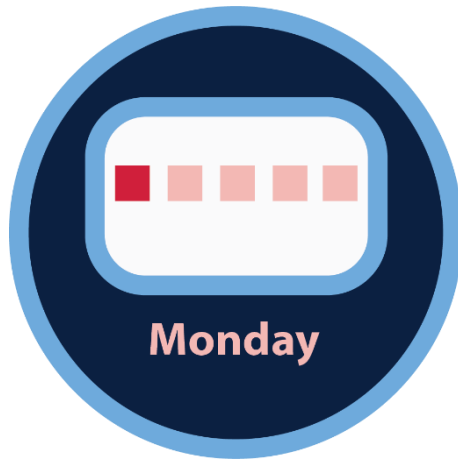




**This booklet belongs to**

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## Things you need

Activity	You will need
<b>Most Activities</b>	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
<b>Creative Arts - 'When the Clouds are Sinking Low/A Wonderous Place'</b>	A clear space for movement

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Body warm up



"Children exercise" by Clker free vector images is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

Find some space to do some warm-ups:

- 10 star jumps
- 10 squats
- Running on the spot for 30 seconds
- Do all 3 again

## Brain break – One handed juggling

Today you're going to learn to do some one-handed juggling. You will need 2 balls or 2 rolled up pairs of socks. You could also use 2 scrunched up balls of paper.

2. Hold both balls in one hand. Put your other hand behind your back.
3. Throw one ball straight up and catch it again in the hand in the same hand.
4. Once you get good at try adding the second ball. Scan the QR code to watch the video.



# Physical activity



You will need:

- A pair of socks or small soft ball
- A water bottle

Use the QR above for the activity. If you can't view the video, set up a circuit get active!

Activity 1 – Stretching - warm up your muscles for 3 minutes

Activity 2 - Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds

Activity 3 – Practice your catching. Use your soft ball and throw it up and down. How many claps can you do in between each throw? Do this for one minute

Activity 4 – Now try to catch your ball with your left hand only. How many times can you catch it in one minute? Try it again with your right hand.

Activity 5 - Warm up your body again – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds

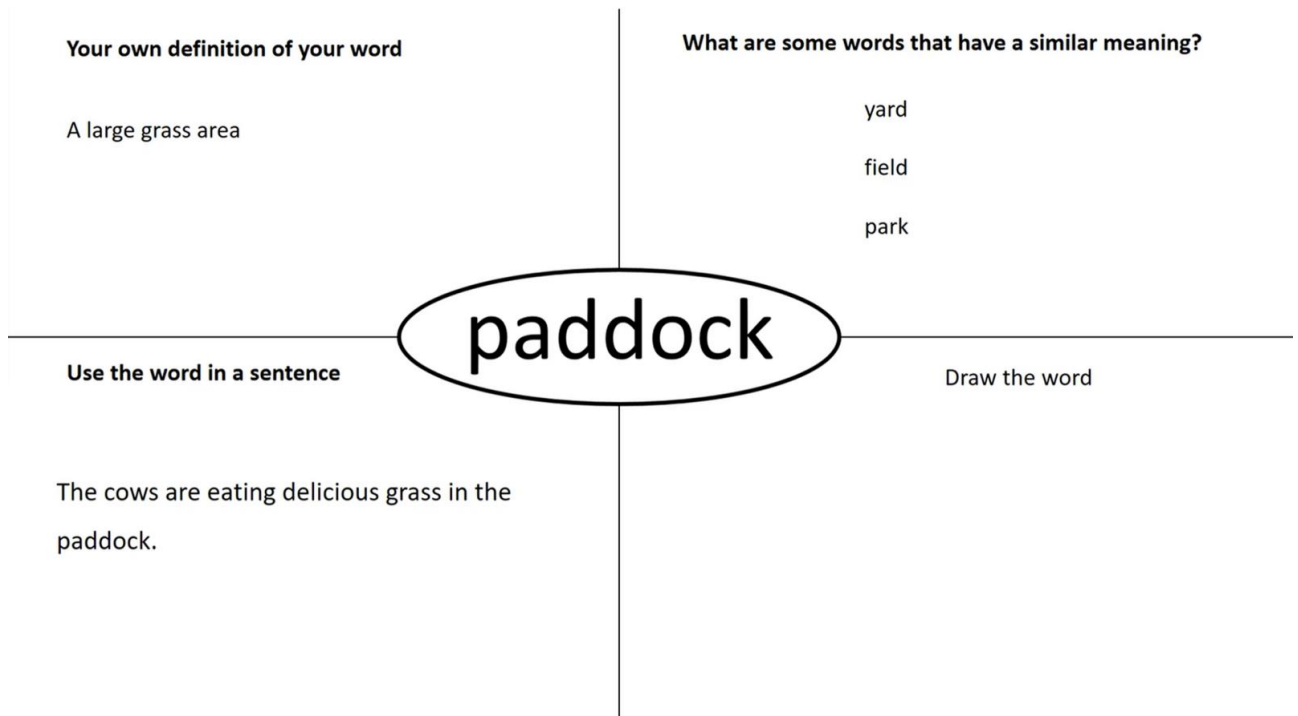
Activity 6 – Practice catching your soft ball using some different throws. Can you throw your ball behind your back and still catch it? What about if you throw the ball through your legs?

# English – Activity 1 – Let’s explore words



Vocabulary		
claw	huddled	cushion
paddock	scanned	stroll
platter	gulped	ajar
visor	chattering	scent

Is there a word on the list that you have not heard before, or you are unsure what it means? Choose a few words to create a word map. If you know all of these words, choose a different word you don’t know. Use a dictionary (you could use an online dictionary) to look up the words. Draw a word map in your workbook like the one below for each of your words to show your understanding of the words you have chosen.



## English – Activity 2 – 'The Dog Without a Name'



Scan the QR code to listen to and read 'The Dog Without a Name'

If you can't listen to the book, choose and read one of your favourite books about friendship.



The Dog without a name" by Alison A Ferguson is licensed under CC BY 4.0

In this text, the carer is important to the dog. Create a picture of the carer in your mind. If you are using your own text, choose a main character. What kind of a person is he or she? In your workbook, draw a picture and label it with adjectives to describe your character.



Use the adjectives to write a paragraph that describes your character. Use detail and descriptive language to help your reader create a picture of the character in their own mind.

### Challenge

Use figurative language to make your paragraph more interesting (metaphor, simile, personification.)

## English – Activity 3 – Creating characters



A great book has great characters.

Scan the QR code and listen to 'Creating Characters' and complete the activity below.

If you can't listen to the video, think about books, short stories or comics that you have read. Who were your favourite characters?

In your workbook, complete the following table for five characters.

Character Name	Why do you like him/her?	What makes your character special?	Describe your character
Character 1			
Character 2			

### Challenge

Write a paragraph to convince your reader why your character is the best.

## Mathematics – Activity 1 – Which would you do in your head?

Which of these problems would you solve using a mental strategy? Which ones would you solve using a written or digital strategy?

a.  $17 + \underline{\quad} = 34$

b.  $80 + 30$

c.  $7 + 15 + 4$

d.  $10 + 10 + 10 + 10$

e.  $25 + 25$

f.  $38 + \underline{\quad} = 66$

g.  $65 - \underline{\quad} = 20$

h.  $14 - 9$

i.  $18 - 2 - 2$

You might choose 2 colours and make a key for which ones are mental strategies and which ones would need a written or digital strategy. Colour them on here or write the answers in your workbook.

**Think now about your class. What would the result be if you did a survey of them?**

Is there a problem that everyone would use mental strategies for?

List the ones you think they would choose here:

Is there a problem that everyone would use a written or digital strategy for?

If you have a device scan the QR code to see how we might solve some of these.





## Mathematics –Activity 2 – Mastermind

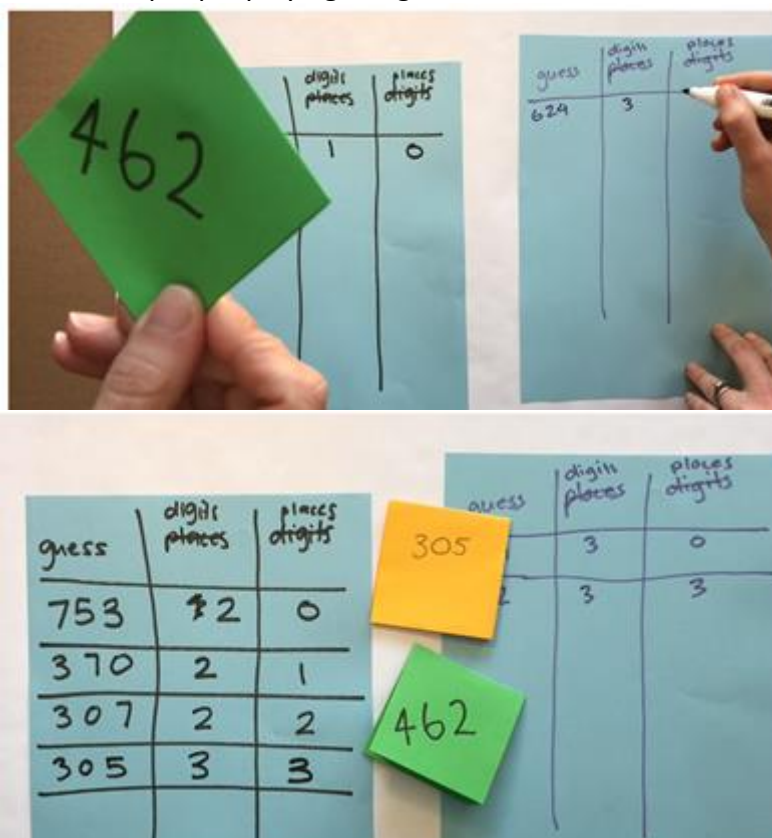


Scan the code and watch for the instructions

If you don't have a device, you can play by reading the instructions below.

1. Each player writes down a 3-digit number (with no repeating digits)
2. Each player draws up their game board (a table with 3 columns: guess, digits, places)
3. Players take turns to guess a 3-digit number
4. Their opponent tells them how many digits are correct and how many are in the correct place
5. Players record their guess, the number of digits that are correct and the number of digits that are in the right place. Players then use this information to refine their guesses.
6. The first player to correctly guess their opponents' number is the winner!
7. Players can choose to play using 4-digit numbers, 5-digit numbers, 2-digit numbers etc.

Here is a picture of some people playing the game.



## Creative Arts – Activity 1 – exploring songs



Scan the code to hear the instructions.

You may have learnt about the place names of some towns in Australia in HSIE. Have a look at this map and see how many of these towns you have heard of before.



Places in Australia - NSW DoE Learning Systems

### When the clouds are Sinking Low/A Wonderous Place

You are going to learn a song that uses some of these town names. It is called 'When the clouds are Sinking low/A Wonderous Place' by Tracy and Paul Burjan.

This song has two names because it is a partner song. That means there are two songs that can go together at the same time!

Scan the code to hear the animated score for 'When the Clouds are Sinking Low/A Wonderous Place by Tracy and Paul Burjan.



This song has two names because it is a partner song. That means there are two songs that can go together at the same time.

Now you need to learn to sing each song separately. Practice singing these songs using the lyrics on the next page. Scan the QR code to sing along with the song.

When the clouds  
are sinking low up  
to time 1:38

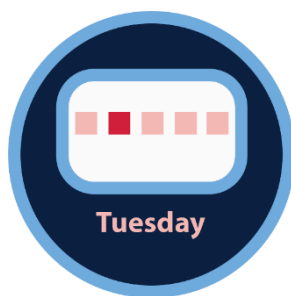










<p><u>'When the Clouds are Sinking Low'</u> – all about how beautiful the Australian sky can be</p> <p>When the clouds are sinking low, And the sky has a special glow. I love to watch the setting sun, Beaming down on everyone. When the clouds are sinking low. When the rain is falling down, Love that sound as it hits the ground. There's four seasons in one day, Winter, summer, spring and fall. When the rain is falling down. When the clouds are sinking low.</p>	<p><u>'A Wonderous Place'</u> – all about our amazing Australian town names</p> <p>I've been to Bong Bong and Burpengary, Poowong and Nar Nar Goon, Humpybong as well as Humpty Doo. I've been to Yorky's Knob and Wonglepong, Coffin Bay and Dog Swamp, Egg and Bacon Bay's the place to go. Grong Grong and Gunnagnoo, Gingin and Gooloogong, Moolooloo and Mangalore, I have seen them all. Woodie Woodie and Burrumbuttock, Chinkapook and Wee Waa, Australia is a wondrous place to go. When the clouds are sinking low.</p>
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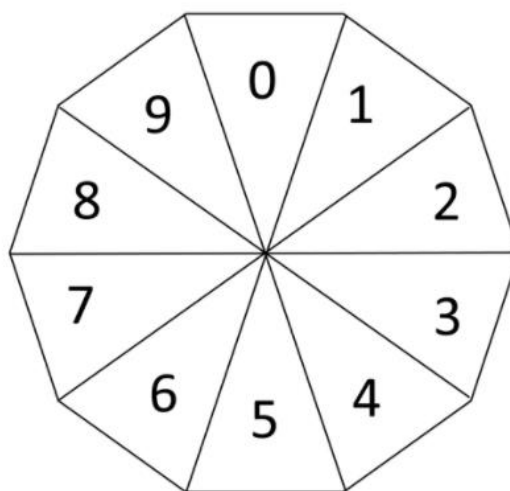
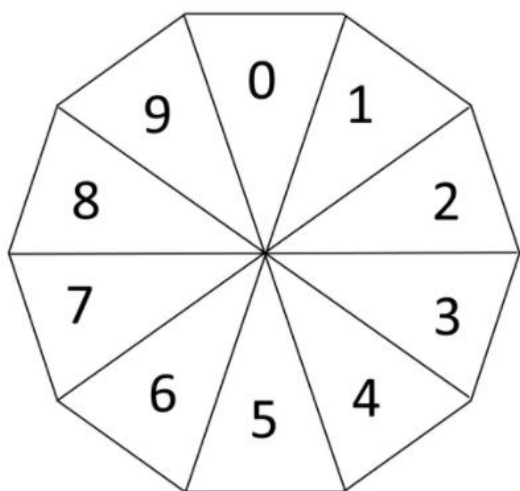
Next, while you are singing the song, keep the beat using body percussion. The QR code of the video will help you. You will notice that the first song has a much slower feel than the second song. You might like to stamp during the first song and clap in the second one. Remember that the beat is constant under the music, a bit like your heartbeat. Keep singing while you keep the beat.





## Things you need

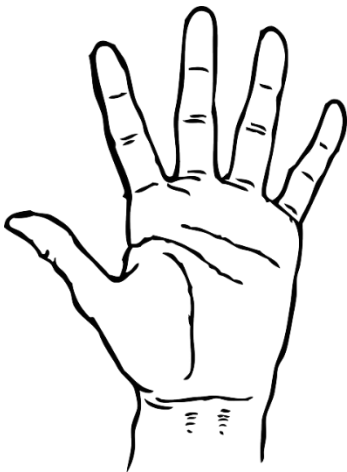
Activity	You will need
<b>Most Activities</b>	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
<b>English</b>	If you would like to view the video, you may need to download the iView app
<b>Multiplication Toss</b>	 2 x spinners or numbers 0-9 to pull out of a container  Paperclip for spinner  Grid paper  Coloured pencils
<b>HSIE</b>	Lyrics for the song - 'A Wonderous Place/When the clouds are sinking low' from Monday's music lesson



During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Take 5 Breathing



A mindfulness activity:

1. Hold 1 hand up. It can be either hand.
2. Spread your fingers like the picture
3. Using the pointer finger of your other hand. Start at the bottom of your thumb near your wrist. Take a deep breath in and move your pointer finger to the tip of your thumb. Let your breath out as your pointer moves down to the bottom of the “V” between your thumb and pointer finger. Continue breathing in as you move your pointer to the tip of the next finger and breath out as it goes down towards the next finger. Finish when you get to your wrist under your pinky.

"Hand" by Ciker free vector images is

## Brain break – Leaf Rubbing



1. Collect some paper, something to lean on, a few leaves and a crayon or coloured pencil.
1. Place the leaf under the paper.
2. Hold the leaf still with one hand by pressing down gently on the paper.
3. Hold your crayon or pencil on the side and drag it across the paper over the leaf.
4. Repeat for each leaf. You could use a different colour for each leaf.

"Leaf leaves" by Ciker free vector images is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

## English – Activity 1 – Listening: Kids News

Scan the QR code to listen to 'Kids News'. If you can't listen to these stories, listen to a different story. You could ask a family member to tell you a story, or you could listen to an audio book of your choice.



After listening to the stories, tell somebody what you have learnt from them.

In your workbook, write down the main idea of what you heard.

## English – Activity 2 – Reading and viewing: 'The Dog Without a Name'



Return to the story 'The Dog Without a Name'. If you used a different story yesterday, use that instead.

When we read a story, we may think of some questions that we would like to ask the characters. For example,

- Jack – Why did you need to leave the farm?
- Bella – What happened to you before you came to the shelter?



["The Dog Without a Name"](#) by [Alison A Ferguson](#) is licensed under [CC BY 4.0](#)

Choose two characters in your story and record three questions you could ask them. Record your questions in your workbook.

Remember, questions end with a question mark.

## English – Activity 3 – Inferring

Scan the QR code to listen to the video 'Inference Investigators'.



Inferencing is when you use clues from a text and your prior knowledge to help you make new meaning. For example, if you see dark clouds in the sky, you might remember the last time you got very wet because of the rain. You may then infer that it will rain and take your umbrella to stop you from getting soaked! Inferencing helps us to make connections with what we read and make conclusions about things. For example, we might infer character feelings, events in a story and what might happen next.

If I saw the four images below, I might infer that these images are linked to the story "The Witches" by Roald Dahl. This is a clue box for a book.



Image by [pagefact](#) from [Pixabay](#)



Image by [PublicDomainPictures](#) from [Pixabay](#)



Image by [Shutterbug75](#) from [Pixabay](#)



Image by [PublicDomainPictures](#) from [Pixabay](#)



In your workbook, you are going to create your own clue box. Draw four images which relate to a movie, book or character.

Show a family member. Can they infer which movie, book or character these images come from?



# Maths – Activity 1 – Dot Card Talk

Scan the QR code for the number talk. Stop the video when instructed and complete the tasks. If you don't have a device, follow the instructions below.

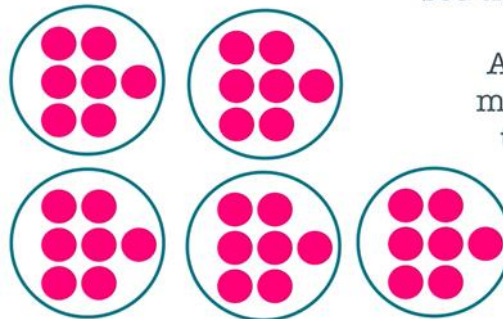


- Look at the dot picture for only 2 seconds and then cover the page. Can you remember what you saw?
- How would you solve the questions? How do you see the dots and how many dots are there in total?
- Have another look for 4 seconds.
- Draw what you saw and write about how you solved it.

NSW Department of Education

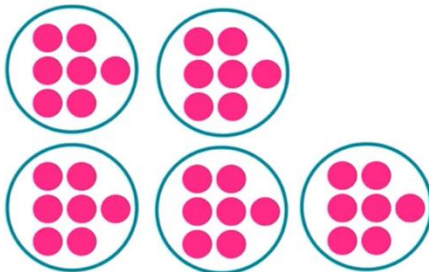
How do you see the dots?

And how many are there in total?

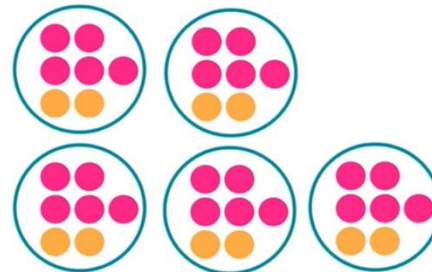


Did you see it in any of these ways? Look at how each of these people solved it.

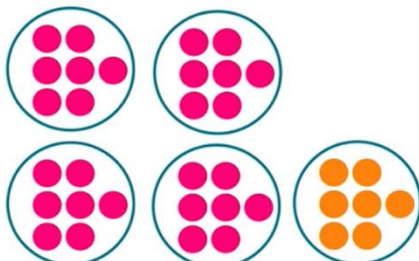
NSW Department of Education



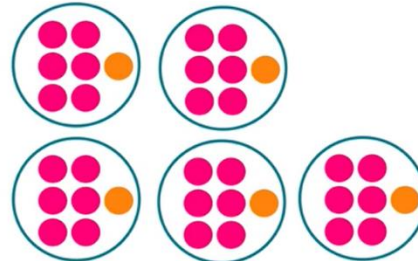
Michael: I know 35 is 5 sevens



Sharon: I saw 5 and 2. So, I know 5 fives is 25. Then, 5 twos is 10. 25 and 10 is 35



Lucy: I saw 4 sevens and 1 seven. I know 4 sevens is 28. Then I added another 7 to get 35 dots.

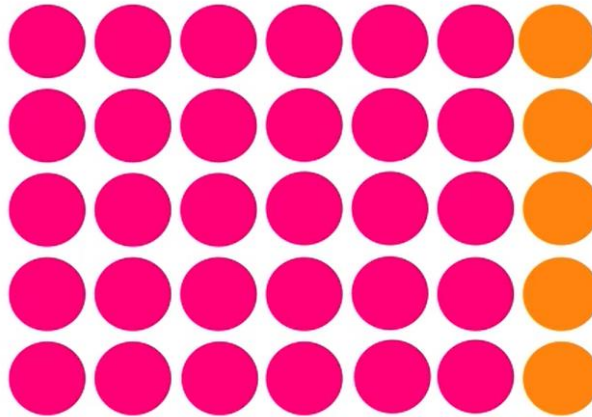


Millsy: I saw 5 sixes and 5 ones. I know 5 sixes is 30. I know 5 ones is 5. 30 + 5 is 35.

We can draw an array of what Millsy saw like this:

NSW Department of Education

Millsy: I saw 5 sixes and 5 ones. I know 5 sixes is 30. I know 5 ones is 5.  $30 + 5$  is 35.



5 sixes + 5 ones

- Can you now draw an array in your workbook to represent the 3 different ways it was seen above?
- You can then write an equation to match your picture.
- What have you noticed?

## Maths – Activity 2 – Multiplication toss

Scan the QR code for the instructions. If you don't have a device, follow the instructions below



See how much of your grid you can cover. This activity involves using multiplication and area.



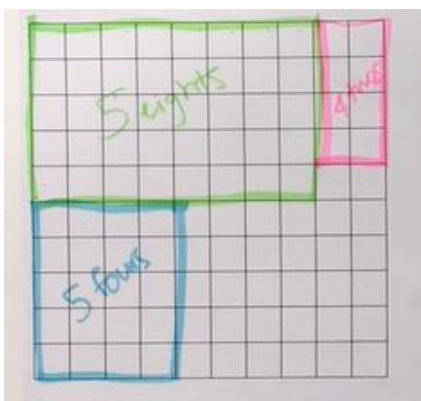
### Materials:

- 2 x spinners or numbers 0-9 to pull out
- Paperclip for spinner
- Grid paper
- Coloured pencils
- Workbook to record your throws
- Spinner template on the things you need page.

### Instructions:

- Either make a spinner or you could write the numbers 0-9 and put them in a bowl.
- Spin or draw out 2 numbers
- These numbers will help you draw the region on the grid. For example, a 6 and a 4 could be recorded as 6 fours (6 rows of 4) or 4 sixes (4 rows of 6).
- Each person is to draw their region onto the grid paper as shown. No overlaps
- You can partition (pull apart) the areas, for example, I can rename 6 sixes as 2 sixes and 1 six (if that helps me fit the block into my game board.)
- See how much area you can cover in 10 turns.

Here is a game board someone has started. Make sure you track your spins.



$$\begin{aligned}
 5 \text{ zeros} &= 5 \times 0 = 0 \\
 0 \text{ twos} &= 0 \times 2 = 0 \\
 5 \text{ eights} &= 5 \times 8 = 40 \\
 3 \text{ zeros} &= 3 \times 0 = 0 \\
 5 \text{ fours} &= 5 \times 4 = 20 = 10 \text{ twos} = 2 \text{ tens} \\
 4 \text{ twos} &= 4 \times 2 = 8 \\
 0 \text{ sixes} &= 0 \times 6 = 0
 \end{aligned}$$

# HSIE – Activity 1 – Identification of Country/Places of Aboriginal and Torres Strait Islander peoples

Scan the QR code to watch the teaching video and complete the activities.



1. listen to the dual song 'A Wonderful Place/When the clouds are sinking low' and sing along with the lyrics from Monday's Creative Arts activity.
2. Choose three of the place names in the song and look at the map of Indigenous Australia and find which 'Country' they are on?



Link to:

<https://aiatsis.gov.au/explore/map-indigenous-australia>

3. In your workbook: Describe and compare two natural and two human features of these places. What are some activities that you could do in these places, for example, bush walking, visit places of interest, farming, shopping, going to the theatre?

## HSIE – Activity 2 – Identification of Country/Places of Aboriginal and Torres Strait Islander peoples

Scan the QR code to watch the teaching video and complete the activities.

Answer these questions in your workbook

1. What does the word 'Country' mean to you?
2. What does 'Country' mean to Aboriginal and Torres Strait Islander Peoples?



Link to: <https://aiatsis.gov.au/explore/map-indigenous-australia>

3. Use the map from the previous page to find your home and school – which Country is it on?

Scan the QR code to watch the video

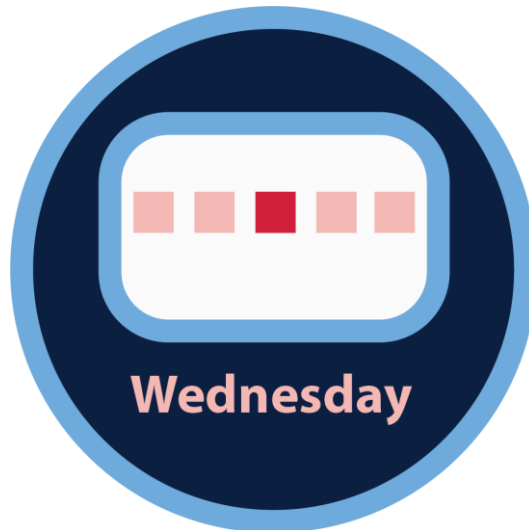
Original source: <https://aiatsis.gov.au/explore/welcome-country>

Traditional owners can welcome people to their country





Non-Traditional owners or Non-Indigenous people can do an acknowledgement to country



4. What is the difference between an 'Acknowledgement of Country' and a 'Welcome to Country' and why is this important?



## Things you need

Activity	You will need
<b>Most Activities</b>	 Workbook  pen or lead pencil, Optional: iPad or phone or computer
<b>Place value game</b>	<p>A gameboard (you can make on by drawing boxes or using sticky notes)</p> <p>Numbers 0 to 9 some suggestions are:</p>  2x 0-9 spinners with paperclip, or a pack of cards using Ace to 10 where Ace is 1 and 10 is zero, or 2 x 10-sided dice  Texta, pencil

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Hydrating our Bodies



Today we are going to care for our bodies before we start our learning. We can do that by make sure we drink water to keep our bodies hydrated. Our bodies are made up of 60% of water. Before you start your learning collect a cup of water or a drink bottle filled with water and try to drink it all before the end of your lesson.

["Water cup"](#) by Clker free vector  
Images is licensed under [CC BY 4.0](#)

## 1. Brain break – Stretching and breathing



Stretches are very good if you are sitting at the computer all day.

2. Take a big deep breath in and feel the cool air coming into your nose
3. Let the breath out you may notice that your breath is warm.
4. Repeat these deep breaths 3 times.
5. Stand up and make your body nice and tall.
6. Tree pose: Balance yourself on one foot bring the other foot up to rest on the knee of your straight leg. Stretch your arms up high over your head.
7. Swap legs and repeat step 5.
8. Repeat the tree pose

["Tree pose"](#) by Clker free vector  
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## English – Activity 1 – Speaking and Vocabulary: Treehouse

Look at the picture of the treehouse below. If you can, describe out loud what you can see to someone in your home.



["Treehouse"](#) by Pixabay

In your workbook, write a descriptive paragraph describing the tree. Include adjectives (describing words), adverbs (a word which describes a verb, for example, gently) and figurative language (for example, similes – rough as sandpaper). Help your reader to create a clear picture in their mind of the treehouse. Don't forget to include descriptions about colour, size and shapes. Remember to use your five senses. What can you see, hear and smell? What are the textures you can feel?

### Challenge

Describe a character who might live here. What do they look like? How big would they be? Why do they live here? You might like to tell someone in your home about your character.



## English – Activity 2 – Making connections: 'The Dog Without a Name'



Read or listen to the text, 'The Dog Without a Name' or the story you have been reading this week. Can you make any connections with this story?

Think about – How does the text relate to something in your life? (Text to self)

- This part reminds me of...
- This is like the time I...
- This character reminds me of myself because...
- What is this similar to in my life?

Think about – How does the text relate to something in the world? (Text to world)

- I saw something like this when I watched/read...
- This reminds me of something I heard... because...
- How is this text similar to things that happen in the real world?
- How is this different from what is happening in the world?

Think about – How does the text relate to something I have read? (Text to text)

- This book is like... because...
- This character is like... in the book... because...
- How is this different from other books I've read?
- I read about something else like this...

**Activity** - In your workbook, complete the following table and make your own connections with your story. Some examples have been done for you.

In the text	My connection	Type of connection
e.g. Jack lived on a farm and moved to the city	This is what happened to my own family	Text to self
e.g. Jack read to a dog at a shelter	In the newspaper, I read about some pet shelters in America running this program.	Text to text Text to world

Complete your own ideas in your table.

## English – Activity 3 – Inferring: Actions and emotions



When we read, our favourite characters spark emotions in us. Powerful characters can make us laugh, cry or surprise us with their actions.

As readers, we learn about characters not just through the author's descriptions, but also through the actions in the story. Think about some actions that Jack and the carer did in the story?

Identify how the character of Bella is feeling at different points in the story by completing the action and emotions task in your workbook.

What happened in the text?	How did the character feel?
e.g. The carer came to read the chart	scared



["The Dog Without a Name"](#) by [The School Magazine](#)

### Challenge

Complete the table for another character in the story.

# Maths – Activity 1 – Place value game

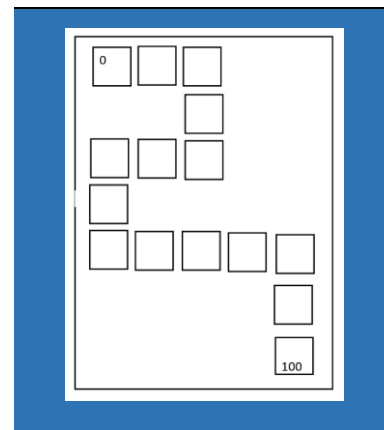


This activity is for you to strategically decide how to place your numbers on your game board to fill all the gaps between 0 and 100. You will have to think carefully.

Scan the QR code for the instructions. If you don't have a device, all the instructions are here for you to follow.

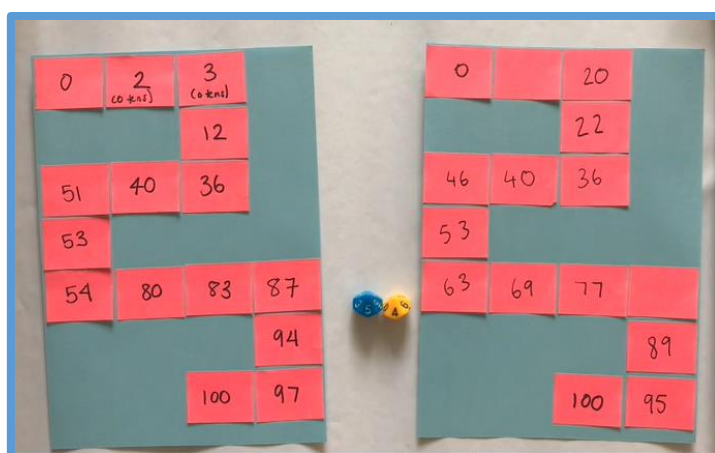
### Set up:

1. Draw a game board for each player on a page with 15 squares like the example.
2. Put the number 0 in the first box and 100 in the last box.
3. You could also use sticky notes like the picture below



### Instructions:

- Each player has a game sheet and takes it in turns to either throw 2 ten-sided dice, spin 2 spinners or pull out 2 cards or numbers.
- The numbers are used to create 2-digit numbers, eg, a 5 and a 2 could be recorded as 25 or 52.
- Players choose where on the board to record their numbers in the most appropriate position between 0 and 100. Numbers must be in order.
- If numbers cannot be placed, the player misses his/her turn.
- The winner is the first to fill all places with a number that fits.



## PDHPE – Activity 1 – Water



Scan the QR code to watch the video on water.

Drinking water has many health benefits.

- Water keeps our bodies healthy.
- Our bodies need water to work properly.
- Water helps the brain work and think properly.
- Water keeps our bodies at a good temperature.
- All living things need water.
- Water helps to do many things including breaking down your food.

How good is your knowledge of water? Answer the following questions with true or false.

1. You should drink water only when you are thirsty. True/False
2. Your body sweats to keep you cool. True/False
3. You need to drink less water when it is hot outdoors. True/False
4. When you are dehydrated, your body has plenty of water. True/False
5. Water helps to carry oxygen around your body in your blood and breaking down your food.  
True/False
6. Water helps your body to work properly. True/False
7. All living things need water. True/False

Create a song or rap that incorporates the benefits of drinking water and write it in your workbook.

The song or rap should be at least 20 seconds long.

## PDHPE – Activity 2 – Obstacle Golf

Scan the QR code to watch the video on Obstacle Golf.



1. Create 3 targets that you can safely throw a soft object towards.
2. Choose a 'starting point' where you will throw the object from. Place each target at different distances from the 'starting point'.
3. Choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the 'starting point' and the target.

Your challenge may look like this:



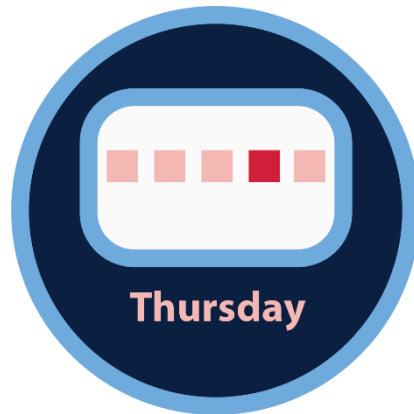
Draw your 3 obstacles in your workbook

Answer the questions in your workbook before playing:








- Which throwing styles will you use in these challenges? Explain when each throwing style would be most suitable.
- How can you adjust your throwing style to throw your object accurately and avoid the obstacle? Why will this be important?
- Explain how you plan to throw your object, for example, over, under, through the obstacle.

Play obstacle golf

1. Throw the object towards the target. You should aim to hit the target.
2. Pick up the object from where it landed and throw the object again until the target has been hit.
3. Repeat the challenge 5 times for each of the 3 targets
4. Draw the table in your workbook and record how many throws it took to hit the target.



## Things you need

Activity	You will need
<b>Most Activities</b>	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
<b>How many characters challenge</b>	 Lego- you need to make 3 characters so will need 3 of each of these: <ul style="list-style-type: none"> <li>• Hats/ hair</li> <li>• Faces</li> <li>• Upper body</li> <li>• Legs</li> <li>• Accessory to hold</li> </ul>
<b>Factors Fun</b>	<ul style="list-style-type: none"> <li>•  a paper clip</li> <li>•  4-6 pink counters (or another colour) and 4-6 blue counters (or another colour).</li> </ul>
<b>PE</b>	 Soft objects to throw – small soft toy, beanie, socks, scrunched-up paper, hat  Objects to create targets – baskets, buckets, towels, hoops, bag, rope, skipping rope

Activity	You will need
<p><b>Science and technology</b></p>	<ul style="list-style-type: none"> <li>• A tray to hold materials</li> <li>• 4 objects from the list (just enough to fill a plastic lid):             <ul style="list-style-type: none"> <li>• Water</li> <li>• Ice</li> <li>• Mayonnaise</li> <li>• Building block</li> <li>• Piece of fruit</li> <li>• Sunscreen</li> </ul> <ul style="list-style-type: none"> <li>• Vegetable oil</li> <li>• Butter or margarine</li> <li>• Hand sanitiser</li> <li>• Playdough</li> <li>• Pencil eraser</li> </ul> </li> </ul>

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Brain Teaser

You will need a pen and a piece of paper in case you need to write this down. Today you are going to have a go at saying your name backwards. You need to think of the sounds in your name and say the sounds in reverse order.

For example if your name is Ben you would say “n e b”.

You could write down your name normally and then write your name backwards if it helps.

## Brain break – Textures

Today you will be looking for different textures. Some textures might be rough, smooth, spikey, soft or silky. Have a look around your desk and feel some of the things you can see. Can you find something smooth? Or rough? Or spikey? Can you find 5 different textures?

Ask your parent or carer if you can go outside to find some different textures. How many different textures can you find outside?



## Physical activity



You will need:

- A pair of socks or small soft ball
- A washing basket or bucket
- A small pillow
- Workbook and pencil
- A water bottle

Use the QR above for the activity. If you can't view the video, set up a circuit get active!

Activity 1 – Stretching - warm up your muscles for 3 minutes

Activity 2 - Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds

Activity 3 – Use your soft ball and throw it up and down. How many claps can you do in between each throw? Do this for one minute

Activity 4 – Practice throwing your underarm throwing. Put your washing basket about two metres away from you. Practice throwing your soft ball into the washing basket. How many times can you get your ball into the basket in 5 minutes.

Activity 5 - Warm up your body again – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds

Activity 6 – Practice throwing your soft ball using some different throws. Can you throw it into the basket from one knee? Between your legs?

# English – Activity 1 – Listening: Kids News



Scan the QR code and listen to the stories on Kids News (ABC).

If you can't listen to these stories, listen to three other spoken texts. This could be an audio book, a speech on tv, a family member speaking on the telephone (with their permission!), an advertisement, or an appropriate news report.

Think about who is listening to these news stories. Who is the audience? Is it adults, high school students, primary school students or pre-schoolers? What language does the speaker use to help you know this?

Complete the table below in your workbook

Story/ Spoken Text	Topic	Who is the audience?	How do you know?
e.g. sports report on the news	Football game on the weekend	Adults, high school students	The words used were hard for primary students to understand



[Image](#) by Pixabay

## English – Activity 2 – Prediction Letter



Read or listen to ‘The Dog Without a Name’ or return to your story you have been reading. Scan the QR code for the lesson instructions or read on.

At the end of the story, Bella goes home with Jack. What do you think will happen next? Imagine you are Jack. Write a letter to the carer at the shelter and tell him all the things you (Jack) and Bella have been up to! If you are doing this with a different text, choose an appropriate person to write your prediction letter to.

A letter needs to be addressed to the person you are writing to. For example, you can start a letter with “To” or “Dear” depending on who you are writing to.

Letters often contain the date that you write the letter, and this is positioned at the top. In the example below, the author has put the date on the right.

And don’t forget to sign off your letter. You could finish a letter with “Yours Sincerely”, “Kind Regards” or “From”.

### Prediction: letter to the carer

Date

To the carer at the dog shelter,

Bella and I are having the best time at my house. I have a new house now with a large garden which is perfect for Bella to run around.

I have been teaching Bella to jump over obstacles, she is pretty good at jumping. Bella’s favourite thing to do is sit in the sun under the large gum tree so we can read a book together.

Bella is enjoying hiding her bones in mum’s garden. I don’t think mum is enjoying Bella’s bones in her roses....

I will keep in touch.

Jack

# English – Activity 3 – Character Biography



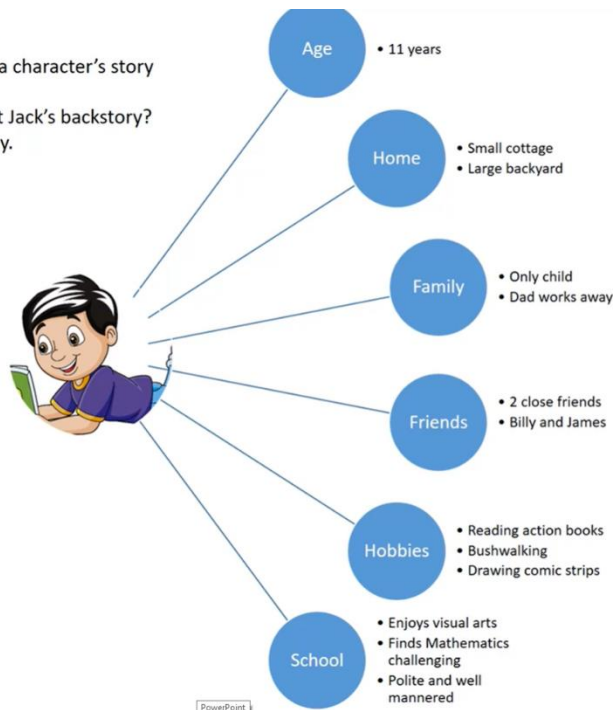
An author brings to life a character’s story through their books. Thinking about our story “The Dog Without a Name”, have you thought about Jack’s back story? When we write a text about a person’s life, this is called a biography. Scan the QR code for video instructions for this task or read on.

You need to plan Jack’s biography first. You could do this as a mind map, in a table, as dot points or any other method you like to use to plan. Think about how old he is, where he lives, who he lives with, his friends and his hobbies. Use the clues in the story to help you. We know from the story that Jack likes to read because he read to Bella with excitement. We know that he lived on a farm, and he is excited to adopt Bella. We could infer that he loves animals.

Notice that in the plan below, the information is grouped under subheadings, for example Family and Hobbies. This helps to group your ideas in your text.

### Character's backstory

- An author brings to life a character’s story through their books.
- Have you thought about Jack’s backstory?
- Plan out Jack’s biography.



When you have completed your plan, write Jack’s biography. Group your ideas into paragraphs. Help your reader understand who Jack is, where he has come from and what his life is like.

## Maths – Activity 1 – How many characters challenge- Part 1



### Set up:

Collect the Lego parts to make 3 full sets of people as they have in this picture.

3 x hair pieces/ hats

3 x heads

3x bodies

3x legs

3x accessories to hold

If you don't have Lego you could just draw the 15 different pieces on paper and cut each one out.

Scan the QR code above for the instructions on your challenge. If you don't have a device, the activity is explained here.

Imagine if you went to the shop and these 15 pieces cost you \$25 dollars. When you think about it you can make more than 3 people because you could rearrange the parts. You could swap legs or a headpiece to get another character.

Your challenge is to and see how many different people you can make with the pieces you have.

Use your workbook to record your ideas and answers.

## Maths – Activity 1 – How many characters challenge- Part 2



Once you have tried it see how the maths team solved it by scanning this QR code. Did this give you more ideas? Keep going and see how many figures you can make for \$25

## Maths – Activity 3 – Factors fun



The goal of this challenge is to get 4 counters in a row. You will be doing some division to find the answers on the game board.

Scan the QR code for the instructions. If you do not have a device, read the Instructions below.

How to play: (Game board and spinner on next page)

- Get your [game board](#), spinner, recording sheet, counters, and pencils ready. They are on the next page. You will need to decide what times table you will be working with and write the answers on the spinner Eg 7, 14, 21, 28 if you were doing the multiples of 7.
- Take it in turn to spin the spinner and divide the number by the chosen divisor (for example, 7).
- Players work out the solution and explain their thinking to their partner.
- The partner records their thinking and if they agree, the player can place one of their counters on the number on the game board, claiming that place.
- If the number is taken, students miss a turn.
- If there are no new counters that can be added to the game board, players must move an existing counter to a new place.
- Players win by getting four counters in a row (in any orientation, including a square).
- If preferred, students can use 5 or 6 counters, looking for 4 in a row.

Here is an example of a game being played using multiples of 5 on the spinner.

BLM Factors fun - blank

1	6	4	1	2
10	6	3	8	10
4	2	4	5	8
9	3	6	2	9
7	8	5	10	7

Recording sheet

Student 1			Student 2		
Spun	Number sentence	Covered	Spun	Number sentence	Covered
15	$15 \div 5 = 3$	3	35	$35 \div 5 = 7$	7
35	$35 \div 5 = 7$	7	40	$40 \div 5 = 8$	8



## Science – Activity 1 – Cool me down, I’m overheating!

What changes can be observed when different materials are cooled? Materials are the things we see and touch each day. The properties of these materials can change when the material is cooled.



Scan the QR code to watch this short clip to see how to set up your investigation.

For this investigation, you will need a tray and 4 materials from around your home. Choose a variety of materials from the following list:

- water - just enough to fill a plastic lid
- ice
- mayonnaise - enough to fill a plastic lid
- building block
- piece of fruit
- sunscreen - enough to fill a plastic lid
- vegetable oil - enough to fill a plastic lid
- butter or margarine - 1 teaspoon
- hand sanitiser - 1 teaspoon
- playdough – a 20 cent coin sized ball
- pencil eraser

What to do:

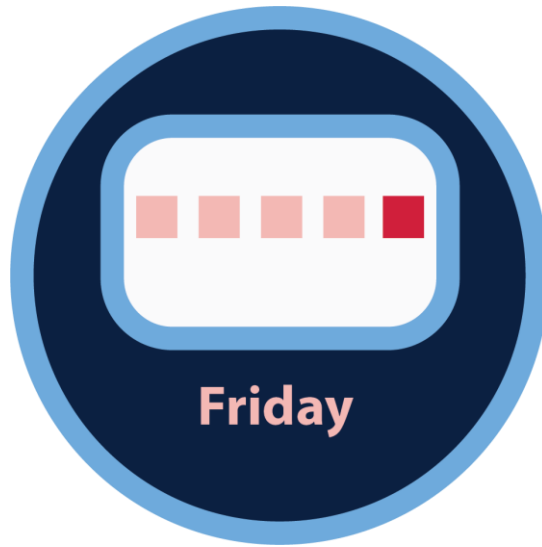
Place the 4 objects on a tray and observe. Record your observations in the table. Place the tray of objects into the freezer for 30minutes. After 30minutes, take out the tray and observe the objects. Has anything changed? Touch the objects. What do you notice? Did any objects show a similar or different change?

Use the headings to record your observations in the table.










- Investigation: Exploring the properties of materials
- Purpose: To observe what happens when different materials are cooled and warmed.
- Materials: I used these things....
- Method: This is what I did (record this in steps)
- Results: Describe exactly what you observed and record this in the table.
- Explain what happened:

Predict what might happen if you left the objects in the freezer overnight. Keep your materials for activity 2.





## Things you need

Activity	You will need
<b>Most Activities</b>	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
<b>Brain Break</b>	 A dice
<b>Brush strokes</b>	5 cubes
<b>Dicey addition</b>	 A dice or a spinner with paperclip
<b>STEM</b>	<ul style="list-style-type: none"> <li>•   1 piece of cardboard about the size of an exercise book or side of a cereal box</li> <li>•  tape</li> <li>•  ruler</li> <li>•  scissors</li> </ul>

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect



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We are going to try some superhero poses.

Think of a superhero and act out the pose.

Think about the position of the superhero's legs and arms. Are they stretched out nice and tall or crouched down?

Hold your superhero position for 5 seconds.

Now see if you can try some different superhero poses.

## Brain Break



"kids dancing" by kristine431 is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

You will need a dice.

Roll the dice. If you roll the number 1-5, do that number of star jumps.

If you roll a 6, run on the spot for 30 seconds.

## English – Activity 1 – Topic Talk



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Think of a topic you know a lot about. Examples could be dogs, swimming, electricity, planets, TV shows, and conservation.

At your next catch up with your teacher, be prepared to share what you know about this topic by presenting a short speech.

It's a good idea to write down some notes on paper to help you present your speech. Practice what you will say. You could record yourself or practice in front of a person in your home.

Think about your volume, pace (speed) and expression when you present.



## English – Activity 2 – Three Word Summary

Let's revisit our story, "The Dog Without a Name". What do you think is the main message of the story? Can you think of three words to describe your story? In your workbook, record these three words and explain why you think that it is one of the main messages.

Message	Reason why
e.g. beginnings	e.g. Jack was experiencing a new beginning in his new home away from the farm. It was a new beginning for Bella as she was going to a new home with Jack.

**Challenge** - Write a short paragraph to summarise these key messages and justify your reasons for choosing your chosen messages

## English – Activity 3 – New Character

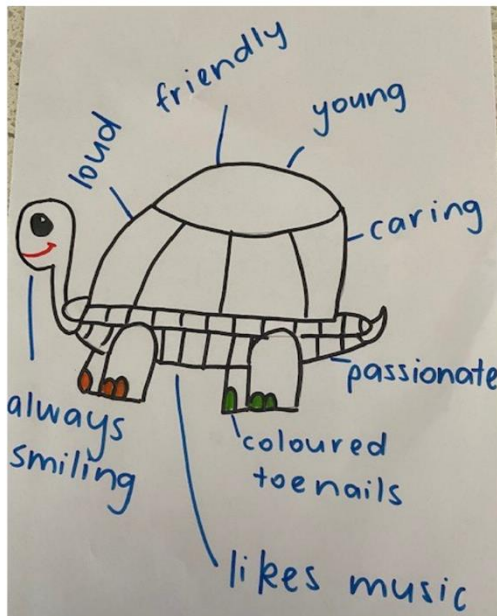


Scan the QR code for the “New Character” video.

This week we have been learning about characters. Today, you are going to design your own. Think about some of the features of your character. What will they look like? How will they communicate? What will their strengths be? What will be an area of weakness? What are their interests? What is their personality like?

When you have thought of a character, draw your character in your workbook and label his or her features. Then, using descriptive language, write a paragraph or two to describe your character. Use words and language to help your reader create a picture in their mind.

### New character



Tilly is a cheeky, young green turtle who is always smiling. She likes to paint her toenails two different colours. Tilly speaks quickly and is often dancing wildly and singing when walking down the busy streets. Tilly cares about the environment and spends her time collecting rubbish from the ground and water so that other animals do not get sick. She is kind and loyal and will do anything to help her friends.

### Challenge

Write the first sentence of a short story introducing the character.

## Maths – Activity 1 – Brush loads



Scan the QR code to watch the video. If you do not have access the instructions are below.

In this activity you need to tap into your reasoning and problem-solving skills as you try to work out the smallest number of brush loads (or brushstrokes) and the largest. Every time you paint one full face of a cube that is one brush load.

You will also be exploring the surface area of different objects.

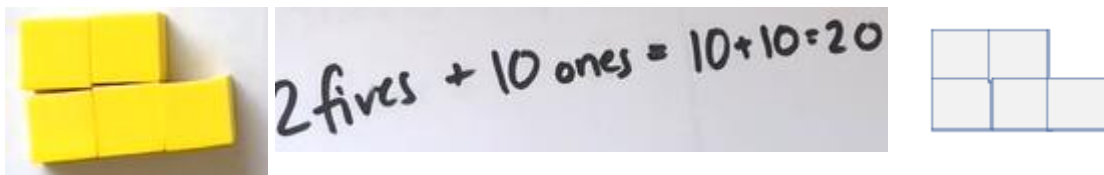
### Materials:

- You will need 5 cubes for this activity. You could also use dice or boxes.

### Instructions:

- Arrange your cubes so that they make a shape.
- Record in your book how you work out the brush strokes you need to paint each shape
- Draw each shape in your book. You might be able to draw it as a 3-dimensional picture where this drawing is only 2-dimensional.

One example is here: The shape was made. The working out is shown, and a drawing has been done.



## Maths – Activity 2 – Dicey addition

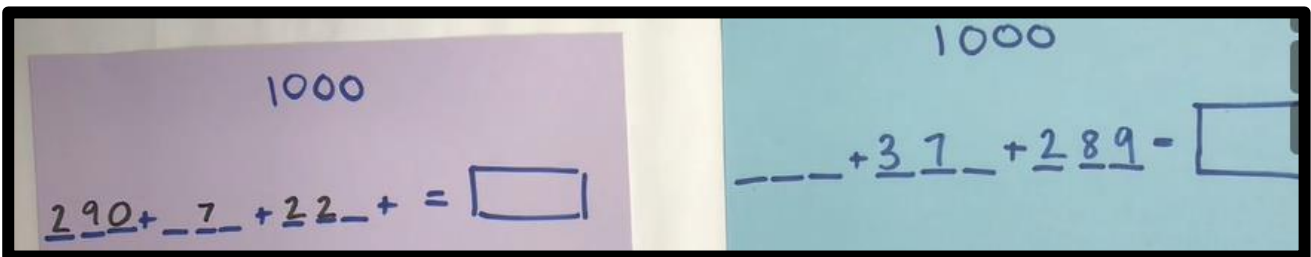


Goal to get closest to 1000 when your three numbers are added.

How to play: You can scan QR code or read below.

- Find a partner and collect the resources needed. You can also play alone. You could play three games to see which one you scored the highest number in.
- Draw your game boards so you each have one. There is a picture below.
  - For example:  $\_ \_ \_ + \_ \_ \_ + \_ \_ \_ = \_ \_ \_ \_ \_ \_$
  - You can start with something different if you would like.
- Each player takes a turn to spin the spinner and decide where to play that digit in their number sentence (equation). For example, you might say I will put this 3 in the hundreds place.
- Take it in turn to spin the spinner until all the spaces have been filled in.
- The person whose sum is closest to 1000 is the winner!

Here is a picture of a game that is being played.



Try to add your numbers up using a mental strategy without doing a formal algorithm how could you do that? Show your thinking in your workbook.

# STEM – Activity 1 – Paper table

Scan the QR code to watch the video



Challenge

Design and build a paper table to support the weight of a tin can.

Rules:

You can only use the materials on the list, but you don't have to use all the materials

- 1 piece of cardboard about the size of an exercise book or side of a cereal box
- tape
- ruler
- scissors



The table needs to be at least 20 cm tall



The table needs to be strong enough to hold a tin can, such as tinned tomatoes or baked beans

