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STAGE 2

BOOK 1

LEARNING FROM HOME BOOKLET

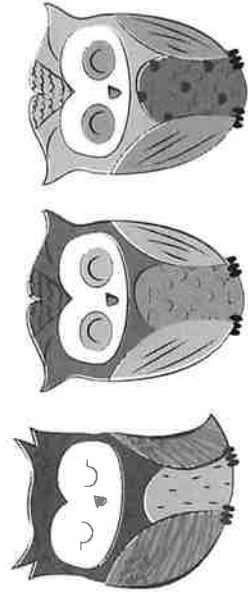
The Great Wise Owl

Owls are known as the bird of prey. They are nocturnal, which means they sleep during the day and hunt for their prey at night.

Owls have forward-facing eyes and a hooded beak. As they do not have teeth, they use their sharp beak to help them tear apart their food. They also have powerful claws which help them to catch their prey. The colour of an owl's feathers can be brown, grey, white and black. The mix of colours provides a nice camouflage for the owl in their environment.

There are more than 200 species of owls that live in deserts, mountain areas, open grasslands and forests. Owls are carnivores, which means they eat meat. They hunt insects, small mammals and other small birds during the night.

Owls most commonly lay between three and four eggs. They are white and round. The eggs do not hatch at the same time. The life span of an owl is approximately twenty years.



The Great Wise Owl

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.
Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be.

- a) My Pet Owl.
- b) All about the Owl.
- c) Oliver the Owl.
- d) The Story of the Very Wise Owl.

CRAZY CREATIVE CHALLENGE

Using the information in this text, create a story map for a narrative about a wise old owl and a little girl.

Name _____

Date _____

The Great Wise Owl

1. What is the main idea of this text?

2. What are three details that support the main idea?

Detail 1: _____

Detail 2: _____

Detail 3: _____

3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

4. Another good title for this text could be

- a) My Pet Owl.
- b) All about the Owl.
- c) Oliver the Owl.
- d) The Story of the Very Wise Owl.



Word Work Grid

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

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

Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

Handwriting practice lines consisting of multiple rows of solid top and bottom lines with a dashed midline for letter height guidance.

Word Detective

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

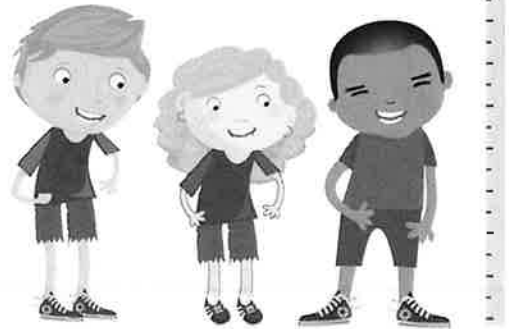
c) _____

a) _____

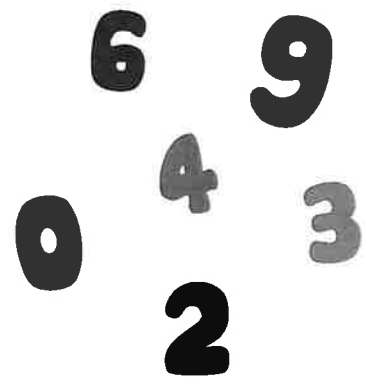
b) _____

c) _____

1. Shinji is 182 cm tall. Jane is 169 cm tall. If Brian is 15 cm taller than Jane, what is the combined height of all three people?



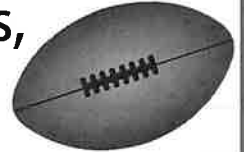
2. What is the difference between the largest and smallest number that can be made with the digits 6, 4, 9, 3, 0, 2?



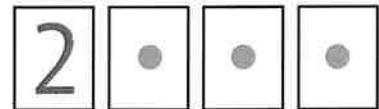
3. Janine wanted to buy a new laptop. The laptop costs \$1299, but has been reduced by \$249. If Janine has \$3423 in savings, how much money will she have left after she purchases the discounted laptop?



4. The red team played five games of football. They lost the first game 1-3. They won the second and third games 2-1 and 4-0 respectively. The fourth game was a 2-2 draw. If they scored 12 goals and conceded 7 over the five games, what was the score of the last game?



5. Mohammad has forgotten his password! He knows the first number and had written down sums to calculate the other three numbers. The third number equals the second number plus the first. The fourth number equals the third number minus 2. The second number equals the first number plus 4. If the first number is 2, what is the password?



6. In a game of darts, my opponent had scored 321 points. I was 126 points behind my opponent and then scored the following points: 60, 6, 5, 3, 18, 5, 14, 22. Am I winning or losing?



7. Neil decided to train for cross-country. On the first day of training he ran 3.2 km. On the second day he ran 5.4 km. On the 3rd and 4th day he ran a total of 8.9 km. If he ran 22 km in total after five days of training, how far did he run on the fifth day?



8. There were 93 people on the high-speed train. 23 got off at the first station and 48 got off at the third station. If there are 5 people left on the train at the fourth station, how many got off at the second station?



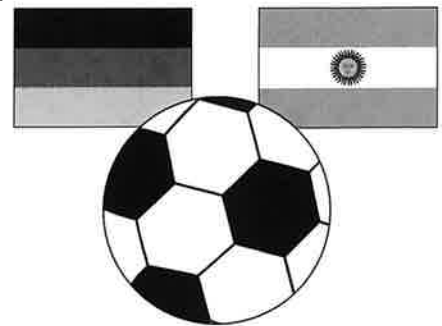
9. A shop buys skateboards for \$83 and sells them for \$159.95. If they have a sale and sell them for \$20 less, what is the profit on each skateboard sold?



10. How many sandwiches were sold in total? 15 chicken were sold. Vegetarian sold 8 less than chicken. Beef was the most popular sandwich and sold 14 more than vegetarian.



11. A total of 96 239 fans attended the grand final of the World Cup. If 36 829 supported Germany and 48 293 supported Argentina, how many neutral supporters were in the stadium?



12. Susan loves sushi! She ordered a plate with 4 chicken and avocado rolls, 6 California rolls and 3 prawn rolls. Her second plate had two less of each. How many sushi rolls did she have in total?



13. Kevin is great at basketball. His team scored 24 points in the first quarter, 32 in the second, 19 in the third and 25 in the fourth. If his team mates scored 54 points, how many points did Kevin score?



14. Jill's family fly 8 432 km to arrive at their favourite holiday destination. They are in mid-air and have flown 6 212 km. If the plane's tank of fuel can allow it to fly for 12 000 km, how much further could they fly from their current location?



15. The class had their biggest exam of the year. The first half of the exam took 1 hour 40 minutes. They were allowed a 30 minute break before beginning the second part of the exam. If the exam began at 11.00 am and finished at 2.00 pm, how long did the second half of the exam take?



16. The car's tank had 8.2 L of fuel remaining. It used 1.8 L driving to the supermarket and 2.4 L driving to the beach. If it needs 6 L to travel to the petrol station, will it make it without running out of fuel?



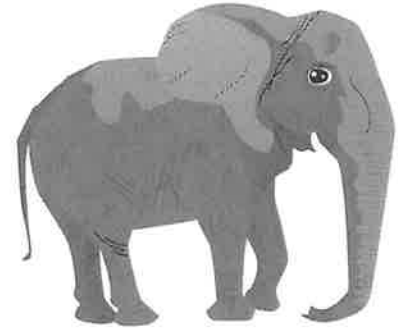
17. Scott wanted to get to work at 8.00 am sharp. He stops at the shops for 13 minutes, after walking for 19 minutes. He then catches a bus for 32 minutes, then walks an additional 6 minutes. What time does he leave home?



18. The book stand sold 678 magazines in the first month and 46 less than that in the second month. How many magazines did they sell in these two months?



19. There are 88 elephants in the herd. 36 are male adults and 23 are children of which 10 are male. How many females are there in the herd?



20. On Monday, Jose had 198 apples, 139 oranges, and 55 pears available at his shop. That day, he sold 15 apples, 22 oranges, and 18 pears. How many pieces of fruit were remaining on Tuesday?





The Scenario

Every year, your town holds a paper plane flying competition. Children design their own paper planes, then fly them against each other. The designer of the paper plane that flies the furthest is the winner!

This year, you are finally old enough to enter the competition. There is only one problem - you have designed three different paper planes and you can't decide which one to enter in the competition!

You have decided to test all three of your paper plane designs to see which one flies the furthest. You will accurately measure and record the distance flown by each paper plane, then use the information to make a decision about which design to enter in the competition.

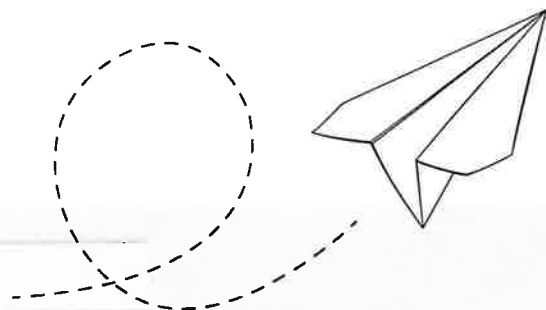
The Task

Design three different paper planes to test for the paper plane flying competition.

Follow the competition rules, set out below.

Competition Rules

- Each paper plane must be constructed from a single piece of A4 paper.
- The exterior of the paper plane may be decorated using pencils or markers only.
- Attachments of any kind are not permitted.
- The use of tape, glue or adhesives of any kind is not permitted.
- Rips may be made in the paper plane by hand. The use of scissors is not permitted.



The Procedure

1. Check your understanding of the task

Carefully read through the task and the list of competition rules. If there are any instructions that you do not understand, ask your teacher to explain them to you.

2. Design and construct your paper planes

Design, construct and decorate three different paper planes. Draw or take a photograph of each design to be recorded on the Designing and Constructing Worksheet. Remember to follow to competition rules throughout the design and construction process.

3. Make a prediction

Which paper plane design do you think will fly the furthest and why? Record and explain your ideas on the Conducting the Investigation Worksheet.

4. Choose a scaled measuring instrument

Decide how to best measure the distance flown by each paper plane during the test flights. Record and explain the reasons for your choice on the Conducting the Investigation Worksheet.

5. Conduct three test flights for each paper plane design

Test each paper plane three times. Use your chosen scaled measuring instrument to record the distance flown on each test flight, then record the distances in the table provided. Calculate the total distance flown by each paper plane by adding the three distances from each test flight together.

6. Make a decision

Based on the results of the investigation, decide which paper plane design to enter in the competition.

The Materials

- Blank sheets of A4 paper
- Scaled measuring instruments (small ruler, large ruler, tape measure, trundle wheel)
- Coloured pencils or markers

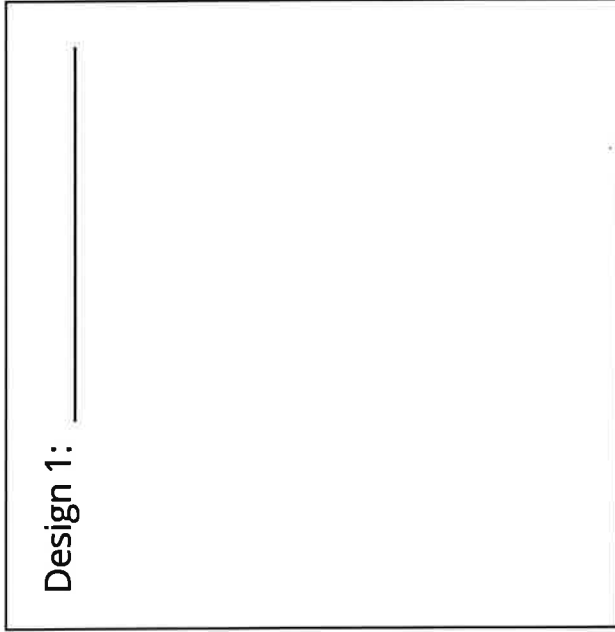


Name _____ Date _____

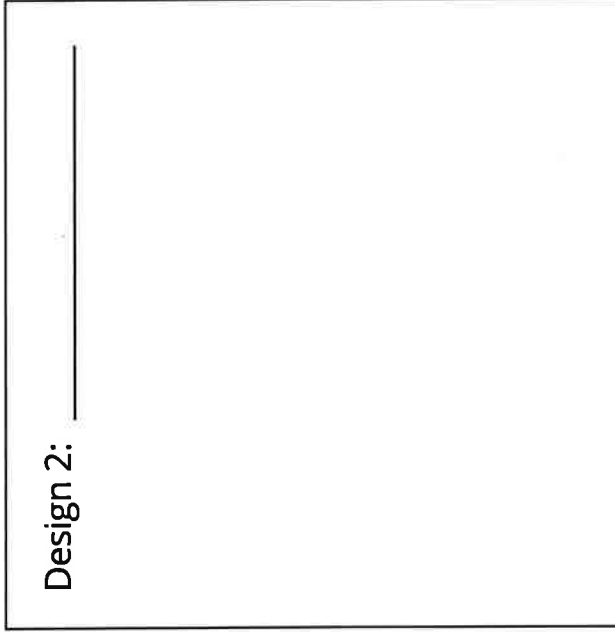
Designing and Constructing

Design and construct three different paper planes. Give each design an interesting name. Draw a sketch or take a photograph of each design to display in the boxes below. Write a sentence to explain the features of each design.

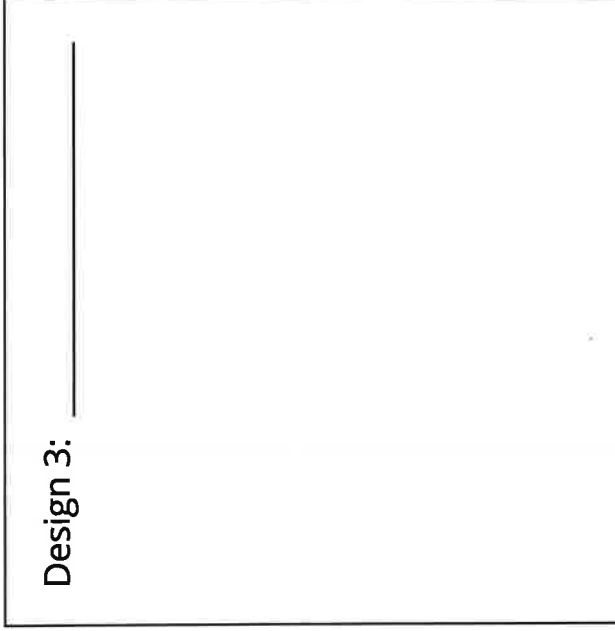
Design 1: _____



Design 2: _____



Design 3: _____



Name _____

Date _____

Conducting the Investigation

Prediction

I think design number 1 / 2 / 3 (circle one) will fly the furthest. I think this because:

Measuring Distance Using a Scaled Instrument

I am going to use a small ruler / large ruler / tape measure / trundle wheel (circle one) to measure distance. This is the best instrument to use because:

Collecting and Recording Data

Conduct three test flights for each of your paper plane designs. Record the distance flown on each flight.

Once you have conducted all three test flights, calculate the total distance flown by each paper plane.

	Test Flight 1	Test Flight 2	Test Flight 3	Total Distance
Design 1				
Design 2				
Design 3				

Conclusion

My prediction was correct / incorrect (circle one).

The winner paper plane design was design number 1 / 2 / 3 (circle one).

I know this because:



Name _____

Date _____

Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

2. Did you face any challenges during the investigation? If so, how did you overcome them?

3. How do you feel about your winning design? Is there anything you would change about it?

4. Do you think this investigation was a 'fair test'? Why or why not?

5. Circle the statement that best suits how you feel about measuring distance after completing this investigation.

- a) I feel very confident measuring distance.
- b) My understanding of measuring distance is improving.
- c) I still need some help when measuring distance.



Name _____

Date _____

My Ecological Footprint

Read the following questions. Take note of your household's behaviour over one week. For each question, shade a number from 1 to 7 which best describes your household situation. The last question asks you to tally your results.

1. How often do you eat animal-based products? This includes meat, poultry, seafood, eggs and dairy.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

never

once a day

for every meal

2. Which foods that you eat have no packaging?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

all of it

vegetables and fruit

it all has packaging

3. How many bedrooms and bathrooms does your house have all together?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

If the number is greater than 7, just mark 7.

4. What material is the outside of your house made from?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

straw

bamboo

wood

brick

concrete

adobe

steel



My Ecological Footprint - Worksheet

Name _____

Date _____

5. How many people live in your household?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

If the number is greater than 7, just mark 7.

6. Do you use energy efficient appliances and lights in your home?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

every appliance

energy saving light bulbs

none at all

7. What percentage of your electricity comes from 'Green' energy sources?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

100%

more than 20%

0%

8. Compared to your neighbours, how much rubbish do you generate?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

much less

about the same

much more

9. How do you mostly get to and from school and other places you regularly visit?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

always walk

public transport

always drive



My Ecological Footprint - Worksheet

Name _____

Date _____

10. How much does your family spend on petrol each week?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

nothing

between \$20 and \$50

more than \$50

11. How often do members of your family carpool?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5 days a week

2 days a week

never

12. How far do you travel on public transport each week?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

more than 100 km

more than 50 km

less than 5 km

13. How many hours do you fly each year?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

none

around 5

more than 10

14. How often does your family plant trees, vegetables or other plants?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

everyday

weekly

never



Name _____

Date _____

15. Use the space below to add up all the numbers you have shaded to work out your overall ecological footprint score. Then, use the data analysis table below to see what your score means.

Ecological Footprint - Data Analysis

Once you have tallied your results, find where your number sits in the table and read about your ecological footprint. Discuss your class data.

0-19	20-39	40-59	60-79	80-100
<p>You have a very low ecological footprint. In fact, if everyone on Earth had a footprint in this range the earth wouldn't be in trouble.</p>	<p>Your ecological footprint is small enough that it will reduce the growth of ecological destruction but it will not provide a long-term solution to the problem.</p>	<p>You have an average ecological footprint. Remember that even though it is average, this number must be reduced.</p>	<p>Your ecological footprint is larger than average. You might consider how you can change your actions to reduce this number.</p>	<p>A number this high means you are living way beyond where you should be in order to protect the earth. Find ways to reduce your number now.</p>



Lightning

Lightning can be a very dangerous and frightening thing. Some people would say that it is also very beautiful to watch. Lightning is a bright flash of electricity that is produced by a thunderstorm. When you see a bolt of lightning, you can be sure that the sound of thunder will follow.

Lightning is an electric current. For lightning to form, there must be many small bits of ice (or frozen raindrops) bumping into each other as they move around in the air within a thundercloud. When all of these frozen raindrops collide, they create an electric charge.

The next step in the formation of lightning is when the whole thundercloud fills up with electrical charges. The charges separate, with the positive charges forming at the top and the negative charges forming at the bottom.

After a while, a positive charge builds up on the ground beneath the cloud. The charge coming up eventually connects with a charge reaching down from the clouds. Lastly, these charges connect and a lightning strike is formed.

Lightning

- Which one of these things happens **before** an electric charge?
 - a positive charge builds up
 - small bits of ice bump into each other
 - a lightning strike is formed
- Number the following sentences in the correct order.
 - ___ The whole thundercloud fills up with electrical charges.
 - ___ A positive charge builds up on the ground beneath the cloud.
 - ___ A lightning strike is formed.
 - ___ The positive and negative charges separate.
 - ___ Frozen raindrops collide to create an electric charge.
- What is the final step before seeing a lightning strike?
- Draw and label an illustration that explains how lightning is formed.

CRAZY CREATIVE CHALLENGE

Create an artwork to show what a thunderstorm looks like.

Name _____

Date _____

Lightning

1. Which one of these things happens **before** an electric charge?
 - a) a positive charge builds up
 - b) small bits of ice bump into each other
 - c) a lightning strike is formed
2. Number the following sentences in the correct order to explain how lightning is formed.
___ The whole thundercloud fills up with electrical charges.
___ A positive charge builds up on the ground beneath the cloud.
___ A lightning strike is formed.
___ The positive and negative charges separate.
___ Frozen raindrops collide to create an electric charge.

3. What is the final step before seeing a lightning strike?

4. Draw and label an illustration that explains how lightning is formed.

Name _____

Date _____

What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping
around the yard

around the horse track.

The bunch of red roses

in their bee hives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

The little white kitten was
waiting patiently

in the cage.

The horse galloped

by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.



Deep-sea Diving - Editing

Add editing marks to text. There are 20 errors.

the deep-see diver looked nervously at the ocean around him One by one, waves crashed into the side of his rocking boat. in a few seconds, he was going to have to enter these dangerus waters. He anxiously put on his goggles flippers and oxyjen mask he dived into the frezing waters below and hoped for the best.

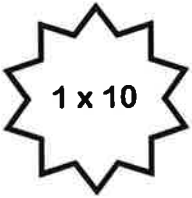
he felt the icy water cover him like a blanket. Rainbow fish darted in and out of the coral For a few minutes he feeled calm and happy. Sudenly, a giant shark apeared out of nowhere the diver swam furiously back towards his boat. He decided never to dive in this part of the oshean ever again

Editing Marks:	
Capital letter	≡
End punctuation	◦ ! ?
Insert a word	∧
Change to lower case	/i.c.
Take something out	↵
Check spelling	SP ○
New paragraph	¶

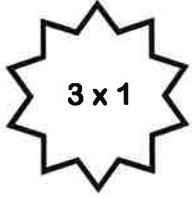
Re-write the text correctly:

A blank sheet of white paper with 25 horizontal black lines, providing a template for handwriting practice.

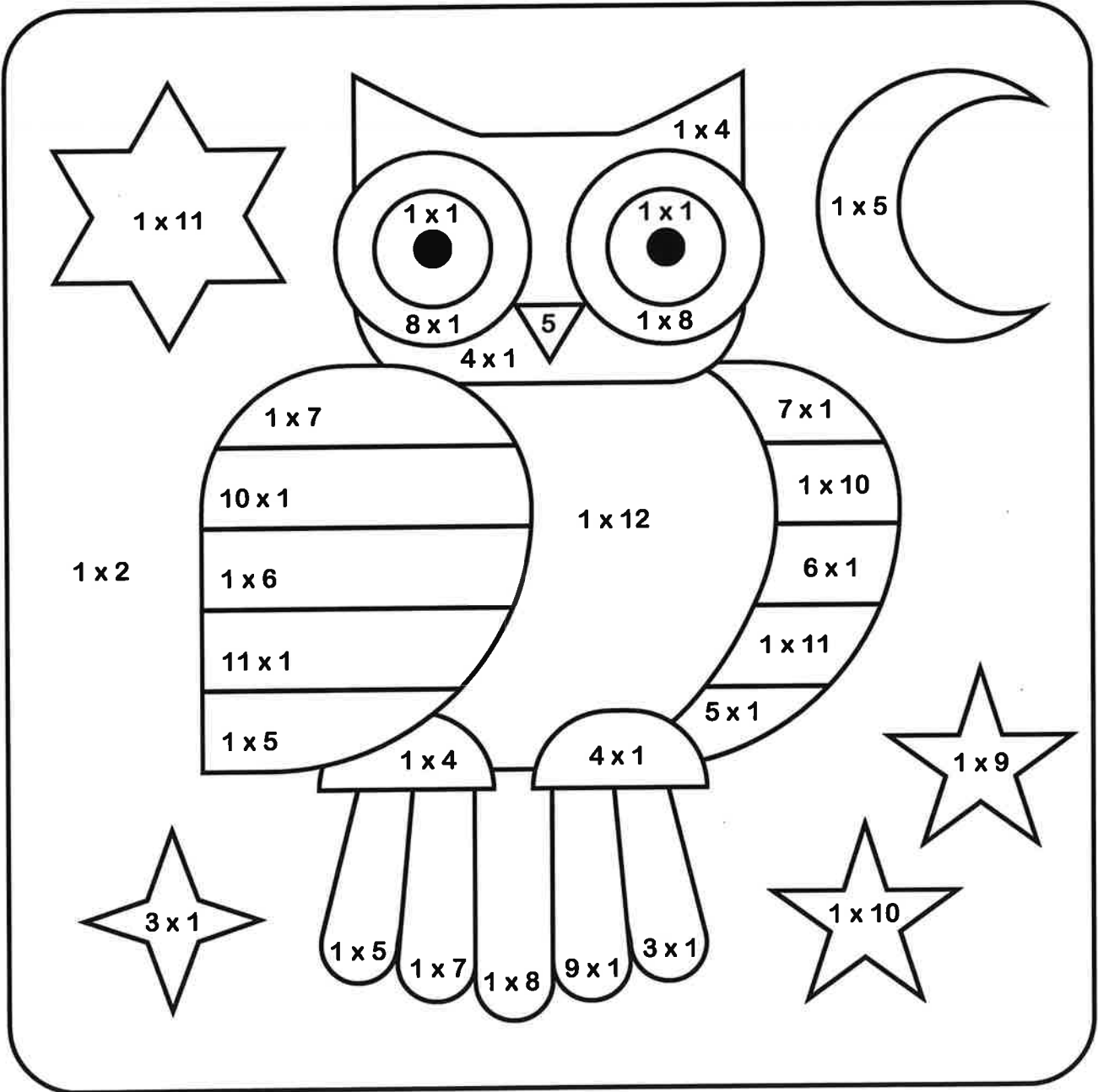
Name: _____ Date: _____



1 x Colour Fun!



Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



1 white

5 yellow

9 pink

2 black

6 dark green

10 light blue

3 red

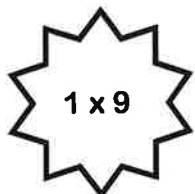
7 dark blue

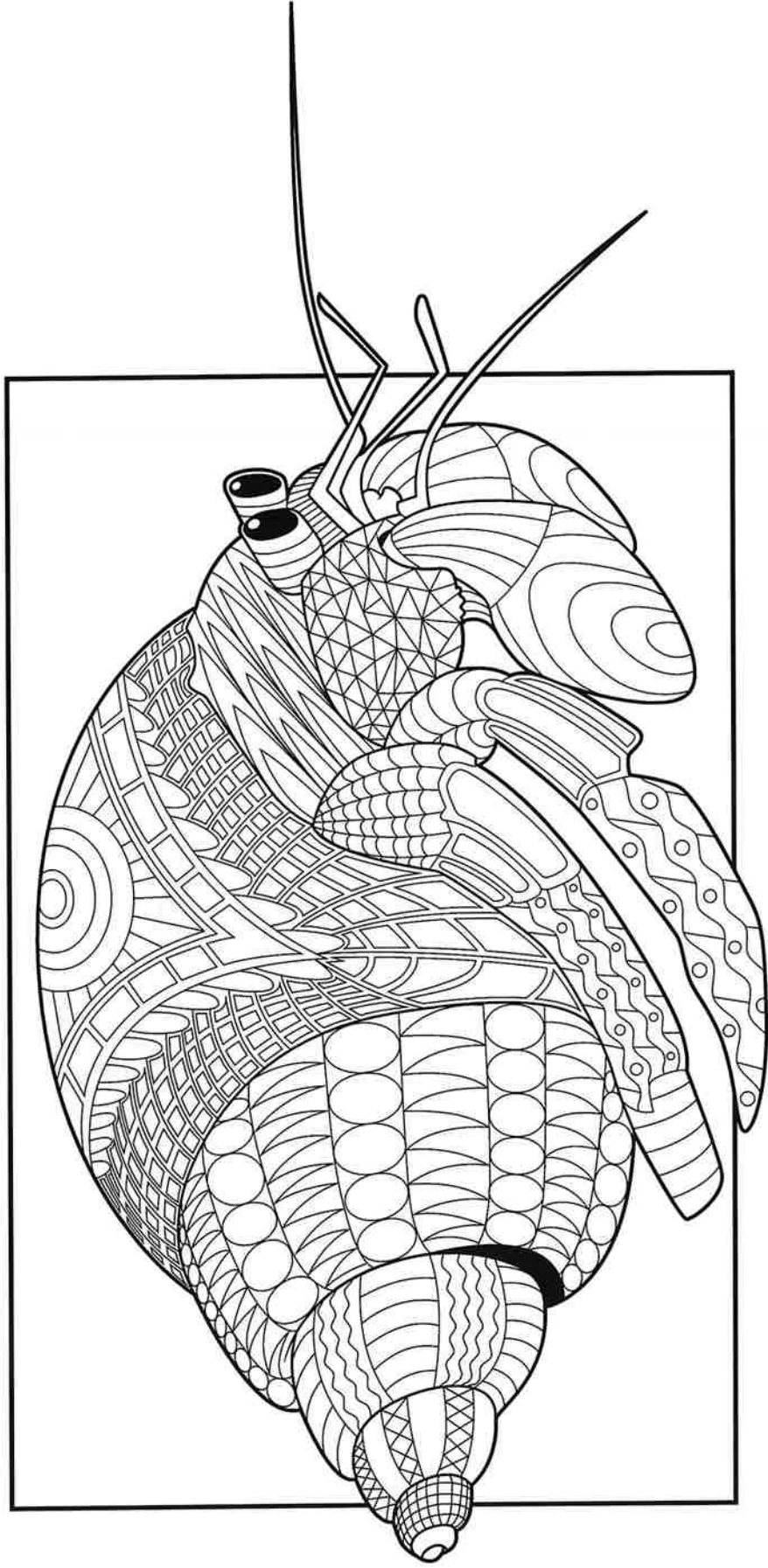
11 light green

4 orange

8 purple

12 brown





Staying at Home

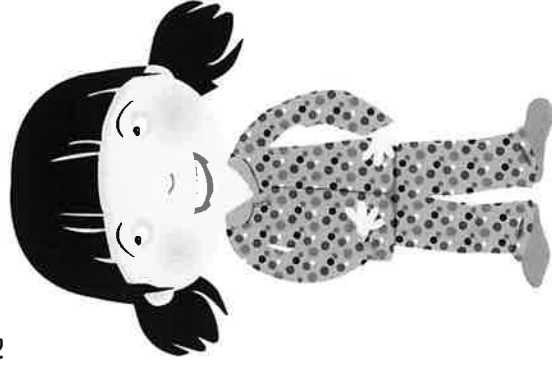
Molly hated going to school. She would rather be at home where she could stay in her pyjamas all day and not have to wear her school uniform. At home, she could raid the cupboard whenever she wanted and eat whatever food she felt like. She could watch TV, play computer games, go outside or just do nothing!

At school, Molly had to do everything the teacher told her. She could only eat what was in her lunch box. She kept getting in trouble for lying on the floor when the teacher was talking... and for taking her shoes off!

Sadly, at home, Molly had no one to play with, no one to talk to and no one to eat with. Sometimes, she got bored at home and got sick of watching the same TV show.

Molly enjoyed being with her friends at school. She liked doing all the different art and craft activities and looked forward to playing the musical instruments in music class on Fridays.

Soon, Molly started to like going to school, but she still loved being at home on the weekends where she could have a 'pyjama day'!



Staying at Home

1. Create a pros and cons list for Molly staying at home.
2. Create a pros and cons list for Molly going to school.
3. What is something Molly can do at school that she cannot do at home?
4. Create a Venn diagram for your own home and school life.

CRAZY CREATIVE CHALLENGE

Create your own 'All about Me' poster.

Draw a picture of yourself with some of the following details:

- ⓪ Name
- ⓪ Birthday
- ⓪ What I like learning about
- ⓪ Friends
- ⓪ Favourite Activity
- ⓪ Food
- ⓪ Why I am Special

Name _____

Date _____

Staying at Home

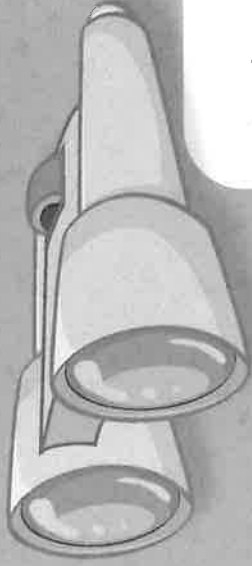
1. Create a pros and cons list for Molly staying at home.

2. Create a pros and cons list for Molly going to school.

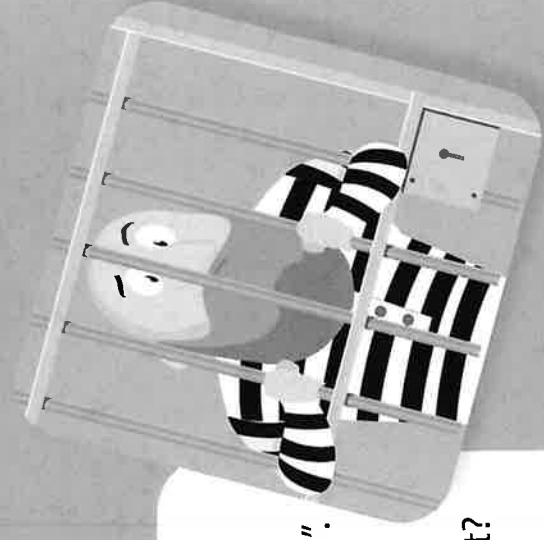
3. What is something Molly can do at school that she cannot do at home?

4. Create a Venn diagram for your own home and school life.





“Caught you!”



Today you are going to write a narrative (a story).

The topic you have been given for your narrative is “Caught you!”.

Think

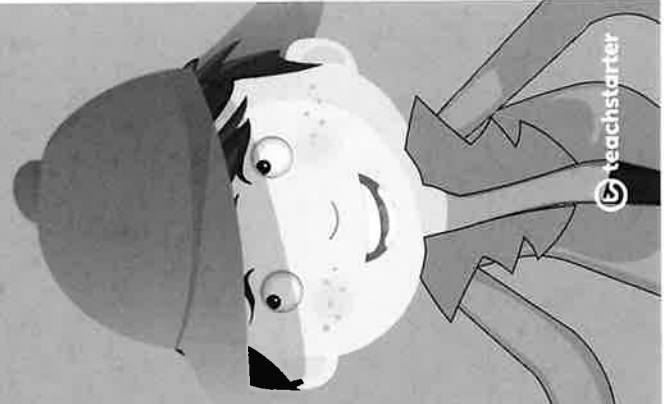
What do you want your story to be about? Who has been caught? What were they caught doing? You might write a story about someone caught doing the wrong thing or even a game that was being played between friends.

Plan

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

Remember to check ...

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



A series of 25 horizontal lines for writing.

PANDORA'S PARTY PALACE

Snacks

\$5.00

Potato Chips
10 packets per pack



\$3.00

Sultanas
6 boxes per pack



\$5.50

Popcorn
10 packets per pack



Lunch Items

\$4.00

Chicken Nuggets
20 pieces per box



\$8.00

Mini Pizzas
6 pizzas per box



\$20.00

Sushi
20 rolls per pack



Sweet Treats

\$3.50

Chocolate Cupcakes
10 per box



\$6.00

Yoghurt Iceblocks
10 per box



\$2.50

Lollipops
Pack of 12



Drinks

\$2.50

Water
6 x 250 mL bottles



\$11.00

Lemonade
10 x 375 mL bottles



\$5.00

Juice
6 x 250 mL boxes



50% OFF

FOOD

PANDORA'S PARTY PALACE

25%
OFF

Decorations

\$2.00

Party Hats
5 hats
per pack



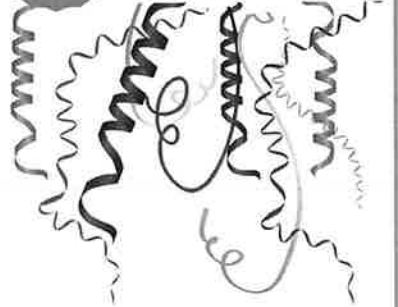
\$2.80

Balloons
20 per pack



\$1.00

Streamers
2 rolls per pack



\$2.40

Bunting
1 x 3 m pack



\$1.60

Party Poppers
10 per pack



\$3.20

Party Blowers
10 per pack



Serving Supplies

\$2.50

Paper Plates
20 plates per pack



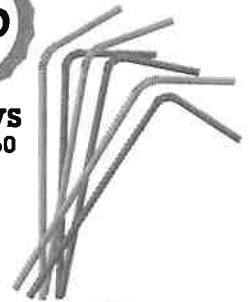
\$3.00

Paper Cups
25 cups
per pack



\$1.00

Straws
Box of 50



\$2.00

Plastic Tablecloth
1 per pack



\$1.50

Serviettes
100 per pack



\$4.50

Wet Hand Wipes
100 wipes
per tub



Decorations and Serving Supplies

PANDORA'S PARTY PALACE

Lucy is buying some sweet treats for a party. She needs at least 50 sweet treats, but she doesn't want more than 60.

What combinations of sweet treats could Lucy buy for the party?

List some possibilities.

Calculate the total cost of the sweet treats for Lucy's party.



PANDORA'S PARTY PALACE

Taylor's class was having an end-of-year party. Taylor was asked to bring the drinks. His budget for the drinks was \$20.

What combinations of drinks could Taylor buy for the class party?

List some possibilities.

Check that the drinks don't cost more than \$20.



PANDORA'S PARTY PALACE

Mario is planning a pizza party for his birthday. He needs 24 mini pizzas to feed his friends.

How many boxes of mini pizzas does Mario need to buy?

Calculate the total cost of the mini pizzas for Mario's birthday party.



PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 3 packs of popcorn to share with her friends.

How many snack-size popcorn packets did Amy have at her movie night?

Calculate the total cost of 3 packs of popcorn.



PANDORA'S PARTY PALACE

Mrs Small bought some party decorations for a surprise party for her class.

Mrs Small bought:

- 5 packs of party hats
- 2 packs of balloons
- 3 packs of party poppers.

How much did Mrs Small spend on decorations for the party?



PANDORA'S PARTY PALACE

Daniel and his family were going on a picnic with his cousins. Daniel's family was asked to bring the paper plates, cups and serviettes.

If 40 people were going to the picnic, how many packs of paper plates, cups and serviettes did Daniel's family have to buy?

How much did Daniel's family spend on serving supplies?



PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 5 pieces of sushi and 5 chicken nuggets.

If Sam invited 10 guests, how many boxes of chicken nuggets and packs of sushi did he need to buy?

Calculate the total cost for Sam's party food.



PANDORA'S PARTY PALACE

As a special treat, Mr Wright wants to buy his class lollipops.

If there are 28 children in the class, calculate for Mr Wright:

- the total number of packs of lollipops
- the total cost of the lollipops.



PANDORA'S PARTY PALACE

Coach Carter needs enough bottles of water to give one to each player for the soccer gala day.

If 54 players are attending the soccer gala day, how many six packs of water should Coach Carter buy?

Calculate the total cost for the water.



PANDORA'S PARTY PALACE

Class 4A held a cake stall to raise money for some new play equipment. They bought 12 boxes of cupcakes from Pandora's Party Palace and sold each cupcake at the stall for \$1.

Calculate:

- the total cost of the cupcakes
- the total money received once all the cupcakes sold.



PANDORA'S PARTY PALACE

Naomi wants to decorate her house with bunting to welcome her grandparents back from an overseas trip.

Naomi needs 12 m of bunting to decorate the house.

Calculate how many packs of bunting Naomi needs and the total cost.



PANDORA'S PARTY PALACE

As part of their end-of-school year celebration, Principal Jones bought yoghurt ice blocks for every child in the school.

If there are 250 students in the school, how many boxes of ice blocks did Principal Jones buy?

Calculate the total cost for the ice blocks.



PANDORA'S PARTY PALACE

For a science experiment, Professor Paleo needed 180 balloons and 360 paper cups.

Calculate for the experiment:

- the total packs of balloons
- the total packs of paper cups
- the total cost for the balloons and cups.



PANDORA'S PARTY PALACE

On the weekend, Jenny had a party for her 10th birthday. Calculate the total cost for the party if Jenny bought:

- 4 packs of balloons
- 3 packs of streamers
- 2 packs of bunting
- 3 boxes of cupcakes
- 6 boxes of mini pizzas
- 3 packs of potato chips
- 10 bottles of lemonade.



PANDORA'S PARTY PALACE

To help celebrate New Year's Eve, Lilly bought some decorations from Pandora's Party Palace. Her budget for decorations was \$50.

What combinations of decoration could Lucy buy for New Year's Eve?

List some possibilities, and then calculate the total cost Lilly spent on decorations.



PANDORA'S PARTY PALACE

You have been given a budget of \$100 to organise your own party, using items from Pandora's Party Palace.

After deciding how many guests you will invite, make a list of the items you will buy and their total costs.

Calculate the total cost of the party to check that you have come in under budget.

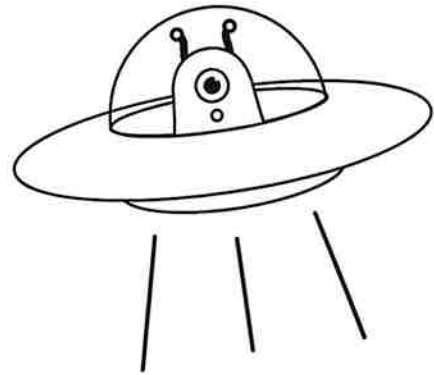


SPACECRAFT

DESIGN TASK

The Scenario

Look up at the stars! An alien needs to get back to his home planet. He needs you to build him a spacecraft that will take him safely back to his home.



The Process

Follow the Engineering Design Process to help you to complete this task.

1. Ask questions - What is the problem? Are there any challenges?
2. Imagine it - Brainstorm your ideas. Pick the best one!
3. Plan it - Make a list of materials. Draw a labelled diagram.
4. Create it - Follow your plan. Create a model if possible.
5. Improve it - Did it work? Can you make it better? What could be done differently?
6. Share it - What changes need to be made? What do others think?

Material Available

- | | | |
|-----------------|-------------------|------------------|
| • paper plates | • cardboard tubes | • sticky tabs |
| • paper bowls | • coloured paper | • tape |
| • paper cups | • coloured card | • aluminium foil |
| • paper straws | • egg cartons | |
| • pipe cleaners | • glue | |

Name _____

Date _____

Spacecraft Design Task

1. I am designing a: _____

2. I will need the following materials:

-
-
-
-
-
-
-
-

Labelled Diagram of My Spacecraft



Ultimate Frisbee

Ultimate Frisbee is a fun, fast-paced football-type game that uses a disc instead of a football. It consists of two teams with seven players on each team. It is played on a rectangular field that is divided into two zones. The only equipment required is a Frisbee! The aim of the game is to move the Frisbee disc down the field to score more goals than your opponent.

To start a game of ultimate Frisbee, both teams line up in their allocated zones. A player from the defensive team throws the Frisbee to the other end, like a 'kick-off' in football. This throw is known as a 'pull' and sends the Frisbee as far down the field as possible. This gives the offensive team poor field position.

When playing ultimate Frisbee, the disc can move around the field in any direction by passing it to a team-mate. When a player catches the disc, they only have ten seconds to pass it on. This period is called the 'stall'.

A point is scored when a player catches the disc in the end zone that their team is attacking.



Ultimate Frisbee

- In the text, the word **field** means
 - an area of study.
 - all the participants in a contest.
 - a piece of land marked out for a game or sport.
- This period is called the stall.*

Write a sentence using the word **stall** in another way.

- The defensive team throws the Frisbee to the other end.*

What is another word that could have been used instead of **throws**?

- This gives the offensive team poor field position.*

In your own words, explain who the **offensive team** is.

CRAZY CREATIVE CHALLENGE

Design and make your own Frisbee to play with at home.

- ① What will your Frisbee be made from?
- ② What design will be on it?

Name _____

Date _____

Ultimate Frisbee

1. In the text, the word **field** means
- a) an area of study.
 - b) all the participants in a contest.
 - c) a piece of land marked out for a game or sport.

2. *This period is called the 'stall'.*

Write a sentence using the word **stall** in another way.

3. *The defensive team throws the Frisbee to the other end.*

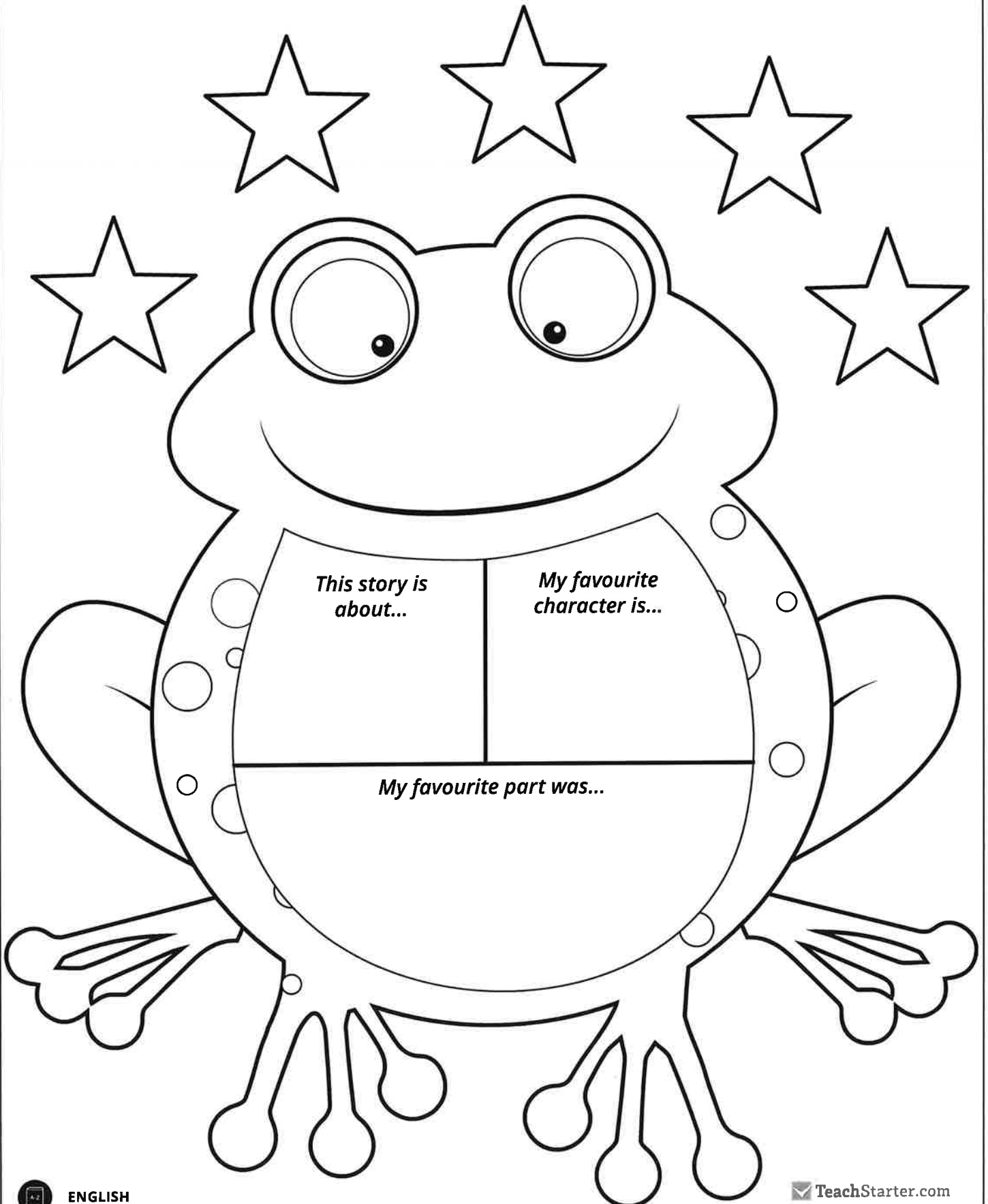
What is another word that could have been used instead of **throws**?

4. *This gives the offensive team poor field position.*

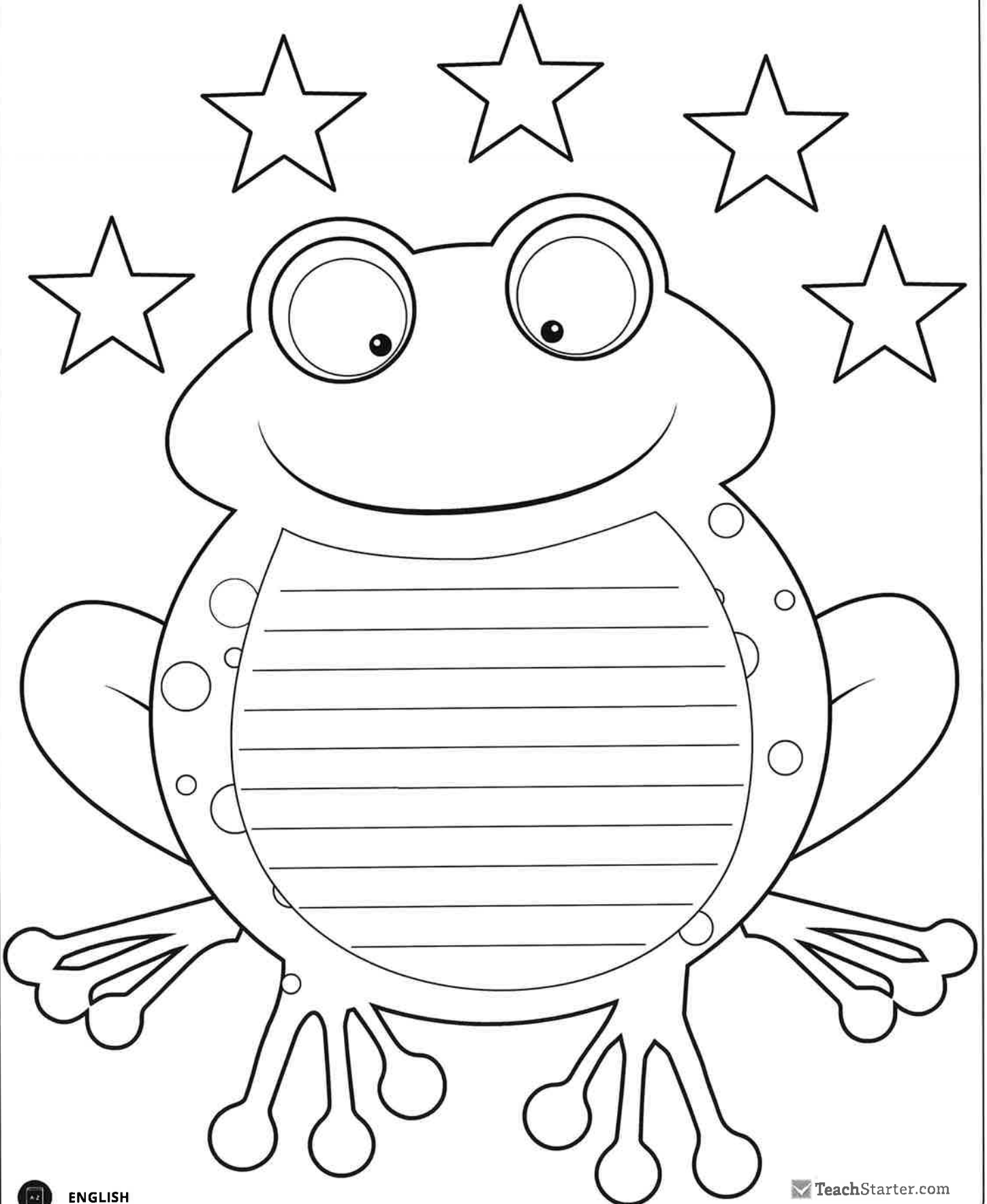
In your own words, explain who the **offensive team** is.



My Book Report for



My Book Report for

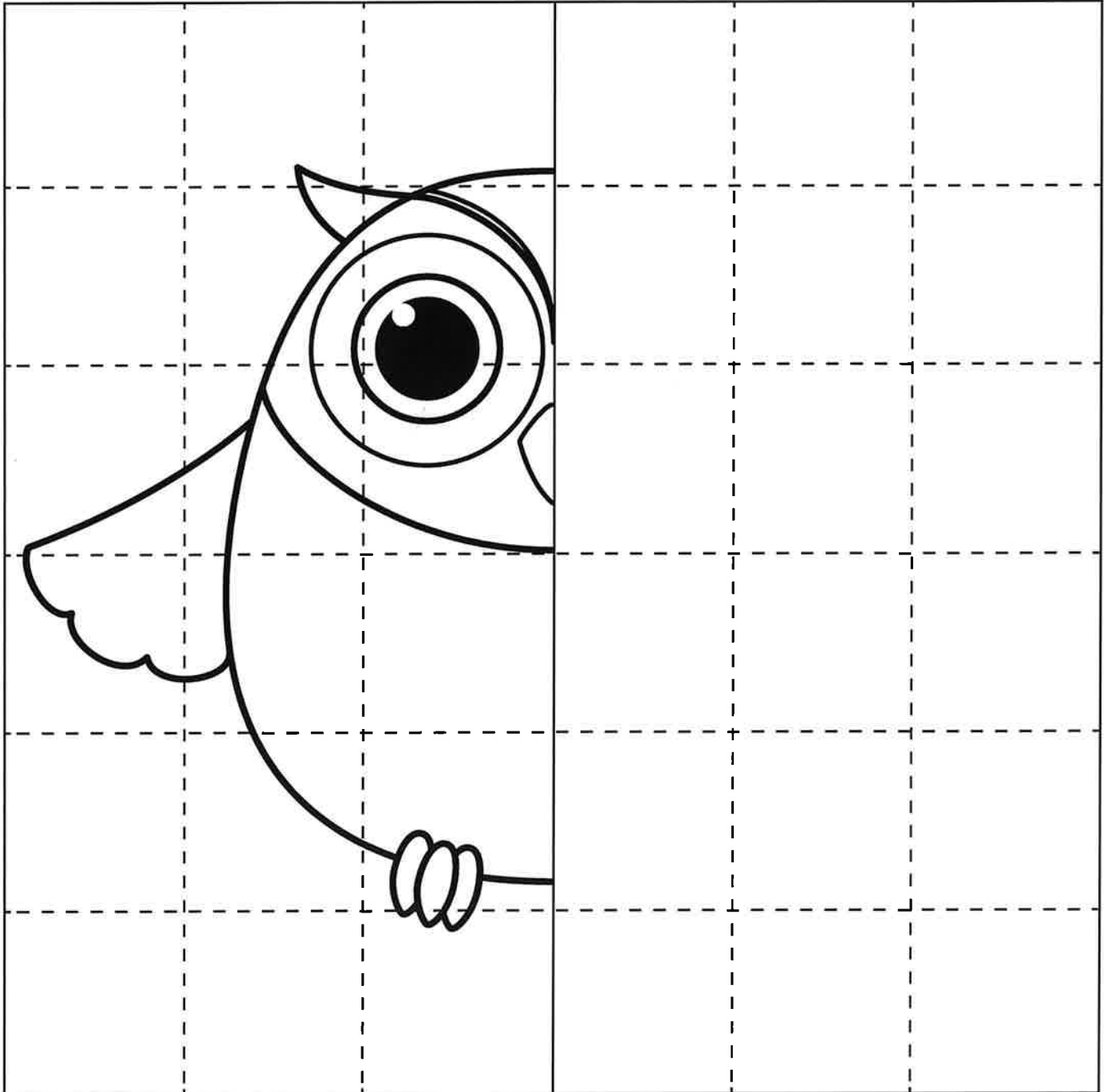


Name: _____

Date: _____

Symmetry Drawing - Owl

Use the grid to draw the other side of the owl. Colour it in when you have finished.



THE COSMIC DANCE OF THE SUN, EARTH AND MOON

INSTRUCTIONS

AIM

To create a model which demonstrates the interplay of the sun, planet Earth and the moon.

MATERIALS

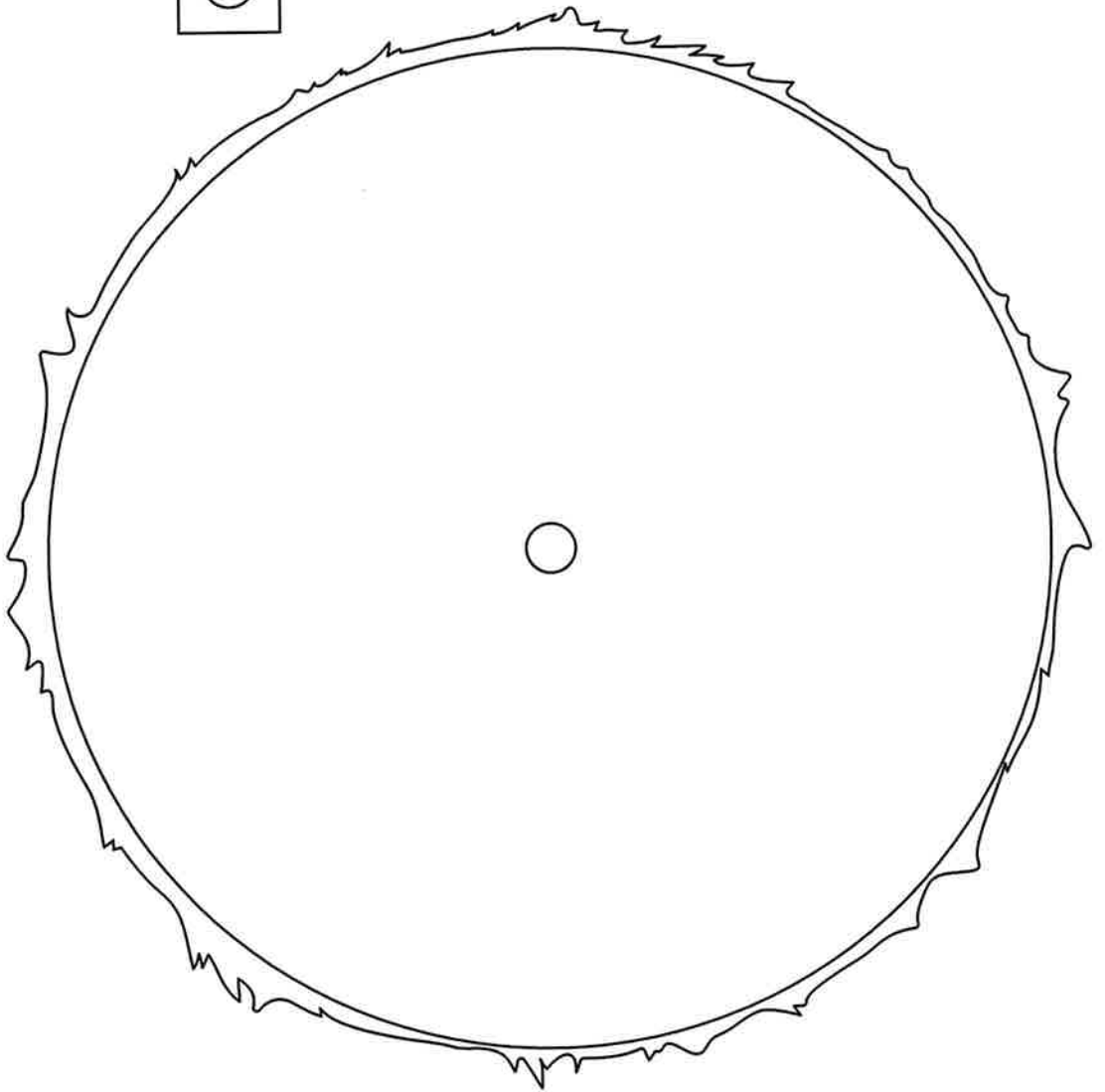
1 x sun, Earth and moon template

Coloured pencils or markers

2 x split pins

INSTRUCTIONS

- 1) Colour in the sun, Earth and moon on the template. (Note: These are not drawn to scale).
- 2) Carefully cut out each of the shapes.
- 3) Connect Earth to the sun by fastening the paper 'arm' connected to Earth to the back of the sun with a split pin.
- 4) Connect the moon to Earth by fastening the paper 'arm' connected to the moon to the back of Earth with a split pin.
- 5) Demonstrate the movement of Earth and the moon by moving Earth around the sun and moving the moon around Earth.



Brilliant Bike Riding

Bike riding is a great activity to do with your friends and family to keep fit and have fun. However, it is important that you stay safe during your bike ride.

Before you ride your bike, you should check a few things. Firstly, make sure your brakes are working and the blocks are not worn down. Secondly, check that your bike chain is oiled and not too loose. Thirdly, make sure that both the front and back tyres have plenty of air in them. Next, check the height of your seat. Your toes should be able to reach the ground. Finally, always wear a correctly-fitted helmet, bright clothing and check that your shoe laces are tied up.

During your bike ride, it is important to ride responsibly, even with your friends. If you are under the age of twelve, you should have an adult supervising you. It is a good idea to plan your bike ride to avoid heavy traffic areas and, where possible, use bike tracks. Remember to be safe and have fun!



Brilliant Bike Riding

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.
Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be.

- a) Bike Riding Safety.
- b) I Like Bike Riding.
- c) Boring Bike Riding.
- d) Leslie's Bike Riding Fun.

CRAZY CREATIVE CHALLENGE

Write about a time you had fun bike riding with your family or friends.
If you haven't been riding before, then make up a story about a bike ride.

Name _____

Date _____

Brilliant Bike Riding

1. What is the main idea of this text?

2. What are three details that support the main idea?

Detail 1: _____

Detail 2: _____

Detail 3: _____

3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

4. Another good title for this text could be

- a) Bike Riding Safety.
- b) I Like Bike Riding.
- c) Boring Bike Riding.
- d) Leslie's Bike Riding Fun.



Word Work Grid

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

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



The Scenario

Your school is holding a mini-Games, where each class will compete against the others in a range of sports. The mini-Games will begin with an opening ceremony, where each class will walk around the school oval together. A class representative will walk at the front of each group, holding and waving the class flag. Your teacher has asked each student in your class to submit a design for the class flag. The class will then vote on the best design. The most popular design will be used for the opening ceremony of the school mini-Games.

The Task

Design a class flag to be displayed during the opening ceremony of the school mini-Games. Include all design elements and follow all spacing guidelines, set out below.

Design Elements

Your teacher has decided that the class flag **must** include the following elements:

- the name of your class
- a picture or symbol to represent your class
- a colourful pattern, consisting of lines or shapes
- the school colours of red, blue and yellow.

Your teacher does not like the colours white or black. These **must not** be included on the flag.

Spacing Guidelines

Your teacher is also very particular about how much space each element can occupy on the flag. You must follow the following guidelines when designing your flag:

- the class name must take **up at least** $\frac{1}{8}$ of the space on the flag
- the picture or symbol must take up **at least** $\frac{1}{8}$ of the space on the flag
- the colourful pattern must take up **no more than** $\frac{1}{4}$ of the space on the flag
- the school colours must appear on **no more than** $\frac{1}{2}$ of the flag.



The Procedure

1. Check your understanding of the task

Carefully read through the task, the list of design elements and the spacing guidelines. If there are any instructions that you do not understand, ask your teacher to explain them to you.

2. Plan and sketch your design

Use your knowledge and understanding of unit fractions to plan and sketch a design for your class flag. A blank flag template is provided for you.

3. Check your design

Reread the list of design elements and spacing guidelines for the flag design. Carefully check that your design includes all of the design elements and meets each of the spacing guidelines.

4. Record and explain your choices

Use the table provided to explain how much space you used for each design element. Use words and numbers to prove how these choices meet the spacing requirements set out by the teacher.

5. Create your flag

Draw and colour your flag design using the second blank flag template.

6. Present your design

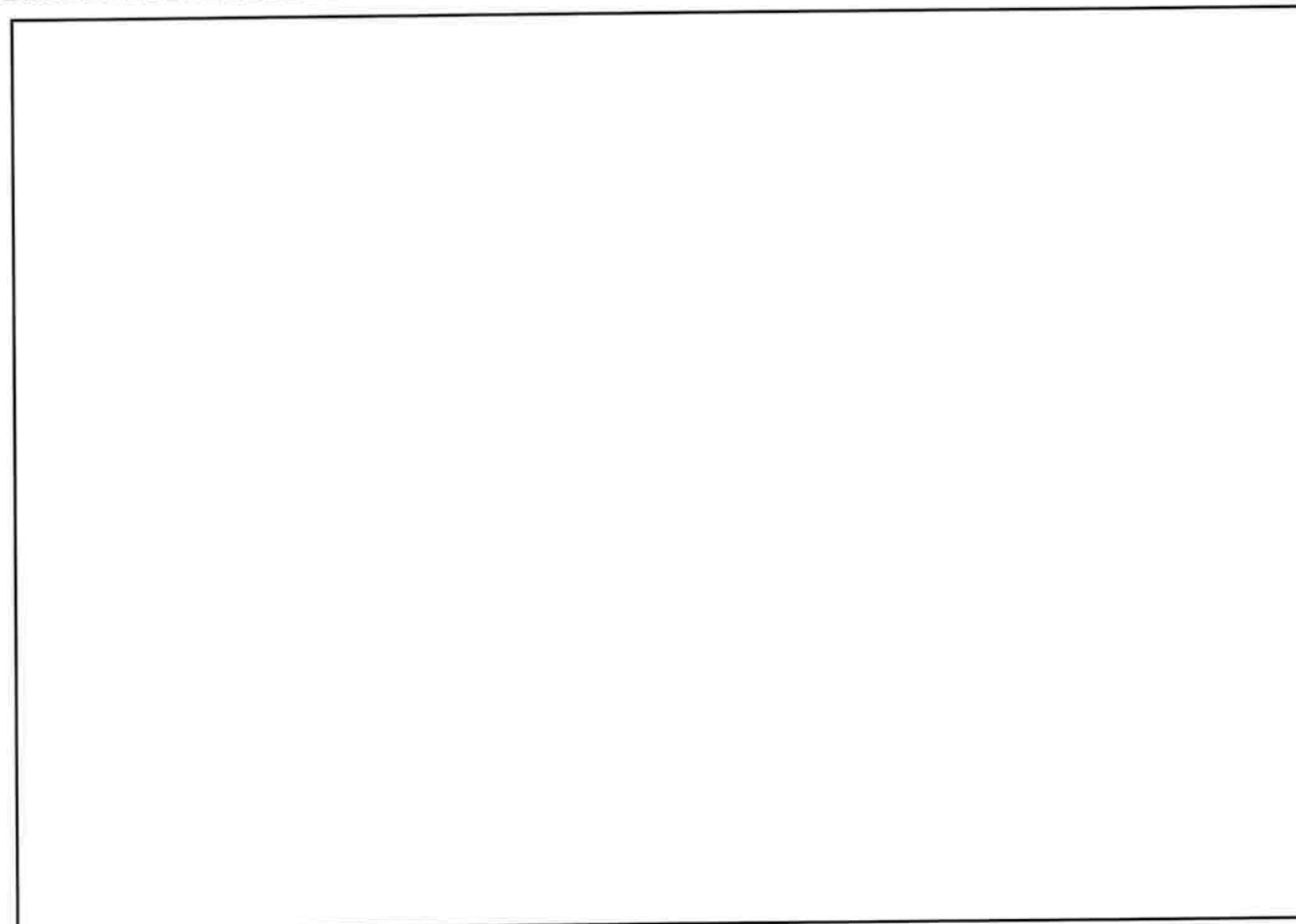
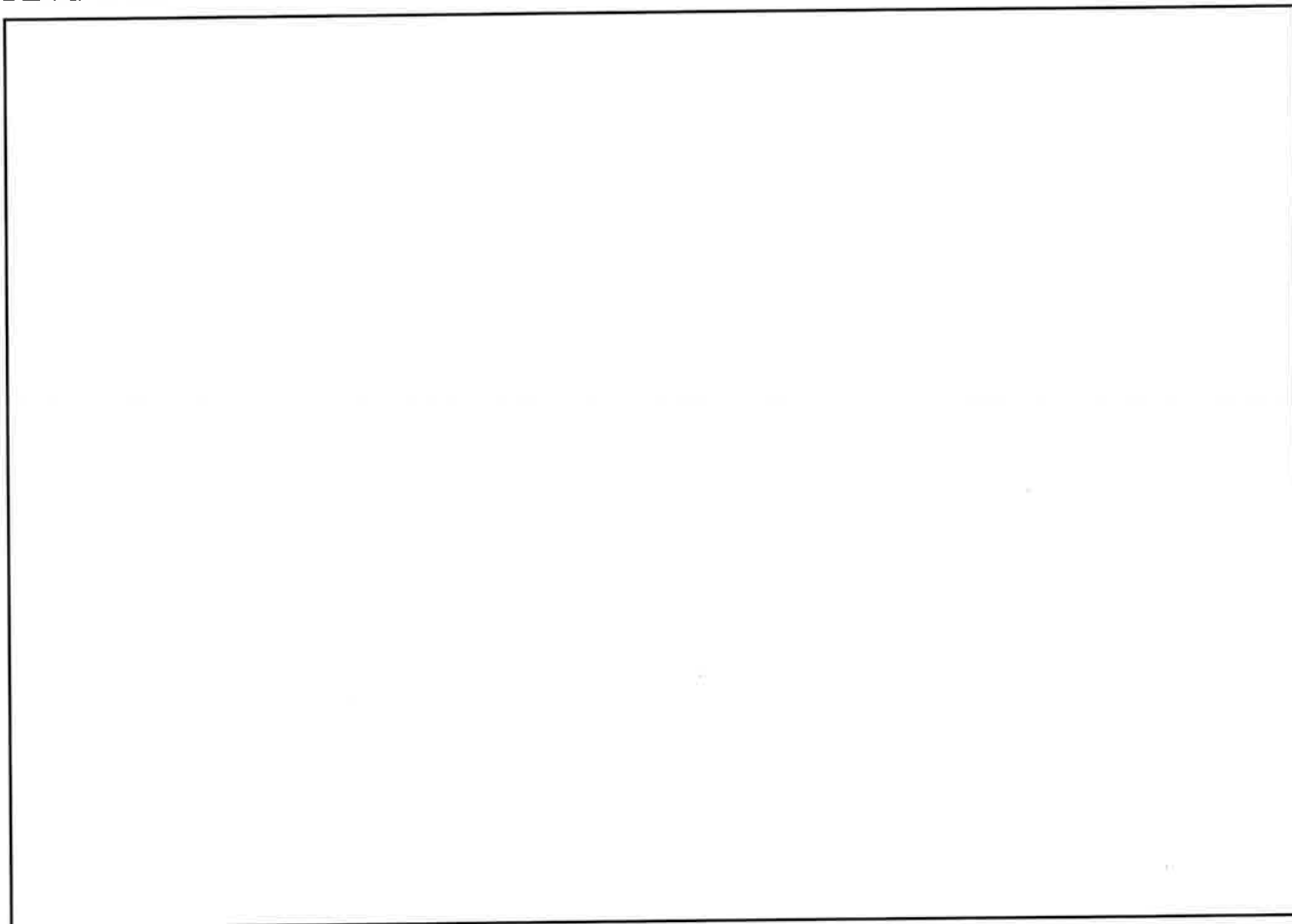
Present your design to the class. Explain how you met all of the requirements of the task. As a class, vote on each flag to determine the most popular design.

The Materials

- Two blank flag templates
- A lead pencil
- Coloured pencils or markers
- A ruler



FLAG TEMPLATES



Name _____

Date _____

Recording and Explaining

- The design elements for the class flag have been listed in the first column of the table below.
- In the second column, explain how much space you used for each element on your own flag.
- In the third column, use words and numbers to prove how these choices meet the spacing requirements set out by the teacher.

Design Elements	My Spacing Choices	My choices meet the spacing guidelines set out by the teacher because...
• the name of your class		
• a picture or symbol		
• a colourful pattern		
• the school colours		



Name _____

Date _____

Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

2. Did you face any challenges during the investigation? If so, how did you overcome them?

3. How do you feel about your flag design? Is there anything you would change if you repeated the task?

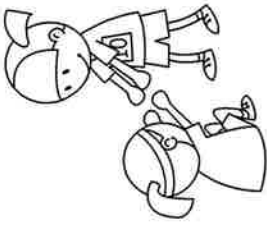
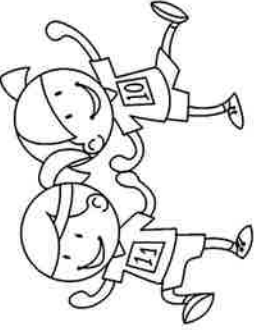


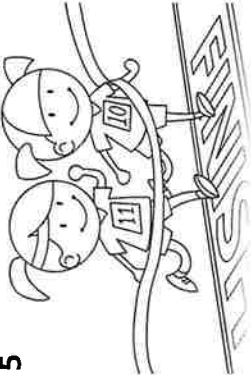
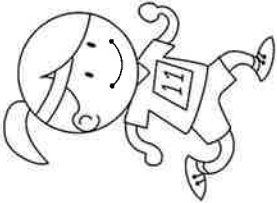
4. What new knowledge and skills did you learn by completing this investigation?

5. Circle the statement that best suits how you feel about fractions after completing this investigation.

- a) I feel very confident working with fractions.
- b) My understanding of fractions is improving.
- c) I still need some help when working with fractions.



The Big Race!

<p>1</p>  <p>Molly's friend stopped to help her up.</p>	<p>3</p>  <p>Molly and her friend were so happy they finished the race.</p>
<p>2</p>  <p>Molly tripped over!</p>	<p>4</p>  <p>Molly was ready to start the race.</p>
<p>5</p>  <p>Molly and her friend crossed the finish line together.</p>	<p>6</p>  <p>Molly ran as fast as she could.</p>

The Big Race!

- Look at the pictures. Place them into the correct order.

1st box number _____ 4th box number _____

2nd box number _____ 5th box number _____

3rd box number _____ 6th box number _____
- Rewrite the story of the big race in the correct order, using the following time sequence words:
first, then, next, after that, soon after, finally
- Explain how the story could have been put in a different order so that it had a new ending.
- What do you normally do at the start of a race?
 - run as fast as you can
 - line up, ready to run
 - cross over the finish line

CRAZY CREATIVE CHALLENGE

Create your own picture story.

Use six boxes.

Name _____

Date _____

The Big Race!

1. Look at the pictures. Place them into the correct number order.

1st box number _____

4th box number _____

2nd box number _____

5th box number _____

3rd box number _____

6th box number _____

2. Rewrite the story of the big race in the correct order, using the following time sequence words:

first, then, next, after that, soon after, finally

3. Explain how the story could have been put in a different order so that it had a new ending.

4. What do you normally do at the start of a race?

- a) run as fast as you can
- b) line up ready to run
- c) cross over the finish line



Verb Past Tense Worksheet

Name: _____

1. Yesterday we _____ (look) for bugs in the park.
2. We _____ (search) for bugs under rocks and on leaves.
3. I _____ (see) a butterfly. It _____ (fly) past the purple flowers.
4. I _____ (lift) up a big rock and _____ (find) a lady beetle.
5. I _____ (place) it in my bug jar, so that I could show my parents when I _____ (get) home.
6. I _____ (catch) three bugs at the park. I _____ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I _____ (think) my brother Sam could help me identify the tiny bug.
8. We _____ (get) out the bug book, and Sam _____ (open) my bug jar to get a closer look. The bug _____ (crawl) up Sam's sleeve.
9. It _____ (give) him a fright, and he _____ (spit) out the water he was _____ (drink).
10. We _____ (laugh) until we _____ (fall) down.



Bees - Editing

Add editing marks to text. There are 20 errors.

there are about 20 000 species of Bees in the world
 Bees live together in groups called colonys. There
 three types of bees in each colony! There is The
 queen bee the worker bee and the "drone".

The queen is, the largest bee in the colony she is
 the only won that lays eggs. Drones are mail bees,
 Their only job is to mate with the queen-bee so
 that she can lay eggs. Worker bees are Female and
 they do all the work. They clean and protect the
 hive. collect the pollen and necta to feed the
 colony and take care of the offspring.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ⊙
Insert a word	∧
Change to lower case	/i.c.
Take something out	∩
Check spelling	^{SP} ○
New paragraph	¶

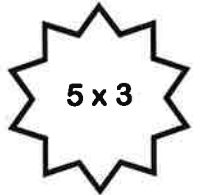
Re-write the text correctly:

A series of 25 horizontal lines for writing.

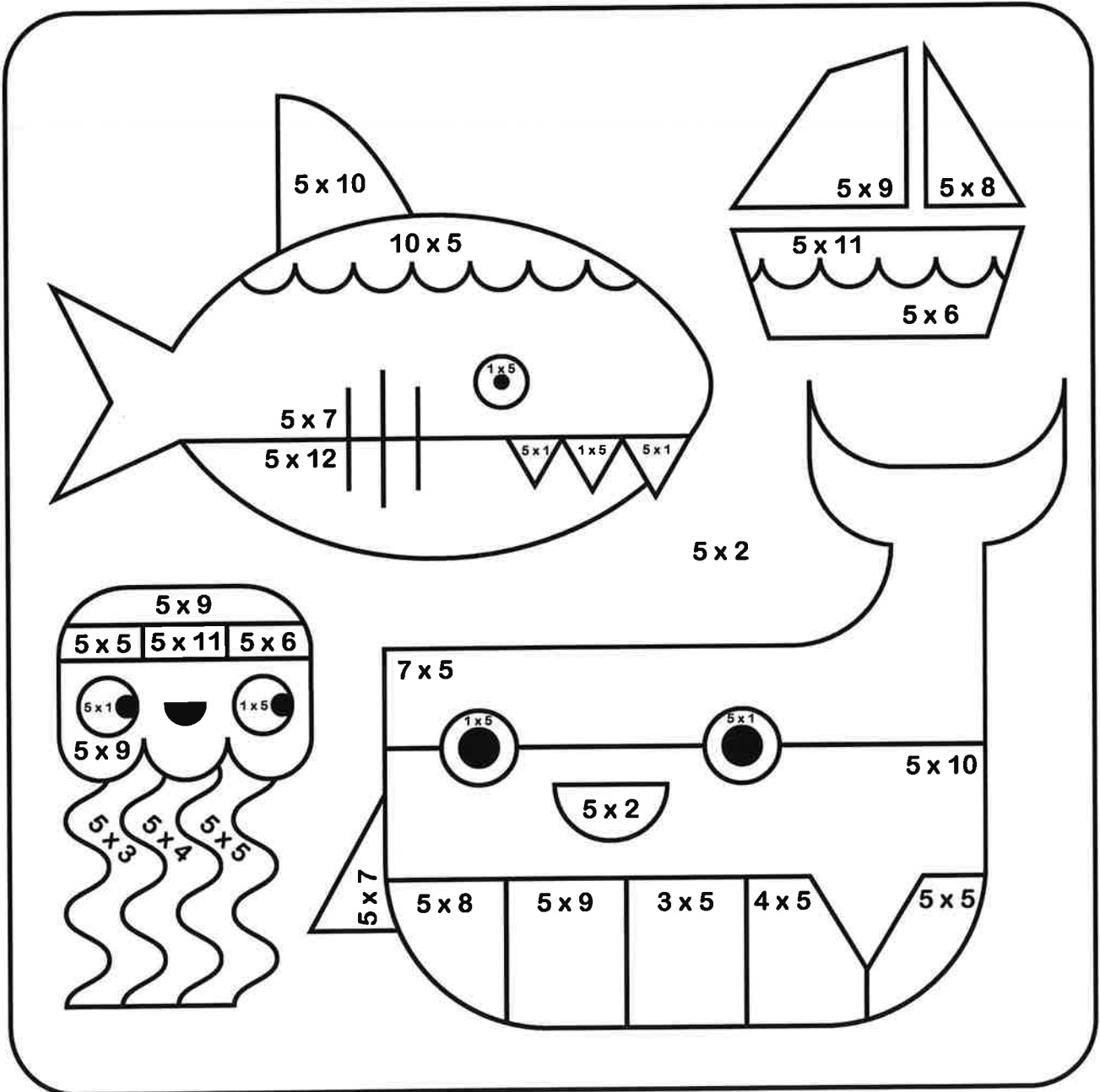
Name: _____ Date: _____



5 x Colour Fun!



Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



5 white

25 yellow

45 pink

10 black

30 dark green

50 light blue

15 red

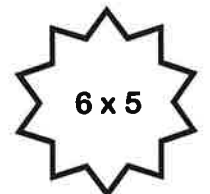
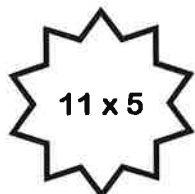
35 dark blue

55 light green

20 orange

40 purple

60 grey



Mr. and Mrs. Jones

Mr. and Mrs. Jones were moving house. They wanted a change of scenery. Mr. Jones wanted to move into the city, but Mrs. Jones wanted to move to the country.

Mr. Jones argued that the city would be a better place for them to live. He said that, in the city, they would make friends with lots of different people. There would be more technology available and lots of different restaurants to try something new to eat.

Mrs. Jones argued that the country would be better. She said that the city would be too noisy and the country would be nice and quiet. They would be able to live in a big house instead of a tiny apartment. They would be able to grow their own vegetables and eat fresh food.

Both the city and the country had their positives and negatives. In the end, Mr. and Mrs. Jones decided to buy a camper van. That way, they were able to move from one place to the other and enjoy the best of both worlds.



Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?
2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?
3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?
4. Write a list of all the positive and negative characteristics of where you live.

CRAZY CREATIVE CHALLENGE

Make a list of activities that you could do in both the city and the country.

Choose one of the activities and draw yourself doing your chosen activity.

Name _____

Date _____

Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?

2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?

3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?

4. Write a list of all the positive and negative characteristics of where you live.



The Shoe



Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The Shoe'.

Think:

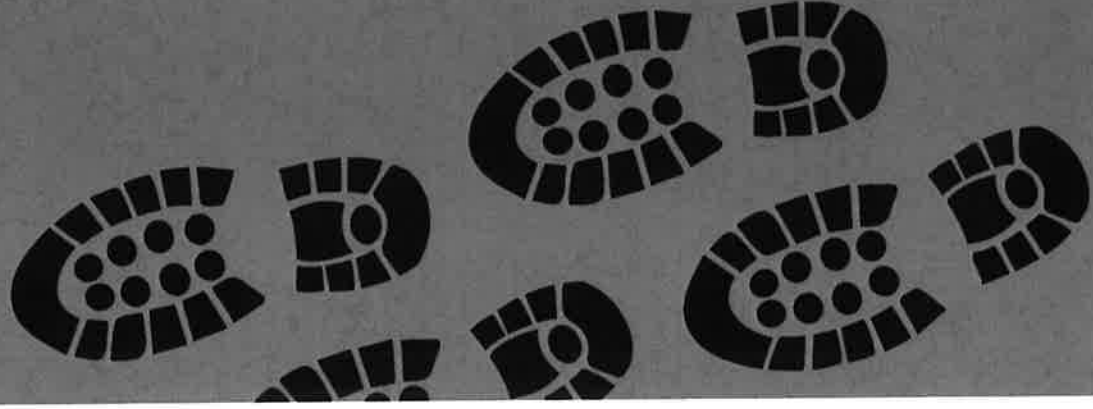
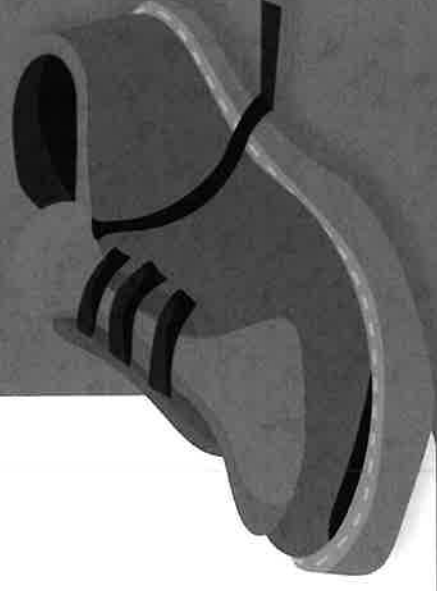
What do you want your story to be about? What kind of shoe is it? Why is there only one shoe? Who does the shoe belong to? What, if anything, is special about the shoe?

Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



Personal Coat of Arms

Aim

Students draw a personal coat of arms which represents their individual skills, interests and goals.

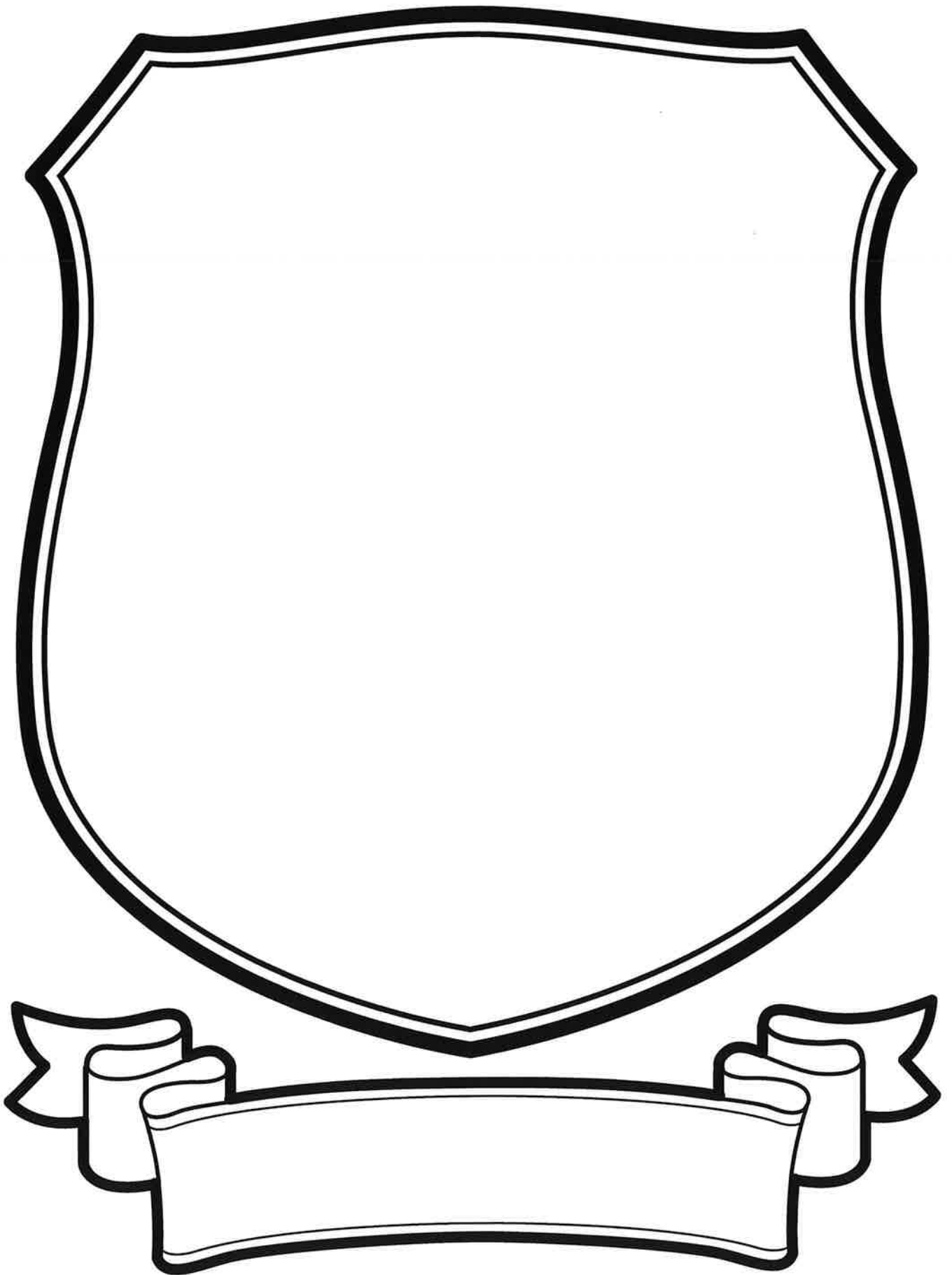
Materials

Personal coat of arms template (one per student)

Pencils, crayons or markers

Instructions

- Explain to the students that they are going to design a personal coat of arms which reflects who they are. If possible, show the students a sample coat of arms that you have designed.
- As a class, brainstorm some categories that each section of the coat of arms might represent e.g. personal strengths, passions and interests, goals for the future.
- Allow the students to choose a personal coat of arms template (you may wish to enlarge these to A3 size). Some students may choose not to use a template and may wish to create their own, individual design.
- Once completed, encourage the students to share their personal coats of arms with the class. These could remain on display in the classroom throughout the school year.



Ice Hockey

Ice hockey is an international team sport played between two teams of six players each. It is played on a rectangular ice surface called a 'rink'. The rink is divided into four zones – the neutral, defending, attacking and offensive zones. There is also a red line in the middle to divide the rink in half for 'icing' violations.

The aim of ice hockey is to score points by hitting a puck with a stick into the opponent's goal. An ice hockey game is divided into three 20-minute periods.

To play ice hockey, the following equipment is required:

Puck – The puck is a black round disc made out of rubber.

Hockey sticks – Each player needs a hockey stick to retrieve, control, carry, pass and shoot the puck.

Ice skates – Each player needs ice skates to skate on the ice.

Protective equipment – To ensure players are safe during a game, they need to wear a jersey, gloves, helmet, pants and socks, as well as shoulder, elbow and shin pads.



Ice Hockey

1. In the text, the word **score** means

- a) a piece of music.
- b) the number of points achieved in a game.
- c) a group of twenty people.

2. *The aim is to score points by hitting a puck with a stick.*

Write a sentence using the word **stick** in another way.

3. *Each player needs a hockey stick to shoot the puck.*

What is another word that could have been used instead of **shoot**?

4. *A red line divides the rink in half for 'icing' violations.*

In your own words, what does **violations** mean?

CRAZY CREATIVE CHALLENGE

Design and create your own jersey to wear at an ice hockey game.

🕒 Think of a name and a mascot for your team.

Name _____

Date _____

Ice Hockey

1. In the text, the word **score** means
- a) a piece of music.
 - b) the number of points achieved in a game.
 - c) a group of twenty people.

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Write a sentence using the word **stick** in another way.

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Name _____

Date _____

10

FUN FACTS ABOUT

1

2

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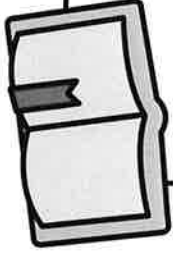
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BOOK REVIEW



Book summary:

Favourite part:

TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

Favourite Character:

Gender: _____

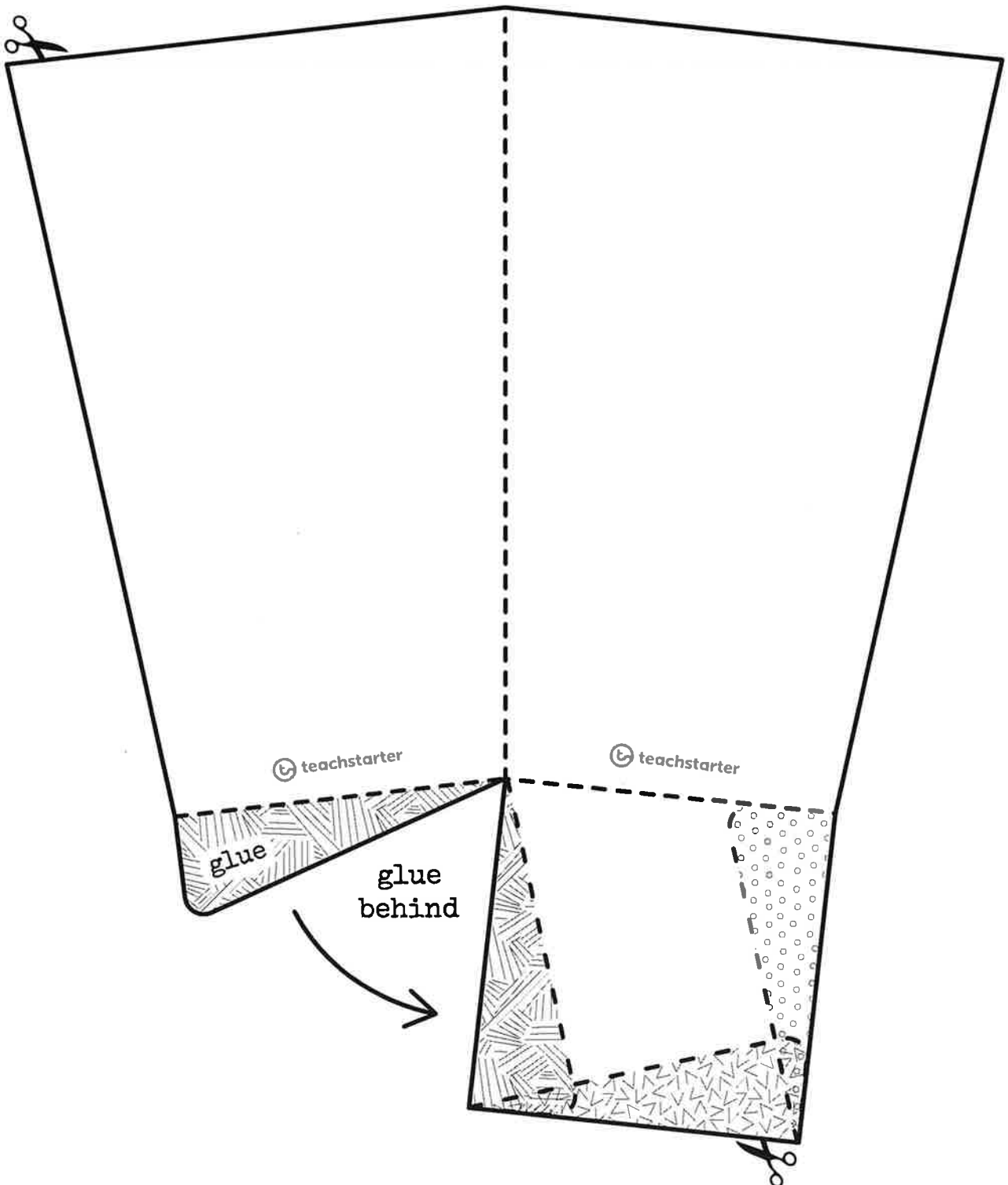
Age: _____

Close Relationships: _____

Explain why this character is your favourite:

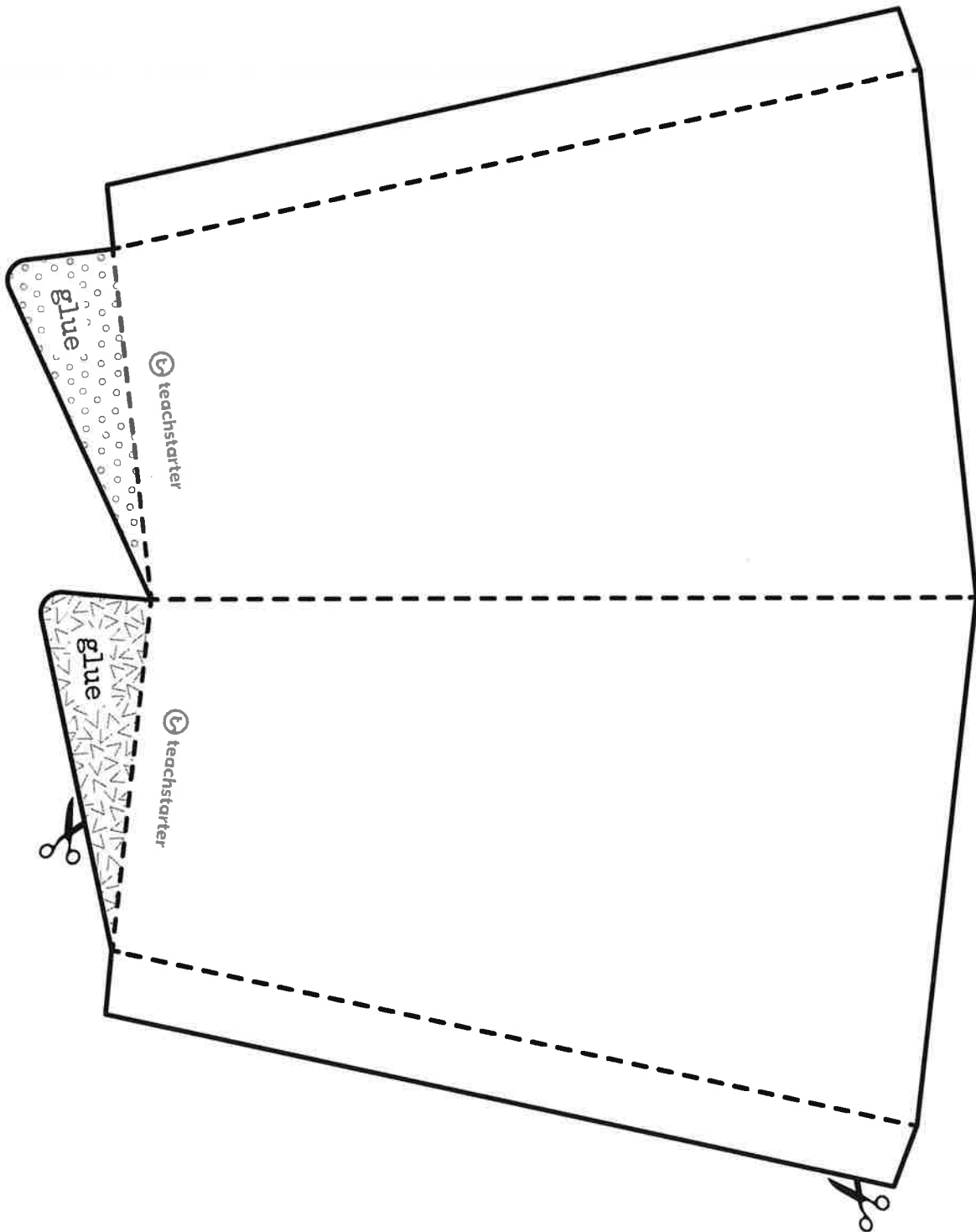
POPCORN TEMPLATE

Page 1/2



POPCORN TEMPLATE

Page 2/2







③ COMPREHENSION
 Retell one of these fairy stories, adapting it to a sea theme:

- Red Riding Hood and the Shark.
- Goldilocks and the Three Fish.
- Jack and the Kelpstalk.

SEA CREATURES

by MICHELLE BREEN
 Ararat West PS

② COMPREHENSION
 Make up legends about one of these:

- Why the sea is salty.
- Why the shark has sharp teeth.
- Why oysters have pearls.

① SYNTHESIS
 Just suppose people had eight arms like an octopus. Predict all the things that might happen.

⑤ KNOWLEDGE/ SYNTHESIS
 Many people claim to have sighted the Loch Ness Monster in Scotland. But the "monster" has never been caught because the loch(lake) is so deep and huge.

KNOWLEDGE

- What are some explanations for how and why the Loch Ness Monster might be living in the 'loch'?

SYNTHESIS

- Plan a really imaginative way to catch it.

⑥ SYNTHESIS
 You are in charge of an expedition to "rescue" important documents from a chest on the ocean floor. How will you overcome the following problems?

- A family of octopi live near the chest.
- The chest is made of heavy steel and it would take more than three people to lift it.
- You have only one air-tank.
- The chest is locked inside the chest, and it is "timed" to spill and ruin the documents if the chest is rocked at all.

What is your plan?

⑦ KNOWLEDGE
 List all the words that you know about the sea.

⑧ KNOWLEDGE
 List all the words that you can think of which describe parts of sea creatures.

⑦ KNOWLEDGE
 List all the words that you know about the sea.

④ SYNTHESIS
 Hypothesise about what could happen if the seas ran dry.

9 **KNOWLEDGE**
Write a short report about a sea creature you are interested in. Include
in your report:
• What does it eat?
• What does it look like?

10 **COMPREHENSION**
Find out about a prehistoric sea creature and compare this with a large sea creature of today. Make a chart showing the features that are similar and the features that are different.

11 **ANALYSIS**
If you met a jellyfish that could talk, what questions would you ask it to find out how it lives? List five questions, with the jellyfish's answers.

12 **EVALUATION**
Make a concept map showing the things you know about the sea.

14 **APPLICATION**
Just to try something different, you want to have a party in the sea. Arrange the party. Make all the arrangements and record the steps needed to hold a successful party. What about a guest list? Food? Invitations?

15 **APPLICATION**
Imagine that you are a seal. Write a diary about a "week in My Life".

13 **APPLICATION**
Design a front cover for a magazine about the sea and sea life.

16 **KNOWLEDGE**
If you haven't made a list of all the sea creatures you can think of, then do so.
17 **EVALUATION**
Prepare a talk on: Which sea creatures will be the cause of extinction? What do you think will be the cause of extinction? Could they have been saved? How?
Prepare a report on: Which sea creatures will be the cause of extinction? What do you think will be the cause of extinction? Could they have been saved? How?

17 **EVALUATION**
Judge the value of sea plants in the ocean. Prepare a report.

18 **APPLICATION**
Compose a song about the sea to a well-known nursery rhyme tune. For example:
Three fat fish
Three fat fish
See how they swim...
("Three blind mice")