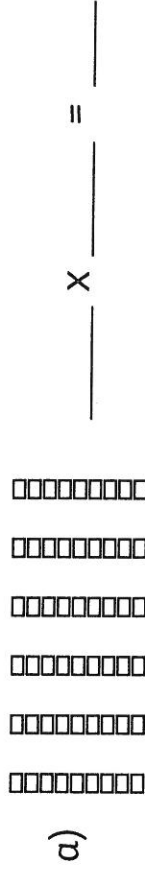
b)  $3 \times 9 =$  \_\_\_\_\_

e)  $12 \times 9 =$  \_\_\_\_\_

c)  $5 \times 9 =$  \_\_\_\_\_

f)  $9 \times 9 =$  \_\_\_\_\_

How many blocks are there?





## Addition and Subtraction

1. The Tye family prepared a \$20 000 budget for their holidays.

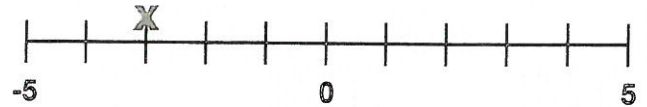
Airline Tickets .....	\$8450
Accommodation .....	\$4175
Food .....	\$2200
Souvenirs .....	\$900
Spending .....	\$2250

The amount remaining was

- a. \$3125    b. \$3520    c. \$2025    d. \$3540

## Whole Numbers

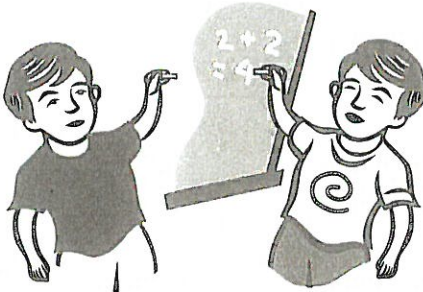
1. On the number line the X is placed on



- a. -2    b. 3    c. -3    d. 2

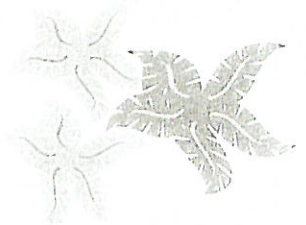
2. Noah counts by 7 and Lyall counts by 9. What is the first same number they both say?

- a. 35  
b. 54  
c. 63  
d. 75



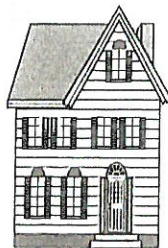
2. The number 5 473 261 rounded to the nearest million is

- a. 5 million  
b. 6 million  
c. 4 million  
d. 7 million



3. Jac purchased a house for \$625 000. He spent \$37 450 on landscaping and \$19 800 on a swimming pool. The total Jac spent was

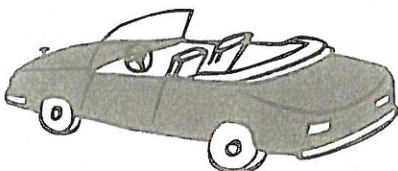
- a. \$682 500    b. \$682 250  
c. \$680 250    d. \$688 500



3. Which order of digits is the number one million and one hundred written?

- a. 1 000 101    b. 1 000 111  
c. 1 000 100    d. 1 000 010

4. Nic had \$38 000 for a car. He paid \$33 750 for the car and an additional \$850 for a tow bar and \$210 for seat covers. The amount Nic had left from his \$38 000 was



- a. \$3910    b. \$3090    c. \$3190    d. \$3050

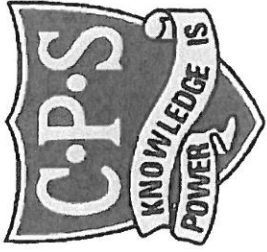
4. What is the largest number that can be made from the digits 3, 1, 8, 9 and 2?

- a. 18 932  
b. 93 821  
c. 92 138  
d. 98 321





# Weekly Physical Activity Log



WEEK:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Activities of the Day							
Daily Total Minutes of Activity							
Overall, how hard did I work? (Light, moderate, intense)							
Comments							

\*\* Activities could include: Walking / Playing with pets, skipping, running, jumping, house work (vacuuming, cleaning), star jumps, squats, hopping, throwing and catching, playing games with family members etc.

\*\* Please complete your weekly sheet and share with others (via CPS Facebook), encouraging them to stay physically active and give ideas on activities to do at home



# READING AT HOME

If you do not have your own book at home, or have not collected your library book pack from school, please read from the text provided.

# Downpour

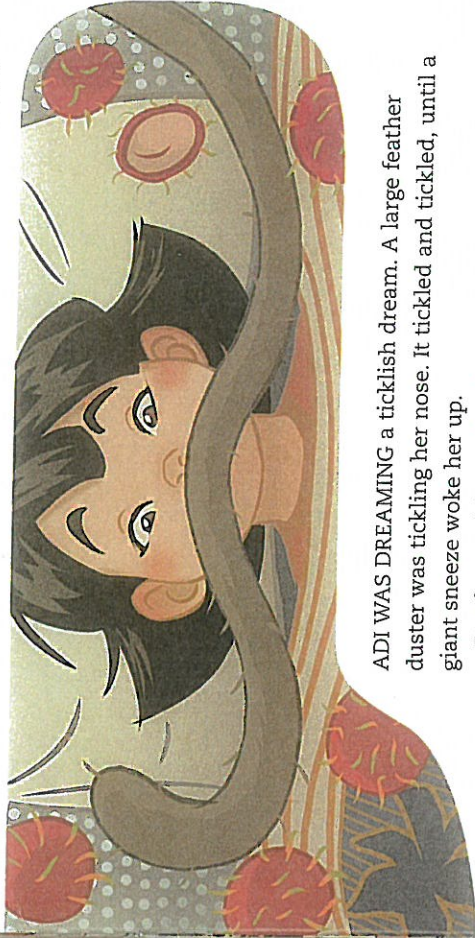
poem by Kate Williams  
illustrated by Matt Ottley

Roof-top-slapper  
window-smacker  
streaking from the sky

Shopper-splasher  
parcel-trasher  
making people fly

Traffic-soaker  
engine-choker  
forcing cars to brake

Barging, charging, roaring by  
blue sky in its wake.



# Monyet Saves the Day

story by Ellie Royce | illustrated by Jenny Tan

ADI WAS DREAMING a ticklish dream. A large feather duster was tickling her nose. It tickled and tickled, until a giant sneeze woke her up.

Rambutan skins dotted her quilt, like sea urchins on the ocean floor. A long tail swung by her nose, almost making Adi sneeze again. Happy, slurping sounds came from a hairy face, half-covered by another rambutan.

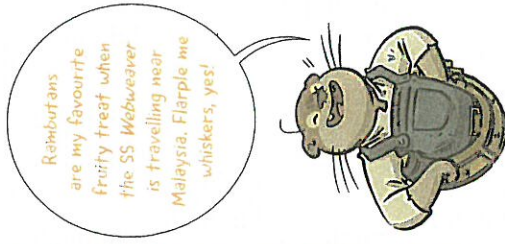
'Ai, Monyet!' Adi cried. 'Don't eat those in here!'

The monkey dropped her rambutan and leapt up to the end of the bed, chattering at Adi.

Then Adi laughed and hugged Monyet. 'You love those rambutans, don't you?' she said. 'Now, get out. I have to get ready for school.'

In the kitchen, Adi's big sister, Jai, was packing Adi's lunch. In went a sandwich. In went a drink. In went some rambutans.

And while Jai was calling out, 'Adi, hurry! You will miss the bus and it's much too wet to walk to school,' into the backpack went Monyet too!



Rambutans  
are my favourite  
fruity treat when  
the SS Webweaver  
is travelling near  
Malaysia. Flurple me  
whiskers, yes!





Adi dashed through the kitchen, grabbing her backpack on the way.

'Thank you, Jai,' she called, running out the door. It was a grey monsoon sort of morning, and rain was falling from clouds that never seemed to empty. Adi could see yellow headlights trying hard to shine through the wall of water. She sloshed and squelched to where the bus waited, and climbed aboard.

Then, as she did each day once she got on the bus, Adi wondered what Jai had packed for lunch. She unzipped her bag to check.

She expected to see a sandwich, a drink and some fruit. She did not expect to see ... Monyet! 'What are you doing in there?'

Monyet sprang out of the backpack.

The bus driver yelled, 'Aya! No monkeys allowed on the bus!'

All the other people on the bus yelled too.

Monyet did not like yelling.

She dived and bounced.

She swung and climbed.

She bounded and leapt.

Adi tried to catch Monyet.

The bus driver tried to catch Monyet.

All the people on the bus tried to catch Monyet.

But Monyet would not be caught.

Out of the bus window Adi could see Jai running from the house, waving her arms and yelling something. Then, suddenly, Jai vanished! Where Jai had been there was now only swirling, muddy water. What could have happened?

Finally, Jai appeared again—at least most of her did. But from her hips down, Jai was invisible.

Adi cried out, 'Please, someone! Help my sister! She's stuck in the monsoon drain!'

But in all the confusion no-one heard her.

Adi thought hard. How could she get people out of the bus to help Jai? Then, at that very moment, Monyet landed in her lap.

'Monyet, look!' Adi grabbed the rambutans.

She threw them with all her might.

Out the window flew the rambutans.

Out of the window jumped Monyet.

Out of the bus scrambled Adi, the bus driver and everyone else.

At the same time, as Jai watched in amazement, Monyet sailed lightly through the air with a rambutan in her hand and landed gracefully ... right on Jai's head!

'Aya!' cried all the people, forgetting about catching the monkey and rushing to help Adi's soaked sister.

Jai was rescued and wrapped up to dry.

Adi was allowed a day home from school.

And what about Monyet?

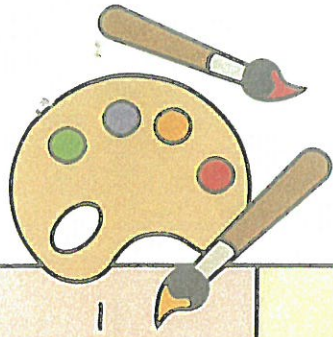
Well, she helped herself to another nice, juicy rambutan ... or two. ■





# 65 FUN THINGS TO DO WITH KIDS AT HOME

 teachstarter



<p>1</p> <p>Count all the light switches in your house. How many are on and how many are off?</p>	<p>2</p> <p>Learn a short passage from your favourite book off by heart. Perform it for the people in your house.</p>	<p>3</p> <p>Build a blanket cubbyhouse. Draw up a plan for your cubbyhouse and create a list of the items you will need.</p>	<p>4</p> <p>Write a letter to a friend or family member you haven't seen in a while.</p> 	<p>5</p> <p>Go on a nature scavenger hunt outside and sketch each item on paper.</p>
<p>6</p> <p>Build an outdoors obstacle course for your family. Draw up a plan and create a list of items you will need.</p>	<p>7</p> <p>Find different 3D objects around the house and draw them on paper.</p>	<p>8</p> <p>Play hide-and-seek as a family.</p>	<p>9</p> <p>Dress up and perform a play for your family.</p> 	<p>10</p> <p>Go on an alphabet scavenger hunt. Can you find an object that starts with every letter of the alphabet?</p>
<p>11</p> <p>Do some mindful colouring as a family.</p> 	<p>12</p> <p>Cut out letters from a magazine to make your name.</p>	<p>13</p> <p>Create a colour wheel by cutting out bits of coloured paper from a magazine.</p>	<p>14</p> <p>Using the food you have at home, create a dinner menu. Try to include descriptive language that will make your menu sound delicious!</p>	<p>15</p> <p>Use items found in your garden to make nature faces.</p>
<p>16</p> <p>Create a musical instrument from recycled items you find around the house.</p>	<p>17</p> <p>Draw a maze with a start and end point, and ask each family member to try to navigate it.</p>	<p>18</p> <p>Organise the books on your bookshelf into rainbow colours or alphabetical order.</p> 	<p>19</p> <p>Learn magic tricks and perform a magic show for your family.</p>	<p>20</p> <p>Teach your family how to create some origami.</p>
<p>21</p> <p>Start a gratitude journal. Every morning when you wake up, write about something you are grateful for.</p>	<p>22</p> <p>Interview members of your household, or your grandparents, other family, or friends on Skype and record what they are thinking.</p>	<p>23</p> <p>Play book bingo! Make a list of common words for each family member and see who can find them the fastest on the titles in your bookshelf.</p>	<p>24</p> <p>Create a Joy Jar. Each day, write a sentence on a piece of paper about what made you joyful that day</p>	<p>25</p> <p>Start a squiggle on a piece of paper and place it on the fridge. During the day, family members take turns to add a little more squiggle to the picture.</p>
<p>26</p> <p>Paint the driveway, fence or deck with water – or with paint if you are allowed.</p> 	<p>27</p> <p>Design a piece of furniture built from paper straws, masking tape, cardboard and a hole punch.</p>	<p>28</p> <p>Use sidewalk chalk on the driveway to create a hopscotch pattern or to draw an obstacle course.</p>	<p>29</p> <p>Have some messy fun, using shaving cream and food colouring on a tray.</p>	<p>30</p> <p>Create a dinosaur city from sticks, dirt, rocks and whatever you can find outside.</p>



31

Learn Morse code and use it to communicate to your family members.

32

Sit quietly and write about what you can hear, smell, see, touch and taste.

33

Graffiti your fence with uplifting messages or bright artwork in chalk.

34

Write a short story that includes a giraffe, a panda and a yoyo.

35

Have a paper-plane flying competition!



36

Stick masking tape to the floor to create a racetrack around the house!

37

Do some cloud-spotting! Write about or draw the different shapes you can see.

38

Have an online playdate with a friend, using Skype, Zoom, Google Hangouts or Facetime.

39

Transform an empty shoebox into a setting from one of your favourite storybooks.

40

Draw a floor plan of your bedroom and show the outlines of all of your furniture.

41

Design your 'dream house' floor plan, complete with measurements.

42

Collect 10 different leaves on an afternoon walk and put them in order from darkest to lightest.

43

Use bark or leaves to create a rub picture.



44

Choose a famous person to research.

45

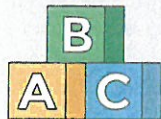
Play a board game.

46

Sort your toys into groups. Get people to guess which sorting rule you used.

47

Learn to say the alphabet backwards.



48

Play a game of charades with your family.

49

Make up a dance routine to go with your favourite song.

50

See who can build the largest structure using a deck of cards.

51

Pick an exercise move for each number on a dice. Take turns rolling the dice for some movement fun!

52

Paint some rocks and create a kindness garden in your backyard.

53

List all the different colours you can see outside, and tally how many items you can see in each colour.

54

Using recyclable items, design and create a boat that can float on water.

55

Learn how to read a map.



56

Hide some 'treasure' and create a treasure map for someone in your family to follow.



57

Make your own pet rock.

58

Play a game of I Spy.



59

Go on a bug scavenger hunt around the yard. Take photos of interesting bugs you see.

60

Explore the world with Google Earth.

61

Learn about a famous artist and use their art as inspiration for your own creation.

62

Construct your own sundial.

63

Learn the alphabet in sign language.

64

Learn how to say hello in 5 different languages.

65

Make some homemade playdough.

TUESDAY



# 11 Times Table Activities

Count in 11s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

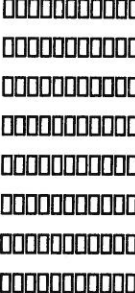
Work out these answers:

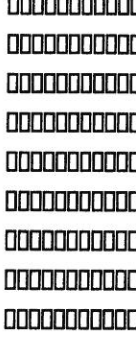
a)  $2 \times 11 =$  \_\_\_\_\_ d)  $6 \times 11 =$  \_\_\_\_\_

b)  $12 \times 11 =$  \_\_\_\_\_ e)  $7 \times 11 =$  \_\_\_\_\_

c)  $5 \times 11 =$  \_\_\_\_\_ f)  $9 \times 11 =$  \_\_\_\_\_

How many blocks are there?

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



## Time

1. The three lights above the harbour flashed at the intervals shown. After how many seconds would the lights flash at the same time?

**Light A**  
4 sec



**Light B**  
5 sec



**Light C**  
6 sec



- a. 30 sec  
c. 50 sec

- b. 40 sec  
d. 60 sec



## 2. 100 Metre Sprint Times

Jarrold's time was faster than Marc's time by

- a.  $\frac{1}{100}$  second  
b.  $\frac{1}{10}$  second  
c. 1 second  
d. 10 seconds



Jarrold's time  
13.65 sec

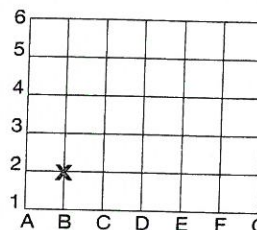


Marc's time  
13.75 sec

## Position

1. Depart from X and travel north for 2 km. Turn 90° and travel 4 km east. Turn 90° and travel 1 km south. The coordinates of Jim's location are

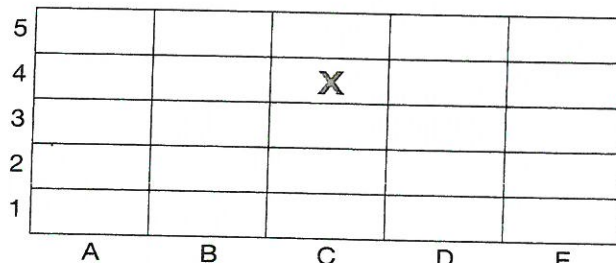
- a. G4  
b. D2  
c. F3  
d. E6



Scale  
 $\frac{1}{2}$  cm : 1 km



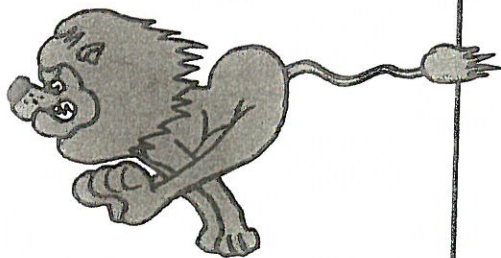
2. What are the coordinates of X in the grid?



- a. C3    b. B4    c. C4    d. D4

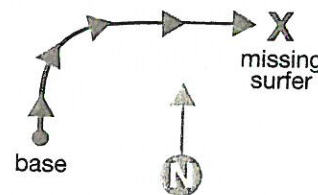
3. The concert commenced at 7:30 pm. After  $1\frac{1}{4}$  hours there was a 10 minute interval. What time did the interval end?

- a. 8:55 pm  
b. 9:55 pm  
c. 8:45 pm  
d. 9:45 pm

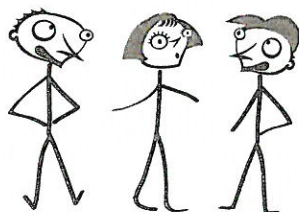


3. The rescue boat travelled on the course to rescue a surfer. After rescuing the surfer the boat travelled straight back to its base. What direction did it travel back to its base?

- a. south-east  
b. south-west  
c. north-east  
d. west



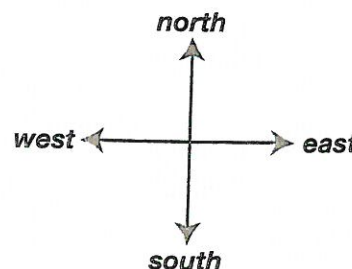
4. Sam was born in 1969. Tyson is 24 years younger. Sarah is 4 years older than Tyson. How old was Sarah in 2008?



- a. 17    b. 18    c. 19    d. 20

4. Peta is facing south. If she turns left through 135°, what direction is she now facing?

- a. east  
b. south-east  
c. north-east  
d. north



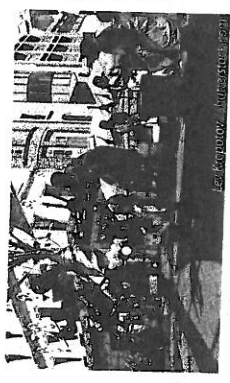
## 24 Global Connections

Every nation is connected in some way to every other nation in the world. It may be through trade, migration or tourism. We may give aid to a nation, or help each other in defence matters. We may have historical and cultural links. Some of these connections are very close, while others have weaker links.

### Migration

Migration is the permanent movement of people from one place to another. It results in strong connections between countries, as people who move to a new place keep many connections with the place from which they came.

Over time some parts of their culture and way of life may become accepted and practised in their new homeland.



These dancers and drummers, originally from Burundi in Africa, are performing at an Australia Day parade in Adelaide.

### Tourism

People travelling overseas contribute to the economies of those countries by spending money.

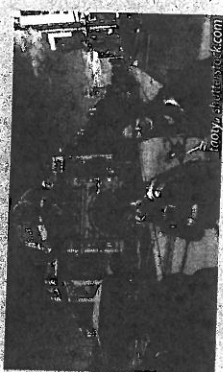
They may also gain an insight into the way of life of the people in those places.



Tourists visit the world-famous Twelve Apostles rock formations in Victoria.

### Trade

Each nation relies on others to buy some of the goods they produce, and to sell them the goods they need. Buying and selling between nations increases the contact between people of those lands. It may also help to increase living standards in poorer countries, providing them with much needed income.



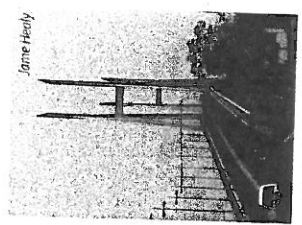
Hundreds of thousands of overseas students come to Australia to study at universities and colleges.

### Cultural Influences

Modern communication has allowed cultures to spread across all lands. We watch television shows and movies and read books from all around the world. As well as being entertained, we are finding out about different cultures.

### Defence

Some nations join together to form defence alliances. Their armies, navies and air forces practise together, and may act together to protect each other in the event of a war.



My Thuận Bridge

### International Aid

Richer nations usually help those that are less well-off by giving international aid. This can be grants of money or help with large projects such as building bridges or hospitals. My Thuận Bridge (right) is a 1.5 kilometre bridge over a branch of the Mekong River in Vietnam. It was built in 2000 with the assistance of funds from Australia.

1 List six ways nations can be connected to each other.

•	
•	
•	

2 How might trade help to increase the standard of living in poorer nations?


3 Why does the Mỹ Thuận Bridge in Vietnam have a connection to Australia?


4 What is migration?


### Inference Questions

5 What do you think is meant by the term 'Global Connections'?


6 What are some ways that Australia's connections with other countries change people and places?


### Research time!

7 Use the Internet or a dictionary to find definitions for the words below.

a	immigrate
b	emigrate
c	alliance
d	grant (of money)

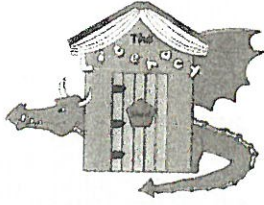
WEDNESDAY

## Word Work Grid

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

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





## Stage 3 Comprehension Pack

This free pack is aimed at those children working at the expected reading level for a child in Y3 in England. P4 in Scotland and Ireland. (Ages 7-8)  
The texts have a Lexile level range between 560L and 760L.

### What do the letters mean?

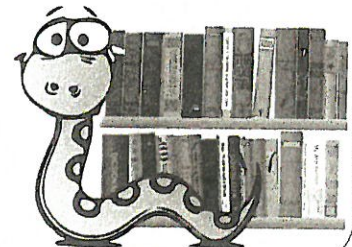
The questions in the comprehensions are not numbered but labelled with a letter from VIPERS. These letters correspond with key reading skills. Many schools use these codes in reading lessons so lots of children will be familiar with them.

If your child is not familiar with the letter codes, then do not worry – it is just highlighting the skill for them.

If you would like to read more about VIPERS then there is an explanation on our blog here:  
[www.literacyshedblog.com/vipers](http://www.literacyshedblog.com/vipers)

### Reading Vipers

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence or Summarise



our membership area on  
[www.literacyshedplus.com](http://www.literacyshedplus.com)

# 12 Times Table Activities

Count in 12s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a)  $4 \times 12 =$  \_\_\_\_\_

d)  $6 \times 12 =$  \_\_\_\_\_

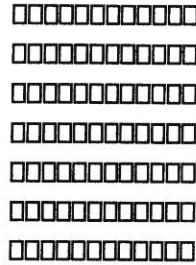
b)  $8 \times 12 =$  \_\_\_\_\_

e)  $7 \times 12 =$  \_\_\_\_\_

c)  $5 \times 12 =$  \_\_\_\_\_

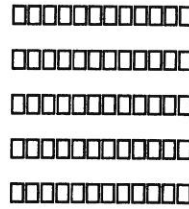
f)  $9 \times 12 =$  \_\_\_\_\_

How many blocks are there?



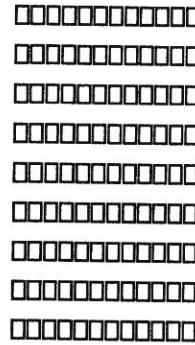
a)

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



b)

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



c)

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

# WEDNESDAY

**A**

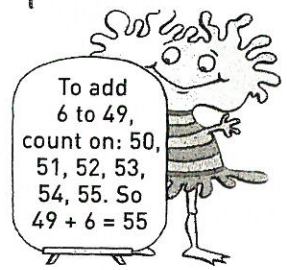
- 1  $14 + 3$  \_\_\_\_\_
- 2  $20 - 8$  \_\_\_\_\_
- 3  $5 \times 7$  \_\_\_\_\_
- 4  $28 \div 4$  \_\_\_\_\_
- 5 Place value of 9 in 495 \_\_\_\_\_
- 6 Is 596 less than 764? \_\_\_\_\_
- 7 Round off 865 to nearest hundred \_\_\_\_\_
- 8 12, 18, 24, \_\_\_\_\_
- 9  $\$1.20 + \$1.35$  \_\_\_\_\_
- 10 Quarters in  $\frac{3}{4}$  \_\_\_\_\_
- 11  $\frac{2}{4}, \frac{3}{4}, 1,$  \_\_\_\_\_
- 12 Is 3 a factor of 15? \_\_\_\_\_
- 13 Next odd number after 99 \_\_\_\_\_
- 14  $9 + \square = 24$
- 15 Centimetres in 7 m \_\_\_\_\_
- 16 Millilitres in 9 L \_\_\_\_\_
- 17 Abbreviation for square metre \_\_\_\_\_
- 18 Grams in 7 kg \_\_\_\_\_
- 19 Days in June, July and August \_\_\_\_\_
- 20 How many sides has a trapezium? \_\_\_\_\_

20

# THURSDAY

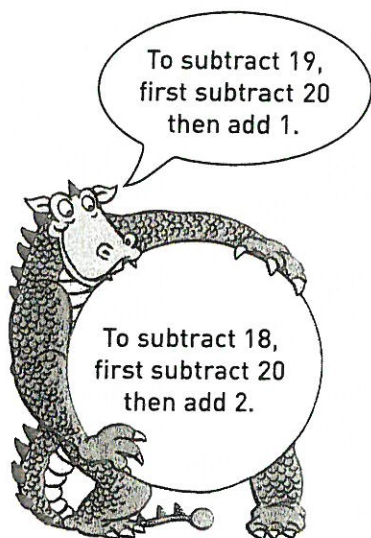
**B**

- 1  $49 + 6$  \_\_\_\_\_
- 2  $53 - 4$  \_\_\_\_\_
- 3  $4 \times 9$  \_\_\_\_\_
- 4  $63 \div 7$  \_\_\_\_\_
- 5 Place value of 8 in 18 305 \_\_\_\_\_
- 6 Smallest numeral from 5, 3, 8 \_\_\_\_\_
- 7 Round off 5 629 to nearest hundred \_\_\_\_\_
- 8 How many digits in 2 637? \_\_\_\_\_
- 9  $\$1.90 - \$1.20$  \_\_\_\_\_
- 10 Is  $\frac{2}{5}$  equal to  $\frac{4}{10}$ ? \_\_\_\_\_
- 11  $\frac{2}{3}, 1, 1\frac{1}{3},$  \_\_\_\_\_
- 12 Is 8 a factor of 64? \_\_\_\_\_
- 13 Roman numeral for 135 \_\_\_\_\_
- 14  $19 + \square = 31$
- 15 Centimetres in 9 m \_\_\_\_\_
- 16 Litres in 6 000 mL \_\_\_\_\_
- 17 Perimeter of a rectangle 5 cm by 6 cm \_\_\_\_\_
- 18 Kilograms in 8 000 g \_\_\_\_\_
- 19 Minutes in 5 hours \_\_\_\_\_
- 20 How many faces has a square pyramid? \_\_\_\_\_



20

Complete the subtraction grids.



1

	45	53	62	74	86	91
-9						
-19						
-29						
-39						

2

	64	68	73	76	81	85
-8						
-18						
-28						
-38						

THURSDAY



# 5 Times Table Activities

Count in 5s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Work out these answers:

a)  $2 \times 5 =$  \_\_\_\_\_

d)  $6 \times 5 =$  \_\_\_\_\_

b)  $4 \times 5 =$  \_\_\_\_\_

e)  $7 \times 5 =$  \_\_\_\_\_

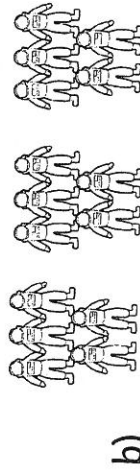
c)  $5 \times 5 =$  \_\_\_\_\_

f)  $12 \times 5 =$  \_\_\_\_\_

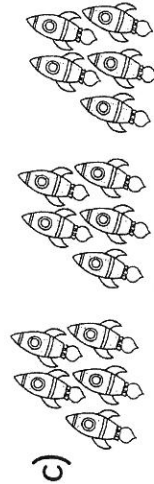
How many are there?



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

# Drama Wk 3

**Learning Intention:** listen and respond to selected scenarios through mime, dialogue, cooperation and costuming  
**I will be able to:** follow instructions, mime, freeze/unfreeze, invent, model and perform

Syllabus	DRAS1.1 K-2	DRAS1.3 DRAS2.1	DRAS2.2 3-4	DRAS3.1 DRAS3.3 5-6
Preparation Children to watch Circus Movie (see link left of page)	Parents to watch with children if possible, pointing out animal and human movements and sounds. Link far left is for Movie <a href="https://www.youtube.com/watch?v=JyLTMtNXjK8">https://www.youtube.com/watch?v=JyLTMtNXjK8</a>			
Warm Up No props	<p><b>Parent participation necessary</b></p> <ul style="list-style-type: none"> <li>Teach children the FREEZE command. Ensure that it be immediate and maintained.</li> <li>Now work in pairs.</li> <li>children mime a clown</li> <li>juggling/freeze</li> <li>children make a loud, fake clown laugh/ freeze</li> <li>children roar like a lion/freeze</li> <li>children strut like lion and combine roar.</li> <li>Repeat with other animals.</li> </ul>	<p><b>Parent participation necessary</b>  <b>BOTH children will need to practise this before completing the task.</b>  <b>The children are acting as clowns from the circus.</b></p> <ul style="list-style-type: none"> <li>working in pairs, one child, while the other watches, presents, (including sound effects), 2 consecutive tricks or movements from his/her circus act. Then the watcher, will try to copy exactly what she/he has seen</li> <li>children swap roles</li> </ul>	<p><b>Parent participation necessary</b>  <b>BOTH children will need to practise this before completing the task.</b>  <b>The children are acting as clowns from the circus.</b></p> <ul style="list-style-type: none"> <li>working in pairs, one child, while the other watches, presents, (including sound effects), 2 consecutive tricks or movements from his/her circus act. Then the watcher, will try to copy exactly what she/he has seen</li> <li>children swap roles</li> </ul>	
Concentration/Discussion	<p><b>Body shapes (see link top right of page in Preparation)</b>  <b>Parent needs to pause the youtube often, to allow drawing time.</b>  <b>Children to draw the gorilla and to be aware of its body shape and how this affects its movements.</b></p>	<p><b>Body shapes (see link top right of page in Preparation)</b>  <b>Parent needs to pause the youtube often, to allow drawing time</b>  <b>Children to draw the gorilla and to be aware of its body shape and how this affects its movements.</b></p>	<p><b>Body shapes (see link top right of page in Preparation)</b>  <b>Parent needs to pause the youtube often, to allow drawing time</b>  <b>Children to draw the gorilla and to be aware of its body shape and how this affects its movements.</b></p>	
Skill Practice Props may be used	<p><b>Facial expressions</b>  <b>Children sit in pairs, facing each other.</b>  <b>Posing as clowns, one child will make a facial expression, then the other child will mirror this, swap roles. Children will mirror a clown crying, laughing, eating hot food, being extremely cold and shivering.</b></p>	<p><b>Performance</b>  <b>In pairs, children to mime tight rope walkers on the wire performing 3 tricks in pairs, they describe to each other their tight rope performances.</b>  <b>Each one must give feedback to the other.</b></p>	<p><b>Performance</b>  <b>in pairs, children to mime clowns and jugglers performing 4 tricks</b>  <b>in pairs, they describe to each other their tight rope performances.</b>  <b>Each one must give feedback to the other.</b></p>	

FRIDAY





Commas can be used to separate words in a list.  
e.g. I bought an apple, orange, pear and banana.  
When listing, we do not use commas before 'and'.

1 Rewrite these sentences inserting commas where necessary.

a At the aquarium I saw turtles penguins starfish and sharks.

b Don't forget your shoes socks uniform bat and sunscreen.

2 Create a sentence that uses these words in a list.

English maths science art

3 Create a sentence of your own that lists three objects.

My computer has a \_\_\_\_\_

When extra information is added to a sentence, a comma is used to separate the extra information from the main idea. e.g. Luke bought a new car. → Luke, my neighbour, bought a new car. "My neighbour" is the extra information given to the reader.

after school \_\_\_\_\_ a city in Italy \_\_\_\_\_ a teacher at my school \_\_\_\_\_  
an island off Queensland \_\_\_\_\_ my sister's best friend \_\_\_\_\_

4 Rewrite the sentences inserting suitable information from the box above.

a Yesterday, I went to Mark's house.

b Rome was home to the gladiators.

c Mr O'Brien can play the piano.

d Hamilton Island can have extremely humid weather.

e Katie is a great gymnast.

5 Add additional information to this sentence.

Elvis Presley, \_\_\_\_\_, died in 1977.

### Type of Text: Report

## Titanic Sinks on Maiden Voyage

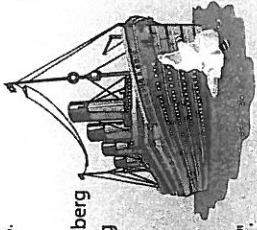
On April 10, 1912, the Titanic set sail with over 2200 passengers and crew members. Disastrously, the ship was only equipped with sixteen lifeboats, which could only hold 1178 people.

On April 14, four days into its maiden voyage, the captain received five ice warnings. He ignored the warnings and continued to travel at a high speed.

In the middle of the night, at approximately 11:40 pm, a lookout spotted a huge iceberg in the water. The Titanic was heading straight towards it. Unfortunately, the sighting was too late. The ship hit the iceberg, ripped a huge hole in its side, and sank.

That night, 1522 people either drowned or died from hypothermia (low body temperature).

The sinking of the Titanic has been hailed the "greatest maritime disaster in history".



6 Read the report on the Titanic. Write the words or numbers that need a comma after them.

a On April 14 four days into its maiden voyage the captain received five ice warnings.

b In the middle of the night at approximately 11:40 pm a lookout spotted a huge iceberg in the water.

c Unfortunately the sighting was too late. The ship hit the iceberg ripped a huge hole in its side and sank.

Some commas are used to show a pause in a sentence.  
e.g. Even though there was lots of traffic, we made it to the game on time.

7 Insert a comma in the following sentences to show a pause.

a Even though I was tired I still went to basketball training.

b Although there wasn't much snow we still went skiing.

c When the rain ceased we went out to play.

8 Shade the bubble/s to show where the comma/s should go in these sentences.

a I packed a tent torch pillow blanket and food.

b After the painter finished the job he cleaned his brushes.



### Challenge Option

Write a sentence of your own that uses a comma to show a pause.

17

## What Should I Write?

you have thirty minites to write your storey,  
said the teacher. what was I going to write  
about how was I going to write an entira  
story in firty minutes should I write about  
a scary dragon or a hungry dinosaur would  
a story about a dragon and a dinosaur who  
are friends make sense



Find 4 spelling mistakes.  
Add 5 capital letters, 4 question marks and 1 set of  
quotation marks.

teachstarter

18

## Sky Diving

you did what? screammed Marco  
i jumpt out of a plane! i replied  
no way! i don't beleive it. with who? he said in  
disbelief  
with my brother. it was so much fun! i explained  
would you do it again? Marco asked  
for sure! i said excitidly



Find 4 spelling mistakes.  
Add 12 capital letters, 6 full stops and 6 sets of  
quotation marks.

teachstarter

# 3 Times Table Activities

Count in 3s and colour in the grid:

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

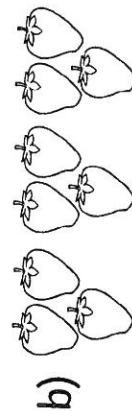
Work out these answers:

- a)  $4 \times 3 =$  \_\_\_\_\_
- b)  $3 \times 3 =$  \_\_\_\_\_
- c)  $5 \times 3 =$  \_\_\_\_\_
- d)  $2 \times 3 =$  \_\_\_\_\_
- e)  $9 \times 3 =$  \_\_\_\_\_
- f)  $6 \times 3 =$  \_\_\_\_\_
- g)  $7 \times 3 =$  \_\_\_\_\_
- h)  $1 \times 3 =$  \_\_\_\_\_
- i)  $11 \times 3 =$  \_\_\_\_\_
- j)  $8 \times 3 =$  \_\_\_\_\_
- k)  $10 \times 3 =$  \_\_\_\_\_
- l)  $12 \times 3 =$  \_\_\_\_\_

How many pieces of fruit are there?



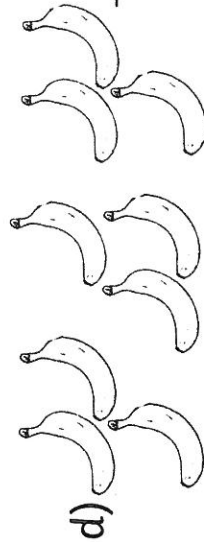
\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

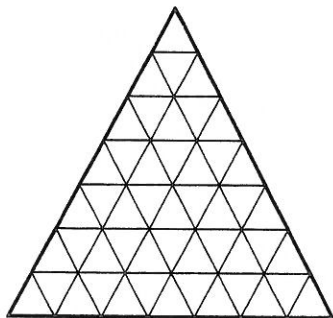


\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

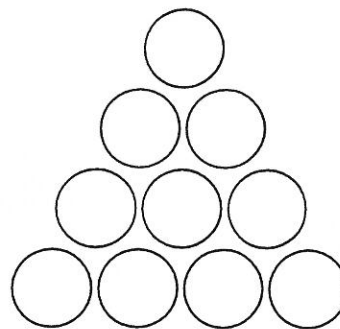


# Brain Teasers!

1 How many triangles can you see?

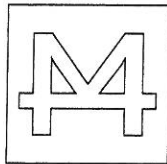
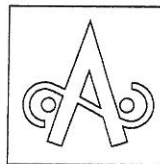
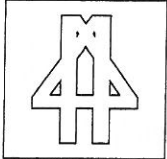
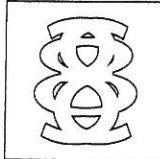


2 Move 3 circles to make the triangle point downwards.






3 What is the next shape in the sequence?






- A.  B. 
- C.  D. 




4 Can you work out the mass of each animal?


 +  = 1600 kg

 = .....

 +  = 850 kg

 = .....

 +  +  = 860 kg

 = .....

# Unit 7

## Fun Spot!

These shapes have been made from matches.  
How many matches are needed to make a line of:

1	a	5 triangles	_____
	b	25 triangles	_____
2	a	6 triangles	_____
	b	30 triangles	_____
3	a	8 squares	_____
	b	35 squares	_____
4	a	10 houses	_____
	b	50 houses	_____
	c	101 houses	_____

5 Joe bought ten exercise books.



How much did he pay altogether? Circle the correct answer.

- \$6.00   \$20.00   \$14.00   \$9.15

6 Sam had ten dollars to spend.



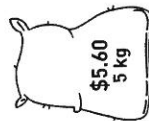
Could he buy 3 milkshakes and:  
6 hamburgers?   4 hamburgers?  
3 hamburgers?   5 hamburgers?

7 Tim wanted to buy a shirt and a pair of shorts.



He could buy these with:

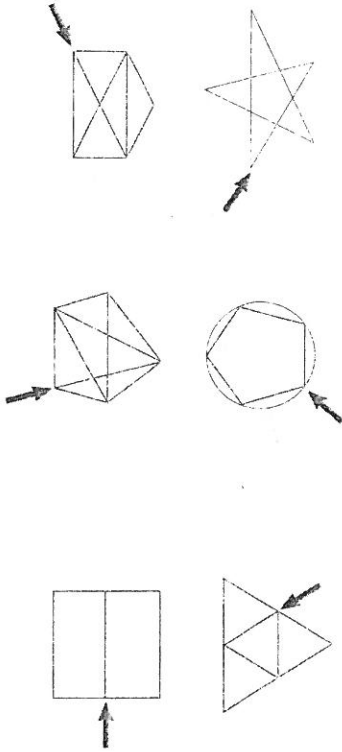
- eight \$2 coins   three \$5 notes  
ten \$1 coins   two \$10 notes



Which bag gives better value for money?

- 1.5 kg   5 kg

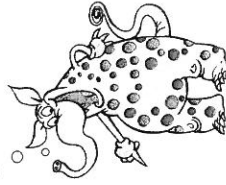
9 Trace over each line once, without lifting your pencil from the paper.  
Do not retrace any line. Start at the arrow.



10 Add two numbers side by side to get the one above. Complete each pyramid.

a	b	c
d	e	f

That looks easy.



11 Complete each set of number facts.

- |   |                         |   |                         |   |                         |
|---|-------------------------|---|-------------------------|---|-------------------------|
| a | $7 \times 8 = 56$       | b | $9 \times 6 = 54$       | c | $8 \times 9 = 72$       |
|   | $8 \times \square = 56$ |   | $6 \times \square = 54$ |   | $9 \times \square = 72$ |
|   | $\square \div 7 = 8$    |   | $\square \div 9 = 6$    |   | $\square \div 8 = 9$    |
|   | $56 \div 8 = \square$   |   | $54 \div 6 = \square$   |   | $72 \div 9 = \square$   |

## Looking after the animals

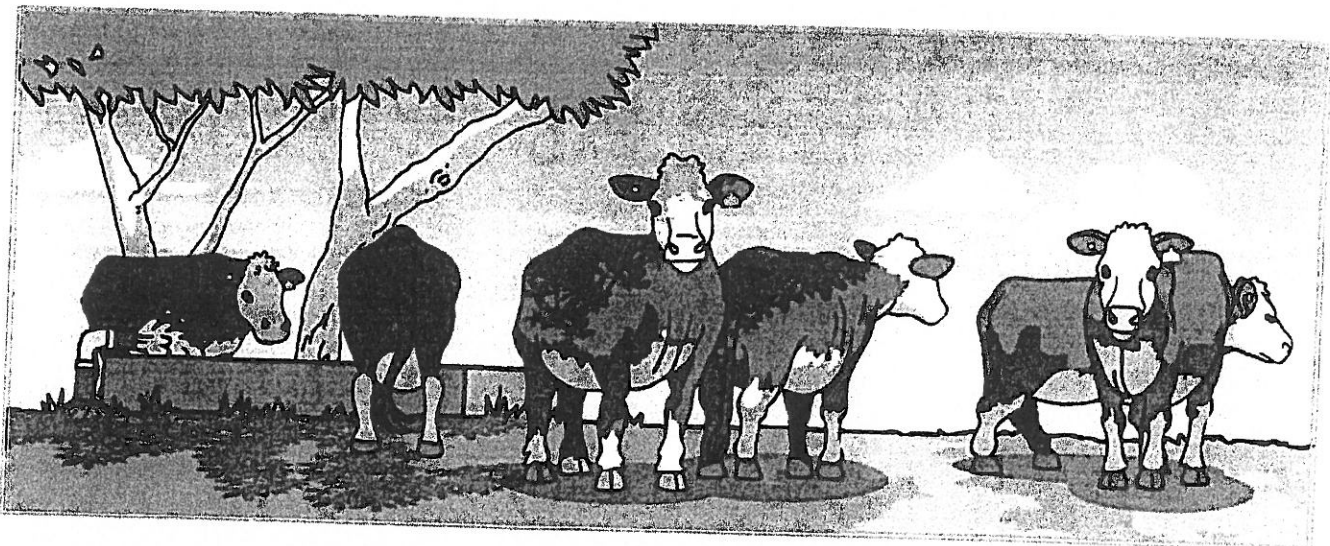
Farmers care about their animals and looking after the welfare of animals is also a legal requirement in Australia.

Looking after animals is easier when we understand their basic needs. In 1965, the British government released a report about animal welfare that included guidelines that are now followed by many organisations, including the RSPCA. These are known as the 'Five Freedoms' for animals under human control. These are the basic, minimum standards that our livestock farmers adhere to, and they are always looking for more ways to make sure their animals are content and healthy.

The five minimum freedoms for animals under human control are:

1. **Freedom from hunger and thirst:** by making sure that the animals have easy access to water and a nutritious diet.
2. **Freedom from discomfort:** by providing an appropriate environment, including shelter and a comfortable resting area.
3. **Freedom from pain, injury or disease:** by prevention through quick diagnosis and treatment.
4. **Freedom to express normal behaviour:** by providing sufficient space, proper facilities and company of the animals' own kind.
5. **Freedom from fear and distress:** by ensuring conditions and treatment that avoids mental suffering.

Animals deserve to live a content, stress-free life, but animal welfare does not just apply on the farm. Caring for animals is also important in feedlots, sale yards, processing facilities and when being transported around the country or overseas.





## Sustainable Farming : Good animal practice

*Meat, or animal products, is an important part of most of our meals in a day (some people prefer not to eat meat). Looking after the animals is a very important part of farming.*

*Please read the article 'Looking after the animals' and answer the following :*

A. What are the 'Five freedoms' for animals?

1. Freedom from \_\_\_\_\_
2. Freedom from \_\_\_\_\_
3. Freedom from \_\_\_\_\_
4. Freedom from \_\_\_\_\_
5. Freedom from \_\_\_\_\_

**(Choose either B or C as the second activity)**

B. Select one of the above freedoms and imagine that you were the farmer of some animals (could be cows, sheep, goats, chickens, etc) and write a few things that you would do to ensure that particular freedom.

Freedom 1 2 3 4 5 (circle the freedom you are discussing)

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C. On a separate sheet of paper draw a mind map with the 5 'Freedoms' and then add ideas or things you could do as a farmer to ensure each of the freedoms.

D. **Creative alternative** : Create an A\$ leaflet to hand to farmers where you explain the 5 freedoms that they must ensure when keeping animals.