STAGE 3
BOOK 1

LEARNING FROM
HOME
BOOKLET

The Cat and the Whale

A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

Moral: Those who lie and boast may end up in trouble.

The Cat and the Whale

1. What is the author's purpose in this text?

   a) entertain

   b) persuade

   c) inform

   d) other

2. Explain in your own own words the moral of this story.

3. *The whale knew that the island was empty and that nobody lived there.*
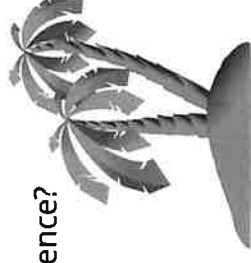
   Why did the author include this sentence?

4. How do you think the author feels about the cat?

CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- How many characters are there?
- What do the characters say?
- How do they act, move and speak?

Name _____   **Date** _____

The Cat and the Whale

1. What is the author's purpose in this text?
   a) entertain
   b) persuade
   c) inform
   d) other

2. Explain in your own words the moral of this story.

   _____

   _____

   _____

   _____

   _____

3. *The whale knew that the island was empty and that nobody lived there.*
   Why did the author include this sentence?

   _____

   _____

   _____

   _____

   _____

4. How do you think the author feels about the cat?

   _____

   _____

   _____

   _____

   _____

Word Work Grid

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

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

Code Breaker

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

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

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

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

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

Sort Them Out

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

Category 1:	Category 2:	Category 3:

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) _____

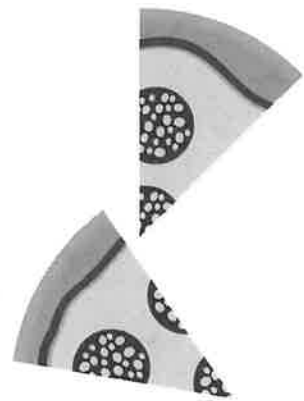c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

1. 100 people attended a charity dinner. $\frac{1}{4}$ of them paid $40, $\frac{1}{2}$ paid $65 and the remaining guests paid $92. How much money did the charity dinner raise?

2. 45 students and 2 teachers are at a pizza party. 23 students want 2 pieces of pizza and the remaining students and teachers want 3 pieces. Each pizza has 8 pieces. How many pizzas should they order?

3. It is 8.30 am. Kim is waiting for the 10.45 am bus. Buses arrive every 15 minutes. How many buses will Kim see before she leaves?

4. Lindsey caught the train from her house to the city. She went through 4 zones. Each zone costs $3.35. How much did the whole trip cost her?
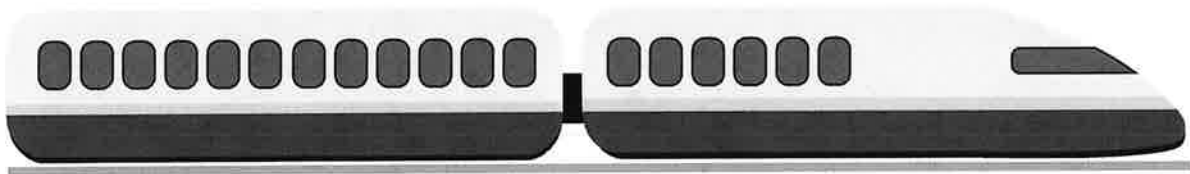
5. The airline bought 6 new planes for $385 780 each. They had to spend $12 000 on each plane to put their logo on the side. How much did they spend on the planes altogether?

6. Chloe was tiling her bathroom. She needed 105 tiles to complete the job. They come in boxes of 14. How many boxes does she need to order to make sure she has enough to tile her bathroom?
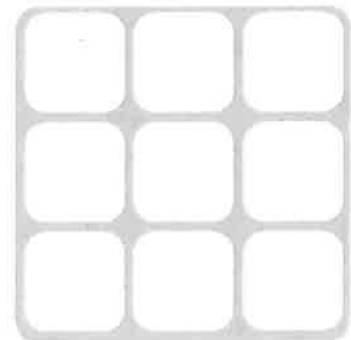
7. Alex needs 2.5 kg of ham to make sandwiches for his soccer team. The ham comes in 375 g packets. How many packets does he need to buy?
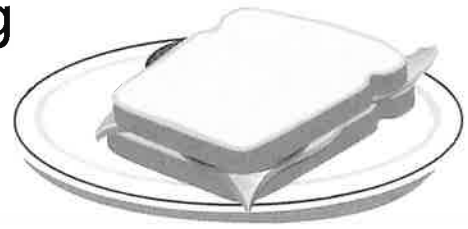
8. You bought a 12 month gym membership for $418. How much do you need to pay per month?

9. It is recommended that you drink 2 L of water every day. If your cup holds 210 ml, how many cups of water would you need to drink to have 2 L?

10. Sandy needs 14 ml of milk to make one cupcake. How much milk does she need to make 45 cupcakes?

11. 9 friends were paid $385 to clean up the local lake. How much does each person receive?

12. You are holding a party and you will need 35 cups. Is it better value to buy a packet of 40 cups for $8.00 or 7 packets of 5 cups for $1.20 each?

13. 4 boys weigh 165 kg combined. If two of the boys weigh 92 kg combined and another boy weighs 34 kg, what does the fourth boy weigh?

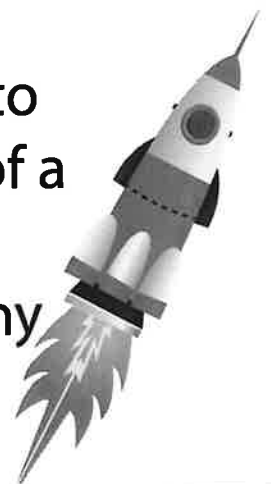14. The local soccer club is looking to purchase new balls for their 192 players. They need 5 balls for every 20 players. How many balls do they need?

15. The average distance from the Earth to the Moon is 384 000 km. The length of a marathon is 42 km. If you could run from the Earth to the Moon, how many marathons would you have run?
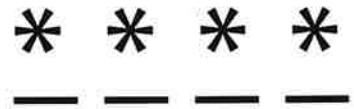
16. On average, 4 babies are born every second world-wide. How many babies are born every 10 minutes?

17. Crack the code! The first number is 1.5 times the second number. The third number is one third of the first number. The fourth number is 2, which is one third of the value of the second number.

$$* \quad * \quad * \quad *$$
$$\underline{\quad} \ \underline{\quad} \ \underline{\quad} \ \underline{\quad}$$

18. Your car's wheels rotate 600 times per km. If your car needs new tyres every 50 000 km, how many times will your tyres rotate before they need to be replaced?
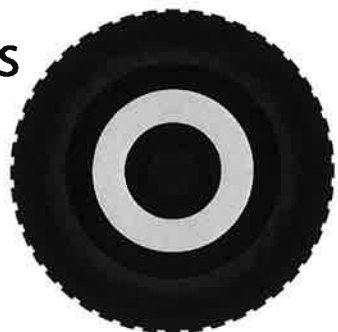
19. Neil loves running! He runs 8 km every week. After running 190 km, his shoes need to be replaced. How often does Neil replace his shoes?

20. Ralph eats 2 bowls of food each day. If a bowl contains 400 g of dog food and a bag of dog food contains 20 kg, how often does Ralph need a new bag of dog food?

Maths Investigation –

Fractions

Renovate with a Rug!

The Scenario

A popular home renovation show is holding a design competition. School children around the country have been asked to submit designs for a colourful floor rug to be featured in a newly-renovated home. Your class has decided to enter. If your class design is chosen, it will be made into a rug and then featured on the show. Your teacher has asked each student in your class to submit a design for the floor rug. The class will then vote on the best design. The most popular design will be entered into the competition.

The Task

Design a colourful floor rug to be entered into the home renovation show's design competition. Follow the competition rules, set out below.

Competition Rules

The producers of the television show have written the following list of competition rules:

- All floor rug designs must be submitted on the template provided. The template is a large rectangle, consisting of six rows of smaller squares, with four squares in each row (24 squares all together).
- Only primary and secondary colours may be used in the design. These colours are red, blue, yellow, purple, orange and green. Each of these colours must be used at least once on the design.
- Colours should be placed thoughtfully to create a pattern. Designs that do not display any kind of colour pattern will be disqualified.
- All squares on the floor rug design must be coloured with at least one colour. A maximum of two colours is allowed in each square. The number of squares per colour must add to a whole number.
- All competitors must provide a mathematical analysis of their floor rug design, using the worksheets provided. This will assist the producers to order coloured fabrics for the winning design.
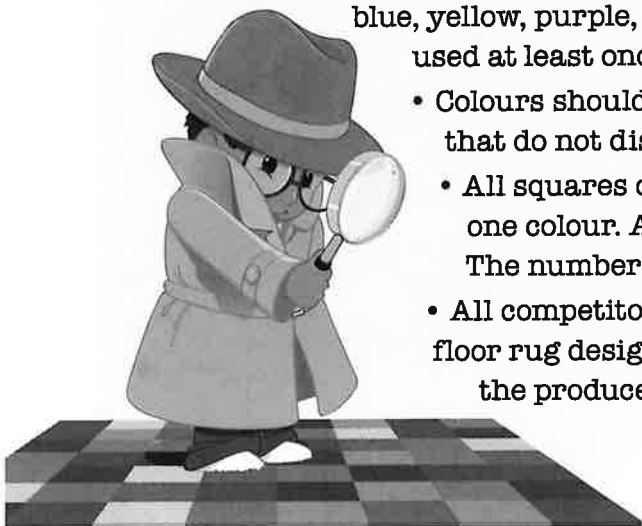
The Procedure

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. **Plan your design**
   Plan a colourful design for your floor rug. A blank template is provided for you. Remember, according to the competition rules, the placement of colours must create a pattern.

3. **Check your design**
   Reread the list of competition rules. Carefully check that you have designed your floor rug in accordance with these. Make sure that your design has not broken any of the competition rules, either!

4. **Create your floor rug**
   Draw and colour your floor rug design using the second blank template.

5. **Analyse your design**
   Use your knowledge and understanding of fractions to answer a series of questions about your floor rug design.

6. Present your design to the class. Explain how you met all of the competition rules. As a class, vote on each floor rug to determine the most popular design.

The Materials

- Two blank rug templates
- A lead pencil
- coloured pencils or markers
- A ruler

FLOOR RUG
TEMPLATE -

DRAFT

- -

FLOOR RUG
TEMPLATE -

FINAL

Name _____   Date _____

Recording and Analysing

1. Count how many squares of each colour appear on your floor rug design.
Record your answer for each colour as a fraction of the whole rug.
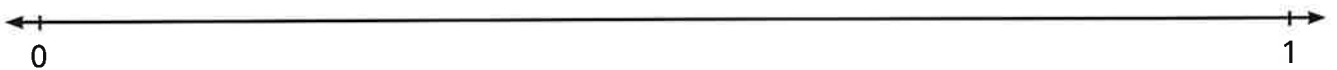
red:_____

blue: _____

yellow:_____

purple:_____

orange: _____

green:_____

2. Place the fractions for each colour in ascending order.

_____

3. Use any strategies that might help you (finding equivalent fractions, segmenting,
estimation) to place each fraction from Question 1 on the number line.
Write each fraction in the colour it represents.

0   1

4. Use <, > or = to make these statements true for your floor rug design.

a) red _____ yellow   f) purple _____ yellow

b) blue _____ purple   g) blue _____ red

c) yellow _____ orange   h) yellow _____ purple

d) purple _____ green   i) blue _____ orange

e) green _____ orange   j) red _____ green

Name _____   Date _____

5. Use the fractions you created in Question 1 to answer the following addition questions, based on your floor rug design.

Show your working.

Simplify your answers.

a) red + blue + yellow =	b) purple + orange + green =
c) red + yellow + orange =	d) blue + purple + green =

6. Use the fractions you created in Question 1 to answer the following subtraction questions, based on your floor rug design.

Show your working.

Simplify your answers.

a) whole rug – primary colours =	b) whole rug – secondary colours =
c) greatest fraction – smallest fraction =	d) a primary colour – a secondary colour =

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 rug 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.

What are Adaptations?

Read the passage about adaptations, then answer the questions below.

Adaptation is the process which enables organisms to adjust to their environment in order to ensure their survival. This process is sometimes referred to as the evolution of species.

Adaptations often occur because of a genetic mutation. A genetic mutation is an alteration an organism is born with. For example, a bird may be born with a slightly longer beak; a shark may be born with slightly stronger fins or a frog may be born with slightly longer legs. If these mutations are successful, and help the animal to thrive in their environment, the animal may pass the same characteristic on to their offspring. As time passes, the mutation may eventually be found in all members of that species. However, this process is very slow.

There are three types of adaptations; structural, behavioural and physiological. Most animals and plants will have a combination of these three types of adaptations.

Structural adaptations are the physical features of an organism that enable them to survive in their environment. For example, a penguin has thick blubber to protect itself from the freezing Antarctic temperatures. Camels can close their nostrils, to prevent desert sand from entering their noses. Rainforest trees have wide, waxy leaves so the rain runs off them easily.

Behavioural adaptations are the actions of an organism that enable them to survive in their environment. For example, bears hibernate in winter to escape the cold temperatures and preserve energy. Lizards seek out the morning sun to warm up their cold-blooded bodies more quickly. Fish swim together in groups (or schools) to protect themselves from predators.

Physiological adaptations are internal or cellular features of an organism that enable them to survive in their environment. For example, snakes produce poisonous venom to ward off predators and to capture prey. Some plants contain toxins to prevent them from being eaten by herbivorous animals. The Australian koala has a slow metabolism which keeps their food in their digestive system for longer, giving them as much energy as possible from their limited diet.

Name: _____   Date: _____

Questions

1) In your own words, describe the adaptation process.

_____

_____

_____

2) What is a genetic mutation? Provide one example.

_____

_____

_____

3) What might happen if a genetic mutation proves to be successful?

_____

_____

_____

4) What are the three types of adaptations? Provide an example of each.

_____

_____

_____

_____

_____

5) Decide whether the following statements are true or false.

a) Evolution is a very speedy process.   True / False

b) An animal may pass a genetic mutation on to its offspring.   True / False

c) Plants do not have structural adaptations.   True / False

d) Animals can change their behaviour to better suit their environment. True / False

e) Physiological adaptations can be difficult to see from the outside.   True / False

Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?

2. Why did Tom like the movie better than the book?

3. What did Sam and Tom both like about the story?

4. Think of a story that you have both read the book and watched the movie.

   Which did you prefer, the book or the movie?

   Explain why.

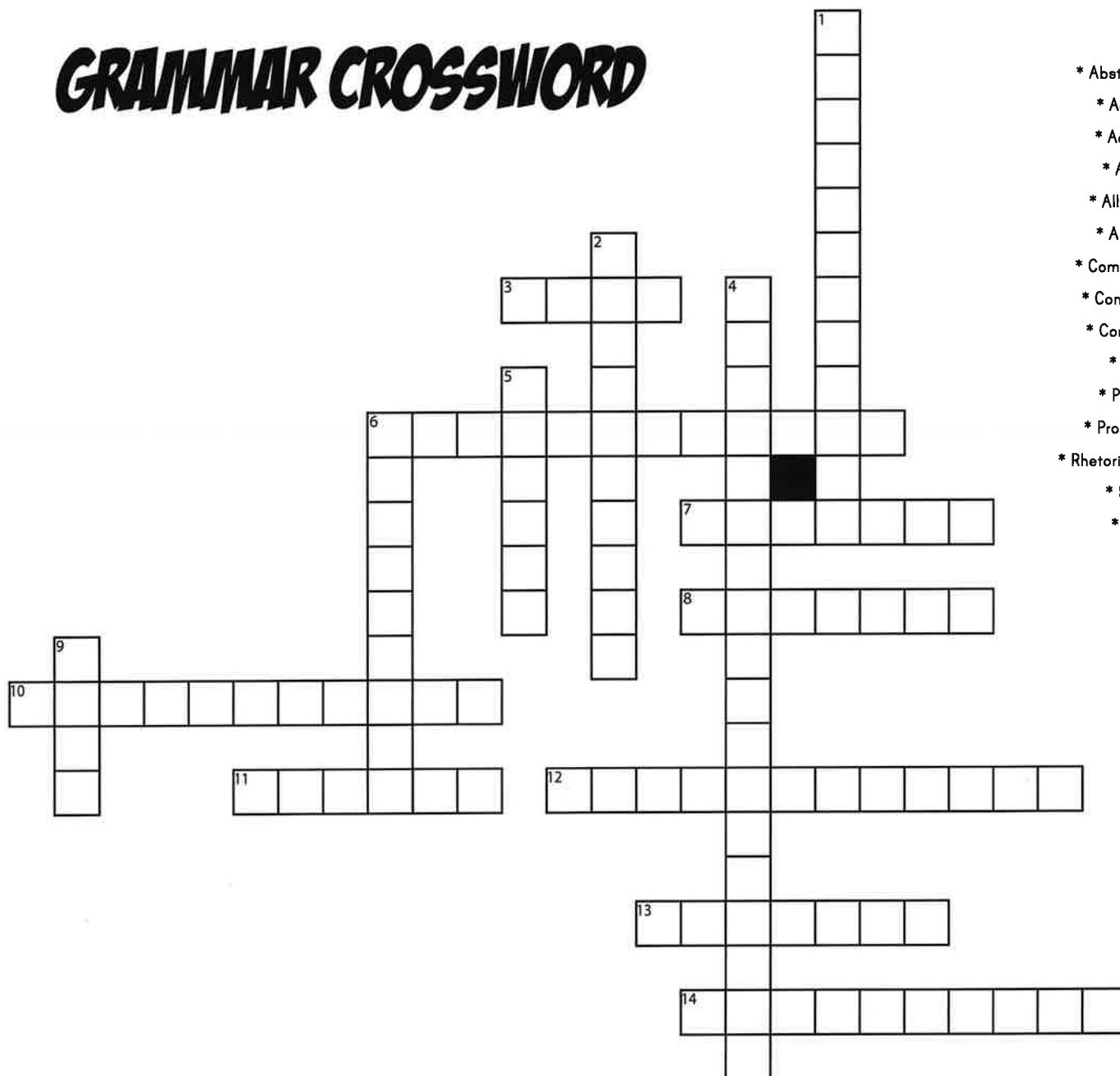## CRAZY CREATIVE CHALLENGE

Design and create your own golden ticket for a competition.

➤ What will the prize be?

➤ Where will you hide the golden tickets?

Charlie and the Chocolate Factory

In the holidays, Sam and Tom read the book, 'Charlie and the Chocolate Factory'. Afterwards, they watched the movie.

Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

After reading the book and watching the movie, Sam and Tom debated which one was better.

Sam preferred reading the book, as it was very descriptive and it allowed him to use his own imagination to bring the story to life. He also felt like he was going on an exciting journey with the main character, Charlie. He liked that he could pick the book up and read it whenever he wanted, making the story last longer.

Tom enjoyed watching the movie, as he was able to see all the characters and see what Willy Wonka's chocolate factory looked like. He loved singing along to the Oompa-Loompa song and laughing out loud at some of the misfortunate things that happened to the other children.

Sam and Tom both liked Charlie's story because it was funny and about chocolate!

Name _____   Date _____

Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?

   _____

   _____

   _____

   _____

2. Why did Tom like the movie better than the book?

   _____

   _____

   _____

   _____

3. What did Sam and Tom both like about the story?

   _____

   _____

   _____

   _____

4. Think of a story that you have both read the book and watched the movie. Which did you prefer, the book or the movie? Explain why.

   _____

   _____

   _____

   _____

COMPREHENSION

TeachStarter.com

GRAMMAR CROSSWORD

* Abstract Noun
* Acronym
* Adjective
* Adverb
* Alliteration
* Antonym
* Common Noun
* Conjunctions
* Contraction
* Noun
* Pronoun
* Proper Noun
* Rhetorical Question
* Simile
* Verb

ACROSS CLUES

3. A doing word.
6. The repetition of the same sound at the beginning of words.
7. Words standing in place of a noun - I, she, we, us.
8. A word formed from the initial letters of other words - ANZAC.
10. Shortened word or words - it is and it's.
11. Words that add meaning to the verb on how, when, where or for how long something is happening.
12. Joining words - and, because, so.
13. Words that are opposite in meaning - hot and cold.
14. Names of everyday things - chair, car, shoes.

DOWN CLUES

1. Something you cannot taste, touch, hear, smell or see - honesty or courage.
2. The given name of people, places, objects and events - James, Australia.
4. A question where an answer is not expected.
5. A phrase that shows the likeness between two things.
6. Describing words for a person, place or thing.
9. Names a person, animal, place or thing.

Teach Starter.com

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).
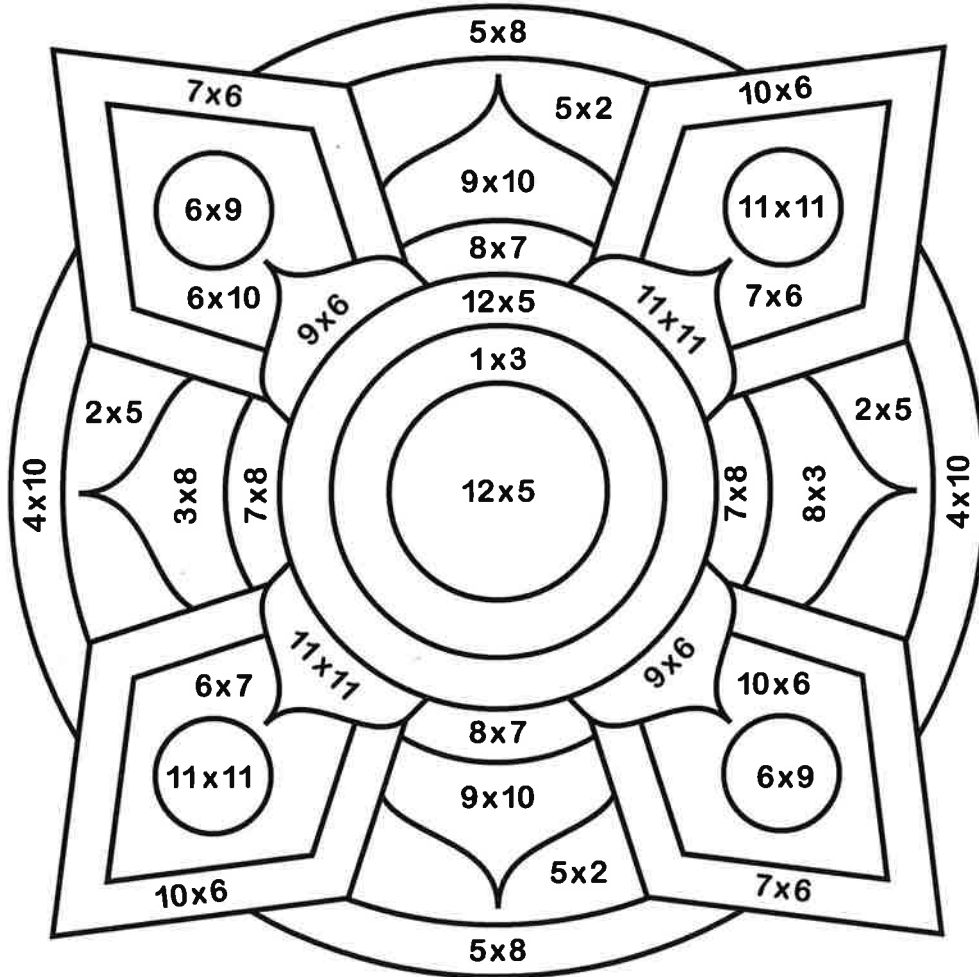
10. We _____ (laugh)

    until we _____ (fall) down.

Name: _____ Date: _____

1 to 12 x Colour Fun!

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

12 x 2

5 x 8
7 x 6
5 x 2
10 x 6
9 x 10
6 x 9
11 x 11
8 x 7
6 x 10
9 x 6
12 x 5
11 x 11
7 x 6
1 x 3
2 x 5
2 x 5
4 x 10
3 x 8
7 x 8
12 x 5
7 x 8
8 x 3
4 x 10
11 x 11
6 x 7
9 x 6
10 x 6
11 x 11
8 x 7
6 x 9
10 x 6
9 x 10
5 x 2
7 x 6
5 x 8

3 white	40 orange	90 pink
8 black	42 dark blue	60 light blue
10 yellow	54 dark green	121 light green
24 red	56 purple	144 brown

teachstarter

FIVE WONDERS
~ THEME PARK

BUSES
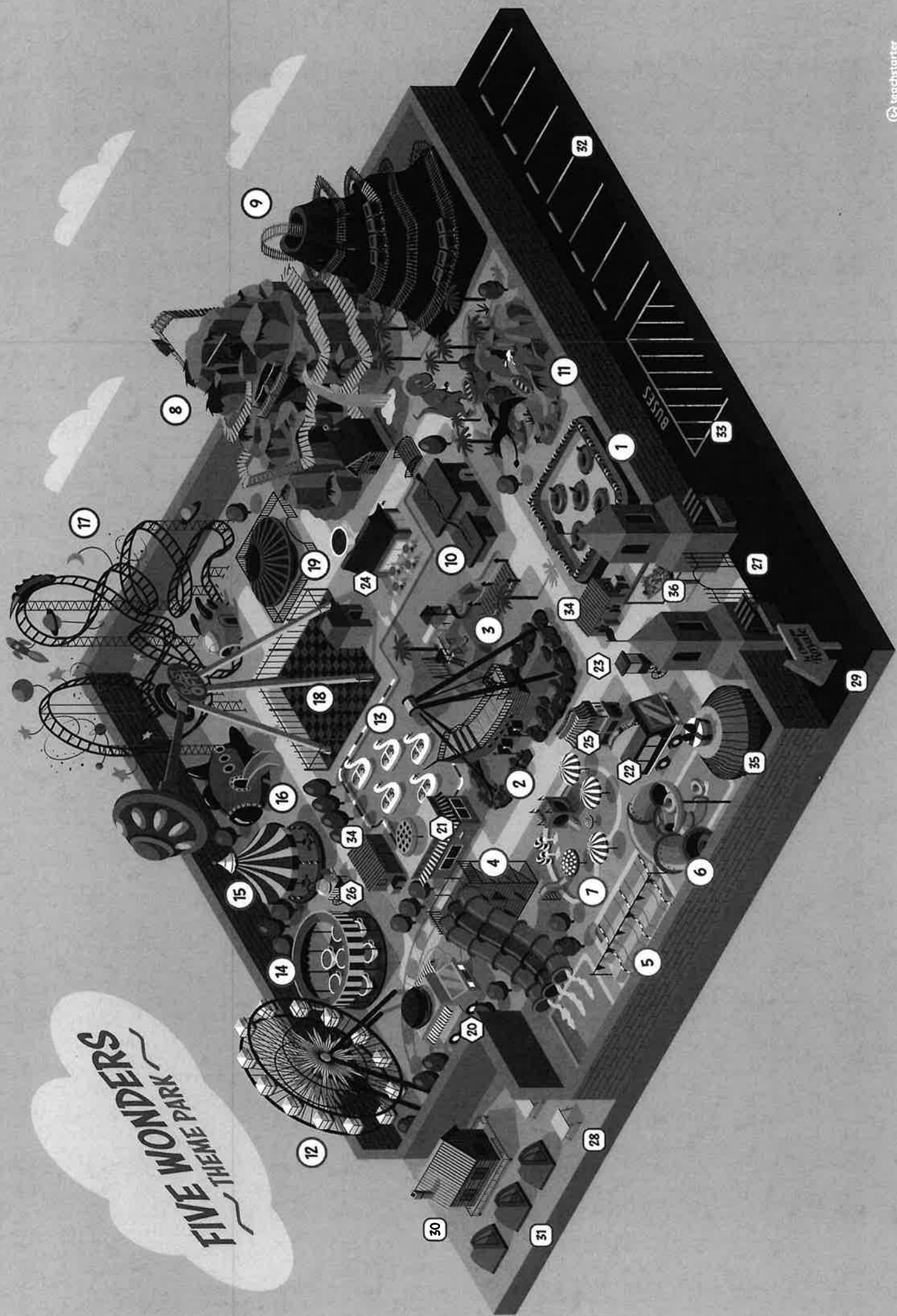
FIVE WONDERS
~ THEME PARK ~

ATTRACTIONS

"THE TREASURE TROVE"

1. Shark Attack
2. The Flying Dutchman
3. Treasure Island

"SPLASH WORLD"

4. Slip & Slide
5. Tidal Time
6. Escargot Escape
7. Splash Space

"TRIASSIC PARK"

8. Gold Rush
9. Mount Vesuvius
10. The Slither House
11. Welcome to the Jungle

"FAIRY WONDERLAND"

12. The Magic Wheel
13. Swan Lake
14. Spilling the Tea
15. Candy Carousel

"THE FINAL FRONTIER"

16. Lost in Deep Space
17. Zimm's Doom
18. Blast Off!
19. Magneto's Grasp

FOOD & DRINK

20. Burger Bar
21. Pizza Parlour
22. Señor El Taco
23. Popcorn Time
24. Wonderful Café
25. Hot Dog Stand
26. Cotton Candy

FACILITIES

27. Entrance / Ticket Office
28. Picnic Tables
29. Resort
30. Cabins
31. Camping Grounds
32. Parking Lot
33. Bus Bays
34. Restrooms
35. Gift Shop
36. Park Map

Five Wonders: Slither House Sketch

Name: _____ **Date:** _____

Scenario

The Slither House, at the heart of the Triassic Park area of Five Wonders Theme Park, features an exciting variety of reptiles, amphibians, arachnids and insects from all over the world. Visitors can get hands-on and have their picture taken with three types of reptile at The Slither House.

Task Criteria

- On grid paper, create a floor plan that shows where each creature is housed.
  - You need to include at least two species from each of the four categories described above. Each creature must also come from a different country. Also include an extra creature of your choice from one of the four categories.
  - To enable the photo opportunity, three of your chosen creatures need to be harmless enough to be patted or held by humans.
- Create a species profile for each animal. If you go over the resource limit, you can print more pages.
- Using your writing and editing skills, ensure that your descriptions of each creature's 'interesting facts' are exciting for the reader.
- Write a one-minute advertisement that shares information about The Slither House.

You Will Need...

- Five Wonders Theme Park Stimulus Info (attached)
- Creatures of The Slither House Worksheet
- Grid paper for your floor plan
- Workbook to write your The Slither House advertisement.

Classroom Notes

Add specific teacher instructions, reminders, or details relating to this project.

Creatures of The Slither House

Before you create the floor plan for The Slither House, research different reptiles, amphibians, arachnids and insects. Add their specific details below. Remember to include at least two of each type of creature listed in the scenario, and remember that they all need to come from different countries.

Creature: _____

Food: _____

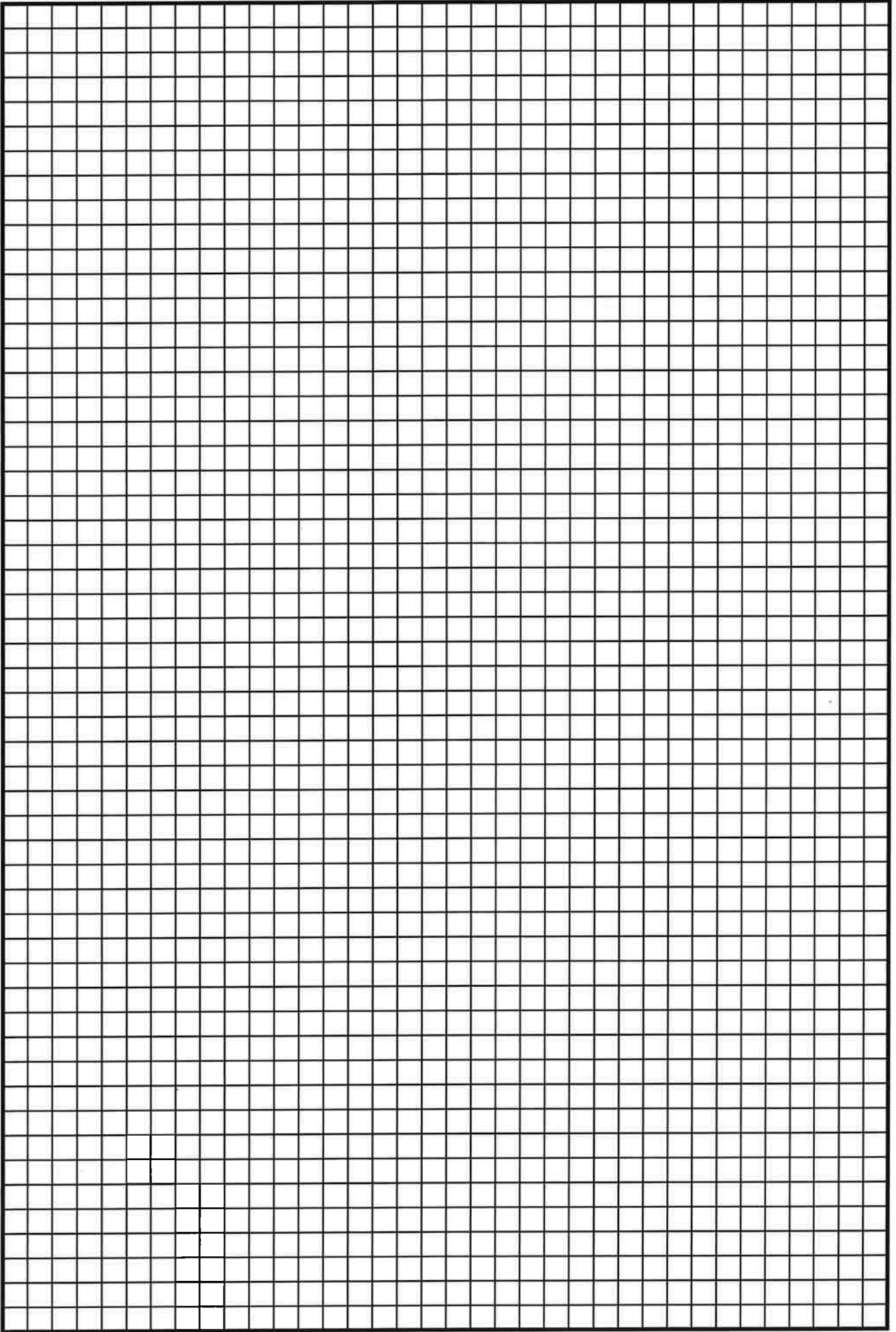Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

Creature: _____

Food: _____

Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

Creature: _____

Food: _____

Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

Creature: _____

Food: _____

Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

Creature: _____

Food: _____

Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

Creature: _____

Food: _____

Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

Creature: _____

Food: _____

Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

Creature: _____

Food: _____

Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

Creature: _____

Food: _____

Habitat and country: _____

Safe for human interaction? _____

Interesting facts: _____

_____

The Case of the Missing Cookie

1. Who do you think stole the cookie?

   Explain why you think this. List three clues that you used.

2. What words did the author use to show that they were looking forward to eating the cookie?

3. Where else could the author have looked for clues?

4. What could have happened after the thief was caught?

CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

⊙ Provide information about the thief, what they stole and the clues that led to them being caught.

The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...

Name _____   **Date** _____

The Case of the Missing Cookie

1. Who do you think stole the cookie?
   Explain why you think this. List three clues that you used.

   _____

   _____

   _____

   _____

   _____

2. What words did the author use to show that they were looking forward to eating the cookie?

   _____

   _____

   _____

   _____

   _____

3. Where else could the author have looked for clues?

   _____

   _____

   _____

   _____

4. What could have happened after the thief was caught?

   _____

   _____

   _____

   _____

   _____

All Families Should Own a Pet

Reasons For

- Owning a pet teaches children to be more responsible.

- Owning a pet helps to reduce loneliness and stress.

- People who own pets are healthier than people who do not.

- Sharing the care of a pet brings families closer together.

- Caring for a pet teaches children how to be loving and affectionate to others.

Reasons Against

- Some families do not have enough money to properly care for a pet.

- Some families do not have enough time to properly care for a pet.

- Some people do not like animals, or may be allergic to them.

- Some pets have diseases which they can pass on to humans.

- Animals do not belong in people's homes; they belong in the wild.

Name _____

Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:

WRITING

Name _____   **Date** _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

_____

_____

Reason 1 (State your first **reason** and provide an **example** to support it).

_____

_____

_____

Reason 2 (State your second **reason** and provide an **example** to support it).

_____

_____

_____

Reason 3 (State your third **reason** and provide an **example** to support it).

_____

_____

_____

Concluding statement (Restate your **opinion** about the topic of the text).

_____

_____

PANDORA'S PARTY PALACE
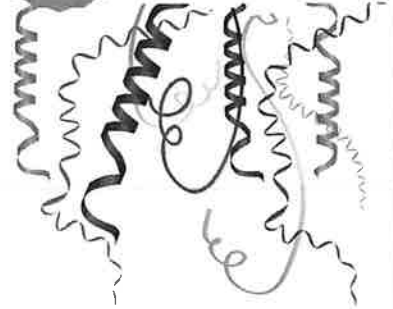
Decorations

$1.89
Party Hats
5 hats per pack

$2.80 **Balloons**
20 per pack

$2.10 **Streamers**
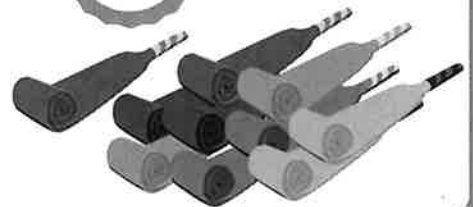2 rolls per pack

$2.40 **Bunting**
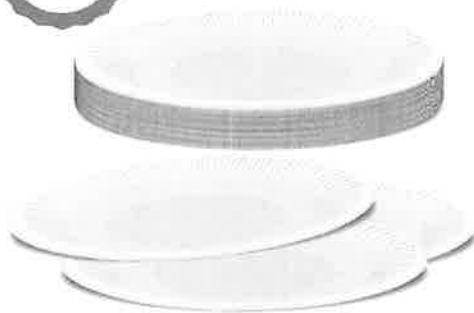1 x 3 m pack

$1.68 **Party Poppers**
10 per pack

$3.20 **Party Blowers**
10 per pack

Serving Supplies

10% OFF

$2.50 **Paper Plates**
20 plates per pack

$3.00 **Paper Cups**
25 cups per pack

$1.10 **Straws**
Box of 50

$2.80
Plastic Tablecloth
1 per pack

Plastic Tablecloth

$1.50 **Serviettes**
100 per pack

Paper Serviettes
100
40 x 40cm

$4.50
Wet Hand Wipes
100 wipes per tub

Decorations and Serving Supplies

PANDORA'S PARTY PALACE

Snacks

$5.95
Potato Chips
10 packets per pack

$3.25 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

25% OFF

$20.00 Sushi
20 rolls per pack

Sweet Treats

$3.50 Chocolate Cupcakes
10 per box

$5.99 Yoghurt Iceblocks
10 per box

$2.18 Lollipops
Pack of 12

Drinks

$2.75
Water
6 x 250 mL bottles

$10.75 Lemonade
10 x 375 mL bottles

$5.50 Juice
6 x 250 mL boxes

FOOD

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 $40.

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

List some possibilities.

Check that the drinks don't cost more than $40.

teachstarter

PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 5 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 5 packs of popcorn.

teachstarter

PANDORA'S PARTY PALACE

Lucy is buying some sweet treats for a party. She needs at least 80 sweet treats, but she doesn't want more than 100.

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.

teachstarter

PANDORA'S PARTY PALACE

Mario is planning a pizza party for his birthday. He needs 36 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.

teachstarter

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 there were 55 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

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

If there are 32 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

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

Mrs Small bought:

- 6 packs of streamers
- 4 packs of bunting
- 3 packs of party blowers.

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

PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 6 pieces of sushi and 6 chicken nuggets.

If Sam invited 12 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

Class 6A was having a cake stall to raise money for some new play equipment. They bought 14 boxes of cupcakes from Pandora's Party Palace and sold each cupcake at the stall for 50 cents.

Calculate:

- the total cost of the cupcakes
- the total profit made from the cake stall.

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 were 472 students in the school, how many boxes of yoghurt ice blocks did Principal Jones buy?

Calculate the total cost for the ice blocks.

PANDORA'S PARTY PALACE

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

If 63 players are attending the soccer gala day, how many six packs of water should Coach Cater buy?

Calculate the total cost for the water.

PANDORA'S PARTY PALACE

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

Naomi needs 14 m of bunting to decorate the house.

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

PANDORA'S PARTY PALACE

On the weekend, Jenny had a party for her 12th birthday. Calculate the total cost if Jenny bought:

- 3 packs of balloons
- 4 packs of streamers
- 5 packs of bunting
- 4 boxes of yoghurt ice blocks
- 10 boxes of chicken nuggets
- 5 packs of popcorn
- 10 bottles of lemonade.

PANDORA'S PARTY PALACE

You have been given a budget of $200 to organise your own party, using items from Pandora's Party Palace.

After deciding on 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.

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

To help celebrate New Year's Eve, Lilly bought some decorations from Pandora's Party Palace. Her budget for decorations was $100.

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.

Paul the Policeman

One sunny day, Paul the Policeman was eating his lunch in the city park. Suddenly, he looked up and saw a duck stealing a big bag of grapes from the nearby fruit shop. Paul the Policeman threw down his sandwich and ran after the cheeky duck, calling his other police friends on the radio for backup.

Soon, the duck was surrounded by Paul the Policeman and his other police friends. It had nowhere to hide. Paul then discovered that the duck was actually the famous Fruit Shop Bandit who had been stealing fruit from shops all over the city.

Paul the Policeman put the duck in his police car. He turned on the sirens so that he could quickly rush the duck down to the police station for questioning.

Later that week, the chief police officer gave Paul the Policeman a special award for his great work. Thank goodness he had captured the *Fruit Shop Bandit*... the city was safe, at last!

Paul the Policeman

1. Which of these statements **could not** really happen?

   a) a duck eating grapes

   b) a duck stealing grapes

   c) a duck being arrested for stealing grapes

2. Which of these statements **could not** really happen?

   a) a policeman eating lunch

   b) a policeman chasing a duck

   c) a policeman arresting a duck

3. Which of these statements **could** really happen?

   a) a duck being a criminal

   b) a policeman given a reward for arresting a duck

   c) a policeman calling for backup on the radio

4. Is this story real or make-believe?

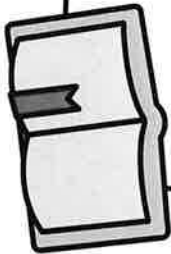   List three pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

Design a wanted poster for the *Fruit Shop Bandit*.

➔ What will the bandit look like?

➔ What will the reward be for its capture?

Name _____   **Date** _____

Paul the Policeman

1. Which of these statements **could not** really happen?
      a) a duck eating grapes
      b) a duck stealing grapes
      c) a duck being arrested for stealing grapes

2. Which of these statements **could not** really happen?
      a) a policeman eating lunch
      b) a policeman chasing a duck
      c) a policeman arresting a duck

3. Which of these statements **could** really happen?
      a) a duck being a criminal
      b) a policeman given a reward for arresting a duck
      c) a policeman calling for backup on the radio

4. Is this story real or make-believe?
     List three pieces of evidence to support your answer.

     _____

     _____

     _____

     _____

     _____

     _____

BOOK REVIEW

TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

Book summary:

_____

Favourite part:

_____

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite: _____

MOVING LINES

Task
Experiment with using line to create movement, in the style of Op Art. You may choose to work in black and white or in two contrasting colours.

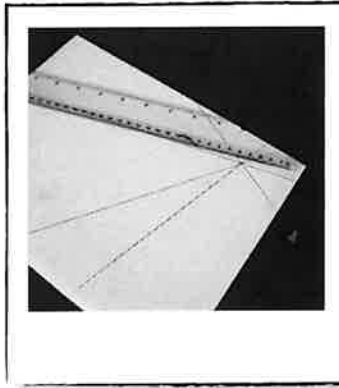### Materials
A lead pencil
White card
Ruler
2 contrasting coloured felt pens OR a black felt pen
Ideally, fine-tip felt pens in the same colour

Procedure

1. Using your lead pencil, place a small, off-centre dot in the top (or bottom) third of the card.

2. Using a ruler, draw 6 lines that start at the edge of the page and pass through the dot, so the lines all intersect. Each line should start and finish at an edge. These intersecting lines will create triangular sections. Try to place your lines so that the sections are different widths, i.e. they're not all equidistant.
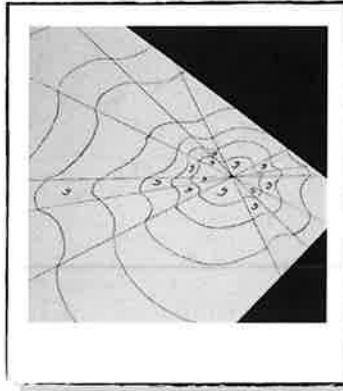

3. Start in one triangular section and draw a curved line across to the next section. Join this section to the next, but change the direction of the curve.

Procedure (cont.)
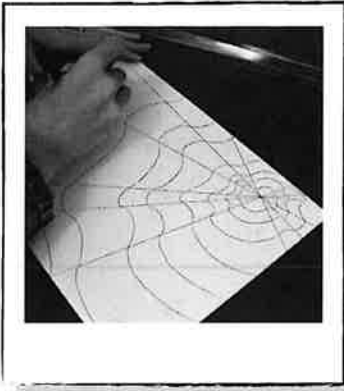
4. Continue creating concentric curved lines, alternating the direction of the curve for each section. Gradually widen the bands as you move away from the dot where the lines intersect.

5. You will need to colour alternate segments until they resemble a chequerboard. To avoid mistakes, label each segment in pencil first, so you know which colour to use.

6. Start at the point where the lines intersect. Choose 1 colour and begin to fill in the alternating segments. Work your way around the design. It is best to use a fine-tipped pen at first, because the segments close to the dot are so small.

7. Gradually work your way out from the centre, shading the segments and using a thicker felt pen once the segments become larger.

8. If you are working in a single colour, or in black and white, leave the rest of the segments white. If you are using a second colour, fill the contrasting segments in the same way.

9. When you are finished, your artwork should confuse the eye and appear to move by itself.

The Thirsty Monkey

1. Explain in your own words the moral of this story.

2. The author uses the words *thirsty, disappointed, sad* and *happy* in the passage.

   Why do you think he/she uses these words?

3. Why do you think it was important for the author to inform the reader that the monkey was feeling very weak?

4. What could have happened to the author to make them decide to write this passage?
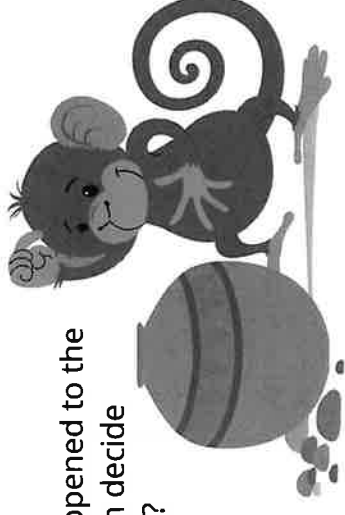
CRAZY CREATIVE CHALLENGE

With a partner or on your own, create a comic strip story that relates to the text.

➤ How many scenes (boxes) will you need?

➤ Will you use speech or thinking bubbles?

➤ What pictures will you draw?

The Thirsty Monkey

One summer's day, a very thirsty monkey was wandering around looking for some water. Hours passed and the monkey still could not find any water. The monkey was becoming more and more tired and started to feel very weak.

The thirsty monkey was almost ready to give up hope, when suddenly he found a jug with some water in it!

The monkey tried to pick up the jug, but it was too big and heavy. Disappointed, the monkey then tried to put his hand inside the jug to scoop out the water, but the opening was too small! He tried to push the jug over, but it would not budge. The monkey was sad, but he was not going to give up.

After thinking long and hard, the monkey thought of a great idea. He started to pick up some rocks that were lying on the ground and begun dropping them into the jug, one by one. As he put more rocks into the jug, the water rose. Eventually, the water was high enough for the monkey to have a drink. The monkey was happy that his idea had worked and he was no longer thirsty!

Moral: If you try hard enough, you may soon find the answer to your problem.

Name _____   **Date** _____

The Thirsty Monkey

1. Explain in your own words the moral of this story

   _____

   _____

   _____

   _____

   _____

2. The author uses the words *thirsty, disappointed, sad* and *happy* in the passage.
   Why do you think he/she uses these words?

   _____

   _____

   _____

   _____

   _____

3. Why do you think it is important for the author to inform the reader that the monkey was feeling very weak?

   _____

   _____

   _____

   _____

4. What could have happened to the author to make them decide to write this passage?

   _____

   _____

   _____

   _____

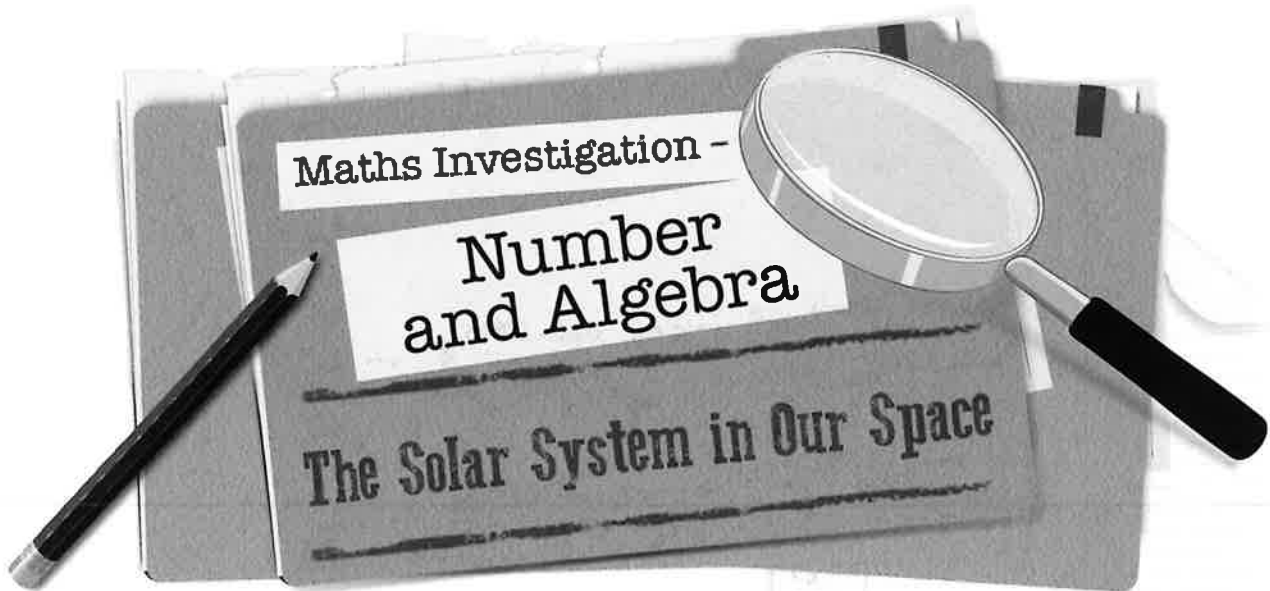# Maths Investigation –

Number and Algebra

The Solar System in Our Space

The Scenario

Science Week is coming up soon and Miss Celestial wants her class to make a scale model of the solar system in their classroom. This means that the size of the planets and their distances from the sun will be relative to the size of the sun used in the model. Miss Celestial started doing some calculations to find out the sizes and distances required but she is becoming concerned that the model might not be able to fit in the classroom! She needs some help to make the final calculations in order to find out if her dream can become a reality!

The Task

Calculate the scale model's relative distances from the sun and planet diameters using the dimensions and formulae provided.

PLANETS OF THE SOLAR SYSTEM INVESTIGATION

The Procedure

1. Calculate the diameters of the planets using the provided information and formula.

2. Calculate the relative distances from the sun for the model in the same way.

3. Write a statement to Miss Celestial detailing whether or not the model can be made inside the classroom and the reasons why/why not.

The Materials

- Calculator
- A lead pencil
- An eraser

Name _____ **Date** _____

The Solar System in Our Space

1. Miss Celestial wants to use a model of the sun that is 18cm in diameter. The real sun has a diameter of 1 400 000 km. Using these two numbers and her brilliant knowledge of mathematics, Miss Celestial now knows she can find the size that her model planets need to be (in cm), by multiplying the real diameter by 0.0000129.

   Calculate the diameters of the planets for the model by completing the table below. Round up/down the cm measurements to two decimal places.

Planet	Diameter of planet (km)	Equation = Diameter of planet x 0.0000129	Diameter of model planet (cm)	Diameter of model planet (mm)
Mercury				
Venus				
Earth				
Mars				
Jupiter				
Saturn				
Uranus				
Neptune				

Name _____ **Date** _____

2. Miss Celestial discovered that to calculate the distances that the model planets will need to be from her model sun (in metres), all she needs to do is divide the number of the real distance, in millions of kilometres, by 7.8. For example, if a planet was 50 million km from the sun, the equation would be 50 ÷ 7.8. This planet would have to be 6.41 m from the model sun.

Calculate the relative distances of the planets from the sun for the model by completing the table below. Round up/down the metre measurements to two decimal places.

Planet	Average distance from the sun (millions of km)	Equation = Distance from the sun (millions of km) ÷ 7.8	Distance from sun for model planet (m)
Mercury			
Venus			
Earth			
Mars			
Jupiter			
Saturn			
Uranus			
Neptune			

Name _____   **Date** _____

3. Write a statement for Miss Celestial detailing whether or not it is possible to make a scale model of the solar system inside the classroom. Make general statements about the data you collected to support your statement. Suggest whether making the model sun bigger or smaller would be helpful.

_____

_____

_____

_____

_____

Let's Go for a Swim!

One hot day, the Jones family decided to go for a swim to cool down. Dad and Mitch wanted to go to the beach, but Gran and Sarah wanted to go to the pool.

Dad and Mitch argued that the beach was better. "You can lay on the sand and build sandcastles at the beach," they said. "You can also body surf in the waves and eat fish and chips."

Gran and Sarah argued that the pool was better. "You don't get sand in your swimsuit in the pool," they explained. "You also don't get knocked over in the surf by big waves and there are no jellyfish that might sting you."

In the end, the family remembered that there was a swimming pool at the beach. When they got there, Dad and Mitch went swimming in the surf, whilst Gran and Sarah dangled their legs in the pool. Everyone was happy and cool.

On their way home, they stopped in at a fish and chip shop for a delicious dinner.

Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?

2. Why do Gran and Sarah like the pool more than the beach?

3. What are two positive comments that you could say about the beach that you could also say about the pool?

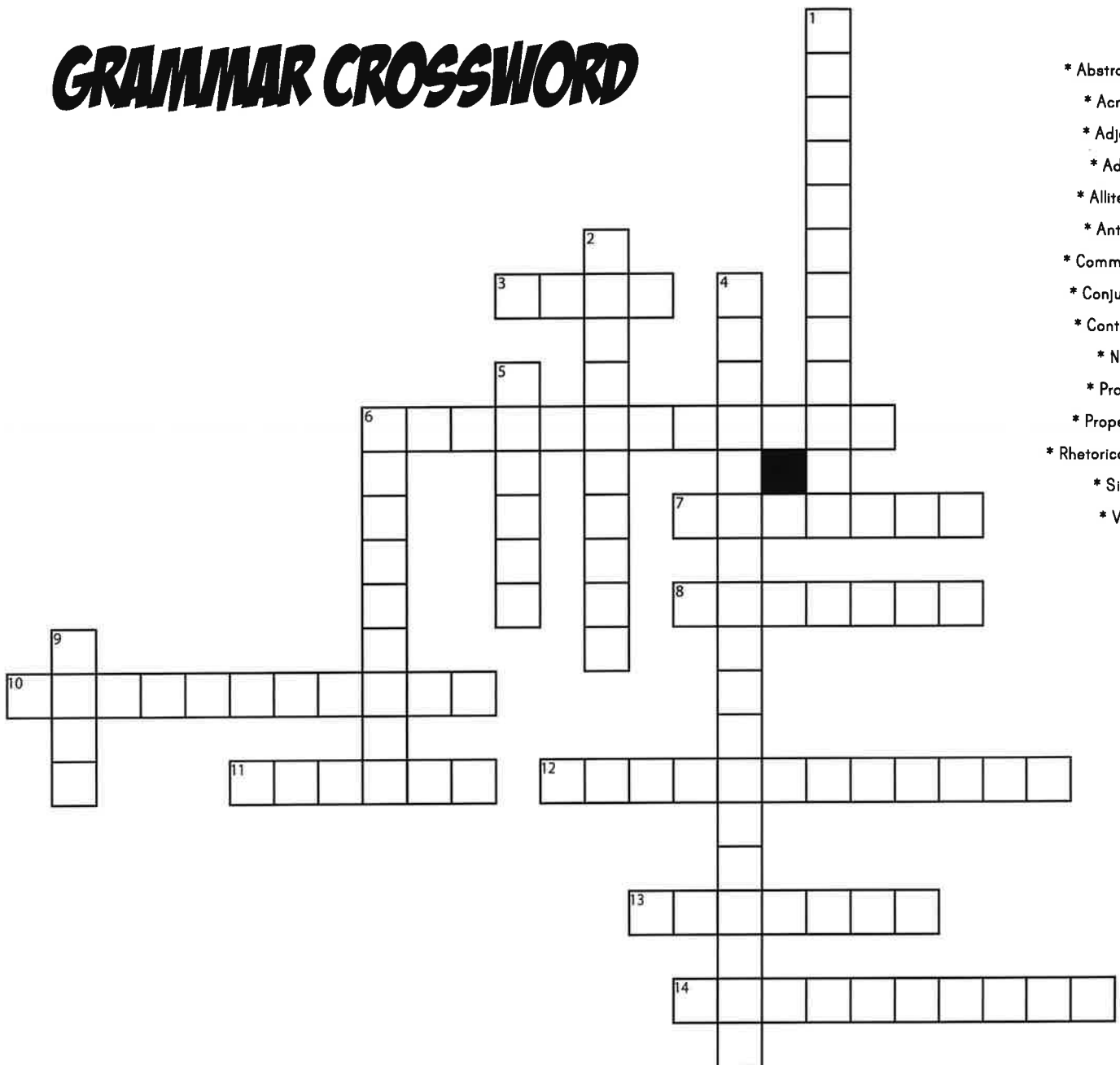4. Which would you prefer, the beach or the pool? Explain why.

CRAZY CREATIVE CHALLENGE

It is important to be safe around water when you are at the beach or in a pool.

Design and make a poster to remind people of water safety.

Name _____   Date _____

Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?

   _____

   _____

   _____

   _____

2. Why do Gran and Sarah like the pool more than the beach?

   _____

   _____

   _____

   _____

3. What are two positive comments that you could say about the beach that you could also say about the pool?

   _____

   _____

   _____

   _____

4. Which would you prefer, the beach or the pool?
   Explain why.

   _____

   _____

   _____

   _____

GRAMMAR CROSSWORD

* Abstract Noun
* Acronym
* Adjective
* Adverb
* Alliteration
* Antonym
* Common Noun
* Conjunctions
* Contraction
* Noun
* Pronoun
* Proper Noun
* Rhetorical Question
* Simile
* Verb

ACROSS CLUES

3. A doing word.

6. The repetition of the same sound at the beginning of words.

7. Words standing in place of a noun - I, she, we, us.

8. A word formed from the initial letters of other words - ANZAC.

10. Shortened word or words - it is and it's.

11. Words that add meaning to the verb on how, when, where or for how long something is happening.

12. Joining words - and, because, so.

13. Words that are opposite in meaning - hot and cold.

14. Names of everyday things - chair, car, shoes.

DOWN CLUES

1. Something you cannot taste, touch, hear, smell or see - honesty or courage.

2. The given name of people, places, objects and events - James, Australia.

4. A question where an answer is not expected.

5. A phrase that shows the likeness between two things.

6. Describing words for a person, place or thing.

9. Names a person, animal, place or thing.

Dreaming - Editing

Add editing marks to text. There are 20 errors.

dreams are storys and pictures our brain's create when we are asleep Most dreams happen when we deeply asleep and our eyes begin to moove around quickly under our eyelids. This is called rapid Eye Movement!

Some dreams are just you're mind playing with thorts and images from life. other dreams are an oppertunity for you to make sense of your life dream experts also agree that recurring dreams (dreams that you keep having over and over propably have some sort of special meaning,

Although everbody dreams (including Animals), we will forget 90% them.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	⋏
Change to lower case	/ l.c.
Take something out	⁊
Check spelling	SP ◯
New paragraph	¶

Re-write the text correctly:

_____

_____

_____

_____

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_____

Name: _____ Date: _____
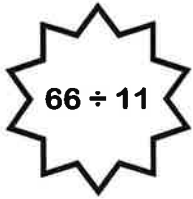
Division Colour Fun!

66 ÷ 11   15 ÷ 3
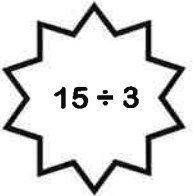
Find the answer to the division number sentence and
then colour that section the corresponding colour.

4 ÷ 2

70 ÷ 7   70 ÷ 10
40 ÷ 5   8 ÷ 2   40 ÷ 5
66 ÷ 6
54 ÷ 9   18 ÷ 6   54 ÷ 9
35 ÷ 7
15 ÷ 3   15 ÷ 3
70 ÷ 7   3 ÷ 3   8 ÷ 2
8 ÷ 2   35 ÷ 7   108 ÷ 12   35 ÷ 7   8 ÷ 2   70 ÷ 7
8 ÷ 2   15 ÷ 3   15 ÷ 3
54 ÷ 9   35 ÷ 7   54 ÷ 9
40 ÷ 5   70 ÷ 10   8 ÷ 2   70 ÷ 7   40 ÷ 5

1 white		5 red		9 brown	
2 black		6 pink		10 light blue	
3 dark green		7 orange		11 light green	
4 purple		8 yellow		12 brown	

24 ÷ 4   70 ÷ 10

teachstarter

One Summer's Day

1. Use Ella's questions and responses to help you infer what Kristen was saying.

   Write her dialogue in the blank spaces on the worksheet.

2. Does Kristen have a pool at home? How do you know?

3. How often does Kristen use the pool? How do you know?

4. When did Kristen ask Ella to go for a swim?

CRAZY CREATIVE CHALLENGE

Write one side of a conversation about something you did on the weekend.

⊕ Swap your conversation with a partner and see if they can fill in the missing dialogue using inferences.

One Summer's Day

Ella and Kristen are sitting under a tree having a conversation.

Ella: Wow, it's hot today isn't it?

Kristen:

Ella: That sounds like a nice way to cool off. Where are you going to go?

Kristen:

Ella: I'd love to, but I didn't bring my swimmers. Thank you, though. You're so lucky to have a pool. Do you use it often?

Kristen:

Ella: I would use it all the time too, if I had a pool.

Kristen:

Ella: Thank you, I would love to come for a swim tomorrow.

Name _____   **Date** _____

One Summer's Day

1. Use Ella's questions and responses to help you infer what Kristen was saying.
    Write her dialogue in the blank spaces.

    Ella: Wow, it's hot today isn't it? _____ .

    Kristen: _____

    Ella: That sounds like a nice way to cool off. Where are you going to go?

    Kristen: _____

    Ella: I'd love to, but I didn't bring my swimmers. Thank you though. You're so lucky to have a pool. Do you use it often?

    Kristen: _____

    Ella: I would use it all the time too if I had a pool.

    Kristen: _____

    Ella: Thank you, I would love to come for a swim tomorrow.

2. Does Kristen have a pool at home? How do you know?

    _____

    _____

    _____

3. How often does Kristen use the pool? How do you know?

    _____

    _____

    _____

4. When did Kristen ask Ella to go for a swim?

    _____

    _____

    _____

Movies Are More Enjoyable Than Books

Reasons For

- Movies are visually appealing and bring imagination to life.

- Movies include only the most interesting parts of a story.

- Movies show an entire story within a relatively short time-frame.

- Movies can be enjoyed as a social outing with friends.

- Movies showcase the talents of a range of people within the film industry.

Reasons Against

- Books allow the reader to picture the story however they choose.

- Books tell the whole story in detail; nothing is left out.

- Books are portable and can be enjoyed anywhere, anytime.

- Books can be enjoyed over as long or as short a time as you choose.

- Books allow the reader to spend some quiet time relaxing on their own.

Name _____

Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:

WRITING

Name _____   **Date** _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

_____

_____

Reason 1 (State your first **reason** and provide an **example** to support it).

_____

_____

_____

_____

Reason 2 (State your second **reason** and provide an **example** to support it).

_____

_____

_____

_____

Reason 3 (State your third **reason** and provide an **example** to support it).

_____

_____

_____

_____

Concluding statement (Restate your **opinion** about the topic of the text).

_____

_____

We Are Moving Project

Earth is the third planet from the sun.
It is the only planet in the universe which supports life.

The Scenario
The earth's land is becoming overpopulated. Scientists are concerned about the lack of available land left on the planet. You have been assigned to establish a new colony on a different planet in our solar system.

Task
Your mission is to plan, draft and create a brochure to promote the new colony and to encourage citizens of Earth to move there.

Process
1. Choose one planet in our solar system on which to establish your new colony.
2. Research your planet. Record your information on the template provided.
3. Choose a name for the new colony.
4. Design a flag for the new colony.
5. Plan the following key features for your colony:
   - laws
   - accommodation
   - transport
   - employment opportunities
   - food
   - currency
   - survival tips.
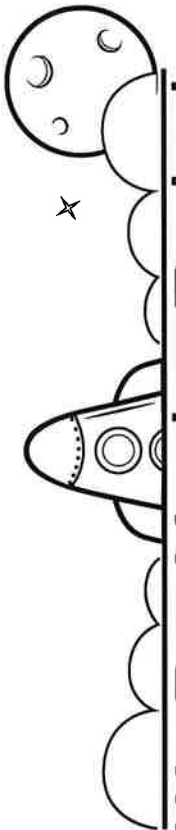6. Plan, draft and create a brochure using the template provided.
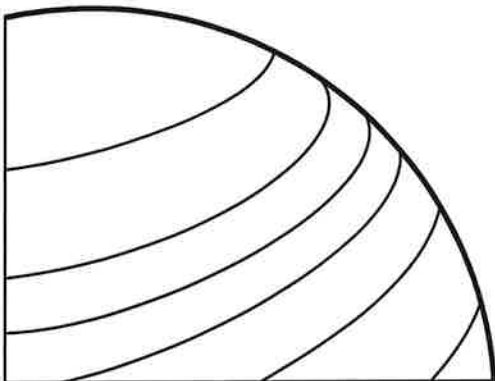
Flag Template

A flag is an emblem that represents a group of people, their history and their ideals. Design a flag for your colony. What things do you think it is important to represent?
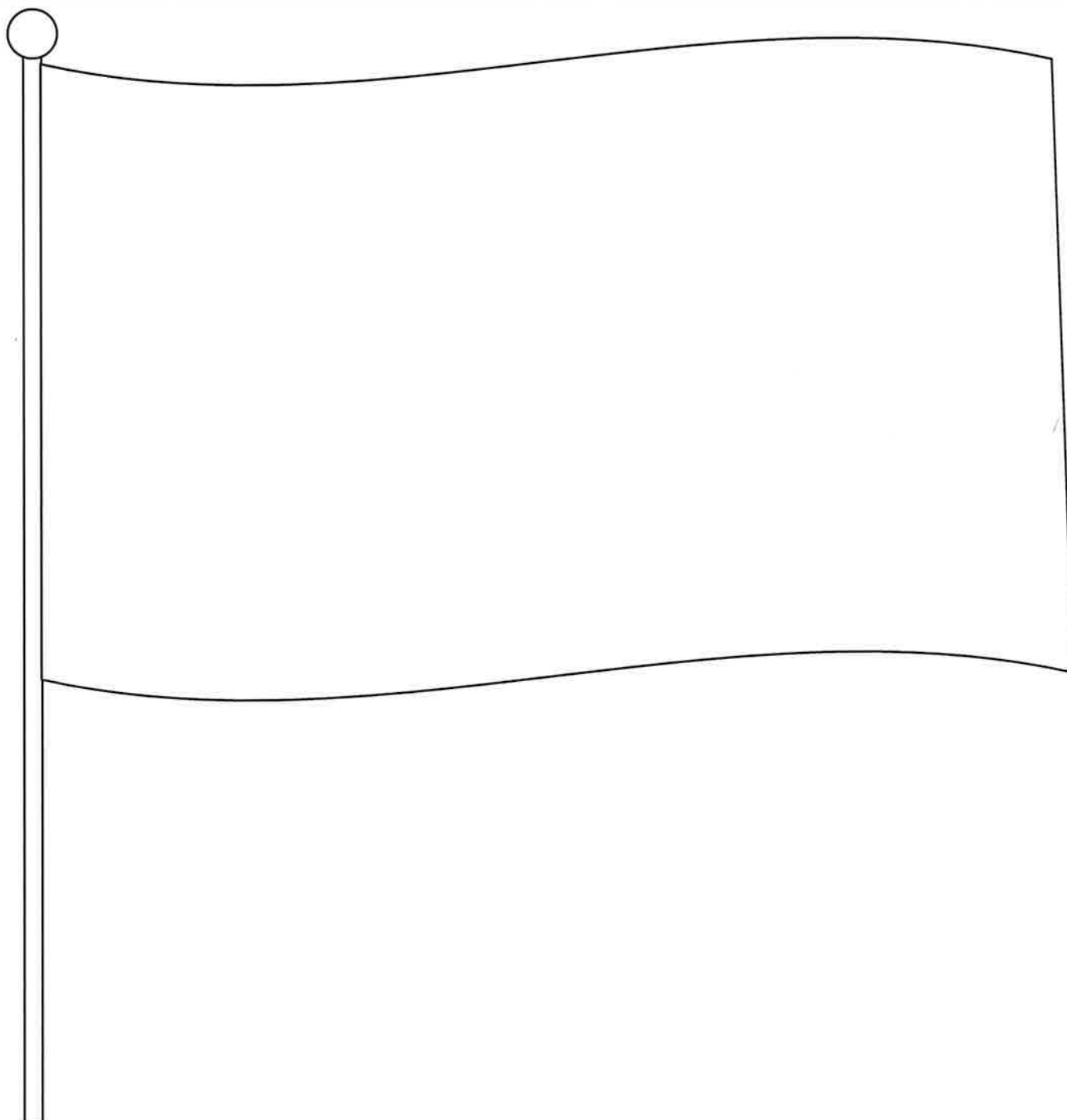
We Are Moving Project

Research Template

Name _____

Date _____

How long does one day last?

What is the diameter of the planet?

What is the planet's position in the solar system?

What is the climate of the planet?

What type of planet is it (rocky and terrestrial, a gas giant or an ice giant)?

What is the temperature on the planet's surface?

EARTH AND SPACE SCIENCES

Join us!

We are moving to

_____
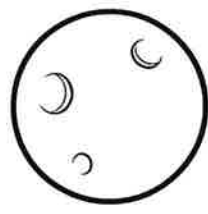
on planet

_____

National Flag

[ ]

Planet Location

_____
_____
_____

Accommodation Options

_____
_____
_____
_____

Transport Options

_____
_____
_____
_____

Rules and Regulations

_____
_____
_____
_____

Other Important Information

_____

[ ]

Survival Tips

_____
_____
_____
_____

Things to Bring

_____
_____
_____
_____
_____

Amazing Features
of This New Colony

1	2
3	4

_____
_____
_____
_____

Type of Planet

_____

Climate

_____

Average Temperature

_____

Diameter

_____

Length of Day

_____

Polly the Paramedic

Polly the Paramedic was just about to sit down for an afternoon rest. All of a sudden, the red phone started to ring with another emergency call. Daisy, a local dog, had called the emergency hotline because her owner had fallen off a ladder. Polly the Paramedic said, "Don't worry Daisy, I'll be there as quick as a flash!"

Polly the Paramedic climbed into the ambulance and turned the sirens on. As fast as she could, she drove the ambulance over to the house where Daisy the Dog and her owner were waiting.

Daisy's owner, Jerry, was still conscious, but he had broken his leg in the fall. Polly the Paramedic took Jerry to the hospital to get his leg put in a cast. After Jerry was feeling better, Polly took him back to his house. Daisy was happily waiting with a wagging tail.

Polly the Paramedic finally went home and enjoyed a nice, warm cup of tea.

Polly the Paramedic

1. Which of these statements **could not** really happen?
   a) a dog using the telephone
   b) a dog being worried about their owner
   c) a dog wagging its tail because it is happy

2. Which of these statements **could not** really happen?
   a) a paramedic having a cup of tea
   b) a paramedic talking to a dog on the telephone
   c) a paramedic driving to the hospital

3. Which of these statements **could** really happen?
   a) an owner telling their dog to call for a paramedic
   b) somebody falling off a ladder and breaking their leg
   c) a pet dog driving their owner to the hospital

4. Is this story real or make-believe?
   List two pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

Design and make a poster informing people what they should do in an emergency.

⊙ What will be the important points to include on your poster?

Name _____   **Date** _____

Polly the Paramedic

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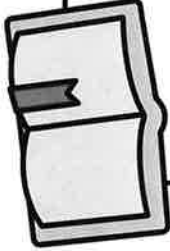   List two pieces of evidence to support your answer.

   _____

   _____

   _____

   _____

   _____

   _____

BOOK REVIEW

TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

Book summary:

Favourite part:

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite: _____

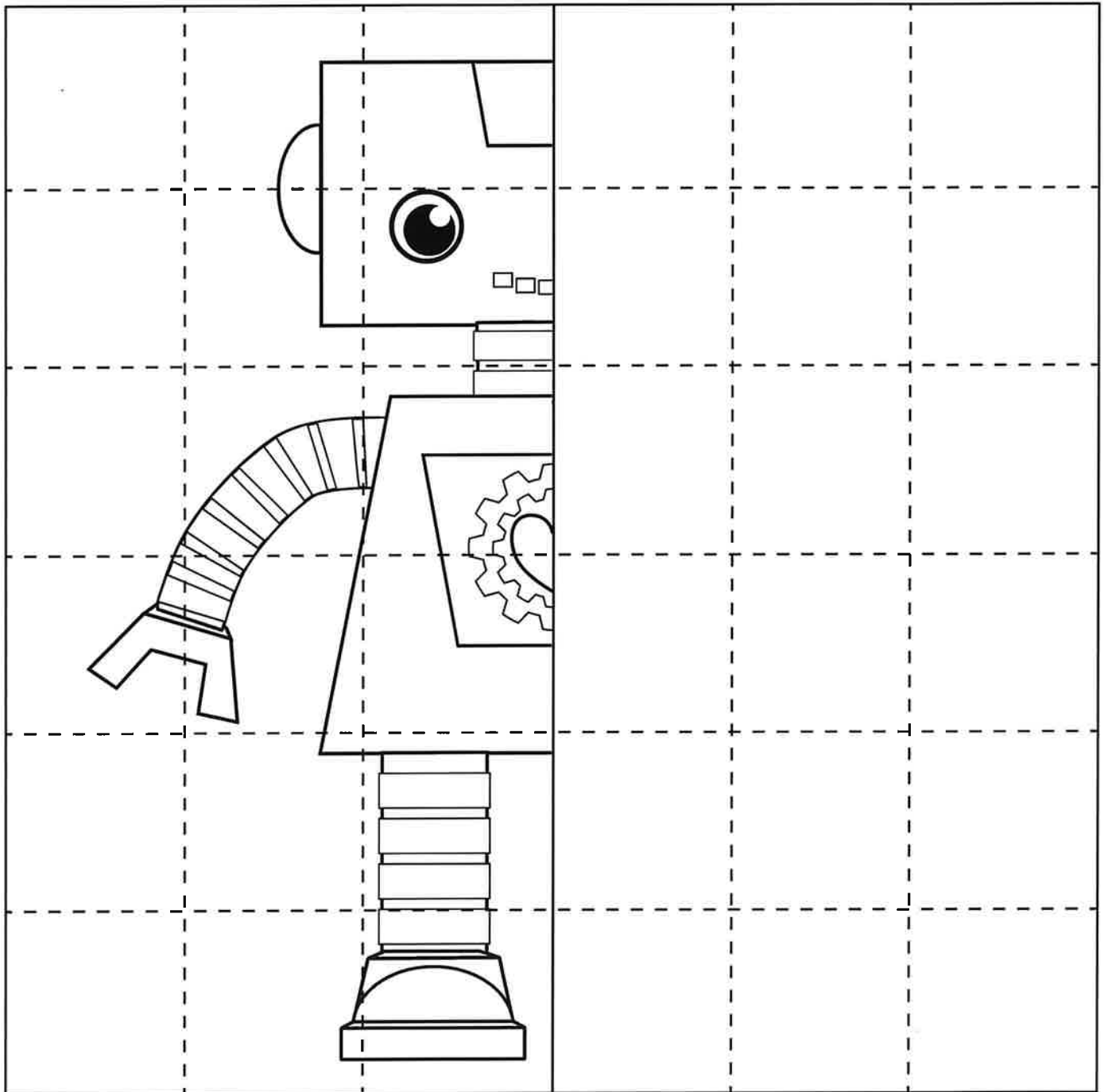**Name:** _____   **Date:** _____

Symmetry Drawing – Robot

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

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 egs. 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	ʎ
Change to lower case	/ l.c.
Take something out	☞
Check spelling	SP ◯
New paragraph	¶

Re-write the text correctly:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____