

Stage 2

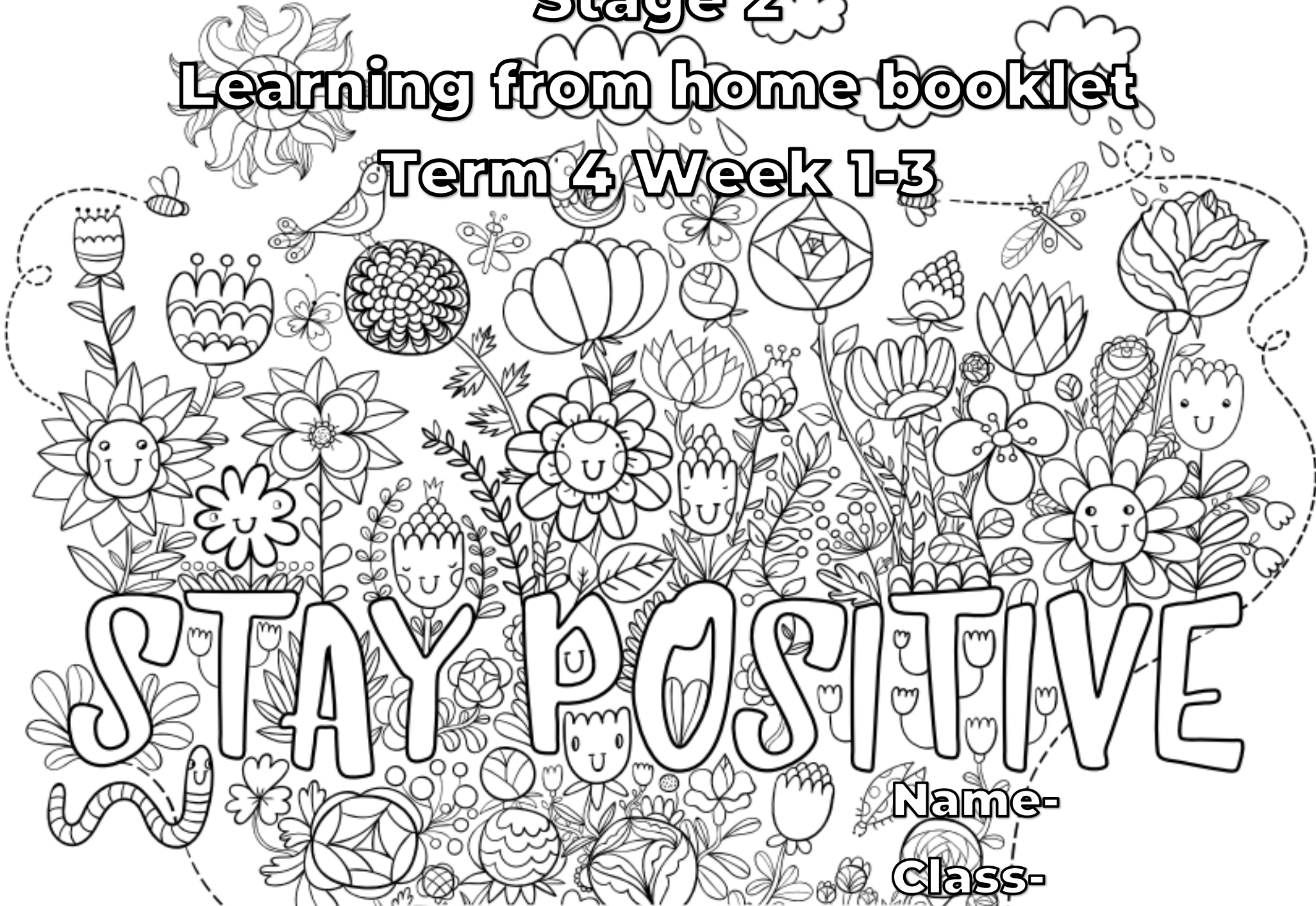
Learning from home booklet

Term 4 Week 1-3

STAY POSITIVE

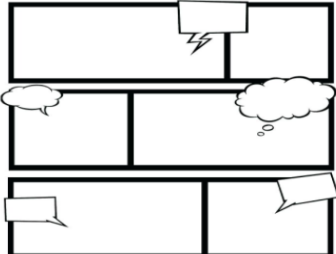
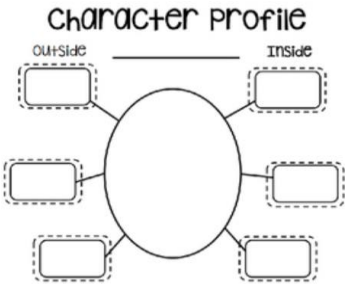

Name-

Class-



## Activity Rubric Stage 2 Term 4 Week 1

Use your workbook to complete these tasks or upload directly to SeeSaw.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English
<p><b>Spelling Activity</b> "ar" as in star (ar/a) <b>are hard large class basket start after asked part rather</b></p> <p>Write your spelling words in your workbook. Underline what makes the sound of the week in each word.</p>	<p><b>Spelling Activity</b> <i>Word Sort</i> Using the sound of the week sort the words into different ways to make the sound.</p> <p><i>Brainstorm</i> Do you know any other words that have the sound of the week?</p>	<p><b>Spelling Activity</b> <i>Spelling Rules</i> Adding 's' or 'es' to make words plural.</p> <p>Complete the 'Plural Rules' worksheet.</p>	<p><b>Spelling Activity</b> <i>Several Sentences</i> Use as many of your spelling words as you can in sentences. Ensure they make sense and you underline the spelling word.</p>	<p><b>Spelling Activity</b> <i>Syllable Sort</i> Write your spelling words into columns (1, 2, 3, syllables).</p> <p><i>Rainbow Words</i> Write your spelling words in rainbow colours.</p>
<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><u>VISUALISATION</u> Copy a passage from your book. Draw a picture of what you picture in your mind.</p>	<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><u>COMIC STRIP</u> Choose the five most important events that happened in your book and turn them into a comic strip.</p> 	<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><u>CHARACTER TRAITS</u> Draw a picture of a character from the story. Label the character with their traits.</p> 	<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><u>COMPREHENSION</u> Complete the 'Dreamcatcher' reading comprehension sheet.</p> 	<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><u>ILLUSTRATE</u> Design a new front cover for the text. Make it visually appealing and related to the text.</p>

## Writing Activity

### Describing Characters

This week you are going to write a narrative about a pirate adventure.

Draw a picture of the captain and two more characters. They could be part of the crew, a prisoner, a sea monster or a rival pirate.

Write words to describe your characters. Remember to use describing words (adjectives) that tell us about how the character looks as well as their personality.



## Writing Activity

### Planning

It is time to plan your story. Yesterday you chose your characters.

Now you need to think about the setting, a problem and how it could be solved.

What will happen in the beginning? Remember to include the setting.

What problem will happen in the middle?

How will the problem be solved at the end? Remember your character might try and solve the problem in a few ways.

You can use the Story Map worksheet provided.

Name \_\_\_\_\_

Setting Characters

--	--

Beginning Middle End

--	--	--

## Writing Activity

### Writing

Now that you have planned your story it is time to write your pirate story.

You may like to have your characters speak in your story. When a character speaks, we put speech marks around the words they say. For example: "Let me see the map," said Captain Jack.

Make sure you include interesting sentences and paragraphs.

Edit your work using CUPS.

Reread and check for:

- Capital letters (names and start of sentences)
- Understanding (sentences make sense)
- Punctuation (eg full stops, question marks, commas)
- Spelling (circle words you are not sure of the spelling and find out how to spell them).

## Writing Activity

### Acrostic Poem

You're a Poet!

Write an acrostic poem about your favourite animal.

Eg.

Enormous feeder  
Loyal minder  
Earth remover  
Power lifter  
Handy blaster  
Alarming trumpeter  
Nimble rammer  
Thunder maker



## Tiger

T is for Tenacious, never gives up easily  
I is for Intelligent, quick-witted  
G is for Generous, a kind heart  
E is for Eloquent, effortlessly articulate  
R is for Resourceful a great character



## Writing Activity

### The Magic Globe



**Writing task:** Continue the story from the story starter by writing 3-5 quality sentences. Remember to make your sentences detailed and please reread your writing to check for any errors.

### Story starter

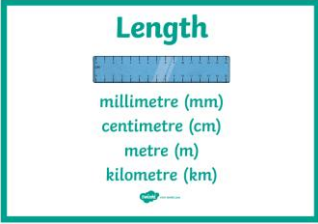
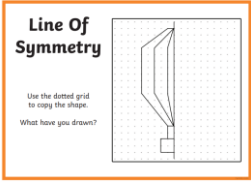
"Hmmm. Where shall we go this time?" Jeremy asked his brother.

"How about there?" replied Max excitedly. "We've always talked about going to Australia!"



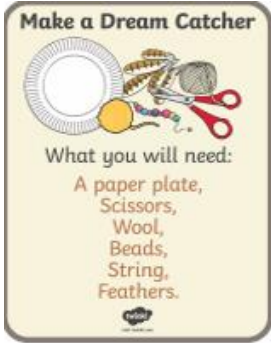

The brothers both put their fingers on the part of the world they had chosen, and waited for the magic to happen.

"I wonder if it will be as fun as our last trip," mused Jeremy, as the globe began to glow...

Continue the story.

<p><b>High Frequency Words</b> Revision September, through, love, four, fourth, why. Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision September, through, love, four, fourth, why, while. Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision September, through, love, four, fourth, why, while, reached. Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision September, through, love, four, fourth, why, while, reached, five, fifth. Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision September, through, love, four, fourth, why, while, reached, five, fifth, tried. Look - Cover - Write – Check</p>
<p><b>Middle Session</b> Mathematics</p>	<p><b>Middle Session</b> Mathematics</p>	<p><b>Middle Session</b> Mathematics</p>	<p><b>Middle Session</b> Mathematics</p>	<p><b>Middle Session</b> Mathematics</p>
<p><b>Maths Game</b> Choose an activity to complete from your Maths games booklet.</p>	<p><b>Maths Game</b> Choose an activity to complete from your Maths games booklet.</p>	<p><b>Maths Game</b> Choose an activity to complete from your Maths games booklet.</p>	<p><b>Maths Game</b> Choose an activity to complete from your Maths games booklet.</p>	<p><b>Maths Game</b> Choose an activity to complete from your Maths games booklet.</p>
<p><b>Number of the Day</b> Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.</p>	<p><b>Number of the Day</b> Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.</p>	<p><b>Number of the Day</b> Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.</p>	<p><b>Number of the Day</b> Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.</p>	<p><b>DICE WARS</b> 2 players You will need 6 objects each to use as counters and 2 or 3 dice. Each player rolls the dice and adds the numbers together. The player with the larger sum steals an object from the other. The player who ends up with all of the objects is the winner.</p>
<p><b>Number problem</b> A basketballer scored 9 points in two games. What might his scores be in each game?</p>	<p><b>Number DOUBLES</b> Use a dice to roll a series of 2 digit numbers. Eg: roll a 2 and a 4, you now have 24. Double this number. To make it harder double this number again. To make it easier roll one dice. *You may like to use the online dice and change the number of sides.</p>	<p><b>Measurement</b> Complete the measurement worksheets.</p> 	<p><b>Space and Geometry</b> Complete the 'Symmetry' worksheets.</p> 	<p><b>Addition and Subtraction</b> Write 5 real-life word problems that need to be solved using subtraction. Answer each problem and show your working.</p>



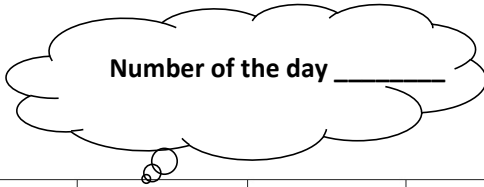
<p>Timetables Complete the 6 x colour fun worksheet OR go to the website below- <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>	<p>Timetables Practice your x 8 tables OR go to the website below- <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>	<p>Timetables Complete the 7 x colour fun worksheet OR go to the website below- <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>	<p>Timetables Practice your x 10 tables OR go to the website below- <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>	<p>Timetables Practice your x 4 tables OR go to the website below- <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>
<p><b>Afternoon Session</b></p>	<p><b>Afternoon Session</b></p>	<p><b>Afternoon Session</b></p>	<p><b>Afternoon Session</b></p>	<p><b>Afternoon Session</b></p>
<p><b>PE</b> Complete: 30 secs jumping jacks 30 secs sit-ups 30 secs high knees 30 secs squats</p> <p><b>Music</b> Click the following link: <a href="https://youtu.be/4vZ5mlfZlgk">https://youtu.be/4vZ5mlfZlgk</a> and clap along to the rhythms.</p> <p>Now create 4 of your own rhythms.</p>	<p><b>PE</b> Complete: 30 secs run on spot 30 secs crunches 30 secs rope climbers 30 secs squats jumps 30 sec plank</p> <p><b>Wellbeing</b> Choose 3 of the ‘screen-free mindfulness task cards’ and complete the activities.</p> 	<p><b>PE</b> Complete the ‘Bring Sally Up’ YouTube challenge. <a href="https://youtu.be/bql6slU2A7k">https://youtu.be/bql6slU2A7k</a></p> <p><b>Library</b> Learning Intention: I am learning to block code through play and experimentation.</p> <ol style="list-style-type: none"> <li>1. Go onto the internet and type in the address bar: <a href="https://hourofcode.com/au/learn">hourofcode.com/au/learn</a></li> <li>2. Scroll down and click on <b>Imagine a World</b></li> <li>3. Click on <b>Start</b>, then <b>Listen to the video</b> then click <b>Close</b>.</li> </ol>  <p>Imagine a World Grades 2+   Blocks</p>	<p><b>PE</b> Set up a fitness circuit and complete 15 minutes of physical activity. You may like to do this with a family member.</p> <p><b>Visual Arts</b> Dream Catcher Follow the instructions on how to make a dreamcatcher worksheet.</p> <p>Hang your dream catcher in your room and post a photo to SeeSaw. If you don’t have paper plates, you could cut a circle out of a cereal box or similar.</p> 	<p><b>PE</b> Complete 10 minutes of Just Dance Videos. If you don’t have internet or you designed a dance last week you can perform or continue making that dance instead.</p> <p><b>Science</b> Complete the ‘Material World’ worksheet .</p> 
<p><b>Technology</b></p>				

When you have finished completing your daily tasks, visit one of the following sites and complete activities online.

Use the login-ins provided by your teacher:

- Soundwaves (log-in required) [www.soundwaveskids.com.au](http://www.soundwaveskids.com.au)
- Epic! (log-in required) <https://www.getepic.com/>
- Mathletics (log-in required) <https://www.mathletics.com/au/>
- Seesaw (log-in required) <https://app.seesaw.me/#/login>
- Go Noodle <https://app.gonoodle.com/>
- Scratch Jnr <https://www.scratchjr.org/>
- Storyline Online <https://storylineonline.net/>
- ABC Splash <https://www.abc.net.au/children/>
- Chatter Pix <https://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>
- Cosmic Yoga <https://www.youtube.com/user/CosmicKidsYoga>

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words: \_\_\_\_\_

Write in expanded form: \_\_\_\_\_

10 more: \_\_\_\_\_  
 10 less: \_\_\_\_\_  
 100 more: \_\_\_\_\_  
 100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

\* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_

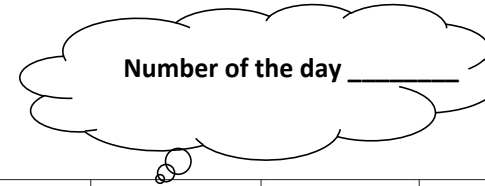
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
 \* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
 \_\_\_\_\_

Round to the  
 nearest 10: \_\_\_\_\_  
 nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words: \_\_\_\_\_

Write in expanded form: \_\_\_\_\_

10 more: \_\_\_\_\_  
 10 less: \_\_\_\_\_  
 100 more: \_\_\_\_\_  
 100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

\* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_

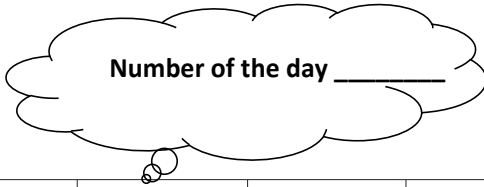
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
 \* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
 \_\_\_\_\_

Round to the  
 nearest 10: \_\_\_\_\_  
 nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words: \_\_\_\_\_

Write in expanded form: \_\_\_\_\_

10 more: \_\_\_\_\_  
 10 less: \_\_\_\_\_  
 100 more: \_\_\_\_\_  
 100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

\* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_

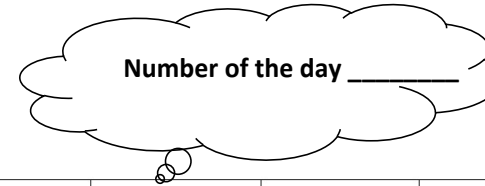
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
 \* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
 \_\_\_\_\_

Round to the  
 nearest 10: \_\_\_\_\_  
 nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words: \_\_\_\_\_

Write in expanded form: \_\_\_\_\_

10 more: \_\_\_\_\_  
 10 less: \_\_\_\_\_  
 100 more: \_\_\_\_\_  
 100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

\* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_  
 \* \_\_\_\_\_

Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
 \* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
 \_\_\_\_\_

Round to the  
 nearest 10: \_\_\_\_\_  
 nearest 100: \_\_\_\_\_





Name \_\_\_\_\_

# Story Map



Setting

Characters

Beginning

Middle

End

# Screen-Free Mindfulness Challenge Cards

twinkl



Screen-Free Mindfulness Challenge Cards

## At the Beach

Lie on the floor, in a position that is comfortable for you. Close your eyes and imagine you are lying on a beach on a warm day. As you breathe in, imagine the waves gently lapping your feet. As you breathe out, picture the waves retreating back to the sea. Do this for five minutes.



Screen-Free Mindfulness Challenge Cards

## Musical Drawing

Play some calming classical music. As you listen to it, draw the pictures that come into your mind on some paper.



Screen-Free Mindfulness Challenge Cards

## Balloon Bubble

Blow up a balloon and tie a knot in the end. Spend some time batting the balloon gently into the air. Imagine it is a bubble that you mustn't pop. Focus on the movement it makes as it travels through the air.



Screen-Free Mindfulness Challenge Cards

## Breathe

Take some time to concentrate on your breathing. Sit cross-legged on the floor, or on a chair with your feet on the ground. Close your eyes. Take a deep breath in through your nose (for a count of six) and imagine that you are smelling a lovely scented flower. As you breathe out through your mouth, try to make the breath last as long as you can. Repeat this five times.



Screen-Free Mindfulness Challenge Cards

## Sounds or Silence?

Sit cross-legged on the floor and close your eyes. Focus on the sounds you can hear around you. Allow yourself to acknowledge the sounds you can hear. You could try this activity both inside and outside. What different sounds did you hear?



Screen-Free Mindfulness Challenge Cards

## Cloud Clues

Go outside and lie on your back, looking up at the sky. Watch the clouds carefully. What shapes can you see? How are they moving?



Screen-Free Mindfulness Challenge Cards

## Spreading the Warmth

Lie on the floor (on your back) and close your eyes. As you breathe in and out, imagine warmth travelling up your body slowly, from your feet all the way to the top of your head.

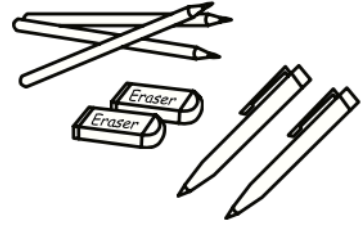


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Plural Rules

Make the **plural** of nouns by adding **s** or **es**  
**NEVER** use 's for a plural!



Write the plural for each of these nouns.

pencil	_____	patch	_____
shirt	_____	brush	_____
flower	_____	couch	_____
crowd	_____	fox	_____

Circle the mistakes in these sentences and write a correction on the line.

I found some box's in the garage. \_\_\_\_\_

The girl had three wish's. \_\_\_\_\_

New couch's were delivered today. \_\_\_\_\_

I have three new shirt's. \_\_\_\_\_

We have new toothbrush's. \_\_\_\_\_

Take your purse's to the shop. \_\_\_\_\_

How many bed's in this room? \_\_\_\_\_

We have no banana's left. \_\_\_\_\_

# Best Unit of Measurement

Directions: Determine the best unit of measurement. Colour the correct unit of measurement.

The length of a football field	millimeters	centimeters	meters	kilometers
The height of a door	millimeters	centimeters	meters	kilometers
The length of a notebook	millimeters	centimeters	meters	kilometers
The length of a worm	millimeters	centimeters	meters	kilometers
The length of a couch	millimeters	centimeters	meters	kilometers

# Best Unit of Measurement

Directions: Determine the best unit of measurement. Colour the correct unit of measurement.

The height of a house	millimeters	centimeters	meters	kilometers
The length of a caterpillar	millimeters	centimeters	meters	kilometers
The length of your arm	millimeters	centimeters	meters	kilometers
The length of a classroom chalkboard	millimeters	centimeters	meters	kilometers
The length of an ant	millimeters	centimeters	meters	kilometers

# Best Unit of Measurement

Directions: Determine the best unit of measurement. Colour the correct unit of measurement.

The height of a person	millimeters	centimeters	meters	kilometers
The length of a walking trail	millimeters	centimeters	meters	kilometers
The tip of a pencil	millimeters	centimeters	meters	kilometers
The height of a chair	millimeters	centimeters	meters	kilometers
The height of a ladybug	millimeters	centimeters	meters	kilometers

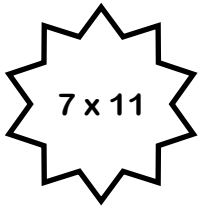
# Best Unit of Measurement

Directions: Determine the best unit of measurement. Colour the correct unit of measurement.

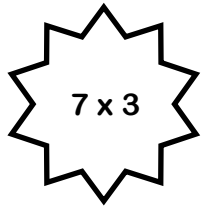
The length of a picture frame	millimeters	centimeters	meters	kilometers
The length of a marker	millimeters	centimeters	meters	kilometers
The length of a shoe	millimeters	centimeters	meters	kilometers
The width of a pen	millimeters	centimeters	meters	kilometers
The height of a building	millimeters	centimeters	meters	kilometers



Name: \_\_\_\_\_ Date: \_\_\_\_\_



# 7 x Colour Fun!



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

7 x 2

7 x 3

7 x 8

10 x 7

7 x 8

7 x 9

11 x 7

7 x 6

4 x 7

7 x 5

7 x 4

7 x 12

7 x 10

7 x 7

10 x 7

7 x 10

7 x 1

5 x 7

7 x 4

6 x 7

7 x 11

8 x 7

9 x 7

3 x 7

8 x 7

10 x 7

7 white

35 yellow

63 pink

14 black

42 dark green

70 light blue

21 red

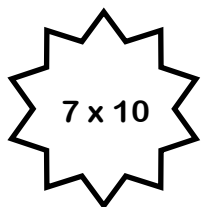
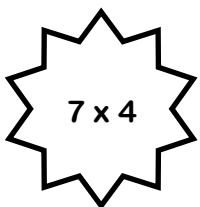
49 dark blue

77 light green

28 orange

56 purple

84 brown





## Native American Heritage: Dream Catchers

Dream catchers are a very popular Native American symbol. They have become popular even in non-Indigenous cultures and can be found throughout the world, especially in North America and Canada.

### Where do they come from?

The Ojibwe, a Native American tribe who live in Canada and the United States, originally created dream catchers. Before the Ojibwe people spread out in North America, the legend of a spider woman was believed. The spider woman would weave webs by the beds of all children to protect them. As the Ojibwe people grew in numbers, the spider woman could not reach every child. So, mothers and grandmothers began to make dream catchers to help protect all of the children while they slept.

### How are they made?

Dream catchers were traditionally made using a wooden hoop. A string is woven around the hoop to create a design similar to a spider web. Beads are sometimes placed at random points throughout the web design. The feathers are used to decorate the dream catcher. They are usually placed hanging from the hoop.

### What do they symbolize?

Dream catchers symbolize many things! The hoop symbolizes strength and unity. This is because its circular shape has no beginning and no end. Some people believe the beads catch bad dreams. These are believed to disappear when the sun shines on them. Many dream catchers connect the string to the hoop at eight points. This symbolizes the eight legs of a spider. Dream catchers are usually placed over a bed to keep a child safe from bad dreams while they sleep.



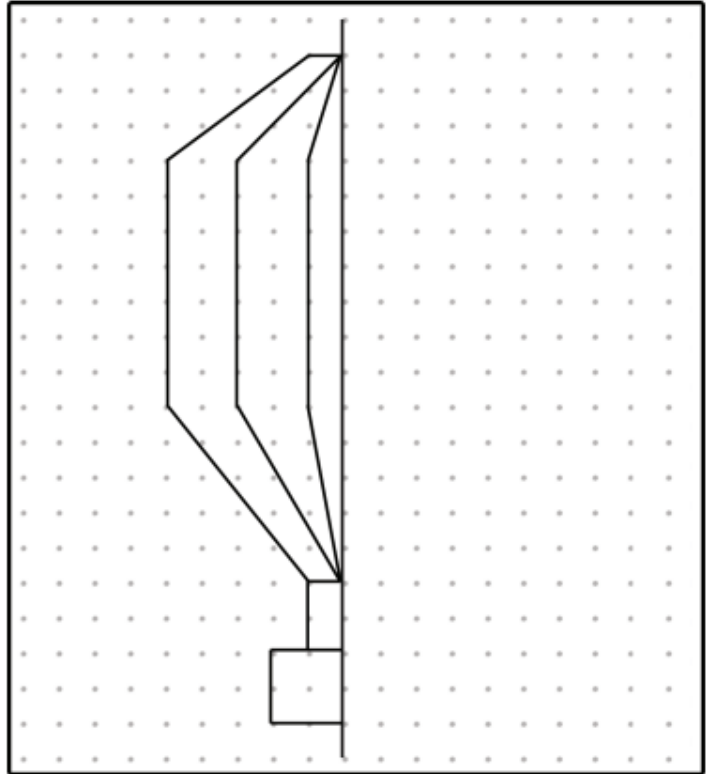
## Questions

1. Which Native American tribe is believed to have invented dream catchers?
  - the Navajo
  - the Ojibwe
  - the Sioux
  - the Chumash
2. What is the purpose of dream catchers?
  - catch dreams so children can remember them
  - encourage children to dream
  - encourage adults to make their dreams come true
  - protect children from bad dreams
3. Who were the Ojibwe women helping by creating dream catchers?
  - the chief
  - the medicine man
  - the spider woman
  - the elders
4. What were dream catchers made from?
  - silk and twine
  - wood, beads, and feathers
  - plastic, beads, and shells
  - antlers, leather, and feathers
5. What would you use to decorate a dream catcher if you were to create one? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Why is the design of a dream catcher similar to a spider web?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Line Of Symmetry

Use the dotted grid to copy the shape.

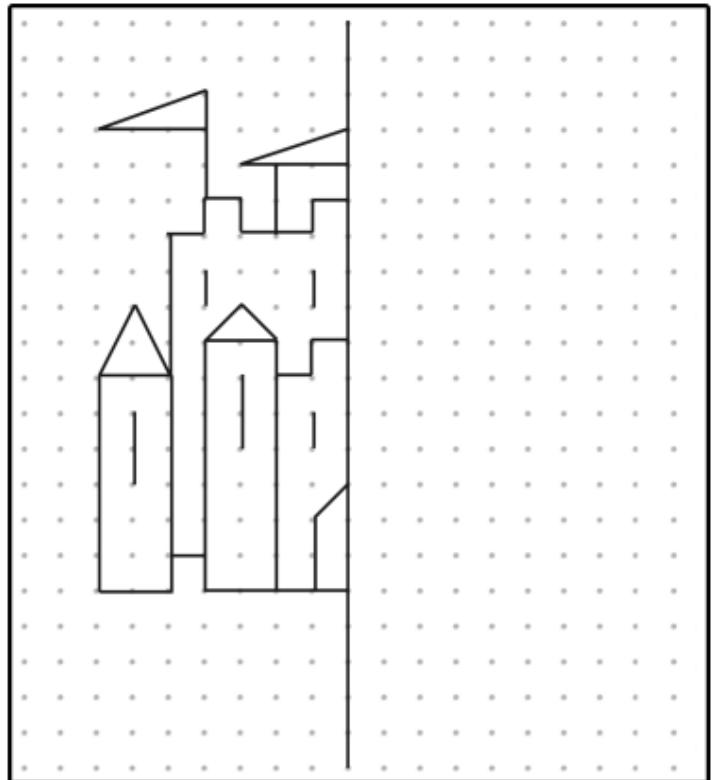
What have you drawn?



# Line Of Symmetry

Use the dotted grid to copy the shape.

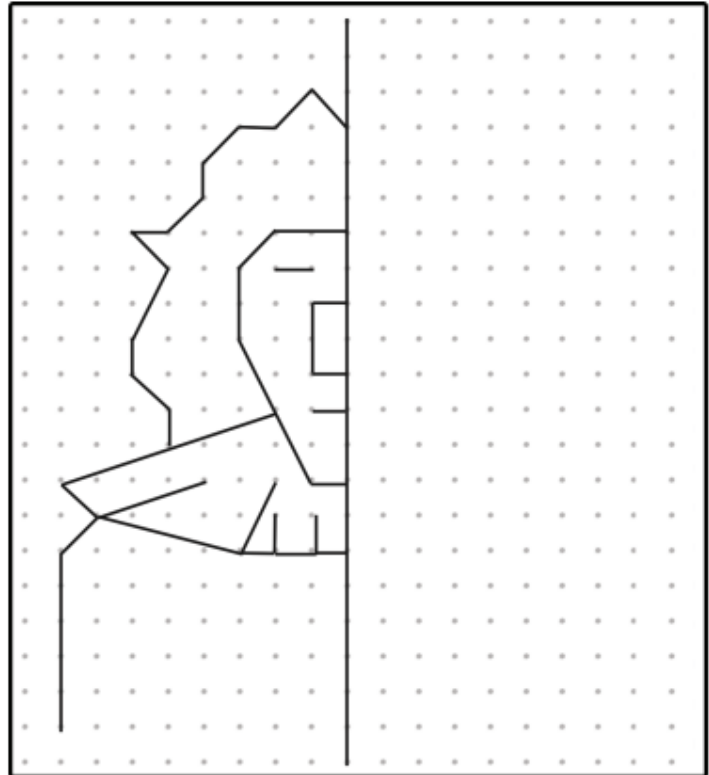
What have you drawn?



# Line Of Symmetry

Use the dotted grid to copy the shape.

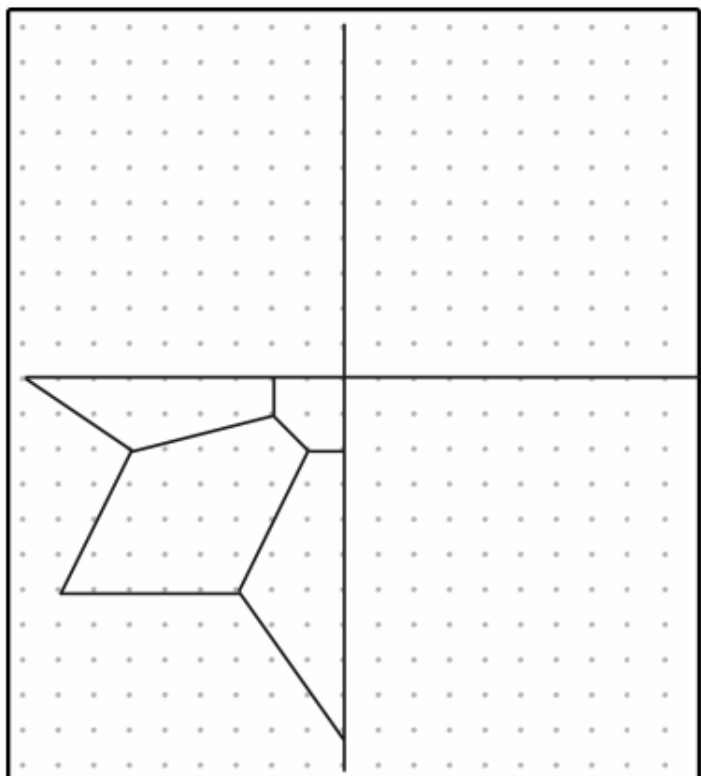
What have you drawn?



# Line Of Symmetry

Use the dotted grid to copy the shape.

What have you drawn?



### How to Make a Dream Catcher

**Make a Dream Catcher**




What you will need:  
A paper plate,  
Scissors,  
Wool,  
Beads,  
String,  
Feathers.

**1** Cut out the centre of the paper plate.




### How to Make a Dream Catcher

**4** Tie a knot in the end to hold the wool in place.



**5** Tie a piece of string to the top of the hoop (1). Wrap the string around the first position (2).




### How to Make a Dream Catcher

**2** Wrap the wool around a piece of card.



**3** Wind the wool around the ring. Wrap over the loose end to stop it unravelling.



### How to Make a Dream Catcher

**6** Wrap the string round the other positions (3) (4) (5). Add beads to the string as you go.




**7** Tie the string in a knot at the place where you started. Add a loop for hanging.




### How to Make a Dream Catcher

**8** Tie a piece of wool to the bottom of the hoop and thread on some beads.



**9** Tie a knot in the ends of the wool. Slide feathers into the bead holes.



### How to Make a Dream Catcher





# Science Week 1 – Material World

1. Watch the following YouTube video about matter and answer the questions.

<https://www.youtube.com/watch?v=ELchwUIIWa8&list=PLhzi2vamHOaY7nvpgtQOSIbuJdCL4HA50>

a) What is matter? \_\_\_\_\_

b) What are the different states of matter? \_\_\_\_\_

## What Are Materials?

We experience the world around us using our five senses.

These are touching, smelling, hearing, tasting and seeing.

These senses interact with the matter that our world is made from.

A **material** is the type of matter that an object is made from.



## Types of Materials

Materials can be classified into two distinct groups: **natural materials** and **processed materials**. Natural materials are unchanged from the way they have been formed in nature. Processed materials have been altered in some way by people.



Wool is a natural material.



Nylon is a processed material.

## Natural Materials

Natural materials can be roughly classified into two categories: those which come **from the earth** and those which come **from living things**. Materials from the earth include stone, metals and minerals. Materials from living things include silk, leather and wood.

Natural materials from the earth	Natural materials from living things
<p>metal minerals stone</p>	<p>wood silk leather</p>

## Processed Materials

Processed materials have been created by people to serve a purpose. While many natural ingredients may be used in the creation of a processed material, the final product cannot be produced without human intervention. Examples of processed materials include plastics, synthetic fibres and concrete.



plastic containers



polyester clothing



cement and concrete



## A Note About Components

When we are discussing materials, we are talking about the matter that one particular item is made from. Many items are made up of different objects or 'components', which may be made from different matter.

For example, a child's toy might be made from a combination of wood, metal and plastic.

Another important thing to note is that even though humans change the shape of many materials by carving or weaving, the materials themselves don't change. Wool is still wool, whether it is on a sheep or knitted into woolly winter socks!



## Science Week 1 - Material World

2. Think of some materials and decide if they are made from natural materials or processed materials.

Natural materials	Processed materials
1.	1.
2.	2.
3.	3.

### Object Investigation

3. Choose a manufactured object in your home. Select an object that is made from at least 3 different materials. Identify the materials used, their source (where they have come from) and why this material was chosen to make the object. For example: This object is made out of wood, which comes from trees. Wood is hard and strong.



Object name: \_\_\_\_\_

Draw and label your object

Material	Source	Why was this material used?

## Activity Rubric Stage 2 Term 4 Week 2

Use your workbook to complete these tasks or upload directly to SeeSaw.


<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>FUN Friday!</b>
<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English
<p><b>Spelling Activity</b> <i>w as in web (w/wh/u (qu)</i> <b>wish, walk, swish, twist, witch, while, white, which, when, quiz, quit, quickly, wonderful, Wednesday</b></p> <p>Write your spelling words in your workbook. Underline what makes the sound of the week in each word. Do you know any other words that have the sound of the week?</p>	<p><b>Spelling Activity</b> <i>Syllable Sort</i> Write your spelling words into columns (1, 2, 3, 4 syllables). For each column, the words should be in alphabetical order.</p> <p><i>Homophone activity- Which witch is which?</i> Write a sentence using <b>witch</b> and <b>which</b> and draw a picture to go with each sentence.</p>	<p><b>Spelling Activity</b> <i>Contractions- Write what two words join together to make these contractions</i> <b>e.g. wouldn't- would not won't we'll who's what's she'll where's we're</b></p> <p><i>Can you think of 3 more contractions and what words make them?</i></p>	<p><b>Spelling Activity</b> <i>Define It</i> Use a dictionary to find the definition of <b>3 spelling words</b>. Also, draw a picture to go with the definition for each word.</p> <p><i>Sentences</i> Write 3 sentences that have <b>at least 1</b> contraction in each sentence (see yesterdays list of contractions).</p>	<p><b>Spelling Activity</b> Create a digital find a word using your sound words and high frequency words. Get some one at home to try and find the words! They can either solve it online or you can download it for them.</p> <p><a href="https://www.abcya.com/games/make-a-word-search">https://www.abcya.com/games/make-a-word-search</a></p> <p>If you don't have access to the internet you can draw a grid and create your own on paper.</p>

<p><b>Reading &amp; Writing Activity</b> <b>Onomatopoeia poem</b></p> <p>Onomatopoeia is a word that imitates the sound of the object or action it refers to e.g. Woof, Splash!</p> <p>Watch this Youtube Video <a href="https://www.youtube.com/watch?v=FBQCgjo1QTU">https://www.youtube.com/watch?v=FBQCgjo1QTU</a></p> <p>Read the Onomatopoeic poems on the worksheet below.</p> <p>Complete the second page on the worksheet.</p>	<p><b>Reading &amp; Writing Activity</b> <b>Simile Poem</b></p> <p>A simile uses the words 'like' or 'as' to compare two objects based on things they have in common.</p> <p>Listen to this simile story on Youtube <a href="https://www.youtube.com/watch?v=QQkSwl2u2Tg">https://www.youtube.com/watch?v=QQkSwl2u2Tg</a></p> <p>Read the poem called 'All about me' on the worksheet below and then create your own 'all about me' poem. Include a photo or drawing of yourself.</p> <p>Extension- can you write a simile poem in your book about anything you like, using similes with as and like.</p>	<p><b>Reading &amp; Writing Activity</b> <b>Colour Poem</b></p> <p>Look at page 1 of the worksheet below and watch the video on Youtube to learn about colour poems <a href="https://www.youtube.com/watch?v=if1z_w2Ww3k">https://www.youtube.com/watch?v=if1z_w2Ww3k</a></p> <p>Write your own colour poem on page 2 of the worksheet. You can publish it in your workbook with colourful drawings to match.</p>	<p><b>Reading &amp; Writing Activity</b> <b>Diamante Poem</b></p> <p>Diamante poems are shaped like a diamond.</p> <p>Look at page 1 of the worksheet below and watch the video on Youtube to learn about diamante poems <a href="https://www.youtube.com/watch?v=T6STXleFGm4">https://www.youtube.com/watch?v=T6STXleFGm4</a></p> <p>Watch how these students created their own diamante poem <a href="https://www.youtube.com/watch?v=-PibZf3q-g">https://www.youtube.com/watch?v=-PibZf3q-g</a></p> <p>Use the same interactive tool to practice creating your own Diamante Poem <a href="http://interactives.readwrite-think.org/diamante-poems">http://interactives.readwrite-think.org/diamante-poems</a></p> <p>OR</p> <p>Create your own diamante poem on page 2 of the worksheet.</p>	<p><b>Reading &amp; Writing Activity</b> <b>Limerick poem</b></p> <p>A limerick is a funny and sometimes silly poem!</p> <p>Look at page 1 of the worksheet below and watch the video on Youtube to learn about limericks</p> <ol style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=Wy65TkCadfU">https://www.youtube.com/watch?v=Wy65TkCadfU</a></li> <li><a href="https://www.youtube.com/watch?v=WfmTrw3X8-w">https://www.youtube.com/watch?v=WfmTrw3X8-w</a></li> </ol> <p>Have a go at writing your own limerick on page 2 of the worksheet.</p>
<p><b>High Frequency Words</b> Revision January, February, March</p> <p>Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision January, February, March, April, May, June</p> <p>Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision January, February, March, April, May, June, July, August, September</p> <p>Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> No test this week 😊</p>


<b>Middle Session</b> Mathematics	<b>Middle Session</b> Mathematics	<b>Middle Session</b> Mathematics	<b>Middle Session</b> Mathematics	<b>Middle Session</b> Mathematics
<b>Maths Game</b> Choose an activity to complete from your Maths games booklet.	<b>Maths Game</b> Choose an activity to complete from your Maths games booklet.	<b>Maths Game</b> Choose an activity to complete from your Maths games booklet.	<b>Maths Game</b> Choose an activity to complete from your Maths games booklet.	<b>Maths Game</b> Choose an activity to complete from your Maths games booklet or go online to one of your favourite maths websites.
<b>Number of the Day</b> Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.	<b>Number of the Day</b> Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.	<b>Number of the Day</b> Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.	<b>Number of the Day</b> Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.	

Use **PANDORA'S PARTY PALACE** catalogue to answer this weeks maths word problems (see below).  
Complete the questions in your workbook and **show your working out** (e.g. draw a picture, write a number sentence, create a list, etc).

<p><b>Question 1-</b> 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.</p> <p>Extension- Calculate the total cost of the sweet treats for Lucy's party.</p>	<p><b>Question 2-</b> On the weekend, Jenny had a party for her 10th birthday. Calculate the total cost for each of the items Jenny bought:</p> <ul style="list-style-type: none"> <li>• 4 packs of party hats ____</li> <li>• 3 packs of streamers ____</li> <li>• 2 packs of bunting ____</li> <li>• 2 boxes of cupcakes ____</li> <li>• 5 boxes of mini pizzas ____</li> <li>• 3 packs of potato chips ____</li> <li>• 10 bottles of lemonade ____</li> </ul>	<p><b>Question 3-</b> 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.</p> <p>Extension- Can you write your own word problem about Mario's birthday party using the catalogue items.</p>	<p><b>Question 4-</b> Stage 2 held an ice block day to raise money for some new play equipment. They bought 10 boxes of yoghurt iceblocks from Pandora's Party Palace and sold each iceblock at the stall for \$2. Calculate:</p> <ul style="list-style-type: none"> <li>• the total cost of the iceblocks purchased from Pandora's Party Palace</li> <li>• the total money received once all the iceblocks sold.</li> </ul>	<p><b>Organise your own party!</b> 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.</p>
--	--	--	--	---

	Extension- Calculate the total cost for the party.		Extension- How much money does stage 2 have for the play equipment after their iceblock day? Hint- think about how much stage 2 made at iceblock day, but also how much they had to spend to buy the iceblocks in the first place.	
<b>Timetables</b> Practice your x2 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a>	<b>Timetables</b> Practice your x11 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a>	<b>Timetables</b> Practice your x3 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a>	<b>Timetables</b> Practice your x5 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a>	
<b>Afternoon Session</b>	<b>Afternoon Session</b>	<b>Afternoon Session</b>	<b>Afternoon Session</b>	<b>Afternoon Session</b>
<b>PE</b> Keep Moving: For 15 minutes Move around a safe space by: jogging, walking, skipping, and side-stepping. OR Do the beep test (you can download a free app for the beeps on an adults phone or iPad)	<b>PE</b> Complete: Create Tabata exercises 5 times through 	<b>PE</b> YouTube Cosmic Yoga and complete a video. If you don't have the internet do some stretches.	<b>PE</b> Create an obstacle course and see how many laps you can complete in 10 minutes	<b>PE</b> Complete 10 minutes of Just Dance Videos. If you don't have internet or you designed a dance last week you can perform or continue making that dance instead.



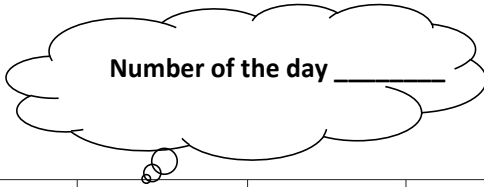
<p><b>Science</b> Material world Please see lesson &amp; worksheet below</p>	<p><b>Geography</b> Label the map of Australia with the States &amp; Territories and their capital cities (use worksheet below)</p>	<p><b>Technology</b> Block coding Go onto the internet and type in the address bar: <b>hourofcode.com/au/learn</b></p> <ol style="list-style-type: none"> <li>1. Scroll down and click on <b>Code a Cartoon</b></li> <li>2. Click on <b>Start</b>, then <b>Listen to the video</b> then click <b>Close</b></li> </ol>  <p>Code a Cartoon Grades 2+   Blocks</p>	<p><b>History</b> Celebrations Australia celebrates many public holidays e.g. Christmas, New Years Day, Australia Day.</p> <p>Use the worksheet below to come up with your own public holiday! What do you think you should get a day off every year to celebrate?</p>	<p><b>Art</b> October is the month of Halloween! Learn how To Draw A Big Mouth Pumpkin (Folding Surprise). You will need a blank sheet of A4 paper. <a href="https://www.youtube.com/watch?v=ocerACBWE-w">https://www.youtube.com/watch?v=ocerACBWE-w</a></p>
--	---	---	--	---

**Technology**

When you have finished completing your daily tasks, visit one of the following sites and complete activities online. Use the login-ins provided by your teacher:

- Soundwaves (log-in required) [www.soundwaveskids.com.au](http://www.soundwaveskids.com.au)
- Epic! (log-in required) <https://www.getepic.com/>
- Mathletics (log-in required) <https://www.mathletics.com/au/>
- Seesaw (log-in required) <https://app.seesaw.me/#/login>
- Go Noodle <https://app.gonoodle.com/>
- Scratch Jnr <https://www.scratchjr.org/>
- Storyline Online <https://storylineonline.net/>
- ABC Splash <https://www.abc.net.au/children/>
- Chatter Pix <https://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>
- Cosmic Yoga <https://www.youtube.com/user/CosmicKidsYoga>

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words:  
\_\_\_\_\_

Write in expanded form:  
\_\_\_\_\_

10 more: \_\_\_\_\_  
10 less: \_\_\_\_\_  
100 more: \_\_\_\_\_  
100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____

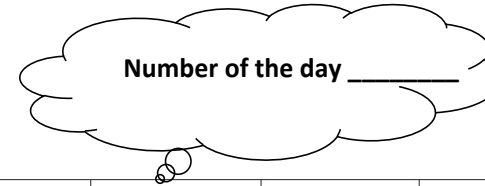
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
\* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
\_\_\_\_\_

Round to the  
nearest 10: \_\_\_\_\_  
nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words:  
\_\_\_\_\_

Write in expanded form:  
\_\_\_\_\_

10 more: \_\_\_\_\_  
10 less: \_\_\_\_\_  
100 more: \_\_\_\_\_  
100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____

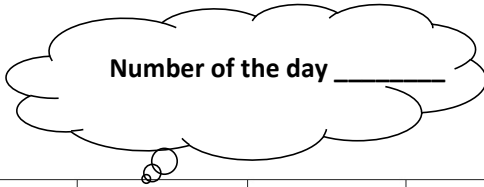
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
\* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
\_\_\_\_\_

Round to the  
nearest 10: \_\_\_\_\_  
nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words:  
\_\_\_\_\_

Write in expanded form:  
\_\_\_\_\_

10 more: \_\_\_\_\_  
10 less: \_\_\_\_\_  
100 more: \_\_\_\_\_  
100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____

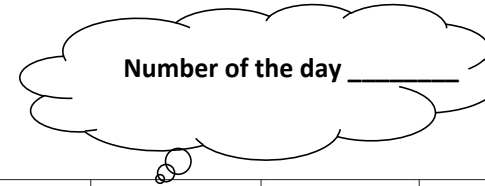
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
\* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
\_\_\_\_\_

Round to the  
nearest 10: \_\_\_\_\_  
nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words:  
\_\_\_\_\_

Write in expanded form:  
\_\_\_\_\_

10 more: \_\_\_\_\_  
10 less: \_\_\_\_\_  
100 more: \_\_\_\_\_  
100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____

Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
\* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
\_\_\_\_\_

Round to the  
nearest 10: \_\_\_\_\_  
nearest 100: \_\_\_\_\_

# Onomatopoeic

## Poems

### The Noisy House

Bang! Clonk! Not again!  
My dad's out in the shed.  
He thumps and hammers all day long,  
It really hurts my head!

Smash! Crash! Not him as well!  
My brother's on his drums.  
He'll bash and clang for hours on end,  
How noisy it becomes!

Fa-la-la! Please, not her too!  
Mum's singing in the shower.  
And once she starts, she doesn't stop,  
For at least a half an hour.

Tic-tock! Meow! Woof, woof! Ding-dong!  
Tweet-tweet! Beep-beep! A-choo!  
With all this noise, I think it's time,  
For me to make noise, too!

Stephanie Mulrooney

### Pancakes

Some flour - Flop!  
An egg - Plop!  
Some milk - Sploosh!  
Now stir - Whoosh!

Some butter - Sizzle!  
Some batter - Fizzle!  
A flip - Whoopee!  
Pancakes for me!

Stephanie Mulrooney

### Raindrops

Drip, drop, drip,  
Plip, plop, plip,  
Tiny, falling raindrops,  
Drip, drop, drip.

Stephanie Mulrooney

## Exploring Onomatopoeia

1. Onomatopoeia is a word that imitates the sound of the object or action it refers to. Explore the onomatopoeia in the poems *The Noisy House*, *Pancakes* and *Raindrops*. List the onomatopoeic words in each poem in the table below.

<i>The Noisy House</i>	<i>Pancakes</i>	<i>Raindrops</i>

2. Think of something simple that makes a noise that can be expressed using onomatopoeia e.g. a buzzing bee. Using the structure of the poem *Raindrops* as a guide, write your own onomatopoeic poem about your subject. Draw a picture to accompany your poem.

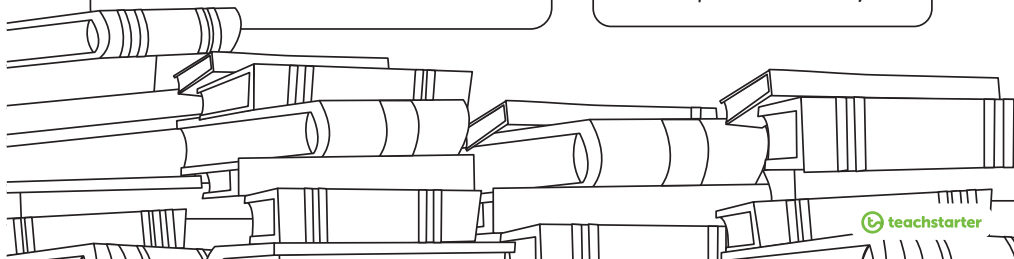
---

---

---

---

---



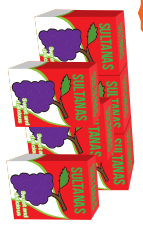
# PANDORA'S PARTY PALACE

## 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

## Decorations

**\$2.00**  
**Party Hats**  
 5 hats per pack



**\$2.80**  
**Balloons**  
 20 per pack



**\$1.00**  
**Streamers**  
 2 rolls per pack



**25% OFF**

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



**\$1.60**  
**Party Poppers**  
 10 per pack

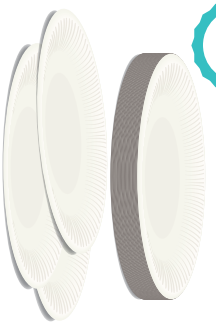


**\$3.20**  
**Party Blowers**  
 10 per pack



## Serving Supplies

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



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



**\$1.00**  
**Straws**  
 Box of 50



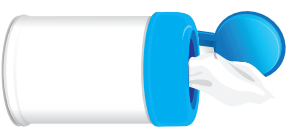
**\$2.00**  
**Plastic Tablecloth**  
 1 per pack



**\$1.50**  
**Serviettes**  
 100 per pack



**\$4.50**  
**Wet Hand Wipes**  
 100 wipes per tub



## Decorations and Serving Supplies



## Science Week 2 - Material World

1. Watch the following YouTube video about resources and answer the following questions:

[https://www.youtube.com/watch?v=8LfD\\_EKze2M&list=PLhZl2vamHOnYmvLSYtQvuxDrWSi795yDa](https://www.youtube.com/watch?v=8LfD_EKze2M&list=PLhZl2vamHOnYmvLSYtQvuxDrWSi795yDa)

a) What kinds of things do we consider resources?

---

---

b) What are some of the choices for the locations of human communities?

---

---

---

c) How do humans transform resources into more resourceful items?

---


---

---


2. Read the information below about how people use natural materials and answer the following questions.

### What Are Natural Materials?


All materials are made of matter. Natural materials are made from matter which is naturally occurring. This means the matter has not been altered or changed by people in any way - it is exactly as it formed through natural processes. Some examples of natural materials are:




minerals



leather



rubber





# Science Week 2 - Material World

## Resourceful Humans

From the beginning of human history, people have looked to the world around them for ways to simplify repeated tasks. From sticks (which made it easier to dig for roots and insects) to skins (for warmth and carrying water), humans have made use of natural resources to their benefit. The world around us has long provided resources, without which the survival of humans as a species would have been impossible.



## Building Communities

As humans gained more and more control over their environment, certain resources were cultivated so they were in greater supply. Along with our need for food, we also harvested to satisfy our need for natural materials. Along with farming animals and plants, we began to go underground to find resources such as minerals, clay, native metals and stones. These resources were used for building, trading, art and pottery.



## Heavy Metal

Native metals such as copper, gold and silver were easily discovered in their natural state, but these were very soft and not useful when strong tools were needed. In 4200 BC, humans discovered that certain rocks, when heated to a very high temperature, began to 'bleed' metals. This meant two or more metals could be combined. This process, called 'smelting', led to widespread use of hard metals like steel.



## Dedicated Followers of Fashion

Throughout history, humans have used precious metals, minerals, shells, feathers and stones to adorn themselves and use for trading purposes. Alongside these, the style of clothing has also developed from simple animal skins to intricately entwined and designed fabrics. Choices of natural materials came down to a combination of fashion and practicality.



## Modern Use of Natural Materials

Today, we continue to use many of the natural materials our ancestors took advantage of. In fact, the way we use them has remained largely unchanged. Wood from trees is still used for building and paper, animal skins are still used in clothing, and metals are still worked into components and tools.



## Science Week 2 - Material World

a) What are natural materials? List four natural materials.

---

---

---

b) How did humans at the beginning of time use resources?

---

---

---

c) What are some of the modern ways we use natural materials?

---

---

---

# Simile Poems

A simile poem uses the words 'like' or 'as' to compare two objects based on things they have in common.

## All About Me!

I am **fast** like a **cheetah**.

I am as **funny** as a **clown**.

I am as **sweet** as **honey**.

I am as **busy** as a **bee**.

I am **bright** like the **sun**.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 'All About Me' Simile Poem

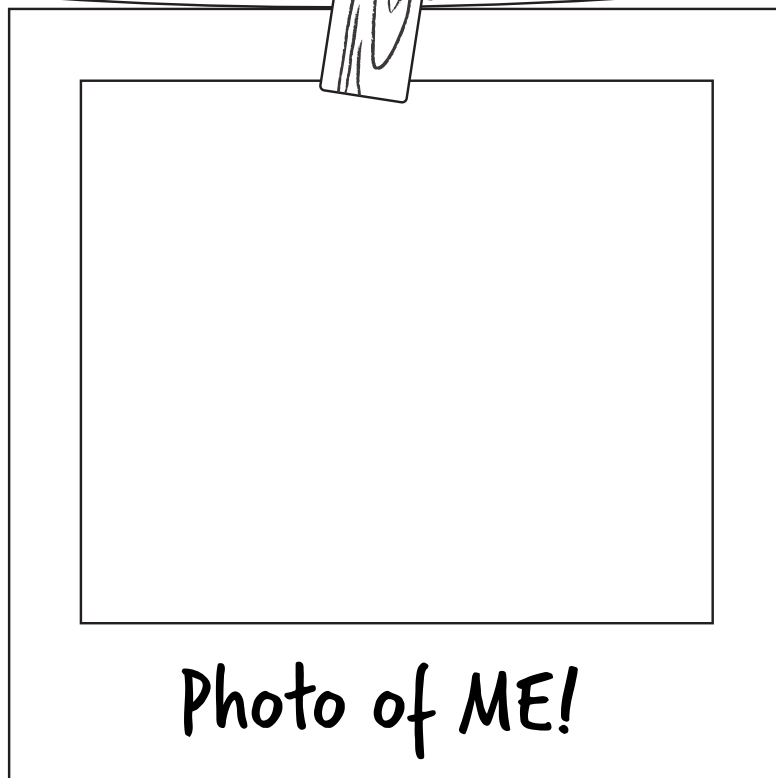
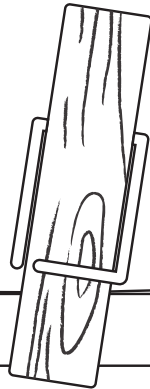
I am as \_\_\_\_\_ as a \_\_\_\_\_ .

I am as \_\_\_\_\_ as a \_\_\_\_\_ .

I am as \_\_\_\_\_ as a \_\_\_\_\_ .

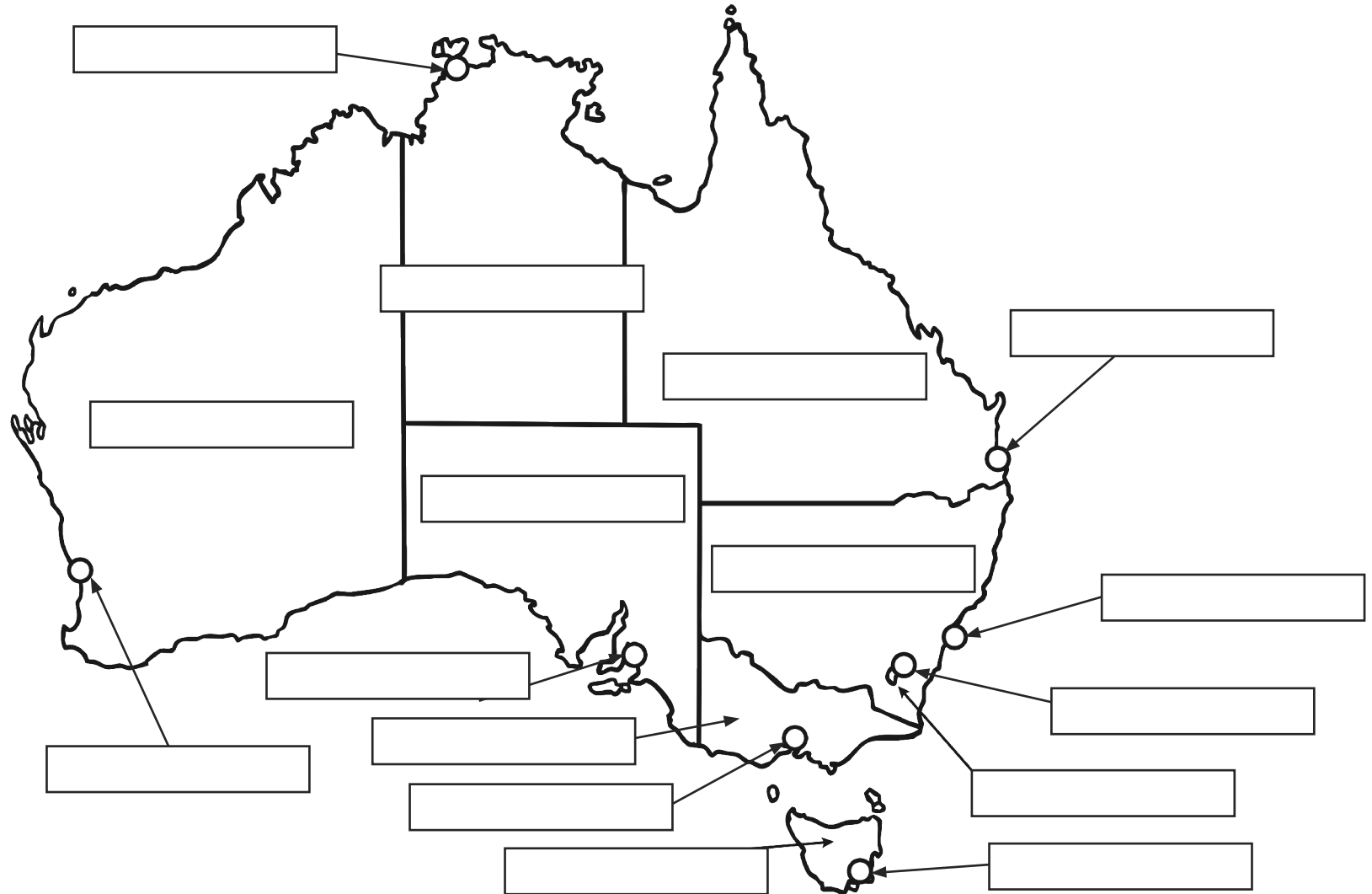
I am as \_\_\_\_\_ as a \_\_\_\_\_ .

I am as \_\_\_\_\_ as a \_\_\_\_\_ .



# Australia's States and Territories

Have a look at the Australian map below. Use an atlas to help you label the states, territories and capital cities of Australia. Cut and paste the correct labels onto your map of Australia. Colour in each separate state and territory in a different colour.



- Adelaide
- Australian Capital Territory
- Brisbane
- Canberra
- Darwin
- Hobart
- Melbourne
- New South Wales
- Northern Territory
- Perth
- Queensland
- South Australia
- Sydney
- Tasmania
- Victoria
- Western Australia

Name \_\_\_\_\_

Date \_\_\_\_\_

## Colour Poem

### Purpose

A colour poem presents images that represent a particular colour.

### Structure

Colour poems have no formal structure. Usually, each line in a colour poem contains an image which describes the colour using the five senses.

### Rhythm

Colour poems do not usually follow a rhythm pattern.

### Rhyming Pattern

Colour poems do not usually rhyme.

### Example

Here is an example colour poem about the colour yellow.

#### *Yellow*

*Yellow is the sight of blossoming daffodils in Springtime.*

*Yellow is the sound of birds twittering in the treetops.*

*Yellow is the smell of ripe lemons bursting with juice.*

*Yellow is the gentle touch of the sun on my cheeks.*

*Yellow is the taste of pineapples, passionfruits and mangos.*

*Yellow is joyous.*



Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing a Colour Poem

### Step 1

Choose a colour for your colour poem.

### Step 2

Brainstorm as many images as possible that relate to your colour. Remember to cover all five senses.

### Step 3

Write your colour poem using the example structure provided.

\_\_\_\_\_ (your colour)

\_\_\_\_\_ (sight)

\_\_\_\_\_ (sound)

\_\_\_\_\_ (smell)

\_\_\_\_\_ (touch)

\_\_\_\_\_ (taste)

\_\_\_\_\_ (emotion)



Name \_\_\_\_\_

Date \_\_\_\_\_

## Diamante Poems

### Purpose

Diamante poems compare two subjects and are shaped like a diamond.

### Structure

A synonym diamante poem uses two synonyms as the beginning and ending. An antonym diamante poem uses two antonyms as the beginning and ending.

**Line 1:** A noun (first subject)

**Line 2:** Two adjectives about the first subject

**Line 3:** Three 'ing' verbs about the first subject

**Line 4:** Four nouns (two about the first subject, two about the second subject)

**Line 5:** Three 'ing' verbs about the second subject

**Line 6:** Two adjectives about the second subject

**Line 7:** A noun (second subject)

### Rhythm

Diamante poems do not usually follow a rhythm pattern.

### Rhyming Pattern

Diamante poems do not usually rhyme.

### Example

Here is an example antonym diamante poem about summer and winter.

*Summer*  
*Cloudless, humid*  
*Swimming, relaxing, celebrating*  
*Barbecue, beach, wind, snowman*  
*Shivering, glistening, raining*  
*Dark, icy*  
*Winter*



Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing a Diamante Poem

### Step 1

Choose a topic for your diamante poem. Here are some ideas:

- *trees and flowers*
- *puppies and dogs*
- *day and night*
- *fast and slow.*

### Step 2

Brainstorm nouns, adjectives and verbs for your synonyms or antonyms.

### Step 3

Write your diamante poem.

\_\_\_\_\_  
 (noun)

\_\_\_\_\_ ' \_\_\_\_\_  
 (adjective) (adjective)

\_\_\_\_\_ ' \_\_\_\_\_ ' \_\_\_\_\_  
 (-ing verb) (-ing verb) (-ing verb)

\_\_\_\_\_ ' \_\_\_\_\_ ' \_\_\_\_\_ ' \_\_\_\_\_  
 (noun) (noun) (noun) (noun)

\_\_\_\_\_ ' \_\_\_\_\_ ' \_\_\_\_\_  
 (-ing verb) (-ing verb) (-ing verb)

\_\_\_\_\_ ' \_\_\_\_\_  
 (adjective) (adjective)

\_\_\_\_\_  
 (noun)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Design Your Own Public Holiday

Each year, national and international days are held to recognise that which is important to different people. From celebrations of individual achievements to pop culture, food or awareness of societal issues; if it is important to someone, there is a day to celebrate it.

Think of something that is important to you that everyone should be celebrating for day.

Celebrated idea: \_\_\_\_\_

Celebration date: \_\_\_\_\_

Explain why you think it should be celebrated.

---

---

Explain why you think it would be celebrated nationally or internationally.

---

---

Would it be a public holiday, or celebrated as a normal day? Explain your thinking.

---

---

How would people celebrate it?

---

Draw the scene of what your celebration would look like.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Limericks

### Purpose

Limericks are nonsense poems that are meant to make people laugh.

### Structure

Limericks have five lines. The first, second and fifth lines have the same number of syllables, as do the third and fourth lines.

### Rhythm

Limericks have rhythm, created by the number of syllables in each line. The first, second and fifth lines should have eight or nine syllables, while the third and fourth lines should have five or six.

### Rhyming Pattern

Limericks also follow an aabba rhyming pattern.

### Example

Here is an example limerick about an old lady from Rome.

<i>There was an old lady from Rome,</i>	(introduce the character)
<i>Who never could find her way home.</i>	(describe the character)
<i>She would walk down the street,</i>	(describe a funny event)
<i>Getting very sore feet,</i>	(describe a funny event)
<i>That silly old lady from Rome!</i>	(summary of the poem)



Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing a Limerick

### Step 1

Choose a character for your limerick. Here are some ideas:

- *a teacher from France*
- *a horrible child*
- *a man with no hair.*

### Step 2

Brainstorm what your character might look like and what might happen to them. Remember, a limerick should be funny!

### Step 3

Write your limerick. Remember to create the correct rhythm and to follow the aabba rhyming pattern. Some hints for each line have been provided; however, you do not need to follow these exactly.

---

(introduce the character)

---

(describe the character)

---

(describe a funny event)

---

(describe a funny event)



---

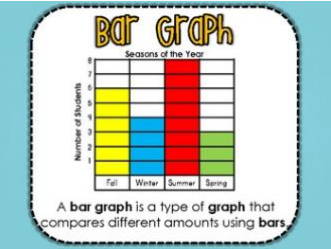
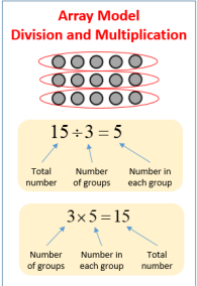
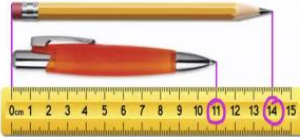
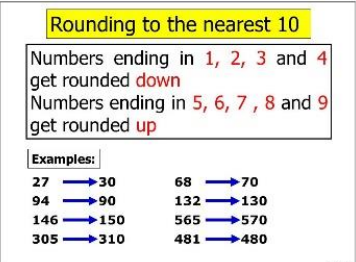
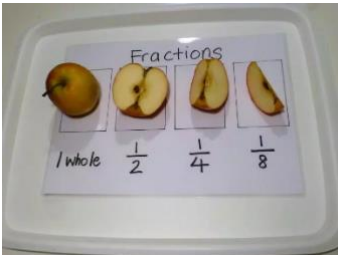
(summary of the poem)

## Activity Rubric Stage 2 Term 4 Week 3

Use your workbook to complete these tasks or upload directly to SeeSaw.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English	<b>Morning Session</b> English
<p><b>Spelling Activity</b> <i>“ou” as in cloud (ou/ow)</i> <b>how, our, house, down, hour, thousand, round, power, brown, south</b></p> <p>Write your spelling words in your workbook. Underline what makes the sound of the week in each word.</p>	<p><b>Spelling Activity</b> <i>Brainstorm</i> Brainstorm words with the “ou/ow’ sound. Write your words in two lists.</p> <p><i>Tic Tac Toe</i> Using your brainstorming words play tic tac toe with a family member. One player uses the “ou” words, and the other player uses the “ow” words.</p>	<p><b>Spelling Activity</b> <i>Synonyms - words with similar meanings.</i></p> <p>Find a synonym for these words from the spelling list.</p> <p><i>dwelling - circular - strength - tanned -</i></p>	<p><b>Spelling Activity</b> <i>Define It</i> Use a dictionary to find the definition of 5 spelling words.</p> <p><i>Rhyming Words</i> Write 2 rhyming words for each of these spelling words. <i>house round brown power</i></p>	<p><b>Spelling Activity</b> <i>Compound Words – two words joined together to create a new word.</i></p> <p>Complete the compound word worksheet.</p> <p>Walk around your home and look for objects that are compound words, e.g. basketball, tablecloth. Make a list of compound words in your workbook.</p>
<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><i>Book Review</i> Complete the Book Review worksheet.</p>	<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><i>Setting</i> Draw a picture of one of the settings in the text you read and then write a description of where it is and what happened there.</p>	<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><i>Adjective Word Hunt</i> Using the book you have read find adjectives that describe the main character in the story, e.g. appearance and personality. Make a list.</p>	<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><i>Character</i> Write a paragraph describing a character from the text you read and explain why you want to meet them. Then write 4 questions you would ask them.</p>	<p><b>Reading Activity</b> Read a book you have at home or one you can access in EPIC.</p> <p><i>Fluency</i> Set a timer and see how far you can read in 1 minute. Do this 3 times and count how many words you read for each turn. What was your highest score?</p>

<p><b>Writing Activity</b> <i>Acrostic Poem</i></p> <p>Complete the worksheet by creating an Acrostic poem about what it means to be a friend.</p>	<p><b>Writing Activity</b> <i>Explanation</i></p> <p>Why is it important to be sun safe? How are you sun safe? Start with an introduction stating why it is important to be sun safe. Then using paragraphs explain and describe the different ways you are sun safe.</p> 	<p><b>Writing Activity</b> <i>Editing</i></p> <p>In your workbook, edit the two passages on the worksheet.</p>	<p><b>Writing Activity</b></p> <p>Watch the BTN episode called Plastic Ocean Campaigner. <a href="https://www.abc.net.au/btn/classroom/plastic-ocean-campaigner/10521736">https://www.abc.net.au/btn/classroom/plastic-ocean-campaigner/10521736</a></p> <p>Imagine you are the sea turtle in this video. Using strong adjectives, write about what thoughts the turtle might have when seeing its habitat full of plastic pollution and having to be released back into the ocean.</p> 	<p><b>Writing Activity</b> <i>Fact and Opinion</i></p> <p>What is your favourite sport?</p> <p>Write 5 facts and 5 opinions about it. Explain to a family member the difference between a fact and an opinion.</p>
<p><b>High Frequency Words</b> Revision</p> <p>across, been, coming, each, every</p> <p>Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision</p> <p>across, been, coming, each, every, gave, he’s</p> <p>Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision</p> <p>across, been, coming, each, every, gave, he’s, many, only</p> <p>Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision</p> <p>across, been, coming, each, every, gave, he’s, many, only, please</p> <p>Look - Cover - Write – Check</p>	<p><b>High Frequency Words</b> Revision</p> <p>across, been, coming, each, every, gave, he’s, many, only, please, we’re, where</p> <p>Ask someone at home to test you on your words.</p>
<p><b>Middle Session</b> Mathematics</p>	<p><b>Middle Session</b> Mathematics</p>	<p><b>Middle Session</b> Mathematics</p>	<p><b>Middle Session</b> Mathematics</p>	<p><b>Middle Session</b> Mathematics</p>
<p><b>Maths Game</b></p> <p>Choose an activity to complete from your Maths games booklet.</p>	<p><b>Maths Game</b></p> <p>Choose an activity to complete from your Maths games booklet.</p>	<p><b>Maths Game</b></p> <p>Choose an activity to complete from your Maths games booklet.</p>	<p><b>Maths Game</b></p> <p>Choose an activity to complete from your Maths games booklet.</p>	<p><b>Maths Game</b></p> <p>Choose an activity to complete from your Maths games booklet.</p>
<p><b>Number of the Day</b></p> <p>Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.</p>	<p><b>Number of the Day</b></p> <p>Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.</p>	<p><b>Number of the Day</b></p> <p>Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.</p>	<p><b>Number of the Day</b></p> <p>Choose a 3, 4 or 5 digit number and complete your Number of the Day sheet.</p>	<p><b>Number Patterns</b></p> <p>How many different ways can you count to 48? Write</p>

<p><b>Statistics and Probability</b> Count the number of pairs of shoes each family member has. Create a bar graph to represent the data. Write a comparative sentence for each family member by using &gt; and &lt;.</p> 	<p><b>Multiplication and Division</b> Represent <math>3 \times 3</math> -draw an array -what is the total -draw horizontal groups -draw vertical groups -write a fact family -repeat using your own examples</p> <p><b>Fact Family</b>  <math>3 \times 5 = 15</math>  <math>5 \times 3 = 15</math>  <math>15 \div 3 = 5</math>  <math>15 \div 5 = 3</math></p> 	<p><b>Length Measure and Compare</b> Measure the length of 8 different objects around your home using a ruler or tape measure. Then compare 2 objects- Which is longer? How much longer in centimetres? Record the results in your workbook.</p> <p>Which object is longer?</p> 	<p><b>Rounding Numbers to the nearest 10</b> Complete the rounding numbers to 10 worksheet.</p> 	<p><b>Fractions</b> Complete the Fraction Flag worksheet. Look around your home and brainstorm some ways fractions are used in everyday life. Write 5 ideas in your workbook.</p> 
<p><b>Timetables</b> Practice your x6 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>	<p><b>Timetables</b> Practice your x9 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>	<p><b>Timetables</b> Practice your x7 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>	<p><b>Timetables</b> Practice your x8 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>	<p><b>Timetables</b> Practice your x12 tables 3 times. OR Go to the website below <a href="https://www.timestables.com/">https://www.timestables.com/</a></p>
<p><b>Afternoon Session</b> PE Bounce a ball on the spot: -How many bounces can you do before dropping the ball? -Can you bounce while walking in a circle?</p>	<p><b>Afternoon Session</b> PE Create the 5 fun yoga poses and repeat each one 5 times.</p>	<p><b>Afternoon Session</b> PE 5 Minute Move Kids Workout <a href="https://www.youtube.com/watch?v=SbFqQarDM50&amp;list=PLyC_LoPd4VxBvPHOpzoEk5onAEbq4Og2-k&amp;index=4">https://www.youtube.com/watch?v=SbFqQarDM50&amp;list=PLyC_LoPd4VxBvPHOpzoEk5onAEbq4Og2-k&amp;index=4</a></p>	<p><b>Afternoon Session</b> PE Dance Monkey Kids Workout <a href="https://www.youtube.com/watch?v=2--WiAB_DEs">https://www.youtube.com/watch?v=2--WiAB_DEs</a>  If you don't have the internet, make up a short</p>	<p><b>Afternoon Session</b> PE</p>



-How many bounces can you do in a minute?  
 -Can you bounce the ball using alternate hands?  
 -Can you bounce the ball under 1 leg?



Follow along or do it by yourself - 40 seconds exercise/20 seconds rest.  
 1. Starjumps  
 2. Running on the spot  
 3. Power jumps  
 4. Squats  
 5. Marching with high knees

fitness workout and include 7 different movement activities.

Complete this 7 minute fitness workout. Repeat 2 times.



**Visual Arts**

Create an Op Art Design artwork. Watch this YouTube clip to find out how.  
<https://www.youtube.com/watch?v=fa10yG5HWXk>



**Health**

Poster  
 Create a poster promoting Sun Safety.



**Technology**

Block coding  
 Go onto the internet and type in the address bar:  
[hourofcode.com/au/learn](http://hourofcode.com/au/learn)  
 1. Scroll down and click on **Animate an Adventure Game**  
 2. Click on **Start**, then **Listen to the video** then click **Close**



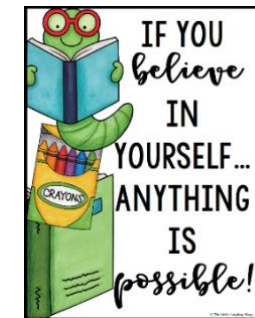
Animate an Adventure Game  
 Grades 2+ | Blocks

**Science**

Complete the lesson & worksheet below

**Social/Emotional**

What are your strengths, talents, and gifts? What makes you unique?  
 Complete the worksheet 'My Strengths are ...'

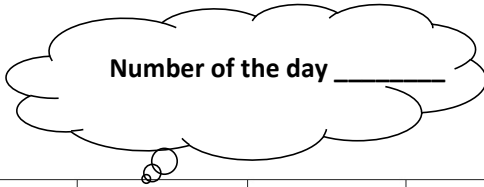


## Technology

When you have finished completing your daily tasks, visit one of the following sites and complete activities online. Use the login-ins provided by your teacher:

- Soundwaves (log-in required) [www.soundwaveskids.com.au](http://www.soundwaveskids.com.au)
- Epic! (log-in required) <https://www.getepic.com/>
- Mathletics (log-in required) <https://www.mathletics.com/au/>
- Seesaw (log-in required) <https://app.seesaw.me/#/login>
- Go Noodle <https://app.gonoodle.com/>
- Scratch Jnr <https://www.scratchjr.org/>
- Storyline Online <https://storylineonline.net/>
- ABC Splash <https://www.abc.net.au/children/>
- Chatter Pix <https://www.duckduckmoose.com/educational-iphone-iphone-itouch-apps-for-kids/chatterpix/>
- Cosmic Yoga <https://www.youtube.com/user/CosmicKidsYoga>

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words:  
\_\_\_\_\_

Write in expanded form:  
\_\_\_\_\_

10 more: \_\_\_\_\_  
10 less: \_\_\_\_\_  
100 more: \_\_\_\_\_  
100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____

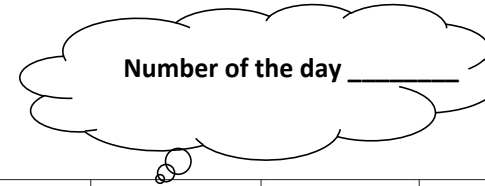
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
\* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
\_\_\_\_\_

Round to the nearest 10: \_\_\_\_\_  
nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words:  
\_\_\_\_\_

Write in expanded form:  
\_\_\_\_\_

10 more: \_\_\_\_\_  
10 less: \_\_\_\_\_  
100 more: \_\_\_\_\_  
100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____

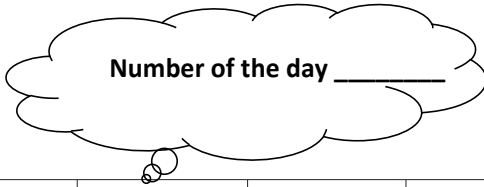
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
\* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
\_\_\_\_\_

Round to the nearest 10: \_\_\_\_\_  
nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words:  
\_\_\_\_\_

Write in expanded form:  
\_\_\_\_\_

10 more: \_\_\_\_\_  
10 less: \_\_\_\_\_  
100 more: \_\_\_\_\_  
100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____

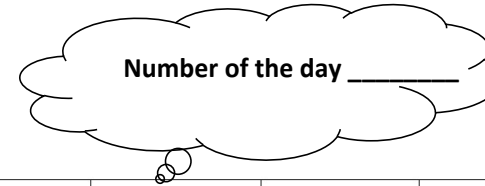
Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
\* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
\_\_\_\_\_

Round to the nearest 10: \_\_\_\_\_  
nearest 100: \_\_\_\_\_

Think of a three, four or five digit number and complete the activities below for your number



Ten Thousands	Thousands	Hundreds	Tens	Ones

Write in words:  
\_\_\_\_\_

Write in expanded form:  
\_\_\_\_\_

10 more: \_\_\_\_\_  
10 less: \_\_\_\_\_  
100 more: \_\_\_\_\_  
100 less: \_\_\_\_\_

Write any 5 numbers in the first column\*. Then put these numbers in descending order (biggest to smallest)

*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____
*	_____	_____

Greater than and less than (put your number of the day on the first line \*)

\* \_\_\_\_\_ > \_\_\_\_\_  
\* \_\_\_\_\_ < \_\_\_\_\_

Odd or even?  
\_\_\_\_\_

Round to the nearest 10: \_\_\_\_\_  
nearest 100: \_\_\_\_\_

# Book Review

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Fiction or Non-fiction: \_\_\_\_\_

Who would you recommend the book to? Why?

What is the book about?

Book  
Illustration

Rating: 

Can you write three facts you have learnt or three things you have learnt about one of the characters?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write an acrostic poem about what it means to be a friend.

F

\_\_\_\_\_

R

\_\_\_\_\_

I

\_\_\_\_\_

E

\_\_\_\_\_

N

\_\_\_\_\_

D

\_\_\_\_\_

S

\_\_\_\_\_



## Editing Passages

### Robot Fun

my brother and i love rowbots we play fantastick games with them robots are so inturesting because they make strange noises and do funny actions

**Find 3 spelling mistakes.**

**Add 4 capital letters and 3 full stops.**

### Delightful Dogs

i think dogs are just deliteful they are the most loyle and playful animals i think it would be wondaful to have a dog of my very own

**Find 3 spelling mistakes.**

**Add 3 capital letters, 2 full stops and 1 exclamation mark.**

# Space Themed Rounding to 10

Round the numbers below to the nearest 10. The first one has been done for you.

$243 \rightarrow \underline{240}$

$185 \rightarrow \underline{\quad}$

$297 \rightarrow \underline{\quad}$

$561 \rightarrow \underline{\quad}$

$188 \rightarrow \underline{\quad}$

$616 \rightarrow \underline{\quad}$

$765 \rightarrow \underline{\quad}$

$322 \rightarrow \underline{\quad}$

$625 \rightarrow \underline{\quad}$

$101 \rightarrow \underline{\quad}$

$147 \rightarrow \underline{\quad}$

$474 \rightarrow \underline{\quad}$

$911 \rightarrow \underline{\quad}$

$349 \rightarrow \underline{\quad}$

# Science Week 3 - Material World

1. Watch the following YouTube video about materials and answer the following questions:

<https://www.youtube.com/watch?v=tGfLhPslEjQ>

a) What are properties of materials?

---

---

---

b) How has glass been improved over time?

---

---

---

---

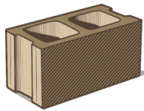
2. Read the following information and answer the questions.

## What Are Processed Materials?

All materials are made of matter. Processed materials are made from matter which has been altered and changed by humans. This means the matter cannot occur naturally in any way. It is different from any material formed through natural processes. Some examples of processed materials are:



plastic



concrete



nylon



## Humans as Producers

From the beginning of human history, people have looked to the world around them for ways to simplify repeated tasks. When they realised that natural materials were limited by their physical properties (too brittle, wear out quickly) they began to manufacture new materials by processing them. Materials Science was born and is now a world-leading scientific discipline.



## Building Communities

As humans gained more control over the kinds of materials they were processing, factories were established to produce these materials so they were in greater supply. Along with harvesting natural materials, we also mass produced other products to satisfy our need for processed materials. As natural materials became scarcer, we turned to processed materials more and more as they were cost-effective and in seemingly limitless supply.



# Science Week 3 - Material World

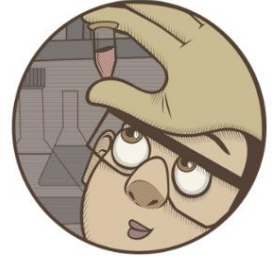
## Stone Cold

For generations, the use of stone in our dwellings meant long-term, secure and hard-wearing homes which were built to last. As societies grew larger, bigger communities began to develop. Sources of good building stone had to be brought in from further and further away. The Macedonians and Romans first realised that chemically reacting various powders with water (cement) produced a hard-setting material which later became known as concrete.



## Developing Processed Materials

The field of material science has come a long way from the early days of alchemy and attempting to turn lead into gold. Developments in fibres, building materials, medicines and moulding have led to a brand-new era for humans. Humans now have a longer life expectancy, high rise communities, extravagant wardrobes and disposable objects of any imaginable form. We now live in an age where nothing seems impossible for materials.



## Will Processed Materials Last Forever?

Humans kept producing and processing. For a time, it was good. If we needed something new, we acquired it - casting aside the broken, used, outdated and unfashionable objects no longer needed. It was a throw-away society of overconsumption which eventually put us in a troublesome situation. We are dealing with the consequences today.



a) What are processed materials?

---

---

b) What did humans do as natural materials became harder to find?

---

---

c) What did humans do as they gained more control over the kinds of materials they were processing?

---

---

# Compound Words 3

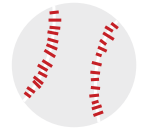
Use a word from the word box below to make a compound word. Use the pictures as clues.

ball flake fly fish book cup cage

gold + \_\_\_\_\_ = \_\_\_\_\_



base + \_\_\_\_\_ = \_\_\_\_\_



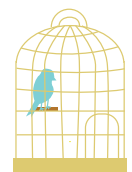
butter + \_\_\_\_\_ = \_\_\_\_\_



note + \_\_\_\_\_ = \_\_\_\_\_



bird + \_\_\_\_\_ = \_\_\_\_\_



snow + \_\_\_\_\_ = \_\_\_\_\_



tea + \_\_\_\_\_ = \_\_\_\_\_

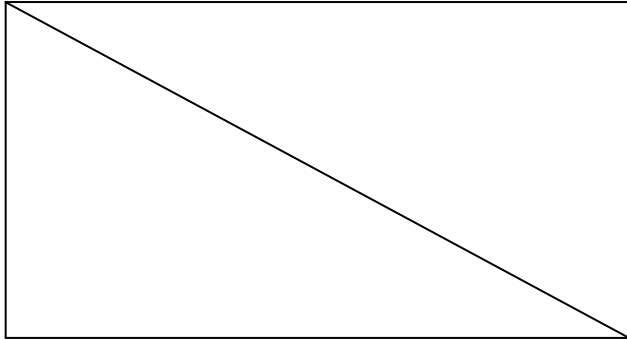


Name \_\_\_\_\_

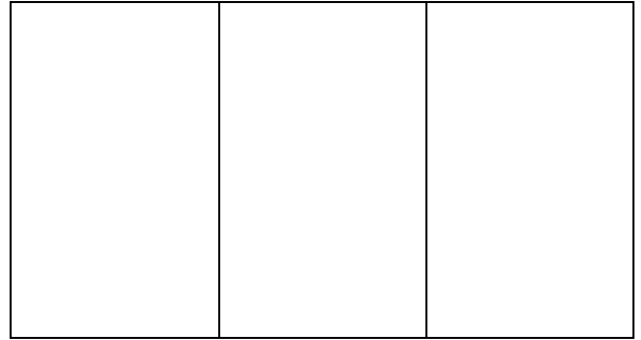
Date \_\_\_\_\_

## Fraction Flags

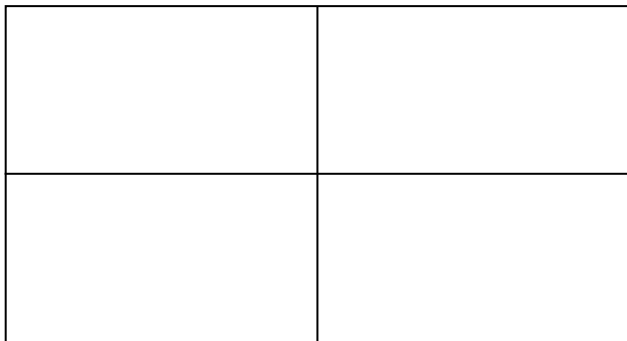
- ① Colour each flag according to the instructions so that the whole flag is coloured.



one half red, one half blue



one third purple, one third orange,  
one third green



one quarter white, one quarter  
black, one quarter pink, one  
quarter yellow



one fifth blue, one fifth pink, one  
fifth grey, one fifth red, one fifth  
green

- ② Draw lines to help you colour the flags according to the instructions.



one half brown, one half green



two quarters blue, one quarter  
yellow, one quarter red

# My Strengths Are...



What are my strengths, talents and gifts?

I am unique because...

---

---

---

