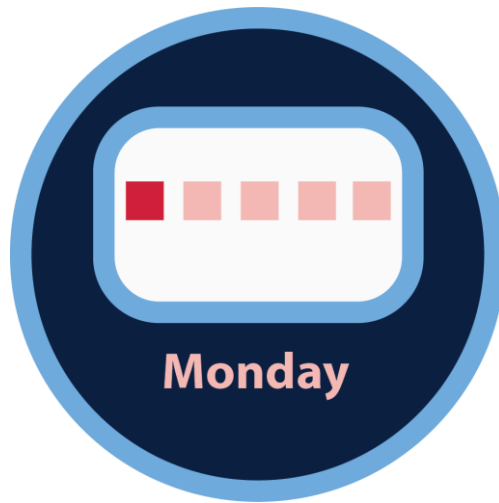







Carlton Public School
Stage 3
Week 1 Term 4



This Booklet belongs to:



Things you need

Activity	You will need
Most activities	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
Physical activity	 Pair of socks
Creative arts	 Chopsticks,  Tea towel, scarf or piece of material, space to move

© State of New South Wales (Department of Education), 2021

The copyright material published in this document is subject to the Copyright Act 1968 (Cth), and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education.

Copyright material available in this document is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence.

See <https://education.nsw.gov.au/about-us/copyright> for further details.



During the day make sure you take time to

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

1. Care and connect - Body warm up



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 and 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

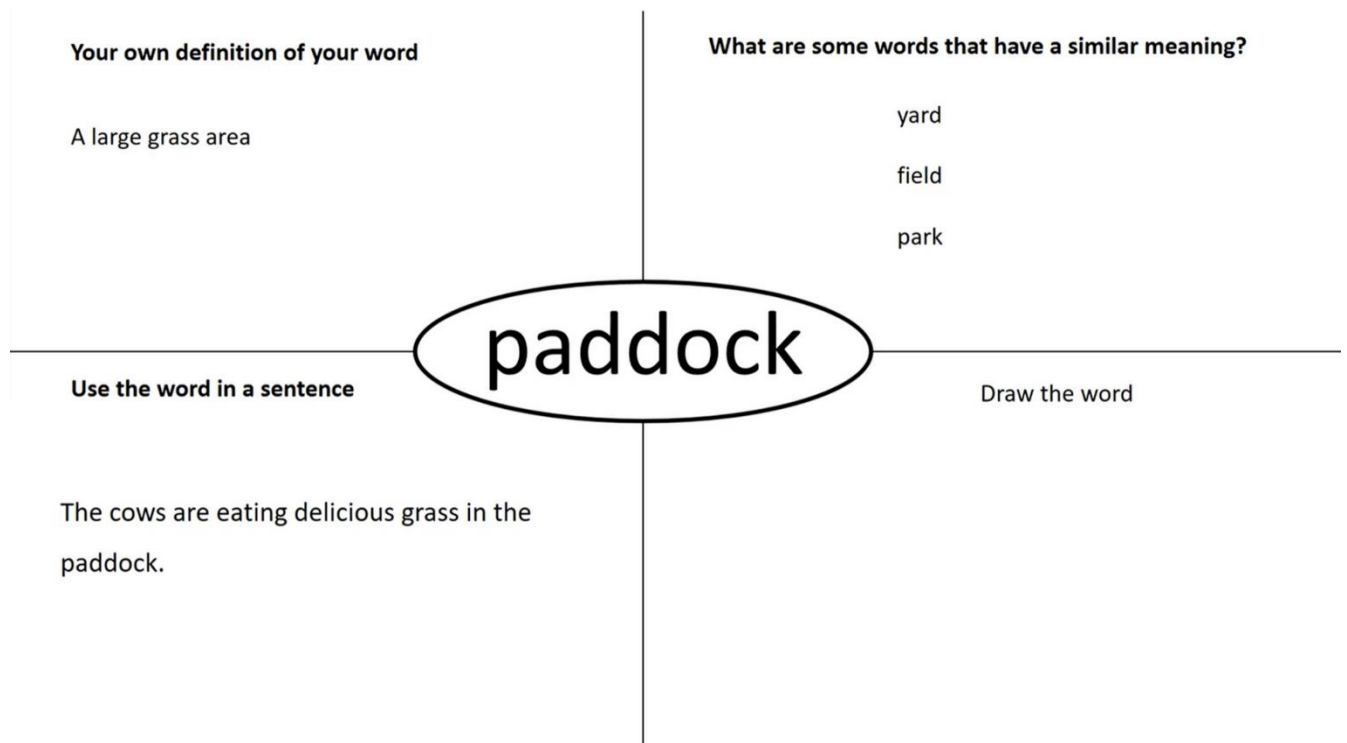
Activity 6 – Practice catching your soft ball using some different throws. Can you throw your ball behind your back and still catch it? What about if you throw the ball through your legs?

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’ by Alison Ferguson.

If you can’t listen to the story or read it below, choose and read one of your favourite books about friendship.



The Dog Without a Name

[story by Alison A Ferguson](#), [illustrated by Greg Holfeld](#)

THE DOG PRICKED her ears. Someone was coming. Huddled in the corner of her pen at the animal shelter, the dog waited. Footsteps thudded along the path—past the other dogs in their pens—then stopped.

‘Hello, old girl,’ said a man wearing overalls. The carer scanned the chart clipped to the wire fence. ‘What’s your story, then?’

The dog didn’t know she had a story. She was even unsure of her name. She’d had a few. Was it still Pippa, or perhaps Molly? With her body pressed against the wall, she watched.

'A bit shy, are you?' The carer slowly opened the gate. He entered the pen and set down a bowl of food. The dog blinked, thankful that the man had stayed away from her safe space. 'See you tomorrow,' said the carer as he slipped out the gate.

Alone again, the dog hurried across the floor and gulped down her meal.

Each day, the man visited the dog. First, he cleaned her pen and topped up her water bowl. Later, he led her to the exercise area, where she stretched her legs and sniffed. Oh, how she loved to sniff. Afterwards, back in her pen, the dog tucked into her dinner.

One afternoon, the dog heard laughter. She shrunk back to her safe space to listen.

'Now, children,' said a teacher, 'choose one dog each.'

From the other pens came eager barks. Children ran up and down the path, glancing through the fences and chattering.

'This one's so cute!'

'I like the spotty one.'

After a few minutes, the footsteps stopped. The path outside the dog's pen was empty. Then came a familiar voice. 'You have a visitor,' said the carer. A boy stood there, clutching a cushion and a book. The waft of his worn shoes touched the dog's nostrils.

'How about this dog, Jack?' the teacher, Miss Fenn, asked, peering through the fence. The dog was uneasy when humans stared at her. Shifting her paws, she looked away.

'This one's a bit shy,' said the carer. 'But she'll come around.'

Jack nodded, dropped his cushion in front of the fence and sat. Her body stiffening, the dog wondered what the boy would do next.

'I'm going to keep you company and practise my reading,' Jack said, glancing at the book in his lap. 'It's about a farm dog.' He grinned. 'She looks like you.' The dog turned towards her visitor. This boy had a soft, calm voice. Jack flipped to the first page and read slowly. 'One day, Bella, the dog ...'

The dog listened patiently. From time to time, Jack lifted his book to show a picture. To the dog, the shapes were hard to make out from her safe corner. But she twitched her ears so the boy would know she was paying attention.

All too soon, the visit was over. 'Catch you next Friday,' said Jack, waving goodbye.

The week dragged on with the daily routine. Used to the carer's visits, the dog often came up for a pat.

Sometimes strangers would stroll in front of her pen, stopping to squint inside. 'This dog's too timid,' they'd say. 'How old is she? We'd prefer a puppy.' Then hearing the other dogs scampering and whining for attention, the people would quickly move on.

On Friday, Miss Fenn and the children arrived as expected. The dog was relieved when Jack chose her again. This boy didn't stare or point as other visitors did.

'I've brought the same book,' said Jack, plopping down onto his cushion. 'I used to live on a farm.' The dog rested her head on her paws. Whatever the boy was telling her sounded interesting.

'Now we're staying in a flat near my new school.' Jack's voice wobbled. 'I miss the farm animals.' He wiped his nose on his sleeve, and the dog noticed the boy's sadness.

Perhaps one whiff through the fence wouldn't hurt. The dog edged forward. *Sniff*. There was that snug and relaxing smell of old shoes again. Then she stepped back and waited for the boy to begin.

The rest of the afternoon flew by while the dog listened to Jack read. Sometimes the boy stopped and frowned. Then the dog would lift her head, waiting for him to sound out a tricky word carefully. There they stayed, on opposite sides of the fence, until story time ended.

Every Friday, the chatter of children signalled to the dog that the boy was on his way. Each visit without fail, Jack read the farm book. The dog didn't mind because the story grew more thrilling. If Jack's voice became higher and faster, something exciting was happening. The dog would sit bolt upright, her ears alert. When Jack laughed, the dog would join in, wagging her tail. But her favourite part of the story was the animal noises. Then she'd prance about with delight, joining in with a bark.

However, one Friday, everything changed.

Miss Fenn and the children arrived as usual. From her pen, the dog listened to footsteps along the path and voices laughing. Soon the commotion settled, and story time began. But there was no Jack. The dog pressed her face against the fence, trying to look up and down the path. Where was he? The boy always arrived with the others. Humans could be so confusing.

Lying low in the shadows, she could hear Jack's classmates reading to the other dogs. She let out a muffled whimper. There was nothing else for it. She'd have to find the boy herself.

The next morning, the carer arrived to find the dog waiting for him at the fence. 'You're keen today,' he joked. Leaving the gate ajar, the man entered. The dog watched. This was the moment to find the boy.

Bravely, she took a step forward. Then, through the gap, another. She inched onto the path. Running her snout over the stones, the dog snuffled. Among the many smells, there was the boy's scent. Her nose to the ground, she chased after it. Faster and faster, she ran.

'Hey, come back!' yelled the carer.

But the dog ignored him. Her heart pounding inside her chest, she forged ahead. 'I'm coming, boy,' her tail said. 'Wait for me.'

Along the path, she raced until the scent faded. With a halt, the dog scanned left then right. The boy was nowhere in sight. She hung her head, suddenly exhausted. Weary of humans changing their minds, tired of waiting for a home. She hardly struggled when the carer gently slipped on her lead.

'Come on, old girl. We're going to the office.' The carer smiled. 'I have a surprise for you.'

Planting her rear on the ground, the dog refused to budge. *I'm not going with you*, her eyes said. *I need to find that boy*. She glanced over her shoulder, wondering what to do next.

That minute, the boy's scent drifted by. It grew stronger and stronger. Tugging on her lead, the dog took off towards the office with the carer staggering behind her. Outside, the dog pawed the door, pleading for someone to open it.

'In we go,' said the carer.

The dog could not believe her eyes. Standing beside the counter was the boy. Her boy! In a flash, her doubts and fears disappeared. He hadn't forgotten her at all. With joy, the dog spun her tail like a helicopter blade.

'I missed you,' cried Jack, running to greet her. 'I'm sorry I wasn't here yesterday.' He rubbed the dog behind the ears. 'We moved into a new house with a garden. So Mum says there's lots of room for you too.'

The dog tilted her head. She'd never seen her boy so happy. Something wondrous was happening, and she was part of it.

'Have you chosen a name for her?' asked Jack's mum.

'Bella—like the dog in my book,' Jack said. Then he tapped his thigh. 'Come on, Bella. Let's go home.'

Outside, the family climbed into their car and drove away. Bella popped her head out the car window. Sniffing the air beyond the shelter, she sensed a whole new beginning.

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 detailed paragraph that describes your character. Describe them in detail to help your reader to create a picture of the character in their own mind. Use figurative language to make your paragraph more interesting (metaphor, simile, personification.)

Challenge

Pretend you are one of the other characters in the text. Describe your first character from the perspective of the second character. What do they see? How does the first character make them feel? Write a detailed description.

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.

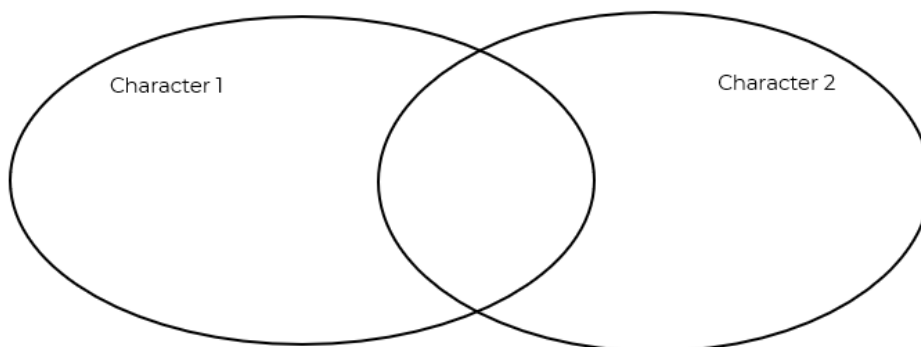
If you can't listen to the video, think about books, short stories or comics that you have read. Who were your favourite characters?

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

Create a Venn diagram comparing two of your characters.



Maths – Activity 1 – Different strategies to solve number problems



Scan the QR code for the instructions. If you don't have a device, read the questions and number problems below.

Look at the questions below and think

Which of the problems below would you solve using a mental strategy?

Which ones would you solve using a written or digital strategy?

Record your thinking in your workbook or in the space below.

b. $4.4 + \underline{\quad} = 13.4$

c. $0.980 - 0.5 =$

d. $7.5 + 0.15 + 6.5 =$

e. $1001 - 3 =$

f. $235 - 44 =$

g. $98 + \underline{\quad} = 266$

Maths – Activity 1 part b – Different strategies to solve number problems



Consider the following problems from the previous activity:

b. $0.980 - 0.5 =$

c. $7.5 + 0.15 + 6.5 =$

How would you solve these problems without a calculator? If you scan the QR code you will see how you might do this.

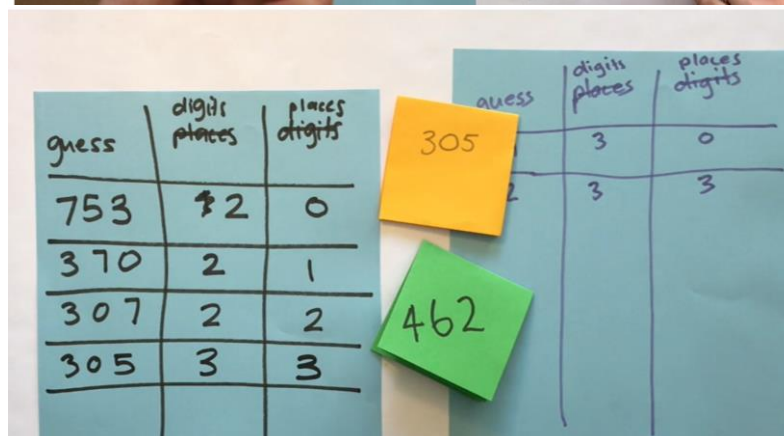
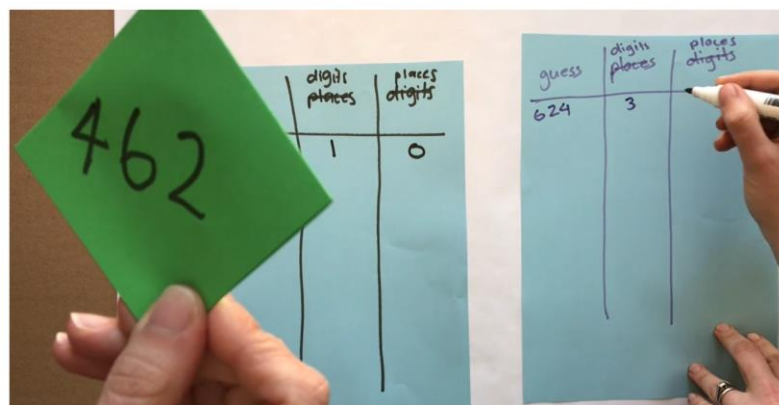
1. Mathematics – Activity 2 – Mastermind

Scan the code and listen for the instructions

If you don't have a device, read 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.



2. Creative Arts – Activity 1 – exploring songs

Scan the code to hear the instructions.

You may know some of the place names of some towns in Australia. Have a look at this map and see how many of these towns you have heard of before. Find a place that you have never heard of before and see if you can find out about where its name came from. Be prepared to tell your teacher.



Places in Australia - NSW DoE Learning Systems

a. 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

From 1:38 A Wonderous Place



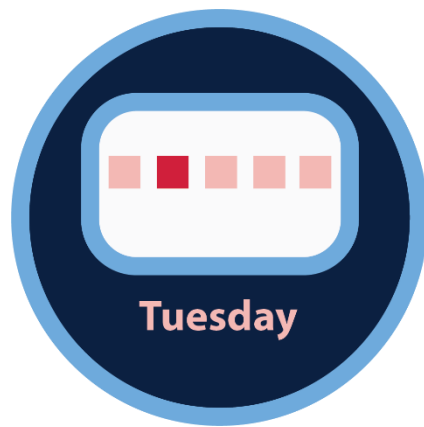
<p><u>'When the Clouds are Sinking Low'</u> – all about how beautiful the Australian sky can be</p> <p>When the clouds are sinking low, And the sky has a special glow. I love to watch the setting sun, Beaming down on everyone. When the clouds are sinking low. When the rain is falling down, Love that 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 Wonderful 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>
---	---

While you are learning 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.










Now you are going to use another accompaniment, called an ostinato, to make the song more interesting. An ostinato is a repeated pattern, for example, clap some rhythms of your own such as long, long, short, short, short, short (you may have heard your teacher say this as ta, ta, ti-ti, ti-ti) throughout the song. Change this to different rhythms like the town names used in the video. Use them as ostinatos (repeated patterns) to accompany the songs. Say your rhythm first as an ostinato, then join in with the recording of the song. You might even like to challenge yourself by singing

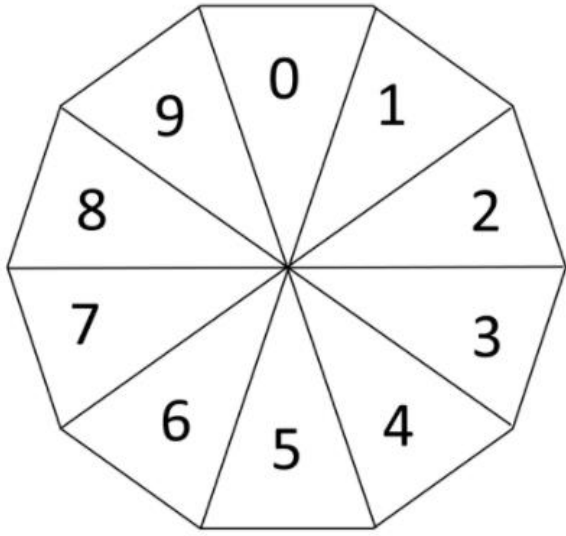
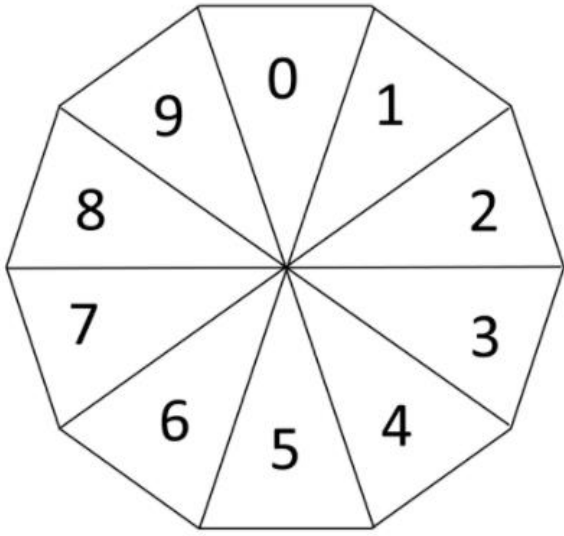
the song and clapping your ostinato (or playing with some chopsticks) at the same time!



b.

c. Things you need

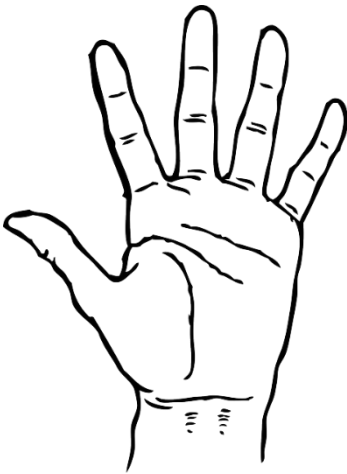
Activity	You will need
Most activities	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
Multiplication toss	 Spinners  paper clip for spinner  grid  paper  coloured pencils



During the day make sure you take time to

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

1. Care and connect – Take 5 Breathing



"Hand" by Clker free vector images is licensed under CC BY 4.0

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 your 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.

Brain break – Leaf Rubbing



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

This could also be done using a coin and lead pencil.



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 or read 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 or reading the story, tell somebody what you have learnt from the story.

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' by Alison Ferguson. 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? What is your back story?
- 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 write down three questions you would ask them. Record your questions in your workbook. Now pretend you are that character and answer the questions.

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 it will rain again 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 can infer character feelings, events in a story and what might happen next from clues in the text.

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 steps 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 question how many dots are there in total? Have another look for 4 seconds. Draw what you saw and write 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.

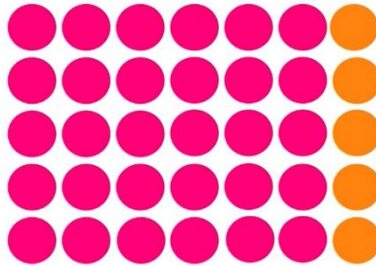
NSW Department of Education

<p>Michael: I know 35 is 5 sevens</p>	<p>Sharon: I saw 5 and 2. So, I know 5 fives is 25. Then, 5 twos is 10. 25 and 10 is 35</p>
<p>Lucy: I saw 4 sevens and 1 seven. I know 4 sevens is 28. Then I added another 7 to get 35 dots.</p>	<p>Millsy: I saw 5 sixes and 5 ones. I know 5 sixes is 30. I know 5 ones is 5. 30 + 5 is 35.</p>

Can you 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.

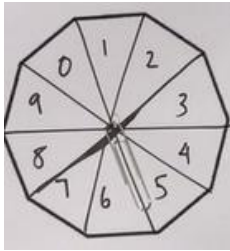


5 sixes + 5 ones

Can you now draw an array in your workbook to represent all the different ways it was seen above? 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

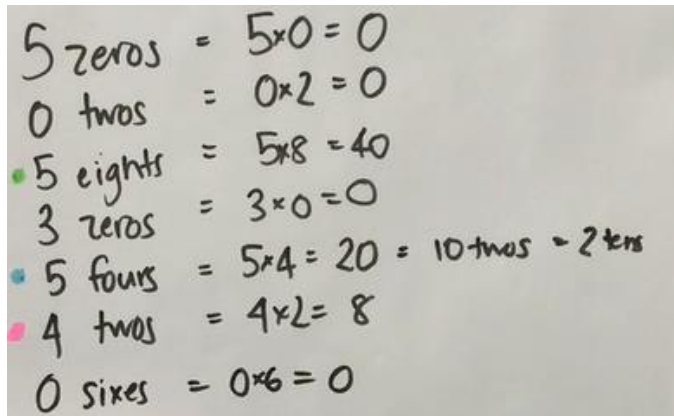
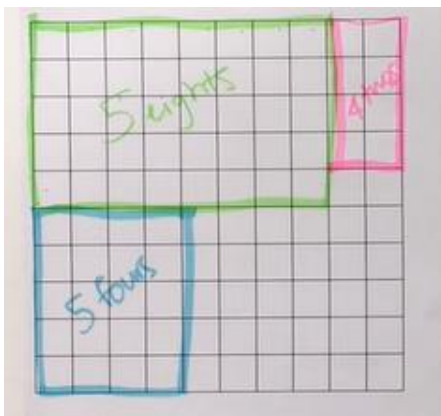


Materials:

- Spinner or numbers 0-9
- Paperclip for spinner
- Grid paper
- Coloured pencils

Instructions:

- Either make a spinner or you could write the numbers 0-9 on slips of paper 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.



HSIE – Activity 1 – Connections to places

Scan the QR code to watch the teacher video or read the text and then the instructions below.



Scan the QR code to watch the video (Episode 7) about Zhe Wen, a girl who lives in Shanghai China or read the text below.



Zhe Wen is 10 years old. She lives in Shanghai. Shanghai is a mix of old, modern and traditional. It's a hectic, energetic and noisy city. Shanghai has over 23 million people living in the city. They are all very busy just like Zhe Wen. She leaves for school at 7:40 and walks there with her mother. She speaks Chinese Mandarin to her mother and classmates. In Shanghai there is a separate language called Shanghainese. She doesn't speak it, but she does understand some. She stops at 10 traffic lights on her walk to school. Most children arrive at school between 7:50-8:10am. Lots of children come to school with their grandparents and they all bow to their teachers when they come into school to greet them and show respect. At 8:10am the gates close.

Zhe Wen finishes school at 3:10pm but sometimes she has extra classes. She learns the cello and catches the metro (train) to get there. There are 13 train lines and over 200 stations. 5 million people catch the metro every day. It's the 4th busiest metro line in the world. Shanghai is split into 2 by the river the Huangpu River. It is very busy with lots of boats and ship passing by. One side of the river is the new side with lots of tall buildings. She has been learning cello for over a year and won 3rd prize in a competition.

Weekends are also very busy, Zhe Wen does lots of extra classes. On Saturday she does a design and technology class where she makes cars planes or boats with tiny pieces and it's very difficult. She also does another class, Olympic Maths to prepare her for maths competitions and will help her get a place in good schools. On Sunday she does an English class which she thinks is very important to learn and she hopes to go to England one day. She also does a calligraphy class to learn techniques. It is an important subject in their culture and they all learn it at school.

1. While you're watching or when you're reading the information about Zhe Wen, make notes in the Zhe Wen column below about things you observe about her. Ideas could be:

- Buildings/homes
- Population size
- Food
- Schooling
- Lifestyle (activities Zhe Wen does such as weekend hobbies)

Zhe Wen	Me

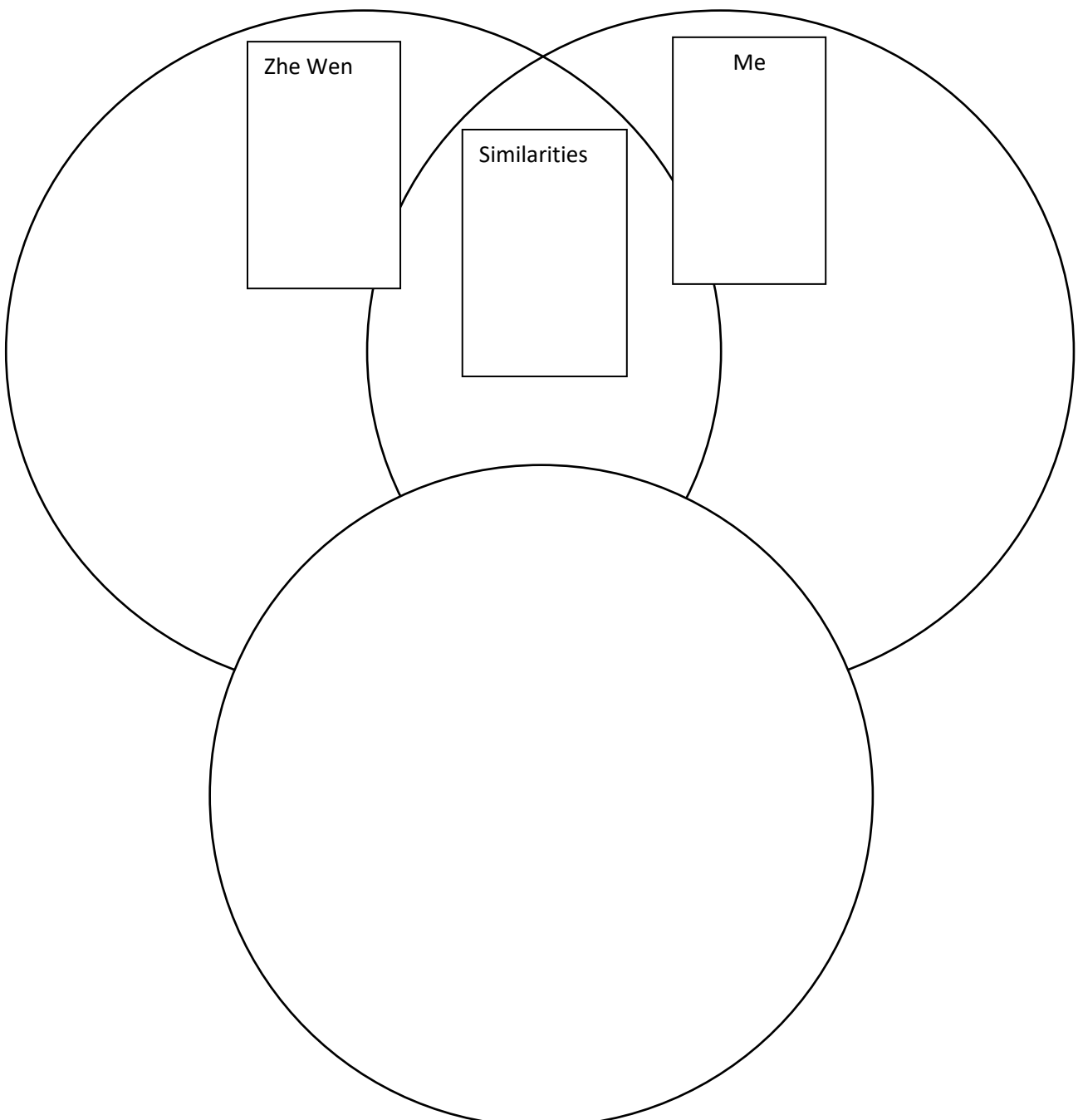
2. After watching, complete the 'Me' column with the same information about YOUR life. The buildings where you live, your home, population size (if you know it), the foods you eat, schooling and your lifestyle activities, for example, family and cultural events.

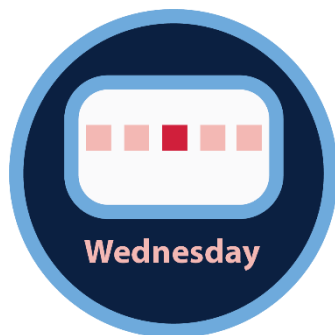
HSIE – Activity 2 – Connections to places

Scan the QR code to watch the video again if you would like to about Zhe Wen, a girl who lives in Shanghai China.







1. Using the observations you made in the last activity about Zhe Wen and your lifestyle and environment, use the Venn diagram to show any similarities and differences in your lives. Differences go under each person's label. Differences might be what time you both leave for school, or how you get there. Similarities could be that you both play an instrument or you both live in a busy city.

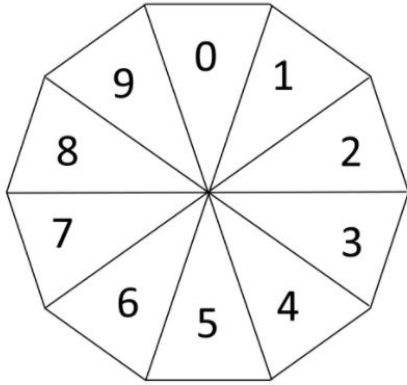




d.

e. Things you need

Activity	You will need
Most Activities	 Workbook  pen or lead pencil, Optional: iPad or phone or computer
Place value game	A gameboard (you can make on by drawing boxes or using sticky notes)  Numbers 0 to 9 some suggestions are: 2 x 0-9 spinners with paper clip, 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
HSIE	Notes from Tuesday's activity



During the day make sure you take time to

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

1. 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. Did you know, our bodies are made up of 60% of water? Amazing! 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.

Brain break – Stretching and breathing



Stretches are very good if you are sitting down for a long period of time.

7. Take a big, deep breath in and feel the cool air coming into your nose.
8. Let the breath out. You may notice that your breath is warm.
9. Repeat these deep breaths 3 times.
10. Stand up and make your body nice and tall.
11. 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.
12. Swap legs and repeat step 5.
13. Repeat the tree pose.

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

English – Activity 1 – Speaking and vocabulary: Treehouse

Look at the picture of the treehouse below. If you can, describe aloud 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? Why do they live here? What do they like to do? What is their personality like? You might like to tell someone in your home about your character.

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



Return 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...
- How is this similar to my life or people I know?

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 or watched in a show? (Text to text)

- This book is like... because...
- This character is like... in the book/show... because...
- This reminds me of the book/show... because...
- How is this different from other books/shows I've read?
- I read or saw 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.	On a TV show, I saw some pet shelters in America running a program like this.	Text to text Text to world

Complete your own ideas in your table.

English – Activity 3 – 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. Use two or three synonyms, or a phrase, to describe the emotion.

What happened in the text?	How did Bella feel?
e.g. The carer came to read the chart	Scared
The carer gave Bella some food	
People stared at Bella	
Jack sat and read to Bella	



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

Challenge

Complete the table for another character in the story.

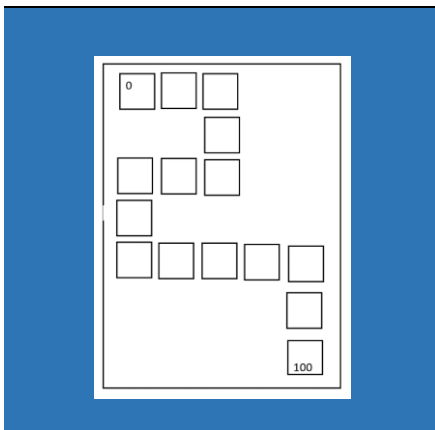
Choose one of the examples in your table and write a descriptive paragraph about that moment from the perspective of the character.

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 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.



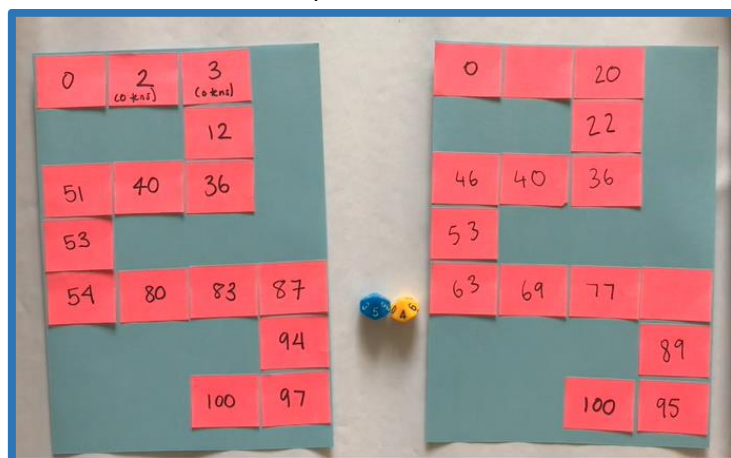
Draw a game board for each player on a page with 15 squares like the example.

Put the number 0 in the first box and 100 in the last box.

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.



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.

Plan a persuasive text to your school Principal convincing them that your school should install water fountains or a drink bottle station.

A persuasive text is any text where the main purpose is to present a point of view and seeks to persuade a reader.

A persuasive text usually includes:

- A statement of position – introducing the topic. For example, the school needs a drink bottle station for students to fill their drink bottles.
- Three or four arguments – here is where you need to convince the principal into believing that you need a drink bottle station.
- Conclusion – a summary of your arguments.

Key arguments could include:

- Health benefits of having water fountains or a drink bottle station.
- Convenience of having water fountains or a drink bottle station.
- Sustainability – benefits on the environment when you can refill drinks bottles instead of buying more plastic bottles.

You may choose to write your text in your workbook, create a voice recording or present your text on the computer or iPad.

Be as creative as you can with your presentation.

PDHPE – Activity 2 – Obstacle Golf

Scan the QR code to watch the video on Obstacle-golf advanced.



1. Create 3 targets that you can safely throw a soft object towards.
2. Choose a 'starting point'. This is where you will stand to 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:



Play obstacle golf:

1. Throw the soft object towards the target. You should aim to hit the target.
2. Pick up the soft object from where it landed and throw the object again until the target has been hit.
3. Attempt all 3 targets once.

Reflection questions. You may write your responses in your workbook:

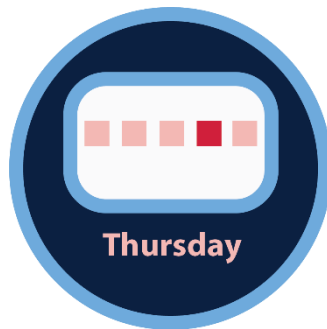
1. What do you consider to be your strengths while playing this game? For example, "I am very consistent when throwing underarm at a target over a short distance," or, "I am very good at judging the appropriate amount of force to apply to my throws."
2. Why is this your strength?
3. Create or change at least one rule that will challenge your strength. Explain the rule you have created or changed.
4. Create a different scoring system. For example: the amount of throws you record for each attempt is halved if you throw with your non-dominant hand. Explain your new scoring system

Play obstacle golf – with adapted rules and scoring











- Record how many throws it took to hit each target.
- Explain how you refined your throwing during the game 'Obstacle golf advanced' to effectively use the new rules.




Example of how you may record the attempts

How many throws did it take to hit the target?	
Target 1	I took 6 throws to hit the target
Target 2	I took 4 throws to hit the target
Target 3	I took 8 throws to hit the target



Things you need

Activity	You will need
Most Activities	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
Physical Activity	<ul style="list-style-type: none"> •  A pair of socks or small soft ball •  A washing basket or bucket •  A small pillow •  Workbook and  pencil • A water bottle
How many characters challenge	<ul style="list-style-type: none"> •  Lego- you need to make 3 characters so will need 3 of each of these parts: <ul style="list-style-type: none"> • Hats/ hair • Faces • Upper body • Legs • Accessory to hold
Factors Fun	<ul style="list-style-type: none"> •  A paper clip and  spinner

	<ul style="list-style-type: none">  4-6 pink counters (or another colour) and 4-6 blue counters (or another colour).
PE	<ul style="list-style-type: none">  Soft objects to throw. For example, a small soft toy, hat, socks, beanie, scrunched up paper  Objects to create a target. For example, basket, bag, hoop, rope, skipping rope, bucket, paper with a target drawn on it
Science	<ul style="list-style-type: none"> 2 eggs 2 tall clear containers to hold 500ml Measuring jug water 8 teaspoons of salt

During the day make sure you take time to

1. do a care and connect
2. take a brain break
3. 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, spiky, 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 spiky? 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 to 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? Why would audience members listen to this spoken text or story?

Complete the table below in your workbook

Story/ Spoken Text	Topic	Who is the audience?	How do you know?	Why are they listening to this text?
e.g. sports report on the news	Football game on the weekend	Adults, high school students, fans of football	Some of the words used might be hard for primary students to understand	To learn information about the latest football game



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 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

Challenge – Imagine you are Bella and write the letter from her point of view.

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.

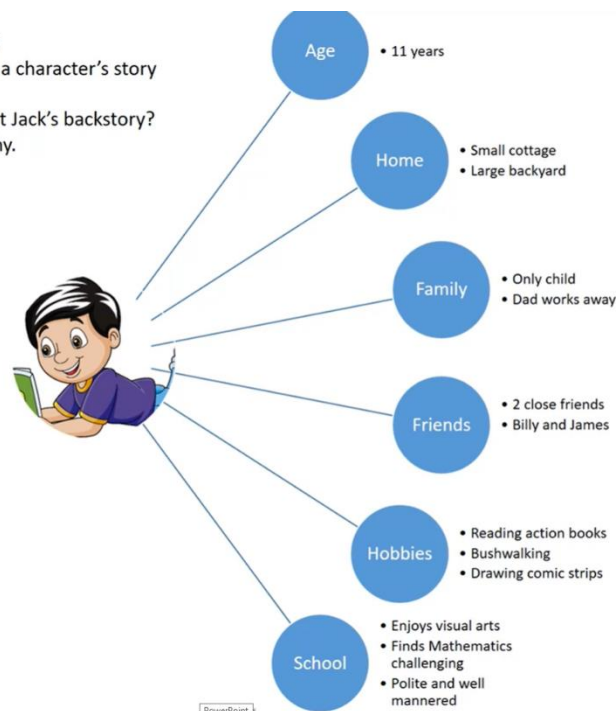


You need to plan Jack's biography first. You could do this as a mind map, in a table, as dot points or any other method you like to use to plan. Think about how old he is, where he lives, who he lives with, his friends and his hobbies. Use the clues in the story to help you. We know that he lived on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

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



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 3 – Factors fun

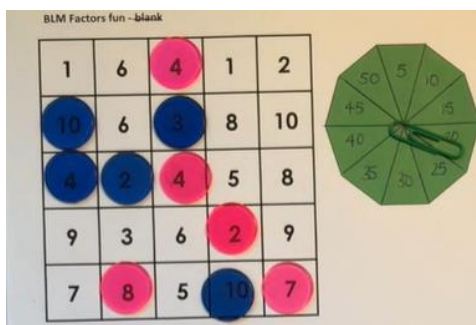
The goal of this challenge is to get 4 counters in a row. You will be doing some division to find the answers on the game board.

Scan the QR code for the instructions. If you don't have a device, read the instructions and pictures below to learn the rules.



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

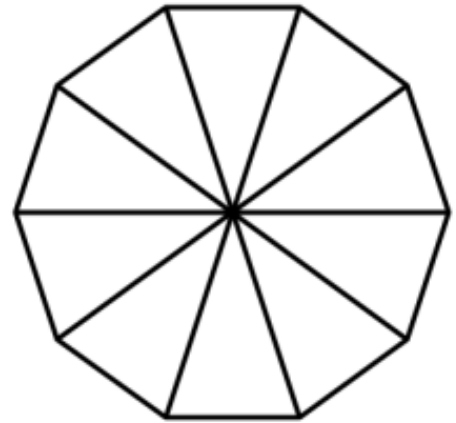
1. Get your [game board](#), spinner, recording sheet, counters, and pencils ready. They are on the next page. You will need to decide what times table you will be working with and write the answers on the spinner, for example: 6, 12, 18, 24 if you were doing the multiples of 6.
2. Take it in turn to spin the spinner and divide the number by the chosen divisor (for example, 6).
3. Players work out the solution and explain their thinking to their partner.
4. 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.
5. If the number is taken, students miss a turn.
6. If there are no new counters that can be added to the game board, players must move an existing counter to a new place.
7. Players win by getting four counters in a row (in any orientation, including a square).
8. 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.



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

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

Science – Activity 1 – Eggs behaving badly

Do bad eggs always float? Do good eggs always sink? By combining water and salt, we will investigate this very important question.

Combining water and salt will change the properties of water enough for us to observe a change in the way eggs behave. It may be that water has as much to do with floating eggs as the egg itself!

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



For this investigation you will need:

Materials:

- 2 clear tall glasses or jars that will hold at least 500ml of water, a measuring jug, 2 eggs, salt (8 teaspoons for every 500ml of water).

Method (what to do):

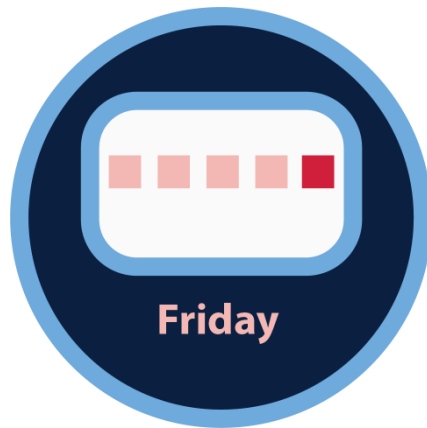
- Fill each container with 500ml of tap water. Mix 8 teaspoons of salt into 1 container and stir until as much salt dissolves as possible.
- Gently place an egg into each container and observe. Did both eggs sink? Did they both float? Did they do something different? Use a spoon to remove both eggs and swap the eggs. Did this change anything?

Use the following headings to record your investigation, observations and explanations.









- 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:

Optional Challenge: Use a short section of drinking straw and paperclips to make an object that floats below the surface of the water but does not sink to the bottom of the container. 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.

f.



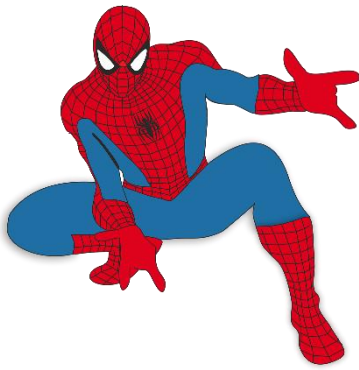
g. Things you need

Activity	You will need
Most Activities	 Workbook  pen or lead pencil Optional: iPad, phone or computer
Brush loads	5 cubes Paint brush
Dicey addition	 Spinner and  paperclip
STEM	 1 piece of cardboard about the size of an exercise book or side of a cereal box  tape  ruler  scissors can of food

During the day make sure you take time to

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

1. Care and connect



"Spiderman" by NastyaO is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



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



"Image" by [geralt](#) is licensed under [CC BY 4.0](#)

Think of a topic you know a lot about. Examples could be: dogs, swimming, electricity, planets, TV show, 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 this 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

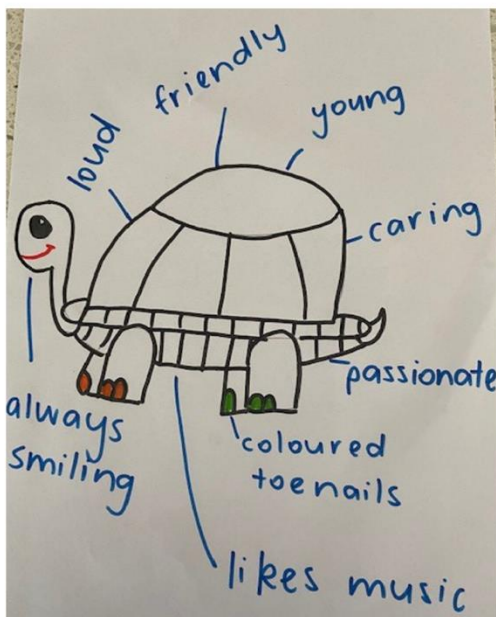
Scan the QR code for the “New Character” video or read the instructions below.



This week we have been learning about characters. Today, you are going to design your own character. 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? What is their back story?

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 few paragraphs 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

Explain their back story. Where did they come from? Why do they behave the way they do? Write the first few sentences 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.



Materials:

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

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.

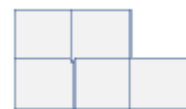
Instructions:

- Arrange your cubes so that they make a shape.
- Record in your book how you work out the brush strokes you need to paint.
- 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.



$$2 \text{ fives} + 10 \text{ ones} = 10 + 10 = 20$$



1. Which shaped used the least brush strokes?
2. Which shape used the most?

Maths – Activity 2 – Dicey addition

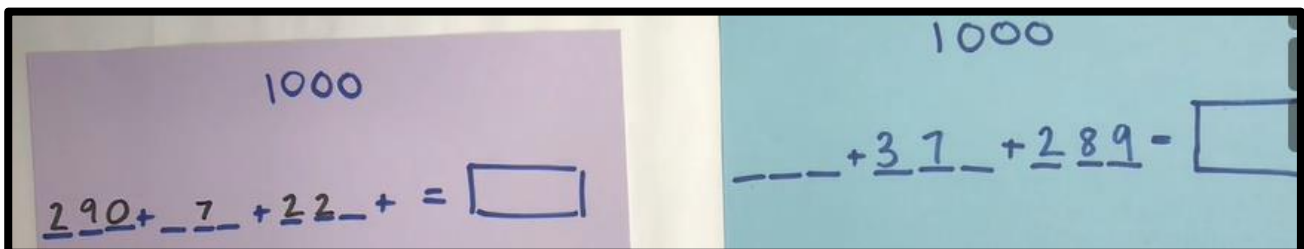
Goal to get closest to 1000 when your 3 numbers are added. You can scan the QR code to watch the game being demonstrated or follow the instructions below.



How to play:

- You can play this game alone or with a partner. Collect the resources needed. You could play three games to see which one you scored the highest number in.
- Draw your game boards so you each have one. The picture shows how.
 - 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.

Extension Ideas:

Play Dicey addition using one of these scoring systems:

1. A point for a win. The first person to reach 10 points wins the game.
2. Each player keeps a running total of their "penalty points", the difference between their result and 1000 after each round. First to 5000 loses.

You may like to use subtraction or multiplication instead.

STEM – Activity 1 – Paper table

Scan the QR code to watch the video or read the instructions below.

Challenge:

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

Rules:



14. 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 the side of a cereal box
 - tape
 - ruler
 - Scissors



2. The table needs to be at least 20 cm tall.



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





You can watch this story via Story Box Library logon as: cpslibrary password: carltonps

<https://storyboxlibrary.com.au/stories/this-small-blue-dot>

On the book cover, the girl character who narrates this story is holding Earth in her hands and refers to our World as: 'this small blue dot'.

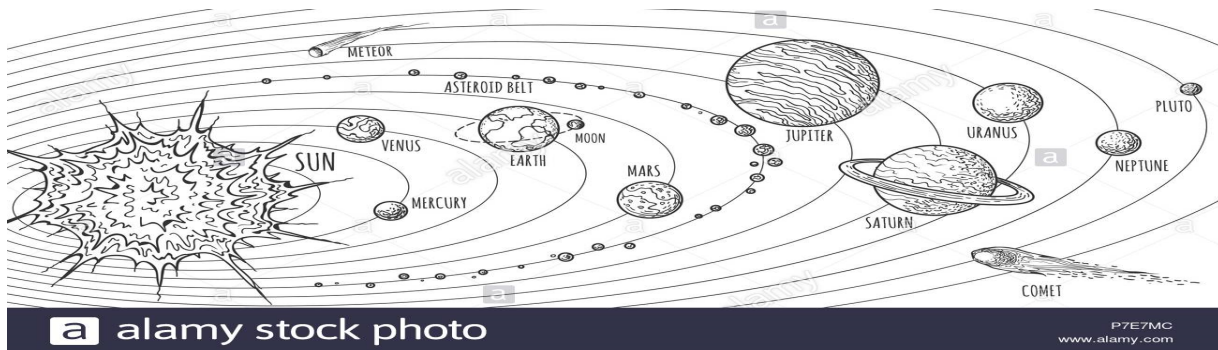
ABOUT THE STORY Written and illustrated by **Zeno Sworder** and read by **Alice Pung**.

A young girl introduces the newest member of her family to the small wonders, big lessons and other important stuff that make being a child so special.

With a strong message of interconnectedness, hope and empowerment, *This Small Blue Dot* follows a little girl exploring the big and small things in life. From contemplating our place on this 'blue dot' to the best Italian, Chinese and Indian desserts, the story provides a broader, more inclusive view of who we are, where we come from and where our dreams may take us.

Delivering big lessons with playful humour, the precocious young narrator shares her take on nature and the environment, wisdom from elders, embracing difference, the power of imagination and broccoli.

Our World: Planet Earth, is the third planet from the Sun in our Solar System.



LEARNING TASKS

Choose **one** of the following activities to complete.

- 'As far as we know, it's the only one with life'* Use your imagination to create a new planet. Write or draw your planet and the creatures that live there.
- Imagine you are an alien from another planet. Write a postcard to your alien family back home that explains all the best things about Earth.
- Imagine that you are in charge of promoting Earth. Create a poster or brochure that tells other people about the best bits!

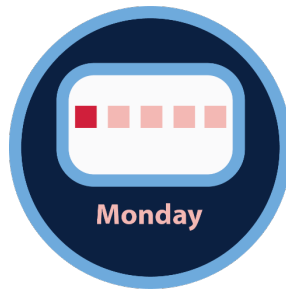
You can also use the back of this page to write or draw on if needed.

Carlton Public School










Stage 3 Term 4 Week 2



This booklet belongs to:



Things you need

Activity	You will need
Most activities	 Workbook,  pen or lead pencil, Optional: iPad, phone or computer
Brain Break	 Paper,  Textas or pencils
Physical Activity	Wear Shoes  timer Water bottle 5 varied items (eg a shoe, a small soft toy, a small ball, a pair of socks and a toy car) 
Order! Order! 2	sticky notes (or blank number cards)  markers 4 x 0-9 dice (you could also use playing cards, a spinner or numeral cards).
Creative Arts	Chalk or string, wool, balls or counters Paint of a chosen colour/s and a paint brush (if desired)  Blank paper Cardboard scraps, matchsticks/toothpicks or other stiff recycled materials such as scraps of plastic (for Option 1)  Textas, crayons, coloured pencils or a marker pen (Option 2)

© State of New South Wales (Department of Education), 2021

The copyright material published in this document is subject to the Copyright Act 1968 (Cth), and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education.

Copyright material available in this document is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence.

See <https://education.nsw.gov.au/about-us/copyright> for further details.



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 – Category challenge

For this challenge you need a timer, a piece of paper and pencil.

Press the timer. Challenge yourself to write down your responses as quickly as possible that starts with each letter of M O N D A Y.

Press your timer and record your time.

Each day we will do a category challenge. Can you beat your time?

A place in Australia – M

Something that you can drink – O

A TV show – N

Something in the ocean – D

A job someone can do – A

Something you could say to a friend if they are having a bad day – Y

Brain break – Drawing



1. Collect your paper and textas or pencils
2. Ask someone at home to draw 4 different shapes or lines or squiggles on the piece of paper
3. Use the shapes and squiggles to make a picture

Alternative: You could draw 4 shapes or lines or squiggles on a different piece of paper and ask someone at home to make a picture using them.



Physical activity



Scan the QR code to watch the Physical Activity video or read the instructions below.

1. Collect the items you need (see the things you need list).
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. Spend 3 minutes stretching your muscles.
3. Lay your 5 items on the floor face up. Now turn all the items to be face down. How many times can you turn your items (so that all are face up and then all are face down) in 30 seconds? E.g. Turning all 5 items face up = 1, then turning all 5 items face down = 2, and so on)
4. Using your hands as open (palm facing up) and closed (palm facing down) as a bat and a pair of rolled up socks – throw the socks up (not too high), turn your hand closed (palm down) and bat the socks up using the back of your hand, turn your hand open (palm up) and bat the socks up again, and keep turning your hand and batting the socks. How many times can you bat the socks up? Try this 3 times and see if you can beat your high score.
5. Using both your hands as open hands - bat the socks twice with one hand and then twice with the other. How many times can you bat the socks in 30 seconds?
6. Repeat step 5. However, this time after 4 bats go down onto your knees, after 4 bats stand back up, and repeat. How many times can you bat the socks in 30 seconds?
7. Make up your own challenge.

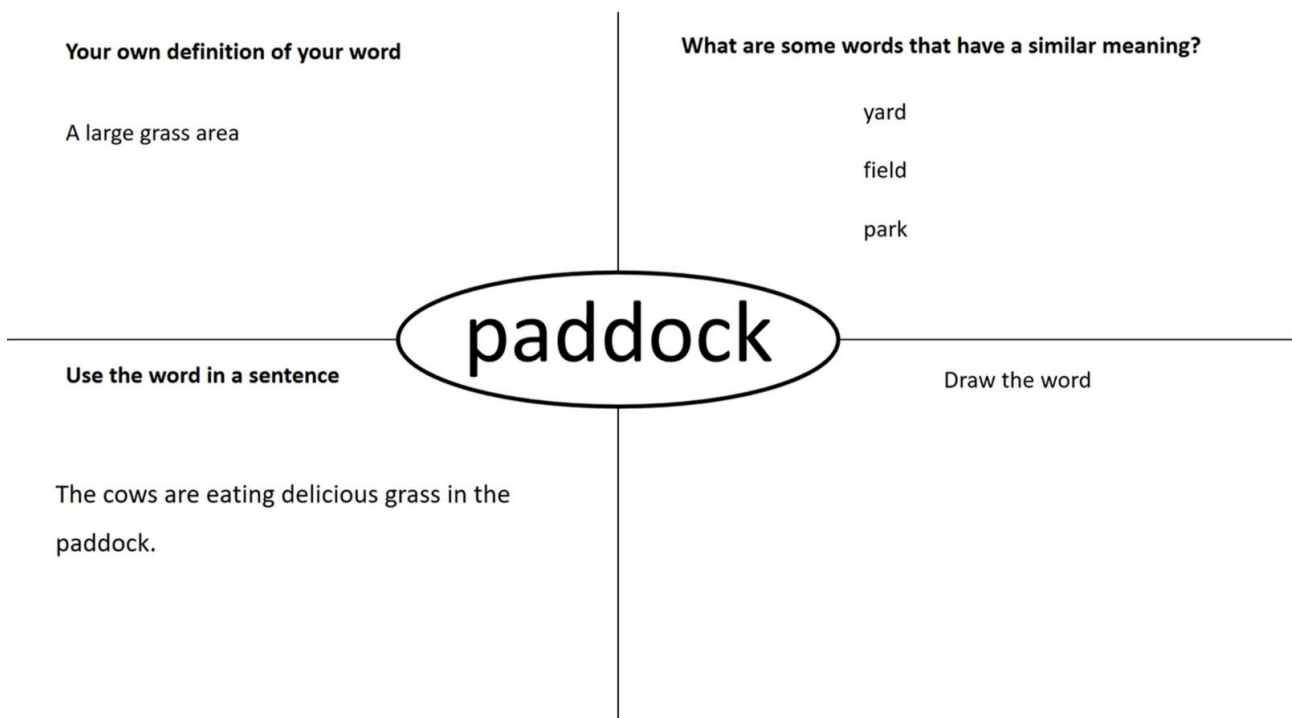


English – Activity 1 – Vocabulary



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.



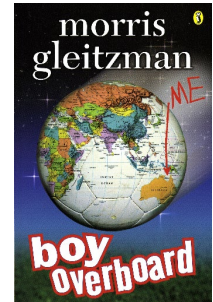
English – Activity 2 – Reading: Exploring similes



Scan the QR code for today's lesson, or read the information below.

This is an example of a simile from the book *Boy Overboard* by Morris Gleitzman (2002).

“Jamal,” screams Zoltan, flapping his arms like a buzzard with a belly-ache.’



'Boy Overboard' by Morris Gleitzman © 2002. Used with kind permission from Penguin Random Publishing Australia

A simile compares two things that are similar but not the same. An example could be when comparing a kite's flying to a bird's flying. A simile uses the words “like”, “as...as” or “as if” to compare the two things, e.g. the kite flew **like** a bird.

In the above example from *Boy Overboard*, the word “like” is used to compare Zoltan's flapping arms to a buzzard with a belly-ache. This helps us to get a good picture in our minds of what Zoltan is doing.

Examples of simple similes:

- Her hands were **as** cold **as** ice. (We're comparing her hands to ice.)
- He ran **like** the wind. (We're comparing the boy's running and the wind.)
- He was **as** tall **as** a mountain. (We're comparing the man's height to the height of the mountain.)

To help your reader create a great picture in their minds, you could add further information and descriptive language.

- Her fingers were as cold as ice from a glacier.
- His teeth were as white as newly-fallen snow.
- The horse galloped like the winter wind, blowing from the arctic.
The saucepan bubbled like a cauldron boiling over a fire.



"Horse" by BioPic is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



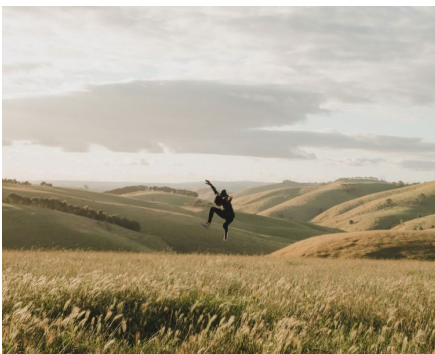
Task: Similes

Complete the following table. Create five more examples of similes and non-similes.

What is a simile	What isn't a simile?
The pillow was as soft as snow.	The pillow was very soft.
Her skin was smooth like silk.	Her skin was smooth.

Look at the images below and brainstorm words to describe what you see. What nouns can you see? What adjectives describe the nouns? What verbs could you use?

Once you have brainstormed your words, create your own similes.



"Image" by [Britt Gaiser](#) is licensed under [CC BY 4.0](#)

Example: Fly **as if** a kite!

Finish this simile:

The hills were **as** _____

Then create three more of your own.



"Image" by [Colinslight](#) is licensed under [CC BY 4.0](#)

Complete your own similes for this image in your workbook.

English – Activity 3 – Writing: Similes in poetry



Scan the QR code to hear the poem 'Gold as Honey' by Jenny Blackford, or read the poem below.

Gold as Honey

My new kitten's name is Mittens.
Her four paws are white as milk
all the rest is gold as honey
warm as sunlight
soft as silk.



Task

In this poem, similes are used to compare the colour, softness and warmth of the cat. For example, paws as white as milk, gold as honey, warm as sunlight, soft as silk.

Try re-writing the poem using different similes e.g. Her four paws are white as snow.

Challenge

Write your own simile poem using this image of a dog.



"Husky dog" by [ClasicallyPrinted](#) is licensed under [CC BY 4.0](#)

Mathematics – Activity 1 – Imagining fractions 1



"Wedged in" by [Adam Hillman](#) Instagram

Look at this image above. Write down 4 things you notice when you look at the image.



Now I wonder

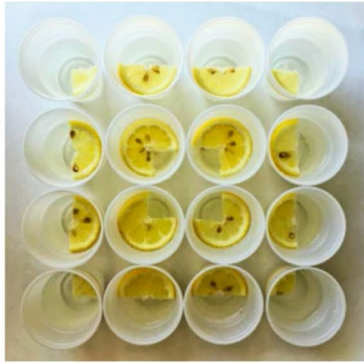


And how might we work it out?

Draw or write your thinking about how to solve it here

Here are some suggestions. Did you see it in any of these ways?

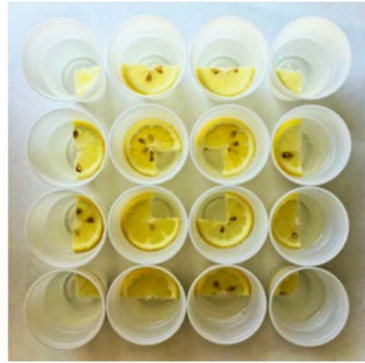
NSW Department of Education



One idea: We could add everything together like this:

$$\begin{aligned} &1/4 + 1/2 + 1/2 + 1/4 + 1/2 + \\ &3/4 + 3/4 + 1/2 + 1/2 + 3/4 + \\ &3/4 + 1/2 + 1/4 + 1/2 + 1/2 + \\ &1/4 \end{aligned}$$

But that makes my brain goggle...and I think I could be more efficient than adding 16 quantities together..



Another idea: We could collect the like fractions...

So, there are

1 and 4 and 3 is equivalent in value to...

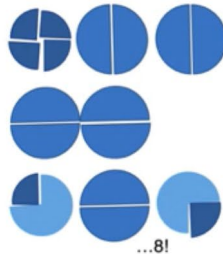


Image from: Adam Hillman <https://www.instagram.com/witenry/?hl=en>

- What's a different way you could have imagined the fractional slices of lemon moving?
- Draw pictures to capture your thinking.

If you have access to a device, you could scan the QR code to watch the video and explanation.





Mathematics – Activity 2 – Order! Order! 2

In this activity you are going to be creating and ordering 4-digit numbers. This is explained here or you could scan the QR code to watch the game being played.



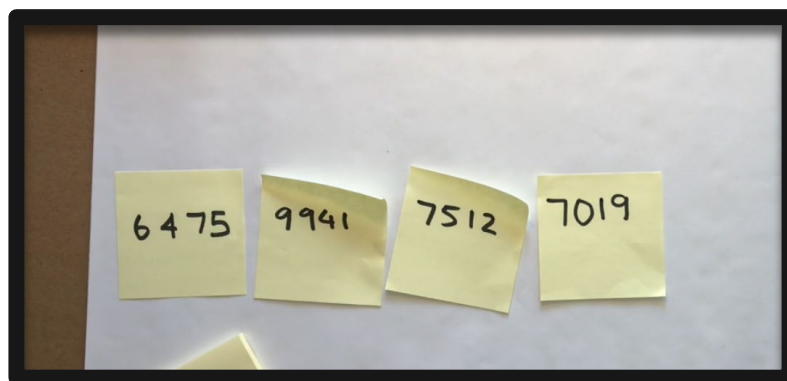
1. Roll dice 4 times to create a four digit number and write it on a sticky note or piece of paper. It could be a normal 6-sided dice or a 0-9 dice. You could also use cards or a spinner
2. Place the first number on the left of your table.
3. Repeat until you have 4 numbers all placed next to each other in the order they were created.
4. Read your numbers aloud.

Challenge: Move the numbers so that they are in order of smallest to largest, or largest to smallest in the fewest moves possible.

You can only move a card by swapping it with one that is next to it.

If you look at the picture below, we could swap 6475 with 9941. We cannot swap 9941 with 7019 because they are not next to each other. How many moves did it take you to complete the task?

Have a go and record here how many moves it took you.



To challenge yourself try using only the numbers 1-6. Does this make it harder to solve?

From Mike Askew, A practical guide to transforming primary mathematics, 2016

Creative Arts – Activity – Line up

Scan the QR code to watch the teaching video or read the instructions below.



Today you are going to learn about Australian artist named Lesley Dumbrell. She loves to combine patterns with lines, shapes and repetition in a style called 'optical art'. Optical art is often nicknamed 'op art' and it usually makes an optical illusion. Optical illusions happen when our brain and eyes try to speak to each other in simple language but the interpretation gets a bit mixed-up. For more information about op art visit: <https://edu.nsw.link/tX4MSd>

Artist Briget Riley is one of the main op artists like Australia's Lesley Dumbrell. For more information about Briget Riley visit: <https://edu.nsw.link/mUoQ7s>

In her artwork 'Spangle', Lesley Dumbrell uses patterns with shapes, colours, lines and intersections with dots and dashes. Dumbrell's work is described as a type of 'Morse code' (sound patterns representing letters). Can you see the connection?



To access the artwork 'Spangle' from the art gallery of NSW visit: <https://edu.nsw.link/rqNNoo>



Activity: Create an artwork: Make a map of lines dots and dashes.

Option 1: If you can go outside and you have some chalk - Make a path that uses only lines, dots and dashes.

Option 2: If you don't have chalk or you need to stay inside - use some string or wool for the lines and dashes, and any balls or counters you have as dots.



Activity: Let's move! Represent your artwork through movement.

Look at your map. What movements could you do for the dots, lines and dashes? Think about using different levels (up high and down low) and movement dynamics (light or heavy steps). Using your movements create a short sequence of steps to represent your map. Video your movement sequence to show your teacher.



Activity: Create your own Op artwork using patterns.

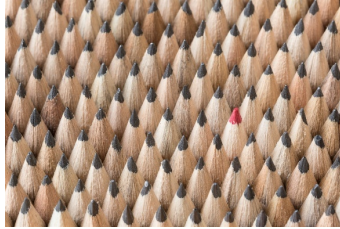
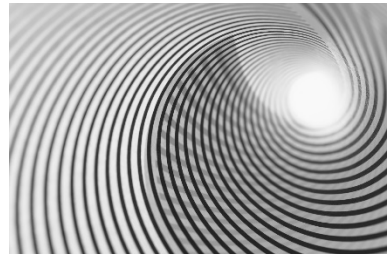
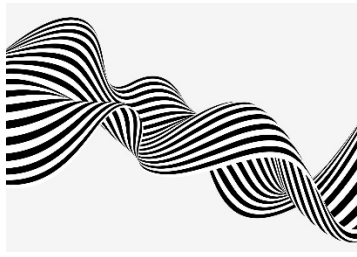
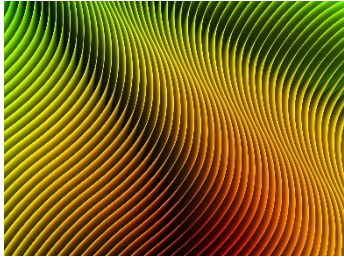
1. Create your background. You might choose to paint the whole page with a particular colour or just leave it white. Once your background is dry, you need to decide which option you prefer for completing your 'op artwork' over your background:
2. Choose your option for making your artwork.

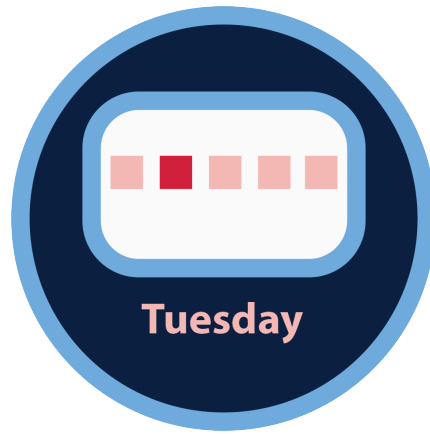
Option 1 – Create a 'stencil' line-marker using available materials such as toothpicks, matchsticks, left over packaging (just like in the lesson overview video) or thick cardboard.

Option 2 – Use a permanent marker, textas, crayons or paints in patterns of lines, dots and dashes.






Think about how you will compose your patterns, such as where is the focus (focal point), which directions will the lines go and how will the patterns work together? This could be a great activity to keep doing over time to share with your teacher later.

If you don't have paints or you are unable to make the stencil, you might like to use crayons, textas or coloured pencils to draw patterns of lines, dots and dashes instead. If you have time, you might even like to try other materials to make different 'op art' patterns such as pegs, pencils or sticks (like in the pencil pattern picture).





Things you need

Activity	You will need
Most activities	 Workbook,  pen or lead pencil, Optional: iPad, phone, or computer
Brain Break	Choose some items from around the house to balance (e.g., cards,  rocks, a broom)
Strike it out	 Coloured pencils or textas
HSIE	 Highlighter

During the day make sure you take time to

1. do a care and connect
2. take a brain break
3. do some physical activity

Care and connect – Category challenge

For this challenge you need a timer, a piece of paper and pencil.

Do you remember your time for yesterday's category challenge? Let's see if you can beat it.

Press the timer. Challenge yourself to write down your responses as quickly as possible that starts with each letter of T U E S D A Y.

An ice-cream flavour – T

Something you can wear – U

Someone you know – E

Something you buy at the supermarket – S

Something you pack in a suitcase – D

Something you can do to feel better – A

A three-letter word – Y

Brain break – Balancing objects



1. Collect some items from around your house you could balance (e.g., a deck of cards, some rocks, or a broom).
2. See if you can stack them up to balance.
3. Can you make a tower of cards? Or a tall pile of rocks?

[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

Challenge: Can you balance a broom to stand on its own?

English – Activity 1 – Listening: ABC KidsNews



Scan the QR code to listen to 'Kids News' (ABC). If you can't listen to these stories, listen to, or read 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 or reading each story, tell somebody something new you have learnt.

In your workbook, write down the interesting fact you heard or read.



["Listening cat"](#) by [naobim](#) is licensed under [CC BY 4.0](#)

Challenge

Research more facts about one of the stories.

List anything you would like to know more about from the stories you heard.

English – Activity 2 – Reading and viewing: Mr Erasmus does the tango



Scan the QR code to listen to the story 'Mr Erasmus does the tango' by Geoffrey McSkimming. If you are unable to listen to this story, choose your own imaginative text to read.



As you listen to the text, or read your own story, think about the language the author has used to create a detailed picture in your mind of the characters and events.

In your workbook, record examples of

- adjectives (describing words e.g., sunlit, high-walled),
- interesting verbs (e.g., tucked, nestled, soared),
- adverbs (words that tell us more about a verb e.g., gracefully, swiftly)



"Mr Erasmus" by [The School Magazine](#) is licensed under [CC BY 4.0](#)

English – Activity 3 – Reading: Identifying and analysing similes in text



Scan the QR code to listen to today's lesson or read the following information.

Revise the information you learnt about similes yesterday. Today we will be exploring similes in texts.

"How clever he looked! How quick and sharp and full of life! He kept making quick jerky little movements with his head, cocking it this way and that, and taking everything in with those bright twinkling eyes. He was like a squirrel in the quickness of his movements, like a quick clever old squirrel from the park."

Charlie and the Chocolate Factory by Roald Dahl (1964)

Can you find the simile? What two things is the author comparing in this simile?



Activity 1: Finding similes

Your task

Highlight or underline any similes you find. Circle the two things being compared. Find whether the author has used “as...as” or “like.”

Text example 1

Floating freely

Her wings spread apart-

As quick as a flash

She dives straight like a dart!

Text example 2

Jack knew that the tide was coming in, he knew he would have to move quickly. The sand gave way beneath his feet as he marched like an army approaching.

Text Example 3

It wouldn't be long now. The doctor's surgery had a queue a mile long – like a never-ending piece of string. He sat nervously, waiting for his name to be called. His mother was as calm as the smooth water that he had been so looking forward to swimming in. He sat with his wrist that was as limp as a rotten banana – he hoped it wasn't broken!



Activity 2: Impact of similes

Similes help readers to visualise what is happening in a text. They also help readers to become engaged and enjoy what they are reading.

Look at the text below. Highlight the similes you can find. What impact do the similes have on the story? Record your answer in your workbook.

All at once, as fast as the airborne golf ball, a memory shot into Mr Erasmus's mind. He reached into his pocket and pulled out his great-uncle's journal.

Sylphie grinned and then darted, like a flash of mercurial lightning, out from under the branches and into the garden, where she scooped something up from the grass. She was back under the willow branches with Mr Erasmus before he had a chance to blink thrice.

They both watched as another golf ball, airborne like a missile, shot across the garden. It fell onto the roof and bounced down-Knock! Knock! Knock! —onto the ground.



Mathematics – Activity 1 – Super shapes

This task requires a LOT of mathematical reasoning. You must analyse problems so you can think about using what you already know to solve what you do not know yet.

1. Can you discover the value of each of the shapes in each of the problems?
2. Record your thinking in your workbook to share your thinking with your teacher.
3. If you need some suggestions try watching the video by scanning the QR code.



Super shapes

(From [NRICH maths](#))

Each of the following shapes has a value:

$$\triangle = 7 \quad \square = 17$$

The value of the red shapes changes in each of the following problems.

Can you discover its value in each problem, if the values of the shapes are being added together?

- $\triangle + \text{red semi-circle} + \square = 25$
- $\square + 2\triangle + \text{red circle} = 51$
- $2\triangle + 2\text{red pentagon} + 2\square = 136$
- $3\text{red triangle} = 48$
- $4\triangle + 2\text{red oval} + \square = 100$



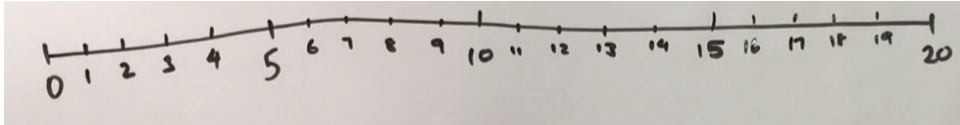
Maths – Activity 2 – Strike it out! Let's play

This activity is an easy one to do on your own or you could take turns with a partner. It has come from Nrich maths. You can watch the game being played by using the QR code or reading the instructions



Instructions

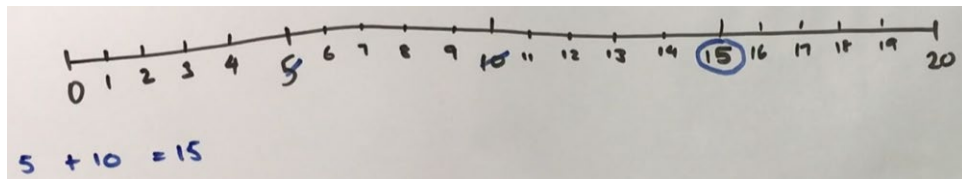
Start by drawing a number line from zero to 20.



You are now going to use a maths strategy of addition or subtraction to make up a question. In this game below they used $5 + 10 = 15$.

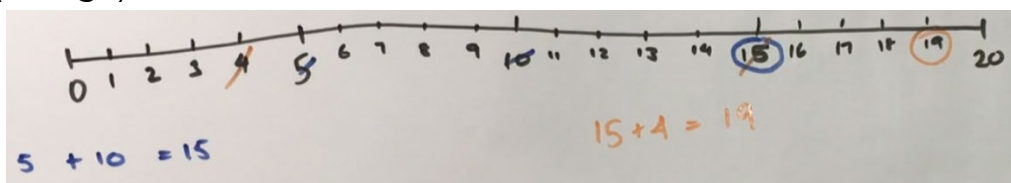
1. Cross out the numbers used for the algorithm in this one it was 5 and 10.
2. Circle the sum or difference of the numbers (15) and record the calculation below the number line.

For example, in the demonstration video, the first go looked like this:



3. The next move must start by crossing out the number circled by the first player.
4. Then think of another algorithm you can create and then cross out a second number that not already used.
5. Then circle the sum or difference of the numbers and record the calculation.

For example, in the demonstration video, the second go looked like this: (orange)

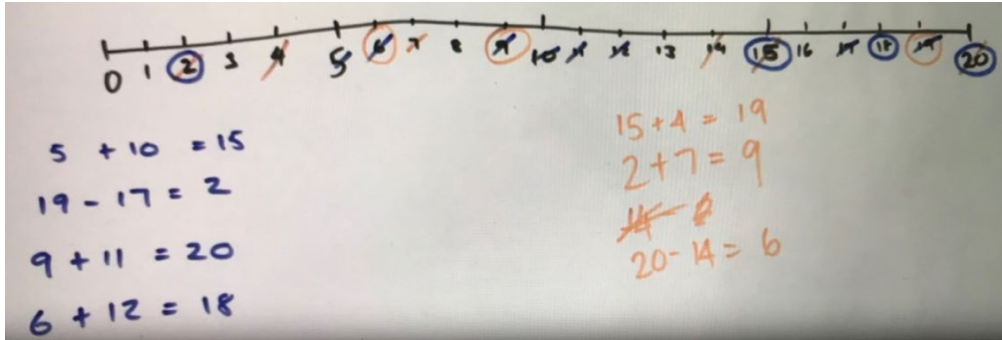


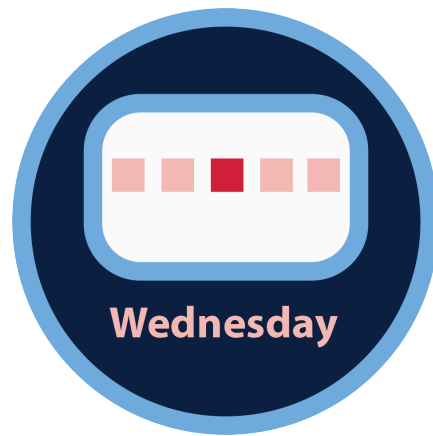
The goal is to see if you can use up all the numbers. **Remember** that you can't use a number again once it is crossed off.










Challenge:

If you were playing the game below is another move, you can make? Can you see a move you could make next? If you can write it below. If not, what could you have done differently in the game?





Things you need

Activity	You will need
Most activities	 Workbook,  pen or lead pencil, Optional: iPad, phone or computer
Brain Break	 Timer
Same and different	 Coloured pencils or textas
Hit it	0-9 dice or playing card Ace to 9 or numeral cards.
PD/H/PE	<p>a soft object to throw (for example,  soft ball, pair of socks, soft toy, scrunched-up paper)</p> <p>3 objects to create targets for objects to hit (for example,  bucket, a long piece of string laid in a circle, an 'X' formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree)</p> <p>3 or more different unbreakable objects to act as an  obstacle</p>

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 – Category Challenge

Challenge yourself to write down your responses as quickly as possible that starts with each letter of W E D N E S D A Y. Press the timer. GO!

Something that you can wear – W

Something that you can eat for breakfast – E

Something people are afraid of – D

Something you love – N

Something physical you can do – E

Something in the sky – S

Somewhere you can go on holidays – D

A country – A

A four-letter word – Y

Brain break – Balance on one leg



Can you balance on one leg and count to 30?

Next, try to balance on your other leg for 30 seconds?

Which one was easier?

How long can you balance without putting your foot down?

[This Photo](#) by Unknown
Author is licensed under [CC BY-SA-NC](#)



English – Activity 1 – Speaking and vocabulary: Sandcastles



"Sandcastle" by FabianZepeda is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

Look at the picture of the sandcastle. In your workbook, brainstorm words that you could use to describe the sandcastle. You could include adjectives (describing words, for example rough, crystallised), adverbs (a word that describes a verb, for example, majestically) and figurative language (for example, similes – rough as sandpaper).

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? Would the sandcastle be fragile or strong?

If you can, describe the sandcastle to someone in your home. You may also like to record your description on a recording app on a phone or computer.

Challenge

In your workbook, write a descriptive paragraph describing the sandcastle.

Describe the sandcastle to someone else and see if they can draw your description.

English – Activity 2 – Reading: Creating similes



Scan the QR code for today's lesson, or read the following information.

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words “like”, “as... as” or “as if”. Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The kite took flight as if an albatross launching with the wind from the highest peak.



Task

In your workbook, create your own descriptive similes to help your reader imagine exactly what you are seeing.

- The saucepan bubbled....
- He was as quick as...
- She ran....

Similes can bring characters to life! We'll begin with a brainstorm of a character. This is Miss Trunchbull from the book 'Matilda' by Roald Dahl.



Looks like <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	Sounds like <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
Smells like <ul style="list-style-type: none">• moth balls• dust• musty leather	Feels like <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

Choose one of the descriptive words from the above table and create your own similes. Remember the simile needs to compare two things. For “Looks like”, we have compared her stomach to a tightly strung ham. Finish the other three quadrants.

<p>Looks like</p> <p>Her stomach bulged like a tightly-strung ham</p>	<p>Sounds like</p> <p>Her voice boomed.....</p>
<p>Smells like</p>	<p>Feels like</p>

Now choose your own character from a story. Write descriptive words for your character. Choose one of your descriptive words from each quadrant and create a simile.

<p>My character is:</p>	<p>Looks like</p>	<p>Sounds like</p>
	<p>Smells like</p>	<p>Feels like</p>
<p>My similes</p>		

English – Activity 3 – Writing: First time simile event



Scan the QR code for today’s lesson or read the following information.

We are going to write a description using similes. For this task, you need to think of an activity you did for the first time and describe this event.

Let’s look at an example of how you might be feeling when you go on a skiing trip for the first time.

Feeling		Simile
How were you feeling before the event?	Excited	I was as excited as a dog when he sees a large bone.
How were you feeling during the event?	Nervous	I was feeling as nervous as an acrobat on a trapeze.
How were you feeling after the event?	Exhilarated	I was feeling as exhilarated as an athlete winning a medal at the Olympics.



Task

Think of something you are doing for the first time. In the table, record your feelings. Think of a simile that compares your feeling to something else. Remember to use “like”, “as...as” or “as if”.

Feeling		Simile
How were you feeling before the event?		
How were you feeling during the event?		
How were you feeling after the event?		

Mathematics – Activity 1 – Same and different

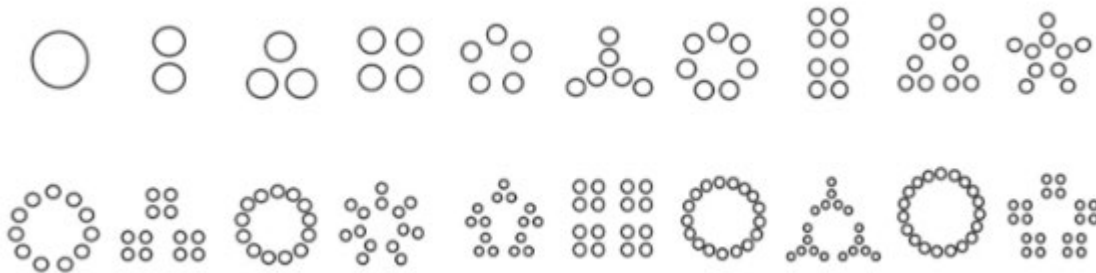
Numbers and patterns are interesting things. They are in the world around us everywhere. We all see things differently and notice different things.



Look closely at the picture with all the circles. Can you see they are the numbers 1-20? Can you see any patterns that interest you?



Colour in the numbers to 20 and show some of the patterns you can see. You can do it here on the picture.



Can you explain some of the patterns and why you coloured things in a certain way?



Now let's look at the coloured numbers. Why do you think they have used different colours in different numbers?



Write here some of the things you notice.

What is some of the mathematics here?

We can see that bigger numbers are made up of smaller numbers, and these visuals help us see the composition of numbers.

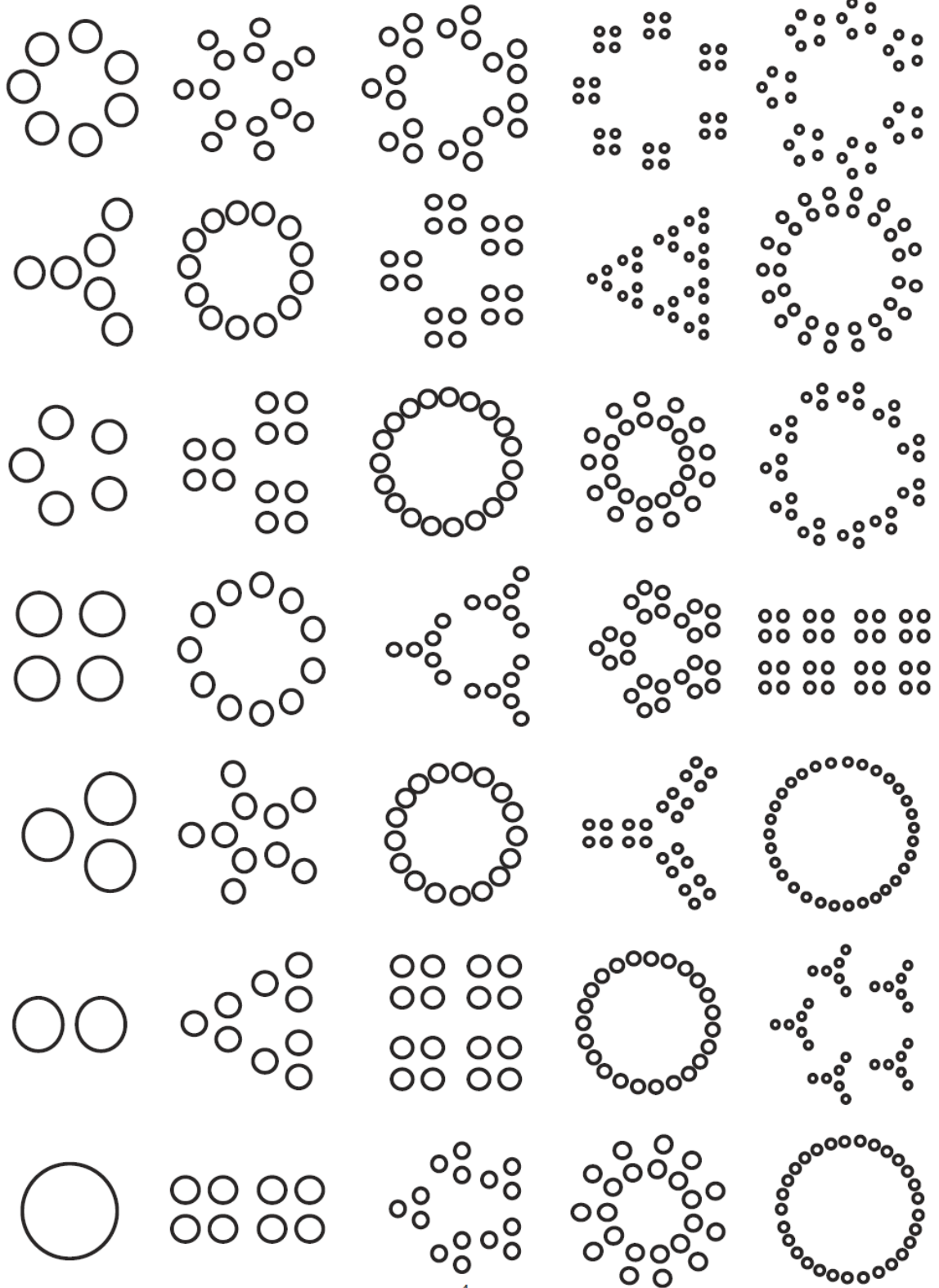
Some numbers can be partitioned into equal groups in different ways, and other numbers can't be partitioned into equal groups at all.

Numbers can have the exact same value, but look quite different. Just look at these two ways of representing 8.

If you have time why not try the next page which has numbers to 50. What patterns can you see?

Scan the QR code to see what the Maths team found interesting when they looked at this.







Mathematics – Activity 2 – Hit it!

You will need:



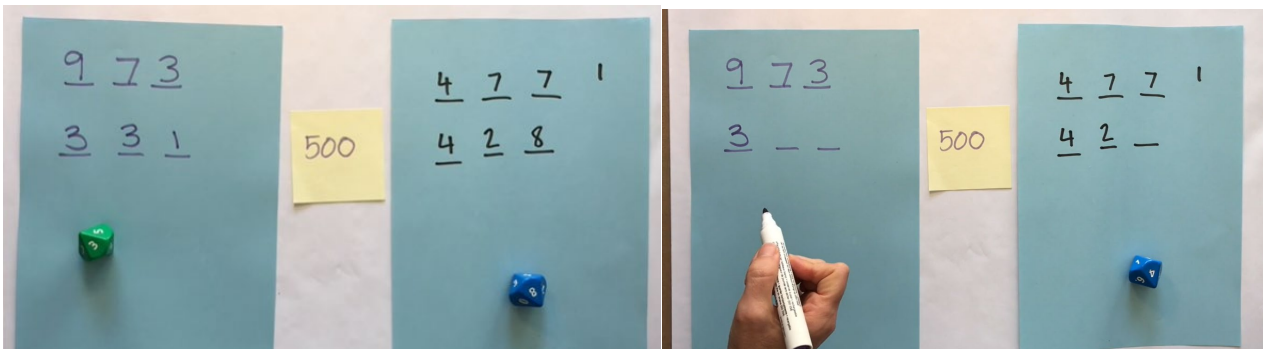
- pencils



- your workbook



- 0-9 dice or playing card A-9 or numeral cards.



This is a two-player game.

- You need to come up with a target number, which is the same number for both of you. It needs to be a multiple of 100 (for example 200 or 500).
- Each player, on their own piece of paper, put three dashes (_ _ _). This is where they will write their numbers on to.
- Player one will roll their dice and think about one of the dash's to put their number into. The goal is to get as close to the target number as possible. If I roll a 7 I can put it as 7 _ _ so 7 hundreds or _ 7 _ for 7 tens or _ _ 7 for 7 ones.
- Keep rolling, filling in your dashes till you and your partner have a three-digit number. Explain to your partner how close you are. Whoever is closest wins.
- Play again with the same target number or maybe try a bigger number (still a multiple of 100) but with four digits like 5000.



PDHPE – Option 1 – Being active



Scan the QR code to watch the teaching video on 'Being active' or read the instructions below.

What does the word active mean?

Being active means moving your body.

You can be active both inside and outside your home.

Being active can include actively playing with your family and friends, playing a sport or other exercise such as skipping.

What are the benefits of being active?

- Stronger bones and muscles
- Feeling happy
- Better sleep
- Improved balance, coordination and skills
- Improved concentration
- Meeting new people

How do different environments help us to be active?

We can use different natural and built environments to be active. Examples of natural environments include the beach, national park, river and bushland. Examples of built environments include a playground, gym, stadium, backyard, home and school play space.



Complete the activity:

Choose a natural or built environment that you have access to. Once you choose your environment you need to explain how you can be active in the space. For example, in your workbook you might write a letter to a friend explaining how they could be active in the environment, you might create a map that shows someone how they could be active in the environment, or you might record a list of activities and explain how you could do them in the environment.



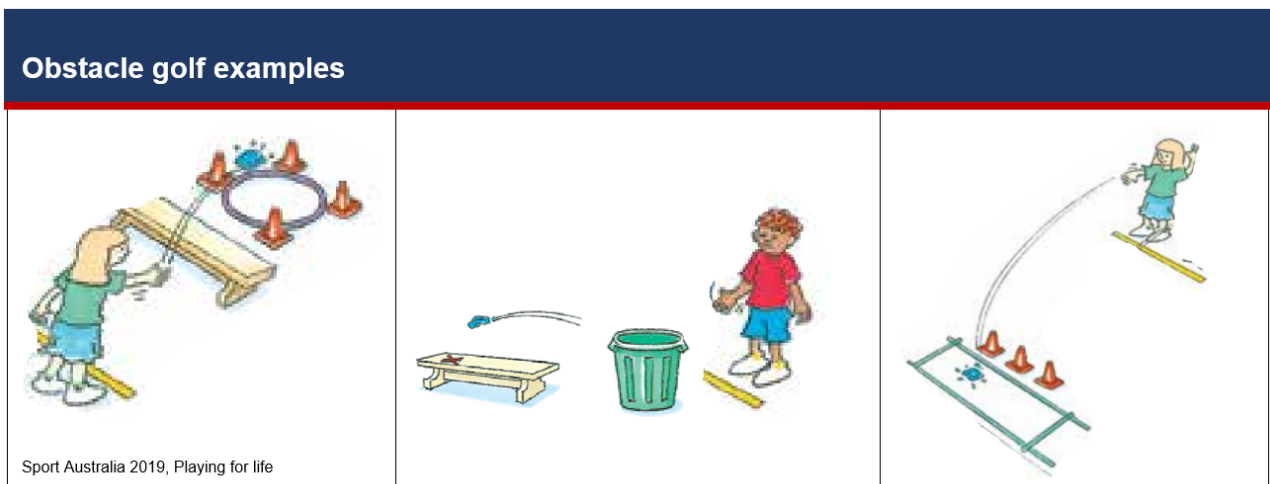
PDHPE – Option 2 – Obstacle Golf



advanced

Scan the QR code to watch the teaching video on Obstacle Golf advanced or read the instructions below.

1. Create 3 targets that you can safely throw a soft object towards. Choose a 'starting point' where you will throw the object from. Place each target at different distances from the 'starting point'. Where possible, create targets that are different to ones created in previous lessons (if you completed previous weeks). Consider the size, shape and whether the object to be thrown needs to hit it or land inside it.
2. 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 is to create an inclusive learning environment by modifying rules and scoring systems. To do this you will play 'Obstacle golf – advanced – opposite hand'. An inclusive environment is where everyone can participate.

Imagine your preferred throwing hand is representing you while your opposite hand is representing one of your peers. In other words, your right hand is versing your left hand.

Your preferred hand is the one you use to throw most of the time while your opposite hand is the hand you don't usually use.

Consider how your throwing may be more accurate when using your preferred hand and any differences in technique and success to when you use your opposite hand.

Create rules and a scoring system that will allow both hands to be fairly evenly matched.



In your workbook - record the rules and scoring system you have developed or modified to make the game of 'Obstacle golf – advanced – opposite hand' inclusive and evenly matched.

Example rules include:

Preferred hand

- must take 3 steps back to the first throw
- uses the object that has many corners in many different directions
- has first attempt so the opposite hand can evaluate their strategies and use them to plan their own strategies.

Example scoring systems include:

Opposite hand

- receives one bonus throw that is not counted to the score
- scores a bonus throw if they can get the object to rebound off the obstacle
- scores bonus points when throwing overarm because it is more difficult than underarm.

Play 'Obstacle golf – advanced – opposite hand'

1. Throw the object towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.

2. Repeat the challenge 5 times for each of the 3 targets.

3. Draw the table into your workbook and record how many throws it took to hit each target.

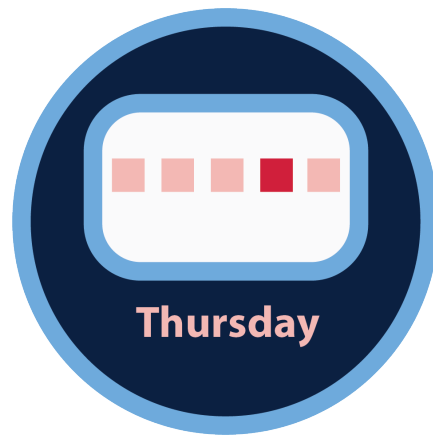
How many throws did it take to hit the target?	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Target 1 – preferred hand					
Target 1 – opposite hand					
Target 2 – preferred hand					
Target 2 – opposite hand					
Target 3 – preferred hand					
Target 3 – opposite hand					

Reflection







Reflect upon your performance in the game of 'Obstacle golf – advanced – opposite hand' and record your responses in your workbook.

Explain how you refined your strategy and throwing technique during the game Obstacle golf to effectively use the rules and scoring system.

Explain any changes you would suggest to make the game more inclusive.



Things you need

Activity	You will need
Most activities	 Workbook,  pen or lead pencil, Optional: iPad, phone or computer
Brain Break	 Ball (inside options – teddy bear, rolled up socks or rolled up piece of paper)
Physical Activity	 6 small soft balls (or 6 pairs of socks or similar small soft objects) Tennis or squash racquet (or similar)  A washing basket or bucket Water bottle
Science and Technology	 Cardboard to make 6 cards. (size, approximately 10x15cm).

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 – Category Challenge

Can you beat your previous times? You know the rules – one word for each letter of T H U R S D A Y. Here we go. Press the timer. GO!

Something you wear on your feet – T

Something in your house – H

A four letter word – U

Something that tastes nice – R

Something fun you do on a school day – S

Something you take to the beach – D

A vegetable – A

Something that is yellow – Y

Brain break – Throw and Clap



[This Photo](#) by Unknown
Author is licensed under [CC](#)
[BY-SA](#)

If you're outside: use a tennis ball (make sure you have plenty of space around you).

If you're inside: use a teddy, a rolled-up pair of socks or a scrunched up piece of paper (make sure you have plenty of space around you).

Throw the ball up in the air and catch.

Throw the ball up, clap while it's in the air and catch.

Throw the ball up, clap twice while it's in the air and catch.

Challenge: What is the most number of claps you can do before you catch the ball?



Physical activity



Scan the QR code to watch the Physical Activity video or read the instructions below.

8. Collect the items you need (see the things you need list)
9. 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. Spend 3 minutes stretching your muscles.
10. Using your racquet pick up 1 ball and do 10 little hits up then pick up the next ball and do 10 little hits. How many balls can you get through in 30 seconds?

11. Stand side on. Hold your racquet and practice slowly swinging your racket in the forehand motion (see picture) and pretending to hit a ball.

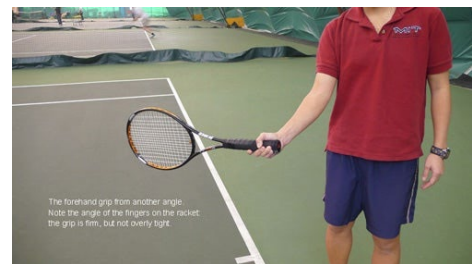
12. Using a ball of socks and your basket or bucket practice standing side on and hitting the socks gently towards the basket or bucket. How many times can you hit the basket or bucket with the socks in 30 seconds?

13. Turn and face the other side. Hold your racquet in the same hand and practice slowly swinging your racket in a backhand motion and pretending to hit a ball.

14. Repeat step 5 doing your backhand with

15. If you don't have a racquet you could do these activities using your hand

16. Challenge: How far away can you have the basket or bucket and still hit your socks into it?



The forehand grip from another angle. Notice the angle of the fingers on the racket. The grip is firm, but not overly tight.

[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)



Step 1: The shoulder turn and preparation of the racket. Note that the racket is brought back, much like in the forehand. In this case, both hands remain on the racket.

[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

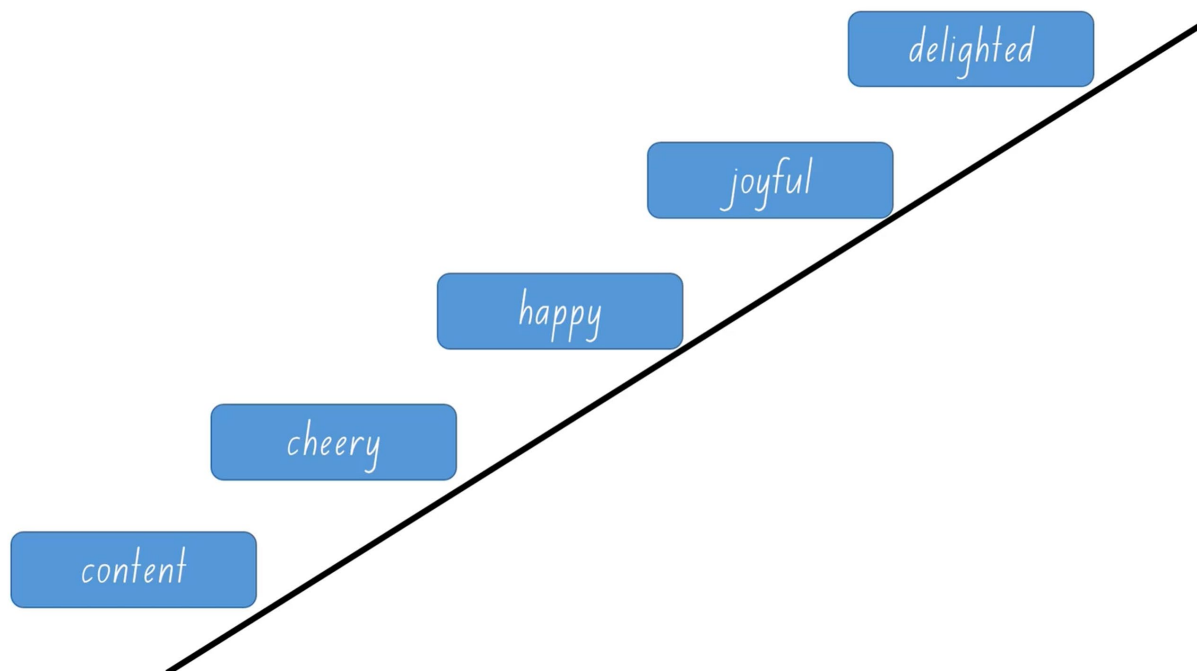
English – Activity 1 – Vocabulary: Word cline



Scan the QR code for today's lesson or read the following information.

A word cline shows words that have a similar meaning. The words are placed on a 'cline' (or along a line) in the order of their strength.

For example:

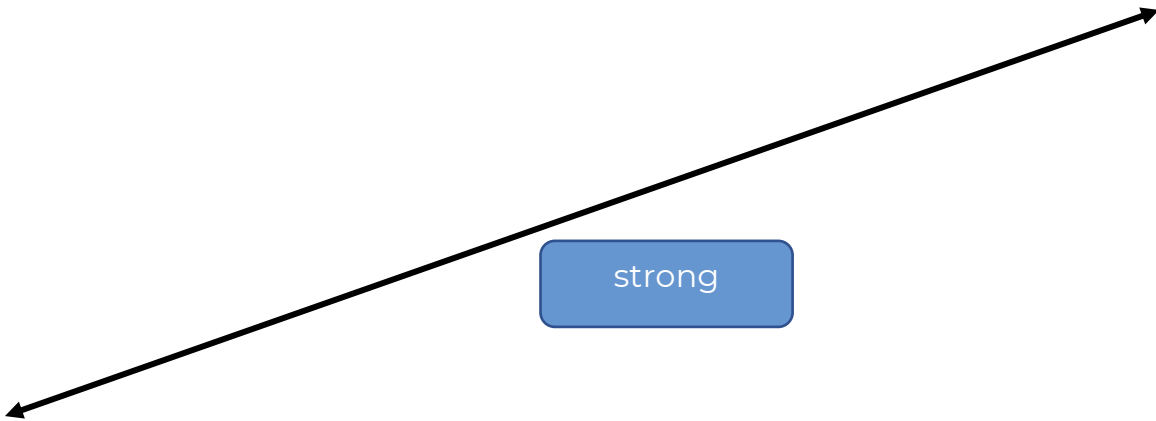


In this example, happy is in the middle. If you are feeling happier than happy, you might be feeling delighted. That word goes higher on the cline. If you are feeling content, you can still be happy, but you are not necessarily cheery. That word will go lower on the cline.



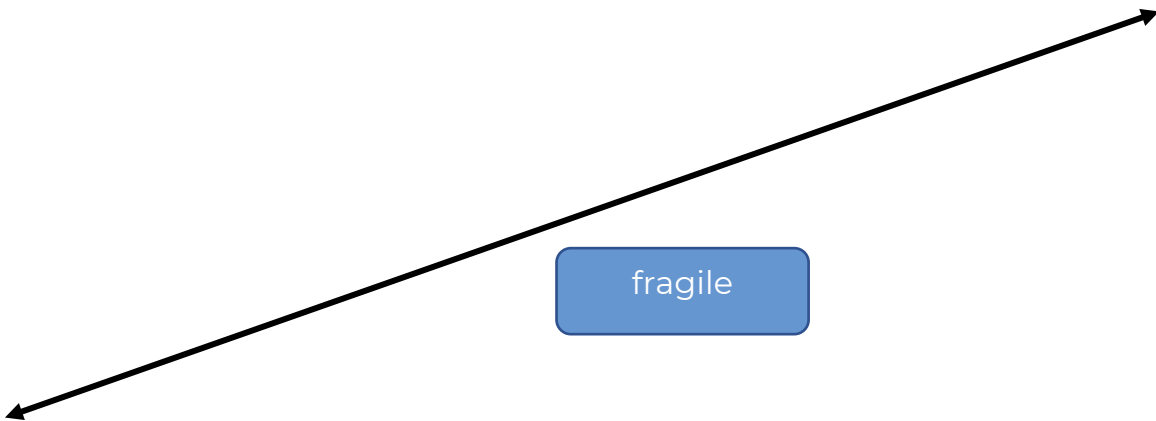
Use these five words and put them in order. Strong has been placed on the cline for you. What word means the strongest? Put that at the top of the cline. What word means the least strong? That word goes at the bottom.

- powerful
- firm
- sturdy
- tough



Complete the task for words that mean fragile. Which word means the most fragile? Which word means the least fragile?

- weak
- flimsy
- delicate
- frail



English – Activity 2 – Reading and vocabulary: The Sea – Part 1



Scan the QR code for today's lesson or read about the activity below.

The Sea by Paula Stevenson

I can smell it first—
the salty air, feel it
crusting my skin,
stiffening my hair.

Then I can hear it—
the engine of the sea
roaring, churning.

I race across
the stinging sand
to the cool fringes
of the waves.

My toes disappear—
footless I stand
like a statue
on a strange shore.

The waves unroll
then retreat
exposing my feet
on corrugated ridges.

Above me gulls shriek
diving like arrows,
piercing the skin
of the sea.

I trace a trail
past glowing bluebottles
and beaded seaweed.

On the sandy floor
of the rock pool
three red starfish
gaze at the sky above.





Task 1

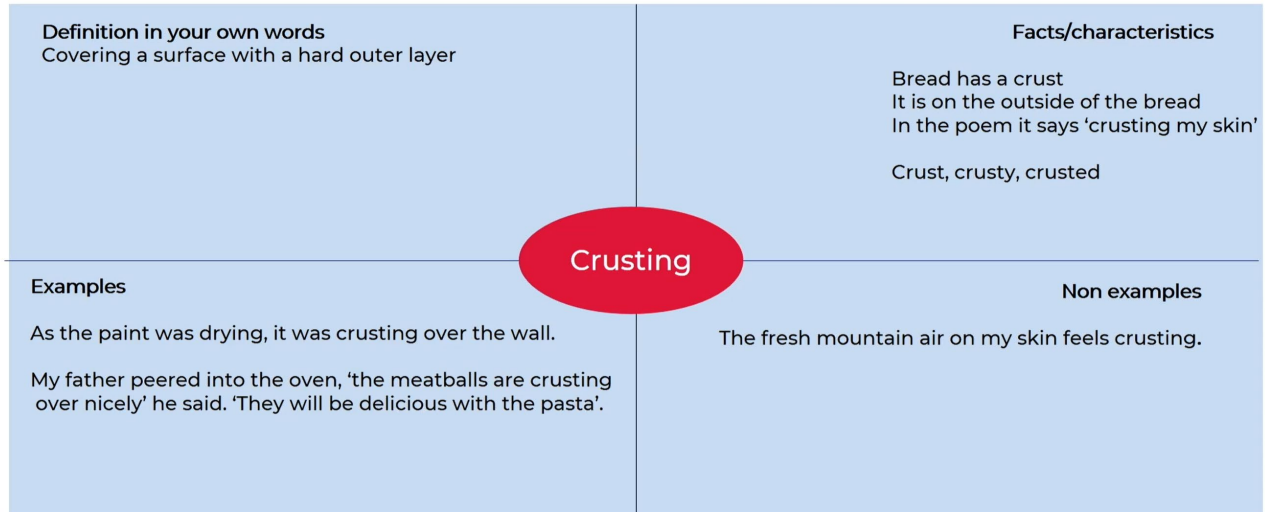
As you read the poem, sketch the images that come into your head. Add some nouns, adjectives and verbs to describe your sketch. Use a thesaurus to find other words to help you describe what this poem helps you to see in your mind.



Task 2

A “Frayer model” helps us to look at words closely. We have completed an example for you, focusing on the word “crusting”.

Frayer Model



Choose a different word from the poem 'The Sea' by Paula Stevenson that you are unfamiliar with or one that you would like to investigate further. Write the word in the circle.

Complete the Frayer model for the word you chose. You might like to use an online dictionary to help you.

<p>Definition in your own words</p>	<p>Facts/ Characteristics</p>
<p>Examples</p>	<p>Non examples</p>

○

English – Activity 3 – Writing: Simile poem - 'All about me'



Scan the QR code for today's lesson or read the instructions below.

If someone described you, what are five words that they would use to describe you? For example, you might be busy, creative, hardworking, happy and sleepy.



Write your five words that describe you.



For each word, you are going to write a simile. For example,

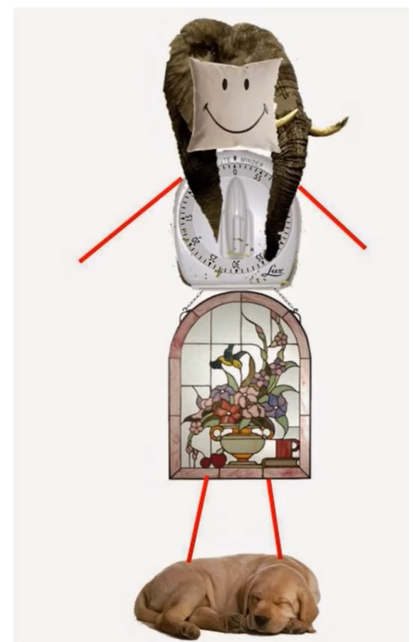
I'm as busy as a timer,

As creative as a stained-glass window,

As hardworking as an elephant,

As happy as a well-loved dog,

And as sleepy as a pillow.





Write your own poem and draw or create an image of yourself using the objects from your simile poem.

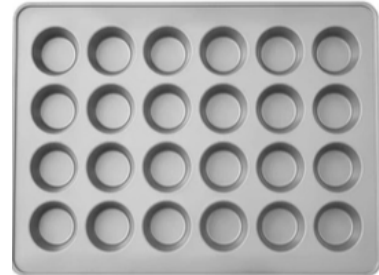


Mathematics – Activity 1 – reSolve bakery 1

Today we will be looking at delicious cupcakes and assisting Charlie the baker work out how many cupcakes he bakes a day.



Charlie is a baker who has his own cupcake shop. It is a small shop but very popular. Each day he bakes fresh cupcakes to be sold and this is the tin he uses.



- How many cakes can be baked at one time in this tin?
- How do you know?

Each day, eight different flavours of cupcakes are made. One full tray of cupcakes for each flavour. There is one tray of chocolate, one of vanilla and one of red velvet. There is one tray of strawberry, white chocolate, raspberry, and peppermint-choc. There is even a tray of chocolate marshmallow and one of salted caramel. Don't they look delicious?



Charlie bakes 8 trays of different flavoured cupcakes each day.

- How many cupcakes does Charlie bake a day?

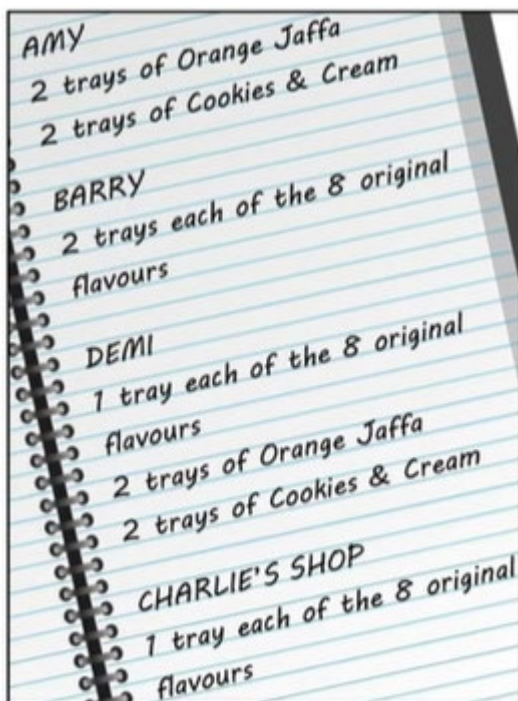
Now it is your turn to create a poster to show how you solve the problem. You might like to use a copy of the cupcake array to help explain how your strategy works.



Mathematics – Activity 2 – reSolve bakery 2

How hungry are you after that last activity? If you have a device to scan the QR code, you can see several different strategies to solve the problem. There is also a new challenge for Charlie, and he needs your help.

Charlie's cupcakes shop might only be small, but he takes a lot of orders. His cakes are used for school fundraisers and are also a favourite at birthday celebrations. Today is a big day as there are a lot of cakes to bake.



- Amy has put in a special order. She would like Charlie to bake 2 special flavours for a very special birthday celebration. Orange Jaffa and cookies and cream. She would like 2 trays of each.
- Barry has ordered two trays of original flavour for his school's fate.
- Demi has ordered cupcakes to serve after a show in the Town Hall. She has ordered one tray of each original flavour. She would like to try Orange Jaffa and Cookies and Cream and so she has ordered two trays of these as well.
- Charlie also needs to make an extra tray of the 8 original flavours to be sold in his shop. That is 4 trays of each flavour. Four trays of 10 flavours.

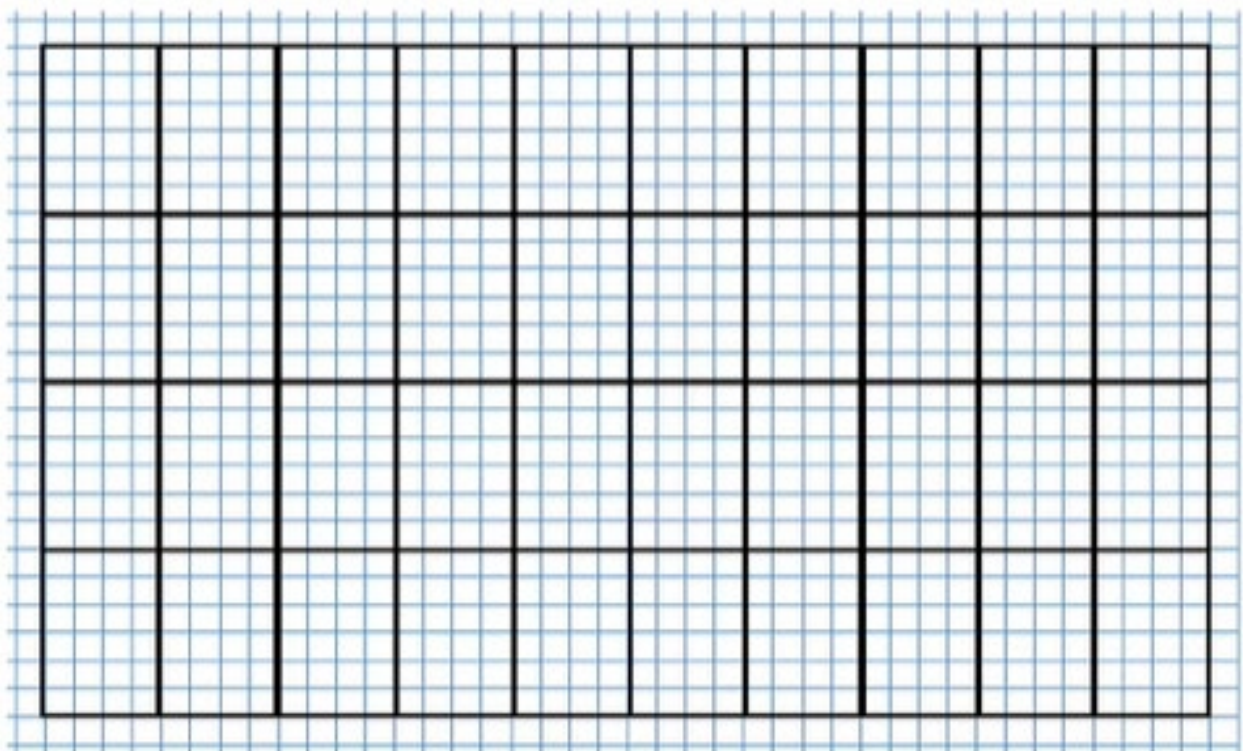
How could we look at this problem? One way is that we could use a grid. On the next page you will see how this could be done.

40 trays of cakes can be represented as a grid.

Each large rectangle represents one tray of cupcakes, each small grid square is that rectangle in that rectangle represents an individual cake.

How many cakes does Charlie need to bake?

Create a poster to show how you solve the problem. You might like to use a copy of the grid array to help explain how your strategy works. You might also like to think about the strategies used in the cupcakes example and how we could use those to help you solve this. Think about if you could partition, use equivalent values, double, skip count.



The QR code on the next activity reSolve bakery 3 has some answers once you have tried it. Does one of your ideas match or did you have another strategy?

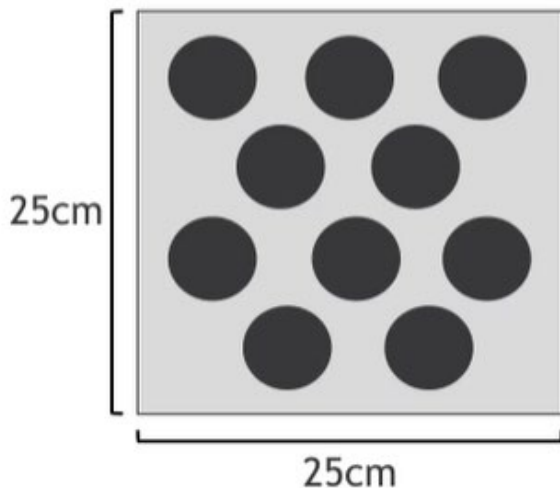
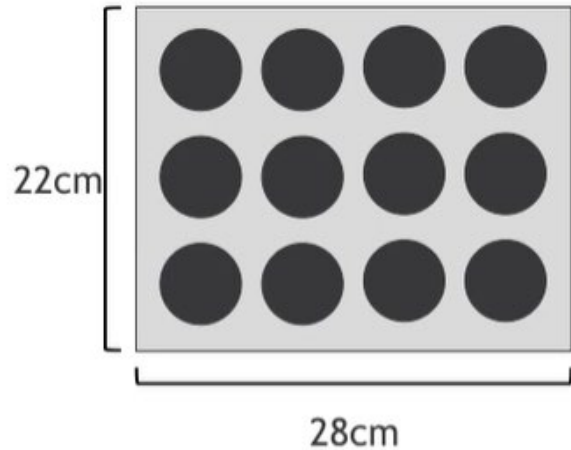
Mathematics – Activity 3 – reSolve bakery 3



Charlie has a box that has twelve cakes and he has a box that holds ten cakes.

Inside each box is a flat cardboard tray.

The tray fits snugly in the boxes and has circles cut out of it so the cakes have places to safely sit



Charlie was folding up boxes for ten and twelve cakes. He put the tray into the box for ten cupcakes. He noticed that the packaging said one side of the tray was twenty five centimetres and the other side was also twenty five centimetres. It was a square.

He looked at the tray for twelve cupcakes. It measured twenty two centimetres on one side and twenty eight centimetres on the other.

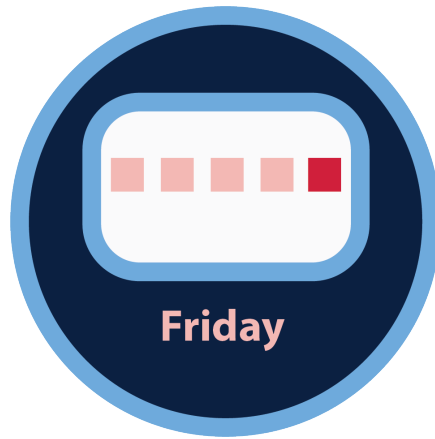
Both sets of side lengths added to fifty. Charlie was surprised.

- Does this mean that both trays would be the same size? Surely, he thought the tray that holds twelve cupcakes would have a bigger area than the tray that held ten cupcakes.
- Do you think the trays have the same area? If not, which tray do you predict has the biggest area? Select an efficient strategy to determine which area is larger. Remember to show your working out.






Science and Technology – Activity 2 – Representing letters and numbers



Now they you have completed the Maths activity. It's now your turn to bake your own cupcakes.



Things you need

Activity	You will need
Most activities	 Workbook,  pen or lead pencil, Optional: iPad, phone or computer
Brain Break	A stick
Pentominoes	Coloured pencils  Paper to make 4 squares all of equal size.
Area and perimeter	Pentomino pieces and thinking from Activity 1
STEM	 paper 2 stacks of books to act as bridge piers at the ends of the bridge weights such as bolts, pebbles, or flat steel washers  ruler

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 – Category challenge

Last day of the challenge. Will this be your quickest time? One word for each letter of the word F R I D A Y. Press your timer and GO!

An animal – F

Something you can do – R

Something that is cold – I

Something that tastes terrible – D

Something nice that someone can say to you – A

A word you say a lot – Y

Brain break – Make a stick puzzle



Collect a stick from outside.

1. Break the stick twice to make 3 even pieces.
2. Mix up the pieces.
3. Can you put all the pieces back together?

Alternative: If you do not have a stick you could use a biscuit instead (then eat it at the end).

[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

English – Activity 1 – Antonyms and synonyms

Synonyms are words that are similar in meaning. Words that have opposite meanings are called antonyms.

b.  **Task – Complete the synonym/ antonym table**

Similar (synonym)	Word	Opposite (antonym)
scorching	hot	cold
start	begin	finish
	finish	
	glad	
	wrong	
	hard	
	dirty	

Once completed, challenge yourself to add more words in the middle column of the table. Write down the synonyms and antonyms for each of the words.

1. English – Activity 2 – Writing: ‘Waiting’ poem



Scan the QR code to listen to the poem. Alternatively, you can read the poem below. Think about what you would hear, see and feel if you were riding a wave.

Waiting by Val Nuebecker

I'm waiting
with the swell
bobbing up
dipping down
as I'm waiting
eyes scouring the waves

a likely one
turn my board to the shore
look back
get ready
I'm off
wave lifts me up
paddle fast
chasing
wave surges ahead
curls away
missed it
slide off
paddle back

I'm waiting
here's another
I'm ready
ahead this time
zipping along
glance back
hold breath
wave billows behind
looms
curls over
behind my head
rises upward
pauses
crashes down

and it's
WIPE OUT!

leg rope pulls me
up from the depths
gasp and splutter
water up nose
sand in eyes
grope for board
scramble up
paddle back

I'm waiting
another looking good
concentrate
judge the move
feel the rise—and—
we're away
surging together
the wave and I
crouch
stand up
exhilaration
soar on crest
angle across foam
race towards shore
what a feeling
time stands still
body floats
heart sings
pure bliss

so worth waiting for.

C.  Task

If you were riding the wave, imagine what you would hear, see, smell, feel and wonder. Record your ideas in the table.

I heard	
I saw	
I smelt	
I felt	
I wondered	

You are going to take your ideas and turn them into a poem. Here is an example for you.

'Waiting'

I heard waves crashing on top of each other.

I saw white water above my head.

I smelt salt...lots of salt

I felt like the wave was impossible to ride.

I wondered if I could do all of this again tomorrow.



'Waiting' illustrated by Matt Offley
The School Magazine, Touchdown Issue 1, 2020

d.  **Task**

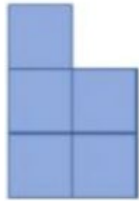
Write your own version of the poem.



Mathematics – Activity 1 – Pentominoes part 1 and 2

A pentomino is made when we connect 5 squares. They **must** touch edge to edge. Have a look at the picture below.

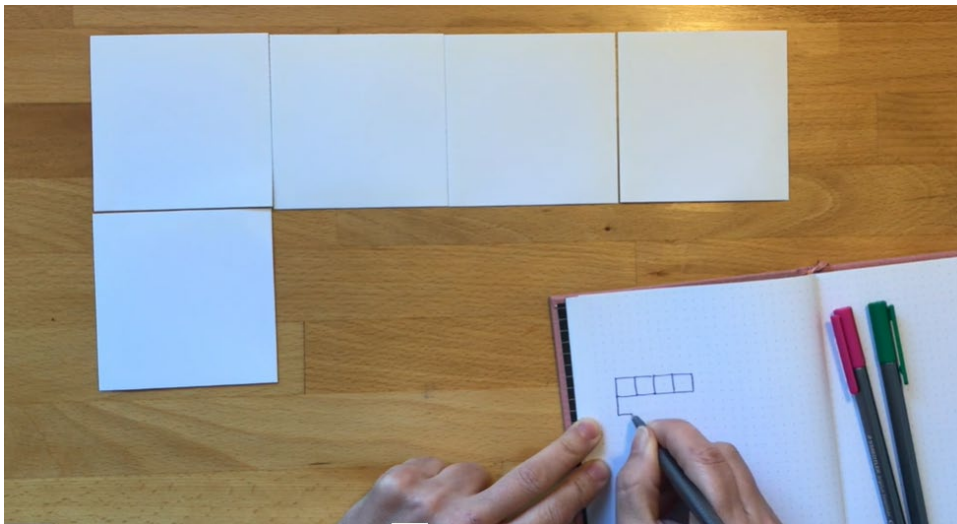
This is ok.



This is not ok.

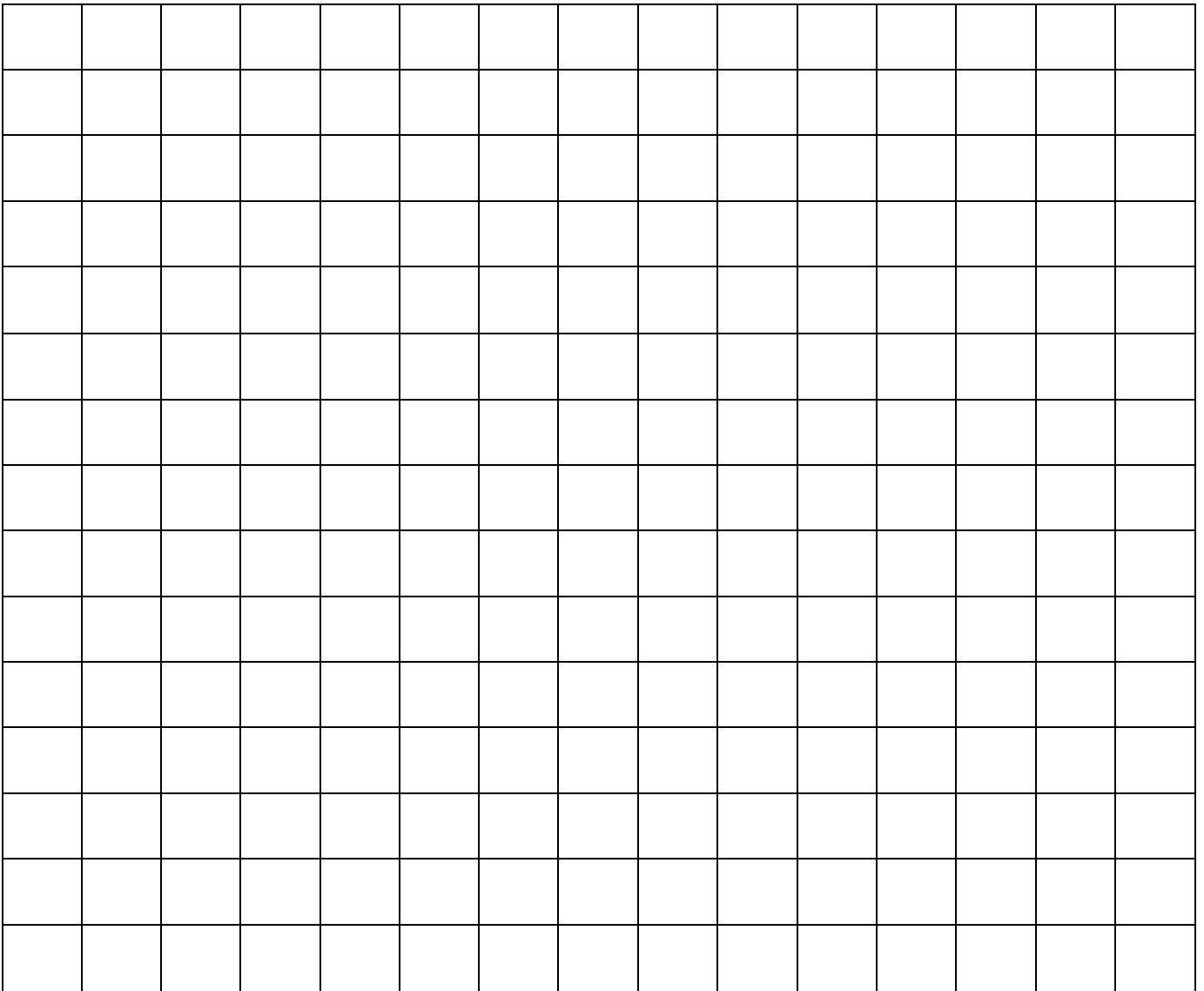


The first thing you need to do is make 5 squares which you can then arrange into pentominoes. Here is a picture of someone arranging 5 squares and then drawing them onto their paper.



- Your challenge is to use your squares to make as many pentominoes as you can.
- Then record these on the grid paper on the following page

Remember that it can't be the same shaped rotated around. Each shape needs to be unique.



Can you make 12 unique shapes? That is your challenge.

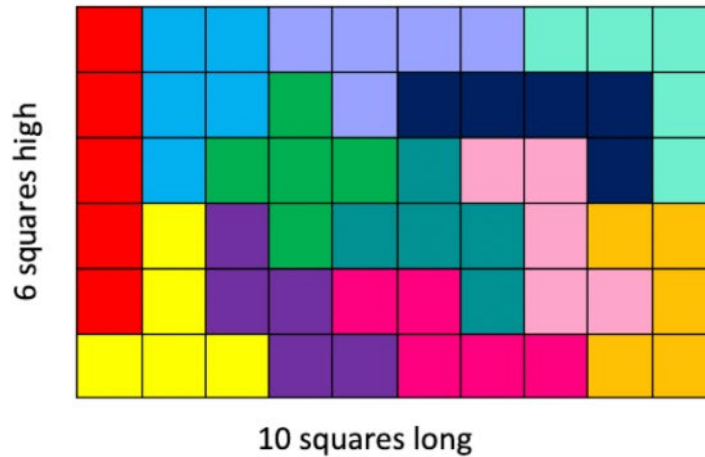
Now colour them in and cut them out you will need them for a few activities. Can you then join them together to rectangles? What is the smallest perimeter and largest perimeter you can make? Can you make up one using all 12 Pentominoes?



Mathematics – Activity 2 – Area vs perimeter

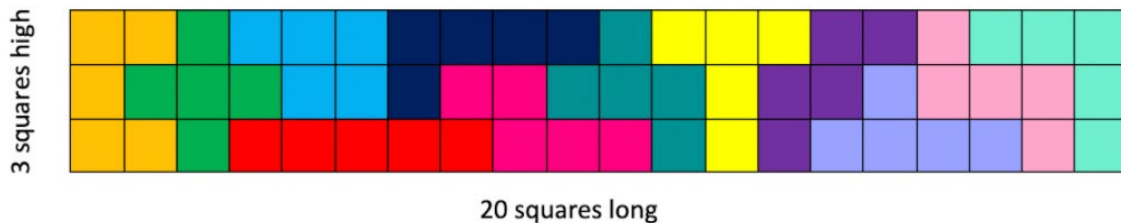
In this activity we are looking at the pentominoes from our last activity challenge. How did you go?

Here's one rectangle I could have made using all 12 pentomino pieces.



It forms a rectangle with boundaries of $6 + 10 + 6 + 10$ making the perimeter 32 squares long. The area inside the rectangle is 60 squares.

Here's a different rectangle I could have made using all 12 pentomino pieces.



It forms a rectangle with boundaries of $3 + 20 + 3 + 20$ making the perimeter 46 squares long. The area inside the rectangle is 60 squares.

Drawing conclusions:

Do they both have the same area?

Do they both have the same perimeter?

Challenge:

Can you make a rectangle using pentominoes which has an area of 24 square?

What is the perimeter?



STEM – Activity – Build a bridge



challenge

Scan the QR code to watch the teaching video for the Build a bridge challenge or read the instructions below.

Challenge

Design and build the strongest bridge you can from only 2 sheets of A4 paper. The bridge must span (go across) a gap of 15 centimetres.

Rules

1. The bridge must be span (go across) a gap between 2 stacks of books
2. The gap must be at least 15 cm
3. The bridge must be able to hold weights (start small and see how much your bridge can hold)
4. Paper can be folded or twisted
5. The ruler cannot be used in the bridge structure

Build a bridge out of paper

This section includes the design thinking process, instructions, and helpful hints

Identify and define the challenge

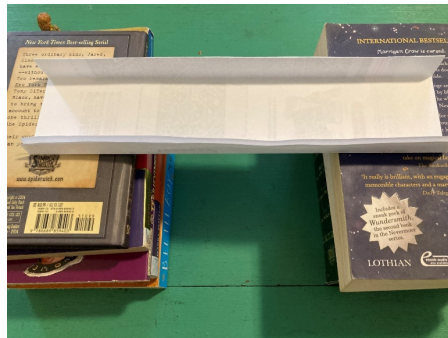
- Read all the rules below before you begin
- Collect materials and think about how they could be used for the challenge
- Keep a notebook or STEM journal to record your ideas and discoveries
- Brainstorm and design your bridge
- Think about the different bridge designs you have seen
- What do you notice about bridges? What shapes can you see in bridge designs?
- Experiment with the paper by folding it into different shapes. Are some shapes stronger than others?
- Sketch a few bridge design ideas in your STEM journal
- Remember, you are building out of paper. How will you make your paper strong?
- Does your design meet the challenge rules?

Time to build!

- Make and test your bridge
- Set up 2 stacks of books 20 cm apart
- Make your bridge and place a light weight on top. Slowly add more weights.
- Draw or take a photo of your design
- Why do you think it did/did not work? How can you make your bridge stronger?
- What else could you try?

Test, improve and present

- Redesign your bridge. What improvements did you make? Note this on your drawing
- How many times did you test your design?
- Did you meet the challenge?



Extra Challenge: Want to build a super strong bridge out of straws?

Follow the steps on this video from ABC iView to [build a strong bridge using straws](#).



You will need

- 17 straws
- scissors
- Tape
- 2 stacks of books

THANK YOU FOR PRINTING THIS
FOR US!

IN THIS DOCUMENT THERE ARE
MULTIPLE COPIES OF THE SAME
WORK BUT FOR DIFFERENT
STUDENTS. EACH STUDENT WILL
HAVE 4 PAGES EACH.

COULD YOU PLEASE SEPARATE AND
STAPLE EACH ONE AND PUT IT
WITH THEIR OTHER LEARNING
PACKS?

THANK YOU!!

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY






English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Stage 3 Differentiated Writing

Term 4 Week 2

ABDUL ABBAS
5MP

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY







English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Stage 3 Writing

Term 4 Week 2

CHARLIZE
DAKKOUR
5MP

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY







English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY







English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY







English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Stage 3 Writing

Term 4 Week 2

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY







English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	<p>The horse was as fast as _____</p> <p>_____</p>		<p>The dead leaves were as dry as _____</p> <p>_____</p>
	<p>The waves were as big as _____</p> <p>_____</p>		<p>Her eyes were as blue as _____</p> <p>_____</p>
	<p>The mountains were as cold as _____</p> <p>_____</p>		<p>The lightning was as bright as _____</p> <p>_____</p>

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY






English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY







English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Stage 3 Writing

Term 4 Week 2

JONATHAN
KARAMAHALIS
6D

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY






English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Stage 3 Writing

Term 4 Week 2

TEIRIANA APANUI
REWIRI
6D

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY







English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY






English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.



1. _____

2. _____

3. _____

4. _____

Welcome to Week 2. I hope you enjoyed last week's descriptive writing. This week there is more work on using adjectives and we will be looking at similes.

Remember to follow the instructions here for your English sessions on **Monday** and **Wednesday**. The other days have a go at following the work pack.

MONDAY






English - Activity 1 - Vocabulary

This is the same activity as last week. Look at your work pack and choose a different word to investigate.

English - Activity 2 - Reading: Exploring similes

Read all the information on page 7 of your work book, or use the QR code for the lesson.

Remember that similes use 'like' or 'as' to compare two things. E.g. as quiet as a mouse, as big as a whale. Look at the pictures below and see if you can finish these similes.

	The horse was as fast as _____ _____		The dead leaves were as dry as _____ _____
	The waves were as big as _____ _____		Her eyes were as blue as _____ _____
	The mountains were as cold as _____ _____		The lightning was as bright as _____ _____

English - Activity 3 - Writing: Similes in poetry

Read the poem below. Can you see the similes?

Gold as Honey

My new kitten's name is Mittens.

Her four paws are white as milk

all the rest is gold as honey

warm as sunlight

soft as silk.



The similes help us to get a picture in our mind of what Mittens is like. You are going to write a poem about this beautiful dog using similes. I have given you some sentence starters to help you.

My new dog's name is _____.

His eyes are as blue as _____.

His fur is white as _____.

Soft as _____.

Warm like _____.



TUESDAY

Today you will follow the work pack for English. There is more work on similes and reading texts to find them. If you do the work today it will help you for tomorrow's writing lesson.

WEDNESDAY

English - Activity 1 - Speaking and vocabulary: Sandcastles

Look at the picture of the sandcastles on page 29. See if you can describe the sandcastle to someone in your house. Remember to use adjectives and even similes to make your description more interesting.

English - Activity 2 - Reading: Creating similes

Revisit the information about similes from your last lessons.

Remember, a simile compares two things and uses the words "like", "as... as" or "as if". Authors use similes to engage their readers, create clear images and use less words.

Some examples:

- He was as slow as a snail who was running on an empty battery.
- The moon was as bright as the sun.

Similes can bring characters to life. Look at this brainstorm about Miss Trunchbull from 'Matilda'.



<p>Looks like</p> <ul style="list-style-type: none">• tank• brick wall• thick eyebrows• wiry hair• dirt encrusted• bulging stomach	<p>Sounds like</p> <ul style="list-style-type: none">• foghorn• loudspeaker• rough• screeching bird
<p>Smells like</p> <ul style="list-style-type: none">• moth balls• dust• musty leather	<p>Feels like</p> <ul style="list-style-type: none">• oily face• scaly legs

'Matilda' by Roald Dahl © 2014. Used with kind permission from Penguin Random Publishing Australia.

We can write some similes to describe Miss Trunchbull using the brainstorm.

E.g. Her eyebrows were like thick slugs sitting above her eyes.

Her voice was as loud as a foghorn.

Try to finish these similes to describe Miss Trunchbull using the brainstorm above:

Her hair was as wiry as _____.

Her legs were scaly like _____.

Her voice was as _____ as a screeching bird.

She was as _____ as a brick wall.

Her face was as oily as _____.

English - Activity 3 - Writing: Character similes

Now that we have looked at Miss Trunchbull, we are going to have a go at writing some description of another character from Roald Dahl, Aunt Spiker from 'James and the Giant Peach'. Here are some words that are used to describe her in the book:

Looks like	Sounds like	Feels like
tall bony long pointy nose thin narrow lips	screeching voice	wet lips

Choose four of the descriptions from the boxes above and write a simile for each one.

E.g. Aunt Spiker was as tall as a giraffe.

Try to think of your own ideas and make sure they aren't all from the first box.

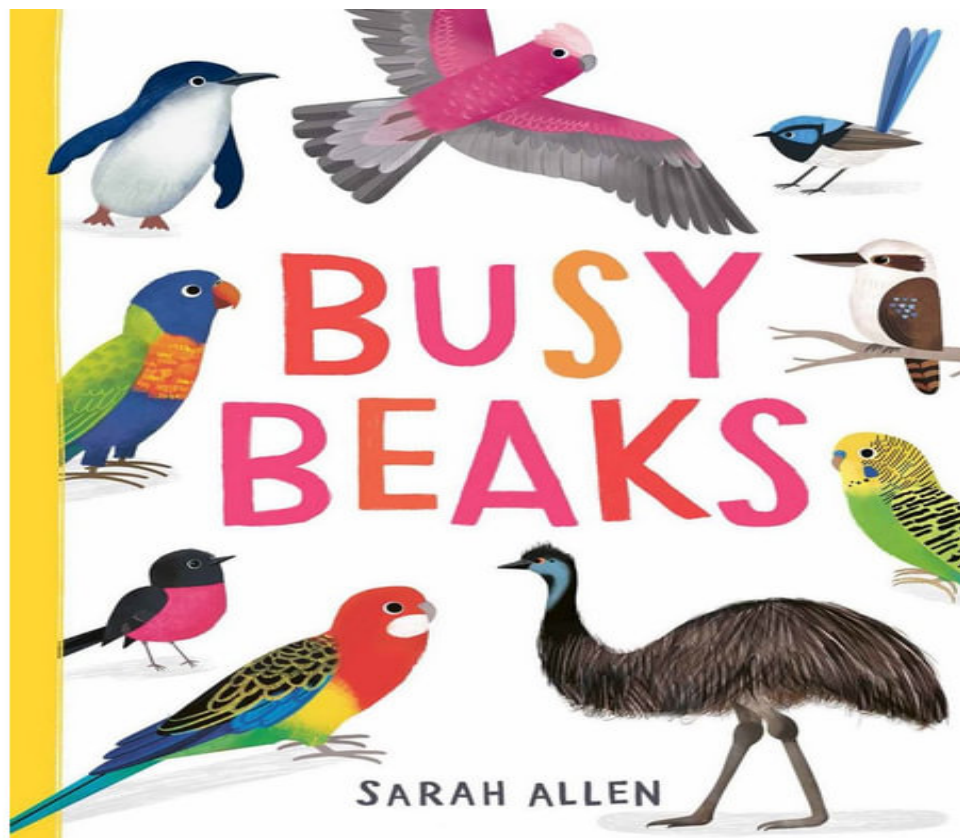


1. _____

2. _____

3. _____

4. _____



CPS Library lesson Week 2, Term 4. 2021 CBCA BOOK: BUSY BEAKS

Spend a day with Australia's most vibrant and unique feathered friends.

Full of splashing shorebirds, clattering cockatoos, parading penguins and greedy galahs, **Busy Beaks** is the perfect introduction to birds of all shapes and sizes. Written, illustrated and read by **Sarah Allen**.

You can watch this information book on Story Box Library via:

<https://storyboxlibrary.com.au/stories/busy-beaks>

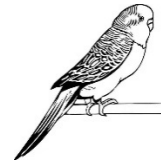
logon as: carltonps password: library

- Which birds did you recognise from the illustrations on the book cover?

- Create some investigative questions about birds you can research.



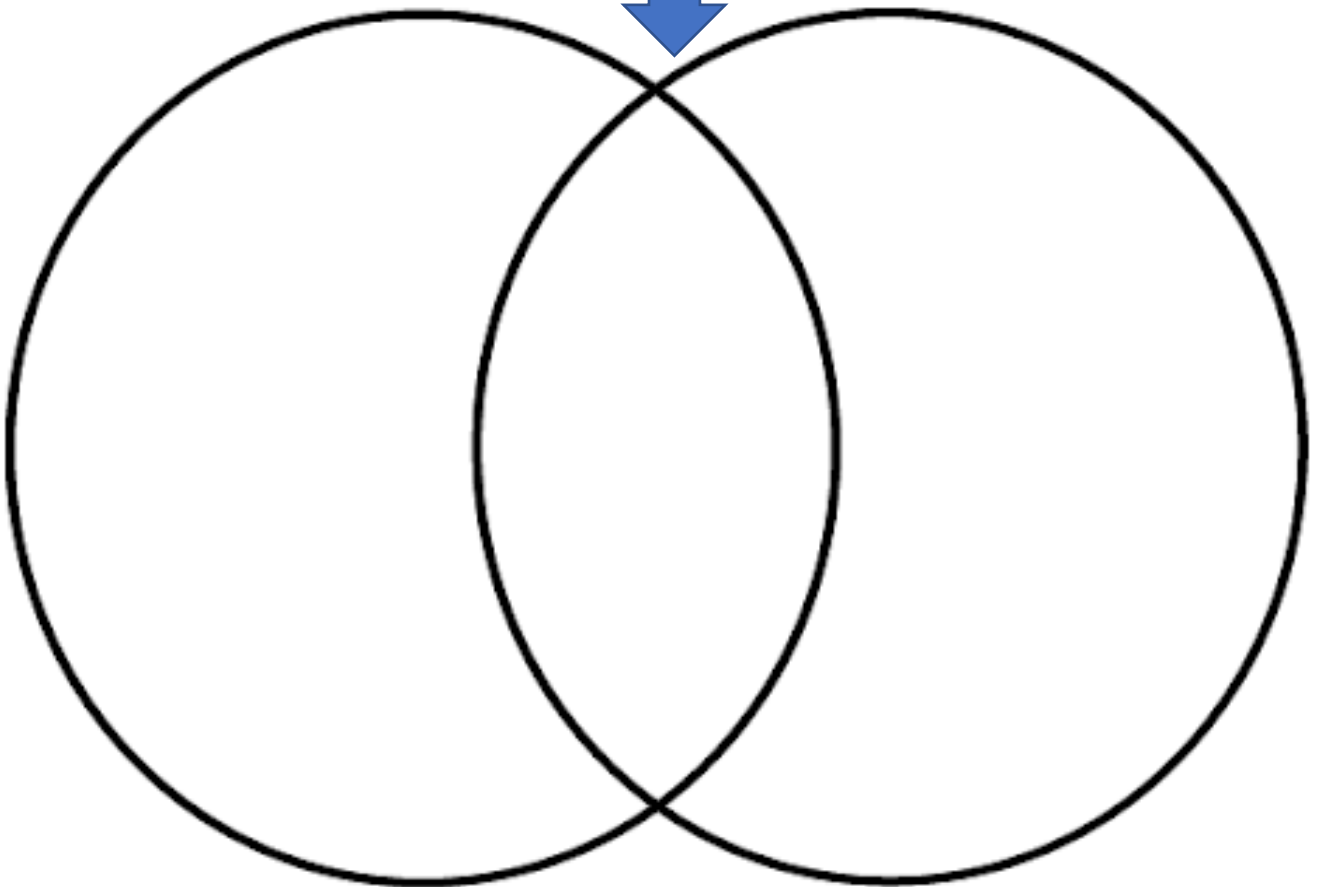
twinkl.com



KOOKABURRA
(Size, colours, beak, covering, behaviour, sounds)

BUDGIE
(Size, colours, beak, covering, behaviour, sounds)

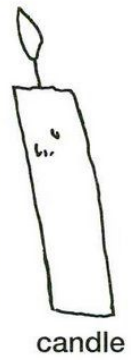
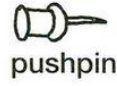
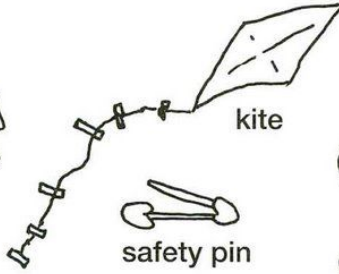
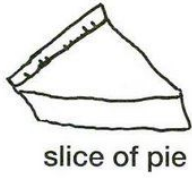
Shared SIMILARITIES



Use the Venn Diagram to compare the two birds: Kookaburra and Budgie.
Write their individual characteristics in their own circles and then in the centre overlapping circle write how they are similar (shared characteristics).

Feeding in a field

Can you find these things in the big picture?



illustrated by Charles Jordan